

EQUITABLE OUTCOMES OF SCHOOLING

This toolkit is framed through the equity lens to ensure that English learners (ELs) in Illinois receive adequate access to the excellent education that is guaranteed to them. The Equitable Outcomes of Schooling is set by State Superintendent of Education Tony Smith, Ph.D., for all students. English learners bring value to the educational institution, and their bilingual and biliteracy abilities should be celebrated, especially in today's multilingual world. The vision for ELs in Illinois is to ensure that true equity exists and ELs are reaching parity with all students. Compliance with the federal and state legal requirements is the floor; best pedagogical practices should drive how educational services for ELs are designed and delivered.

Every child in each public school system in the state of Illinois deserves to attend a system wherein . . .

1. All kindergarteners are assessed for readiness.
2. 90% or more third-grade students are reading at or above grade level.
3. 90% or more fifth-grade students meet or exceed mathematics.
4. 90% or more students are on track to graduate with their cohort at the end of ninth grade.
5. 90% or more students graduate from high school ready for college and career.

The Title VI Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance and the Equal Educational Opportunities Act of 1974 requires state educational agencies and school districts to take action to ensure equal participation by ELs in school districts' educational programs. These seminal pieces of federal legislation guarantee equitable and meaningful access to educational services to all students and mandate districts to establish pathways to ensure said accessibility.

True equity exists when English learners are achieving at a pace that enables them to reach parity with their English-speaking peers. This means that in high school English learners will have the same access to advanced placement and gifted courses and are attending two- and four-year colleges at the same rate as their English-proficient speaking peers. English learners should be graduating from high school at the same rates as their English-speaking peers and be equally ready for college and career.