Using 2010 ACCESS for ELLs® to Determine TBE/TPI Program Placement and Exit of ELL Students

In response to a Title I directive from the U.S. Department of Education, the Illinois State Board of Education implemented a uniform definition of English language proficiency that must be applied by all districts when determining which students are English language learners eligible for state TBE/TPI and federal Title III LIPLEPS programs. A student who achieves a 4.8 composite proficiency level and a 4.2 composite literacy (reading/writing) proficiency level on the ACCESS for ELLs® is considered English proficient and must be exited from the TBE/TPI program consistent with the provisions of Section 14C-3 of the School Code [105 ILCS 5/14C-3].

A district must obtain the written permission of parents to exit English proficient students prior to the end of three years in the program. If the parent does not approve of the exit decision, the district must identify the student as English proficient, but can continue to serve the student in the TBE/TPI program for three years. However, at the end of the three year period the student will exit the program. English proficient students are not eligible for Title III LIPLEPS funded services.