

**DANDO UN PASO ¿PA' LANTE O PA' TRAS?
LATINOS IN THE CHICAGO PUBLIC SCHOOLS
SEPTEMBER 2004**

**2nd Legislative District Education Advisory Committee
The Honorable Senator Miguel del Valle**

Committee Members

Maria J. Vargas, Chair
Hector L. Aponte
Ann Aviles
Loretta Capeheart
Erica R. Davila
Marta Hanchuk
Julietta Pasko
Angela Pérez Miller

Authors

Ann Aviles
Loretta Capeheart
Erica R. Davila
Angela Pérez Miller

Executive Summary

Dando un Paso ¿Pa'Lante o Pa'tras? Latinos in Chicago Public Schools

Latino students make up 36.4%¹ of the Chicago Public Schools (CPS) student population. Although Latino students compromise a large portion of the CPS student population, only 12.6% of teachers and 13.5% of principals are Latino. Furthermore, 14.3% of CPS students are limited-English proficient and the first language for approximately 80% of these students is Spanish. However, according to data received from CPS in 2003, there is *one* Spanish bilingual psychologist per 6,390 Latino students, and only *one* Spanish bilingual social worker per 2,754 Latino students. In compliance with the federal education reform legislation, No Child Left Behind (NCLB), CPS conducted teacher audits and found that the percentage of teachers failing to meet NCLB standards (highly qualified) is consistently higher at all of the primarily, Latino high schools than the CPS average of 12%.

Thus, considering the overall shortage of CPS teachers, counselors and support staff in CPS, the problem is exacerbated in schools serving predominately Latino populations. These professionals often lack appropriate certification. For example, Spanish-speaking English Language Learners (ELL) receive services at a ratio of *one* teacher per 42, 30% of Spanish bilingual teachers at CPS are substitute teachers, there are only 117 bilingual Spanish-speaking special education teachers, there are only 37 Spanish-speaking teachers who are certified in special education making the ratio of 1 certified special education teacher to 194 ELL students with disabilities. Finally, only 6% of the 819 elementary school counselors, 11% of all occupational therapists, 8.5% of all physical therapists and 7% of all certified school psychologists are bilingual, not necessarily Spanish, the statistics for specific language are not available.

Overcrowding in the Chicago Public Schools remains a serious problem. Overcrowded classrooms lead to unmanageable class sizes and poor learning conditions. In 2002, 31% of CPS elementary schools were overcrowded, and 22% of CPS high schools were overcrowded. Approximately 161,419 Chicago students attended overcrowded schools, 37% of the total student body. Neighborhood Capital Budget Group (NCBG) data indicate that at the national level, schools with a majority of students of color are 3.7 times more likely to be severely overcrowded than schools with less than 5 percent students of color. More elementary schools are overcrowded than ever before in CPS particularly in Latino communities where young populations continue to grow.

Latino students are facing many structural challenges within CPS. These challenges begin with the very youngest children who should be receiving a high quality early childhood education. Although Latinos make up 40.8% of CPS preschool enrollment, Latinos make up only 30.2% of Head Start students and only 9.2% of students attending Child Parent Centers, although parent income data would support a higher eligibility rate for these programs designed to serve families with low income. In addition, although Latino children make up 36.3% of early childhood enrollment; only 19.9% of the teachers are Latino, while 55.2% are white. Latinos also made up the majority of the 11,660 children on waiting lists for early childhood enrollment in 2002-03. Latinos are under represented in full-day kindergarten (33.9%) and over represented in half-day kindergarten (57.3%) because the schools where Latino children can attend are over-crowded and space is not made available for this important option for students

¹ 159,646 in 2002-2003

in low-income areas. CPS has already stated they will be unable to consider applications for Full-Day Kindergarten for the 2004-2005 school year due to overcrowding.

Current assessment policies (P. L. 107 No Child Left Behind Act) require that all students participate in test taking. These tests are even administered to students who have not reached English language proficiency. The use of English only tests result in a disadvantage to English Language Learners (ELL), as the tests are designed for monolingual English students. Among CPS students Latinos scored at a rate below white students in every grade and every subject on the ITBS. These percentages include all Latino students-those proficient in English and those just learning English. In 2002, 43.2% of CPS students 3rd through 8th grades passed the Iowa Test of Basic Skills (ITBS). In the 2nd legislative district in 2003, 21 out of 33 schools had less than 40% of the students scoring at grade level in reading while only 8 of the 33 had less than the 40% in math. Furthermore, eleventh grade Latino students pass the Prairie State Achievement Examination (PSAE) at a rate lower than the CPS pass rate, lower than the Illinois rate, and below the rate of White students. In 2002, only 35% of Latino students passed reading, 26% math, and 20% science. In the same year the average ACT composite score at 16 predominantly Latino high schools was 15.5, while the city average was 16.5 and the state average was 19.9. In 2003 the average number of CPS 11th grade high school students passing the PSAE was 30.1%. The percent passing in predominantly Latino high schools were: Clemente 11%, Wells 12.9%, Kelvyn Park 8.9%, Foreman 10%, Juarez 14.5%, Farragut 11.2%, Kelly 19.7%, Schurz 17.8%, Roosevelt 16.2%, Gage Park 9.6%, and Steinmetz 20%.

Besides the assessment issues that may, in fact, lead to increase in school dropout rates for all students, predominately Latino school have long been plagued with high dropout rates. As of 2002, the percentage of Latino CPS dropouts is significantly higher than the statewide average for Latinos as reported by CPS and ISBE, 14.6% in CPS as compared to 11.4% statewide. Based on recently collected data, the Greater West Town Community Development Project reports the Latino drop out rate of 17.6% in CPS. As reported by CPS in 2002 the dropout rate at Clemente was 17.5%, Foreman 20.5%, Juarez 22.6%, Kelvyn Park 22.2%, Steinmetz 18.7%, Schurz 13.7%, and Wells 10.5%. High schools that are predominantly Latino (50% or more) had dropout rates that were at least twice the Illinois state average which was 4.9% in 2003.

Latino ELL students face many problems due to the poor policies that do not support their linguistic educational needs (e.g., promotion policy, assessment). Their bilingual potential is an asset to our city's employment market and should be fully supported by CPS in the Transitional Bilingual Education (TBE) and General Education Programs. In the 2001-02 academic year, after five years in the TBE program 2,247 ELL students were removed from the TBE program without meeting exit criteria due to existing policies and practices.

Latinos are not adequately represented in all schools or programs within the public schools of Chicago. For example, only 9.8% of the enrollment in the seven CPS vocational schools is Latino. The lack of vocational education opportunities for potential students that are unable to commute long distances to schools that are not in Latino neighborhoods results in an under representation of Latinos in vocational schools. Thus, obliging students seeking vocational skills to enroll in programs through community colleges and/or costly private technical schools. It is through these schools that Latinos not intending to seek immediate post-secondary education will receive the training necessary to secure jobs with living wages and opportunities for stable careers.

Utilizing the data we received from CPS and other data sources we answered the question: Dando un Paso ¿Pa'Lante o Pa'tras? Regretfully, education policies at the federal, state and local level have pushed Latinos backward (Pa' tras) instead of forward (Pa' lante). Latinos in CPS are facing many of the same concerns that their parents and grandparents faced, including a continued disregard for Latino language and culture resulting in under-representation in preschool programs, gifted programs and other academic options, high drop-out rates, low test scores, inadequate school facilities, under funded reform policies, and a horrendous lack of Latino cultural representation among teachers and principals. Moreover, the challenges faced by Latinos in CPS, including students, parents, teachers, principals, and other school staff, have intensified due to a lack of program development to meet the needs of a growing community. As advocates for an equitable education for all children, we recognize the urgency of resolving these inequities for Latino children and adolescents so they may indeed be educated to their fullest capacity and qualified, then, to take their place in a society that requires and increase English, math, and science literacy. Currently, CPS is not doing enough for Latino students, of all ages, of all racial/ethnic backgrounds, of all levels of English proficiency, in all neighborhoods in Chicago.

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I. THE STATUS OF LATINOS IN CHICAGO PUBLIC SCHOOLS

A. INTRODUCTION:

In the state of Illinois, the predictable growth of Latinos, a growth of 69% between 1990 and 2000 (Zurita, 2003), has resulted in an increase of 16.2% for Latinos in public schools, and yet the percentage of Latino teachers in Illinois is only 3.7% of public school teachers (Illinois State Board of Education, 2002). Clearly Latino students are not afforded the greatly needed cultural role models at school. Further, they are not assured that there are an adequate number of bilingual (Spanish) and bicultural teachers to deliver instruction and support to Latino students in a culturally and linguistically appropriate manner. The data provided in this section shows the under representation of Latino teachers relative to Latino students in Chicago Public Schools.

As of the 2002-2003 school year, there were 78 Chicago Public Schools (CPS) with an enrollment that included 85% or more Latino students (72 are elementary schools and 6 are high schools). CPS uses the term “Primarily Hispanic” to designate schools with 85% or more Latino students. Elsewhere in this report descriptions of Predominantly Latino schools are offered. These schools have 50% or more Latino students, so the CPS estimate is a bare minimum estimate of where bilingual and ELL services should be.

B. DATA AND ANALYSES:

All data provided are the most current made available by CPS or through public sources at the time of this report. Please see the reference page at the end of this report for data sources. Data provided come mostly from Chicago Public Schools. The Chicago Public Schools (CPS) provides much of the information used to create the tables in this section of the report on their web site under the “At A Glance” button.

Table 1.1: Race/Ethnicity of CPS Students, Teachers, Principals, and Staff, 2002

Race/Ethnicity	Students	Teachers	Principals	All Staff
Number	438,589	26,548	587	45,077
Percent Latino	36.4	12.6	13.5	16.5
Percent White	09.2	45.7	31.7	34.5
Percent African-American	50.9	38.5	54.2	46.4
Percent Asian/Pacific Islander	03.3	02.7	00.5	02.3
Percent Native American	00.2	00.5	00.2	00.4

Source: <http://www.cps.k12.il.us/AtAGlance.html>

- Latinos make up over one third of the CPS student population second only to African-Americans in number.
- Latinos are under represented among the overall staff, further under represented among principals, and even further under represented among teachers. Latino students do not have adequate access to staff, faculty, or administrators with similar cultural and linguistic backgrounds.
- The Illinois State Board of Education recommends the use of national guidelines which require 1 psychologist per 1,000 students. CPS currently has 1 psychologist per 1,687 students and only 1 Spanish bilingual psychologist per 6,390 Latino students. There is only 1 social worker per 1,163 students in CPS and 1 Spanish bilingual social worker per 2,754 Latino students. Illinois State law requires that personnel who evaluate students know the language used in the student’s home.

Student Enrollment

- 19,527 Pre-School
- 2,261 Pre-School special education
- 31,655 kindergarten
- 284,082 elementary (1-8)
- 101,064 secondary (9-12)

Average Pupil/Teacher Ratios

- 22.6 pupils per teacher in elementary schools
- 20.0 pupils per teacher in high school

Other Student Information

- 85.3 percent of students are from low-income families
- 21.0 percent of Illinois public school students attend CPS
- 14.3 percent of CPS students are limited English proficient (LEP)

Source: <http://www.cps.k12.il.us/AtAGlance.html>

Table 1.2: CPS Funding, Fiscal Year 2003

Funding Sources

Local:	\$1.703 billion
State:	\$1.273 billion
Federal:	\$0.691 billion
Total:	\$3.667 billion

Source: <http://www.cps.k12.il.us/AtAGlance.html>

The majority of funding for CPS comes from local sources. The State of Illinois provides the second largest portion of funding dollars. The least number of dollars to fund CPS come from federal sources.

**Table 1.3: Chicago Public Schools Budgeted Appropriations for Federal Title I
Low Income Funds in Millions
Prepared by Cross City Campaign for School Reform, 2004**

	1998	2004	\$ Increase 1998-2004	% Increase 1998-2004
Total Federal Title I*	\$170	\$250	\$80	47%
Federal Title I Budgeted to Schools*	\$132	\$150	\$18	14%
Percent Funds Budgeted to Schools	78%	60%		

CPS 1998 and 2004 Budgets: Distribution of Appropriations by Major Fund Categories and Unit Groups and prepared by Cross City Campaign for School Reform

*Federal Title I appropriations exclude funding for Child Parent Center.

Table 1.3 demonstrates that CPS is receiving more Federal Title I funds under NCLB, but, it is also centralizing more funds under whole district control, and proportionately less funds are going to the schools. While it is true that some of the Federal Title I money that is not budgeted to the schools pays for direct services to students, such as summer school for retained students, there is no public accountability for the centralized funds. Unless explanations for funding expenditures are made public - the public has no way of knowing how the funds are spent, nor can they provide input as to how funds should be spent (D. Lauber, personal communication, February 6, 2004).

Table 1.4 Ten Most Overcrowded Elementary Schools (2001-2002)

School	% Overcrowded	Percent Latino
Lenart Center	177%	10%
Twain	167%	41%
Shields	158%	97%
Marsh	147%	91%
Reilly	146%	82%
Hurley	146%	83%
Field	139%	52%
Seward	136%	97%
Peck	136%	89%
Avondale	136%	89%

Table 1.5 Ten Most Overcrowded High Schools (2001-2002)

School	% Overcrowded	Percent Latino
Kelly HS	174%	87%
Hancock HS	148%	79%
Mather HS	131%	33%
Foreman HS	122%	68%
Bogan Tech HS	122%	26%
Kelvyn Park HS	121%	95%
Gage Park HS	119%	58%
Steinmetz HS	118%	50%
Amundsen HS	117%	48%
Kennedy HS	117%	45%

Available at: <http://www.ncbg.org/schools/overcrowding.htm>

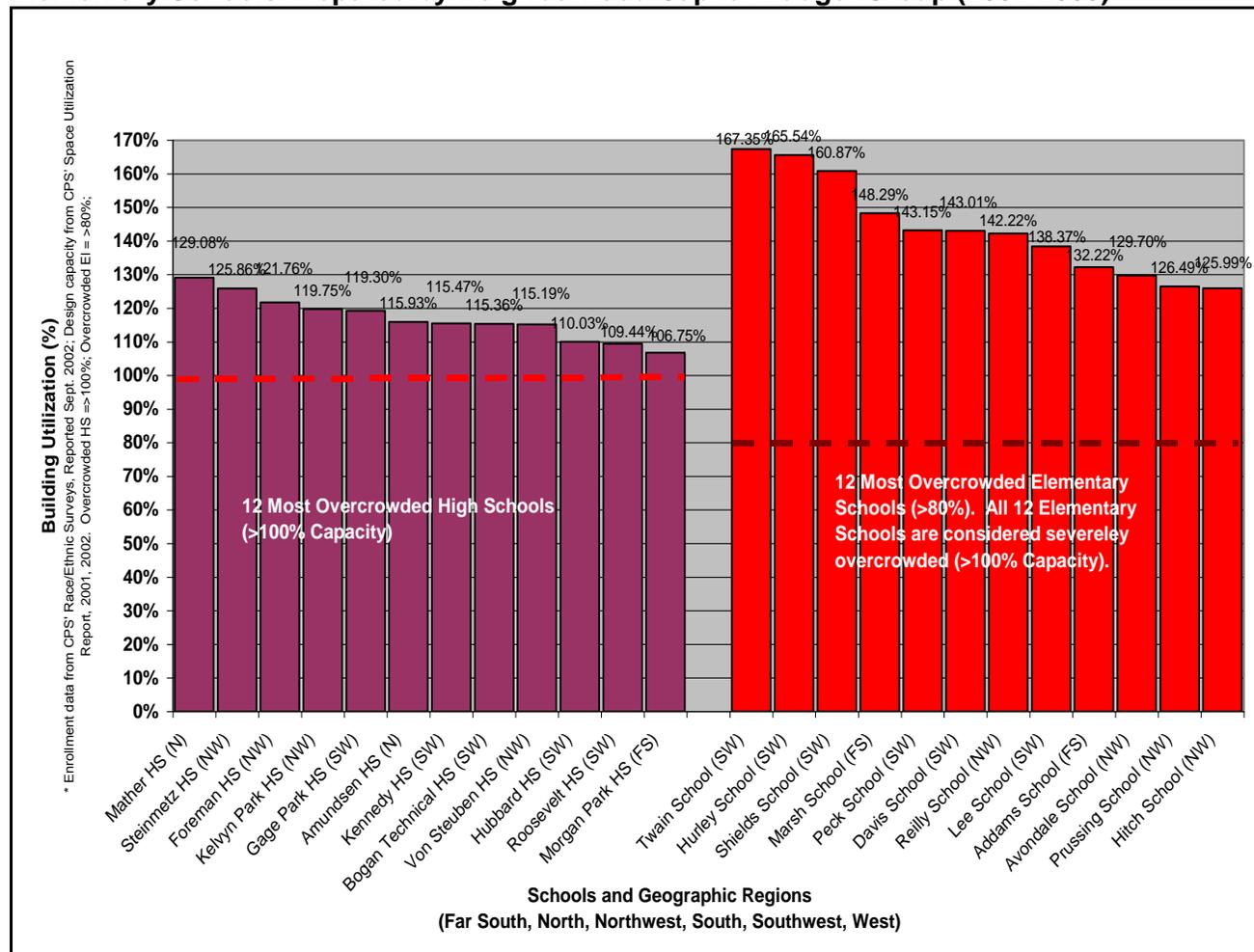
What is considered overcrowded?

The Chicago Public Schools determine whether a school is overcrowded by dividing the number of students in a school (the enrollment) by the number of students that school can hold (the design capacity). An elementary school is considered overcrowded if its enrollment is 80 percent or more of the design capacity. Elementary schools that operate at more than 100% of their design capacity are considered severely overcrowded. While elementary schools are considered overcrowded if their enrollment is at least 80% of their "design capacity," CPS says that high school overcrowding is defined if their capacity exceeds 100%.

Source: Neighborhood Capital Budget Group, 2002

- More elementary schools are overcrowded than ever before in Chicago. After a four year decline in elementary school enrollment since the 1996-97 school year (when 155 elementary schools were overcrowded), overcrowding is now soaring to record levels. Despite investments in more classroom space, CPS is not keeping up with rising enrollment, primarily at schools serving predominately Latino student populations. (*Neighborhood Capital Budget Group, 2002*).
- Seven of the ten most overcrowded CPS elementary schools are Predominantly Latino schools.
- Six of the ten most overcrowded CPS high schools are Predominantly Latino schools.
- During the 2001-2002 school years, 19 Chicago high schools were overcrowded (22%). This means that 33,221 high school students endeavored to learn in overcrowded schools.

Figure 1.1: The "Dirty Dozen" Most Overcrowded High Schools & Overcrowded Elementary Schools Prepared by Neighborhood Capital Budget Group (2002-2003)



Source: Lee, NCBG, January 2004

Figure 1.1 demonstrates the twelve most overcrowded elementary and high schools during the 2002-2003 school year. Comparing these data to those provided for 2001-2002 we can see that overcrowding continues to be a significant problem in Latino high schools and elementary schools.

C. FINDINGS:

- CPS' share of Federal Title I funds has increased substantially, 43%, since 1998. During the same period, funds budgeted to the schools have increased by only 14%. CPS has decreased the percentage of Federal Title I funds budgeted to the schools from 78% in 1998 to only 60% in 2004 (D. Lauber, personal communication, February 6, 2004).
- Overcrowding in the Chicago Public Schools remains a serious problem. Overcrowded classrooms lead to unmanageable class sizes and poor learning conditions. In 2002, 31% of CPS elementary schools were overcrowded, and 22% of CPS high schools were overcrowded. Approximately 161,419 Chicago students attended overcrowded schools,

37% of the total student body. The situation has not improved. Most schools that were severely overcrowded in 2002 remain this way.

- A majority of overcrowded schools at both the elementary and secondary (high school) level are predominantly Latino schools. Therefore, Latino students are more at risk of suffering from the large classes and poor learning conditions associated with overcrowding than are other students.
- A recent teacher audit, which was undertaken for purposes of the No Child Left Behind (NCLB) federal legislation, involved the credential review of 25,496 teachers. Of the teachers reviewed, 12% did not meet the “highly qualified” standard required by NCLB. The percentage of teachers failing to meet NCLB standards is higher than the 12% average at all primarily Latino high schools: Chavez 24%; Farragut 26%; Juarez 14%; Kelly 18%; and Kelvyn Park 27%. By comparison, some schools fall well below the average 12% of teachers failing to meet NCLB standards. Von Steuben has only 5% of teachers failing to meet NCLB standards and Young has only 3% failing to meet this standard. Clearly, CPS can provide highly qualified teachers.
- The percentage of teachers meeting NCLB standards varies by area. The areas with the most teachers failing to meet standards are: Area 4 with 20% on the northwest side, Area 7 with 18% on the west side, and 23 with 17% on the south side. Those with the least failing to meet standards are: Area 11 with 4% on the south west side, and Area 1 with 7% on the far northwest side.
- NCLB legislation provides the opportunity for students in low performing schools to transfer to high performing schools. In 2003, according to CPS approximately 270,000 CPS students were eligible to transfer, 19,000 of these students sought to move out of low performing schools. However, CPS had spaces for only 1,035 (Banchero & Olzewski, 2003). Despite NCLB legislation, CPS does not have the space to accommodate the needs of these students.

What is the NCLB? No Child Left Behind (NCLB) includes a set of requirements put in place by federal law. These requirements are meant to ensure quality education for all public school students. Some requirements affect the quality of teachers in the classroom. This should increase the level of education and preparation of classroom teachers. CPS is behind in reaching the goals set by NCLB for teacher certification.

NCLB also requires testing of students to evaluate student learning. There is much controversy over the validity of these tests and whether they are appropriate in understanding student needs and achievement.

Current goals require no fewer than 40% of students of each racial/ethnic group in each school meet testing requirements. Any school in which more than 40% of any racial/ethnic group of students does not pass the exam will be placed on an early warning list. If the school does not show significant improvement, they are placed on the Academic Watch List. In 2002, 52 schools in the state of Illinois were put on the Academic Watch List. Of these 52 schools across the state, 47 were Chicago Public Schools (31 CPS High Schools, 14 CPS Elementary Schools, and 2 CPS Middle Schools).

The 2002 Academic Watch List in county order may be accessed at the following website, <http://www.isbe.net/pdf/02watchlist.pdf>.

For more on NCLB go to: <http://www.isbe.state.il.us/nclb/default.htm>

D. RECOMMENDATIONS:

- Substantial funding must be allocated for the building of new schools to alleviate the overcrowded conditions at Chicago Public Schools. New schools must be built in neighborhoods with large Latino populations to alleviate the current imposition of seriously detrimental learning conditions on Latino students. The issue of overcrowding is also impeding the implementation of first choice mandated by NCLB, which allows students in “low performing” schools to transfer to another school. In the 2003-04 school year, while 19,000 students applied (270,000 students qualified), there was only space for 1,035 students. However, the preferred alternative of supplemental support services for Latino students is equally at a substandard level.
- CPS must hire and retain many more teachers and other professionals in order to serve the large and growing numbers of Latino students in CPS. Latino educators and professionals are in a better position to understand the cultural and linguistic needs of Latino students. Latino students currently make up over one third of the student population. Latino teachers and professionals should also make up over one third of teachers and pupil support services personnel at all levels and including specialized programs.
- Predominantly Latino schools must be staffed with highly qualified teachers. This will help to insure the opportunity for an equal education for Latino students. A majority of Latino students attend segregated, predominantly Latino schools. The teachers at these schools are less likely to meet the new federal NCLB standards for highly qualified teachers than teachers at non-Latino schools.
- CPS must thoroughly evaluate the implementation of the NCLB support services component. If Latino students are to benefit from NCLB support services, CPS must have these in place for the next school year. A majority of Latino students attend schools that NCLB standards have deemed “low performing.” Despite CPS’ attempt to implement these standards, Latino students are not receiving the *first choice* and *supplemental services* they so desperately need and want. This lack of academic support will have a negative impact on their test scores and on their academic success.
- CPS should disclose to the public the manner in which Federal Title I funds controlled by the central administration are distributed.
- To assure compliance with state laws and new federal regulations, such as NCLB, state and federal funding to CPS must be increased substantially. Latinos are not currently benefiting from the few dollars allocated.
- Partnerships with universities and colleges should be developed and supported to help increase the number of bilingual/bicultural teachers.

II. ACADEMIC OPTIONS

A. INTRODUCTION:

Chicago Public Schools offer a number of school options designed to meet the needs of a variety of students. In this section, these schools will be described and data concerning the representation of Latinos and other racial/ethnic groups will be provided. This section focuses on the needs of students attending the elementary and secondary schools. In section three, the early childhood program issues are discussed, because the needs of early childhood and pre-kindergarten students are great and growing.

B. DATA AND ANALYSES:

All data provided are the most current made available by CPS or through public sources at the time of this report. Please see the reference page at the end of this report for data sources. Data provided come mostly from Chicago Public Schools. The Chicago Public Schools (CPS) provides much of the information used to create the tables in this section of the report on their web site under the "Schools" button. Descriptions of the some of the schools and programs listed in Table 2.1 can be found at the end of this Data and Analyses section.

Table 2.1: Schools in CPS, by grades where data allow (2004)

School Type	Elementary	Middle	High School	Total
Achievement Academies				7
Alternative				40
Charter	18	1	6	25
Classical	5			5
Education-to-Career Programs			65	65
Full Site Magnet	33	1	9	43
(With Magnet Programs)				(130)
Military			3	3
Small	14	6	29	49
Special Education				20
Year Round				15

Source: <http://www.csc.cps.k12.il.us/servlet/SchoolDirectory?VIEW=TYPES>

Some of the elementary schools included in this section of the report also include programming for Kindergarten children. Middle schools typically include grades six through eight. It is unclear which schools are counted as "special schools." There are a total of 20 "special education" schools including both elementary and secondary levels. Twenty seven schools are listed as "special" including both elementary and secondary levels.

In September of 2002, CPS developed a "Student Racial/Ethnic Survey." These are the most recent data available at the time of this report from which to provide information regarding the race/ethnicity of students served by the various types of schools in CPS. Unfortunately, the survey did not divide the schools as they are reported above. However, the information displayed below does allow for some understanding of the racial/ethnic make up of various schools by type.

Table 2.2: Elementary Schools by Type (2002)

	Percent Latino	Percent White	Percent African American
421 traditional elementary schools	37.5	08.9	50.7
35 magnet schools	31.0	14.2	48.4
14 special schools	35.7	16.9	45.6
23 middle schools	49.1	04.4	44.7
493 Total			

Source: Thorton, S., Personal Communication, 7/10/03

- Given the Latino student population (37.5%), Latino students are under represented in magnet schools at the elementary level (31.0%). The White student population (08.9%) is over represented in magnet schools (14.2%) at the elementary level.
- Latinos are the largest racial/ethnic group in CPS middle schools (49.1%).

Table 2.3: Secondary (High Schools) by Type (2002)

	Percent Latino	Percent White	Percent African American
70 general/technical	36.6	10.1	48.8
13 special schools	22.2	07.2	69.4
5 magnet schools	35.2	20.8	32.3
7 vocational schools	09.8	02.9	87.0
95 Total			

Source: Thorton, S., Personal Communication, 7/10/03

- Latinos are vastly under represented in vocational schools (09.8%).
- Although it appears in the data above that Latinos are fairly well represented in magnet schools, a further examination provided in the specialized programs section of this report (Chapter Six) reveals that Latinos are concentrated in a few magnet programs and under represented in most.

Description of School Types and Programs

Achievement Academies are part of the Chicago Public Schools Reform Initiative. They serve students who have not met the CPS eighth grade promotion criteria and are 15 years or older. They draw on small school research to create better learning environments for students. Each academy serves 100-200 students, limiting classes to 20 students per teacher. Small class size, the implementation of strategic instructional methods, and utilization of pupil support services are designed to prepare student for success in high school. At the high school level, achievement academies are aimed at helping students achieve in high school. They foster a strong, positive school climate for learning. Each academy has two student advocates who work with the students to resolve non-instructional issues such as attendance and discipline problems. Each academy is within a larger high school and each group of students has a team of teachers who meet daily to plan instruction and thus are committed to their academic achievement. (See Dropout chapter for further information). Source:

<http://www.cps.k12.il.us/Schools/APC/>

Charter Schools are public schools, open to all children who reside in Chicago. They are operated independently from the Board of Education and from each other. Each charter school has a unique mission. There are charter schools operated by community organizations, universities, foundations and school teachers. Charter schools are free to set their own policies for curriculum, hours and discipline, but are still held accountable for high student academic achievement by the Board of Education. Source: <http://www.cps.k12.il.us/schools/Charter/charter.html>

Education-to-Career Schools (formerly known as Vocational Education) Education-to-Careers is a new approach to education in America that prepares students for life beyond the classroom. It combines academic learning with experience in the world of work. Students are expected to achieve academic standards, acquire work-place competencies, and see the connection between both. Beginning no later than 7th grade, students keep a career portfolio in which they record their interests, skills, career exploration experiences, and their individual career plan. No later than 11th grade, students choose a career major that fits their interests and skills. Upon graduation, students are prepared to exercise many options: entry-level employment, post-secondary training, college, apprenticeships, or training through the military. Source: <http://www.chicagomagnetprograms.org/displayb.asp?x09CPS=708275463>

Magnet Schools are designed to provide intensive course study in a particular subject area. Students must submit an application in order to be considered for entrance into a magnet school. Magnet schools must maintain a certain racial/ethnic balance in accordance with the Student Desegregation Plan.

Source: http://www.chicagomagnetprograms.org/academic_program_descriptions.asp

Military academies are committed to promoting academic excellence through sound educational principles and practices coupled with a comprehensive military leadership education and training program. The Academies have a mandatory Junior Reserves Officer Training Corps Instructional component and a required 4-year college preparatory curriculum. There are currently 3 military academies in CPS.

Source: http://www.cps.k12.il.us/schools/hsdirectory/schools/chicago_military.shtml

Neighborhood Schools offer a variety of programs, which you can learn about by calling or visiting the school. Neighborhood schools traditionally have close community links and offer many opportunities for parent involvement, such as fundraisers, classroom volunteering, and Local School Councils.

Source: <http://www.cps.k12.il.us/Parent/Enrollment.html>

Selective Enrollment High Schools are open to 8th graders who have stanine scores of 5 or higher in both reading and mathematics on a nationally-normed test. These schools look at students test scores, their attendance and an entrance exam to determine their eligibility for enrollment. Selective enrollment schools have unique programs geared towards students who demonstrate excellent academic achievement. They provide advanced academic opportunities to students in multiple subject areas. Source:

http://www.cps.k12.il.us/AboutCPS/PressReleases/Archives/November_2002/SelectiveEnrollment111802/selective_enrollment111802.html

Small Schools consist of a smaller number of students, a more intimate and personalized learning environment, and a cohesive vision among teachers. Small schools have no more than 350 students in elementary school and no more than 500 in a high school, fostering an environment that allows parents teachers and students to get to know each other. The small

size of the schools serve as a platform on which other important elements of successful schools can best flourish. Small schools in CPS include educational programs focused on: environmental studies, service learning, technology, peace, entrepreneurship, leadership, international studies, the arts, construction and Socratic dialogue. Each small school faculty designs instruction to meet the Illinois Learning Standards and Chicago Academic Standards. Source: <http://smallschools.cps.k12.il.us/whataress.html>

Honors/AP courses

All Chicago Public high schools offer honor and advanced placement (AP) courses (some schools have a limited range of AP courses). As described, each high school provides varying academic opportunities to its students. Honors and AP courses offered at various schools vary widely in subjects offered in and level of difficulty. AP courses are more elite than honors courses as they provide students with the eligibility to take the national AP exam (Miller et. al., 2002). Students who are able to succeed on the AP exam are then able to count their high school coursework towards college credit. Students that are eligible for such courses are better prepared to succeed in high school and advance to higher education.

C. FINDINGS:

- Chicago public schools offer a variety of programs and schools to meet the needs of students in Chicago.
- The under representation of Latinos in vocational schools requires that students seeking vocational skills must enroll in programs through community colleges and/or costly private technical schools.
- Please see section six of this report for findings regarding the representation of Latinos in magnet schools.
- The members of the 2nd Legislative District Education Advisory Committee directly work with parents and we have learned that parents are often not provided with information regarding educational opportunities available for their children making these opportunities inaccessible.

D. RECOMMENDATIONS:

- CPS must improve the representation of Latino students in vocational schools. It is through these schools that Latinos not intending to seek immediate post-secondary education will receive the training necessary to secure jobs with living wages and opportunities for stable careers.
- Latino students and parents must be made aware of the academic options available through CPS and the advantages of each option.
- Latino students and parents must be supported by school personnel in their efforts to follow procedures and complete the necessary procedures for enrollment in the school most advantageous for their child.

III. EARLY CHILDHOOD EDUCATION

A. INTRODUCTION

CPS serves an estimated 59,206 children at 423 early childhood sites in 521 schools.

This section examines Latinos in the early childhood programs of CPS. Despite the large number of lower-income Latino families in the Chicago metro area, lower-income Latino communities are disproportionately under-served when it comes to child care (Illinois Facilities Fund, 2003). The question of racial disproportions will be explored in regard to both enrollment of Latino children in CPS's early childhood programs and the under staffing of Latino teachers in State Pre-K and Head Start. This data will shed light on the disproportionate ratio of Latino teachers to Latino students and the alarming under representation of young Latino children in early childhood programs throughout the city of Chicago. Unfortunately, the lack of data provided by CPS in the area of early childhood left many questions unanswered. For example, the issues impacting children with an Individual Education Plan (IEP) and English Language Learners (ELL) could not be thoroughly examined because CPS did not provide access to this data.

The number of Latinos in Illinois has increased over 69% in the last decade and the number in the Chicago metro area has increased in excess of 72% (Illinois Facilities Fund, 2003). Accordingly, it is crucial to examine the issue of ELL in early childhood programs. Through the CPS Home Language Survey, which is used to determine if a language other than English is spoken at home, CPS is able to identify those early childhood students who are ELL (bilingual). However, no English language proficiency test is administered until the child enters Kindergarten. Unfortunately, we were unable to access the data gathered through the Home Language Survey. Thus, the data and analysis portion of this chapter does not include information regarding early childhood students who are ELL.

Another critical issue we attempted to examine is the educational programs and services provided to children age three through five with an IEP. While CPS is required to provide a free appropriate public education for all children with disabilities who are 3 through 21 years of age, there is no way of evaluating the programs and services for the group of children who are 3 through 5 years of age (not yet school age) because CPS does not track this information.

In this chapter, the focus will be primarily on the issue of under-service of Latinos in early childhood education and teachers in CPS. In recent years, renewed attention has focused on the role that public schools should play in providing high-quality programs for pre-kindergarten children (Smith, T., Kleiner, A., Parsad, B., Farris, E., 2003). This section is an attempt to examine the role of CPS in the delivery of high-quality early childhood programs and services. In addition, there will be a focus not only on the overall quality but also the cultural representation of the programs and services. While the children with an IEP as well as ELL at this level of schooling in CPS should be explored, without access to information from CPS, this critical examination will continue to be unexplored.

B. DATA & ANALYSIS

It is difficult to analyze how well CPS is serving the needs of Latino children ages 3-5 who are in need of Special Education services due to the fact that CPS does not collect data regarding the racial breakdown of students in Early Childhood Programs.

Despite the federal regulations on Special Education, children in need of special education services in Early Childhood Programs are not receiving the right granted by law. Although CPS does track the number of Pre-school children in Special Education (2,261 as of 2002), and provides specialized services for some children in Pre-School, the only program with information for parents of children ages 3-5 in need of specialized services is STAR NET, a federal resource program that is Internet based.

The following tables will provide examples of data collected from CPS regarding early childhood programs and services as well as the placement of Latino students and teachers within these programs.

Table 3.1: Enrollment in Early Childhood Programs (2001-02)

Program	Enrollment
Head Start	2,823
State Pre-Kindergarten	13,774
Other Pre-Kindergarten*	2,930
Pre-School Special Education	2,261
Full-Day Kindergarten (Includes 4Hr Extended Day)	20,422
Half-Day Kindergarten	11,233

**OTHER PRE-KINDERGARTEN INCLUDES THE PROGRAMS LISTED BELOW*

PROGRAM	NUMBER OF SITES
Child Parent Centers	23
Early Childhood Dual Language	22
Parents As Teachers First (PATF)	52
Tuition-Based Preschool	16

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Table 3.2: Enrollment by Race/Ethnicity in Early Childhood Programs (2001-02)

Programs	Ages Served	N Latino	% Latino	N White	% White	N African-American	% African-American
Head Start	3yr & 4yr	852	30.2%	52	1.8%	1,890	67%
State Pre-K	3yr & 4yr	5,956	43.2%	1,352	9.8%	5,811	42.2%
Other Pre-K	3yr & 4yr	323	12%	126	4.7%	2,195	81.8%
Pre-School Special Education	3yr & 4yr	506	22.4%	247	10.9%	1,458	64.5%
Full-Day Kindergarten	5yr & 6yr	6,916	33.9%	1,670	8.2%	11,157	54.6%
Half-day Kindergarten	5yr & 6yr	6,437	57.3%	1,362	12.1%	3,097	27.6%
Child Parent Centers (CPC)	3yr-5yr	N/A	9.2%	N/A	1.1%	N/A	88.9%
CPS Early Childhood	3yr-6yr	20,990	40.8%	4,809	9%	25,608	49%
CPS (district)		157,900	35.8%	4,166	9.5%	224,996	51.3%

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Latino children in CPS more likely to be in a Half-Day Kindergarten

Latino students are under represented in Full-Day Kindergarten (5.5-6 hrs) and over represented in Half -Day Kindergarten (2.2 hours) Programs (37.5% of CPS elementary enrollment; 33.9 % of Full- Day Kindergarten; 57.3% of Half-Day Kindergarten). This may be due to critical issue of overcrowded schools that serve CPS. Since the spring of 2000, the number of students being bused away from overcrowded schools is up 10 percent, rising to 5, 774 from 5, 249 according to CPS Transportation Director Woody Fitzmaurice (Weissmann, 2002). If schools are overcrowded the space is limited and a program like Half-Day Kindergarten will replace the more appropriate Full-Day Kindergarten.

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Although CPS provided some data regarding early childhood enrollments, the lack of data regarding early childhood education programs can have detrimental consequences. For example, there is no way of determining what the enrollment differences are among the students in 4 Hr Kindergarten (not the same as Half-Day Kindergarten which is only 2.2 hours) and the Full Day Program (5.5-6 hrs). Students enrolled in 4Hr Kindergarten are coded the same as those enrolled in Full-Day Kindergarten. Therefore, the proportion of the 33.9% of Latino children attending a 4Hr Program versus the Full-day (5.5-6 hrs) cannot be determined.

Table 3.3: Racial/Ethnic Breakdown of *State Pre-K* Teachers & Students (2001-02)

State Pre-K Teachers	N	%	State Pre-K Students	N	%
Latino	83	18.1%	Latino	5,956	43.2%
White	199	43.4%	White	1,354	9.8%
African-American	168	36.6%	African-American	5,811	42.2%
Asian	7	1.5%	Asian	13	3%
Native American	1	0.22%	Native American	1	.13%

Table 3.4: Racial/Ethnic Breakdown of *Head-Start* Teachers & Students (2001-02)

Head Start Teachers	N	%	Head Start Students	N	%
Latino	39	25.3%	Latino	852	30.2%
White	19	12.3%	White	52	1.8%
African-American	94	61%	African-American	1,890	67%
Asian	2	1.3%	Asian	29	1%
Native American	0	0%	Native American	0	0%

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C. FINDINGS

- Latino children in CPS Early Childhood Education programs are under represented in both Head Start Child Development and Child Parent Centers. Latinos make up 40.8% of CPS preschool students. Of all Head Start students, only 30.2% are Latino. Of all children attending Child Parent Centers only 9.2% are Latino. Furthermore, although Latino children make up 36.3% of the Early Childhood enrollment, only 19.9% of the teachers are Latino. Conversely, White students make up only 7.4% of the Early Childhood enrollment, while 55.2% of teachers are White.
- Combining all early childhood programs from the 1991-1992 school year to the 2001-2002 school year, the percentage of Latino children increased from 27.1% to 36.4%, while the percentage of White children decreased from 11.8% to 9.2%, and the percentage of African-American children decreased from 58% to 51% (Illinois Facilities Fund, 2003). In contrast to the increase of Latino children the percentage of Latino teachers continues to be the lowest among these three racial/ethnic groups.
- Latinos make up the majority of the 11,660 children on the waiting list for early childhood education. The majority of the students on CPS waiting lists are in predominately Latino communities. CPS does not record the ethnicity when placing a child's name on the waiting list. However, because of the community area and racial makeup reported for the schools with the largest number of students with large waiting lists, CPS determined that the majority of the students on waiting lists are Latino.
- Title I funds are allocated to Child Parent Centers in Chicago, however, they are not located in Latino communities/schools, which is evident from the less than 10% Latino enrollment.
- CPS does not record racial/ethnic data or home language use. Therefore, the number of English Language Learners who are Latino in Early Childhood is not tracked.
- CPS only recommends and encourages principals to utilize teachers and/or assistants who speak the language of the majority of the children in the program. However, best practices in early childhood education require a teacher who is bilingual and speaks the home language of those children in the program.
- There are only 22 sites for Early Childhood Education Dual Language Programs, not necessarily Spanish programs. Due to the lack of Spanish/English bilingual opportunities for preschool age students in CPS only a very small fraction receives bilingual interaction with school staff in the classroom, although 40.8% of Early Childhood Students in CPS are Latino.

D. RECOMMENDATIONS

- CPS should develop a comprehensive system wide plan to recruit and retain appropriately certified Latino bilingual (Spanish) Early Childhood Teachers to better serve the large and growing numbers of Latino children in this age group. Latino children make up close to half of all the children served ages 3-5 in CPS, while Latino teachers make up a mere 19%. Conversely, 7.4 % of the children served are white, while over half of the teachers are white.
- Partnerships with universities and colleges should be developed and supported to help prepare bilingual/bicultural teachers to teach in CPS. The children in the early childhood stage of their development need teachers that understand them, both linguistically and culturally.
- Early childhood education teachers working in Latino communities should be bilingual. An important component of early childhood education is parent involvement. Failing to provide bilingual teachers prevents the communication with and participation of Spanish speaking parents. This is a child's *first* schooling experience and the teachers and other school staff should be bilingual/bicultural and speak the home language of the children, be able to understand the children when they code-switch (which is common with young children who are bilingual), be able to observe a child and be aware of behaviors that are culturally related. These practices will enable teachers and school staff to serve better the *whole* child. Currently, the lack of Latino teachers in CPS coupled with the growing number of Latino children prevents best practices necessary to best serve Latino children in CPS Early childhood Education programs
- CPS must allocate the appropriate funds to provide opportunities for Latino children in need of early childhood education. CPS is unable to consider applications for Full-Day Kindergarten for the 2004-2005 school year due to overcrowding. Latinos also made up the majority of the 11,660 children on waiting lists in 2002-03 for all early childhood programs. Of the children benefiting from the Child Parent Centers only 9.2% are Latino. Title I funds allocated specifically for this program are not serving the needs of Latinos as these programs are not located in Latino communities/schools.

IV. ASSESSMENT

A. INTRODUCTION

Standards-based education has resulted in the establishment of learning objectives for students and the assessment of students in order to determine the success or failure of each student in meeting the standards set by either the state and/or school district. This has generated accountability systems that require intensive student assessment which include both state (ISAT and PSAE) and local (ITBS) assessments. These accountability policies result in high stakes decisions for Latino students, since important educational decisions are made on the basis of test scores alone. Test results are used to determine:

- whether a student is promoted or retained in grade,
- allowed to graduate or not, allowed access to enrichment or specialized programs in the school system,
- eligibility of admission to selective schools and programs, or
- qualified for access to higher education.

On a daily basis high stakes decisions are made regarding the education and future of Latino children and youth based on test scores alone. What is required is a more holistic approach to decision-making and accountability-using tests for guidance in the improvement of curriculum and instruction; providing support and assistance for the needs of Latino learners; and professional development for teachers that lead to the implementation of appropriate instruction for all students. This accountability approach is instead of attacking the tests-giving the students the tools to successfully address the tests, while pushing for the reduction of high-stakes decisions on test scores alone.

Figueroa and Hernandez in their *A Report to the Nation: Policies and Issues on Testing Hispanic Students in the United States* (1999) have recommended that the reform of unfair testing of Latino students should not begin with the tests. Instead, reform efforts must begin with the instructional context that exists for Latino students. Furthermore, until there is equity of standards, curricula, instruction, and resources, the tests will continue to recreate the inequality of educational opportunity for Latino students.

No Child Left Behind (NCLB) initiatives and mandates with an emphasis on accountability requirements, using test scores in the identification and designation of low performing schools will increase the use of standardized tests for high stakes decision making. Policies that are meant to improve the educational opportunities for students attending low performing schools can also minimize educational opportunities for Latino children and youth. The parent option to transfer a child from a low performing school to an improved school that is not on probation is an example of a failed attempt to mandate improved quality education at the local school level.

In addition, assessment policies are implemented by CPS that require Latino students to participate in test taking where their English language levels of proficiency are unknown, or without consideration for their varying levels of bilingual ability. In most instances only tests in English are administered to determine Latino students' academic knowledge and abilities. Latino students who use two languages in their everyday lives are not identical to those who use only one language to communicate (Valdes & Figueroa, 1994).

Within the context of high stakes testing and decision making the issue of bilingualism becomes quite critical to the fairness and appropriateness of assessing the achievement of bilingual or ELL (English Language Learner) students with a standardized test that was developed and based on the norms of *English-as-a-first language learners*. Valdes and Figueroa (1994) contend that the condition of bilingualism itself may impact directly on the test performance of bilingual students. For students who are in the process of learning English, being tested with an instrument designed for English dominant students cannot fairly assess their knowledge in the subject areas (math, science, social studies, etc.) Test results for these students will only be a reflection of their abilities in the English language (President's Advisory Commission, 1999; Holmes & Duron, 2000). However, the biggest challenge is the uncertainty in determining when a student can be tested in a second language (English) and produce meaningful results (Holmes & Duron, 2000).

When a bilingual individual confronts a monolingual test, developed by monolingual individuals, and standardized and normed on a monolingual population, both the test taker and the test are asked to do something that they cannot. The bilingual test taker cannot perform like a monolingual. The monolingual English test cannot *measure* the student's knowledge in their native language (Valdes & Figueroa, 1994, p. 87).

Problems also arise from the exclusion of ELL students from standardized assessments or when test results are not disseminated when they do exist. Test results of ELL students should be disaggregated for each school based on program participation (e.g., TBE, TPI and General Education) and made available for public review. In either case, no one is held accountable for the academic progress of ELL students. By not testing ELL students or disseminating their test results we are unable to track their progress (Holmes & Duron, 2000).

Among the national evaluation measures instituted by NCLB is one which requires states, and thereby schools, to report on the progress of ELL children in attaining English language proficiency (NCBE, 2001). In Illinois this has resulted in the use of students' assessment results on the Illinois Measure of Annual Growth in English (IMAGE) to report ELL's progress. The Illinois State Board of Education (ISBE) developed the test in order to administer a standardized reading and writing English proficiency assessment to LEP students. A math component was included in 2002 in order to meet NCLB accountability requirements (ISBE, 2002).

However, the original intent and design of the test was to determine English language proficiency of ELL students for instructional purposes. The test was not developed to meet a federal standard for English language proficiency, nor, to measure the academic achievement of ELL students (IAMME, 2003). The use of these results to determine annual yearly progress (AYP) has resulted in high stakes consequences for individual schools. In Aurora, an elementary school that experienced a 32 per cent increase in 5th grade reading scores as well as progress in math and writing is considered a failure by NCLB standards because of their English language proficiency results (Dell'Angela, 2003).

Given that, 1) most students who are tested with the IMAGE have participated in ESL (English as a second language) classes for three years or less and when proficient move on to the general education program; 2) that there is a constant cycling of new students to the TBE program based on immigration and migration mobility; and 3) that students who perform at a low level of English proficiency (English language proficiency level that is below the 50th percentile

based on ISBE (2003) guidelines) take the test, the use of these results as valid or reliable measures of ELL student progress is misguided and inappropriate.

Given the above concerns regarding high stakes decision making and the fair and appropriate assessment of Latino students, the available test results were examined to assess the academic progress of Latino students in comparison to state and school district accountability standards that are based on test scores, and their potential for accessing higher education. In later chapters we examine Latino student access to enrichment or specialized programs (bilingual education, special education, and gifted), and magnet schools.

B. DATA & ANALYSES

READING, WRITING, MATHEMATICS & STANDARDIZED TESTING IN ELEMENTARY SCHOOLS

The Illinois Standards of Achievement Test (ISAT) is one measure (given in grades 3, 5, and 8) of student learning and school performance that measures individual student achievement relative to the Illinois Learning Standards. Individual results on these exams are reported to parents, teachers, and schools. Results by group are available from the Illinois State Board of Education. The Iowa Tests of Basic Skills (ITBS) is another standardized test (test results posted for grades 3 through 8) that is used to compare Chicago students' achievement to that of a representative national sample of students. The ITBS is generally used in the elementary schools (grades 1 - 8). 2002 passing² rates for both tests are presented in the tables below.

Table 4.1: Percent of CPS students in 3rd, 5th, and 8th grades passing the ISAT, by group (2002)

3rd Grade	Reading	Writing	Math
Latino	42.0	42.6	58.8
White	66.3	55.2	78.0
African American	27.4	27.0	35.7
Students with IEP	13.3	14.0	23.0
CPS pass rate	35.0	33.7	45.5
Illinois pass rate	62.2	56.6	74.2
5th Grade	Reading	Writing	Math
Latino	38.3	41.0	41.5
White	66.0	56.0	68.3
African American	29.4	32.0	24.3
Students with IEP	10.5	11.5	11.2
CPS pass rate	36.9	38.0	35.7
Illinois pass rate	59.0	58.8	62.8
8th Grade	Reading	Writing	Math
Latino	53.0	52.3	32.4
White	74.6	67.0	58.3
African American	51.0	43.5	20.8
Students with IEP	14.3	14.0	04.7
CPS pass rate	55.0	50.0	30.6
Illinois pass rate	68.0	62.5	52.3

Thorton, S. Personal Communication, 7/10/03

² CPS and other educational institutions use the term “meet or exceed standards.” These terms are defined in Appendix A of this document. The term pass/pass rate is used here to simplify this document.

Table 4.2: Percent of CPS students in 3rd through 8th grades passing the Reading & Math ITBS (2002)

ITBS 2002	Reading	Math
3 rd Grade	39.0	42.8
4 th Grade	44.0	46.2
5 th Grade	39.4	44.7
6 th Grade	38.0	41.6
7 th Grade	47.7	50.3
8 th Grade	53.8	58.3
CPS pass rate	43.2	46.9

Thorton, S. Personal Communication, 7/10/03

Table 4.3: Schools with 25% or less of Latino students passing the Reading or Math ITBS (2002)

School	Reading (3 rd -8 th combined)	Math (3 rd -8 th combined)	# of Latino students tested*
Chavez	25.1	30.7	256
Daley Academy	19.2	19.2	216
Mozart	23.6	30.1	284
Nixon	25.2	38.4	263
Peabody	23.7	34.5	160
Roque de Duprey	21.8	31.1	153
Spry	19.5	27.9	244
Stowe	22.7	32.2	507
Von Humboldt	24.1	29.0	308
West Park Academy	21.7	27.4	182

**For this data only standard reporting scores were used, meaning there are no Latino Bilingual students included or students with disabilities with major accommodations.*

Thorton, S. Personal Communication, 7/10/03

By comparing the average passing rate for Chicago Public Schools with the passing rate for Latino children in certain schools, where Latino children are the school population majority, one can see a wide achievement gap. For example, at Stowe only 22.7% of the 507 Latino students tested received a passing percentage rate.

Among CPS students Latinos pass the test at a rate below Whites in every grade and every subject area. African American students pass the exam at a rate lower than Whites and Latinos. Students with IEPs (See Appendix B for a description of IEPs) pass at the lowest rate. Students throughout the State of Illinois pass all subject areas in all grades at a higher rate than do students in CPS. Within racial/ethnic groups, White CPS students have a pass rate higher than the state rate in every grade and subject area except 3rd and 5th grade writing. White students in CPS pass the ISAT at a rate higher than statewide students. Under the NCLB legislation, 40% of students should be passing the ISAT by 2014.

STANDARDIZED TESTING IN HIGH SCHOOLS

The Prairie State Achievement Examination (PSAE) measures the achievement of 11th grade students relative to the Illinois Learning Standards. The exam includes three components. One component was developed by the Illinois State Board of Education (ISBE) to assess writing, science, and social science knowledge. A second component includes the ACT Assessment, which includes assessments of reading, English, mathematics, and science reasoning. The ACT is also used as an entrance examination by many colleges and Universities. The third component of the exam is the Two Work Keys aptitude assessment, which assesses ability to read for information and to apply mathematics (ISBE, No Child Left Behind).

Underachievers Barred from Tests

An increasing number of high schools statewide are excluding some of their lowest-performing juniors from taking the mandated test for 11th graders—a practice that unfairly boosts the test scores by which schools are judged under federal education reform.

Source: Dell’Angela, T. (2003)

Table 4.4: Percent of CPS students in 11th grade passing the PSAE, by group (2002)

Group	Reading	Writing	Math	Science	Social Science
Latino	35.0	33.0	26.0	20.0	30.0
White	60.0	60.0	55.0	51.0	57.0
African American	30.0	28.0	16.0	14.0	14.0
Students with IEP	05.0	03.0	02.0	02.0	05.0
CPS pass rate	37.0	35.0	27.7	23.0	29.0
Illinois pass rate	58.0	59.0	53.0	53.0	57.0

Thorton, S. Personal Communication, 7/10/03

Table 4.5: The Future of the PSAE in Predominately Latino Chicago Public High Schools; How significant are the increases?

High School	2001-2002 PSAE percentage increase	2006-2007 PSAE calculated passage rate using 2001-2002 increase
Clemente Comm Academy HS	3%	31%
Schurz HS	1%	24%
Farragut Career Academy	2.6%	27.6%

Source: ISBE, 2002 Illinois School Report Cards

Eleventh grade Latino students pass the PSAE at a rate lower than the CPS pass rate, lower than the Illinois pass rate, and below the pass rate of White students. African American students pass at a rate lower than Latinos and students with an IEP pass at the lowest rate.

Latinos attending predominantly Latino High Schools (50% or more Latino enrollment) score lower than Latinos in general in all except Hancock and Hubbard High Schools on all parts of the exam (Lakeview High School Latinos meet or exceed the citywide Latino pass rate in Reading and Writing only). In table 4.5 we can see that the yearly increase of students passing the PSAE is dismal at various schools. While these selected schools had some increase, at this rate the 100% passage goal set by the NCLB legislation will not be reached until 2030 for Clemente and for Schurz it will take almost a century 2083 until they reach this set goal. Students with an IEP and English Language Learners (ELL) students attending predominantly

Latino High Schools have particularly low pass rates on the PSAE. See Appendix C for specific pass rates for these students and schools.

Of particular concern are scores on the ACT component of the PSAE. The ACT is designed to assess high school students' general educational development and their ability to complete college-level work. The tests cover four skill areas: English, mathematics, reading, and science. The ACT is important in the process of college admissions.

Table 4.6: Average ACT Scores (PSAE component) by Predominantly Latino High Schools (2002)

School (% Latino)	Composite	English	Math	Reading	Science Reasoning
Clemente (82.0)	14.4	12.5	15.5	14.1	14.9
Curie (53.4)	16.1	14.9	16.5	16.1	16.3
Farragut (85.0)	14.2	12.2	15	14.3	14.7
Foreman (68.0)	14.9	13	15.9	14.8	15.5
Gage Park (58.0)	14.6	13.1	14.9	14.8	15.2
Hancock (79.0)	16.6	15.6	16.3	17.3	16.8
Hubbard (66.0)	17.5	16.7	17.6	17.3	17.9
Juarez (95.0)	15.2	13.9	16.2	15.1	15.2
Kelly (87.0)	15.4	13.4	16.3	15.4	15.9
Kelvyn Park (95.0)	14.2	12.6	14.3	14.3	14.7
Lakeview (58.0)	16.7	15.9	16.4	16.9	17.1
Roosevelt (64.0)	15.8	14.2	17.1	15.4	16.2
Schurz (81.0)	15.3	13.9	15.9	15.2	15.7
Steinmetz (50.0)	16	14.8	16.9	15.5	16.2
Washington (68.0)	16.1	15.2	16.2	16.2	16.2
Wells (74.7)	14.4	12.8	14.9	14.3	15
CPS (36.4)	16.5	15.5	16.8	16.7	16.7
Illinois (16.2)	19.9	19.1	20.1	20.0	19.8

Source: ISBE, 2002 Illinois School Report Cards

Illinois and CPS students in general and students in predominantly Latino High Schools particularly do not score highly enough on the ACT to gain acceptance to most colleges and universities in the state of Illinois.

Comparing 2002 & 2003 ACT Composite for Illinois students

The composite score for students across the state of Illinois has increased from 19.9 in 2002 to 20.2 in 2003; CPS saw a similar increase from 16.5 in 2002 to 16.8 in 2003. However, the gap remains the same among CPS and Illinois high school students. Furthermore, because most of the schools in Table 3.6 have such a significant gap even when they show improvement, the gap still remains. For example, Clemente had a composite score of 14.4 in 2002, and 14.9 in 2003, a wider increase than both CPS and Illinois but due to where they have begun they are still trying to catch up (Illinois State Board of Education, 2003a).

Standardized Testing for English Language Learners (ELL)

Students enrolled in state-approved transitional bilingual programs for less than three years take the Illinois Measure of Annual Growth in English (IMAGE) if they are unable to take ISAT/PSAE due to their lack of proficiency in English. The test is given in grades 3, 5, 8 and 11.

Table 4.7: Percent of ELL in CPS at the Expanding or Transitioning stages on the IMAGE (2002)

IMAGE 2002	Reading	Writing	Math
3 rd Grade	40.0	76.7	41.0
5 th Grade	27.2	38.6	18.9
8 th Grade	17.3	24.7	14.9
11 th Grade	3.0	13.3	22.9

Source: ISBE, 2002 Illinois School Report Cards

C. FINDINGS

- The results from the ITBS and ISAT tests at the elementary school level and the PSAE test at the high school level are used for multiple reasons. These test results can mean a lot for individual students as well as individual schools. It is important to understand what exactly these results are used for and what this means for Latinos in CPS. Decisions to promote or retain elementary school students should be based on successful completion of curriculum, on attendance, and on performance on the Iowa Tests of Basic Skills (ITBS). Students in benchmark grades 3, 6, and 8 are subject to considerations, including, minimum percentile score in Reading and Math on the ITBS. In grades 3, 6 and 8 that would mean the student should be at the 35th Percentile or above. According to the CPS's Office of Accountability, performance at these criteria conclusively demonstrates sufficient mastery for promotion to the next grade level. Although there is a list of other variables schools must consider if a student falls between the 24th and 34th percentile, the ITBS is still the primary criterion used for promotion for these benchmark years. In addition, students must meet a "minimum" score in both reading and math, so that students who excel in one area are behind in another, do not move to the next grade. Often these are students with special leaning needs that have gone unaddressed.
- At the high school level the test results are not the primary criterion for passing to the next grade, However, PSAE results are a critical component in helping or hindering post high school opportunities. The data collected regarding the test results for high school students in CPS demonstrates that most Latino students are not receiving the scores they need to apply to college.
- Although individual students have much at stake when they take standardized tests, schools have much at stake as well. The ISAT test given to elementary school students, and the PSAE test given to high school students, is mandated by the state of Illinois. The results of these tests are used to determine how well the school is performing as a whole. The state's accountability system determines annually a performance rating for each Chicago Public School. This new statewide accountability system has serious outcomes for schools that do not meet or exceed the state norms. For example, if a school ends up with a poor performance rating for several years, parents are notified, and have the right to transfer their child into a higher performing school. However, in the 2003-2004 school year, CPS was unable to accommodate transfers for the majority of those students who applied and who were eligible under the NCLB Act.
- In looking at the test results for CPS students in comparison to the Illinois averages it is apparent that this is a system wide problem that must be explored. In the meantime, certain subgroups of students are dealing with the consequences of below standard test results that are preventing them from benefiting from future educational opportunities. Especially at the high school level, one of these sub groups is Latinos, who are not fairing well on the PSAE. Furthermore, students at high schools with 50% or more Latinos are scoring even lower on these exams, indicating that these schools need to be provided with the appropriate resources, both human resources and academic materials.

- The topic of assessment within CPS is critical, especially with the new federal education act, NCLB, which initiated high stake testing, which can make or break a student based solely on test results. Of all the issues involved under assessment for CPS we found the gap among ACT averages for Latinos, particularly those attending predominately Latino high schools to be the most important for long-term education opportunities for Latinos. Latinos score below the city and state averages in all predominantly Latino high schools and in each examination area. What we must examine here is not just the fact that these scores are well below the average of the state averages, but more importantly how these low scores impact Latino students.
- City colleges such as Malcolm X require a ACT composite score of 17 for admission, Northeastern University requires a score of 19, while DePaul University requires a score of 22. The University of Illinois at Chicago (UIC) requires entering freshmen in the College of Business to have a minimum composite score of 20. The Engineering Program at UIC requires a minimum composite score of 28. In addition, incoming freshmen at UIC who score a 29 or higher on the English test receive 3 English college credits at UIC. The majority (49%) of incoming freshman at University of Illinois at Champaign had a composite score ranging from 27-31, while a small portion (only 10%) had a composite score of 22 or below. The highest composite score identified on the table above (Table 3.6) was a composite score of 17.9, providing entrance into Malcolm X community college, however, not allowing any of the Latino youth to attend an Illinois state university. We must not look at these scores as a reflection of the student's capabilities, but potentially a measure of the success of the curriculum and instructional experiences of the student, and then ask whether we are satisfied with the reality that they will be limited in their opportunity to enter a 4-year University, inherently limiting their ability to obtain careers that will benefit them long-term. For information on college entrance requirements please see the web sites of individual universities.

D. RECOMMENDATIONS

- **All assessment procedures, protocols, and tests should be evaluated for appropriate use with Latino students.**

Assessment procedures and practices should be evaluated to determine their reliability and validity for use with Latino students and specifically for cultural and linguistic appropriateness.

Given that CPS Latino students score significantly lower on the ISAT than Latino students across the state, CPS should determine if Latino students are being given the test before they are English language proficient.

CPS should initiate a review of the IMAGE test and establish its validity and reliability for assessing Latino students and, in addition, determine whether it is the appropriate measure for reporting ELL students' academic performance related to NCLB requirements.

The NCLB requirement for educational support services for eligible students should be fully funded and the IMAGE test and TBE curriculum should be aligned with NCLB standards.

- **A culturally and linguistically appropriate process for assessing the academic progress of Latino ELL students must be developed and implemented.**

The absence of data on the academic progress of Latino ELL students participating in Transitional Bilingual Education (TBE) programs or Transitional Programs of Instruction (TPI) prevents the public's monitoring of the effectiveness of TBE/TPI programs and the public's ability to hold the school system accountable for the education of Latino ELL students.

V. LATINO STUDENT DROPOUT

A. INTRODUCTION:

Simply stated, the Latino students drop out of Chicago schools at an unacceptably high dropout rate.

Statewide the Latino dropout rate for FY 02 is reported as 11.4% (ISBE, 2002a). The statewide rate has been trending down since 1993-94 when it peaked at 14.6% (ISBE, June 2002b). The CPS dropout rate for FY 02 is 14.2% (3,982) for Latino youth as reported by state documents (ISBE, 2002a). The percentage of Latino youth, identified as dropouts in Chicago is significantly higher than the statewide average.

The dropout data reported by CPS represents a yearly dropout rate which does not provide the best estimate of the magnitude of the dropout problem. Studies conducted by non-governmental agencies that examine four year cohort groups of students provide more reliable and realistic data that clearly illustrate the seriousness of the loss of educational opportunities for a large number of Latino youth. Given the concerns regarding a four year cohort versus yearly dropout rates, some recent Chicago studies on Latino dropout rates yield some relevant information.

The Consortium on Chicago School Research (CCSR) examined data for a four year cohort and found a dropout rate for Latino youth as ranging from 43.7% (1991-97) to 42.8 % (1992-98) to 41.2% (1993-99) and 39.3% (1994-2000), with a downward trend. The dropout rates are based on a cohort group of students between the ages of 13 to 19 (Allensworth & Easton, 2001). A comparison based on gender for this last cohort of 1994-2000 shows dropout rates for Latino males of 44.2% and 34.4% for females. Although this data illustrates a decrease in the number of Latino dropouts, the dropout rate continues to be unacceptable to the Latino community.

The Greater West Town Community Development Project (GWTCDP) reported a dropout rate of 17.59% that exceeds the rate reported by CPS, 14.4%, even when using their one year data (GWTCDP, 2003). Their study included all students in grades nine through twelve over the four years of 1998-99 to 2001-02. By using a four year cohort they determined that the number of CPS dropouts, 64,057 (51.30%) exceeded the number of graduates, 60,814 (48.70%) for the school year 2001-02.

As with any accountability responsibility, the manner in which data is reported plays a significant role in providing a true picture of the school level context in which our Latino children and youth are educated. It has been generally accepted among dropout researchers that cohort dropout rates of four years or more that track a specific group of students provides a more reliable description of the seriousness of this problem. However, we continue to receive this critical information from both the state and the city based on yearly figures that include all students attending during one school year.

Internal causes (school related causes) for dropping out are represented by an array of interactive experiences between a student and a school. Negative experiences may include high counselor/ student ratios, high stakes decision making based on tests alone, inappropriate assessments, mediocre curriculum, poor teaching, tracking teachers' low expectations of

students, lack of resources available to schools, overcrowding in schools, and staff/teacher insensitivity to cultural and linguistic issues.

How are dropouts defined by CPS?

Dropouts include all students who dropped out during the 12-month period between the end of the last school year and the end of the current school year (2002-03). With one exception, CPS counts students as dropouts based on when the school entered the dropout code of the student, regardless of the leave date the school enters for the student. The total number of students includes only those students and excludes students who may have dropped out prior to September and those who may not have enrolled or transferred after the September deadline.

Thorton, S., Personal Communication, 6/23/03.

This is a very complex problem and it is challenging to address all of the internal (school related reasons) and external reasons (family and community reasons) that may cause a student to drop out. However, the school system leadership is in a position to address the internal, school related problems that may cause the departure of students. It is often assumed that students *decide* to leave school. However, this decision may be influenced by school personnel who believe that a student need not remain in school. Community preoccupation with this possibility has increased with the accountability requirements of NCLB and the pressures that arise with the demand for annual yearly progress that focus on the standardized test performance of students. Because the dropout problem is so complex, very few researchers have tackled more in depth studies in recent years that go beyond the simplest descriptive analysis. In addition, the variation among subgroups of Latino students (Mexican, Puerto Rican, Guatemalan, etc.) are often lost in the use of aggregate data that does not examine the variation among the diverse Latino cultures in order to more effectively intervene with differentiated strategies that will better serve Latino students at risk for dropping out. Understanding school related factors, and

improving individual school cultures must be incorporated into solutions for reducing Latino dropout rates. There is a significant body of research on Latino students and dropping out of school that we can draw upon to identify key problems related to poor policy decisions that negatively affect Latino students. The collective will to tackle this problem must be captured in order to move forward and improve the education of Latino children and youth.

CPS adopted a Core Curriculum in the 1996-97 school year that increased graduation requirements to include the following subjects and number of years:

- English (4 years),
- mathematics (3 years),
- science (3 years),
- social studies (3 years),
- and two years each of world language, fine arts, physical education, and career education or ROTC;
- three electives; four years of student advisory;
- and 40 hours of Service Learning (Students Taking Tougher Courses, CPS, 2001).

We applaud CPS' efforts to enhance the educational experiences of our students, however, we are greatly concerned about the Latino students' ability to meet these requirements and graduate without substantial support from their high schools. Data gathered from CPS clearly documents the high dropout rates among Latino students. Freshmen students experience high failure rates, and students participating in the Achievement Academies (alternative schools serving students that do not meet CPS promotion criteria in 8th grade needed to enter high

school) will likely not have the necessary credits to be “on track” at the end of their first year (Miller et al, 2002) impeding their ability to graduate at the end of a four year time frame. In addition, Latino students must be academically prepared for the PSAE, administered in the 11th grade, which includes an ACT component used for admission to college. Can we be certain that the school system is working to ensure that students can successfully complete the core curriculum, earn the required credits for graduation from high school and transition to higher education or employment?

B. DATA AND ANALYSIS

Table 5.1: DROPOUT RATES (2002)

School	% Latino	School Dropout Rate
Clemente Community Academy	82%	17.5
Curie High	56%	10.2
Farragut Career Academy	85%	19.2
Foreman HS	68%	20.5
Gage Park High	58%	15.9
Hancock HS	79%	9.9
Hubbard HS	66%	13.2
Juarez Community Academy	95%	22.6
Kelly High	87%	10.3
Kelvyn Park	95%	22.2
Lake View HS	58%	12
Roosevelt High	64%	18.1
Schurz High	81%	13.7
Steinmetz High	50%	18.7
Washington HS	68%	13.7
Wells High	74%	10.5
District Dropout Rate		14.4
Statewide Dropout Rate		5.1

Racial Disparities & Dropout Rates

CPS tracks dropouts by yearly rates, therefore they do not have four year estimates of students who dropout. CPS says that approximately 70% of its students are graduating; however, looking historically at 9th grade enrollments in comparison to 12th graders, the district is losing half its 9th grade students over the four years. According to a recent report release by the Manhattan Institute, the overall graduation rate in Illinois was 74% in 2001, but the rates for African-American and Latino students was only 53% each. The disparity among white and minority rates of Illinois graduates was the 4th highest in the nation for Latino students.

Source: Olszewski, L. (2003).

Source: Illinois State Board of Education, Illinois School Report Card ; Thorton, S. Personal Communication, 7/10/03

- Schools that consist of a predominantly Latino youth (50% or more) have dropout rates that are more than twice that of the average State dropout rate (5.1%), with the lowest percentage at Curie (10.2%) and the highest percentage at Juarez (22.6%), nearly five times higher than the state average. The two high schools in CPS with the largest percentage of Latinos, Juarez and Kelly, both with 95% Latino students, have severely high dropout rates, nearly a quarter of their students drop out.
- The CPS district dropout rate (14.4%) is exceeded in 8 of the 16, or 50% of predominantly Latino high schools.

**Achievement Academies
Academic Preparatory Centers
Transition Centers**

The Transition Centers were established in 1997 to serve students who were in eighth grade, did not meet the Chicago Public Schools’ promotion criteria, and are 15 years of age or older by December 1st of the following school year. The Transition Centers eventually became known as the Academic Preparatory Centers (APC) until the beginning of this school year 2003-04. The APC’s were meant to transition students from a remedial and structured learning environment in preparation for high school. The schools were independent sites with student populations of 100-200, small class sizes, and teacher teams. Three of the APC’s were located in high schools. Program instruction concentrated on math and reading and although other subjects were offered, very few students enrolled in science and foreign language studies, less than 5 percent (Miller, Allensworth, Kochanek, 2002). During a three year period (1997-2000) approximately 25 percent of all APC students dropped out in their first year. Two years after the 1997-98 cohort had enrolled 48 percent had dropped out (Miller et al, 2003). Using one APC, Hernandez, as an example it is evident that the context for learning at this type of model does not encourage the student persistence that is necessary to remain in school.

Hernandez APC	
Percent of Students Who Dropped Out at Anytime During the School Year	
1997-98	41.2
1998-99	33.6
1999-2000	32.4
2000-01	20.2
2001-02	23.4

Source: Academic Prep Centers, CPS

This school year (2003-04) the APC’s have become *Achievement Academies* and are all located at high school sites and are described as a “comprehensive model to help students succeed in high school” (CPS). The *Achievement Academies* serve the same student population as the APC’s, however, CPS views this as a new initiative based on a new model developed in partnership with Johns Hopkins University. It is expected that the decision to

move the centers to high school sites will yield improved academic performance and lower dropout rates. A further concern and question would be - is it the alternative program model (APC) that places students in a quasi high school context that further exacerbates their being at risk for dropping out or will relocating them in a high school building using a new model (AA) really make a difference? Table 5.2, (pg. 31a) shows the old APC name and their approximate high school location as Achievement Academies (AA) along with racial/ethnic demographics.

NOTE: PLEASE SEE PAGE 78 FOR CHART OF ACHIEVEMENT ACADEMIES

C. Findings

- Although we were provided with the statistics of dropout rates, we have found that these numbers mask the disparity of the number of Latino youth that dropout of school. The manner in which dropouts are calculated currently (on a yearly basis) fails to provide the “big” picture, meaning students who are enrolled freshman year and do not make it to graduation. Those numbers are missing from the data, and unfortunately are not available within the current system CPS has set in place.
- Latino youth dropout rates are more than twice that of the Illinois state average.
- Latino students attending achievement academies continue to drop out of school at high rates. From the data provided above, we see that these academies are not succeeding in their ability to keep Latino youth in school.

D. Recommendations

- In an effort to gain a better understanding of the causes of the high dropout rates among Latinos, CPS must determine the school related reasons that cause students to drop out. Learning why students are dropping out in these schools may assist us in keeping the youth in school so that they may graduate and go on to higher education or employment.
- Tutoring services (under NCLB legislation) are needed for students in their freshman year of high school in order to prevent them from dropping out of high school in later years. As shown by the data above, Latino student dropout rates are twice that of the state. Latino students attending Chicago Public high schools need services that will assist them in successfully completing the new core curriculum that has been implemented by CPS.
- Achievement academies need to be further examined in an effort to determine their effectiveness in serving Latino youth.
- There are schools within CPS that have dropout rates of .04% and .07% (for example 2 college preparatory schools, Northside and Payton) demonstrating their ability to successfully graduate students. Therefore, we must look to these schools and see what is working and apply these methods to predominantly Latino schools.
- In order to assist Latino youth in their ability to graduate from high school CPS must increase the number of slots available in successful community based alternative schools programs. These programs should be replicated with funding from CPS.

VI. SPECIALIZED PROGRAMS

This chapter examines the various specialized programs provided by the Chicago Public Schools. Beginning with a look at the Transitional Bilingual Education (TBE) program, the data shows the problems with staffing and implementation of a program mandated to serve the needs of English Language Learners. Next, a look at the Special Education program (also mandated), indicates problems similar to those of the TBE program with a lack of qualified and appropriately certified staff, which in turn impedes the implementation of best practice. The next section examines the staff and services offered to students who are in need of both bilingual education and Special Education. Once again these students are not being provided with the resources needed to implement the models that are known as best practice by CPS. Lastly, the gifted programs at the elementary school and high school levels are examined to determine the ratio of Latino students benefiting from such programs. The lack of gifted courses in predominately Latino schools coupled with the lack of recruitment and retention of Latino students in selective enrollment schools shows once again that CPS needs to take immediate action. This action should focus on providing equal access and equal services in all gifted programming to Latino students (the fastest growing student population) at CPS.

TRANSITIONAL BILINGUAL EDUCATION

A. INTRODUCTION:

Transitional Bilingual Education (TBE) as it is required by the State of Illinois School Code (Article 14C) is a program of instruction for students “whose native language is other than English or students who come from homes where a language other than English is spoken in daily interaction” (ISBE, 23 Illinois Administrative Code, 228). The purpose of the program is to develop the English Language proficiency of students identified by the school district as being of limited English proficiency (LEP, and hereafter referred to as English language learners, ELL). English is taught as a second language (ESL) and initially the content areas are taught in the student’s native language and, gradually, introducing English as the mode of instruction in these subjects dependent on a student’s ability.

As reported in section one, there has been a steady growth of Latino students in state and Chicago public schools, however, there has not been a comparable growth for Latino teachers. Within the CPS System 59,078 ELL (Spanish) students or 80% of all ELL students are Latino. The number of Bilingual teachers who are fully qualified and certified to teach this group of students is only 1,407, thus leaving disproportionate ratio of teachers to students approximately one certified teacher to 49 students.

In order to ensure an equal educational opportunity for ELL it is necessary to maintain a reasonable number of teaching and support staff that can provide the necessary instruction and services, as required by state law, for this large and growing population of Latino children and youth.

The Promotion Policy approved by the CPS system in 1998 requires that ELL students in the school system meet the academic criteria established for ELL learners in order to graduate or be promoted to the next grade. A third year bilingual program student is primarily evaluated in ESL/English language arts with consideration given to home language assessments. Students with three full years in the TBE program were considered fourth year

students and must participate in citywide assessments for general education students. (CPS Board Report, 1998). The level of English language proficiency is not a consideration for taking the ITBS.

With the implementation of NCLB components the state requirement for gathering and reporting data regarding the ELL students is:

“to assess --- the progress of children in attaining English proficiency, including a child’s level of comprehension, speaking, listening, reading, and writing skills in English;”...and...”student attainment of challenging State student academic achievement standards” (NCBE, 2001, p.283).

Assessing the language proficiency for ELL students is important for accountability concerns, however, presently the collection of student performance on the IMAGE test yearly scores only measures the English language proficiency of ELL students (this year the test includes math scores) at one point in time and does not track individual student growth across time.

With the mobility of ELL students entering and leaving the TBE program with frequency within a short period of time (usually three years) and enrolling in our schools at varying ages, ability, and educational background experiences, it is not possible to provide an accurate assessment of student progress using system wide, aggregate mean averages for only English language proficiency. A more appropriate manner in which to assess ELL students’ yearly academic progress is to individually track students over a period of time, including their participation in the TBE program as well as their progress in the general education program, their progress in English language proficiency as well as academic growth in the content areas.

For the 2002-2003 school year, the state, and as required by NCLB, IMAGE test scores are being reported publicly for each school and used to determine whether schools are placed on an Early Warning List (EWL), (See page 6 for more on EWL).

Despite the various requirements for data collection and reporting for ELL students, the school system is unable or unwilling to provide data on the progress of academic achievement for students served in TBE programs.

We await further data on the educational progress of ELL students.

B. DATA AND ANALYSES:

A Transitional Bilingual Education Program (TBE) must be provided by a school district when there is an attendance center that has an enrollment of 20 or more limited English proficient students of the same language classification, the school district must establish a transitional bilingual program for each language classification represented by such students. A further assessment of those students to determine their needs for bilingual instruction and for placement in either a full-time or a part-time program shall be conducted. School districts must assess the English language proficiency, including oral comprehension, speaking, reading, and writing skills, of all students enrolled in programs on an annual basis.

A FULL-TIME TRANSITIONAL BILINGUAL EDUCATION PROGRAM SHALL INCLUDE THE FOLLOWING COMPONENTS:

- Instruction in subjects which are either required by law or by the student's school district, to be given in the student's home language and in English; core subjects such as math, science and social studies must be offered in the student's home language;
- Instruction in the language arts in the student's home language and in English as a second language; and
- Instruction in the history and culture of the country, territory, or geographic area which is the native land of the students or of their parents and in the history and culture of the United States.

Available at www.isbe.state.il.us

Most Latino children enter CPS with English language skills. However, it is important that CPS meets the needs of students learning English and those who speak English and Spanish.

- The ratio of bilingual teachers (of all languages) to English Language Learner (ELL) student is 32 to 1, much higher than both the elementary school average of 22.6 to 1 and high school average of 20 to 1 shown in Table 1.1.
- ELL (Spanish) students are served at a ratio of 1 teacher per 42 students. This ratio is much higher than both the elementary school average of 22.6 to 1 and high school average of 20 to 1 shown in Table 1.1. ELL (Spanish) students can not receive enough attention from their teachers and be adequately served in our schools with such a high student teacher ratio.
- Thirty percent of bilingual (Spanish) teachers at CPS are substitute teachers. Many others do not meet federal No Child Left Behind (NCLB) standards.
- The Illinois Administrative Code requires that ELL class sizes be 90 percent of the CPS average class size. Meeting this requirement would result in a 20 to 1 ratio in elementary schools and an 18 to 1 ratio in high schools. Meeting this requirement with properly certified teachers would offer ELL (Spanish) students much better learning environments and bilingual (Spanish) teachers could spend more time with each student.
- In the 2001-02 academic year, after five years in the TBE program 2,247 ELL students were removed from the TBE program without meeting exit criteria.
- According to CPS from 1997 through 2002, 64% of ELL students met the automatic exit criteria; 2% met the discretionary exit criteria; and 34% exited without meeting either of the two criteria. The 34% of students who are leaving the program without meeting the exit criteria seem to be concentrated in a small number of schools, with 29 schools having at least 100 students exiting without meeting criteria. There is a hand full of schools with over 500 students (Please see table 6.1 below).

- **Table 6.1: Chicago Public Schools with 100 or more Spanish Bilingual Students Exiting Program without Meeting Exit Criteria (1997-2002)**

School	Type	Number of Students	Percentage of Students
Ames	Elementary	155	38%
Amundsen	High School	143	42%
Castellanos	Elementary	123	41%
Clemente Comm Acad	High School	458	58%
Curie Metro High	High School	278	31%
Davis, N	Elementary	107	29%
Farragut Career Acad	High School	783	62%
Foreman	High School	290	52%
Gage Park High	High School	324	54%
Gary	Elementary	138	34%
Hubbard High	High School	195	32%
Juarez Comm Acad	High School	495	53%
Kelly High	High School	646	51%
Kelvyn Park	High School	647	63%
Lake View High	High School	123	33%
Madero Middle	Middle School	113	53%
Mather High	High School	133	43%
Northwest Middle	Middle School	182	33%
Orozco Academy	Elementary	105	24%
Roosevelt High	High School	281	46%
Schurz High	High School	592	55%
Senn Metro Acad	High School	195	52%
Steinmetz High	High School	331	49%

School	Type	Number of Students	Percentage of Students
Stowe	Elementary	102	50%
Sullivan High	High School	114	57%
Tilden High	High School	103	57%
Washington, G High	High School	167	37%
Wells High	High School	240	56%
Youth Connections	Charter	100	46%

Thorton, S. Personal Communication, 7/10/03

- TBE programs at the high school level vary according to ELL students' educational needs, number of languages represented, and the number of bilingual teachers available to instruct in the native language of the students. Table 6.2 lists the high schools that have TBE/TPI programs and the languages served by these programs. In general, high schools that have 20 or more students in one language must provide a TBE program. A social studies course is a typical class that is instructed in the native language while world studies and science might be offered using the sheltered English instructional model.

TBE Language Codes for Table 6.2:			
Ara	Arabic	Man	Mandarin
As	Assyrian	P	Polish
Bulg	Bulgarian	Rom	Romanian
BSC	Bosnian, Serbian, Croatian	Rus	Russian
Cam	Cambodian	S	Spanish
F	French	Uk	Ukrainian
Guj	Gujarati	Urdu	Urdu
H	Hindi	V	Vietnamese
Kor	Korean		

Table 6.2: High School Transitional Bilingual Education (TBE) & Transitional Program of Instruction (TPI)

HIGH SCHOOL	Area	TBE & LANGUAGE(s)	TPI
AMUNDSEN	19	S, BSC	Y
BOGAN	23	S	N
BOWEN	23	S	Y
CLEMENTE	20	S	Y
CURIE	22	S, P, CAM	N
FARRAGUT	22	S	N
FOREMAN	19	S, P	Y
GAGE PARK	23	S	N
HANCOCK	23	S	N
HUBBARD	23	S, CAM	N
JUAREZ	21	S	N
KELLY	22	S, CAM	N
KELVYN PARK	20	S	N
KENNEDY	23	S, P	N
LAKE VIEW	19	S, UK	Y
LINCOLN PARK	20	S	Y
MATHER	19	S, ARA, ROM, URDU, BULG, BSC	Y
ORR	20	S	N
PROSSER	20	S, P	Y
ROOSEVELT	19	S, ARA, GUJ, BSC	N
SCHURZ	19	S, P	Y
SENN	19	S, F, URDU	Y
STEINMETZ	20	S, P	Y
SULLIVAN	19	S	Y
TAFT	19	S, P	Y
TILDEN	22	S	Y
VAUGHN	19	S	N
WASHINGTON	24	S	N
WELLS	20	S	Y
YORK	22	S	Y

Source: Office of Language and Cultural Education, February 2004

C. FINDINGS:

- There are 59,078 ELL (Spanish) students in CPS. These students are vastly under served by the very low number of Spanish bilingual non-instructional professionals: 74 elementary school counselors, 27 school psychologists, 87 social workers, 5 Occupational Therapists and 12 Physical Therapists. Based on the egregious shortage of special education evaluation personnel, we cannot even assume that all ELL students who may need special education services have been appropriately evaluated.
- Best practice guidelines require one psychologist per 1,000 students. CPS currently has one psychologist per 1,687 students and only 1 Spanish bilingual psychologist per 6,390 Latino students. There is only one social worker per 1,163 students in CPS and 1 Spanish bilingual social worker per 2,754 Latino students. Illinois State law requires that personnel who evaluate students who have non-English background must be a qualified bilingual specialist.
- According to the Illinois State Board of Education (2002a), 30% (4,834) of students who exited bilingual education were transitioned, 17.8% (2,862) were withdrawn by parents, 35% (5,630) transferred, and another 16.3% (2,623) are categorized as other/unknown.

D. RECOMMENDATIONS:

- It is imperative that data be collected and made available for analysis. The absence of data on the academic progress of Latino ELL students participating in Transitional Bilingual Education (TBE) programs or Transitional Programs of Instruction (TPI) prevents public monitoring of the effectiveness of TBE/TPI programs and the ability of the public to hold the school system accountable for the education of Latino ELL students.
- CPS must ensure that students exiting the Transitional Bilingual Education program have reached an English proficiency level that will help them succeed in an all English instructional program.

SPECIAL EDUCATION

A. INTRODUCTION:

All Chicago public schools are required to ensure that children with a disability between the ages of 3 and 21 who are residing in the state and enrolled in the school district receive a free and appropriate education (FAPE). Schools are required to provide special education and related services according to the child's individualized education program (IEP) in the least restrictive environment (LRE) and at no cost to the parent. All public schools, including charter schools, are bound by these requirements as established by the Individuals with Disabilities Education Act (IDEA). Services are required according to the child's needs and not based on pre-determined notions of the child's disability.

A recent study (Miller & Gladden, 2002) on the enrollment of students with disabilities, during the years of 1993-2000 found a significant increase of special education students at the high school level. During the years of the study the percent of ninth graders with disabilities rose from 11.5% to 16.4%. The study attributes the increase to the following factors:

More students were identified as eligible for special education services in the elementary grades, especially in the grades affected by the policy to end social promotion. Students with disabilities could meet promotion requirements through their IEP, while general education students who were retained remained in elementary school or were sent to Academic Preparatory Centers (Miller & Gladden, 2002).

The second factor resulted in an increase of special education students and a decrease of general education students entering the freshmen year. The study did not examine the entering freshman group based on racial/ethnic characteristics.

Although other states (e.g. California) have experienced an over representation of Latino students in special education, historically, Chicago has experienced an under representation of Latino students in special education.

Given the grossly inadequate number of Latino (bilingual and bicultural) support services personnel (psychologists, social workers, speech therapists, etc.) who are available to provide the students with culturally and linguistically appropriate assessments and services, it is necessary to determine if Latino students with disabilities are not being served or are being underserved by the school system.

B. DATA AND ANALYSES

As a part of the Individuals with Disabilities Education Act (IDEA) each local school district should be in compliance with the following:

- School districts need to identify, locate and evaluate all children with disabilities
- All students who are suspected of having a disability must be referred to the Individualized Education Program (IEP) team to determine if services are needed.
- Culturally and Linguistically Diverse (CLD) students must be provided with services according to their primary home language, general cultural identification, and mode of communication.
- A free and appropriate education (FAPE) needs to be made available no later than the child's 3rd birthday
- The district shall provide nonacademic and extracurricular services and activities to ensure that children with disabilities have an equal opportunity to participate.
- Each child is to be provided with an Individualized Education Program (IEP). An IEP describes how special education and related services will be provided for a child with a disability.
- The local school district shall ensure that no delay occurs in implementing a child's IEP, including any case in which the source of payment or provision of services to the child is being determined.
- IDEA requires that students with disabilities receive a FAPE in the least restrictive environment (LRE). LRE is a place or setting where the student with disabilities receives their special education and related services. LRE is based on the student's unique needs, not on their disability.
- Protection in the Evaluation Process (PEP) requires that students are evaluated in a culturally and linguistically appropriate manner.

Office of Specialized Services, CPS (2002)

According to Administrative Code 226 Special Education Rules:

Instructional classes or services for students who have either a severe/profound disability or multiple disabilities, shall have a maximum enrollment of 5 students; early childhood instructional classes or services shall have a maximum ratio of 1 qualified teacher to 5 students; instructional classes or services for children whose primary disability is a severe visual, auditory, physical, speech or language impairment, autism, traumatic brain injury or an emotional disturbance or behavioral disorder shall have a maximum enrollment of 8 students; instructional classes or services for children whose primary disability is a specific learning disability or that serve children who have different disabilities shall have a maximum enrollment of 10 students; instructional classes or services for children whose primary disability is mild/moderate mental impairment shall have a maximum enrollment of 12 students at the primary level and 15 students at the intermediate, middle, junior high and secondary level (ISBE, 23 Illinois Administrative Code , 226).

There are a total of 139 bilingual special education teachers, 117 of these teachers speak Spanish and 37 of these are classified as FTB's (have met requirements for certification). However, there are 7,207 ELL students with Spanish as the primary language who have been identified as having a disability. If 117 teachers speak Spanish, there is a teacher/student ratio of 1:61. If we calculate the 37 teachers that are certified, there is a teacher/student ratio of 1:194, this student to teacher ratio clearly exceeds the State requirements. ELL student to teacher ratio greatly exceeds the requirements/standards of student to teacher ratio even when we consider the use of cross-categorical, resource, or inclusion models of instruction. Clearly there are ELL students who are not receiving instruction in their primary language or a language they understand. In addition, there are 56 occupational therapists in CPS, in which 5 (11.2%) are bilingual and there are 102 physical therapists, in which 12 (8.5%) of these are bilingual. There are 22 certified bilingual speech pathologists available to serve Latino English language learners. Thirteen bilingual speech assistants with bachelor's degrees in communication disorders assist monolingual speech pathologists when they provide services to bilingual students. Seventy-four (6.06%) of the total 819 elementary school counselors, 27 (7%) of the total 260 Type 73 certified school psychologists, and 87 (32.7%) of the total 377 social workers are bilingual. (*Thorton, S., Personal Communication May 1, 2003*)

C. FINDING:

- There are a disproportionate number of Latino students in comparison to the Latino staff available to serve them. In order to better meet the needs of these students, a greater number of certified Latino staff are needed to provide Latino students with culturally and linguistically appropriate special education services as required by state law.

D. RECOMMENDATIONS:

- CPS must hire and retain more qualified teachers and pupil support services personnel in order to comply with state law requirements and provide the culturally and linguistically appropriate education and instruction. This will help to insure the opportunity for an equal and quality education for Latino students. Latino students are currently not being served at the educational levels required by state law.
- Assessment procedures must be monitored to ensure that Latino ELLs receive an equal educational opportunity and the Special Education services that are rightly theirs.
- Internships should be established for teachers and related services personnel wishing to meet certification requirements in order to reduce the shortage of bilingual personnel serving students in special education programs. Internship opportunity will provide Latino teachers and related service personnel the experience needed to serve Latino ELLs with special needs.
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SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNERS (ELL) IN CPS

A. INTRODUCTION:

The previous discussion regarding the provision of Transitional Bilingual Education instruction to ELL students also applies to ELL students with disabilities along with the provisions of the Individuals with Disabilities Education Act (IDEA). A program concept known as Bilingual Special Education.

Illinois was the first state to pass legislation (Public Act 87-0995) addressing the needs of children with disabilities whose home language is other than English. Among the requirements of the act are the identification of students through culturally and linguistically appropriate, non-discriminatory assessments of ELL students with disabilities; regulatory changes that would insure that the individualized educational plans (IEP's) of LEP students reflect the special education, cultural and linguistic needs of the students; and the reporting of the shortage of Bilingual Special Education teachers. Subsequently, ISBE developed rules to govern the certification of bilingual special education teachers and support services personnel.

The concerns regarding the educational opportunities and services for Latino students are further magnified for Latino, ELL students with disabilities. These concerns include the shortage of bilingual/bicultural special education teachers and pupil support services personnel, nondiscriminatory assessment procedures, and the provision of culturally and linguistically appropriate instruction and special education services.

The development of an array of special education instructional models, with few students actually served (See Table 6.3) by a bilingual special education teacher, highlights the failure of the school system to provide Bilingual Special Education programs and services for ELL students with disabilities.

B. DATA AND ANALYSES:

CPS uses six Bilingual/English as a second language (ESL) Special Instructional Models.

1) Bilingual special education teachers- instruction is provided by teachers w/dual certificate or approval in bilingual education and special education.

2) Monolingual special education & Bilingual team teaching- instruction provided by an English monolingual special education teacher and a bilingual teacher.

3) English as a Second Language- instruction provided by a special ed. teacher who has ESL certification.

4) Monolingual special education & ESL team teaching- instruction provided by an English monolingual special education teacher and an ESL teacher.

5) Monolingual special education teachers and a bilingual assistant- instruction provided by a special education teacher who is not proficient in the child's primary language. A bilingual paraprofessional facilitates communication and provides instructional support in the child's native language. This model is used as a last resort when it is not possible to implement models 1-3.

6) Consultation- a special education teacher who is not proficient in the student's primary language provides consultation to a bilingual or ESL teacher. Data provided by CPS reveals that 6,991 ELL students were eligible for special education.

Thorton, S., Personal Communication, 5/1/03.

Table 6.3: Service Models by Students Served

Service Model	Percentage of Students Served	Number of students served
Models 1-3	23%	1,557
Models 4-6	33%	2,316
Model 1 (Best Practice)	13.5%	946
Model 6 (Last Resort)	13.2%	928

Thorton, S., Personal Communication, 5/1/03.

CPS describes these models in rank order from best practice to last resort. The best practice model places ELL students in classrooms with a Bilingual Special Education Teacher. Only 13.5% of ELL students are currently served with the model that is described as best practice. Conversely, virtually the exact percentages (13.2%) of ELLs are being served under the consultation model, which is described as the model of last resort. While 46.2% of ELLs are served under the three models furthest from the best practice model, only 23% are served in the three models close to the best practice model.

C. FINDINGS:

- Approximately 194 schools are providing instructional support services to Spanish-speaking ELLs with a disability. The approximate number of students served is 600. These schools do not have enough Spanish-speaking students (20 or more) to implement the Transitional Bilingual Education (TBE) program and CPS states that they do not collect information regarding instructional strategies. Therefore, there are 600 Spanish-speaking ELLs with disabilities being served by a program that CPS is not evaluating for its effectiveness.

Local school districts are to address the following when working with ELL students:

- Determination of the child's language use pattern and general cultural identification shall be made by determining the language(s) spoken in the child's home and the language(s) used most comfortably and frequently by the child.
- If the child has a non-English-speaking background, a determination shall be made of his or her proficiency in English.
- Determination of the child's mode of communication shall be made by assessing the extent to which the child uses expressive language and the use he or she make of other modes of communication (e.g. gestures, signing) as a substitute for expressive language.
- The child's language use pattern, proficiency in English, mode of communication and general cultural identification shall be noted in the child's temporary student record and this information shall be used in the evaluation and development and implementation of the individualized education program (IEP).

Office of Specialized Services, CPS (2002)

- CPS states “There is no distinction in terms of the education services provided to Latino students with special needs and the type of educational services that are provided to non-Latino students.” This concern is cited by CPS as “irrelevant” since they do not provide a separate system of services by ethnicity (Thorton, S. 7/10/03). However, due to differences in culture and language, ELL students and their families need services that are culturally and linguistically appropriate. Additionally any recreational and therapeutic services provided to students are part of the students’ educational program.” Therefore, nothing is being done to meet the cultural and linguistic needs of Latino students. This practice is not in compliance with the State of Illinois rules and regulations which has specific guidelines for the provision of special education services for culturally and linguistically diverse (CLD) students with disabilities. According to the State of IL regulations, the IEPs developed and implemented should be reflective of the child’s linguistic, cultural and instructional needs.

D. RECOMMENDATIONS:

- Latino English language learners (ELL) require quality time and attention from “highly qualified” bilingual (Spanish) educators and other professionals. Latino students are currently not being served at the educational levels required by state law.
- CPS must hire and retain more bilingual (Spanish) teachers and other professionals in order to comply with state law requirements and provide the culturally and linguistically appropriate education and instruction. Schools must be staffed with highly qualified teachers. This will help to insure the opportunity for an equal and quality education for Latino students.

GIFTED, MAGNET AND ADVANCED PLACEMENT PROGRAMS

A. Introduction:

Students found to excel in educational settings are traditionally identified for attendance at magnet schools or the Advanced Placement Program (AP) in high school. These schools and programs offer greater access to rigorous academic education. The term “gifted” is used in various CPS documents and school web sites. No uniform definition is provided for this term. However, it appears the term is used to place students in elementary accelerated academic programs, magnet schools and high schools that offer advanced placement courses in a specific discipline.

All students who demonstrate high academic potential should have equal access to rigorous academic programs regardless of race, ethnicity, or English language competence levels if English is not their native or primary language. Unfortunately, CPS is not serving Latino or Spanish ELL students at the same level as white and English only students. Responses to queries during the course of the present research indicate a pervasive lack of understanding regarding language and cognitive development. Language competence and performance, which can be demonstrated in Spanish, English or any other language, promote intellectual development and should be valued and honed. Penalizing Spanish-speaking students for competence in their primary language is unconscionable and should not be tolerated in any educational environment. Rather, schools should train bilingual teachers to provide differentiated instruction in English and the primary language to meet the needs of the high ability students in their care. Specifics regarding Latino and Spanish ELL student access to CPS accelerated academic programs follow. Recommendations are also provided.

B. Data and Analyses:

Elementary Gifted Programs

- According to data provided by CPS, Latino students make up only 23.7 percent of the gifted student population in CPS. This is far below their representation in the general elementary student population of 36.4 percent.

- During the present research, there are only 161 identified gifted Latino English Language Learners (ELL) at the elementary level.

High School Magnet Programs

Table 6.4: Percent Latinos in Selective Enrollment High Schools (SEHS) by Year

	1996	1997	1998	1999	2000	2001	2002
Brooks	02.3	00.7	11.9	15.7	15.8	16.6	nd
Jones	29.7	32.3	35.2	42.0	37.8	38.7	35.0
King	00.4	00.4	00.4	00.3	00.5	00.0	4.9
Lane Tech	33.3	34.3	35.5	37.8	39.2	40.3	41.6
Northside	nd	nd	nd	19.9	19.7	19.8	20.1

Source: Thorton, S., Personal Communication July 18, 2003

- At only two selective enrollment high schools (SEHS), Jones and Lane Tech, Latinos are represented at levels near, or at their percentage of the total high school population. At all other SEHSs Latinos were/are under represented.
- The percent of Latino students at Jones High School has declined steadily since 1999.
- Beyond magnet schools, some schools offer gifted programs in one content area and every high school is capable of offering at least one advanced placement course.
- The following high school campuses offer at least one (those with more than one are indicated) AP course title in any subject area for Spanish ELL students: Amundsen, Bogan Tech, Carver Military (2), Clemente, Foreman, Juarez, Kelvyn Park (3), Kennedy, Lincoln Park (2), Steinmetz, and Sullivan.
- Spanish speaking students make up 82 percent of all CPS ELL students. Only 32 percent of all advanced placement courses (including honors and college level courses) that are offered in a language other than English are offered in Spanish (Thorton, S. Personal Communication July 18, 2003).
- Less than one percent (.08) of all advanced placement classes (including honors, International Baccalaureate Program* and college level courses) are offered in Spanish (Thorton, S. Personal Communication July 18, 2003).

CPS Disregards Advanced Spanish Language Skills

A CPS representative wrote, "by definition they (ELL students) do not have advanced language skills" (Thorton, S., Personal Communication July 18, 2003). Spanish language skills are not considered language skills. This represents a disregard for all English Language Learners in the CPS system.

C. FINDINGS:

- The term gifted is not clearly defined by CPS, but appears to apply to students in magnet schools, magnet programs within general/traditional schools, and advanced placement classes.
- Advanced placement classes may be offered in any high school. Students who complete an AP course and pass the final exam may earn college credit.
- Latinos are under represented in elementary and middle school gifted programs. Some examples of that under representation include: Hitch where 33% of the student body is Latino, only 23% of students in the gifted program are Latino; Gray where 59% of the student body is Latino, only 16% of students in the gifted program are Latino; and Sauganash where 17% of the student body is Latino, 0% of students in the gifted program are Latino.

**For more information on the International Baccalaureate Program go to:
[http://www.cps.k12.il.us/AboutCPS/Departments/OSS/Internat I Bacc. brochure.pdf](http://www.cps.k12.il.us/AboutCPS/Departments/OSS/Internat%20I%20Bacc.%20brochure.pdf)*

- Although the percent of Latino students has increased at all magnet high schools since 1996, the overall enrolment of Latinos in other schools has increased at a much greater pace. Therefore, the increased number of Latinos in these schools does not indicate increased inclusion of Latinos in selective enrolment high schools.
- Latinos are underrepresented in three of the five magnet high schools.

D. Recommendations:

Chicago Public Schools must:

- Investigate and evaluate the issues regarding Latinos and gifted education and prepare a plan for corrective action. However, keeping in mind that demographic data is not collected for key programs (e.g., ECE). Thus, this data gap prevents public review, equitable representation, and access to educational opportunities for Latino students. The data demonstrate disproportionately low representation and participation of Latino students and Latino ELL students in accelerated academic programs.
- Increase efforts to identify high ability Latino English Language Learners.
- Increase the number of gifted programs and advanced placement classes at predominantly Latino schools in order to provide equal access to rigorous academic programs and enriched educational opportunities.
- Conduct professional development for all bilingual teachers on the implementation of differentiated instructional and classroom management strategies to meet the needs of high ability learners within regular education.
- Access the Spanish media in a timely manner to inform the Latino community of bilingual programs available to high ability Spanish English Language Learners. Parents and students should be provided with information on the application process at all school levels (elementary, middle and high school). Latino students should be vigorously recruited for admission to elementary gifted programs and selective enrollment high schools.
- Increase the number of Spanish language and literature classes for Spanish speakers.
- Make every effort to assist Latino students prepare for, enroll and succeed in gifted programs and selective enrollment high schools in far greater numbers.

Dando un Paso ¿Pa'Lante o Pa' tras? Latinos in the Chicago Public Schools

Conclusion

This year the School Reform Act will enter its fifteenth year and the Latino community as many other communities in the city will ask itself - having taken this step for reform in education, have we taken that step forward? (¿pa'lante?) or backward? (¿pa' tras?). The purpose of this report is to connect facts and figures to the educational status of Latino children and youth in the public educational system of Chicago. This review is based on the information that was requested from CPS administrators, retrieved from CPS web sites, and researched from other web sites and investigations that have been conducted by independent researchers and community-based organizations. Our analysis provokes the response that moving forward eludes us and that too many concerns remain the same or worse, as highlighted in the following paragraph.

Latinos represent the fastest growing minority group in Chicago and is the largest in the country. Despite this fact, today, we experience the same educational problems that concerned us in the 70's, 80's, 90's and now in the 21st Century. A brief collection of these issues are: a shortage of Latino and bilingual/bicultural teachers; a significant achievement gap between Latino and White students; under representation in gifted programs and selective enrollment schools; high dropout rates; lack of support for students who are in danger of academic failure; questionable assessment practices for culturally and linguistically diverse Latino student populations; a lack of program evaluation or data that informs our community and holds CPS administrators accountable such as determining the effectiveness of Transitional Bilingual Education programs; and budgeting decisions that are clear and understandable regarding funding sources and expenditures. These are but a few of the pressing issues that the system must address.

The demographic information such as the 2000 census has not provoked any urgency in developing programs that respond to our community's needs such as Early Childhood Education Programs. The inability to resolve overcrowding in our schools continues to inhibit and create barriers to educational program development.

It is imperative that Latino students receive a quality education to ensure the social and economic stability of our city and the wider U.S. population. While Chicago Public Schools provide quality education for some students, this education is not provided to all students. It is apparent from our findings that Latinos are not provided with the same quality educational opportunities as are non-Latino students. Students attending predominantly Latino schools are less likely than those in other schools to have properly trained teachers as required by NCLB. Students attending predominantly Latino schools are less likely than other schools to have adequately staffed classrooms and to have more students per teacher than at other schools.

Latinos are less likely than white students to be enrolled in magnet schools. Students attending predominantly Latino schools are less likely to have access to advanced placement and/or gifted courses. Students with limited English language proficiency and who speak Spanish have access to fewer advance placement and/or gifted courses than do limited English students who speak other languages.

CPS must make an immediate, concerted effort to rectify these inequalities which greatly affect Latino students, our community, and the future of Chicago. We do not want to repeat this review and report the same results in the next decade.

Authors

Ann Aviles, M.S., is an Occupational Therapist Registered and licensed. She received her Master's degree at the University of Illinois at Chicago. She currently works as a research specialist in the Departments of Occupational Therapy and Adolescent Psychiatry at the University of Illinois at Chicago. She is a Ph.D. student in the College of Education's Educational Policy Studies with an emphasis on Social Foundations in Education. Ms. Aviles' most recently co-authored articles are: "Diverse Faces of Domestic Violence" in *Mental Fitness* (In Press); "Life Skill Service Needs: Perspectives of Homeless Youth" in the *Journal of Youth and Adolescence* (2004) and "Longitudinal Service Use of Domestic Violence Survivors: A Two-year Study" in the *Proceedings of the First National Conference on Medical Care and Domestic Violence* (In Press). She serves as a board member for Family Rescue, a domestic violence agency in Chicago serving women and children who have become homeless due to domestic violence. She also works with a homeless youth shelter focusing on programming that builds employment skills among the youth. Her research interests lie in examining policies, services and programs that impact the educational opportunities and mental health of homeless youth of color.

Loretta Capeheart, Ph.D., is an Assistant Professor of Justice Studies at Northeastern Illinois University. She earned her Ph.D. at Texas Woman's University majoring in Sociology with special attention to inequalities and social change. At Texas Woman's University she was awarded the Roy Miller Memorial Minority scholarship and completed a dissertation titled "Non-Voting in U.S. Presidential Elections: Reflections of Elitism and Pluralism." She has taught courses on Ethnicity and Justice, Inequality and Justice, Law and Racism, and Theories of Justice and Social Change. She has presented her research at the American Society of Criminology, has a paper forthcoming in *The Journal of Ethnicity and Criminal Justice* titled "Los Confines: Data Limitations and Mexican American Prison Entries," and has a co-authored a paper titled "Deviants or Scapegoats: An examination of Pseudofamily Groups and Dyads in Two Texas Prisons" under review by *The Prison Journal*. She has submitted a grant application titled "Entre La Raza: Understanding the Life Circumstances and Drug Usage of Hispanic Arrestees" under review by the National Institute of Justice. Dr. Capeheart serves on the advisory board of the Mexican and Caribbean Studies program at Northeastern Illinois University, the executive committee of the University Professionals of Illinois, Local 4100, and in many social justice activist organizations.

Erica Davila, M.Ed., currently teaches GED classes at The Segundo Ruiz Belvis Cultural Center. She is a certified teacher and has experience teaching in both Chicago and Urbana, Illinois. She is presently pursuing her doctorate degree in Educational Policy Studies at the University of Illinois at Champaign-Urbana. Ms. Davila is committed to diminishing the inequality plaguing the public education system. For her dissertation research she will conduct a qualitative study exploring the lived experiences in schooling of Puerto Ricans from Chicago. Ms. Davila's doctoral studies have been funded with a fellowship from the Illinois Consortium for Educational Opportunities Program. She has presented her research at the 5th Annual Puerto Rican Studies Association Conference (2002) and the 84th Annual Meeting of the American Educational Research Association (2003). In December 2003 Erica received an award from The Associated Colleges of the Midwest for her work with the youth in the Logan Square community.

Angela Pérez Miller, Ph.D., retired in August of 2003 after a thirty-nine year career in education. She was an assistant professor at DePaul University for eight years teaching in the fields of Bilingual Education and Educational Leadership. During the past academic year (2002-03) she served as an adjunct assistant professor at the University of Illinois at Chicago, College of Education, in the Department of Special Education. Prior to her appointment at DePaul University she was with the Chicago Public School (CPS) system for 30 years (1964-94). She served as a teacher, assistant principal, and principal and has educational experience at both the elementary and secondary levels. In her last position with CPS she served as Director of Staff Training and Development in the Department of Special Education and Pupil Support Services. Among her professional affiliations is membership on the Steering Committee of the Consortium on Chicago School Research and as a past member of the Illinois Advisory Council on the Education of Children with Disabilities representing higher education (1996-2002).

Dr. Pérez Miller has a long history of service and involvement in the Latino community and has served on the boards of the Alivio Medical Center, El Valor, Inc., the Latino Institute, the Mexican American Council on Education as well as many others. Through her many professional and community affiliations, she has worked on behalf of Chicago's Latino community and particularly on issues and policies related to the education of Latino children and youth. She continues this vital work even in retirement. Her academic training includes a Ph.D. in Public Policy Analysis in Education from the University of Illinois at Chicago; and two Masters' degrees; one from DePaul University in Reading and Learning Disabilities, and one in Education from the Center for Inner City Studies at Northeastern Illinois University. Her primary research interests focus on the persistence/dropout behavior of Latino students and the policies that effect Latino students' ability to remain in school and graduate. Her article on "Language and Power" was recently published in *Multicultural Perspectives* (2003).

She was awarded a Fulbright Fellowship in teaching and administration with an assignment at the Federal University of Goiás in Brazil during the summer of 2000. In January of 1997, she received an award from the PUSH/Excel Board of Trustees for *outstanding contributions to education* and in May of 1998 she received DePaul University's Public Service Award for *meaningful and significant contributions to the communities in which she is involved*. This past academic year, in October of 2002, she received the *Sor Juana Lifetime Achievement Award in Education* from the Mexican Fine Arts Center Museum

Acknowledgements

We would like to acknowledge the many community-based and education reform organizations that supported the work in this report and who contributed significant information and data.

The authors would like to thank Professor Gayle Mindes, DePaul University, School of Education, who reviewed and edited the final draft of this report.

GLOSSARY

This glossary of select terms and phrases used in this report is intended to clarify terms that may not be familiar to everyone. Please consult references for further clarification and definition.

Academic English A level of English language proficiency/mastery that includes the ability to read, write, speak and listen extensively in order to function at an equivalent level of the English dominant student in an all English instructional program (Scarcella & Rumberger, 2000).

Appropriate Assessment Test given to a child whose primary language is other than English shall be relevant, to the maximum extent possible, to his or her culture (ISBE 23, Part 226).

Bilingual Special Education “The use of the home language and the home culture along with English in an individually designed program of special instruction for the student in an inclusive environment. The primary purpose of a bilingual special education program is to help each individual student achieve a maximum potential for learning” (Baca & Cervantes, 1998).

Code Switching May be defined as the alternating, or switching of two different languages at the word, phrase, clause, or sentence level. This alternation is not random, but adheres to certain rules that are acceptable. An example is the alternating use of Spanish and English within and between sentences in ordinary conversation: “*Pero verdad que IT WAS WORTH IT*” (Timm, 1993).

English as a Second Language (ESL) Specialized instruction designed to assist students whose home language is other than English in attaining English language proficiency (ISBE, 23, Part 228).

English Language Learners (ELL) See **LEP** definition. **ELL** and **LEP** are used interchangeably.

Learning Standards Outline the expectations for student learning and provide a focal point for deciding how to use the resources that support education (ISBE, July 1997).

Limited English Proficiency (LEP) Students of non-English background whose aural comprehension, speaking, reading, or writing proficiency in English is below the average English proficiency level of students of the same age and/or grade whose first or home language is English (ISBE, 23, Part 228).

Norm-referenced Measurement An approach to assessment in which a student’s test performance is interpreted relatively - that is, according to how the student’s performance compares with that of other test takers (Popham, 2002).

On Track To be “on track” a student must earn enough credits to assume sophomore status on time and have received no more than one failing grade in a core course (English, math, science, and social science). Students who are sent to APC’s (currently called *Achievement Academies*) or drop out are automatically “off track” (Miller, Ellensworth, & Hochanek, May 2002).

Primary Language (also native language) A level of proficiency in a native language at the time that a student begins to learn a second language (Hamayan & Damico, 1991).

Reliability An assessment is reliable if it yields results that are accurate and stable. In order for a performance assessment to be reliable, it should be administered and scored in a consistent way for all the students who take the assessment (CPS, 1994).

Standardized Test Any test that is administered, scored, and interpreted in a standard, predetermined manner (Popham, 2002).

Transitional Bilingual Education Program (TBE) When there are within an attendance center 20 or more students of the same non-English language background identified as below average in English proficiency. A student’s program can be either full-time or part-time, depending on the level of the student’s proficiency in English (ISBE, 23, Part 228).

Transitional Program of Instruction (TPI) When there are within an attendance center 19 or fewer students of the same non-English language background identified as below average in English proficiency (ISBE, 23, Part 228)

Validity An assessment is valid for a particular purpose if it in fact measures what it was intended to measure. An assessment of a learning outcome is valid to the extent that scores truly measure that outcome and are not affected by anything irrelevant to the outcome (CPS, 1994).

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APPENDIX A

Prairie State Achievement Examination (PSAE) Performance Levels

Level 1 Academic Warning	Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.
Level 2 Below Standards	Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
Level 3 Meets Standards	Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems.
Level 4 Exceeds Standards	Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to evaluate the results.

Available on Illinois School Report Cards (www.isbe.state.il.us)

Note: According to the Illinois School Report Cards these levels were established with the help of Illinois educators who teach grade levels and learning areas tested.

Illinois Measure of Annual Growth in English (IMAGE) Performance Levels

Beginning	Students at this level begin to read and understand short, simple text supported by illustrations or personal experiences. Students begin to communicate ideas in writing through word lists, phrases, or simple sentences.
Strengthening	Students at this level read and understand simple text supported by illustrations or personal experiences. Students maintain a focus in writing through simple or repetitive language.
Expanding	Students at this level read text with increasing understanding of abstract and/or unfamiliar content. Students communicate ideas in writing with increased detail, organization, and variety of language.
Transitioning	Students at this level read and understand an increasingly broad range of materials required for academic success. Students communicate ideas with control of language and writing features required for academic success.

Available on Illinois School Report Cards (www.isbe.state.il.us)

Note: According to the Illinois School Report Cards students enrolled in state-approved transitional bilingual programs for less than three years take IMAGE if they are unable to take ISAT/PSAE due to their lack of proficiency in English.

APPENDIX B

Illinois State Board of Education Special Education Compliance Division
A PARENTS' GUIDE: THE EDUCATIONAL RIGHTS OF STUDENTS WITH
DISABILITIES (2001)

Entire guide available at: <http://www.isbe.net/spec-ed/PDF/ParentGuide%20English01.pdf>

SECTION 4 (Pages 19-30) INDIVIDUALIZED EDUCATION PROGRAM

General

The *individualized education program (IEP)* is a written plan describing the provision of special education and related services for a student with a disability. This written document describes your child and what you and the school will do to give your child the extra help and attention needed. Since parents help to write IEPs for their children, it is important that you know what goes into an IEP. You should also understand what will happen at IEP meetings and what will happen after the IEP is written.

Once you and the other members of the eligibility conference decide that your child is eligible and special education services are needed, an IEP must be developed. The IEP may be completed immediately following the eligibility conference or a second meeting may be held to develop, review, or revise the IEP. The IEP meeting must occur within 30 days of the determination of your child's eligibility for special education and no more than 60 school days from the date of the referral.

Your school district must have an IEP in effect for each child who is eligible for special education and related services at the beginning of each school year. When an IEP is developed or revised, the district is required to provide you with a notification of the results of the meeting. The IEP will be implemented no later than ten (10) days after the notice has been provided. Your school district must have procedures outlining how staff members will be provided with the results of the IEP meeting and what responsibilities they will have in implementing the IEP.

Content

The IEP describes what your child can already do and what he/she needs to learn for the next year. It lists the special help your child will receive in order to learn. The IEP team must consider:

- γ **Your child's strengths and your concerns about your child's education,**
- γ **The results of the initial or most recent evaluation,**
- γ **The need for assistive technology devices and services,**
- γ **Special needs related to communication,**
- γ **Language-related needs due to limited English proficiency or a hearing impairment,**

γ **The need for behavioral interventions, including positive interventions, to address behavior, and**

γ **The need for instruction in Braille due to a visual impairment.**

Your child's IEP must include these things:

γ **Present level of educational performance**

(descriptions of what your child can do, what he/she knows and how the disability affects your child's progress in the general curriculum)

γ **Annual goals**

(statements of what your child needs to learn and should be able to learn over the next year in order to be involved in and progress in the general curriculum-should reflect consideration of the State Goals for Learning and the Illinois Learning Standards)

γ **Progress toward annual goals and how parent(s) will be informed**

(how you will be regularly informed of your child's progress on his/her annual goals)

γ **Short-term instructional objectives/benchmarks**

(small steps that your child must learn or accomplish in order to reach the annual goals)

γ **Specific special education, related services, supplementary aids and services and a statement of program modifications or supports for school personnel**

(special services your child will have to support his/her education to be involved in and progress in the general curriculum, nonacademic activities, and extracurricular activities)

γ **Beginning date, amount, frequency, location and anticipated duration of services and modifications**

(when your child will begin receiving special services, the length of time your child will need the program or services during that school year, the anticipated frequency of the services, and location of services)

γ **Extent of participation in regular education programs**

(explanation of your child's lack of participation, if any, in academic, nonacademic and extracurricular programs)

γ **Language(s) or mode(s) of communication**

(how special education and related services will be provided, if other than or in addition to English)

γ **Participation in assessments**

(what accommodations are necessary, if any, for your child to participate in State or district-wide assessments or if the assessments are not appropriate, how your child will be assessed, including participation in the Illinois Alternate Assessment – see the next section for a more detailed description of assessments)

γ **Placement**

(the placement that the team has determined appropriate for your child)

γ **Extended school year services**

(whether your child requires the provision of services beyond the district's normal school year in order to receive FAPE – see the next section for a more detailed description of extended school year services).

In addition:

(If needed based upon the evaluation results and input from school personnel, your child's IEP **MAY INCLUDE** the following information).

Adapted Physical Education - for students who cannot participate in a regular physical education program because of their disabilities, a description of the specially designed physical education services.

Assessments (State and District-Wide) - for all eligible students at the appropriate grade level. The IEP team must determine how the student will participate in state and district-wide assessments, including the need for accommodations or by the use of an alternate assessment. If the IEP team determines that a student needs accommodations in order to take the regular state or district-wide assessment(s), the accommodations must be listed in the IEP, must address the student's specific disability, be consistent with accommodations used during instructional time, and be allowable within the parameters of the test.

If a student requires an alternate assessment, the IEP must include a statement of why the student is unable to take, even with accommodations, the regular assessment(s). For district-wide assessments, the local district must develop and conduct an appropriate alternate assessment. The alternate assessment for state-wide tests in Illinois is the Illinois Alternate Assessment.

Parental permission is not required for students with disabilities to participate in state and district-wide assessments, unless it is required for nondisabled students. As a member of the IEP team, it is important that you be actively involved in the team's decision about how your child will participate in state and district-wide assessment programs.

Assistive Technology - for students with physical impairments or other disabilities who require special equipment to participate in school. Assistive technology is an item, piece of equipment, or product that helps a child with a disability benefit from his/her educational program. It may be a product that is already available or one that is designed or modified to increase, maintain, or improve functional ability. It includes an evaluation of your child and training in the use of the device that can be extended to family members. Information regarding the provision of assistive technology must be documented in the IEP, including an educational need for use at home and repairs necessary to ensure a working device. Access to these devices can significantly change how your child learns and interacts with others. *(For more information regarding assistive technology, you may contact the Illinois Assistive Technology Project at 800/852-5110.)*

Behavioral Intervention Plan - for students with disabilities who have behavior problems that interfere with their learning or the learning of others. It should be based on your child's behavior and include a summary of the findings of the functional behavioral assessment, summary of previous interventions that were implemented, description of the interventions to be used, including positive behavioral interventions, identification of measurable behavioral changes and methods of evaluation, schedule for review of effectiveness, and provisions for coordinating the plan with you.

Extended School Year Services - for eligible students, the type and length of the school program must appear on the IEP. Extended school year services for students with disabilities is not the same as regular or remedial summer school. The need for extended school year services must be decided at an IEP meeting and based on your child's individual needs, the anticipated degree of learning lost by your child over the summer, the projected length of time necessary to relearn skills or information, and your child's progress in relation to his/her behavior and/or social/emotional needs. If you think your child needs extended school year services, you should request an IEP meeting.

Your child may attend a regular or remedial summer school program if he/she meets the local district eligibility criteria established for all students seeking admittance to the program and can benefit from the program. If your child meets the eligibility requirements, he/she cannot be excluded due to his/her disability.

Graduation Planning- for all students, prior to the expected graduation. At least one year prior to graduation, the IEP must address the anticipated date of graduation from high school and the type of diploma to be issued. Special education services end following the granting of a high school diploma. Students who have not been given a regular high school diploma continue to be eligible to receive FAPE through the age of 21. You may request a review of the recommendation for graduation if, in your opinion, your child has not reached a satisfactory level of achievement.

Home-Based Support - for students who may be eligible to participate in the Home-Based Support Services Program for Mentally Disabled Adults funded through the Department of Human Services (DHS). The Home-Based Support Services Program tailors services and pays for services to help adults with disabilities (age 18 or older) living on their own or with their families. These students have severe autism, severe mental illness, severe or profound mental retardation, or severe and multiple impairments and have reached age 18 and no longer receive special education services. There are also income and residency requirements. The school district will inform you of the existence of the Home-Based Support program. The IEP must document plans for: (a) determining the student's eligibility for home-based services, (b) enrolling the student in the home-based service program, and developing a plan for the student's most effective use of home-based services.

Additionally, the following is "informational only" and not a part of the IEP. The Department of Human Services offers a Family Assistance Program. This program pays a monthly stipend to help with the costs of caring for a child (age 17 or younger) with a severe mental disability. Participating families receive approximately \$5,000 to \$7,000 yearly.

Since the money for the Home-Based Support and Family Assistance Programs is limited, only some of the eligible persons who apply will be selected – by a random selection method – to participate when funds become available. For more information about either program, you may contact, the Department of Human Services at 800/843-6154 or www.state.il.us/agency/dhs.

Special Transportation - for students requiring transportation to participate in their educational programs. The IEP team must document any special transportation needs and modifications on the IEP as a related service. The school district is responsible for providing the special transportation necessary for your child to participate in his/her education program. Transportation services must be provided in a way that ensures students with disabilities receive a full instructional day and every effort should be made to limit travel time to no more than one hour each way. ***Necessary transportation must be provided by the district to allow a student to serve a detention.***

Transfer of Rights - for students who will reach the age of seventeen during the school year for which an IEP will be in effect. The IEP must document that the student has been informed of his/her rights under the Individuals with Disabilities Education Act, if any, that will transfer to the student upon reaching the age of eighteen.

Transition Services - for each student who will reach the age of 14 during the school year and for younger students if determined appropriate, the IEP must document a statement of transition service needs that focuses on the student's course of study. Courses should reflect the student's preferences and interests and address post-school outcomes.

For students who will reach the age of 14 1/2 during the school year and for younger students if determined appropriate, the following must be documented in the IEP:

- γ a statement of goals for life after graduation from high school in the areas of employment, post-secondary education, and community living alternatives;
- γ a statement of any needed transition services that are in addition to the current education program;
- γ a statement of each participating agency's responsibilities for delivering needed services; and
- γ if it is determined that services in one or more areas are not needed, a statement to that effect and the reasons for the determination.

Participants

Your participation at the IEP meeting is very important. The school district will send you a written notice at least 10 days before the proposed date of the IEP meeting. The notice will tell the time, date, location, the purpose of the meeting, who will attend, and your right to invite other individuals with knowledge or special expertise about your child. You should notify the school district to inform them of any individuals that you will bring to the meeting. Individuals with knowledge or special expertise might include an advocate, a pediatrician or other specialty doctor, health care or private related service provider, recreational personnel, tutors, relatives, and/or childcare provider.

If on the day of the meeting, school personnel who may be important to you or your child are not present, then you should be given a reason why and the reason should be documented. Additionally, if on the day of the meeting, individuals are present that were not listed on the notification (e.g. an attorney), you may request the meeting be rescheduled in order to receive proper notification.

If you cannot attend the IEP meeting, you should let the district know so the meeting can be rescheduled at a mutually convenient time. If it is not possible for you to attend, the district must try to secure your participation, at least two more times, by other means such as telephone conference calls or visits to the home and your place of employment. Some districts may send you a certified letter with a return receipt. You should be sure to sign for and read any mail from your school. It is important that you know about any scheduled IEP meetings for your child. A meeting may be conducted without you in attendance if the school district has a record of attempts made to mutually arrange a time and place, but is unable to obtain your participation.

Participants in the IEP meeting must include:

- T you, the parent, unless you have chosen not to attend;

- T at least one regular education teacher if your child is or may be participating in the regular education environment. This should be the person who is, or may, be responsible for implementing your child's IEP. The teacher can participate in the discussion about how best to teach your child, including determining appropriate positive behavioral interventions, supplementary aids and services, modifications, and supports for school personnel, if appropriate;

- T If your child does not have a regular education teacher, but is anticipated to receive at least some instruction in the regular education setting, the team shall include a regular classroom teacher qualified to teach a child of his/her age. For a child of less than school age, the team shall include an individual qualified to teach preschool children.

- T at least one special education teacher, or if appropriate, at least one special education service provider of the child. This should be the person who is, or may, be responsible for implementing your child's IEP;

- T a representative of the local school district, other than your child's teacher, who is qualified to provide or supervise the provision of specially designed instruction, is knowledgeable about the general curriculum, is knowledgeable about the availability of resources, and has the authority to commit services;

- T an individual who can interpret the instructional implications of the evaluation results (may already be a member of the team);

- T your child, when appropriate or requested by you;

- T a person knowledgeable about positive behavioral strategies, if your child's behavior impedes his/her learning or the learning of others;

- T a qualified bilingual specialist or bilingual teacher, if needed;

- T an interpreter if you are hearing impaired or do not speak or understand English fluently, if necessary;

- T a representative of any other agency that is likely to be responsible for providing any transition services;
- T other individuals at your discretion or the districts who have knowledge and expertise regarding your child.
- T a representative of a non-public special education facility, if possible, when considering placement in a day or residential facility.

It is important that all participants attend the meeting and remain in attendance throughout the meeting. However, depending upon your child's needs and the purpose of the meeting, a regular education teacher is not required to participate in all decisions made as part of the meeting, to be present throughout the entire meeting, or to attend every meeting. If all participants are unable to attend, you may request the IEP meeting be rescheduled.

Consent for Placement

Your written consent is required for your child's **initial** placement in a special education program. Any significant changes in your child's placement must be determined at an IEP meeting. You must be notified of all eligibility and IEP meetings and you are strongly encouraged to participate. However, the district does not need your consent if the IEP team and other qualified personnel, if appropriate, decide to change your child's placement, services, or eligibility status. Your signature on the IEP is only a record of your attendance, NOT your permission for the IEP to be implemented. If you disagree with the IEP, you may challenge the district's decision by requesting a due process hearing (see *Section 8 Conflict Resolution*).

Placement Considerations and Least Restrictive Environment

Your child must be educated in the least restrictive environment (LRE). Least restrictive environment requires that to the maximum extent appropriate, students with disabilities aged 3 through 21, in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removals of children with disabilities from the regular education environment should occur only if the student's IEP team determines that the nature or severity of the disability is such that education in a regular classroom setting, even with the use of supplemental aids and services, cannot be achieved satisfactorily. Federal regulations require that the IEP team's first placement consideration

should be a regular education setting with accommodations or modifications. However, a general education class may not always be the most appropriate setting for your child. He/She should be placed in the educational program which is appropriate to his/her needs and is least restrictive of his/her interaction with nondisabled students. Free appropriate public education (FAPE) includes three general areas: general education, nonacademic activities and extracurricular activities. To exclude your child from any of these three without following procedural safeguards would be a denial of a free appropriate public education. (For more information on LRE, see *Section 15*).

- γ There will be a place on the IEP to describe the extent that your child will not participate

with his/her nondisabled peers. The school district must provide your child equal access to nonacademic and extracurricular services. Your participation in a field trip or any other nonacademic or extracurricular activity cannot be a condition for your child's participation.

- γ Your child should be placed in the school he/she would attend if not disabled, unless the nature and severity of the disability is such that instruction in the local school is not appropriate. If instruction at the local school is not possible, placement in an age-appropriate setting as close as possible to your child's home should be considered. The nature, severity, and/or complexity of your child's disability may require placement in a special class or separate school. Your child is entitled to programs and facilities that are physically accessible (without architectural barriers).
- γ The local school district is required, by law, to either provide an appropriate program within its own district or contract with another district or agency to provide services to students with special needs. Therefore, your child may be provided services at another school district or education agency at the expense of the local school district.
- γ If the IEP team determines that your child's educational needs cannot be met through a public school special education program, the school district must provide an appropriate placement in a state-operated facility or in a non-public special education facility. Public funds will pay for your child's tuition at a non-public special education facility if the IEP team determines it to be the appropriate, least restrictive environment.
- γ If your child is deaf, you have the right to make a direct referral for admission to the Illinois School for the Deaf located in Jacksonville, Illinois. If your child is blind, you have the right to make a direct referral for admission to the Illinois School for the Visually Impaired also located in Jacksonville, Illinois.

Education placement decisions are made based on your child's needs and **may** include the following locations (*this is not an exhaustive list*):

- **Regular Education** - The child receives specially designed instruction with supplementary aids and services in the general education classroom. This could include, but not be limited to, modifications to the regular curriculum, co-teaching (regular education teacher and special education teacher team teaching in the same classroom), special education training for the regular education teacher, computer assisted devices, note takers, physical arrangements of the classroom, peer supports, related services provided in the general education setting, grading modifications, and/or classroom or individual aides.

*A child with a disability should not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

- **Resource Room (Special Class)** - The child receives specially designed instruction through a special education class. The child is included, to the maximum extent appropriate, in regular education classes.
- **Self-Contained Room (Special Class)** - The child receives specially designed

instruction through a special education class. The child is included, with support (using some of the above methods) in those parts of regular education classes which are appropriate.

- **Separate Day School (Special School)** - The child receives specially designed instruction in a special school. The child is included in those parts of regular education classes that are appropriate.
- **Residential Program (Special School)** - The child receives specially designed instruction in a special school and lives on the grounds of the residential program.
- **Home/Hospital Program** – The child, with extraordinary needs that cannot be met by public schools, receives specially designed instruction at home or in the hospital.

Schools may not make placements based solely on factors such as the following:

- T Category of disability;
- T Severity of disability;
- T Configuration of delivery system;
- T Availability of educational or related services;
- T Availability of space; or
- T Administrative convenience.

Funding concerns cannot be used as an excuse for not providing appropriate programs or services. If funding is a problem, your local school district must explore other ways of serving your child.

Facilities and Classes

Facilities

Facilities used for special education services shall be appropriate for the specific programs or services and should be comparable to those provided to the students in the general education environment.

Age range

The age range of students within a special education grouping should not exceed four (4) years at the elementary level and six (6) years at the high school level. Early childhood classes and services should only serve children who are three through five years of age.

Case load/Class size

Case load and class size mean the same thing. For example, a special education teacher who instructs students with disabilities in a classroom or a variety of settings may not have more than the maximum number of students per class or on his/her case load. In developing an instructional or resource program or service, consideration should be given to the age of the students, the nature and severity of a student's disability, and the degree of necessary intervention.

Instructional programs and services

Students are considered to require “instructional services” when receiving special education services for 50% or more of the school day. The following information provides the maximum enrollment in each disability category, although each program should be designed to meet the individual needs of the students in the program based upon their IEPs.

Maximum Enrollment Disability Category

<u>Maximum Enrollment</u>	<u>Disability Category</u>
Five students	Early Childhood Mental Impairment (Severe/Profound) Multiple Disabilities
Eight students	Autism Emotional Disturbance Hearing Impaired (Severe) Orthopedic Impairment Speech and/or Language Impairment Traumatic Brain Injury Visual Impairment (Severe)
Ten students	Cross Categorical Specific Learning Disability
Twelve students	Hearing Impairment (Moderate) Mental Impairment – Primary level (Mild or Moderate) Visual Impairment (Moderate)
Fifteen students	Mental Impairment – Intermediate, Middle, Junior High, and Secondary (Mild or Moderate)

Instructional programs that experience unique circumstances during the year may increase the enrollment by two students. These additions may only be made when the educational needs of all students enrolled in the program can be adequately met. The district may increase the enrollment in an instructional program or service by a maximum of five students only when a full-time, noncertified assistant is provided. The assistant must be a classroom aide and not an individual aide assigned to one student.

Resource programs and services

Resource programs are for students who receive special education services for less than 50% of the school day. Enrollment in a resource program or service should be limited to the number of students who can effectively and appropriately receive assistance and must not exceed a maximum limit of twenty (20) students. The

enrollment in a resource program or service may not increase with the provision of a classroom assistant.

Mode of Communication

Some children with disabilities speak a language other than English. These children have the right to receive instructional services to help them learn the English language. If your child has been identified as having a disability that adversely affects educational performance and does not speak English fluently, he/she must have access to bilingual programs, English as a second language (ESL) programs, and related services available in the district. If your child requires the use of an interpreter or other mode of communication, your child has a right to receive instructional and related services in the mode of communication necessary for him/her to receive FAPE. These educational services must be adapted to meet the specific needs of your child and must be documented in his/her IEP.\

Annual Review

An Individualized Education Program (IEP) can be in effect for up to one calendar year. Near the end of that year another conference will be held to review your child's education and to develop an IEP for the coming year. This conference referred to as an Annual Review is for the purposes of:

- reviewing the educational status of your child and his/her involvement and progress in the general curriculum;
- determining the extent to which your child has met his/her goals and objectives/benchmarks;
- developing new goals and objectives/benchmarks;
- determining if further evaluation is needed; and
- addressing the continued special education placement of your child.

Additional Review

In addition to the annual review, either you or the school district may, at any time, request that the IEP meeting be reconvened to address the special education needs and services of your child. Within ten (10) days of your request for an IEP meeting, the school district must either notify you of the meeting or notify you in writing of its refusal to convene a meeting including an explanation of the reason a meeting is not necessary. A sample letter for your use in requesting an IEP meeting is included in *Section 16*.

Transfer Student

If your child transfers from one school district to another, the new district is responsible for immediately enrolling your child and initiating services. It is important that you inform the new school district about your child's special education services from the previous school district or provide a copy of the current IEP. The district may either:

- γ Adopt the IEP from the former school district if (a) a copy of the current IEP is available; (b) you are satisfied with the current IEP; and (c) the new district determines that the current IEP is appropriate and can be implemented as written. If the district cannot fully implement your child's current IEP, an IEP meeting must be convened to document the services that will be provided and what action the district is taking to secure the remaining services; or
- γ Develop a new IEP if you or the school district do not believe the current IEP is appropriate. Within ten (10) days of your child's enrollment, the district must initiate an IEP meeting to develop the new IEP.

If the new school district does not receive a copy of your child's IEP or verbal confirmation from the previous school district, your child will be enrolled and served in a setting that the new school district believes will best meet his/her needs. Your child will remain in this setting until a copy of the current IEP is obtained or a new IEP is developed. The new district must initiate an IEP meeting for the purpose of developing a new IEP no later than ten (10) days after the time allotted for the previous school district to send your child's records.

Conflict Resolution

You may disagree with the program and services that the IEP participants propose for your child, or you may want the IEP to contain a program or service that school officials will not agree to provide for your child. While at the meeting, you should explain what you want or what you do not want to appear in the IEP and the reasons why it will affect your child. Take each issue one at a time. If you and the rest of the team can not agree, move on to the next issue. You should try to get the IEP as close as possible to what you want during the IEP meeting.

If you are not satisfied with the final IEP, you have the right to request mediation and/or a due process hearing to resolve your concerns. (For more information, refer to *Section 8*).

APPENDIX C

Table C.1: 2002 PSAE (Prairie State Achievement Examination) ELL Students Meeting or Exceeding Standards in Predominately Latino High Schools. Illinois School Report Cards

School	% Latino	%ELL	Reading	Math	Writing	Science	Social Science
Clemente Comm Acad	82%	9.4%	12.2%	9.1%	11.3%	8.5%	14.5%
Curie Metro HS	53.4%	9.5%	31.8%	25.2%	25%	18.6%	30.4%
Farragut Career Acad	85%	15%	26.7%	13.7%	19.4%	6.7%	14%
Foreman HS	64%	22.3%	18.6%	15.8%	10.8%	10%	17.6%
Gage Park HS	53%	5.9%	20.9%	10.4%	21.1%	4.3%	13.8%
Hancock HS	79%	3.6%	40.3%	30%	37.3%	24%	44%
Hubbard HS	66%	6.7%	42%	34.3%	38.8%	29.3%	35.9%
Juarez Comm Acad	97%	14.7%	19.7%	13.1%	17.8%	7.1%	21.7%
Kelly HS	88%	17.1%	24.6%	21.5%	22.6%	12.7%	26.3%
Kelvyn Park HS	95%	11.6%	16.7%	4.5%	13%	6%	15.7%
Lake View HS	58%	6.1%	37.4%	26%	35%	24.4%	34.4%
Roosevelt HS	60%	21.9%	22.1%	16%	24%	10%	19.8%
Schurz HS	81%	12.1%	23%	10.2%	26.5%	11.7%	18%
Steinmetz HS	50%	12.8%	27.3%	19%	32.5%	11.2%	22.7%
Washington G HS	68%	5.5%	27.6%	18%	25.4%	17%	21%
Wells HS	74.7%	7.4%	22%	15.6%	18%	7.8%	14.6%
CPS	36.4%	X	37%	27%	35%	23%	29%
<i>ELL in CPS</i>		14.3%	37.8%	31.6	37.2	25	34.4
<i>Illinois</i>	16.2%	X	58%	54%	60%	53%	57%
<i>ELL in Illinois</i>		6.7%	35.9%	28.7%	34.7%	25.1%	35.2%

Table C.2: 2002 PSAE (Prairie State Achievement Examination)
Students with an IEP who are Meeting or Exceeding Standards in Predominately Latino High Schools. Illinois School Report Cards

School	% Latino	Reading	Math	Writing	Science	Social Science
Clemente Comm Acad	82%	0%	0%	0%	0%	0%
Curie Metro HS	53.4%	3.2%	0%	0%	0%	3.2%
Farragut career Acad	85%	0%	0%	0%	0%	0%
Foreman HS	64%	0%	3.8%	0%	0%	4.2%
Gage Park HS	53%	0%	0%	0%	0%	0%
Hancock HS	79%	0%	0%	16.7%	0%	16.7%
Hubbard HS	66%	4.2%	4.2%	12.5%	8.3%	8.3%
Juarez Comm Acad	97%	0%	0%	0%	0%	4%
Kelly HS	88%	6.1%	3%	0%	3%	5.9%
Kelvyn Park HS	95%	0%	0%	0%	0%	0%
Lake View HS	58%	0%	0%	0%	0%	0%
Roosevelt HS	60%	4.2%	0%	4.2%	0%	8%
Schurz HS	81%	7.1%	0%	0%	0%	2.3%
Steinmetz HS	50%	0%	0%	2.9%	2.7%	7.9%
Washington G HS	68%	0%	0%	0%	0%	0%
Wells HS	74.7%	0%	0%	0%	0%	6.1%
CPS	36.4%	37%	27%	35%	23%	29%
<i>Students with an IEP in CPS</i>		4.6%	2.3%	3.4%	2%	5%
<i>Illinois</i>	16.2%	58%	54%	60%	53%	57%
<i>Students with an IEP in Illinois</i>		35.9%	28.7%	34.7%	25.1%	35.2%

Table 5.2: Academic Preparatory Centers and the New Achievement Academies - Student Racial/Ethnic Information

Academic Preparatory Centers 2002-03	Total N	Latino		White		African American		Achievement Academies/ High Schools 2003-04	Total N	Latino		White		African American	
		n	%	n	%	n	%			n	%	n	%	n	%
Hernandez	157	15	9.6	0	0.0	142	90.4	Crane	166	49	29.5	0	0.0	117	70.5
Partee	255	5	2.0	4	1.6	246	96.5	CVS	221	9	4.1	1	0.5	211	95.5
Proctor	199	49	24.6	5	2.5	145	72.9	Julian	153	3	2.0	1	0.7	148	96.7
Hayes	236	0	0.0	0	0.0	236	100.0	Robeson	183	11	6.0	0	0.0	172	94.0
Rodriguez	94	39	41.5	10	10.6	42	44.7	Senn	149	103	69.1	5	3.4	38	25.5
Sengstacke	156	83	53.2	4	2.6	69	44.2	Tilden	170	61	35.9	5	2.9	103	60.6
Harvey	287	74	25.8	6	2.1	199	69.3	Westinghouse	172	23	13.4	0	0.0	149	86.6
Totals	1,384								1,214						

Source: Academic Prep Centers from www.cps.k12.il.us; Achievement Academies from www.cps.k12.il.us; APC & AAC Racial/Ethnic Data, Office of Accountability & Compliance; & Office of High School Programs.

Note: Percentages across rows do not equal 100% as not all racial/ethnic groups are included in the table.