



Transitional Bilingual Education and Transitional Programs of Instruction

2002 Evaluation Report

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Ronald J. Gidwitz, Chairman
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Dr. Robert E. Schiller
State Superintendent of Education

At the direction of the Illinois State Board of Education, the Division of Data Analysis and Progress Reporting evaluated the Transitional Bilingual Education (TBE) program and Transitional Programs of Instruction (TPI). The report is divided into three sections: Student Data, Program Data, and Conclusion and Recommendations. The terms Chicago or Chicago School District are used interchangeably to refer to Chicago School District 299.

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

HIGHLIGHTS OF THE FY02 PROGRAMS

Transitional Bilingual Education (TBE) and Transitional Programs of Instruction (TPI) help limited-English-proficient (LEP) students, whose native language is other than English, become proficient in English so they can transition into the mainstream education curriculum.

- Based on the FY02 Bilingual Census, school districts identified 136,100 LEP students as being eligible for bilingual education services.
- TBE and TPI programs served 154,915 students in FY02. This number exceeds the number of students identified as being eligible for bilingual education services by 13.8%. The primary reason for this difference is that the number of students served includes all students served during the entire school year, whereas the number of students reported as eligible includes only those students enrolled at the beginning of the school year.
- Three hundred eighty-four (384) school districts submitted Annual Student Reports (ASR). Forty-three (43) of these school districts were not identified in the Bilingual Census as having LEP students. Conversely, there were 47 school districts identified in the Bilingual Census that did not submit ASR reports.
- Of the 384 school districts reporting, 314 served students beyond the number identified as eligible for services in their respective districts.
- The 154,915 students served represent an increase of 10.2% over the number of students served in FY01. The increase is attributed to the significant increase in the number of students served by downstate programs (13.2%). Chicago District 299 also increased the number of students served by 6.4%.
- Most of the students were served in TBE programs (116,496 students; 75%) as opposed to TPI programs (38,419 students; 25%).
- The majority (87%) of bilingual education students are in elementary grades (K through 8th grade).
- About 42% of the students were served in Chicago District #299. This is the fourth consecutive year that Chicago District 299's portion of total students served has fallen below 50%. Moreover, 24% of students were served by school districts in Cook County and another 30% were served by DuPage, Kane, Lake, McHenry, Will, and Winnebago counties. All these counties are located in the northern or northwestern part of the state. The remaining 4% were served by central or southern counties.
- Among counties in Illinois, Cook County has the most number (121 school districts) of school districts participating in the bilingual education program. Other counties with a high number of school district participation are DuPage (41 school districts), Lake (40 school districts), Will (20 school districts), McHenry (16 school districts), and St. Clair (14 school districts).
- Most students (76%) have not exited the program and will continue to receive services from bilingual education programs in 2003.
- While it is a law to require students to be transitioned to the mainstream classroom at the end of their third year in the program, **41%** of students who had been in the program four years or more, have not yet exited or transitioned from the program. These students were assessed as not meeting the school districts' performance

standards and, therefore, were permitted to continue for more years in the program with the condition that they receive additional services until such time that they meet the regular education academic requirements.

- About 24% of the students served exited the TBE/TPI programs. **Of all students served**, 11% transitioned to mainstream education, 7% transferred to another school district or to a private school, and another 7% left for other reasons (parental withdrawal, graduation, drop-out, or unknown). Specifically, among the 37,883 students who exited the program, 45% transitioned to the regular school and 27% transferred to another school district. Moreover, of these students, 68% were in the program three or less years and the other 32% were in the program more than four years. Under Illinois law, students can receive bilingual program services for three years. To receive services beyond three years, both the district and the students' parents must consent.
- There were over 120 languages reported in FY02. Spanish is still the language spoken by the majority of students (78%).
- Only 9% of students received services from other programs. Title 1 is the service most commonly received. Over 2,000 students received Emergency Immigrant program support.
- There were 3,109 special education students and 547 migrant students in the program.
- Performance of Bilingual Education students on the ISAT still lagged behind that of mainstream students. Except for Mathematics, where the performance of Grade 3 transitioned students were slightly higher than that of mainstream students by 2%, performance in other subject areas and at other grade levels are slightly or significantly lower than that of mainstream students. In particular, 24 and 39 percent of Grades 4 and 7, respectively, among transitioned students performed below mainstream students in Social Science.
- Relative to IMAGE (Illinois Measure of Annual Growth in English) scores, Grade 3 students performed better than other grades in reading, writing, and mathematics. Similar to the results in the ISAT, it appears that as the student's grade level increases, performance in the IMAGE decreases.
- The performance of Chicago transitioned students on the ISAT are significantly better than downstate transitioned students.
- Chicago transitioned students were in the program longer than downstate transitioned students.
- The data showed a correlation between the students' length of stay with the program and their performance on the ISAT -- the longer a student stays with the program, the better his/her ISAT performance.
- 95% of TBE programs established Parent Advisory Councils (PAC).
- Services of translators are the most common service provided to parents and families of bilingual education students.
- Student assessment results are often used to place students in appropriate grades or services.

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INTRODUCTION

This evaluation report is divided into three sections, Student Data, Program Data, and Conclusion and Recommendations, and describes TBE and TPI programs that served limited-English-proficient students in Illinois during the 2001-2002 school year. The following evaluation questions are addressed by this report:

Student Data Section

Who is eligible to receive services?

How many students are enrolled in Bilingual Education programs?

What native languages are spoken by the students?

Where are the students located?

What are the gender and ages of the students?

What are the students' grade levels and what types of bilingual education programs are the students enrolled in?

What other types of services did the students receive?

What is the extent of students' participation in the program?

What are the students' rates of transition and exit?

What are the performance levels of transitioned students in the ISAT?

What are the performance levels of LEP students in IMAGE?

Program Data Section

What are the professional development needs of bilingual education program staff for FY 03?

What types of resources were used or what services were provided to families and parents of students in bilingual education programs?

What is the extent of parent/family involvement in school-based committees and organizations?

What types of assessment measures are used by programs and how are these student assessment results used?

How is instruction delivered?

Background

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

Transitional Bilingual Education (TBE)

In 1973, legislation was passed requiring school districts to offer a Transitional Bilingual Education program whenever there are 20 or more LEP students with a common native language enrolled in one school. TBE programs must be taught by a certificated teacher who is fluent in one of the native languages spoken by the students.

Transitional Program of Instruction (TPI)

A Transitional Program of Instruction may be provided in lieu of a TBE program whenever there are fewer than 20 LEP students of a common native language at an attendance center. However, a TPI program must always be made available to any LEP student if a TBE program is not otherwise available. TPI programs may or may not involve certificated teachers, and a wide range of services may be provided. Typical examples of TPI services involve part-time instruction in English as a second language, the use of tutors and aides in the classroom, and other native language resource persons (parents, peers, and volunteers from the community).

Data Sources

Data were collected by the Data Analysis and Progress Reporting Division using three instruments: 1) the Bilingual Census, 2) the Annual Student Report (ASR), and 3) the Program Delivery Report (PDR). The annual Bilingual Census records the number of limited-English-proficient students enrolled in each district. School districts reporting LEP students on their annual Bilingual Census complete the Annual Student Report and the Program Staffing and Delivery Report. The Annual Student Report collects individual student data on native language, grade level, gender, birthdates, other services, entry and exit dates in the TPI or TBE program, and the primary reason for exiting the program (if applicable). The Program Delivery Report collects program data on staff development, parental involvement, instructional services, and student assessment.

In addition, this report presents data from the Illinois Measures of Annual Growth in English (IMAGE) Assessment Test and the Illinois Standard Achievement Test (ISAT) for students who have transitioned to the regular school program. These data were collected by the Assessment Division of the Illinois State Board of Education. The IMAGE test measures English reading and writing proficiency for students whose first language is not English. The test is administered annually to those students who were enrolled in an approved TBE or TPI program in their first, second, and third years of instruction.

Section 1.

Student Data

Who is eligible to receive services?

School districts are required to identify limited-English-proficient students using a home language survey which indicates the languages they speak and the languages used in their homes. Once students with non-English language backgrounds are identified, districts are then required to conduct individual language assessments.

The individual language assessment measures students' listening, speaking, reading, and writing skills in English. Students are considered limited-English-proficient and eligible for bilingual education services if their individual language assessment indicates that:

- a) their performance on a nationally-normed English-language-proficiency test is below the 50th percentile (or its equivalent), or
- b) their performance is at or above the 50th percentile on a nationally-normed English-language-proficiency test, but other performance indicators show that they are more than one year behind the average of district age/grade level peers in any required subject, or
- c) when no nationally-normed English-language-proficiency test can be administered, a review of other indicators shows they are unable to succeed in English-only classes or are more than one year behind the average of district/grade level peers in any required subject.

Bilingual Census

The Bilingual Census provides the following information for each attendance center:

- a) the number of non-English-language-background students, and
- b) the number of non-English-language-background students identified as having limited English proficiency.

The students having limited-English-proficiency are referred to as LEP students and are eligible to be served in TBE/TPI programs.

How many students are enrolled in Bilingual Education programs?

Table 1 shows the number of students served by bilingual education programs along with the number of students identified as LEP in the Bilingual Census. These data are presented for the state as a whole and for the bilingual program districts that served 600 students or more.

Table 1. LEP Students Identified and Served in Bilingual Education Programs, 2001-2002

School District	Number Identified	Number Served	Percent Served
CITY OF CHICAGO SCHOOL DIST 299	61,037	65,536	107.4
CICERO SCHOOL DISTRICT 99	6,316	6,222	98.5
SCHOOL DISTRICT 46	8,417	5,872	69.8
AURORA EAST UNIT SCHOOL DIST 131	3,814	4,691	123.0
WAUKEGAN C U SCHOOL DIST 60	3,752	4,433	118.2
PALATINE C C SCHOOL DIST 15	2,278	2,568	112.7
COMM UNIT SCH DIST 300	2,397	2,326	97.0
COMM CONS SCH DIST 59	1,483	2,134	143.9
ROCKFORD SCHOOL DIST 205	2,752	1,996	72.5
WHEELING C C SCHOOL DIST 21	1,861	1,980	106.4
ROUND LAKE AREA SCHS - DIST 116	1,147	1,700	148.2
WEST CHICAGO ELEM SCHOOL DIST 33	1,418	1,531	108.0
SCHAUMBURG C C SCHOOL DIST 54	1,008	1,410	139.9
INDIAN PRAIRIE C U SCH DIST 204	907	1,132	124.8
TOWNSHIP HIGH SCHOOL DIST 214	836	1,066	127.5
JOLIET PUBLIC SCH DIST 86	1,023	1,042	101.9
COMM CONSOLIDATED SCH DIST 62	713	1,024	143.6
VALLEY VIEW CUSD #365U	663	934	140.9
ADDISON SCHOOL DIST 4	641	921	143.7
AURORA WEST UNIT SCHOOL DIST 129	832	847	101.8
MAYWOOD-MELROSE PARK-BROADVIEW-89	617	835	135.3
NORTH CHICAGO SCHOOL DIST 187	459	778	169.5
TOWNSHIP H S DIST 211	422	777	184.1
BERWYN NORTH SCHOOL DIST 98	760	760	100.0
WOODSTOCK C U SCHOOL DIST 200	511	708	138.6
ELMHURST SCHOOL DIST 205	99	665	671.7
SCHOOL DISTRICT 45	489	660	135.0
J S MORTON H S DISTRICT 201	552	647	117.2
BERWYN SOUTH SCHOOL DISTRICT 100	469	641	136.7
COOK COUNTY SCHOOL DIST 130	612	640	104.6
EAST MAINE SCHOOL DIST 63	635	631	99.4
BERKELEY SCHOOL DIST 87	570	630	110.5
MANNHEIM SCHOOL DIST 83	535	626	117.0
COMMUNITY CONSOLIDATED S D 93	270	625	231.5
GLENVIEW C C SCHOOL DIST 34	444	610	137.4
Other School Districts	25,361	35,317	139.3
Total	136,100	154,915	113.8

The data show that over 13% of the students identified as eligible for bilingual education programs in the Bilingual Census were served (Table 1). Some school districts served as many as over 500% of the students eligible for services. For example, there were only 99 students identified as eligible for services in Elmhurst School District 205, and yet they served 665 students. This is approximately 572% over the number identified. There were 314 school districts whose enrollments in bilingual education programs are more than those eligible for services. Conversely, there were 48 school districts whose LEP identified eligible students

were more than those receiving services. The higher number of students served to that of students identified for services may be explained by student migration into and between schools and the fact that data collected on students served covers the entire school year, while the Bilingual Census includes only students enrolled at the beginning of the school year. On the other hand, parents have the right to decline bilingual education services for their children, which explains the number of identified LEP students to be higher than that of the number served.

What native languages are spoken by the students?

Table 2 on page 6 lists the languages spoken by the 154,915 students served in TPI and TBE programs. There were over 120 languages reported in FY02. In general, the language diversity among TBE/TPI students in Illinois has remained constant over the past several years, with Spanish-speaking students continuing to represent the largest group.

Where are the students located?

Table 3 on page 7 shows the most common languages spoken by bilingual education students and their locations. Statewide, Spanish is the most common language spoken, followed by Polish, Arabic, Urdu, and Korean. In Chicago, significant numbers of students speak Polish, Arabic, Urdu, and Cantonese. Outside of Chicago, particularly in the suburbs of Chicago, a significant number of students speak Polish, Korean, Gujarati, Arabic, and Urdu. The data reported in Table 3 also indicate a major shift in the geographic locations where students are served. Since 2000 (the first time in over 10 years), Chicago District 299's portion of students served has fallen to less than half of the statewide total. In addition, the data also indicates that more students are now enrolled in bilingual education programs in the suburbs or Cook County. The enrollment in the suburbs is higher than that of Chicago (77,995 versus 65,536).

Table 2. Native Languages Spoken by Students Served in Bilingual Education Programs in Illinois Schools, 2001-2002

Language	Count	Language	Count	Language	Count
Afrikaans (Taal)	44	Hainanese (Chinese)	2	Others	764
Akan (Fante, Asante)	18	Haitian-Creole	178	Pampangan	5
Albanian	1	Hakka (Chinese)	12	Panjabi (Punjabi)	254
Albanian, Gheg (Kosovo/Macedon)	635	Hausa	2	Pashto (Pushto)	33
Albanian, Tosk (Albania)	186	Hebrew	66	Pilipino (Tagalog)	1,068
Algonquin	1	Hindi	480	Pima	3
Amharic	63	Hmong	32	Polish	6,679
Arabic	2,685	Hopi	1	Portuguese	162
Armenian	34	Hungarian	27	Romanian	550
Assyrian (Syriac, Aramaic)	575	Ibo/Igbo	35	Romany (Gypsy)	14
Balinese	8	Icelandic	1	Russian	1,139
Bengali	63	Ilonggo (Hiligaynon)	17	Samoan	14
Bosnian	602	Indonesian	51	Serbian	1,358
Bulgarian	664	Italian	232	Shanghai (Chinese)	5
Burmese	34	Japanese	896	Shona	1
Cambodian (Khmer)	209	Kache (Kaje, Jju)	1	Sikkimese	1
Cantonese (Chinese)	1,555	Kannada (Kanarese)	15	Sindhi	5
Cebuano (Visayan)	13	Kanuri	2	Sinhalese	14
Chamorro	2	Konkani	3	Sioux (Dakota)	8
Chaochow/Teochiu (Chinese)	27	Korean	2,233	Slovak	66
Choctaw	1	Krio	5	Slovenian	12
Comanche	2	Kurdish	12	Sotho	1
Creek	3	Lao	161	Spanish	120,817
Croatian	98	Latvian	16	Swahili	45
Crow	2	Lingala	1	Swedish	44
Czech	117	Lithuanian	666	Taiwanese/Formosan	60
Danish	17	Luganda	2	Tamil	54
Dutch/Flemish	40	Macedonian	59	Telugu (Telegu)	207
Efik	1	Malay	37	Thai	140
Eskimo	1	Malayalam	393	Tibetan	23
Estonian	24	Mandarin (Chinese)	712	Tuluau	2
Ewe	12	Marathi	17	Turkish	117
Farsi (Persian)	201	Mien (Yao)	1	Ukrainian	517
Finnish	18	Navajo	1	Urdu	2,658
French	356	Nepali	10	Vietnamese	1,177
Fukien/Hokkien (Chinese)	11	Norwegian	11	Welsh	1
German	186	Okinawan	1	Winnebago	2
Greek	244	Oneida	1	Yiddish	1
Gujarati	1,629	Oriya	3	Yombe	1
Guyanese	3	Orri (Oring)	2	Yoruba	111

Table 3. Number of LEP Students Served by Bilingual Education Programs by Language Spoken and Location

LANGUAGE	East Central	Northern	Southern	Suburbs	West Central	Chicago	State	Pct
Spanish	956	7,038	475	58,693	628	53,027	120,817	78.0
Polish	5	51		3,253		3,370	6,679	4.3
Arabic	39	65	36	1,561	41	943	2,685	1.7
Urdu	15	36	8	1,374	6	1,219	2,658	1.7
Korean	241	30	30	1,700	12	220	2,233	1.4
Gujarati	8	25	14	1,387	5	190	1,629	1.1
Cantonese (Chinese)	11	17	12	360	18	1,137	1,555	1.0
Serbian	1	112		358	2	885	1,358	0.9
Vietnamese	34	69	4	498	31	541	1,177	0.8
Russian	32	37	5	855	5	205	1,139	0.7
Pilipino (Tagalog)	2	41	1	654	4	366	1,068	0.7
Japanese	60	11	10	780	12	23	896	0.6
Others	19	54	8	394	4	285	764	0.5
Mandarin (Chinese)	120	28	27	419	18	100	712	0.5
Lithuanian	2	2		586		76	666	0.4
Bulgarian	5	9	8	446		196	664	0.4
Albanian, Gheg (Kosovo/Macedon)	12	63	8	347	2	203	635	0.4
Bosnian		81		195		326	602	0.4
Assyrian (Syriac, Aramaic)				241	1	333	575	0.4
Romanian	1	4	1	228	2	314	550	0.4
Ukrainian		11	3	300		203	517	0.3
Hindi	8	20	2	311	6	133	480	0.3
Malayalam		9		352		32	393	0.3
French	23	18	3	171	7	134	356	0.2
Panjabi (Punjabi)		11		227		16	254	0.2
Greek		2		178	1	63	244	0.2
Italian	8	25		156	7	36	232	0.1
Cambodian (Khmer)	7	3		81		118	209	0.1
Telugu (Telegu)	11	7	2	141	7	39	207	0.1
Farsi (Persian)	7	16	8	131	1	38	201	0.1
Albanian, Tosk (Albania)	4	17	1	164			186	0.1
German	4	18	5	136	2	21	186	0.1
Haitian-Creole		5		97	1	75	178	0.1
Portuguese	15	9	3	105	4	26	162	0.1
Lao	6	87		57		11	161	0.1
Thai	3	4	4	71	1	57	140	0.1
Czech		4		70		43	117	0.1
Turkish	10	2	1	72		32	117	0.1
Yoruba				41		70	111	0.1
Other Languages (Identified)	64	83	14	805	11	430	1,407	0.9
TOTAL	1,733	8,124	693	77,995	839	65,536	154,920	100.0

Table 4 below shows the concentration of TBE and TPI programs outside Chicago District 299. The districts listed served 34% of Illinois' bilingual education students, which represents 60% of the students served outside of Chicago District 299.

Table 4. The Largest* Bilingual Program Districts Outside Chicago District 299

School District	COUNT	Pct to State Total
CICERO SCHOOL DISTRICT 99	6,222	4.0
SCHOOL DISTRICT 46	5,872	3.8
AURORA EAST UNIT SCHOOL DIST 131	4,691	3.0
WAUKEGAN COMM UNIT SCHOOL DIST 60	4,433	2.9
PALATINE COMM CONSOLIDATED SD 15	2,568	1.7
COMM UNIT SCH DIST 300	2,326	1.5
COMM CONS SCH DIST 59	2,134	1.4
ROCKFORD SCHOOL DIST 205	1,996	1.3
WHEELING SCHOOL DISTRICT 21	1,980	1.3
ROUND LAKE AREA SCHOOL DISTRICT 116	1,700	1.1
WEST CHICAGO ELEM SCHOOL DIST 33	1,531	1.0
SCHAUMBURG C C SCHOOL DIST 54	1,410	0.9
INDIAN PRAIRIE C U SCH DIST 204	1,132	0.7
TOWNSHIP HIGH SCHOOL DIST 214	1,066	0.7
JOLIET PUBLIC SCH DIST 86	1,042	0.7
COMM CONSOLIDATED SCH DIST 62	1,024	0.7
VALLEY VIEW CUSD #365U	934	0.6
ADDISON SCHOOL DIST 4	921	0.6
AURORA WEST UNIT SCHOOL DIST 129	847	0.5
MAYWOOD-MELROSE PARK-BROADVIEW-89	835	0.5
NORTH CHICAGO 187	778	0.5
TOWNSHIP H S DIST 211	777	0.5
BERWYN NORTH SCHOOL DIST 98	760	0.5
WOODSTOCK C U SCHOOL DIST 200	708	0.5
SCHOOL DISTRICT 45	660	0.4
J S MORTON H S DISTRICT 201	647	0.4
BERWYN SOUTH SCHOOL DISTRICT 100	641	0.4
COOK COUNTY SCHOOL DIST 130	640	0.4
EAST MAINE SCHOOL DIST 63	631	0.4
BERKELEY SCHOOL DIST 87	630	0.4
MANNHEIM SCHOOL DIST 83	626	0.4
COMMUNITY CONSOLIDATED SD 93	625	0.4
GLENVIEW C C SCHOOL DIST 34	610	0.4

*Serving over 600 students

What are the gender and ages of the students?

Males slightly outnumbered females by about 4% (Table 5). The distribution is similar across various locations (Chicago and Downstate) and in the state.

Table 5. Gender of Bilingual Education Students

Gender	Chicago		Downstate		State	
	Number	Pct	Number	Pct	Number	Pct
Female	31,664	48.3	42,600	47.7	74,264	47.9
Male	33,872	51.7	46,779	52.3	80,651	52.1
Total	65,536	42.3	89,379	57.7	154,915	100.0

Approximately 70% of students are between age 6 and 12. Chicago has more students in this age group (73%) than downstate (67%).

Table 6. Percent Distribution of Bilingual Education Students in Age Groups

Location	AGE GROUP					
	3 less than 6 years old	6 less than 9 years old	9 less than 12 years old	12 less than 15 years old	15 less than 18 years old	18 less than 21 years old
Downstate	3.4	39.1	27.5	14.3	11.2	4.3
Chicago	3.3	40.7	32.7	12.9	7.5	2.8
State	3.4	39.8	29.7	13.7	9.6	3.6

Age-Grade Regression

An age-grade regression analysis showed that the students in bilingual education programs are generally behind grade levels given their ages. Statistically, the regression analysis results to the linear equation: $Y (\text{Grade}) = -4.706 + 0.811 \cdot X (\text{Age})$. Predicting the grade level of a student in this program, given the student's age (using the equation), showed that, for instance, students who are 18 or 19 years of age are still in 11th grade.

What are the students' grade levels and what types of bilingual education programs are the students enrolled in?

Table 7 shows that the majority (87%) of students served were in elementary grades (K through 8). It has been the case in bilingual education programs that the numbers of students decrease as the grade level increases. This pattern generally holds true in both Chicago and downstate.

Bilingual services for Pre-K students are optional; some districts choose to offer Pre-K services while other districts do not. Table 7 shows that less than 1% of students served were in Pre-K. Moreover, Table 7 also shows that 75% of students were served in TBE programs and 25% in TPI programs. Chicago School District 299 still continues to serve the most number of students among all school districts.

Table 7. Number of Students Enrolled in TBE/TPI Programs by Grade Level and Location

Grade Level	Chicago			Downstate			Illinois		
	TBE	TPI	Total	TBE	TPI	Total	TBE	TPI	Total
Pre-K	242	56	298	560	307	867	802	363	1,165
Kinder	8,894	560	9,454	9,362	3,779	13,141	18,256	4,339	22,595
1st	8,790	640	9,430	8,517	3,239	11,756	17,307	3,879	21,186
2nd	8,501	635	9,136	8,186	3,642	11,828	16,687	4,277	20,964
3rd	7,097	651	7,748	7,103	3,305	10,408	14,200	3,956	18,156
4th	8,147	674	8,821	5,628	2,757	8,385	13,775	3,431	17,206
5th	5,129	464	5,593	4,137	2,646	6,783	9,266	3,110	12,376
6th	3,659	404	4,063	2,944	2,194	5,138	6,603	2,598	9,201
7th	1,900	371	2,271	2,151	2,033	4,184	4,051	2,404	6,455
8th	1,783	403	2,186	1,824	1,862	3,686	3,607	2,265	5,872
9th	1,935	332	2,267	2,052	2,061	4,113	3,987	2,393	6,380
10th	1,536	284	1,820	1,848	1,754	3,602	3,384	2,038	5,422
11th	1,170	226	1,396	1,286	1,566	2,852	2,456	1,792	4,248
12th	852	166	1,018	1,048	1,291	2,339	1,900	1,457	3,357
Ungraded	29	6	35	186	111	297	215	117	332
Totals	59,664	5,872	65,536	56,832	32,547	89,379	116,496	38,419	154,915

What other types of services did the students receive?

There were only 14,011 students (9%) who received additional services from other programs (Table 8). Slightly over 57% of these students received Title 1 services and another 16%

Table 8. Other Services Received by 9% of Students

Program Service	Duplicate Count	Pct of Students Receiving Additional Service	Program Service	Duplicate Count	Pct of Students Receiving Additional Service
Title 1	8,017	57.2	Title VII	1	0
Special Education	3,109	22.2	Truant Alternatives	14	0.1
Head Start	8	0.1	Emergency Immigrant	2,202	15.7
Migrant	547	3.9	Hispanic Dropout Prevention	117	0.8
Gifted	70	0.5	Other Local Service	1,690	12.1

Total Number of Students Receiving Additional Services 14,011

received Emergency Immigrant Program services. The Emergency Immigrant Program provides educational services to children who were not born in the United States, or in any of its

possessions or territories, and who have been attending schools in the United States for less than three complete academic years. There were 53,145 eligible immigrant children reported in 99 Illinois school districts during the 2000/2001 school year. The program services include specialized instruction or support by ESL/bilingual teachers/aides/tutors, purchasing of materials/equipment, tutorials, mentoring or academic/career counseling, family literacy and parent outreach activities, staff development activities, etc.

Table 8 also shows that of all students served by the program, 547 (0.3%) are migrant students and 3,109 (2%) are special education students.

What is the extent of students' participation in the program?

Table 9 shows the students' years of participation in the program.

Table 9. Years of Participation in Bilingual Education Program by Grade Level

Grade Level	Three Years or Less Count	Pct	Four Years or More Count	Pct	Still in the Program Count	Pct
Pre-K	121	0.5		0.0	1,044	0.9
Kinder	3,034	11.8		0.0	19,561	16.7
1st	3,148	12.3		0.0	18,038	15.4
2nd	3,448	13.5		0.0	17,516	14.9
3rd	2,718	10.6	1,001	8.3	14,437	12.3
4th	1,945	7.6	3,763	31.0	11,498	9.8
5th	1,576	6.2	2,000	16.5	8,800	7.5
6th	1,283	5.0	2,255	18.6	5,663	4.8
7th	1,037	4.0	612	5.0	4,806	4.1
8th	1,816	7.1	672	5.5	3,384	2.9
9th	1,313	5.1	381	3.1	4,686	4.0
10th	1,189	4.6	277	2.3	3,956	3.4
11th	1,109	4.3	278	2.3	2,861	2.4
12th	1,821	7.1	884	7.3	652	0.6
Ungraded	48	0.2	3	0.0	281	0.2
Total	25,606	16.5	12,126	7.9	117,183	75.5

Almost 76% of students have not exited the program and will continue to receive program services in FY03. Relative to those who have exited the program, twice as many students had been in the program three years or less (68%) compared to students who had been in the program four or more years (32%).

Data elsewhere showed that of those who **have not exited** the program, 41% had been in the program for more than three years. Some research indicates that students benefit from long-term participation in bilingual programs, however, tracking years of participation is important. Although the School Code requires that limited-English-proficient students stay in transitional bilingual education programs for no more than three years or until they can demonstrate a locally determined grade-level proficiency in English, whichever comes first, a student can remain in a transitional bilingual education program beyond three years as long as the parents

and the local school district consent. Despite School Code requirements, what the data in Table 9 show is that more students are staying longer than three years in the program.

Table 10 shows the years of participation of students by program type. Data show that 13% of the TBE and 27% of the TPI participants have been in the program only three years or less. Although there are many possible explanations for this difference, one may be that many students become English-language-proficient more quickly in the TPI programs, which generally use more one-on-one instruction.

Table 10. Years of Participation by Type of Program

Years of Participation	TBE		TPI		State	
	Count	Pct	Count	Pct	Count	Pct
Less than 1 Year	2,572	2.2	1,370	3.6	3,942	2.5
One Year	5,082	4.4	4,125	10.7	9,207	5.9
Two Years	3,997	3.4	2,958	7.7	6,955	4.5
Three Years	3,540	3.0	1,962	5.1	5,502	3.6
Four Years	3,898	3.3	1,186	3.1	5,084	3.3
Five Years	2,689	2.3	600	1.6	3,289	2.1
Six Years	2,204	1.9	326	0.8	2,530	1.6
Seven Years	636	0.5	181	0.5	817	0.5
More than 7 Years	377	0.3	180	0.5	557	0.4
Still in the Program	91,501	78.5	25,531	66.5	117,032	75.5
Total	116,496	75.2	38,419	24.8	154,915	100.0

What are the students' rates of transition and exit?

The exit data in Table 11 are categorized by the following six exit codes used in the Annual Student Report:

- 1 - Student has achieved an English proficiency level that is equal to or above the 50th percentile (or its equivalent) on a nationally normed English-language-proficiency test and has been assigned to a mainstream program (Transition).
- 2 - Student has been withdrawn from the program at the request of parents.
- 3 - Student has graduated, but has not fulfilled the criteria for transition.
- 4 - Student has dropped out of school. (Student voluntarily leaves the school district prior to graduation without entering another institution for formal education.)
- 5 - Student has transferred to another school and has not re-entered a TBE or TPI program.
- 6 - Student has left the program for reasons other than those listed above.

Transitioned bilingual education students represent the successes of the program, and consequently, it is important to examine the differences among transitioned students with

respect to their years in bilingual programs and types of programs. Data elsewhere indicated that the transition rate of 11.2% in FY02 is relatively similar to FY99's transition rate of 11.5%. The FY02 transition rate is 4% higher than in FY01 but 2% lower than FY00. Over the past seven years, the statewide transition rate has averaged about 9.2%.

Of the 37,883 students that exited the program (Table 11), 46% transitioned to the regular school. This number represents 24% of the state total. Comparing transition rates within years of participation, twice as many students (64%) had been in the program four years or more compared to 37% of students who were in the program three years or less. Table 11 also indicates high mobility of bilingual education students. 27% of those that exited transferred to another school district or moved, while another 14% of exits could not be determined.

Table 11. Length of Stay with the Program and Reason for Exiting

Reason for Exiting	Three Years or Less		Four Years or More		Total Exits	
	Count	Pct	Count	Pct	Count	Pct
Transitioned	9,536	37.2	7,888	64.3	17,424	46.0
Withdrawn by Parents	1,974	7.7	307	2.5	2,281	6.0
Graduated	1,472	5.7	536	4.4	2,008	5.3
Dropped Out	464	1.8	84	0.7	548	1.4
Transferred	8,956	35.0	1,324	10.8	10,280	27.1
Other	3,204	12.5	2,138	17.4	5,342	14.1
Total	25,606	100.0	12,277	100.0	37,883	100.0

As shown in Table 12, transition rates (relative to total number of exits) are higher in downstate programs than in Chicago (50% versus 40%). However, student transfers are more prevalent in Chicago (36%) than downstate (27%). While the data does not show it, it could be inferred that these transfers or moves may be attributed to homelessness by a significant number of families in Chicago School District 299 or to frequent moves of families to find jobs. Similar to last year's data, not one student in Chicago School District 299 graduated.

Table 12. Reason for Exiting the Program by Geographic Location

Reason for Exiting	Chicago		Downstate	
	Count	Pct	Count	Pct
Transitioned	5,516	39.5	11,908	49.8
Withdrawn by Parents	1,250	9.0	1,031	4.3
Graduated		0.0	2,008	8.4
Dropped Out	246	1.8	302	1.3
Transferred	4,950	35.5	5,330	22.3
Other	1,987	14.2	3,355	14.0
Total	13,949	100.0	23,934	100.0

Overall, the data shows that the transition rate among TBE students in Chicago School District 299 (8%) is lower than the transition rate among Downstate-TBE students (11%). Equally lower, is the TPI transition rate in Chicago School District 299 (10%) compared to transition rates in downstate-TPI programs (18%). Overall, the TBE transition rate has always been substantially lower than the TPI transition rate.

Since Chicago District 299 accounts for almost 50% of the state's bilingual students, transition data are also separated into Chicago and downstate categories by program type (Table 13). Despite Chicago District 299's policy that limits the amount of time that students may participate in TBE/TPI programs, fewer students (8.4%) were transitioned to the regular school program compared to downstate transitions (13.3%). In Table 13, it appears that Chicago School District 299 has higher retention rates than downstate programs, i.e., Chicago transitioned students stayed longer with the program compared to downstate transitioned students, regardless of what bilingual education program the student is served.

Table 13. Years of Participation for Transitioned Students by Program Type and Location

Years in the Program	TBE Programs				TPI Programs			
	Chicago		Downstate		Chicago		Downstate	
	Count	Pct*	Count	Pct*	Count	Pct*	Count	Pct*
Three Years or Less	876	17.9	3,791	62.8	220	36.0	4,649	79.1
Four Years or More	4,029	82.1	2,242	37.2	391	64.0	1,226	20.9
Total	4,905		6,033		611		5,875	

*Percentages were calculated on the total number of students transitioned (17,424).

The years of participation or service for transitioned students highlight some interesting contrasts. Specifically, 82% of transitioned students in Chicago-TBE programs spent four or more years with the program compared to 37% of downstate-TPI programs. Similarly, 64% of transitioned students in Chicago-TPI programs had been in the program four years or more compared to 21% of downstate-TPI programs.

What are the performance levels of transitioned students on the ISAT?

Table 14 shows the percent of students that met and exceeded the learning standards. The data shows that the performance of Grade 3 transitioned students in Reading, Math, and Writing are not too far-off that of mainstream students. In fact, transitioned students performed slightly better than mainstream students in Mathematics. However, Grade 4 and 7 transitioned students lagged significantly from that of mainstream students in Social Science.

Table 14. Comparison of ISAT Performance Between Transitioned Students and Mainstream Students: Percent Met and Exceeded Standards, FY 02

Grade Level	Subject Area							
	Reading		Mathematics		Writing		Social Science	
	Transiti oned	Main- stream	Transiti oned	Main- stream	Transiti oned	Main- stream	Transiti oned	Main- stream
Grade 3	51	62	76	74	59	57	---	---
Grade 4	---	---	---	---	---	---	44	68
Grade 5	33	59	45	63	45	59	---	---
Grade 7	---	---	---	---	---	---	34	73
Grade 8	48	68	53	53	43	61	---	---

Performance of Chicago-Transitioned students compared to Downstate-Transitioned students.

An examination and comparison of performance by geographic location indicates that in general, transitioned students in Chicago performed better than downstate transitioned students, in fact, better than mainstream students in some subject areas. As shown from earlier data, the majority of transitioned students in Chicago (82% in TBE programs and 64% in TPI programs), have been in the program four years or more. These transitioned students are then administered the ISAT. The achievement levels of these students on the ISAT in FY 02 are shown in Table 15. In general, it appears that Chicago-Transitioned students perform better than Downstate-Transitioned students. Specifically, except for Grade 3-Math and Grade 5-Writing, Chicago-Transitioned students outperformed Downstate-Transitioned students at all grade levels and subject areas. More notably, in Grade 8-Reading, 68% of Chicago-Transitioned students met and exceeded standards compared to only 37% of Downstate-Transitioned students.

Table 15. Comparison of ISAT Performance of Transitioned Students by Location with Mainstream Students: Percent Met and Exceeded Standards

Grade Level	Reading			Math			Writing		
	Transitioned		Main-stream	Transitioned		Main-stream	Transitioned		Main-stream
	Chicago	Downstate		Chicago	Downstate		Chicago	Downstate	
3	53	46	62	49	56	74	64	62	57
5	34	25	59	50	46	63	46	53	59
8	68	37	68	57	46	53	46	43	61

Grade Level	Social Science			Science		
	Transitioned		Main-stream	Transitioned		Main-stream
	Chicago	Downstate		Chicago	Downstate	
4	52	49	68	64	57	60
7	40	32	73	71	66	59

Chicago-Transitioned students even performed better than mainstream students in the areas of Grade 3-Writing, Grade 8-Math and Grade 7-Science. More specifically, 64% of Chicago-Transitioned students met and exceeded standards in Grade 3-Writing compared to only 57% of mainstream students. In addition, 71% of Chicago-Transitioned students met and exceeded standards in Grade 7-Science compared to only 59% of mainstream students.

Since most of the transitioned students that took the ISAT from Chicago School District 299 have been in the program four years or more, there is a high probability that the students' length of stay with bilingual education programs may have influenced their performance. Whatever is gained from staying with the program longer than required seems to have a positive influence on their ISAT scores.

What are the performance levels of LEP students on IMAGE?

Students who are enrolled in a state-approved bilingual education program for less than three academic years take IMAGE if they are unable to take ISAT/PSAE (Prarie State Achievement Examination), due to their lack of proficiency in English. The purpose of the IMAGE test is to measure English reading and writing proficiency for students whose first language is not English. The test is administered annually to those students who were enrolled in an approved TBE or TPI program in their first, second, and third years of instruction. There are four levels of proficiency in IMAGE similar to that of the ISAT:

Beginning (B) – Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.

Strengthening (S) – Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.

Expanding (E) – Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.

Transitioning (T) – Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

As normally practiced, students who made it to the transitioning level are transitioned to the regular school program.

Table 16 shows the performance of LEP students on IMAGE. There were only 40,832 students who took IMAGE in 2002, which represents 30% of LEP students eligible for bilingual education services and only 26% of students enrolled in bilingual education programs in FY02.

Table 16. Performance of LEP Students on IMAGE

Grade Level	Reading				Writing				Mathematics			
	B	S	E	T	B	S	E	T	B	S	E	T
3	29	33	24	14	9	16	48	27	18	41	37	4
5	42	27	19	12	26	28	37	9	22	56	21	1
8	49	32	16	2	42	30	23	5	25	57	15	3
11	54	40	5	1	50	30	18	2	18	59	21	2

Among LEP students who took IMAGE, Grade 3 students seem to perform better than students in other grades. Table 16 indicates that more students in Grade 3 expanded and transitioned (equivalent to met and exceeded standards on the ISAT) in reading, writing, and mathematics compared to Grades 5, 8, or 11. Grade 11 students have the lowest proficiency levels among all four grade levels with 54% and 50% still at the beginning levels in reading and writing respectively. The data further shows that the vast majority of these students are still below

“Transitioning” level. This indicates that their placement in TBE and TPI programs is appropriate given their level of English reading and writing skills.

Table 17. Comparison of IMAGE Performance of LEP Students to the ISAT Performance of Transitioned Students: Expanded and Transitioned (IMAGE) and Met and Exceeded Standards (ISAT)

Grade Level	Reading		Writing		Math	
	IMAGE	ISAT (Transitioned)	IMAGE	ISAT (Transitioned)	IMAGE	ISAT (Transitioned)
3	38	51	75	59	41	76
5	31	33	46	45	22	45
8	18	48	28	43	18	53

Comparison of IMAGE performance of LEP students to the ISAT performance of transitioned students (Table 17) reveals that except for performance in writing of Grade 3 students, achievement levels of LEP students on IMAGE are generally below that of the achievement levels of transitioned students on the ISAT. This contrasting performance may be attributed again to the number of years a student stayed in the program. Students taking the IMAGE are only in the program three years or less, whereas the majority of transitioned students taking the ISAT had been with the program four or more years.

SECTION 2.

PROGRAM DATA

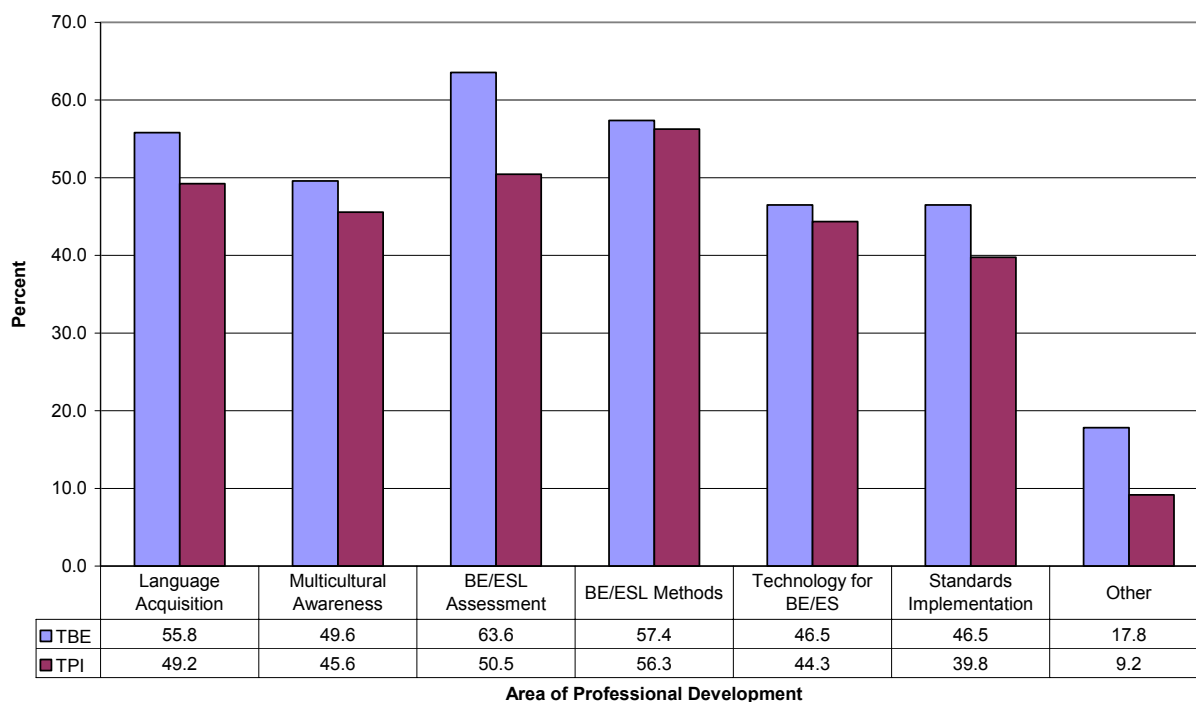
The data presented in this section are extracted from the Program Delivery Reports. While 384 school districts submitted Annual Student Reports (ASR), slightly less than that (359) submitted Program Delivery Reports (PDR). Of these 359 school districts, 90 operated both TBE and TPI programs, 33 operated only TBE programs, and 236 operated only TPI programs. The following tables (Table 18 through Table 20) and charts (Charts 1 through Chart 6) present information on TBE and TPI programs and offer comparisons between the two program types on a wide range of factors which includes among others: professional development needs, types of student assessments used, how assessment data are used, various instructional methodologies used, and resources provided to enhance family involvement.

Number of FTEs. According to reports received from these 359 school districts, there were 30,194 teachers (FTE), 13,232 teacher aides (FTE), and 3,001 administrators (FTE) involved in providing services to their limited English-proficient-students.

What are the professional development needs of bilingual education program staff for FY03?

Chart 1 shows that TBE programs have a higher need for any type of professional development than TPI programs. In particular, TBE programs expressed more need for training in assessing their LEP students. Both programs expressed a significant need for training in language acquisition and in knowing various methods of teaching LEP students.

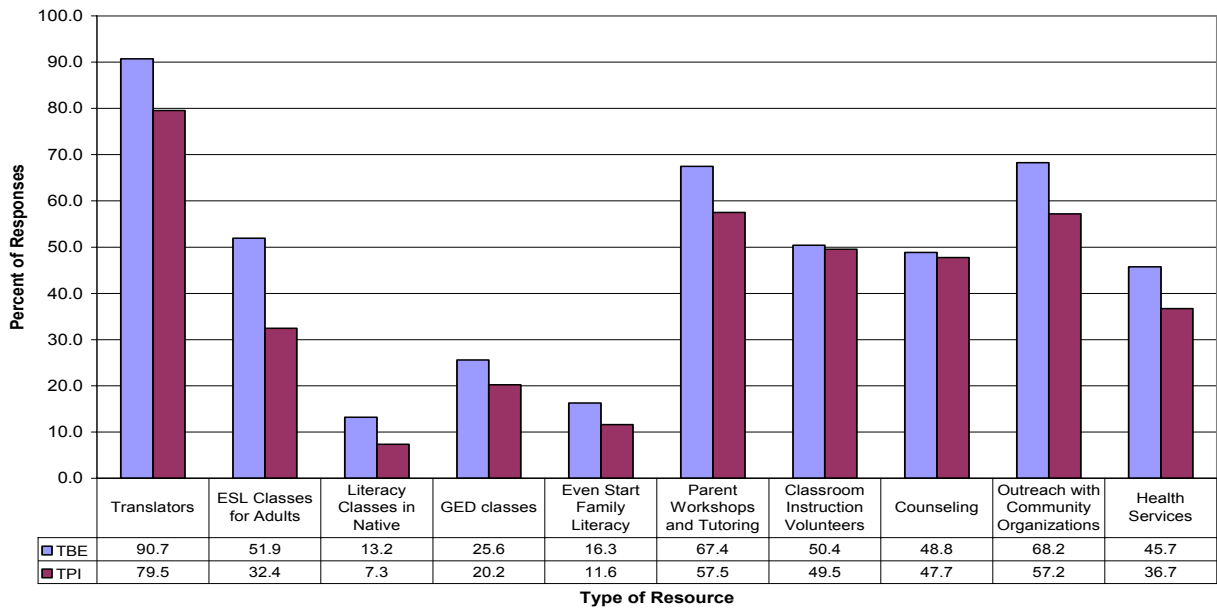
Chart 1. Percent Responses on Areas of Professional Development Needs by Type of Program



What types of resources were used or what services were provided to families and parents of students in bilingual education programs?

Chart 2 specifically indicates that services of translators is the most common service provided to parents and families of bilingual education students. This service is provided more often by TBE programs than TPI programs. Apparently, the majority of the parents and families of TBE/TPI students do not speak English themselves, thus the dire need for translators. Other services offered by more than half of TBE/TPI programs include ESL classes; parent workshops and tutoring; classroom instruction by volunteers; and outreach services that include referrals and leveraging other resources with other social/community agencies to support other needs of parents/families.

Chart 2. Resources Used or Services Provided to Enhance Parent Participation in TBE/TPI Programs



What is the extent of parent/family involvement in school-based committees and organizations?

105 ILCS 5/14C-10 requires all school districts with TBE programs to provide parents opportunities for maximum involvement in school activities citing, in particular, the establishment of parent advisory committees (PAC).

Parent Advisory Council or PAC according to the law, affords parents the opportunity to effectively express their views, and as such, ensure that through PAC, program planning, operations, and evaluation processes have parental approval and participation.

Following the requirements of the law, 117 of 123 school districts (95%) with TBE programs have established PACs. In particular, 82 of these school districts not only encouraged parents to become participants, but also encouraged them to become decision-makers (Table 18).

Table 18. Level of Parental Involvement in School-Based Committees, Councils, and Organizations

Type Group/Committee	Non-Participant		Participant Only		Participant & Decision-Maker	
	TBE	TPI	TBE	TPI	TBE	TPI
Parent Advisory Council for BE/ESL Programs	3.6	36.5	28.8	24.4	67.6	39.1
Local School Council	53.8	65.3	33.3	24.0	12.8	10.7
PTA/PTO/PFC	12.1	24.9	47.7	42.6	40.2	32.5
School Improvement Team	57.4	62.2	16.7	18.2	25.9	19.6
Other Group/Committee	15.8	23.0	42.1	42.6	42.1	34.4
Total Number of Programs	449					

It can be inferred from the data that TBE programs may have instituted vigorous measures to keep parents involved in school activities. While parents are strongly involved in PAC, PTA, PTO, or PFC, only a few programs reported having parents participating in school improvement teams or local school councils. There were 54% of TBE programs and 65% of TPI programs which reported that parents are not participating in these committees in their local school councils, and there were 57% of TBE programs and 62% of TPI programs which reported that parents are not participating in their school improvement teams. It is possible that some of these reporting districts may not have those committees in their school or that parents chose not to participate. The reasons for low participation of parents on this committee or team are not known.

What types of assessment measures are used by programs and how are these student assessment results used?

TBE/TPI programs used various assessment tools to test levels of academic proficiencies of LEP students. These assessment tools include district portfolios, district tests, performance-based tests, norm-referenced tests, and standardized tests of language proficiency. These tests were administered in either the student's native language or in English. The data shown in Tables 19 and 20 indicate that the majority of school districts used English, and in only a few instances they used the student's native language in assessing the student's competencies. Various purposes were reported in conducting such student assessments relative to student achievements which include the following: the level by which state standards are attained, placing LEP students to classes, monitoring programs after student transition, monitoring programs with Bilingual/ESL services, reclassifying LEP students within Bilingual/ESL programs, and in transitioning students to mainstream. The data in Tables 19 and 20 show that TBE/TPI programs tend to use standardized tests of language proficiency to make decisions about placing students, and switch to using norm-referenced tests or performance-based tests when determining if state standards are attained, or in making decisions about transitioning students.

Table 19. Tests Administered in Student's First or Native Language

Purpose of Assessment	Type of Test									
	District Portfolios		District Test		Performance-Based Test		Standardized Norm-Referenced Test		Standardized Test of Language Proficiency	
Attaining of State Standards	TBE	TPI	TBE	TPI	TBE	TPI	TBE	TPI	TBE	TPI
Placing of LEP Students	10.6	4.9	17.1	4.9	21.1	5.5	14.6	6.4	12.2	4.0
Monitoring Programs After Student Transition	10.6	5.5	15.4	6.4	18.7	9.2	11.4	6.1	57.7	23.9
Monitoring Programs with Bilingual/ESL Services	6.5	2.1	6.5	1.8	8.9	3.4	6.5	1.5	8.1	3.4
Reclassifying LEP Students Within Bilingual/ESL Services	17.9	6.1	21.1	5.5	29.3	8.0	22.0	5.5	40.7	13.2
Transitioning Students to Mainstream	16.3	7.1	17.1	3.7	30.1	8.6	17.1	4.9	41.5	12.6
	12.2	4.9	11.4	3.7	18.7	5.5	15.4	4.6	29.3	11.0

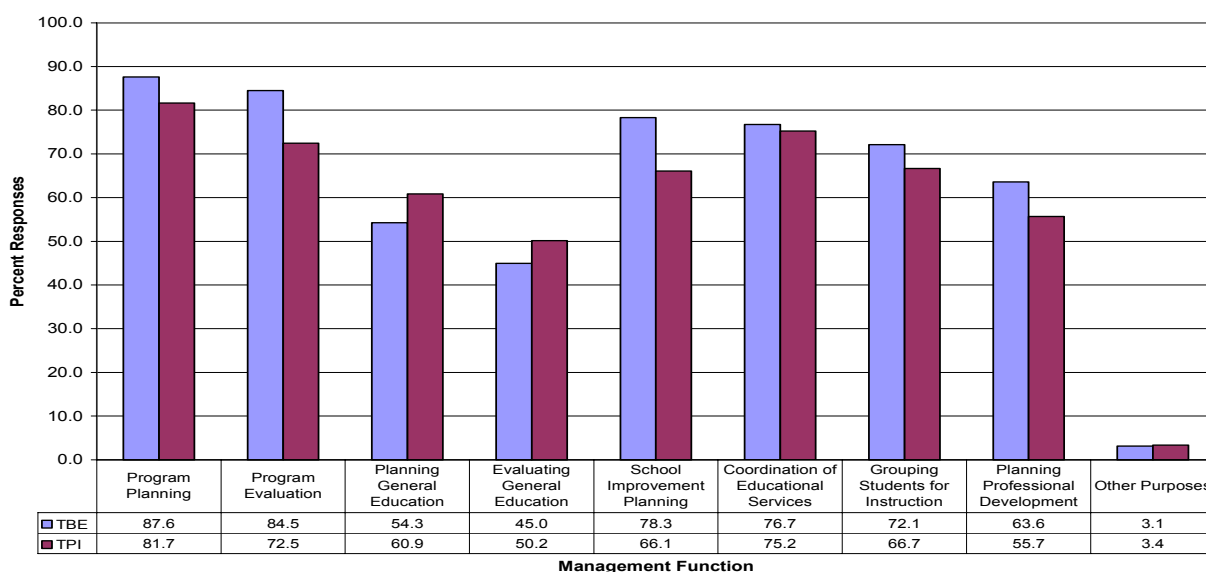
Table 20. Tests Administered in English

Purpose of Assessment	Type of Test									
	District Portfolios		District Test		Performance-Based Test		Standardized Norm-Referenced Test		Standardized Test of Language Proficiency	
Attaining of State Standards	TBE	TPI	TBE	TPI	TBE	TPI	TBE	TPI	TBE	TPI
Placing of LEP Students	37.4	37.1	47.2	45.7	61.8	54.6	62.6	67.5	36.6	34.4
Monitoring Programs After Student Transition	27.6	27.6	35.8	33.1	43.1	44.8	46.3	45.4	88.6	80.1
Monitoring Programs with Bilingual/ESL Services	43.1	35.9	48.0	40.2	59.3	47.2	71.5	58.0	34.1	34.4
Reclassifying LEP Students Within Bilingual/ESL Services	43.1	38.0	43.9	40.2	57.7	51.5	57.7	47.9	73.2	62.0
Transitioning Students to Mainstream	37.4	32.5	41.5	35.9	60.2	50.0	52.8	46.6	82.1	63.5
	45.5	40.8	48.8	43.6	69.1	57.7	68.3	58.9	87.0	72.7

Student Assessments to Serve Management Functions

Chart 3 shows that the majority of school districts used student assessment for program planning and program evaluation, and these functions extend to planning the program curriculum and instruction and school improvement planning. Student assessment results can also provide information on achievement gaps (student achievement strengths and weaknesses), and therefore, help in identifying areas of professional development that teachers may need to address those gaps. What is interesting perhaps about the results of this study is that while student assessment results allow for the identification of professional development gaps, staff expressed a dire need for learning how to assess these students. Apparently, the majority of staff may not have adequate skills to conduct assessments and interpret test results. This skill is necessary for proper placement of students and in making decisions about transitioning such students.

Chart 3. Purposes of Student Assessments in Various Management Functions



How is instruction delivered?

Instruction by Grouping Patterns

The law requires that, whenever possible, LEP students shall be placed in classes with similar ages and grade levels. Given the diversity of learning needs of LEP students, school districts have learned to employ various methods of instruction, of grouping students in several classes which include flexible grouping, homogenous grouping (same grade level or same ages) by language proficiency, heterogeneous grouping (various grade levels or varying ages) by language proficiency, homogenous grouping by cognitive ability, heterogeneous grouping by cognitive ability, multi-age or other instructional grouping.

Chart 4. Instructional Groupings of LEP Students

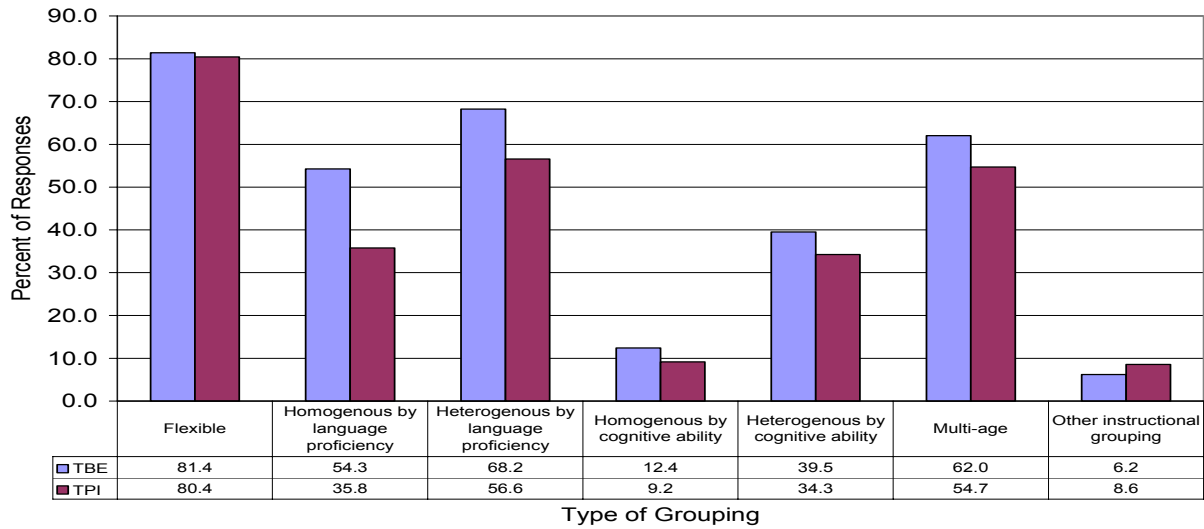


Chart 4 shows how LEP students are grouped according to instructional needs by type of program. It appears that programs used flexible groupings more often than other instructional groupings. Flexible grouping takes the form of any of the other groupings, as well as possibly pulling-out students for tutoring.

Types of Instructional Delivery Systems

Chart 5. Instructional Delivery Systems in TBE Programs

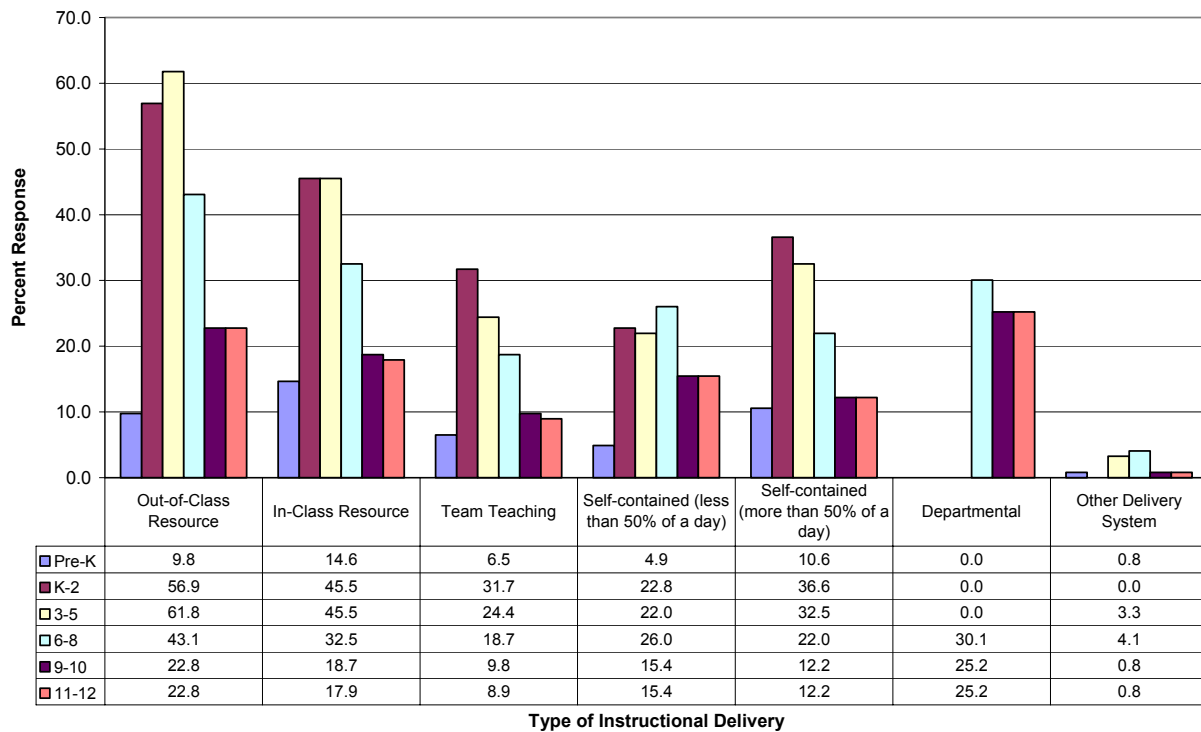


Chart 5 shows the types of instructional delivery systems in TBE programs. Since districts may use more than one type, the chart displays the number of reporting programs that use a given type of instruction within each of the six grade bands. For TBE programs, out-of-class resource instruction is more frequently used for Grades 3 through 5, whereas team teaching and self-contained classrooms meeting more than 50% of the day are more often used for grades K-2. In-class resource is used more often for grades K through 5 and departmental or self-contained classrooms meeting less than 50% a day are often used for grades 6-8. For Pre-K students, in-class resource instruction was the most frequent approach, followed by self-contained instruction. For the grades 9-10 and grades 11-12 bands, the departmental mode was used most often, followed by out-of-class resource instruction.

Chart 6. Instructional Delivery Systems in TPI Programs

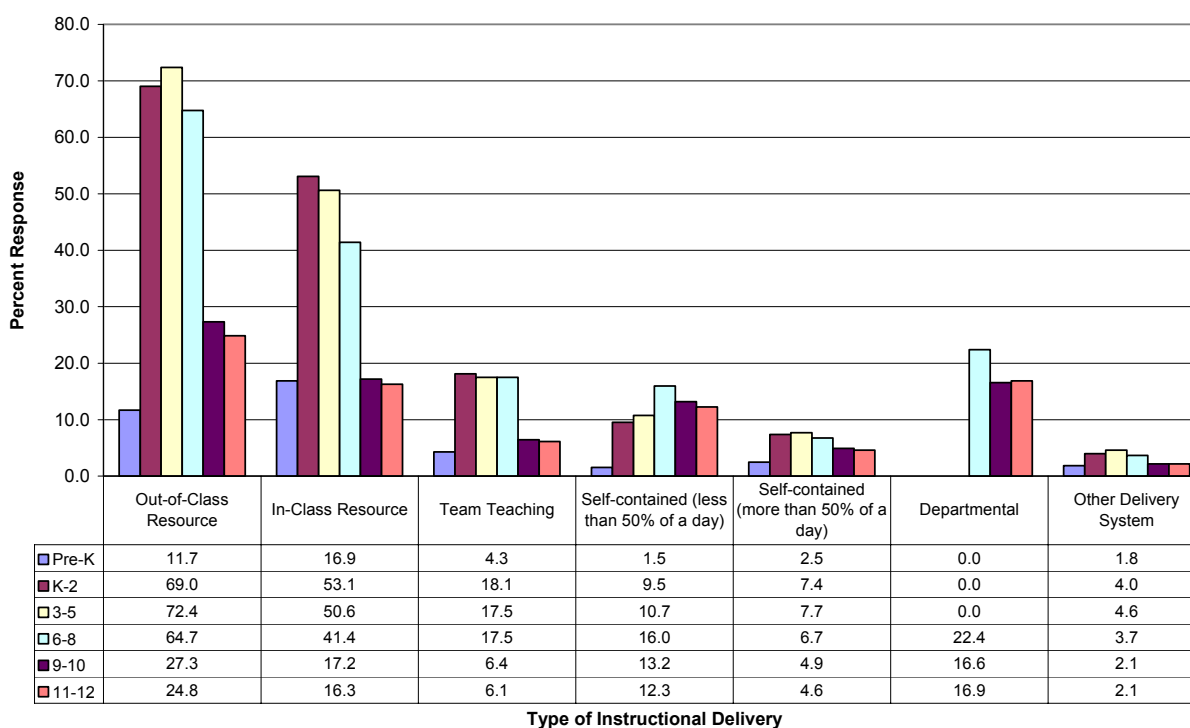


Chart 6 shows that, among TPI programs, out-of-class resource instruction was used most often followed by in-class resource instruction in all grade bands except Pre-K. In the Pre-K band, in-class resource instruction was used more often than the out-of-class resource approach.

Section 3.

Conclusion and Recommendations

- Given that the number of students needing bilingual education program services has increased through time, it is vital that this program needs to continue. The student demographics in Illinois has been, for several years now, gradually changing. Enrollment statistics show that between 1990 and 2002, white enrollment decreased by approximately 7% and black enrollment decreased by about 1%. In contrast, Hispanic enrollment increased by 7% and Asian enrollment increased by 1%. Moreover, the majority of students receiving services from this program are Hispanics (ranging from 78% to 85% at a given year), and this population is rapidly increasing in the state. The growing Hispanic population needs attention. National statistics show that not only is the Hispanic population rapidly increasing, this group is also reported to have the highest dropout rate and have the lowest achievement levels among ethnic groups. Proficiency in English is a critical factor to become educationally successful and the majority, if not all of Hispanic students participating in TBE/TPI programs are limited English proficient.
- Regarding achievement levels of these students, the FY02 data show that **students who have transitioned but have stayed longer than four years in the program perform better on the ISAT than transitioned students who have been in the program less than three years**. Specifically, the majority of students transitioning from Chicago School District 299 spent more than four years in TBE programs but consequently perform better on the ISAT than downstate students. What the data also implies is that it takes longer for LEP students to catch up with the learning standard performance requirements that keeping them longer in TBE programs seem to facilitate higher performance levels on the ISAT. With this “new” information, it is important to review the three years participation set by the law.
- With regards to programs, TBE programs are gearing-up to respond to the law’s requirement of getting families or parents involved in school activities with the establishment of Parent Advisory Councils in 95% of the school districts participating in bilingual education programs. More and more parents are not only playing roles as participants, but are also involved in decision-making. What specific areas parents are making decisions on are not known from the data. The Program Delivery Report (PDR) form will be modified in FY 03 to collect this information.
- Noticeably, TBE/TPI programs show increasing use of student assessment results in program planning or program evaluation. Moreover, they also use student assessment results more frequently to make decisions on student placements. However, it should be noted that, while student assessments seem to take an integral part in the TBE/TPI staff’s daily tasks, **the majority of school districts reporting seem to think that teachers or academic staff of TBE/TPI programs are still lacking the necessary skills, perhaps not only to conduct assessments but how assessment results are interpreted and used**. This professional development need must be considered when planning the next Bilingual Education conference.
- *Data Collection.* The forms currently used to collect TBE/TPI student and program data [Annual Student Report (ASR) and Program Delivery Report (PDR)], provide the basic

information required to be reported to the legislature. However, with the No Child Left Behind, both ASR and PDR must be streamlined to also meet the federal data requirements. Some of these requirements, which are currently not in the PDR, include among other things, the reporting of the number of certified or licensed teachers working in language instruction educational programs and educating limited-English-proficient children; types of technical assistance provided by teachers for implementing language instruction educational programs based on scientifically based research, and an estimate of the number of such teachers that will be needed for the succeeding five fiscal years.

Some challenges in collecting data were identified and addressed through a meeting of the program evaluator and program consultants. To ensure that all funded TBE/TPI programs submit data, program consultants will submit a list of these programs to the program evaluator, and the latter will notify the former to follow-up programs that have not submitted data. There were about 27 funded programs this year that would have been missed if not for this coordination between evaluator and consultants. Another change in data reporting for FY 03, is that programs will be sent both electronic copies and paper copies of their previous year data with a preference for submitting reports electronically. In that case, keypunching will be minimized, and, in turn will provide sufficient time for creating the database, editing the data, running the analysis, and writing the reports. One major concern about the data is its lack of validity on some data variables. Birthdates and student names, for instance, are not reported correctly. FY 03 reporting will take aggressive measures to minimize such reporting errors.