

The Education of Hispanic/Latino Students in Toledo



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Prepared for The City of Toledo Hispanic Affairs Commission
Date October 14, 2002

By The University of Toledo Urban Affairs Center

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Executive Summary

Nationally, Hispanic/Latino students are the fastest growing segment of the school population in all regions, while locally their enrollment patterns in Toledo Public Schools have been fairly stable. They make up at least 10 percent of the school population in ten TPS elementary schools. Two elementary schools, Marshall and Westfield have Hispanic student populations of between 20 and 25 percent. They make up about 10 percent of the enrollment at Leverette, Jones, and East Toledo junior high schools and at Woodward, Libbey and Waite high schools.

Hispanic/Latino students encounter serious difficulties within the schools of our nation, state, and city.

- While dropout rates for White and Black youth have declined nearly 40 percent since 1972, the current dropout rates for Hispanic/Latino youth remain higher than for all other ethnic groups. In 2001 only 63 percent of America's Hispanic youth had completed high school.
- In Ohio schools, White students taking the fourth grade proficiency tests passed at rates two to three times higher than African-American children, with Hispanic children passing at rates about midway between White and African American children.
- In Toledo, Hispanic/Latino public school students generally replicate this state proficiency test pattern at the fourth and sixth grade levels, but their scores are closer to Blacks than to the midpoint between Whites and Blacks. As students get older, the ethnic-based differences become smaller. On some tests local Hispanic ninth grade students have the lowest passing rates.
- Evaluating the status of Hispanic/Latino students in Toledo Catholic schools is difficult. There is no standardized student data. The data we secured about Hispanic students in four local high schools suggest that Hispanics are under-represented relative to the general population, and relative to expectations given the religious tendencies in this community. This suggests that there may be barriers to entry, perhaps based on tuition and/or admission testing criteria.

However, there are also examples of success locally and elsewhere that can be emulated so that Hispanic/Latino Students can thrive in our schools.

- ❖ In Toledo, Marshall elementary school is a model of "best practice" for Hispanic/Latino students. Hispanic students make up 24 percent of the enrollment at Marshall and those students consistently have higher passing rates on proficiency tests than White and African American students. The only factor that separated Marshall from other Toledo schools was the teachers' ethnicity - three of Marshall's 28 teachers are Hispanic. ***Hispanic Teachers Matter.***
- ❖ Hispanic students in Toledo also did better than state and district norms at Westfield elementary, which like Marshall has over 20 percent Hispanic enrollment. A larger peer group seems to promote better results on proficiency tests. ***Sizable Hispanic Peer Groups Matter.***
- ❖ Nationally, effective programs for Hispanic/Latino students highlight a range of factors that are important for students at different age groups. Developing, supporting, and hiring more Hispanic teachers with special recruiting and licensing programs have helped Hispanic students in other parts of the country. For young Hispanic children enrollment in early childhood education programs is beneficial. In the primary grades teachers who provide support for

native Spanish speakers and for Hispanic culture have students who progress better. Hispanic/Latino mentors are important for junior high students. For high school students, Community service activities are an important component contributing to educational effectiveness. ***Hispanic teachers, specialized teacher education, targeted programs and initiatives, culturally empowering programs, and community involvement improve educational effectiveness.***

- ❖ Multi-state collaborative projects that track the academic work and health records of Hispanic/Latino migrants have been successful in keeping students in school. Other multi-state efforts to build leadership skills in the Hispanic community have also been effective in helping Hispanic/Latino students in schools. ***Collaboration and on-going assessment of programs is crucial to student learning.***

This report finds:

1. The significant knowledge gaps exist in what is known about the educational attainment of Hispanic students in Toledo, impeding our ability to assess the status and potentially to measure improvement in student achievement.
2. To promote Hispanic/Latino student success there is a need for partnerships and coalition building in Toledo to focus activities and programs for Hispanic/Latino students and their families.
3. Changes are needed in educational and social policies that affect Hispanic/Latino students and their families.

Introduction

This is the report of the study of the educational environment and attainment of Hispanic/Latino youth in the City of Toledo. The University of Toledo Urban Affairs Center has prepared the report for the City of Toledo Commission for Hispanic/Latino Affairs

The study examines attendance patterns of Hispanic/Latino students in the City of Toledo, their rates of transfer and mobility within the city public school system, their dropout rates, and different measures of their educational attainments in city schools. The study also examines teacher and pupil factors in the schools serving Hispanic/Latino students. In addition to building a baseline of data describing the status of Hispanic/Latino students in Toledo schools, this research highlights "best practices" and programs serving Latino students here in Toledo and elsewhere in the country. The later information is intended to help identify how educational attainment might best be enhanced for Hispanic/Latino students in Toledo.

The following data sources were used to prepare the study:

- EMIS—Educational Management Information System data from the Ohio Department of Education on student attendance and achievement recorded by all Ohio public schools including Toledo Public Schools.
- National data from the National Center for Educational Statistics. (NCES)
- 2000 Census data from the US. Dept. of Commerce.
- United States Department of Agriculture (USDA) and United States Department of Education (USDE) data on “free and reduced lunches.”
- Toledo Public School Data.
- Reports from individual Catholic high schools in Toledo.

Topic Areas

The study presents an overview of the educational issues for Hispanic/Latino students nationally and in Ohio. The educational environment of Hispanic students in Toledo within these national and state contexts is examined in detail using different measures collected by the Toledo Public School (TPS) system and the Ohio Department of Education. Data examining educational attainment of Hispanic/Latino students in Toledo's Catholic high schools is also presented. The study next reports national studies of effective educational programs for Latino students that serve as models of "best practices". This study identifies Toledo schools that are models of "best practices" in serving

Toledo's Hispanic/Latino students. Finally, based on the baseline data presented, the report proposes three areas of recommendations to the Toledo Commission for Hispanic/Latino Affairs to address and improve the educational attainment of Toledo's Hispanic/Latino students.

National Data on Hispanic/Latino Students

The United States Department of Education recently issued a comprehensive report on educational attainments, *The Condition of Education 2002*, (Wirt, Choy, Gerald, Provasnik, Rooney, Watanabe, and Tobin, 2002). This study presents extensive data on the status of students in the nation. One of the first areas examined in the study is who participates in education in our nation. Based on information from last year, 2001, the data on participation of children in school at various levels, show that Hispanic students from the youngest ages do not participate in school at the same rate as Black and White children. Nationally, 56 percent of children between the ages of three and five, who have not yet entered kindergarten, attended center-based early childhood care and education programs. For Hispanic children between three and five years old, the rate of participation in these types of programs was only 40 percent (Wirt et al., 2002, p. 43).

The Condition of Education 2002 (Wirt et al., 2002) reports on the dramatic shifts in the racial/ethnic distribution of children in the nation's public school systems. By 2000, 39 percent of all public school students were considered to be members of a minority group. This 17 percent increase since 1972 was largely due to increasing numbers of Hispanic students. Hispanic students made up 11 percent of the nation's public school population in 1972 and 17 percent in 2000. Black students made up 17 percent of the public school population in 2000 as well, however this is only a 2 percent increase since 1972. A regional analysis of minority populations in the nation's K-12 schools from 1972 to 2000 demonstrates that minority students make up 49 percent of students in the Western region. Although growth rates of Hispanic students in the West (where they make up 32 percent of the student body) are much more dramatic than in other regions of the country, this large increase in numbers of Hispanic students is also true for the Midwest region which has a much slower overall growth rate. In the Midwest Hispanic students make up 6 percent of all students in public schools (Wirt et al., p. 45).

This national report also examines the persistence and progress of students from various ethnic groups in our nation's schools. School persistence and progress data for Hispanic students point to a glaring problem. While dropout rates for White and Black youth have declined dramatically, nearly 40 percent, since 1972, the rates for Hispanic youth have not declined and remain higher than the rates for all other racial or ethnic groups (Wirt et al., 2002, p. 73). Language continues to be a barrier to

education for Hispanic/Latino students. The dropout rate for Hispanic immigrants is particularly high accounting for 44 percent of all Hispanic dropouts, yet the dropout rates of 15 percent for first generation and 16 percent for later generation Hispanic students are still significantly higher than for all other racial/ethnic groups.

There are various ways of looking at high school completion and dropout rates. A 1999 study of dropout rates in the United States points out that Hispanic students make up just over 20 percent of all high school dropouts while they represent only about 13 percent of the high school population in grades 10-12 (Kaufman, Kwon, Klein, and Chapman, 2001 p. 4). This same study of dropouts underscores the problem for Hispanic youth. "A total of 1.4 million Hispanics were dropouts in 1999, representing 28.6 percent of all Hispanic young adults in this age group. In comparison, about 600,000 black young adults, or 12.6 percent of the total black population of 16- through 24-year olds, were dropouts in the corresponding period." (Kaufman et al., 2001 p.13) Dropout rates for Hispanic/Latino youth are the highest of any ethnic group and are more than twice the dropout rate found for Black students.

This year *The Condition of Education* (Wirt et al., 2002) also reports that high school completion rates for Hispanic students are much lower than that of other ethnic groups, mirroring the high dropout rates found for Hispanic youth. Again comparing progress over the past 30 years, from 1971 to 2001 Black students narrowed the gap from White students. Nationally in 2001, 87 percent of Black students completed high school compared to 93 percent of White students. In 1971, only 59 percent of Black students completed high school as compared to 82 percent of White students. While Hispanic students made considerable progress during the same period, with completion rates for Hispanic students going from 48 percent in 1971 to 63 percent in 2001, their completion rates have not approached the levels of White high school students, whereas Black students have approached the level of White students (Wirt et al., p.80).

This same document reports a very similar pattern for Black, White and Hispanic students enrolling in college directly from high school. By 2001, 65 percent of White young adults had completed "some college" while 51 percent of Blacks and only 32 percent of Hispanics had done so. (Wirt et al., 2002 p.80) The same patterns for ethnic groups is found for graduate school or first professional school enrollments across the nation. While the rate of increase for Hispanic students matches that of other minority groups, the numbers of Hispanic students enrolling in graduate school or first professional school made up only 6 percent of this population of students in 1999, up from 2 percent in 1976. (Wirt et al., p.48)

State Data on Hispanic/Latino Students

Following the national pattern, the growth rate of Hispanic/Latino students in the Ohio's public schools is the highest for all ethnic groups. The annual Ohio Department of Education report (Ohio Department of Education [ODE], 2002) states that there were 31,023 Hispanic students among the approximately 1.8 million school children in Ohio's public schools. While the growth rate of Hispanics shows that it is one of the fastest growing population groups in the state, currently Hispanic students make up only 1.69 percent of Ohio's public school population.

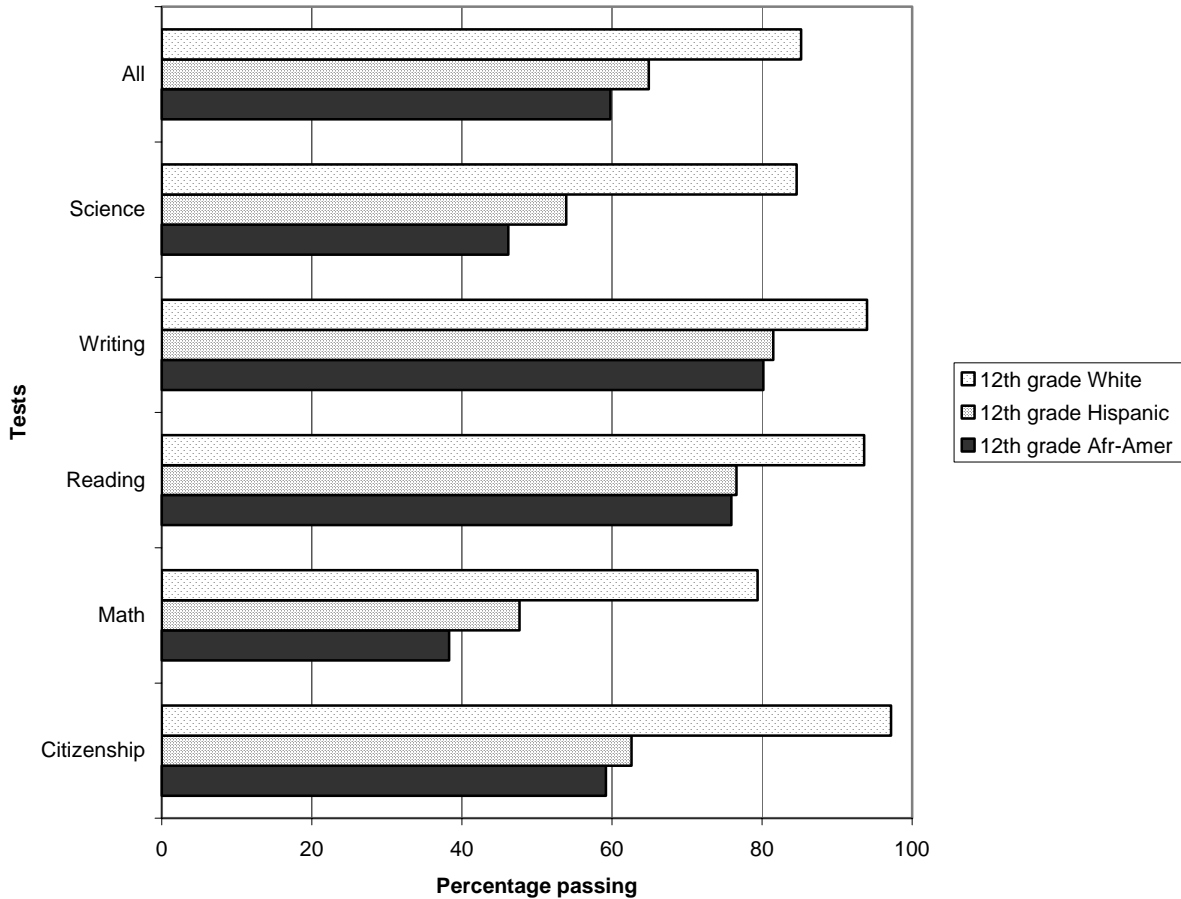
The State of Ohio Department of Education reports proficiency test data for students in different racial/ethnic groups. (ODE, 2002) These proficiency test score reports show a consistent pattern for White, Hispanic and African-American students on fourth grade, sixth grade, and ninth grade tests. For example, the number of students passing the fourth-grade reading test in 2001 was 62.3 percent for White students, 39.6 percent for Hispanic students and 27.6 percent for African-American students. Similarly, on the fourth grade mathematics test in 2001, 66.6 percent of White children passed, 43.4 percent of Hispanic students passed, and 26.5 percent of African-American students passed.

When looking only at White, Hispanic and African American students in Ohio schools this pattern of White children passing at rates two to three times higher than African-American children with Hispanic students passing at rates about midway between White and African-American students is very consistent. The 2001 results for sixth grade reading show pass rates of 65.3 percent, 38.2 and 25.0 percent passing for White, Hispanic, and African-American students respectively. The figures for the 2001 sixth grade math test show 68.4 percent of White students, 40.8 percent of Hispanic students and 25.8 percent of African-American students passing.

Moving to the high school level a similar pattern is found. Overall, high school students do better on proficiency tests than elementary students. The level of differences between ethnic groups that is so striking at the elementary level is much less at the high school level. For the 2001 ninth grade tests 93.6 White students, 76.6 percent of Hispanic students, and 75.9 percent of African American students passed the reading portion, and 79.4 percent of White students 47.7 percent of Hispanic students, and 38.3 percent of African-American students passed the mathematics portion.

This pattern of relationship among White, Hispanic, and African-American students in Ohio's public schools is demonstrated on the next page in Figure 1. which shows the numbers of students meeting the graduation rate standard. Twelfth grade students must pass the ninth grade proficiency

FIGURE 1. Ninth Grade 2001 Ohio Proficiency Results by Ethnic Group



tests to graduate from high school. At graduation 85.2 percent, 64.9 percent, and 59.8 percent of White, Hispanic, and African-American students respectively meet the state standard.

Latino/Hispanic Students in Toledo Schools

Hispanic/Latino population changes in Toledo

Suro and Singer (2002) in a recent report on Hispanic/Latino population growth in American cities based on the 2000 Census data, characterize Toledo as a *Small Latino Place*. Toledo, like other medium-sized midwestern cities, has had a relatively small base of Hispanic people and the rate of growth of the Hispanic/Latino population is relatively slow when compared to national rate of growth of the Hispanic population. However, even though the rates of growth are lower than the explosive increases found in other parts of the country, the increase in the Hispanic/Latino population in Toledo is sizable. These authors report that the Hispanic/Latino population in Toledo metropolitan area grew 45 percent between 1990 and 2000 from 18,675 in 1990 to 27,125 in 2000. This growth rate was similar in both the central city and in Toledo's suburban areas. The 1990 central city Hispanic/Latino

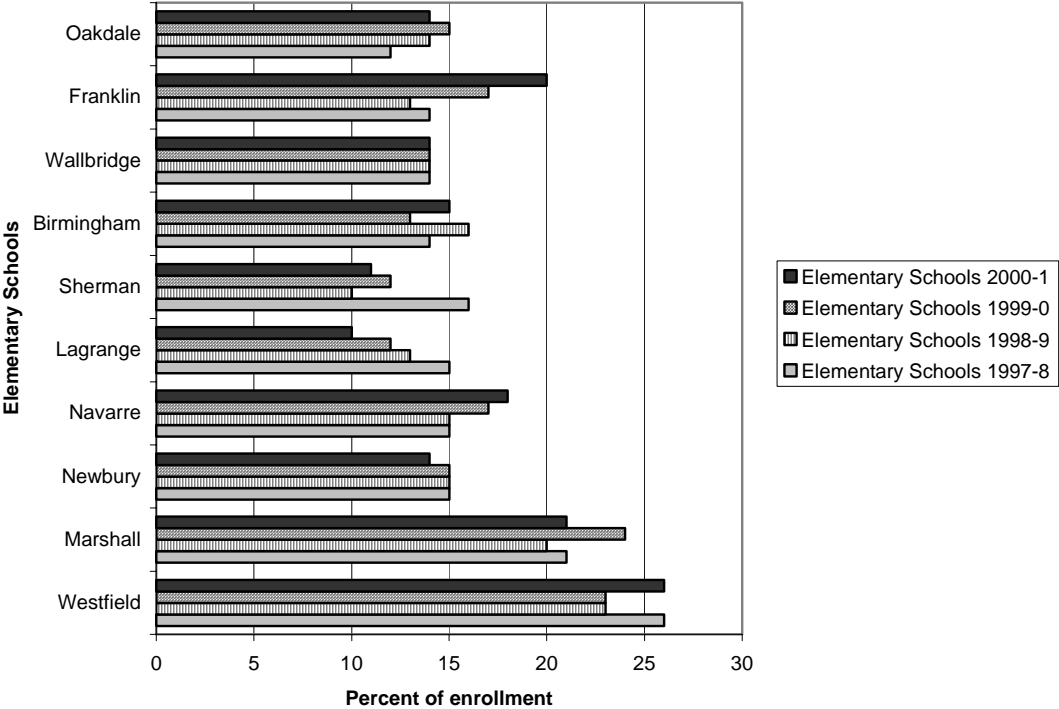
population was 11,958 and by 2000 had increased 43 percent to 17,141. The suburban Hispanic/Latino population in 1990 was 6,717 and increased 49 percent to 9,984 by 2000.

Patterns of enrollment.

An examination of the Toledo Public School (TPS) District shows that there have been only very small increases in the numbers of Hispanics present in the city’s schools in the past five years (Toledo Public Schools, 2001). The number of Hispanic students in Toledo Public Schools increased slightly from six to seven percent in the 1999 school year. Similarly the numbers of Hispanic teachers in the TPS district increased from one to two percent in 1999. TPS reports one half of one percent (0.5%) of its administrators are Hispanic, and one percent (1.0%) of its staff members are Hispanic.

The next area examined was the location of Hispanic/Latino students in the Toledo Public School district. Enrollment figures for Hispanic students in each TPS school were compared for each of the last four years (Toledo Public School Annual Report 1997, 1998, 1999, and 2000). Schools that had a consistent enrollment of at least ten percent Hispanic students were examined more closely to see if there were any large attendance shifts for Hispanic students in TPS. Figure 2 shows that in ten

FIGURE 2. Hispanic Students in Toledo Public Schools

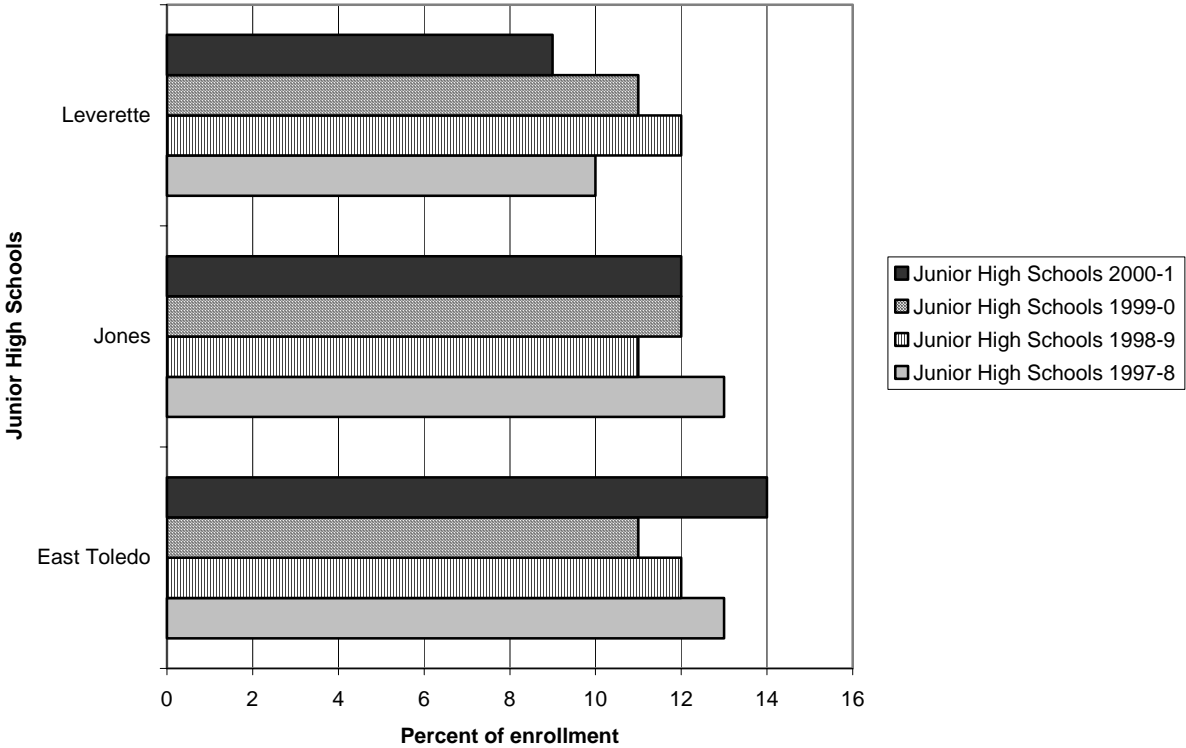


elementary schools in Toledo, Hispanic students have made up between ten and twenty-five percent of

the total school enrollment. While there has been some movement of Hispanic students among these ten schools, overall attendance patterns for Hispanic students in TPS are fairly stable. At Oakdale, Wallbridge, Birmingham, Sherman, Lagrange, and Newbury elementary schools Hispanic students have made up between ten and fifteen percent of the schools' enrollments for the past four years. At Franklin and Navarre, the number of Hispanic students has increased to between 15 and 20 percent over the past two years. Marshall and Westfield have had the highest enrollment of Hispanic students in Toledo elementary schools. For the past four years Hispanic children represented between 20 and 27 percent of all children at Marshall and Westfield. Hispanic/Latino students are found throughout the TPS district with the highest percentages found on the south and east sides of Toledo.

As Figure 3 demonstrates that similar patterns of enrollment have been found for Hispanic students in Toledo's junior high schools for the past four years. The majority of Hispanic junior high school students attend Leverette, Jones, or East Toledo junior high schools.

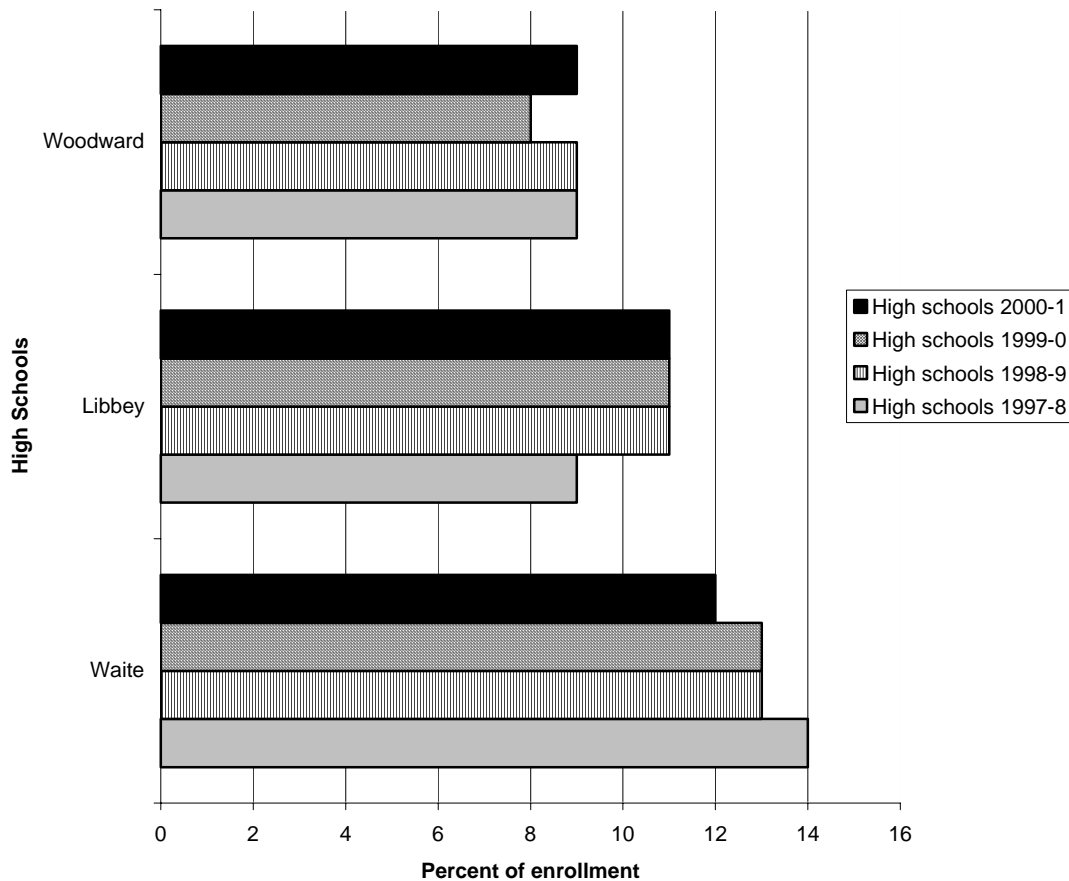
FIGURE 3. Hispanic Students in Toledo Public Schools



For the 2000-2001 school year, the number of Hispanic students attending Leverette dropped to nine percent of the total student population, while the percent of Hispanic students attending East Toledo increased to fourteen percent of the total number of students.

The picture of Hispanic high school students in Toledo presented in Figure 4 shows a similar pattern to that found in the junior high schools. Toledo's Hispanic high school students are found primarily at Woodward, Libbey and Waite.

FIGURE 4. Hispanic Students in Toledo Public Schools



Over the past four years the number of Hispanic students at Waite high school has decreased somewhat with very small increases at Woodward and Libbey. This is somewhat different than the changes seen in Hispanic student enrollment patterns at the "feeder" junior high schools. The percentage of Hispanic students at Waite high school has decreased while the percentage of Hispanic students at its "feeder" junior high, East Toledo, has increased. One possible explanation for this finding may be that Waite high school, with 41 percent, also leads the district in the number of students moving in and out of the school during the year. Toledo public schools do not report dropout rates at individual junior high and high schools for students in general or by demographic groups. All that is reported is the number of students entering and leaving a school during the year. If students move to other TPS schools for some time and return to their first schools they are counted twice at each school as entering and leaving. The patterns seen here could be reflecting increased mobility of students and

families or they could be masking an underlying problem with differential dropout rates. Individual school data on students who leave school all together and their demographic characteristics are needed to examine the issue more closely.

There are two elementary schools that have large numbers of Hispanic students. Just over one in every four students at Westfield is Hispanic. The proportion of Hispanic/ Latino students at Toledo's junior high and high schools is smaller. At East Toledo Junior High and Waite High School Hispanic students make up only 12 to 14 percent of all students.

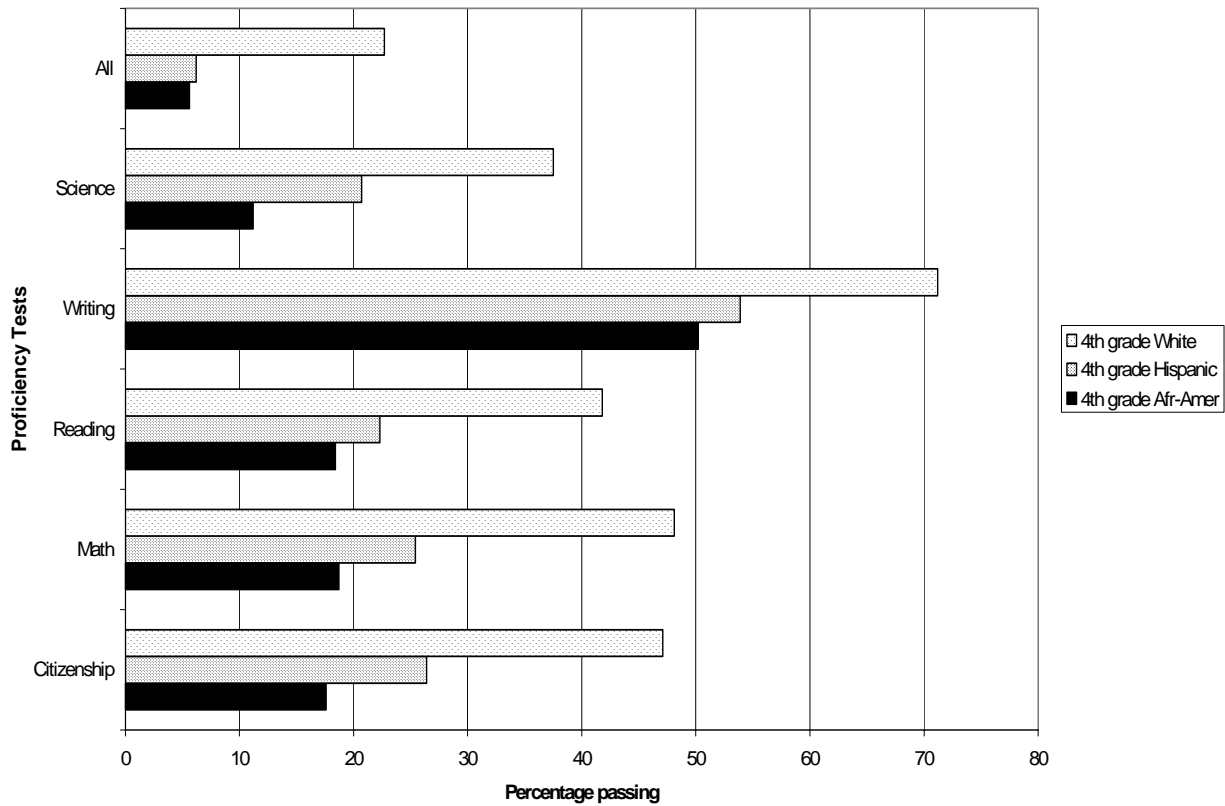
Proficiency Test Scores

Results on the 2001 proficiency tests for different ethnic groups of students in the Toledo Public School district are part of the State of Ohio Department of Education, Educational Management Information System (EMIS). This site provides reports for each school district in Ohio and for each individual school building. In the Toledo metropolitan area, proficiency test data for students in different racial/ethnic groups for 2001 were examined for several local districts (Interactive Local Report Cards, 2002). Data from the following districts was extracted from the state database: Toledo Public Schools, Maumee City, Oregon City, Sylvania, Anthony Wayne, Ottawa Hills, Springfield Local, and Washington Local. In cases where the number of students in a particular ethnic group fell below a statistical significance level, data for the group was not calculated. Toledo Public Schools was the only district in the metropolitan area that had complete data by ethnic group for all levels of proficiency tests given in 2001. For this reason, it was not possible to compare results by ethnicity for TPS with other districts in the Toledo area. Toledo students overall have proficiency test scores significantly lower than the state average. This is true for all of the urban districts in Ohio. Proficiency test scores for Toledo students are similar to those found in Ohio's other urban districts.

Hispanic/Latino students in the Toledo Public Schools district showed a pattern of results on proficiency tests similar to that found across the state of Ohio. Looking at Toledo results on the 2001 proficiency tests for fourth graders by ethnic group, 23 percent of White children passed all tests, 6.2 percent of Hispanic fourth graders passed all tests, and 5.6 percent of all Black fourth graders passed all tests. Toledo fourth graders in all ethnic groups did best on the writing proficiency test with 71 percent of White children, 54 percent of Hispanic children, and 50 percent of Black children passing.

Figure 5 shows the 2001 proficiency test results for Toledo's fourth graders by ethnicity for all tests.

FIGURE 5. Fourth Grade 2001 Toledo Results by Ethnic Group

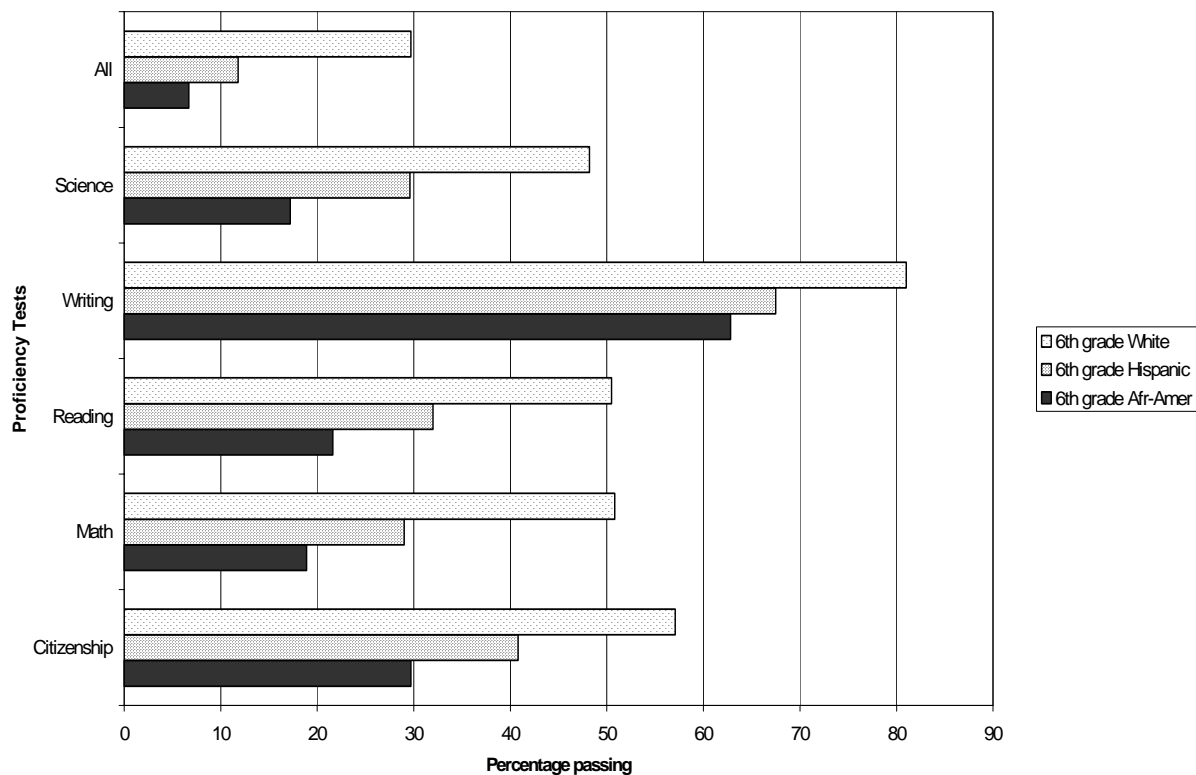


This pattern of results for Toledo's Hispanic, White, and Black fourth graders mirrors the pattern found for ethnic students across the state. White students tend to score at higher levels with passing rates two to three times the passing rates for Black children. Hispanic children's passing rates fall somewhere between White and Black children, but usually closer to Black children and significantly below White children. The same pattern for ethnic groups is found on the math test as well as on the other more reading dependent proficiency tests. So, the extent to which language ability for Hispanic children may effect proficiency test data is not clearly evident. Information on the numbers of students with limited English proficiency (LEP) is collected and is part of Ohio's EMIS state database, however this data was not consistently available for all TPS schools and was not broken down by ethnicity.

The next year of testing occurs at the sixth grade in Ohio. Figure 6 shows that the pattern of passing proficiency tests by ethnic group for sixth graders in Toledo is similar to the pattern found for

fourth graders.

FIGURE 6. Sixth Grade 2001 Toledo Results by Ethnic Group

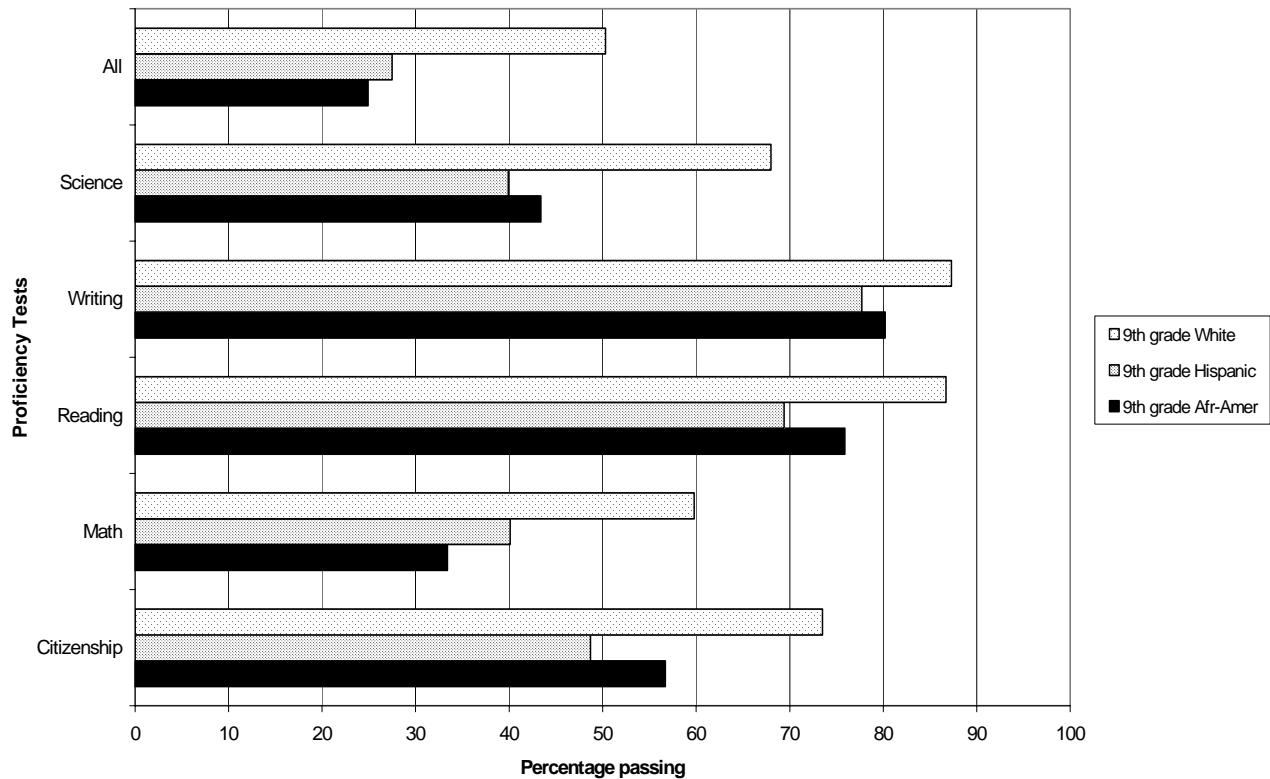


Like fourth graders, Toledo students in every ethnic group scored best on the writing proficiency test. Again this is also true of the state data overall. Toledo's Hispanic sixth graders in comparison to White and Black children tend to score midway between White and Black children. A comparison of fourth and sixth grade score on the proficiency tests shows that in most areas sixth graders have a higher overall pass rate on the proficiency tests. *One important finding is that the degree of differences between White sixth graders and Hispanic and Black sixth graders is reduced.* Hispanic sixth graders also tend to score closer to the middle of White students and Black sixth graders.

The next round of proficiency tests in Ohio is the ninth grade test series. The ninth grade level test is given to students in eighth grade and each year in high school. Only passing rates on the ninth grade tests for ninth, tenth, eleventh, and twelfth graders are part of the state database of information.

The 2001 results for Toledo's ninth graders are presented in Figure 7.

FIGURE 7. Ninth Grade 2001 Toledo Results by Ethnic Group



Using the same type of data organization for ethnic group performance on the 2001 ninth grade proficiency tests, major differences in the pattern of results for Toledo ninth graders are apparent. Toledo's ninth grade students have much higher passing rates on all of the ninth grade tests. *Also the differences between ethnic groups are much less than the differences found between ethnic groups on the fourth and sixth grade tests.* Hispanic and Black students still lag behind White ninth graders on all tests, but to a much smaller degree. *Hispanic students however, for the first time, have the lowest pass rates of any ethnic group on four of the five ninth grade proficiency tests.* Only on the ninth grade math test do Hispanic students pass at higher rates than Black students.

Catholic High School Data

The original design of this project included collection of data about Hispanic students attending Toledo area Catholic schools. There are no centralized data files with standardized information available for Catholic schools in Toledo. For this reason it was decided to limit the scope of the study

of Catholic school students to the Catholic high schools in the Toledo area. Starting in April 2002, requests for information on ninth grade Hispanic students were made to all of the Catholic high schools in the Toledo area. While students in Toledo's Catholic high schools do take the Ohio ninth grade proficiency tests, the results of scores are available only from some of the schools and only available as unidentified individual student scores. Since there was no common way of measuring student outcomes from the proficiency test scores, the six Catholic high schools were asked for information about the first semester grade point average for all students. By August 2002, four of the area Catholic high schools: St John's Jesuit High School, Notre Dame Academy, Cardinal Stritch High School, and Central Catholic High School, had responded to our requests for information.

The most surprising finding from the Catholic high school reports is the very small numbers of Hispanic students attending area Catholic high schools. For the 2001-02 school year Central Catholic had eleven Hispanic students in its freshman class of 265, Notre Dame had eight Hispanic girls in its freshman class of 135, Cardinal Stritch had seven Hispanic students in its freshman class of 104, and St. John's had five Hispanic boys in its freshman class of 230. All four of the Catholic high schools provided grade point averages for all freshman students. Two of the schools provided proficiency test results for all students on all of the five Ohio ninth grade tests. Two of the schools provided information on ethnicity for all students while two of the schools only indicated which of the students were Hispanic. Of the total numbers of students in the four Toledo Catholic high schools Hispanic/Latino students were only 4.2 percent of the total. Since the majority of Hispanics are Catholic, it was expected that Hispanic/Latino students would make up a higher percentage of the Catholic school population than the 6 percent of Hispanics found in the Toledo area.

The low numbers of Hispanic/Latino students in Toledo's Catholic high schools raise the question of why this is the case. One reason is probably a financial barrier. Catholic high school tuition in Toledo averages about \$6,500 per year and is a great deal higher than tuition charges in Catholic elementary schools. Also most of Toledo's Catholic high schools administer admission tests in addition to collecting data from applicants on the Ohio ninth grade proficiency tests taken by eighth graders. An examination of these scores for Hispanic students from the four Catholic high schools that provided data for the study showed that Hispanic students' scores on these tests are similar to those found for all students. Catholic high schools may be using this test data to screen out Hispanic/Latino students who do not do well on the tests. Because Catholic high schools do not have a standardized form for recording student data, it is not possible to investigate these issues further at this time.

Because of the very small numbers of Hispanic students at these Catholic high schools, individual students could easily be identified. Therefore, only broad information about Hispanic students in Toledo's Catholic high schools will be presented. Also the varying types of information from school to school, makes it impossible to look at the 31 Hispanic students at the four schools together as a group. There is no way to compare the performance of Hispanic students to students from other ethnic groups either between schools or within an individual school. For the two schools that did provide information on ethnicity and grade point average, the pattern looks similar to that found in the public high schools. Only small differences in grade point average are found between Hispanic, White and Black ninth graders. The pattern of these differences shows White students with higher grade point averages at both schools, Hispanic students at one of the schools rank midway between White and Black students, and in the other school Hispanic students' grade point average is lower than both White and Black students. Again, because of the small numbers it is based on, the significance and generalizability of this description of Toledo's Catholic Hispanic high school students is questionable.

Best Practices For Hispanic/Latino Students in Toledo Schools

To identify "best practices", passing rates on proficiency tests data were studied at the individual school level in the Toledo district. Schools serving a significant number of Hispanic students were examined, and the schools where Hispanic students passed proficiency tests at the highest levels were identified. Characteristics of the identified schools that supported the highest performance of Hispanic students were examined. Student and teacher factors were studied at these schools. Student characteristics examined included student mobility rates, student attendance rates, and numbers of economically disadvantaged students. Teacher characteristics examined included rates of teachers certified in their teaching area, teacher attendance rates, number of years of teaching experience, and teachers' ethnicity. Student teacher ratio for the school was another factor that was of interest, but these figures were not consistently available from the Ohio EMIS state database. Average teacher salary and total spending per pupil were also examined but there were no significant differences on these measures among individual identified schools in the Toledo district.

There are several important facts to keep in mind in this examination of Toledo schools where Hispanic students perform well. Most important is Toledo's standing as an urban school district in the state. The overall proficiency scores in Toledo schools, an urban district, are well below the 75 percent pass rate set as the Ohio standard. Toledo, like the other seven urban districts in the state has much lower passing rates on the proficiency tests. In comparison with Ohio's other urban school districts,

Toledo 's passing rates rank in the upper quartile of Ohio's urban districts. The individual schools identified for this closer examination of student and teacher characteristics are not necessarily high performing schools. The schools were identified for closer examination because Hispanic students at the school had higher passing rates on proficiency tests than students in other ethnic groups.

At the elementary level, Marshall Elementary School in Toledo is a school serving a large number of Hispanic/Latino students. Hispanic students make up 24 percent of the 468 students at Marshall. Overall passing rates at the fourth grade level at Marshall are below TPS district averages in math, science and reading but close to TPS district averages in fourth grade citizenship and writing. Hispanic fourth graders at Marshall have higher passing rates on the math and science proficiency tests than White and Black students. In reading and writing Hispanic students pass at rates just a bit lower than those for White and Black students. In citizenship, Hispanic fourth graders have a passing rate of 42 percent, significantly above the 32 percent TPS district average, double the 22 percent passing rate for White students at Marshall, and significantly higher than the 7 percent rate found for Marshall's Black fourth graders on the citizenship test. These higher scores for Hispanic fourth graders at Marshall are not found in other Toledo elementary schools. Teacher and student factors at Marshall were examined further.

None of the student characteristics; mobility rates, attendance rates, and numbers of economically disadvantaged students at Marshall distinguished it from any of the other elementary schools. Similarly, most of the teacher characteristics studied; rates of teachers certified in their teaching area, teacher attendance rates, and number of years of teaching experience, did not separate Marshall from other district elementary schools. ***The only factor that separated Marshall from other Toledo elementary schools was teachers' ethnicity.*** Marshall is unique in having a significant number of Hispanic teachers. Three of Marshall's 28 teachers are Hispanic.

Westfield is the other Toledo elementary school with over twenty percent Hispanic enrollment. Westfield's proficiency test results for all fourth grade students are very similar to Marshall's. Westfield has similar student characteristics and similar teacher characteristics except that there are no Hispanic teachers at Westfield. Proficiency test results scores for Hispanic fourth graders at Westfield are marginally higher than scores for White and Black students in math, science, and reading, however, science scores for Hispanic students at Westfield are only half those of White students and Hispanic fourth graders' writing scores are significantly lower than scores for Black students.

A close look at Marshall and Westfield elementary schools and student results on fourth grade proficiency tests suggests ***that a larger peer group for Hispanic students does seem to break the pattern of poor results on proficiency tests that is found for Hispanic students in most other state***

and Toledo district elementary schools. In schools where Hispanic students make up over twenty percent of the school population, Hispanic fourth graders perform at levels similar to that found for other ethnic groups. While we have no direct knowledge of the interaction between teachers and children at Marshall. *The picture at Marshall indicates that when a significant number of Hispanic students have interaction with Hispanic teachers they perform at much higher levels than would be expected from state and district patterns.* It seems as if in addition to peer contact, contact with teachers who can serve as role models and who are much more likely to be bilingual in Spanish and English is very beneficial for Hispanic/Latino fourth graders.

The three high schools where Hispanic students make up about ten percent of the enrollment were examined next. While the Toledo district annual report (2001) does report overall passing rates on the ninth grade proficiency test for Toledo's eighth graders, the state data files used to look at proficiency test data for ethnic groups (Interactive Local Report Cards, 2002) do not report this data. Because of this inconsistency in local and state data reports, the Toledo's junior high schools were not examined in depth. The three Toledo high schools examined, Libbey, Waite, and Woodward do not show any distinctive patterns of relationship between proficiency test scores and ethnicity. An examination of ethnicity and proficiency test score data at Waite and Woodward for 2001 shows the same pattern that was found for the other Toledo and Ohio high schools; much less variation among ethnic groups, with Whites scoring at highest levels, Blacks at times in the middle and Hispanic students many times scoring at the lowest levels. Libbey high school has the fewest differences between White, Hispanic, and Black ninth graders on the various ninth grade proficiency tests.

Best Practices in Other Places

Slavin and Calderon (2000) have published an extensive academic review of effective school programs for Latino students. These authors stress that the important factors for effective educational programs for Latino students change with the age of the students. For preschool age groups, getting more Hispanic children into preschool programs in a priority. Most effective grade school programs are focused on providing bilingual support for early elementary students. Effective junior high school programs provide mentoring for students. Effective high school programs for Hispanic/Latino students include community service components.

The following case studies are included with the report to demonstrate some of the most innovative and successful programs that have been developed in other parts of the country. The

programs described in these cases highlight important issues and factors that would facilitate work focused on improved educational attainments for Hispanic/Latino students in Toledo.

Albuquerque- Career Development Program

The Albuquerque Public Schools (APS) employs 1800 educational assistants where more than 50% of the participants are Hispanic. APS has a career development program offering one-semester University of New Mexico (UNM) scholarships to ten teacher aides who have worked in the APS system for at least three years and who aspire to become teachers. The program gives the scholarship recipients leave time, financial assistance, and other support, as they become full-time students. APS, UNM, and the local affiliate of the American Federation of Teachers collaborate on this program. The Career Development Program (Winograd, 2002) also funds a licensure program for mid-career adults with degrees in other fields who decide to become teachers. Federal funding for this project comes from Title I, Title VII, Special Education and Indian Education programs. Since its inception in 1991, 61 teacher aids have earned degrees in education along with teaching licenses. In 1995, the Career Development Program won the Association of Teacher Educators' Distinguished Teacher Education Award.

Oakland California – Bridging Culture Project

The Bridging Cultures Project (grades k-5) in Oakland California (Trumbull, 2002) helps elementary teachers to become better informed about Hispanic culture and thus better able to serve Hispanic students and families. This professional development program focuses on the differences between individualism, often found in the American public education system, and the collectivist beliefs of many immigrant cultures. The US Dept. of Education's Office for Research and Improvement (OERI) funds this project. Evidence of success is seen with the teachers passing cultural lessons and insights to other teachers both inside and outside their schools through workshops, conference presentations, and courses for intern teachers. Professional development materials include success stories and strategies from teachers who work with Hispanic students. In Bridging Cultures' classrooms, parental participation has increased, and so has the rate of homework completion by students.

Multi-State Initiative - ESTRELLA

ESTRELLA (Encouraging Students Through Technology to Reach High Expectations in Learning Lifeskills, and Achievement) (grades 8-12) The Migrant Education Program (MEP) funds ESTRELLA at \$400,000 per year from 1997-2002. ESTRELLA (2002) is a collaborative effort among Illinois, Montana, New York, and Texas educators. Participants use laptop computers to complete coursework toward graduation requirements. Classes are provided through NovaNET, an online

academic network. Students also receive online and face-to-face academic support. ESTRELLA uses New Generation System Technology to identify students who migrate among participating communities. The program develops a student profile of demographic and academic information for each participant. Guidance counselors use the profile to recommend course work supports for students. Evidence of success is demonstrated with ESTRELLA students completing 41% of their courses through the project.

Multi-State Initiative – HBLI

The Hispanic Border Leadership Institute (HBLI) funded by the Kellogg Foundation is a consortium of eight higher education institutions serving five southwestern states. Contact information can be found at <http://www.asu.edu/educ/hbli>. The mission of the HBLI (2000) is to improve the education of Hispanics from pre-K to doctoral studies. By creating systemic change through :

1. Preparing a cadre of change agents to assume executive roles in K-12 schools, community colleges, higher education, state departments, professional associations, and the federal government.
2. Developing leadership skills of elected school board members, community college trustees and university regents conducting workshops to educate board members on issues surrounding Hispanic education to help affect change in their schools.
3. Helping state legislators to shape state laws through research and seminars, which inform them of issues and train them on how best to address these issues to change the condition of Hispanics.

Conclusions and Future Directions

This examination of educational outcomes for Toledo's Hispanic/Latino children and youth leads to conclusions in three broad categories. The information gathered points to serious knowledge gaps that need to be filled. Studies of local and national best practices point out the importance of a holistic approach to the education of Hispanic/Latinos in Toledo. Coalitions with all area schools, with parents, with the community, and with the City of Toledo Hispanic Affairs Commission are needed to help Hispanic/Latino students in Toledo. And finally, these baseline findings on Hispanic/Latino educational attainment in Toledo point to a need for policy changes to improve educational achievement for Toledo's Hispanic/Latino students.

I. Knowledge Gaps

The knowledge gaps identified by this compilation of baseline information on Toledo's Hispanic/Latino students to some degree reflect dramatic changes in how school data is collected in Toledo and by the Ohio Department of Education. As proficiency tests have become the main focus of state and local educational policies, data is reported and organized to focus attention on proficiency test outcomes. For example high school completion/dropout rates for different ethnic groups used to be reported as part of the State of Ohio yearly report, these figures are not part of the new 2002 State report and are not available on the EMIS web site. Outcomes on the ninth and twelfth grade proficiency test scores for high schools students from different ethnic groups are available.

1. The Ohio Department of Education Educational Management Information System (EMIS) in addition to proficiency test data should continue to provide customary demographic and school outcome data collected for long term tracking purposes.

The Toledo Public School District has done a good job in providing the consistent types of data on individual schools in its annual reports. This consistency allows analysis over time. However, local TPS information does not appear in the State system on a timely basis. Further, there are several categories of state EMIS data that are "voluntary" and which are not systematically reported by TPS, but which appear in an aggregated form in some local reports. To accurately assess the status and improvements of the schools and to assist students, this data should be entered into the EMIS database.

2. Information collected about Toledo public schools should be integrated into the Ohio EMIS in a timely manner.

The picture of educational attainment for Toledo's Hispanic/Latino children and youth is incomplete without more thorough and standardized information from the Catholic schools in the Toledo area.

3. There is a need for standardized basic demographic data on Toledo's Catholic school students at elementary and high school levels.

II. Coalition Building

The evidence from the most successful programs for Hispanic/Latino students underscores the need for schools, colleges, and universities to join with local community groups, agencies, programs, and individuals to work for effective schools. As is often the case, people working toward similar goals in a community are not aware of others efforts in the same areas. The local business community,

chamber of commerce, and community-based organizations have also been found to be important stakeholders in efforts to improve schools for Hispanic/Latino students.

4. This study found the following federally funded programs working to improve educational opportunities for Hispanic/Latino students in our community. Establishing working relationships with these programs could improve outcomes for Toledo's Hispanic/Latino students.
 - a. Both the University of Toledo (UT) (focused in south Toledo) and Bowling Green State University (BGSU) (focused in east Toledo) have federally funded GEAR UP projects in place that are focused on getting more under-represented groups of students into college.
 - b. The University of Toledo's federally funded TRIO program is designed to recruit first generation college students into college and to provide support services for students under-prepared for college work.
 - c. Bowling Green State University has a federally funded program Partners in Context and Community to improve student's performance and teaching. The project is focused in east Toledo and in the neighborhoods around Leverette junior high and Woodward high school. Part of the project is recruiting and developing new teachers from the community.
 - d. Both UT and BGSU are partners on Toledo Area Partnership in Education Support Teachers as Resources as Improvement in Elementary Science (TAPESTRIES). Focused in science education Black and Hispanic/Latino students are among the targeted students groups for this project.
5. The information on effective national programs for Latino youth presented in this report provides crucial information applicable to Toledo's Hispanic/Latino students. Areas for new program development include the following:
 - a. Participation in early childhood programs has been identified as important for Hispanic children and families. It is important to encourage Hispanic families to enroll preschool aged children in early childhood education programs in Toledo.
 - b. Partnerships with Hispanic/Latino organizations and groups in the Toledo area would be a source of mentors that other programs have found to be particularly effective, especially with Hispanic/Latino junior high school students. These same local partnerships would provide the opportunities for community service that are found in effective programs for Hispanic/Latino high school students.

- c. The Hispanic Border Leadership Institute (HBLI) could be a good model for building community partnerships.

III. Policy Considerations

All the models of best practices and the data from Toledo's school highlight the need for more Hispanic/Latino teachers in schools serving Hispanic/Latino students. In effective programs for Hispanic/Latino students, schools and colleges of education have recruited people into the teaching profession who helped diversify its ranks. They developed course work, practica, student teaching, and other experiences that helped all pre-service teachers to succeed with Hispanic students. Information on teaching careers and support programs was targeted at Hispanic/Latino students at the junior high school level in some programs. The governing bodies of the postsecondary education institutions in these effective programs required their faculty to create specialized programs to prepare teachers in methods of pedagogy appropriate for Hispanic students

6. There is a need for Toledo Public Schools to diversify their teacher workforce to include people with knowledge, language skills, and backgrounds that will enable them to better connect with Hispanic students and their parents. Alternative licensing programs for college educated Hispanic/Latinos in Toledo may be one method for achieving such goals in a timely manner.
7. Since limited English proficiency has been cited as a barrier for Hispanic/Latino students and their families by all researchers, the need for more bilingual teachers is clear. Toledo area teacher education programs and the Ohio Department of Education could consider adding requirements for second language study. Within the next fifteen to twenty years, one in four children in our schools will be a native Spanish speaker. Policies need to be put in place now to prepare for the demographic shifts in our student populations.

In Conclusion

The authors of this report have prepared a baseline set of data on the education of Hispanic/Latino students in Toledo for the City of Toledo Commission for Hispanic/Latino Affairs. The report highlights the important areas for further research and for improvement. We thank the Commission for beginning this work to reach out to existing programs and community partners. Together we will improve educational opportunities for Hispanic/Latino students in Toledo.

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