



**Illinois
State Board of
Education**

English Learners in Illinois SY 2018–19 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 2018-19 Student Information System Enrollment, EL Record Data, and I-Star Student Approval. The data values were calculated based on the 2019 Report Card Snapshot.

BILINGUAL EDUCATION PROGRAMS IN ILLINOIS

SECTION 1: SY 2018-19 ENGLISH LEARNER ENROLLMENT PER TYPE OF PROGRAM

There are 852 public school districts in Illinois and each may implement a variety of EL programs depending on students' individual needs. There were 255,302 total EL students enrolled in Illinois in SY 2018-19. A total of 578 school districts implemented a TBE program of instruction for 180,872 ELs. A TPI was implemented in 471 school districts, which served 56,309 ELs. Parent refusals were documented for 16,435 students in 314 districts. Other/alternative EL programs (primarily dual language programs) were implemented in 304 districts for 1,686 students.

Table 1. Number and percentage of districts and EL enrollment per type of program: SY 2018-19

Program	District Count			EL Placement		
	Districts w/ EL programs	Total districts	EL District %	EL Placements	Total ELs	EL Placement %
TBE Full Time	286	852	33.57	116,255	255,302	45.54
TBE Part Time	292	852	34.27	64,617	255,302	25.31
TPI	471	852	55.28	56,309	255,302	22.06
Other/Alternative	304	852	35.68	1,686	255,302	0.66
Parental Refusal	314	852	36.85	16,435	255,302	6.44
Total	638	852	74.88	255,302	255,302	100

Note: An individual district may offer multiple programs.

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 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. 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 a licensed Visitor International Teacher (ELS-VIT) are also approved to work with ELs. A single teacher may hold several endorsements to service ELs.

Illinois has 1,185 teachers who hold a Bilingual endorsement in any language; the total number of educators who hold a Bilingual endorsement in Spanish, which includes those with a PEL, TBE, or VIT endorsement, is 7,111. Additionally, 15,055 teachers hold an ESL endorsement, 946 educators hold an ELS-TBE, and 86 educators hold an ELS-VIT. In total, Illinois has 22,798 endorsed educators to serve ELs, with 21,003 of them serving in Title III-funded school districts.

Table 2. Number and percentage of teachers in all districts with endorsements to support ELs, and number and percentage of teachers in Title III-funded districts with endorsements to support ELs: SY 2018-19

Endorsements		All Districts	Title III-Funded Districts	Non-Title III-Funded Districts	Both
Both ESL and Bilingual Endorsement	Group Count	5,527	5,345	182	0
	Total Teachers	22,798	21,003	1,790	5
	%	24.24	25.45	10.17	0
Bilingual Endorsement (all languages)	Group Count	1,184	1,163	20	1
	Total Teachers	22,798	21,003	1,790	5
	%	5.19	5.54	1.12	20
ESL Endorsement	Group Count	15,055	13,513	1,539	3
	Total Teachers	22,798	21,003	1,790	5
	%	66.04	64.34	85.98	60
Educator License with Stipulations (TBE)	Group Count	946	898	47	1
	Total Teachers	22,798	21,003	1,790	5
	%	4.15	4.28	2.63	20
Licensed Visitor International Teacher	Group Count	86	84	2	0
	Total Teachers	22,798	21,003	1,790	5
	%	0.38	0.4	0.11	0
Total	Total count	22,798	21,003	1,790	5
	%	100	100	100	100
Bilingual Endorsement – Spanish	Group Count	7,111	6,891	219	1
	Total Teachers	22,798	21,003	1,790	5
	%	31.19	32.81	12.23	20

Note: Totals do not include Bilingual Endorsement – Spanish, as that group is an aggregate of educators with a PEL, TBE, or VIT endorsement; these teachers have been included in one of the other groups. The “both” category counts teachers who simultaneously taught in Title III-funded and non-Title III-funded districts.

ENGLISH LEARNERS IN ILLINOIS

SECTION 3: EL STUDENT ENROLLEMENT BY COUNTY

Twenty-nine percent of the 255,302 ELs in Illinois public schools were enrolled in Chicago Public Schools (City of Chicago School District 299) and 26 percent more in the surrounding school districts in Cook County. Counties immediately outside of Cook (DuPage, Kane, Lake, and Will) served 32 percent of ELs in Illinois. The remaining 13 percent of ELs attending public schools in Illinois reside in other counties across the state. Forty-two counties in Illinois have 20 or fewer ELs.

Table 3. Number and percentage of EL students by county: SY 2018-19

County Name	EL #	EL %	County Name	EL #	EL %
Adams	47	0.02	Lake	21,788	8.53
Bond	4	0	Lawrence	5	0
Boone	1,505	0.59	Lee	68	0.03
Bureau	252	0.1	Livingston	61	0.02
Calhoun	1	0	Logan	14	0.01
Carroll	19	0.01	Macon	244	0.1
Cass	775	0.3	Macoupin	10	0
Champaign	2,744	1.07	Madison	1,183	0.46
Christian	10	0	Marion	8	0
City of Chicago	72,943	28.57	McDonough	67	0.03
Clark	11	0	McHenry	4,954	1.94
Clay	3	0	McLean	1,190	0.47
Clinton	90	0.04	Menard	1	0
Coles	34	0.01	Mercer	1	0
Cook	66,204	25.93	Monroe	8	0
Crawford	2	0	Montgomery	11	0
Cumberland	3	0	Morgan	111	0.04
DeKalb	1,359	0.53	Ogle	553	0.22
Dept Of Corrections	13	0.01	Peoria	1,201	0.47
DeWitt	31	0.01	Piatt	10	0
Douglas	164	0.06	Pike	9	0
DuPage	21,760	8.52	Putnam	16	0.01
Edgar	2	0	Randolph	37	0.01
Edwards	4	0	Richland	15	0.01
Effingham	72	0.03	Rock Island	2,692	1.05
Fayette	2	0	Saint Clair	291	0.11
Ford	44	0.02	Saline	2	0
Franklin	14	0.01	Sangamon	401	0.16
Fulton	19	0.01	Schuyler	40	0.02
Gallatin	6	0	Scott	1	0
Grundy	397	0.16	Shelby	2	0
Hamilton	2	0	Stark	6	0
Hancock	8	0	Stephenson	225	0.09
Henderson	3	0	Tazewell	110	0.04
Henry	146	0.06	Union	86	0.03
Iroquois	90	0.04	Vermilion	227	0.09
Jackson	407	0.16	Wabash	8	0
Jasper	4	0	Warren	368	0.14
Jefferson	65	0.03	Washington	10	0
Jersey	8	0	Wayne	1	0
Jo Daviess	83	0.03	White	7	0
Johnson	9	0	Whiteside	268	0.1
Kane	28,029	10.98	Will	10,939	4.28
Kankakee	1,269	0.5	Williamson	50	0.02
Kendall	2,217	0.87	Winnebago	5,809	2.28
Knox	296	0.12	Woodford	18	0.01
La Salle	1,006	0.39	Total	255,302	100.00%

SECTION 4: EL STUDENT COUNT BY LANGUAGE

There were 166 distinct languages spoken by ELs in Illinois. Spanish is the most common language among ELs at 72 percent. It is followed by Arabic at 4 percent, Polish at 3 percent, Urdu at 2 percent, and Pilipino (Tagalog) and Gujarati at 1 percent each. Seventy-six 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 2018-19

Language	#	%	Language	#	%	Language	#	%
Afrikaans (Taal)	54	0.02	Gujarati	2,298	0.9	Moro (Dhimorong)	2	0
Akan (Fante/Asante/Twi)	190	0.07	Guyanese	3	0	Navajo	11	0
Albanian/Gheg (Kosovo/Macedon)	363	0.14	Hainanese (Chinese)	3	0	Nepali	429	0.17
Albanian/Tosk (Albania)	388	0.15	Haitian-Creole	201	0.08	Norwegian	4	0
Algonquin	1	0	Hakka (Chinese)	27	0.01	Nzema (Nzima)	1	0
Amazigh	5	0	Hausa	38	0.01	Oriya	37	0.01
American Sign Language	18	0.01	Hawaiian	7	0	Orri (Oring)	1	0
Amharic	216	0.08	Hebrew	82	0.03	Other	14,253	5.58
Apache	2	0	Hindi	1,558	0.61	Oulof (Wolof)	31	0.01
Arabic	9,696	3.8	Hmong	19	0.01	Palauan	3	0
Armenian	37	0.01	Hopi	1	0	Pampangan	4	0
Assamese	4	0	Hungarian	43	0.02	Panjabi (Punjabi)	370	0.14
Assyrian (Syriac/Aramaic)	869	0.34	Ibo/Igbo	216	0.08	Pashto (Pushto)	180	0.07
Bagheli	7	0	Ilocano	19	0.01	Pilipino (Tagalog)	2,309	0.9
Balinese	5	0	Ilonggo (Hiligaynon)	45	0.02	Polish	6,946	2.72
Bambara	4	0	Indonesian	50	0.02	Portuguese	347	0.14
Bemba	14	0.01	Isoko	1	0	Pueblo	1	0
Bengali	281	0.11	Italian	270	0.11	Rohingya (Ruwainggya)	48	0.02
Bisaya (Malaysia)	25	0.01	Jamaican	55	0.02	Romanian	816	0.32
Bosnian	408	0.16	Japanese	776	0.3	Romany (Gypsy)	2	0
Bulgarian	686	0.27	K'iche' or Quiche	12	0	Runyankore	4	0
Burmese	598	0.23	Kache (Kaje/Jju)	1	0	Russian	2,133	0.84
Cambodian (Khmer)	183	0.07	Kanjobal	208	0.08	Samoan	9	0
Cantonese (Chinese)	1,162	0.46	Kannada (Kanarese)	142	0.06	Serbian	545	0.21
Cebuano (Visayan)	81	0.03	Kanuri	4	0	Shanghai (Chinese)	40	0.02
Chaldean	15	0.01	Karen (S'gaw)	463	0.18	Shona	12	0
Chaochow/Teochiu (Chinese)	37	0.01	Kashmiri	1	0	Sindhi	6	0
Chechen	2	0	Kikamba (Kamba)	2	0	Sinhalese	18	0.01
Cherokee	2	0	Kinyarwanda	35	0.01	Sioux (Dakota)	2	0
Chichewa (Nyanja)	2	0	Kirundi (Rundi)	120	0.05	Slovak	61	0.02
Chin (Haka)	226	0.09	Konkani	19	0.01	Slovenian	4	0
Chippewa/Ojibawa/Ottawa	1	0	Korean	1,077	0.42	Somali	176	0.07
Chuj	35	0.01	Krahn(Liberia/Côte d'Ivoire)	4	0	Sotho	3	0
Chuukese (Trukese)	10	0	Krio	14	0.01	Sourashtra (Saurashtra)	26	0.01
Comanche	1	0	Kunama	5	0	Spanish	182,800	71.6
Creek	3	0	Kurdish	47	0.02	Swahili	720	0.28
Croatian	49	0.02	Ladino	1	0	Swedish	31	0.01
Crow	2	0	Lao	248	0.1	Taiwanese/Formosan/Min Nan	30	0.01
Czech	187	0.07	Latvian	28	0.01	Tamil	915	0.36
Danish	20	0.01	Lingala	141	0.06	Tedim (Hai-Dim/Tiddim)	17	0.01
Dinlea (Turkish)	8	0	Lithuanian	610	0.24	Telugu (Telegu)	1,677	0.66
Dutch/Flemish	39	0.02	Luganda	54	0.02	Thai	188	0.07
Efik	3	0	Luo	4	0	Tibetan	6	0
Eskimo	1	0	Maay or Mai Mai	14	0.01	Tigrinya (Tigrigna)	73	0.03
Estonian	15	0.01	Macedonian	134	0.05	Tuluau	2	0
Ewe	211	0.08	Malay	112	0.04	Turkish	407	0.16
Farsi (Persian)	407	0.16	Malayalam	862	0.34	Turkmen	9	0
Finnish	3	0	Mandarin (Chinese)	1,813	0.71	Ukrainian	1,283	0.5
French	1,727	0.68	Mandingo (Mandinka)	13	0.01	Urdu	4,082	1.6
Fukien/Hokkien (Chinese)	20	0.01	Marathi	249	0.1	Uzbek	193	0.08
Ga	27	0.01	Massalit	4	0	Vietnamese	1,553	0.61
Gaelic (Scottish)	1	0	Mende	1	0	Waray-Waray	1	0
Gbaya	2	0	Menominee	2	0	Yiddish	1	0
Georgian	18	0.01	Mina (Geser-Goram)	40	0.02	Yombe	5	0
German	200	0.08	Mongolian	548	0.21	Yoruba	801	0.31
Greek	359	0.14				Total	255,302	100

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

English Learners are primarily found in grades K-4, with the majority of ELs in second grade at 28,147. The fewest number of ELs are in 12th grade, at 7,323. By ethnicity, the majority of ELs, 74 percent, are Hispanic or Latino. The next largest racial group is White at 11 percent, followed by Asian at 10 percent, Black or African American at 3 percent, and Two or More Races at 1 percent.

Table 5. Number of English Learners by grade level and race/ethnicity: SY 2018-19

Grade Level		Race/Ethnicity							Total
		Hispanic or Latino	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races	
PK	#	14,322	160	2,798	647	29	2,787	382	21,125
	%	67.8	0.76	13.24	3.06	0.14	13.19	1.81	100
KG	#	17,303	140	3,585	657	25	3,618	298	25,626
	%	67.52	0.55	13.99	2.56	0.1	14.12	1.16	100
Grade 1	#	19,018	126	3,444	673	39	3,853	327	27,480
	%	69.21	0.46	12.53	2.45	0.14	14.02	1.19	100
Grade 2	#	20,225	137	3,113	607	37	3,761	267	28,147
	%	71.85	0.49	11.06	2.16	0.13	13.36	0.95	100
Grade 3	#	20,374	100	2,707	630	23	3,388	243	27,465
	%	74.18	0.36	9.86	2.29	0.08	12.34	0.88	100
Grade 4	#	21,494	134	2,331	661	27	3,000	207	27,854
	%	77.17	0.48	8.37	2.37	0.1	10.77	0.74	100
Grade 5	#	17,936	144	1,530	512	20	2,141	184	22,467
	%	79.83	0.64	6.81	2.28	0.09	9.53	0.82	100
Grade 6	#	12,594	69	975	420	22	1,289	105	15,474
	%	81.39	0.45	6.3	2.71	0.14	8.33	0.68	100
Grade 7	#	9,704	56	876	352	22	1,082	96	12,188
	%	79.62	0.46	7.19	2.89	0.18	8.88	0.79	100
Grade 8	#	8,628	59	868	361	16	1,000	89	11,021
	%	78.29	0.54	7.88	3.28	0.15	9.07	0.81	100
Grade 9	#	8,683	60	878	389	29	941	107	11,087
	%	78.32	0.54	7.92	3.51	0.26	8.49	0.97	100
Grade 10	#	7,277	37	827	368	21	836	63	9,429
	%	77.18	0.39	8.77	3.9	0.22	8.87	0.67	100
Grade 11	#	6,517	51	797	371	16	809	55	8,616
	%	75.64	0.59	9.25	4.31	0.19	9.39	0.64	100
Grade 12	#	5,502	40	672	361	20	674	54	7,323
	%	75.13	0.55	9.18	4.93	0.27	9.2	0.74	100
Total	#	189,577	1,313	25,401	7,009	346	29,179	2,477	255,302
	%	74.26	0.51	9.95	2.75	0.14	11.43	0.97	100

SECTION 6: EL STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

There are 57,726 students who are English Learners with Individualized Education Programs (IEPs), which is about 23 percent of all ELs. The majority of unique ELs with IEPs are in pre-K at 6,768. The number of unique ELs with IEPs declines significantly in kindergarten and continues with that trend throughout later grades. This decrease may in part be due to the number of ELs that exit services. However, the highest percentage of ELs with IEPs within their grade is found among 12th-graders at 36 percent.

Table 6. Number of EL students by grade cluster and IEP status: SY 2018-19

Grade Level		English Learners		
		No IEP	With IEP	Total
Pre-K	#	14,357	6,768	21,125
	%	67.96	32.04	100
Kindergarten	#	21,670	3,956	25,626
	%	84.56	15.44	100
Grade 1	#	23,027	4,453	27,480
	%	83.8	16.2	100
Grade 2	#	23,601	4,546	28,147
	%	83.85	16.15	100
Grade 3	#	22,708	4,757	27,465
	%	82.68	17.32	100
Grade 4	#	22,982	4,872	27,854
	%	82.51	17.49	100
Grade 5	#	17,679	4,788	22,467
	%	78.69	21.31	100
Grade 6	#	11,075	4,399	15,474
	%	71.57	28.43	100
Grade 7	#	8,284	3,904	12,188
	%	67.97	32.03	100
Grade 8	#	7,305	3,716	11,021
	%	66.28	33.72	100
Grade 9	#	7,562	3,525	11,087
	%	68.21	31.79	100
Grade 10	#	6,494	2,935	9,429
	%	68.87	31.13	100
Grade 11	#	6,181	2,435	8,616
	%	71.74	28.26	100
Grade 12	#	4,651	2,672	7,323
	%	63.51	36.49	100
Total	#	197,576	57,726	255,302
	%	77.39	22.61	100

SECTION 7: EL STUDENT COUNT BY INSTRUCTIONAL DESIGN

English Learners in Illinois are placed into one of six instructional designs. Transitional bilingual programs (TBE classrooms) make up about 25 percent of all instructional designs used. Transitional programs in English (ESL classrooms) make up about 23 percent and dual language programs make up nearly 13 percent. The most common program is a Transitional Program in English in a collaborative setting; 46,403 ELs were enrolled in this type of program. The least common program is Dual Language (Two Way), comprising just under 5 percent of ELs.

Table 7. Number and percentage of EL students enrolled in an EL instructional design: SY 2018-19

EL Instructional Design	Design count	Design %
Dual Language - Two Way	12,353	4.84
Dual Language - One Way	19,929	7.81
Transitional Bilingual Program - Self Contained	26,280	10.29
Transitional Bilingual Program - Collaboration	38,727	15.17
Transitional Program in English - Self Contained	13,541	5.3
Transitional Program in English - Collaboration	46,403	18.18
None of the Above	98,069	38.41
Total	255,302	100

SECTION 8: EL STUDENT PERFORMANCE ON ACCESS

The ACCESS for ELLs, published by WIDA, is the English language proficiency assessment used in Illinois. English Learners are required to take the ACCESS on an annual basis. The ACCESS is composed of four domains: reading, writing, listening, and speaking. The scores of each domain are combined to form an overall composite proficiency level (OCPL) for each student. The OCPL ranges from 1.0 to 6.0 with 0.1 increments. Students who attain an OCPL of 4.8 or above are reclassified as former ELs and are no longer required to take the ACCESS in future years; a little over 11 percent of ELs in SY 2018-19 met proficiency on the ACCESS. The majority of ELs fell into the proficiency level band of 3.0-3.9 with 82,049 students, or 35 percent. The Null category includes ELs that were not tested or did not have a valid ACCESS score; alternative ACCESS scores are not included in these counts.

Table 8. Number and percentage of EL students by overall composite proficiency level on the ACCESS for ELLs ® and grade cluster: SY 2018-19

Grade Level		Composite Proficiency Levels								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	Total	
KG	#	13,621	4,183	3,393	2,346	414	0	1,669	25,626	757
	%	53.15	16.32	13.24	9.15	1.62	0	6.51	100	2.95
Grade 1	#	2,695	7,706	11,561	2,844	520	41	2,113	27,480	861
	%	9.81	28.04	42.07	10.35	1.89	0.15	7.69	100	3.13
Grade 2	#	1,669	5,757	12,189	5,774	765	24	1,969	28,147	1,374
	%	5.93	20.45	43.3	20.51	2.72	0.09	7	100	4.88
Grade 3	#	1,449	3,927	11,342	7,840	1,090	23	1,794	27,465	2,022
	%	5.28	14.3	41.3	28.55	3.97	0.08	6.53	100	7.36
Grade 4	#	508	1,541	7,899	12,037	3,943	407	1,519	27,854	6,285
	%	1.82	5.53	28.36	43.21	14.16	1.46	5.45	100	22.56
Grade 5	#	491	1,289	6,224	9,987	2,943	205	1,328	22,467	4,773
	%	2.19	5.74	27.7	44.45	13.1	0.91	5.91	100	21.24
Grade 6	#	778	2,505	6,981	3,849	128	5	1,228	15,474	270
	%	5.03	16.19	45.11	24.87	0.83	0.03	7.94	100	1.74
Grade 7	#	870	2,431	4,867	2,680	212	10	1,118	12,188	389
	%	7.14	19.95	39.93	21.99	1.74	0.08	9.17	100	3.19
Grade 8	#	990	2,135	3,972	2,534	195	7	1,188	11,021	400
	%	8.98	19.37	36.04	22.99	1.77	0.06	10.78	100	3.63
Grade 9	#	731	1,780	4,530	2,252	300	6	1,488	11,087	538
	%	6.59	16.05	40.86	20.31	2.71	0.05	13.42	100	4.85
Grade 10	#	735	1,582	3,611	1,850	188	10	1,453	9,429	363
	%	7.8	16.78	38.3	19.62	1.99	0.11	15.41	100	3.85
Grade 11	#	774	1,464	3,157	1,658	167	0	1,396	8,616	301
	%	8.98	16.99	36.64	19.24	1.94	0	16.2	100	3.49
Grade 12	#	801	1,277	2,323	887	60	1	1,974	7,323	133
	%	10.94	17.44	31.72	12.11	0.82	0.01	26.96	100	1.82
Total	#	26,112	37,577	82,049	56,538	10,925	739	20,237	234,177	18,466
	%	11.15	16.05	35.04	24.14	4.67	0.32	8.64	100	11.15

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

English Learners are required to participate in the state academic assessments. The state English language arts (ELA) and math assessments are offered in grades 3-8 (Illinois Assessment of Readiness [IAR]) and 11 (SAT). Close to 10 percent of ELs met or exceeded standards on the ELA assessment and nearly 11 percent of ELs met or exceeded standards on the math assessment, compared to non-ELs at 40 and 34 percent, respectively.

Table 9. Chart 1. Comparison of performance of EL students with non-EL students on the 2019 IAR and SAT (ELA) by grade level: SY 2018-19

Grade	Number of Students Meeting or Exceeding ELA Standards								
	English Learners			Non-English Learners			Grade Total		
	Total tested	Total proficient	Proficient %	Total tested	Total proficient	Proficient %	Total tested	Total proficient	Proficient %
3	26,627	4,390	16.49	115,368	45,687	39.6	141,995	50,077	35.27
4	27,084	3,765	13.9	118,346	48,268	40.79	145,430	52,033	35.78
5	21,836	1,695	7.76	127,937	53,488	41.81	149,773	55,183	36.84
6	14,993	478	3.19	137,569	51,318	37.3	152,562	51,796	33.95
7	11,754	604	5.14	138,153	59,319	42.94	149,907	59,923	39.97
8	10,477	468	4.47	139,100	56,546	40.65	149,577	57,014	38.12
11	7,997	132	1.65	137,905	51,303	37.2	145,902	51,435	35.25
Total	120,768	11,532	9.55	914,378	365,929	40.02	1,035,146	377,461	36.46

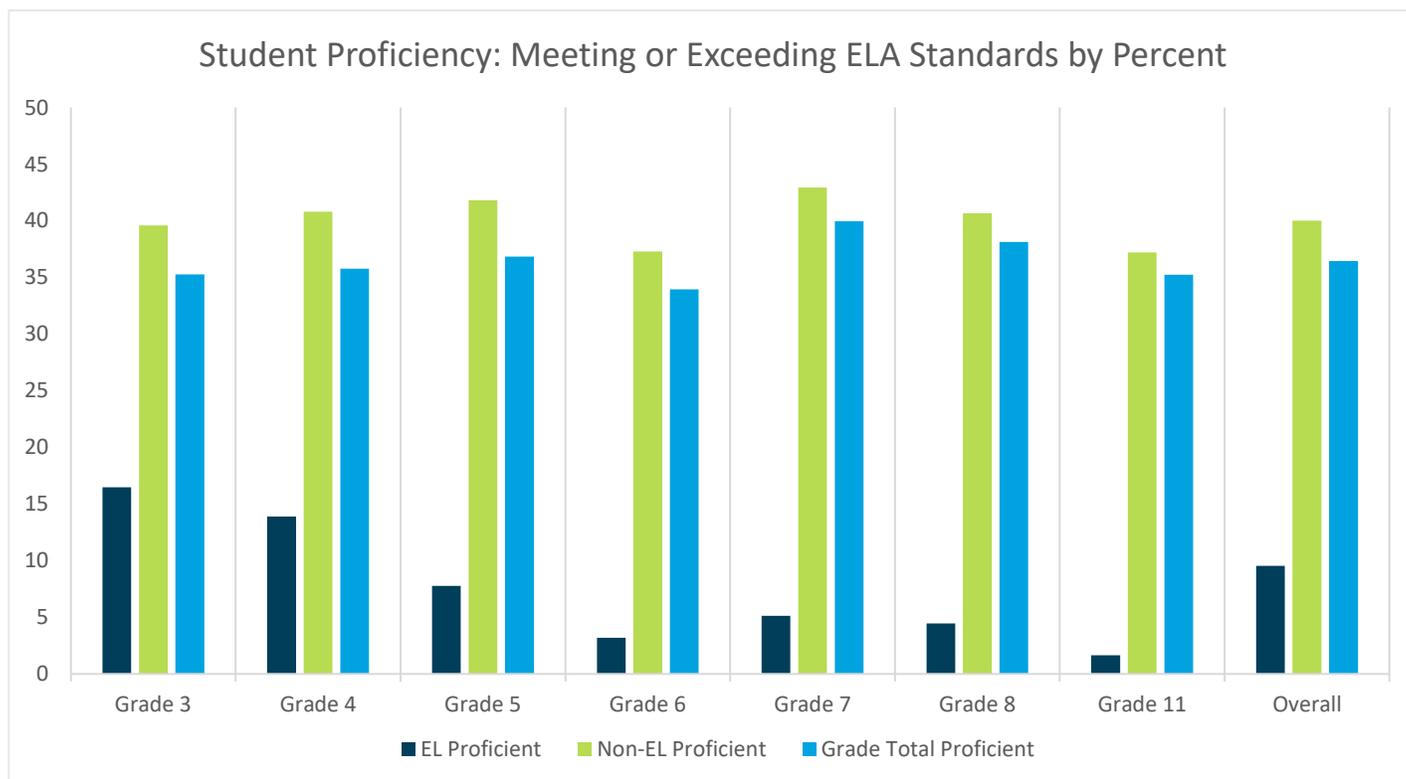


Table 10. Chart 2. Comparison of performance of EL students with non-EL students on the 2019 IAR and SAT (Math) by grade level: SY 2018-19

Grade	Number of Students Meeting or Exceeding Math Standards								
	English Learners			Non-English Learners			Grade Total		
	Total tested	Total proficient	Proficient %	Total tested	Total proficient	Proficient %	Total tested	Total proficient	Proficient %
3	26,627	6,019	22.6	115,367	49,817	43.18	141,994	55,836	39.32
4	27,084	3,926	14.5	118,347	43,551	36.8	145,431	47,477	32.65
5	21,836	1,348	6.17	127,937	41,993	32.82	149,773	43,341	28.94
6	14,994	385	2.57	137,567	37,020	26.91	152,561	37,405	24.52
7	11,751	433	3.68	138,153	42,728	30.93	149,904	43,161	28.79
8	10,477	456	4.35	139,103	46,012	33.08	149,580	46,468	31.07
11	7,997	272	3.4	137,905	48,290	35.02	145,902	48,562	33.28
Total	120,766	12,839	10.63	914,379	309,411	33.84	1,035,145	322,250	31.13

