


## **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, 2026 

**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 *2024-2025 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 Cynthia Lund, Chief Governmental Relations Officer, at (217) 782-6510 or [clund@isbe.net](mailto:clund@isbe.net).

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

# English Learners in Illinois SY 2024-25 Statistical Report

Multilingual/Language Development Department



June 2026

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## English Learners in Illinois: SY 2024-25 Statistical Report

### 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 English learners and are then reclassified as a “former English learner.” Those students who were only identified as EL during prekindergarten programming and who were reclassified upon entering kindergarten are identified as “Former EL Pre-K Only.” At that point, former ELs may enter the general education classroom without being required to receive additional EL services. However, parents and guardians of former ELs may still elect to have their children continue to receive EL services if their children are reclassified within 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 WIDA ACCESS 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 WIDA ACCESS.

#### PROGRAM OPTIONS

Section 14C-3 of the Illinois School Code 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). 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 48 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 to 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 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 12<sup>th</sup> grade (depending on the district) with an overall goal of bilingualism, biliteracy, and an understanding of grade-level content in two languages. Since dual language programs include bilingual instruction, teachers who serve a dual language cohort of students are required to be certified by the state of Illinois and to 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 2024-25 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 2025 Report Card Snapshot.

The SY 2024-25 EL Statistical Report derives its student roster and all related counts from the End of Year (EOY) Data Snapshot.

The public Report Card itself uses different points in time (or different data snapshots) for different data metrics:

- (1) Student Enrollment metrics, including counts of EL students, are based on the Fall Data Snapshot.
- (2) Academic metrics, including Gifted, Accelerated, Enriched/Honors, and other Advanced Academic Programs are based on the EOY Data Snapshot.

The public Report Card relies on different snapshots taken at different points in time, and the EL Statistical Report always uses the EOY data. For SY 2025, the EL Statistical Report and the Report Card may vary for some data metrics.

## BILINGUAL EDUCATION PROGRAMS IN ILLINOIS

### SECTION 1: SY 2024-25 ENGLISH LEARNER ENROLLMENT BY TYPE OF PROGRAM

A total of 749 of the 876 combined public school districts and other state-funded schools in Illinois implemented programs to serve ELs in SY 2024-25. Each of these districts may implement a variety of EL programs depending on students' individual needs. There were 343,967 EL students enrolled in Illinois in SY 2024-25. A total of 642 school districts implemented a TBE program of instruction for 246,989 ELs. A TPI program was implemented in 644 school districts, serving 73,221 ELs. There were 9,584 identified EL students who did not receive EL services. Finally, parent refusals were documented for 16,896 students in 389 districts.

For more detailed data, refer to Table 1.

*Table 1: Number and Percentage of Districts with EL Programming and EL Enrollment per Type of Program: SY 2024-25*

| Program                     | District Count           |                     | EL Placement  |                      |
|-----------------------------|--------------------------|---------------------|---------------|----------------------|
|                             | Districts w/ EL Programs | EL District Percent | EL Placements | EL Placement Percent |
| <b>TBE Full-Time</b>        | 296                      | 33.79%              | 165,364       | 48.08%               |
| <b>TBE Part-Time</b>        | 346                      | 39.5%               | 81,625        | 23.73%               |
| <b>TPI</b>                  | 644                      | 73.52%              | 73,221        | 21.29%               |
| <b>Parent Refusal</b>       | 389                      | 44.41%              | 16,896        | 4.91%                |
| <b>No Services Provided</b> | 602                      | 68.72%              | 9,584         | 2.79%                |

**Note: An individual district may offer multiple programs.**

Figure 1-1: Program Placement of ELs by Number: SY 2024-25

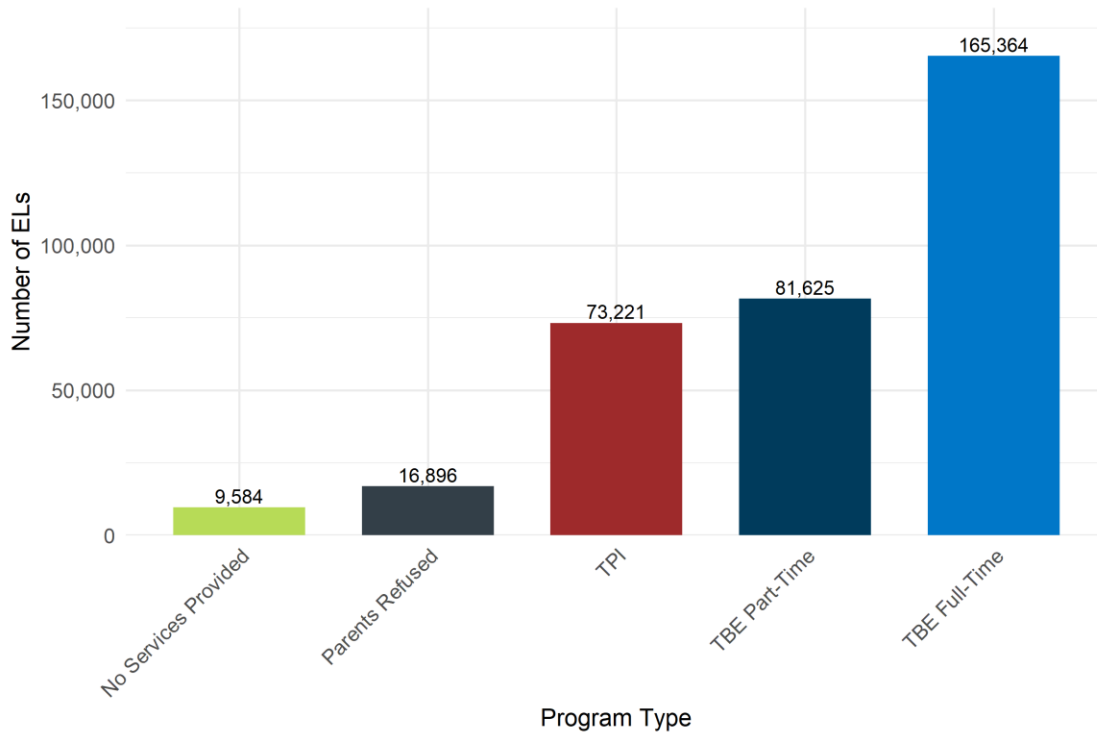


Figure 1-2: Program Placement of ELs by Percent: SY 2024-25

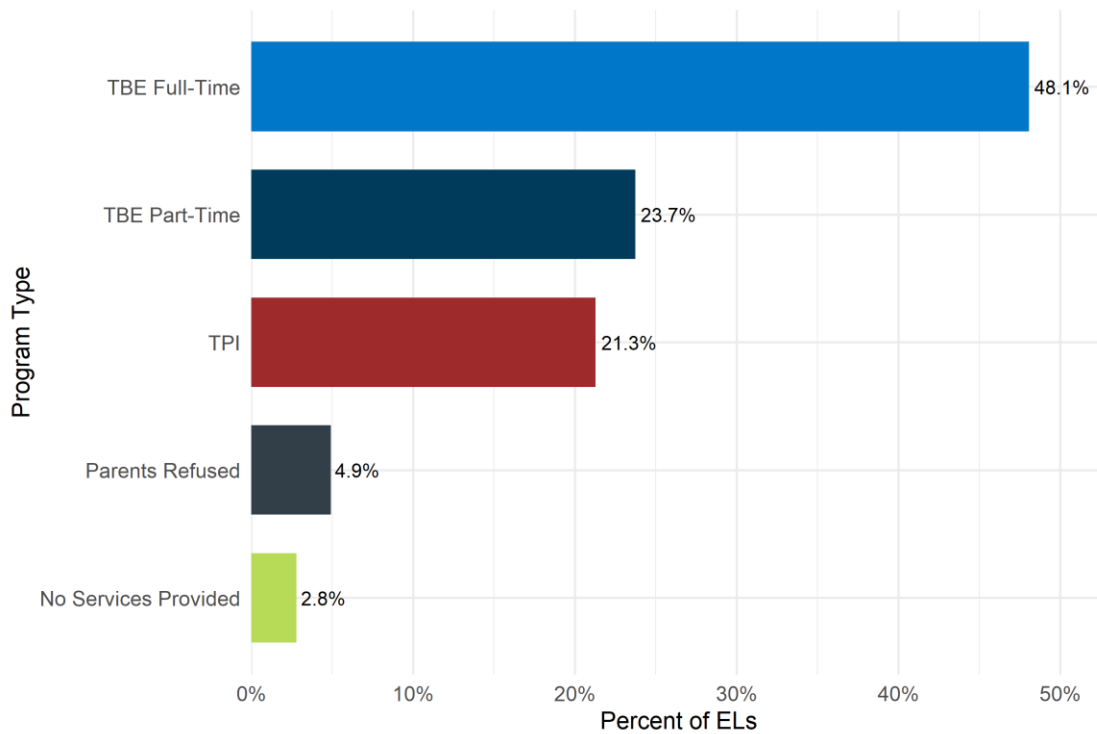
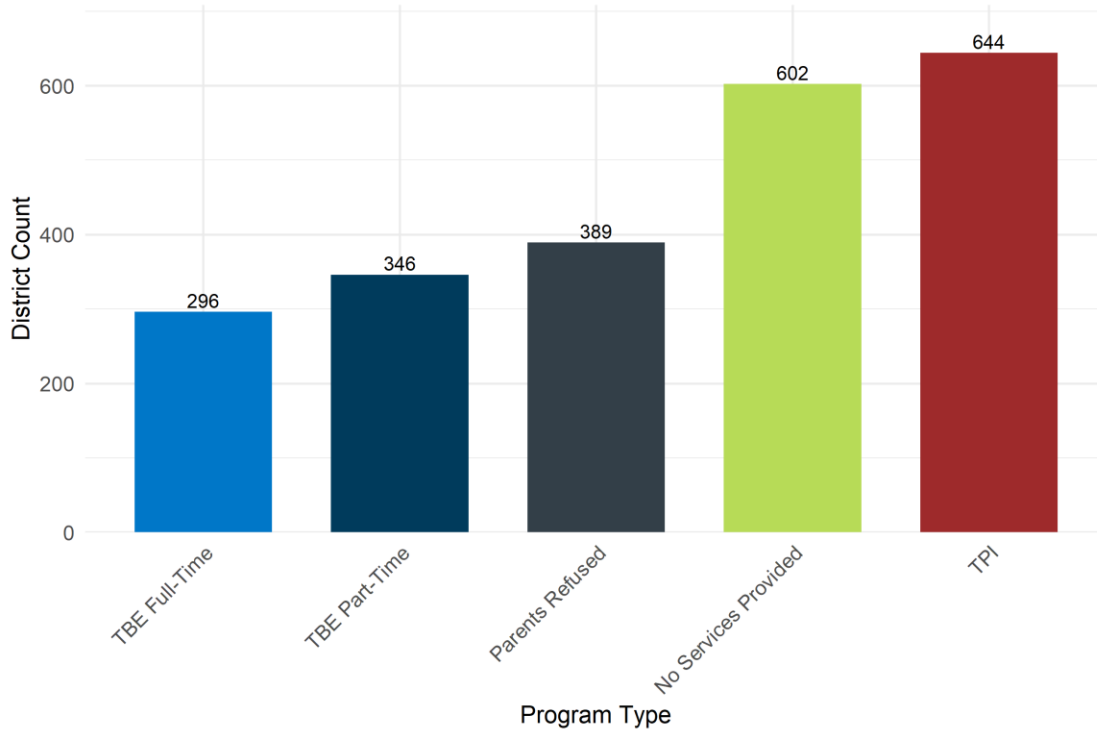


Figure 1-3: Number of Districts with Each Type of Program: SY 2024-25



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## 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 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 an Educator License with Stipulations—Visiting International Teacher (ELS-VIT) are also 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 credential must 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 teacher preparation. Educators with an ELS-VIT credential are fully licensed and experienced teachers in their home countries who are in the United States on a J-1 Visa Exchange Teacher program.

A single educator may hold several endorsements to provide services to ELs.

Illinois has 8,484 educators who hold a PEL with a Bilingual endorsement in any language. Across all license types, 9,097 educators hold a Spanish Bilingual credential, including those with a PEL and Bilingual endorsement, an ELS-TBE license, or an ELS-VIT license. Across all languages, an additional 22,296 educators hold a PEL with an ESL endorsement, 1,117 educators hold an ELS-TBE license, and 315 educators hold an ELS-VIT license. In total, Illinois has 32,212 educators

credentialed to serve ELs, with 29,767 of them serving in school districts that receive Title III funding. These data show that while 96% of educators serving ELs have a PEL, there is a need across the state to support the remaining 4% of teachers in obtaining their PEL to ensure that ELs in Illinois can receive the services they need from fully licensed and trained educators.

Note: Educators with an ELS-TBE and 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, refer to Table 2.

Table 2: Number and Percentage of Teachers with Endorsements to Support ELs: SY 2024-25

| Endorsements                        |                | All Districts | Title III-Funded Districts | Non-Title III-Funded Districts | Both <sup>1</sup> |
|-------------------------------------|----------------|---------------|----------------------------|--------------------------------|-------------------|
| PEL + ESL and Bilingual Endorsement | Group Count    | 7,242         | 7,086                      | 155                            | 1                 |
|                                     | Total Teachers | 32,212        | 29,767                     | 2,434                          | 11                |
|                                     | Percent        | 22.48%        | 23.8%                      | 6.37%                          | 9.09%             |
| PEL + Bilingual (all languages)     | Group Count    | 1,242         | 1,212                      | 30                             | 0                 |
|                                     | Total Teachers | 32,212        | 29,767                     | 2,434                          | 11                |
|                                     | Percent        | 3.86%         | 4.07%                      | 1.23%                          | 0%                |
| PEL + ESL Endorsement               | Group Count    | 22,296        | 20,083                     | 2,204                          | 9                 |
|                                     | Total Teachers | 32,212        | 29,767                     | 2,434                          | 11                |
|                                     | Percent        | 69.22%        | 67.47%                     | 90.55%                         | 81.82%            |
| ELS-TBE                             | Group Count    | 1,117         | 1,073                      | 43                             | 1                 |
|                                     | Total Teachers | 32,212        | 29,767                     | 2,434                          | 11                |
|                                     | Percent        | 3.47%         | 3.6%                       | 1.77%                          | 9.09%             |
| ELS-VIT                             | Group Count    | 315           | 313                        | 2                              | 0                 |
|                                     | Total Teachers | 32,212        | 29,767                     | 2,434                          | 11                |
|                                     | Percent        | 0.98%         | 1.05%                      | 0.08%                          | 0%                |

<sup>1</sup> The “both” category counts teachers who simultaneously taught in Title III-funded and non-Title III-funded districts during this school year.

Figure 2-1: Comparison of Spanish-Speaking English Learners to Teachers with a Bilingual Spanish Endorsement: SY 2024-25

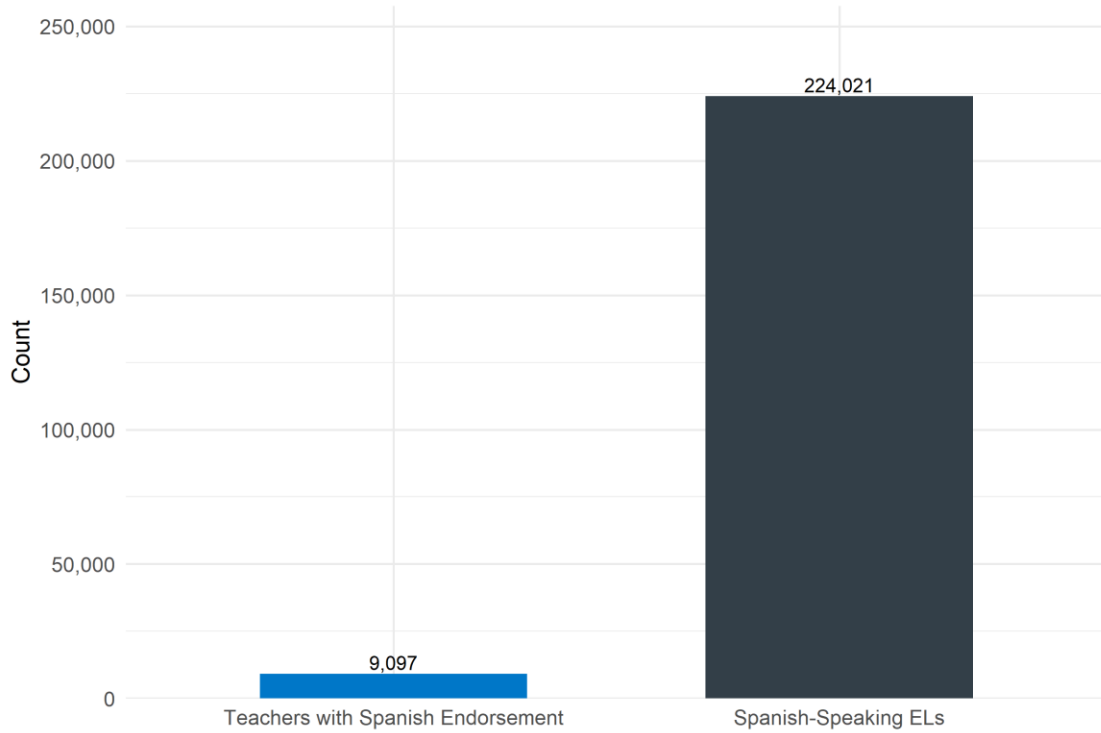


Figure 2-2: Number of Teachers by Region with a PEL + Spanish Bilingual Endorsement: SY 2024-25

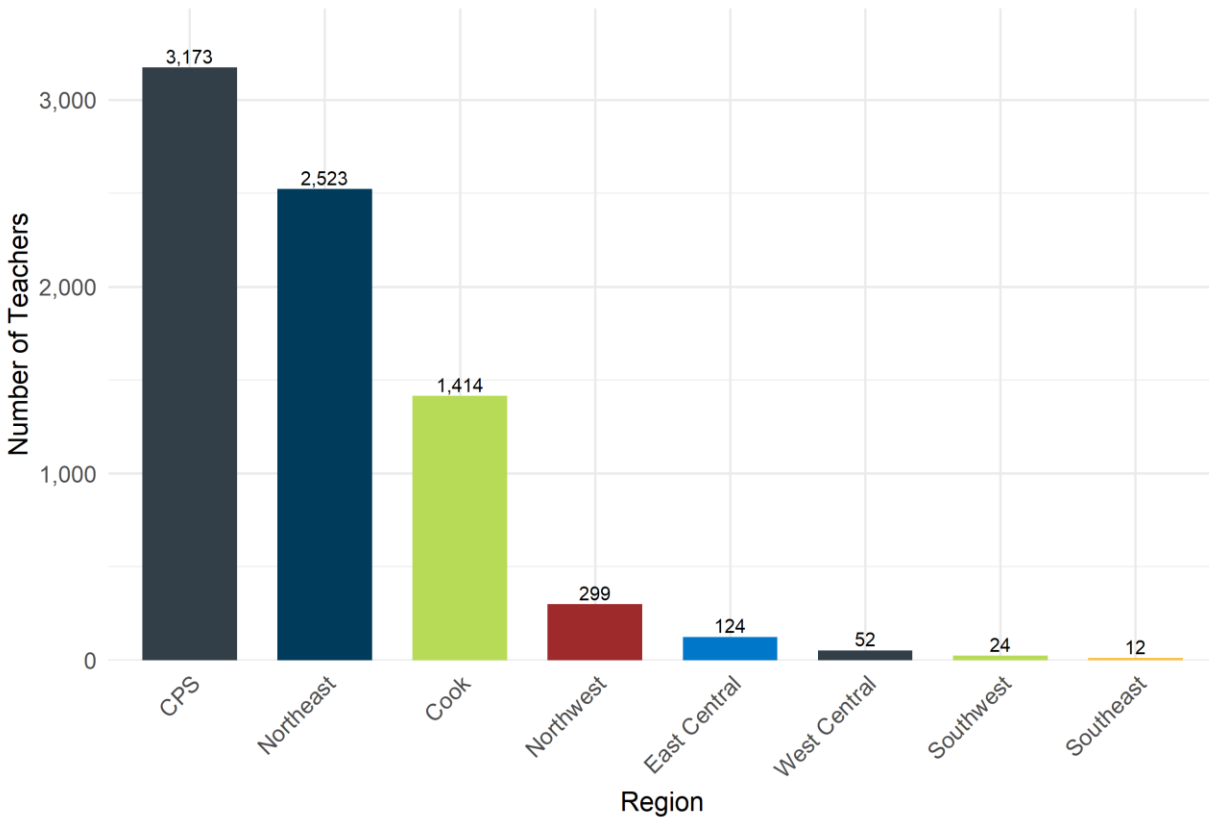


Figure 2-3: Number of Teachers by Region with a Language Exam Credential in Spanish (No PEL or No Endorsement): SY 2024-25

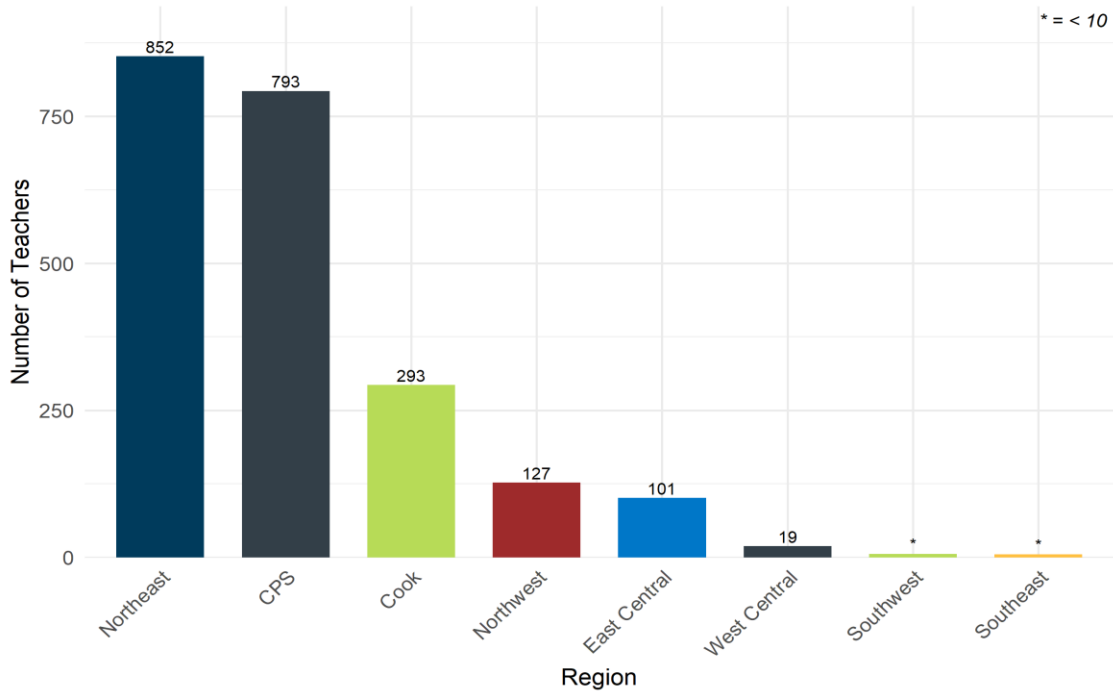


Figure 2-4a: Number of Teachers by Region with a PEL + Bilingual Endorsement in Languages Other than Spanish: SY 2024-25 (Cook & CPS)

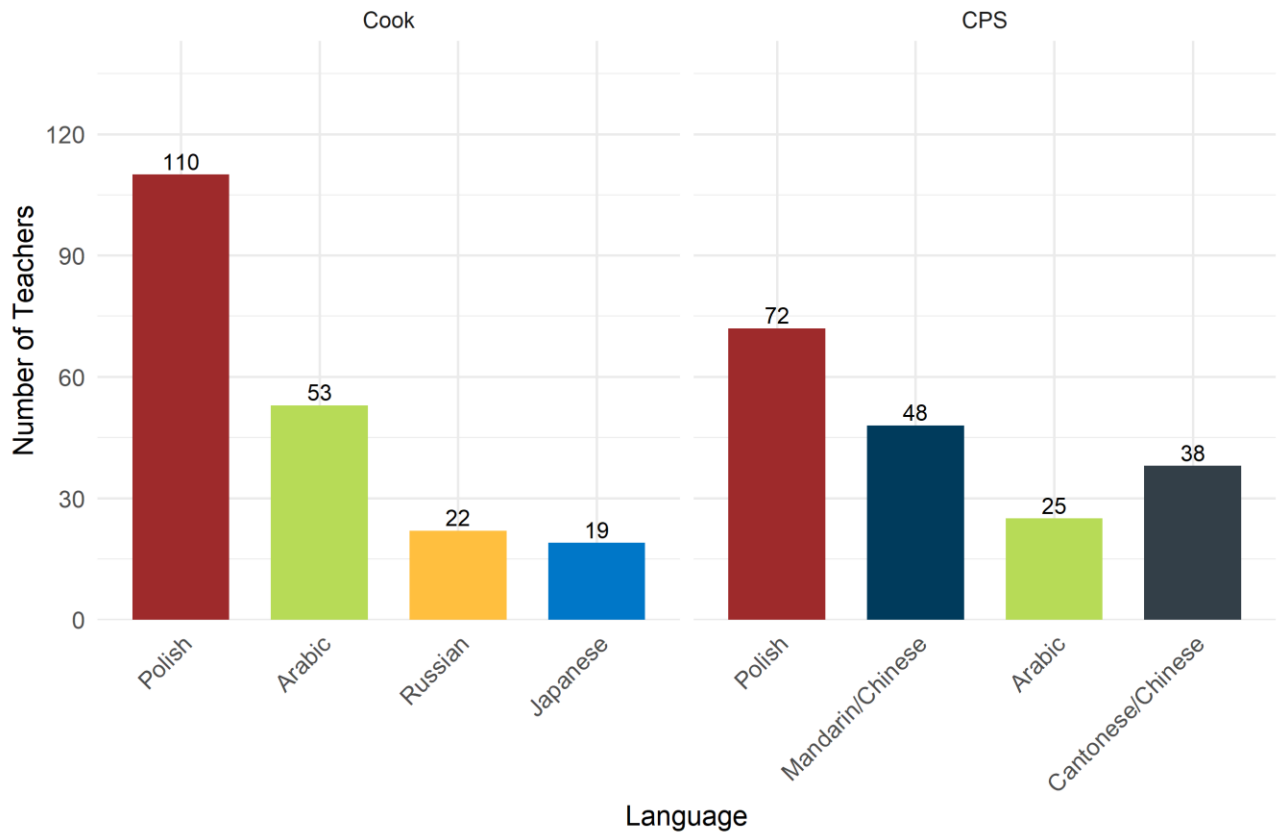


Figure 2-4b: Number of Teachers by Region with a PEL + Bilingual Endorsement in Languages Other than Spanish: SY 2024-25 (East Central & Northeast)

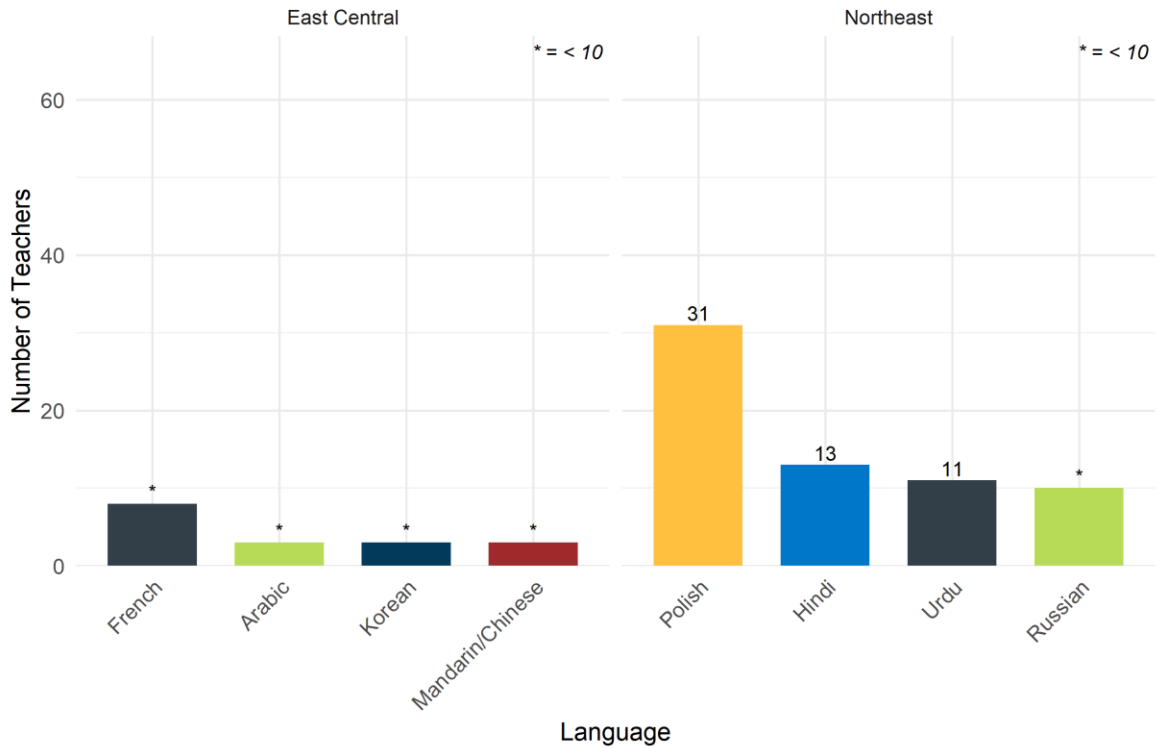


Figure 2-4c: Number of Teachers by Region with a PEL + Bilingual Endorsement in Languages Other than Spanish: SY 2024-25 (Northwest & West Central)

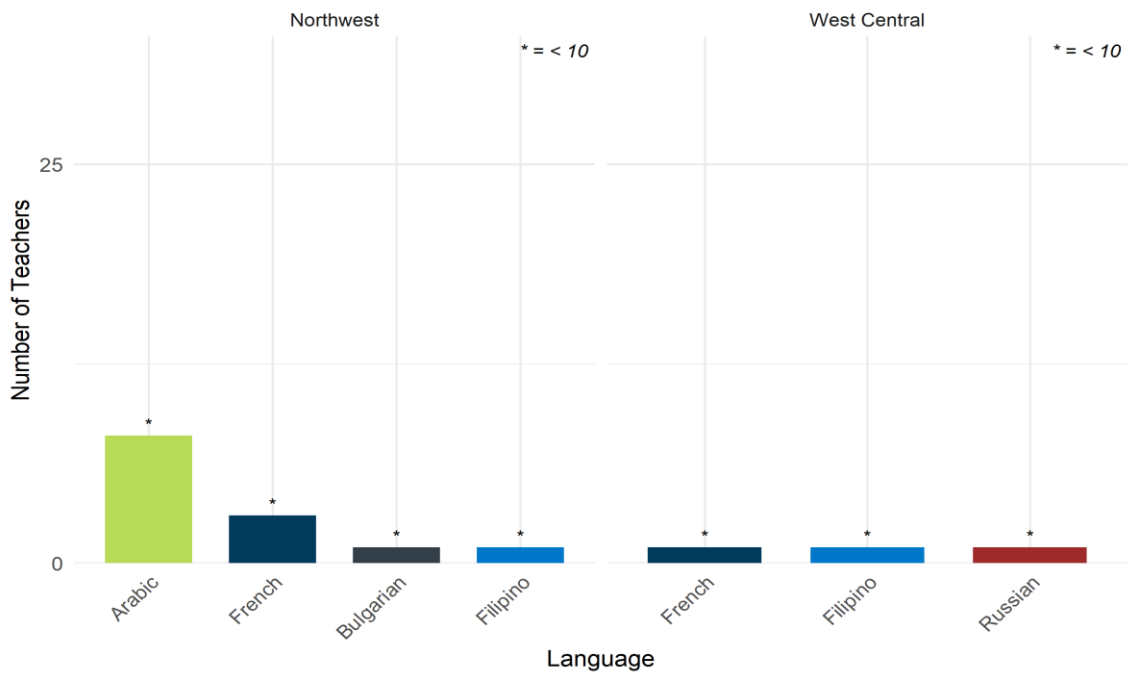


Figure 2-5a: Number of Teachers by Region with a Language Exam Credential in Languages Other than Spanish (No PEL or No Endorsement): SY 2024-25 (Cook & CPS)

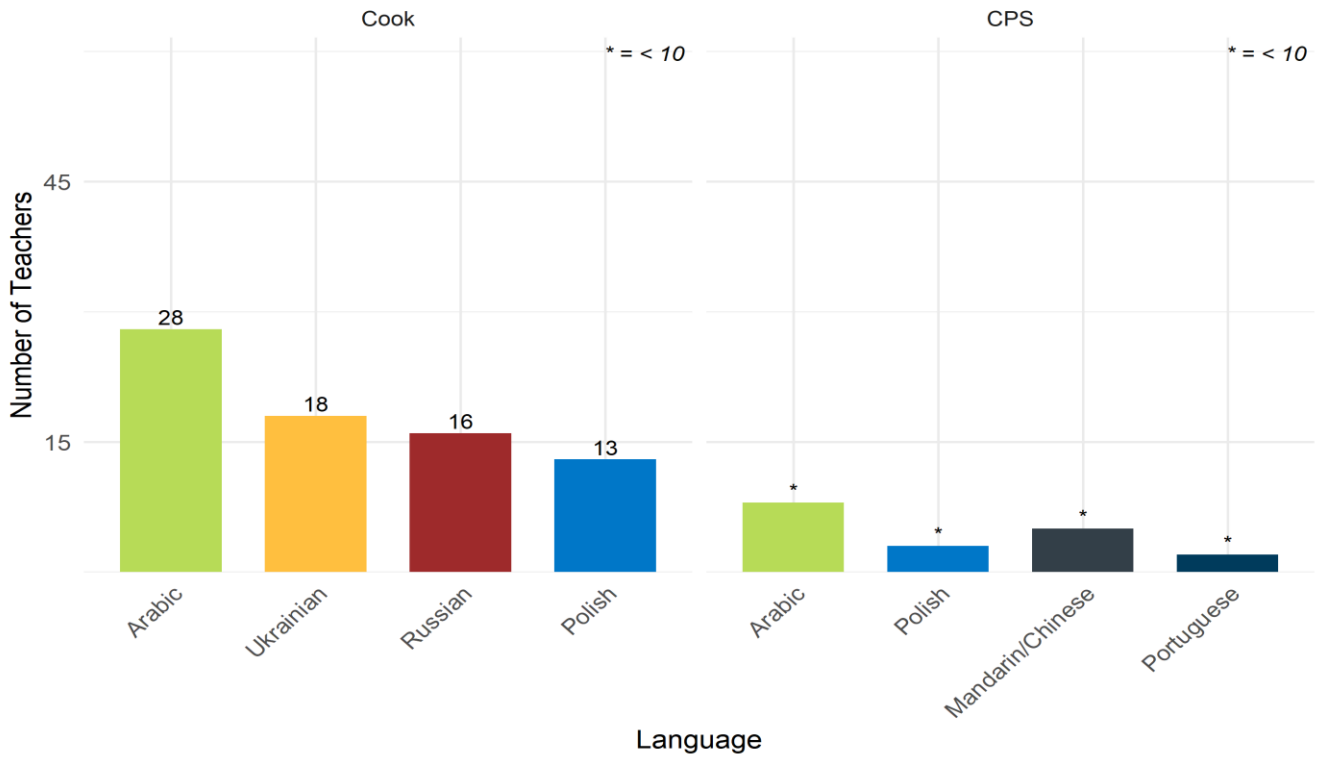


Figure 2-5b: Number of Teachers by Region with a Language Exam Credential in Languages Other than Spanish (No PEL or No Endorsement): SY 2024-25 (East Central & Northeast)

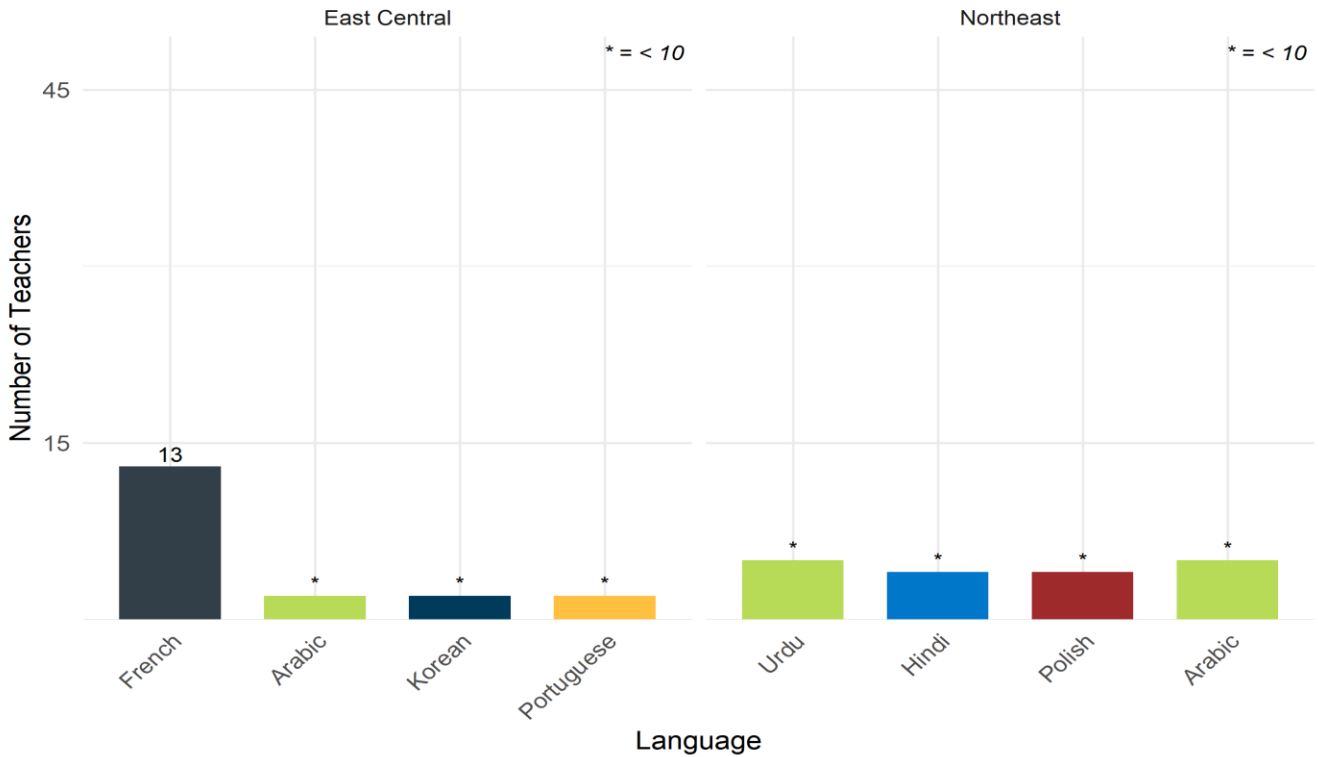


Figure 2-5c: Number of Teachers by Region with a Language Exam Credential in Languages Other than Spanish (No PEL or No Endorsement): SY 2024-25 (Northwest & West Central)

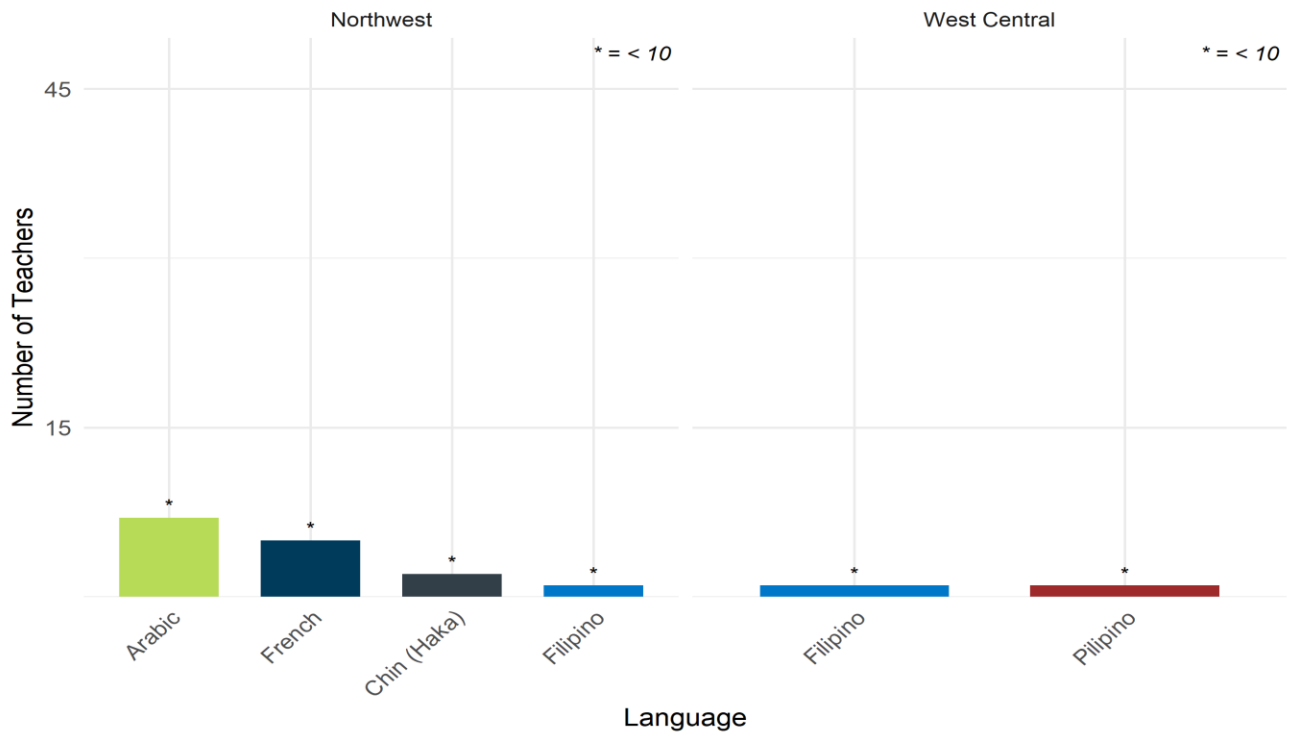


Figure 2-6: Number of Spanish Teachers Across Illinois: SY 2024-25

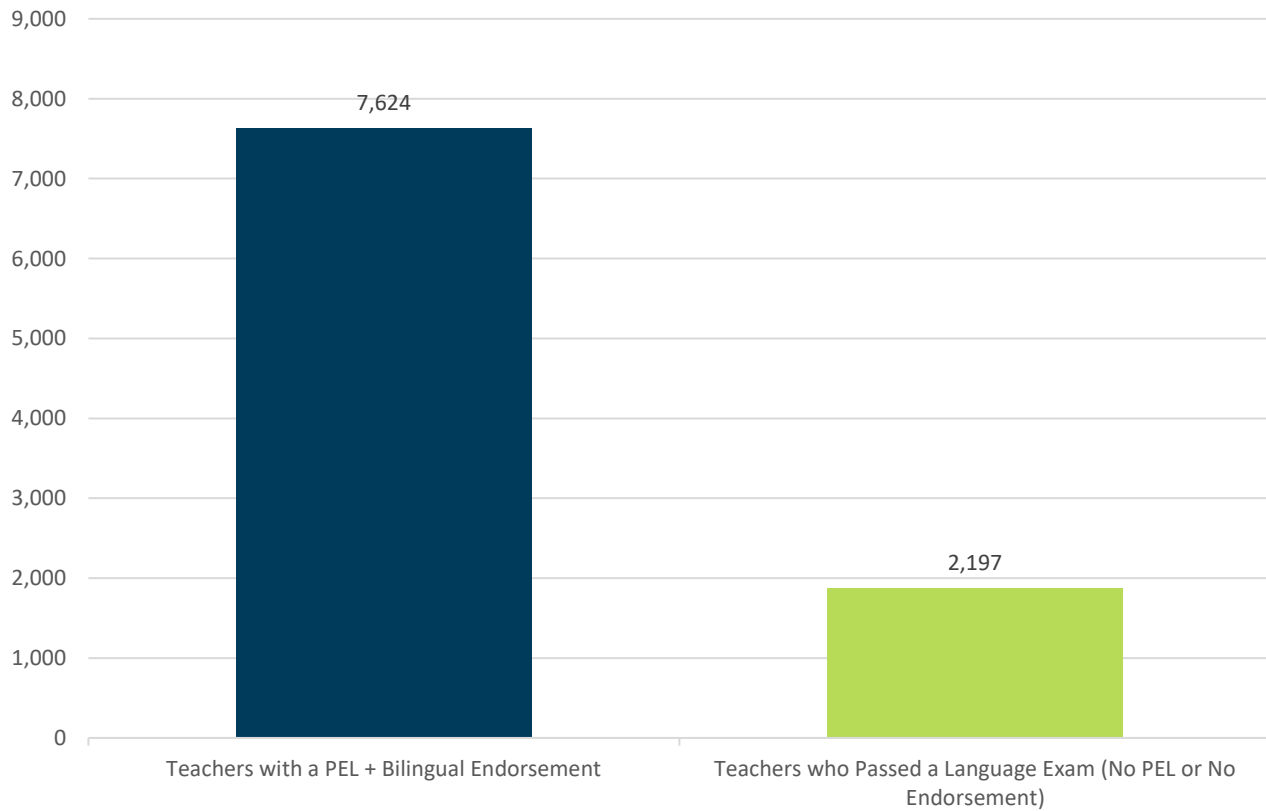


Figure 2-7: Number of Other Language Teachers Across Illinois (with PEL + Bilingual Endorsement): SY 2024-25

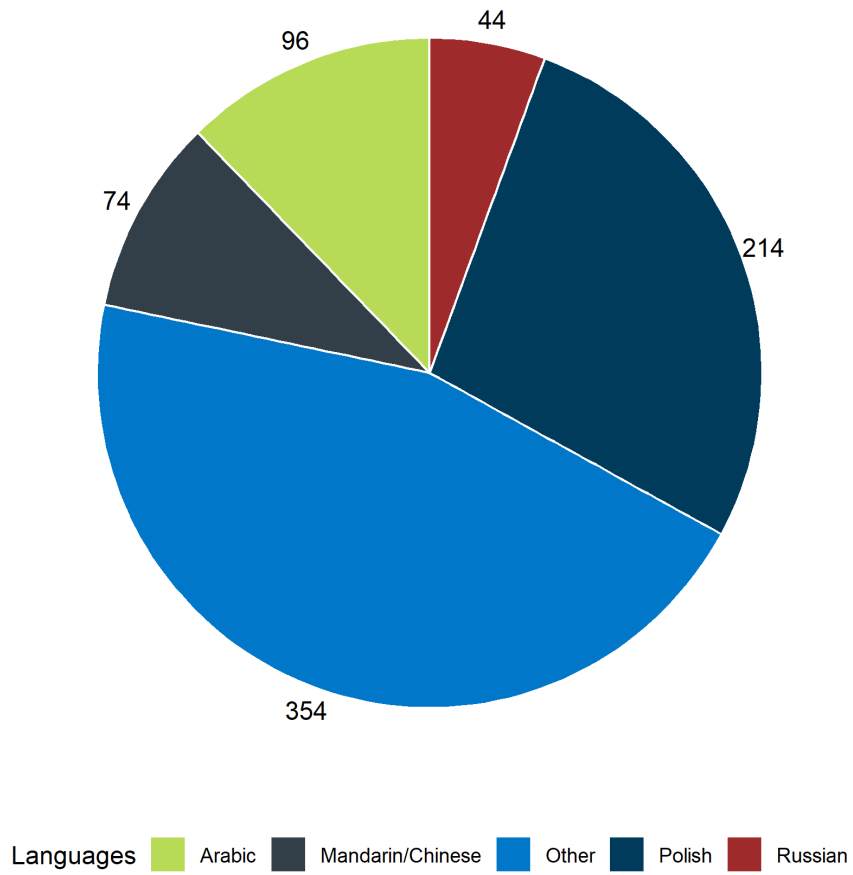
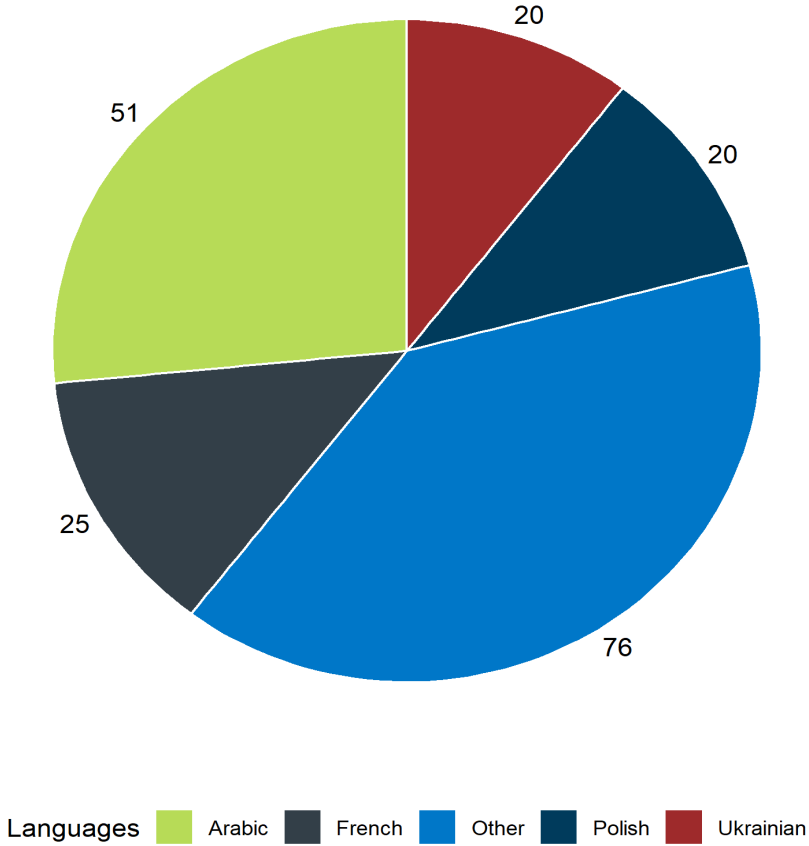


Figure 2-8: Number of Other Language Teachers Across Illinois (Passed Language Exam, No PEL or No Endorsement): SY 2024-25



### SECTION 3: EL STUDENT ENROLLMENT BY COUNTY

Of the 343,967 ELs in Illinois public schools, 28.85% were enrolled in Chicago Public Schools and an additional 24.56% were enrolled in the surrounding school districts in Cook County. Counties immediately outside Cook (DuPage, Kane, Lake, and Will) served 32.34% of ELs in Illinois. The remaining 14.27% of ELs attending public schools in Illinois resided in other counties across the state. Thirty-four counties in Illinois had 20 or fewer ELs.

Charts on the subsequent pages do not include data for ELs enrolled in the Illinois Department of Corrections system or who are enrolled in other State of Illinois-funded schools.

Refer to Table 3 for detailed county data.

*Table 3: Number of EL Students by County: SY 2024-25*

| County Name     | Number of ELs | County Name | Number of ELs |
|-----------------|---------------|-------------|---------------|
| Adams           | 87            | Lawrence    | *             |
| Alexander       | *             | Lee         | 126           |
| Bond            | *             | Livingston  | 163           |
| Boone           | 2,502         | Logan       | 18            |
| Brown           | 16            | Macon       | 471           |
| Bureau          | 374           | Macoupin    | 17            |
| Calhoun         | *             | Madison     | 1,993         |
| Carroll         | 26            | Marion      | 85            |
| Cass            | 972           | Marshall    | *             |
| Champaign       | 4,282         | Mason       | *             |
| Christian       | 21            | Massac      | 34            |
| City of Chicago | 99,230        | McDonough   | 59            |
| Clark           | 22            | McHenry     | 7,285         |
| Clay            | 27            | McLean      | 1,917         |
| Clinton         | 161           | Menard      | *             |
| Coles           | 223           | Mercer      | *             |
| Cook            | 84,493        | Monroe      | 25            |
| Crawford        | *             | Montgomery  | 17            |
| Cumberland      | *             | Morgan      | 175           |
| DeKalb          | 1,876         | Moultrie    | *             |
| Dewitt          | 54            | Ogle        | 701           |
| Douglas         | 288           | Peoria      | 2,196         |
| DuPage          | 28,227        | Perry       | 12            |
| Edgar           | 19            | Piatt       | 21            |
| Edwards         | 12            | Pike        | 34            |
| Effingham       | 160           | Pope        | *             |
| Fayette         | 22            | Pulaski     | *             |
| Ford            | 94            | Putnam      | 36            |
| Franklin        | 39            | Randolph    | 141           |
| Fulton          | 28            | Richland    | 26            |
| Gallatin        | *             | Rock Island | 3,967         |
| Greene          | *             | St. Clair   | 866           |
| Grundy          | 740           | Saline      | 18            |
| Hamilton        | *             | Sangamon    | 638           |
| Hancock         | 56            | Schuyler    | 45            |

| County Name | Number of ELs | County Name  | Number of ELs  |
|-------------|---------------|--------------|----------------|
| Hardin      | *             | Scott        | *              |
| Henderson   | *             | Shelby       | *              |
| Henry       | 229           | Stark        | *              |
| Iroquois    | 162           | Stephenson   | 531            |
| Jackson     | 503           | Tazewell     | 227            |
| Jasper      | 16            | Union        | 121            |
| Jefferson   | 51            | Vermilion    | 285            |
| Jersey      | 18            | Wabash       | 27             |
| Jo Daviess  | 118           | Warren       | 455            |
| Johnson     | *             | Washington   | 21             |
| Kane        | 36,042        | Wayne        | 12             |
| Kankakee    | 1,808         | White        | 13             |
| Kendall     | 4,046         | Whiteside    | 323            |
| Knox        | 343           | Will         | 16,686         |
| La Salle    | 1,315         | Williamson   | 104            |
| Lake        | 30,264        | Winnebago    | 8,593          |
|             |               | Woodford     | 71             |
|             |               | <b>Total</b> | <b>343,967</b> |

\* = <10



## SECTION 4: EL STUDENT COUNT BY LANGUAGE

There were 247 distinct languages spoken by ELs in Illinois. Spanish was the most common language among ELs at 73.29%. It was followed by Arabic at 3.53%, Ukrainian at 1.9%, Russian at 1.87%, and Polish at 1.76%. A total of 141 languages were spoken by 25 or fewer ELs in Illinois. For more detailed data, refer to Tables 4 through 6.

*Table 4: Native Languages Spoken by Number of EL Students: SY 2024-25*

| Language                       | Number of ELs | Language                | Number of ELs | Language                       | Number of ELs |
|--------------------------------|---------------|-------------------------|---------------|--------------------------------|---------------|
| Achi                           | *             | Gujurati                | 3,032         | Norwegian                      | *             |
| Afar                           | *             | Guyanese                | *             | Odia                           | *             |
| Afrikaans (Taal)               | 58            | Hainanese (Chinese)     | *             | Okphela/Ivbie North-Okpela-Arh | *             |
| Akan (Fante/Asante/Twi)        | 432           | Haitian-Creole          | 675           | Oneida                         | *             |
| Albanian/Gheg (Kosovo/Macedon) | 513           | Hakka (Chinese)         | *             | Oriya (Odia)                   | 48            |
| Albanian/Tosk (Albania)        | 408           | Hausa                   | 71            | Oromo (Borana-Arsi-Guji)       | *             |
| Algonquin                      | *             | Hawaiian                | *             | Oromo (Eastern)                | 17            |
| Amazigh                        | 39            | Hebrew                  | 125           | Oromo (West Central)           | *             |
| Amharic                        | 380           | Hindi                   | 1,857         | Oulof (Wolof)                  | 37            |
| Apache                         | *             | Hmong                   | 31            | Palauan                        | *             |
| Arabic                         | 12,144        | Hungarian               | 37            | Pampangan                      | *             |
| Armenian                       | 44            | Ibo/Igbo                | 263           | Panjabi (Punjabi)              | 442           |
| Assamese                       | *             | Icelandic               | *             | Pashto (Pushto)                | 821           |
| Assyrian (Syriac/Aramaic)      | 823           | Igala                   | *             | Pilipino (Tagalog)             | 2,545         |
| Awakateko (Aguacatec Qa'yol)   | *             | Ilocano                 | 31            | Polish                         | 6,042         |
| Azerbaijani (North Azerbaijan) | 13            | Ilonggo (Hilgaynon)     | 48            | Poqomchi                       | *             |
| Bagheli                        | 12            | Indonesian              | 69            | Portuguese                     | 766           |
| Bailinese                      | *             | Isoko                   | *             | Purepecha                      | *             |
| Bambara                        | 17            | Italian                 | 214           | Q'anjob'al (Kanjobal)          | 418           |
| Bangala                        | 35            | Ixil                    | *             |                                |               |
| Bangolan                       | *             | Jamaican English Creole | 94            | Q'eqchi'                       | 128           |
| Bassa                          | *             | Japanese                | 834           | Quechua                        | 28            |
| Belize Kriol English           | 22            | K'iche' or Quiche       | 78            | Rawang                         | *             |
| Bemba                          | 22            | Kaba                    | *             | Rohingya (Ruwainggya)          | 531           |
| Bembe                          | 25            | Kabiyè (Kabye)          | *             | Romanian                       | 987           |
| Bengali (Bangla)               | 375           | Kabyle                  | *             | Romany (Gypsy)                 | *             |
| Bisaya (Malaysa)               | 58            | Kannada (Kanarese)      | 155           | Runyankore                     | *             |
| Bosnian                        | 422           | Kanuri                  | *             | Russian                        | 6,424         |
| Bulgarian                      | 597           | Karen (S'gaw)           | 446           | Samoan                         | *             |
| Burmese                        | 653           | Kashmiri                | *             | Sango (Sangho)                 | *             |
| Cambodian (Khmer)              | 214           | Kayah-Eastern           | *             | Senthang (Hsemtang/Sentang)    | *             |
| Cantonese (Chinese)            | 1,159         | Kazakh                  | 71            | Serbian                        | 615           |

| Language                   | Number of ELs | Language                       | Number of ELs | Language                   | Number of ELs |
|----------------------------|---------------|--------------------------------|---------------|----------------------------|---------------|
| Catalan                    | *             | Khana (Ogoni)                  | *             | Shanghai (Chinese)         | 27            |
| Cebuano (Visayan)          | 148           | Khoekhoe (Damara)              | *             | Shona                      | 38            |
| Chaldean                   | 12            | Kikamba (Kamba)                | *             | Shughini                   | *             |
| Chamorro                   | *             | Kinyarwanda                    | 113           | Sindhi                     | 24            |
| Chaochow/Teochiu (Chinese) | 23            | Kirundi (Rundi)                | 154           | Sinhalese                  | 31            |
| Chechen                    | *             | Kom (Itangikom)                | *             | Slovak                     | 52            |
| Cherokee                   | *             | Konkani                        | *             | Slovenian                  | *             |
| Cheyenne                   | *             | Korean                         | *928          | Somali                     | 261           |
| Chichewa (Nyanja)          | 13            | Kpelle                         | *             | Soninke (Sooninkanxanne)   | 23            |
| Chin (Falam)               | *             | Krahn (Liberia/Cote 'de Ivoir) | *             | Sotho                      | *             |
| Chin (Haka)                | 242           | Krio                           | 40            | Sourashtra (Saurashtra)    | 19            |
| Chin (Ngawn)               | 15            | Kunama                         | *             | Spanish                    | 252,078       |
| Chin-Tedim                 | *             | Kurdish                        | 62            | Swahili                    | 1,506         |
| Chippewa/Ojibawa/Ottawa    | *             | Kyrgyz                         | 460           | Swedish                    | 34            |
| Chuj                       | 65            | Ladino                         | *             | Taishanese (Yue Chinese)   | 34            |
| Chuukese (Trukese)         | 13            | Language not specified         | 1,240         | Taiwanese/Formosan/Min Nan | 12            |
| Creek                      | *             | Lao                            | 237           | Tajik                      | 148           |
| Croatian                   | 56            | Latvian                        | 13            | Tamazight                  | 16            |
| Crow                       | *             | Lingala                        | 196           | Tamil                      | 1,168         |
| Czech                      | 129           | Lithuanian                     | 479           | Tedim (Hai-Dim/Tiddim)     | 47            |
| Dagbani (Dagbanli)         | *             | Luba (Lula/Tsiluba)            | *             | Telugu (Telegu)            | 1,745         |
| Danish                     | 13            | Luganda                        | 74            | Tem                        | *             |
| Dari                       | 738           | Luo                            | *             | Thai                       | 269           |
| Dinka                      | 18            | Maay or Mai Mai                | 15            | Tibetan                    | 25            |
| Dinlea (Turkish)           | *             | Macedonian                     | 199           | Tigré                      | *             |
| Dutch/Flemish              | 38            | Maithil                        | *             | Tigrinya (Tigrigna)        | 157           |
| Edo                        | 16            | Malay                          | 117           | Tiv (Munshi)               | *             |
| Efik                       | *             | Malayalam                      | 991           | Tongan                     | *             |
| Emai-Luleja-Ora            | *             | Maltese                        | *             | Tooro (Rutooro)            | *             |
| Esan                       | *             | Mam                            | 26            | Tuluau                     | *             |
| Eskimo                     | *             | Mandarin (Chinese)             | 1,937         | Turkish                    | 704           |
| Estonian                   | *             | Mandingo (Mandinka)            | 18            | Turkmen                    | 94            |
| Etsako                     | *             | Marathi                        | 262           | Tzotzil                    | *             |
| Ewe                        | 301           | Marshallese                    | *             | Ukrainian                  | 6,537         |
| Farsi (Persian)            | 673           | Massalit                       | *             | Urdu                       | 5,263         |
| Finnish                    | 11            | Mbay (Bongo)                   | *             | Uyghur                     | *             |
| Fon                        | *             | Meitai (Manipuri)              | *             | Uzbek                      | 616           |
| French                     | 2,366         | Mende                          | *             | Vai                        | *             |
| Fukien/Hokkien (Chinese)   | *             | Menominee                      | *             | Vaiphei (Zomi)             | 13            |

| Language            | Number of ELs | Language          | Number of ELs | Language           | Number of ELs |
|---------------------|---------------|-------------------|---------------|--------------------|---------------|
| Fulah (Fula/Fulani) | 50            | Mina              | 36            | Vietnamese         | 1,711         |
| Ga                  | 30            | Mizo              | *             | Welsh              | *             |
| Gaelic (Irish)      | *             | Mon               | *             | Winnebago          | *             |
| Garifuna            | 30            | Mongolian         | 934           | Wolof              | 14            |
| Gbaya               | *             | Montenegrin       | *             | Xsosa              | *             |
| Georgian            | 42            | Moro (Dhimorong)  | *             | Yiddish            | *             |
| German              | 222           | Mundani           | *             | Yombe              | *             |
| Ghadamès (Berbère)  | *             | Navajo            | *             | Yoruba             | 1,090         |
| Gio (Liberian Dan)  | *             | Nepali (Nepalese) | 410           | Zapotec (Zapoteco) | *             |
| Grebo               | *             | Ngam (Ngama)      | *             | Zarma              | *             |
| Greek               | 334           | Nigerian Pidgin   | *             | Zigula (Kizigua)   | *             |
|                     |               |                   |               | Zokam (Zo)         | 12            |
|                     |               |                   |               | Zulu               | 12            |

\*=<10

Table 5: Change in Number of ELs Speaking Native Languages from SY 2023-24 to SY 2024-25

| Language                       | Number of ELs | Language           | Number of ELs | Language              | Number of ELs |
|--------------------------------|---------------|--------------------|---------------|-----------------------|---------------|
| Akan (Fante/Asante/Twi)        | 48            | Hebrew             | -2            | Pashto (Pushto)       | 123           |
| Albanian/Gheg (Kosovo/Macedon) | -29           | Hindi              | 39            | Pilipino (Tagalog)    | 92            |
| Albanian/Tosk (Albania)        | 4             | Ibo/Igbo           | 32            | Polish                | -266          |
| Amharic                        | 33            | Italian            | -20           | Portuguese            | 82            |
| Arabic                         | 378           | Japanese           | 37            | Q'anjob'al (Kanjobal) | 13            |
| Assyrian (Syriac/Aramaic)      | -5            | K'iche' or Quiche  | -8            | Q'eqchi'              | -8            |
| Bengali                        | 29            | Kannada (Kanarese) | 14            | Quechua               | 0             |
| Bisaya (Malaysia)              | -4            | Karen (S'gaw)      | -6            | Rohingya (Ruwainggya) | 187           |
| Bosnian                        | -33           | Kazakh             | 27            | Romanian              | -17           |
| Bulgarian                      | -37           | Kirundi (Rundi)    | 14            | Russian               | 709           |
| Burmese                        | 21            | Kinyarwanda        | 16            | Serbian               | -6            |
| Cambodian (Khmer)              | 9             | Korean             | -79           | Somali                | 41            |
| Cantonese (Chinese)            | -69           | Kyrgyz             | 174           | Spanish               | 7,898         |
| Cebuano (Visayan)              | 17            | Lao                | -3            | Swahili               | 271           |
| Chin (Haka)                    | 2             | Lingala            | 17            | Tajik                 | 55            |
| Czech                          | -9            | Lithuanian         | -9            | Tamil                 | -7            |
| Dari                           | 229           | Luganda            | 7             | Telugu (Telegu)       | 17            |
| Ewe                            | 16            | Macedonian         | 26            | Thai                  | 15            |
| Farsi (Persian)                | 62            | Malay              | -2            | Tigrinya (Tigrigna)   | 18            |
| French                         | 207           | Malayalam          | 46            | Turkish               | 66            |
| Fulah (Fula/Fulani)            | 3             | Mam                | 2             | Ukrainian             | 892           |
| German                         | 14            | Mandarin (Chinese) | 83            | Urdu                  | 362           |
| Greek                          | -17           | Marathi            | 4             | Uzbek                 | 101           |

|                       |     |                   |    |                |    |
|-----------------------|-----|-------------------|----|----------------|----|
| <b>Gujarati</b>       | 145 | Mongolian         | 37 | Vaiphei (Zomi) | -1 |
| <b>Haitian-Creole</b> | 214 | Nepali (Nepalese) | 25 | Vietnamese     | 37 |
| <b>Hausa</b>          | 0   | Panjabi (Punjabi) | 34 | Yoruba         | 7  |

Table 6: Native Languages Spoken by Number of Former EL Students: SY 2024-25

| Language                              | Number of ELs | Language                       | Number of ELs | Language                           | Number of ELs |
|---------------------------------------|---------------|--------------------------------|---------------|------------------------------------|---------------|
| <b>Afrikaans (Taal)</b>               | 32            | <b>Hainanese (Chinese)</b>     | *             | <b>Nzema (Nzima)</b>               | *             |
| <b>Akan (Fante/Asante/Twi)</b>        | 122           | <b>Haitian-Creole</b>          | 54            | <b>Oneida</b>                      | *             |
| <b>Albanian/Gheg (Kosovo/Macedon)</b> | 282           | <b>Hakka (Chinese)</b>         | 16            | <b>Oriya (Odia)</b>                | 41            |
| <b>Albanian/Tosk (Albania)</b>        | 307           | <b>Hausa</b>                   | 15            | <b>Oromo (Eastern)</b>             | *             |
| <b>Algonquin</b>                      | *             | <b>Hawaiian</b>                | *             | <b>Orri (Oring)</b>                | *             |
| <b>Amazigh</b>                        | *             | <b>Hebrew</b>                  | 62            | <b>Oulof (Wolof)</b>               | 18            |
| <b>Amharic</b>                        | 147           | <b>Hindi</b>                   | 1,663         | <b>Palauan</b>                     | *             |
| <b>Arabic</b>                         | 4,319         | <b>Hmong</b>                   | 15            | <b>Pampangan</b>                   | *             |
| <b>Armenian</b>                       | 36            | <b>Hungarian</b>               | 53            | <b>Panjabi (Punjabi)</b>           | 283           |
| <b>Assamese</b>                       | *             | <b>Ibo/Igbo</b>                | 135           | <b>Pashto (Pushto)</b>             | 100           |
| <b>Assyrian (Syriac/Aramaic)</b>      | 546           | <b>Icelandic</b>               | *             | <b>Pilipino (Tagalog)</b>          | 1,941         |
| <b>Bagheli</b>                        | 11            | <b>Ilocano</b>                 | 16            | <b>Pima</b>                        | *             |
| <b>Balinese</b>                       | *             | <b>Ilonggo (Hiligaynon)</b>    | 53            | <b>Polish</b>                      | 7,982         |
| <b>Bambara</b>                        | *             | <b>Indonesian</b>              | 44            | <b>Portuguese</b>                  | 296           |
| <b>Belize Kriol English</b>           | *             | <b>Isoko</b>                   | *             | <b>Pueblo</b>                      | *             |
| <b>Bemba</b>                          | *             | <b>Italian</b>                 | 157           | <b>Q'anjob'al (Kanjobal)</b>       | 15            |
| <b>Bengali (Bangla)</b>               | 283           | <b>Jamaican English Creole</b> | 14            | <b>Rawang</b>                      | *             |
| <b>Bisaya (Malaysia)</b>              | 35            | <b>Japanese</b>                | 483           | <b>Rohingya (Ruwainggya)</b>       | 19            |
| <b>Bosnian</b>                        | 348           | <b>K'iche' or Ouiche</b>       | *             | <b>Romanian</b>                    | 845           |
| <b>Bulgarian</b>                      | 828           | <b>Kachhi</b>                  | *             | <b>Rynyankor</b>                   | *             |
| <b>Burmese</b>                        | 287           | <b>Kannada (Kanarese)</b>      | 173           | <b>Russian</b>                     | 2,463         |
| <b>Cambodian (Khmer)</b>              | 123           | <b>Kanuri</b>                  | *             | <b>Samoan</b>                      | *             |
| <b>Cantonese (Chinese)</b>            | 1,279         | <b>Karen (S'gaw)</b>           | 147           | <b>Senthang (Hsemtang/Sentang)</b> | *             |
| <b>Cebuano (Visayan)</b>              | 99            | <b>Kashmiri</b>                | *             | <b>Serbian</b>                     | 518           |
| <b>Chaldean</b>                       | *             | <b>Kayah-Eastern</b>           | *             | <b>Shanghai (Chinese)</b>          | 16            |
| <b>Chamorro</b>                       | *             | <b>Kazakh</b>                  | *             | <b>Shona</b>                       | *             |
| <b>Chaochow/Teochiu (Chinese)</b>     | 33            | <b>Khoekhoe (Damara)</b>       | *             | <b>Sindhi</b>                      | 13            |

| Language                 | Number of ELs | Language               | Number of ELs | Language                    | Number of ELs |
|--------------------------|---------------|------------------------|---------------|-----------------------------|---------------|
| Chechen                  | *             | Kikamba (Kamba)        | *             | Sinhalese                   | 25            |
| Chichewa (Nyanja)        | *             | Kinyarwanda            | *             | Sioux (Dakota)              | *             |
| Chin (Haka)              | 116           | Kirundi (Rundi)        | 29            | Slovak                      | 80            |
| Chin (Ngawn)             | *             | Konkani                | 28            | Slovenian                   | *             |
| Chin-Tedim               | *             | Korean                 | 1,309         | Somali                      | 69            |
| Chuj                     | *             | Krio                   | *             | Soninke (Sooninkanxanne)    | *             |
| Chuukese (Trukese)       | *             | Kunama                 | *             | Sotho                       | *             |
| Croatian                 | 46            | Kurdish                | 28            | Sourashtra (Saurashtra)     | 20            |
| Crow                     | *             | Kyrgyz                 | 1328          | Spanish                     | 67,764        |
| Czech                    | 167           | Language Not Specified | 2,384         | Swahili                     | 137           |
| Dagbani (Dagbanli)       | *             | Lao                    | 153           | Swedish                     | 34            |
| Danish                   | *             | Latvian                | 29            | Taishanese (Yue Chinese)    | *             |
| Dari                     | *             | Lingala                | 29            | Taiwanese/Formosan /Min Nan | 17            |
| Daro-Matu                | *             | Lithuanian             | 728           | Tajik                       | *             |
| Dinka                    | *             |                        |               | Tamazight                   | *             |
| Dinlea (Turkish)         | *             | Luganda                | 32            | Tamil                       | 1,102         |
| Dutch/Flemish            | 35            | Luo                    | *             | Tedim (Hai-Dim/Tiddim)      | *             |
| Edo                      | *             | Luxembourgish          | *             | Telugu (Telegu)             | 1,728         |
| Efik                     | *             | Maay or Mai Mai        | *             | Thai                        | 159           |
| English                  | *             | Macedonian             | 127           | Tibetan                     | *             |
| Estonian                 | 11            | Malay                  | 29            | Tigrinya (Tigrigna)         | 47            |
| Ewe                      | 101           | Malayalam              | 859           | Tongan                      | 23            |
| Farsi (Persian)          | 219           | Mandarin (Chinese)     | 2,026         | Tuluau                      | *             |
| Finnish                  | *             | Mandingo (Mandinka)    | *             | Turkish                     | 309           |
| French                   | 693           | Marathi                | 311           | Turkmen                     | 12            |
| Fukien/Hokkien (Chinese) | *             | Massalit               | *             | Ukrainian                   | 1,336         |
| Fulah (Fula/Fulani)      | *             | Mende                  | *             | Urdu                        | 2,992         |
| Ga                       | 11            | Mina                   | 21            | Uzbek                       | 117           |
| Gaelic (Scottish)        | *             | Mizo                   | *             |                             |               |
| Gbaya                    | *             | Mongolian              | 618           | Vaiphei (Zomi)              | *             |
| Georgian                 | 22            | Montenegrin            | *             | Vietnamese                  | 1,293         |
| German                   | 174           | Mundani                | *             | Wolof                       | *             |
| Greek                    | 270           | Navajo                 | *             | Yombe                       | *             |
| Gujarati                 | 2,029         | Nepali (Nepalese)      | 178           | Yoruba                      | 491           |
| Guyanese                 | *             | Norwegian              | *             | Zigula (Kizigua)            | *             |
|                          |               |                        |               | Zulu                        | *             |

\* = <10

Figure 4-1: Top 5 Languages by Percent of ELs: SY 2024-25

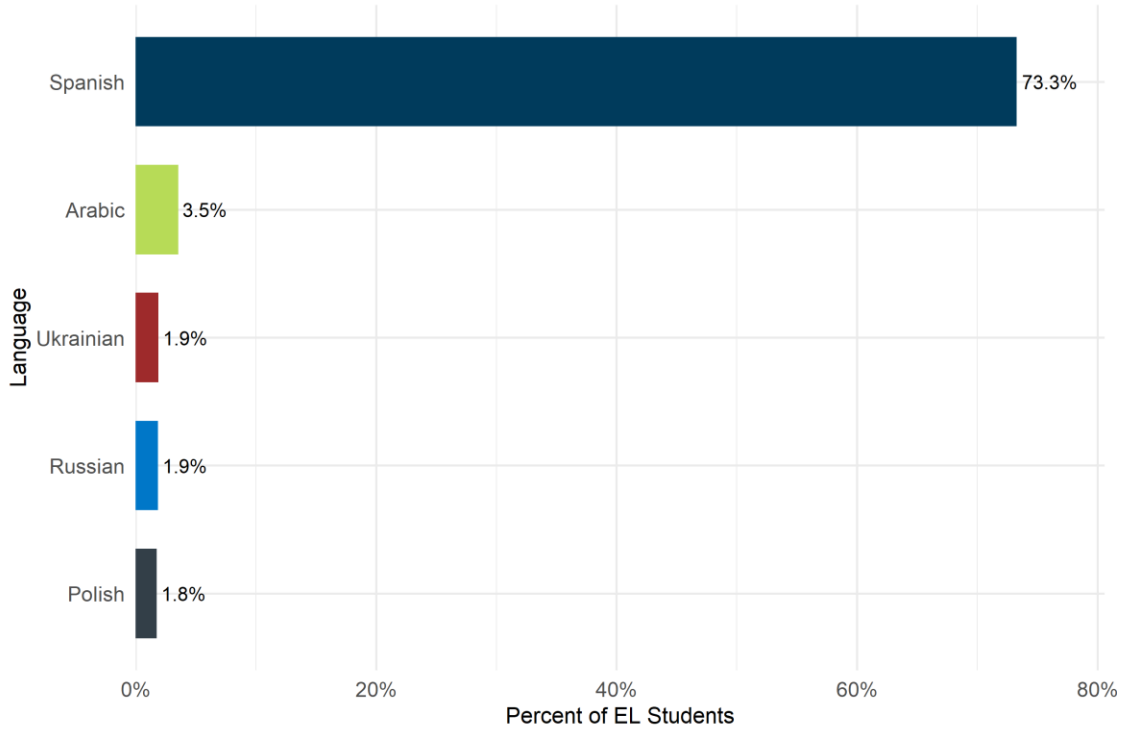


Figure 4-2: Change in Number of Spanish-Speaking ELs from SY 2021-22 to SY 2024-25

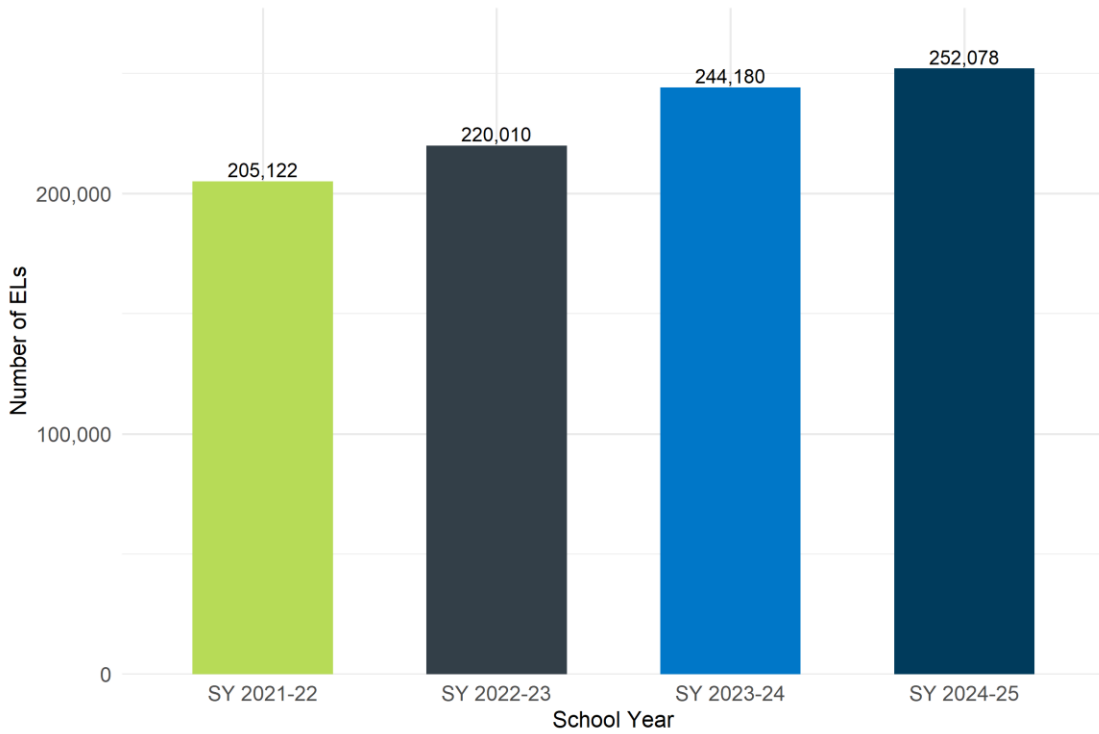


Figure 4-3: Top 15 Languages with Greatest Increase in ELs from SY 2023-24 to SY 2024-25

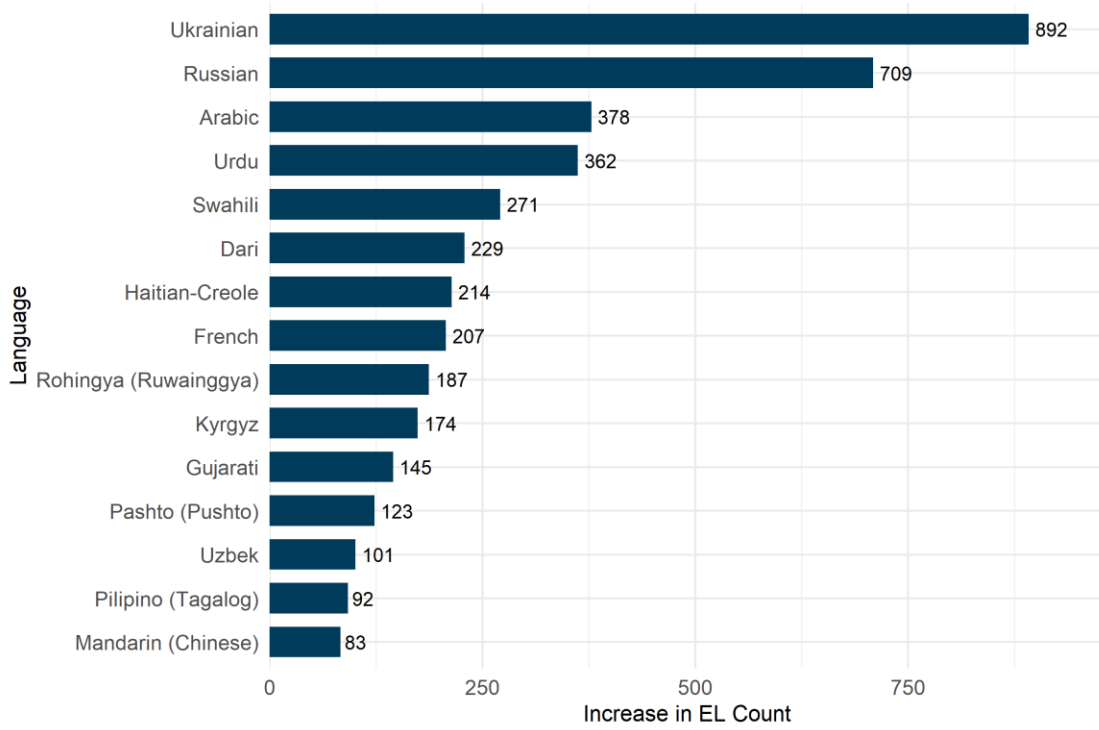
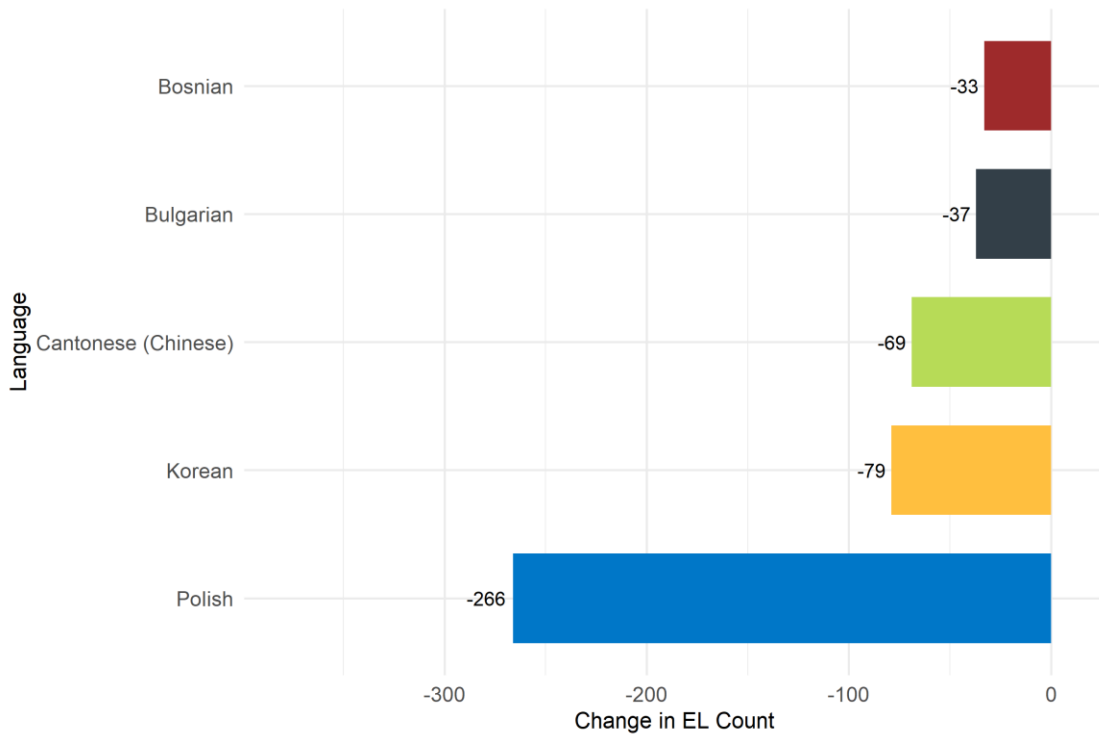


Figure 4-4: Top 5 Languages with Greatest Decrease in ELs from SY 2023-24 to SY 2024-25



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

English learners were primarily found in Grades K-5, with the highest number of ELs found in fourth grade at 31,004. The fewest number of ELs were in 12th grade at 18,773. By ethnicity, the majority of ELs — 73.23% — were Hispanic or Latino. The next largest EL category was White at 10.57%, followed by Asian at 9.77%, Black or African American at 3.02%, and Two or More Races at 1.97%.

In the charts on the subsequent pages, Hispanic ELs — the largest category of ELs in Illinois — are shown separately in the bar graph so as to not skew the grade-band data in the pie charts that follow.

For more detailed data, refer to Table 7.

Table 7: Number and Percent of ELs by Grade Level and Race/Ethnicity: SY 2024-25

| Grade Level |         | Race/Ethnicity     |                                  |               |                           |   |               |                   |                |
|-------------|---------|--------------------|----------------------------------|---------------|---------------------------|---|---------------|-------------------|----------------|
|             |         | 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*         |
| Pre-K       | Number  | 16,164             | 280                              | 3,377         | 979                       | 22  | 2,637         | 612               | <b>24,403</b>  |
|             | Percent | 66.24%             | 1.15%                            | 13.84%        | 4.01%                     | 0.09%                                     | 10.81%        | 2.51%             | 7.09%          |
| K           | Number  | 17,657             | 127                              | 3,345         | 813                       | 13  | 2,888         | 629               | <b>25,765</b>  |
|             | Percent | 68.53%             | 0.49%                            | 12.98%        | 3.16%                     | 0.05%                                     | 11.21%        | 2.44%             | 7.49%          |
| Grade 1     | Number  | 18,657             | 97                               | 3,392         | 803                       | 18  | 3,407         | 600               | <b>27,222</b>  |
|             | Percent | 68.54%             | 0.36%                            | 12.46%        | 2.95%                     | 0.07%                                     | 12.52%        | 2.2%              | 7.91%          |
| Grade 2     | Number  | 19,712             | 118                              | 3,419         | 867                       | 18  | 3,433         | 705               | <b>28,520</b>  |
|             | Percent | 69.12%             | 0.41%                            | 11.99%        | 3.04%                     | 0.06%                                     | 12.04%        | 2.47%             | 8.29%          |
| Grade 3     | Number  | 21,246             | 116                              | 3,444         | 820                       | 18  | 3,774         | 628               | <b>30,273</b>  |
|             | Percent | 70.18%             | 0.38%                            | 11.38%        | 2.71%                     | 0.06%                                     | 12.47%        | 2.07%             | 8.8%           |
| Grade 4     | Number  | 22,459             | 144                              | 3,192         | 835                       | 14  | 3,538         | 603               | <b>31,004</b>  |
|             | Percent | 72.44%             | 0.46%                            | 10.3%         | 2.69%                     | 0.05%                                     | 11.41%        | 1.94%             | 9.01%          |
| Grade 5     | Number  | 17,765             | 125                              | 2,137         | 633                       | 24  | 2,413         | 453               | <b>23,725</b>  |
|             | Percent | 74.88%             | 0.53%                            | 9.01%         | 2.67%                     | 0.1%                                      | 10.17%        | 1.91              | 6.9%           |
| Grade 6     | Number  | 16,035             | *                                | 1,706         | 673                       | *   | 2,008         | 350               | <b>20,997</b>  |
|             | Percent | 76.37%             | *                                | 8.12%         | 3.21%                     | *   | 9.56%         | 1.67%             | 6.1%           |
| Grade 7     | Number  | 17,097             | 94                               | 1,772         | 647                       | 20  | 2,275         | 378               | <b>22,442</b>  |
|             | Percent | 76.18%             | 0.42%                            | 7.9%          | 2.88%                     | 0.09%                                     | 10.14%        | 1.68%             | 6.52%          |
| Grade 8     | Number  | 17,810             | 92                               | 1,728         | 626                       | 27  | 2,244         | 354               | <b>23,165</b>  |
|             | Percent | 76.88%             | 0.4%                             | 7.46%         | 2.7%                      | 0.12%                                     | 9.69%         | 1.53%             | 6.73%          |
| Grade 9     | Number  | 19,203             | 97                               | 1,825         | 781                       | 15  | 2,138         | 346               | <b>24,677</b>  |
|             | Percent | 77.82%             | 0.39%                            | 7.4%          | 3.16%                     | 0.06%                                     | 8.66%         | 1.4%              | 7.17%          |
| Grade 10    | Number  | 17,993             | 87                               | 1,537         | 728                       | 21  | 2,078         | 302               | <b>22,929</b>  |
|             | Percent | 78.47%             | 0.38%                            | 6.7%          | 3.18%                     | 0.09%                                     | 9.06%         | 1.32%             | 6.67%          |
| Grade 11    | Number  | 15,714             | *                                | 1,379         | 592                       | *   | 1,803         | 310               | <b>20,072</b>  |
|             | Percent | 78.29%             | *                                | 6.87%         | 2.95%                     | *   | 8.98%         | 1.54%             | 5.84%          |
| Grade 12    | Number  | 14,378             | 74                               | 1,366         | 584                       | 25  | 1,734         | 505               | <b>18,773</b>  |
|             | Percent | 76.59%             | 0.39%                            | 7.28%         | 3.11%                     | 0.13%                                     | 9.24%         | 2.69%             | 5.46%          |
| Total       | Number  | <b>251,890</b>     | <b>1,630</b>                     | <b>33,619</b> | <b>10,381</b>             | <b>255</b>                                | <b>36,370</b> | <b>6,775</b>      | <b>343,967</b> |
|             | Percent | <b>73.23%</b>      | <b>0.47%</b>                     | <b>9.77%</b>  | <b>3.02%</b>              | <b>0.07%</b>                              | <b>10.57%</b> | <b>1.97%</b>      | <b>100%</b>    |

\*Note: The totals include students with unreported race/ethnicity.

Figure 5-1: Hispanic ELs by Grade Band: SY 2024-25

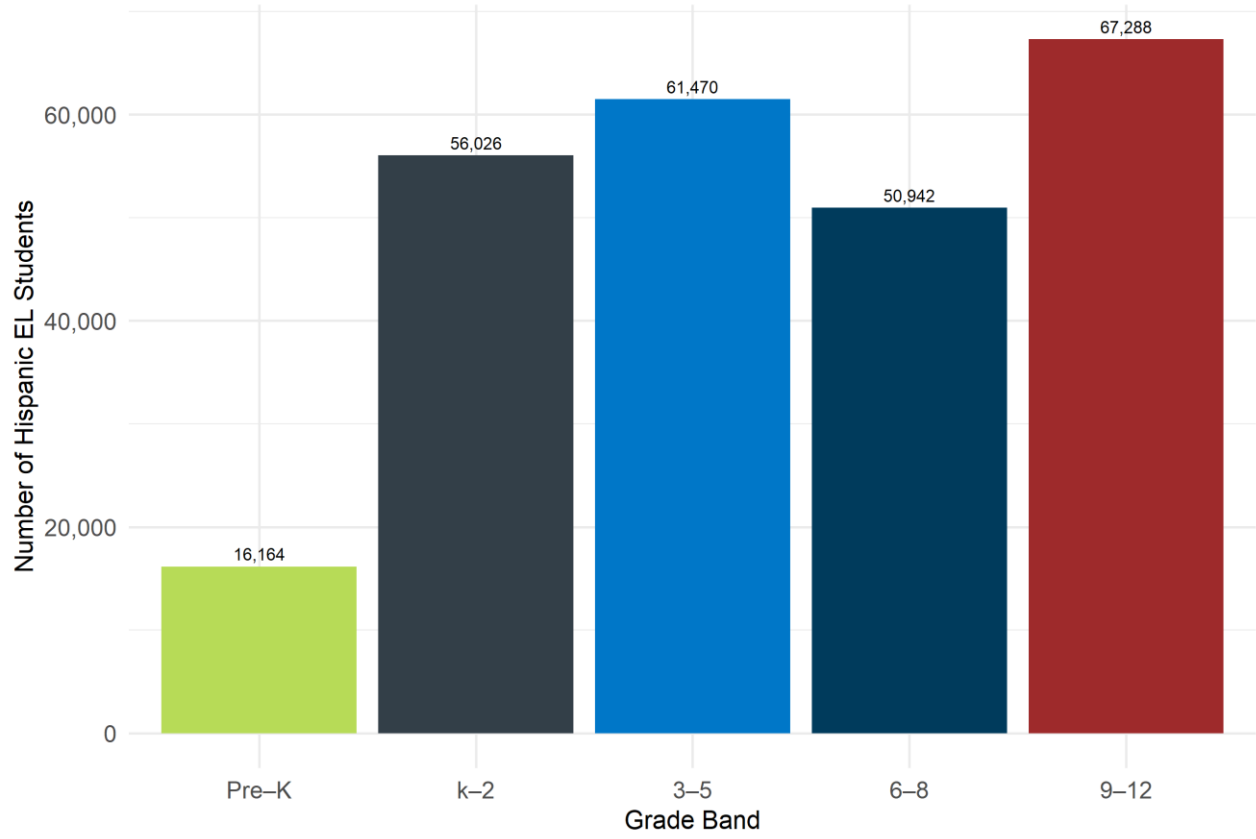


Figure 5-2: Race and Ethnicity of ELs: Pre-K: SY 2024-25

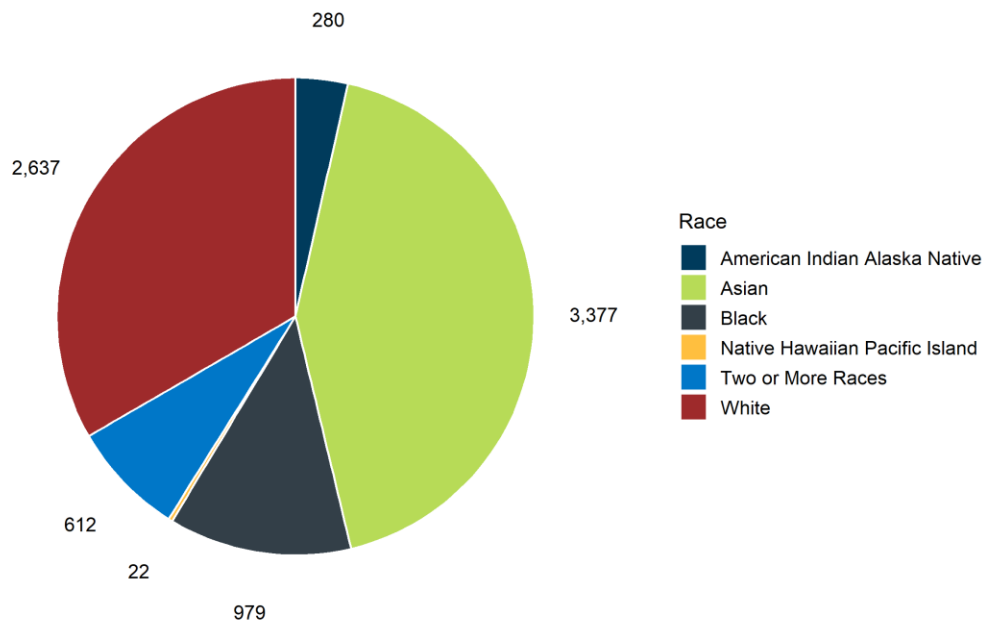


Figure 5-3: Race and Ethnicity of ELs: K-2: SY 2024-25

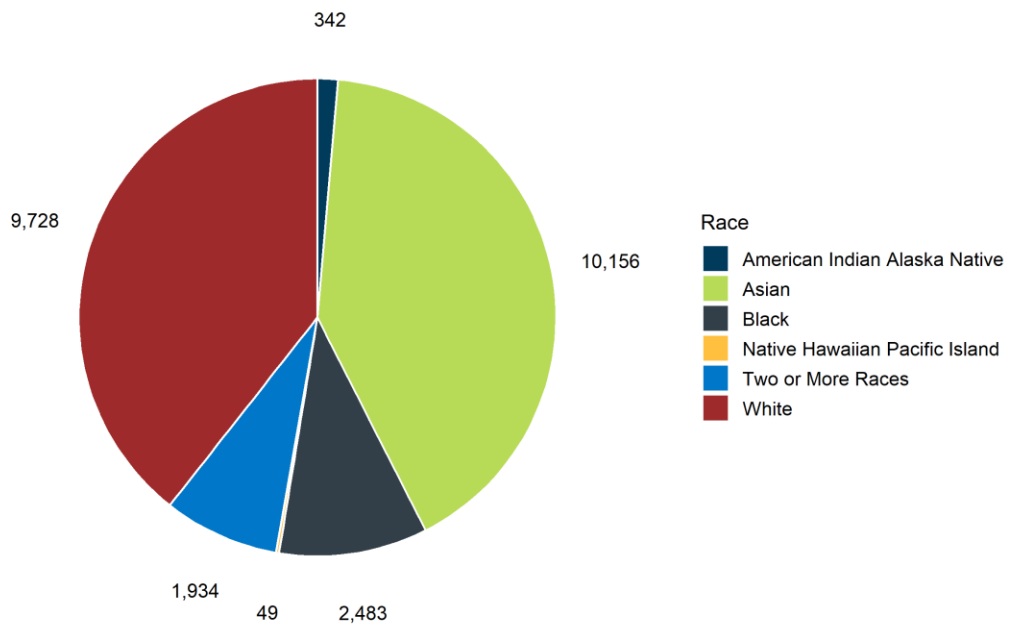


Figure 5-4: Race and Ethnicity of ELs: Grades 3-5: SY 2024-25

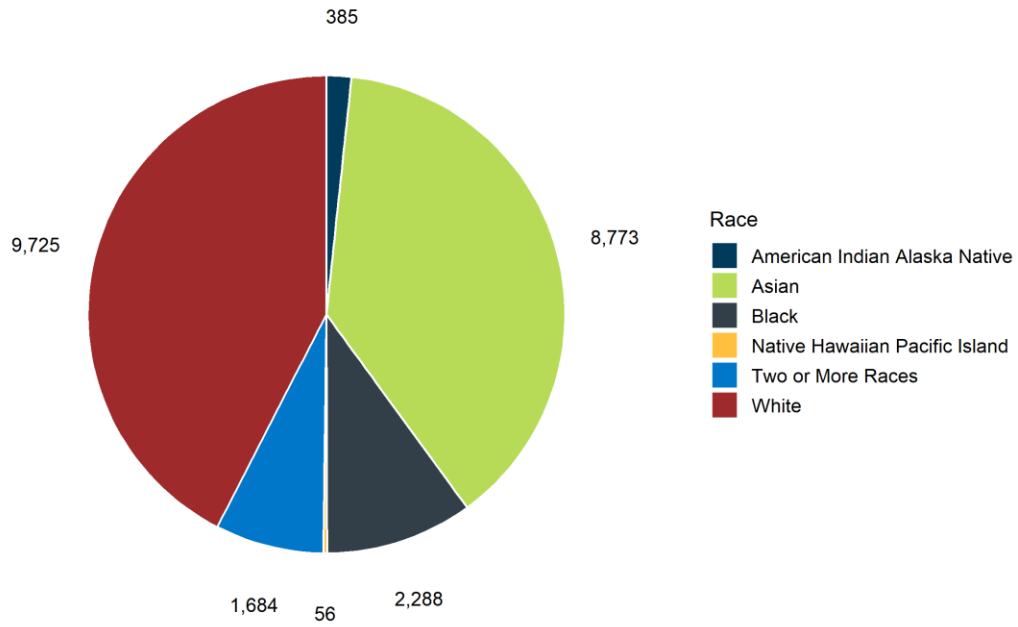


Figure 5-5: Race and Ethnicity of ELs: Grades 6-8: SY 2024-25

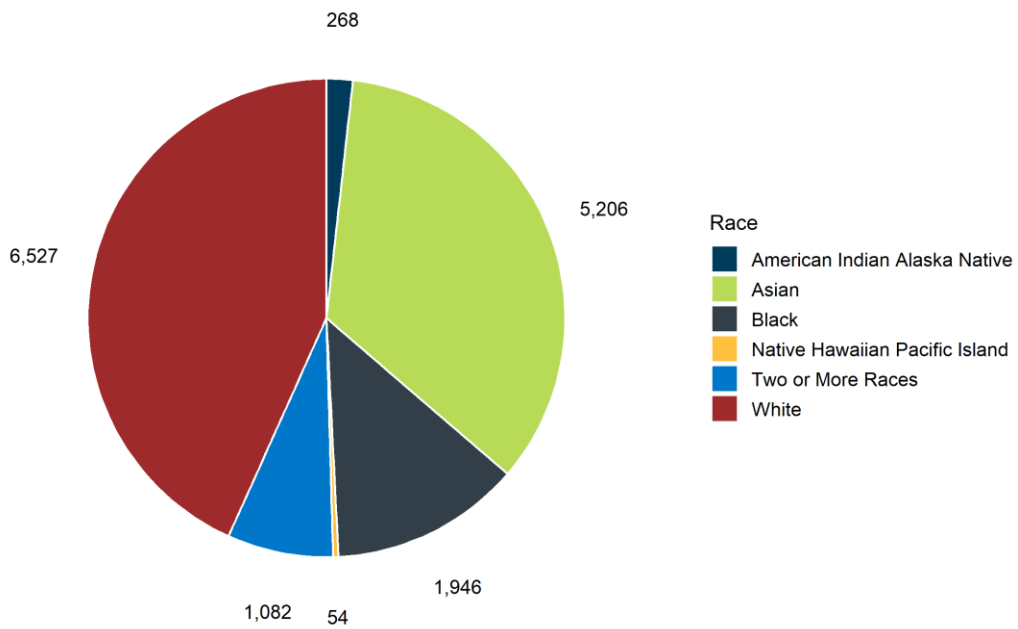
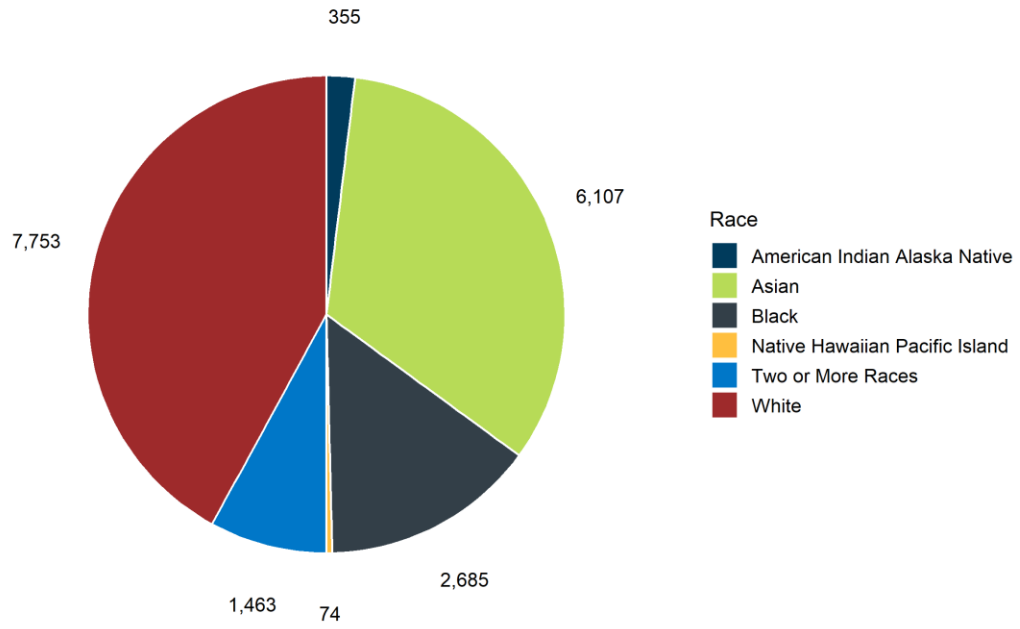


Figure 5-6: Race and Ethnicity of ELs: Grades 9-12: SY 2024-25



## SECTION 6: EL STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

There are 68,047 students who are English learners with Individualized Education Programs (IEPs), which is 19.78% of all ELs. Pre-K has the highest count of ELs with IEPs at 6,613. The number of unique ELs with IEPs declined significantly in kindergarten and continued declining through the upper grades. This decrease may be, in part, due to the number of ELs who reclassified and who no longer require EL services. However, 12<sup>th</sup>-graders had the highest rate of IEPs among ELs in their grade at 29.12%.

For more detailed data, refer to Tables 8 through 10.

*Table 8: Number and Percent of EL Students by Grade Cluster and IEP Status: SY 2024-25*

| Grade Level  |         | English Learners |          |                     |
|--------------|---------|------------------|----------|---------------------|
|              |         | No IEP           | With IEP | Total ELs with IEPs |
| Pre-K        | Number  | 17,790           | 6,613    | 24,403              |
|              | Percent | 72.9%            | 27.1%    | 7.09%               |
| Kindergarten | Number  | 21,252           | 4,513    | 25,765              |
|              | Percent | 82.48%           | 17.52%   | 7.49%               |
| Grade 1      | Number  | 22,635           | 4,587    | 27,222              |
|              | Percent | 83.15%           | 16.85%   | 7.91%               |
| Grade 2      | Number  | 23,699           | 4,821    | 28,520              |
|              | Percent | 83.1%            | 16.9%    | 8.29%               |
| Grade 3      | Number  | 25,162           | 5,111    | 30,273              |
|              | Percent | 83.12%           | 16.88%   | 8.8%                |
| Grade 4      | Number  | 25,831           | 5,173    | 31,004              |
|              | Percent | 83.32%           | 16.68%   | 9.01%               |
| Grade 5      | Number  | 19,035           | 4,690    | 23,725              |
|              | Percent | 80.23%           | 19.77%   | 6.9%                |
| Grade 6      | Number  | 16,474           | 4,523    | 20,997              |
|              | Percent | 78.46%           | 21.54%   | 6.1%                |
| Grade 7      | Number  | 17,873           | 4,569    | 22,442              |
|              | Percent | 79.64%           | 20.36%   | 6.52%               |
| Grade 8      | Number  | 18,652           | 4,513    | 23,165              |
|              | Percent | 80.52%           | 19.48%   | 6.73%               |
| Grade 9      | Number  | 19,986           | 4,691    | 24,677              |
|              | Percent | 80.99%           | 19.01%   | 7.17%               |
| Grade 10     | Number  | 18,406           | 4,523    | 22,929              |
|              | Percent | 80.27%           | 19.73%   | 6.67%               |
| Grade 11     | Number  | 15,818           | 4,254    | 20,072              |
|              | Percent | 78.81%           | 21.19%   | 5.84%               |
| Grade 12     | Number  | 13,307           | 5,466    | 18,773              |
|              | Percent | 70.88%           | 29.12%   | 5.46%               |
| Total        | Number  | 275,920          | 68,047   | 343,967             |
|              | Percent | 80.22%           | 19.78%   | 100%                |

Table 9: Number of ELs with an IEP by Disability Area: SY 2024-25

| Grade Level  | English Learners with IEP by Disability Area |                       |                              |                   |                     |            |                |
|--------------|--|-----------------------|------------------------------|-------------------|---------------------|------------|----------------|
|              | Intellectual Disability                      | Orthopedic Impairment | Specific Learning Disability | Visual Impairment | Hearing Impairments | Deafness   | Deaf-Blindness |
| Pre-K        | *  | 11                    | 12                           | *                 | 31                  | *          | *              |
| Kindergarten | 11   | *                     | 28                           | *                 | 22                  | *          | *              |
| Grade 1      | 30   | *                     | 24                           | *                 | 25                  | 11         | *              |
| Grade 2      | 58   | 11                    | 181                          | 13                | 22                  | *          | *              |
| Grade 3      | 113  | *                     | 907                          | 16                | 42                  | *          | *              |
| Grade 4      | 163  | *                     | 2,009                        | 15                | 55                  | 11         | *              |
| Grade 5      | 266  | *                     | 2,448                        | 21                | 38                  | *          | *              |
| Grade 6      | 250  | *                     | 2,618                        | 11                | 32                  | 13         | *              |
| Grade 7      | 315  | *                     | 2,685                        | *                 | 41                  | 17         | *              |
| Grade 8      | 276  | *                     | 2,743                        | 12                | 28                  | *          | *              |
| Grade 9      | 300  | *                     | 2,943                        | 11                | 41                  | 13         | *              |
| Grade 10     | 343  | 12                    | 2,860                        | *                 | 35                  | 13         | *              |
| Grade 11     | 329  | *                     | 2,705                        | 16                | 34                  | *          | *              |
| Grade 12     | 1,033  | 17                    | 2,607                        | 21                | 39                  | 18         | *              |
| <b>Total</b> | <b>3,492</b>                                 | <b>120</b>            | <b>24,770</b>                | <b>169</b>        | <b>485</b>          | <b>150</b> | <b>*</b>       |

\* = <10

| Grade Level  | English Learners with IEP by Disability Area |                      |                         |                       |                     |               |                        |
|--------------|--|----------------------|-------------------------|-----------------------|---------------------|---------------|------------------------|
|              | Speech or Language Impairment                | Emotional Disability | Other Health Impairment | Multiple Disabilities | Developmental Delay | Autism        | Traumatic Brain Injury |
| Pre-K        | 1,662  | *                    | 142                     | 22                    | 3,617               | 1,098         | *                      |
| Kindergarten | 1,249  | *                    | 102                     | 13                    | 2,156               | 905           | *                      |
| Grade 1      | 1,365  | *                    | 130                     | 31                    | 2,013               | 927           | *                      |
| Grade 2      | 1,373  | 26                   | 228                     | 34                    | 1,995               | 904           | *                      |
| Grade 3      | 1,085  | 49                   | 352                     | 36                    | 1,590               | 898           | *                      |
| Grade 4      | 857  | 72                   | 509                     | 50                    | 526                 | 894           | *                      |
| Grade 5      | 486  | 78                   | 484                     | 49                    | *                   | 794           | *                      |
| Grade 6      | 309  | 76                   | 490                     | 59                    | *                   | 653           | *                      |
| Grade 7      | 207  | 105                  | 502                     | 47                    | *                   | 635           | *                      |
| Grade 8      | 153  | 136                  | 537                     | 56                    | *                   | 551           | *                      |
| Grade 9      | 85   | 181                  | 511                     | 49                    | *                   | 539           | 11                     |
| Grade 10     | 58   | 189                  | 473                     | 47                    | *                   | 478           | *                      |
| Grade 11     | 40   | 190                  | 435                     | 51                    | *                   | 429           | *                      |
| Grade 12     | 31   | 207                  | 421                     | 111                   | *                   | 947           | 11                     |
| <b>Total</b> | <b>8,960</b>                                 | <b>1,324</b>         | <b>5,316</b>            | <b>655</b>            | <b>11,857</b>       | <b>10,652</b> | <b>87</b>              |

\* = <10

Table 10: Number of Former ELs with an IEP by Disability Area: SY 2024-25

| Grade Level | English Learners with IEP by Disability Area |                       |                              |                   |                     |          |                |
|-------------|--|-----------------------|------------------------------|-------------------|---------------------|----------|----------------|
|             | Intellectual Disability                      | Orthopedic Impairment | Specific Learning Disability | Visual Impairment | Hearing Impairments | Deafness | Deaf-Blindness |
| Grade 1     | *  | *                     | *                            | *                 | *                   | *        | *              |
| Grade 2     | *  | *                     | *                            | *                 | *                   | *        | *              |
| Grade 3     | *  | *                     | *                            | *                 | *                   | *        | *              |
| Grade 4     | *  | *                     | *                            | *                 | *                   | *        | *              |
| Grade 5     | *  | *                     | 44                           | *                 | *                   | *        | *              |
| Grade 6     | *  | *                     | 116                          | *                 | 18                  | *        | *              |
| Grade 7     | *  | *                     | 86                           | *                 | *                   | *        | *              |
| Grade 8     | *  | *                     | 90                           | *                 | *                   | *        | *              |
| Grade 9     | *  | *                     | 86                           | *                 | 12                  | *        | *              |
| Grade 10    | *  | *                     | 147                          | *                 | 12                  | *        | *              |
| Grade 11    | *  | *                     | 162                          | *                 | 11                  | *        | *              |
| Grade 12    | *  | *                     | 269                          | 17                | 16                  | *        | *              |
| Total       | 11   | 20                    | 1,004                        | 47                | 98                  | *        | *              |

\* = <10

| Grade Level | English Learners with IEP by Disability Area |                      |                         |                       |                     |        |                        |
|-------------|--|----------------------|-------------------------|-----------------------|---------------------|--------|------------------------|
|             | Speech or Language Impairment                | Emotional Disability | Other Health Impairment | Multiple Disabilities | Developmental Delay | Autism | Traumatic Brain Injury |
| Grade 1     | 16   | *                    | *                       | *                     | *                   | *      | *                      |
| Grade 2     | 25   | *                    | *                       | *                     | 15                  | *      | *                      |
| Grade 3     | 32   | *                    | *                       | *                     | 11                  | *      | *                      |
| Grade 4     | 61   | *                    | *                       | *                     | *                   | 21     | *                      |
| Grade 5     | 169  | *                    | 43                      | *                     | *                   | 47     | *                      |
| Grade 6     | 131  | 13                   | 61                      | *                     | *                   | 67     | *                      |
| Grade 7     | 81   | 23                   | 55                      | *                     | *                   | 58     | *                      |
| Grade 8     | 55   | 25                   | 48                      | *                     | *                   | 37     | *                      |
| Grade 9     | 23   | 47                   | 40                      | *                     | *                   | 49     | *                      |
| Grade 10    | 27   | 75                   | 84                      | *                     | *                   | 62     | *                      |
| Grade 11    | 24   | 95                   | 83                      | *                     | *                   | 56     | *                      |
| Grade 12    | 19   | 152                  | 169                     | *                     | *                   | 117    | *                      |
| Total       | 663  | 445                  | 596                     | *                     | 41                  | 535    | *                      |

\* = <10

Figure 6-1: IEP Status of Current ELs by Grade Band: SY 2024-25

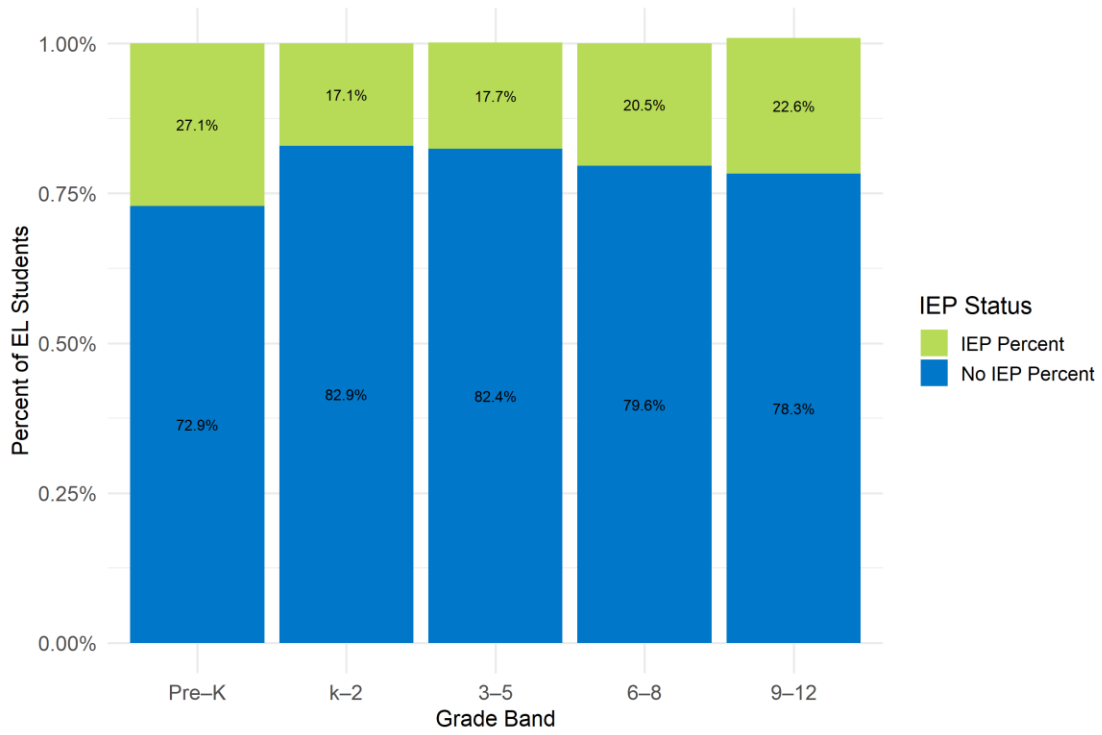
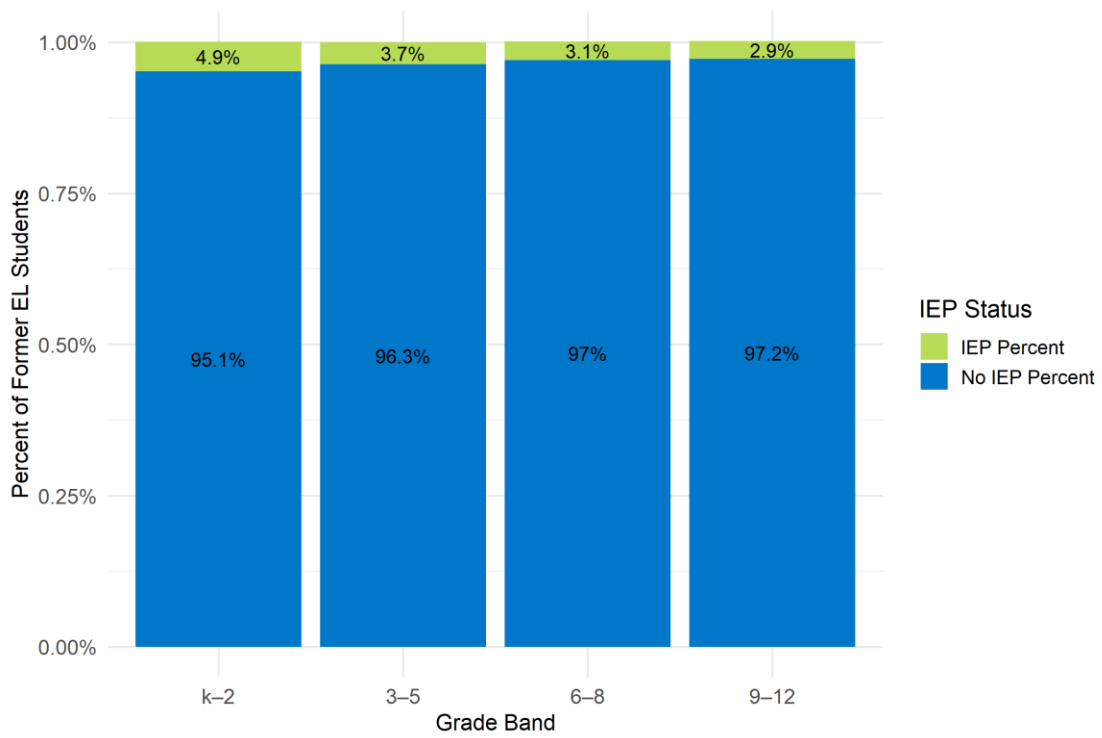


Figure 6-2: IEP Status of Former ELs by Grade Band: SY 2024-25



*EL Students with IEPs by Disability Area*

There are 14 different disability areas in which students with an IEP may be identified. These are Autism, Deaf-Blindness, 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 identified and eligible for special education services under a Specific Learning Disability with 24,770 out of 68,047 ELs with an IEP, or 36.4%. A total of 11,857 ELs are identified as having a Developmental Delay in grades pre-K through 5, or 17.42% of ELs with IEPs.

Figure 6-3: Disability Type for ELs: Pre-K: SY 2024-25

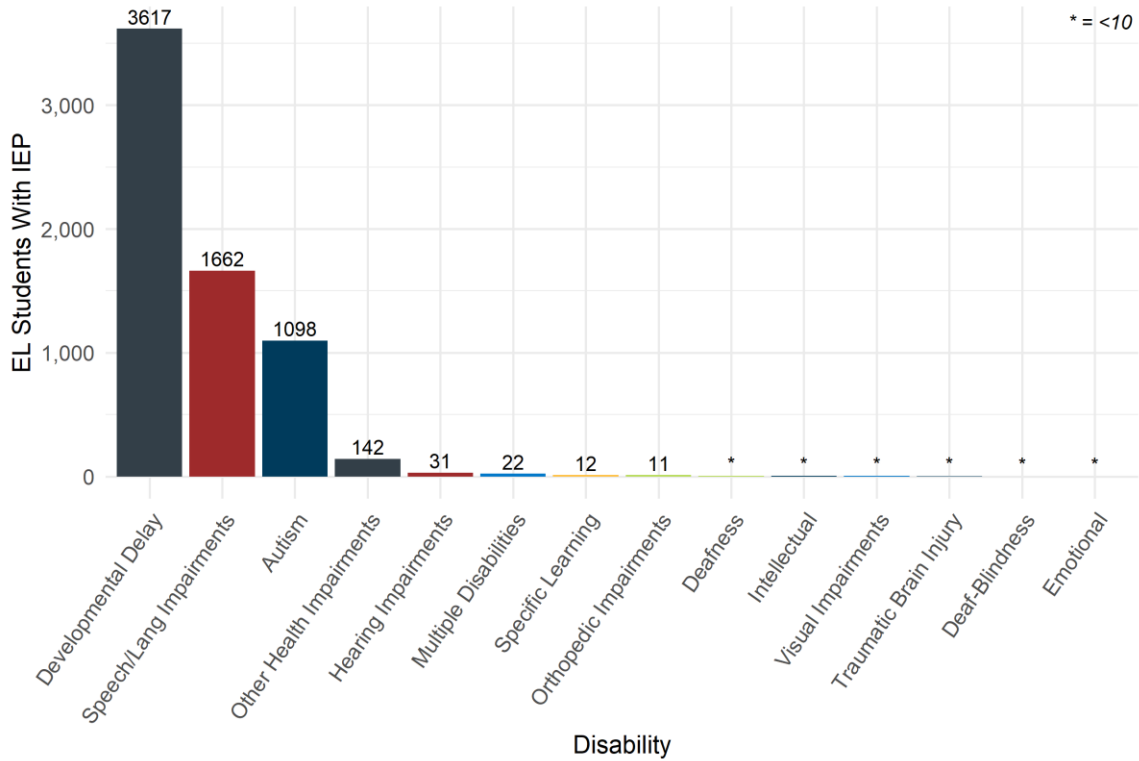


Figure 6-4: Disability Type for ELs: K-2: SY 2024-25

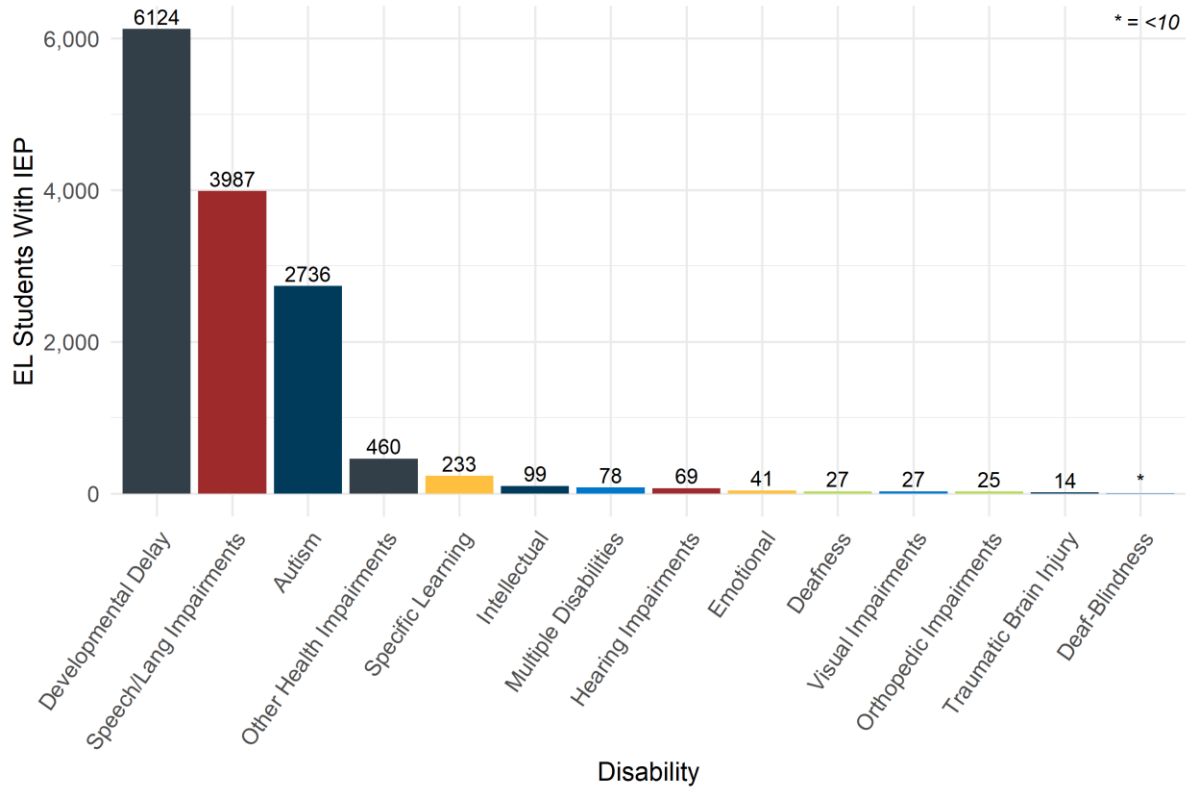


Figure 6-5: Disability Type for ELs: Grades 3-5: SY 2024-25

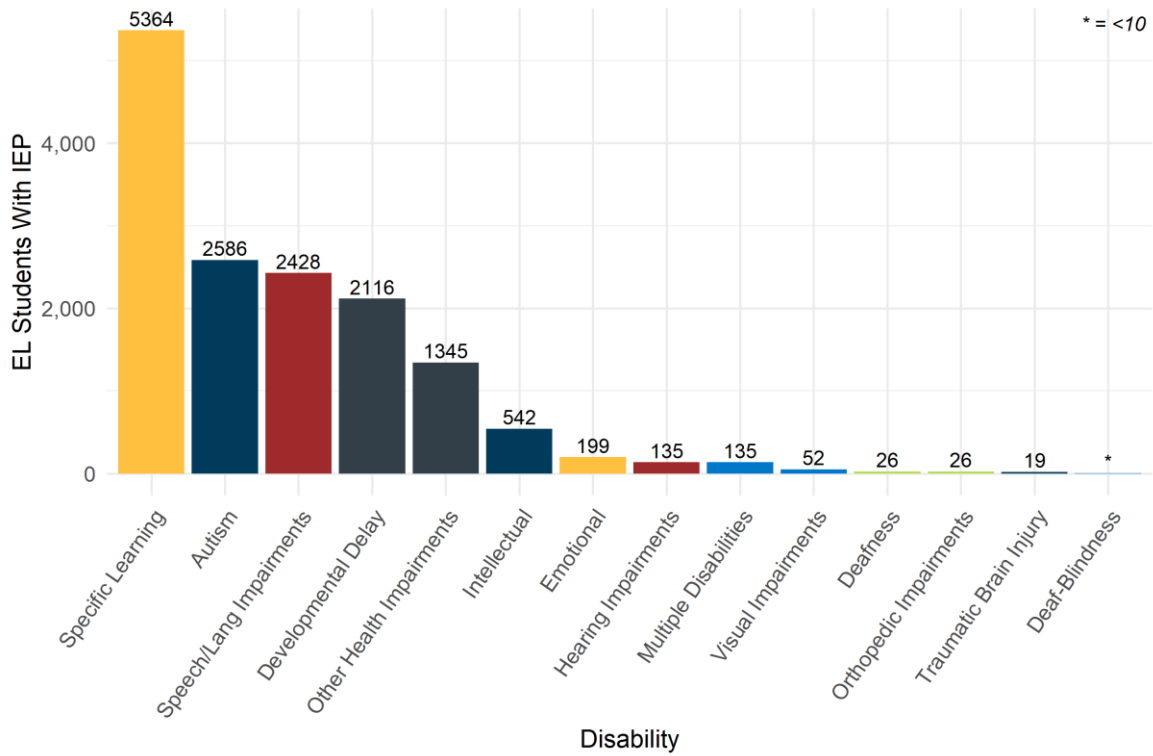


Figure 6-6: Disability Type for ELs: Grades 6-8: SY 2024-25

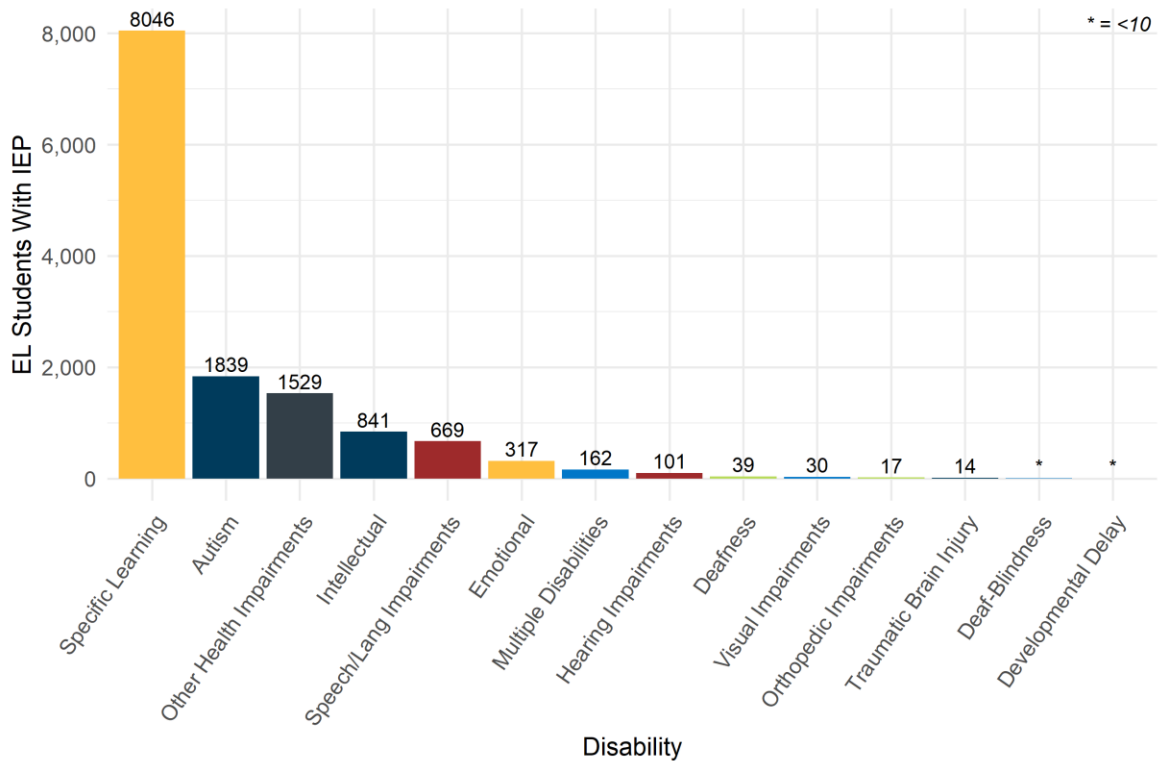
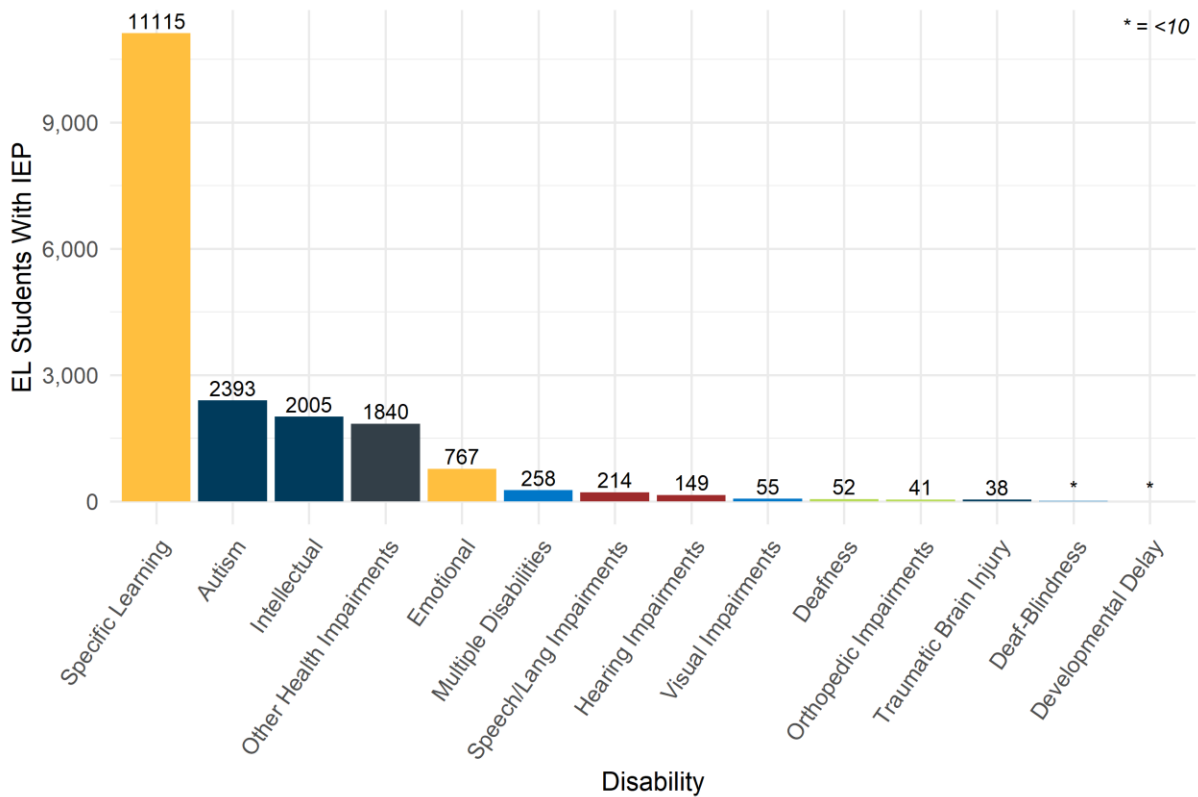


Figure 6-7: Disability Type for ELs: Grades 9-12: SY 2024-25



*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 identified with a Specific Learning Disability with 1,004 out of 3,477 former ELs with an IEP, or 28.88%. A total of 596 former ELs were identified as having Other Health Impairment, or 17.14%, while 663 former ELs had a Speech/Language Impairment, representing 19.07% of former ELs with an IEP.

Figure 6-8: Disability Type for Former ELs: K-2: SY 2024-25

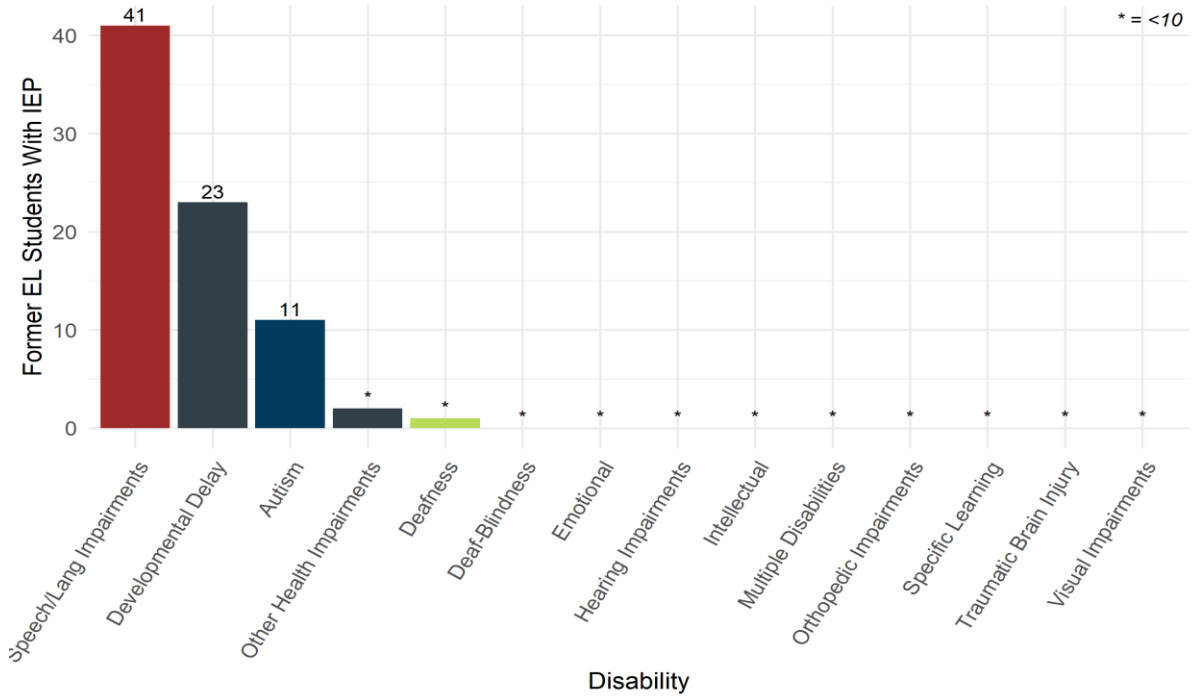


Figure 6-9: Disability Type for Former ELs: Grades 3-5: SY 2024-25

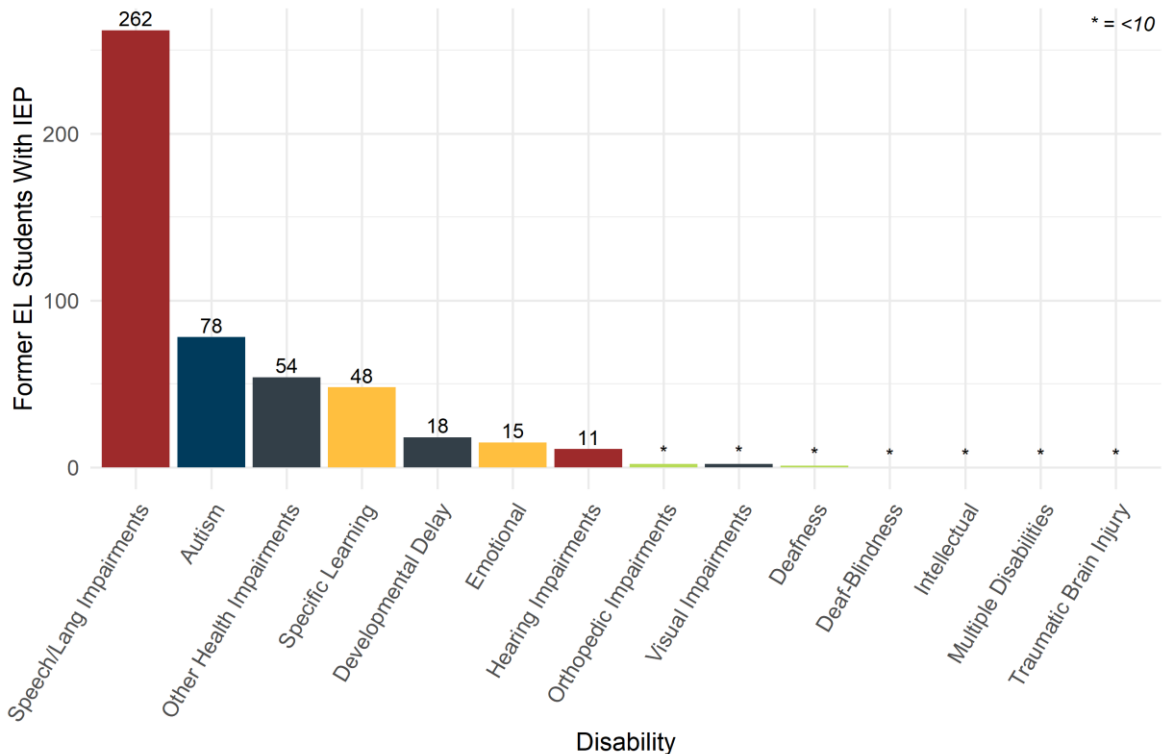


Figure 6-10: Disability Type for Former ELs: Grades 6-8: SY 2024-25

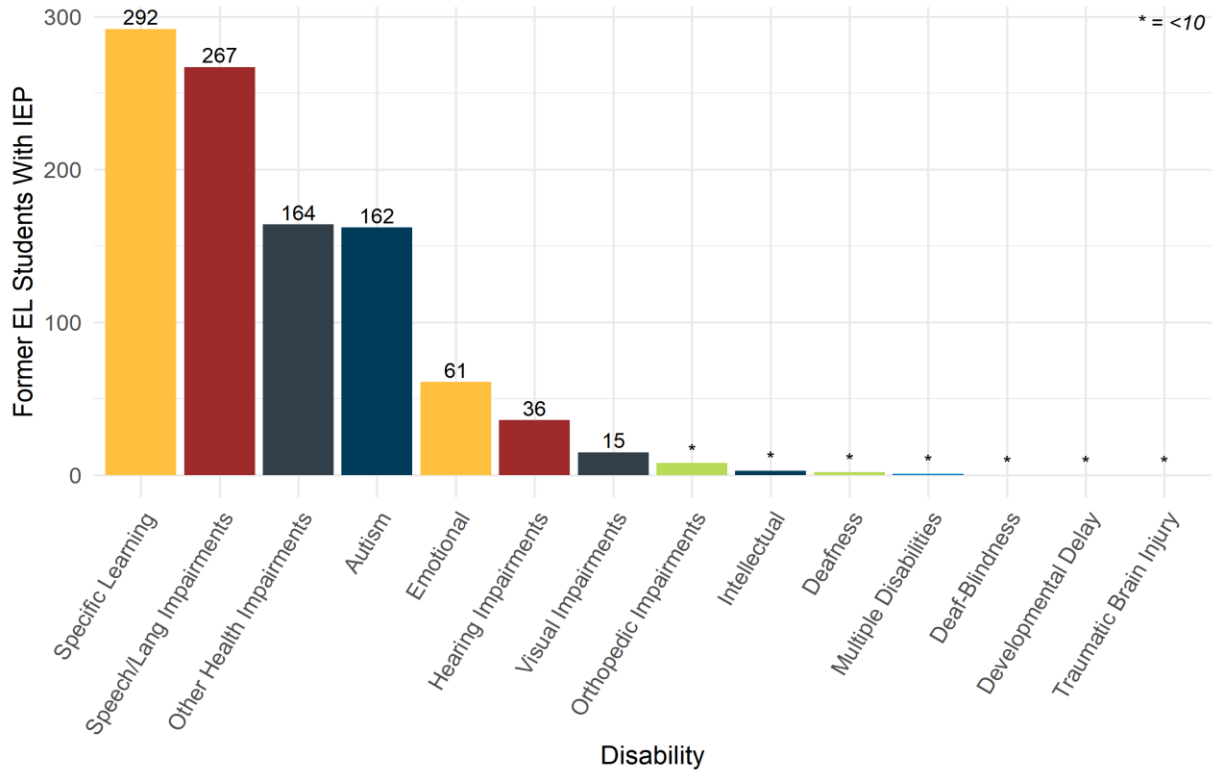
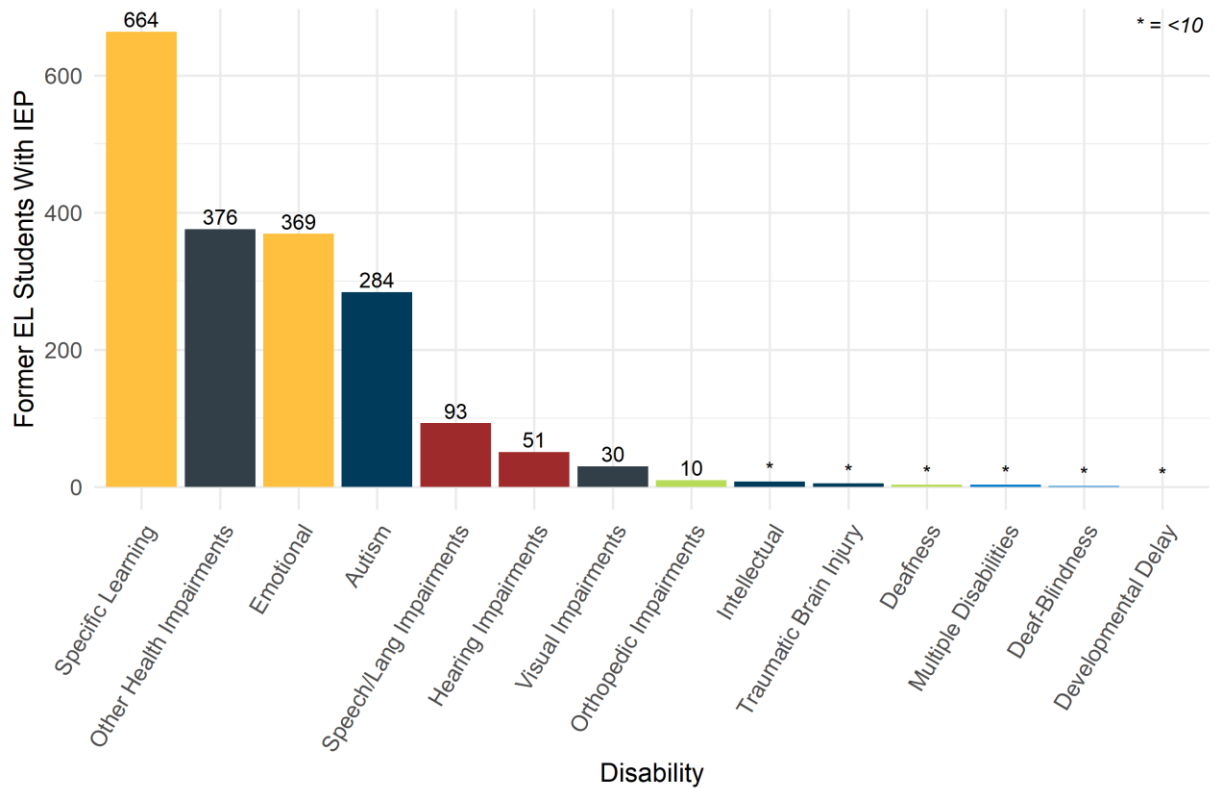


Figure 6-11: Disability Type for Former ELs: Grades 9-12: SY 2024-25



## 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 Program, also known as Transitional Bilingual Education (TBE) – Collaboration
- Transitional Bilingual Program, also known as TBE – Self-Contained
- Transitional Program in English, also known as Transitional Program of Instruction (TPI) – Collaboration
- Transitional Program in English, also known as TPI – Self-Contained

Schools may offer multiple instructional designs at the same time to meet the needs of the students enrolled in their schools.

TBE programs make up 35.34% of all instructional designs used. TPI programs make up 34.09%, and dual language programs make up 16.33%. The most common instructional design is TPI in a collaborative setting; 106,494 ELs were enrolled in this type of program. The least common instructional design is TPI – Self-Contained, comprising just 3.13% of ELs.

For more detailed data, refer to Table 11.

*Table 11: Number and Percentage of EL Students Enrolled in an EL Instructional Design: SY 2024-25*

| EL Instructional Design                          | Design Count   | Design Percent |
|--|----------------|----------------|
| Dual Language – Two Way                          | 28,696         | 8.34%          |
| Dual Language – One Way                          | 27,494         | 7.99%          |
| Transitional Bilingual Program – Self-Contained  | 29,552         | 8.59%          |
| Transitional Bilingual Program – Collaboration   | 92,012         | 26.75%         |
| Transitional Program in English – Self-Contained | 10,779         | 3.13%          |
| Transitional Program in English – Collaboration  | 106,494        | 30.96%         |
| None of the Above                                | 48,940         | 14.23%         |
| <b>Total</b>                                     | <b>343,967</b> | <b>100%</b>    |

Figure 7-1: Percentage of EL Students in Each Instructional Design: SY 2024-25

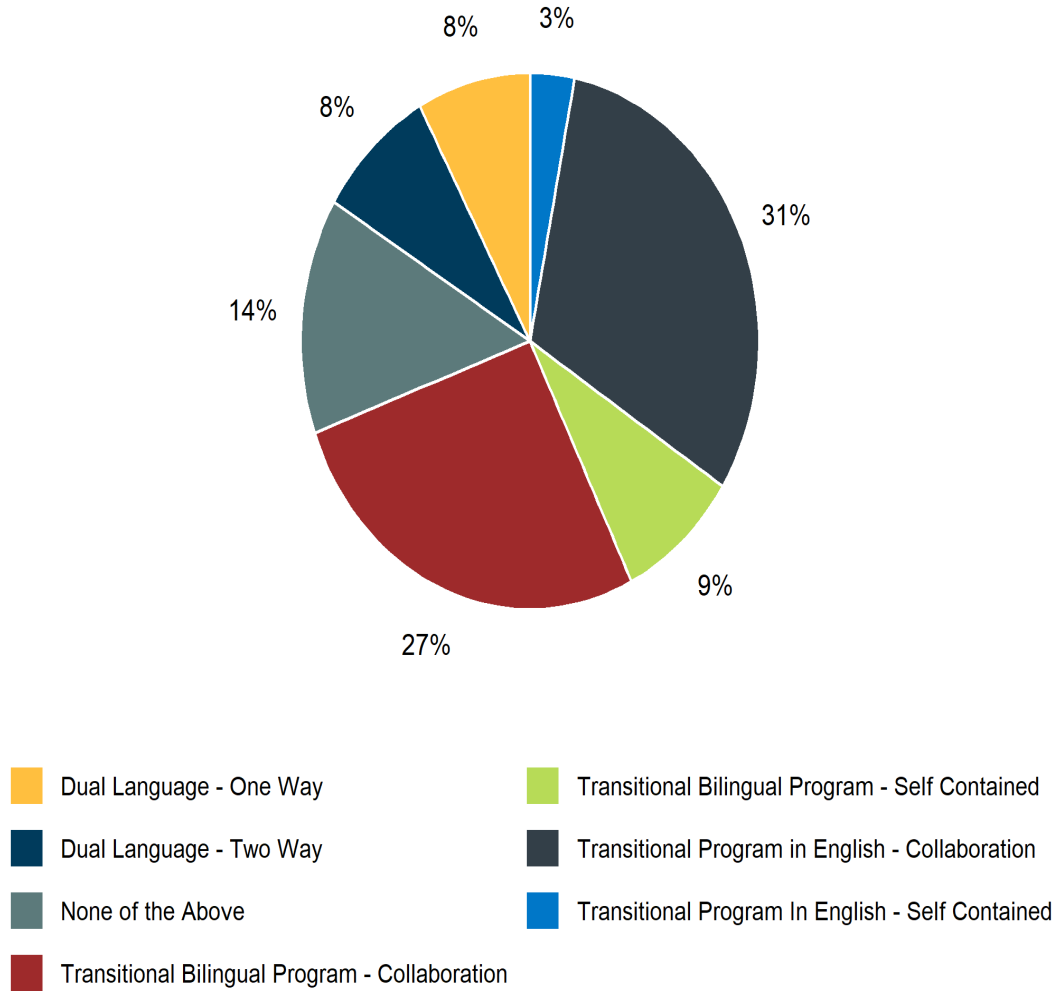


Figure 7-2: Percentage of Spanish-Speaking ELs in Each Instructional Design: SY 2024-25

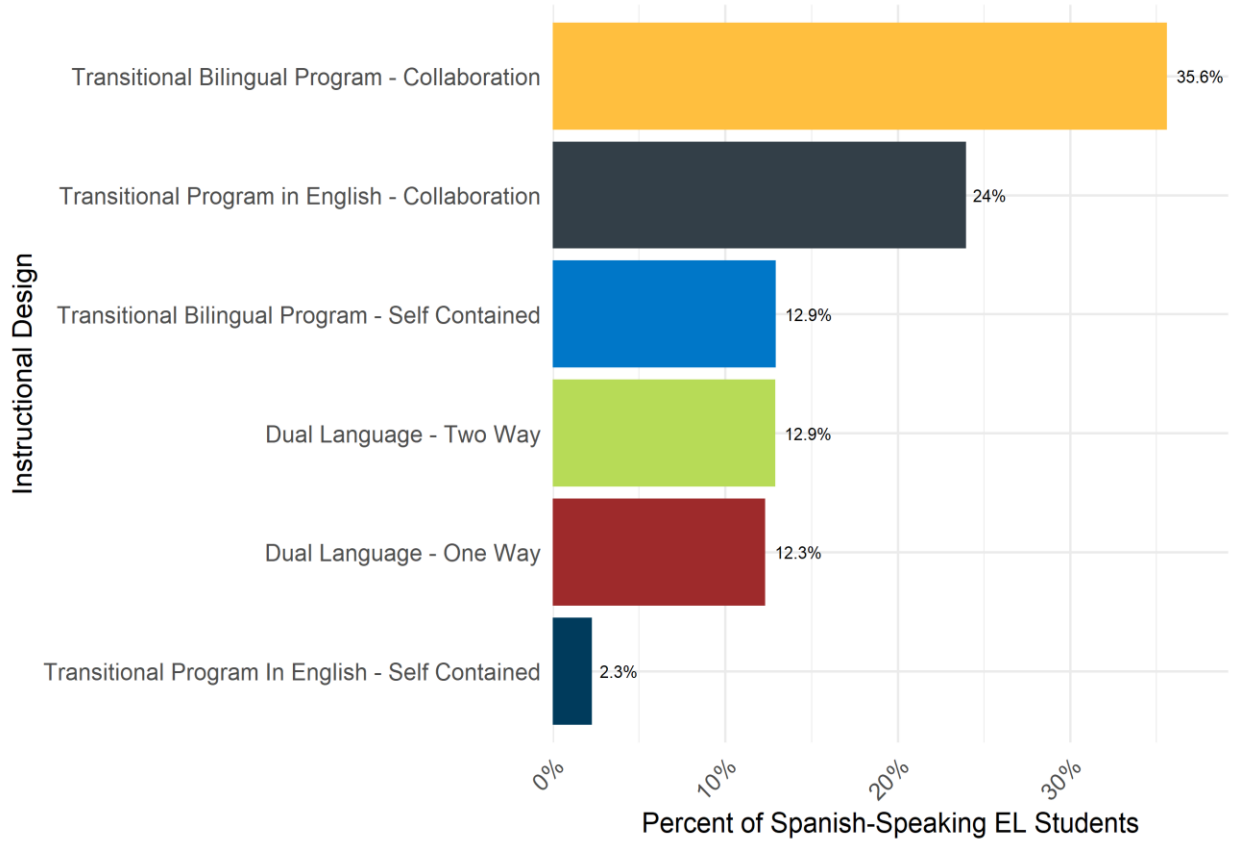
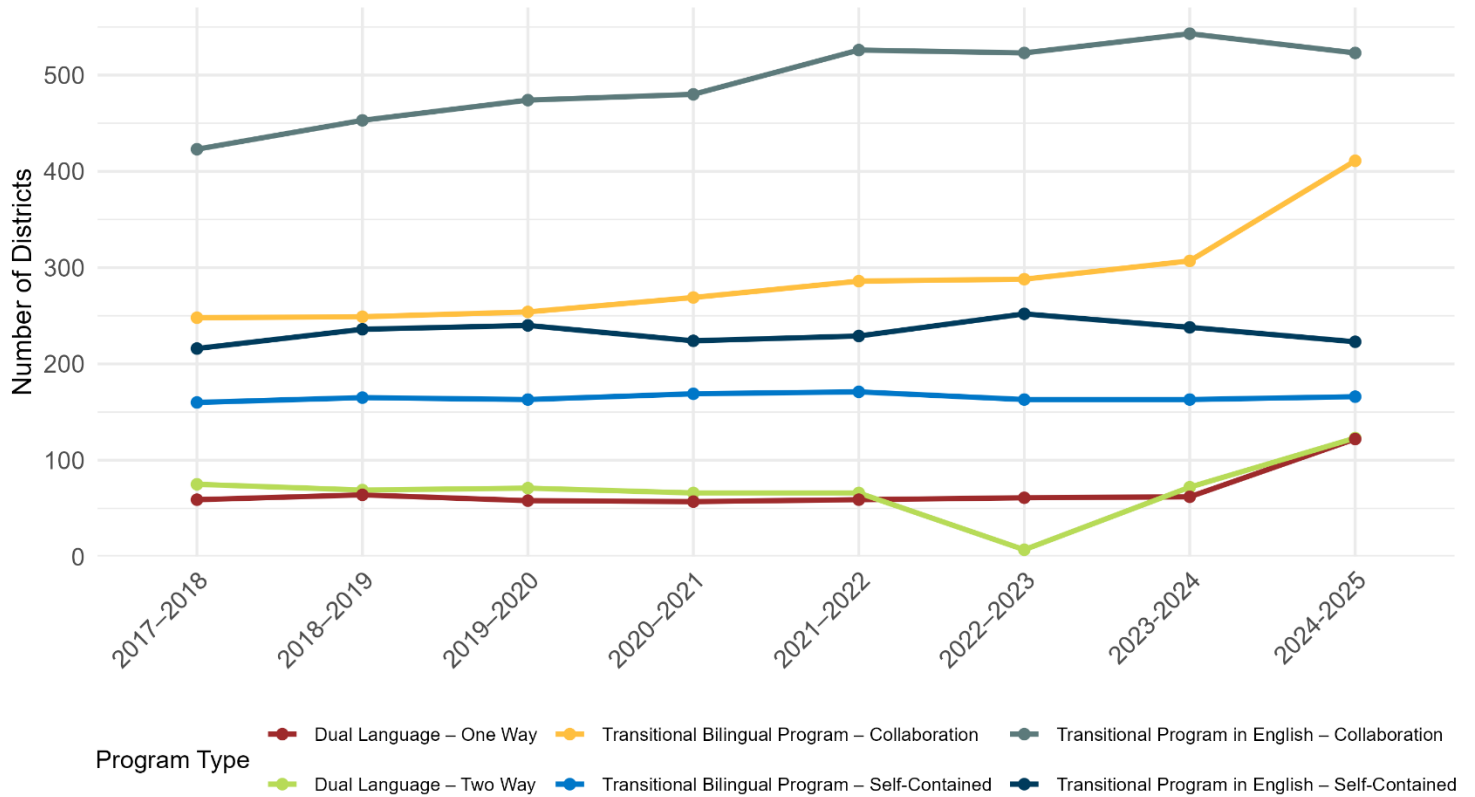


Figure 7-3: Trends of Instructional Design Type Implementation: SY 2024-25



### 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 that 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.

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% to 80-20% to 50-50% of instruction in a language other than English to English. 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 includes the Spanish Language Arts Standards. 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: SY 2024-25

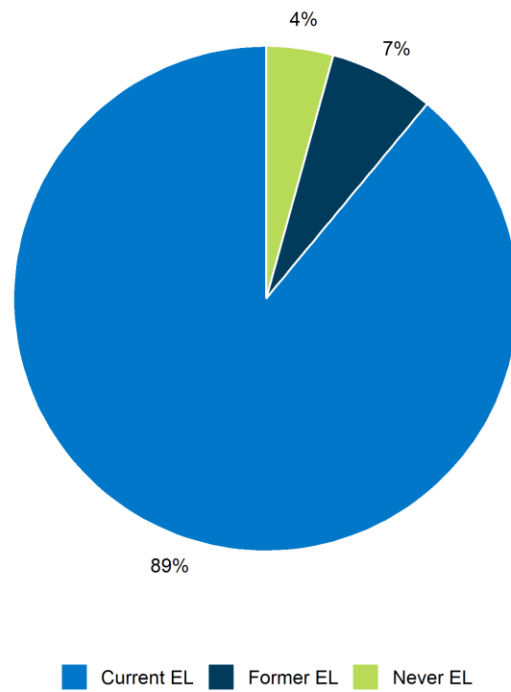


Figure 7-5: Composition of Dual Language: Two-Way Programs: SY 2024-25

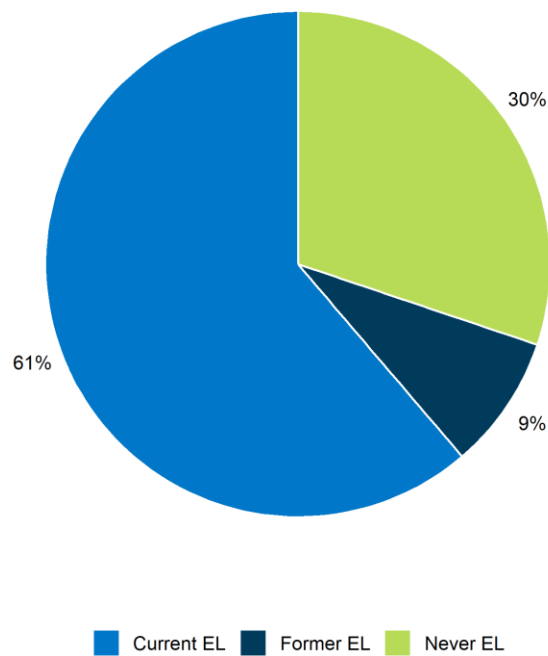
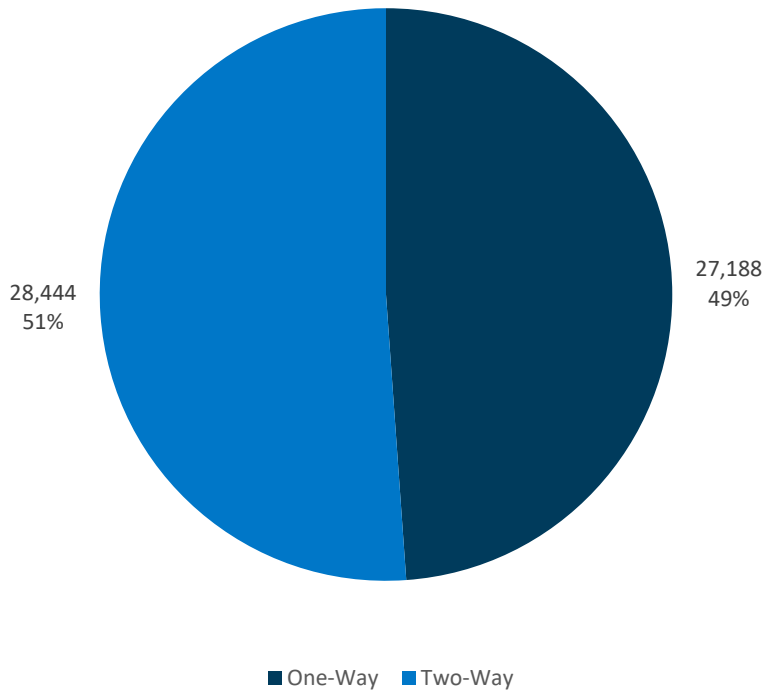


Figure 7-6: Dual Language Spanish Programs in Illinois: One-Way vs. Two-Way: SY 2024-25



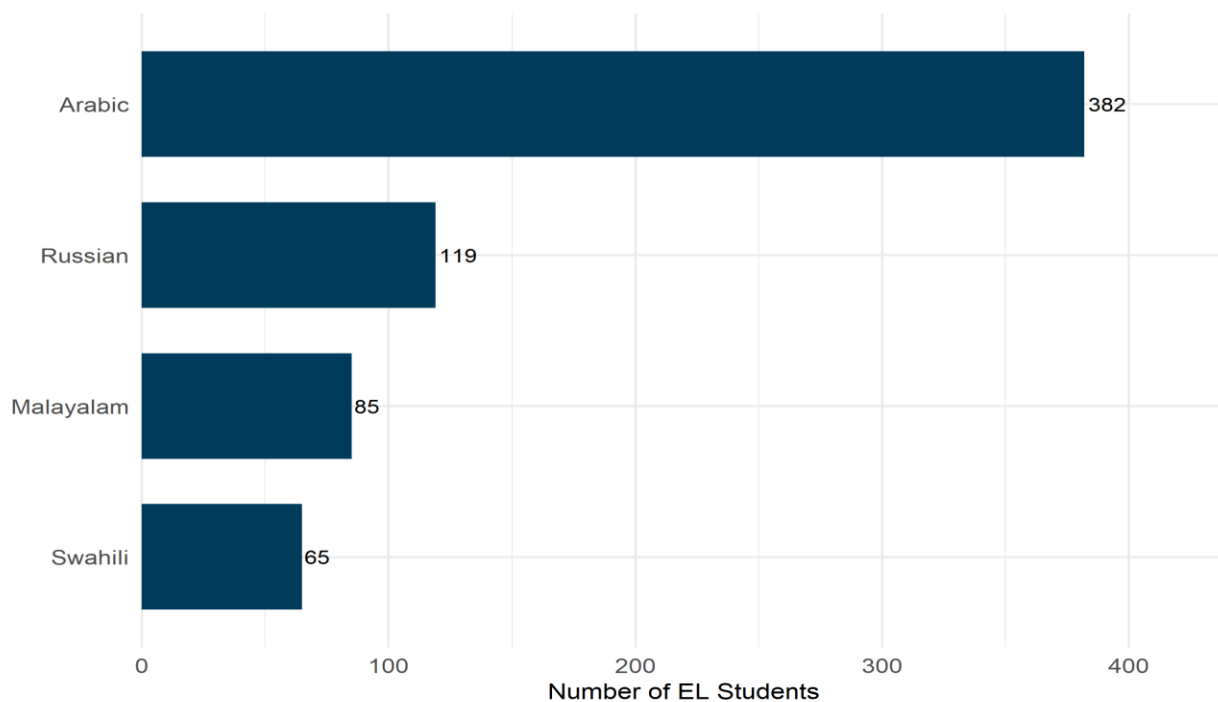
### *Transitional Bilingual Education Programs*

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 is also 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.

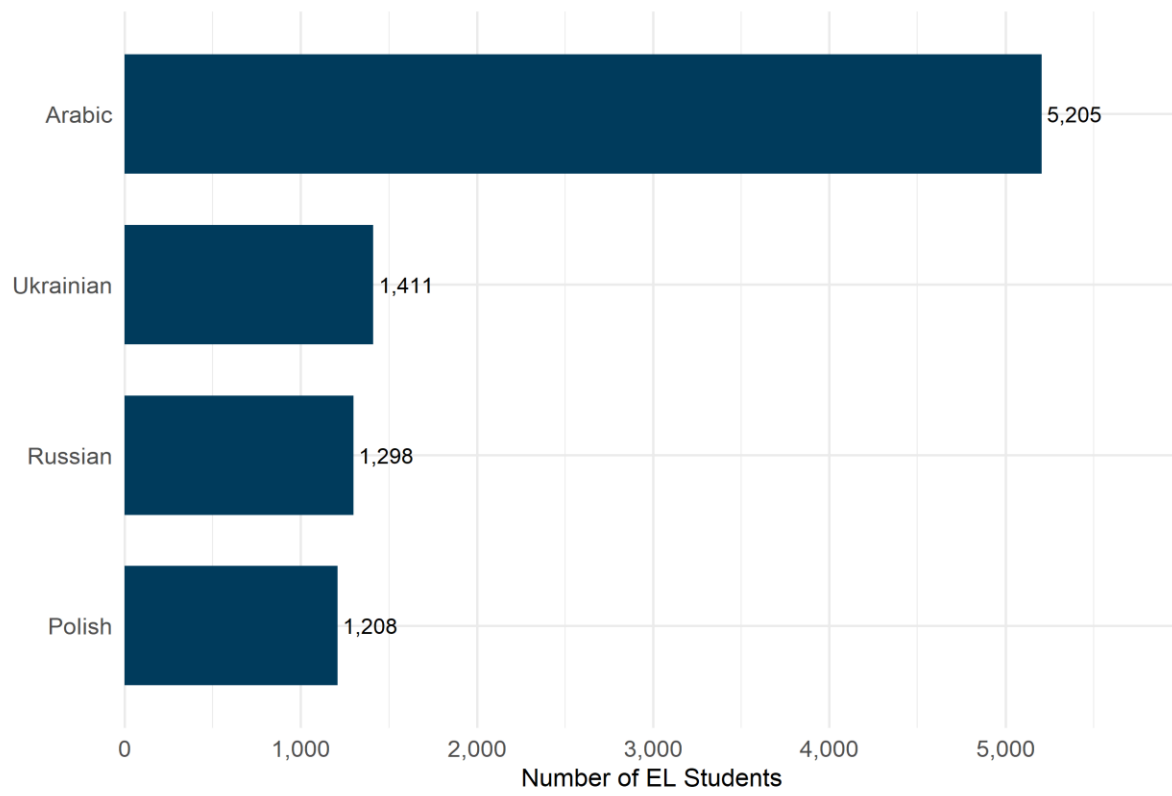
Figure 7-7: Top Non-Spanish Languages by Number of ELs in TBE: Self-Contained Programs: SY 2024-25



#### 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 to TBE students in the native language for part of the day. 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: SY 2024-25



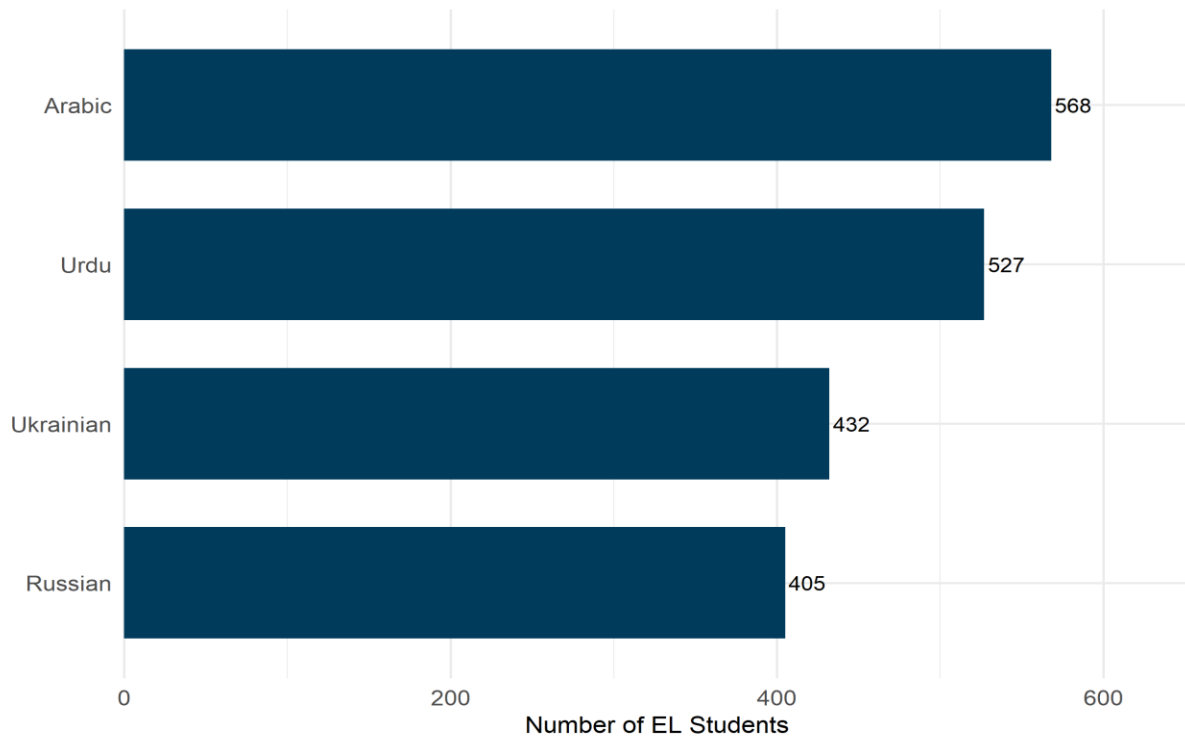
*Transitional Programs of Instruction in English*

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.

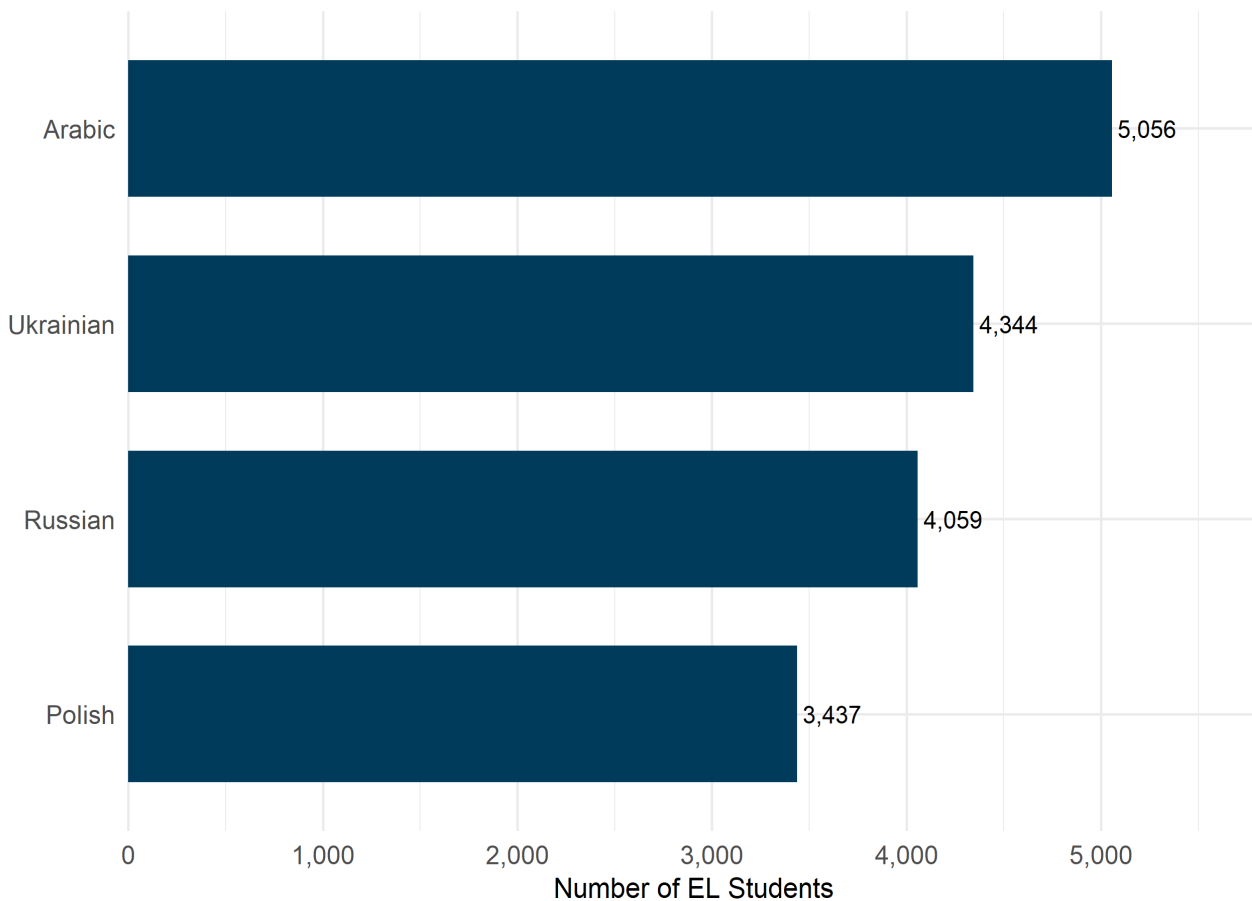
Figure 7-9: Top Non-Spanish Languages by Number of ELs in TPI: Self-Contained Programs: SY 2024-25



### 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 receive differentiated language instruction and targeted EL strategies from the mainstream classroom teacher. 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: SY 2024-25



## SECTION 8: EL STUDENT PERFORMANCE ON ACCESS

The ACCESS, 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; 6.29% of ELs who were tested on the ACCESS in SY 2024-25 met proficiency. The majority of ELs fell into the proficiency level band of 3.0-3.9 with 96,915 students, or 30.33%. ELs who were not tested or did not have a valid ACCESS score are shown in the Null column in Table 12.

Table 12: Number and Percentage of EL Students by Overall English Proficiency Level on the ACCESS © and Grade Cluster: SY 2024-25

| Grade Level |         | Composite Proficiency Levels |         |         |         |         |       |        |         | Total  | 4.8+ |
|-------------|---------|------------------------------|---------|---------|---------|---------|-------|--------|---------|--------|------|
|             |         | 1.0-1.9                      | 2.0-2.9 | 3.0-3.9 | 4.0-4.9 | 5.0-5.9 | 6.0   | Null   |         |        |      |
| K           | Number  | 16,194                       | 3,165   | 2,342   | 1,716   | *       | *     | 1,928  | 25,765  | 689    |      |
|             | Percent | 62.85%                       | 12.28%  | 9.09%   | 6.66%   | *       | *     | 7.48%  | 8.06%   | 2.67%  |      |
| Grade 1     | Number  | 8,223                        | 7,921   | 7,035   | 1,734   | 307     | 17    | 1,984  | 27,222  | 515    |      |
|             | Percent | 30.21%                       | 29.1%   | 25.84%  | 6.37%   | 1.13%   | 0.06% | 7.29%  | 8.52%   | 1.89%  |      |
| Grade 2     | Number  | 5,333                        | 6,915   | 9,834   | 3,928   | 517     | 24    | 1,969  | 28,520  | 943    |      |
|             | Percent | 18.7%                        | 24.25%  | 34.48%  | 13.77%  | 1.81%   | 0.08% | 6.9%   | 8.92%   | 3.31%  |      |
| Grade 3     | Number  | 5,166                        | 5,190   | 10,383  | 6,356   | 1,098   | 52    | 2,027  | 30,273  | 1,876  |      |
|             | Percent | 17.06%                       | 17.14%  | 34.3%   | 21%     | 3.63%   | 0.17% | 6.7%   | 9.47%   | 6.2%   |      |
| Grade 4     | Number  | 2,997                        | 3,265   | 7,830   | 9,699   | 3,670   | 737   | 2,806  | 31,004  | 5,993  |      |
|             | Percent | 9.67%                        | 10.53%  | 25.25%  | 31.28%  | 11.84%  | 2.38% | 9.05%  | 9.7%    | 19.33% |      |
| Grade 5     | Number  | 3,079                        | 2,674   | 5,967   | 7,578   | 2,497   | 286   | 1,644  | 23,725  | 4,014  |      |
|             | Percent | 12.98%                       | 11.27%  | 25.15%  | 31.94%  | 10.52%  | 1.21% | 6.93%  | 7.42%   | 16.92% |      |
| Grade 6     | Number  | 2,942                        | 3,971   | 8,875   | 3,203   | *       | *     | 1,801  | 20,997  | 352    |      |
|             | Percent | 14.01%                       | 18.91%  | 42.27%  | 15.25%  | *       | *     | 8.58%  | 6.57%   | 1.68%  |      |
| Grade 7     | Number  | 3,111                        | 3,569   | 8,445   | 4,829   | 440     | 14    | 2,034  | 22,442  | 836    |      |
|             | Percent | 13.86%                       | 15.9%   | 37.63%  | 21.52%  | 1.96%   | 0.06% | 9.06%  | 7.02%   | 3.73%  |      |
| Grade 8     | Number  | 3,100                        | 3,173   | 8,072   | 6,006   | 797     | 13    | 2,004  | 23,165  | 1,427  |      |
|             | Percent | 13.38%                       | 13.7%   | 34.85%  | 25.93%  | 3.44%   | 0.06% | 8.65%  | 7.25%   | 6.16%  |      |
| Grade 9     | Number  | 2,823                        | 3,833   | 8,847   | 4,675   | 727     | 38    | 3,734  | 24,677  | 1,215  |      |
|             | Percent | 11.44%                       | 15.53%  | 35.85%  | 18.94%  | 2.95%   | 0.15% | 15.13% | 7.72%   | 4.92%  |      |
| Grade 10    | Number  | 3,122                        | 3,928   | 7,770   | 3,816   | 560     | 12    | 3,721  | 22,929  | 923    |      |
|             | Percent | 13.62%                       | 17.13%  | 33.89%  | 16.64%  | 2.44%   | 0.05% | 16.23% | 7.18%   | 4.03%  |      |
| Grade 11    | Number  | 2,699                        | 3,484   | 6,686   | 3,180   | *       | *     | 3,515  | 20,072  | 794    |      |
|             | Percent | 13.45%                       | 17.36%  | 33.31%  | 15.84%  | *       | *     | 17.51% | 6.28%   | 3.96%  |      |
| Grade 12    | Number  | 2,950                        | 3,272   | 4,829   | 1,958   | *       | *     | 5,418  | 18,773  | 537    |      |
|             | Percent | 15.71%                       | 17.43%  | 25.72%  | 10.43%  | *       | *     | 28.86% | 5.87%   | 2.86%  |      |
| Total       | Number  | 61,739                       | 54,360  | 96,915  | 58,678  | 12,076  | 1,209 | 34,585 | 319,564 | 20,114 |      |
|             | Percent | 19.32%                       | 17.01%  | 30.33%  | 18.36%  | 3.78%   | 0.38% | 10.82% | 100%    | 6.29%  |      |

Figure 8-1: Number of ELs Who Attained ELP by Number of Years in Programming at Each Grade Band: SY 2024-25

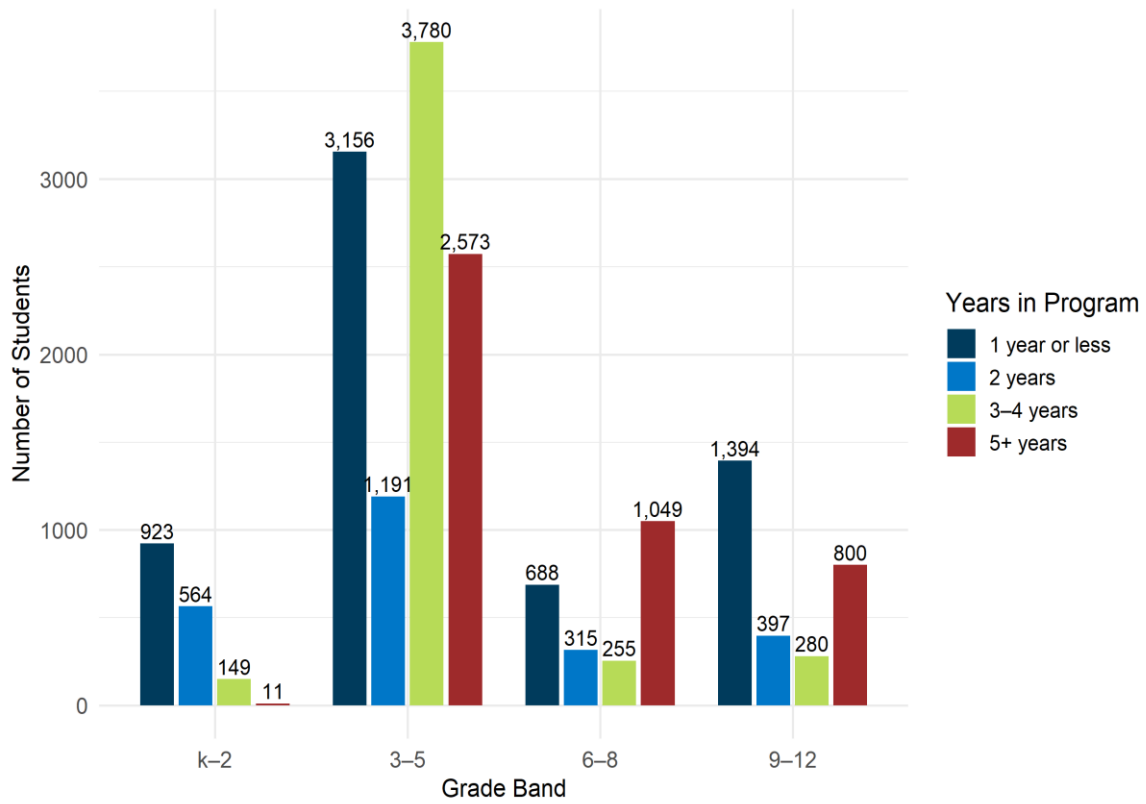
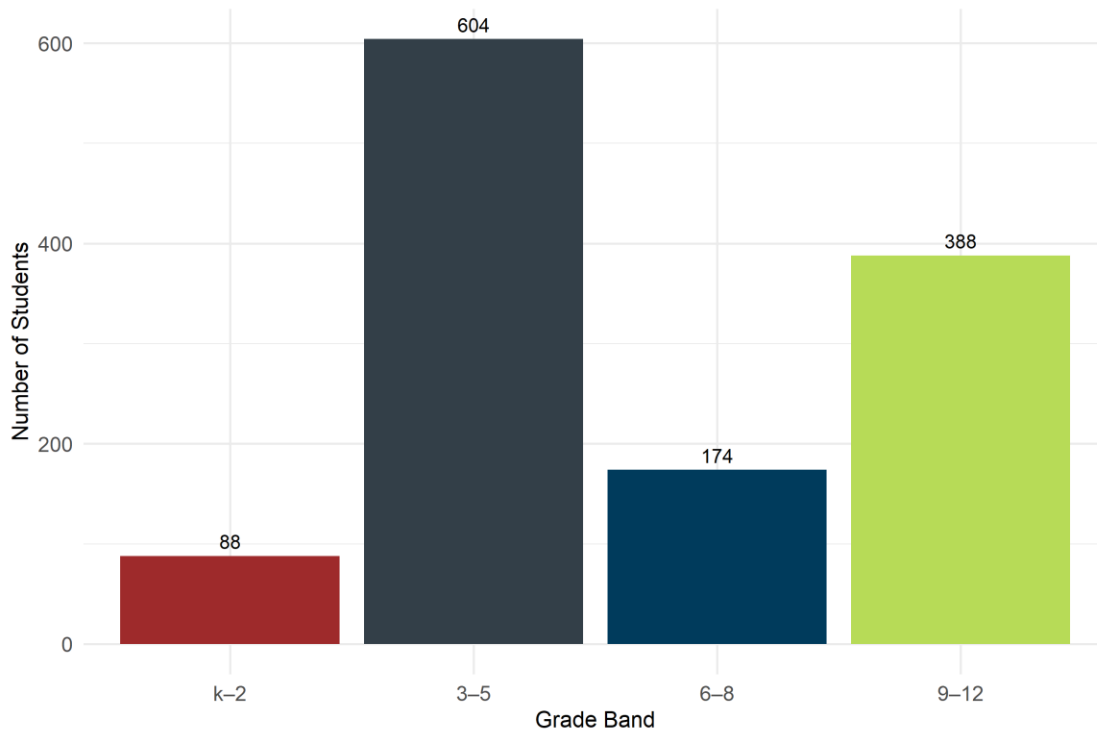


Figure 8-2: Number of ELs Whose Parents Refused EL Services Who Attained ELP by Grade Band



## 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 22.09% of ELs met or exceeded standards on the ELA assessment, 14.56% of ELs met or exceeded standards on the math assessment, and 14.87% of ELs met or exceeded standards on the science assessment. This is compared to never ELs meeting or exceeding at 59.47% for ELA, 42.03% for math, and 51.66% for science, respectively. In addition, 75.89% of former ELs met or exceed on ELA, 51.87% on math, and 62.49% 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 student mobility during the testing window.

For more detailed data, refer to Tables 13 through 18.

Table 13: Number and Percentage Comparison of Performance on the IAR and SAT (ELA) by English Learner Status and Grade Level: SY 2024-25

| EL Status                  |                    | Grade 3 | Grade 4      | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 | Total     |
|----------------------------|--------------------|---------|--------------|---------|---------|---------|---------|----------|-----------|
|                            |                    | ELs     | Total Tested | 24,902  | 25,690  | 19,023  | 16,492  | 18,118   | 19,094    |
| Total Proficient           | 6,723              |         | 7,269        | 4,411   | 2,698   | 3,632   | 4,592   | 1,744    | 38,022    |
| Proficient Percent         | 27%                |         | 28.3%        | 23.19%  | 16.36%  | 20.05%  | 24.05%  | 11.57%   | 22.09%    |
| Long-term ELs <sup>1</sup> | Total Tested       | 503     | 1,909        | 2,635   | 5,671   | 7,042   | 7,747   | 4,072    | 38,130    |
|                            | Total Proficient   | 96      | 452          | 569     | 817     | 1,364   | 1,914   | 464      | 7,362     |
|                            | Proficient Percent | 19.09%  | 23.68%       | 21.59%  | 14.41%  | 19.37%  | 24.71%  | 11.39%   | 19.31%    |
| Former ELs                 | Total Tested       | 1,693   | 3,140        | 8,067   | 11,065  | 11,040  | 11,142  | 16,216   | 89,182    |
|                            | Total Proficient   | 1,532   | 2,868        | 6,791   | 8,363   | 8,405   | 9,026   | 10,752   | 67,676    |
|                            | Proficient Percent | 90.49%  | 91.34%       | 84.18%  | 75.58%  | 76.13%  | 81.01%  | 66.3%    | 75.89%    |
| Never ELs                  | Total Tested       | 103,909 | 101,549      | 108,122 | 109,925 | 109,989 | 111,330 | 109,952  | 975,836   |
|                            | Total Proficient   | 53,755  | 57,422       | 64,559  | 65,553  | 65,796  | 68,643  | 64,494   | 580,356   |
|                            | Proficient Percent | 51.73%  | 56.55%       | 59.71%  | 59.63%  | 59.82%  | 61.66%  | 58.66%   | 59.47%    |
| Grade Total                | Total Tested       | 128,811 | 127,239      | 127,145 | 126,417 | 128,107 | 130,424 | 125,021  | 1,147,939 |
|                            | Total Proficient   | 60,478  | 64,691       | 68,970  | 68,251  | 69,428  | 73,235  | 66,238   | 618,378   |
|                            | Proficient Percent | 46.95%  | 50.84%       | 54.25%  | 53.99%  | 54.2%   | 56.15%  | 52.98%   | 53.87%    |

<sup>1</sup> Long-term EL students are a subgroup of the EL count above and are not counted separately in the Grade Total.

Table 14: Number and Percentage Comparison of Performance on the IAR and SAT (Math) by English Learner Status and Grade Level: SY 2024-25

| EL Status                  |                    | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 | Total     |
|----------------------------|--------------------|---------|---------|---------|---------|---------|---------|----------|-----------|
| ELs                        | Total Tested       | 24,871  | 25,659  | 18,990  | 16,487  | 18,070  | 19,066  | 15,084   | 172,158   |
|                            | Total Proficient   | 8,363   | 6,410   | 2,116   | 995     | 1,789   | 1,510   | 1,137    | 25,068    |
|                            | Proficient Percent | 33.63   | 24.98   | 11.14   | 6.04    | 9.9     | 7.92    | 7.54     | 14.56     |
| Long-term ELs <sup>1</sup> | Total Tested       | 500     | 1,911   | 2,631   | 5,670   | 7,029   | 7,743   | 4,081    | 38,151    |
|                            | Total Proficient   | 152     | 417     | 270     | 233     | 538     | 508     | 223      | 2,877     |
|                            | Proficient Percent | 30.4    | 21.82   | 10.26   | 4.11    | 7.65    | 6.56    | 5.46     | 7.54      |
| Former ELs                 | Total Tested       | 1,691   | 3,136   | 8,066   | 11,060  | 11,033  | 11,127  | 16,220   | 89,196    |
|                            | Total Proficient   | 1,572   | 2,629   | 4,832   | 5,253   | 6,061   | 5,562   | 7,724    | 46,267    |
|                            | Proficient Percent | 92.96   | 83.83   | 59.91   | 47.5    | 54.94   | 49.99   | 47.62    | 51.87     |
| Never ELs                  | Total Tested       | 103,816 | 101,457 | 108,049 | 109,781 | 109,825 | 111,096 | 110,002  | 975,791   |
|                            | Total Proficient   | 55,161  | 47,536  | 44,010  | 40,070  | 45,259  | 40,627  | 49,539   | 410,089   |
|                            | Proficient Percent | 53.13   | 46.85   | 40.73   | 36.5    | 41.21   | 36.57   | 45.03    | 42.03     |
| Grade Total                | Total Tested       | 128,687 | 127,116 | 127,039 | 126,268 | 127,895 | 130,162 | 125,086  | 1,147,949 |
|                            | Total Proficient   | 63,524  | 53,946  | 46,126  | 41,065  | 47,048  | 42,137  | 50,676   | 435,157   |
|                            | Proficient Percent | 49.36%  | 42.44%  | 36.31%  | 32.52%  | 36.79%  | 32.37%  | 40.51%   | 37.91%    |

<sup>1</sup> Long-term EL students are a subgroup of the EL count above and are not counted separately in the Grade Total.

Table 15: Number and Percentage Comparison of Performance on the ISA (Science) by English Learner Status and Grade Level: SY 2024-25

| EL Status                  |                    | Grade 5 | Grade 8 | Grade 11 | Total   |
|----------------------------|--------------------|---------|---------|----------|---------|
| ELs                        | Total Tested       | 18,924  | 18,972  | 15,031   | 85,704  |
|                            | Total Proficient   | 1,936   | 2,435   | 2,147    | 12,741  |
|                            | Proficient Percent | 10.23%  | 12.83%  | 14.28%   | 14.87%  |
| Long-term ELs <sup>1</sup> | Total Tested       | 2,627   | 7,716   | 4,064    | 22,694  |
|                            | Total Proficient   | 239     | 910     | 536      | 3,138   |
|                            | Proficient Percent | 9.1%    | 11.79%  | 13.19%   | 13.83%  |
| Former ELs                 | Total Tested       | 8,051   | 11,119  | 16,207   | 62,172  |
|                            | Total Proficient   | 5,160   | 7,198   | 9,548    | 38,850  |
|                            | Proficient Percent | 64.09%  | 64.74%  | 58.91%   | 62.49%  |
| Never ELs                  | Total Tested       | 107,704 | 110,755 | 109,790  | 546,826 |
|                            | Total Proficient   | 49,004  | 55,745  | 59,990   | 282,499 |
|                            | Proficient Percent | 45.5%   | 50.33%  | 54.64%   | 51.66%  |
| Grade Total                | Total Tested       | 126,628 | 129,727 | 124,821  | 632,530 |
|                            | Total Proficient   | 50,940  | 58,180  | 62,137   | 295,240 |
|                            | Proficient Percent | 40.23%  | 44.85%  | 49.78%   | 46.68%  |

<sup>1</sup> Long-term EL students are a subgroup of the EL count above and are not counted separately in the Grade Total.

Table 16: Number of Students Meeting or Exceeding ELA Standards

| Grade                      | 3      | 4      | 5      | 6      | 7      | 8      | 11     | Total   |
|----------------------------|--------|--------|--------|--------|--------|--------|--------|---------|
| ELs                        | 6,723  | 7,269  | 4,411  | 2,698  | 3,632  | 4,592  | 1,744  | 38,022  |
| Long-Term ELs <sup>1</sup> | 96     | 452    | 569    | 817    | 1,364  | 1,914  | 464    | 7,362   |
| Former ELs                 | 1,532  | 2,868  | 6,791  | 8,363  | 8,405  | 9,026  | 10,752 | 67,676  |
| Never ELs                  | 53,755 | 57,422 | 64,559 | 65,553 | 65,796 | 68,643 | 64,494 | 580,356 |
| Grade Total                | 60,478 | 64,691 | 68,970 | 68,251 | 69,428 | 73,235 | 66,238 | 618,378 |

<sup>1</sup> Long-term EL students are a subgroup of the EL count above and are not counted separately in the Grade Total.

Figure 9-1: Percent of Students Meeting or Exceeding ELA Standards: SY 2024-25

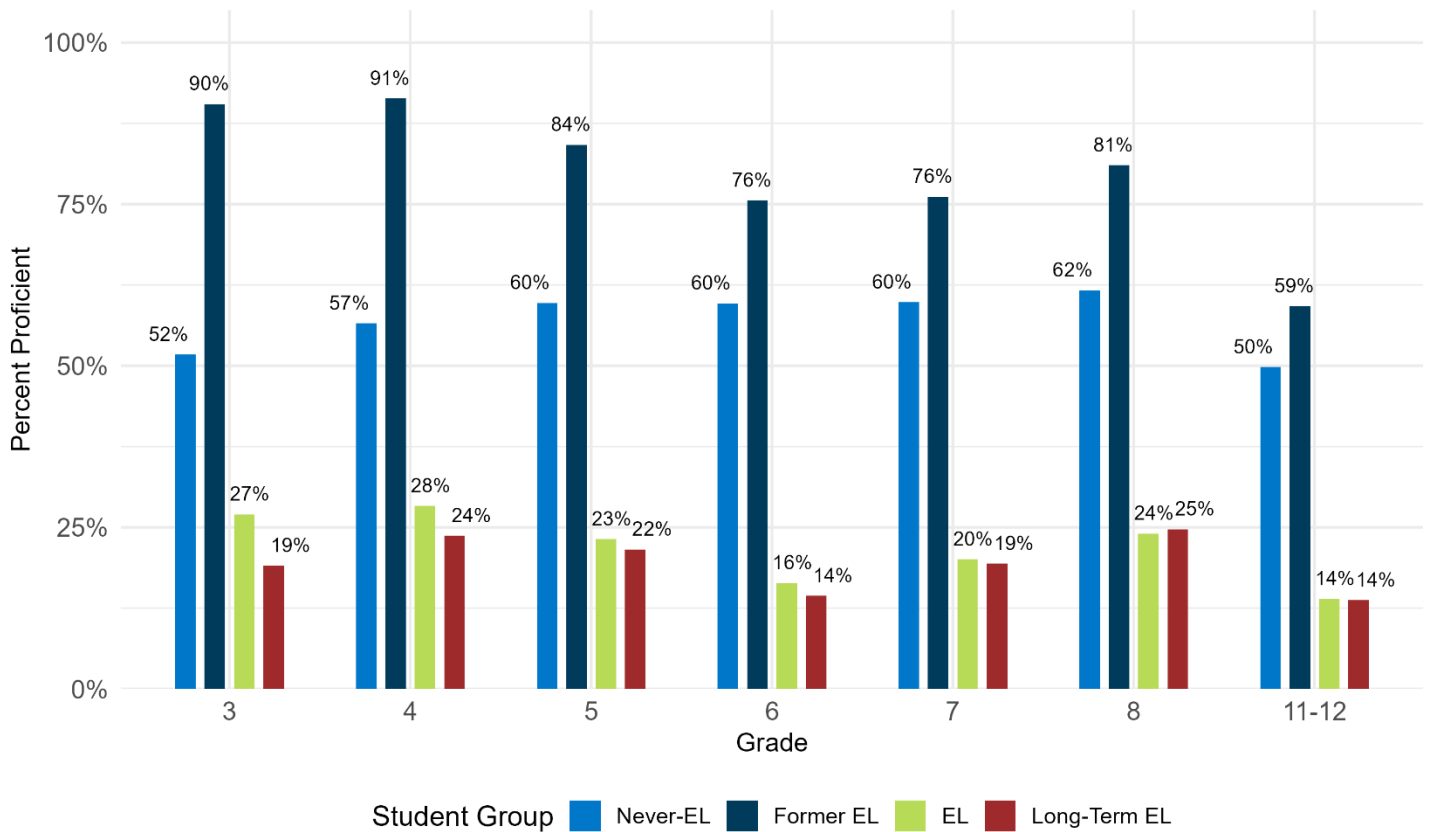


Table 17: Number of Students Meeting or Exceeding Math Standards

| Grade                      | 3      | 4      | 5      | 6      | 7      | 8      | 11     | Total   |
|----------------------------|--------|--------|--------|--------|--------|--------|--------|---------|
| ELs                        | 8,363  | 6,410  | 2,116  | 995    | 1,789  | 1,510  | 1,137  | 25,068  |
| Long-Term ELs <sup>1</sup> | 152    | 417    | 270    | 233    | 538    | 508    | 223    | 2,877   |
| Former ELs                 | 1,572  | 2,629  | 4,832  | 5,253  | 6,061  | 5,562  | 7,724  | 46,267  |
| Never-ELs                  | 55,161 | 47,536 | 44,010 | 40,070 | 45,259 | 40,627 | 49,539 | 410,089 |
| Grade Total                | 63,524 | 53,946 | 46,126 | 41,065 | 47,048 | 42,137 | 50,676 | 435,157 |

<sup>1</sup> Long-term EL students are a subgroup of the EL count above and are not counted separately in the Grade Total.

Figure 9-2: Percent of Students Meeting or Exceeding Math Standards: SY 2024-25

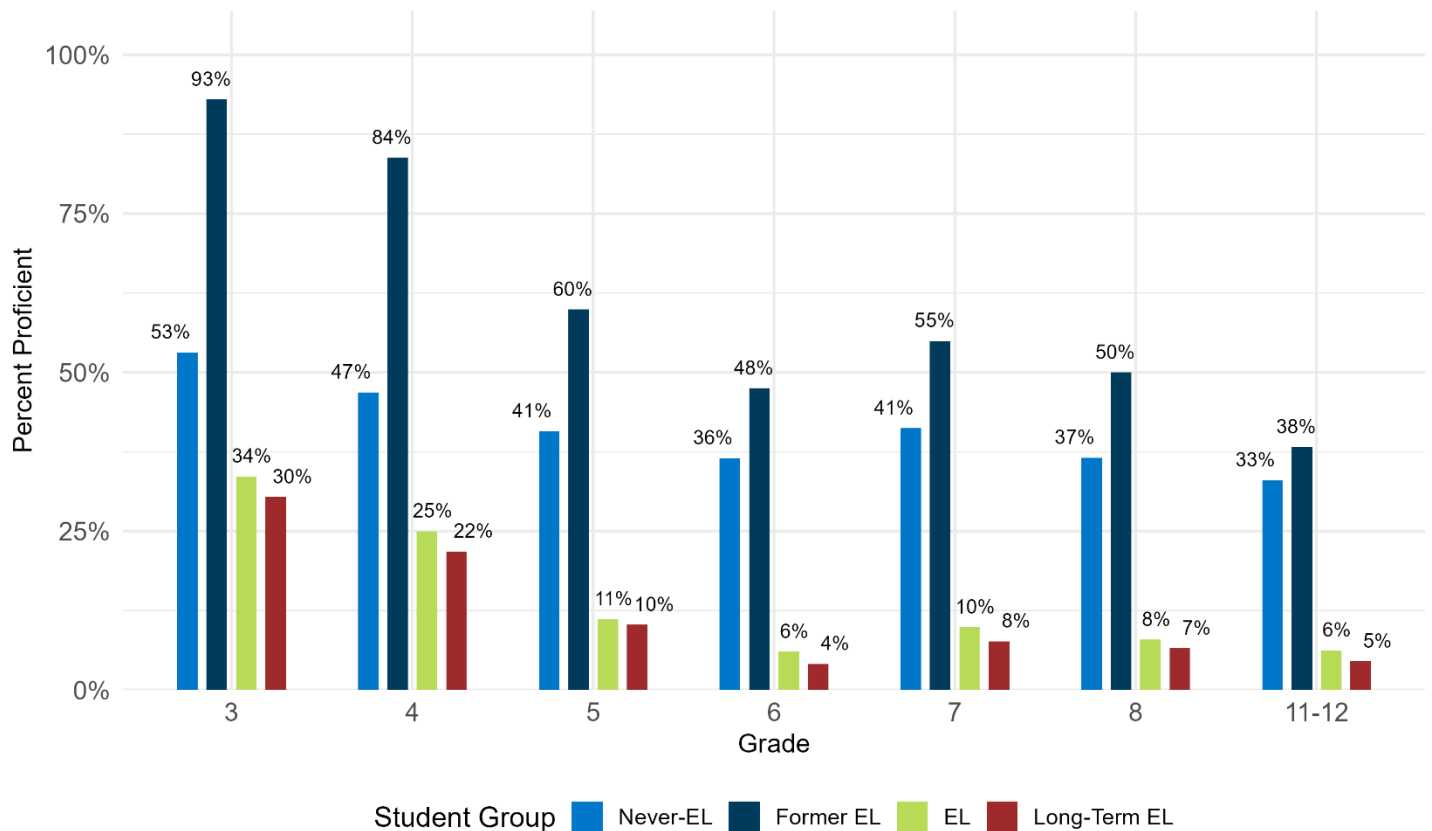
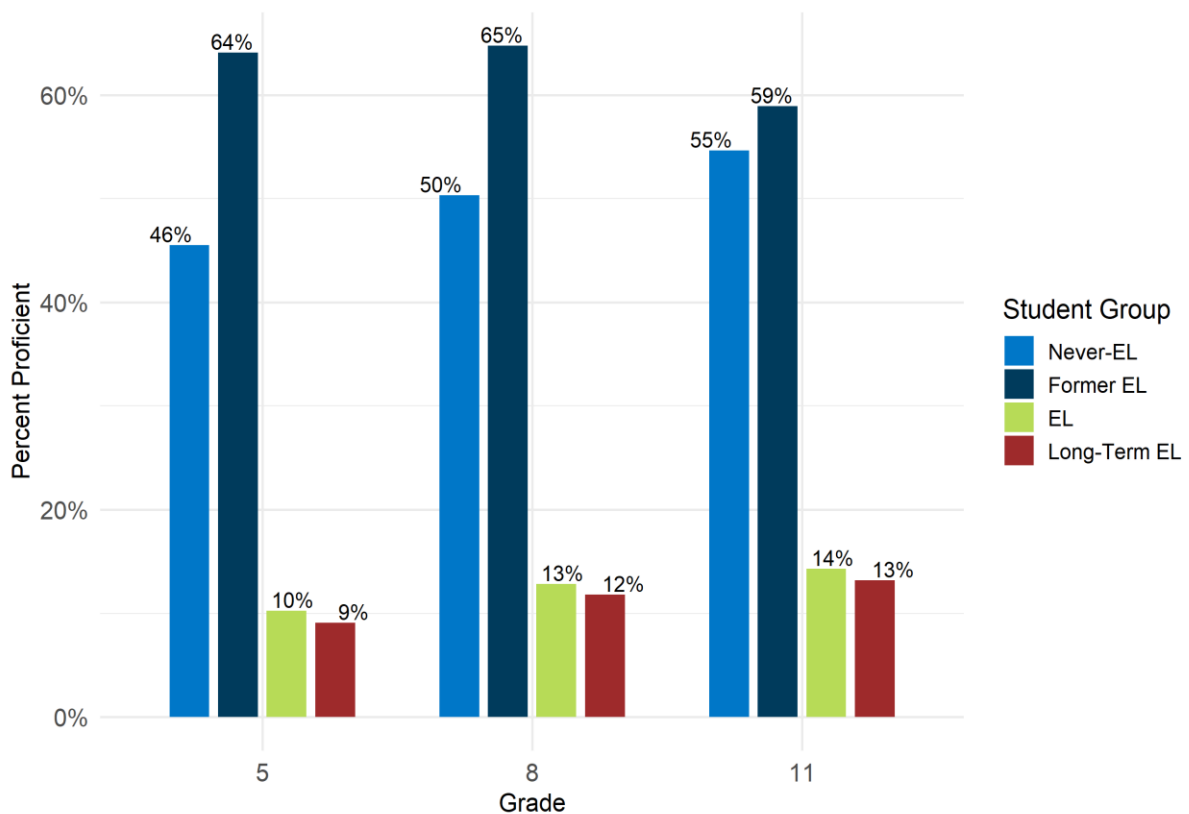


Table 18: Number of Students Meeting or Exceeding Science Standards

| Grade         | 5      | 8      | 11     | Total   |
|---------------|--------|--------|--------|---------|
| ELs           | 1,936  | 2,435  | 2,147  | 12,741  |
| Long-Term ELs | 239    | 910    | 536    | 3,138   |
| Former ELs    | 5,160  | 7,198  | 9,548  | 38,850  |
| Never-ELs     | 49,004 | 55,745 | 59,990 | 282,499 |
| Grade Total   | 50,940 | 58,180 | 62,137 | 295,240 |

<sup>1</sup> Long-term EL students are a subgroup of the EL count above and are not counted separately in the Grade Total.

Figure 9-3: Percent of Students Meeting or Exceeding Science Standards: SY 2024-25



**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 to out-of-school youth who are themselves 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. Some eligible children may never enroll in Illinois public schools due to the transient nature of agricultural work. There were 1,079 total eligible migratory children in Illinois in FY 2025. Of these, 650 enrolled in Illinois public schools at some point while they were in Illinois, and 584 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, refer to Table 19.

*Table 19: Eligible Migratory Students by Grade Level: SY 2024-25*

| <b>Eligible Migratory Children: SY 2024-25</b>             |  |  |   |
|--|--|--|---|
|  | <b>Eligible Migratory Children in Illinois</b> | <b>Eligible Migratory Children Enrolled in Illinois Public Schools</b> | <b>Eligible Migratory Children Enrolled in Illinois Public Schools who are English Learners</b> |
| <b>Birth-Age 3</b>   | *  |  |   |
| <b>Pre-K</b>   | 97   | 78   | 60  |
| <b>K</b>   | 74   | 62   | 57  |
| <b>1</b>   | 62   | 56   | 53  |
| <b>2</b>   | 58   | 51   | 46  |
| <b>3</b>   | 66   | 49   | 46  |
| <b>4</b>   | 56   | 50   | 48  |
| <b>5</b>   | 61   | 53   | 51  |
| <b>6</b>   | 55   | 40   | 37  |
| <b>7</b>   | 43   | 37   | 35  |
| <b>8</b>   | 52   | 45   | 40  |
| <b>9</b>   | 43   | 33   | 27  |
| <b>10</b>  | 55   | 46   | 41  |
| <b>11</b>  | 32   | 25   | 22  |
| <b>12</b>  | *  | 25   | 21  |
| <b>Ages 0-5 Not Enrolled in Pre-K/K at Time of Service</b> | 102  |  |   |
| <b>Out-of-School Youth</b>                                 | 191  |  |   |
| <b>Total</b>   | <b>1,079</b>                                   | <b>650</b>   | <b>584</b>  |

Figure 10-1: Eligible Migratory Children and Youth: SY 2024-25

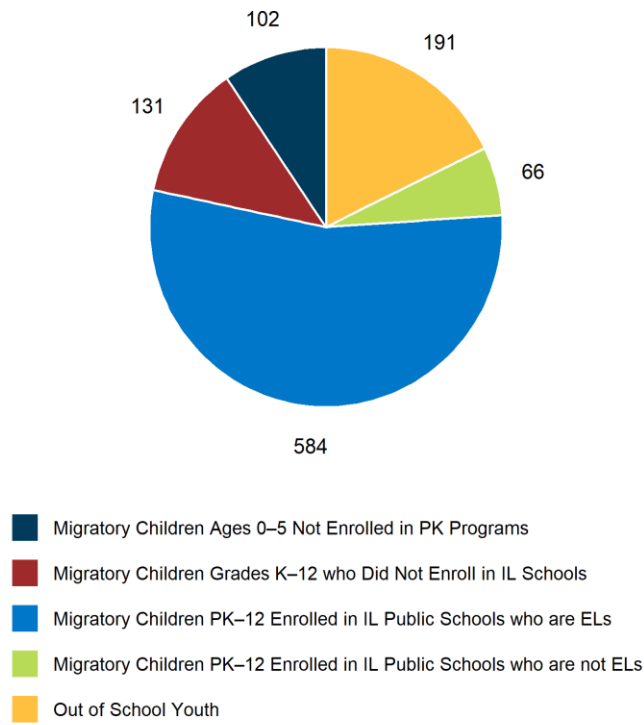
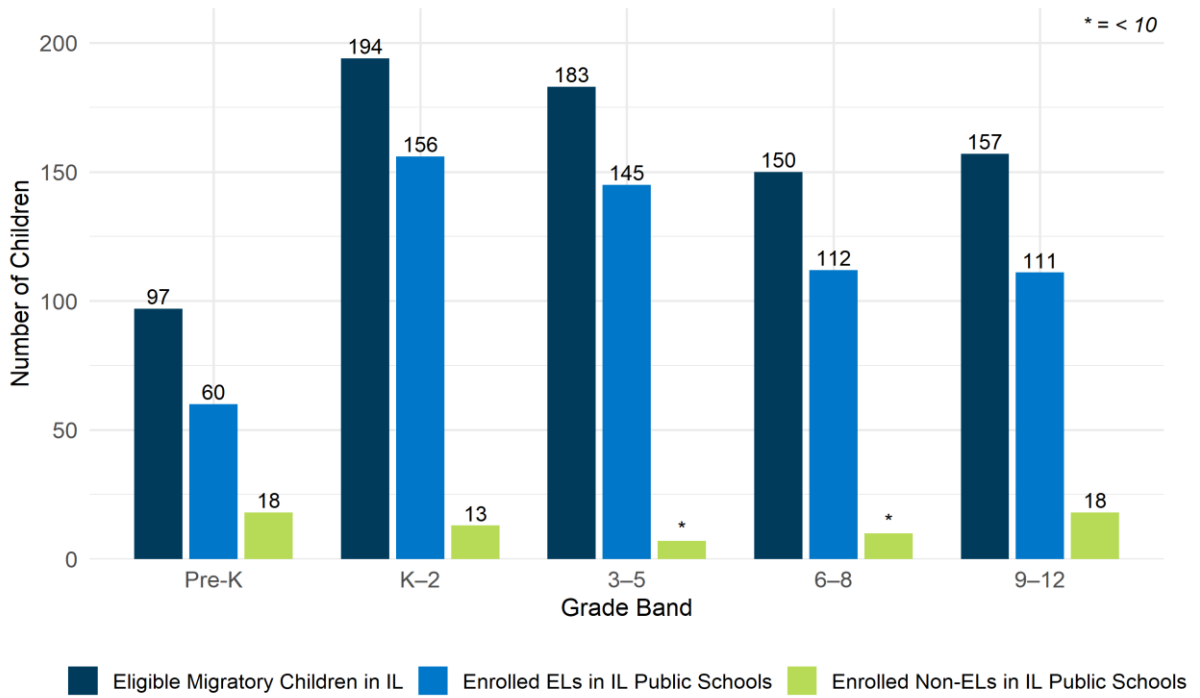


Figure 10-2: Eligible Migratory Children by Grade in SY 2024-25



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

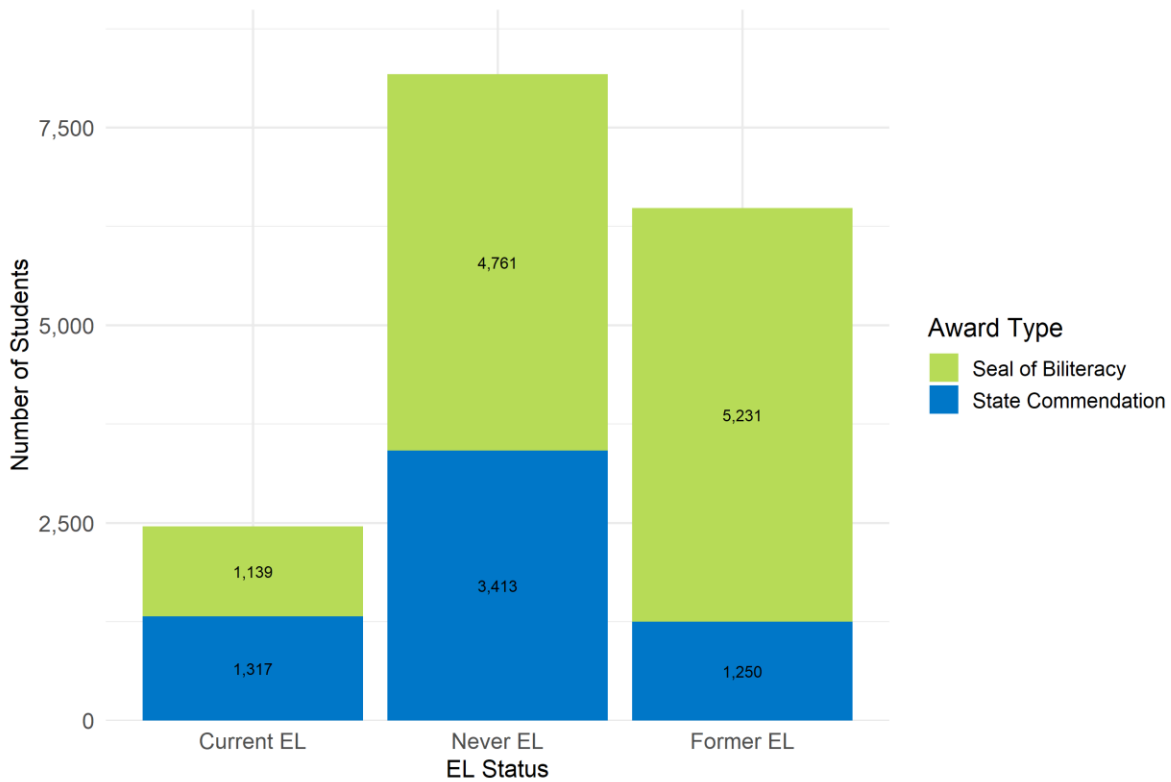
The Illinois State Seal of Biliteracy is a graduation award for students who demonstrate a high level of proficiency in English and one or more other languages. Students who earn the Seal of Biliteracy receive a designation on both their diploma and their transcript. In addition, all public universities and community colleges in Illinois award world language credit for the Seal. The Illinois State Commendation toward Biliteracy is a graduation award for students who demonstrate a moderate level of proficiency in English and one or more other languages. In FY 2025, there were 1,139 current ELs who received the Seal of Biliteracy and 1,317 who received the State Commendation. A total of 4,761 students who were never ELs received the Seal of Biliteracy and 3,413 received the State Commendation. Of students who were former ELs, 5,231 received the Seal of Biliteracy and 1,250 received the State Commendation.

For more detailed data, refer to Table 20.

*Table 20: English Learner Participation in the Illinois State Seal of Biliteracy Program: SY 2024-25*

| EL Status  | Commendation Count | Seal Count | Total Count |
|------------|--------------------|------------|-------------|
| Current EL | 1,317              | 1,139      | 2,456       |
| Former EL  | 1,250              | 5,231      | 6,481       |
| Never EL   | 3,413              | 4,761      | 8,174       |

*Figure 11-1: EL Students Who Earned the Illinois State Seal of Biliteracy or the Illinois State Commendation Toward Biliteracy in SY 2024-25*



## 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 school year 2024-25, 42,308 ELs participated in CTE programming across all clusters. A total of 13,702 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 Human Services with 14,800 EL participants. The cluster with the highest number of CTE concentrators is the Human Services cluster with 3,430 ELs completing higher-level courses.

For more detailed data, refer to Table 21.

*Table 21: English Learner Participation in Career and Technical Education*

| Cluster Title                                    | Participant Count | Concentrator Count |
|--|-------------------|--------------------|
| All Clusters                                     | 42,308            | 13,702             |
| Agriculture, Food and Natural Resources          | 1,747             | 354                |
| Architecture and Construction                    | 8,830             | 1,496              |
| Arts, Audio/Video Technology and Communications  | 7,146             | 722                |
| Business, Management and Administration          | 13,426            | 1,549              |
| Education and Training                           | 6,958             | 844                |
| Finance  | 11,133            | 1,045              |
| Government and Public Administration             | 114               | *                  |
| Health Science                                   | 4,492             | 841                |
| Hospitality and Tourism                          | 12,289            | 2,199              |
| Human Services                                   | 14,800            | 3,430              |
| Information Technology                           | 11,160            | 1,120              |
| Law, Public Safety, Corrections and Security     | 2,272             | *                  |
| Manufacturing                                    | 8,180             | 1,154              |
| Marketing  | 7,710             | 852                |
| Science, Technology, Engineering and Mathematics | 6,753             | 963                |
| Transportation, Distribution, and Logistics      | 9,064             | 2,037              |

Note: Students may participate in more than one cluster.

Figure 12-1: Total EL Participation and Concentrators in Career and Technical Education Program in SY 2024-25

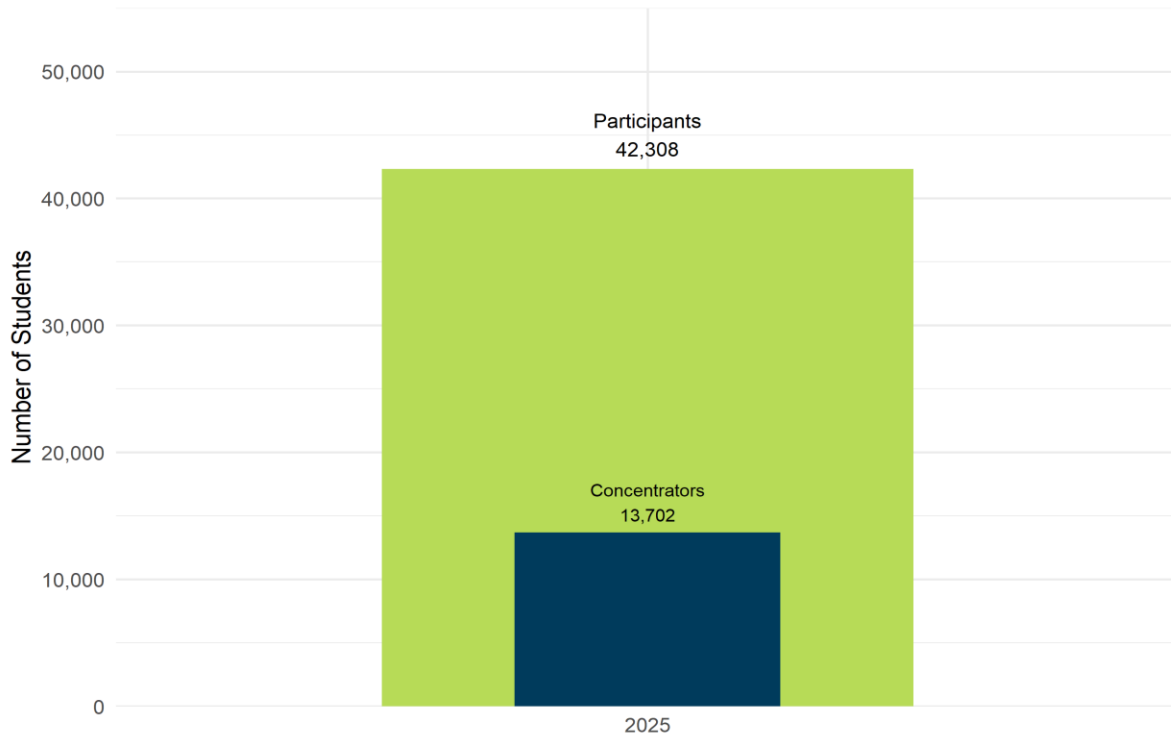


Figure 12-2: Total EL Participation and Concentrators in Career and Technical Education Program in SY 2023-24 & SY 2024-25

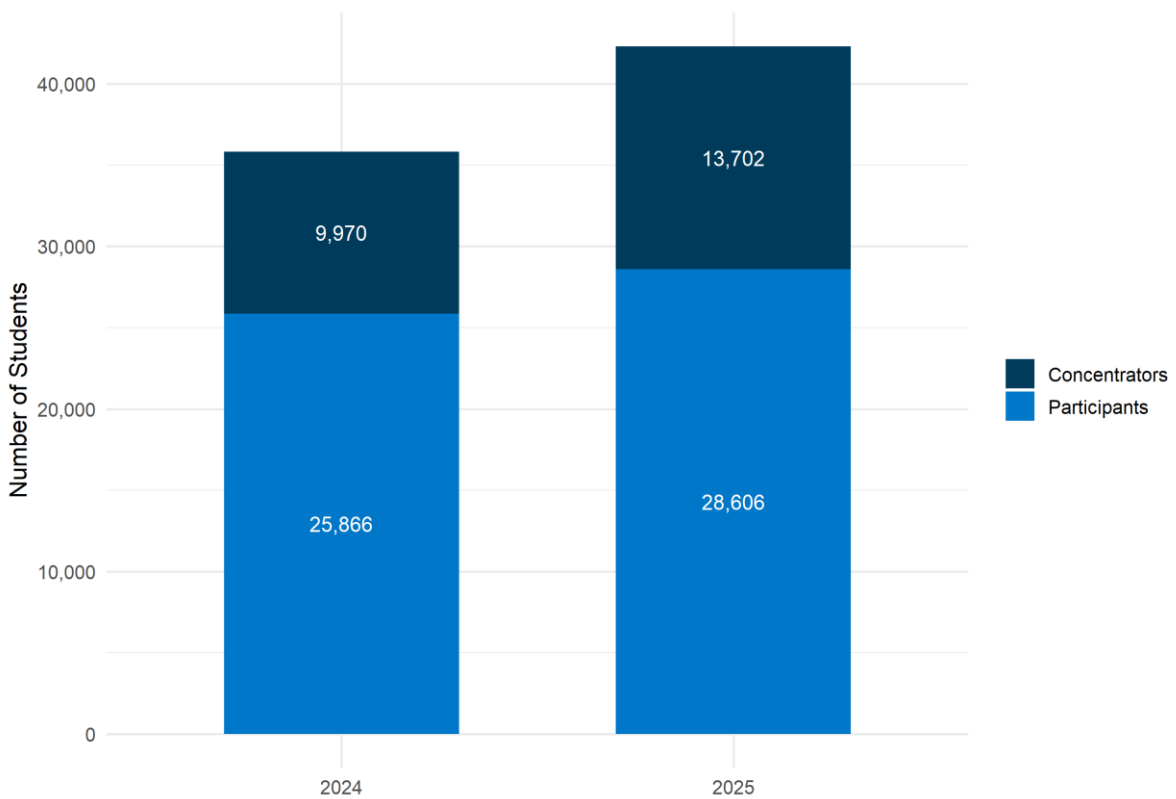


Figure 12-3: Top 5 CTE Career Clusters for ELs in SY 2024-25

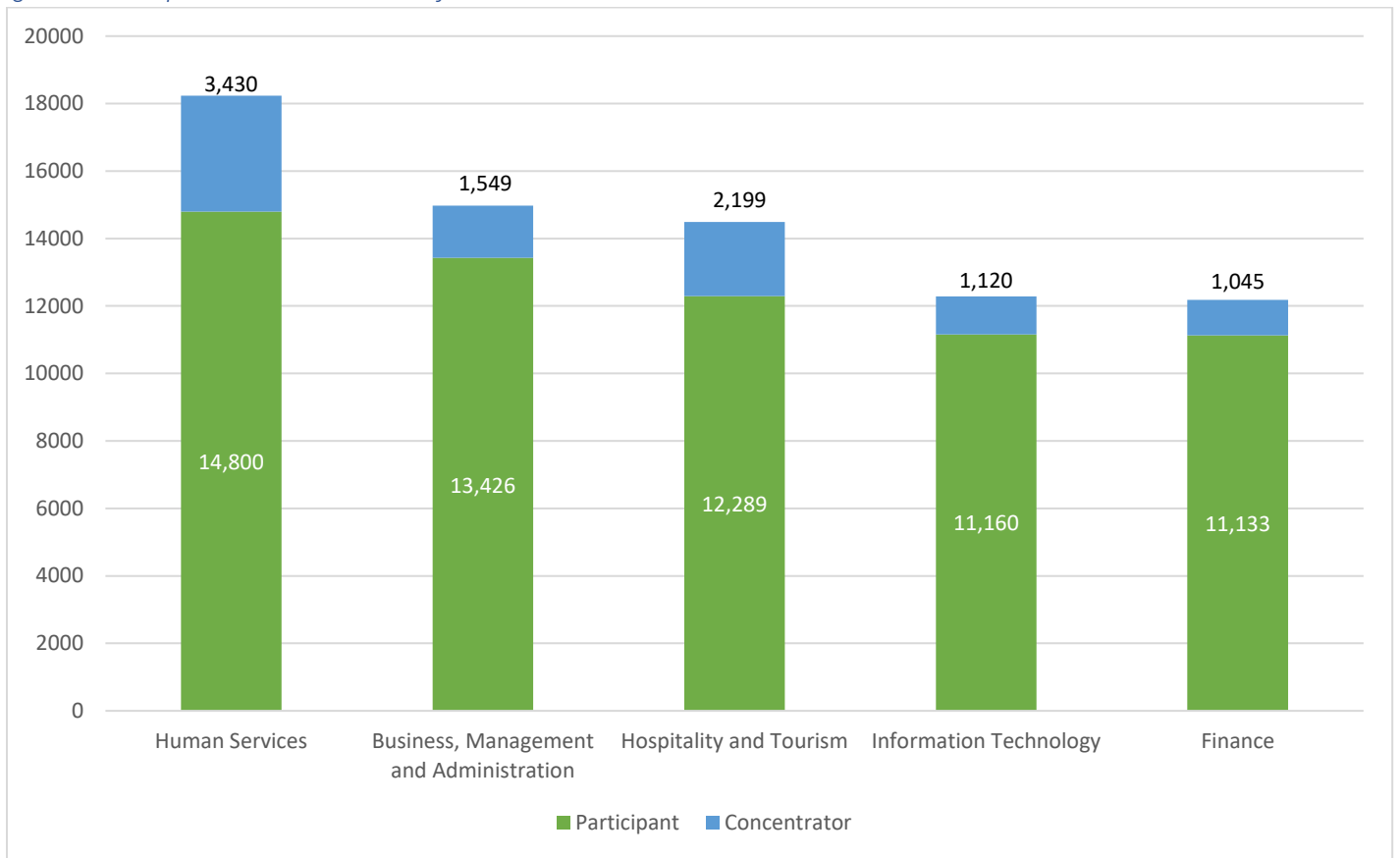
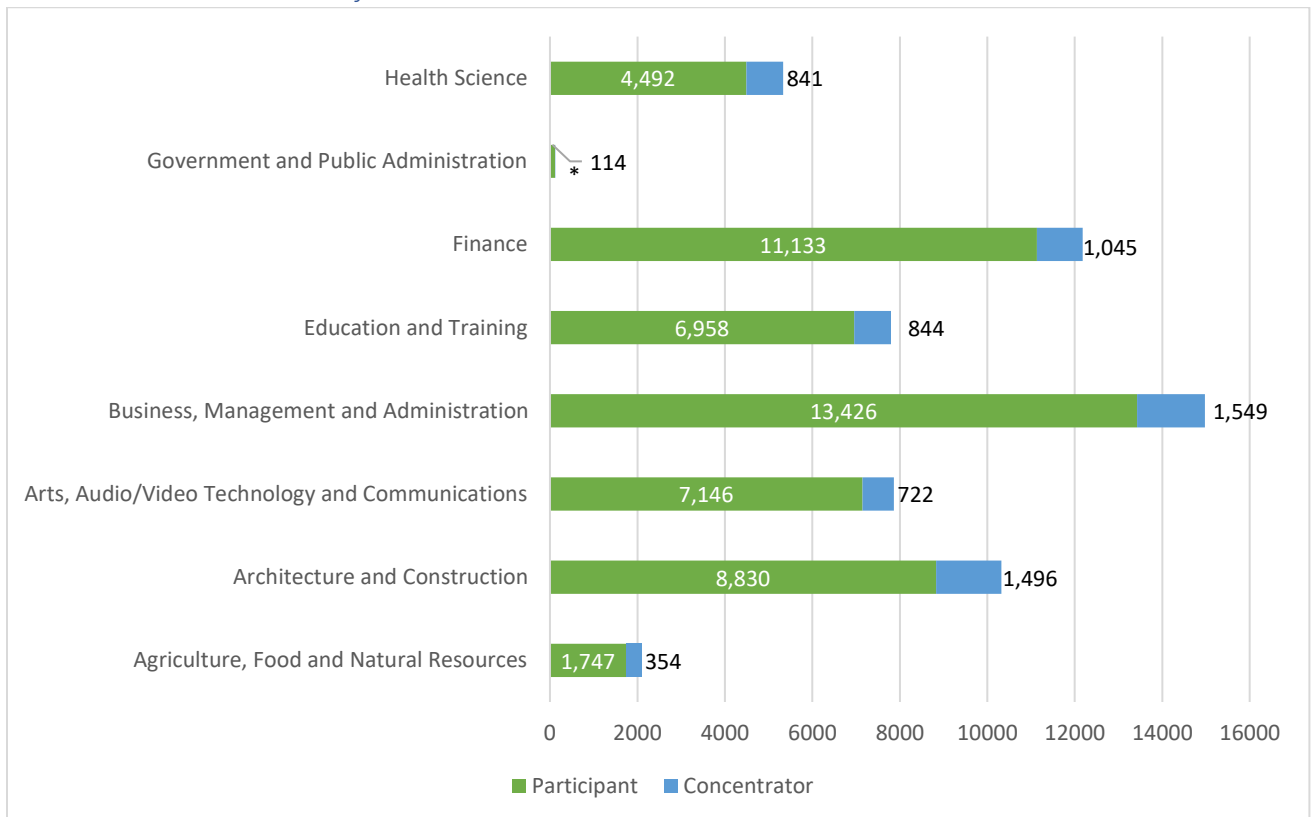
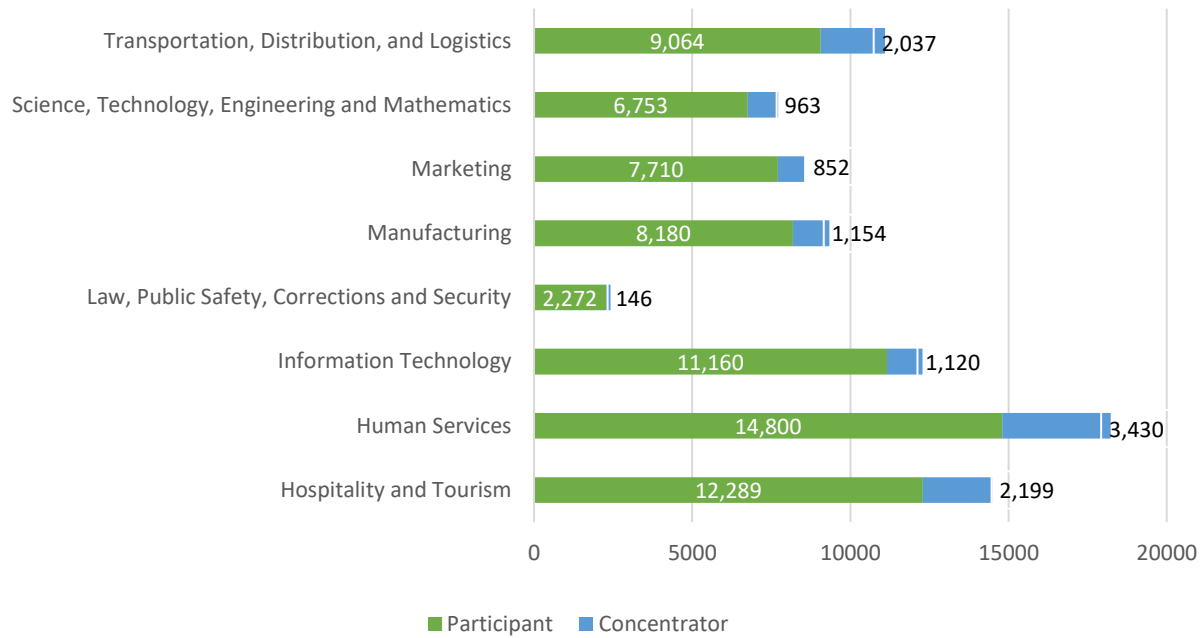


Figure 12-4: All CTE Career Clusters for ELs in SY 2024-25

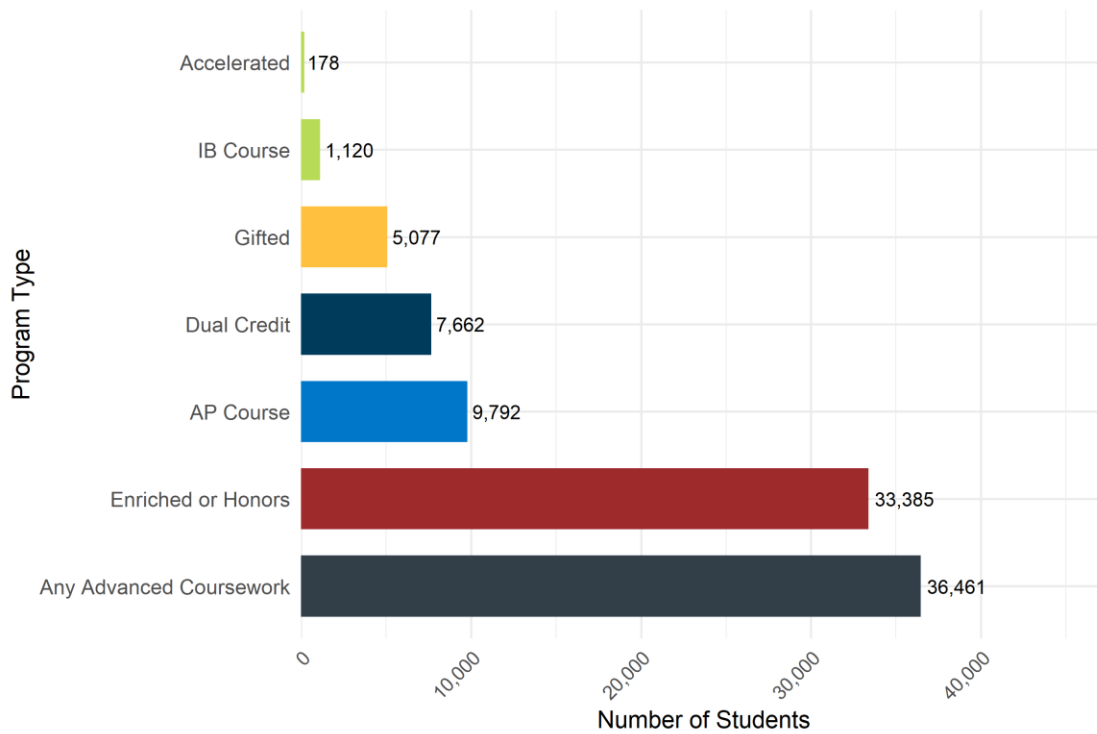




**SECTION 13: ENGLISH LEARNER PARTICIPATION IN ADVANCED ACADEMIC PROGRAMS**

EL students participate in advanced academic programs in school districts across Illinois. For this paragraph, we will use the terms “Current and Former ELs” to refer to the combined cluster of Current ELs, Former ELs, and Former ELs Pre-K Only. In school year 2024-25, 96,808 Current and Former ELs participated in any form of advanced coursework and 91,135 Current and Former ELs participated in enriched or honors coursework. A total of 43,432 participated in Advanced Placement (AP) courses while in comparison, 3,669 participated in International Baccalaureate (IB) courses. Of the students who participated in Dual Credit programming, 23,783 students were either Current or Former EL. A total of 22,256 Current and Former ELs participated in Gifted programming and 613 students who are either Current or Former ELs participated in Accelerated courses.

*Figure 13-1: Participation in Advanced Academic Programs for Current ELs: SY 2024-25*



**Table 22: Participation in Advanced Academic Programs for Current ELs: SY 2024-25**

| <b>Program Type</b>            | <b>Number of Current EL Students</b> |
|--------------------------------|--------------------------------------|
| <b>Accelerated</b>             | 178                                  |
| <b>IB Course</b>               | 1,120                                |
| <b>Gifted</b>                  | 5,077                                |
| <b>Dual Credit</b>             | 7,662                                |
| <b>AP Course</b>               | 9,792                                |
| <b>Enriched or Honors</b>      | 33,385                               |
| <b>Any Advanced Coursework</b> | 36,461                               |

Figure 13-2: Participation in Advanced Academic Programs for Former ELs: SY 2024-25

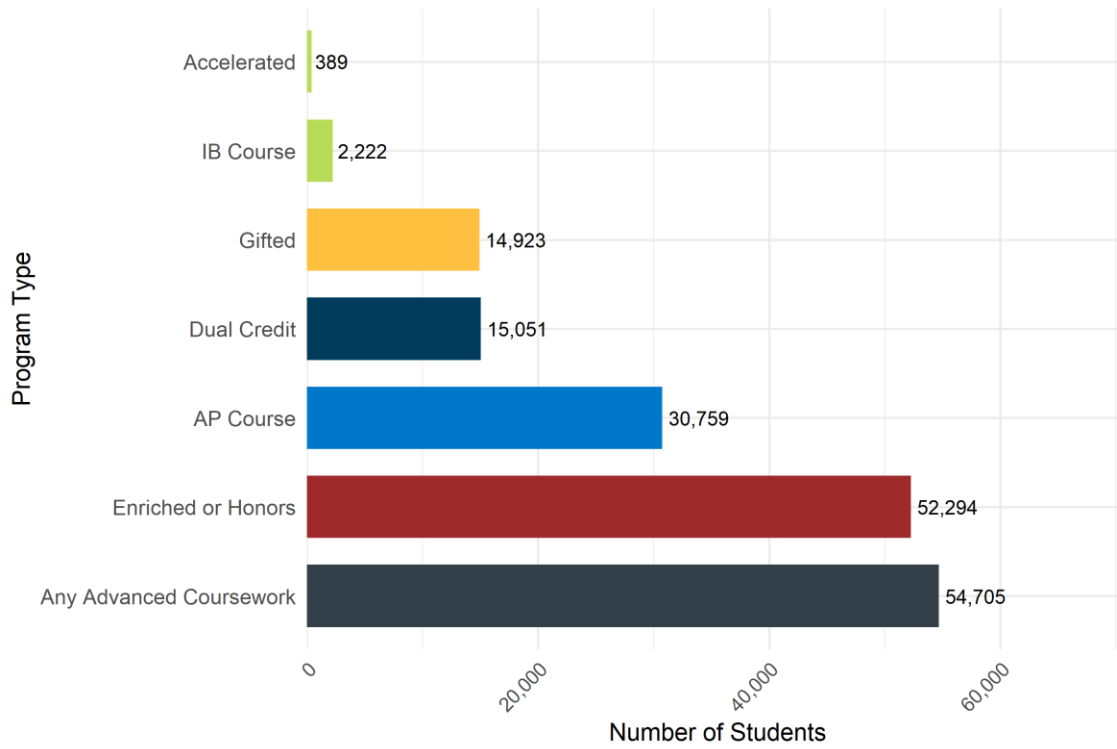


Table 23: Participation in Advanced Academic Programs for Former ELs: SY 2024-25

| Program Type                   | Number of Former EL Students |
|--------------------------------|------------------------------|
| <b>Accelerated</b>             | 389                          |
| <b>IB Course</b>               | 2,222                        |
| <b>Gifted</b>                  | 14,923                       |
| <b>Dual Credit</b>             | 15,051                       |
| <b>AP Course</b>               | 30,759                       |
| <b>Enriched or Honors</b>      | 52,294                       |
| <b>Any Advanced Coursework</b> | 54,705                       |

Figure 13-3: Participation in Advanced Academic Programs for Former ELs Pre-K Only: SY 2024-25

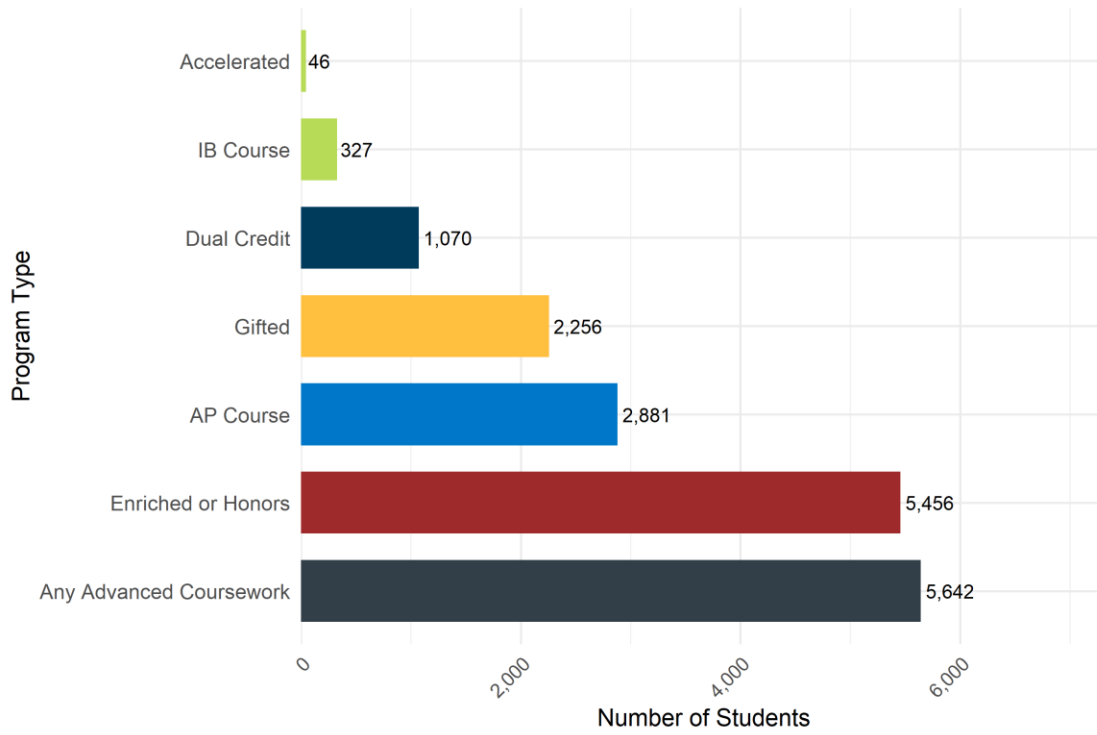


Table 24: Participation in Advanced Academic Programs for Former ELs Pre-K Only: SY 2024-25

| Program Type                   | Number of Former EL Pre-K Only Students |
|--------------------------------|---|
| <b>Accelerated</b>             | 46                                      |
| <b>IB Course</b>               | 327                                     |
| <b>Gifted</b>                  | 1,070                                   |
| <b>Dual Credit</b>             | 2,256                                   |
| <b>AP Course</b>               | 2,881                                   |
| <b>Enriched or Honors</b>      | 5,456                                   |
| <b>Any Advanced Coursework</b> | 5,642                                   |

Figure 13-4: Participation in Advanced Academic Programs for Never ELs: SY 2024-25

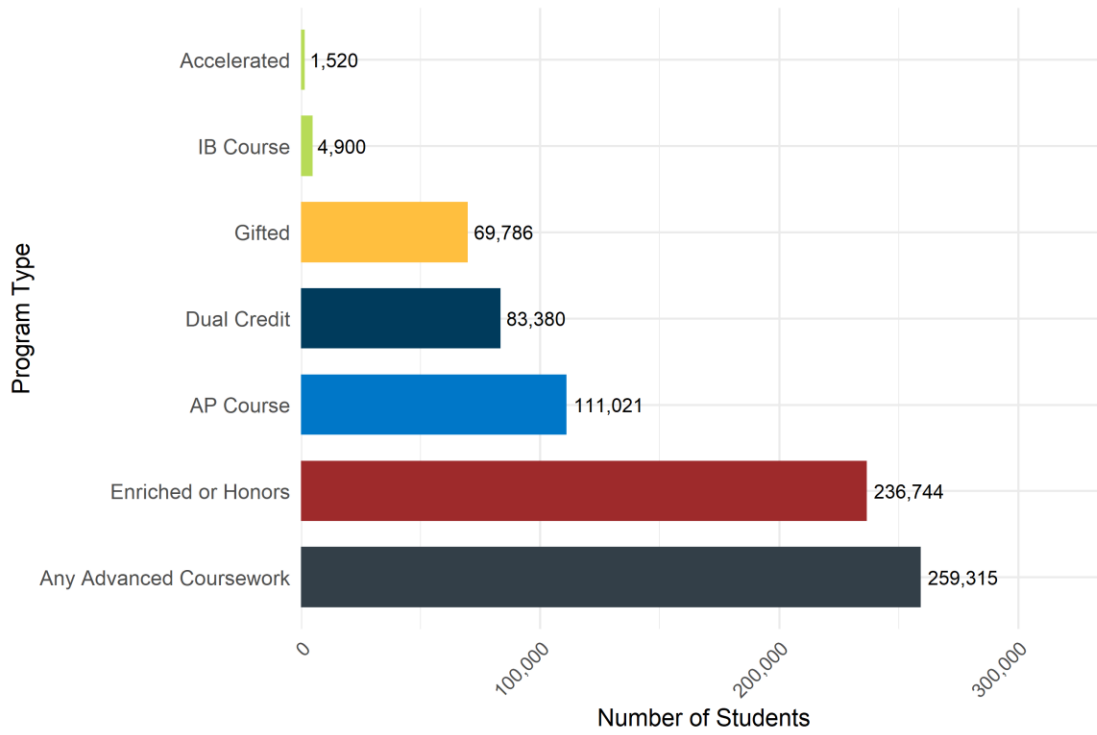


Table 25: Participation in Advanced Academic Programs for Never ELs: SY 2024-25

| Program Type                   | Number of Never EL Students |
|--------------------------------|-----------------------------|
| <b>Accelerated</b>             | 1,520                       |
| <b>IB Course</b>               | 4,900                       |
| <b>Gifted</b>                  | 69,786                      |
| <b>Dual Credit</b>             | 83,380                      |
| <b>AP Course</b>               | 111,021                     |
| <b>Enriched or Honors</b>      | 236,744                     |
| <b>Any Advanced Coursework</b> | 259,315                     |

## NEED FOR CONTINUING PROGRAMS

Consistent with state and federal laws that require districts to serve ELs, there is the need to continue bilingual education programs. The ISBE Multilingual/Language Development Department conducts monitoring of English learner services throughout the state of Illinois to ensure that districts fulfill these obligations. Students, supported via language learning standards in the classroom, are expected to acquire both linguistic and academic skills. The growing number of languages throughout the state indicates that there is a further need to continue bilingual programs.

Services for English learners in Illinois are grounded in Transitional Bilingual Education as defined in Article 14C of the School Code and Part 228 of the Administrative Code administered by the Multilingual/Language Development Department. Section 2-3.39 of the School Code establishes guidelines for the State Board of Education in regard to such a department to oversee programs for students whose predominant language is not English. Federally, the legal obligations of State Education Agencies and Local Education Agencies to EL students can be found in laws including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act, and Title III of the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act, and in case law including, but not limited to, *Lau v. Nichols*; *Castaneda v. Pickard*; and *Plyler v. Doe*.

Students who are currently ELs and those who are long-term ELs tend to not meet or exceed ELA and math standards because they have not yet attained sufficient English proficiency. As a group, ELs are typically considered to be underperforming in comparison with students who are not ELs. This does not take into account 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 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 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 district and school supports 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 and ensure they receive the services and supports to which they are entitled. Supports for Regional Offices of Education also need to be enhanced to enable them to support districts within their region through professional development and instructional supports.

The state must provide additional funding for districts 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 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. High school districts and schools need additional supports, including bilingual/ESL services, to ensure that ELs are not only learning English but also have access to grade-level curriculum and related supports, and are provided with meaningful access to college-preparatory and/or career-preparatory classes.

### Social-Emotional Learning for ELs

ELs who arrive in Illinois for the first time come from a wide variety of linguistic and educational backgrounds. The 2024-25 school year saw an influx of immigrants to Illinois. This influx can be considered relevant to reports of regional instabilities in Latin America. These students often have a limited or interrupted formal education and have experienced a wide range of trauma. Recommendations include funding and supports to meet the unique social-emotional needs of these ELs. Bilingual social workers, bilingual counselors, and additional staff can help meet ELs' educational and socio-emotional needs. Collaboration among state agencies and community-based organizations is another factor that should be considered.

### Dually Identified ELs

ELs who receive special education services through an Individualized Education Program (IEP) are referred to as "dually identified ELs." EL students not only have a civil right to receive bilingual/English language support services but also are entitled to receive special education services under the Individuals with Disabilities Education Act (IDEA).

Table 8 shows that about 20% of ELs in Illinois (one in every five) have an IEP. The 2025 Illinois Report Card shows that 16.3% of the general population (one in every six students) have an IEP. This demonstrates that there is an over-identification problem, which results in more ELs likely to be identified as needing special education services than English-speaking students.

Schools and districts need additional supports, including increasing the number of bilingual school psychologists, social workers, speech pathologists, and other specialists to work with this population. Additional professional development is needed for special education professionals to better understand the unique needs of English learners and learn how to determine whether 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)

In the 2024-25 school year, 113,577 students were enrolled in an Illinois pre-K program. Of this total, 25,384 or approximately 22% of all pre-K students were identified as ELs. These 3- and 4-year-olds are served through a variety of early childhood education and care (ECEC) programs. Some programs are state funded such as the Preschool for All and Preschool for All Expansion programs through the Early Childhood Block Grant. Others are federally funded, such as Head Start, which is federally funded in collaboration with the Illinois Department of Human Services. ISBE-funded pre-K programs are the only programs required to comply with the same bilingual/ESL rules and regulations that mandate K-12 programs.

As the state moves to align the majority of ECEC programs under a single agency, it is critical to ensure continuity and equity in language services for young learners. Specifically, the bilingual and EL supports for locally or tuition-funded pre-K programs through ISBE should, to the greatest extent possible, apply across all state-funded ECEC programs in Illinois. Absent this alignment, there is a significant risk that pre-K English learners will be placed in English-only settings during early childhood only to transition into bilingual or ESL programming upon entry into kindergarten. This inconsistency undermines both educational continuity and research-based best practices for dual language development during early childhood—a period that is especially critical for language acquisition and identity formation. Additional regulatory language is needed to ensure consistent access to bilingual and ESL services across ECEC programs, promote smooth transitions into the K-12 system, and better align early childhood programming with Illinois' long-standing commitments to educational equity and linguistic inclusion.