



Bilingual Education Programs and English Learners in Illinois

SY 2013 (2012-2013 School Year)
STATISTICAL REPORT

**Data Analysis and Accountability Division
English Language Learning Division
Illinois State Board of Education**

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Illinois State Board of Education**

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State Superintendent of Education**

FOREWORD

This school year 2012-2013 (SY 2013) statistical report has three parts:

Part A – Bilingual Education Programs in Illinois presents information that includes, but is not limited to, the number of certified teachers working with Limited English Proficient (LEP) students, types of instructional delivery models and instructional methods used by school districts in educating LEP students. The data for this part were extracted from the 2013 Bilingual Education Program Delivery Reports (PDRs) of districts.

Note: The term “English Learner” (EL) is preferred in Illinois and will be used in this report in lieu of LEP.

Part B – English Learners (EL) in Illinois presents the grade levels of and native languages spoken by students who are ELs, the concentration of the EL population in counties across the state, and the participation of ELs in school district EL programs. This part also includes information about the performance of EL students on Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®), a standards-based English language proficiency assessment, and on the state academic assessments, i.e., the Illinois Standards Achievement Test (ISAT) and Prairie State Achievement Examination (PSAE). The data for this part were extracted from the SY 2013 SIS-LEP Enrollments and EL Record Data, 2013 Title III District List, 2013 ACCESS for ELLs, 2006 through 2013 Longitudinal LEP/ACCESS Data, and 2013 ISAT and PSAE.

Part C - Annual Measurable Achievement Objectives (AMAO) presents results of the NCLB Title III Annual Measurable Achievement Objectives (AMAOs) accountability for SY 2013. In addition, a nine-year analysis of AMAOs in Illinois is presented.

The interpretations presented in this report do not necessarily reflect the positions or the policies of the Illinois State Board of Education (ISBE). For more information, please contact Dr. Seon Hwa Eun of the ISBE Division of English Language Learning (DELL) at 312-814-3850.

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BACKGROUND

IDENTIFICATION OF ENGLISH LEARNERS

For the purpose of identifying students of a language background other than English, districts administer a Home Language Survey (HLS) to every newly enrolled student. If the survey indicates that a language other than English is spoken in the home, the district must assess the student for English language proficiency using the screening instrument prescribed by ISBE. The screening must take place within 30 days after the student enrolls in the district at the beginning of the school year to determine the student's eligibility for EL services and the appropriate placement for the student. Each student scoring as not "proficient," as defined by the State Superintendent of Education, is considered an EL student eligible for EL services.

Annual Examinations of EL Students

Section 14C-3 of the Illinois School Code (105 ILCS 5/14C-3) requires that all K-12 students identified as EL be tested annually for English proficiency in four language domains: aural comprehension (listening), speaking, reading, and writing. Since SY 2006, ISBE has prescribed the ACCESS for ELs® for the annual English proficiency assessment of EL students.

PROGRAM OPTIONS

105 ILSC 5/14C-3 also requires that one of two types of programs be provided for all PK-12 EL students to help them become proficient in English and transition into the general education curriculum.

Transitional Bilingual Education (TBE)

Legislation passed in 1973 requires Illinois school districts to offer a TBE program when 20 or more EL students of the same language classification are enrolled in the same attendance center. TBE programs must provide instruction in the home language of students and in English in all required subject areas, as well as instruction in English as a second language (ESL). TBE teachers are required to be certified by the state of Illinois and possess the appropriate bilingual and/or ESL endorsement/approval. Bilingual teachers must demonstrate proficiency in the language(s) spoken by students and in English.

Transitional Program of Instruction (TPI)

If an attendance center has an enrollment of 19 or fewer EL students from any single non-English language, it may elect to offer a TPI program in lieu of a TBE program. TPI programs must include instruction or other assistance in a student's home language to the extent necessary as determined by the student's level of English proficiency. TPI services may include, but are not limited to, instruction in ESL, language arts in the student's home language, and history of the student's native land and the United States. Like TBE teachers, TPI teachers must hold the proper teacher certifications and endorsements/approvals for their teaching assignments.

Districts that provide at least five periods of TBE/TPI services a week to EL students may apply for state TBE/TPI funding which reimburses some of the excess costs of providing these services based on a prorated formula.

The No Child Left Behind Act of 2001 (NCLB) enables school districts in Illinois with state-funded TBE and/or TPI programs to apply for supplemental federal funding to support the educational needs of EL students. This federally-funded program for EL students is called Title III: Language Instruction Programs for Limited English Proficient and Immigrant Students.

SOURCES OF DATA

Data for this report were extracted and analyzed by the Data Analysis and Accountability Division from SY2013 SIS-LEP Enrollments, EL Record Data, and the Bilingual Education Program Delivery Report (PDR). State test results were reported to ISBE by the respective testing contractors.

Demographic and Program Data

EL Data - Districts with EL students are required to submit on SIS the demographic information on each ELL student enrolled in a district, including a student's native language, grade level, gender, birth date, enrollment in language instructional programs, program entry and exit dates, and reasons for exiting the EL program.

Bilingual Education Program Delivery Report (PDR) - All districts that provide TBE/TPI services are required to submit a PDR to ISBE at the end of the school year. The PDR collects data including, but not limited to program staffing, staff professional development, parent involvement, and types of language instructional services provided to EL students. The PDR is reported on the ISBE Web Application Security (IWAS) system.

EL Assessment Data

ACCESS for ELLs® - ACCESS for ELLs® stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. It is a large scale standards-based and criterion-referenced assessment designed to measure the English language proficiency of EL students. This test is administered annually to all EL students in Illinois.

ISAT and PSAE - The Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE) measure individual student achievement in mathematics, reading, writing, and science relative to the *Illinois Learning Standards*. ISAT is administered to children in grades 3-8 and the PSAE is administered to students in grade 11. Beginning in 2008, all EL students were required to participate in these regular state assessments of academic achievement. In prior years, districts had the option of testing EL students with the Illinois Measure of Annual Growth in English (IMAGE), a test using simplified English to test EL students in math and reading. Now students who have been eligible for EL language support services for fewer than five years (excluding preschool and kindergarten) may receive accommodations on the ISAT or PSAE. The accommodations are provided to allow them to access test content. ISAT and the PSAE are not administered to students with disabilities for whom regular state assessments are not appropriate. These students may take the Illinois Alternate Assessment (IAA) instead.

PART A: BILINGUAL EDUCATION PROGRAMS IN ILLINOIS

SECTION 1: TYPES OF ILLINOIS SCHOOL DISTRICT PROGRAMS SERVING THE EDUCATIONAL NEEDS OF EL STUDENTS IN SY2013

District/Educational Unit EL Enrollments and Funding

In SY 2013, 684 school districts/educational entities in Illinois enrolled 207,703 EL students, an increase of about 300 students from SY 2012. Three hundred seven of these districts/educational entities received state bilingual funds for direct student services. The EL enrollment by district/educational unit ranged from one student to 69,443-students with City of Chicago School District 299 or Chicago Public Schools (CPS), enrolling the most EL students. The total EL enrollment for the 307 educational units that received State bilingual funds was 203,587 students which represented 98 percent of total EL enrollment statewide. (See **Appendix A** for EL enrollment by educational entity.)

Districts that receive State bilingual funds are also eligible to receive federal funds to supplement expenditures in educating EL students. Of the 307 educational entities that received State bilingual funds, 205 received funds from Title III, a federal program to provide instructional support for limited English proficient and immigrant students.

As indicated on page 1 of this report, there are two types of State funded bilingual education programs in Illinois: Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI). The funding formula for these programs is based on the number of EL students served, class periods of service, grade level, and type of program. Table 1 shows the distribution of the 684 districts by type of funding and EL enrollments.

Type of program funding	Districts		EL enrollments	
	Number	PCT of Total	Number	PCT of Total
State -funded TBE only	11	1.6%	266	0.1%
State -funded TPI only	57	8.3%	2,288	1.1%
State -funded TBE and TPI	34	5.0%	3,403	1.6%
State- funded TBE and Federal-funded Title III	9	1.3%	3,738	1.8%
State- funded TPI and Federal-funded Title III	23	3.4%	2,942	1.4%
State- funded TBE and TPI and Federal-funded Title III	173	25.3%	190,950	91.9%
Non-State-Funded	377	55.1%	4,116	2.0%
Total	684	100%	207,703	100%

Of the 307 State-funded districts, 205 (66.8 percent) received both TBE and TPI State and Title III funds. These 205 districts enrolled 197,630 EL students, 95.1 percent of total EL enrollment statewide. *With funded districts enrolling practically all EL students in Illinois (98 percent), the remaining analysis of program related data is limited to the PDRs of these 307 districts.*

SECTION 2: QUALIFICATIONS OF, AND PROFESSIONAL DEVELOPMENT PROVIDED TO, SCHOOL DISTRICT STAFF WHO WORK WITH ILLINOIS ELL STUDENTS

***Bilingual Education Program Information of State-Funded School Districts in SY 2013
Licensures/Certifications of Teachers Who Worked with EL Students in SY 2013***

10,956 teachers (82 percent of whom have Bilingual and/or ESL endorsements/approvals) taught EL students in SY 2013 as reported by districts in their 2013 Bilingual Education Program Delivery Reports (PDR). Close to 84 percent of these teachers taught in Title III Language Instruction Educational Programs. (See Table 2)

Table 2. Number and Percentage of Teachers from Funded Districts Who Worked with EL Students, by Type of Certification and Number and Percentage of Teachers Working in Title III Programs: SY 2013

Type of Certificate	ALL Teachers		Number of Teachers currently working in Title III Language Instruction Educational Programs	
	Number	PCT of Total	Number	PCT of All Teachers
Certificate with ESL Endorsements and/or Approval	3,306	30.2%	2,453	74.2%
Certificate with Bilingual Endorsements and/or Approval	1,873	17.1%	1,724	92.0%
Both ESL and Bilingual Endorsements	3,766	34.4%	3,286	87.3%
Type 29 (Transitional Bilingual Certificate)	1,726	15.8%	1,542	89.3%
English as a New Language (ENL) (Secondary only)	9	0.1%	5	55.6%
English as a New Language -Bilingual (Secondary only)	3	0.0%	1	33.3%
Visiting International Teaching Certificate	70	0.6%	61	87.1%
Other Certifications*	203	1.9%	74	36.5%
Total	10,956	100%	9,146	83.5%

**Other certification includes but not limited to elementary, high school, and special education teaching certificates*

PART B: THE ENGLISH LEARNERS (ELs) IN ILLINOIS

SECTION 3: EL STUDENT DEMOGRAPHICS AND PROGRAM PARTICIPATION

ELL Student Enrollment

Close to 58 percent of EL students in Illinois public schools were enrolled in school districts located in Cook County, including Chicago Public School District 299 (CPS) (See Table 3). Surrounding counties of Cook County (Du Page, Lake, Kane and Will) enrolled 31 percent of EL students. For information on SY 2013 EL student enrollment by district/educational entity, see **Appendix A**.

Table 3. Number and Percentage of EL Students, by County: SY 2013

County	Number	Percent	County	Number	Percent
ADAMS	21	0.01%	LAWRENCE	4	0.00%
ALEXANDER	3	0.00%	LEE	37	0.02%
BOND	4	0.00%	LIVINGSTON	12	0.01%
BOONE	1,109	0.53%	LOGAN	7	0.00%
BROWN	2	0.00%	MACON	95	0.05%
BUREAU	259	0.12%	MACOUPIN	7	0.00%
CALHOUN	1	0.00%	MADISON	758	0.37%
CARROLL	2	0.00%	MARION	5	0.00%
CASS	549	0.26%	MASON	1	0.00%
CHAMPAIGN	1,566	0.75%	MCDONOUGH	54	0.03%
CHRISTIAN	5	0.00%	MCHENRY	3,618	1.74%
CITY OF CHICAGO	69,443	33.43%	MCLEAN	796	0.38%
CLARK	10	0.00%	MENARD	2	0.00%
CLAY	3	0.00%	MONROE	3	0.00%
CLINTON	83	0.04%	MONTGOMERY	8	0.00%
COLES	17	0.01%	MORGAN	73	0.04%
COOK	51,334	24.72%	MULTI-COUNTY	150	0.08%
DEKALB	855	0.41%	OGLE	540	0.26%
DEWITT	12	0.01%	PEORIA	973	0.47%
DOUGLAS	109	0.05%	PERRY	1	0.00%
DUPAGE	16,296	7.85%	PIATT	12	0.01%
EDGAR	1	0.00%	PIKE	4	0.00%
EDWARDS	3	0.00%	PUTNAM	14	0.01%
EFFINGHAM	29	0.01%	RANDOLPH	8	0.00%
FAYETTE	2	0.00%	RICHLAND	8	0.00%
FORD	40	0.02%	ROCK ISLAND	1,988	0.96%
FRANKLIN	7	0.00%	SANGAMON	209	0.10%
FULTON	8	0.00%	SCHUYLER	29	0.01%
GALLATIN	4	0.00%	ST. CLAIR	147	0.07%
GRUNDY	271	0.13%	STARK	9	0.00%
HAMILTON	4	0.00%	STEPHENSON	116	0.06%
HANCOCK	15	0.01%	TAZEWELL	93	0.04%
HENRY	109	0.05%	UNION	72	0.03%
IROQUOIS	66	0.03%	VERMILION	192	0.09%
JACKSON	352	0.17%	WABASH	1	0.00%

JEFFERSON	17	0.01%	WARREN	236	0.11%
JO DAVIESS	56	0.03%	WASHINGTON	2	0.00%
JOHNSON	7	0.00%	WHITE	6	0.00%
KANE	21,798	10.50%	WHITESIDE	242	0.12%
KANKAKEE	989	0.48%	WILL	8,155	3.93%
KENDALL	1,362	0.66%	WILLIAMSON	36	0.02%
KNOX	138	0.07%	WINNEBAGO	4,046	1.95%
LAKE	17,231	8.30%	WOODFORD	18	0.01%
LASALLE	699	0.34%	Total	207,703	100.00%

Native Languages of EL Students

EL students in Illinois spoke at least 142 non-English native languages in SY 2013 with Spanish spoken by 80 percent of the students. See Table 4.

Table 4. Number and Percentage of Native Languages Spoken, by EL Students and Language: SY 2013

Language	Count	Pct	Language	Count	Pct	Language	Count	Pct
Afrikaans (Taal)	54	0.03%	Hakka (Chinese)	11	0.01%	Navajo	5	0.00%
Akan (Fante, Asante)	103	0.05%	Hausa	16	0.01%	Nepali	559	0.27%
Albanian, Tosk (Albania)	242	0.12%	Hawaiian	3	0.00%	Norwegian	10	0.00%
Albanian, Gheg (Kosovo/Macedon)	271	0.13%	Hebrew	86	0.04%	Oriya	13	0.01%
American Sign Language	14	0.01%	Hindi	764	0.37%	Other	919	0.44%
Amharic	194	0.09%	Hmong	15	0.01%	Oulof (Wolof)	32	0.02%
Arabic	5,854	2.82%	Hopi	1	0.00%	Pampangan	6	0.00%
Armenian	41	0.02%	Hungarian	37	0.02%	Panjabi (Punjabi)	211	0.10%
Assamese	3	0.00%	Ibo/Igbo	130	0.06%	Pashto (Pushto)	32	0.02%
Assyrian (Syriac, Aramaic)	859	0.41%	Icelandic	1	0.00%	Pilipino (Tagalog)	1,842	0.89%
Bagheli	10	0.00%	Ilocano	17	0.01%	Polish	5,858	2.82%
Balinese	8	0.00%	Ilonggo (Hiligaynon)	22	0.01%	Portuguese	195	0.09%
Bemba	11	0.01%	Indonesian	49	0.02%	Pueblo	3	0.00%
Bengali	181	0.09%	Isoko	1	0.00%	Romanian	503	0.24%
Bisaya (Malaysia)	23	0.01%	Italian	197	0.09%	Romany (Gypsy)	5	0.00%
Bosnian	449	0.22%	Jamaican	27	0.01%	Russian	1,279	0.62%
Bulgarian	468	0.23%	Japanese	583	0.28%	Samoan	7	0.00%
Burmese	430	0.21%	Kache (Kaje, Jju)	3	0.00%	Serbian	403	0.19%
Cambodian (Khmer)	168	0.08%	Kanjobal	12	0.01%	Shanghai (Chinese)	35	0.02%
Cantonese (Chinese)	1,315	0.63%	Kannada (Kanarese)	81	0.04%	Shona	7	0.00%
Cebuano (Visayan)	54	0.03%	Kanuri	3	0.00%	Sindhi	9	0.00%
Chaldean	10	0.00%	Karen (S'gaw)	186	0.09%	Sinhalese	13	0.01%
Chamorro	1	0.00%	Kikamba (Kamba)	1	0.00%	Slovak	62	0.03%
Chaochow/Teochiu (Chinese)	57	0.03%	Kirundi (Rundi)	140	0.07%	Slovenian	4	0.00%
Chechen	1	0.00%	Konkani	11	0.01%	Somali	207	0.10%
Cherokee	4	0.00%	Korean	1,166	0.56%	Sotho	2	0.00%
Chichewa (Nyanja)	1	0.00%	Kpelle	1	0.00%	Sourashtra (Saurashtra)	8	0.00%
Chin (Haka)	86	0.04%	Krahn (Liberia, Cote d'Ivoire)	17	0.01%	Spanish	166,976	80.39%
Chippewa/ Ojibawa/ Ottawa	1	0.00%	Krio	23	0.01%	Swahili	173	0.08%
Croatian	62	0.03%	Kurdish	22	0.01%	Swedish	36	0.02%
Crow	1	0.00%	Lao	232	0.11%	Taiwanese/Formosan/Min Nan	31	0.01%
Czech	141	0.07%	Latvian	16	0.01%	Tamil	368	0.18%
Danish	31	0.01%	Lingala	36	0.02%	Telugu (Telegu)	732	0.35%
Dutch/Flemish	33	0.02%	Lithuanian	490	0.24%	Thai	183	0.09%
Efik	2	0.00%	Luganda	28	0.01%	Tibetan	12	0.01%
Estonian	6	0.00%	Luo	2	0.00%	Tigrinya (Tigrigna)	59	0.03%
Ewe	125	0.06%	Maay or Mai Mai	21	0.01%	Tongan	2	0.00%
Farsi (Persian)	208	0.10%	Macedonian	83	0.04%	Tuluau	5	0.00%
Finnish	7	0.00%	Malay	58	0.03%	Turkish	204	0.10%
French	894	0.43%	Malayalam	490	0.24%	Ukrainian	554	0.27%
Fukien/Hokkien (Chinese)	38	0.02%	Mandarin (Chinese)	1,307	0.63%	Urdu	2,827	1.36%
Ga	16	0.01%	Mandingo (Mandinka)	12	0.01%	Uzbek	63	0.03%
German	156	0.08%	Marathi	132	0.06%	Vietnamese	1,330	0.64%
Greek	285	0.14%	Mende	1	0.00%	Welsh	1	0.00%
Gujarati	1,690	0.81%	Menominee	1	0.00%	Yombe	3	0.00%

Guyanese	4	0.00%	Mien (Yao)	1	0.00%	Yoruba	351	0.17%
Hainanese (Chinese)	9	0.00%	Mina (Geser-Goram)	40	0.02%	Total	207,703	100.00%
Haitian-Creole	162	0.08%	Mongolian	204	0.10%			

The top ten languages spoken by EL students were Spanish, Polish, Arabic, Urdu, Pilipino (Tagalog), Gujarati, Cantonese (Chinese), Mandarin (Chinese), Vietnamese, and Korean. Spanish is the predominant language spoken by EL students in all geographic locations. Districts in the suburbs of city of Chicago (please see footnote for county coverage) enrolled over half of EL students in Illinois (57%). CPS enrolled 33.4 percent of EL students, the highest enrollment for a district. (See Table 5).

Table 5. Number of EL Students, by Language and Illinois Location*: SY 2013

LANGUAGE	CHICAGO SUBURBS	CITY OF CHICAGO	NORTHERN	EAST CENTRAL	WEST CENTRAL	SOUTHERN	TOTAL	Pct of TOTAL
SPANISH	88,749	60,105	12,559	2,913	1,454	1,193	166,976	80.39%
POLISH	4,610	1,109	134	4	1	0	5,858	2.82%
ARABIC	3,804	1,356	368	76	143	107	5,854	2.82%
URDU	1,907	803	57	33	13	14	2,827	1.36%
PILIPINO (TAGALOG)	1,290	393	76	45	26	12	1,842	0.89%
GUJARATI	1,340	206	63	26	34	21	1,690	0.81%
VIETNAMESE	634	443	115	90	31	17	1,330	0.64%
CANTONESE (CHINESE)	281	941	27	23	23	20	1,315	0.63%
MANDARIN (CHINESE)	617	350	78	133	77	52	1,307	0.63%
RUSSIAN	1,071	105	61	15	19	8	1,279	0.62%
KOREAN	967	69	16	91	10	13	1,166	0.56%
FRENCH	267	191	92	170	169	5	894	0.43%
ASSYRIAN (SYRIAC, ARAMAIC)	606	246	5	1	1	0	859	0.41%
HINDI	568	99	35	42	15	5	764	0.37%
TELOGU (TELEGU)	503	57	37	87	47	1	732	0.35%
JAPANESE	488	42	14	20	8	11	583	0.28%
NEPALI	211	260	77	4	1	6	559	0.27%
UKRAINIAN	334	334	4	1	0	3	554	0.27%
ROMANIAN	360	129	2	9	2	1	503	0.24%
LITHUANIAN	464	11	15	0	0	0	490	0.24%
MALAYALAM	458	18	7	5	2	0	490	0.24%
BULGARIAN	394	64	8	0	0	2	468	0.23%
BOSNIAN	217	209	23	0	0	0	449	0.22%
BURMESE	97	167	128	2	35	1	430	0.21%
SERBIAN	296	77	30	0	0	0	403	0.19%
TAMIL	271	25	18	36	17	1	368	0.18%
YORUBA	160	179	8	1	3	0	351	0.17%
GREEK	229	42	13	1	0	0	285	0.14%
ALBANIAN, GHEG (KOSOVO/MACEDONIA)	182	23	44	13	3	6	271	0.13%
ALBANIAN, TOSK (ALBANIA)	143	61	28	0	3	7	242	0.12%
LAO	133	9	79	8	3	0	232	0.11%
PANJABI (PUNJABI)	164	15	18	6	2	6	211	0.10%
FARSI (PERSIAN)	147	47	4	7	2	1	208	0.10%
SOMALI	53	133	21	0	0	0	207	0.10%
MONGOLIAN	160	40	4	0	0	0	204	0.10%
TURKISH	117	37	31	8	7	4	204	0.10%
OTHER (Unidentified)	416	169	285	39	10	0	919	0.44%
OTHER (Identified)	2,216	1,001	783	160	166	53	4,379	2.11%
TOTAL	114,924	69,443	15,367	4,069	2,327	1,570	207,703	100.00%
Percent of TOTAL	56.78%	33.43%	7.40%	1.96%	1.12%	0.76%	100.00%	

***East Central** location includes the counties of CHAMPAIGN, MCLEAN, KANKAKEE, VERMILION, MACON, DOUGLAS, IROQUOIS, COLES, CLARK, KNOX, PIATT, FORD, LIVINGSTON, DEWITT, and EDGAR; **Northern** location includes the counties of MCHENRY, WINNEBAGO, KENDALL, BOONE, ROCK ISLAND, DEKALB, OGLE, LASALLE, GRUNDY, HENRY, BUREAU, WHITESIDE, STEPHENSON, JO DAVIESS, LEE, CARROLL, and STARK; **Southern** location includes the counties of MADISON, JACKSON, ST. CLAIR, UNION, WILLIAMSON, EFFINGHAM, CLINTON, JEFFERSON, SALINE, LAWRENCE, MARION, JOHNSON, FRANKLIN, WASHINGTON, GALLATIN, MONROE, PERRY, PULASKI, RANDOLPH, WABASH, CRAWFORD, EDWARDS, FAYETTE, and HAMILTON; **Chicago Suburbs** include the collar counties of COOK, KANE, LAKE, DUPAGE, and WILL; and **West Central** location includes the counties of ADAMS, BROWN, CASS, CHRISTIAN, FULTON, HANCOCK, LOGAN, MACOUPIN, MARSHALL, MASON, MCDONOUGH, MERCER, MORGAN, PEORIA, PIKE, PUTNAM,

Grade Level and Race/Ethnicity Information

Fifty seven percent of all EL students in Illinois in SY 2013 were in grades K-3. Twenty four percent were in grades 4 through 8, and ten percent were in high school. Hispanic students constitute 79 percent of all EL students in Illinois. Other EL students include 8.5 percent Asian, 9.7 percent white non-Hispanic, and 1.8 percent black non-Hispanic. (See Table 6.)

Table 6. Number and Percentage of ELL Students, by Grade Level and Race/Ethnicity: SY 2013

Grade Level	Race/Ethnicity														Grade Level	
	Hispanic or Latino		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races			
	No.	Pct of Race/Ethnicity Totals	No.	Pct of Race/Ethnicity Totals	No.	Pct of Race/Ethnicity Totals	No.	Pct of Race/Ethnicity Totals	No.	Pct of Race/Ethnicity Totals	No.	Pct of Race/Ethnicity Totals	No.	Pct of Race/Ethnicity Totals	No.	Pct of Grade Level Totals
PK	15,705	9.58%	93	8.73%	1,643	9.33%	324	8.83%	25	9.58%	1,760	8.73%	109	10.06%	19,659	9.46%
K	24,523	14.97%	211	19.81%	3,055	17.34%	445	12.13%	42	16.09%	3,691	18.32%	208	19.21%	32,175	15.49%
1	24,293	14.83%	173	16.24%	2,594	14.73%	450	12.26%	51	19.54%	3,603	17.88%	188	17.36%	31,352	15.09%
2	23,990	14.64%	134	12.58%	2,425	13.77%	429	11.69%	39	14.94%	3,205	15.91%	190	17.54%	30,412	14.64%
3	20,107	12.27%	120	11.27%	1,781	10.11%	336	9.16%	19	7.28%	2,209	10.96%	122	11.27%	24,694	11.89%
4	11,227	6.85%	63	5.92%	942	5.35%	236	6.43%	6	2.30%	1,019	5.06%	47	4.34%	13,540	6.52%
5	8,335	5.09%	47	4.41%	712	4.04%	183	4.99%	12	4.60%	753	3.74%	20	1.85%	10,062	4.84%
6	7,251	4.43%	50	4.69%	694	3.94%	168	4.58%	12	4.60%	611	3.03%	32	2.95%	8,818	4.25%
7	7,026	4.29%	41	3.85%	678	3.85%	205	5.59%	9	3.45%	698	3.46%	44	4.06%	8,701	4.19%
8	6,087	3.71%	43	4.04%	658	3.74%	189	5.15%	11	4.21%	664	3.30%	25	2.31%	7,677	3.70%
9	7,102	4.33%	46	4.32%	864	4.91%	262	7.14%	10	3.83%	705	3.50%	46	4.25%	9,035	4.35%
10	3,688	2.25%	20	1.88%	655	3.72%	158	4.31%	10	3.83%	508	2.52%	15	1.39%	5,054	2.43%
11	2,678	1.63%	11	1.03%	528	3.00%	164	4.47%	10	3.83%	409	2.03%	18	1.66%	3,818	1.83%
12	1,850	1.13%	13	1.22%	385	2.19%	121	3.30%	5	1.92%	313	1.55%	19	1.75%	2,706	1.30%
Race/Ethnicity Totals	163,862	78.89%	1,065	0.51%	17,614	8.48%	3,670	1.77%	261	0.13%	20,148	9.70%	1,083	0.52%	207,703	100.00%

Disability Information

Table 7 shows that close to 19 percent of EL students enrolled in Illinois public schools in SY 2013 have disabilities (18.5 percent), and 55 percent of these students were in grade 6 and higher. Within a grade cluster, the highest percentage of EL students with disabilities is found among grades 6-8 students (29.6 percent); whereas the lowest percentage is found in Kindergarten (11.3 percent).

Table 7. Number of ELL Students, by Grade Cluster and Disability Status: SY 2013

Grade Cluster	Disability Status				Grade Cluster Totals	
	No Disability		With Disability		No.	Pct. of Grade Cluster Totals
	No.	Pct. of Grade Cluster Totals	No.	Pct. of Grade Cluster Totals		
Early Childhood	15,959	81.18%	3,700	18.82%	19,659	9.46%
K	28,530	88.67%	3,645	11.33%	32,175	15.49%
Gr 1-2	53,572	86.74%	8,192	13.26%	61,764	29.74%
Gr 3-5	38,056	78.82%	10,231	21.18%	48,296	23.25%
Gr 6-8	17,728	70.36%	7,468	29.64%	25,196	12.13%
Gr 9-12	15,368	74.55%	5,245	25.45%	20,613	9.92%
Disability Status Totals	169,222	81.47%	38,481	18.53%	207,703	100.00%

Enrollment in EL Language Instructional Programs

Table 8 shows the number and percentage of EL students enrolled in various EL programs. For a definition of each program, see **Appendix B**. Students are reported in all categories that apply. An EL student may participate in several programs, thus the numbers shown in Table 8 are duplicated counts. The highest concentration of enrollment among these EL students in state-funded programs was in transitional bilingual (55.2 percent), followed by Sheltered English Instruction (11%).

Meanwhile, the majority of EL students in non-state funded districts enrolled in Content Based ESL (20.7 percent) program.

Table 8. Number and Percentage of ELL Students Enrolled in an ELL Program and Type of Program Funding: SY 2013

Type of ELL Program	Type of Funding				EL Program Totals	
	Non State-Funded		State-Funded			
	Duplicated Count	Pct of Type of Funding Count	Duplicated Count	Pct of Type of Funding Count	Duplicated Count	Pct of EL Program Totals
Content Based ESL	852	20.7%	68,079	33.4%	68,931	33.2%
Developmental Bilingual	54	1.3%	6,309	3.1%	6,363	3.1%
Push-In	1,644	39.9%	35,230	17.3%	36,874	17.8%
Pull-Out	0	-	0	-	0	-
Self-Contained	188	4.6%	86,229	42.4%	86,417	41.6%
Sheltered English Instruction	290	7.0%	23,043	11.3%	23,333	11.2%
Transitional Bilingual	196	4.8%	114,533	56.3%	114,729	55.2%
Two Way Immersion (Dual Language)	78	1.9%	8,736	4.3%	8,814	4.2%
Other Programs*	883	21.5%	31,849	15.6%	32,732	15.8%
Type of Funding (Unduplicated Count)	4,116	100.0%	203,587	100.0%	207,703	100.0%

* Includes Heritage Language, Content Area Tutoring, Structured English Immersion, and Inclusionary Support

* Push-In, Pull-Out, Self- Contained do not considered EL program models. It is more about methods of Instructional Delivery. ELs can be reported both under EL program models as well delivery methods.

Transitioned Students and Years in an EL Program

EL students transition out of EL program (“exited” EL program) after attaining the minimum English Language Proficiency (ELP) scores on ACCESS for ELLs®*. Twenty-two percent of EL students obtained the ELP on ACCESS for ELLs® in 2013* (see table 9). On the other hand, 78 percent of ELs didn’t achieve the minimum ELP required to transition out of the program in 2013.

The percentage of students attaining ELP (transition rate) was higher for EL students who have been in language instructional programs longer than three years (57.3 percent) than those who had been in the program less than one year (10.14 percent) or two-three years (30.72 percent). Among ELs (2,935 ELs) whose parent refused language instructional program services, only 24% of the ELs (718 ELs) obtained the ELP on ACCESS for ELLs in 2013.

Table 9. Number and Percentage of EL Students Who Attained English Language Proficiency (ELP*), by Number of Years in the Program: SY 2013

Attained/Not Attained ELP on ACCESS for ELLs®	Years in EL Program(s)**								Total	
	Parent refusal		One Year of Less		Two to three years		More than three years			
	No.	Pct. Of Total	No.	Pct. Of Total	No.	Pct. Of Total	No.	Pct. Of Total	No.	Pct. Of Total
Attained ELP on ACCESS for ELLs®	718	1.83%	3,988	10.14%	12,077	30.72%	22,531	57.31%	39,314	21.83%
Did Not Attain ELP on ACCESS for ELLs®	2,217	1.57%	27,949	19.85%	65,794	46.73%	44,850	31.85%	140,810	78.17%
Total	2,935	2%	31,937	18%	77,871	43%	67,381	37%	180,124	100%

* Attained 4.8 proficiency level in the Overall Composite scores and a 4.2 proficiency level in literacy composite on ACCESS for ELLs®.

** Years in the program counted K-12 only. It is a longitudinal data from 2008 to 2013.

SECTION 4: ENGLISH LANGUAGE PROFICIENCY LEVELS OF ILLINOIS ELL STUDENTS

The Illinois School Code requires districts to annually assess the English language proficiency [including aural comprehension (listening), speaking, reading, and writing skills] of all enrolled ELL students in grades K-12 until they achieve a “proficient” score. In 2006, Illinois adopted the ACCESS for ELLs® as its statewide English proficiency assessment. ACCESS for ELLs®, which stands for “*Assessing Comprehension and Communication in English State to State for English Language Learners*,” is a large-scale test for K-12 ELL students developed by the World-Class Instructional Design and Assessment (WIDA) Consortium in partnership with the Center for Applied Linguistics (CAL). ACCESS for ELLs® is aligned with the WIDA English language proficiency (ELP) standards. Scale scores on the ACCESS for ELLs® (which range from 100 to 600), are converted to language proficiency levels that span the continuum of the language acquisition process from 1, entering the process, to 6, reaching the end of the continuum. These levels are used to determine expected performance and describe what ELL students can do within each language domain of the ELP standards. The performance definitions of ACCESS for ELLs® language proficiency levels are shown in **Appendix C**.

ACCESS for ELLs® Tiers

The ACCESS for ELLs® test items are arranged in three tiers: A (Beginning ELLS), B (Intermediate), and C (Advanced), and students in grades 1-12 are assigned to take one of these tiers based on their English language proficiency. Kindergarten students are assigned non-tiered tests adaptive to their performance levels. The level of difficulty of the test items increases as the tier level increases. With scoring established on a vertical scale, difficult test items are weighted more than less difficult items. Therefore, the same raw score would receive a lower scale score for the Tier A form and a higher scale score for the Tier C form. Finally, scale scores are assigned “interpretive” scores or proficiency levels (PL). To learn more about which tier is appropriate for which student, please go to: http://www.wida.us/assessment/access/tier_criteria.aspx

Listening and Reading Caps

Of the four language domains (listening, speaking, reading, and writing), only listening and reading are capped with a 4.0 PL for Tier A and 5.0 PL for Tier B. This means that in listening and reading, students who took the Tier A form could not receive a PL above 4.0, and students who took the Tier B form could not receive a PL above 5.0.

Composite and Literacy Proficiency Levels of EL Students on the Access for Ells[®] by Grade Cluster

(Overall) Composite Proficiency Level (CPL)

Twenty three percent of K-12 students who took the ACCESS for ELLs in 2013 obtained at least a 4.8 overall Composite Proficiency Level (CPL). Of these students, close to 54 percent were in grades 3-5. In contrast, only 9.7 percent of EL students in 6th-8th grade obtained at least a 4.8 CPL. (Table 10).

In addition, forty-three percent of K-12 EL students who took the ACCESS for ELLs in 2013 achieved an overall composite proficiency level of 4.0 (*Expanding*) or higher (*See Appendix B for the definitions of WIDA-ACCESS for ELL proficiency levels*). The majority of students at these proficiency levels were grades 3-5 (44.8 percent). Less than five (4.6%) percent of Kindergarten students were at these levels .

Table 10. Number and Percentage of EL Students, by overall Composite Proficiency Level (CPL) on the ACCESS for ELLs[®] and Grade Cluster: SY 2013

Composite Proficiency Level (CPL)	GradeCluster										Composite ProficiencyLevel (CPL) Totals	
	Kindergarten		1-2		3-5		6-8		9-12			
	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of CPL
1 - Emerging	19,828	63.66%	3,076	5.12%	1,242	2.66%	1,175	4.86%	1,346	7.49%	26,667	14.80%
2 - Beginning	4,212	13.52%	12,792	21.29%	2,377	5.08%	2,623	10.85%	1,885	10.49%	23,889	13.26%
3 - Developing	3,555	11.41%	27,173	45.22%	8,811	18.84%	9,224	38.16%	4,113	22.90%	52,876	29.36%
4 - Expanding	2,190	7.03%	11,990	19.95%	17,241	36.87%	8,967	37.10%	5,451	30.34%	45,839	25.45%
5 - Bridging	1,214	3.90%	4,352	7.24%	14,045	30.04%	2,019	8.35%	4,013	22.34%	25,643	14.24%
6 - Reaching	147	0.47%	706	1.17%	3,040	6.50%	161	0.67%	1,156	6.44%	5,210	2.89%
Grade Cluster Totals	31,146	100.00%	60,089	100.00%	46,756	100.00%	24,169	100.00%	17,964	100.00%	180,124	100.00%
>=4.8CPL	1,857	(4.5)%	6,556	(15.9)%	22,133	(53.7)%	3,994	(9.7)%	6,693	(16.2)%	41,233	22.89%

Literacy Composite (reading and writing) Proficiency Level (LCPL)

Thirty percent of K-12 students who took the ACCESS for ELLs in 2013 obtained at least a 4.2 Literacy (composite of reading and writing) proficiency level (LCPL). Of these students, 57.4 percent ELs were in grades 3-5. In contrast, only 8.5 percent of EL students in 6-8 grade obtained 4.2 or higher CPL in literacy. (Table 11).

Since proficiency levels in reading and listening are capped in Tier A (maximum of 4.0 PL) and Tier B (maximum of 5.0 PL) and Kindergarten students' tests on the ACCESS for ELLs are non-tiered, no Kindergarten student could attain a 6.0 PL (Reaching) in literacy (See Table 11). Moreover, because of the caps, only 33 percent of EL students were in 4.0 and higher in literacy composite proficiency level with 55.2 percent of EL students in grades 3-5.

Table 11. Number and Percentage of EL Students, by Literacy Composite Proficiency Level (LPL) on the ACCESS for ELLs[®] and Grade Cluster: SY 2013

Literacy Proficiency Level (LPL)	GradeCluster										Literacy ProficiencyLevel (CPL) Totals	
	Kindergarten		1-2		3-5		6-8		9-12		No.	Pct of CPL
	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total		
1 -Emerging	23,048	74.00%	4,270	7.11%	1,356	2.90%	1,310	5.42%	1,283	7.14%	31,267	17.36%
2 -Beginning	2,836	9.11%	17,282	28.76%	2,806	6.00%	3,944	16.32%	2,198	12.24%	29,066	16.14%
3 -Developing	2,731	8.77%	29,944	49.83%	9,589	20.51%	12,925	53.48%	4,790	26.66%	59,979	33.30%
4 -Expanding	1,790	5.75%	5,905	9.83%	18,679	39.95%	5,204	21.53%	5,134	28.58%	36,712	20.38%
5 -Bridging	741	2.38%	2,419	4.03%	12,018	25.70%	691	2.86%	3,455	19.23%	19,324	10.73%
6 -Reaching	0	0.00%	269	0.45%	2,308	4.94%	95	0.39%	1,104	6.15%	3,776	2.10%
Grade Cluster Totals	31,146	100.00%	60,089	100.00%	46,756	100.00%	24,169	100.00%	17,964	100.00%	180,124	100.00%
>=4.2LPL	2,420	(4.5)%	7,017	(13.1)%	30,699	(57.4)%	4,547	(8.5)%	8,798	(16.5)%	53,481	29.69%

Overall, of the 39,314 EL students who attained proficiency in the English language (4.8 CPL and 4.2 literacy PL), close to 56 percent were in grades 3-5. Among EL students who attained the proficiency, 8 percent were in grades 6-8 and 4.5 percent were in Kindergarten.

Table 12. Number and Percentage of ELL Students Meeting the English Language Proficiency Criteria on the ACCESS for ELLs[®] by Grade Cluster: SY 2013

Proficiency Level Criteria	Grade Cluster										Total	
	Kindergarten		1-2		3-5		6-8		9-12		No.	Pct of Total
	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total		
>= 4.8 Overall PL	1,857	5.96%	6,556	10.91%	22,133	47.34%	3,994	16.53%	6,588	36.67%	41,233	22.89%
>= 4.2 Literacy PL	2,420	7.77%	7,017	11.68%	30,699	65.66%	4,547	18.81%	8,798	48.98%	53,481	29.69%
4.8 & 4.2 (Proficient)	1,756	(4.5)% ^f	5,845	(14.9)% ^f	21,930	(55.8)%^f	3,195	(8.1)% ^f	6,588	(16.8)%	39,314	21.83%

SECTION 5: PERFORMANCE LEVELS OF EL STUDENTS ON THE ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) AND THE PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The ISAT and PSAE measure individual student achievement relative to the *Illinois Learning Standards*. In 2013, the ISAT reading and mathematics tests were administered to students in grades 3-8 and science tests were administered at grades 4 and 7. The PSAE, which is the statewide high school achievement test, was administered to grade 11 students in the subject areas of reading, mathematics, and science. Starting in 2008, these regular state assessments were universally administered to EL students.

The ISAT and PSAE scores fall in four performance levels:

Exceeds Standards (E): Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Meets Standards (M): Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Below Standards (B): Student work demonstrates basic knowledge and skills in the subject. Because of gaps in learning, students apply knowledge and skills in limited ways.

Academic Warning (W): Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Performance Levels of EL Students on The Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE)

Comparison of Performance of EL Students with the Performance of Non-EL Students on the ISAT and PSAE

The ISAT and PSAE performance of EL students was compared with that of students who are not English language learners (non-ELs). As shown in Charts 1 through 4, EL students lagged behind non-EL students on all ISAT and PSAE tested grades in both reading and mathematics (See Charts 1-4).

The achievement gaps between EL and non-EL are particularly pronounced in grades 4 to 11 in reading (See Chart 1), with achievement gaps of close to 50 percentage points (See Chart 2). The achievement gaps in reading are smallest among grade 3 students with 40 percentage points and biggest among grade 8 students with 53 percentage points.

EL students performed better in mathematics than in reading on the 2013 state assessments resulting in smaller achievement gaps between EL and non-EL students in this subject (See Chart 3). Specifically, the achievement gaps in mathematics are smallest among grade 3 students, with a gap of 31 percentage points, and the biggest among grade 6 students, with a gap of 46 percentage points (See Chart 4).

2013 state assessment results show bigger achievement gaps between ELs and non-ELs on ISAT compared to the gaps in 2012. It was mainly due to higher scores needed to meet and exceed reading and math in ISAT in 2013. In January 2013, Illinois raised ISAT reading and math benchmarks to align with the more rigorous Common Core State Standards in reading and math and prepare for the higher expectations of a new assessment in 2014-15.

This means that since meeting or exceeding standards on the ISAT became harder in 2013, the percentage of students who score as meeting or exceeding standards has decreased. It was resulted in bigger gaps between ELs and non-ELs on ISAT reading and mathematics compared to the previous years. Starting in 2014-2015, Illinois will replace the ISAT with a new assessment that is fully aligned to the New Illinois Learning Standards Incorporating the Common Core.

Chart 1. Comparison of Performance of EL Students with Non-EL Students on the 2013 ISAT and PSAE-Reading, by Grade Level: SY 2013 (Source: 2013 ISAT and PSAE)

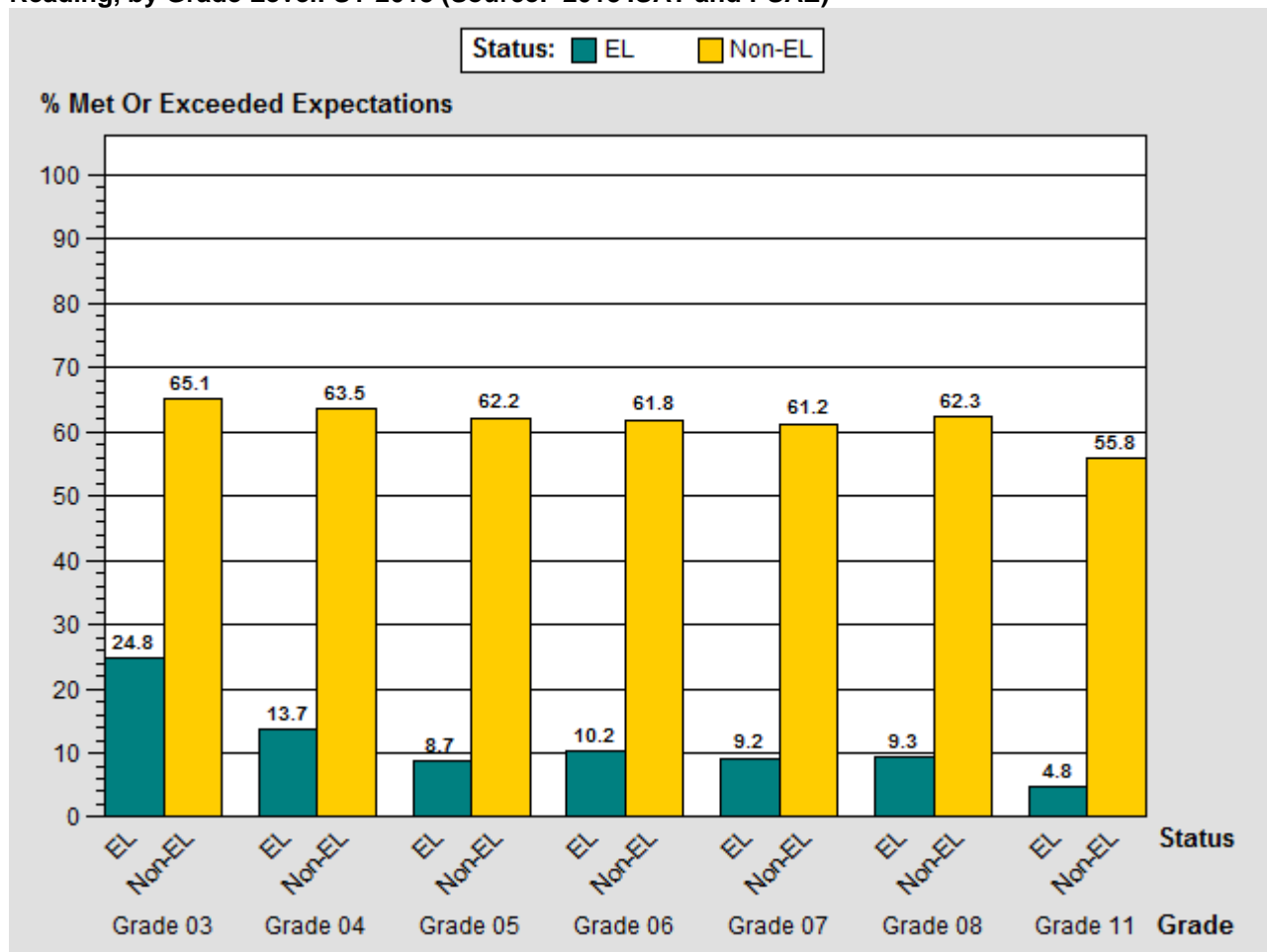


Chart 2. Achievement Gaps Between EL Students and Non-EL Students on the 2013 ISAT and PSAE-Reading, by Grade Level: SY 2013

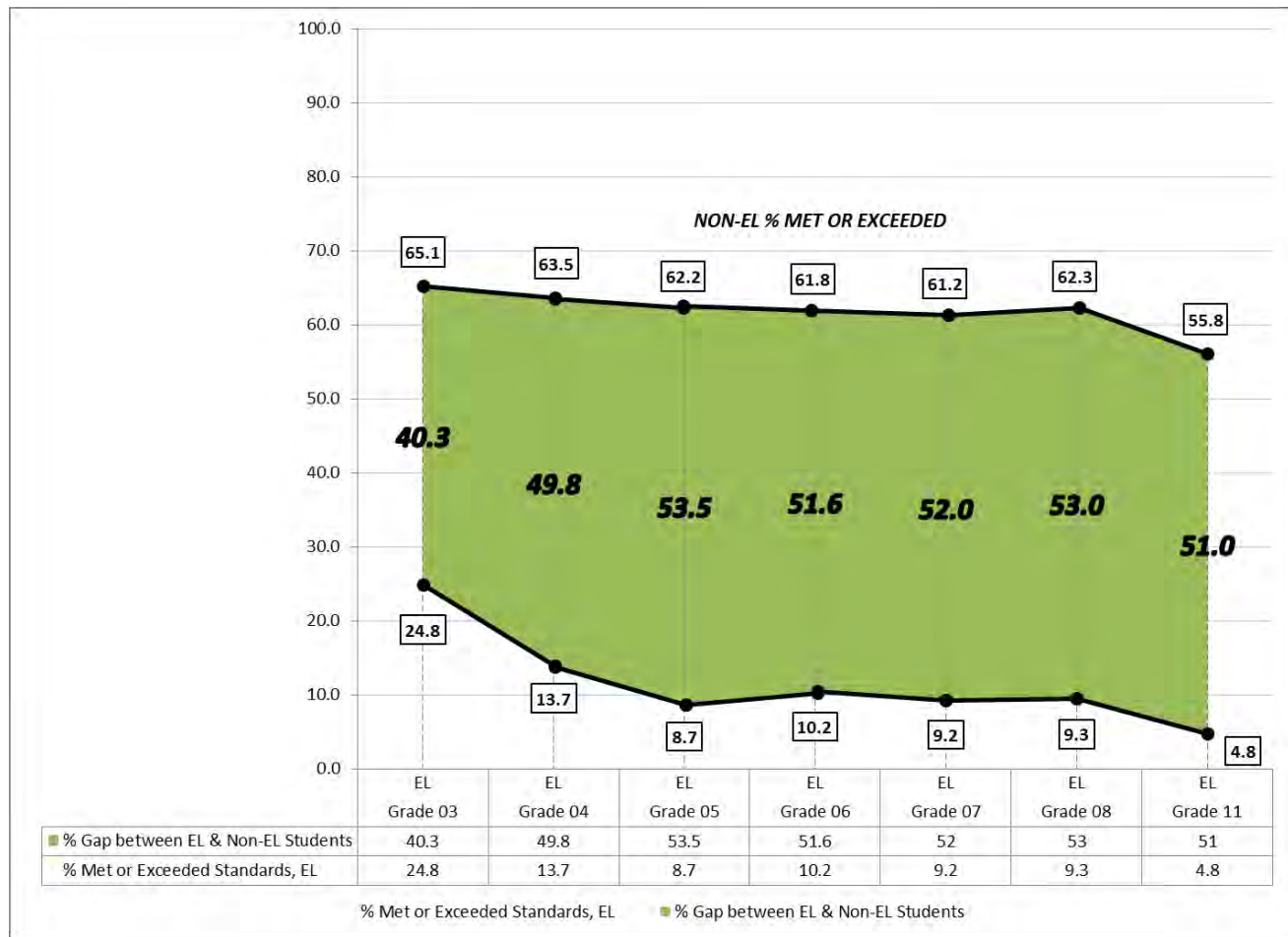


Chart 3. Comparison of Performance of EL Students with Non-EL Students on the 2013 ISAT and PSAE-Mathematics, by Grade Level: SY 2013 (Source: 2013 ISAT and PSAE Data)

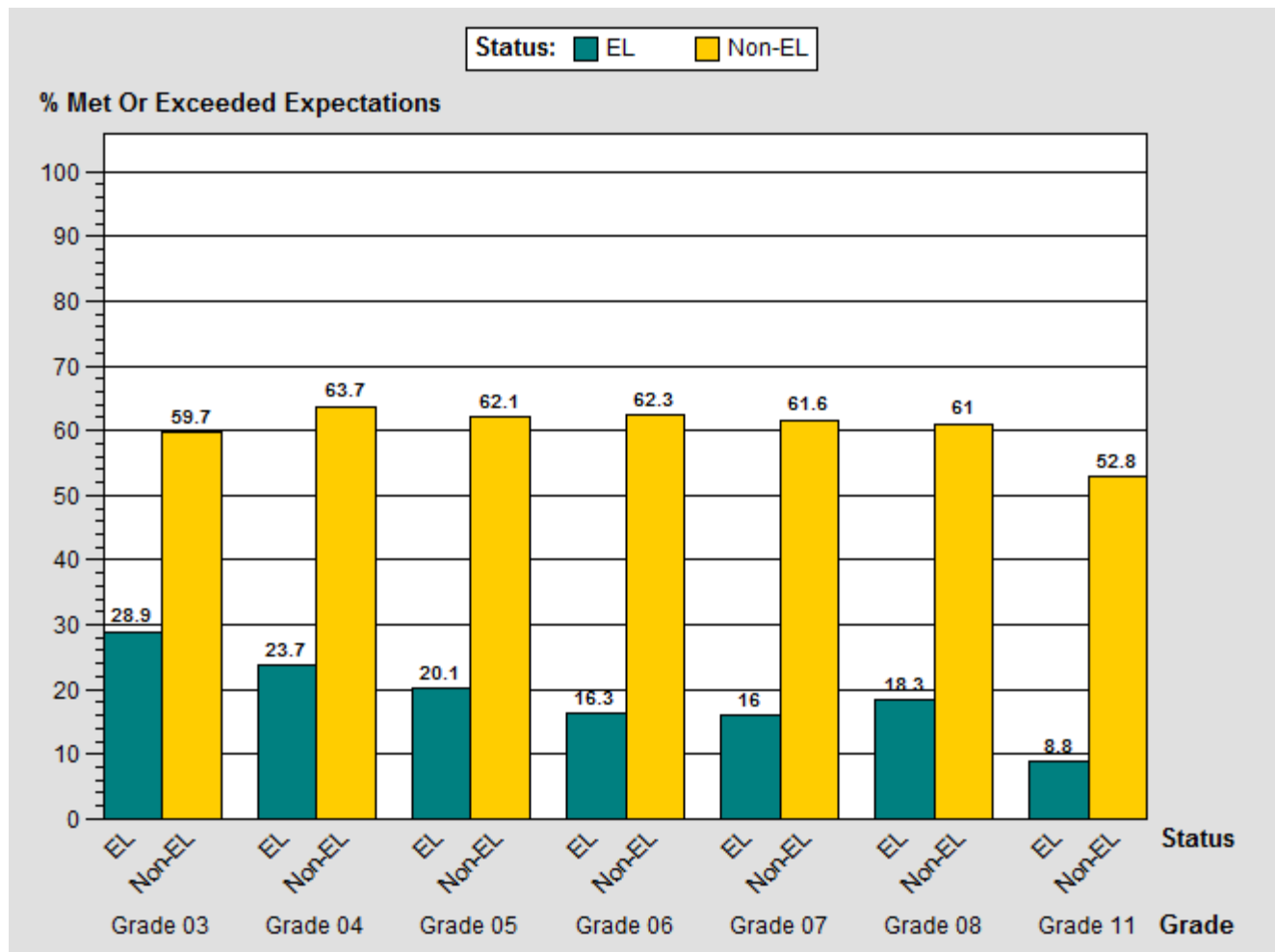
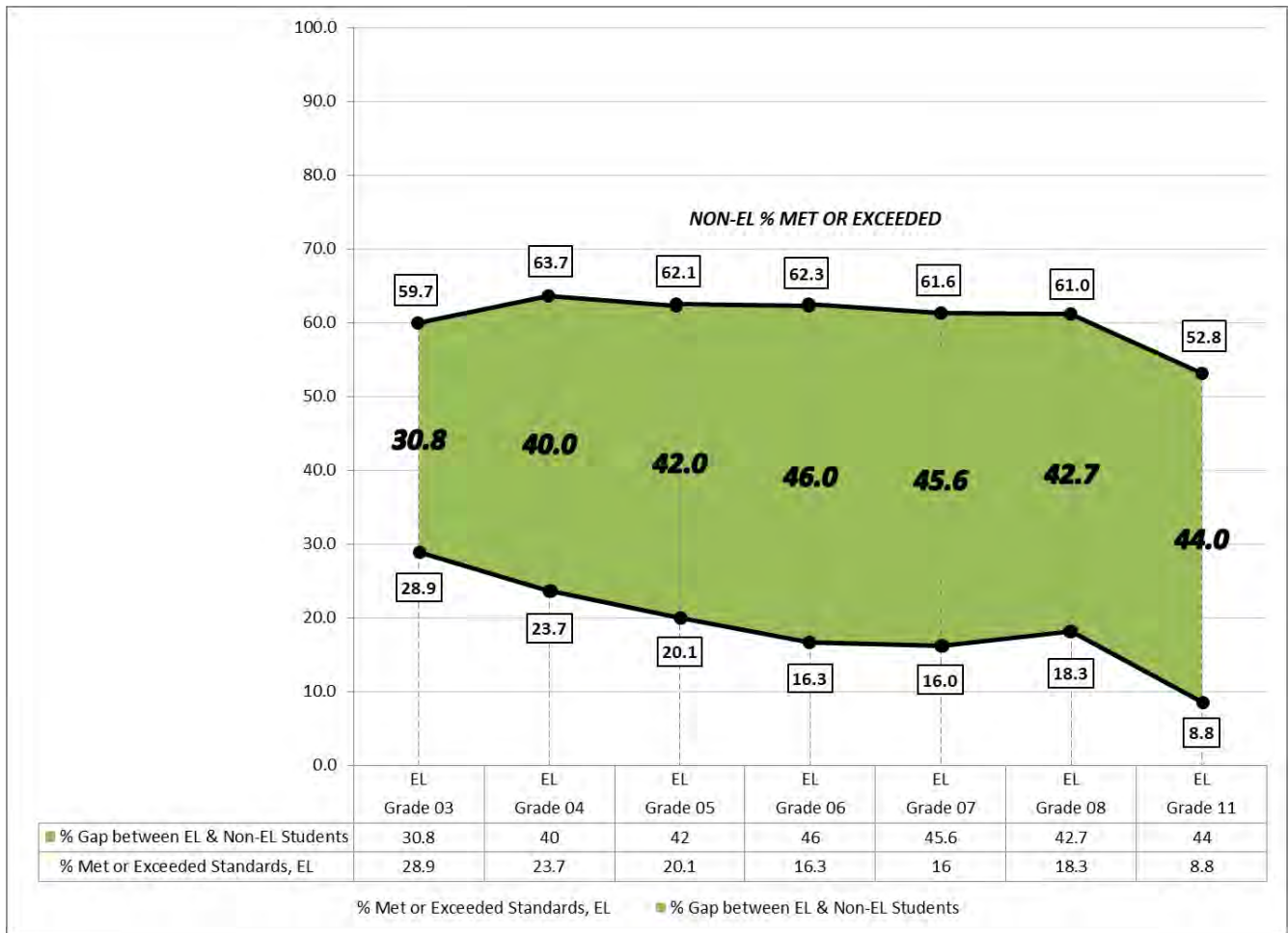


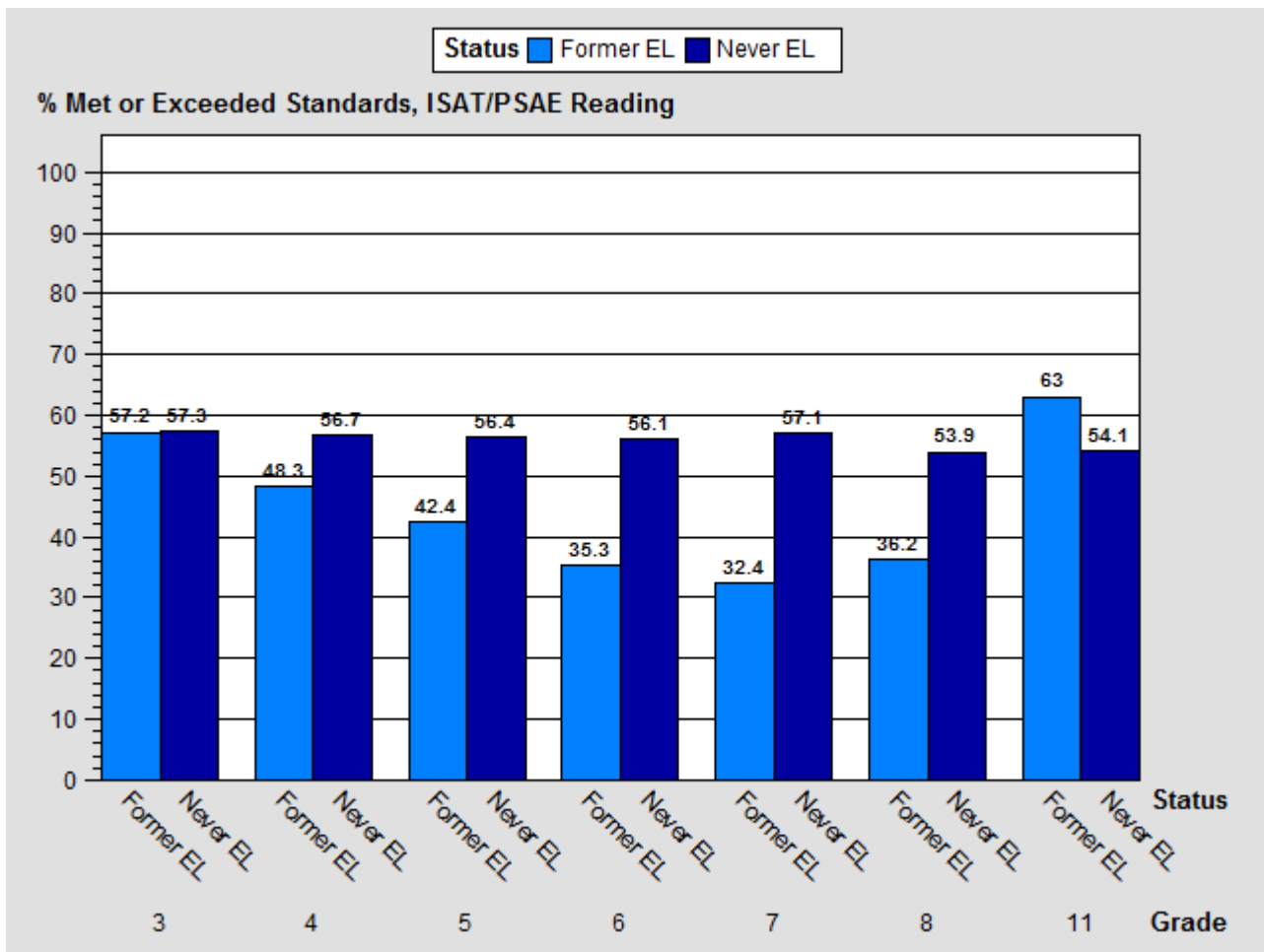
Chart 4. Achievement Gaps Between EL Students and Non-EL Students on the 2013 ISAT and PSAE-Mathematics, by Grade Level: SY 2013



Comparison of Performance of Former ELs* with the Performance of Never-EL Students on the ISAT and PSAE**

When the performance of Never-EL students who never been ELs was compared to former EL students on the ISAT and PSAE, the achievement gaps were smaller than the gaps between ELs and Non-ELs for all grades in reading and mathematics. (See Charts 5 to 8.) Not only were the achievement gaps reduced, but some former EL students surpassed the achievement levels of Never-EL students at the same grade levels. (See Charts 6 and 8).

Chart 5. Comparison of Performance of Former EL Students with Never-EL Students on the 2013 ISAT and PSAE- Reading, by Grade Level: SY 2013 (Sources: 2013 ISAT and PSAE Data)

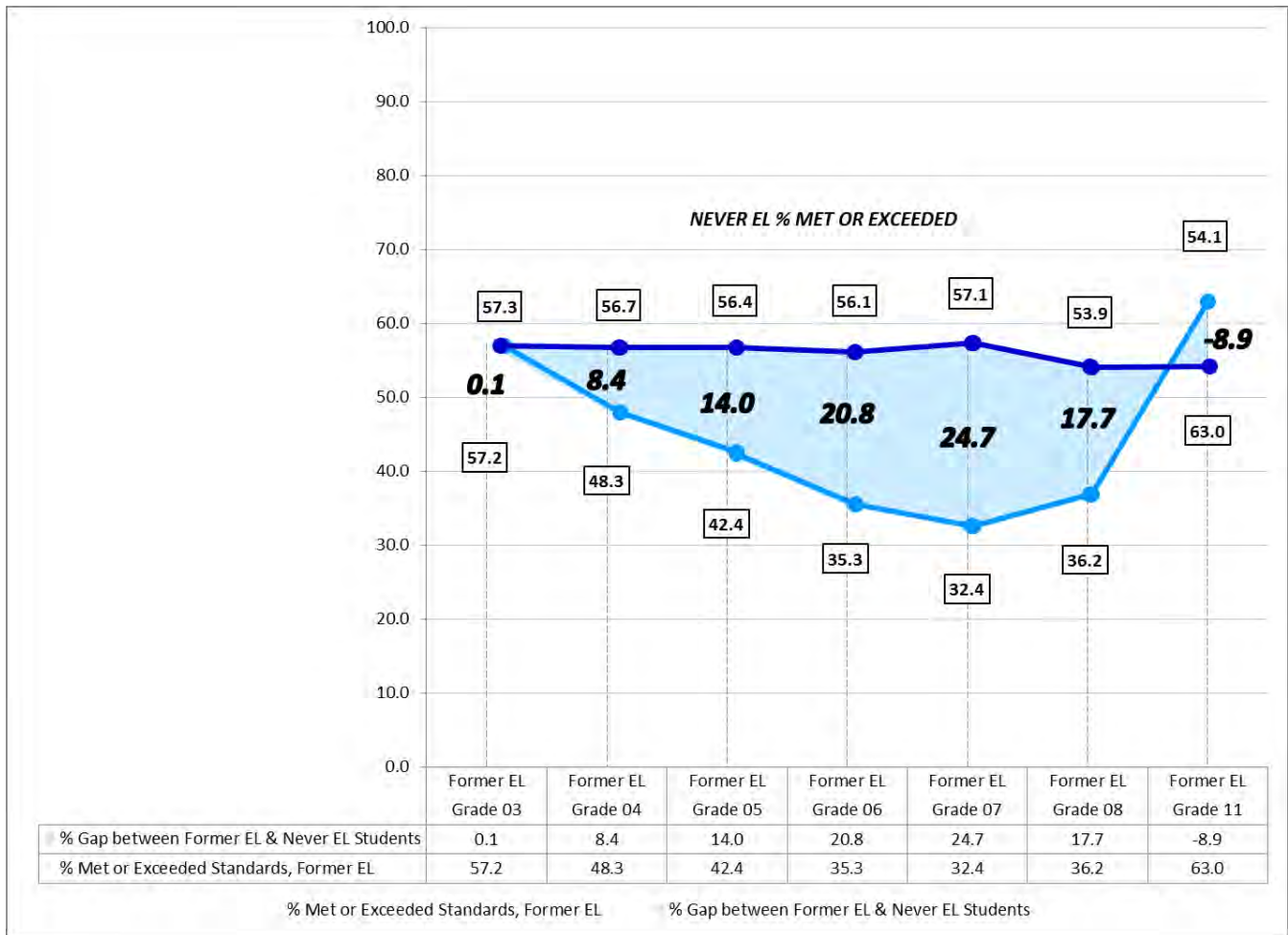


* Former ELs: Non-ELs but they were ELs in the previous years. They transitioned into the general education program by obtaining the ELP (4.8 overall CPL and 4.2 LCPL) on ACCESS for ELLs® in the last two years.

** Never ELs: Non-ELs and never been ELs before.

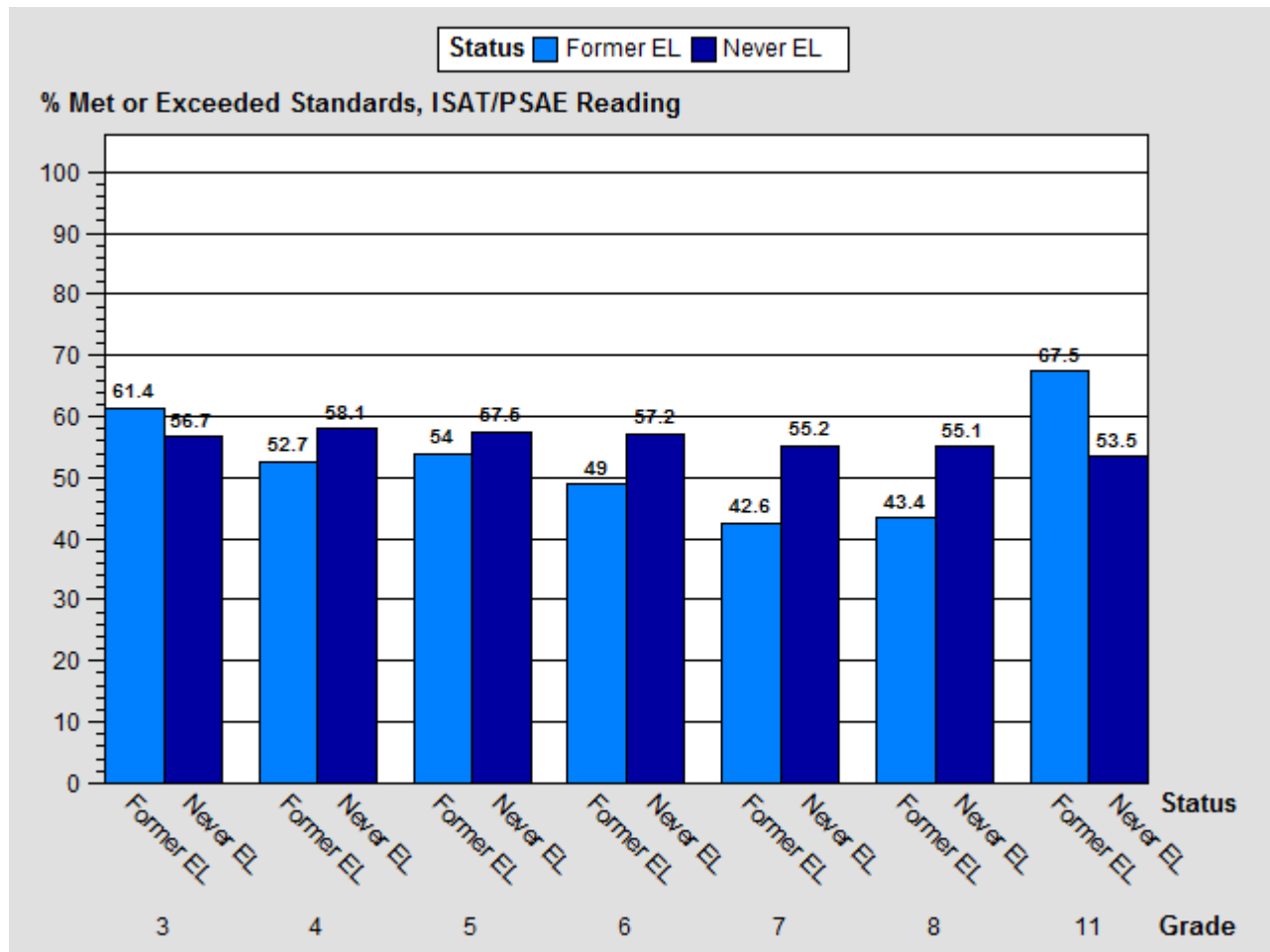
Note: the Former ELs population with valid testing scores is only 2.0% of the Never- ELs population with valid scores for reading and 2.4% of the Never- EL population with valid scores for math.

Chart 6. Achievement Gaps* Between Former EL Students and Never-EL Students on the 2013 ISAT and PSAE- Reading, by Grade Level: SY 2013



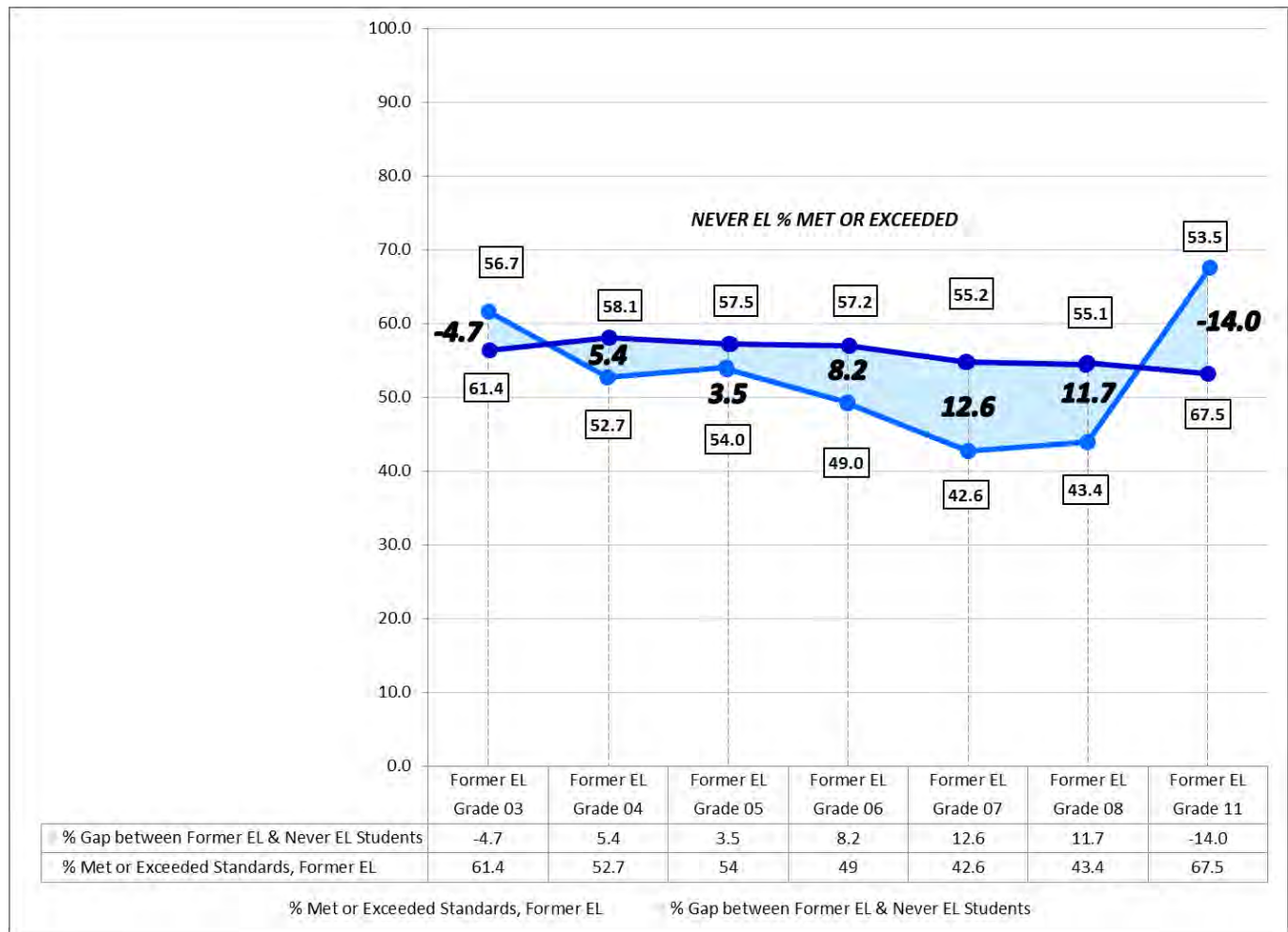
*Gaps in negative numbers indicate EL students performing at higher levels than non-EL students

Chart 7. Comparison of Performance of Former EL Students with Never-EL Students on the 2013 ISAT and PSAE-Mathematics, by Grade Level: SY 2013 (Sources: 2013 ISAT and PSAE data)



In mathematics, former ELs in grade 3 and 11 surpassed the achievement levels of Never-ELs in mathematics. However, in most grades, former EL students lagged behind in the achievement levels of Never-EL students. The achievement gap is highest among grade 7 students with 13% where 55 percent of Never-EL students met/exceeded standards compared to 43 percent of Former EL students (See Charts 7 and 8).

Chart 8. Achievement Gaps* Between Former EL Students and Non-EL Students on the 2013 ISAT and PSAE- Mathematics, by Grade Level: SY 2013



PART C: ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs)

SECTION 6: ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) — ACCOUNTABILITY MODEL OF NCLB, TITLE III

Illinois AMAO Criteria and Targets For SY 2013

As required under Title III, Annual Measurable Achievement Objectives (AMAOs) are calculated for each Title III subgrantee to measure district performance in educating ELL students. Districts lacking the minimum number of ELL students required to receive Title III funds partner with other districts to qualify for these funds. These district partnerships are called “consortia.” In SY 2013, 205 Illinois school districts received Title III funds, including some 17 district that formed consortia. Each multi-district consortium is considered a single subgrantee. AMAOs for consortia are calculated by compiling or combining ELP assessment and other applicable data for consortium members and determining whether the consortium has met the State’s AMAOs. Subgrantees that receive Title III funds are held accountable for attaining the State’s AMAOs. AMAOs have three criteria: 1) AMAO 1 – ELL students making progress in the English language, 2) AMAO 2 – ELL students attaining proficiency in the English language, and 3) AMAO 3 – Making Adequate Yearly Progress (AYP) for ELL subgroups. The Illinois State Board of Education (ISBE) has set the following targets and performance criteria for each AMAO for SY 2013:

1. Making Progress in the English Language (AMAO 1)— To meet AMAO 1, 60.5 percent of ELL students in the district/consortium must make progress on the ACCESS for ELLS[®]. This objective shall apply provided that the number of students in the cohort is no fewer than 45. ELL students make progress if they make a 6.0 proficiency level in the second of the two years compared, or make at least a 0.50 increase in their proficiency levels in two years in their overall (composite) proficiency levels. A 95 percent “confidence interval” is applied to the calculation.
2. Attaining English Language Proficiency (AMAO 2)— To meet AMAO 2, 10 percent of ELL students in the district/consortium must attain proficiency in the English language. Students who attained proficiency in the English language achieved a level of 4.2 or higher in literacy and a level of 4.8 or higher on their overall scores in the ACCESS for ELLS[®]. This objective shall apply provided that the number of students tested is no fewer than 45.
3. Making Adequate Yearly Progress (AYP) for the ELL Subgroup (AMAO 3)— A school district/consortium must make AYP for ELL students served by programs funded under Title III. Calculations are based on similar academic achievement formulas used for Title I AYP using any or all of the State tests: Illinois Standards Achievement Test, Prairie State Achievement Examination, and Illinois Alternate Assessment. AYP is calculated only if the school district has the minimum number (45) of ELL students in tested grades (grades 3 through 8 and/or grade 11).

Title III school districts/consortia must meet all three criteria to attain AMAOs.

Illinois AMAO Results for SY 2013

Two hundred-five districts received Title III funds in FY 2013 with 17 districts in consortia. Of the 205 districts, 34 percent met all three AMAO criteria (See Table 13).

Table 13. Number and Percentage of Title III Districts Meeting/Not Meeting AMAOs: FY13

AMAO Criteria	No Status		Did Not Meet		Met		Total -Title III Districts
	Number	PCT of Total	Number	PCT of Total	Number	PCT of Total	
AMAO 1- Progress	15	7.3	8	3.9	182	88.8	205
AMAO 2- Proficiency	5	2.4	3	1.5	197	96.1	205
AMAO 3- AYP for LEP Subgroup	48	23.4	125	61.0	32	15.6	205
All Three AMAOS	4	2.0	131	63.9	70	34.1	205

*Districts indicated as No Status are the districts that did not have the number of ELL students required for AMAO calculations. For all three AMAOs, the minimum number ELLs required for AMAO calculations is 45.

The Consequences for Not Attaining AMAOs

School districts that do not meet AMAOs must inform all parents of children identified for participation in Title III-funded programs of the failure to meet AMAOs within 30 days of receipt of notification from the Illinois State Board of Education.

School districts that do not meet AMAOs for two consecutive years are required to develop a District Improvement Plan (DIP) to ensure that the district meets these objectives in future years. The Illinois State Board of Education provides technical assistance in developing DIPs.

After four consecutive years of not meeting AMAOs:

1. A school district is required to modify its curriculum, program, or method(s) of instruction; OR
- 2a. The Illinois State Board of Education can make a determination, in relation to the school district’s failure to meet the objectives, as to whether the school district shall continue to receive funds; AND
- 2b. The Illinois State Board of Education can require the school district to replace educational personnel relevant to the school district’s failure to meet the objectives.

Given their four-year AMAO performance, 91 of the 205 districts that received Title III funds in FY13 are required to write District Improvement Plans (DIP) (See Table 14). Title III districts that did not meet AMAO for two or more consecutive years are required to submit the DIP.

Table 14. Historical Summary of AMAO Status of Districts That Received Title III Funds in FY13

Historical AMAO Status	No. of Districts
Not meet AMAOs - one year only	40
Not meet AMAOs - two or three consecutive years	47
Not meet AMAOs - four and more consecutive years	44
Required to submit District Improvement Plan (DIP) in SY 2013	91

APPENDIX A

NUMBER AND PERCENTAGE OF EL STUDENTS, BY LANGUAGE AND DISTRICT: SY 2013

Number and Percentage of EL Students, by Language and District: SY 2013 has been located in the Division of English Language Learning (DELL) website at <http://www.isbe.net/bilingual/htmls/reports.htm>

APPENDIX B

ELL PROGRAM DEFINITIONS

CONTENT AREA TUTORING - Content area tutoring is individual or small group tutoring to ELLs during the school day. Tutoring may be in such content areas as English language arts, math, science, and social studies. Tutoring is generally provided by teachers other than ESL or bilingual teachers (although teachers with ESL or bilingual approvals may provide such assistance), or may be provided by a paraprofessional under the direction of a teacher.

CONTENT BASED ESL - English is taught in and through the content areas of math, science, English language arts, and social studies. Teachers must be bilingual and/or ESL certified/approved/endorsed depending on the grade levels served.

DEVELOPMENTAL BILINGUAL EDUCATION - Education is in the child's native language for an extended duration, accompanied by education in English. The program develops fluency and literacy in the native language and in English. The program emphasizes the development of full bilingualism in the early grades. The goal is to develop literacy in the child's native language first, and transfer these skills to the second language.

HERITAGE LANGUAGE - Heritage Language (HLA) programs use the non-English language background (heritage language) of the student as the primary language of instruction to renew/reclaim that language (e.g., Native American languages). The program also provides instruction in and through English.

INCLUSIONARY SUPPORT - In-class or Inclusion Instruction - In this approach, ELL students are together with their native-English speaking peers in the same classroom, but an ESL or bilingual education specialist is available in the classroom to support the ELL students. For example, the ESL or bilingual education specialist may provide guidance to the ELL students as they are working on a group project or individual assignment.

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

PULL OUT INDIVIDUAL SUPPORT – This involves pulling out students from regular classrooms for individual or small-group tutoring sessions. The tutoring sessions may focus on promoting basic English communication skills or focus on English for academic purposes.

PULL OUT ESL - The student is pulled out of the general education classroom for special instruction in ESL, content-based ESL, or in a content area instruction in the native language. In Illinois, pull out may only be done by an appropriately certified teacher.

SELF-CONTAINED - ELLs receive instruction in a self-contained classroom for more or less than 50 percent of the day and may be integrated into the general education classes for art, music, and physical education.

SHELTERED ENGLISH INSTRUCTION - Sheltered English instruction programs represent an approach to make grade level academic content (for example, science and math) more understandable for English Language Learners (ELLs) while promoting their English language development. Such programs serve students from different language backgrounds (generally low incidence languages) together in classes where teachers use English as the medium for providing content based instruction, adapting the

English to the proficiency level of the students. Various strategies, techniques, and materials including the use of plain English, structured overviews, clarification, repetition, visual aids, and gestures are used to help the students understand the grade level core content areas. Although the acquisition of English language proficiency is a goal of sheltered English programs, instruction focuses on content rather than language.

STRUCTURED ENGLISH IMMERSION - Structured English Immersion are programs in which ESL teachers or bilingual instructional aides provide linguistic and academic support to ELLs. Typically employed in elementary grades, this program attempts to provide students bilingual teachers in a self-contained classroom. *Nevertheless, the language of the classroom is English.* The advantage for the students is that a teacher can rely on the students' native language for explaining and elaborating on key skills and concepts. While an effective approach where there are sufficient numbers of ELL students to comprise a class, structured immersion is not usually implemented with very small (i.e., 1-20) numbers of students, or where students come from many language backgrounds.

TRANSITIONAL BILINGUAL EDUCATION - In Illinois, Transitional Bilingual Education (TBE) programs are mandated if there are 20 or more students of the same language in the same attendance center. The instruction, which includes instruction in the core subjects in the native language, English as a Second Language (ESL), and the culture of the native country and the United States, is in the students' primary language and in English, and is gradually transferred into English only. The program may be conducted in a self-contained classroom all or part of the day. If there are 19 or fewer students of the same language at the same attendance center, a Transitional Program of Instruction (TPI) must be provided.

Teachers should have appropriate certification for the grades served and bilingual and/or ESL approvals/endorsements or transitional bilingual certificates.

The goal of transitional bilingual education is to help transition a student into an English-only classroom as quickly as possible. A bilingual teacher instructs children in subjects such as math, science, and social studies in their native language, so that once the transition is made to an English-only classroom, the student has the knowledge necessary to compete with his peers in all other subject areas.

Full-time program:

1) Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code):

- A) *Instruction in subjects which are either required by law (see 23 Ill. Adm. Code 1) or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science, and social studies must be offered in the student's home language;*
- B) *Instruction in the language arts in the student's home language and in English as a second language; and*
- C) *Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.*

Part-time program:

Students may be placed into a part-time program, or students previously placed in a full-time program may be placed in a part-time program, if an assessment of the student's English language skills has been performed in accordance with the provisions of either Section 228.15(e) or Section 228.25(c) of this Part and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program.

A part-time program shall consist of components of a full-time program that are selected for a

particular student based upon an assessment of the student's educational needs. Each student's part-time program shall provide daily instruction in English and in the student's native language as determined by the student's needs.

ELL PROGRAM DEFINITIONS (Continued)

TWO WAY IMMERSION/DUAL LANGUAGE - This program groups language minority students from a single language background in the same classroom with language majority (native English speaking) students. Ideally, there is a 50/50 balance between the two groups of students who study together in both languages. Both groups of students develop literacy and proficiency in both languages. Dual language programs may be taught by one teacher who has the appropriate certification to teach the grade level and who also has certification, endorsement, or approval in the second language, or may be taught by two teachers, one of whom has a bilingual approval/endorsement.

APPENDIX C

PERFORMANCE DEFINITIONS FOR THE WIDA LEVELS OF ENGLISH LANGUAGE PROFICIENCY

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support