



# Illinois State Board of Education

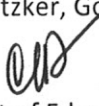
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**Darren Reisberg**  
*Chair of the Board*

**Dr. Carmen I. Ayala**  
*State Superintendent of Education*

## MEMORANDUM

**TO:** The Honorable William E. Brady, Senate Minority Leader  
The Honorable John J. Cullerton, Senate President  
The Honorable Jim Durkin, House Minority Leader  
The Honorable Michael J. Madigan, Speaker of the House  
The Honorable JB Pritzker, Governor

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

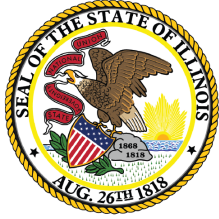
**DATE:** January 7, 2020

**SUBJECT:** SY2017-18 ISBE English Learners Statistical Report

The SY2017-18 English Learners Statistical Report delineates state data on English learners 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](mailto:aelliott@isbe.net)

**cc:** Tim Anderson, Secretary of the Senate  
John W. Hollman, Clerk of the House  
Legislative Research Unit  
State Government Report Center



**Illinois  
State Board of  
Education**

# **English Learners in Illinois SY 2017-18 Statistical Report**

**Multilingual Department  
Data Strategies and Analytics Department**

**July 2019**

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# BACKGROUND

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## 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 program in lieu of a TBE program. TPI programs 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 SY 2017-18 Student Information System Enrollment, EL Record Data, and the Bilingual Education Program Delivery Report.

## BILINGUAL EDUCATION PROGRAMS IN ILLINOIS

### SECTION 1: SY 2017-18 ENGLISH LEARNER ENROLLMENT PER TYPE OF PROGRAM

There are 852 public school districts in Illinois, but districts implement a variety of EL programs depending on students' individual needs and thus are counted multiple times for purposes of this study. There were 217,018 EL students enrolled in SY 2017-18. A total of 536 school districts implemented a TBE program of instruction for 148,087 ELs. A TPI was implemented in 451 school districts serving 41,423 ELs. Parent refusals were documented for 13,594 students in 289 districts. Other/alternative EL programs (primarily dual language programs) were implemented in 218 districts for 1,215 students.

**Table 1. Number and percentage of districts and EL enrollment per type of program: SY 2017-18**

<b>Program</b>	<b>Districts Count</b>	<b>%</b>	<b>EL Enrollment</b>	<b>%</b>
<b>TBE Full Time</b>	253	13.39%	100,199	46.17%
<b>TBE Part Time</b>	283	14.97%	47,888	22.07%
<b>TPI</b>	451	23.86%	41,423	19.09%
<b>Other/Alternative</b>	218	11.53%	1,215	0.56%
<b>Parental Refusal</b>	289	15.29%	13,594	6.26%
<b>Unknown</b>	396	20.95%	12,699	5.85%
<b>Total</b>	<b>1,890</b>	<b>100%</b>	<b>217,018</b>	<b>100%</b>
<b>Each district may offer multiple programs.</b>				

## SECTION 2: ENDORSEMENTS OF TEACHERS SERVING ENGLISH LEARNERS

Educators in Illinois must hold a Professional Educator License 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 (ESL) endorsement/approval. 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 an Educator License with Stipulations–Visitor International Teacher (ELS-VIT) are also approved to work with ELs.

Illinois has 7,075 teachers who hold a Bilingual endorsement, of which 6,525 hold the endorsement in Spanish. Additionally, 18,445 teachers hold an ESL endorsement/approval, 1,931 educators hold an ELS-TBE, and 109 educators hold an ELS-VIT. In total, educators in Illinois hold 38,895 endorsements or approvals to service ELs, 36,948 of which are held by teachers in Title III-funded school districts. However, a single teacher may hold several of the endorsements/approvals to service ELs.

**Table 2. Number and percentage of teachers with endorsements/approvals to support ELs and number and percentage of teachers in Title III-funded districts with endorsements/approvals to support ELs: SY 2017-18**

Endorsement/Approval	All Teachers		Teachers in Title III-Funded Districts	
	#	%	#	%
<b>Bilingual Endorsement (all languages)</b>	7,075	18.20%	6,854	18.60%
<b>Bilingual Endorsement - Spanish</b>	6,525	16.80%	6,330	17.10%
<b>Both ESL and Bilingual Endorsements</b>	4,810	12.40%	4,675	12.70%
<b>ESL Endorsement</b>	18,445	47.40%	17,129	46.40%
<b>Educator License with Stipulations - Transitional Bilingual Educator</b>	1,931	5.00%	1,851	5.00%
<b>Educator License with Stipulations - Visitor International Teacher</b>	109	0.30%	109	0.30%
<b>Total</b>	<b>38,895</b>	<b>100.00%</b>	<b>36,948</b>	<b>100.00%</b>
<p><b>Totals include double counts of teachers with both ESL and Bilingual endorsements. Other endorsements include, but are not limited to, Elementary, High School, and Special Education endorsements.</b></p>				

## ENGLISH LEARNERS IN ILLINOIS

### SECTION 3: EL STUDENT ENROLLEMENT BY COUNTY

Thirty percent of the 217,018 ELs in Illinois public schools were enrolled in Chicago Public Schools (City of Chicago School District 299) and 25 percent more in the surrounding school districts in Cook County. Counties immediately outside of Cook (DuPage, Kane, Lake, and Will) served 32 percent of ELs in Illinois. The remaining 13 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.

**Table 3. Number and percentage of EL students by county: SY 2017-18**

County Name	#	%	County Name	#	%
Adams	30	0.01%	La Salle	840	0.39%
Alexander	1	0.00%	Lake	18,468	8.51%
Bond	2	0.00%	Lawrence	6	0.00%
Boone	1,295	0.60%	Lee	63	0.03%
Bureau	243	0.11%	Livingston	17	0.01%
Calhoun	1	0.00%	Logan	9	0.00%
Carroll	24	0.01%	Macon	203	0.09%
Cass	665	0.31%	Macoupin	6	0.00%
Champaign	2,200	1.01%	Madison	955	0.44%
Christian	9	0.00%	Marion	7	0.00%
City of Chicago	65,291	30.10%	Mason	1	0.00%
Clark	8	0.00%	McDonough	61	0.03%
Clay	4	0.00%	McHenry	4,073	1.88%
Clinton	75	0.03%	McLean	951	0.44%
Coles	32	0.01%	Menard	1	0.00%
Cook	54,673	25.20%	Monroe	4	0.00%
Crawford	2	0.00%	Montgomery	5	0.00%
Cumberland	3	0.00%	Morgan	109	0.05%
DeKalb	1,153	0.53%	Ogle	484	0.22%
Dept Of Corrections	2	0.00%	Peoria	1,019	0.47%
DeWitt	26	0.01%	Piatt	9	0.00%
Douglas	125	0.06%	Pike	3	0.00%
DuPage	17,629	8.12%	Putnam	15	0.01%
Edgar	2	0.00%	Randolph	23	0.01%
Edwards	3	0.00%	Richland	13	0.01%
Effingham	47	0.02%	Rock Island	2,323	1.07%
Fayette	1	0.00%	Saint Clair	231	0.11%
Ford	33	0.02%	Saline	1	0.00%
Franklin	13	0.01%	Sangamon	297	0.14%
Fulton	10	0.00%	Schuyler	28	0.01%
Gallatin	4	0.00%	Scott	1	0.00%
Greene	1	0.00%	Shelby	3	0.00%
Grundy	362	0.17%	Stark	11	0.01%
Hancock	10	0.00%	Stephenson	206	0.09%
Henderson	2	0.00%	Tazewell	93	0.04%
Henry	132	0.06%	Union	72	0.03%
Iroquois	78	0.04%	Vermilion	198	0.09%
Jackson	359	0.17%	Wabash	8	0.00%
Jasper	3	0.00%	Warren	308	0.14%
Jefferson	52	0.02%	Washington	10	0.00%
Jersey	6	0.00%	White	7	0.00%
Jo Daviess	68	0.03%	Whiteside	222	0.10%
Johnson	8	0.00%	Will	8,914	4.11%
Kane	24,185	11.14%	Williamson	41	0.02%
Kankakee	1,096	0.51%	Winnebago	4,815	2.22%
Kendall	1,682	0.78%	Woodford	19	0.01%
Knox	215	0.10%	<b>Total</b>	<b>217,018</b>	<b>100.00%</b>

## SECTION 4: EL STUDENT COUNT BY LANGUAGE

There were 158 distinct languages spoken by ELs in Illinois. Spanish is the most common language among ELs at 74 percent. It is followed by Arabic at 4 percent, Polish at 3 percent, Urdu at 2 percent, and Pilipino (Tagalog) and Gujarati at 1 percent each. Seventy-three languages are spoken by 25 or fewer ELs in Illinois.

**Table 4. Number and percentage of native languages spoken by EL students and language: SY 2017-18**

Language	#	%	Language	#	%	Language	#	%
Afrikaans (Taal)	37	0.02%	Guyanese	2	0.00%	Nepali	349	0.16%
Akan (Fante/Asante/Twi)	123	0.06%	Hainanese (Chinese)	1	0.00%	Norwegian	4	0.00%
Albanian/Gheg(Kosovo/Macedon)	279	0.13%	Haitian-Creole	147	0.07%	Nzema (Nzima)	1	0.00%
Albanian/Tosk (Albania)	315	0.15%	Hakka (Chinese)	13	0.01%	Oriya	28	0.01%
Amazigh	4	0.00%	Hausa	32	0.01%	Orri (Oring)	1	0.00%
American Sign Language	14	0.01%	Hawaiian	6	0.00%	Other	11,607	5.35%
Amharic	197	0.09%	Hebrew	66	0.03%	Oulof (Wolof)	20	0.01%
Apache	1	0.00%	Hindi	1,086	0.50%	Palauan	2	0.00%
Arabic	7983	3.68%	Hmong	13	0.01%	Pampangan	5	0.00%
Armenian	37	0.02%	Hopi	2	0.00%	Panjabi (Punjabi)	282	0.13%
Assamese	1	0.00%	Hungarian	43	0.02%	Pashto (Pushto)	138	0.06%
Assyrian (Syriac/Aramaic)	756	0.35%	Ibo/Igbo	163	0.08%	Pilipino (Tagalog)	1,832	0.84%
Bagheli	6	0.00%	Ilocano	14	0.01%	Polish	5689	2.62%
Balinese	5	0.00%	Ilonggo (Hiligaynon)	32	0.01%	Portuguese	242	0.11%
Bambara	3	0.00%	Indonesian	39	0.02%	Pueblo	1	0.00%
Bemba	14	0.01%	Isoko	1	0.00%	Rohingya (Ruwainggya)	26	0.01%
Bengali	210	0.10%	Italian	221	0.10%	Romanian	617	0.28%
Bisaya (Malaysia)	21	0.01%	Jamaican	51	0.02%	Romany (Gypsy)	1	0.00%
Bosnian	341	0.16%	Japanese	579	0.27%	Runyankore	2	0.00%
Bulgarian	523	0.24%	Kache (Kaje/Jju)	2	0.00%	Russian	1,532	0.71%
Burmese	542	0.25%	Kanjober	135	0.06%	Samoan	4	0.00%
Cambodian (Khmer)	151	0.07%	Kannada (Kanarese)	98	0.05%	Serbian	452	0.21%
Cantonese (Chinese)	974	0.45%	Kanuri	3	0.00%	Shanghai (Chinese)	28	0.01%
Cebuano (Visayan)	65	0.03%	Karen (S'gaw)	303	0.14%	Shona	4	0.00%
Chaldean	11	0.01%	Kashmiri	1	0.00%	Sindhi	6	0.00%
Chaochow/Teochiu (Chinese)	31	0.01%	Kikamba (Kamba)	4	0.00%	Sinhalese	15	0.01%
Chechen	2	0.00%	Kinyarwanda	26	0.01%	Slovak	52	0.02%
Cherokee	2	0.00%	Kirundi (Rundi)	113	0.05%	Slovenian	3	0.00%
Chichewa (Nyanja)	2	0.00%	Konkani	12	0.01%	Somali	169	0.08%
Chin (Haka)	188	0.09%	Korean	810	0.37%	Sotho	3	0.00%
Chippewa/ Ojibawa/ Ottawa	1	0.00%	Krahn(Liberia/Cote 'de Ivoir)	6	0.00%	Sourashtra (Saurashtra)	18	0.01%
Chuj	9	0.00%	Krio	13	0.01%	Spanish	159,920	73.69%
Comanche	1	0.00%	Kurdish	38	0.02%	Swahili	541	0.25%
Creek	2	0.00%	Lao	219	0.10%	Swedish	28	0.01%
Croatian	41	0.02%	Latvian	23	0.01%	Taiwanese/Formosan/Min Nan	27	0.01%
Crow	1	0.00%	Lingala	93	0.04%	Tamil	646	0.30%
Czech	169	0.08%	Lithuanian	458	0.21%	Tedim (Hai-Dim/Tiddim)	4	0.00%
Danish	14	0.01%	Luganda	39	0.02%	Telugu (Telegu)	1,180	0.54%
Dinlea (Turkish)	5	0.00%	Luo	4	0.00%	Thai	150	0.07%
Dutch/Flemish	26	0.01%	Maay or Mai Mai	13	0.01%	Tibetan	6	0.00%
Estonian	12	0.01%	Macedonian	96	0.04%	Tigrinya (Tigrigna)	63	0.03%
Ewe	165	0.08%	Malay	99	0.05%	Tuluau	3	0.00%
Farsi (Persian)	317	0.15%	Malayalam	639	0.29%	Turkish	299	0.14%
Finnish	5	0.00%	Mandarin (Chinese)	1,405	0.65%	Turkmen	5	0.00%
French	1,363	0.63%	Mandingo (Mandinka)	12	0.01%	Ukrainian	949	0.44%
Fukien/Hokkien (Chinese)	15	0.01%	Marathi	172	0.08%	Urdu	3,133	1.44%
Ga	21	0.01%	Massalit	5	0.00%	Uzbek	115	0.05%
Gaelic (Scottish)	2	0.00%	Mende	1	0.00%	Vietnamese	1,217	0.56%
Gbaya	1	0.00%	Menominee	2	0.00%	Yiddish	1	0.00%
Georgian	15	0.01%	Mina (Geser-Goram)	39	0.02%	Yombe	4	0.00%
German	145	0.07%	Mongolian	396	0.18%	Yoruba	562	0.26%
Greek	300	0.14%	Moro (Dhimorong)	2	0.00%			
Gujarati	1,764	0.81%	Navajo	7	0.00%	<b>Total</b>	<b>217,017</b>	<b>100.00%</b>



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

English Learners are primarily found on grades K-4, with 11 percent of ELs in kindergarten, 12 percent in first grade, 12 percent in second grade, 12 percent in third grade, and 10 percent in fourth grade. All other grades have less than 10 percent of ELs each, with 12th grade being the lowest at 2 percent, followed by 11th grade with 3 percent, and grades eighth-10th with 4 percent each. By ethnicity, most ELs are Hispanic or Latino at 76 percent. The next biggest group is White at 11 percent, followed by Asian at 9 percent, Black or African American at 2.5 percent, and two or more races at 1 percent. American Indian or Alaska Native make up about 0.5 percent and Native Hawaiian or Other Pacific Islander make up 0.1 percent.

**Table 5. Number of English Learners by grade level and race/ethnicity: SY 2017-18**

Grade Level	Race/Ethnicity															
	Hispanic or Latino		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Island		White		Two or More Races		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>PK</b>	12595	5.8%	117	0.1%	2238	1.0%	490	0.2%	25	0.0%	2163	1.0%	255	0.1%	<b>17,883</b>	<b>8.2%</b>
<b>KG</b>	17658	8.1%	112	0.1%	3082	1.4%	557	0.3%	31	0.0%	3441	1.6%	287	0.1%	<b>25,168</b>	<b>11.6%</b>
<b>1</b>	19193	8.8%	119	0.1%	2833	1.3%	520	0.2%	33	0.0%	3527	1.6%	239	0.1%	<b>26,464</b>	<b>12.2%</b>
<b>2</b>	19426	9.0%	84	0.0%	2451	1.1%	525	0.2%	20	0.0%	3172	1.5%	230	0.1%	<b>25,908</b>	<b>11.9%</b>
<b>3</b>	20769	9.6%	123	0.1%	2131	1.0%	557	0.3%	26	0.0%	2827	1.3%	170	0.1%	<b>26,603</b>	<b>12.3%</b>
<b>4</b>	17355	8.0%	139	0.1%	1365	0.6%	451	0.2%	18	0.0%	2063	1.0%	165	0.1%	<b>21,556</b>	<b>9.9%</b>
<b>5</b>	11987	5.5%	63	0.0%	807	0.4%	326	0.2%	18	0.0%	1151	0.5%	86	0.0%	<b>14,438</b>	<b>6.7%</b>
<b>6</b>	8977	4.1%	50	0.0%	689	0.3%	286	0.1%	14	0.0%	915	0.4%	80	0.0%	<b>11,011</b>	<b>5.1%</b>
<b>7</b>	7833	3.6%	49	0.0%	670	0.3%	290	0.1%	14	0.0%	847	0.4%	71	0.0%	<b>9,774</b>	<b>4.5%</b>
<b>8</b>	6930	3.2%	45	0.0%	664	0.3%	271	0.1%	18	0.0%	743	0.3%	88	0.0%	<b>8,759</b>	<b>4.0%</b>
<b>9</b>	7206	3.3%	46	0.0%	661	0.3%	316	0.1%	15	0.0%	750	0.3%	53	0.0%	<b>9,047</b>	<b>4.2%</b>
<b>10</b>	6567	3.0%	53	0.0%	717	0.3%	330	0.2%	17	0.0%	712	0.3%	52	0.0%	<b>8,448</b>	<b>3.9%</b>
<b>11</b>	5256	2.4%	36	0.0%	580	0.3%	295	0.1%	15	0.0%	564	0.3%	46	0.0%	<b>6,792</b>	<b>3.1%</b>
<b>12</b>	3785	1.7%	24	0.0%	542	0.2%	249	0.1%	9	0.0%	531	0.2%	27	0.0%	<b>5,167</b>	<b>2.4%</b>
<b>Total</b>	<b>165,537</b>	<b>76.3%</b>	<b>1,060</b>	<b>0.5%</b>	<b>19,430</b>	<b>9.0%</b>	<b>5,463</b>	<b>2.5%</b>	<b>273</b>	<b>0.1%</b>	<b>23,406</b>	<b>10.8%</b>	<b>1,849</b>	<b>0.9%</b>	<b>217,018</b>	<b>100.0%</b>

## SECTION 6: EL STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

There are 50,633 students who are English Learners with Individualized Education Programs (IEPs), which is about 20 percent of all ELs. Most ELs with IEPs are in grades 1-4; that correlates with most ELs without IEPs falling in the same grade range. There is a slight decrease in ELs with IEPs from prekindergarten to kindergarten and again from grade ranges 1-4 to 5-8, and later from 5-8 to 9-12. This decrease may in part be due to the number of ELs that exit services.

**Table 6. Number of EL students by grade cluster and IEP status: SY 2017-18**

Grade Cluster	English Learners			
	No IEP	%	With IEP	%
Pre-Kindergarten	12,640	7.60%	5,243	10.35%
Kindergarten	21,305	12.80%	3,863	7.63%
Grade 1-4	83,276	50.05%	17,255	34.08%
Grade 5-8	29,553	17.76%	14,429	28.50%
Grade 9-12	19,611	11.79%	9,843	19.44%
<b>Total</b>	<b>166,385</b>	<b>100%</b>	<b>50,633</b>	<b>100%</b>

## 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) make up about 43 percent of all instructional designs used. Transitional programs in English (ESL classrooms) make up about 25 percent and dual language programs make up 13 percent. Nearly 24 percent of all ELs participate in a TBE program through collaborative teaching by a bilingual teacher and a non-Bilingual endorsed teacher. The next biggest instructional design used is the transitional program in English in a collaborative setting at almost 20 percent. Self-contained classrooms where a single Bilingual- or ESL-endorsed teacher provides supports to ELs during the entire class day make up 25 percent.

**Table 7. Number and percentage of EL students enrolled in an EL instructional design: SY 2017-18**

EL Instructional Design		EL Program Totals
Dual language-Two Way (01)	#	10,245
	%	4.72%
Dual language-One way (02)	#	17,726
	%	8.17%
Transitional Bilingual Program - Self Contained (03)	#	42,250
	%	19.47%
Transitional Bilingual Program - Collaboration (04)	#	51,610
	%	23.78%
Transitional Program in English - Self-Contained (05)	#	11,688
	%	5.39%
Transitional Program in English - Collaboration (06)	#	42,874
	%	19.76%
None of the Above (00)	#	28,003
	%	12.90%
Missing Program Type	#	67
	%	0.03%
Enrollment not found in SIS	#	12,555
	%	5.79%
Total	#	<b>217,018</b>
	%	100%

*Data source: Submitted by districts on IWAS.*

## 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. About 40 percent of ELs scored between a 3.0-3.9 OCPL. One percent of all ELs tested met the reclassification criteria of 4.8 OCPL or higher on ACCESS. Almost 1 percent of ELs attained an OCPL of 5.0 or higher.

**Table 8. Number and percentage of EL students by overall composite proficiency level on the ACCESS for ELLs® and grade cluster: SY 2017-18**

Composite Proficiency Level	Grade Level Cluster												Total	
	Pre-K		KG		Grades 1-2		Grades 3-5		Grades 6-8		Grades 9-12			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>1.0-1.9</b>	1	0.00%	14,313	7.2%	3,958	2.0%	2,094	1.1%	1,916	1.0%	2,413	1.2%	<b>24,695</b>	<b>12.4%</b>
<b>2.0-2.9</b>	0	0.00%	4,402	2.2%	13,364	6.7%	6,863	3.4%	6,003	3.0%	5,776	2.9%	<b>36,408</b>	<b>18.3%</b>
<b>3.0-3.9</b>	-	-	3,483	1.7%	23,831	12.0%	25,555	12.8%	13,923	7.0%	11,350	5.7%	<b>78,142</b>	<b>39.2%</b>
<b>4.0-4.9</b>	-	-	2,181	1.1%	8,628	4.3%	24,662	12.4%	5,597	2.8%	5,193	2.6%	<b>46,261</b>	<b>23.2%</b>
<b>5.0-5.9</b>	-	-	33	0.0%	105	0.1%	433	0.2%	37	0.0%	201	0.1%	<b>809</b>	<b>0.4%</b>
<b>6</b>	-	-	24	0.0%	105	0.1%	157	0.1%	72	0.0%	349	0.2%	<b>707</b>	<b>0.4%</b>
<b>Null*</b>	17,882	8.24%	732	0.3%	2,381	1.1%	2,833	1.3%	1,996	0.9%	4,172	1.9%	<b>29,996</b>	<b>5.6%</b>
<b>Total</b>	<b>17,883</b>	<b>8.24%</b>	<b>25,168</b>	<b>12%</b>	<b>52,372</b>	<b>24%</b>	<b>62,597</b>	<b>29%</b>	<b>29,544</b>	<b>14%</b>	<b>29,454</b>	<b>14%</b>	<b>217,018</b>	<b>100%</b>
<b>4.8 or above</b>	-	-	<b>86</b>	<b>0.0%</b>	<b>281</b>	<b>0.1%</b>	<b>827</b>	<b>0.4%</b>	<b>139</b>	<b>0.1%</b>	<b>662</b>	<b>0.3%</b>	<b>1,995</b>	<b>0.9%</b>

\*Null includes ELs with Alt. ACCESS, not tested, and missing ACCESS scores.

## 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 (PARCC) and 11 (SAT). A total of 10,868 ELs met or exceeded standards on the ELA assessment and 11,589 ELs met or exceeded standards on the math assessment.

**Table 9. Chart 1. Comparison of performance of EL students with non-EL students on the 2018 PARCC and SAT (ELA) by grade level: SY 2017-18**

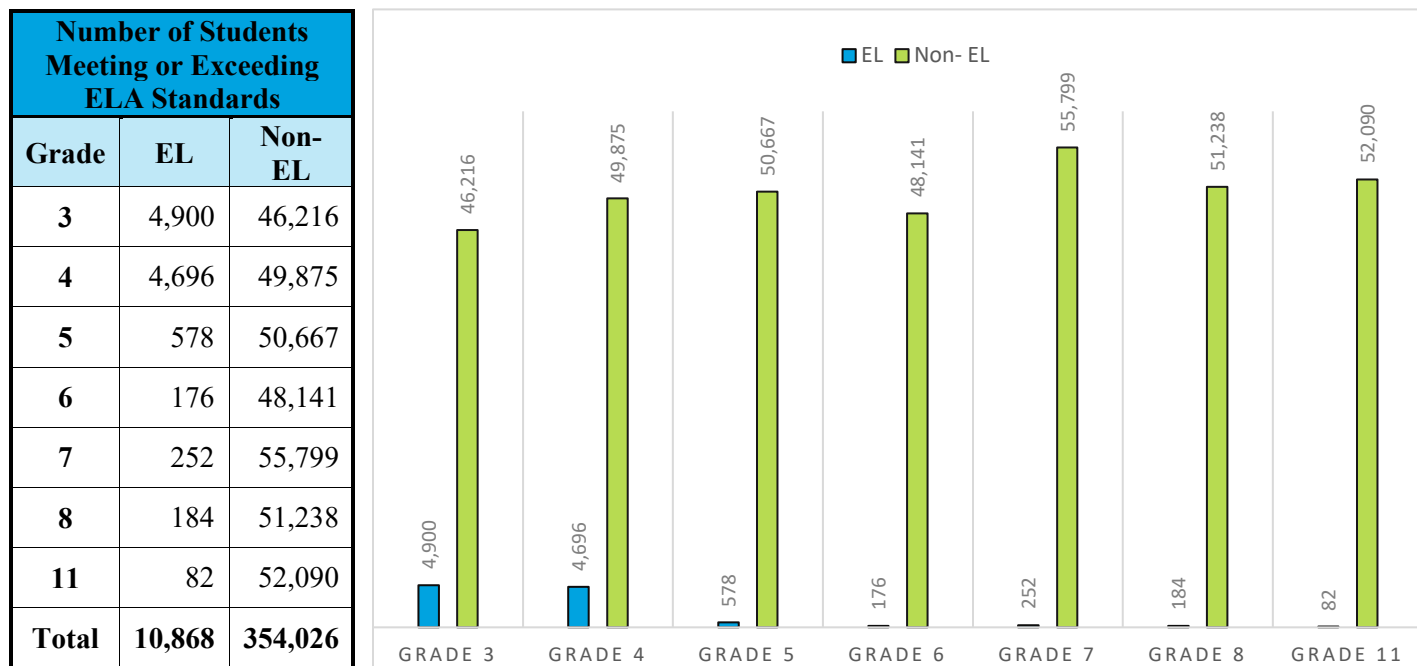


Chart 1 Students Meeting or Exceeding ELA Standards --- \*11th grade counts are for SAT

**Table 10. Chart 2. Comparison of performance of EL students with non-EL students on the 2018 PARCC and SAT (mathematics) by grade level: SY 2017-18**

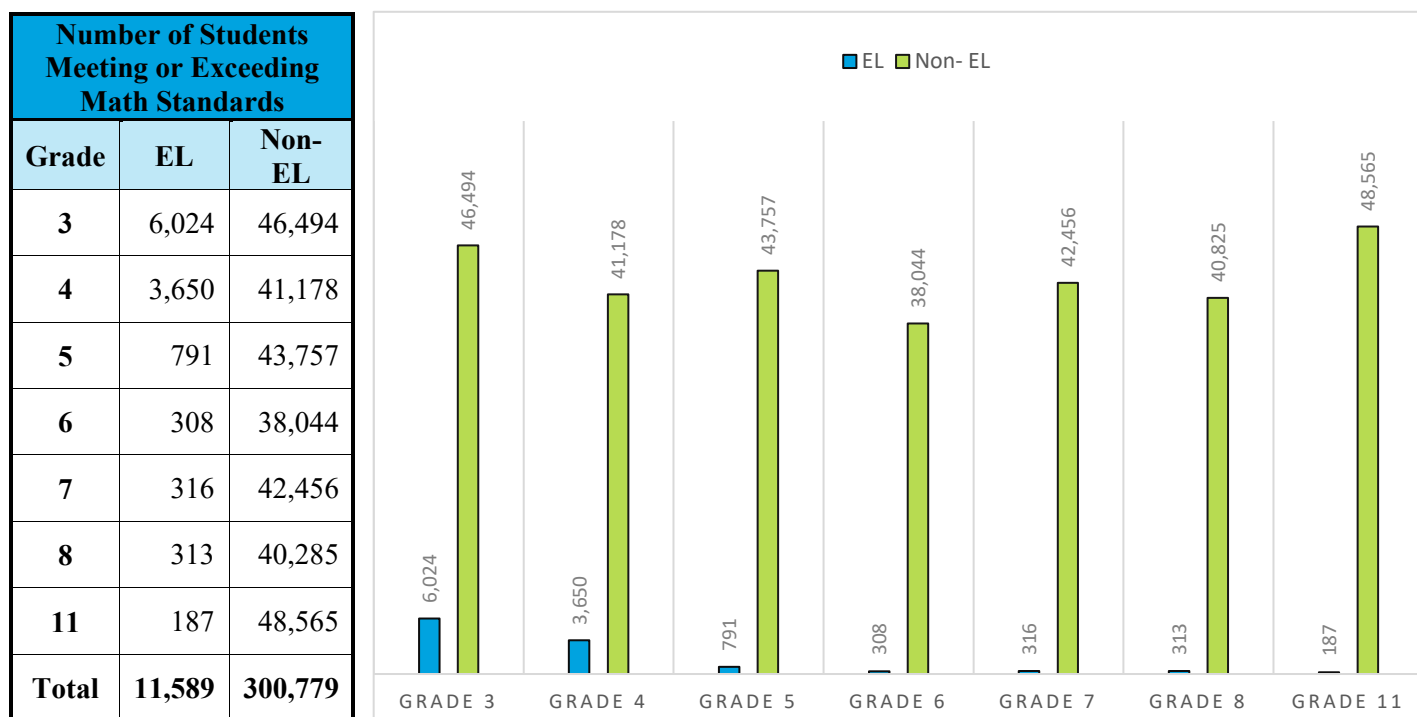


Chart 2 Students Meeting or Exceeding Math Standards --- \*11th grade counts are for SAT