

## MEMORANDUM

**TO:** Arlington School Board

**FROM:** ESOL/HILT Advisory Committee

**DATE:** February 10, 2013

**SUBJECT:** Recommending Year Report

### Introduction

This year, the ESOL/HILT CAC focused on studying the results of the comprehensive evaluation of the Arlington Public Schools Services (APS) for English Language Learners (ELLs, also referred to as Limited English Proficient students, or LEPs), conducted by the Center for Education, Equity and Excellence from George Washington University (GWU). The recommendations we make in this report are based on our in-depth examination of the comprehensive evaluation. For your reference, we have included in the Appendices, the Executive Summary of the report. The full report can be found on the APS Planning and Evaluation webpage of program evaluations: <http://www.apsva.us/site/Default.aspx?PageID=2725>

The full report is available in English and the Executive Summary has been translated into the five most prevalent languages spoken by ELL families in Arlington. We applaud this important step taken by the school division to ensure that the information contained in the report is accessible to the ELL community.

For purposes of providing a context to the Committee's recommendations, we have included a section that highlights the main concerns and issues that emerged from the committee's review of the evaluation report.

The ELL/LEP student population has constituted a considerable percentage of APS enrollment since the early 1970s, when Arlington welcomed refugees from Vietnam. Today, ELL enrollment comprises almost one-third of total enrollment in APS. The work of the ESOL/HILT CAC over the past decade has been driven by a concern for the poor academic progress shown by ELLs and the sustained gap in achievement compared to their English-speaking peers. As the CAC delved into a number of areas related to this underperformance, it became unequivocally clear that the challenges went beyond the ESOL/HILT program. The concern and dedication of the ESOL/HILT Office and staff, alone, was not sufficient to assure the academic success of ELLs. The academic success of ELLs requires the commitment and relevant qualification of all educators and administrators serving ELLs. Consequently, in 2010-11 the CAC recommended a system wide evaluation to assist APS in uncovering the areas that need improvement, in order to ensure that its LEP students have access to APS' educational opportunities and to substantially improve their achievement.

The ESOL/HILT committee members are grateful for the support this important recommendation received from the ACI, the School Board, and Dr. Murphy, and we are particularly grateful that the evaluation was carried out on an accelerated schedule. APS staff from the Program Evaluation and the ESOL/HILT Offices devoted significant time and effort to assist in carrying out this evaluation and for this, the committee members wish to express our sincere appreciation.

This report contains the following: background information regarding ELL enrollment in APS schools; a brief listing of issues the committee members identified from the extensive 300 + page evaluation; and six recommendations for the consideration of the Advisory Council on Instruction.

### **Enrollment of English Language Learners**

The enrollment count on September 28, 2012 indicates that 6,504 students out of the 21,810 students in Arlington Public Schools are either currently classified as Limited English Proficient (LEP) or have exited this status within the past two years. About 3,900 LEP students are currently receiving direct services from the ESOL/HILT program. APS uses a number of categories to report data related to LEP students:

- ELLs or LEP students who are at English proficiency levels 1-5 are students who are deemed not proficient in English. Federal law requires that schools provide instructional support to ensure these students have equal access to the curriculum.
- APS provides direct instructional services through the ESOL/HILT Program only to LEP students at levels 1-4 of English proficiency.
- ELLs at Levels 5 and 6 do not receive direct ESOL/HILT services but might receive support as determined by each school. [pp. 10, 11]
- Students for whom parents have chosen to decline ESOL/HILT services for their child identified as “opted out of services” in Table 1. A parent’s decision to opt out, however, does not rid the school division of its legal obligation to ensure equal access to education for these students.
- There are two additional groups of ELLs that are not included in Total K-12 ELL enrollment: a) the pre-K students who are LEP and b) the students who have exited the LEP status (Level 6 and exited) but are still on the continuum of developing their English proficiency.<sup>1</sup>

Our table provides the grand total that includes these last two groups because in order for the school division to make the type of improvement it seeks, it must take into consideration all ELL students and the instructional services they require.

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<sup>1</sup> ELLs who reach Level 6 of WIDA (based on a 1 through 6 scale of English proficiency developed by the World Class Instructional Design and Assessment) are designated as “Reaching”. In addition to taking the initial English proficiency assessment (W-APT), all LEP students must take annual assessments of their English proficiency, using ACCESS (developed by WIDA). Students reach Level 6 when they have obtained Overall and Literacy Proficiency Levels of 5.0 or above on Tier C of the ACCESS or Overall and Literacy Proficiency Levels of 5.0 or above on the W-APT or Model (WIDA assessments). These students have exited direct ESOL/HILT services.

**Table 1. English Language Learner Enrollment in APS**

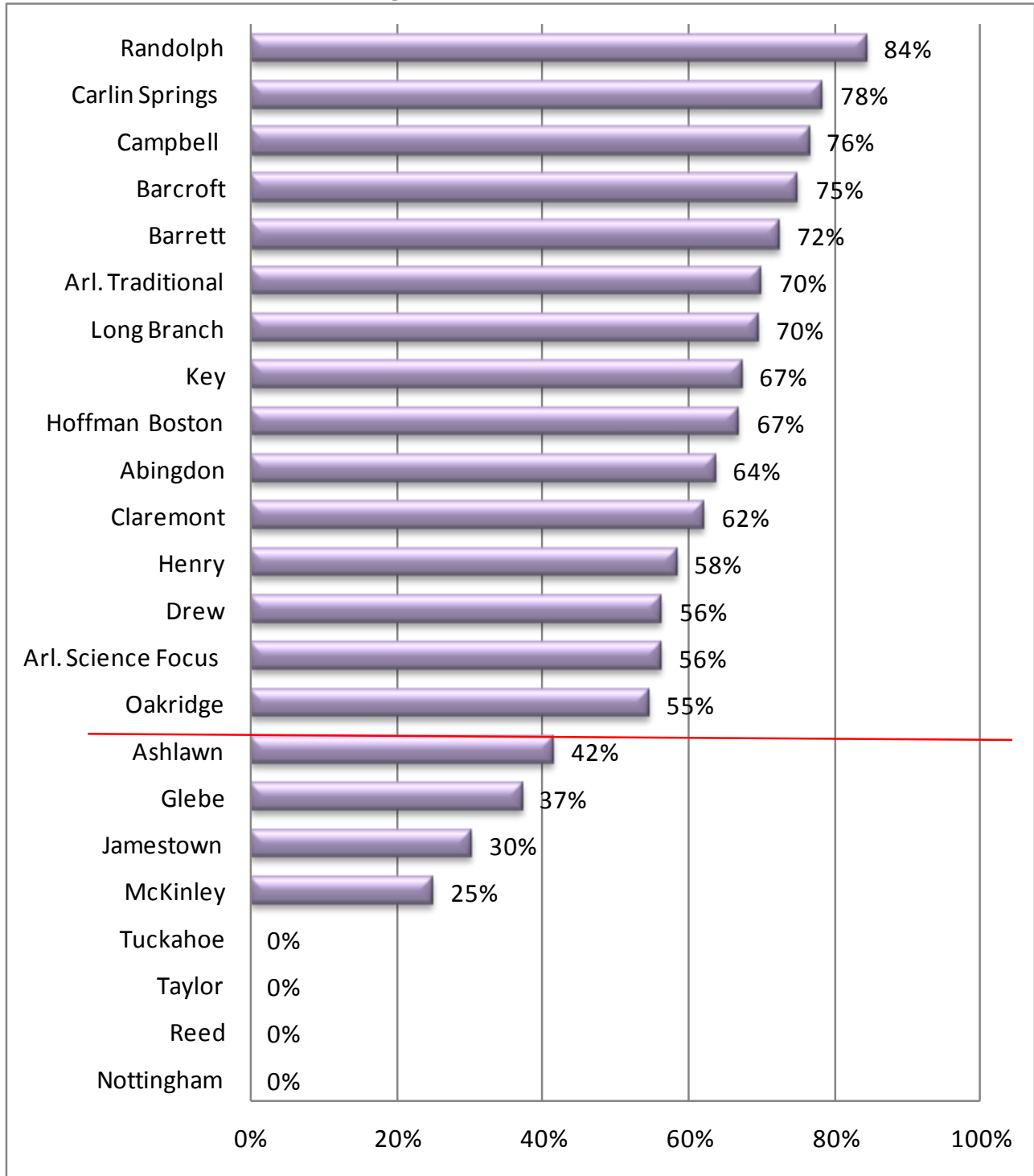
|   | <b>Elementary<br/>K-5</b> | <b>Middle<br/>School</b> | <b>High<br/>School</b> | <b>APS<br/>Total</b> |
|---|---------------------------|--------------------------|------------------------|----------------------|
| LEP Receiving Direct Services (Levels 1-4)      | 2766                      | 457                      | 696                    | 3919                 |
| Exited from Direct Services (Level 5)           | 122                       | 266                      | 367                    | 755                  |
| Opted out of Services <sup>2</sup>              | 45                        | 11                       | 32                     | 88                   |
| <b>Total LEP K-12 Enrollment</b>                | <b>2933</b>               | <b>734</b>               | <b>1095</b>            | <b>4762</b>          |
| <i>Total K-12 Enrollment</i>                    | <i>11403</i>              | <i>4448</i>              | <i>5959</i>            | <i>21810</i>         |
| LEP as a % of APS K-12 Enrollment               | 26%                       | 17%                      | 18%                    | 22%                  |
| Pre-K LEP (do not receive direct services)      | 619                       | na                       | na                     | 619                  |
| Former LEP within two years (level 6)           | 495                       | 269                      | 359                    | 1123                 |
| <b>Grand Total LEP/ELL Students</b>             | <b>4047</b>               | <b>1003</b>              | <b>1454</b>            | <b>6504</b>          |
| <i>Grand Total Enrollment Pre-K to Grade 5</i>  | <i>12443</i>              |                          |                        |                      |
| LEP/ELL as a % of APS Pre-K and K-12 Enrollment | 33%                       | 23%                      | 24%                    | 28%                  |

Source: 2012-13 LEP Survey Arlington Public Schools

It is vitally important to include ELL enrollment at the Pre-K level in budget and instructional plans, since such children will eventually enroll in K-12 grades in APS. Research on child and language development highlights the critical importance of these early years; however, as noted in the GWU evaluation, Arlington Public Schools currently do not provide literacy instruction in primary language or explicit English language development instruction for ELLs enrolled in Pre-K. In 2012-13, a total of 1,040 students enrolled in Pre-K programs, and 619 (60%) were identified as LEP. Exhibit 1 shows that in a majority (15) of our schools, LEP students represent 50 percent or more Pre-K enrollments.

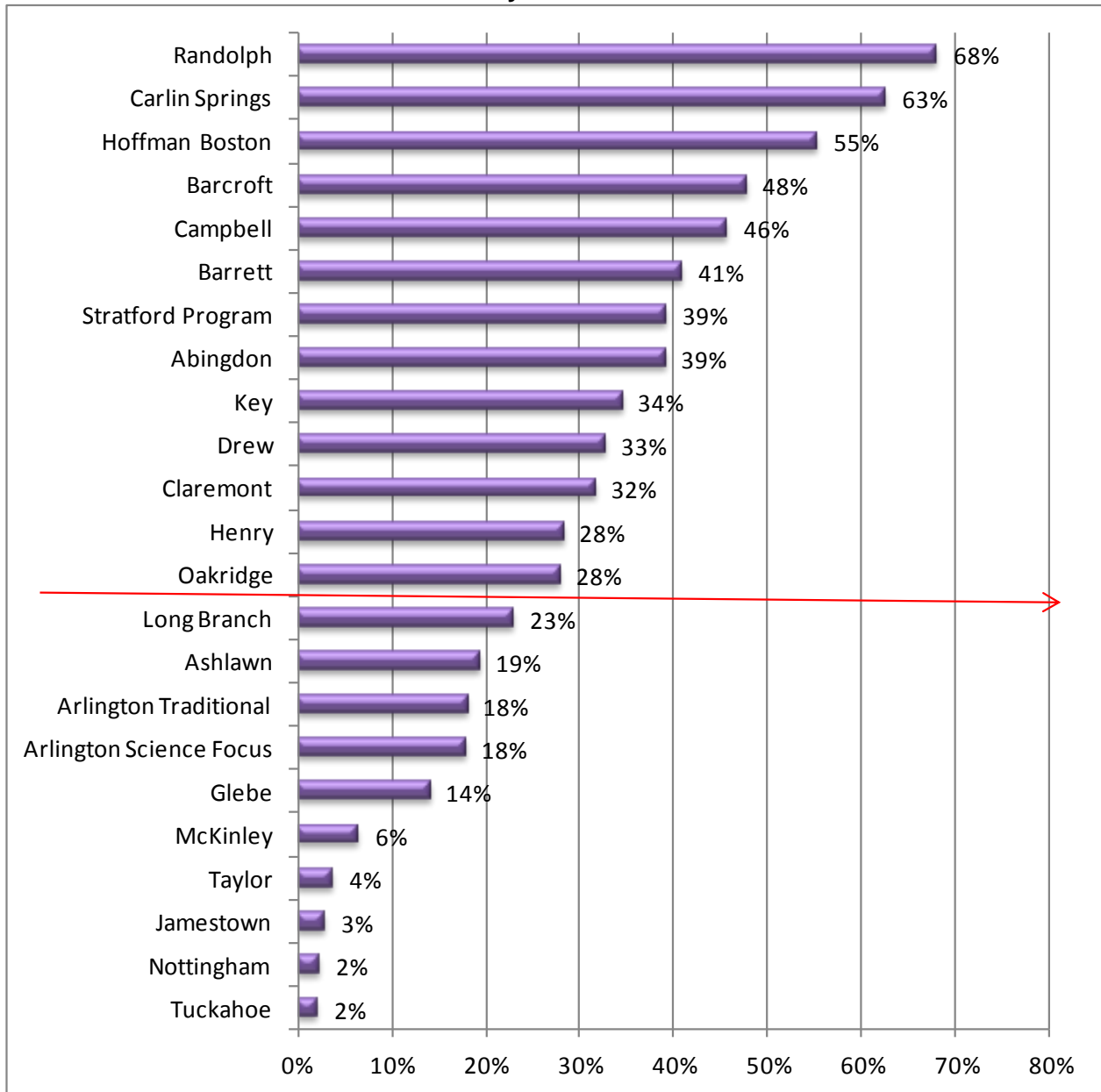
<sup>2</sup> Under Federal Civil Rights Law, APS is responsible for ensuring that ELLs whose parents opt out of ESOL/HILT services achieve English proficiency and grade level content learning.

**Exhibit 1. Percentage of Pre-K enrollment classified as LEP**



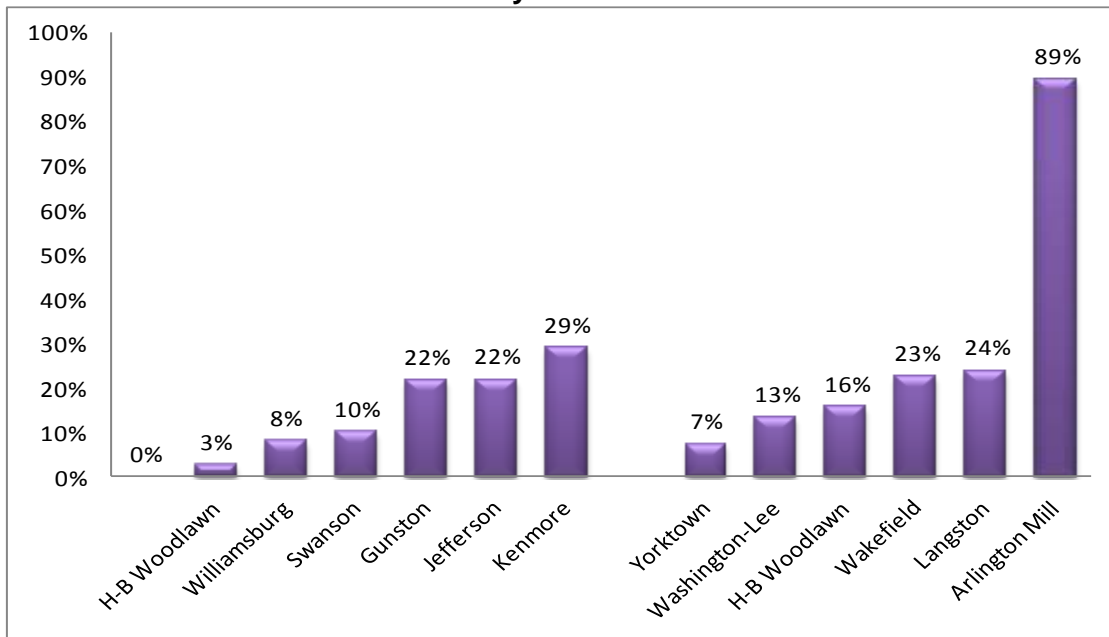
More than half of the elementary schools in APS have significant ELL enrollment; specifically, 13 elementary schools (Stratford Program is included) have ELL enrollments of about 30 percent or more (two schools have 28 percent ELLs). (Exhibit 2)

**Exhibit 2. ELLs (Levels 1-5) as Percentage of 2012-13 Enrollment in Elementary Schools in APS**



Among APS middle schools, Gunston, Jefferson, and Kenmore collectively enroll 75 percent of ELL middle graders. About 75 percent of LEP students in comprehensive high schools attend either Wakefield or Washington-Lee. ELLs represent the vast majority of students enrolled in alternative high schools—78 percent of students enrolled at Arlington Mill and Langston. (Exhibit 3)

**Exhibit 3. LEP as a Percentage of Total 2012-13 Enrollment in Secondary Schools in APs**



### Highlights from the Comprehensive ELL Program Evaluation

The ELL Program Evaluation Report prepared by GWU is extensive and provides comprehensive findings and recommendations in a number of important areas, extending beyond the ESOL/HILT program to cover the entire school division. The evaluators found that the ESOL/HILT program has an adequate design based on sound research and a series of well-developed instructional guides and materials. CAC members were troubled, however, that the evaluation also found that the program has been inconsistently implemented and is not succeeding for many students [cf. Report, C-12, C-14, C-20, C-21]. In this section we highlight and explain some concerning findings of the report, all relevant to the recommendations we make in Section III of this report.

The evaluation's findings reveal failures in the school division's capabilities to systemically ensure equal educational opportunity for all students identified as LEP, as required by federal civil rights law. GWU's longitudinal analyses of ELL cohorts reveal inconsistent patterns of academic progress. At the elementary level, ELLs show academic growth but in middle school, the ELL cohort showed much lower levels of achievement and significantly larger gaps. The achievement levels of ELLs in the middle school cohort improved markedly from 2009 to 2011 but the achievement gap remained significant compared to achievement of non-ELLs. In both the elementary and middle school cohorts, former ELLs (those who have exited Limited English Proficiency status) perform close to the performance level of non-ELLs and in some cases former

ELLs outperformed their non-ELL peers.<sup>3</sup> [C-13 through C-18] The evaluation of APS' instructional programs and services reveal that lower levels of achievement and success are still the case for many of the LEP students, in comparison to their native-English speaking peers. *Specifically, ELLs in APS show lower achievement scores, lower rates of participation in advanced courses, low graduation rates, limited access to programs for the gifted and, at times, limited access to a wide range of opportunities within APS. These tend to be the type of indicators that could signal educational inequities banned by Title VI of the Civil Rights Act of 1964, the United States Supreme Court's decision in Lau v. Nichols, and the Equal Education Opportunities Act of 1974.*

The absence of a systemic pattern of ELL achievement can be largely explained by the GWU finding that ELL programming in APS “varies substantially from school to school, and in some cases from grade to grade and from year to year,” [p. 26]. This variance precludes the delivery of ESOL/HILT services within a cohesive design across APS schools. [p. 25] The report further states that some schools have developed exemplary strategies for ELLs, while in others, ELL services are less systematic and/or less aligned to the needs of the ELLs served. [p.26]

**The progress noted in the achievement of ELLs in elementary was not found at the middle and high school levels. Academic achievement of ELLs in middle school and high school show progress occurring mostly for ELLs at Levels 1 and 2 with persistent achievement gaps for ELLs at all levels of proficiency. (C-11 through C-29)**

- The elementary ELL cohort showed that the SOL Reading scores gap between LEP and non-LEP students was reduced from 15% in 3<sup>rd</sup> grade to 7% in 5<sup>th</sup> grade. In the Mathematics SOL, similar progress was shown, resulting in a 7% point gap compared to their non-LEP students in Grade 5. [C-13 through C-15]
- In comparison, ELLs on middle school Reading SOLs remained below the state-determined target. Despite significant progress in math, the ELL cohort did not meet the 2011 state target and a 23% point gap remained between ELLs and non-ELLs.
  - The analysis of Reading SOL data by levels of English proficiency reveals that at ELLs at Levels 1 and 2 showed most improvement, reducing their gap (from 5<sup>th</sup> to 8<sup>th</sup> grade) from 56% to 19%. ELLs at Levels 3-5 made slower progress; those at Level 3 had a 35% point gap in relation to their non-ELL peers in Grade 8. [C-13 and C-14]
  - In Mathematics, ELLs at Levels 1 and 2 showed the most progress, but a 36% point gap remained in relation to their non-ELL peers in Grade 8. ELLs at Levels 3 through 5 made progress but significant gaps remained, with ELLs at Level 3 showing the same 35% point gap by Grade 8 in relation to their non-ELL peers.
- Low levels of achievement for ELLs at the high school level are noted by a number of indicators.

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<sup>3</sup> The evaluators found that LEP students at levels 5 and 6 who entered in secondary showed higher rates of enrollment than non-LEP.

- Fewer ELLs (22%) enrolled in advanced coursework compared to their non-ELL peers (67%). [C-20] LEP and former LEP students (14% and 47%, respectively) who entered APS at the elementary level had some of the lowest enrollment rates in advanced courses compared to their non-LEP peers (59%). [C-20, 21]
- The percentage of ELLs who passed Algebra 1 by Grade 8 was 27% for LEP students at Levels 1-5 but only 3% for those at Level 3. [C-19]
- For students with a history of LEP status, the four-year completion rate was 60% compared to 88% for students with no such history, though ELLs who entered APS in elementary had higher completion rates (75%) of all groups of ELL students analyzed by GWU.<sup>4</sup> [C-24]

**The APS data system does not adequately provide a number of key data elements that are necessary to monitor the academic progress of ELLs.** Specifically, the George Washington University staff found that it was difficult to retrieve historical data on ELLs related to the instructional services received as well as their academic achievement (scores on a variety of assessments). The lack of access to a comprehensive data related to ELLs undermines APS' capacity to create robust systems of accountability and to determine whether the ELL programs are implemented with fidelity and are consistent with the research-based approaches recommended by the ESOL/HILT Office.

**There is a real concern about the number of years that ELLs stay in the ESOL/HILT program.** Many of the ELL students in APS who are US born and in middle school are still classified as LEP even though they started their education in elementary. Fifty-seven percent of students who exited in middle schools (grade 6-8) took more than six years to do so and half of the students who exited during the elementary years took four to six years to do so. [C-10]

**ELLs participate in advanced courses at much lower levels than their English proficient peers, and are less likely to be on the college and career path.** A long-standing concern of the ESOL/HILT CAC has been the low participation of ELLs in advanced courses, particularly in mathematics. Despite efforts made by staff to ensure that ELLs are assigned to mathematics courses based on their content knowledge and not their proficiency in English, the evaluation conducted by CEEE still found low percentages of ELLs enrolling in advanced mathematics courses. [C-17]

- Enrollment in accelerated mathematics in the middle school years was highest for students at Level 5 (43%), but only 3 percent of ELLs in middle school and at Level 3 were enrolled in accelerated mathematics.
- Survey responses by principals, general education, and ELL teachers show very different understandings and levels of awareness regarding several indicators that students are on pathways to college and career. [D-12]

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<sup>4</sup> Having a history of LEP status, for purposes of the cohort analysis, was defined as students who entered APS as LEP, including both current and former ELLs. The completion rate for ELLs who entered in PK-5 goes up to 92-93% if given 5 years to complete.



- Principals and general education teachers thought that many ELLs (51-75%) participate in advanced courses, but ELL teachers thought this was only true of some (26-50%).
- Teachers from both groups thought only some (26-50%) or few (10-25%) families of ELLs receive appropriate guidance about high school graduation requirement and are actively helping their child select courses, but principals thought this was true for many (51-75%).

**There is no written articulation in APS-wide documents delineating the rights of LEP students for staff and parents, as well as the responsibilities of the entire school division under federal civil rights law.** The APS Strategic Plan and the mission of its various instructional programs do not include a goal of ensuring that ELLs have equal access to education. A number of findings in the report were particularly troubling because they signaled a lack of equity in a several areas. For example:

- Teachers reported that compared to non-ELL students, many ELLs are not participating in elective courses [G-6 ] and students reported that at times they did not participate in field trips because “there was no money” for the HILT class to go on these. [H-5]
- In some instances, ELLs are clustered for too long in a school day, resulting in linguistic isolation. [page G-7]
- Parents in focus groups expressed concerns that their children (ELLs) do not receive equitable access to college and career pathways. [I-2 ]
- In addition, CAC members’ experience and feedback from other parents indicated that school notifications to parents of ELLs who are assigned to receive ESOL/HILT services tend to be unclear and inconsistent.

**There is an urgent need to strengthen a sense of shared responsibility among all staff for the academic success of ELLs.** The survey conducted by the George Washington University staff did not have a very high response rate from principals, and staff responses revealed gaps and stark differences in whether or not staff felt responsible for ELL instruction or whether improvements were warranted. Of the 38 school administrators who received the survey, 21 (or 47%) responded; participation was voluntary and confidential.

- In response to whether certain practices were in ‘need of improvement,’ principals and teachers at the elementary schools showed notable gaps in their responses, between 18 to 33 percentage points. ELL teachers showed the highest response of practices that needed improvement. [See D-7]
- At various points in the survey or interviews, teacher responses did not convey a sense of shared responsibility and instead conveyed the notion that the ESOL/HILT Office or teachers should be primarily, if not solely, responsible for providing support for ELLs. This perception seemed to be most prevalent regarding intermediate and long-term ELLs. [ D-7, G-10, J-19]
- Collaboration with ESOL/HILT teachers and specialists is not currently an institutional expectation. In fact, the APS statement on Collaboration omits ESOL/HILT teachers. [J- 17]

**ELLs are not being sufficiently challenged in their development of academic English.** The members of the CAC are concerned about the long-term ELLs and the ELLs who seem to remain stagnant at intermediate levels of English proficiency. Teachers and school administrators expressed similar concerns. [Page G-3] The CAC found troublesome the report's findings that both parents and students expressed concerns for the low level of rigor in many of the classes for ELLs. [H-2, H-3, I-2]

- Principals believe ELLs are receiving targeted instruction to develop academic English, but less than half as many teachers in elementary agreed with this assertion. (83% of principals compared to 43% of General education teachers and 31% of ELL teachers). [D-12]
- Instruction at the elementary level, for ELLs, focused too much on remediation, to the detriment of enrichment and critical thinking. [G-4]
- At the secondary level, school personnel interviews show a lack of consensus on the best pedagogical approach for ELLs—should instruction focus on remediation or push forward in English development? [G-4, G-5]
- The evaluation found that the elementary and secondary English Language Arts guides for teaching ELLs provided little guidance for teaching students to understand and produce sophisticated forms of academic language encountered in texts, and classroom assignments. [p. 31]

**The ESOL/HILT CAC has ongoing concerns about the effectiveness of APS communication with ELL families.** The CAC strongly advocates for improving APS family engagement efforts for ELL families and for ensuring that they receive critical information about academic opportunities. Federal law requires that parents receive information, in a language and form they understand, about the programs available to their children and their progress in these programs. The report's "summary of findings" regarding parental and family engagement (Table 22, p. 45 of the GWU report) includes only one strength (the presence of programs and personnel for parental engagement at schools) and one weakness (the fact that many parents are unaware of the existence of opportunities for training and support). The report's summary, however, neglects to mention a number of findings detailed in Appendix D that are very relevant to our recommendations and to the overall improvement of ELL outcomes. Some of these concerns have been raised by the Advisory Committee over several years, including--

- ELL families do receive many documents, but communication is often not user-friendly or designed to be accessible for families with particular needs (for example, families without access to internet or low levels of computer skills or families without the literacy skills to effectively navigate APS written policies). We need a comprehensive and more coordinated family outreach strategy that is nimble enough to adapt to the needs and assets of different families.
- The report found that many ELL parents are still unclear about the practices, resources and opportunities in APS. The CAC has long advocated expanding parent training programs such as PARTICIPA to address this concern by building leadership skills for ELL families to effectively communicate with their children's schools and teachers.

- ELL parents have often shared concerns with CAC members that they often encounter teachers who do not know how to communicate with them in a respectful manner. This concern was also reported by the GWU report.[I-5] Teachers need support and training to help them to respectfully and effectively communicate with linguistically and culturally diverse parents, valuing the assets ELLs bring to school.

## Recommendations

The committee thinks that the recommendations made by the GWU are solidly on-point and provide a clear pathway for systemic improvement. The CAC, however, also realizes that designing the implementation particulars of such a pathway entails significant work and coordination across the division's various departments and organizational levels. Accordingly, the CAC focused on developing recommendations that assist APS in prioritizing its work to make substantive and systemic improvements to the instructional and support services provided to English Language Learners.

### ***Recommendation #1:***

***Ensure that the design of the new data system includes components and coding protocols that capture critical data of ELL achievement and schooling experiences and that allow for longitudinal analyses.***

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The coding in the data system should allow comparisons between ELLs and non-ELLs, in order to determine the division's capacity to meet the needs of ELLs and its obligations to ELLs, defined under Title VI of the Civil Rights Act. Relevant student data elements include: grades, assessment scores, participation in advanced courses and gifted and talented programs, participation in remedial courses or interventions, PSAT and SAT scores, Special Education services, disciplinary actions, specific ESOL/HILT services received, native language literacy and prior schooling (if student enrolls in late elementary and beyond), English Language Proficiency Level, participation in choice schools, course attempts/failures, counselor assignments, high school completion, type of diploma, and college attendance.

The data system should allow for analyses to be conducted at the division, school and classroom levels, use ELL identifiers, and be compatible with the state's longitudinal data system.

The data system should be designed with the users in mind, ensuring that APS educators can easily access the information, perhaps via an ELL dashboard, so that they can closely monitor student progress in order to provide on-time instructional interventions and support. Staff access to such data regarding ELLs should be determined in a manner that fosters joint responsibility among staff for the success of ELLs and that deepens the understanding and use of ELL data for instructional decision making.

Finally, the design should allow APS to collect data about its teaching force qualifications, participation in professional development, and school and student assignments—to better support the division in making strategic decisions about recruitment, staff development, and accountability. Data collection should include identifiers that are relevant for ELL instruction, including teacher endorsement, certifications and languages spoken.

**2011 – 2017 Strategic Plan Alignment:** Data-driven processes across all goal areas.

**Rationale.** The evaluators themselves found it difficult to obtain comprehensive achievement data regarding ELLs because currently APS does not collect longitudinal data of ELLs in a single database. Thus, extracting longitudinal data is cumbersome for staff, making it difficult to closely monitor the academic progress of ELLs. While there are some new capabilities in APS' data system and there is willingness to provide data, the system is still unprepared to inform the school division's efforts to eliminate the achievement gap between ELLs and their English-speaking peers.<sup>5</sup> The comprehensive evaluation conducted by GWU emphasized the importance of having data to monitor ELL performance and to use accurate data to detect issues related to ELL instruction for timely intervention. For example, longitudinal achievement data would allow the division to monitor the academic progress of ELLs at Level 3 to intervene in a timely fashion to ensure these students are moving into higher levels of proficiency.

In this context of reduced budget and increased efforts to raise student achievement to close achievement gaps, staffing assignments and professional development investments must be strategic. Such strategic decisions can only be done if the division has a data collection system that allows the division to track and analyze staff assignments and professional development investments and to adjust the division's recruitment policies and programs.

The new data system should support the types of research and program quality questions that are directly relevant to the school division's efforts to improve its instruction and to make marked progress in eliminating the achievement gap by substantially raising achievement of its ELLs. The new system would help answer questions such as--

- a. Which ELLs are succeeding or failing, and at what stage in their progress is this happening? Data should allow for analyses by grade, school, and teacher to identify trends and promising practices, as well as areas that need immediate attention.
- b. How well do ELL students perform after they exit the ESOL/HILT program and are no longer designated as LEP?
- c. How are the counseling and the course placement processes working for ELLs?

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<sup>5</sup> The most recent independent outside audit of the APS information system ["Final Version April 2011, IS Review -- Recommendations Report", BDMP Consultants] underscored significant deficiencies in hardware, software and management which are still in process of remediation by APS. These deficiencies have been especially salient over the years in hindering evaluation of programs and longitudinal analyses of student experiences which might assist the understanding of achievement gaps for ELLs and other NCLB-designated student groups.

- d. How are ELL families benefitting from the APS system of choice schools? From its after-school programs?
- e. What type of diplomas are ELLs earning and how long do ELLs at various levels of proficiency take to complete the different types of diplomas?

**Budgetary Implications:** Additional funding is not anticipated to carry out this work. The Department of Information Services will be working in collaboration with departments and offices in APS to determine specific data needs and to make these available in the new data system.

**Committee vote: YES 8      NO 0      ABSTAIN 0**

## **Recommendation #2:**

***Develop a comprehensive plan to improve division's personnel policies, programs and practices affecting the recruitment, hiring, training, and promotion of all instructional personnel including principals, counselors and teachers to meet the needs of ELLs.***

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The plan's development should be driven by the need to recruit, hire, and retain staff with the necessary expertise and qualifications, so that APS can make lasting/enduring/marked improvements in its instructional services and academic outcomes for ELL students who comprise a third of APS enrollment. Teachers with ESL/Bilingual Education Certification are among the hardest positions to fill in districts across the nation, making it necessary to have a dedicated recruitment plan. Job announcements for teachers working with ELLs should explicitly seek such qualifications by requiring that applicants have--

- certification in ESL and/or bilingual education, and foundational knowledge about second language acquisition
- experience in working with ELLs and other language minorities
- bilingual skills, in addition to English, in one of the five most frequently spoken languages by students in APS.

Approaches that have proven successful in other diverse school districts include: career ladder programs to help teacher assistants become fully certified teachers; transition programs for those choosing teaching as a second career (returning military and retirees); and targeted recruitment through Asian and Hispanic professional education associations. (See Appendix B for how the plan would also help APS achieve its Smart Goal #1.)

A comprehensive plan would include components that support the continuum of the development of instructional human capital in APS, from recruitment and hiring to support and promotion.

- Expand the outreach originally planned in the FY 2011 Personnel Services Management Plan to include Hispanic Serving Institutions on the East Coast just as HBCU's are currently targeted.<sup>6</sup>
- Provide support to educators in the form of an induction program for new principals and teachers, particularly those who will be placed at schools with large English language learner populations.
- Strengthen the current teacher mentoring support provided to new teachers by requiring mentors in schools with an LEP student population greater than 20 percent be ESL/bilingual certified in addition to other required certifications.

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<sup>6</sup> The plan projected that it would "Meet with deans of education at various historically Black colleges/universities (HBCU) to discuss Arlington's expectations of applicants as we recruit "highly qualified and diverse teachers." The federal government recognizes and supports three groups of ethnically identifiable institutions of higher education: historically Black colleges & universities (HBCU), Hispanic serving institutions (HSIs), and American Indian Tribally- Controlled Colleges and Universities (AITCCU).

- Build the capacity of counselors and others who communicate with ELL families through regularly provided training on issues, programs and policies related to ELLs to ensure that these students have equal access to the full range of educational services in APS.
- Require that school management plans include concrete *professional development* components to improve instruction for LEP students in accordance with the district-wide improvement plan developed on the basis of the GWU ELL Program Evaluation recommendations.

**2011 – 2017 Strategic Plan Alignment:** Goal 3—Recruit, retain, and develop high-quality Staff.

**Rationale.** Most ELLs in APS receive instructional services in an inclusion model, in which ELLs spend most of their day in general education classes (taught in English) but receive ESOL/HILT services during part of the day. Successful implementation of this inclusion model for ELL students requires that general education teachers be qualified to provide appropriate and effective instruction for students who are developing their English proficiency. Accordingly, the ESOL/HILT CAC has recommended numerous times in the past decade that general education teachers receive training to improve their instruction of ELLs.

The GWU report noted the inconsistencies in implementation of instructional models for ELLs across schools. This inconsistency is further exacerbated by the variance in the qualifications of staff employed in delivering instruction to ELLs. The most critical factor that determines the success of any instructional model in meeting the needs of ELLs is the availability of educational professionals who possess the requisite knowledge, skills, and training about English language development and academic content teaching of students who are in the process of learning English. The comprehensive evaluation conducted by GWU confirmed, however, that APS still faces a gap in the capacity of its teaching force to provide effective differentiated instruction to meet the language development needs of ELLs. The professional development that has been provided by the division was deemed helpful, but teachers also reported that improvements were still needed, particularly with follow-through to ensure that the training is affecting classroom instruction. The GWU findings related to professional development include:

- More general education teachers at secondary agreed with the misconception that '*until an ELL learns English, it is difficult to teach academic content*' (34% of general education teacher compared to 14% of ELL teachers)
- At the secondary level, less than half of general education teachers felt they can meet the needs of ELLs. In the open-ended item, a substantial number of these teachers commented that they did not have the expertise or resources to meet the needs of ELLs in their content classrooms.<sup>7</sup> Many teachers expressed the

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<sup>7</sup> Students reported experiencing a wide range of instructional practices, including best practices and poor instructional strategies for ELLs. For example, students described teaching environments and practices in which students are discouraged or even prevented from talking and not supported when asking questions of the teachers. Students and ELLs in particular need to engage in instructional discourse and need safe environments to make mistakes, learn from them and develop language and critical thinking skills. [H-3 through H-6.]

need for additional training or support to differentiate instruction for HILTEX and exited ELLS. [D-23]<sup>8</sup>

- Only about half of the principals and general education teachers thought that teachers had received enough training and follow-up to support changes in their practice, compared to two thirds of ELL teachers and Bilingual Family Resource Assistants (BFRAs)\ HILT Counselor (HCs) who felt this way. [Page D-26]
- There is a need for job-embedded professional development focused on English Language Development (ELD) particularly since teachers might be assisted by coaches available for content areas but have no similar support for ELD. The evaluators found that the quality resources developed by the ESOL/HILT Office are not widely used, thus identifying a need for practical modeling to implement and use these resources. [See J-14 for resources and J-30 through J-31 for feedback on professional development.]

**Budgetary Implications:** A review of how both Operating and grant funding could be used to support the professional development components outlined in this recommendation may help to limit additional costs. It is anticipated that some funding will be needed to establish an induction program for new administrators and teachers, to strengthen the current new teacher mentoring program, and to provide professional development for the Department of Student Services. Approximate amounts of funding to be redirected or allotted:

- Induction program for new staff: \$10,000
- Strengthen the new teacher mentoring support: An analysis of the current number of certified ESL teachers by school would need to be conducted to determine if there are additional costs in providing this support.
- Professional development for Student Services staff: \$4,500
- School management plans: \$16,800 (professional development x four schools)

**Committee vote: YES 8      NO 0      ABSTAIN 0**

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<sup>8</sup> HILTEX A and HILTEX B are instructional services provided to ELLs in secondary and who are at English Proficiency Levels 3 and 4 (p. 11 of GWU Report)



**Recommendation # 3:**

**Conduct an internal school-by-school self-assessment exercise to inform and develop a multi-year implementation plan for the strategies the division will pursue to ensure that ELLs excel in the Arlington Public Schools.**

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A school-by-school self-assessment would provide vital information about best practices to build upon and the program deficiencies that require differing levels of support for improvement. Both quantitative and qualitative indicators, drawing on APS' own and those used in the ELL Program Evaluation, would be used in schools' self-assessments. The school-based examination would look at fidelity of program implementation, student progress in English acquisition, content-area progress, and the ability to sustain gains over time. The school-focused examination would also look at the resources available in the building, including staffing levels, qualifications and leadership knowledge of ELL issues. The results would provide key information for the cross-functional team to determine how to prioritize and differentiate support for schools.

- The schools that are currently undergoing School Improvement efforts under the University of Virginia program would be a logical group to assist in ensuring the improvements also address the shortcomings of programs and services for ELLs pointed out in the GWU evaluation.
- Another set of priority schools could include an elementary school that is producing large number of long-term ELLs and a middle school with a high enrollment of long-term ELLs.

**2011 – 2017 Strategic Plan Alignment:** Data-driven, strategic implementation and Goal 2—Eliminate the achievement gap

**Rationale:** This would allow APS the bandwidth to coordinate the implementation of systemic improvements for ELL instruction across content areas, other reform efforts, and all levels of leadership. A tiered structure of support for these schools would allow the school division to properly tailor professional development, instructional coaching, data analysis, and monitoring. This group of schools could function as its own Professional Learning Community and facilitate focused support and training of different staff roles. For example, professional development for teachers would focus on second language acquisition and language development, ELL instructional strategies, and differentiated instruction, while the professional development for principals might focus on the use of the ELL-specific components of classroom observation tools, and on effective school planning to foster joint planning and collaboration among teachers. The improvement effort plan should also take into consideration the findings and recommendations of the Program Evaluation of Special Education Services to ensure that schools build their capacity in a coordinated fashion to serve both groups of students.

**Budgetary Implications:** Existing funds could continue to support the focus schools that participate in the UVA Cohort.

**Committee vote: YES 8      NO 0      ABSTAIN 0**

#### Recommendation # 4

*Articulate at the highest leadership levels an explicit, clear, and consistent vision for ELLs, using internal and external communications tools to ensure this vision is clearly understood throughout the school division and the community.*

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The vision for ELLs should bring these students fully and explicitly into the school division's Strategic Plan and be consistent with the current mission of the ESOL/HILT program--"to ensure that ELL's achieve their fullest linguistic, academic cognitive and social potential."

**2011 – 2017 Strategic Plan Alignment:** Goal 2—Eliminate the achievement gap

**Rationale:** The ELL Program Evaluation found that the mission of the ESOL/HILT program is stated clearly as well as the APS expectation that ELLs are to meet the same academic content standards as all students, as reflected in the SOLs and the APS curricula. The schools division's Strategic Plan, however, does not explicitly acknowledge students' linguistic diversity or the related instructional needs. Cultural competence is explicitly mentioned in the Strategic Plan, but this does not necessarily imply the competence required to meet the legal protections and instructional needs of linguistically diverse students. Moreover, the survey and the interviews conducted by the George Washington University staff reveal that the vision and expectations for ELLs are not consistent across the various levels of the school division, across content areas or even across schools. For example, responses from principals and teachers are inconsistent with regard to whether or not there is a shared understanding of goals and expectations for serving ELLs and whether APS initiatives adequately address the needs of ELLs. Over half the principals who responded to the survey believed that the competing priorities in APS make it hard to focus on ELLs. [See pages D-18, D-20]

- Slightly more than half of both general education and ESOL/HILT teachers and a similar percentage of Bilingual Family Resource Assistants believed that "the needs of ELLs are a high priority in their schools." *Fewer than half* of the teachers thought the school leaders articulate a clear vision for educating ELLs. [G-20]
- Focus group discussions highlighted the importance of requiring principals, as school leaders, to be knowledgeable about second language acquisition, so that they can advocate for ELL achievement and support appropriate instructional programs and services. [D-19]

**Budgetary Implications:** Existing funds should be sufficient to address most communication protocols. However; it would be advisable to review the budget as related to translation and interpretation needs.

**Committee vote: YES 8                      NO 0                      ABSTAIN 0**

### Recommendation # 5

*Conduct an internal, division wide, examination of the activities, role and functions of Bilingual Family Resource Assistants and Bilingual HILT Resource Counselors to ensure they have support from their leaders and administrators as well as the training necessary to meet the needs of the ELL community.*

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This examination should include the views of ELL families across the various schools, and would be used to delineate ELL-specific improvements as part of a larger, division-wide, multi-modal family and community communication plan. Such an examination would be conducted in collaboration with the Department of Student Services to allow APS to replicate effective practices in schools across the system and to improve its communication with families, particularly regarding division-wide, important policies. In recent years, several controversial and far-reaching APS policy proposals did not receive feedback from significant segments of the APS community because of the absence of an effective communication plan for non-English-language background stakeholders.

**2011 – 2017 Strategic Plan Alignment:** Goal 3—Recruit, retain, and develop high-quality Staff and Goal 5—Meet the needs of the whole child

**Rationale.** Although the report praises the presence of bilingual family resource staff and programs at most schools, it is unclear if the quality, impact and outcomes of these are currently being measured. Findings in the appendices of the report, echoed experiences shared by some of the ESOL/HILT CAC members and reported by other members who work with the ELL community. There is great variability in the quality and impact of the bilingual family resources and schools vary in the level of support provided to such staff and their work with ELL families. For example, nearly half of the Bilingual Family Resource Assistants reported feeling that their school does not support their role. In some cases, they are expected to act as advisors to ELL students. In others, their role is limited to families. Some have limited or no access to the data they need to advise students. Last year, the CAC reported that the roles of BFRA's were not operationalized in a consistent manner across schools and that they were often assigned clerical or other duties that take away time from assisting ELL families.

**Budgetary Implications:** Additional funding would not be needed to address this recommendation. However, some priorities for staff members would need to be reassigned in order to complete this work.

**Committee vote: YES 8      NO 0      ABSTAIN 0**

## Recommendation # 6

*Charge a cross-functional team that includes Senior Staff from the Departments of Instruction, Student Services, School and Community Relations and staff from the offices of Minority Achievement and ESOL/HILT to develop a district-wide guide for communication with ELL families.*

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This team would draw from the examination of current practices to prioritize information that must be communicated to ELL families and determine the most effective means for doing so. The Team would determine concrete supports schools would receive in carrying out these communication functions, as well as clear guidelines regarding which communications would come directly from central office and which would be handled at the school level. The communication plan would include important topics such as pre-k opportunities, school choice, special education services, gifted services, graduation requirements, instructional program options (IB, Immersion, etc.), college pathway and opportunities.

For example, APS might want to centralize and provide face-to-face communication with newcomer families to understand the programming offered throughout APS, in addition to understanding the ESOL/HILT program for ELLs. Currently, these families receive a booklet in the mail explaining the ESOL program but when these documents contain substantial education jargon and complex regulatory references, parents do not have a clear understanding of what instructional support their child will receive.

**2011 – 2017 Strategic Plan Alignment:** Goal 2—Eliminate Achievement Gaps; and Goal 5—Meet the Needs of the Whole Child

**Rationale.** The fact that parents in focus groups reported being unaware of the parental and family engagement services provided at their schools is significant and suggests that current communication efforts are ineffective. One of the most interesting and important results in the parent and bilingual resource portion, described in Appendix D but not in the summary of findings, was that parents reported not receiving enough information and support for understanding 1) graduation requirements, 2) the course selection process and 3) reading and understanding report cards. Although not mentioned in the report, the CAC has received information from several sources that parents are also unclear about the exit process and requirements of the ESOL/HILT program. These topics are critical to student achievement and require additional consideration and outreach efforts in the case of non-English speaking families because, as a group, they are less familiar with the US K-12 education system than native-born parents.

The plan must address--

- Current ambiguities about the role of bilingual family resource staff and school counselors
- Language supports that will be provided for individual schools
- Resources for languages other than Spanish

- Child care supports to improve parental attendance and participation. Activities critical to student success, such as parent-teacher meetings, need to include a component of child care for young students and their younger siblings.

**Budgetary Implications:** Some aspects of this recommendation could be included as part of the ongoing work of the departments and offices. If school-based staff members who play a critical role in communicating with families are to be included in the process, they would need to be compensated for after-work hours. Additionally, child care expenses would need to be included in a budget to include optimal family participation. Total Cost: \$550

**Committee vote: YES 8                      NO 0                      ABSTAIN 0**

**Conclusion**

Finally, the CAC members engaged in productive discussions with staff from the ESOL/HILT Office and consulted on how other school districts have embarked on systemic reforms to improve their instructional services for ELLs. In agreement with the recommendation made by GWU, the CAC was considering the following recommendation:

*Establish a senior level, cross-functional team, with staff knowledgeable of second language acquisition, to develop a division-wide plan for the improvement of all APS instructional services for ELLs in concert with the broader reforms carried out in APS.*

APS staff informed the committee members that a senior level team was conducting a review of both the Special Education and the ELL Programs Evaluations to coordinate the division’s efforts. We applaud and fully support this effort, regarding it as critical to the development of a broader sense of responsibility and urgency for improving instruction for ELLs and to expand the pockets where collaboration and shared accountability for ELL instruction is taking place. We look forward to APS developing user-friendly documents that explain the school district’s vision and goals for ELLs and the strategies the district will pursue to ensure that ELLs excel in the Arlington Public Schools. This will better enable the entire Arlington Public School system and the entire Arlington community to support systemic improvements that reflect Arlington’s shared values of educational equity and excellence.

**Committee members:**

|                                    |                       |
|------------------------------------|-----------------------|
| Frank Balz                         | Roxana Montano        |
| Rima Brusi                         | Zina Raouf            |
| Cynthia Cocuesta-Cuttier, Co-Chair | Gabriela Rivas        |
| Maira Lenehan-Razzuri              | Tannia Talento        |
| James Lyons                        | Gabriela Uro Co-Chair |
| Fred Millar                        |                       |

**Appendices**

**APPENDIX A**  
**Table A. ELL Enrollment in Pre-K Programs**  
**in APS Schools, 2012-13**

| <b>Pre K</b>                | <b>Total</b> | <b>LEP</b> | <b>%</b>   |
|-----------------------------|--------------|------------|------------|
| Abingdon                    | 44           | 28         | 64%        |
| Arl. Science Focus          | 16           | 9          | 56%        |
| Arl. Traditional            | 20           | 14         | 70%        |
| Ashlawn                     | 53           | 22         | 42%        |
| Barcroft                    | 44           | 33         | 75%        |
| Barrett                     | 58           | 42         | 72%        |
| Campbell                    | 68           | 52         | 76%        |
| Carlin Springs              | 74           | 58         | 78%        |
| Claremont                   | 66           | 41         | 62%        |
| Drew                        | 126          | 71         | 56%        |
| Glebe                       | 35           | 13         | 37%        |
| Henry                       | 48           | 28         | 58%        |
| Hoffman Boston              | 127          | 85         | 67%        |
| Jamestown                   | 33           | 10         | 30%        |
| Key                         | 55           | 37         | 67%        |
| Long Branch                 | 23           | 16         | 70%        |
| McKinley                    | 20           | 5          | 25%        |
| Nottingham                  | 11           |            | 0%         |
| Oakridge                    | 22           | 12         | 55%        |
| Randolph                    | 51           | 43         | 84%        |
| Reed                        | 20           |            | 0%         |
| Taylor                      | 14           |            | 0%         |
| Tuckahoe                    | 12           |            | 0%         |
| Stratford                   |              |            |            |
| <b>TOTAL<br/>ELEMENTARY</b> | <b>1,040</b> | <b>619</b> | <b>60%</b> |

**Table B. ELL Enrollment and ESOL/HILT Services  
in APS Elementary Schools, 2012-13**

| School Name             | Total School Population | WIDA Levels 1-5 |            | Served Lvl's 1 to 4 | LEP Students Not Rcv'g Direct ESOL/HILT Services |           |           |           |
|-------------------------|-------------------------|-----------------|------------|---------------------|--|-----------|-----------|-----------|
|                         |                         | LEP #           | LEP as %   |                     | Level 5  | % of LEP  | Opt Outs  | % of LEP  |
| Abingdon                | 499                     | 195             | 39%        | 182                 | 13   | 7%        |           | 0%        |
| Arlington Science Focus | 560                     | 100             | 18%        | 98                  | 2  | 2%        |           | 0%        |
| Arlington Traditional   | 477                     | 86              | 18%        | 83                  | 2  | 2%        | 1         | 1%        |
| Ashlawn                 | 480                     | 93              | 19%        | 77                  | 9  | 10%       | 7         | 8%        |
| Barcroft                | 438                     | 209             | 48%        | 200                 | 5  | 2%        | 4         | 2%        |
| Barrett                 | 501                     | 205             | 41%        | 200                 | 3  | 1%        | 2         | 1%        |
| Campbell                | 350                     | 160             | 46%        | 154                 | 4  | 3%        | 2         | 1%        |
| Carlin Springs          | 510                     | 319             | 63%        | 307                 | 10   | 3%        | 2         | 1%        |
| Claremont               | 610                     | 193             | 32%        | 179                 | 9  | 5%        | 5         | 3%        |
| Drew                    | 492                     | 161             | 33%        | 147                 | 8  | 5%        | 6         | 4%        |
| Glebe                   | 526                     | 74              | 14%        | 67                  | 7  | 9%        |           | 0%        |
| Henry                   | 382                     | 108             | 28%        | 108                 |  | 0%        |           | 0%        |
| Hoffman Boston          | 275                     | 152             | 55%        | 144                 | 8  | 5%        |           | 0%        |
| Jamestown               | 593                     | 17              | 3%         | 15                  | 1  | 6%        | 1         | 6%        |
| Key                     | 606                     | 209             | 34%        | 199                 | 7  | 3%        | 3         | 1%        |
| Long Branch             | 465                     | 107             | 23%        | 97                  | 8  | 7%        | 2         | 2%        |
| McKinley                | 539                     | 35              | 6%         | 32                  | 3  | 9%        |           | 0%        |
| Nottingham              | 648                     | 15              | 2%         | 13                  | 2  | 13%       |           | 0%        |
| Oakridge                | 648                     | 181             | 28%        | 172                 | 8  | 4%        | 1         | 1%        |
| Randolph                | 372                     | 253             | 68%        | 237                 | 11   | 4%        | 5         | 2%        |
| Taylor                  | 723                     | 27              | 4%         | 26                  | 1  | 4%        |           | 0%        |
| Tuckahoe                | 658                     | 14              | 2%         | 14                  |  | 0%        |           | 0%        |
| Stratford Program       | 51                      | 20              | 39%        | 15                  | 1  | 5%        | 4         | 20%       |
| <b>ELEMENTARY TOTAL</b> | <b>11403</b>            | <b>2933</b>     | <b>26%</b> | <b>2,766</b>        | <b>122</b>                                       | <b>4%</b> | <b>45</b> | <b>2%</b> |

Source: Survey of Limited English Proficient Students, School Year 2012-2013, Arlington Public Schools.

**Table B. ELL Enrollment and ESOL/HILT Services in  
APS Secondary Schools, 2012-13**

| Middle School Name  | Total School Population | WIDA Levels 1-5 |            | Served Lvl's 1 to 4 | LEP Students Not Rcv'g Direct ESOL/HILT Services |            |           |           |
|---------------------|-------------------------|-----------------|------------|---------------------|--|------------|-----------|-----------|
|                     |                         | LEP #           | LEP as %   |                     | Level 5  | % of LEP   | Opt Outs  | % of LEP  |
| Gunston             | 744                     | 162             | 22%        | 111                 | 47   | 29%        | 4         | 2%        |
| Jefferson           | 786                     | 172             | 22%        | 89                  | 82   | 48%        | 1         | 1%        |
| Kenmore             | 762                     | 220             | 29%        | 142                 | 75   | 34%        | 3         | 1%        |
| Swanson             | 967                     | 97              | 10%        | 68                  | 27   | 28%        | 2         | 2%        |
| Williamsburg        | 961                     | 77              | 8%         | 43                  | 33   | 43%        | 1         | 1%        |
| H-B Woodlawn        | 228                     | 6               | 3%         | 4                   | 2  | 33%        |           | 0%        |
| <b>MIDDLE TOTAL</b> | <b>4448</b>             | <b>734</b>      | <b>17%</b> | <b>457</b>          | <b>266</b>                                       | <b>36%</b> | <b>11</b> | <b>1%</b> |

| High School Name        | Total School Population | WIDA Levels 1-5 |            | Served Lvl's 1 to 4 | LEP Students Not Rcv'g Direct ESOL/HILT Services |            |           |           |
|-------------------------|-------------------------|-----------------|------------|---------------------|--|------------|-----------|-----------|
|                         |                         | LEP #           | LEP as %   |                     | Level 5  | % of LEP   | Opt Outs  | % of LEP  |
| Arlington Mill          | 329                     | 294             | 89%        | 244                 | 40   | 14%        | 10        | 3%        |
| Langston                | 71                      | 17              | 24%        | 12                  | 4  | 24%        | 1         | 6%        |
| Wakefield               | 1430                    | 324             | 23%        | 164                 | 145  | 45%        | 15        | 5%        |
| Washington-Lee          | 1980                    | 265             | 13%        | 155                 | 108  | 41%        | 2         | 1%        |
| Yorktown                | 1754                    | 128             | 7%         | 75                  | 49   | 38%        | 4         | 3%        |
| H-B Woodlawn            | 395                     | 62              | 16%        | 41                  | 21   | 34%        |           |           |
| Contract Services       |                         | 5               |            | 5                   |  |            |           |           |
| <b>HIGH TOTAL</b>       | <b>5,959</b>            | <b>1,095</b>    | <b>18%</b> | <b>696</b>          | <b>367</b>                                       | <b>34%</b> | <b>32</b> | <b>3%</b> |
| <b>SECONDARY TOTAL</b>  | <b>10,407</b>           | <b>1,829</b>    | <b>18%</b> | <b>1,153</b>        | <b>633</b>                                       | <b>35%</b> | <b>43</b> | <b>2%</b> |
| <b>GRAND TOTAL K-12</b> | <b>21,810</b>           | <b>4,762</b>    | <b>22%</b> | <b>3,919</b>        | <b>755</b>                                       | <b>16%</b> | <b>88</b> | <b>2%</b> |

APS Contract Services: Arlington Public Schools students attending a private school facility

Source: Survey of Limited English Proficient Students, School Year 2012-2013, Arlington Public Schools.



Appendix B. **Strategic recruitment efforts could accelerate APS smart goal #1 related to increasing the staff diversity of APS.**

Actively recruiting bilingual and multilingual candidates would help APS meet its strategic goal to increase the number of highly qualified and diverse teachers. [Smart goal # 1] According to the FY 2011 APS Personnel Services Management Plan, the largest disparities between the proportions of APS teachers and APS students are for Asian and Hispanic populations. APS would have to increase by four-fold the percentage of teachers who are Asian to reflect the 11 percent of students who Asian. A three-fold increase in the percentage of Hispanic teachers would be needed to approximate the percentage of students who are Hispanic.

**Smart Goal #1:** Increase the number of highly qualified and diverse teacher applicants hired by September 30, 2011 by 3%.

**Rationale:** The diversity of the teacher population needs to more closely reflect the diversity of the APS student population.

| <b>Ethnicity</b> | <b>APS Teachers<br/>2010-11</b> | <b>APS Students<br/>2009-10*</b> |
|------------------|---------------------------------|----------------------------------|
| African-American | 10%                             | 13%                              |
| Asian            | 3%                              | 11%                              |
| Hispanic         | 8%                              | 26%                              |
| White            | 78%                             | 48%                              |
| Other            | 1%                              | 1%                               |

\*Percentage does not equal 100% due to rounding.

The recruitment and hiring plan should aim to accelerate the goal of a 3% annual increase in the number of minority teachers hired and explore innovative ways to 'Grow Your Own' diverse teaching force.