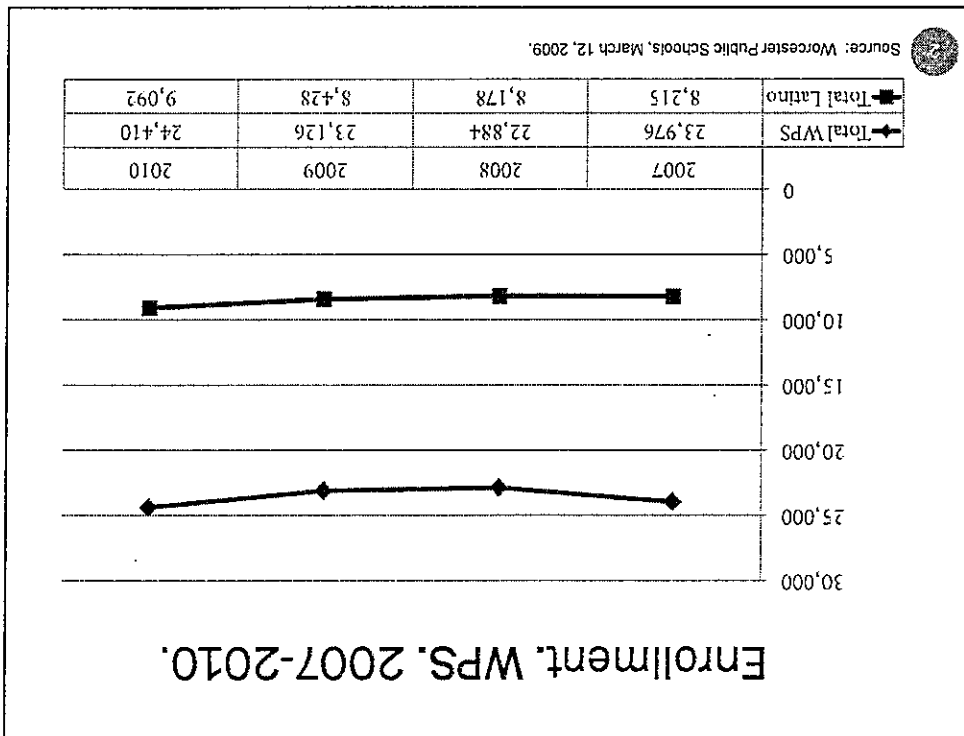


March 30, 2010

The Latino Education Institute at Worcester State University

**Latino Students in the  
Worcester Public Schools**

Latino : 10.6% growth compared to 1.2% overall



Enrollment, WPS, 2007-2010.

# Background

## Make-Up of the Latino School Population

| Native Language | NES | NSS               |
|-----------------|-----|-------------------|
|                 |     | <b>9092</b>       |
|                 |     | <b>All Latino</b> |

Source: Worcester Public Schools, March 12, 2009.

How to look at Latino students

COO

Race

Poverty Status

Language Proficiency

Poverty Status  
Language Proficiency

Race  
COO

How to look at Latino students

Source: Worcester Public Schools, March 12, 2009.

|                    |  |     |                      |
|--------------------|--|-----|----------------------|
| All Latino<br>9092 |  | NES | Language Proficiency |
| NSS                |  | EP  | Native Language      |
| LFP<br>3691 (40%)  |  | EP  | Language Proficiency |

Make-Up of the Latino School Population, WPS 2010

---

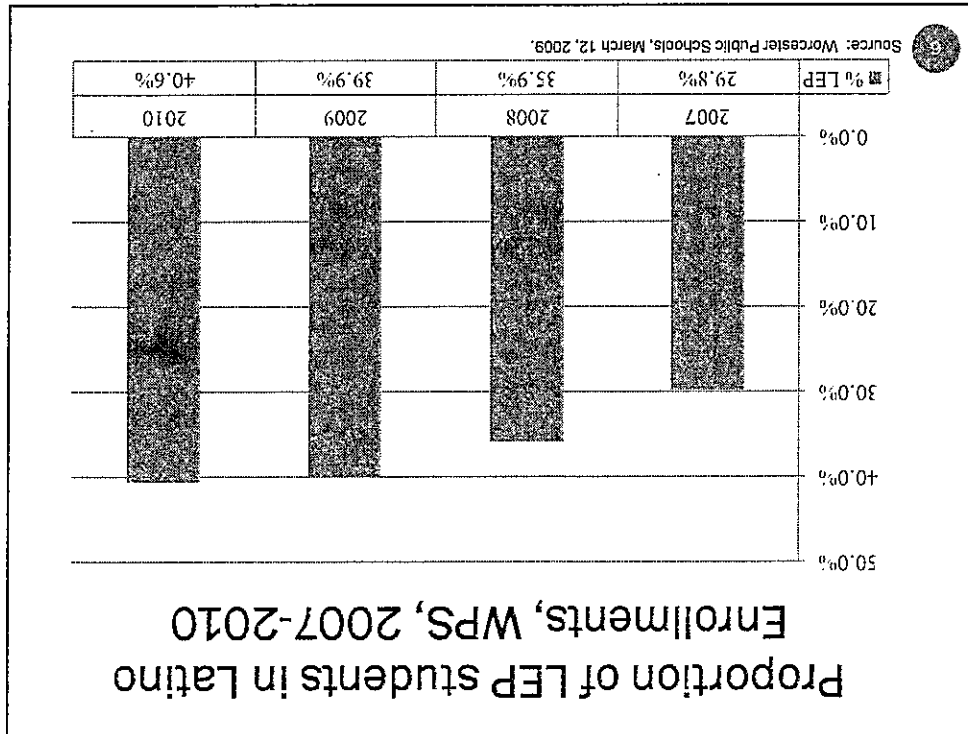
## Background

## Demographics of the Enrollment, WPS 2010

|  | All WPS | Latino | Latino LEP |
|--|---------|--------|------------|
| Gender (% male)                                | 52.1    | 52.1   | 51.4       |
| Poverty Rate (Eligible for free/reduced lunch) | 69      | 86.7   | 92.4       |

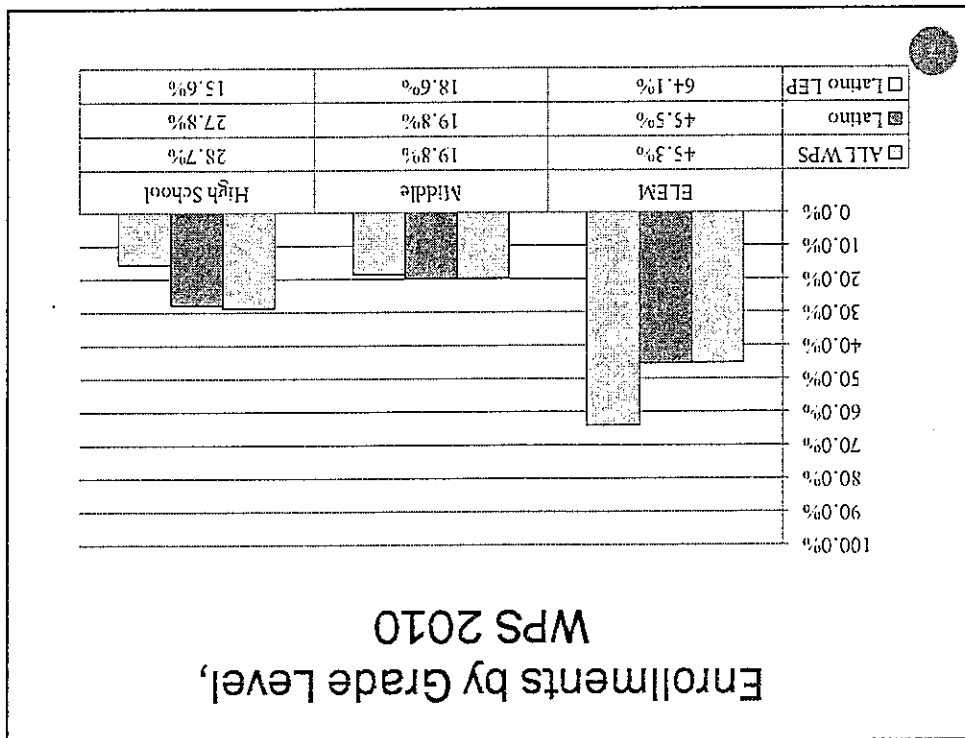
Source: Worcester Public Schools, March 12, 2009.

Significantly poorer – particularly LEPs



Growing proportion of LEPs

Higher % of LEPs are in elementary compared to both Latinos and the overall population.



Latino enrollments increased by 10.2% compared to 1% for WPS as a whole in this period

What does this mean?

---

- Latino enrollments are growing, specially those of English Language Learners
- Among Latinos, students tend to show stronger risk factors known to affect educational outcomes: they are poorer and a higher proportion are students of limited English proficiency.



| Educational Outcomes  |
|---|
| <ul style="list-style-type: none"><li>• MCAS Proficiency Rates of Different Populations of Latino Students</li><li>• Dropout Rate of Different Populations of Latino Students</li></ul> |

| Background       |   |
|------------------|---|
| MA NAEP Rankings |   |
| Gr 4 Reading     | 1 |
| Gr 8 Reading     | 1 |
| Gr 4 Math        | 1 |
| Gr 8 Math        | 1 |

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), <https://nces.ed.gov/ipeds/data/naep/data/report.aspx>

Rankings for Blacks are similar 1, 3, 1, 1 to overall – only Latinos are depressed

# Background

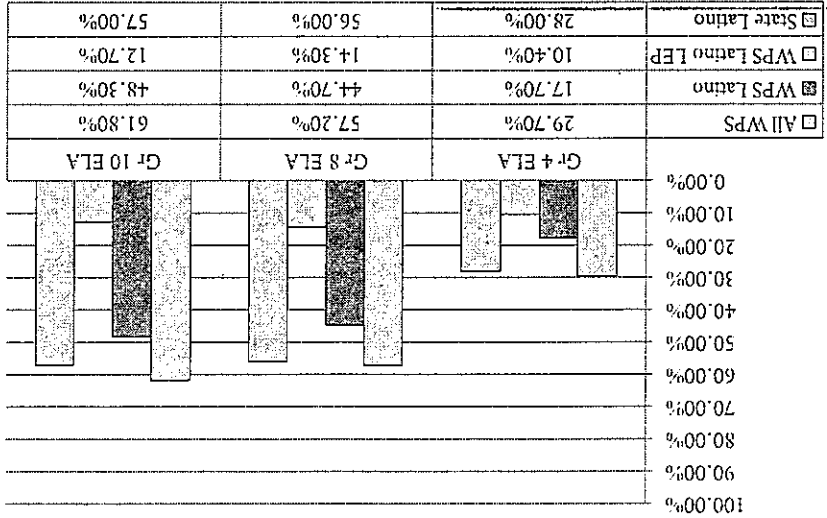
## MA NAEP Rankings

|              |   |                               |
|--------------|---|-------------------------------|
| Gr 4 Reading | 1 | 11 (tied with 4 other states) |
| Gr8 Reading  | 1 | 11 (tied with 3 other states) |
| Gr 4 Math    | 1 | 7 (tied 4 with other states)  |
| Gr 8 Math    | 1 | 9                             |
| All          |   | Latino                        |

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), <http://nces.ed.gov/ipeds/data/naepdata/naepdata/report.aspx>

Rankings for Blacks are similar 1, 3, 1, 1 to overall – only Latinos are depressed

# MCAS ELA Proficiency Rates. WPS & MA, 2009.



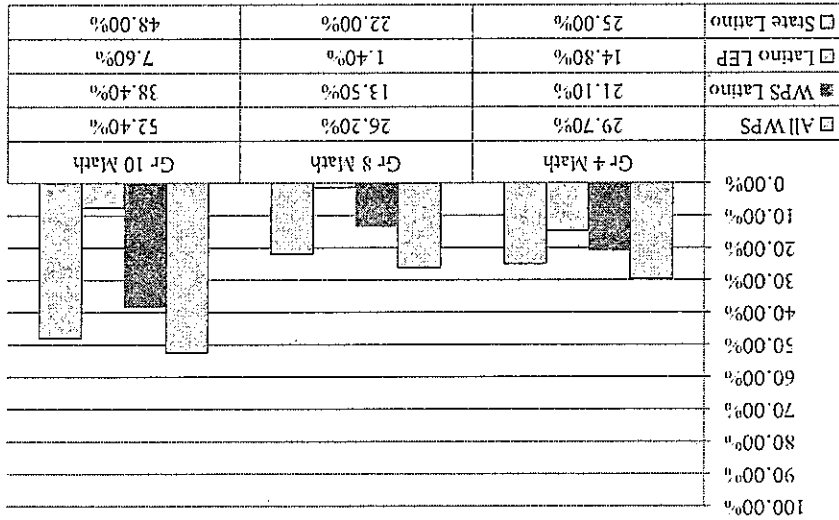
Source: MDESE (State data); Worcester Public Schools, March 12, 2009 (WPS data).

Pass: Needs Improvement, Proficient and Advanced  
 Proficiency: Proficient and Advanced

Changed by MBESE in 2008

Gr 4 ela: 53  
 GR 4 Math 48  
 Gr 8 ELA 78  
 GR 8 Math 48  
 Gr 10 ELA 81  
 Gr 10 math 75

# MCAS Math Proficiency Rates. WPS & MA. 2009.



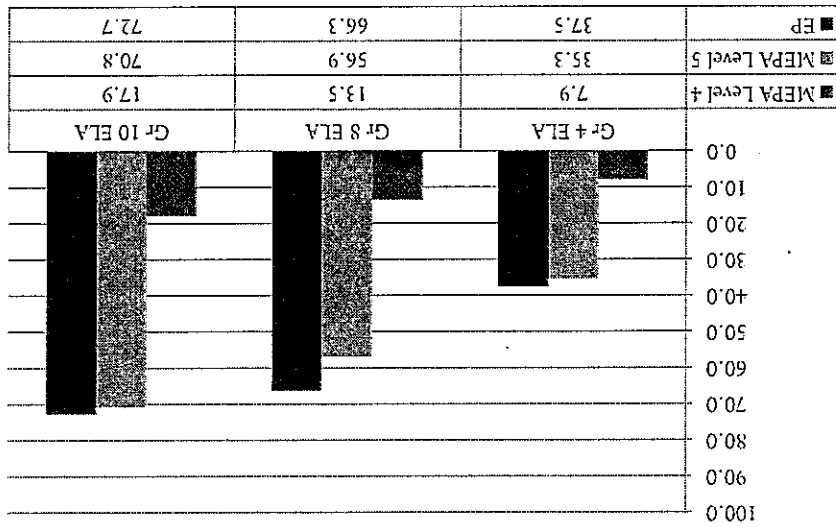
Source: MDESE (State data); Worcester Public Schools, March 12, 2009 (WPS data).

Improvements for all groups, except ELLs; only ones that

Current data does not help us understand the outcomes of Latino students.

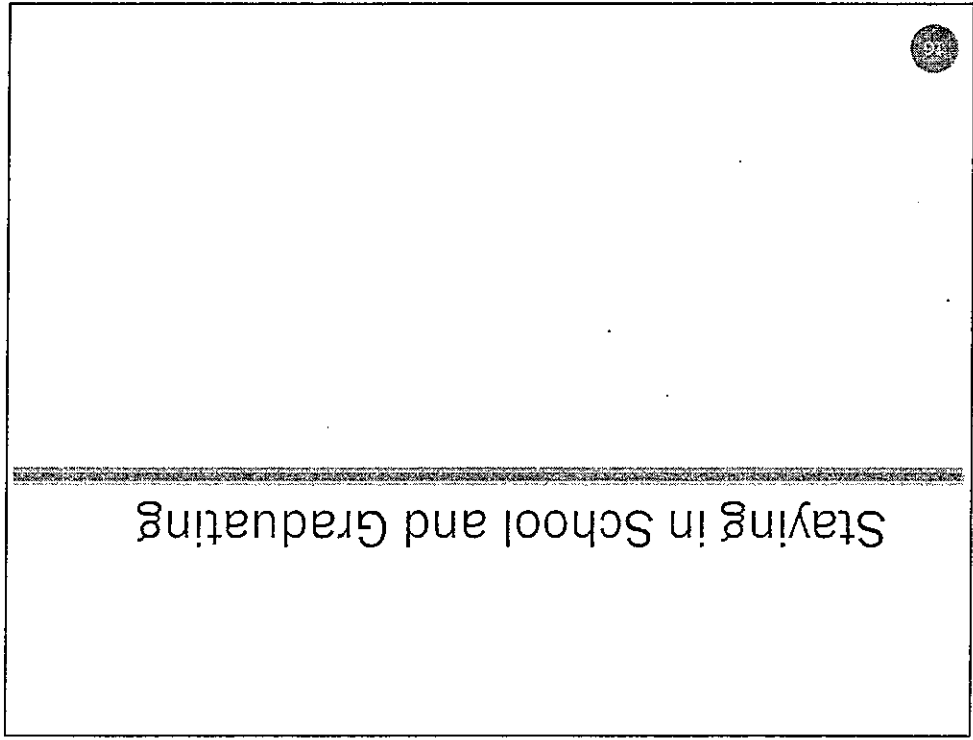
- Latino and LEP MCAS scores include outcomes for students with very low levels of proficiency. These students should not be expected to score well in standardized test in English.
- Recent research shows that ELL are taking about 5 years to reach the level of English proficiency in the Mass English Proficiency Assessment (MEPA) that allows them to pass the MCAS ELA test, but they are tested after the first year in MA schools.
- Once they attain this level, their performance is comparable to that of English proficient students,

# MCAS ELA Proficiency Rates by MEPA Performance Levels, LEPS, WPS, 2009.



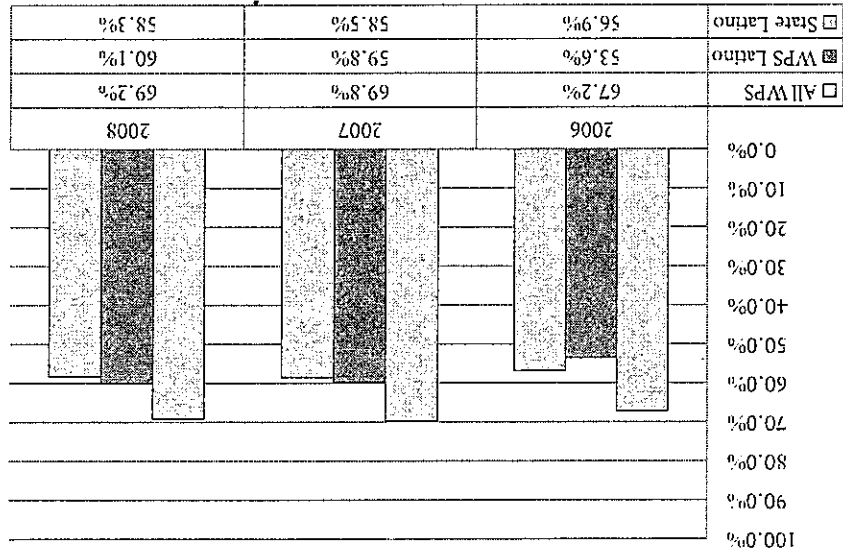
Source: MEPA data provided by MDESE (requested data provided on 10/8/09). EP data calculated from MDESE (2009n)

We don't have this for latino LEPS, right? >We don't.



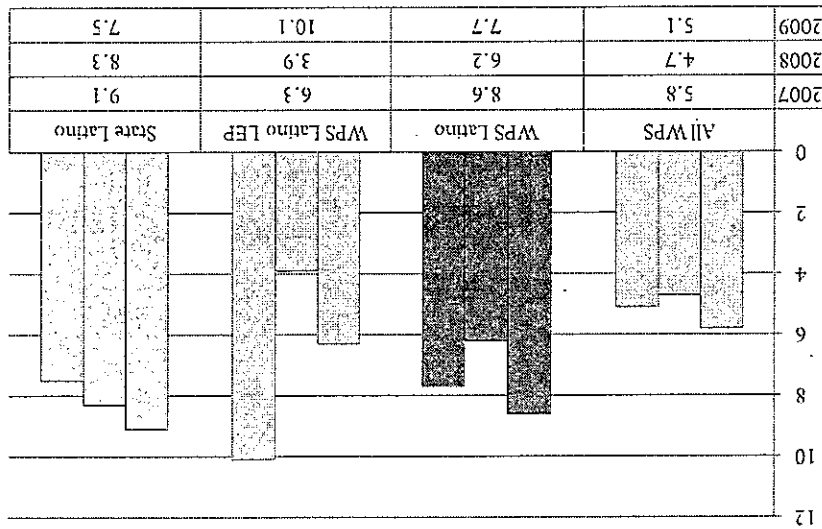


# 4-Yr Graduation Rate, WPS & MA. 2006, 2007, and 2008



Source: MDESE (State data); Worcester Public Schools, March 12, 2009 (WPS data).

# Annual Drop-out Rate, WPS and MA, 2007-2009



Source: MDSE (State data); Worcester Public Schools, March 12, 2009 (WPS data).

WPS Latino drop-out rate escalates even as the state Latino rates decline.

## Areas for Intervention

- > Focus on drop out prevention
  - improve the learning environment for all Latino students, value students' language and culture.
  - emphasize early intervention, as early as elementary school
  - focus on low rates of attendance and high rates of grade retention
  - pay special attention
    - to boys
    - to English Learners, particularly those who arrive to MA schools as adolescents or illiterate in their own language
- > Improve academic achievement
  - focus on all Latino students as they transition from elementary to middle school
  - focus on English Learners at all levels, but especially in middle school and high school
  - prioritize professional development for teachers in contact with English Learners
  - institute appropriate assessment and placement of English Learners
  - use evidence-based program planning at the state and at the district levels
  - based on accurate and relevant data
  - include thorough analyses of the situation of Latino students
- > Improve accountability and access to information
  - monitor the progress of all Latino students and most especially English Learners
  - improve data collection about Latino students
  - improve parents' and communities' access to accurate information about Latino student outcomes and schools where Latino students succeed
  - improve parents' understanding of requirements and responsibilities in U.S. educational system

Gaston Institute, 5/26/2009