


MEMORANDUM

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

FROM: Dr. Tony Sanders 
State Superintendent of Education

DATE: June 16, 2025

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

The Illinois State Board of Education respectfully submits the *2023-2024 English Learner Statistical Report* to the Governor and General Assembly to fulfill the requirements of 105 ILCS 2-3.39.

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

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

English Learners
in Illinois

SY 2023-24 Statistical Report

Multilingual/Language
Development Department

June 2025

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BACKGROUND

ENGLISH LEARNERS

The Illinois State Board of Education (ISBE) is committed to the cognitive, linguistic, and socio-emotional development of all children in Illinois. ISBE's Multilingual/Language Development Department is focused on ensuring that students with diverse linguistic repertoires and those who may benefit from additional support have equitable access to academic instruction in English. These students also must be provided with access to all educational opportunities to which they are entitled.

A Home Language Survey is filled out by families who enroll their children in public schools in Illinois. Potential English learners (ELs) are screened for English language proficiency (ELP) using an approved English language screening instrument. Students who do not meet the criteria of English proficiency on the ELP screener are identified as English learners. Students maintain that status until they achieve ELP on the WIDA ACCESS for ELLs, which is the annual ELP assessment in Illinois. Once students achieve ELP on ACCESS, they are no longer considered an English learner and are then reclassified as a "former English learner." At that point, former ELs may enter the general education classroom without the requirement of receiving additional EL services. However, parents and guardians of former ELs may still elect for their children to continue to receive EL services if they reclassify in fewer than three years. 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 ILSC 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, called a 228.27 Plan, 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 32 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 also must 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.

TBE programming can also be offered "full-time" or "part-time." Full-time means that all the requirements of TBE as described above are provided to students throughout the day. Students with higher levels of English proficiency may no longer need a full-time program in their home language to access core content in a meaningful way. Therefore, districts may adjust TBE programming to "part-time" to meet each individual student's specific linguistic needs.

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, but do not necessarily need to speak the home language(s) of the students they serve.

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, starting in kindergarten and going through fifth, eighth, or 12th grade (depending on the district) 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 who have a dual language cohort of students are required to be certified by the state of Illinois and possess the appropriate Bilingual 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 2023-24 Student Information System Enrollment, EL Record Data, Migrant Education Program Data, and I-Star Student Approval Data. The data values were calculated based on the 2024 Report Card Snapshot.

BILINGUAL EDUCATION PROGRAMS IN ILLINOIS

SECTION 1: SY 2023-24 ENGLISH LEARNER ENROLLMENT by TYPE OF PROGRAM

A total of 745 of the 851 public school districts in Illinois, (or roughly 84 percent) implemented programs to serve ELs in SY 2023-24. Each of these districts may implement a variety of EL programs depending on students’ individual needs. There were 332,936 EL students enrolled in Illinois in SY 2023-24. A total of 637 school districts implemented a TBE program of instruction for 212,260 ELs. A TPI was implemented in 607 school districts, which served 67,930 ELs. There were 10,476 identified EL students who did not receive EL services. Finally, parent refusals were documented for 17,526 students in 368 districts.

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

Figure 1-1: Program Placement of ELs by Number

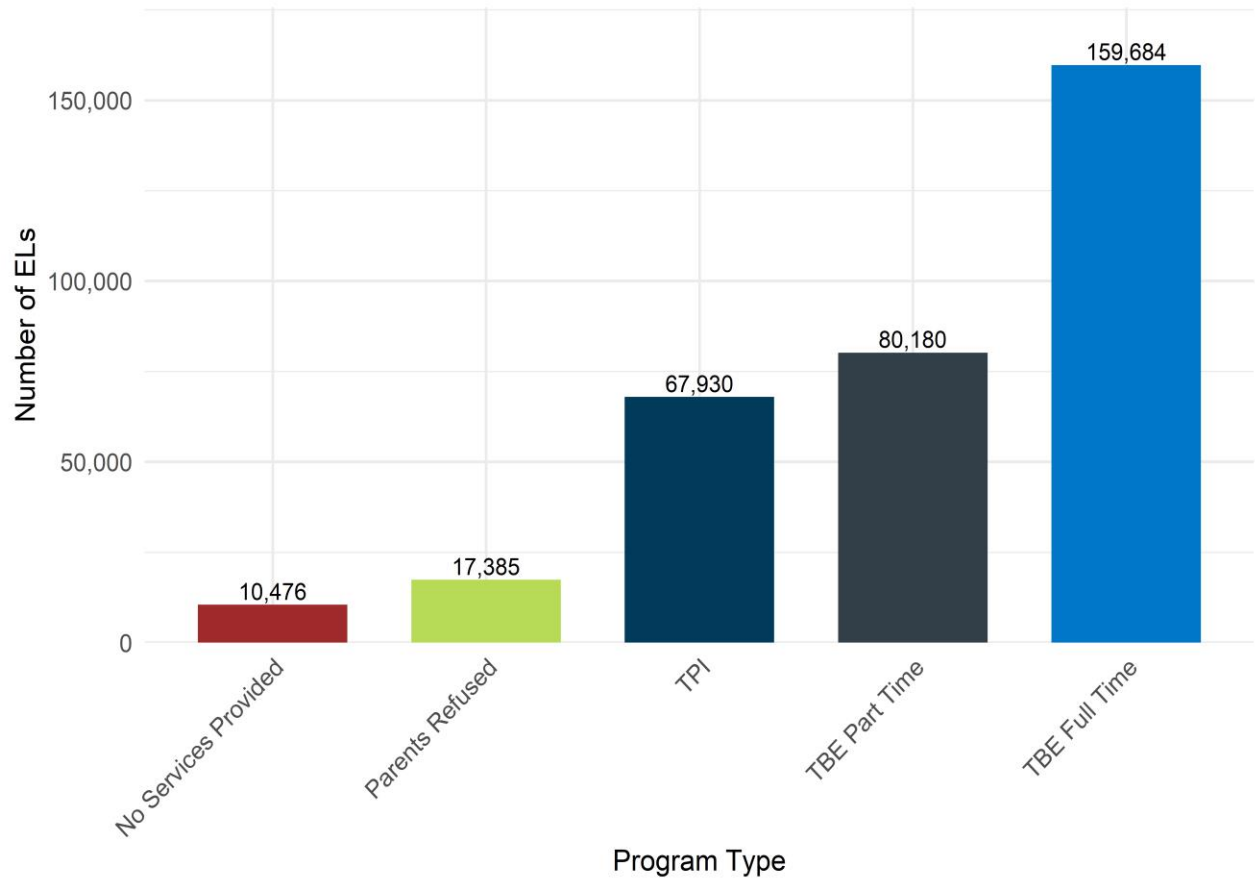


Figure 1-2: Program Placement of ELs by Percent

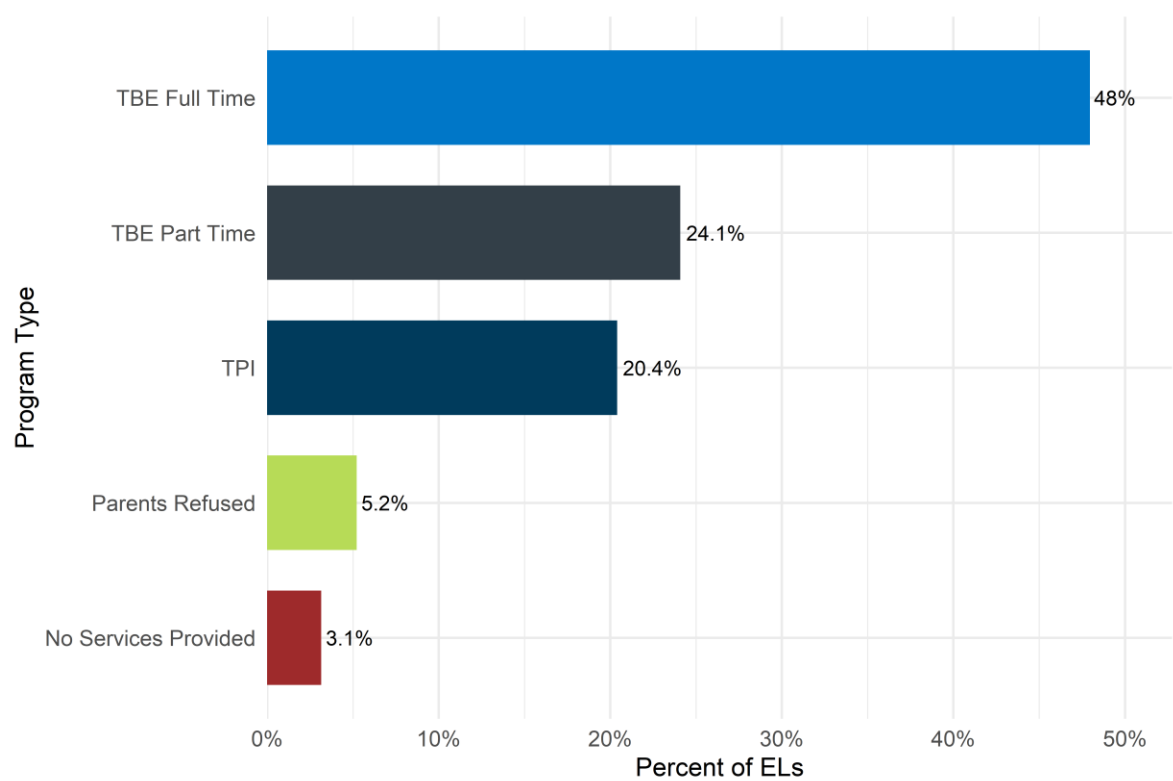
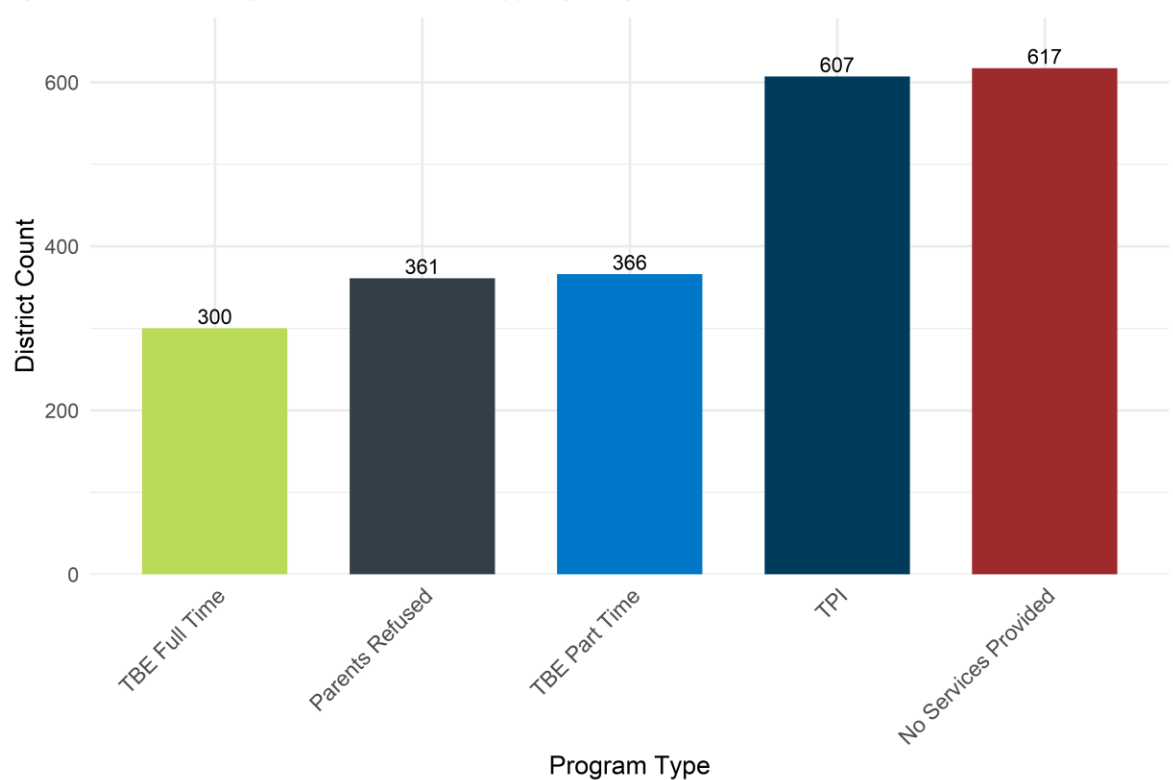


Figure 1-3: Number of Districts with Each Type of Program



SECTION 2: ENDORSEMENTS OF TEACHERS SERVING ENGLISH LEARNERS

Educators in Illinois must hold a Professional Educator License (PEL) endorsed in elementary, middle, or high school to be placed in a corresponding public-school classroom. Additionally, educators serving ELs must hold a valid Bilingual endorsement (with the corresponding language) or an English as a Second Language (ESL) endorsement. Educators providing services to dually identified special education-ELs must hold a Special Education endorsement or co-teach with a Special Education-endorsed teacher to provide full supports to students. Educators in the middle grades and high school who teach academic content with bilingual and ESL supports must also hold an endorsement in the content area of instruction or co-teach with an educator who holds the appropriate content area endorsement.

Educators with an Educator License with Stipulations—Transitional Bilingual Educator (ELS-TBE) or a licensed Visiting International Teacher (ELS-VIT) also are approved to work with ELs. ELS-TBE and ELS-VIT licenses are only valid for five years and cannot be renewed. Educators with an ELS-TBE must simply have a bachelor’s degree (in any field) and pass a language proficiency test to obtain the license. Therefore, they do not necessarily have any preparation as a teacher. Educators with an ELS-VIT are fully licensed and experienced teachers in their home country who are in the United States on a J-1 Visa Exchange Teacher program.

A single teacher may hold several endorsements to service ELs.

Illinois has 1,236 teachers who hold a Bilingual endorsement in any language; the total number of educators who hold a Bilingual endorsement in Spanish, which includes those with a PEL, TBE, or VIT endorsement, is 8,103. Additionally, 20,052 teachers hold an ESL endorsement, 786 educators hold an ELS-TBE, and 193 educators hold an ELS-VIT. In total, Illinois has 28,870 endorsed educators to serve ELs, with 26,383 of them serving in school districts that receive Title III funding. This data shows us that while 97 percent of educators working with ELs have their PEL, there is a need across the state to support the remaining 3 percent of teachers in obtaining their PEL to ensure that ELs in Illinois can receive the services that they need from fully licensed and trained educators.

Please note that teachers with an ELS-TBE and those teachers with an ELS-VIT are represented in the data as “Teachers with a Language Exam Credential (No PEL or No Endorsement).”

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

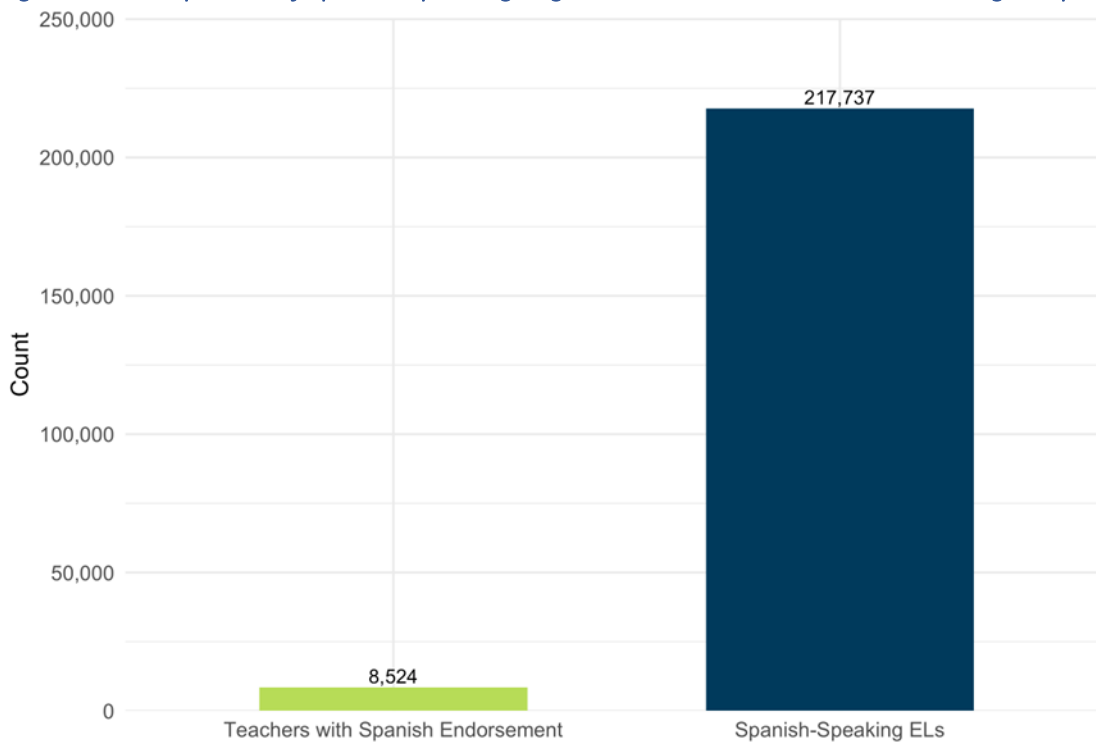


Figure 2-2: Number of Teachers by Region with a PEL + Spanish Bilingual Endorsement

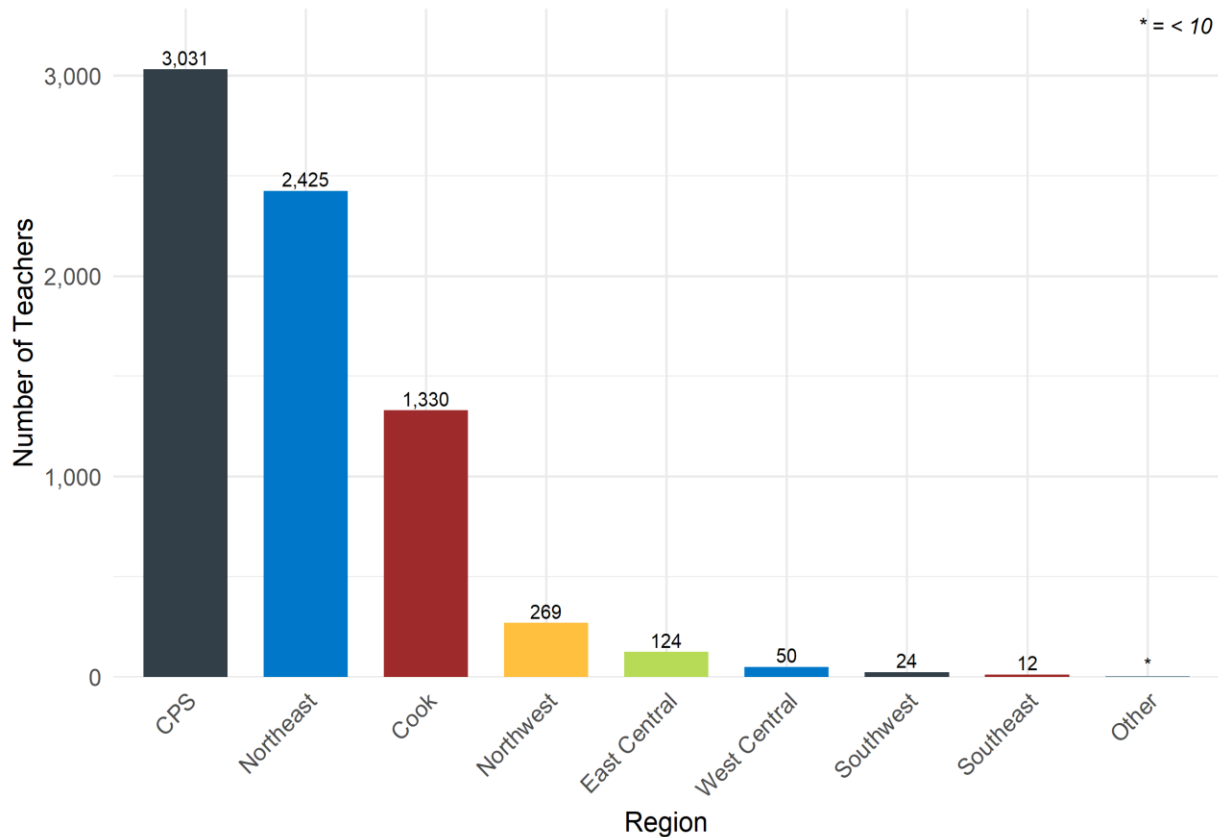


Figure 2-3: Number of Teachers by Region with a Language Exam Credential in Spanish (No PEL or No Endorsement)

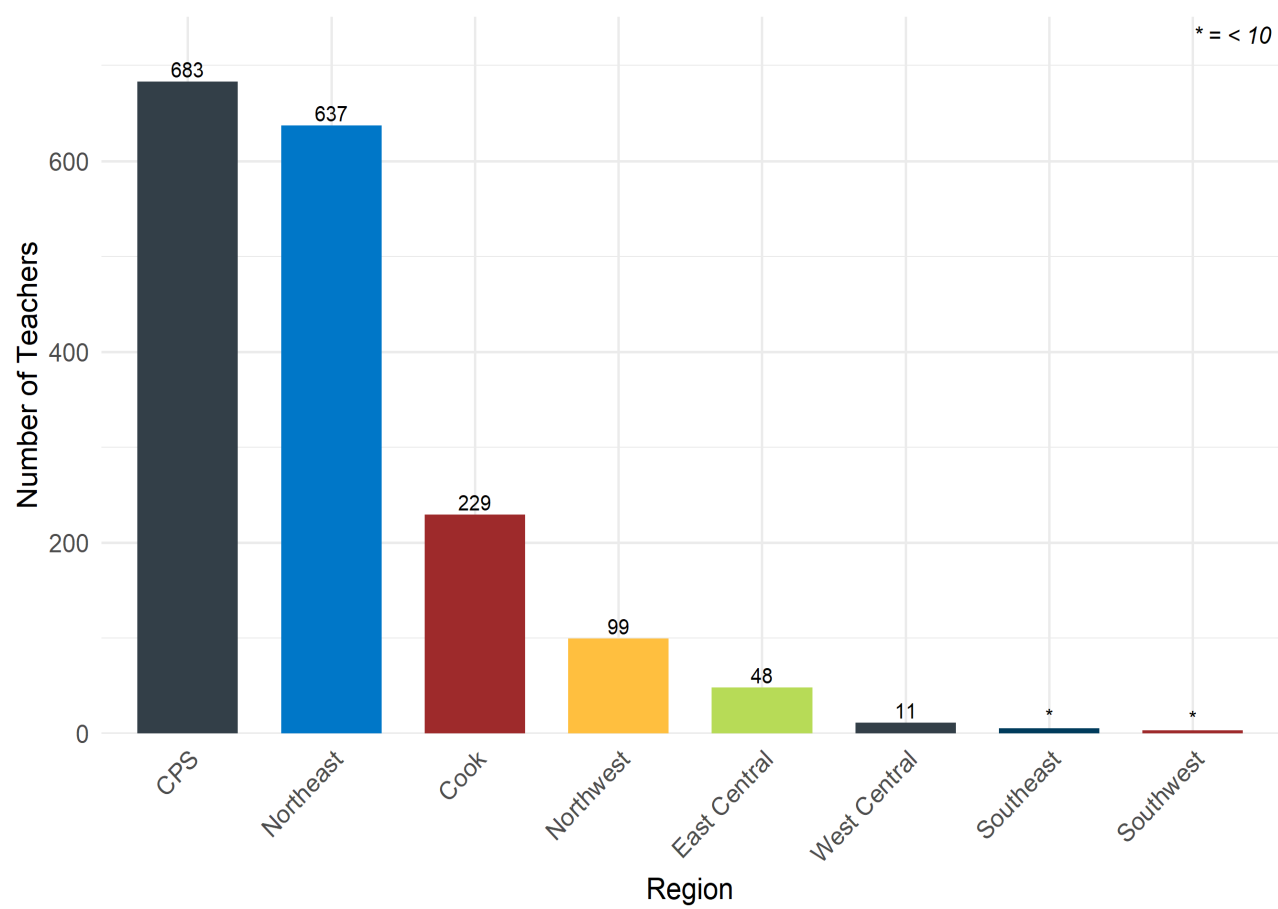
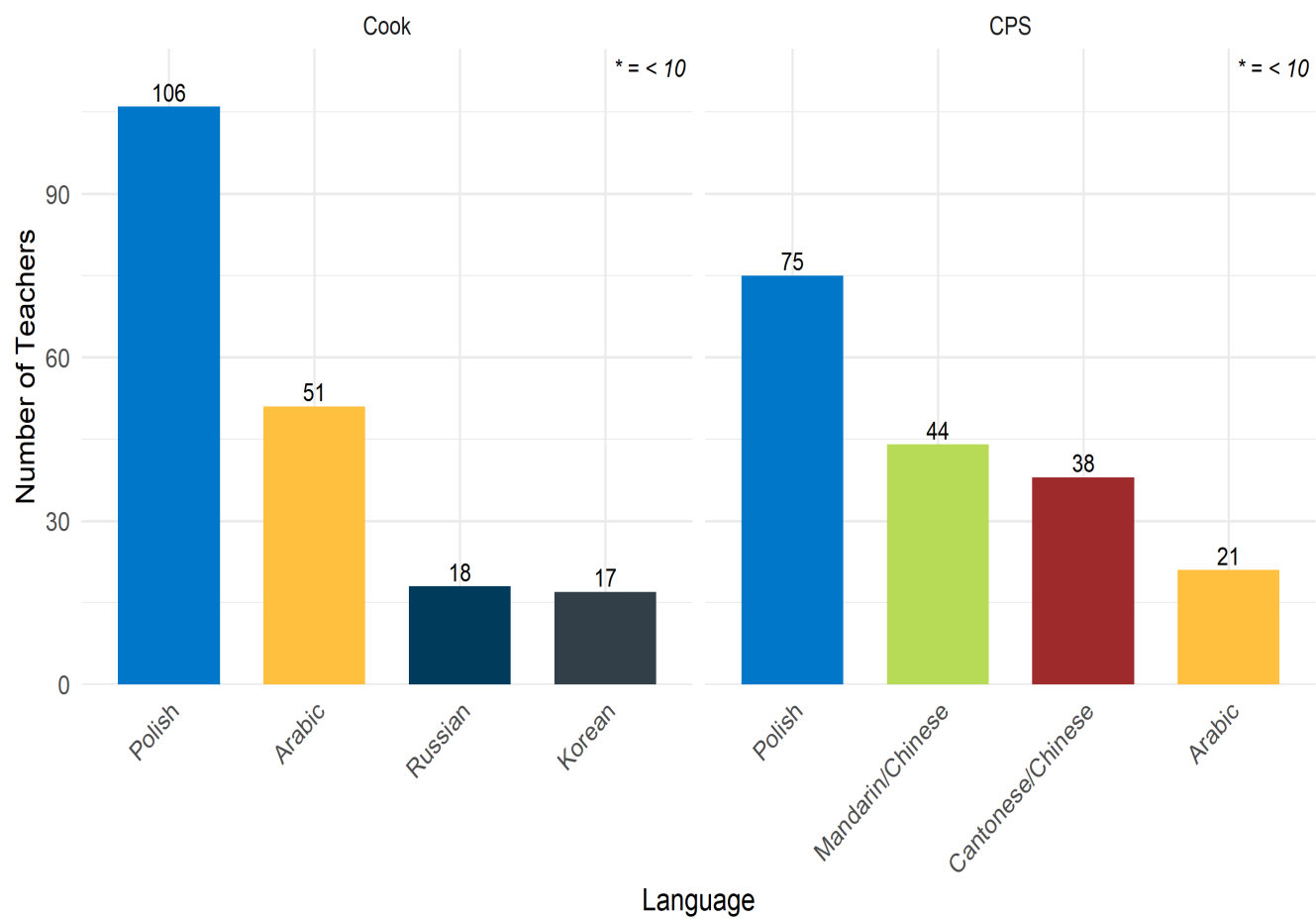
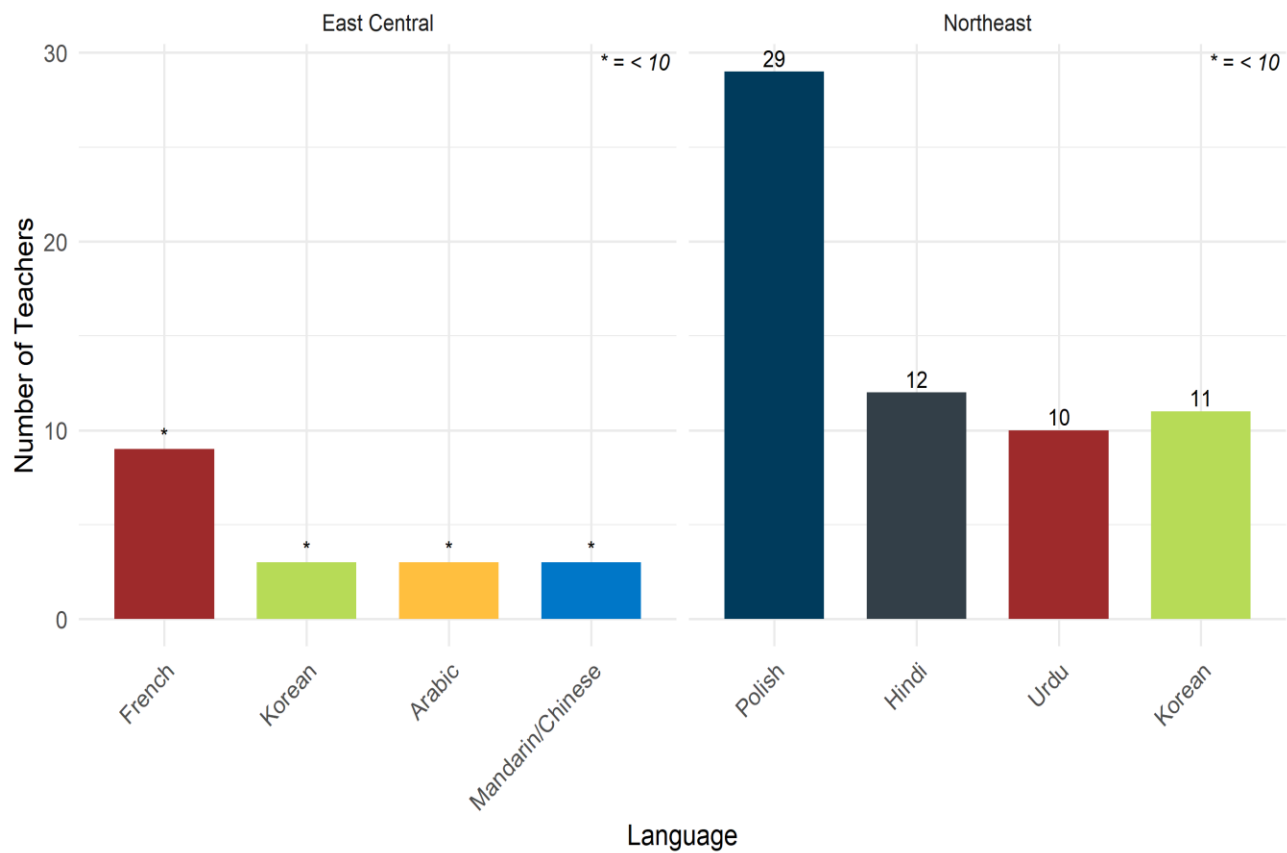


Figure 2-4: Number of Teachers by Region with a PEL + Bilingual Endorsement in Languages Other than Spanish (Cook & CPS)



Number of Teachers by Region with a PEL + Bilingual Endorsement in Languages Other than Spanish
(East Central & Northeast)



Number of Teachers by Region with a PEL + Bilingual Endorsement in Languages Other than Spanish
(Northwest & West Central)

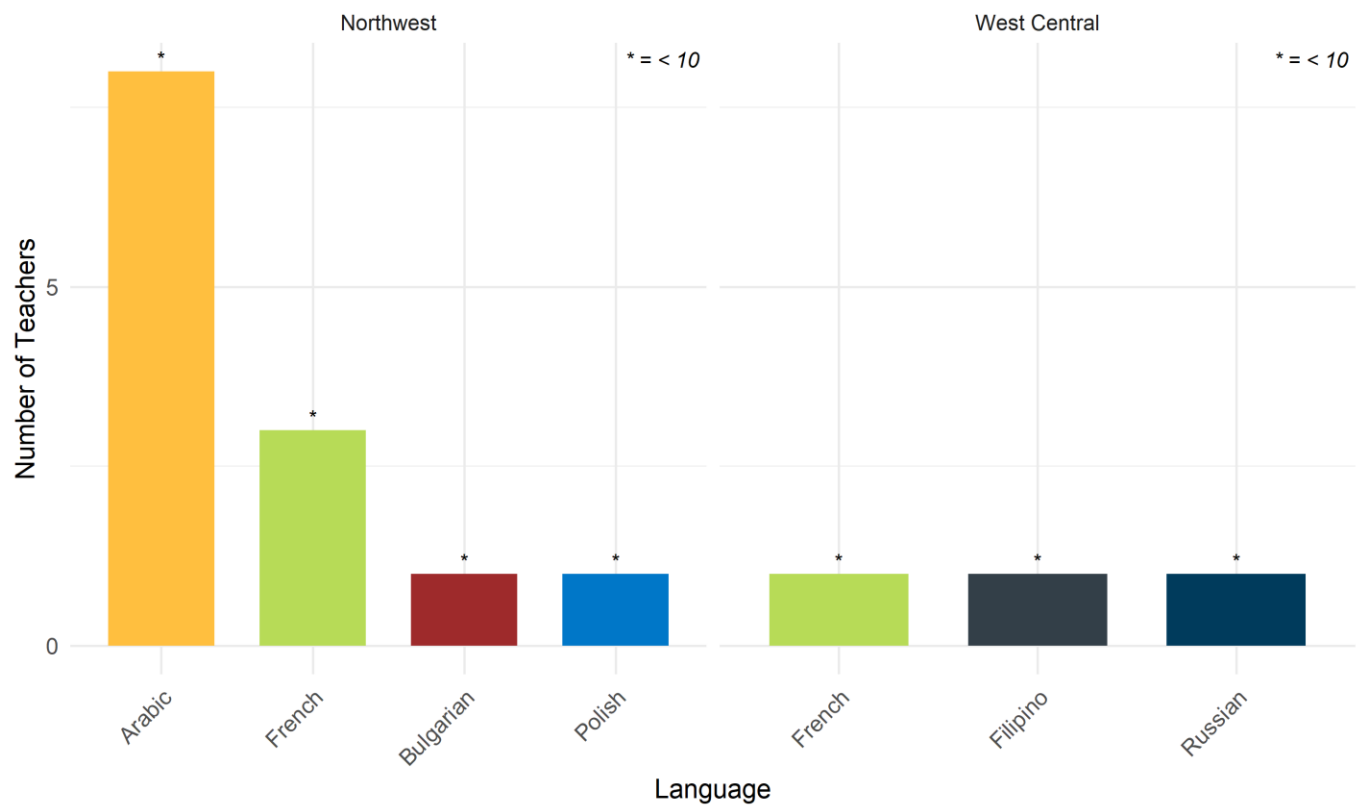
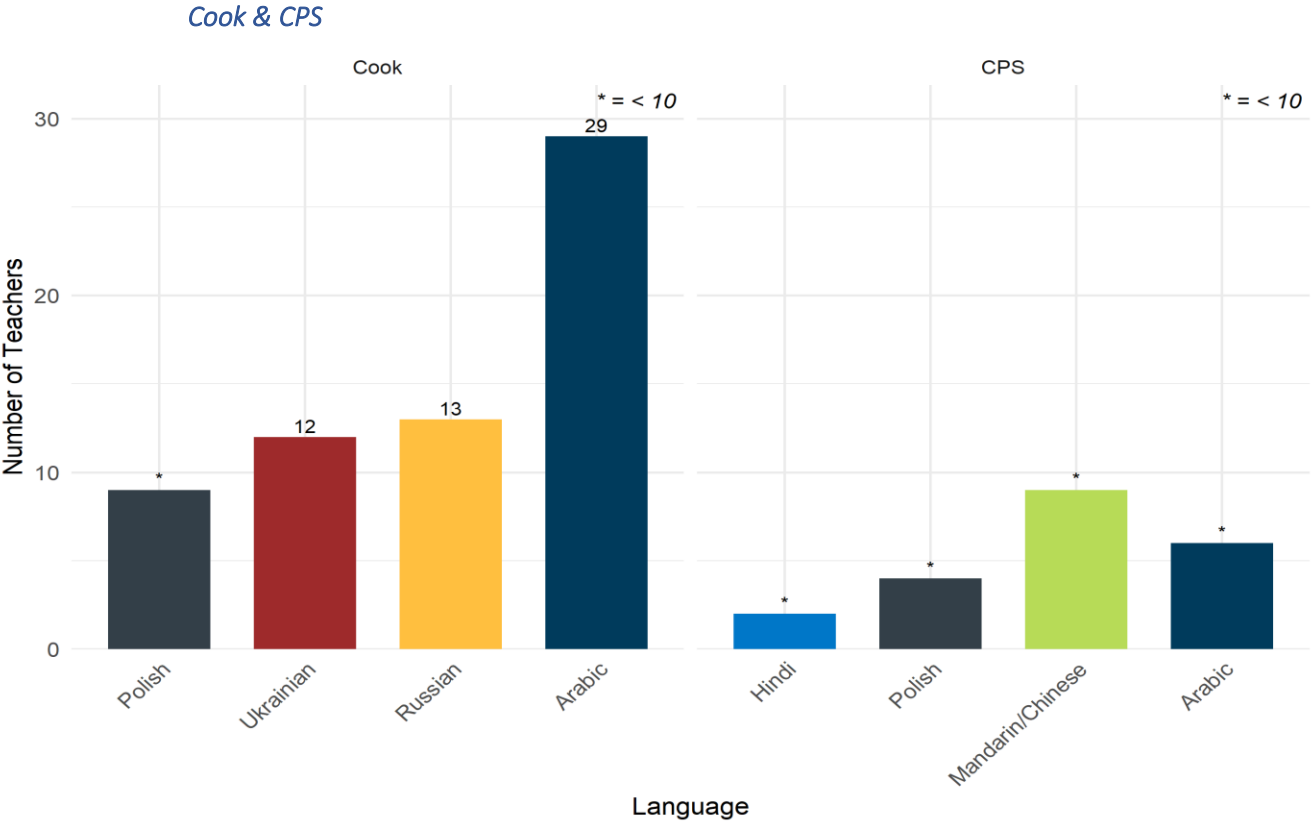
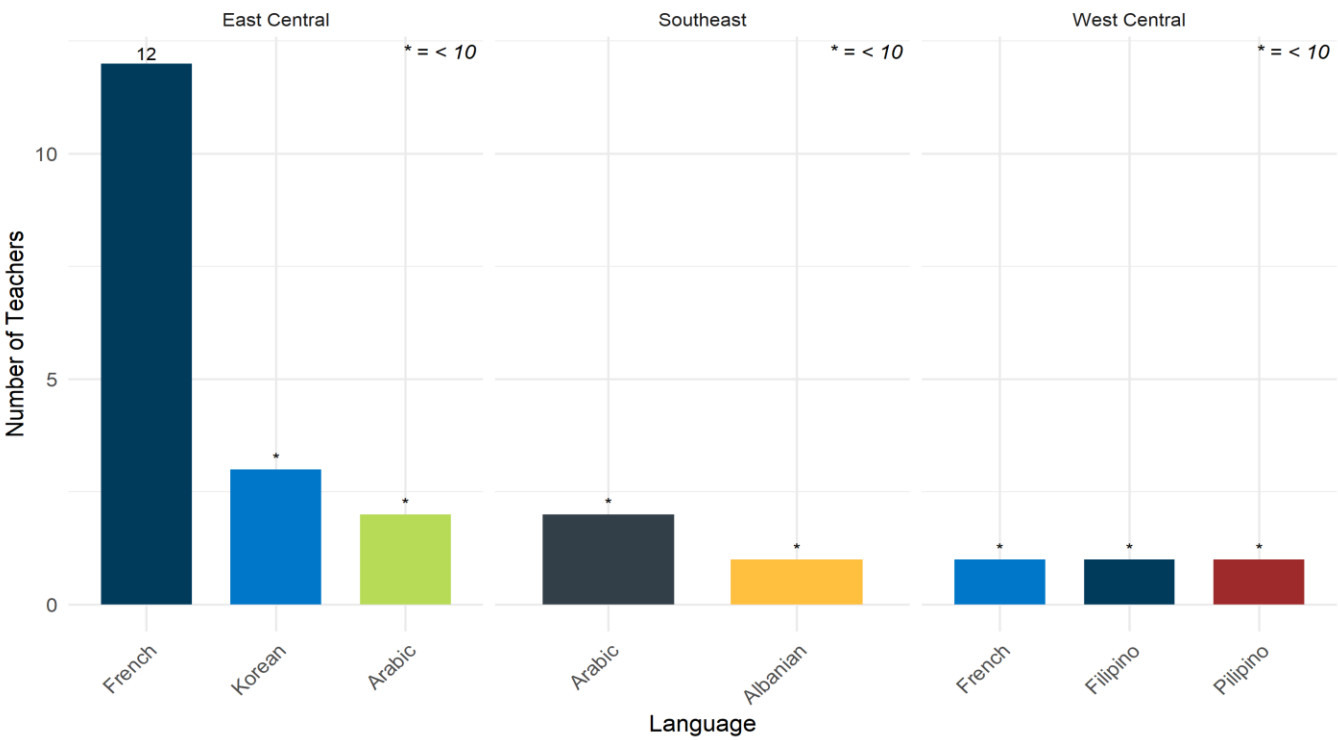


Figure 2-5: Number of Teachers by Region with a Language Exam Credential in Languages Other than Spanish (No PEL or No Endorsement)



Number of Teachers by Region with a Language Exam Credential in Languages Other than Spanish (No PEL or No Endorsement)

East Central, Southeast & West Central



Number of Teachers by Region with a Language Exam Credential in Languages Other than Spanish (No PEL or No Endorsement)

Northeast & Northwest

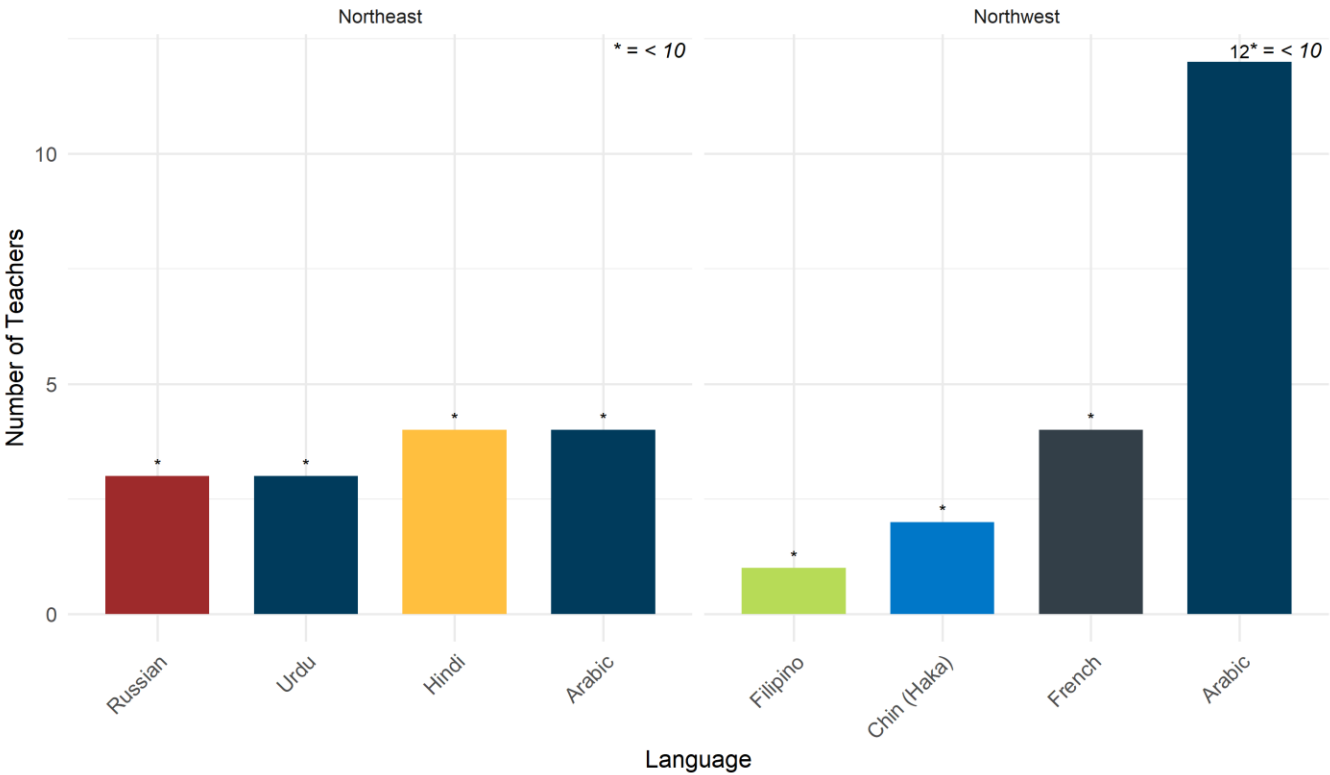


Figure 2-6: Number of Spanish Teachers Across Illinois

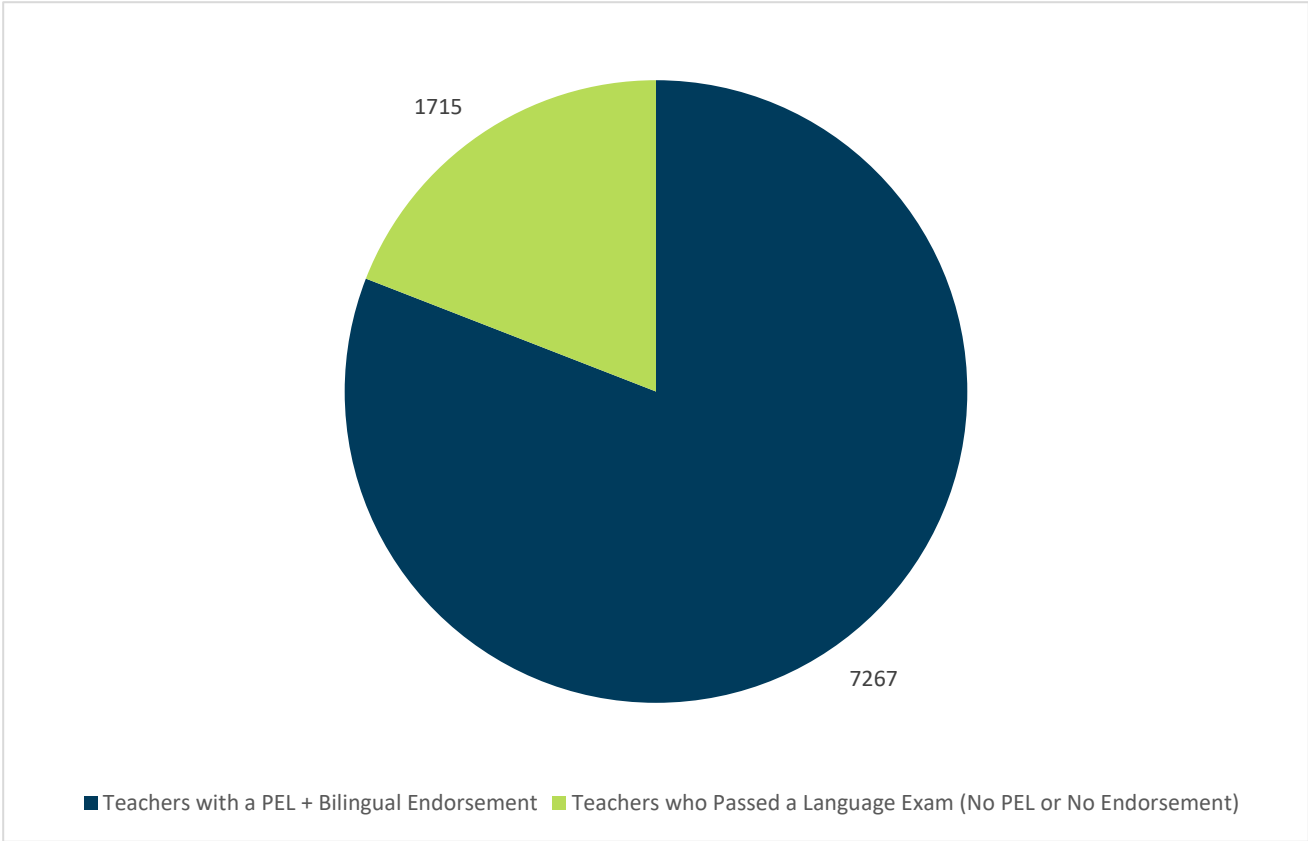


Figure 2-7: Number of Other Language Teachers Across Illinois (with PEL + Bilingual Endorsement)

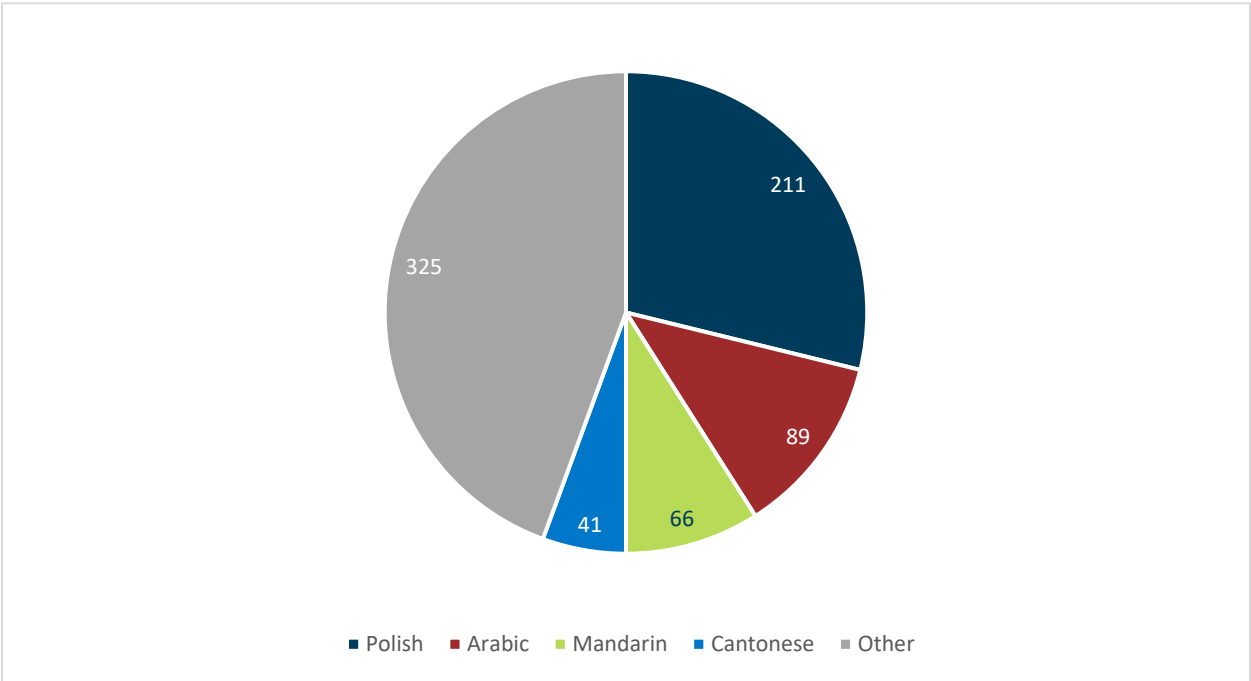
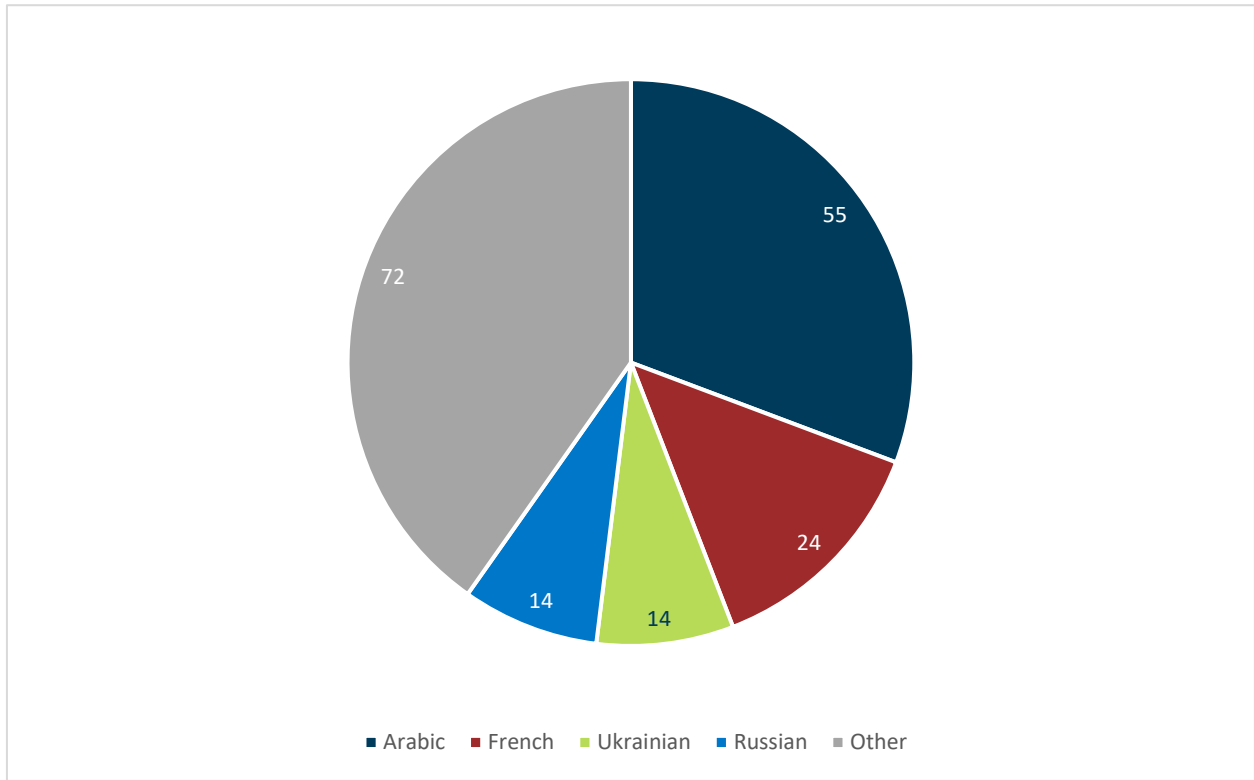


Figure 2-8: Number of Other Language Teachers Across Illinois (Passed Language Exam, No PEL or No Endorsement)



SECTION 3: EL STUDENT ENROLLMENT BY COUNTY

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

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

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

* = < 10

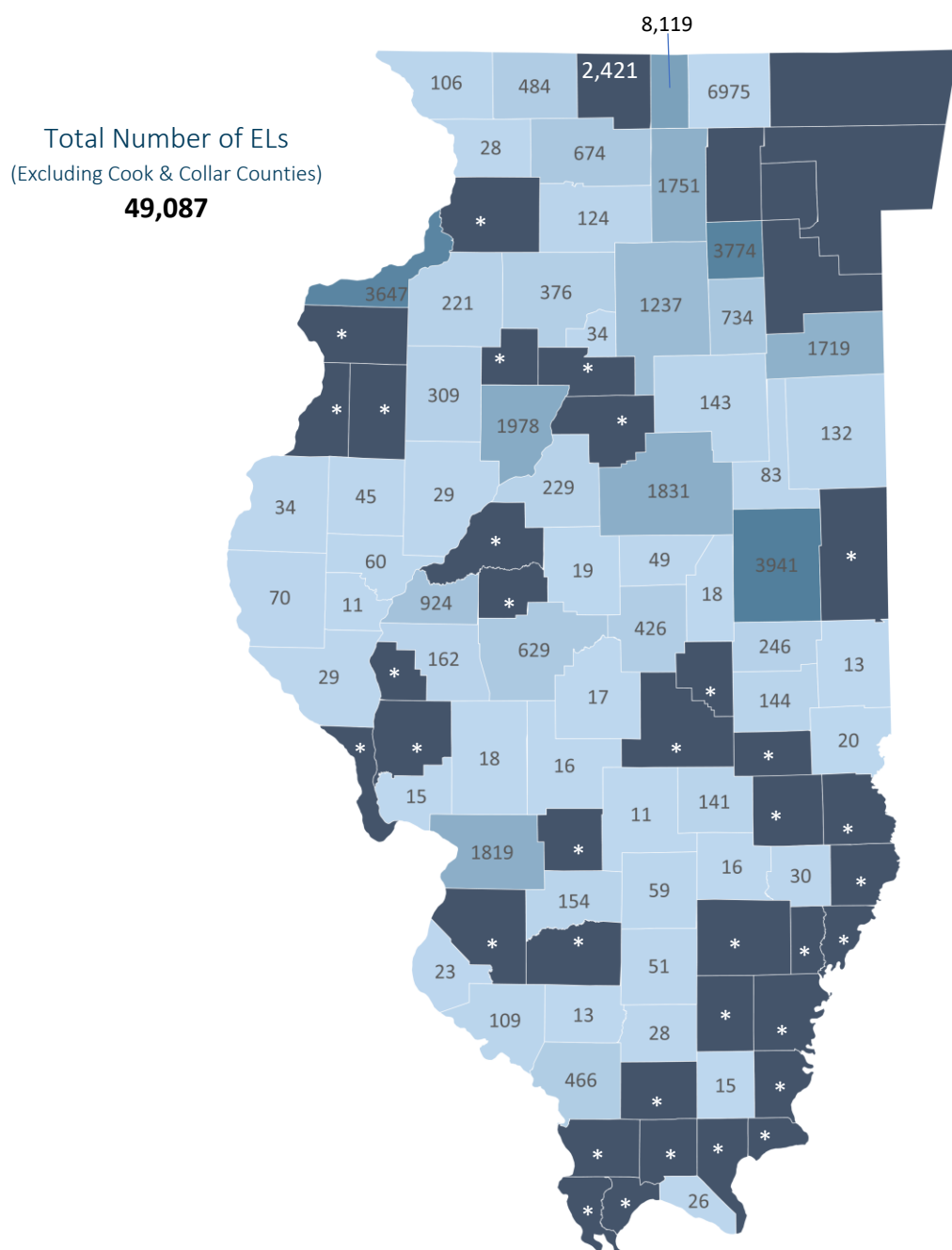
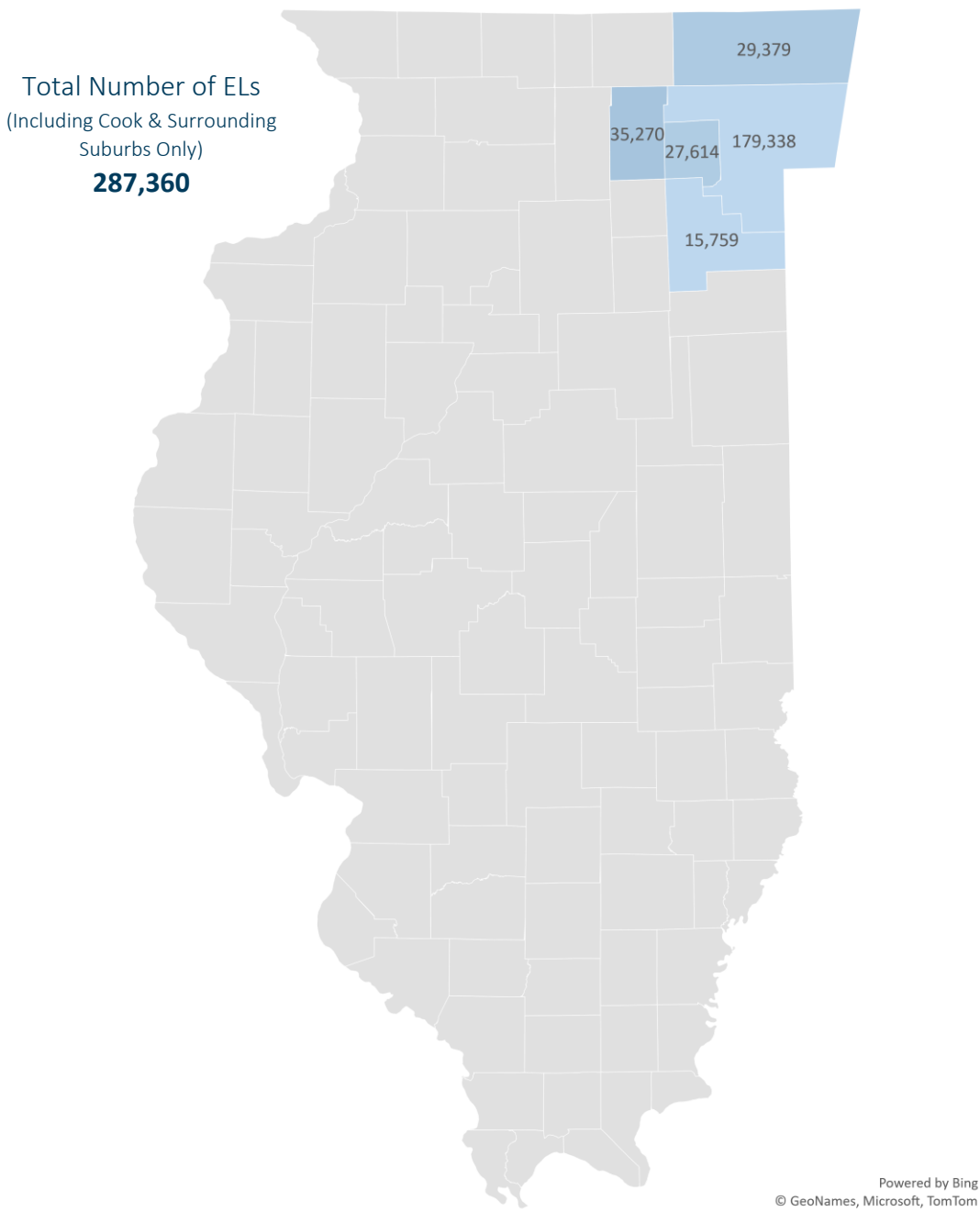


Figure 3-2: EL Distribution Across Illinois: Cook County & Surrounding Suburbs Only



SECTION 4: EL STUDENT COUNT BY LANGUAGE

There were 220 distinct languages spoken by ELs in Illinois. Spanish is the most common language among ELs at 73.3 percent. It is followed by Arabic at 3.5 percent, Polish at 1.9 percent, Russian at 1.7 percent, and Ukrainian at 1.7 percent each. A total of 121 languages are spoken by 25 or fewer ELs in Illinois.

For more detailed data, please see Tables A-4 to A-6 in the Appendix.

Figure 4-1: Top 5 Languages by Percent of ELs

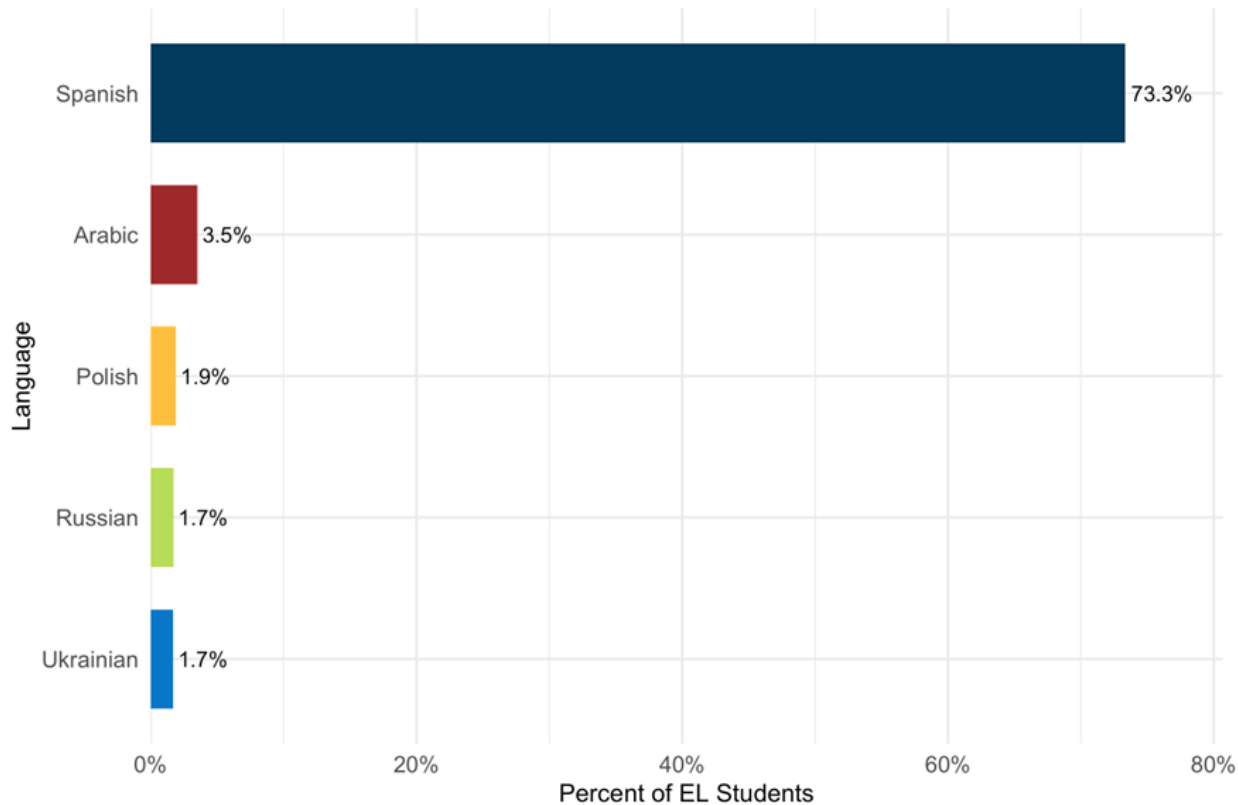


Figure 4-2: Change in Number of Spanish-Speaking ELs from SY 2021-22 to SY 2023-24

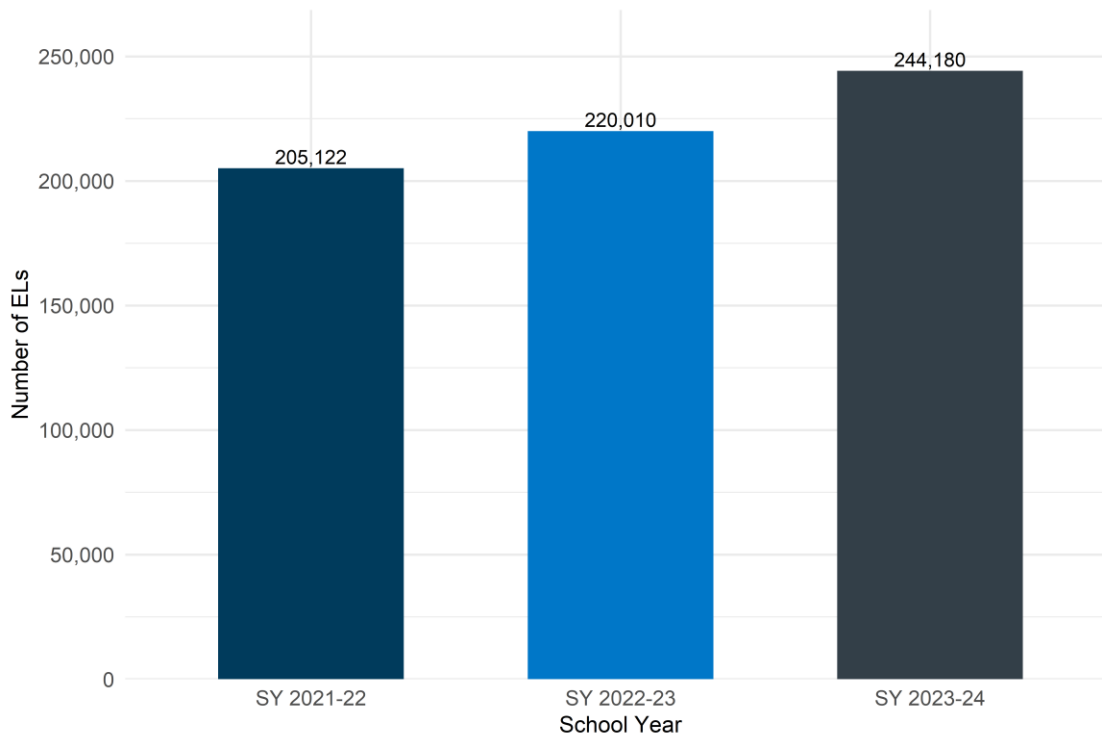


Figure 4-3: Top 15 Languages with Greatest Increase in ELs from SY 2022-23 to SY 2023-24

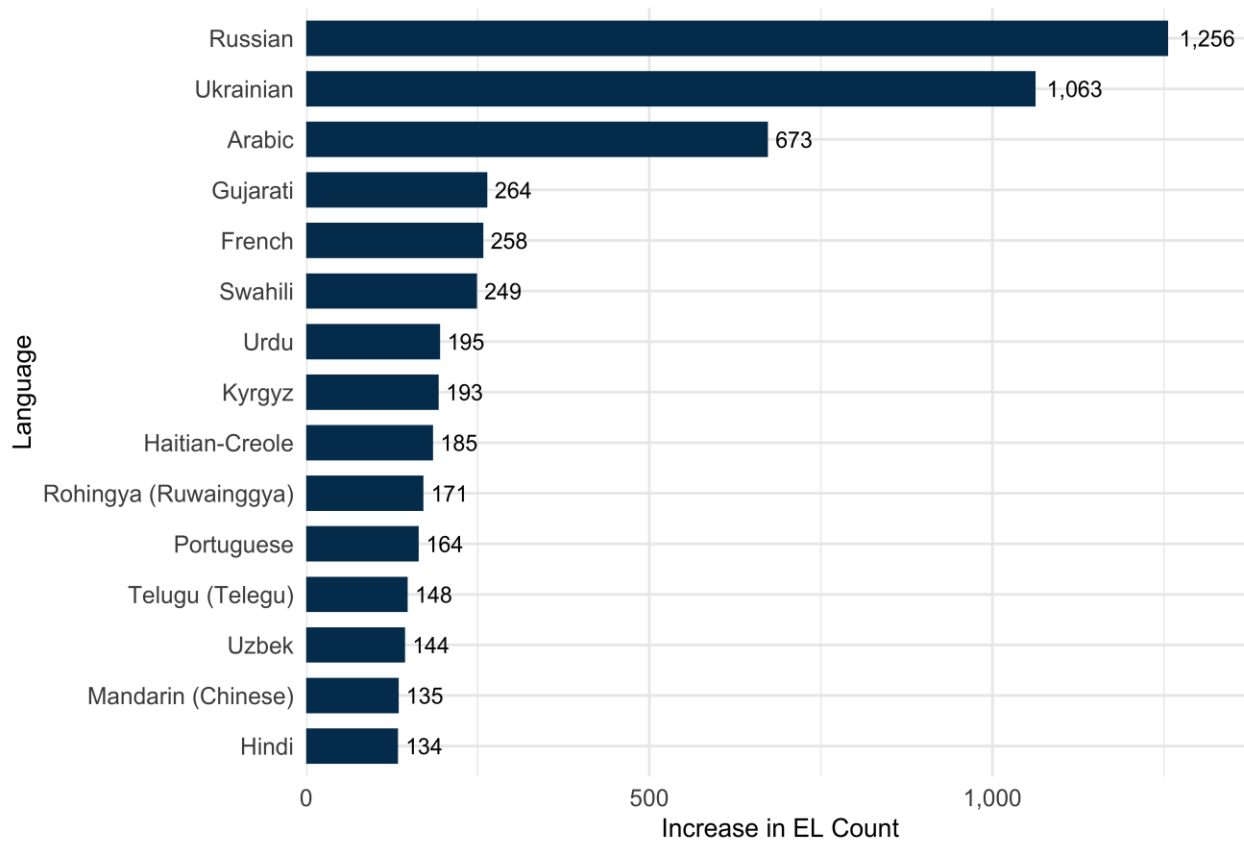
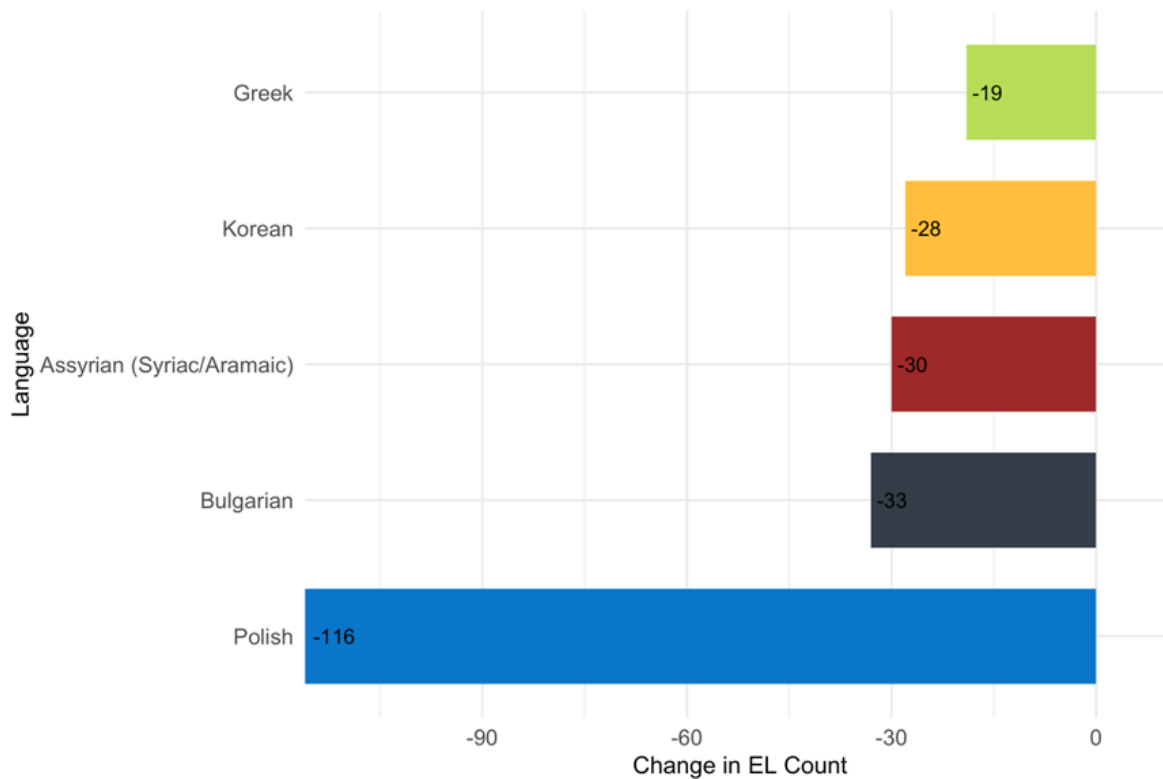


Figure 4-4: Top 5 Languages with Greatest Decrease in ELs from SY 2022-23 to SY 2023-24



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

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

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

For more detailed data, please see Table A-7 in the Appendix.

Figure 5-1: Hispanic ELs by Grade Band

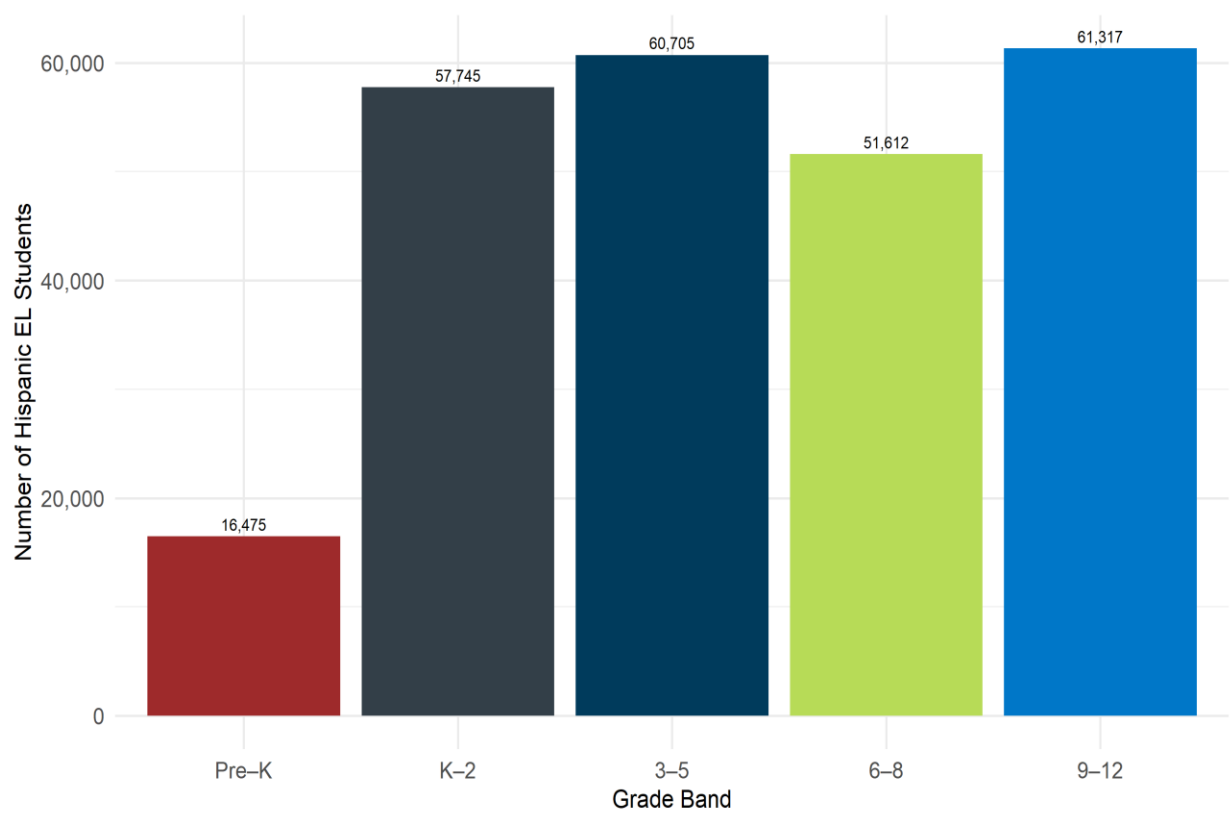


Figure 5-2: Race and Ethnicity of ELs: Pre-K

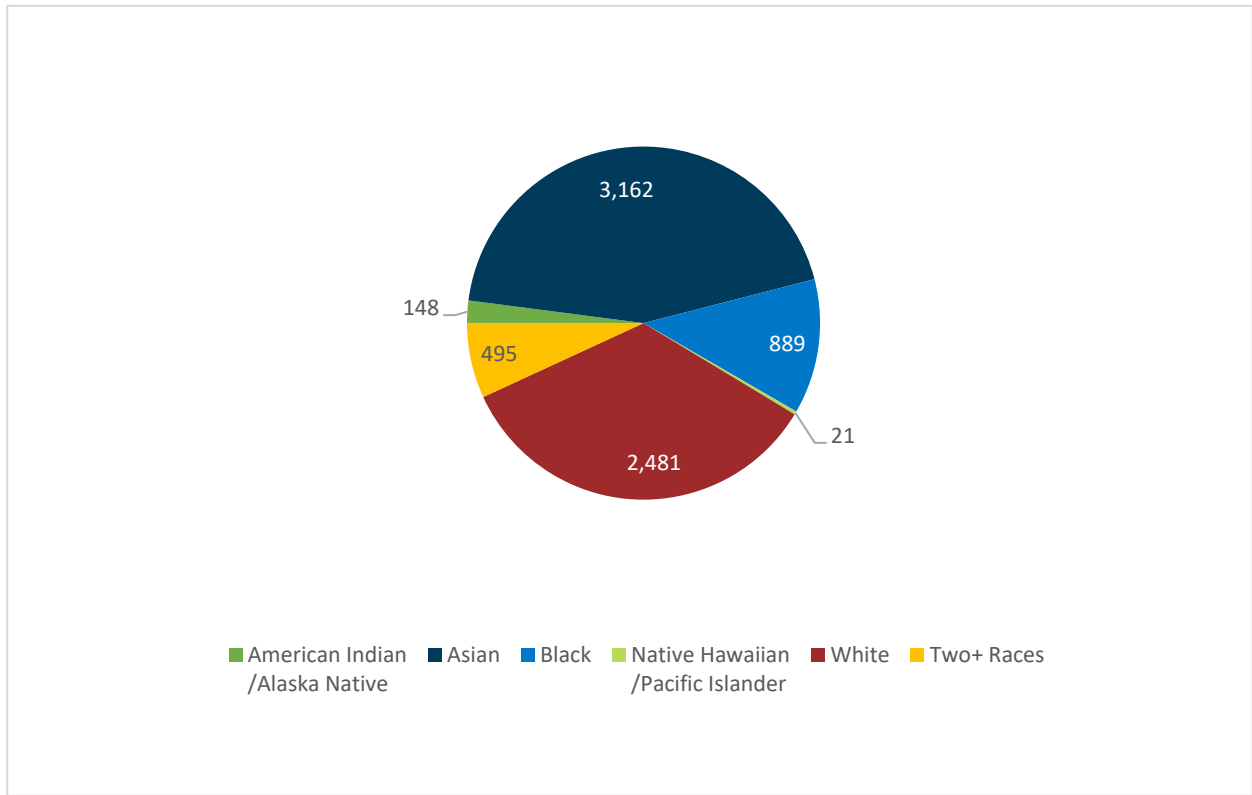


Figure 5-3: Race and Ethnicity of ELs: K-2nd Grade

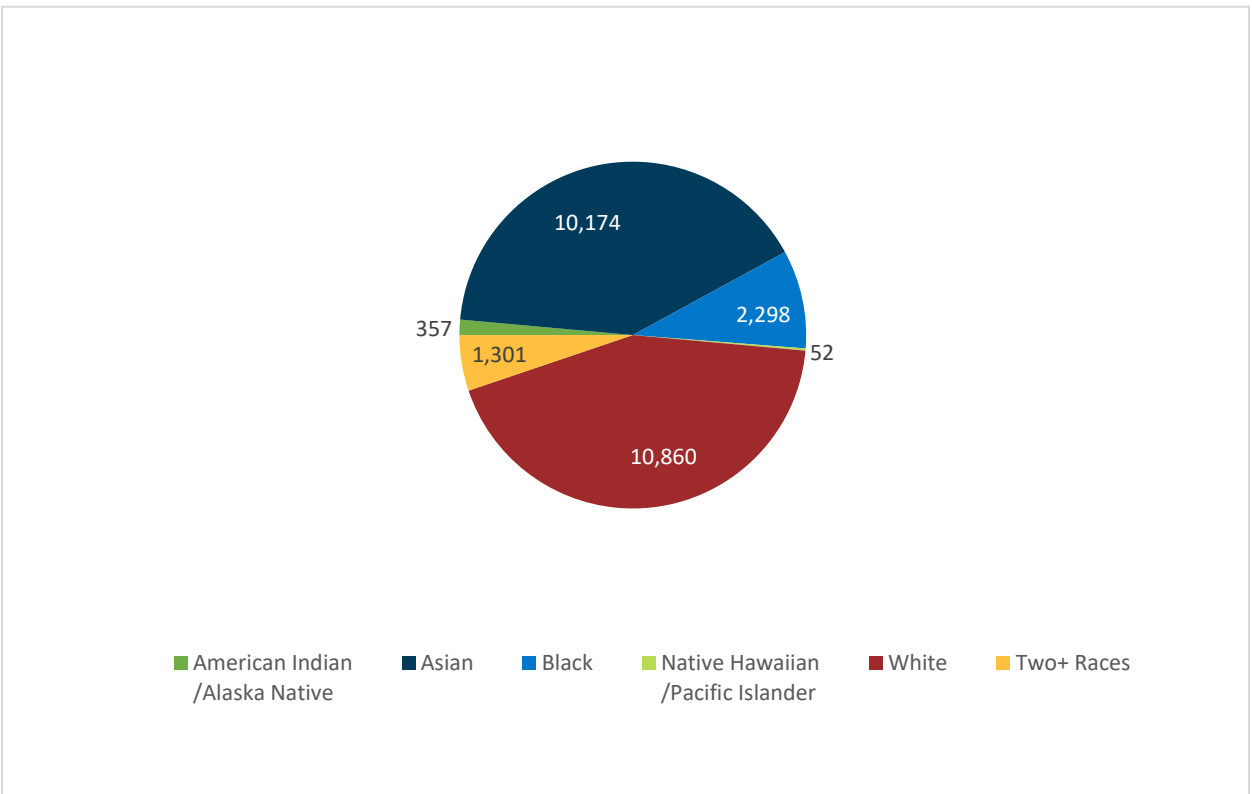


Figure 5-4: Race and Ethnicity of ELs: 3rd – 5th Grade

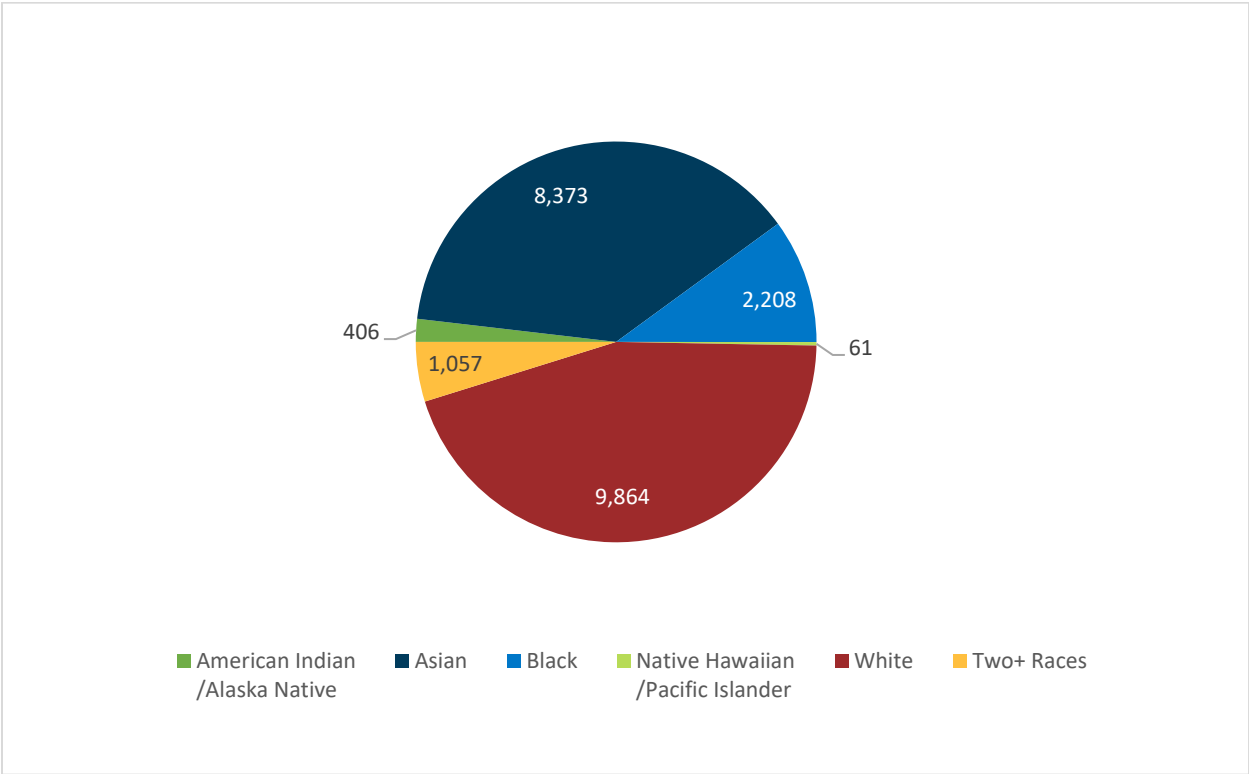


Figure 5-5: Race and Ethnicity of ELs: 6th – 8th Grade

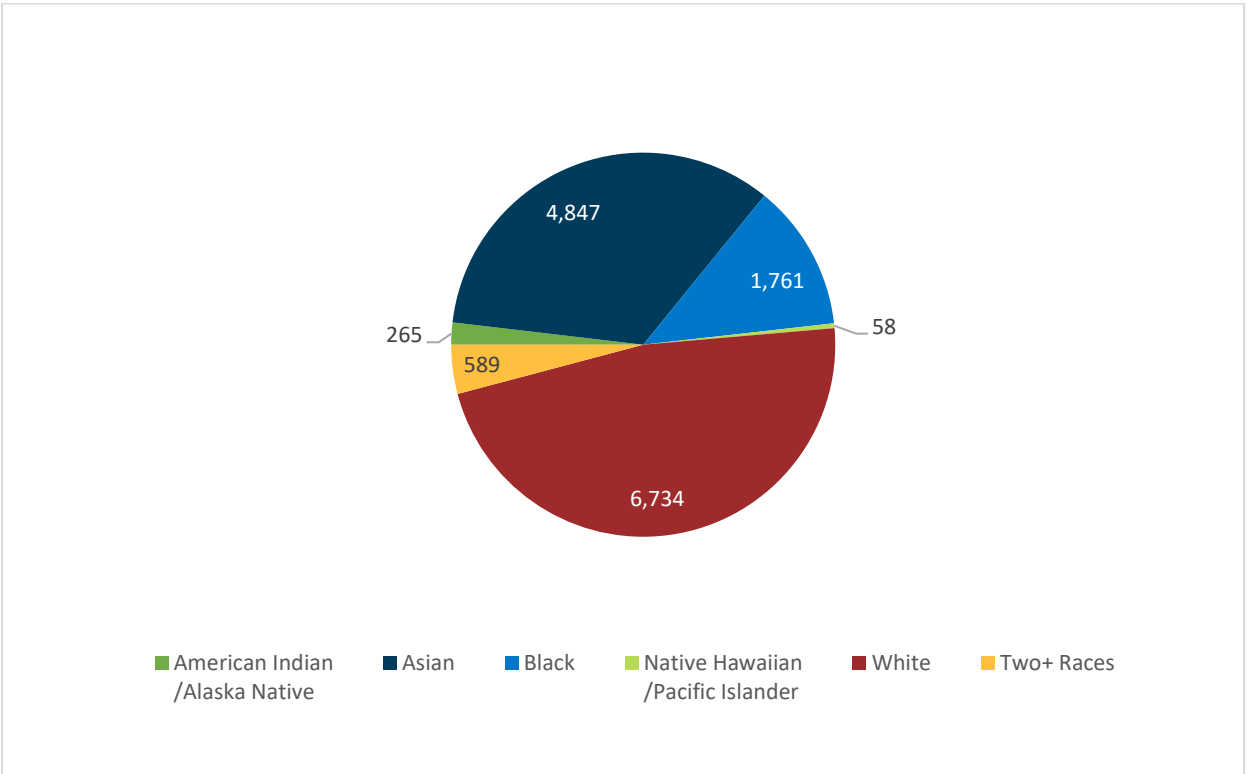
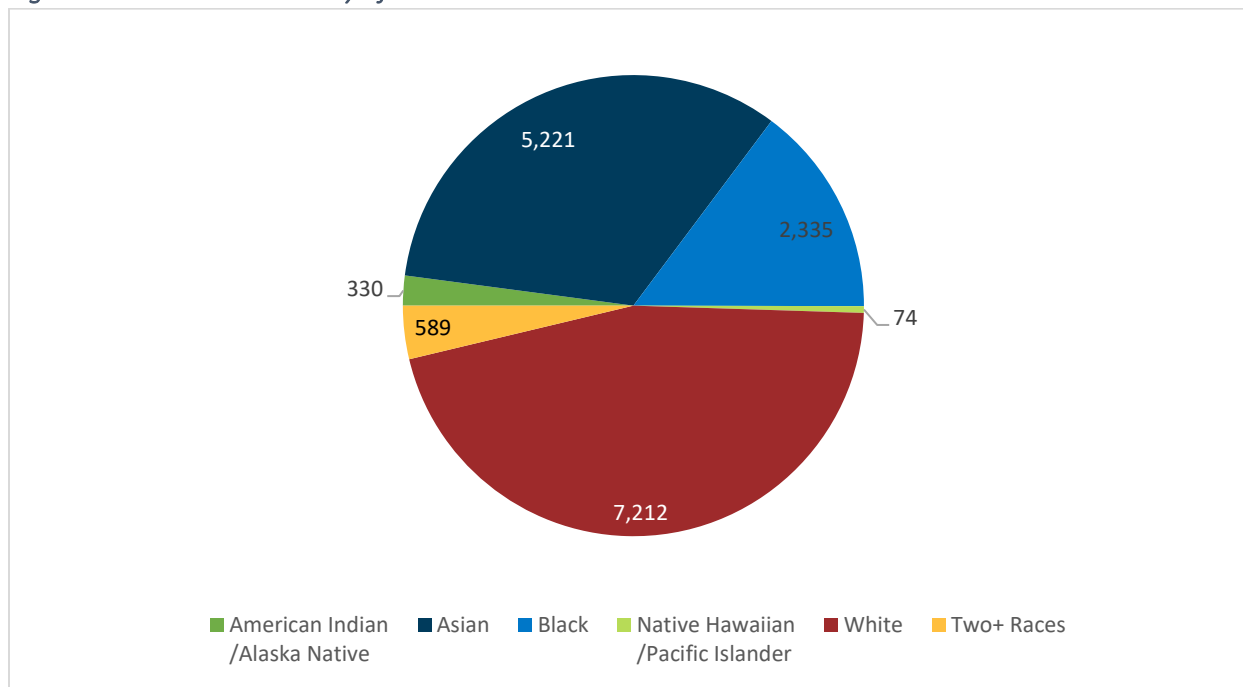


Figure 5-6: Race and Ethnicity of ELs: 9th – 12th Grade



SECTION 6: EL STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

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

For more detailed data, please see Table A-8 to A-10 in the Appendix.

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

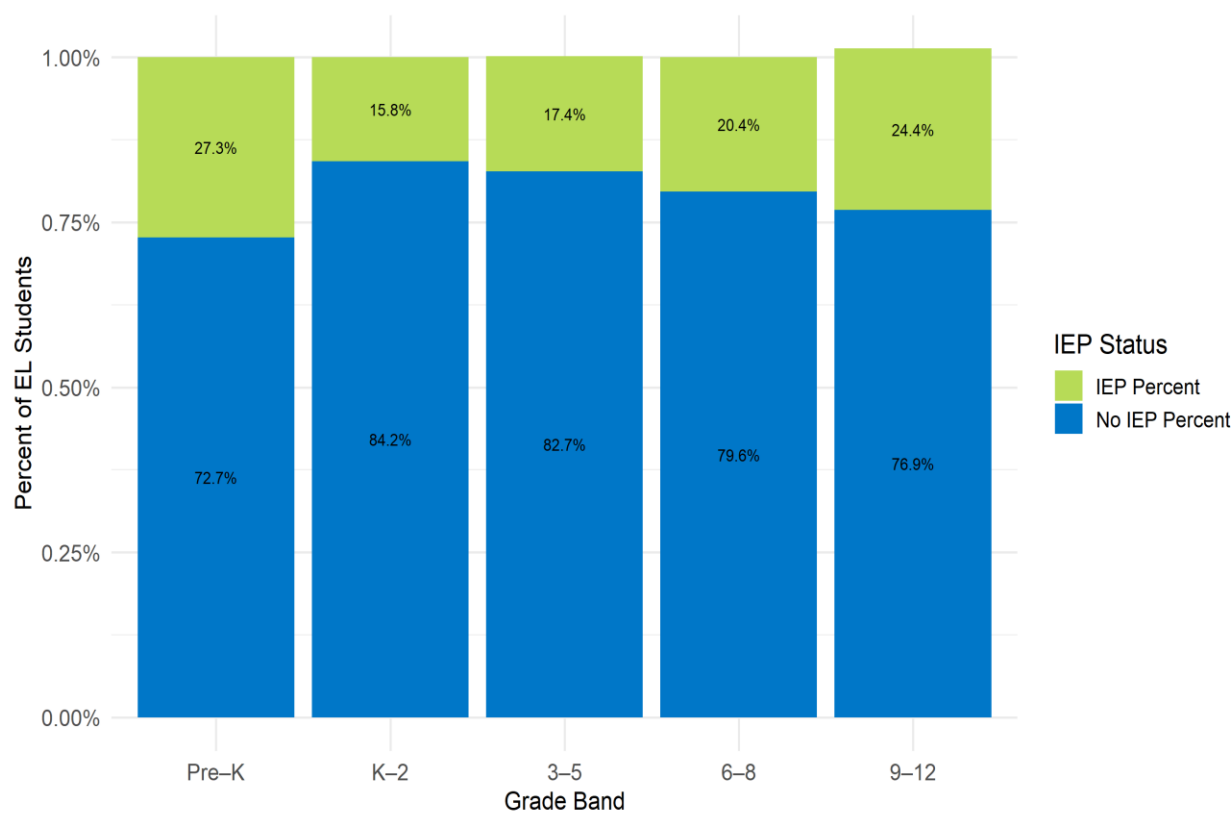
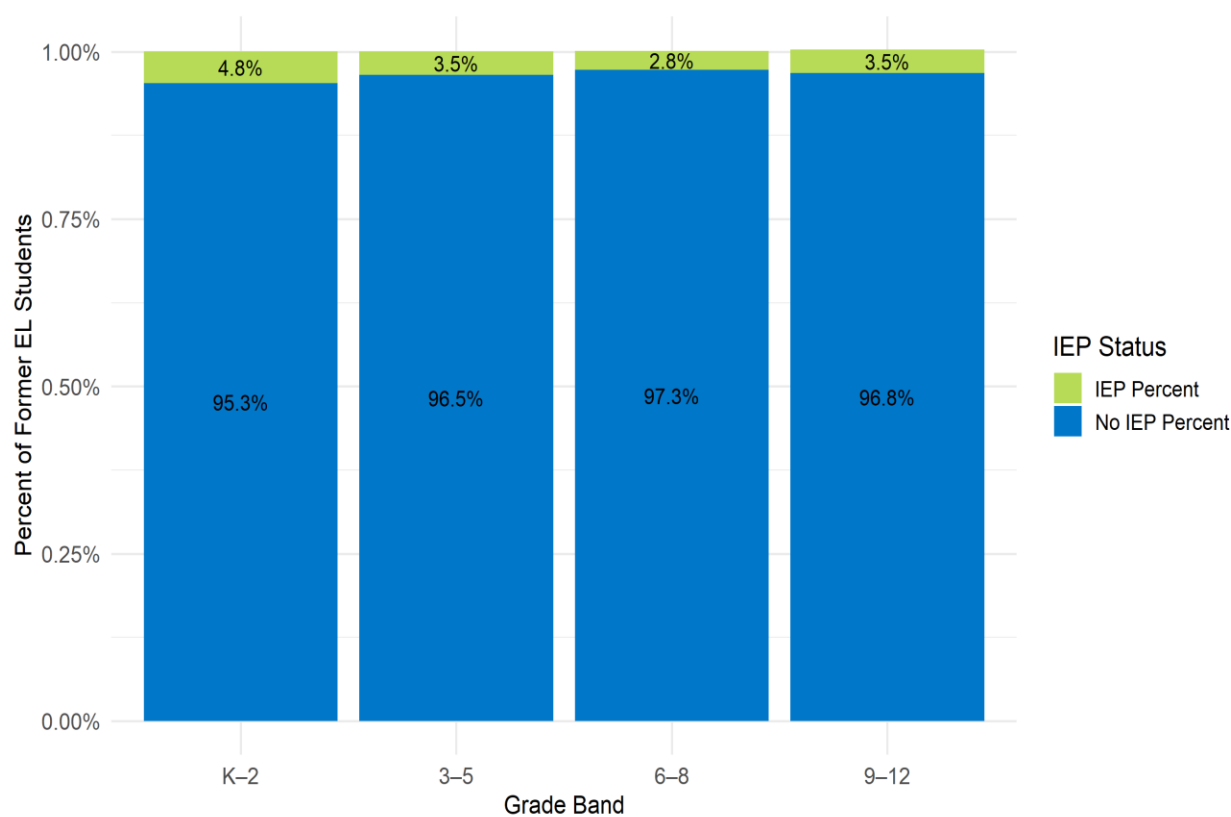


Figure 6-2: IEP Status of Former ELs by Grade Band



EL Students with IEPs by Disability Area

There are 14 different disability areas of which students with an IEP could be identified. These are Autism, DeafBlindness, Deafness, Developmental Delay, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech/Language Impairment, Traumatic Brain Injury, and Visual Impairment. Of the 14 disability categories, ELs are most likely to be diagnosed with a Specific Learning Disability with 24,529 out of 59,393 ELs with an IEP, or 37%. A total of 11,602 ELs are identified as having a Developmental Delay in pre-K through 5, or 18% of ELs.

Figure 6-3: Disability Type for ELs: Pre-K

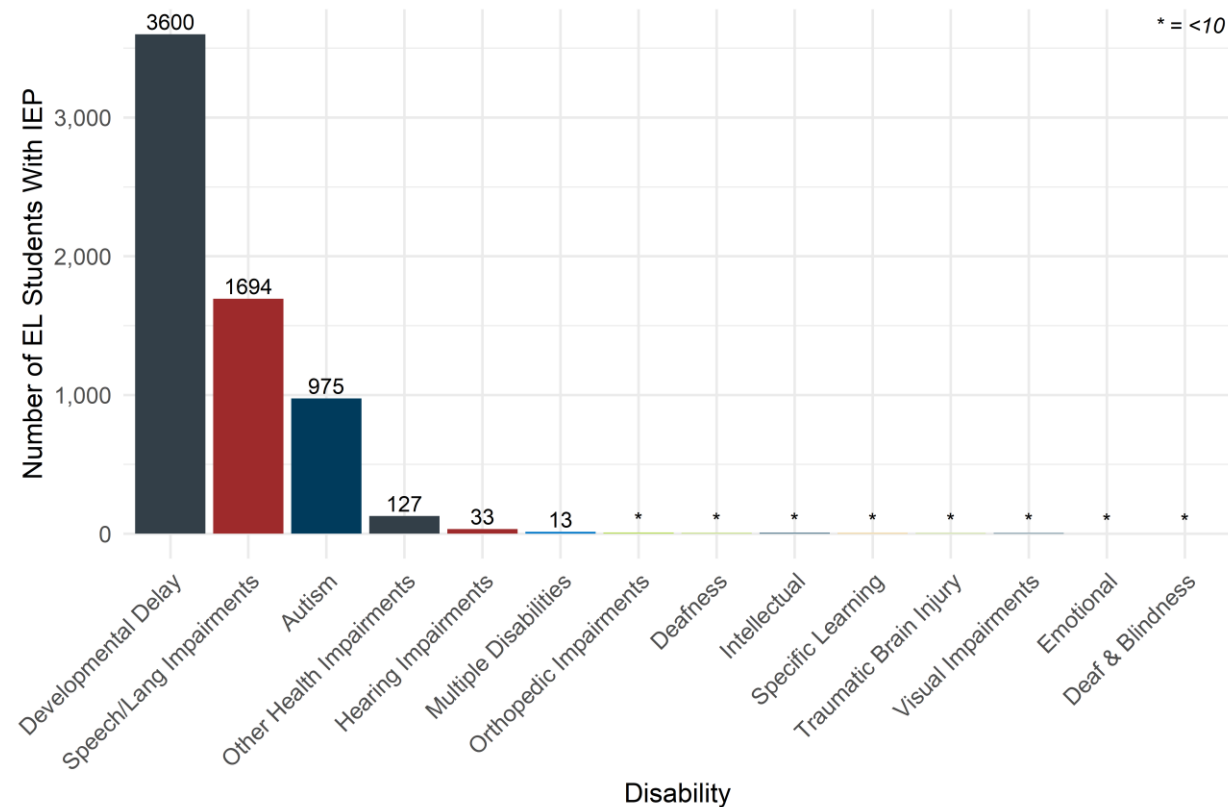


Figure 6-4: Disability Type for ELs: K-2

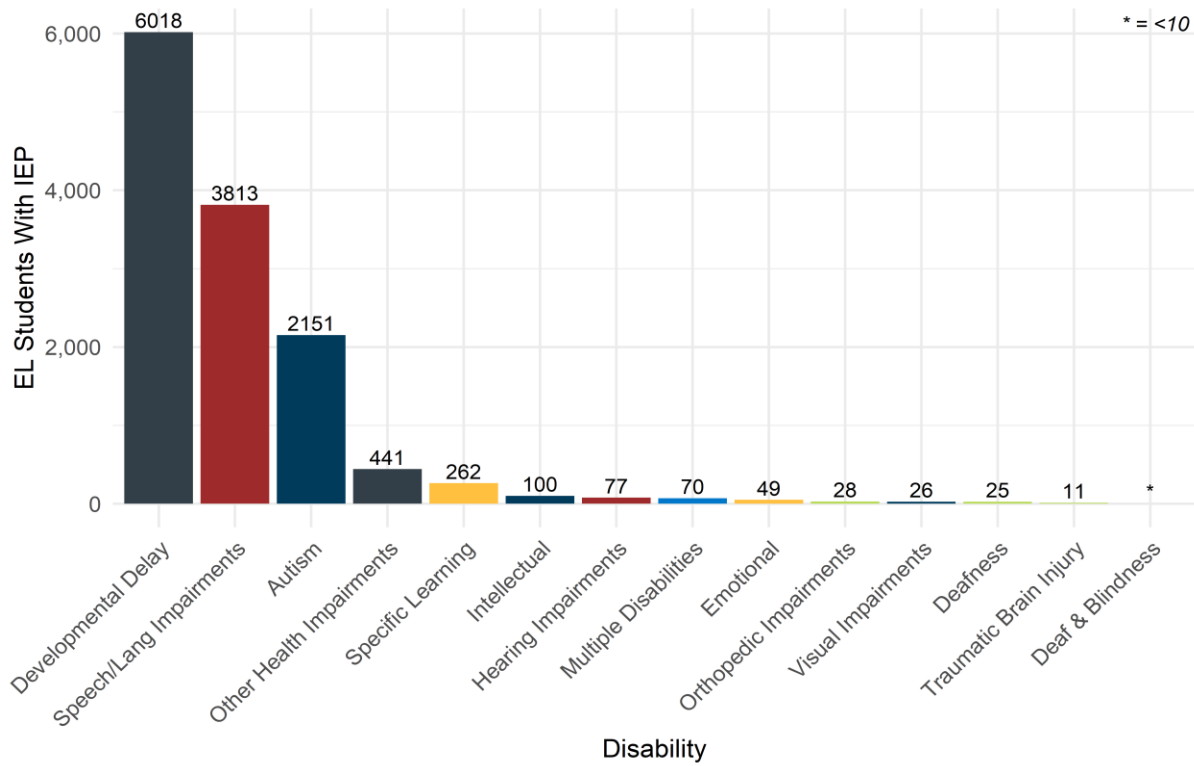


Figure 6-5: Disability Type for ELs: 3-5

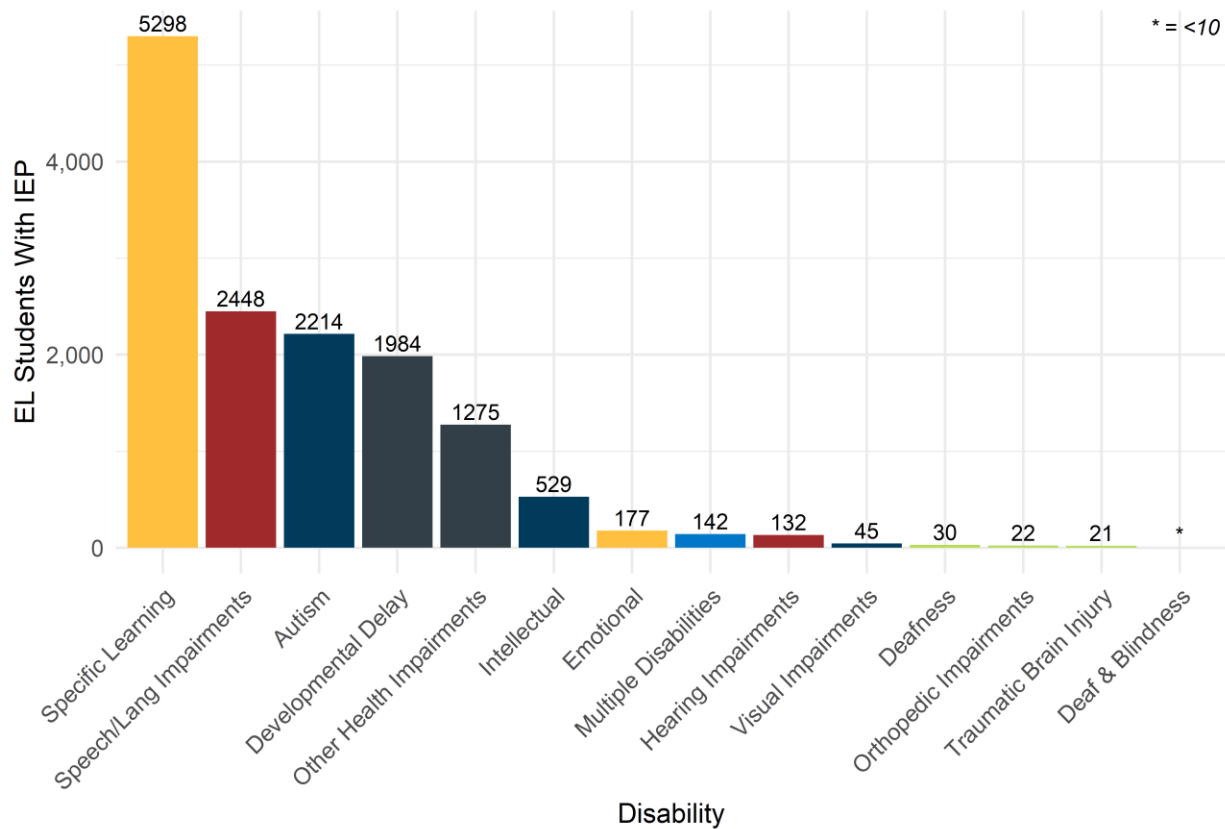


Figure 6-6: Disability Type for ELs: 6-8

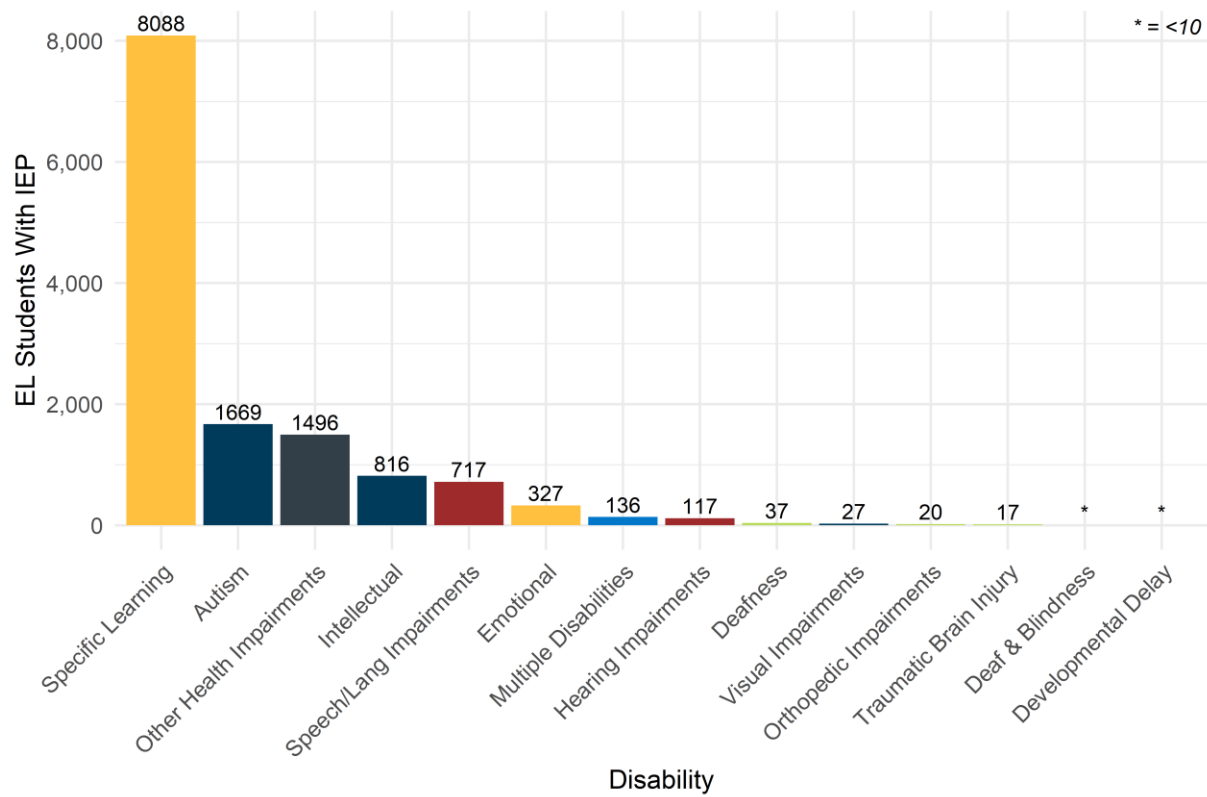
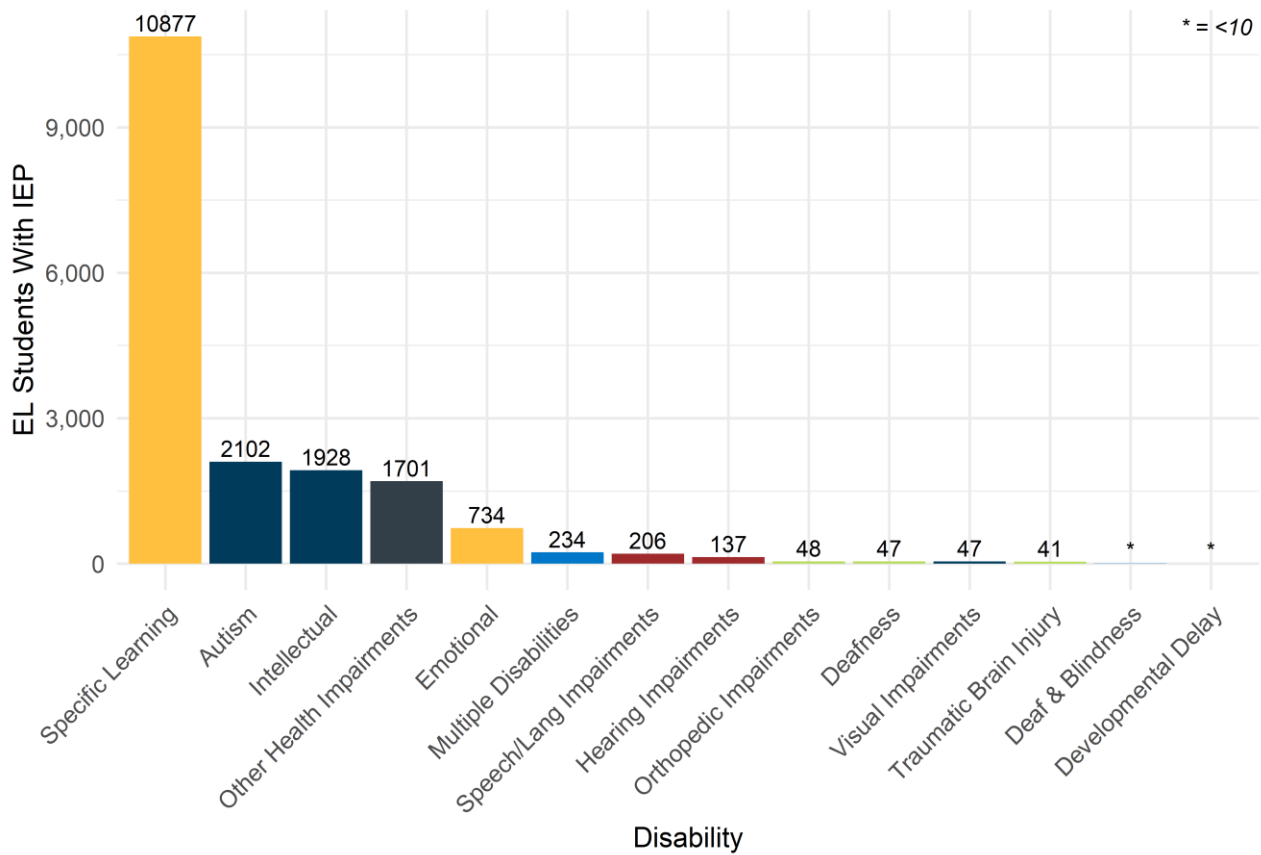


Figure 6-7: Disability Type for ELs: 9-12



Former ELs with an IEP by Disability Area

Of the 14 disability categories described in the previous section, former ELs are most likely to be diagnosed with a Specific Learning Disability with 1,378 out of 3,918 former ELs with an IEP, or 35%. A total of 680 former ELs are identified as having Other Health Impairment, or 17%; while 617 former ELs have a Speech/Language Impairment, or 16% of former ELs with an IEP.

Figure 6-8: Disability Type for Former ELs: K-2

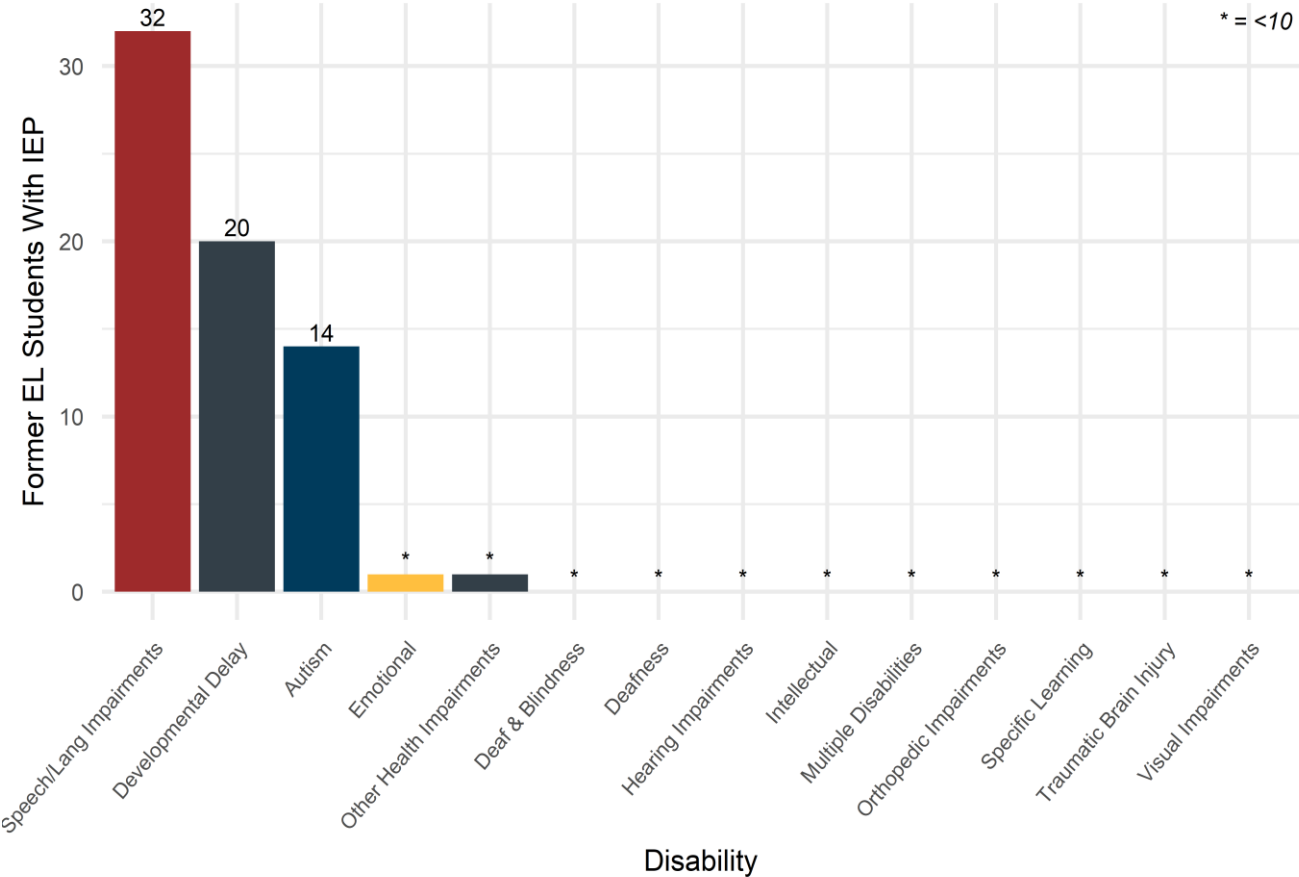


Figure 6-9: Disability Type for Former ELs: 3-5

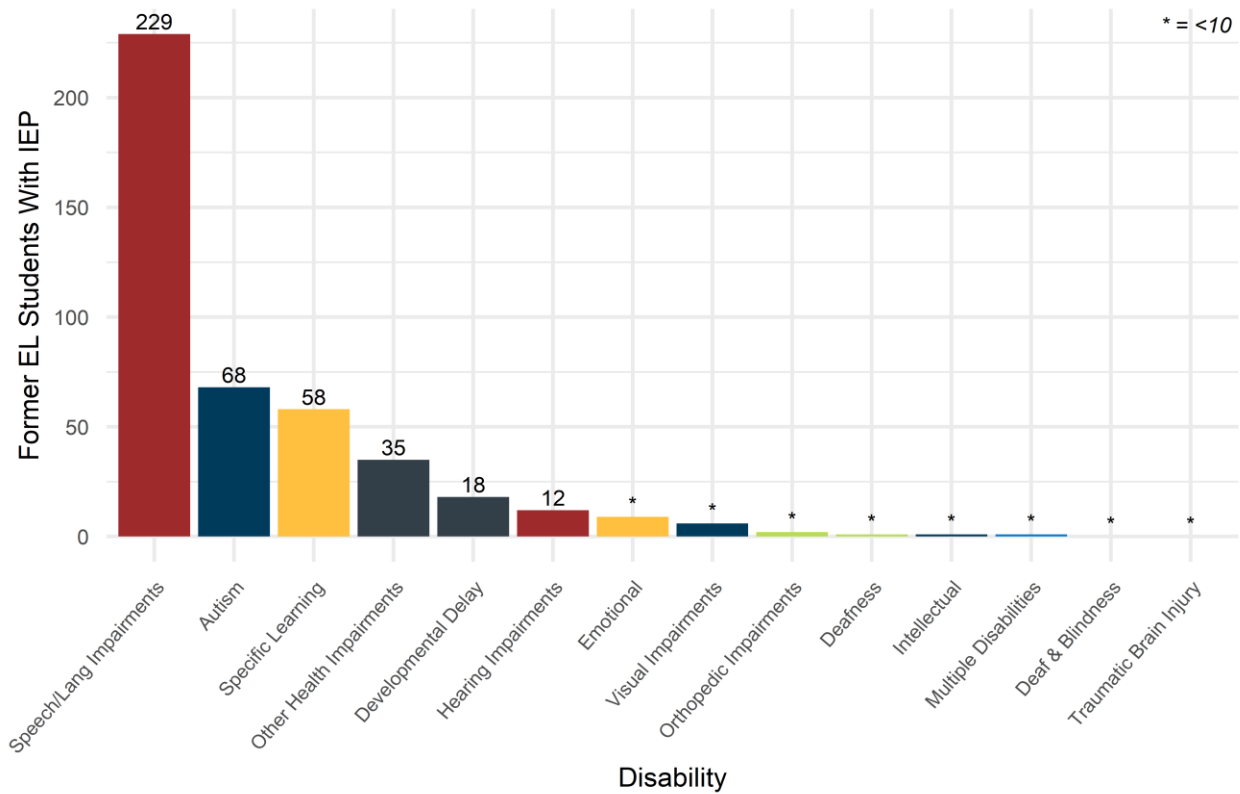


Figure 6-10: Disability Type for Former ELs: 6-8

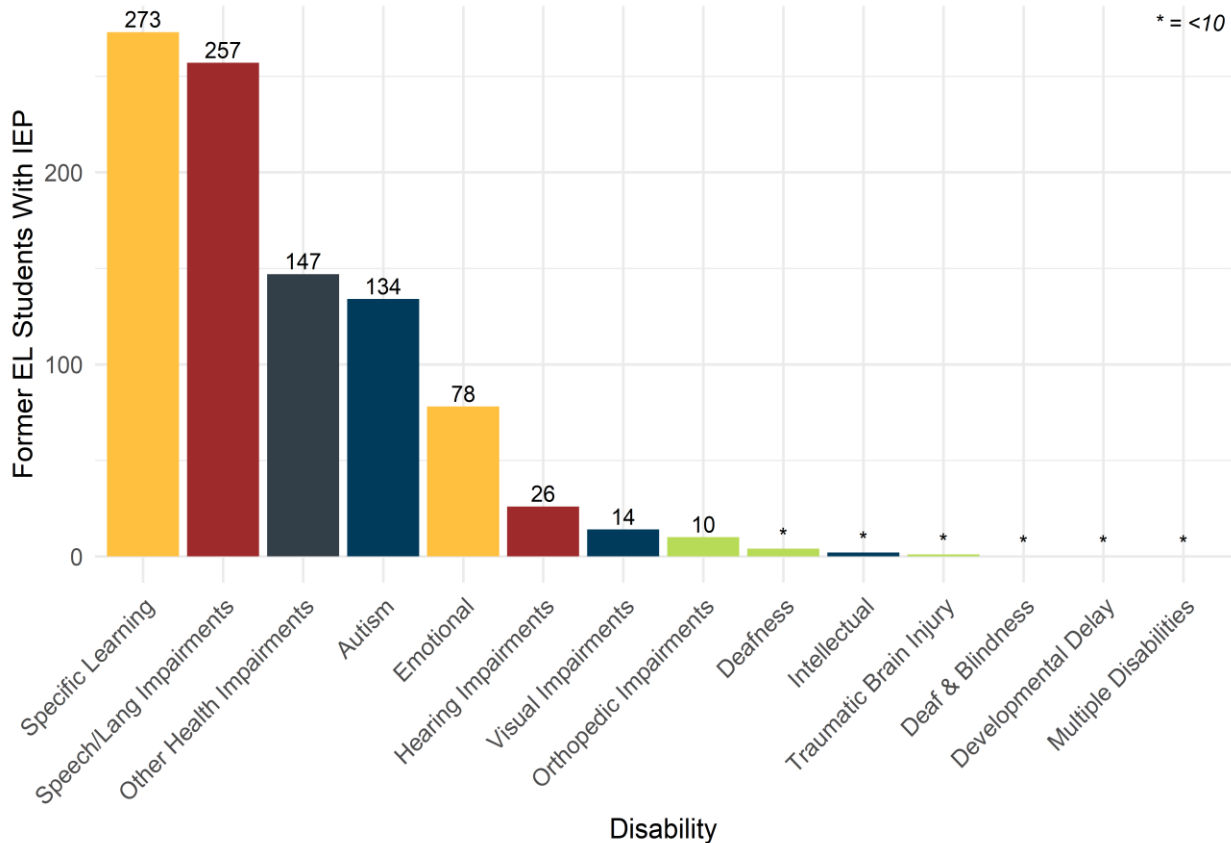
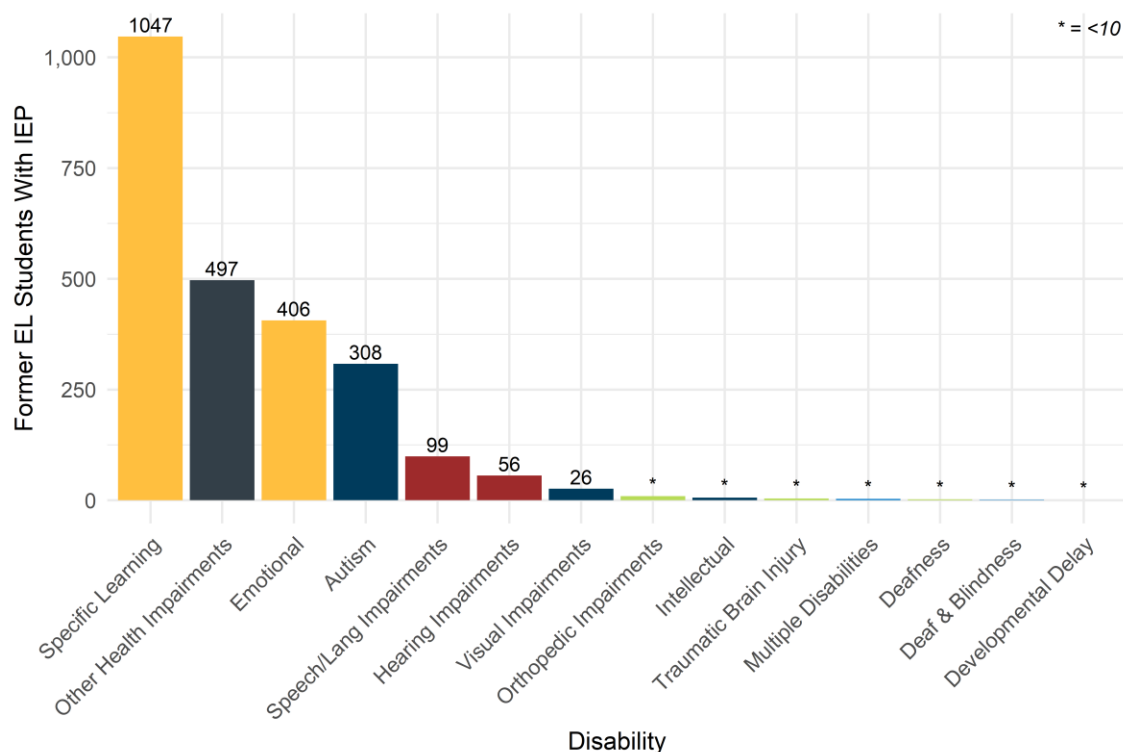


Figure 6-11: Disability Type for Former ELs: 9-12



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 to meet the needs of the students enrolled in their schools.

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

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

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

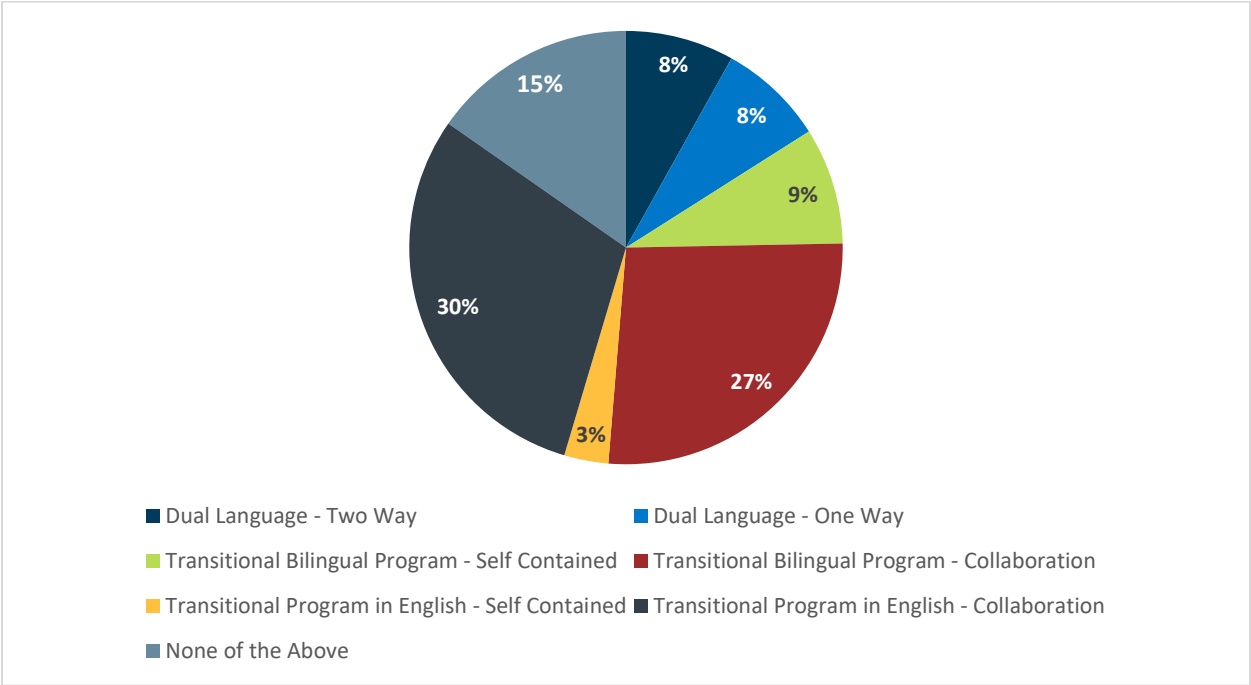


Figure 7-2: Percentage of Spanish-Speaking ELs in Each Instructional Design

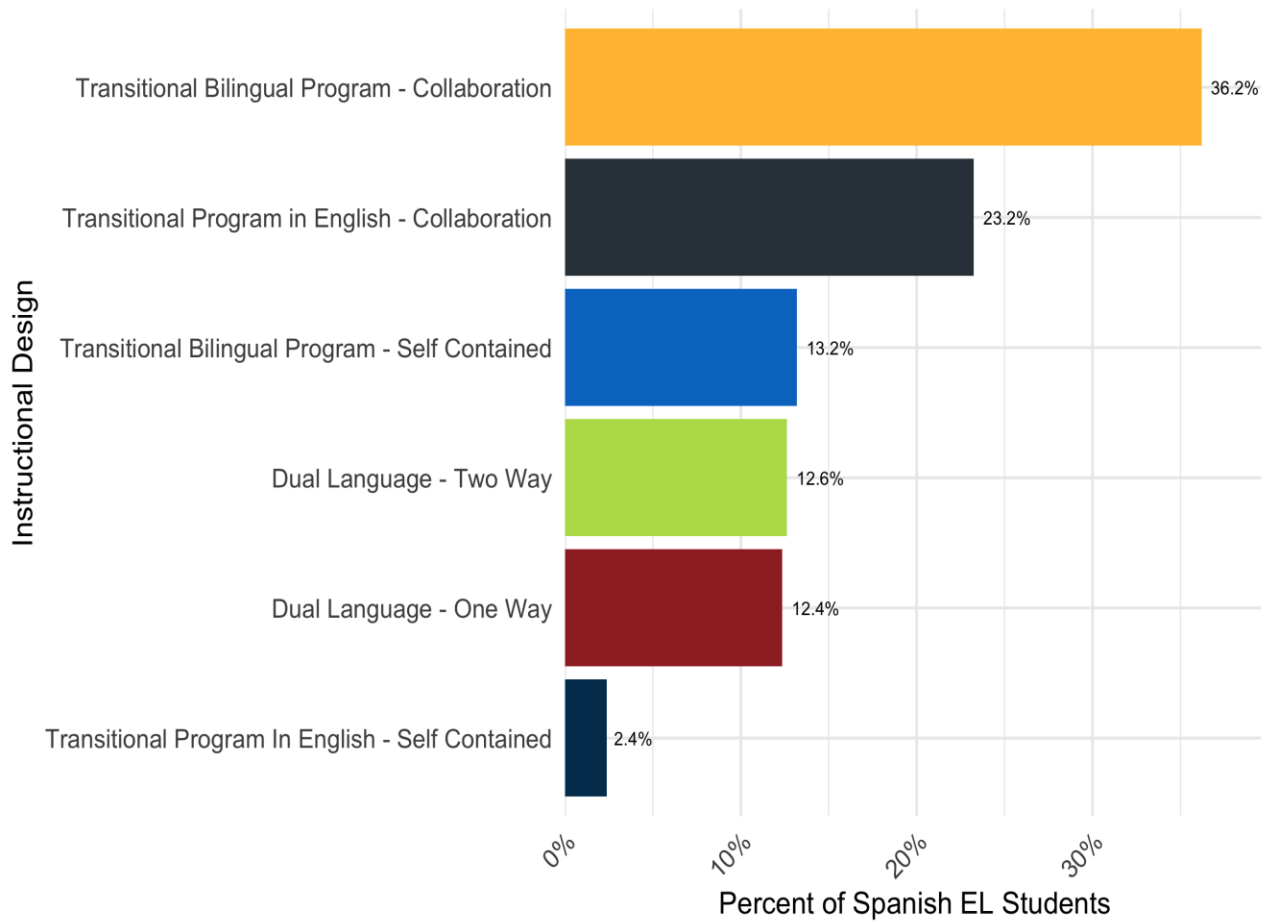
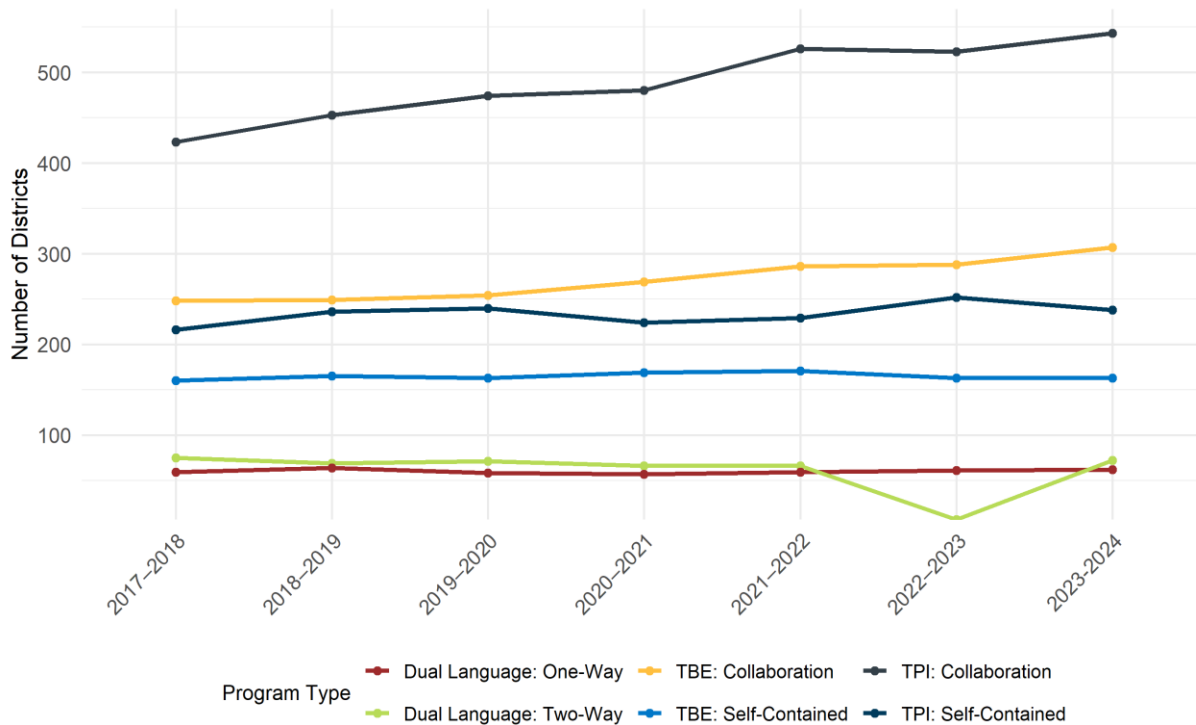


Figure 7-3: Trends of Instructional Design Type Implementation



Dual Language

Dual language (DL) programs can be either two-way or one-way models. The goal of both DL models is full bilingualism and biliteracy. DL programs serve a self-contained cohort of students with students starting at the earliest grades possible. While the majority of DL programs are offered at the elementary level, there are several districts in Illinois who now have dual language programming from kindergarten through high school. Both two-way and one-way program models include ELs with the same language background (who may have varying levels of English language proficiency) as well as heritage speakers of the non-English language; the two-way model also includes native English-speaking students.

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

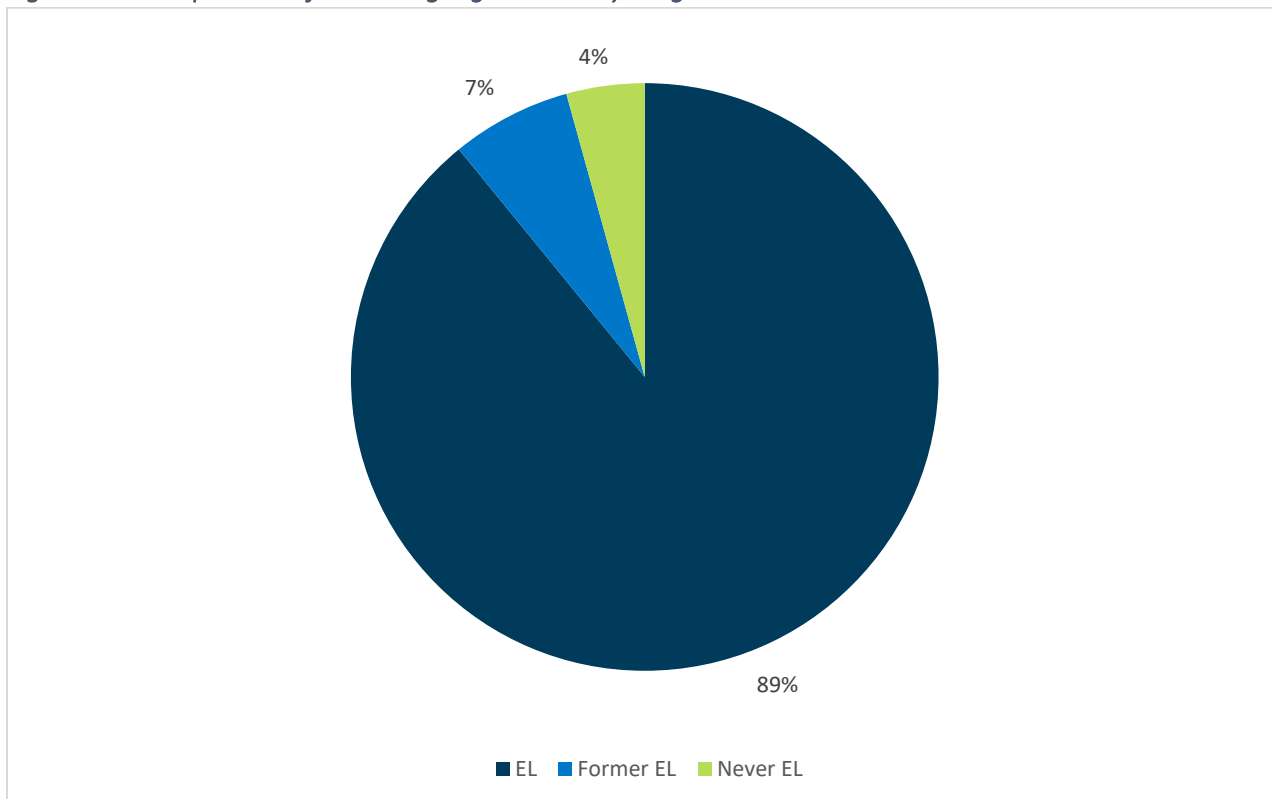


Figure 7-5: Composition of Dual Language: Two-Way Programs

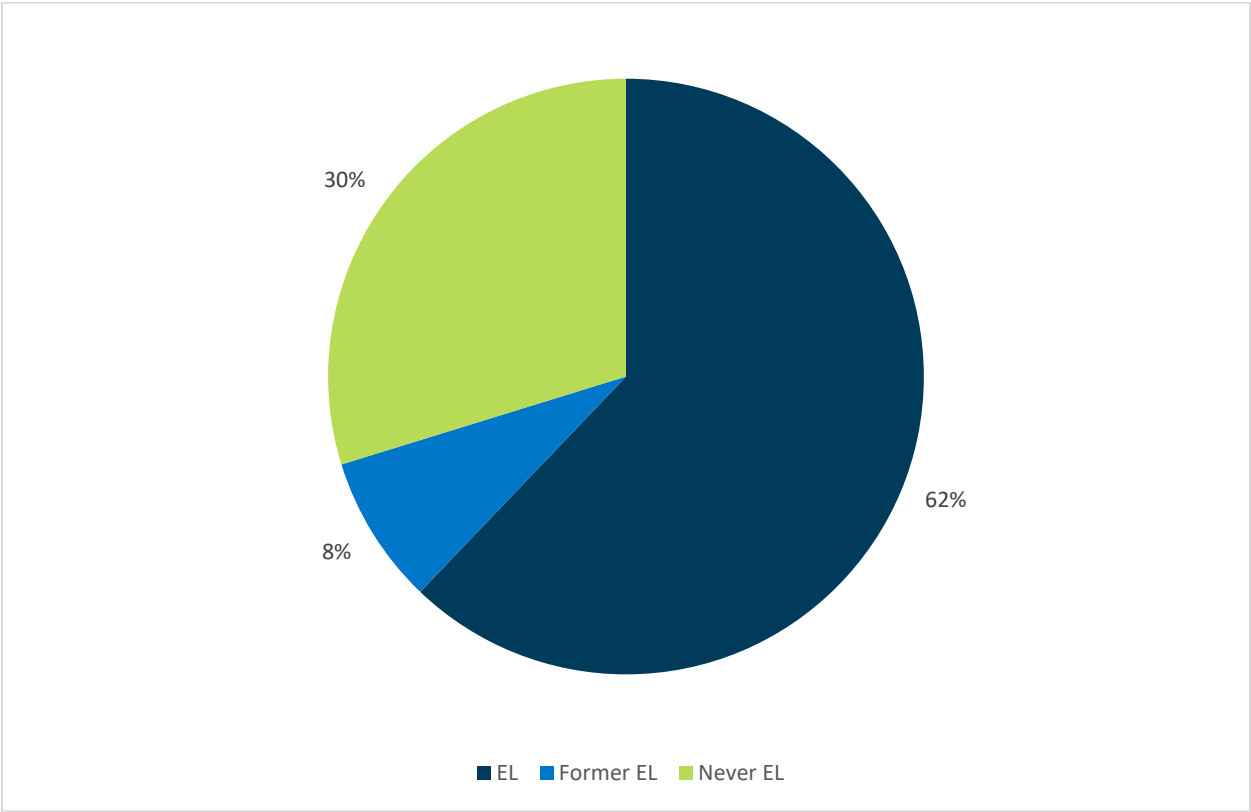
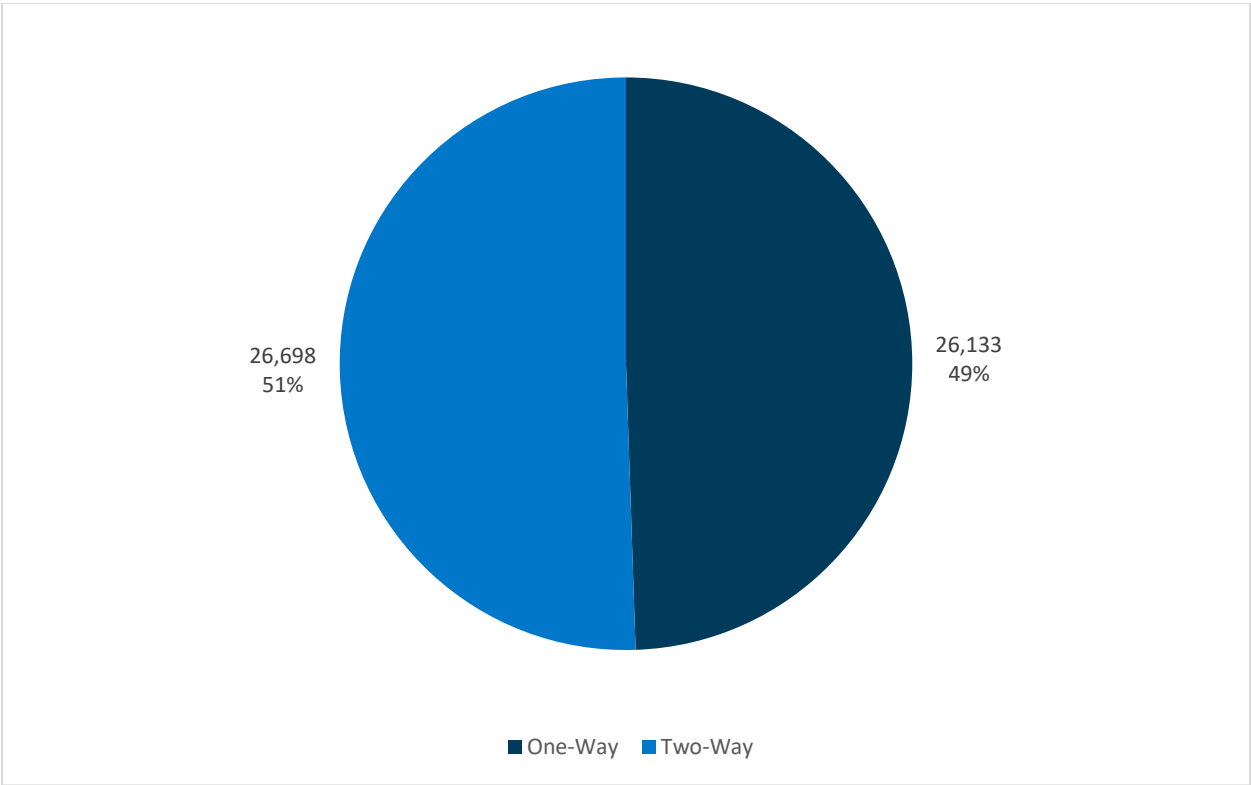


Figure 7-6: Dual Language Spanish Programs in Illinois: One-Way vs. Two-Way



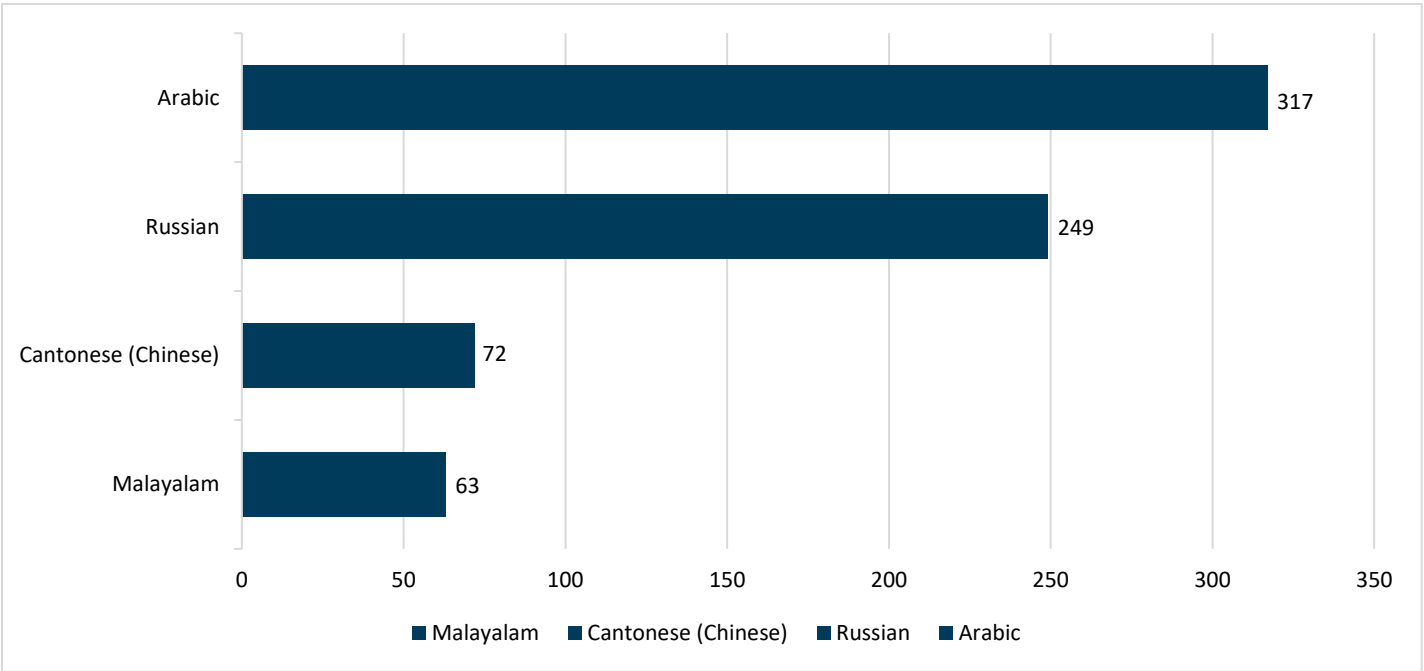
Transitional Bilingual Education Programs

Transitional Bilingual Education (TBE) programs are required in attendance centers that have 20 or more ELs of the same language background, but Local Education Agencies 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.

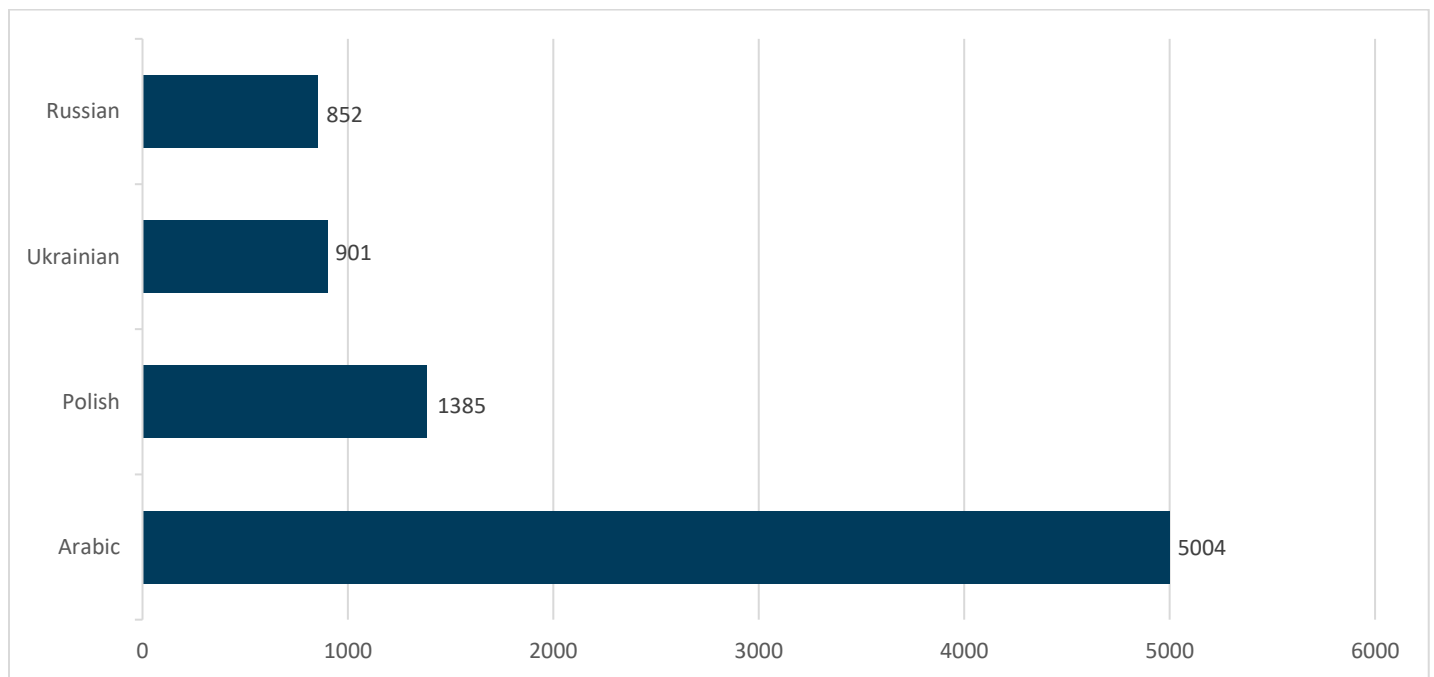
Figure 7-7: Top non-Spanish Languages by Number of ELs in TBE: Self-Contained Programs



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 both bilingual and ESL instruction as well as maintain a gradual shift to instruction in English as students’ English proficiency increases.

Figure 7-8: Top non-Spanish Languages by Number of ELs in TBE: Collaboration Programs



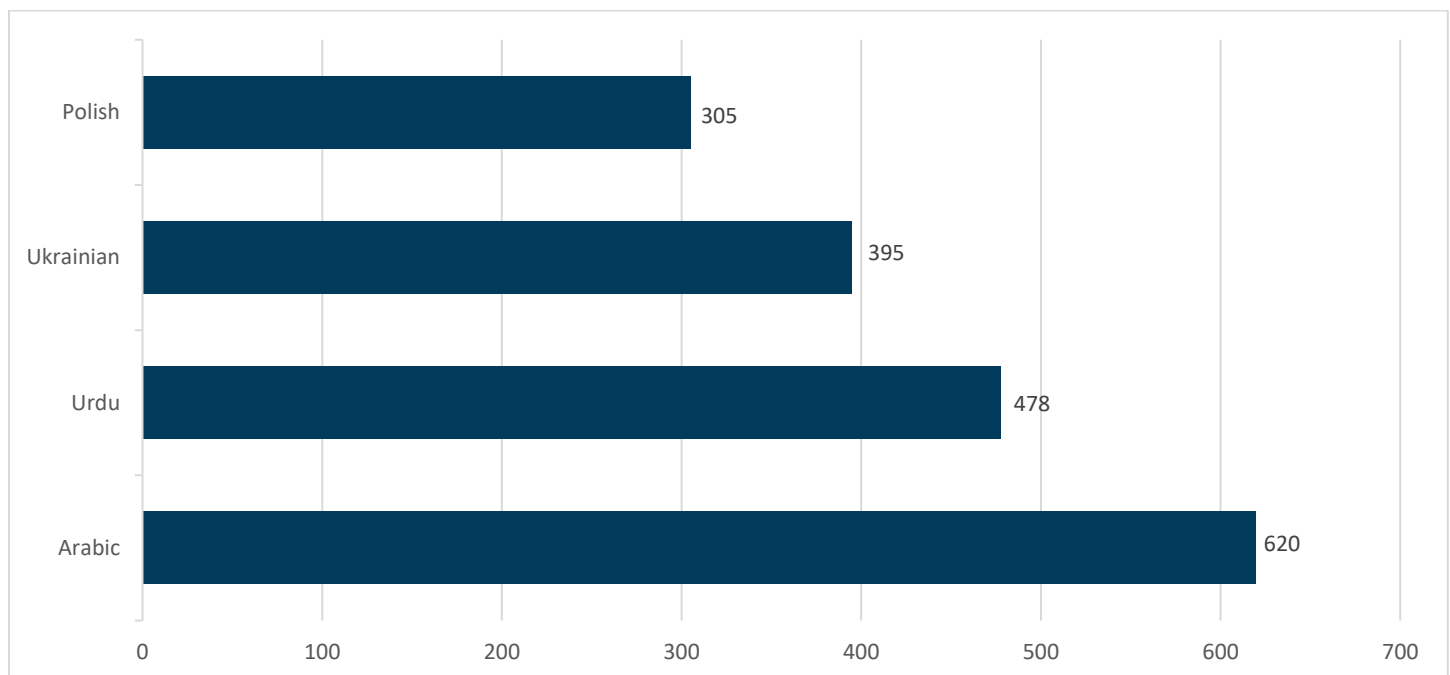
Transitional Programs of Instruction in English

Transitional Programs of Instruction (TPIs) 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.

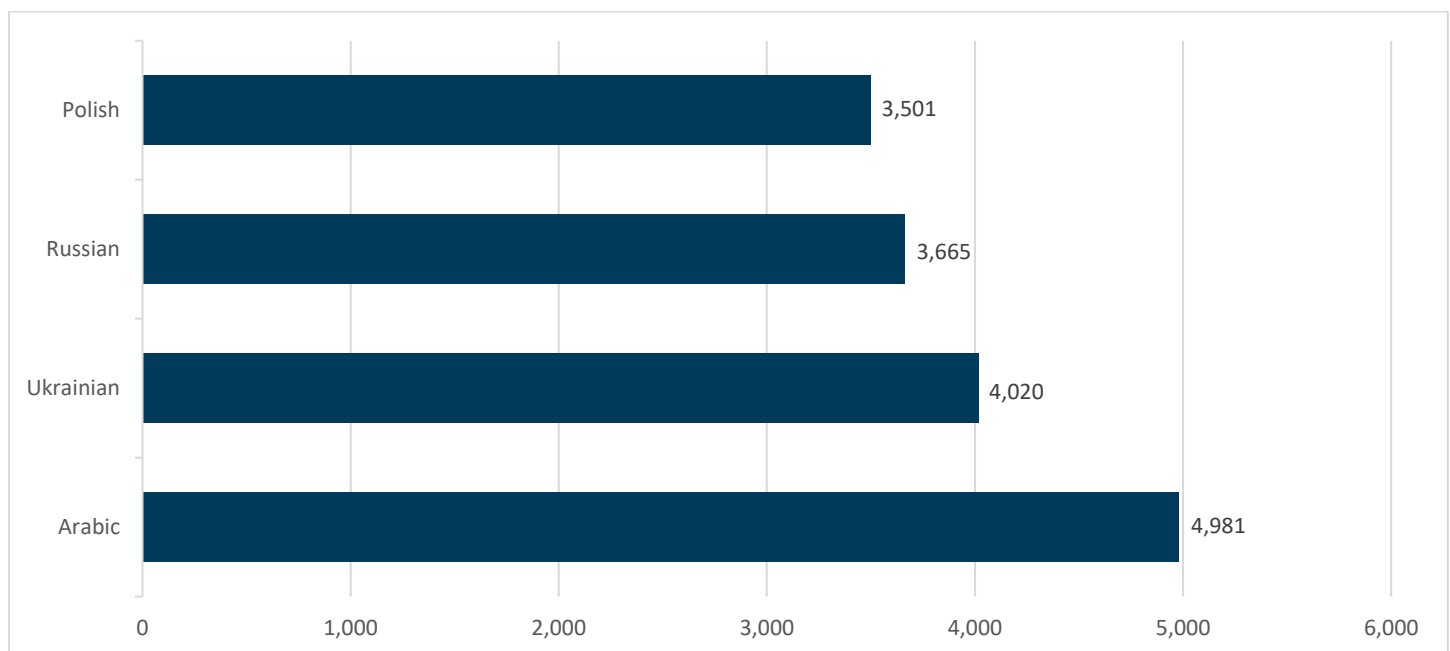
Figure 7-9: Top non-Spanish Languages by Number of ELs in TPI: Self-Contained Programs



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



SECTION 8: EL STUDENT PERFORMANCE ON ACCESS

The ACCESS for ELLs®, published by WIDA, is the English language proficiency assessment used in Illinois. English learners are required to take the ACCESS on an annual basis. The ACCESS is composed of four domains: reading, writing, listening, and speaking. The scores of each domain are combined to form an overall composite proficiency level (OCPL) for each student. The OCPL ranges from 1.0 to 6.0 with 0.1 increments. Students who attain an OCPL of 4.8 or above are reclassified as former ELs and are no longer required to take the ACCESS in future years; a little over 5.25 percent of ELs in SY 2024-25 met proficiency on the ACCESS. The majority of ELs fell into the proficiency level band of 3.0-3.9 with 95,971 students, or 35.23 percent. The Null category includes ELs who were not tested or did not have a valid ACCESS score; alternative ACCESS scores are not included in these counts.

For more detailed information, please see Table A-12 in the Appendix.

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

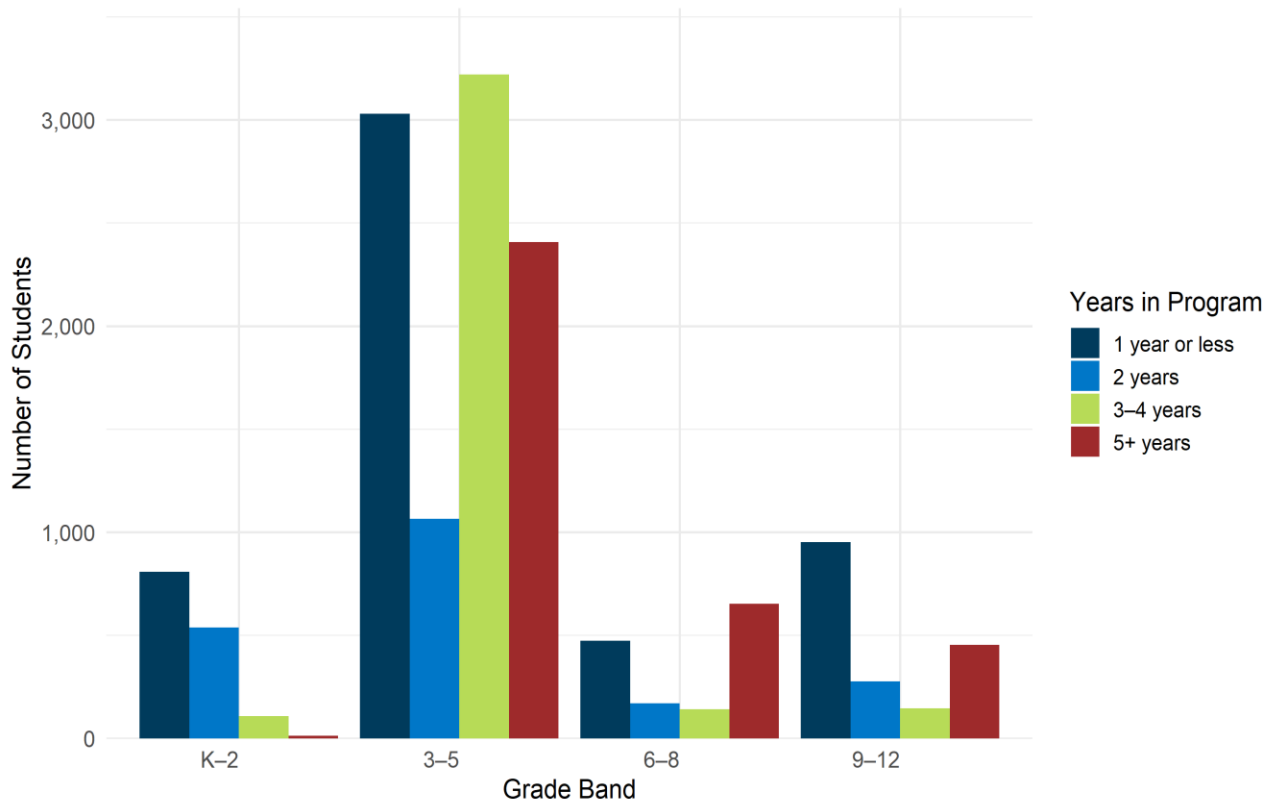
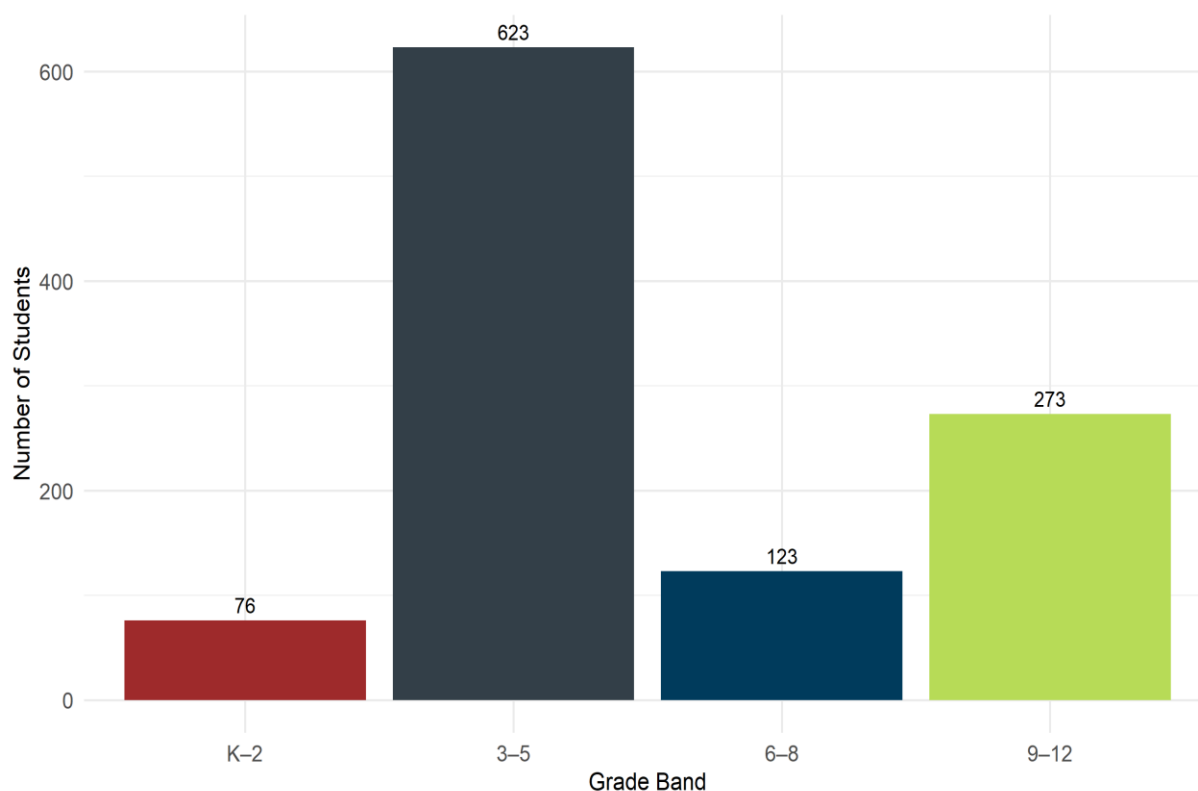


Figure 8-2: Number of ELs whose Parents Refused EL Services who Attained ELP by Grade Band



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

English learners are required to participate in the state academic assessments. The state English language arts (ELA) and math assessments are offered in Grades 3-8 (Illinois Assessment of Readiness [IAR]) and 11 (SAT). The Illinois Science Assessment (ISA) is offered in Grades 5, 8, and 11. A total of 12.8 percent of ELs met or exceeded standards on the ELA assessment, 8.76 percent of ELs met or exceeded standards on the math assessment, and 19.92 percent of ELs met or exceeded on the science assessment. This is compared to non-ELs meeting or exceeding at 33.66 percent for ELA, 28.88 percent for math, and 58.22 percent for science, respectively. In addition, 57.93 percent of former ELs met or exceeded on ELA, 40.57 percent on math, and 68.32 percent on science.

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-13 to A-15 in the Appendix.

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

Grade	3	4	5	6	7	8	11	Total
ELs	4,141	4,000	2,188	2,445	2,474	3,315	475	19,038
Long-Term ELs	44	272	170	797	932	1,206	56	3,477
Former ELs	1,307	2,496	4,979	7,383	7,080	8,578	5,703	37,526
Non-ELs	35,085	44,271	47,690	57,757	53,779	62,579	40,905	342,066
Grade Total	39,226	48,271	49,878	60,202	56,253	65,894	41,379	361,104

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

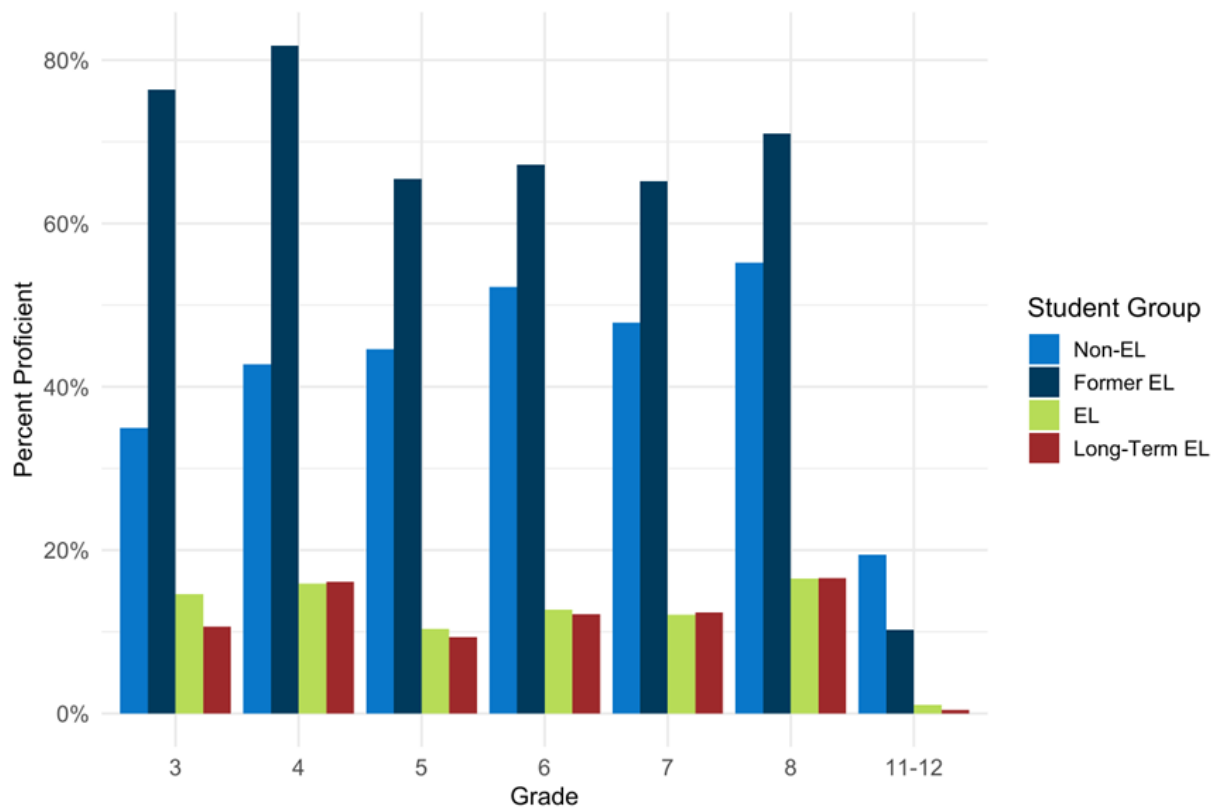


Table 9-2: Number of Students Meeting or Exceeding Math Standards

Grade	3	4	5	6	7	8	11	Total
ELs	5,261	2,837	1,321	733	1,181	1,102	608	13,003
Long-Term ELs	65	184	105	144	311	300	85	1,194
Former ELs	1,368	2,115	3,635	3,948	4,917	5,141	5,141	26,265
Non-ELs	37,919	33,666	32,860	31,197	36,609	35,630	34,147	242,029
Grade Total	43,180	36,503	34,181	31,930	37,790	36,732	34,716	255,032

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

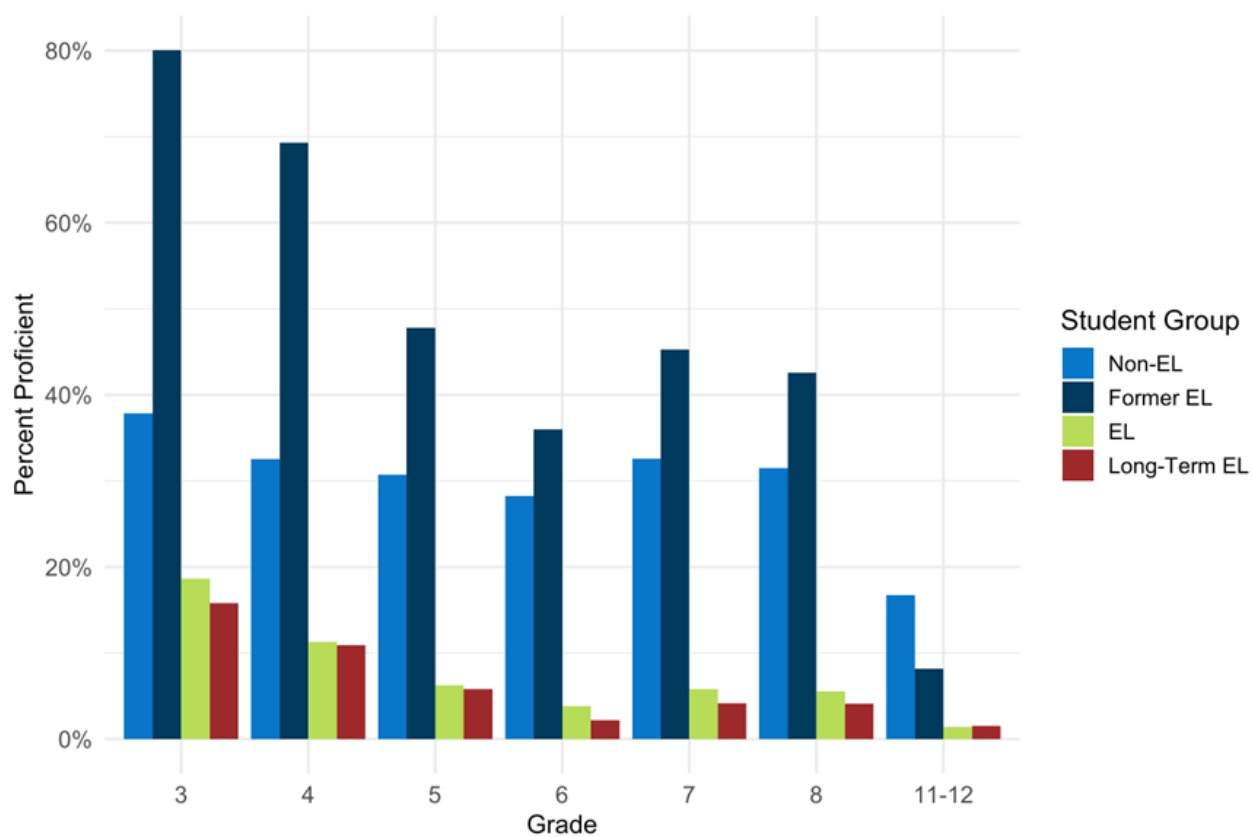
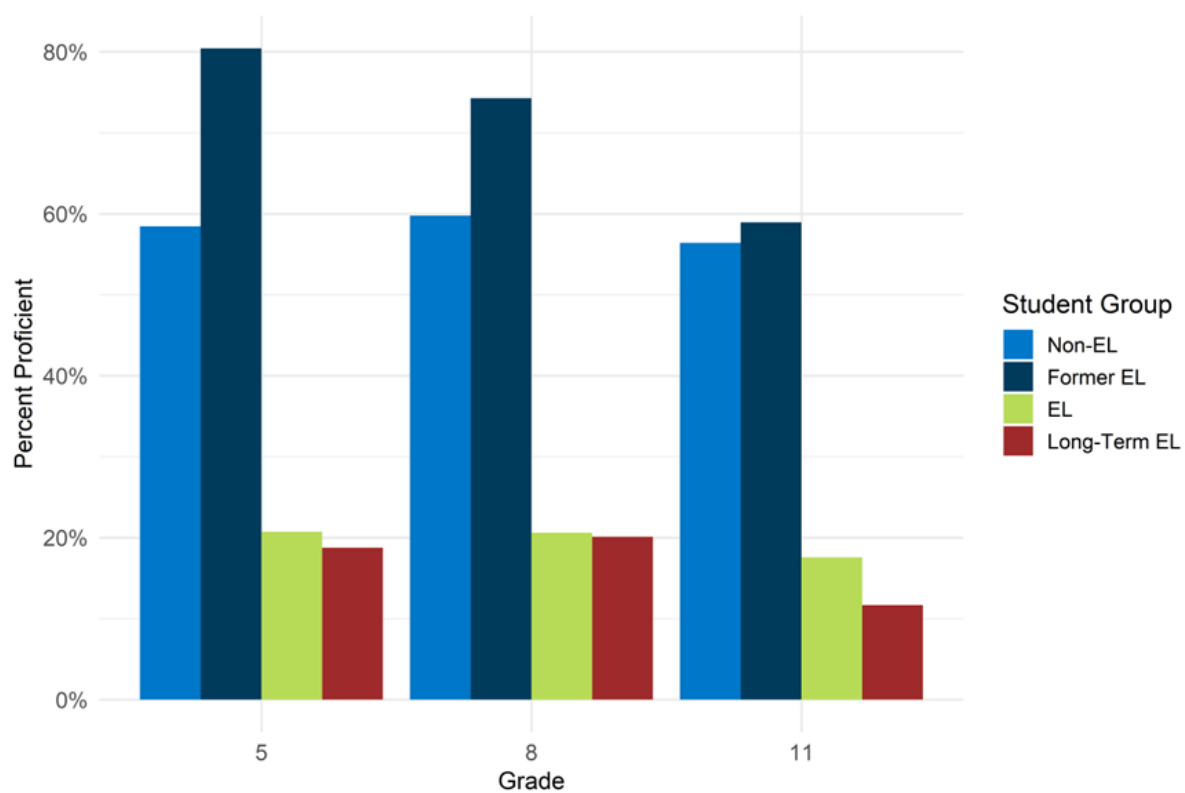


Table 9-3 Number of Students Meeting or Exceeding Science Standards

Grade	5	8	11	Total
ELs	4,365	4,090	2,290	10,745
Long-Term ELs	338	1,445	362	2,145
Former ELs	6,116	8,939	10,287	25,342
Non-ELs	62,280	67,370	61,625	191,275
Grade Total	66,645	71,460	63,915	202,020

Figure 9-3: Percent of Students Meeting or Exceeding Science Standards



SECTION 10: MIGRANT EDUCATION PROGRAM STUDENTS

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

For more detailed data, see Table A-16 in the Appendix.

Figure 10-1: Eligible Migratory Children and Youth

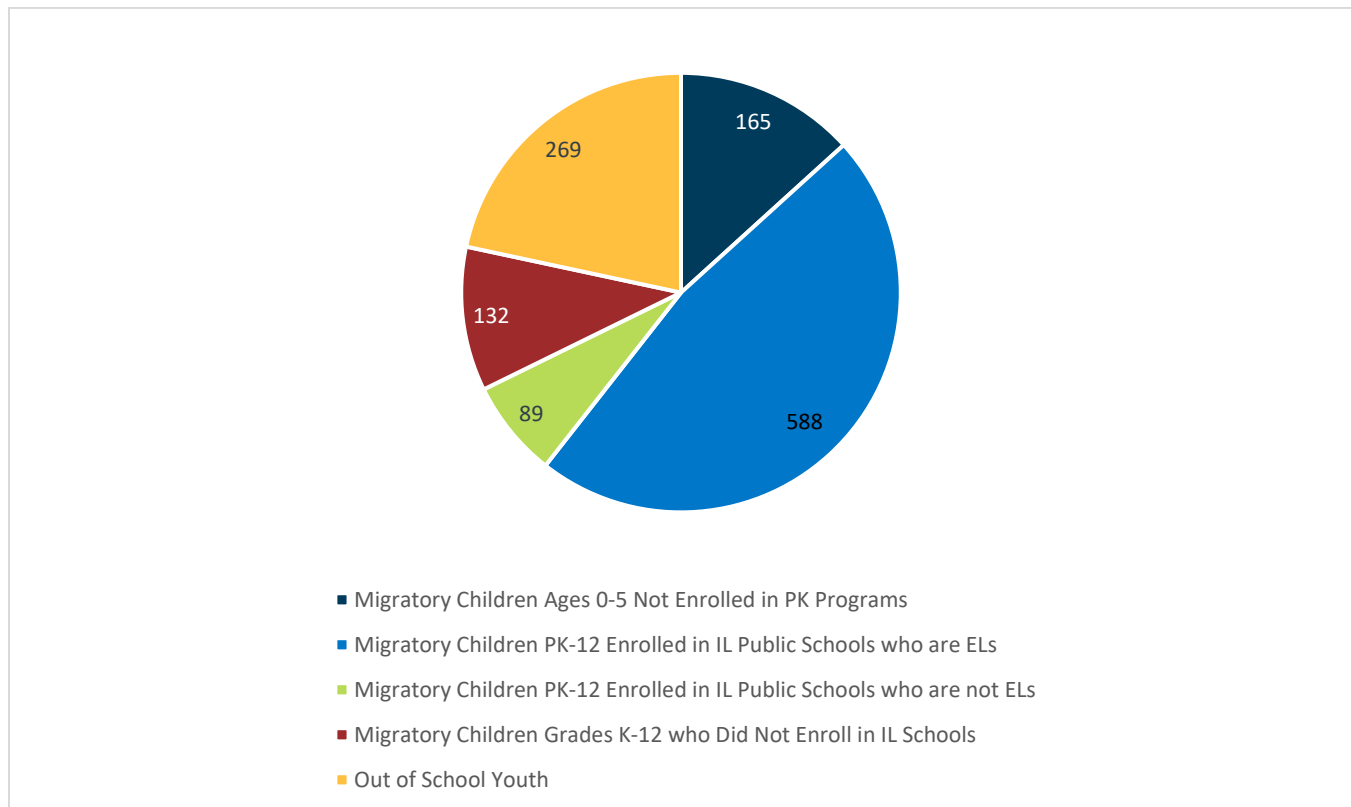
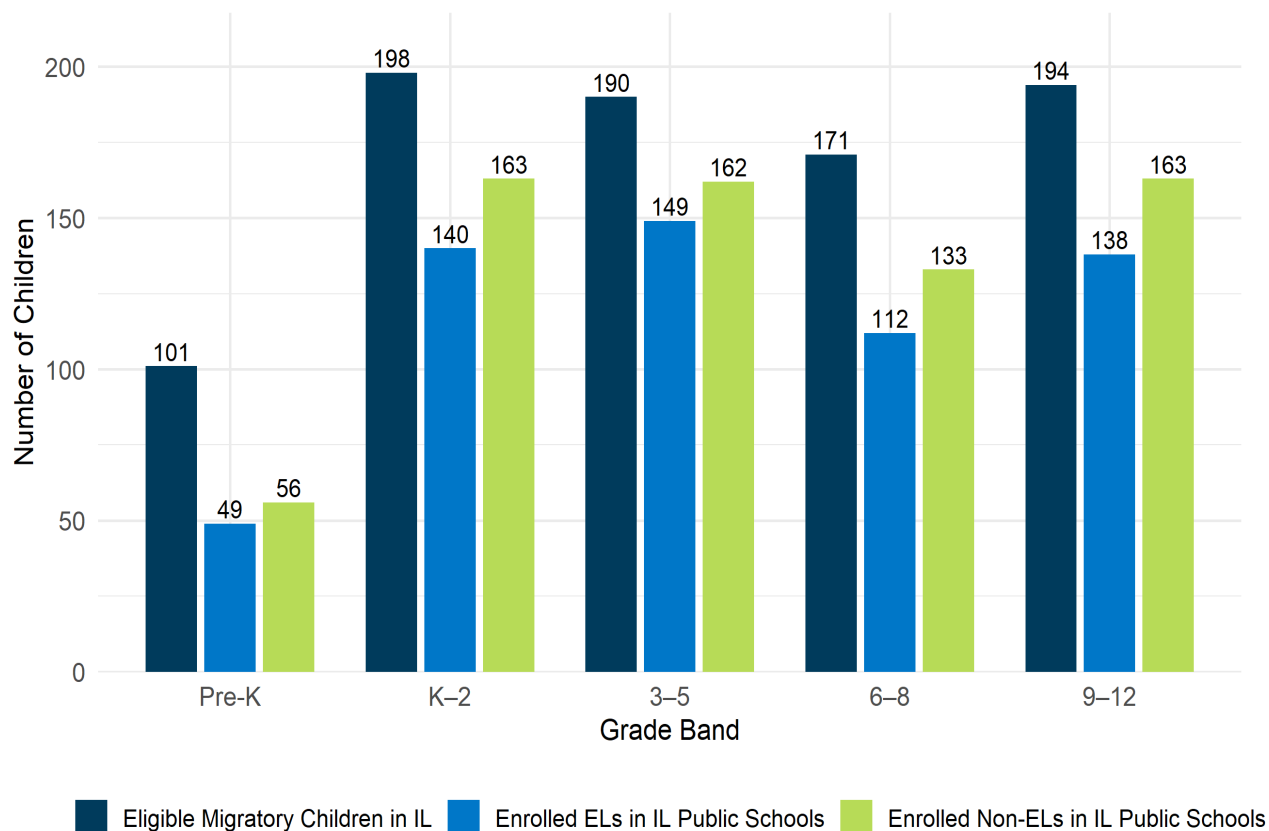


Figure 10-2: Eligible Migratory Children by Grade in FY 2023

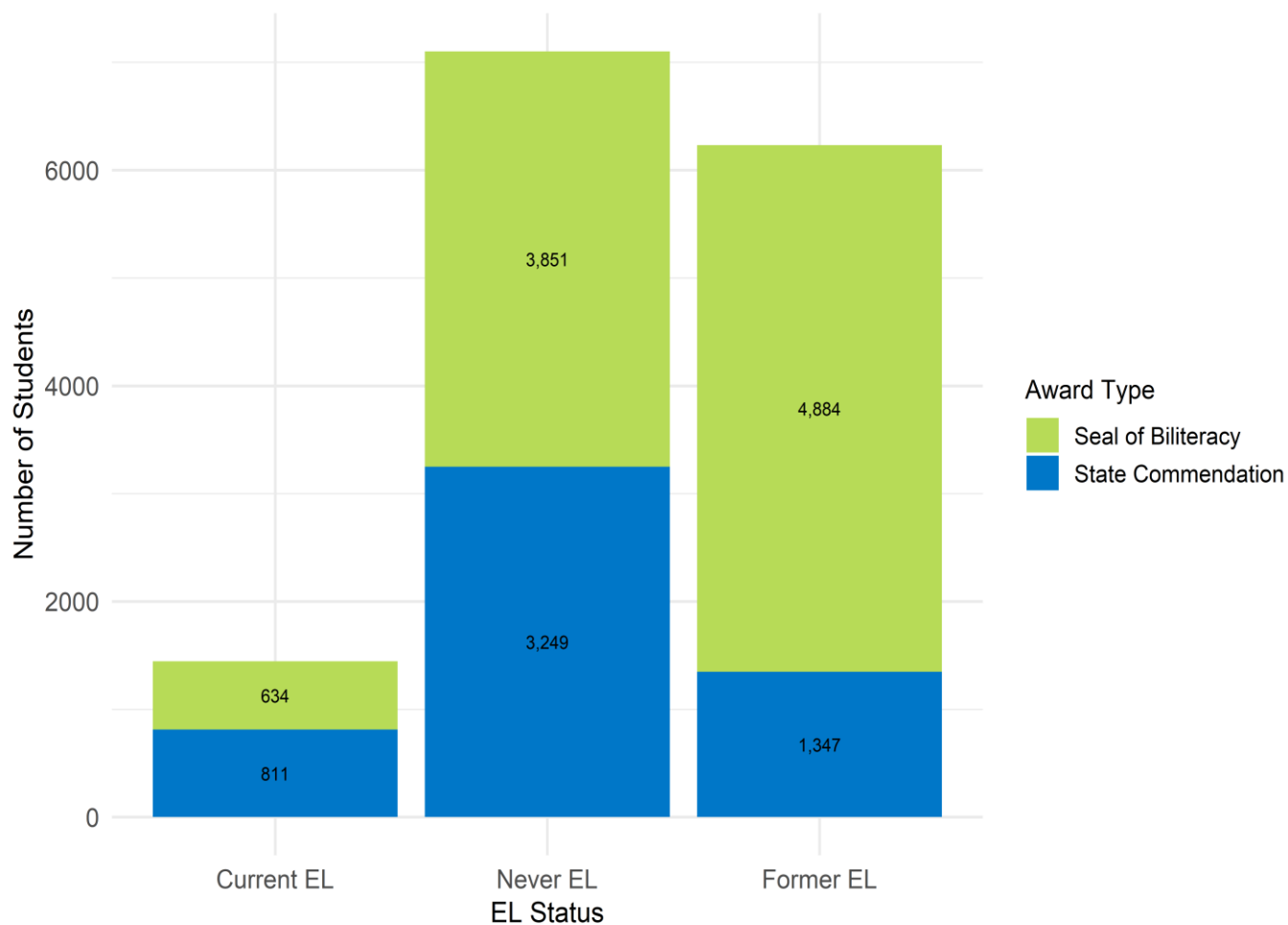


SECTION 11: ENGLISH LEARNER PARTICIPATION IN THE ILLINOIS STATE SEAL OF BILITERACY PROGRAM

The Illinois State Seal of Biliteracy is a graduation award for students who demonstrate a high level of proficiency in English and one or more other languages. Students who earn the Seal of Biliteracy receive a designation on both their diploma and their transcript. In addition, all public universities and community colleges in Illinois award world language credit for the Seal. The Illinois State Commendation towards Biliteracy is a graduation award for students who demonstrate a moderate level of proficiency in English and one or more other languages. In FY 2024, there were 634 current ELs who received the Seal of Biliteracy and 811 who received the State Commendation. A total of 3,851 students who were never EL received the Seal of Biliteracy and 3,249 received the State Commendation. Students who were former EL, 4,884 received the Seal of Biliteracy and 1,347 received the State Commendation.

For more detailed data, see Table A-17 in the Appendix.

Figure 11-1: EL Students who Earned the Illinois State Seal of Biliteracy or the Illinois State Commendation Towards Biliteracy in FY 2023



SECTION 12: ENGLISH LEARNER PARTICIPATION IN CAREER AND TECHNICAL EDUCATION

English learner students are a subgroup participating in Career and Technical Education (CTE) programming in high school districts across Illinois. In 2023-24, 35,836 ELs participated in CTE programming across all clusters. A total of 9,970 ELs are considered to be “CTE concentrators.” A CTE concentrator is a student who has completed at least two courses in groups 2-5 within a program, meaning they have gone beyond introductory courses, and the rigor and depth of content is incrementally increasing. Within the CTE clusters, the cluster with the highest participation of ELs is “Business, Management and Administration” with 11,605 EL participants. The cluster with the highest number of CTE concentrators is the “Human Services” cluster with 2,483 ELs completing higher-level courses.

For more detailed data, please see Table A-18 in the Appendix.

Figure 12-1: Total EL Participation and Concentrators in Career and Technical Education Program in FY 2023

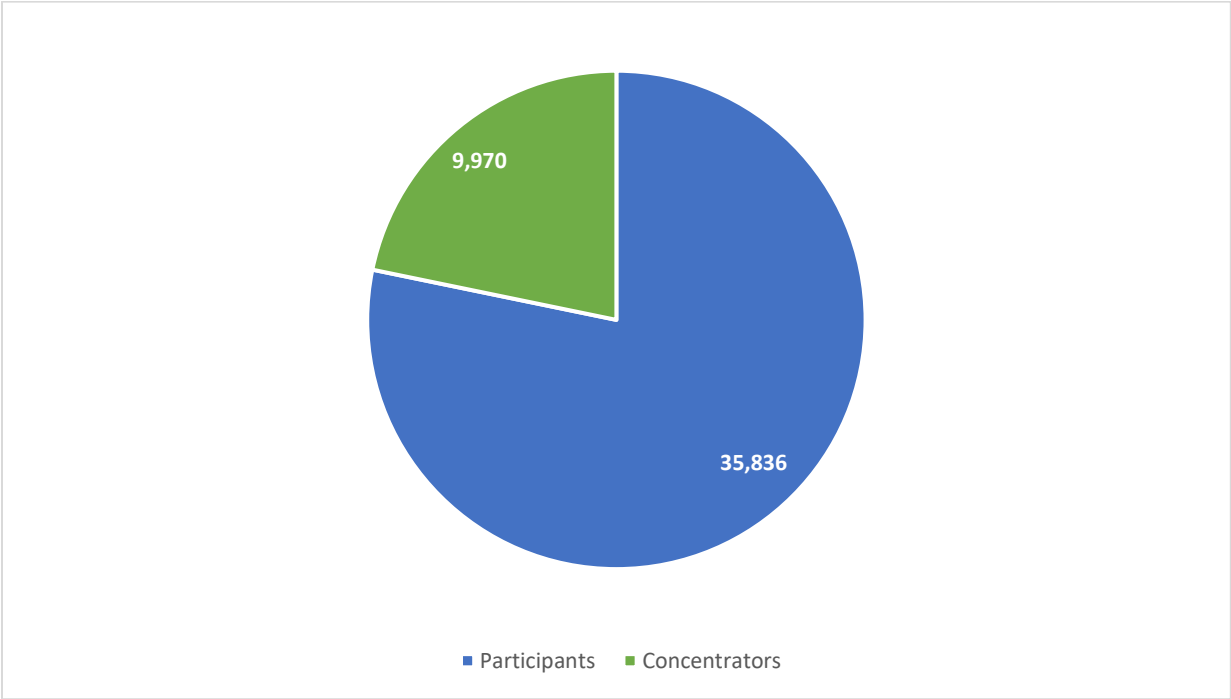


Figure 12-2: Top 5 CTE Career Clusters for ELs in FY 2023

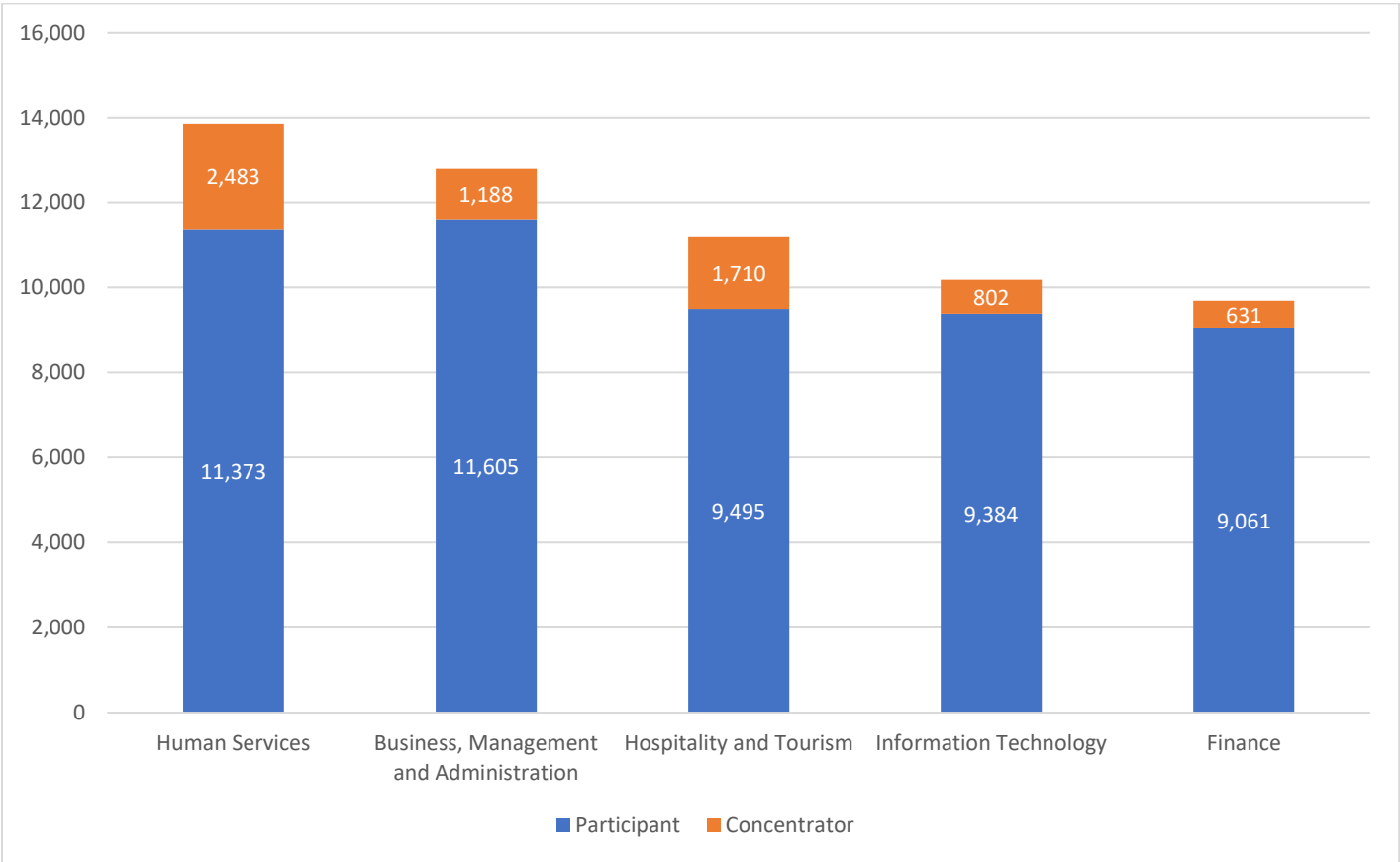
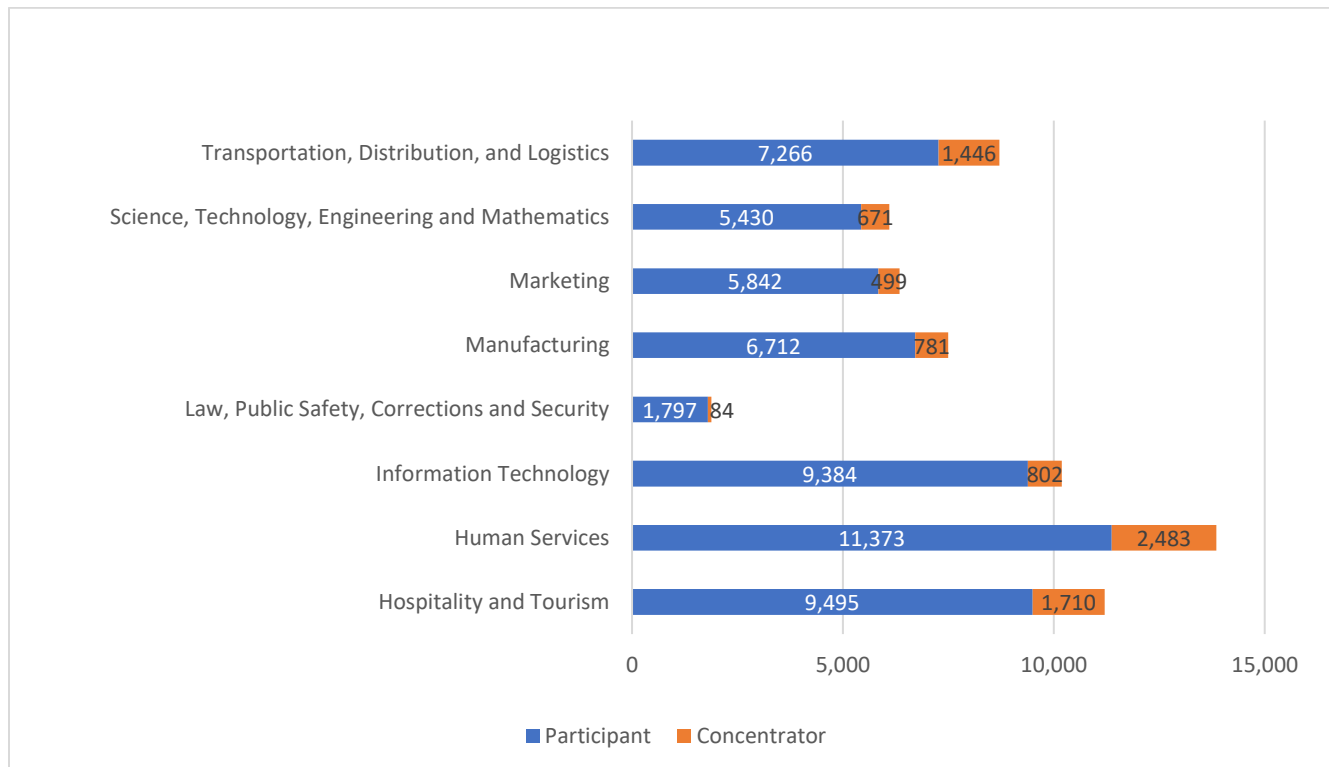
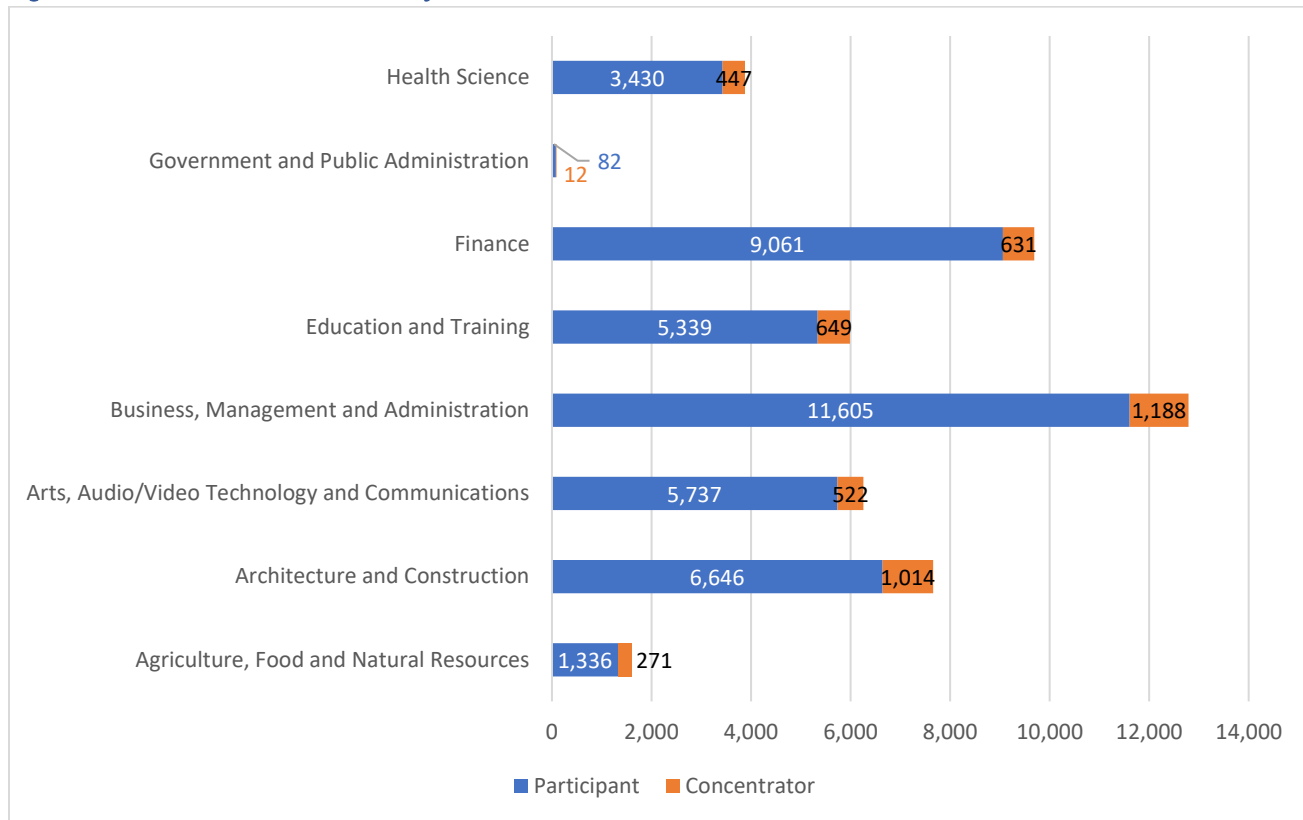


Figure 12-3: All CTE Career Clusters for ELs in FY 2023



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 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 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 in comparison with those students who are not EL. This does not take into account the fact that the population of students designated as EL is constantly changing. Every year, 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 overall 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 must be continued and supported.

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. Supports for Regional Offices for Education also need to be enhanced to enable them to support districts within their region through professional development and instructional supports.

Additional funding for districts must 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 must be increased. Allocations to Illinois have remained flat or decreased overall during the past decade 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, math, and science 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 at the high school level 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, related supports, and are provided with meaningful access to college-preparatory and/or career-preparatory classes.

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 2023-24 school year again 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; bilingual social workers, bilingual counselors, and additional staff can help meet their academic needs. Collaboration among state agencies and community-based organizations is another factor that should be considered.

Dually Identified ELs

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

Table A-9 shows that about 20 percent of ELs in Illinois (one in every five) have an IEP. The 2024 Illinois Report Card shows that 16 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 2023-24

Program	District Count		EL Placement	
	Districts w/ EL programs	EL District %	EL Placements	EL Placement %
TBE Full Time	300	34.21	159,684	47.96
TBE Part Time	366	41.73	80,180	24.08
TPI	607	69.21	67,930	20.40
Parental Refusal	361	41.16	17,385	5.22
No Services Provided	617	70.35	10,476	3.15
Note: An individual district may offer multiple programs.				

Table A-2: Number and Percentage of Teachers with Endorsements to Support ELs: SY 2023-24

Endorsements		All Districts	Title III-Funded Districts	Non-Title III-Funded Districts	Both*
PEL + ESL and Bilingual Endorsement	Group Count	6,802	6,642	159	1
	Total Teachers	30,265	27,934	2,321	10
	%	22.47%	23.78%	6.85%	10%
PEL + Bilingual (all languages)	Group Count	1,236	1,212	24	0
	Total Teachers	30,265	27,934	2,321	10
	%	4.08%	4.34%	1.03%	0
PEL + ESL Endorsement	Group Count	20,972	18,869	2,095	8
	Total Teachers	30,265	27,934	2,321	10
	%	96.29%	67.55%	90.26%	80%
ELS-TBE	Group Count	1,003	960	42	1
	Total Teachers	30,265	27,934	2,321	11
	%	3.31%	3.44%	1.81%	10%
ELS-VIT	Group Count	252	251	1	0
	Total Teachers	30,265	27,934	2,321	10
	%	0.83%	0.9%	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 of EL Students by County: SY 2023-24

Number of ELs by County		* = <10	
County Name	EL #	County Name	EL #
Adams	70	Lawrence	*
Alexander	*	Lee	124
Bond	*	Livingston	143
Boone	2,421	Logan	19
Brown	11	Macon	426
Bureau	376	Macoupin	18
Calhoun	*	Madison	1,819
Carroll	28	Marion	59
Cass	924	Marshall	*
Champaign	3,941	Mason	*
Christian	17	Massac	26
City of Chicago	96,622	McDonough	45
Clark	20	McHenry	6,975
Clay	16	McLean	1,831
Clinton	154	Menard	*
Coles	144	Mercer	*
Cook	82,716	Monroe	23
Crawford	*	Montgomery	16
Cumberland	*	Morgan	162
Dekalb	1,751	Moultrie	*
Dewitt	49	Ogle	674
Douglas	246	Peoria	1,978
DuPage	27,614	Perry	13
Edgar	13	Piatt	18
Edwards	*	Pike	29
Effingham	141	Pope	*
Fayette	11	Pulaski	*
Ford	83	Putnam	34
Franklin	28	Randolph	109
Fulton	29	Richland	30
Gallatin	*	Rock Island	3,647
Greene	*	Saint Clair	719
Grundy	734	Saline	15
Hamilton	*	Sangamon	629
Hancock	34	Schuyler	60
Hardin	*	Scott	*
Henderson	*	Shelby	*
Henry	221	Stark	*
Iroquois	132	Stephenson	484
Jackson	466	Tazewell	229
Jasper	*	Union	126
Jefferson	51	Vermilion	252
Jersey	15	Wabash	18
Jo Daviess	106	Warren	424
Johnson	*	Washington	14

Kane	35,270	Wayne	*
Kankakee	1,719	White	17
Kendall	3,774	Whiteside	338
		TOTAL	292,379

Table A-4: Number of Native Languages Spoken by EL Students SY 2023-24

Number of Languages Spoken by ELs		* = <10			
Language	#	Language	#	Language	#
Achi	*	Grebo	*	Nepali (Nepalese)	385
Afar	*	Greek	351	Ngam (Ngama)	*
Afrikaans (Taal)	54	Gujarati	2,887	Nigerian Pidgin	*
Akan (Fante/Asante/Twi)	384	Guyanese	*	Norwegian	*
Albanian/Gheg(Kosovo/Macedon)	542	Hainanese (Chinese)	*	Okphela/Ivbie North-Okpela-Arh	*
Albanian/Tosk (Albania)	404	Haitian-Creole	461	Oneida	*
Algonquin	*	Hakka (Chinese)	*	Oriya (Odia)	49
Amazigh	31	Hausa	71	Oromo (Borana-Arsi-Guji)	*
American Sign Language	16	Hawaiian	*	Oromo (Eastern)	20
Amharic	347	Hebrew	127	Oshiwambo	*
Apache	*	Hindi	1,818	Oulof (Wolof)	41
Arabic	11,766	Hmong	30	Palauan	*
Armenian	46	Hungarian	49	Pampangan	*
Assamese	*	Ibo/Igbo	231	Panjabi (Punjabi)	408
Assyrian (Syriac/Aramaic)	828	Icelandic	*	Pashto (Pushto)	698
Awakateko (Aguacatec Qa'yol)	*	Igala	*	Pilipino (Tagalog)	2,453
Azerbaijani (North Azerbaijan)	11	Ilocano	32	Pima	*
Bagheli	13	Ilonggo (Hiligaynon)	52	Pohnpeian	*
Balinese	*	Indonesian	63	Polish	6,308
Balochi (Eastern)	*	Isoko	*	Poqomchi	*
Balochi (Southern)	*	Italian	234	Portuguese	684
Bambara	13	Ixil	*	Purepecha	*
Bangala	22	Jamaican English Creole	89	Q'anjob'al (Kanjobal)	405
Bangolan	*	Japanese	797	Q'eqchi'	136
Bassa	*	K'iche' or Quiche	86	Quechua	28
Belize Kriol English	13	Kabiyè (Kabye)	*	Rawang	*
Bemba	14	Kache (Kaje/Jju)	*	Rohingya (Ruwainggya)	344
Bembe	19	Kachhi	*	Romanian	1,004
Bengali	346	Kannada (Kanarese)	141	Romany (Gypsy)	*
Bisaya (Malaysia)	62	Kanuri	*	Runyankore	*
Bosnian	455	Karen (S'gaw)	452	Russian	5,715

Bulgarian	634	Kashmiri	*	Samoan	*
Burmese	632	Kayah-Eastern	*	Sango (Sangho)	*
Cambodian (Khmer)	205	Kazakh	44	Senthang (Hsemtang/Sentang)	*
Cantonese (Chinese)	1,228	Khana (Ogoni)	*	Serbian	621
Cebuano (Visayan)	131	Khoekhoe (Damara)	*	Shanghai (Chinese)	26
Chaldean	13	Kikamba (Kamba)	*	Shona	26
Chamorro	*	Kinyarwanda	97	Sindhi	33
Chaochow/Teochiu (Chinese)	17	Kirundi (Rundi)	140	Sinhalese	31
Chechen	*	Kom (Itangikom)	*	Slovak	61
Cherokee	*	Konkani	17	Slovenian	*
Cheyenne	*	Korean	1,007	Somali	220
Chichewa (Nyanja)	13	Krahn(Liberia/Cote 'de Ivoir)	*	Soninke (Sooninkanxanne)	21
Chin (Falam)	*	Krio	42	Sotho	*
Chin (Haka)	240	Kunama	*	Sourashtra (Saurashtra)	29
Chin (Ngawn)	14	Kurdish	63	Spanish	244,180
Chin-Tedim	*	Kyrgyz	286	Swahili	1,235
Chippewa/ Ojibawa/ Ottawa	*	Ladino	*	Swedish	31
Chuj	55	Language not specified	2,133	Taishanese (Yue Chinese)	24
Chuukese (Trukese)	11	Lao	240	Taiwanese/Formosan/Min Nan	12
Creek	*	Latin	*	Tajik	93
Croatian	57	Latvian	18	Tamazight	11
Crow	*	Lingala	179	Tamil	1,175
Czech	138	Lithuanian	488	Tedim (Hai-Dim/Tiddim)	37
Dagbani (Dagbanli)	*	Luba (Lulua / Tsiluba)	*	Telugu (Telegu)	1,728
Danish	13	Luganda	67	Thai	254
Dari	509	Luo	*	Tibetan	23
Daro-Matu	*	Maay or Mai Mai	14	Tigré	*
Dinka	17	Macedonian	173	Tigrinya (Tigrigna)	139
Dinlea (Turkish)	*	Maithili	*	Tiv (Munshi)	*
Dutch/Flemish	48	Malay	119	Tongan	*
Edo	16	Malayalam	945	Tooro (Rutooro)	*
Efik	*	Maltese	*	Tuluau	*
Emai-Luleja-Ora	*	Mam	24	Turkish	638
Esan	*	Mandarin (Chinese)	1,854	Turkmen	62
Eskimo	*	Mandingo (Mandinka)	19	Ukrainian	5,645
Estonian	*	Marathi	258	Urdu	4,901
Etsako	*	Marshallese	*	Uyghur	*
Ewe	285	Massalit	*	Uzbek	515

Farsi (Persian)	611	Meitei (Manipuri)	*	Vai	*
Finnish	*	Mende	*	Vaiphei (Zomi)	14
Fon	*	Menominee	*	Vietnamese	1,674
French	2,159	Mina	37	Waray-Waray	*
Fukien/Hokkien (Chinese)	*	Mizo	*	Wolof	11
Fulah (Fula/Fulani)	47	Mon	*	Xsosa	*
Ga	29	Mongolian	897	Yombe	*
Gaelic (Irish)	*	Montenegrin	*	Yoruba	1,083
Garifuna	*	Moro (Dhimorong)	*	Zapotec (Zapoteco)	*
Georgian	36	Mundani	*	Zarma	*
German	208	Navajo	*	Zigula (Kizigua)	*
Ghadamès (Berbère)	*	Ndebele	*	Zokam (Zo)	*
				Zulu	*

Table A-5: Change in Number of ELs Speaking Native Languages from SY 2022-23 to SY 2023-24

Language	#	Language2	#3	Language4	#5
Akan (Fante/Asante/Twi)	13	Haitian-Creole	185	Q'anjob'al (Kanjobal)	49
Albanian/Gheg(Kosovo/Macedon)	19	Hausa	13	Q'eqchi'	45
Amharic	26	Hebrew	25	Quechua	18
Arabic	673	Hindi	134	Rohingya (Ruwainggya)	171
Assyrian (Syriac/Aramaic)	-30	Japanese	68	Romanian	40
Bengali	28	K'iche' Or Quiche	32	Russian	1256
Bisaya (Malaysia)	13	Kazakh	24	Somali	17
Bulgarian	-33	Kinyarwanda	16	Spanish	24170
Burmese	34	Korean	-28	Swahili	249
Cantonese (Chinese)	-15	Kyrgyz	193	Tajik	46
Cebuano (Visayan)	14	Lingala	-15	Tamil	134
Chin (Haka)	12	Luganda	14	Telugu (Telegu)	148
Dari	117	Malayalam	62	Thai	20
Ewe	15	Mam	16	Tigrinya (Tigrigna)	20
Farsi (Persian)	48	Mandarin (Chinese)	135	Turkish	100
French	258	Mongolian	69	Ukrainian	1063
Fulah (Fula/Fulani)	12	Pashto (Pushto)	93	Urdu	195
German	-15	Pilipino (Tagalog)	32	Uzbek	144
Greek	-19	Polish	-116	Vaiphei (Zomi)	12
Gujarati	264	Portuguese	164	Vietnamese	31
				Yoruba	42

Table A-6: Number of Native Languages Spoken by Former EL Students: SY 2023-24

Number of Languages Spoken by Former ELs		* = <10			
Language	Student Count	Language	Student Count	Language	Student Count
Afrikaans (Taal)	29	Hainanese (Chinese)	*	Nzema (Nzima)	*
Akan (Fante/Asante/Tw i)	109	Haitian-Creole	61	Oneida	*
Albanian/Gheg(Ko sovo/Macedon)	269	Hakka (Chinese)	15	Oriya (Odia)	39
Albanian/Tosk (Albania)	306	Hausa	17	Oromo (Eastern)	*
Amazigh	*	Hawaiian	*	Orri (Oring)	*
American Sign Language	*	Hebrew	59	Oulof (Wolof)	15
Amharic	157	Hindi	1,588	Palauan	*
Arabic	4,376	Hmong	11	Pampangan	*
Armenian	37	Hungarian	52	Panjabi (Punjabi)	291
Assamese	*	Ibo/Igbo	144	Pashto (Pushto)	78
Assyrian (Syriac/Aramaic)	579	Icelandic	*	Pilipino (Tagalog)	2,061
Bagheli	12	Ilocano	15	Polish	8,342
Balinese	*	Ilonggo (Hiligaynon)	49	Portuguese	248
Bambara	*	Indonesian	45	Pueblo	*
Belize Kriol English	*	Isoko	*	Q'anjob'al (Kanjobal)	11
Bemba	*	Italian	159	Rawang	*
Bengali	291	Jamaican English Creole	16	Rohingya (Ruwainggya)	11
Bisaya (Malaysia)	29	Japanese	509	Romanian	805
Bosnian	391	Kache (Kaje/Jju)	*	Romany (Gypsy)	*
Bulgarian	868	Kachhi	*	Runyankore	*
Burmese	273	Kannada (Kanarese)	166	Russian	2,255

Cambodian (Khmer)	136	Kanuri	*	Samoa	*
Cantonese (Chinese)	1,343	Karen (S'gaw)	145	Senthang (Hsemtang/Sentang)	*
Cebuano (Visayan)	89	Kashmiri	*	Serbian	544
Chaldean	*	Kayah-Eastern	*	Shanghai (Chinese)	19
Chamorro	*	Kazakh	*	Shona	*
Chaochow/Teochiu (Chinese)	37	Kinyarwanda	*	Sindhi	*
Chechen	*	Kirundi (Rundi)	32	Sinhalese	22
Cherokee	*	Konkani	25	Sioux (Dakota)	*
Chichewa (Nyanja)	*	Korean	1,333	Slovak	89
Chin (Haka)	103	Krahn(Liberia/Cote 'de Ivoir)	*	Slovenian	*
Chin (Ngawn)	*	Krio	*	Somali	67
Chin-Tedim	*	Kunama	*	Sotho	*
Chuj	*	Kurdish	25	Sourashtra (Saurashtra)	20
Chuukese (Trukese)	*	Kyrgyz	*	Spanish	75,995
Croatian	53	Ladino	*	Swahili	126
Crow	*	Language Not Specified	2,422	Swedish	33
Czech	181	Lao	159	Taishanese (Yue Chinese)	*
Dagbani (Dagbanli)	*	Latvian	29	Taiwanese/Formosan/Min Nan	19
Danish	*	Lingala	27	Tajik	*
Dari	*	Lithuanian	752	Tamil	988
Dinka	*	Luganda	30	Tedim (Hai-Dim/Tiddim)	*
Dinlea (Turkish)	*	Luo	*	Telugu (Telegu)	1,677
Dutch/Flemish	33	Luxembourgish	*	Thai	158
Edo	*	Luyia (Luhya)	*	Tibetan	*

Efik	*	Maay or Mai Mai	*	Tigrinya (Tigrigna)	40
English	*	Macedonian	120	Tongan	31
Estonian	10	Malay	29	Tuluau	*
Ewe	105	Malayalam	862	Turkish	282
Farsi (Persian)	202	Mandarin (Chinese)	2,007	Turkmen	*
Finnish	*	Mandingo (Mandinka)	*	Ukrainian	1,063
French	660	Marathi	299	Urdu	3,016
Fukien/Hokkien (Chinese)	14	Massalit	*	Uzbek	96
Ga	14	Mende	*	Vaiphei (Zomi)	*
Gaelic (Scottish)	*	Mina	25	Vietnamese	1,332
Gbaya	*	Mizo	*	Winnebago	*
Georgian	20	Mongolian	534	Wolof	*
German	163	Montenegrin	*	Yombe	*
Greek	294	Navajo	*	Yoruba	452
Gujarati	2,096	Nepali (Nepalese)	167	Zigula (Kizigua)	*
Guyanese	*	Norwegian	*	Zulu	*

Table A-7 Number and Percent of ELs by Grade Level and Race/Ethnicity: SY 2023-24

Grade Level		Race/Ethnicity					* = <10		
		Hispanic or Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	Total
PK	#	16,475	148	3,162	889	21	2,481	495	23,732
	%	69.42	0.62	13.32	3.75	0.09	10.45	2.09	7.13
KG	#	17,693	109	3,275	741	19	3,254	404	25,539
	%	69.28	0.43	12.82	2.9	0.07	12.74	1.58	7.67
Grade 1	#	19,133	119	3,381	786	15	3,586	458	27,541
	%	69.47	0.43	12.28	2.85	0.05	13.02	1.66	8.27
Grade 2	#	20,919	129	3,518	771	18	4,020	439	29,872
	%	70.03	0.43	11.78	2.58	0.06	13.46	1.47	8.97
Grade 3	#	22,598	150	3,395	796	22	3,909	442	31,365
	%	72.05	0.48	10.82	2.54	0.07	12.46	1.41	9.42
Grade 4	#	20,214	156	2,927	719	30	3,402	373	27,867

	%	72.54	0.56	10.5	2.58	0.11	12.21	1.34	8.37
Grade 5	#	17,893	100	2,051	693	*	2,553	242	23,576
	%	75.89	0.42	8.7	2.94	0.04	10.83	1.03	7.08
Grade 6	#	16,642	87	1,569	564	23	2,250	213	21,390
	%	77.8	0.41	7.34	2.64	0.11	10.52	1	6.42
Grade 7	#	17,767	92	1,652	586	23	2,265	219	22,646
	%	78.46	0.41	7.29	2.59	0.1	10	0.97	6.8
Grade 8	#	17,203	86	1,626	611	12	2,219	157	22,079
	%	77.92	0.39	7.36	2.77	0.05	10.05	0.71	6.63
Grade 9	#	18,913	92	1,538	739	20	2,181	165	23,750
	%	79.63	0.39	6.48	3.11	0.08	9.18	0.69	7.13
Grade 10	#	17,073	106	1,396	607	16	1,894	183	21,357
	%	79.94	0.5	6.54	2.84	0.07	8.87	0.86	6.41
Grade 11	#	13,930	65	1,168	533	22	1,614	129	17,523
	%	79.5	0.37	6.67	3.04	0.13	9.21	0.74	5.26
Grade 12	#	11,401	67	1,119	456	16	1,523	112	14,699
	%	77.56	0.46	7.61	3.1	0.11	10.36	0.76	4.41
Total	#	247,854	1,506	31,777	9,491	266	37,151	4,031	332,936
	%	74.44	0.45	9.54	2.85	0.08	11.16	1.21	100

Table A-8: Number and Percent of EL Students by Grade Cluster and IEP Status: SY 2023-24

Grade Level		English Learners		
		No IEP	With IEP	Total
Pre-K	#	17,256	6,476	23,732
	%	72.71	27.29	7.13
Kindergarten	#	21,703	3,836	25,539
	%	84.98	15.02	7.67
Grade 1	#	23,088	4,453	27,541
	%	83.83	16.17	8.27
Grade 2	#	25,089	4,783	29,872
	%	83.99	16.01	8.97
Grade 3	#	26,316	5,049	31,365
	%	83.9	16.1	9.42
Grade 4	#	23,159	4,708	27,867
	%	83.11	16.89	8.37
Grade 5	#	19,016	4,560	23,576
	%	80.66	19.34	7.08
Grade 6	#	16,905	4,485	21,390
	%	79.03	20.97	6.42
Grade 7	#	18,134	4,512	22,646

	%	80.08	19.92	6.8
Grade 8	#	17,608	4,471	22,079
	%	79.75	20.25	6.63
Grade 9	#	19,080	4,670	23,750
	%	80.34	19.66	7.13
Grade 10	#	16,894	4,463	21,357
	%	79.1	20.9	6.41
Grade 11	#	13,397	4,126	17,523
	%	76.45	23.55	5.26
Grade 12	#	9,851	4,848	14,699
	%	67.02	32.98	4.41
Total	#	267,496	65,440	332,936
	%	80.34	19.66	100

Table A-9: Number of ELs with an IEP by Disability Area SY 2023-24

Grade Level	English Learners with IEP by Disability Area				* = <10		
	Intellectual Disability	Orthopedic Impairment	Specific Learning Disability	Visual Impairment	Hearing Impairments	Deafness	DeafBlindness
Pre-K	*	*	*	*	33	*	0
Kindergarten	11	*	*	*	20	*	0
Grade 1	33	11	32	10	18	*	*
Grade 2	56	11	225	12	39	*	0
Grade 3	90	*	1,032	11	56	*	0
Grade 4	197	10	1,846	20	39	*	0
Grade 5	242	*	2,420	14	37	13	0
Grade 6	282	*	2,580	*	42	18	0
Grade 7	269	*	2,712	*	28	*	0
Grade 8	265	*	2,796	11	47	10	*
Grade 9	313	13	2,964	*	39	12	*
Grade 10	324	*	2,853	15	36	*	0
Grade 11	318	11	2,688	14	34	*	*
Grade 12	973	15	2,372	13	28	17	*
Total	3,379	127	24,529	149	496	145	*
Grade Level	English Learners with IEP by Disability Area				* = <10		
	Speech or Language Impairment	Emotional Disability	Other Health Impairment	Multiple Disabilities	Developmental Delay	Autism	Traumatic Brain Injury
Pre-K	1,694	*	127	13	3,600	975	*
Kindergarten	1,070	*	95	17	1,992	602	*
Grade 1	1,422	17	148	26	1,955	769	*
Grade 2	1,321	30	198	27	2,071	780	*
Grade 3	1,138	48	348	37	1,500	769	*
Grade 4	787	59	424	46	483	779	10
Grade 5	523	70	503	59	0	666	*
Grade 6	310	89	490	41	0	618	*

Grade 7	238	119	522	51	0	546	*
Grade 8	169	119	484	44	0	505	*
Grade 9	83	187	504	49	0	493	*
Grade 10	55	187	478	48	0	441	*
Grade 11	33	184	364	37	0	426	*
Grade 12	35	176	355	100	0	742	20
Total	8,878	1,288	5,040	595	11,602	9,111	94

Table A-10: Number of Former ELs with an IEP by Disability Area SY 2023-24

Grade Level	English Learners with IEP by Disability Area				* = <10		
	Intellectual Disability	Orthopedic Impairment	Specific Learning Disability	Visual Impairment	Hearing Impairments	Deafness	DeafBlindness
Grade 1	0	0	0	0	0	0	0
Grade 2	0	0	0	0	0	0	0
Grade 3	0	0	*	*	*	0	0
Grade 4	0	*	*	*	*	0	0
Grade 5	*	*	53	*	*	*	0
Grade 6	0	*	96	*	*	*	0
Grade 7	*	*	94	*	*	0	0
Grade 8	0	*	83	*	*	*	0
Grade 9	*	*	136	*	*	0	0
Grade 10	*	*	150	*	12	0	0
Grade 11	0	*	265	13	17	*	*
Grade 12	*	*	496	*	17	*	0
Total	*	21	1,378	46	94	7	1
Grade Level	English Learners with IEP by Disability Area				* = <10		
	Speech or Language Impairment	Emotional Disability	Other Health Impairment	Multiple Disabilities	Developmental Delay	Autism	Traumatic Brain Injury
Grade 1	*	0	0	0	13	*	0
Grade 2	22	*	*	0	*	*	0
Grade 3	42	*	*	0	12	12	0
Grade 4	62	0	*	0	*	19	0
Grade 5	125	*	28	*	0	37	0
Grade 6	136	23	51	0	0	61	0
Grade 7	68	19	47	0	0	28	0
Grade 8	53	36	49	0	0	45	*
Grade 9	35	50	78	*	0	58	0
Grade 10	23	74	78	0	0	56	0
Grade 11	25	122	150	0	0	70	0
Grade 12	16	160	191	*	0	124	*
Total	617	494	680	4	38	524	5

Table A-11: Number and Percentage of EL Students Enrolled in an EL Instructional Design: SY 2023-24

EL Instructional Design	Design count	Design %
Dual Language - Two Way	26,960	8.1
Dual Language - One Way	26,427	7.94
Transitional Bilingual Program - Self Contained	29,029	8.72
Transitional Bilingual Program - Collaboration	88,500	26.58
Transitional Program in English - Self Contained	10,907	3.28
Transitional Program in English - Collaboration	100,105	30.07
None of the Above	51,008	15.32
Total	332,936	100

Table A-12: Number and Percentage of EL Students by Overall English Proficiency Level on the ACCESS for ELLs® and Grade Cluster: SY 2023-24

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	#	15,400	60.3	3,314	12.98	2,445	9.57	1,672	6.55	572
	%	60.3	3,314	12.98	2,445	9.57	1,672	6.55	350	1.37
Grade 1	#	7,823	28.4	7,942	28.84	7,161	26	1,717	6.23	352
	%	28.4	7,942	28.84	7,161	26	1,717	6.23	352	1.28
Grade 2	#	4,943	16.55	6,786	22.72	11,079	37.09	3,981	13.33	550
	%	16.55	6,786	22.72	11,079	37.09	3,981	13.33	550	1.84
Grade 3	#	4,466	14.24	5,120	16.32	11,266	35.92	6,045	19.27	964
	%	14.24	5,120	16.32	11,266	35.92	6,045	19.27	964	3.07
Grade 4	#	2,939	10.55	2,807	10.07	7,433	26.67	8,619	30.93	3,406
	%	10.55	2,807	10.07	7,433	26.67	8,619	30.93	3,406	12.22
Grade 5	#	2,704	11.47	2,289	9.71	6,269	26.59	7,384	31.32	2,552
	%	11.47	2,289	9.71	6,269	26.59	7,384	31.32	2,552	10.82
Grade 6	#	2,709	12.66	4,117	19.25	9,009	42.12	3,422	16	126
	%	12.66	4,117	19.25	9,009	42.12	3,422	16	126	0.59
Grade 7	#	2,846	12.57	4,102	18.11	8,732	38.56	4,626	20.43	317
	%	12.57	4,102	18.11	8,732	38.56	4,626	20.43	317	1.4
Grade 8	#	3,037	13.76	3,589	16.26	7,733	35.02	5,004	22.66	426
	%	13.76	3,589	16.26	7,733	35.02	5,004	22.66	426	1.93
Grade 9	#	2,476	10.43	3,945	16.61	9,227	38.85	3,677	15.48	476
	%	10.43	3,945	16.61	9,227	38.85	3,677	15.48	476	2
Grade 10	#	2,173	10.17	3,815	17.86	7,934	37.15	3,345	15.66	423
	%	10.17	3,815	17.86	7,934	37.15	3,345	15.66	423	1.98

Grade 11	#	2,139	12.21	3,389	19.34	5,955	33.98	2,441	13.93	311
	%	12.21	3,389	19.34	5,955	33.98	2,441	13.93	311	1.77
Grade 12	#	1,966	13.38	2,654	18.06	3,924	26.7	1,318	8.97	227
	%	13.38	2,654	18.06	3,924	26.7	1,318	8.97	227	1.54
Total	#	55,621	17.99	53,869	17.42	98,167	31.75	53,251	17.22	10,480
	%	17.99	53,869	17.42	98,167	31.75	53,251	17.22	10,480	3.39

Table A-13: Number and Percentage Comparison of Performance of EL Students with Never EL Students on the IAR and SAT (ELA) by Grade Level: SY 2023-24

EL status		3	4	5	6	7	8	11	Total
ELs	Total tested	28,277	25,184	21,152	19,196	20,413	20,034	14,533	148,789
	Total proficient	4,141	4,000	2,188	2,445	2,474	3,315	475	19,038
	Proficient %	14.64	15.88	10.34	12.74	12.12	16.55	3.26	12.8
Long-term ELs	Total tested	414	1,685	1,816	6,561	7,534	7,266	3,472	28,748
	Total proficient	44	272	170	797	932	1,206	56	3,477
	Proficient %	10.63	16.14	9.36	12.15	12.37	16.6	1.61	12.09
Former ELs	Total tested	1,711	3,053	7,608	10,985	10,867	12,083	18,470	64,777
	Total proficient	1,307	2,496	4,979	7,383	7,080	8,578	5,703	37,526
	Proficient %	76.39	81.76	65.44	67.21	65.15	70.99	30.87	57.93
Never ELs	Total tested	100,282	103,526	106,974	110,612	112,442	113,399	116,883	764,118
	Total proficient	35,085	44,271	47,690	57,757	53,779	62,579	40,905	342,066

	Proficient %	34.99	42.76	44.58	52.22	47.83	55.18	34.99	44.77
Grade Total	Total tested	128,559	128,710	128,126	129,808	132,855	133,433	131,416	912,907
	Total proficient	39,226	48,271	49,878	60,202	56,253	65,894	41,380	361,104
	Proficient %	30.51	37.50	38.93	46.38	42.34	49.38	31.48	39.56

Table A-14: Number and Percentage Comparison of Performance of EL Students with Never EL Students on the IAR and SAT (Math) by Grade Level: SY 2023-24

EL status		3	4	5	6	7	8	11	Total
ELs	Total tested	28,228	25,145	21,112	19,154	20,371	19,977	14,521	148,508
	Total proficient	5,261	2,837	1,321	733	1,181	1,102	568	13,003
	Proficient %	18.64	11.28	6.26	3.83	5.8	5.52	3.91	8.76
Long-term ELs	Total tested	411	1,686	1,815	6,544	7,517	7,260	3,468	28,701
	Total proficient	65	184	105	144	311	300	85	1,194
	Proficient %	15.82	10.91	5.79	2.2	4.14	4.13	2.45	4.16
Former ELs	Total tested	1,709	3,052	7,606	10,976	10,859	12,072	18,465	64,739
	Total proficient	1,368	2,115	3,635	3,948	4,917	5,141	5,141	26,265
	Proficient %	80.05	69.3	47.79	35.97	45.25	42.59	27.84	40.57
Never ELs	Total tested	100,170	103,437	106,893	110,471	112,292	113,212	116,806	763,281
	Total proficient	37,919	33,666	32,860	31,197	36,609	35,630	34,148	242,029

	Proficient %	37.85	32.55	30.74	28.24	32.6	31.47	29.23	31.71
Grade Total	Total tested	128,398	128,582	128,005	129,625	132,663	133,189	131,327	911,789
	Total proficient	43,180	36,503	34,181	31,930	37,790	36,732	34,716	255,032
	Proficient %	33.63	28.39	26.7	24.63	28.49	27.58	26.43	27.97

Table A-15: Number and Percentage Comparison of Performance of EL Students with Never EL Students on the ISA (Science) by Grade Level: SY 2023-24

EL status		5	8	11	Total
ELs	Total tested	21,048	19,855	13,043	53,946
	Total proficient	4,365	4,090	2,290	10,745
	Proficient %	20.74	20.6	17.56	19.92
Long-term ELs	Total tested	1,803	7,184	3,101	12,088
	Total proficient	338	1,445	362	2,145
	Proficient %	18.75	20.11	11.67	17.74
Former ELs	Total tested	7,606	12,037	17,450	37,093
	Total proficient	6,116	8,939	10,287	25,342
	Proficient %	80.41	74.26	58.95	68.32
Never-ELs	Total tested	106,577	112,714	109,240	328,531
	Total proficient	66,645	71,460	63,915	202,020

	Proficient %	58.44	59.77	56.41	58.22
Grade Total	Total tested	127,625	132,569	122,283	382,477
	Total proficient	66,645	71,460	63,915	202,020
	Proficient %	52.22	53.9	52.27	52.82

Table A-16: Eligible Migratory Students by Grade Level: SY 2023-24

Eligible Migratory Children: SY 2023 - 24			
	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			
PK	101	56	49
K	68	58	52
1	63	55	44
2	67	50	44
3	67	55	49
4	72	61	57
5	51	46	43
6	52	39	37
7	62	50	39
8	57	44	36
9	72	61	50
10	52	41	34
11	49	44	37
12	21	17	17
Ages 0-5 Not Enrolled in PK/K at Time of Service	165		
Out of School Youth	269		
Total	1,288	677	588

Table A-17: ENGLISH LEARNER PARTICIPATION IN THE ILLINOIS STATE SEAL OF BILITERACY PROGRAM

EL Status	Commendation Count	Seal Count	Total Count
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Current EL	811	634	1,445
Former EL	1,347	4,884	6,231
Never EL	3,249	3,851	7,100

Table A-18: ENGLISH LEARNER PARTICIPATION IN CAREER AND TECHNICAL EDUCATION

Cluster Title	Participant Count	Concentrator Count
All Clusters	35,836	9,970
Agriculture, Food and Natural Resources	1,336	271
Architecture and Construction	6,646	1,014
Arts, Audio/Video Technology and Communications	5,737	522
Business, Management and Administration	11,605	1,188
Education and Training	5,339	649
Finance	9,061	631
Government and Public Administration	82	12
Health Science	3,430	447
Hospitality and Tourism	9,495	1,710
Human Services	11,373	2,483
Information Technology	9,384	802
Law, Public Safety, Corrections and Security	1,797	84
Manufacturing	6,712	781
Marketing	5,842	499
Science, Technology, Engineering and Mathematics	5,430	671
Transportation, Distribution, and Logistics	7,266	1,446