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# Bilingual Education Programs and English Language Learners in Illinois

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## SY 2011 STATISTICAL REPORT

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

**December 2011**

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Illinois State Board of Education**

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State Superintendent of Education**

## FOREWORD

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This school year 2010-2011 (SY 2011) statistical report has three parts:

**Part A – Bilingual Education Programs in Illinois** presents information that includes, but is not limited to, the number of certified teachers working with limited English proficient (LEP) students, 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 2011 Bilingual Education Program Delivery Reports (PDRs) of districts.

Note: English language learner (ELL) is preferred in Illinois and will be used in this report in lieu of LEP.

**Part B – English Language Learners (ELL) in Illinois** presents the grade levels of and native languages spoken by ELL students, the concentration of the ELL population in counties across the state, and the participation of ELL students in school district ELL programs. This part also includes information about the performance of ELL 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 2011 ELL report on SIS, 2011 ACCESS for ELLs, 2011 ISAT, and 2011 PSAE data bases.

**Part C - Annual Measurable Achievement Objectives (AMAO)** presents results of the Annual Measurable Achievement Objectives (AMAOs), an NCLB, Title III, accountability piece, for SY 2011. In addition, a seven-year analysis of AMAOs in Illinois is presented.

The interpretations presented in this report do not necessarily reflect the positions or the policies of the Illinois State Board of Education (ISBE). For more information, please contact Dr. Lilibeth Q. Gumia of the ISBE Data Analysis and Progress Reporting Division at 217/782-3950.

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## Background

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### IDENTIFICATION OF ELL STUDENTS

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

#### *Annual Examinations of ELL Students*

Section 14C-3 of 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 SY 2006, ISBE has prescribed the ACCESS for ELLs® for the annual English proficiency assessment of ELL students.

### PROGRAM OPTIONS

105 ILSC 5/14C-3 also requires that one of two types of programs be provided for all PK-12 ELL 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 ELL 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 ELL students from any single non-English language, it may elect to offer a TPI program in lieu of a TBE program. TPI programs must include instruction or other assistance in a student's home language to the extent necessary as determined by the student's level of English proficiency. TPI services may include, but are not limited to, instruction in ESL, language arts in the student's home language, and history of the student's native land and the United States. Like TBE teachers, TPI teachers must hold the proper teacher certifications and endorsements/approvals for their teaching assignments.

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

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

## **SOURCES OF DATA**

Data for this report were extracted and analyzed by the Data Analysis and 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 ELL 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 reasons for exiting the 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 not limited to program staffing, staff professional development, parent involvement, and types of language instructional services provided to ELL students. The PDR is reported on the ISBE Web Application Security (IWAS) system.

### **B. ELL 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 ELL students. This test is administered annually to all ELL 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 ELL students were required to participate in these regular state assessments of academic achievement. In prior years, districts had the option of testing ELL students with the Illinois Measure of Annual Growth in English (IMAGE), a test using simplified English to test ELL 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 STUDENTS IN SY 2011

##### *District/Educational Unit ELL Enrollments and Funding*

In SY 2011, 598 school districts/educational entities in Illinois enrolled ELL students of which 304 districts/educational entities received state bilingual funds for a total of over 77 million dollars for direct student services. The ELL enrollment by district/educational unit ranged from one student to 67,354 students with City of Chicago School District 299 or Chicago Public Schools (CPS), enrolling the most ELL students. The total ELL enrollment for the 304 educational units that received State bilingual funds was 193,609 students which represented 98.1 percent of total ELL enrollment statewide. (See **Appendix A** for ELL enrollment by educational entity.)

Districts that receive State bilingual funds are also eligible to receive federal funds to supplement expenditures in educating ELL students. Of the 304 educational entities that received State bilingual funds, 208 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 ELL students served, periods of service, grade level, and type of program. Table 1 shows the distribution of the 598 districts by type of funding and ELL enrollments.

**Table 1. Number and Percentage of School Districts by Type of Program Funding and ELL Enrollments: SY 2011**

Type of Program Funding	Districts		ELL Enrollments	
	Number	Pct of Total	Number	Pct of Total
State-Funded TBE only	11	1.8%	1,448	0.7%
State-Funded TPI only	64	10.7%	2,614	1.3%
State-Funded TBE and TPI	33	5.5%	2,751	1.4%
State-Funded TBE and Federal-Funded Title III	6	1.0%	1,750	0.9%
State-Funded TPI and Federal-Funded Title III	20	3.3%	2,721	1.4%
State-Funded TBE and TPI and Federal-Funded Title III	170	28.4%	182,325	92.4%
Non-State-Funded	294	49.2%	3,779	1.9%
<b>Total</b>	<b>598</b>	<b>100.0%</b>	<b>197,388</b>	<b>100.0%</b>

Of the 304 State-funded districts, 170 (55.9 percent) received both TBE and TPI State and Title III funds. These 170 districts enrolled 182,325 ELL students, 94.2 percent of total ELL enrollment of funded districts, and 92.4 percent of total ELL enrollment statewide. *With funded districts enrolling practically all ELL students in Illinois (98.1 percent), the remaining analysis of program related data is limited to the PDRs of these 304 districts.*

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

### Bilingual Education Program Information of State-Funded School Districts in SY 2011

#### *Licensures/Certifications of Teachers Who Worked with ELL Students in SY 2011*

The SY 2011 PDRs of the 304 State-funded school districts showed that there were more teachers qualified to teach ELL students employed in SY 2011 (8,729) than in SY 2010 (8,150). Similar to prior years' data (SY 2009 and SY 2010), the largest percentage of qualified teachers in SY 2011 remains those teachers that had both ESL and bilingual endorsements (35.4 percent). About two percent of teachers who worked with ELL students in SY 2011 may not have ESL/bilingual endorsements or approvals but held other certifications, such as early childhood, elementary, or high school teaching certificates. Salaries of 6.8 percent of teachers were paid by Title III funds. (See Table 2.)

**Table 2. Number and Percentage of Teachers from Funded Districts Who Are Qualified to Teach ELL Students by Type of Certification and Number and Percentage of Teachers Working in Title III Programs: SY 2011**

Type of Certificate	All Teachers		Teachers Working in Title III Programs		Teachers Whose Salaries Were Paid for by Title III Funds	
	Number	Pct. of Total	Number	Pct. of Total	Number	Pct. of Total
Certificate with ESL Endorsements and/or Approval	2,239	25.7	2,104	94.0	188	8.9
Certificate with Bilingual Endorsements and/or Approval	1,535	17.6	1,527	99.5	78	5.1
ESL and Bilingual Endorsements	3,094	35.4	3,051	98.6	222	7.3
Type 29 (Transitional Bilingual Certificate)	1,590	18.2	1,565	98.4	66	4.2
English as a New Language (ENL) (Secondary only)	18	0.2	17	94.4	1	5.9
ENL - Bilingual (Secondary only)	2	0.0	1	50.0	1	100.0
Visiting International Teaching Certificate	45	0.5	45	100.0	1	2.2
Other Certification**	206	2.4	139	67.5	17	12.2
Total	8,729	100.0	8,449	96.8	574	6.8

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

#### **Qualifications of Bilingual Education Program Directors**

For the 2010-11 school year, 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). In addition, program directors who administer TBE programs must also hold the bilingual approval or endorsement or the ENL endorsement with a language designation. Program directors who administer only TPI programs must also hold the bilingual or ESL endorsement or approval or the ENL endorsement. However, directors of programs with fewer than 200 ELL students are exempted from this provision when they annually complete 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 (261, 85.9 percent) indicated that their bilingual program directors held an administrative certificate or supervisory endorsement.

**Table 3. Number of Funded School Districts Reporting Types of Certification of Bilingual Education Program Directors: SY 2011**

Type of Certification of Bilingual Education Program Director	Duplicated Count of Districts*	Pct. of Unduplicated Count of Districts
Administrative certificate or supervisory endorsement	261	85.9%
Bilingual approval or endorsement	92	30.3%
ESL approval or endorsement	115	37.8%
Completed at least two hours of professional development specifically designed to address the needs of ELL students in school year 2009-2010	253	83.2%
Unduplicated Count of Districts	304	100.0%

\* A Bilingual Education Program Director may have at least two types of certification which explains the duplicated count of districts.

### **Professional Development Training Activities for Staff Who Worked with ELL Students in SY 2011**

Professional development training activities offered to school staff in SY 2011 covered the basic requisites of skills needed to work with ELL students. The training topics provided to ELL staff in SY 2011 include knowing the state standards, the methods of and research in teaching ELL students, use of technology in ELL programs, developing school improvement plans, and understanding ELL assessments.

In SY 2011, four times as many general education teachers (20,707; 64.6 percent) as LEP classroom teachers (5,386; 16.8 percent) participated in ELL-related professional development activities. Moreover, school board members and members of other school/district committees, such as NCLB or multicultural committees participated in ELL professional development activities. See Table 4.

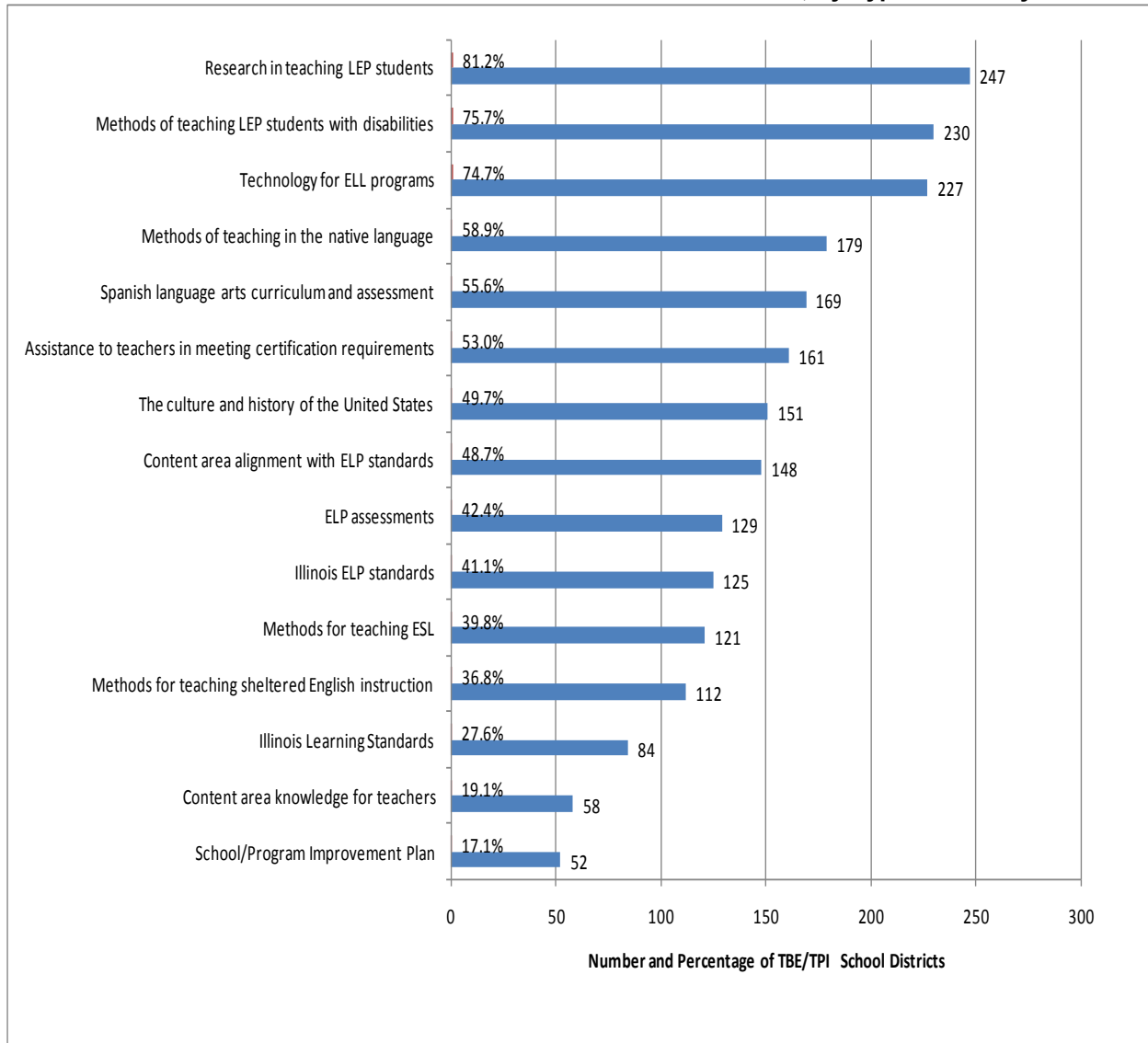
**Table 4. Number of School Personnel in Funded School Districts That Received/Participated in ELL Related Professional Development Activities, SY 2011**

Staff Position	Participants	
	Number	Pct of Total
General Education teachers	20,707	64.6%
LEP classroom teachers	5,386	16.8%
Principals	1,160	3.6%
Administrators other than principals	927	2.9%
Non-teaching staff/paraprofessionals	2,502	7.8%
Non-administrative school personnel	469	1.5%
Community based organization personnel	286	0.9%
Other*	602	1.9%
Total	32,039	100.0%

\*Includes but not limited to school board members, NCLB committee members, learning coaches and instructional specialists, PTA officers, and multicultural committee members.

Of the 304 funded districts, the majority (247 districts) reported offering “Research in teaching ELL students” and 230 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 52 districts offering such professional development activity. See Chart 1.

**Chart 1. Number of Funded School Districts that Offered Professional Development Training Activities to Instructional and Non-Instructional ELL Staff, by Type of Activity: SY 2011**



### Section 3: TYPES OF INSTRUCTIONAL DELIVERY SYSTEMS AND PROGRAM MODELS USED BY SCHOOL DISTRICTS TO SERVE THE EDUCATIONAL NEEDS OF ELL 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 (245 districts) to some or all of their ELL students. Specifically, the majority of these districts used the pull-out method for ESL instructional delivery (75.1 percent). Pull-out, generally used in non-departmentalized elementary grades, involves taking students out of the general education classroom for part of the day to receive specialized services. Pull-out as an instructional strategy was also adopted by 66.2 percent of districts that used content-area tutoring and 69.9 percent of districts that used content-based ESL. Meanwhile, 70.6 percent and 87.5 percent of districts with TBE-full-time and dual-language programs, respectively, provided instruction in a self-contained classroom for more than 50 percent of the day to students in these programs. (See Table 5.)

**Table 5. Number and Percentage of Funded School Districts, by Type of Program Model\* and Instructional Delivery Method\*\* Used: SY 2011**

Program Model	# TBE/TPI School Districts Using Program Model	Percent of TBE/TPI Districts Using Instructional Delivery Method					
		Self-Contained = > 50% of day	Self-Contained < 50% of day	Departmentalized	Pull-Out	Push-In	Team Teaching
Content Area Tutoring	145	9.7%	33.1%	22.1%	66.2%	36.6%	13.1%
Content Based ESL	153	18.3%	34.6%	39.9%	69.9%	48.4%	27.5%
Developmental Bilingual	20	50.0%	20.0%	20.0%	50.0%	40.0%	20.0%
Dual Language/Two Way Immersion	24	87.5%	4.2%	12.5%	8.3%	8.3%	12.5%
English as a Second Language (ESL) (Traditional)	245	15.5%	38.8%	31.8%	75.1%	57.1%	26.9%
Newcomer Center	22	18.2%	45.5%	18.2%	50.0%	22.7%	9.1%
Sheltered English Instruction	133	33.1%	36.1%	41.4%	40.6%	33.8%	21.8%
Transitional Bilingual Education (TBE) – Full-time	143	70.6%	27.3%	22.4%	34.3%	25.2%	18.2%
Transitional Bilingual Education (TBE) – Part-time	177	20.3%	47.5%	26.6%	65.5%	41.2%	24.9%

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

\*\*A school district may use multiple methods of delivering instruction given a program model. A school district often use more than one program model.

#### Extended-Day Program Services

Districts also offered extended-day programs to supplement language instruction received by ELL students during the regular school day. In SY 2011, after-school tutoring, before-school tutoring, and summer school were offered by 184, 77, and 184 State-funded districts, respectively. (See Table 6.)

**Table 6. Number and Percentage of Funded School Districts that Offered Extended-Day Programs to ELL Students, by Type of Program and Payment with Title III Funds: SY 2011**

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	184	60.5%	70	38.0%
Before-School Tutoring	77	25.3%	25	32.5%
Summer School	184	60.5%	98	53.3%

## Section 4: INVOLVEMENT OF PARENTS/FAMILIES OF ELL STUDENTS IN PROGRAM ACTIVITIES/SERVICES OF SCHOOL DISTRICTS THAT RECEIVED TRANSITIONAL BILINGUAL EDUCATION (TBE) 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 involvement in school activities and program planning. In particular, school districts with TBE programs are required to establish a Bilingual Parent Advisory Committee (BPAC).

BPACs 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 220 school districts that have TBE programs, 218 or 99 percent reported having a BPAC, with a total membership of 2,992. TBE program BPAC membership information is provided in Table 7. Please note that individuals may have membership in more than one category.

<b>Table 7. TBE BPAC Membership: SY 2011</b>	
<b>Membership Category</b>	<b>Members</b>
Parents/legal guardians of ELL students	2,025
TBE teachers	552
Counselors	64
Community leaders	120
Other*	231
<b>TOTAL</b>	<b>2,992</b>

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

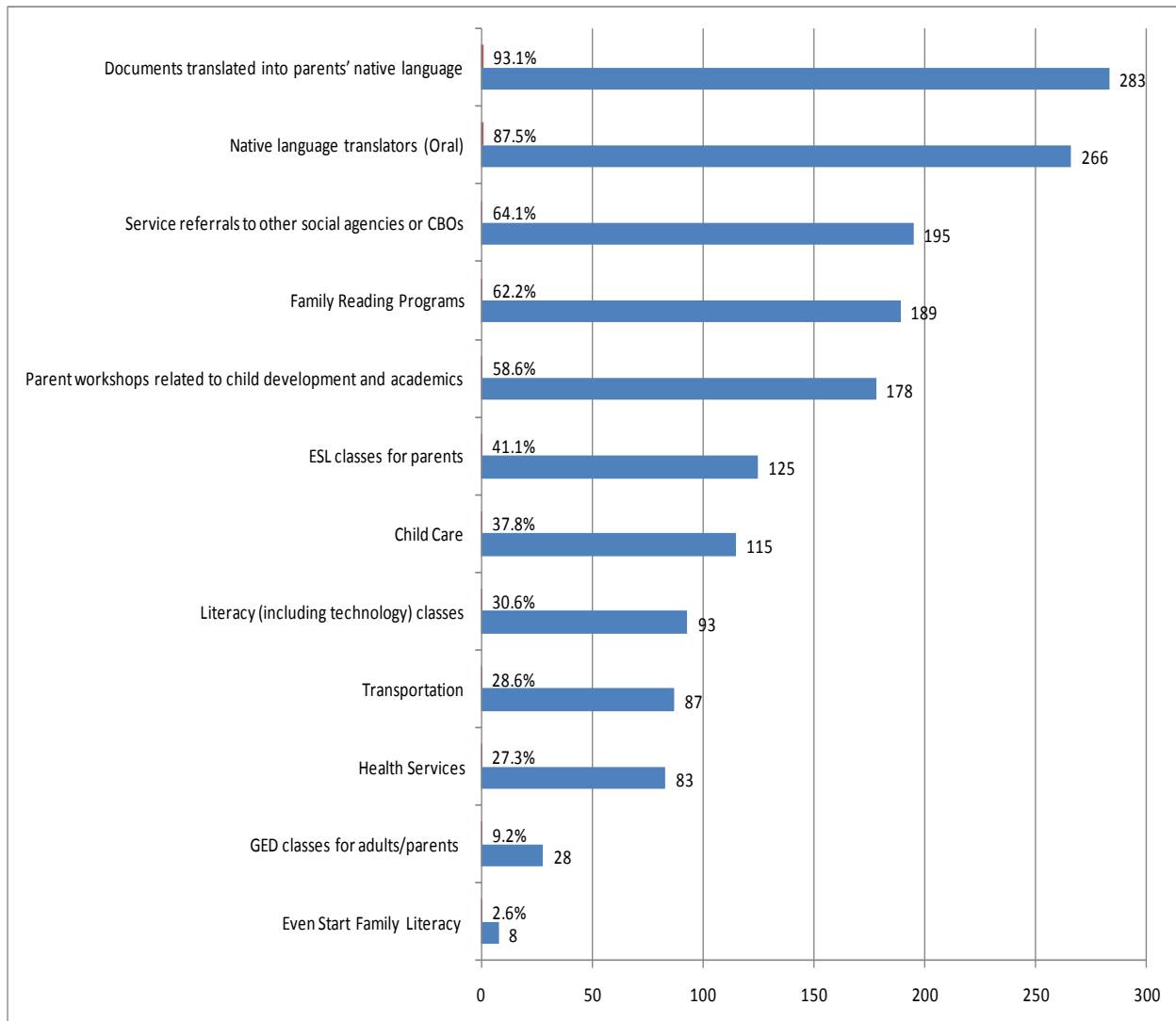
### ***Workshops/Resources Provided to Parents/Families of ELL Students***

State rules require districts to provide specified annual training for members of the BPACs in a language parents can understand. About 66 percent of all state-funded districts informed parents/families about assessments taken by ELL students. Moreover, 82 percent of these districts provided parents/families with information on State and federal laws related to ELL student participation in bilingual education programs, and about 65 percent informed parents/families of the instructional approaches and methods used in teaching their children. (See Table 8.)

<b>Table 8. Number and Percentage of Funded School Districts that Provided Informative Workshops to Parents/Families of ELL Students, by Type of Workshop: SY 2011</b>		
<b>Type of Workshop</b>	<b>No. of Districts (Duplicated Count)</b>	<b>Percent</b>
Types of assessments that their children take and results of such assessments	202	66.4%
State and federal laws related to their child's participation in bilingual programs	250	82.2%
Information related to instructional approaches and methods used in bilingual education programs	197	64.8%
<b>Total (Unduplicated Count)</b>	<b>304</b>	

In addition to parent information workshops, parents/families of ELL students were also provided supports by districts. In SY 2011, 283 or 93 percent of State-funded districts reported having provided "document translations into parents' native language," and 266 or 88 percent of districts provided oral native language translations to parents/families of ELL students. (See Chart 2.)

**Chart 2. Number and Percentage of Funded School Districts that Provided Resources/ Services to Parents/Families of ELL Students, by Type of Resource/Service: SY 2011**



## PART B

### THE ENGLISH LANGUAGE LEARNERS (ELL) IN ILLINOIS

#### Section 5: ELL STUDENT DEMOGRAPHICS AND PROGRAM PARTICIPATION

##### ELL STUDENT ENROLLMENT

Illinois public school districts enrolled 197,388 ELL students in SY 2011, with the majority (58.54 percent) enrolled in Cook County school districts, including Chicago Public School District 299. (See Table 9.) ELL enrollments increased by about 14,000 in SY 2011 from SY 2010. A large portion of the increase is a result of the higher number of preschool ELLs who were identified by districts in SY2011. For information on SY 2011 ELL student enrollment by district/educational entity, see **Appendix A**.

**Table 9. Number and Percentage of ELL Students, by County: SY 2011**

County	Number	Percent	County	Number	Percent
ADAMS	21	0.01	LAWRENCE	5	0.00
ALEXANDER	1	0.00	LEE	23	0.01
BOND	5	0.00	LIVINGSTON	4	0.00
BOONE	1,037	0.53	LOGAN	7	0.00
BROWN	2	0.00	MACON	97	0.05
BUREAU	298	0.15	MACOUPIN	12	0.01
CALHOUN	2	0.00	MADISON	720	0.36
CARROLL	1	0.00	MARION	10	0.01
CASS	543	0.28	MCDONOUGH	35	0.02
CHAMPAIGN	1,289	0.65	MCHENRY	3,479	1.76
CHRISTIAN	3	0.00	MCLEAN	696	0.35
CITY OF CHICAGO	67,354	34.12	MENARD	3	0.00
CLARK	24	0.01	MONROE	3	0.00
CLAY	2	0.00	MONTGOMERY	1	0.00
CLINTON	71	0.04	MORGAN	30	0.02
COLES	34	0.02	MOULTRIE	1	0.00
COOK	48,204	24.42	MULTI-COUNTY	9	0.00
CRAWFORD	1	0.00	OGLE	558	0.28
DEKALB	835	0.42	PEORIA	786	0.40
DEWITT	13	0.01	PERRY	1	0.00
DOUGLAS	86	0.04	PIATT	8	0.00
DUPAGE	15,389	7.80	PIKE	4	0.00
EDGAR	3	0.00	PUTNAM	15	0.01
EDWARDS	3	0.00	RANDOLPH	6	0.00
EFFINGHAM	37	0.02	ROCK ISLAND	1,638	0.83
FORD	47	0.02	SALINE	1	0.00
FRANKLIN	2	0.00	SANGAMON	145	0.07
FULTON	12	0.01	SCHUYLER	24	0.01
GALLATIN	7	0.00	ST. CLAIR	133	0.07
GRUNDY	254	0.13	STARK	9	0.00
HAMILTON	8	0.00	STEPHENSON	129	0.07
HANCOCK	16	0.01	TAZEWELL	57	0.03
HENRY	119	0.06	UNION	68	0.03
IROQUOIS	77	0.04	VERMILION	132	0.07
JACKSON	284	0.14	WABASH	2	0.00
JASPER	1	0.00	WARREN	148	0.07
JEFFERSON	8	0.00	WASHINGTON	2	0.00
JERSEY	1	0.00	WAYNE	2	0.00
JO DAVIESS	42	0.02	WHITE	6	0.00
JOHNSON	8	0.00	WHITESIDE	257	0.13
KANE	20,517	10.39	WILL	8,016	4.06
KANKAKEE	854	0.43	WILLIAMSON	40	0.02
KENDALL	1,316	0.67	WINNEBAGO	4,025	2.04
KNOX	127	0.06	WOODFORD	18	0.01
LAKE	16,395	8.31			
LASALLE	670	0.34	<b>Total</b>	<b>197,388</b>	<b>100.00</b>

Source: SY 2011 ELL Report (ASR) in SIS



## NATIVE LANGUAGES OF ELL STUDENTS

ELL students spoke at least 144 non-English native languages in SY 2011. There were twelve new non-English native languages (ALGONQUIN, CHAMORRO, CHOCTAW, EFIK, HOPI, ISOKO, KANJOBAL, KASHMIRI, LUNDA, PALAUAN, PAMPANGAN, and YOMBE) reported by districts in 2011, but four languages reported in 2010 [ICELANDIC, GAELIC (IRISH) KASHI (UYGHUR), and WELSH] were not reported in 2011. See Table 10.

**Table 10. Number and Percentage of Native Languages Spoken by ELL Students, by Language:  
SY 2011**

Language	Count	Pct	Language	Count	Pct	Language	Count	Pct
AFRIKAANS (TAAL)	54	0.03	HAITIAN CREOLE	150	0.08	MONGOLIAN	190	0.10
AKAN (FANTE,ASANTI,TWI)	92	0.05	HAKKA (CHINESE)	7	0.00	NAVAJO	5	0.00
ALBANIAN,GHEG (KOSOVO/MACEDONIA)	274	0.14	HAUSA	13	0.01	NEPALI	350	0.18
ALBANIAN/TOSK (ALBANIA)	263	0.13	HAWAIIAN	5	0.00	NORWEGIAN	13	0.01
ALGONQUIN	1	0.00	HEBREW	74	0.04	ORIYA	16	0.01
AMHARIC	140	0.07	HINDI	639	0.32	OTHER	1,299	0.66
ARABIC	4,863	2.46	HIMONG	13	0.01	OULOF (WOLOF)	30	0.02
ARMENIAN	41	0.02	HOPHI	1	0.00	PALAUAN	2	0.00
ASSAMESE	3	0.00	HUNGARIAN	29	0.01	PAMPANGAN	2	0.00
ASSYRIAN (SYRIAC, ARAMAIC)	753	0.38	IBO/IGBO	98	0.05	PANJABI (PUNJABI)	215	0.11
BAGHELI	11	0.01	ILOCANO	11	0.01	PASHTO (PUSHTO)	38	0.02
BALINESE	3	0.00	ILONGGO (HILIGAYNON)	22	0.01	PILIPINO (TAGALOG)	1,778	0.90
BEMBA	7	0.00	INDONESIAN	47	0.02	POLISH	5,573	2.82
BENGALI	157	0.08	ISOKO	1	0.00	PORTUGUESE	168	0.09
BISAYA (MALAYSIA)	11	0.01	ITALIAN	196	0.10	PUEBLO	3	0.00
BOSNIAN	444	0.22	JAMAICAN	26	0.01	ROMANIAN	455	0.23
BULGARIAN	439	0.22	JAPANESE	591	0.30	ROMANY (GYPSY)	2	0.00
BURMESE	328	0.17	KACHE (KAJE,JJU)	2	0.00	RUSSIAN	1,194	0.60
CAMBODIAN (KHMER)	145	0.07	KANJOBAL	2	0.00	SAMOAN	6	0.00
CANTONESE (CHINESE)	1,317	0.67	KANNADA (KANARESE)	74	0.04	SERBIAN	379	0.19
CEBUANO (VISA YAN)	48	0.02	KANURI	7	0.00	SHANGHAI (CHINESE)	23	0.01
CHALDEAN	11	0.01	KASHMIRI	3	0.00	SHONA	5	0.00
CHAMORRO	1	0.00	KONKANI	8	0.00	SINDHI	14	0.01
CHAOCHOW/TEOCHIU (CHINESE)	52	0.03	KOREAN	1,416	0.72	SINHALESE	15	0.01
CHEROKEE	1	0.00	KPELLE	1	0.00	SIOUX (DAKOTA)	1	0.00
CHICHEWA (NYANJA)	1	0.00	KRAHN	22	0.01	SLOVAK	66	0.03
CHIPPEWA/OJIBAWA/OTTAWA	1	0.00	KRIO	24	0.01	SLOVENIAN	5	0.00
CHOCTAW	1	0.00	KURDISH	14	0.01	SOMALI	182	0.09
COMANCHE	1	0.00	LAO	214	0.11	SOURASHTRA (SAURASHTRA)	3	0.00
CREEK	1	0.00	LATVIAN	10	0.01	SPANISH	159,983	81.05
CROATIAN	57	0.03	LINGALA	23	0.01	SWAHILI	123	0.06
CROW	3	0.00	LITHUANIAN	479	0.24	SWEDISH	41	0.02
CZECH	124	0.06	LUGANDA / BANTU	26	0.01	TAIWANESE/FORMOSAN/MIN NAN (CHINESE)	22	0.01
DANISH	14	0.01	LUNDA	1	0.00	TAMIL	262	0.13
DINLEA (TURKISH)	2	0.00	LUO	3	0.00	TELUGU (TELEGU)	497	0.25
DUTCH/FLEMISH	35	0.02	MAAY MAAY (MAYMAY)	30	0.02	THAI	156	0.08
EFIK	2	0.00	MACEDONIAN	71	0.04	TIBETAN	10	0.01
ESTONIAN	8	0.00	MALAY	25	0.01	TIGRINYA (TIGRIGNA)	47	0.02
EWE	94	0.05	MALAYALAM	527	0.27	TONGAN	5	0.00
FARSI (PERSIAN)	209	0.11	MANDARIN (CHINESE)	1,149	0.58	TULU	6	0.00
FINNISH	8	0.00	MANDINGO (MANDINKA)	16	0.01	TURKISH	207	0.10
FRENCH	691	0.35	MAORI	2	0.00	UKRAINIAN	490	0.25
FUKIEN/HOKKIEN (CHINESE)	45	0.02	MARATHI	75	0.04	URDU	2,668	1.35
GA	12	0.01	MENDE	1	0.00	UZBEK	20	0.01
GERMAN	168	0.09	MENOMINEE	2	0.00	VIETNAMESE	1,332	0.67
GREEK	272	0.14	MIEN (YAO)	1	0.00	YIDDISH	1	0.00
GUJARATI	1,798	0.91	MINA (GESER-GORAM)	23	0.01	YOMBE	4	0.00
GUYANESE	7	0.00				YORUBA	286	0.14
						Total	197,388	100.00

Source: SY 2011 ELL Report in SIS

Similar to SY 2010, the top ten languages spoken by ELL students were Spanish, Polish, Arabic, Urdu, Pilipino (Tagalog), Korean, Gujarati, Cantonese (Chinese), Vietnamese, and Russian. Spanish is the predominant language spoken by ELL students in all geographic locations. Chicago suburban districts enrolled the highest number of non-English speaking students (55.0 percent). (See Table 11.)

**Table 11. Number of ELL Students, by Language and Illinois Location\*: SY 2011**

LANGUAGE	EAST CENTRAL	NORTHERN	SOUTHERN	SUBURBS	URBAN	WEST CENTRAL	TOTAL	Pct of TOTAL
SPANISH	2,525	12,390	1,091	84,480	58,239	1,258	159,983	81.1%
POLISH	2	132	3	4,171	1,263	2	5,573	2.8%
ARABIC	63	251	69	3,118	1,255	107	4,863	2.5%
URDU	9	55	14	1,760	812	18	2,668	1.4%
GUJARATI	27	55	17	1,421	241	37	1,798	0.9%
PILIPINO (TAGALOG)	43	60	13	1,240	404	18	1,778	0.9%
KOREAN	122	24	32	1,132	98	8	1,416	0.7%
VIETNAMESE	91	114	19	615	472	21	1,332	0.7%
CANTONESE (CHINESE)	25	22	16	297	920	37	1,317	0.7%
RUSSIAN	12	68	13	989	98	14	1,194	0.6%
MANDARIN (CHINESE)	114	76	37	572	288	62	1,149	0.6%
ASSYRIAN (SYRIAC, ARAMAIC)	1	8	-	508	236	-	753	0.4%
FRENCH	93	86	9	226	205	72	691	0.4%
HINDI	24	23	5	487	88	12	639	0.3%
JAPANESE	22	13	13	499	33	11	591	0.3%
MALAYALAM	5	7	-	474	38	3	527	0.3%
TELUGU (TELEGU)	60	21	2	361	33	20	497	0.3%
UKRAINIAN	3	10	4	303	169	1	490	0.2%
LITHUANIAN	-	16	-	456	7	-	479	0.2%
ROMANIAN	7	3	-	318	123	4	455	0.2%
BOSNIAN	-	21	-	196	227	-	444	0.2%
BULGARIAN	-	7	1	376	55	-	439	0.2%
SERBIAN	1	36	-	265	76	1	379	0.2%
NEPALI	-	40	2	94	212	2	350	0.2%
BURMESE	-	127	1	71	125	4	328	0.2%
YORUBA	5	5	-	96	177	3	286	0.1%
ALBANIAN,GHEG (KOSOVO/MACEDONIA)	9	31	4	194	28	8	274	0.1%
GREEK	2	19	-	206	44	1	272	0.1%
ALBANIAN/TOSK (ALBANIA)	1	26	5	162	64	5	263	0.1%
TAMIL	23	8	-	197	20	14	262	0.1%
PANJABI (PUNJABI)	7	13	4	172	17	2	215	0.1%
LAO	10	71	1	121	7	4	214	0.1%
FARSI (PERSIAN)	6	13	4	150	36	-	209	0.1%
TURKISH	23	15	5	121	40	3	207	0.1%
OTHER (Unidentified)	37	472	8	539	233	10	1,299	0.7%
OTHER (Identified)	120	353	53	2,134	971	123	3,754	1.9%
TOTAL	3,492	14,691	1,445	108,521	67,354	1,885	197,388	100.0%
Percent of TOTAL	1.8%	7.4%	0.7%	55.0%	34.1%	1.0%	100.0%	

Source: SY 2011 ELL Report 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 ELL STUDENTS

Most ELL students enrolled in Illinois public schools in SY 2011 were Hispanic/Latino (79.8 percent). Other ELL students include 8.4 percent Asian, 9 percent white non-Hispanic, and 1.6 percent black non-Hispanic. In terms of grade level, close to 56 percent of ELL students in Illinois were in grades K through 3, 25.6 percent were in grades 4 through 8, and 9.8 percent were in high school. (See Table 12.)

#### Grade Level and Race/Ethnicity

**Table 12. Number and Percentage of ELL Students by Grade Level and Race/Ethnicity: SY 2011**

Grade Level	Race/Ethnicity														Grade Level Totals	
	Hispanic or Latino		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or More Races			
	No.	Pct of Race/ Ethnicity Totals	No.	Pct of Race/ Ethnicity Totals	No.	Pct of Race/ Ethnicity Totals	No.	Pct of Race/ Ethnicity Totals	No.	Pct of Race/ Ethnicity Totals	No.	Pct of Race/ Ethnicity Totals			No.	Pct of Grade Level Totals
PK	14,300	9.1%	109	11.5%	1,288	7.8%	244	7.8%	43	14.3%	1,445	8.1%	135	11.7%	17,564	8.9%
K	24,525	15.6%	154	16.2%	2,847	17.2%	364	11.7%	61	20.3%	3,391	18.9%	234	20.3%	31,576	16.0%
1	23,126	14.7%	164	17.2%	2,700	16.3%	341	10.9%	30	10.0%	3,123	17.4%	171	14.8%	29,655	15.0%
2	21,383	13.6%	105	11.0%	2,092	12.7%	311	10.0%	25	8.3%	2,604	14.5%	141	12.2%	26,661	13.5%
3	18,291	11.6%	98	10.3%	1,452	8.8%	297	9.5%	17	5.7%	1,732	9.7%	89	7.7%	21,976	11.1%
4	13,090	8.3%	76	8.0%	1,018	6.2%	183	5.9%	21	7.0%	1,009	5.6%	71	6.2%	15,468	7.8%
5	9,357	5.9%	46	4.8%	801	4.8%	202	6.5%	11	3.7%	765	4.3%	54	4.7%	11,236	5.7%
6	7,162	4.5%	45	4.7%	626	3.8%	175	5.6%	9	3.0%	682	3.8%	42	3.6%	8,741	4.4%
7	6,494	4.1%	34	3.6%	683	4.1%	167	5.4%	20	6.7%	588	3.3%	43	3.7%	8,029	4.1%
8	5,622	3.6%	34	3.6%	655	4.0%	166	5.3%	15	5.0%	584	3.3%	34	3.0%	7,110	3.6%
9	5,827	3.7%	31	3.3%	787	4.8%	228	7.3%	18	6.0%	634	3.5%	48	4.2%	7,573	3.8%
10	3,655	2.3%	24	2.5%	644	3.9%	164	5.3%	10	3.3%	547	3.1%	51	4.4%	5,095	2.6%
11	2,526	1.6%	15	1.6%	527	3.2%	145	4.7%	7	2.3%	432	2.4%	22	1.9%	3,674	1.9%
12	2,067	1.3%	16	1.7%	409	2.5%	130	4.2%	13	4.3%	378	2.1%	17	1.5%	3,030	1.5%
Race/Ethnicity Totals	157,425	100%	951	100%	16,529	100%	3,117	100%	300	100.00%	17,914	100%	1,152	100.0%	197,388	100%
Pct. of Race/ Ethnicity Total	79.8%		0.5%		8.4%		1.6%		0.2%		9.1%		0.6%		100.0%	

## Disability Status

Table 13 shows that some of the ELL students enrolled in Illinois public schools in SY 2011 had disabilities (15.2 percent). Within a grade cluster, the highest percentage of ELL students with disabilities is found among grades 6-8 students (23.8 percent); whereas the lowest percentage is found among grades K-2 (10.2 percent). PK and grades 9-12 shared almost the same percentages of ELL students with disabilities (19.6 percent and 19.8 percent, respectively).

The percentage of ELL students with disabilities is one percentage point higher to all students with disabilities in Illinois public schools in SY 2011.

**Table 13. Number of ELL Students by Disability Status, Gender, and Grade Cluster: SY 2011**

Grade Cluster	Disability Status				Grade Cluster Totals	
	No Disability		With Disability		No.	Pct. of Grade Cluster Totals
	No.	Pct. of Grade Cluster Totals	No.	Pct. of Grade Cluster Totals		
PK	14,114	80.4%	3,450	19.6%	17,564	8.9%
Gr K-2	78,890	89.8%	9,002	10.2%	87,892	44.5%
Gr 3-5	40,565	83.3%	8,115	16.7%	48,680	24.7%
Gr 6-8	18,208	76.2%	5,672	23.8%	23,880	12.1%
Gr 9-12	15,537	80.2%	3,835	19.8%	19,372	9.8%
Disability Status Totals	167,314	84.8%	30,074	15.2%	197,388	100.0%

### ENROLLMENT IN ELL LANGUAGE INSTRUCTIONAL PROGRAMS

Table 14 shows the number and percentage of ELL students enrolled in various ELL programs. There were at least 9 language instructional program services that districts offered to ELL students in SY 2011 which were either State- or solely locally-funded. An ELL student may participate 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 (56.5 percent), followed by self-contained programs (41.4 percent). The smallest enrollments are found in inclusionary support, developmental bilingual and two way immersion programs with 3 percent or less of ELL students enrolled. "Pull Out" received the highest enrollment (43.4 percent) in a non-State funded program. For a definition of each program, see **Appendix B**. Students are reported in all categories that apply.

**Table 14. Number and Percentage of ELL Students Enrolled in an ELL Program and Type of Program Funding: SY 2011**

Type of ELL Program	Type of Funding				ELL Program Totals	
	Non State-Funded		State-Funded			
	Duplicated Count	Pct of Type of Funding Count	Duplicated Count	Pct of Type of Funding Count	Duplicated Count	Pct of ELL Program Totals
Content Area Tutoring	476	12.5%	22,161	11.4%	22,637	11.5%
Content Based ESL	1,348	35.5%	59,474	30.7%	60,822	30.8%
Developmental Bilingual	39	1.0%	5,948	3.1%	5,987	3.0%
Inclusionary Support	4	0.1%	14	0.0%	18	0.0%
Pull Out	1,650	43.4%	29,395	15.2%	31,045	15.7%
Self-Contained	284	7.5%	81,398	42.0%	81,682	41.4%
Sheltered English Instruction	258	6.8%	18,444	9.5%	18,702	9.5%
Transitional Bilingual	135	3.6%	111,307	57.5%	111,442	56.5%
Two Way Immersion (Dual Language)	69	1.8%	3,859	2.0%	3,928	2.0%
Type of Funding (Unduplicated Count)	3,802	100.0%	193,586	100.0%	197,388	100.0%

Source: SY 2011 ELL Report in SIS

### ***Transitioned Students and Years in an ELL Program***

In SY 2011, about 85 percent of students who exited from an ELL program attained proficiency in the English language. These students were transitioned into general education programs and no longer classified ELL in SY 2011. An ELL student who attained proficiency, or who is “proficient” in the English language, achieved a proficiency level (PL) of 4.2 in literacy (composite of reading and writing), **and** a 4.8 overall PL (composite of listening, speaking, reading, and writing) on the ACCESS for ELLs®, the annual state-administered assessment of English language proficiency. The percentages of students attaining proficiency increase as their years in the program increase as shown in Table 15.

**Table 15. Number and Percentage of ELL Students Who Attained Proficiency in the English Language, by Number of Years in the Program: SY 2011**

Reason for Exiting ELL Program	Years in ELL Program						Total	
	Less than one year		One year to three years		More than three years			
	No.	Pct. of Total	No.	Pct. of Total	No.	Pct. of Total	No.	Pct. of Total Exited
Exited and attained proficiency* in the English language (Transitioned)	503	1.9%	14,877	55.2%	11,580	43.0%	26,960	85.4%
Exited but have not attained proficiency in the English language**	2,816	88.0%	1,262	7.5%	515	4.5%	4,593	14.6%
Total Exited	3,319	10.5%	16,139	51.1%	12,095	38.3%	31,553	100.0%

\*Attaining a 4.2 proficiency level in literacy and 4.8 proficiency level in the composite scores.

\*\*2011 data on SIS shows that 14.6 percent of ELL students exited the program but did not attain proficiency including 2.0 percent who graduated from high school, 2.7 percent who transferred to another district or program, 0.5 percent who dropped out of school or expelled, 69.3 percent who withdrew from an ELL program at the parent's request, and 24.8 percent who exited for other reasons.

Sources: SY 2011 ELL Report in SIS and 2011 ACCESS

(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 ELL STUDENTS

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

### ***ACCESS for ELLs® Tiers***

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

[http://www.wida.us/assessment/access/tier\\_criteria.aspx](http://www.wida.us/assessment/access/tier_criteria.aspx)

### ***Listening and Reading Caps***

Of the four language domains (listening, speaking, reading, and writing), only listening and reading are capped with a 4.0 PL for Tier A and 5.0 PL for Tier B. This means that in listening and reading, students who took the Tier A form could not receive a PL above 4.0, and students who took the Tier B form could not receive a PL above 5.0. For further explanations on capping proficiency levels for listening and reading at Tiers A and B, please go to:

[http://www.wida.us/assessment/access/ScoreReports/ACCESS\\_Interpretive\\_Guide10.pdf](http://www.wida.us/assessment/access/ScoreReports/ACCESS_Interpretive_Guide10.pdf)

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

The highest percentage of students achieving a composite proficiency level (CPL) of 4.8 or greater was in grade cluster 3-5 (51.6 percent), while the lowest percentage was in Kindergarten (4.1 percent). Moreover, 68.2 percent of Kindergarten students were at composite proficiency level 1 (See Table 16.) Kindergarten students took a non-tiered test, while grades 1-12 took tiered tests (A, B, or C).

Among grades 1-12 students, grade cluster 6-8 has the lowest percentage of students attaining the 4.8 CPL (10.9 percent).

Similarly, the highest percentage of tier-tested students achieving a literacy (combination of reading and writing) proficiency level of 4.2 or greater on the *ACCESS for ELLs®* was in grade cluster 3-5 (59.9 percent) and the lowest was in grade cluster 6-8 (6.7 percent) (See Table 17.)

**Table 16. Number and Percentage of ELL Students, by Composite Proficiency Level (CPL) on the ACCESS for ELLs® and Grade Cluster: SY 2011**

Composite Proficiency Level (CPL)	Grade Cluster										Composite Proficiency Level (CPL) Totals	
	Kindergarten		1-2		3-5		6-8		9-12			
	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of CPL Total
1 - Entering	20392	68.2%	3042	5.6%	915	2.0%	880	4.0%	1209	7.7%	26438	15.8%
2 - Beginning	3855	12.9%	11371	21.0%	2857	6.2%	3225	14.7%	2348	15.0%	23656	14.1%
3 - Developing	3022	10.1%	23106	42.7%	12564	27.2%	9168	41.9%	4381	28.0%	52241	31.2%
4 - Expanding	1735	5.8%	12344	22.8%	19012	41.2%	6757	30.9%	4747	30.4%	44595	26.6%
5 - Bridging	795	2.7%	3660	6.8%	9135	19.8%	1670	7.6%	2470	15.8%	17730	10.6%
6 - Reaching	84	0.3%	539	1.0%	1629	3.5%	169	0.8%	476	3.0%	2897	1.7%
Grade Cluster Totals	29883	100.0%	54062	100.0%	46112	100.0%	21869	100.0%	15631	100.0%	167557	100.0%
> = 4.8 CPL	1228	4.1%	5881	19.7%	15413	51.6%	3114	10.4%	4213	14.1%	29849	17.8%

**Table 17. Number and Percentage of ELL Students, by Literacy Proficiency Level (LPL) on the ACCESS for ELLs® and Grade Cluster: SY 2011**

Literacy Proficiency Level (LPL)	Grade Cluster										Literacy Proficiency Level (LPL) Totals	
	Kindergarten		1-2		3-5		6-8		9-12			
	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of LPL Total
1 - Entering	23495	78.6%	4520	8.4%	950	2.1%	947	4.3%	1164	7.4%	31076	18.5%
2 - Beginning	2508	8.4%	17280	31.9%	3502	7.6%	5675	25.9%	2841	18.0%	31806	19.0%
3 - Developing	2181	7.3%	25055	46.3%	15249	33.0%	11688	53.3%	5313	33.7%	59486	35.4%
4 - Expanding	1325	4.4%	5176	9.6%	18961	41.1%	3070	14.0%	4215	26.8%	32747	19.5%
5 - Bridging	381	1.3%	1871	3.5%	6375	13.8%	475	2.2%	1819	11.5%	10921	6.5%
6 - Reaching	0	0.0%	217	0.4%	1120	2.4%	55	0.3%	404	2.6%	1796	1.1%
Grade Cluster Totals	29890	100.0%	54119	100.0%	46157	100.0%	21910	100.0%	15756	100.0%	167832	100.0%
> = 4.2 LPL	1621	4.2%	5677	14.7%	23185	59.9%	2603	6.7%	5607	14.5%	38693	23.1%



### PROFICIENCY LEVELS OF ELL STUDENTS IN EACH DOMAIN BY TIER ON THE ACCESS for ELLs®

Of the total number of K-12 students who took the 2011 *ACCESS for ELLs*®, 18 percent took the Tier A form, 33 percent took the Tier B form, 31 percent took the Tier C form (an increase of 5 percent from 2010), and 18 percent took the non-tiered form.

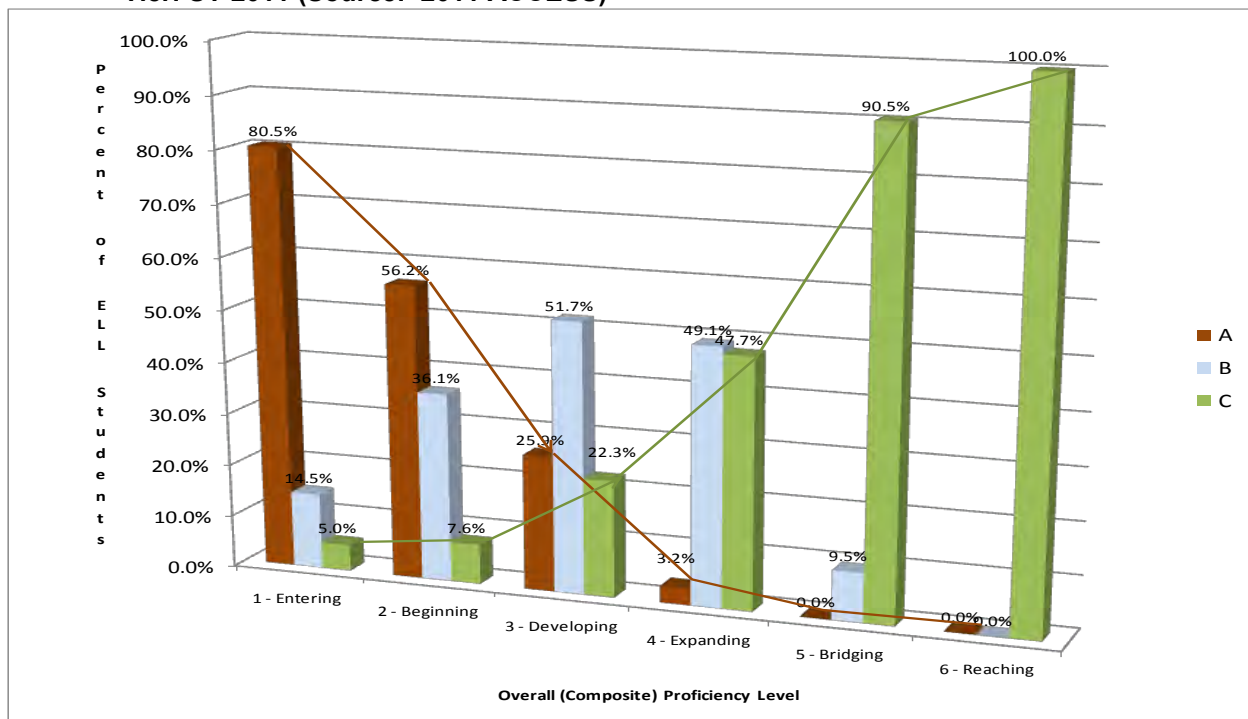
As a consequence of capping scores for listening and reading, no student obtained a 5.0 in Tier A, the form designed for students with the lowest English proficiency; and no student obtained a 6.0 in Tier B, the form designed for students with middle-range English proficiency. Moreover, the effect of vertical scaling resulted in more students in higher tiers obtaining higher PLs.

Analysis of proficiency levels obtained by ELL students in a domain show lower percentages of students obtaining proficiency levels of 4, 5, or 6 in all four language domains in 2011 than in 2010. However, similar to 2010 distribution, more students achieved higher proficiency levels of 4, 5 or 6 in the domains of listening (68 percent), speaking (56 percent) and reading (46 percent). Fewer students achieved a proficiency level of 4, 5 or 6 in writing (23 percent).

### WIDA Language Proficiency Level and Tier

Chart 3 describes the overall (composite) language proficiency levels of grades 1-12 ELL students within a tier. The proficiency level achievements are inversely proportional within Tier A and directly proportional within Tier C. This means that for Tier A, as proficiency level increases, the percentages of students achieving such levels decrease, and for Tier C, as proficiency level increases so do the percentages of students achieving such levels. As shown in Chart 3, close to 81 percent of students at Level 1 took Tier A but there was no Tier A student at Level 6. In contrast, only 5 percent of students at Level 1 took Tier C and all students at Level 6 took Tier C. On the other hand, proficiency level achievements in Tier B simulate normal distribution, peaking at Level 3 (51.7 percent) and declining at Levels 5 and 6.

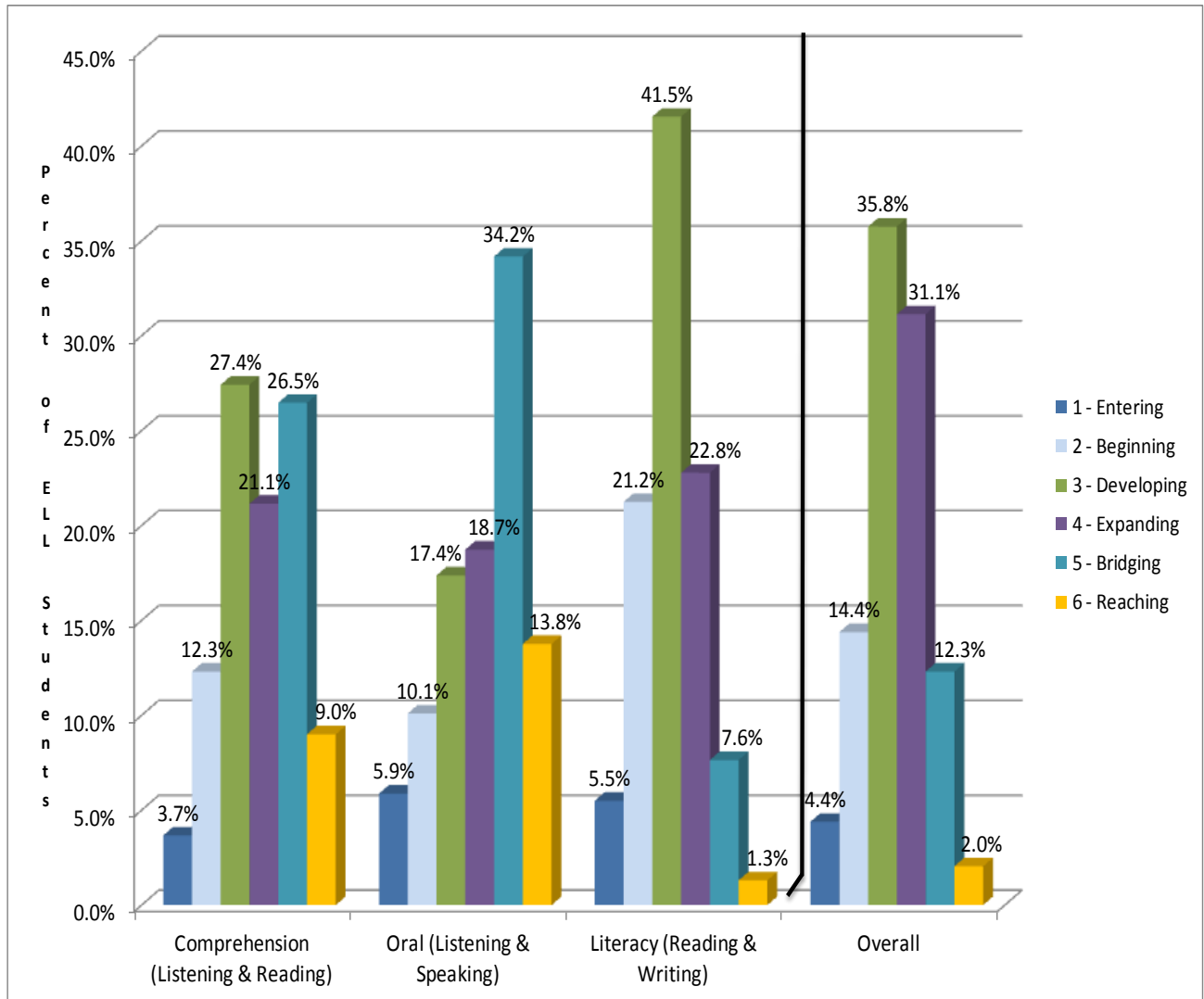
**Chart 3. Percentage of Grades 1-12 ELL Students, by Overall (Composite) Proficiency Level and Tier: SY 2011 (Source: 2011 ACCESS)**



Independent of the type of tier test form that students took, the performance level of grades 1-12 ELL students on the *ACCESS for ELLs*® was highest in oral language with 48.0 percent of students at Level 5 or above. Meanwhile, the largest percentage of grades 1-12 ELL students are still performing at Level 3 or at lower level in literacy (68.3 percent).

The overall proficiency levels of grades 1-12 ELL students showed 55 percent at Level 3 (Developing) or at lower level. The other 45 percent were at Level 4 (Expanding) to Level 6 (Reaching). (See Chart 4.)

**Chart 4. Percentage of Grades 1-12 ELL Students, by Language Proficiency Level in Composite Domains: SY 2011 (Source: 2011 ACCESS)**



## Section 7: PERFORMANCE LEVELS OF ELL STUDENTS ON THE ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) AND THE PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

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The ISAT and PSAE measure individual student achievement relative to the *Illinois Learning Standards*. In 2011, 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 ELL 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.

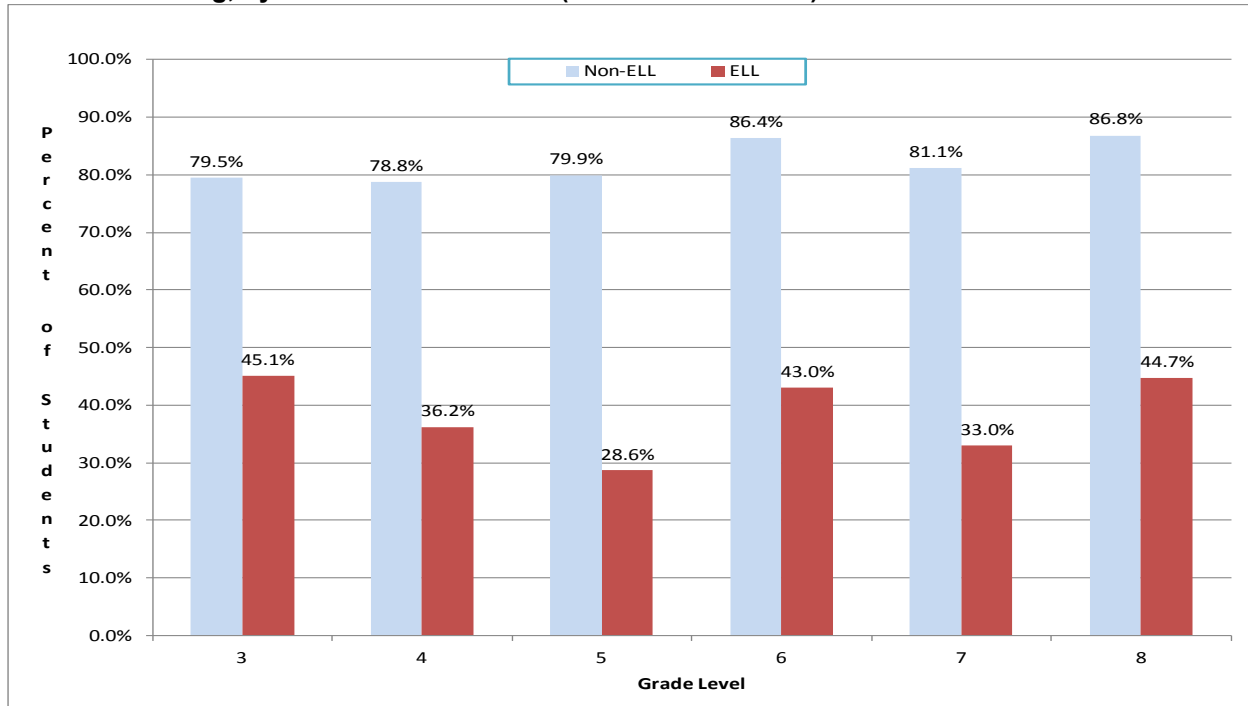
**Academic Warning (W):** Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

### ***COMPARISON OF PERFORMANCE OF ELL STUDENTS WITH THE PERFORMANCE OF NON-ELL STUDENTS ON THE ISAT AND PSAE***

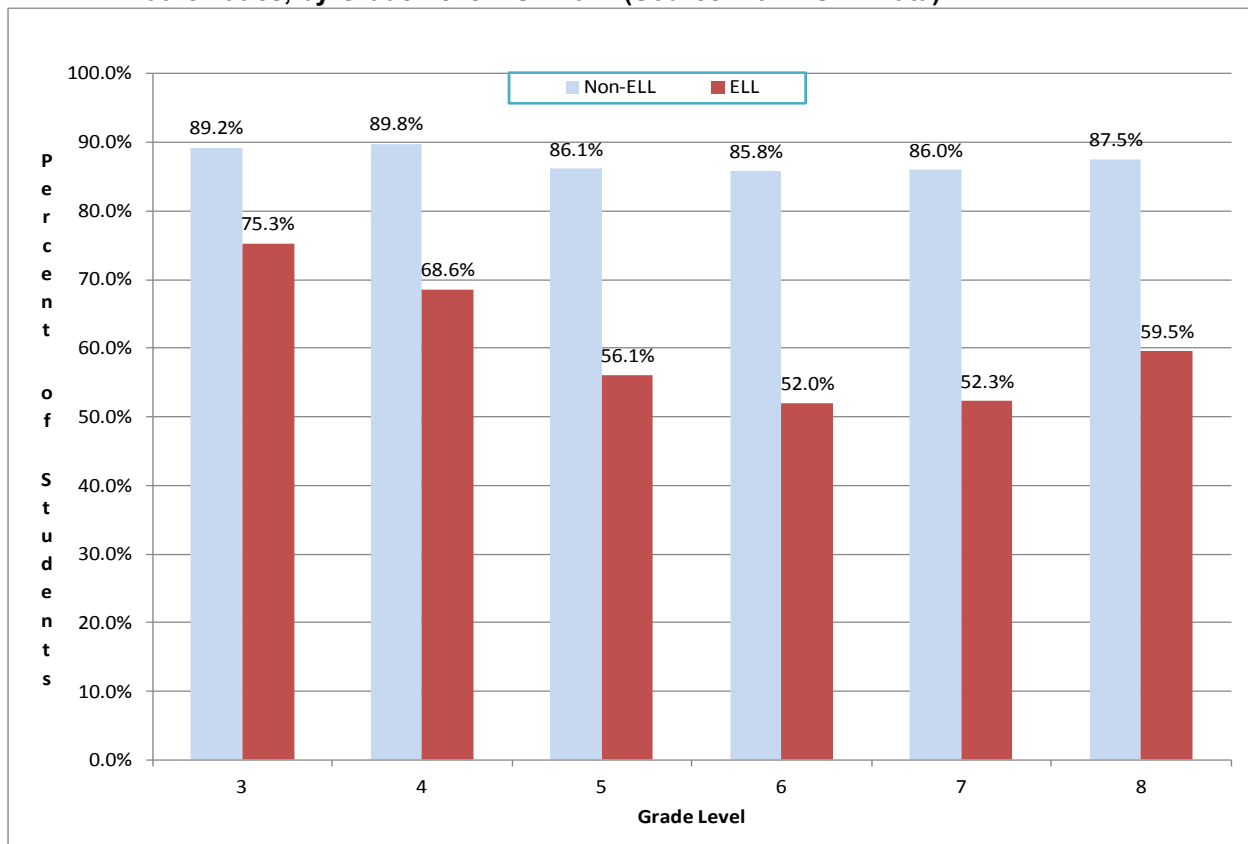
The ISAT and PSAE performance of ELL students, including those with composite English language proficiency levels of 1 through 6 on the ACCESS for ELLs®, was compared with that of students who are not English language learners (non-ELL). As shown in Charts 5 through 7, ELL students lagged behind non-ELL students on ISAT and PSAE at all tested grades in both reading and mathematics. The achievement gaps between ELL and non-ELL are particularly pronounced in grades 4 to 11 in reading, with achievement gaps of at least 42 percentage points, and with achievement gaps of at least 21 percentage points in mathematics. In particular, the achievement gaps in reading are smallest among grade 3 students with 34 percentage points and biggest among grade 5 students with 51 percentage points. Overall, the achievement gaps between ELL and non-ELL students in reading on the ISAT and PSAE is expressed as a 1:2 ratio, i.e., for every one ELL student that met/exceeded the State standards, two non-ELL students met/exceeded the State standards

ELL students performed better in mathematics than in reading on the 2011 state assessments resulting in smaller achievement gaps between non-ELL and ELL students in this subject. Specifically, the achievement gaps in mathematics are smallest among grade 3 students, with a gap of 14 percentage points, and the biggest among grade 11 students, with a gap of 38 percentage points.

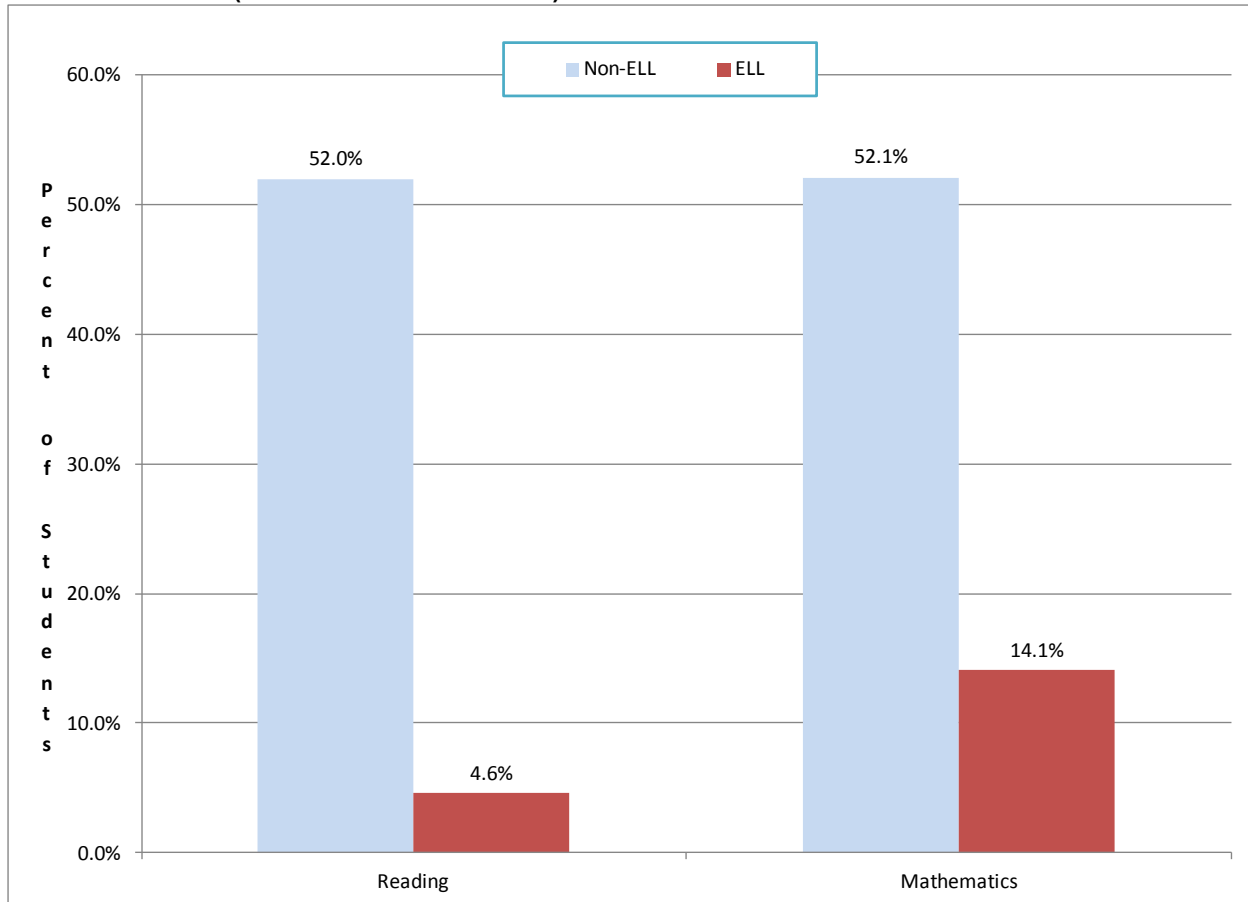
**Chart 5. Comparison of Performance of ELL Students with Non-ELL Students on the 2011 ISAT-Reading, by Grade Level: SY 2011 (Source: 2011 ISAT)**



**Chart 6. Comparison of Performance of ELL Students with Non-ELL Students on the 2011 ISAT-Mathematics, by Grade Level: SY 2011 (Source: 2011 ISAT Data)**



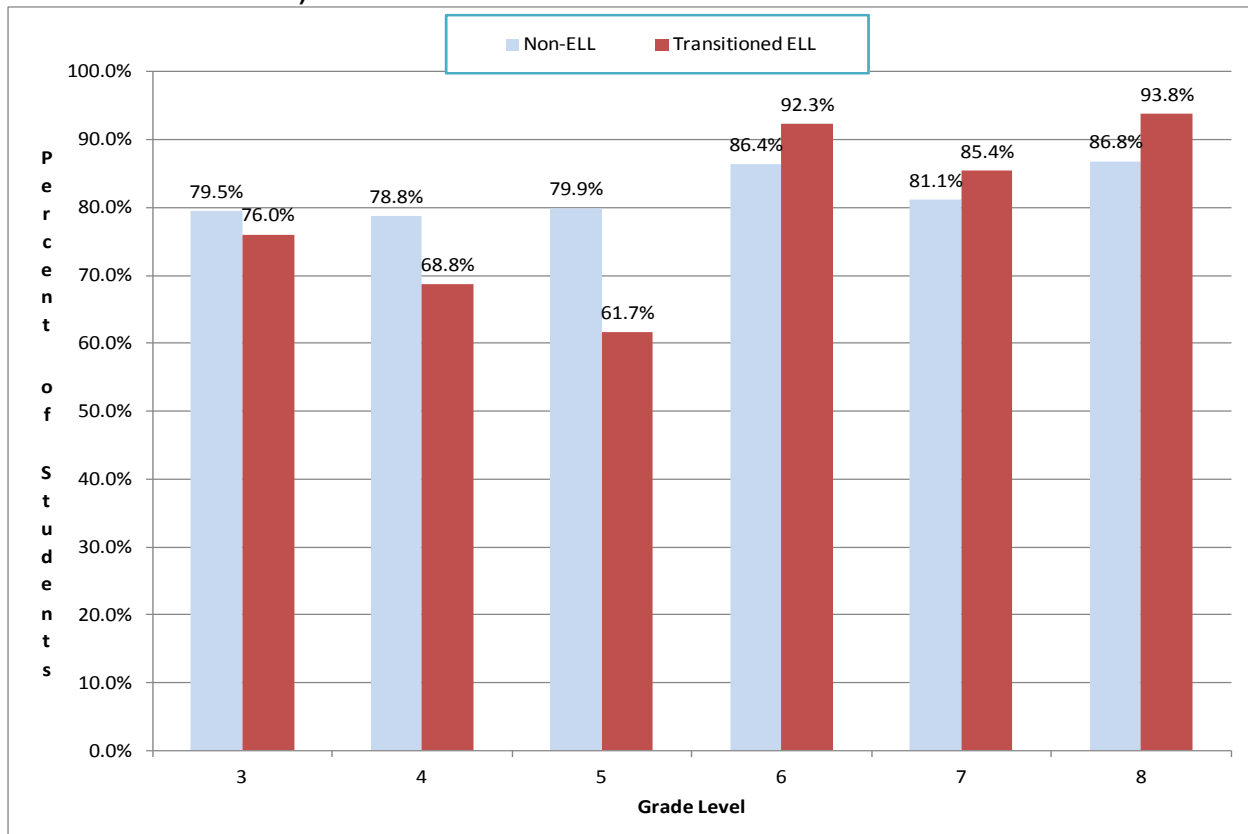
**Chart 7. Comparison of Performance of ELL Students with Non-ELL Students on the 2011 PSAE: SY 2011 (Source: 2011 PSAE Data)**



**COMPARISON OF PERFORMANCE OF ELL STUDENTS WHO WERE TRANSITIONED (OBTAINED A PROFICIENT SCORE) ON THE ACCESS FOR ELLS® WITH THE PERFORMANCE OF NON-ELL STUDENTS ON THE ISAT AND PSAE**

When the performance on the ISAT and PSAE of non-ELL students was compared to ELL students who attained English language proficiency in SY 2011 (transitioned), the achievement gaps were reversed for some grades in reading and most grades in mathematics. (See Charts 8 to 10.) Not only were the achievement gaps reduced, but transitioned ELL students surpassed the achievement levels of non-ELL students. Specifically, in reading, there were higher percentages of grades 6 to 8 transitioned ELL students that met/exceeded standards compared to non-ELL students at the same grade levels.

**Chart 8. Comparison of Performance of Transitioned ELL Students\* with Non-ELL Students on the 2011 ISAT- Reading, by Grade Level: SY 2011 (Sources: 2011 ISAT and 2011 ACCESS Data)**

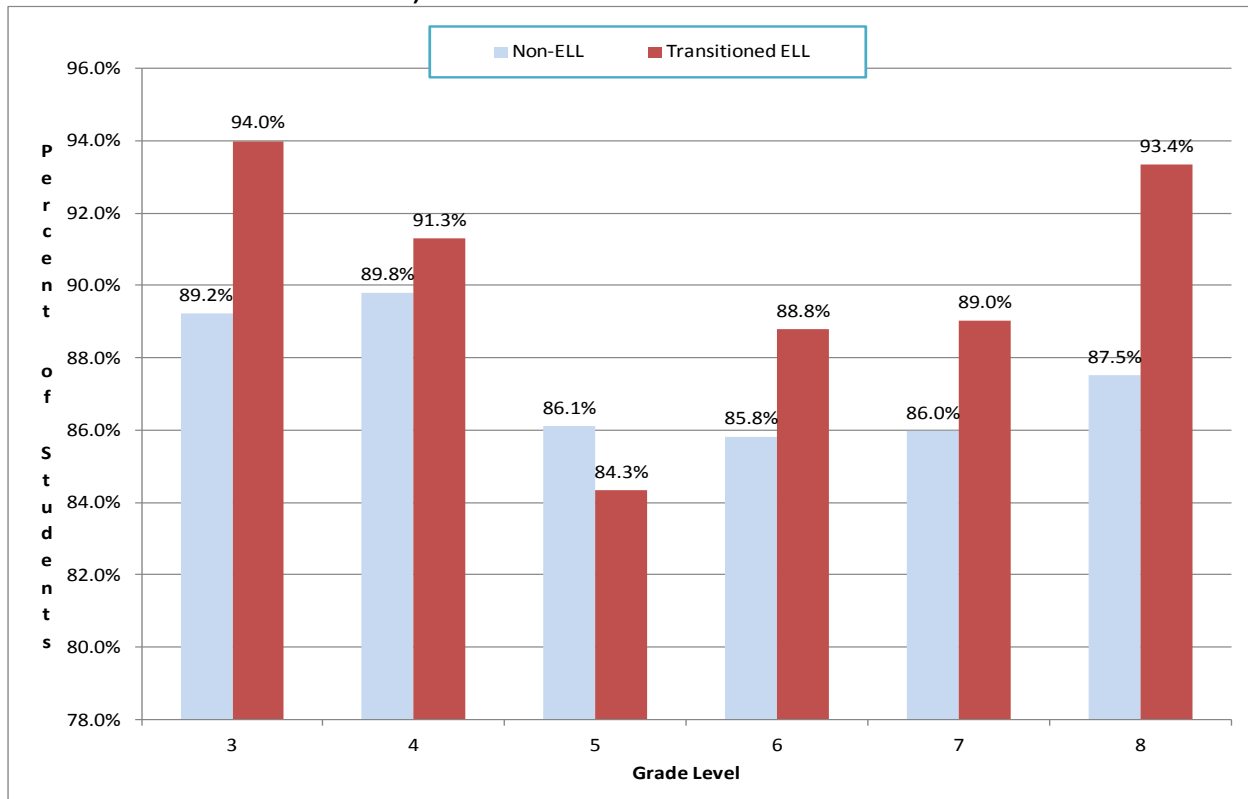


\*Transitioned ELL students obtained an overall (composite) proficiency level of at least 4.8 and literacy proficiency level of at least 4.2 on the 2011 ACCESS for ELLs®.

In mathematics, except in grades 5 and 11, transitioned ELL students surpassed the achievement levels of non-ELL students. The achievement gap is highest among grade 8 students where 93.4 percent of transitioned ELL students' met/exceeded standards compared to 87.5 percent of non-ELL students.

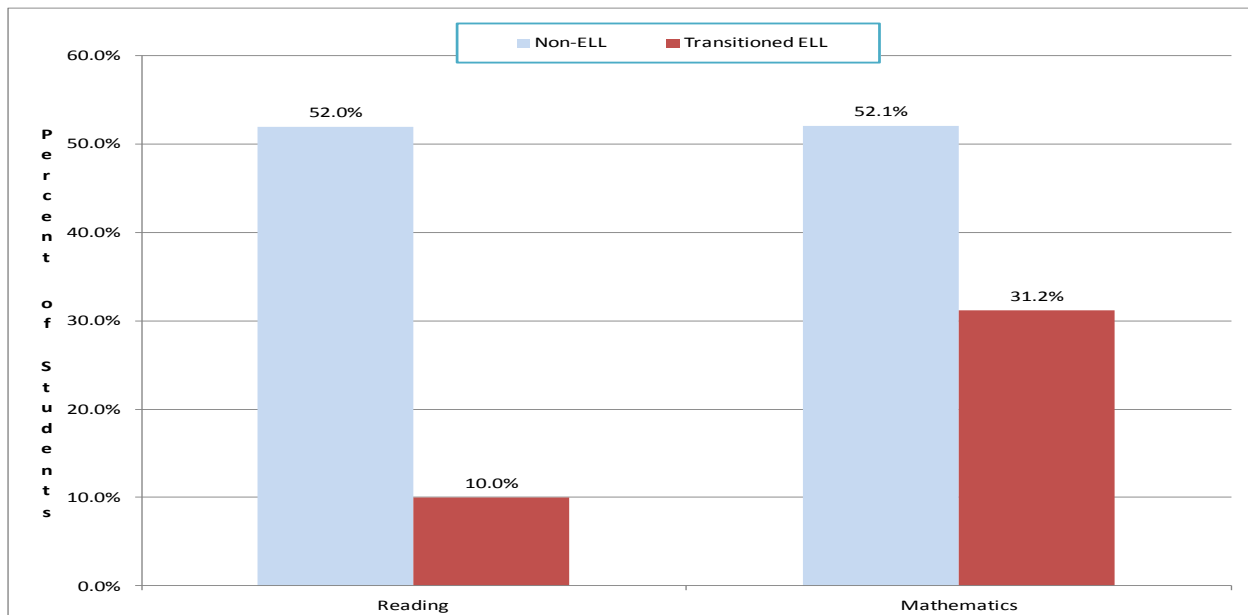
Overall, transitioned ELL students performed at 7 percentage points higher than non-ELL students in mathematics.

**Chart 9. Comparison of Performance of Transitioned ELL Students\* with Non-ELL Students on the 2011 ISAT- Mathematics, by Grade Level: SY 2011 (Sources: 2011 ISAT and 2011 ACCESS Data)**



\*Transitioned ELL students obtained an overall (composite) proficiency level of at least 4.8 and literacy proficiency level of at least 4.2 on the 2011 ACCESS for ELLs®.

**Chart 10. Comparison of Performance of Transitioned ELL Students\* with Non-ELL Students on the 2011 PSAE: SY 2011 (Sources: 2011 PSAE and 2011 ACCESS Data)**



\*Transitioned ELL students obtained an overall (composite) proficiency level of at least 4.8 and literacy proficiency level of at least 4.2 on the 2011 ACCESS for ELLs®.

## **PART C**

### **ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs)**

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#### **Section 8: ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs)— ACCOUNTABILITY MODEL OF NCLB, TITLE III**

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##### **Illinois AMAO Criteria and Targets for SY 2011**

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 2011, 208 Illinois school districts received Title III funds, including 24 districts that participated in 11 consortia. Each multi-district consortium is considered a single subgrantee, so the total number of Title III subgrantees in SY 2011 was 195. Districts lacking the minimum number of ELL students required to receive Title III funds partner with other districts to qualify for these funds. These district partnerships are called “consortia.” AMAOs for consortia are calculated by compiling or combining ELP assessment and other applicable data for consortium members and determining whether the consortium has met the State’s AMAOs. Subgrantees that receive Title III funds are held accountable for attaining the State’s AMAOs. AMAOs have three criteria: 1) AMAO 1 – ELL students making progress in the English language, 2) AMAO 2 – ELL students attaining proficiency in the English language, and 3) AMAO 3 – Making Adequate Yearly Progress (AYP) for ELL subgroups. The Illinois State Board of Education (ISBE) has set the following targets and performance criteria for each AMAO for SY 2011:

1. Making Progress in the English Language (AMAO 1) — To meet AMAO 1, 54.4 percent of ELL students in the district/consortium must make progress on the ACCESS for ELLS<sup>®</sup>. This objective shall apply provided that the number of students in the cohort is no fewer than 45. ELL students make progress if they make a 6.0 proficiency level in the second of the two years compared, or make at least a 0.50 increase in their proficiency levels in two years in their overall (composite) proficiency levels. A 95 percent “confidence interval” is applied to the calculation.
2. Attaining English Language Proficiency (AMAO 2) — To meet AMAO 2, 8 percent of ELL students in the district/consortium must attain proficiency in the English language. Students who attained proficiency in the English language achieved a level of 4.2 or higher in literacy and a level of 4.8 or higher on their overall scores in the ACCESS for ELLS<sup>®</sup>. This objective shall apply provided that the number of students tested is no fewer than 45.
3. Making Adequate Yearly Progress (AYP) for the ELL Subgroup (AMAO 3) — A school district/consortium must make AYP for ELL students served by programs funded under Title III. Calculations are based on similar academic achievement formulas used for Title I AYP using any or all of the State tests: Illinois Standards Achievement Test, Prairie State Achievement Examination, and Illinois Alternate Assessment. AYP is calculated only if the school district has the minimum number (45) of ELL students in tested grades (grades 3 through 8 and/or grade 11).

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



## Illinois AMAO Results for SY 2011

Of the 195 Title III subgrantees (districts and consortia) in SY 2011, 48 percent met all three AMAO criteria and 49 percent did not meet at least one of the three AMAO criteria. Close to 87 percent of subgrantees met AMAO1, 95 percent met AMAO 2 and close to 32 percent met AMAO 3. (See Table 18.)

**Table 18. Number and Percentage of Title III Subgrantees Meeting/Not Meeting AMAOs: SY 2011**

AMAO Criteria	No Status*		Did Not Meet		Met	
	Number	Pct of Total	Number	Pct of Total	Number	Pct of Total
AMAO 1 - Making Progress in the English Language	17	8.7	9	4.6	169	86.7
AMAO 2 - Attaining English Language Proficiency	5	2.6	4	2.1	186	95.4
AMAO 3 - Making AYP for LEP Subgroup	41	21.0	92	47.2	62	31.8
All Three AMAOs	5	2.6	96	49.2	94	48.2

\*Districts that do not have AMAO statuses are districts that did not have the number of ELL student scores required for AMAO calculations. For all three AMAOs, the number of scores required for calculations is 45.

## Number of Districts that Received Title III Funds and Number of Times Met AMAOs: SY 2004 - SY 2011

During SY 2004 through SY 2011, 256 school districts received Title III funds of which 132 (51.6 percent) received funds for eight consecutive years. In addition, 27 (10.5 percent) of the 256 districts received funds for seven consecutive years, 16 (6.3 percent) for six consecutive years, and 18 (7 percent) for five consecutive years. In the span of eight years (2004 thru 2011), 208 districts did not meet AMAOs for at least one year. In particular, one district did not meet AMAOs for eight consecutive years. (See Table 19.)

**Table 19. Number and Percentage of School Districts, by Year(s) of Receiving Title III Funds and by Year(s) of Not Meeting AMAOs: SY 2004 – SY 2011**

	Year(s) of Receiving Title III Funds (2004-2011)								Total
	One Year	Two Years	Three Years	Four Years	Five Years	Six Years	Seven Years	Eight Years	
No. of District(s)	27	15	14	7	18	16	27	132	256
Pct. of Total	10.5%	5.9%	5.5%	2.7%	7.0%	6.3%	10.5%	51.6%	100.0%
	Year(s) of Not Meeting AMAOs (2004-2011)								Total
	One Year	Two Years	Three Years	Four Years	Five Years	Six Years	Seven Years	Eight Years	
No. of District(s)	60	37	39	29	21	11	10	1	208
Pct. of Total	28.8%	17.8%	18.8%	13.9%	10.1%	5.3%	4.8%	0.5%	100.0%

The number of Title III recipients that met AMAOs increased annually from SY 2004 to SY 2007 but dropped significantly in SY 2008 and continued to drop in SY 2011. (See Table 20.) The drops are attributed to not meeting AMAO 3 (making AYP for the ELL subgroup.)

**Table 20. AMAO Status of Title III Districts/Consortia: SY 2004 - SY 2011**

AMAO School Year	No Status		Did not meet		Met		Total	
	No.	Pct. of Total	No.	Pct. of Total	No.	Pct. of Total	No. of Subgrantees	No. of Districts
2004	4	2.3%	80	46.5%	88	51.2%	172	172
2005	4	2.0%	64	32.7%	128	65.3%	196	196
2006	23	11.3%	45	22.2%	135	66.5%	203	203
2007	14	7.1%	15	7.7%	167	85.2%	196	196
2008*	15	7.7%	80	40.8%	101	51.5%	196	196
2009**	0	0.0%	68	40.7%	99	59.3%	167	195
2010***	1	0.6%	90	50.8%	86	48.6%	177	192
2011	5	2.6%	96	49.2%	94	48.2%	195	208

\*ELL students were required to take the ISAT or PSAE in lieu of IMAGE.

\*\*SY 2009 is the first year that AMAOs for consortia were calculated.

\*\*\*First Year of 4.8 CPL and 4.2 Literacy PL implementation.

### The Consequences for Not Attaining AMAOs

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

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

After four consecutive years of not meeting AMAOs:

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

SY 2011 was the eight year of AMAO implementation. In SY 2011, 35 Title III school districts did not meet AMAOs for two consecutive years (SY 2010 and SY 2011), and 25 districts did not meet AMAO for four consecutive years (SY 2008 to SY 2011).

## Appendix A

**Number and Percentage of ELL Students, by Language and District: SY 2011**

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Addison SD 4	1,131	91.7	103	8.3	1,234	0.63
Adlai E Stevenson HSD 125	13	19.1	55	80.9	68	0.03
Albers SD 63	2	100.0	0	0.0	2	0.00
Alden Hebron SD 19	36	83.7	7	16.3	43	0.02
Alsip-Hazlgrn-Oaklwn SD 126	149	53.8	128	46.2	277	0.14
Altamont CUSD 10	1	100.0	0	0.0	1	0.00
Alton CUSD 11	10	52.6	9	47.4	19	0.01
American Association of Uni	5	100.0	0	0.0	5	0.00
Anna CCSD 37	9	100.0	0	0.0	9	0.00
Anna Jonesboro CHSD 81	1	100.0	0	0.0	1	0.00
Annawan CUSD 226	-	0.0	5	100.0	5	0.00
Antioch CCSD 34	65	59.1	45	40.9	110	0.06
Aptakisic-Tripp CCSD 102	29	8.1	329	91.9	358	0.18
Arbor Park SD 145	119	63.6	68	36.4	187	0.09
Arcola CUSD 306	77	97.5	2	2.5	79	0.04
Argenta-Oreana CUSD 1	1	50.0	1	50.0	2	0.00
Argo CHSD 217	36	40.4	53	59.6	89	0.05
Arlington Heights SD 25	116	33.1	234	66.9	350	0.18
Arthur CUSD 305	2	50.0	2	50.0	4	0.00
Ashton-Franklin Center CUSD 275	1	100.0	0	0.0	1	0.00
Athens CUSD 213	2	66.7	1	33.3	3	0.00
Atwood Heights SD 125	45	90.0	5	10.0	50	0.03
Auburn CUSD 10	-	0.0	1	100.0	1	0.00
Aurora East USD 131	5,558	99.5	26	0.5	5,584	2.83
Aurora West USD 129	1,739	89.2	211	10.8	1,950	0.99
Avoca SD 37	5	41.7	7	58.3	12	0.01
Ball Chatham CUSD 5	7	35.0	13	65.0	20	0.01
Bannockburn SD 106	1	9.1	10	90.9	11	0.01
Barrington CUSD 220	612	83.4	122	16.6	734	0.37
Bartonville SD 66	-	0.0	1	100.0	1	0.00
Batavia USD 101	169	79.0	45	21.0	214	0.11
Beach Park CCSD 3	286	92.0	25	8.0	311	0.16
Beardstown CUSD 15	478	88.2	64	11.8	542	0.27
Beecher CUSD 200U	25	89.3	3	10.7	28	0.01
Belle Valley SD 119	2	100.0	0	0.0	2	0.00
Belleville SD 118	4	80.0	1	20.0	5	0.00
Belleville Twp HSD 201	4	36.4	7	63.6	11	0.01
Bellwood SD 88	725	98.5	11	1.5	736	0.37
Belvidere CUSD 100	886	97.6	22	2.4	908	0.46
Bement CUSD 5	-	0.0	2	100.0	2	0.00
Benjamin SD 25	14	32.6	29	67.4	43	0.02
Bensenville SD 2	719	89.1	88	10.9	807	0.41
Berkeley SD 87	825	97.6	20	2.4	845	0.43
Berwyn North SD 98	773	95.1	40	4.9	813	0.41
Berwyn South SD 100	838	96.7	29	3.3	867	0.44
Bethalto CUSD 8	1	7.7	12	92.3	13	0.01
Big Hollow SD 38	93	66.4	47	33.6	140	0.07
Bismarck Henning CUSD	2	50.0	2	50.0	4	0.00

## Appendix A

**Number and Percentage of ELL Students, by Language and District: SY 2011 (Continued)**

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Bloom Twp HSD 206	79	95.2	4	4.8	83	0.04
Bloomington SD 13	16	42.1	22	57.9	38	0.02
Bloomington SD 87	234	77.5	68	22.5	302	0.15
Blue Ridge CUSD 18	-	0.0	2	100.0	2	0.00
Bond County CUSD 2	2	40.0	3	60.0	5	0.00
Bourbonnais SD 53	22	71.0	9	29.0	31	0.02
Bradley Bourbonnais CHSD 307	16	88.9	2	11.1	18	0.01
Bradley SD 61	116	94.3	7	5.7	123	0.06
Breese SD 12	25	100.0	0	0.0	25	0.01
Bremen CHSD 228	55	55.6	44	44.4	99	0.05
Brookfield Lagrange Park SD 95	40	81.6	9	18.4	49	0.02
Brookwood SD 167	135	92.5	11	7.5	146	0.07
Brown County CUSD 1	2	100.0	0	0.0	2	0.00
Brussels CUSD 42	2	100.0	0	0.0	2	0.00
Bunker Hill CUSD 8	-	0.0	1	100.0	1	0.00
Burbank SD 111	392	46.5	451	53.5	843	0.43
Bureau/Henry/Stark ROE	5	100.0	0	0.0	5	0.00
Burnham SD 154-5	3	100.0	0	0.0	3	0.00
Bushnell Prairie City CUSD 170	1	100.0	0	0.0	1	0.00
Butler SD 53	-	0.0	6	100.0	6	0.00
Byron CUSD 226	2	25.0	6	75.0	8	0.00
Caboose Club Inc	14	100.0	0	0.0	14	0.01
Cahokia CUSD 187	-	0.0	3	100.0	3	0.00
Calumet City SD 155	187	97.4	5	2.6	192	0.10
Calumet Public SD 132	106	100.0	0	0.0	106	0.05
Cambridge Lakes Preschool	5	31.3	11	68.8	16	0.01
Canton Union SD 66	2	22.2	7	77.8	9	0.00
Carbon Cliff-Barstow SD 36	-	0.0	4	100.0	4	0.00
Carbondale CHSD 165	12	50.0	12	50.0	24	0.01
Carbondale ESD 95	90	66.7	45	33.3	135	0.07
Carlinville CUSD 1	-	0.0	1	100.0	1	0.00
Carlyle CUSD 1	2	100.0	0	0.0	2	0.00
Carmi-White County CUSD 5	2	33.3	4	66.7	6	0.00
Carroll/Jo Daviess/Stephenson ROE	1	100.0	0	0.0	1	0.00
Cartersville CUSD 5	6	75.0	2	25.0	8	0.00
Carthage ESD 317	11	91.7	1	8.3	12	0.01
Cary CCSD 26	217	90.4	23	9.6	240	0.12
Cass SD 63	23	31.5	50	68.5	73	0.04
Catholic Charities of Joli	21	95.5	1	4.5	22	0.01
Catlin CUSD 5	-	0.0	1	100.0	1	0.00
CCSD 168	70	97.2	2	2.8	72	0.04
CCSD 180	9	56.3	7	43.8	16	0.01
CCSD 62	1,097	67.8	522	32.2	1,619	0.82
CCSD 89	60	46.2	70	53.8	130	0.07
CCSD 93	301	49.3	309	50.7	610	0.31
Center Cass SD 66	5	33.3	10	66.7	15	0.01
Central CHSD 71	21	100.0	0	0.0	21	0.01

## Appendix A

**Number and Percentage of ELL Students, by Language and District: SY 2011 (Continued)**

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Central CUSD 3	1	100.0	0	0.0	1	0.00
Central CUSD 301	111	66.5	56	33.5	167	0.08
Central CUSD 4	1	100.0	0	0.0	1	0.00
Central SD 104	6	50.0	6	50.0	12	0.01
Central Stickney SD 110	84	79.2	22	20.8	106	0.05
Centralia HSD 200	2	100.0	0	0.0	2	0.00
Centralia SD 135	-	0.0	2	100.0	2	0.00
Champaign County of	2	100.0	0	0.0	2	0.00
Champaign CUSD 4	291	45.5	349	54.5	640	0.32
Chaney-Monge SD 88	40	100.0	0	0.0	40	0.02
Channahon SD 17	11	84.6	2	15.4	13	0.01
Charleston CUSD 1	5	38.5	8	61.5	13	0.01
Cherished Children Early L	10	100.0	0	0.0	10	0.01
Chester CUSD 139	2	66.7	1	33.3	3	0.00
Chicago Heights SD 170	578	99.3	4	0.7	582	0.29
Chicago Ridge SD 127-5	43	12.2	310	87.8	353	0.18
Child Care Resource & Refe	1	100.0	0	0.0	1	0.00
Childrens Ctr Cicero-Ber	16	100.0	0	0.0	16	0.01
Childrens Home and Aid Soc	22	95.7	1	4.3	23	0.01
Childtime Childcare Inc	22	84.6	4	15.4	26	0.01
Christ United Methodist Ch	2	28.6	5	71.4	7	0.00
CHSD 117	2	28.6	5	71.4	7	0.00
CHSD 128	14	42.4	19	57.6	33	0.02
CHSD 155	68	97.1	2	2.9	70	0.04
CHSD 218	133	69.3	59	30.7	192	0.10
CHSD 94	166	92.2	14	7.8	180	0.09
CHSD 99	36	36.4	63	63.6	99	0.05
Cicero SD 99	7,495	99.6	32	0.4	7,527	3.81
City of Chicago SD 299	58,239	86.5	9,115	13.5	67,354	34.12
Clinton CUSD 15	10	90.9	1	9.1	11	0.01
Cobden SUD 17	57	100.0	0	0.0	57	0.03
Collinsville CUSD 10	440	96.7	15	3.3	455	0.23
Colona SD 190	2	100.0	0	0.0	2	0.00
Columbia CUSD 4	-	0.0	3	100.0	3	0.00
Comm Cons SD 59	1,602	72.4	612	27.6	2,214	1.12
Cons HSD 230	7	4.9	137	95.1	144	0.07
Cons SD 158	123	54.4	103	45.6	226	0.11
Cook County SD 130	888	97.5	23	2.5	911	0.46
Counton Learning Centers I	1	50.0	1	50.0	2	0.00
Country Club Hills SD 160	5	83.3	1	16.7	6	0.00
County of Winnebago SD 320	58	96.7	2	3.3	60	0.03
Creston CCSD 161	1	100.0	0	0.0	1	0.00
Crete Monee CUSD 201U	65	75.6	21	24.4	86	0.04
Crystal Lake CCSD 47	486	88.4	64	11.6	550	0.28
CUSD 200	674	56.4	520	43.6	1,194	0.60
CUSD 201	48	64.9	26	35.1	74	0.04
CUSD 300	2,288	87.7	320	12.3	2,608	1.32
Dakota CUSD 201	1	20.0	4	80.0	5	0.00

## Appendix A

**Number and Percentage of ELL Students, by Language and District: SY 2011 (Continued)**

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Damiansville SD 62	1	100.0	0	0.0	1	0.00
Danville CCSD 118	93	86.9	14	13.1	107	0.05
Darien SD 61	109	49.5	111	50.5	220	0.11
Decatur SD 61	53	69.7	23	30.3	76	0.04
Deerfield SD 109	13	50.0	13	50.0	26	0.01
DeKalb CUSD 428	452	90.4	48	9.6	500	0.25
DePue USD 103	214	99.5	1	0.5	215	0.11
Diamond Lake SD 76	379	91.8	34	8.2	413	0.21
Dixon USD 170	12	57.1	9	42.9	21	0.01
Dolton SD 148	34	70.8	14	29.2	48	0.02
Dolton SD 149	8	100.0	0	0.0	8	0.00
Downers Grove GSD 58	122	56.2	95	43.8	217	0.11
Dunlap CUSD 323	16	8.8	165	91.2	181	0.09
DuPage HSD 88	142	84.0	27	16.0	169	0.09
Duquoin CUSD 300	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	1	100.0	1	0.00
Early Explorations Too Inc	-	0.0	1	100.0	1	0.00
East Dubuque USD 119	-	0.0	8	100.0	8	0.00
East Maine SD 63	434	32.5	901	67.5	1,335	0.68
East Moline SD 37	218	69.4	96	30.6	314	0.16
East Peoria SD 86	5	38.5	8	61.5	13	0.01
East Prairie SD 73	16	15.1	90	84.9	106	0.05
East St Louis SD 189	30	100.0	0	0.0	30	0.02
Eastland CUSD 308	-	0.0	1	100.0	1	0.00
Edwards County CUSD 1	-	0.0	3	100.0	3	0.00
Edwardsville CUSD 7	22	34.9	41	65.1	63	0.03
Effingham CUSD 40	32	88.9	4	11.1	36	0.02
Egyptian CUSD 5	1	100.0	0	0.0	1	0.00
El Paso-Gridley CUSD 11	-	0.0	3	100.0	3	0.00
Elmhurst SD 205	308	68.4	142	31.6	450	0.23
Elmwood CUSD 322	-	0.0	1	100.0	1	0.00
Elmwood Park CUSD 401	185	49.7	187	50.3	372	0.19
Elwood CCSD 203	3	100.0	0	0.0	3	0.00
Erie CUSD 1	-	0.0	1	100.0	1	0.00
ESD 159	18	85.7	3	14.3	21	0.01
Eswood CCSD 269	10	90.9	1	9.1	11	0.01
Evanston CCSD 65	608	70.7	252	29.3	860	0.44
Evanston Twp HSD 202	44	58.7	31	41.3	75	0.04
Evergreen Park CHSD 231	8	100.0	0	0.0	8	0.00
Evergreen Park ESD 124	124	87.9	17	12.1	141	0.07
Fairmont SD 89	26	100.0	0	0.0	26	0.01
Fairview SD 72	17	21.5	62	78.5	79	0.04
Farmington Central CUSD 265	1	100.0	0	0.0	1	0.00
Fenton CHSD 100	53	86.9	8	13.1	61	0.03
Fieldcrest CUSD 6	13	92.9	1	7.1	14	0.01
First Step Preschool	-	0.0	1	100.0	1	0.00
Flora CUSD 35	2	100.0	0	0.0	2	0.00

## Appendix A

**Number and Percentage of ELL Students, by Language and District: SY 2011 (Continued)**

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Flossmoor SD 161	56	76.7	17	23.3	73	0.04
Forest Park SD 91	57	76.0	18	24.0	75	0.04
Forest Ridge SD 142	87	55.1	71	44.9	158	0.08
Fox Lake GSD 114	41	93.2	3	6.8	44	0.02
Fox River Grove Cons SD 3	19	67.9	9	32.1	28	0.01
Frankfort CCSD 157C	10	43.5	13	56.5	23	0.01
Frankfort CUSD 168	-	0.0	1	100.0	1	0.00
Franklin Park SD 84	218	78.4	60	21.6	278	0.14
Freeport SD 145	105	94.6	6	5.4	111	0.06
Fremont SD 79	105	46.9	119	53.1	224	0.11
Galena USD 120	31	93.9	2	6.1	33	0.02
Galesburg CUSD 205	101	82.8	21	17.2	122	0.06
Gallatin CUSD 7	7	100.0	0	0.0	7	0.00
Galva CUSD 224	1	100.0	0	0.0	1	0.00
Gardner CCSD 72C	1	100.0	0	0.0	1	0.00
Gavin SD 37	78	94.0	5	6.0	83	0.04
Geneva CUSD 304	57	69.5	25	30.5	82	0.04
Genoa Kingston CUSD 424	100	95.2	5	4.8	105	0.05
Georgetown-Ridge Farm CUD 4	2	100.0	0	0.0	2	0.00
Germantown SD 60	5	100.0	0	0.0	5	0.00
Gibson City-Melvin-Sibley CUSD 5	-	0.0	1	100.0	1	0.00
Gillespie CUSD 7	-	0.0	2	100.0	2	0.00
Glen Ellyn SD 41	203	44.8	250	55.2	453	0.23
Glenbard Twp HSD 87	147	49.8	148	50.2	295	0.15
Glencoe SD 35	-	0.0	9	100.0	9	0.00
Glenview CCSD 34	321	48.9	335	51.1	656	0.33
Golf ESD 67	3	4.7	61	95.3	64	0.03
Goreville CUD 1	-	0.0	1	100.0	1	0.00
Gower SD 62	5	26.3	14	73.7	19	0.01
Grand Ridge CCSD 95	1	50.0	1	50.0	2	0.00
Granite City CUSD 9	115	90.6	12	9.4	127	0.06
Grant CCSD 110	-	0.0	4	100.0	4	0.00
Grant CHSD 124	27	77.1	8	22.9	35	0.02
Grant Park CUSD 6	-	0.0	1	100.0	1	0.00
Grayslake CCSD 46	339	71.2	137	28.8	476	0.24
Grayslake CHSD 127	48	68.6	22	31.4	70	0.04
Gurnee SD 56	241	85.2	42	14.8	283	0.14
Hall HSD 502	21	100.0	0	0.0	21	0.01
Hamilton CCSD 328	2	100.0	0	0.0	2	0.00
Hamilton Co CUSD 10	7	87.5	1	12.5	8	0.00
Hamilton/Jefferson ROE	-	0.0	3	100.0	3	0.00
Harlem UD 122	146	65.8	76	34.2	222	0.11
Harmony Emge SD 175	-	0.0	1	100.0	1	0.00
Harrisburg CUSD 3	1	100.0	0	0.0	1	0.00
Harrison SD 36	18	72.0	7	28.0	25	0.01
Harvard CUSD 50	730	99.2	6	0.8	736	0.37
Harvey SD 152	63	98.4	1	1.6	64	0.03
Hawthorn CCSD 73	505	71.4	202	28.6	707	0.36



## Appendix A

**Number and Percentage of ELL Students, by Language and District: SY 2011 (Continued)**

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	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Hazel Crest SD 152-5	1	100.0	0	0.0	1	0.00
Herrin CUSD 4	-	0.0	1	100.0	1	0.00
Herscher CUSD 2	3	100.0	0	0.0	3	0.00
Highland CUSD 5	5	26.3	14	73.7	19	0.01
Highland Pk Com Nur Sch an	14	93.3	1	6.7	15	0.01
Hillside SD 93	57	95.0	3	5.0	60	0.03
Hinsdale CCSD 181	27	35.1	50	64.9	77	0.04
Hinsdale Twp HSD 86	14	23.3	46	76.7	60	0.03
Homer CCSD 33C	9	19.1	38	80.9	47	0.02
Homewood Flossmoor CHSD 233	1	25.0	3	75.0	4	0.00
Homewood SD 153	16	80.0	4	20.0	20	0.01
Hononegah CHD 207	3	21.4	11	78.6	14	0.01
Hoopeston Area CUSD 11	14	93.3	1	6.7	15	0.01
Hoover-Schrum Memorial SD 157	82	97.6	2	2.4	84	0.04
IDJJ Sch Dist 428	6	100.0	0	0.0	6	0.00
Il Valley Central USD 321	11	55.0	9	45.0	20	0.01
Illini West H S Dist 307	1	100.0	0	0.0	1	0.00
Indian Creek CUSD 425	13	100.0	0	0.0	13	0.01
Indian Prairie CUSD 204	694	41.8	965	58.2	1,659	0.84
Indian Springs SD 109	116	22.0	412	78.0	528	0.27
Iroquois County CUSD 9	16	80.0	4	20.0	20	0.01
Iroquois West CUSD 10	53	94.6	3	5.4	56	0.03
Itasca SD 10	23	36.5	40	63.5	63	0.03
Iuka CCSD 7	-	0.0	1	100.0	1	0.00
J S Morton HSD 201	649	98.2	12	1.8	661	0.33
Jacksonville SD 117	14	51.9	13	48.1	27	0.01
Jamaica CUSD 12	2	100.0	0	0.0	2	0.00
Jasper County CUD 1	1	100.0	0	0.0	1	0.00
Jersey CUSD 100	-	0.0	1	100.0	1	0.00
Jewish Community Centers o	-	0.0	2	100.0	2	0.00
JFH Academy Inc	4	40.0	6	60.0	10	0.01
Joliet PSD 86	2,245	98.2	41	1.8	2,286	1.16
Joliet Twp HSD 204	177	95.7	8	4.3	185	0.09
Jonesboro CCSD 43	1	100.0	0	0.0	1	0.00
Kaneland CUSD 302	101	78.9	27	21.1	128	0.06
Kankakee SD 111	601	97.7	14	2.3	615	0.31
Keeneyville SD 20	174	68.5	80	31.5	254	0.13
Kenilworth SD 38	-	0.0	5	100.0	5	0.00
Kewanee CUSD 229	106	98.1	2	1.9	108	0.05
Kids Kingdom Preschool Inc	-	0.0	1	100.0	1	0.00
Kildeer Countryside CCSD 96	92	28.8	228	71.3	320	0.16
Kinnikinnick CCSD 131	6	30.0	14	70.0	20	0.01
Kirby SD 140	22	20.2	87	79.8	109	0.06
Knowledge Learning Corpora	67	72.0	26	28.0	93	0.05
Komarek SD 94	43	95.6	2	4.4	45	0.02
La Grange SD 102	77	66.4	39	33.6	116	0.06
La Grange SD 105 South	193	87.3	28	12.7	221	0.11
La Salle ESD 122	81	97.6	2	2.4	83	0.04



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La Salle-Peru Twp HSD 120	3	50.0	3	50.0	6	0.00
LaGrange Highlands SD 106	3	25.0	9	75.0	12	0.01
Lake Bluff ESD 65	23	65.7	12	34.3	35	0.02
Lake Forest CHSD 115	-	0.0	1	100.0	1	0.00
Lake Forest SD 67	4	26.7	11	73.3	15	0.01
Lake Park CHSD 108	11	37.9	18	62.1	29	0.01
Lake Villa CCSD 41	139	76.8	42	23.2	181	0.09
Lake Zurich CUSD 95	100	46.9	113	53.1	213	0.11
Lansing SD 158	148	87.6	21	12.4	169	0.09
Laraway CCSD 70C	95	99.0	1	1.0	96	0.05
Lawrence County CUD 20	4	80.0	1	20.0	5	0.00
Lees Infant & Child Care C	1	100.0	0	0.0	1	0.00
Lemont Twp HSD 210	1	16.7	5	83.3	6	0.00
Lemont-Bromberek CSD 113A	39	20.1	155	79.9	194	0.10
Lena Winslow CUSD 202	11	100.0	0	0.0	11	0.01
LeRoy CUSD 2	3	100.0	0	0.0	3	0.00
Lewistown CUSD 97	-	0.0	3	100.0	3	0.00
Lexington CUSD 7	-	0.0	1	100.0	1	0.00
Leyden CHSD 212	89	63.6	51	36.4	140	0.07
Libertyville SD 70	24	64.9	13	35.1	37	0.02
Lincoln CHSD 404	-	0.0	1	100.0	1	0.00
Lincoln ESD 156	290	96.3	11	3.7	301	0.15
Lincoln ESD 27	1	25.0	3	75.0	4	0.00
Lincoln Way CHSD 210	11	40.7	16	59.3	27	0.01
Lincolnshire-Prairieview SD 103	5	4.1	118	95.9	123	0.06
Lincolnwood SD 74	19	7.8	226	92.2	245	0.12
Lindop SD 92	31	91.2	3	8.8	34	0.02
Lisle CUSD 202	32	53.3	28	46.7	60	0.03
Litchfield CUSD 12	1	100.0	0	0.0	1	0.00
Lockport SD 91	15	93.8	1	6.3	16	0.01
Lockport Twp HSD 205	33	68.8	15	31.3	48	0.02
Lombard SD 44	147	46.8	167	53.2	314	0.16
Ludlow CCSD 142	12	92.3	1	7.7	13	0.01
Lyons SD 103	396	91.0	39	9.0	435	0.22
Lyons Twp HSD 204	37	68.5	17	31.5	54	0.03
Macomb CUSD 185	7	20.6	27	79.4	34	0.02
Madison CUSD 12	8	100.0	0	0.0	8	0.00
Maercker SD 60	42	32.6	87	67.4	129	0.07
Mahomet-Seymour CUSD 3	2	28.6	5	71.4	7	0.00
Maine Township HSD 207	136	42.5	184	57.5	320	0.16
Manhattan SD 114	25	86.2	4	13.8	29	0.01
Mannheim SD 83	773	94.0	49	6.0	822	0.42
Manteno CUSD 5	13	81.3	3	18.8	16	0.01
Marengo CHSD 154	7	87.5	1	12.5	8	0.00
Marengo-Union E Cons D 165	109	94.0	7	6.0	116	0.06
Marion CUSD 2	12	38.7	19	61.3	31	0.02
Marissa CUSD 40	2	100.0	0	0.0	2	0.00
Maroa Forsyth CUSD 2	2	12.5	14	87.5	16	0.01

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Marquardt SD 15	524	76.3	163	23.7	687	0.35
Marseilles ESD 150	1	100.0	0	0.0	1	0.00
Marshall CUSD 2C	16	66.7	8	33.3	24	0.01
Mascoutah CUD 19	13	32.5	27	67.5	40	0.02
Matteson ESD 162	51	85.0	9	15.0	60	0.03
Mattoon CUSD 2	15	71.4	6	28.6	21	0.01
Maywood-Melrose Park-Broadview 8	1,472	99.3	10	0.7	1,482	0.75
Mazon-Verona-Kinsman ESD 2C	3	100.0	0	0.0	3	0.00
McHenry CCSD 15	483	92.5	39	7.5	522	0.26
McHenry CHSD 156	48	88.9	6	11.1	54	0.03
McLean County USD 5	216	57.3	161	42.7	377	0.19
Medinah SD 11	46	38.0	75	62.0	121	0.06
Mendota CCSD 289	182	100.0	0	0.0	182	0.09
Mendota Twp HSD 280	58	98.3	1	1.7	59	0.03
Meridian CUSD 223	90	91.8	8	8.2	98	0.05
Metamora CCSD 1	-	0.0	1	100.0	1	0.00
Midlothian SD 143	7	87.5	1	12.5	8	0.00
Millburn CCSD 24	9	36.0	16	64.0	25	0.01
Millstadt CCSD 160	-	0.0	2	100.0	2	0.00
Minooka CCSD 201	115	85.2	20	14.8	135	0.07
Minooka CHSD 111	36	78.3	10	21.7	46	0.02
Mokena SD 159	16	47.1	18	52.9	34	0.02
Moline USD 40	495	73.6	178	26.4	673	0.34
Momence CUSD 1	26	100.0	0	0.0	26	0.01
Monmouth-Roseville CUSD 238	133	90.5	14	9.5	147	0.07
Monroe SD 70	-	0.0	2	100.0	2	0.00
Monticello CUSD 25	1	16.7	5	83.3	6	0.00
Morris CHSD 101	10	90.9	1	9.1	11	0.01
Morris SD 54	39	83.0	8	17.0	47	0.02
Morrison CUSD 6	1	50.0	1	50.0	2	0.00
Morton College District 52	46	95.8	2	4.2	48	0.02
Morton CUSD 709	9	40.9	13	59.1	22	0.01
Morton Grove SD 70	25	19.7	102	80.3	127	0.06
Mosaic Early Childhood Ctr	7	58.3	5	41.7	12	0.01
Mother Goose CC and Learni	-	0.0	1	100.0	1	0.00
Mount Prospect SD 57	33	22.8	112	77.2	145	0.07
Mount Vernon SD 80	8	100.0	0	0.0	8	0.00
Mt Pulaski CUSD 23	-	0.0	2	100.0	2	0.00
Mt Zion CUSD 3	-	0.0	1	100.0	1	0.00
Mundelein Cons HSD 120	82	91.1	8	8.9	90	0.05
Mundelein ESD 75	387	92.8	30	7.2	417	0.21
Murphysboro CUSD 186	34	97.1	1	2.9	35	0.02
N Pekin & Marquette Hght SD 102	-	0.0	3	100.0	3	0.00
Naperville CUSD 203	324	43.5	421	56.5	745	0.38
Nashville CHSD 99	1	50.0	1	50.0	2	0.00
New Athens CUSD 60	2	100.0	0	0.0	2	0.00
New Lenox SD 122	5	38.5	8	61.5	13	0.01
New Trier Twp HSD 203	5	17.9	23	82.1	28	0.01

## Appendix A

**Number and Percentage of ELL Students, by Language and District: SY 2011 (Continued)**

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Newark CHSD 18	6	100.0	0	0.0	6	0.00
Niles ESD 71	8	17.4	38	82.6	46	0.02
Niles Twp CHSD 219	16	5.8	260	94.2	276	0.14
Nippersink SD 2	22	84.6	4	15.4	26	0.01
Norridge SD 80	15	17.2	72	82.8	87	0.04
North Boone CUSD 200	125	96.9	4	3.1	129	0.07
North Chicago SD 187	847	97.5	22	2.5	869	0.44
North Palos SD 117	82	16.0	431	84.0	513	0.26
North Shore SD 112	714	95.8	31	4.2	745	0.38
Northbrook ESD 27	5	9.3	49	90.7	54	0.03
Northbrook SD 28	4	6.9	54	93.1	58	0.03
Northbrook/Glenview SD 30	2	3.8	51	96.2	53	0.03
Northfield Twp HSD 225	43	32.6	89	67.4	132	0.07
NW Suburban Spec Educ Org	33	76.7	10	23.3	43	0.02
O Fallon CCSD 90	2	22.2	7	77.8	9	0.00
O Fallon Twp HSD 203	1	25.0	3	75.0	4	0.00
Oak Grove SD 68	10	47.6	11	52.4	21	0.01
Oak Lawn CHSD 229	9	17.6	42	82.4	51	0.03
Oak Lawn-Hometown SD 123	148	58.3	106	41.7	254	0.13
Oak Park - River Forest SD 200	2	16.7	10	83.3	12	0.01
Oak Park & River Forest Da	3	60.0	2	40.0	5	0.00
Oak Park ESD 97	33	39.3	51	60.7	84	0.04
Oglesby ESD 125	9	100.0	0	0.0	9	0.00
Olympia CUSD 16	-	0.0	5	100.0	5	0.00
Open Door Preschool	5	100.0	0	0.0	5	0.00
Open Sesame Child Care Cen	-	0.0	1	100.0	1	0.00
Oregon CUSD 220	24	77.4	7	22.6	31	0.02
Orland SD 135	65	30.4	149	69.6	214	0.11
Oswego CUSD 308	489	76.8	148	23.2	637	0.32
Ottawa ESD 141	52	89.7	6	10.3	58	0.03
Ottawa Twp HSD 140	20	90.9	2	9.1	22	0.01
Palatine CCSD 15	1,943	75.7	623	24.3	2,566	1.30
Palos CCSD 118	8	7.1	105	92.9	113	0.06
Palos Heights SD 128	12	26.7	33	73.3	45	0.02
Paris Cooperative High School	-	0.0	2	100.0	2	0.00
Paris-Union SD 95	-	0.0	1	100.0	1	0.00
Park Forest SD 163	6	75.0	2	25.0	8	0.00
Park Ridge CCSD 64	21	15.4	115	84.6	136	0.07
Paxton-Buckley-Loda CUD 10	36	78.3	10	21.7	46	0.02
Pearl City CUSD 200	2	100.0	0	0.0	2	0.00
Pekin PSD 108	2	16.7	10	83.3	12	0.01
Pembroke CCSD 259	1	100.0	0	0.0	1	0.00
Pennoyer SD 79	4	10.5	34	89.5	38	0.02
Peoria Heights CUSD 325	1	100.0	0	0.0	1	0.00
Peoria SD 150	453	81.0	106	19.0	559	0.28
Peotone CUSD 207U	6	100.0	0	0.0	6	0.00
Peru ESD 124	45	71.4	18	28.6	63	0.03
Pikeland CUSD 10	1	100.0	0	0.0	1	0.00

## Appendix A

**Number and Percentage of ELL Students, by Language and District: SY 2011 (Continued)**

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Plainfield SD 202	1,560	71.0	637	29.0	2,197	1.11
Plano CUSD 88	435	94.2	27	5.8	462	0.23
Pleasantdale SD 107	6	13.0	40	87.0	46	0.02
Pontiac-W Holliday SD 105	-	0.0	2	100.0	2	0.00
Posen-Robbins ESD 143-5	434	98.2	8	1.8	442	0.22
Prairie Central CUSD 8	1	33.3	2	66.7	3	0.00
Prairie Crossing Charter School	-	0.0	1	100.0	1	0.00
Prairie Grove CSD 46	19	73.1	7	26.9	26	0.01
Prairie Hill CCSD 133	-	0.0	1	100.0	1	0.00
Prairie-Hills ESD 144	71	84.5	13	15.5	84	0.04
Princeville CUSD 326	20	100.0	0	0.0	20	0.01
Prophetstown-Lyndon-Tampico CUS	4	80.0	1	20.0	5	0.00
Prospect Heights SD 23	139	56.3	108	43.7	247	0.13
Proviso Twp HSD 209	472	96.7	16	3.3	488	0.25
Putnam County CUSD 535	10	66.7	5	33.3	15	0.01
Queen Bee SD 16	489	69.4	216	30.6	705	0.36
Quincy SD 172	3	15.0	17	85.0	20	0.01
R O W V A CUSD 208	2	40.0	3	60.0	5	0.00
Rantoul City SD 137	136	96.5	5	3.5	141	0.07
Rantoul Township HSD 193	3	100.0	0	0.0	3	0.00
Reavis Twp HSD 220	48	32.9	98	67.1	146	0.07
Rhodes SD 84-5	157	87.2	23	12.8	180	0.09
Rich Twp HSD 227	1	12.5	7	87.5	8	0.00
Richland GSD 88A	139	81.8	31	18.2	170	0.09
Richmond-Burton CHSD 157	-	0.0	1	100.0	1	0.00
Ridgeland SD 122	81	17.6	380	82.4	461	0.23
Ridgewood CHSD 234	2	3.8	50	96.2	52	0.03
Riley CCSD 18	13	92.9	1	7.1	14	0.01
River Forest SD 90	11	45.8	13	54.2	24	0.01
River Grove SD 85-5	30	31.6	65	68.4	95	0.05
River Ridge CUSD 210	-	0.0	1	100.0	1	0.00
River Trails SD 26	162	64.5	89	35.5	251	0.13
Riverdale CUSD 100	1	100.0	0	0.0	1	0.00
Riverside SD 96	59	68.6	27	31.4	86	0.04
Riverside-Brookfield Twp SD 208	63	87.5	9	12.5	72	0.04
Riverton CUSD 14	-	0.0	2	100.0	2	0.00
Rochelle CCSD 231	371	97.1	11	2.9	382	0.19
Rochelle Twp HSD 212	26	96.3	1	3.7	27	0.01
Rochester CUSD 3A	-	0.0	16	100.0	16	0.01
Rock Falls ESD 13	33	94.3	2	5.7	35	0.02
Rock Falls Twp HSD 301	3	75.0	1	25.0	4	0.00
Rock Island SD 41	205	35.1	379	64.9	584	0.30
Rockdale SD 84	26	100.0	0	0.0	26	0.01
Rockford SD 205	2,921	80.8	692	19.2	3,613	1.83
Rockton SD 140	17	68.0	8	32.0	25	0.01
Rondout SD 72	7	70.0	3	30.0	10	0.01
Roselle SD 12	21	31.8	45	68.2	66	0.03
Rosemont ESD 78	28	70.0	12	30.0	40	0.02

# Appendix A (Continued)

**Number and Percentage of ELL Students, by Language and District: SY 2011 (Continued)**

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Rossville-Alvin CUSD 7	-	0.0	1	100.0	1	0.00
Round Lake CUSD 116	1,835	98.2	34	1.8	1,869	0.95
Roxana CUSD 1	1	100.0	0	0.0	1	0.00
Safari Childcare Inc	7	43.8	9	56.3	16	0.01
Salt Creek SD 48	18	60.0	12	40.0	30	0.02
Sandbox Inc	-	0.0	1	100.0	1	0.00
Sandbox Learning Center	-	0.0	2	100.0	2	0.00
Sandoval CUSD 501	4	100.0	0	0.0	4	0.00
Sandridge SD 172	43	97.7	1	2.3	44	0.02
Sandwich CUSD 430	88	90.7	9	9.3	97	0.05
Saratoga CCSD 60C	8	80.0	2	20.0	10	0.01
Schaumburg CCSD 54	1,515	55.4	1,221	44.6	2,736	1.39
Schiller Park SD 81	234	49.1	243	50.9	477	0.24
Schuyler-Industry CUSD 5	7	29.2	17	70.8	24	0.01
SD 45 DuPage County	510	75.3	167	24.7	677	0.34
SD U-46	8,410	91.2	813	8.8	9,223	4.67
Seneca Twp HSD 160	1	100.0	0	0.0	1	0.00
Serena CUSD 2	1	100.0	0	0.0	1	0.00
Sherrard CUSD 200	1	50.0	1	50.0	2	0.00
Shiloh Village SD 85	1	100.0	0	0.0	1	0.00
Signal Hill SD 181	1	100.0	0	0.0	1	0.00
Silvis SD 34	22	73.3	8	26.7	30	0.02
Skokie SD 68	49	17.9	224	82.1	273	0.14
Skokie SD 69	56	19.0	239	81.0	295	0.15
Skokie SD 73-5	32	16.8	158	83.2	190	0.10
Somonauk CUSD 432	1	100.0	0	0.0	1	0.00
South Central CUD 401	-	0.0	1	100.0	1	0.00
South Holland SD 150	1	100.0	0	0.0	1	0.00
South Holland SD 151	204	97.6	5	2.4	209	0.11
Southwestern CUSD 9	5	62.5	3	37.5	8	0.00
Sparta CUSD 140	-	0.0	3	100.0	3	0.00
Spec Educ Dist Lake County/Sedol	12	100.0	0	0.0	12	0.01
Spring Valley CCSD 99	62	100.0	0	0.0	62	0.03
Springfield SD 186	28	26.7	77	73.3	105	0.05
St Anne CHSD 302	1	100.0	0	0.0	1	0.00
St Charles CUSD 303	409	78.2	114	21.8	523	0.26
St George CCSD 258	14	73.7	5	26.3	19	0.01
St Joseph CCSD 169	-	0.0	1	100.0	1	0.00
Stark County CUSD 100	3	33.3	6	66.7	9	0.00
Steger SD 194	98	91.6	9	8.4	107	0.05
Step by Step Child Care Ct	1	100.0	0	0.0	1	0.00
Sterling CUSD 5	202	96.2	8	3.8	210	0.11
Streator ESD 44	143	97.3	4	2.7	147	0.07
Streator Twp HSD 40	32	97.0	1	3.0	33	0.02
Sullivan CUSD 300	-	0.0	1	100.0	1	0.00
Summit Hill SD 161	29	30.5	66	69.5	95	0.05
Summit School	20	100.0	0	0.0	20	0.01
Summit SD 104	611	91.3	58	8.7	669	0.34

## Appendix A

**Number and Percentage of ELL Students, by Language and District: SY 2011 (Continued)**

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Sunnybrook SD 171	16	76.2	5	23.8	21	0.01
Sunset Ridge SD 29	7	25.0	21	75.0	28	0.01
Sycamore CUSD 427	100	84.0	19	16.0	119	0.06
Taft SD 90	10	66.7	5	33.3	15	0.01
Taylorville CUSD 3	2	66.7	1	33.3	3	0.00
Thomasboro CCSD 130	31	100.0	0	0.0	31	0.02
Thornton Fractional Twp HSD 215	36	92.3	3	7.7	39	0.02
Thornton SD 154	2	100.0	0	0.0	2	0.00
Thornton Twp HSD 205	71	89.9	8	10.1	79	0.04
Tinley Park CCSD 146	93	35.2	171	64.8	264	0.13
Tolono CUSD 7	1	16.7	5	83.3	6	0.00
Tonica CCSD 79	2	100.0	0	0.0	2	0.00
Township HSD 211	327	60.7	212	39.3	539	0.27
Township HSD 214	493	75.2	163	24.8	656	0.33
Tremont CUSD 702	-	0.0	7	100.0	7	0.00
Tri Valley CUSD 3	1	100.0	0	0.0	1	0.00
Triad CUSD 2	3	27.3	8	72.7	11	0.01
Trico CUSD 176	3	100.0	0	0.0	3	0.00
Triopia CUSD 27	3	100.0	0	0.0	3	0.00
Troy CCSD 30C	190	82.6	40	17.4	230	0.12
Tuscola CUSD 301	-	0.0	1	100.0	1	0.00
Tutor Time Learning Ctrs L	16	57.1	12	42.9	28	0.01
Twp HSD 113	65	97.0	2	3.0	67	0.03
Union Ridge SD 86	45	22.6	154	77.4	199	0.10
United CUSD 304	1	100.0	0	0.0	1	0.00
United Twp HSD 30	8	26.7	22	73.3	30	0.02
Unity Point CCSD 140	30	34.9	56	65.1	86	0.04
Urbana SD 116	265	59.6	180	40.4	445	0.23
Valley View CUSD 365U	1,872	85.4	321	14.6	2,193	1.11
Vienna HSD 133	1	100.0	0	0.0	1	0.00
Vienna SD 55	6	100.0	0	0.0	6	0.00
Villa Grove CUSD 302	2	100.0	0	0.0	2	0.00
Virginia CUSD 64	-	0.0	1	100.0	1	0.00
W Harvey-Dixmoor PSD 147	160	100.0	0	0.0	160	0.08
Wabash CUSD 348	-	0.0	2	100.0	2	0.00
Warren Twp HSD 121	66	64.1	37	35.9	103	0.05
Warrensburg-Latham CUSD 11	2	100.0	0	0.0	2	0.00
Warsaw CUSD 316	-	0.0	1	100.0	1	0.00
Wauconda CUSD 118	445	89.4	53	10.6	498	0.25
Waukegan CUSD 60	5,062	98.3	89	1.7	5,151	2.61
Wayne City CUSD 100	2	100.0	0	0.0	2	0.00
Wesclin CUSD 3	11	84.6	2	15.4	13	0.01
West Chicago ESD 33	2,181	97.1	66	2.9	2,247	1.14
West Northfield SD 31	32	21.6	116	78.4	148	0.07
Westchester SD 92-5	107	80.5	26	19.5	133	0.07
Western CUSD 12	2	66.7	1	33.3	3	0.00

## Appendix A

**Number and Percentage of ELL Students, by Language and District: SY 2011 (Continued)**

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Wethersfield CUSD 230	2	100.0	0	0.0	2	0.00
Wheeling CCSD 21	2,137	80.9	504	19.1	2,641	1.34
Whiteside SD 115	-	0.0	1	100.0	1	0.00
Will County SD 92	18	34.6	34	65.4	52	0.03
Williamsville CUSD 15	-	0.0	1	100.0	1	0.00
Willow Grove SD 46	2	100.0	0	0.0	2	0.00
Willow Springs SD 108	2	28.6	5	71.4	7	0.00
Wilmette SD 39	11	9.9	100	90.1	111	0.06
Wilmington CUSD 209U	6	85.7	1	14.3	7	0.00
Winfield SD 34	18	60.0	12	40.0	30	0.02
Winnebago CUSD 323	47	74.6	16	25.4	63	0.03
Winnetka SD 36	5	21.7	18	78.3	23	0.01
Winthrop Harbor SD 1	11	73.3	4	26.7	15	0.01
Wolf Branch SD 113	-	0.0	1	100.0	1	0.00
Wood Dale SD 7	210	66.2	107	33.8	317	0.16
Woodland CCSD 50	625	79.5	161	20.5	786	0.40
Woodland CUSD 5	-	0.0	1	100.0	1	0.00
Woodridge SD 68	400	72.1	155	27.9	555	0.28
Woodstock CUSD 200	773	97.4	21	2.6	794	0.40
Worth SD 127	44	26.5	122	73.5	166	0.08
Yorkville CUSD 115	186	88.2	25	11.8	211	0.11
YWCA of McLean County	6	85.7	1	14.3	7	0.00
Zeigler-Royalton CUSD 188	-	0.0	1	100.0	1	0.00
Zion ESD 6	551	98.6	8	1.4	559	0.28
Zion-Benton Twp HSD 126	62	89.9	7	10.1	69	0.03
GRAND TOTAL	159,983	81.1	37,405	18.9	197,388	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, ELL students are together with their native-English speaking peers in the same classroom, but an ESL or bilingual education specialist is available in the classroom to support the ELL students. For example, the ESL or bilingual education specialist may provide guidance to the ELL students as they are working on a group project or individual assignment.

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

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

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

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

**SHELTERED ENGLISH INSTRUCTION** - Sheltered English instruction programs represent an approach to make grade level academic content (for example, science and math) more understandable for English Language Learners (ELLs) while promoting their English language development. Such programs serve students from different language backgrounds (generally low incidence languages) together in classes where teachers use English as the medium for providing content based instruction, adapting the English to the proficiency level of the students. Various strategies, techniques, and materials including the use of plain English, structured overviews, clarification, repetition, visual aids, and gestures are used to help the students understand the grade level core content areas. Although the acquisition of English language proficiency is a goal of sheltered English programs, instruction focuses on content rather than language.



## ELL PROGRAM DEFINITIONS (Continued)

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

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

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

Full-time program:

- 1) Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code):
  - A) *Instruction in subjects which are either required by law (see 23 Ill. Adm. Code 1) or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science, and social studies must be offered in the student's home language;*
  - B) *Instruction in the language arts in the student's home language and in English as a second language; and*
  - C) *Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.*

Part-time program:

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

*A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Each student's part-time program shall provide daily instruction in English and in the student's native language as determined by the student's needs.*

**ELL PROGRAM DEFINITIONS (Continued)**

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

## Performance Definitions for the WIDA Levels of English Language Proficiency

### WIDA Performance Definitions

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

<b>6- Reaching</b>	<ul style="list-style-type: none"> <li>specialized or technical language reflective of the content areas at grade level</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>oral or written communication in English comparable to English-proficient peers</li> </ul>
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>specialized or technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>oral or written language approaching comparability to that of English-proficient peers when presented with grade level material</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>specific and some technical language of the content areas</li> <li>a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>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</li> </ul>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>general and some specific language of the content areas</li> <li>expanded sentences in oral interaction or written paragraphs</li> <li>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</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>general language related to the content areas</li> <li>phrases or short sentences</li> <li>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</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>pictorial or graphic representation of the language of the content areas</li> <li>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</li> <li>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</li> </ul>