Illinois State Board of Education

A FRAMEWORK OF ILLINOIS ENGLISH LEARNER SERVICES

This section begins to describe the process districts should engage when designing comprehensive services for English learners. As is the case with all processes, it is critical to build in a continuous cycle that uses appropriate data to evaluate the services delivered and the results obtained. English learners are at the center of the services design process; districts must first consider the individual English learners' learning needs, then aggregate this individual data to capture the learning characteristics of the district's English learner population. Legally, the number of English learners from the same language background will determine the TBE or TPI identification. Instructionally, combining these learning characteristics with district and family goals will determine which one of the six instructional designs will best fit the English learners' educational needs. It is imperative to keep in mind that English learners are the collective responsibility of all district's stakeholders; therefore, shared vision and collective efficacy are integral to the success of the program. Once the instructional design(s) are finalized, the district can then use the Resources worksheet to build the program with regard to what endorsements/licenses the teacher(s) should possess and what instructional/supplemental materials to purchase.

A STUDENT-CENTERED PROGRAM AND SERVICES DELIVERY SYSTEM
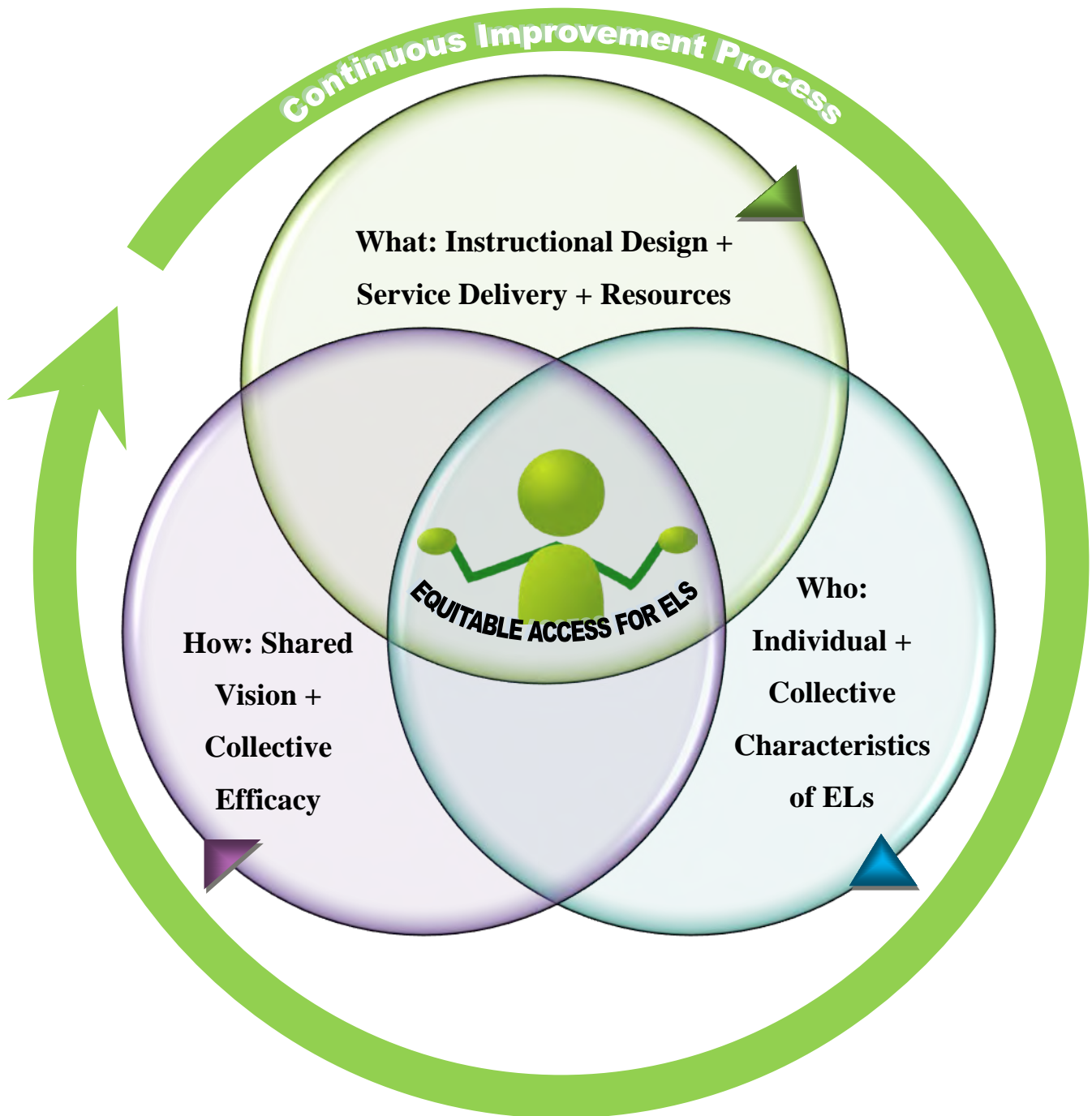
CONTINUOUS IMPROVEMENT PROCESS: USING DATA-DRIVEN DECISIONS TO IMPROVE SERVICES FOR ENGLISH LEARNERS

It is a district-wide/school-wide/classroom-wide responsibility to make data informed decisions to guide English learner programming and instruction. School districts are accountable to instruct English learners to meet/exceed grade level academic standards and be college and/or career ready.

This figure below lists some factors districts should consider when using data to drive decisions:

Individual	Classroom	School	District	State
English language proficiency	School and academic performance	Classroom composition and culture	Bilingual/ESL student population and demographics of community	Policies for identification and placement based on language(s) proficiencies
Native language proficiency	Standards-aligned curriculum	Collaboration between teachers	District-wide curricula and instructional design(s)	Criteria for reclassification
ACCESS and other language proficiency data along with achievement data	Appropriate, linguistic and culturally relevant, and sufficient instructional materials	Integration of all students	Collective efficacy and shared responsibility for EL population	
Other educational factors (special education, gifted, etc.)	Meaningful, sustained professional development	Shared efficacy among all staff and administrators		

Table 3. Characteristics for district consideration in making data driven instructional and programmatic decisions.