



Bilingual Education Programs and English Learners in Illinois

SY 2014 (2013-2014 School Year)
STATISTICAL REPORT

**Data Analysis and Accountability Division
English Language Learning Division
Illinois State Board of Education**

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**James Meeks, Chairman
Illinois State Board of Education**

**Tony Smith, Ph. D.
State Superintendent of Education**

FOREWORD

This school year 2013-2014 (SY 2014) statistical report has three parts:

Part A – Bilingual Education Programs in Illinois presents information that includes, but is not limited to, the number of certified teachers working with Limited English Proficient (LEP) students, types of instructional delivery models and instructional methods used by school districts in educating LEP students. The data for this part were mainly extracted from the 2014 Bilingual Education Program Delivery Reports (PDRs) submitted by districts.

Note: The term “English Learner” (EL) is preferred in Illinois and will be used in this report in lieu of LEP.

Part B – English Learners (EL) in Illinois presents the grade levels of and native languages spoken by students who are ELs, the concentration of the EL population in counties across the state, and the participation of ELs in school district EL programs. This part also includes information about the performance of EL students on Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®), a standards-based English language proficiency assessment, and on the state academic assessments, i.e., the Illinois Standards Achievement Test (ISAT) and Prairie State Achievement Examination (PSAE). The data for this part were extracted from the SY 2014 SIS-LEP Enrollments and EL Record Data, 2014 Title III District List, 2014 ACCESS for ELLs, 2006 through 2014 Longitudinal LEP/ACCESS Data, and 2014 ISAT and PSAE.

Part C - Annual Measurable Achievement Objectives (AMAO) presents results of the NCLB Title III Annual Measurable Achievement Objectives (AMAOs) accountability for SY 2014. In addition, a ten-year analysis of AMAOs in Illinois is presented.

The interpretations presented in this report do not necessarily reflect the positions or the policies of the Illinois State Board of Education (ISBE). For more information, please contact Dr. Seon Hwa Eun of the ISBE Division of English Language Learning (DELL) at 312-814-3850.

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BACKGROUND

IDENTIFICATION OF ENGLISH LEARNERS

For the purpose of identifying students of a language background other than English, districts administer a Home Language Survey (HLS) to every newly enrolled student. If the survey indicates that a language other than English is spoken in the home, the district must assess the student for English language proficiency using the screening instrument prescribed by ISBE. The screening must take place within 30 days after the student enrolls in the district at the beginning of the school year to determine the student's eligibility for EL services and the appropriate placement for the student. Each student scoring as not "proficient," as defined by the State Superintendent of Education, is considered an EL student eligible for EL services.

Annual Examinations of EL Students

Section 14C-3 of the Illinois School Code (105 ILCS 5/14C-3) requires that all K-12 students identified as EL be tested annually for English proficiency in four language domains: aural comprehension (listening), speaking, reading, and writing. Since SY 2006, ISBE has prescribed the ACCESS for ELs® for the annual English proficiency assessment of EL students.

PROGRAM OPTIONS

105 ILSC 5/14C-3 also requires that one of two types of programs be provided for all PK-12 EL students to help them become proficient in English and transition into the general education curriculum.

Transitional Bilingual Education (TBE)

Legislation passed in 1973 requires Illinois school districts to offer a TBE program when 20 or more EL students of the same language classification are enrolled in the same attendance center. TBE programs must provide instruction in the home language of students and in English in all required subject areas, as well as instruction in English as a second language (ESL). TBE teachers are required to be certified by the state of Illinois and possess the appropriate bilingual and/or ESL endorsement/approval. Bilingual teachers must demonstrate proficiency in the language(s) spoken by students and in English.

Transitional Program of Instruction (TPI)

If an attendance center has an enrollment of 19 or fewer EL students from any single non-English language, it may elect to offer a TPI program in lieu of a TBE program. TPI programs must include instruction or other assistance in a student's home language to the extent necessary as determined by the student's level of English proficiency. TPI services may include, but are not limited to, instruction in ESL, language arts in the student's home language, and history of the student's native land and the United States. Like TBE teachers, TPI teachers must hold the proper teacher certifications and endorsements/approvals for their teaching assignments.

Districts that provide at least five periods of TBE/TPI services a week to EL students may apply for state TBE/TPI funding which reimburses some of the excess costs of providing these services based on a prorated formula.

The No Child Left Behind Act of 2001 (NCLB) enables school districts in Illinois with state-funded TBE and/or TPI programs to apply for supplemental federal funding to support the educational needs of EL students. This federally-funded program for EL students is called Title III: Language Instruction Programs for Limited English Proficient and Immigrant Students.

SOURCES OF DATA

Data for this report were extracted and analyzed by the Data Analysis and Accountability Division from SY2014 SIS-LEP Enrollments, EL Record Data, and the Bilingual Education Program Delivery Report (PDR). State test results were reported to ISBE by the respective testing contractors.

Demographic and Program Data

EL Data - Districts with EL students are required to submit on SIS the demographic information on each EL student enrolled in a district, including a student's native language, grade level, gender, birth date, enrollment in language instructional programs, program entry and exit dates, and reasons for exiting the EL program.

Bilingual Education Program Delivery Report (PDR) - All districts that provide TBE/TPI services are required to submit a PDR to ISBE at the end of the school year. The PDR collects data including, but not limited to program staffing, staff professional development, parent involvement, and types of language instructional services provided to EL students. The PDR is reported on the ISBE Web Application Security (IWAS) system.

EL Assessment Data

ACCESS for ELLs® - ACCESS for ELLs® stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. It is a large scale standards-based and criterion-referenced assessment designed to measure the English language proficiency of EL students. This test is administered annually to all EL students in Illinois.

ISAT and PSAE - The Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE) measure individual student achievement in mathematics, reading, writing, and science relative to the *Illinois Learning Standards*. ISAT is administered to children in grades 3-8 and the PSAE is administered to students in grade 11. Beginning in 2008, all EL students were required to participate in these regular state assessments of academic achievement. In prior years, districts had the option of testing EL students with the Illinois Measure of Annual Growth in English (IMAGE), a test using simplified English to test EL students in math and reading. Now students who have been eligible for EL language support services for fewer than five years (excluding preschool and kindergarten) may receive accommodations on the ISAT or PSAE. The accommodations are provided to allow them to access test content. ISAT and the PSAE are not administered to students with disabilities for whom regular state assessments are not appropriate. These students may take the Illinois Alternate Assessment (IAA) instead.

PART A: BILINGUAL EDUCATION PROGRAMS IN ILLINOIS

SECTION 1: TYPES OF ILLINOIS SCHOOL DISTRICT PROGRAMS SERVING THE EDUCATIONAL NEEDS OF EL STUDENTS IN SY2014

District/Educational Unit EL Enrollments and Funding

In SY 2014, 726 school districts/educational entities in Illinois enrolled 207,834 EL students, an increase of about 131 students from SY 2013. Two hundred ninety three of these districts/educational entities received state bilingual funds for direct student services. The EL enrollment by district/educational unit ranged from one student to 70,663 students with City of Chicago School District 299 or Chicago Public Schools (CPS), enrolling the most EL students. The total EL enrollment for the 293 educational units that received State bilingual funds was 201,468 students which represented 97 percent of total EL enrollment statewide. (See **Appendix A** for EL enrollment by educational entity.)

Districts that receive State bilingual funds are also eligible to receive federal funds to supplement expenditures in educating EL students. Of the 293 educational entities that received State bilingual funds, 195 received funds from Title III, a federal program to provide instructional support for limited English proficient and immigrant students.

As indicated on page 1 of this report, there are two types of State funded bilingual education programs in Illinois: Transitional Bilingual Education (TBE) and Transitional Program of Instruction (TPI). The funding formula for these programs is based on the number of EL students served, class periods of service, grade level, and type of program. Table 1 shows the distribution of the 726 districts by type of funding and EL enrollments.

Table 1. Number and Percentage of School Districts, by Type of Program Funding and EL Enrollments: SY 2014

Type of Program funding	Districts		EL enrollments	
	Number	PCT of Total	Number	PCT of Total
State -funded TBE only	10	1.38%	1,300	0.63%
State -funded TPI only	55	7.58%	2,205	1.06%
State -funded TBE and TPI	33	4.55%	3,354	1.61%
State- funded TBE and Federal-funded Title III	8	1.10%	1,226	0.59%
State- funded TPI and Federal-funded Title III	18	2.48%	1,933	0.93%
State- funded TBE and TPI and Federal-funded Title III	169	23.28%	191,450	92.12%
Non-State-Funded	433	59.64%	6,366	3.06%
Total	726	100.00%	207,834	100.00%

Data source: SY14 Bilingual Education Program Delivery Report (PDR) submitted by districts on IWAS.

Of the 293 State-funded districts, 195 districts (66.6 percent) received both TBE and TPI State and Title III funds. These 195 districts enrolled 194,609 EL students, 93.6 percent of total EL enrollment statewide. *With funded districts enrolling practically most EL students in Illinois (97 percent), the remaining analysis of program related data is limited to the PDRs of these 293 districts.*

SECTION 2: QUALIFICATIONS OF, AND PROFESSIONAL DEVELOPMENT PROVIDED TO, SCHOOL DISTRICT STAFF WHO WORK WITH ILLINOIS ELL STUDENTS

*Bilingual Education Program Information of State-Funded School Districts in SY 2014
Licenses/Certifications of Teachers Who Worked with EL Students in SY 2014*

10,836 teachers (89 percent of whom have Bilingual and/or ESL endorsements/approvals) taught EL students in SY 2014 as reported by districts in their 2014 Bilingual Education Program Delivery Reports (PDR). Close to 80 percent of these teachers taught in Title III Language Instruction Educational Programs. (See Table 2)

Table 2. Number and Percentage of Teachers Who Worked with EL Students from funded Districts, by Type of Certification and Number, and Percentage of Teachers Working in Title III Programs: SY 2014

Type of Certificate	All Teachers		Number of Teachers currently working in Title III Language Instruction Educational Programs	
	Number	PCT of Total	Number	PCT of All Teachers
Certificate with ESL endorsements and/or Approval	3,975	36.7%	2,876	72.4%
Certificate with Bilingual Endorsements and/or Approval	1,586	14.6%	1,470	92.7%
Both ESL and Bilingual Endorsements	4,071	37.6%	3,663	90.0%
Type 29 (Transitional Bilingual Certificate)	551	5.1%	462	83.8%
English as a New Language (ENL) (Secondary only)	64	0.6%	50	78.1%
English as a New Language -Bilingual (Secondary only)	14	0.1%	12	85.7%
Visiting International Teaching Certificate	105	1.0%	99	94.3%
Other Certifications*	470	4.3%	3	0.6%
TOTAL:	10,836	100.0%	8,635	79.7%

*Other certifications include but not limited to elementary, high school, and special education teaching certificates.

PART B: THE ENGLISH LEARNERS (ELs) IN ILLINOIS

SECTION 3: EL STUDENT DEMOGRAPHICS AND PROGRAM PARTICIPATION

EL Student Enrollment

Close to 58 percent of EL students in Illinois public schools were enrolled in school districts located in Cook County, including Chicago Public School District 299 (CPS) (See Table 3). Surrounding counties of Cook County (Du Page, Lake, Kane and Will) enrolled 30 percent of EL students. For more information about SY2014 EL student enrollment by district/educational entity, see **Appendix A**.

Table 3. Number and Percentage of EL Students, by County: SY 2014

County	Number	Percent	County	Number	Percent
ADAMS	18	0.01%	LEE	39	0.02%
BOND	3	0.00%	LIVINGSTON	8	0.00%
BOONE	1,085	0.52%	LOGAN	9	0.00%
BUREAU	260	0.13%	MACON	100	0.05%
CARROLL	12	0.01%	MACOUPIN	8	0.00%
CASS	536	0.26%	MADISON	777	0.37%
CHAMPAIGN	1,662	0.80%	MARION	6	0.00%
CHRISTIAN	2	0.00%	MASON	1	0.00%
CITY OF CHICAGO	70,665	34.00%	MCDONOUGH	57	0.03%
CLARK	17	0.01%	MCHENRY	3,510	1.69%
CLAY	4	0.00%	MCLEAN	843	0.41%
CLINTON	84	0.04%	MERCER	1	0.00%
COLES	16	0.01%	MONROE	2	0.00%
COOK	50,903	24.49%	MONTGOMERY	2	0.00%
CRAWFORD	2	0.00%	MORGAN	112	0.05%
DEKALB	882	0.42%	MULTI-COUNTY	163	0.08%
DEWITT	10	0.00%	OGLE	504	0.24%
DOUGLAS	119	0.06%	PEORIA	996	0.48%
DUPAGE	16,253	7.82%	PERRY	1	0.00%
EDGAR	1	0.00%	PIATT	6	0.00%
EDWARDS	4	0.00%	PIKE	5	0.00%
EFFINGHAM	28	0.01%	PUTNAM	12	0.01%
FAYETTE	1	0.00%	RANDOLPH	22	0.01%
FORD	30	0.01%	RICHLAND	23	0.01%
FRANKLIN	6	0.00%	ROCK ISLAND	2,044	0.98%
FULTON	9	0.00%	SAINT CLAIR	192	0.09%
GALLATIN	4	0.00%	SALINE	4	0.00%
GRUNDY	292	0.14%	SANGAMON	225	0.11%
HAMILTON	1	0.00%	SCHUYLER	34	0.02%
HANCOCK	13	0.01%	STARK	9	0.00%
HENRY	107	0.05%	STEPHENSON	150	0.07%
IROQUOIS	60	0.03%	TAZEWELL	108	0.05%
JACKSON	293	0.14%	UNION	73	0.04%
JEFFERSON	36	0.02%	VERMILION	197	0.09%
JO DAVIESS	60	0.03%	WABASH	2	0.00%
JOHNSON	7	0.00%	WARREN	239	0.11%
KANE	21,448	10.32%	WASHINGTON	4	0.00%
KANKAKEE	990	0.48%	WHITE	9	0.00%
KENDALL	1,396	0.67%	WHITESIDE	233	0.11%
KNOX	158	0.08%	WILL	7,987	3.84%
LA SALLE	716	0.34%	WILLIAMSON	32	0.02%
LAKE	16,864	8.11%	WINNEBAGO	3,988	1.92%
LAWRENCE	9	0.00%	WOODFORD	13	0.01%
			Total	207,834	100.00%

Native Languages of EL Students

EL students in Illinois spoke at least 144 non-English native languages in SY 2014 with Spanish spoken by 79.6 percent of the students. See Table 4.

Table 4. Number and Percentage of Native Languages Spoken, by EL Students and Language: SY 2014

Language	Count	Pct	Language	Count	Pct	Language	Count	Pct
Afrikaans (Taal)	51	0.02%	Hainanese (Chinese)	8	0.00%	Mongolian	231	0.11%
Akan (Fante, Asante)	111	0.05%	Haitian-Creole	148	0.07%	Navajo	4	0.00%
Albanian, Tosk (Albania)	271	0.13%	Hakka (Chinese)	13	0.01%	Nepali	510	0.25%
Albanian, Gheg (Kosovo/Macedon)	250	0.12%	Hausa	25	0.01%	Norwegian	6	0.00%
Algonquin	1	0.00%	Hawaiian	7	0.00%	Oriya	14	0.01%
American Sign Language	14	0.01%	Hebrew	94	0.05%	Orri (Oring)	1	0.00%
Amharic	225	0.11%	Hindi	839	0.40%	Other	927	0.45%
Apache	1	0.00%	Hmong	19	0.01%	Oulof (Wolof)	30	0.01%
Arabic	6,464	3.11%	Hopi	1	0.00%	Pampangan	7	0.00%
Armenian	36	0.02%	Hungarian	45	0.02%	Panjabi (Punjabi)	240	0.12%
Assamese	1	0.00%	Ibo/Igbo	155	0.07%	Pashto (Pushto)	32	0.02%
Assyrian (Syriac, Aramaic)	874	0.42%	Ilocano	19	0.01%	Pilipino (Tagalog)	1,782	0.86%
Bagheli	12	0.01%	Ilonggo (Hiligaynon)	20	0.01%	Pima	1	0.00%
Balinese	4	0.00%	Indonesian	36	0.02%	Polish	6,045	2.91%
Bemba	8	0.00%	Isoko	1	0.00%	Portuguese	196	0.09%
Bengali	188	0.09%	Italian	193	0.09%	Pueblo	2	0.00%
Bisaya (Malaysia)	28	0.01%	Jamaican	31	0.01%	Romanian	512	0.25%
Bosnian	426	0.20%	Japanese	614	0.30%	Romany (Gypsy)	8	0.00%
Bulgarian	511	0.25%	Kache (Kaje, Jju)	3	0.00%	Russian	1,287	0.62%
Burmese	465	0.22%	Kanjobal	11	0.01%	Samoan	5	0.00%
Cambodian (Khmer)	153	0.07%	Kannada (Kanarese)	79	0.04%	Serbian	419	0.20%
Cantonese (Chinese)	1,390	0.67%	Kanuri	7	0.00%	Shanghai (Chinese)	38	0.02%
Cebuano (Visayan)	57	0.03%	Karen (S'gaw)	219	0.11%	Shona	6	0.00%
Chaldean	8	0.00%	Kashmiri	1	0.00%	Sindhi	9	0.00%
Chaocchow/Teochiu (Chinese)	51	0.02%	Kikamba (Kamba)	1	0.00%	Sinhalese	15	0.01%
Chechen	2	0.00%	Kirundi (Rundi)	127	0.06%	Slovak	69	0.03%
Cherokee	5	0.00%	Konkani	15	0.01%	Slovenian	6	0.00%
Chichewa (Nyanja)	4	0.00%	Korean	1,154	0.56%	Somali	219	0.11%
Chin (Haka)	113	0.05%	Krahn (Liberia, Cote de Ivoir)	12	0.01%	Sotho	1	0.00%
Chippewa/Ojibawa/Ottawa	1	0.00%	Krio	20	0.01%	Sourashtra (Saurashtra)	11	0.01%
Croatian	62	0.03%	Kurdish	23	0.01%	Spanish	165,458	79.61%
Crow	1	0.00%	Lao	217	0.10%	Swahili	224	0.11%
Czech	154	0.07%	Latvian	14	0.01%	Swedish	42	0.02%
Danish	33	0.02%	Lingala	46	0.02%	Taiwanese/Formosan/Min Nan	33	0.02%
Dinlea (Turkish)	1	0.00%	Lithuanian	472	0.23%	Tamil	446	0.21%
Dutch/Flemish	23	0.01%	Luganda	31	0.01%	Telugu (Telegu)	780	0.38%
Efik	3	0.00%	Luo	2	0.00%	Thai	177	0.09%
Estonian	5	0.00%	Maay or Mai Mai	22	0.01%	Tibetan	17	0.01%
Ewe	143	0.07%	Macedonian	79	0.04%	Tigrinya (Tigrigna)	74	0.04%
Farsi (Persian)	203	0.10%	Malay	58	0.03%	Tongan	1	0.00%
Finnish	9	0.00%	Malayalam	497	0.24%	Tuluau	5	0.00%
French	1,014	0.49%	Mandarin (Chinese)	1,436	0.69%	Turkish	202	0.10%
Fukien/Hokkien (Chinese)	32	0.02%	Mandingo (Mandinka)	11	0.01%	Ukrainian	614	0.30%
Ga	13	0.01%	Marathi	127	0.06%	Urdu	2,829	1.36%
German	174	0.08%	Mende	1	0.00%	Uzbek	79	0.04%
Greek	290	0.14%	Menominee	2	0.00%	Vietnamese	1,291	0.62%
Gujarati	1,649	0.79%	Mien (Yao)	1	0.00%	Yombe	2	0.00%

Guyanese	3	0.00%	Mina (Geser-Goram)	46	0.02%	Yoruba	388	0.19%
Total							207,834	100.00%

The top ten languages spoken by EL students were Spanish, Arabic, Polish, Urdu, Pilipino(Tagalog), Gujarati, Mandarin (Chinese), Cantonese (Chinese), Vietnamese, and Russian. Spanish is the predominant language spoken by EL students in all geographic locations. Districts in the suburbs of city of Chicago (please see footnote for county coverage) enrolled over half of EL students in Illinois (54.6%). CPS enrolled 34 percent of EL students, the highest enrollment for a district (See Table 5).

Table 5. Number of EL Students, by Language and Illinois Location*: SY 2014

LANGUAGE	CHICAGO SUBURBS	CITY OF CHICAGO	NORTHERN	EAST CENTRAL	WEST CENTRAL	SOUTHERN	TOTAL	Pct of TOTAL
Spanish	86,400	60,867	12,413	2,941	1,468	1,219	165,417	79.61%
Arabic	4,239	1,443	439	77	137	128	6,464	3.11%
Polish	4,806	1,092	141	3	2	1	6,045	2.91%
Urdu	1,889	825	67	30	12	6	2,829	1.36%
Pilipino (Tagalog)	1,205	391	87	54	26	18	1,782	0.86%
Gujarati	1,289	211	53	39	37	20	1,649	0.79%
Mandarin (Chinese)	682	386	71	144	102	51	1,436	0.69%
Cantonese (Chinese)	302	998	25	24	20	20	1,389	0.67%
Vietnamese	604	425	114	89	33	26	1,291	0.62%
Russian	1,059	124	59	15	18	12	1,287	0.62%
Korean	969	67	17	77	6	18	1,154	0.56%
French	249	240	92	237	191	5	1,014	0.49%
Assyrian (Syriac, Aramaic)	622	250	2	0	0	0	874	0.42%
Hindi	634	105	36	42	21	1	839	0.40%
Telugu (Telegu)	543	49	40	104	42	2	780	0.38%
Japanese	514	38	20	22	9	11	614	0.30%
Ukrainian	357	251	6	0	0	0	614	0.30%
Romanian	370	129	5	6	2	0	512	0.25%
Bulgarian	437	65	6	0	0	3	511	0.25%
Nepali	235	238	33	2	0	2	510	0.25%
Malayalam	447	29	12	7	2	0	497	0.24%
Lithuanian	439	15	17	0	0	1	472	0.23%
Burmese	119	185	120	2	38	0	465	0.22%
Tamil	339	34	22	36	14	1	446	0.21%
Bosnian	221	183	22	0	0	0	426	0.20%
Serbian	295	91	30	2	0	1	419	0.20%
Yoruba	170	205	6	2	4	1	388	0.19%
Greek	226	51	10	1	1	1	290	0.14%
Albanian, Tosk (Albania)	174	60	30	0	2	5	271	0.13%
Albanian, Gheg (Kosovo/Macedon)	171	21	38	9	4	7	250	0.12%
Panjabi (Punjabi)	177	16	20	9	6	12	240	0.12%
Mongolian	182	43	4	0	2	0	231	0.11%
Amharic	67	115	7	15	17	4	225	0.11%
Swahili	30	98	84	4	5	2	223	0.11%
Karen (S'gaw)	32	0	187	0	0	0	219	0.11%
Somali	54	142	23	0	0	0	219	0.11%
Other (Specified)	2,543	993	653	173	159	50	4,571	2.20%
Other (Unspecified)	389	190	276	51	20	1	927	0.45%
TOTAL	113,544	70,665	15,321	4,224	2,400	1,632	207,834	100.00%
Percent of TOTAL	54.63%	34.00%	7.37%	2.03%	1.15%	0.79%	100.00%	

***East Central** location includes the counties of CHAMPAIGN, MCLEAN, KANKAKEE, VERMILION, MACON, DOUGLAS, IROQUOIS, COLES, CLARK, KNOX, PIATT, FORD, LIVINGSTON, DEWITT, and EDGAR; **Northern** location includes the counties of MCHENRY, WINNEBAGO, KENDALL, BOONE, ROCK ISLAND, DEKALB, OGLE, LASALLE, GRUNDY, HENRY, BUREAU, WHITESIDE, STEPHENSON, JO DAVIESS, LEE, CARROLL, and STARK; **Southern** location includes the counties of MADISON, JACKSON, ST. CLAIR, UNION, WILLIAMSON, EFFINGHAM, CLINTON, JEFFERSON, SALINE, LAWRENCE, MARION, JOHNSON, FRANKLIN, WASHINGTON, GALLATIN, MONROE, PERRY, PULASKI, RANDOLPH, WABASH, CRAWFORD, EDWARDS, FAYETTE, and HAMILTON; **Chicago Suburbs** include the collar counties of COOK, KANE, LAKE, DUPAGE, and WILL; and **West Central** location includes the counties of ADAMS, BROWN, CASS, CHRISTIAN, FULTON, HANCOCK, LOGAN, MACOUPIN, MARSHALL, MASON, MCDONOUGH, MERCER, MORGAN, PEORIA, PIKE, PUTNAM,

Grade Level and Race/Ethnicity Information

Fifty eight percent of all EL students in Illinois in SY 2014 were in grades K-3. Twenty two percent were in grades 4 through 8, and ten percent (9.76) were in high school. Hispanic students constitute 78 percent of all EL students in Illinois. Other EL students include 8.7 percent Asian, 10.3 percent White, and 1.87 percent Black/African-American (See Table 6).

Table 6. Number and Percentage of EL Students, by Grade Level and Race/Ethnicity: SY 2014

Grade Level	Race/Ethnicity														Grade Level Totals	
	Hispanic or Latino		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific		White		Two or More Races			
	No.	Pct of Race/Ethnicity Totals	No.	Pct of Race/Ethnicity Totals	No.	Pct of Race/Ethnicity Totals	No.	Pct of Race/Ethnicity Totals	No.	Pct of Race/Ethnicity Totals	No.	Pct of Race/Ethnicity Totals	No.	Pct of Race/Ethnicity Totals	No.	Pct of Grade Level Totals
PK	16,951	10.48%	118	8.78%	2,089	11.58%	485	12.48%	37	13.17%	2,237	10.47%	178	15.48%	22,091	10.63%
K	23,469	14.51%	283	21.06%	3,194	17.70%	468	12.04%	49	17.44%	3,963	18.55%	216	18.78%	31,642	15.22%
1	24,647	15.24%	238	17.71%	2,737	15.17%	438	11.27%	35	12.46%	3,761	17.60%	209	18.17%	32,065	15.43%
2	23,816	14.72%	190	14.14%	2,399	13.30%	450	11.58%	44	15.66%	3,406	15.94%	149	12.96%	30,454	14.65%
3	21,359	13.20%	166	12.35%	1,799	9.97%	365	9.39%	24	8.54%	2,492	11.66%	137	11.91%	26,342	12.67%
4	10,198	6.30%	60	4.46%	850	4.71%	230	5.92%	13	4.63%	954	4.47%	59	5.13%	12,364	5.95%
5	7,067	4.37%	53	3.94%	685	3.80%	203	5.22%	7	2.49%	698	3.27%	33	2.87%	8,746	4.21%
6	5,981	3.70%	46	3.42%	577	3.20%	189	4.86%	9	3.20%	601	2.81%	19	1.65%	7,422	3.57%
7	6,773	4.19%	50	3.72%	672	3.72%	178	4.58%	11	3.91%	623	2.92%	27	2.35%	8,334	4.01%
8	6,511	4.03%	33	2.46%	652	3.61%	200	5.15%	7	2.49%	641	3.00%	34	2.96%	8,078	3.89%
9	6,824	4.22%	53	3.94%	786	4.36%	268	6.90%	17	6.05%	775	3.63%	40	3.48%	8,763	4.22%
10	3,608	2.23%	28	2.08%	615	3.41%	161	4.14%	11	3.91%	441	2.06%	24	2.09%	4,888	2.35%
11	2,547	1.57%	13	0.97%	560	3.10%	130	3.35%	7	2.49%	457	2.14%	14	1.22%	3,728	1.79%
12	2,012	1.24%	13	0.97%	429	2.38%	121	3.11%	10	3.56%	317	1.48%	11	0.96%	2,913	1.40%
Race/Ethnicity Totals	161,763	77.83%	1,344	0.65%	18,044	8.68%	3,886	1.87%	281	0.14%	21,366	10.28%	1,150	0.55%	207,834	100.00%

Disability Information

Table 7 shows that close to 20 percent of EL students enrolled in Illinois public schools in SY 2014 have disabilities (19.79 percent), and 61 percent of these students were in grade 6 and higher. Within a grade cluster, the highest percentage of EL students with disabilities is found among grades 6-8 students (32.1 percent); whereas the lowest percentage is found in Kindergarten (11.8 percent).

Table 7. Number of EL Students, by Grade Cluster and Disability Status: SY 2014

Grade Cluster	Disability Status				Grade Cluster Totals	
	No Disability		With Disability		No.	Pct. of Grade Cluster Totals
	No.	Pct. of Grade Cluster Totals	No.	Pct. of Grade Cluster Totals		
Early Childhood	17,273	78.18%	4,822	21.82%	22,095	10.63%
K	27,921	88.24%	3,722	11.76%	31,643	15.23%
Gr 1-2	54,270	86.81%	8,248	13.19%	62,518	30.08%
Gr 3-5	36,663	77.26%	10,789	22.74%	47,452	22.83%
Gr 6-8	16,183	67.90%	7,651	32.10%	23,834	11.47%
Gr 9-12	14,397	70.95%	5,895	29.05%	20,292	9.76%
Disability Status Totals	166,707	80.21%	41,127	19.79%	207,834	100.00%

Enrollment in EL Language Instructional Programs

Table 8 shows the number and percentage of EL students enrolled in various EL programs. For a definition of each program, see **Appendix B**. Students are reported in all categories that apply, thus the numbers shown in Table 8 are duplicated counts. The highest concentration of enrollment among these EL students in state-funded programs was in transitional bilingual (55.8 percent), followed by Content Based ESL (34.5%) and Sheltered English Instruction (17.8%).

Meanwhile, the majority of EL students in non-state funded districts enrolled in Content Based ESL (26.2 percent) program.

Table 8. Number and Percentage of EL Students Enrolled in an EL Program and Type of Program Funding: SY 2014

Type of EL Program	Type of Funding				EL Program Totals	
	Non-State Funded		State-Funded		Duplicated Count	Pct of Type of Funding Count
	Duplicated Count	Pct of Type of Funding Count	Duplicated Count	Pct of Type of Funding Count		
Content Based ESL	1,670	26.23%	69,496	34.49%	71,166	34.24%
Developmental Bilingual	37	0.58%	10,763	5.34%	10,800	5.20%
Push-In	0	0.00%	0	0.00%	0	0.00%
Pull-Out	0	0.00%	0	0.00%	0	0.00%
Self-Contained	560	8.80%	50,197	24.92%	50,757	24.42%
Sheltered English Instruction	676	10.62%	35,759	17.75%	36,435	17.53%
Transitional Bilingual	872	13.70%	112,370	55.78%	113,242	54.49%
Two Way Immersion (Dual Language)	295	4.63%	5,758	2.86%	6,053	2.91%
Type of Funding (Unduplicated Count)	6,366	100.00%	201,468	100.00%	207,834	100.00%

Push-In, Pull-Out, Self-Contained do not considered EL program models. It is more about methods of Instructional Delivery. ELs can be reported both under EL program models as well delivery methods.

Transitioned Students and Years in an EL Program

EL students transition out of EL program (“exited” EL program) after attaining the minimum English Language Proficiency (ELP) scores on ACCESS for ELLs®*. The State defined English proficiency scores on ACCESS for ELLs were raised to 5.0 overall CPL and 4.2 in reading and 4.2 in Writing beginning with Jan. 2014. It was 4.8 Overall CPL and 4.2 Literacy CPL until 2013. Twelve percent of EL students obtained the ELP on ACCESS for ELLs® in 2014 (see table 9). On the other hand, 88 percent of ELs didn’t achieve the minimum ELP required to transition out of the program in 2014.

The percentage of students attaining ELP (transition rate) was higher for EL students who have been in language instructional programs longer than three years (70.3 percent) than those who had been in the program less than one year (10.77 percent) or two-three years (18.64 percent). Among ELs (339 ELs) whose parent refused language instructional program services, only 62 ELs (18% of a total ELs who refused EL program services) obtained the ELP on ACCESS for ELLs in 2014.

Table 9. Number and Percentage of EL Students Who Attained English Language Proficiency (ELP*), by Number of Years in the Program: SY 2014

Attained/Not Attained ELP on ACCESS for ELLs®	Years in ELL Program(s)**								Total	
	Parent refusal (no service)		One Year or Less		Two years to three years		More than three years			
	No.	Pct. of Total	No.	Pct. of Total	No.	Pct. of Total	No.	Pct. of Total	No.	Pct. of Total
Attained ELP on ACCESS for ELLs® *	62	18.45%	2,378	8.09%	4,116	5.99%	15,529	19.78%	22,085	12.48%
Did Not Attain ELP on ACCESS for ELLs®	274	81.55%	27,032	91.91%	64,650	94.01%	62,984	80.22%	154,940	87.52%
Total	336***	100%	29,410	100%	68,766	100%	78,513	100%	177,025	100%

* Attained 5.0 in Overall Composite Proficiency Level and a 4.2 in Reading and 4.2 in Writing Proficiency Level on ACCESS for ELLs®.

** Years in the program counted K-12 only. It is a longitudinal data from 2008 to 2014.

*** EL count under Parent Refusal was decreased from 2013 (2,935 ELs). It was mainly due to district's EL placement data clarification pertaining to Parent Refusal in SIS during the 2014.

SECTION 4: ENGLISH LANGUAGE PROFICIENCY LEVELS OF ILLINOIS EL STUDENTS

The Illinois School Code requires districts to annually assess the English language proficiency [including aural comprehension (listening), speaking, reading, and writing skills] of all enrolled ELL students in grades K-12 until they achieve a “proficient” score. In 2006, Illinois adopted the ACCESS for ELLs® as its statewide English proficiency assessment. ACCESS for ELLs®, which stands for “*Assessing Comprehension and Communication in English State to State for English Language Learners*,” is a large-scale test for K-12 ELL students developed by the World-Class Instructional Design and Assessment (WIDA) Consortium in partnership with the Center for Applied Linguistics (CAL). ACCESS for ELLs® is aligned with the WIDA English language proficiency (ELP) standards. Scale scores on the ACCESS for ELLs® (which range from 100 to 600), are converted to language proficiency levels that span the continuum of the language acquisition process from 1, entering the process, to 6, reaching the end of the continuum. These levels are used to determine expected performance and describe what ELL students can do within each language domain of the ELP standards. The performance definitions of ACCESS for ELLs® language proficiency levels are shown in **Appendix C**.

ACCESS for ELLs® Tiers

The ACCESS for ELLs® test items are arranged in three tiers: A (Beginning ELLS), B (Intermediate), and C (Advanced), and students in grades 1-12 are assigned to take one of these tiers based on their English language proficiency. Kindergarten students are assigned non-tiered tests adaptive to their performance levels. The level of difficulty of the test items increases as the tier level increases. With scoring established on a vertical scale, difficult test items are weighted more than less difficult items. Therefore, the same raw score would receive a lower scale score for the Tier A form and a higher scale score for the Tier C form. Finally, scale scores are assigned “interpretive” scores or proficiency levels (PL). To learn more about which tier is appropriate for which student, please go to: http://www.wida.us/assessment/access/tier_criteria.aspx

Listening and Reading Caps

Of the four language domains (listening, speaking, reading, and writing), only listening and reading are capped with a 4.0 PL for Tier A and 5.0 PL for Tier B. This means that in listening and reading, students who took the Tier A form could not receive a PL above 4.0, and students who took the Tier B form could not receive a PL above 5.0.

Composite and Literacy Proficiency Levels of EL Students on the Access for ELLs[®] by Grade Cluster

(Overall) Composite Proficiency Level (CPL)

Seventeen (16.56) percent of K-12 students who took the ACCESS for ELLs in 2014 obtained at least a 5.0 overall Composite Proficiency Level (CPL). Of these students, close to 56 percent were in grades 3-5. In contrast, only 6.4 percent of EL students in grades 6-8 obtained at least a 5.0 CPL. (Table 10). (*See Appendix B for the definitions of WIDA- ACCESS for ELL proficiency levels*).

Table 10. Number and Percentage of EL Students, by Overall Composite Proficiency Level (CPL) on the ACCESS for ELLs[®] and Grade Cluster: SY 2014

Overall Composite Proficiency Level (CPL)	Grade Cluster										CPL Totals	
	Kindergarten		1-2		3-5		6-8		9-12			
	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	PCT of CPL total
1- Emerging	18,913	61.82%	2,983	4.91%	1,422	3.11%	1,185	5.24%	1,376	7.90%	25,879	14.62%
2-Beginning	4,172	13.64%	12,780	21.05%	2,695	5.89%	2,603	11.52%	2,090	12.01%	24,340	13.75%
3-Developing	3,621	11.84%	28,133	46.35%	9,481	20.74%	8,983	39.74%	4,110	23.61%	54,328	30.69%
4-Expanding	2,292	7.49%	11,841	19.51%	15,830	34.62%	7,969	35.26%	5,236	30.08%	43,168	24.39%
5-Bridging	1,415	4.62%	4,349	7.16%	12,711	27.80%	1,712	7.57%	3,700	21.25%	23,887	13.49%
6- Reaching	182	0.59%	613	1.01%	3,581	7.83%	150	0.66%	897	5.15%	5,423	3.06%
Grade Cluster Totals	30,595	100%	60,699	100%	45,720	100%	22,602	100%	17,409	100%	177,025	100%
>=5.0 CPL	1,597	5.45%	4,962	16.93%	16,292	55.59%	1,862	6.35%	4,597	15.68%	29,310	16.56%

Forty-four percent of K-12 EL students who took the ACCESS for ELLs in 2014 obtained 4.2 or higher in reading proficiency levels. Among them, about 39% of grade 1-2 achieved at least 4.2 or higher in Reading Proficiency Levels. (Table 11). Since proficiency levels in reading are capped in Tier A (maximum of 4.0 PL) and Tier B (maximum of 5.0 PL) and Kindergarten students' tests on the ACCESS for ELLs are non-tiered, no Kindergarten student could attain a 6.0 PL (Reaching).

Twenty-five percent of ELs achieved 4.2 or higher in writing proficiency Levels in 2014 ACCESS for ELLs. The majority of students in these proficiency levels were in grade 3-5 (Table 12).

Table 11: Number and Percentage of EL Students, by Reading Proficiency Level on the ACCESS for ELLs® and Grade Cluster: SY 2014

Reading Proficiency Level (RPL)	Grade Cluster										Reading Proficiency Level (RPL) Totals	
	Kindergarten		1-2		3-5		6-8		9-12			
	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of RPL Total
1 -Emerging	22,574	73.78%	5,012	6.41%	2,098	4.59%	1,799	7.96%	2,217	12.73%	33,700	19.04%
2-Beginning	1,623	5.30%	6,398	10.54%	4,012	8.78%	6,403	28.33%	4,906	28.18%	23,342	13.19%
3 -Developing	1,064	3.48%	10,683	17.60%	9,082	19.86%	7,976	35.29%	3,221	18.50%	32,036	18.10%
4 -Expanding	1,171	3.83%	12,592	20.74%	5,126	11.21%	2,273	10.06%	2,145	12.32%	23,307	13.17%
5-Bridging	4,163	13.61%	19,860	32.72%	16,731	36.59%	3,116	13.79%	2,922	16.78%	46,792	26.43%
6-Reaching	0	0.00%	6,154	10.14%	8,671	18.97%	1,035	4.58%	1,998	11.48%	17,858	10.09%
GradeClusterTotals	30,595	100.00%	60,699	100.00%	45,720	100.00%	22,602	100.00%	17,409	100.00%	177,025	100.00%
>=4.2 Reading PL	5,334	6.92%	30,299	39.30%	29,097	37.74%	6,251	8.11%	6,117	7.93%	77,098	43.55%

Table 12: Number and Percentage of EL Students, by Writing Proficiency Level on the ACCESS for ELLs® and Grade Cluster: SY 2014

Writing Proficiency Level (WPL)	Grade Cluster										Writing Proficiency Level (WPL) totals	
	Kindergarten		1-2		3-5		6-8		9-12			
	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of WPL total
1-emerging	20,307	66.37%	5,274	8.69%	1,349	2.95%	1,363	6.03%	1,268	7.28%	29,561	16.70%
2-Beginning	5,208	17.02%	28,069	46.24%	2,593	5.67%	3,333	14.75%	1,050	6.03%	40,253	22.74%
3-Developing	3,045	9.95%	25,383	41.82%	8,730	19.09%	13,756	60.86%	4,514	25.93%	55,428	31.31%
4-Expanding	1,452	4.75%	1,969	3.24%	25,405	55.57%	4,098	18.13%	6,665	38.28%	39,589	22.36%
5-Bridging	583	1.91%	4	0.01%	7,418	16.22%	52	0.23%	3,598	20.67%	11,655	6.58%
6-Reaching	-	0.00%	-	0.00%	225	0.49%	-	0.00%	314	1.80%	539	0.30%
Grade Cluster Totals	30,595	100%	60,699	100%	45,720	100%	22,602	100%	17,409	100%	177,025	100.0%
Writing>=4.2	2035	4.61%	846	1.91%	29,116	65.90%	2,508	5.68%	9,674	21.90%	44,179	24.96%

Literacy Composite (reading and writing) Proficiency Level (LCPL)

Twenty-nine percent of K-12 students who took the ACCESS for ELLs in 2014 obtained at least a 4.2 Literacy (composite of reading and writing) proficiency level (LCPL). Of these students, close to 16 percent of ELs were in grades 9-12 while 58 percent ELs were in grades 3-5. Only 5.2 percent of EL students in Kindergarten grade obtained 4.2 or higher CPL in literacy (Table 13).

Table 13. Number and Percentage of EL Students, by Literacy Composite Proficiency Level (LPL) on the ACCESS for ELLs[®] and Grade Cluster: SY 2014

Literacy Composite Proficiency (LCPL)	Grade Cluster										Literacy Composite Proficiency (LCPL) Totals	
	Kindergarten		1-2		3-5		6-8		9-12		No.	Pct of LCPL Total
	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total		
1-Emerging	22,002	71.91%	3,951	6.51%	1,401	3.06%	1,272	5.63%	1,353	7.77%	29,979	16.93%
2-Beginning	2,924	9.56%	17,563	28.93%	2,751	6.02%	4,424	19.57%	2,252	12.94%	29,914	16.90%
3-Developing	2,888	9.44%	30,345	49.99%	9,777	21.38%	12,631	55.88%	4,893	28.11%	60,534	34.20%
4-Expanding	1,996	6.52%	5,751	9.47%	17,433	38.13%	3,792	16.78%	4,927	28.30%	33,899	19.15%
5-Bridging	785	2.57%	2,759	4.55%	11,785	25.78%	407	1.80%	3,134	18.00%	18,870	10.66%
6-Reaching		0.00%	330	0.54%	2,573	5.63%	76	0.34%	850	4.88%	3,829	2.16%
Grade Cluster Totals	30,595	100%	60,699	100%	45,720	100%	22,602	100%	17,409	100%	177,025	100%
>=4.2 LPL	2,647	5.23%	7,372	14.57%	29,422	58.16%	3,172	6.27%	7,975	15.76%	50,588	28.58%

Overall, of the 22,085 EL students who attained proficiency in the English language (5.0 CPL and 4.2 in Reading and 4.2 in Writing PL), close to 70 percent were in grades 3-5, 3.3 percent were in grades 1-2 and 5.8 percent were in Kindergarten (Table 14).

Table 14. Number and Percentage of ELL Students Meeting the English Language Proficiency Criteria on the ACCESS for ELLs[®] by Grade Cluster: SY 2014

Proficiency Level Criteria	Grade Cluster										Totals	
	Kindergarten		1-2		3-5		6-8		9-12		No.	Pct of Total
	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total	No.	Pct of Grade Cluster Total		
Composite >=5.0	1,597	5.45%	4,962	16.93%	16,292	55.59%	1,862	6.35%	4,597	15.68%	29,311	16.56%
Reading >=4.2	5,334	6.92%	30,299	39.30%	29,097	37.74%	6,251	8.11%	6,117	7.93%	77,098	43.55%
Writing >=4.2	2,035	4.61%	846	1.91%	29,116	65.90%	2,508	5.68%	9,674	21.90%	44,179	24.96%
Proficient 5.0/4.2/4.2	1,275	5.77%	725	3.28%	15,391	69.69%	821	3.72%	3,873	17.54%	22,085	12.48%

SECTION 5: PERFORMANCE LEVELS OF EL STUDENTS ON THE ILLINOIS STANDARDS ACHIEVEMENT TEST (ISAT) AND THE PRAIRIE STATE ACHIEVEMENT EXAMINATION (PSAE)

The ISAT and PSAE measure individual student achievement relative to the *Illinois Learning Standards*. In 2014, the ISAT reading and mathematics tests were administered to students in grades 3-8 and science tests were administered at grades 4 and 7. The PSAE, which is the statewide high school achievement test, was administered to grade 11 students in the subject areas of reading, mathematics, and science. Starting in 2008, these regular state assessments were universally administered to EL students.

The ISAT and PSAE scores fall in four performance levels:

Exceeds Standards (E): Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.

Meets Standards (M): Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.

Below Standards (B): Student work demonstrates basic knowledge and skills in the subject. Because of gaps in learning, students apply knowledge and skills in limited ways.

Academic Warning (W): Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Performance Levels of EL Students on The Illinois Standards Achievement Test (ISAT) and the Prairie State Achievement Examination (PSAE)

Comparison of Performance of EL Students with the Performance of Non-EL* Students on the ISAT and PSAE

The ISAT and PSAE performance of EL students was compared with that of students who are not English language learners (non-ELs). As shown in Charts 1 through 4, EL students lagged behind non-EL students on all ISAT and PSAE tested grades in both reading and mathematics (See Charts 1-4).

The achievement gaps between EL and non-EL are pronounced in all grades from 3 to 11 in reading (See Chart 1), with achievement gaps of close to 50 percentage points (See Chart 2). The achievement gaps in reading are smallest among grade 3 students with 39 percentage points and biggest among grade 7 students with 55 percentage points.

EL students performed better in mathematics than in reading on the 2014 state assessments resulting in smaller achievement gaps between EL and non-EL students in this subject (See Chart 3). Specifically, the achievement gaps in mathematics are smallest among grade 3 students, with a gap of 25.5 percentage points, and the biggest among grade 7 students, with a gap of 46.5 percentage points (See Chart 4).

The achievement gaps between ELs and non-ELs on reading and math on the 2014 are similar to the gaps in the 2013 ISAT and PSAE. In January 2013, Illinois raised ISAT reading and math benchmarks to align with the more rigorous Common Core State Standards in reading and math. The 2014 ISAT was fully aligned to the New Illinois Learning Standards incorporating with the Common Core.

Chart 1. Comparison of Performance of EL Students with Non-EL Students on the 2014 ISAT and PSAE-Reading, by Grade Level: SY 2014 (Source: 2014 ISAT and PSAE)

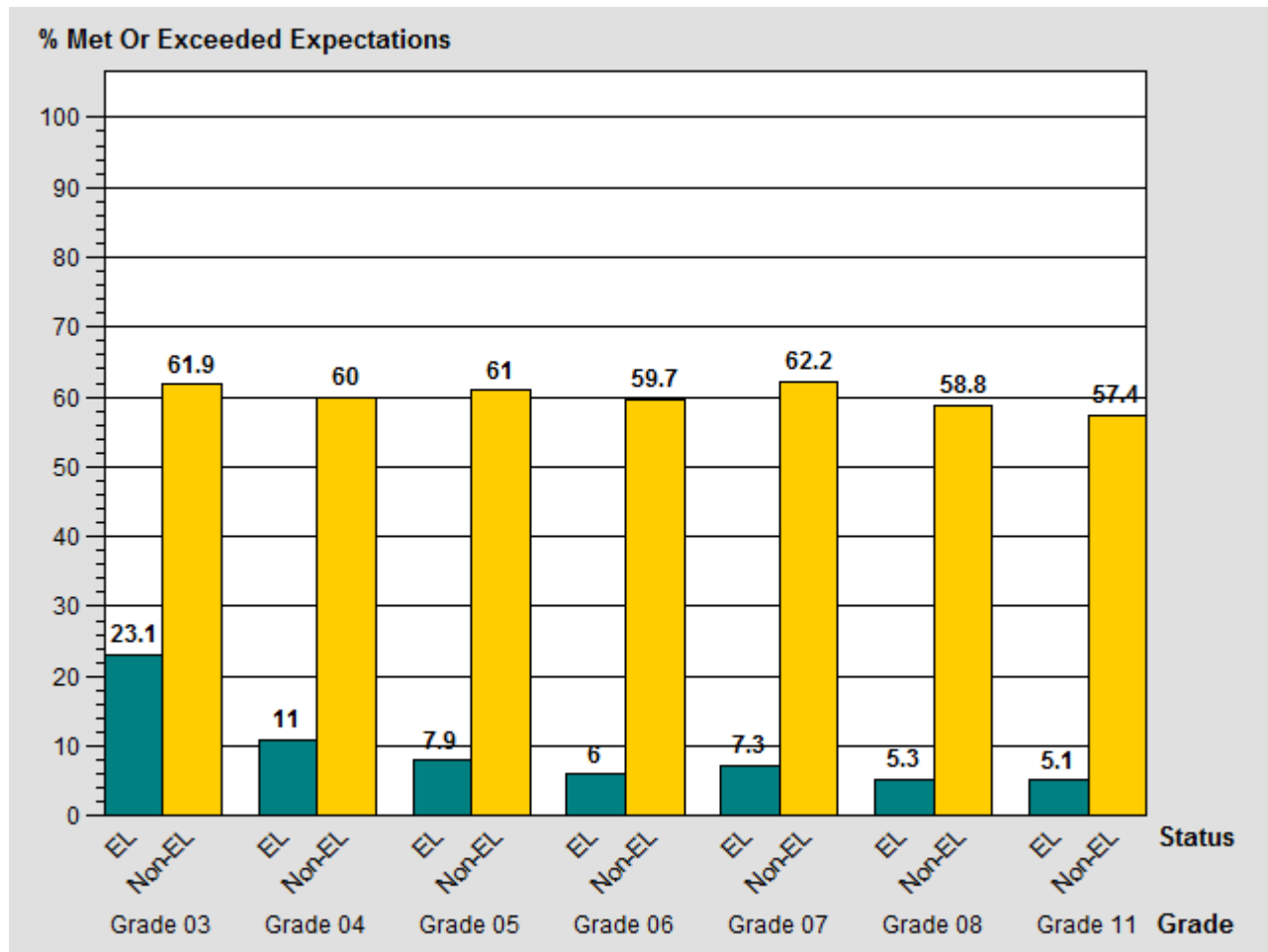


Chart 2. Achievement Gaps Between EL Students and Non-EL Students on the 2014 ISAT and PSAE-Reading, by Grade Level: SY 2014

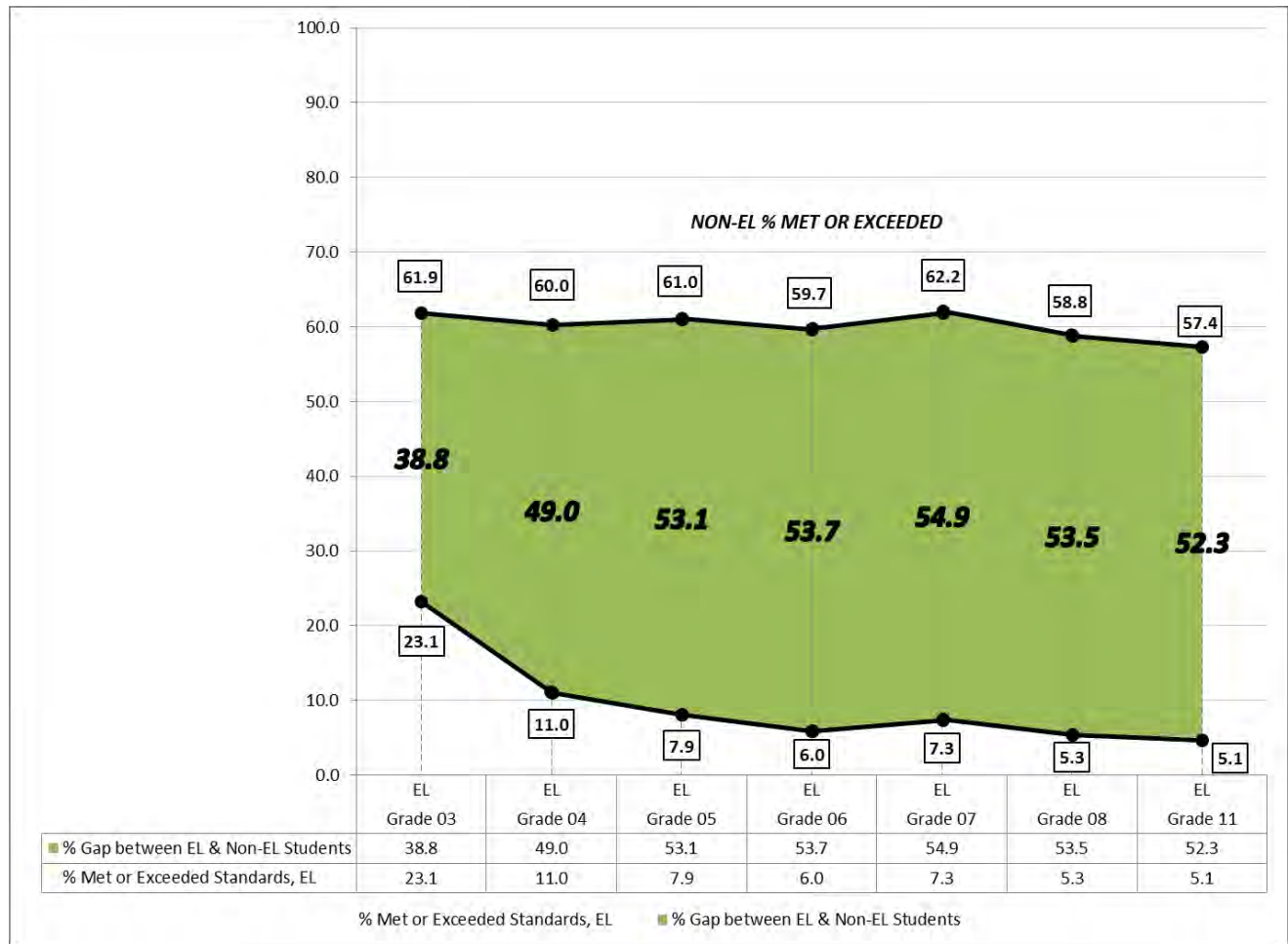


Chart 3. Comparison of Performance of EL Students with Non-EL Students on the 2014 ISAT and PSAE-Mathematics, by Grade Level: SY 2014 (Source: 2014 ISAT and PSAE Data)

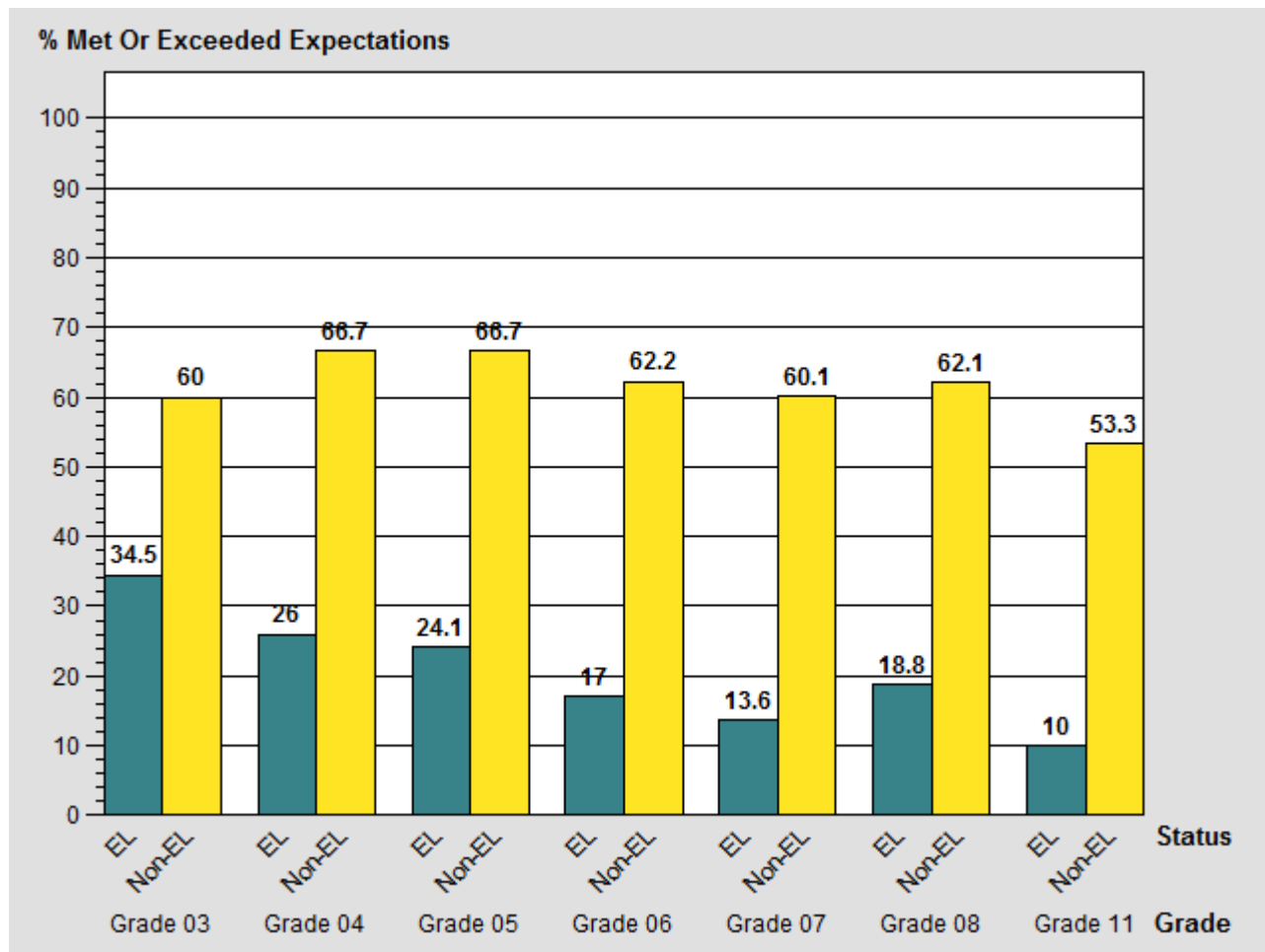
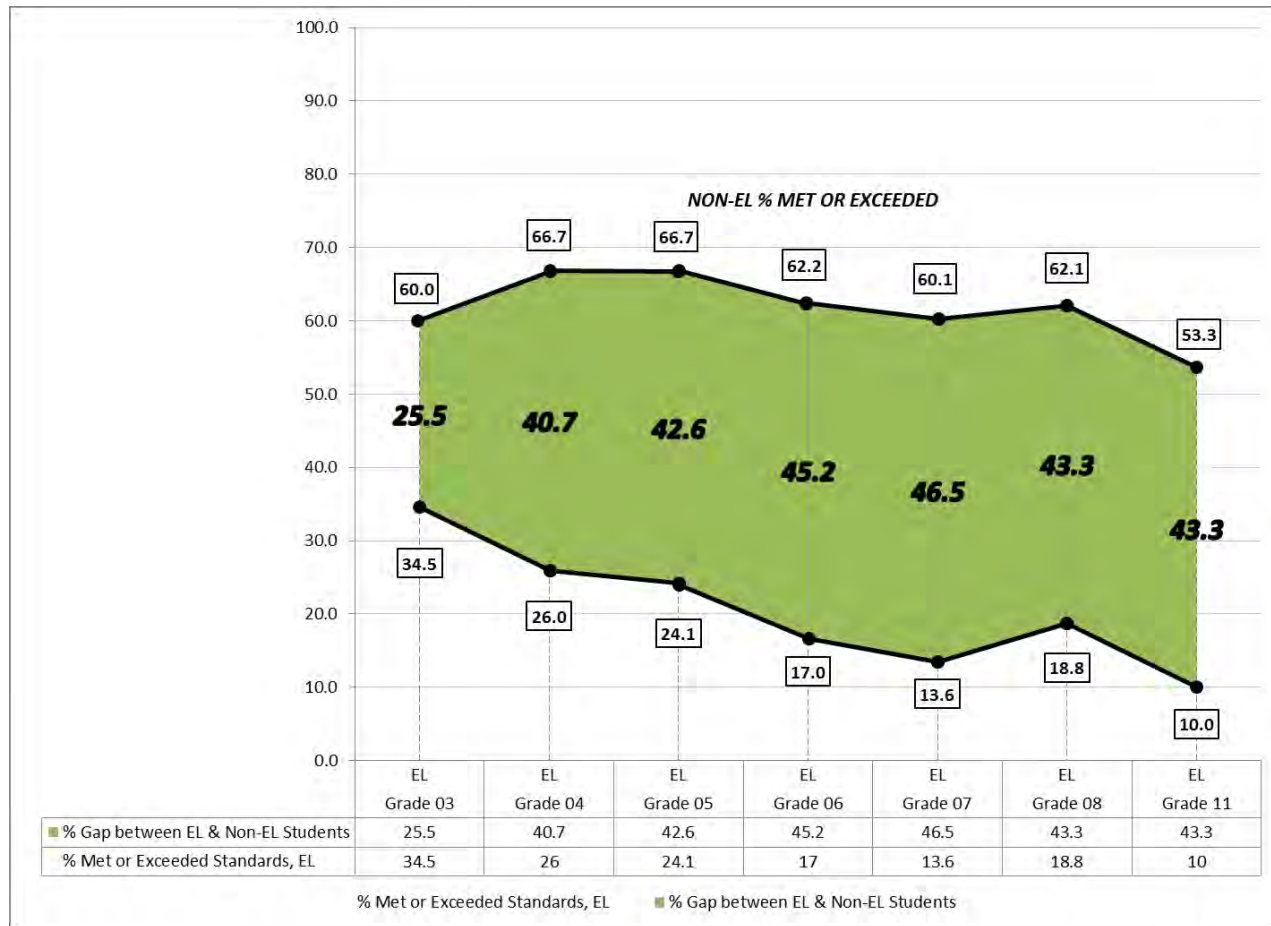


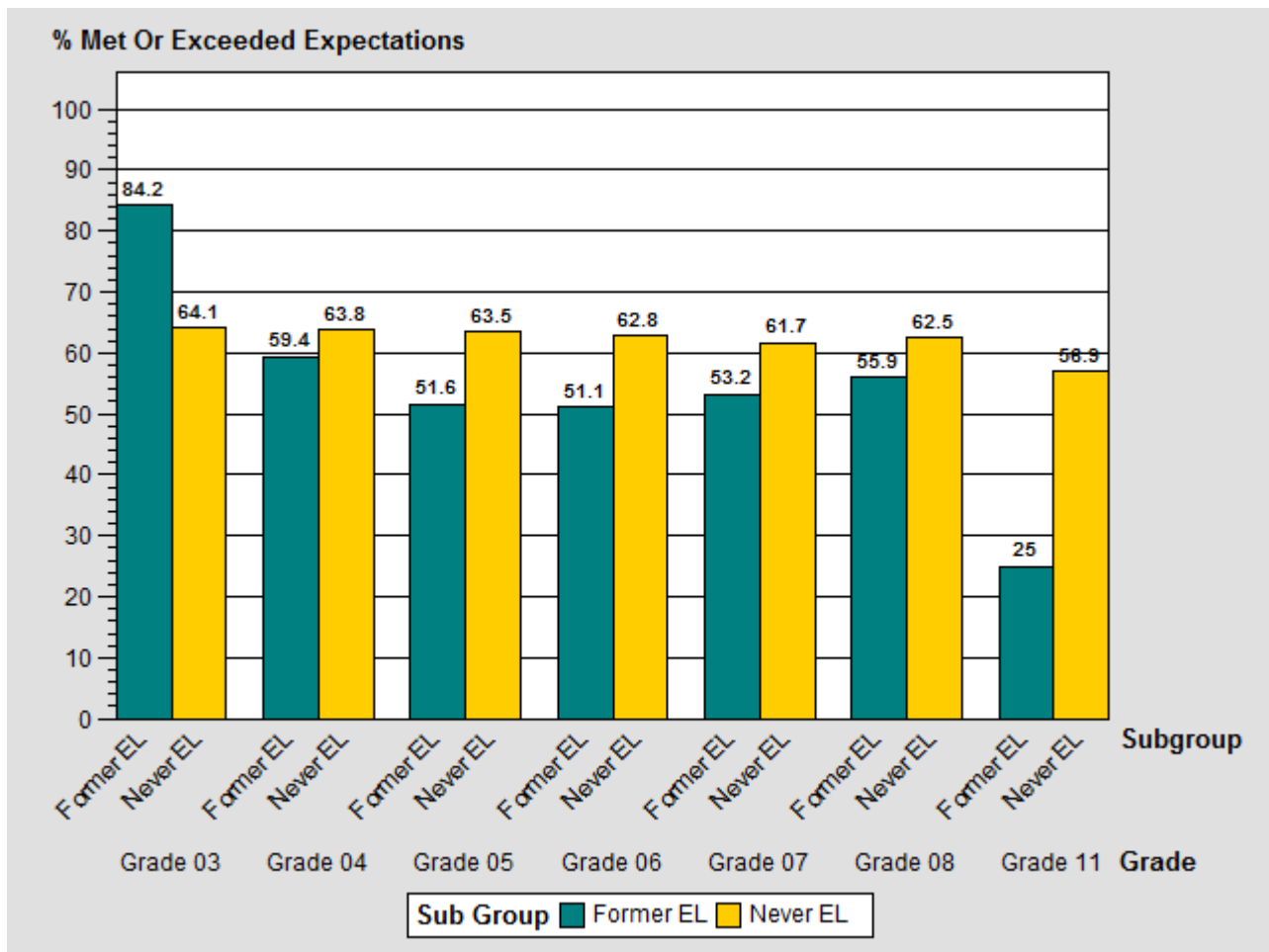
Chart 4. Achievement Gaps Between EL Students and Non-EL Students on the 2014 ISAT and PSAE-Mathematics, by Grade Level: SY 2014



Comparison of Performance of Former ELs* with the Performance of Never-EL Students on the ISAT and PSAE**

When the performance of Never-EL students who never been ELs was compared to former EL students on the ISAT and PSAE, the achievement gaps were smaller than the gaps between ELs and Non-ELs for all grades in reading and mathematics (See Charts 5 to 8.) Although some former EL students surpassed the achievement levels of Never-EL students at the same grade levels, former EL students lagged behind in the achievement levels of Never-EL students in most grade levels (See Charts 6 and 8).

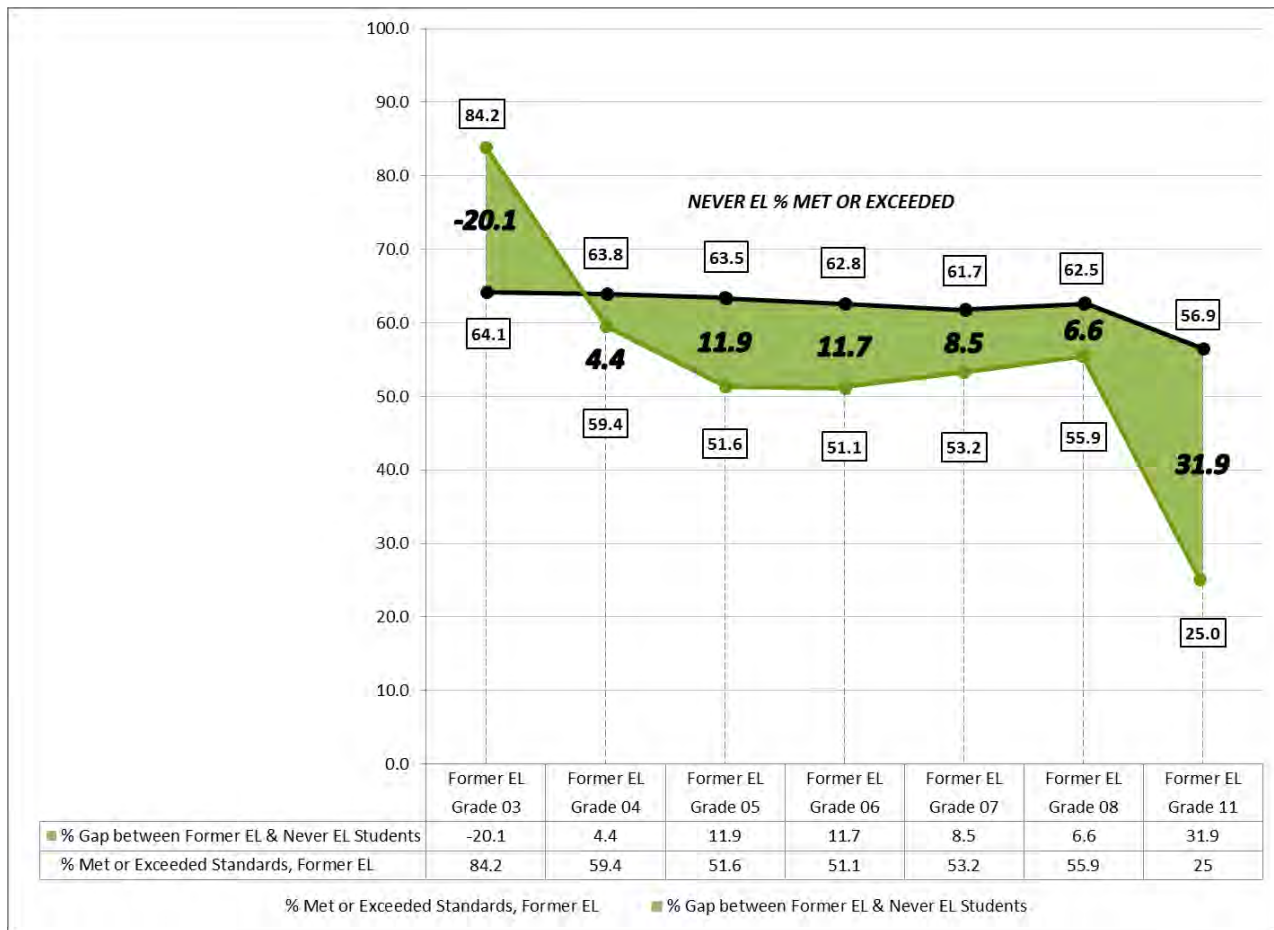
Chart 5. Comparison of Performance of Former EL Students with Never-EL Students on the 2014 ISAT and PSAE- Reading, by Grade Level: SY 2014 (Sources: 2014 ISAT and PSAE Data)



* Former ELs: Non-ELs but they were ELs in the previous years. They transitioned into the general education program by obtaining the ELP criteria on ACCESS for ELLs® in the last two years.

** Never ELs: Non-ELs and never been ELs before.

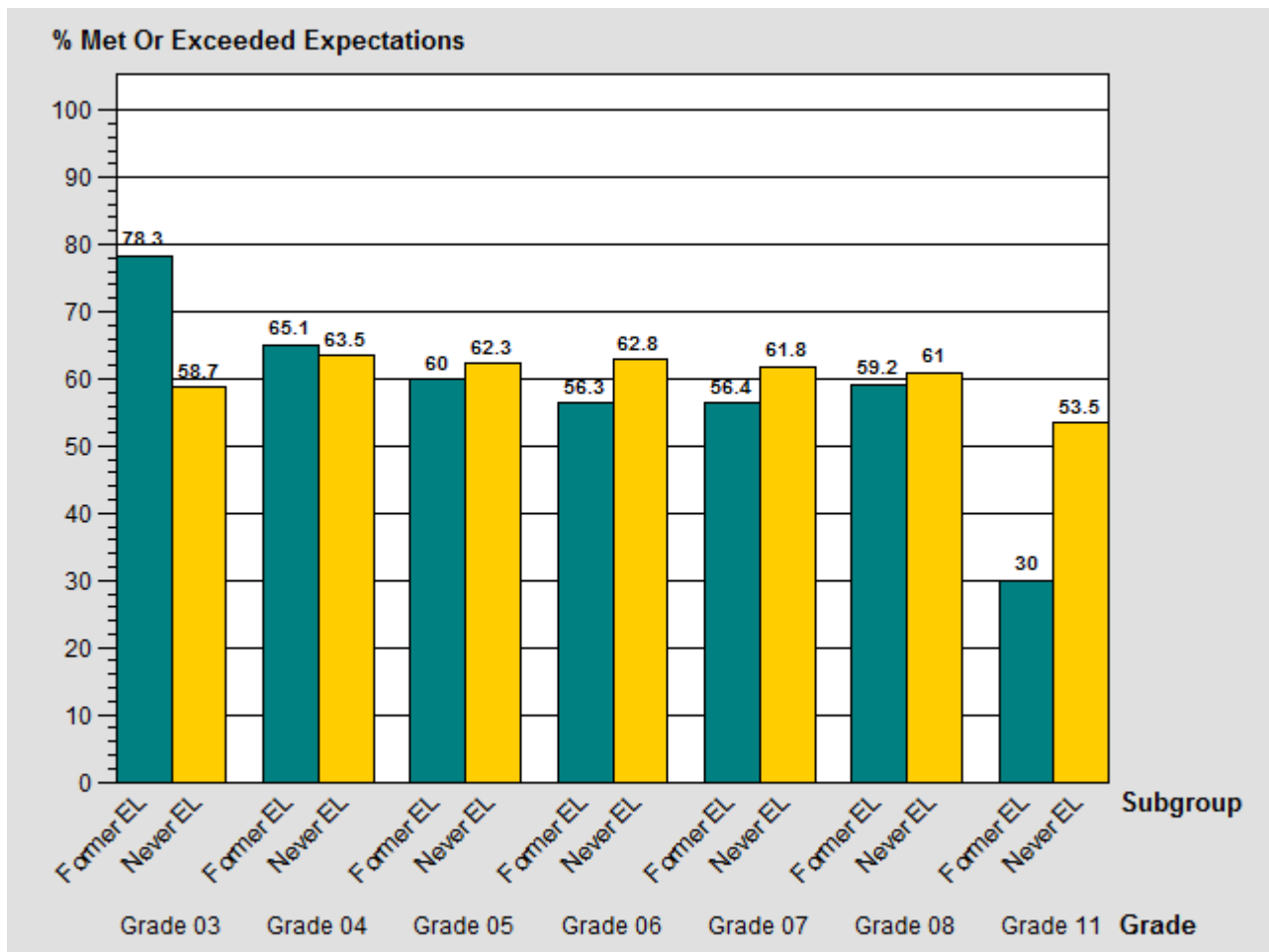
Chart 6. Achievement Gaps* Between Former EL Students and Never-EL Students on the 2014 ISAT and PSAE- Reading, by Grade Level: SY 2014



*Gaps in negative numbers indicate EL students performing at higher levels than non-EL students.

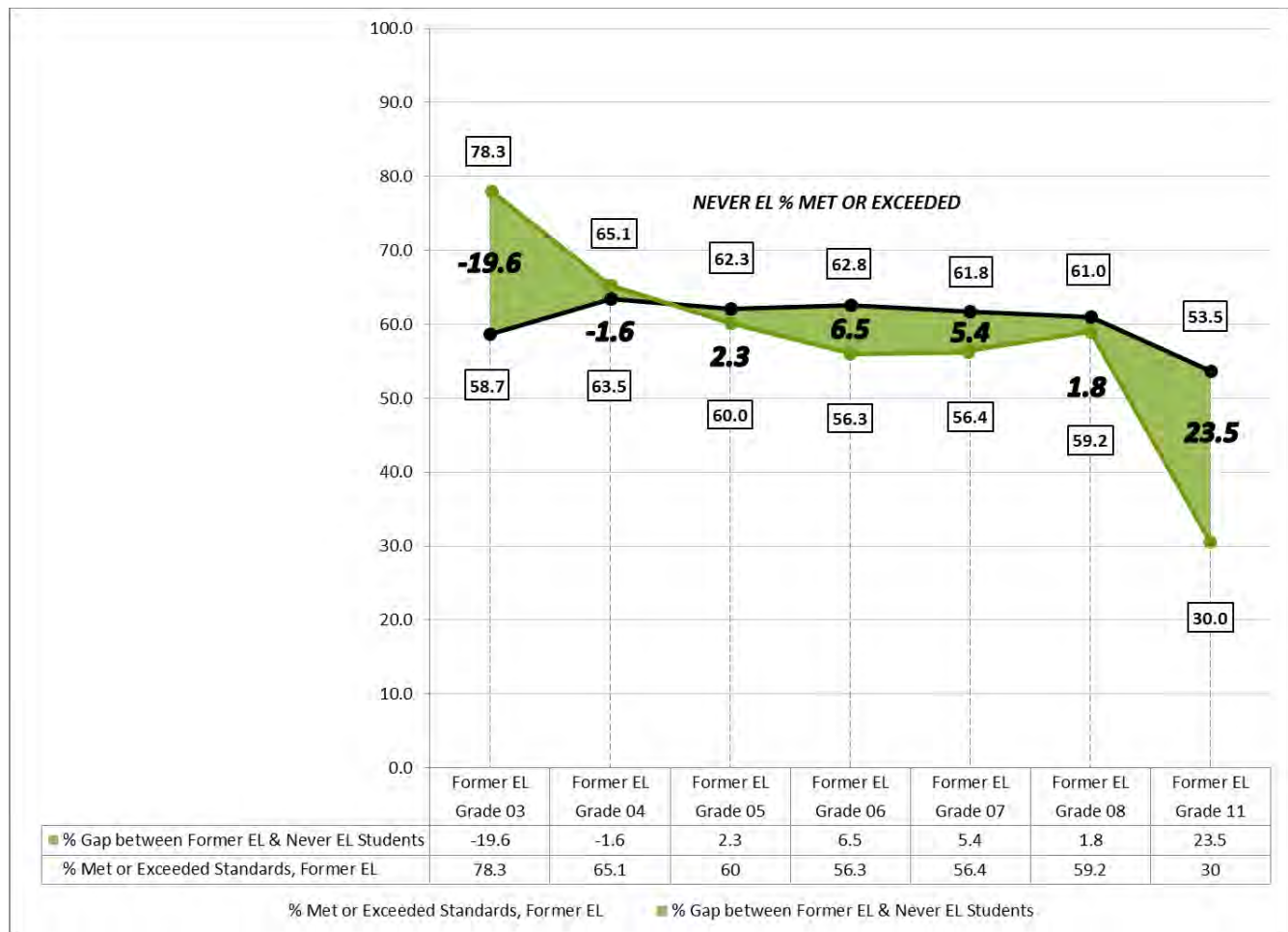
In reading, former ELs in grade 3 surpassed the achievement of Never- ELs in the same grade. However, former ELs lagged behind in the achievement levels in most grade levels. The gap is highest among grade 11 students with 31.9% where 56.9 percent of Never- EL students met/exceeded standards compared to 25 percent of Former EL students.

Chart 7. Comparison of Performance of Former EL Students with Never-EL Students on the 2014 ISAT and PSAE- Mathematics, by Grade Level: SY 2014 (Sources: 2014 ISAT and PSAE data)



In mathematics, former ELs in grade 3 and 4 surpassed the achievement levels of Never- ELs in the same grade levels. The achievement gap is highest among grade 11 students with 23.5% where 53.5 percent of Never- EL students met/exceeded standards compared to 30 percent of Former EL students (See Charts 7 and 8).

Chart 8. Achievement Gaps* Between Former EL Students and Non-EL Students on the 2014 ISAT and PSAE- Mathematics, by Grade Level: SY 2014



PART C: ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs)

SECTION 6: ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs) — ACCOUNTABILITY OF NCLB, TITLE III

Illinois AMAO Criteria and Targets For SY 2014

As required under Title III, Annual Measurable Achievement Objectives (AMAOs) are calculated for each Title III subgrantee to measure district performance in educating EL students. Districts lacking the minimum number of EL students required to receive Title III funds partner with other districts to qualify for these funds. These district partnerships are called “consortia.” In SY 2014, 211 Illinois school districts received Title III funds, including 21 districts that formed consortia. Each multi-district consortium is considered a single subgrantee. AMAOs for consortia are calculated by compiling or combining ELP assessment and other applicable data for consortium members and determining whether the consortium has met the State’s AMAOs. Subgrantees that receive Title III funds are held accountable for attaining the State’s AMAOs. AMAOs have three criteria: 1) AMAO 1 – EL students making progress in the English language, 2) AMAO 2 – EL students attaining proficiency in the English language, and 3) AMAO 3 – Making Annual Measurable Objectives (AMO) for EL subgroups. The Illinois State Board of Education (ISBE) has set the following targets and performance criteria for each AMAO for SY 2014:

1. Making Progress in the English Language (AMAO 1)— To meet AMAO 1, 63.5 percent of EL students in the district/consortium must make progress on the ACCESS for ELLS[®]. This objective shall apply provided that the number of students in the cohort is no fewer than 30. EL students make progress if they make a 6.0 proficiency level in the second of the two years compared, or make at least a 0.50 increase in their overall composite proficiency levels (CPL) in two years. A 95 percent “confidence interval” is applied to the calculation.
2. Attaining English Language Proficiency (AMAO 2)— To meet AMAO 2, 12 percent of EL students in the district/consortium must attain proficiency in the English language. Students who attained proficiency in the English language achieved a level of 5.0 or higher on their overall composite proficiency level (CPL) as well as a level of 4.2 or higher in reading and 4.2 or higher in writing and in the ACCESS for ELLs[®]. This objective shall apply provided that the number of students tested is no fewer than 30.
3. Making Annual Measurable Objectives (AMO) for the EL Subgroup (AMAO 3)— A school district/consortium must meet AMO for EL students served by programs funded under Title III. Calculations are based on AMO targets under Illinois’s ESEA flexibility waiver approved by the U.S. Department of Education in 2014 using any or all of the State tests: Illinois Standards Achievement Test, Prairie State Achievement Examination, and Illinois Alternate Assessment. AMO is calculated only if the school district has the minimum number (30) of EL students in tested grades (grades 3 through 8 and/or grade 11). AMAO 3 calculation also includes a participation rate and a graduation rate. 95 percent confidential interval is applied to the calculation.

Title III school districts/consortia must meet all three criteria to attain AMAOs.

Illinois Title III AMAOs Results for SY 2014

Two hundred-eleven districts received Title III funds in FY 2014 with 21 districts in consortia. Of the 211 districts, 42 percent (88 districts) met all three AMAO criteria (See Table 15).

Table 15. Number and Percentage of Title III Districts Meeting/Not Meeting AMAOs: SY2014

AMAO Criteria	No Status		Did Not Meet		Met		Total -Title III Districts
	Number	PCT of Total	Number	PCT of Total	Number	PCT of Total	
AMAO 1- Progress	1	0.5	32	15.2	178	84.4	211
AMAO 2- Proficiency	0	0	1	0.5	210	99.5	211
AMAO 3- AYP for LEP Subgroup	19	9	110	52.1	82	38.9	211
All Three AMAOS	0	0	123	58.3	88	41.7	211

**The minimum number ELLs required for AMAO calculations is 30 beginning with 2014.*

The Consequences for Not Meeting AMAOs

School districts that do not meet AMAOs must inform all parents of children identified for participation in Title III-funded programs of the failure to meet AMAOs within 30 days of receipt of notification from the Illinois State Board of Education.

School districts that do not meet AMAOs for two consecutive years are required to develop a District Improvement Plan (DIP) to ensure that the district meets these objectives in future years. The Illinois State Board of Education provides technical assistance in developing DIPs.

After four consecutive years of not meeting AMAOs:

1. A school district is required to modify its curriculum, program, or method(s) of instruction; OR
- 2a. The Illinois State Board of Education can make a determination, in relation to the school district's failure to meet the objectives, as to whether the school district shall continue to receive funds; AND
- 2b. The Illinois State Board of Education can require the school district to replace educational personnel relevant to the school district's failure to meet the objectives.

Title III districts that did not meet AMAO for two or more consecutive years are required to submit the DIP. Given their four-year AMAO performance, 94 of the 211 districts that received Title III funds in FY14 didn't meet the Title III AMAOs for two or more consecutive years in 2014. Those 94 districts were required to develop a District Improvement Plan (DIP) (See Table 16).

Table 16. Historical summary of Title III AMAOs status and districts required to develop DIP in SY2014

Historical Summary of Title III AMAO Status as of 2014	No. of Districts
Not meet Title III AMAOs - one year only	29
Not meet Title III AMAOs - two or three consecutive years	45
Not meet Title III AMAOs - four and more consecutive years	49
Required to submit District Improvement Plan (DIP) in SY 2014	94

APPENDIX A

NUMBER AND PERCENTAGE OF EL STUDENTS, BY LANGUAGE AND DISTRICT: SY 2014

Number and Percentage of EL Students, by Language and District: SY 2014 has been located in the Division of English Language Learning (DELL) website at <http://www.isbe.net/bilingual/htmls/reports.htm>

APPENDIX B

ELL PROGRAM DEFINITIONS

CONTENT AREA TUTORING - Content area tutoring is individual or small group tutoring to ELLs during the school day. Tutoring may be in such content areas as English language arts, math, science, and social studies. Tutoring is generally provided by teachers other than ESL or bilingual teachers (although teachers with ESL or bilingual approvals may provide such assistance), or may be provided by a paraprofessional under the direction of a teacher.

CONTENT BASED ESL - English is taught in and through the content areas of math, science, English language arts, and social studies. Teachers must be bilingual and/or ESL certified/approved/endorsed depending on the grade levels served.

DEVELOPMENTAL BILINGUAL EDUCATION - Education is in the child's native language for an extended duration, accompanied by education in English. The program develops fluency and literacy in the native language and in English. The program emphasizes the development of full bilingualism in the early grades. The goal is to develop literacy in the child's native language first, and transfer these skills to the second language.

HERITAGE LANGUAGE - Heritage Language (HLA) programs use the non-English language background (heritage language) of the student as the primary language of instruction to renew/reclaim that language (e.g., Native American languages). The program also provides instruction in and through English.

INCLUSIONARY SUPPORT - In-class or Inclusion Instruction - In this approach, ELL students are together with their native-English speaking peers in the same classroom, but an ESL or bilingual education specialist is available in the classroom to support the ELL students. For example, the ESL or bilingual education specialist may provide guidance to the ELL students as they are working on a group project or individual assignment.

NEWCOMER CENTER - Recent immigrants with gaps in their education receive instruction in ESL, acculturation, and academic subjects in a short-term program.

PULL OUT INDIVIDUAL SUPPORT – This involves pulling out students from regular classrooms for individual or small-group tutoring sessions. The tutoring sessions may focus on promoting basic English communication skills or focus on English for academic purposes.

PULL OUT ESL - The student is pulled out of the general education classroom for special instruction in ESL, content-based ESL, or in a content area instruction in the native language. In Illinois, pull out may only be done by an appropriately certified teacher.

SELF-CONTAINED - ELLs receive instruction in a self-contained classroom for more or less than 50 percent of the day and may be integrated into the general education classes for art, music, and physical education.

ELL PROGRAM DEFINITIONS (Continued)

SHELTERED ENGLISH INSTRUCTION - Sheltered English instruction programs represent an approach to make grade level academic content (for example, science and math) more understandable for English Language Learners (ELLs) while promoting their English language development. Such programs serve students from different language backgrounds (generally low incidence languages) together in classes where teachers use English as the medium for providing content based instruction, adapting the English to the proficiency level of the students. Various strategies, techniques, and materials including the use of plain English, structured overviews, clarification, repetition, visual aids, and gestures are used to help the students understand the grade level core content areas. Although the acquisition of English language proficiency is a goal of sheltered English programs, instruction focuses on content rather than language.

STRUCTURED ENGLISH IMMERSION - Structured English Immersion are programs in which ESL teachers or bilingual instructional aides provide linguistic and academic support to ELLs. Typically employed in elementary grades, this program attempts to provide students bilingual teachers in a self-contained classroom. *Nevertheless, the language of the classroom is English.* The advantage for the students is that a teacher can rely on the students' native language for explaining and elaborating on key skills and concepts. While an effective approach where there are sufficient numbers of ELL students to comprise a class, structured immersion is not usually implemented with very small (i.e., 1-20) numbers of students, or where students come from many language backgrounds.

TRANSITIONAL BILINGUAL EDUCATION - In Illinois, Transitional Bilingual Education (TBE) programs are mandated if there are 20 or more students of the same language in the same attendance center. The instruction, which includes instruction in the core subjects in the native language, English as a Second Language (ESL), and the culture of the native country and the United States, is in the students' primary language and in English, and is gradually transferred into English only. The program may be conducted in a self-contained classroom all or part of the day. If there are 19 or fewer students of the same language at the same attendance center, a Transitional Program of Instruction (TPI) must be provided.

Teachers should have appropriate certification for the grades served and bilingual and/or ESL approvals/endorsements or transitional bilingual certificates.

The goal of transitional bilingual education is to help transition a student into an English-only classroom as quickly as possible. A bilingual teacher instructs children in subjects such as math, science, and social studies in their native language, so that once the transition is made to an English-only classroom, the student has the knowledge necessary to compete with his peers in all other subject areas.

Full-time program:

1) Each full-time TBE program shall consist of at least the following components (Section 14C-2 of the School Code):

A) *Instruction in subjects which are either required by law (see 23 Ill. Adm. Code 1) or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science, and social studies must be offered in the student's home language;*

ELL PROGRAM DEFINITIONS (Continued)

- B) *Instruction in the language arts in the student's home language and in English as a second language; and*
- C) *Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.*

Part-time program:

Students may be placed into a part-time program, or students previously placed in a full-time program may be placed in a part-time program, if an assessment of the student's English language skills has been performed in accordance with the provisions of either Section 228.15(e) or Section 228.25(c) of this Part and the assessment results indicate that the student has sufficient proficiency in English to benefit from a part-time program.

A part-time program shall consist of components of a full-time program that are selected for a particular student based upon an assessment of the student's educational needs. Each student's part-time program shall provide daily instruction in English and in the student's native language as determined by the student's needs.

TWO WAY IMMERSION/DUAL LANGUAGE - This program groups language minority students from a single language background in the same classroom with language majority (native English speaking) students. Ideally, there is a 50/50 balance between the two groups of students who study together in both languages. Both groups of students develop literacy and proficiency in both languages. Dual language programs may be taught by one teacher who has the appropriate certification to teach the grade level and who also has certification, endorsement, or approval in the second language, or may be taught by two teachers, one of whom has a bilingual approval/endorsement.

APPENDIX C

PERFORMANCE DEFINITIONS FOR THE WIDA LEVELS OF ENGLISH LANGUAGE PROFICIENCY

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> • specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> • pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support