



Illinois State Board of Education


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Darren Reisberg
Chair of the Board

Dr. Carmen I. Ayala
State Superintendent of Education

MEMORANDUM

TO: The Honorable Jim Durkin, House Minority Leader
The Honorable Don Harmon, Senate President
The Honorable Dan McConchie, Senate Minority Leader
The Honorable Emanuel "Chris" Welch, Speaker of the House
The Honorable JB Pritzker, Governor

FROM: Dr. Carmen I. Ayala 
State Superintendent of Education

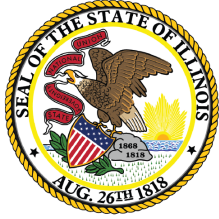
DATE: August 20, 2021

SUBJECT: Illinois State Board of Education English Learner Statistical Report

The ISBE English Learner Statistical Report for SY 19-20 pursuant to [105 ILCS 5/2-3.39](#).

This report is transmitted on behalf of the State Superintendent of Education. For additional copies of this report or for more specific information, please contact Amanda Elliott, Executive Director, Legislative Affairs at (217) 782-6510 or aelliott@isbe.net.

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



**Illinois
State Board of
Education**

English Learners in Illinois SY 2019-20 Statistical Report

**Multilingual Department
Data Strategies and Analytics Department**

November 2020

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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 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.

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 ILSC 5/14C-3 requires that one of two types of programs be provided for all PK-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.

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 parent's 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. A TPI 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.

SOURCES OF DATA

Data for this report were extracted by the Data Strategies and Analytics Department at the Illinois State Board of Education from the school year 2019-20 Student Information System Enrollment, EL Records, and I-Star Student Approval Records. The data values were calculated based on the 2020 Report Card Snapshot.

BILINGUAL EDUCATION PROGRAMS IN ILLINOIS

SECTION 1: SY 2019-20 ENGLISH LEARNER ENROLLMENT PER TYPE OF PROGRAM

There are 852 public school districts in Illinois; each may implement a variety of EL programs depending on students' individual needs. There were 261,454 EL students enrolled in Illinois in SY 2019-20. A total of 594 school districts implemented a TBE program of instruction for 186,932 ELs. A TPI was implemented in 492 school districts, which served 56,311 ELs. Parent refusals were documented for 16,343 students in 315 districts. There was one district that implemented a 228.27 Plan for five students. A 228.27 Plan occurs when a district discontinues TBE or TPI program parameters for ELs who have not yet achieved English proficiency after those students were in a TBE program or TPI for three years. Districts offering a 228.27 Plan must submit an application for approval to the Multilingual Department before implementing it. We replaced the "Other/Alternative" program category in 2020 with "228.27 Plan" in order to clarify data. The "Other" category now includes districts that indicated a 228.27 Plan erroneously after the "Other/Alternative" category was removed.

Table 1. Number and percentage of districts and EL enrollment per type of program: SY 2019-20

Program	District Count			EL Placement		
	Districts w/ EL programs	Total districts	EL District %	EL Placements	Total ELs	EL Placement %
TBE Full Time	292	852	34.27	119,052	261,454	45.53
TBE Part Time	302	852	35.45	67,880	261,454	25.96
TPI	492	852	57.75	56,311	261,454	21.54
228.27 Plan	1	852	0.12	5	261,454	0
Other	296	852	34.74	1,863	261,454	0.71
Parental Refusal	315	852	36.97	16,343	261,454	6.25
Total	655	852	76.88	261,454	261,454	100

Note: An individual district may offer multiple programs. A 228.27 Plan includes students who are continuing services past the three-year mark. "Other" program type indicates districts that erroneously implemented a 228.27 Plan in SY 2019-20.

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 in order 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 endorsement. Educators providing services to dually identified Special Education-ELs (SPED-ELs) must hold a Special Education endorsement or co-teach with a SPED-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 Visitor International Teacher (ELS-VIT) are also approved to work with ELs. A single teacher may hold several endorsements to service ELs.

Illinois has 1,213 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 7,299. Additionally, 16,260 teachers hold an ESL endorsement, 812 educators hold an ELS-TBE, and 100 educators hold an ELS-VIT. In total, Illinois has 24,202 endorsed educators to serve ELs, with 22,149 of them serving in Title III-funded school districts.

Table 2. Number and percentage of teachers in all districts with endorsements to support ELs, and number and percentage of teachers in Title III-funded districts with endorsements to support ELs: SY 2019-20

Endorsements		All Districts	Title III-Funded Districts	Non-Title III-Funded Districts	Both
Both ESL and Bilingual Endorsement	Group Count	5,817	5,625	191	1
	Total Teachers	24,202	22,149	2,046	7
	%	24.04	25.4	9.34	14.29
Bilingual Endorsement (all languages)	Group Count	1,213	1,189	24	0
	Total Teachers	24,202	22,149	2,046	7
	%	5.01	5.37	1.17	0
ESL Endorsement	Group Count	16,260	14,461	1,794	5
	Total Teachers	24,202	22,149	2,046	7
	%	67.18	65.29	87.68	71.43
Educator License with Stipulations (TBE)	Group Count	812	774	37	1
	Total Teachers	24,202	22,149	2,046	7
	%	3.36	3.49	1.81	14.29
Licensed Visitor International Teacher	Group Count	100	100	0	0
	Total Teachers	24,202	22,149	2,046	7
	%	0.41	0.45	0	0
Total	Total count	24,202	22,149	2,046	7
	%	100	100	100	100
Bilingual Endorsement – Spanish	Group Count	7,299	7,077	221	1
	Total Teachers	24,202	22,149	2,046	7
	%	30.16	31.95	10.8	14.29

Note: Totals do not include Bilingual Endorsement – Spanish, as that group is an aggregate of educators with a PEL, TBE, or VIT endorsement; these teachers have been included in one of the other groups. The “Both” category counts teachers who simultaneously taught in Title III-funded and non-Title III-funded districts.

ENGLISH LEARNERS IN ILLINOIS

SECTION 3: EL STUDENT ENROLLEMENT BY COUNTY

Twenty-eight percent of the 261,454 ELs in Illinois public schools were enrolled in Chicago Public Schools (City of Chicago School District 299) and about another 26 percent were enrolled in the surrounding school districts in Cook County. Counties immediately outside of Cook (DuPage, Kane, Lake, and Will) served 33 percent of ELs in Illinois. The remaining 13 percent of ELs attending public schools in Illinois reside in other counties across the state. Forty-four counties in Illinois have 20 or fewer ELs.

Table 3. Number and percentage of EL students by county: SY 2019-20

County Name	EL #	EL %	County Name	EL #	EL %
Adams	44	0.02	Lawrence	8	0
Bond	3	0	Lee	72	0.03
Boone	1,583	0.61	Livingston	81	0.03
Brown	2	0	Logan	13	0
Bureau	258	0.1	Macon	288	0.11
Calhoun	1	0	Macoupin	10	0
Carroll	19	0.01	Madison	1,223	0.47
Cass	722	0.28	Marion	12	0
Champaign	2,932	1.12	Mason	4	0
Christian	8	0	McDonough	56	0.02
City of Chicago	73,459	28.1	McHenry	5,127	1.96
Clark	7	0	McLean	1,220	0.47
Clay	13	0	Menard	1	0
Clinton	95	0.04	Mercer	3	0
Coles	34	0.01	Monroe	9	0
Cook	67,045	25.64	Montgomery	14	0.01
Crawford	2	0	Morgan	103	0.04
Cumberland	3	0	Ogle	641	0.25
DeKalb	1,383	0.53	Peoria	1,302	0.5
Dept Of Corrections	13	0	Perry	4	0
DeWitt	26	0.01	Piatt	9	0
Douglas	182	0.07	Pike	10	0
DuPage	22,358	8.55	Putnam	23	0.01
Edgar	2	0	Randolph	50	0.02
Edwards	3	0	Richland	6	0
Effingham	72	0.03	Rock Island	2,714	1.04
Fayette	4	0	Saint Clair	332	0.13
Ford	41	0.02	Saline	7	0
Franklin	13	0	Sangamon	424	0.16
Fulton	16	0.01	Schuyler	33	0.01
Gallatin	7	0	Scott	1	0
Grundy	393	0.15	Shelby	3	0
Hamilton	1	0	Stark	5	0
Hancock	10	0	State of Illinois	1	0
Henderson	1	0	Stephenson	283	0.11
Henry	156	0.06	Tazewell	114	0.04
Iroquois	92	0.04	Union	85	0.03
Jackson	379	0.14	Vermilion	228	0.09
Jasper	12	0	Wabash	5	0
Jefferson	72	0.03	Warren	373	0.14
Jersey	11	0	Washington	8	0
Jo Daviess	98	0.04	Wayne	1	0
Johnson	8	0	White	6	0
Kane	28,914	11.06	Whiteside	288	0.11
Kankakee	1,330	0.51	Will	11,615	4.44
Kendall	2,384	0.91	Williamson	54	0.02
Knox	305	0.12	Winnebago	6,127	2.34
La Salle	1,025	0.39	Woodford	21	0.01
Lake	22,896	8.76	Total	261,454	100.00%

SECTION 4a: EL STUDENT COUNT BY LANGUAGE

There were 172 distinct languages spoken by ELs in Illinois. Spanish is the most common language among ELs at 72 percent. It is followed by Arabic at 4 percent; Polish at 3 percent; Urdu at 2 percent; and Russian, Gujarati, and Pilipino (Tagalog) at 1 percent each. Eighty-four languages are spoken by 25 or fewer ELs in Illinois.

Table 4. Number and percentage of native languages spoken by EL students: SY 2019-20

Language	#	%	Language	#	%	Language	#	%
Afrikaans (Taal)	61	0.02	Guyanese	3	0	Moro (Dhimorong)	3	0
Akan (Fante/Asante/Twi)	220	0.08	Hainanese (Chinese)	5	0	Navajo	9	0
Albanian/Gheg (Kosovo/Macedon)	426	0.16	Haitian-Creole	182	0.07	Nepali	399	0.15
Albanian/Tosk (Albania)	386	0.15	Hakka (Chinese)	16	0.01	Norwegian	5	0
Algonquin	1	0	Hausa	46	0.02	Nzema (Nzima)	1	0
Amazigh	12	0	Hawaiian	2	0	Oneida	1	0
American Sign Language	24	0.01	Hebrew	81	0.03	Oriya (Odia)	40	0.02
Amharic	230	0.09	Hindi	1,611	0.62	Other	13,254	5.07
Apache	3	0	Hmong	22	0.01	Oulof (Wolof)	29	0.01
Arabic	10,129	3.87	Hopi	1	0	Palauan	3	0
Armenian	37	0.01	Hungarian	48	0.02	Pampangan	4	0
Assamese	3	0	Ibo/Igbo	234	0.09	Panjabi (Punjabi)	395	0.15
Assyrian (Syriac/Aramaic)	854	0.33	Ilocano	17	0.01	Pashto (Pushto)	215	0.08
Bagheli	8	0	Ilonggo (Hiligaynon)	44	0.02	Pilipino (Tagalog)	2,350	0.9
Balinese	5	0	Indonesian	57	0.02	Pima	1	0
Bambara	2	0	Isoko	2	0	Polish	6,835	2.61
Bemba	16	0.01	Italian	276	0.11	Portuguese	405	0.15
Bengali	287	0.11	Jamaican	54	0.02	Quechua	1	0
Bisaya (Malaysia)	30	0.01	Japanese	771	0.29	Rohingya (Ruwainggya)	76	0.03
Bosnian	425	0.16	K'iche' or Quiche	19	0.01	Romanian	845	0.32
Bulgarian	688	0.26	Kache (Kaje/Jju)	1	0	Romany (Gypsy)	2	0
Burmese	615	0.24	Kanjokal	243	0.09	Runyankore	4	0
Cambodian (Khmer)	184	0.07	Kannada (Kanarese)	136	0.05	Russian	2,380	0.91
Cantonese (Chinese)	1,159	0.44	Kanuri	3	0	Samoan	9	0
Cebuano (Visayan)	91	0.03	Karen (S'gaw)	464	0.18	Serbian	571	0.22
Chaldean	14	0.01	Kashi (Uyghur)	1	0	Shanghai (Chinese)	36	0.01
Chamorro	1	0	Kashmiri	1	0	Shona	11	0
Chaochow/Teochiu (Chinese)	33	0.01	Kikamba (Kamba)	4	0	Sindhi	19	0.01
Chechen	2	0	Kinyarwanda	45	0.02	Sinhalese	21	0.01
Cherokee	2	0	Kirundi (Rundi)	113	0.04	Sioux (Dakota)	1	0
Chichewa (Nyanja)	3	0	Konkani	22	0.01	Slovak	63	0.02
Chin (Haka)	238	0.09	Korean	1,059	0.41	Slovenian	3	0
Chippewa/ Ojibawa/ Ottawa	1	0	Krahn(Liberia/Cote 'de Ivoir)	4	0	Somali	214	0.08
Chuj	52	0.02	Krio	13	0	Sotho	4	0
Chuukese (Trukese)	13	0	Kunama	8	0	Sourashtra (Saurashtra)	20	0.01
Creek	4	0	Kurdish	46	0.02	Spanish	188,305	72.02
Croatian	60	0.02	Ladino	1	0	Swahili	777	0.3
Crow	1	0	Lao	267	0.1	Swedish	33	0.01
Czech	177	0.07	Latvian	30	0.01	Taiwanese/Formosan/Min Nan	28	0.01
Danish	21	0.01	Lingala	150	0.06	Tamil	884	0.34
Dinlea (Turkish)	8	0	Lithuanian	586	0.22	Tedim (Hai-Dim/Tiddim)	21	0.01
Dutch/Flemish	31	0.01	Luganda	39	0.01	Telugu (Telegu)	1,633	0.62
Efik	3	0	Luo	6	0	Thai	195	0.07
Eskimo	2	0	Maay or Mai-Mai	17	0.01	Tibetan	9	0
Estonian	14	0.01	Macedonian	168	0.06	Tigrinya (Tigrigna)	83	0.03
Ewe	204	0.08	Malay	104	0.04	Tongan	1	0
Farsi (Persian)	412	0.16	Malayalam	916	0.35	Tuluau	8	0
Finnish	9	0	Maltese	1	0	Turkish	420	0.16
French	1,787	0.68	Mam	1	0	Turkmen	7	0
Fukien/Hokkien (Chinese)	14	0.01	Mandarin (Chinese)	1,768	0.68	Ukrainian	1,369	0.52
Fulah (Fula/Fulani)	1	0	Mandingo (Mandinka)	15	0.01	Urdu	4,191	1.6
Ga	22	0.01	Marathi	237	0.09	Uzbek	208	0.08
Gaelic (Scottish)	1	0	Massalit	5	0	Vietnamese	1,651	0.63
Gbaya	2	0	Mende	2	0	Waray-Waray	1	0
Georgian	16	0.01	Menominee	2	0	Winnebago	4	0
German	210	0.08	Mina (Geser-Goram)	44	0.02	Yombe	5	0
Greek	361	0.14	Mongolian	571	0.22	Yoruba	814	0.31
Gujarati	2,379	0.91				Total	261,454	100

SECTION 4b: TOP 50 NATIVE LANGUAGES

The following table indicates the top 50 native languages that were spoken by English Learners in Illinois for SY 2019-20. The language code “Other” has been removed from this count for the purposes of accuracy and transparency. Fifteen of the top 50 native languages spoken by ELs in SY 2019-20 were spoken by at least 1,000 students each.

Table 5. Number and percentage of top 50 native languages spoken by EL students: SY 2019-20

Language	#	%	Language	#	%
Spanish	188,305	72.02	Mongolian	571	0.22
Arabic	10,129	3.87	Serbian	571	0.22
Polish	6,835	2.61	Karen (S'gaw)	464	0.18
Urdu	4,191	1.6	Albanian/Gheg(Kosovo/Macedon)	426	0.16
Russian	2,380	0.91	Bosnian	425	0.16
Gujarati	2,379	0.91	Turkish	420	0.16
Pilipino (Tagalog)	2,350	0.9	Farsi (Persian)	412	0.16
French	1,787	0.68	Portuguese	405	0.15
Mandarin (Chinese)	1,768	0.68	Nepali	399	0.15
Vietnamese	1,651	0.63	Panjabi (Punjabi)	395	0.15
Telugu (Telegu)	1,633	0.62	Albanian/Tosk (Albania)	386	0.15
Hindi	1,611	0.62	Greek	361	0.14
Ukrainian	1,369	0.52	Bengali	287	0.11
Cantonese (Chinese)	1,159	0.44	Italian	276	0.11
Korean	1,059	0.41	Lao	267	0.1
Malayalam	916	0.35	Kanjobal	243	0.09
Tamil	884	0.34	Chin (Haka)	238	0.09
Assyrian (Syriac/Aramaic)	854	0.33	Marathi	237	0.09
Romanian	845	0.32	Ibo/Igbo	234	0.09
Yoruba	814	0.31	Amharic	230	0.09
Swahili	777	0.3	Akan (Fante/Asante/Twi)	220	0.08
Japanese	771	0.29	Pashto (Pushto)	215	0.08
Bulgarian	688	0.26	Somali	214	0.08
Burmese	615	0.24	German	210	0.08
Lithuanian	586	0.22	Uzbek	208	0.08

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

English Learners are primarily found in grades K-4, with the majority of ELs in third grade at 27,291. The fewest number of ELs are in 11th grade, at 8,671. By ethnicity, the majority of ELs, 74 percent, are Hispanic or Latino. The next largest racial group is White at 11 percent, followed by Asian at 10 percent, Black or African American at 3 percent, and Two or More Races at 1 percent.

Table 6. Number of English Learners by grade level and race/ethnicity: SY 2019-20

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	#	14,549	155	2,722	653	35	2,660	325	21,099
	%	68.96	0.73	12.9	3.09	0.17	12.61	1.54	100
KG	#	17,169	207	3,487	631	25	3,663	325	25,507
	%	67.31	0.81	13.67	2.47	0.1	14.36	1.27	100
Grade 1	#	17,905	145	3,318	658	25	3,682	275	26,008
	%	68.84	0.56	12.76	2.53	0.1	14.16	1.06	100
Grade 2	#	19,161	118	3,104	692	39	3,735	323	27,172
	%	70.52	0.43	11.42	2.55	0.14	13.75	1.19	100
Grade 3	#	20,021	136	2,759	615	34	3,454	272	27,291
	%	73.36	0.5	10.11	2.25	0.12	12.66	1	100
Grade 4	#	19,605	89	2,330	602	20	2,955	201	25,802
	%	75.98	0.34	9.03	2.33	0.08	11.45	0.78	100
Grade 5	#	17,581	96	1,571	537	18	2,082	165	22,050
	%	79.73	0.44	7.12	2.44	0.08	9.44	0.75	100
Grade 6	#	14,756	112	1,130	434	18	1,561	146	18,157
	%	81.27	0.62	6.22	2.39	0.1	8.6	0.8	100
Grade 7	#	12,794	69	1,024	436	19	1,333	118	15,793
	%	81.01	0.44	6.48	2.76	0.12	8.44	0.75	100
Grade 8	#	9,905	58	892	351	18	1,092	65	12,381
	%	80	0.47	7.2	2.83	0.15	8.82	0.52	100
Grade 9	#	9,698	64	929	416	19	1,144	80	12,350
	%	78.53	0.52	7.52	3.37	0.15	9.26	0.65	100
Grade 10	#	8,110	53	869	383	29	893	61	10,398
	%	78	0.51	8.36	3.68	0.28	8.59	0.59	100
Grade 11	#	6,612	30	821	338	14	795	61	8,671
	%	76.25	0.35	9.47	3.9	0.16	9.17	0.7	100
Grade 12	#	6,573	50	805	386	14	880	67	8,775
	%	74.91	0.57	9.17	4.4	0.16	10.03	0.76	100
Total	#	194,439	1,382	25,761	7,132	327	29,929	2,484	261,454
	%	74.37	0.53	9.85	2.73	0.13	11.45	0.95	100

SECTION 6: EL STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

There are 55,957 students who are English Learners with Individualized Education Programs (IEPs), which is about 21 percent of all ELs. The majority of unique ELs with IEPs are in pre-K at 5,434; however, the highest percentage of ELs with IEPs within their grade is found among 12th-graders at 33 percent.

Table 7. Number of EL students by grade cluster and IEP status: SY 2019-20

Grade Level		English Learners		
		No IEP	With IEP	Total
Pre-K	#	15,665	5,434	21,099
	%	74.25	25.75	100
Kindergarten	#	21,763	3,744	25,507
	%	85.32	14.68	100
Grade 1	#	22,076	3,932	26,008
	%	84.88	15.12	100
Grade 2	#	22,846	4,326	27,172
	%	84.08	15.92	100
Grade 3	#	22,901	4,390	27,291
	%	83.91	16.09	100
Grade 4	#	21,253	4,549	25,802
	%	82.37	17.63	100
Grade 5	#	17,529	4,521	22,050
	%	79.5	20.5	100
Grade 6	#	13,709	4,448	18,157
	%	75.5	24.5	100
Grade 7	#	11,433	4,360	15,793
	%	72.39	27.61	100
Grade 8	#	8,528	3,853	12,381
	%	68.88	31.12	100
Grade 9	#	8,662	3,688	12,350
	%	70.14	29.86	100
Grade 10	#	7,230	3,168	10,398
	%	69.53	30.47	100
Grade 11	#	6,036	2,635	8,671
	%	69.61	30.39	100
Grade 12	#	5,866	2,909	8,775
	%	66.85	33.15	100
Total	#	205,497	55,957	261,454
	%	78.6	21.4	100

SECTION 7: EL STUDENT COUNT BY INSTRUCTIONAL DESIGN

English Learners in Illinois are placed into one of six instructional designs. Transitional bilingual programs (TBE classrooms) and transitional programs in English (ELS classrooms) each make up 24 percent of all instructional designs used. However, the most common specific type of instructional design is a Transitional Program in English (Collaborative), with 48,941 ELs enrolled in this type of program. The least common program is Dual Language (Two Way), comprising just over 5 percent of ELs.

Table 8. Number and percentage of EL students enrolled in an EL instructional design: SY 2019-20

EL Instructional Design	Design count	Design %
Dual Language - Two Way	14,365	5.49
Dual Language - One Way	20,992	8.03
Transitional Bilingual Program - Self Contained	23,629	9.04
Transitional Bilingual Program - Collaboration	39,385	15.06
Transitional Program in English - Self Contained	13,918	5.32
Transitional Program in English - Collaboration	48,941	18.72
None of the Above	100,224	38.33
Total	261,454	100

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; almost 12 percent of ELs in SY 2019-20 met proficiency on the ACCESS. The majority of ELs fell into the proficiency level band of 3.0-3.9 with 86,093 students, or 36 percent. The Null category includes ELs that were not tested or did not have a valid ACCESS score; alternative ACCESS scores are not included in these counts.

Table 9. Number and percentage of EL students by overall composite proficiency level on the ACCESS for ELLs® and grade cluster: SY 2019-20

Grade Level		Composite Proficiency Levels								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	Total	
KG	#	14,005	4,143	3,202	2,379	403	0	1,375	25,507	704
	%	54.91	16.24	12.55	9.33	1.58	0	5.39	100	2.76
Grade 1	#	3,216	7,695	10,566	2,250	440	21	1,820	26,008	683
	%	12.37	29.59	40.63	8.65	1.69	0.08	7	100	2.63
Grade 2	#	2,096	5,332	11,394	6,029	626	18	1,677	27,172	1,225
	%	7.71	19.62	41.93	22.19	2.3	0.07	6.17	100	4.51
Grade 3	#	1,557	3,525	10,896	8,602	1,000	17	1,694	27,291	1,917
	%	5.71	12.92	39.93	31.52	3.66	0.06	6.21	100	7.02
Grade 4	#	695	1,261	7,405	11,042	3,537	495	1,367	25,802	5,897
	%	2.69	4.89	28.7	42.8	13.71	1.92	5.3	100	22.85
Grade 5	#	681	1,334	6,229	9,631	2,698	265	1,212	22,050	4,451
	%	3.09	6.05	28.25	43.68	12.24	1.2	5.5	100	20.19
Grade 6	#	702	2,902	9,081	4,116	162	5	1,189	18,157	349
	%	3.87	15.98	50.01	22.67	0.89	0.03	6.55	100	1.92
Grade 7	#	940	2,834	7,190	3,524	245	9	1,051	15,793	455
	%	5.95	17.94	45.53	22.31	1.55	0.06	6.65	100	2.88
Grade 8	#	973	2,362	4,973	2,638	278	18	1,139	12,381	510
	%	7.86	19.08	40.17	21.31	2.25	0.15	9.2	100	4.12
Grade 9	#	891	2,109	5,079	2,266	313	14	1,678	12,350	516
	%	7.21	17.08	41.13	18.35	2.53	0.11	13.59	100	4.18
Grade 10	#	898	1,846	4,023	1,842	232	4	1,553	10,398	389
	%	8.64	17.75	38.69	17.71	2.23	0.04	14.94	100	3.74
Grade 11	#	811	1,615	3,290	1,455	149	0	1,351	8,671	274
	%	9.35	18.63	37.94	16.78	1.72	0	15.58	100	3.16
Grade 12	#	868	1,653	2,765	1,067	65	0	2,357	8,775	122
	%	9.89	18.84	31.51	12.16	0.74	0	26.86	100	1.39
Total	#	28,333	38,611	86,093	56,841	10,148	866	19,463	240,355	17,492
	%	11.79	16.06	35.82	23.65	4.22	0.36	8.1	100	11.79

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). The IAR and SAT were not administered in SY 2019-20 due to the COVID-19 pandemic and ensuing school closures that occurred in the early spring of 2020, which disrupted the usual testing window for these exams. ISBE submitted a statewide waiver application to the U.S. Department of Education to waive all federally required assessments, summative designations, and reporting on accountability metrics on the Illinois Report Card for the 2019-20 school year. This waiver application was approved, allowing ISBE to forego statewide testing—which included the IAR and SAT exams—for the remainder of SY 2019-20.