

ILLINOIS PROGRAMS FOR ENGLISH LANGUAGE LEARNERS (ELLs)

2005 PROGRAM STATISTICAL REPORT

**DATA ANALYSIS AND PROGRESS REPORTING DIVISION
ILLINOIS STATE BOARD OF EDUCATION**

INTRODUCTION

The majority of data presented in this report was extracted from the Bilingual Education Program Delivery Reports of 267 school districts that had state-funded bilingual education programs (Transitional Bilingual Education (TBE) and/or Transitional Program of Instruction (TPI)) in 2005. The program delivery reports provide information that includes the number of certified teachers working with limited English proficient students, projected needs for Bilingual Education/English as a Second Language (BIL/ESL) certified/endorsed/approved teachers, resources provided to bilingual students' families, extent of parent/family involvement in bilingual parent advisory committees, types of instructional delivery models and techniques used in educating LEP students, and uses/purposes of LEP student assessments. The other part of this report presents the 2005 Annual Measurable Achievement Objectives (AMAO) results, an NCLB-Title III accountability piece, of districts that received Title III funds in 2005, in addition to receiving TBE and/or TPI funds. English language learners (ELLs) and limited English proficient (LEP) are used interchangeably in this report.

BACKGROUND

The Illinois School Code requires that one of two types of programs be provided for all K-12 LEP students to help them become proficient in English so that they can transition into the mainstream education curriculum.

Transitional Bilingual Education

In 1973, legislation was passed requiring school districts to offer a TBE program whenever there are 20 or more LEP students with a common native language enrolled in an attendance center. Students in TBE programs must be taught by certified teachers with a bilingual and/or ESL approval, and have near-native level of proficiency in the native language spoken by the students.

Transitional Program of Instruction

A TPI may be provided in lieu of a TBE program whenever there are fewer than 20 LEP students of the same native language at an attendance center. A TPI program must always be made available to any LEP student if a TBE program is not otherwise available. TPI programs may provide a wide range of services. Examples of TPI services include instruction in ESL, use of tutors and aides in the classroom, and use of other native language resource persons.

With the passage of No Child Left Behind (NCLB), districts with state-funded TBE and/or TPI programs could also apply for and receive additional supplemental funding from Title III of NCLB (the Language Instruction Programs for Limited English Proficient Students (LIPLEPS) and the Immigrant Education Program (IEP)).

The following tables and charts describe the data from the 2005 program delivery reports and the 2005 AMAO results.

Types of bilingual education programs existing in Illinois in 2005 to serve the educational needs of ELL students

Bilingual Education Programs by Funding Type

Table 1. Number and Percent of School Districts with TBE/TPI Programs that Submitted the Program Delivery Report, FY05

Type of Program	Number	Percent
State-Funded TPI ONLY	10	3.7
State-Funded TBE ONLY	75	28.1
State-Funded TBE/TPI	21	7.9
State-Funded TBE and Title III	5	1.9
State-Funded TPI and Title III	41	15.4
State-Funded TBE/TPI and Title III	115	43.1
Total	267	100.0

Licensures/certifications of teachers who worked with LEP students in 2005

Table 2. Number and Percent of Teachers Who Worked with LEP Students in FY05 with Their Types of Certification

Type of Certificate	Number	Percent
Certificate with ESL Endorsements and/or Approval	886	18.5
Certificate with Bilingual Endorsements and/or Approval	827	17.3
ESL and Bilingual Endorsements	765	16.0
Type 29 (Transitional Bilingual Certificate)	1,104	23.1
International Exchange Certificate	66	1.4
Other Certification*	1,140	23.8
Total	4,788	100.0

*Teachers with regular education/special education teaching certificates in combination with Type 29 and/or working in getting ESL/bilingual endorsements.

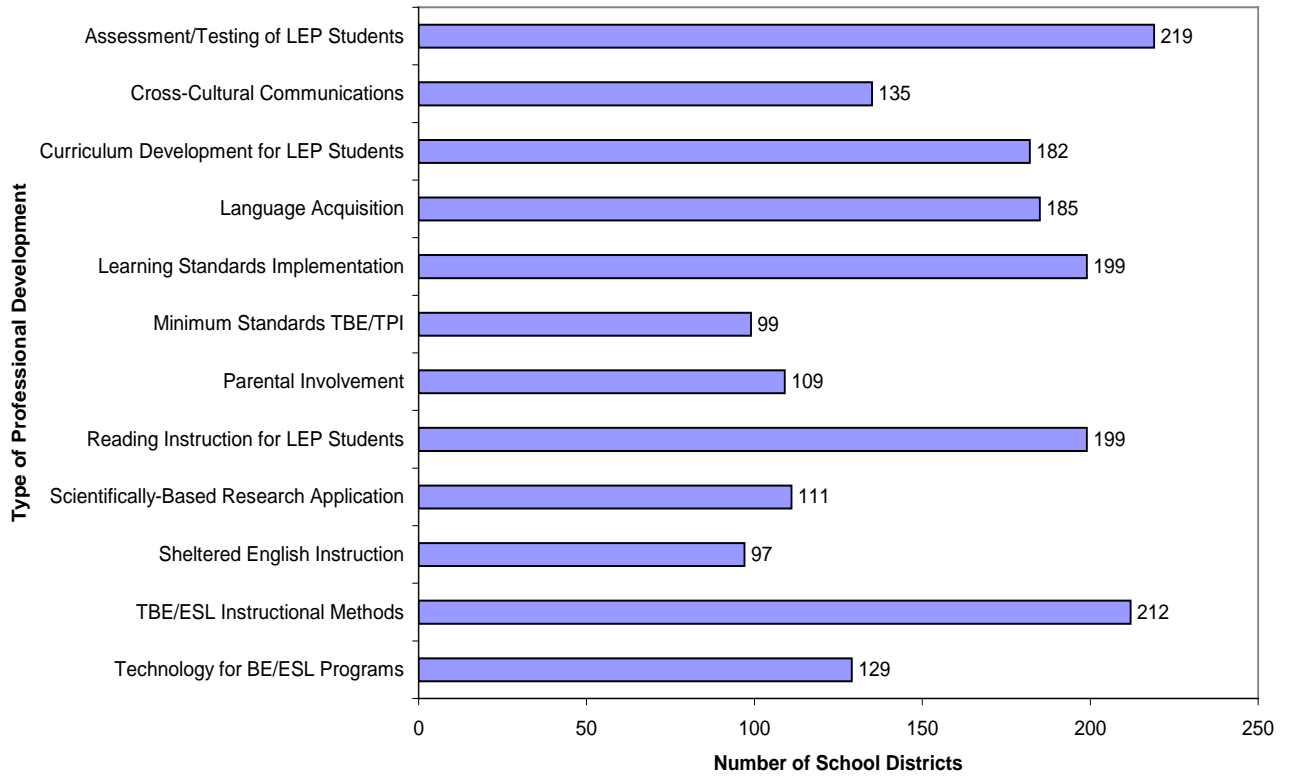
Projected number of certified/approved/endorsed teachers needed within the next five years

Table 3. Projected Number of Teachers Needed to Work with LEP Students for the Next Five Years (FY06 through FY10), by Type of Certificate

Type of Certificate	FY06	FY07	FY08	FY09	FY10
Certificate with ESL Endorsements and/or Approval	1,050	1,139	1,247	1,344	1,409
Certificate with Bilingual Endorsements and/or Approval	910	982	1,032	1,066	1,102
ESL and Bilingual Endorsements	1,181	1,339	1,372	1,437	1,374
Type 29 (Transitional Bilingual Certificate)	1,149	1,160	1,198	1,238	1,245
International Exchange Certificate	78	69	58	36	35
Other Certification	796	763	773	780	778
Total	5,164	5,452	5,680	5,901	5,943

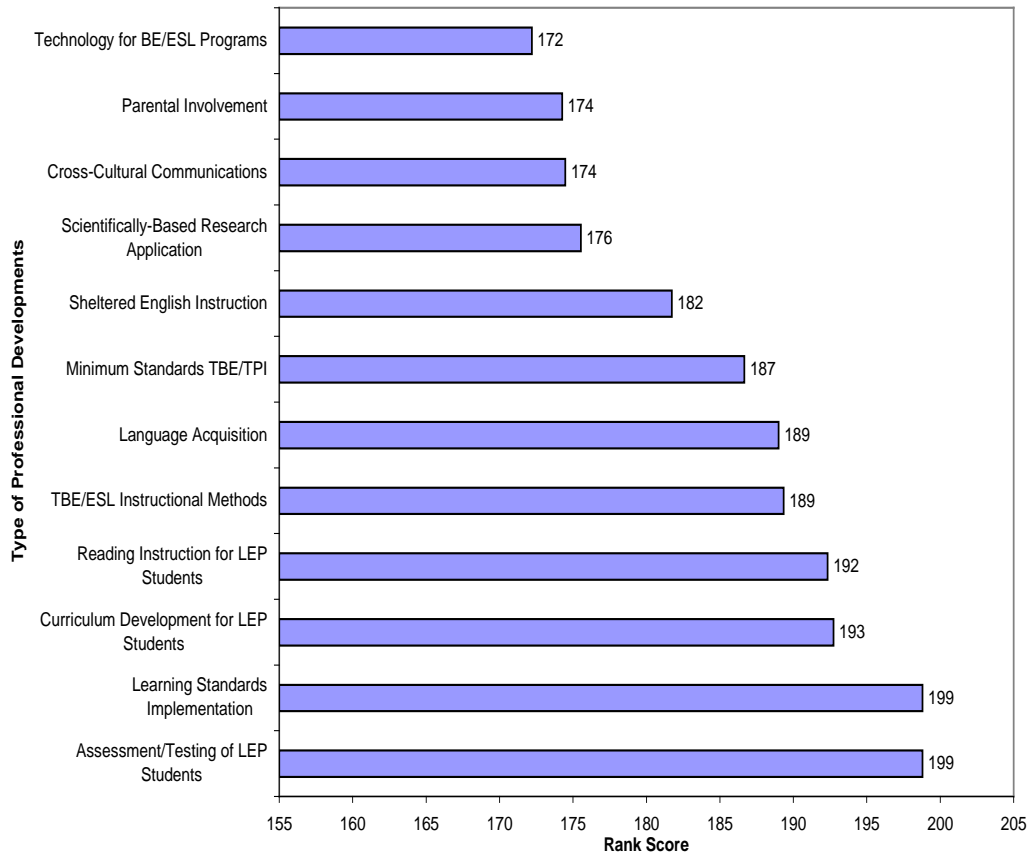
Professional development activities provided by school districts to teachers and parents in bilingual education programs in FY05

Chart 1. Number of school districts (with state-funded bilingual education programs) that offered a specific type of professional development activity to its LEP instructional staff, FY 05



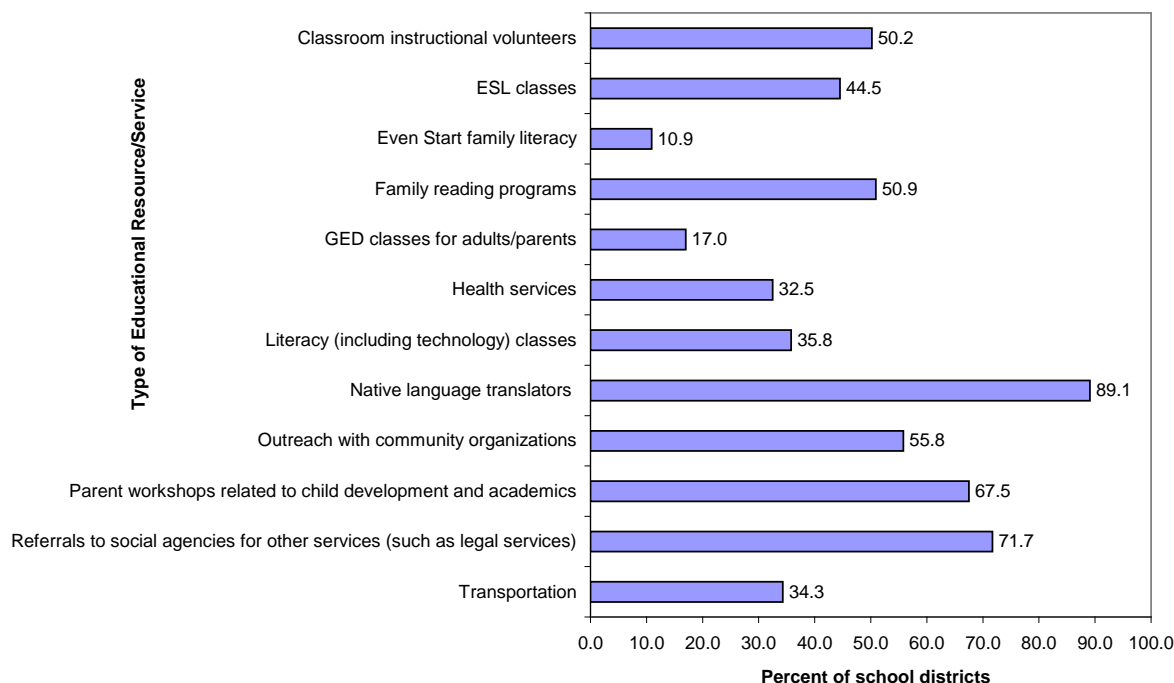
Professional development areas of high priority in FY06 for school districts with TBE/TPI programs

Chart 2. Type of professional development needed for LEP instructional staff in FY 06, rank-ordered by priority (lowest to highest need)



Types of resources/services provided to families and/or parents of students in bilingual education programs in FY05

Chart 3. Percent of school districts (with TBE/TPI programs) that provided a specific type of educational resource or service to parents/families of LEP students, FY05



The extent of parent/family involvement in school-based committees and organizations

The School Code (Ref: 105 ILCS 5/14C-100) requires all school districts with TBE programs to provide parents opportunities for maximum involvement in school activities, citing, in particular, all TBE programs require the establishment of Parent Advisory Councils (PAC).

PACs afford parents of bilingual program students the opportunity to effectively express their views and ensure that through PAC, program planning, operations, and evaluation processes of TBE programs have parental participation.

Table 4. Percent of TBE Programs that Reported Operating Parent/Family Groups or Committees and the Level of Involvement of Parents/Families in these Committees or Groups, FY05

Type of Family/Parent Group or Committee	% Operating	Non-Participant	Participant Only	Involved in Decision-Making
Parent Advisory Council for BIL/ESL Programs	90.7	10.0	25.8	64.2
Local School Council	15.3	88.7	6.0	5.3
PTA/PTO/PFC	76.7	35.8	37.7	26.5
School Improvement Team	66.0	61.5	16.6	21.9
Local Board of Education	50.7	73.5	11.3	15.2

Types of instructional delivery systems and program models used by TBE/TPI districts to serve the educational needs of LEP students

Table 5. Percent of School Districts with TBE/TPI Programs that Used a Specific Instructional Delivery Method for LEP Students Given a Type of Program Model, FY05

Type of Program Model	No. of school districts	Instructional Delivery Process					
		Self contained (=>50% of the day)	Self contained (< 50% of the day)	Departmentalized	Pull out	Push in	Team Teaching
Bilingual Education	142	50.0	35.2	44.4	55.6	33.1	31.7
Dual Language/Two Way Immersion	23	78.3	17.4	21.7	4.3	4.3	17.4
ESL Instruction	232	19.0	35.8	40.1	75.4	45.7	26.7
Sheltered English	113	31.9	34.5	38.9	54.0	41.6	25.7
Newcomer Center	14	42.9	42.9	28.6	28.6	7.1	0
Developmental Bilingual	19	52.6	15.8	21.1	36.8	10.5	5.3
Summer School	132	44.1	38.2	26.5	16.2	11	11
After School Assistance	132	16.8	36.4	21.7	33.6	7.7	14.7
Before School Assistance	60	13.2	35.3	29.4	41.2	5.9	8.8
Tutoring	113	15.5	38.8	22.5	54.3	18.6	7.8

Levels of English language proficiency of LEP students relative to the type of program adopted by the school district in FY05

Table 6. Performance of LEP Students in the English Language Relative to the Type of Program Adopted by the School District, FY05

Type of Program Model	LEP Student Performance in the English Language		
	Percent proficient in the English language in 1 or 2 domains	Percent proficient in the English language in all domains	Made progress
After-school assistance	49.5	7.8	64.3
Before-school assistance	46.5	13.2	87.6
Bilingual education	48.0	9.7	67.7
Developmental bilingual	51.0	5.0	56.6
Dual language/Two-way immersion	50.4	7.9	57.8
English as a Second Language Instruction	48.3	9.6	67.6
Newcomer center	50.6	5.4	55.8
Sheltered English	48.7	9.1	65.1
Summer School	48.9	8.8	65.9
Tutoring	45.4	12.3	85.3

The Annual Measurable Achievement Objectives–Accountability Model of Title III-NCLB

AMAO criteria in Illinois for FY05

197 school districts received Title III funds in FY05 (see Appendix B for the list of Illinois Title III school districts). As a recipient of Title III monies, these school districts were held accountable for attaining Annual Measurable Achievement Objectives (AMAO). AMAOs include three measures: 1) LEP students attaining proficiency in the English language, 2) LEP students making progress in the English language, and 3) Adequate Yearly Progress for LEP subgroups. The Illinois State Board of Education, as the state educational agency, set the targets for each AMAO measure.

1. **LEP Students Attaining Proficiency in the English Language:** “Proficient” is a composite score computed by taking a weighted percentage of proficient students in each domain (listening, speaking, comprehension, reading, and writing). Proficiency targets for each of the four state-approved English language proficiency tests: Language Assessment Scale (LAS), Idea Proficiency Test (IPT), Language Proficiency Test Series (LPTS), and Maculaitis II (MACII) are shown in the Table 7. To meet AMAO, school districts that received Title III funds must meet or exceed the target percentage of LEP students who score at the proficient level.

Table 7. AMAO Proficiency Targets, 2004-2005

Name of Assessment	AMAO Proficient Target (% of LEP Students)
Language Assessment Scale (LAS)	25%
Idea Proficiency Test (IPT)	23%
Language Proficiency Test Series (LPTS)	22%
Maculaitis II (MACII)	14%

2. **LEP Students Making Progress in the English Language:** To meet AMAO, Title III school districts must have 85 percent of LEP students who gained at least one raw score point from FY04 to FY05 in any of the domains of listening, speaking, reading, or writing on one of the four state-approved LEP tests.
3. **Adequate Yearly Progress:** The district must make Adequate Yearly Progress for LEP students served by programs funded under Title III. Calculations are based upon similar academic achievement formulas used for Title I Adequate Yearly Progress using any or all of the state tests: Illinois Standards Achievement Test, Prairie State Achievement Examination, the Illinois Measure of Annual Growth in English, and the Illinois Alternate Assessment. Adequate Yearly Progress was calculated only if the district had the minimum number (45) of LEP students required from grades 3, 5, 8, and/or 11 to form a subgroup.

Title III school districts must meet all three targets to meet the AMAO in FY05.

Number of districts meeting each AMAO criterion in FY05

Table 8. Number of Title III School Districts Meeting Each AMAO Criterion, 2004-2005

AMAO Criterion	Could not be calculated (AMAO criterion waived)		
	Did not Meet	Met	
Proficiency in English	6	21	170
Progress in English	61	34	102
Adequate Yearly Progress LEP Subgroup	101	22	74
All three AMAO criteria	5	64	128

Comparing 2004 AMAO results with 2005 AMAO results

Table 9. AMAO Performance for FY04 and FY05, Percent of Title III Districts Meeting Each AMAO Criterion

AMAO Criterion	Criterion waived		Did not meet		Met	
	FY04	FY05	FY04	FY05	FY04	FY05
Proficiency in English	2.9	3.0	14.5	10.7	82.6	86.3
Progress in English	34.3	31.0	16.9	17.3	48.8	51.8
Adequate Yearly Progress LEP Subgroup	45.3	51.3	27.3	11.2	27.3	37.6
All AMAO Criteria	1.7	2.5	46.5	32.5	51.7	65.0

The consequences for not meeting the AMAO

School districts that did not meet AMAO must inform all parents of children identified for participation in Title III funded programs (LIPLEPS and/or IEP) of their failure to meet AMAO within **30 days** of receipt of notification from the Illinois State Board of Education.

Districts that do not meet AMAO for two consecutive years will be required to develop a district improvement plan to ensure that the district meets such objectives in future years. The Illinois State Board of Education will provide technical assistance in the development of such a plan.

After four consecutive years of not meeting AMAOs: 1) school districts will be required to modify their curriculum, program, or methods of instruction, or 2) ISBE can make determinations whether the district shall continue to receive funds related to the school district's failure to meet such objectives, and require the district to replace educational personnel relevant to the district's failure to meet such objectives.

FY05 is the second year of implementing AMAO. There were **42** Title III school districts that did not meet AMAO for two consecutive years, FY04 and FY05; hence these districts, apart from notifying their LEP parents that their school district did not meet AMAO, must also develop a program improvement plan to be applied for the 2006-2007 school year.

Please direct questions about this report to the ISBE-Data Analysis and Progress Reporting Division at 217/782-3950.

Appendix A

Definition of Terms

Program Models

Transitional Bilingual Education: LEP students receive ESL and native language instruction in subject areas with transition into English instruction as their English language proficiency increases.

Dual Language/Two-Way Immersion: LEP students and English-speaking students make up a class that receives instruction in both English and the language of the LEP students. The instructional goal is to promote bilingualism for all students in the class.

ESL Instruction: LEP students receive specialized instruction in ESL or with Native Language Support with emphasis on their native language.

Newcomer: Recent immigrants with gaps in their education receive instruction in ESL, acculturation, and academic subjects in a short-term program.

Developmental Bilingual Education: LEP students receive instruction in native language and English with emphasis on developing full bilingualism.

Program Delivery Process

Team Teaching/Co-Teaching: Bilingual or ESL teacher provides instruction together with a mainstream teacher.

Self-Contained (more than 50 percent of the day): LEP students receive bilingual/ESL instruction from their classroom teacher in an elementary school setting.

Pull-Out: LEP students (usually in an elementary school setting) are pulled out of the mainstream classroom to receive ESL or bilingual content instruction.

Departmentalized: Generally in the middle or secondary school setting, students receive subject area instruction taught bilingually, in sheltered English, or ESL during a regular class period.

Push-In: Bilingual or ESL teacher goes into the mainstream classroom to provide instruction to LEP students.

Supplemental Instructional Activity

After-School Assistance: Classroom or tutorial instruction for LEP students offered by certified teachers after the regular school day ends.

Before-School Assistance: Classroom or tutorial instruction for LEP students offered by certified teachers before the regular school day begins.

Tutorial Support: Students receive tutorial assistance in English or native language.

APPENDIX B - TITLE III SCHOOL DISTRICTS, FY 05

Region- County- District code	District Name	Region- County- District code	District Name
020910170	COBDEN SUD 17	140161320	CALUMET PUBLIC SD 132
040041000	BELVIDERE CUSD 100	140161350	ORLAND SD 135
041011220	HARLEM CONSOLIDATED SD 122	140161400	KIRBY SD 140
041012050	ROCKFORD SD 205	140161435	POSEN-ROBBINS ELEM SD 1435
041013200	SOUTH BELOIT CUSD 320	140161450	ARBOR PARK SD 145
090100040	CHAMPAIGN CUSD 4	140161470	W HARVEY-DIXMOOR PUB SD 147
090101160	URBANA SD 116	140161510	SOUTH HOLLAND SD 151
110213060	ARCOLA CUSD 306	140161520	HARVEY SD 152
130140620	DAMIANSVILLE SD 62	140161570	HOOVER-SCHRUM MEMORIAL SD 157
140160150	COMM CONS SCHOOL DISTRICT NO 15	140161700	CHICAGO HEIGHTS SD 170
140160210	WHEELING C C SCHOOL DIST 21	140161940	STEGER SD 194
140160230	PROSPECT HEIGHTS SD 23	140162010	J S MORTON HSD 201
140160250	ARLINGTON HEIGHTS SD 25	140162020	EVANSTON TWP H S DIST 202
140160260	RIVER TRAILS SD 26	140162030	NEW TRIER TWP HSD 203
140160300	NORTHBROOK-GLENVIEW SD 30	140162040	LYONS TWP HSD 204
140160310	WEST NORTHFIELD SD 31	140162050	THORNTON THSD 205
140160340	GLENVIEW SD 34	140162060	BLOOM TWP HSD 206
140160370	AVOCA SCHOOL DIST 37	140162070	MAINE TWP HSD 207
140160390	WILMETTE SD 39	140162090	PROVISO TWP HSD 209
140160540	SCHAUMBURG CCSD 54	140162110	TOWNSHIP HSD 211
140160570	MOUNT PROSPECT SD 57	140162120	LEYDEN COMMUNITY HIGH SCHOOL 212
140160590	COMMUNITY CONSOLIDATED SD 59	140162140	TOWNSHIP HSD 214
140160620	DES PLAINES C C SCH DIST 62	140162170	ARGO CHSD 217
140160630	EAST MAINE SD 63	140162180	COMMUNITY HIGH SCHOOL DIST 218
140160650	EVANSTON C C SCHOOL DIST 65	140162190	NILES TWP CHSD 219
140160670	GOLF ELEM SD 67	140162250	NORTHFIELD THSD 225
140160680	SKOKIE SD 68	140162280	BREMEN CHSD 228
140160690	SKOKIE SD 69	140162300	CONSOLIDATED HIGH SCH DIST 230
140160700	MORTON GROVE SD 70	140162340	RIDGEWOOD CHSD 234
140160710	NILES ELEM SD 71	140164010	ELMWOOD PARK SD 401
140160720	SKOKIE FAIRVIEW SD 72	140168050	NSSEO
140160730	EAST PRAIRIE SD 73	150162990	CHICAGO PUBLIC SCHOOL DIST 299
140160735	SKOKIE SD 73-5	160194240	GENOA KINGSTON CUSD 424
140160740	LINCOLNWOOD SD 74	160194280	DEKALB CUSD 428
140160790	PENNOYER SD 79	160194300	SANDWICH CUSD 430
140160810	SCHILLER PARK SD 81	170640050	MCLEAN COUNTY UD 5
140160830	MANNHEIM SD 83	170640870	BLOOMINGTON SD 87
140160840	FRANKLIN PARK SD 84	190220020	BENSENVILLE ELEM SCH DIST 2
140160845	RHODES SD 84-5	190220040	ADDISON SCHOOL DIST 4
140160855	RIVER GROVE SD 85-5	190220070	WOOD DALE SD 7
140160860	UNION RIDGE SD 86	190220100	ITASCA SD 10
140160870	BERKELEY SD 87	190220120	ROSELLE SD 12
140160880	BELLWOOD SD 88	190220150	MARQUARDT SD 15
140160890	MAYWOOD-MELROSE PK-BROADVIEW 89	190220160	QUEEN BEE SD 16
140160980	BERWYN NORTH SD 98	190220200	KEENEYVILLE SD 20
140160990	CICERO SD 99	190220250	BENJAMIN SD 25
140161000	BERWYN SOUTH SD 100	190220330	WEST CHICAGO SD 33
140161030	LYONS SD 103	190220340	WINFIELD SD34
140161040	SUMMIT SD 104	190220410	GLEN ELLYN SD 41
140161090	INDIAN SPRINGS SD 109	190220440	LOMBARD SD 44
140161110	BURBANK SD 111	190220450	VILLA PARK SD 45
140161170	NORTH PALOS SD 117	190220610	DARIEN SD 61
140161180	PALOS CCSD 118	190220620	GOWER SD 62
140161220	RIDGELAND SD 122	190220680	WOODRIDGE SD 68
140161240	EVERGREEN PARK ESD 124	190220860	HINSDALE DIST 86
140161260	ALSIP-HAZLGRN-OAKLWN SD 126	190220870	GLENBARD TWP HSD 87
140161270	WORTH SD 127	190220880	DUPAGE HSD 88
140161275	CHICAGO RIDGE SD 1275	190220890	COMMUNITY CONS SCH GLEN ELLYN 89
140161300	COOK COUNTY SD 130	190220930	COMMUNITY CONS SCHOOL DIST 93

APPENDIX B - TITLE III SCHOOL DISTRICTS, FY 05 (Cont.)

Region- County- District code	District Name	Region- County- District code	District Name
190220940	COMMUNITY HIGH SCHOOL DIST 94	340491090	DEERFIELD SD 109
190220990	COMMUNITY HIGH SCHOOL DIST 99	340491120	NORTH SHORE SD 112
190221000	FENTON CHSD 100	340491130	TOWNSHIP HIGH SCHOOL DIST 113
190221080	LAKE PARK CHSD 108	340491140	FOX LAKE GSD 114
190221810	COMM CONS SCH DIST 181	340491160	ROUND LAKE AREA SD 116
190222000	COMMUNITY UNIT SCHOOL DIST 200	340491180	WAUCONDA CUSD 118
190222040	INDIAN PRAIRIE 204	340491200	MUNDELEIN CHSD 120
190222050	ELMHURST SD 205	340491210	WARREN THSD 121
240470880	PLANO CUSD 88	340491240	GRANT CHSD 124
240473080	OSWEGO CUSD 308	340491250	CONS HIGH SCH DIST 125
270940380	MONMOUTH USD 38	340491270	GRAYSLAKE CHSD 127
280061030	DEPUE CUSD 103	340491870	NORTH CHICAGO SD 187
280372290	KEWANEE CUSD 229	340492200	COMMUNITY UNIT SCH DIST 220
300390950	CARBONDALE ESD 95	340498250	SPEC EDUC DIST LAKE COUNTY
300391400	UNITY POINT CCSD 140	350501200	LA SALLE-PERU TWP HSD 120
310450460	SCHOOL DISTRICT U-46	350501400	OTTAWA THSD 140
310451010	BATAVIA USD 101	350502890	MENDOTA COMMUNITY CONS SD 289
310451290	AURORA WEST USD 129	410570100	COLLINSVILLE CUSD 10
310451310	AURORA EAST USD 131	440630150	MCHENRY CCSD 15
310453000	COMMUNITY UNIT SCHOOL DIST 300	440630260	CARY CCSD 26
310453020	KANELAND CUSD 302	440630470	CRYSTAL LAKE CCSD 47
310453030	COMMUNITY UNIT SCHOOL DIST 303	440630500	HARVARD CUSD 50
310453040	GENEVA CUSD 304	440631560	MCHENRY CHSD 156
320380100	IROQUOIS WEST CUSD 10	440631580	CONSOLIDATED SCHOOL DIST 158
320461110	KANKAKEE SD 111	440631650	MARENGO UNION ELEM SD 165
330482050	GALESBURG CUSD 205	440632000	COMMUNITY UNIT SCHOOL DIST 200
340490030	BEACH PARK CCSD 3	460090150	BEARDSTOWN CUSD 15
340490060	ZION ESD 6	470712120	ROCHELLE TWP HIGH SCH DIST 212
340490370	GAVIN SD 37	470712310	ROCHELLE CCD 231
340490380	BIG HOLLOW SD 38	480721500	PEORIA SD 150
340490410	LAKE VILLA CCSD 41	490810300	UNITED THSD 30
340490460	GRAYSLAKE CCSD 46	490810370	EAST MOLINE SD 37
340490500	WOODLAND CCSD 50	490810400	MOLINE USD 40
340490560	GURNEE SD 56	550980050	STERLING SCHOOL DIST 5
340490600	WAUKEGAN CUSD 60	560990860	JOLIET PUBLIC SCH DIST 86
340490730	HAWTHORN CCSD 73	560992020	PLAINFIELD SD 202
340490750	MUNDELEIN ESD 75	560992040	JOLIET TWP HSD 204
340490760	DIAMOND LAKE SD 76	14016113A	LEMONT-BROMBEREK CSD 113A
340490790	FREMONT SCHOOL DIST 79	56099365U	VALLEY VIEW CUSD 365U
340490960	KILDEER COUNTRYSIDE CCSD 96		