

SOL

STATISTICS ON LATINOS
BY LATINO POLICY FORUM



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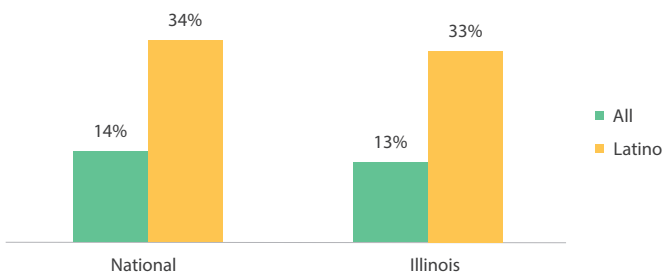
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Foundations of Academic Success for Latinos and English Learners

For more than fifteen years, the United States and Illinois have operated schools under federal law known as the “No Child Left Behind Act.” NCLB was designed to draw attention to the academic performance of all students and for the first time required reporting on academic achievement by socioeconomic and racial subgroups. Compliance with NCLB resulted in a variety of school reform initiatives, improvement plans, and sanctions. New federal legislation passed in December 2015, known as the “Every Student Succeeds Act” (ESSA), shifts the responsibility from the federal level to state departments of education and is more inclusive of early childhood students and English learners.

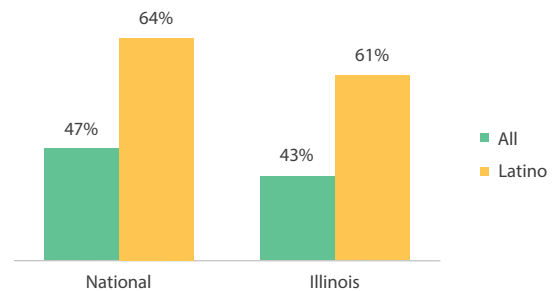
This brief provides a statistical snapshot of the key indicators that affect educational outcomes for Latino children. The data provides information on national and Illinois outcomes through 2015. The indicators present a compelling case of challenges and opportunities in designing innovative educational solutions to ensure that the 25% of Illinois school children who are Latino, can succeed academically.

Children Under 18 In Families Where The Household Head Lacks A High School Diploma (2014) ¹



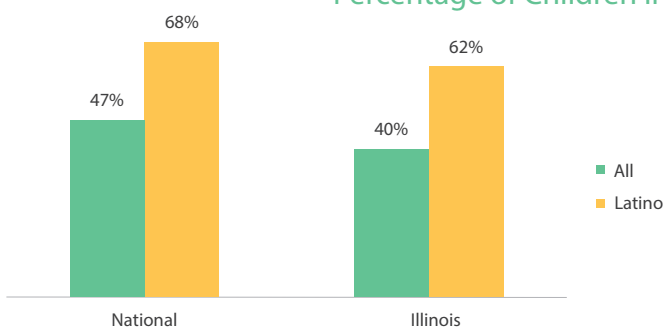
One third of Latino children are originating from a home where at least one of the parents has less than a high school education. Research shows that the level of educational attainment of parents has an influence on the academic achievement of their children.

Percentage of Low-Income Children Under Age 6 (2014) ²



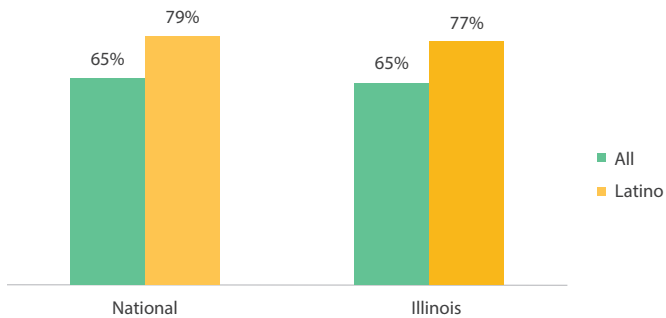
The majority of Latino children under the age of six met the federal guidelines for low income status. Low income is defined as a family of 4 earning less than \$48,016 per year.

Percentage of Children in Title 1 Schools (2014) ³



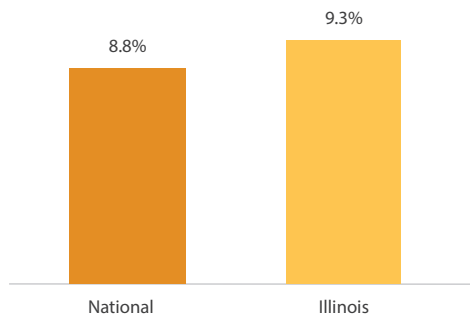
Schools meet the federal criteria for Title I when 40 percent or more of the students enrolled qualify as low income based on family earnings. “Schools in low socioeconomic areas are underfunded when compared to higher socioeconomic neighborhoods. They tackle chronic issues with a chronic lack of resources.” ⁴

Fourth Graders Who Score Below Proficient Reading Level (2015) ⁵



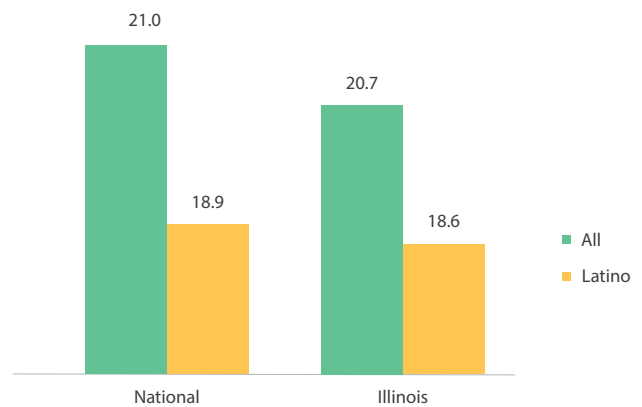
In Illinois, the majority of Latino students (77%) are not reading at grade level, as demonstrated by the National Assessment of Educational Progress. “The ability to read is critical to a child’s success in school, life-long earning potential and their ability to contribute to the nation’s economy and its security.” ⁶

English Learners K-12 (2014) ⁷



In 2013-14 Illinois had more than the national average of English Learners in K-12. This percentage does not include the English learners enrolled in preschool. ELs are enrolled in 85 out of 102 counties in Illinois. ⁸

Average Composite ACT Scores (2015) ⁹



Benchmark scores provide an effective means for communicating college readiness to high school students. “Success is defined as a 50% or higher probability of earning a B or higher in the corresponding college course or courses.” Latino students scored an average composite of 18.6 in Illinois which is significantly below the average ACT score which is 20. ¹⁰

SOURCES AND CITATIONS

- ¹ 2014 National Kids Count
- ² National Center for Children in Poverty ACS 2014
- ³ Department of Education 2014: Ed Data Express
- ⁴ Slade, S. (2015) “Poverty Affects Education—And Our Systems Perpetuate It,” ASCD
- ⁵ NAEP 2015, Kids Count Data Center
- ⁶ Early Warning Confirmed: A Research Update on Third-Grade Reading, 2013, The Annie E. Casey Foundation, Baltimore, Maryland
- ⁷ Ed Data Express 2014
- ⁸ ISBE-English Language Learning Division.(2013, July). Retrieved from Illinois State Board of Education: http://www.isbe.net/research/pdfs/ell_program_stat_report12.pdf P.5
- ⁹ The ACT Profile Report –State Graduating Class 2015 Illinois
- ¹⁰ 2008 ACT College Readiness Standards

ABOUT SOL

SOL is a series of periodic policy briefs that combines data with insightful analysis from the Latino Policy Forum. The series will provide a unique snapshot of the growth, influence and challenges of the local Latino community, for use by community leaders, urban planners, elected officials, journalists, and anyone interested in building a shared future for all of Illinois.

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