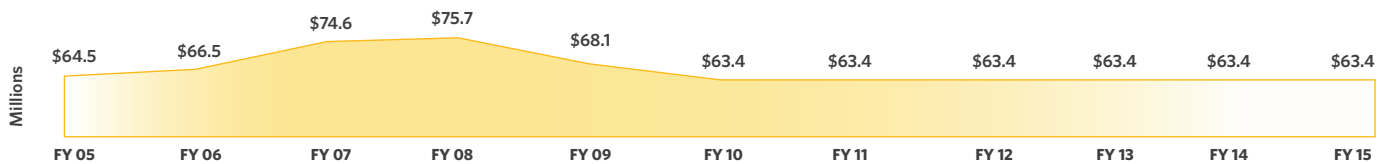




STATISTICS ON LATINOS
BY LATINO POLICY FORUM

BILINGUAL EDUCATION WORKS IN ILLINOIS:

Expansion, Enrichment, and Effectiveness



State allocation for bilingual education at lowest level in ten years

EXPANSION & ENRICHMENT

The state's investment in bilingual education has not kept pace with the growing English Learner (ELs) student population—to the extent that the state's investment is at its lowest level in ten years.¹ Bilingual funding is fundamental for supplementing local school districts' investment in the educational needs of ELs. School districts continue to grapple with cuts.

- Over 207,000 children in Illinois identify as ELs, accounting for **nearly ten percent** of students.²
- EL student population has **grown** by 33 percent, since 2005.³
- 66 percent of ELs attend school **outside** of Chicago.⁴
- EL students are enrolled in school districts in **85 of 102 counties**.⁵

Without continued support the reduction of bilingual funding can adversely affect:⁶

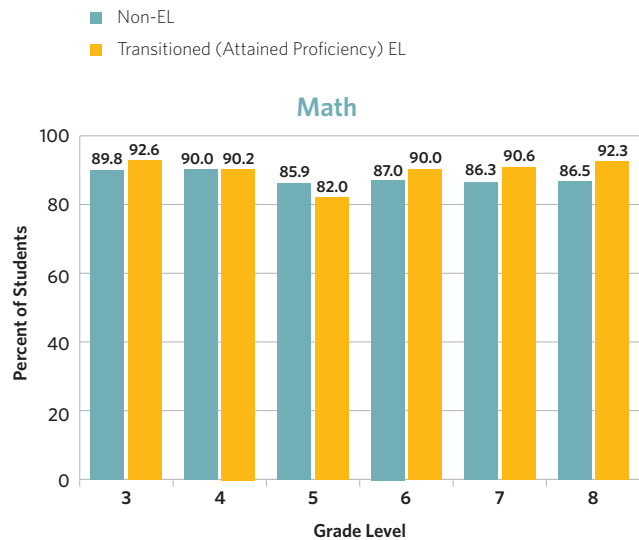
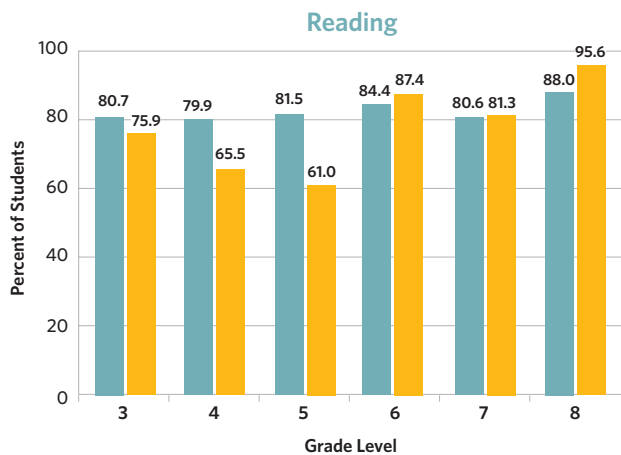
- Ongoing professional development inclusive of strategies to implement best practices and evidence based techniques to support English language acquisition, and technology incorporation;
- Teaching positions to reduce average class size ratios;
- Summer school and after school enrichment activities, such as tutoring;
- Parent and community engagement activities and resources;
- Valid and appropriate evaluation and assessment instruments.

How do ELs perform on standardized tests in comparison to English-only speaking peers?

EFFECTIVENESS

Longitudinal research contends that support of a child's home language development over time not only builds English proficiency, but provides enduring positive effects on their academic achievement.⁷ Illinois State Board of Education student test scores clearly show when students successfully transition out of bilingual education they outperform their English speaking peers. This gap can be seen into their middle school years as measured by Illinois standardized testing.⁸

Comparison of Transitioned EL students with Non-EL Students on the 2012 ISAT Reading and Mathematics by Grade Level Meeting or Exceeding Standards: SY 2012 (Sources: ISAT and 2012 ACCESS Data)



*Transitioned EL students obtained at least (overall) composite proficiency level of 4.8 and literacy composite proficiency level of 4.2 on the 2012 ACCESS for ELLs. Source: ISBE Bilingual Education Programs and English Language Learners in Illinois Report, 2013

Investing in bilingual education supports positive outcomes for students throughout Illinois.

ENDNOTES

- 1 Illinois Advisory Council on Bilingual Education. (2013, January 1). Illinois State Board of Education. Retrieved from <http://www.isbe.net/bilingual/pdfs/IACBE-pa097-0915-rpt-010113.pdf> **P.11**
- 2 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.3**
- 3 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 (Percent increase of ELLs from 2005 to 2012: $(207,417 - 156,350) / 156,350 = .3266$ or 33%) **P.5**
- 4 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 (Total ELL student-Chicago Students/total ELL students) $(207417 - 69689) / 137728 = 0.664$ or 66%)
- 5 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**
- 6 Illinois State Board of Education . (2013, July 1). 2013 Bilingual Education

- Program Delivery Report. Retrieved from <ftp://help.isbe.net/webapps/BilEdPgmDelRpt/pdf/PDRUserGuide.pdf> **P.15-18**
- 7 Collier, Virginia P. and Wayne P. Thomas (2004) The Astounding Effectiveness of Dual Language Education for All." NABE Journal of Research and Practice, 2:1-20
 - Bialystok, Ellen (2008). "Second-Language Acquisition and Bilingualism at an Early Age and the Impact on Early Cognitive Development," Encyclopedia on Early Childhood Development: 1-8. Accessed on October 21, 2013: http://www.child-encyclopedia.com/documents/BialystokANGxp_rev.pdf
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 - 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.19 and P.21**

ABOUT SOL

SOL is a series of periodic policy briefs that combines data with insightful analysis from the Latino Policy Forum. The series provides 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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