
ILLINOIS BILINGUAL EDUCATION PROGRAMS

2004 Evaluation 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. This report for the first time also includes a description of students served by Title III programs and information on accountability requirements for Title III called the Annual Measurable Achievement Objectives or AMAO.

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 FY04 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. Following are the highlights from the FY04 data:

- Based on the FY04 Bilingual Census, reporting school districts identified 138,554 LEP students as being eligible for bilingual education services.
- Illinois bilingual education programs served 157,146 students in FY04. This number exceeds the number of students identified as being eligible for bilingual education services by 13%. 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.
- Three hundred seventy three (373) school districts (42% of all public school districts in the state) submitted Annual Student Reports (ASR). Forty-eight of these school districts did not receive bilingual education (TBE/TPI) state funds. Conversely, 172 of these school districts received Title III federal funds in addition to receiving TBE and/or TPI state funds.
- The 157,146 students served represent an increase of 6% over the number of students served in FY03.
- The number of students enrolled in TBE programs (79.5%) is almost four times to that enrolled in TPI programs (20.5%)
- Almost 86% of bilingual education students are in elementary grades (K through 8th grade). About 1.4% of students enrolled in the program are in Pre-Kindergarten.
- Approximately 46% of the students were served in Chicago District 299. Moreover, about 22% of students were served by school districts in Cook County and another 29% were served by DuPage, Kane, Lake, Will, Winnebago, and McHenry counties combined. All these counties are located in the northern or northwestern part of the state. The remaining 3% 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 large school district participation are DuPage (41 school districts), Lake (37 school districts), Will (15 school districts), and McHenry (14 school districts). All of these counties are either suburban or northern counties. In the southern part of the state, St. Clair County has the highest school district participation with nine school districts participating.
- Over 75% of the students have not exited the program and will continue to receive services from bilingual education programs in 2005. Of these students, 26% have been in the program for over three years.
- About 38,000 or 24% of students in bilingual education programs exited. Specifically, approximately 39% of exited students were transitioned to the regular school, 10% were withdrawn by parents, and 6% graduated.
- Approximately 58% of students who exited were in the program three years or less and the other 42% were in the program for more than three years. 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.

- Chicago 299 LEP students tend to stay longer in the program than their downstate peers. Specifically, Chicago 299 LEP students stay on average of three years in the program whereas students in downstate programs stay on average of two years in the program.
- In FY04, over 132 languages were spoken by LEP students up from 123 languages spoken in FY03. Spanish is still the language spoken by the majority of students (80%).
- LEP students in bilingual education programs are more proficient in English oral (48%) and English writing (44%) than English reading (35%).
- LEP students in Title III programs are more proficient in English oral and English writing than non-Title III LEP students; but non-Title III students did better in English reading than Title III students.
- Transitioned students lagged behind their peers in mainstream classrooms on ISAT. In particular, grade 8-transitioned students fall 38 points below in ISAT-Reading; 29 points below in ISAT-Math, and 21 points below in ISAT-Writing from their peers in regular education programs.
- The performance of Chicago Public School District's Grade 3-transitioned students on the ISAT is significantly better than that of their peers downstate in all three content areas: mathematics (83% vs. 80%), reading (81% vs. 52%), and writing (88% vs. 64%).
- Grade 3 LEP students performed better than grades 5 and 8 in IMAGE (Illinois Measure of Annual Growth in English) reading, writing, and mathematics.

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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 2003-2004 school year. A special part called "Title III Programs" is added to this report under the Program Section. The following evaluation questions are addressed by this report:

Section 1 - Student Data Section

Part A – Student Demographics and Program Participation

Who is eligible to receive bilingual education 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 program grants are the students enrolled in?

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

What are the students' rates of transition and exit?

Part B – English Proficiency Levels and Achievement Levels of LEP Students on IMAGE and ISAT

What are the English proficiency levels of LEP students enrolled in listening, speaking, reading, and writing?

What are the performance levels of LEP students on IMAGE?

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

How different is the performance of transitioned students on the ISAT given their years in TBE/TPI programs?

Section 2 - Program Data Section

Part A – Bilingual Education Programs

What professional development activities were provided by school districts to teachers and parents of bilingual education programs in FY04?

What professional development areas are of high priority for school districts with bilingual education programs in FY05?

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 is instruction delivered?

Part B – Title III Programs

How many school districts in Illinois received Title III funds and how many met the Annual Measurable Achievement Objectives (AMAO) in FY04?

What are the consequences for not meeting the AMAO?

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 provide a wide range of services. 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.

With the passage of No Child Left Behind (NCLB), 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** or Language Instruction for Limited English Proficient and Immigrant Students.

Data Sources

Data were collected by the Data Analysis and Progress Reporting Division using four instruments: 1) the Fall Housing which includes the Bilingual Census, 2) the Annual Student Report (ASR), 3) the Student Performance Report (SPR), and 4) 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 ASR, SPR, and PDR. The ASR collects individual student data on native language, grade level, gender, birthdates, other services, entry, and exit dates in bilingual education programs. SPR collects English proficiency data for FY03 and FY04 which includes proficiency levels of students in English listening, speaking, reading, and writing. The PDR collects information related to the staff in bilingual education programs, parental involvement, and instructional services.

This report also presents data from the Illinois Measures of Annual Growth in English (IMAGE). The IMAGE test measures English reading, math, 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. Furthermore, the performance of LEP students who have transitioned to the regular school program in the Illinois Standards Achievement Test (ISAT) is also reported. These data were collected by the Assessment Division of the Illinois State Board of Education.

Section 1: Student Data

Part A. Student Demographics and Program Participation

Who is eligible to receive bilingual education services?

School districts are required to identify students who may be limited English proficient 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 to determine whether or not the students are limited English proficient.

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 test equivalent to a nationally-normed English-language-proficiency test, but other performance indicators such as results of criterion-referenced or locally developed tests, teachers' evaluations of performance, samples of a student's work, and/or information received from family members and school personnel show that they are unable to succeed in English-only classes, or
- c) when no nationally-normed English-language-proficiency test can be administered, a review of other performance 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, 2003-2004

SCHOOL DISTRICT	Number Identified	Number Served	Percent Served to Identified	Percent to Total Served
CHICAGO PUBLIC SCHOOL DISTRICT 299	59,644	71,512	119.9	45.5
CICERO SCHOOL DISTRICT 99	6,235	6,120	98.2	3.9
SCHOOL DISTRICT 46	9,483	6,007	63.3	3.8
WAUKEGAN C U SCHOOL DIST 60	3,688	4,557	123.6	2.9
AURORA EAST UNIT SCHOOL DIST 131	3,188	4,209	132.0	2.7
PALATINE C C SCHOOL DIST 15	2,029	2,413	118.9	1.5
COMM UNIT SCH DIST 300	1,708	2,337	136.8	1.5
ROCKFORD SCHOOL DIST 205	3,484	2,276	65.3	1.4
WHEELING C C SCHOOL DIST 21	1,974	2,141	108.5	1.4
WEST CHICAGO ELEM SCHOOL DIST 33	1,646	1,753	106.5	1.1
SCHAUMBURG C C SCHOOL DIST 54	1,209	1,588	131.3	1.0
COMM CONSOLIDATED SCH DIST 62	1,060	1,538	145.1	1.0
COMM CONS SCH DIST 59	1,247	1,398	112.1	0.9
ROUND LAKE AREA SCHS - DIST 116	1,089	1,381	126.8	0.9
INDIAN PRAIRIE C U SCH DIST 204	1,182	1,274	107.8	0.8
AURORA WEST UNIT SCHOOL DIST 129	893	1,050	117.6	0.7
JOLIET PUBLIC SCH DIST 86	891	986	110.7	0.6
BENSENVILLE SCHOOL DISTRICT 2	630	954	151.4	0.6
VALLEY VIEW CUSD #365U	725	935	129.0	0.6
MANNHEIM SCHOOL DIST 83	539	927	172.0	0.6
COMMUNITY UNIT SCHOOL DIST 200	623	902	144.8	0.6
TOWNSHIP HIGH SCHOOL DIST 214	746	818	109.7	0.5
ADDISON SCHOOL DIST 4	774	794	102.6	0.5
PLAINFIELD SCHOOL DIST 202	776	719	92.7	0.5
SCH DISTRICT 45 DUPAGE COUNTY	591	718	121.5	0.5
MAYWOOD-MELROSE PARK-BROADVIEW-89	684	701	102.5	0.4
COOK COUNTY SCHOOL DIST 130	702	694	98.9	0.4
BERWYN SOUTH SCHOOL DISTRICT 100	530	679	128.1	0.4
WOODSTOCK C U SCHOOL DIST 200	620	673	108.5	0.4
TOWNSHIP H S DIST 211	508	631	124.2	0.4
MOLINE UNIT SCHOOL DISTRICT 40	396	602	152.0	0.4
HARVARD C U SCHOOL DIST 50	334	575	172.2	0.4
NORTH CHICAGO SCHOOL DIST 187	383	560	146.2	0.4
BELVIDERE C U SCH DIST 100	359	559	155.7	0.4
BURBANK SCHOOL DISTRICT 111	427	555	130.0	0.4
BERWYN NORTH SCHOOL DIST 98	486	553	113.8	0.4
EAST MAINE SCHOOL DIST 63	478	535	111.9	0.3
GLENVIEW C C SCHOOL DIST 34	477	533	111.7	0.3
WOODLAND C C SCHOOL DIST 50	319	510	159.9	0.3
OTHER SCHOOL DISTRICTS	25,797	29,479	114.3	18.8
TOTAL	138,554	157,146	113.4	100.0

The data show that bilingual education programs served 13% 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 3,688 students identified as eligible for services in WAUKEGAN C U SCHOOL

DIST 60, and yet they served 4,557 students. There were 273 of the 373 (73%) school districts whose enrollments in bilingual education programs exceeded that of 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 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. Conversely, parents have the right to decline bilingual education services for their children, which explains why the number of identified LEP students may be higher than that of the number served. Table 1 also shows that Chicago 299 continuously served the most number of students (45%), almost 12 times more than the second serving school district, Cicero School District 99.

Where are the students located?

Table 2 shows the distribution of LEP students by county. Apart from Chicago 299, LEP students are concentrated in Cook, Lake, Du Page and Kane counties all north or directly west of Chicago 299.

Table 2. Number and Percent of LEP Students Served by County, 2003-2004

Name of County	Number	Pct	Name of County	Number	Pct
ADAMS	16	0.0	LEE	4	0.0
BOND	2	0.0	LIVINGSTON	2	0.0
BOONE	612	0.4	MACON	40	0.0
BUREAU	138	0.1	MACOUPIN	2	0.0
CARROLL	19	0.0	MADISON	175	0.1
CASS	196	0.1	MARION	3	0.0
CHAMPAIGN	868	0.6	MASON	1	0.0
CHICAGO	71,512	45.5	MCDONOUGH	7	0.0
CLINTON	2	0.0	MCHENRY	2,359	1.5
COLES	24	0.0	MCLEAN	384	0.2
COOK	34,043	21.7	MERCER	3	0.0
CRAWFORD	7	0.0	MONTGOMERY	1	0.0
DEKALB	526	0.3	MORGAN	23	0.0
DEWITT	2	0.0	MOULTRIE	1	0.0
DOUGLAS	35	0.0	OGLE	235	0.1
DUPAGE	11,397	7.3	PEORIA	371	0.2
EFFINGHAM	12	0.0	PULASKI	5	0.0
FORD	11	0.0	RICHLAND	2	0.0
GRUNDY	59	0.0	ROCK ISLAND	1,003	0.6
HAMILTON	1	0.0	SALINE	1	0.0
HENRY	134	0.1	SANGAMON	55	0.0
IROQUOIS	41	0.0	SHELBY	2	0.0
JACKSON	177	0.1	ST. CLAIR	111	0.1
JEFFERSON	4	0.0	STEPHENSON	42	0.0
JERSEY	2	0.0	TAZEWELL	21	0.0
JODAVIESS	4	0.0	UNION	81	0.1
KANE	14,007	8.9	VERMILION	9	0.0
KANKAKEE	157	0.1	WABASH	2	0.0
KENDALL	414	0.3	WARREN	42	0.0
KNOX	24	0.0	WHITESIDE	81	0.1
LAKE	91	0.1	WILL	3,180	2.0
LAKE	11,607	7.4	WILLIAMSON	42	0.0
LASALLE	260	0.2	WINNEBAGO	2,452	1.6
			Total	157,146	100.0

Other northern counties such as Will, Rockford, McHenry, and Winnebago each enrolled over a thousand LEP students. In central Illinois, Champaign and Peoria counties continue to experience an increasing migration of LEP students.

What native languages are spoken by the students?

Table 3 lists the languages spoken by the 157,146 students served by bilingual education programs.

Table 3. Native Languages Spoken by Students Served in Bilingual Education Programs in Illinois Schools, 2003-2004

Language	Count	Language	Count	Language	Count
Afrikaans (Taal)	52	Hakka (Chinese)	5	Oulof (Wolof)	1
Akan (Fante, Asante)	40	Hausa	1	Palauan	1
Albanian, Ghëg (Kosovo/Macedon)	436	Hebrew	64	Pampangan	2
Albanian, Tosk (Albania)	142	Hindi	396	Panjabi (Punjabi)	169
Algonquin	3	Hmong	15	Pashto (Pushto)	24
Amharic	85	Hopi	2	Pilipino (Tagalog)	1,196
Apache	2	Hungarian	25	Polish	6,760
Arabic	2,706	Ibo/Igbo	40	Portuguese	133
Armenian	26	Ilocano	1	Romanian	513
Assamese	2	Ilonggo (Hiligaynon)	19	Romany (Gypsy)	8
Assyrian (Syriac, Aramaic)	474	Indonesian	45	Russian	917
Balinese	9	Italian	156	Samoan	12
Bemba	2	Japanese	715	Serbian	920
Bengali	78	Kache (Kaje,Jju)	1	Shanghai (Chinese)	11
Bisaya (Malaysia)	4	Kannada (Kanarese)	13	Shona	4
Bosnian	679	Kanuri	1	Sindhi	2
Bulgarian	573	Konkani	2	Sinhalese	10
Burmese	24	Korean	1,747	Sioux (Dakota)	3
Cambodian (Khmer)	153	Kpelle	2	Slovak	66
Cantonese (Chinese)	1,650	Krahn	4	Slovenian	12
Cebuano (Visayan)	6	Krio	4	Spanish	125,923
Chamorro	1	Kurdish	20	Swahili	49
Chaochow/Teochiu (Chinese)	31	Lao	123	Swedish	21
Chippewa/ Ojibawa/ Ottawa	1	Latvian	13	Taiwanese/Formosan/Min Nan	45
Choctaw	1	Lingala	25	Tamil	64
Comanche	1	Lithuanian	795	Telugu (Telegu)	188
Creek	1	Luganda	6	Thai	117
Croatian	66	Luo	2	Tibetan	17
Crow	2	Maay	5	Tigrinya (Tigrigna)	6
Czech	77	Macedonian	57	Tongan	2
Danish	11	Malay	29	Tuluau	1
Dutch/Flemish	25	Malayalam	327	Turkish	115
Eskimo	1	Maltese	1	Ukrainian	532
Estonian	9	Mandarin (Chinese)	634	Urdu	2,223
Ewe	18	Mandingo (Mandinka)	10	Uzbek	3
Farsi (Persian)	209	Marathi	19	Vietnamese	1,120
Finnish	10	Mende	1	Welsh	1
French	404	Menominee	3	Winnebago	6
Fukien/Hokkien (Chinese)	8	Mina (Geser-Goram)	5	Yiddish	2
Ga	2	Mongolian	51	Yombe	1
Gbaya	6	Navajo	1	Yoruba	129
German	128	Nepali	36		
Greek	161	Norwegian	7		
Gujarati	1,166	Oneida	1		
Guyanese	2	Oriya	3		
Hainanese (Chinese)	3	Others	719		
Haitian-Creole	176				
				Total	157,146

In FY04, districts reported 132 languages spoken by students, up from 123 reported in FY03. In general, migration of non-English language learners is increasing but the language diversity among LEP students in Illinois has remained constant over the past several years, with Spanish-speaking students continuing to represent the largest group. (See Table 4 also.)

Table 4. Number of LEP Students in Bilingual Education Programs by Language Spoken and Location, 2003-2004

Language	East Central	West Central	Northern	Southern	Chicago Suburbs*	City of Chicago	Total	Pct
Spanish	938	544	7,394	454	58,146	58,447	125,923	80.1
Polish	4	2	65	1	3,107	3,581	6,760	4.3
Arabic	56	48	98	38	1,348	1,118	2,706	1.7
Urdu	3		30	1	1,074	1,115	2,223	1.4
Korean	156	6	22	11	1,346	206	1,747	1.1
Cantonese (Chinese)	7	18	25	6	245	1,349	1,650	1.0
Pilipino (Tagalog)	5	2	33	10	678	468	1,196	0.8
Gujarati	11	6	32	16	902	199	1,166	0.7
Vietnamese	39	23	58	21	446	533	1,120	0.7
Serbian	5		77		247	591	920	0.6
Russian	28	6	28	9	707	139	917	0.6
Lithuanian		2	11	1	713	68	795	0.5
Others	21	9	51	7	355	276	719	0.5
Japanese	27	5	6	4	637	36	715	0.5
Bosnian		1	58		188	432	679	0.4
Mandarin (Chinese)	88	14	28	20	343	141	634	0.4
Bulgarian	3		6	2	366	196	573	0.4
Ukrainian			6		244	282	532	0.3
Romanian	3	2	4		208	296	513	0.3
Assyrian (Syriac, Aramaic)			1		198	275	474	0.3
Albanian, Gheg (Kosovo/Maced)	4		28	2	198	204	436	0.3
French	32	5	38	6	141	182	404	0.3
Hindi	12	8	22		225	129	396	0.3
Malayalam	1		4		285	37	327	0.2
Farsi (Persian)	3		27		117	62	209	0.1
Telugu (Telegu)	14	11	9		129	25	188	0.1
Haitian-Creole			1		88	87	176	0.1
Panjabi (Punjabi)	4	1	7		145	12	169	0.1
Greek	2	1	1		105	52	161	0.1
Italian	2	2	10		106	36	156	0.1
Cambodian (Khmer)	6		2		47	98	153	0.1
Albanian, Tosk (Albania)	1		7		129	5	142	0.1
Portuguese	10	7	8	3	69	36	133	0.1
Yoruba	2		2		38	87	129	0.1
German	5		6	4	95	18	128	0.1
Lao	11		63		38	11	123	0.1
Thai	2	3	3	1	58	50	117	0.1
Turkish	21	1			55	38	115	0.1
Others (Identified)	74	13	71	13	756	595	1,522	1.0
TOTAL	1,600	740	8,342	630	74,322	71,512	157,146	100.0
Percent	1.0	0.5	5.3	0.4	47.3	45.5	100.0	

* Includes Cook, DuPage, Kane, Lake, and Will counties.

Table 4 shows that Spanish speaking LEP students are equally concentrated in the Chicago suburbs and Chicago 299. However, more Arabic, Pilipino, Gujarati, Korean, Russian, Lithuanian,

Japanese, Bulgarian, Hindi, or Albanian LEP speakers are enrolled in Chicago suburbs bilingual education programs than in Chicago 299. The data reported in Table 4 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 slightly higher than that of Chicago (74,274 versus 71,512).

What are the students' grade levels and which types of bilingual education program grants are the students enrolled in?

Enrollments in Illinois bilingual education programs have always been predominantly K through 8th grade (Table 5). In FY04, K through 8th grade enrollment was 86%, significantly higher than the 78% reported in FY03. About 12% were in high school, 1.4% were in kindergarten, and less than 1% had no grade levels reported. It has always 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. Chicago School District 299 still continues to serve more Pre-K students among all school districts.

Title III of No Child Left Behind Act (NCLB) makes federal funding available to school districts which received TBE and/or TPI funds to supplement educational expenditures necessary for LEP students to attain English proficiency and develop high levels of academic achievements in core academic areas. Of the 275 school districts that received TBE and/or TPI funds, 172 were approved to receive Title III funds. School districts which received Title III funds enrolled 149,398 students which is 95% of total enrollment in Illinois bilingual education programs in FY04.

Table 5. Number of LEP Students Served by Grade Level, Type of Program Grant, and Location, 2003-2004

Grade Level	Chicago Public SD 299				Rest of the State				Illinois				
	NO GRANT	TBE and/or TPI Only	TBE and/or TPI with TITLE III	Total	NO GRANT	TBE and/or TPI Only	TBE and/or TPI with TITLE III	Total	NO GRANT	TBE and/or TPI Only	TBE and/or TPI with TITLE III	Total	Pct
Pre-K			980	980	14	58	1,211	1,283	14	58	2,191	2,263	1.4
Kinder			9,936	9,936	133	872	10,997	12,002	133	872	20,933	21,938	14.0
1st			10,081	10,081	146	964	11,181	12,291	146	964	21,262	22,372	14.2
2nd			9,494	9,494	155	863	10,492	11,510	155	863	19,986	21,004	13.4
3rd			8,584	8,584	125	732	9,650	10,507	125	732	18,234	19,091	12.1
4th			8,339	8,339	111	550	7,860	8,521	111	550	16,199	16,860	10.7
5th			5,287	5,287	104	445	6,038	6,587	104	445	11,325	11,874	7.6
6th			4,943	4,943	82	337	4,338	4,757	82	337	9,281	9,700	6.2
7th			2,744	2,744	75	300	3,550	3,925	75	300	6,294	6,669	4.2
8th			2,568	2,568	89	272	2,978	3,339	89	272	5,546	5,907	3.8
9th			2,669	2,669	83	306	2,926	3,315	83	306	5,595	5,984	3.8
10th			2,148	2,148	80	287	2,784	3,151	80	287	4,932	5,299	3.4
11th			1,667	1,667	55	227	2,099	2,381	55	227	3,766	4,048	2.6
12th			2,063	2,063	83	180	1,710	1,973	83	180	3,773	4,036	2.6
13th			1	1	2	2	60	64	2	2	61	65	0.0
Not Reported			8	8	11	5	12	28	11	5	20	36	0.0
Total			71,512	71,512	1,348	6,400	77,886	85,634	1,348	6,400	149,398	157,146	100.0
Percent	0.0	0.0	100.0	100.0	1.6	7.5	91.0	100.0	0.9	4.1	95.1	100.0	

Bilingual Education Program Instructional Services: TBE or TPI

Since Chicago District 299 accounts for almost half of the students served by the program, it would be fitting to compare Chicago 299 data to that of downstate programs.

In general, LEP students receive one of the two types of bilingual educational instructional services: Transitional Bilingual Education (TBE), or Transitional Program of Instruction (TPI). In TBE programs, LEP students receive ESL (English as a Second Language) and native language instruction in subject areas with transition into English instruction as their English language proficiency increases. By law, TBE classes must be provided when 20 or more LEP students of the same native language group are enrolled in an attendance center. In TPI programs, LEP students could be in classrooms with less than 20 students and students could receive specialized instruction which may include English as a Second Language only or an ESL with Native Language Support. In general, TPI programs pull-out students from classrooms for group or one-on-one tutoring.

In FY04, similar to previous years, more students received instruction through TBE programs than TPI programs. In FY04, however, the percent of students enrolled in TBE programs is almost four times (79.5%) to that enrolled in TPI programs (20.5%). This is a significant increase from FY03 where 69.0% of students were enrolled in TBE programs. The distribution is consistent across the two locations. However, Chicago 299 enrolled practically all of their students (91.8%) in TBE programs, while downstate programs enrolled 68.9%.

Table 6. Enrollments in TBE/TPI Programs by Location, 2003-2004

Bilingual Education Program	CHICAGO		DOWNSTATE		ILLINOIS	
	Number	Pct	Number	Pct	Number	Pct
TBE	65,676	91.8	58,990	68.9	124,666	79.3
TPI	5,836	8.2	26,644	31.1	32,480	20.7
Total	71,512	45.5	85,634	54.5	157,146	100.0

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

Table 7 shows the students' years of participation in the program and the number of students that exited from bilingual education programs. (*The "exit" term used in this report refers to LEP students who are no longer receiving services provided specifically to LEP students and may have or may not have been placed in mainstream English-only instructional programs.*) The data shows that almost 76% of students have not exited the program and may be eligible to receive LEP program services in FY05. In downstate programs, among those who have already exited, more than twice as many students had been in the program three years or less (70.2%) compared to students who had been in the program more than three years (29.8%). In contrast, more than half of Chicago 299's students who have exited the program stayed more than three years (55.2%). In general, Chicago 299's students tend to stay longer in bilingual education programs than downstate students.

Data elsewhere showed that 26% of those who **have not exited** from the program, had been in the program for more than three years.

Table 7. Years of Participation in Bilingual Education Programs by Location, 2003-2004

Years in the Program	CHICAGO		DOWNSTATE		ILLINOIS	
	Number	Pct	Number	Pct	Number	Pct
Three years or less	8218	44.8	13,810	70.2	22,028	58.0
More than three years	10121	55.2	5,851	29.8	15,972	42.0
Total Exited	18,339	25.6	19,661	23.0	38,000	24.2
Have not Exited	53,173	74.4	65,973	77.0	119,146	75.8
Total Served	71,512	100.0	85,634	100.0	157,146	100.0

Years in the Program by Major Type of Program Instruction

Of the students enrolled in TBE programs, 22.4% exited compared to 30.8% from TPI programs. In general, TPI programs tend to exit more students earlier than TBE programs. Some 75.4% of the students that exited from TPI programs spent three years or less in these programs compared to 51.7% from TBE programs.

Table 8. Years of Participation in Bilingual Education Programs by Program Type, 2003-2004

Years in the Program	TBE		TPI		ILLINOIS	
	Number	Pct	Number	Pct	Number	Pct
Three years or less	14,481	51.7	7,547	75.4	22,028	58.0
More than three years	13,506	48.3	2,466	24.6	15,972	42.0
Total Exited	27,987	22.4	10,013	30.8	38,000	24.2
Have not Exited	96,679	77.6	22,467	69.2	119,146	75.8
Total Served	124,666	79.3	32,480	20.7	157,146	100.0

What are the students' rates of transition and exit?

The exit data in Table 9 are categorized by the following exit codes used in the Annual Student Report:

- 1 - Student has been assigned to a mainstream program (**Transition**) because the student, in conjunction with other local criteria, such as subject grades, has achieved an English proficiency level that is equivalent to or above the 50th percentile on a nationally normed English-language-proficiency test. Transition is equivalent to the "exit" event cited in Section 228.25d2 of the 23 Illinois Administrative Code.
- 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 re-entered a TBE or TPI program.
- 6 - Student has transferred to another school and has not re-entered a TBE or TPI program.
- 7 - Student has left the program for reasons other than those listed above.

Transitioned students represent the successes of bilingual education programs because transitioning provides indication that these students have attained proficient levels in the English language from rigorous TBE or TPI instruction. Consequently, because of what transitioned students represent in the schema of accountability, it is important to examine the differences among transitioned students with respect to their years in bilingual programs and types of programs. More important is the examination of the performance of transitioned students on the ISAT (Illinois Standards Achievement Test). The assumption is that LEP students who are transitioned are ready to undertake the rigors of academic requirements in the regular classrooms and therefore, are more likely to pass the ISAT or meet the Illinois learning standards.

Students Who Have Exited the Program

Table 9 shows that of the 38,000 that exited the program, 14,775 or 38.9% were transitioned. This number represents **9.4%** of the total number of students served by bilingual education programs. This transition rate is a little bit higher than last year's 7.5%. Of those that exited the program, roughly 10% were withdrawn by parents, 6% graduated, and 25% transferred to other school districts and may continue to receive or not receive bilingual education program services. It is interesting to note that parents withdrew their children even when their children had already been in the program for a longer time. Table 9 shows that 833 students who were in the program longer than three years were withdrawn by their parents from the program in FY04.

Table 9. Reason for Exiting the Program by Years of Participation in the Program, 2003-2004

Reason for Exiting	Three Years and Less		More than Three Years		Total Exits	
	Number	Pct	Number	Pct	Number	Pct
Transitioned	6,704	45.4	8,071	54.6	14,775	38.9
Withdrawn by Parents	2,914	77.8	833	22.2	3,747	9.9
Graduated	1,351	63.7	770	36.3	2,121	5.6
Dropped Out	488	79.0	130	21.0	618	1.6
Transferred	7,503	79.9	1,892	20.1	9,395	24.7
Other Reasons	3,068	41.8	4,276	58.2	7,344	19.3
Total Exited	22,028	58.0	15,972	42.0	38,000	100.0

Among those students that were transitioned, over half (54.6%) stayed longer than three years in the program. Transitioned students staying more than three years in the program was more

evident in Chicago 299 than downstate (See Table 10). Despite Chicago District 299's policy that limits the amount of time that students may participate in TBE/TPI programs, more than twice as many transitioned students in Chicago 299 (81.9%) stayed longer than three years in the program compared to downstate transitioned students (37.3%).

Table 10. Reason for Exiting the Program by Years of Participation in the Program and by Location, 2003-2004

Reason for Exiting the Program	CHICAGO				DOWNSTATE			
	Three years or less		More than three years		Three years or less		More than three years	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Transitioned	1,040	18.1	4,705	81.9	5,664	62.7	3,366	37.3
Withdrawn by parents	2,027	78.1	570	21.9	887	77.1	263	22.9
Graduated					1,351	63.7	770	36.3
Dropped out	266	79.2	70	20.8	222	78.7	60	21.3
Transferred	4,191	77.1	1,247	22.9	3,312	83.7	645	16.3
Other reasons	694	16.4	3,529	83.6	2,374	76.1	747	23.9
Total Exited	8,218	44.8	10,121	55.2	13,810	70.2	5,851	29.8

Relative to the number of students exiting from the program, transitions in Chicago 299 are lower than downstate programs (31.3 versus 45.9%) (Table 11). Student transfers, however, are higher in Chicago (29.7%) than downstate (20.1%). Similar to last year's data, not one student in Chicago School District 299 was reported to have graduated.

Table 11. Reason for Exiting the Program by Location, 2003-2004

Reason for Exiting the Program	Chicago		Downstate	
	Number	Pct.	Number	Pct.
Transitioned	5,745	31.3	9,030	45.9
Withdrawn by parents	2,597	14.2	1,150	5.8
Graduated	0	0.0	2,121	10.8
Dropped out	336	1.8	282	1.4
Transferred	5,438	29.7	3,957	20.1
Other reasons	4,223	23.0	3,121	15.9
Total Exited	18,339		19,661	

Table 12 reveals interesting contrasts between TBE and TPI programs with regard to the years of participation or service for transitioned students. Relative to the number of students who have transitioned, more than twice as many students in TBE programs (65.0%) stayed more than three years in the program compared to students in TPI programs (30.8%). More specifically, Chicago 299's TBE programs served about twice as many students (83.5%) for longer than three years compared to downstate-TBE programs (46.7%). The data in Table 12 also indicates that downstate programs tend to transition students earlier than Chicago 299.

Table 12. Years of Participation of Transitioned Students in the Program by Type of Program and Location, 2003-2004

Years in the Program	Chicago				Downstate				State			
	TBE		TPI		TBE		TPI		TBE		TPI	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Three years or less	842	16.5	198	31.2	2,761	53.3	2,903	75.4	3,603	35.0	3,101	69.2
More than three years	4,268	83.5	437	68.8	2,421	46.7	945	24.6	6,689	65.0	1,382	30.8
Total Transitioned	5,110	88.9	635	11.1	5,182	57.4	3,848	42.6	10,292	69.7	4,483	30.3

PART B. ENGLISH PROFICIENCY LEVELS AND ACHIEVEMENT LEVELS OF LEP STUDENTS ON IMAGE AND ISAT

Part B1 - English Proficiency Levels of LEP Students

What are the English proficiency levels of LEP students in listening, speaking, reading, and writing?

Section 14C-3 of the School Code requires school districts to assess the English language proficiency of all LEP students enrolled in TBE and/or TPI programs annually. To implement this mandate, ISBE identified and approved four norm-referenced English proficiency tests that school districts must use to assess the English language proficiency of its LEP students: IPT (Idea Proficiency Test), LAS (Language Assessment Scale), LPTS (Language Proficiency Test Series), and Maculaitis II (MACII). The ELPTS (English Language Proficiency Test Series) which for some portions of the test are IMAGE-to-LPTS converted test and solely used by Chicago 299, was also one of those local tests used to assess English language proficiency. Each of these tests are scaled differently from each other, but in general, the scale scores of these four tests (except for MACII where there are five proficiency levels), could be converted into three proficiency levels: non-English speaker, reader or writer; limited English speaker, reader or writer; and full/competent English speaker, reader or writer. These annual tests are administered by school districts in the spring.

Of the number of LEP students reported by 373 school districts, 72% have proficiency test data in at least one of the four domains. One explanation (as to why student test data was not reported for all students) came from school districts with less than five LEP students in which purchasing of such off-the-shelf tests would not be economically efficient. These small districts may not have applied for TBE or TPI funds and in general do not have the resources to purchase such tests. Other reasons for not reporting proficiency data for some students are not known. Table 13 shows the percent of students at each level of English proficiency on each domain by type of test.

It appears from the data that oral (listening/speaking) English is the easiest among all three domains but assessments become progressively difficult in reading and writing. For example, in IPT there were 43% of students who were proficient in oral English, 37% competent in English reading, but only 18% competent in English writing. Writing appears to be the most difficult among all domains. This progression is true in all tests except for LPTS and ELPTS where students were doing much better in writing than in reading.

Table 13. Percent of LEP Students at Each English Proficiency Level by Type of Test in Three Domains, 2003-2004

Type of Test	Oral (Listening/Speaking)			Reading			Writing		
	Non-English	Limited English	Full English	Non-Reader	Limited Reader	Competent Reader	Non-Writer	Limited Writer	Competent Writer
IPT	19.7	37.3	43.1	21.2	42.2	36.6	6.7	75.0	18.4
LAS	20.7	34.7	44.6	26.0	30.3	43.7	29.4	48.1	22.4
LPTS	53.6	1.6	44.8	61.3	17.0	21.7	50.4	9.8	39.8
ELPTS	11.8	37.6	50.6	41.7	28.0	30.4	21.5	12.8	65.7

MACII	Beginner	Low Intermediate	High Intermediate	Advanced
Oral (L/S)	11.9	30.5	12.9	44.7
Reading	24.3	28.9	21.8	25.0
Writing	20.5	39.6	24.7	15.1

English Proficiency Levels and Transitioning

As indicated earlier, a policy governing bilingual education programs set the criterion for transitioning students out of bilingual education programs involving measures of competencies in the English language. Specifically, Section 228.25 d(2) of the Illinois Administrative Code stipulates that “*Students who score at or above the 50th percentile (or, where test results are not expressed as percentile scores, the proficiency level comparable to the 50th percentile) on the nationally normed test of English language proficiency chosen for their respective ages or grade levels by the district and described in the district's program application shall be eligible to exit from the bilingual education program*”. This rule basically implies that each student served in TBE/TPI programs must be assessed on their competencies in the English language. School districts have the option of mainstreaming students who score at or above the 50th percentile in these tests even though these students may not be proficient in English yet. The rule then also implies that each student who was transitioned must have English proficiency data. The data reported by school districts, however, shows a different picture. After a methodical examination, the data shows that there were 36% of the students who transitioned with no proficiency data reported (Table 14). Moreover, only 2,249 (15.2%) of the 14,775 students who were transitioned were proficient in all domains, and there were 4% of these transitioned students who are not proficient in any of the three domains at all. What criteria teachers used in transitioning these students out of the program outside of English proficiency data could not be answered by this evaluation.

Table 14. Performance of Transitioned Students in English Proficiency Tests, 2003-2004

	Number	Pct
Total Transitioned	14,775	100.0
Proficient in at least one domain	8,819	59.7
Proficient in all domains	2,249	15.2
Not proficient in any of the domains	617	4.2
No test report in any of the domains	5,339	36.1

Data elsewhere indicated that there were 14,122 LEP students who were proficient in all domains but the majority of these students (79%) are still enrolled in the program.

Part B2- Performance Levels of LEP Students on IMAGE

Students who are enrolled in a state-approved bilingual education program for three academic years or less take IMAGE (Illinois Measure of Annual Growth in English), **if** they are unable to take ISAT/PSAE (Prairie State Achievement Examination) due to their lack of proficiency in English. IMAGE is a criterion-referenced test and its purpose is to measure competencies of limited English proficiency (LEP) students in content areas such as reading, mathematics, and/or writing. The test is administered each spring, the same time the ISAT, IAA, and PSAE are administered. In FY04, IMAGE was administered to grades 3, 5, 8, and 11 in mathematics and grades 3 through 11 in reading and writing. In FY05, only grades 3, 5, 8, and 11 will be tested in IMAGE and only in mathematics and reading. Writing is eliminated in FY 05.

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.

What are the performance levels of LEP students on IMAGE?

In FY04, 61,936 grades 3-11 LEP students took the IMAGE. This is 73% of the total number of LEP students reported in the Annual Student Report in FY04. Table 15, shows the performance of LEP students on IMAGE.

Table 15. Performance of LEP Students on IMAGE, 2003-2004

Grade Level	READING				WRITING				MATHEMATICS			
	B	S	E	T	B	S	E	T	B	S	E	T
Grade 3	25.6	41.0	25.2	8.2	3.9	8.3	35.6	52.2	17.5	30.6	44.7	7.2
Grade 5	27.7	46.2	18.9	7.1	10.0	14.6	53.4	22.0	10.0	57.9	30.9	1.1
Grade 8	35.2	27.8	33.0	4.0	27.4	26.5	34.5	11.5	17.4	62.3	17.1	3.2
Grade 11	44.1	47.0	7.4	1.5	36.7	33.0	28.2	2.1	16.1	61.6	20.5	1.8

Among the LEP students who took the IMAGE, grade 3 students appear to perform better in all three subject areas: reading, writing, and mathematics than other grades. Specifically, they have the highest percent of students in transition. What is more interesting is that, over half of these students (52.2%) were transitioning in writing when writing was considered more difficult than reading or mathematics. Table 13 also shows that while grade 5 students are doing better in reading and writing than students in grades 8 and 11, they fared low in mathematics. Grade 5 students have the lowest percent of students transitioning in mathematics among the four grade levels. Overall, only about 16% of students were in transitioning level in one of the subject areas, but not one student is in transitioning category in all three subject areas. This indicates that practically all of these students would still be below the “Transitioning” level and not eligible to be transitioned out to the regular school program. Unfortunately, the general practice of school districts in making decisions about transitioning out students is not their test scores in IMAGE; rather they use local state-approved English proficiency tests in conjunction with other indicators to transition students out of the program. This may explain why 40% of students who have been transitioned out from TBE/TPI programs did not meet the learning standards in ISAT-math and ISAT-writing and 55% did not meet the standards in ISAT-reading.

Part B3- Transitioned Students and Their Achievement Levels on the ISAT

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

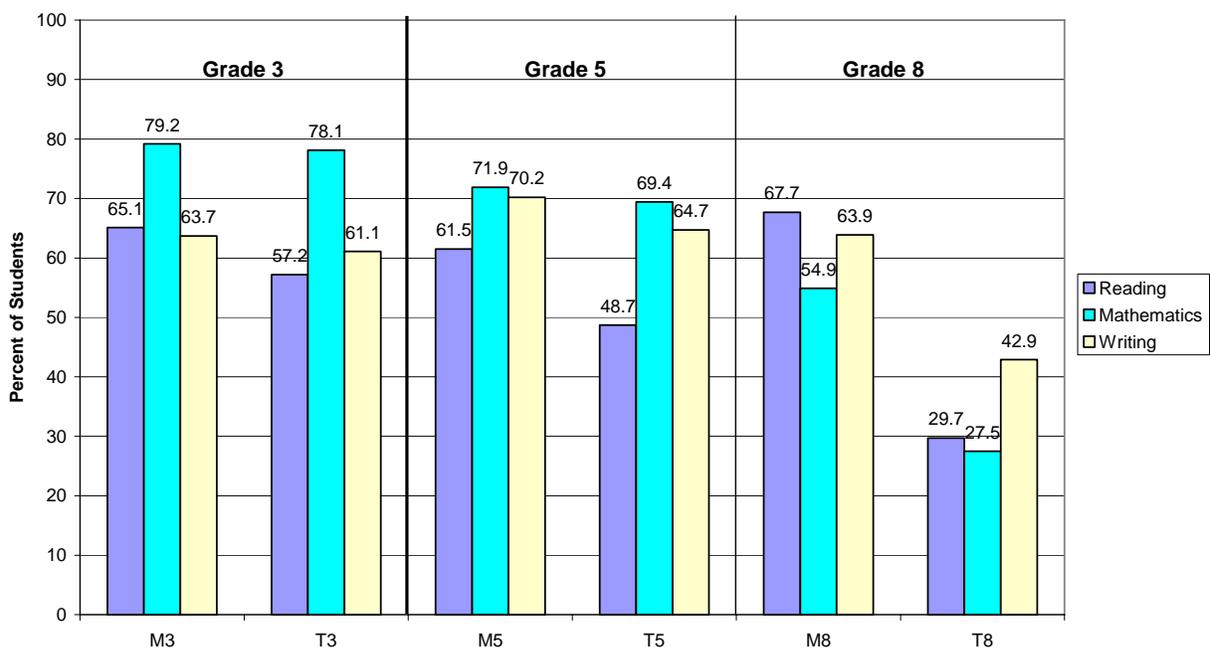
Caveat: The transitioned students referred to in this section are those students who transitioned out from TBE/TPI programs in FY03. Their performance on the ISAT in FY04 is examined in this section.

Students who transition to the regular school program are normally administered the ISAT. Chart 1 compares the performance of TBE/TPI transitioned students (T) on the ISAT to that of mainstream or regular education students (M). The percentages shown in Chart 1 reflect the percent of students meeting and exceeding the learning standards.

The FY04 ISAT data shows that mainstream students performed better than transitioned students in all three subject areas: reading, mathematics, and writing at all three grade levels, 3, 5, and 8. Specifically, 65.1% of grade 3-mainstream students met and exceeded the standards in reading compared to 57.2% of grade 3-transitioned students. The gap in reading

performance between these two groups is more pronounced among grade 8 students. Only 29.7% of grade 8-transitioned students met the standards in reading compared to 67.7% of grade 8-mainstream students. Similarly, twice as many of mainstream grade 8 students met the standards in mathematics compared to grade 8-transitioned students. The performance of grades 3 and 5 transitioned students in mathematics appear to be at par with that of mainstreamed students. There's only a one percent gap between grade 3 mainstream and transitioned students and three percentage points between grade 5 mainstream and transitioned students in mathematics.

Chart 1. Comparison of ISAT Performance (Percent of Students Met and Exceeded Standards) of Grades 3, 5, and 8 Non-LEP Students (M) with LEP Transitioned Students (T) in Writing, Mathematics, and Reading, FY 04



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

An examination and comparison of performance of transitioned students between Chicago 299 and downstate bilingual education programs indicate that Chicago 299's grade 3-transitioned students outperformed their peers from downstate programs in two subject areas: reading and mathematics. The performance gap is wider in reading. Approximately 60% and 71% of Chicago 299 transitioned students met and exceeded the standards in reading and mathematics, respectively, compared to 51% and 75% from downstate programs (See Chart 2).

Among grade 5-transitioned students, Chicago 299 students performed better than downstate students in reading but lagged slightly behind that of their downstate peers in mathematics and writing (Chart 3).

Meanwhile, grade 8-transitioned students from Chicago 299 fared below that of their peers from downstate programs in all three subject areas. The performance gap is higher in writing where 10% more of downstate students met and exceeded standards compared to Chicago 299 students (Chart 4).

Chart 2. Comparison of ISAT Performance (Percent Met and Exceeded Standards) of Grade 3-Transitioned Students in Chicago School District 299 versus Downstate Programs: FY 04

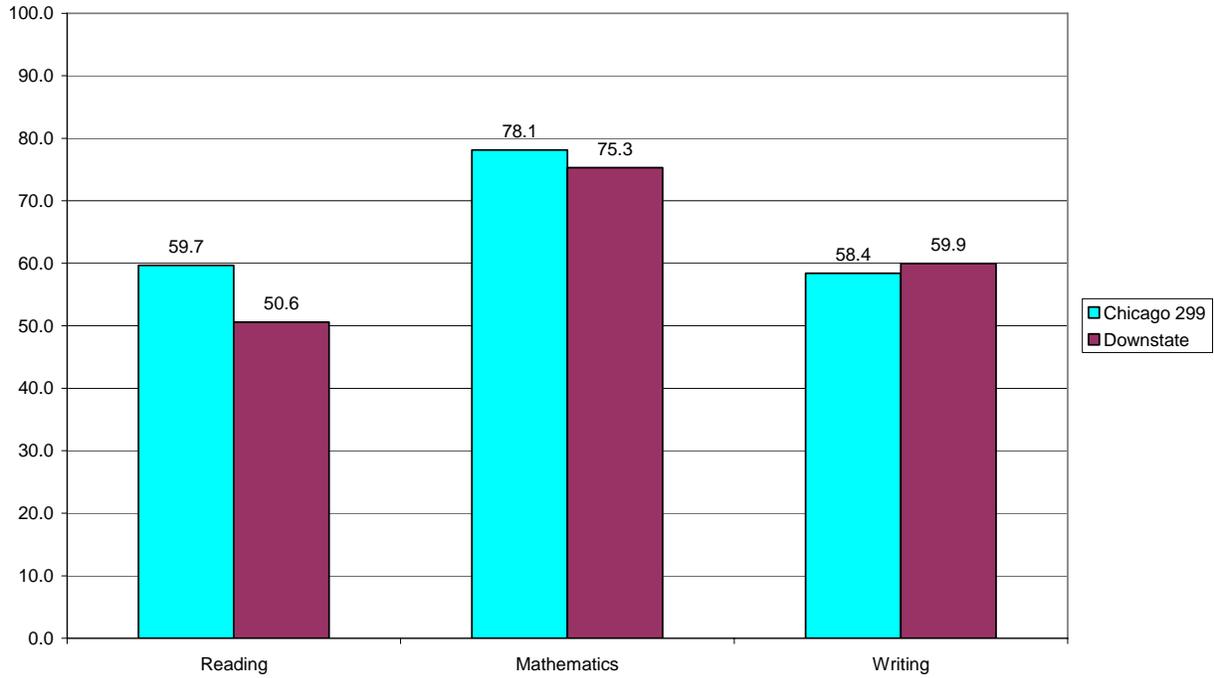


Chart 3. Comparison of ISAT Performance (Percent Met and Exceeded Standards) of Grade 5 -Transitioned Students in Chicago School District 299 versus Downstate Programs: FY 04

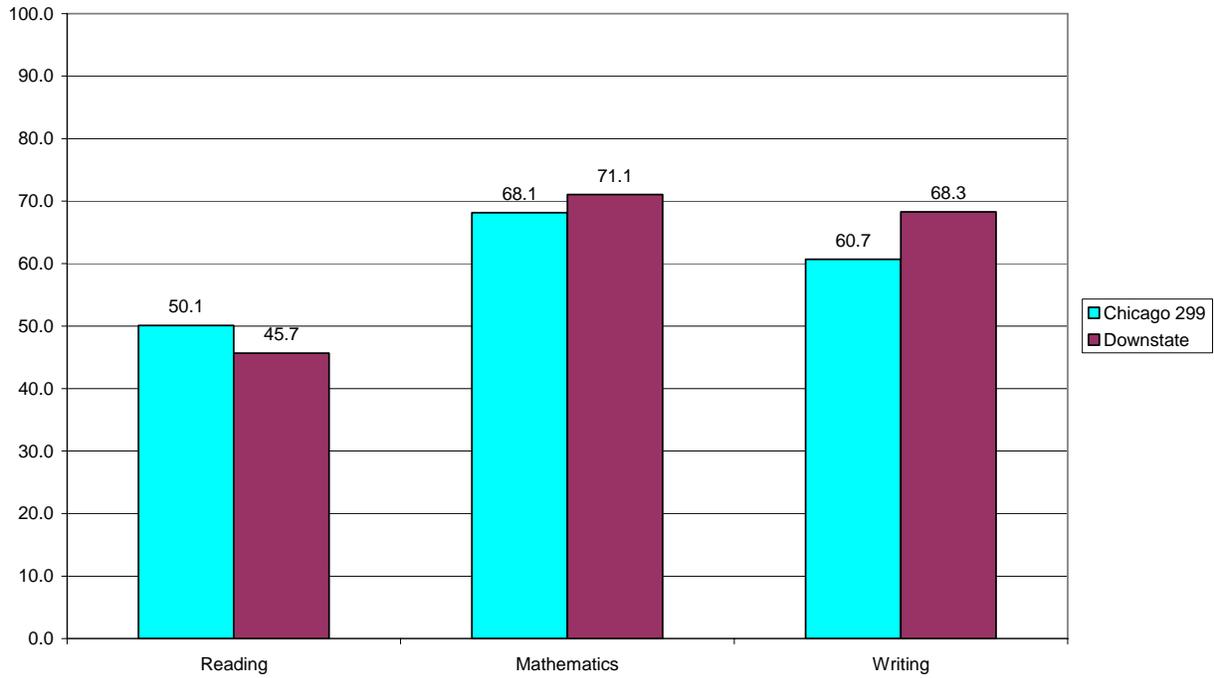
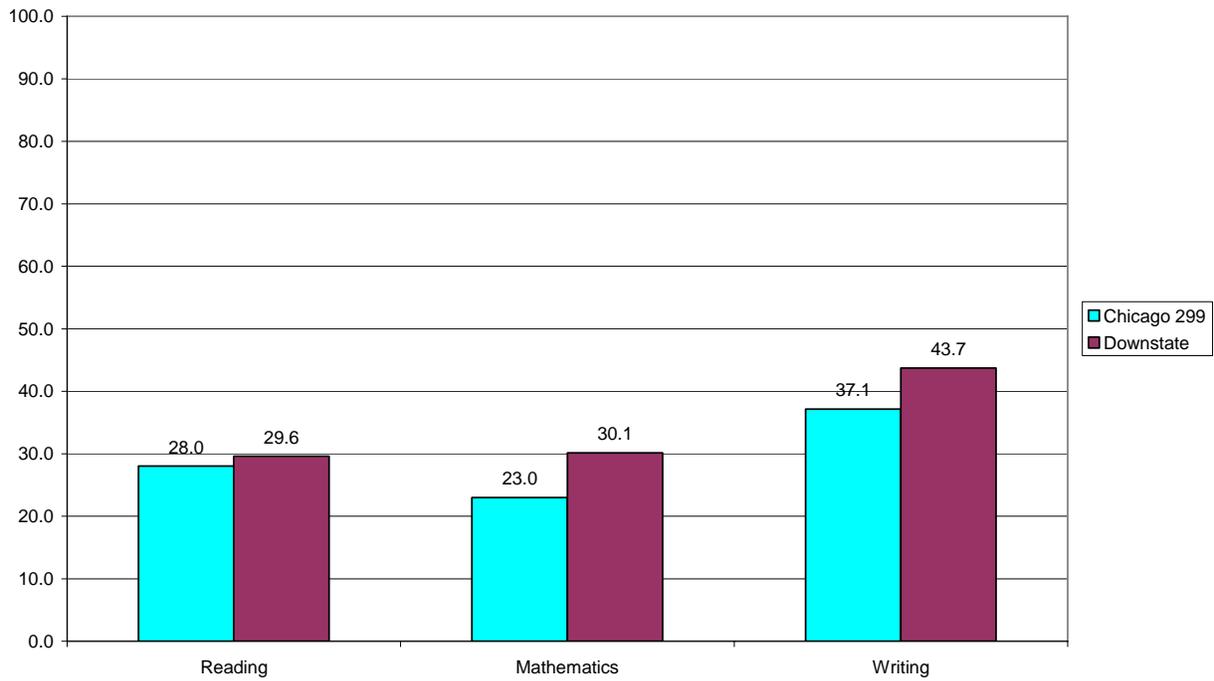


Chart 4. Comparison of ISAT Performance (Percent Met and Exceeded Standards) of Grade 8 -Transitioned Students in Chicago School District 299 versus Downstate Programs: FY 04

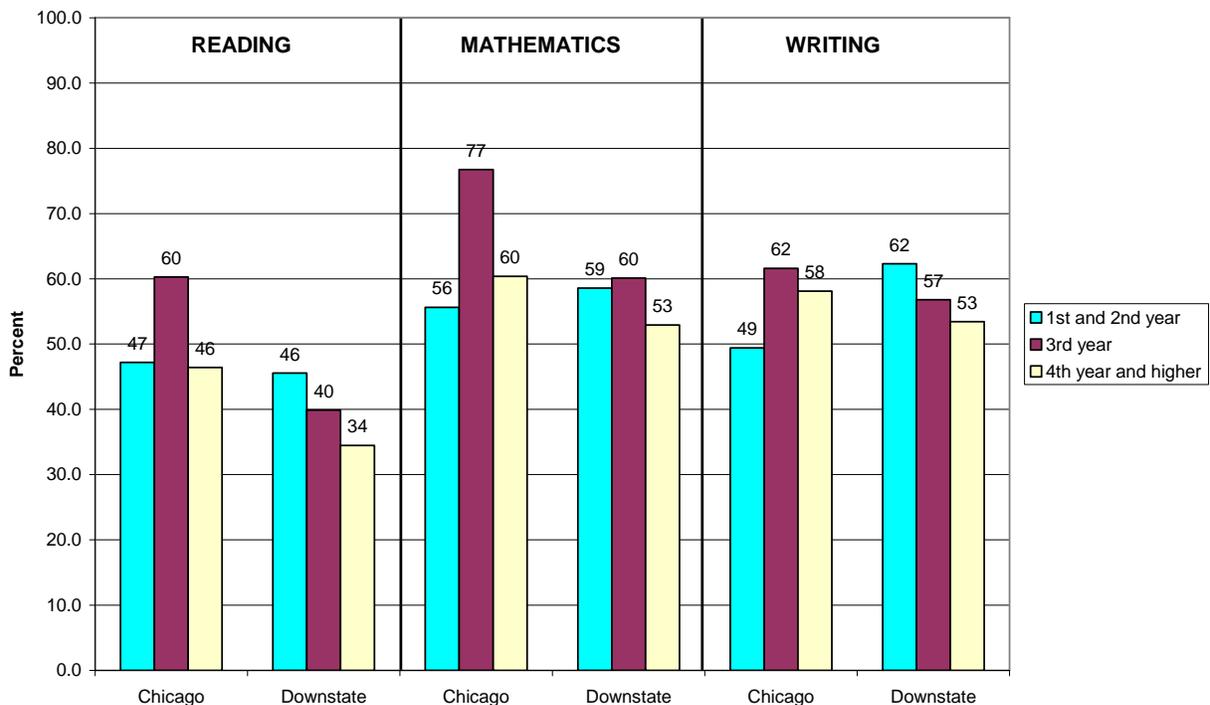


How different is the performance of transitioned students on the ISAT given their years in TBE/TPI programs?

An item related to an LEP student's year(s) in the TBE/TPI program was added to the ISAT demographics form. This new variable allows the analysis to include a description of the performance of LEP transitioned students on the ISAT given their year(s) in the program.

The data indicates that Illinois TBE/TPI programs tend to keep their students longer than three years before transitioning them. In fact, 87% of LEP-transitioned students were in the program longer than three years. But whether keeping students in the program longer would improve their chances of meeting the ISAT standards is not supported by the data. For instance, overall, only 43.6% of students who are in the program four years and longer met the standards in reading compared to 53.9% who met the standards while in the program for three years (Table 13). Data elsewhere indicates that third year students in Chicago 299 TBE/TPI programs perform better than students who were more senior to them. Moreover, these students also perform better than their downstate peers in all three subject areas.

Chart 5. Performance of LEP-Transitioned Students Who Met and Exceeded Standards on the ISAT by Year in TBE/TPI Program and Location, FY 04



The reasons for the 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.

SECTION 2: PROGRAM DATA

Part A. Bilingual Education Programs

The data presented in this section are extracted from the Program Delivery Reports of 316 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.

What types of bilingual education programs exist in school districts?

Bilingual Education Programs by Funding Type

The 316 reporting school districts run one type of program or a combination of programs (Table 16.) The majority of school districts reporting (105, 33.2%) received funding from three sources (state-funded, TBE and TPI, and Title III). Seventy-seven of reporting school districts operated a lone state-funded TPI program and 50 did not apply for bilingual state or federal funds.

Type of Program	Number	Percent
Non-TBE/TPI Funded LEP Services	50	15.8
State-Funded TPI ONLY	77	24.4
State-Funded TBE ONLY	11	3.5
State-Funded TBE/TPI ONLY	14	4.4
State-Funded TBE and Title III	11	3.5
State-Funded TPI and Title III	48	15.2
State-Funded TBE/TPI and Title III	105	33.2
Total	316	100.0

What types of licensures/certifications do teachers who worked with LEP students have?

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

Most teachers (32.4%) working with LEP students in Illinois in FY04 held a certificate with bilingual endorsements or approval and another 23.5% held a Type 29 (Transitional Bilingual Education Program certificate) certification (Table 17).

Table 17. Number and Percent of Teachers Who Worked with LEP Students in FY04 with Their Types of Certification

Type of Certificate	Number	Pct
Certificate with ESL Endorsements and/or Approval	776	14.2
Certificate with Bilingual Endorsements and/or Approval	1,775	32.4
ESL and Bilingual Endorsements	774	14.1
Type 29 (Transitional Bilingual Certificate)	1,289	23.5
International Exchange Certificate	52	0.9
Other Certification	813	14.8
Total	5,479	100.0

Data elsewhere indicates that about 80% of these teachers are teaching in programs which received both TBE and TPI state funds as well as federal funds (Title III).

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 (2005 through 2009) are shown in Table 18. School districts which did not receive TBE or TPI funds did not submit projections for all years which explain why the number projected in FY05 is less than the number of teachers identified to have worked with LEP students in FY04. The projected numbers shown in Table 18 showed average increments of about 160 teachers per year. Clearly, there appears to be more need for teachers who have bilingual endorsements or approvals. In FY05, for instance, school districts which operate TBE and/or TPI programs, need 2,025 teachers with bilingual endorsements compared to a need for only 892 teachers with ESL endorsements or approvals. The latter however are needed progressively over time.

Table 18. Projected Number of Teachers Needed to Work with LEP Students for the Next Five Years (FY05 Through FY09) by Type of Certificate

Type of Certificate	FY 05	FY 06	FY 07	FY 08	FY 09
Certificate with ESL Endorsements and/or Approval	892	938	985	1,026	1,071
Certificate with Bilingual Endorsements and/or Approval	2,025	2,144	2,178	2,170	2,201
ESL and Bilingual Endorsements	897	982	1,154	1,284	1,361
Type 29 (Transitional Bilingual Certificate)	844	792	744	696	678
International Exchange Certificate	82	87	77	66	62
Other Certification	380	376	382	387	400
Total	5,120	5,319	5,520	5,629	5,773

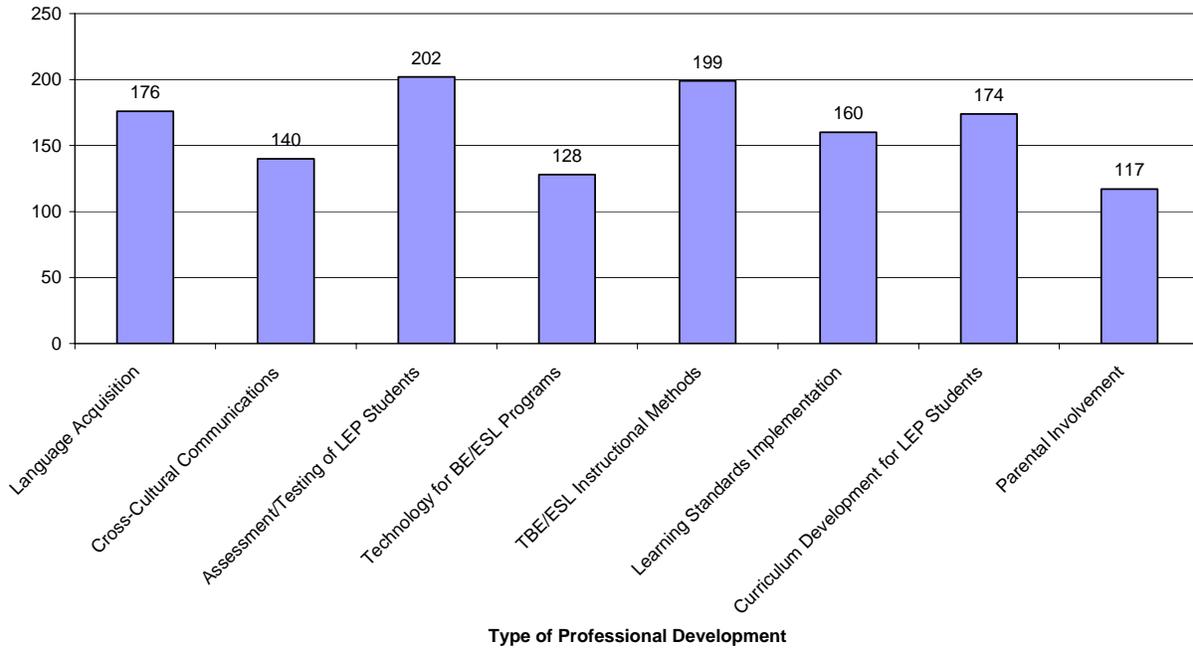
What professional development activities were provided by school districts to teachers and parents in bilingual education programs in FY04?

Chart 1 shows the various professional development activities or areas provided by school districts to their teachers and parents in bilingual education programs FY04.

Chart 6. Number of School Districts Which Provided Professional Development Activities to Bilingual Education Program Teaching Staff

FY 04

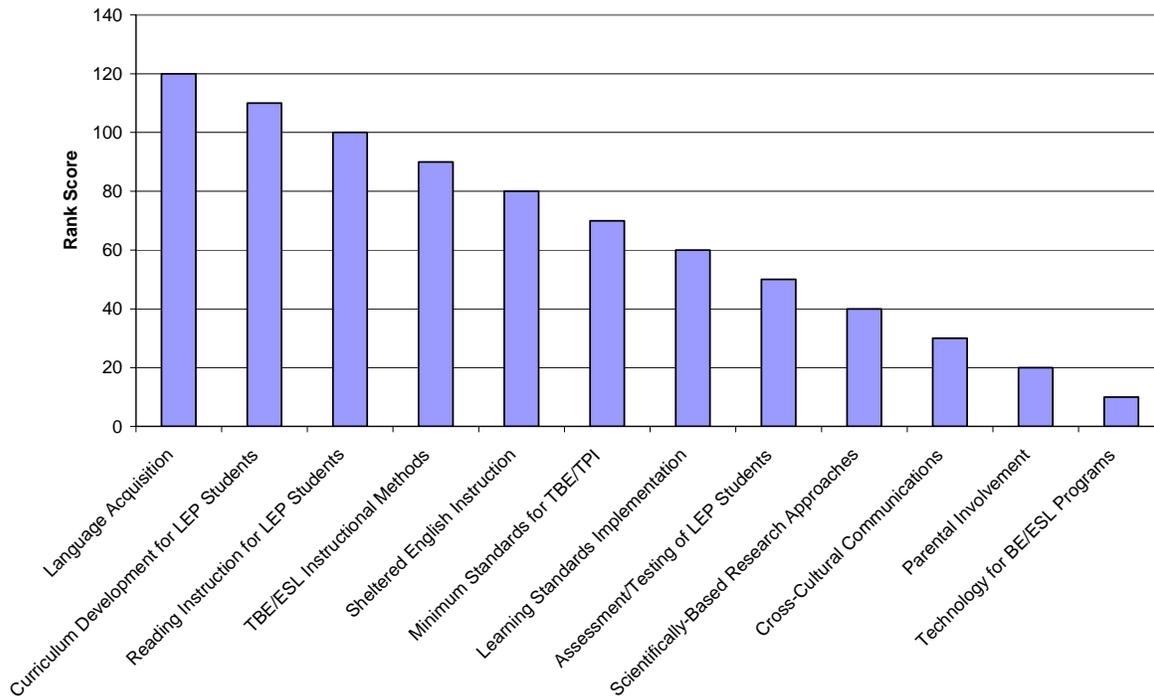
(Number of School Districts Reported = 316)



Over 200 school districts provided training to their teachers on students assessments. With high accountability placed on tests, school districts may have deduced the high importance of accurately administering, interpreting, and reporting test data. Another type of professional development provided by almost 200 school districts was TBE/ESL Instructional Methods. Providing appropriate instructional methods to students of bilingual education programs is the key to higher student achievements.

What professional development areas are of high priority for school districts with bilingual education programs in FY05?

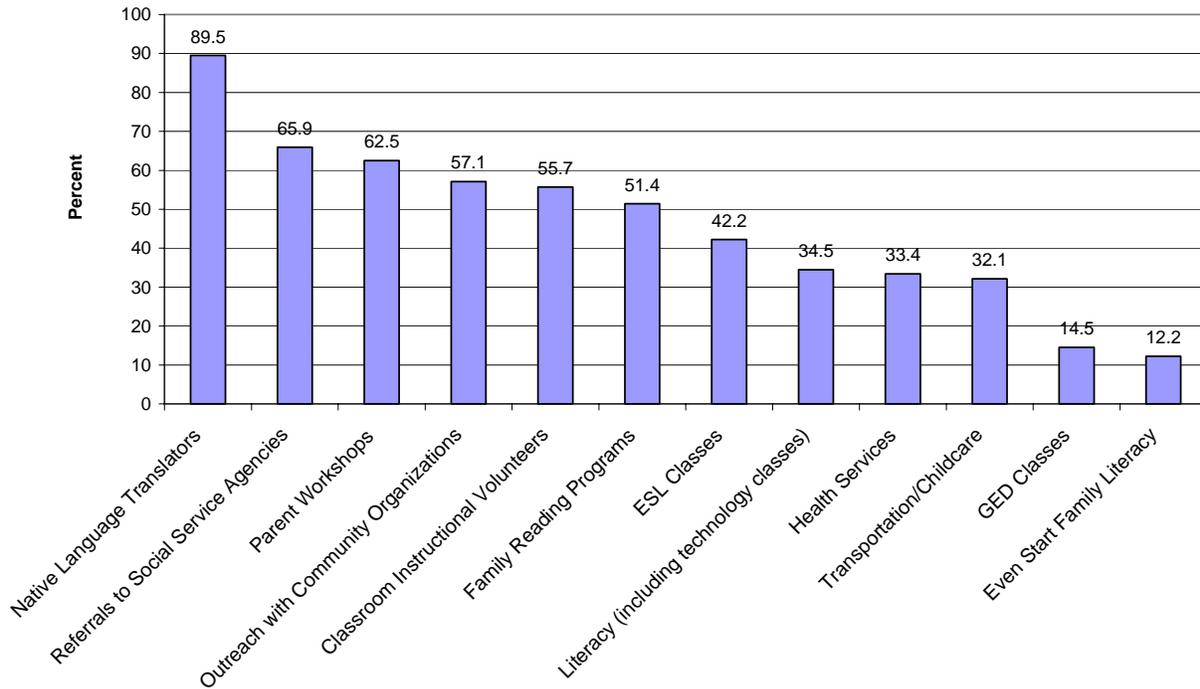
Chart 7. Type of Professional Development or Training that School Districts Need for FY 05:
Rank-Ordered by Priority



As shown in Chart 7, professional development areas that school districts feel are very important for their bilingual education program staff in FY05 are “Language Acquisition,” “Curriculum Development for LEP Students,” and methods of LEP instruction. Language acquisition is key to cognitive development in English for a non-English speaking child since it builds an understanding of the message that will be conveyed in English. Moreover, developing a curriculum that progressively builds a student’s language from his/her native language to the English language has proven to be one of the most challenging areas in dealing with the education of non-English speaking children. School districts believe that they need some training or guidance on how to do this. Along with curriculum development are effective methods of instructing or teaching LEP students. This is an area which constantly challenges teachers in their day-to-day interaction with their non-English speaking students, particularly the fact that there are over 120 languages spoken by these students. How teachers design curriculum and instruction that could effectively educate these students with diverse language and cultural backgrounds require continuous training and support. Technology involved in operating bilingual education/ESL programs seems to be the least area for training or professional development that school districts need.

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

Chart 8. Percent of School Districts Providing Services or Resources to Parents/Families of LEP Students, FY 04 (n=296)



School districts extended services to parents/families of bilingual education students. Chart 8 reveals that the services of native language translators are the services most commonly provided by school districts to parents and families of bilingual education students (89.5%). Apparently, the majority of the parents and families of bilingual education students do not speak English themselves, thus the demand for translators. Providing information to non-English speaking parents is essential in maintaining necessary home-school communication. Other services offered by more than half of the programs include parent workshops (which includes topics on child development, their academic achievements, and other topics related to their children's education); classroom instruction; outreach with community organizations; family reading programs; and social service agency referrals. The latter involves school districts leveraging resources provided for by other social service agencies to serve specific needs of 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 councils (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 of TBE programs have parental participation.

Following the requirements of the law, approximately 48.5% of TBE programs established PACs. In particular, of these districts that established PACs, 60.8% indicated that parents not only participate in these committees but they are involved in making decisions on issues affecting the education of their children enrolled in TBE programs (Table 19).

Table 19. Percent of TBE Programs that Reported Operating Parent/Family Groups or Committees and the Level of Involvement of Parents/Families in these Committees or Groups, 2003-2004

Type of Family/Parent Group or Committee	% Operating	Non-Participant	Participants Only	Participants and Decision-Makers
Parent Advisory Council for BE/ESL Programs	48.5	4.2	35.0	60.8
Local School Council	20.8	45.9	31.1	23.0
PTA/PTO/PFC	81.9	15.4	56.3	28.3
School Improvement Team	66.9	48.0	25.5	26.5
Local Board of Education	52.2	57.2	17.8	25.0

While parents and/or families of LEP students appear to have a strong voice in PACs, it is not so with other school district committees. For instance, only 28% or 26.5% of school districts reported giving their bilingual parents/families opportunities to make decisions relative to PTA/PTO/PFC or school improvement issues, respectively.

How is instruction delivered?

Instructional Delivery Systems and Program Models for LEP Students

Several program models for LEP students exist among schools. The models adopted vary with available resources, number of students served, and/or the levels of educational needs of the students. In general, school districts adopted at least one or a combination of the following program models for educating LEP students: Transitional Bilingual Education (TBE), Dual Language/Two-Way Immersion, Transitional Program of Instruction (TPI) (using English as a Second Language (ESL) with Native Language Support), TPI with ESL only, a center for Newcomers, and/or Developmental Bilingual Education. Data elsewhere showed that 228 of 283 (81%) school districts that submitted the Program Delivery Report (PDR) operated both TBE and TPI programs. Moreover, one school district had all six models in place and two school districts used five models. (Please see definitions of each of these models in Appendix A.)

Together with these program models are specific types of instructional delivery methods used by school districts which include: self-contained (more than 50% of the day or less than 50% of the day), departmentalized, pull-out, push-in, or team teaching. An instructional methodology used by a school district depends in large part on logistics and the specific instructional needs of LEP students. As shown in Table 20, it appears that except for Dual Language/Two Way

Immersion, school districts commonly use pull-out methods for instructing their LEP students. For example, over 76% of school districts with TPI/ESL programs and over 50% of school districts with TBE, Newcomer Center, and developmental bilingual programs used “pull out” as a method for instructing their LEP students. In contrast, over 77% of school districts with dual language/two way immersion programs placed their students in self-contained classrooms for more than half a day and only 33% used “pull out.”

Table 20. Percent of School Districts that Used a Specific Instructional Service Delivery Method for LEP Students Given a Type of Program Model, 2003-2004

Instructional Service Delivery	Program Models for LEP Students					
	TBE	Dual Language/Two Way Immersion	TPI/ESL with Native Language Support	TPI/ESL ONLY	Newcomer Center	Developmental Bilingual
Self-contained (more than 50% of the day)	47.4	77.8	23.7	15.8	47.1	33.3
Self-contained (less than 50% of the day)	31.4	11.1	36.8	36.6	41.2	38.9
Departmentalized	37.2	22.2	33.3	35.1	23.5	27.8
Pull out	57.7	33.3	76.3	81.7	58.8	50.0
Push in	37.2	25.9	49.1	52.5	17.6	16.7
Team teaching	29.2	37.0	34.2	30.2	11.8	27.8

Relationship of Programs with Student English Proficiency

A one-way analysis of variance (ANOVA) between the number of programs implemented and the levels of English proficiency of LEP students in oral, reading, and writing showed positive relationships, i.e., having a structured program or programs that address the needs of LEP students would more likely improve the levels of proficiency of LEP students in English.

Part B. Title III Programs

How many school districts received Title III funds and how many met the Annual Measurable Achievement Objectives (AMAO) in FY04?

172 school districts received Title III funds in FY04 (See Appendix B for the list of Illinois Title III school districts.) As a recipient of Title III monies, these school districts are held accountable for attaining Annual Measurable Achievement Objectives (AMAO). AMAOs include three measures: 1) LEP students attaining proficiency in the English language, 2) LEP students making progress in the English language, and 3) Adequate Yearly Progress (AYP) for LEP subgroup. The state educational agency (SEA), in this case the ISBE, set the targets for each AMAO measure:

- 1. LEP Students Attaining Proficiency in the English Language:** “Proficient” is a composite score computed by taking a weighted percentage of proficient students in each domain (listening, speaking, comprehension, reading, and writing). Proficiency targets for each of the four-state approved English language proficiency tests:

Language Assessment scale (LAS), Idea Proficiency Test (IPT), Language Proficiency Test Series (LPTS) and Maculaitis II (MACII) are shown in the table below (Table 21). To meet AMAO, school districts which received Title III funds must meet or exceed the target percentage of LEP students who score at the proficient level.

Table 21. AMAO Proficiency Targets, 2003-2004

2004 Assessment	AMAO Proficient Target (% of LEP Students)
Language Assessment Scale (LAS)	25%
Idea Proficiency Test (IPT)	23%
Language Proficiency Test Series (LPTS)	22%
Maculaitis II (MACII)	14%

2. **LEP Students Making Progress in the English Language:** To meet AMAO, Title III school districts must have 85% of LEP students gained at least one raw score point from FY03 to FY 04 in any of the domains of listening, speaking, reading, or writing on one of the four state-approved ELP tests.
3. **Adequate Yearly Progress (AYP):** The district must make Adequate Yearly Progress for LEP students served by programs funded under Title III. Calculations are based upon similar academic achievement formulas used for Title I Adequate Yearly Progress using any or all of the state tests: Illinois Standards Achievement Test (ISAT), Prairie State Achievement Examination (PSAE), the Illinois Measure of Annual Growth in English (IMAGE), and the Illinois Alternate Assessment (IAA). AYP was calculated only if the district had the minimum number (40) of LEP students required from grades 3, 5, 8 and/or 11 to form a subgroup.

Title III school districts must meet all three targets to meet the AMAOs. In FY04, 89 of the 172 Title III school districts met AMAO. Specifically, 142 school districts met the English proficiency target, 84 school districts met the English progress target, and 47 school districts met the AYP for the LEP subgroup target. Accountability measures for school districts where any of the targets could not be computed are waived. The following table shows the status of the school districts on each of the AMAO targets:

Table 22. Number of Title III School Districts Meeting Each AMAO Criterion, 2003-2004

AMAO Criterion	Could not be calculated (AMAO criterion waived)	Did not Meet	Met
Proficiency in English	5	25	142
Progress in English	59	29	84
AYP-LEP Subgroup	78	47	47

For the “English proficiency” criterion calculations, students must have proficiency level data for all domains (listening, speaking, reading, and writing). The data shows that there were five

school districts which did not test their students in all domains. “Progress” of an LEP student in English is calculated only if the student took comparable tests for both years FY03 and FY04. In addition, a school district needs to have at least 30 students with valid and comparable scores for both years to compute progress at the school district level. There were 59 school districts where “progress” could not be calculated because they did not meet this criterion. With regards to the third criterion, school districts need 40 valid scores for a subgroup from grades 3, 5, 8, and/or 11 for AYP calculations. 78 of Title III school districts did not meet this condition because of the low number of LEP students in the district.

What are the consequences for not meeting the AMAO?

School districts that did not meet AMAO must inform all parents of children identified for participation in Title III funded programs (LIPLEPS and/or IEP) of their failure to meet AMAO within **30 days** of receipt of notification from ISBE.

Districts that do not meet AMAO for two (2) consecutive years will be required to develop an improvement plan to ensure that the district meets such objectives in future years. The ISBE will provide technical assistance in the development of such plan.

For four (4) consecutive years of not meeting AMAOs, 1) school districts will be required to modify their curriculum, program, or methods of instruction; or 2) ISBE can make determinations whether the district shall continue to receive funds related to the school district’s failure to meet such objectives and require the district to replace educational personnel relevant to the district’s failure to meet such objectives.

FY04 is the first year of implementing AMAO. Data collected in FY 03 and FY 04 was used to make the first AMAO calculation. FY 05 data will be used in conjunction with FY 04 data to make the second annual AMAO determination. Title III school districts that failed to meet the AMAOs in FY 04 and then again in FY 05 will be required to develop an improvement plan in FY 06.

Section 3: Conclusion and Recommendations

- **During a ten-year period, 1995 to 2004, enrollments in Illinois bilingual education programs increased by almost 60%. 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. The changing student racial demographics in Illinois also require continuing this program. Enrollment statistics show that from 1990 to 2004, white enrollment decreased by approximately 8%, whereas Hispanic enrollment increased by the same percentage, and Asian enrollment increased by 1%. 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. Moreover, there were 132 languages spoken by LEP students in 2004 up from 123 in 2003 – indicative of increasing migration of non-English speaking children in Illinois. Because proficiency in English is a critical factor to academic success, participation in bilingual education programs is vital for limited-English-proficient students.
- **Older LEP students have lower academic achievements.** Grade 8 students in particular have the lowest performance among all LEP students in all three subject areas, reading, math, and writing in IMAGE. Moreover, grade 8-transitioned students significantly lagged behind that of their peers in regular education programs on the ISAT. The student's performance in 8th grade is crucial given that it is a strong predictor for his/her academic performance in high school and subsequently his/her chances of graduating from high school. It is recommended that DELL revisits instructional strategies that would best address the educational needs of this group of students. It is also recommended that DELL reviews school district practices in transitioning 8th grade students out from the program. These students may have been exited too soon.
- **The majority of students transitioned did not have proficiency assessment data.** Of the 14,775 students reported as having transitioned out to mainstream programs, only 15% were proficient in all three domains (oral, reading, and writing) and 36% did not have any proficiency data reported at all for FY04. The rules and regulations governing the TBE/TPI programs stipulate that *"a student has to score at or above the 50th percentile (or, where test results are not expressed as percentile scores, the proficiency level comparable to the 50th percentile) on the nationally normed test of English language proficiency chosen for their respective ages or grade levels by the district and described in the district's program application to be eligible to exit from the bilingual education program."* This assumes, therefore, that even if school districts used other criteria for exiting students, by law, they must still have ELP information for these students. Given that 36% of students who were transitioned did not have ELP data reported seems to indicate that some school districts are not in compliance with these rules. It is recommended that DELL revisits the criteria used by school districts in transitioning students out from TBE/TPI programs. It might also help if school districts are provided regular workshops on the laws and the rules and regulations governing bilingual education programs.

- **Professional development needs of school districts.** School districts identified “Language Acquisition,” “Curriculum Development for LEP Students,” and “Methods of LEP Instruction” as areas of professional development or training that their bilingual education teachers strongly need to effectively work with their LEP students. It is recommended that the Division of English Language Learning at ISBE consider offering such training areas during the FY 05 bilingual education annual conference.
- **Teacher/student ratio in bilingual education programs.** The ratio of students to teachers in bilingual education programs in FY04 was approximately 29:1. This is relatively high compared to the pupil/teacher ratio in the state which was approximately 19:1. Using a “scientific-research based approach,” it is recommended that this ratio be examined relative to efficacy and effectiveness in providing instruction to LEP students.
- **Data collection and the Student Identification System (SIS) – looking ahead.** It is anticipated that when phase two of the SIS is implemented, the Annual Student Report (ASR) and the Student Performance Report (SPR) will no longer be used for reporting individual student data since all the data elements in these reports will be integrated in the SIS. SIS is a comprehensive and efficient system that collects data relevant to Illinois educational programs including bilingual education programs. Moreover, with the SIS capability to establish one identifier for each student, it will be very convenient to follow-up on the performance of transitioned students on state achievement tests or to conduct longitudinal studies.

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.

Appendix B
LIST OF FY 04 TITLE III SCHOOL DISTRICTS

ADDISON SCHOOL DIST 4	EVERGREEN PK ELEM SCH DIST 124	NSSEO 805
ADLAI E STEVENSON DIST 125	FENTON COMM H S DIST 100	ORLAND SCHOOL DISTRICT 135
ALSIP-HAZLGRN-OAKLWN S DIST 126	GENEVA COMM UNIT SCH DIST 304	OSWEGO COMM UNIT SCHOOL DIST 308
APTAKISIC-TRIPP C C S DIST 102	GLEN ELLYN C C SCHOOL DIST 89	PALATINE C C SCHOOL DIST 15
ARBOR PARK SCHOOL DISTRICT 145	GLEN ELLYN SCHOOL DISTRICT 41	PLANO COMM UNIT SCHOOL DIST 88
ARGO COMM H S DIST 217	GLENBARD TWP H S DIST 87	POSEN-ROBBINS EL SCH DIST 143-5
ARLINGTON HEIGHTS SCH DIST 25	GLENVIEW C C SCHOOL DIST 34	PRINCEVILLE C U SCH DIST 326
AURORA EAST UNIT SCHOOL DIST 131	GOLF ELEM SCHOOL DIST 67	PROSPECT HEIGHTS SCHOOL DIST 23
AURORA WEST UNIT SCHOOL DIST 129	GOWER SCHOOL DIST 62	PROVISO TWP H S DIST 209
AVOCA SCHOOL DIST 37	GRAYSLAKE COMM HIGH SCH DIST 127	QUEEN BEE SCHOOL DISTRICT 16
BARRINGTON C U SCHOOL DIST 220	GURNEE SCHOOL DIST 56	RHODES SCHOOL DIST 84-5
BATAVIA UNIT SCHOOL DIST 101	HARLEM UNIT DIST 122	RIDGELAND SCHOOL DISTRICT 122
BEACH PARK C C SCHOOL DIST 3	HARVARD C U SCHOOL DIST 50	RIDGEWOOD COMM H S DIST 234
BEARDSTOWN C U SCH DIST 15	HARVEY SCHOOL DISTRICT 152	RIVER GROVE SCHOOL DIST 85-5
BELLWOOD SCHOOL DIST 88	HAWTHORN C C SCHOOL DIST 73	RIVER TRAILS SCHOOL DIST 26
BELVIDERE C U SCH DIST 100	HINSDALE TWP H S DIST 86	ROCHELLE COMM CONS DIST 231
BENJAMIN SCHOOL DISTRICT 25	HOOVER-SCHRUM MEMORIAL SD 157	ROCHELLE TWP HIGH SCH DIST 212
BENSENVILLE SCHOOL DISTRICT 2	INDIAN PRAIRIE C U SCH DIST 204	ROCKFORD SCHOOL DIST 205
BERKELEY SCHOOL DIST 87	INDIAN SPRINGS SCHOOL DIST 109	ROSELLE SCHOOL DISTRICT 12
BERWYN NORTH SCHOOL DIST 98	IROUOIS CO C U SCHOOL DIST 9	ROUND LAKE AREA SCHS - DIST 116
BERWYN SOUTH SCHOOL DISTRICT 100	ITASCA SCHOOL DIST 10	SANDWICH C U SCHOOL DIST 430
BLOOM TWP HIGH SCH DIST 206	JOLIET PUBLIC SCH DIST 86	SCH DISTRICT 45 DUPAGE COUNTY
BLOOMINGTON SCH DIST 87	JOLIET TWP HS DIST 204	SCHAUMBURG C C SCHOOL DIST 54
BREMEN COMM H S DISTRICT 228	KANELAND C U SCHOOL DIST 302	SCHILLER PARK SCHOOL DIST 81
BURBANK SCHOOL DISTRICT 111	KANKAKEE SCHOOL DIST 111	SCHOOL DISTRICT 46
C C SCHOOL DIST 181	KEENEYVILLE SCHOOL DISTRICT 20	SKOKIE SCHOOL DIST 68
CARBONDALE ELEM SCH DIST 95	KEWANEE COMM UNIT SCH DIST 229	SKOKIE SCHOOL DIST 69
CARY C C SCHOOL DIST 26	KILDEER COUNTRYSIDE C C S DIST 96	SKOKIE SCHOOL DIST 73-5
CHAMPAIGN COMM UNIT SCH DIST 4	KIRBY SCHOOL DIST 140	SOUTH HOLLAND SCHOOL DIST 151
CHICAGO HEIGHTS SCHOOL DIST 170	LA SALLE-PERU TWP H S D 120	ST CHARLES C U SCHOOL DIST 303
CHICAGO RIDGE SCHOOL DIST 127-5	LAKE PARK COMM H S DIST 108	STERLING C U DIST 5
CICERO SCHOOL DISTRICT 99	LAKE VILLA C C SCHOOL DIST 41	SUMMIT SCHOOL DIST 104
CITY OF CHICAGO SCHOOL DIST 299	LAKE ZURICH C U SCH DIST 95	THORNTON TWP H S DIST 205
COLLINSVILLE C U SCH DIST 10	LEMONT-BROMBEREK CSD 113A	TOWNSHIP H S DIST 211
COMM CONS SCH DIST 59	LEYDEN COMM H S DIST 212	TOWNSHIP HIGH SCHOOL DIST 113
COMM CONSOLIDATED SCH DIST 62	LINCOLNWOOD SCHOOL DIST 74	TOWNSHIP HIGH SCHOOL DIST 214
COMM CONSOLIDATED SCH DISTRICT 46	LOMBARD SCHOOL DISTRICT 44	UNION RIDGE SCHOOL DIST 86
COMM UNIT SCH DIST 300	LYONS SCHOOL DIST 103	UNITED TWP HS DISTRICT 30
COMMUNITY CONSOLIDATED S D 93	MAINE TOWNSHIP H S DIST 207	UNITY POINT C C SCHOOL DIST 140
COMMUNITY HIGH SCH DISTRICT 94	MANNHEIM SCHOOL DIST 83	URBANA SCHOOL DIST 116
COMMUNITY HIGH SCHOOL DIST 218	MARENGO-UNION ELEM CONS DIST 165	VALLEY VIEW CUSD #365U
COMMUNITY HIGH SCHOOL DIST 99	MAYWOOD-MELROSE PARK-BROADVIEW-89	W HARVEY-DIXMOOR PUB SCH DIST147
COMMUNITY UNIT SCHOOL DIST 200	MCHENRY C C SCHOOL DIST 15	WARREN TWP HIGH SCH DIST 121
CONS HIGH SCHOOL DISTRICT 230	MCHENRY COMM H S DIST 156	WAUCONDA COMM UNIT S DIST 118
COOK COUNTY SCHOOL DIST 130	MCLEAN COUNTY UNIT DIST NO 5	WAUKEGAN C U SCHOOL DIST 60
CRYSTAL LAKE C C SCH DIST 47	MEDINAH SCHOOL DISTRICT 11	WEST CHICAGO ELEM SCHOOL DIST 33
DARIEN SCHOOL DIST 61	MENDOTA C C SCHOOL DIST 289	WEST NORTHFIELD SCHOOL DIST 31
DEERFIELD SCHOOL DIST 109	MOLINE UNIT SCHOOL DISTRICT 40	WHEELING C C SCHOOL DIST 21
DEKALB COMM UNIT SCH DIST 428	MORTON GROVE SCHOOL DIST 70	WILMETTE SCHOOL DIST 39
DEPUE UNIT SCHOOL DIST 103	MOUNT PROSPECT SCHOOL DIST 57	WINFIELD SCHOOL DISTRICT 34
DIAMOND LAKE SCHOOL DIST 76	MUNDELEIN CONS HIGH SCH DIST 120	WOOD DALE SCHOOL DISTRICT 7
DU PAGE HIGH SCHOOL DIST 88	MUNDELEIN ELEM SCHOOL DIST 75	WOODLAND C C SCHOOL DIST 50
EAST MAINE SCHOOL DIST 63	NEW TRIER TWP H S DIST 203	WOODRIDGE SCHOOL DIST 68
EAST MOLINE SCHOOL DISTRICT 37	NILES ELEM SCHOOL DIST 71	WOODSTOCK C U SCHOOL DIST 200
EAST PRAIRIE SCHOOL DIST 73	NILES TWP COMM HIGH SCH DIST 219	WORTH SCHOOL DISTRICT 127
ELMHURST SCHOOL DIST 205	NORTH PALOS SCHOOL DIST 117	ZION ELEMENTARY SCHOOL DISTRICT 6
ELMWOOD PARK C U SCH DIST 401	NORTH SHORE SD 112	
EVANSTON C C SCHOOL DIST 65	NORTHFIELD TWP HIGH SCH DIST 225	