



Bilingual Education Programs and English Language Learners in Illinois

SY 2012 (2011-2012 School Year) STATISTICAL REPORT

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

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Illinois State Board of Education**

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FOREWORD

This school year 2011-2012 (SY 2012) statistical report has three parts:

Part A – Bilingual Education Programs in Illinois presents information that includes, but is not limited to, the number of certified teachers working with limited English proficient (LEP) students, types of instructional delivery models and instructional methods used by school districts in educating LEP students. The data for this part were extracted from the 2012 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). The data for this part were extracted from the SY 2012 SIS-LEP Enrollments and ELL Record Data, 2012 Title III District List, 2012 ACCESS for ELLs, 2006 through 2011 Longitudinal LEP/ACCESS Data , and 2012 ISAT.

Part C - Annual Measurable Achievement Objectives (AMAO) presents results of the Annual Measurable Achievement Objectives (AMAOs), an NCLB, Title III, accountability piece, for SY 2012. In addition, an eight-year analysis of AMAOs in Illinois is presented.

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

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Background

IDENTIFICATION OF 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 Accountability Division from SY2012 SIS-LEP Enrollments, ELL Record Data, and the Bilingual Education Program Delivery Report (PDR). State test results were reported to ISBE by the respective testing contractors.

A. Demographic and Program Data

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

Bilingual Education Program Delivery Report (PDR) - All districts that provide TBE/TPI services are required to submit a PDR to ISBE at the end of the school year. The PDR collects data including, but not limited to program staffing, staff professional development, parent involvement, and types of language instructional services provided to 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 2012, 610 school districts/educational entities in Illinois enrolled 207,417 ELL students, an increase of about 10,000 students from SY 2011. Three hundred ten of these districts/educational entities received state bilingual funds for direct student services. The ELL enrollment by district/educational unit ranged from one student to 69,689 students with City of Chicago School District 299 or Chicago Public Schools (CPS), enrolling the most ELL students. The total ELL enrollment for the 310 educational units that received State bilingual funds was 203,922 students which represented 98.2 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 310 educational entities that received State bilingual funds, 202 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 610 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 2012

Type of Program Funding	Districts		ELL Enrollments	
	Number	Pct of Total	Number	Pct of Total
State-Funded TBE only	13	2.1%	695	0.3%
State-Funded TPI only	60	9.8%	2,521	1.2%
State-Funded TBE and TPI	35	5.7%	3,186	1.5%
State-Funded TBE and Federal-Funded Title III	15	2.5%	6,202	3.0%
State-Funded TPI and Federal-Funded Title III	26	4.3%	4,599	2.2%
State-Funded TBE and TPI and Federal-Funded Title III	161	26.4%	186,719	90.0%
Non-State-Funded	300	49.2%	3,495	1.7%
Total	610	100.0%	207,417	100.0%

Of the 310 State-funded districts, 202 (65.2 percent) received both TBE and TPI State and Title III funds. These 202 districts enrolled 197,520 ELL students, 95.2 percent of total ELL enrollment of state-funded districts, and 96.9 percent of total ELL enrollment statewide. *With funded districts enrolling practically all ELL students in Illinois (98.3 percent), the remaining analysis of program related data is limited to the PDRs of these 310 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 2012

Licensures/Certifications of Teachers Who Worked with ELL Students in SY 2012

7,414 teachers (84 percent of whom have Bilingual and/or ESL endorsements/approvals) taught ELL students in SY 2012 as reported by districts in their 2012 Bilingual Education Program Delivery Reports (PDR). Close to 51 percent of these teachers taught in Title III Language Instruction Educational Programs. (See Table 2.)

Table 2. Number and Percentage of Teachers from Funded Districts Who Are Qualified to Teach ELL Students, by Type of Certification and Number and Percentage of Teachers Working in Title III Programs: SY 2012

Type of Certificate	All Teachers		Number of Teachers Currently working in Title III Language Instruction Educational Programs	
	Number	Pct. of Total	Number	Pct of All Teachers
Certificate with ESL Endorsements and/or Approval	2,052	27.7	1,042	50.8
Certificate with Bilingual Endorsements and/or Approval	2,096	28.3	504	24.0
ESL and Bilingual Endorsements	2,057	27.7	1,607	78.1
Type 29 (Transitional Bilingual Certificate)	717	9.7	526	73.4
English as a New Language (ENL) (Secondary only)	4	0.1	2	50.0
ENL - Bilingual (Secondary only)	3	0.0	-	-
Visiting International Teaching Certificate	36	0.5	25	69.4
Other Certification**	449	6.1	66	14.7
Total	7,414	100.0	3,772	50.9

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

PART B

THE ENGLISH LANGUAGE LEARNERS (ELL) IN ILLINOIS

Section 5: ELL STUDENT DEMOGRAPHICS AND PROGRAM PARTICIPATION

ELL STUDENT ENROLLMENT

Close to 59 percent of ELL students in Illinois public schools were enrolled in school districts located in Cook County, including Chicago Public School District 299 (CPS) (See Table 3). Surrounding counties of Cook County (Du Page, Lake, Kane and Will) enrolled 30 percent of ELL students. For information on SY 2012 ELL student enrollment by district/educational entity, see **Appendix A**.

Table 3. Number and Percentage of ELL Students, by County: SY 2012

County	Number	Percent	County	Number	Percent
ADAMS	17	.01	LAWRENCE	7	.00
ALEXANDER	3	.00	LEE	36	.02
BOND	3	.00	LIVINGSTON	12	.01
BOONE	1,084	.52	LOGAN	10	.00
BROWN	2	.00	MACON	95	.05
BUREAU	299	.14	MACOUPIN	7	.00
CARROLL	2	.00	MADISON	796	.38
CASS	547	.26	MARION	5	.00
CHAMPAIGN	1,433	.69	MASON	1	.00
CITY OF CHICAGO	69,689	33.60	MCDONOUGH	45	.02
CLARK	10	.00	MCHENRY	3,637	1.75
CLAY	4	.00	MCLEAN	704	.34
CLINTON	84	.04	MENARD	3	.00
COLES	27	.01	MONROE	4	.00
COOK	51,650	24.90	MONTGOMERY	10	.00
CRAWFORD	1	.00	MORGAN	45	.02
DEKALB	874	.42	MULTI-COUNTY	15	.01
DEWITT	12	.01	OGLE	600	.29
DOUGLAS	103	.05	PEORIA	920	.44
DUPAGE	16,466	7.94	PIATT	12	.01
EDGAR	2	.00	PIKE	7	.00
EDWARDS	5	.00	PUTNAM	15	.01
EFFINGHAM	35	.02	RANDOLPH	9	.00
FAYETTE	1	.00	ROCK ISLAND	1,905	.92
FORD	54	.03	SALINE	3	.00
FRANKLIN	7	.00	SANGAMON	194	.09
FULTON	16	.01	SCHUYLER	28	.01
GALLATIN	6	.00	SHELBY	1	.00
GRUNDY	277	.13	ST. CLAIR	128	.06
HAMILTON	6	.00	STARK	11	.01
HANCOCK	13	.01	STEPHENSON	134	.06
HENRY	139	.07	TAZEWELL	98	.05
IROQUOIS	72	.03	UNION	100	.05
JACKSON	324	.16	VERMILION	227	.11
JASPER	1	.00	WABASH	2	.00
JEFFERSON	8	.00	WARREN	188	.09
JO DAVIESS	53	.03	WASHINGTON	3	.00
JOHNSON	9	.00	WHITE	10	.00
KANE	21,756	10.49	WHITESIDE	249	.12
KANKAKEE	983	.47	WILL	8,089	3.90
KENDALL	1,324	.64	WILLIAMSON	42	.02
KNOX	146	.07	WINNEBAGO	3,972	1.91
LAKE	16,741	8.07	WOODFORD	17	.01
LASALLE	733	.35	Total	207,417	100.0

NATIVE LANGUAGES OF ELL STUDENTS

ELL students in Illinois spoke at least 138 non-English native languages in SY 2012 with Spanish spoken by 81 percent of students. See Table 4.

**Table 4. Number and Percentage of Native Languages Spoken, by ELL Students and Language:
SY 2012**

Language	Count	Pct	Language	Count	Pct	Language	Count	Pct
AFRIKAANS (TAAL)	61	.03	HAWAIIAN	2	.00	NORWEGIAN	11	.01
AKAN (FANTE/ASANTI/TWI)	76	.04	HEBREW	71	.03	ORIYA	17	.01
ALBANIAN/GHEG (KOSOVO/MACEDONIA)	274	.13	HINDI	733	.35	OTHER	1,513	.73
ALBANIAN/TOSK (ALBANIA)	254	.12	HMONG	18	.01	OULOF (WOLOF)	31	.01
ALGONQUIN	1	.00	HUNGARIAN	32	.02	PALAUAN	1	.00
AMHARIC	179	.09	IBO/IGBO	119	.06	PAMPANGAN	5	.00
ARABIC	5,664	2.73	ICELANDIC	4	.00	PANJABI (PUNJABI)	215	.10
ARMENIAN	44	.02	ILOCANO	13	.01	PASHTO (PUSHTO)	30	.01
ASSAMESE	1	.00	ILONGGO (HILIGAYNON)	22	.01	PILIPINO (TAGALOG)	1,849	.89
ASSYRIAN (SYRIAC/ARAMAIC)	808	.39	INDONESIAN	54	.03	POLISH	5,850	2.82
BAGHELI	11	.01	ITALIAN	200	.10	PORTUGUESE	173	.08
BALINESE	6	.00	JAMAICAN	30	.01	PUEBLO	2	.00
BEMBA	10	.00	JAPANESE	585	.28	ROMANIAN	461	.22
BENGALI	183	.09	KACHE (KAJE/JJU)	4	.00	ROMANY (GYPSY)	3	.00
BISAYA (MALAYSIA)	19	.01	KANJOBAL	10	.00	RUSSIAN	1,215	.59
BOSNIAN	455	.22	KANNADA (KANARESE)	73	.04	SAMOAN	10	.00
BULGARIAN	435	.21	KANURI	3	.00	SERBIAN	409	.20
BURMESE	416	.20	KAREN (SGAW)	2	.00	SHANGHAI (CHINESE)	30	.01
CAMBODIAN (KHMER)	144	.07	KASHMIRI	2	.00	SHONA	9	.00
CANTONESE (CHINESE)	1,394	.67	KIKAMBA (KAMBA)	1	.00	SINDHI	13	.01
CEBUANO (VISAYAN)	47	.02	KONKANI	13	.01	SINHALESE	9	.00
CHALDEAN	9	.00	KOREAN	1,345	.65	SLOVAK	66	.03
CHAMORRO	1	.00	KPELLE	2	.00	SLOVENIAN	4	.00
CHAOCHOW/TEOCHIU (CHINESE)	47	.02	KRAHN	19	.01	SOMALI	202	.10
CHEROKEE	1	.00	KRIO	28	.01	SOTHO	2	.00
CHICHEWA (NYANJA)	1	.00	KURDISH	21	.01	SOURASHTRA (SAURASHTRA)	7	.00
CROATIAN	70	.03	LAO	231	.11	SPANISH	167,331	80.67
CROW	2	.00	LATVIAN	10	.00	SWAHILI	150	.07
CZECH	139	.07	LINGALA	26	.01	SWEDISH	37	.02
DANISH	19	.01	LITHUANIAN	482	.23	TAIWANESE/FORMOSAN/MI N NAN (CHINESE)	23	.01
DUTCH/FLEMISH	34	.02	LUGANDA / BANTU	24	.01	TAMIL	277	.13
EFIK	2	.00	LUO	2	.00	TELOGU (TELEGU)	629	.30
ESTONIAN	6	.00	MAAY MAAY (MAYMAY)	23	.01	THAI	165	.08
EWE	137	.07	MACEDONIAN	71	.03	TIBETAN	12	.01
FARSI (PERSIAN)	212	.10	MALAY	34	.02	TIGRINYA (TIGRIGNA)	58	.03
FINNISH	4	.00	MALAYALAM	525	.25	TONGAN	3	.00
FRENCH	799	.39	MANDARIN (CHINESE)	1,272	.61	TULU	8	.00
FUKIEN/HOKKIEN (CHINESE)	37	.02	MANDINGO (MANDINKA)	14	.01	TURKISH	191	.09
GA	15	.01	MAORI	2	.00	UKRAINIAN	532	.26
GERMAN	166	.08	MARATHI	108	.05	URDU	2,798	1.35
GREEK	273	.13	MENDE	2	.00	UZBEK	29	.01
GUJARATI	1,777	.86	MENOMINEE	1	.00	VIETNAMESE	1,342	.65
GUYANESE	7	.00	MIEN (YAO)	1	.00	WINNEBAGO	1	.00
HAINANESE (CHINESE)	11	.01	MINA (GESER-GORAM)	34	.02	YOMBE	6	.00
HAITIAN-CREOLE	166	.08	MONGOLIAN	175	.08	YORUBA	308	.15
HAKKA (CHINESE)	3	.00	NAVAJO	4	.00	Total	207,417	100.00
HAUSA	16	.01	NEPALI	497	.24			

The top ten languages spoken by ELL students were Spanish, Polish, Arabic, Urdu, Pilipino (Tagalog), Gujarati, Cantonese (Chinese), Korean, Vietnamese, and Mandarin (Chinese). Spanish is the predominant language spoken by ELL students in all geographic locations. Districts in the suburbs of city of Chicago (please see footnote for county coverage) enrolled over half of ELL students in Illinois (55.3). CPS enrolled 33.6 percent of ELL students, the highest enrollment for a district. (See Table 5.)

Table 5. Number of ELL Students, by Language and Illinois Location*: SY 2012

LANGUAGE	EAST CENTRAL	NORTHERN	SOUTHERN	CHICAGO SUBURBS	CITY OF CHICAGO	WEST CENTRAL	TOTAL	Pct of TOTAL
SPANISH	2,853	12,651	1,215	88,885	60,310	1,417	167,331	80.7
POLISH	3	143	-	4,543	1,161	-	5,850	2.8
ARABIC	83	297	101	3,701	1,351	131	5,664	2.7
URDU	16	66	12	1,861	827	16	2,798	1.3
PILIPINO (TAGALOG)	42	79	16	1,291	398	23	1,849	0.9
GUJARATI	31	64	16	1,413	212	41	1,777	0.9
CANTONESE (CHINESE)	23	28	15	304	989	35	1,394	0.7
KOREAN	107	26	22	1,092	78	20	1,345	0.6
VIETNAMESE	94	109	17	628	466	28	1,342	0.6
MANDARIN (CHINESE)	128	79	49	625	320	71	1,272	0.6
RUSSIAN	14	60	12	1,019	88	22	1,215	0.6
ASSYRIAN (SYRIAC/ARAMAIC)	1	7	-	553	246	1	808	0.4
FRENCH	127	105	6	256	220	85	799	0.4
HINDI	28	22	4	570	94	15	733	0.4
TELUGU (TELEGU)	62	34	-	449	47	37	629	0.3
JAPANESE	16	12	14	500	33	10	585	0.3
UKRAINIAN	3	6	5	326	190	2	532	0.3
MALAYALAM	5	5	2	485	25	3	525	0.3
NEPALI	8	48	1	172	265	3	497	0.2
LITHUANIAN	-	12	-	462	8	-	482	0.2
ROMANIAN	9	5	-	328	116	3	461	0.2
BOSNIAN	-	19	-	206	230	-	455	0.2
BULGARIAN	-	6	1	373	55	-	435	0.2
BURMESE	-	150	1	83	159	23	416	0.2
SERBIAN	-	32	-	298	78	1	409	0.2
YORUBA	3	7	-	126	167	5	308	0.1
TAMIL	21	11	-	209	25	11	277	0.1
ALBANIAN/GHEG (KOSOVO/MACEDONIA)	13	50	6	171	27	7	274	0.1
GREEK	2	20	-	199	52	-	273	0.1
ALBANIAN/TOSK (ALBANIA)	-	23	7	156	65	3	254	0.1
LAO	10	79	1	132	7	2	231	0.1
PANJABI (PUNJABI)	5	11	3	174	18	4	215	0.1
FARSI (PERSIAN)	6	9	2	150	45	-	212	0.1
SOMALI	-	16	-	77	109	-	202	0.1
OTHER (Unidentified)	44	598	7	639	216	9	1,513	0.7
OTHER (Identified)	136	453	71	2,246	992	157	4,055	2.0
TOTAL	3,893	15,342	1,606	114,702	69,689	2,185	207,417	100.0
Percent of TOTAL	1.9	7.4	0.8	55.3	33.6	1.1	100.0	

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

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

Fifty-six percent of all ELL students in Illinois in SY 2012 were in grades K-3. Twenty five percent were in grades 4 through 8, and ten percent were in high school. Hispanic students constitute 79 percent of all ELL students in Illinois. Other ELL students include 8.4 percent Asian, 9.5 percent white non-Hispanic, and 1.7 percent black non-Hispanic. (See Table 6.)

Table 6. Number and Percentage of ELL Students, by Grade Level and Race/Ethnicity: SY 2012

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 Race/Ethnicity Totals	No.	Pct of Grade Level Totals
PK	15,705	9.6	112	11.3	1,517	8.7	291	8.3	30	10.8	1,827	9.3	247	17.5	19,729	9.5
K	24,500	14.9	190	19.1	2,883	16.5	424	12.1	56	20.1	3,702	18.8	267	18.9	32,022	15.4
1	24,659	15.0	142	14.3	2,717	15.6	397	11.3	41	14.7	3,400	17.2	212	15.0	31,568	15.2
2	22,667	13.8	141	14.2	2,387	13.7	368	10.5	28	10.0	2,933	14.9	175	12.4	28,699	13.8
3	19,281	11.8	80	8.0	1,648	9.4	314	9.0	20	7.2	2,034	10.3	113	8.0	23,490	11.3
4	12,352	7.5	62	6.2	964	5.5	214	6.1	14	5.0	1,035	5.2	65	4.6	14,706	7.1
5	9,658	5.9	54	5.4	823	4.7	186	5.3	14	5.0	771	3.9	61	4.3	11,567	5.6
6	7,489	4.6	36	3.6	666	3.8	211	6.0	11	3.9	667	3.4	45	3.2	9,125	4.4
7	6,651	4.1	48	4.8	638	3.7	190	5.4	12	4.3	697	3.5	53	3.8	8,289	4.0
8	6,118	3.7	42	4.2	662	3.8	195	5.6	16	5.7	685	3.5	44	3.1	7,762	3.7
9	6,394	3.9	35	3.5	839	4.8	209	6.0	12	4.3	680	3.4	42	3.0	8,211	4.0
10	4,032	2.5	20	2.0	698	4.0	210	6.0	12	4.3	515	2.6	45	3.2	5,532	2.7
11	2,552	1.6	18	1.8	562	3.2	161	4.6	7	2.5	452	2.3	25	1.8	3,777	1.8
12	1,993	1.2	14	1.4	438	2.5	134	3.8	6	2.2	339	1.7	16	1.1	2,940	1.4
Race/Ethnicity Totals	164,051	79.1	994	0.5	17,442	8.4	3,504	1.7	279	0.1	19,737	9.5	1,410	0.7	207,417	100

Disability Status

Table 7 shows that close to 17 percent of ELL students enrolled in Illinois public schools in SY 2012 have disabilities (16.9 percent), and 49 percent of these students were in grade 6 and higher. Within a grade cluster, the highest percentage of ELL students with disabilities is found among grades 6-8 students (26.7 percent); whereas the lowest percentage is found in Kindergarten (10.6 percent).

Table 7. Number of ELL Students, by Grade Cluster and Disability Status: SY 2012

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	15,842	80.3	3,887	19.7	19,729	9.5
K	28,629	89.4	3,393	10.6	32,022	15.4
Gr 1-2	52,993	87.9	7,274	12.1	60,267	29.1
Gr 3-5	40,490	81.4	9,273	18.6	49,763	24.0
Gr 6-8	18,446	73.3	6,730	26.7	25,176	12.1
Gr 9-12	15,888	77.7	4,572	22.3	20,460	9.9
Disability Status Totals	172,288	83.1	35,129	16.9	207,417	100.0

ENROLLMENT IN ELL LANGUAGE INSTRUCTIONAL PROGRAMS

Table 8 shows the number and percentage of ELL students enrolled in various ELL programs. For a definition of each program, see **Appendix B**. Students are reported in all categories that apply. An ELL student may participate in several programs, thus the numbers shown in Table 8 are duplicated counts. The highest concentration of enrollment among these ELL students in state-funded programs was in transitional bilingual (54.8 percent), followed by Sheltered English Instruction (12.7 percent).

Meanwhile, the majority of ELL students in non-state funded districts enrolled in Content Based ESL (20.8 percent) or Pull-Out (18.4 percent) programs.

Table 8. Number and Percentage of ELL Students Enrolled in an ELL Program and Type of Program Funding: SY 2012

Type of ELL Program	Type of Funding				ELL Program Totals	
	Non State-Funded		State-Funded		Duplicated Count	Pct of ELL Program Totals
	Duplicated Count	Pct of Type of Funding Count	Duplicated Count	Pct of Type of Funding Count		
Content Based ESL	727	20.8	23,096	11.3	23,823	11.5
Developmental Bilingual	26	0.7	6,372	3.1	6,398	3.1
Push-In	285	8.2	4,008	2.0	4,293	2.1
Pull-Out	644	18.4	2,982	1.5	3,626	1.7
Self-Contained	59	1.7	2,637	1.3	2,696	1.3
Sheltered English Instruction	222	6.4	25,838	12.7	26,060	12.6
Transitional Bilingual	166	4.7	111,750	54.8	111,916	54.0
Two Way Immersion (Dual Language)	17	0.5	3,582	1.8	3,599	1.7
Other Programs*	1,349	38.6	23,657	11.6	25,006	12.1
Type of Funding (Unduplicated Count)	3,495	100.0	203,922	100.0	207,417	100.0

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

Transitioned Students and Years in an ELL Program

Some ELL students stop receiving ELL program services (“exited” ELL program) because they have either been withdrawn by parents from bilingual programs, transferred, graduated from high school or dropped out from school (See Table 9). Sixty-four percent of ELL students of these students attained English Language proficiency*. On the other hand, 36 percent of ELLs stopped receiving ELL program services without obtaining English Language proficiency.

The percentage of students attaining English Language proficiency (transition rate) was higher for ELL students who have been in bilingual programs longer than three years (41.2 percent) than those who had been in the program less than one year (31.3 percent) or 1-3 years (27.5 percent).

Table 9. Number and Percentage of ELL Students Who Attained Proficiency* in English Language, by Number of Years in the Program: SY 2012

Reason for Exiting ELL Program	Years in an ELL Program						Total		Pct. of Total ELL Enrollments (Including PK)
	Less than one		One year to three		More than three		No.	Pct. of Total Exited	
	No.	Pct. of Total	No.	Pct. of Total	No.	Pct. of Total			
Exited and attained proficiency* in the English language	10,413	31.3	9,149	27.5	13,713	41.2	33,275	64.3	16.0
Exited but have not attained proficiency in the English language	9,466	51.2	1,991	10.8	7,045	38.1	18,502	35.7	8.9
<i>Withdrawn by Parents</i>	4,487	77.1	841	14.4	494	8.5	5,822	11.2	2.8
<i>Transferred**</i>	4,040	46.7	944	10.9	3,664	42.4	8,648	16.7	4.2
<i>Graduated from High School</i>	48	2.7	12	0.7	1,686	96.6	1,746	3.4	0.8
<i>Dropped Out</i>	575	41.3	78	5.6	738	53.1	1,391	2.7	0.7
<i>Other***</i>	316	35.3	116	13.0	463	51.7	895	1.7	0.4
Total Exited	19,879	38.4	11,140	21.5	20,758	40.1	51,777	100.0	

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

**Students transferred to another district; home schooling or private school.

***Death, expulsion or moved out of the US.

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

Listening and Reading Caps

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

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

(Overall) Composite Proficiency Level (CPL)

Twenty percent of K-12 students who took the ACCESS for ELLs in 2012 obtained at least a 4.8 Composite Proficiency Level (CPL). Of these students, close to 53 percent were in grades 3-5. In contrast, only 8.4 percent of ELL students in 6th-8th grade obtained at least a 4.8 CPL. (Table 10).

In addition, forty-one percent of K-12 ELL students who took the ACCESS for ELLs in 2012 achieved an overall composite proficiency level of 4.0 (*Expanding*) or higher (*See Appendix B for the definitions of WIDA-ACCESS for ELL proficiency levels*). The majority of students at these proficiency levels were grades 3-5 (45.4 percent). Only four percent of Kindergarten students were at these levels.

Table 10. Number and Percentage of ELL Students, by Composite Proficiency Level (CPL) on the ACCESS for ELLs® and Grade Cluster: SY 2012

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	20,096	66.4	3,094	5.3	866	1.8	915	3.9	1,162	6.8	26,133	14.8
2 - Beginning	3,935	13.0	12,231	21.0	2,607	5.5	3,109	13.2	2,175	12.6	24,057	13.6
3 - Developing	3,178	10.5	25,668	44.1	10,933	23.1	9,892	42.1	4,183	24.3	53,854	30.5
4 - Expanding	1,959	6.5	12,368	21.3	19,244	40.7	7,916	33.7	5,305	30.8	46,792	26.5
5 - Bridging	1,011	3.3	4,032	6.9	11,606	24.5	1,523	6.5	3,464	20.1	21,636	12.3
6 - Reaching	104	0.3	769	1.3	2,046	4.3	125	0.5	909	5.3	3,953	2.2
Grade Cluster Totals	30,283	100.0	58,162	100.0	47,302	100.0	23,480	100.0	17,198	100.0	176,425	100.0
>= 4.8 CPL	1,514	4.2	6,445	18.1	18,875	52.9	2,994	8.4	5,836	16.4	35,664	20.2

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

Twenty-six percent of K-12 students who took the ACCESS for ELLs in 2012 obtained at least a 4.2 Literacy (composite of reading and writing) proficiency level (LCPL). Of these students, 58 percent ELLs were in grades 3-5. In contrast, only 6.5 percent of ELL students in 6-8 grade obtained 4.2 or higher CPL in literacy. (Table 11).

Since proficiency levels in reading and listening are capped in Tier A (maximum of 4.0 PL) and Tier B (maximum of 5.0 PL) and Kindergarten students' tests on the ACCESS for ELLs are non-tiered, no Kindergarten student could attain a 6.0 PL (Reaching) in literacy (See Table 11). Moreover, because of the caps, only 30 percent of ELL students were in 4.0 and higher in literacy composite proficiency level with 56 percent of ELL students in grades 3-5.

Table 11. Number and Percentage of ELL Students, by Literacy Proficiency Level (LPL) on the ACCESS for ELLs[®] and Grade Cluster: SY 2012

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	23,129	76.4	4,843	8.3	1,022	2.2	1,053	4.5	1,088	6.3	31,135	17.6
2 - Beginning	2,543	8.4	17,999	30.9	3,397	7.2	4,973	21.2	2,589	14.9	31,501	17.8
3 - Developing	2,576	8.5	27,056	46.5	13,275	28.0	13,276	56.5	4,960	28.6	61,143	34.6
4 - Expanding	1,515	5.0	5,670	9.7	19,804	41.8	3,798	16.2	4,792	27.6	35,579	20.1
5 - Bridging	522	1.7	2,346	4.0	8,437	17.8	365	1.6	3,018	17.4	14,688	8.3
6 - Reaching	-	0.0	286	0.5	1,404	3.0	41	0.2	893	5.1	2,624	1.5
Grade Cluster Totals	30,285	100.0	58,200	100.0	47,339	100.0	23,506	100.0	17,340	100.0	176,670	100.0
>= 4.2 LPL	1,924	4.2	6,591	14.3	26,744	58.1	2,985	6.5	7,815	17.0	46,059	26.1

Overall, of the 33,275 ELL students who attained proficiency in the English language (4.8 CPL and 4.2 literacy PL), close to 56 percent were in grades 3-5. Among ELL students who attained the proficiency, 6 percent were in grades 6-8 and four percent were in Kindergarten.

Table 12. Number and Percentage of ELL Students Meeting the English Language Proficiency Criteria on the ACCESS for ELLs® by Grade Cluster: SY 2012

Proficiency Level Criteria	Grade Cluster										Total	
	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 Total
>= 4.8 Overall PL	1,514	4.2	6,445	18.1	18,875	52.9	2,994	8.4	5,836	16.4	35,664	20.2
>= 4.2 Literacy PL	1,924	4.2	6,591	14.3	26,744	58.1	2,985	6.5	7,815	17.0	46,059	26.1
4.8 & 4.2 (Proficient)	1,416	4.3	5,628	16.9	18,452	55.5	2,085	6.3	5,694	17.1	33,275	18.8

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

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

PERFORMANCE LEVELS OF ELL STUDENTS ON THE ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT)

COMPARISON OF PERFORMANCE OF ELL STUDENTS WITH THE PERFORMANCE OF NON-ELL STUDENTS ON THE ISAT

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

The achievement gaps between ELL and non-ELL are particularly pronounced in grades 4 to 7 in reading (See Chart 1), with achievement gaps of at least 41 percentage points (See Chart 2). The achievement gaps in reading are smallest among grade 3 students with 32 percentage points and biggest among grade 5 students with 51 percentage points.

ELL students performed better in mathematics than in reading on the 2012 state assessments resulting in smaller achievement gaps between non-ELL and ELL students in this subject (See Chart 3). Specifically, the achievement gaps in mathematics are smallest among grade 3 students, with a gap of 14 percentage points, and the biggest among grade 6 students, with a gap of 35 percentage points (See Chart 4).

Overall, the achievement gaps between ELL and non-ELL students in ISAT-reading could be expressed as a 1:2 ratio, i.e., for every one ELL student that met/exceeded the State standards while two non-ELL students met/exceeded the State standards.

Chart 1. Comparison of Performance of ELL Students with Non-ELL Students on the 2012 ISAT-Reading, by Grade Level: SY 2012 (Source: 2012 ISAT)

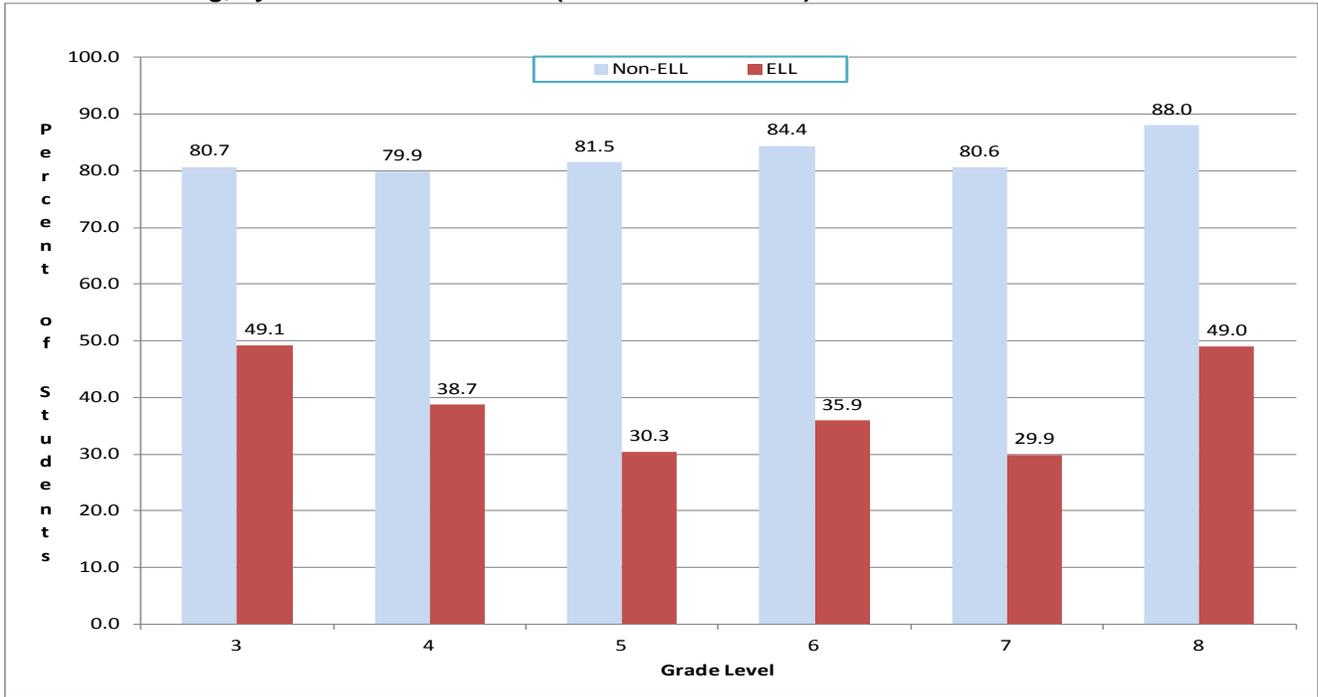


Chart 2. Achievement Gaps Between All ELL Students and Non-ELL Students on the 2012 ISAT-Reading, by Grade Level: SY 2012

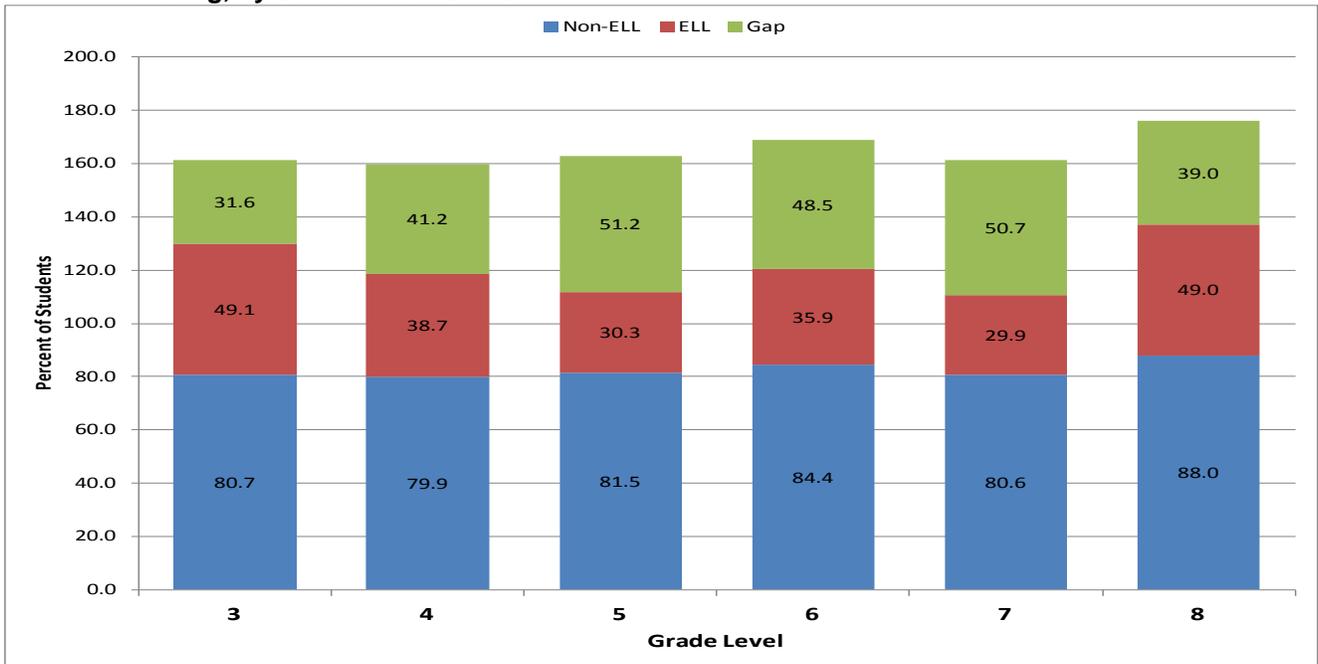


Chart 3. Comparison of Performance of ELL Students with Non-ELL Students on the 2012 ISAT-Mathematics, by Grade Level: SY 2012 (Source: 2012 ISAT Data)

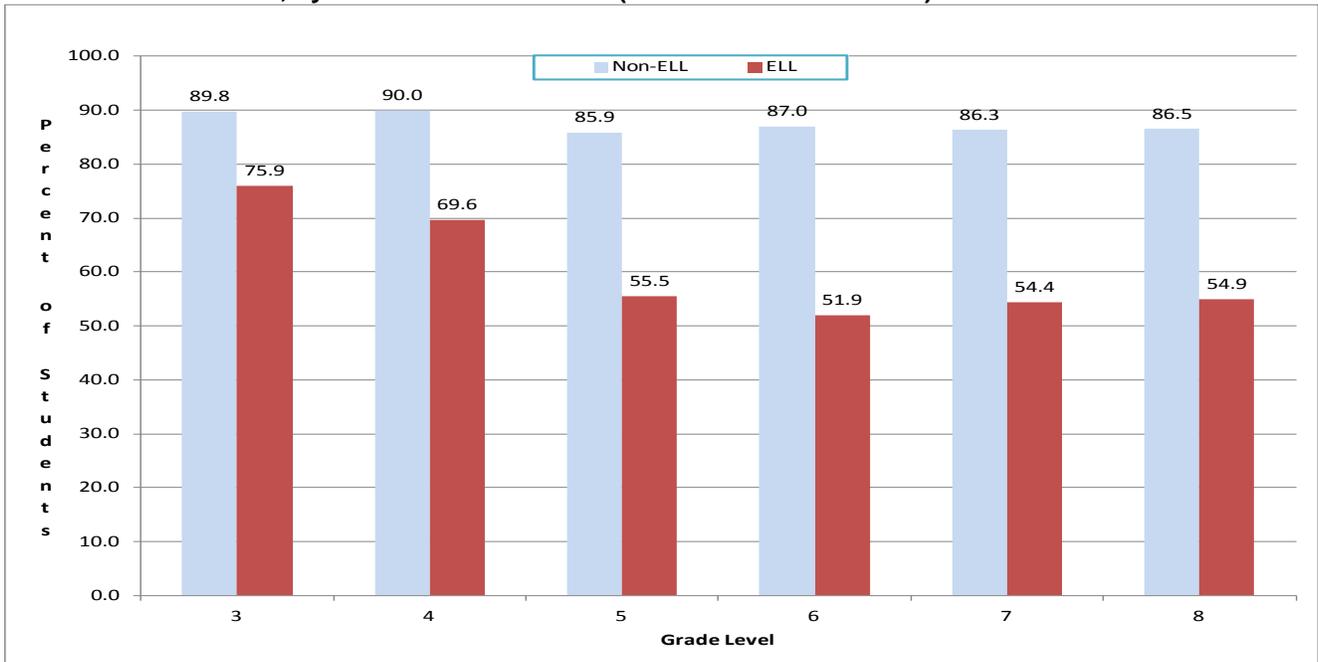
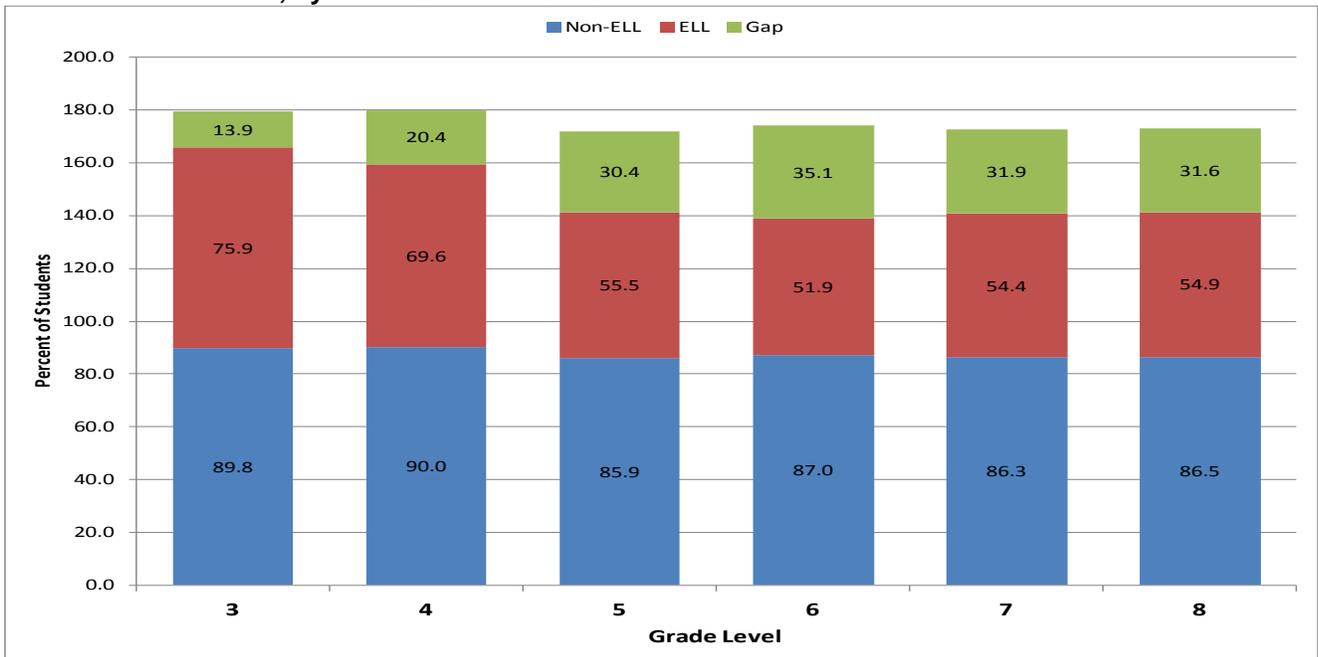


Chart 4. Achievement Gaps Between All ELL Students and Non-ELL Students on the 2012 ISAT-Mathematics, by Grade Level: SY 2012



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

When the performance of non-ELL students on the ISAT was compared to ELL students who attained English language proficiency in SY 2012 (transitioned), the achievement gaps were reversed for some grades in reading and most grades in mathematics. (See Charts 5 to 8.) Not only were the achievement gaps reduced, but transitioned ELL students surpassed the achievement levels of non-ELL students. Specifically, higher percentages of transitioned ELL students in grades 6 to 8 met/exceeded standards compared to non-ELL students at the same grade levels in reading (See Charts 5 and 6).

Chart 5. Comparison of Performance of Transitioned ELL Students* with Non-ELL Students on the 2012 ISAT- Reading, by Grade Level: SY 2012 (Sources: 2012 ISAT and 2012 ACCESS Data)

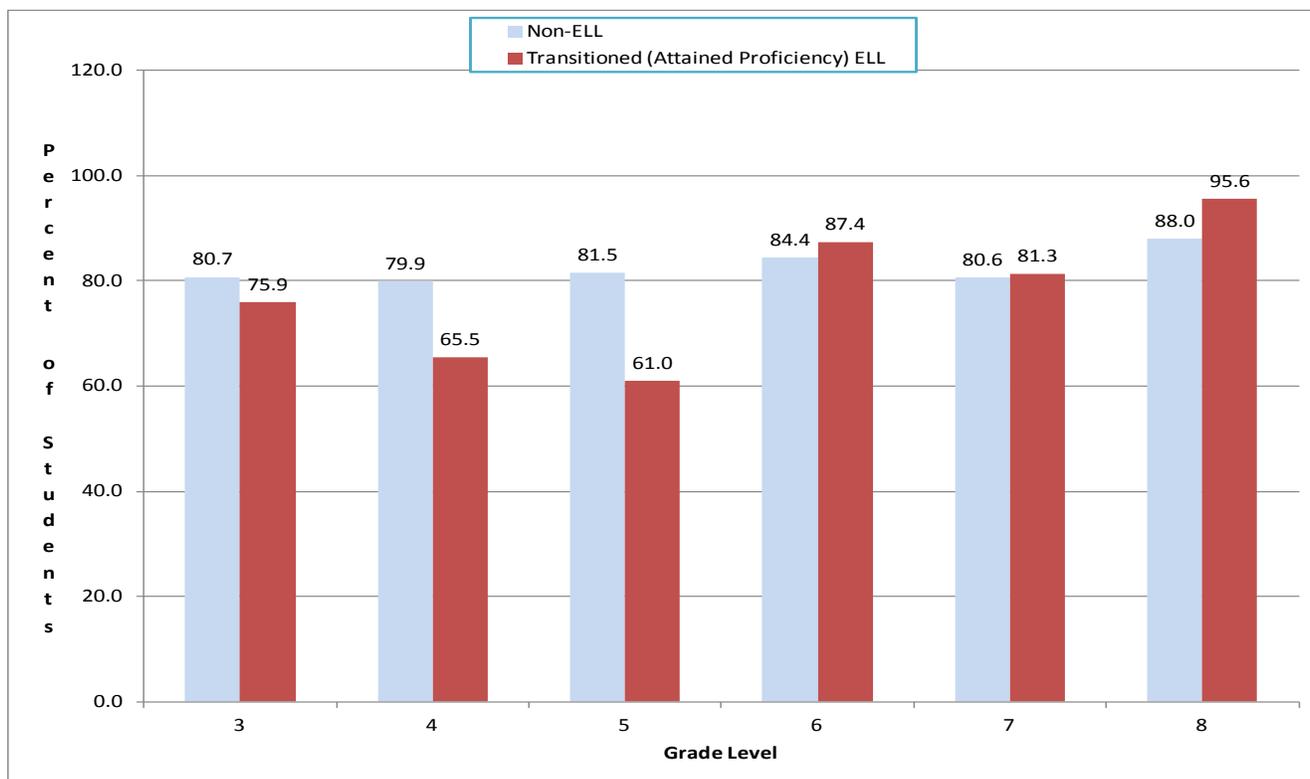
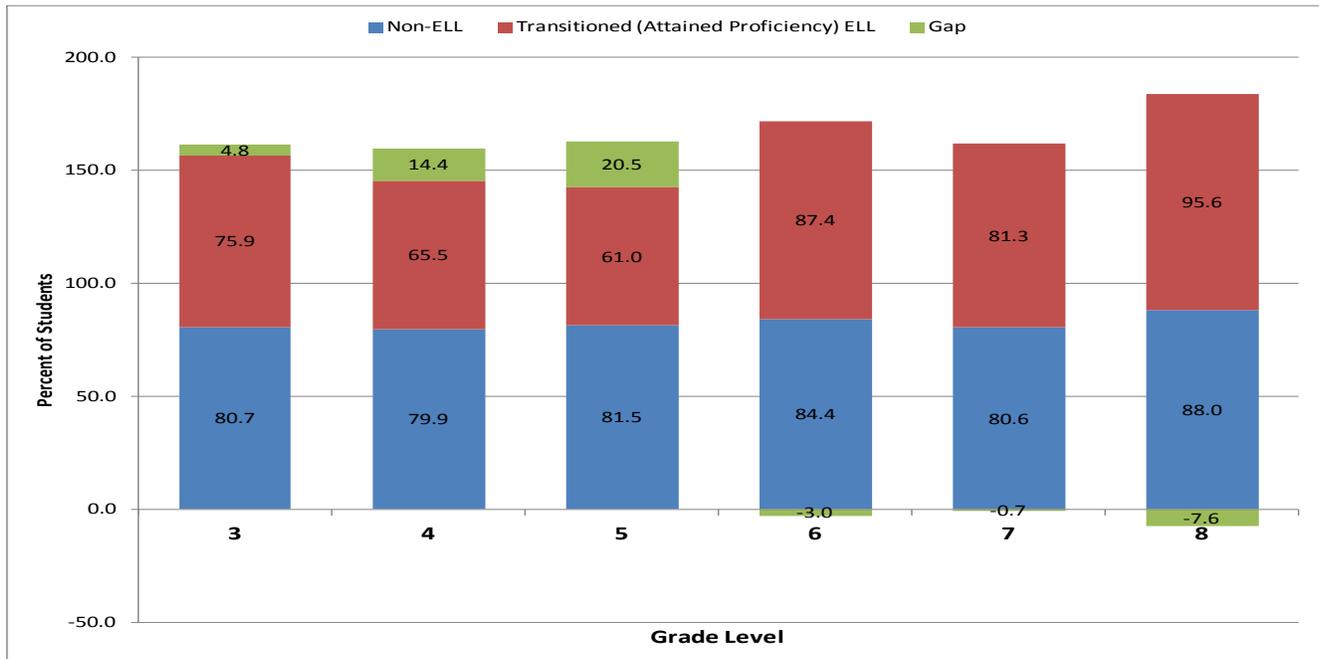


Chart 6. Achievement Gaps* Between Transitioned ELL Students and Non-ELL Students on the 2012 ISAT- Reading, by Grade Level: SY 2012

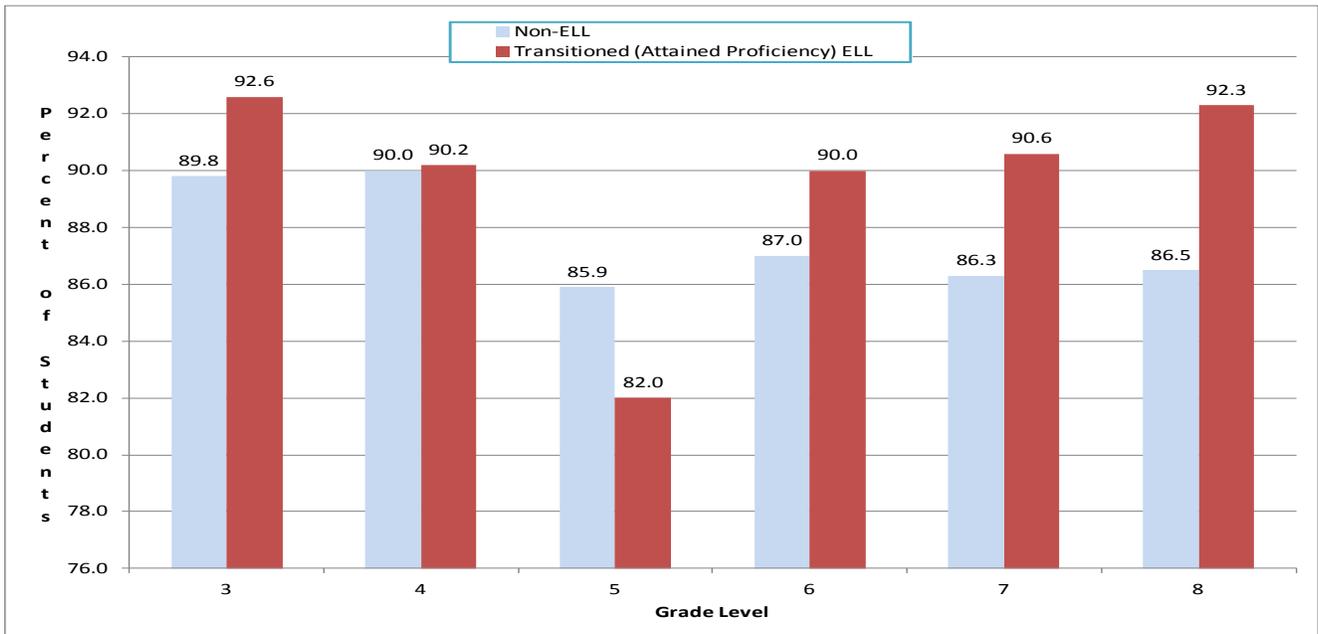


Gaps in negative numbers indicate ELL students performing at higher levels than non-ELL students.

In mathematics, except in grade 5, transitioned ELL students surpassed the achievement levels of non-ELL students. The achievement gap is highest among grade 8 students where 92.3 percent of transitioned ELL students met/exceeded standards compared to 86.5 percent of non-ELL students (See Charts 7 and 8).

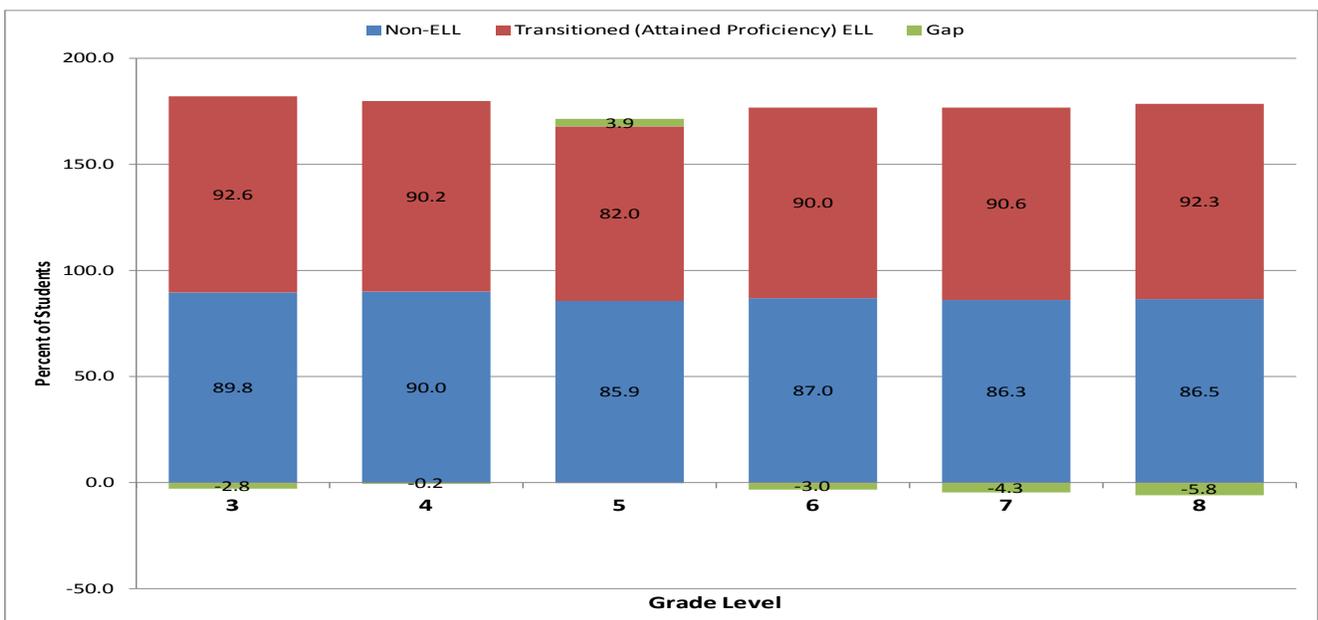
Overall, transitioned ELL students performed at 8 percentage points higher than non-ELL students in mathematics

Chart 7. Comparison of Performance of Transitioned ELL Students* with Non-ELL Students on the 2012 ISAT- Mathematics, by Grade Level: SY 2012 (Sources: 2012 ISAT and 2012 ACCESS Data)



*Transitioned ELL students obtained at least (overall) composite proficiency level of 4.8 and literacy composite proficiency level of 4.2 on the 2012 ACCESS for ELLs®.

Chart 8. Achievement Gaps* Between Transitioned ELL Students and Non-ELL Students on the 2012 ISAT- Mathematics, by Grade Level: SY 2012



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

PART C

ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs)

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

Illinois AMAO Criteria and Targets for SY 2012

As required under Title III, Annual Measurable Achievement Objectives (AMAOs) are calculated for each Title III subgrantee to measure district performance in educating ELL students. Districts lacking the minimum number of ELL students required to receive Title III funds partner with other districts to qualify for these funds. These district partnerships are called “consortia.” In SY 2012, 202 Illinois school districts received Title III funds, including some 22 district that formed consortia. Each multi-district consortium is considered a single subgrantee. AMAOs for consortia are calculated by compiling or combining ELP assessment and other applicable data for consortium members and determining whether the consortium has met the State’s AMAOs. Subgrantees that receive Title III funds are held accountable for attaining the State’s AMAOs. AMAOs have three criteria: 1) AMAO 1 – ELL students making progress in the English language, 2) AMAO 2 – ELL students attaining proficiency in the English language, and 3) AMAO 3 – Making Adequate Yearly Progress (AYP) for ELL subgroups. The Illinois State Board of Education (ISBE) has set the following targets and performance criteria for each AMAO for SY 2012:

1. Making Progress in the English Language (AMAO 1) — To meet AMAO 1, 57.4 percent of ELL students in the district/consortium must make progress on the ACCESS for ELLS[®]. This objective shall apply provided that the number of students in the cohort is no fewer than 45. ELL students make progress if they make a 6.0 proficiency level in the second of the two years compared, or make at least a 0.50 increase in their proficiency levels in two years in their overall (composite) proficiency levels. A 95 percent “confidence interval” is applied to the calculation.
2. Attaining English Language Proficiency (AMAO 2) — To meet AMAO 2, 9 percent of ELL students in the district/consortium must attain proficiency in the English language. Students who attained proficiency in the English language achieved a level of 4.2 or higher in literacy and a level of 4.8 or higher on their overall scores in the ACCESS for ELLS[®]. This objective shall apply provided that the number of students tested is no fewer than 45.
3. Making Adequate Yearly Progress (AYP) for the ELL Subgroup (AMAO 3) — A school district/consortium must make AYP for ELL students served by programs funded under Title III. Calculations are based on similar academic achievement formulas used for Title I AYP using any or all of the State tests: Illinois Standards Achievement Test, Prairie State Achievement Examination, and Illinois Alternate Assessment. AYP is calculated only if the school district has the minimum number (45) of ELL students in tested grades (grades 3 through 8 and/or grade 11).

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

Illinois AMAO Results for SY 2011

Two hundred-two districts received Title III funds in FY 2012 with 22 districts in consortia. Of the 202 districts, 43 percent met all three AMAO criteria (See Table 13).

Table 13. Number and Percentage of Title III Districts Meeting/Not Meeting AMAOs: F12

AMAO Criteria	No Status*		Did Not Meet		Met		Total - Title III Districts
	Number	Pct of Total	Number	Pct of Total	Number	Pct of Total	
AMAO 1 - Making Progress in the English Language	3	1.5	0	0.0	199	98.5	202
AMAO 2 - Attaining English Language Proficiency	3	1.5	1	0.5	198	98.0	202
AMAO 3 - Making AYP for LEP Subgroup	35	17.3	112	55.4	55	27.2	202
All Three AMAOs	3	1.5	112	55.4	87	43.1	202

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

The Consequences for Not Attaining AMAOs

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

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

After four consecutive years of not meeting AMAOs:

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

Given their four-year AMAO performance, 76 of the 202 districts that received Title III funds in FY12 are required to write District Improvement Plans (DIP) (See Table 14). Title III districts that did not meet AMAO for two or more consecutive years are required to submit the DIP.

Table 14. Historical Summary of AMAO Status of Districts That Received Title III Funds in FY12

AMAO Status	No. of Districts
Not meet AMAO - one year only	37
Not meet AMAO - two years only	48
Not meet AMAO - four years and over	28
Required to write District Improvement Plan(DIP) for SY 2013	76

Appendix A

Number and Percentage of ELL Students, by Language and District: SY 2012

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Addison SD 4	1,293	92.4	106	7.6	1,399	0.67
Adlai E Stevenson HSD 125	13	16.7	65	83.3	78	0.04
Alden Hebron SD 19	41	89.1	5	10.9	46	0.02
Alsip-Hazlgrn-Oaklwn SD 126	138	52.9	123	47.1	261	0.13
Altamont CUSD 10	2	100.0	0	0.0	2	0.00
Alton CUSD 11	19	63.3	11	36.7	30	0.01
AlWood CUSD 225	2	100.0	0	0.0	2	0.00
American Association of Univ	1	100.0	0	0.0	1	0.00
Anna CCSD 37	14	100.0	0	0.0	14	0.01
Annawan CUSD 226	-	0.0	6	100.0	6	0.00
Antioch CCSD 34	51	52.0	47	48.0	98	0.05
Aptakisic-Tripp CCSD 102	33	8.5	357	91.5	390	0.19
Arbor Park SD 145	131	66.2	67	33.8	198	0.10
Archdiocese of Chicago-Superior	1	100.0	0	0.0	1	0.00
Arcola CUSD 306	88	97.8	2	2.2	90	0.04
Argenta-Oreana CUSD 1	-	0.0	3	100.0	3	0.00
Argo CHSD 217	42	46.2	49	53.8	91	0.04
Arlington Heights SD 25	116	31.0	258	69.0	374	0.18
Arthur CUSD 305	6	100.0	0	0.0	6	0.00
Astoria CUSD 1	-	0.0	1	100.0	1	0.00
Athens CUSD 213	1	33.3	2	66.7	3	0.00
Atwood Hammond CUSD 39	1	100.0	0	0.0	1	0.00
Atwood Heights SD 125	45	91.8	4	8.2	49	0.02
Auburn CUSD 10	-	0.0	1	100.0	1	0.00
Aurora East USD 131	5,722	99.4	37	0.6	5,759	2.78
Aurora West USD 129	1,862	89.8	211	10.2	2,073	1.00
Aviston SD 21	-	0.0	2	100.0	2	0.00
Avoca SD 37	5	21.7	18	78.3	23	0.01
Ball Chatham CUSD 5	7	20.6	27	79.4	34	0.02
Bannockburn SD 106	1	9.1	10	90.9	11	0.01
Barrington CUSD 220	601	84.2	113	15.8	714	0.34
Bartonville SD 66	-	0.0	1	100.0	1	0.00
Batavia USD 101	184	78.6	50	21.4	234	0.11
Beach Park CCSD 3	302	92.6	24	7.4	326	0.16
Beardstown CUSD 15	472	86.3	75	13.7	547	0.26
Beecher CUSD 200U	26	96.3	1	3.7	27	0.01
Belle Valley SD 119	1	100.0	0	0.0	1	0.00
Belleville SD 118	6	66.7	3	33.3	9	0.00
Belleville Twp HSD 201	4	25.0	12	75.0	16	0.01
Bellwood SD 88	718	98.6	10	1.4	728	0.35
Belvidere CUSD 100	911	97.2	26	2.8	937	0.45
Bement CUSD 5	-	0.0	2	100.0	2	0.00
Benjamin SD 25	13	31.7	28	68.3	41	0.02
Bensenville SD 2	634	86.8	96	13.2	730	0.35
Benton CCSD 47	3	60.0	2	40.0	5	0.00
Benton Cons HSD 103	1	100.0	0	0.0	1	0.00
Berkeley SD 87	868	97.7	20	2.3	888	0.43
Berwyn North SD 98	836	95.8	37	4.2	873	0.42

Appendix A

Number and Percentage of ELL Students, by Language and District: SY 2012 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Berwyn South SD 100	982	96.8	32	3.2	1,014	0.49
Bethalto CUSD 8	1	6.7	14	93.3	15	0.01
Big Hollow SD 38	85	69.1	38	30.9	123	0.06
Bismarck Henning CUSD	2	100.0	0	0.0	2	0.00
Bloom Twp HSD 206	101	97.1	3	2.9	104	0.05
Bloomington SD 13	12	25.5	35	74.5	47	0.02
Bloomington SD 87	249	78.8	67	21.2	316	0.15
Blue Ridge CUSD 18	-	0.0	2	100.0	2	0.00
Bond County CUSD 2	2	66.7	1	33.3	3	0.00
Bourbonnais SD 53	28	82.4	6	17.6	34	0.02
Braceville SD 75	2	100.0	0	0.0	2	0.00
Bradford CUSD 1	1	100.0	0	0.0	1	0.00
Bradley Bourbonnais CHSD 307	12	85.7	2	14.3	14	0.01
Bradley SD 61	116	92.8	9	7.2	125	0.06
Breese SD 12	30	96.8	1	3.2	31	0.01
Bremen CHSD 228	65	62.5	39	37.5	104	0.05
Brookfield Lagrange Park SD 95	32	68.1	15	31.9	47	0.02
Brookwood SD 167	124	96.1	5	3.9	129	0.06
Brown County CUSD 1	2	100.0	0	0.0	2	0.00
Burbank SD 111	423	46.7	483	53.3	906	0.44
Bureau Valley CUSD 340	-	0.0	1	100.0	1	0.00
Bureau/Henry/Stark ROE	9	90.0	1	10.0	10	0.00
Burnham SD 154-5	25	96.2	1	3.8	26	0.01
Butler SD 53	1	14.3	6	85.7	7	0.00
Byron CUSD 226	4	57.1	3	42.9	7	0.00
Cahokia CUSD 187	2	40.0	3	60.0	5	0.00
Calumet City SD 155	189	94.0	12	6.0	201	0.10
Calumet Public SD 132	124	97.6	3	2.4	127	0.06
Cambridge Lakes Preschool	8	42.1	11	57.9	19	0.01
Canton Union SD 66	2	20.0	8	80.0	10	0.00
Carbon Cliff-Barstow SD 36	1	20.0	4	80.0	5	0.00
Carbondale CHSD 165	17	48.6	18	51.4	35	0.02
Carbondale ESD 95	101	63.5	58	36.5	159	0.08
Carmi-White County CUSD 5	3	30.0	7	70.0	10	0.00
Carroll/Jo Daviess/Stephenson ROE	3	100.0	0	0.0	3	0.00
Carterville CUSD 5	8	66.7	4	33.3	12	0.01
Carthage ESD 317	9	90.0	1	10.0	10	0.00
Cary CCSD 26	224	91.8	20	8.2	244	0.12
Casey-Westfield CUSD 4C	1	100.0	0	0.0	1	0.00
Cass SD 63	24	30.0	56	70.0	80	0.04
Catlin CUSD 5	-	0.0	1	100.0	1	0.00
CCSD 146	101	36.2	178	63.8	279	0.13
CCSD 168	62	98.4	1	1.6	63	0.03
CCSD 180	14	58.3	10	41.7	24	0.01
CCSD 62	1,043	65.2	556	34.8	1,599	0.77
CCSD 89	69	39.7	105	60.3	174	0.08
CCSD 93	341	51.5	321	48.5	662	0.32

Appendix A

Number and Percentage of ELL Students, by Language and District: SY 2012 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Center Cass SD 66	11	34.4	21	65.6	32	0.02
Central A & M CUD 21	-	0.0	1	100.0	1	0.00
Central CHSD 71	19	100.0	0	0.0	19	0.01
Central CUSD 301	111	58.1	80	41.9	191	0.09
Central SD 104	7	77.8	2	22.2	9	0.00
Central SD 51	9	39.1	14	60.9	23	0.01
Central Stickney SD 110	94	77.7	27	22.3	121	0.06
Centralia HSD 200	2	100.0	0	0.0	2	0.00
Centralia SD 135	-	0.0	2	100.0	2	0.00
Champaign CUSD 4	328	46.7	374	53.3	702	0.34
Chaney-Monge SD 88	58	92.1	5	7.9	63	0.03
Channahon SD 17	10	83.3	2	16.7	12	0.01
Charleston CUSD 1	3	18.8	13	81.3	16	0.01
Cherished Children Early Lrng	6	100.0	0	0.0	6	0.00
Chester CUSD 139	5	71.4	2	28.6	7	0.00
Chicago Heights SD 170	640	99.5	3	0.5	643	0.31
Chicago Ridge SD 127-5	51	12.0	375	88.0	426	0.21
Childrens Ctr Cicero-Ber	57	100.0	0	0.0	57	0.03
Childrens Home and Aid Society	1	100.0	0	0.0	1	0.00
CHSD 117	3	100.0	0	0.0	3	0.00
CHSD 128	8	50.0	8	50.0	16	0.01
CHSD 155	57	90.5	6	9.5	63	0.03
CHSD 218	171	66.8	85	33.2	256	0.12
CHSD 94	151	92.6	12	7.4	163	0.08
CHSD 99	30	40.5	44	59.5	74	0.04
Cicero SD 99	7,667	99.5	38	0.5	7,705	3.71
City of Chicago SD 299	60,310	86.5	9,379	13.5	69,689	33.60
Clay City CUSD 10	-	0.0	1	100.0	1	0.00
Clinton CUSD 15	9	90.0	1	10.0	10	0.00
Coal City CUSD 1	3	100.0	0	0.0	3	0.00
Cobden SUD 17	81	100.0	0	0.0	81	0.04
Collinsville CUSD 10	441	95.9	19	4.1	460	0.22
Colona SD 190	1	100.0	0	0.0	1	0.00
Columbia CUSD 4	-	0.0	4	100.0	4	0.00
Comm Cons SD 59	1,641	73.6	588	26.4	2,229	1.07
Cons HSD 230	17	9.1	170	90.9	187	0.09
Cons SD 158	125	52.5	113	47.5	238	0.11
Cook County SD 130	1,001	97.5	26	2.5	1,027	0.50
Country Club Hills SD 160	14	48.3	15	51.7	29	0.01
County of Winnebago SD 320	55	96.5	2	3.5	57	0.03
Creston CCSD 161	2	100.0	0	0.0	2	0.00
Crete Monee CUSD 201U	71	76.3	22	23.7	93	0.04
Crystal Lake CCSD 47	495	87.0	74	13.0	569	0.27
CUSD 200	692	55.9	547	44.1	1,239	0.60
CUSD 201	54	65.9	28	34.1	82	0.04
CUSD 3 Fulton County	2	100.0	0	0.0	2	0.00
CUSD 300	2,333	88.6	301	11.4	2,634	1.27
Dakota CUSD 201	3	42.9	4	57.1	7	0.00

Appendix A

Number and Percentage of ELL Students, by Language and District: SY 2012 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Dalzell SD 98	1	100.0	0	0.0	1	0.00
Damiansville SD 62	3	100.0	0	0.0	3	0.00
Danville CCSD 118	174	86.6	27	13.4	201	0.10
Darien SD 61	122	54.5	102	45.5	224	0.11
Decatur SD 61	54	72.0	21	28.0	75	0.04
Deerfield SD 109	12	36.4	21	63.6	33	0.02
DeKalb CUSD 428	470	85.0	83	15.0	553	0.27
Delavan CUSD 703	2	100.0	0	0.0	2	0.00
DePue USD 103	195	98.0	4	2.0	199	0.10
Diamond Lake SD 76	337	95.2	17	4.8	354	0.17
Dimmick CCSD 175	4	100.0	0	0.0	4	0.00
District 50 Schools	-	0.0	4	100.0	4	0.00
Dixon USD 170	22	61.1	14	38.9	36	0.02
Dolton SD 148	22	62.9	13	37.1	35	0.02
Dolton SD 149	15	78.9	4	21.1	19	0.01
Downers Grove GSD 58	142	59.9	95	40.1	237	0.11
Dunlap CUSD 323	17	8.9	175	91.1	192	0.09
DuPage HSD 88	142	82.6	30	17.4	172	0.08
Durand CUSD 322	1	100.0	0	0.0	1	0.00
Dwight Common SD 232	-	0.0	1	100.0	1	0.00
Early Explorations Inc	1	50.0	1	50.0	2	0.00
East Alton SD 13	1	100.0	0	0.0	1	0.00
East Dubuque USD 119	-	0.0	5	100.0	5	0.00
East Maine SD 63	450	34.2	867	65.8	1,317	0.63
East Moline SD 37	259	59.8	174	40.2	433	0.21
East Peoria SD 86	7	31.8	15	68.2	22	0.01
East Prairie SD 73	19	14.4	113	85.6	132	0.06
East St Louis SD 189	38	100.0	0	0.0	38	0.02
Eastland CUSD 308	1	50.0	1	50.0	2	0.00
Edwards County CUSD 1	1	20.0	4	80.0	5	0.00
Edwardsville CUSD 7	22	31.4	48	68.6	70	0.03
Effingham CUSD 40	27	87.1	4	12.9	31	0.01
Egyptian CUSD 5	3	100.0	0	0.0	3	0.00
El Paso-Gridley CUSD 11	-	0.0	2	100.0	2	0.00
Elmhurst SD 205	350	68.1	164	31.9	514	0.25
Elmwood CUSD 322	-	0.0	1	100.0	1	0.00
Elmwood Park CUSD 401	184	48.8	193	51.2	377	0.18
Elwood CCSD 203	2	100.0	0	0.0	2	0.00
ESD 159	27	77.1	8	22.9	35	0.02
Eswood CCSD 269	5	83.3	1	16.7	6	0.00
Evanston CCSD 65	651	69.1	291	30.9	942	0.45
Evanston Twp HSD 202	52	65.8	27	34.2	79	0.04
Evergreen Park CHSD 231	4	80.0	1	20.0	5	0.00
Evergreen Park ESD 124	121	90.3	13	9.7	134	0.06
Fairmont SD 89	36	100.0	0	0.0	36	0.02
Fairview SD 72	19	22.1	67	77.9	86	0.04
Farmington Central CUSD 265	-	0.0	1	100.0	1	0.00
Fenton CHSD 100	93	92.1	8	7.9	101	0.05

Appendix A

Number and Percentage of ELL Students, by Language and District: SY 2012 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Fieldcrest CUSD 6	12	92.3	1	7.7	13	0.01
Flora CUSD 35	2	66.7	1	33.3	3	0.00
Flossmoor SD 161	56	78.9	15	21.1	71	0.03
Ford Heights SD 169	1	100.0	-	0.0	1	0.00
Forest Park SD 91	60	74.1	21	25.9	81	0.04
Forest Ridge SD 142	76	52.8	68	47.2	144	0.07
Fox Lake GSD 114	56	93.3	4	6.7	60	0.03
Fox River Grove Cons SD 3	21	72.4	8	27.6	29	0.01
Frankfort CCSD 157C	9	27.3	24	72.7	33	0.02
Franklin Park SD 84	250	78.9	67	21.1	317	0.15
Freeburg CCSD 70	1	100.0	-	0.0	1	0.00
Freeport SD 145	103	92.8	8	7.2	111	0.05
Fremont SD 79	101	43.0	134	57.0	235	0.11
Galena USD 120	41	93.2	3	6.8	44	0.02
Galesburg CUSD 205	101	69.7	44	30.3	145	0.07
Gallatin CUSD 7	6	100.0	-	0.0	6	0.00
Gardner CCSD 72C	1	100.0	-	0.0	1	0.00
Gavin SD 37	71	91.0	7	9.0	78	0.04
Geneva CUSD 304	55	71.4	22	28.6	77	0.04
Genoa Kingston CUSD 424	93	93.0	7	7.0	100	0.05
Georgetown-Ridge Farm CUD 4	1	100.0	-	0.0	1	0.00
Germantown Hills SD 69	-	0.0	2	100.0	2	0.00
Germantown SD 60	5	100.0	-	0.0	5	0.00
Gibson City-Melvin-Sibley CUSD 5	-	0.0	5	100.0	5	0.00
Gillespie CUSD 7	-	0.0	2	100.0	2	0.00
Glen Ellyn SD 41	237	48.5	252	51.5	489	0.24
Glenbard Twp HSD 87	161	47.9	175	52.1	336	0.16
Glencoe SD 35	-	0.0	7	100.0	7	0.00
Glenview CCSD 34	315	47.4	350	52.6	665	0.32
Golf ESD 67	3	6.0	47	94.0	50	0.02
Got Kidz Inc	2	100.0	-	0.0	2	0.00
Gower SD 62	4	23.5	13	76.5	17	0.01
Grand Ridge CCSD 95	2	66.7	1	33.3	3	0.00
Granite City CUSD 9	141	91.0	14	9.0	155	0.07
Grant CCSD 110	3	75.0	1	25.0	4	0.00
Grant CHSD 124	20	76.9	6	23.1	26	0.01
Grant Park CUSD 6	3	75.0	1	25.0	4	0.00
Grayslake CCSD 46	394	72.3	151	27.7	545	0.26
Grayslake CHSD 127	64	79.0	17	21.0	81	0.04
Gurnee SD 56	227	84.1	43	15.9	270	0.13
Hall HSD 502	24	96.0	1	4.0	25	0.01
Hamilton CCSD 328	-	0.0	2	100.0	2	0.00
Hamilton Co CUSD 10	5	83.3	1	16.7	6	0.00
Hancock/McDonough ROE	-	0.0	1	100.0	1	0.00
Harlem UD 122	162	64.5	89	35.5	251	0.12
Harmony Emge SD 175	-	0.0	4	100.0	4	0.00
Harrisburg CUSD 3	1	50.0	1	50.0	2	0.00
Harrison SD 36	19	82.6	4	17.4	23	0.01

Appendix A

Number and Percentage of ELL Students, by Language and District: SY 2012 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Harvard CUSD 50	705	98.7	9	1.3	714	0.34
Harvey SD 152	71	97.3	2	2.7	73	0.04
Hawthorn CCSD 73	539	72.0	210	28.0	749	0.36
Hazel Crest SD 152-5	2	100.0	-	0.0	2	0.00
Henderson/Mercer/Warren ROE	-	0.0	1	100.0	1	0.00
Herrin CUSD 4	1	20.0	4	80.0	5	0.00
Herscher CUSD 2	1	100.0	-	0.0	1	0.00
Hiawatha CUSD 426	6	100.0	-	0.0	6	0.00
Highland CUSD 5	8	42.1	11	57.9	19	0.01
Highland Pk Com Nur Sch and DC	13	100.0	-	0.0	13	0.01
Hillsboro CUSD 3	1	50.0	1	50.0	2	0.00
Hillside SD 93	74	91.4	7	8.6	81	0.04
Hinsdale CCSD 181	27	36.0	48	64.0	75	0.04
Hinsdale Twp HSD 86	19	27.1	51	72.9	70	0.03
Homer CCSD 33C	17	23.9	54	76.1	71	0.03
Homewood Flossmoor CHSD 233	2	28.6	5	71.4	7	0.00
Homewood SD 153	20	71.4	8	28.6	28	0.01
Hononegah CHD 207	3	25.0	9	75.0	12	0.01
Hoopeston Area CUSD 11	18	85.7	3	14.3	21	0.01
Hoover-Schrum Memorial SD 157	91	92.9	7	7.1	98	0.05
IDJJ Sch Dist 428	8	88.9	1	11.1	9	0.00
Il Valley Central USD 321	12	57.1	9	42.9	21	0.01
Illini West H S Dist 307	1	100.0	-	0.0	1	0.00
Indian Creek CUSD 425	14	100.0	-	0.0	14	0.01
Indian Prairie CUSD 204	705	40.0	1,056	60.0	1,761	0.85
Indian Springs SD 109	238	27.8	617	72.2	855	0.41
Iroquois County CUSD 9	19	76.0	6	24.0	25	0.01
Iroquois West CUSD 10	47	100.0	-	0.0	47	0.02
Itasca SD 10	27	41.5	38	58.5	65	0.03
J S Morton HSD 201	861	98.7	11	1.3	872	0.42
Jacksonville SD 117	30	73.2	11	26.8	41	0.02
Jasper County CUD 1	1	100.0	-	0.0	1	0.00
Jewish Community Centers of	-	0.0	1	100.0	1	0.00
John A Logan College Dist 530	-	0.0	1	100.0	1	0.00
Johnsburg CUSD 12	2	100.0	-	0.0	2	0.00
Joliet PSD 86	2,171	98.6	31	1.4	2,202	1.06
Joliet Twp HSD 204	219	98.2	4	1.8	223	0.11
Jonesboro CCSD 43	4	80.0	1	20.0	5	0.00
Kaneland CUSD 302	102	86.4	16	13.6	118	0.06
Kankakee SD 111	681	98.1	13	1.9	694	0.33
Keeneyville SD 20	209	65.5	110	34.5	319	0.15
Kenilworth SD 38	1	14.3	6	85.7	7	0.00
Kewanee CUSD 229	121	98.4	2	1.6	123	0.06
Kids Kingdom Preschool Inc	-	0.0	1	100.0	1	0.00
Kildeer Countryside CCSD 96	102	31.6	221	68.4	323	0.16
Kinnikinnick CCSD 131	4	21.1	15	78.9	19	0.01
Kirby SD 140	27	19.4	112	80.6	139	0.07
Komarek SD 94	56	93.3	4	6.7	60	0.03

Appendix A

Number and Percentage of ELL Students, by Language and District: SY 2012 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
La Grange SD 102	95	70.9	39	29.1	134	0.06
La Grange SD 105 South	192	84.2	36	15.8	228	0.11
La Salle ESD 122	95	96.9	3	3.1	98	0.05
La Salle-Peru Twp HSD 120	10	62.5	6	37.5	16	0.01
LaGrange Highlands SD 106	7	36.8	12	63.2	19	0.01
Lake Bluff ESD 65	21	67.7	10	32.3	31	0.01
Lake Forest CHSD 115	1	100.0	-	0.0	1	0.00
Lake Forest SD 67	3	30.0	7	70.0	10	0.00
Lake Park CHSD 108	13	40.6	19	59.4	32	0.02
Lake Villa CCSD 41	164	80.0	41	20.0	205	0.10
Lake Zurich CUSD 95	120	48.4	128	51.6	248	0.12
Lansing SD 158	111	87.4	16	12.6	127	0.06
Laraway CCSD 70C	85	97.7	2	2.3	87	0.04
Lasting Impressions Visions Inc	1	100.0	-	0.0	1	0.00
Lawrence County CUD 20	5	71.4	2	28.6	7	0.00
Leepertown CCSD 175	1	100.0	-	0.0	1	0.00
Lemont Twp HSD 210	6	42.9	8	57.1	14	0.01
Lemont-Bromberek CSD 113A	31	17.7	144	82.3	175	0.08
Lena Winslow CUSD 202	7	100.0	-	0.0	7	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	120	72.7	45	27.3	165	0.08
Libertyville SD 70	22	66.7	11	33.3	33	0.02
Lincoln CHSD 404	-	0.0	2	100.0	2	0.00
Lincoln ESD 156	263	98.1	5	1.9	268	0.13
Lincoln ESD 27	2	33.3	4	66.7	6	0.00
Lincoln Way CHSD 210	18	40.9	26	59.1	44	0.02
Lincolnshire-Prairieview SD 103	3	2.6	111	97.4	114	0.05
Lincolnwood SD 74	22	8.9	226	91.1	248	0.12
Lindop SD 92	38	92.7	3	7.3	41	0.02
Lisle CUSD 202	39	55.7	31	44.3	70	0.03
Litchfield CUSD 12	2	40.0	3	60.0	5	0.00
Lockport SD 91	16	84.2	3	15.8	19	0.01
Lockport Twp HSD 205	39	78.0	11	22.0	50	0.02
Lombard SD 44	180	50.4	177	49.6	357	0.17
Ludlow CCSD 142	16	100.0	-	0.0	16	0.01
Lyons SD 103	426	90.6	44	9.4	470	0.23
Lyons Twp HSD 204	43	81.1	10	18.9	53	0.03
Macomb CUSD 185	3	6.7	42	93.3	45	0.02
Madison CUSD 12	18	100.0	-	0.0	18	0.01
Maercker SD 60	52	34.9	97	65.1	149	0.07
Mahomet-Seymour CUSD 3	12	63.2	7	36.8	19	0.01
Maine Township HSD 207	146	48.2	157	51.8	303	0.15
Manhattan SD 114	19	90.5	2	9.5	21	0.01
Mannheim SD 83	944	93.5	66	6.5	1,010	0.49
Manteno CUSD 5	15	71.4	6	28.6	21	0.01
Marengo CHSD 154	7	87.5	1	12.5	8	0.00
Marengo-Union E Cons D 165	115	94.3	7	5.7	122	0.06

Appendix A

Number and Percentage of ELL Students, by Language and District: SY 2012 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Marion CUSD 2	13	54.2	11	45.8	24	0.01
Marissa CUSD 40	1	100.0	-	0.0	1	0.00
Maroa Forsyth CUSD 2	2	16.7	10	83.3	12	0.01
Marquardt SD 15	542	77.0	162	23.0	704	0.34
Marseilles ESD 150	4	100.0	-	0.0	4	0.00
Marshall CUSD 2C	6	66.7	3	33.3	9	0.00
Mascoutah CUD 19	6	35.3	11	64.7	17	0.01
Matteson ESD 162	40	88.9	5	11.1	45	0.02
Mattoon CUSD 2	10	90.9	1	9.1	11	0.01
Maywood-Melrose Park-Broadview	1,554	99.4	10	0.6	1,564	0.75
Mazon-Verona-Kinsman ESD 2C	2	100.0	-	0.0	2	0.00
McHenry CCSD 15	521	91.7	47	8.3	568	0.27
McHenry CHSD 156	37	92.5	3	7.5	40	0.02
McLean County USD 5	219	57.6	161	42.4	380	0.18
Medinah SD 11	52	42.3	71	57.7	123	0.06
Mendota CCSD 289	181	98.9	2	1.1	183	0.09
Mendota Twp HSD 280	62	100.0	-	0.0	62	0.03
Meridian CUSD 223	90	91.8	8	8.2	98	0.05
Michelles Place Child Care Ctr	-	0.0	1	100.0	1	0.00
Midlothian SD 143	13	76.5	4	23.5	17	0.01
Midwest Central CUSD 191	1	100.0	-	0.0	1	0.00
Millburn CCSD 24	11	31.4	24	68.6	35	0.02
Minooka CCSD 201	116	85.3	20	14.7	136	0.07
Minooka CHSD 111	15	75.0	5	25.0	20	0.01
Mokena SD 159	15	35.7	27	64.3	42	0.02
Moline USD 40	545	72.3	209	27.7	754	0.36
Momence CUSD 1	59	100.0	-	0.0	59	0.03
Monmouth-Roseville CUSD 238	150	84.3	28	15.7	178	0.09
Monroe SD 70	-	0.0	2	100.0	2	0.00
Monticello CUSD 25	-	0.0	9	100.0	9	0.00
Morris CHSD 101	7	77.8	2	22.2	9	0.00
Morris SD 54	63	90.0	7	10.0	70	0.03
Morrison CUSD 6	2	66.7	1	33.3	3	0.00
Morton College District 527	34	97.1	1	2.9	35	0.02
Morton CUSD 709	8	36.4	14	63.6	22	0.01
Morton Grove SD 70	26	19.4	108	80.6	134	0.06
Mosaic Early Childhood Ctr Inc	6	35.3	11	64.7	17	0.01
Mount Prospect SD 57	27	30.0	63	70.0	90	0.04
Mount Vernon SD 80	5	83.3	1	16.7	6	0.00
Mt Pulaski CUSD 23	-	0.0	2	100.0	2	0.00
Mt Vernon Twp HSD 201	2	100.0	-	0.0	2	0.00
Mt Zion CUSD 3	-	0.0	1	100.0	1	0.00
Mundelein Cons HSD 120	86	93.5	6	6.5	92	0.04
Mundelein ESD 75	432	92.5	35	7.5	467	0.23
Murphysboro CUSD 186	34	97.1	1	2.9	35	0.02
N Pekin & Marquette Hght SD 102	-	0.0	5	100.0	5	0.00
Naperville CUSD 203	393	47.7	431	52.3	824	0.40
Nashville CHSD 99	1	50.0	1	50.0	2	0.00

Appendix A

Number and Percentage of ELL Students, by Language and District: SY 2012 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
New Athens CUSD 60	1	50.0	1	50.0	2	0.00
New Berlin CUSD 16	-	0.0	2	100.0	2	0.00
New Lenox SD 122	10	52.6	9	47.4	19	0.01
New Trier Twp HSD 203	5	17.9	23	82.1	28	0.01
Newark CCSD 66	1	100.0	-	0.0	1	0.00
Niles ESD 71	7	13.2	46	86.8	53	0.03
Niles Twp CHSD 219	18	5.8	292	94.2	310	0.15
Nippersink SD 2	25	78.1	7	21.9	32	0.02
Nokomis CUSD 22	1	100.0	-	0.0	1	0.00
Norridge SD 80	13	12.6	90	87.4	103	0.05
North Boone CUSD 200	142	97.9	3	2.1	145	0.07
North Chicago SD 187	906	96.3	35	3.7	941	0.45
North Palos SD 117	126	18.8	546	81.3	672	0.32
North Shore SD 112	731	94.6	42	5.4	773	0.37
Northbrook ESD 27	4	7.0	53	93.0	57	0.03
Northbrook SD 28	4	5.6	67	94.4	71	0.03
Northbrook/Glenview SD 30	2	3.6	54	96.4	56	0.03
Northfield Twp HSD 225	43	36.4	75	63.6	118	0.06
NW Suburban Spec Educ Org	9	52.9	8	47.1	17	0.01
O Fallon CCSD 90	1	20.0	4	80.0	5	0.00
O Fallon Twp HSD 203	2	33.3	4	66.7	6	0.00
Oak Grove SD 68	8	40.0	12	60.0	20	0.01
Oak Lawn CHSD 229	18	25.0	54	75.0	72	0.03
Oak Lawn-Hometown SD 123	168	55.1	137	44.9	305	0.15
Oak Park - River Forest SD 200	4	30.8	9	69.2	13	0.01
Oak Park & River Forest Day Nurs	2	100.0	-	0.0	2	0.00
Oak Park ESD 97	43	41.3	61	58.7	104	0.05
Oglesby ESD 125	12	100.0	-	0.0	12	0.01
Ohio CCSD 17	2	100.0	-	0.0	2	0.00
Olympia CUSD 16	-	0.0	4	100.0	4	0.00
Open Door Preschool	7	100.0	-	0.0	7	0.00
Oregon CUSD 220	21	70.0	9	30.0	30	0.01
Orion CUSD 223	-	0.0	1	100.0	1	0.00
Orland SD 135	74	33.3	148	66.7	222	0.11
Oswego CUSD 308	532	77.9	151	22.1	683	0.33
Ottawa ESD 141	58	95.1	3	4.9	61	0.03
Ottawa Twp HSD 140	21	87.5	3	12.5	24	0.01
Palatine CCSD 15	2,055	76.3	637	23.7	2,692	1.30
Palos CCSD 118	5	4.2	114	95.8	119	0.06
Palos Heights SD 128	12	22.2	42	77.8	54	0.03
Panhandle CUSD 2	2	100.0	-	0.0	2	0.00
Paris-Union SD 95	-	0.0	2	100.0	2	0.00
Park Forest SD 163	24	92.3	2	7.7	26	0.01
Park Ridge CCSD 64	28	18.4	124	81.6	152	0.07
Paxton-Buckley-Loda CUD 10	37	75.5	12	24.5	49	0.02
Pearl City CUSD 200	9	100.0	-	0.0	9	0.00
Pekin PSD 108	4	50.0	4	50.0	8	0.00
Pennoyer SD 79	5	13.2	33	86.8	38	0.02

Appendix A

Number and Percentage of ELL Students, by Language and District: SY 2012 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Peoria Heights CUSD 325	1	100.0	-	0.0	1	0.00
Peoria SD 150	557	82.5	118	17.5	675	0.33
Peotone CUSD 207U	2	100.0	-	0.0	2	0.00
Peru ESD 124	45	70.3	19	29.7	64	0.03
Pikeland CUSD 10	1	33.3	2	66.7	3	0.00
Plainfield SD 202	1,491	70.6	622	29.4	2,113	1.02
Plano CUSD 88	431	93.3	31	6.7	462	0.22
Pleasant Hill SD 69	2	100.0	-	0.0	2	0.00
Pleasantdale SD 107	4	10.0	36	90.0	40	0.02
Polo CUSD 222	1	100.0	-	0.0	1	0.00
Pontiac CCSD 429	-	0.0	1	100.0	1	0.00
Pontiac-W Holliday SD 105	1	100.0	-	0.0	1	0.00
Posen-Robbins ESD 143-5	441	98.9	5	1.1	446	0.22
Prairie Central CUSD 8	1	100.0	-	0.0	1	0.00
Prairie Crossing Charter School	-	0.0	1	100.0	1	0.00
Prairie Grove CSD 46	19	79.2	5	20.8	24	0.01
Prairie Hill CCSD 133	2	50.0	2	50.0	4	0.00
Prairie State College Dist 515	1	100.0	-	0.0	1	0.00
Prairie-Hills ESD 144	70	75.3	23	24.7	93	0.04
Prairieview-Ogden CCSD 197	-	0.0	1	100.0	1	0.00
Princeville CUSD 326	22	91.7	2	8.3	24	0.01
Prospect Heights SD 23	148	50.0	148	50.0	296	0.14
Proviso Twp HSD 209	727	98.2	13	1.8	740	0.36
Putnam County CUSD 535	12	80.0	3	20.0	15	0.01
Queen Bee SD 16	476	66.9	236	33.1	712	0.34
Quincy SD 172	4	23.5	13	76.5	17	0.01
R O W V A CUSD 208	1	100.0	-	0.0	1	0.00
Rankin CSD 98	3	100.0	-	0.0	3	0.00
Rantoul City SD 137	222	97.8	5	2.2	227	0.11
Rantoul Township HSD 193	7	100.0	-	0.0	7	0.00
Reavis Twp HSD 220	47	36.4	82	63.6	129	0.06
Red Bud CUSD 132	1	100.0	-	0.0	1	0.00
Rhodes SD 84-5	181	90.0	20	10.0	201	0.10
Rich Twp HSD 227	4	33.3	8	66.7	12	0.01
Richland GSD 88A	121	79.6	31	20.4	152	0.07
Richmond-Burton CHSD 157	1	100.0	-	0.0	1	0.00
Ridgeland SD 122	119	19.3	497	80.7	616	0.30
Ridgeview CUSD 19	1	100.0	-	0.0	1	0.00
Ridgewood CHSD 234	1	2.5	39	97.5	40	0.02
Riley CCSD 18	14	93.3	1	6.7	15	0.01
River Forest SD 90	12	42.9	16	57.1	28	0.01
River Grove SD 85-5	37	32.2	78	67.8	115	0.06
River Ridge CUSD 210	-	0.0	3	100.0	3	0.00
River Trails SD 26	164	66.9	81	33.1	245	0.12
Riverbend Headstart / Family Svcs	4	80.0	1	20.0	5	0.00
Riverside SD 96	55	64.7	30	35.3	85	0.04
Riverside-Brookfield Twp SD 208	53	89.8	6	10.2	59	0.03
Riverton CUSD 14	2	100.0	-	0.0	2	0.00

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Number and Percentage of ELL Students, by Language and District: SY 2012 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Rochelle CCSD 231	402	95.5	19	4.5	421	0.20
Rochelle Twp HSD 212	35	100.0	-	0.0	35	0.02
Rochester CUSD 3A	-	0.0	20	100.0	20	0.01
Rock Falls ESD 13	45	91.8	4	8.2	49	0.02
Rock Falls Twp HSD 301	3	75.0	1	25.0	4	0.00
Rock Island SD 41	168	26.2	474	73.8	642	0.31
Rockdale SD 84	27	100.0	-	0.0	27	0.01
Rockford SD 205	2,773	78.1	777	21.9	3,550	1.71
Rockton SD 140	13	54.2	11	45.8	24	0.01
Rondout SD 72	10	62.5	6	37.5	16	0.01
Roselle SD 12	25	36.2	44	63.8	69	0.03
Rosemont ESD 78	22	61.1	14	38.9	36	0.02
Rossville-Alvin CUSD 7	-	0.0	1	100.0	1	0.00
Round Lake CUSD 116	1,929	98.3	33	1.7	1,962	0.95
Roxana CUSD 1	5	83.3	1	16.7	6	0.00
Safari Childcare Inc	10	43.5	13	56.5	23	0.01
Salt Creek SD 48	16	51.6	15	48.4	31	0.01
Sandbox Learning Center	-	0.0	5	100.0	5	0.00
Sandridge SD 172	37	100.0	-	0.0	37	0.02
Sandwich CUSD 430	66	91.7	6	8.3	72	0.03
Saratoga CCSD 60C	31	91.2	3	8.8	34	0.02
Schaumburg CCSD 54	1,487	49.6	1,508	50.4	2,995	1.44
Schiller Park SD 81	224	49.3	230	50.7	454	0.22
Schuyler-Industry CUSD 5	6	21.4	22	78.6	28	0.01
SD 45 DuPage County	511	78.7	138	21.3	649	0.31
SD U-46	9,186	90.7	941	9.3	10,127	4.88
Seneca CCSD 170	2	100.0	-	0.0	2	0.00
Seneca Twp HSD 160	1	100.0	-	0.0	1	0.00
Serena CUSD 2	1	100.0	-	0.0	1	0.00
Sherrard CUSD 200	3	100.0	-	0.0	3	0.00
Shiloh Village SD 85	1	100.0	-	0.0	1	0.00
Signal Hill SD 181	1	50.0	1	50.0	2	0.00
Silvis SD 34	29	78.4	8	21.6	37	0.02
Skokie SD 68	55	19.0	235	81.0	290	0.14
Skokie SD 69	88	21.6	320	78.4	408	0.20
Skokie SD 73-5	30	16.8	149	83.2	179	0.09
Smithton CCSD 130	-	0.0	1	100.0	1	0.00
Somonauk CUSD 432	1	100.0	-	0.0	1	0.00
South Central CUD 401	-	0.0	1	100.0	1	0.00
South Holland SD 150	3	60.0	2	40.0	5	0.00
South Holland SD 151	208	95.9	9	4.1	217	0.10
Southeastern IL College 533	1	100.0	-	0.0	1	0.00
Southwestern CUSD 9	2	40.0	3	60.0	5	0.00
Sparta CUSD 140	-	0.0	1	100.0	1	0.00
Spring Valley CCSD 99	69	98.6	1	1.4	70	0.03
Springfield SD 186	33	25.6	96	74.4	129	0.06
St Anne CCSD 256	2	100.0	-	0.0	2	0.00
St Anne CHSD 302	1	100.0	-	0.0	1	0.00

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Number and Percentage of ELL Students, by Language and District: SY 2012 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
St Charles CUSD 303	401	79.4	104	20.6	505	0.24
St George CCSD 258	16	59.3	11	40.7	27	0.01
Stark County CUSD 100	2	20.0	8	80.0	10	0.00
Steger SD 194	109	92.4	9	7.6	118	0.06
Sterling CUSD 5	187	96.9	6	3.1	193	0.09
Stockton CUSD 206	1	100.0	-	0.0	1	0.00
Streator ESD 44	147	97.4	4	2.6	151	0.07
Streator Twp HSD 40	45	97.8	1	2.2	46	0.02
Summit Hill SD 161	32	33.3	64	66.7	96	0.05
Summit School	15	93.8	1	6.3	16	0.01
Summit SD 104	653	92.1	56	7.9	709	0.34
Sunnybrook SD 171	55	79.7	14	20.3	69	0.03
Sunset Ridge SD 29	7	24.1	22	75.9	29	0.01
Sycamore CUSD 427	112	87.5	16	12.5	128	0.06
Taft SD 90	11	73.3	4	26.7	15	0.01
Teutopolis CUSD 50	2	100.0	-	0.0	2	0.00
Thomasboro CCSD 130	4	100.0	-	0.0	4	0.00
Thornton Fractional Twp HSD 215	54	93.1	4	6.9	58	0.03
Thornton SD 154	8	88.9	1	11.1	9	0.00
Thornton Twp HSD 205	89	88.1	12	11.9	101	0.05
Tolono CUSD 7	-	0.0	6	100.0	6	0.00
Township HSD 211	328	62.4	198	37.6	526	0.25
Township HSD 214	484	76.7	147	23.3	631	0.30
Tremont CUSD 702	2	28.6	5	71.4	7	0.00
Tri City CUSD 1	-	0.0	2	100.0	2	0.00
Tri Point CUSD 6-J	3	100.0	-	0.0	3	0.00
Tri Valley CUSD 3	2	100.0	-	0.0	2	0.00
Triad CUSD 2	6	40.0	9	60.0	15	0.01
Trico CUSD 176	4	100.0	-	0.0	4	0.00
Triopia CUSD 27	4	100.0	-	0.0	4	0.00
Troy CCSD 30C	229	81.2	53	18.8	282	0.14
Tuscola CUSD 301	4	100.0	-	0.0	4	0.00
Twp HSD 113	56	88.9	7	11.1	63	0.03
Union Ridge SD 86	43	23.2	142	76.8	185	0.09
Union SD 81	3	100.0	-	0.0	3	0.00
United CUSD 304	1	10.0	9	90.0	10	0.00
United Twp HSD 30	11	35.5	20	64.5	31	0.01
Unity Point CCSD 140	28	30.8	63	69.2	91	0.04
Urbana SD 116	264	58.5	187	41.5	451	0.22
Valley View CUSD 365U	1,964	85.1	343	14.9	2,307	1.11
Vandalia CUSD 203	-	0.0	1	100.0	1	0.00
Vienna HSD 133	1	100.0	-	0.0	1	0.00
Vienna SD 55	7	87.5	1	12.5	8	0.00
Villa Grove CUSD 302	3	100.0	-	0.0	3	0.00
W Harvey-Dixmoor PSD 147	188	100.0	-	0.0	188	0.09
Wabash CUSD 348	-	0.0	2	100.0	2	0.00

Appendix A

Number and Percentage of ELL Students, by Language and District: SY 2012 (Continued)

DISTRICT/ENTITY NAME	LANGUAGE				Total	
	Spanish		Non-English Other Than Spanish			
	No.	Col Pct	No.	Col Pct	No.	Row Pct
Wallace CCSD 195	1	100.0	-	0.0	1	0.00
Warren Twp HSD 121	68	67.3	33	32.7	101	0.05
Warrensburg-Latham CUSD 11	3	75.0	1	25.0	4	0.00
Washington SD 52	2	100.0	-	0.0	2	0.00
Wauconda CUSD 118	422	90.0	47	10.0	469	0.23
Waukegan CUSD 60	5,032	98.1	98	1.9	5,130	2.47
Wesclin CUSD 3	17	85.0	3	15.0	20	0.01
West Chicago ESD 33	2,535	97.4	69	2.6	2,604	1.26
West Northfield SD 31	45	26.2	127	73.8	172	0.08
West Washington Co CUD 10	1	100.0	-	0.0	1	0.00
Westchester SD 92-5	123	77.8	35	22.2	158	0.08
Western CUSD 12	3	75.0	1	25.0	4	0.00
Wethersfield CUSD 230	1	100.0	-	0.0	1	0.00
Wheeling CCSD 21	2,116	79.7	540	20.3	2,656	1.28
Whiteside SD 115	-	0.0	1	100.0	1	0.00
Will County SD 92	14	34.1	27	65.9	41	0.02
Williamsville CUSD 15	1	25.0	3	75.0	4	0.00
Willow Grove SD 46	3	75.0	1	25.0	4	0.00
Willow Springs SD 108	3	37.5	5	62.5	8	0.00
Wilmette SD 39	14	15.4	77	84.6	91	0.04
Wilmington CUSD 209U	5	83.3	1	16.7	6	0.00
Winfield SD 34	15	57.7	11	42.3	26	0.01
Winnebago CUSD 323	43	79.6	11	20.4	54	0.03
Winnetka SD 36	8	32.0	17	68.0	25	0.01
Wolf Branch SD 113	-	0.0	3	100.0	3	0.00
Wood Dale SD 7	222	64.5	122	35.5	344	0.17
Woodland CCSD 50	664	78.0	187	22.0	851	0.41
Woodland CUSD 5	-	0.0	6	100.0	6	0.00
Woodridge SD 68	460	72.1	178	27.9	638	0.31
Woodstock CUSD 200	865	96.2	34	3.8	899	0.43
Worth SD 127	46	24.5	142	75.5	188	0.09
Yorkville CUSD 115	153	86.0	25	14.0	178	0.09
YWCA of Lake County	4	100.0	-	0.0	4	0.00
Zeigler-Royalton CUSD 188	-	0.0	1	100.0	1	0.00
Zion ESD 6	574	98.3	10	1.7	584	0.28
Zion-Benton Twp HSD 126	54	94.7	3	5.3	57	0.03
TOTAL	167,331	80.7	40,086	19.3	207,417	100.00

Appendix B

ELL PROGRAM DEFINITIONS

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

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

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

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

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

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

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

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

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

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

Appendix B

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.

Appendix B**ELL PROGRAM DEFINITIONS (Continued)**

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

Appendix C

Performance Definitions for the WIDA Levels of English Language Proficiency

WIDA Performance Definitions

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

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