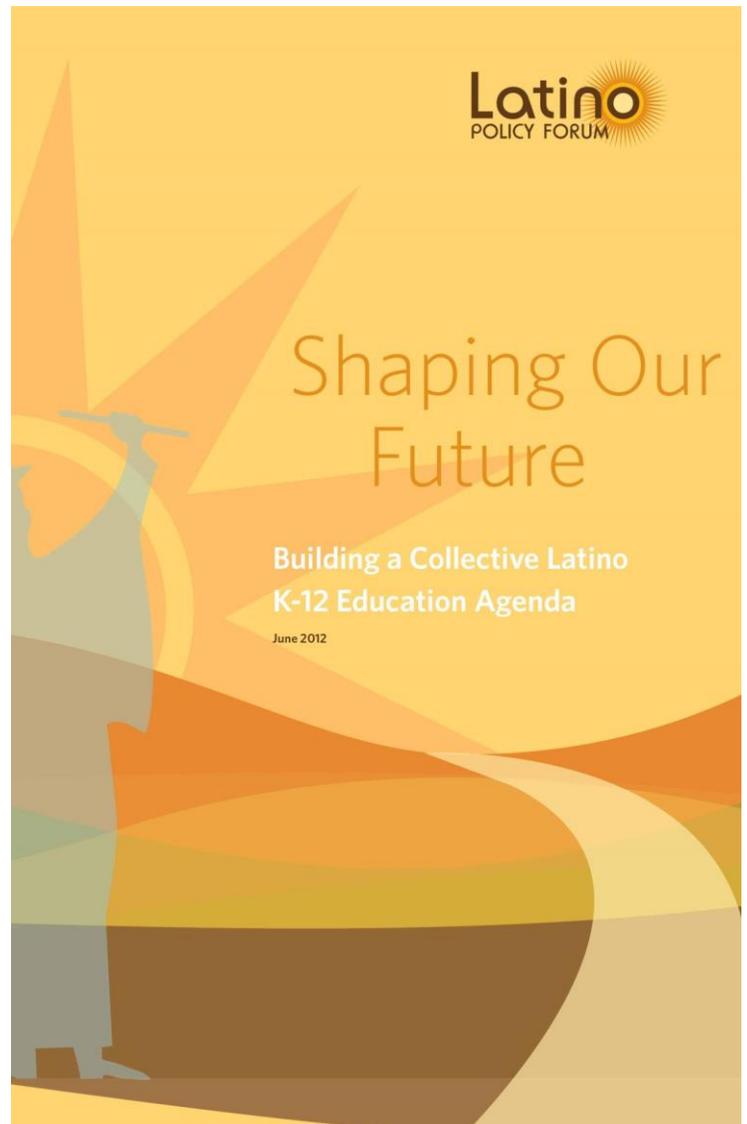


Shaping Our Future: Building a Collective Latino K-12 Education Agenda Online Appendices

Full Report Available:

<http://www.latinopolicyforum.org/resources/reports/document/k12reportweb8.26.13.pdf>

- **Appendix 1:** Illinois Education Reform Context (pg. 2)
- **Appendix 2:** Agendas from K-12 Advisory Committee Meetings and Latino Education Summit (pg. 6)
- **Appendix 3:** Latino Policy Forum K-12 Demographic Overview (pg.13)
- **Appendix 4:** Summary of Advisory Board and Summit Speaker Presentations (pg. 30)
- **Appendix 5:** Presentation by Robin Steans, Executive Director, Advance Illinois: “Education Policy Reform in Illinois” (pg. 33)
- **Appendix 6:** Presentation by Dr. Donald Hernandez, Hunter College & City University of New York: “Third Grade Reading, High School Graduation, and the PreK-3rd Policy Agenda” (pg. 68)
- **Appendix 7:** Presentation by Dr. Karen Woodson, Montgomery County Public Schools: “Responding to the Changing Needs of English Language Learners” (pg. 100)
- **Appendix 8:** Presentation by Dr. Elaine Allensworth, The Consortium on Chicago School Research: “Latino Students in Chicago Public Schools” (pg.137)
- **Appendix 9:** Presentation by Dr. Frances Contreras, University of Washington: “Examining Equity, Access & Progress among Latino & Underrepresented Students in the U.S.” (pg. 158)





***Shaping Our Future:
Building a Collective Latino K-12 Education Agenda
Appendix 1: Recent Illinois Education Reforms***

Illinois is on the cusp of great educational change, yet it remains frustrating that one of its largest groups of students falls woefully behind. The Forum applauds freshly-minted education reforms including: early childhood education, Senate Bill 7, and creation of the Illinois P-20 Council. These, once fully implemented, will benefit all Illinois students, including Latinos.

The Illinois P-20 Council

Similar to many other states, the Illinois state government assembled a council of state leaders that represent a broad coalition of stakeholders—education, government, business, and civic groups—to advance a collective education reform agenda. The council aims to reinforce collaboration and guarantee alignment of education systems from birth through graduate education. The council has established the following committees and areas of focus: Teacher and Leadership Quality; Data, Assessment, and Accountability; Family, Youth, and Community Engagement; College and Career Readiness; and Finance and Governance.

Promising Advances in Early Childhood Intervention

The state's commitment to early childhood programming began more than 25 years ago with the Prekindergarten Program for Children at Risk of Academic Failure, which now provides services to more than 800,000 young Illinois learners. By 2003, the Illinois Early Learning Council had begun to organize existing programs and services for children ages 0 to five. Just three years later, Illinois pioneered a voluntary, first-in-the-nation Preschool for All initiative for 3- and 4-year-old children, along with several infant and toddler services. And in 2010, the Governor's Office of Early Childhood Development initiated an effort to fortify an integral statewide system of early care and education.¹ In 2010, the Illinois State Board of Education drew praise from across the country after mandating home-language instruction for preschoolers. The new approach, to be fully implemented by 2014, will apply to all public, school-based or school-funded early education programs serving more than 20 preschool-age ELLs. That same year, the Capital Development Board, in consultation with the Illinois State Board of Education, passed a capital bill that lowered match requirements for

¹ "Education for Our Future: First Report and Recommendations of the Illinois P-20 Council to the Governor, the General Assembly, and the People of Illinois." (January 2011).

school boards and nonprofits to tap a \$45 million ECE construction fund to construct or rehab facilities in Latino and other high-need areas. An RFP was released in 2011.

Common Core Standards

Academic standards have long been defined at the state level. As a result, great variations persist between states in terms of curricula depth, aligning assessments, general scholastic quality, and achievement gaps. In order to deal with these variations and raise the bar for all, the National Governors Association Center for Best Practices and the Council of Chief State School Officers together organized Common Core State Standards that determines agreed upon targets for student success. The aim is to provide a collective set of well-defined educational standards in various subject areas—particularly in English, language arts, and math—to help students graduate from high school with the necessary skills to enter college or the workforce. The initiative is state-led, voluntary, and applies to K-12. If implemented equitably, students of color are expected to benefit from the enhanced instructional benchmarks.²

Illinois, comparable with many other states, adopted National Common Core Standards in Math, English-Language Arts and Literacy, History/Social Studies, Science, and Technical Subjects. The standards provide more clarity and are more demanding than the preceding Illinois learning standards.³ It is now up to Illinois to convert these standards into classroom instruction in ways that assist all students to grasp these new guidelines.⁴ Working towards this endeavor, Illinois, along with 25 other states, joined the Partnership for Assessment of Readiness for College and Careers (PARCC) to develop a K-12 assessment system to align with the Common Core State Standards expected to implement in the 2014-15 school year.⁵

New Teacher and Principal Evaluations and Preparation Standards

Illinois has made concerted efforts to advance teacher and educational leadership quality through enhanced evaluations and preparation programs. A key illustration is the Illinois Performance Evaluation Act of 2010, expected to be phased in during 2017, which requires new teacher and principal evaluations that assess both professional performance and student achievement. The Performance Evaluation Advisory Council

² “A+ Plan for Success. Communities of Color Define Policy Priorities for High School Reform.” Campaign for High School Equity. www.highschoolequity.org
Press Statement issued by U.S. Secretary of Education Arne Duncan (June 2, 2010). “Statement on National Governors Association and State Education Chiefs Common Core Standards.” U.S. Department of Education available at ed.gov

³ “Education for Our Future: First Report and Recommendations of the Illinois P-20 Council to the Governor, the General Assembly, and the People of Illinois.” (January 2011).

⁴ Press Statement issued by U.S. Secretary of Education Arne Duncan (June 2, 2010). “Statement on National Governors Association and State Education Chiefs Common Core Standards.” U.S. Department of Education available at ed.gov

⁵ “Education for Our Future: First Report and Recommendations of the Illinois P-20 Council to the Governor, the General Assembly, and the People of Illinois.” (January 2011).

is currently working on the formation of a statewide template of an evaluator training program.

In regards to teacher preparation, both non-profit organizations and institutions of higher education can now offer alternative training programs. In terms of the Illinois teacher certification, educators are obligated to pass the following exams: the Illinois Professional Teaching Standards, the core Technology Standards, and Content-Area Standards for Educators. Illinois recently elevated the cut score on the basic skills test necessary for entrance into teacher training programs and fortified the content expertise for secondary teacher certification endorsements. Toughening the content knowledge for elementary and middle school instructors is also a priority with plans to overhaul the Illinois Professional Teacher Standards so as to increase the instructional techniques to children with disabilities and English Language Learners.

Illinois principal preparation and certification requirements have also been revamped. By July 1, 2014 the general administrative endorsement will no longer be available. In contrast to previous models of easy access, high-enrollment and a cadre of candidates who lack clinical experience, principal training programs will now prioritize careful candidate selection, intensive collaboration with school districts and regional offices of education, and rigorous clinical experiences. The revised programs highlight the development of leadership capacities, professional mentorship, and demanding evaluations of candidates' job performance. Similarly, an innovative two-year professional development program for superintendents has been launched by the Illinois Association of School Administrators to enhance mentorship opportunities.

Illinois Longitudinal Data System

Illinois made further inroads to embrace high expectations for student achievement with the Illinois Longitudinal Data System. It is expected by 2013 that Illinois will implement the system, a project federally and state funded by more than \$18 million. This comprehensive data system will track student performance from kindergarten until postsecondary education or labor market entry. Potential analysis can inform student readiness for kindergarten and instructional techniques that nurture success in college. The data will be accessible to specific stakeholder groups and serve as a useful tool to inform and improve classroom instruction.⁶

Illinois Senate Bill 7

To further support improved teacher quality the Illinois Senate Bill 7, signed into law by Governor Pat Quinn in June 2011, revamped state policies regarding teacher hiring, tenure, dismissal and collective bargaining rules along with changing teacher evaluations to account for student performance. The bill also enacted changes to contract negotiation processes so that they be made more public, moves expected to

⁶ "We Can Do Better. Advancing Public Education in Illinois." (June 2009). Advance Illinois. "Education for Our Future: First Report and Recommendations of the Illinois P-20 Council to the Governor, the General Assembly, and the People of Illinois." (January 2011).

encourage changes in longer school days and a longer academic year. The Illinois experience has been lauded by education reformers commending an exemplary legislative process that engaged multiple stakeholders including teacher unions, business groups, school administrators and other education advocates.⁷

Illinois House Bill 605

As recently as November 2011 the Illinois legislature approved House Bill 605 which provides new pertinent and accessible state school report cards. The innovative information aims to help communities make knowledgeable assessments about their local schools. The newly designed report cards, expected to initiate in 2013, will provide understandable on-line information in the following areas: school environment issues (e.g. available programs, courses, and activities along with teacher and student attendance records); student outcomes (e.g. test scores and college readiness indicators); student progress (e.g. kindergarten readiness data and student growth indicators); comparability to similar schools and state averages; and school performance measures over the last five years.⁸

Reauthorization and Waiver from NCLB (i.e. the Elementary and Secondary Education Act)

The Illinois State Board of Education has announced plans to apply for a waiver from the federal No Child Left Behind (NCLB) standards. This will allow the state to develop its own accountability system of achievement benchmarks. Plans to submit a proposal for early next year are in place.⁹

⁷ Regenstein, Elliot. (July 2011). "Illinois: The New Leader in Education Reform?" Prepared for the Center for American Progress event, "Illinois—The New Leader in Education Reform?" Available at: www.educationcounsel.com

Senate Bill 7 – Fact Sheet. Performance Counts. A Common Sense Solution to Build Better Schools in Illinois.

⁸ Advance Illinois press release, "A Better Report Card for Illinois." Accessed on November 11, 2011: <http://www.advanceillinois.org>

⁹ Illinois State Board of Education (November 22, 2011). Letter of Intent.



***Shaping Our Future:
Building a Collective Latino K-12 Education Agenda***
Appendix 2: Advisory Committee Meeting Agendas

**Latino Policy Forum
Strategic Study to Develop its K-12 Education Agenda**

First Education Advisory Committee: Thursday, October 13, 2011, 4-7:30pm

Purpose

The Advisory Committee aims to assist the Latino Policy Forum in identifying policy directions to close the education achievement gap for Latino youth. The function of the strategic study's Education Advisory Committee is to review, reflect on, and make suggestions to the Forum's education plans for the future. This advisory committee represents education advocates, academics, business leadership, school leadership, teachers, and parents from both Chicago and the surrounding suburbs.

The Forum will widely distribute the outcome of this work through a report that includes an agency strategic education agenda, priorities, and recommendations. The Forum plans to use the report to inform Chicago's philanthropic and education communities and to seek their collaboration as it moves forward its expanding efforts for quality education for Latino children.

Meeting Objectives

- (1) To establish a common context for Latinos and education nationally and in Illinois.
- (2) Identify significant issues that limit Latino student educational attainment.

Overview of Meeting Content

- | | |
|-------------|---|
| 3:45 – 4:00 | Registration |
| 4:00 – 4:10 | Welcome
Miguel Del Valle —Chair of the Illinois P-20 Council, and Clare Muñana —former Vice-President Chicago Board of Education |
| 4:10 – 4:15 | Strategic Study Overview: Project Conceptualization, Process and Meeting Structure, & Meeting Objectives |

Sylvia Puente—Executive Director, Latino Policy Forum

- 4:15 – 4:25 Introductions
- 4:25 – 5:35 Speakers: Setting the Context

Introduction of José Rico, Robin Steans and Rebecca Vonderlack-Navarro
Clare Muñana

José A. Rico—Deputy Director, White House Initiative on Educational Excellence for Hispanic Americans (Via Skype)
“National perspective on education reform and Latino specific concerns.”

Robin Steans—Executive Director, Advance Illinois
“Education policy reform in Illinois.”

Rebecca Vonderlack-Navarro—Research and Policy Analyst, Latino Policy Forum
“Demographic Overview of Latino students in Illinois.”

Question and Answer Session moderated by **Miguel Del Valle**.

- 5:35 – 6:00 Working Dinner
- 6:00 – 6:15 Project Framework
Rebecca Vonderlack-Navarro
- 6:15 – 7:30 Break-Out Sessions
From inquiry to action: identifying significant issues that limit Latino student educational attainment

In your experience, what is the most significant issue that limits Latino educational attainment?

**Latino Policy Forum
Strategic Study to Develop its K-12 Education Agenda**

Second Education Advisory Committee: Wednesday, December 7, 2011, 4-7:30pm

Purpose

The Advisory Committee aims to build a collective Latino education agenda with the Latino Policy Forum in identifying policy directions to close the education achievement gap for Latino youth. The function of the strategic study's Education Advisory Committee is to review, reflect on, and make suggestions to the Forum's education plans for the future. This advisory committee represents education advocates, academics, business leadership, school leadership, teachers, and parents from both Chicago and the surrounding suburbs.

The Forum will widely distribute the outcome of this work through a report that includes an agency strategic education agenda, priorities, and recommendations. The Forum plans to use the report to inform Chicago's philanthropic and education communities and to seek their collaboration as it moves forward its expanding efforts for quality education for Latino children.

Meeting Objective

Review and prioritize education issue areas.

Overview of Meeting Content

- | | |
|-------------|---|
| 3:30 – 3:45 | Registration |
| 3:45 – 4:00 | Welcome and Introductions
Miguel Del Valle —Chair of the Illinois P-20 Council, and Clare Muñana —former Vice-President Chicago Board of Education |
| 4:00 – 4:45 | Special Invited Speaker: Dr. Donald J. Hernandez
“Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation” |
| 4:45 – 5:00 | Summary of Advisory Committee Feedback and Next Steps
Sylvia Puente , Executive Director, Latino Policy Forum |
| 5:00 – 5:45 | Breakout Session: 1 st Issue Area |
| 5:45 – 6:00 | Working Dinner/Break and Re-Group |
| 6:00 – 6:45 | Breakout Session: 2 nd Issue Area |
| 6:45 – 7:00 | Prioritization of policy directions. |
| 7:00 | Conclusions |

**Latino Policy Forum
Strategic Study to Develop its K-12 Education Agenda**

Third Education Advisory Committee: Wednesday, January 25, 2012, 4-7:30pm

Purpose

The Advisory Committee aims to build a collective Latino education agenda with the Latino Policy Forum in identifying policy directions to close the education achievement gap for Latino youth. The function of the strategic study's Education Advisory Committee is to review, reflect on, and make suggestions to the Forum's education plans for the future. This advisory committee represents education advocates, academics, business leadership, school leadership, teachers, and parents from both Chicago and the surrounding suburbs.

The Forum will widely distribute the outcome of this work through a report that includes an agency strategic education agenda, priorities, and recommendations. The Forum plans to use the report to inform Chicago's philanthropic and education communities and to seek their collaboration as it moves forward its expanding efforts for quality education for Latino children.

Meeting Objective

First, begin to identify policy action for specified priorities. Second, begin feedback to the Education Report.

Overview of Meeting Content

3:45 – 4:00 Registration

4:00 – 4:15 Welcome and Introductions

Miguel Del Valle—Chair of the Illinois P-20 Council, and **Clare Muñana**—former Vice-President Chicago Board of Education

4:15 – 5:45 Special Invited Speakers:

Dr. Karen Woodson, Director of the Division of ESOL/Bilingual Programs for the Montgomery County Public Schools

Dr. Elaine Allensworth, Senior Director and Chief Research Officer
University of Chicago Consortium on School Research

Respondents:

Dr. José M. Torres, superintendent of School District U-46, Suburban perspective on Latino concerns

Olivia Mulcahy, Dual Language Education Initiative Coordinator for the Chicago Public Schools, Chicago perspective on Latino concerns

Question and Answer session

5:45 – 6:00 Dinner/Break

- 6:00 – 6:30 Presentation and Discussion of Preliminary Education Report
Sylvia Puente and **Rebecca Vonderlack-Navarro**, Latino Policy Forum
- 6:30 – 7:20 Breakout Session
- 7:20 – 7:30 Next Steps for the Latino Policy Forum’s K-12 Education Agenda
Sylvia Puente

Agenda Latino Education Summit

Shaping Our Future

February 11, 2011

“Never before have we been faced with a population group on the verge of becoming the majority in significant portions of the country that is also the lowest performing academically. And never before has the economic structure been less forgiving to the undereducated,”
Patricia Gándara and Frances Contreras (2009) The Latino Education Crisis. The Consequences of Failed Social Policies.

Purpose

The Latino Education Summit aims to build a collective Latino education agenda with the Latino Policy Forum in identifying policy directions to close the education achievement gap for Latino youth. The Forum is the only organization in the Chicago region whose primary focus is to facilitate the inclusion of Latinos at all levels in public policy and policy decision-making processes in Illinois. Latino voices are critical given their continued demographic population growth and the extreme challenges and unprecedented opportunities present at this point in history.

The function of the summit is to review, reflect on, and make suggestions to the Forum’s education plans for the future. This summit represents education advocates, academics, business leadership, school leadership, teachers, and parents from both Chicago and the surrounding suburbs. The Forum will widely distribute the outcome of this work through a report that includes an agency strategic education agenda, priorities, and recommendations. The Forum plans to use the report to inform Chicago’s philanthropic and education communities and to seek their collaboration as it moves forward its expanding efforts for quality education for Latino children.

Summit Agenda

- 8:00 – 8:30 Registration
- 8:30 – 8:50 Welcome and Introduction
President Jose Aybar, Richard J. Daley College
Jesus Iniguez, College to Careers Initiative, Community Outreach Representative, Richard J. Daley College, Arturo Velasquez Institute, Southwest Area
Sylvia Puente, Executive Director Latino Policy Forum
- 8:50 – 9:05 Demographic Overview of Latino Students in Illinois
Rebecca Vonderlack-Navarro, PhD, Research and Policy Analyst Latino Policy Forum
- 9:05 – 9:20 Illinois Education Reforms and the Role of the Latino Community
Miguel Del Valle—Chair of the Illinois P-20 Council and Co-Chair of the Latino Policy Forum’s K-12 Advisory Committee

9:20 – 10:45 Introduction of Keynote Speaker
Clare Muñana—former Vice-President Chicago Board of Education and Co-Chair of the Latino Policy Forum’s K-12 Advisory Committee

Keynote Speaker: Dr. Frances Contreras, “Examining Equity, Access and Progress among Latino and Underrepresented Students in the U.S.”

Associate Professor and Director of the University of Washington’s Higher Education Program

Question and Answer Session

10:45 – 11:00 From Issues to Action: Breakout Sessions
Sylvia Puente and Rebecca Vonderlack-Navarro

Breakout sessions:

Participants choose their top education issue area. Participants will then be provided a two-page summary on that issue with questions to guide discussion. These will be interactive sessions where participants will be asked to provide feedback on concerns and potential education solutions.

11:15 – 12:30 Breakout Sessions
Raising Curriculum and Academic Standards
Teacher and Leadership Quality
Funding and Facilities
Partners in Education

12:45 – 1:00 Next Steps (*Meet in Conference Room)
Sylvia Puente

Dr. Frances Contreras:

Dr. Contreras presently researches issues of equity and access for underrepresented students in the education pipeline. She addresses transitions between K-12 and higher education, community college transfer, faculty diversity, affirmative action in higher education, and the role of the public policy arena in higher education access for underserved students of color. In addition to her research and teaching, Dr. Contreras serves on the Boards of the Harvard Journal of Hispanic Policy, LEAP, and the ACLU of Washington. She received her B.A. from the University of California, Berkeley, her masters in education from Harvard University and Ph.D. from Stanford University.

Her recent books include:

Contreras, F. (June 2011). *Achieving Equity for Latino Students: Expanding the Pathway to Higher Education Through Public Policy*. New York: Teachers College Press. Gandara, P. & Contreras, F. (2009). *The Latino Education Crisis: The Consequences of Failed Social Policies*. Harvard University Press. Cambridge, MA.



K-12 Education Demographic Overview

Rebecca Vonderlack-Navarro, Ph.D.

Research and Policy Analyst

Latino Policy Forum

October 13, 2011



Who We Are



- Provide analysis with a Latino perspective to inform, influence, and lead.
- Our work currently focuses on
 - Early childhood education
 - Housing issues
 - Immigration reform
 - Community engagement
- Convene sectors of the community to engage in policy, advocacy, and training activities on issues critical to the region through our *Acuerdo* model

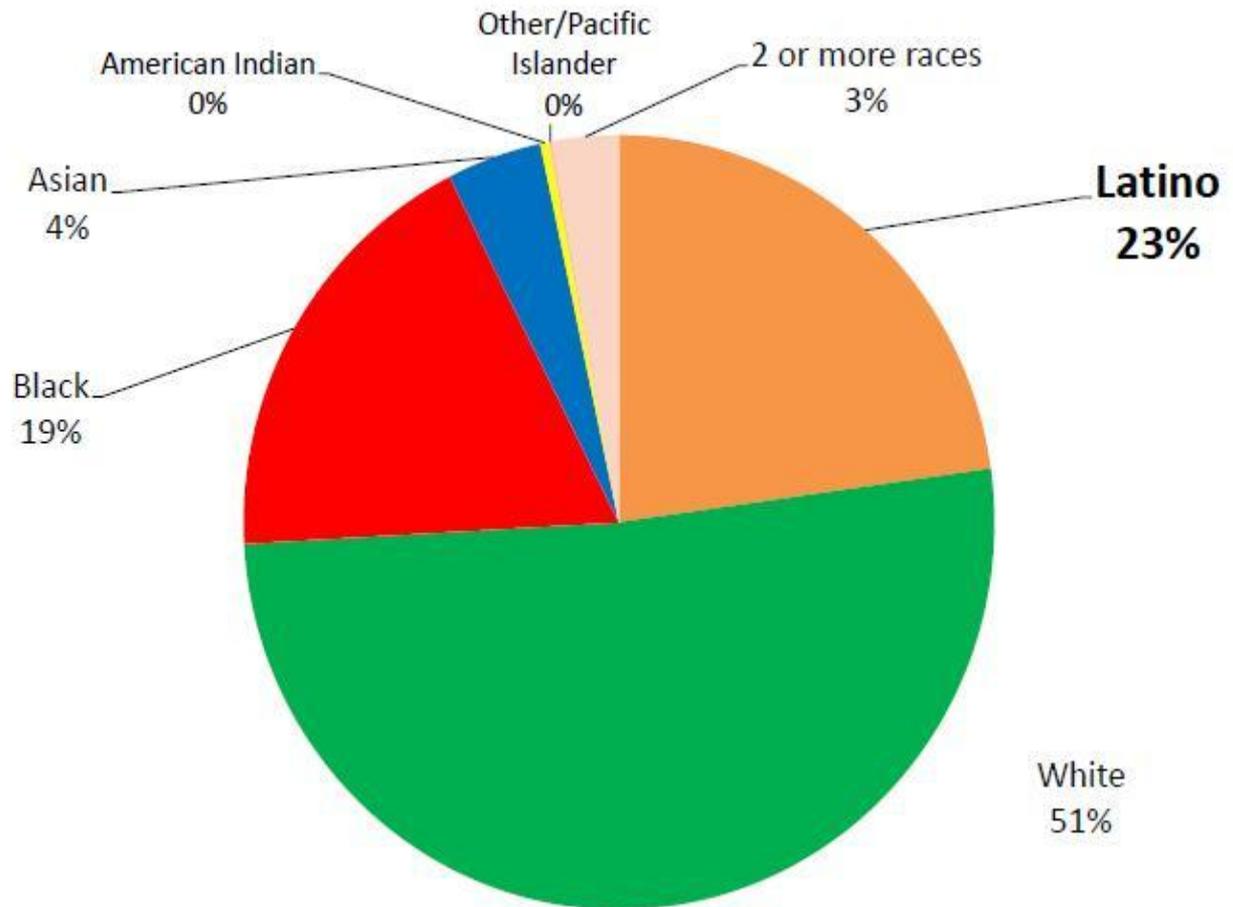


Illinois K-12 student population by race/ethnicity, 2010

Latinos represent:

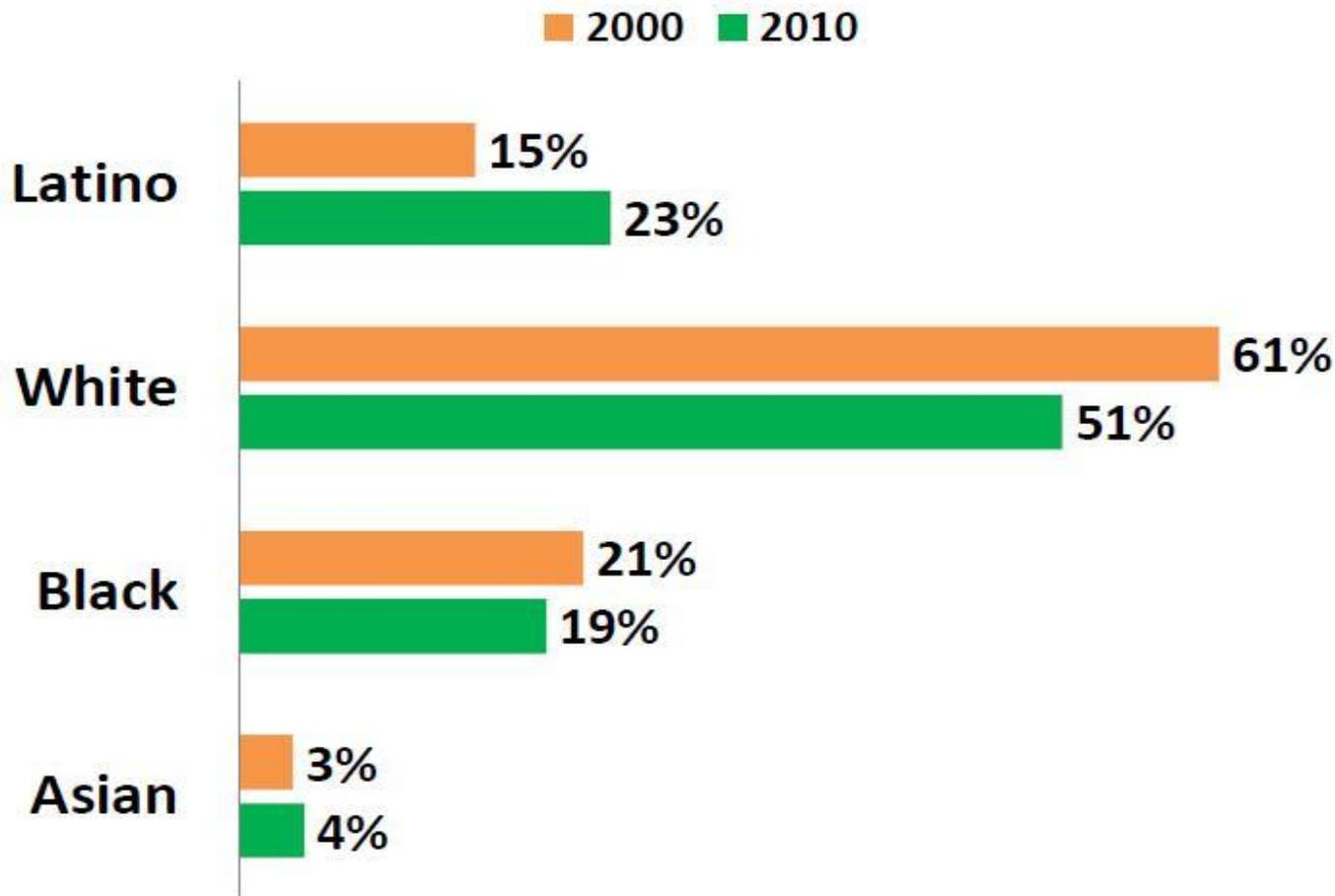
- 25% of children under five
- Illinois' class of 2020—today's fourth graders—is poised to be the first "majority-minority" group of graduates.

Sources: U.S. Census Bureau, 2010 Data Set, analyzed by the Latino Policy Forum; 2010-2011 Students Housed by grade, gender, race/ethnicity. Illinois State Board of Education. (2011).





Growth in Illinois K-12 student enrollment, 2000-2010



Illinois' Latino student population grew by 52% over the decade.

The White student population decreased by over 16%

The Black student population decreased by over 9%

Sources: 2010 Annual Report. Illinois State Board of Education. (2011).
2010-2011 District Summary, Illinois State Board of Education (2011).



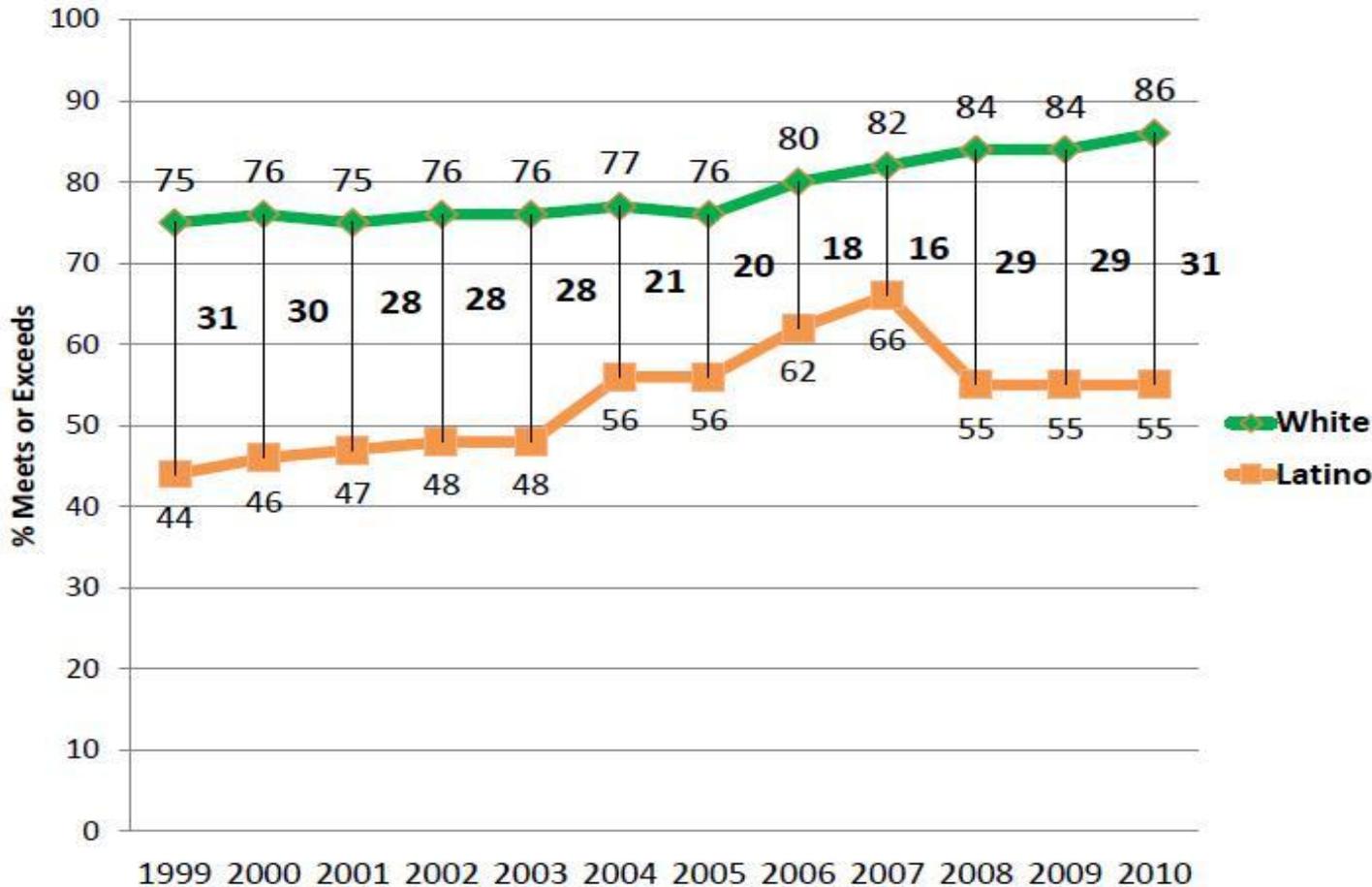
Ten Largest Latino districts

District	Total enrollment	Latino enrollment	% Latino	District type
Illinois	2,087,762	476,485	23%	
City of Chicago SD 299	409255	177857	43%	Unit
SD U-46 (Elgin and surrounding communities)	40494	19888	49%	Unit
Cicero SD 99	13474	12933	96%	Elementary
Waukegan CUSD 60	16327	12219	75%	Unit
Aurora East USD 131	13435	11236	84%	Unit
Rockford SD 205	29351	7200	25%	Unit
J S Morton HSD 201 (Cicero, Berwyn, Stickney)	8116	7085	87%	High School
Valley View CUSD 365U (Bollingbrook, Romeoville)	17695	6865	39%	Unit
Plainfield SD 202 (SW suburbs)	28839	6665	23%	Unit
CUSD 300 (Carpentersville)	20584	6597	32%	Unit

- **56 percent (268,545) of all Illinois Latino students are enrolled in these districts.**
- **37 percent of Illinois Latinos are enrolled in Chicago Public Schools.**
- **Nearly two-thirds of Illinois' Latino students are in the suburbs and downstate.**



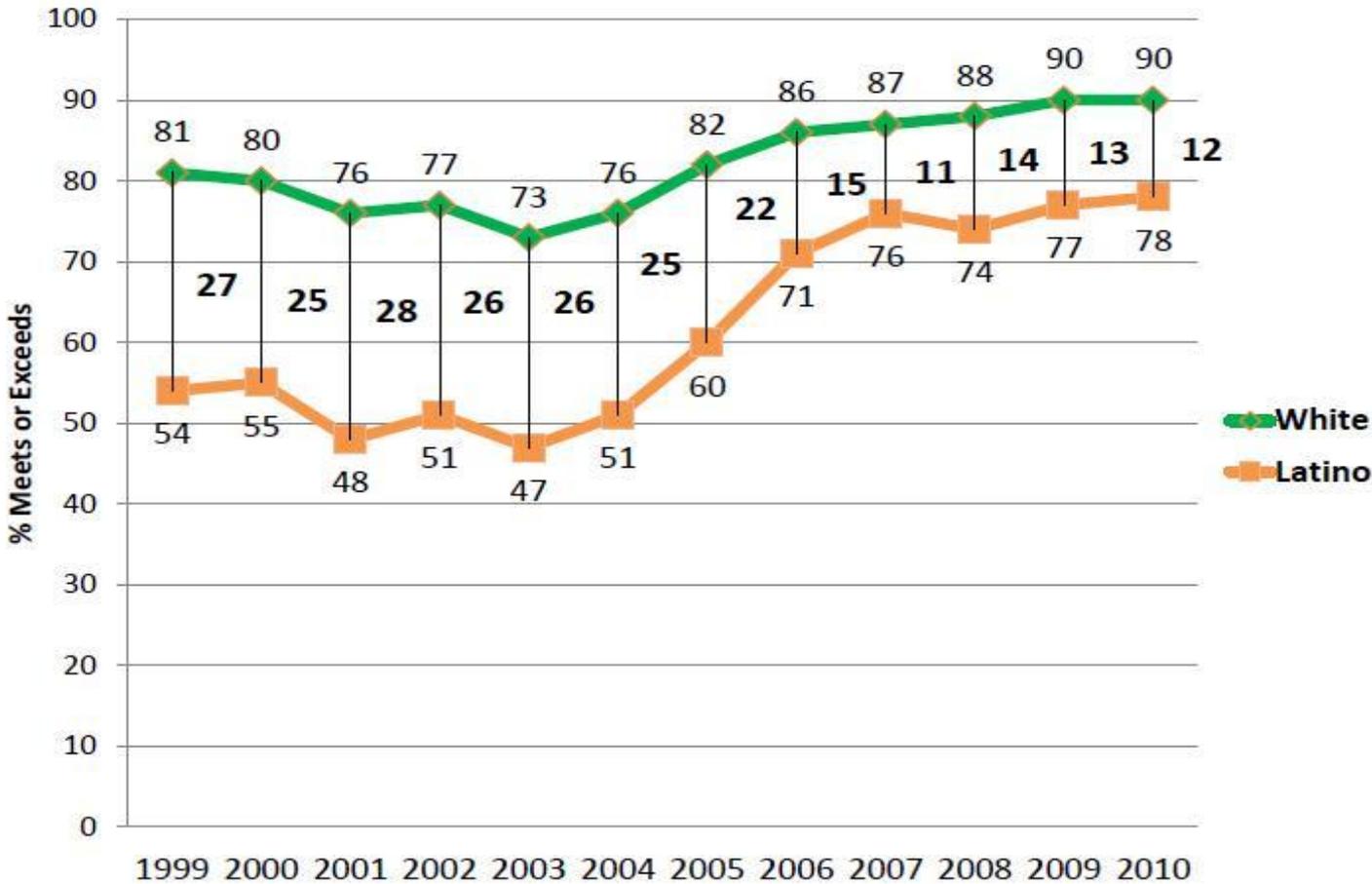
Achievement gap between White and Latino students 3rd grade reading, 2010



The achievement gap narrowed to 16 points in 2006, but has increased to 31 points in 2010.



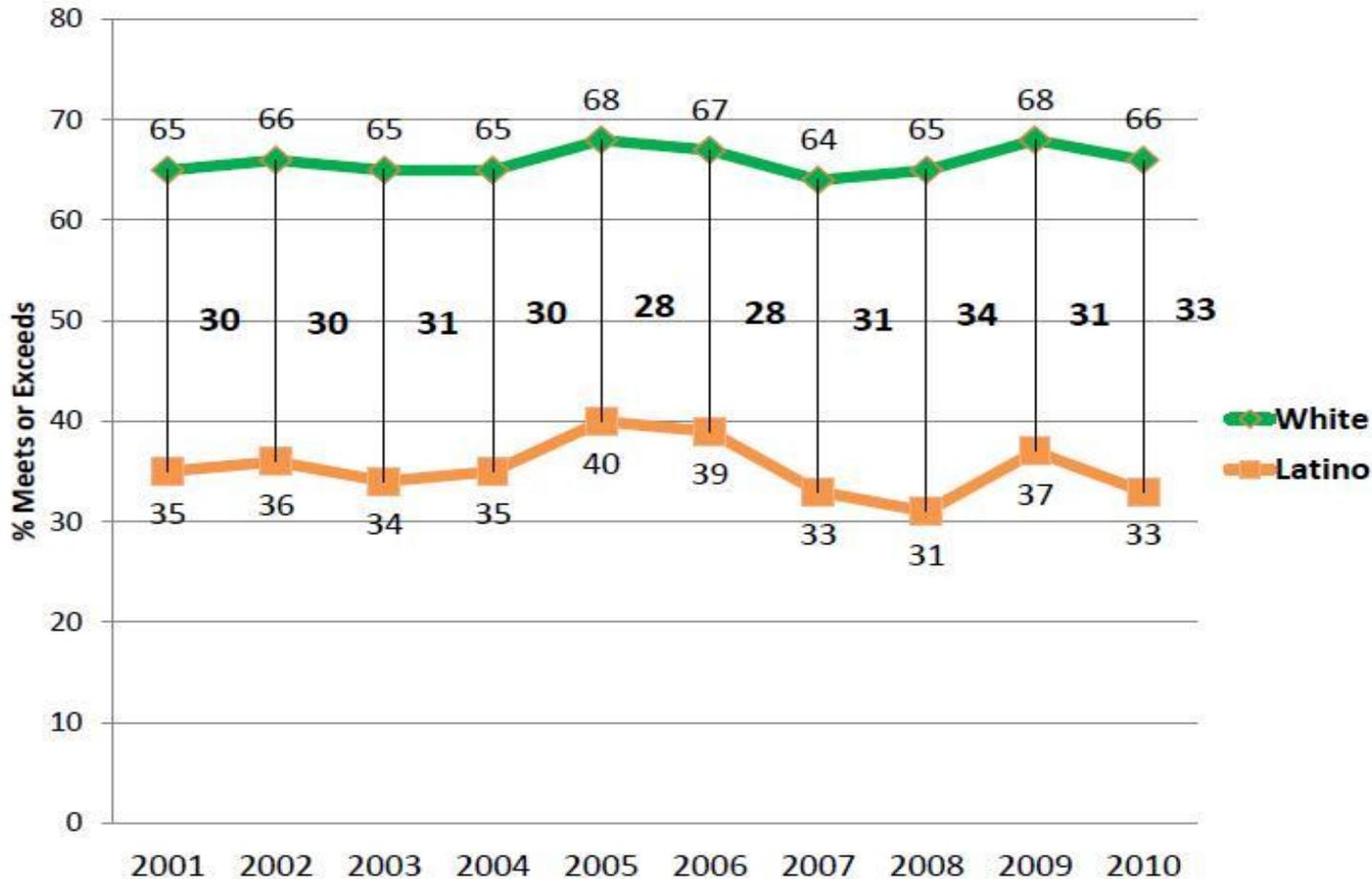
Achievement gap between White and Latino students 8th grade reading, 2010



The achievement gap continues to narrow over time.



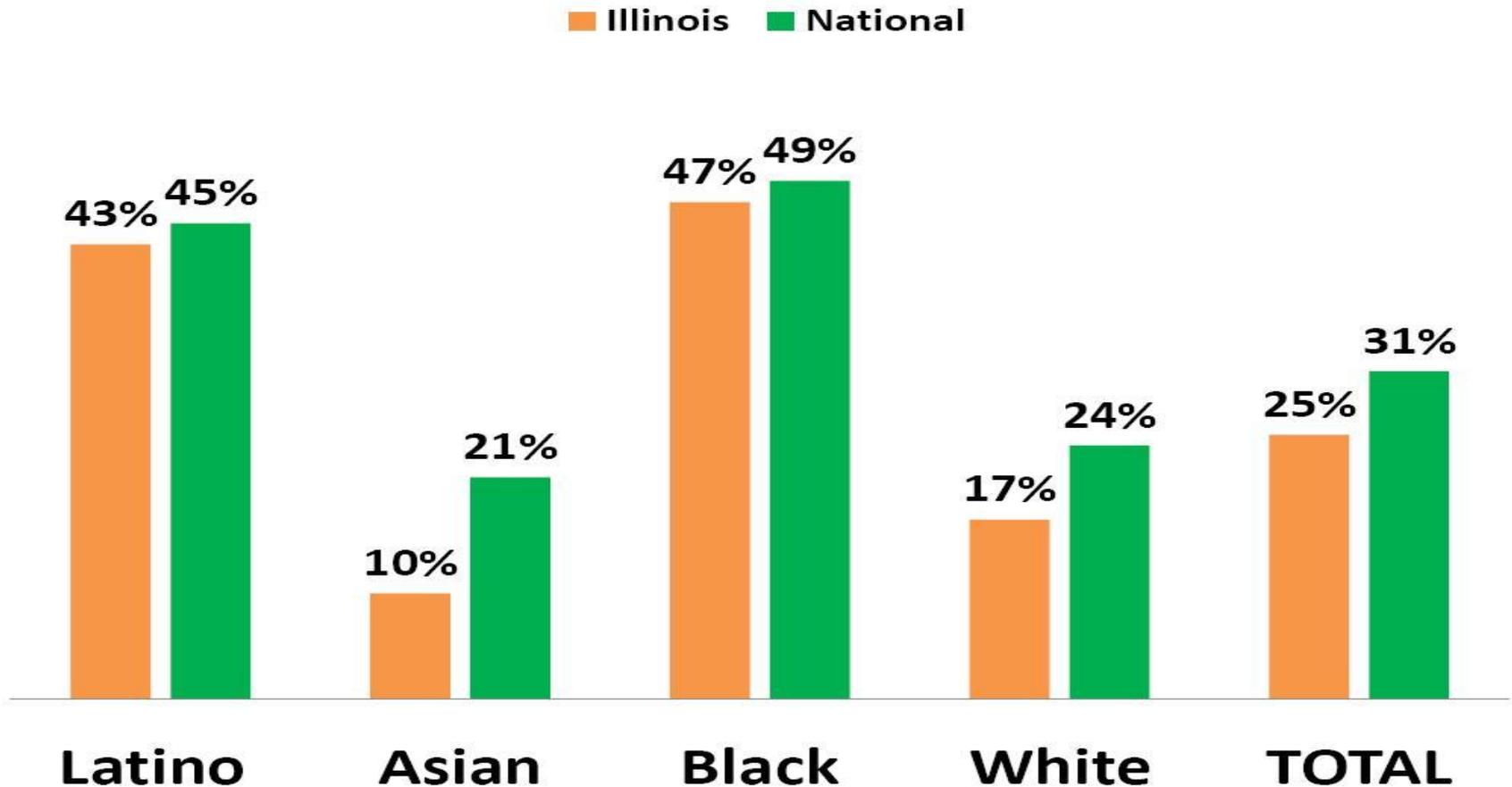
Achievement gap between White and Latino students 11th grade reading, 2010



The achievement gap has remained stagnant over the past decade.



Illinois and national high school dropout rates by race/ethnicity, 2007

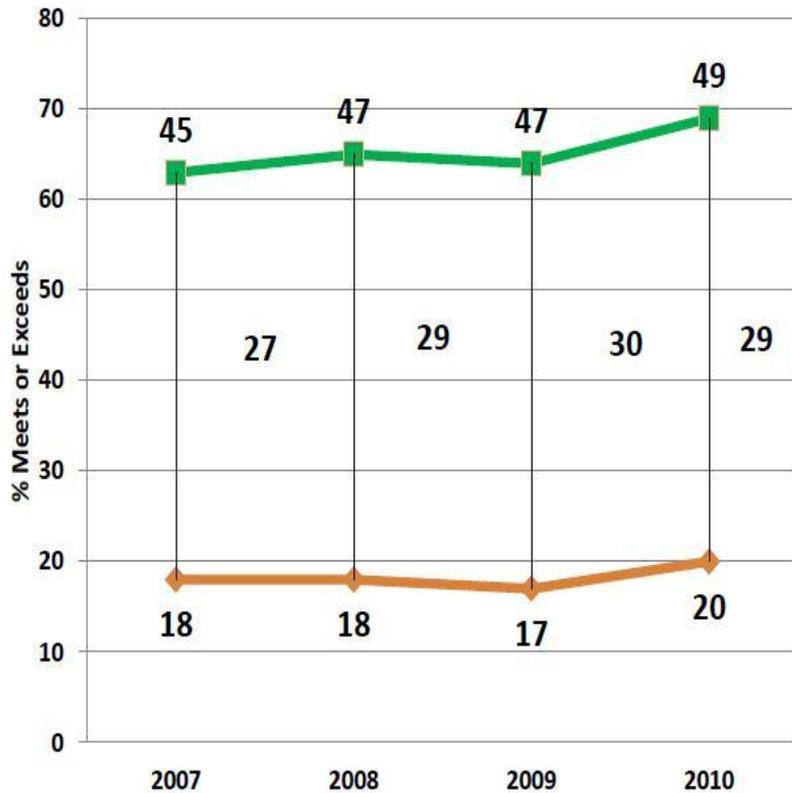


Alliance for Excellent Education. "Illinois High Schools." (2010) Data for class of 2007. Retrieved from <http://www.all4ed.org/files/Illinois.pdf>

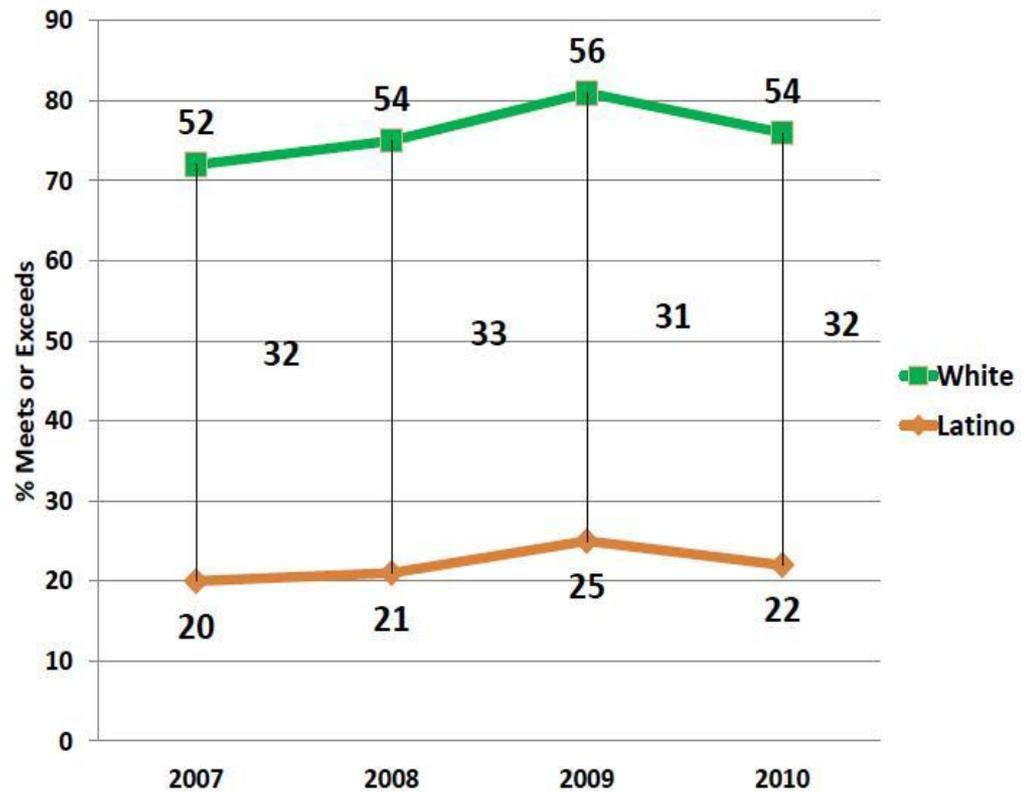


College Readiness: Gaps in ACT achievement, 2007-2010

Math



Reading



Illinois State Board of Education. (2011). Illinois Interactive Report Card: Grade 11- ACT College Readiness Benchmark (CRB) by all students 2006-10.



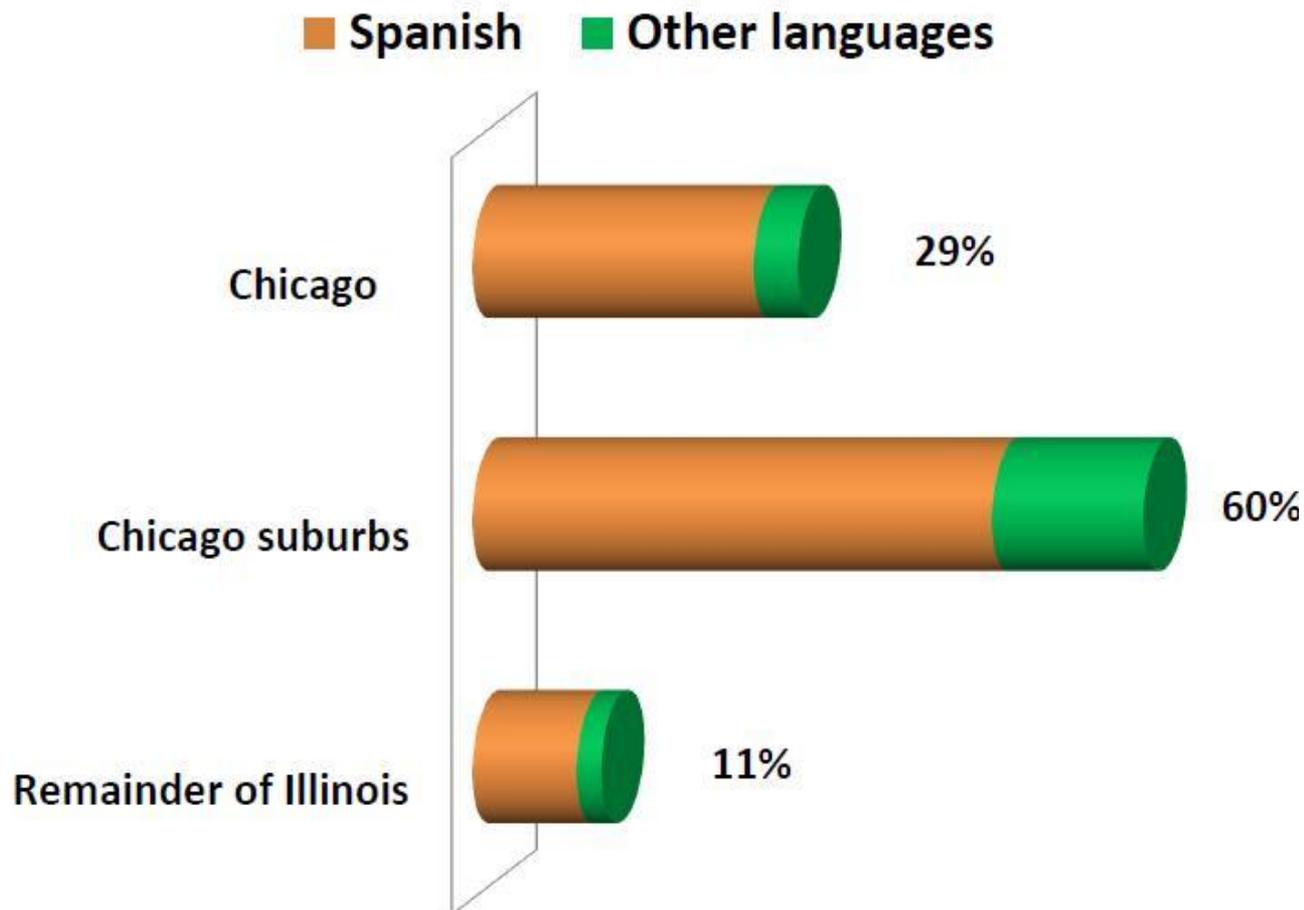
Illinois ELLs by region, 2010

**Total ELLs in Illinois:
183,522**

**% of Illinois students
who are ELL: 9%**

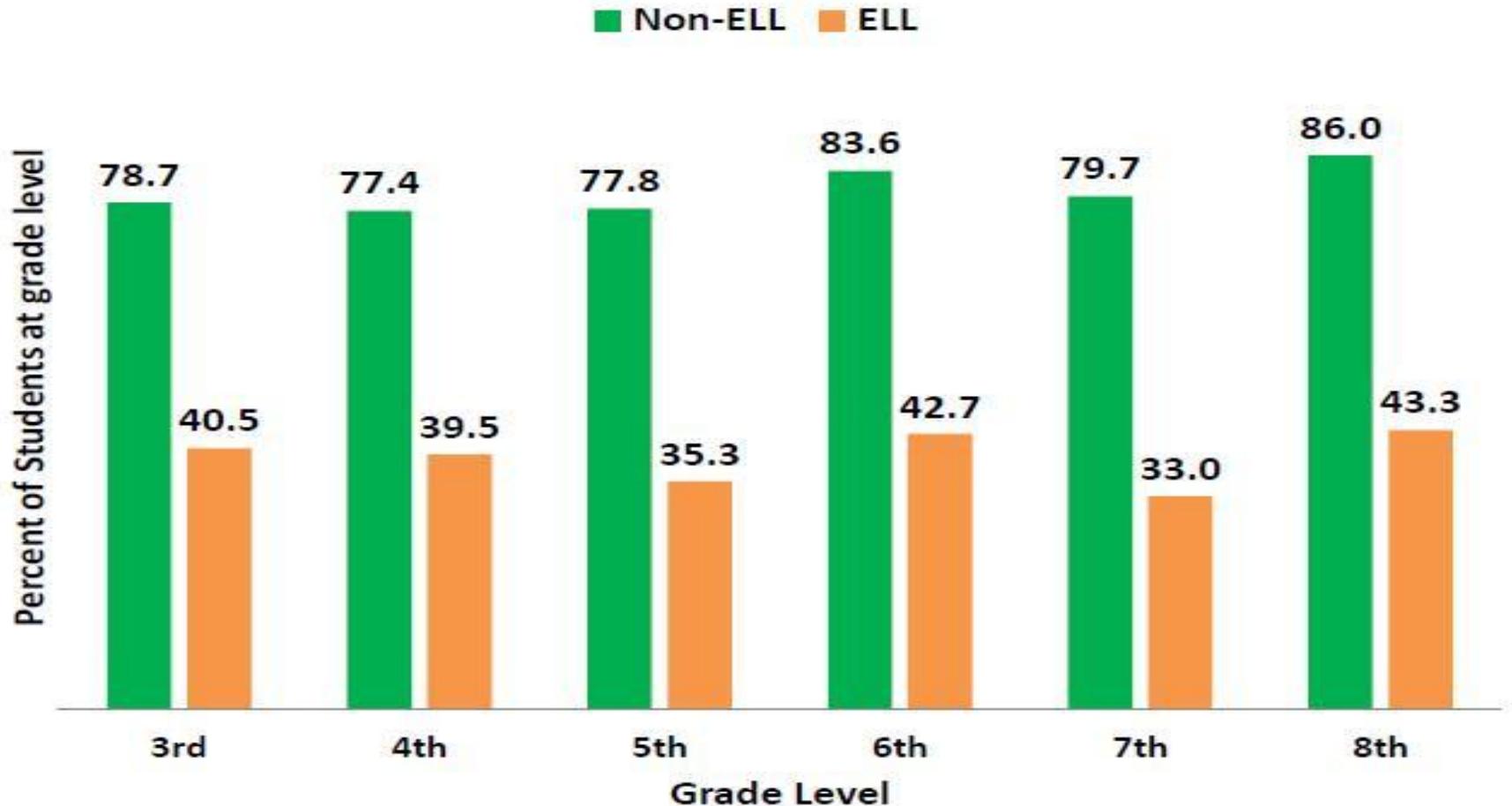
**% of ELL students who
are Spanish-speaking:
81%**

**Over 70% of ELL
students are outside of
Chicago**



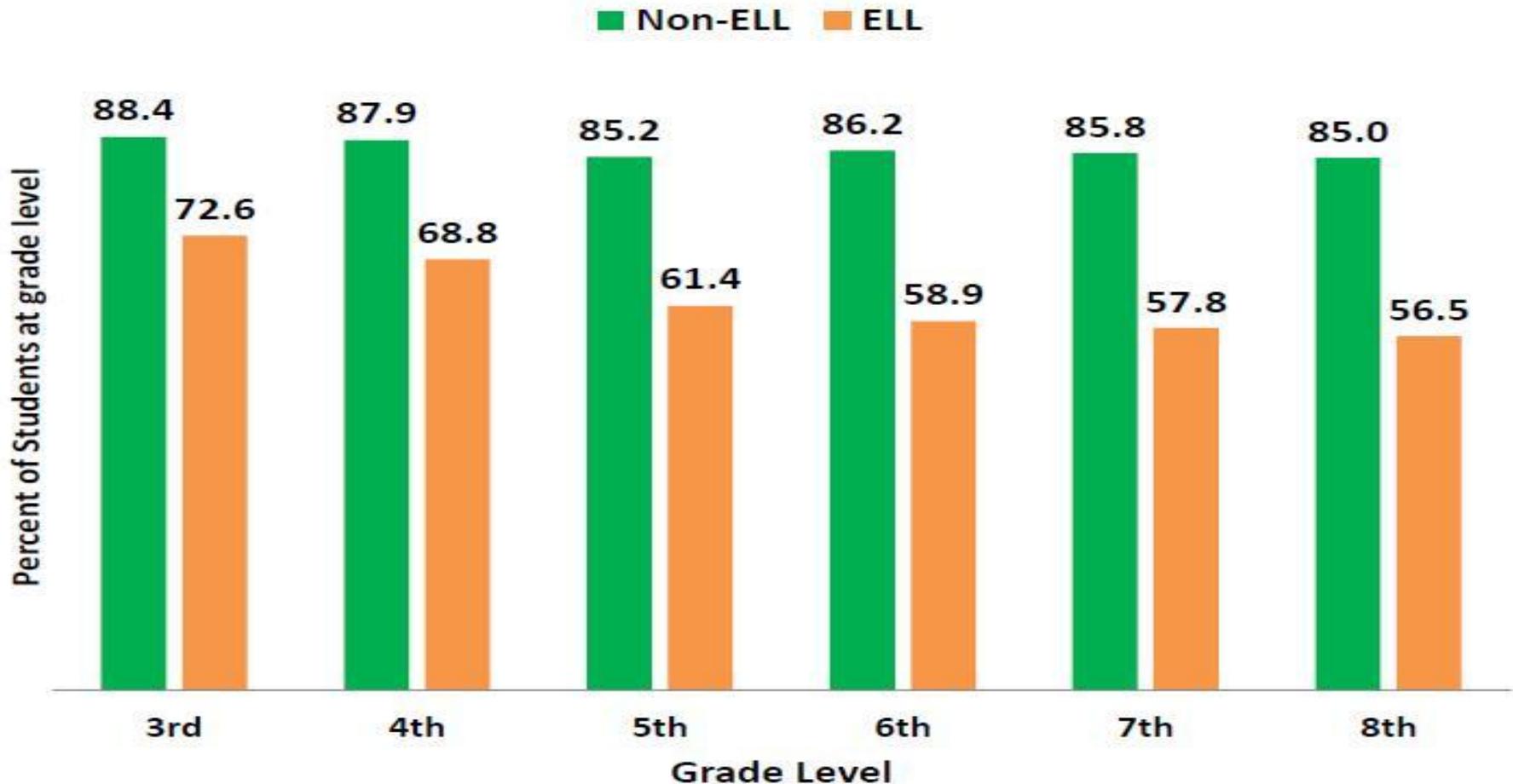


ELL and non-ELL students' ISAT Reading at grade level, 2010





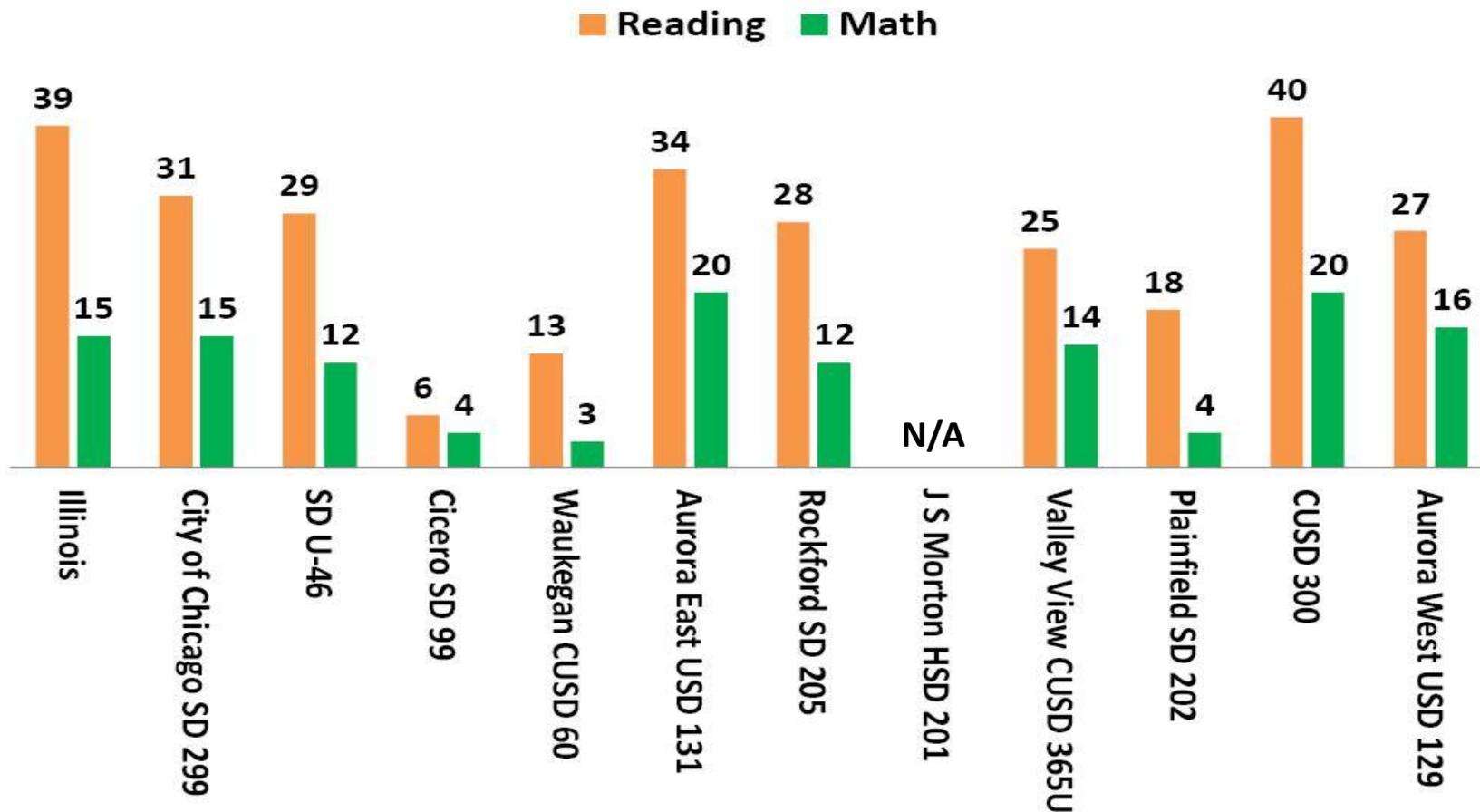
ELL and non-ELL students' ISAT Math at grade level, 2010



Illinois State Board of Education. *Bilingual Education Programs and English Language Learners in Illinois SY 2010 Statistical Report.* (2011)

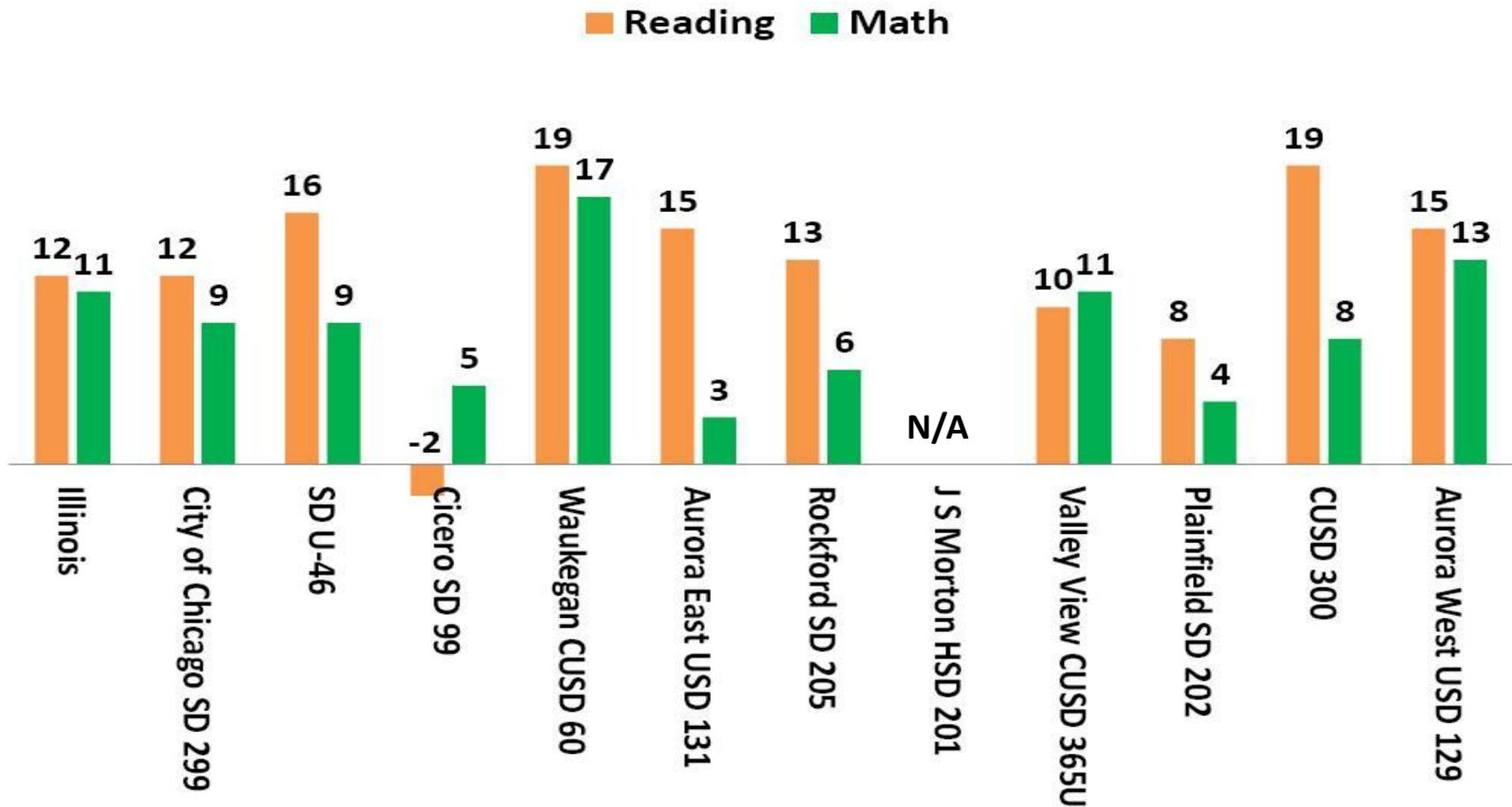


% point achievement gap in 3rd grade ISAT reading and math: Ten largest Latino districts, 2010



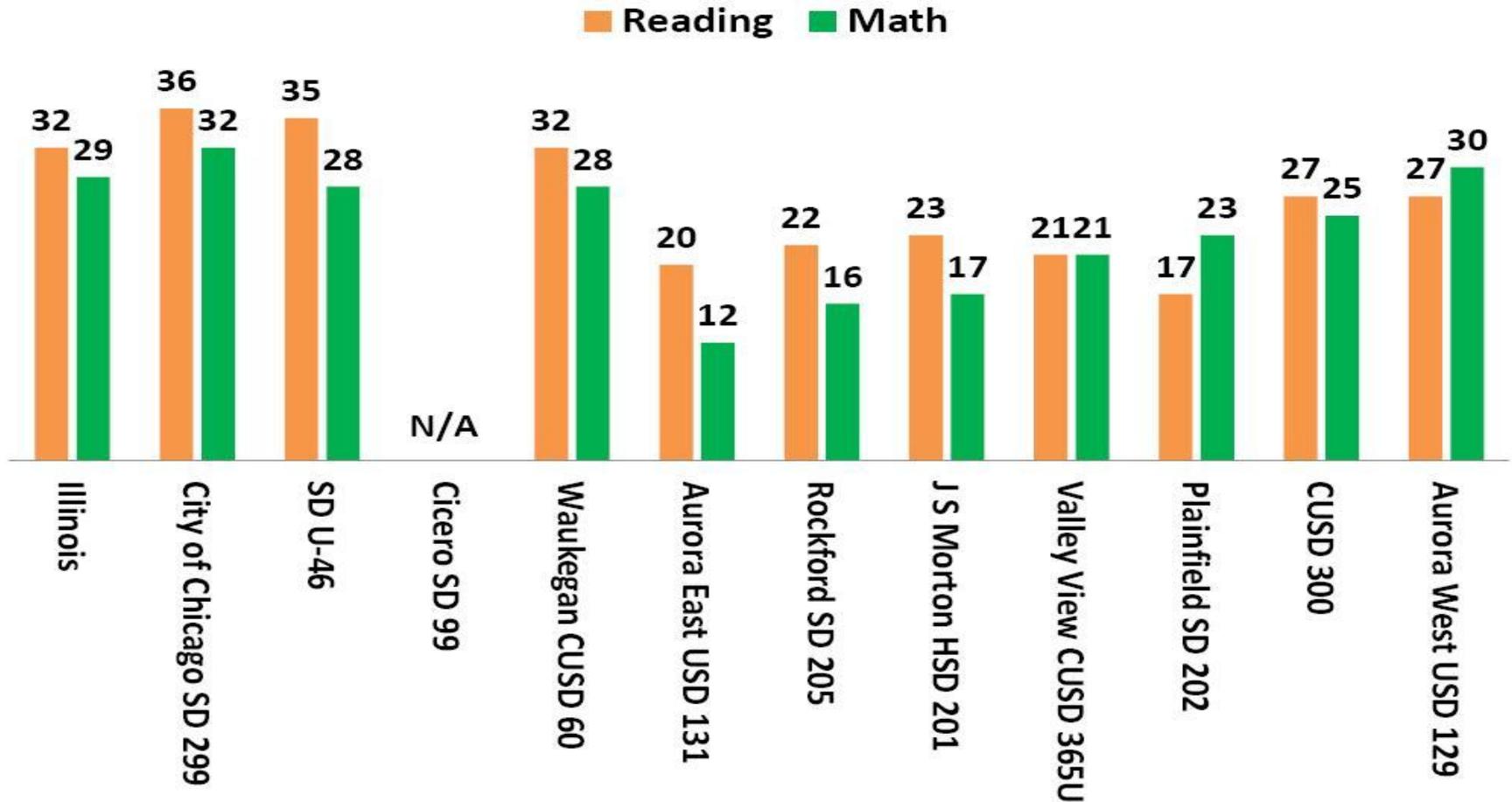


% point achievement gap in 8th grade ISAT reading and math: Ten largest Latino districts, 2010





% point achievement gap in 11th grade ACT college readiness reading and math: Ten largest Latino districts, 2010





Contact Information

Latino Policy Forum

180 N. Michigan Ave. suite 1250

Chicago, IL 60604

(312) 376-1766

www.latinopolicyforum.org

www.facebook.com/latinopolicyforum

www.twitter.com/latinopolicy

Presented By:

Rebecca Vonderlack-Navarro, Research and Policy Analyst

E-mail: rvnavarro@latinopolicyforum.org

PowerPoint Prepared By:

Jacob Vigil, Research Intern

Rebecca Vonderlack-Navarro, Research and Policy Analyst

Reyna Hernandez, Research and Policy Analyst (former staff)



***Shaping Our Future:
Building a Collective Latino K-12 Education Agenda***
**Appendix 4: Summary of Advisory Board and Summit speaker
presentations**

**Jose Rico,
Deputy Director, White House Initiative on Educational Excellence for Hispanic
Americans**

The Obama administration has outlined an ambitious vision for Latino education. Recognizing that America's future prosperity depends on competing successfully for the jobs and industries of the future, the White House has set a goal of leading the world in share of population with a college degree by 2020. To meet this goal, the administration has enacted a number of bold funding and policy initiatives. Many of these initiatives are specifically focused on reducing the achievement gap between Latino and White students. These include substantial investments in early childhood education, and the Race to the Top program in which states compete for funds based on improvements in key areas such as assessment, turning around low-performing schools, teacher quality and data collection. The administration also recognizes and supports local innovations and successes in increasing Latino attainment. Concrete support has also been given to national programs and policies to ensure Latino college access and attainment. These include investments in STEM-focused initiatives, Hispanic-serving institutions and college affordability.

**Robin Steans
Executive Director of Advance Illinois**

According to current data and analysis by Advance Illinois, the state's students score in the bottom half on national achievement tests. Achievement gaps in Illinois are among the highest in the nation. Low academic attainment, particularly in math and science, plagues the U.S. in comparison to other industrialized countries. The U.S. also falls behind other nations in terms of post-secondary degree attainment, resulting in higher rates of low-skilled labor and unemployment. The costs of this situation in terms of unrealized economic potential are significant.

Advance Illinois advocates for system reform as opposed to program reform. Examples of education reform initiatives are highlighted, including Race to the Top and Illinois Senate Bill 7. The Illinois P-20 council is pushing for reforms such as integrating college skills into career and technical coursework and a longitudinal data system that will track students throughout the educational pipeline. Advance Illinois calls for further action in the areas of teacher preparation and evaluation, and kindergarten readiness. A new format for school report cards was presented, including new indicators for middle school and high school. The success of

structural reforms in the Montgomery County School District in Maryland are an exemplar of effective district-level reform.

Dr. Donald Hernandez

Department of Sociology, Hunter College; The Graduate Center, City University of New York (CUNY); Senior Advisor to the Foundation for Child Development.

New findings and analysis from the National Longitudinal Study of Youth include information on reading skills throughout elementary school, graduation rates, and poverty level. Dr. Hernandez emphasized the importance of third grade reading levels in particular due to third grade being the point at which students shift from “learning to read” to “reading to learn.” Further support for the importance of third grade reading skills comes from federal education policy initiatives such as No Child Left Behind, which place strong emphasis on early elementary reading skills.

This study revealed a strong correlation between childhood poverty, third grade reading levels, and high school graduation. Those children who had experienced poverty at an early age were more likely to have not finished high school. Children who tested below-proficient in reading in third grade were also less likely to graduate. Black and Hispanic children in these circumstances were more likely to drop out of high school than White students. Data from the Illinois NEAP show that a high proportion of Latino children tested at below-proficient in reading. ELL students are even more strongly represented in the below-proficient category.

Policy efforts to address the achievement gap should emphasize the importance of high-quality pre-K education for Latinos, ELLs, and children in poverty. High-quality Pre-K through third grade education must incorporate smaller class sizes, increased training and incentives for highly qualified pre-K teachers, and alignment of standards and curricula. Parent and school engagement is paramount as well. For ELL students, dual language instruction is effective, and bilingual skills should be developed. The importance of these findings and subsequent policy recommendations are reflected in data showing the economic return on investment for resources committed to high-quality Pre-K through third grade education.

Dr. Karen Woodson

Director of the Division of ESOL/Bilingual Programs for the Montgomery County Public Schools.

Common acronyms related to English language learners must be clarified, broadening the definition of ELL and emphasizing that supporting these learners is a “whole school effort.” Demographics of ESOL (English for second language learners) students in Montgomery County reveal a highly diverse group of nationalities and native language spoken. ESOL enrollment in the district has risen rapidly in recent years.

Federal guidelines under Title III of No Child Left Behind mandate annual measurable achievement objectives for ESOL students and the LEP (limited English proficient) subgroup. These guidelines partly inform the Montgomery County School District (MCSD) strategic planning for ELL student success. MCSD is working to align its ESOL program to the district-wide strategic plan, ensuring that district resources, programming, and overall student success are tied to the success of ELL students. Three cornerstones of district ESOL programs are outlined: 1. ESOL curriculum, instruction and assessment 2. ESOL counseling 3. ESOL parent involvement. Students must master academic English and academic content simultaneously. Accountability structures such as administrator observation forms are used throughout the process.

Strategic planning for MCSD includes not only the integration of the ESOL program and the teaching of academic English as a school-wide effort, but also incorporates an understanding of national challenges to school reform.

Dr. Elaine Allensworth
Interim Executive Director at the University of Chicago Consortium on Chicago School Research.

Chicago schools have been serving increasing numbers of Latino students over the last two decades. Latino students now comprise almost half the student body. In recent years, Latino students have made notable gains in test scores, high school graduation rates and college-going rates. However, Latino students' achievement is lower, on average, than the achievement of white and Asian students in CPS. Latino students entering CPS as English language learners in the primary grades do at least as well in high school as non-ELL students. Students entering high school as ELLs are less likely to graduate. There are specific challenges for many Latino students with regard to enrolling and persisting in college

Dr. Frances Contreras
Associate Professor and Director,
University of Washington Higher Education Program

A study on Latino student learning and the impact of policy on educational attainment in Washington was prompted by the "Brown Paradox." This paradox describes a situation in which, despite increasing Latino presence, there is very little investment in education and actually a targeted divestment. The current political climate characterized by anti-immigrant sentiment and fear might contribute to this paradox.

The Washington study revealed a lack of Latino teachers in schools, along with low teacher expectations of Latino students. Classroom instruction heavily prioritized standardized testing. Parents of Latino students were highly likely to be bilingual and to lack an understanding of the educational system, but still maintain high hopes and academic expectations for their children. Latino students were highly likely to have parents with low levels of formal education, and less likely to describe themselves as "high-achieving." They believe that their parents want them to go to college, but teachers are their primary source of information about college.

Policy recommendations include reframing accountability on the state and federal level, cultural competency standards for teachers, and engaging parents as partners in raising student achievement.

Despite the barriers to education advancement, undocumented students show signs of persistence in a separate study conducted on Washington DREAM Act-eligible students. Challenge included living in fear, financial barriers, and racist campus experiences. The concept of "ganas" was a recurrent theme in DREAM Act students' persistence and determination to succeed in higher education. State-level financial aid for undocumented youth, and a national DREAM Act are key policy recommendations in this area.



Advance ILLINOIS

EVERY STUDENT WORLD READY

Advance Illinois:

An independent, objective voice to promote education reform in Illinois.





Board of Directors

Jim Edgar, Chair

Former Governor, State of Illinois

Ellen Alberding

President, The Joyce Foundation

Lew Collens

President Emeritus, Illinois Institute of Technology

Miguel del Valle

*Former Chair, Illinois Senate Education Committee
Chair, Illinois P-20 Council*

John Edwardson

Chairman & CEO, CDW Computer Centers, Inc.

Judy Erwin

Former Executive Director, IBHE

Joseph Fatheree

Illinois "Teacher of the Year", Effingham High School

James C. Franczek, Jr.

President, Franczek Radelet P.C.

Dennis Hastert

Former Speaker, United States House of Representatives

Dr. Timothy Knowles

*Lewis-Sebring Director, The Urban Education Institute,
University of Chicago*

Sylvia Puente

Executive Director, Latino Policy Forum

Ed Rust

Chairman and CEO, State Farm Insurance Co.

Rick Stephens

*Senior Vice President, Human Resources and
Administration, Boeing Company*

Patricia Watkins

*Executive Director, TARGET Area Community Development
Corporation*



Our Goals

- Promote and stimulate progressive thinking on education.
- Reflect statewide values and experiences.
- Make education a key issue in Illinois government.
- Leverage grassroots support for legislative and regulatory change when necessary.



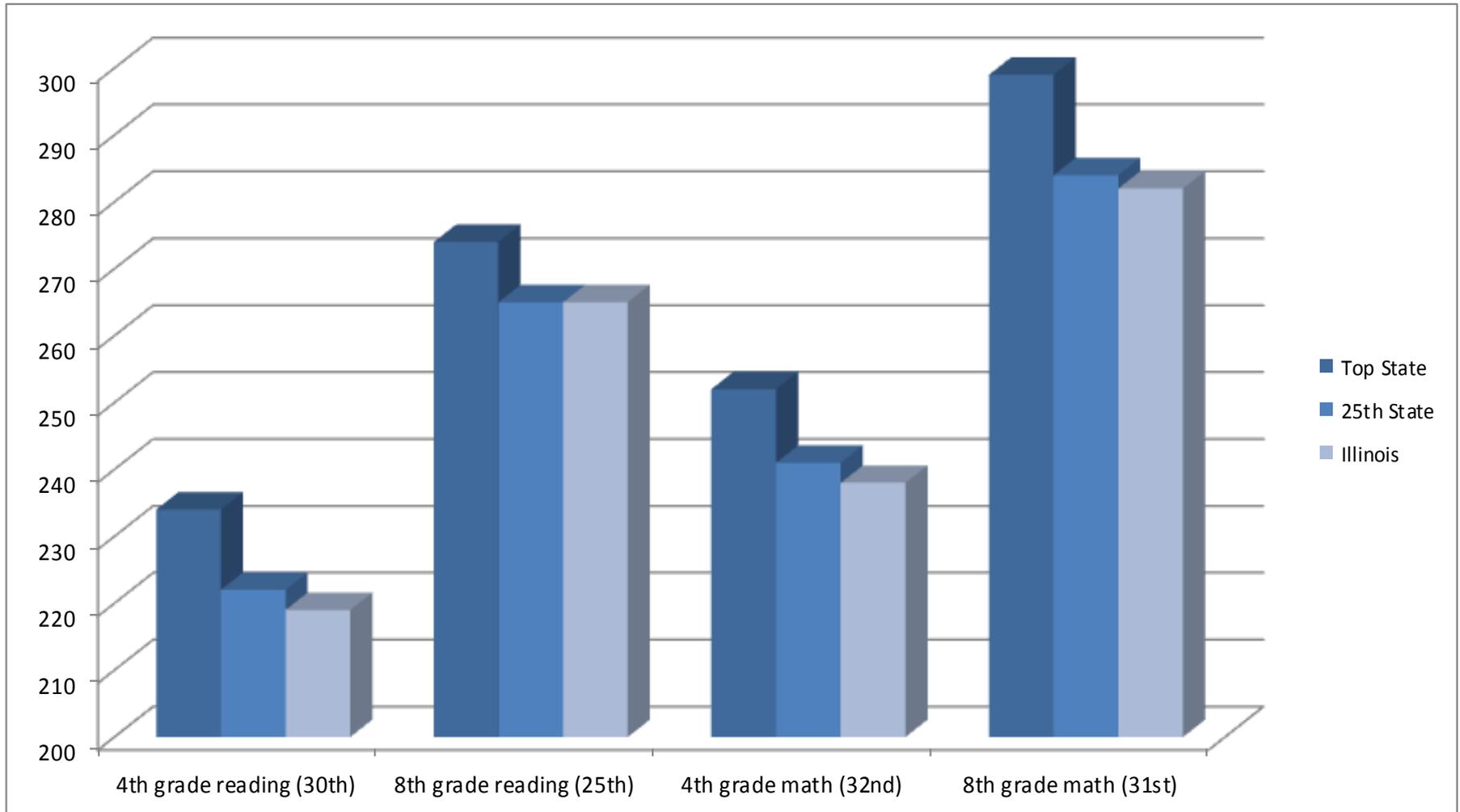
Advance ILLINOIS

EVERY STUDENT WORLD READY

The State We're In

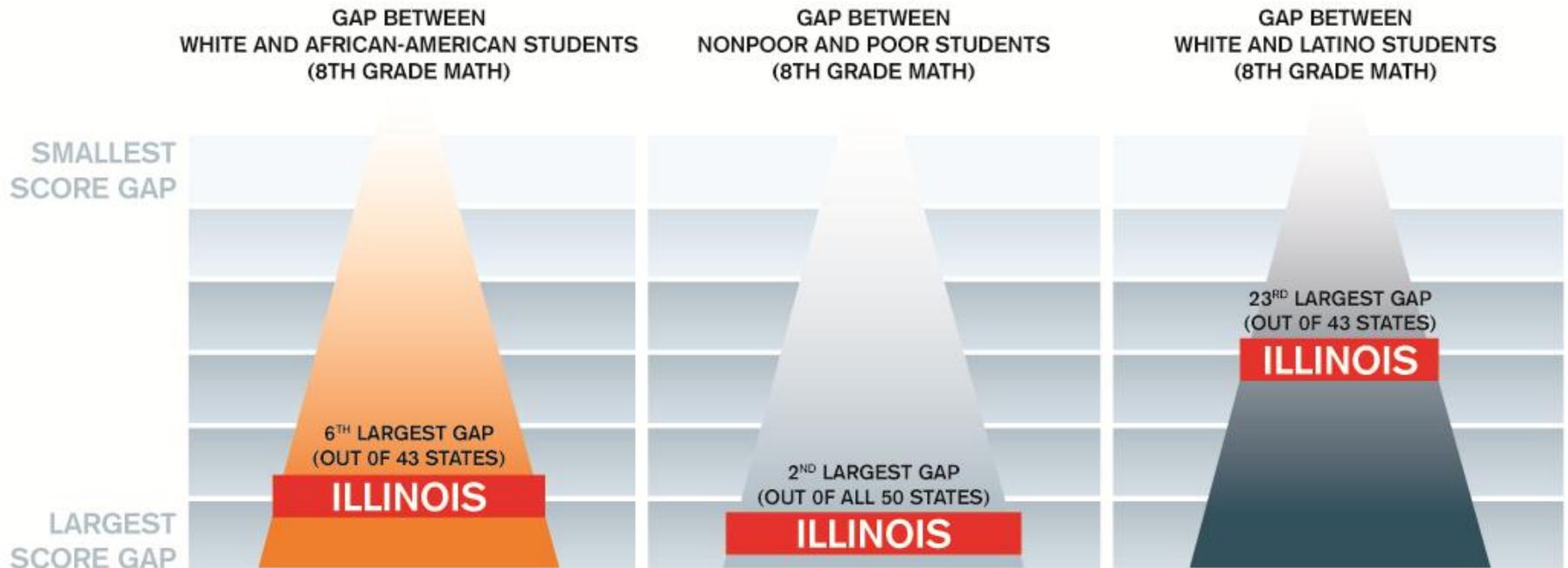


Illinois is in the bottom half of states on national tests (NAEP)



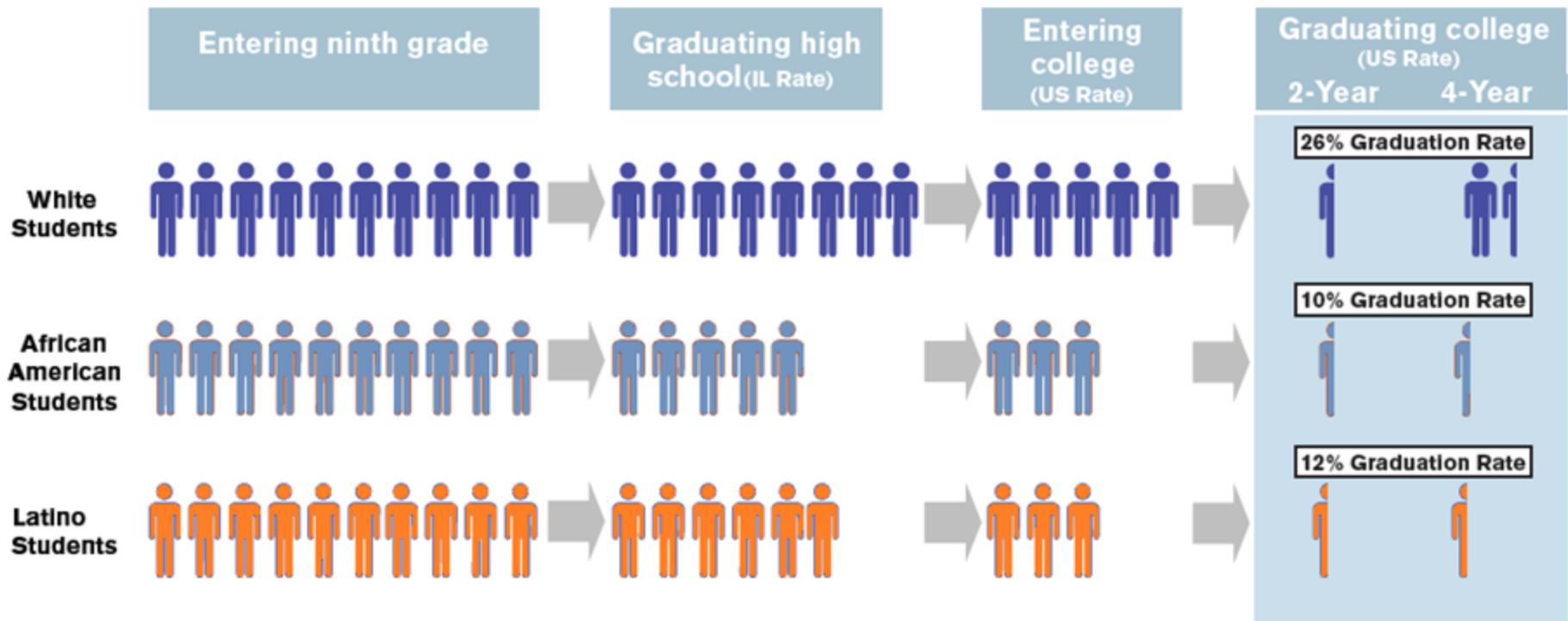


Illinois' achievement gaps are among the largest in the U.S.

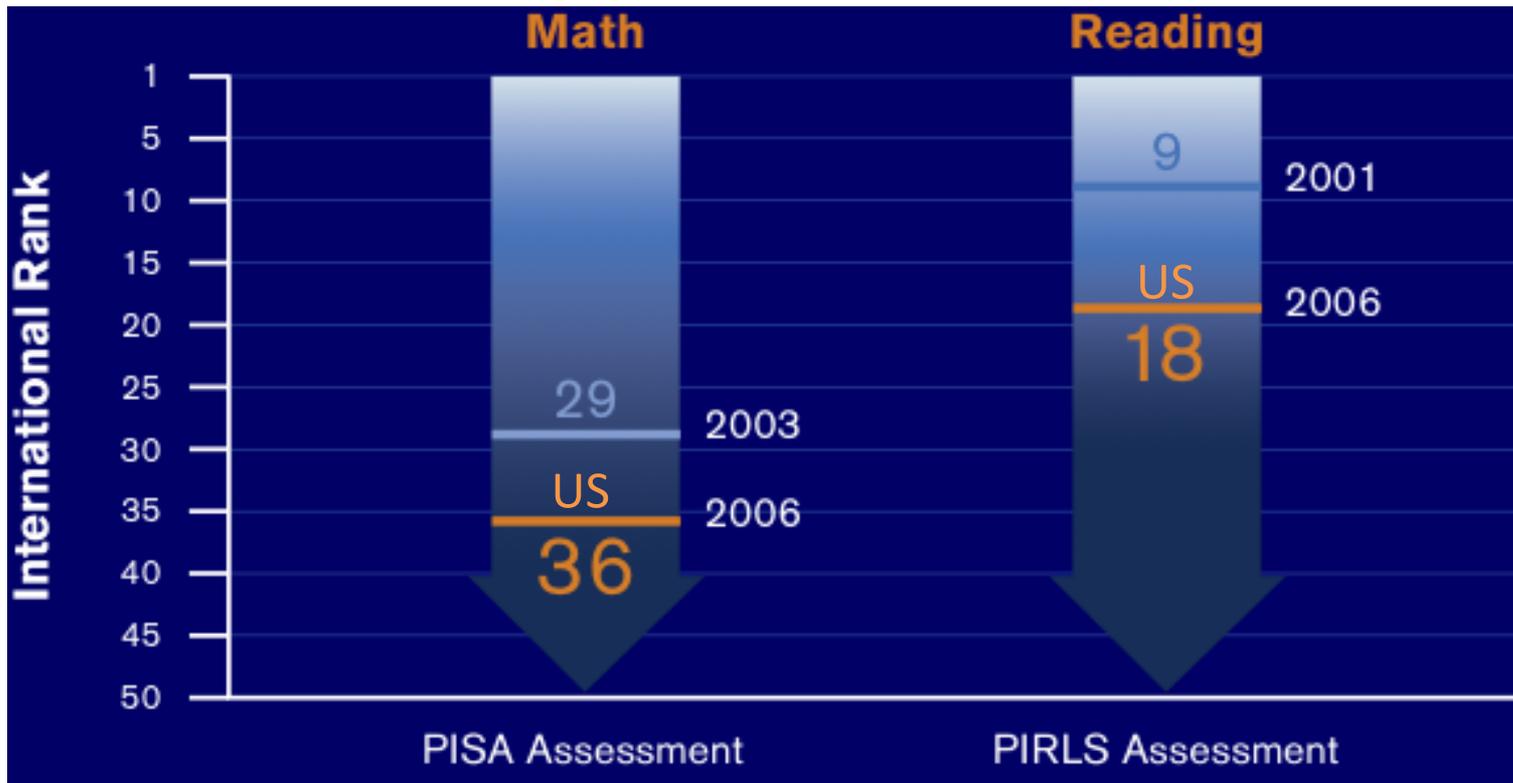


Are Illinois Students “World Ready?”

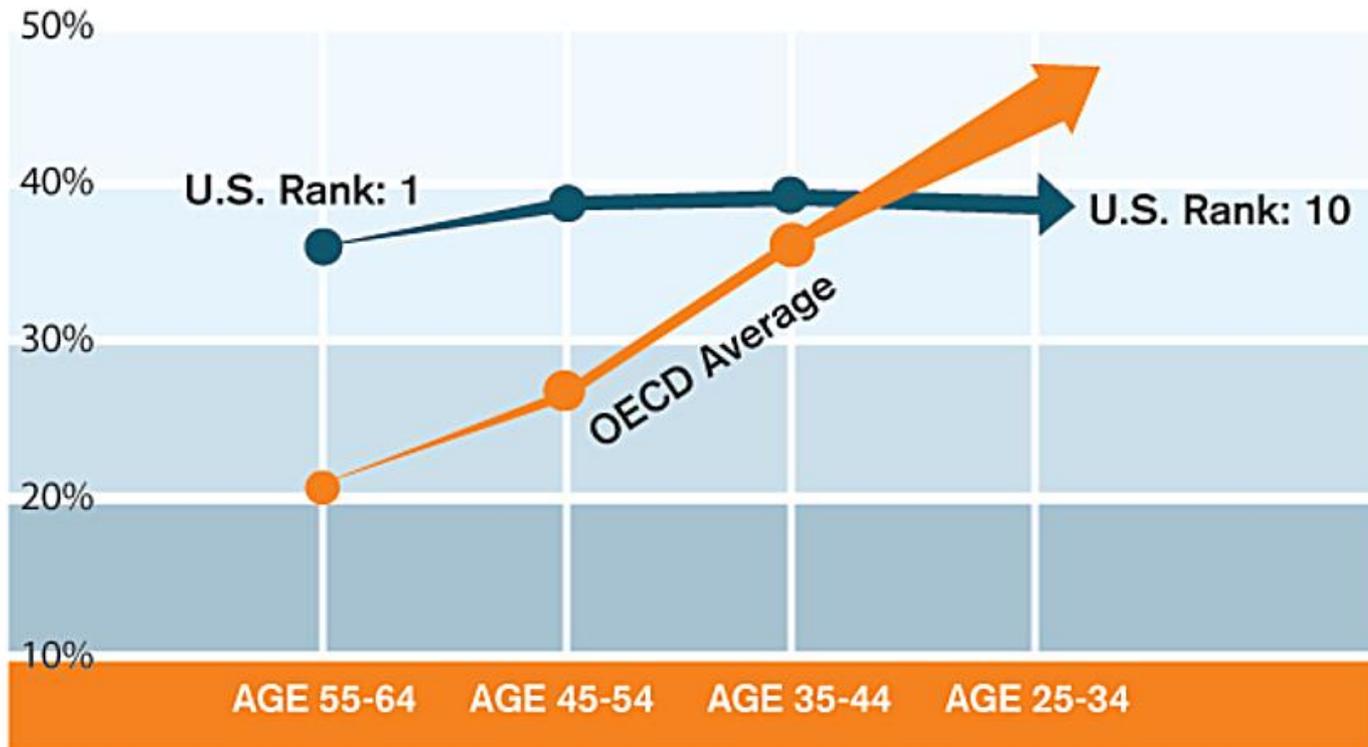
Only 1 in 10 minority students and 3 in 10 white students earn a postsecondary degree.



U.S. Lags Internationally in Math and Reading

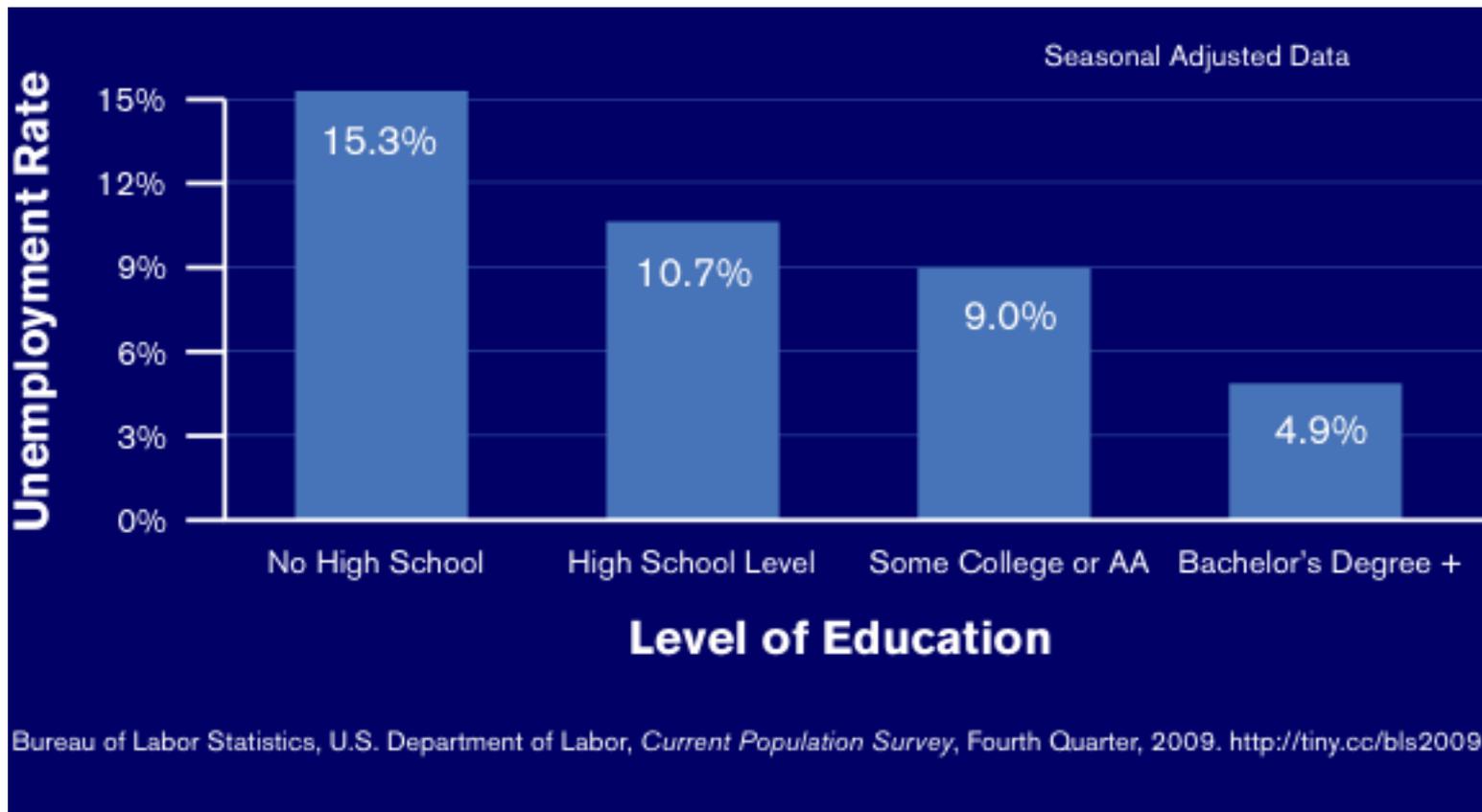


U.S. Lags Internationally in Overall Attainment

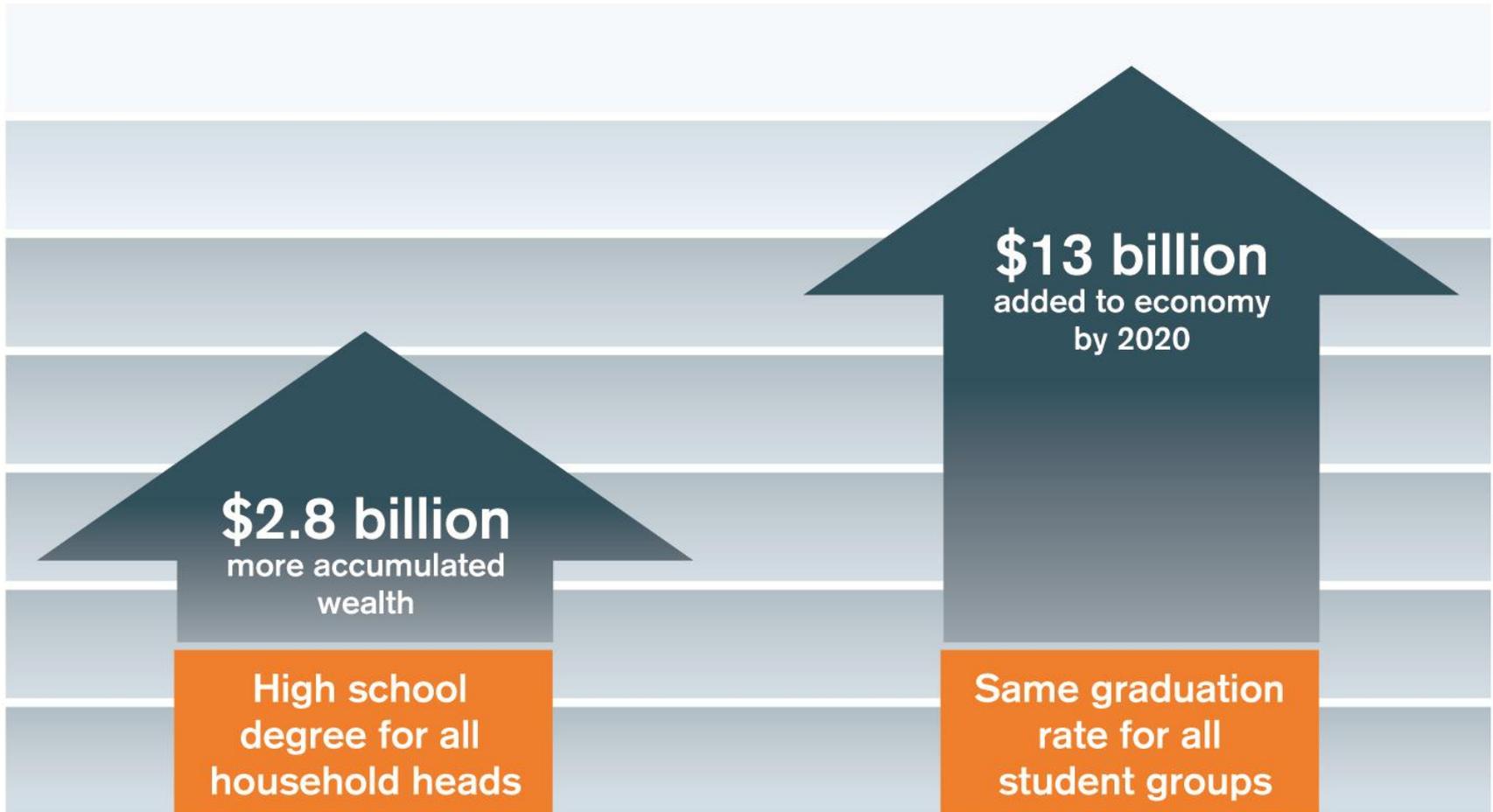


Percent Post-Secondary Attainment

Higher Education = Less Unemployment



Unrealized Economic Potential





Advance ILLINOIS

EVERY STUDENT WORLD READY

We Can Do Better



We need *system* reform, not *program* reform.



Advance ILLINOIS

EVERY STUDENT WORLD READY

2010: Race To The Top



2010: Race to the Top

Key Steps Taken

- ***Common Core Standards Adopted:*** The Illinois State Board of Education joined 42 other states in adopting the Common Core State Standards which will establish a single set of standards for English and Mathematics. These standards are designed to ensure that the state's high school graduates are prepared to enter college or the workforce.
- ***Cut Scores Raised:*** The Illinois State Board of Education dramatically raised the score required to pass the Basic Skills Exam that all teachers must take as part of the certification process. (NOTE: Has created concerns about the strength and diversity of the state's teacher pipeline – an issue that needs to be addressed.)



2010: Race to the Top

Key Steps Taken

- ***STEM Learning Exchanges:*** Science, Technology, Engineering & Mathematics Learning Exchanges created, bringing together business and industry, education and government partners, to improve academic achievement and opportunity for all students, particularly in math and science
- ***The P-20 Council Convened:*** Comprised of diverse education stakeholders, the Council coordinates the work of various agencies across the continuum, from pre-school through post-secondary education and on into the workforce.
- ***School Improvement Grants:*** Illinois secured \$146 million SIG funds for targeted use. In addition, state has targeted districts for intervention



2010: Race to the Top

Key Legislative Reforms Passed

- ***New Pathways to Teaching:*** Alternative certification programs, which provide an expedited pathway to the classroom for individuals with academic backgrounds in areas other than education, are now able to independently accredit new teachers.
- ***Longitudinal Data System:*** A system is being built to track student achievement over time to provide information to parents, teachers, administrators and policymakers, and allow teacher and student data to be linked for evaluation purposes.
- ***Charter Schools Increased (& Independent Authorizer Created):*** The cap on charter schools was doubled, from 60 to 120, and in 2011 an independent charter school authorizer was commissioned.
- ***Principal Preparation Programs Improved:*** The standards were raised for principal preparation programs, and all programs are required to re-apply for accreditation.

Key Legislative Reforms Passed

- **Performance Evaluation Reform Act (PERA)**
 - Teacher and administrator evaluations will incorporate student growth, starting in 2011 and go statewide by 2014.
 - Teachers will be evaluated yearly before receiving tenure, and biannually afterward.
 - All evaluators (including peer evaluators) will be trained to conduct rigorous and fair evaluations.



Advance
ILLINOIS

EVERY STUDENT WORLD READY

2011: Senate Bill 7



Performance hasn't counted in Illinois, but that is changing.

- Currently, **too many teachers do not receive meaningful evaluations**, or the focused professional development they may need
- Today, fewer than **1%** of teachers in Illinois receive unsatisfactory evaluations. Most receive “superior” or “excellent” ratings each year.
- **83%** of Illinois’ school districts have never rated a tenured teacher as unsatisfactory.
- **94%** of school districts have never attempted to fire anyone with tenure.
- Out of over 100,000 tenured school teachers in IL, an average of only **2** are dismissed each year for poor performance.



SB 7 makes performance count

Senate Bill 7 links PERA's new performance-based evaluations to milestones in a teacher's career.

- Performance will be a primary criteria in **certification, layoffs, and tenure**.
 - State Supt may **revoke certificates** of teachers with 2 unsatisfactory ratings in a 7-year period or require added training.
 - Instead of **“last-hired first-fired”**, teachers will be laid off based on performance and job qualifications first, with seniority as a tie breaker.
 - **Tenure will be earned** through 2 positive evaluations during the probationary period instead of handed out for time spent in a classroom.



SB 7 makes performance count

- Mutual consent will be required in **hiring**. This allows management to hire teachers who best fit the needs of their schools.
- Streamlined **dismissal** procedures for poor performance will make the process less cumbersome and expensive allowing districts to remove ineffective teachers from the classroom.



SB 7 brings accountability & transparency to contract negotiations

- **Statewide:** Provide more **transparency** around negotiations
 - SB 7 requires that any unsuccessful mediation be followed with the **public release** of each parties' last best offer for 30 days.
- **Chicago:** Provide more **safeguards** before strike can occur
 - If mediation is unsuccessful, an **independent fact-finding panel** would review issues and make recommendations. If there is no resolution, the final offers are made public for 30 days. If disagreement persists, CTU can strike with 75% of vote of the full membership.
 - Give CPS **more control over the school day and year**: CPS can add time to the year but would have to bargain the 'impact' of any decision—including how to pay for it.



Senate Bill 7 will provide a clearer picture of how our schools are doing.

SB 7 mandates annual **School Climate Surveys** to shed light on the learning conditions which we know are predictors of school improvement.

Teachers, parents and students will share their perceptions on issues like:

- ◆ School safety
- ◆ Parental involvement
- ◆ Professional support
- ◆ Instructional leadership

Some of the information collected by these surveys will be shared with the public in the **State Report Card** for each school.



Next steps...

- **New teacher and principal evaluations**
 - Performance Evaluation Advisory Council: diverse education stakeholder group working to develop model evaluations which will be based largely on student growth.
 - New evaluations will go into effect at the first cohort of schools in 2012-2013.
- **Stronger certification requirements**
 - P-20 Council is developing recommendations that will strengthen teacher preparation and our state's teacher certification system.
- **Teacher preparation “dashboard”**
 - P-20 Council is developing a “dashboard” of indicators to better understand and assess strength and performance of the state's teacher training programs



Next steps...

- Kindergarten readiness
 - The state is prepared to pilot an assessment which would measure school readiness of kindergarteners and enable the state to tailor instruction to address deficits.
 - Illinois is applying for the federal Early Learning Challenge funding to support this and other early childhood efforts, including teacher quality initiatives, access for at-risk students, and program quality
 - Ongoing challenge of matching early childhood bilingual instruction to growing need around the state
- Climate survey (of teachers and students)
 - Required element of SB7
 - Development of an RFP is underway based on recommendations from the Performance Evaluation Advisory Council and more than 60 focus groups throughout the state.

And a new report card

- P-20 Council’s Data and Accountability Subcommittee developed recommendations on school-level data to be included.
- Advance Illinois held focus groups around the state to get community input and is currently drafting legislation.

ILLUSTRATIVE EXAMPLE

An Elementary School

101 S Main St. | City IL 00000 | xxx-xxx-xxx

<http://www.anywhere.k12.il.us/schools/AMS/>

2010-2011 Principal
2010-2011 Superintendent
Grades served

John Doe
Dr. Jane Doe
Public (6-9)

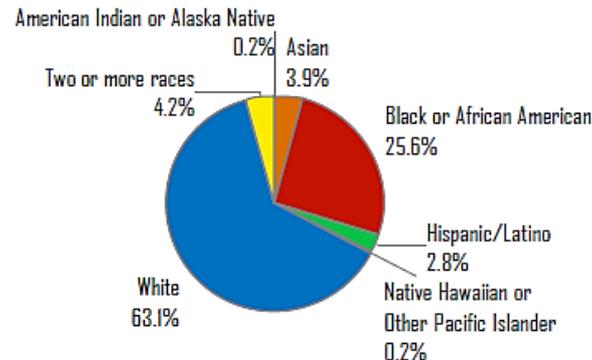


School characteristics

Enrollment	1,000
Average class size (grades 9-12)	19.7
Average teaching experience (years)	10
Spend per pupil (district average)	\$20,000
Student transfers in or out	13%
Students with pre-school experience	20%

Student demographics

Racial/ethnic background



Additional demographic information

Limited English proficiency 8%

Low-income 45%

Students eligible to receive special education 13%

CURRICULUM/RESOURCE INFORMATION *(To be standardized and populated by ISBE. Example content provided below.)*

School personnel resources

6 guidance administrators, 1 speech teacher; 1 reading specialist; 1 work coordinator; 11 special needs

Foreign language classes

Spanish, French, German

FROM THE PRINCIPAL *(To be provided by school principal. Example content provided below.)*

Extracurricular activities

Choir, band, art, stage, flag corps, math club, newspaper, 'Do something' community service, environment club, technology club, spirit club, language clubs (French, Latin, German, Spanish), Anime, National Honor Society, Cheerleading, Prevention club, Chess, Be a Senator, Yearbook, Film Club, Dance Team

Before/after school programs

- Free breakfast program, "best buddies" tutoring, "science stars"

Health & wellness focus

- Average number of days of PE per week per student: 2
- Building compliance with Health, Life and Safety codes: Yes
- Additional programs: "Character Counts" character education program, "Eat Smart/Be Smart" lunch program

Awards received

ISBE Honor Roll, Mideast Conference Champions in Girls Volleyball, Science Olympiad Team 1st Place in Region, Golden Apple Award Winner – Ms. Jones

Community partnerships

Ninth National Bank – Career Fair Sponsors; Rotary Club – Funded new playground



New format

An Elementary School

101 S Main St. | City IL 00000 | xxx-xxx-xxx

<http://www.anywhere.k12.il.us/schools/AHS/>

School Report Card, 2010-2011

	An Elementary School performance 2010-2011	Comparison		An Elementary School performance 2007-2011
		Schools with similar students Performance range	Illinois average	
OUTCOMES: WHAT ARE STUDENTS ACHIEVING?				
Readiness & Success	3rd graders <u>exceeding</u> IL state standards on exams	R 10% M 5%	R 13% to 22% M 18% to 30%	R 14% M 18%
	3rd graders meeting IL state standards on exams	R 45% M 90%	R 35% to 42% M 72% to 85%	R 40% M 48%
	5th graders <u>exceeding</u> IL state standards on exams	R 10% M 15%	R 13% to 22% M 18% to 30%	R 15% M 22%
	5th graders meeting IL state standards on exams	R 44% M 85%	R 35% to 42% M 72% to 85%	R 40% M 68%
				07 08 09 10 11

PROGRESS: ARE STUDENTS MAKING SUFFICIENT PROGRESS?

	On track Students who are Kindergarten-ready <i>Helps identify whether Kindergarteners are prepared to succeed in school</i>	Coming in 2014		
		Performance All students <u>exceeding</u> IL state standards on exams All students meeting IL state standards on exams	Growth Students achieving expected growth <i>Will measure how much students progress in learning each year</i>	
		R 10% M 5%	R 10% to 17% M 5% to 6%	R 15% M 5%
		R 45% M 90%	R 38% to 56% M 74% to 89%	R 45% M 70%
				Coming in 2013

ENVIRONMENT: IS THE SCHOOL ENVIRONMENT SUPPORTING STUDENTS AND TEACHERS?

Category	Current Value	Target Range	Goal	Historical Data (2010-2014)	
Presence & engagement	Teachers returning to this school from last year <i>3-year average</i>	86%	82% to 92%	80%	
	Number of different principals at this school in last 6 years	2	1 to 3	2.5	
	Students with less than 10 absences in school year	77%	72% to 82%	80%	40, 53, 72, 75, 77
	Teachers with less than 10 absences in school year	63%	55% to 65%	70%	50, 30, 60, 62, 63
	Family & community engagement in student/ teacher survey <i>From climate survey to be administered across all schools</i>				Coming in 2013
Teachers	Teacher qualification <i>Composite of qualification features of the school's teaching staff which contribute to student progress according to research</i>				Coming in 2014
	Teachers rated proficient or excellent <i>Based on teacher performance evaluations</i>				Coming in 2013
Professional climate	Professional climate in teacher survey <i>From climate survey to be administered across all schools</i>				Coming in 2013
Learning climate	Learning climate in student/ teacher survey <i>From climate survey to be administered across all schools</i>				Coming in 2013



New middle school indicators

Elective classes	Elective classes can cultivate a student's interest, strengths and special talents. They may also allow students to create a course of study that is more well-rounded for college admissions.
% of 8th graders passing Algebra I with grade of C or better	Students who take Algebra in middle school have more advanced math skills later in life.
% of Freshman “on track”	Students who are “on track” at the end of their freshmen year are dramatically more likely to graduate from high school.



New high school indicators

Advanced classes	Advanced classes are more rigorous courses that help prepare students for success in college.
Dual credit courses	Dual enrollment provides benefits such as access to a wider range of rigorous courses, savings in time and money on a college degree, and enhancing admission to and retention in college.
Elective classes	Elective classes can cultivate a student's interest, strengths and special talents.
Approved programs of study	With business and community support, CTE programs prepare students for the world of work by building academic, vocational , career planning and citizenship skills at the same time.
% of students graduating within 4 years	High school graduation lays the foundation for success in today's economy.
% of students college & career ready	Students are more likely to succeed in the long-term if they finish high school ready to learn and succeed in college and career.
% of graduates who enrolled in additional schooling after graduation	Two-thirds of new jobs in today's economy require continued education after a high school diploma.
% of most recent alumni freshmen on track	Success in freshman courses is a key predictor of ultimate success in and graduation from high school.



On the horizon...

- **Funding**
 - EFAB is working to upgrade the way in which we set recommended funding levels – levels which we continue not to meet as a state
 - Ongoing issues around the sources of school funding
- **Structural Issues**
 - District consolidation
 - Regional structure
- **New Assessments**
 - PARCC and beyond (NOTE: will require attention to ELL assessment)
 - Key readiness indicators (e.g., Montgomery County strategy)

SEVEN KEYS TO COLLEGE READINESS



KEY 1: Read at advanced levels in Grades K–2



KEY 2: Score “advanced” in reading on the Maryland School Assessment in Grades 3–8



KEY 3: Complete advanced math in Grade 5



KEY 4: Complete Algebra 1 by Grade 8 with a “C” or higher



KEY 5: Complete Algebra 2 by Grade 11 with a “C” or higher



KEY 6: Score 3 on an AP exam or 4 on an IB exam



KEY 7: Score 1650 on the SAT or 24 on the ACT



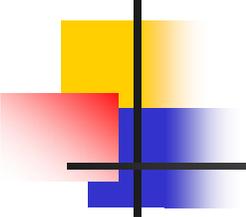
Advance ILLINOIS

EVERY STUDENT WORLD READY

For more information
visit:

www.advanceillinois.org





Third Grade Reading, High School Graduation, and The PreK-3rd Policy Agenda

by

DONALD J. HERNANDEZ

Professor, Department of Sociology

Hunter College and The Graduate Center, City University of New York
and

Senior Advisor, Foundation for Child Development

Email: DonH@albany.edu

*Prepared for the Latino Policy Forum
Strategic Study to Develop its K-12 Education Agenda*

Education Advisory Committee Meeting
and

Special Breakfast in Partnership with Advance Illinois

December 7-8, 2011

Acknowledgements: Annie E. Casey Foundation, Foundation for Child Development,
Center for Social and Demographic Analysis of the University at Albany, SUNY,
and staff of the National Longitudinal Survey of Youth

Slide 2.

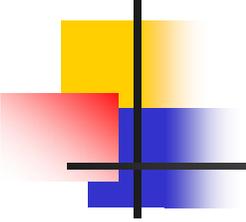
Thanks for Support and Assistance

Thanks for support from...

- **Annie E. Casey Foundation**
- **Foundation for Child Development**

and assistance from...

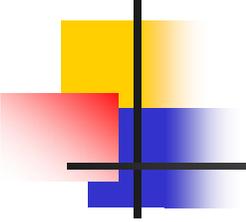
- **Center for Social and Demographic Analysis, University at Albany, SUNY**
- **Staff of the National Longitudinal Survey of Youth**



Slide 3.

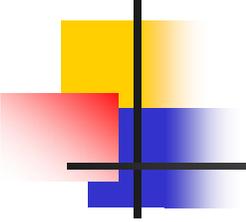
Overview of Presentation

- **Why study third-grade reading?**
- **Key features of the study**
- **New findings**
- **ELL and NAEP: results for Illinois**
- **PreK-3rd policy agenda**



Slide 4.
**Why Focus on
Third Grade Reading Skills?**

**Third grade marks the point
when
students shift
from
“LEARNING TO READ”
To
“READING TO LEARN”**

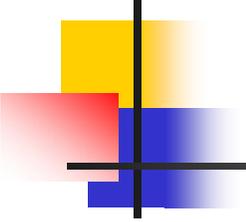


Slide 5.
**Why Focus on
Third-Grade Reading Skills?**

No Child Left Behind Act

**...asserted "President Bush's
unequivocal commitment to ensuring
that every child can read
by the end of third grade"**

**...requires states to annually test and
report third-grade reading skill
by poverty status and race-ethnicity**



Slide 6.
**Why Focus on
Third-Grade Reading Skills?**

**President Obama's blueprint
for the
Elementary and Secondary Education
Act calls for...**

**“Putting Reading First”
by significantly increasing
Federal investment in
scientifically-based
early-reading instruction**

Slide 7.

First-Ever Study to Calculate

**High school graduation rates
for children**

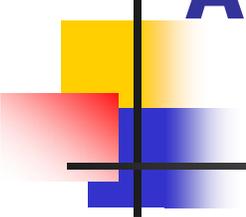
.....with different 3rd grade.....

**reading skill levels
and**

poverty experiences

.....for.....

specific race-ethnic groups



Slide 8. Fourth-Grade Reading Skills of America's Children, Based on NAEP, "The Nation's Report Card"

Among All children...

- **33% ... proficient readers**
(at or above grade level)
- **67% ... not-proficient readers**
(below grade level)

Among Not Proficient Readers...

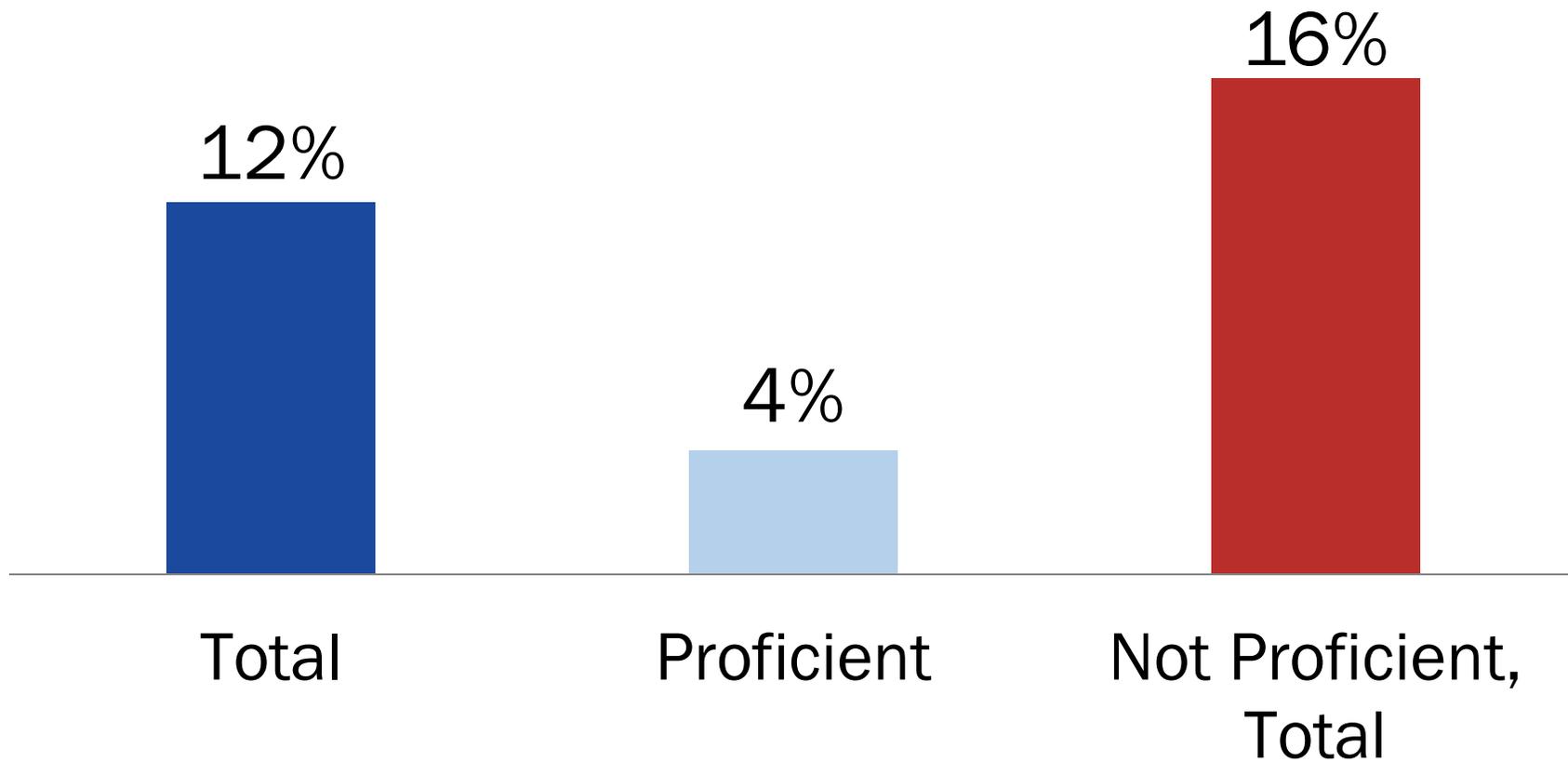
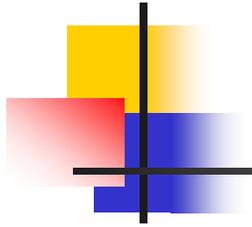
- **33% ... basic level readers**
- **34% ... below-basic level readers**

Slide 9.

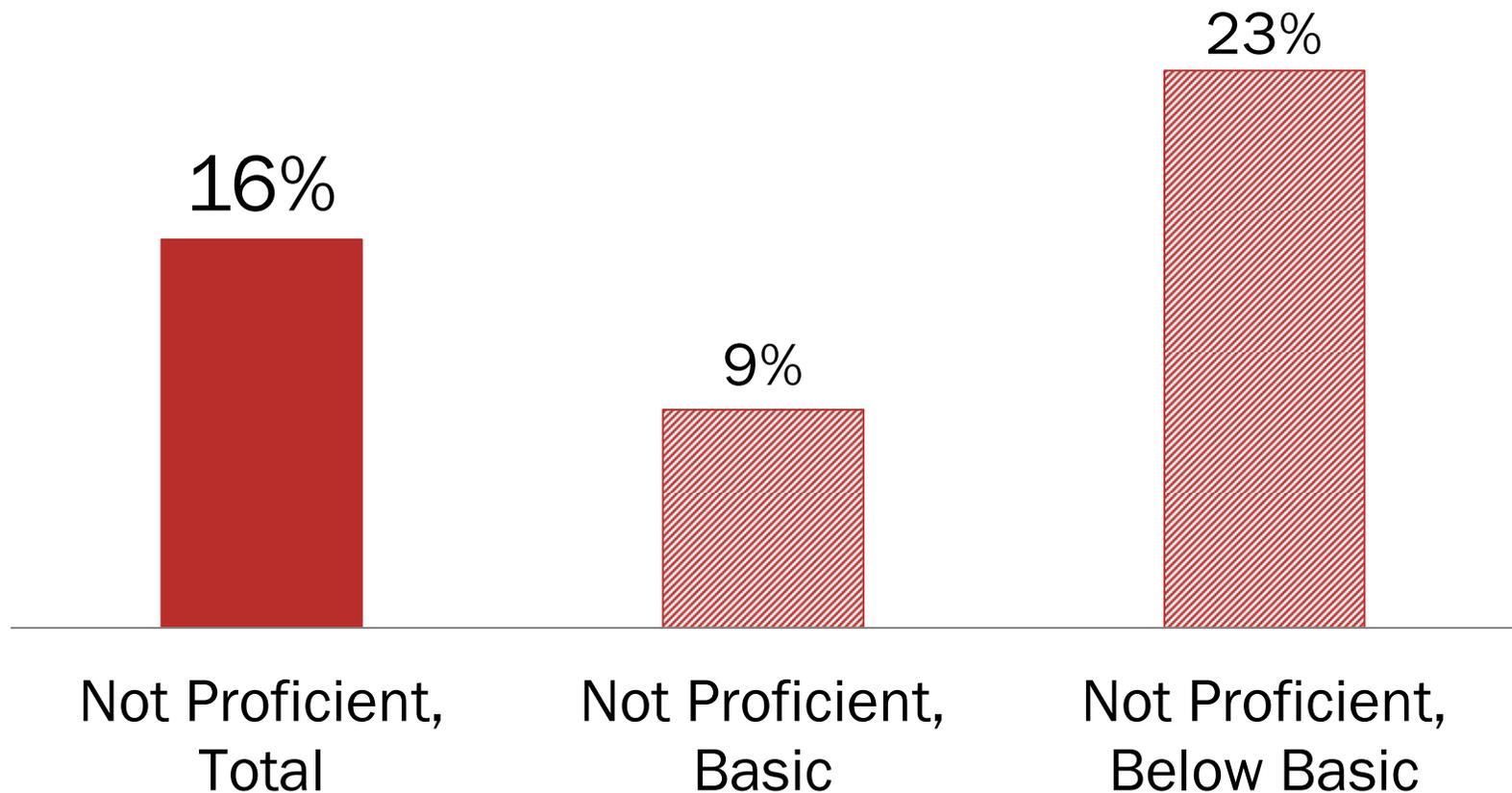
Key Features of the New Study

- **1/3 of children classified as high, medium, or low skill readers**
- **National Longitudinal Study of Youth**
- **3,975 children born 1979-1989**
- **PIAT reading test**
- **Children classified as (1) never poor, or (2) poor at least 1 of 5 interview years**
- **High school graduation on time, that is, by age 19**

Slide 10. Percent of Students Not Graduating by 3rd Grade Reading Proficiency



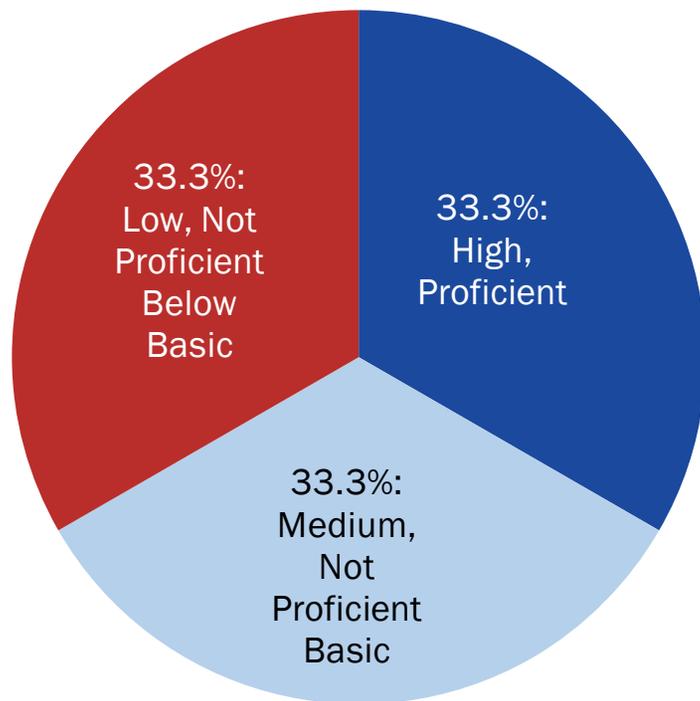
Slide 11. Percent of Students Not Graduating, among Not-Proficient Readers



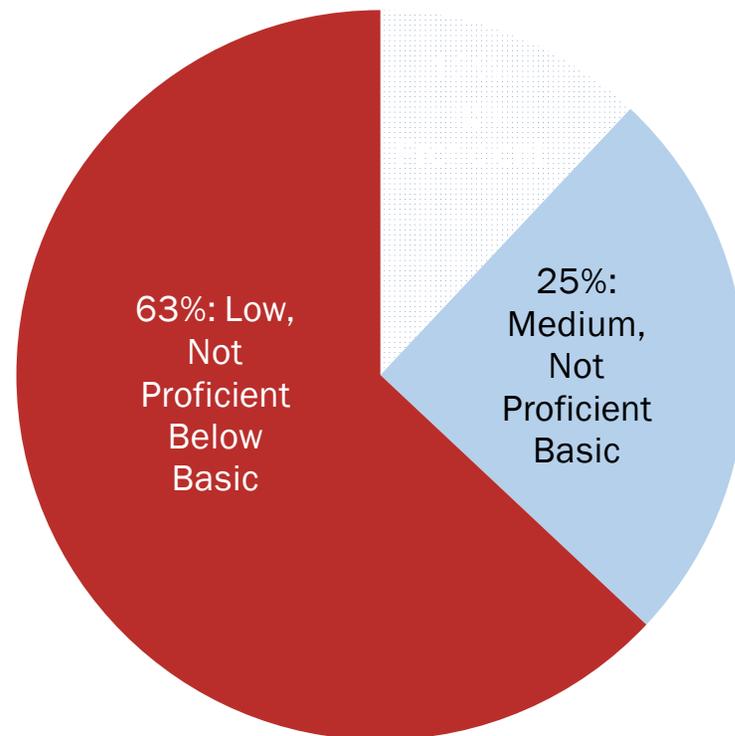
Slide 12.

3rd Grade Reading Test Scores for All Students and Non-Graduates

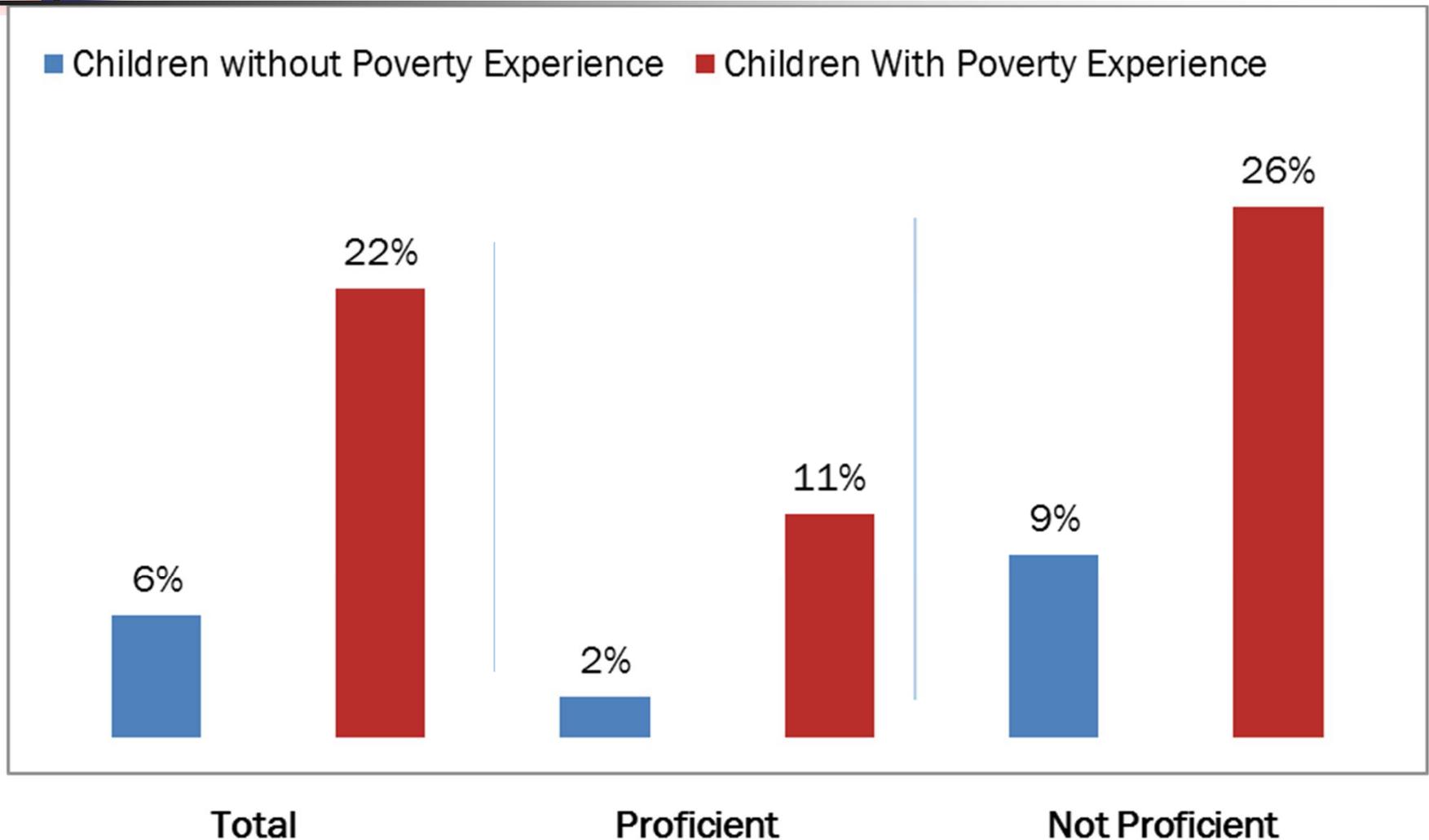
Reading Scores for All Students



Reading Scores for Non-Graduates



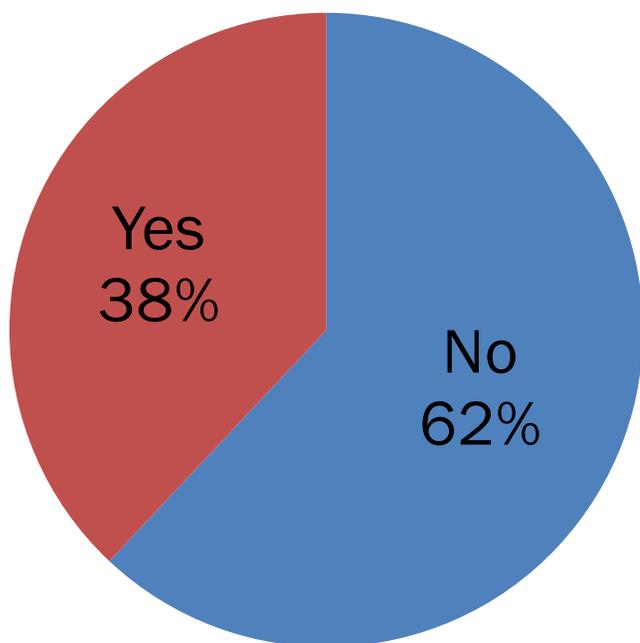
Slide 13. Percent of Students Not Graduating by Reading Proficiency & Poverty Experience



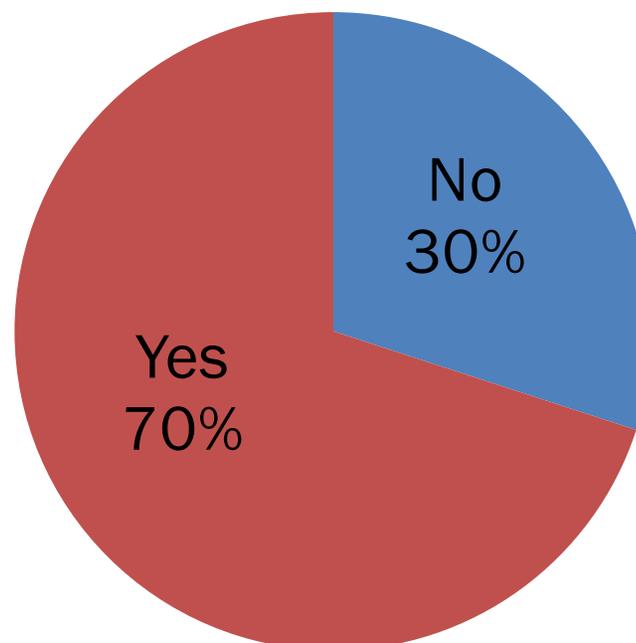
Slide 14.

Poverty Experience for All Students and Non-Graduates

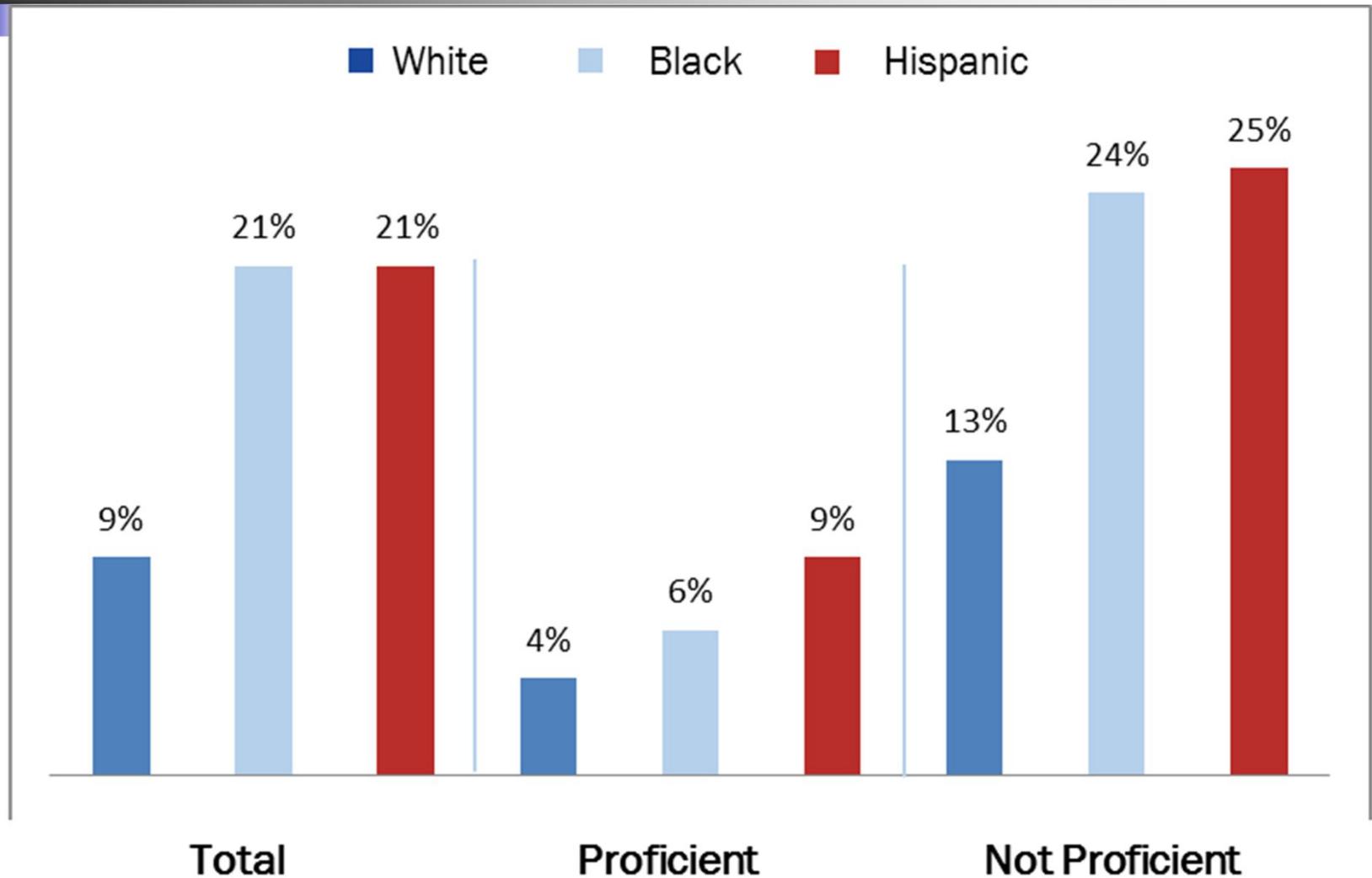
Poverty Experience for All Students



Poverty Experience for Non-Graduates



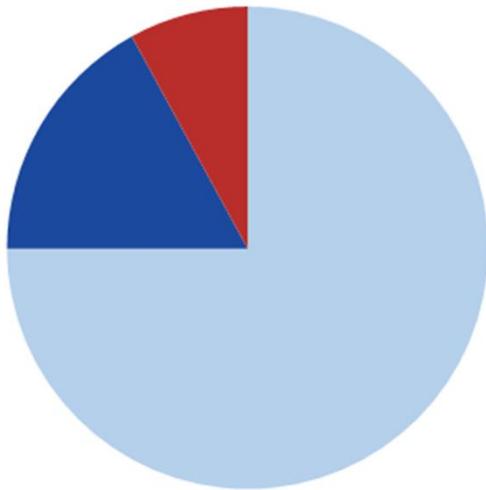
Slide 15. Percent of Students Not Graduating by Reading Proficiency & Race-Ethnicity



Slide 16.

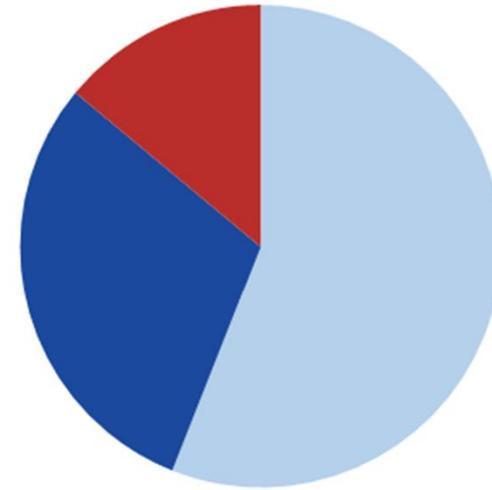
Race-Ethnicity of All Students and Non-Graduates

Race-Ethnicity of All Students



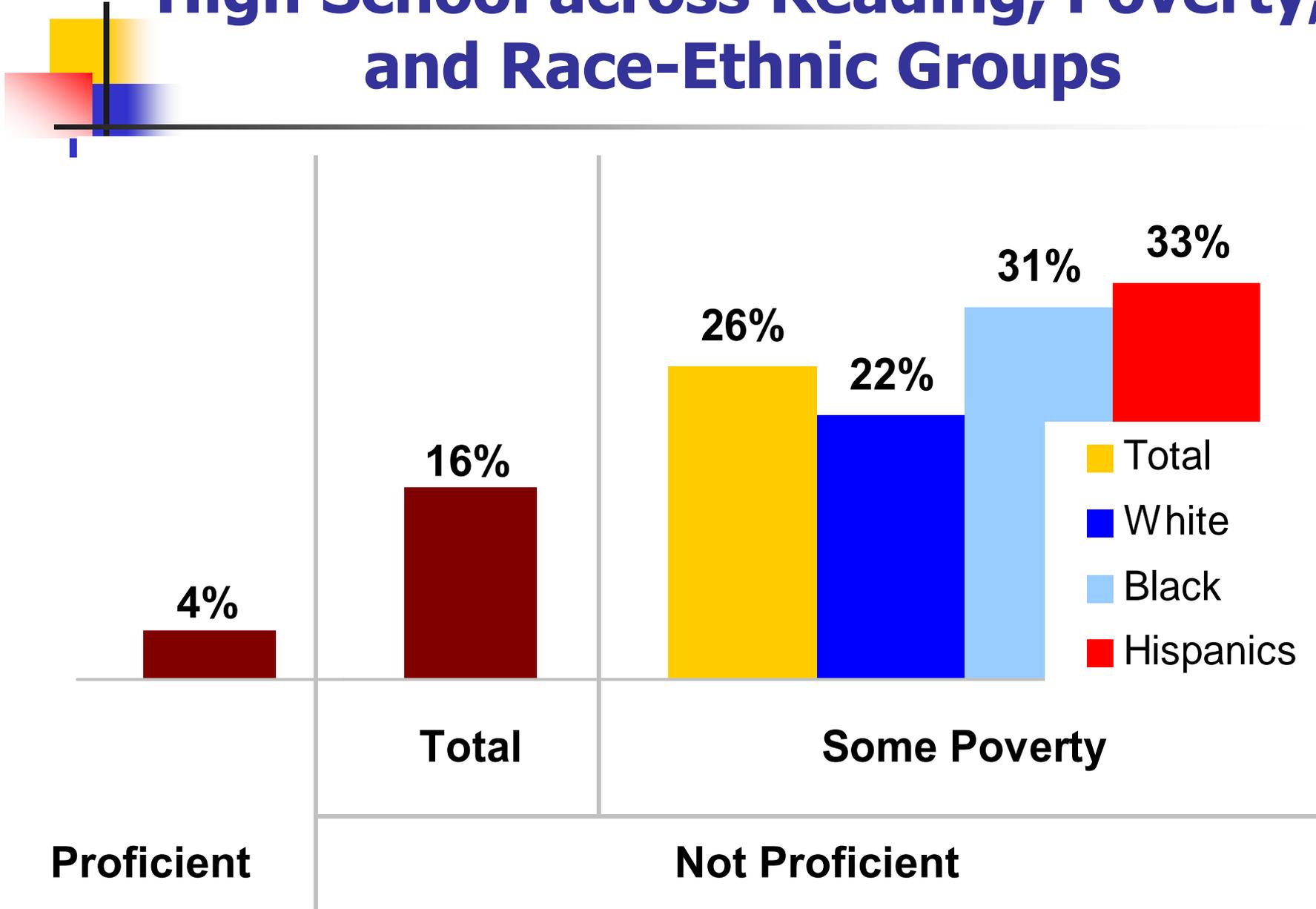
■ 75%: White ■ 17%: Black ■ 8%: Hispanic

Race-Ethnicity of Non-Graduates

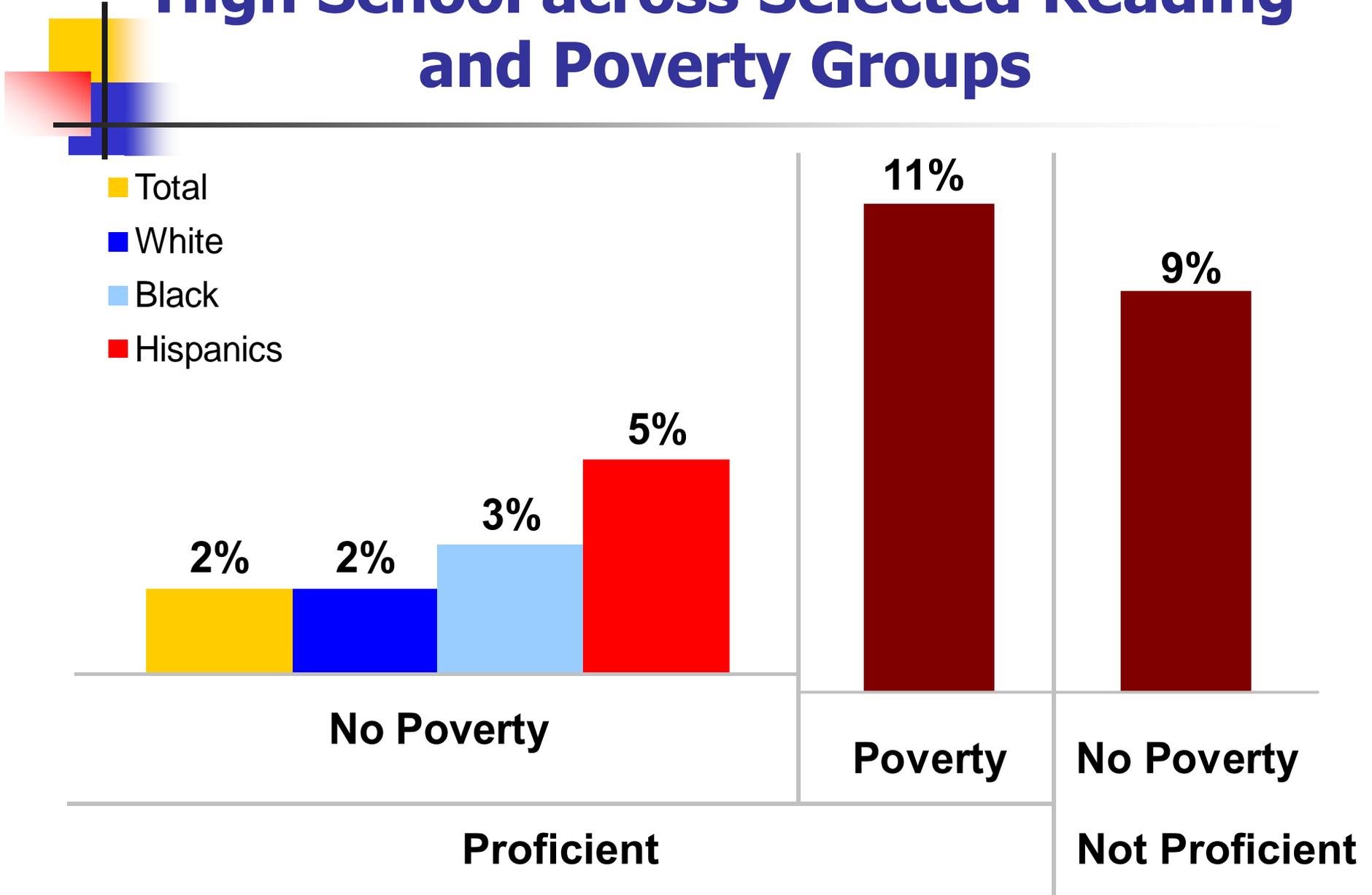


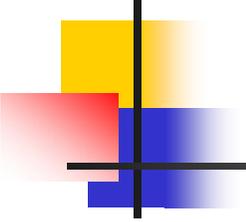
■ 56%: White ■ 30%: Black ■ 14%: Hispanic

Slide 17. Percent Not Graduating from High School across Reading, Poverty, and Race-Ethnic Groups



Slide 18. Percent Not Graduating from High School across Selected Reading and Poverty Groups





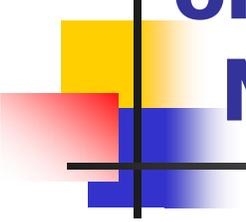
Slide 19. Percent Experiencing One or More Year of Poverty, and Not Reading Proficiently in 3rd Grade

1+ Year Poverty

White	31
Black	63
Hispanic	49

1+ Year Poverty & Reading Not Proficiently

White	22
Black	53
Hispanic	41



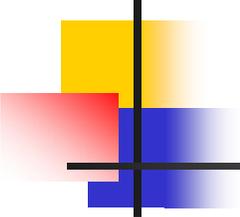
Slide 20. Hispanics in Native-Born Families, or Children in immigrant families from Mexico, or Central or South America

- **20% of all Illinois children**
- **71% have 1-2 immigrant parents**

Speaking Spanish at home comprise:

- **91% in immigrant families**
- **34% in native-born families**

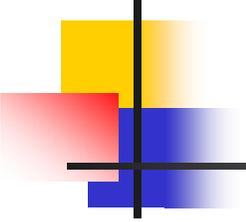
**Nearly all these Spanish-speaking
children also speak English**



Slide 21. Illinois 2011 NAEP Data: 4th Grade Average Reading Scores, and Proficiency Levels

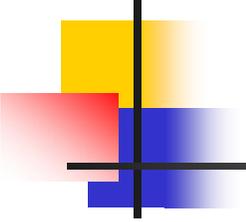
- **219 ... All children**
- **203 ... Hispanic children**
- **180 ... ELL children**
- **223 ... Non-ELL children**

	<u>Below Proficient</u>	<u>Below Basic</u>
Hispanic	82%	51%
ELL	93%	70%
Non-ELL	65%	30%



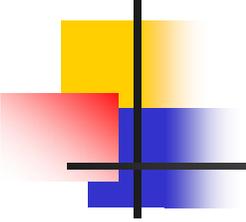
Slide 22. Government Policies to Improve Third-Grade Reading and High School Graduation

- **High-quality PreK-3rd education**
- **Attend to health and developmental needs of children**
- **Work training and other programs to help lift families out of poverty**
- **Dual-Generation programs**



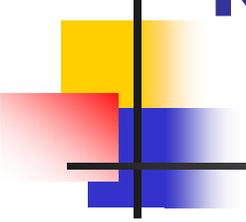
Slide 23. Prekindergarten Greatly Increases Time in School to Learn Reading

- **Grades 1-3 = 3 years**
- **Grades K-3 = 3½ or 4 years**
- **PreK-3rd = 6 years**



Slide 24. Well-Trained Teachers for High-Quality Prekindergarten

- **Bachelor's degree**
- **Salaries & benefits comparable to K-12**
- **Preparation & certification for PreK-3rd
for all PreK-3rd teachers**



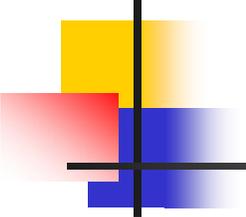
Slide 25. High-Quality PreK-3rd Requires Alignment of Standards, Curricula, and Assessments

Alignment of research-based...

- **Standards, curricula, assessments**

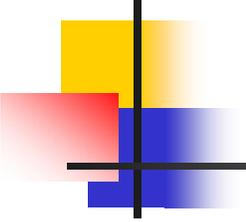
Goal-based curricula for...

- **Cognitive, physical, social, and emotional development**



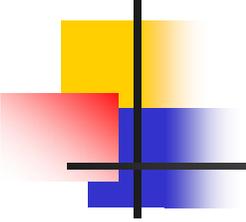
Slide 26. Five Keys to Alignment in High-Quality PreK-3rd Programs

- **Voluntary full-day Prekindergarten for all 3-4 year-olds**
- **Full-day Kindergarten**
- **Professional development & planning time for teachers**
- **Teachers coordinate across PreK-3rd**
- **All teachers prepared and certified for any PreK-3rd grade level**



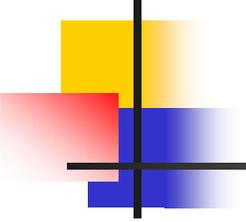
Slide 27. Three Keys to High-Quality Prekindergarten in a PreK-3rd Program

- **Small class size, no more than 20**
- **Well-qualified teacher and
an assistant teacher**
- **Balance...
child-centered approach
&
teacher-directed approach**



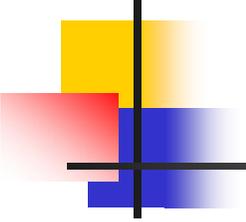
Slide 28. Family Engagement and School Responsibilities in High-Quality PreK-3rd Programs

- **Family Engagement**
- **Programs respect role of families**
- **Teachers and families work together**
- **Schools report students' progress**
- **Schools have longitudinal data reporting systems**



Slide 29. Focus on English Language Learners in High-Quality PreK-3rd Programs

- **ELL students can add second language**
- **Bilingual skill leads to...
long-term cognitive, cultural, and
economic advantages**
- **Dual-language teaching is effective**
- **Prekindergarten teachers can...
introduce English &
encourage home language development**



Slide 30. The Difference a High-Quality PreK-3rd Program Can Make (Child Parent Center)

- **\$8.24 return every \$1.00 invested**
- **\$1700 additional cost per child for Prek**
- **\$1200 additional cost per child for k-3**
- **18% return for Prek investment**
- **10% return for K-3 investment**

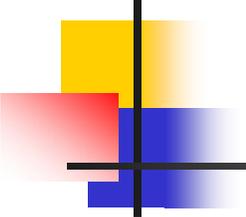
Slide 31.

**High-Quality PreK-3rd
for America's Children**

High-Quality PreK-3rd

is NOT a luxury,

it IS a necessity



Third Grade Reading, High School Graduation, and The PreK-3rd Policy Agenda

by

DONALD J. HERNANDEZ

Professor, Department of Sociology

Hunter College and The Graduate Center, City University of New York
and

Senior Advisor, Foundation for Child Development

Email: DonH@albany.edu

*Prepared for the Latino Policy Forum
Strategic Study to Develop its K-12 Education Agenda*

Education Advisory Committee Meeting
and

Special Breakfast in Partnership with Advance Illinois

December 7-8, 2011

Acknowledgements: Annie E. Casey Foundation, Foundation for Child Development,
Center for Social and Demographic Analysis of the University at Albany, SUNY,
and staff of the National Longitudinal Survey of Youth



Responding to the Changing Needs of English Language Learners

Latino Policy Forum

Chicago, Illinois

January 25, 2012

Dr. Karen C. Woodson

Director, Division of ESOL/Bilingual Programs

Montgomery County Public Schools

Rockville, Maryland

Email: Karen_C_Woodson@mcpsmd.org

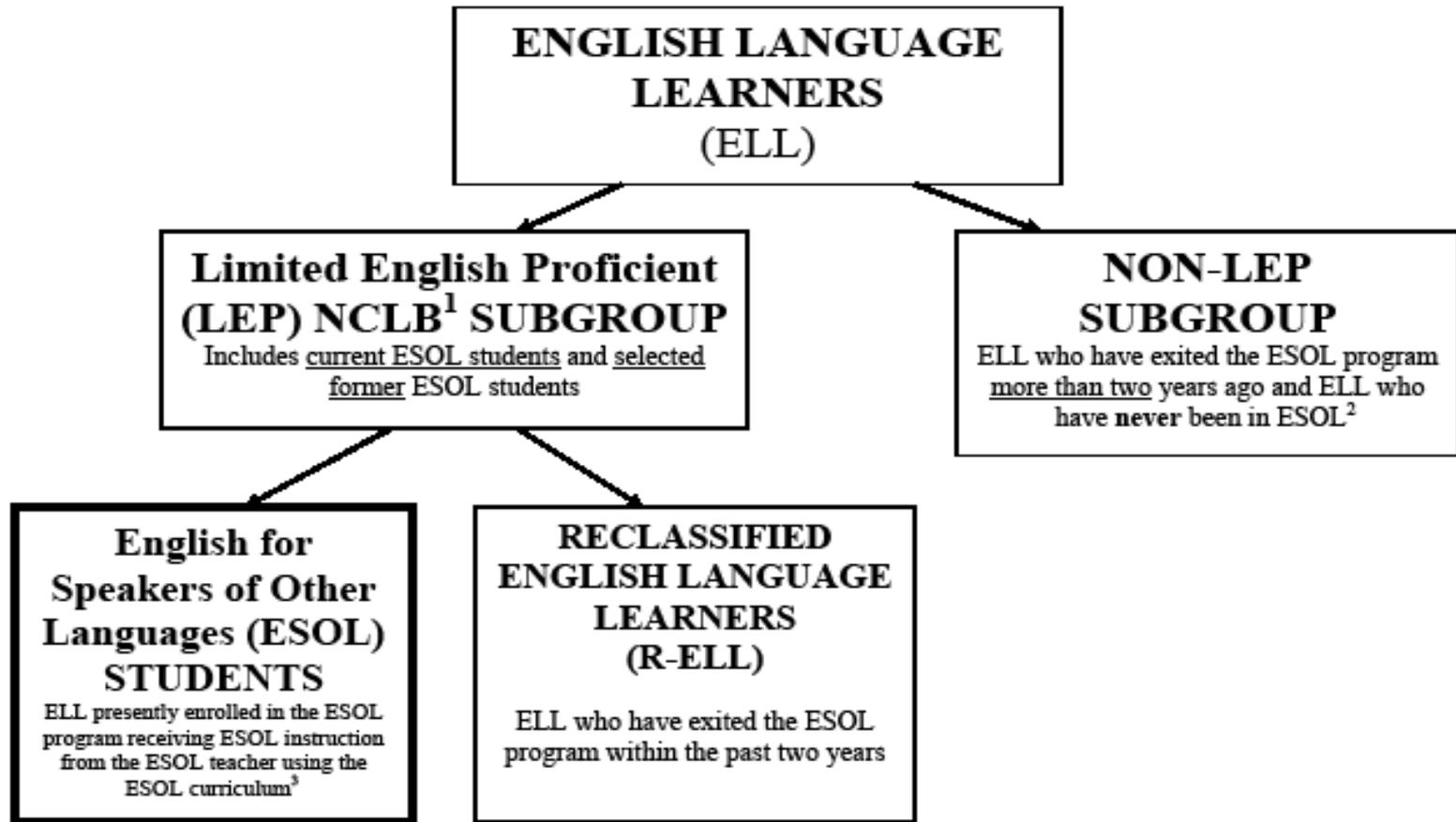
Website: <http://www.montgomeryschoolsmd.org/curriculum/esol/index.shtm>

Outcomes

By the end of this session, we will have...

- Clarified common acronyms related to English language learners
 - Received an overview of the ESOL demographics in MCPS
 - Understood federal Title III requirements
 - Understood the alignment of the ESOL program to the MCPS strategic plan
 - Received an overview of the essential components of the ESOL program
 - Received an overview of the key processes to support the ESOL program
 - Examined national and local challenges
-

**ELL/LEP/R-ELL/ESOL
UNDERSTANDING THE CONNECTION IN MCPS**



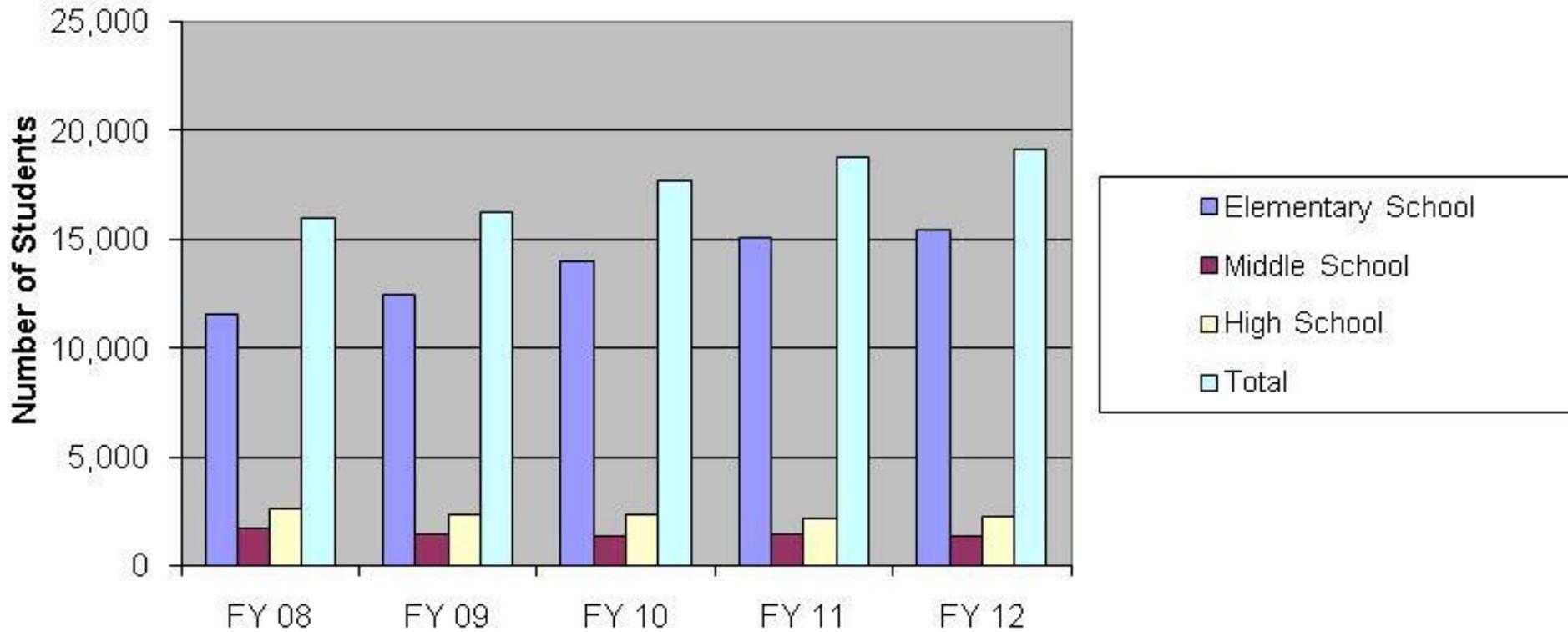
SUPPORTING ELL IS A WHOLE SCHOOL EFFORT!

¹No Child Left Behind Act of 2001

²The English language proficiency levels of some ELL may be too high to qualify for ESOL services

³It is recognized that some elementary schools are working toward this goal. An interim step is to ensure that ESOL students are able to demonstrate satisfactory performance on the common tasks in the elementary ESOL curriculum.

5 Year MCPS ESOL Enrollment Trend



	FY 08	FY 09	FY 10	FY 11	FY 12
Elementary School	11,572	12,455	13,949	15,092	15,466
Middle School	1,754	1,459	1,388	1,450	1,387
High School	2,605	2,336	2,332	2,193	2,225
Total	15,931	16,250	17,669	18,735	19,078

Current MCPS ESOL Demographics

19,078 ESOL students (levels 1-5) are enrolled in MCPS.

MCPS ESOL students speak 131 different languages.

Top 5 languages spoken by MCPS ESOL students are:

SPANISH	61.9 percent
FRENCH	5.3 percent
CHINESE	4.0 percent
AMHARIC	3.7 percent
VIETNAMESE	3.0 percent

MCPS ESOL Demographics (cont'd)

MCPS ESOL students come from 162 different countries.

Top 5 countries of origin for MCPS ESOL students are:

UNITED STATES	66.2 percent
EL SALVADOR	7.0 percent
ETHIOPIA	2.0 percent
GUATEMALA	1.2 percent
HONDURAS	1.1 percent

What's different about the LEP subgroup under Title III of NCLB?

LEP Subgroup Requirements			
Federal Requirement	MSDE Resource	MCPS Resource	Accountability Measure
AMAO I Progress in English Language Proficiency	English language proficiency (ELP) state curriculum	MCPS ESOL Curriculum	LAS Links Census Test
AMAO II Attainment of English Language Proficiency	ELP state curriculum	MCPS ESOL Curriculum	LAS Links Census Test
AMAO III AYP in Reading and Math	Reading and Math state curricula	MCPS Reading Curriculum MCPS Math Curriculum	Reading & Math MSA

Federal Title III Requirements

Anual Measureable Achievement Objectives

AMAO I

- Are **ESOL** students making **progress** toward attaining proficiency in English?
- Definition: An increase of 15 scale score points on the overall score on the LAS Links census test when compared to the previous year's score.

AMAO II

- Are **ESOL** students **attaining** proficiency in English?
- Definition: An overall score of Advanced (level 5) on LAS Links, with a score of High Intermediate (level 4) on each subtest.

AMAO III

- Is the **LEP** subgroup achieving adequate yearly progress (**AYP**) in reading and math at the county level?

MCPS Strategic Plan Alignment

Goal I: Ensure Success for Every Student

Milestones: **All students** will achieve or exceed proficiency standards in mathematics, reading, writing, science, and government, and English language on local and state assessments

Data Points: Maryland School Assessments, High school final exams, high school assessments, English language proficiency assessments for ESOL students

Division of ESOL/Bilingual Programs

Vision

To promote the effective instruction of all English language learners across the curriculum to enable them to acquire the social and academic English needed to achieve in all content areas, pre-K–12.

Division of ESOL/Bilingual Programs

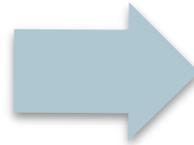
Mission

To provide high quality instruction, assessment, counseling, and parent outreach activities that enable English language learners to demonstrate successful academic performance across all curricular areas.

Division Strategic Planning

Priority Objectives

- Provide **bilingual counseling services** to ESOL students to support schools in ensuring ESOL student access to rigorous courses and full participation in the instructional program (A.1).
- Provide **instructional supports and professional development** to support English language development, differentiation of academic content for English language learners, and English language proficiency assessment services. (A.2).
- Monitor and collect **ESOL student enrollment** and achievement data to comply with local, state, and federal mandates (A.3).



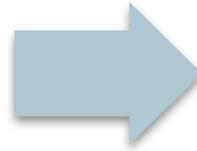
Performance Measures

- Number and percent of ESOL students who did not meet **AYP, AMAO I or II** in priority schools who receive counseling services (A.1)
- Number and percent of ESOL students **exiting the ESOL program meeting MCPS exit requirements or meeting AMAO II targets** (end of year) (A.2,A.3)
- Number and percent of students **advancing instructional levels and/or meeting the AMAO I targets** (end of year) (A.2,A.3)
- Number and percent of students enrolled in an **ESOL course equivalent to their English language proficiency level** (mid year, end of year) (A.3)

Division Strategic Planning (cont'd)

Priority Objectives

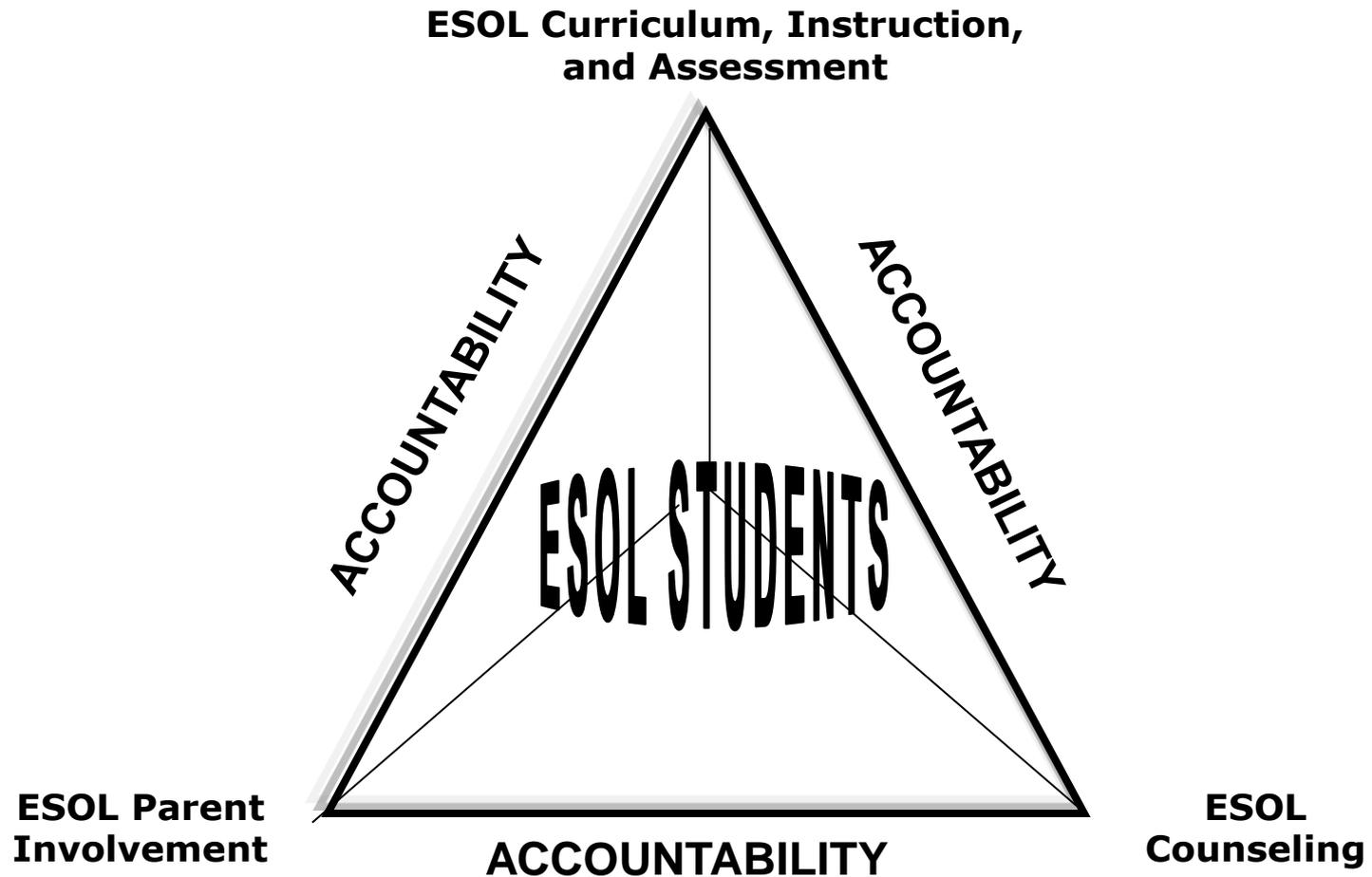
- Provide **bilingual parent outreach, translation & interpretation services** to empower and engage ESOL parents (B.I.a).
- Collaborate with federal, state, and local agencies to **administer Title III** of NCLB, and the American Indian Education Program grants (B.I.b).



Performance Measures

- Number and percent of ESOL students not meeting **AYP, AMAO I or II** in priority schools receiving parent outreach services focusing on academics and navigating MCPS. (B.I.a)
- Mid year and end year reports & evaluations completed and submitted on time (B.I.b)

Cornerstones of the Division of ESOL/Bilingual Programs



<http://www.montgomeryschoolsmd.org/curriculum/esol/>

ESOL Curriculum, Instruction and Assessment

ESOL students must master academic English and academic content simultaneously.

ESOL students must receive English language development instruction and content area instruction.

Scheduling ESOL students into secondary courses when they have sufficient proficiency in English is critical.

MS and HS School ESOL Instructional Pathways provide critical guidance on scheduling

ESOL Curriculum, Instruction & Assessment: Focus on Academic Language

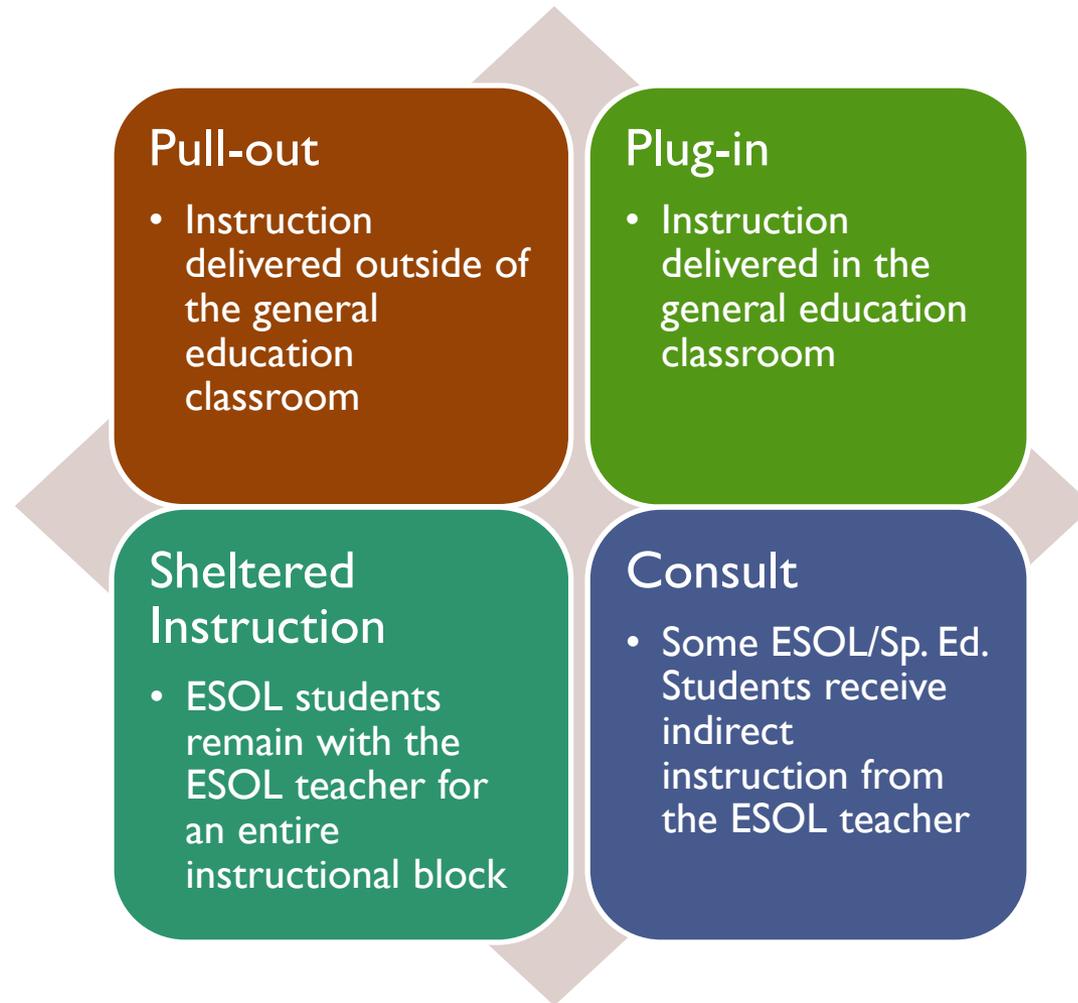
All ESOL instruction must explicitly target academic English language proficiency (ELP) objectives in the following domains:

- Listening
- Speaking
- Reading
- Writing

The standards based MCPS ESOL curriculum accomplishes this by specifying the following components of academic language:

- Academic functions
- Vocabulary
- Language structures

Supporting Elementary AMAO I & II: Elementary ESOL Instructional Models



Supporting Middle School AMAO I & II

Middle School English for Speakers of Other Languages Instructional Pathways—Operational Version

Period	ESOL Level 1 Students (Low and High Beginners)	ESOL Level 2 Students (Low and High Intermediates)	ESOL Level 3 Students (Advanced)
1	ESOL 1	ESOL 2	ESOL 3
2	ESOL 1	Sheltered <i>READ 180</i> -or- <i>READ 180</i>	Grade level English -or- Reading -or- <i>READ 180</i>
3	Academic Language (Mathematics, Science, and Social Studies-based)	Sheltered <i>READ 180</i> -or- <i>READ 180</i>	Elective -or- Reading -or- <i>READ 180</i>

Courses that appear in bold may be taught by ESOL teachers on an ESOL allocation, as resources permit.

- ❖ Grade level mathematics, science, and social studies classes must be differentiated effectively by the content teachers to meet the language and content needs of ESOL students. Refer to the *English Language Learners Observation Protocol Form for Observing Content Area Instruction* for an overview of select differentiation strategies.
- ❖ These pathways are for ESOL students with previous schooling. Modify these instructional pathways to meet the needs of ESOL students with interrupted schooling enrolled in Multidisciplinary Educational Training and Support or ESOL students with special education needs.
- ❖ Sheltered content courses should be scheduled for ESOL Level 1 students when possible.

Supporting High School AMAO I & II

Guidelines for the High School ESOL Instructional Pathways–Operational Version

Period	ESOL Level 1 students (Low Beginner)	ESOL Level 2 students (High Beginner)	ESOL Level 3 students (Low Intermediate)	ESOL Level 4 students (High Intermediate)	ESOL Level 5 students (Advanced)
1	ESOL 1	ESOL 2	ESOL 3	ESOL 4	ESOL 5
2	ESOL 1	ESOL 2	Sheltered Read 180 Read 180 -or- Developmental Reading	Read 180 -or- English 9 -or- English 10	English 10 -or- appropriate English course
3	Academic Language (math, science & social studies based)	Reading	Sheltered Read 180 Read 180 -or- Developmental Reading	Read 180 -or- ESOL Multimedia Arts Literacy (EMAL)	Test of English as a Foreign Language (TOEFL) Prep - or- EMAL

The ESOL courses suggested in this document are recommended for the development of English language proficiency. The table does not include all courses required for graduation.

Courses that appear in **bold** may be taught by ESOL teachers on an ESOL allocation as resources permit.

- ❖ These pathways are for ESOL students with previous schooling. Modify these instructional pathways to adjust for the needs of ESOL students with interrupted schooling enrolled in METS or ESOL students with special education needs. Courses do not need to follow this sequence but ESOL 1 and 2 courses should run as a double period.
 - The appropriate content course should be selected that is appropriate for the ESOL student based on the student's previous credits and grade level. Consider placing ESOL students in AP and Honors classes when appropriate.
- ❖ Sheltered content courses should be scheduled for ESOL 1 through ESOL 3 students when possible.

AMAO I & II: Observing Effective ESOL Instruction

ESOL students
must

- Receive **explicit** academic English language development instruction

ESOL teachers
must

- Provide effective instruction using resources aligned to the ESOL curriculum

Administrators
should

- Use observation protocol for ESOL instruction to observe and provide feedback to ESOL teachers

ESOL Observation Protocol Form
For ESOL Instruction

School _____	Lesson Focus _____	Date of Observation _____
Class _____	Grade _____	Observer _____
<i>Use this document to observe ESOL instruction at the elementary, middle and high school level.</i>		Observation/Notes
Look Fors		
1. Uses an effective plan for instruction throughout the ESOL time or period to increase comprehensibility for all ESOL students.		
<p>a. The teacher systematically introduces and teaches language to accomplish the lesson objective.</p> <ul style="list-style-type: none"> ➤ Explicitly teaching academic vocabulary (e.g., focus on Tier 2 words—describe, explain, connect) ➤ Explicitly teaching language structures identified by the English Language Proficiency standards for the specific proficiency level (e.g., verb tenses, complexity of sentences, modifiers, words that indicate time and location) ➤ Explicitly teaching academic functions that align to the content curriculum (e.g., State personal and academic information, speak and write to persuade, speak and write to describe, listen to follow the steps in a procedure) 		
<p>b. The teacher aligns all components of the lesson to the mastery objective.</p> <ul style="list-style-type: none"> ➤ Explicitly modeling language objectives with visuals, graphic organizers, realia, and exemplars, sentence starters appropriate for the students' proficiency level ➤ Providing opportunities for guided and independent practice using structures that have been taught ➤ Providing activities that stay connected to the mastery objective for the lesson ➤ Frequently monitoring comprehension by assessing the language skill identified in the lesson objective. 		
<p>c. The teacher systematically makes connections for new learning and shows respect towards the students' cultural perspective in a meaningful context.</p> <ul style="list-style-type: none"> ➤ Using multicultural texts and other instructional materials ➤ Using examples that relate to diverse students' experiences, backgrounds, and interests ➤ Making connections to the schema and prior knowledge of ESOL students 		
<p>d. The teacher adjusts the use of language to ensure that students can access the ESOL curriculum.</p> <ul style="list-style-type: none"> ➤ Adjusting rate of speech and limiting use of idiomatic expressions ➤ Adjusting lessons to address the language needs of ESOL students based on available language data ➤ Using word walls, dictionaries, and other language resources ➤ Providing opportunities for students to practice all four skill areas ➤ Incorporating strategies to ensure comprehension (e.g., use of repetition, TPR, non-verbal cues) 		
<p>e. The teacher paces instruction effectively to ensure that the ESOL students can access the curriculum.</p> <ul style="list-style-type: none"> ➤ Simplifying texts and presentation of content knowledge ➤ Directly teaching learning and comprehension strategies ➤ Adjusting the pace of lessons appropriately based on the students' language needs ➤ Providing opportunities for students to practice and extend language in an authentic and engaging way 		
2. Creates highly participatory classrooms to increase student engagement and verbal interaction in classroom activities.		
<p>a. The teacher supports different learning styles during instruction.</p> <ul style="list-style-type: none"> ➤ Using realia for multi-sensory experiences ➤ Using think-alouds and role-play events in a story ➤ Having students use academic vocabulary in context orally and in reading and writing 		

School _____	Lesson Focus _____	Date of Observation _____
Class _____	Grade _____	Observer _____

Use this document to observe ESOL instruction at the elementary, middle and high school level.

Look Fors

Observation/Notes

b. The teacher provides opportunities for students to work in groups or pairs to practice using academic language in a meaningful context.

- Minimizing teacher talk
- Maximizing student-to-student interaction

c. The teacher varies the complexity of questions (e.g., yes/no questions) and sentence stems based on the proficiency levels of the students.

- Having students ask and respond to yes/no and choice questions
- Having students ask and respond to factual questions (e.g., using the five Ws)
- Having students ask and respond to inferential questions

3. Provides opportunities for the development of higher order thinking skills and academic language.

a. The teacher uses scaffolds to support the learning of their ESOL students and help them access higher-order thinking skills

- Using a variety of sentence starters
- Using graphic organizers
- Highlighting critical vocabulary explicitly

b. The teacher systematically uses equitable practices for all students regardless of English language proficiency or cultural backgrounds.

- Using strategies to check for understanding
- Using strategies to call on students
- Using strategies to ensure participation of ELLs in classroom discourse
- Using wait time and transition time effectively

c. The students are given opportunities to demonstrate what they have learned and/or to participate in self- or peer evaluations.

- Administering alternate assessments (e.g., retelling a story using pictures)
- Allowing students to use respond to questions and evaluate information non-verbally
- Using cloze sentences for responses after reading assignments
- Giving extra time to process new information
- Explicitly teaching thinking skills

Additional Comments

Supporting AMAO III Elementary Schools

Classroom teachers and ESOL teachers must collaborate to ensure that instruction meets the **language** and **content** needs of English language learners across the curriculum

Reading
Language
Arts

Math

Science

Social
Studies

Specials

Supporting Middle School AMAO III

Middle School English for Speakers of Other Languages Instructional Pathways—Operational Version

Period	ESOL Level 1 Students (Low and High Beginners)	ESOL Level 2 Students (Low and High Intermediates)	ESOL Level 3 Students (Advanced)
4	Grade level Mathematics	Grade level Mathematics	Grade level Mathematics
5	Grade level Science -or- Elective	Grade level Science	Grade level Science
6	Reading Advantage	Grade level Social Studies	Grade level Social Studies
7	Physical Education	Physical Education	Physical Education

Courses that appear in bold may be taught by ESOL teachers on an ESOL allocation, as resources permit.

- ❖ Grade level mathematics, science, and social studies classes must be differentiated effectively by the content teachers to meet the language and content needs of ESOL students. Refer to the *English Language Learners Observation Protocol Form for Observing Content Area Instruction* for an overview of select differentiation strategies.
- ❖ These pathways are for ESOL students with previous schooling. Modify these instructional pathways to meet the needs of ESOL students with interrupted schooling enrolled in Multidisciplinary Educational Training and Support or ESOL students with special education needs.
- ❖ Sheltered content courses should be scheduled for ESOL Level 1 students when possible.

Supporting High School AMAO III

Guidelines for the High School ESOL Instructional Pathways—Operational Version

Period	ESOL Level 1 students (Low Beginner)	ESOL Level 2 students (High Beginner)	ESOL Level 3 students (Low Intermediate)	ESOL Level 4 students (High Intermediate)	ESOL Level 5 students (Advanced)
5	Sheltered Algebra 1 - or- appropriate math course	Algebra 1 or- appropriate math course	Appropriate math course	Appropriate math course	Appropriate math course
6	Reading	Sheltered Matter and Energy or- appropriate science course	Sheltered Biology or- appropriate science course	Biology or- appropriate science course	Appropriate science course
7	<i>Other required course</i>	Sheltered Modern World or- appropriate history course	Sheltered U.S. History or- appropriate history course	US History -or- National, State, & Local Government (as appropriate)	Appropriate history course

The ESOL courses suggested in this document are recommended for the development of English language proficiency. The table does not include all courses required for graduation.

Courses that appear in **bold** may be taught by ESOL teachers on an ESOL allocation as resources permit.

- ❖ These pathways are for ESOL students with previous schooling. Modify these instructional pathways to adjust for the needs of ESOL students with interrupted schooling enrolled in METS or ESOL students with special education needs. Courses do not need to follow this sequence but ESOL 1 and 2 courses should run as a double period.
 - The appropriate content course should be selected that is appropriate for the ESOL student based on the student's previous credits and grade level. Consider placing ESOL students in AP and Honors classes when appropriate.
- ❖ Sheltered content courses should be scheduled for ESOL 1 through ESOL 3 students when possible.

Supporting AMAO III: Observing Effective Content Instruction for ELLs

ELLs must

- Learn academic content and academic language (i.e., academic functions, vocabulary, and language structures) simultaneously

Content teachers must

- Increase comprehensibility
- Increase student to student interaction
- Use higher order (critical) thinking skills

Administrators should

- Use observation protocol to observe and provide feedback to teachers

English Language Learners Look Fors
Observing Content Area Instruction

School _____	Lesson Focus _____	Date of Observation _____
Class/Content _____	Grade _____	Observer _____
<i>Use this document to observe instruction for ELLs in Reading Language/Arts, Math, Social Studies, and/or Science.</i> Look Fors		Observation/Notes
1. Comprehensibility		
a. The teacher systematically introduces and teaches language to accomplish the lesson objective and engage students during the lesson. <ul style="list-style-type: none"> ➤ Explicitly using academic vocabulary (e.g., focus on Tier 2 words—describe, explain, connect) ➤ Using language structures salient to the content: verb tenses, complexity of sentences 		
b. The teacher provides explicit modeling directly related to the mastery objective. <ul style="list-style-type: none"> ➤ Modeling with visuals, graphic organizers, and exemplars ➤ Using word walls, dictionaries, and other language resources ➤ Making statements that model language in context (e.g., sentence starters) 		
c. The teacher systematically makes connections between new learning and shows respect towards the students' cultural perspective in a meaningful context. <ul style="list-style-type: none"> ➤ Using multicultural texts ➤ Relating to student's experiences, backgrounds, and interests ➤ Making connections to schema and prior knowledge 		
d. The teacher adjusts the use of language to ensure that ELLs can access the curriculum. <ul style="list-style-type: none"> ➤ Adjusting rate of speech appropriately ➤ Using familiar language patterns ➤ Limiting use of slang and idiomatic expressions (e.g., Hang in there.) ➤ Identifying specific language structures ahead of time and use them throughout a lesson. 		
e. The teacher delivers content in manageable components and paces instruction effectively <ul style="list-style-type: none"> ➤ Frequently checking for comprehension ➤ Using wait time and transition time effectively ➤ Simplifying texts and presentation of content knowledge ➤ Directly teaching learning and comprehension strategies 		
2. Creates highly participatory classrooms to increase student engagement and verbal interaction in classroom activities.		
a. The teacher supports different learning styles during instruction <ul style="list-style-type: none"> ➤ Using of realia for multi-sensory experiences ➤ Using think-alouds and role-play events in a story ➤ Having students use academic vocabulary in context orally and in reading and writing 		
b. The teacher provides opportunities for students to work in mixed-ability groups or pairs to practice using academic language in a meaningful context. <ul style="list-style-type: none"> ➤ Minimizing teacher talk ➤ Maximizing student-to-student interaction 		
c. The teacher varies the complexity of questions (e.g., yes/no questions) and sentence stems based on proficiency levels of the students. <ul style="list-style-type: none"> ➤ Have students ask and respond to yes/no and choice questions ➤ Have students ask and respond to factual questions (e.g., using the five Ws) ➤ Have students ask and respond to inferential questions 		

School _____	Lesson Focus _____	Date of Observation _____
Class/Content _____	Grade _____	Observer _____
<i>Use this document to observe instruction for ELLs in Reading Language/Arts, Math, Social Studies, and/or Science.</i>		Observation/Notes
Look Fors		
3. Provides opportunities for the development of higher order thinking skills and academic language.		
a. The teacher uses scaffolds to support the learning of their ELLs and help them access higher-order thinking skills <ul style="list-style-type: none"> ➤ Using a variety of sentence starters ➤ Using graphic organizers ➤ Highlighting critical vocabulary 		
b. The teacher systematically uses equitable practices for all students regardless of English proficiency or cultural backgrounds. <ul style="list-style-type: none"> ➤ Using strategies to check for understanding ➤ Using strategies to call on students ➤ Using strategies to ensure participation of ELLs in classroom discourse 		
c. The students are given opportunities to demonstrate what they have learned and/or participate in self- or peer evaluations. <ul style="list-style-type: none"> ➤ Administering alternate assessments (e.g., retelling a story using pictures) ➤ Allowing students to use respond to questions and evaluate information non-verbally ➤ Using cloze sentences for responses after reading assignments ➤ Giving extra time to process new information ➤ Explicitly teaching thinking skills 		
4. Provide accommodations during instruction and assessments.		
a. The students are given opportunities to use accommodations as outlined in the students' ELL plans. <ul style="list-style-type: none"> ➤ Allowing students to use a bilingual dictionary during instruction and assessments ➤ Giving student extended time to complete assignments, projects, and assessments ➤ Planning for students to take assessments in small groups ➤ Use technology to enhance oral language development and comprehension of written text 		

Additional Comments

Professional Development

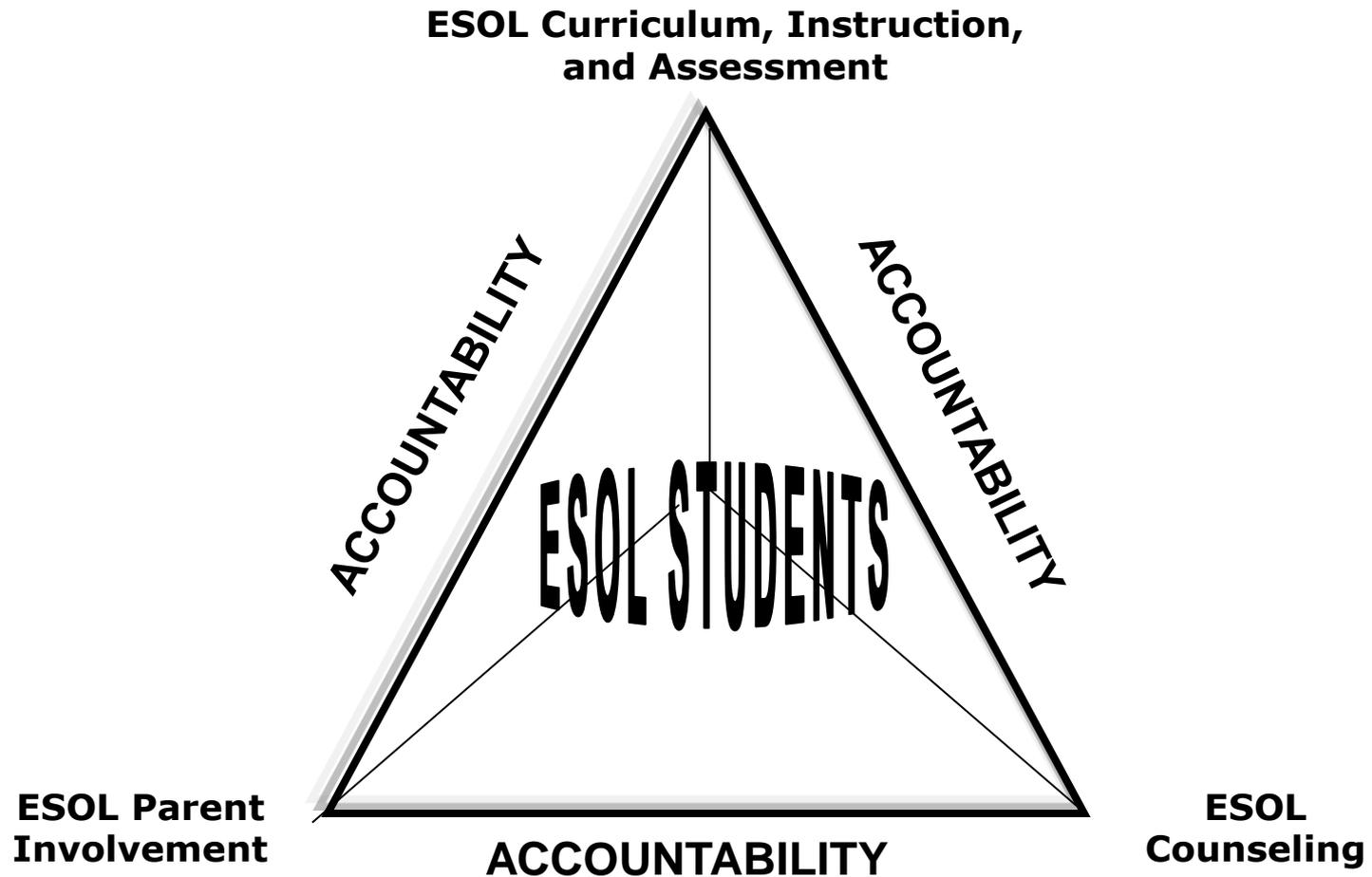
Non-ESOL staff

- ESOL for Leaders Webinar Series
- 3 principles + 1 online resources
- Principals' curriculum update meetings
- Sheltered Instruction Observation Protocol (SIOP)

ESOL staff

- Quarterly ESOL teachers' meetings
- Summer curriculum project teams
- Summer training for ESOL teachers

Cornerstones of the Division of ESOL/Bilingual Programs



<http://www.montgomeryschoolsmd.org/curriculum/esol/>

ESOL Counseling Services

ESOL Counseling Team

- Serves ESOL students in highly impacted schools on a regular basis
 - Schools with AYP concerns in the Limited English Proficient subgroup
 - Schools with adolescent ESOL students
 - Schools with ESOL students with interrupted education
- Serves students in lower impacted schools on a referral basis

ESOL Counseling Services (cont'd)

ESOL Counseling Team

- Provides services in English and 11 additional languages:
 - Spanish, Chinese, French, French Creole, Korean, Vietnamese, Amharic, Portuguese, Hindi, Cambodian, and Hebrew
- Uses interpretation services for other languages, as needed

ESOL Parental Involvement

ESOL Parent Outreach Team

- Serves ESOL families in highly impacted schools on a regular basis
- Serves lower impacted schools by referral
- Provides services in English and eight additional languages
 - Spanish, Chinese, French, Korean, Vietnamese, Amharic, Portuguese, and Arabic
- Uses interpretation services for other languages, as needed

ESOL Parental Involvement (cont'd)

MCPS Language Assistance Services Unit

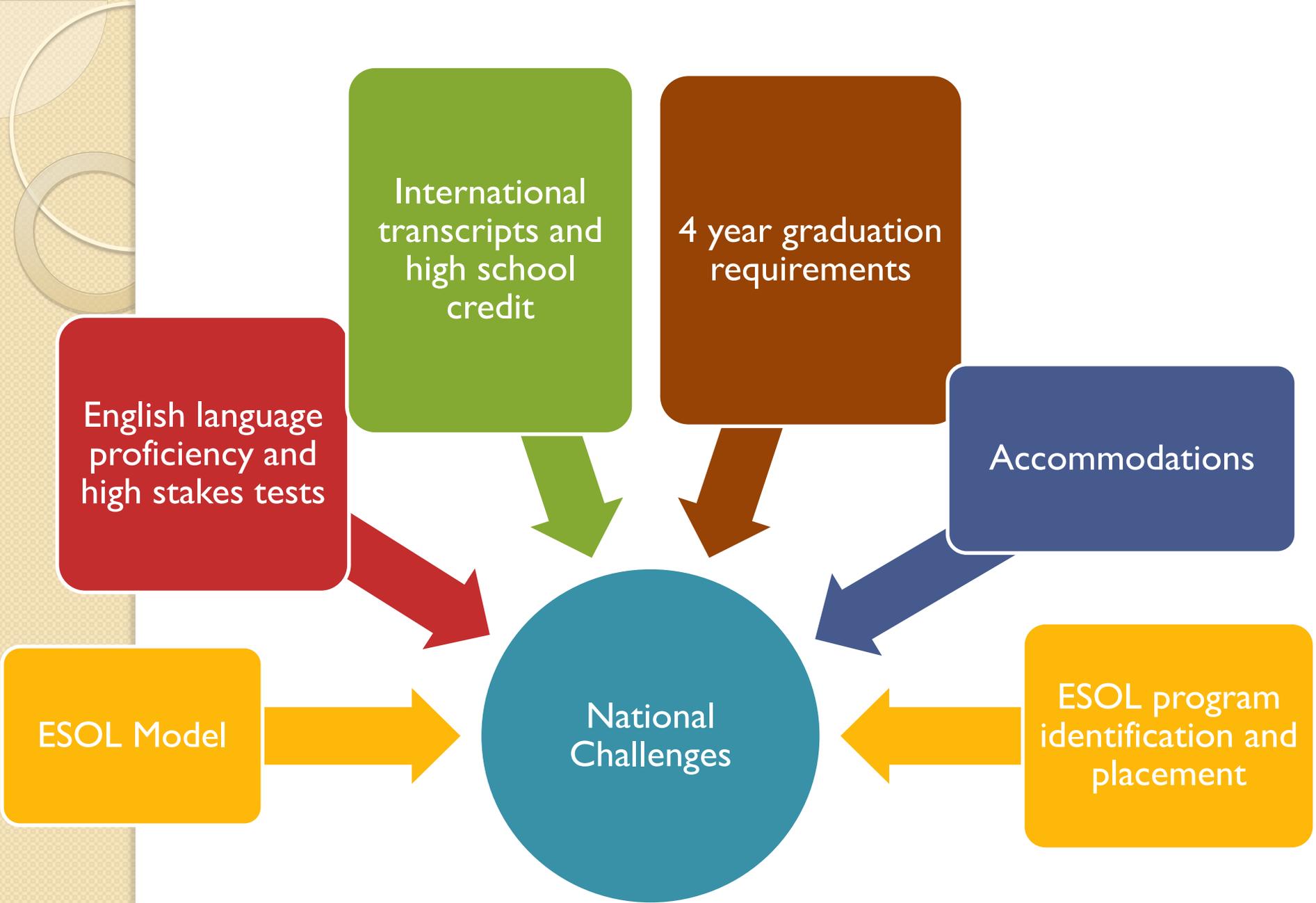
- Provides professional translation services to schools and offices
- Provides consecutive interpretation services for large scale events, such as community forums and high school graduations
- Coordinates the provision of interpretation services

Key Processes in the Division of ESOL/Bilingual Programs

ESOL identification process

ESOL exit process

ESOL level change process



English language proficiency and high stakes tests

International transcripts and high school credit

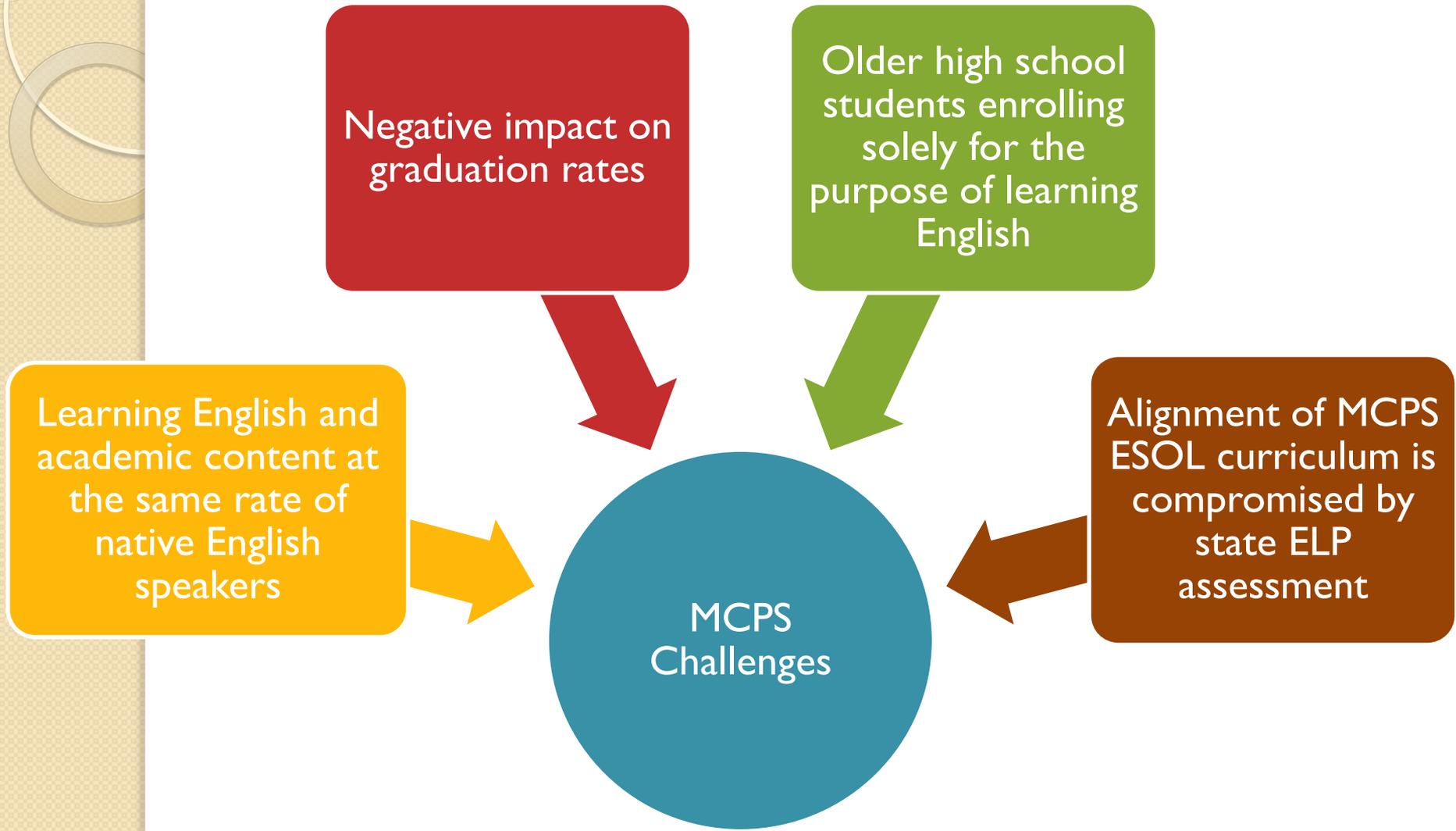
4 year graduation requirements

Accommodations

ESOL Model

National Challenges

ESOL program identification and placement



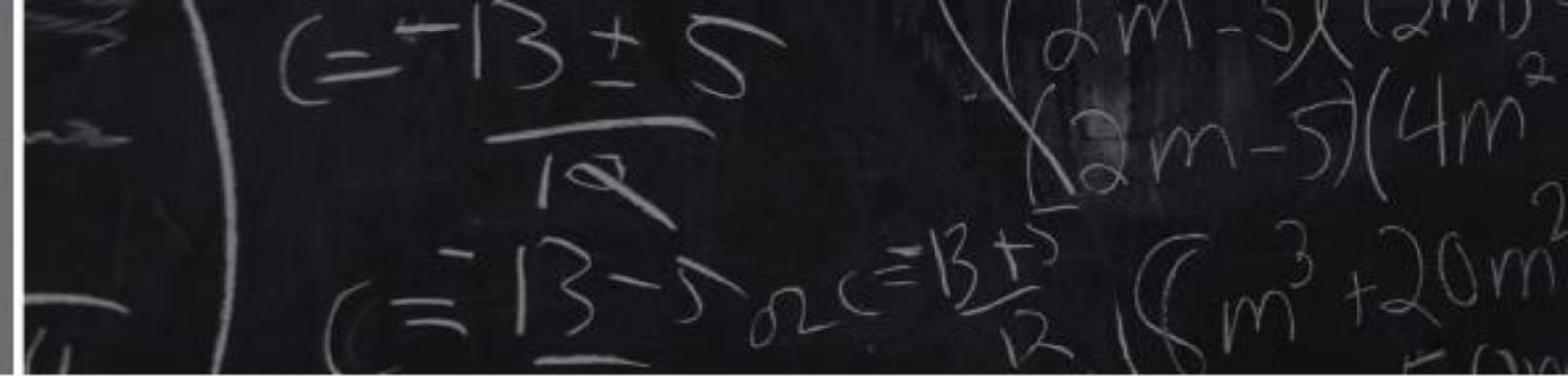
Negative impact on graduation rates

Older high school students enrolling solely for the purpose of learning English

Learning English and academic content at the same rate of native English speakers

Alignment of MCPS ESOL curriculum is compromised by state ELP assessment

MCPS Challenges



Latino Students in Chicago Public Schools

Progress and Challenges

Presented by Elaine Allensworth

January 25, 2012 at the Latino Policy Forum

THE CONSORTIUM ON CHICAGO SCHOOL RESEARCH
AT THE UNIVERSITY OF CHICAGO / URBAN EDUCATION INSTITUTE

Overview

Chicago schools have been serving increasing numbers of Latino students over the last two decades

- Latino students now comprise almost half the student body

In recent years, Latino students have made notable gains in:

- Test scores
- High school graduation rates
- College-going rates

However, Latino students' achievement is lower, on average, than the achievement of white and Asian students in CPS.

Latino students entering CPS as English language learners in the primary grades do at least as well in high school as non-ELL students

- But students entering high school as ELLs are less likely to graduate

There are specific challenges for many Latino students with regard to enrolling and persisting in college

The number of Latino students enrolled in CPS has increased significantly in the last decade

Total number of Latino students enrolled in elementary schools:

89,212 in the 1991/92 school year

131,296 in the 2011/12 school year

47.2% increase in 10 years

Total number of Latino students enrolled in high schools:

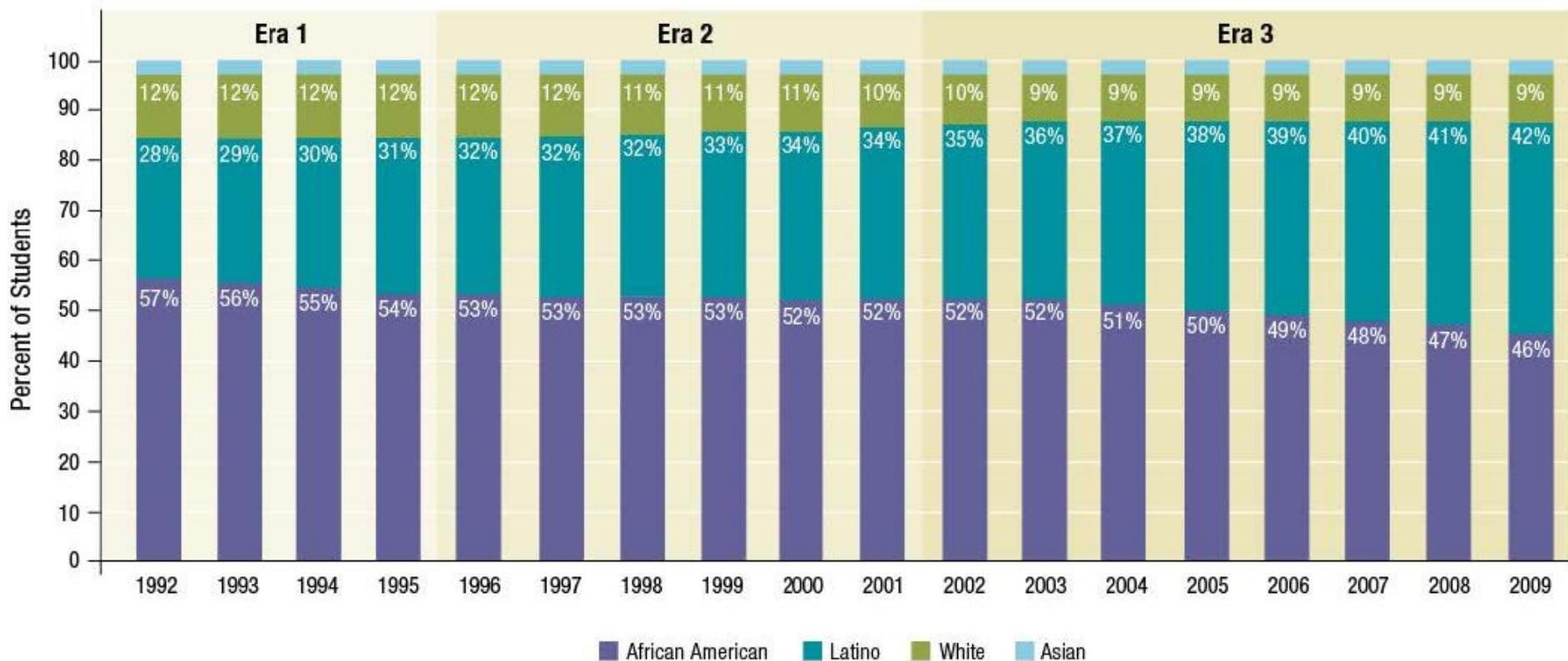
22,667 in the 1991/92 school year

47,695 in the 2011/12 school year

72.4% increase in 10 years

There has been a large shift in CPS' racial/ethnic composition over the last 20 years

Racial/Ethnic Composition of CPS Students in Grades Three through Eight



More schools now have student populations that are at least 50 percent Latino

Elementary schools with at least a 50% Latino student population:

1991/92 school year: **117 schools**, or 24% of all elementary schools

2011/12 school year : **176 schools**, or 34% of all elementary schools

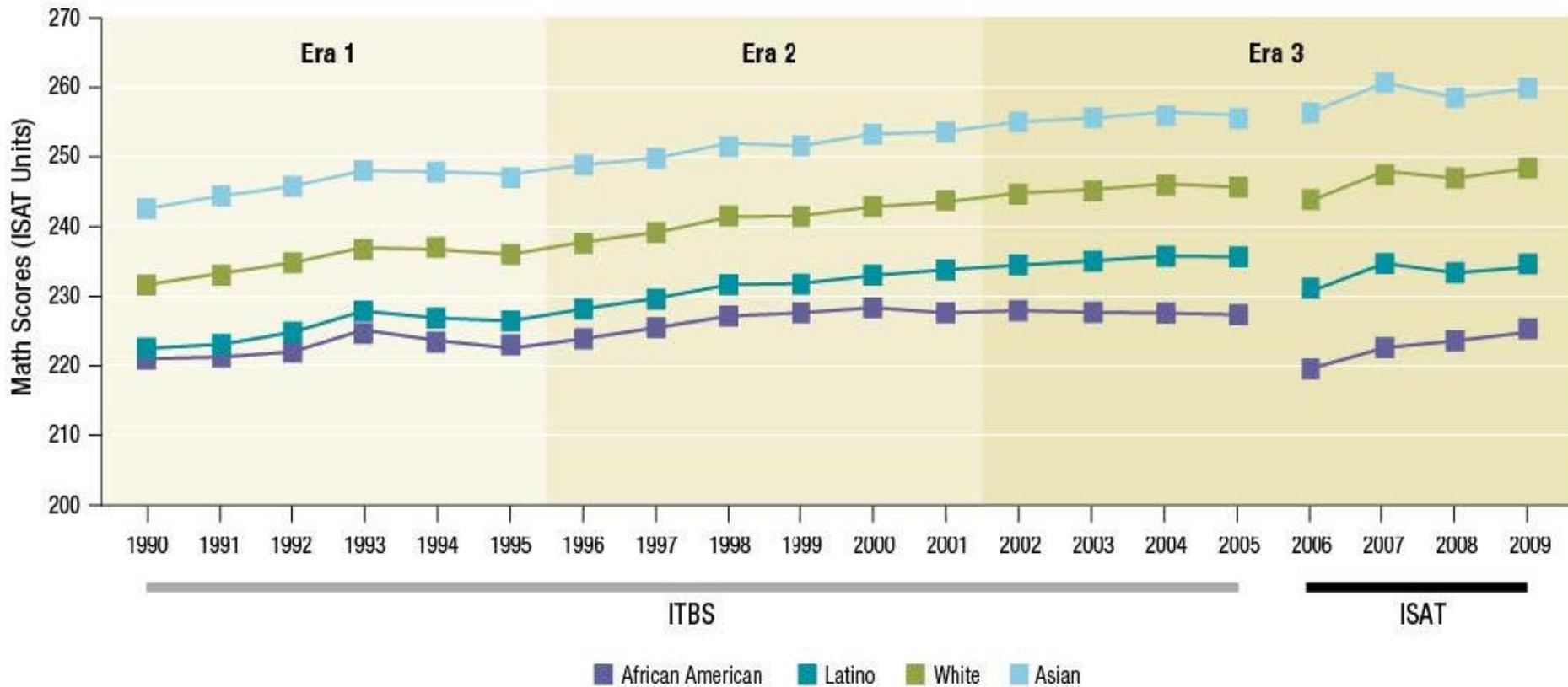
High schools with at least a 50% Latino student population:

1991/92 school year : **9 schools**, or 12% of all high schools

2011/12 school year : **47 schools**, or 30% of all high schools

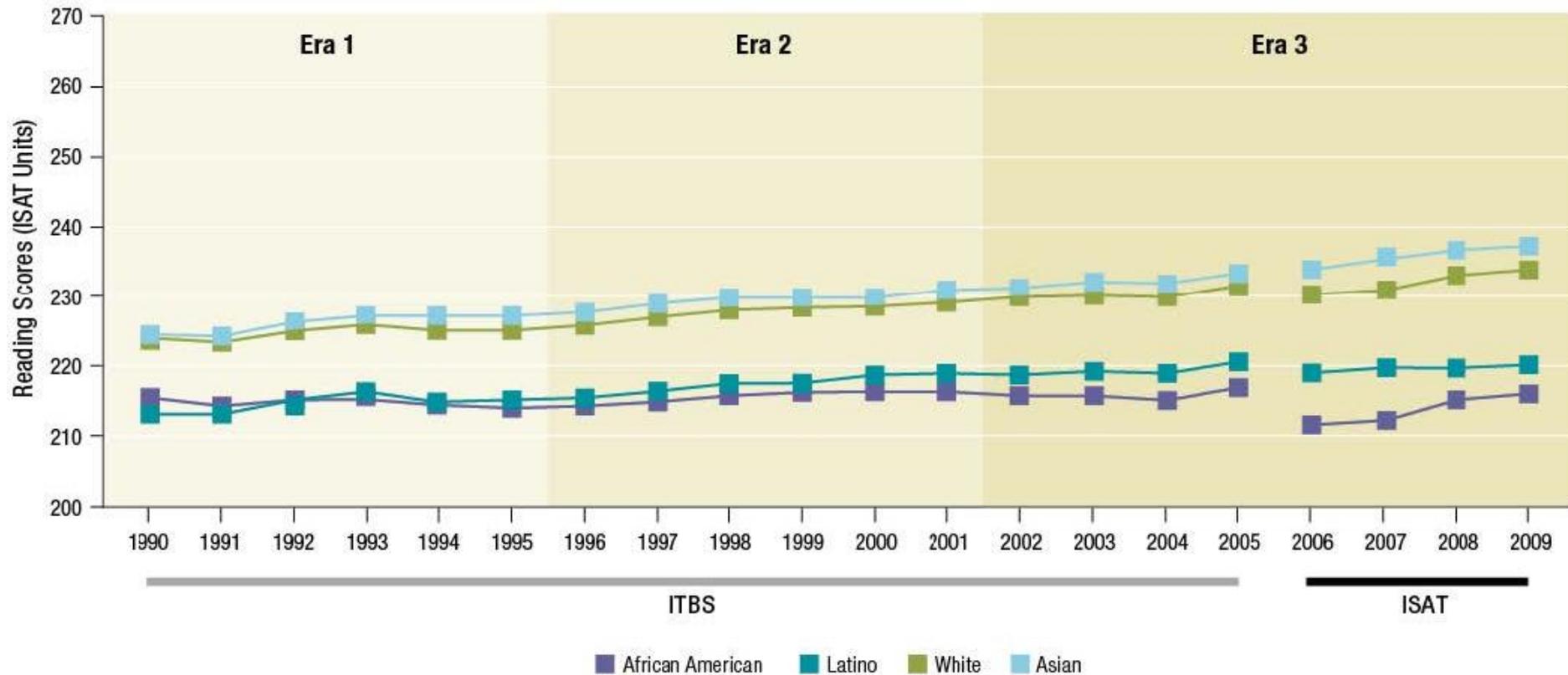
Latino students' math test scores have improved in grades 3-8 over the last two decades

Math Test Scores in Elementary/Middle Grades by Racial/Ethnic Group



Reading test scores have improved slightly, but less than math scores

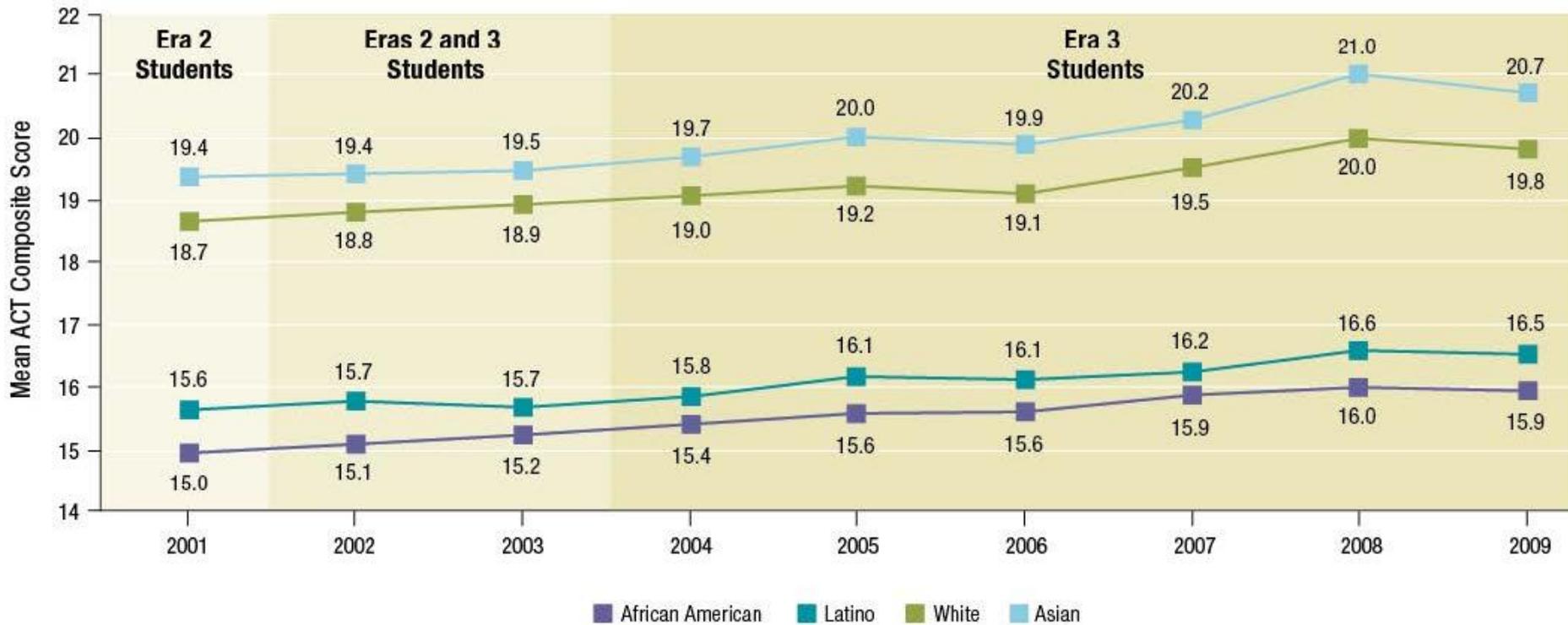
Reading Test Scores in Elementary/Middle Grades by Racial/Ethnic Group



Latino students scored, on average, a point higher on the ACT in 2009, compared to 2001

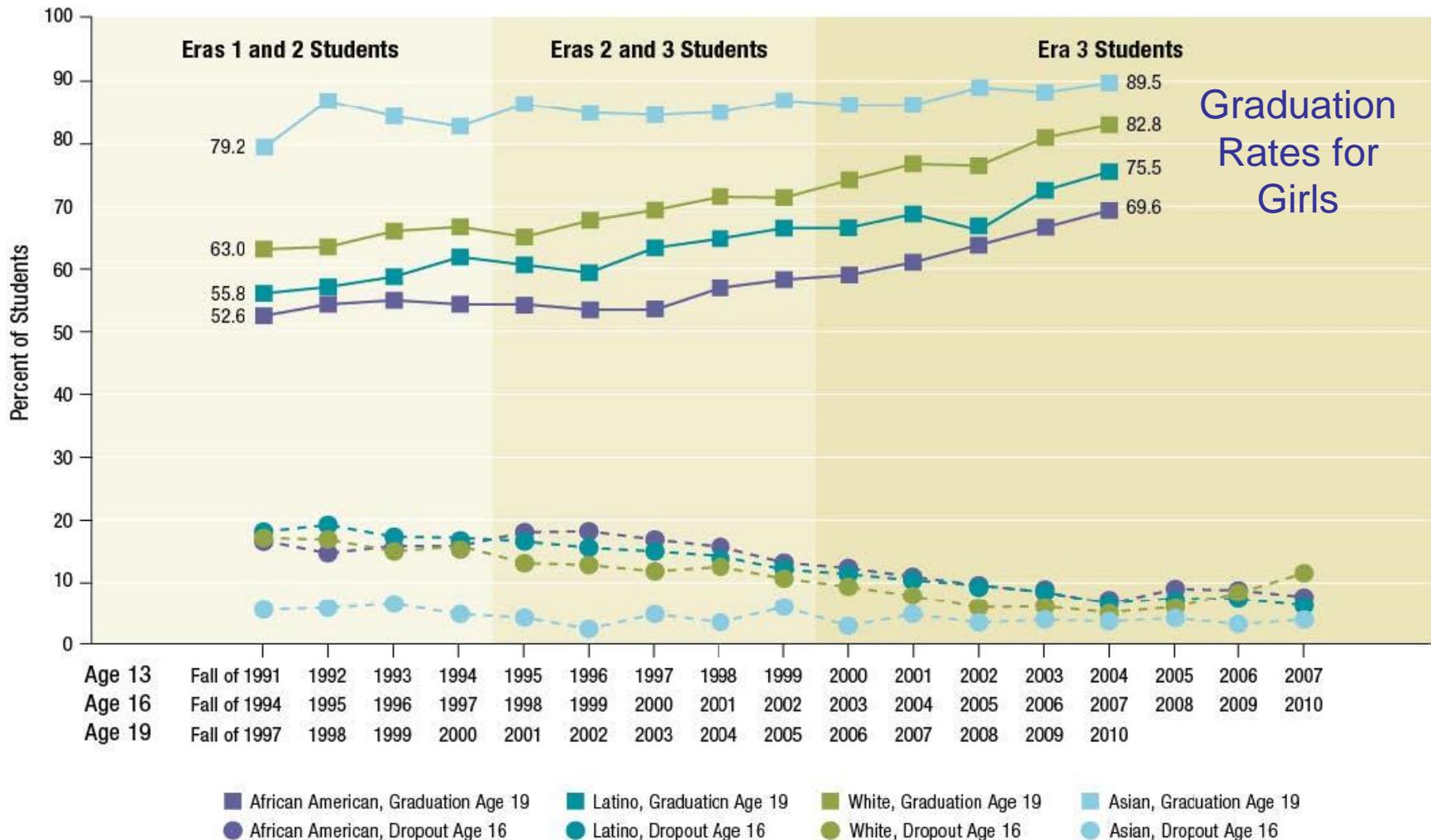
ACT scores improved among students of all races/ethnicities

ACT Scores by Student Race/Ethnicity



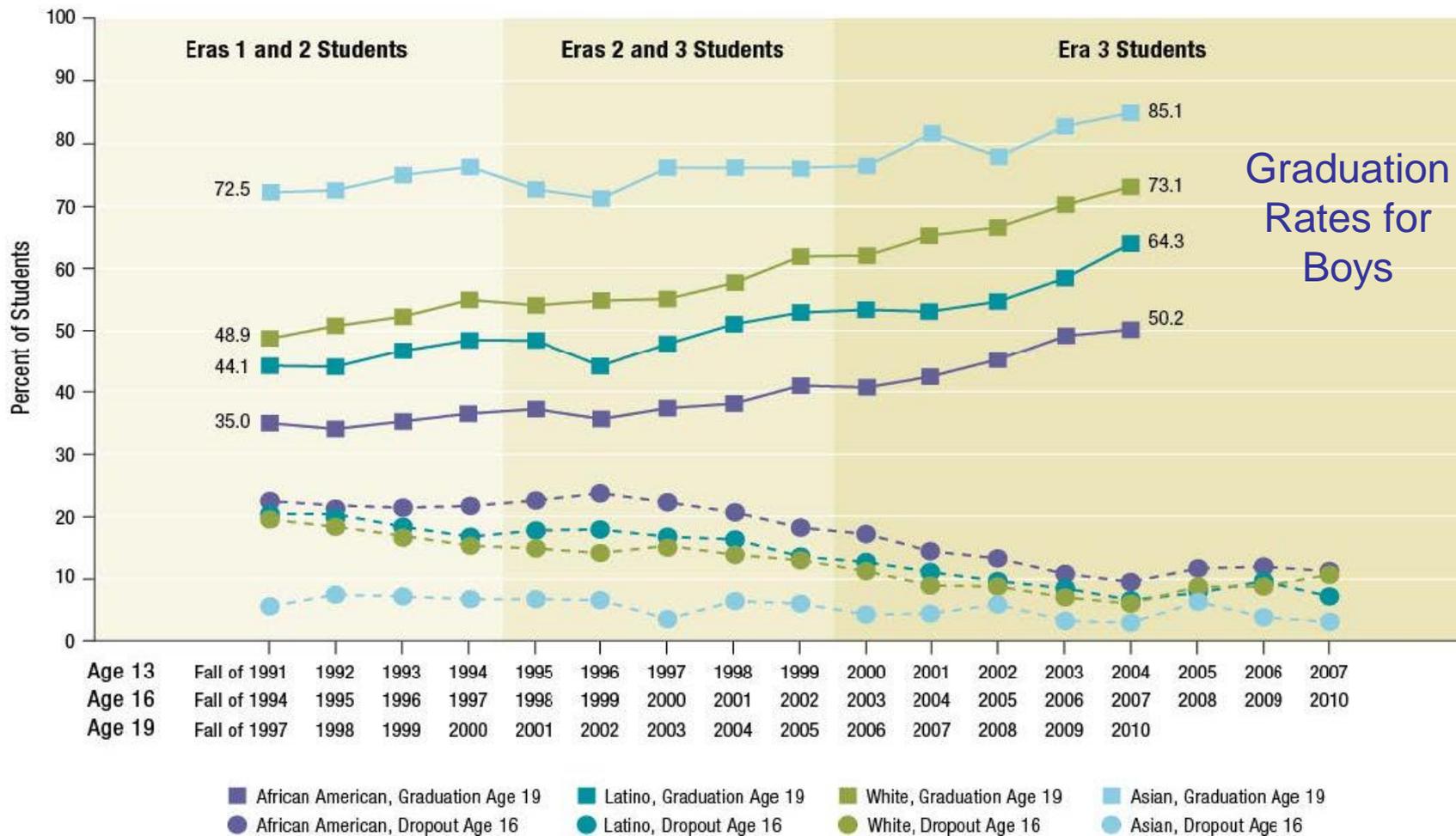
Since 1991, high school graduation rates have improved substantially for all students, including Latino students

Graduation and Dropout Rates by Race/Ethnicity for Female Students



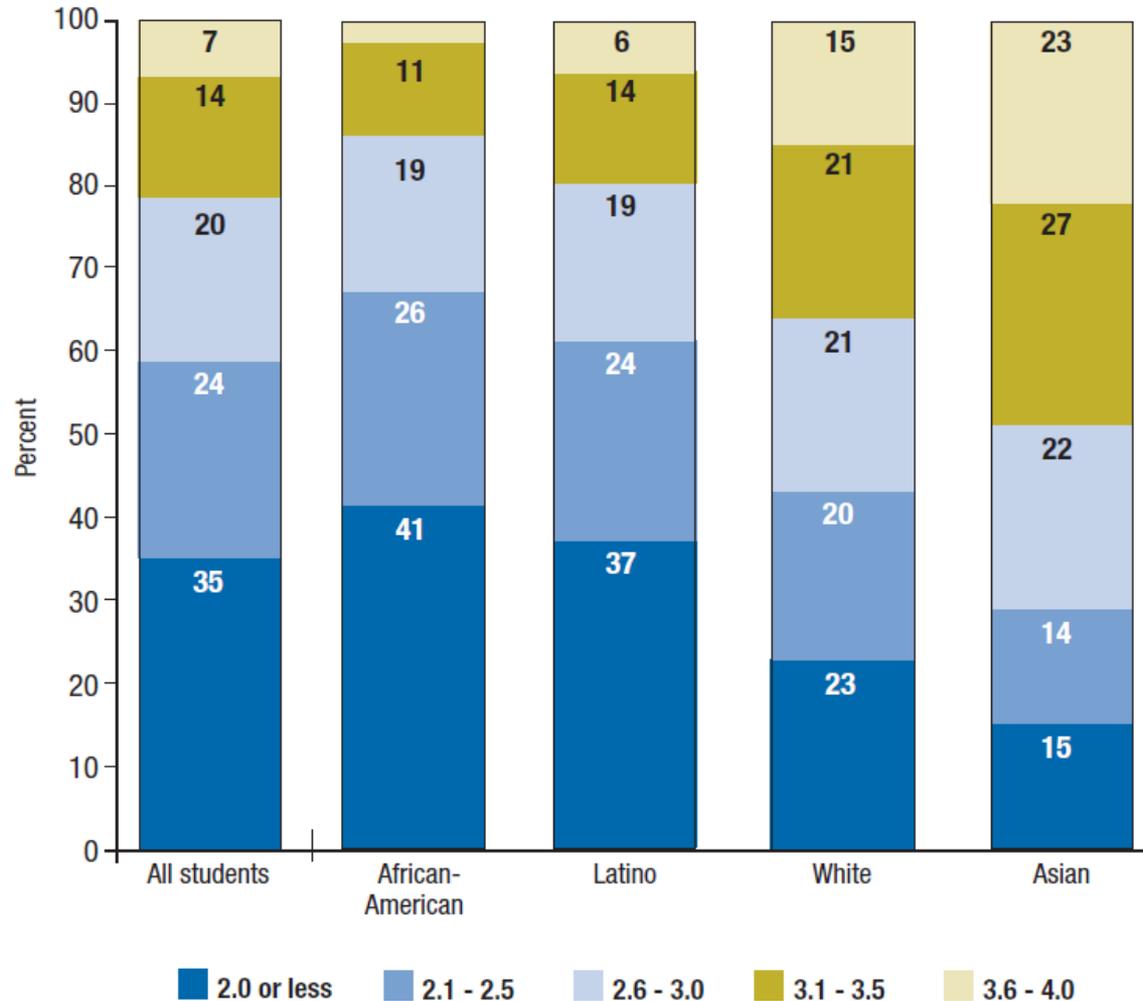
But only 64% of Latino boys graduate, compared to 76% of girls

Graduation and Dropout Rates by Race/Ethnicity for Male Students



Fewer than 20 percent of Latino students graduate with at least a 3.0 in their core classes

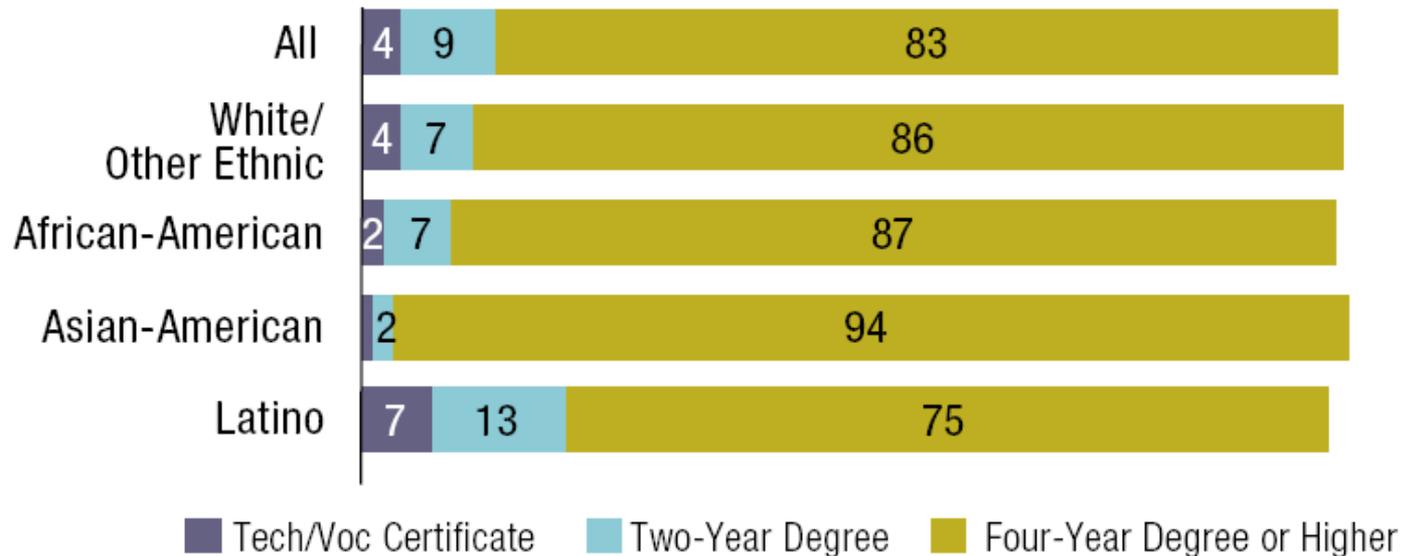
Unweighted GPA in core classes of 2002 and 2003 CPS graduates by race/ethnicity



Students overwhelmingly aspire to receive a four-year college degree

Almost all CPS graduates hope to complete some form of postsecondary education, and their parents want them to attend college

What is the highest level of education you plan to complete?



More Latino students are going to college, but few are enrolling in four-year colleges

In 2006, among Latino graduates:

- 39% enrolled in college right after high school
- 23% enrolled in 4-year colleges after high school

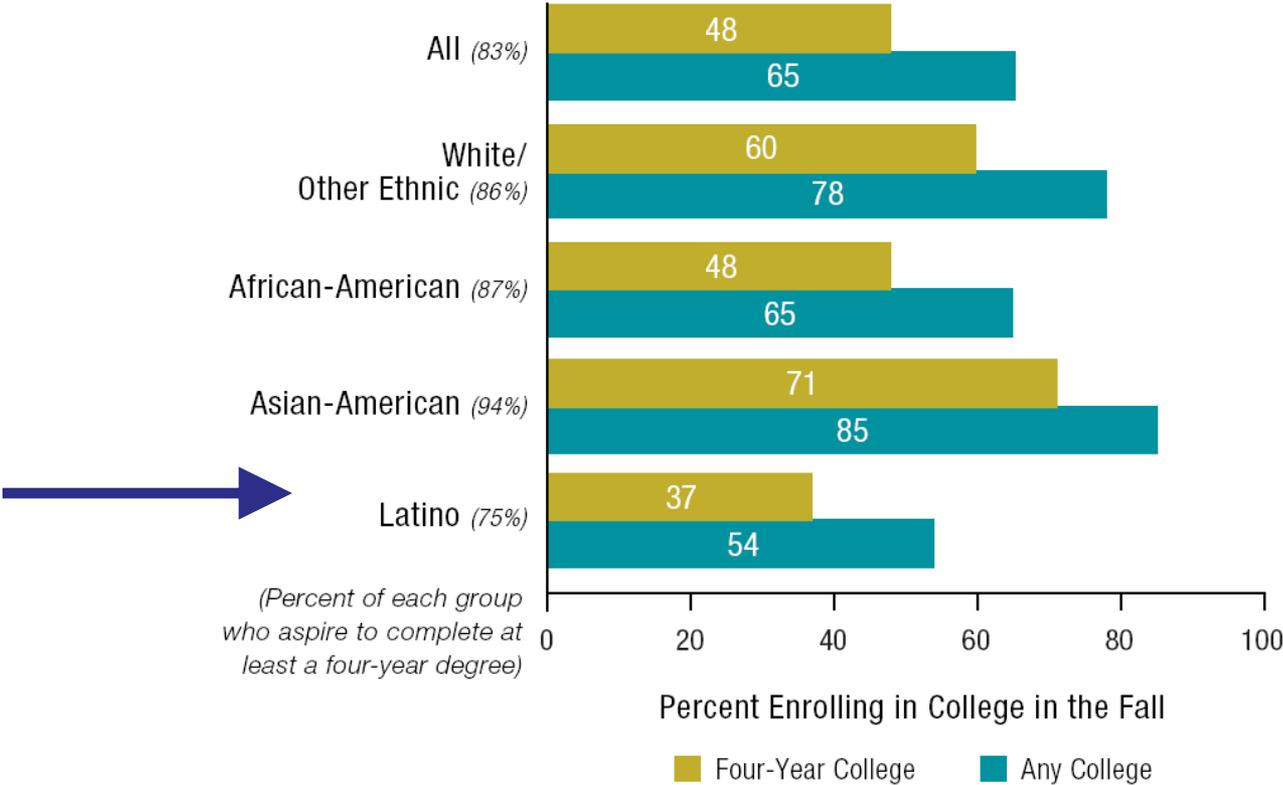
In 2010, among Latino graduates:

- 48% enrolled in college right after high school
- 28% enrolled in 4-year colleges after high school

Latino students are less likely than students of any other race/ethnicity to enroll in a 4-year college

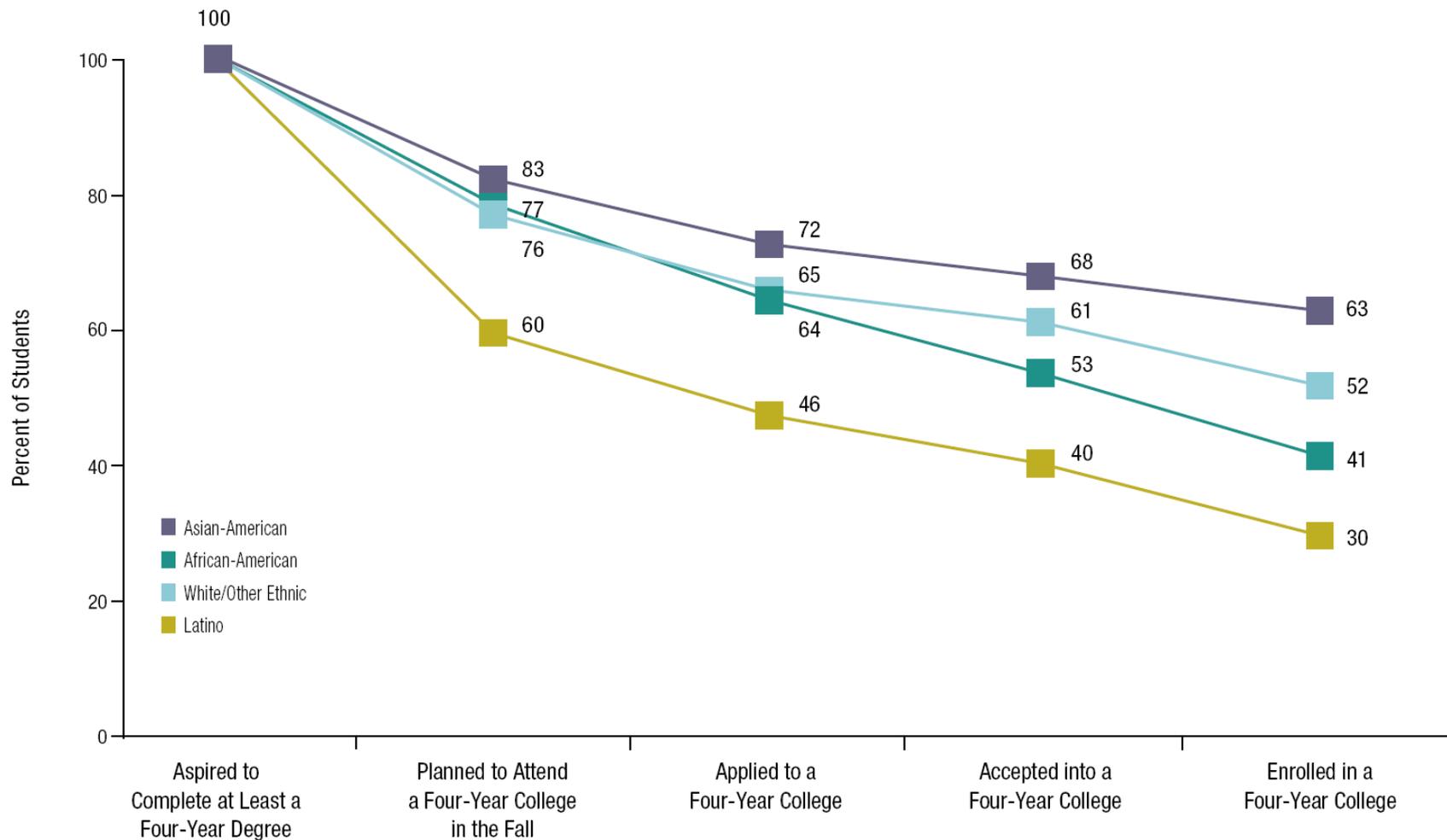
Eighty-three percent of CPS graduates hope to complete at least a four-year college degree, but fewer than half of these graduates enroll in a four-year college in the fall

Of graduates who aspire to complete at least a four-year degree:



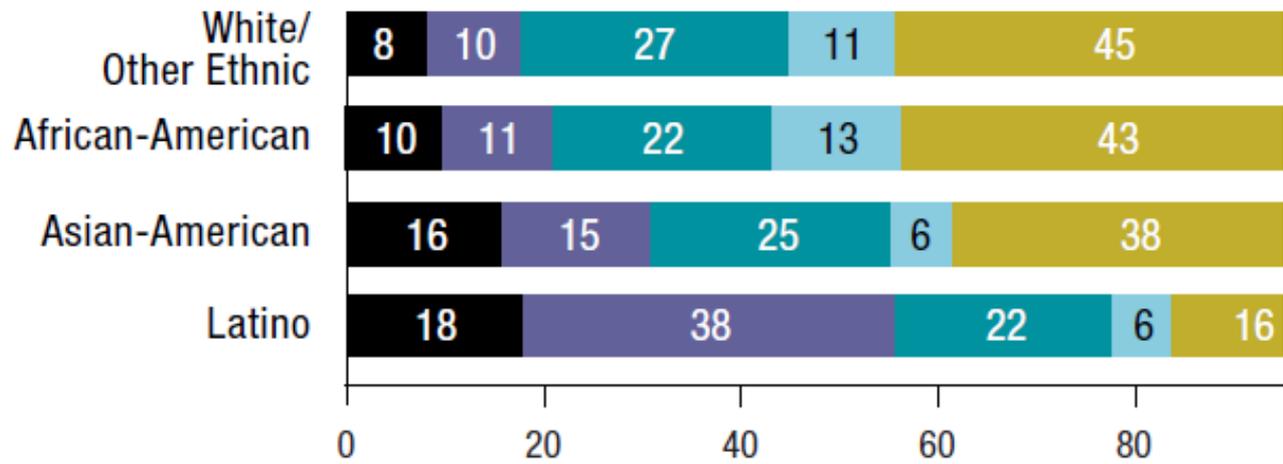
Many Latino students aspiring to a Bachelor's degree do not even plan to attend a four-year college right after high school

Tracking students by race/ethnicity through the steps to college enrollment:



Parental education can be a strong predictor of college-going; Latino HS graduates report lower levels of maternal education

What is the highest level of schooling your mother/female guardian has completed?



Percent of Graduates

Don't Know
 < High School
 High School Only
 Two-Year, Technical, or Vocational College
 Some Four-Year College or More

Barriers to Getting a College Degree for Latino Students

- Grades in high school are one barrier for students' success in college
- Among students who have aspirations and qualifications to attend a 4-year college, many do not take the steps necessary to enroll in four-year colleges
 - Students need concrete advice and assistance—social capital around college-going
 - High school culture and support plays an important role in getting students to enroll in college, and in a good college

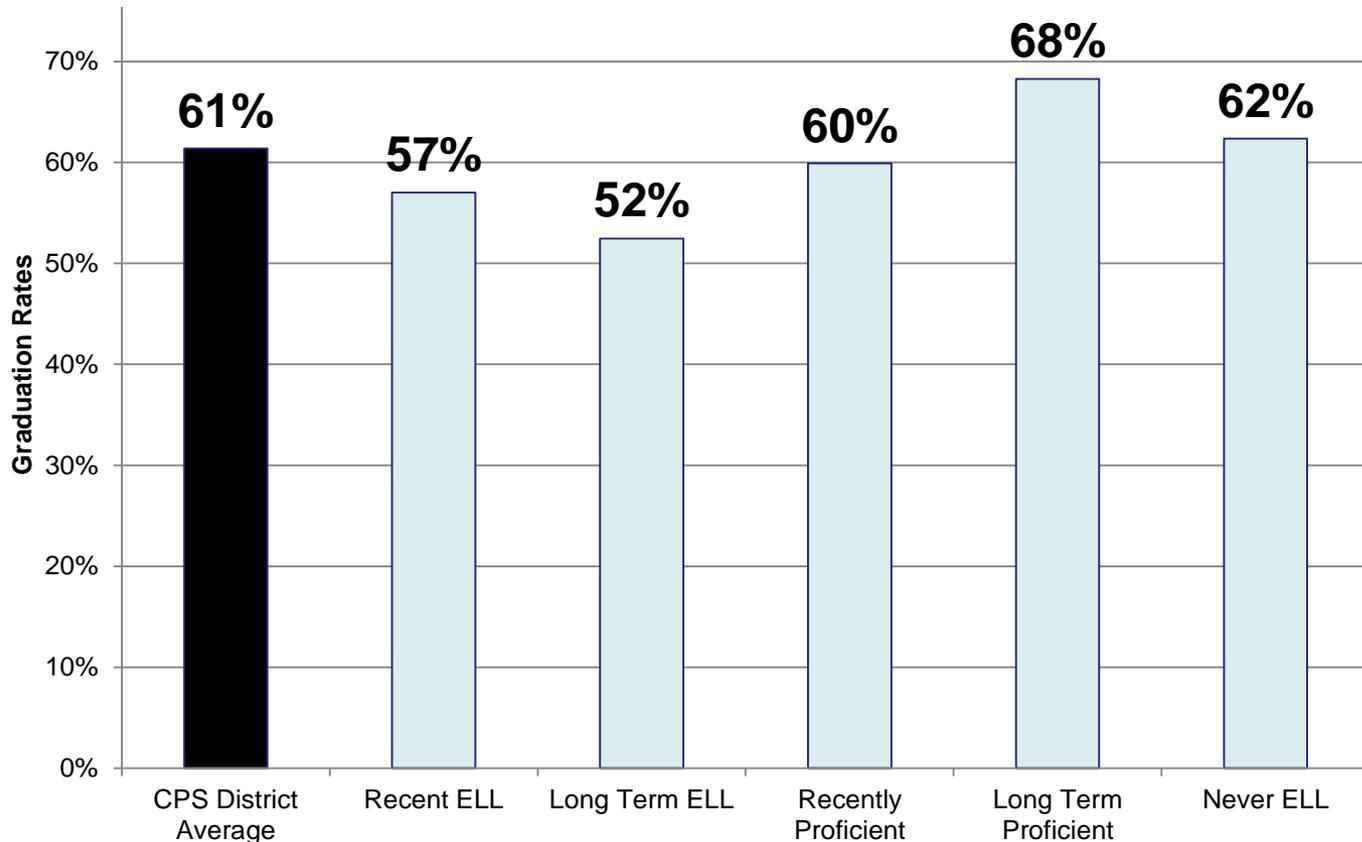
About half to one-third of Latino students in CPS are classified as English Language Learners (depending on the year)

- Percentage of students classified as ELL declined from 2001-2006, although the proportion of Latino students increased
 - From 21% of CPS students in 2001 to 14% in 2006
- Most (83%) of English Language Learners in CPS are Latino
 - The vast majority of Latino ELL students (71 percent) were born in Mexico
- Very few students enter high school as English language learners
 - Only 12% of ELLs are in grades 9-12

Students who enter high school as English Language Learners are less likely to graduate than other Latino students

Partly because they are less likely to enroll in selective schools and programs

Four year graduation rates for Latino students by ELL status when they enter high school



Challenges for Latino Students in CPS

- Access to information for students new to Chicago:
 - ELL students less knowledgeable about school choice, more likely to go to neighborhood school with fewer resources
- Raising HS graduation rates
 - Graduation rates for Latino students improving, but still only 64% of boys and 74% of girls graduate
- Increasing the number of students who enroll and persist in college is a multi-faceted problem:
 - Importance of college-going culture in schools, concrete guidance and financial aid
 - Low ACT scores and grades are a barrier

For more information, please visit ccsr.uchicago.edu



CONSORTIUM ON
CHICAGO SCHOOL RESEARCH
AT THE UNIVERSITY OF CHICAGO
URBAN EDUCATION INSTITUTE

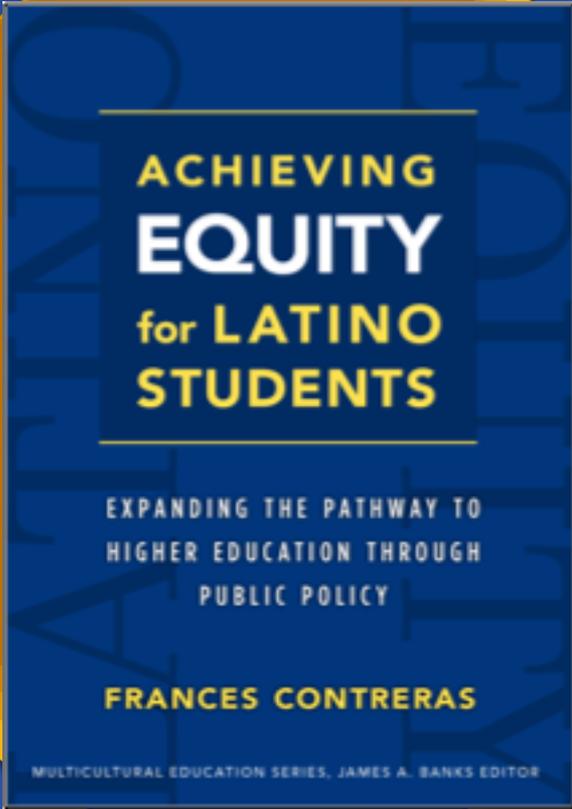
**Examining
Equity,
Access & Progress
among Latino &
Underrepresented
Students in the U.S.**

Frances Contreras, Ph.D.
Associate Professor
University of Washington

Latino Policy Forum
Chicago, IL
February 11, 2012

The Urgency of Translating Research on Latino Students into Practice

- Latinos/as constitute 1 in 6 of all U.S. residents (16.3 % of the U.S. Population)
- Latinos/as are 23% of all students in the US
- By 2020, 1 in every 4 students will be Latina/o
- Over 6.1 Million Latino children live in poverty (37.3 percent—the first time in U.S. history an ethnic group has surpassed poverty among White children)
- Latinos represent the group most affected by this “Great Recession”—with Household wealth declining 66% from 2005-2009
- If the current path is not altered, a permanent Latino underclass is imminent



**ACHIEVING
EQUITY**
for **LATINO
STUDENTS**

EXPANDING THE PATHWAY TO
HIGHER EDUCATION THROUGH
PUBLIC POLICY

FRANCES CONTRERAS

MULTICULTURAL EDUCATION SERIES, JAMES A. BANKS EDITOR

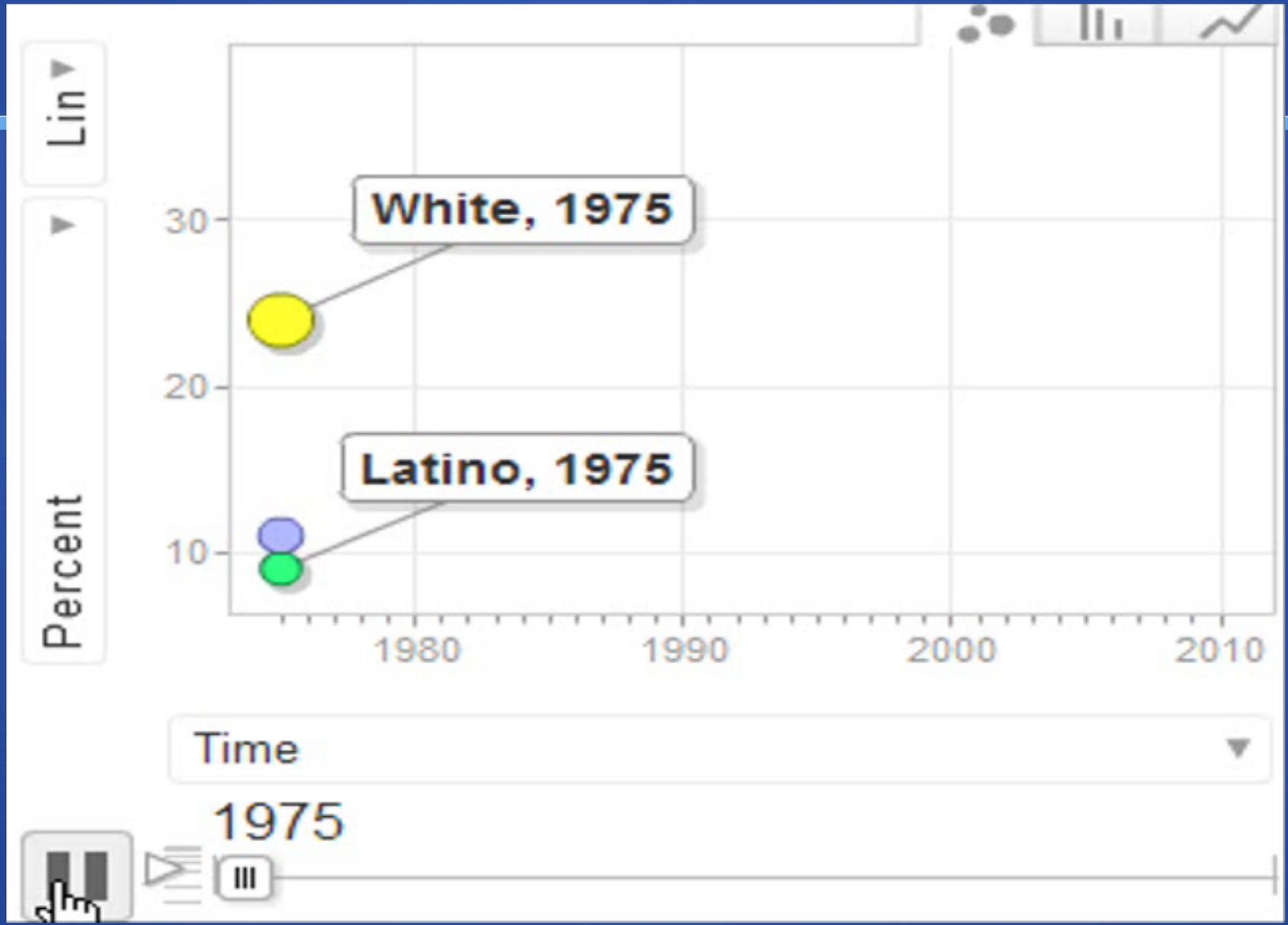
Achieving Equity for Latino Students

Frances Contreras, Ph.D.
Teachers College Press, 2011

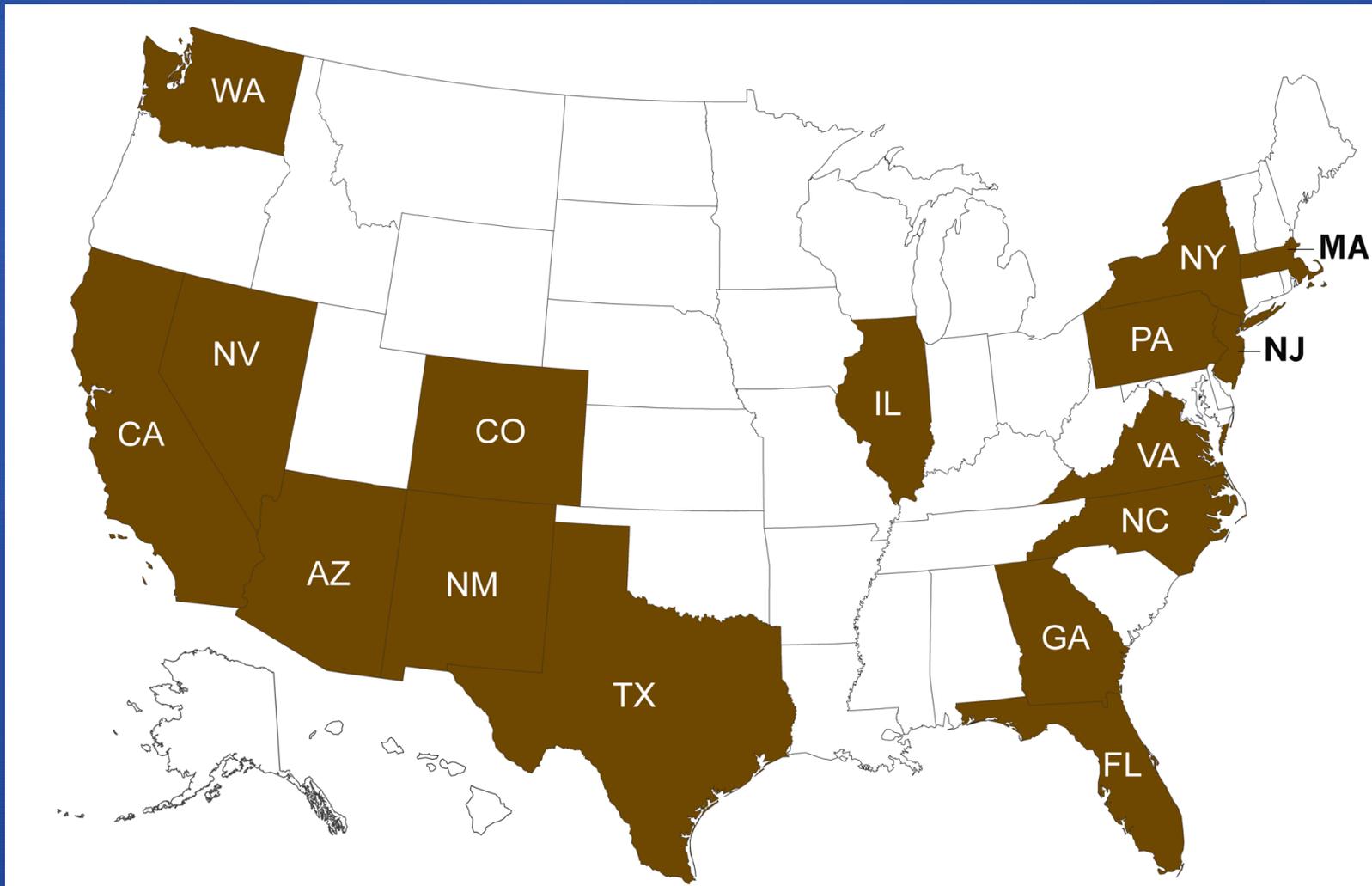
Motivation for Book

- Stories of those like my niece are far too common for Latino children in the United States
- Brown Paradox—Despite increasing Latino presence, very little investment and targeted divestment—Demographic Blindness, Denial or Fear?

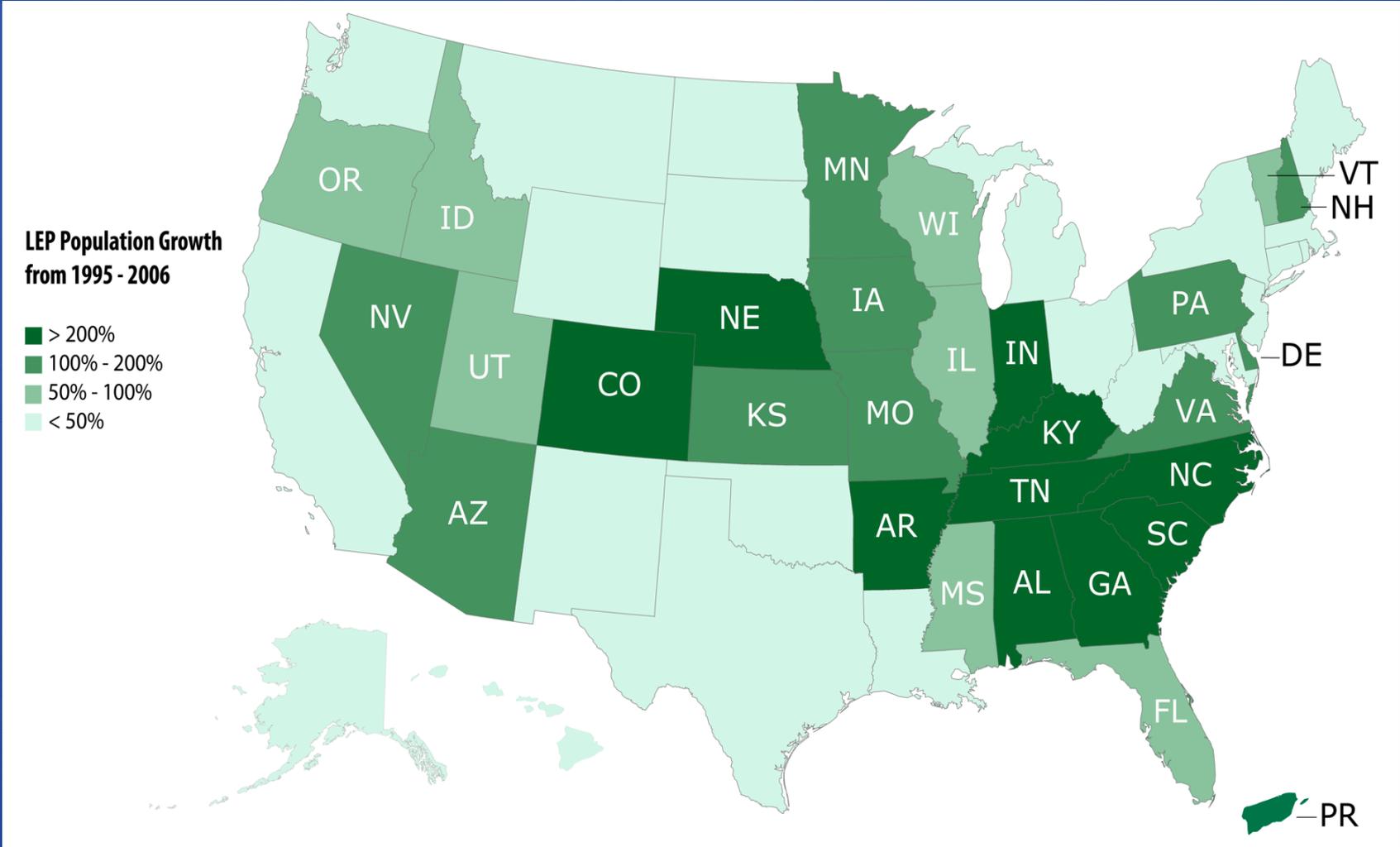
BA Degree Attainment 25-29 year olds, Select years



90% of Latino Population live in:



Greatest Growth is in the South and Midwest



The Political Landscape: Anti Immigrant and Anti-Latino



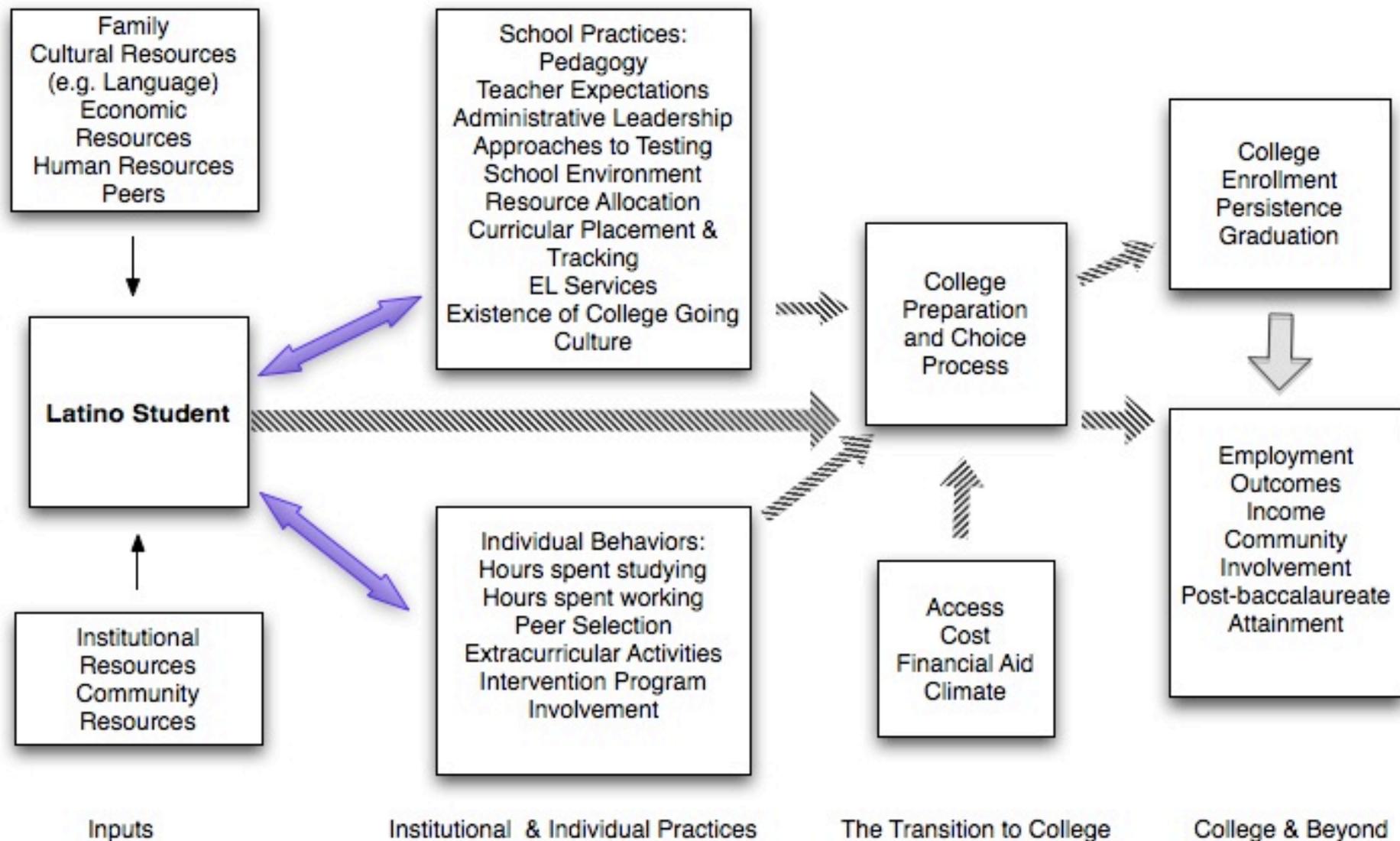
Source: Brave New Foundation

- 2011—Alabama HB 56
Florida—SB 2040 and HB 7089, Utah (HB 497), Indiana (SB 590), Georgia (HB 87)
- SB 1070 AZ (2010)
- HB 2281 AZ (2010) Ban on ethnic studies
- Secure Fence Act 2006
- Proposition 227 CA (1998)
- Proposition 187 CA (1994)

THE ROLE OF POLICY IN THE TRANSITION TO COLLEGE

Figure 2.1: Latino Student Navigational Processes & Policy Influences throughout the P-20 Pipeline

Policy Arena: Standards, Testing & Accountability, Language Policy, Finance, Immigration, Financial Aid, Affirmative Action



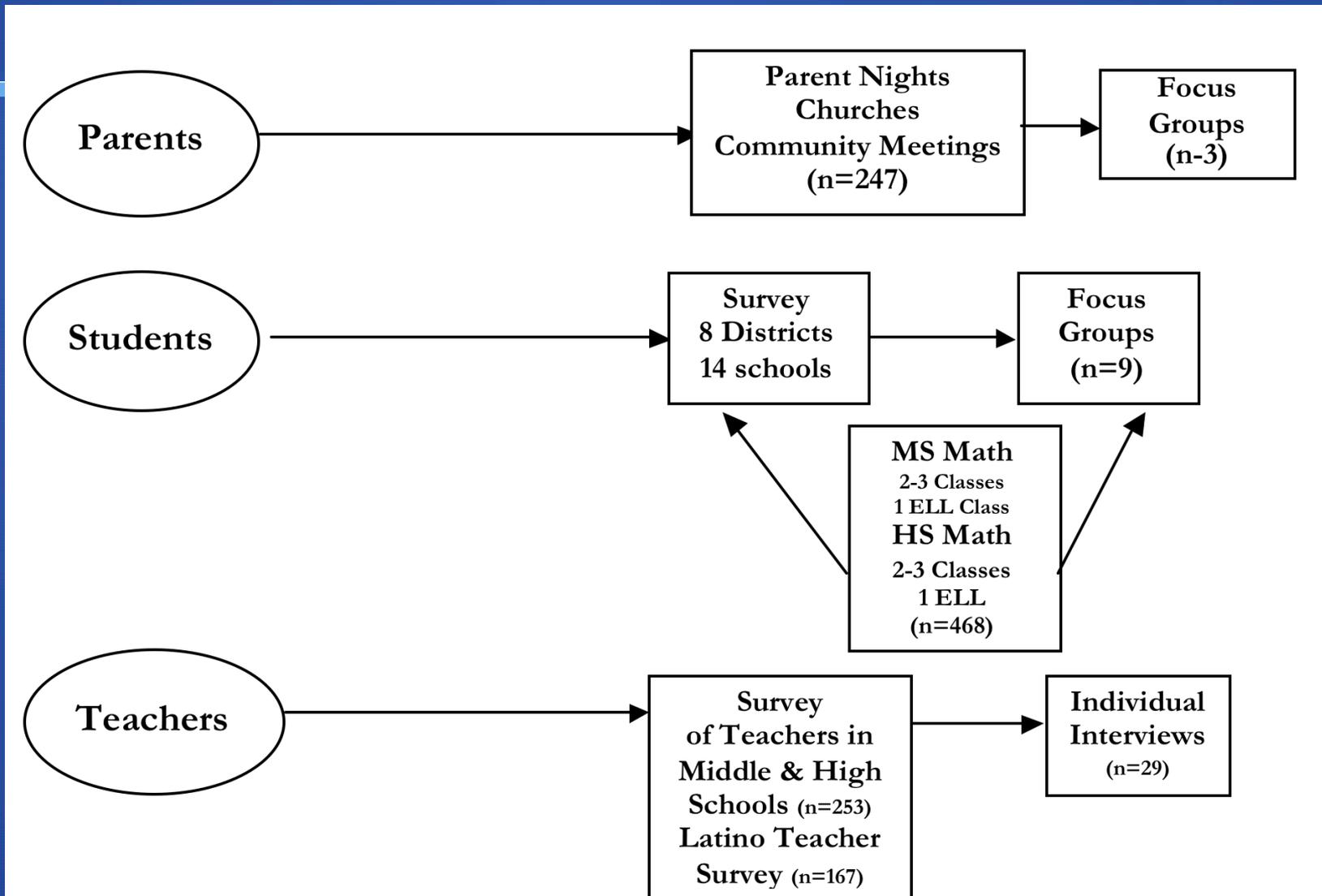
Understanding Opportunities to Learn among Latinos in Washington State

- **House Bill 2687 Funded by WA State Legislature and Commission on Hispanic Affairs to examine the achievement Gap in 2008-2009**
- **Design of Latino study prioritized listening to key stakeholders—
Students, Parents and Teachers**
- **Conceptual Framework based on Education & Sociological Literature:**
 - **OTL Literature (Darling-Hammond, 1994; Darling-Hammond & Bransford, 2005; Oakes, 1995)**
 - **Peer Networks (Stanton-Salazar & Spina, 2005; Mehan, Villanueva, Hubbard, & Lintz, 1996; Gibson, Gandara & Koyama, 2004; Datnow & Cooper, 1997).**
 - **Social Capital (Coleman, 1988; Gandara, 1995; Contreras, 2005);**
 - **Community Cultural Wealth (Yosso, 2005)**
 - **Transition to College (McDonough, 2004; Kirst, 2004)**

Research Questions

- 1) **Do Latino students possess the same opportunities to learn as their peers in urban, suburban and rural contexts?**
- 2) **What are the perceptions of parents and students with respect to their experience in school and with school staff?**
- 3) **What are viable policy recommendations for raising Latino academic achievement in the state of Washington?**

Proyecto Acceso Mixed-Method Design: Convergent Parallel Design



Teacher Findings

- **There are very few Latino and EL teachers regardless of Latino concentration or EL needs.**
- **Teachers do not feel prepared to meet the needs of their EL students.**
- **Teachers used students as translators in class and with parents**
- **Paraprofessionals frequently used to teach in content areas.**
- **Teachers described “Advisory Classes” to develop test taking skills**
- **71% of teachers believed that 25% or less of their Latino students will attend college.**

Teacher Findings: Testing & Accountability

Table 1. Crosstabulation of School Type and Priority of Meeting WASL Standards

Priority of Meeting WASL Standards	School Type			χ^2	Φ
	Urban	Urban Ring	Rural		
Very High Priority	49.3%	49.4%	74.7%	16.16**	.25
	<i>(35)</i>	<i>(41)</i>	<i>(71)</i>		
Priority	49.3%	49.4%	25.3%		
	<i>(35)</i>	<i>(41)</i>	<i>(24)</i>		
Low Priority	1.2%	1.2%	0%		
	<i>(1)</i>	<i>(1)</i>	<i>(0)</i>		

Parent Findings

- **Latino parents are more likely to be bilingual and recent immigrants (75% percent of surveys answered in Spanish).**
- **Access to Bilingual Services minimal in schools**
- **Many Latino students are not enrolled in a college prep curriculum which is disconcerting for parents.**
- **Parents are not familiar with U.S. education system, need overview of processes to facilitate college-readiness and preparation**
- **Latino parents have high hopes for their children's future with majority wanting their child to earn a BA or Graduate degree (75%)**

Student Findings

- Latino students were more likely to have parents with a high school or less education than their non-Latino peers ($p < .001$).
- Students understand and are aware of the language barrier between the school and their parents. Latino students were less likely to have parents that attended their extracurricular activities or events than their non-Latino peers ($p < .001$).
- Latino students are less likely to consider themselves high achievers and less likely to feel that their teachers considered them to be high achievers ($p < .01$).
- Latino students less likely to have peers who want to attend college ($p < .001$).
- Latino students believe that their parents want them to go to college and the majority intend to enroll in college after high school. Most also indicate a desire to earn an advanced degree.
- Teachers are most likely to be primary source of college information

Policy Implications

- **Reframe Accountability at Federal and State Level**
 - **Emphasis on Testing—short and long-term outcomes on learning have not resulted in reduced achievement gaps**
 - **De-professionalization of teachers**
- **Professional development standards—cultural competency development for teachers**
- **The need for schools and staff to see Latino parents as partners in raising student achievement**
- **Governor's AGOAC continues this work—multicultural policy body**

PERSISTENCE

Undocumented Latino Students and the DREAM of Pursuing College

- **Background**
- **DREAM Act—WA passed HB 1079 in 2003**
- **First case study in Washington State to document the experiences of undocumented Latino students in higher education across multiple institutional contexts**
- **Much of the Literature has focused on CA and urban student sample or legal analysis (Olivas, 2004; Ruge & Iza, 2005; Gonzales, 2008).**

Research Questions

1. How does HB 1079 Status affect the experiences of Latino students as they navigate through higher education institutions?
2. Do these experiences differ by institutional type?

Qualitative Study: The Sample

- **Twenty DREAM Act (1079) students in postsecondary institutions in WA**
 - 8 Female
 - 12 Male
 - Age range-majority traditional college age 18-24
 - 7 students started at a community college
- **SES**
 - Parent Education Levels-13 respondents had at least one parent with less than a HS education
 - Majority of respondents had incomes < \$15,000
 - 13 students worked 20 hours or more while in college

Findings: Key Themes

- **Living in Fear**
- **Financial Barriers**
- **Campus Experiences ranged from racist to supportive (staff encounters)**
- **Ganas**
- **Concerns about the Future & Limitations related to legal status**

The Role of Institutional Climate

- Alejandro

“I went to see about my employment authorization card because at first I was given the card which allowed me to work. So I went to financial aid after it was denied to ask them. They said it was a mistake. The person ended up telling me, ‘That was just pure luck. You are lucky that you have not been deported.’ I wish I were able to stop this discrimination for immigrants.”

Ganas

- Lydia

“The first years in college, I slept four hours every day for two years. We would work—I had classes from eight to twelve, then I came back home, took a shower and I went to work from 2:00 to 11:00 p.m. in the restaurant. Then I would go with my husband to clean offices at night until 2:00 in the morning. It was here in Bellevue; we worked until 2:30 to 3:00 in the morning, and would do it every day all over again . . . to save money for school. Four hours for two years.”

Policy Implications

- **The need for a national DREAM Act**
- **The need for in-state financial aid (one attempt in WA so far 1706 in 2009; 2012 session)**
- **Oversight of the actual implementation of 1079— who chooses to implement**
- **IHEs—Institutional policy & staff professional development**
- **Pathway to citizenship clearly specified**

COLLEGE COMPLETION

Latino College Going and Completion

Illinois has the 5th largest population of Latinos in the US

Illinois does not have a P-20 longitudinal data tracking system

31% of Public High Schools in Illinois offer AP or IB courses in (4 core subject areas)

Latinos constitute 23% of students enrolled in two-year colleges

Three-year graduation rate at public two-year colleges: 12.3%

Six year Latino graduation rate at public four year colleges:
42.6%

Book Conclusion: Rethinking Education Policy

- **Quality Early Education—moving beyond access**
- **Cultivate Bilingual/Bicultural Teachers**
- **Engage parents in process as stakeholders—work incentives**
- **End Punitive approaches to testing-Exit Exams**
- **P-20 Leadership-seamless pathway**
- **State P-20 data systems**
- **Language Policy that frames bilingualism an Asset rather than Deficit**
- **A National DREAM Act**
- **College affordability models-increasing tax credit levels**
- **College for All policy**

Survey Design-Protocol Contents

Students	Parents	Teachers
<ul style="list-style-type: none">•Demographic•Context for Learning•Interaction with Parents•Interaction with Peers•Awareness of Resources•Post High School Aspirations	<ul style="list-style-type: none">•Student-Parent Interaction•Context for Learning•Interaction with School•Awareness of Resources•College Aspirations•Demographic	<ul style="list-style-type: none">•Demographic•Context for Teaching•Instruction of English Learners•Interaction with other Teachers/Colleagues•Resources-Professional Development•College Aspirations for Latino students•Interaction with Parents