English Learners in Illinois
SY 2020-2021
Statistical Report

Multilingual Department
Data Strategies and
Analytics Department
June 2022

Illinois
**State Board of
Education**

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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. Once students achieve ELP on ACCESS, they are no longer considered an English Learner and are then reclassified as a Former English Learner. At that point, Former ELs may enter the general education classroom without the requirement of receiving additional EL services. However, parents and guardians of Former ELs may still elect for their children to continue to receive EL services. Students who do not meet ELP within six years of programming are considered Long-Term ELs.

Annual Examinations of ELs

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

Program Options

Section 105 ILSC 5/14C-3 requires that one of two types of programs be provided for all Pre-K-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. Instruction within these programs varies depending on if the models are self-contained or collaborative and if 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 in 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 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.

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, typically with grades K-5, with an overall goal of bilingualism and biliteracy and an understanding of grade level content in two languages. Since dual language programs include bilingual instruction, teachers that have a dual language cohort of students 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 the students and in English.
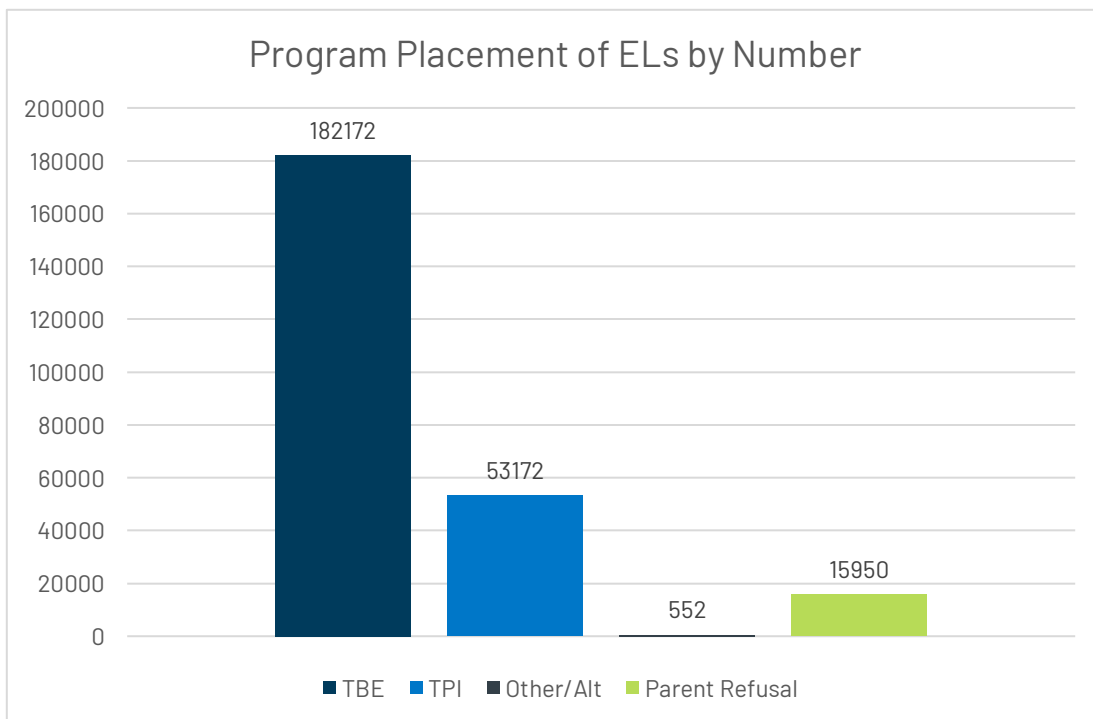
Sources of Data

Data for this report were extracted by the Data Strategies and Analytics Department at the Illinois State Board of Education from the SY 2020-21 Student Information System Enrollment, EL Record Data, and I-Star Student Approval. The data values were calculated based on the 2021 Report Card Snapshot.

Bilingual Education Programs in Illinois

English Learner Enrollment per Type of Program

Of the 852 public school districts in Illinois, 653 of them, or roughly 77%, implemented programs to serve ELs in SY 2020-21. Each of these districts may implement a variety of EL programs depending on students' individual needs. There were 251,846, total EL students enrolled in Illinois in SY 2020-21. A total of 614 school districts implemented a TBE program of instruction for 182,174 ELs. A TPI was implemented in 546 school districts, which served 53,170 ELs. Other/alternative EL programs (primarily dual language programs) were implemented in 98 districts for 552 students. Finally, parent refusals were documented for 15,950 students in 339 districts.

For more detailed data, please See Table 1 in the Appendix.

Program Placement of ELs by Number
TBE: 182172, TPI: 53172, Other/Alt: 552, Parent Refusal: 15950

Program Placement of ELs by Percent

- <1%
- 6%
- 21%
- 72%

Legend: TBE, TPI, Other/Alt, Parent Refusal
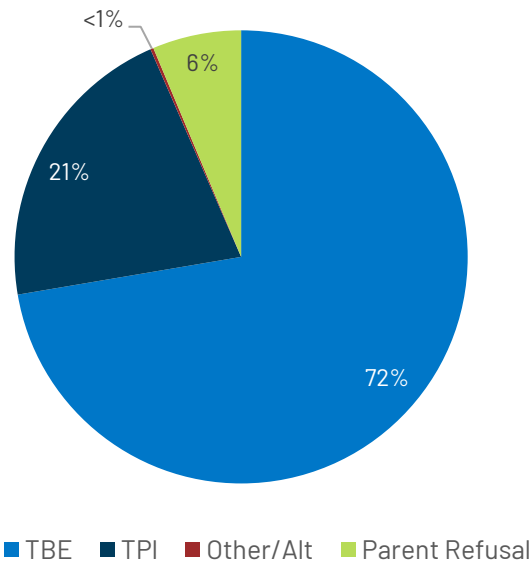
Number of Districts with Each Program

- TBE: 614
- TPI: 546
- Other/Alt: 98
- Parent Refusal: 339

Legend: TBE, TPI, Other/Alt, Parent Refusal

Endorsements of Teachers Serving English Learners

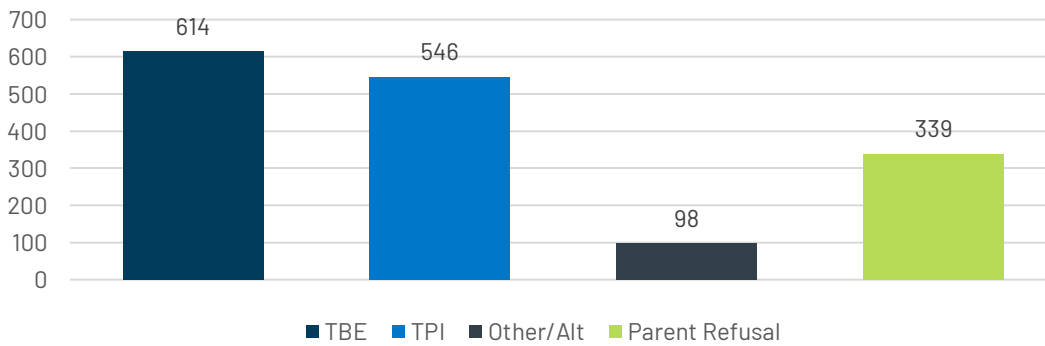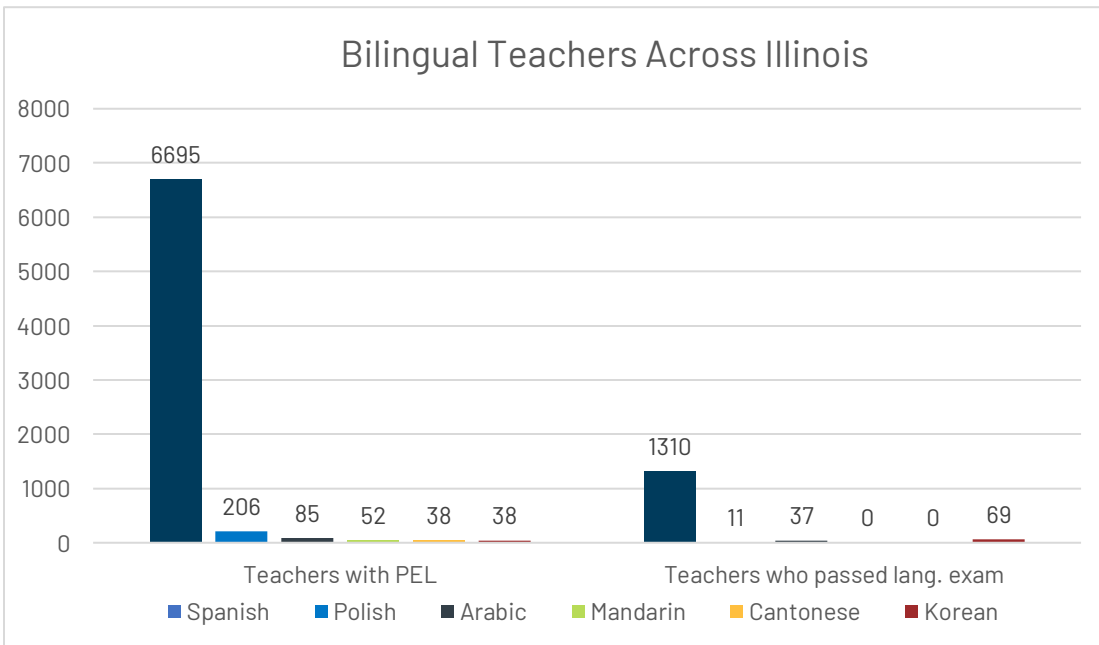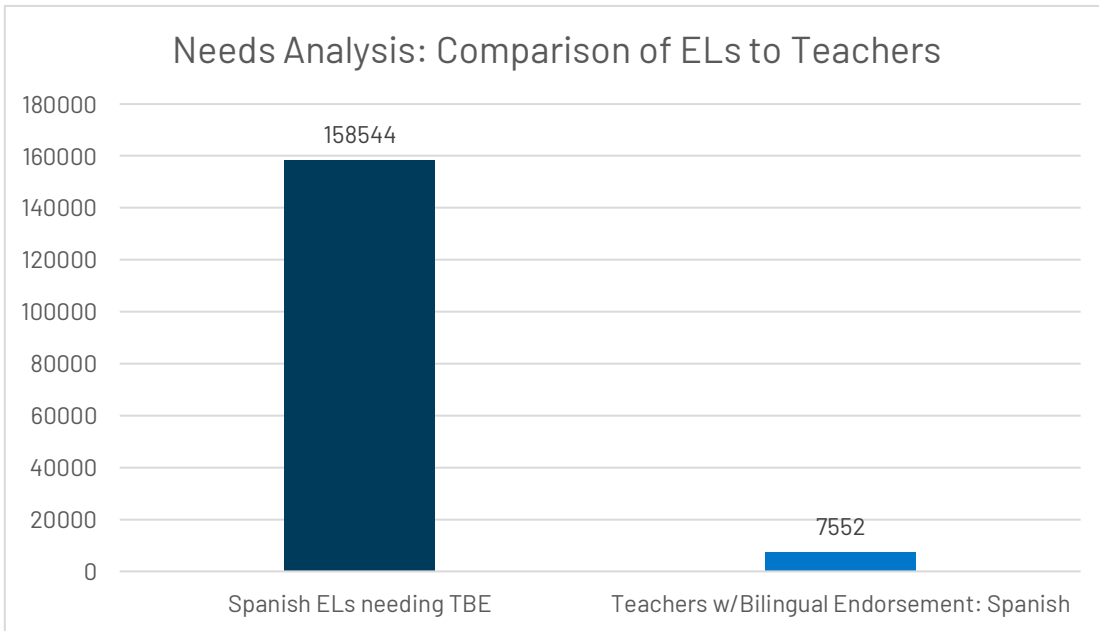Educators in Illinois must hold a Professional Educator License (PEL) endorsed in elementary, middle, or high school to be placed in a corresponding public-school classroom. Additionally, educators serving ELs must hold a valid Bilingual endorsement (with the corresponding language) or an English as a Second Language (ESL) endorsement. Educators providing services to dually identified Special Education-ELs (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 1,231 teachers who hold a Bilingual endorsement in any language; the total number of educators who hold a Bilingual endorsement in Spanish, which includes those with a PEL, TBE, or VIT endorsement, is 8,373. Additionally, 17,797 teachers hold an ESL endorsement, 746 educators hold an ELS-TBE, and 75 educators hold an ELS-VIT. In total, Illinois has 26,019 endorsed educators to serve ELs, with 23,923 of them serving in Title III-funded school districts. This data shows that while 97% of educators have their PEL, there is a state-wide need to get the remaining 3% of teachers their PEL to ensure that ELs in Illinois can receive the services that they need.

Please note that this data represents only credentialed teachers in Illinois and is not an accurate reflection of the number of teachers who are working with ELs.

For more detailed data, please See Table 2 in the Appendix.

Needs Analysis: Comparison of ELs to Teachers

Category	Value
Spanish ELs needing TBE	158544
Teachers w/Bilingual Endorsement: Spanish	7552

Bilingual Teachers Across Illinois

	Spanish	Polish	Arabic	Mandarin	Cantonese	Korean
Teachers with PEL	6695	206	85	52	38	38
Teachers who passed lang. exam	1310	11	37	0	0	69

Spanish language by region where bilingual teachers are needed

Region	Spanish
Cook	~1425
CPS	~2907
East Central	~149
Northeast	~2675
Northwest	~327
Southeast	~14
Southwest	~26
West Central	~63

Legend: ■ Spanish
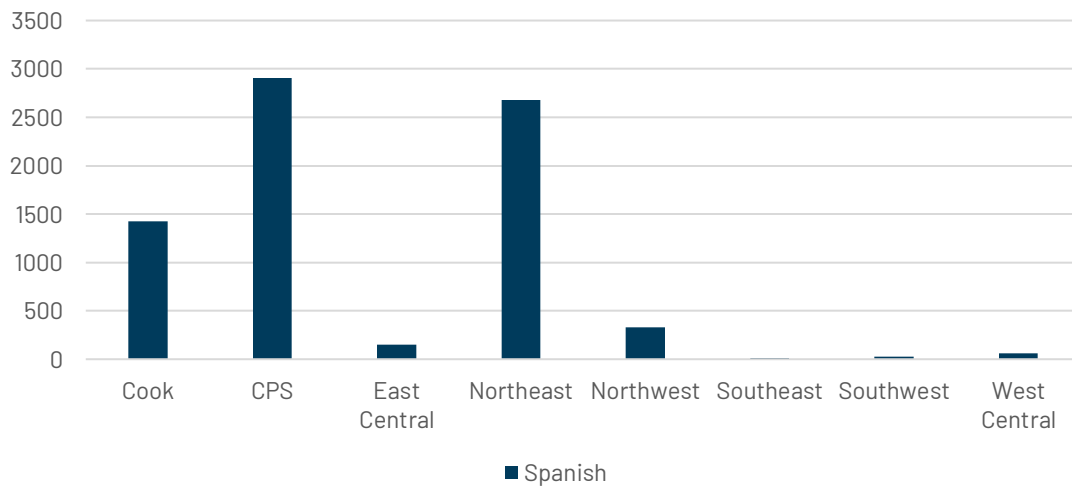
Top languages by region where bilingual teachers are needed

Cook: 104, 69, 24, 0
CPS: 79, 0
East Central: 00, 12, 4
Northeast: 29, 0, 1 1 1
Northwest: 4, 12, 4, 2
Southeast: 1
Southwest: 1
West Central: 2 1

Legend: ■ Polish ■ Arabic ■ Mandarin ■ Cantonese ■ French ■ Korean ■ Russian ■ Hindi ■ German

Spanish Teachers Across Illinois

Region	Value
Cook	1425
CPS	2907
East Central	149
Northeast	3676
Northwest	327
Southeast	14
Southwest	26
West Central	63

6
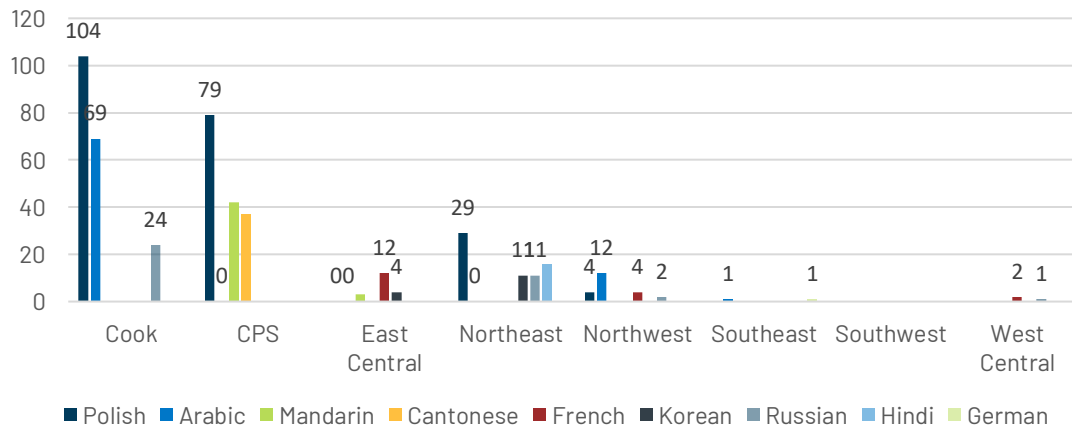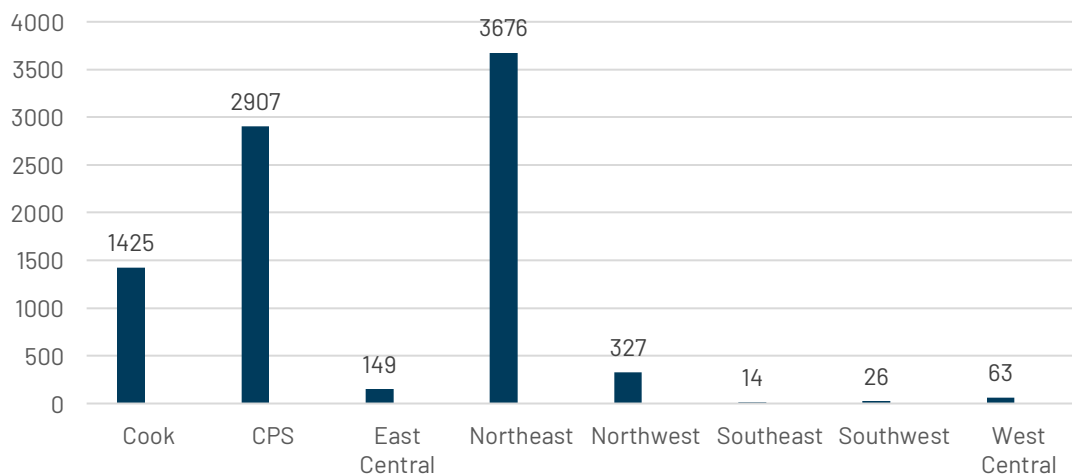
Other Language Teachers Across Illinois (CPS & Cook)

CPS: Polish 104, Arabic 69, Japanese 17, Other 90
Cook: Mandarin (Chinese) 42, Cantonese (Chinese) 37, Other 133

Legend: Polish, Arabic, Japanese, Mandarin (Chinese), Cantonese (Chinese), Other
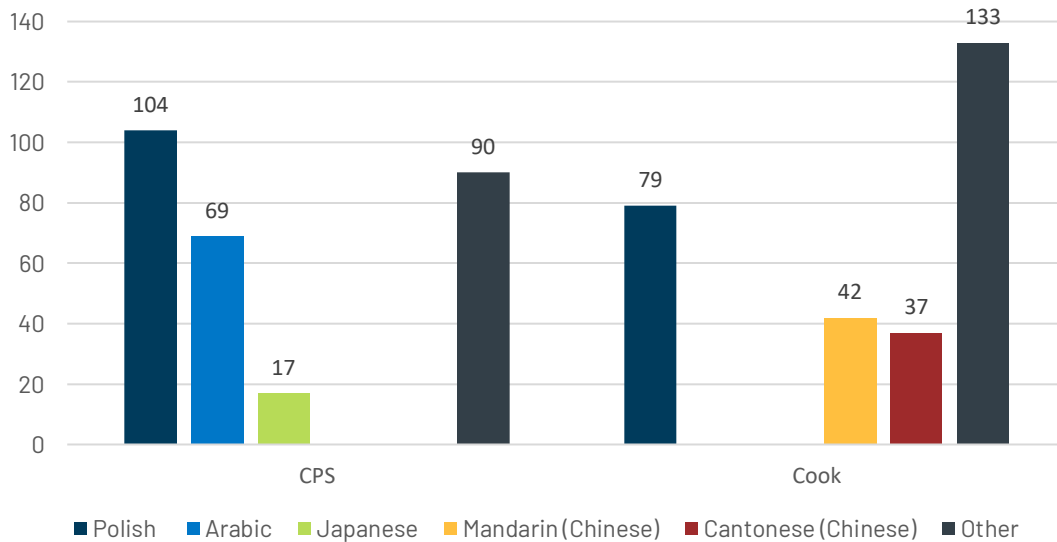
Other Language Teachers Across Illinois (all other regions)

East Central: French 12, Mandarin 4, (Mandarin) 3, Other 4
Northeast: Polish 29, Korean 11, Russian 16, Hindi 12, Other 69
Northwest: Polish 12, French 4, Russian 2, Other 6
Southeast: Arabic 1, German 1
West Central: French 2, Russian 1

Legend: Polish, Arabic, French, Korean, Russian, Hindi, German, Mandarin, Other

Spanish Teachers Across Illinois

Teachers with PEL: 6695
Teachers who passed Lang. exam: 1357

Legend: Teachers with PEL, Teachers who passed Lang. exam

7
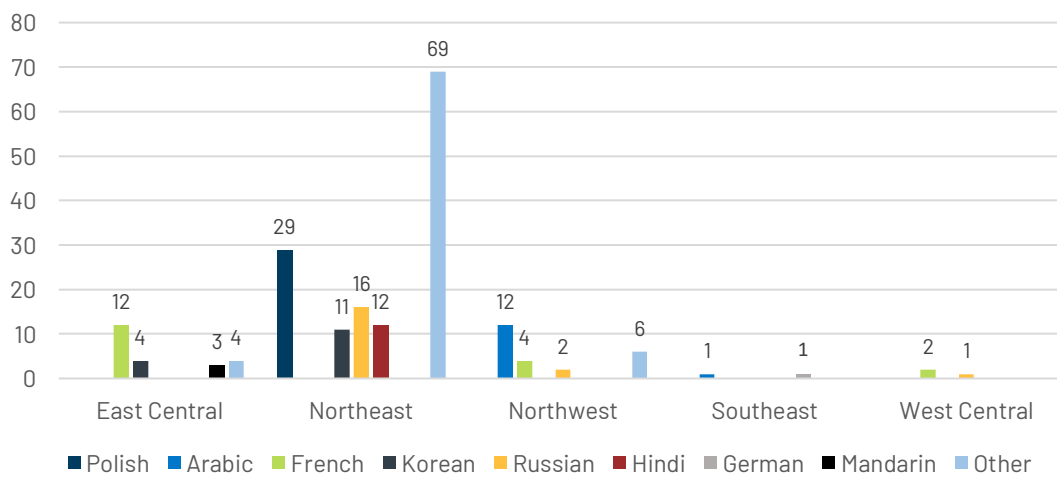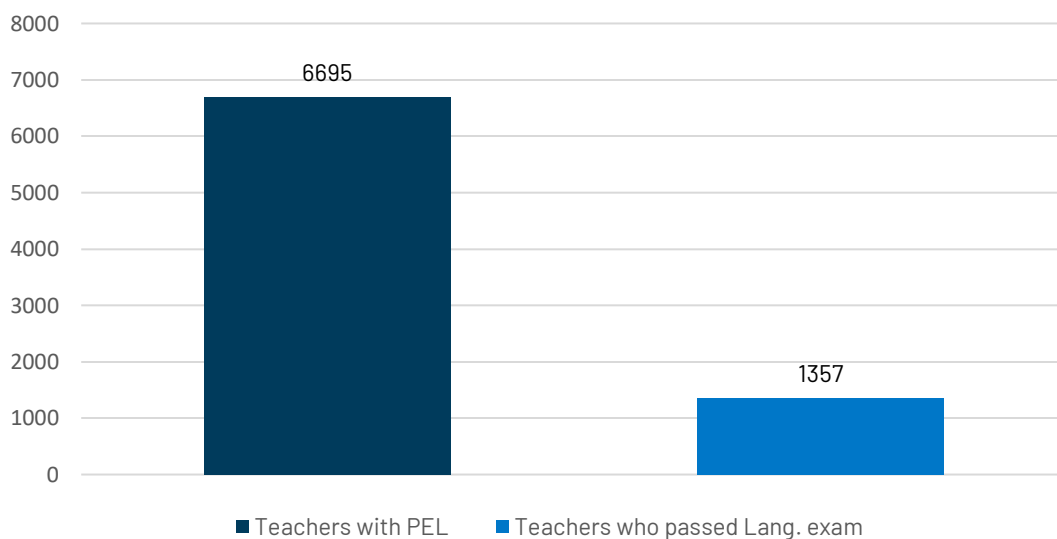
Other Language Teachers Across Illinois (with PEL)

Language	Count
Polish	206
Arabic	85
Mandarin	52
Other	404
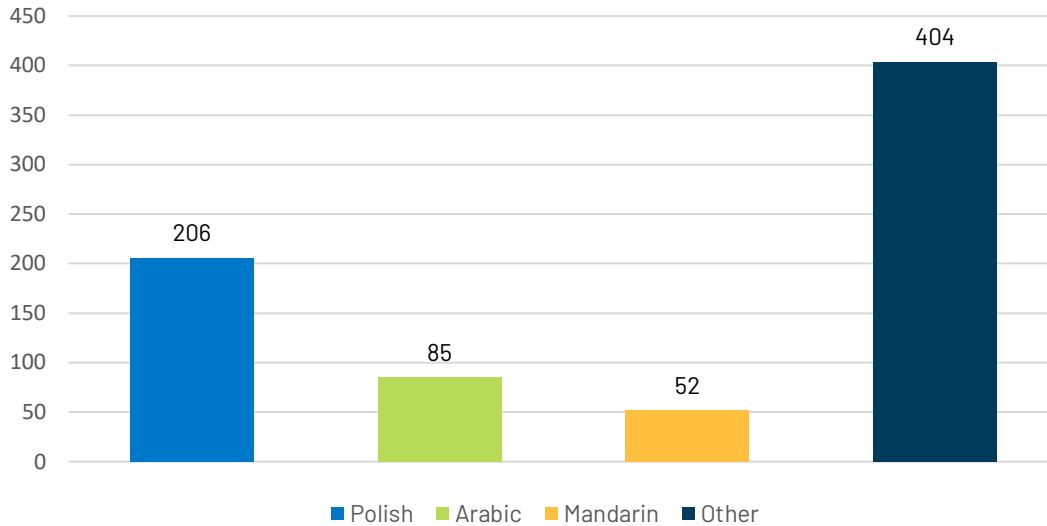
Other Language Teachers Across Illinois (lang. exam)

Language	Count
Arabic	38
French	19
Other	68
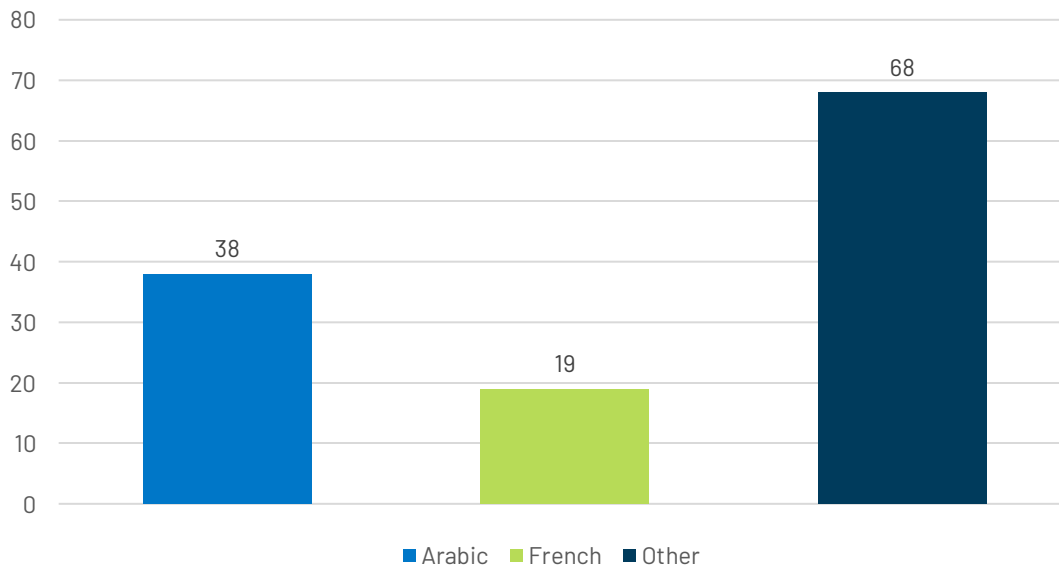
	Spanish	Polish	Arabic	Mandarin	Cantonese	French	Korean	Japanese	Russian	Hindi	German	Other
Cook	1425	104	69	0	0	0	0	17	0	0	0	90
CPS	2907	79	0	42	37	0	0	0	0	0	0	133
East Central	149	0	0	3	0	12	4	0	0	0	0	4
Northeast	3676	29	0	0	0	0	11	0	11	12	0	69
Northwest	327	0	12	0	0	4	0	0	2	0	0	6
Southeast	14	0	1	0	0	0	0	0	0	0	1	0
Southwest	34	0	0	0	0	0	0	0	0	0	0	0
West Central	63	0	0	0	0	2	0	0	1	0	0	0

English Learners in Illinois
EL Student Enrollment by County

Twenty-eight percent of the 251,846 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 33 percent of ELs in Illinois. The remaining 14 percent of ELs attending public schools in Illinois reside in other counties across the state. Forty-six counties in Illinois have 20 or fewer ELs.

Charts below do not include data of ELs that were in the Department of Corrections. Please See Table 3 and 4 in the Appendix for this data and all other detailed county data.

EL Distribution Across Illinois: Cook County & Surrounding Suburbs Withheld
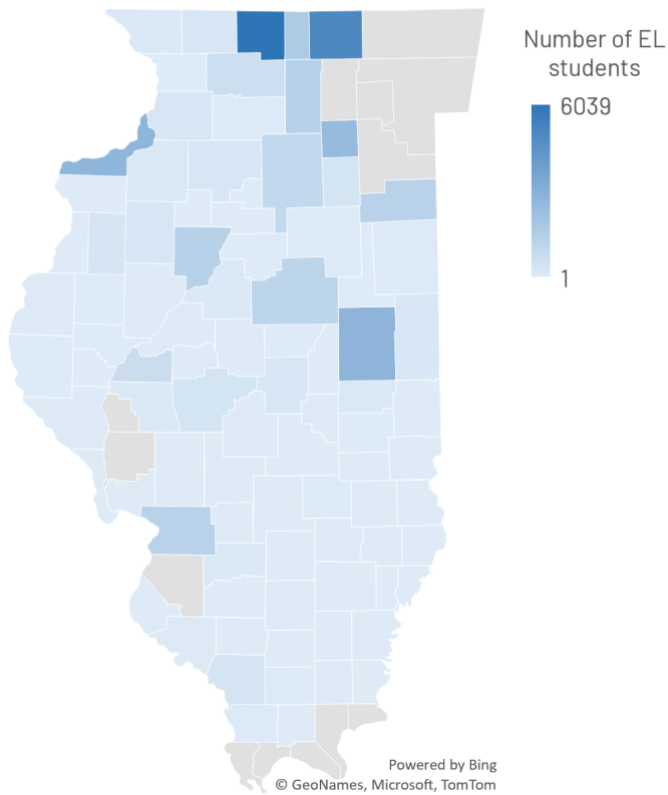
Number of EL students
6039
1

EL Distribution Across Illinois: Cook County & Surrounding Suburbs Only

Number of ELs
70980
11341

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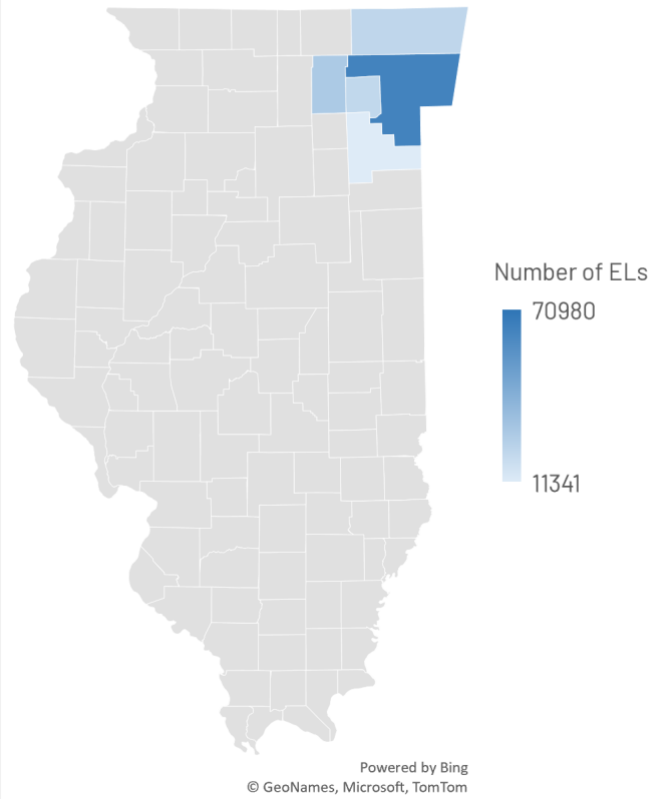
Percent Change of ELs from SY20-SY21

Percent Change
0.13
-0.085
-0.3

Powered by Bing
© GeoNames, Microsoft, TomTom
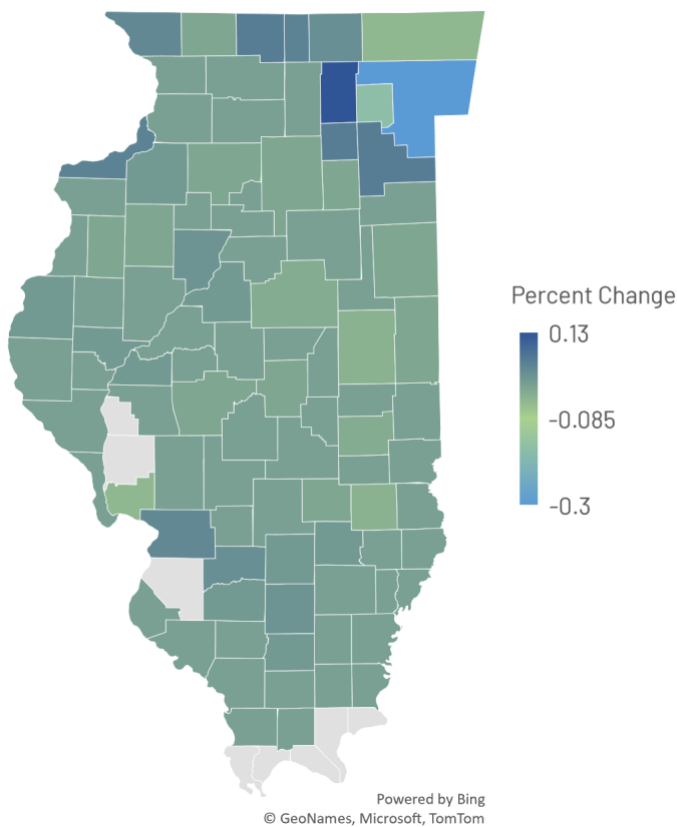
EL Student Count by Language

There were 179 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 2.5 percent, Urdu at 2 percent, and Russian and Gujarati at 1 percent each. Ninety-two languages are spoken by 25 or fewer ELs in Illinois.

For more detailed data, please See Tables 5–7 in the Appendix.

Top 15 Languages by number of ELs

Language	Number of ELs
Spanish	182159
Other	13368
Arabic	9527
Polish	6405
Urdu	4099
Russian	2257
Gujarati	2252
Pilipino (Tagalog)	2159
French	1627
Vietnamese	1591
Mandarin (Chinese)	1516
Telugu (Telegu)	1483
Hindi	1450
Ukrainian	1332
Cantonese (Chinese)	1104

Change in Number of Spanish Speakers from SY 20 to SY 21

■ SY 19-20   ■ SY 20-21
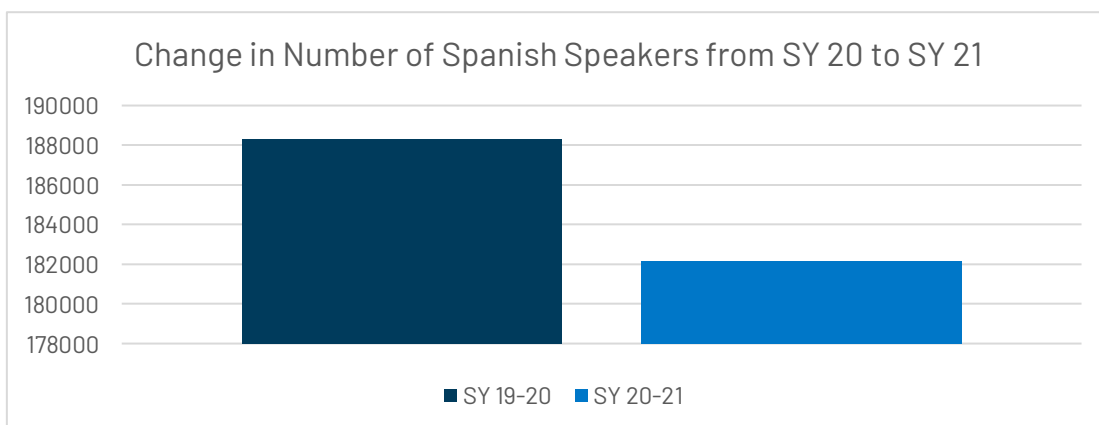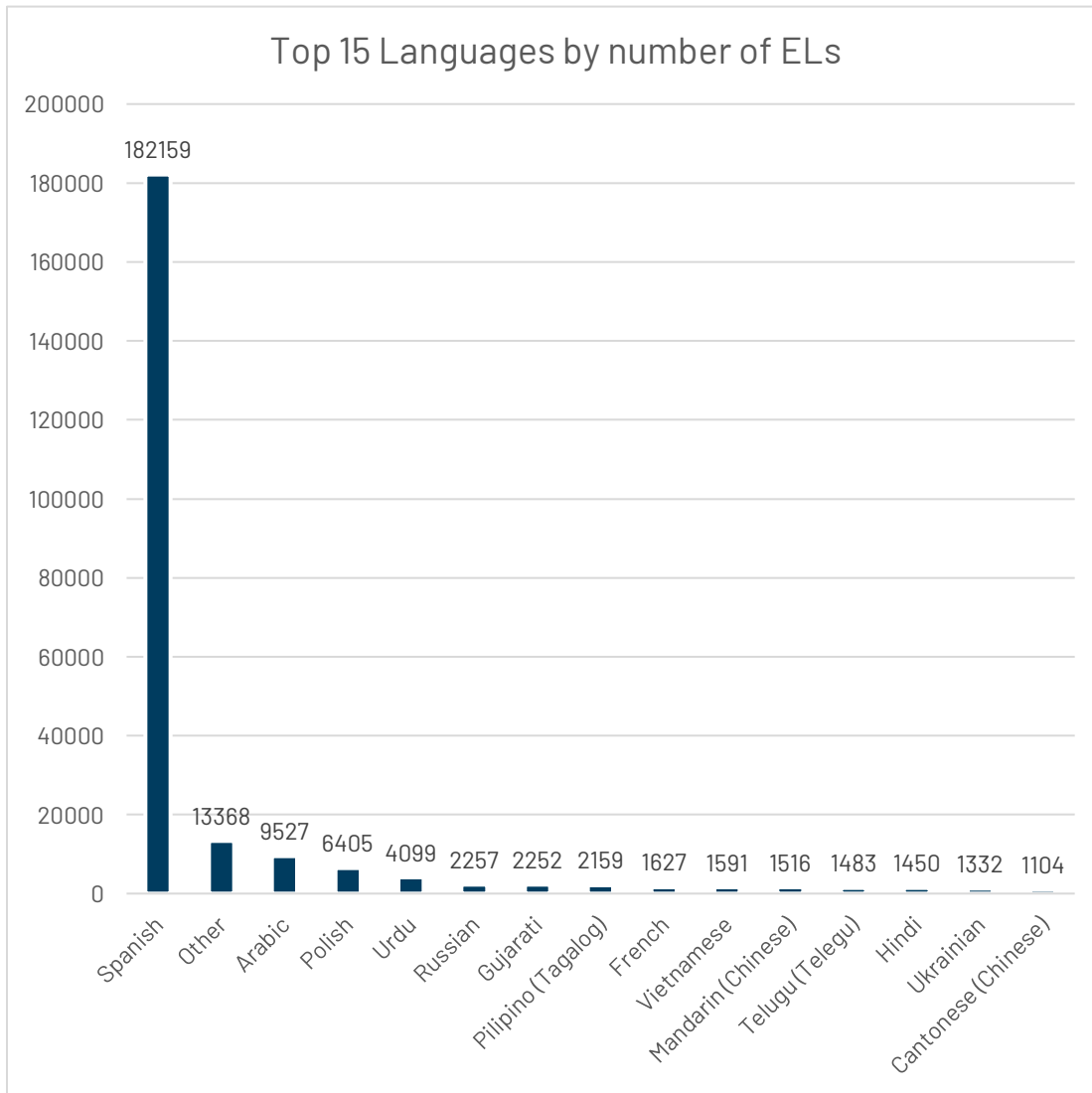
Languages with Greatest Change in Number of Speakers from SY20 to SY21

Legend:
- Arabic
- Polish
- Mandarin (Chinese)
- Pilipino (Tagalog)
- French
- Telugu (Telegu)
- Japanese
- Gujarati
- Russian
- Korean
- Urdu
- Lithuanian
- Vietnamese
- Yoruba

Bar values: -602, -430, -252, -191, -160, -150, -136, -127, -123, -117, -92, -81, -60, -58
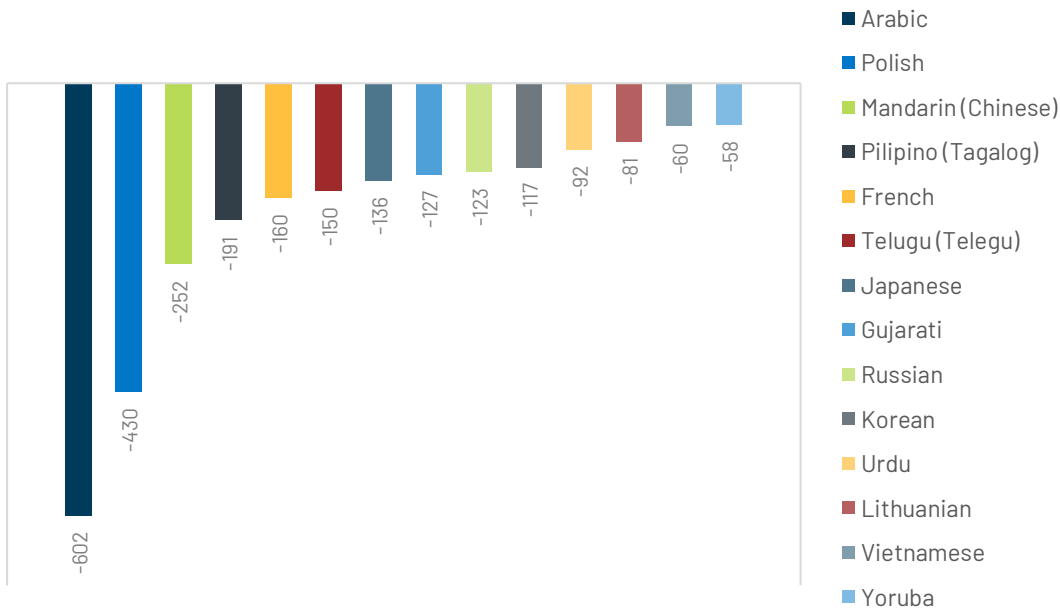
EL Student Count by Grade and Race/Ethnicity

English Learners are primarily found in grades K-5, with the majority of ELs in third grade at 25,506. The fewest number of ELs are in 12th grade, at 8,775. By ethnicity, the majority of ELs, 75 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.

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

For more detailed data, please See Table 8 in the Appendix.

Hispanic ELs by Grade Band

Grade Band	Count
Pre-K	10317
K-2nd	51746
3rd-5th	52639
6th-8th	40952
9th-12th	33077

Race and Ethnicty of ELs: Pre-K

2114
91
246
18
592
1996

- American Indian /Alaska Native
- Black
- White
- Asian
- Native Hawaiian /Pacific Islander
- Two+ Races
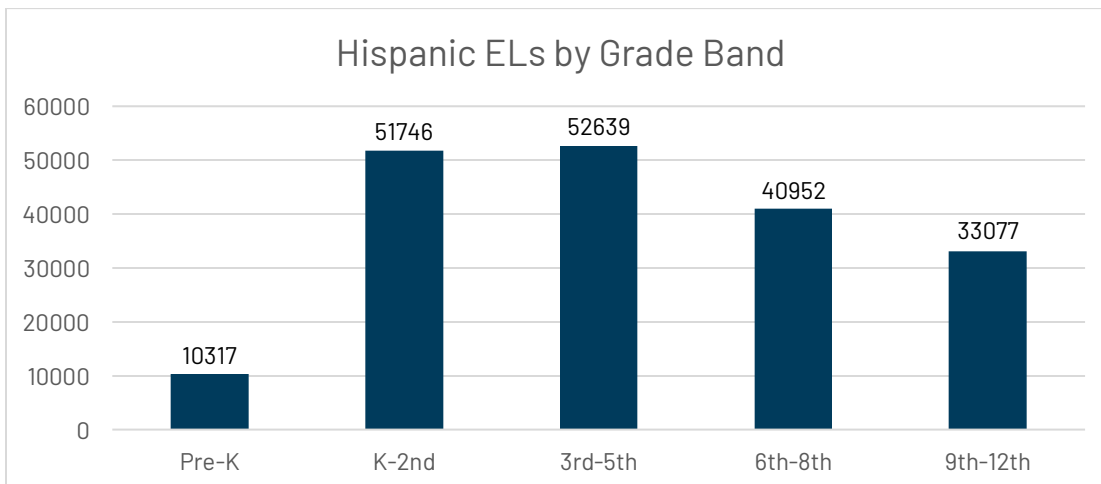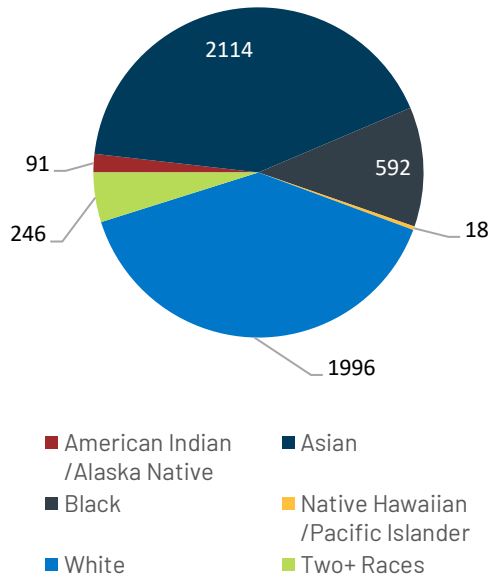
Race and Ethnicity of ELs: K-2nd Grade

9384
456
924
74
1831
10143

- American Indian /Alaska Native
- Black
- White
- Asian
- Native Hawaiian /Pacific Islander
- Two+ Races
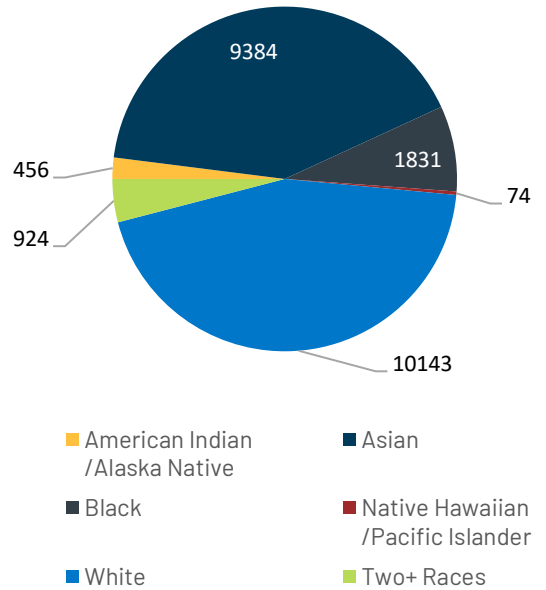
Race and Ethnicity of ELs: 3rd-5th Grade

6404
298
691
73
1676
8212

- American Indian /Alaska Native
- Black
- White
- Asian
- Native Hawaiian /Pacific Islander
- Two+ Races
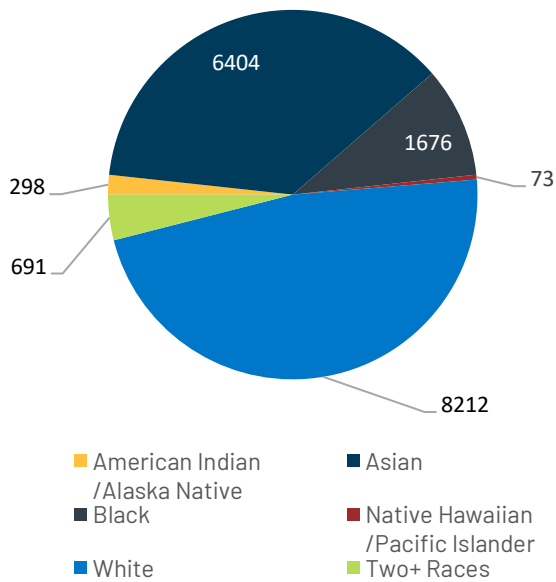
Race and Ethnicity of ELs: 6th-8th Grade

3073
263
376
51
1284
4245

- American Indian /Alaska Native
- Black
- White
- Asian
- Native Hawaiian /Pacific Islander
- Two+ Races
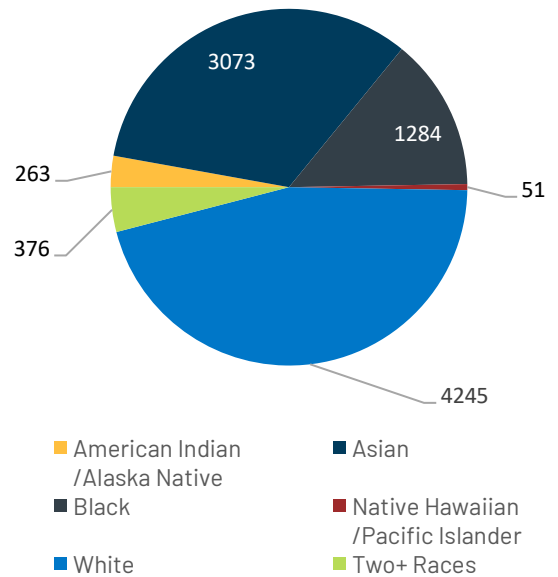
Race and Ethnicity of ELs: 9th-12th Grade

3203

1393

193

244

73

3495

- American Indian /Alaska Native
- Asian
- Black
- Native Hawaiian /Pacific Islander
- White
- Two+ Races
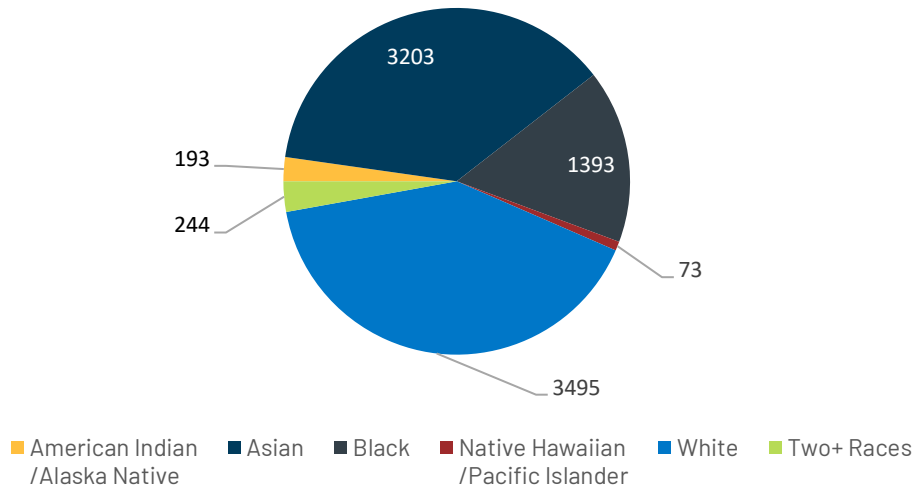
EL Students with Individualized Education Programs

There are 55,526 students who are English Learners with Individualized Education Programs (IEPs), which is about 22 percent of all ELs. The majority of unique ELs with IEPs are in pre-K at 4,735. 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 37 percent.

For more detailed data, please See Table 9 in the Appendix.

IEP Status in Current ELs by Grade Band

Grade Band	No IEP	IEP
Pre-K	69%	31%
K–2nd Grade	84%	16%
3rd–5th Grade	81%	19%
6th–8th Grade	74%	26%
9th–12th Grade	67%	33%

- No IEP
- IEP

IEP Status in Former ELs by Grade Band

Grade Band	No IEP	IEP
K–2nd Grade	87.29%	12.70%
3rd–5th Grade	93.92%	6.08%
6th–8th Grade	96.07%	3.93%
9th–12th Grade	94.18%	5.82%

■ No IEP ■ IEP
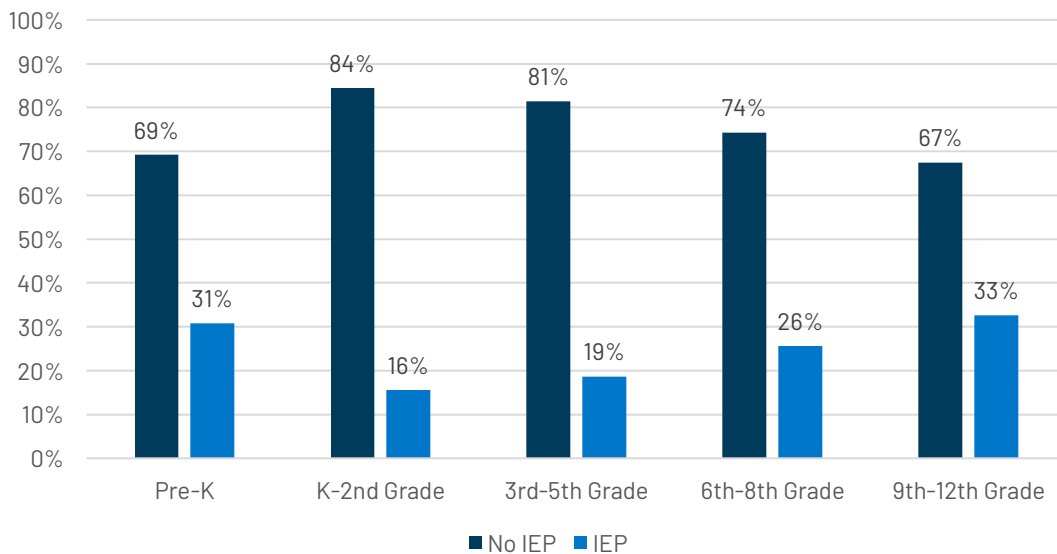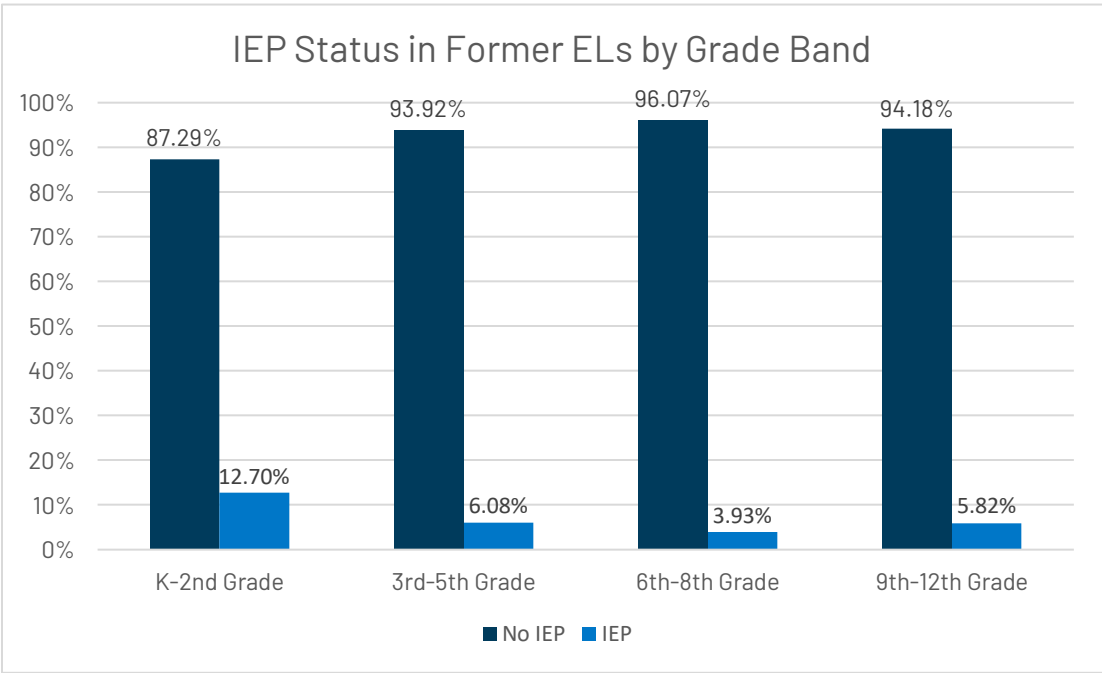
EL Student Count by Instructional Design

English Learners in Illinois are placed into one of six instructional designs. The first, Dual Language programs consist of Two-Way and One-Way instruction with the goal of acquiring bilingualism and biliteracy. Dual Language programs serve a self-contained cohort of students and generally occur in grades K-5, with students starting at the earliest grades possible. Both Two-Way and One-Way programs include ELs with the same language background (who may have varying levels of English language proficiency); the Two-Way program is the only one that includes non-ELs. If Spanish is the native language of the group of ELs that are enrolled in this program, then it is required that the core content include Spanish Language Arts standards. In both programs, core academic content is taught in English and the language other than English. Language allocation of instruction varies per program, from 90%-10%/ 80%-20% to 50%-50% of instruction in the language other than English to English. ELs receive both Bilingual and ESL services and remain enrolled for the program's duration, even after meeting the state-mandated English language proficiency criteria.

Dual Language: One-Way

Category	Count
EL	23889
Former EL	2737
Never EL	1355

■ EL ■ Former EL ■ Never EL

Dual Language: Two-Way

EL 29657
Former EL 4387
Never EL 10539
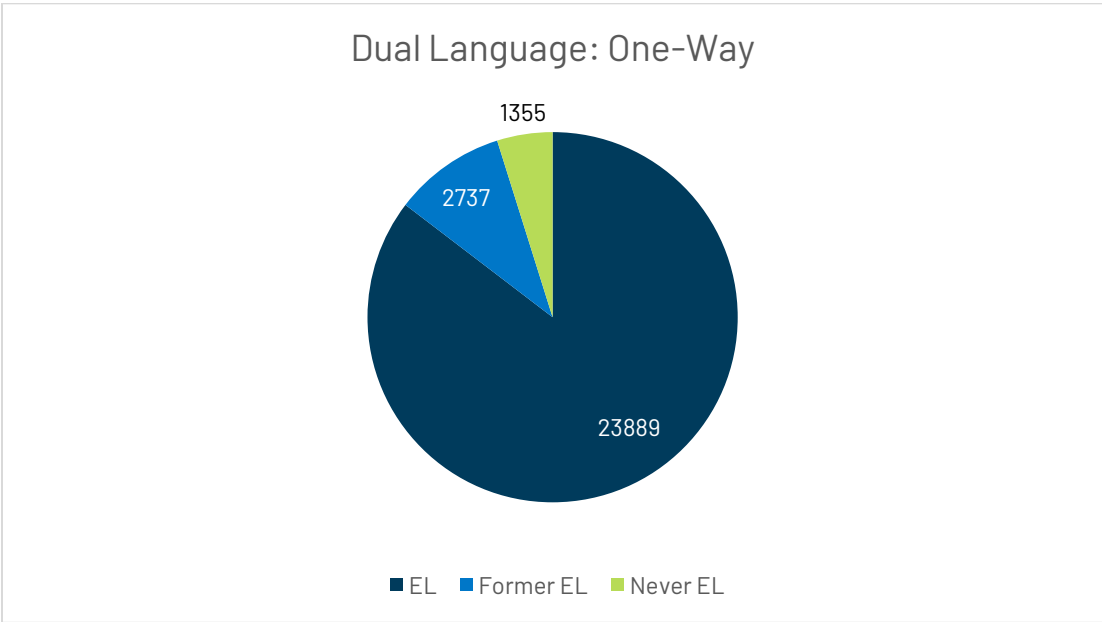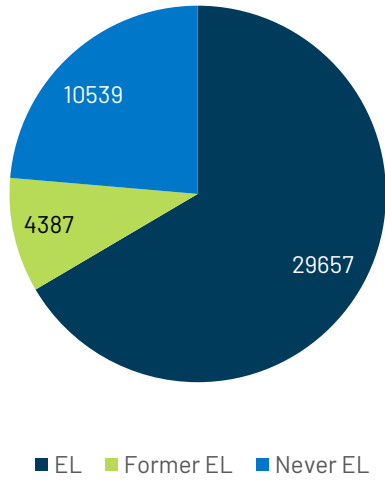
Dual Language Spanish: One-Way and Two-Way

One-Way 20211
Two-Way 16116

Dual Language: One-Way

Spanish 19971
Polish 154
French 66
Lingala 6

Dual Language: Two-Way

77   57   38   225

15719

■ Spanish ■ Japanese ■ Q'anjob'al (Kanjobal) ■ Polish ■ Other
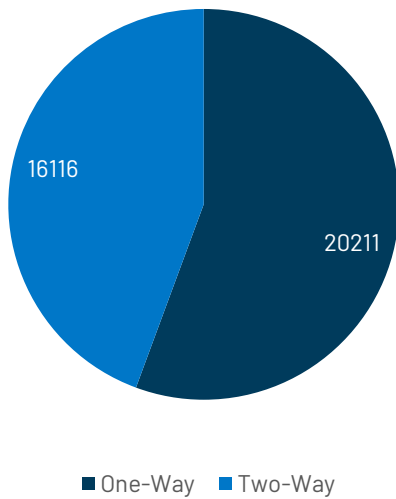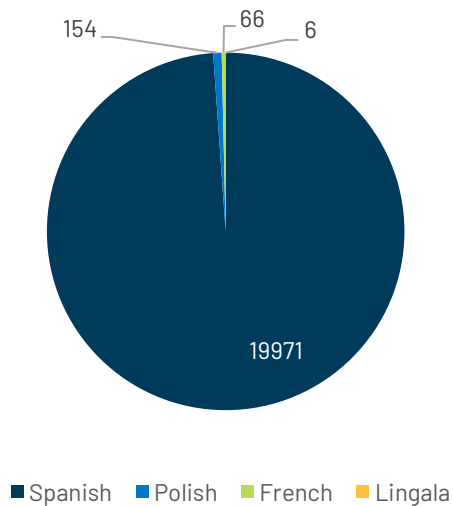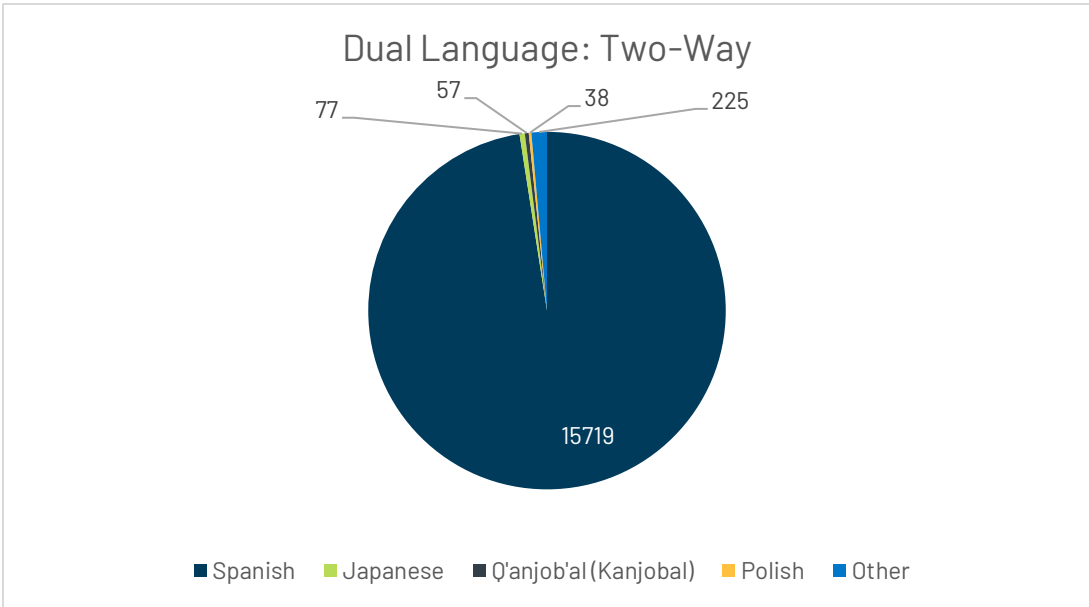
Transitional Bilingual Programs (TBE) are required in attendance centers that have 20 or more ELs of the same language background, but LEAs are welcome to implement this type of programming even if they do not meet this legal threshold. The goal of TBE programs is proficiency in grade level content and English, but native language growth is also something that is emphasized. If Spanish is the native language of the group of ELs that are enrolled in this program, then it is required that the core content include Spanish Language Arts standards. TBE programs have two instructional models--self-contained and collaboration—and their implementation varies depending on if the instructional delivery is in a departmentalized or non-departmentalized setting. Self-contained TBE programs operate in self-contained classrooms, or dedicated bilingual courses in departmentalized settings, for ELs of the same language background. These programs ensure that students receive core academic content in English and the 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.

TBE: Self-Contained

454   198   137   226

20386

■ Spanish ■ Arabic ■ Russian ■ Polish ■ Other
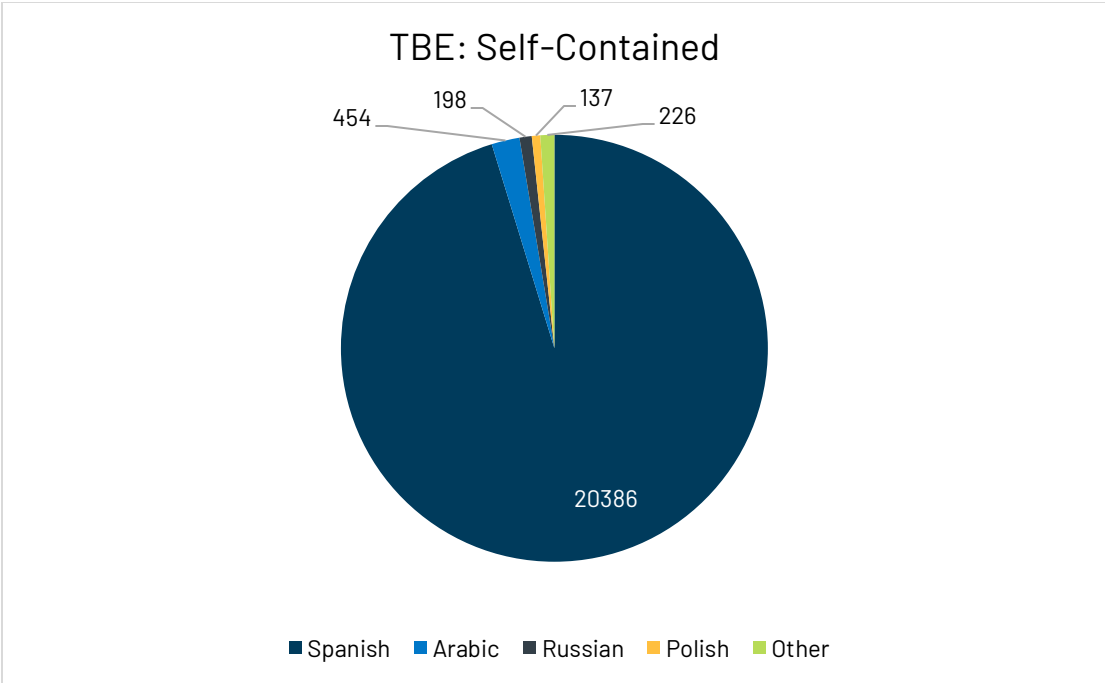
Collaborative TBE programs vary more greatly depending on the instructional setting. For non-departmentalized collaborative TBE instruction, ELs are placed in classes with non-ELs or ELs from various language backgrounds. These students will either receive pull-out/co-teaching instruction in the home language for the core subjects, or, if the mainstream teacher has a bilingual endorsement, the teacher will differentiate language instruction and provide small group instruction in the native language for part of the day to TBE students. Intentional and meaningful collaboration between teachers who serve these ELs is required for success with this program type. In departmentalized settings, bilingual core courses are not offered for all core content areas, 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 ESL instruction as well as maintaining a gradual shift to instruction in English as students' English proficiency increases.

TBE: Collaboration

Pie chart data:
- 1578
- 413
- 2008
- 3535
- 33773

Legend: ■ Spanish ■ Arabic ■ Polish ■ Urdu ■ Other
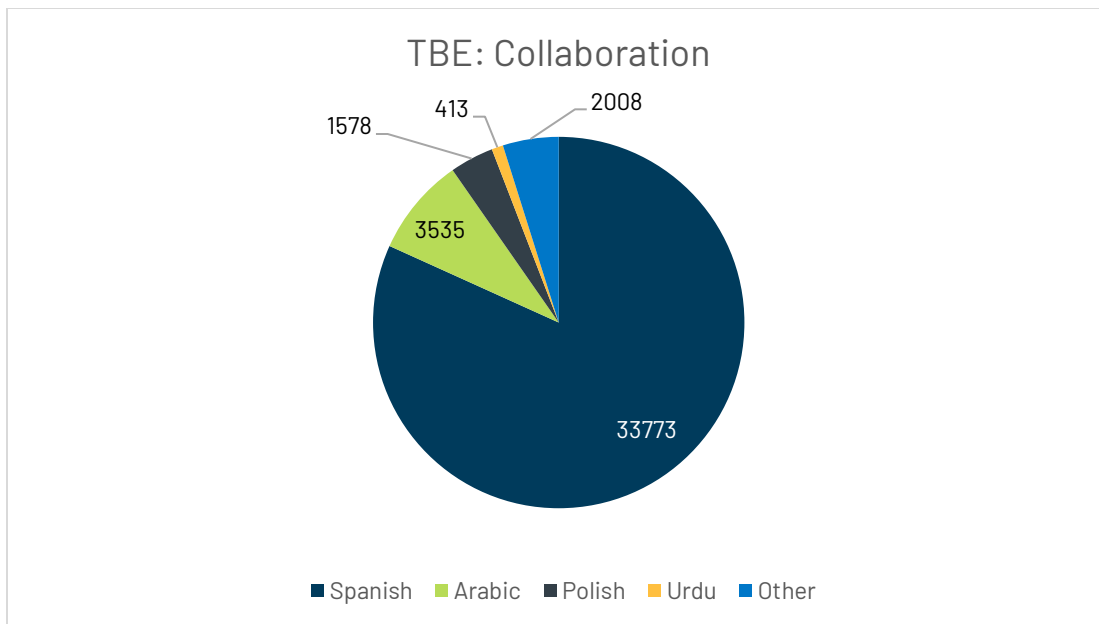
Transitional Program in English (TPI) are implemented in attendance centers that have 19 or fewer ELs of the same or different language backgrounds. The goal of TPI programming is proficiency in grade level content and English. Like TBE programs, TPI programs also have two instructional models—self-contained and collaboration—and their implementation varies depending on if the instructional delivery is in a departmentalized or non-departmentalized setting. ELs placed in a self-contained TPI program 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, but by using differentiated language instruction that has been adapted for ELs or with sheltered English strategies, for example. 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. In both methods, ESL instruction is provided, and home language support is provided to the extent that is practicable.

TPI: Self-Contained

Spanish	Urdu	Arabic	Polish	Other
7001	635	587	389	4038
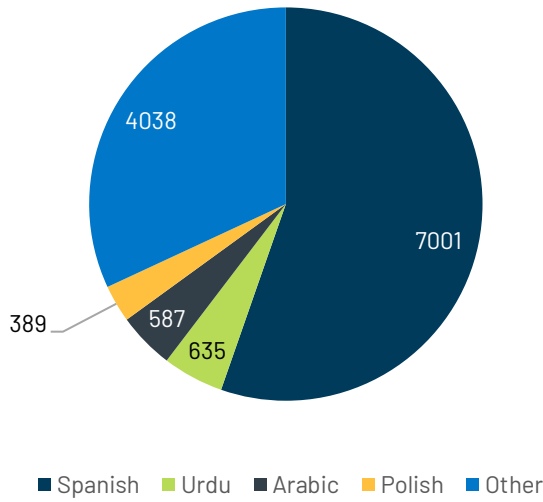
ELs enrolled in a collaborative TPI program in a non-departmentalized setting are placed in classes with ELs from various language backgrounds as well as non-ELs and receive either pull-out/co-teaching instruction in core academic subjects or the mainstream classroom teacher will differentiate language instruction and use specific strategies for ELs. In a departmentalized setting, specific core academic courses for ELs are not offered but ESL instructional strategies are used by the classroom teacher to differentiate, or additional services are offered through co-teaching or as a separate instructional period. In both settings, ESL instruction is provided, and home language support is provided to the extent that is practicable.

TPI: Collaboration

Spanish	Arabic	Polish	Urdu	Other
16602	2942	2681	1892	20428
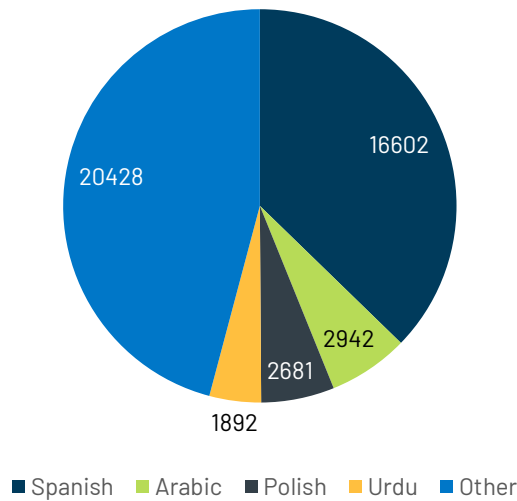
Transitional bilingual programs (TBE classrooms) make up about 25 percent of all instructional designs used. Transitional programs in English (ESL classrooms) make up about 23 percent and dual language programs make up nearly 14 percent. The most common program is a Transitional Program in English in a collaborative setting; 44,550 ELs were enrolled in this type of program. The least common program is Dual Language (Two Way), comprising just 6 percent of ELs.

Percentage of EL students

- 6% Dual Language - Two Way
- 8% Dual Language - One Way
- 9% Transitional Bilingual Program - Self Contained
- 16% Transitional Bilingual Program - Collaboration
- 5% Transitional Program in English - Self Contained
- 18% Transitional Program in English - Collaboration
- 38% None of the Above
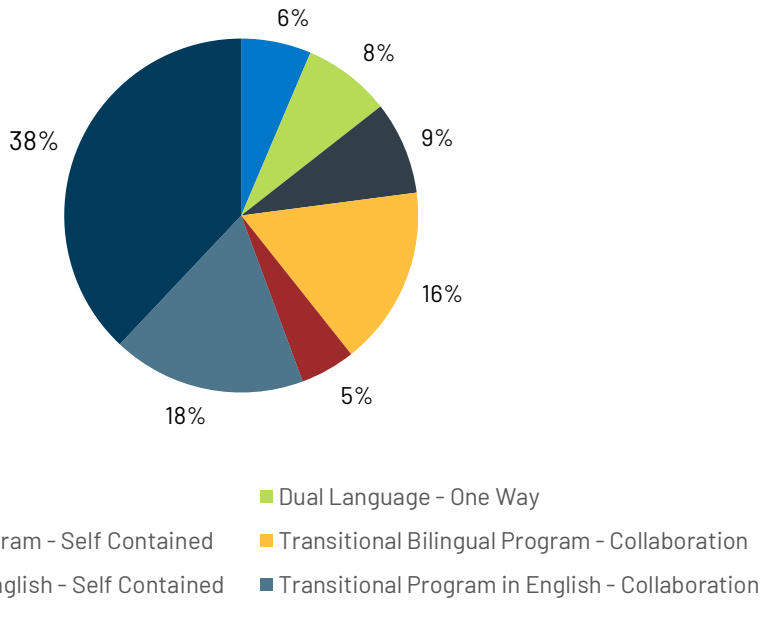
Number of Districts Implementing the Instructional Design Type

Legend:
- Dual Language: Two-Way
- Dual Language: One-Way
- TBE: Self-Contained
- TBE: Collaboration
- TPI: Self-Contained
- TPI: Collaboration
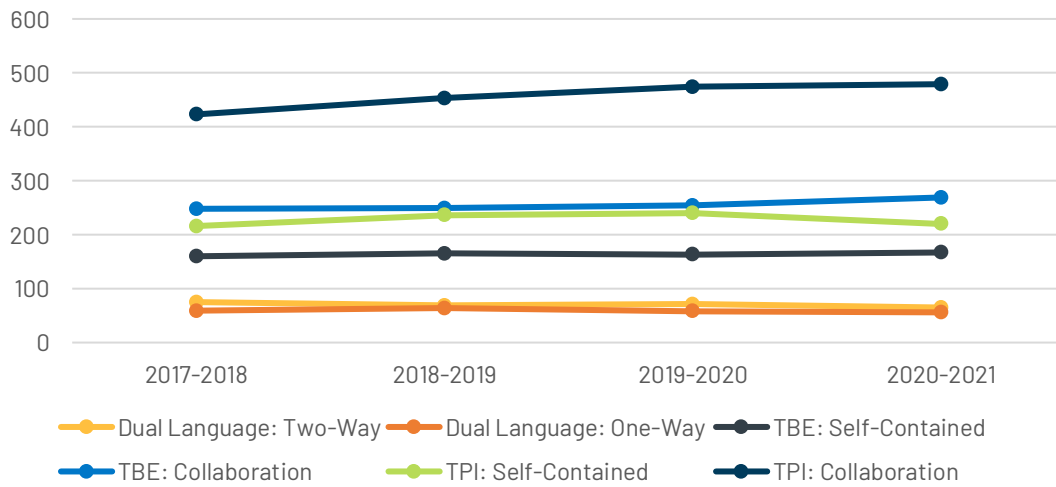
EL Student Performance on Access

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 10 percent of ELs in SY 2020-21 met proficiency on the ACCESS. The majority of ELs fell into the proficiency level band of 3.0-3.9 with 58,168 students, or 25 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.

For more detailed information, please See Table 11 in the Appendix.

Number of ELs who attained ELP by Years in Programming

Legend: 1 year or less | 2 years | 3-4 years | 5+ years

Number of Parent Refusal ELs who attained ELP by Grade Level
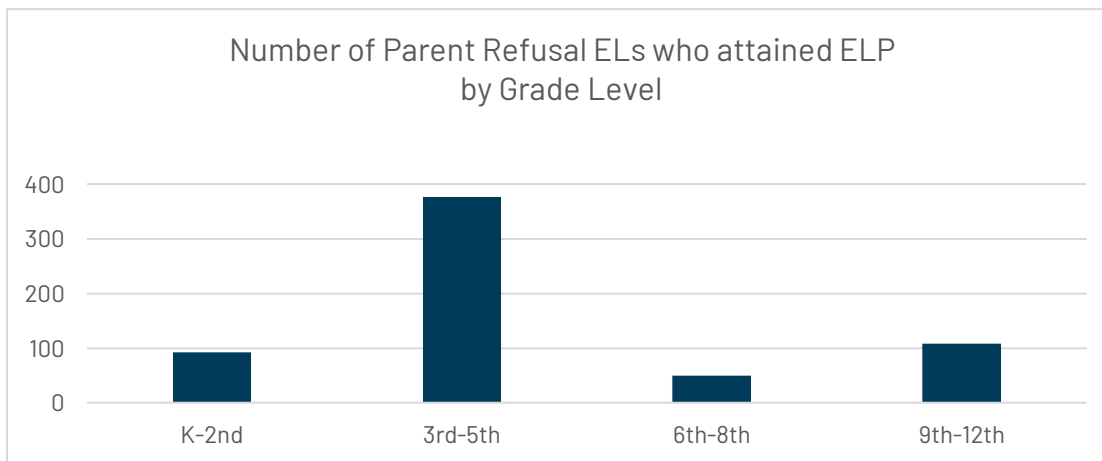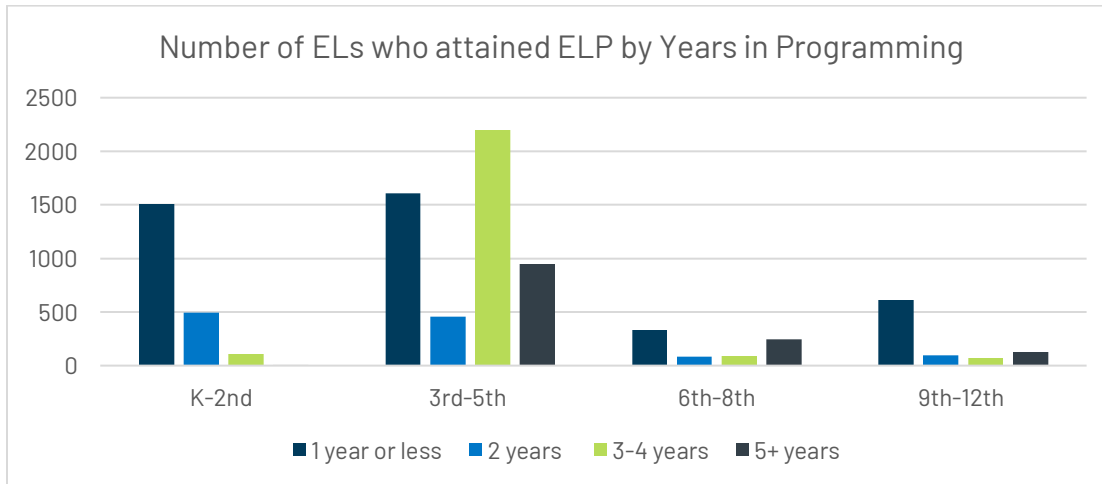
EL Student Performance on State ELA and Math Assessments

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 3 percent of ELs met or exceeded standards on the ELA assessment and nearly 3 percent of ELs met or exceeded standards on the math assessment, compared to non-ELs at 26 and 21 percent, respectively. Please note that the data included in this section represents the total number of students who were tested during this school year, as not all students were tested for various reasons, such as absence or moving during the testing window.

For more detailed data, please See Tables 12 and 13 in the Appendix.

Number of EL Students Meeting or Exceeding ELA Standards

	3rd	4th	5th	6th	7th	8th	11th	Total
ELs	1433	973	410	224	331	292	110	3773
Long-Term ELs	7	51	23	86	113	86	17	383
Former ELs	1582	2083	3385	3788	4181	4524	4812	24355
Non-ELs	25047	25898	28219	29018	31426	32260	43998	215866
Grade Total	28069	29005	32037	33116	36051	37162	48937	244377

Number of EL Students Meeting or Exceeding Math Standards

	3rd	4th	5th	6th	7th	8th	11th	Total
ELs	1794	949	384	135	261	199	194	3916
Long-Term ELs	14	40	26	40	63	46	23	252
Former ELs	1639	1906	2750	2615	3326	3326	4641	20203
Non-ELs	27035	21678	22806	20645	24496	24172	38847	179679
Grade Total	30482	24573	25966	23435	28166	27743	43705	204070

Appendix

Table 1. Number and percentage of districts with EL programming and EL enrollment per type of program: SY 2020-21

Program	District Count			EL Placement		
	Districts w/ EL programs	Total districts with ELs	EL District %	EL Placements	Total ELs	EL Placement %
TBE	614	852	72	182,172	251,846	77
TPI	547	852	64	53,172	251,846	21.1
Other/Alternative	98	852	11.5	552	251,846	.02
Parental Refusal	339	852	40	15,950	251,846	6.3

Note: An individual district may offer multiple programs.

Table 2. Number and percentage of teachers with endorsements to support Els: SY 2020-21

Endorsements		All Districts	Title III-Funded Districts	Non-Title III-Funded Districts	Both*
PEL + Endorsements**	Group Count	25,198	23,128	2,061	9
	Total Teachers	26,019	23,923	2,087	9
	%	96.8%	96.7%	98.8%	100%
PEL + Bilingual	Group Count	7,401	7,180	221	0
	Total Teachers	26,019	23,923	2,087	9
	%	28.4%	30%	10.6%	0%
ELS-TBE	Group Count	746	720	26	0
	Total Teachers	26,019	23,923	2,087	9
	%	2.9%	3%	1.2%	0%
ELS-VIT	Group Count	75	75	0	0
	Total Teachers	26, 019	23,923	2,087	9
	%	.03%	.03%	0%	0%

* The "both" category counts teachers who simultaneously taught in Title III-funded and non-Title III-funded districts during this school year.
** Endorsements include Bilingual, ESL, and both Bilingual & ESL. The bilingual endorsements in this table represent all languages.

Table 3. Number and percentage of EL students by county: SY 2020–21

County Name	EL #	EL %	County Name	EL #	EL %
Adams	38	0.02	Lawrence	8	0
Bond	2	0	Lee	78	0.03
Boone	1,664	0.66	Livingston	82	0.03
Brown	8	0	Logan	9	0
Bureau	236	0.1	Macon	262	0.1
Calhoun	1	0	Macoupin	6	0
Carroll	20	0.01	Madison	1,282	0.51
Cass	723	0.29	Marion	15	0.01
Champaign	2,745	1.09	Marshall	3	0
Christian	7	0	Mason	3	0
City of Chicago	70,980	28.18	McDonough	43	0.02
Clark	6	0	McHenry	5,013	2
Clay	16	0.01	McLean	1,138	0.45
Clinton	96	0.04	Menard	1	0
Coles	41	0.02	Mercer	2	0
Cook	63,813	25.43	Monroe	9	0
Crawford	1	0	Montgomery	15	0.01
Cumberland	4	0	Morgan	105	0.04
Dekalb	1,331	0.53	Moultrie	1	0
Dept Of Corrections	6	0	Ogle	626	0.25
Dewitt	28	0.01	Peoria	1,322	0.52
Douglas	177	0.07	Perry	1	0
DuPage	21,134	8.39	Piatt	8	0
Edgar	7	0	Pike	12	0
Edwards	1	0	Putnam	19	0.01
Effingham	58	0.03	Randolph	50	0.02
Fayette	3	0	Richland	5	0
Ford	39	0.02	Rock Island	2,735	1.09
Franklin	15	0.01	Saint Clair	344	0.14
Fulton	17	0.01	Saline	11	0
Gallatin	8	0	Sangamon	379	0.15
Grundy	363	0.14	Schuyler	33	0.01
Hamilton	1	0	Shelby	3	0
Hancock	13	0.01	Stark	1	0
Henderson	1	0	State Of Illinois	1	0
Henry	165	0.07	Stephenson	259	0.10
Iroquois	79	0.03	Tazewell	118	0.05
Jackson	343	0.14	Union	81	0.03
Jasper	10	0	Vermilion	208	0.08
Jefferson	48	0.02	Wabash	2	0
Jersey	9	0	Warren	324	0.13
Jo Daviess	91	0.04	Washington	14	0.01
Johnson	6	0	Wayne	1	0
Kane	28,182	11.19	White	10	0
Kankakee	1,284	0.51	Whiteside	277	0.11
Kendall	2,449	0.97	Will	11,341	4.50
Knox	280	0.11	Williamson	56	0.02
La Salle	953	0.38	Winnebago	6,039	2.40
Lake	21,968	8.72	Woodford	27	0.01

Table 4. Percent change of EL student by county from SY 2019-20 to SY 2020-21

County Name	EL %	County Name	EL %
Adams	-16%	Lawrence	0%
Bond	-50%	Lee	8%
Boone	5%	Livingston	1%
Brown	0%	Logan	-44%
Bureau	-9%	Macon	-10%
Calhoun	0%	Macoupin	-67%
Carroll	5%	Madison	5%
Cass	0%	Marion	20%
Champaign	-7%	Marshall	100%
Christian	-14%	Mason	-33%
City of Chicago	-3%	McDonough	-30%
Clark	-17%	McHenry	-2%
Clay	19%	McLean	-7%
Clinton	1%	Menard	0%
Coles	17%	Mercer	-50%
Cook	-5%	Monroe	0%
Crawford	-100%	Montgomery	7%
Cumberland	25%	Morgan	-3%
Dekalb	-4%	Moultrie	100%
Dept Of Corrections	-117%	Ogle	-2%
Dewitt	7%	Peoria	2%
Douglas	-3%	Perry	-300%
Dupage	-6%	Piatt	-13%
Edgar	71%	Pike	17%
Edwards	-200%	Putnam	-21%
Effingham	-24%	Randolph	0%
Fayette	-33%	Richland	-50%
Ford	-5%	Rock Island	1%
Franklin	13%	Saint Clair	3%
Fulton	6%	Saline	36%
Gallatin	13%	Sangamon	-12%
Grundy	-8%	Schuyler	0%
Hamilton	0%	Shelby	0%
Hancock	23%	Stark	-400%
Henderson	0%	State Of Illinois	0%
Henry	5%	Stephenson	-9%
Iroquois	-16%	Tazewell	3%
Jackson	-10%	Union	-5%
Jasper	-20%	Vermilion	-10%
Jefferson	-50%	Wabash	-150%
Jersey	-22%	Warren	-15%
Jo Daviess	-8%	Washington	43%
Johnson	-33%	Wayne	0%
Kane	-3%	White	40%
Kankakee	-4%	Whiteside	-4%
Kendall	3%	Will	-2%
Knox	-9%	Williamson	4%
La Salle	-8%	Winnebago	-1%
Lake	-4%	Woodford	22%

*Counties with N/A had 0 ELs in SY 2020-21, making a percent change incalculable.

Table 5. Number and percentage of native languages spoken by EL students and language: SY 20 to 21

Language	#	%	Language	#	%	Language	#	%
Afrikaans (Taal)	60	0.02	Guyanese	3	0	Nepali (Nepalese)	372	0.15
Akan (Fante/Asante/ Twi)	229	0.09	Hainanese (Chinese)	4	0	Norwegian	6	0
Albanian/Gheg (Kosovo/ Macedon)	442	0.18	Haitian-Creole	175	0.07	Nzema (Nzima)	1	0
Albanian/Tosk (Albania)	370	0.15	Hakka (Chinese)	8	0	Oneida	2	0
Algonquin	2	0	Hausa	47	0.02	Oriya (Odia)	35	0.01
Amazigh	13	0.01	Hawaiian	3	0	Other	13368	5.3
American Sign Language	23	0.01	Hebrew	76	0.03	Oulof (Wolof)	34	0.01
Amharic	219	0.09	Hindi	1450	0.58	Palauan	2	0
Apache	3	0	Hmong	15	0.01	Pampangan	3	0
Arabic	9527	3.78	Hopi	1	0	Panjabi (Punjabi)	363	0.14
Armenian	38	0.02	Hungarian	47	0.02	Pashto (Pushto)	235	0.09
Assamese	1	0	Ibo/Igbo	205	0.08	Pilipino (Tagalog)	2159	0.86
Assyrian (Syriac/ Aramaic)	819	0.33	Ilocano	18	0.01	Pima	2	0
Azerbaijani; North Azerbaijan	1	0	Ilonggo (Hiligaynon)	42	0.02	Polish	6405	2.54
Bagheli	11	0.01	Indonesian	50	0.02	Portuguese	349	0.14
Balinese	4	0	Isoko	1	0	Q'anjob'al (Kanjobal)	253	0.1
Bambara	4	0	Italian	224	0.09	Quechua	2	0
Bemba	13	0.01	Jamaican English Creole	54	0.02	Rohingya (Ruwainggya)	88	0.03
Bengali	257	0.1	Japanese	635	0.25	Romanian	789	0.31
Bisaya (Malaysia)	31	0.01	K'iche' or Quiche	25	0.01	Romany (Gypsy)	1	0
Bosnian	413	0.16	Kannada (Kanarese)	121	0.05	Runyankore	5	0
Bulgarian	650	0.26	Kanuri	3	0	Russian	2257	0.9
Burmese	607	0.24	Karen (S'gaw)	449	0.18	Samoan	7	0
Cambodian (Khmer)	174	0.07	Kashi (Uyghur)	1	0	Senthang (Hsemtang/ Sentang)	3	0
Cantonese (Chinese)	1104	0.44	Kashmiri	2	0	Serbian	541	0.21
Cebuano (Visayan)	98	0.04	Kikamba (Kamba)	4	0	Shanghai (Chinese)	29	0.01
Chaldean	12	0	Kinyarwanda	51	0.02	Shona	9	0
Chamorro	4	0	Kirundi (Rundi)	111	0.04	Sindhi	17	0.01
Chaochow/Teochi u (Chinese)	28	0.01	Konkani	19	0.01	Sinhalese	20	0.01
Chechen	2	0	Korean	942	0.37	Sioux (Dakota)	1	0
Cherokee	2	0	Kpelle	1	0	Slovak	57	0.02
Chichewa (Nyanja)	2	0	Krahn (Liberia/Cote 'de Ivoir)	4	0	Slovenian	2	0

Language	Count	%	Language	Count	%	Language	Count	%
Chin (Haka)	215	0.09	Krio	11	0	Somali	206	0.08
Chuj	44	0.02	Kunama	6	0	Sotho	1	0
Chuukese (Trukese)	12	0	Kurdish	46	0.02	Sourashtra (Saurashtra)	20	0.01
Creek	3	0	Ladino	1	0	Spanish	182159	72.33
Croatian	60	0.02	Lao	263	0.1	Swahili	753	0.30
Crow	2	0	Latin	2	0	Swedish	18	0.01
Czech	145	0.06	Latvian	21	0.01	Taiwanese/Formosan/Min Nan	16	0.01
Dagbani (Dagbanli)	2	0	Lingala	158	0.06	Tajik	2	0
Danish	16	0.01	Lithuanian	505	0.2	Tamil	828	0.33
Dinlea (Turkish)	9	0	Luganda	38	0.02	Tedim (Hai-Dim/Tiddim)	26	0.01
Dutch/Flemish	33	0.01	Luo	6	0	Telugu (Telegu)	1483	0.59
Edo	1	0	Maay or Mai Mai	14	0.01	Thai	180	0.07
Efik	2	0	Macedonian	155	0.06	Tibetan	9	0
Eskimo	1	0	Malay	89	0.04	Tigrinya (Tigrigna)	86	0.03
Estonian	11	0	Malayalam	906	0.36	Tongan	2	0
Ewe	200	0.08	Maltese	1	0	Tuluau	9	0
Farsi (Persian)	389	0.15	Mam	9	0	Turkish	420	0.17
Finnish	9	0	Mandarin (Chinese)	1516	0.6	Turkmen	9	0
French	1627	0.65	Mandingo (Mandinka)	19	0.01	Ukrainian	1332	0.53
Fukien/Hokkien (Chinese)	11	0	Marathi	238	0.1	Urdu	4099	1.63
Fulah (Fula/Fulani)	8	0	Marshallese	2	0	Uzbek	225	0.09
Ga	18	0.01	Massalit	2	0	Vietnamese	1591	0.63
Gaelic (Scottish)	1	0	Mende	2	0	Waray-Waray	1	0
Gbaya	2	0	Menominee	2	0	Winnebago	4	0
Georgian	26	0.01	Mina (Geser-Goram)	41	0.02	Yiddish	1	0
German	156	0.06	Mongolian	558	0.22	Yombe	3	0
Greek	364	0.14	Moro (Dhimorong)	3	0	Yoruba	756	0.30
Gujarati	2252	0.9	Navajo	7	0	**Total**	**251,846**	**100**

Table 6. Change in number of ELs speaking native languages from SY20 to SY21

Language	#	Language	#	Language	#
Afrikaans (Taal)	-1	Hainanese (Chinese)	-1	Nzema (Nzima)	0
Akan (Fante/Asante/Twi)	9	Haitian-Creole	-7	Oneida	1
Albanian/Gheg (Kosovo/Macedon)	16	Hakka (Chinese)	-8	Oriya (Odia)	-5
Albanian/Tosk (Albania)	-16	Hausa	1	Other	114
Algonquin	1	Hawaiian	1	Oulof (Wolof)	5
Amazigh	1	Hebrew	-5	Palauan	-1
American Sign Language	-1	Hindi	-161	Pampangan	-1
Amharic	-11	Hmong	-7	Panjabi (Punjabi)	-32
Apache	0	Hopi	0	Pashto (Pushto)	20
Arabic	-602	Hungarian	-1	Pilipino (Tagalog)	-191
Armenian	1	Ibo/Igbo	-29	Pima	1
Assamese	-2	Ilocano	1	Polish	-430
Assyrian (Syriac/Aramaic)	-35	Ilonggo (Hiligaynon)	-2	Portuguese	-56
Azerbaijani; North Azerbaijan	1	Indonesian	-7	Q'anjob'al (Kanjobal)	10
Bagheli	3	Isoko	-1	Quechua	1
Balinese	-1	Italian	-52	Rohingya (Ruwainggya)	12
Bambara	2	Jamaican English Creole	0	Romanian	-56
Bemba	-3	Japanese	-136	Romany (Gypsy)	-1
Bengali	-30	K'iche' or Quiche	6	Runyankore	1
Bisaya (Malaysia)	1	Kannada (Kanarese)	-15	Russian	-123
Bosnian	-12	Kanuri	0	Samoan	-2
Bulgarian	-38	Karen (S'gaw)	-15	Senthang (Hsemtang/Sentang)	3
Burmese	-8	Kashi (Uyghur)	0	Serbian	-30
Cambodian (Khmer)	-10	Kashmiri	1	Shanghai (Chinese)	-7
Cantonese (Chinese)	-55	Kikamba (Kamba)	0	Shona	-2
Cebuano (Visayan)	7	Kinyarwanda	6	Sindhi	-2
Chaldean	-2	Kirundi (Rundi)	-2	Sinhalese	-1
Chamorro	3	Konkani	-3	Sioux (Dakota)	0
Chaochow/Teochiu (Chinese)	-5	Korean	-117	Slovak	-6
Chechen	0	Kpelle	1	Slovenian	-1
Cherokee	0	Krahn(Liberia/Cote 'de Ivoir)	0	Somali	-8
Chichewa (Nyanja)	-1	Krio	-2	Sotho	-3
Chin (Haka)	-23	Kunama	-2	Sourashtra (Saurashtra)	0
Chuj	-8	Kurdish	-4	Spanish	-6146
Chuukese (Trukese)	-1	Ladino	0	Swahili	-24
Creek	-1	Lao	-4	Swedish	-15
Croatian	0	Latin	2	Taiwanese/Formosan/Min Nan	-12
Crow	1	Latvian	-9	Tajik	2
Czech	-32	Lingala	8	Tamil	-56
Dagbani (Dagbanli)	2	Lithuanian	-81	Tedim (Hai-Dim/Tiddim)	5
Danish	-5	Luganda	-1	Telugu (Telegu)	-150
Dinlea (Turkish)	1	Luo	0	Thai	-15
Dutch/Flemish	2	Maay or Mai Mai	-3	Tibetan	0
Edo	1	Macedonian	-13	Tigrinya (Tigrigna)	3
Efik	-1	Malay	-15	Tongan	1
Eskimo	-1	Malayalam	-10	Tuluau	1
Estonian	-3	Maltese	0	Turkish	0

Ewe	-4	Mam	8	Turkmen	2		
Farsi (Persian)	-23	Mandarin (Chinese)	-252	Ukrainian	-37		
Finnish	0	Mandingo (Mandinka)	4	Urdu	-92		
French	-160	Marathi	1	Uzbek	17		
Fukien/Hokkien (Chinese)	-3	Marshallese	2	Vietnamese	-60		
Fulah (Fula/Fulani)	7	Massalit	-3	Waray-Waray	0		
Ga	-4	Mende	0	Winnebago	0		
Gaelic (Scottish)	0	Menominee	0	Yiddish	1		
Gbaya	0	Mina (Geser-Goram)	-3	Yombe	-2		
Georgian	10	Mongolian	-13	Yoruba	-57		
German	-54	Moro (Dhimorong)	0				
Greek	103	Navajo	-2				
Gujarati	-127	Nepali (Nepalese)	-27				
Guyanese	0	Norwegian	1				

Table 7. Number and percentage of native languages spoken by Former EL students: SY 2020-21

Language	#	%	Language	#	%	Language	#	%
Spanish	95200	49.817%	Macedonian	107	0.056%	Jamaican	8	0.004%
English	30329	15.871%	Chin (Haka)	99	0.052%	Finnish	6	0.003%
Other	20165	10.552%	Slovak	95	0.050%	Maay or Mai Mai	6	0.003%
Polish	8049	4.212%	Akan (Fante/Asante/Twi)	91	0.048%	Kinyarwanda	6	0.003%
Arabic	4776	2.499%	Somali	89	0.047%	Yombe	6	0.003%
Urdu	3244	1.698%	Uzbek	75	0.039%	Krio	5	0.003%
Gujarati	2371	1.241%	Cebuano (Visayan)	72	0.038%	Norwegian	5	0.003%
Pilipino (Tagalog)	2103	1.100%	Haitian-Creole	67	0.035%	Hawaiian	5	0.003%
Mandarin (Chinese)	1818	0.951%	Pashto (Pushto)	62	0.032%	American Sign Language	5	0.003%
Russian	1665	0.871%	Croatian	58	0.030%	Assamese	4	0.002%
Telugu (Telegu)	1575	0.824%	Kirundi (Rundi)	53	0.028%	Hainanese (Chinese)	4	0.002%
Hindi	1426	0.746%	Hebrew	51	0.027%	Rohingya (Ruwainggya)	4	0.002%
Vietnamese	1339	0.701%	Indonesian	51	0.027%	Pampangan	4	0.002%

Language	Count	%	Language	Count	%	Language	Count	%
Cantonese (Chinese)	1275	0.667%	Hungarian	50	0.026%	Slovenian	4	0.002%
Korean	1134	0.593%	Ilonggo (Hiligaynon)	44	0.023%	Shona	3	0.002%
Tamil	860	0.450%	Luganda	40	0.021%	Palauan	3	0.002%
Bulgarian	819	0.429%	Tigrinya (Tigrigna)	40	0.021%	Romany (Gypsy)	3	0.002%
Ukrainian	774	0.405%	Armenian	38	0.020%	Kunama	3	0.002%
Romanian	732	0.383%	Oriya (Odia)	36	0.019%	Latin	3	0.002%
Lithuanian	729	0.381%	Swedish	36	0.019%	Guyanese	3	0.002%
Malayalam	719	0.376%	Afrikaans (Taal)	35	0.018%	Bambara	3	0.002%
Assyrian (Syriac/Aramaic)	644	0.337%	Chaochow/ Teochiu (Chinese)	34	0.018%	Bemba	3	0.002%
French	642	0.336%	Lingala	31	0.016%	Chuukese (Trukese)	3	0.002%
Serbian	528	0.276%	Malay	28	0.015%	Chuj	2	0.001%
Japanese	516	0.270%	Konkani	28	0.015%	Balinese	2	0.001%
Bosnian	397	0.208%	Bisaya (Malaysia)	28	0.015%	Amazigh	2	0.001%
Yoruba	389	0.204%	Mina (Geser-Goram)	26	0.014%	Isoko	2	0.001%
Mongolian	309	0.162%	Taiwanese/Formosan/Min Nan	22	0.012%	Kache (Kaje/Jju)	2	0.001%
Greek	304	0.159%	Dutch/Flemish	22	0.012%	Luo	2	0.001%
Albanian/Tosk (Albania)	302	0.158%	Hausa	20	0.010%	Sotho	2	0.001%
Panjabi (Punjabi)	290	0.152%	Shanghai (Chinese)	20	0.010%	Tedim (Hai-Dim/Tiddim)	1	0.001%
Bengali	281	0.147%	Kurdish	20	0.010%	Tajik	1	0.001%
Albanian/Gheg (Kosovo/Macedon)	261	0.137%	Latvian	20	0.010%	Runyankore	1	0.001%

Marathi	259	0.136%	Ilocano	19	0.010%	Samoan	1	0.001%
Turkish	253	0.132%	Sourashtra (Saurashtra)	19	0.010%	Pueblo	1	0.001%
Portuguese	234	0.122%	Oulof (Wolof)	18	0.009%	Orri (Oring)	1	0.001%
Burmese	231	0.121%	Sinhalese	16	0.008%	Navajo	1	0.001%
Lao	206	0.108%	Hakka (Chinese)	16	0.008%	Massalit	1	0.001%
Farsi (Persian)	202	0.106%	Tibetan	14	0.007%	Mende	1	0.001%
Nepali (Nepalese)	200	0.105%	Tuluau	14	0.007%	Kashmiri	1	0.001%
Czech	190	0.099%	Bagheli	13	0.007%	Krahn(Liberia/Cote 'de Ivoir)	1	0.001%
Amharic	168	0.088%	Danish	12	0.006%	Icelandic	1	0.001%
Italian	166	0.087%	Hmong	12	0.006%	Fulah (Fula/Fulani)	1	0.001%
Karen (S'gaw)	160	0.084%	Fukien/Hokkien (Chinese)	12	0.006%	Eskimo	1	0.001%
Thai	153	0.080%	Georgian	12	0.006%	Algonquin	1	0.001%
Kannada (Kanarese)	151	0.079%	Estonian	11	0.006%	Crow	1	0.001%
German	137	0.072%	Chaldean	10	0.005%	Chamorro	1	0.001%
Ibo/Igbo	125	0.065%	Ga	9	0.005%	Chechen	1	0.001%
Cambodian (Khmer)	123	0.064%	Sindhi	9	0.005%	Chichewa (Nyanja)	1	0.001%
Swahili	114	0.060%	Q'anjob'al (Kanjobal)	8	0.004%	Tongan	1	0.001%
Ewe	110	0.058%	Mandingo (Mandinka)	8	0.004%	Turkmen	1	0.001%

Table 8. Number and percent of English Learners by grade level and race/ethnicity: SY 2020–21

Grade Level		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	#	10317	91	2114	592	18	1996	246	15374
	%	67.11	0.59	13.75	3.85	0.12	12.98	1.6	100
K	#	17288	157	3298	604	31	3258	335	24971
	%	69.23	0.63	13.21	2.42	0.12	13.05	1.34	100
Grade 1	#	17007	171	3126	600	22	3483	314	24723
	%	68.79	0.69	12.64	2.43	0.09	14.09	1.27	100
Grade 2	#	17451	128	2960	627	21	3402	275	24864
	%	70.19	0.51	11.9	2.52	0.08	13.68	1.11	100
Grade 3	#	18381	109	2692	646	33	3345	300	25506
	%	72.07	0.43	10.55	2.53	0.13	13.11	1.18	100
Grade 4	#	18817	114	2229	559	28	2923	232	24902
	%	75.56	0.46	8.95	2.24	0.11	11.74	0.93	100
Grade 5	#	15441	75	1483	471	12	1944	159	19585
	%	78.84	0.38	7.57	2.4	0.06	9.93	0.81	100
Grade 6	#	14211	72	1090	446	11	1451	117	17398
	%	81.68	0.41	6.27	2.56	0.06	8.34	0.67	100
Grade 7	#	14400	110	1067	426	21	1525	141	17690
	%	81.4	0.62	6.03	2.41	0.12	8.62	0.8	100
Grade 8	#	12341	81	916	412	19	1269	118	15156
	%	81.43	0.53	6.04	2.72	0.13	8.37	0.78	100
Grade 9	#	10175	63	813	356	20	975	67	12469
	%	81.6	0.51	6.52	2.86	0.16	7.82	0.54	100
Grade 10	#	8824	58	812	361	16	957	59	11087
	%	79.59	0.52	7.32	3.26	0.14	8.63	0.53	100
Grade 11	#	7358	44	759	332	26	771	56	9346
	%	78.73	0.47	8.12	3.55	0.28	8.25	0.6	100
Grade 12	#	6720	28	818	344	11	792	62	8775
	%	76.58	0.32	9.32	3.92	0.13	9.03	0.71	100
Total	#	188731	1301	24177	6776	289	28091	2481	251846
	%	74.94	0.52	9.6	2.69	0.11	11.15	0.99	100

Table 9. Number and percent of EL students by grade cluster and IEP status: SY 2020–21

Grade Level		English Learners		
		No IEP	**With IEP**	**Total**
Pre-K	#	10639	4735	15374
	%	69.2	30.8	100
K	#	21275	3696	24971
	%	85.2	14.8	100
Grade 1	#	20857	3866	24723
	%	84.36	15.64	100
Grade 2	#	20807	4057	24864
	%	83.68	16.32	100
Grade 3	#	21187	4319	25506
	%	83.07	16.93	100
Grade 4	#	20605	4297	24902
	%	82.74	17.26	100
Grade 5	#	15326	4259	19585
	%	78.25	21.75	100
Grade 6	#	13090	4308	17398
	%	75.24	24.76	100
Grade 7	#	13380	4310	17690
	%	75.64	24.36	100
Grade 8	#	10936	4220	15156
	%	72.16	27.84	100
Grade 9	#	8670	3799	12469
	%	69.53	30.47	100
Grade 10	#	7628	3459	11087
	%	68.8	31.2	100
Grade 11	#	6392	2954	9346
	%	68.39	31.61	100
Grade 12	#	5528	3247	8775
	%	63	37	100
Total	#	196,320	55,526	251,846
	%	77.95	22.05	100

Table 10. Number and percentage of EL students enrolled in an EL instructional design: SY 2020-21

EL Instructional Design	Design count	Design %
Dual Language – Two Way	16116	6.4
Dual Language – One Way	20211	8.03
Transitional Bilingual Program – Self Contained	21401	8.5
Transitional Bilingual Program – Collaboration	41300	16.4
Transitional Program in English – Self Contained	12652	5.02
Transitional Program in English – Collaboration	44550	17.69
None of the Above	95616	37.97
Total	251846	100

Table 11. Number and percentage of EL students by overall composite proficiency level on the ACCESS for ELLs® and grade cluster: SY 2020–21

Grade Level		Composite Proficiency Levels								
		1.0–1.9	2.0–2.9	3.0–3.9	4.0–4.9	5.0–5.9	6.0	Null	Total	4.8+
K	#	8,228	2,129	2,093	1,912	367	0	10,242	24,971	660
	%	32.95	8.53	8.38	7.66	1.47	0	41.02	100	2.64
Grade 1	#	2,238	5,184	6,046	1,890	474	45	8,846	24,723	722
	%	9.05	20.97	24.45	7.64	1.92	0.18	35.78	100	2.92
Grade 2	#	1,365	3,710	7,188	3,360	405	15	8,821	24,864	735
	%	5.49	14.92	28.91	13.51	1.63	0.06	35.48	100	2.96
Grade 3	#	1,169	2,902	7,414	4,337	512	12	9,160	25,506	953
	%	4.58	11.38	29.07	17	2.01	0.05	35.91	100	3.74
Grade 4	#	673	1,158	5,623	6,573	1,692	239	8,944	24,902	2,772
	%	2.7	4.65	22.58	26.4	6.79	0.96	35.92	100	11.13
Grade 5	#	543	1,088	4,862	4,700	816	91	7,485	19,585	1,494
	%	2.77	5.56	24.83	24	4.17	0.46	38.22	100	7.63
Grade 6	#	532	2,104	5,809	1,500	63	7	7,383	17,398	134
	%	3.06	12.09	33.39	8.62	0.36	0.04	42.44	100	0.77
Grade 7	#	579	1,889	5,133	2,019	165	7	7,898	17,690	305
	%	3.27	10.68	29.02	11.41	0.93	0.04	44.65	100	1.72
Grade 8	#	559	1,581	3,791	1,620	161	7	7,437	15,156	310
	%	3.69	10.43	25.01	10.69	1.06	0.05	49.07	100	2.05
Grade 9	#	317	1,057	3,646	1,676	204	15	5,554	12,469	357
	%	2.54	8.48	29.24	13.44	1.64	0.12	44.54	100	2.86
Grade 10	#	399	1,160	2,865	1,369	171	2	5,121	11,087	299
	%	3.6	10.46	25.84	12.35	1.54	0.02	46.19	100	2.7
Grade 11	#	412	1,091	2,225	871	95	0	4,652	9,346	173
	%	4.41	11.67	23.81	9.32	1.02	0	49.78	100	1.85
Grade 12	#	414	874	1,473	496	39	1	5,478	8,775	77
	%	4.72	9.96	16.79	5.65	0.44	0.01	62.43	100	0.88
Total	#	17,428	25,927	58,168	32,323	5,164	441	97,021	236,472	8,991
	%	7.37	10.96	24.6	13.67	2.18	7.37	41.03	100	7.37

Table 12. Comparison of performance of EL students with non-EL students on the 2019 IAR and SAT (ELA) by grade level: SY 2020–21

		Number of Students Meeting or Exceeding ELA Standards							
EL status		**Grade level**							
		3	**4**	**5**	**6**	**7**	**8**	**11**	**Total**
ELs	**Total tested**	24086	23488	18481	16378	16604	14657	8827	122521
	Total proficient	1433	973	410	224	331	292	110	3773
	Proficient %	5.95	4.14	2.22	1.37	1.99	1.99	1.25	3.08
Long-term ELs	**Total tested**	209	898	1280	7319	7698	6340	2269	26013
	Total proficient	7	51	23	86	113	86	17	383
	Proficient %	3.35	5.68	1.8	1.18	1.47	1.36	0.75	1.47
Former ELs	**Total tested**	5541	7409	13290	17455	18459	22012	22239	106405
	Total proficient	1582	2083	3385	3788	4181	4524	4812	24355
	Proficient %	4.4	5.7	10.06	12.79	13.06	15.06	15.2	22.89
Non-ELs	**Total tested**	101783	106578	113654	120053	124731	131517	137482	835798
	Total proficient	25047	25898	28219	29018	31426	32260	43998	215866
	Proficient %	24.61	24.3	24.83	24.17	25.2	24.53	32	25.83
Grade Total	**Total tested**	131619	138373	146705	161205	167492	174526	170817	1090737
	Total proficient	28069	29005	32037	33116	36051	37162	48937	244377
	Proficient %	13.94	15.7	14.32	15.58	16.77	18.65	17.52	27.69

Table 13. Comparison of performance of EL students with non-EL students on the IAR and SAT (Math) by grade level: SY 2020-21

		Number of Students Meeting or Exceeding Math Standards							
EL status		**Grade level**							
		3	**4**	**5**	**6**	**7**	**8**	**11**	**Total**
ELs	**Total tested**	24087	23488	18484	16382	16607	14660	8827	122535
	Total proficient	1794	949	384	135	261	199	194	3916
	Proficient %	7.45	4.04	2.08	0.82	1.57	1.36	2.2	3.2
Long-term ELs	**Total tested**	209	899	1282	7319	7701	6343	2269	26022
	Total proficient	14	40	26	40	63	46	23	252
	Proficient %	6.7	4.45	2.03	0.55	0.82	0.73	1.01	0.97
Former ELs	**Total tested**	5539	7412	13287	17456	18454	22018	22239	106405
	Total proficient	1639	1906	2750	2615	3346	3326	4641	20223
	Proficient %	29.59	25.72	20.7	14.98	18.13	15.11	20.87	19.01
Non-ELs	**Total tested**	101791	106595	113651	120059	124706	131539	137481	835822
	Total proficient	27035	21678	22806	20645	24496	24172	38847	179679
	Proficient %	26.56	20.34	20.07	17.2	19.64	18.38	28.26	21.5
Grade Total	**Total tested**	131626	138394	146704	161216	167468	174560	170816	1090784
	Total proficient	30482	24573	25966	23435	28166	27743	43705	204070
	Proficient %	44.00	34.41	25.01	16.52	20.71	17.38	24.36	23.39