Building your Toolbox for English Learners (EL)

2025 Annual Statewide Meeting Supporting English Learners

September 18, 2025 | 11:00 am

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IL State Board of Education

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IL State Board of Education

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Who are we?

Trevor	**ISBE** - Lead in the School & District Improvement Dept. **IL State University** - Faculty member - School of Teaching & Learning Secondary Teacher Prep Program **Unit 5 School Dist. (Normal, IL) -** HS Principal |MS Principal |HS Teacher
Jennifer	**ISBE** - Supervisor in Multilingual Dept. **CPS –** Assistant Principal | Bilingual Coordinator | World Language Teacher

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Who's in the room?

Who represents elementary buildings?

Who represents middle school buildings?

Who represents high school buildings?

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Why are we here?

Overview of Summative Designation as it relates to ELs in schools

Learn to leverage professional development opportunities for the entire staff to support ELs

Learn how to access and leverage the EL Progress to Proficiency (EL PTP) Report

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Tool #1

Understanding the Summative Designation

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School Improvement Planning

Create ELA, Math and/or other goals that are schoolwide with an EL lens (if targeted for EL).

- SIP Goal: Increasing MAP/STAR/ACT reading scores for all students…..
  - Example Key Activity support EL students: Increasing EL supports during literacy instructional blocks.
    - Planning with English Language Development standards (part of the ISBE Literacy Plan)
    - Consider staff utilization to maximize support
    - Increasing teacher awareness/knowledge around EL scaffolded supports (using ISBE PD)

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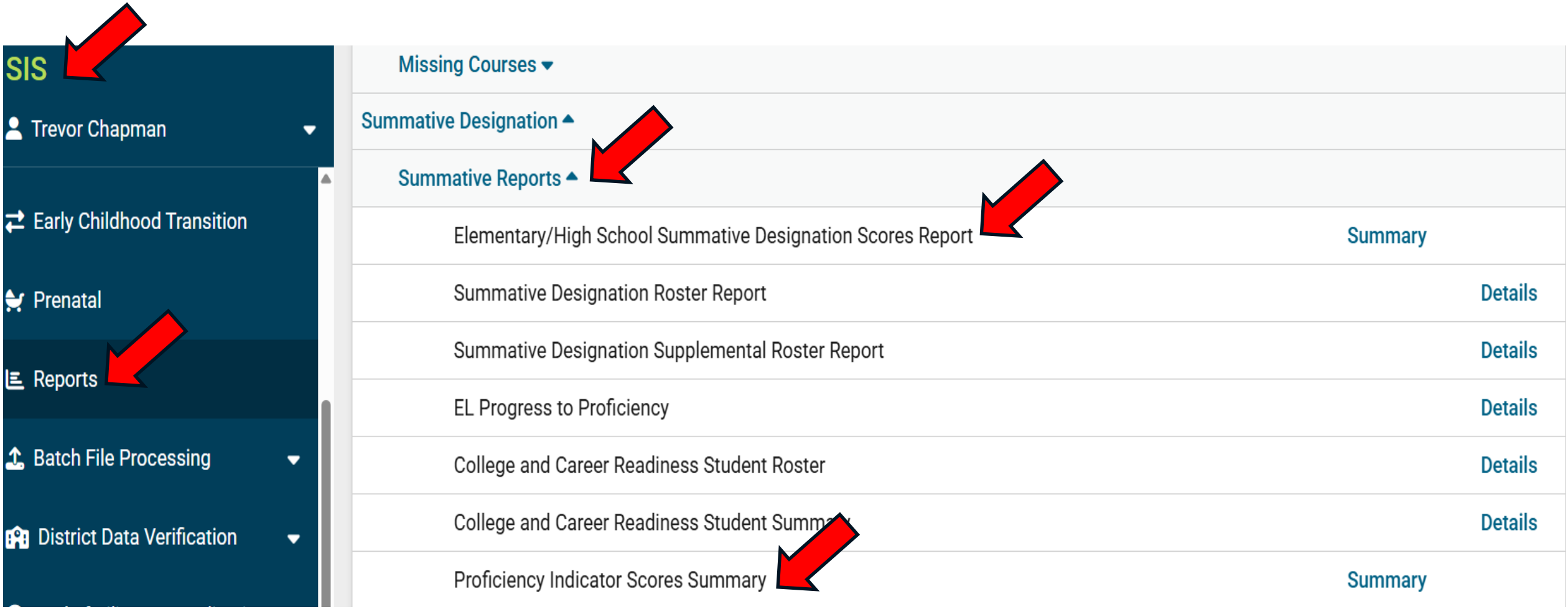
Summative Designation – Where do I look?



Summative Designation Scores Report

Elementary School Summative Designation

[redacted]

2024 Threshold: 40

** If raw calculation is blank and an Indicator score is present, please refer to Proficiency Indicator Scores Summary Report*

Group	Data Type	ELA Proficiency* (Nominal Weight: 7.5%)	ELA Growth (Nominal Weight: 25%)	Math Proficiency* (Nominal Weight: 7.5%)	Math Growth (Nominal Weight: 25%)	Science Proficiency* (Nominal Weight: 5%)	EL Progress to Proficiency (Nominal Weight: 5%)	Chronic Absenteeism (Nominal Weight: 20%)	Climate Survey (Nominal Weight: 5%)	Summative Score
ALL	Raw Calculation		51.79		50.17		67.92	19.56	97.85	64.44
ALL	Indicator Score	83.44	52.86	94.43	49.26	100.00	67.92	60.89	100.00	64.44
ALL	Weighted Index	6.26	13.22	7.08	12.31	5.00	3.40	12.18	5.00	64.44
ALL	Effective Weight	7.50	25.00	7.50	25.00	5.00	5.00	20.00	5.00	64.44
[redacted]										
EL	Raw Calculation		42.00		39.72		67.92	28.92	92.31	37.68
EL	Indicator Score	35.25	31.11	34.36	26.04		67.92	42.17	94.02	37.68
EL	Weighted Index	2.83	8.33	2.76	6.98		3.64	8.43	4.70	37.68
EL	Effective Weight	8.04	26.79	8.04	26.79		5.36	20.00	5.00	37.68
[redacted]										
HISPANIC OR LATINO	Raw Calculation		51.95		49.39		67.29	22.52	97.37	64.54
HISPANIC OR LATINO	Indicator Score	100.00	53.21	100.00	47.54	100.00	67.29	54.95	100.00	64.54
HISPANIC OR LATINO	Weighted Index	7.50	13.30	7.50	11.88	5.00	3.36	10.99	5.00	64.54
HISPANIC OR LATINO	Effective Weight	7.50	25.00	7.50	25.00	5.00	5.00	20.00	5.00	64.54
[redacted]										
LOW INCOME	Raw Calculation		50.12		52.45		66.33	21.65	98.55	65.53
LOW INCOME	Indicator Score	100.00	49.15	100.00	54.33	100.00	66.33	56.70	100.00	65.53
LOW INCOME	Weighted Index	7.50	12.29	7.50	13.58	5.00	3.32	11.34	5.00	65.53
LOW INCOME	Effective Weight	7.50	25.00	7.50	25.00	5.00	5.00	20.00	5.00	65.53
[redacted]										

Proficiency Score Report

2024 ELA and Math Proficiency Indicator Scores Report (Summary)

District RCDT: 17064005026 **McLean County USD 5**

[redacted] lease refer to Report Card Metrics

- Missing data is due to student group being less than 20 students.

Note: This report lists only those students included in Summative Designation calculations

School: 170640050262003 **Cedar Ridge Elem School**

[redacted]

		ELA		Math		Science
		3/4	5/6	3/4	5/6	5
ALL Denominator ELA: 171 Denominator Math: 171	Number Proficient	22.00	13.00	18.00	3.00	18.00
	Grade Group Denominator	111.00	60.00	111.00	60.00	59.00
	Raw Percent Proficient	19.82	21.67	16.22	5.00	30.51
	Annual Target	34.28	34.84	33.54	30.42	57.47
	Grade Group Weight	64.74	35.26	64.74	35.26	100.00
	Preliminary Grade Group Indicator Score	37.43	21.93	31.30	5.80	53.09
	Indicator Score: [ELA: 59.36] [Math: 37.09]					
ASIAN Denominator ELA: 2 Denominator Math: 2	Number Proficient	2.00	0.00	2.00	0.00	0.00
	Grade Group Denominator	2.00	0.00	2.00	0.00	0.00
	Raw Percent Proficient	100.00	0.00	100.00	0.00	0.00

		ELA		Math		Science
		3/4	5/6	3/4	5/6	5
CWD	Indicator Score: [ELA: 23.38] [Math: 10.45]					
EL Denominator ELA: 41 Denominator Math: 41	Number Proficient	2.00	0.00	2.00	0.00	0.00
	Grade Group Denominator	29.00	12.00	29.00	12.00	12.00
	Raw Percent Proficient	6.90	0.00	6.90	0.00	0.00
	Annual Target	20.76	17.95	21.30	17.65	33.50
	Grade Group Weight	70.73	29.27	70.73	29.27	100.00
	Preliminary Grade Group Indicator Score	23.50	0.00	22.91	0.00	0.00
	Indicator Score: [ELA: 23.50] [Math: 22.91]					
FORMER EL Denominator ELA: 6 Denominator Math: 6	Number Proficient	0.00	2.00	0.00	0.00	2.00
	Grade Group Denominator	2.00	4.00	2.00	4.00	3.00
	Raw Percent Proficient	0.00	50.00	0.00	0.00	66.67
	Annual Target	40.91	36.66	39.90	31.52	74.95
	Grade Group Weight	33.33	66.67	33.33	66.67	100.00
	Preliminary Grade Group Indicator Score	0.00	90.92	0.00	0.00	88.95
	Indicator Score: [ELA: 90.92] [Math: 0.00]					

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Summative Designation Rundown

- Summative Designation Report
  - What do blank spaces mean? (<20 in student group)
  - 20 student threshold for summative designation
    - but all student groups are still part of the "All Students" count.
    - and all students groups are included in the Proficiency Scores Report.
  - Consider sub-groupings in each column
    - Ex: Climate Survey, Chronic Absenteeism, etc.

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Current EL	Former EL	Never EL	Former EL, Pre-K only
Students who are currently identified and placed as an English learner (EL). Included in accountability for ELs.	Students who were EL, but who reclassified with an ACCESS score meeting state requirements in the past. Included in accountability for ELs	Students who have never been identified as an EL.	Students who were identified as ELs in pre-K programs only. Reclassified upon entry into kindergarten. For accountability, they are "Never EL".

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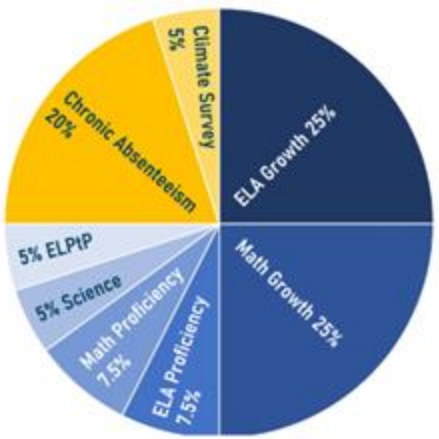
Proficiency Score



Elementary School Summative Designation

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5% EL Progress to Proficiency- ACCESS

Tool #2

Understanding the English Learners Progress to Proficiency

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ELPtP

Each Student receives a point value of 1-100 based on how close they get to their **Gain Target**

School RAW score is the average of all student point values

Targets

Grade	ELP SS
6	393
7	400
8	406
9	412
10	**418**
11	423
12	428

History

Grade	ELP SS
SY22 – 5	356
SY23 – 6	378

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Sample SIS ELPtP Report

Grade	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	Most Recent Scale Score	Previous Year Scale Score	Scale Score Gain	5-Year Timeline Target	Revised Target	First Year EL	First Grade EL	Partial Years	Initial Scale Score	Proficiency Target Grade	Proficiency Target Year	Years to Grow	Proficiency Target Scale Score	Revised Target for Next Year	Points Earned
4	358	313	45	29.5	26.7	2019	1	2	229	8	2025	3	406	16	100
3	323	300	23	21.7	23.3	2020	1	1	270	7	2026	4	400	19.3	98.9
8	396	358	38	51	48	2015	1	1	100	7	2021	-1	406	16	79.2
4	398	343	55	20	16.7	2019	1	1	280	7	2025	3	400	0.67	100
3	368	327	41	20.8	16.5	2020	1	1	275	7	2026	4	400	8	100
5	380	369	11	16.2	12	2018	1	1	303	7	2024	2	400	10	91.7
5	376	369	7	22.5	12	2018	1	1	265	7	2024	2	400	12	58.3
3	355	328	27	17.8	16.3	2020	1	1	293	7	2026	4	400	11.3	100
7	384	366	18	50	34	2016	1	1	100	7	2022	0	400	22	52.9
8	389	380	9	51	26	2015	1	2	100	8	2021	-1	406	23	28.1

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Indicator

Need to Knows:

Interpreting English Learner Progress to Proficiency Report
Exit Scales and Gain Targets
Content: Listening, Reading, Speaking and Writing
Context of Schools ML Population

Resource(s):

ACCESS Detailed & Summary Data Report
EL Progress to Proficiency

Activities:

- Exploring Test Samples, Scoring Rubrics
- Making Connections to Inclusive Instructional Practices
- Evaluating EL Programming

5% ELPtP

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Resources & Activities

Pitfalls/Misunderstandings

- Understand which students met and which did not
  - Value of being close, and what close means
- Understanding Growth over Meeting and who counts in your metric
- Skipping to step 5 by hiring a new interventionist/changing programs—without looking for a root cause

Value Coaching and your Team

- Help them identify trends in data, understand the story behind it and solve for it
- Know your Resources: Illinois Resource Center (IRC) & WIDA
- Looking ahead at numbers of ML students that are coming

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Tool #3

Success for English Learners in ALL Subjects

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Leveraging PD for entire staff

- All staff who work with ELs are required to complete 2 PDs annually related to ELs.
- These do not have to be just an overview.
- Free Targeted PD available
- WIDA and the IRC provide free PD for content specific supports
- Suggestions for ELA and/or Math PD with focus on growth.
  - Building strategies for ELs to engage with ELA and Math curriculum.
  - Strategies for engaging ELs in general education class.
  - Strategies to decipher between language proficiency and content knowledge.

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Integrated Supports

- ELs are entitled to linguistic support in all classes.
- How does your school/district accomplish this
  - Are content teachers using ELD standards in preparing lessons?
  - Are language objectives and supports integrated in all classes?
  - Is it the sole responsibility of your ESL/Bilingual teachers to provide support?
  - Do your base curriculum and materials support language learning and multilingual students?
  - If native language instruction is required (TBE programming) does this curricula meet the same standards and level of quality as other curriculum?

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Tool #4

Leveraging funding to support ELs schoolwide

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Items to consider....

Title I, Part A, Section 1003 School Improvement grant funding does NOT have to be spent on particular student groups/sub-groups.

“But, I'm targeted for EL, so do I have to spend my grant money on EL students and EL staff support? NO.

Building adult capacity is paramount to increasing student achievement for all students.

A quality Standards Aligned Tier I Curriculum (Implemented with fidelity) has the greatest effect on the most vulnerable student populations.

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1003 School Improvement Funding Opportunities

Function/Object	Allowable Purchase
1000-400	Multilingual core curriculum materials (ELA, math, science, social studies) for student use that are aligned to Illinois Learning Standards
1000-300	Technology software subscription (translation software)
1000-400	Technology hardware for student use (e.g., laptop, tablets, translation equipment)
2210-400	• Professional learning materials specific to SIP work or working with newcomers (e.g., books for book studies and training manuals) • Technology hardware for staff use (e.g., document camera, translation hardware/ software, laptops, tablets)
2210-300	Subscriptions to on-demand professional learning (e.g., Rosetta Stone, PD-360)
3000-100/200	Salary/Benefits for qualified staff (bilingual parent liaison, community outreach coordinator, etc.) to plan, develop, and implement family engagement programs.
3000-400	Supplies and materials related to family engagement programs (e.g., books, take-home math and literacy activities for multilingual learners)

Resources

- ISBE's Multilingual Website
- ISBE Technical Assistance
- Newcomer Resources
- Supporting English Learners (At-A-Glance)
- Migrant Education Program
- ISBE Professional Development
  - ISBE Sponsored WIDA Workshops
  - ISBE Sponsored IRC Workshops

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Questions?

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Feedback Survey

[Feedback Survey Link]

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Contact Information

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thank you

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