
Illinois Programs for English Language Learners (ELLs)

FY 2007 STATISTICAL REPORT

**Illinois State Board of Education
Data Analysis and Progress Reporting Division**

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Illinois State Board of Education**

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FOREWORD

The data presented in this report are taken from the 2007 Bilingual Education Program Delivery Reports of 315 school districts and from the 2007 ACCESS (English Language Proficiency Assessment) student scores of school districts that received Title III funds. The terms *English Language Learner* (ELL) and Limited English Proficient (LEP) are used interchangeably in this report.

Address questions regarding this report to the Data Analysis and Progress Reporting Division at 217/782-3950.

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Illinois Programs for English Language Learners

INTRODUCTION

The majority of data presented in this report was extracted from Bilingual Education Program Delivery Reports (PDR) submitted by 315 Illinois school districts: 280 school districts that received Transitional Bilingual Education (TBE) and/or Transitional Program of Instruction (TPI) funds in FY07 and 35 school districts that did not receive these state funds. (Of the 293 school districts that received TBE and/or TPI FY07 funds, 13 did not submit the 2007 PDR.)

PDRs provide information that includes, but is not limited to, the number of certified teachers working with limited English proficient (LEP) students, projected needs for Bilingual Education (BIL)/English as a Second Language (ESL) certified/endorsed/approved teachers, resources provided to bilingual students' families, the extent of parent/family involvement in bilingual parent advisory committees, types of instructional delivery models and techniques used in educating LEP students, and uses/purposes of LEP student assessments. The other part of this report presents the FY07 Annual Measurable Achievement Objectives (AMAO) results, an NCLB, Title III, accountability piece. In addition, the FY07 AMAO results are compared with the FY04–FY06 AMAO results. The terms *English language learners (ELLs)* and *LEP* are used interchangeably in this report.

BACKGROUND

The Illinois School Code requires that one of two types of programs be provided for all K-12 LEP students to help them become proficient in English to assist in their transition into the mainstream education curriculum.

Transitional Bilingual Education

Legislation passed in 1973 requires Illinois school districts to offer a TBE program if 20 or more LEP students with a common native language enroll in an attendance center. Students in TBE programs must be taught by certified teachers with a bilingual and/ESL approval who have a near-native level of proficiency in the native language spoken by the students.

Transitional Program of Instruction

A TPI may be provided in lieu of a TBE program if there are fewer than 20 LEP students of the same native language enrolled in an attendance center. A TPI must always be made available to any LEP student if a TBE program is not otherwise available. TPIs may provide a wide range of services. Examples of TPI services include ESL instruction and classroom tutors, aides, and others who serve as a native language resource.

With the passage of NCLB, school districts with state-funded TBE programs and/or TPIs may apply for and receive additional supplemental funding from NCLB, Title III: Language Instruction Programs for Limited English Proficient Students (LIPLEPS) and the Immigrant Education Program (IEP).

Section 1: TYPES OF FY07 ILLINOIS SCHOOL DISTRICT PROGRAMS SERVING THE EDUCATIONAL NEEDS OF ELL/LEP STUDENTS

The largest percentage of school districts that submitted the Bilingual Education PDR received TBE/TPI state funds and federal Title III funds (43.2 percent) in FY07. As shown in Table 1, more than 3 percent received TBE funds only, 21.9 percent received TPI funds only, and 11 percent did not apply for state funds in FY07.

Table 1. Number and Percentage of School Districts that Submitted the Bilingual Education PDR, by Type of Program: FY07

Program	Number	Percent
State-funded TBE only	10	3.2
State-funded TPI only	69	21.9
State-funded TBE and TPI	26	8.3
State-funded TBE and federal Title III	8	2.5
State-funded TPI and federal Title III	31	9.8
State-funded TBE, TPI, and federal Title III	136	43.2
Non-state-funded bilingual services	35	11.1
Total	315	100.0

Of the 293 districts that received TBE and/or TPI funds in FY07, 280 submitted the PDR.

Section 2: QUALIFICATIONS OF, PROFESSIONAL DEVELOPMENT PROVIDED TO, AND INSTRUCTIONAL STAFFING NEEDS OF SCHOOL DISTRICT STAFF WHO WORK WITH ILLINOIS ELL/LEP STUDENTS

Licensures/Certifications of Teachers Who Worked with LEP Students in FY07

As shown in Table 2, the largest percentage of teachers working with Illinois LEP students in FY07 had ESL and/or bilingual endorsements (32.7 percent). Twenty-three percent of teachers who worked with LEP students in FY07 had other certifications, such as early childhood, elementary, or high school, and did not have bilingual endorsements or approval. Just over 7 percent of teacher salaries were paid partially or fully with Title III funds.

Table 2. Number and Percentage of Teachers Who Worked with LEP Students, by Type of Certificate and Salaries Paid with Title III Funds: FY07

Certificate	All Teachers		Salaries Paid Fully or Partially with Title III Funds	
	Number	Pct	Number	Pct of all teachers
ESL endorsements and/or approval	1,068	16.6	160	15.0
Bilingual endorsements and/or approval	517	8.0	42	8.1
ESL and/or bilingual endorsements	2,101	32.7	132	6.3
Type 29 (Transitional Bilingual Certificate)	1,161	18.1	96	8.3
English as a New Language endorsement (secondary only)	10	0.2	0	0.0
ENL-bilingual (secondary only)	3	0.0	0	0.0
Visiting International Teaching Certificate	89	1.4	0	0.0
Other*	1,477	23.0	39	2.6
Total	6,426	100.0	469	7.3

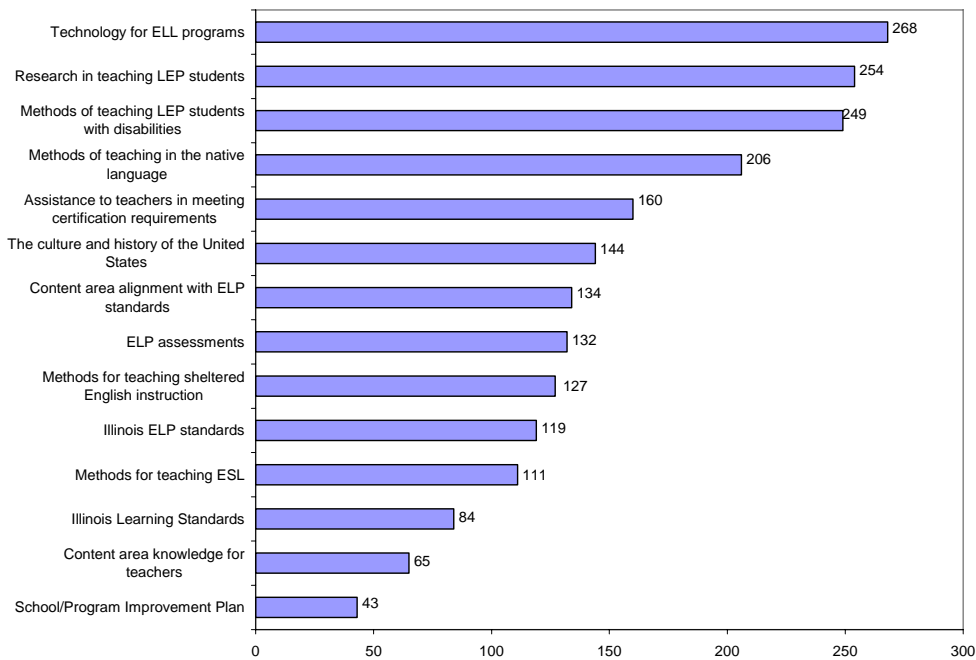
*Includes Early Childhood (Type 03), elementary (Type 04), and high school (Type 09) teaching certificates.

Table 3. Projected Number of Additional Certified/Endorsed/Approved Teachers Needed to Work with LEP Students, by Type of Certificate: FY08–FY12

Certificate	FY08	FY09	FY10	FY11	FY12
ESL endorsements and/or approval	547	452	444	443	444
Bilingual endorsements and/or approval	643	481	447	453	453
ESL and bilingual endorsements	684	553	556	554	554
Type 29 (Transitional Bilingual Certificate)	217	215	206	201	199
English as a New Language endorsement	1	2	2	10	13
Visiting International Teaching Certificate	62	69	59	57	57
Other*	109	102	113	115	118
Total	2,263	1,874	1,827	1,833	1,838

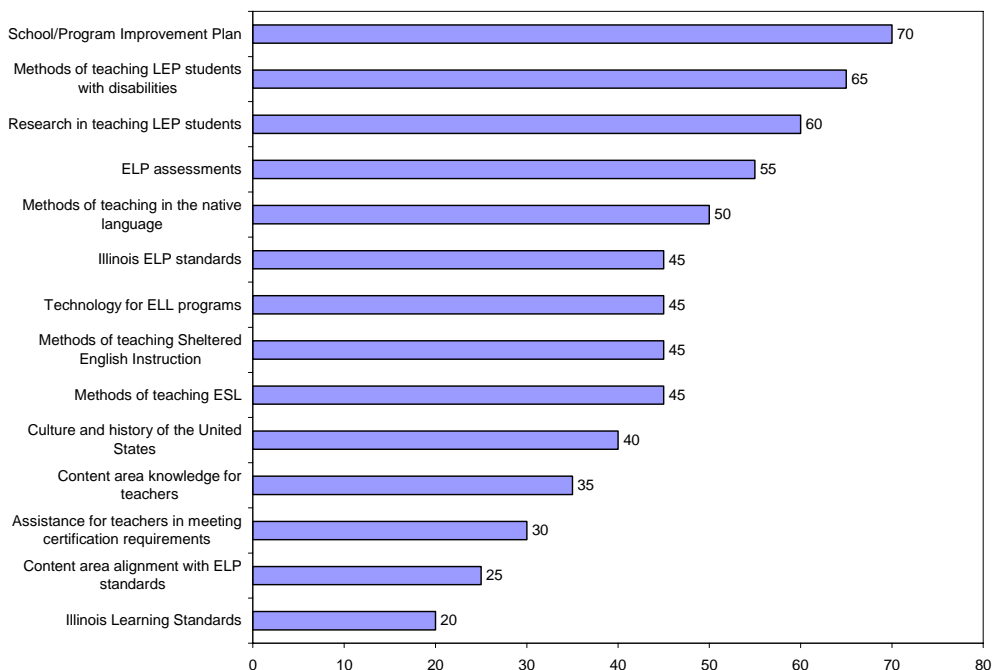
*Includes Bilingual Special Education, Language Arts, Dual Language Team Teaching, Reading Specialists, or Sheltered Science.

Chart 1. Number of School Districts that Offered Professional Development Activities to Instructional and Non-Instructional LEP Staff, by Type of Activity: FY07



As shown in Chart 2, school/program improvement plans were ranked by school districts as the most important type of professional development training needed for FY08. Methods of teaching LEP students with disabilities and research in teaching LEP students were also identified as high professional development priorities. The lowest ranked professional development need was the *Illinois Learning Standards*.

Chart 2. Highest to Lowest Priority (Weighted Scores) of Professional Development Training Needed by LEP Instructional Staff, by Type: FY08



As shown in Table 4, general education teachers received the majority of professional development training related to LEP students in FY07.

Table 4. Number and Percentage of School Personnel who Received Professional Development, by Type of Staff Position and Type of Program: FY07

Staff Position	NonTBE/TPI		TBE/TPI		Total of All Programs	
	Number	Pct of Total	Number	Pct of Total	Number	Pct of Total
General education teachers	362	2.4	15,096	97.7	15,458	66.1
ELL classroom teachers	31	0.8	3,875	99.2	3,906	16.7
Principals	31	3.2	936	96.8	967	4.1
Administrators other than principals	25	3.8	642	96.3	667	2.8
Non-teaching staff/paraprofessionals	37	2.6	1,409	97.5	1,446	6.2
Non-administrative school personnel	4	0.8	481	99.2	485	2.1
Community-based organization personnel	1	0.2	461	99.8	462	2.0
Total	491	2.1	22,900	97.9	23,391	100.0

Section 3: INVOLVEMENT OF PARENTS/FAMILIES OF ELL/LEP STUDENTS IN PROGRAM ACTIVITIES/SERVICES OF SCHOOL DISTRICTS THAT RECEIVED TRANSITIONAL BILINGUAL EDUCATION STATE FUNDS

Bilingual Parent Advisory Committee

The School Code (105 ILCS 5/14C-10) requires all school districts that have TBE programs to provide parents with opportunities for maximum involvement in school activities. In particular, all school districts with TBE programs are required to establish Parent Advisory Councils (PACs).

PACs afford parents of bilingual program students the opportunity to effectively express their views and ensure that TBE program planning, operations, and evaluation processes have parental participation.

Of the 180 school districts that have TBE programs and submitted the PDR, 91 percent reported having PACs, with a total membership of 3,395. TBE program PAC membership information is provided in Table 5. Please note that individuals may have membership in more than one category.

Table 5. TBE PAC Membership: SY06-07

Membership Category	Members
Parents/legal guardians of LEP students	2,527
TBE teachers	483
Counselors	55
Community leaders	115
Other*	215

*Includes school administrators, program planners, program liaisons, and medical staff.

As shown in Table 6, 73.5 percent of PACs are participants only and do not have decision-making authority for planning, operations, and evaluation of school district ELL programs, or for reviewing annual bilingual program applications submitted to the Illinois State Board of Education. While only 20.6 percent of PACs are involved in making decisions related to these internal program functions, more than twice as many (51.9 percent) are involved in making decisions related to program outreach functions, such as community-building projects and education of parents/families of ELL students.

Table 6. Bilingual PAC Level of Involvement in School District ELL-Related Programs, by Program Function and Percentage of Availability and Involvement: SY06-07

Program Function	Percent of District Availability	Percent Level of Involvement		
		Non-participants	Participants Only	Involved in Decision Making
Planning, operating, and evaluating ELL program	86.1	5.8	73.5	20.6
Reviewing the district's annual program application to ISBE Division of English Language Learning	79.4	9.8	72.0	18.2
Other*	15.0	3.7	44.4	51.9

*Outreach functions, which includes community building projects and education of parents/families of ELL students.

Table 7. Number and Percentage of TBE School Districts that Provided Informative Workshops to Parents/Families of LEP Students, by Type of Workshop: SY06-07

Type of Workshop	Number	Percent
Types and results of assessments taken by LEP students	130	72.2
State and federal laws related to LEP student participation in bilingual programs	145	80.6
Information related to instructional approaches and methods used in bilingual education programs	126	70.0
Unduplicated Total	180	

Chart 3. Percentage of TBE School Districts that Provided Resources/Services to Parents/Families of LEP Students, by Type of Resource/Service: SY06-07

Section 4: TYPES OF INSTRUCTIONAL DELIVERY SYSTEMS AND PROGRAM MODELS USED BY SCHOOL DISTRICTS TO SERVE THE EDUCATIONAL NEEDS OF ELL/LEP STUDENTS

Table 8. Number and Percentage of TBE/TPI School Districts that Used a Specific Instructional Delivery Method, by Type of Program Model and Instructional Delivery Method*: SY06-07

Program Model	# School Districts Using Program Model	Percent Using Instructional Delivery Method					
		Self-Contained \geq 50% of day	Self-Contained < 50% of day	Departmentalized	Pull-Out	Push-In	Team Teaching
TBE	172	47.7	36.0	28.5	54.7	36.0	23.8
Dual Language/Two-Way Immersion	23	78.3	17.4	17.4	21.7	8.7	21.7
Sheltered English	114	30.7	23.7	41.2	46.5	33.3	21.9
Developmental Bilingual	21	47.6	28.6	19.0	52.4	19.0	19.0
ESL	247	17.0	30.4	27.9	70.9	43.7	25.5
Content-Based ESL	118	18.6	23.7	36.4	61.0	36.4	24.6
Content Area Tutoring	156	9.6	24.4	17.9	61.5	24.4	1.5
Newcomer Center	22	45.5	31.8	18.2	36.4	4.5	9.1

*A school district may use multiple methods of instructional delivery per program model.

Extended-Day Program Services

As shown in Table 9, most school districts (64.4 percent) offered after-school tutoring to supplement instruction received by ELL students in regular classrooms; 59.4 percent offered summer school.

Table 9. Number and Percentage of School Districts that Offered Extended-Day Programs to LEP Students, by Type of Program and Payment with Title III Funds: SY06-07

Type of Extended-Day Program	School Districts that Submitted PDR (n=315)		School Districts that Fully or Partially Fund Programs with Title III Funds	
	# School Districts that Offered Program	Percent of n=315	Number	Percent
After-School Tutoring	203	64.4	72	35.5
Before-School Tutoring	90	28.6	25	27.8
Summer School	187	59.4	90	48.1

Section 5: ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES (AMAOs)— ACCOUNTABILITY MODEL OF NCLB, TITLE III

Illinois AMAO Criteria and Targets for FY07

In FY07, 196 Illinois school districts received Title III funds. (See Appendix A.) School districts that receive Title III funds are held accountable for attaining AMAOs. AMAOs comprise three measures: 1) LEP students making progress in the English language, 2) LEP students attaining proficiency in the English language, and 3) adequate yearly progress for LEP subgroups. As the state educational agency, the Illinois State Board of Education has set the following targets for each AMAO:

1. Making Progress in the English Language—Eighty-five percent of the students 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. ELL students make progress if they make a 6.0 proficiency level in any of the four domains of listening, speaking, reading, or writing, in either FY05 or FY06, or make at least a 0.50 increase in their proficiency levels in any of the four domains between FY05 and FY06. A 95 percent “confidence interval” is applied to the calculation.

2. Attaining English Language Proficiency—This is determined based on the percentage of ELL students who attained a proficiency level of 4.0 or higher on their composite scores in the ACCESS for ELLS™. The Illinois AMAO-proficiency objective for the school district shall be 10 percent. This objective shall apply provided that the number of students tested is no fewer than 30. Moreover, a 95 percent “confidence interval” is also applied to the calculation.

3. Making Adequate Yearly Progress for the LEP Subgroup—The school district must make adequate yearly progress for LEP students served by programs funded under Title III. Calculations are based on similar academic achievement formulas used for Title I adequate yearly progress using any or all of the state tests: Illinois Standards Achievement Test, Prairie State Achievement Examination, Illinois Measure of Annual Growth in English, and Illinois Alternate Assessment. Adequate yearly progress is calculated only if the school district has the minimum number (45) of LEP students required from grades 3 through 8 and/or grade 11.

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

**Table 10. Number and Percentage of Title III School Districts Meeting/Not Meeting
AMAO Criteria: FY07**

AMAO Criteria	No Status*		Did Not Meet		Met	
	Number	Pct of Total	Number	Pct of Total	Number	Pct of Total
Making Progress in the English Language	35	17.9	2	1.0	159	81.1
Attaining English Language Proficiency	14	7.2	4	2.0	178	90.8
Making AYP for LEP Subgroup	60	30.6	11	5.6	125	63.8
All Three Criteria	14	7.1	15	7.7	167	85.2

*Could not be calculated because the number of students with valid scores (n size) in the cohort is less than what is required for calculation. Starting in FY06, the n size required for calculating “Progress in English” and “Proficiency in English” increased to 30, from an n size of 10 used in FY04 and FY05.

Comparing FY04–FY07 AMAO Results

The number of Title III recipients that attained AMAOs increased annually from FY04 to FY 07. Specifically, a significant increase was experienced in FY07, when 85 percent of LEAs attained the AMAOs, compared to 51 percent in FY04.

Criteria	FY04		FY05		FY06		FY07	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All AMAO Criteria								
No Status*	4	2.3	5	2.5	23	11.3	14	7.1
Did Not Meet	80	46.5	64	32.5	47	23.2	15	7.7
Met	88	51.2	128	65.0	133	65.5	167	85.2
Total	172	100.0	197	100.0	203	100.0	196	100.0
Criterion 1: Making Progress in the English Language								
No Status*	59	34.3	61	31.0	66	32.5	35	17.9
Did Not Meet	29	16.9	34	17.2	34	16.8	2	1.0
Met	84	48.8	102	51.8	103	50.7	159	81.1
Total	172	100.0	197	100.0	203	100.0	196	100.0
Criterion 2: Attaining English Language Proficiency								
No Status*	5	2.9	6	3.0	24	11.8	14	7.2
Did Not Meet	25	14.5	21	10.7	9	4.4	4	2.0
Met	142	82.6	170	86.3	170	83.8	178	90.8
Total	172	100.0	197	100.0	203	100.0	196	100.0
Criterion 3: Making AYP for LEP Subgroup								
No Status*	78	45.4	101	51.3	77	37.9	60	30.6
Did Not Meet	47	27.3	22	11.2	8	4.0	11	5.6
Met	47	27.3	74	37.5	118	58.1	125	63.8
Total	172	100.0	197	100.0	203	100.0	196	100.0

*Could not be calculated because school districts did not have the n size required for AMAO calculations. Starting in FY06, the n size required for calculating criterion 1 and criterion 2 increased to 30, from an n size of 10 used in FY04 and FY05.

From FY04 through FY07, 234 school districts received Title III funds. The distribution of how many years a school district has received Title III funds during this four-year period is shown in Table 12.

Number of Years Receiving Title III Funds	Number of School Districts	Percent of Total
One	30	12.8
Two	26	11.1
Three	26	11.1
Four	152	65.0
Total	234	100.0

The Consequences of Not Attaining AMAOs

School districts that do not attain AMAOs must inform all parents of children identified for participation in Title III-funded programs (LIPLEPS and/or IEP) of the failure to attain AMAOs within 30 days of receipt of notification from the Illinois State Board of Education.

School districts that do not attain AMAOs for two consecutive years are required to develop a district improvement plan to ensure that the school district meets such objectives in future years. The Illinois State Board of Education provides technical assistance in developing district improvement plans.

After four consecutive years of not attaining AMAOs:

1. A school district is required to modify its curriculum, program, or method(s) of instruction; OR
- 2.a. 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
- 2.b. 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.

FY07 was the fourth year for AMAO implementation. Seven Title III school districts did not attain AMAOs for two consecutive years (FY06 and FY07); therefore, these school districts were required to notify the LEP parents that the school district did not attain the AMAOs and were required to develop a district improvement plan for the SY07-08. School districts required to develop district improvement plans are listed on the Division of English Language Learners web pages at <http://www.isbe.net/bilingual/htmls/titleIII.htm>.

Data indicate that four school districts did not attain AMAOs for four consecutive years (FY04–FY07). Conversely, 54 school districts did attain AMAOs for the same four consecutive years.

APPENDIX A

FY07 Title III School Districts (n=196)

RCDTS	School District	RCDT	School District
02-044-0550-02	VIENNA SD 55	14-016-1220-02	RIDGELAND SD 122
03-025-0400-26	EFFINGHAM CUSD 40	14-016-1230-02	OAK LAWN-HOMETOWN SD 123
04-004-1000-26	BELVIDERE CUSD 100	14-016-1240-02	EVERGREEN PARK ESD 124
04-101-1220-22	HARLEM UD 122	14-016-1260-02	ALSIP-HAZLGRN-OAKLWN SD 126
04-101-2050-25	ROCKFORD SD 205	14-016-1270-02	WORTH SD 127
04-101-2070-16	HONONEGAH CHD 207	14-016-1275-02	CHICAGO RIDGE SD 127-5
08-089-1450-22	FREEPORT SD 145	14-016-1300-02	COOK COUNTY SD 130
09-010-0040-26	CHAMPAIGN CUSD 4	14-016-1320-02	CALUMET PUBLIC SD 132
09-010-1160-22	URBANA SD 116	14-016-1350-02	ORLAND SD 135
14-016-0150-04	PALATINE CCSD 15	14-016-1400-02	KIRBY SD 140
14-016-0210-04	WHEELING CCSD 21	14-016-1435-02	POSEN-ROBBINS ESD 143-5
14-016-0230-02	PROSPECT HEIGHTS SD 23	14-016-1470-02	W HARVEY-DIXMOOR PSD 147
14-016-0250-02	ARLINGTON HEIGHTS SD 25	14-016-1510-02	SOUTH HOLLAND SD 151
14-016-0260-02	RIVER TRAILS SD 26	14-016-1570-02	HOOVER-SCHRUM MEMORIAL SD 157
14-016-0310-02	WEST NORTHFIELD SD 31	14-016-1700-02	CHICAGO HEIGHTS SD 170
14-016-0340-04	GLENVIEW CCSD 34	14-016-1940-02	STEGER SD 194
14-016-0390-02	WILMETTE SD 39	14-016-2010-17	J S MORTON HSD 201
14-016-0540-04	SCHAUMBURG CCSD 54	14-016-2020-17	EVANSTON TWP HSD 202
14-016-0590-04	COMM CONS SD 59	14-016-2030-17	NEW TRIER TWP HSD 203
14-016-0620-04	CCSD 62	14-016-2060-17	BLOOM TWP HSD 206
14-016-0630-02	EAST MAINE SD 63	14-016-2070-17	MAINE TOWNSHIP HSD 207
14-016-0650-04	EVANSTON CCSD 65	14-016-2110-17	TOWNSHIP HSD 211
14-016-0670-02	GOLF ESD 67	14-016-2120-16	LEYDEN CHSD 212
14-016-0680-02	SKOKIE SD 68	14-016-2140-17	TOWNSHIP HSD 214
14-016-0690-02	SKOKIE SD 69	14-016-2170-16	ARGO CHSD 217
14-016-0700-02	MORTON GROVE SD 70	14-016-2180-16	CHSD 218
14-016-0710-02	NILES ESD 71	14-016-2190-17	NILES TWP CHSD 219
14-016-0730-02	EAST PRAIRIE SD 73	14-016-2250-17	NORTHFIELD TWP HSD 225
14-016-0735-02	SKOKIE SD 73-5	14-016-2300-13	CONS HSD 230
14-016-0740-02	LINCOLNWOOD SD 74	14-016-4010-26	ELMWOOD PARK CUSD 401
14-016-0810-02	SCHILLER PARK SD 81	140-16-8050-60	NW SUBURBAN SPEC EDUC ORG
14-016-0830-02	MANNHEIM SD 83	15-016-2990-25	CITY OF CHICAGO SD 299
14-016-0840-02	FRANKLIN PARK SD 84	16-019-4240-26	GENOA KINGSTON CUSD 424
14-016-0845-02	RHODES SD 84-5	16-019-4280-26	DEKALB CUSD 428
14-016-0855-02	RIVER GROVE SD 85-5	16-019-4300-26	SANDWICH CUSD 430
14-016-0860-02	UNION RIDGE SD 86	17-064-0050-26	MCLEAN COUNTY USD 5
14-016-0870-02	BERKELEY SD 87	17-064-0870-25	BLOOMINGTON SD 87
14-016-0880-02	BELLWOOD SD 88	19-022-0020-02	BENSENVILLE SD 2
14-016-0890-02	MAYWOOD-MELROSE PARK-BROADVIEW 89	19-022-0040-02	ADDISON SD 4
14-016-0900-02	RIVER FOREST SD 90	19-022-0070-02	WOOD DALE SD 7
14-016-0925-02	WESTCHESTER SD 92-5	19-022-0100-02	ITASCA SD 10
14-016-0960-02	RIVERSIDE SD 96	19-022-0120-02	ROSELLE SD 12
14-016-0980-02	BERWYN NORTH SD 98	19-022-0150-02	MARQUARDT SD 15
14-016-0990-02	CICERO SD 99	19-022-0160-02	QUEEN BEE SD 16
14-016-1000-02	BERWYN SOUTH SD 100	19-022-0200-02	KEENEYVILLE SD 20

APPENDIX A

RCDTs	School District	RCDT	School District
14-016-1020-02	LA GRANGE SD 102	19-022-0250-02	BENJAMIN SD 25
14-016-1030-02	LYONS SD 103	19-022-0330-02	WEST CHICAGO ESD 33
14-016-1040-02	SUMMIT SD 104	19-022-0410-02	GLEN ELLYN SD 41
14-016-1090-02	INDIAN SPRINGS SD 109	19-022-0440-02	LOMBARD SD 44
14-016-1110-02	BURBANK SD 111	19-022-0450-02	SD 45 DUPAGE COUNTY
14-016-1170-02	NORTH PALOS SD 117	19-022-0610-02	DARIEN SD 61
19-022-0620-02	GOWER SD 62	34-049-1090-02	DEERFIELD SD 109
19-022-0680-02	WOODRIDGE SD 68	34-049-1120-02	NORTH SHORE SD 112
19-022-0860-17	HINSDALE TWP HSD 86	34-049-1130-17	TWP HSD 113
19-022-0870-17	GLENBARD TWP HSD 87	34-049-1140-02	FOX LAKE GSD 114
19-022-0880-16	DU PAGE HSD 88	34-049-1160-26	ROUND LAKE CUSD 116
19-022-0890-04	CCSD 89	34-049-1180-26	WAUCONDA CUSD 118
19-022-0930-04	CCSD 93	34-049-1200-13	MUNDELEIN CONS HSD 120
19-022-0940-16	CHSD 94	34-049-1210-17	WARREN TWP HSD 121
19-022-0990-16	CHSD 99	34-049-1240-16	GRANT CHSD 124
19-022-1080-16	LAKE PARK CHSD 108	34-049-1250-13	ADLAI E STEVENSON HSD 125
19-022-1810-04	HINSDALE CCSD 181	34-049-1870-26	NORTH CHICAGO SD 187
19-022-2000-26	CUSD 200	34-049-2200-26	BARRINGTON CUSD 220
19-022-2030-26	NAPERVILLE CUSD 203	35-050-0440-02	STREATOR ESD 44
19-022-2040-26	INDIAN PRAIRIE CUSD 204	35-050-1200-17	LA SALLE-PERU TWP HSD 120
19-022-2050-26	ELMHURST SD 205	35-050-2890-04	MENDOTA CCSD 289
22-029-0660-25	CANTON UNION SD 66	38-054-4040-16	LINCOLN CHSD 404
22-085-0050-26	SCHUYLER-INDUSTRY CUSD 5	41-057-0100-26	COLLINSVILLE CUSD 10
24-032-2010-04	MINOOKA CCSD 201	44-063-0150-04	MCHENRY CCSD 15
24-047-0880-26	PLANO CUSD 88	44-063-0260-04	CARY CCSD 26
24-047-3080-26	OSWEGO CUSD 308	44-063-0470-04	CRYSTAL LAKE CCSD 47
26-062-1850-26	MACOMB CUSD 185	44-063-0500-26	HARVARD CUSD 50
27-094-2380-26	MONMOUTH-ROSEVILLE CUSD 238	44-063-1560-16	MC HENRY CHSD 156
28-006-1030-22	DEPUE USD 103	44-063-1580-22	CONS SD 158
28-037-2290-26	KEWANEE CUSD 229	44-063-1650-03	MARENGO-UNION E CONS D 165
30-039-1400-04	UNITY POINT CCSD 140	44-063-2000-26	WOODSTOCK CUSD 200
30-039-1650-16	CARBONDALE CHSD 165	46-009-0150-26	BEARDSTOWN CUSD 15
31-045-0460-22	SD U-46	47-071-2120-17	ROCHELLE TWP HSD 212
31-045-1010-22	BATAVIA USD 101	47-071-2230-26	MERIDIAN CUSD 223
31-045-1290-22	AURORA WEST USD 129	47-071-2310-04	ROCHELLE CCSD 231
31-045-1310-22	AURORA EAST USD 131	48-072-1500-25	PEORIA SD 150
31-045-3000-26	CUSD 300	49-081-0300-17	UNITED TWP HSD 30
31-045-3020-26	KANELAND CUSD 302	49-081-0370-02	EAST MOLINE SD 37
31-045-3030-26	ST CHARLES CUSD 303	49-081-0400-22	MOLINE USD 40
31-045-3040-26	GENEVA CUSD 304	49-081-0410-25	ROCK ISLAND SD 41
32-038-0100-26	IROQUOIS WEST CUSD 10	55-098-0050-26	STERLING CUSD 5
32-046-1110-25	KANKAKEE SD 111	56-099-070C-04	LARAWAY CCSD 70C
34-049-0030-04	BEACH PARK CCSD 3	56-099-0840-02	ROCKDALE SD 84
34-049-0060-02	ZION ESD 6	56-099-0860-05	JOLIET PSD 86
34-049-0370-02	GAVIN SD 37	56-099-088A-02	RICHLAND GSD 88A
34-049-0380-02	BIG HOLLOW SD 38	56-099-0890-02	FAIRMONT SD 89
34-049-0410-04	LAKE VILLA CCSD 41	56-099-2020-22	PLAINFIELD SD 202

APPENDIX A

RCDTS	School District	RCDT	School District
34-049-0460-04	GRAYSLAKE CCSD 46	56-099-2040-17	JOLIET TWP HSD 204
34-049-0500-04	WOODLAND CCSD 50	56-099-365U-26	VALLEY VIEW CUSD 365U
34-049-0560-02	GURNEE SD 56		
34-049-0600-26	WAUKEGAN CUSD 60		
34-049-0730-04	HAWTHORN CCSD 73		
34-049-0750-02	MUNDELEIN ESD 75		
34-049-0760-02	DIAMOND LAKE SD 76		
34-049-0950-26	LAKE ZURICH CUSD 95		
34-049-0960-04	KILDEER COUNTRYSIDE CCSD 96		
34-049-1020-04	APTAKISIC-TRIPP CCSD 102		

APPENDIX B

Definition of Terms

Program Models

Transitional Bilingual Education: LEP students receive ESL and native language instruction in subject areas with transition into English instruction as their English language proficiency increases.

Dual Language/Two-Way Immersion: LEP students and English-speaking students make up a class that receives instruction in English and the language of the LEP students. The instructional goal is to promote bilingualism for all students in the class.

ESL Instruction: LEP students receive specialized instruction in ESL or with native language support, with emphasis on their native language.

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

Developmental Bilingual Education: LEP students receive instruction in native language and English, with emphasis on developing full bilingualism.

Program Delivery Process

Team Teaching/Co-Teaching: A bilingual or ESL teacher provides instruction together with a mainstream teacher.

Self-Contained (more than 50 percent of the day): LEP students receive bilingual/ESL instruction from the classroom teacher in an elementary school setting.

Pull-Out: LEP students (usually in an elementary school setting) are pulled out of the mainstream classroom to receive ESL or bilingual content instruction.

Departmentalized: Generally in the middle grades or secondary education school setting, students receive subject area instruction that is taught bilingually, in sheltered English, or ESL during a regular class period.

Push-In: A bilingual or ESL teacher goes into the mainstream classroom to provide instruction to LEP students.

Supplemental Instructional Activity–Extended-Day Programs

After-School Assistance: Classroom or tutorial instruction for LEP students offered by certified teachers after the regular school day ends.

Before-School Assistance: Classroom or tutorial instruction for LEP students offered by certified teachers before the regular school day begins.

Tutorial Support: Students receive tutorial assistance in English or their native language.