

What are the equity needs of Latino and ELL children: what policies give every child an opportunity to succeed?

CCSD Reorganization Technical Advisory Committee

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Exhibit G - CCSD Tech Adv Document consists of 12 pages. Entire exhibit provided. Meeting Date: 01-27-16

What are the characteristics of Latino children enrolled in CCSD?

- Latino and ELL children the most likely to live in low income family

CCSD Students who qualify for FRL by ethnicity/race
2013-14

- ELL 79%
- Latino 74%
- Black 73%
- Asian 36%
- White 30%

Source CCSD, Closing the Literacy Gaps, Appendix F (Apr 2015); WESTED ELL (20150)

Latino children are likely to be ELL

- 91% of ELLs are Spanish speakers (2015)
- One in two Latino children in K-3 are ELL
- Over 80% are US born
- One in three children in CCSD are either current or former ELL (2015)
- NV's ELL drop out rate 26%, 2nd highest in nation; 16% of ELLs cannot pass proficiencies and get HS degree.

Source: Reynolds, Putney, Lazos, CCSD-UNLV ELL Research Consortium (2011)

Wested, CCSD ELL: Examining Data for Dialogue and Inquiry (2015); USDOE quick facts ELL

Latino children are less likely to have college educated parents

- Educational attainment in Nevada for Latinos lags behind African Americans and non-Latinos.
- Nevada has the lowest percentage of Latinos in the Nation with some post-secondary education or higher.

Source: Guinn Center, State of Latinos in the Intermountain West La\ (2014)

Latino children go to schools that are Title I schools, which are overcrowded and rundown.

- Half of Clark County School District buildings are more than 20 years old, and for the most part, Clark County's aging schools are located in its center, and its newer schools are located around its periphery.
- ELL and Free Lunch Students are statistically far likelier to be located in the center and eastern wing of Clark County.
- When new schools are built around the periphery of Clark County, more vulnerable students, such as ELL and FRL students, see a disproportionately low percentage of the benefits.

Source: CCSD, Capital improvement Plan: Public Input Meetings
<http://capitalimprovementplan.ccsd.net/wp-content/uploads/2015/08/cip-presentation-web-version.pdf>

Minority and ELL children are the least likely to have a highly qualified teacher in the front of the classroom.

- CCSD has the bulk high poverty schools, about 121 – which are up to 90% minority and over 35% ELL.
- The median teacher salary in high poverty schools is \$42,000, reflecting low experience levels.
- Over 80% of teacher vacancies are in T.I schools.
- CCSD has ELL trained teacher to ELL student ratio of 2,141:1

Source NV Educator Equity Profile (2012-13)

http://www.doe.nv.gov/Educator_Effectiveness/Educator_Develop_Support/Nevada_Equity_Plan/; English Mastery Council, Apr 23, 2014; Staci Venaske CCSD presentation to CCSD reorg committee

POLICY SUGGESTIONS FOR THE COMMITTEE

Change the Nevada Plan to properly fund the educational needs of children from low income backgrounds and ELL

- According to *Is School Funding Fair?* NV's funding formula is the most "unfair" for children in poverty.
- Augenblick cost study, recommended base at \$8250 and EL weight at 1.42; FRL weight 1.35
- Legislature's 2014 K-12 Funding Formula Task Force recommended 1.5 weights for ELL/FRL

Invest in Pre-K for low income and ELL children

- Research is solid that preK investments for children in poverty and ELLs can return up to \$30 on \$1 of investment
- ELL children in particular benefit from preK because it helps them start learning English before they have to start learning to read.
- Nevada's rank in overall preK enrollment is **#50**

Increase level of teacher training for ELL children

- NV has 3rd highest population of ELLs, lowest levels of ELL training of teachers
- CCSD Long term Els, 1 in 6 of current Els, least likely to graduate.
- English Mastery Council focusing on CLE and higher ed EL training (it's been working on recs since Jan 2014)
- Also need monetary incentives, paying teachers for ELL training and proficiency

Address the mismatch between talented, experienced teachers and the children who are the most vulnerable and need them the most

- Monitor whether CCSD-CCEA CBA incentivizes well ELL trained suburban located teacher to move to inner city school with a 2-year \$5K increase (rather than 3-year)
- NDOE is undertaking study of “educator equity”, so this effort should be monitored.

Ensure that the most vulnerable kids go to a school with leadership that understands their challenges and their culture.

Research shows that teachers who teach in schools where leaders do not understand advanced teaching methods revert to methods that are mediocre and inadequate.

Empowerment Schools Study (2010) UNLV evaluation of empowerment program emphasized that school leadership is key to effective school performance (also curriculum and parental engagement)

Give parents a voice.

- As we continue discussions, it becomes apparent that most parents feel disconnected from their schools and don't feel well represented in current trustee structure.
- Consider a “break up” of trustee districts, so that they are smaller and community voices can be better heard.