



Bilingual Education Programs and English Language Learners in Illinois

SY 2009 STATISTICAL REPORT

**Data Analysis and Progress Reporting Division
Illinois State Board of Education**

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Illinois State Board of Education**

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FOREWORD

This statistical report has three parts:

Part A – Bilingual Education Programs or Programs for English Language Learners (ELL) in Illinois presents information that includes, but is not limited to, the number of certified teachers working with limited English proficient (LEP) students, resources provided to parents/families of LEP students, and 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 SY 2009 Bilingual Education Program Delivery Reports (PDR) of districts.

Part B – English Language Learners (ELL) in Illinois presents the grade levels of and native languages spoken by ELL/LEP students, the concentration of the ELL/LEP population in counties across the state, and the participation of ELL/LEP students in school district ELL programs. This part also includes information about the performance of ELL/LEP 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 the Prairie State Achievement Examination (PSAE). The data for this part were extracted from the SY 2009 ELL report on SIS, 2009 ACCESS for ELLs[®], 2009 ISAT, and 2009 PSAE data bases.

Part C - Annual Measurable Achievement Objectives (AMAO) presents results for the SY 2009 Annual Measurable Achievement Objectives (AMAOs), an NCLB, Title III, accountability piece. In addition, a six-year analysis of AMAOs in Illinois is presented.

The terms English language learner (ELL) and limited English proficient (LEP) are used interchangeably in this report. ACCESS for ELLs[®] is sometimes referred to as ACCESS[®].

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. Lilibeth Q. Gumia of the Data Analysis and Progress Reporting Division at 217/782-3950.

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Background

The Illinois School Code (105 ILSC 5/14C-3) requires that one of two types of programs be provided for all PK-12 LEP 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 LEP 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 LEP 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.

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 LEP students. This federally-funded program for LEP students is called Title III: Language Instruction Programs for Limited English Proficient and Immigrant Students.

IDENTIFICATION OF LEP STUDENTS

For the purpose of identifying students of a language background other than English, districts must 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 assessment is required to 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 ELL services and, if eligible, the appropriate placement for the student. Each student scoring on the required screening instrument as not "proficient," as defined by the State Superintendent of Education, is considered an ELL student eligible for ELL services. Furthermore, if a student scores at the "proficient" level, the district may consider additional indicators, such as results of criterion-referenced or locally-developed tests, teacher evaluations of performance, samples of the student's work, and information provided by the family or school staff, to determine eligibility for ELL services.

Annual Examinations of LEP Students

The Illinois School Code (105 ILCS 5/14C-3) requires that all K-12 students identified as ELL be tested annually for English proficiency in four language domains: aural comprehension (listening), speaking, reading, and writing. Since SY06, ISBE has prescribed the ACCESS for ELLs[®] for the annual English proficiency assessment of LEP students.

SOURCES OF DATA

Data for this report were extracted and analyzed by the Data Analysis and Progress Reporting Division from four sources: 1) the Annual Student Report (ASR) which was reported by local districts in the ELL section of the ISBE Student Information System (SIS), 2) the Bilingual Education Program Delivery Report (PDR), 3) results of the state-prescribed English proficiency test, ACCESS for ELLs[®], and 4) results of the Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE). State test results were reported to ISBE by the respective testing contractors.

A. Demographic and Program Data

Annual Student Report (ASR) or ELL Data - Districts with LEP students are required to submit an ASR to ISBE by June 30. The ASR collects 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 reason for exiting ELL program. The ASR is reported on SIS.

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 are not limited to program staffing, staff professional development, parent involvement, and types of language instructional services provided to LEP students. The PDR is reported on the ISBE Web Application Security (IWAS) system.

B. LEP 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 LEP students. This test is administered annually to all LEP 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 LEP students were required to participate in these regular state assessments of academic achievement. In prior years, LEP students had the option of participating in the Illinois Measure of Annual Growth in English (IMAGE), a test using simplified English to test LEP students in math and reading. Now students who have been eligible for ELL 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 ELL/LEP STUDENTS IN SY 2009

District/Educational Unit ELL/LEP Enrollments and Funding

In school year 2008-2009 (SY 2009), 573 school districts/educational entities in Illinois enrolled LEP students of which 296 educational entities received state bilingual funds for a total of approximately 76 million dollars for direct student services. The LEP enrollment by district/educational unit ranged from one student to 65,080 students with City of Chicago School District 299 or Chicago Public Schools (CPS), enrolling the highest number of LEP students. The total LEP enrollment of the 296 districts that received state bilingual funds was 192,136 students which represented 98 percent of total LEP enrollment statewide. (See **Appendix A** for LEP enrollment by educational entity.)

Districts that received state bilingual funds are also eligible to receive federal funds to supplement expenditures in educating LEP students. Of the 296 educational entities that received state bilingual funds, 195 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 LEP students served, periods of service, grade level, and type of program. Table 1 shows the distribution of 573 districts by type of funding and LEP enrollments.

Table 1. Number and Percentage of School Districts by Type of Program Funding and LEP Enrollments: SY 2009

Type of Program Funding	Districts		LEP Enrollments	
	Number	Pct of Total Funded	Number	Pct of Total Funded
Funded				
State-Funded TBE only	4	1.4	153	0.1
State-Funded TPI only	66	22.3	3,348	1.7
State-Funded TBE and TPI	31	10.5	4,156	2.2
State-Funded TBE and Federal-Funded Title III	7	2.4	1,543	0.8
State-Funded TPI and Federal-Funded Title III	29	9.8	3,711	1.9
State-Funded TBE & TPI and Federal-Funded Title III	159	53.7	179,225	93.3
Total Funded	296	51.7	192,136	98.3
Non-Funded	277	48.3	3,380	1.7
Overall Total	573	100.0	195,516	100.0

Of the 296 state-funded districts, 159 (53.7 percent) received both TBE and TPI state funds and Title III funds. These 159 districts enrolled 179,225 LEP students, 93.3 percent of total enrollments of funded districts and 92 percent of total LEP enrollment statewide. *With funded districts enrolling practically all LEP students in Illinois (98 percent), the remaining analysis of program related data is limited to the PDRs of these 296 districts.*

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

Bilingual Education Program Information of State-Funded School Districts in SY 2009

Licensures/Certifications of Teachers Who Worked with LEP Students in SY 2009

The SY 2009 PDRs of the 296 state-funded school districts showed that there were more certified teachers qualified to teach LEP students employed in SY 2009 (7,750) than in SY 2008 (6,919). Similar to prior years' data (SY 2007 and SY 2008), the largest percentage of qualified teachers in SY 2009 remains those teachers that had ESL or bilingual endorsements (31.2 percent). About nine percent of teachers who worked with LEP students in SY 2009 may not have ESL/bilingual endorsements or approvals but held other certifications, such as early childhood, elementary, or high school teaching certificates. (See Table 2.)

Table 2. Number and Percentage of Teachers from Funded Districts Who Are Qualified to Teach LEP Students by Type of Certification and Salaries Paid with Title III Funds: SY 2009

Type of Certificate	All Teachers		Salaries Paid Fully or Partially by Title III Funds	
	Number	Pct of total	Number	Pct of all teachers
Certificate with ESL Endorsements and/or Approval	1,830	23.6	1,343	73.4
Certificate with Bilingual Endorsements and/or Approval	1,564	20.2	1,096	70.1
ESL and Bilingual Endorsements	2,420	31.2	1,977	81.7
Type 29 (Transitional Bilingual Certificate)	1,513	19.5	1,166	77.1
English as a New Language (ENL) (Secondary only)	17	0.2	10	58.8
ENL - Bilingual (Secondary only)	9	0.1	5	55.6
Visiting International Teaching Certificate	79	1.0	67	84.8
Other Certification*	318	4.1	228	71.7
Total	7,750	100.0	5,892	76.0

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

Qualifications of Bilingual Education Program Directors

23 Illinois Administrative Code 228.35(d)(1), Transitional Bilingual Education, provides that “any person designated to administer a TBE program must hold a valid administrative certificate or a supervisory endorsement issued on an initial or standard teaching certificate by the State Board of Education in accordance with applicable provisions of 23 Ill. Adm. Code 25 (Certification) and 23 Ill. Adm. Code 1 (Public Schools Evaluation, Recognition and Supervision) and must hold the bilingual approval or endorsement or the ENL endorsement with a language designation.” However, directors of programs with fewer than 200 LEP students can be exempted from this provision if he/she annually completes two hours of professional development specifically designed to address the needs of students with limited English proficiency. The types of qualifications of program directors administering state-funded bilingual education programs are shown in Table 3. The PDR shows that the majority of funded districts indicated that their bilingual program directors held an administrative certificate or supervisory endorsement (249 districts).

Table 3. Number of Funded School Districts Reporting Types of Certification of Bilingual Education Program Directors: SY 2009

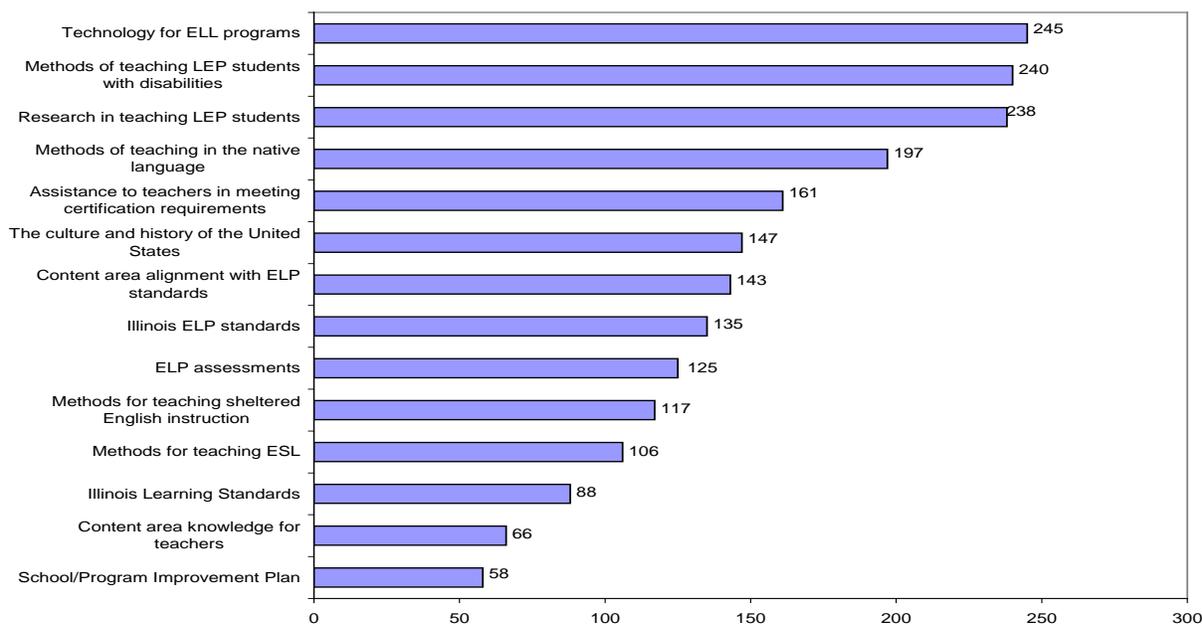
Type of Certification of Bilingual Education Program Director	Number of Districts
Administrative certificate or supervisory endorsement	249
Bilingual approval or endorsement	64
ESL approval or endorsement	90
Completed at least two hours of professional development specifically designed to address the needs of LEP students in school year 2008-2009	230

Professional Development Training Activities for Staff Who Worked with ELL Students in SY 2009

Professional development training activities offered to LEP staff in SY 2009 covered the basic requisites of skills needed to work with LEP students. The training activities provided to LEP staff in SY 2009 include knowing the state standards, the methods of and research in teaching LEP students, technology needed in ELL programs, developing school improvement plans, and understanding LEP assessments.

Of the 296 funded districts, the majority (245 districts) reported offering “Technology for ELL programs” and another 240 districts reported offering “Methods of teaching LEP students with disabilities” to its staff. Of all the professional development activities listed in Chart 1, “School/Program Improvement Plan” was offered the least with only 58 districts offering such professional development activity.

Chart 1. Number of School Districts that Offered Professional Development Training Activities to Instructional and Non-Instructional LEP Staff, by Type of Activity: SY 2009



Section 3: TYPES OF INSTRUCTIONAL DELIVERY SYSTEMS AND PROGRAM MODELS USED BY SCHOOL DISTRICTS TO SERVE THE EDUCATIONAL NEEDS OF ELL/LEP STUDENTS

Often districts use multiple program models to address students' diverse needs for language support. The majority of state-funded districts were using an English as a Second Language (ESL) program model to provide language instruction (247 districts, 83.4 percent). Specifically, the majority of these districts used the pull-out method for instructional delivery (73.7 percent). Other programs which used pull-out as a major instructional strategy were content-based ESL (63.4 percent) and, content-area tutoring (65.7 percent). Meanwhile, 77.4 percent and 75 percent of districts with TBE-full-time and dual-language programs, respectively, provided instruction for more than 50 percent of the day. (See Table 4.)

Table 4. Number and Percentage of Funded School Districts, by Type of Program Model and Instructional Delivery Method* Used: SY 2009

Program Model	# School Districts Using Program Model	Percent Using Instructional Delivery Method					
		Self-Contained = > 50% of day	Self-Contained < 50% of day	Departmentalized	Pull-Out	Push-In	Team Teaching
Transitional Bilingual Education (TBE) – Full-time	133	77.4	21.1	21.8	30.1	24.1	15.0
Transitional Bilingual Education (TBE) – Part-time	136	17.6	50.0	26.5	59.6	33.1	20.6
Dual Language/Two-Way Immersion	24	75.0	8.3	29.2	4.2	4.2	16.7
Sheltered English	141	33.3	34.8	41.1	44.0	34.8	20.6
Developmental Bilingual	14	42.9	42.9	14.3	50.0	42.9	14.3
English as a Second Language (ESL)	247	19.4	36.8	33.6	73.7	51.8	20.2
Content-Based ESL	145	20.7	35.2	40.0	63.4	42.8	31.7
Content -Area Tutoring	137	9.5	33.6	24.8	65.7	29.9	11.7
Newcomer Center	17	35.3	17.6	35.3	41.2	17.6	11.8

*A school district may use multiple methods of instructional delivery per program model.

Extended-Day Program Services

Districts also offered extended-day programs to supplement language instruction received by LEP students in regular classrooms. In SY 2009, after-school tutoring, summer school, and before-school tutoring were offered by 212, 191, and 82 districts, respectively. (See Table 5.)

Table 5. Number and Percentage of Funded School Districts that Offered Extended-Day Programs to LEP Students, by Type of Program and Payment with Title III Funds: SY 2009

Type of Extended-Day Program	State-Funded School Districts that Offered Program		State-Funded School Districts that Fully or Partially Fund Programs with Title III Funds	
	Number	Pct	Number	Pct
After-School Tutoring	212	71.6	82	38.7
Before-School Tutoring	82	27.7	29	35.4
Summer School	191	64.5	89	46.6

The definitions of program models, instruction methods, and extended-day program services are found in **Appendix B**.

Section 4: INVOLVEMENT OF PARENTS/FAMILIES OF ELL/LEP STUDENTS IN PROGRAM ACTIVITIES/SERVICES OF SCHOOL DISTRICTS THAT RECEIVED TRANSITIONAL BILINGUAL EDUCATION STATE FUNDS

Bilingual Parent Advisory Committee

Section 14C-10 of the School Code (105 ILCS 5/14C-10) requires school districts that have TBE programs to provide parents with opportunities for maximum involvement in school activities. In particular, school districts with TBE programs are required to establish a Parent Advisory Committee (PAC).

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

Of the 201 school districts that have TBE programs, 185 or 92 percent reported having a PAC, with a total membership of 2,592. TBE program PAC membership information is provided in Table 6. Please note that individuals may have membership in more than one category.

Membership Category	Members
Parents/legal guardians of LEP students	1,885
TBE teachers	435
Counselors	55
Community leaders	107
Other*	254

*Includes school administrators, program planners, program liaisons, and medical staff.

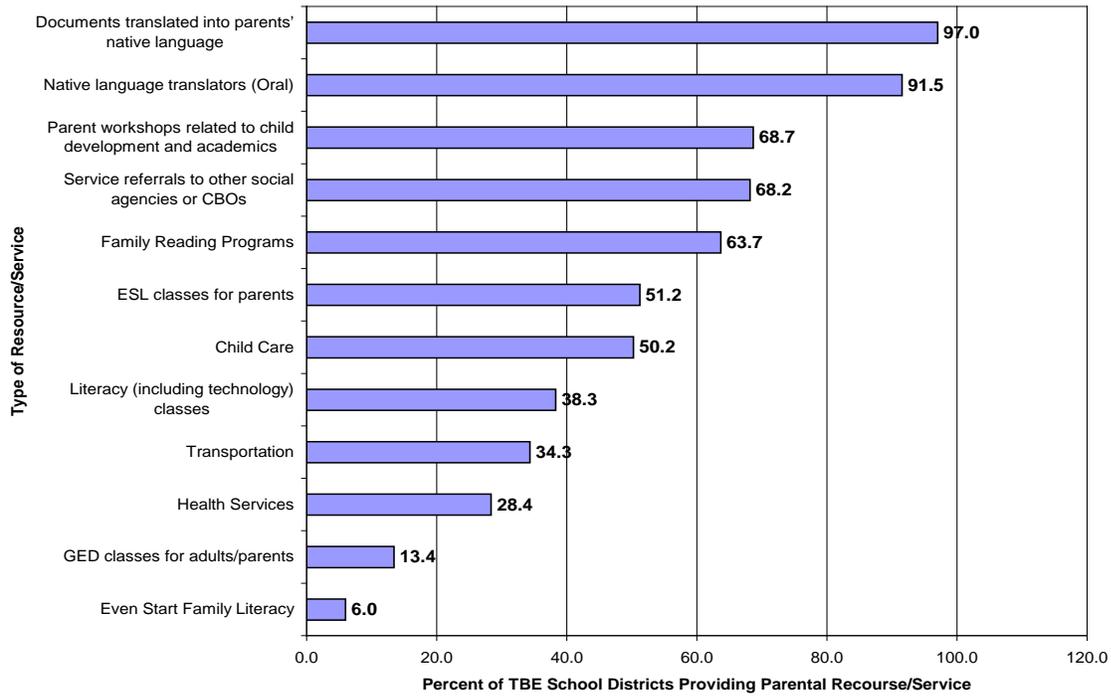
Workshops/Resources Provided to Parents/Families of LEP Students

The 201 districts that received TBE funds in SY 2009 provided workshops to parents/families of LEP students. Close to 86 percent of these districts informed parents/families of the instructional approaches and methods used in teaching their children. Moreover, about three quarters of TBE districts provided parents/families information on state and federal laws related to LEP student participation in bilingual education programs (75 percent) and on assessments taken by LEP students (78 percent). (See Table 7.)

Type of Workshop	Number of Districts	Percent
Types and results of assessments taken by LEP students	156	77.6
State and federal laws related to LEP student participation in bilingual programs	151	75.1
Information related to instructional approaches and methods used in bilingual education programs	172	85.6
Unduplicated Total	201	

In addition to parent information workshops, parents/families of LEP students were also provided supports by districts. In SY 2009, 97 percent of TBE districts reported having provided "document translations into parents' native language" and 91.5 percent of districts provided oral native language translations to parents/families of LEP students. (See Chart 2.)

Chart 2. Percentage of TBE School Districts that Provided Resources/Services to Parents/Families of LEP Students, by Type of Resource/Service: SY 2009



PART B

THE ENGLISH LANGUAGE LEARNERS (ELL) IN ILLINOIS

Section 5: ELL STUDENT DEMOGRAPHICS AND PROGRAM PARTICIPATION

ELL/LEP STUDENT ENROLLMENT

Illinois public schools enrolled 195,516 ELL/LEP students in SY 2009, with the majority (57.4 percent) enrolled in Cook County school districts. (See Table 8.) School districts enrolled 6,000 more LEP students in SY 2009 than in SY 2008. For information on SY 2009 LEP student enrollment by district/educational entity, see **Appendix A**.

Table 8. Number and Percentage of LEP Students, by County: SY 2009

County	Number	Percent	County	Number	Percent
ADAMS	12	0.01	LEE	18	0.01
ALEXANDER	1	0.00	LIVINGSTON	5	0.00
BOONE	1,253	0.64	LOGAN	7	0.00
BROWN	1	0.00	MACON	93	0.05
BUREAU	317	0.16	MACOUPIN	8	0.00
CARROLL	1	0.00	MADISON	434	0.22
CASS	538	0.28	MARION	7	0.00
CHAMPAIGN	1,328	0.68	MASON	1	0.00
CHRISTIAN	1	0.00	MCDONOUGH	45	0.02
CLARK	11	0.01	MCHENRY	3,585	1.83
CLINTON	44	0.02	MCLEAN	717	0.37
COLES	38	0.02	MENARD	1	0.00
COOK	112,301	57.44	MONROE	3	0.00
DEKALB	939	0.48	MONTGOMERY	1	0.00
DEWITT	2	0.00	MORGAN	26	0.01
DOUGLAS	77	0.04	MULTI-COUNTY	21	0.01
DUPAGE	15,244	7.80	OGLE	543	0.28
EDGAR	1	0.00	PEORIA	660	0.34
EFFINGHAM	56	0.03	PERRY	2	0.00
FAYETTE	1	0.00	PIATT	2	0.00
FORD	11	0.01	PIKE	3	0.00
FRANKLIN	5	0.00	PUTNAM	3	0.00
FULTON	18	0.01	RANDOLPH	4	0.00
GALLATIN	3	0.00	RICHLAND	1	0.00
GRUNDY	239	0.12	ROCK ISLAND	1,374	0.70
HAMILTON	2	0.00	SANGAMON	72	0.04
HANCOCK	5	0.00	SCHUYLER	11	0.01
HENDERSON	10	0.01	ST. CLAIR	181	0.09
HENRY	180	0.09	STARK	7	0.00
IROQUOIS	97	0.05	STEPHENSON	95	0.05
JACKSON	249	0.13	TAZEWELL	42	0.02
JASPER	2	0.00	UNION	75	0.04
JEFFERSON	11	0.01	VERMILION	160	0.08
JO DAVIESS	47	0.02	WABASH	2	0.00
JOHNSON	8	0.00	WARREN	163	0.08
KANE	22,765	11.64	WASHINGTON	7	0.00
KANKAKEE	430	0.22	WHITESIDE	208	0.11
KENDALL	1,160	0.59	WILL	7,354	3.76
KNOX	12	0.01	WILLIAMSON	44	0.02
LAKE	18,487	9.46	WINNEBAGO	3,137	1.60
LASALLE	467	0.24	WOODFORD	8	0.00
LAWRENCE	12	0.01	Total	195,516	100.00

Source: SY 2009 ELL Report (ASR) in SIS

NATIVE LANGUAGES OF LEP STUDENTS

LEP students spoke more than 139 non-English native languages in SY 2009 compared to more than 141 languages spoken in SY 2008. Spanish is being spoken by 80.5 percent of students. (See Table 9.)

Table 9. Number and Percentage of Native Languages Spoken by LEP Students, by Language: SY 2009

Language	Count	Pct	Language	Count	Pct	Language	Count	Pct
AFRIKAANS (TAAL)	66	0.03	GUYANESE	4	0.00	NAVAJO	2	0.00
AKAN (FANTE/ASANTI/TWI)	74	0.04	HAINANESE (CHINESE)	9	0.00	NEPALI	117	0.06
ALBANIAN/GHEG (KOSOVO/MACEDONIA)	312	0.16	HAITIAN-CREOLE	98	0.05	NORWEGIAN	8	0.00
ALBANIAN/TOSK (ALBANIA)	223	0.11	HAKKA (CHINESE)	2	0.00	ORIYA	8	0.00
ALGONQUIN	2	0.00	HAUSA	16	0.01	OTHER	1,885	0.96
AMHARIC	147	0.08	HAWAIIAN	2	0.00	OULOF (WOLOF)	20	0.01
APACHE	1	0.00	HEBREW	83	0.04	PAMPANGAN	3	0.00
ARABIC	3,901	2.00	HINDI	593	0.30	PANJABI (PUNJABI)	207	0.11
ARMENIAN	33	0.02	HIMONG	14	0.01	PASHTO (PUSHTO)	30	0.02
ASSAMESE	2	0.00	HUNGARIAN	26	0.01	PILIPINO (TAGALOG)	2,157	1.10
ASSYRIAN (SYRIAC/ARAMAIC)	608	0.31	IBO/IGBO	71	0.04	POLISH	6,395	3.27
BAGHELI	3	0.00	ICELANDIC	31	0.02	PORTUGUESE	116	0.06
BEMBA	14	0.01	ILOCANO	8	0.00	PUEBLO	5	0.00
BENGALI	145	0.07	ILONGGO (HILIGAYNON)	32	0.02	ROMANIAN	499	0.26
BISAYA (MALAYSIA)	5	0.00	INDONESIAN	60	0.03	ROMANY (GYPSY)	4	0.00
BOSNIAN	450	0.23	ITALIAN	217	0.11	RUSSIAN	1,275	0.65
BULGARIAN	522	0.27	JAMAICAN	20	0.01	SAMOAN	10	0.01
BURMESE	255	0.13	JAPANESE	717	0.37	SERBIAN	399	0.20
CAMBODIAN (KHMER)	175	0.09	KANNADA (KANARESE)	47	0.02	SHANGHAI (CHINESE)	20	0.01
CANTONESE (CHINESE)	1,452	0.74	KANURI	8	0.00	SHONA	4	0.00
CEBUANO (VISAYAN)	45	0.02	KASHI (UYGHUR)	1	0.00	SINDHI	10	0.01
CHALDEAN	8	0.00	KIKAMBA (KAMBA)	1	0.00	SINHALESE	16	0.01
CHAMORRO	1	0.00	KONKANI	13	0.01	SLOVAK	70	0.04
CHAOCHOW/TEOCHIU (CHINESE)	39	0.02	KOREAN	1,900	0.97	SLOVENIAN	4	0.00
CHEROKEE	2	0.00	KPELLE	7	0.00	SOMALI	110	0.06
CHICHEWA (NYANJA)	2	0.00	KRAHN	46	0.02	SOURASHTRA (SAURASHTRA)	3	0.00
CHOCTAW	1	0.00	KRIO	30	0.02	SPANISH	157,399	80.50
CREEK	3	0.00	KURDISH	24	0.01	SWAHILI	108	0.06
CROATIAN	46	0.02	LAO	244	0.12	SWEDISH	25	0.01
CROW	3	0.00	LATVIAN	14	0.01	TAIWANESE/FORMOSAN/MIN NAN (CHINESE)	21	0.01
CZECH	84	0.04	LINGALA	13	0.01	TAMIL	227	0.12
DANISH	7	0.00	LITHUANIAN	556	0.28	TELOGU (TELEGU)	473	0.24
DINLEA (TURKISH)	6	0.00	LUGANDA / BANTU	24	0.01	THAI	159	0.08
DUTCH/FLEMISH	49	0.03	LUNDA	1	0.00	TIBETAN	16	0.01
EFIK	1	0.00	LUO	5	0.00	TIGRINYA (TIGRIGNA)	33	0.02
ESKIMO	1	0.00	MAAY MAAY (MAYMAY)	36	0.02	TONGAN	7	0.00
ESTONIAN	3	0.00	MACEDONIAN	56	0.03	TULU	2	0.00
EWE	54	0.03	MALAY	28	0.01	TURKISH	228	0.12
FARSI (PERSIAN)	219	0.11	MALAYALAM	470	0.24	UKRAINIAN	512	0.26
FINNISH	7	0.00	MANDARIN (CHINESE)	1,007	0.52	URDU	2,611	1.34
FRENCH	653	0.33	MANDINGO (MANDINKA)	15	0.01	UZBEK	13	0.01
FUKIEN/HOKKIEN (CHINESE)	24	0.01	MAORI	2	0.00	VIETNAMESE	1,337	0.68
GA	5	0.00	MARATHI	68	0.03	WELSH	1	0.00
GAELIC (IRISH)	5	0.00	MENDE	3	0.00	YIDDISH	1	0.00
GERMAN	223	0.11	MENOMINEE	1	0.00	YORUBA	252	0.13
GREEK	236	0.12	MINA (GESER-GORAM)	16	0.01			
GUJARATI	1,784	0.91	MONGOLIAN	174	0.09			
						State Totals	195,516	100.00

Source: SY 2009 ELL Report (ASR) in SIS

Similar to SY 2008, the top ten languages spoken by LEP students were Spanish, Polish, Arabic, Urdu, Pilipino (Tagalog), Korean, Gujarati, Cantonese (Chinese), Vietnamese, and Russian. Spanish is the predominant language spoken by LEP students in all geographic locations. Chicago suburban districts enrolled the highest number of non-English speaking students (56.8 percent). (See Table 10.)

Table 10. Number of LEP Students, by Language and Illinois Location*: SY 2009

Language	East Central	Northern	Southern	Chicago Suburbs	City of Chicago	West Central	Total
SPANISH	2,016	11,919	843	86,702	54,739	1,180	157,399
POLISH	4	117	5	4,652	1,612	5	6,395
ARABIC	77	159	39	2,470	1,096	60	3,901
URDU	13	41	5	1,739	802	11	2,611
PILIPINO (TAGALOG)	33	67	8	1,477	547	25	2,157
KOREAN	131	29	44	1,568	110	18	1,900
GUJARATI	30	41	24	1,479	195	15	1,784
CANTONESE (CHINESE)	26	19	15	317	1,057	18	1,452
VIETNAMESE	77	87	15	616	510	32	1,337
RUSSIAN	30	80	16	1,038	96	15	1,275
MANDARIN (CHINESE)	93	57	35	579	199	44	1,007
JAPANESE	34	9	21	622	20	11	717
FRENCH	71	71	5	236	215	55	653
ASSYRIAN (SYRIAC/ARAMAIC)	1	5	0	408	194	0	608
HINDI	30	15	3	446	84	15	593
LITHUANIAN	0	10	0	518	28	0	556
BULGARIAN	0	3	0	429	90	0	522
UKRAINIAN	4	10	1	313	184	0	512
ROMANIAN	5	4	1	319	164	6	499
TELUGU (TELEGU)	67	18	0	332	39	17	473
MALAYALAM	4	7	0	417	38	4	470
BOSNIAN	0	25	0	197	228	0	450
SERBIAN	1	39	0	242	117	0	399
ALBANIAN/GHEG (KOSOVO/MACEDONIA)	9	30	2	214	49	8	312
BURMESE	1	73	0	63	116	2	255
YORUBA	10	9	0	75	158	0	252
OTHER (UNIDENTIFIED)	31	211	11	452	1,167	13	1,885
OTHER (IDENTIFIED)	203	416	62	3,151	1,226	84	5,142
TOTAL	3,001	13,571	1,155	111,071	65,080	1,638	195,516
Percent of Total	1.5	6.9	0.6	56.8	33.3	0.8	100.0

Source: SY 2009 ELL Report (ASR) in SIS

***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** includes 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, SANGAMON, TAZEWELL, WOODFORD, SCHUYLER, and WARREN.

GRADE LEVEL, RACE/ETHNICITY, GENDER, AND DISABILITY STATUS OF LEP STUDENTS

Most LEP students enrolled in Illinois public schools in SY 2009 were Hispanic (79.4 percent). Other LEP students include 9 percent Asian/Pacific Islander, 9 percent white non-Hispanic, and about 2 percent black non-Hispanic. In terms of grade level, in SY 2009, close to 56 percent of LEP students in Illinois were in grades K through 3, about 11 percent were in high school, and the remaining 33 percent were in grades 4 through 8. (See Table 11.)

Table 11. Number and Percentage of LEP Students by Grade Level and Race/Ethnicity: SY 2009

Grade Level	Race/Ethnicity												Total	
	Native American/ Alaskan		Asian/ Pacific Islander		Black Non- Hispanic		Hispanic		White Non- Hispanic		Multi-Racial			
	No.	Pct within grade	No.	Pct within grade	No.	Pct within grade	No.	Pct within grade	No.	Pct within grade	No.	Pct within grade	No.	Pct of total
PK	5	0.1	515	8.4	87	1.4	4,896	79.8	520	8.5	111	1.8	6,134	3.1
K	11	0.0	2,697	9.0	610	2.0	23,436	78.3	2,823	9.4	356	1.2	29,933	15.3
1	13	0.0	2,483	8.9	399	1.4	22,167	79.6	2,501	9.0	279	1.0	27,842	14.2
2	12	0.0	2,341	8.6	308	1.1	21,952	80.8	2,335	8.6	221	0.8	27,169	13.9
3	5	0.0	1,870	7.9	318	1.4	19,235	81.7	1,951	8.3	154	0.7	23,533	12.0
4	8	0.0	1,305	7.8	259	1.5	13,736	81.7	1,378	8.2	119	0.7	16,805	8.6
5	39	0.3	1,069	7.9	242	1.8	11,057	81.7	1,043	7.7	78	0.6	13,528	6.9
6	42	0.4	1,003	8.5	195	1.7	9,475	80.7	971	8.3	59	0.5	11,745	6.0
7	9	0.1	793	8.2	197	2.0	7,906	81.5	750	7.7	41	0.4	9,696	5.0
8	4	0.0	742	8.9	163	2.0	6,634	80.0	711	8.6	43	0.5	8,297	4.2
9	5	0.1	851	11.8	238	3.3	5,400	74.6	715	9.9	32	0.4	7,241	3.7
10	4	0.1	802	13.7	201	3.4	4,130	70.5	681	11.6	39	0.7	5,857	3.0
11	0	0.0	643	15.3	135	3.2	2,836	67.4	571	13.6	23	0.5	4,208	2.2
12	1	0.0	529	15.0	107	3.0	2,331	66.1	543	15.4	17	0.5	3,528	1.8
Total	158	0.1	17,643	9.0	3,459	1.8	155,191	79.4	17,493	8.9	1,572	0.8	195,516	100.0

Table 12 shows that some of the LEP students enrolled in Illinois public schools in SY 2009 had disabilities (13.7 percent). Moreover, in SY 2009, there was a higher male LEP enrollment (52.9 percent) than female LEP enrollment (47.1 percent), and this distribution is consistent across grade/grade clusters.

Table 12. Number of LEP Students by Disability Status, Gender, and Grade Cluster: SY 2009

Disability Status	Gender	Grade/Grade Cluster					Total	Pct of Total
		PK	Gr K-2	Gr 3-5	Gr 6-8	Gr 9-12		
No Disability	Female	2,497	37,930	22,791	11,698	8,261	83,177	86.3
	Male	2,453	38,186	23,100	12,536	9,264	85,539	
	Sub-total	4,950	76,116	45,891	24,234	17,525	168,716	
With Disability	Female	372	2,682	2,713	1,998	1,242	9,007	13.7
	Male	812	6,146	5,262	3,506	2,067	17,793	
	Sub-total	1,184	8,828	7,975	5,504	3,309	26,800	
Grand Total	Female	2,869	40,612	25,504	13,696	9,503	92,184	47.1
	Male	3,265	44,332	28,362	16,042	11,331	103,332	52.9
	Total	6,134	84,944	53,866	29,738	20,834	195,516	100.0

ENROLLMENT IN ELL LANGUAGE INSTRUCTIONAL PROGRAMS

Table 13 shows the number and percentage of LEP students enrolled in various ELL programs. There were at least 13 language instructional program services that districts offered to LEP students in SY 2009 which were either state- or solely locally-funded. An LEP student may enroll in several programs, thus the numbers shown in Table 13 are duplicated counts. The highest concentration of enrollment among these ELL programs was in transitional bilingual (52.5 percent) followed by self-contained programs (35.6 percent). Pull out ESL received the highest enrollment (39.1 percent) in a non-state funded program. Smallest enrollments are found in developmental bilingual or two way immersion programs with less than 2 percent of LEP students enrolled. For a definition of each program, see **Appendix B**. Students are reported in all categories that apply.

Table 13. Number of LEP Students Enrolled in an ELL Program and Type of Program Funding: SY 2009

Type of ELL Program	Non State-Funded		State-Funded		Total	
	No.	Col Total Pct	No.	Col Total Pct	No.	Col Total Pct
Content Area Tutoring	682	20.2	14,682	7.6	15,364	7.9
Content Based ESL	477	14.1	43,636	22.7	44,113	22.6
Developmental Bilingual	16	0.5	1,786	0.9	1,802	0.9
Heritage Language	33	1.0	5,511	2.9	5,544	2.8
Inclusionary Support	435	12.9	25,352	13.2	25,787	13.2
Pull Out Individual Support	781	23.1	26,881	14.0	27,662	14.1
Pull Out ESL	1,320	39.1	38,683	20.1	40,003	20.5
Self-Contained	154	4.6	69,411	36.1	69,565	35.6
Sheltered English Instruction	292	8.6	20,921	10.9	21,213	10.8
Structured English Immersion	125	3.7	18,428	9.6	18,553	9.5
Transitional Bilingual	121	3.6	102,515	53.4	102,636	52.5
Two Way Immersion (Dual Language)	47	1.4	3,386	1.8	3,433	1.8
Other ELL Program Services	1,269	37.5	40,086	20.9	41,355	21.2
Unduplicated Total	3,380	100.0	192,136	100.0	195,516	100.0

Source: SY 2009 ELL Report (ASR) in SIS

YEARS ENROLLED IN ELL PROGRAMS AND PROGRAM EXITS

About 21 percent of LEP students exited from an ELL program during the SY 2009. (See Table 14.) Exited students include those who transitioned into general education classes, graduated from high school, transferred to another district, dropped out, or withdrew from an ELL program. CPS exited more students who had been in an ELL program three or fewer years (96.5 percent) than districts outside of CPS (79 percent). In SY 2009, 20.8 percent of all LEP students exited from an ELL program and 79.2 percent of all LEP students remained in an ELL program to receive services in the following school year.

Table 14. Number and Percentage of LEP Students Exiting an ELL Program, by Number of Years in the Program and Location: SY 2009

Years in the Program	CPS		Outside CPS		Illinois	
	Number	Pct	Number	Pct	Number	Pct
Three Years or Fewer	12,512	96.5	21,849	79.0	34,361	84.6
More than Three Years	453	3.5	5,791	21.0	6,244	15.4
Total Exited	12,965	19.9	27,640	21.2	40,605	20.8
Total Not Exited	52,115	80.1	102,796	78.8	154,911	79.2
Total Served	65,080	33.3	130,436	66.7	195,516	100.0

Source: SY 2009 ELL Report (ASR) in SIS

Districts reported that 53 percent of students who exited from an ELL program were transitioned into general education programs, which represents 11 percent of the total number of LEP students served statewide. Among LEP students who exited, 84.6 percent were in an ELL program three or fewer years and 15.4 percent were in an ELL program longer than three years. (See Table 15.)

Table 15. Number and Percentage of LEP Students Exiting an ELL Program, by Exit Reason and Number of Years in the Program: SY 2009

Reason for Exiting	Three Years or Fewer		More than Three Years		Total Exits		Percent of Exits to Total Served
	Number	Pct	Number	Pct	Number	Pct	
Transitioned	16,610	77.1	4,927	22.9	21,537	53.0	11.0
Graduated	159	79.1	42	20.9	201	0.5	0.1
Transferred	2,843	90.1	312	9.9	3,155	7.8	1.6
Withdrawn by parents	8,933	97.2	254	2.8	9,187	22.6	4.7
Dropped out	61	84.7	11	15.3	72	0.2	0.0
Other reasons	5,755	89.2	698	10.8	6,453	15.9	3.3
Total Exited	34,361	84.6	6,244	15.4	40,605	100.0	20.8

Source: SY 2009 ELL Report (ASR) in SIS

Three times as many LEP students were transitioned in SY 2009 compared to SY 2008. The total reported as transitioned in SY 2009 (21,537 students) includes 16,931 students who were not tested on the 2009 ACCESS[®] but who had already obtained overall or composite proficiency levels of 4.0 or higher on the 2006, 2007, or 2008 ACCESS for ELLs[®]. Illinois rules provide that districts may transition LEP students at a 4.0 composite or overall proficiency level on the ACCESS for ELLs[®]. To learn more about ACCESS for ELLs[®], go to <http://www.wida.us/assessment/ACCESS/index.aspx>.

Section 6: ENGLISH LANGUAGE PROFICIENCY LEVELS OF ILLINOIS LEP 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 LEP students until they achieve a “proficient” score. In 2006, Illinois adopted the ACCESS for ELLs[®], a large-scale test that is aligned with the English language proficiency (ELP) standards developed by the World-Class Instructional Design and Assessment (WIDA) Consortium, as its statewide English proficiency assessment. Scores on the ACCESS for ELLs[®] 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 LEP students can do within each language domain of the ELP standards.

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

Individual language learners vary in their productive and receptive skills, with receptive language (listening and reading) skills generally developing before productive language (speaking and writing). For this reason, a child may not demonstrate the same level of proficiency in all four language domains. (WIDA English Language Proficiency Standards, 2007)

PROFICIENCY LEVELS OF LEP STUDENTS ON EACH DOMAIN ON THE ACCESS for ELLs[®]

As shown in Table 16, significantly higher numbers of LEP students in Illinois tested proficient in listening (65.2 percent) than in any other domain. In contrast, only 13.6 percent of LEP students in Illinois tested proficient in writing. This is similar to the distribution found in the 2008 ACCESS[®]. Moreover, 33.1 percent obtained composite proficiency levels (CPL) of 4.0 or higher. These students are eligible to transition from an ELL program. Based on Illinois policy, a 4.0 CPL is the minimum level a student has to achieve to be considered English proficient and eligible to transition into the general education program. Some districts, however, opted to use a CPL higher than 4.0 to transition students, or used the 4.0 CPL in conjunction with other indicators in order to ensure students' readiness for the general education classroom. (For an illustration, see Table 19 on page 19.)

Table 16. Number and Percentage of LEP Students Enrolled in an ELL Program*, by Proficiency Level on the ACCESS for ELLs[®] and Domain: SY 2009

Proficiency Level	LISTENING		SPEAKING		READING		WRITING		OVERALL	
	Number	Pct								
1	15,642	10.4	30,016	20.0	32,642	21.8	27,727	18.5	25,522	17.1
2	13,007	8.7	23,298	15.5	23,612	15.8	44,496	29.7	24,648	16.5
3	23,522	15.7	15,289	10.2	27,944	18.6	57,171	38.2	49,720	33.3
4	33,670	22.5	17,206	11.5	19,827	13.2	18,915	12.6	36,395	24.4
5	46,694	31.1	16,563	11.0	36,076	24.1	1,397	0.9	11,057	7.4
6	17,372	11.6	47,787	31.8	9,779	6.5	71	0.0	2,006	1.3
Total	149,907	100.0	150,159	100.0	149,880	100.0	149,777	100.0	149,348	100.0
> = 4.0	97,736	65.2	81,556	54.3	65,682	43.8	20,383	13.6	49,458	33.1

* Numbers include kindergarten students. Source: 2009 ACCESS[®]

COMPOSITE PROFICIENCY LEVELS OF LEP STUDENTS ON THE ACCESS for ELLs® BY GRADE AND GRADE CLUSTER

Similar to 2008, the highest percentage of students achieving a composite proficiency level of 4.0 or greater was in grade cluster 3-5 (52.3 percent), while the lowest percentage was in grade cluster K-2 (19.7 percent). (See Table 17.)

Table 17. Number and Percentage of LEP Students Enrolled in an ELL Program, by Composite Proficiency Level on the ACCESS for ELLs® and Grade Cluster: SY 2009

Composite Proficiency Level	Grade Cluster								Total	
	K-2		3-5		6-8		9-12			
	Number	Pct	Number	Pct	Number	Pct	Number	Pct	Number	Pct
1	22,249	30.3	1,076	2.6	989	4.7	1,208	8.7	25,522	17.1
2	13,547	18.4	4,563	11.1	3,485	16.7	3,053	22.1	24,648	16.5
3	23,172	31.5	13,994	34.0	8,116	38.8	4,438	32.1	49,720	33.3
4	11,314	15.4	15,392	37.4	6,369	30.5	3,320	24.0	36,395	24.4
5	2,802	3.8	5,073	12.3	1,759	8.4	1,423	10.3	11,057	7.4
6	380	0.5	1,041	2.5	191	0.9	394	2.8	2,006	1.3
Total	73,464	100.0	41,139	100.0	20,909	100.0	13,836	100.0	149,348	100.0
> = 4.0	14,496	19.7	21,506	52.3	8,319	39.8	5,137	37.1	49,458	33.1

Chart 3 shows the percentages of LEP students that obtained a 4.0 CPL or greater by grade level. Grade 4 students obtained the highest percentage of students at 4.0 CPL or greater (54.8 percent) compared with kindergarten students where only 5.4 percent obtained a 4.0 CPL or greater. The performance on the ACCESS® differs by grade and the difference is more pronounced between grades 1 and 2 students with a gap of 22 percentage points. All grades within cluster 3-5 had more than 50 percent of students at 4.0 CPL or greater while the rest of the grades had less than 45 percent of students at 4.0 CPL or greater.

Chart 3. Percentage of LEP Students at 4.0 Composite Proficiency Level (CPL), by Grade and Grade Cluster: SY 2009 (Source: 2009 ACCESS®)

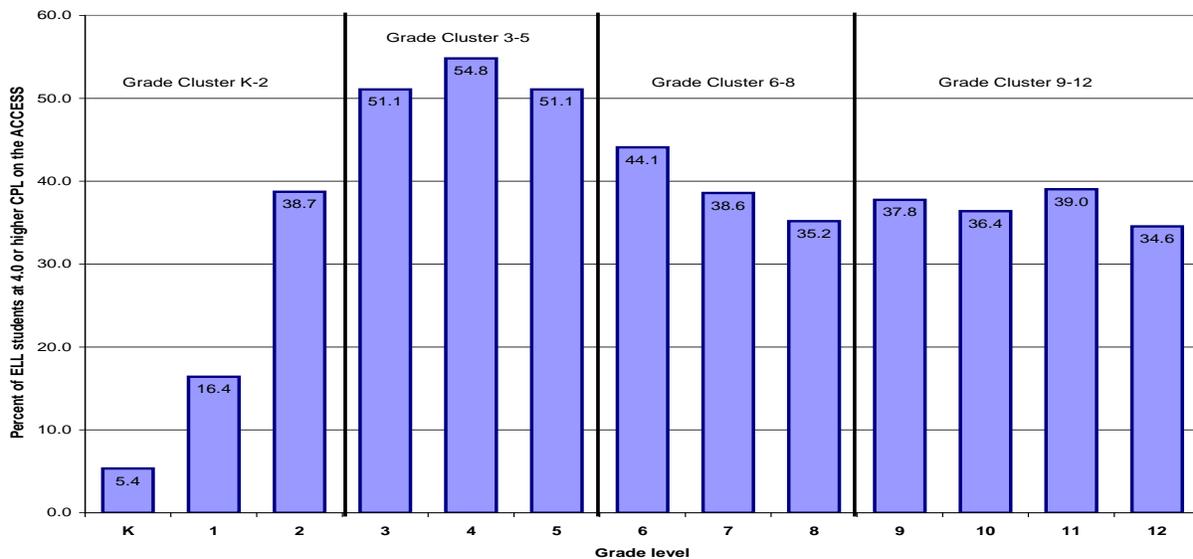


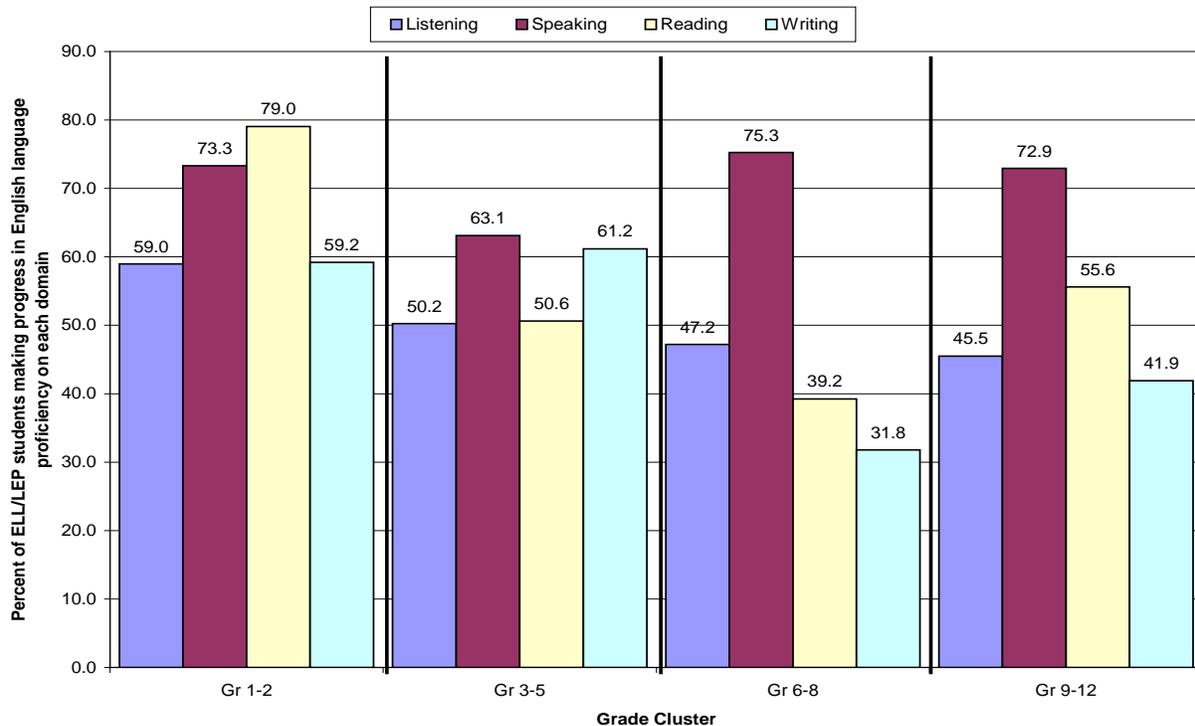
Chart 3 further shows that at cluster K-2, the percentages of students at 4.0 CPL or greater went up as grade levels go higher; at cluster 3-5, the distribution is statistically normal; at cluster 6-8, the percentages went down as grade levels go higher; and at cluster 9-12, the distribution is somewhat

erratic with slightly higher percentages making progress at grades 9 and 11 and lower percentages making progress at grades 10 and 12.

PROGRESS MADE BY LEP STUDENTS IN THE ENGLISH LANGUAGE BY GRADE CLUSTER

While fewer LEP students at lower grade levels (grades 1 and 2) obtain a 4.0 CPL compared to those in other grades, these students tend to progress rapidly in attaining proficiency in English comprehension (listening and reading). (See Chart 2.) This illustrates an inverse relationship between a student’s grade level and the speed with which English language skills are learned. For example, among grade 1 and 2 students, 79 percent made progress in reading compared to 50.6 percent in grades 3-5; 39.2 percent in grades 6-8; and 55.6 percent in grades 9-12. Progress is defined by a 0.5 increase in the proficiency level in any of the four domains from one year to the next, or a proficiency level of 6.0 in the second year. (See Chart 4.)

Chart 4. Percentage of LEP Students Making Progress in the English Language, by Grade Cluster and Domain: SY 2009 (Source: 2009 ACCESS®)



PROFICIENCY LEVELS OF LEP STUDENTS ON THE ACCESS for ELLs® WHO EXITED AN ELL PROGRAM

LEP students who remained in an ELL program for more than three years before exiting attained higher levels of English language proficiency (72.9 percent) than those who had been in a program three years or less (56.8 percent). Overall, 60 percent of all exited students obtained a composite proficiency level (CPL) of 4.0 or greater. (See Table 18.)

Table 18. Number and Percentage of LEP Students Exiting an ELL Program, by Composite Proficiency Level on the 2009 ACCESS for ELLs® and Number of Years in the Program: SY 2009

Composite Proficiency Level	Three years or less		More than three		Total	
	No.	Row Pct	No.	Row Pct	No.	Row Pct
1	945	11.2	50	2.4	995	9.5
2	787	9.4	126	6.1	913	8.7
3	1,901	22.6	384	18.6	2,285	21.8
4	2,778	33.0	806	39.1	3,584	34.2
5	1,605	19.1	530	25.7	2,135	20.4
6	396	4.7	167	8.1	563	5.4
TOTAL	8,412	100.0	2,063	100.0	10,475	100.0
> = 4.0	4,779	56.8	1,503	72.9	6,282	60.0

Note: Of the 40,605 LEP students that exited, only 10,475 have composite proficiency levels (CPL) in the 2009 ACCESS®. Of the 16,931 exited students who were not tested in the 2009 ACCESS® administration, obtained a 4.0 composite or higher on the 2006, 2007, or 2008 ACCESS®. Sources: SY 2009 ELL Report (ASR) on SIS and 2009 ACCESS

As previously stated, districts had the flexibility to set transition criteria at or above a 4.0 CPL on the ACCESS®. Of the 49,458 K-12 LEP students that obtained a 4.0 CPL or higher on the 2009 ACCESS®, districts transitioned only 4,606 (9.3 percent) at the end of SY 2009 and 43,176 (87.3 percent) were reported as continuing. Of the 21,537 transitioned students, 16,931 (78.6 percent) did not have records in the 2009 ACCESS®, but obtained a 4.0 CPL or higher in the 2006, 2007, or 2008 ACCESS®.

Table 19. Number and Percentage of LEP Students Exiting an ELL Program, by Exit Reason and Testing Status on the 2009 ACCESS for ELLs® : SY 2009

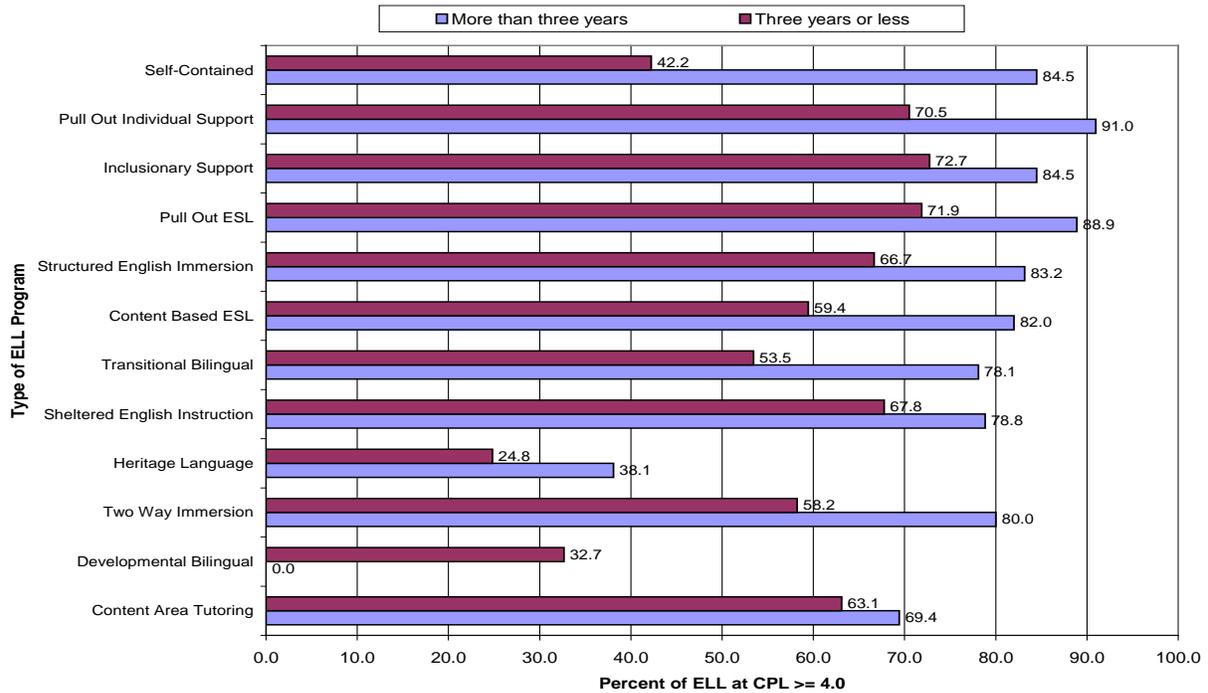
Reason for Exiting	Testing Status in 2009 ACCESS (K-12)				Total*
	Greater than or equal to 4.0 CPL in 2009 ACCESS	Less than 4.0 CPL in 2009 ACCESS	Tested in 2009 ACCESS but not in all domains	No record in 2009 ACCESS	
Transitioned	4,606	0	0	16,931	21,537
Transferred	183	749	26	2,197	3,155
Graduated	12	59	5	125	201
Withdrawn by parents	1,481	2,108	131	3,519	7,239
Dropped out	0	8	0	64	72
Other	0	1,265	224	4,790	6,279
Total Exited (K-12)	6,282	4,189	386	27,626	38,483
Continuing (K-12)	43,176	95,701	1,029	10,993	150,899
Total*	49,458	99,890	1,415	38,619	189,382

*The total is limited to K-12 and does not include 6,134 PK-LEP students. PK-LEP students are not tested on the ACCESS for ELLs®.

PROFICIENCY LEVELS OF LEP STUDENTS ON THE ACCESS for ELLs® WHO EXITED BILINGUAL PROGRAMS BY ENROLLMENT IN ELL PROGRAMS AND YEARS IN ELL PROGRAMS

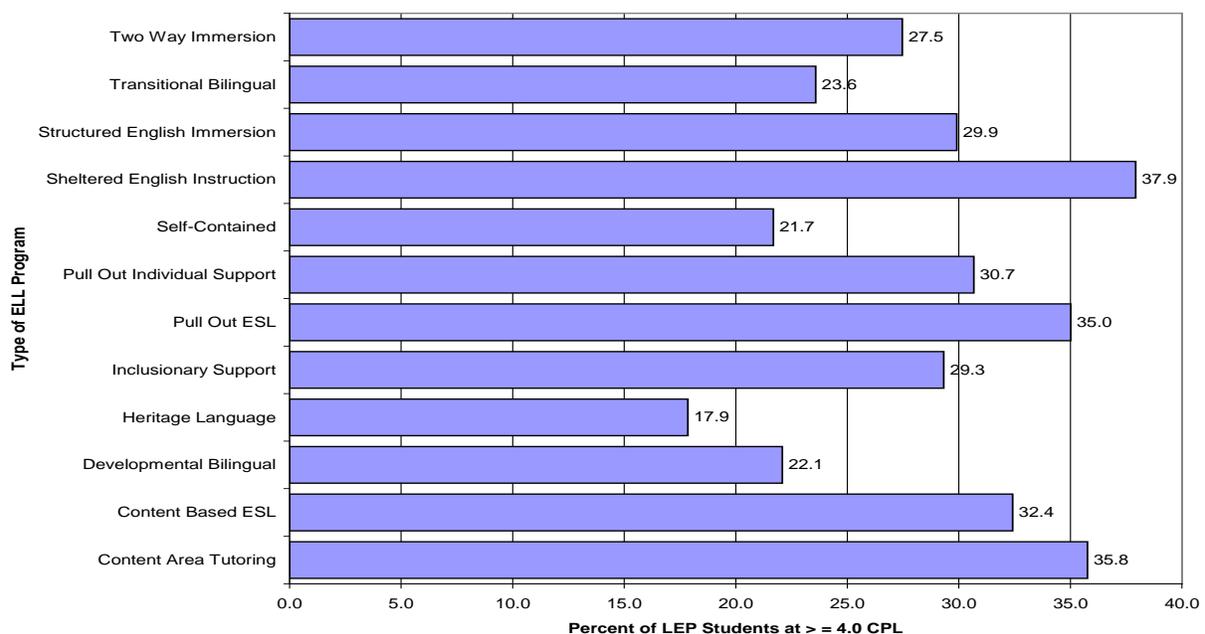
Consistent with Table 18, regardless of the language instructional (ELL) program in which LEP students were enrolled, LEP students who had been in these programs longer than three years were more likely to make a CPL of 4.0 or higher on the ACCESS® than those LEP students who had been in these programs three years or less. (See Chart 5.) The data indicate that years in an ELL program have an effect on an LEP student's ability to attain proficiency in the English language.

Chart 5. Percentage of LEP Students at ≥ 4.0 CPL on the ACCESS for ELLs[®], by Type of ELL Program and Years in an ELL Program: SY 2009 (Sources: 2009 ACCESS[®] and SY 2009 ELL Report on SIS)



Controlling for years in an ELL program, the data show that more LEP students who were enrolled in programs that used English as the primary medium of instruction, such as sheltered English instruction or content based ESL, obtained a CPL of 4.0 or greater than students enrolled in programs that used a non-English language as the primary medium of instruction, such as transitional bilingual, self-contained, or heritage language programs. (See Chart 6.)

Chart 6. Controlling for Years in an ELL Program, the Percentage of LEP Students at ≥ 4.0 CPL on the ACCESS for ELLs[®], by Type of ELL Program: SY 2009 (Sources: 2009 ACCESS[®] and SY 2009 ELL Report on SIS)



Section 7: PERFORMANCE LEVELS OF LEP 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 2009, 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 LEP 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.

COMPARISON OF PERFORMANCE OF LEP STUDENTS WITH THE PERFORMANCE OF NON-LEP STUDENTS ON THE ISAT AND PSAE

The ISAT and PSAE performance of all LEP students, including those with composite English language proficiency levels of 1 through 6 on the ACCESS for ELLs[®], was compared with that of students who are not limited English proficient. As shown in Charts 7 and 8 on page 20, ELL/LEP students lagged behind non-ELL/LEP students on ISAT and PSAE at all tested grades in both reading and mathematics. The difference in performance between LEP and non-LEP is particularly pronounced in grades 5, 7, and 11 in reading, with a difference of at least 35 percentage points, and at grade 11 in mathematics, with a difference of at least 32 percentage points. In particular, the achievement gaps in reading are smallest among grade 4 students with a gap of 27 percentage points and biggest among grade 11 students with a gap of 47 percentage points. Overall, the achievement gaps between LEP and non-LEP students in reading on the ISAT and PSAE is expressed as a 1:2 ratio, i.e., for every one LEP student that met/exceeded the state standards, two non-LEP students met/exceeded the state standards. This ratio is significantly better than the 1:3 ratio obtained in 2008. Moreover, the performance gaps between LEP and non-LEP students in reading on ISAT and PSAE were significantly smaller in 2009 (31 percentage points) than in 2008 (45 percentage points).

LEP students performed better in mathematics than in reading on the 2009 state assessments resulting in smaller achievement gaps between non-LEP and LEP students in this subject. Specifically, the achievement gaps in mathematics are smallest among grade 3 students, with a gap of 12 percentage points, and the biggest among grade 11 students, with a gap of 32 percentage points. Similar to reading, the performance gaps between LEP and non-LEP students in mathematics were significantly smaller in 2009 (14 percentage points) than in 2008 (25 percentage points).

Chart 7. Comparison of Performance of LEP Students with Non-LEP Students on State Assessments in Reading, by Grade Level: SY 2009 (Source: 2009 ISAT and PSAE Data)

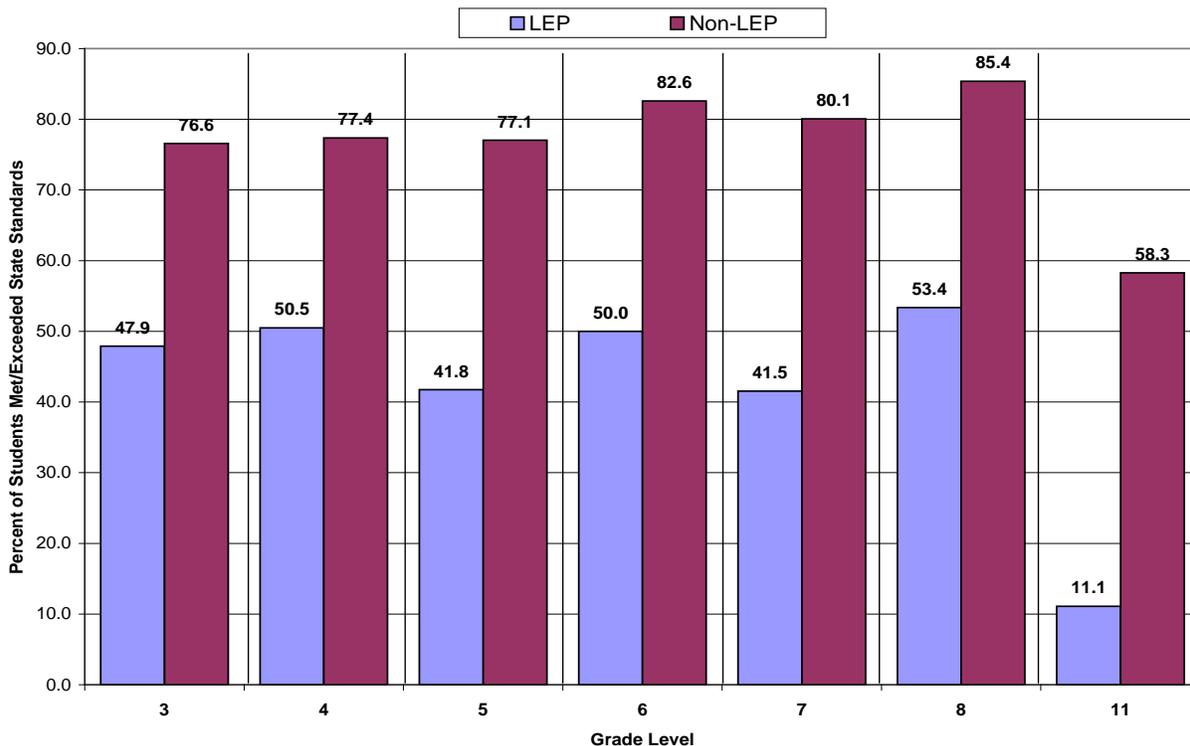
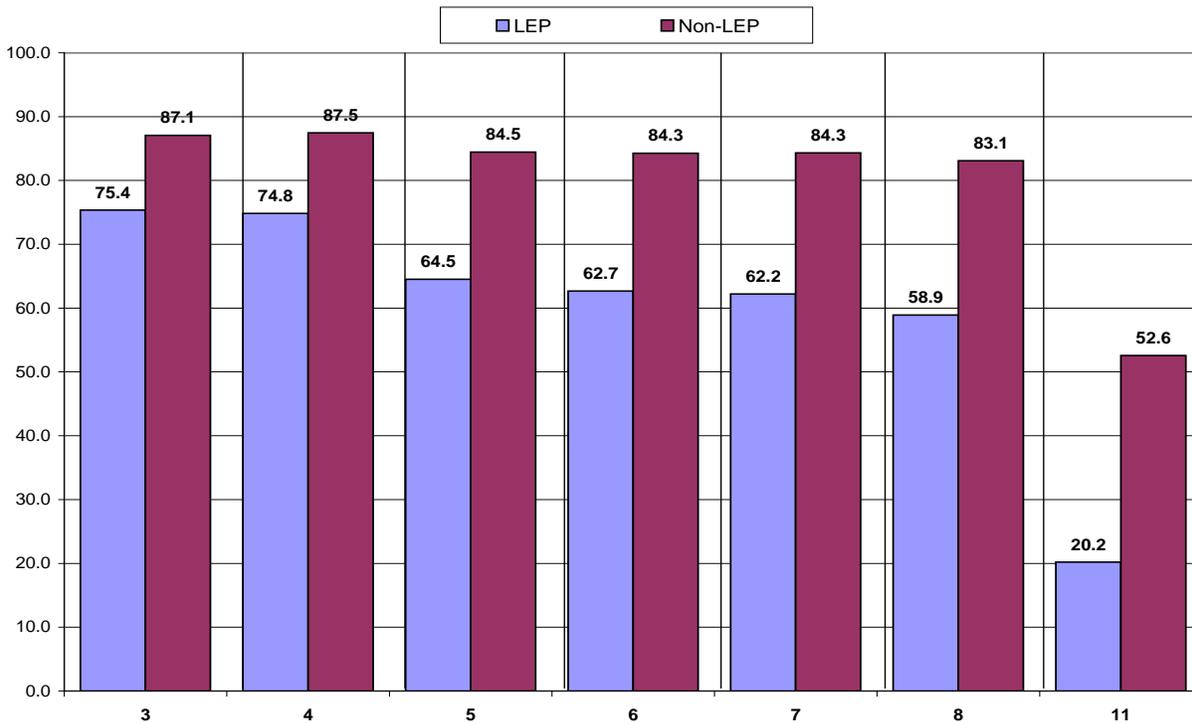


Chart 8. Comparison of Performance of LEP Students with Non-LEP Students on State Assessments in Mathematics, by Grade Level: SY 2009 (Source: 2009 ISAT and PSAE Data)

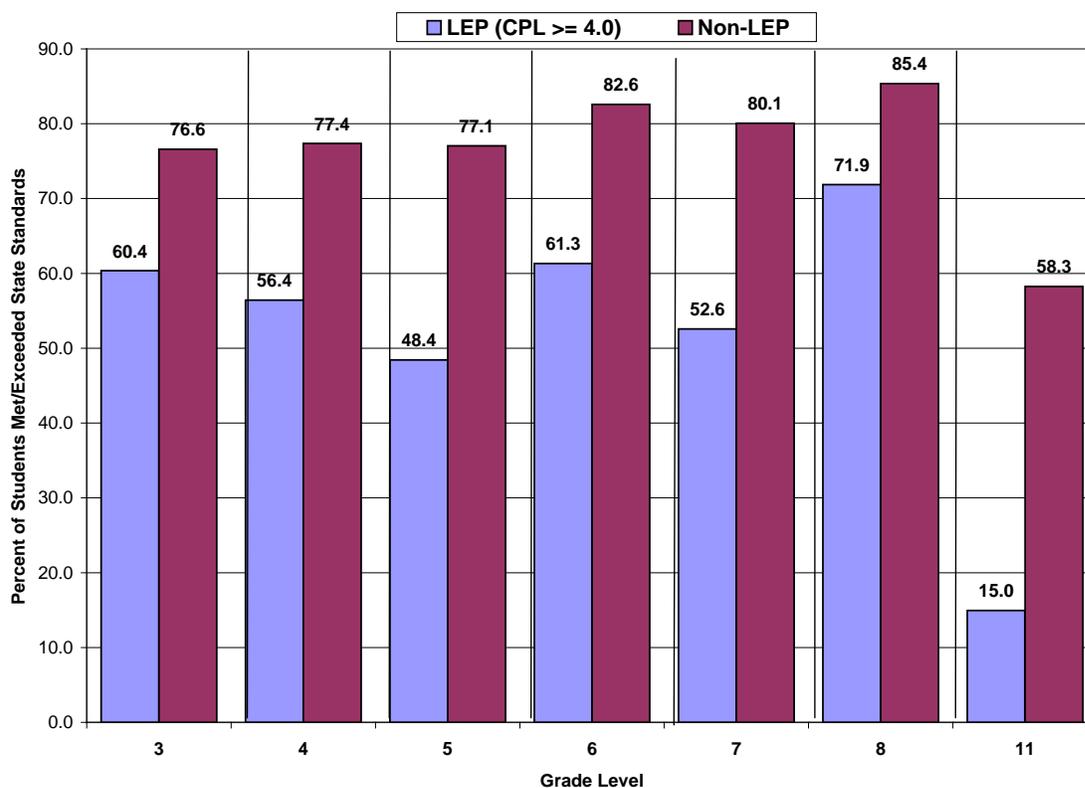


COMPARISON OF PERFORMANCE OF LEP STUDENTS WHO OBTAINED A 4.0 CPL OR HIGHER ON THE ACCESS FOR ELLS[®] WITH THE PERFORMANCE OF NON-LEP STUDENTS ON THE ISAT AND PSAE

When the performance on the ISAT and PSAE of non-LEP students was compared to that of LEP students who obtained a 4.0 CPL or higher on the ACCESS for ELLs[®], the achievement gaps were significantly reduced. (See Charts 9 and 10.) While LEP students who obtained a 4.0 CPL or higher on the ACCESS for ELLs[®] may still lag behind non-LEP students on ISAT and PSAE, the gaps are considerably smaller than the gaps obtained from comparing all LEP students with non-LEP students. For example, in reading, a gap of 32 percentage points for all grade 8 LEP students is reduced to 14 percentage points when comparisons are made with LEP students who obtained a 4.0 CPL or greater on the ACCESS for ELLs[®]. Similarly, a gap of 47 percentage points for all grade 11 LEP students is reduced to 43 percentage points when the comparison is made to LEP students who obtained a 4.0 CPL or greater on the ACCESS for ELLs[®].

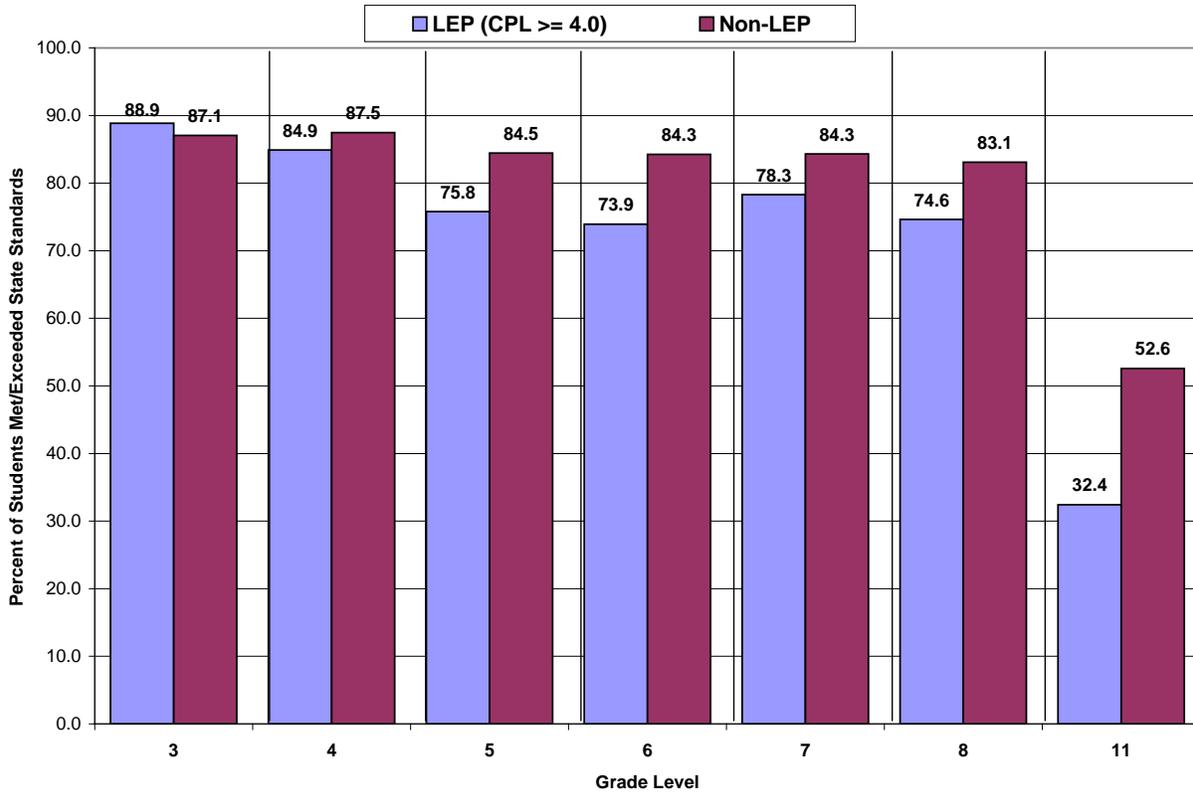
LEP students who obtained a 4.0 CPL on the ACCESS for ELLs[®] fared a great deal better on ISAT and PSAE mathematics, and the performance gaps with non-LEP students in mathematics were much smaller than the gaps in reading. In fact, similar to 2008, LEP students in grade 3 who obtained a 4.0 CPL or higher on the ACCESS for ELLs[®] outperformed non-LEP students on the ISAT mathematics by about 2 percentage points.

Chart 9. Comparison of Performance of LEP Students (Who Obtained \geq 4.0 CPL on the ACCESS for ELLs[®]) with Non-LEP Students on State Assessments in Reading, by Grade Level: SY 2009 (Sources: 2009 ISAT and PSAE Data and 2009 ACCESS[®] Data)



The performance gaps in reading between LEP students who obtained a 4.0 CPL or greater on the ACCESS for ELLs[®] and non-LEP students ranged from 14 to 43 percentage points, with non-LEP students performing better at all grade levels. Meanwhile, the performance gaps in mathematics were smaller, ranging from 2 to 20 percentage points. In one instance, grade 3 LEP students performed almost 2 percentage points better than grade 3 non-LEP students. In summary, the data show that students with higher levels of English language proficiency as measured on the ACCESS for ELLs[®] performed at higher levels on the ISAT and PSAE.

Chart 10. Comparison of Performance of LEP Students (Who Obtained \geq 4.0 CPL on the ACCESS for ELLs[®]) with Non-LEP Students on State Assessments in Mathematics, by Grade Level: SY 2009 (Sources: 2009 ISAT AND PSAE Data and 2009 ACCESS[®] Data)



Section 8: RELATIONSHIP BETWEEN THE PERFORMANCE OF LEP STUDENTS ON THE ACCESS FOR ELLS[®] AND THEIR PERFORMANCE ON THE ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) AND THE PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

There is a significant positive relationship between levels of performance on the ACCESS for ELLs[®] and performance on the ISAT/PSAE. As shown in Chart 11, students who achieved higher composite proficiency levels (CPL) on the ACCESS for ELLs[®] were more likely to meet or exceed state standards on the ISAT/PSAE in both reading and mathematics. On average, an LEP student would have met the standards in reading at 4.6 CPL on the ACCESS[®], and in mathematics at 4.3 CPL on the ACCESS[®].

Chart 11. Composite Proficiency Levels on the ACCESS for ELLS[®] and Meeting/Exceeding State Standards in Reading and Mathematics: SY 2009 (Sources: 2009 ISAT and PSAE Data and 2009 ACCESS[®] Data)

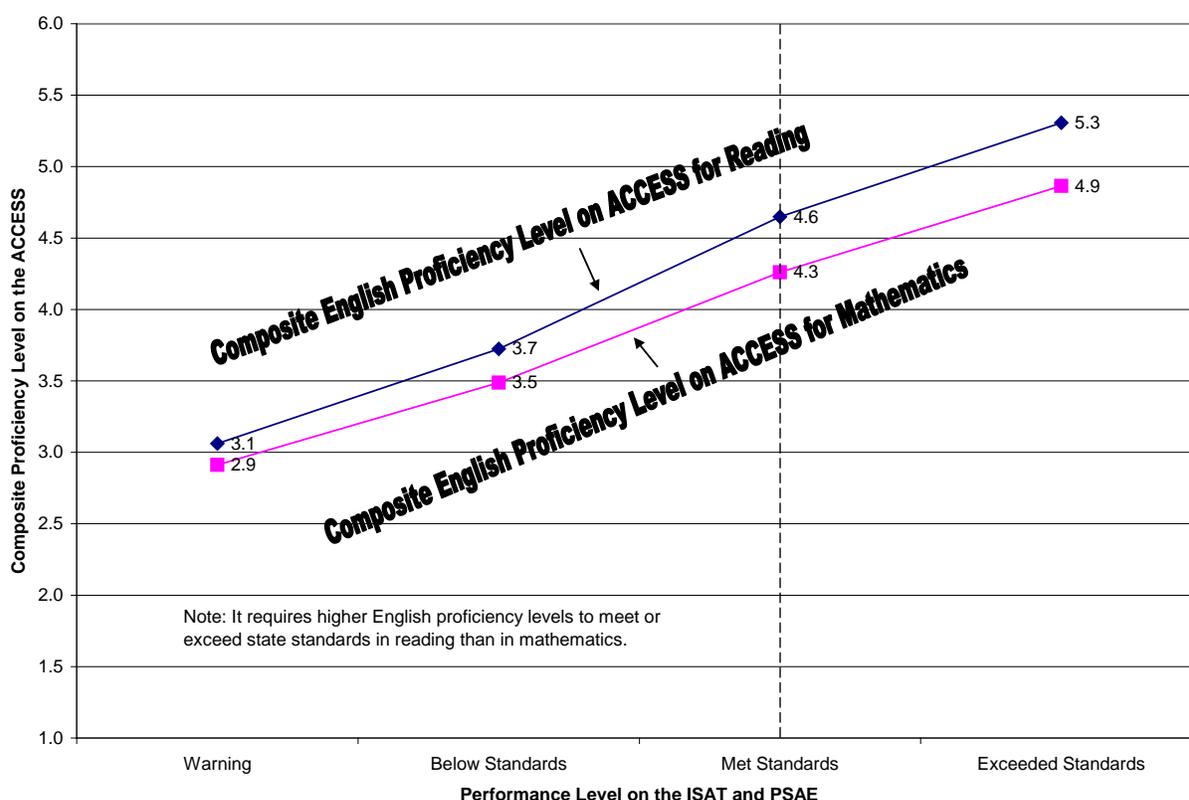
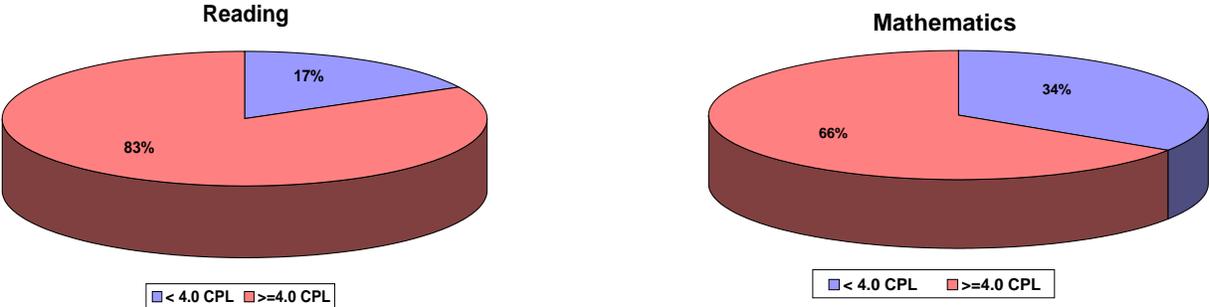


Chart 12 supports the findings in Chart 11. LEP students who achieved CPLs of 4.0 or greater on ACCESS for ELLs[®] were close to five times as likely to meet or exceed state standards on the ISAT/PSAE, as compared to those who did not achieve a 4.0 CPL. In particular, of all LEP students who met/exceeded state standards in reading, 83 percent were students who obtained a 4.0 CPL or higher on the ACCESS for ELLs[®]; for all LEP students who met/exceeded state standards in mathematics, 66 percent were students who obtained a 4.0 CPL or higher on the ACCESS for ELLs[®].

Chart 12. Percentage of LEP students Meeting/Exceeding State Standards in Reading and Mathematics and Composite Proficiency Levels (CPL) on the ACCESS for ELLs[®] : SY 2009



PART C

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAO)

Section 9: ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs)— ACCOUNTABILITY MODEL OF NCLB, TITLE III

Illinois AMAO Criteria and Targets for SY 2009

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. In SY 2009, 195 Illinois school districts received Title III funds, including 44 districts that participated in 16 consortia. Each multidistrict consortium is considered a single subgrantee, so the total number of Title III subgrantees in SY 2009 was 167. Districts lacking the minimum number of LEP students required to receive Title III funds partner with other districts to qualify for these funds. These district partnerships are called “consortia.” In the past, AMAOs were calculated for individual districts, regardless of whether a district received funding through a consortium or as a subgrantee. For the first time in SY 2009, AMAOs were calculated for each subgrantee, so AMAOs were calculated for each consortium. 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–LEP students making progress in the English language, 2) AMAO 2–LEP students attaining proficiency in the English language, and 3) AMAO 3–Making Adequate Yearly Progress (AYP) for LEP subgroups. The Illinois State Board of Education (ISBE) has set the following targets and performance criteria for each AMAO for SY 2009:

1. Making Progress in the English Language (AMAO 1)–To meet AMAO 1, 85 percent of LEP students in the district 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 30. LEP 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 any of the four domains of listening, speaking, reading, or writing. A 95 percent “confidence interval” is applied to the calculation.
2. Attaining English Language Proficiency (AMAO 2)–To meet AMAO 2, 10 percent of LEP students in the district must attain proficiency in the English language. Students who attained proficiency in the English language achieved a level of 4.0 or higher on their composite scores in the ACCESS for ELLS[®]. This objective shall apply provided that the number of students tested is no fewer than 30. A 95 percent “confidence interval” is also applied to the calculation.
3. Making Adequate Yearly Progress (AYP) for the LEP Subgroup (AMAO 3)–A school district must make AYP for LEP 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 LEP 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 Targets and Measures

Prior to SY 2006, local districts used one of these off-the-shelf tests: Language Assessment Scale (LAS), Idea Proficiency Test (IPT), Language Proficiency Test Series (LPTS), or Maculaitis II (MacII), to annually assess the English language proficiency (ELP) levels of LEP students. Since these four tests are scaled differently, a target was established for each of the tests for AMAO 2 in SY 2004 and SY 2005. (See Table 20.) ACCESS for ELLs[®] was used to assess the ELP of LEP students starting in SY 2006. With ACCESS[®] starting in SY 2006 and the use of local tests in SY 2005, it was necessary to bridge the four local tests to ACCESS[®] to calculate AMAO 1. AMAO 1 calculations require two years of comparative scores. This bridge study resulted in more than 60 regression equations that convert scores from local tests to ACCESS[®] scores. These regression equations factored in the type of local test administered, the domain tested, and the student's grade level.

Table 20. Established Targets and Measures for AMAOs in Illinois: SY 2004–SY 2009

AMAO Criterion	AMAO Performance Targets & Measures for Districts and Consortia					
	SY 2004	SY 2005	SY 2006	SY 2007	SY 2008	SY 2009
<i>English Language Proficiency AMAOs</i>						
AMAO 1: Percent Making Progress in Learning English	District: 85% Local Tests	District: 85% Local Tests	District: 85% Local Tests & ACCESS for ELLs	District: 85% ACCESS	District: 85% ACCESS	District: 85% ACCESS
AMAO 2: Percent Attaining English Proficiency	District: LAS= 25% IPT =23% LPTS=27% MACII=14%	District: LAS= 25% IPT =23% LPTS=27% MACII=14%	District: 10% ACCESS for ELLs	District: 10% ACCESS for ELLs	District: 10% ACCESS for ELLs	District: 10% ACCESS for ELLs
<i>Academic Proficiency AMAO</i>						
AMAO 3: Meeting AYP for the LEP Subgroup	District: 37.0% in Reading and Mathematics ISAT,PSAE and IMAGE	District: 47.5% in Reading and Mathematics ISAT,PSAE and IMAGE	District: 47.5% in Reading and Mathematics ISAT,PSAE and IMAGE	District: 55% in Reading and Mathematics ISAT,PSAE and IMAGE	District: 62.5% in Reading and Mathematics ISAT and PSAE	District and Consortium: 70.0% in Reading and Mathematics ISAT and PSAE

Illinois AMAO Results for SY 2009

Of the 167 Title III subgrantees (districts and consortia) in SY 2009, 59.3 percent met all three AMAO criteria and 40.7 percent did not meet at least one of the three AMAO criteria. Close to 100 percent of subgrantees met AMAO 1 and AMAO 2 and only 45.5 percent met AMAO 3. (See Table 21.)

Table 21. Number and Percentage of Title III Subgrantees Meeting/Not Meeting AMAOs: SY 2009

AMAO Criteria	No Status*		Did Not Meet		Met	
	Number	Pct of	Number	Pct of	Number	Pct of
		Total		Total		Total
Making Progress in the English Language	0	0.0	1	0.6	166	99.4
Attaining English Language Proficiency	0	0.0	2	1.2	165	98.8
Making AYP for LEP Subgroup	25	15.0	66	39.5	76	45.5
All Three AMAOs	0	0.0	68	40.7	99	59.3

*Districts that do not have AMAO statuses are districts that did not have the number of LEP student scores required for AMAO calculations. For all three AMAOs, the number of scores required for 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 (LIPLEPS and/or IEP) 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
- 2.a. 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
- 2.b. 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.

SY 2009 was the sixth year of AMAO implementation. In SY 2009, 46 Title III school districts, which is five times as many as in SY 2008, did not meet AMAOs for two consecutive years (SY 2008 and SY 2009). These school districts were required to notify the parents of LEP students that the school district did not meet the AMAOs and were also required to develop a DIP for SY 2009-10. A list of school districts that were required to develop a DIP can be found at the Division of English Language Learning Web site at http://www.isbe.net/bilingual/pdfs/AMAO_district_status09.pdf.

Appendix A

Number and Percentage of LEP Students, by Language and District: SY 2009

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
A PLUS DAY SCHOOL INC	3	50.0	3	50.0	6	0.00
ADDISON SD 4	1,105	93.4	78	6.6	1,183	0.61
ADLAI E STEVENSON HSD 125	31	23.5	101	76.5	132	0.07
ALDEN HEBRON SD 19	26	89.7	3	10.3	29	0.01
ALSIP-HAZLGRN-OAKLWN SD 1	197	56.0	155	44.0	352	0.18
ALTAMONT CUSD 10	0	0.0	1	100.0	1	0.00
ALTON CUSD 11	8	33.3	16	66.7	24	0.01
AMERICAN ASSOCIATION OF UN	27	100.0	0	0.0	27	0.01
ANNA CCSD 37	11	91.7	1	8.3	12	0.01
ANNA JONESBORO CHSD 81	7	100.0	0	0.0	7	0.00
ANNAWAN CUSD 226	0	0.0	6	100.0	6	0.00
ANSHEEKH INC DBA HAPPY DA	17	100.0	0	0.0	17	0.01
ANTIOCH CCSD 34	63	60.0	42	40.0	105	0.05
APTAKISIC-TRIPP CCSD 102	42	11.7	318	88.3	360	0.18
ARBOR PARK SD 145	123	63.1	72	36.9	195	0.10
ARCHDIOCESE OF CHICAGO-SU	2	100.0	0	0.0	2	0.00
ARCOLA CUSD 306	71	98.6	1	1.4	72	0.04
ARGENTA-OREANA CUSD 1	3	100.0	0	0.0	3	0.00
ARGO CHSD 217	42	34.7	79	65.3	121	0.06
ARLINGTON HEIGHTS SD 25	95	29.2	230	70.8	325	0.17
ASTORIA CUSD 1	1	100.0	0	0.0	1	0.00
ATHENS CUSD 213	0	0.0	1	100.0	1	0.00
ATWOOD HEIGHTS SD 125	145	85.8	24	14.2	169	0.09
AUBURN CUSD 10	0	0.0	4	100.0	4	0.00
AURORA EAST USD 131	5,012	99.6	21	0.4	5,033	2.57
AURORA WEST USD 129	1,650	90.0	183	10.0	1,833	0.94
AVOCA SD 37	3	12.0	22	88.0	25	0.01
BALL CHATHAM CUSD 5	2	28.6	5	71.4	7	0.00
BANNOCKBURN SD 106	0	0.0	6	100.0	6	0.00
BARRINGTON CUSD 220	594	83.2	120	16.8	714	0.37
BATAVIA USD 101	136	74.7	46	25.3	182	0.09
BEACH PARK CCSD 3	294	88.6	38	11.4	332	0.17
BEARDSTOWN CUSD 15	509	94.8	28	5.2	537	0.27
BEECHER CUSD 200U	16	84.2	3	15.8	19	0.01
BELLE VALLEY SD 119	0	0.0	1	100.0	1	0.00
BELLEVILLE SD 118	6	66.7	3	33.3	9	0.00
BELLEVILLE TWP HSD 201	0	0.0	3	100.0	3	0.00
BELLWOOD SD 88	535	98.9	6	1.1	541	0.28
BELVIDERE CUSD 100	1,080	97.2	31	2.8	1,111	0.57
BEMENT CUSD 5	2	100.0	0	0.0	2	0.00
BENJAMIN SD 25	22	37.9	36	62.1	58	0.03
BENSENVILLE SD 2	866	90.1	95	9.9	961	0.49
BENTON CCSD 47	0	0.0	2	100.0	2	0.00
BERKELEY SD 87	705	97.6	17	2.4	722	0.37
BERWYN NORTH SD 98	484	96.4	18	3.6	502	0.26
BERWYN SOUTH SD 100	777	97.1	23	2.9	800	0.41
BETHALTO CUSD 8	2	28.6	5	71.4	7	0.00
BIG HOLLOW SD 38	97	71.3	39	28.7	136	0.07

Appendix A

Number and Percentage of LEP Students, by Language and District: SY 2009 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
BLOOM TWP HSD 206	63	100.0	0	0.0	63	0.03
BLOOMINGDALE SD 13	9	28.1	23	71.9	32	0.02
BLOOMINGTON SD 87	246	75.7	79	24.3	325	0.17
BLUE RIDGE CUSD 18	0	0.0	1	100.0	1	0.00
BOURBONNAIS SD 53	18	75.0	6	25.0	24	0.01
BRADLEY BOURBONNAIS CHSD	13	81.3	3	18.8	16	0.01
BRADLEY SD 61	85	95.5	4	4.5	89	0.05
BREESE SD 12	22	100.0	0	0.0	22	0.01
BREMEN CHSD 228	48	64.9	26	35.1	74	0.04
BRIMFIELD CUSD 309	1	100.0	0	0.0	1	0.00
BROOKFIELD LAGRANGE PARK	42	82.4	9	17.6	51	0.03
BROOKWOOD SD 167	130	92.9	10	7.1	140	0.07
BROWN COUNTY CUSD 1	1	100.0	0	0.0	1	0.00
BURBANK SD 111	360	45.1	438	54.9	798	0.41
BUREAU VALLEY CUSD 340	1	33.3	2	66.7	3	0.00
BURNHAM SD 154-5	2	100.0	0	0.0	2	0.00
BUTLER SD 53	0	0.0	2	100.0	2	0.00
BYRON CUSD 226	5	50.0	5	50.0	10	0.01
CABOOSE CLUB TOO	16	94.1	1	5.9	17	0.01
CAHOKIA CUSD 187	1	100.0	0	0.0	1	0.00
CALUMET CITY SD 155	155	97.5	4	2.5	159	0.08
CALUMET PUBLIC SD 132	195	98.5	3	1.5	198	0.10
CANTON UNION SD 66	4	26.7	11	73.3	15	0.01
CARBON CLIFF-BARSTOW SD 3	1	100.0	0	0.0	1	0.00
CARBONDALE CHSD 165	7	41.2	10	58.8	17	0.01
CARBONDALE ESD 95	73	75.3	24	24.7	97	0.05
CARLINVILLE CUSD 1	3	100.0	0	0.0	3	0.00
CARLYLE CUSD 1	1	50.0	1	50.0	2	0.00
CARROLL/JO DAVIESS/STEPHE	1	100.0	0	0.0	1	0.00
CARTERVILLE CUSD 5	0	0.0	2	100.0	2	0.00
CARY CCSD 26	196	91.2	19	8.8	215	0.11
CASEY-WESTFIELD CUSD 4C	0	0.0	2	100.0	2	0.00
CASS SD 63	8	23.5	26	76.5	34	0.02
CATHOLIC CHARITIES OF JOL	15	100.0	0	0.0	15	0.01
CCSD 168	46	100.0	0	0.0	46	0.02
CCSD 180	2	40.0	3	60.0	5	0.00
CCSD 62	1,319	68.4	609	31.6	1,928	0.99
CCSD 89	59	47.6	65	52.4	124	0.06
CCSD 93	296	49.2	306	50.8	602	0.31
CENTER CASS SD 66	13	44.8	16	55.2	29	0.01
CENTRAL CHSD 71	10	90.9	1	9.1	11	0.01
CENTRAL CUSD 301	94	76.4	29	23.6	123	0.06
CENTRAL CUSD 4	3	100.0	0	0.0	3	0.00
CENTRAL SD 104	3	75.0	1	25.0	4	0.00
CENTRAL STICKNEY SD 110	72	67.9	34	32.1	106	0.05
CENTRALIA SD 135	0	0.0	2	100.0	2	0.00
CHADWICK-MILLEDGEVILLE CU	0	0.0	1	100.0	1	0.00

Appendix A

Number and Percentage of LEP Students, by Language and District: SY 2009 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
CHAMPAIGN COUNTY OF	5	83.3	1	16.7	6	0.00
CHAMPAIGN CUSD 4	268	45.7	318	54.3	586	0.30
CHANEY-MONGE SD 88	5	100.0	0	0.0	5	0.00
CHANNAHON SD 17	16	94.1	1	5.9	17	0.01
CHARLESTON CUSD 1	7	46.7	8	53.3	15	0.01
CHERISHED CHILDREN EARLY	14	100.0	0	0.0	14	0.01
CHICAGO HEIGHTS SD 170	200	100.0	0	0.0	200	0.10
CHICAGO RIDGE SD 127-5	21	10.4	180	89.6	201	0.10
CHILD CARE RESOURCE & REF	0	0.0	1	100.0	1	0.00
CHILDCARE NETWORK OF EVAN	9	34.6	17	65.4	26	0.01
CHILDRENS HOME AND AID SO	15	88.2	2	11.8	17	0.01
CHILDTIME CHILDCARE INC	1	20.0	4	80.0	5	0.00
CHRIST UNITED METHODIST C	0	0.0	2	100.0	2	0.00
CHSD 117	1	50.0	1	50.0	2	0.00
CHSD 128	14	23.7	45	76.3	59	0.03
CHSD 155	83	93.3	6	6.7	89	0.05
CHSD 218	104	55.0	85	45.0	189	0.10
CHSD 94	220	97.8	5	2.2	225	0.12
CHSD 99	46	40.7	67	59.3	113	0.06
CICERO SD 99	7,961	99.6	31	0.4	7,992	4.09
CISSNA PARK CUSD 6	5	100.0	0	0.0	5	0.00
CITY OF CHICAGO SD 299	54,739	84.1	10,341	15.9	65,080	33.29
CLAY/CWFORD/JSPER/LWRNCE/	0	0.0	1	100.0	1	0.00
CLINTON CUSD 15	1	100.0	0	0.0	1	0.00
COAL CITY CUSD 1	1	50.0	1	50.0	2	0.00
COBDEN SUD 17	56	100.0	0	0.0	56	0.03
COLLINSVILLE CUSD 10	208	95.9	9	4.1	217	0.11
COMM CONS SD 59	1,804	68.2	842	31.8	2,646	1.35
CONS HSD 230	13	9.1	130	90.9	143	0.07
CONS SD 158	185	58.4	132	41.6	317	0.16
COOK COUNTY SD 130	917	97.8	21	2.2	938	0.48
COULTERVILLE USD 1	0	0.0	1	100.0	1	0.00
COUNTY OF WINNEBAGO SD 32	71	98.6	1	1.4	72	0.04
COUNTY OF WOODFORD SCHOOL	2	100.0	0	0.0	2	0.00
CRESTON CCSD 161	3	27.3	8	72.7	11	0.01
CRETE MONEE CUSD 201U	71	80.7	17	19.3	88	0.05
CRYSTAL LAKE CCSD 47	473	87.9	65	12.1	538	0.28
CUSD 200	648	58.5	459	41.5	1,107	0.57
CUSD 201	47	59.5	32	40.5	79	0.04
CUSD 300	3,252	85.1	569	14.9	3,821	1.95
DAKOTA CUSD 201	2	33.3	4	66.7	6	0.00
DALLAS ESD 327	1	100.0	0	0.0	1	0.00
DAMIANSVILLE SD 62	2	100.0	0	0.0	2	0.00
DANVILLE CCSD 118	134	84.3	25	15.7	159	0.08
DARIEN SD 61	99	51.3	94	48.7	193	0.10
DECATUR SD 61	61	74.4	21	25.6	82	0.04
DEER CREEK-MACKINAW CUSD	0	0.0	1	100.0	1	0.00
DEERFIELD SD 109	29	53.7	25	46.3	54	0.03

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Number and Percentage of LEP Students, by Language and District: SY 2009 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
DEKALB CUSD 428	501	92.8	39	7.2	540	0.28
DEPUE USD 103	259	99.6	1	0.4	260	0.13
DESOTO CONS SD 86	3	100.0	0	0.0	3	0.00
DIAMOND LAKE SD 76	317	91.6	29	8.4	346	0.18
DIETERICH CUSD 30	0	0.0	1	100.0	1	0.00
DISTRICT 50 SCHOOLS	1	100.0	0	0.0	1	0.00
DIXON USD 170	8	50.0	8	50.0	16	0.01
DOLTON SD 148	28	63.6	16	36.4	44	0.02
DONOVAN CUSD 3	2	100.0	0	0.0	2	0.00
DOWNERS GROVE GSD 58	106	54.6	88	45.4	194	0.10
DUNLAP CUSD 323	27	19.9	109	80.1	136	0.07
DUPAGE HSD 88	212	79.1	56	20.9	268	0.14
DUQUOIN CUSD 300	1	50.0	1	50.0	2	0.00
DURAND CUSD 322	1	100.0	0	0.0	1	0.00
EARLVILLE CUSD 9	1	100.0	0	0.0	1	0.00
EARLY EXPLORATIONS INC	0	0.0	1	100.0	1	0.00
EAST ALTON SD 13	3	100.0	0	0.0	3	0.00
EAST DUBUQUE USD 119	0	0.0	10	100.0	10	0.01
EAST MAINE SD 63	360	37.0	612	63.0	972	0.50
EAST MOLINE SD 37	239	83.9	46	16.1	285	0.15
EAST PEORIA CHSD 309	1	100.0	0	0.0	1	0.00
EAST PEORIA SD 86	2	22.2	7	77.8	9	0.00
EAST PRAIRIE SD 73	31	15.7	167	84.3	198	0.10
EAST ST LOUIS SD 189	95	100.0	0	0.0	95	0.05
EDWARDSVILLE CUSD 7	16	29.1	39	70.9	55	0.03
EFFINGHAM CUSD 40	46	86.8	7	13.2	53	0.03
EGYPTIAN CUSD 5	1	100.0	0	0.0	1	0.00
ELMHURST SD 205	220	69.8	95	30.2	315	0.16
ELMWOOD PARK CUSD 401	75	32.6	155	67.4	230	0.12
ERIE CUSD 1	0	0.0	2	100.0	2	0.00
ESD 159	24	100.0	0	0.0	24	0.01
ESWOOD CCSD 269	3	75.0	1	25.0	4	0.00
EVANSTON CCSD 65	657	73.1	242	26.9	899	0.46
EVANSTON TWP HSD 202	28	42.4	38	57.6	66	0.03
EVERGREEN PARK ESD 124	138	86.8	21	13.2	159	0.08
FAIRMONT SD 89	16	100.0	0	0.0	16	0.01
FAIRVIEW SD 72	19	18.8	82	81.2	101	0.05
FENTON CHSD 100	87	82.9	18	17.1	105	0.05
FIELDCREST CUSD 6	3	100.0	0	0.0	3	0.00
FISHER CUSD 1	4	100.0	0	0.0	4	0.00
FLOSSMOOR SD 161	56	91.8	5	8.2	61	0.03
FOREST PARK SD 91	41	73.2	15	26.8	56	0.03
FOREST RIDGE SD 142	84	58.7	59	41.3	143	0.07
FOX LAKE GSD 114	53	85.5	9	14.5	62	0.03
FRANKFORT CCSD 157C	2	33.3	4	66.7	6	0.00
FRANKFORT CUSD 168	1	33.3	2	66.7	3	0.00
FRANKLIN PARK SD 84	216	80.0	54	20.0	270	0.14
FREEBURG CHSD 77	0	0.0	1	100.0	1	0.00

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Number and Percentage of LEP Students, by Language and District: SY 2009 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
FREEPORT SD 145	83	94.3	5	5.7	88	0.05
FREMONT SD 79	90	52.0	83	48.0	173	0.09
GALENA USD 120	36	97.3	1	2.7	37	0.02
GALESBURG CUSD 205	8	80.0	2	20.0	10	0.01
GALLATIN CUSD 7	3	100.0	0	0.0	3	0.00
GALVA CUSD 224	1	100.0	0	0.0	1	0.00
GAVIN SD 37	129	96.3	5	3.7	134	0.07
GEN GEORGE PATTON SD 133	0	0.0	1	100.0	1	0.00
GENESECO CUSD 228	2	100.0	0	0.0	2	0.00
GENEVA CUSD 304	41	61.2	26	38.8	67	0.03
GENOA KINGSTON CUSD 424	128	94.1	8	5.9	136	0.07
GIBSON CITY-MELVIN-SIBLEY	4	100.0	0	0.0	4	0.00
GLEN ELLYN SD 41	159	42.4	216	57.6	375	0.19
GLENBARD TWP HSD 87	151	45.2	183	54.8	334	0.17
GLENCOE SD 35	1	14.3	6	85.7	7	0.00
GLENVIEW CCSD 34	333	48.3	357	51.7	690	0.35
GOLF ESD 67	7	13.5	45	86.5	52	0.03
GOVERNORS STATE UNIVERSIT	1	50.0	1	50.0	2	0.00
GOWER SD 62	9	36.0	16	64.0	25	0.01
GRAND RIDGE CCSD 95	1	50.0	1	50.0	2	0.00
GRANITE CITY CUSD 9	95	90.5	10	9.5	105	0.05
GRANT CCSD 110	6	85.7	1	14.3	7	0.00
GRANT CHSD 124	8	80.0	2	20.0	10	0.01
GRANT PARK CUSD 6	1	100.0	0	0.0	1	0.00
GRAYSLAKE CCSD 46	281	77.8	80	22.2	361	0.18
GRAYSLAKE CHSD 127	16	59.3	11	40.7	27	0.01
GURNEE SD 56	273	76.7	83	23.3	356	0.18
HAMILTON CCSD 328	0	0.0	1	100.0	1	0.00
HAMILTON CO CUSD 10	2	100.0	0	0.0	2	0.00
HAPPI HOUSE DAY KARE	1	16.7	5	83.3	6	0.00
HARLEM UD 122	112	67.5	54	32.5	166	0.08
HARMONY EMGE SD 175	0	0.0	1	100.0	1	0.00
HARRISON SD 36	7	100.0	0	0.0	7	0.00
HARVARD CUSD 50	710	99.4	4	0.6	714	0.37
HARVEY SD 152	159	98.1	3	1.9	162	0.08
HAWTHORN CCSD 73	521	66.5	263	33.5	784	0.40
HENDERSON/MERCER/WARREN R	2	100.0	0	0.0	2	0.00
HERRIN CUSD 4	4	80.0	1	20.0	5	0.00
HERSCHER CUSD 2	1	100.0	0	0.0	1	0.00
HIGHLAND CUSD 5	1	10.0	9	90.0	10	0.01
HIGHLAND PK COMNUR SCH A	24	96.0	1	4.0	25	0.01
HILLSIDE SD 93	67	97.1	2	2.9	69	0.04
HINCKLEY BIG ROCK CUSD 42	0	0.0	1	100.0	1	0.00
HINSDALE CCSD 181	28	35.0	52	65.0	80	0.04
HINSDALE TWP HSD 86	15	14.6	88	85.4	103	0.05
HOMER CCSD 33C	13	28.9	32	71.1	45	0.02
HOMEWOOD FLOSSMOOR CHSD 2	1	100.0	0	0.0	1	0.00
HOMEWOOD SD 153	4	44.4	5	55.6	9	0.00

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	Spanish		Non-English Other Than Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
HONONEGAH CHD 207	2	66.7	1	33.3	3	0.00
HOOVER-SCHRUM MEMORIAL SD	86	97.7	2	2.3	88	0.05
IDJJ SCH DIST 428	8	88.9	1	11.1	9	0.00
IL VALLEY CENTRAL USD 321	10	83.3	2	16.7	12	0.01
ILLINI WEST H S DIST 307	1	100.0	0	0.0	1	0.00
INDIAN PRAIRIE CUSD 204	644	40.5	946	59.5	1,590	0.81
INDIAN SPRINGS SD 109	159	26.4	444	73.6	603	0.31
IROQUOIS COUNTY CUSD 9	28	84.8	5	15.2	33	0.02
IROQUOIS WEST CUSD 10	53	98.1	1	1.9	54	0.03
ITASCA SD 10	30	44.8	37	55.2	67	0.03
IUKA CCSD 7	0	0.0	1	100.0	1	0.00
J S MORTON HSD 201	466	98.3	8	1.7	474	0.24
JACKSONVILLE SD 117	16	72.7	6	27.3	22	0.01
JASPER COUNTY CUD 1	2	100.0	0	0.0	2	0.00
JEWISH COMMUNITY CENTERS	0	0.0	3	100.0	3	0.00
JFH ACADEMY INC	7	53.8	6	46.2	13	0.01
JOHN A LOGAN COLLEGE DIST	1	100.0	0	0.0	1	0.00
JOLIET PSD 86	1,708	98.4	28	1.6	1,736	0.89
JOLIET TWP HSD 204	226	97.0	7	3.0	233	0.12
KANELAND CUSD 302	122	79.2	32	20.8	154	0.08
KANKAKEE SD 111	250	98.0	5	2.0	255	0.13
KEENEYVILLE SD 20	199	75.1	66	24.9	265	0.14
KEITH COUNTRY DAY SCHOOL	0	0.0	1	100.0	1	0.00
KENILWORTH SD 38	0	0.0	2	100.0	2	0.00
KEWANEE CUSD 229	166	98.2	3	1.8	169	0.09
KIDS USA LTD	5	100.0	0	0.0	5	0.00
KILDEER COUNTRYSIDE CCSD	81	27.9	209	72.1	290	0.15
KINNIKINNICK CCSD 131	6	60.0	4	40.0	10	0.01
KIRBY SD 140	28	16.6	141	83.4	169	0.09
KOMAREK SD 94	34	87.2	5	12.8	39	0.02
LA GRANGE SD 102	88	68.8	40	31.3	128	0.07
LA GRANGE SD 105 SOUTH	145	89.5	17	10.5	162	0.08
LA HARPE CSD 347	0	0.0	1	100.0	1	0.00
LA SALLE ESD 122	39	90.7	4	9.3	43	0.02
LA SALLE-PERU TWP HSD 120	5	83.3	1	16.7	6	0.00
LAGRANGE HIGHLANDS SD 106	2	22.2	7	77.8	9	0.00
LAKE BLUFF ESD 65	26	46.4	30	53.6	56	0.03
LAKE FOREST CHSD 115	1	25.0	3	75.0	4	0.00
LAKE FOREST SD 67	1	10.0	9	90.0	10	0.01
LAKE PARK CHSD 108	16	42.1	22	57.9	38	0.02
LAKE VILLA CCSD 41	157	75.5	51	24.5	208	0.11
LAKE ZURICH CUSD 95	112	60.5	73	39.5	185	0.09
LANSING SD 158	153	91.1	15	8.9	168	0.09
LAPETITE ACADEMY INC	0	0.0	5	100.0	5	0.00
LARAWAY CCSD 70C	45	100.0	0	0.0	45	0.02
LAWRENCE COUNTY CUD 20	8	66.7	4	33.3	12	0.01
LEES INFANT & CHILD CARE	1	50.0	1	50.0	2	0.00
LEMONT TWP HSD 210	0	0.0	2	100.0	2	0.00

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	Spanish		Non-English Other Than Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
LEMONT-BROMBEREK CSD 113A	36	19.4	150	80.6	186	0.10
LENA WINSLOW CUSD 202	1	100.0	0	0.0	1	0.00
LEWISTOWN CUSD 97	0	0.0	2	100.0	2	0.00
LEYDEN CHSD 212	109	58.0	79	42.0	188	0.10
LIBERTYVILLE SD 70	31	46.3	36	53.7	67	0.03
LINCOLN CHSD 404	1	50.0	1	50.0	2	0.00
LINCOLN ESD 156	105	100.0	0	0.0	105	0.05
LINCOLN ESD 27	3	60.0	2	40.0	5	0.00
LINCOLN WAY CHSD 210	12	40.0	18	60.0	30	0.02
LINCOLNSHIRE-PRAIRIEVIEW	11	7.4	137	92.6	148	0.08
LINCOLNWOOD SD 74	34	11.3	268	88.7	302	0.15
LINDOP SD 92	24	88.9	3	11.1	27	0.01
LISBON CCSD 90	7	100.0	0	0.0	7	0.00
LISLE CUSD 202	23	42.6	31	57.4	54	0.03
LOCKPORT SD 91	8	61.5	5	38.5	13	0.01
LOCKPORT TWP HSD 205	17	65.4	9	34.6	26	0.01
LOMBARD SD 44	146	47.6	161	52.4	307	0.16
LYONS SD 103	377	91.5	35	8.5	412	0.21
LYONS TWP HSD 204	29	64.4	16	35.6	45	0.02
MACOMB CUSD 185	2	4.4	43	95.6	45	0.02
MACON/PIATT ROE	1	33.3	2	66.7	3	0.00
MADISON CUSD 12	1	100.0	0	0.0	1	0.00
MAERCKER SD 60	43	28.7	107	71.3	150	0.08
MAHOMET-SEYMOUR CUSD 3	1	12.5	7	87.5	8	0.00
MAINE TOWNSHIP HSD 207	130	32.8	266	67.2	396	0.20
MANHATTAN SD 114	13	92.9	1	7.1	14	0.01
MANNHEIM SD 83	846	93.8	56	6.2	902	0.46
MANTENO CUSD 5	11	61.1	7	38.9	18	0.01
MARENGO CHSD 154	12	100.0	0	0.0	12	0.01
MARENGO-UNION E CONS D 16	137	93.8	9	6.2	146	0.07
MARION CUSD 2	13	36.1	23	63.9	36	0.02
MAROA FORSYTH CUSD 2	1	20.0	4	80.0	5	0.00
MARQUARDT SD 15	451	76.6	138	23.4	589	0.30
MARSHALL CUSD 2C	4	44.4	5	55.6	9	0.00
MASCOUTAH CUD 19	16	34.8	30	65.2	46	0.02
MATTESON ESD 162	22	73.3	8	26.7	30	0.02
MATTOON CUSD 2	19	82.6	4	17.4	23	0.01
MAYWOOD-MELROSE PARK-BROA	1,318	99.0	13	1.0	1,331	0.68
MAZON-VERONA-KINSMAN ESD	7	100.0	0	0.0	7	0.00
MCHENRY CCSD 15	467	95.1	24	4.9	491	0.25
MCHENRY CHSD 156	56	94.9	3	5.1	59	0.03
MCLEAN COUNTY USD 5	197	52.3	180	47.7	377	0.19
MEDINAH SD 11	46	38.7	73	61.3	119	0.06
MENDOTA CCSD 289	130	99.2	1	0.8	131	0.07
MENDOTA TWP HSD 280	46	93.9	3	6.1	49	0.03
MERIDIAN CUSD 223	96	89.7	11	10.3	107	0.05
METAMORA CCSD 1	1	50.0	1	50.0	2	0.00
MIDLOTHIAN SD 143	15	93.8	1	6.3	16	0.01

Appendix A

Number and Percentage of LEP Students, by Language and District: SY 2009 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish		No.	Row Pct
	No.	Col Pct	No.	Col Pct		
MIDWEST CENTRAL CUSD 191	0	0.0	1	100.0	1	0.00
MILLBURN CCSD 24	8	29.6	19	70.4	27	0.01
MINOOKA CCSD 201	110	85.9	18	14.1	128	0.07
MINOOKA CHSD 111	46	85.2	8	14.8	54	0.03
MOKENA SD 159	17	45.9	20	54.1	37	0.02
MOLINE USD 40	562	79.6	144	20.4	706	0.36
MOMENCE CUSD 1	24	100.0	0	0.0	24	0.01
MONMOUTH-ROSEVILLE CUSD 2	158	96.9	5	3.1	163	0.08
MORRIS CHSD 101	10	100.0	0	0.0	10	0.01
MORRIS SD 54	25	86.2	4	13.8	29	0.01
MORRISON CUSD 6	3	75.0	1	25.0	4	0.00
MORTON COLLEGE DISTRICT 5	49	94.2	3	5.8	52	0.03
MORTON CUSD 709	4	25.0	12	75.0	16	0.01
MORTON GROVE SD 70	19	20.4	74	79.6	93	0.05
MOSAIC EARLY CHILDHOOD CT	6	23.1	20	76.9	26	0.01
MOUNT PROSPECT SD 57	21	22.1	74	77.9	95	0.05
MOUNT VERNON SD 80	8	80.0	2	20.0	10	0.01
MT VERNON TWP HSD 201	1	100.0	0	0.0	1	0.00
MT ZION CUSD 3	0	0.0	3	100.0	3	0.00
MUNDELEIN CONS HSD 120	79	81.4	18	18.6	97	0.05
MUNDELEIN ESD 75	385	93.2	28	6.8	413	0.21
MURPHYSBORO CUSD 186	44	84.6	8	15.4	52	0.03
N PEKIN & MARQUETTE HGHT	0	0.0	1	100.0	1	0.00
NAPERVILLE CUSD 203	280	35.4	510	64.6	790	0.40
NASHVILLE CCSD 49	3	100.0	0	0.0	3	0.00
NASHVILLE CHSD 99	3	75.0	1	25.0	4	0.00
NEW LENOX SD 122	1	10.0	9	90.0	10	0.01
NEW TRIER TWP HSD 203	11	15.3	61	84.7	72	0.04
NILES ESD 71	4	9.3	39	90.7	43	0.02
NILES TWP CHSD 219	21	7.0	278	93.0	299	0.15
NIPPERSINK SD 2	20	80.0	5	20.0	25	0.01
NORRIDGE SD 80	10	10.8	83	89.2	93	0.05
NORTH BOONE CUSD 200	141	99.3	1	0.7	142	0.07
NORTH CHICAGO SD 187	786	98.7	10	1.3	796	0.41
NORTH PALOS SD 117	21	9.3	204	90.7	225	0.12
NORTH SHORE SD 112	792	96.4	30	3.6	822	0.42
NORTH WAMAC SD 186	3	100.0	0	0.0	3	0.00
NORTHBROOK ESD 27	1	1.8	54	98.2	55	0.03
NORTHBROOK SD 28	7	12.1	51	87.9	58	0.03
NORTHBROOK/GLENVIEW SD 30	4	3.6	107	96.4	111	0.06
NORTHFIELD TWP HSD 225	37	19.7	151	80.3	188	0.10
NORTHMINISTER PRESBY CHUR	1	25.0	3	75.0	4	0.00
O FALLON CCSD 90	1	33.3	2	66.7	3	0.00
O FALLON TWP HSD 203	2	40.0	3	60.0	5	0.00
OAK GROVE SD 68	6	37.5	10	62.5	16	0.01
OAK LAWN CHSD 229	9	17.3	43	82.7	52	0.03
OAK LAWN-HOMETOWN SD 123	128	55.4	103	44.6	231	0.12
OAK PARK - RIVER FOREST S	1	16.7	5	83.3	6	0.00

Appendix A

Number and Percentage of LEP Students, by Language and District: SY 2009 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish		No.	Row Pct
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OAK PARK ESD 97	33	33.0	67	67.0	100	0.05
OGLESBY ESD 125	1	100.0	0	0.0	1	0.00
OLYMPIA CUSD 16	0	0.0	3	100.0	3	0.00
OPEN DOOR PRESCHOOL	18	90.0	2	10.0	20	0.01
OPEN SESAME CHILD CARE CE	0	0.0	1	100.0	1	0.00
OREGON CUSD 220	30	55.6	24	44.4	54	0.03
ORION CUSD 223	0	0.0	2	100.0	2	0.00
ORLAND SD 135	57	30.3	131	69.7	188	0.10
OSWEGO CUSD 308	444	81.6	100	18.4	544	0.28
OTTAWA ESD 141	24	92.3	2	7.7	26	0.01
OTTAWA TWP HSD 140	6	85.7	1	14.3	7	0.00
PALATINE CCSD 15	2,127	76.8	643	23.2	2,770	1.42
PALOS CCSD 118	11	21.2	41	78.8	52	0.03
PALOS HEIGHTS SD 128	13	28.3	33	71.7	46	0.02
PANA CUSD 8	1	100.0	0	0.0	1	0.00
PANHANDLE CUSD 2	0	0.0	1	100.0	1	0.00
PARIS-UNION SD 95	0	0.0	1	100.0	1	0.00
PARK RIDGE CCSD 64	14	13.7	88	86.3	102	0.05
PAUL KENNEDY C C CTR	1	50.0	1	50.0	2	0.00
PAXTON-BUCKLEY-LODA CUD 1	5	71.4	2	28.6	7	0.00
PAYSON CUSD 1	0	0.0	1	100.0	1	0.00
PEKIN PSD 108	0	0.0	7	100.0	7	0.00
PENNOYER SD 79	8	18.2	36	81.8	44	0.02
PENNY LANE SCHOOL LTD	0	0.0	1	100.0	1	0.00
PEORIA SD 150	351	72.1	136	27.9	487	0.25
PEOTONE CUSD 207U	7	100.0	0	0.0	7	0.00
PERU ESD 124	37	72.5	14	27.5	51	0.03
PLAINFIELD SD 202	1,844	73.3	670	26.7	2,514	1.29
PLANO CUSD 88	266	96.7	9	3.3	275	0.14
PLEASANT HILL SD 69	1	100.0	0	0.0	1	0.00
PLEASANTDALE SD 107	0	0.0	27	100.0	27	0.01
PONTIAC CCSD 429	1	50.0	1	50.0	2	0.00
PONTIAC-W HOLLIDAY SD 105	0	0.0	1	100.0	1	0.00
POSEN-ROBBINS ESD 143-5	406	99.5	2	0.5	408	0.21
PRAIRIE CROSSING CHARTER	0	0.0	1	100.0	1	0.00
PRAIRIE GROVE CSD 46	20	83.3	4	16.7	24	0.01
PRAIRIE HILL CCSD 133	0	0.0	3	100.0	3	0.00
PRAIRIE STATE COLLEGE DIS	1	100.0	0	0.0	1	0.00
PRAIRIE-HILLS ESD 144	70	94.6	4	5.4	74	0.04
PRINCETON HSD 500	0	0.0	1	100.0	1	0.00
PRINCEVILLE CUSD 326	19	100.0	0	0.0	19	0.01
PROSPECT HEIGHTS SD 23	95	46.1	111	53.9	206	0.11
PROMISO TWP HSD 209	344	94.8	19	5.2	363	0.19
PUTNAM COUNTY CUSD 535	3	100.0	0	0.0	3	0.00
QUEEN BEE SD 16	372	75.6	120	24.4	492	0.25
QUINCY SD 172	6	54.5	5	45.5	11	0.01
RACCOON CONS SD 1	4	100.0	0	0.0	4	0.00
RACHELS LEARNING CENTER L	3	100.0	0	0.0	3	0.00

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Number and Percentage of LEP Students, by Language and District: SY 2009 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish		No.	Row Pct
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RANTOUL CITY SD 137	143	93.5	10	6.5	153	0.08
REAVIS TWP HSD 220	41	27.3	109	72.7	150	0.08
REED CUSTER CUSD 255U	0	0.0	1	100.0	1	0.00
RHODES SD 84-5	161	85.6	27	14.4	188	0.10
RICH TWP HSD 227	2	50.0	2	50.0	4	0.00
RICHLAND GSD 88A	193	79.8	49	20.2	242	0.12
RIDGELAND SD 122	119	27.4	315	72.6	434	0.22
RIDGEWOOD CHSD 234	2	3.1	62	96.9	64	0.03
RIVER FOREST SD 90	20	50.0	20	50.0	40	0.02
RIVER GROVE SD 85-5	27	21.1	101	78.9	128	0.07
RIVER TRAILS SD 26	169	65.8	88	34.2	257	0.13
RIVERSIDE SD 96	47	74.6	16	25.4	63	0.03
RIVERSIDE-BROOKFIELD TWP	61	83.6	12	16.4	73	0.04
RIVERVIEW CCSD 2	0	0.0	1	100.0	1	0.00
ROCHELLE CCSD 231	293	96.4	11	3.6	304	0.16
ROCHELLE TWP HSD 212	51	96.2	2	3.8	53	0.03
ROCHESTER CUSD 3A	0	0.0	9	100.0	9	0.00
ROCK FALLS ESD 13	24	88.9	3	11.1	27	0.01
ROCK FALLS TWP HSD 301	6	100.0	0	0.0	6	0.00
ROCK ISLAND SD 41	183	52.0	169	48.0	352	0.18
ROCKDALE SD 84	23	92.0	2	8.0	25	0.01
ROCKFORD SD 205	2,361	84.2	443	15.8	2,804	1.43
ROCKRIDGE CUSD 300	0	0.0	1	100.0	1	0.00
ROCKTON SD 140	9	45.0	11	55.0	20	0.01
RONDOUT SD 72	8	66.7	4	33.3	12	0.01
ROSELLE SD 12	21	28.4	53	71.6	74	0.04
ROSEMONT ESD 78	18	45.0	22	55.0	40	0.02
ROUND LAKE CUSD 116	1,738	98.4	29	1.6	1,767	0.90
ROXANA CUSD 1	1	100.0	0	0.0	1	0.00
RUTLAND CCSD 230	2	100.0	0	0.0	2	0.00
SALT CREEK SD 48	21	55.3	17	44.7	38	0.02
SANDBOX INC	0	0.0	3	100.0	3	0.00
SANDBOX LEARNING CENTER	2	33.3	4	66.7	6	0.00
SANDRIDGE SD 172	7	100.0	0	0.0	7	0.00
SANDWICH CUSD 430	122	92.4	10	7.6	132	0.07
SARATOGA CCSD 60C	3	100.0	0	0.0	3	0.00
SCHAUMBURG CCSD 54	1,420	60.2	940	39.8	2,360	1.21
SCHILLER PARK SD 81	194	44.4	243	55.6	437	0.22
SCHUYLER-INDUSTRY CUSD 5	1	9.1	10	90.9	11	0.01
SD 45 DUPAGE COUNTY	680	77.4	198	22.6	878	0.45
SD U-46	9,783	89.1	1,200	10.9	10,983	5.62
SENECA TWP HSD 160	2	100.0	0	0.0	2	0.00
SERENA CUSD 2	8	100.0	0	0.0	8	0.00
SILVIS SD 34	6	50.0	6	50.0	12	0.01
SKOKIE SD 68	35	16.1	183	83.9	218	0.11
SKOKIE SD 69	42	19.3	176	80.7	218	0.11
SKOKIE SD 73-5	20	14.8	115	85.2	135	0.07
SOMONAUK CUSD 432	1	100.0	0	0.0	1	0.00

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SOUTH HOLLAND SD 151	267	97.1	8	2.9	275	0.14
SOUTH PEKIN SD 137	0	0.0	1	100.0	1	0.00
SOUTHWESTERN CUSD 9	3	60.0	2	40.0	5	0.00
SPANISH COMM CENTER	15	93.8	1	6.3	16	0.01
SPARTA CUSD 140	0	0.0	3	100.0	3	0.00
SPRING VALLEY CCSD 99	53	100.0	0	0.0	53	0.03
SPRINGFIELD SD 186	18	38.3	29	61.7	47	0.02
ST CHARLES CUSD 303	363	67.6	174	32.4	537	0.27
ST GEORGE CCSD 258	2	100.0	0	0.0	2	0.00
ST JOSEPH CCSD 169	1	100.0	0	0.0	1	0.00
STARK COUNTY CUSD 100	2	28.6	5	71.4	7	0.00
STEGER SD 194	123	92.5	10	7.5	133	0.07
STEP BY STEP CHILD CARE C	6	100.0	0	0.0	6	0.00
STERLING CUSD 5	162	95.9	7	4.1	169	0.09
STEWARD ESD 220	0	0.0	1	100.0	1	0.00
STREATOR ESD 44	112	94.1	7	5.9	119	0.06
STREATOR TWP HSD 40	18	94.7	1	5.3	19	0.01
SUMMIT HILL SD 161	41	33.6	81	66.4	122	0.06
SUMMIT SCHOOL	30	93.8	2	6.3	32	0.02
SUMMIT SD 104	447	89.8	51	10.2	498	0.25
SUNNY DAYS LEARNING CENTE	0	0.0	1	100.0	1	0.00
SUNNYBROOK SD 171	12	92.3	1	7.7	13	0.01
SUNSET RIDGE SD 29	1	7.1	13	92.9	14	0.01
SYCAMORE CHILD CARE INC	5	83.3	1	16.7	6	0.00
SYCAMORE CUSD 427	111	90.2	12	9.8	123	0.06
TAFT SD 90	11	78.6	3	21.4	14	0.01
TEUTOPOLIS CUSD 50	1	100.0	0	0.0	1	0.00
THE CHILDRENS HOUSE PARK	1	100.0	0	0.0	1	0.00
THOMASBORO CCSD 130	59	100.0	0	0.0	59	0.03
THORNTON SD 154	2	100.0	0	0.0	2	0.00
THORNTON TWP HSD 205	73	79.3	19	20.7	92	0.05
TINLEY PARK CCSD 146	63	24.0	199	76.0	262	0.13
TOLONO CUSD 7	1	20.0	4	80.0	5	0.00
TOWNSHIP HSD 211	371	52.0	343	48.0	714	0.37
TOWNSHIP HSD 214	510	72.4	194	27.6	704	0.36
TREMONT CUSD 702	3	60.0	2	40.0	5	0.00
TRI POINT CUSD 6-J	0	0.0	1	100.0	1	0.00
TRI VALLEY CUSD 3	1	100.0	0	0.0	1	0.00
TRIAD CUSD 2	4	44.4	5	55.6	9	0.00
TRICO CUSD 176	2	100.0	0	0.0	2	0.00
TRIOPIA CUSD 27	4	100.0	0	0.0	4	0.00
TROY CCSD 30C	142	88.2	19	11.8	161	0.08
TUSCOLA CUSD 301	2	100.0	0	0.0	2	0.00
TUTOR TIME LEARNING CTRS	8	57.1	6	42.9	14	0.01
TWP HSD 113	94	97.9	2	2.1	96	0.05
UNION RIDGE SD 86	65	21.5	237	78.5	302	0.15
UNION SD 81	2	100.0	0	0.0	2	0.00
UNITED TWP HSD 30	9	52.9	8	47.1	17	0.01

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UNITY POINT CCSD 140	17	21.8	61	78.2	78	0.04
URBANA SD 116	247	49.4	253	50.6	500	0.26
VALLEY VIEW CUSD 365U	1,605	86.7	246	13.3	1,851	0.95
VANDALIA CUSD 203	0	0.0	1	100.0	1	0.00
VIENNA HSD 133	1	100.0	0	0.0	1	0.00
VIENNA SD 55	7	100.0	0	0.0	7	0.00
VILLA GROVE CUSD 302	2	66.7	1	33.3	3	0.00
VIRGINIA CUSD 64	1	100.0	0	0.0	1	0.00
W HARVEY-DIXMOOR PSD 147	51	100.0	0	0.0	51	0.03
WABASH CUSD 348	0	0.0	2	100.0	2	0.00
WARREN TWP HSD 121	112	77.8	32	22.2	144	0.07
WARSAW CUSD 316	0	0.0	1	100.0	1	0.00
WATERLOO CUSD 5	1	33.3	2	66.7	3	0.00
WAUCONDA CUSD 118	432	90.0	48	10.0	480	0.25
WAUKEGAN CUSD 60	7,044	98.8	82	1.2	7,126	3.64
WESCLIN CUSD 3	3	100.0	0	0.0	3	0.00
WEST CENTRAL CUSD 235	10	100.0	0	0.0	10	0.01
WEST CHICAGO ESD 33	2,331	99.1	21	0.9	2,352	1.20
WEST NORTHFIELD SD 31	19	13.7	120	86.3	139	0.07
WEST RICHLAND CUSD 2	0	0.0	1	100.0	1	0.00
WESTCHESTER SD 92-5	124	82.7	26	17.3	150	0.08
WESTERN CUSD 12	2	66.7	1	33.3	3	0.00
WESTVILLE CUSD 2	1	100.0	0	0.0	1	0.00
WHEELING CCSD 21	2,398	80.3	588	19.7	2,986	1.53
WHITESIDE SD 115	0	0.0	1	100.0	1	0.00
WILL COUNTY SD 92	12	29.3	29	70.7	41	0.02
WILLIAMSFIELD CUSD 210	2	100.0	0	0.0	2	0.00
WILLIAMSVILLE CUSD 15	0	0.0	5	100.0	5	0.00
WILLOW GROVE SD 46	1	100.0	0	0.0	1	0.00
WILLOW SPRINGS SD 108	2	66.7	1	33.3	3	0.00
WILMETTE SD 39	8	8.0	92	92.0	100	0.05
WINFIELD SD 34	25	75.8	8	24.2	33	0.02
WINNEBAGO CUSD 323	42	76.4	13	23.6	55	0.03
WINNETKA SD 36	1	20.0	4	80.0	5	0.00
WOLF BRANCH SD 113	0	0.0	3	100.0	3	0.00
WOOD DALE SD 7	198	66.7	99	33.3	297	0.15
WOOD RIVER-HARTFORD ESD 1	1	100.0	0	0.0	1	0.00
WOODLAND CCSD 50	594	75.3	195	24.7	789	0.40
WOODLAND CUSD 5	0	0.0	2	100.0	2	0.00
WOODRIDGE SD 68	364	69.2	162	30.8	526	0.27
WOODSTOCK CUSD 200	895	97.4	24	2.6	919	0.47
WORTH SD 127	39	28.9	96	71.1	135	0.07
YORKVILLE CUSD 115	291	87.1	43	12.9	334	0.17
YWCA OF MCLEAN COUNTY	9	81.8	2	18.2	11	0.01
ZION ESD 6	619	99.2	5	0.8	624	0.32
ZION-BENTON TWP HSD 126	79	89.8	9	10.2	88	0.05
TOTAL	157,399	80.5	38,117	19.5	195,516	100.00

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, LEP 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 LEP students. For example, the ESL or bilingual education specialist may provide guidance to the LEP 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.

ELL PROGRAM DEFINITIONS (Continued)

STRUCTURED ENGLISH IMMERSION - Structured English Immersion are programs in which ESL teachers or bilingual instructional aids 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 LEP 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.

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.