

**Illinois
State Board of
Education**

English Learners in Illinois SY 2014–15 Statistical Report

**Multilingual Department
Data Strategies and Analytics Department**

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BACKGROUND

ENGLISH LEARNERS

The Illinois State Board of Education (ISBE) is committed to the cognitive, linguistic, and socio-emotional development of all children in Illinois. ISBE's Multilingual Department is focused on ensuring that students with diverse linguistic repertoires and those who may benefit from additional support have equitable access to academic instruction in English. These students also must be provided with access to all educational opportunities to which they are entitled. A home language survey is filled out by families who enroll their children in public schools in Illinois. Potential English Learners (ELs) are screened for English language proficiency (ELP) using an approved English language screening instrument. Students who do not meet the criteria of English proficiency on the ELP screener are identified as English Learners. Students maintain that status until they achieve ELP on the WIDA ACCESS for ELLs, which is the annual ELP assessment in Illinois.

Annual Examinations of ELs

Section 14C-3 of the Illinois School Code (105 ILCS 5/14C-3) requires that all K-12 students identified as ELs be tested annually for English proficiency in four language domains: aural comprehension (listening), speaking, reading, and writing. ISBE has prescribed the ACCESS for ELLs as the annual ELP assessment since school year 2005-06. The current ELP criteria, set by ISBE in July of 2017, is an overall composite score of 4.8 on the ACCESS for ELLs.

PROGRAM OPTIONS

Section 105 ILSC 5/14C-3 requires that one of two types of programs be provided for all PK-12 ELs to help them become proficient in English. The two options are a Transitional Bilingual Education (TBE) program and a Transitional Program of Instruction (TPI). Per Part 228.27 of the Illinois Administrative Code, school districts that discontinue TBE and/or TPI services after three years of supports for ELs are required to file a plan for EL services to continue to support ELs beyond the third year of instruction and until the student has met the state ELP criteria.

Transitional Bilingual Education

Legislation passed in 1973 requires Illinois school districts to offer a TBE program when 20 or more ELs of the same language classification are enrolled in the same attendance center. TBE programs must provide instruction in both the home language of students and in English in the core subject areas (language arts, mathematics, science, and social studies), as well as instruction in English as a second language (ESL). TBE services must also include instruction on the history of the student's or the parent's native land and the United States. TBE teachers are required to be certified by the State of Illinois and possess the appropriate Bilingual and/or ESL endorsement/approval. Bilingual teachers must demonstrate proficiency in the language(s) spoken by students and in English.

Transitional Program of Instruction

An attendance center that has an enrollment of 19 or fewer ELs from any single non-English language may elect to offer a TPI program in lieu of a TBE program. TPI programs must include instruction or other assistance in a student's home language to the extent necessary as determined by the student's level of English proficiency. TPI services may include, but are not limited to, instruction in ESL, language arts in the student's home language, and history of the student's native land and the United States. TPI teachers must hold the proper teacher certifications and endorsements/approvals for their teaching assignments.

SOURCES OF DATA

Data for this report were extracted by the Data Strategies and Analytics Department at the Illinois State Board of Education from the SY 2014-15 Student Information System Enrollment, EL Record Data, and the Bilingual Education Program Delivery Report.

BILINGUAL EDUCATION PROGRAMS IN ILLINOIS

SECTION 1: SY 2014-15 ENGLISH LEARNER ENROLLMENT PER TYPE OF PROGRAM

There are 852 public school districts in Illinois, but districts implement a variety of EL programs depending on students' individual needs and thus are counted multiple times for purposes of this study. There were 157,928 EL students enrolled in SY 2014-15. A total of 491 school districts implemented a TBE program of instruction for 107,943 ELs. A TPI was implemented in 424 school districts serving 25,562 ELs. Parent refusals were documented for 12,319 students in 249 districts. Other/alternative EL programs (primarily dual language programs) were implemented in 202 districts for 1,180 students.

Table 1. Number and percentage of districts and EL enrollment per type of program: SY 2014-15

Program	Districts Count	%	EL Enrollment	%
TBE Full Time	236	13.2%	79,384	50.3%
TBE Part Time	255	14.2%	28,559	18.1%
TPI	424	23.6%	25,562	16.2%
Other/Alternative	202	11.3%	1,180	0.7%
Parental Refusal	249	13.9%	12,319	7.8%
Unknown	428	23.9%	10,924	6.9%
Total	1,794	100%	157,928	100%
Each district may offer multiple programs.				

SECTION 2: ENDORSEMENTS OF TEACHERS SERVING ENGLISH LEARNERS

Educators in Illinois must hold a Professional Educator License endorsed in elementary, middle, or high school in order to be placed in a corresponding public school classroom. Additionally, educators serving ELs must hold a valid Bilingual endorsement (with the corresponding language) or an English as a Second Language (ESL) endorsement/approval. Educators providing services to dually identified Special Education-ELs (SPED-ELs) must hold a Special Education endorsement or co-teach with a SPED-endorsed teacher to provide full supports to students. Educators in the middle grades and high school who teach academic content with bilingual and ESL supports must also hold an endorsement in the content area of instruction or co-teach with an educator who holds the appropriate content area endorsement. Educators with an Educator License with Stipulations–Transitional Bilingual Educator (ELS-TBE) or an Educator License with Stipulations–Visitor International Teacher (ELS-VIT) are also approved to work with ELs.

Illinois has 7,140 teachers who hold a Bilingual endorsement, of which 6,627 hold the endorsement in Spanish. Additionally, 15,888 teachers hold an ESL endorsement/approval, 2,685 educators hold an ELS-TBE, and 90 educators hold an ELS-VIT. In total, educators in Illinois hold 36,983 endorsements or approvals to service ELs, 34,937 of which are held by teachers in Title III-funded school districts. However, a single teacher may hold several of the endorsements/approvals to service ELs.

Table 2. Number and percentage of teachers with endorsements/approvals to support ELs and number and percentage of teachers in Title III-funded districts with endorsements/approvals to support ELs: SY 2014-15

Endorsement/Approval	All Teachers		Teachers in Title III-Funded Districts	
	#	%	#	%
Bilingual Endorsement (all languages)	7,140	19.3%	6,864	19.6%
Bilingual Endorsement - Spanish	6,627	17.9%	6,390	18.3%
Both ESL and Bilingual Endorsements	4,553	12.3%	4,386	12.6%
ESL Endorsement	15,888	43.0%	14,641	41.9%
Educator License with Stipulations - Transitional Bilingual Educator	2,685	7.3%	2,566	7.3%
Educator License with Stipulations - Visitor International Teacher	90	0.2%	90	0.3%
Total	36,983	100.00%	34,937	100.00%
Totals include double counts of teachers with both ESL and Bilingual endorsements. Other endorsements include, but are not limited to, Elementary, High School, and Special Education endorsements.				

ENGLISH LEARNERS IN ILLINOIS

SECTION 3: EL STUDENT ENROLLEMENT BY COUNTY

Thirty-three percent of the 157,928 ELs in Illinois public schools were enrolled in Chicago Public Schools (City of Chicago School District 299) and 25 percent more in the surrounding school districts in Cook County. Counties immediately outside of Cook (DuPage, Kane, Lake, and Will) served another 30 percent of ELs in Illinois. The remaining 12 percent of ELs attending public schools in Illinois reside in other counties across the state. Forty-one counties in Illinois have 20 or fewer ELs.

Table 3. Number and percentage of EL students by county: SY 2014-15

County Name	#	%	County Name	#	%
Adams	16	0.01%	Lake	12,570	7.96%
Alexander	2	0.00%	Lawrence	8	0.01%
Bond	1	0.00%	Lee	39	0.02%
Boone	877	0.56%	Livingston	16	0.01%
Bureau	183	0.12%	Logan	9	0.01%
Carroll	15	0.01%	Macon	105	0.07%
Cass	433	0.27%	Macoupin	7	0.00%
Champaign	1,356	0.86%	Madison	586	0.37%
Christian	3	0.00%	Marion	5	0.00%
City of Chicago	52,106	32.99%	Mason	2	0.00%
Clark	9	0.01%	McDonough	61	0.04%
Clay	5	0.00%	McHenry	2,653	1.68%
Clinton	48	0.03%	McLean	655	0.41%
Coles	6	0.00%	Mercer	1	0.00%
Cook	39,512	25.02%	Monroe	3	0.00%
DeKalb	792	0.50%	Montgomery	4	0.00%
Dept Of Corrections	3	0.00%	Morgan	75	0.05%
DeWitt	12	0.01%	Ogle	409	0.26%
Douglas	85	0.05%	Peoria	745	0.47%
DuPage	11,626	7.36%	Piatt	3	0.00%
Edgar	2	0.00%	Pike	2	0.00%
Edwards	4	0.00%	Putnam	14	0.01%
Effingham	17	0.01%	Randolph	21	0.01%
Ford	21	0.01%	Richland	11	0.01%
Franklin	11	0.01%	Rock Island	1,705	1.08%
Fulton	10	0.01%	Saint Clair	180	0.11%
Gallatin	6	0.00%	Saline	2	0.00%
Greene	1	0.00%	Sangamon	200	0.13%
Grundy	202	0.13%	Schuyler	34	0.02%
Hamilton	2	0.00%	Stark	6	0.00%
Hancock	12	0.01%	Stephenson	123	0.08%
Henderson	2	0.00%	Tazewell	72	0.05%
Henry	91	0.06%	Union	55	0.03%
Iroquois	64	0.04%	Vermilion	153	0.10%
Jackson	309	0.20%	Wabash	4	0.00%
Jefferson	41	0.03%	Warren	273	0.17%
Jersey	2	0.00%	Washington	4	0.00%
Jo Davies	51	0.03%	White	6	0.00%
Johnson	5	0.00%	Whiteside	170	0.11%
Kane	17,227	10.91%	Will	5,795	3.67%
Kankakee	805	0.51%	Williamson	27	0.02%
Kendall	1,121	0.71%	Winnebago	3,292	2.08%
Knox	117	0.07%	Woodford	18	0.01%
La Salle	592	0.37%	Total	157,928	100.00%

SECTION 4: EL STUDENT COUNT BY LANGUAGE

There were 150 distinct languages spoken by ELs in Illinois. Spanish is the most common language among ELs at 81 percent. It is followed by Arabic at three percent and Polish at two and a half. Urdu was spoken by just over one percent of ELs, followed by Pilipino (Tagalog) and Gujarati at just below one percent each. Seventy-one languages are spoken by 25 or fewer ELs in Illinois.

Table 4. Number and percentage of native languages spoken by EL students and language: SY 2014-15

Language	#	%	Language	#	%	Language	#	%
Afrikaans (Taal)	47	0.03%	Guyanese	4	0.00%	Mongolian	175	0.11%
Akan (Fante/Asante/Twi)	80	0.05%	Hainanese (Chinese)	1	0.00%	Navajo	7	0.00%
Albanian/Gheg(Kosovo/Macedon)	184	0.12%	Haitian-Creole	102	0.06%	Nepali	381	0.24%
Albanian/Tosk (Albania)	202	0.13%	Hakka (Chinese)	10	0.01%	Norwegian	6	0.00%
American Sign Language	7	0.00%	Hausa	19	0.01%	Oriya	7	0.00%
Amharic	133	0.08%	Hawaiian	2	0.00%	Orri (Oring)	1	0.00%
Apache	1	0.00%	Hebrew	56	0.04%	Other	608	0.38%
Arabic	4,999	3.17%	Hindi	538	0.34%	Oulof (Wolof)	18	0.01%
Armenian	27	0.02%	Hmong	11	0.01%	Palaun	1	0.00%
Assamese	1	0.00%	Hopi	2	0.00%	Pampangan	7	0.00%
Assyrian (Syriac/Aramaic)	626	0.40%	Hungarian	30	0.02%	Panjabi (Punjabi)	183	0.12%
Bagheli	9	0.01%	Ibo/Igbo	111	0.07%	Pashto (Pushto)	38	0.02%
Balinese	2	0.00%	Icelandic	2	0.00%	Pilipino (Tagalog)	1,168	0.74%
Bambara	2	0.00%	Ilocano	7	0.00%	Polish	4,088	2.59%
Bemba	7	0.00%	Ilonggo (Hiligaynon)	21	0.01%	Portuguese	136	0.09%
Bengali	118	0.07%	Indonesian	25	0.02%	Pueblo	1	0.00%
Bisaya (Malaysia)	17	0.01%	Italian	137	0.09%	Romanian	353	0.22%
Bosnian	273	0.17%	Jamaican	22	0.01%	Romany (Gypsy)	1	0.00%
Bulgarian	338	0.21%	Japanese	401	0.25%	Russian	802	0.51%
Burmese	379	0.24%	Kanjolal	44	0.03%	Samoan	1	0.00%
Cambodian (Khmer)	100	0.06%	Kannada (Kanarese)	38	0.02%	Serbian	266	0.17%
Cantonese (Chinese)	798	0.51%	Kanuri	5	0.00%	Shanghai (Chinese)	19	0.01%
Cebuano (Visayan)	51	0.03%	Karen (S'gaw)	216	0.14%	Shona	7	0.00%
Chaldean	5	0.00%	Kashmiri	1	0.00%	Sindhi	7	0.00%
Chamorro	1	0.00%	Kikamba (Kamba)	7	0.00%	Sinhalese	11	0.01%
Chaochow/Teochiu (Chinese)	26	0.02%	Kirundi (Rundi)	110	0.07%	Slovak	50	0.03%
Chechen	1	0.00%	Konkani	12	0.01%	Slovenian	7	0.00%
Cherokee	3	0.00%	Korean	688	0.44%	Somali	148	0.09%
Chichewa (Nyanja)	3	0.00%	Krahn(Liberia/Cote 'de Ivoir)	8	0.01%	Sotho	1	0.00%
Chin (Haka)	109	0.07%	Krio	11	0.01%	Sourashtra (Saurashtra)	14	0.01%
Chippewa/ Ojibawa/ Ottawa	1	0.00%	Kurdish	15	0.01%	Spanish	128,437	81.33%
Chuj	2	0.00%	Lao	165	0.10%	Swahili	180	0.11%
Croatian	37	0.02%	Latvian	6	0.00%	Swedish	26	0.02%
Czech	108	0.07%	Lingala	41	0.03%	Taiwanese/Formosan/Min Nan	16	0.01%
Danish	18	0.01%	Lithuanian	308	0.20%	Tamil	303	0.19%
Dinlea (Turkish)	3	0.00%	Luganda	20	0.01%	Telugu (Telegu)	581	0.37%
Dutch/Flemish	22	0.01%	Luo	3	0.00%	Thai	98	0.06%
Efik	1	0.00%	Maay or Mai Mai	11	0.01%	Tibetan	6	0.00%
Estonian	5	0.00%	Macedonian	57	0.04%	Tigrinya (Tigrigna)	61	0.04%
Ewe	112	0.07%	Malay	47	0.03%	Tongan	31	0.02%
Farsi (Persian)	178	0.11%	Malayalam	335	0.21%	Tuluau	3	0.00%
Finnish	5	0.00%	Mandarin (Chinese)	916	0.58%	Turkish	163	0.10%
French	798	0.51%	Mandingo (Mandinka)	7	0.00%	Ukrainian	457	0.29%
Fukien/Hokkien (Chinese)	16	0.01%	Marathi	88	0.06%	Urdu	1,928	1.22%
Ga	11	0.01%	Mende	2	0.00%	Uzbek	49	0.03%
German	104	0.07%	Menominee	2	0.00%	Vietnamese	873	0.55%
Greek	215	0.14%	Mien (Yao)	1	0.00%	Yombe	2	0.00%
Gujarati	1,062	0.67%	Mina (Geser-Goram)	36	0.02%	Yoruba	254	0.16%
						Total	157,928	100.00%

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

English Learners are primarily found on grades Pre-K-2, with 11 percent of ELs in Pre-K, 18 percent of ELs in kindergarten, 19 percent in first grade, and 11 percent in second grade. All other grades have less than seven percent of ELs each, with 11th and 12th grades being the lowest at two percent each. By ethnicity, most ELs are Hispanic or Latino at 79 percent. The next biggest group is White at ten percent, followed by Asian at eight percent, Black or African American at 2 percent, and American Indian or Alaska Native at two percent. Two or More Races and Native Hawaiian or Other Pacific Island make up less than one percent each.

Table 5. Number of English Learners by grade level and race/ethnicity: SY 2014-15

Grade Level	Race/Ethnicity															
	Hispanic or Latino		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Island		White		Two or More Races		Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
PK	13,731	8.7%	164	0.1%	1,615	1.0%	331	0.2%	29	0.0%	1,947	1.2%	146	0.1%	17,963	11.4%
KG	21,126	13.4%	484	0.3%	2,455	1.6%	463	0.3%	25	0.0%	3,139	2.0%	204	0.1%	27,896	17.7%
1	22,829	14.5%	670	0.4%	2,612	1.7%	490	0.3%	30	0.0%	3,812	2.4%	238	0.2%	30,681	19.4%
2	14,315	9.1%	404	0.3%	1,019	0.6%	290	0.2%	24	0.0%	1,509	1.0%	108	0.1%	17,669	11.2%
3	8,986	5.7%	208	0.1%	509	0.3%	185	0.1%	11	0.0%	801	0.5%	55	0.0%	10,755	6.8%
4	7,277	4.6%	116	0.1%	460	0.3%	154	0.1%	6	0.0%	638	0.4%	54	0.0%	8,705	5.5%
5	6,446	4.1%	61	0.0%	467	0.3%	173	0.1%	9	0.0%	502	0.3%	33	0.0%	7,691	4.9%
6	5,865	3.7%	53	0.0%	434	0.3%	167	0.1%	4	0.0%	517	0.3%	33	0.0%	7,073	4.5%
7	5,917	3.7%	53	0.0%	454	0.3%	176	0.1%	11	0.0%	531	0.3%	26	0.0%	7,168	4.5%
8	5,134	3.3%	37	0.0%	351	0.2%	138	0.1%	14	0.0%	373	0.2%	34	0.0%	6,081	3.9%
9	4,594	2.9%	21	0.0%	337	0.2%	179	0.1%	15	0.0%	434	0.3%	27	0.0%	5,607	3.6%
10	3,381	2.1%	26	0.0%	396	0.3%	148	0.1%	5	0.0%	381	0.2%	15	0.0%	4,352	2.8%
11	2,332	1.5%	15	0.0%	373	0.2%	112	0.1%	9	0.0%	294	0.2%	18	0.0%	3,153	2.0%
12	2,119	1.3%	10	0.0%	457	0.3%	138	0.1%	8	0.0%	386	0.2%	16	0.0%	3,134	2.0%
Total	124,052	78.5%	2,322	1.5%	11,939	7.6%	3,144	2.0%	200	0.1%	15,264	9.7%	1,007	0.6%	157,928	100.0%

SECTION 6: EL STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

There are 40,299 students who are English Learners with Individualized Education Programs (IEPs), which is about 26 percent of all ELs. Most ELs with IEPs are in grades 1-4; that correlates with most ELs without IEPs falling in the same grade range. There is a slight decrease in ELs with IEPs from prekindergarten to kindergarten and again from grade ranges 1-4 to 5-8, and later from 5-8 to 9-12. This decrease may in part be due to the number of ELs that exit services.

Table 6. Number of EL students by grade cluster and IEP status: SY 2014-15

Grade Cluster	English Learners			
	No IEP	%	With IEP	%
Pre-Kindergarten	13,172	11.2%	4,791	11.9%
Kindergarten	24,043	20.4%	3,853	9.6%
Grade 1-4	52,951	45.0%	14,859	36.9%
Grade 5-8	17,116	14.6%	10,897	27.0%
Grade 9-12	10,347	8.8%	5,899	14.6%
Total	117,629	100%	40,299	100%

SECTION 7: EL STUDENT COUNT BY INSTRUCTIONAL DESIGN

There are twelve types of program models for English Learners in Illinois to be enrolled in. It should be noted that this data contains duplicate counts, as ELs can be enrolled in multiple programs. Transitional bilingual programs (TBE classrooms) make up 30 percent of the enrollment total. This is followed by Content Based ELS at 18 percent, and Self-Contained programs at 14 percent. Other common program models this school year were Pull-Out Individual Support, Structured English Immersion, and Sheltered English Instruction at nine percent each.

Table 7. Number and percentage of EL students enrolled in an EL instructional design: SY 2014-15

EL Program Model		EL Program Totals
Developing Bilingual	#	9,177
	%	3.42%
Sheltered English Instruction	#	25,296
	%	9.43%
Content Based ELS	#	49,382
	%	18.42%
Structured English Immersion	#	24,228
	%	9.04%
Pull-Out ESL	#	0
	%	0.00%
Inclusionary Support	#	0
	%	0.00%
Pull-Out Individual Support	#	25,218
	%	9.41%
Self-Contained	#	38,689
	%	14.43%
Content Area Tutor	#	0
	%	0.00%
Transitional Bilingual	#	80,508
	%	30.03%
Heritage Language	#	0
	%	0.00%
Two Way Immersion	#	5,147
	%	1.92%
Enrollment not found in SIS	#	10,488
	%	3.91%
Total	#	268,133
	%	100%

Data source: Submitted by districts on IWAS.

SECTION 8: EL STUDENT PERFORMANCE ON ACCESS

The ACCESS for ELLs published by WIDA is the English language proficiency assessment used in Illinois. English Learners are required to take the ACCESS on an annual basis. The ACCESS is composed of four domains: reading, writing, listening, and speaking. The scores of each domain are combined to form an overall composite proficiency level (OCPL) for each student. The OCPL ranges from 1.0 to 6.0 with 0.1 increments. Students who attain an OCPL of 4.8 or above are reclassified as former ELs and are no longer required to take the ACCESS in future years. About 29 percent of ELs scored between a 3.0-3.9 OCPL. Eight percent of all ELs tested met the reclassification criteria of 4.8 OCPL or higher on ACCESS. Nearly four percent of ELs attained an OCPL of 5.0 or higher.

Table 8. Number and percentage of EL students by overall composite proficiency level on the ACCESS for ELLs® and grade cluster: SY 2014-15

Composite Proficiency Level	Grade Level Cluster												Total	
	Pre-K		KG		Grades 1-2		Grades 3-5		Grades 6-8		Grades 9-12			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
1.0-1.9	2	0.00%	17,441	11.0%	2,021	1.3%	562	0.4%	570	0.4%	822	0.5%	21,418	13.6%
2.0-2.9	1	0.00%	3,779	2.4%	11,789	7.5%	2,494	1.6%	2,342	1.5%	1,859	1.2%	22,264	14.1%
3.0-3.9	-	-	3,106	2.0%	22,980	14.6%	8,244	5.2%	7,654	4.8%	4,107	2.6%	46,091	29.2%
4.0-4.9	-	-	2,043	1.3%	7,511	4.8%	12,229	7.7%	6,870	4.4%	5,391	3.4%	34,044	21.6%
5.0-5.9	-	-	328	0.2%	1,674	1.1%	1,214	0.8%	883	0.6%	956	0.6%	5,055	3.2%
6	-	-	9	0.0%	198	0.1%	221	0.1%	42	0.0%	183	0.1%	653	0.4%
Null*	17,960	11.4%	1,190	0.8%	2,177	1.4%	2,187	1.4%	1,961	1.2%	2,928	1.9%	28,403	18.0%
Total	17,963	11%	27,896	18%	48,350	31%	27,151	17%	20,322	13%	16,246	10%	157,928	100%
4.8 or above	-	-	812	0.5%	2,767	1.8%	4,474	2.8%	2,212	1.4%	2,694	1.7%	12,959	8.2%
*Null includes ELs with Alt. ACCESS, not tested, and missing ACCESS scores.														

SECTION 9: EL STUDENT PERFORMANCE ON A STATE ELA AND MATH ASSESSMENT

English Learners are required to participate in the state academic assessments. The state English language arts (ELA) and math assessment, PARCC, is offered in grades 3-8. A total of 9,633 ELs met or exceeded standards on the ELA assessment and 9,804 ELs met or exceeded standards on the math assessment.

Table 9. Chart 1. Comparison of performance of EL students with non-EL students on the 2015 PARCC (ELA) by grade level: SY 2014-15

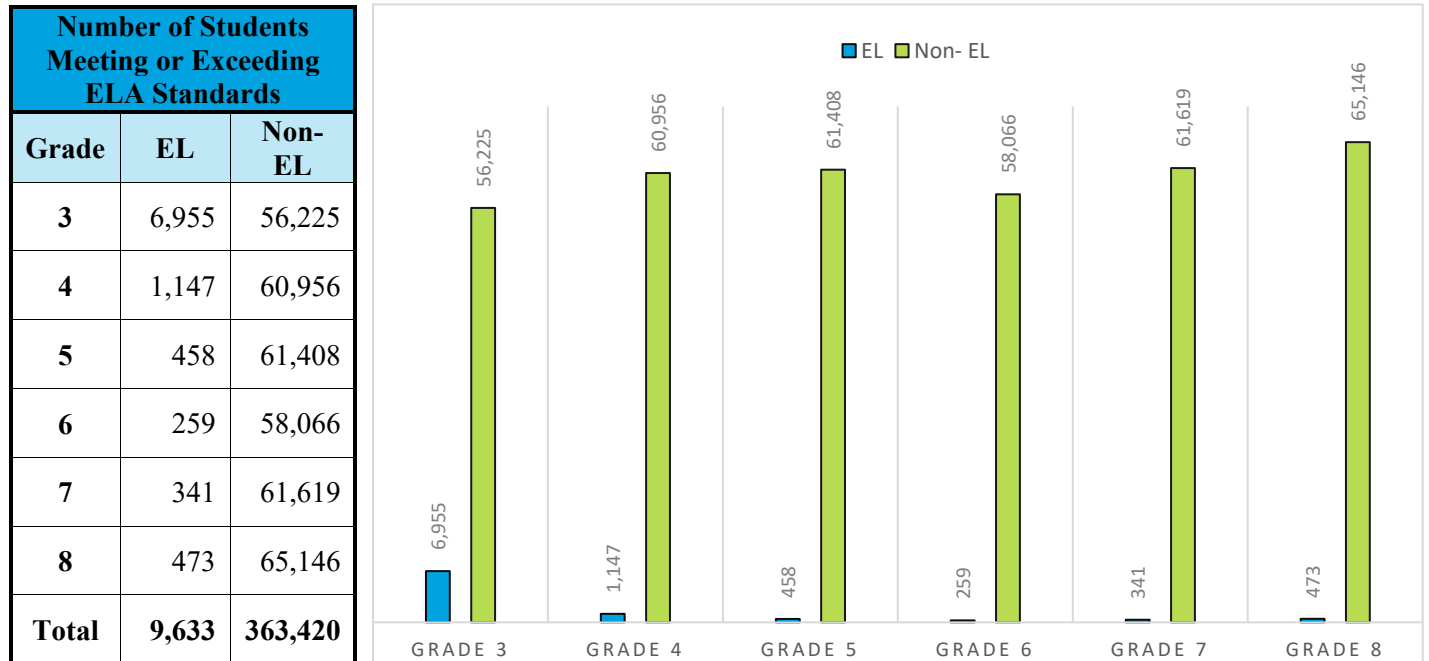


Chart 1 Students Meeting or Exceeding ELA Standards

Table 10. Chart 2. Comparison of performance of EL students with non-EL students on the 2015 PARCC (mathematics) by grade level: SY 2014-15

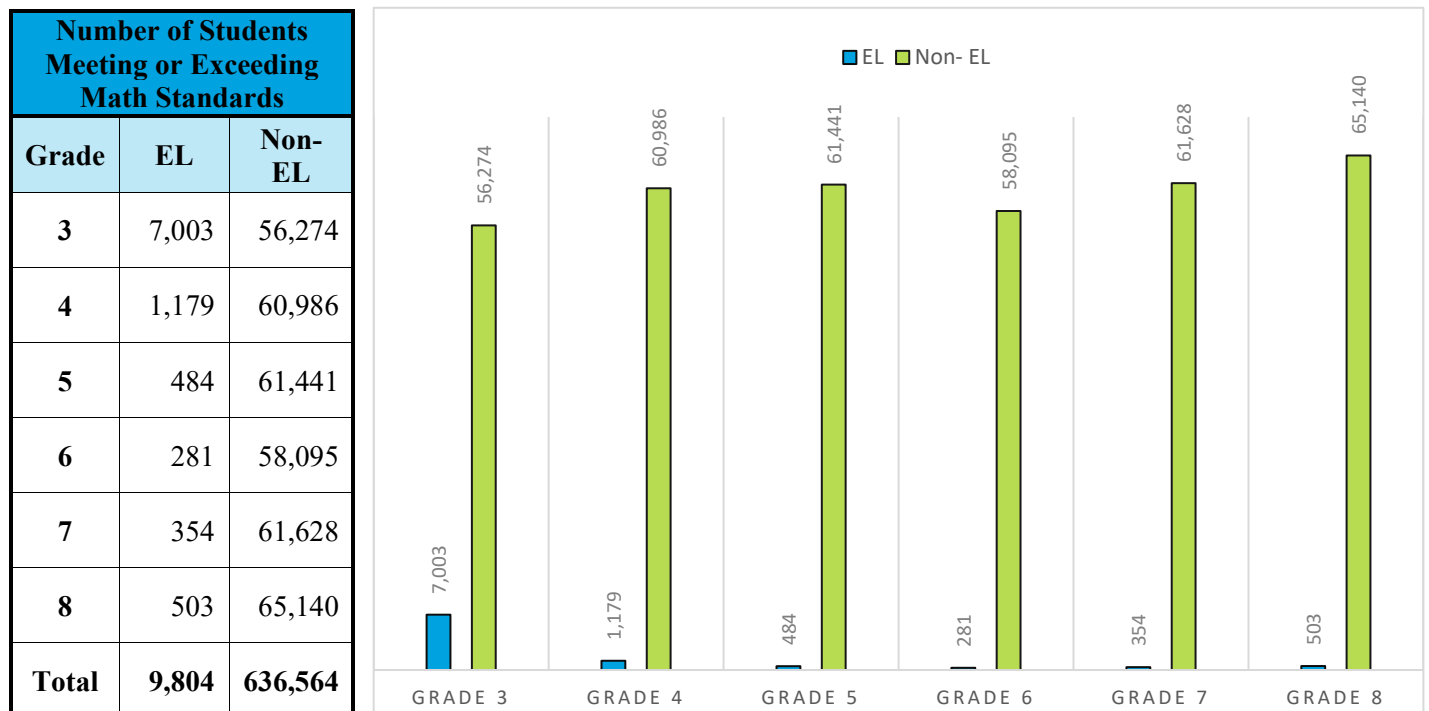


Chart 2 Students Meeting or Exceeding Math Standards