
ILLINOIS BILINGUAL EDUCATION PROGRAMS

2003 Annual Report

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At the direction of the Illinois State Board of Education, the Division of Data Analysis and Progress Reporting evaluated the Bilingual Education Programs in Illinois. 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 FY03 PROGRAMS

Bilingual educational programs in Illinois (Transitional Bilingual Education [TBE], Transitional Programs of Instruction [TPI] and/or Title III) are established to 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 FY03 Bilingual Census, reporting school districts identified 127,324¹ LEP students as being eligible for bilingual education services.
- Illinois bilingual education programs served 169,414 students in FY03. This number exceeds the number of students identified as being eligible for bilingual education services by 33%. 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 for services includes only those students enrolled at the beginning of the school year.
- Four hundred six (406) school districts, 45% of all public school districts in the state, submitted Annual Student Reports (ASR).
- Of the 406 school districts reporting, 261 served students beyond the number identified as eligible for services in their respective districts.
- The 169,414 students served represent an increase of 9.4% over the number of students served in FY02. The increase is attributed to the significant increase in the number of students served by Chicago District 299 (28.1%). Downstate numbers decreased by 4.3%.
- Most of the students were served in TBE programs (116,572 students; 68.6%) as opposed to TPI programs (52,842 students; 31.2%).
- Almost 78% of bilingual education students are in elementary grades (K through 8th grade). About 11% of students enrolled in the program are in Pre-Kindergarten.
- Approximately half of the students were served in Chicago District #299. Moreover, about 20% of students were served by school districts in Cook County and another 29% were served by DuPage, Kane, Lake, Will, and Winnebago counties. All these counties are located in the northern or northwestern part of the state. The remaining 2% were served by central or southern counties.
- Among counties in Illinois, Cook County has the most number (119 school districts) of school districts participating in the bilingual education program. Other counties with a high number of school district participation are DuPage with 41 school districts, Lake with 39 school districts, Will with 19 school districts, and McHenry with 16 school districts. All these counties are either suburban or northern counties. St. Clair county has 10 school districts participating, the highest in the southern part of the state.
- Most students (79%) have not exited the program and will continue to receive services from bilingual education programs in 2004.
- Of the students who had been in the program four years or more, 42% have not yet exited or transitioned from the program.

¹ This does not include School District 46 and more than 30 other school districts that did not submit their Bilingual Census Report in 2003. Given this, the number of LEP student in 2003 could be more than 127,324.

- About 21% of the students served exited the TBE/TPI programs. Specifically, among the 34,947 students who exited the program, 36% transitioned to the regular school and 29% transferred to another school district. Moreover, of these students, 66% were in the program three years or less and the other 34% were in the program four years or more. Under Illinois law, students who do not meet the exit criteria can continue to receive bilingual education program services beyond three years when both the district and the students' parents consent.
- In FY03, there were over 123 languages spoken by students. Spanish is still the language spoken by the majority of students (79.5%).
- About 58% of students received services from other programs. Title 1 is the service most commonly received (22.2%). Almost 8,000 students received Special Education services and over 66,000 students received other local services.
- The performance of Bilingual Education Grade 3-transitioned students on the ISAT is higher than its mainstream peers in three subject areas: reading, mathematics, and writing. However, other transitioned students still lag behind that of their peers in mainstream classrooms. In particular, 15 and 21% of Grades 4 and 7 transitioned students respectively, 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.
- The performance of Chicago Public School District's Grades 5 and 8 transitioned students on the ISAT are significantly better than its peers downstate.
- Chicago transitioned students were in the program longer than downstate transitioned students.
- For transition students, the data showed a positive 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.
- 74% 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 bilingual education programs that served limited-English-proficient students in Illinois during the 2002-2003 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 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 on the ISAT?

What is the relationship of length of participation in bilingual education programs to their performance on the ISAT?

What are the performance levels of LEP students in IMAGE?

Program Data Section

What professional development activities were received by teachers or teacher aides in bilingual education programs in FY03?

What professional development areas are of high priority for school districts with bilingual education programs in FY04?

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?

How are 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 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.

Recently, with the passage of No Child Left Behind, state-funded TBE and/or TPI programs could receive additional funding from the federal government to support the educational needs of LEP students. This federally-funded program for LEP students is called Title III.

Data Sources

Data were collected by the Data Analysis and Progress Reporting Division using three instruments: 1) the Fall Housing which includes 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.

This report also presents data from the Illinois Measures of Annual Growth in English (IMAGE) Assessment Test and the Illinois Standards 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 500 students or more.

Table 1. LEP Students Identified and Served in Bilingual Education Programs, 2002-2003

SCHOOL DISTRICT	Number Identified	Number Served	Percent Served
CITY OF CHICAGO SCHOOL DIST 299	62,103	83,926	135.1
CICERO SCHOOL DISTRICT 99	6,476	6,532	100.9
SCHOOL DISTRICT 46*	-----	6,179	-----
AURORA EAST UNIT SCHOOL DIST 131	4,170	4,945	118.6
WAUKEGAN C U SCHOOL DIST 60	3,515	4,412	125.5
PALATINE C C SCHOOL DIST 15	2,151	2,567	119.3
COMM UNIT SCH DIST 300	1,813	2,455	135.4
WHEELING C C SCHOOL DIST 21	1,943	2,068	106.4
ROCKFORD SCHOOL DIST 205	1,775	2,032	114.5
COMM CONS SCH DIST 59	1,444	1,889	130.8
WEST CHICAGO ELEM SCHOOL DIST 33	1,571	1,585	100.9
SCHAUMBURG C C SCHOOL DIST 54	1,174	1,466	124.9
ROUND LAKE AREA SCHOOL DIST 116	1,174	1,354	115.3
INDIAN PRAIRIE C U SCH DIST 204	970	1,200	123.7
ADDISON SCHOOL DIST 4	697	971	139.3
COMM CONSOLIDATED SCH DIST 62	791	969	122.5
TOWNSHIP HIGH SCHOOL DIST 214	787	967	122.9
AURORA WEST UNIT SCHOOL DIST 129	978	877	89.7
NORTH CHICAGO SCHOOL DIST 187	543	853	157.1
JOLIET PUBLIC SCH DIST 86	1,011	814	80.5
BENSENVILLE SCHOOL DISTRICT 2	452	785	173.7
TOWNSHIP H S DIST 211	519	689	132.8
COMMUNITY UNIT SCHOOL DIST 200	452	668	147.8
WOODSTOCK C U SCHOOL DIST 200	573	665	116.1
SCHOOL DISTRICT 45	587	648	110.4
VALLEY VIEW CUSD 365U	702	645	91.9
BERWYN NORTH SCHOOL DIST 98	511	590	115.5
BERWYN SOUTH SCHOOL DISTRICT 100	481	590	122.7
J S MORTON H S DISTRICT 201	512	569	111.1
COOK COUNTY SCHOOL DIST 130	562	560	99.6
EAST MAINE SCHOOL DIST 63	593	559	94.3
BURBANK SCHOOL DISTRICT 111	338	559	165.4
PLAINFIELD SCHOOL DIST 202	260	557	214.2
WOODLAND C C SCHOOL DIST 50	371	552	148.8
HARVARD C U SCHOOL DIST 50	369	527	142.8
BERKELEY SCHOOL DIST 87	493	526	106.7
BELVIDERE C U SCH DIST 100	323	520	161.0
OTHER SCHOOL DISTRICTS	24,140	31,144	129.0
TOTAL	127,324	169,414	133.1

*School District 46 (Elgin) did not submit their Bilingual Census in 2003.

The data show that bilingual education programs served 33% more students than the number of students identified as eligible for bilingual education programs in the Bilingual Census (Table 1). Some school districts served more students than what was reported in their bilingual census. For example, there were 3,515 students identified as eligible for services in WAUKEGAN C U SCHOOL DIST 60, and yet they served 4,945 students. There were 261 school districts whose

enrollments in bilingual education programs are more than those eligible for 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 169,414 students served in TPI and TBE programs. In FY03, districts reported 123 languages were spoken by students. 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.

Table 2. Native Languages Spoken by Students Served in Bilingual Education Programs in Illinois Schools, 2002-2003

Language	Count	Language	Count	Language	Count
Afrikaans (Taal)	42	Gujarati	1,482	Oneida	1
Akan (Fante, Asante)	35	Guyanese	4	Oriya	3
Albanian, Gheg (Kosovo/Macedon)	541	Hainanese (Chinese)	3	Others	701
Albanian, Tosk (Albania)	187	Haitian-Creole	174	Pampangan	2
Algonquin	2	Hakka (Chinese)	8	Panjabi (Punjabi)	216
Amharic	74	Hausa	2	Pashto (Pushto)	38
Arabic	3,105	Hebrew	62	Pilipino (Tagalog)	1,195
Armenian	39	Hindi	452	Polish	7,212
ASSAMESE	4	Hmong	31	Portuguese	139
Assyrian (Syriac, Aramaic)	537	Hopi	1	Romanian	584
Balinese	9	Hungarian	21	Romany (Gypsy)	12
Bengali	80	Ibo/Igbo	43	Russian	997
BISAYA(MALAYSIA)	2	Icelandic	1	Samoan	11
Bosnian	706	Ilonggo (Hiligaynon)	20	Serbian	1,243
Bulgarian	617	Indonesian	50	Shanghai (Chinese)	12
Burmese	26	Italian	180	Shona	4
Cambodian (Khmer)	210	Japanese	799	Sikkimese	1
Cantonese (Chinese)	1,883	Kache (Kaje, Jju)	1	Sindhi	6
Cebuano (Visayan)	25	Kannada (Kanarese)	13	Sinhalese	14
Chamorro	2	Kanuri	1	Sioux (Dakota)	12
Chaochow/Teochiu (Chinese)	31	Konkani	2	Slovak	76
Chippewa/ Ojibawa/ Ottawa	1	Korean	1,912	Slovenian	14
Comanche	1	Kpelle	2	Spanish	134,709
Creek	3	Krio	6	Swahili	44
Croatian	93	Kurdish	13	Swedish	27
Crow	1	Lao	133	Taiwanese/Formosan/Min Nan	53
Czech	94	Latvian	15	Tamil	59
Danish	19	Lingala	17	Telugu (Telegu)	216
Dutch/Flemish	40	Lithuanian	725	Thai	150
Eskimo	1	Luganda	3	Tibetan	29
Estonian	15	Macedonian	58	TIGRINYA	1
Ewe	19	Malay	35	Tuluau	2
Farsi (Persian)	208	Malayalam	330	Turkish	130
Finnish	9	Mandarin (Chinese)	663	Ukrainian	527
French	370	MANDINGO	2	Urdu	2,823
Fukien/Hokkien (Chinese)	6	MAORI	1	Vietnamese	1,289
GA	4	Marathi	20	Welsh	1
Gaelic (Scottish)	2	Menominee	1	Winnebago	3
GBAYA	5	Navajo	2	Yiddish	2
German	148	Nepali	18	Yombe	1
Greek	210	Norwegian	8	Yoruba	135

Table 3. Number of LEP Students Served by Bilingual Education Programs by Language Spoken and Location, 2002-2003

Language	East Central	Northern	Southern	Suburbs	West Central	Urban	State	Pct
Spanish	937	6,924	509	57,405	416	68,518	134,709	79.5
Polish	5	55		3,059	2	4,091	7,212	4.3
Arabic	58	62	42	1,636	36	1,271	3,105	1.8
Urdu	11	36	5	1,219	4	1,548	2,823	1.7
Korean	173	18	19	1,463	5	234	1,912	1.1
Cantonese (Chinese)	11	25	13	297	16	1,521	1,883	1.1
Gujarati	9	29	9	1,178	5	252	1,482	0.9
Vietnamese	32	61	12	488	27	669	1,289	0.8
Serbian	5	98		263	1	876	1,243	0.7
Pilipino (Tagalog)	5	32	9	640	12	497	1,195	0.7
Russian	23	26	7	734	4	203	997	0.6
Japanese	42	6	11	697	7	36	799	0.5
Lithuanian	1	5		649		70	725	0.4
Bosnian		73		189		444	706	0.4
Others	23	36	8	286	11	337	701	0.4
Mandarin (Chinese)	97	34	16	370	13	133	663	0.4
Bulgarian	4	9	1	366		237	617	0.4
Romanian	1	6		202	8	367	584	0.3
Albanian, Gheg (Kosovo/Macedon)	15	40	7	232	6	241	541	0.3
Assyrian (Syriac, Aramaic)				194	1	342	537	0.3
Ukrainian	1	5	1	245		275	527	0.3
Hindi	12	14	1	269	6	150	452	0.3
French	22	22	2	136	4	184	370	0.2
Malayalam	2	7		278		43	330	0.2
Panjabi (Punjabi)	1	8		187		20	216	0.1
Telugu (Telugu)	22	8	2	139	9	36	216	0.1
Cambodian (Khmer)	5	1		61		143	210	0.1
Greek		2		125	1	82	210	0.1
Farsi (Persian)	3	23	2	130	1	49	208	0.1
Albanian, Tosk (Albania)	6	15	1	159		6	187	0.1
Italian	1	13		114	3	49	180	0.1
Haitian-Creole		5	3	73	1	92	174	0.1
Thai	3	6	3	74	2	62	150	0.1
German	6	8	2	107		25	148	0.1
Portuguese	11	5	3	74	3	43	139	0.1
Yoruba	1			34		100	135	0.1
Lao	4	77		40		12	133	0.1
Turkish	23			57		50	130	0.1
Other Languages (Identified)	69	77	9	798	5	618	1,576	0.9
TOTAL	1,644	7,871	697	74,667	609	83,926	169,414	100.0
Column Percent	1.0	4.6	0.4	44.1	0.4	49.5	100.0	

Table 4 below shows the concentration of TBE and TPI programs outside Chicago District 299. The districts listed served 33% of Illinois' bilingual education students, which represents 65% of the students served outside of Chicago District 299.

Table 4. The Largest* Bilingual Program Districts Outside of Chicago District 299, 2002-2003

School District	Number	Pct of State Total
CICERO SCHOOL DISTRICT 99	6,532	3.9
SCHOOL DISTRICT 46	6,179	3.6
AURORA EAST UNIT SCHOOL DIST 131	4,945	2.9
WAUKEGAN C U SCHOOL DIST 60	4,412	2.6
PALATINE C C SCHOOL DIST 15	2,567	1.5
COMM UNIT SCH DIST 300	2,455	1.4
WHEELING C C SCHOOL DIST 21	2,068	1.2
ROCKFORD SCHOOL DIST 205	2,032	1.2
COMM CONS SCH DIST 59	1,889	1.1
WEST CHICAGO ELEM SCHOOL DIST 33	1,585	0.9
SCHAUMBURG C C SCHOOL DIST 54	1,466	0.9
ROUND LAKE AREA SCHOOL DIST 116	1,354	0.8
INDIAN PRAIRIE C U SCH DIST 204	1,200	0.7
ADDISON SCHOOL DIST 4	971	0.6
COMM CONSOLIDATED SCH DIST 62	969	0.6
TOWNSHIP HIGH SCHOOL DIST 214	967	0.6
AURORA WEST UNIT SCHOOL DIST 129	877	0.5
NORTH CHICAGO SCHOOL DIST 187	853	0.5
JOLIET PUBLIC SCH DIST 86	814	0.5
BENSENVILLE SCHOOL DISTRICT 2	785	0.5
TOWNSHIP H S DIST 211	689	0.4
COMMUNITY UNIT SCHOOL DIST 200	668	0.4
WOODSTOCK C U SCHOOL DIST 200	665	0.4
SCHOOL DISTRICT 45	648	0.4
VALLEY VIEW CUSD 365U	645	0.4
BERWYN NORTH SCHOOL DIST 98	590	0.3
BERWYN SOUTH SCHOOL DISTRICT 100	590	0.3
J S MORTON H S DISTRICT 201	569	0.3
COOK COUNTY SCHOOL DIST 130	560	0.3
BURBANK SCHOOL DISTRICT 111	559	0.3
EAST MAINE SCHOOL DIST 63	559	0.3
PLAINFIELD SCHOOL DIST 202	557	0.3
WOODLAND C C SCHOOL DIST 50	552	0.3
HARVARD C U SCHOOL DIST 50	527	0.3
BERKELEY SCHOOL DIST 87	526	0.3
BELVIDERE C U SCH DIST 100	520	0.3
BARRINGTON C U SCHOOL DIST 220	504	0.3
NORTH SHORE SD 112	501	0.3

*Serving over 500 students

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

Table 5 shows that the majority (78%) of students served were in elementary grades (K through 8). About 11% of students served were in high school. 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 5 shows that approximately 11% of students served were in Pre-K. Moreover, Table 5 also shows that 69% of students were served in TBE programs and 31% in TPI programs. Chicago School District 299 still continues to serve the most number of students among all school districts.

Table 5. Number of Students Enrolled in TBE/TPI Programs by Grade Level and Location, 2002-2003

Grade Level	Chicago			Downstate			Illinois		
	TBE	TPI	Total	TBE	TPI	Total	TBE	TPI	Total
Pre-K	9,672	7,369	17,041	628	303	931	10,300	7,672	17,972
Kinder	9,541	692	10,233	8,046	3,018	11,064	17,587	3,710	21,297
1st	8,671	663	9,334	8,531	3,392	11,923	17,202	4,055	21,257
2nd	8,435	677	9,112	8,390	2,991	11,381	16,825	3,668	20,493
3rd	5,253	2,467	7,720	7,279	2,862	10,141	12,532	5,329	17,861
4th	4,830	1,459	6,289	5,794	2,399	8,193	10,624	3,858	14,482
5th	2,388	5,067	7,455	4,444	1,898	6,342	6,832	6,965	13,797
6th	2,197	2,130	4,327	3,488	1,606	5,094	5,685	3,736	9,421
7th	1,872	1,671	3,543	2,649	1,498	4,147	4,521	3,169	7,690
8th	1,853	939	2,792	2,199	1,399	3,598	4,052	2,338	6,390
9th	1,763	716	2,479	2,160	1,782	3,942	3,923	2,498	6,421
10th	1,256	618	1,874	1,880	1,733	3,613	3,136	2,351	5,487
11th	776	463	1,239	1,378	1,515	2,893	2,154	1,978	4,132
12th	116	372	488	1,083	1,143	2,226	1,199	1,515	2,714
Totals	58,623	25,303	83,926	57,949	27,539	85,488	116,572	52,842	169,414

Data elsewhere showed that 40,325 students received services from Title III, with 28,973 (72%) in TBE programs and 11,352 (28%) in TPI programs.

What other types of services did the students receive?

Apart from TBE, TPI, or Title III, over 98,000 (58%) of students received additional services from other programs (Table 6). Slightly over 22% of these students received Title 1 services and 68% received other local program services. Moreover, about 8,000 students received special education services and 2,014 students received Emergency Immigrant Program services.

Table 6. Other Services Received by Approximately 58% of Students, 2002-2003

Program Service	Duplicated Count	Pct from Total of Students Receiving Additional Service
Title 1	21,807	22.2
Special Education	7,955	8.1
Head Start	4	0.0
Migrant	329	0.3
Gifted	141	0.1
Title VII	639	0.7
Truants' Alternative and Optional Education	70	0.1
Emergency Immigrant	2,014	2.1
Other Local Service	66,591	67.9
Students Receiving Additional Services		
Number (Unduplicated Count)	98,062	
Percent of all students served	57.9	

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 65,629 eligible immigrant children reported in 408 Illinois school districts during the 2002-2003 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. (Sources: <http://www.isbe.net/bilingual> and EIEP [Emergency Immigrant Education Program] District Counts, FY02 to FY04, Division of English Language Learning, ISBE).

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

Table 7 shows the students' years of participation in the program. Almost 79% of students have not exited the program and will continue to receive program services in FY04. Relative to those who have exited the program, twice as many students had been in the program three years or less (14%) compared to students who had been in the program four or more years (7%). Data elsewhere showed that of those who **have not exited** the program, 42% had been in the program for more than three years.

Table 7. Years of Participation in Bilingual Education Programs by Grade Level, 2002-2003

Grade Level	Three Years or Less		Four Years or More		Have Not Exited	
	Number	Pct.	Number	Pct.	Number	Pct.
Pre-K	2,120	9.2		0.0	15,852	11.8
Kinder	2,846	12.3		0.0	18,451	13.7
1st	2,978	12.9		0.0	18,279	13.6
2nd	3,120	13.5		0.0	17,373	12.9
3rd	1,978	8.6	1,093	9.2	14,790	11.0
4th	1,380	6.0	1,326	11.2	11,776	8.8
5th	1,156	5.0	3,372	28.5	9,269	6.9
6th	1,030	4.5	2,078	17.5	6,313	4.7
7th	830	3.6	1,475	12.4	5,385	4.0
8th	1,639	7.1	674	5.7	4,077	3.0
9th	1,031	4.5	498	4.2	4,892	3.6
10th	1,034	4.5	408	3.4	4,045	3.0
11th	913	4.0	273	2.3	2,946	2.2
12th	1,042	4.5	653	5.5	1,019	0.8
Total	23,097	13.6	11,850	7.0	134,467	79.4

Table 8 shows the years of participation of students by location and program type. The data show that only 16% of TBE students exited from the program compared to 31% of TPI students.

Table 8. Years of Participation by Type of Program, 2002-2003

Years in the Program	TBE Programs		TPI Programs		State	
	Number	Pct.	Number	Pct.	Number	Pct.
Three Years or Less	14,865	79.4	8,232	50.7	23,097	66.1
Four Years or More	3,849	20.6	8,001	49.3	11,850	33.9
Total Exits	18,714	16.1	16,233	30.7	34,947	20.6
Have not Exited	97,858	83.9	36,609	69.3	134,467	79.4
Program Totals	116,572		52,842		169,414	

Table 9 similarly shows the number of exits, but in this case it is showing the exits of Chicago Public School District 299 to that of downstate exits. Consistent with previous years' data, Chicago 299 tends to keep students longer in their bilingual education programs than downstate programs. In 2003, 19% of Chicago 299's students exited compared to 22% downstate. Moreover, among Chicago 299's exited students, almost 50% were in the program four years or more compared to only 20% from downstate.

Table 9. Years of Participation by Geographic Location, 2002-2003

Years in the Program	Chicago		Downstate		State	
	Number	Pct.	Number	Pct.	Number	Pct.
Three Years or Less	8,058	50.1	15,039	79.8	23,097	66.1
Four Years or More	8,038	49.9	3,812	20.2	11,850	33.9
Total Exits	16,096	19.2	18,851	22.1	34,947	20.6
Have not Exited	67,830	80.8	66,637	77.9	134,467	79.4
Column Totals	83,926		85,488		169,414	

What are the students' rates of transition and exit?

The exit data in Table 10 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 students represent the successes of bilingual education programs, 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 there was a decline in the student transition rate in bilingual education programs – from 11.2% in FY02 to 7.5% in FY03. This is one of the lower transition rates over a ten year period. The other times when TBE/TPI programs experienced similar low transition rates were in FY94 with 7.6% and in FY01 with 7.4%. Over the past ten years, the statewide transition rate has averaged about 9.5%.

Of the 34,947 students that exited the program (Table 10), 36% transitioned to the regular school. This number represents 7.5% of the state total. Comparing transition rates within years of participation, twice as many students (66%) had been in the program three years or less compared to students who were in the program four years or more (34%). Table 10 also indicates high mobility of bilingual education students. Twenty-nine percent of those that exited transferred to another school district or moved. There were also about 11% of students whose

exits are attributed to the parents' withdrawal of their children from continuously participating in the program.

Table 10. Length of Stay in the Program and Reason for Exiting, 2002-2003

Reason for Exiting	Three Years or Less		Four Years or More		Total Exits	
	Number	Pct	Number	Pct	Number	Pct
Transitioned	5,955	25.8	6,715	56.7	12,670	36.3
Withdrawn by Parents	3,218	13.9	518	4.4	3,736	10.7
Graduated	1,302	5.6	336	2.8	1,638	4.7
Dropped Out	361	1.6	52	0.4	413	1.2
Transferred	9,055	39.2	1,009	8.5	10,064	28.8
Other/Unknown	3,206	13.9	3,220	27.2	6,426	18.4
Total Exits	23,097	66.1	11,850	33.9	34,947	100.0

As shown in Table 11, transition rates (relative to total number of exits) are higher in downstate programs than in Chicago (42% versus 30%). Student transfers, however, are more common in Chicago (35%) than downstate (24%). While the data does not show it, many factors may have contributed to the high mobility rate in Chicago School District 299. Similar to last year's data, not one student in Chicago School District 299 graduated.

Table 11. Reason for Exiting by Geographic Location, 2002-2003

Reason for Exiting	Chicago		Downstate		State	
	Number	Pct	Number	Pct	Number	Pct of Exits
Transitioned	4,834	30.0	7,836	41.6	12,670	36.3
Withdrawn by Parents	2,862	17.8	874	4.6	3,736	10.7
Graduated		0.0	1,638	8.7	1,638	4.7
Dropped Out	147	0.9	266	1.4	413	1.2
Transferred	5,630	35.0	4,434	23.5	10,064	28.8
Other/Unknown	2,623	16.3	3,803	20.2	6,426	18.4
Total Exits	16,096	46.1	18,851	53.9	34,947	20.6

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 12). Overall, the TBE transition rate has always been substantially lower than the TPI transition rate (35% versus 65%). Despite Chicago District 299's policy that limits the amount of time that students may participate in TBE/TPI programs, fewer students (5.8%) were transitioned to the regular school program compared to downstate transitions (9.2%). It also appears that Chicago School District 299 has higher retention rates than downstate programs, i.e., Chicago transitioned students stayed longer in the program compared to downstate transitioned students, regardless of what bilingual education program the student participated in.

Table 12. Years of Participation of Transitioned Students by Geographic Location and Program Type, 2002-2003

Geographic Location	Length of Participation	TBE		TPI		Total	
		Number	Pct.	Number	Pct.	Number	Pct.
Chicago	Three Years or Less	51	39.5	127	2.7	178	3.7
	Four Years or More	78	60.5	4,578	97.3	4,656	96.3
	Sub-total	129		4,705		4,834	
Downstate	Three Years or Less	2,896	66.5	2,881	82.7	5,777	73.7
	Four Years or More	1,456	33.5	603	17.3	2,059	26.3
	Sub-total	4,352		3,484		7,836	
State	Three Years or Less	2,947	65.8	3,008	36.7	5,955	47.0
	Four Years or More	1,534	34.2	5,181	63.3	6,715	53.0
	Total	4,481		8,189		12,670	

The years of participation or service for transitioned students highlight some interesting contrasts. Specifically, 60.5% of transitioned students in Chicago-TBE programs spent four or more years in the program compared to only 33.5% of downstate-TPI programs. Similarly, 97.3% of transitioned students in Chicago-TPI programs had been in the program four years or more compared to 17.3% of downstate-TPI programs.

Disregarding length of participation for all students, data elsewhere indicated that the transition rate among TBE students in Chicago School District 299 (0.2%) is significantly lower than the transition rate among downstate-TBE students (7.5%). In contrast however, the TPI transition rate in Chicago School District 299 (18.6%) is higher than the transition in downstate-TPI programs (12.7%).

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

TBE/TPI students who have transitioned to the regular school program are normally administered the ISAT. Table 13 compares the performance of TBE/TPI transitioned students on the ISAT to that of mainstream students. The percentages shown reflect the percent of students meeting and exceeding the learning standards.

The FY03 ISAT data shows that Grade 3-transitioned students outperformed mainstream students in Reading, Math, and Writing. In contrast, transitioned students in Grades 4 through 8 still lagged that of mainstream students in all subject areas. In particular, the performance of Grade 4 and 7 transitioned students in Social Science is 15 and 21 percentage points behind that of mainstream students. Moreover, Grade 8-transitioned students fall 25 percentage points in Mathematics from mainstream students.

Table 13. Comparison of ISAT Performance Between Transitioned Students and Mainstream Students: Percent Met and Exceeded Standards, 2002-2003

Grade Level	Subject Area									
	Reading		Mathematics		Writing		Social Science		Science	
	Transitioned	Main-stream	Transitioned	Main-stream	Transitioned	Main-stream	Transitioned	Main-stream	Transitioned	Main-stream
3	63.7	62.0	81.8	75.7	63.9	60.1	-----	-----	-----	-----
4	-----	-----	-----	-----	-----	-----	47.7	62.9	51.6	66.3
5	53.7	60.4	65.5	68.3	60.6	64.8	-----	-----	-----	-----
7	-----	-----	-----	-----	-----	-----	38.6	60.4	56.7	73.7
8	48.6	63.7	40.0	53.1	50.0	59.0	-----	-----	-----	-----

Performance of Chicago-Transitioned Students Compared to Downstate-Transitioned Students.

An examination and comparison of performance by geographic location indicates that in general, Grades 5, 7, and 8 transitioned students in Chicago performed better than downstate transitioned students in all subject areas. Conversely, Grades 3 and 4 transitioned students from downstate outperformed Chicago's transitioned students (Table 14). Specifically, 56%, 61%, and 62% of Grade 5 Chicago-Transitioned students met and exceeded standards in Reading, Writing, and Math respectively, compared to only 32%, 58%, and 52% downstate. More notably, in Grade 8-Reading, 63% of Chicago-Transitioned students met and exceeded standards compared to only 26% of downstate-Transitioned students. In contrast, only 48%, 44%, and 74% of Chicago's Grades 3-transitioned students met and exceeded the learning standards in Reading, Writing, and Math respectively, compared to 65%, 66%, and 82% of Grade 3-downstate transitioned students.

Table 14. Comparison of ISAT Performance of Transitioned Students with Mainstream Students by Location: Percent Met and Exceeded Standards, 2002-2003

GRADE LEVEL	Reading			Writing			Math		
	Transitioned		Main-stream	Transitioned		Main-stream	Transitioned		Main-stream
	Chicago	Down-state		Chicago	Down-state		Chicago	Down-state	
3	47.8	65.4	62.0	43.5	65.7	60.1	73.9	82.5	75.7
5	56.4	32.3	60.4	60.9	58.3	64.8	62.4	52.5	68.3
8	63.5	26.2	63.7	52.4	46.5	59.0	41.3	38.1	53.1

GRADE LEVEL	Social Science			Science		
	Transitioned		Main-stream	Transitioned		Main-stream
	Chicago	Down-state		Chicago	Down-state	
4	33.8	49.4	62.9	43.7	52.4	66.5
7	40.5	31.4	60.4	58.9	48.7	73.7

In general, the performance of Chicago-Transitioned students on the ISAT are lower if not significantly lower than mainstream students in all grade levels and subject areas.

What is the relationship of length of participation in bilingual education programs to their performance on the ISAT?

A univariate F test-statistics showed that there is a significant relationship between length of participation in the program and the student’s performance on the ISAT ($F=14.14$, $p=.000$). Specifically, the results showed that students who met and exceeded the learning standards participated in the program longer than those who did not meet the standards. These results are more evident among Chicago’s transitioned students. Table 15 shows that in relation to Chicago’s transitioned students who met and exceeded the standards, approximately 94 to 95% of these students had been in the program four years or longer, which is somewhat in contrast to that of downstate results. There were more transitioned students who had been in downstate programs three years or less that met and exceeded the standards than those who had been in the program longer than three years.

Table 15. Percent of Transitioned Students Who Met and Exceeded the Learning Standards by Length of Participation in the Program and Geographic Location, 2002-2003

Length of Participation	READING		MATHEMATICS		WRITING	
	Chicago	Downstate	Chicago	Downstate	Chicago	Downstate
Three Years or Less	4.6	58.9	5.1	57.7	5.6	50.6
Four Years or More	95.4	41.1	94.9	42.3	94.4	49.4

The reasons for these differences in achievement levels on the ISAT between Chicago’s transitioned students to that of downstate, given their length of participation in the programs, are not known.

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 (Prairie 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 in FY03. There were only 40,052 students who took the IMAGE in 2003, which represents 31% of LEP students eligible for bilingual education services and only 24% of students enrolled in bilingual education programs in FY03.

Table 16. Performance of LEP Students on IMAGE, 2002-2003

Grade Level	READING				WRITING				MATHEMATICS			
	B	S	E	T	B	S	E	T	B	S	E	T
Grade 3	24.5	34.4	24.8	16.3	5.4	12.6	47.9	34.2	15.9	35.3	42.7	6.0
Grade 5	35.9	31.1	18.7	14.4	19.8	28.1	42.3	9.8	13.3	54.6	30.7	1.4
Grade 8	39.1	29.6	26.6	4.7	30.9	29.6	33.3	6.2	18.9	60.4	17.7	3.1
Grade 11	47.4	43.2	8.6	0.9	48.8	32.8	17.7	0.7	14.0	61.7	22.6	1.7

Among the LEP students who took the IMAGE, Grade 3 students performed 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 47%, 49%, and 62% still at the beginning levels in Reading, Writing, and Mathematics 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.

Comparison of IMAGE and ISAT Performance of LEP Students

Both the IMAGE and the ISAT are administered in English. 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 years or more. Moreover, students taking the IMAGE are newer to the English language than those who have transitioned out from bilingual education programs.

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		MATHEMATICS	
	IMAGE	ISAT (Transitioned)	IMAGE	ISAT (Transitioned)	IMAGE	ISAT (Transitioned)
Grade 3	41.2	63.7	82.1	63.9	48.7	81.8
Grade 5	33.1	53.7	52.1	60.6	32.1	65.5
Grade 8	31.3	48.6	39.5	50.0	20.8	40.0

SECTION 2.

PROGRAM DATA

The data presented in this section are extracted from the Program Delivery Reports of 300 school districts. The Program Delivery Reports provide information that includes among others: the number of certified teachers working with limited-English-proficient students, projected needs for BE/ESL (Bilingual Education/English as a Second Language) certified/licensed teachers, resources provided to BE/ESL families and parents, extent of parent/family involvement in BE/ESL committees, types of instructional delivery models and techniques used in educating BE/ESL students, and uses/purposes of LEP student assessments.

Bilingual Education Programs by Funding Type

The 300 reporting school districts run one type of program or a combination of programs (Table 18.) The majority of school districts reporting (32%) operated a lone state-funded TPI program. Sixty-three school districts received funding from three sources (state-funded TBE and TPI and Title III) and 41 school districts operated BE/ESL programs without state or federal bilingual education program funding support.

Table 18. Number and Percent of School Districts Reporting the Program Delivery Report by Program Funding Type, 2002-2003

Type of Program Funded	Number	Pct.
Non-State Funded TPI Programs	41	13.6
State-Funded Transitional Bilingual Education (TBE) Program ONLY	31	10.3
State-Funded Transitional Program of Instruction (TPI) ONLY	96	31.9
State-Funded TBE/State-Funded TPI	36	12.0
State-Funded TBE/Non-State Funded TPI	12	4.0
State-Funded TBE/Federal-Funded (TITLE III)	6	2.0
State-Funded TPI/TITLE III	15	5.0
State-Funded TBE/State-Funded TPI/TITLE III	64	21.3
Total	301	100.0

Number of Certified/Licensed Teachers Working in Bilingual Education/ESL Programs

Table 19. Number and Percent of Certified or Licensed Teachers Who Worked with Limited-English-Proficient Students, 2002-2003

Type of Program	Number	Pct.
Non-State Funded TPI Programs	44	0.9
State-Funded Transitional Bilingual Education (TBE) Program ONLY	312	6.4
State-Funded Transitional Program of Instruction (TPI) ONLY	361	7.4
State-Funded TBE/State-Funded TPI	648	13.3
State-Funded TBE/Non-State Funded TPI	14	0.3
State-Funded TBE/Federal-Funded (TITLE III)	33	0.7
State-Funded TPI/TITLE III	179	3.7
State-Funded TBE/State-Funded TPI/TITLE III	3,298	67.5
Total	4,889	100.0

School districts that received both TBE and TPI state funds as well as federal funds (Title III), had the most number of teachers working with LEP students (67.5%). This is possible because they have more funds to pay for teachers than other programs. School districts which received both state funds (TBE and TPI) without Title III, ranked second with regards to the number of certified teachers working with LEP students (13.3%) (Table 19).

Projected Number of Certified/Licensed Teachers Needed Within the Next Five Years

The numbers of certified/licensed teachers projected by school districts in the next five years (2004 through 2008) are shown in Table 20. Yearly projections are not significantly different from each other. For example, the number of certified teachers projected for 2005 is 5,185, which is only an increase of 124 teachers or 2% from 2004. The number of students served in bilingual education programs, on the other hand, increased by an average of 6% each year during the last nine years.

Table 20. Projected Numbers of Certified or Licensed Teachers to Work in Bilingual Education/ESL Programs, 2004-2008

Type of Program	YEAR				
	2004	2005	2006	2007	2008
Non-State Funded TPI Programs	51	52	55	56	58
State-Funded Transitional Bilingual Education (TBE) Program ONLY	338	353	371	384	392
State-Funded Transitional Program of Instruction (TPI) ONLY	387	405	426	437	442
State-Funded TBE/State-Funded TPI	674	693	708	719	723
State-Funded TBE/Non-State Funded TPI	12	15	20	20	21
State-Funded TBE/Federal-Funded (TITLE III)	31	32	33	34	35
State-Funded TPI/TITLE III	193	197	198	200	200
State-Funded TBE/State-Funded TPI/TITLE III	3,375	3,438	3,501	3,560	3,545

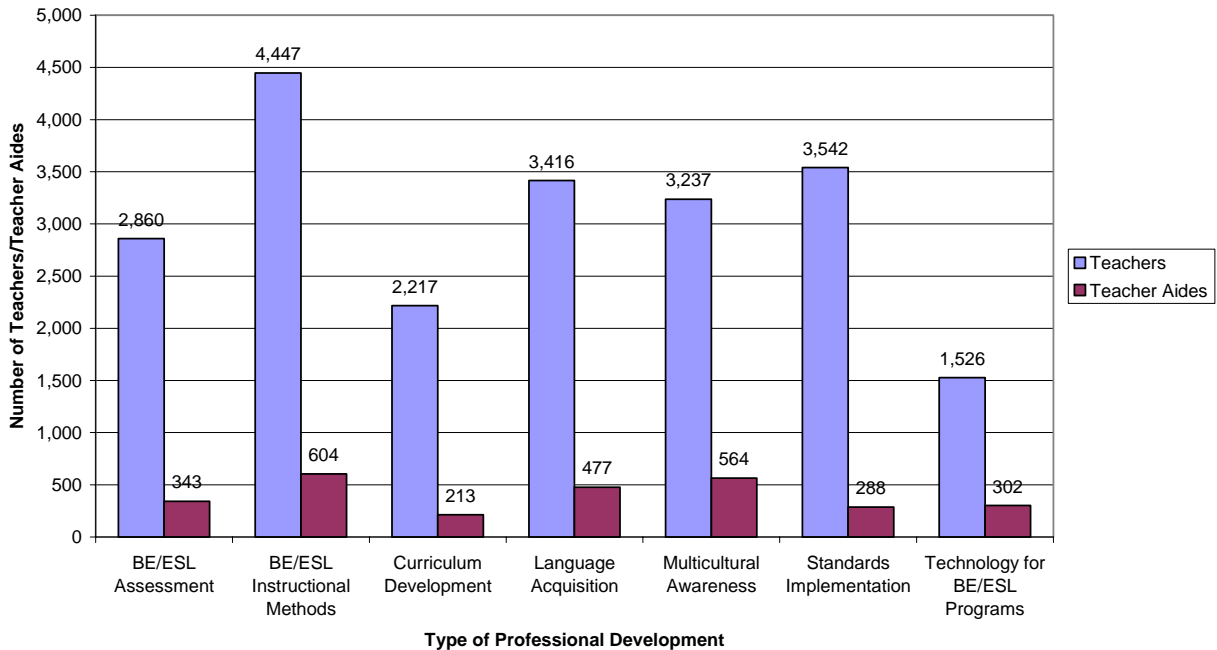
TOTAL	5,061	5,185	5,312	5,410	5,416
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What professional development activities were received by teachers or teacher aides in bilingual education programs in FY03?

Chart 1 shows the various professional development activities or areas received by teachers and teacher aides in FY03. Note that in some areas the number of teachers is higher than what was reported in Table 19. The reason for this may be that school districts include teachers that could potentially work with LEP students.

As shown in Chart 1, there are more teachers or teacher aides who received training in BE/ESL instructional methods. Proportionately (ratio of teacher aides to teachers), teacher aides would more likely receive training in technology than in standards implementation or curriculum development.

Chart 1. Number of Teachers and Teacher Aides Participating in Various Professional Development Activities, FY03



What professional development areas are of high priority for school districts with bilingual education programs in FY04?

Chart 2. Professional Development Areas of High Priority for FY04

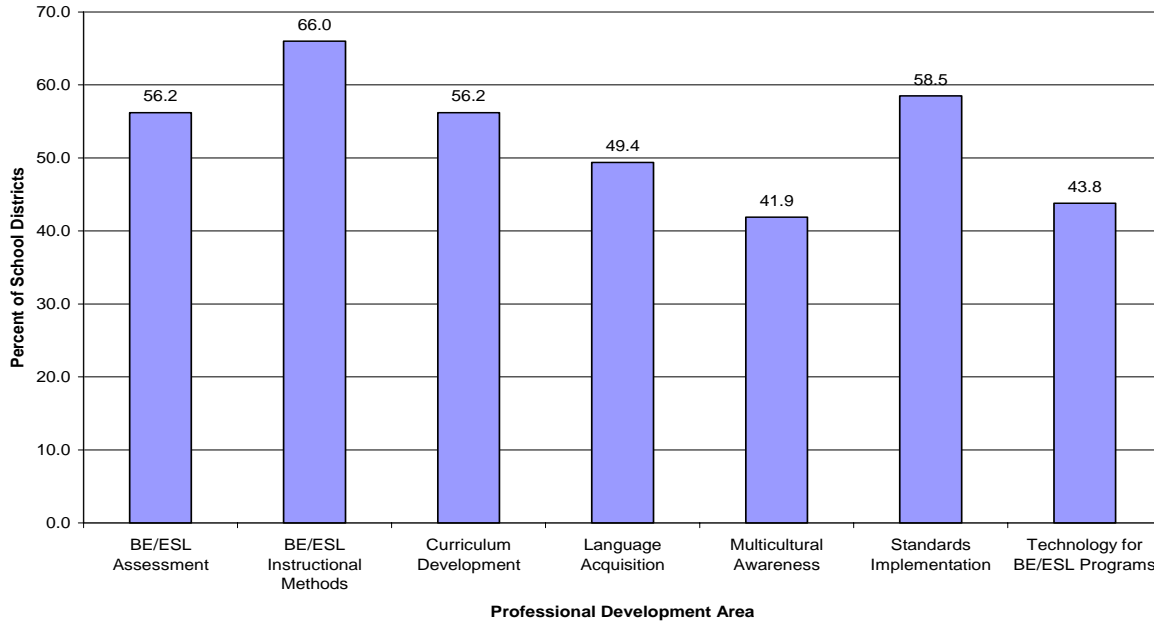


Chart 2 shows that “BE/ESL Instructional Methods” continue to be the area that most school districts (66%) want to learn. Equally important and of high priority for school districts are professional development areas in BE/ESL assessments (56.2%), curriculum development (56.2%), and standards implementation (58.5%). Their lowest priority is “multicultural awareness” (41.9%).

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

Table 21. Resources/Services Provided to Enhance the Involvement of Bilingual Education Program Parents/Families, 2002-2003

Resource/Service	No. of School Districts	Pct of Cases
Native Language Translators	229	76.1
Parent Workshops and Tutoring	174	57.8
Referrals to Social Service Agencies	161	53.5
Classroom Instructional Volunteers	149	49.5
Outreach with Community Organizations	148	49.2
ESL Classes	111	36.9
Social Services for Counseling	104	34.6
Health Services	86	28.6
Literacy (including technology) Classes	74	24.6
GED Classes	41	13.6
Even Start Family Literacy	30	10.0

School districts also extend services to parents/families of bilingual education students. Table 21 indicates that the services of native language translators are the services most commonly provided by school districts to parents and families of bilingual education students. Apparently, the majority of the parents and families of bilingual education students do not speak English themselves, thus the demand for translators. Other services offered by more than half of the programs include parent workshops and tutoring; classroom instruction by volunteers; outreach with community organizations; and social service agency referrals. The latter leverages other resources within the community in support of other needs of bilingual education parents and/or families.

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

The School Code (Ref: 105 ILCS 5/14C-100) 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 Councils 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, 74% of TBE programs established PACs. In particular, 52% of these school districts indicated that parents are not only participants in this committee but they are also decision-makers (Table 21).

Table 22. Percent of TBE Programs that Operate Parent/Family Groups or Committees and the Level of Involvement of Parents/Families in these Committees or Groups, 2002-2003

Type of Family/Parent Group or Committee	% Operating	Non-Participant	Participants Only	Participants and Decision-Makers
Parent Advisory Council for BE/ESL Programs	74	2.7	19.9	52.1
Local School Council	18	30.8	26.9	42.3
PTA/PTO/PFC	73	9.6	31.5	32.9
School Improvement Team	75	39.7	13.0	22.6

Moreover, while over 70% of TBE programs operate PACs, PTAs, or school improvement teams, only 27 (18%) of 146 TBE programs operate local school councils.

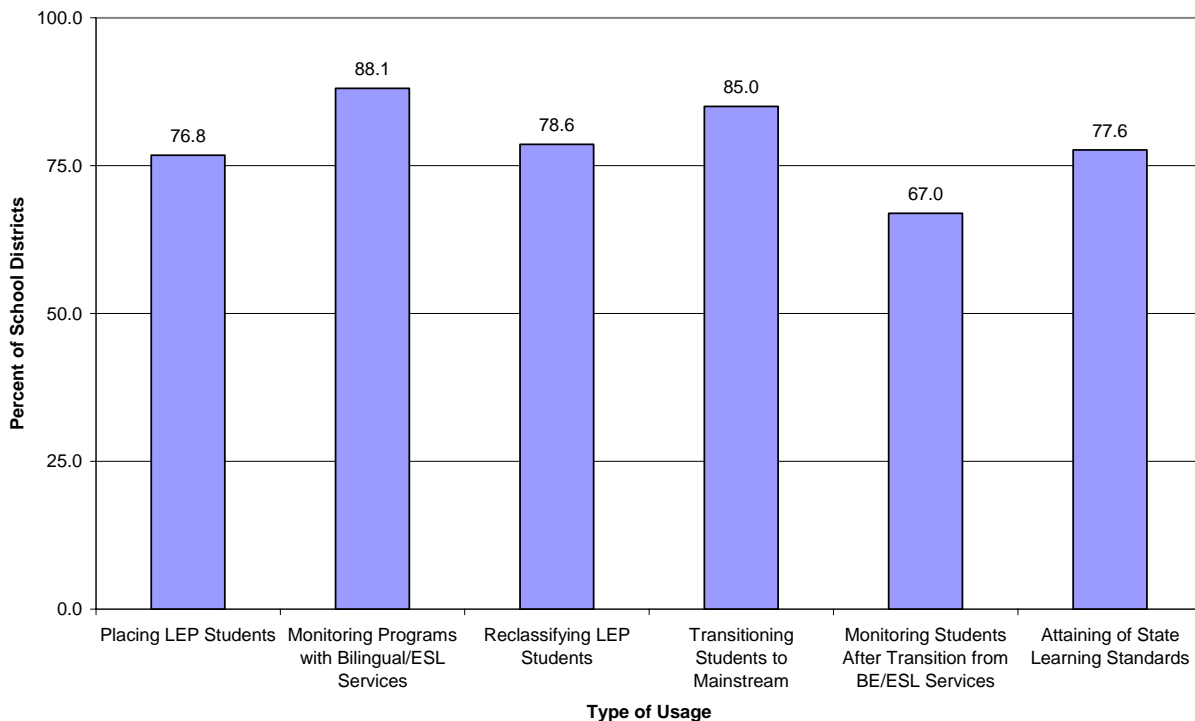
How are student assessment results used?

Bilingual education programs used various assessment tools to test the 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 majority of school districts, however, used English, and in only a few instances was the student's native language used in assessing the student's competencies. Various purposes were reported in conducting student assessments: one purpose is relative to student educational progress and the other purpose is relative to program functions.

Student Assessments Relative to Student Educational Progress

Chart 3 shows the percent of school districts responding to various reasons for using student assessments relative to student educational progress. Two of the major reasons for using student assessments relative to student educational progress are to monitor programs with BE/ESL services (88.1%), and to provide indices in transitioning students to mainstream education (85.0%). Other but equally important reasons are placement of LEP students (76.8%), reclassification of LEP students (78.6%), and determining the degree to which learning standards are attained (77.6%).

Chart 3. Use of LEP Student Assessments (Relative to Student Educational Progress), FY03

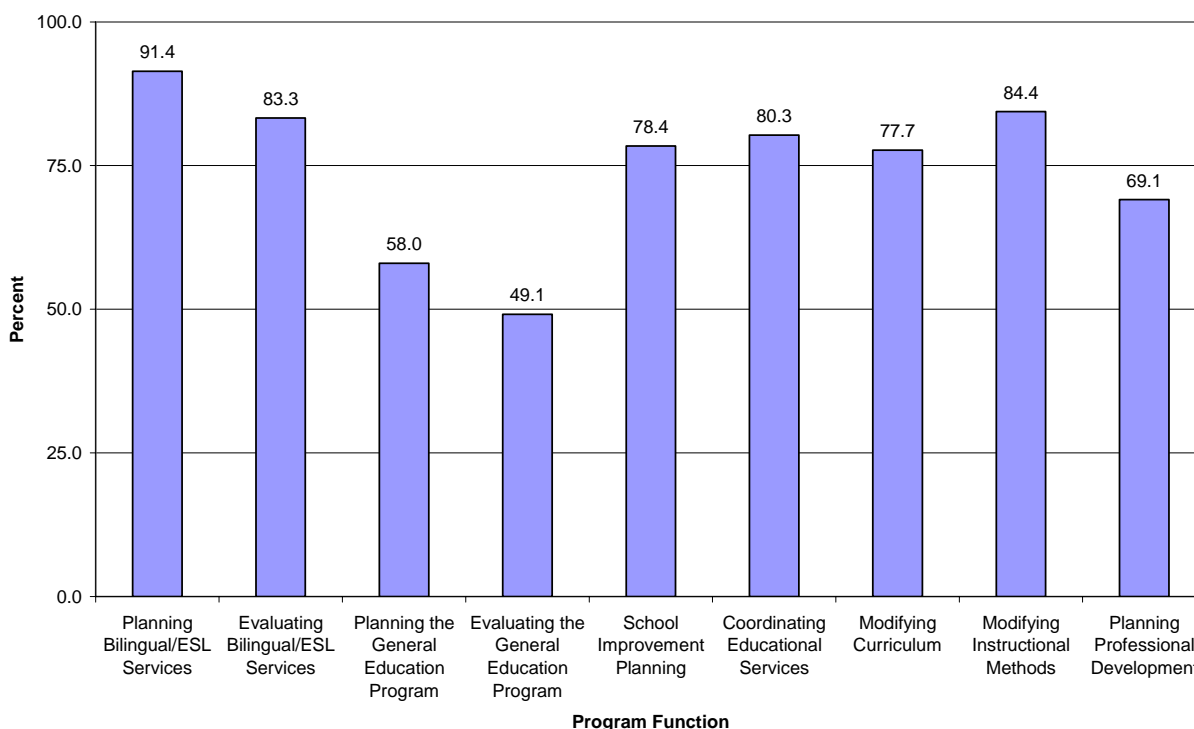


Student Assessments to Serve Program Functions

Chart 4 shows that the most important use of student assessments in program functions is in planning the bilingual/ESL services (91.4%). Student assessment results allow programs to identify what instructional services are needed or required to educate LEP students. The three

second most important uses (over 80% of school districts responding) of student assessment results are opportunities to evaluate program services, coordinate educational services, and modify instructional methods. Moreover, over 70% of school districts also used student assessment results to modify the curriculum and school improvement planning. Student assessment results can also provide information on achievement gaps (student achievement strengths and weaknesses), and therefore, could 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, the data presented earlier (Chart 2) seem to indicate that BE/ESL staff need more training on student assessments. 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 4. Use of LEP Student Assessments in Program Functions, FY03



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 employ flexible methods of grouping students which include grouping them by grade level, by ability, by age, by individualized instructional needs, and by subject area. The most common grouping pattern for bilingual education students is by grade level (79.8%). The other more common patterns include grouping students of different ages with the same levels of proficiency and grouping according to specific instructional needs (such as grouping same language students).

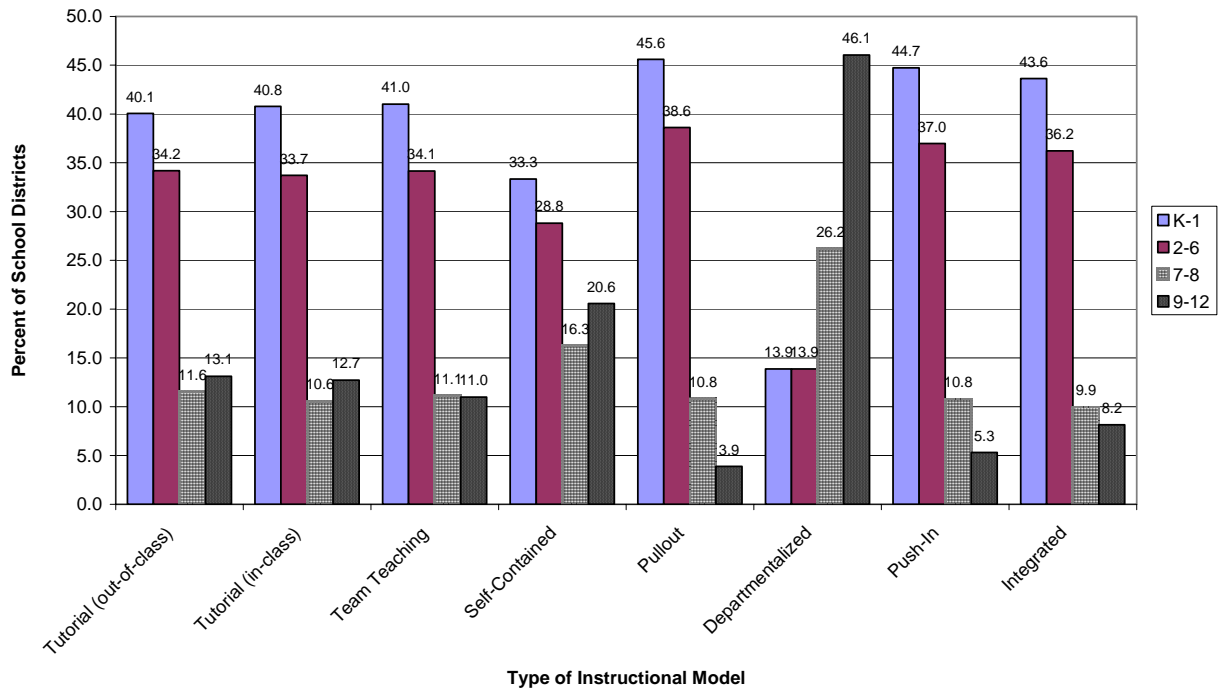
Table 23. Instructional Grouping Patterns Employed in Bilingual Education Programs, 2002-2003

Instructional Grouping	No. of Programs	Pct of Cases
Grade Level	207	68.8
Ability Cluster	160	53.2
Multi-Age	177	58.8
Individualized	173	57.5
Subject Area	163	54.2

Types of Instructional Delivery Systems

Chart 5 shows the types of instructional delivery systems in bilingual education programs. These instructional delivery systems include tutorial (out-of-class), tutorial (in-class), team teaching, self-contained, pullout, departmentalized, push-in, and integrated. 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 four grade bands. Except for departmentalized instruction, which is frequently used for 7-8 and 9-12 grade bands, all other instructional delivery models are used more frequently for either K-1 or 2-6 grade bands. In particular, pull-out or push-in is most commonly used for K- 6 students. The definition of each of these instructional delivery models is found in Appendix A.

Chart 5. Instructional Delivery Models Used in Bilingual Education Programs, FY03



Specific Instructional Strategies/Approaches

Table 24 shows specific instructional strategies used by programs with their LEP students. Approximately 87% of programs used instructional materials and resources other than textbooks and computers to instruct LEP students. At least 84% of programs also used manipulatives and real objects, graphics and visual support, and integrated language and content in LEP instruction. Interaction among students is another strategy that 82% of programs perceived to be important in LEP instruction.

Table 24. Specific Instructional Strategies Used in Bilingual Education Programs, 2002-2003

Type of Instructional Strategy	No. of Programs	Percent
Use of instructional materials and resources other than textbooks	263	87.4
Use of computers	262	87.0
Use of textbooks	258	85.7
Use of manipulatives and real objects	255	84.7
Interaction among students	255	84.7
Use of graphics and visual support	254	84.4
Integrated language and content	247	82.1
Use of other instructional technology	218	72.4
Community resource people	179	59.5

Section 3.

Conclusion and Recommendations

- Bilingual education programs in Illinois experienced a significant increase in the number of LEP students served, from 69,849 in 1990 to 169,414 in 2003, a 200% increase. Despite this increase in the number of students served, funding for bilingual education programs has not risen proportionately. Meanwhile, accountability for student performance has increased.** Given that the number of students needing bilingual education program services has increased over time, it is important that this program continue. Also, the student demographics in Illinois have been gradually changing over the past several years. Enrollment statistics show that between 1990 and 2003, white enrollment decreased by approximately 8% and black enrollment decreased by about 1%. In contrast, Hispanic enrollment increased by 8% and Asian enrollment increased by 1%. Moreover, the majority of students receiving services from this program are Hispanics, ranging from 78% to 85% in a given year. National statistics show that this group has the highest dropout rate and the lowest achievement levels of all ethnic subgroups. Because proficiency in English is a critical factor to academic success, participation in bilingual education programs is vital for limited-English-proficient students.
- The FY03 ISAT data shows that **students who transitioned out of programs after four or more years of participation, outperformed those who transitioned after three years or less.** Most limited-English-proficient students in Chicago School District 299 who spent more than four years in TBE programs performed better than their downstate peers on the ISAT.

- 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. 74% of school districts providing Transitional Bilingual Education Programs reported convening a Parent Advisory Council. The trend is that parents are not only mere participants in these councils but are also making decisions. What specific areas parents are making decisions on are not known from the data. The Program Delivery Report (PDR) form will be modified in FY05 to collect this information.
- Noticeably, bilingual education 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 program staff's daily tasks, over 56% of bilingual education programs consider this area as a priority for training next year. This response from programs seems to indicate a continuing need for bilingual education program staff to obtain skills related, not only in conducting student assessments but more importantly, how the assessment results are interpreted and used. More importantly, in light of the No Child Left Behind (NCLB) achievement scores and proficiency level reporting requirements for LEP students, professional development on "student assessments" must be considered when planning Bilingual Education state conferences.
- *Data Collection.* The FY02 evaluation recommendations in collecting data were approved and implemented for FY03 and FY04 data collection efforts. Efforts to collect data, particularly in the light of NCLB reporting requirements, have resulted in a cohesive partnership and collaboration between the Division of English Language Learning (DELL), the division which manages the bilingual education program, and the Division of Data Analysis and Progress Reporting (DAPR) which evaluates the program. However, there are still challenges ahead which revolve around quality, validity, and reliability of data collected. Currently, the student data is self-reported on an excel spreadsheet and, given human frailties, some parts of the data are found to be invalid and unreliable.

It is recommended that ISBE pursues the development of software that contains editing features thus increasing the potential quality of the data reported.

Appendix A

Definition of Terms

Below are definitions of each of the instructional delivery models listed in the PDR.

1. Tutorial support (out-of-class): Students are pulled out of the mainstream classroom to receive tutorial assistance in English or native language.
2. Tutorial support (in-class): Students receive tutorial assistance in English or native language in the mainstream classroom.
3. Team teaching/co-teaching: Bilingual or ESL teacher provides instruction together with a mainstream teacher.
4. Self-contained (more than 50% of the day): LEP students receive bilingual/ESL instruction from their classroom teacher in an elementary school setting.
5. Pull-out: LEP students (usually in an elementary school setting) are pulled out of the mainstream classroom to receive ESL or bilingual content instruction.
6. Departmentalized: Generally in the middle or secondary school setting, students receive subject area instruction taught bilingually or in sheltered English or ESL during a regular class period.
7. Push-in: Bilingual or ESL teacher goes into the mainstream classroom to provide instruction to LEP students.
8. Integrated self-contained: LEP and English-speaking students are grouped together in a class where bilingual and mainstream English instruction is provided.