TBE/TPI programs and BPAC Responsibilities

Sonia Serrano and Rocio Seda
Division of English Learners
Illinois State Board of Education
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Overview

- ISBE Mission, Vision, and Goals
- Transitional Bilingual Education
  1. Identifying students
  2. Programs
- Bilingual Parent Advisory Committees
- Q & A
ISBE: Mission, Vision, and Goals

VISION

- Illinois is a state of **whole**, healthy children nested in **whole**, healthy systems supporting communities wherein all people are socially and economically secure.

MISSION

- Provide leadership and resources to achieve excellence across all Illinois districts by engaging legislators, school administrators, teachers, students, parents, families, and other stakeholders in formulating and advocating for policies that enhance education, empower districts, and ensure equitable outcomes for all students.
GOALS

- **Every child** in each public school system in the State of Illinois deserves to attend a system wherein...
  - All kindergartners are assessed for readiness.
  - Ninety percent or more of third-grade students are reading at or above grade level.
  - Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
  - Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
  - Ninety percent or more of students graduate from high school ready for college and career.
  - All students are supported by highly prepared and effective teachers and school leaders.
  - Every school offers a safe and healthy learning environment for all students.
The Whole Child

A child within an ecology of multiple and interconnected parts nested in overlapping systems.
Transitional Bilingual Education
Transitional Bilingual Education

Illinois School Code
(Article 14C
Transitional Bilingual Education)

State Rules
(Part 228 Transitional Bilingual Education)

Whole Child • Whole School • Whole Community
How are ELs identified?

- **HLS**
  - Home Language Survey

- **ELS**
  - English Language Screener
  - Find child’s fluency in English

- **TBE/TPI**
  - Program placement
  - Services provided
Home Language Survey (HLS) administered in a language the parents can understand:

1. Does anyone in the home speak another language? What language?
2. Does the student speak another language? What language?

- Yes
- No

The school will administer an English Language Screener (ELP) within 30 days of the start of class.
### Which tests are used for screening

<table>
<thead>
<tr>
<th>Age/Grade</th>
<th>Test(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>• Pre-IPT <strong>Pre-IPT</strong>® can be used in preschool</td>
</tr>
<tr>
<td>Kindergarten—first semester of first grade</td>
<td>• WIDA MODEL™ (Measure of Developing English Language)</td>
</tr>
<tr>
<td>Second semester of first grade—12th grade</td>
<td>• WIDA Screener</td>
</tr>
</tbody>
</table>
English Language Screening (MODEL and WIDA Screener)

1st Semester of Kindergarten – WIDA MODEL
At least 5.0 Oral Composite (listening and speaking)

2nd Semester of 1st grade - WIDA Screener

2nd Semester of 1st grade to 12th grade - WIDA MODEL
Overall Composite 5.0

2nd Sem. Kinder-1st semester of 1st grade - WIDA MODEL
Overall Composite 5.0 and Composite Literacy 4.2 (Reading/Writing)

1st Semester of 1st grade to 12th grade - WIDA Screener
Overall Composite 5.0 (online or paper)
Types of Program

**TBE:**
Transitional Bilingual Education

- 20 or more ELs from the same language background in school (preschool is counted separately)

**TPI**
Transitional Program of Instruction

- The school can offer this program instead of TBE when there are 19 or fewer ELs from the same language background at school (preschool is counted separately)
**TBE: Program Models**

**Full-time TBE**

- Instruction in both English and native language for core academic subjects at school *(language arts, math, science, and social studies)*
- English as a Second Language (ESL)

**Part-time TBE**

- Instruction in both English and native language for core academic subjects at school *(as determined by student’s needs)*
- English as a Second Language (ESL)
What is part-time TBE?

- Schools that have TBE programs, can offer a part-time TBE program to students who meet specific criteria:
  - A minimum score for English Language proficiency
    - K – 1st semester 4.0 and above oral language composite proficiency level on the MODEL™, but not English proficient*
    - Kindergarten 2nd semester-12 grade: at least 3.5 literacy composite score
  - Other characteristics, including: native language proficiency, academic performance in English, Individual Education Plan (IEP), parental preference
Parent Notification Letter

- School sends letter to notify parents that child is enrolled in a TBE or TPI program
- 30 days after beginning of school year or 14 days after enrollment during the school year
- Parents have a right to refuse specific components of the program or refuse all EL services
- Parent may request information about additional models of instruction.
Parent notification letter:

- Child’s enrollment in program
- Test results
- Program description
Date: ____________________

Dear

Your child, ____________________, is enrolled in grade _____ in the program checked below based on his/her test scores:

- Transitional Bilingual Education
- Transitional Program of Instruction
- Dual language/Two-Way Immersion
- Developmental Bilingual Education
- Newcomer Program

This program will help your child learn English and the subjects required for grade promotion. We believe that this program is the best option to meet your child's instructional needs and promote academic success in school. Information about this program, as well as other programs available for ELL students, is attached.

Your child's English language proficiency test scores are indicated below:

<table>
<thead>
<tr>
<th>TEST</th>
<th>WIDA Screener</th>
<th>ACCESS for ELLs 2.0</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Area Tested</th>
<th>Student Score</th>
<th>Proficiency Level 1-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Composite</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Description of English Proficiency Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Entering</td>
<td>Knows and uses minimal social language and minimal academic language with visual support</td>
</tr>
<tr>
<td>2 - Beginning</td>
<td>Knows and uses some social English and general academic language with visual support</td>
</tr>
<tr>
<td>3 - Developing</td>
<td>Knows and uses social English and specific academic language with visual support</td>
</tr>
<tr>
<td>4 - Expanding</td>
<td>Knows and uses social English and some technical academic language</td>
</tr>
<tr>
<td>5 - Bridging</td>
<td>Knows and uses social and academic language working with grade level material</td>
</tr>
<tr>
<td>6 - Reaching</td>
<td>Knows and uses social and academic language at the highest level measured by this test</td>
</tr>
</tbody>
</table>

You may accept or reject this placement. To accept this placement you do not need to take any action. As a parent, you have the right to:

- visit the classes in which your child is enrolled and to meet with staff to learn more about the program.
- decline enrollment in a program, withdraw your child immediately from the program, or choose another program if available. You may take this action by sending a letter to your child's school. Declining the recommended program will mean that your child may be placed in a program where English is the dominant language of instruction.

______________________________
School Administrator
• Every child identified as an English learner (EL) must take the annual proficiency test (ACCESS for ELLs 2.0®).

• Even EL students whose parent refuse services and are not in the TBE/TPI program must take the annual ACCESS for ELLs 2.0®.

• Parents can refuse services. However parents cannot refuse the administration of the annual language proficiency assessment.
WIDA English Language Proficiency Levels

- Oral: Listening/Speaking
- Literacy: Reading and Writing
- Comprehension: Reading and Listening
- Overall: Listening, Speaking, Reading, Writing

WIDA English Language Proficiency Levels:

- 1.0 Entering
- 2.0 Beginning
- 3.0 Developing
- 4.0 Expanding
- 5.0 Bridging
- 6.0 Reaching
Is my child always going to be an “EL”?

- Students are English proficient when their ACCESS for ELLs 2.0® scores are at least:

  4.8 Overall composite level (calculated based on scores in reading, writing, listening and speaking)
What happens when my child is no longer an EL?

- Parents receive ACCESS results
- The school sends an “exit” letter to notify the parents that the student met criteria for English language proficiency and could be exited from services
  - If the student received fewer than 3 years of TBE/TPI services (not counting preK and K), the parents have to sign a form to agree to end TBE/TPI services or agree to keep the child in the program until he/she reaches the 3 years.
- For 2 years, schools monitor the progress of students who no longer receive TBE/TPI services
Bilingual Parent Advisory Committee (BPAC)
Parent Advisory Committee

- Required for districts that have TBE programs
- Consists of bilingual program parents, legal guardians of ELs, TBE/TPI teachers, counselors or other school personnel and EL community leaders
- Majority of members are parents/guardians of children in the program
- Membership representative of the languages served
- Gives recommendations to the District regarding the program

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The Parent Advisory Committee will:

1. Meet four times per year
2. Keep minutes of meetings
3. Receive training from the district to make informed decisions
4. Participate in planning, operation and evaluation of programs.
5. Review of district plan for use of state bilingual funding to implement EL services.
6. After forming, the committee operates on its own, including the election of officers and the establishment of internal rules and procedures.
Type of Training Provided to BPAC

Type of Workshops Districts might offer:

- Types of assessments that their children take and results of such assessments
- State and federal laws related to their child's participation in bilingual programs
- Information related to instructional approaches and methods used in bilingual education programs
Questions?

Division of English Learners:
312-814-3850 -- dell@isbe.net

https://www.isbe.net/Pages/English-Learners.aspx

Thank you!

Whole Child • Whole School • Whole Community
Happy Mother’s Day