

1. Title III, Part A -- English Language Acquisition and Language Enhancement [Goals 1, 2, 3 & 5]

a. Describe how the SEA will ensure that LEAs use program funds only to carry out activities that reflect scientifically based research on the education of limited English proficient children while allowing LEAs flexibility (to the extent permitted under state law) to select and implement such activities in a manner that the grantees determine best reflects local needs and circumstances.

ISBE will examine existing scientifically based research practices for LEP students, in accord with USDE guidelines. Sources used will include the National Reading Panel report (2001), the Rand Report on reading comprehension (2002), the National Clearinghouse (formerly the NCBE) and the proposed "What Works Clearinghouse" as resources. ISBE will inform LEAs of the most current information on scientifically based research practices for LEP students, and will require applicants to select the most appropriate practices in their delivery of instructional services while accommodating local needs within the framework of state mandates

Scientifically Based Research -- The compiled information will be made available to LEAs electronically and by other means for incorporation into their language instruction educational program plans. Mechanisms for making this information available already exist in Illinois through resource centers. The research-based activities selected by the LEAs will accommodate local needs within the framework of state mandates for the education of LEP students in grades K-12. These activities will build on and enhance the state-funded programs for LEP students.

Program Models Required by State Statute -- Currently, attendance centers enrolling 20 or more LEP students of the same language group are required by statute to provide a full-time or part-time Transitional Bilingual Education Program (TBE). This program incorporates, in addition to English, the use of the student's home language for instruction in the core content areas, i.e., mathematics, social studies and science.

Schools with fewer than 20 LEP students of the same language are currently required to provide a Transitional Program of Instruction (TPI). This program is developed on the basis of an individual student assessment of English language proficiency (using instruments from a state-approved list). TPI programs provide English as a Second Language (ESL) instruction while making use of the student's native language to the extent necessary.

Flexibility for Selecting Additional Program Models -- In addition, schools will continue to have the option of offering a dual language immersion program or developmental bilingual education programs based on local decision

ISBE will ensure, in the review process regarding the LEA plans for use of Title III, that the proposed activities enhance the existing programs through the use of scientifically based instructional practices for LEP students. Staff will monitor the implementation of local plans.

Exclusive Use of Title III Funds to Implement Scientifically Based Research for the Education of LEP Students -- LEAs will be asked to identify specific needs related to the use of scientifically based instructional approaches for improving the teaching and learning of ESL and mathematics.

b. Describe how the SEA will hold LEAs accountable for meeting all annual measurable achievement objectives for limited English proficient children, and making adequate yearly progress that raises the achievement of limited English proficient children.

Illinois schools not meeting the predetermined target will be identified for remediation and will be held accountable for making adequate improvement. School districts not meeting the AEP and AYP criteria during the first two years will be required to target Title I *and* Title III funds for the diagnosis and remediation of applicable deficiencies. Supplementary considerations, such as the “safe harbor” provision, will be incorporated into the process.

Sub-grantees will be held to two complementary areas of standards with reference to the performance of LEP students: requirements for AEP in listening, speaking, reading, writing and comprehension; and AYP in reading, mathematics and science.

The process for holding sub-grantees accountable for meeting all annual measurable achievement objectives for LEP children includes the following steps, as shown in Table 20:

1. *Selecting reliable and valid instruments* for assessing student progress in English language proficiency (listening, speaking, reading, writing and comprehension)
2. *Determining* the English listening, speaking, reading, writing and comprehension *proficiency levels* (performance cut-off score combination) necessary for declaring a student to be designated as AEP (based on the IMAGE, ISAT and the rubric-based assessments) and meet the *Illinois Learning Standards*.
3. Establishing *criteria for AEP*.
4. Administering the modified, plain language versions of the ISAT mathematics and science tests to LEP students, which have the same standards as the regular ISAT.

Table 20. Steps in Measuring Achievement Objectives for LEP students

Step 1. Selecting reliable and valid instruments
<p>Illinois law requires both initial and annual assessment of language proficiency. It also mandates annual academic achievement assessment. These assessments will be reviewed, extended, and/or expanded to meet the <i>NCLB</i> requirements.</p> <p>LEP students in grades 3 through 8 who have been enrolled in a state-mandated language instructional educational program for more than three years will be assessed annually in both reading and mathematics achievement using the ISAT. Although the ISAT Reading and Math tests, as well as the IMAGE math test, are currently available only for the benchmark grades -- 3, 5, and 8, ISBE plans to develop assessments appropriate for grades 4, 6 and 7 to include all grade levels as required in <i>NCLB</i>. Those students who are enrolled in the 11th grade will take the PSAE for reading and mathematics or a modified version of the grade 11 mathematics and science tests. The technical manual is available on the ISBE Web site.</p> <p>The IMAGE, an English reading and writing proficiency test, and IMAGE mathematics test are used for LEP students who have participated in a state-approved TBE/TPI program for less than three consecutive school years and whose lack of English would keep them from understanding the general state (ISAT) assessment. Kindergarten is not counted in the computation of the 3 years because it is not a mandated grade.</p> <p>English reading and writing proficiencies of students in grades 3-11 who have been enrolled in the language</p>

instructional educational program for fewer than three years will be assessed using the IMAGE, if their lack of English makes it inappropriate for them to take the regular state assessment. The IMAGE test was created to reflect state content standards for English Language Arts. Also, the test design took into consideration principles and best practices for teaching English as a second language. The test has very high reliability (.97). A technical manual, available on the ISBE Web site at <http://www.isbe.net/assessment/pdf/2001imageguide.pdf>, includes statistics reflecting test quality and validity. The IMAGE math is a plain English version of the ISAT mathematics test and has all the technical qualities of ISAT.

District-selected assessment instruments from among a list approved by ISBE will be utilized for assessing English language proficiency in reading and writing for students in grades K-2, 9, 10 and 12.

The listening, speaking and comprehension proficiencies of LEP students in grades K-12 will be assessed through standardized English language proficiency assessment (either normed or performance-based) and instruments selected by school districts from an ISBE-approved list. Research projects will be undertaken to equate individual instruments on the list and anchor each to IMAGE and ISAT during Summer/Fall 2002.

Step 2. Determining proficiency levels for AEP

State Performance Measure: The percentage of children identified as limited English proficient that have attained English proficiency by the end of the school year, (1) takes into consideration the amount of time an individual child has been enrolled in a language instruction educational program and (2) uses consistent methods of measurement to reflect the changes in the percentages (Section 3122 (a) (2)).

ISBE will take into consideration the amount of time the students were enrolled in a language instruction educational program by using the approach presented in Table 21 below:

Step 3. Establishing performance criteria for AEP

Performance criteria for the current school year will be established using scores from the 2000-01 IMAGE and their corresponding scores from the 2001-02 ISAT administrations. ISBE will use a standardized criterion for defining AEP, based on the reading sub-test of IMAGE. It is this definition that will be used to calculate the percentage of students attaining proficiency in English.

The criterion scores to be established will be those IMAGE reading scores above which 50% or more of the LEP students have met or exceeded the ISAT performance standards for reading. Until such time as ISAT becomes available for all grades (3 - 8), separate criterion scores will be established for grades 3 - 5 based on the 5th grade ISAT; for grades 6 - 8, based on the 8th grade ISAT. For grades 9 - 11, the IMAGE criterion score will be based on the 11th grade PSAE reading performance. For grades K-2, for which no state assessments are formally administered statewide, LEAs will be required to use criteria based on nationally-normed English proficiency assessments for reading readiness/reading. These criteria will be updated at least every three years.

Additionally, LEAs shall include criteria based on English listening, speaking, writing and understanding assessments as well as academic achievement, consistent with state rules. The listening and speaking proficiencies of LEP students in grades K-12 will be assessed through commercial standardized English language proficiency assessment instruments (either normed or performance-based) selected by school districts from an ISBE-approved list. Research projects will be undertaken to equate individual instruments on the list and anchor each to IMAGE and ISAT.

Students who have completed three consecutive years of participation will be included in the total number of students for determining the percentage of students achieving the proficiency goal. The total as well as the

number attaining proficiency will be adjusted to include those LEP students who attained English proficiency before completing three years. An appropriate rolling three-year average will be calculated as an indicator to determine the percentage of children identified as LEP who have attained English proficiency by the end of the school year.

Table 21: Percentage of LEP Students Attaining English Proficiency by End of School Year by Cohort Group

Time in Program**	PK* - 2 and Students Enrolled after 9/30/02 (Not Taking IMAGE or ISAT)	1st year students	2nd year students	3rd year students	4th plus year students	5th year students	6-plus year students	TOTAL
		First Enrolled Between 10/01/01 and 9/30/02	First Enrolled Between 10/01/00 and 9/30/01	First Enrolled Between 10/01/99 and 9/30/00	First Enrolled Before 9/30/99	Between 10/01/97-9/30/98	Before 9/30/97	
# of LEP Enrolled								
# Meeting State Criteria for AEP								
% Meeting State Criteria for AEP								
ISBE Title III Target for AEP	2%	3%	10%	40%	30%	10%	5%	100%
Cumulative Percent	2%	5%	15%	55%	85%	95%	100%	

* Participation during Preschool and Kindergarten years, as well as participation by late enrollees (students who enrolled after 09/30 of each reporting year), is not counted towards program participation time (year). These students and students in first and second grades do not take IMAGE or ISAT. Local assessments are used to determine when students are *Attaining English Proficiency*.

** Time in program is determined on the basis of continuous enrollment in the program. Continuous enrollment is defined as not continuously absent for longer than one full semester, excluding summer months.

Target: 100% of all LEP students participating in approved programs attaining English proficiency. These statistics will be determined annually.

Data Collection for Performance Goal 2.1. The data collection for Performance Goal 2.1 will begin with the administration of IMAGE in reading for grades 3-11, administered every spring. The IMAGE reading test answer sheet will include the bubble-in space to indicate the amount of time the students were enrolled in language instruction (first year, second year, and third year). Students who have participated in the program beyond three years will be administered the ISAT at the benchmark grades until such time as tests are available for individual grades 3-8. The ISAT will be administered in the spring of each year. The ISAT answer sheet will have a bubble-in space to indicate whether the student is LEP. The scoring and analysis of both sets of data will be completed and become available prior to the start of the next school year.

Baseline data from school year 2001-2002 is presented below, utilizing estimated figures. Actual data will be substituted as it becomes available.

Table 22. Baseline Data - Percentage of LEP Students Attaining English Proficiency by the End of the School Year by Cohort Group, estimated for 2002-03

	Time in Program* for LEP Students in Grades K -12					
	K - 2 and Students Enrolled after 9/30/02 (Not Taking IMAGE or ISAT)	1st year students	2nd year students	3rd year students	4th plus year students	Total
# of LEP Enrolled	65,000	22,000	18,000	14,000	6,000	125,000
Number Meeting State Criteria for AEP	0	3,000	15,000	10,000	4,000	32,000
% Meeting State Criteria for AEP -- baseline 2001	LEA Test** for Reading and Writing	IMAGE & LEA Test**	IMAGE & LEA Test**	IMAGE & LEA Test**	ISAT/PSAE & LEA Test**	26%
	1% (1%)	14% (2%)	83% (12%)	71% (8%)	66% (3%)	
ISBE Title III TARGET for AEP	2%	3%	10%	40%	45%	100%
Cumulative Percent	2%	5%	15%	55%	100%	

*Time in program is determined on the basis of continuous enrollment in the program. Continuous enrollment is defined as not continuously absent for longer than one full semester, excluding summer months.

**Test includes listening, speaking, and comprehension.

ISBE considers the IMAGE as the alternative achievement instrument for reading assessment of LEP students. IMAGE is administered to students who have been in a state-mandated language support program for grades 3-11. This test is for students who are in their first three years of

receiving specialized language instruction. Fourth- and fifth-year LEP students are required by current statute to take the ISAT. ISBE will review the need for modification of the statute enabling fourth and fifth year LEP students to take the IMAGE instead of ISAT.

A plain language version of the ISAT mathematics test will be administered to all qualifying LEP students as of 2002. As tests for IMAGE in science are developed to meet the *NCLB* requirements, plain-English versions of these tests also will be developed and included.

AYP criteria, as well as the reporting process, will be consistent with that for non-LEP students in general education programs. LEAs that fail to meet the AYP criteria beyond the fourth year will not receive Title III funds. Funding will resume when evidence is provided showing that significant program improvements leading to students meeting the AYP standards have been made in terms of program management, curriculum, instruction and/or personnel.

c. Specify the percentage of the state's allotment that the state will reserve and the percentage of the reserved funds that the state will use for each of the following categories of State-level activities: professional development; planning, evaluation, administration, and interagency coordination; technical assistance; and providing recognition to subgrantees that have exceeded their annual measurable achievement objectives (total not to exceed 5%).

ISBE will reserve 5% of the total Title III allotment to carry out state-level activities. It will be distributed as outlined in Table 23.

Table 23: Key State Activities and Title III Funding Allocations

Uses of Funds	Percentage
Professional development and related training activities	8%
Planning, evaluation, administration, and interagency coordination (SEA administration < 60%)	72%
Technical assistance	12%
Recognition to subgrantees that have exceeded their annual measurable achievement objectives	8%
TOTAL	100%

A number of activities will be made available to administrators and instructional personnel to improve LEP student service delivery. The list represents some of the activities being proposed.

- Provide technical assistance to administrators of language instruction educational programs to expand their knowledge regarding the education of LEP students and Title III requirements.
- Assist program administrators in the identification of staffing and technical assistance needs to address instructional, management and accountability areas.
- Provide activities for bilingual/ESL and mainstream instructional personnel, both certificated and paraprofessional, in teaching and management techniques specific to the instruction of LEP students.
- Assist LEAs with:

- the development of a cadre of highly qualified individuals by providing opportunities for program staff to complete coursework and participate in other training programs related to certification in their assigned areas;
- the identification of successful language instruction educational program model characteristics;
- program design, student assessment, staff development and program implementation;
- the development of evaluation designs which assess program quality through the use of appropriate methods; and
- the implementation of strategies for the coordination of program services for LEP students and their families.
- Disseminate information on successful program models through conference and workshop presentations, networks, electronic media, and various other means.
- Provision of a sample notice for LEAs to use with families of students in LEP programs, incorporating the state-require notice provisions and the new NCLB-required notice provisions. A bill recently passed by the Illinois General Assembly incorporates the latter provisions into state law.

d. Specify the percentage of the state's allotment that the state will reserve for subgrants to eligible entities that have experienced a significant increase in the percentage or number of immigrant children and youth (not to exceed 15% of the state's allotment must be reserved).

ISBE will reserve 15% of its state allotment for subgrants to eligible entities that have experienced a significant increase in the number or percentage of immigrant children and youth.

e. Describe the process that the state will use in making subgrants to LEAs that have experienced a significant increase in the percentage or number of immigrant children and youth.

The process that ISBE will use in making subgrants will be as follows:

- ISBE has defined "significant increase" as an increase of at least 3% or 50 immigrant children and youth, whichever is less, over the preceding two years.
- ISBE will calculate the per capita amount based on the total number of immigrant students reported by eligible districts for school year 2001-2002
- Districts with significant increases and enrolling at least 10 immigrant students will be eligible for these subgrants.
- Each eligible LEA will be notified of its allocations, based on the district's total number of eligible immigrant children and youth reported for school year 2001-2002.
- Applicants for these funds will be required to submit a plan describing the activities that provide enhanced instructional opportunities for immigrant children and youth as well as the methods or forms of instruction to be used in the program to assist these students to attain English proficiency and meet challenging state academic content and achievement standards.
- In awarding subgrants, ISBE will equally consider eligible LEAs that satisfy program eligibility requirements but have limited or no experience in serving such populations; it shall also equally consider each local plan to ensure that the subgrant is of sufficient size and scope to meet the purposes of this program grant.

f. Specify the number of limited English proficient children in the state.

According to the ISBE *Annual Student Report for the 2000-2001 School Year*, to USDE, the number of LEP students enrolled in Illinois schools was **140,528**.

g. Provide the most recent data available on the number of immigrant children and youth in the State.

According to the 2001-02 ISBE *Report on Immigrant Students Enrolled in the School Districts*, to USDE, the total number of immigrant students (both LEP and English proficient) enrolled in public and nonpublic elementary and secondary schools in Illinois was **61,117**.
