

English Learners in Illinois **SY 2021-22** **Statistical Report**

Multilingual Department
Data Strategies and
Analytics Department

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Illinois
State Board of
Education

BACKGROUND..... 5

ENGLISH LEARNERS..... 5

 Annual Examinations of ELs 5

PROGRAM OPTIONS..... 5

 Transitional Bilingual Education..... 5

 Transitional Program of Instruction 5

 Dual Language Programs 6

SOURCES OF DATA..... 6

BILINGUAL EDUCATION PROGRAMS IN ILLINOIS..... 7

SECTION 1: SY 2021-22 ENGLISH LEARNER ENROLLMENT PER TYPE OF PROGRAM 7

 Figure 1-1: Program Placement of ELs by Number 7

 Figure 1-2: Program Placement of ELs by Percent..... 8

 Figure 1-3: Number of Districts with Each Type of Program 8

SECTION 2: ENDORSEMENTS OF TEACHERS SERVING ENGLISH LEARNERS..... 9

 Figure 2-1: Comparison of Spanish-Speaking English Learners to Teachers with a Bilingual Spanish Endorsement . 9

 Figure 2-2: Number of Teachers by Region with a Spanish Bilingual Endorsement..... 10

 Figure 2-3: Number of Teachers by Region with a Bilingual Endorsement in Languages Other than Spanish 10

 Figure 2-4: Number of Teachers by Region with a Language Exam Credential in Languages other than Spanish (No PEL or No Endorsement) 11

 Figure 2-5: Number of Spanish Teachers Across Illinois 11

 Figure 2-6: Number of Other Language Teachers Across Illinois (with PEL + Bilingual Endorsement) 12

 Figure 2-7: Number of Other Language Teachers Across Illinois (Passed Language Exam, No PEL or No Endorsement)..... 12

SECTION 3: EL STUDENT ENROLLMENT BY COUNTY..... 13

 Figure 3-1: EL Distribution Across Illinois: Cook County & Surrounding Suburbs Withheld..... 13

 Figure 3-2: EL Distribution Across Illinois: Cook County & Surrounding Suburbs Only 14

 Figure 3-3: Percent Change of EL Population from SY 2020-21 to SY 21-22..... 15

SECTION 4: EL STUDENT COUNT BY LANGUAGE..... 16

 Figure 4-1: Top 15 Languages by Percent of Els..... 16

 Figure 4-2: Change in Number of Spanish-Speaking Els from SY 2020-21 to SY 2021-22 16

 Figure 4-3: Top 15 Languages with Greatest Increase in ELs from SY 2020-21 to SY 2021-22 (Spanish Excluded).. 17

 Figure 4-4: Top 5 Languages with Greatest Decrease in ELs from SY 2020-21 to SY 2021-22..... 17

SECTION 5: EL STUDENT COUNT BY GRADE AND RACE / ETHNICITY..... 17

 Figure 5-1: Hispanic ELs by Grade Band 18

 Figure 5-2: Race and Ethnicity of ELs: Pre-K..... 18

 Figure 5-3: Race and Ethnicity of ELs: K-2nd Grade 19

| | |
|---|----|
| Figure 5-4: Race and Ethnicity of ELs: 3 rd – 5 th Grade | 19 |
| Figure 5-5: Race and Ethnicity of ELs: 6 th – 8 th Grade | 20 |
| Figure 5-6: Race and Ethnicity of ELs: 9 th – 12 th Grade | 20 |
| SECTION 6: EL STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS | 21 |
| Figure 6-1: IEP Status of Current ELs by Grade Band | 21 |
| Figure 6-2: IEP Status of Former ELs by Grade Band | 22 |
| SECTION 7: EL STUDENT COUNT BY INSTRUCTIONAL DESIGN..... | 22 |
| Figure 7-1: Percentage of EL Students in Each Instructional Design..... | 22 |
| Figure 7-2: Percentage of Spanish-Speaking ELs in Each Instructional Design | 23 |
| Figure 7-3: Trends of Instructional Design Type Implementation | 24 |
| Dual Language..... | 24 |
| Figure 7-4: Composition of Dual Language: One-Way Programs | 25 |
| Figure 7-5: Composition of Dual Language: Two-Way Programs | 25 |
| Figure 7-6: Dual Language Spanish Programs in Illinois: One-Way vs. Two-Way | 26 |
| Figure 7-7: Top non-Spanish Languages by Number of ELs in Two-Way Dual Language Programs | 26 |
| Figure 7-8: Top non-Spanish Languages by Number of ELs in One-Way Dual Language Programs | 27 |
| Transitional Bilingual Programs | 27 |
| TBE Self-Contained..... | 27 |
| Figure 7-9: Top non-Spanish Languages by Number of ELs in TBE: Self-Contained Programs | 28 |
| TBE Collaborative | 28 |
| Figure 7-10: Top non-Spanish Languages by Number of ELs in TBE: Collaboration Programs | 29 |
| Transitional Programs of Instruction in English | 29 |
| TPI Self-Contained..... | 29 |
| Figure 7-11: Top non-Spanish Languages by Number of ELs in TPI: Self-Contained Programs | 30 |
| TPI Collaborative | 30 |
| Figure 7-12: Top non-Spanish Languages by Number of ELs in TPI: Collaboration Programs | 30 |
| SECTION 8: EL STUDENT PERFORMANCE ON ACCESS..... | 31 |
| Figure 8-1: Number of ELs who Attained ELP by Number of Years in Programming at Each Grade Band | 32 |
| Figure 8-2: Number of ELs whose Parents Refused EL Services who Attained ELP by Grade Band | 32 |
| SECTION 9: EL STUDENT PERFORMANCE ON STATE ELA AND MATH ASSESSMENTS | 32 |
| Table 9-1: Number of Students Meeting or Exceeding ELA Standards..... | 33 |
| Figure 9-1: Percent of Students Meeting or Exceeding ELA Standards | 33 |
| Table 9-2: Number of Students Meeting or Exceeding Math Standards..... | 34 |
| Figure 9-2: Percent of Students Meeting or Exceeding Math Standards | 34 |
| SECTION 10: MIGRANT EDUCATION PROGRAM STUDENTS | 34 |

| | |
|---|----|
| Figure 10-1: Eligible Migratory Children and Youth..... | 35 |
| Figure 10-2: Eligible Migratory Children by Grade in FY 2022 | 35 |
| NEED FOR CONTINUING PROGRAMS..... | 35 |
| RECOMMENDATIONS FOR IMPROVEMENT..... | 36 |
| Growing EL Populations | 36 |
| High School ELs | 36 |
| Social-Emotional Learning for ELs..... | 36 |
| Dually Identified ELs..... | 37 |
| Pre-K ELs (3- and 4-year-olds) | 37 |
| APPENDIX..... | 38 |
| Table A-1: Number and Percentage of Districts with EL Programming and EL Enrollment per Type of Program: SY 2021-22 | 38 |
| Table A-2: Number and Percentage of Teachers with Endorsements to Support ELs: SY 2021-22 | 39 |
| Table A-3: Number and Percentage of EL Students by County: SY 2021-22..... | 40 |
| Table A-4: Percent Change of EL Students by County from SY 2020-21 to SY 2021-22..... | 41 |
| Table A-5: Number and Percentage of Native Languages Spoken by EL Students SY 2021-22 | 42 |
| Table A-6: Change in Number of ELs Speaking Native Languages from SY 2020-21 to SY 2021-22 | 44 |
| Table A-7: Number and Percentage of Native Languages Spoken by Former EL Students: SY 2021-22 | 45 |
| Table A-8: Number and Percent of ELs by Grade Level and Race / Ethnicity: SY 2021-22 | 47 |
| Table A-9: Number and Percent of EL Students by Grade Cluster and IEP Status: SY 2021-22..... | 48 |
| Table A-10: Number and Percentage of EL Students Enrolled in an EL Instructional Design: SY 2021-22 | 49 |
| Table A-11: Number and Percentage of EL Students by Overall English Proficiency Level on the ACCESS for ELLs© and Grade Cluster: SY 2021-22 | 50 |
| Table A-12: Comparison of Performance of EL Students with Never-EL Students on the IAR and SAT (ELA) by Grade Level: SY 2021-22 | 51 |
| Table A-13: Comparison of Performance of EL Students with Never-EL Students on the IAR and SAT (Math) by Grade Level: SY 2021-22 | 52 |
| Table A-14: Eligible Migratory Students by Grade Level: SY 2021-22..... | 53 |

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 22 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 2021-22 Student Information System Enrollment, EL Record Data, and I-Star Student Approval Data. The data values were calculated based on the 2022 Report Card Snapshot.

BILINGUAL EDUCATION PROGRAMS IN ILLINOIS

SECTION 1: SY 2021-22 ENGLISH LEARNER ENROLLMENT PER TYPE OF PROGRAM

Of the 852 public school districts in Illinois, 653 of them, or roughly 77 percent implemented programs to serve ELs in SY 2021-22. Each of these districts may implement a variety of EL programs depending on students' individual needs. There were 273,694 EL students enrolled in Illinois in SY 2021-22. A total of 625 school districts implemented a TBE program of instruction for 197,892 ELs. A TPI was implemented in 581 school districts, which served 58,221 ELs. Other/alternative EL programs (primarily dual language programs) were implemented in 54 districts for 292 students. Finally, parent refusals were documented for 17,289 students in 348 districts.

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

Figure 1-1: Program Placement of ELs by Number

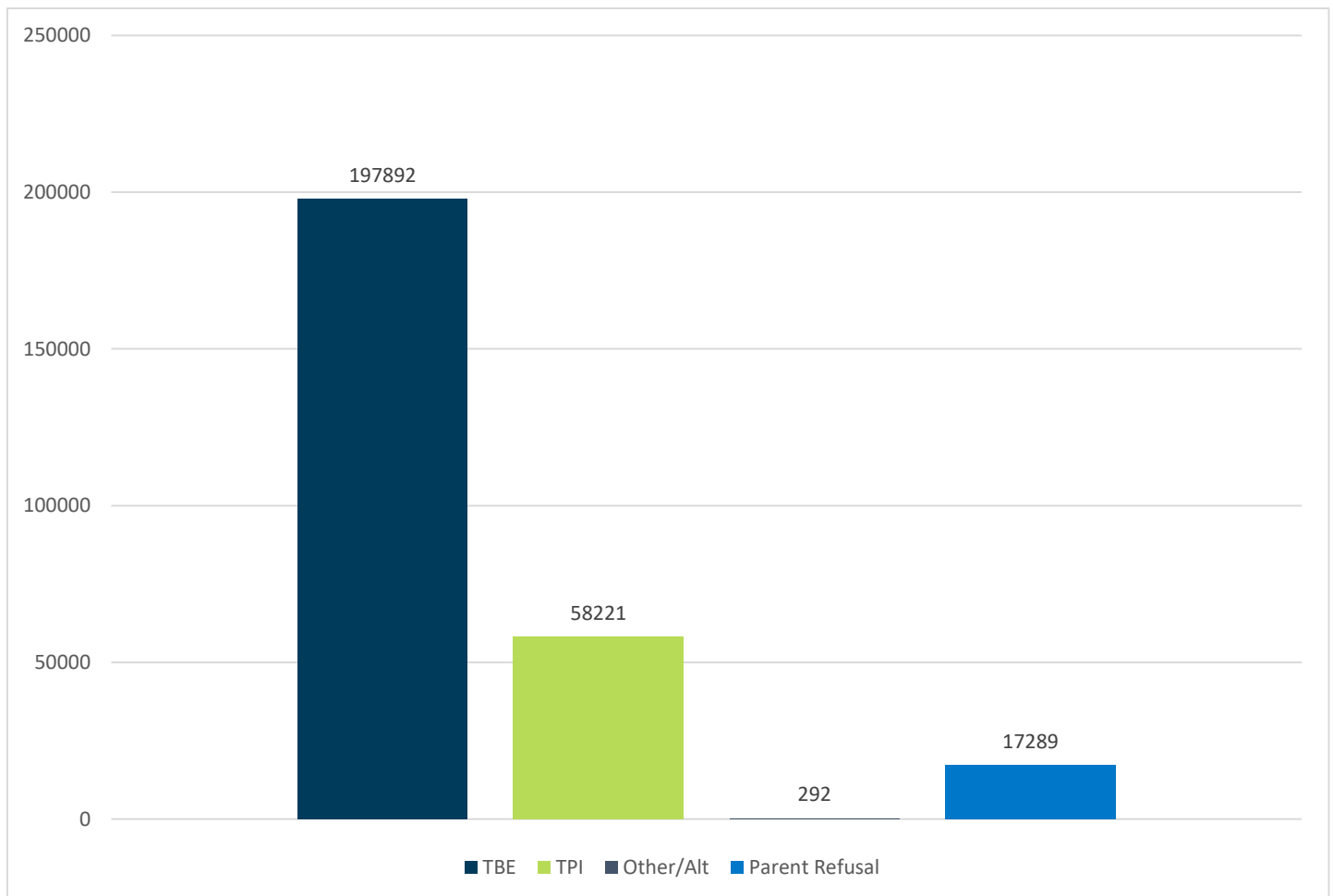


Figure 1-2: Program Placement of ELs by Percent

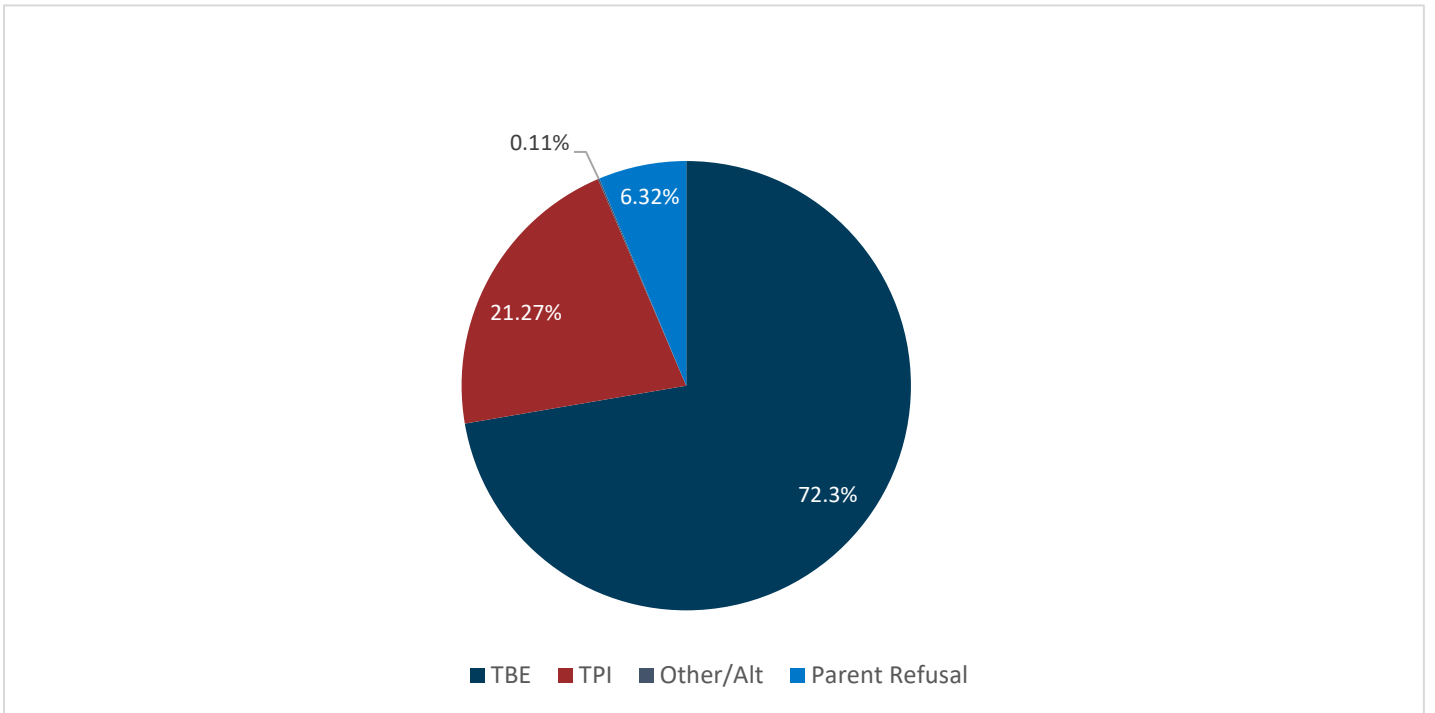
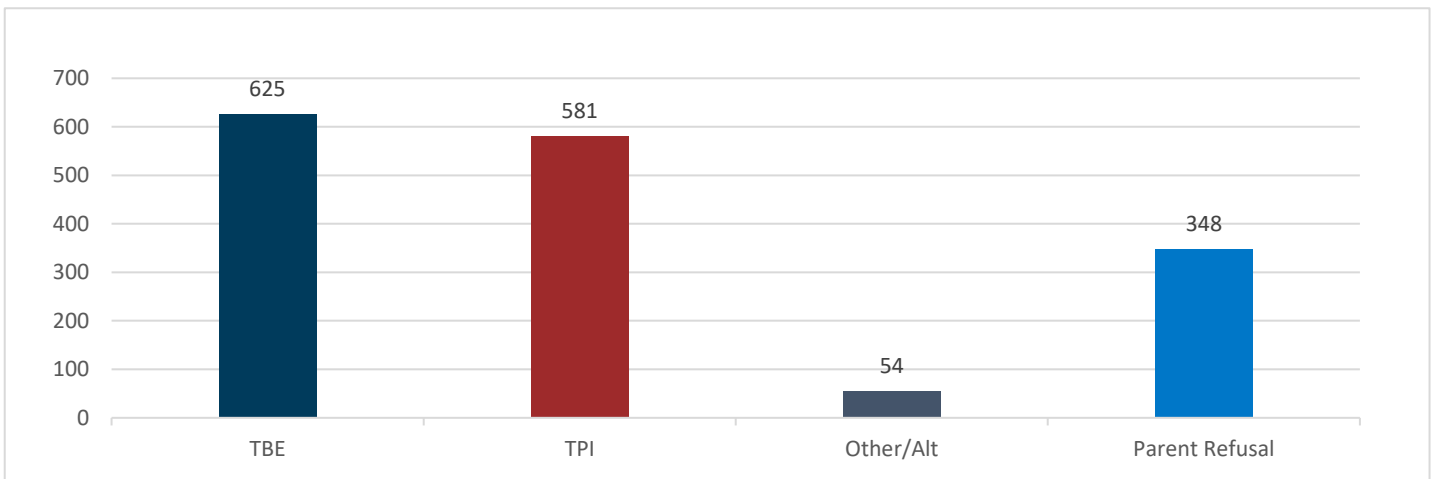


Figure 1-3: Number of Districts with Each Type of Program



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 1,250 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 7,813. Additionally, 19,045 teachers hold an ESL endorsement, 766 educators hold an ELS-TBE, and 140 educators hold an ELS-VIT. In total, Illinois has 27,552 endorsed educators to serve ELs, with 25,266 of them serving in Title III-funded school districts. This data shows us that while 97 percent of educators 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

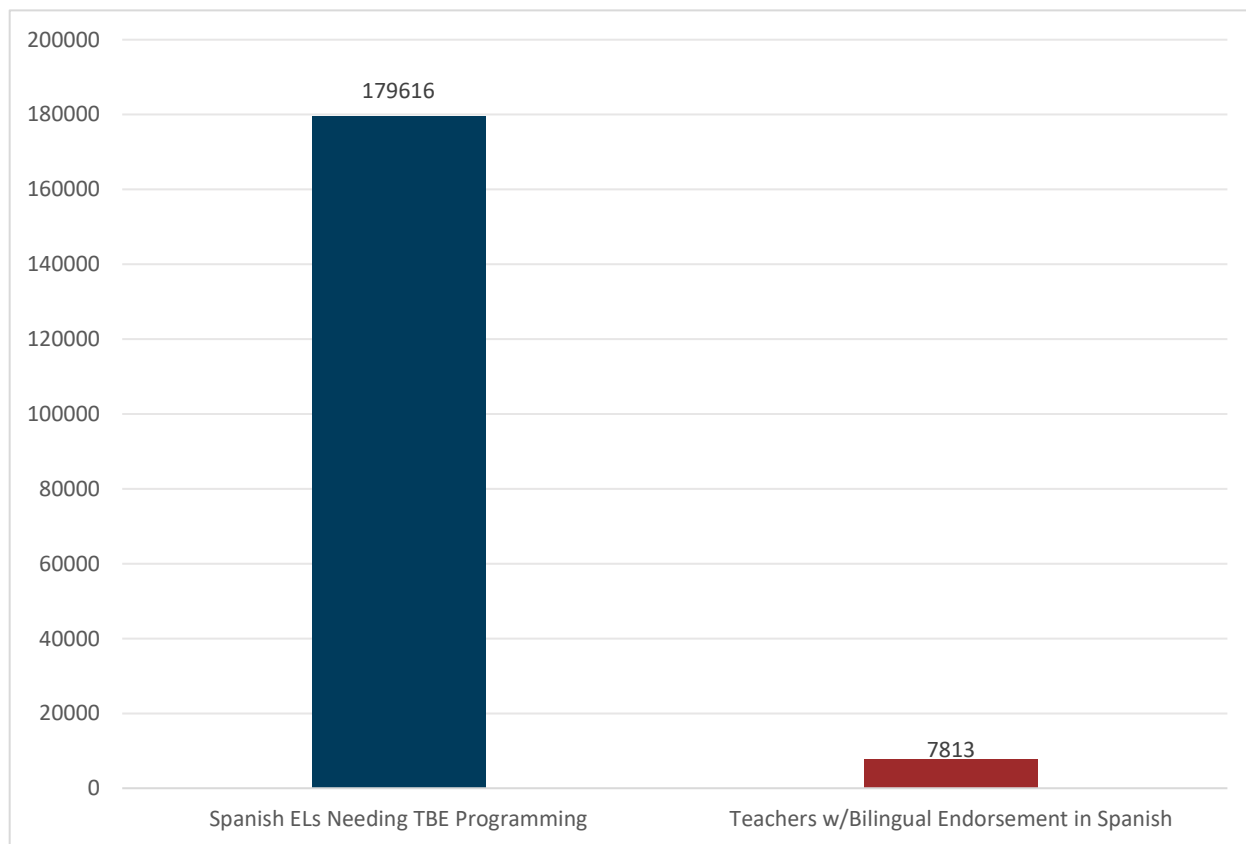


Figure 2-2: Number of Teachers by Region with a Spanish Bilingual Endorsement

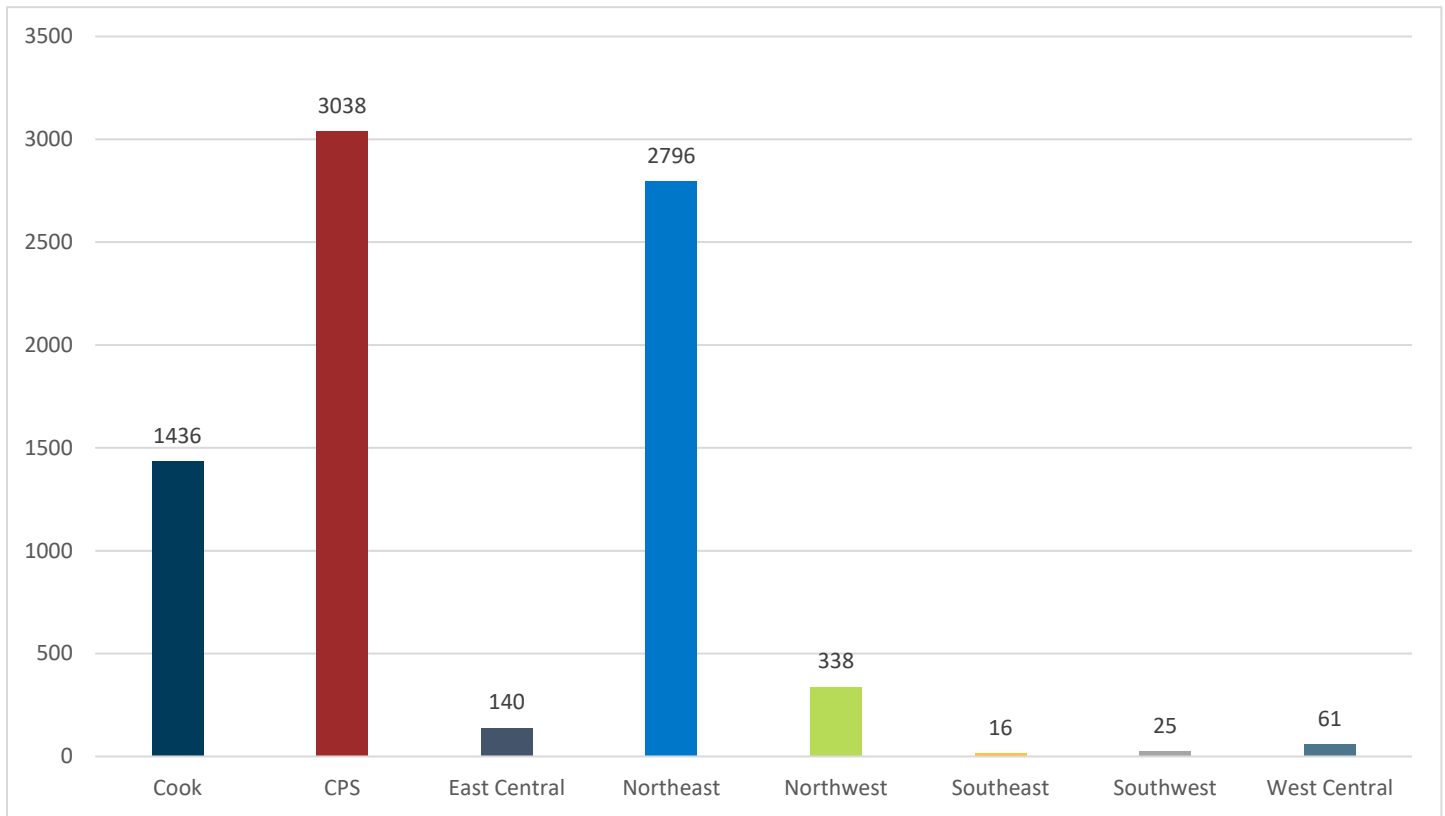


Figure 2-3: Number of Teachers by Region with a Bilingual Endorsement in Languages Other than Spanish

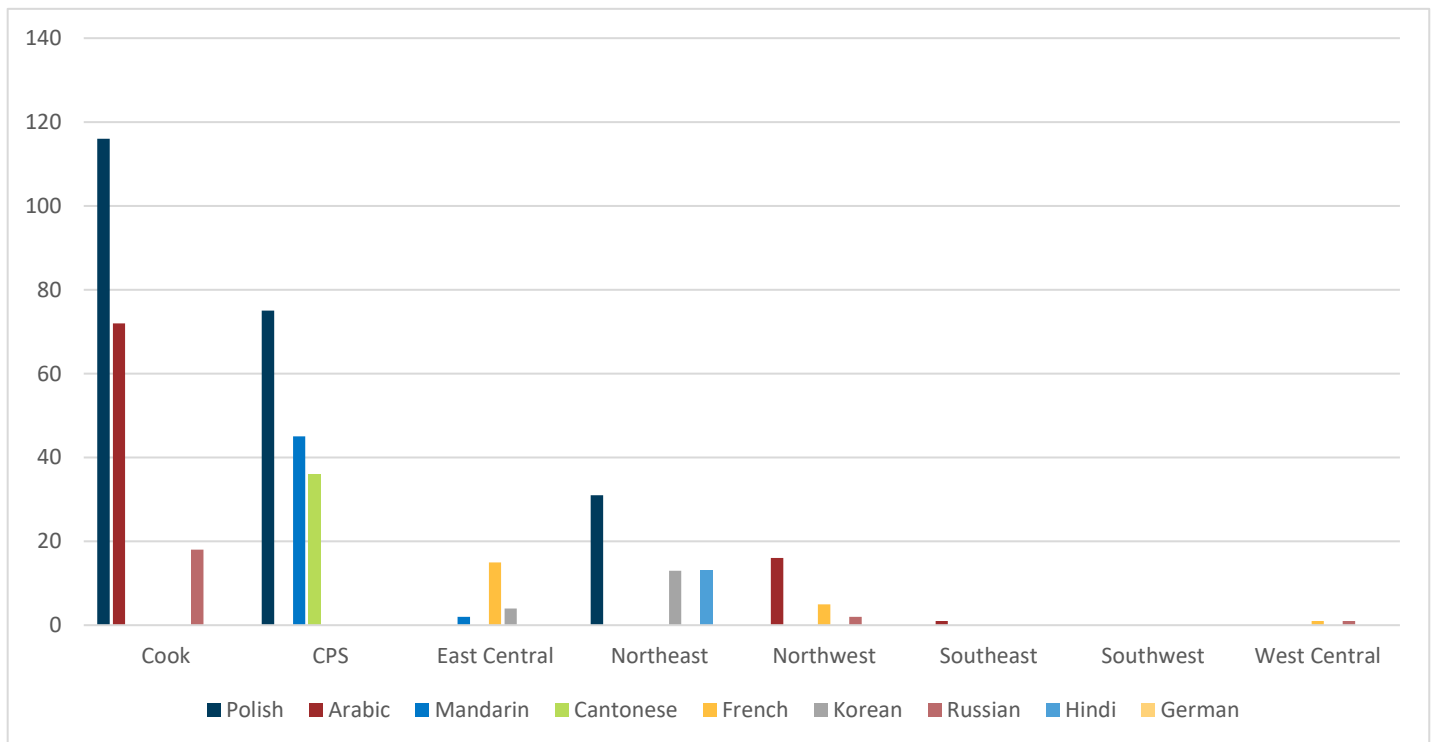


Figure 2-4: Number of Teachers by Region with a Language Exam Credential in Languages other than Spanish (No PEL or No Endorsement)

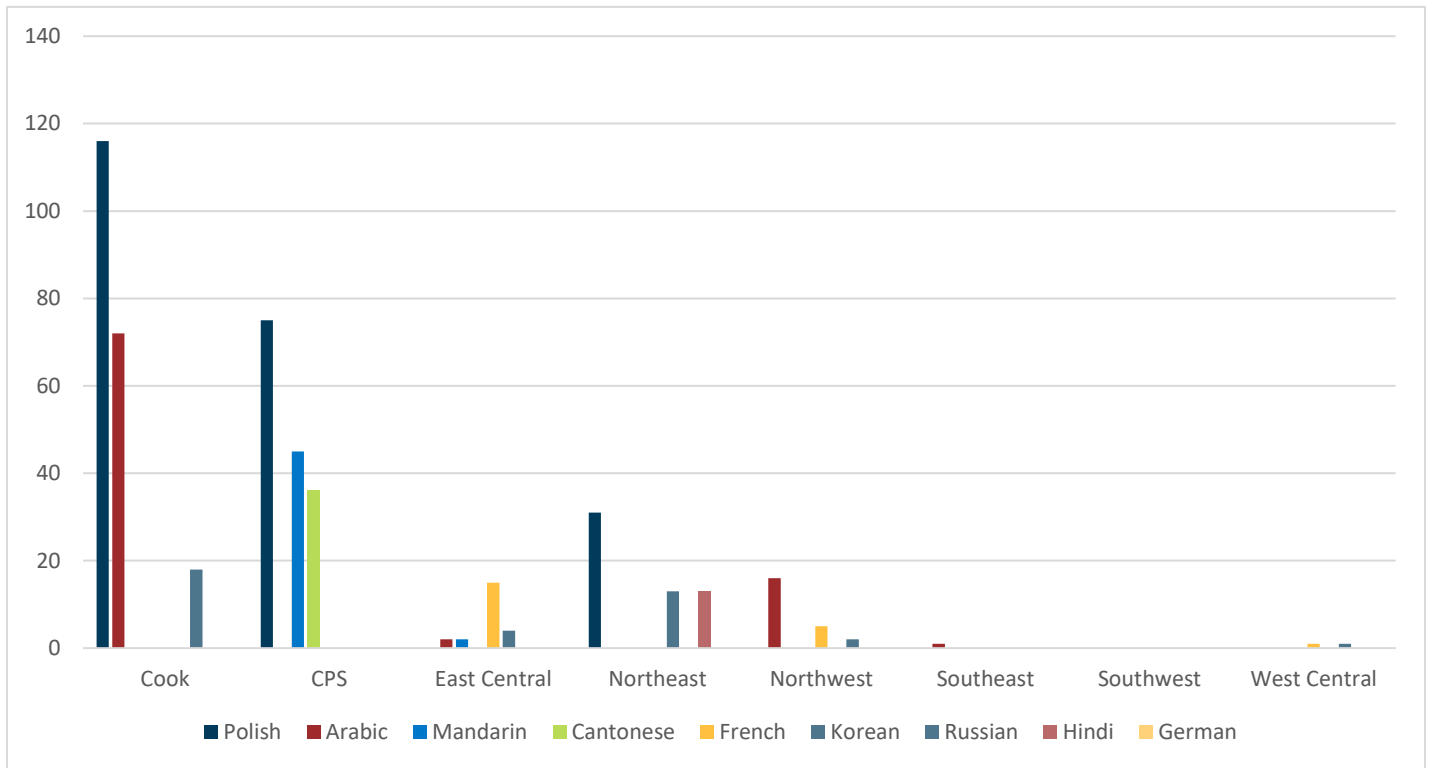


Figure 2-5: Number of Spanish Teachers Across Illinois

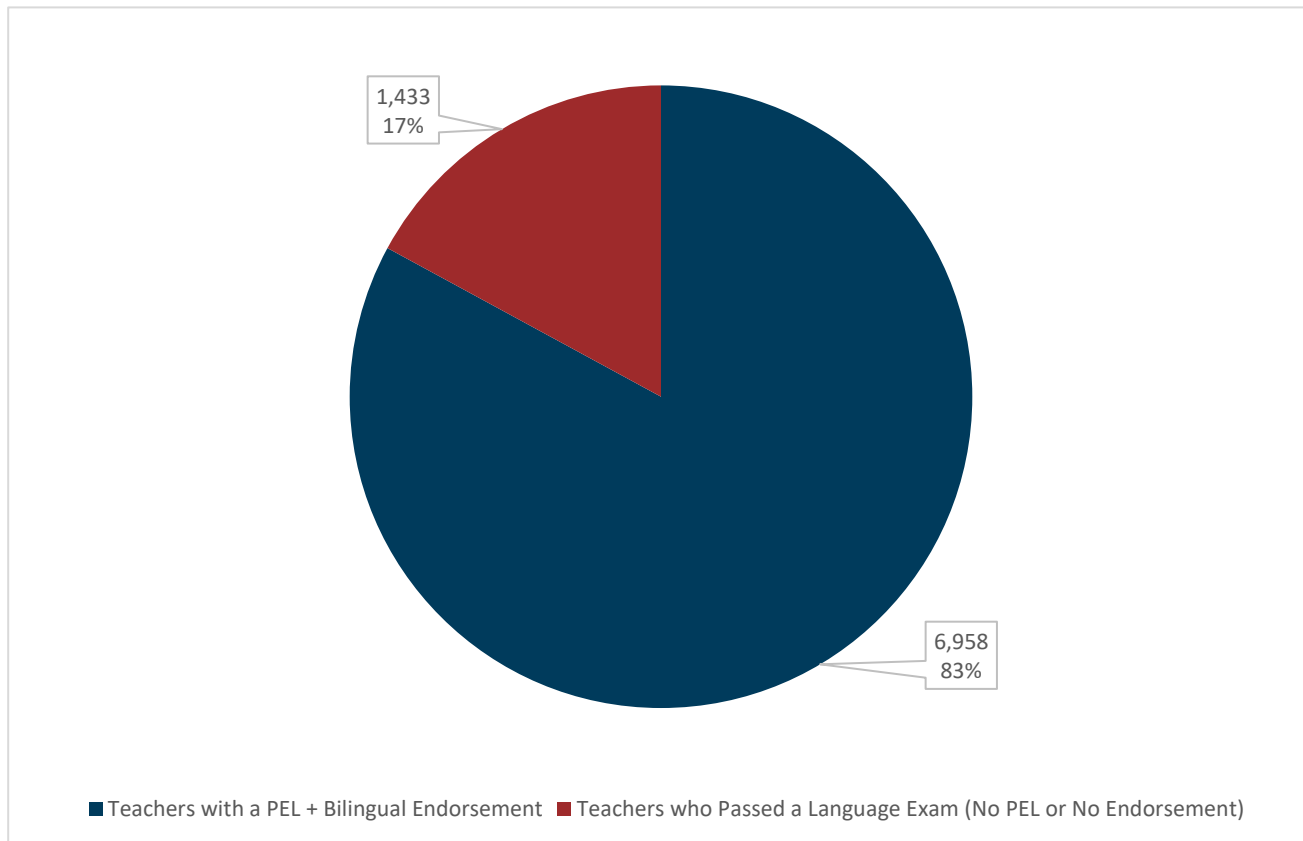


Figure 2-6: Number of Other Language Teachers Across Illinois (with PEL + Bilingual Endorsement)

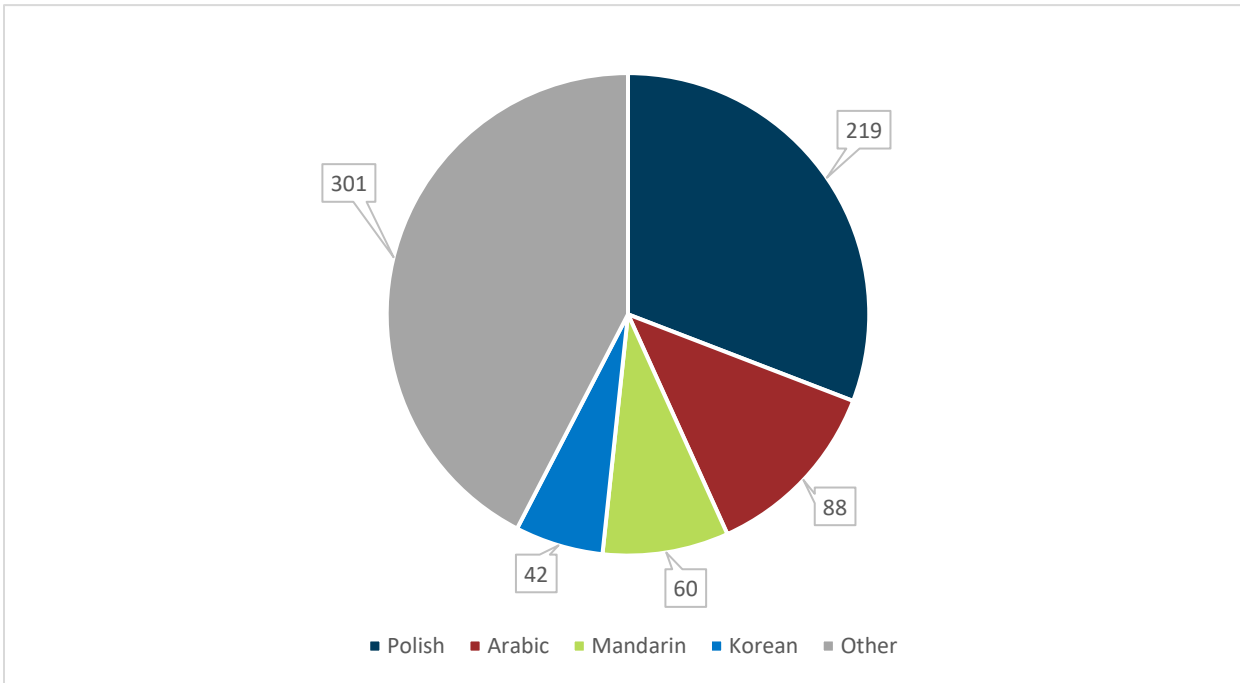
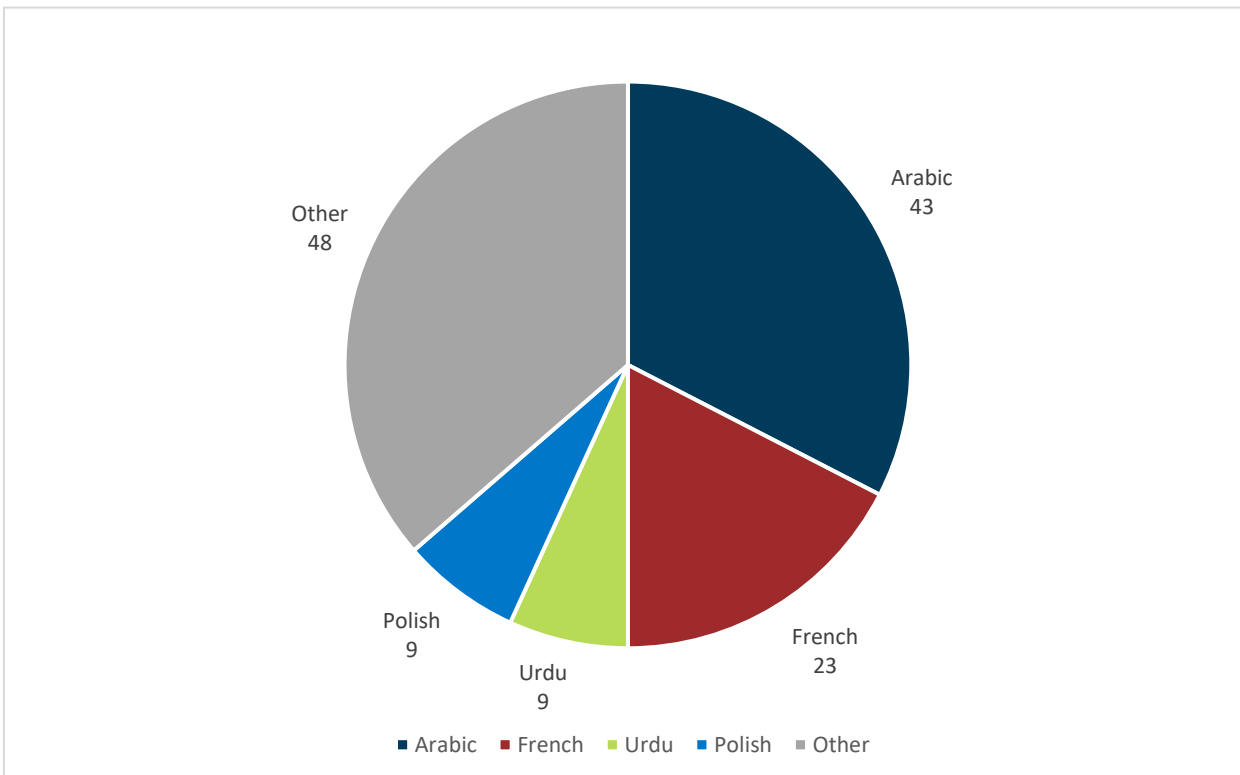


Figure 2-7: Number of Other Language Teachers Across Illinois (Passed Language Exam, No PEL or No Endorsement)



SECTION 3: EL STUDENT ENROLLMENT BY COUNTY

About 28 percent of the 271,623 ELs in Illinois public schools were enrolled in Chicago Public Schools and 25.43 percent more in the surrounding school districts in Cook County. Counties immediately outside of Cook (DuPage, Kane, Lake, and Will) served 33.56 percent of ELs in Illinois. The remaining 13.28 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.

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 & Surrounding Suburbs Withheld

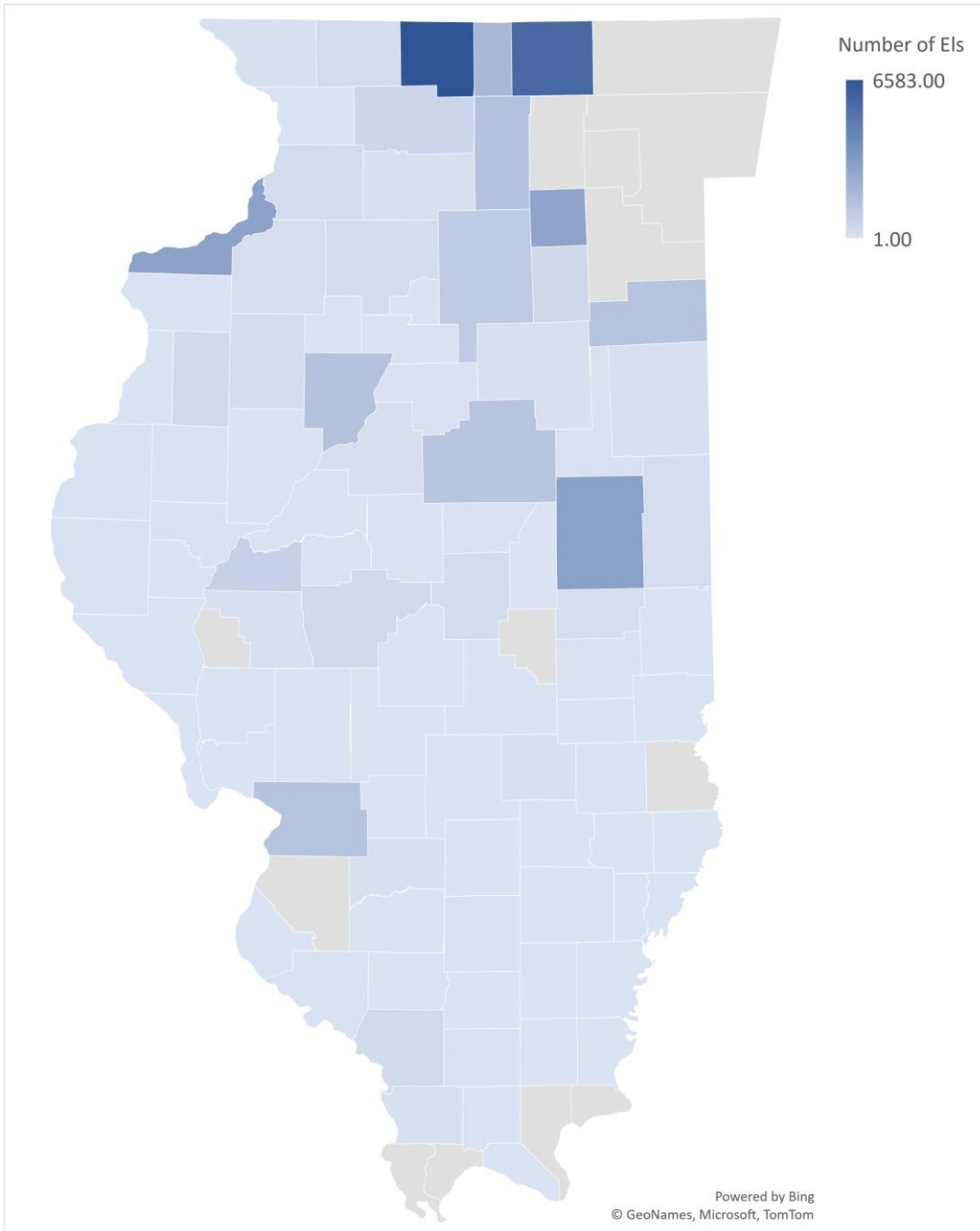


Figure 3-2: EL Distribution Across Illinois: Cook County & Surrounding Suburbs Only

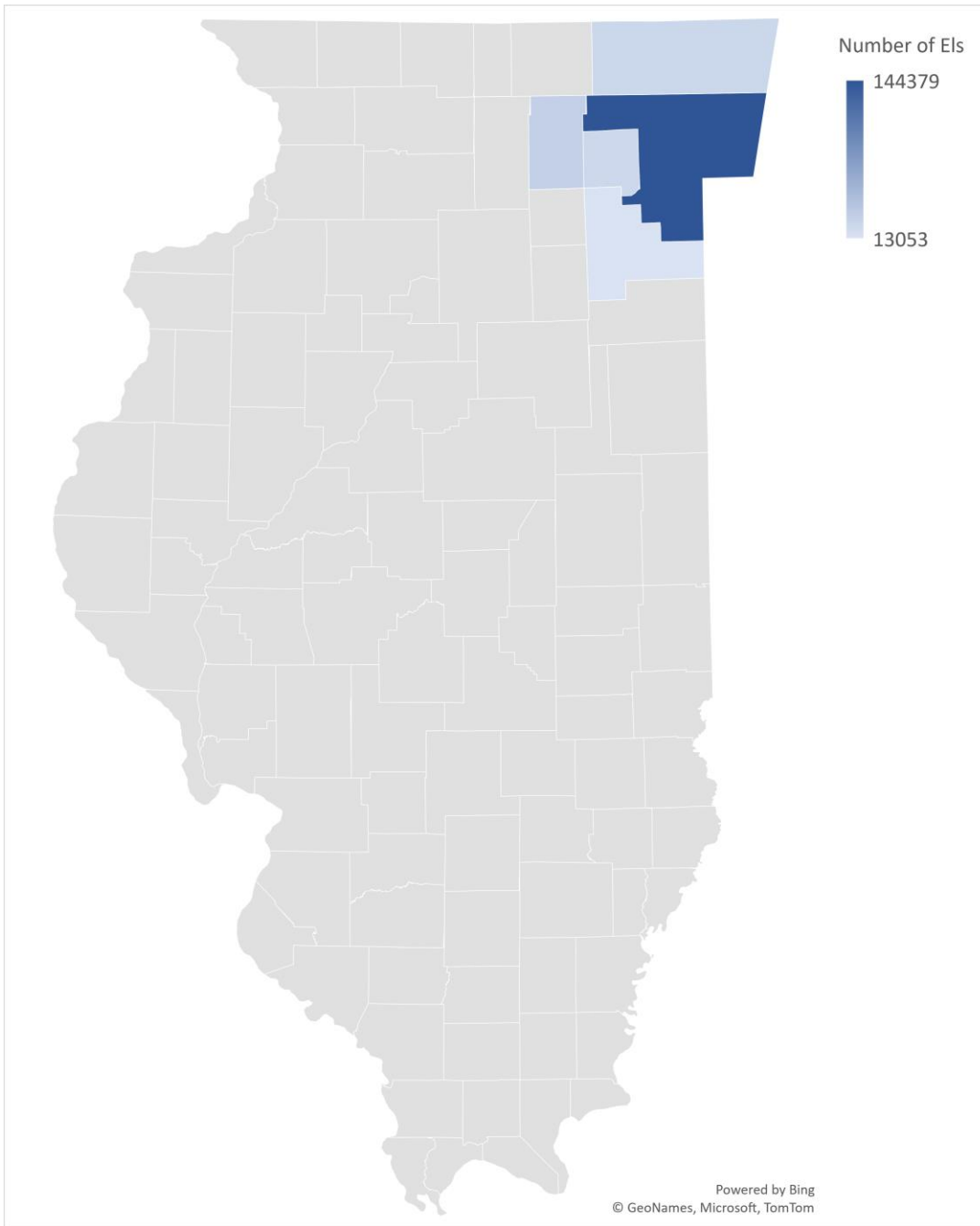
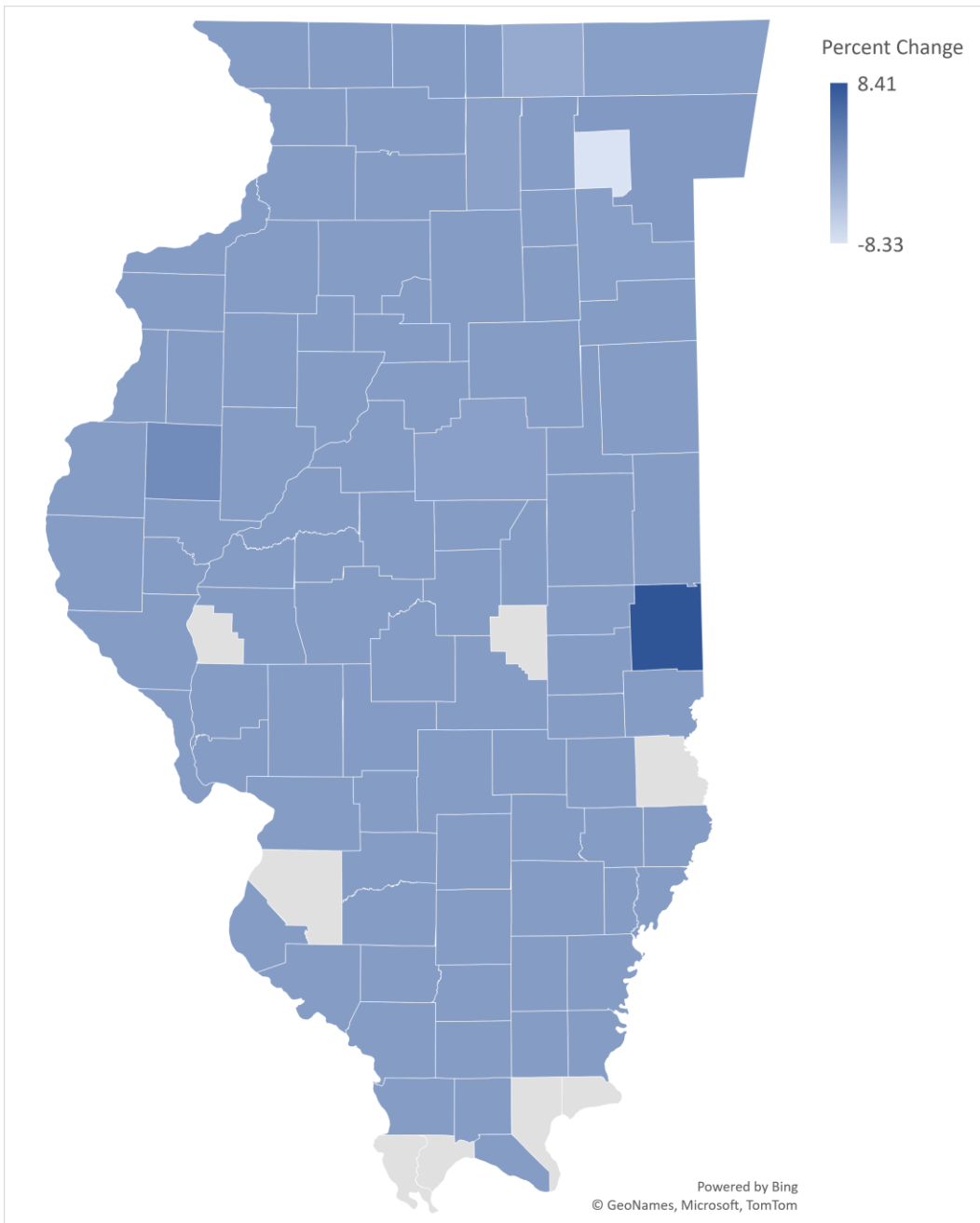


Figure 3-3: Percent Change of EL Population from SY 2020-21 to SY 21-22



SECTION 4: EL STUDENT COUNT BY LANGUAGE

There were 201 distinct languages spoken by ELs in Illinois. Spanish is the most common language among ELs at 75.52 percent. It is followed by Arabic at 3.9 percent, Polish at 2.32 percent, Urdu at 1.68 percent, and Russian and Gujarati at 1 percent each. A total of 102 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

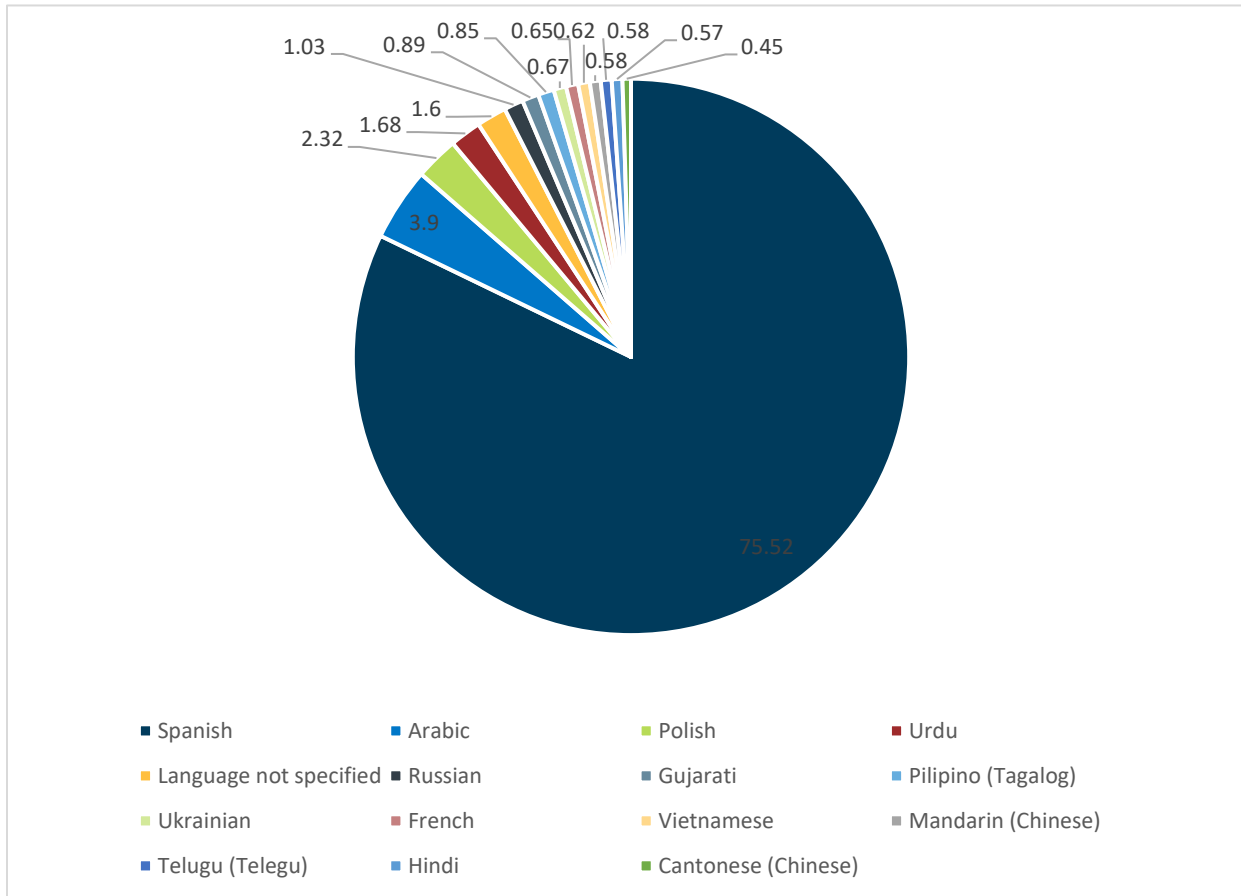


Figure 4-2: Change in Number of Spanish-Speaking Els from SY 2020-21 to SY 2021-22

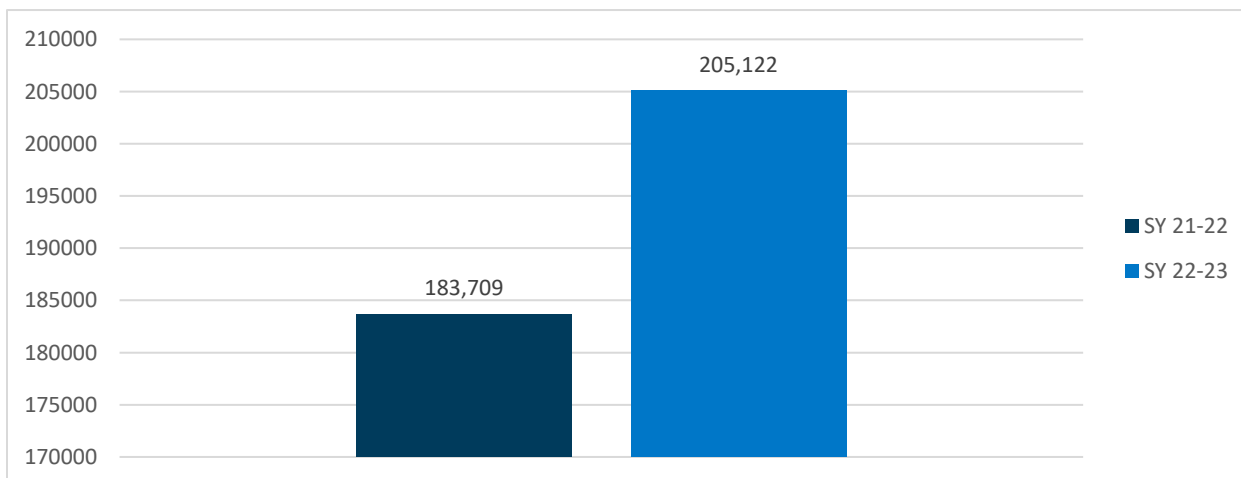


Figure 4-3: Top 15 Languages with Greatest Increase in ELs from SY 2020-21 to SY 2021-22 (Spanish Excluded)

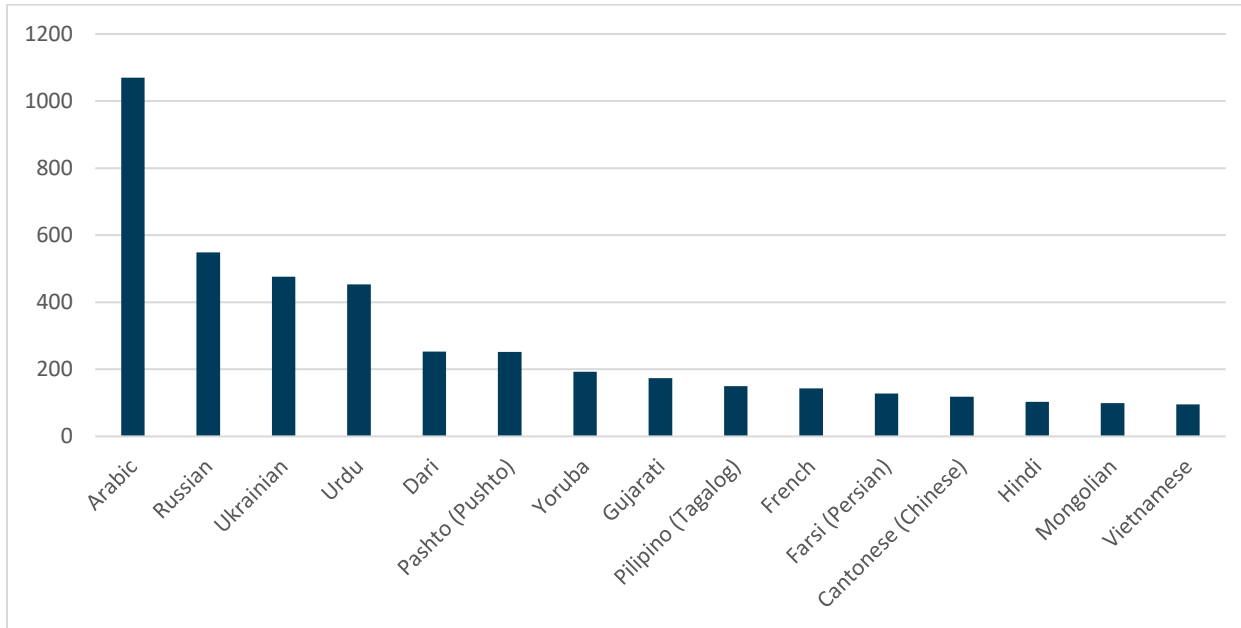


Figure 4-4: Top 5 Languages with Greatest Decrease in ELs from SY 2020-21 to SY 2021-22



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 first grade at 26,277. The fewest number of ELs are in 12th grade at 10,056. By ethnicity, the majority of ELs -- 74.9 percent -- are Hispanic or Latino. The next largest EL racial group is White at 11.2 percent, followed by Asian at 9.47 percent, Black or African American at 2.73 percent, and Two or More Races at 1.07 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

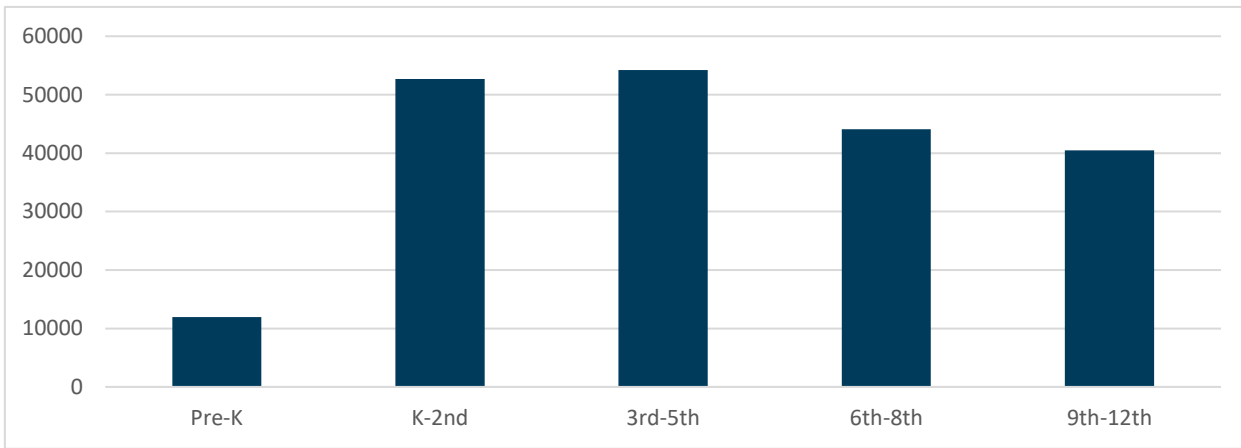


Figure 5-2: Race and Ethnicity of ELs: Pre-K

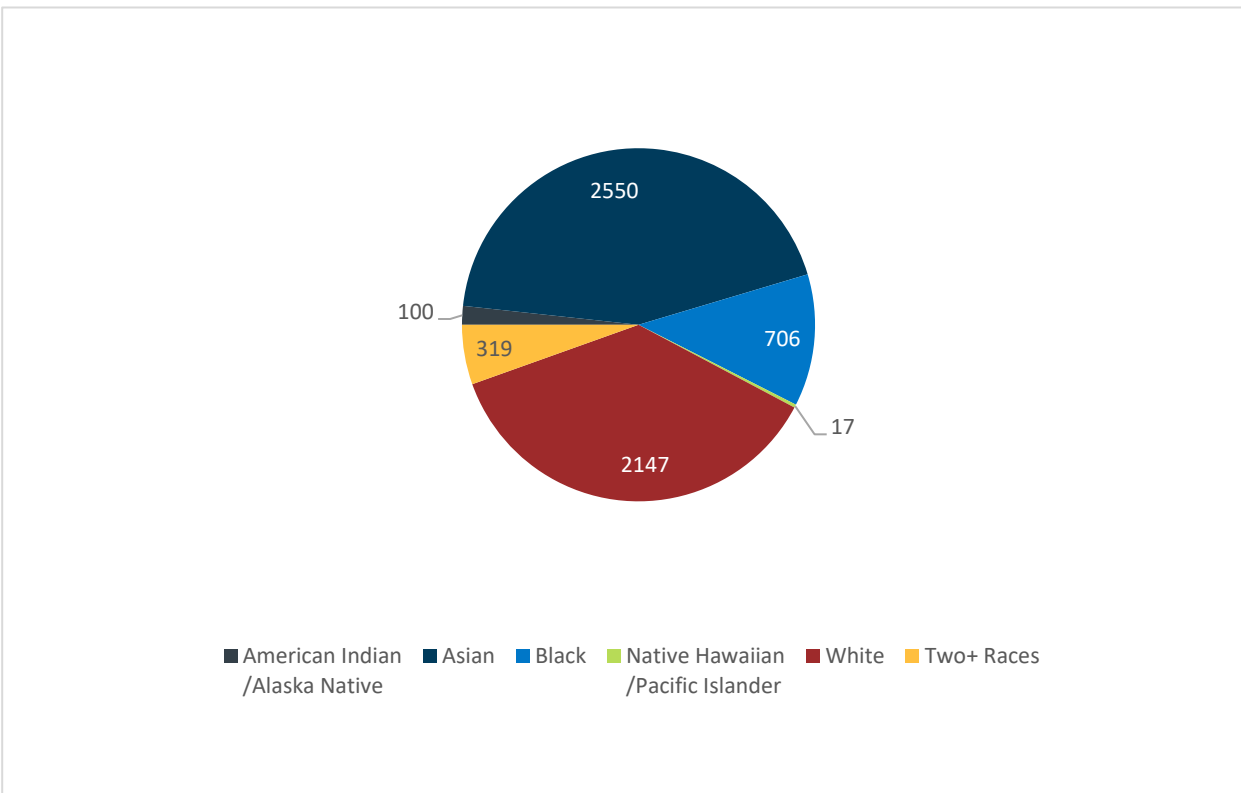


Figure 5-3: Race and Ethnicity of ELs: K-2nd Grade

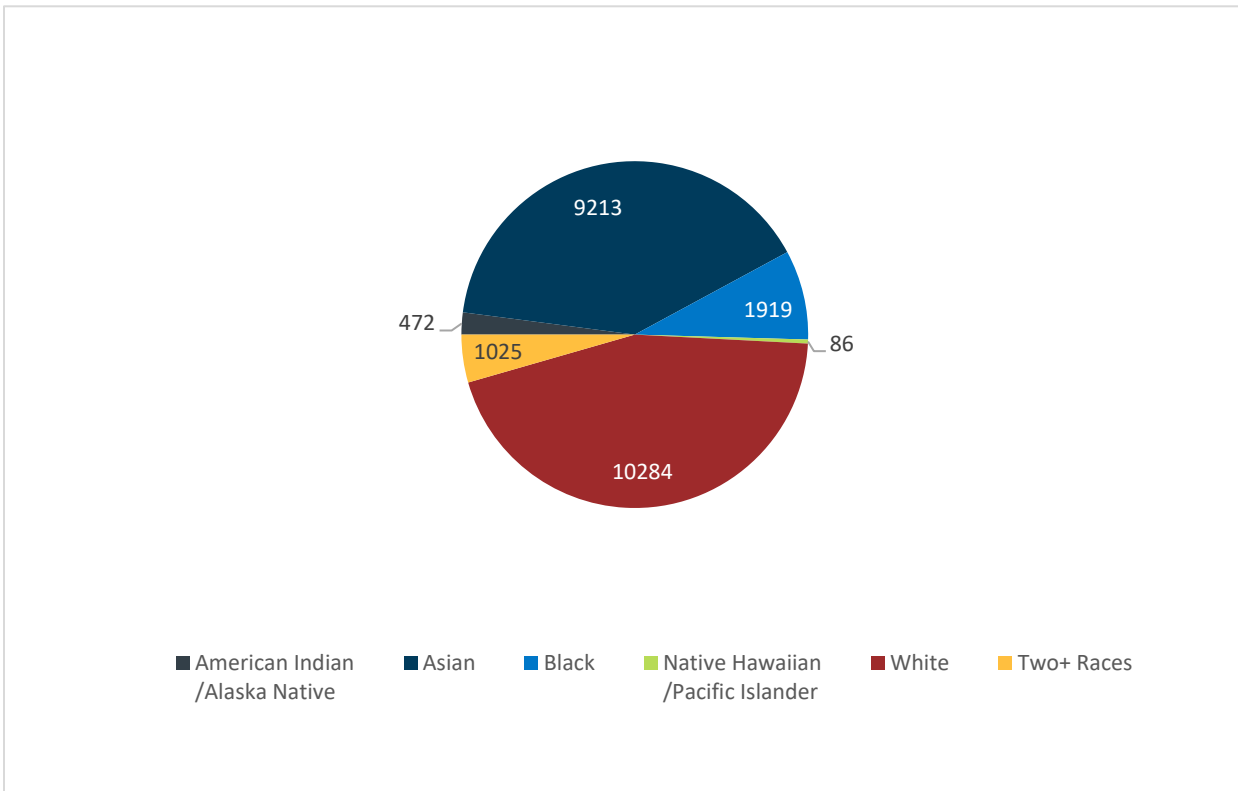


Figure 5-4: Race and Ethnicity of ELs: 3rd – 5th Grade

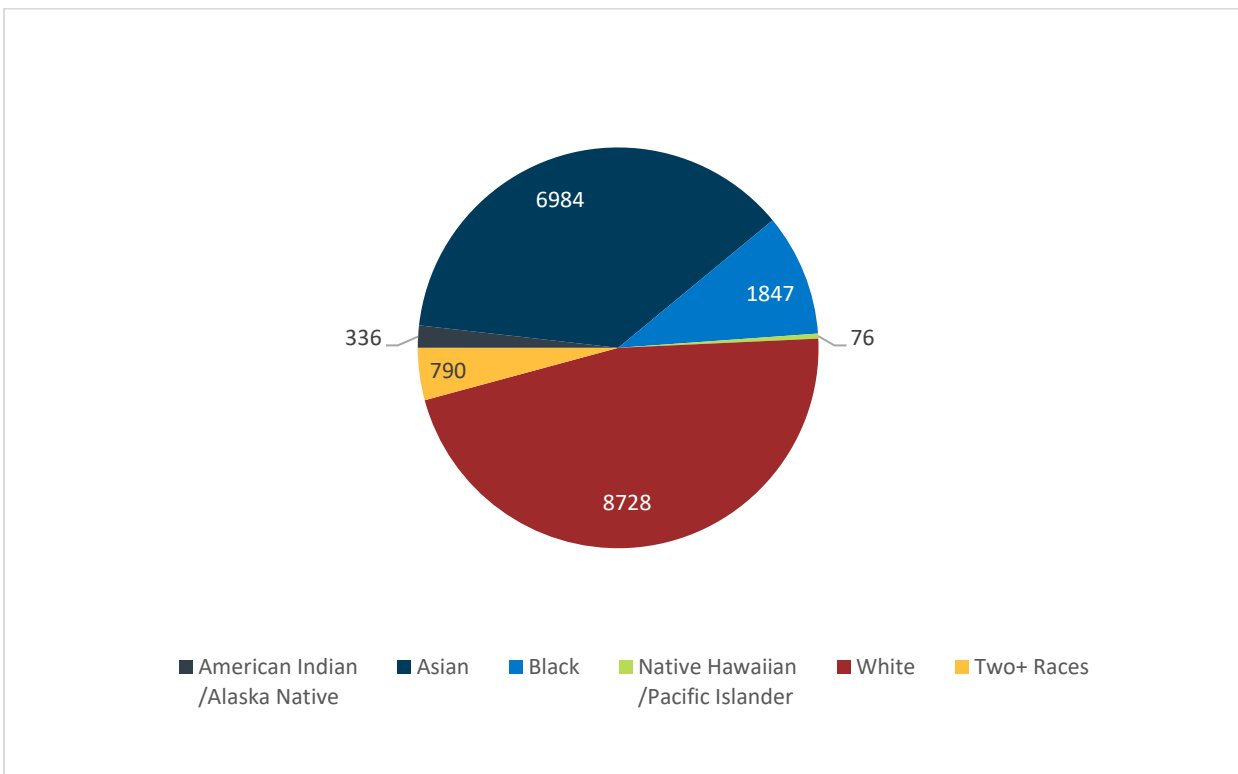


Figure 5-5: Race and Ethnicity of ELs: 6th – 8th Grade

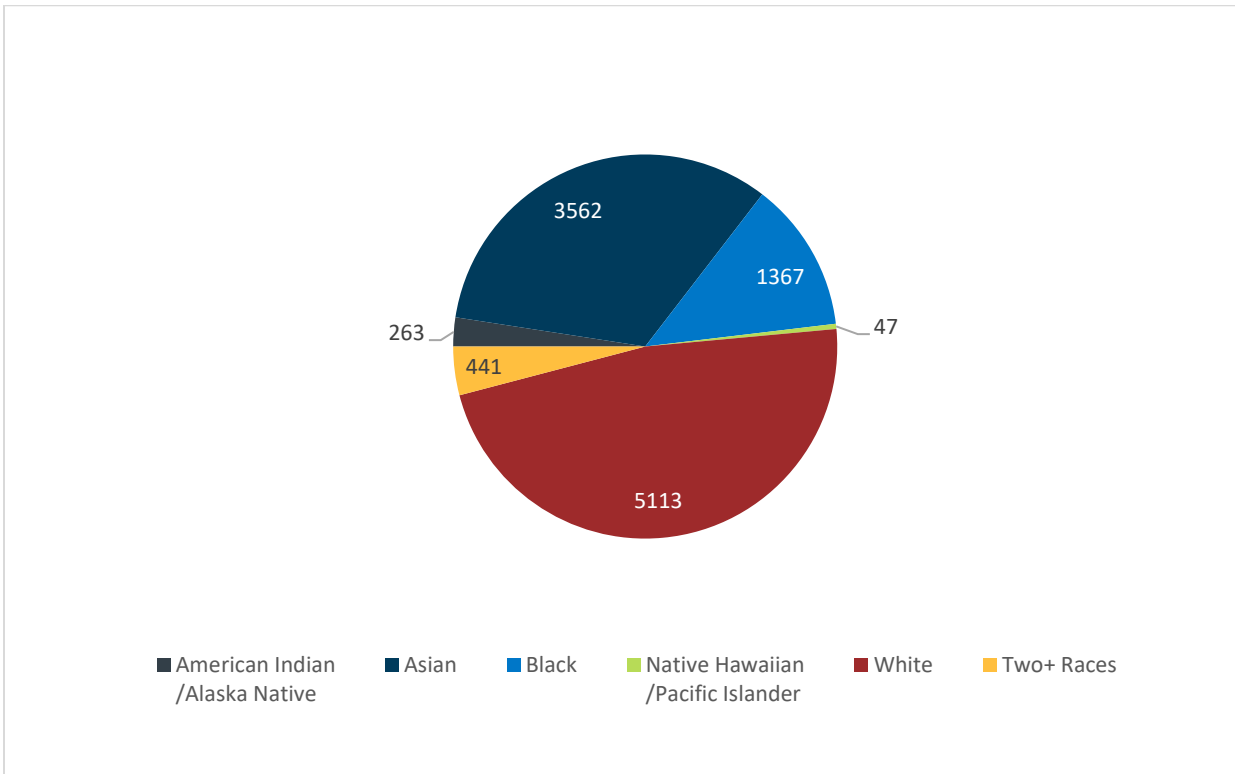
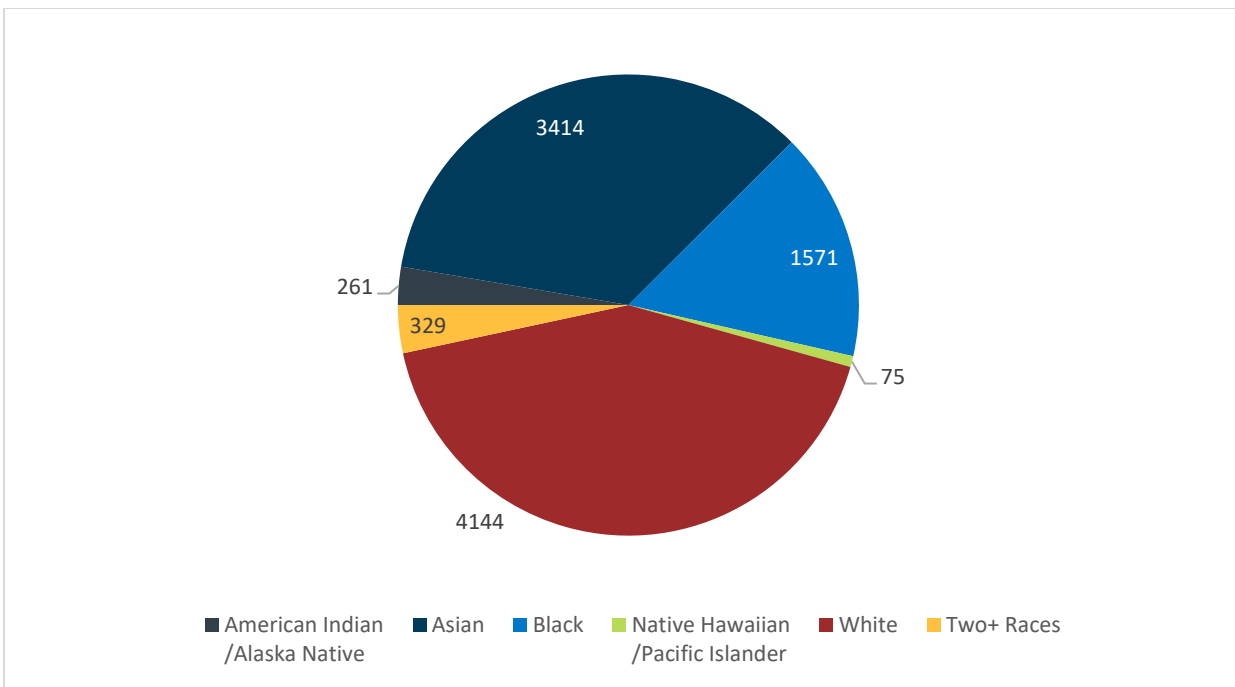


Figure 5-6: Race and Ethnicity of ELs: 9th – 12th Grade



SECTION 6: EL STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

There are 56,696 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 4,652. 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 36.63 percent.

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

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

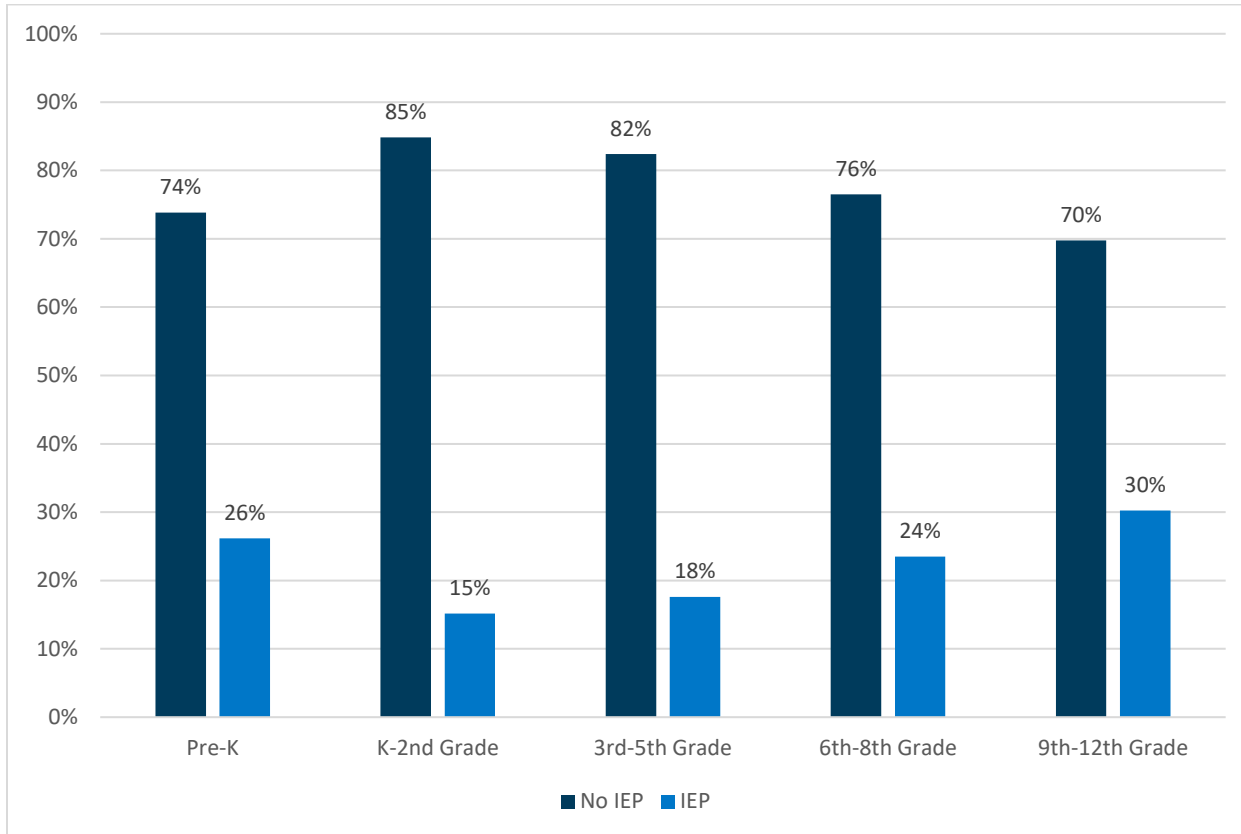
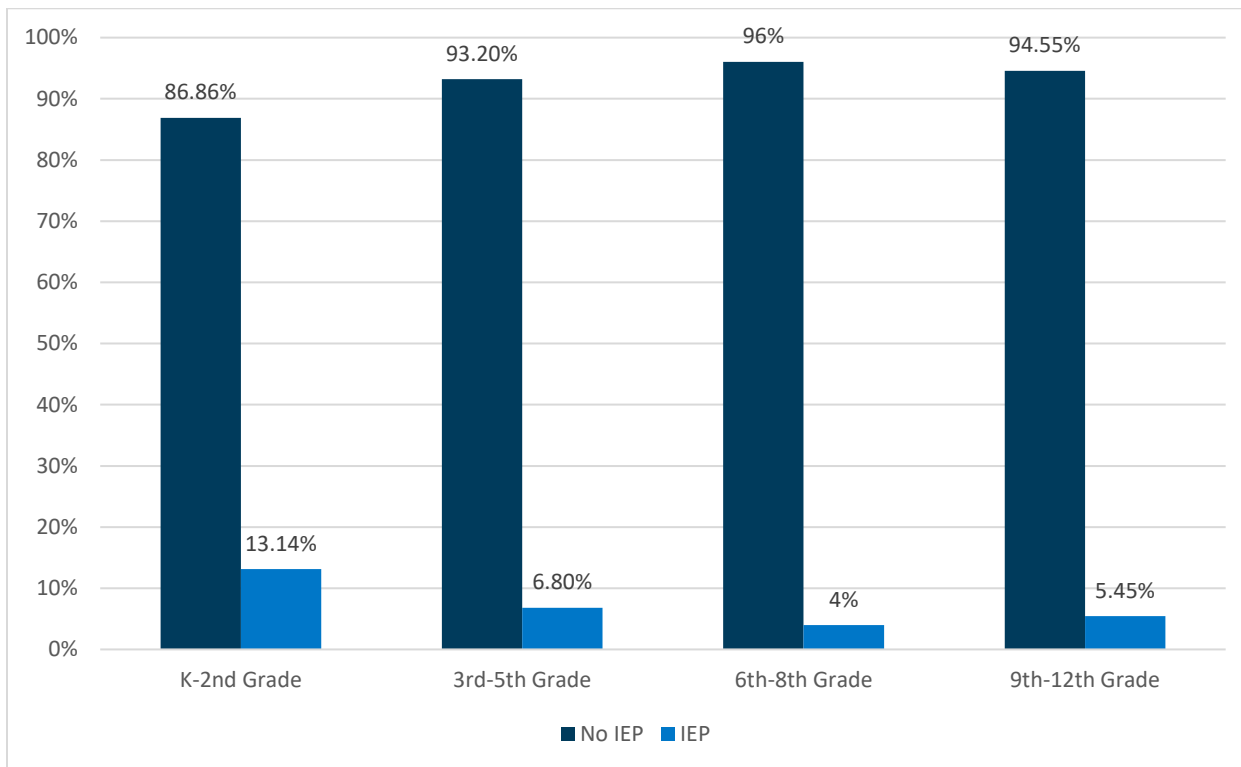


Figure 6-2: IEP Status of Former ELs by Grade Band



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 38.11 percent of all instructional designs used. Transitional programs in English (ESL classrooms) make up 33.06 percent, and dual language programs make up 16.39 percent. The most common program is a Transitional Program in English in a collaborative setting; 71,572 ELs were enrolled in this type of program. The least common program is Transitional Bilingual Program - Collaboration, comprising just 4.41 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

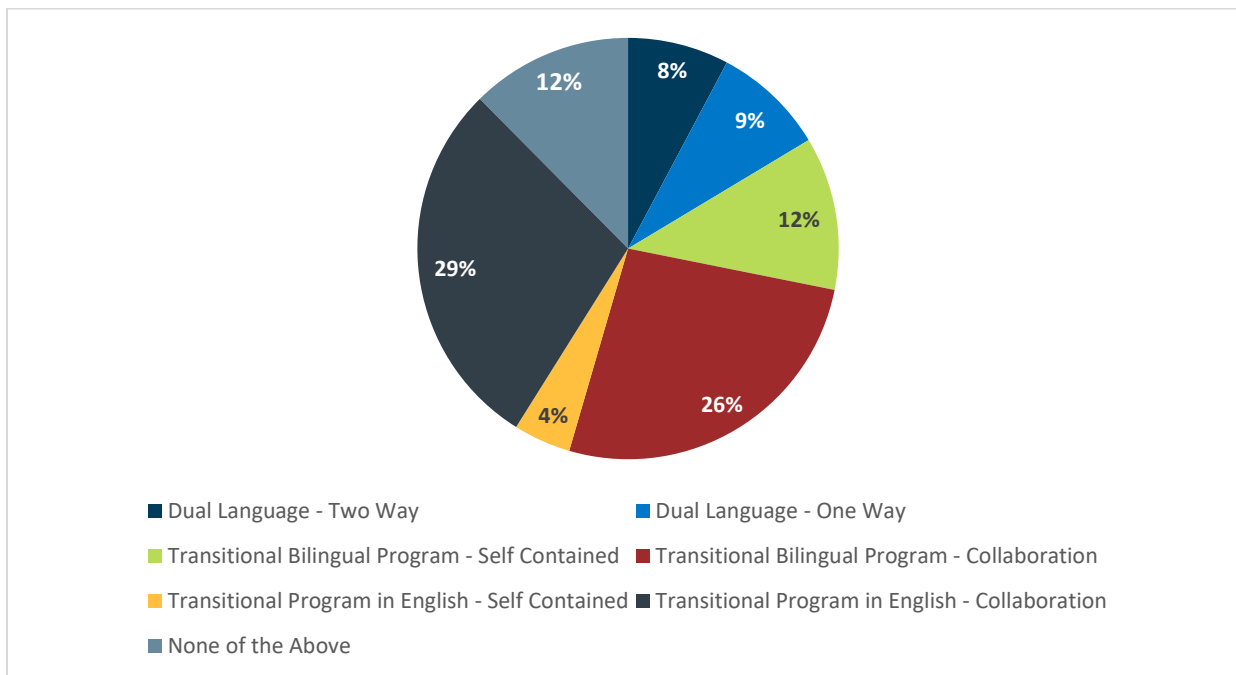


Figure 7-2: Percentage of Spanish-Speaking ELs in Each Instructional Design

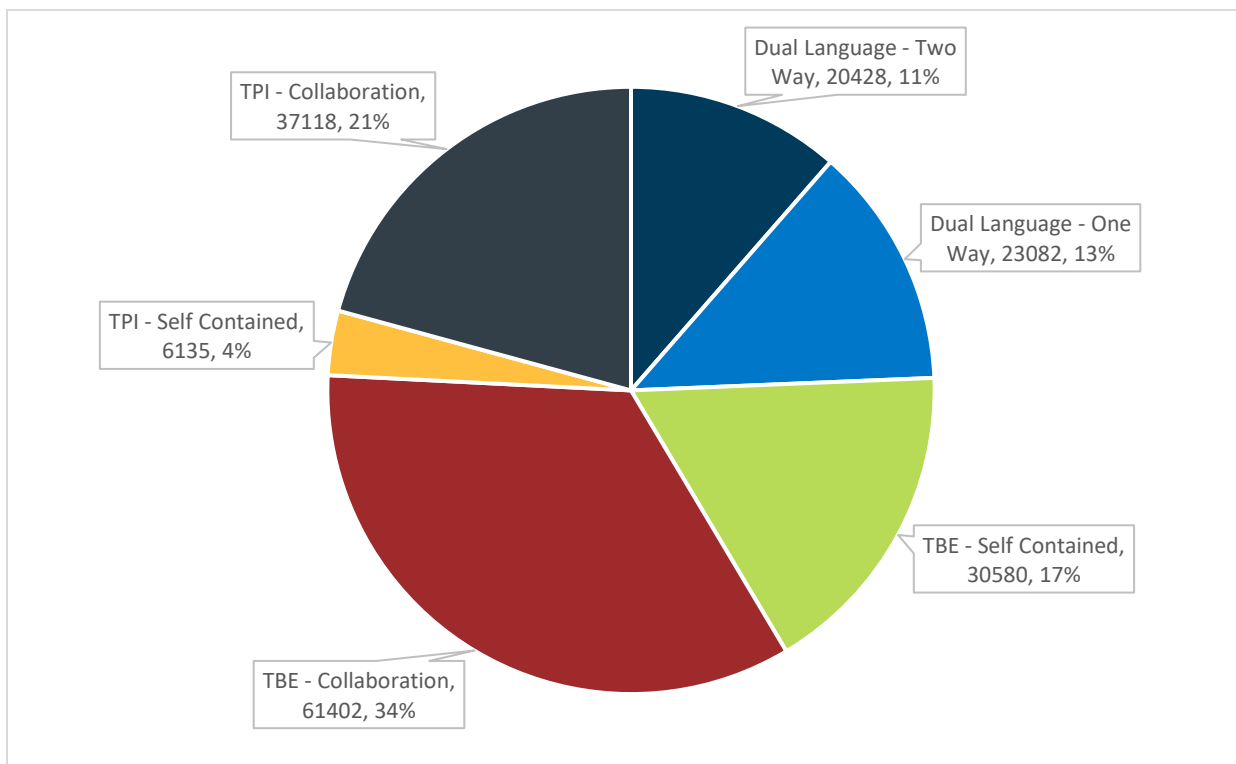
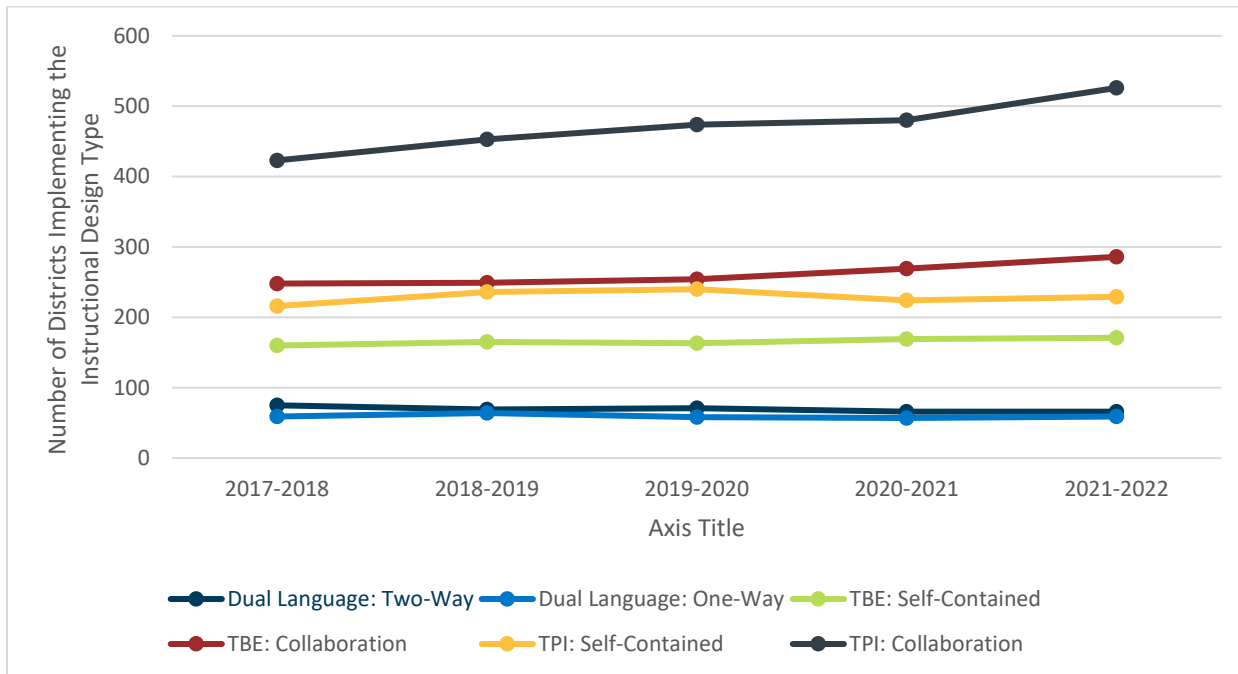


Figure 7-3: Trends of Instructional Design Type Implementation



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

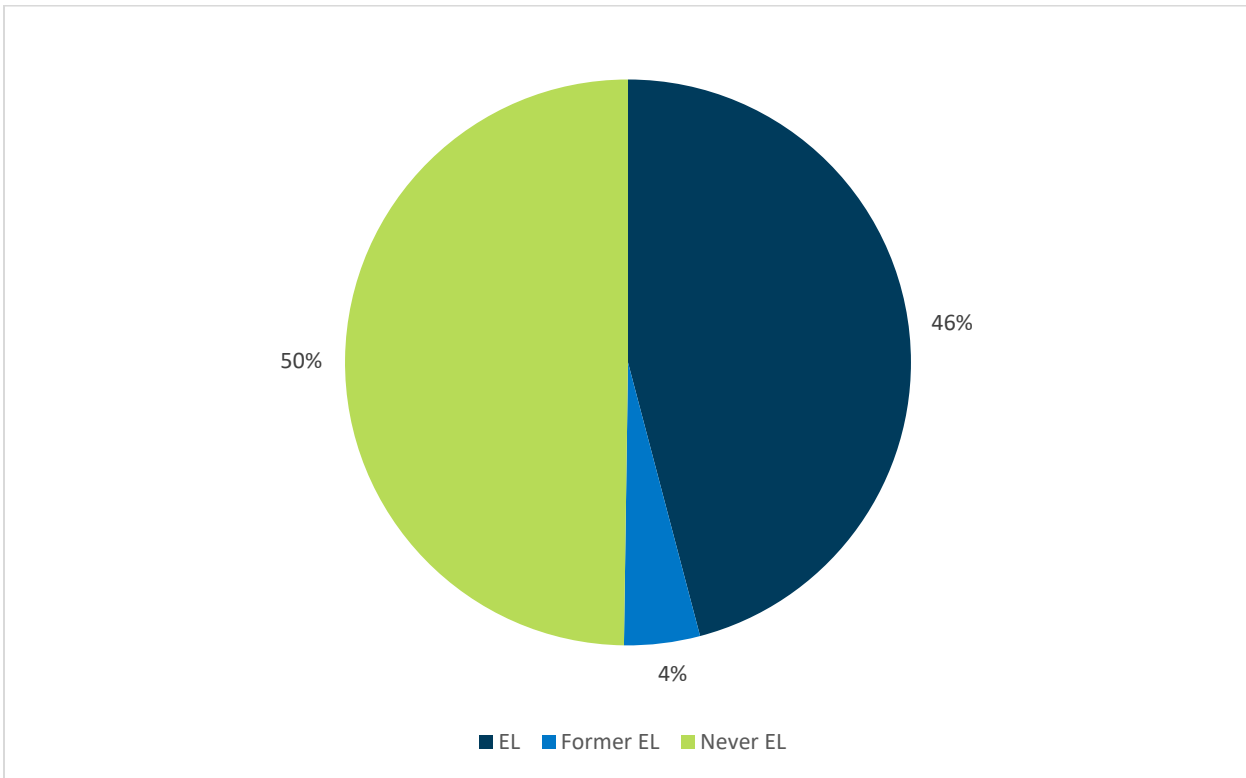


Figure 7-5: Composition of Dual Language: Two-Way Programs

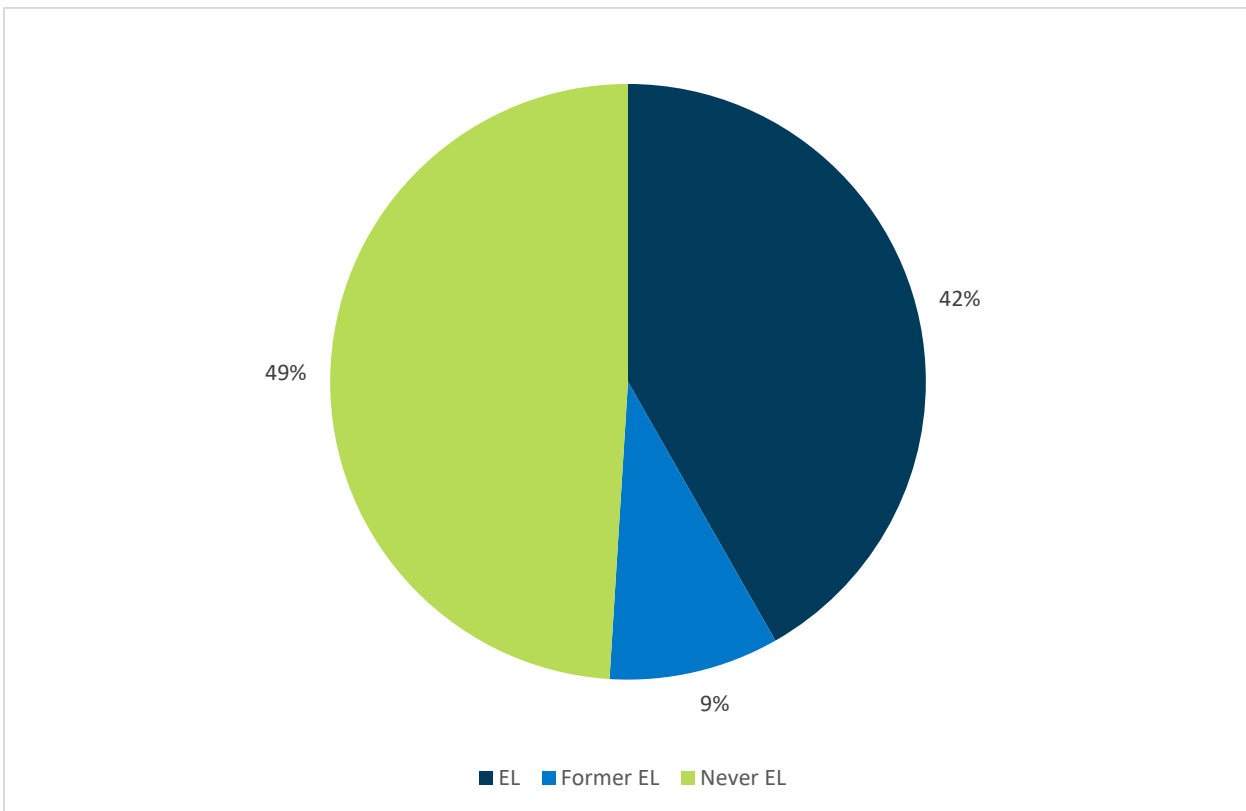


Figure 7-6: Dual Language Spanish Programs in Illinois: One-Way vs. Two-Way

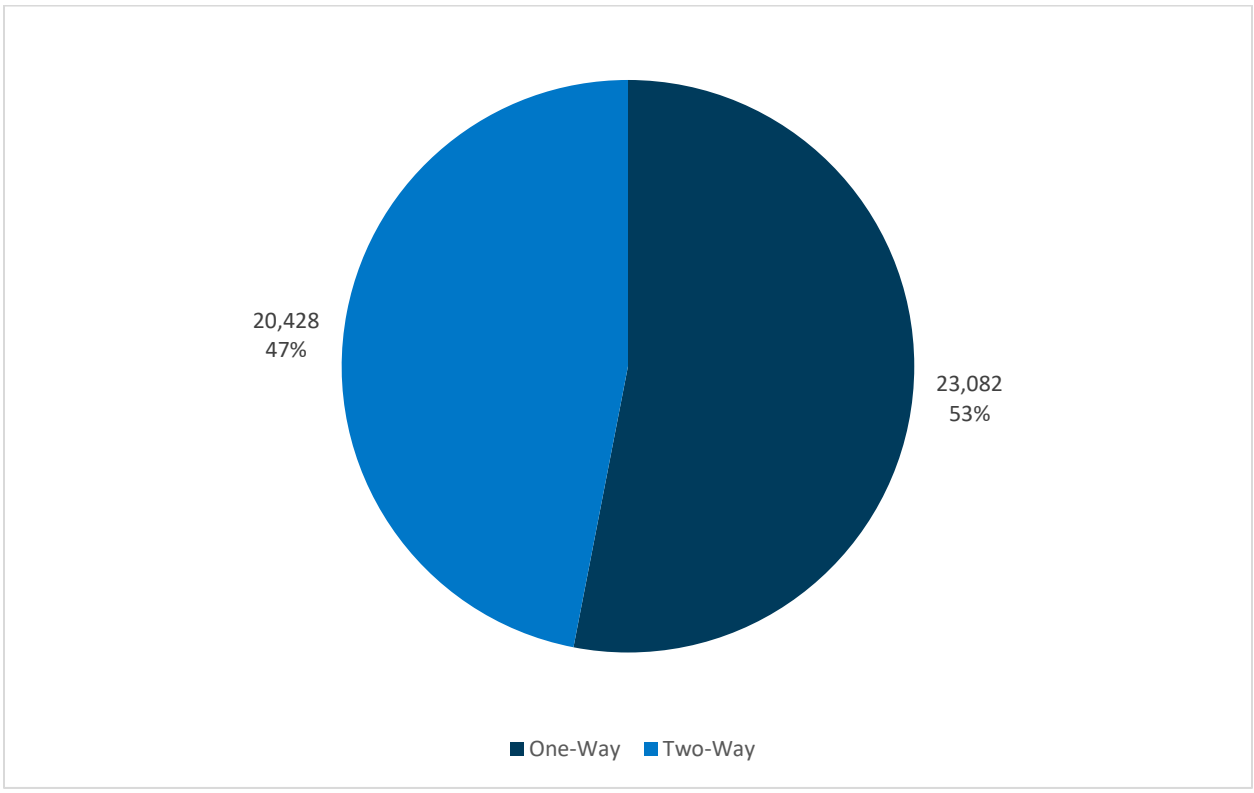


Figure 7-7: Top non-Spanish Languages by Number of ELs in Two-Way Dual Language Programs

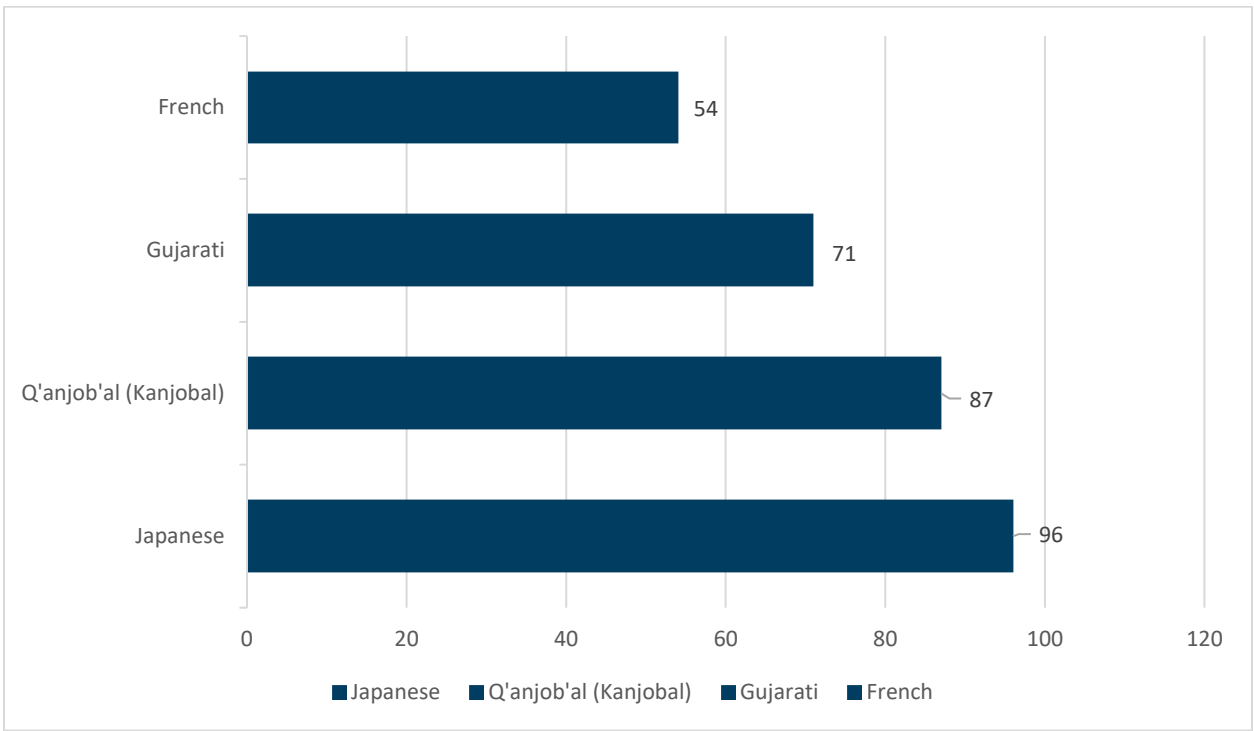
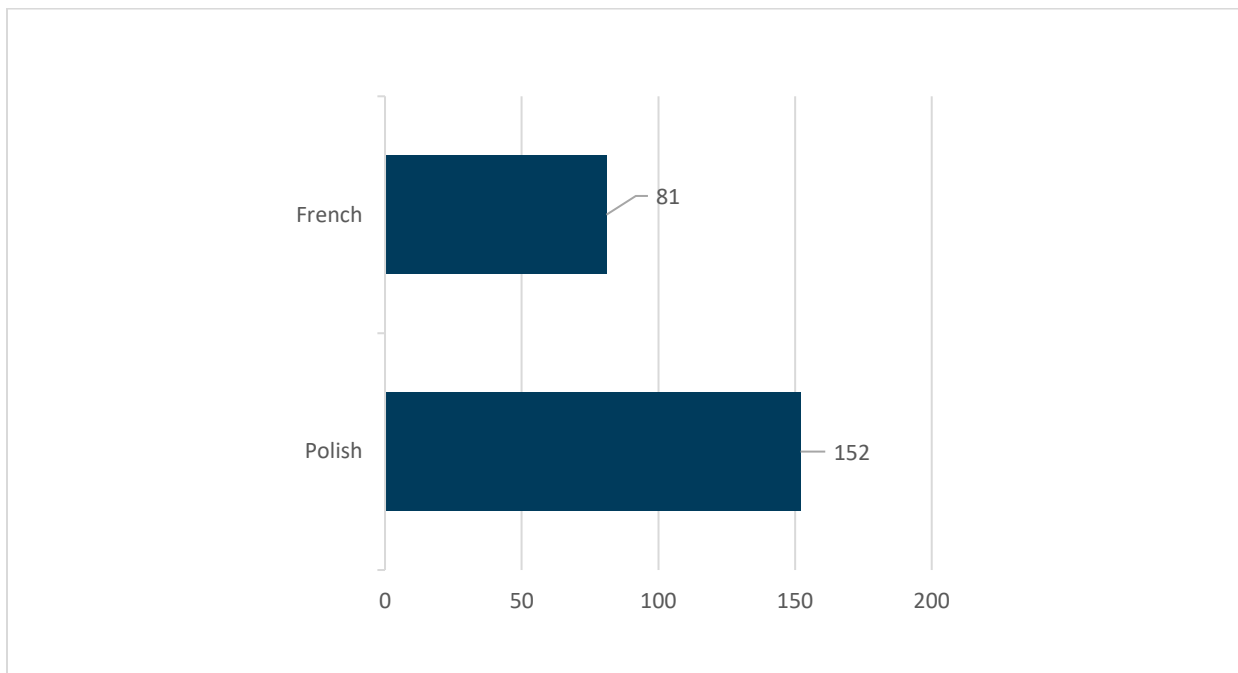


Figure 7-8: Top non-Spanish Languages by Number of ELs in One-Way Dual Language Programs



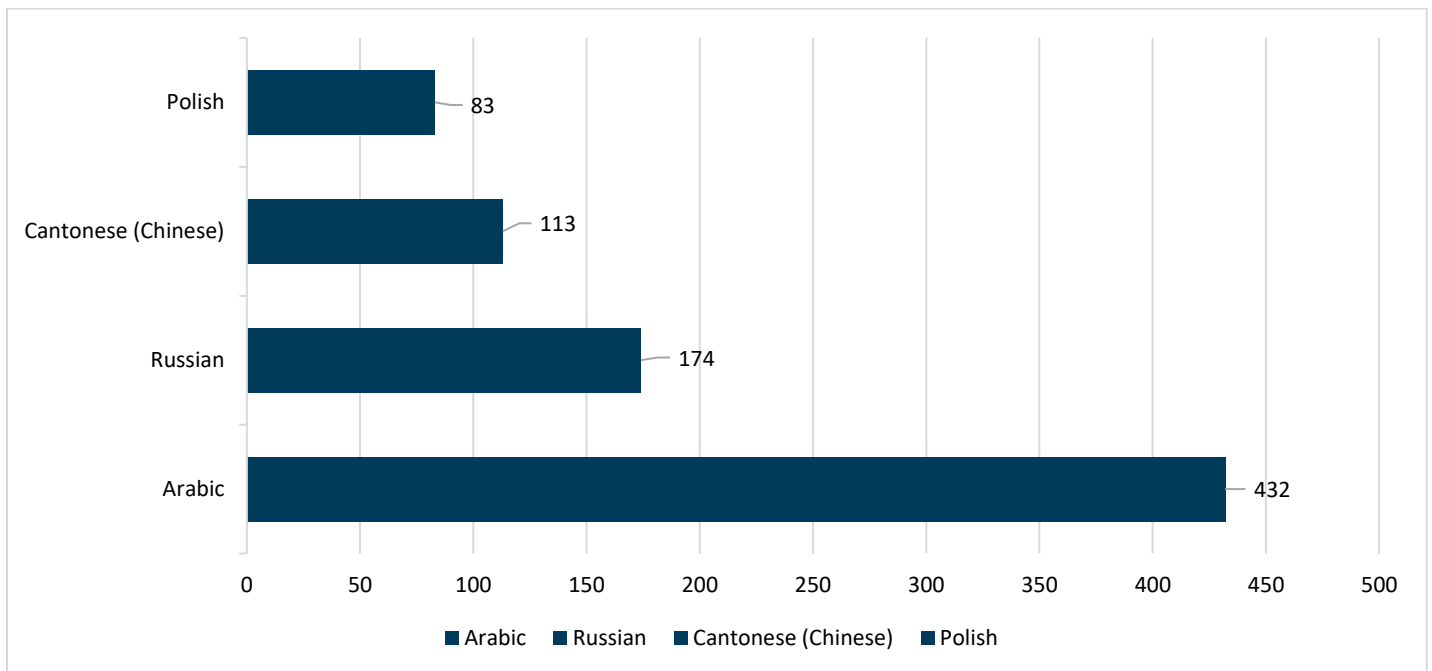
Transitional Bilingual Programs

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.

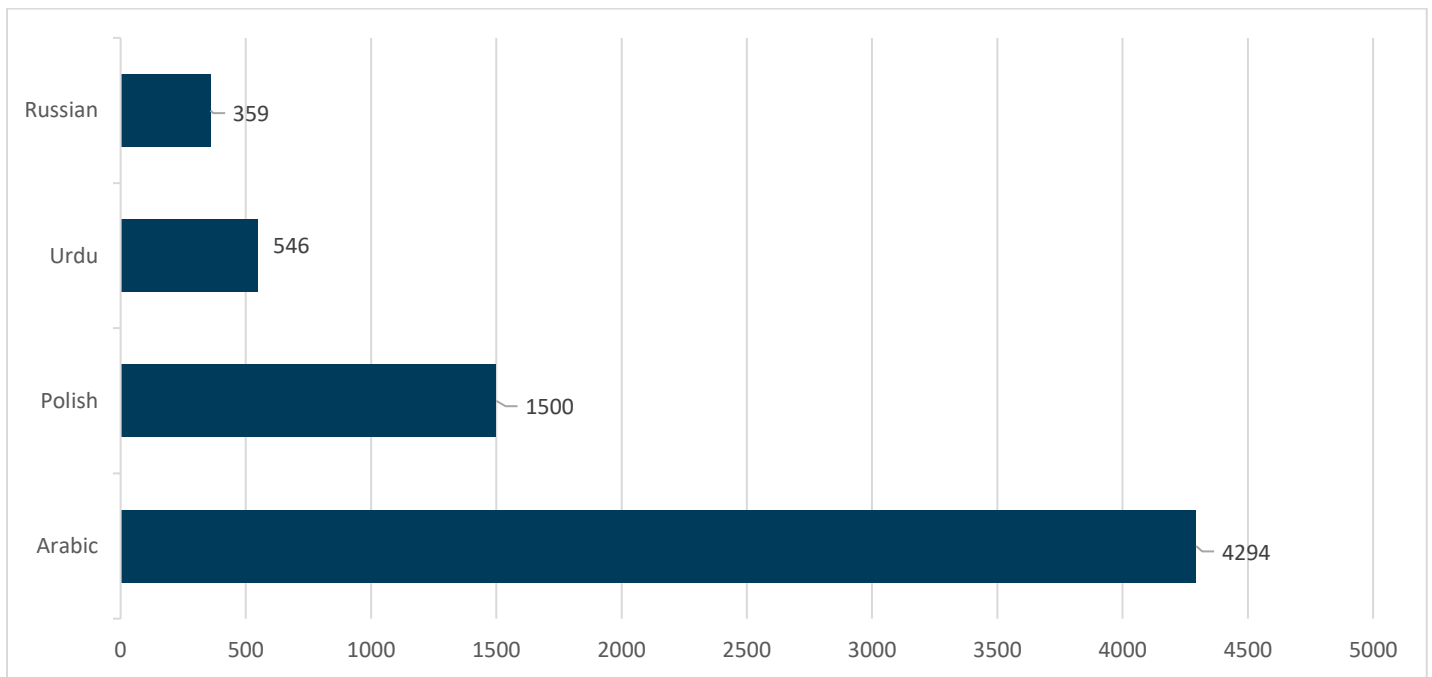
Figure 7-9: Top non-Spanish Languages by Number of ELs in TBE: Self-Contained Programs



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



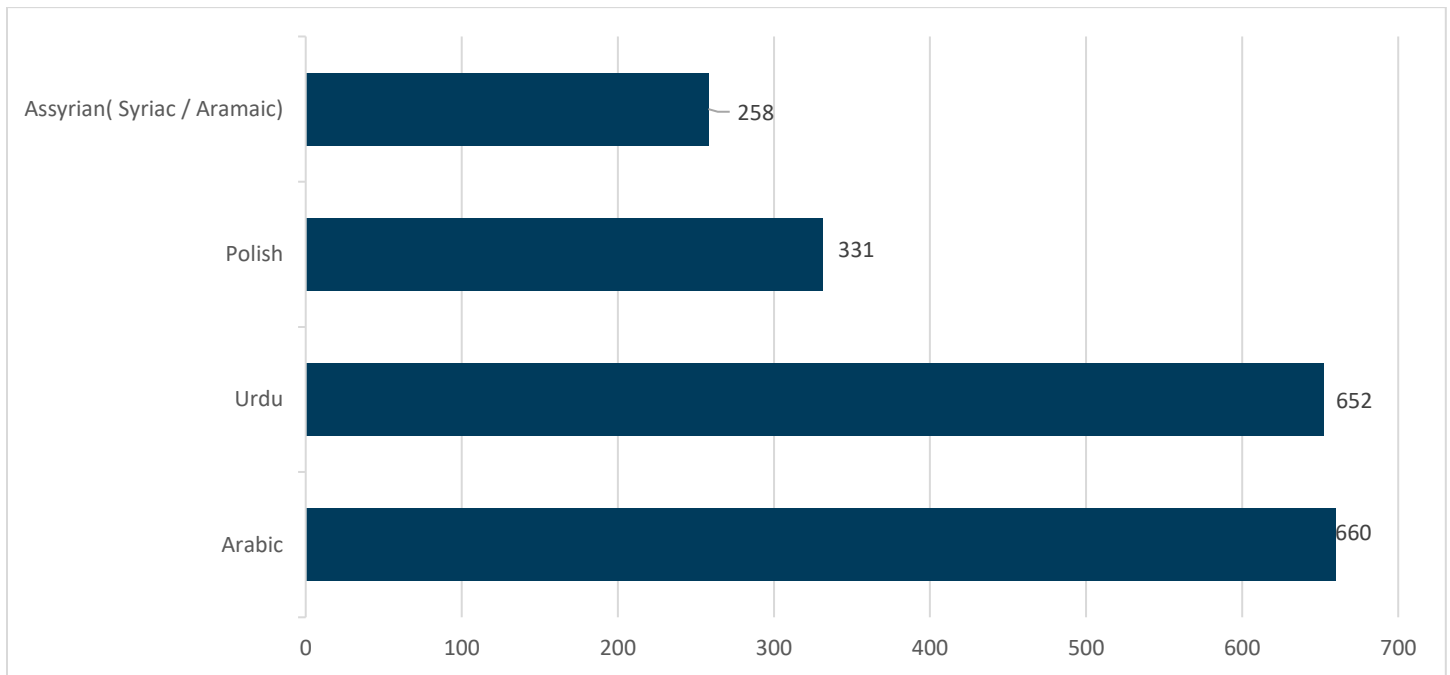
Transitional Programs of Instruction in English

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.

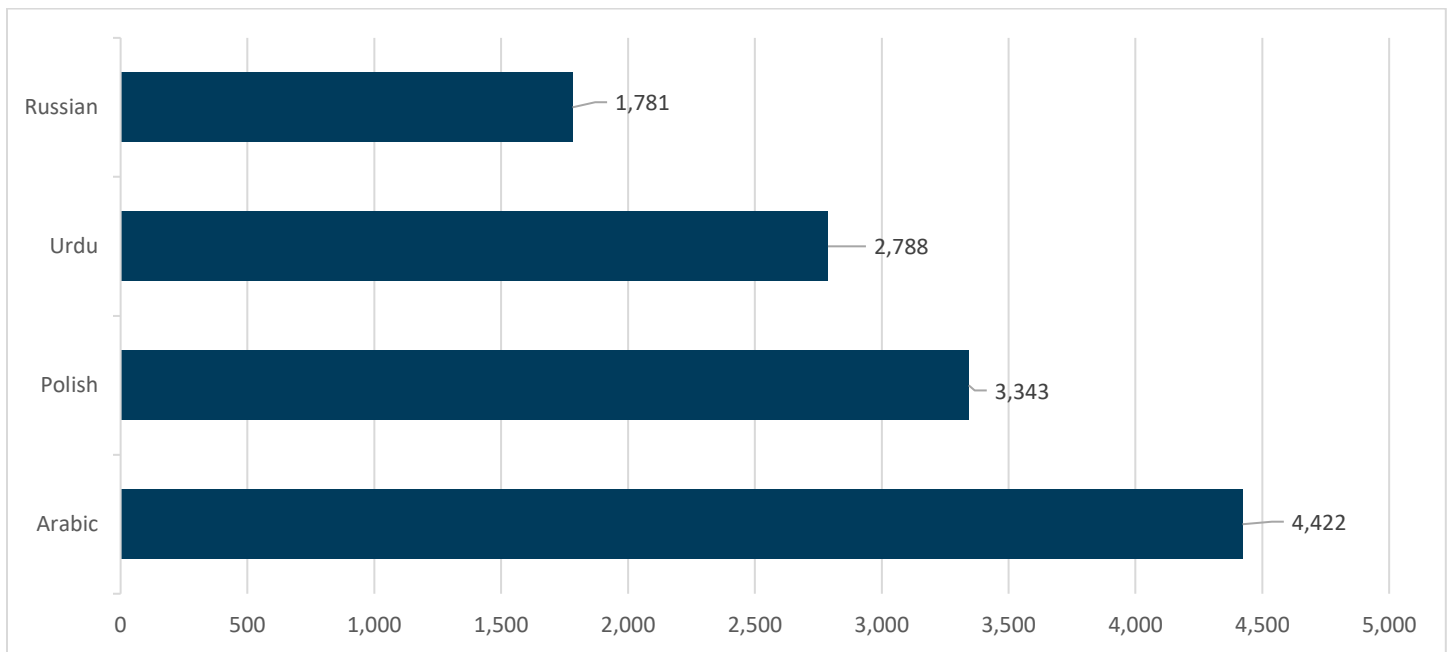
Figure 7-11: Top non-Spanish Languages by Number of ELs in TPI: Self-Contained Programs



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 6.75 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 90,164 students, or 35.52 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

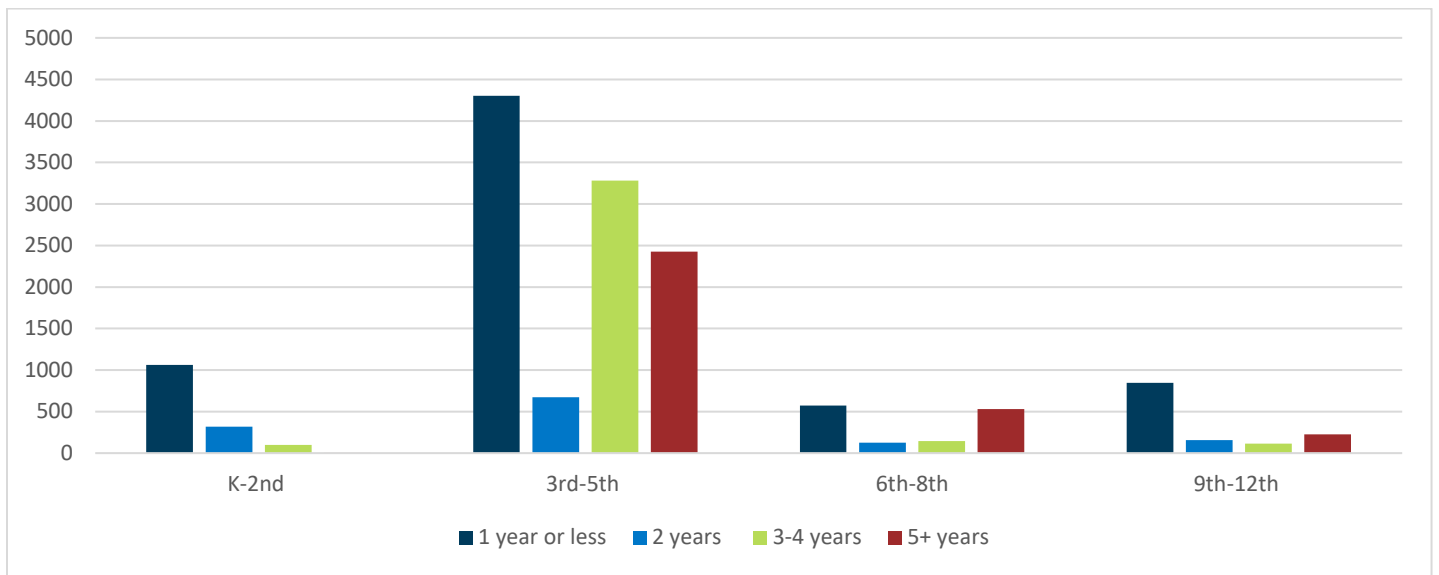
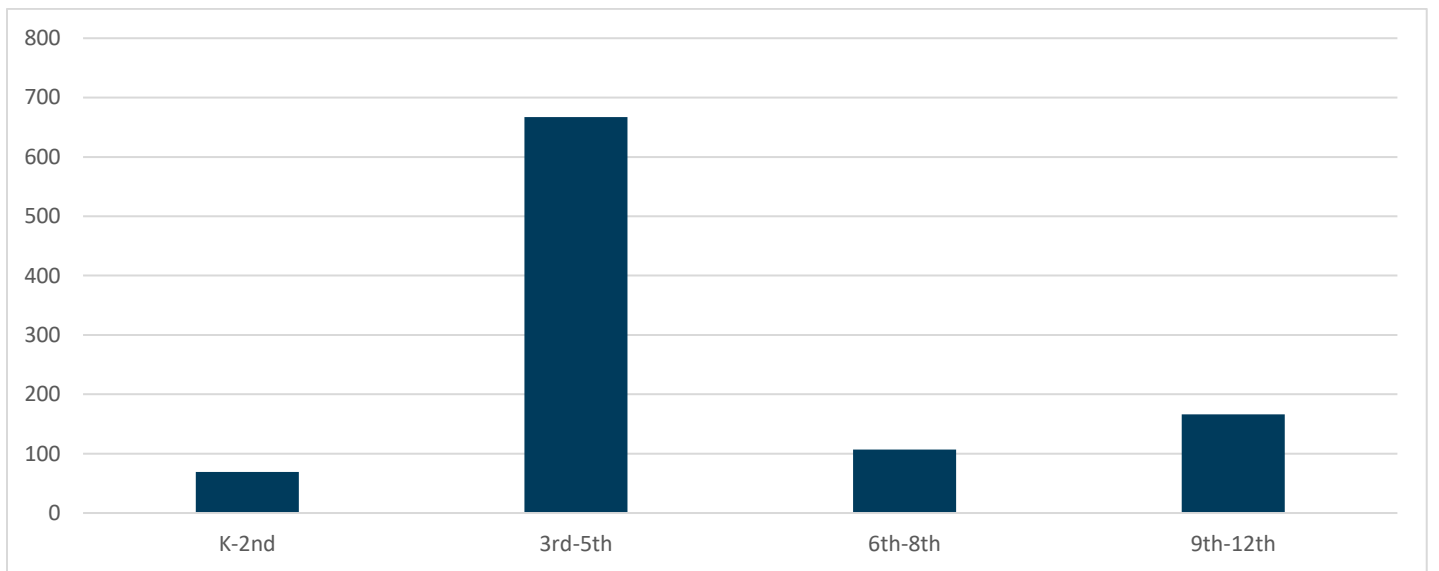


Figure 8-2: Number of ELs whose Parents Refused EL Services who Attained ELP by Grade Band



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 | 2,572 | 2,795 | 1,467 | 640 | 601 | 723 | 132 | 8,930 |
| Long-Term ELs | 25 | 125 | 126 | 241 | 230 | 284 | 21 | 1,052 |
| Former ELs | 2,273 | 3,386 | 4,802 | 5,637 | 7,208 | 7,547 | 5,290 | 36,043 |
| Non-ELs | 31,759 | 38,471 | 38,064 | 36,925 | 43,223 | 41,922 | 41,806 | 272,170 |
| Grade Total | 36,629 | 44,777 | 44,459 | 43,443 | 51,262 | 50,476 | 47,249 | 317,195 |

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

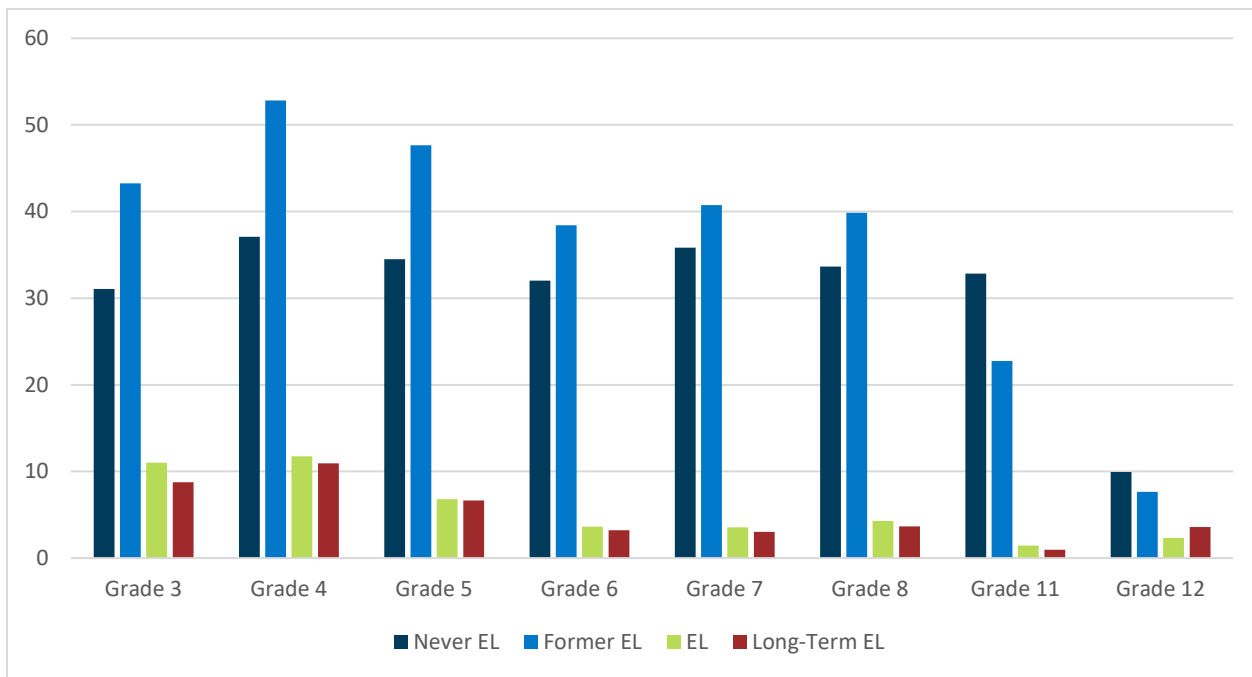
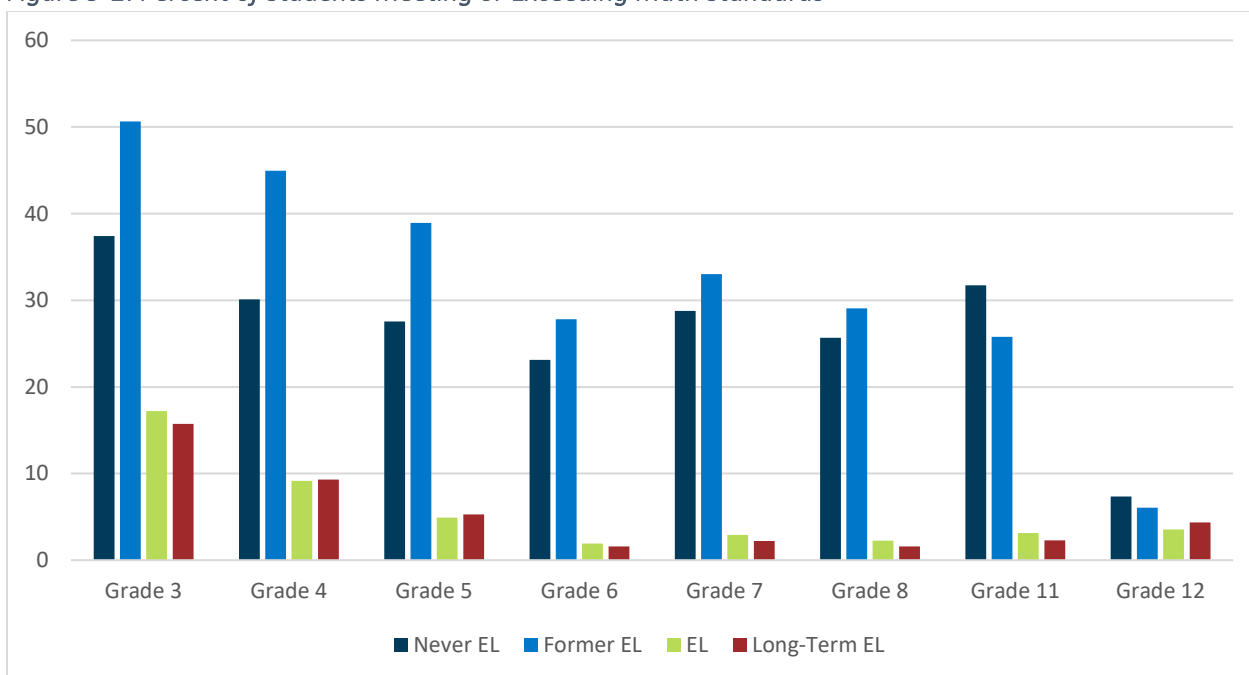


Table 9-2: Number of Students Meeting or Exceeding Math Standards

| Grade | 3 | 4 | 5 | 6 | 7 | 8 | 11 | Total |
|---------------|--------|--------|--------|--------|--------|--------|--------|---------|
| ELs | 4,010 | 2,175 | 1,062 | 340 | 491 | 377 | 284 | 8,739 |
| Long-Term ELs | 45 | 106 | 100 | 118 | 167 | 124 | 50 | 710 |
| Former ELs | 2,538 | 2,872 | 3,915 | 4,079 | 5,824 | 5,497 | 5,990 | 30,715 |
| Non-ELs | 38,172 | 31,154 | 30,372 | 26,596 | 34,595 | 31,875 | 40,327 | 233,091 |
| Grade Total | 44,765 | 36,307 | 35,449 | 31,133 | 41,077 | 37,873 | 46,651 | 273,255 |

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 2022. Of these, 333 enrolled in Illinois public schools at some point while they were in Illinois, and 285 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

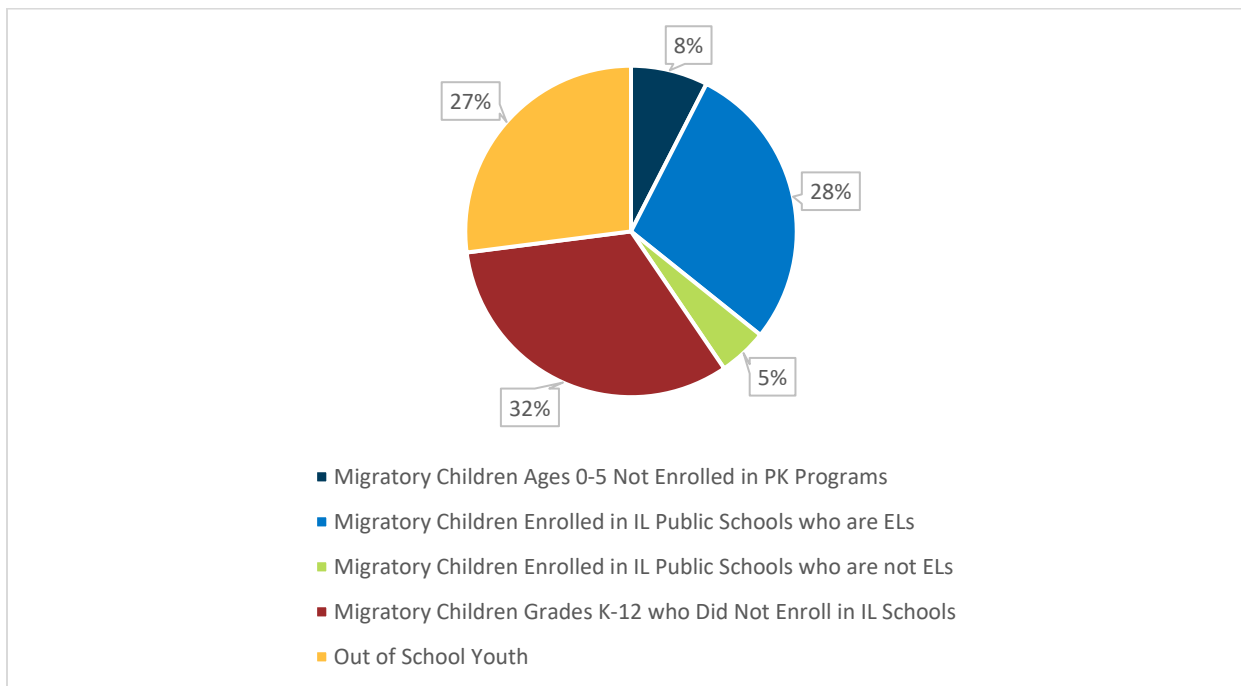
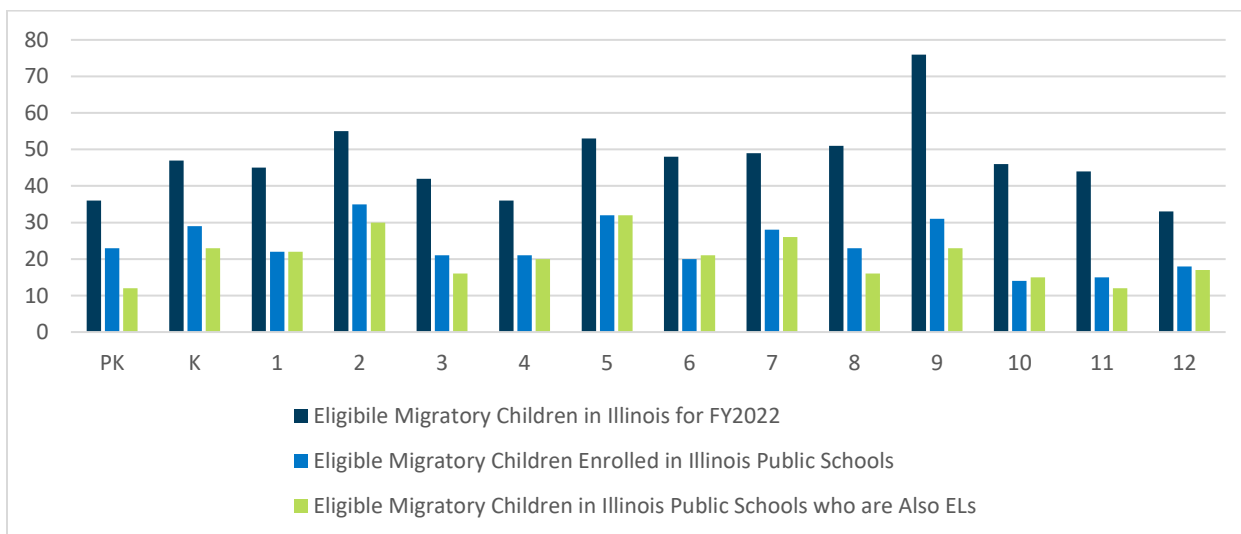


Figure 10-2: Eligible Migratory Children by Grade in FY 2022



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 2021-22 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 21 percent of ELs in Illinois (one in every five) have an IEP. The 2022 Illinois Report Card shows that 17 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 2021-22

| Program | District Count | | | EL Placement | | |
|---|--------------------------------|--------------------------------|---------------|------------------|-----------|-------------------|
| | Districts w/ EL programs | Total districts with ELs | EL District % | EL Placements | Total ELs | EL Placement % |
| TBE | 625 | 852 | 73.36 | 197,892 | 271,623 | 72.3 |
| TPI | 581 | 852 | 68.19 | 58,221 | 271,623 | 21.27 |
| 228.27 Plan | 54 | 852 | 6.34 | 292 | 271,623 | 0.11 |
| Parental Refusal | 348 | 852 | 40.85 | 17,289 | 271,623 | 6.32 |
| Note: An individual district may offer multiple programs. | | | | | | |

Table A-2: Number and Percentage of Teachers with Endorsements to Support ELs: SY 2021-22

| Endorsements | | All Districts | Title III-Funded Districts | Non-Title III-Funded Districts | Both* |
|---|----------------|---------------|----------------------------|--------------------------------|--------|
| PEL + ESL and Bilingual Endorsement | Group Count | 6,351 | 6,156 | 194 | 1 |
| | Total Teachers | 27,552 | 25,266 | 2,277 | 9 |
| | % | 23.05% | 24.36% | 8.52% | 11.11% |
| PEL + Bilingual (all languages) | Group Count | 1,250 | 1,216 | 34 | 0 |
| | Total Teachers | 27,552 | 25,266 | 2,277 | 9 |
| | % | 4.54% | 4.81% | 1.49% | 0 |
| PEL + ESL Endorsement | Group Count | 19,045 | 17,023 | 2,015 | 7 |
| | Total Teachers | 27,552 | 25,266 | 2,277 | 9 |
| | % | 69.12% | 67.38% | 88.49% | 77.78% |
| ELS-TBE | Group Count | 766 | 732 | 33 | 1 |
| | Total Teachers | 27,552 | 25,266 | 2,277 | 9 |
| | % | 2.78% | 2.9% | 1.45% | 11.11% |
| ELS-VIT | Group Count | 140 | 139 | 1 | 0 |
| | Total Teachers | 27,552 | 25,266 | 2,277 | 9 |
| | % | 0.51% | 0.55% | 0.04% | 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 2021-22

| County Name | EL # | EL % | County Name | EL # | EL % |
|---------------------------|-------|-------|-------------------|------|------|
| Adams | 53 | 0.02 | Lawrence | 5 | 0 |
| Bond | 2 | 0 | Lee | 107 | 0.04 |
| Boone | 1935 | 0.71 | Livingston | 86 | 0.03 |
| Brown | 7 | 0 | Logan | 10 | 0 |
| Bureau | 266 | 0.1 | Macon | 287 | 0.11 |
| Calhoun | 1 | 0 | Macoupin | 5 | 0 |
| Carroll | 16 | 0.01 | Madison | 1441 | 0.53 |
| Cass | 794 | 0.29 | Marion | 18 | 0.01 |
| Champaign | 3074 | 1.13 | Marshall | 2 | 0 |
| Christian | 7 | 0 | Mason | 4 | 0 |
| City of Chicago | 75308 | 27.73 | Massac | 2 | 0 |
| Clark | 13 | 0 | McDonough | 34 | 0.01 |
| Clay | 11 | 0 | McHenry | 5635 | 2.07 |
| Clinton | 104 | 0.04 | McLean | 1333 | 0.49 |
| Coles | 57 | 0.02 | Menard | 2 | 0 |
| Cook | 69071 | 25.43 | Mercer | 2 | 0 |
| Cumberland | 6 | 0 | Monroe | 10 | 0 |
| DeKalb | 1512 | 0.56 | Montgomery | 12 | 0 |
| Department of Corrections | 5 | 0 | Morgan | 77 | 0.03 |
| DeWitt | 26 | 0.01 | Ogle | 589 | 0.22 |
| Douglas | 192 | 0.07 | Peoria | 1498 | 0.55 |
| DuPage | 22803 | 8.4 | Perry | 2 | 0 |
| Edgar | 2 | 0 | Piatt | 7 | 0 |
| Edwards | 2 | 0 | Pike | 13 | 0 |
| Effingham | 88 | 0.03 | Putnam | 19 | 0.01 |
| Fayette | 4 | 0 | Randolph | 62 | 0.02 |
| Ford | 65 | 0.02 | Richland | 4 | 0 |
| Franklin | 21 | 0.01 | Rock Island | 3003 | 1.11 |
| Fulton | 20 | 0.01 | Saint Clair | 391 | 0.14 |
| Gallatin | 9 | 0 | Saline | 10 | 0 |
| Greene | 4 | 0 | Sangamon | 435 | 0.16 |
| Grundy | 482 | 0.18 | Schuyler | 43 | 0.02 |
| Hamilton | 1 | 0 | Shelby | 3 | 0 |
| Hancock | 26 | 0.01 | Stark | 4 | 0 |
| Henderson | 1 | 0 | State of Illinois | 1 | 0 |
| Henry | 189 | 0.07 | Stephenson | 290 | 0.11 |
| Iroquois | 85 | 0.03 | Tazewell | 128 | 0.05 |
| Jackson | 366 | 0.13 | Union | 86 | 0.03 |
| Jasper | 10 | 0 | Vermilion | 220 | 0.08 |
| Jefferson | 36 | 0.01 | Wabash | 12 | 0 |
| Jersey | 9 | 0 | Warren | 358 | 0.13 |
| Jo Daviess | 103 | 0.04 | Washington | 14 | 0.01 |
| Johnson | 5 | 0 | Wayne | 2 | 0 |
| Kane | 30656 | 11.29 | White | 18 | 0.01 |
| Kankakee | 1443 | 0.53 | Whiteside | 292 | 0.11 |

| | | | | | |
|---------|-------|------|--------------|----------------|------------|
| Kendall | 2933 | 1.08 | Will | 13053 | 4.81 |
| Knox | 288 | 0.11 | Williamson | 63 | 0.02 |
| LaSalle | 1104 | 0.41 | Winnebago | 6583 | 2.42 |
| Lake | 24599 | 9.06 | Woodford | 37 | 0.01 |
| | | | TOTAL | 271,623 | 100 |

Table A-4: Percent Change of EL Students by County from SY 2020-21 to SY 2021-22

| County Name | EL % | County Name | EL % | County Name | EL % |
|---------------------------|------|-------------|------|-------------------|------|
| Adams | 0% | Hamilton | 0% | Monroe | 0% |
| Bond | 0% | Hancock | 0% | Montgomery | -1% |
| Boone | 5% | Henderson | 0% | Morgan | -1% |
| Brown | 0% | Henry | 0% | Moultrie | 0% |
| Bureau | 1% | Iroquois | 0% | Ogle | -3% |
| Calhoun | 0% | Jackson | -1% | Peoria | 3% |
| Carroll | 0% | Jasper | 0% | Perry | 0% |
| Cass | 0% | Jefferson | -1% | Piatt | 0% |
| Champaign | 4% | Jersey | 0% | Pike | 0% |
| Christian | 0% | Jo Daviess | 0% | Putnam | 0% |
| City of Alton | -45% | Johnson | 0% | Randolph | 0% |
| Clark | 0% | Kane | 10% | Richland | 0% |
| Clay | -1% | Kankakee | 2% | Rock Island | 2% |
| Clinton | 0% | Kendall | 11% | Saint Clair | 0% |
| Coles | 0% | Knox | 0% | Saline | 0% |
| Cook | 9% | LaSalle | 3% | Sangamon | 1% |
| Crawford | 0% | Lake | 34% | Schuyler | 1% |
| Cumberland | 0% | Lawrence | 0% | Shelby | 0% |
| DeKalb | 3% | Lee | 1% | Stark | 0% |
| Department of Corrections | 0% | Livingston | 0% | State Of Illinois | 0% |
| DeWitt | 0% | Logan | 0% | Stephenson | 1% |
| Douglas | 0% | Macon | 1% | Tazewell | 0% |
| DuPage | 1% | Macoupin | 0% | Union | 0% |
| Edgar | 0% | Madison | 2% | Vermilion | 0% |
| Edwards | 0% | Marion | 0% | Wabash | 0% |
| Effingham | 1% | Marshall | 0% | Warren | 0% |
| Fayette | 0% | Mason | 0% | Washington | 0% |
| Ford | 0% | Massac | 0% | Wayne | 0% |
| Franklin | 0% | McDonough | -1% | White | 1% |

| | | | | | |
|-----------------|----|----------------|----|-------------------|-----|
| Fulton | 0% | McHenry | 8% | Whiteside | 0% |
| Gallatin | 0% | McLean | 4% | Will | 31% |
| Greene | 0% | Menard | 0% | Williamson | 0% |
| Grundy | 4% | Mercer | 0% | Winnebago | 2% |
| | | | | Woodford | 0% |

Table A-5: Number and Percentage of Native Languages Spoken by EL Students SY 2021-22

| Language | # | % | Language | # | % | Language | # | % |
|--------------------------------|-------|------|-------------------------|------|------|-----------------------------|------|------|
| Afrikaans (Taal) | 68 | 0.03 | Greek | 371 | 0.14 | Moro (Dhimorong) | 5 | 0 |
| Akan (Fante/Asante/Twi) | 323 | 0.12 | Gujarati | 2426 | 0.89 | Navajo | 11 | 0 |
| Albanian/Gheg(Kosovo/Macedon) | 494 | 0.18 | Guyanese | 3 | 0 | Nepali (Nepalese) | 394 | 0.15 |
| Albanian/Tosk (Albania) | 370 | 0.14 | Hainanese (Chinese) | 5 | 0 | Norwegian | 15 | 0.01 |
| Algonquin | 1 | 0 | Haitian-Creole | 222 | 0.08 | Nzema (Nzima) | 1 | 0 |
| Amazigh | 18 | 0.01 | Hakka (Chinese) | 9 | 0 | Oneida | 1 | 0 |
| American Sign Language | 21 | 0.01 | Hausa | 55 | 0.02 | Oriya (Odia) | 34 | 0.01 |
| Amharic | 287 | 0.11 | Hawaiian | 3 | 0 | Oulof (Wolof) | 43 | 0.02 |
| Apache | 2 | 0 | Hebrew | 90 | 0.03 | Palauan | 2 | 0 |
| Arabic | 10597 | 3.9 | Hindi | 1553 | 0.57 | Pampangan | 4 | 0 |
| Armenian | 44 | 0.02 | Hmong | 25 | 0.01 | Panjabi (Punjabi) | 378 | 0.14 |
| Assamese | 3 | 0 | Hungarian | 54 | 0.02 | Pashto (Pushto) | 487 | 0.18 |
| Assyrian (Syriac/Aramaic) | 872 | 0.32 | Ibo/Igbo | 236 | 0.09 | Pilipino (Tagalog) | 2309 | 0.85 |
| Awakateko (Aguacatec Qa'yol) | 3 | 0 | Icelandic | 1 | 0 | Pima | 2 | 0 |
| Azerbaijani (North Azerbaijan) | 4 | 0 | Igala | 2 | 0 | Polish | 6308 | 2.32 |
| Bagheli | 13 | 0 | Ilocano | 18 | 0.01 | Portuguese | 408 | 0.15 |
| Balinese | 2 | 0 | Ilonggo (Hiligaynon) | 42 | 0.02 | Q'anjob'al (Kanjobal) | 325 | 0.12 |
| Bambara | 11 | 0 | Indonesian | 64 | 0.02 | Q'eqchi' | 41 | 0.02 |
| Bangolan | 1 | 0 | Italian | 215 | 0.08 | Quechua | 2 | 0 |
| Bassa | 1 | 0 | Jamaican English Creole | 62 | 0.02 | Rawang | 4 | 0 |
| Belize Kriol English | 5 | 0 | Japanese | 686 | 0.25 | Rohingya (Ruwainggya) | 122 | 0.04 |
| Bemba | 12 | 0 | K'iche' or Quiche | 41 | 0.02 | Romanian | 855 | 0.31 |
| Bengali | 295 | 0.11 | Kabiyè (Kabye) | 1 | 0 | Romany (Gypsy) | 1 | 0 |
| Bisaya (Malaysia) | 33 | 0.01 | Kache (Kaje/Jju) | 3 | 0 | Runyankore | 6 | 0 |
| Bosnian | 460 | 0.17 | Kannada (Kanarese) | 128 | 0.05 | Russian | 2806 | 1.03 |
| Bulgarian | 665 | 0.24 | Kanuri | 3 | 0 | Samoan | 10 | 0 |
| Burmese | 605 | 0.22 | Karen (S'gaw) | 452 | 0.17 | Senthang (Hsemtang/Sentang) | 1 | 0 |
| Cambodian (Khmer) | 191 | 0.07 | Kashmiri | 3 | 0 | Serbian | 583 | 0.21 |

| | | | | | | | | |
|----------------------------|------|------|--------------------------------|------|------|-----------------------------|----------------|------------|
| Cantonese (Chinese) | 1222 | 0.45 | Kayah-Eastern | 6 | 0 | Shanghai (Chinese) | 27 | 0.01 |
| Cebuano (Visayan) | 108 | 0.04 | Kazakh | 2 | 0 | Shona | 16 | 0.01 |
| Chaldean | 14 | 0.01 | Kikamba (Kamba) | 2 | 0 | Sindhi | 28 | 0.01 |
| Chamorro | 4 | 0 | Kinyarwanda | 56 | 0.02 | Sinhalese | 20 | 0.01 |
| Chaochow/Teochiu (Chinese) | 22 | 0.01 | Kirundi (Rundi) | 119 | 0.04 | Slovak | 69 | 0.03 |
| Chechen | 3 | 0 | Konkani | 19 | 0.01 | Slovenian | 2 | 0 |
| Cherokee | 2 | 0 | Korean | 1036 | 0.38 | Somali | 191 | 0.07 |
| Chin (Haka) | 198 | 0.07 | Kpelle | 1 | 0 | Soninke (Sooninkanxanne) | 10 | 0 |
| Chin (Ngawn) | 10 | 0 | Krahn(Liberia/ Cote 'de Ivoir) | 3 | 0 | Sotho | 2 | 0 |
| Chin-Tedim | 3 | 0 | Krio | 25 | 0.01 | Sourashtra (Saurashtra) | 26 | 0.01 |
| Chuj | 53 | 0.02 | Kunama | 6 | 0 | Spanish | 205122 | 75.52 |
| Chuukese (Trukese) | 18 | 0.01 | Kurdish | 50 | 0.02 | Swahili | 833 | 0.31 |
| Creek | 2 | 0 | Kyrgyz | 5 | 0 | Swedish | 34 | 0.01 |
| Croatian | 50 | 0.02 | Language not specified | 4334 | 1.6 | Taishanese (Yue Chinese) | 3 | 0 |
| Crow | 1 | 0 | Lao | 257 | 0.09 | Taiwanese/Formosan/ Min Nan | 13 | 0 |
| Czech | 129 | 0.05 | Latin | 4 | 0 | Tajik | 15 | 0.01 |
| Dagbani (Dagbanli) | 2 | 0 | Latvian | 22 | 0.01 | Tamil | 921 | 0.34 |
| Danish | 12 | 0 | Lingala | 164 | 0.06 | Tedim (Hai-Dim/Tiddim) | 24 | 0.01 |
| Dari | 253 | 0.09 | Lithuanian | 494 | 0.18 | Telugu (Telegu) | 1566 | 0.58 |
| Dinka | 14 | 0.01 | Luganda | 37 | 0.01 | Thai | 206 | 0.08 |
| Dinlea (Turkish) | 8 | 0 | Luo | 6 | 0 | Tibetan | 13 | 0 |
| Dutch/Flemish | 35 | 0.01 | Luxembourgish | 1 | 0 | Tigrinya (Tigrigna) | 100 | 0.04 |
| Eastern Oromo | 10 | 0 | Maay or MaiMai | 14 | 0.01 | Tongan | 1 | 0 |
| Edo | 9 | 0 | Macedonian | 172 | 0.06 | Tuluau | 8 | 0 |
| Efik | 2 | 0 | Malay | 96 | 0.04 | Turkish | 474 | 0.17 |
| Emai-Luleja-Ora | 1 | 0 | Malayalam | 907 | 0.33 | Turkmen | 19 | 0.01 |
| English | 25 | 0.01 | Maltese | 1 | 0 | Ukrainian | 1808 | 0.67 |
| Estonian | 7 | 0 | Mam | 19 | 0.01 | Urdu | 4552 | 1.68 |
| Ewe | 246 | 0.09 | Mandarin (Chinese) | 1575 | 0.58 | Uyghur | 1 | 0 |
| Farsi (Persian) | 517 | 0.19 | Mandingo (Mandinka) | 19 | 0.01 | Uzbek | 281 | 0.1 |
| Finnish | 6 | 0 | Marathi | 240 | 0.09 | Vaiphei (Zomi) | 2 | 0 |
| Fon | 2 | 0 | Marshallese | 2 | 0 | Vietnamese | 1686 | 0.62 |
| French | 1770 | 0.65 | Massalit | 3 | 0 | Winnebago | 1 | 0 |
| Fukien/Hokkien (Chinese) | 8 | 0 | Meitei (Manipuri) | 2 | 0 | Wolof | 2 | 0 |
| Fulah (Fula/Fulani) | 17 | 0.01 | Menominee | 1 | 0 | Yiddish | 1 | 0 |
| Ga | 28 | 0.01 | Mina | 41 | 0.02 | Yombe | 3 | 0 |
| Garifuna | 2 | 0 | Mizo | 1 | 0 | Yoruba | 949 | 0.35 |
| Georgian | 25 | 0.01 | Mongolian | 657 | 0.24 | Zigula (Kizigua) | 6 | 0 |
| German | 171 | 0.06 | Montenegrin | 2 | 0 | Zokam (Zo) | 3 | 0 |
| Total | | | | | | | 271,623 | 100 |

Table A-6: Change in Number of ELs Speaking Native Languages from SY 2020-21 to SY 2021-22

| Language | # | Language | # | Language | # |
|--------------------------------|------|-------------------------------|-----|-----------------------------|-------|
| Afrikaans (Taal) | 8 | Greek | 7 | Moro (Dhimorong) | 2 |
| Akan (Fante/Asante/Twi) | 94 | Gujarati | 174 | Navajo | 4 |
| Albanian/Gheg(Kosovo/Macedon) | 52 | Guyanese | 0 | Nepali (Nepalese) | 22 |
| Albanian/Tosk (Albania) | 0 | Hainanese (Chinese) | 1 | Norwegian | 9 |
| Algonquin | -1 | Haitian-Creole | 47 | Nzema (Nzima) | 0 |
| Amazigh | 5 | Hakka (Chinese) | 1 | Oneida | -1 |
| American Sign Language | -2 | Hausa | 8 | Oriya (Odia) | -1 |
| Amharic | 68 | Hawaiian | 0 | Oulof (Wolof) | 9 |
| Apache | -1 | Hebrew | 14 | Palauan | 0 |
| Arabic | 1070 | Hindi | 103 | Pampangan | 1 |
| Armenian | 6 | Hmong | 10 | Panjabi (Punjabi) | 15 |
| Assamese | 2 | Hopi | -1 | Pashto (Pushto) | 252 |
| Assyrian (Syriac/Aramaic) | 53 | Hungarian | 7 | Pilipino (Tagalog) | 150 |
| Awakateko (Aguacatec Qa'yol) | 3 | Ibo/Igbo | 31 | Pima | 0 |
| Azerbaijani (North Azerbaijan) | 3 | Icelandic | 1 | Polish | -97 |
| Bagheli | 2 | Igala | 2 | Portuguese | 59 |
| Balinese | -2 | Ilocano | 0 | Q'anjob'al (Kanjobal) | 72 |
| Bambara | 7 | Ilonggo (Hiligaynon) | 0 | Q'eqchi' | 41 |
| Bangolan | 1 | Indonesian | 14 | Quechua | 0 |
| Bassa | 1 | Isoko | -1 | Rawang | 4 |
| Belize Kriol English | 5 | Italian | -9 | Rohingya (Ruwainggya) | 34 |
| Bemba | -1 | Jamaican English Creole | 8 | Romanian | 66 |
| Bengali | 38 | Japanese | 51 | Romany (Gypsy) | 0 |
| Bisaya (Malaysia) | 2 | K'iche' or Quiche | 16 | Runyankore | 1 |
| Bosnian | 47 | Kabiyè (Kabye) | 1 | Russian | 549 |
| Bulgarian | 15 | Kache (Kaje/Jju) | 3 | Samoan | 3 |
| Burmese | -2 | Kannada (Kanarese) | 7 | Senthang (Hsemtang/Sentang) | -2 |
| Cambodian (Khmer) | 17 | Kanuri | 0 | Serbian | 42 |
| Cantonese (Chinese) | 118 | Karen (S'gaw) | 3 | Shanghai (Chinese) | -2 |
| Cebuano (Visayan) | 10 | Kashi (Uyghur) | -1 | Shona | 7 |
| Chaldean | 2 | Kashmiri | 1 | Sindhi | 11 |
| Chamorro | 0 | Kayah-Eastern | 6 | Sinhalese | 0 |
| Chaochow/Teochiu (Chinese) | -6 | Kazakh | 2 | Sioux (Dakota) | -1 |
| Chechen | 1 | Kikamba (Kamba) | -2 | Slovak | 12 |
| Cherokee | 0 | Kinyarwanda | 5 | Slovenian | 0 |
| Chichewa (Nyanja) | -2 | Kirundi (Rundi) | 8 | Somali | -15 |
| Chin (Haka) | -17 | Konkani | 0 | Soninke (Sooninkanxanne) | 10 |
| Chin (Ngawn) | 10 | Korean | 94 | Sotho | 1 |
| Chin-Tedim | 3 | Kpelle | 0 | Sourashtra (Saurashtra) | 6 |
| Chuj | 9 | Krahn(Liberia/Cote 'de Ivoir) | -1 | Spanish | 22963 |
| Chuukese (Trukese) | 6 | Krio | 14 | Swahili | 80 |
| Creek | -1 | Kunama | 0 | Swedish | 16 |
| Croatian | -10 | Kurdish | 8 | Taishanese (Yue Chinese) | 3 |

| | | | | | |
|--------------------------|-----|---------------------|-----|----------------------------|-------|
| Crow | -1 | Kyrgyz | 5 | Taiwanese/Formosan/Min Nan | -3 |
| Czech | -16 | Ladino | -1 | Tajik | 13 |
| Dagbani (Dagbanli) | 0 | Lao | -6 | Tamil | 93 |
| Danish | -4 | Latin | 2 | Tedim (Hai-Dim/Tiddim) | -2 |
| Dari | 253 | Latvian | 1 | Telugu (Telegu) | 83 |
| Dinka | 14 | Lingala | 6 | Thai | 26 |
| Dinlea (Turkish) | -1 | Lithuanian | -11 | Tibetan | 4 |
| Dutch/Flemish | 2 | Luganda | -1 | Tigrinya (Tigrigna) | 14 |
| Eastern Oromo | 10 | Luo | 0 | Tongan | -1 |
| Edo | 8 | Luxembourgish | 1 | Tuluau | -1 |
| Efik | 0 | Maay or Mai Mai | 0 | Turkish | 54 |
| Emai-Luleja-Ora | 1 | Macedonian | 17 | Turkmen | 10 |
| English | 25 | Malay | 7 | Ukrainian | 476 |
| Eskimo | -1 | Malayalam | 1 | Urdu | 453 |
| Estonian | -4 | Maltese | 0 | Uyghur | 1 |
| Ewe | 46 | Mam | 10 | Uzbek | 56 |
| Farsi (Persian) | 128 | Mandarin (Chinese) | 59 | Vaiphei (Zomi) | 2 |
| Finnish | -3 | Mandingo (Mandinka) | 0 | Vietnamese | 95 |
| Fon | 2 | Marathi | 2 | Waray-Waray | -1 |
| French | 143 | Marshallese | 0 | Winnebago | -3 |
| Fukien/Hokkien (Chinese) | -3 | Massalit | 1 | Wolof | 2 |
| Fulah (Fula/Fulani) | 9 | Meitei (Manipuri) | 2 | Yiddish | 0 |
| Ga | 10 | Mende | -2 | Yombe | 0 |
| Gaelic (Scottish) | -1 | Menominee | -1 | Yoruba | 193 |
| Garifuna | 2 | Mina | 0 | Zigula (Kizigua) | 6 |
| Gbaya | -2 | Mizo | 1 | Zokam (Zo) | 3 |
| Georgian | -1 | Montenegrin | 2 | Language not specified | -9034 |
| German | 15 | Mongolian | 99 | | |

Table A-7: Number and Percentage of Native Languages Spoken by Former EL Students: SY 2021-22

| Language | # | % | Language | # | % | Language | # | % |
|-------------------------------|------|-------|---------------------|------|-------|--------------------------------|-----|-------|
| Afrikaans (Taal) | 33 | 0.02% | Greek | 315 | 0.17% | Norwegian | 4 | 0.00% |
| Akan (Fante/Asante/Twi) | 118 | 0.07% | Gujarati | 2385 | 1.32% | Okphela/Ivbie North-Okpela-Arh | 2 | 0.00% |
| Albanian/Gheg(Kosovo/Macedon) | 265 | 0.15% | Guyanese | 4 | 0.00% | Oriya (Odia) | 44 | 0.02% |
| Albanian/Tosk (Albania) | 318 | 0.18% | Hainanese (Chinese) | 5 | 0.00% | Orri (Oring) | 1 | 0.00% |
| Algonquin | 1 | 0.00% | Haitian-Creole | 66 | 0.04% | Other | 574 | 0.32% |
| Amazigh | 6 | 0.00% | Hakka (Chinese) | 21 | 0.01% | Oulof (Wolof) | 22 | 0.01% |
| American Sign Language | 9 | 0.00% | Hausa | 28 | 0.02% | Palauan | 3 | 0.00% |
| Amharic | 197 | 0.11% | Hawaiian | 5 | 0.00% | Pampangan | 1 | 0.00% |
| Arabic | 4889 | 2.70% | Hebrew | 57 | 0.03% | Panjabi (Punjabi) | 300 | 0.17% |

| | | | | | | | | |
|----------------------------|------|-------|-------------------------------|------|-------|-----------------------------|--------|--------|
| Armenian | 45 | 0.02% | Hindi | 1508 | 0.83% | Pashto (Pushto) | 65 | 0.04% |
| Assamese | 5 | 0.00% | Hmong | 11 | 0.01% | Pilipino (Tagalog) | 2052 | 1.13% |
| Assyrian (Syriac/Aramaic) | 628 | 0.35% | Hungarian | 56 | 0.03% | Polish | 8197 | 4.53% |
| Bagheli | 14 | 0.01% | Ibo/Igbo | 158 | 0.09% | Portuguese | 240 | 0.13% |
| Balinese | 2 | 0.00% | Icelandic | 1 | 0.00% | Pueblo | 2 | 0.00% |
| Bambara | 4 | 0.00% | Ilocano | 21 | 0.01% | Q'anjob'al (Kanjobal) | 9 | 0.00% |
| Bassa | 1 | 0.00% | Ilonggo (Hiligaynon) | 47 | 0.03% | Rohingya (Ruwainggya) | 6 | 0.00% |
| Belize Kriol English | 1 | 0.00% | Indonesian | 54 | 0.03% | Romanian | 751 | 0.42% |
| Bemba | 4 | 0.00% | Isoko | 3 | 0.00% | Romany (Gypsy) | 3 | 0.00% |
| Bengali | 298 | 0.16% | Italian | 173 | 0.10% | Russian | 1738 | 0.96% |
| Bisaya (Malaysia) | 24 | 0.01% | Jamaican English Creole | 11 | 0.01% | Samoan | 2 | 0.00% |
| Bosnian | 437 | 0.24% | Japanese | 545 | 0.30% | Senthang (Hsemtang/Sentang) | 2 | 0.00% |
| Bulgarian | 833 | 0.46% | Kache (Kaje/Jju) | 2 | 0.00% | Serbian | 522 | 0.29% |
| Burmese | 251 | 0.14% | Kannada (Kanarese) | 148 | 0.08% | Shanghai (Chinese) | 18 | 0.01% |
| Cambodian (Khmer) | 133 | 0.07% | Karen (S'gaw) | 155 | 0.09% | Shona | 2 | 0.00% |
| Cantonese (Chinese) | 1679 | 0.93% | Kashmiri | 1 | 0.00% | Sindhi | 8 | 0.00% |
| Cebuano (Visayan) | 74 | 0.04% | Kayah-Eastern | 3 | 0.00% | Sinhalese | 20 | 0.01% |
| Chaldean | 10 | 0.01% | Kazakh | 1 | 0.00% | Slovak | 87 | 0.05% |
| Chamorro | 2 | 0.00% | Kinyarwanda | 8 | 0.00% | Slovenian | 4 | 0.00% |
| Chaochow/Teochiu (Chinese) | 33 | 0.02% | Kirundi (Rundi) | 50 | 0.03% | Somali | 98 | 0.05% |
| Chechen | 1 | 0.00% | Konkani | 25 | 0.01% | Sourashtra (Saurashtra) | 23 | 0.01% |
| Chichewa (Nyanja) | 2 | 0.00% | Korean | 1195 | 0.66% | Spanish | 102378 | 56.59% |
| Chin (Haka) | 108 | 0.06% | Krahn(Liberia/Cote 'de Ivoir) | 1 | 0.00% | Swahili | 125 | 0.07% |
| Chin (Ngawn) | 4 | 0.00% | Krio | 5 | 0.00% | Swedish | 31 | 0.02% |
| Chin-Tedim | 7 | 0.00% | Kunama | 4 | 0.00% | Taiwanese/Formosan/Min Nan | 27 | 0.01% |
| Chippewa/Ojibawa/ Ottawa | 1 | 0.00% | Kurdish | 20 | 0.01% | Tajik | 3 | 0.00% |
| Chuj | 1 | 0.00% | Kyrgyz | 1 | 0.00% | Tamil | 943 | 0.52% |

| | | | | | | | | |
|--------------------------|-------|--------|---------------------|------|-------|------------------------|---------------|-------------|
| Chuukese (Trukese) | 2 | 0.00% | Ladino | 1 | 0.00% | Tedim (Hai-Dim/Tiddim) | 3 | 0.00% |
| Croatian | 71 | 0.04% | Lao | 196 | 0.11% | Telugu (Telegu) | 1674 | 0.93% |
| Crow | 1 | 0.00% | Latin | 4 | 0.00% | Thai | 167 | 0.09% |
| Czech | 177 | 0.10% | Latvian | 28 | 0.02% | Tibetan | 14 | 0.01% |
| Danish | 6 | 0.00% | Lingala | 43 | 0.02% | Tigrinya (Tigrigna) | 52 | 0.03% |
| Dari | 3 | 0.00% | Lithuanian | 715 | 0.40% | Tongan | 1 | 0.00% |
| Dinka | 2 | 0.00% | Luganda | 38 | 0.02% | Tuluau | 10 | 0.01% |
| Dutch/Flemish | 24 | 0.01% | Luo | 3 | 0.00% | Turkish | 256 | 0.14% |
| Edo | 1 | 0.00% | Maay or Mai Mai | 7 | 0.00% | Turkmen | 3 | 0.00% |
| English | 30344 | 16.77% | Macedonian | 118 | 0.07% | Ukrainian | 870 | 0.48% |
| Estonian | 11 | 0.01% | Malay | 32 | 0.02% | Urdu | 3319 | 1.83% |
| Ewe | 117 | 0.06% | Malayalam | 776 | 0.43% | Uzbek | 85 | 0.05% |
| Farsi (Persian) | 209 | 0.12% | Mandarin (Chinese) | 1962 | 1.08% | Vaiphei (Zomi) | 2 | 0.00% |
| Finnish | 4 | 0.00% | Mandingo (Mandinka) | 7 | 0.00% | Vietnamese | 1450 | 0.80% |
| French | 676 | 0.37% | Marathi | 297 | 0.16% | Yiddish | 1 | 0.00% |
| Fukien/Hokkien (Chinese) | 14 | 0.01% | Massalit | 1 | 0.00% | Yombe | 5 | 0.00% |
| Fulah (Fula/Fulani) | 1 | 0.00% | Mende | 2 | 0.00% | Yoruba | 481 | 0.27% |
| Ga | 11 | 0.01% | Mina | 28 | 0.02% | Zigula (Kizigua) | 2 | 0.00% |
| Gaelic (Scottish) | 1 | 0.00% | Mongolian | 385 | 0.21% | Zokam (Zo) | 1 | 0.00% |
| Georgian | 20 | 0.01% | Navajo | 1 | 0.00% | TOTAL | 180926 | 100% |
| German | 148 | 0.08% | Nepali (Nepalese) | 205 | 0.11% | | | |

Table A-8: Number and Percent of ELs by Grade Level and Race / Ethnicity: SY 2021-22

| 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 | # | 11,945 | 100 | 2,550 | 706 | 17 | 2,147 | 319 | 17,784 |
| | % | 67.17 | 0.56 | 14.34 | 3.94 | 0.1 | 12.07 | 1.79 | 100 |
| KG | # | 16,605 | 142 | 3,204 | 658 | 27 | 3,429 | 350 | 24,415 |
| | % | 68.01 | 0.58 | 13.12 | 2.7 | 0.11 | 14.04 | 1.43 | 100 |
| Grade 1 | # | 18,523 | 165 | 3,025 | 627 | 30 | 3,532 | 375 | 26,277 |
| | % | 70.49 | 0.63 | 11.51 | 2.39 | 0.11 | 13.44 | 1.43 | 100 |

| | | | | | | | | | |
|----------|---|----------------|--------------|---------------|--------------|-------------|---------------|--------------|----------------|
| Grade 2 | # | 17,568 | 165 | 2,984 | 634 | 29 | 3,323 | 300 | 25,003 |
| | % | 70.26 | 0.66 | 11.93 | 2.54 | 0.12 | 13.29 | 1.2 | 100 |
| Grade 3 | # | 17,839 | 118 | 2,760 | 673 | 22 | 3,232 | 272 | 24,916 |
| | % | 71.6 | 0.47 | 11.08 | 2.7 | 0.09 | 12.97 | 1.09 | 100 |
| Grade 4 | # | 18,561 | 113 | 2,459 | 641 | 30 | 3,156 | 307 | 25,267 |
| | % | 73.46 | 0.45 | 9.73 | 2.54 | 0.12 | 12.49 | 1.22 | 100 |
| Grade 5 | # | 17,841 | 105 | 1,765 | 533 | 24 | 2,340 | 211 | 22,819 |
| | % | 78.18 | 0.46 | 7.73 | 2.34 | 0.11 | 10.25 | 0.92 | 100 |
| Grade 6 | # | 14,941 | 79 | 1,328 | 462 | 9 | 1,802 | 158 | 18,779 |
| | % | 79.56 | 0.42 | 7.07 | 2.46 | 0.05 | 9.6 | 0.84 | 100 |
| Grade 7 | # | 14,615 | 77 | 1,168 | 468 | 17 | 1,579 | 148 | 18,072 |
| | % | 80.87 | 0.43 | 6.46 | 2.59 | 0.09 | 8.74 | 0.82 | 100 |
| Grade 8 | # | 14,537 | 107 | 1,066 | 437 | 21 | 1,732 | 135 | 18,035 |
| | % | 80.6 | 0.59 | 5.91 | 2.42 | 0.12 | 9.6 | 0.75 | 100 |
| Grade 9 | # | 13,900 | 97 | 1,035 | 482 | 23 | 1,377 | 125 | 17,039 |
| | % | 81.58 | 0.57 | 6.07 | 2.83 | 0.13 | 8.08 | 0.73 | 100 |
| Grade 10 | # | 10,186 | 63 | 781 | 358 | 19 | 964 | 71 | 12,442 |
| | % | 81.87 | 0.51 | 6.28 | 2.88 | 0.15 | 7.75 | 0.57 | 100 |
| Grade 11 | # | 8,492 | 57 | 751 | 367 | 10 | 972 | 70 | 10,719 |
| | % | 79.22 | 0.53 | 7.01 | 3.42 | 0.09 | 9.07 | 0.65 | 100 |
| Grade 12 | # | 7,884 | 44 | 847 | 364 | 23 | 831 | 63 | 10,056 |
| | % | 78.4 | 0.44 | 8.42 | 3.62 | 0.23 | 8.26 | 0.63 | 100 |
| Total | # | 203,437 | 1,432 | 25,723 | 7,410 | 301 | 30,416 | 2,904 | 271,623 |
| | % | 74.9 | 0.53 | 9.47 | 2.73 | 0.11 | 11.2 | 1.07 | 100 |

Table A-9: Number and Percent of EL Students by Grade Cluster and IEP Status: SY 2021-22

| Grade Level | | English Learners | | |
|--------------|---|------------------|----------|---------------|
| | | No IEP | With IEP | Total |
| Pre-K | # | 13,132 | 4,652 | 17,785 |
| | % | 73.84 | 26.16 | 100 |
| Kindergarten | # | 20,810 | 3,605 | 24,415 |
| | % | 85.23 | 14.77 | 100 |
| Grade 1 | # | 22,391 | 3,886 | 26,277 |
| | % | 85.21 | 14.79 | 100 |
| Grade 2 | # | 21,013 | 3,990 | 25,003 |
| | % | 84.04 | 15.96 | 100 |
| Grade 3 | # | 20,730 | 4,186 | 24,916 |
| | % | 83.2 | 16.8 | 100 |
| Grade 4 | # | 20,905 | 4,362 | 25,267 |

| | | | | |
|----------|---|----------------|---------------|----------------|
| | % | 82.74 | 17.26 | 100 |
| Grade 5 | # | 18,537 | 4,282 | 22,819 |
| | % | 81.23 | 18.77 | 100 |
| Grade 6 | # | 14,507 | 4,272 | 18,779 |
| | % | 77.25 | 22.75 | 100 |
| Grade 7 | # | 13,719 | 4,353 | 18,072 |
| | % | 75.91 | 24.09 | 100 |
| Grade 8 | # | 13,757 | 4,278 | 18,035 |
| | % | 76.28 | 23.72 | 100 |
| Grade 9 | # | 12,713 | 4,326 | 17,039 |
| | % | 74.61 | 25.39 | 100 |
| Grade 10 | # | 8,823 | 3,619 | 12,442 |
| | % | 70.91 | 29.09 | 100 |
| Grade 11 | # | 7,518 | 3,201 | 10,719 |
| | % | 70.14 | 29.86 | 100 |
| Grade 12 | # | 6,372 | 3,684 | 10,056 |
| | % | 63.37 | 36.63 | 100 |
| Total | # | 214,927 | 56,696 | 271,623 |
| | % | 79.13 | 20.87 | 100 |

Table A-10: Number and Percentage of EL Students Enrolled in an EL Instructional Design: SY 2021-22

| EL Instructional Design | Design count | Design % |
|--|----------------|------------|
| Dual Language - Two Way | 21,118 | 7.77 |
| Dual Language - One Way | 23,417 | 8.62 |
| Transitional Bilingual Program - Self Contained | 31,933 | 11.76 |
| Transitional Bilingual Program - Collaboration | 71,572 | 26.35 |
| Transitional Program in English - Self Contained | 11,987 | 4.41 |
| Transitional Program in English - Collaboration | 77,828 | 28.65 |
| None of the Above | 33,768 | 12.43 |
| Total | 271,623 | 100 |

Table A-11: Number and Percentage of EL Students by Overall English Proficiency Level on the ACCESS for ELLs® and Grade Cluster: SY 2021-22

| Grade Level | | Composite Proficiency Levels | | | | | | | | |
|-------------|---|------------------------------|---------|---------|---------|---------|------|--------|---------|--------|
| | | 1.0-1.9 | 2.0-2.9 | 3.0-3.9 | 4.0-4.9 | 5.0-5.9 | 6.0 | Null | Total | 4.8+ |
| KG | # | 14,976 | 3,221 | 2,435 | 1,621 | 322 | 0 | 1,840 | 24,415 | 531 |
| | % | 61.34 | 13.19 | 9.97 | 6.64 | 1.32 | 0 | 7.54 | 100 | 2.17 |
| Grade 1 | # | 5,665 | 8,838 | 7,707 | 1,492 | 226 | 11 | 2,338 | 26,277 | 391 |
| | % | 21.56 | 33.63 | 29.33 | 5.68 | 0.86 | 0.04 | 8.9 | 100 | 1.49 |
| Grade 2 | # | 2,767 | 6,288 | 10,103 | 3,378 | 283 | 13 | 2,171 | 25,003 | 560 |
| | % | 11.07 | 25.15 | 40.41 | 13.51 | 1.13 | 0.05 | 8.68 | 100 | 2.24 |
| Grade 3 | # | 2,263 | 4,779 | 10,050 | 5,207 | 565 | 17 | 2,035 | 24,916 | 1,061 |
| | % | 9.08 | 19.18 | 40.34 | 20.9 | 2.27 | 0.07 | 8.17 | 100 | 4.26 |
| Grade 4 | # | 1,214 | 1,894 | 7,764 | 9,607 | 2,801 | 437 | 1,550 | 25,267 | 4,595 |
| | % | 4.8 | 7.5 | 30.73 | 38.02 | 11.09 | 1.73 | 6.13 | 100 | 18.19 |
| Grade 5 | # | 1,065 | 1,734 | 6,795 | 8,967 | 2,587 | 307 | 1,364 | 22,819 | 4,128 |
| | % | 4.67 | 7.6 | 29.78 | 39.3 | 11.34 | 1.35 | 5.98 | 100 | 18.09 |
| Grade 6 | # | 979 | 3,274 | 9,770 | 3,204 | 175 | 3 | 1,374 | 18,779 | 324 |
| | % | 5.21 | 17.43 | 52.03 | 17.06 | 0.93 | 0.02 | 7.32 | 100 | 1.73 |
| Grade 7 | # | 1,280 | 3,552 | 8,668 | 2,923 | 203 | 14 | 1,432 | 18,072 | 393 |
| | % | 7.08 | 19.65 | 47.96 | 16.17 | 1.12 | 0.08 | 7.92 | 100 | 2.17 |
| Grade 8 | # | 1,344 | 3,147 | 8,019 | 3,585 | 350 | 9 | 1,581 | 18,035 | 658 |
| | % | 7.45 | 17.45 | 44.46 | 19.88 | 1.94 | 0.05 | 8.77 | 100 | 3.65 |
| Grade 9 | # | 1,069 | 2,917 | 7,287 | 2,851 | 290 | 15 | 2,610 | 17,039 | 511 |
| | % | 6.27 | 17.12 | 42.77 | 16.73 | 1.7 | 0.09 | 15.32 | 100 | 3 |
| Grade 10 | # | 901 | 2,221 | 4,813 | 2,002 | 225 | 9 | 2,271 | 12,442 | 397 |
| | % | 7.24 | 17.85 | 38.68 | 16.09 | 1.81 | 0.07 | 18.25 | 100 | 3.19 |
| Grade 11 | # | 965 | 2,095 | 3,828 | 1,485 | 159 | 4 | 2,183 | 10,719 | 292 |
| | % | 9 | 19.54 | 35.71 | 13.85 | 1.48 | 0.04 | 20.37 | 100 | 2.72 |
| Grade 12 | # | 1,050 | 1,916 | 2,925 | 855 | 84 | 2 | 3,224 | 10,056 | 140 |
| | % | 10.44 | 19.05 | 29.09 | 8.5 | 0.84 | 0.02 | 32.06 | 100 | 1.39 |
| Total | # | 35,538 | 45,876 | 90,164 | 47,177 | 8,270 | 841 | 25,973 | 253,839 | 13,981 |
| | % | 14 | 18.07 | 35.52 | 18.59 | 3.26 | 0.33 | 10.23 | 100 | 5.51 |

Table A-12: Comparison of Performance of EL Students with Never-EL Students on the IAR and SAT (ELA) by Grade Level: SY 2021-22

| Number of Students Meeting or Exceeding ELA Standards | | | | | | | | | | |
|---|------------------|-------------|---------|---------|---------|---------|---------|---------|-------|---------|
| EL status | | Grade level | | | | | | | | |
| | | 3 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | Total |
| ELs | Total tested | 23,363 | 23,825 | 21,581 | 17,662 | 16,862 | 16,884 | 9,101 | 1,025 | 130,303 |
| | Total proficient | 2,572 | 2,795 | 1,467 | 640 | 601 | 723 | 132 | 24 | 8,954 |
| | Proficient % | 11.01 | 11.73 | 6.8 | 3.62 | 3.56 | 4.28 | 1.45 | 2.34 | 6.87 |
| Long-term ELs | Total tested | 286 | 1,142 | 1,891 | 7,537 | 7,564 | 7,783 | 2,197 | 279 | 28,679 |
| | Total proficient | 25 | 125 | 126 | 241 | 230 | 284 | 21 | 10 | 1,062 |
| | Proficient % | 8.74 | 10.95 | 6.66 | 3.2 | 3.04 | 3.65 | 0.96 | 3.58 | 3.7 |
| Former ELs | Total tested | 5,026 | 6,408 | 10,079 | 14,675 | 17,683 | 18,937 | 23,244 | 1,177 | 97,226 |
| | Total proficient | 2,173 | 3,386 | 4,802 | 5,637 | 7,208 | 7,547 | 5,290 | 90 | 36,133 |
| | Proficient % | 43.24 | 52.84 | 47.64 | 38.41 | 40.76 | 39.86 | 22.76 | 7.65 | 37.16 |
| Never-ELs | Total tested | 102,210 | 103,784 | 110,368 | 115,309 | 120,597 | 124,562 | 127,262 | 6,543 | 810,635 |
| | Total proficient | 31,759 | 38,471 | 38,064 | 36,925 | 43,223 | 41,922 | 41,806 | 650 | 272,820 |
| | Proficient % | 31.07 | 37.07 | 34.49 | 32.02 | 35.84 | 33.66 | 32.85 | 9.93 | 33.66 |
| Grade Total | Total tested | 125,573 | 127,609 | 131,949 | 132,971 | 137,459 | 141,446 | 136,363 | 7,568 | 940,938 |
| | Total proficient | 34,331 | 41,266 | 39,531 | 37,565 | 43,824 | 42,645 | 41,938 | 674 | 281,774 |
| | Proficient % | 27.34 | 32.34 | 29.96 | 28.25 | 31.88 | 30.15 | 30.75 | 8.91 | 29.95 |

Table A-13: Comparison of Performance of EL Students with Never-EL Students on the IAR and SAT (Math) by Grade Level: SY 2021-22

| Number of Students Meeting or Exceeding Math Standards | | | | | | | | | | |
|--|------------------|-------------|---------|---------|---------|---------|---------|---------|-------|---------|
| EL status | | Grade level | | | | | | | | |
| | | 3 | 4 | 5 | 6 | 7 | 8 | 11 | 12 | Total |
| ELs | Total tested | 23,296 | 23,778 | 21,522 | 17,629 | 16,802 | 16,820 | 9,057 | 1,013 | 129,917 |
| | Total proficient | 4,010 | 2,175 | 1,062 | 340 | 491 | 377 | 284 | 36 | 8,775 |
| | Proficient % | 17.21 | 9.15 | 4.93 | 1.93 | 2.92 | 2.24 | 3.14 | 3.55 | 6.75 |
| Long-term ELs | Total tested | 286 | 1,141 | 1,889 | 7,517 | 7,538 | 7,755 | 2,187 | 276 | 28,589 |
| | Total proficient | 45 | 106 | 100 | 118 | 167 | 124 | 50 | 12 | 722 |
| | Proficient % | 15.73 | 9.29 | 5.29 | 1.57 | 2.22 | 1.6 | 2.29 | 4.35 | 2.53 |
| Former ELs | Total tested | 5,012 | 6,389 | 10,059 | 14,657 | 17,636 | 18,907 | 23,228 | 1,172 | 97,060 |
| | Total proficient | 2,538 | 2,872 | 3,915 | 4,079 | 5,824 | 5,497 | 5,990 | 71 | 30,786 |
| | Proficient % | 50.64 | 44.95 | 38.92 | 27.83 | 33.02 | 29.07 | 25.79 | 6.06 | 31.72 |
| Never-ELs | Total tested | 102,025 | 103,520 | 110,163 | 115,020 | 120,242 | 124,118 | 127,063 | 6,495 | 808,646 |
| | Total proficient | 38,172 | 31,154 | 30,372 | 26,596 | 34,595 | 31,875 | 40,327 | 477 | 233,568 |
| | Proficient % | 37.41 | 30.09 | 27.57 | 23.12 | 28.77 | 25.68 | 31.74 | 7.34 | 28.88 |
| Grade Total | Total tested | 125,321 | 127,298 | 131,685 | 132,649 | 137,044 | 140,938 | 136,120 | 7,508 | 938,563 |
| | Total proficient | 42,182 | 33,329 | 31,434 | 26,936 | 35,086 | 32,252 | 40,611 | 513 | 242,343 |
| | Proficient % | 33.66 | 26.18 | 23.87 | 20.31 | 25.6 | 22.88 | 29.83 | 6.83 | 25.82 |

Table A-14: Eligible Migratory Students by Grade Level: SY 2021-22

| 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 | | 1 | |
| PK | 36 | 23 | 12 |
| K | 47 | 29 | 23 |
| 1 | 45 | 22 | 22 |
| 2 | 55 | 35 | 30 |
| 3 | 42 | 21 | 16 |
| 4 | 36 | 21 | 20 |
| 5 | 53 | 32 | 32 |
| 6 | 48 | 20 | 21 |
| 7 | 49 | 28 | 26 |
| 8 | 51 | 23 | 16 |
| 9 | 76 | 31 | 23 |
| 10 | 46 | 14 | 15 |
| 11 | 44 | 15 | 12 |
| 12 | 33 | 18 | 17 |
| Ages 0-5 not enrolled in PK/K at time of Service | 76 | | |
| Out of School Youth | 273 | | |
| Total | 1010 | 333 | 285 |