

# **English Language Learner Report Plainfield CCSD 202**

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Presented to

Applied Learning & Technology

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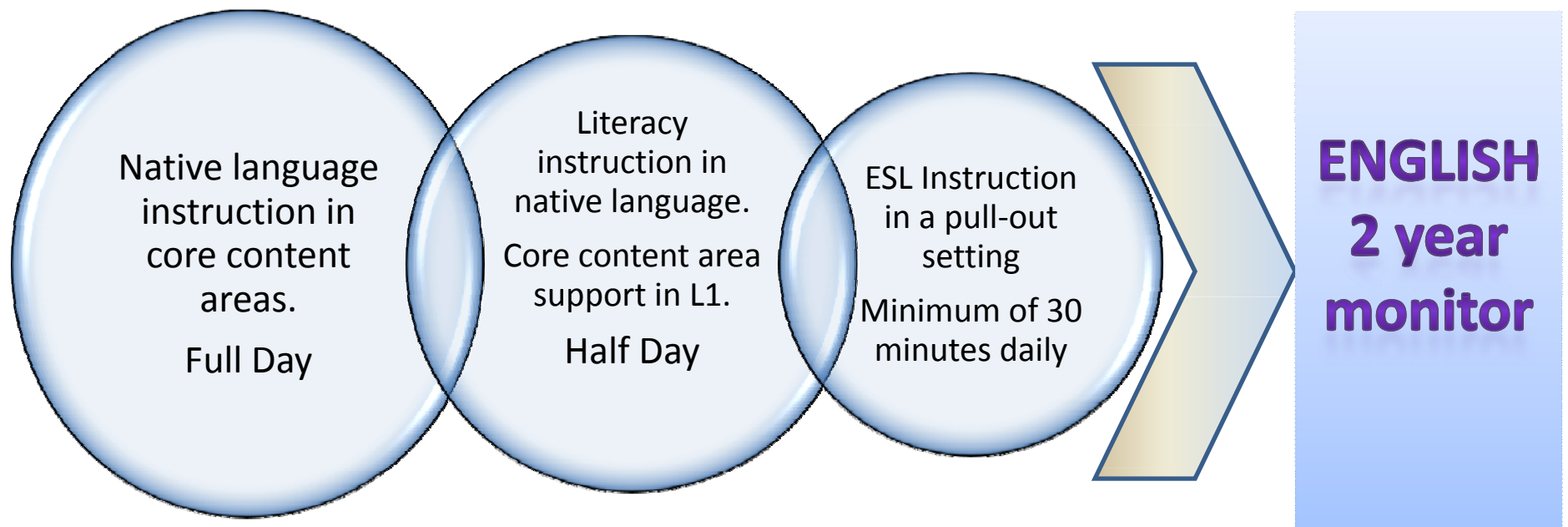
Transitional Bilingual Education (TBE)  
&  
Transitional Program of Instruction  
(TPI)

# Program Goals

To help ensure that limited English proficient (LEP) children:

- Attain English proficiency
- Develop high levels of academic competence in English
- Meet the same challenging State academic content and academic achievement standards

# TBE/TPI Continuum of Services



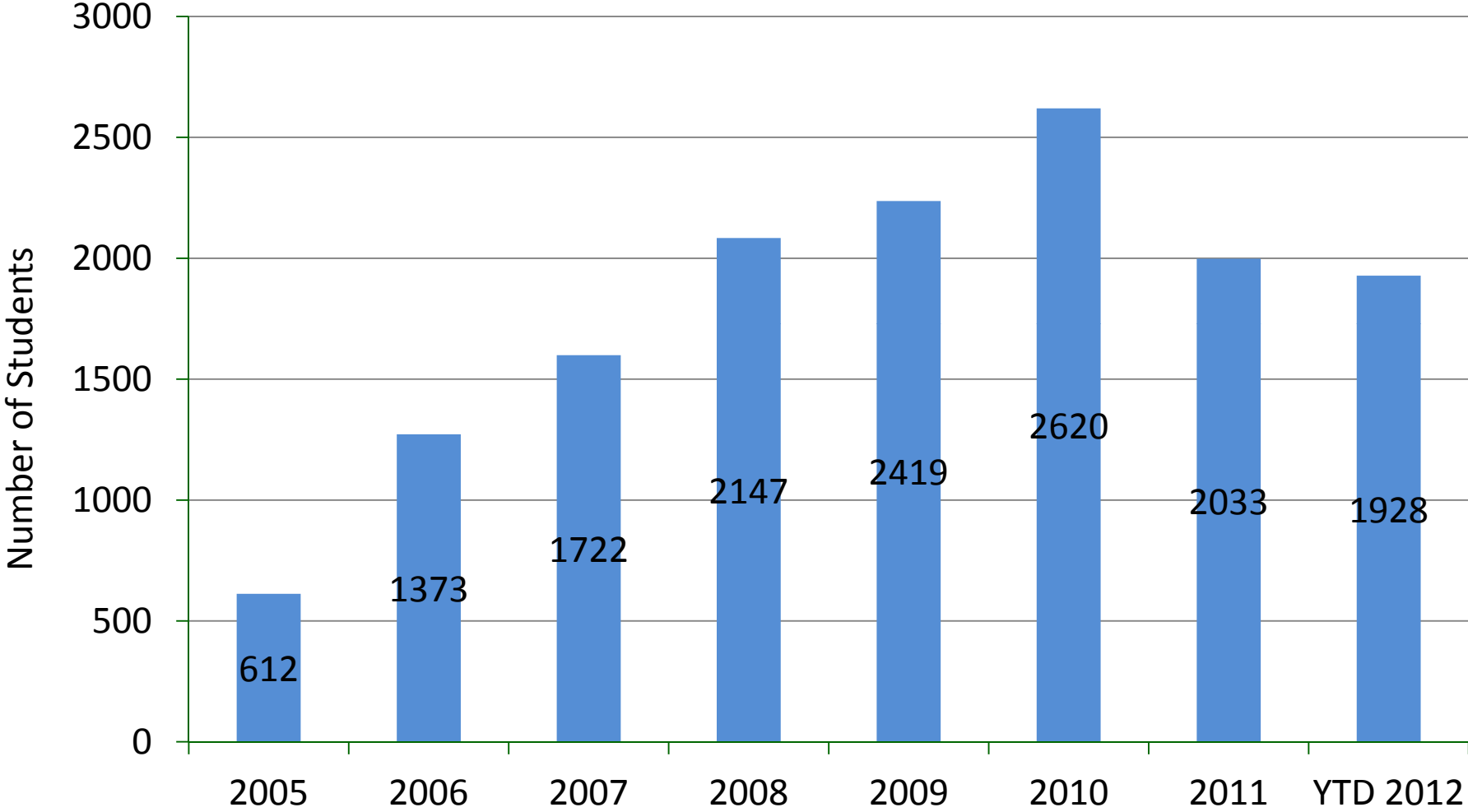
<b>ALL English Language Learners</b>	<b>Transitional Bilingual Education (TBE)</b>	<b>Transitional Program of Instruction (TPI)</b>
Must be assessed if a language other than English is spoken by the student or in the home (within four weeks of enrollment).	20 or more students of the same language background.	19 or fewer students of the same non-English background.
<p>Will be assessed annually:</p> <ul style="list-style-type: none"> <li>• ACCESS = Proficiency, progress, academic (AMAOs)</li> <li>• ISAT = Academic English (AYP)</li> </ul>	Core subjects: language arts/English, math, science and social science must be offered in student's home language.	Student's proficiency in English will determine the instructional program.
Notice of enrollment: no later than 30 days after beginning of school year or 14 days after enrollment. Parental consent is not required for enrollment into the program.	Language arts must be provided in the student's home language.	Must include instruction or assistance in the student's home language to the extent necessary to enable the student to keep pace with his age or grade peers.
Parental refusal: Absolute right with written notice and parent conference.	ESL must be provided.	ESL must be provided.
Parents will receive an annual report describing English proficiency progress.	Instruction in the history and culture of the student's country and history and culture of the United States must be provided.	May include language arts instruction in the student's home language and in the history and culture of the student's country and the United States.
	May remain in program longer than three years subject to parental approval.	Program duration is defined by the student's ability to meet or exceed the state exit criteria.
	Prior withdrawal before the completion of three years must be done with written approval of the parents/guardians.	

# Languages Spoken in District 202

■ Spanish	3155 (+74)
■ Polish	277 (-2)
■ Urdu	249 (+8)
■ Pilipino/Tagalog	207 (+19)
■ Arabic	158 (+10)

78 languages spoken

# End of Year ELL Eligible Students



These are the number of active Limited English Proficient (LEP) students reported for the Fall housing report submitted to the state. They include students prior to exit and parent refusals.

# Monitored Students

	Number of eligible students	Number of parent refusals	Monitor Year 1	Monitor Year 2	Total Number of students
2012 YTD	1,928	114	447	680	3,055
2011	2033	111	732	182	2947
2010	2454	130	182	63	2865
2009	2419	59	63	123	2605
2008	2147	35	123	101	2371

When an LEP student meets the State criteria of 4.8 (overall composite) and 4.2 literacy (reading and writing) on the ACCESS assessment they are no longer considered LEP and are exited from the program. However, federal law requires that we monitor students for 2 consecutive years after exit.

The number of eligible students includes parent refusals. Even though parents refuse services, it is still the responsibility of the building to meet the language needs of the student.

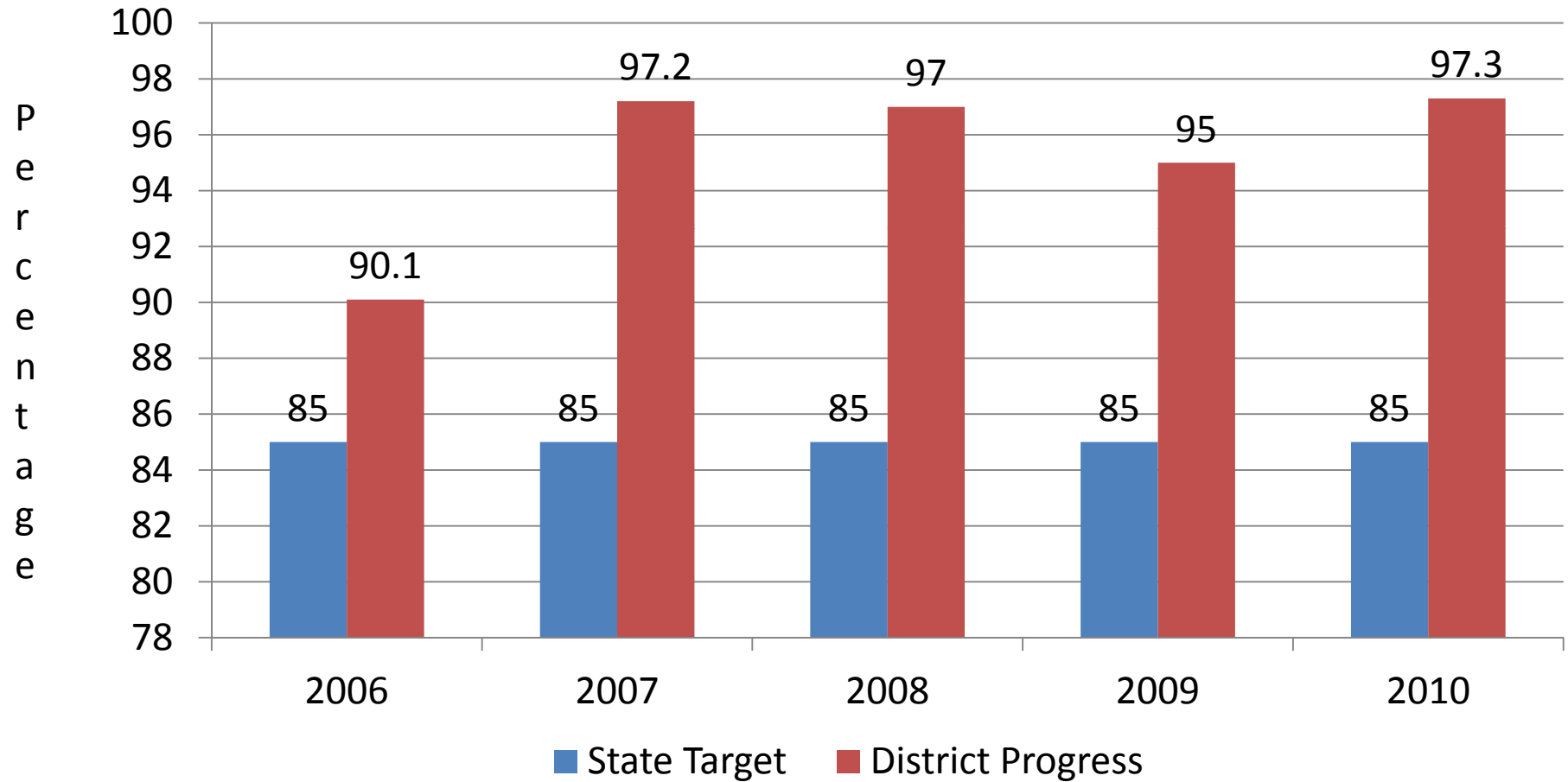
# Annual Measureable Achievement Objectives (AMAOs)

### Title III

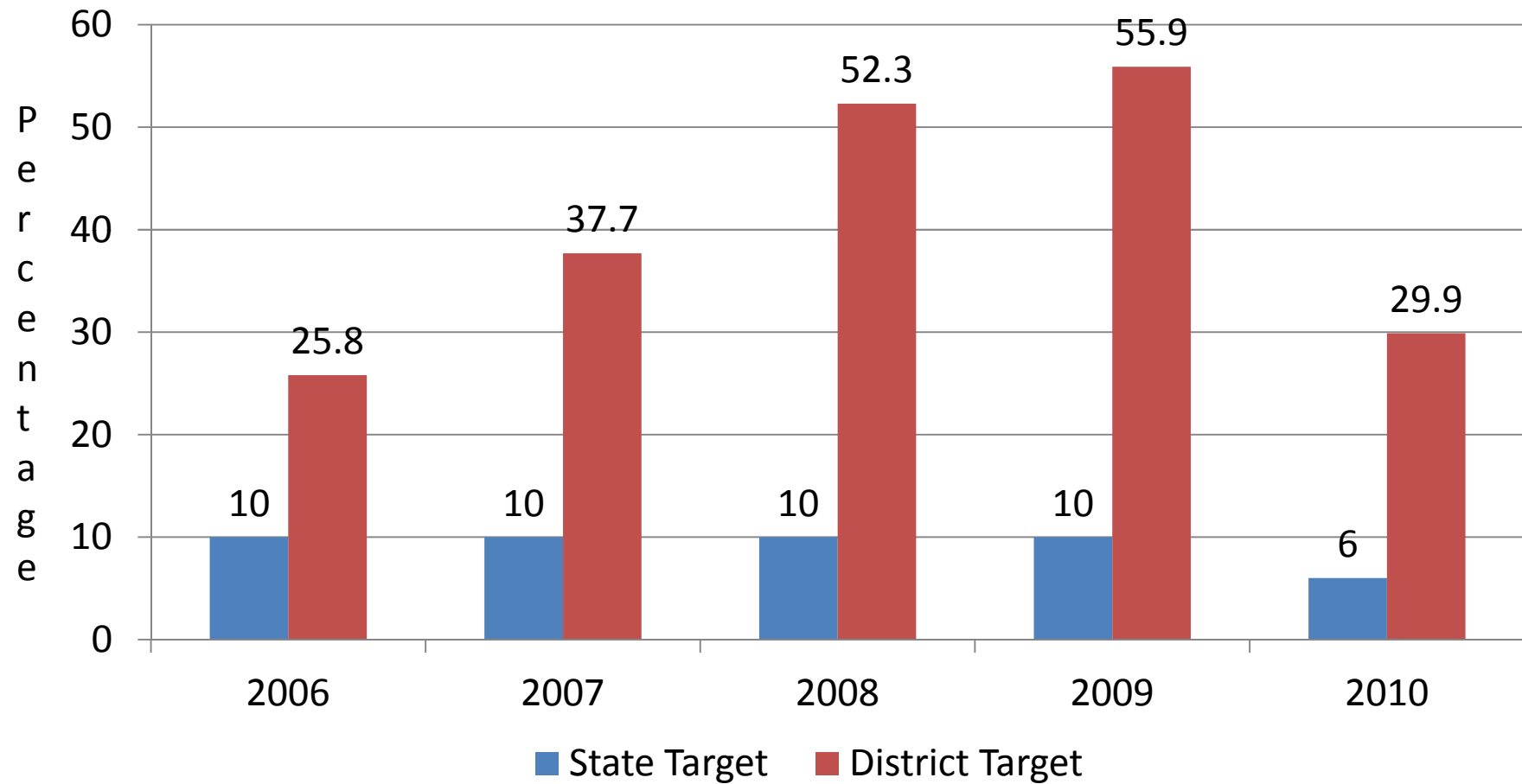
## Annual Measurement Achievement Objectives (AMAO) Targets

	<b>AMAO 1</b>	<b>AMAO 2</b>	<b>AMAO 3</b>
	Annual Progress in Learning English	English Language Attainment (Proficient)	AYP for LEP Student Group
<b>Year</b>	Target 1 Progress	Target 2 Progress	Target 3 Progress
2010	85%	6%	77.5%
2011	54.4%	8%	85.0%
2012	57.4%	9%	92.5%
2013	60.5%	10%	92.5%
2014	63.5%	12%	100%

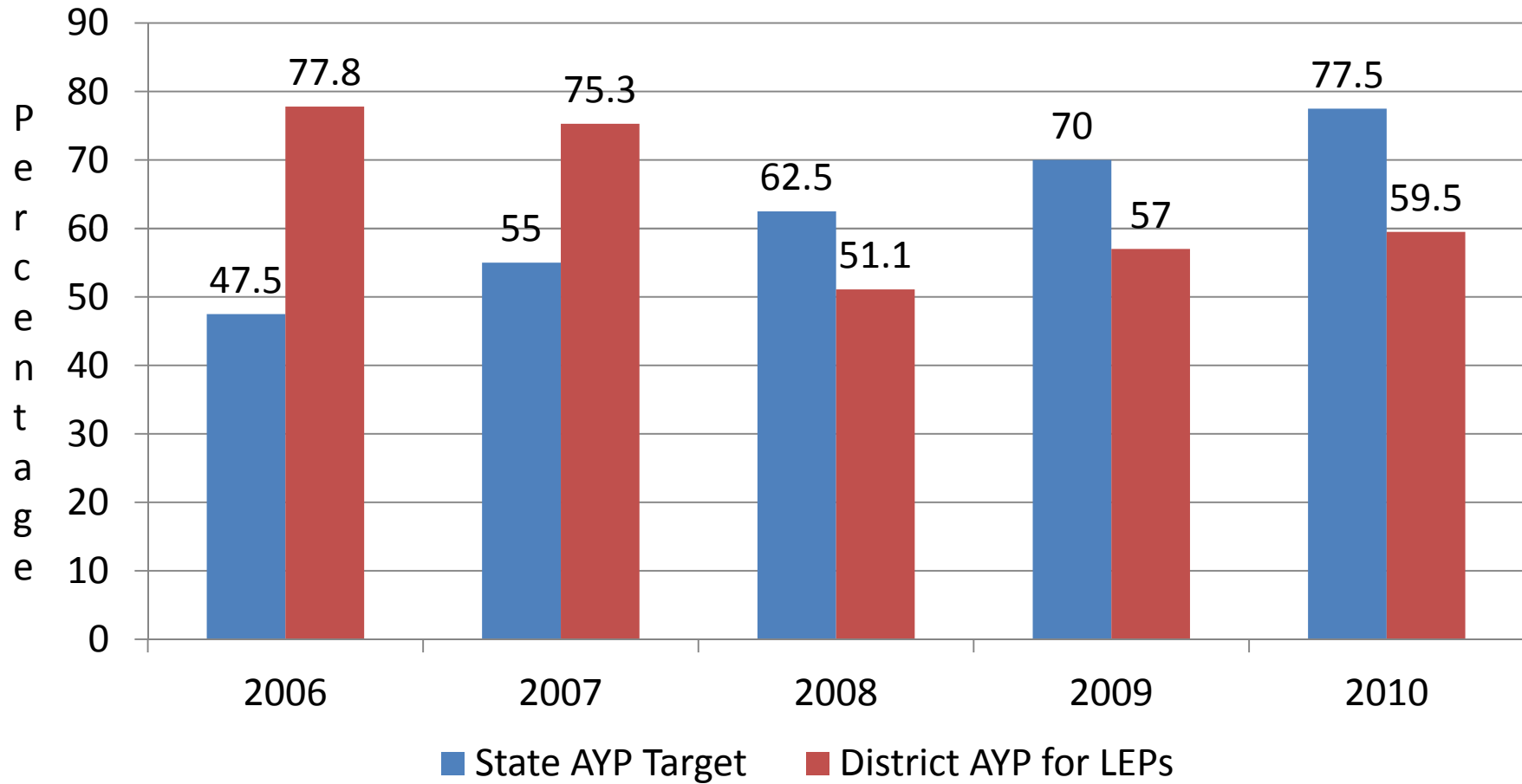
# AMAO 1: Annual Progress in Learning English



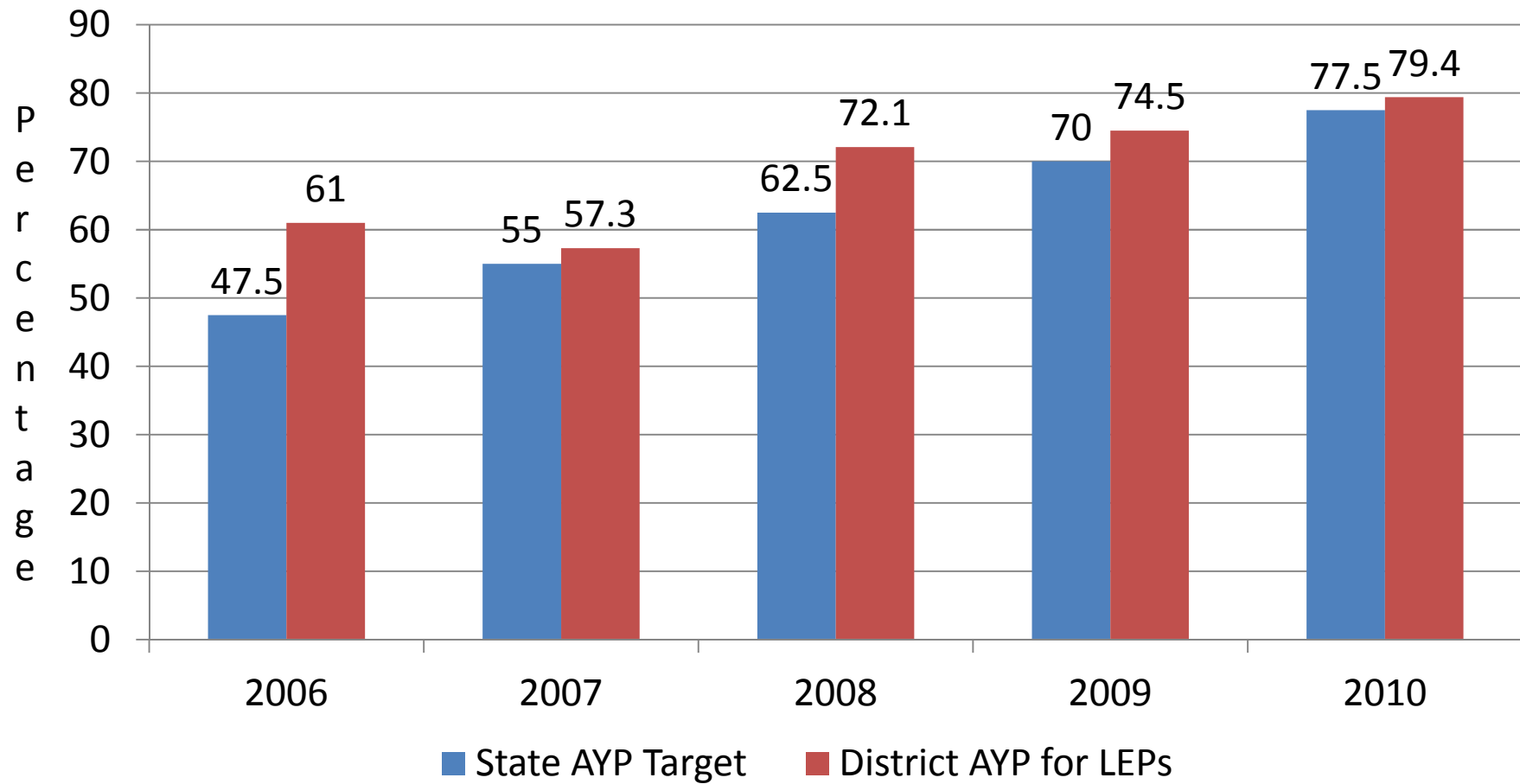
# AMAO 2: Attaining Proficiency in English



# AMAO 3: Adequate Yearly Progress for LEP Subgroup in Reading



# AMAO 3: Adequate Yearly Progress for LEP Subgroup in MATH



**ACCESS**

# Performance Definitions for Levels of English Language Proficiency

## 6- Reaching

- specialized or technical language reflective of the content area 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 proficient English peers

## 5- Bridging

- 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

- 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

- 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

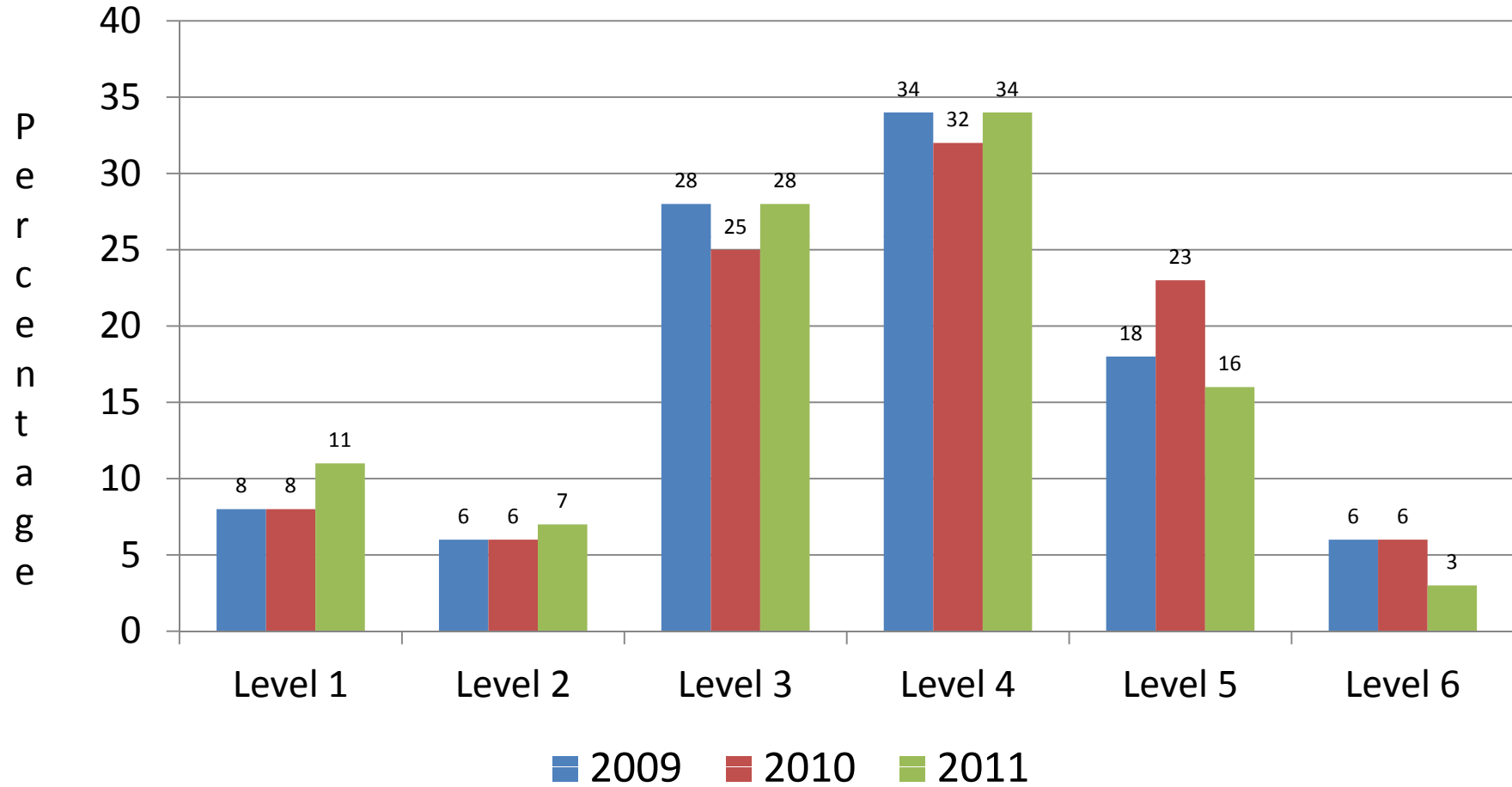
## 2- Beginning

- 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

- 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

# ACCESS K-12: Percentage of Students at Language Levels 2009-2011



# EXIT Results

	Students tested	Students Exited
2009-10	2405	792 (33%)
2010-11	1978	464 (23%)

# Recent Changes in State Rules Affecting ELL Programs

- AMAOs
  - ISBE has set targets
- Spanish language Arts Standards
  - By 2012-13 school year Spanish language arts instruction must be aligned with Spanish Language Arts Standards
- TBE Funding
  - At least 60% of TBE funding must be used for instructional costs
- ELL Preschool
  - Teacher certification requirements go into effect July 2014

# Program Focus 2011-12

- Sheltered Instruction Observation Protocol (SIOP) training and implementation at elementary level
- Enhancing parent/community relationships:
  - Bilingual Parent Advisory Committee (BPAC)
  - Parent University
  - Festival of Cultures
- Language Proficiency Standards
- Grade 1: Daily 5 and Guided Reading