


MEMORANDUM

TO: The Honorable JB Pritzker, Governor
The Honorable John Curran, Senate Minority Leader
The Honorable Don Harmon, Senate President
The Honorable Tony McCombie, House Minority Leader
The Honorable Emanuel “Chris” Welch, Speaker of the House

FROM: Dr. Tony Sanders 
State Superintendent of Education

DATE: June 28, 2024

SUBJECT: English Learner Statistical Report as Mandated by 105 ILCS 5/2-3.39 of
the School Code

Attached is the report on English learner statistical data required by 105 ILCS 5/2-3.39 of
the School Code as amended by Public Act 100-1148.

This report is transmitted on behalf of the state superintendent of education. For more
information, please contact Dana Stoerger, Executive Director, Legislative Affairs at (217) 782-
6510 or dstoerge@isbe.net.

cc: Secretary of the Senate
Clerk of the House
Legislative Research Unit
State Government Report Center

English Learners in Illinois
SY 2022-23
Statistical
Report

Multilingual/
Language
Development
Department

June 2024

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BACKGROUND

ENGLISH LEARNERS

The Illinois State Board of Education (ISBE) is committed to the cognitive, linguistic, and socio-emotional development of all children in Illinois. ISBE's Multilingual/Language Development Department is focused on ensuring that students with diverse linguistic repertoires and those who may benefit from additional support have equitable access to academic instruction in English. These students also must be provided with access to all educational opportunities to which they are entitled. A Home Language Survey is filled out by families who enroll their children in public schools in Illinois. Potential English learners (ELs) are screened for English language proficiency (ELP) using an approved English language screening instrument. Students who do not meet the criteria of English proficiency on the ELP screener are identified as English learners. Students maintain that status until they achieve ELP on the WIDA ACCESS for ELLs, which is the annual ELP assessment in Illinois. Once students achieve ELP on ACCESS, they are no longer considered an English learner and are then reclassified as a "former English learner." At that point, former ELs may enter the general education classroom without the requirement of receiving additional EL services. However, parents and guardians of former ELs may still elect for their children to continue to receive EL services. Students who do not meet ELP within six years of programming are considered "long-term ELs."

Annual Examinations of ELs

Section 14C-3 of the Illinois School Code (105 ILCS 5/14C-3) requires that all K-12 students identified as ELs be tested annually for English proficiency in four language domains: aural comprehension (listening), speaking, reading, and writing. ISBE has prescribed the ACCESS for ELLs as the annual ELP assessment since school year 2005-06. The current ELP criteria, set by ISBE in July of 2017, is an overall composite score of 4.8 on the ACCESS for ELLs.

PROGRAM OPTIONS

Section 105 ILCS 5/14C-3 requires that one of two types of programs be provided for all preK-12 ELs to help them become proficient in English. The two options are a Transitional Bilingual Education (TBE) program and a Transitional Program of Instruction (TPI). Per Part 228.27 of the Illinois Administrative Code, school districts that discontinue TBE and/or TPI services after three years of supports for ELs are required to file a plan for EL services to continue to support ELs beyond the third year of instruction and until the student has met the state ELP criteria. Instruction within these programs varies depending upon whether the models are self-contained or collaborative and whether they are in departmentalized or non-departmentalized settings. For a more detailed description of these program types and the instructional designs, please refer to the section on EL Student Count by Instructional Design that begins on page 23 of this report.

Transitional Bilingual Education

Legislation passed in 1973 requires Illinois school districts to offer a TBE program when 20 or more ELs of the same language classification are enrolled in the same attendance center. TBE programs must provide instruction in both the home language of students and in English in the core subject areas (language arts, mathematics, science, and social studies), as well as instruction in English as a second language (ESL). TBE services must also include instruction on the history of the student's or the parents' native land and the United States. 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

An attendance center that has an enrollment of 19 or fewer ELs from any single non-English language may elect to offer a TPI in lieu of a TBE program. TPIs 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. TPI teachers must hold the proper teacher certifications and endorsements/approvals for their teaching assignments.

Dual Language Programs

Dual language programs are an instructional option that falls under TBE programming. An attendance center may choose to offer dual language programs to ELs of the same language background only or to ELs of the same language background with a group of non-ELs. Dual language programs operate as a self-contained cohort, typically with Grades K-5, with an overall goal of bilingualism and biliteracy and an understanding of grade-level content in two languages. Since dual language programs include bilingual instruction, teachers that have a dual language cohort of students 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 the students and in English.

SOURCES OF DATA

Data for this report were extracted by the ISBE Data Strategies and Analytics Department from the SY 2022-23 Student Information System Enrollment, EL Record Data, Migrant Education Program Data, and I-Star Student Approval Data. The data values were calculated based on the 2023 Report Card Snapshot.

BILINGUAL EDUCATION PROGRAMS IN ILLINOIS

SECTION 1: SY 2022-23 ENGLISH LEARNER ENROLLMENT PER TYPE OF PROGRAM

Of the 852 public school districts in Illinois, 684 of them, or roughly 80 percent implemented programs to serve ELs in SY 2022-23. Each of these districts may implement a variety of EL programs depending on students' individual needs. There were 294,234 EL students enrolled in Illinois in SY 2022-23. A total of 637 school districts implemented a TBE program of instruction for 212,260 ELs. A TPI was implemented in 587 school districts, which served 64,188 ELs. Other/alternative EL programs (primarily dual language programs) were implemented in 54 districts for 260 students. Finally, parent refusals were documented for 17,526 students in 368 districts.

For more detailed data, please see Table A-1 in the Appendix.

Figure 1-1: Program Placement of ELs by Number

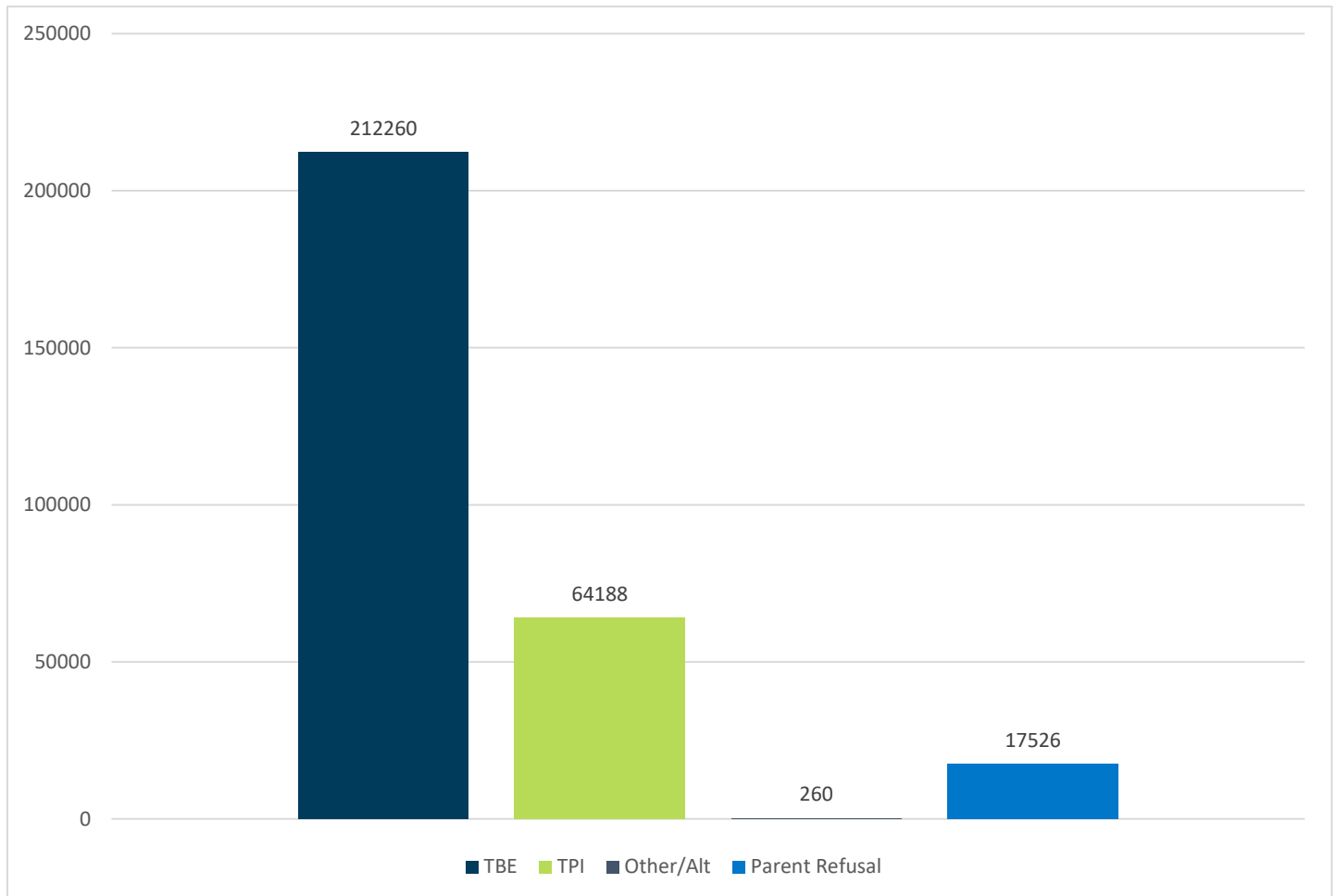


Figure 1-2: Program Placement of ELs by Percent

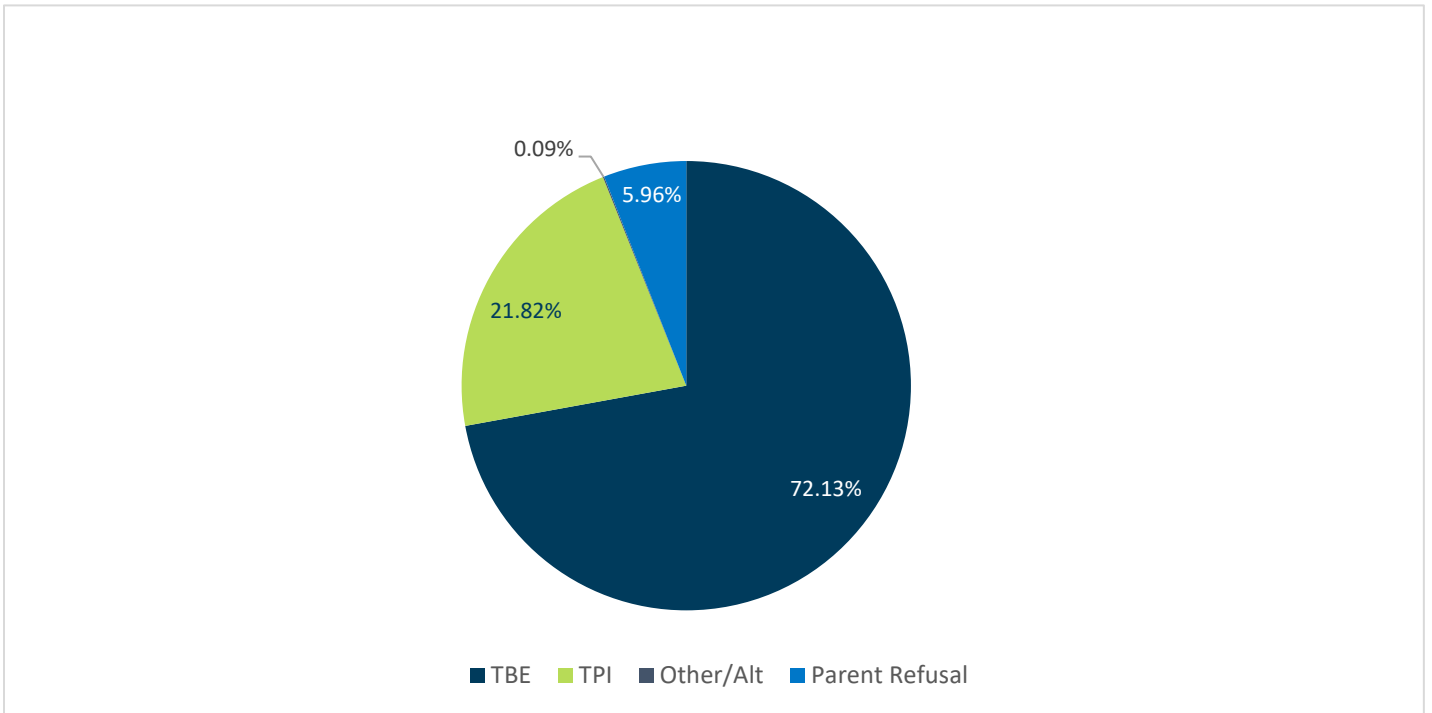
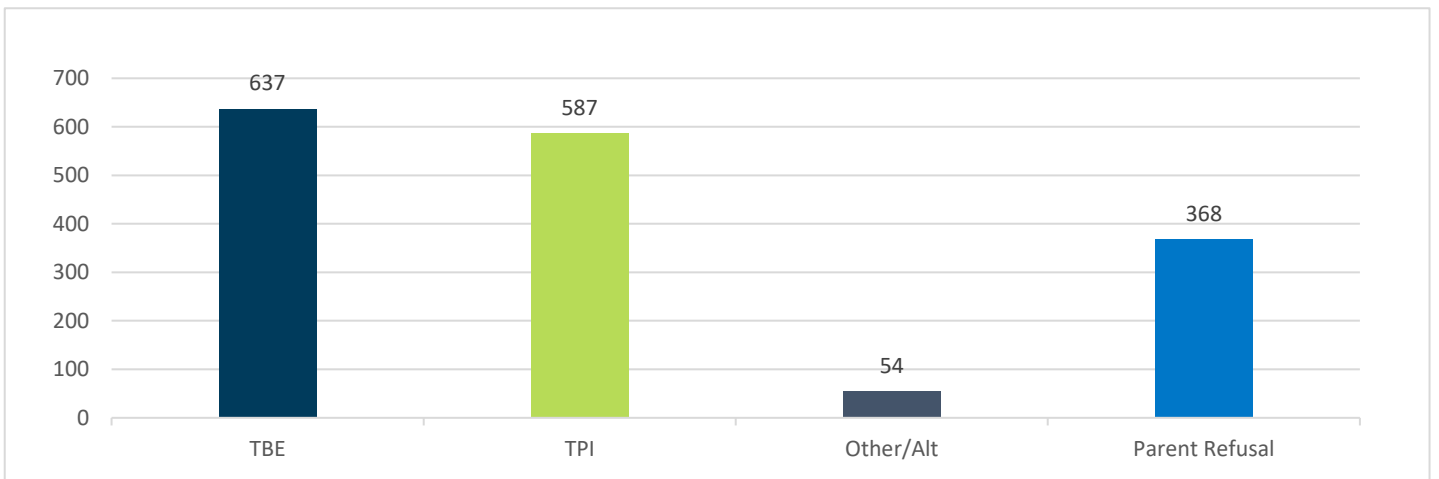


Figure 1-3: Number of Districts with Each Type of Program



SECTION 2: ENDORSEMENTS OF TEACHERS SERVING ENGLISH LEARNERS

Educators in Illinois must hold a Professional Educator License (PEL) endorsed in elementary, middle, or high school to be placed in a corresponding public-school classroom. Additionally, educators serving ELs must hold a valid Bilingual endorsement (with the corresponding language) or an English as a Second Language (ESL) endorsement. Educators providing services to dually identified special education-ELs must hold a Special Education endorsement or co-teach with a Special Education-endorsed teacher to provide full supports to students. Educators in the middle grades and high school who teach academic content with bilingual and ESL supports must also hold an endorsement in the content area of instruction or co-teach with an educator who holds the appropriate content area endorsement. Educators with an Educator License with Stipulations—Transitional Bilingual Educator (ELS-TBE) or a licensed Visiting International Teacher (ELS-VIT) also are approved to work with ELs. A single teacher may hold several endorsements to service ELs.

Illinois has 1,225 teachers who hold a Bilingual endorsement in any language; the total number of educators who hold a Bilingual endorsement in Spanish, which includes those with a PEL, TBE, or VIT endorsement, is 8,103. Additionally, 20,052 teachers hold an ESL endorsement, 786 educators hold an ELS-TBE, and 193 educators hold an ELS-VIT. In total, Illinois has 28,870 endorsed educators to serve ELs, with 26,383 of them serving in Title III-funded school districts. This data shows us that while 97 percent of educators working with ELs have their PEL, there is a need across the state to get the remaining 3 percent of teachers their PEL to ensure that ELs in Illinois are able to receive the services that they need.

Please note that this data represents only credentialed teachers in Illinois and is not an accurate reflection of the number of teachers who are working with ELs.

For more detailed data, please see Table A-2 in the Appendix.

Figure 2-1: Comparison of Spanish-Speaking English Learners to Teachers with a Bilingual Spanish Endorsement

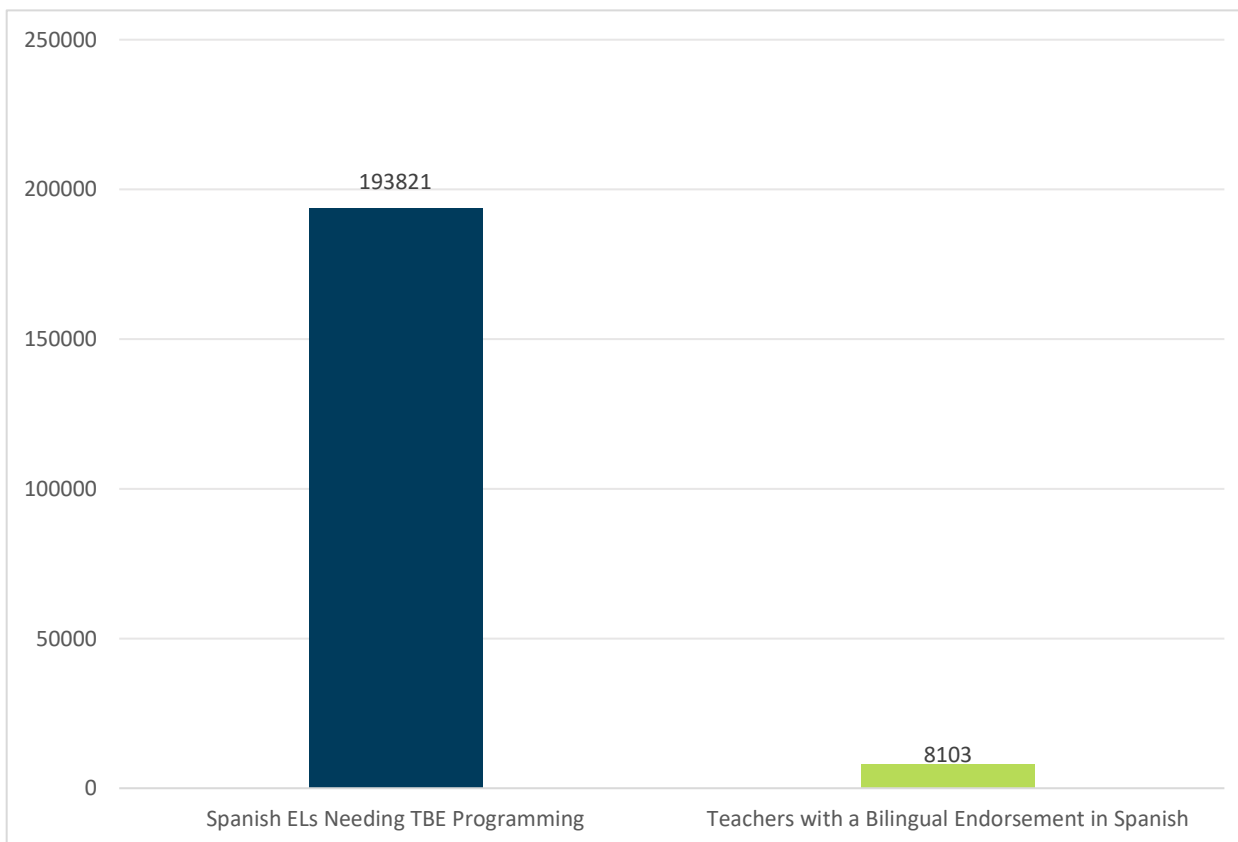


Figure 2-2: Number of Teachers by Region with a Spanish Bilingual Endorsement

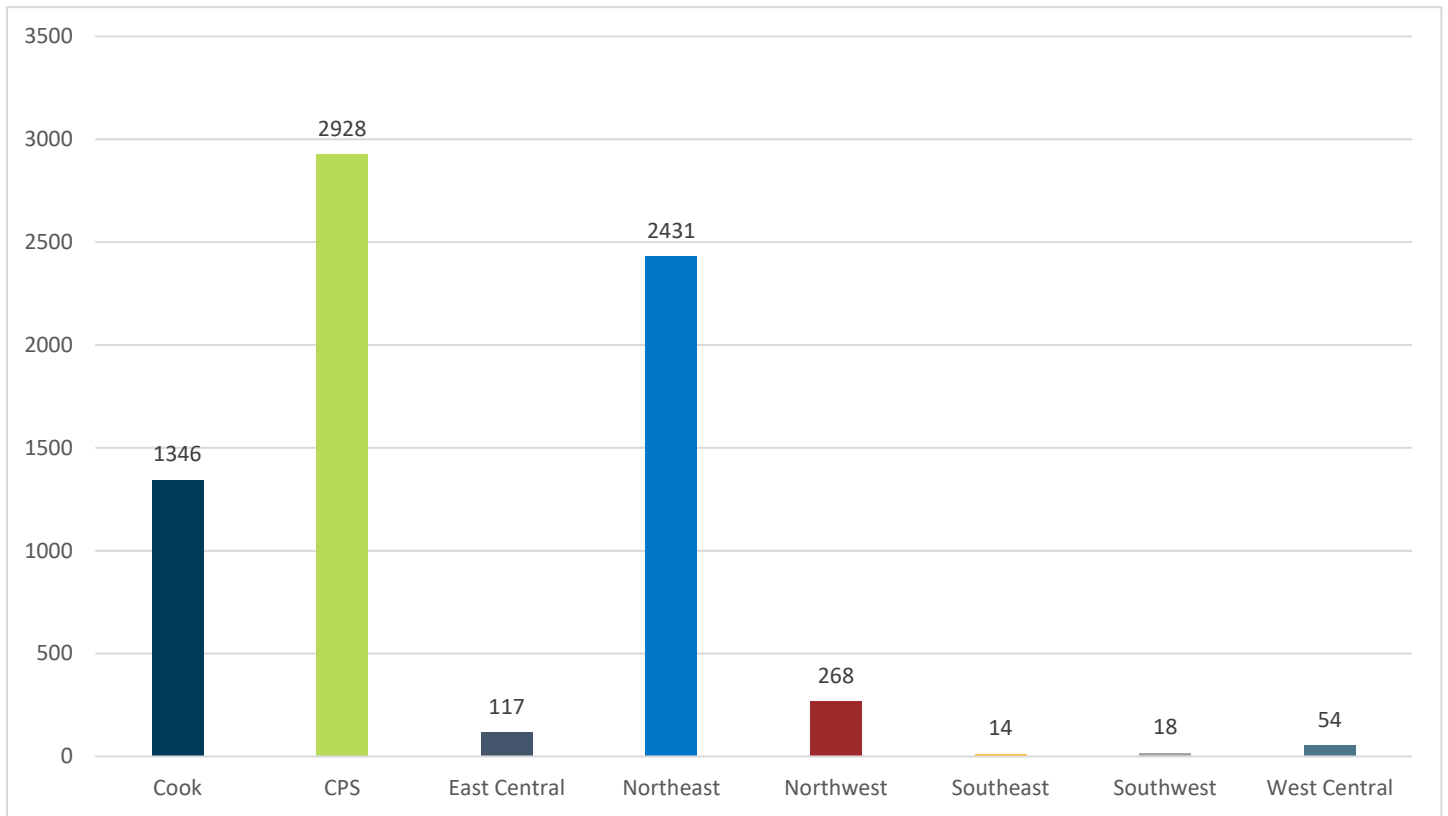


Figure 2-3: Number of Teachers by Region with a Language Exam Credential in Spanish (No PEL or No Endorsement)

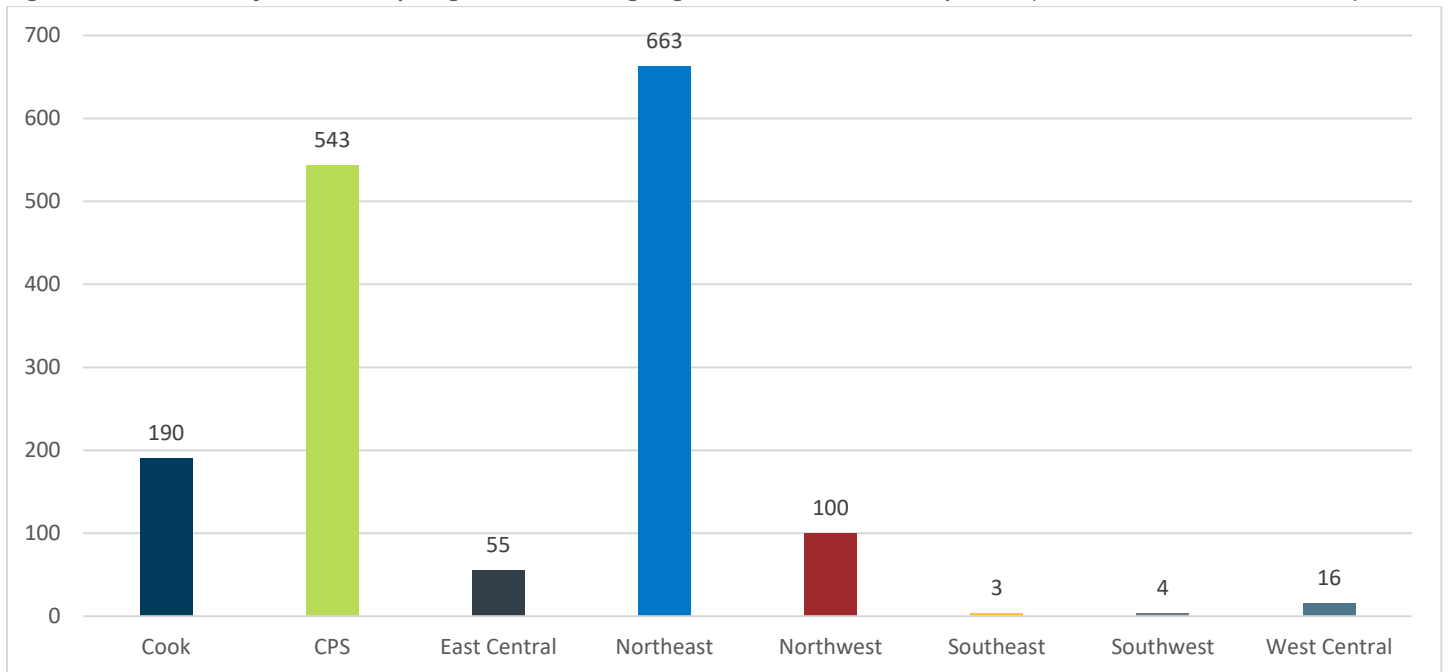


Figure 2-4: Number of Teachers by Region with a Bilingual Endorsement in Languages Other than Spanish. Top 4 Languages after Spanish

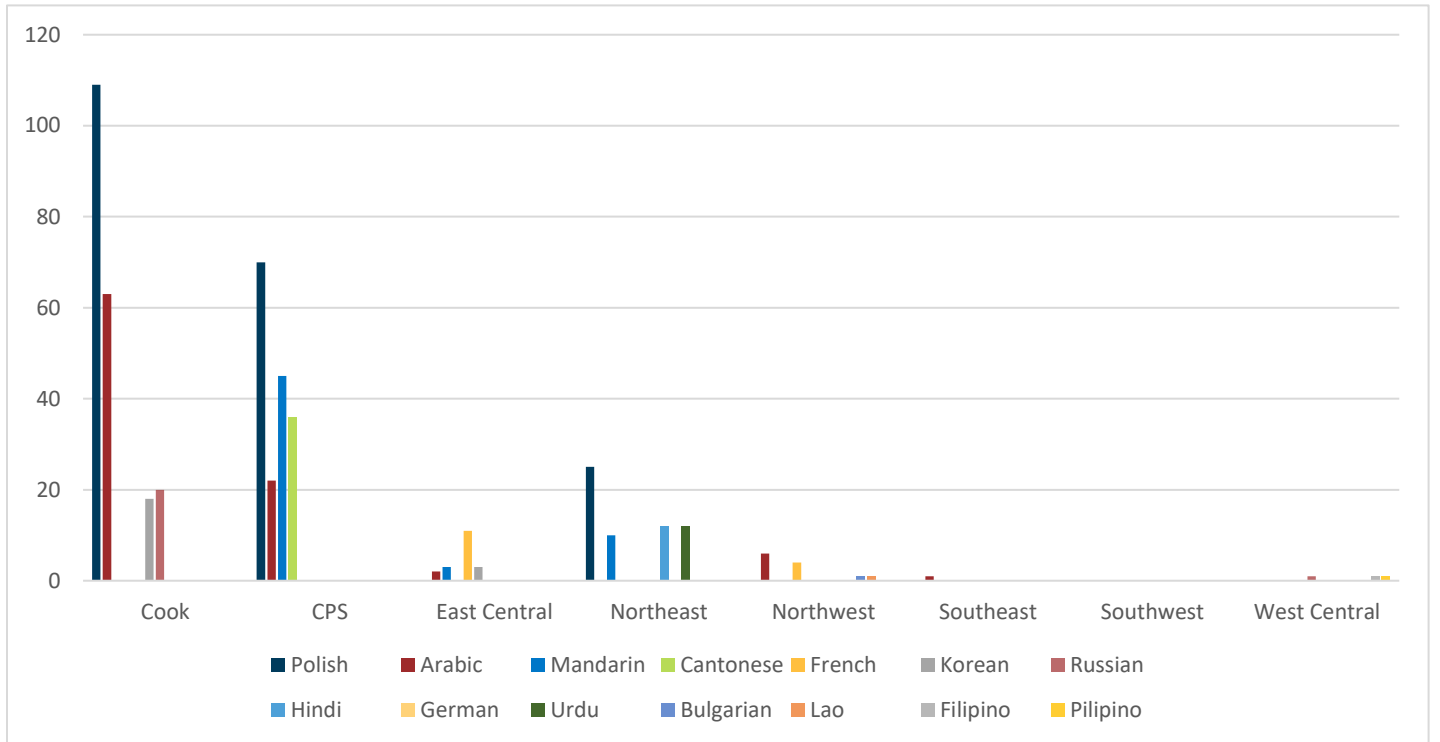


Figure 2-5: Number of Teachers by Region with a Language Exam Credential in Languages other than Spanish (No PEL or No Endorsement) Top 4 Languages per Region after Spanish

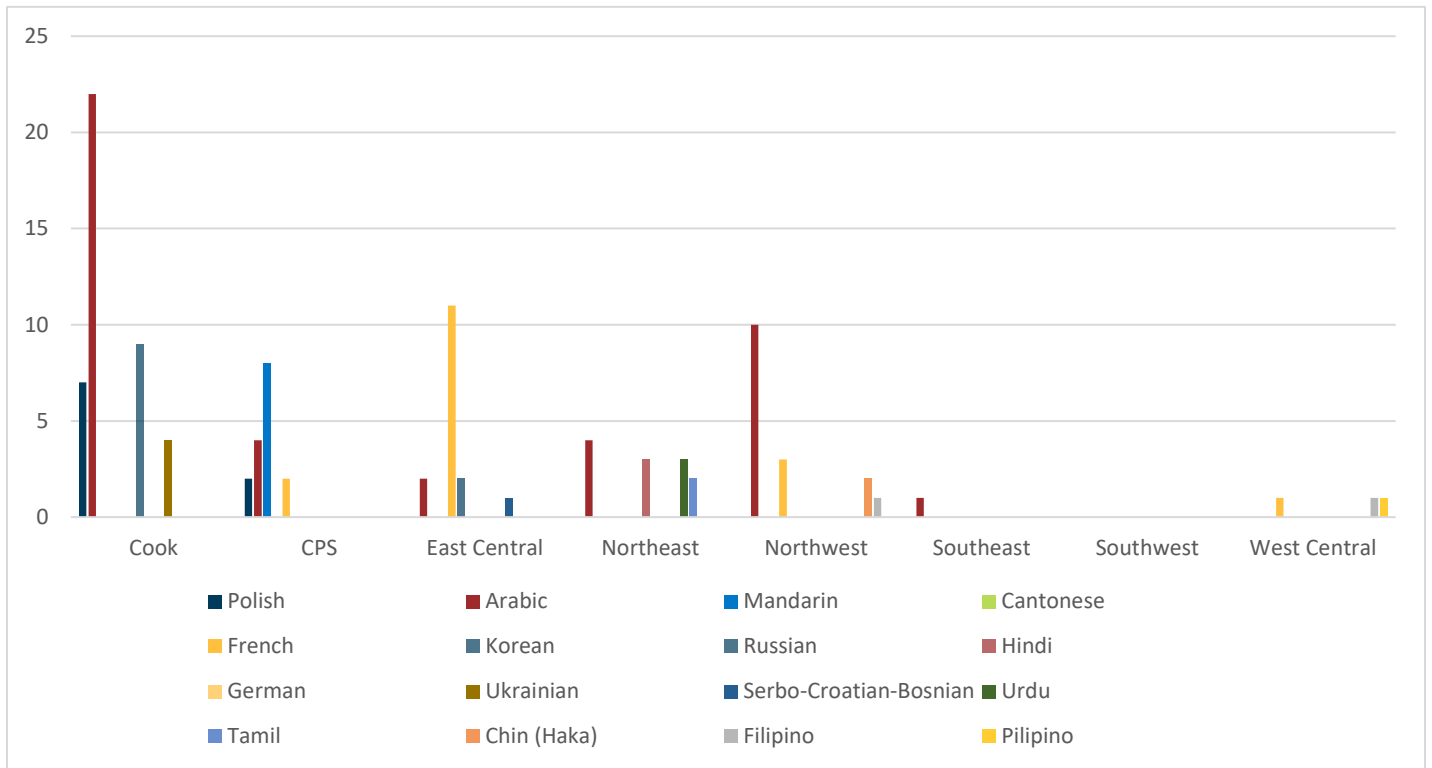


Figure 2-6: Number of Spanish Teachers Across Illinois

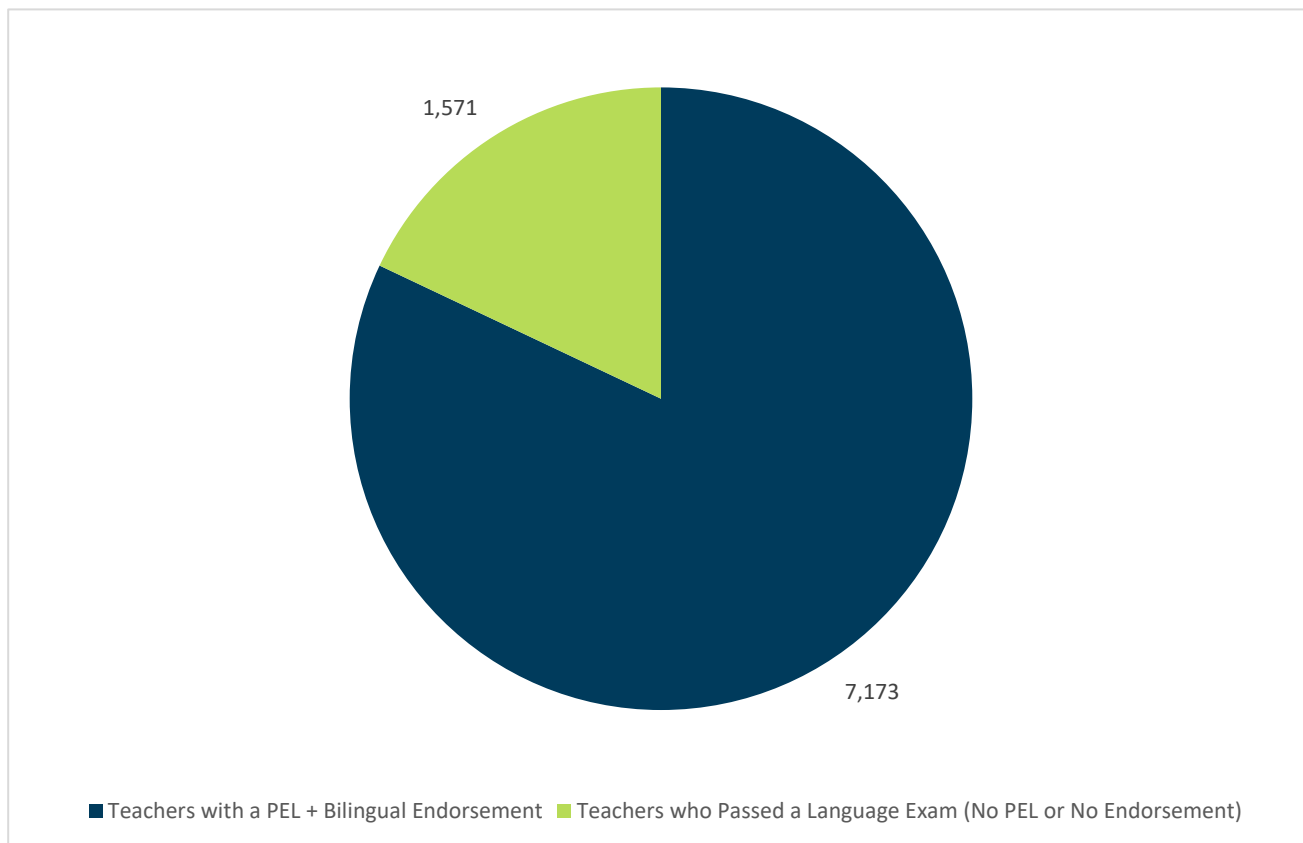


Figure 2-7: Number of Other Language Teachers Across Illinois (with PEL + Bilingual Endorsement)

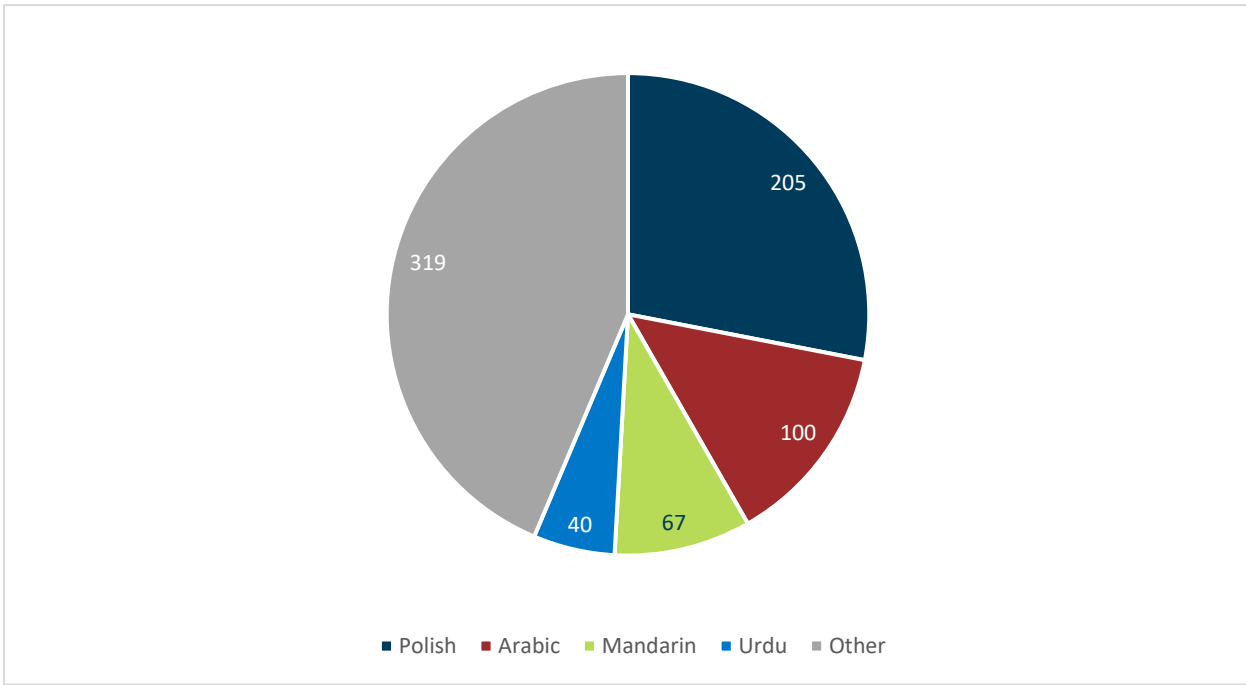
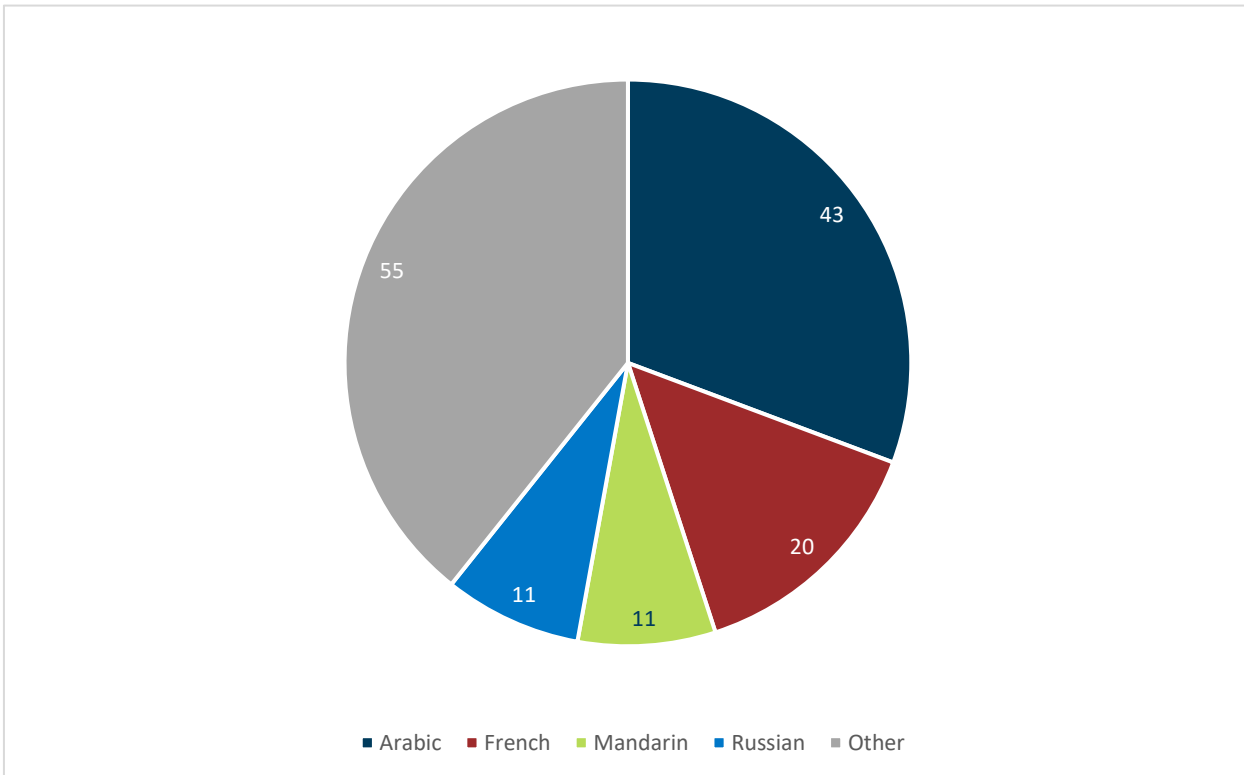


Figure 2-8: Number of Other Language Teachers Across Illinois (Passed Language Exam, No PEL or No Endorsement)



SECTION 3: EL STUDENT ENROLLMENT BY COUNTY

About 28 percent of the 292,379 ELs in Illinois public schools were enrolled in Chicago Public Schools and 25.39 percent more in the surrounding school districts in Cook County. Counties immediately outside of Cook (DuPage, Kane, Lake, and Will) served 33.53 percent of ELs in Illinois. The remaining 13.59 percent of ELs attending public schools in Illinois reside in other counties across the state. Forty-two counties in Illinois have 20 or fewer ELs.

Charts on the subsequent pages do not include data of ELs who were in the Illinois Department of Corrections system. Please see table A-3 and Table A-4 in the Appendix for this data and all other detailed county data.

Figure 3-1: EL Distribution Across Illinois: Cook County & Collar Counties Withheld

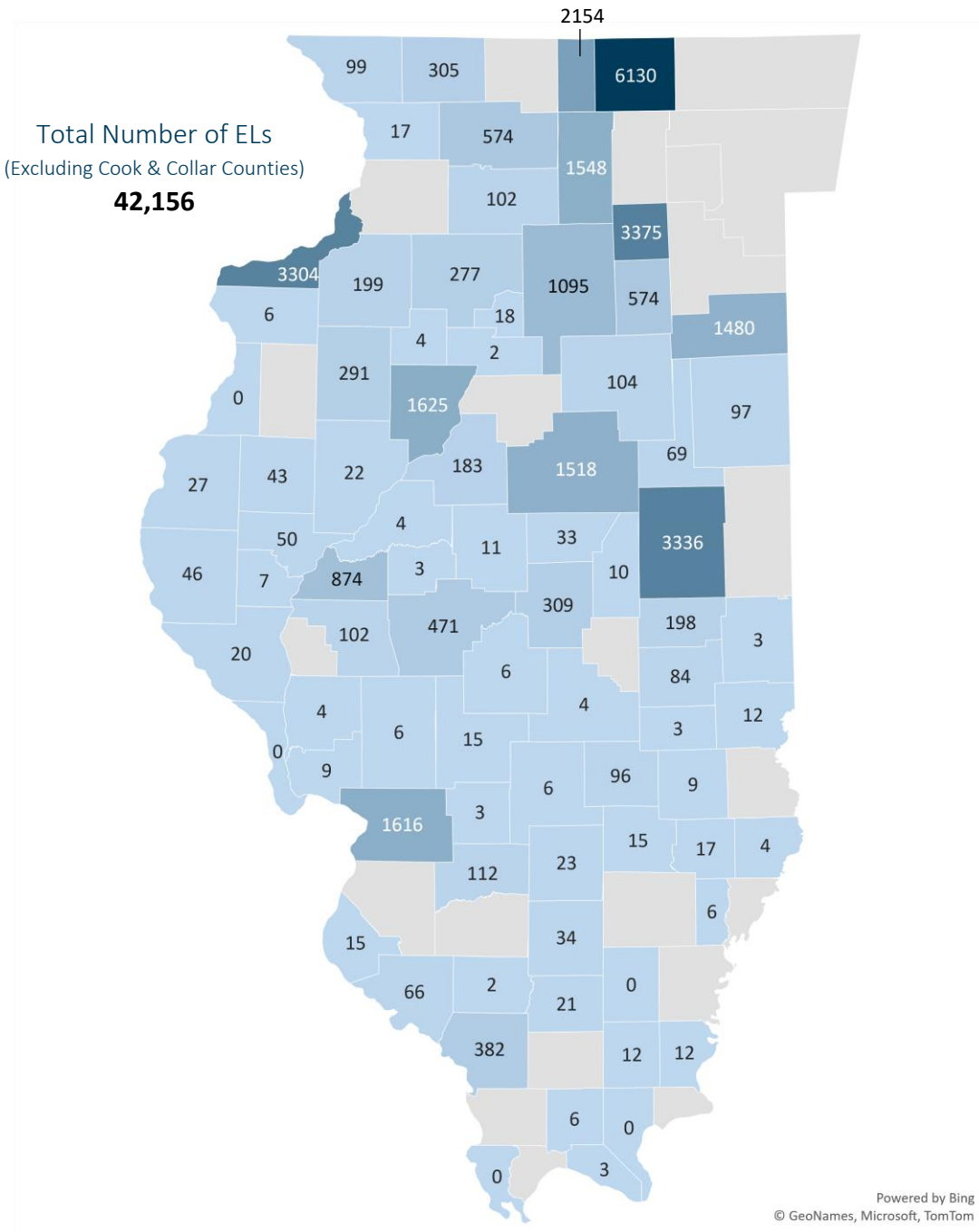


Figure 3-2: EL Distribution Across Illinois: Cook County & Surrounding Suburbs Only

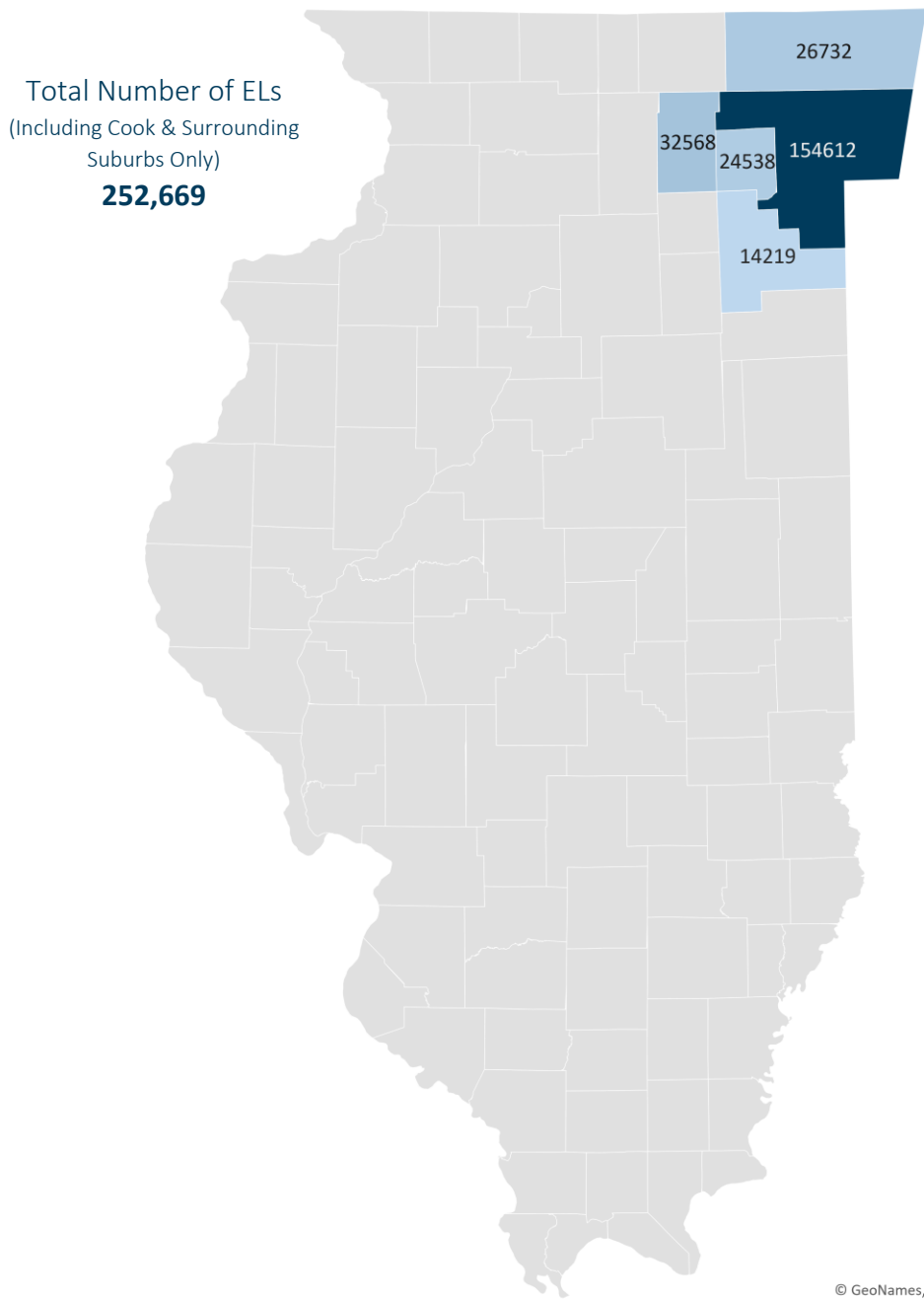
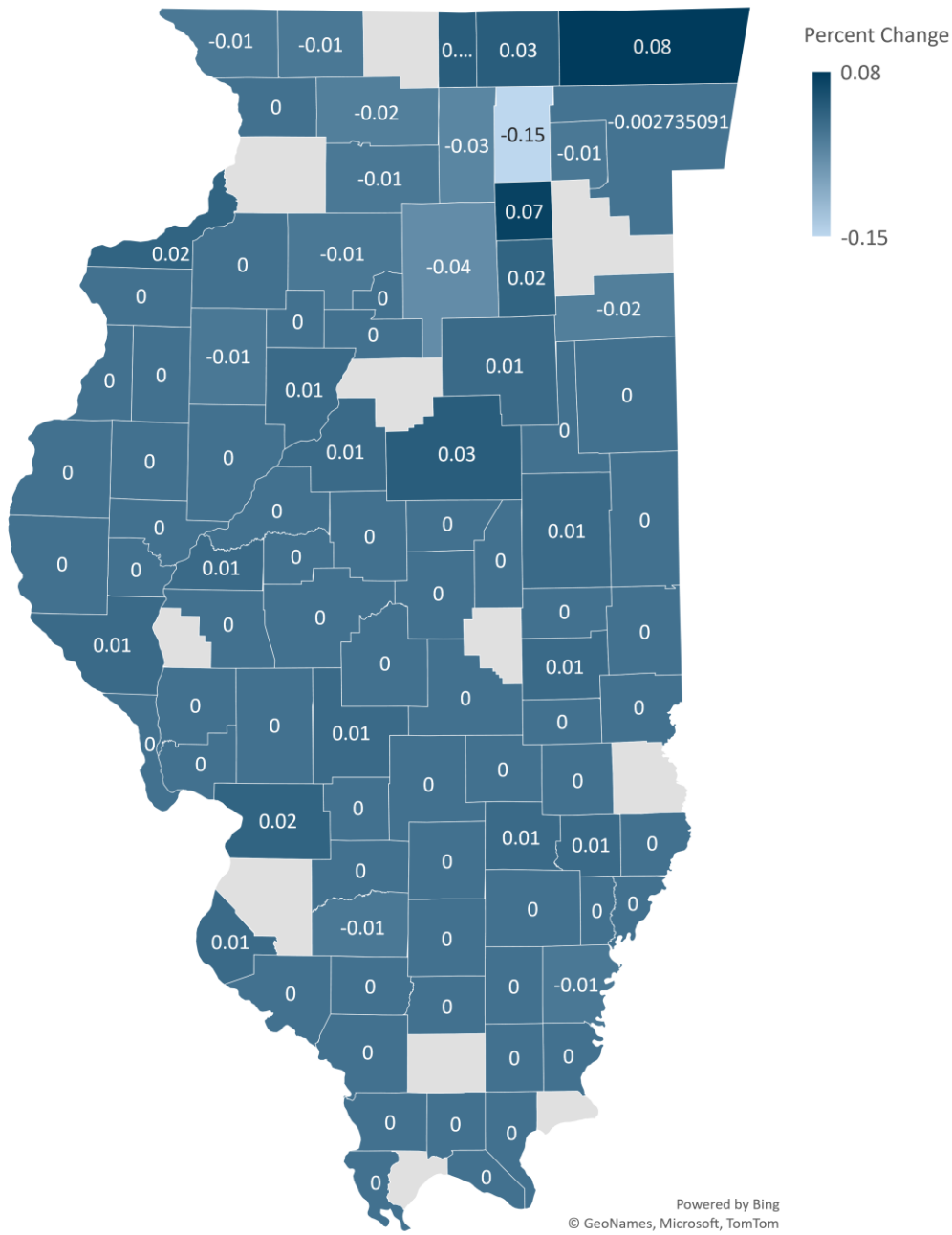


Figure 3-3: Percent Change of EL Population from SY 2021-22 to SY 2022-23



SECTION 4: EL STUDENT COUNT BY LANGUAGE

There were 220 distinct languages spoken by ELs in Illinois. Spanish is the most common language among ELs at 75.25 percent. It is followed by Arabic at 3.79 percent, Polish at 2.2 percent, Urdu at 1.61 percent, and Russian and Ukrainian at 1.5 percent each. A total of 121 languages are spoken by 25 or fewer ELs in Illinois.

For more detailed data, please see Tables A-5 to A-7 in the Appendix.

Figure 4-1: Top 15 Languages by Percent of ELs

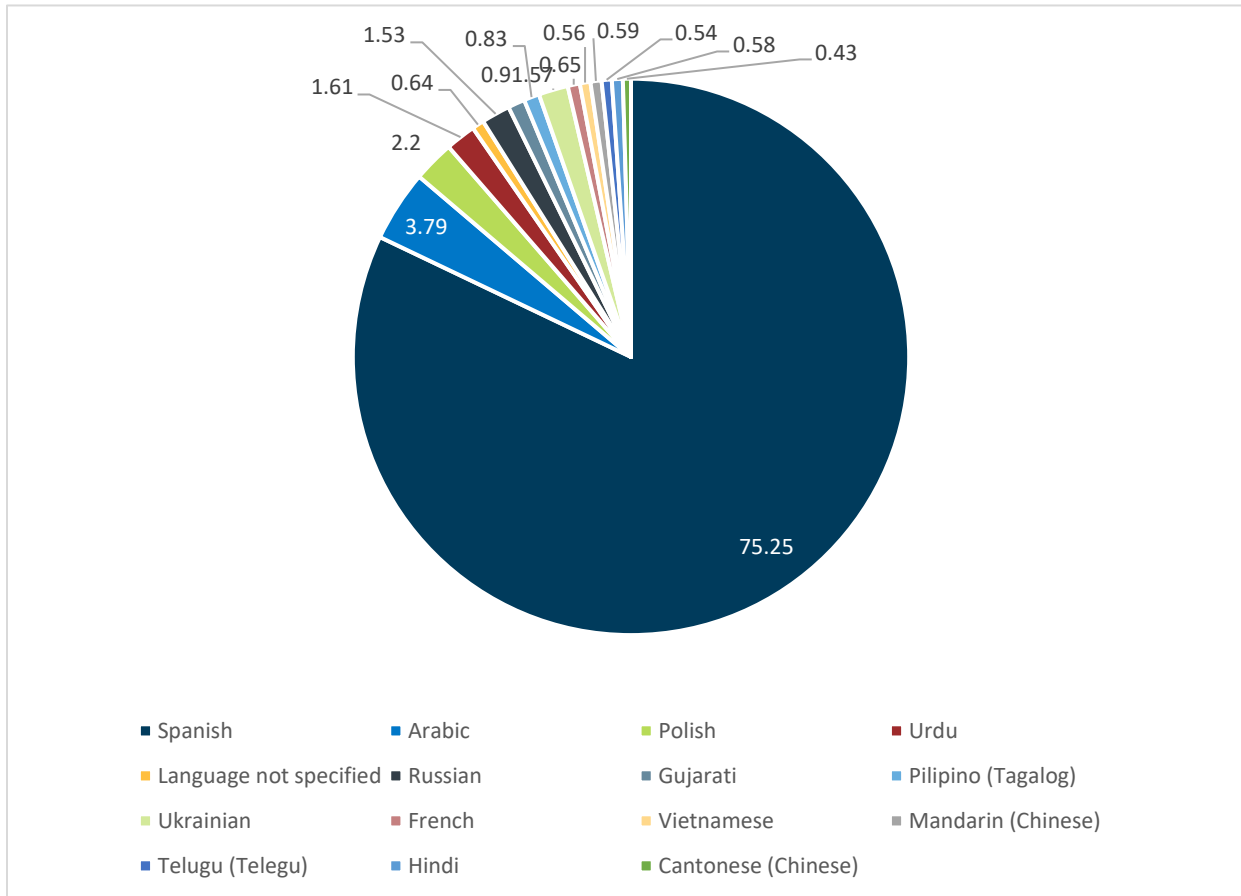


Figure 4-2: Change in Number of Spanish-Speaking ELs from SY 2021-22 to SY 2022-23

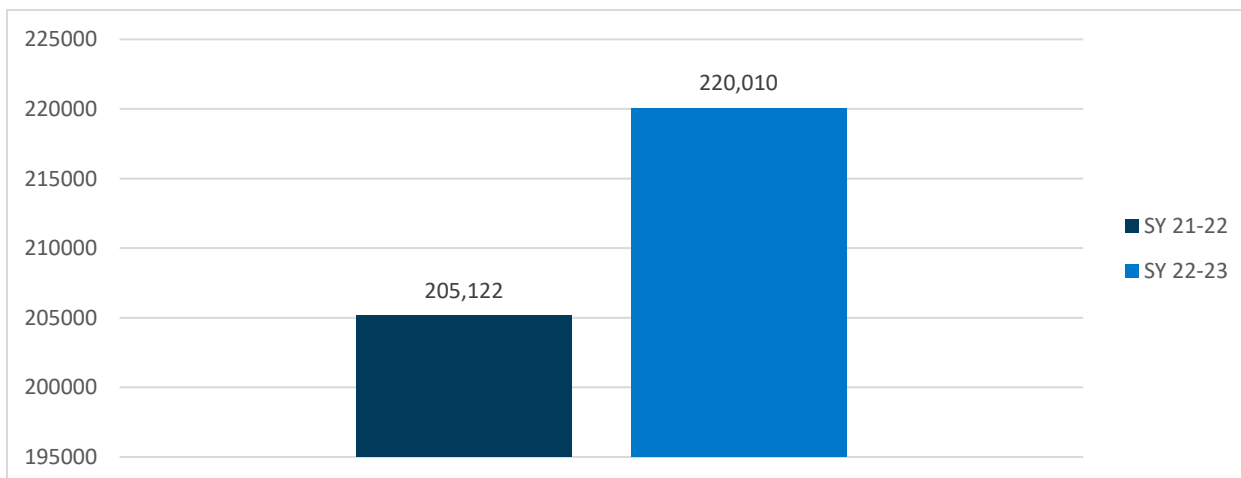


Figure 4-3: Top 15 Languages with Greatest Increase in ELs from SY 2021-22 to SY 2022-23 (Spanish Excluded)

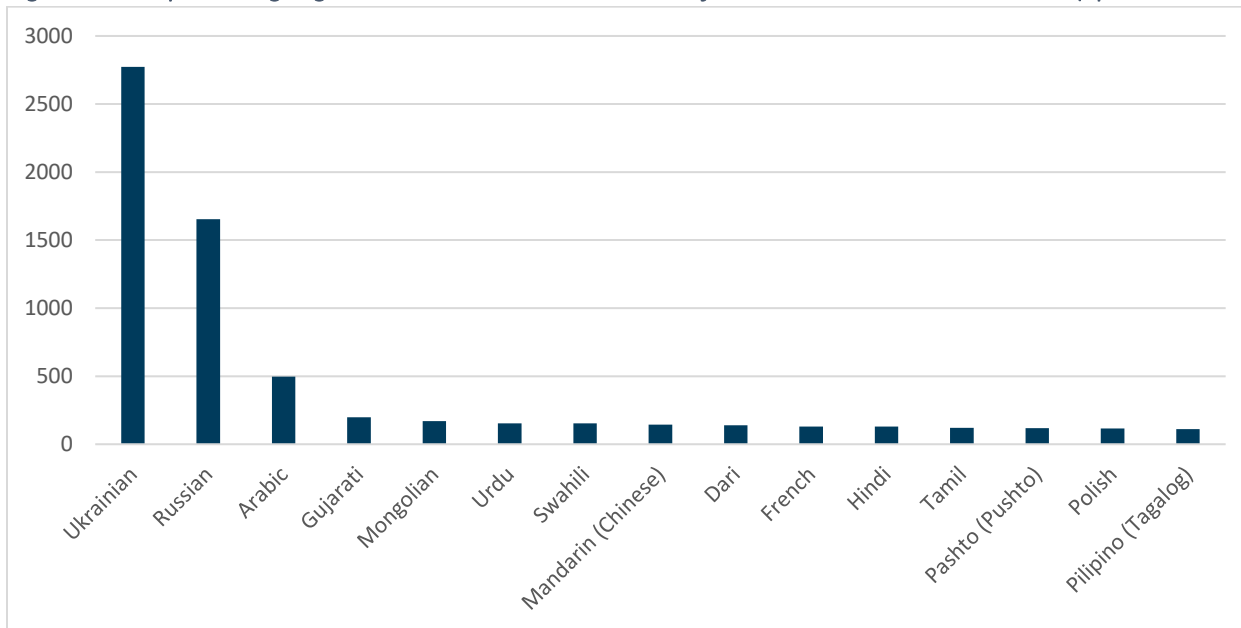
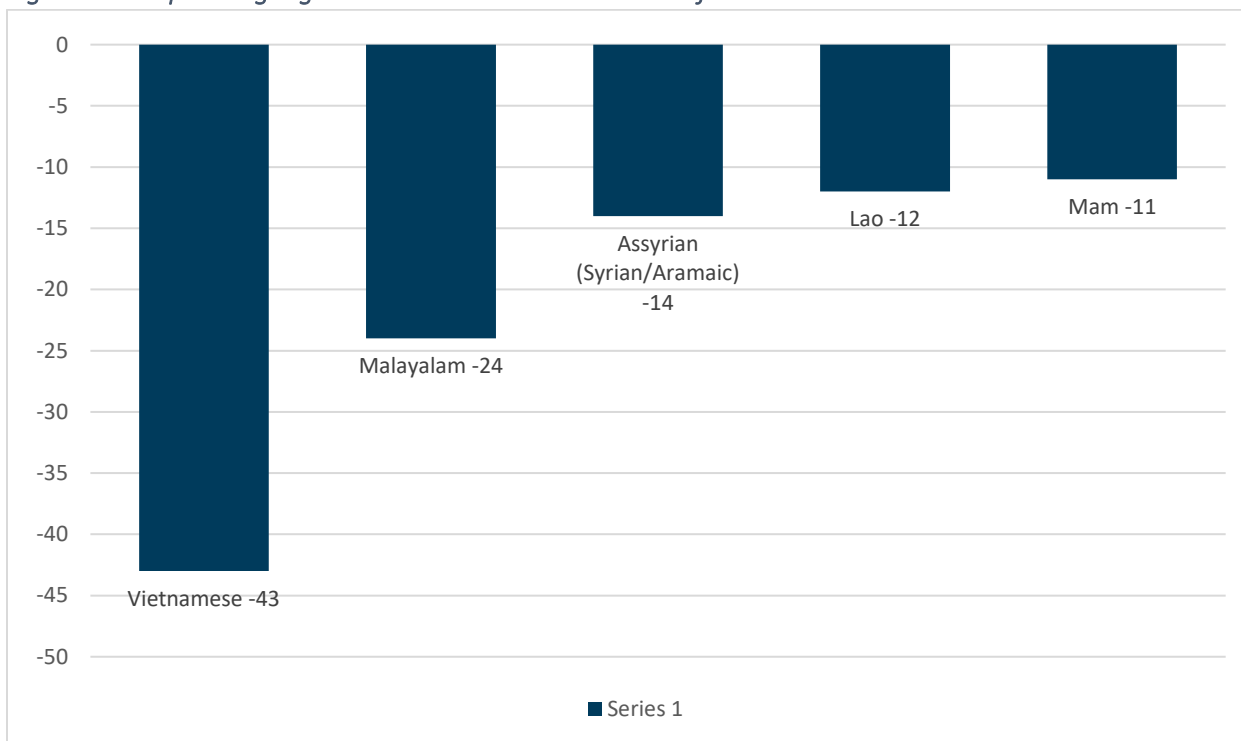


Figure 4-4: Top 5 Languages with Greatest Decrease in ELs from SY 2021-22 to SY 2022-23



SECTION 5: EL STUDENT COUNT BY GRADE AND RACE/ETHNICITY

English learners are primarily found in Grades K-5, with the majority of ELs in second grade at 27,779. The fewest number of ELs are in 12th grade at 11,495. By ethnicity, the majority of ELs -- 74.21 percent -- are Hispanic or Latino. The next largest EL racial group is White at 11.89 percent, followed by Asian at 9.53 percent, Black or African American at 2.74 percent, and Two or More Races at 1.03 percent.

In the charts on the subsequent pages, Hispanic ELs – the largest racial group of ELs in Illinois – are solely identified in the bar graph to not skew the grade-band data in the pie charts that follow.

For more detailed data, please see Table A-8 in the Appendix.

Figure 5-1: Hispanic ELs by Grade Band

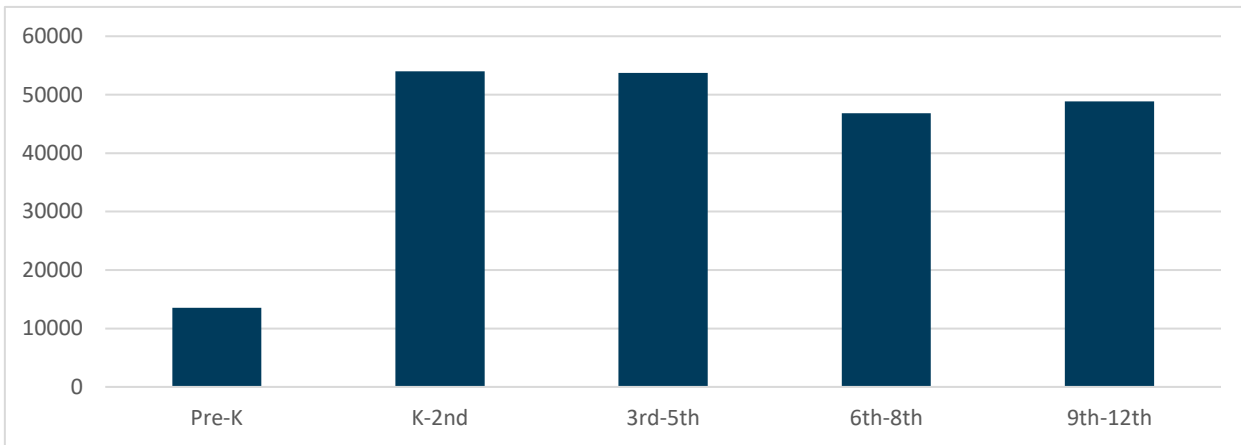


Figure 5-2: Race and Ethnicity of ELs: Pre-K

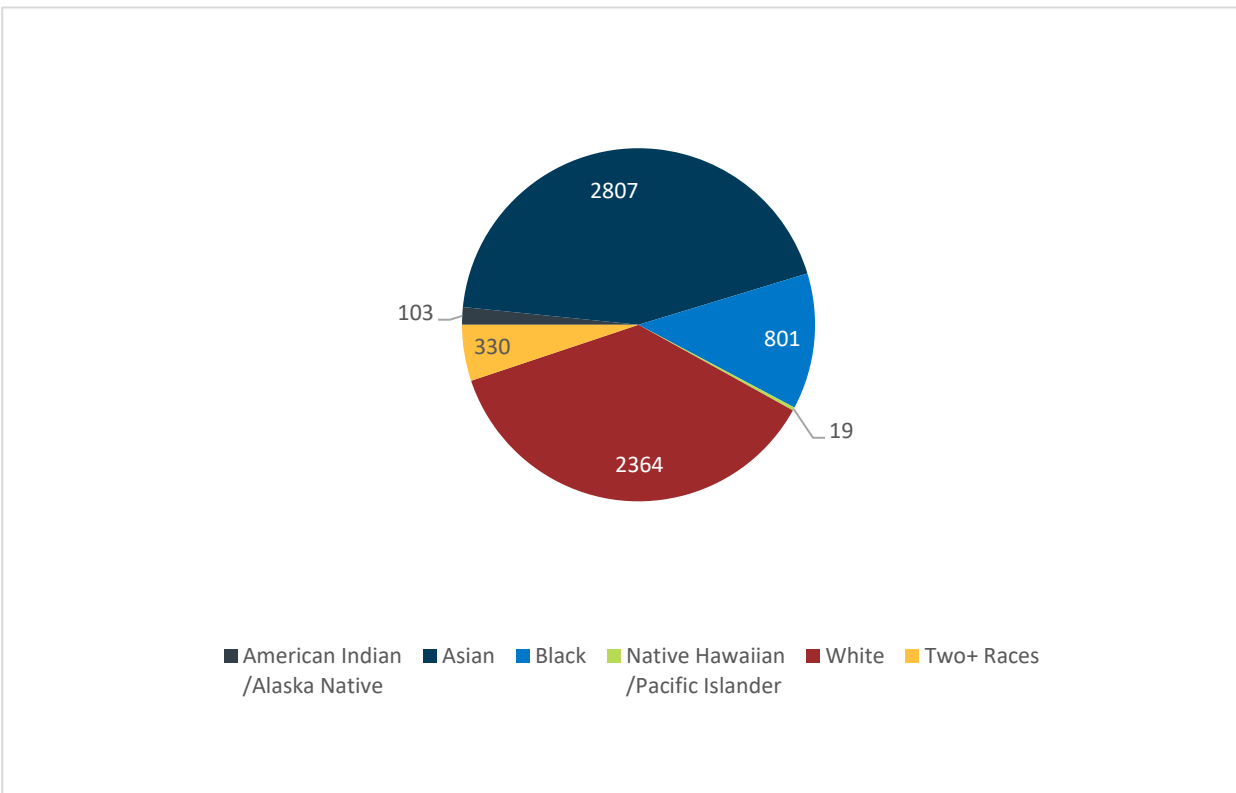


Figure 5-3: Race and Ethnicity of ELs: K-2nd Grade

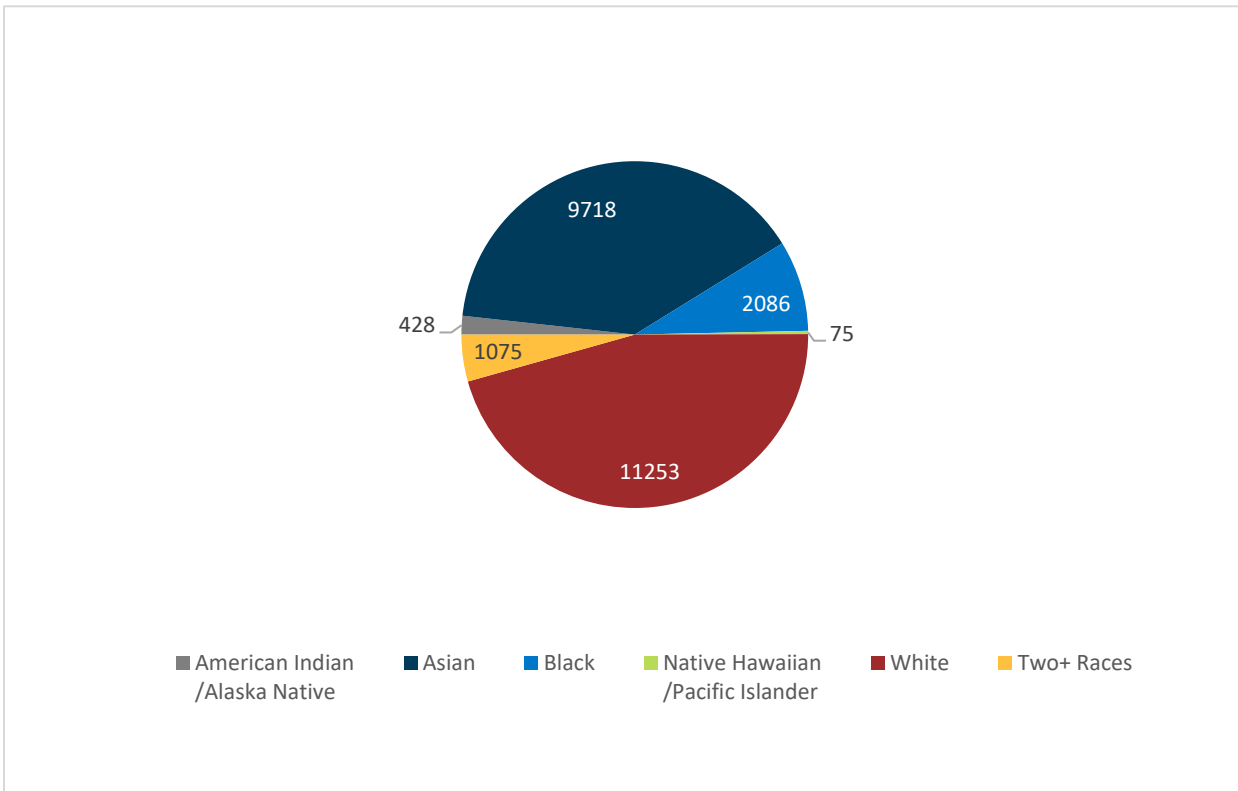


Figure 5-4: Race and Ethnicity of ELs: 3rd – 5th Grade

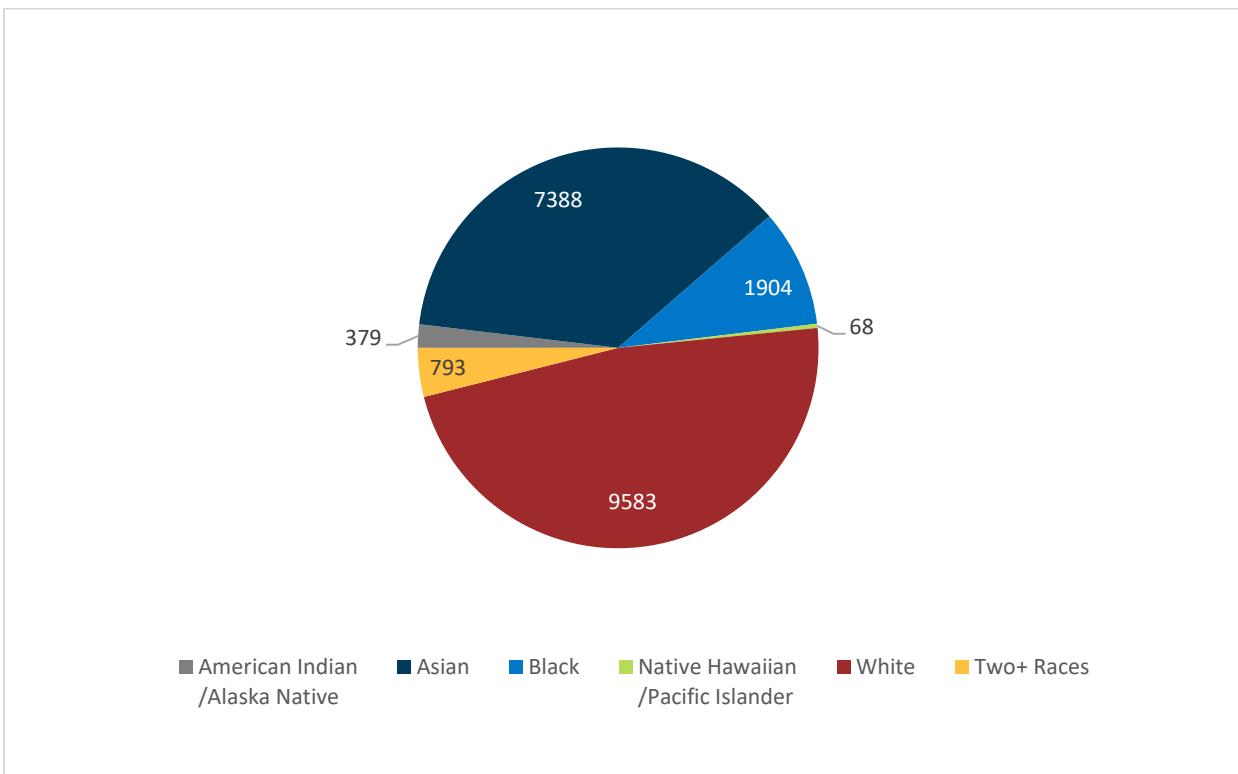


Figure 5-5: Race and Ethnicity of ELs: 6th – 8th Grade

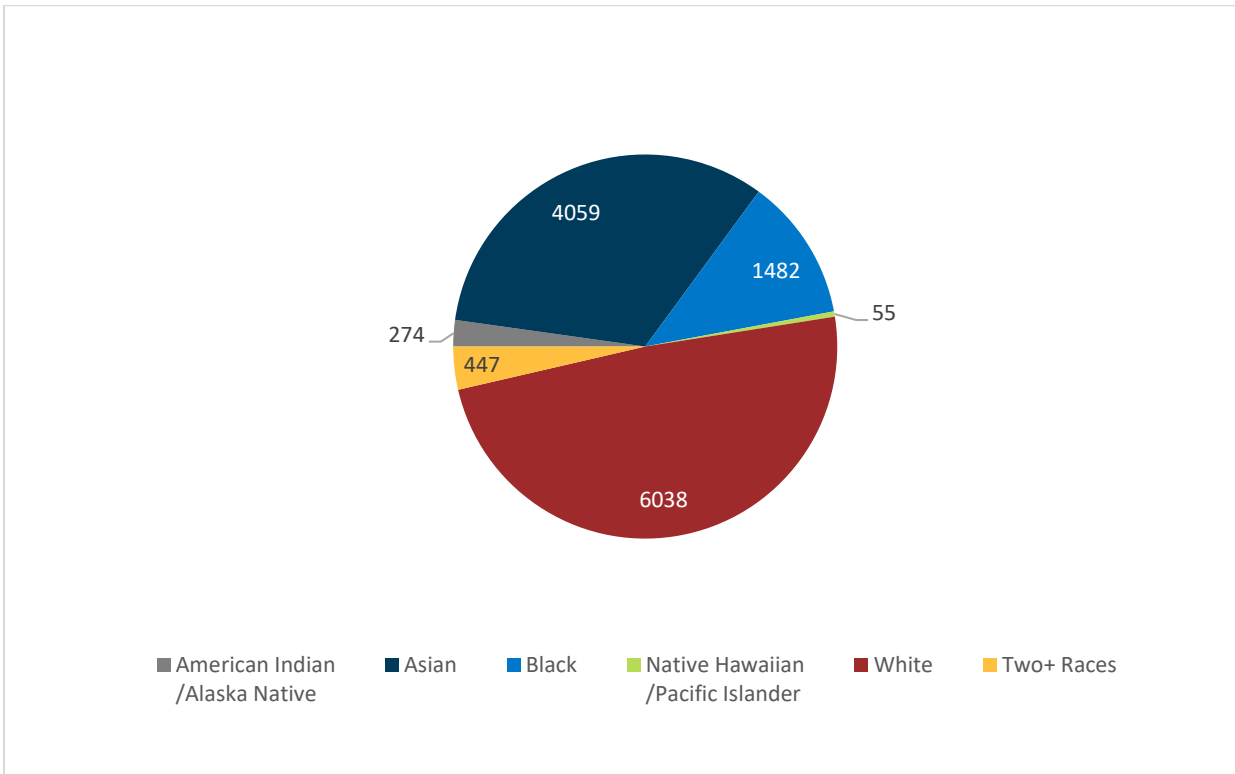
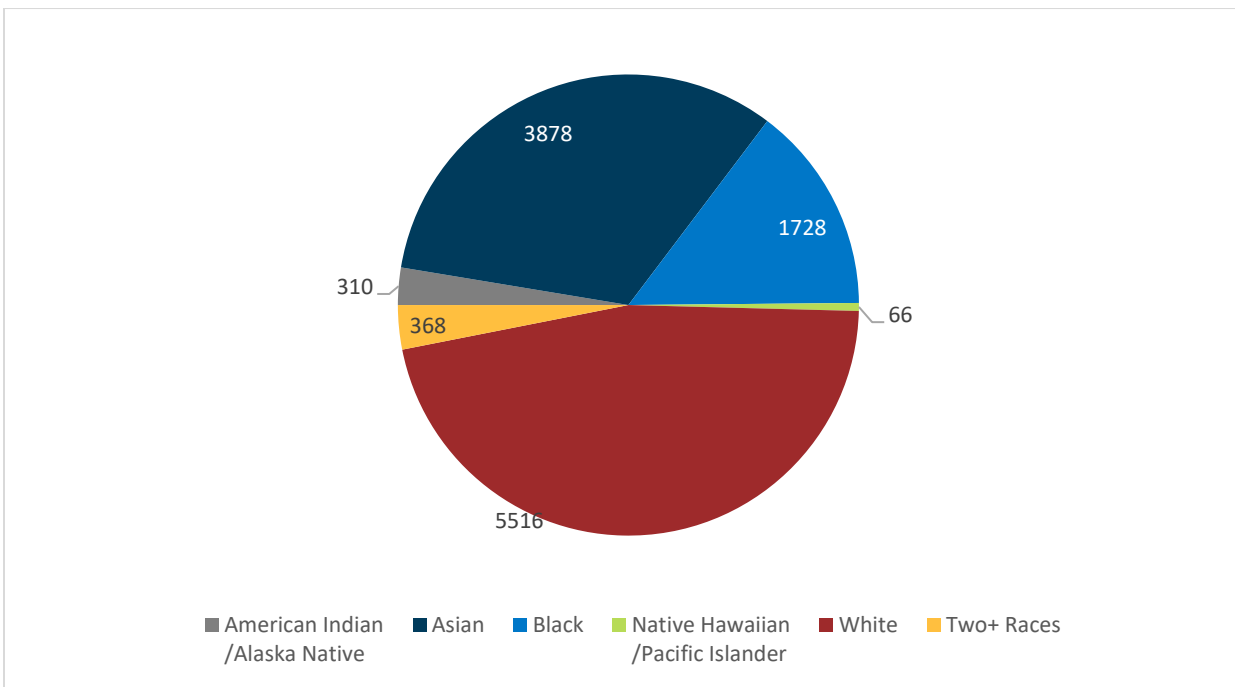


Figure 5-6: Race and Ethnicity of ELs: 9th – 12th Grade



SECTION 6: EL STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

There are 59,393 students who are English learners with Individualized Education Programs (IEPs), which is about 20.31 percent of all ELs. The majority of unique ELs with IEPs are in pre-K at 5,232. The number of unique ELs with IEPs declines significantly in kindergarten and continues with that trend throughout later grades. This decrease may be, in part, due to the number of ELs who exit services. However, the highest percentage of ELs with IEPs within their grade is found among 12th graders at 35.19 percent.

For more detailed data, please see Table A-9 in the Appendix.

Figure 6-1: IEP Status of Current ELs by Grade Band

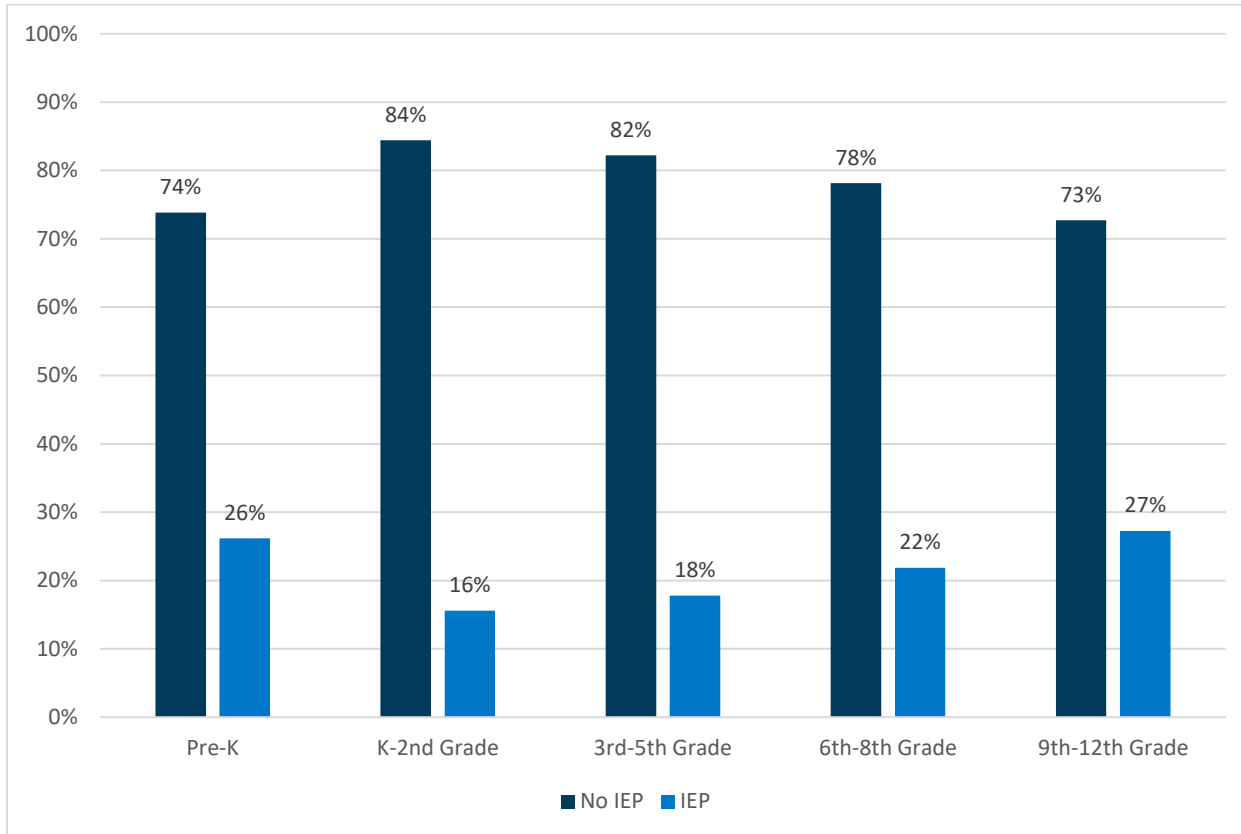
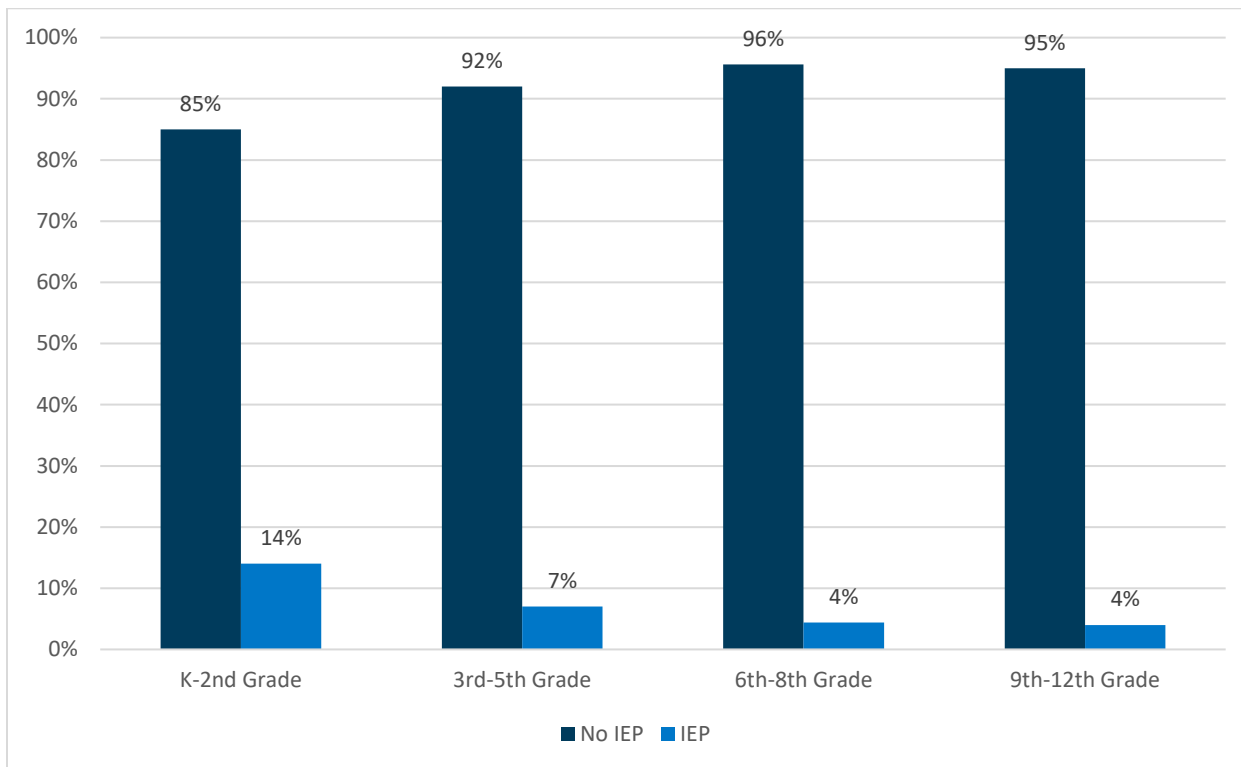


Figure 6-2: IEP Status of Former ELs by Grade Band



SECTION 7: EL STUDENT COUNT BY INSTRUCTIONAL DESIGN

English learners in Illinois are placed into one of six instructional designs: Dual Language Two-Way, Dual Language One-Way, Transitional Bilingual Education (TBE) Collaboration, TBE Self-Contained, Transitional Program of Instruction (TPI) Collaboration, and TPI Self-Contained. Schools may offer multiple instructional designs at the same time in order to meet the needs of the students enrolled in their schools.

Transitional bilingual programs (TBE classrooms) make up 36.83 percent of all instructional designs used. Transitional programs in English (ESL classrooms) make up 34.65 percent, and dual language programs make up 16.45 percent. The most common program is a Transitional Program in English in a collaborative setting; 89,540 ELs were enrolled in this type of program. The least common program is Transitional Program In English – Self Contained, comprising just 4.03 percent of ELs.

For more detailed data, please see Table A-10 in the Appendix.

Figure 7-1: Percentage of EL Students in Each Instructional Design

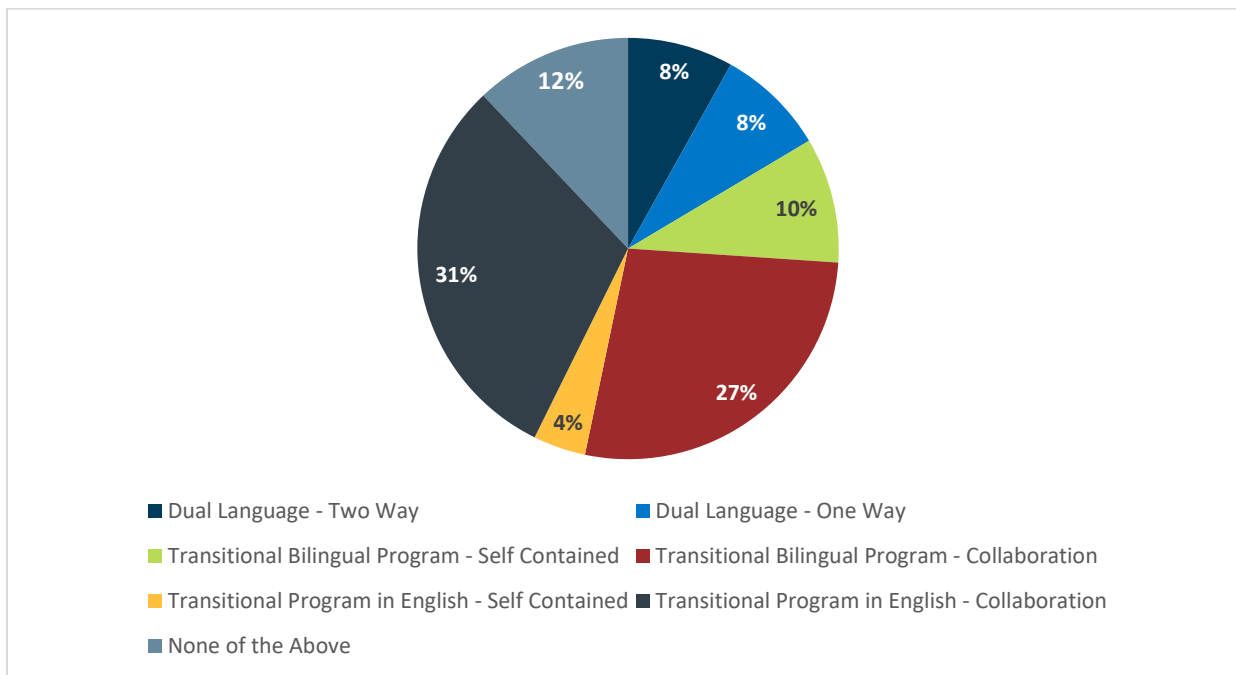


Figure 7-2: Percentage of Spanish-Speaking ELs in Each Instructional Design

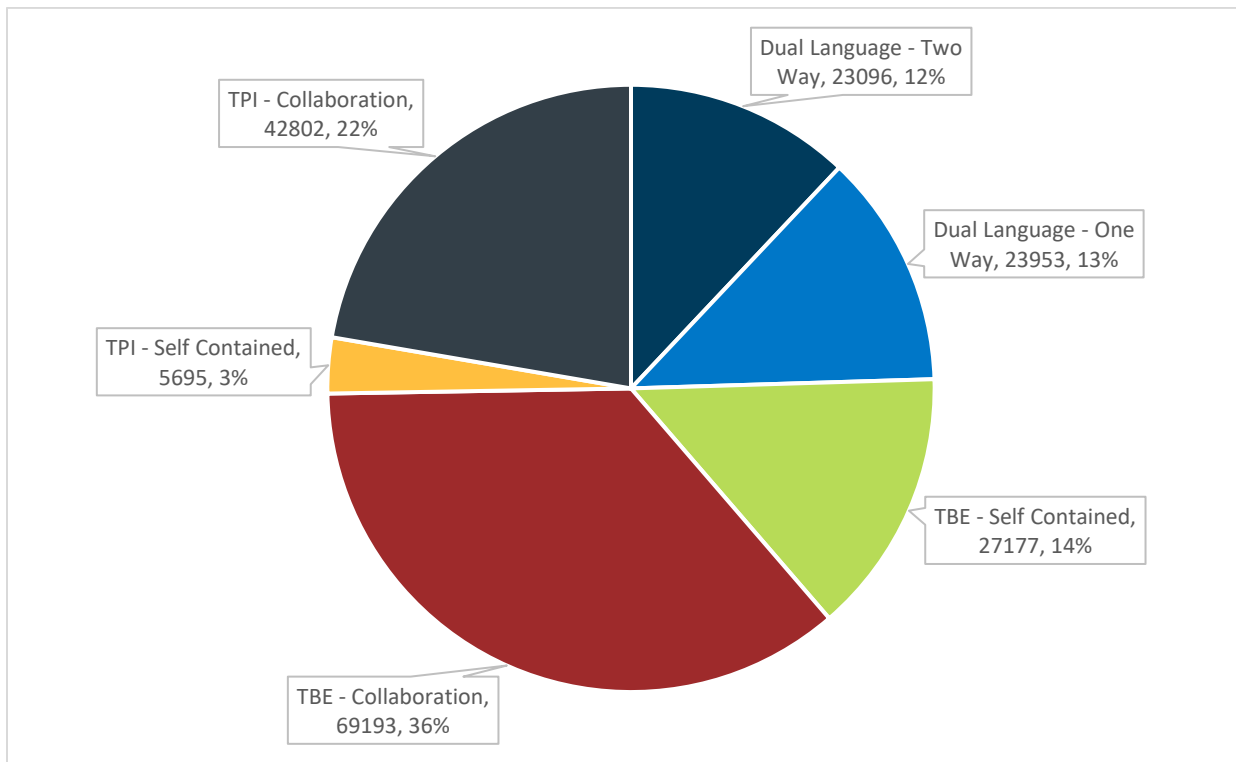
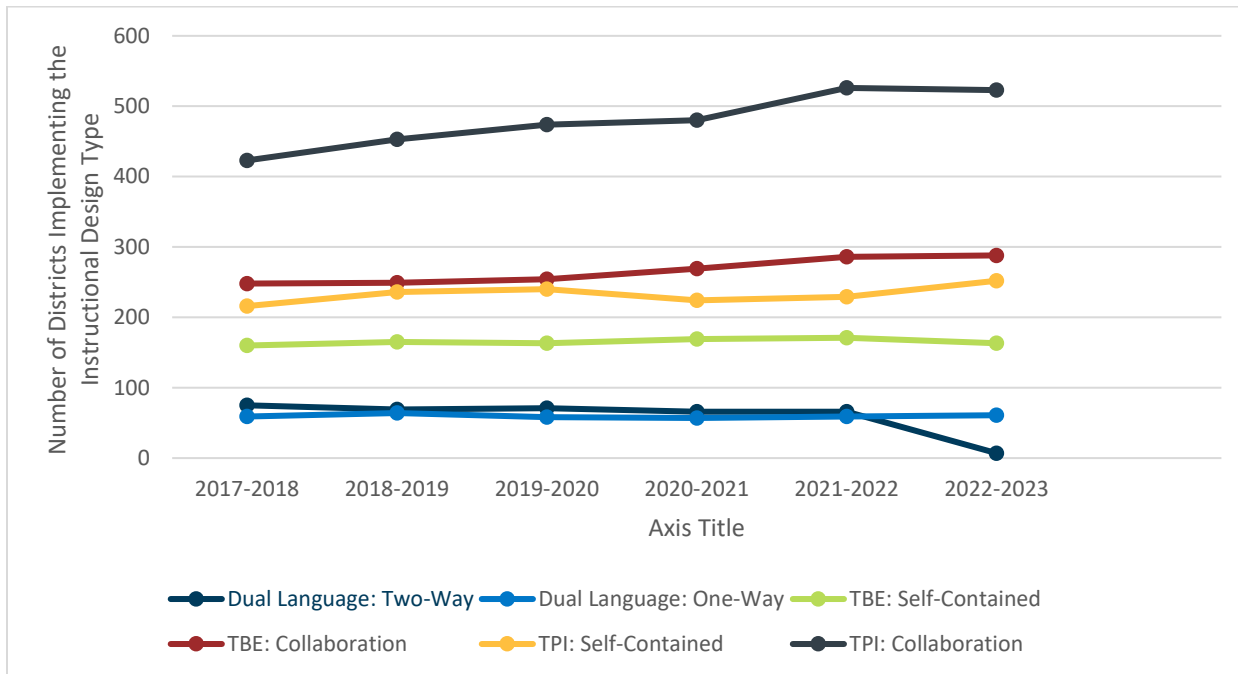


Figure 7-3: Trends of Instructional Design Type Implementation



Dual Language

Dual language programs consist of Two-Way and One-Way instruction with the goal of acquiring bilingualism and biliteracy. Dual language programs serve a self-contained cohort of students and generally occur in Grades K-5, with students starting at the earliest grades possible. Both Two-Way and One-Way programs include ELs with the same language background (who may have varying levels of English language proficiency); the Two-Way program is the only program that includes non-ELs.

If Spanish is the native language of the group of ELs who are enrolled in this program, then it is required that the core content include the Spanish Language Arts Standards. Core academic content in both programs is taught in English and a language other than English. Language allocation of instruction varies per program -- from 90-10 percent to 80-20 percent, to 50-50 percent of instruction in a language other than English to English. ELs in dual language programming receive both bilingual and ESL services and remain enrolled for the program's duration, even after meeting the state-mandated English language proficiency criteria.

Figure 7-4: Composition of Dual Language: One-Way Programs

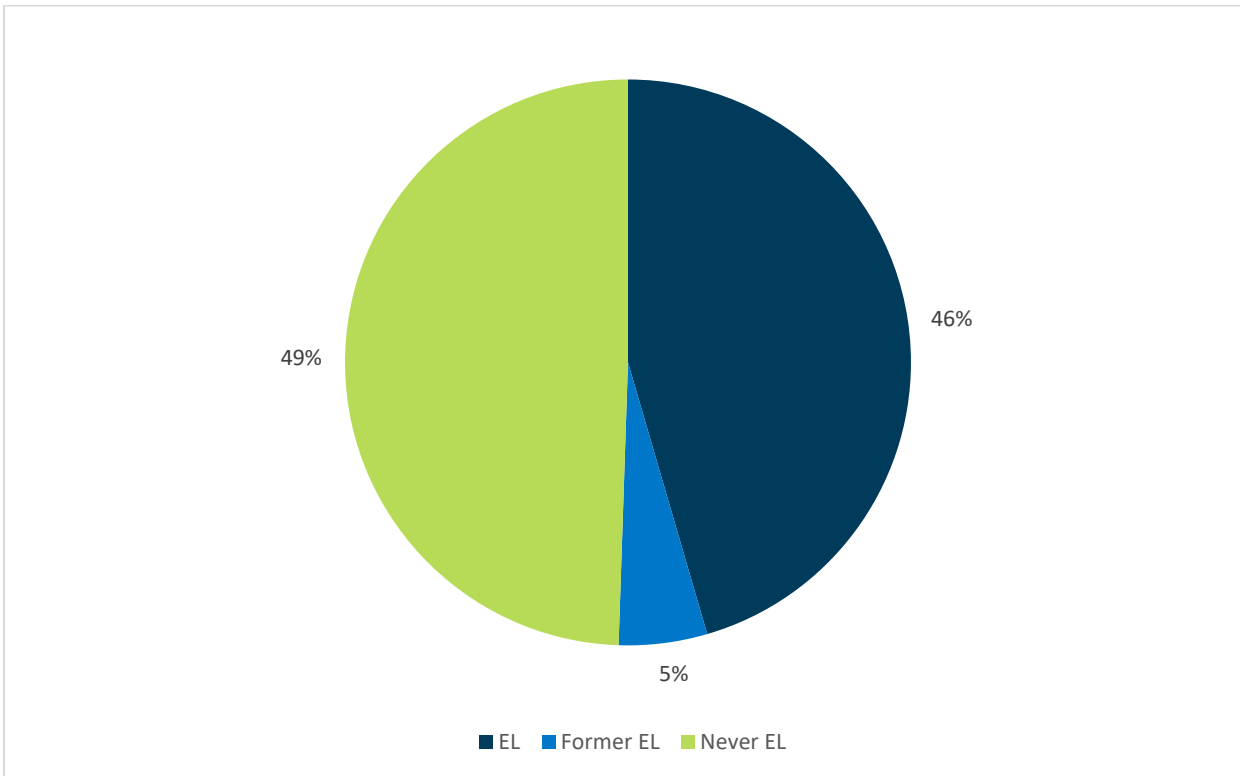


Figure 7-5: Composition of Dual Language: Two-Way Programs

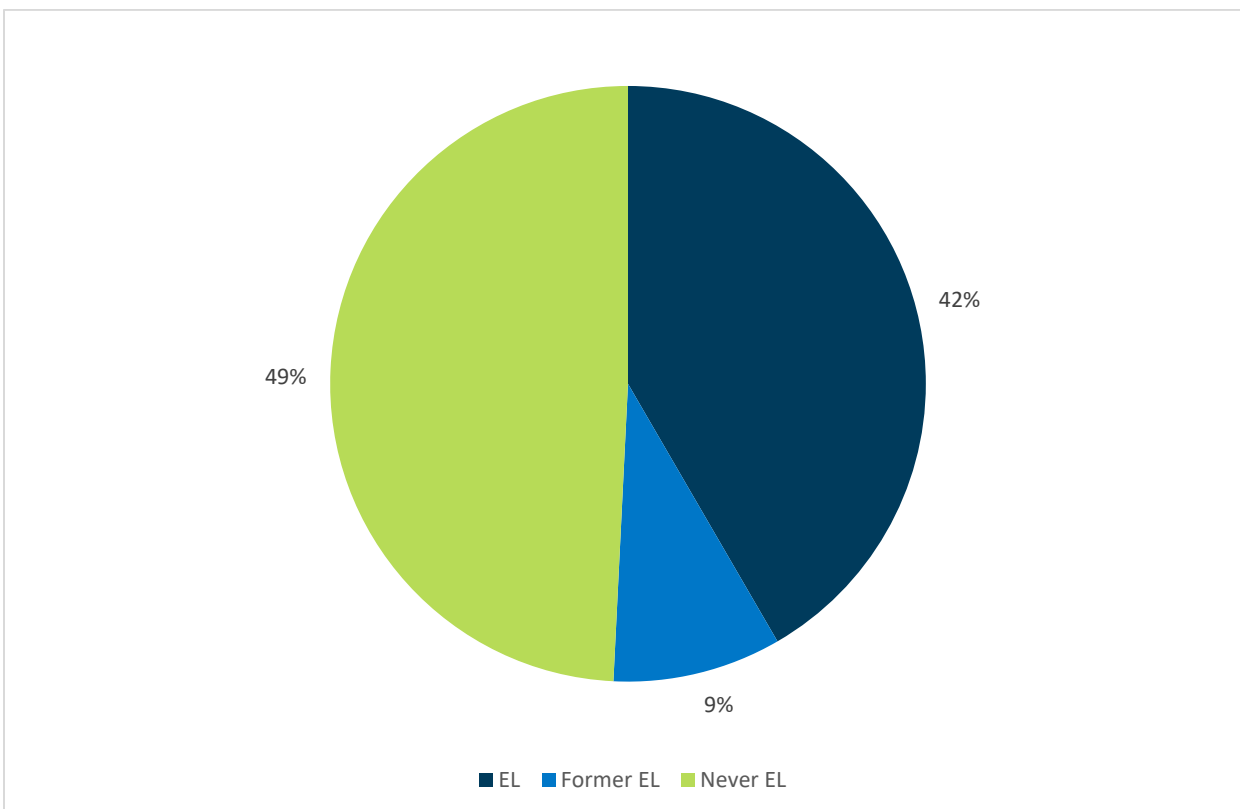


Figure 7-6: Dual Language Spanish Programs in Illinois: One-Way vs. Two-Way

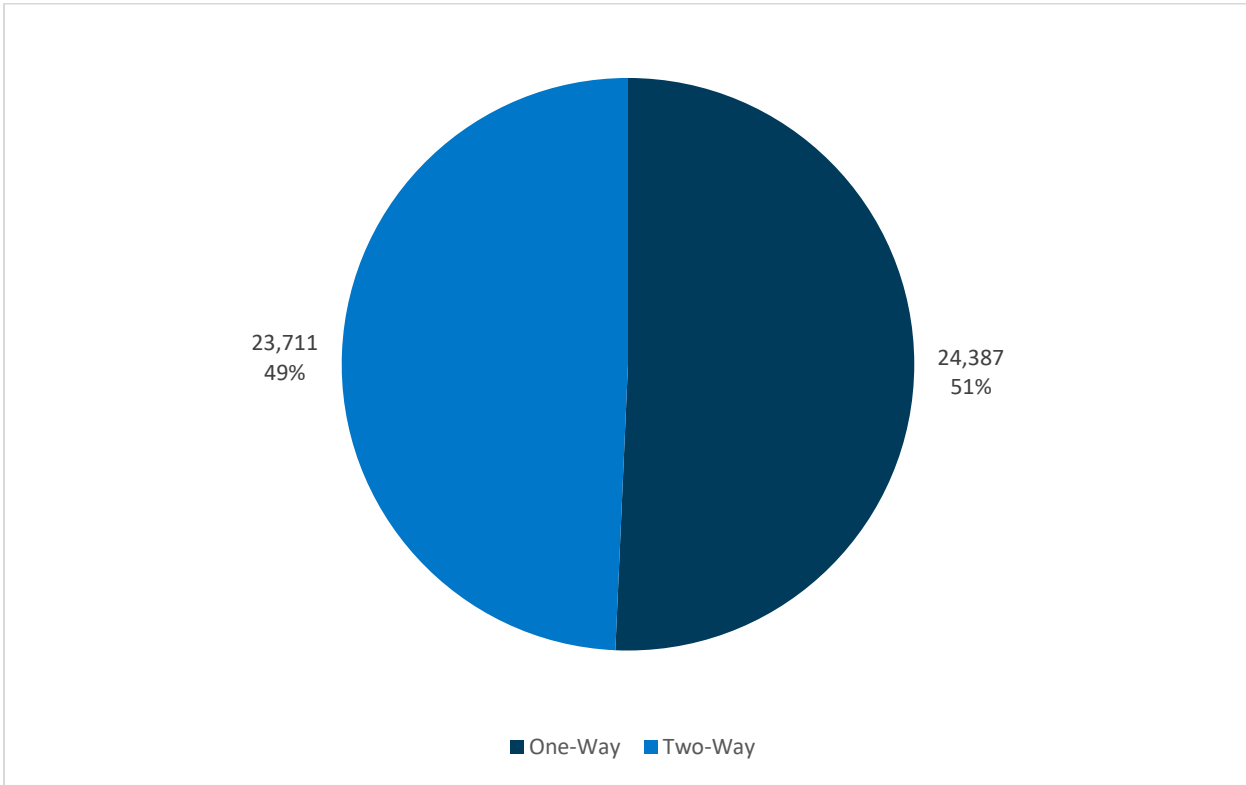


Figure 7-7: Top non-Spanish Languages by Number of ELs in Two-Way Dual Language Programs

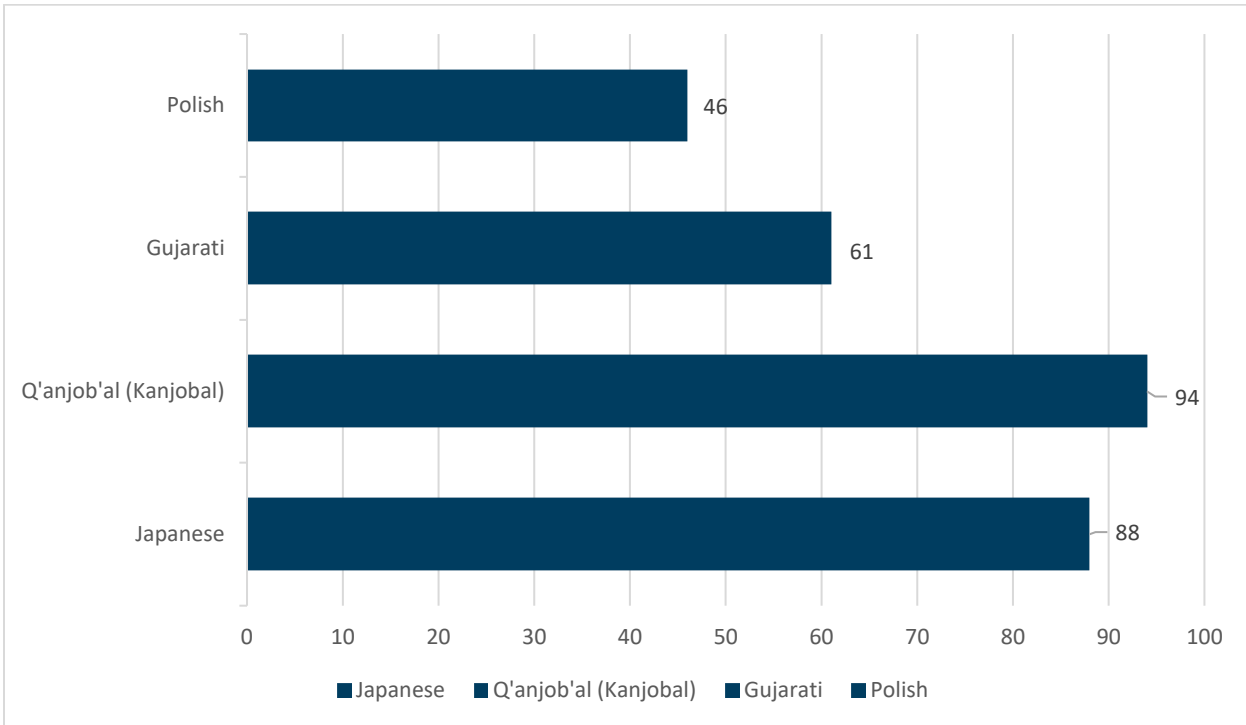
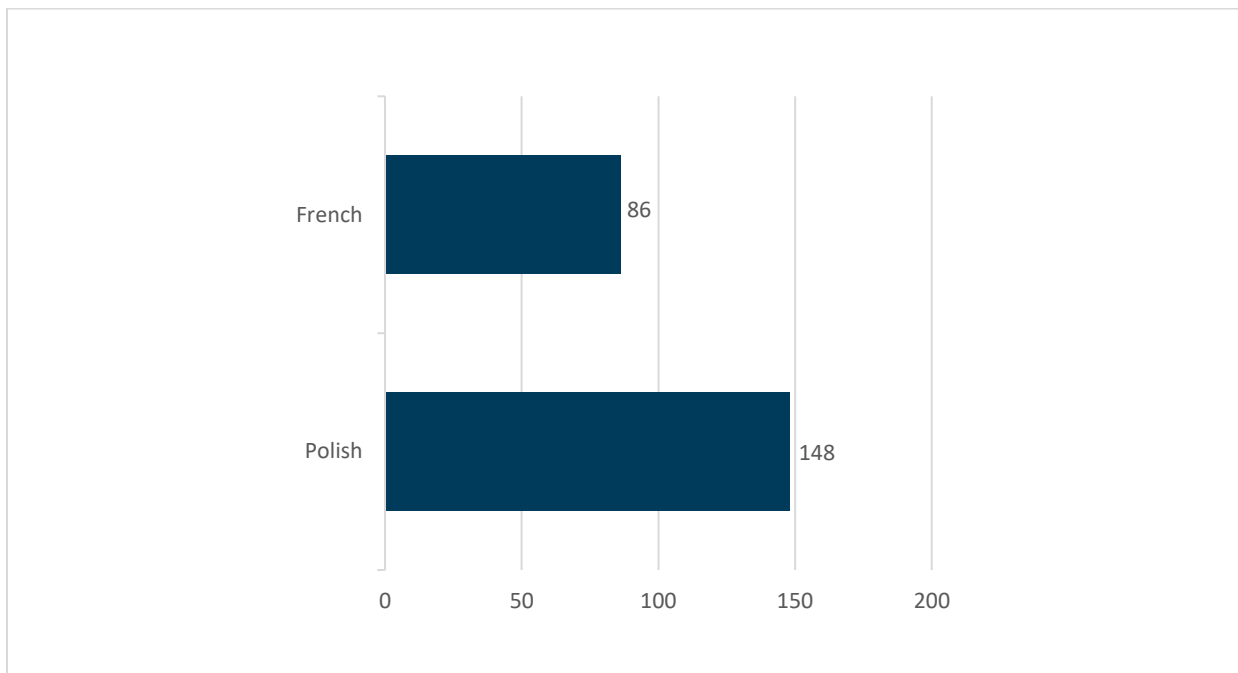


Figure 7-8: Top non-Spanish Languages by Number of ELs in One-Way Dual Language Programs



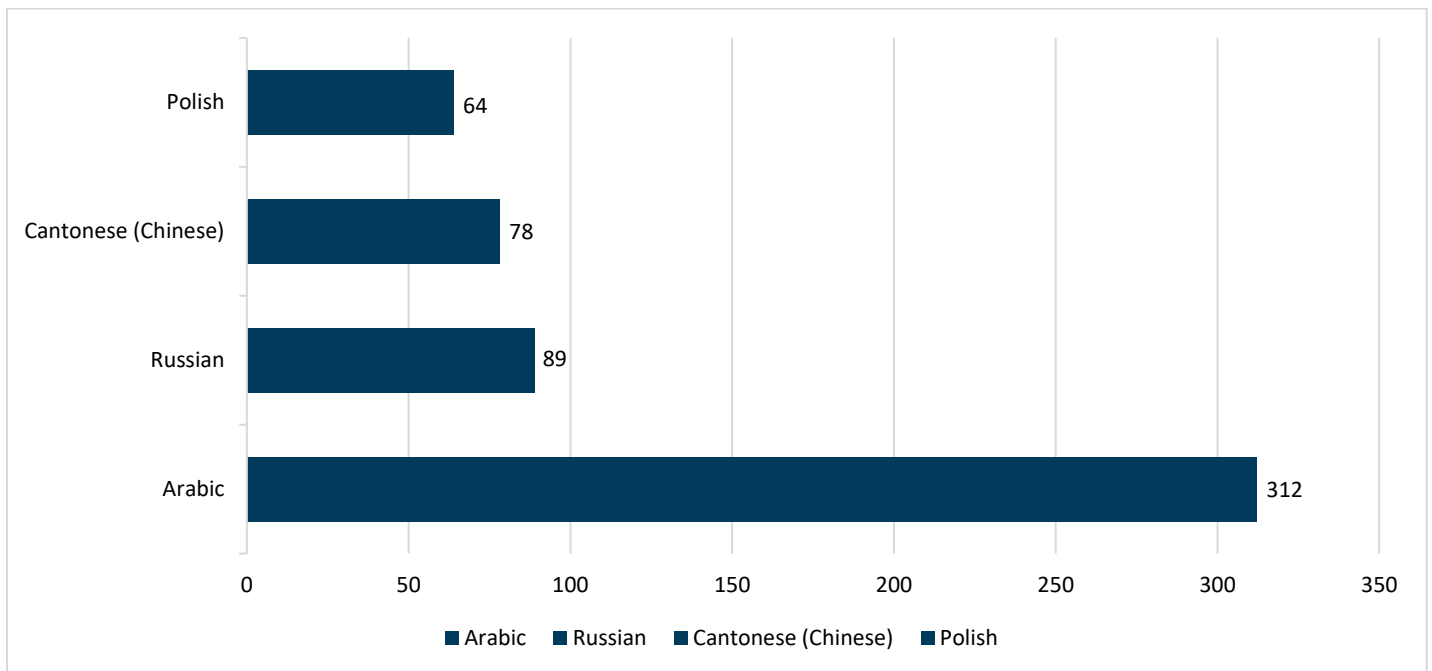
Transitional Bilingual Programs

Transitional bilingual programs (TBE classrooms) are required in attendance centers that have 20 or more ELs of the same language background, but LEAs are welcome to implement this type of programming even if they do not meet this legal threshold. The goal of TBE programs is proficiency in grade-level content and English, but native language growth also is something that is emphasized. If Spanish is the native language of the group of ELs that is enrolled in this program, then it is required that the core content include the Spanish Language Arts Standards. TBE programs have two instructional models — self-contained and collaborative — and their implementation varies depending upon whether the instructional delivery is in a departmentalized or non-departmentalized setting.

TBE Self-Contained

Self-contained TBE programs — or dedicated bilingual courses in departmentalized settings— operate in self-contained classrooms for ELs of the same language background. These programs ensure that students receive core academic content in English and a language other than English as well as ESL instruction. The initial language allocation varies; however, as students' English proficiency increases, there will be a gradual shift to instruction mostly in English.

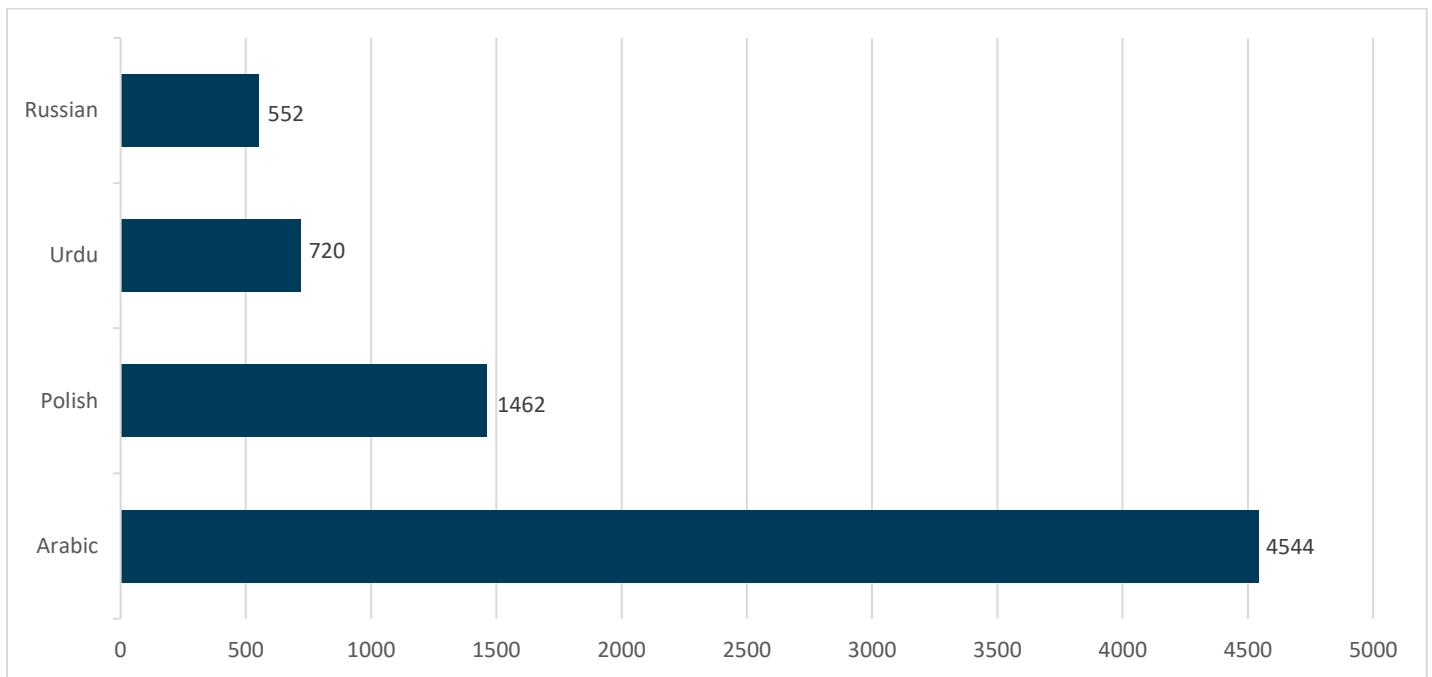
Figure 7-9: Top non-Spanish Languages by Number of ELs in TBE: Self-Contained Programs



TBE Collaborative

Collaborative TBE programs vary greatly depending upon the instructional setting. ELs receiving non-departmentalized collaborative TBE instruction are placed in classes with non-ELs or ELs from various language backgrounds. These students will either receive pull-out/co-teaching instruction in the home language for the core subjects, or, if the mainstream teacher has a Bilingual endorsement, the teacher will differentiate language instruction and provide small group instruction in the native language for part of the day to TBE students. Intentional and meaningful collaboration between teachers who serve these ELs is required for success with this program type. Bilingual core courses are not offered for all core content areas in departmentalized settings; however, the home language can be provided by a Bilingual-endorsed content teacher in small groups or through co-teaching. If this method of home language instruction is not possible for certain content areas, a separate instructional period (sometimes referred to as a “resource period”) offering home language instruction is possible. Regardless of instructional setting, collaborative TBE programs still seek to provide ESL instruction as well as maintain a gradual shift to instruction in English as students’ English proficiency increases.

Figure 7-10: Top non-Spanish Languages by Number of ELs in TBE: Collaboration Programs



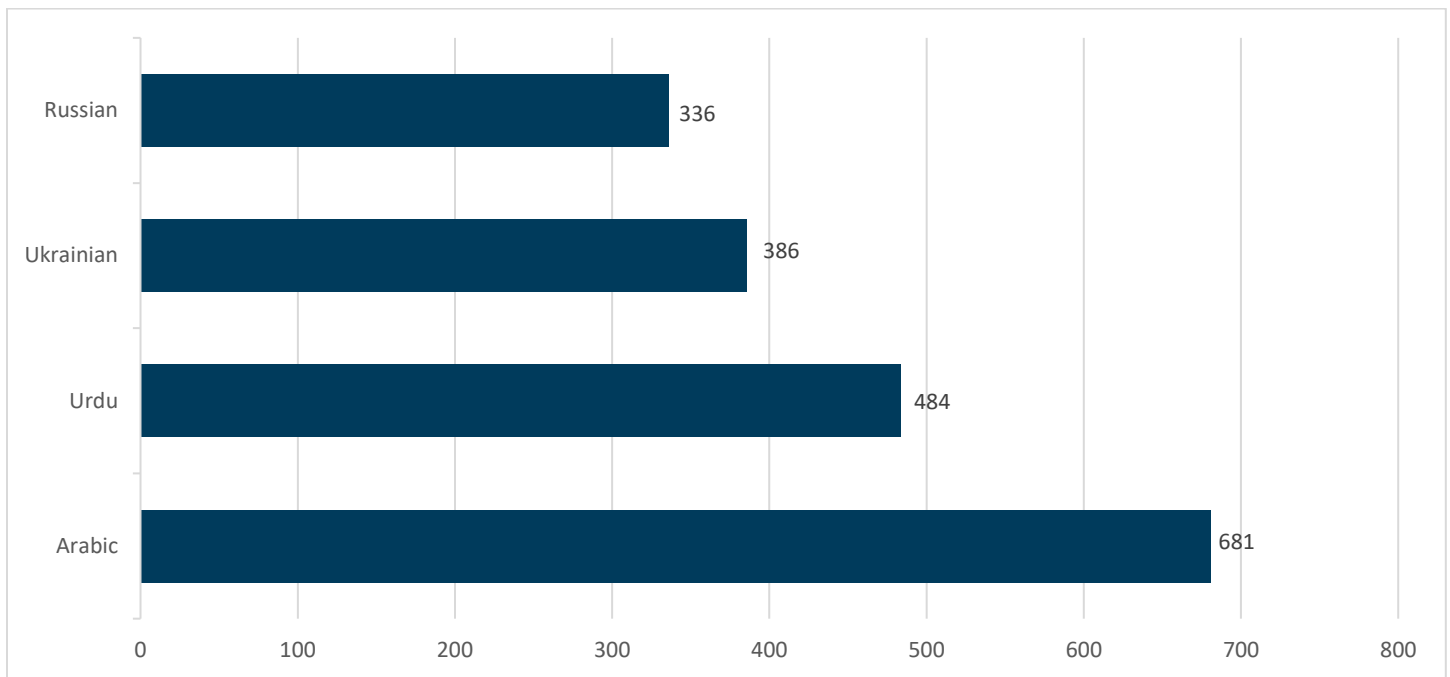
Transitional Programs of Instruction in English

Transitional Programs of Instruction (TPI) in English are implemented in attendance centers that have 19 or fewer ELs of the same or different language backgrounds. The goal of TPI programming is proficiency in grade-level content and English. Like TBE programs, TPis also have two instructional models — self-contained and collaborative — and their implementation varies depending upon whether the instructional delivery is in a departmentalized or non-departmentalized setting.

TPI Self-Contained

ELs placed in a self-contained TPI in a non-departmentalized setting receive instruction in a self-contained classroom with ELs from various language backgrounds. Core academic content is taught in English (e.g., by using differentiated language instruction that has been adapted for ELs or with sheltered English strategies). In departmentalized settings for this program type, there are specific EL or sheltered core academic courses offered across the core content areas; home language instruction or courses may be available, but not necessarily across all content areas. ESL instruction is provided in both methods, and home language support is provided to the extent that is practicable.

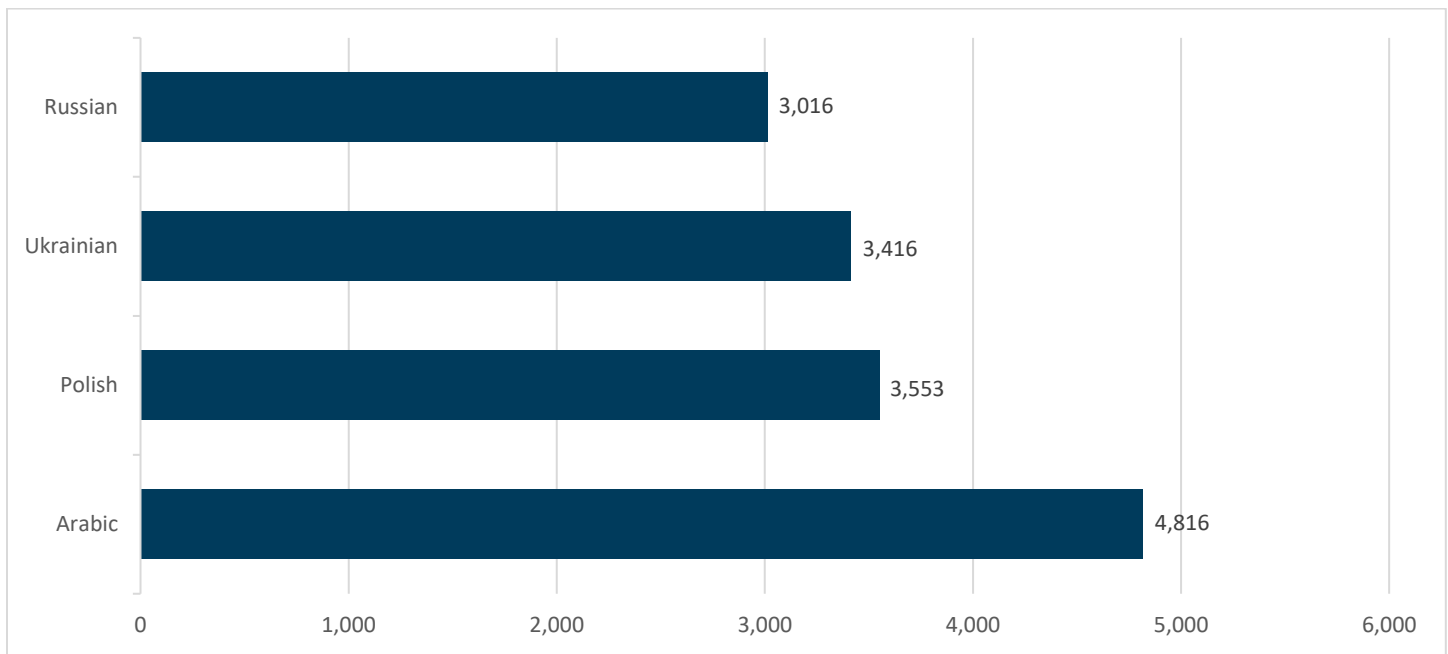
Figure 7-11: Top non-Spanish Languages by Number of ELs in TPI: Self-Contained Programs



TPI Collaborative

ELs enrolled in a collaborative TPI in a non-departmentalized setting are placed in classes with ELs from various language backgrounds as well as non-ELs and receive either pull-out/co-teaching instruction in core academic subjects or the mainstream classroom teacher will differentiate language instruction and use specific strategies for ELs. Specific core academic courses for ELs are not offered in a departmentalized setting, but ESL instructional strategies are used by the classroom teacher to differentiate instruction, materials, and/or assignments. Additional services can be offered through co-teaching or as a separate instructional period. ESL instruction is provided in both settings, and home language support is provided to the extent that is practicable.

Figure 7-12: Top non-Spanish Languages by Number of ELs in TPI: Collaboration Programs



SECTION 8: EL STUDENT PERFORMANCE ON ACCESS

The ACCESS for ELLs, published by WIDA, is the English language proficiency assessment used in Illinois. English learners are required to take the ACCESS on an annual basis. The ACCESS is composed of four domains: reading, writing, listening, and speaking. The scores of each domain are combined to form an overall composite proficiency level (OCPL) for each student. The OCPL ranges from 1.0 to 6.0 with 0.1 increments. Students who attain an OCPL of 4.8 or above are reclassified as former ELs and are no longer required to take the ACCESS in future years; a little over 5.25 percent of ELs in SY 2022-23 met proficiency on the ACCESS. The majority of ELs fell into the proficiency level band of 3.0-3.9 with 95,971 students, or 35.23 percent. The Null category includes ELs who were not tested or did not have a valid ACCESS score; alternative ACCESS scores are not included in these counts.

For more detailed information, please see Table A-11 in the Appendix.

Figure 8-1: Number of ELs who Attained ELP by Number of Years in Programming at Each Grade Band

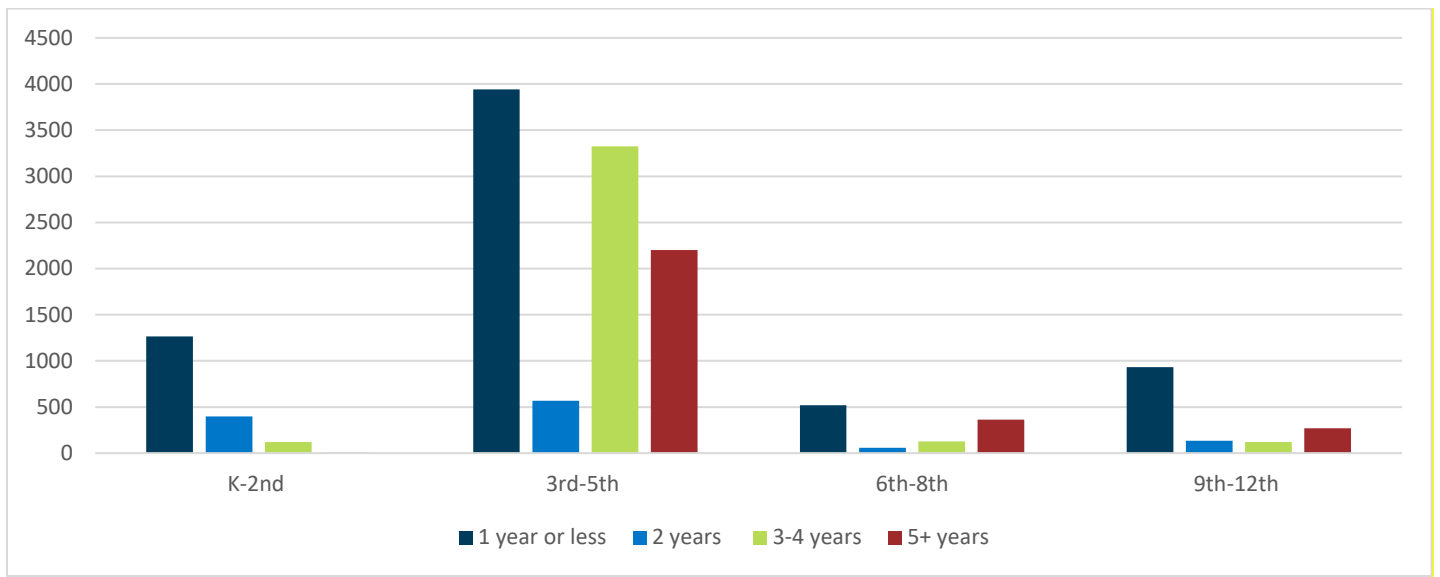
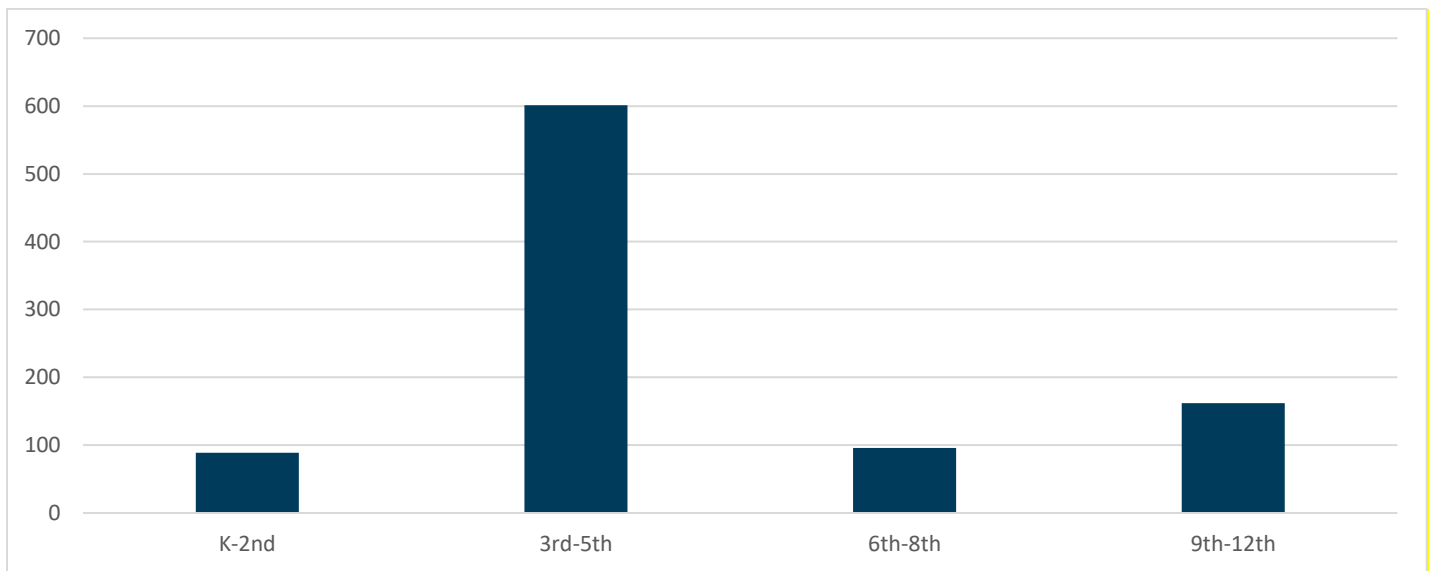


Figure 8-2: Number of ELs whose Parents Refused EL Services who Attained ELP by Grade Band



SECTION 9: EL STUDENT PERFORMANCE ON STATE ELA AND MATH ASSESSMENTS

English learners are required to participate in the state academic assessments. The state English language arts (ELA) and math assessments are offered in Grades 3-8 (Illinois Assessment of Readiness [IAR]) and 11 (SAT). Close to 3 percent of ELs met or exceeded standards on the ELA assessment and nearly 3 percent of ELs met or exceeded standards on the math assessment, compared to non-ELs meeting or exceeding at 33.66 percent for ELA and 28.88 percent for Math, respectively. Please note that the data included in this section represents the total number of students who were tested during this school year as not all students were tested for various reasons, such as absence or moving during the testing window.

For more detailed data, please see Tables A-12 and A-13 in the Appendix.

Table 9-1: Number of Students Meeting or Exceeding ELA Standards

Grade	3	4	5	6	7	8	11	Total
ELs	2,906	3,703	1,678	1,101	1,579	1,396	334	12,697
Long-Term ELs	45	200	150	395	584	499	29	1,902
Former ELs	2,179	3,381	5,725	6,567	7,679	9,288	6,303	41,122
Non-ELs	33,678	40,876	43,462	43,946	48,867	54,295	42,893	308,317
Grade Total	38,808	48,160	51,015	52,009	58,709	65,478	49,559	364,038

Figure 9-1: Percent of Students Meeting or Exceeding ELA Standards

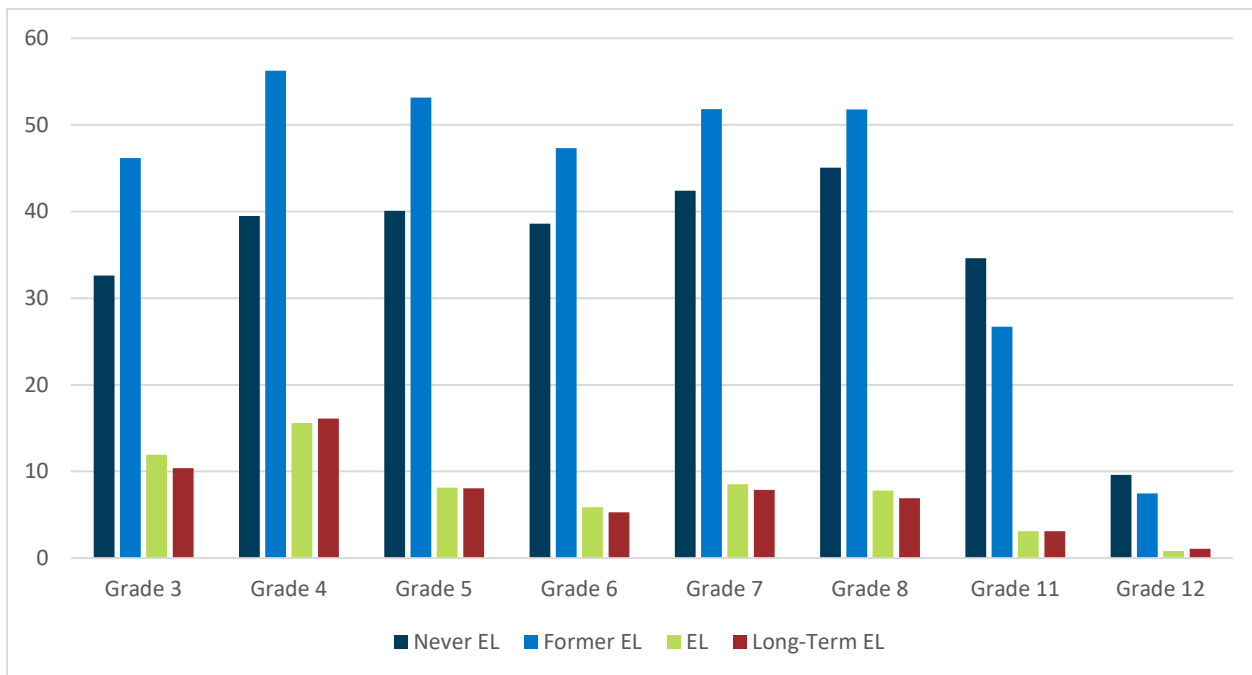
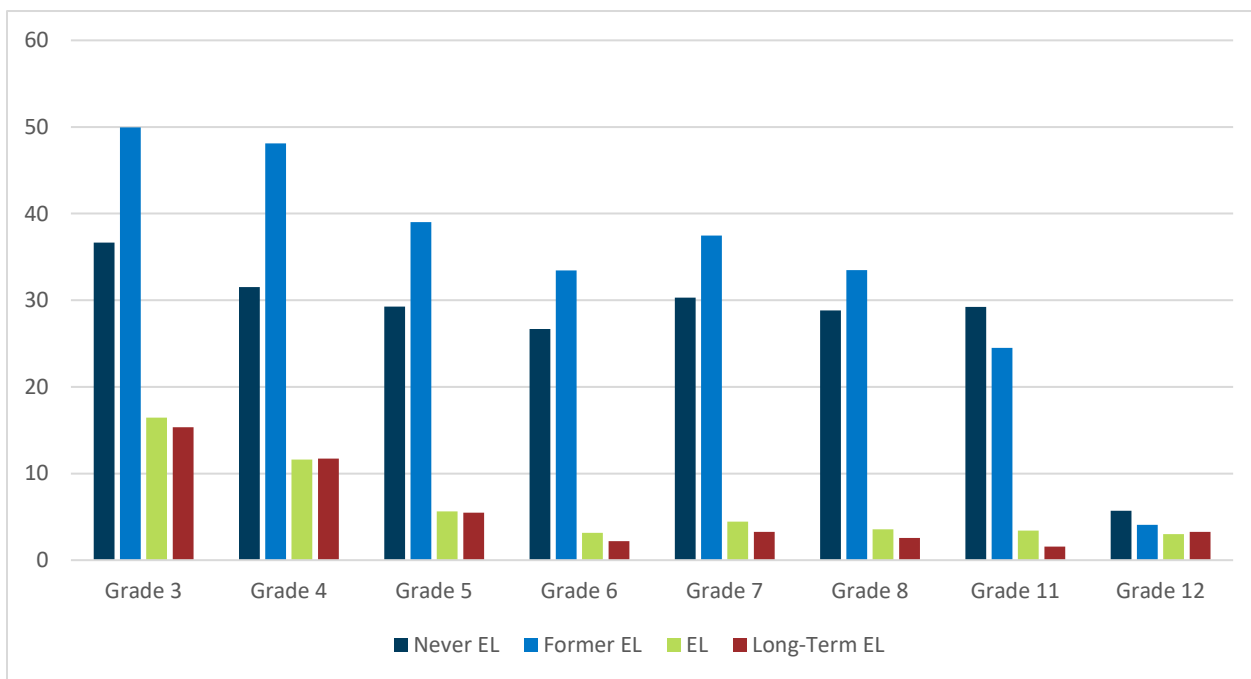


Table 9-2: Number of Students Meeting or Exceeding Math Standards

Grade	3	4	5	6	7	8	11	Total
ELs	3,997	2,758	1,161	588	823	636	366	10,329
Long-Term ELs	66	146	102	164	241	184	36	939
Former ELs	2,355	2,887	4,199	4,632	5,546	6,001	5,783	31,403
Non-ELs	37,761	32,577	31,690	30,292	34,860	34,644	36,205	238,029
Grade Total	44,179	38,368	37,152	35,676	41,470	41,465	42,390	280,700

Figure 9-2: Percent of Students Meeting or Exceeding Math Standards



SECTION 10: MIGRANT EDUCATION PROGRAM STUDENTS

The federally funded Title I, Part C Migrant Education Program (MEP) provides supplemental education and support services to the children of agricultural migratory workers and out of school youth who are working as agricultural migratory workers. Funds are available to support projects in districts with documented migrant student populations. MEP projects operate in support of, and in coordination with, the regular school programs. Comprehensive summer school programs offer migrant children a full range of academic and support services. MEP students are not all ELs. Eligible children possibly may not ever enroll in Illinois public schools due to the nature of agriculture and the transient nature of the work available. There were 1,010 total eligible migratory children in Illinois in FY 2023. Of these, 357 enrolled in Illinois public schools at some point while they were in Illinois, and 282 of those enrolled in school were identified as ELs. Many migratory children are only present in Illinois during the summer months when school is not in session.

For more detailed data, see Table A-14 in the Appendix.

Figure 10-1: Eligible Migratory Children and Youth

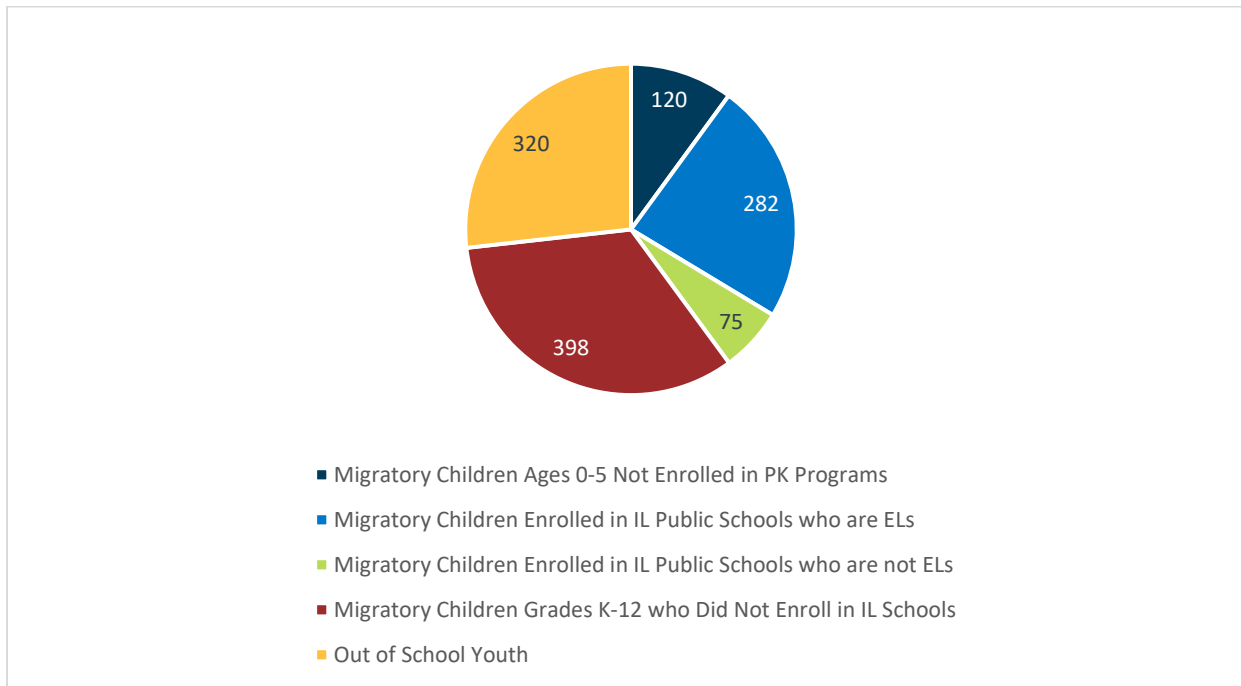
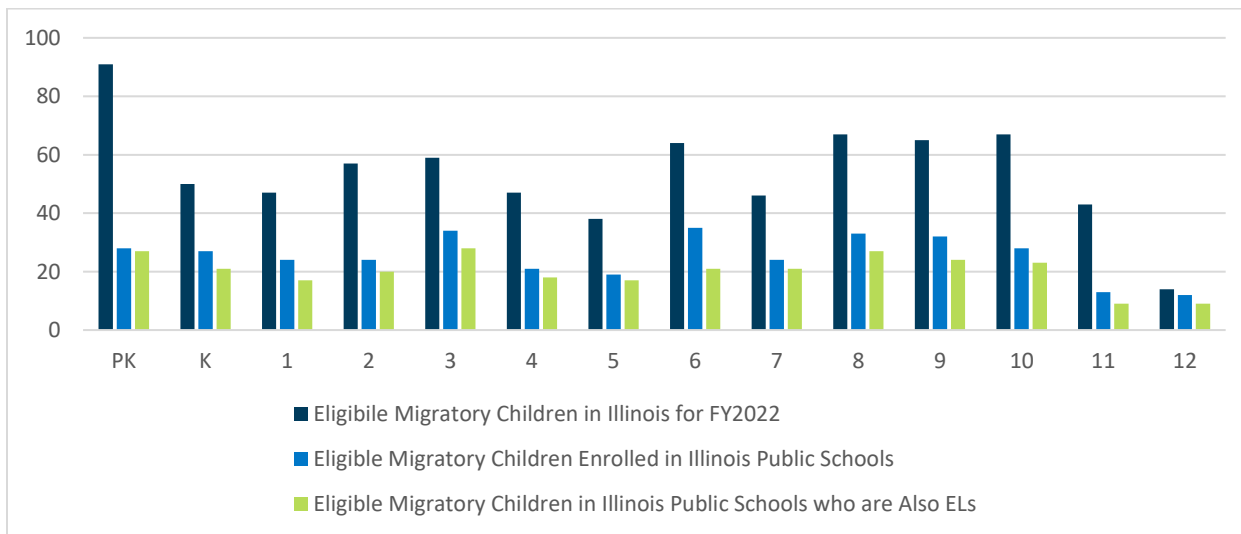


Figure 10-2: Eligible Migratory Children by Grade in FY 2022



NEED FOR CONTINUING PROGRAMS

State and federal laws require that districts serve English learners, so there is a need to continue bilingual education programs. The ISBE Multilingual/Language Development Department conducts monitoring of English learner services throughout the state of Illinois. Students, supported via language learning standards in the classroom, are expected to acquire both linguistic and academic skills. The ever-growing number of various predominant languages throughout the state indicates that there is a further need to continue bilingual programs.

Services for English learners in Illinois are upheld through Transitional Bilingual Education as defined in Article 14C of the School Code and Part 228 of the Administrative Code through a Department of Transitional Bilingual Education (now known as the Multilingual/Language Development Department). Illinois Compiled Statutes, (105 ILCS 5/) School Code, Article 2, Paragraph 2-3.39 establishes guidelines for the State Board of Education in regard to such a department to oversee programs for predominant languages. Federally, the 2015 Dear Colleague Letter from the U.S. Department of Education Office for Civil Rights and the U.S. Department of Justice titled “English Learner Students with Limited English Proficient Parents” outlines legal obligations of State Education Agencies and Local Education Agencies to EL students as specified by civil rights laws, Supreme Court decisions, and other federal legislation.

Those students who are currently ELs and those who are long-term ELs do not tend to meet or exceed ELA and math standards due to their limited English proficiency. As a group, ELs are typically considered to be underperforming. This does not take into account the fact that the population of students designated as EL is constantly changing. Every year, those students who meet English proficiency transition out of EL status and new ELs are identified and start attending Illinois schools.

The best way to determine the success of EL programming is to look at the success of those students who are “former ELs,” meaning they were ELs, but met English proficiency and no longer need English language supports in their classrooms. As evidenced by the data shared in Section 9, students who are former ELs in general outperform those students who were never ELs on state ELA and math assessments. This is a testament to the effectiveness of EL programming and demonstrates that the supports that ELs receive through ESL and bilingual education are important to ensure meaningful access to a quality education in Illinois. ESL and bilingual programs need to be continued.

RECOMMENDATIONS FOR IMPROVEMENT

Growing EL Populations

As the population of English learners continues to increase across the state -- including in areas where there haven't typically been ELs -- the need for supports to districts and schools continues to grow. Districts and schools that are receiving their first ELs need different supports than districts with programs that have hundreds or thousands of ELs. Professional development and technical assistance should be increased in those areas to help district administrators, staff, and communities understand the unique needs of ELs so that their civil rights are not violated.

Additional funding for districts needs to be provided by the state above and beyond Evidence-Based Funding (EBF). The EL portion of EBF, which is specifically allocated for providing services to ELs, is sometimes less than \$10 total for those districts that only have a handful of ELs. This is not sufficient funding to build an effective program that requires teachers with specialized endorsements and specialized materials. In addition, federal funding under Title III, needs to be increased. Allocations have typically remained flat or decreased overall despite an increase in the number of English learners across the state.

High School ELs

As evidenced in Section 9, former ELs in general outperform ELs on the state's ELA and math assessments, but this is not true for ELs in high school. ELs who enroll in high school have less time to gain full academic English proficiency than those ELs who enroll in the elementary years. This means that EL services need to be more intensive and targeted to be effective. Additional supports, including bilingual/ESL services, need to be provided to high school districts and schools to ensure that their EL programming not only ensures that ELs are learning English, but that they have access to grade-level curriculum and related supports.

Social-Emotional Learning for ELs

ELs who are arriving in Illinois for the first time come from a wide variety of linguistic and educational backgrounds. The 2022-23 school year saw an influx of immigrants to Illinois from the southwest U.S. border due to unrest in Latin

America, and other conflicts around the world. These students often have a limited or interrupted formal education and have experienced a wide range of trauma. Schools need funding and supports to meet the unique social-emotional needs of these ELs, and bilingual social workers, bilingual counselors, and additional staff can help meet their academic needs. Collaboration among state agencies and community-based organizations is another factor that should be considered.

Dually Identified ELs

ELs with special education needs are referred to as “dually identified ELs.” These students have a civil right to receive both bilingual/English language support services as well as special education services. There are still schools and districts across Illinois that require parents to choose one over the other. In addition, there is an over-identification problem, which results in more ELs likely to be identified as needing special education services than English-speaking students.

Table A-9 shows that about 20 percent of ELs in Illinois (one in every five) have an IEP. The 2023 Illinois Report Card shows that 15 percent of the general population (one in every 8.5 students) have an IEP. Additional supports, including increasing the number of bilingual school psychologists, social workers, speech pathologists, and other specialists, need to be provided to schools and districts to work with this population. More professional development needs to be provided to special education professionals so they can deal with the unique needs of English learners and learn how to determine whether or not an IEP is appropriate. There are Bilingual/ESL special education approvals for teachers who have the LBS1 license; however, very few teachers have taken advantage of these approvals. Additional communication and promotion of these approvals should be provided to the field.

Pre-K ELs (3- and 4-year-olds)

There are estimates that between one-fourth to one-third of pre-K students in Illinois come from homes where a language other than English is spoken. These 3- and 4-year-olds are served through a variety of early childhood and early care (ECEC) programs. Some are funded by ISBE (e.g., Preschool for All/Preschool for All Expansion); others, such as Head Start, via federal funding; and still others through state agencies, such as the Illinois Department of Human Services. ISBE-funded pre-K programs are covered by the same bilingual/ESL rules and regulations that cover K-12 programs. This is not the case for programs financed through other funding streams (including from the state).

As the state moves to align all ECEC programs under one agency, it is important to ensure that the pre-K bilingual/ESL services covered by ISBE also apply to all ECEC programs in Illinois to the extent possible. Otherwise, there will be instances where pre-K ELs will be placed in English-only programming and then, once they reach kindergarten, be placed in bilingual/ESL programs. This area needs further regulatory language to ensure better alignment across programs for students at this most critical age.

APPENDIX

Table A-1: Number and Percentage of Districts with EL Programming and EL Enrollment per Type of Program: SY 2022-23

Program	District Count			EL Placement		
	Districts w/ EL programs	Total districts with ELs	EL District %	EL Placements	Total ELs	EL Placement %
TBE	637	852	74.77	212,260	294,234	72.14
TPI	587	852	68.9	64,188	294,234	26.19
228.27 Plan	54	852	6.34	260	294,234	0.09
Parental Refusal	368	852	43.19	17,526	294,234	5.96
Note: An individual district may offer multiple programs.						

Table A-2: Number and Percentage of Teachers with Endorsements to Support ELs: SY 2022-23

Endorsements		All Districts	Title III-Funded Districts	Non-Title III-Funded Districts	Both*
PEL + ESL and Bilingual Endorsement	Group Count	6,614	6,407	204	3
	Total Teachers	28,870	26,383	2,476	11
	%	22.91%	24.28%	8.24%	27.27%
PEL + Bilingual (all languages)	Group Count	1,225	1,196	28	1
	Total Teachers	28,870	26,383	2,476	11
	%	4.24%	4.53%	1.13%	9.09
PEL + ESL Endorsement	Group Count	20,052	17,837	2,209	6
	Total Teachers	28,870	26,383	2,476	11
	%	69.46%	67.61%	89.22%	54.55%
ELS-TBE	Group Count	786	750	35	1
	Total Teachers	28,870	26,383	2,476	11
	%	2.72%	2.84%	1.41%	9.09%
ELS-VIT	Group Count	193	193	0	0
	Total Teachers	28,870	26,383	2,476	11
	%	0.67%	0.73%	0%	0%
* The “both” category counts teachers who simultaneously taught in Title III-funded and non-Title III-funded districts during this school year.					

Table A-3: Number and Percentage of EL Students by County: SY 2022-23

County Name	EL #	EL %	County Name	EL #	EL %
Adams	46	0.02	Lawrence	4	0
Bond	3	0	Lee	102	0.03
Boone	2154	0.74	Livingston	104	0.04
Brown	7	0	Logan	11	0
Bureau	277	0.1	Macon	309	0.11
Calhoun	1	0	Macoupin	6	0
Carroll	17	0.01	Madison	1616	0.55
Cass	874	0.3	Marion	23	0.01
Champaign	3336	1.14	Marshall	2	0
Christian	6	0	Mason	4	0
City of Chicago	80377	27.49	Massac	3	0
Clark	12	0	McDonough	43	0.01
Clay	15	0.01	McHenry	6130	2.1
Clinton	112	0.04	McLean	1518	0.52
Coles	84	0.03	Menard	3	0
Cook	74235	25.39	Mercer	6	0
Cumberland	3	0	Monroe	15	0.01
DeKalb	1548	0.53	Montgomery	15	0.01
Department of Corrections	4	0	Morgan	102	0.03
DeWitt	33	0.01	Ogle	574	0.2
Douglas	198	0.07	Peoria	1625	0.56
DuPage	24538	8.39	Perry	2	0
Edgar	3	0	Piatt	10	0
Edwards	6	0	Pike	20	0.01
Effingham	96	0.03	Putnam	18	0.01
Fayette	6	0	Randolph	66	0.02
Ford	69	0.02	Richland	17	0.01
Franklin	21	0.01	Rock Island	3304	1.13
Fulton	22	0.01	Saint Clair	461	0.16
Gallatin	12	0	Saline	12	0
Greene	4	0	Sangamon	471	0.16
Grundy	574	0.2	Schuyler	50	0.02
Hamilton	1	0	Shelby	4	0
Hancock	27	0.01	Stark	4	0
Henderson	1	0	State of Illinois	17	0.01
Henry	199	0.07	Stephenson	305	0.1
Iroquois	97	0.03	Tazewell	183	0.06
Jackson	382	0.13	Union	89	0.03
Jasper	9	0	Vermilion	230	0.08
Jefferson	34	0.01	Wabash	11	0
Jersey	9	0	Warren	387	0.13
Jo Daviess	99	0.03	Washington	11	0.01
Johnson	6	0	Wayne	2	0
Kane	32568	11.14	White	14	0
Kankakee	1480	0.51	Whiteside	305	0.1

Kendall	3375	1.15	Will	14219	4.86
Knox	291	0.1	Williamson	76	0.03
LaSalle	1095	0.37	Winnebago	7202	2.46
Lake	26732	9.14	Woodford	39	0.01
			TOTAL	292,379	100

Table A-4: Percent Change of EL Students by County from SY 2021-22 to SY 2022-23

County Name	EL %	County Name	EL %	County Name	EL %
Adams	0%	Hamilton	0%	Monroe	0.01%
Bond	0%	Hancock	0%	Montgomery	0.01%
Boone	0.03%	Henderson	0%	Morgan	0%
Brown	0%	Henry	0%	Moultrie	0%
Bureau	-0.01%	Iroquois	0%	Ogle	-0.02%
Calhoun	0%	Jackson	0%	Peoria	0.01%
Carroll	0%	Jasper	0%	Perry	0%
Cass	0.01%	Jefferson	0%	Piatt	0%
Champaign	0.01%	Jersey	0%	Pike	0.01%
Christian	0%	Jo Daviess	-0.01%	Putnam	0%
City of Chicago	-0.24%	Johnson	0%	Randolph	0%
Clark	0%	Kane	-0.15%	Richland	0%
Clay	0.01%	Kankakee	-0.02%	Rock Island	0.01%
Clinton	0%	Kendall	0.07%	Saint Clair	0.02%
Coles	0.01%	Knox	-0.01%	Saline	0.02%
Cook	-0.04%	LaSalle	-0.04%	Sangamon	0%
Crawford	0%	Lake	0.08%	Schuyler	0%
Cumberland	0%	Lawrence	0%	Shelby	0%
DeKalb	-0.03%	Lee	-0.01%	Stark	0%
Department of Corrections	0%	Livingston	0.01%	State Of Illinois	0%
DeWitt	0%	Logan	0%	Stephenson	0.01%
Douglas	0%	Macon	0%	Tazewell	-0.01%
DuPage	-0.01%	Macoupin	0%	Union	0.01%
Edgar	0%	Madison	0.02%	Vermilion	0%
Edwards	0%	Marion	0%	Wabash	0%
Effingham	0%	Marshall	0%	Warren	0%
Fayette	0%	Mason	0%	Washington	0%
Ford	0%	Massac	0%	Wayne	-0.01%
Franklin	0%	McDonough	0%	White	0%

Fulton	0%	McHenry	0.03%	Whiteside	-0.01%
Gallatin	0%	McLean	0.03%	Will	-0.01%
Greene	0%	Menard	0%	Williamson	0.05%
Grundy	0.02%	Mercer	0%	Winnebago	0.01%
				Woodford	0.04%

Table A-5: Number and Percentage of Native Languages Spoken by EL Students SY 2022-23

Language	#	%	Language	#	%	Language	#	%
Afrikaans (Taal)	60	0.02	Greek	371	0.14	Moro (Dhimorong)	5	0
Akan (Fante/Asante/Twi)	371	0.13	Gujarati	2426	0.89	Navajo	15	0
Albanian/Gheg(Kosovo/Macedon)	523	0.18	Guyanese	3	0	Nepali (Nepalese)	393	0.13
Albanian/Tosk (Albania)	396	0.14	Hainanese (Chinese)	5	0	Norwegian	10	0
Algonquin	2	0	Haitian-Creole	222	0.08	Nzema (Nzima)	1	0
Amazigh	27	0.01	Hakka (Chinese)	9	0	Oneida	1	0
American Sign Language	16	0.01	Hausa	55	0.02	Oriya (Odia)	46	0.02
Amharic	321	0.11	Hawaiian	3	0	Oulof (Wolof)	41	0.01
Apache	2	0	Hebrew	90	0.03	Palauan	5	0
Arabic	11093	3.79	Hindi	1553	0.57	Pampangnan	4	0
Armenian	43	0.01	Hmong	25	0.01	Panjabi (Punjabi)	410	0.14
Assamese	4	0	Hungarian	54	0.02	Pashto (Pushto)	605	0.21
Assyrian (Syriac/Aramaic)	858	0.29	Ibo/Igbo	236	0.09	Pilipino (Tagalog)	2421	0.83
Awakateko (Aguacatec Qa'yol)	2	0	Icelandic	1	0	Pima	2	0
Azerbaijani (North Azerbaijan)	7	0	Igala	2	0	Polish	6424	2.2
Bagheli	15	0.01	Ilocano	18	0.01	Portuguese	520	0.18
Balinese	2	0	Ilonggo (Hiligaynon)	42	0.02	Q'anjob'al (Kanjobal)	356	0.12
Bambara	19	0.01	Indonesian	64	0.02	Q'eqchi'	91	0.03
Bangolan	2	0	Italian	215	0.08	Quechua	10	0
Bassa	2	0	Jamaican English Creole	62	0.02	Rawang	5	0
Belize Kriol English	10	0	Japanese	686	0.25	Rohingya (Ruwainggya)	173	0.06
Bemba	14	0	K'iche' or Quiche	41	0.02	Romanian	964	0.33
Bengali	318	0.11	Kabiyè (Kabye)	1	0	Romany (Gypsy)	3	0
Bisaya (Malaysia)	49	0.02	Kache (Kaje/Jju)	3	0	Runyankore	10	0
Bosnian	459	0.16	Kannada (Kanarese)	128	0.05	Russian	4459	1.53
Bulgarian	667	0.23	Kanuri	3	0	Samoan	12	0
Burmese	598	0.2	Karen (S'gaw)	452	0.17	Senthang (Hsemtang/Sentang)	3	0
Cambodian (Khmer)	200	0.07	Kashmiri	3	0	Serbian	616	0.21

Cantonese (Chinese)	1243	0.43	Kazakh	2	0	Shanghai (Chinese)	25	0.01
Cebuano (Visayan)	117	0.04	Kikamba (Kamba)	2	0	Shona	24	0.01
Chaldean	14	0.01	Kinyarwanda	56	0.02	Sindhi	30	0.01
Chamorro	2	0	Kirundi (Rundi)	119	0.04	Sinhalese	27	0.01
Chaochow/Teochiu (Chinese)	17	0.01	Konkani	19	0.01	Slovak	67	0.03
Chechen	3	0	Korean	1036	0.38	Slovenian	2	0
Cherokee	2	0	Kpelle	1	0	Somali	203	0.07
Chin (Haka)	228	0.08	Krahn(Liberia/ Cote 'de Ivoir)	3	0	Soninke (Sooninkanxanne)	16	0.01
Chin (Ngawn)	11	0	Krio	25	0.01	Sotho	2	0
Chin-Tedim	5	0	Kunama	6	0	Sourashtra (Saurashtra)	22	0.01
Chuj	56	0.02	Kurdish	50	0.02	Spanish	220010	75.25
Chuukese (Trukese)	21	0.01	Kyrgyz	5	0	Swahili	986	0.34
Creek	2	0	Language not specified	4334	1.6	Swedish	37	0.01
Croatian	52	0.02	Lao	257	0.09	Taishanese (Yue Chinese)	16	0.01
Crow	1	0	Latin	4	0	Taiwanese/Formosan/ Min Nan	13	0
Czech	132	0.05	Latvian	22	0.01	Tajik	47	0.02
Dagbani (Dagbanli)	2	0	Lingala	164	0.06	Tamil	1041	0.36
Danish	17	0.01	Lithuanian	494	0.18	Tedim (Hai-Dim/Tiddim)	34	0.01
Dari	392	0.13	Luganda	37	0.01	Telugu (Telegu)	1580	0.54
Dinka	16	0.01	Luo	6	0	Thai	234	0.08
Dinlea (Turkish)	10	0	Luxembourgish	1	0	Tibetan	17	0.01
Dutch/Flemish	38	0.01	Maay or MaiMai	14	0.01	Tigrinya (Tigrigna)	119	0.04
Edo	13	0	Macedonian	172	0.06	Tongan	2	0
Efik	3	0	Malay	96	0.04	Tuluau	4	0
Emai-Luleja-Ora	1	0	Malayalam	907	0.33	Turkish	538	0.18
Estonian	9	0	Maltese	1	0	Turkmen	56	0.02
Ewe	270	0.09	Mam	19	0.01	Ukrainian	4582	1.57
Farsi (Persian)	563	0.19	Mandarin (Chinese)	1575	0.58	Urdu	4706	1.61
Finnish	6	0	Mandingo (Mandinka)	19	0.01	Uyghur	2	0
Fon	5	0	Marathi	240	0.09	Uzbek	371	0.13
French	1910	0.65	Marshallese	2	0	Vaiphei (Zomi)	2	0
Fukien/Hokkien (Chinese)	8	0	Massalit	3	0	Vietnamese	1643	0.56
Fulah (Fula/Fulani)	35	0.01	Meitei (Manipuri)	2	0	Winnebago	1	0
Ga	31	0.01	Menominee	1	0	Wolof	5	0
Garifuna	2	0	Mina	41	0.02	Yombe	3	0
Georgian	32	0.01	Mizo	1	0	Yoruba	1041	0.36
German	223	0.08	Mongolian	657	0.24	Zigula (Kizigua)	9	0
Kayah-Eastern	6	0	Montenegrin	2	0	Zokam (Zo)	10	0
						Total	292,379	100

Table A-6: Change in Number of ELs Speaking Native Languages from SY 2021-22 to SY 2022-23

Language	#	Language2	#3	Language4	#5
Afrikaans (Taal)	-8	Greek	-1	Oromo (Eastern)*	22
Akan (Fante/Asante/Twi)	48	Gujarati	197	Oshiwambo*	1
Albanian/Gheg(Kosovo/Macedon)	29	Guyanese	2	Oulof (Wolof)	-2
Albanian/Tosk (Albania)	26	Hainanese (Chinese)	-1	Palauan	3
Algonquin	1	Haitian-Creole	54	Pampangan	0
Amazigh	9	Hakka (Chinese)	4	Panjabi (Punjabi)	32
American Sign Language	-5	Hausa	3	Pashto (Pushto)	118
Amharic	34	Hawaiian	6	Pilipino (Tagalog)	112
Apache	0	Hebrew	12	Pima	0
Arabic	496	Hindi	131	Pohnpeian*	1
Armenian	-1	Hmong	0	Polish	116
Assamese	1	Hungarian	-7	Portuguese	112
Assyrian (Syriac/Aramaic)	-14	Ibo/Igbo	5	Pueblo*	1
Awakateko (Aguacatec Qa'yol)	-1	Icelandic	0	Q'anjob'al (Kanjobal)	31
Azerbaijani (North Azerbaijan)	3	Igala	0	Q'eqchi'	50
Bagheli	2	Ilocano	4	Quechua	8
Balinese	0	Ilonggo (Hiligaynon)	7	Rawang	1
Balochi (Eastern)*	2	Indonesian	7	Rohingya (Ruwainggya)	51
Balochi (Southern)*	1	Italian	15	Romanian	109
Bambara	8	Jamaican English Creole	20	Romany (Gypsy)	2
Bangala*	13	Japanese	43	Runyankore	4
Bangolan	1	K'iche' or Quiche	13	Russian	1653
Bassa	1	Kabiyè (Kabye)	1	Samoan	2
Belize Kriol English	5	Kache (Kaje/Jju)	-1	Sango (Sangho)*	2
Bemba	2	Kachhi*	1	Senthang (Hsemtang/Sentang)	2
Bengali	23	Kannada (Kanarese)	3	Serbian	33
Bisaya (Malaysia)	16	Kanuri	-1	Shanghai (Chinese)	-2
Bosnian	-1	Karen (S'gaw)	4	Shona	8
Bulgarian	2	Kashmiri	-1	Sindhi	2
Burmese	-7	Kayah-Eastern	-1	Sinhalese	7
Cambodian (Khmer)	9	Kazakh	18	Slovak	-2
Cantonese (Chinese)	21	Kikamba (Kamba)	0	Slovenian	0
Cebuano (Visayan)	9	Kinyarwanda	25	Somali	12
Chaldean	0	Kirundi (Rundi)	12	Soninke (Sooninkanxanne)	6
Chamorro	-2	Konkani	1	Sotho	0
Chaochow/Teochiu (Chinese)	-5	Korean	-1	Sourashtra (Saurashtra)	-4
Chechen	0	Kpelle	-1	Spanish	14888
Cherokee	0	Krahn(Liberia/Cote 'de Ivoir)	0	Swahili	153
Chichewa (Nyanja)*	9	Krio	8	Swedish	3
Chin (Haka)	30	Kunama	1	Taishanese (Yue Chinese)	13
Chin (Ngawn)	1	Kurdish	6	Taiwanese/Formosan/Min Nan	0

Chin-Tedim	2	Kyrgyz	88	Tajik	32
Chippewa/ Ojibawa/ Ottawa*	1	Lao	-12	Tamazight*	1
Chuj	3	Latin	6	Tamil	120
Chuukese (Trukese)	3	Latvian	-4	Tedim (Hai-Dim/Tiddim)	10
Creek	0	Lingala	30	Telugu (Telegu)	14
Croatian	2	Lithuanian	-8	Thai	28
Crow	0	Luganda	16	Tibetan	4
Czech	3	Luo	0	Tigré*	1
Dagbani (Dagbanli)	0	Luxembourgish	0	Tigrinya (Tigrigna)	19
Danish	5	Maay or Mai Mai	-4	Tiv (Munshi)*	1
Dari	139	Macedonian	11	Tongan	1
Dinka	2	Malay	15	Tooro (Rutooro)*	1
Dinlea (Turkish)	2	Malayalam	-24	Tuluau	-4
Dutch/Flemish	3	Maltese	0	Turkish	64
Eastern Oromo	-10	Mam	-11	Turkmen	37
Edo	4	Mandarin (Chinese)	144	Tzotzil*	1
Efik	1	Mandingo (Mandinka)	2	Ukrainian	2774
Emai-Luleja-Ora	0	Marathi	13	Urdu	154
Esan*	1	Marshallese	1	Uyghur	1
Eskimo*	1	Massalit	0	Uzbek	90
Estonian	2	Meitei (Manipuri)	1	Vaiphei (Zomi)	0
Etsako*	1	Menominee	0	Vietnamese	-43
Ewe	24	Mina	-2	Waray-Waray*	1
Farsi (Persian)	46	Mizo	2	Winnebago	0
Finnish	0	Mongolian	171	Wolof	3
Fon	3	Montenegrin	6	Yiddish	-1
French	131	Moro (Dhimorong)	0	Yombe	0
Fukien/Hokkien (Chinese)	0	Mundani*	3	Yoruba	92
Fulah (Fula/Fulani)	18	Navajo	4	Zigula (Kizigua)	3
Ga	3	Nepali (Nepalese)	-1	Zokam (Zo)	7
Garifuna	0	Norwegian	-5	Zulu*	7
Georgian	7	Nzema (Nzima)	0	Language not specified	-2462
German	52	Oneida	0		
Grebo*	1	Oriya (Odia)	12	* = New in 2022-2023	

Table A-7: Number of Native Languages Spoken by Former EL Students: SY 2022-23

Language	Student Count	Language	Student Count	Language	Student Count
Afar	1	German	140	Navajo	1
Afrikaans (Taal)	33	Greek	299	Ndebele	1
Akan (Fante/Asante/Twi)	133	Gujarati	2331	Nepali (Nepalese)	199
Albanian/Gheg (Kosovo/Macedon)	268	Guyanese	2	Norwegian	5

Albanian/Tosk (Albania)	305	Hainanese (Chinese)	6	Okpela/Ivbie North-Okpela-Arh	2
Amazigh	9	Haitian-Creole	58	Oriya (Odia)	39
American Sign Language	13	Hakka (Chinese)	15	Oromo (Eastern)	5
Amharic	208	Hausa	26	Orri (Oring)	1
Arabic	4850	Hawaiian	6	Oulof (Wolof)	21
Armenian	44	Hebrew	46	Palauan	3
Assamese	6	Hindi	1556	Panjabi (Punjabi)	306
Assyrian (Syriac/Aramaic)	620	Hmong	11	Pashto (Pushto)	83
Azerbaijani (North Azerbaijan)	1	Hungarian	61	Pilipino (Tagalog)	1942
Bagheli	16	Ibo/Igbo	166	Polish	7864
Balinese	1	Icelandic	1	Portuguese	257
Bambara	1	Igala	1	Pueblo	1
Bangala	1	Ilocano	23	Q'anjob'al (Kanjobal)	14
Bangolan	1	Ilonggo (Hiligaynon)	44	Rohingya (Ruwainggya)	14
Belize Kriol English	2	Indonesian	52	Romanian	754
Bemba	3	Isoko	3	Romany (Gypsy)	3
Bengali	315	Italian	168	Runyankore	1
Bisaya (Malaysia)	28	Jamaican English Creole	9	Russian	1730
Bosnian	405	Japanese	524	Samba Leko	1
Bulgarian	827	Kache (Kaje/Jju)	1	Samoan	3
Burmese	261	Kannada (Kanarese)	141	Sango (Sangho)	1
Cambodian (Khmer)	130	Kanuri	1	Senthang (Hsemtang/Sentang)	2
Cantonese (Chinese)	1633	Karen (S'gaw)	161	Serbian	506
Cebuano (Visayan)	81	Kashmiri	2	Shanghai (Chinese)	15
Chaldean	6	Kayah-Eastern	3	Shona	3
Chamorro	2	Kazakh	2	Sindhi	10

Chaochow/Teochiu (Chinese)	28	Kinyarwanda	7	Sinhalese	23
Chechen	1	Kirundi (Rundi)	48	Slovak	82
Chichewa (Nyanja)	2	Konkani	23	Slovenian	4
Chin (Haka)	114	Korean	1193	Somali	93
Chin (Ngawn)	6	Krahn(Liberia/Cote d'Ivoire)	1	Sourashtra (Saurashtra)	21
Chin-Tedim	6	Krio	7	Spanish	94312
Chippewa/ Ojibawa/ Ottawa	1	Kunama	5	Swahili	128
Chuj	1	Kurdish	25	Swedish	25
Chuukese (Trukese)	1	Kyrgyz	8	Taiwanese/Formosan/Min Nan	25
Croatian	62	Ladino	1	Tajik	6
Crow	1	Lao	181	Tamil	957
Czech	174	Latin	3	Tedim (Hai-Dim/Tiddim)	5
Dagbani (Dagbanli)	1	Latvian	29	Telugu (Telegu)	1717
Danish	5	Lingala	44	Thai	160
Dari	7	Lithuanian	686	Tibetan	13
Dinka	2	Luganda	37	Tigrinya (Tigrigna)	58
Dinlea (Turkish)	1	Luo	1	Tongan	1
Dutch/Flemish	30	Maay or Mai Mai	5	Tuluau	12
Edo	4	Macedonian	121	Turkish	281
English	29689	Malay	33	Turkmen	4
Estonian	7	Malayalam	808	Ukrainian	928
Ewe	113	Mam	1	Urdu	3270
Farsi (Persian)	228	Mandarin (Chinese)	1950	Uzbek	103
Finnish	4	Mandingo (Mandinka)	4	Vaiphei (Zomi)	2
French	687	Marathi	304	Vietnamese	1404
Fukien/Hokkien (Chinese)	12	Massalit	1	Yiddish	1
Fulah (Fula/Fulani)	2	Meitei (Manipuri)	1	Yombe	6
Ga	12	Mina	28	Yoruba	479
Gaelic (Scottish)	1	Mizo	1	Zigula (Kizigua)	3
Georgian	22	Mongolian	434	Zokam (Zo)	1

				Language Not Specified	416
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Table A-8: Number and Percent of ELs by Grade Level and Race/Ethnicity: SY 2022-23

Grade Level		Race/Ethnicity							Total
		Hispanic or Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	
PK	#	13,564	103	2,807	801	19	2,364	330	19,988
	%	67.86	0.52	14.04	2.91	0.1	11.83	1.65	100
KG	#	16,214	130	3,241	700	21	3,443	342	24,091
	%	67.3	0.54	13.45	2.91	0.09	14.29	1.42	100
Grade 1	#	18,267	142	3,309	697	28	3,970	354	26,767
	%	68.24	0.53	12.36	2.6	0.1	14.83	1.32	100
Grade 2	#	19,521	156	3,168	689	26	3,840	379	27,779
	%	70.27	0.56	11.4	2.48	0.09	13.82	1.36	100
Grade 3	#	18,451	172	2,976	662	26	3,578	300	26,165
	%	70.52	0.66	11.37	2.53	0.1	13.67	1.15	100
Grade 4	#	18,365	112	2,661	681	20	3,374	258	25,471
	%	72.1	0.44	10.45	2.67	0.08	13.25	1.01	100
Grade 5	#	16,884	95	1,751	561	22	2,631	235	22,179
	%	76.13	0.43	7.89	2.53	0.1	11.86	1.06	100
Grade 6	#	15,979	93	1,391	489	23	2,090	177	20,239
	%	78.94	0.46	6.87	2.42	0.11	10.33	0.87	100
Grade 7	#	15,624	80	1,434	498	12	2,018	174	19,840
	%	78.75	0.4	7.23	2.51	0.06	10.17	0.88	100
Grade 8	#	15,250	101	1,234	495	20	1,930	96	19,126
	%	79.73	0.53	6.45	2.59	0.1	10.09	0.5	100
Grade 9	#	16,445	118	1,230	517	17	1,794	140	20,261
	%	81.17	0.58	6.07	2.55	0.08	8.85	0.69	100
Grade 10	#	13,582	76	1,036	471	22	1,511	103	16,801
	%	80.84	0.45	6.17	2.8	0.13	8.99	0.61	100
Grade 11	#	9,799	57	777	353	14	1,112	65	12,177
	%	80.47	0.47	6.38	2.9	0.11	9.13	0.53	100
Grade 12	#	9,042	59	835	387	13	1,099	60	11,495
	%	78.66	0.51	7.26	3.37	0.11	9.56	0.52	100

Total	#	216,984	1,494	27,850	8,001	283	34,754	3,013	292,379
	%	74.21	0.51	9.53	2.74	0.1	11.89	1.03	100

Table A-9: Number and Percent of EL Students by Grade Cluster and IEP Status: SY 2022-23

Grade Level		English Learners		
		No IEP	With IEP	Total
Pre-K	#	14,756	5,232	19,988
	%	73.82	26.18	100
Kindergarten	#	20,389	3,702	24,091
	%	84.63	15.37	100
Grade 1	#	22,565	4,202	26,767
	%	84.3	15.7	100
Grade 2	#	23,416	4,363	27,779
	%	84.29	15.71	100
Grade 3	#	21,826	4,339	26,165
	%	83.42	16.58	100
Grade 4	#	21,093	4,378	25,471
	%	82.81	17.19	100
Grade 5	#	17,834	4,345	22,179
	%	80.41	19.59	100
Grade 6	#	15,938	4,301	20,239
	%	78.75	21.25	100
Grade 7	#	15,535	4,305	19,840
	%	78.3	21.7	100
Grade 8	#	14,796	4,330	19,126
	%	77.36	22.64	100
Grade 9	#	15,945	4,316	20,261
	%	78.7	21.3	100
Grade 10	#	12,687	4,114	16,801
	%	75.51	24.49	100
Grade 11	#	8,756	3,421	12,177
	%	71.91	28.09	100
Grade 12	#	7,450	4,045	11,495
	%	64.81	35.19	100
Total	#	232,986	59,393	292,379
	%	79.69	20.31	100

Table A-10: Number and Percentage of EL Students Enrolled in an EL Instructional Design: SY 2022-23

EL Instructional Design	Design count	Design %
Dual Language - Two Way	23,711	8.11
Dual Language - One Way	24,387	8.34
Transitional Bilingual Program - Self Contained	28,109	9.61
Transitional Bilingual Program - Collaboration	79,596	27.22
Transitional Program in English - Self Contained	11,784	4.03
Transitional Program in English - Collaboration	89,540	30.62
None of the Above	35,252	12.06
Total	292,379	100

Table A-11: Number and Percentage of EL Students by Overall English Proficiency Level on the ACCESS for ELLs® and Grade Cluster: SY 2022-23

Grade Level		Composite Proficiency Levels								Total	4.8+
		1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.9	5.0-5.9	6.0	Null			
KG	#	14,730	3,230	2,461	1,624	327	0	1,719	24,091	532	
	%	61.14	13.41	10.22	6.74	1.36	0	7.14	100	2.21	
Grade 1	#	6,118	8,808	7,678	1,610	269	13	2,271	26,767	430	
	%	22.86	32.91	28.68	6.01	1.00	0.05	8.48	100	1.61	
Grade 2	#	3,049	7,056	11,237	3,881	417	17	2,122	27,779	823	
	%	10.98	25.4	40.45	13.97	1.5	0.06	7.64	100	2.96	
Grade 3	#	2,851	4,943	10,192	5,512	773	20	1,874	26,165	1,358	
	%	10.9	18.89	38.95	21.07	2.95	0.08	7.16	100	5.19	
Grade 4	#	1,455	2,225	7,360	9,140	3,101	511	1,679	25,471	5,024	
	%	5.71	8.74	28.9	35.88	12.17	2.01	6.59	100	19.72	
Grade 5	#	1,472	1,905	6,398	8,520	2,210	183	1,491	22,179	3,652	
	%	6.64	8.59	28.85	38.41	9.96	0.83	6.72	100	16.47	
Grade 6	#	1,455	3,723	10,003	3,418	121	4	1,515	20,239	258	
	%	7.19	18.4	49.42	16.89	0.6	0.02	7.49	100	1.27	
Grade 7	#	1,706	3,553	9,022	3,810	198	5	1,546	19,840	419	
	%	8.6	17.91	45.47	19.2	1.00	0.03	7.79	100	2.11	
Grade 8	#	2,000	3,636	8,148	3,463	206	3	1,670	19,126	386	
	%	10.46	19.01	42.6	18.11	1.08	0.02	8.73	100	2.02	
Grade 9	#	1,595	3,563	8,658	3,346	300	10	2,789	20,261	544	
	%	7.87	17.59	42.73	16.51	1.48	0.05	13.77	100	2.68	
	#	1,608	3,177	6,781	2,584	238	6	2,407	16,801	458	

Grade 10	%	9.57	18.91	40.36	15.38	1.42	0.04	14.33	100	2.73
Grade 11	#	1,336	2,331	4,660	1,611	159	6	2,074	12,177	300
	%	10.97	19.14	38.27	13.23	1.31	0.05	17.03	100	2.46
Grade 12	#	1,386	2,235	3,373	968	74	1	3,458	11,495	155
	%	12.06	19.44	29.34	8.42	0.64	0.01	30.08	100	1.35
Total	#	40,761	50,385	95,971	49,487	8,393	779	26,615	272,391	14,339
	%	14.96	18.5	35.23	18.17	3.08	0.29	9.77	100	5.26

Table A-12: Comparison of Performance of EL Students with Never-EL Students on the IAR and SAT (ELA) by Grade Level: SY 2022-23

Number of Students Meeting or Exceeding ELA Standards										
EL status		Grade level								
		3	4	5	6	7	8	11	12	Total
ELs	Total tested	24,356	23,752	20,642	18,773	18,481	17,865	10,743	502	135,114
	Total proficient	2,906	3,703	1,678	1,101	1,579	1,396	334	4	12,701
	Proficient %	11.93	15.59	8.13	5.86	8.54	7.81	3.11	0.8	9.4
Long-term ELs	Total tested	433	1,243	1,859	7,486	7,414	7,226	2,329	92	28,082
	Total proficient	45	200	150	395	584	499	29	1	1,903
	Proficient %	10.39	16.09	8.07	5.28	7.88	6.91	1.25	1.09	6.78
Former ELs	Total tested	4,721	6,008	10,770	13,874	14,817	17,938	23,616	469	92,213
	Total proficient	2,179	3,381	5,725	6,567	7,679	9,288	6,303	35	41,157
	Proficient %	46.16	56.27	53.16	47.33	51.83	51.78	26.69	7.46	44.63
Never-ELs	Total tested	103,200	103,472	108,460	113,806	115,261	120,507	123,983	3,226	791,915
	Total proficient	33,678	40,876	43,462	43,946	48,867	54,295	42,893	310	308,327

	Proficient %	32.63	39.5	40.07	38.61	42.4	45.06	34.6	9.61	38.93
Grade Total	Total tested	127,556	127,224	129,102	132,579	133,742	138,372	134,726	3,728	927,029
	Total proficient	36,584	44,579	45,140	45,047	50,466	55,691	43,227	314	321,028
	Proficient %	28.68	35.04	34.96	33.98	37.72	40.25	32.09	8.42	34.63

Table A-13: Comparison of Performance of EL Students with Never-EL Students on the IAR and SAT (Math) by Grade Level: SY 2022-23

Number of Students Meeting or Exceeding Math Standards										
EL status		Grade level								
		3	4	5	6	7	8	11	12	Total
ELs	Total tested	24,307	23,737	20,608	18,714	18,440	17,823	10,704	500	134,833
	Total proficient	3,997	2,758	1,161	588	823	636	366	15	10,344
	Proficient %	16.44	11.62	5.63	3.14	4.46	3.57	3.42	3	7.67
Long-term ELs	Total tested	430	1,245	1,859	7,472	7,397	7,202	2,319	92	28,016
	Total proficient	66	146	102	164	241	184	36	3	942
	Proficient %	15.35	11.73	5.49	2.19	3.26	2.55	1.55	3.26	3.36
Former ELs	Total tested	4,715	6,003	10,758	13,855	14,807	17,917	23,610	467	92,132
	Total proficient	2,355	2,887	4,199	4,632	5,546	6,001	5,783	19	31,422
	Proficient %	49.95	48.09	39.03	33.43	37.46	33.49	24.49	4.07	34.11
Never-ELs	Total tested	103,018	103,362	108,309	113,572	115,029	120,220	123,839	3,203	790,552

	Total proficient	37,761	32,577	31,690	30,292	34,860	34,644	36,205	183	238,212
	Proficient %	36.65	31.52	29.26	26.67	30.31	28.82	29.24	5.71	30.13
Grade Total	Total tested	127,325	127,099	128,917	132,286	133,469	138,043	134,543	3,703	925,385
	Total proficient	41,758	35,335	32,851	30,880	35,683	35,280	36,571	198	248,556
	Proficient %	32.8	27.8	25.48	23.34	26.74	25.56	27.18	5.35	26.86

Table A-14: Eligible Migratory Students by Grade Level: SY 2022-23

Eligible Migratory Children: SY 2021 - 22			
	Eligible Migratory Children in Illinois	Eligible Migratory Children Enrolled in Illinois Public Schools	Eligible Migratory Children Enrolled in Illinois Public Schools who are English Learners
Birth – 3		3	
PK	91	28	27
K	50	27	21
1	47	24	17
2	57	24	20
3	59	34	28
4	47	21	18
5	38	19	17
6	64	64	21
7	46	24	21
8	67	33	27
9	65	32	24
10	67	28	23
11	43	13	9
12	17	12	9
Ages 0-5 Not Enrolled in PK/K at Time of Service	120		
Out of School Youth	320		
Total	1195	357	282