

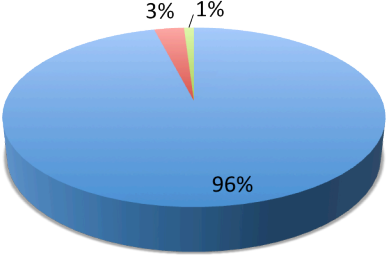






<b>Pilsen/Little Village Network</b>	<b>West Side Collaborative</b>
<h2 style="margin: 0;">The PreK-3<sup>rd</sup> Experience</h2> <h3 style="margin: 0;">An Examination at the School Level</h3> <div style="margin: 10px 0;">  </div> <p style="margin: 0;">Erikson Institute February 6, 2012</p> <div style="margin: 10px 0;">  </div>	

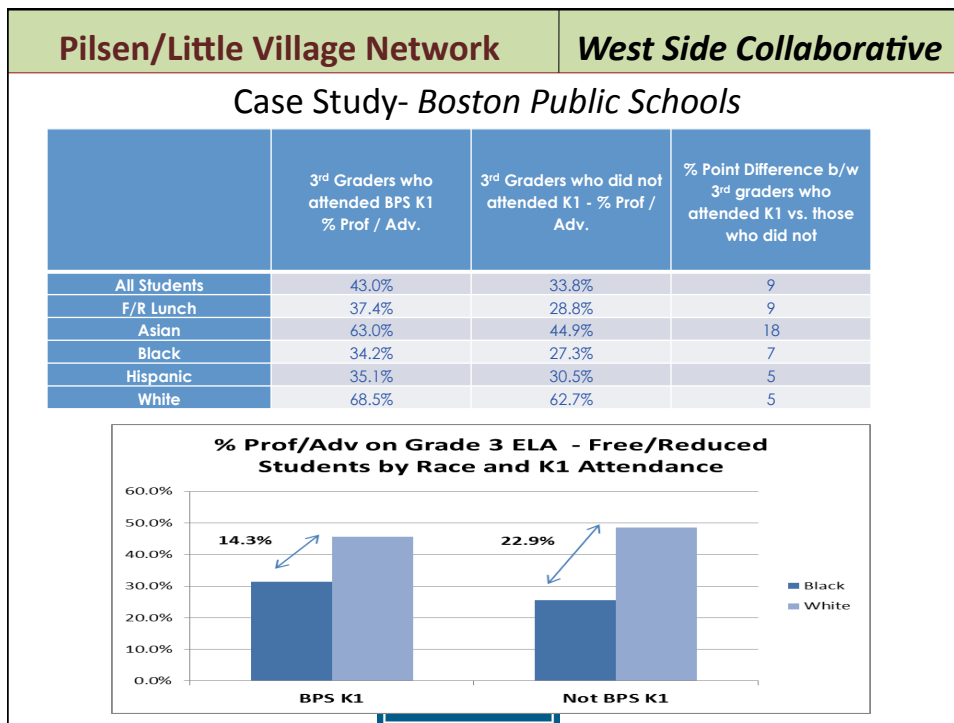
<b>Pilsen/Little Village Network</b>	<b>West Side Collaborative</b>													
<h3 style="margin: 0;">Demographics (18,000 students)</h3> <p style="margin: 0;"><i>Pilsen/Little Village</i></p> <div style="margin: 10px 0;">  </div> <div style="margin: 10px 0;"> <ul style="list-style-type: none"> <li style="margin-bottom: 5px;"><span style="color: blue;">■</span> Latino</li> <li style="margin-bottom: 5px;"><span style="color: red;">■</span> African American</li> <li style="margin-bottom: 5px;"><span style="color: green;">■</span> Other</li> </ul> </div>														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9534f; color: white;"> <th></th> <th>Pilsen/Little Village</th> <th>Chicago Public Schools</th> </tr> </thead> <tbody> <tr> <td>English Language Learners</td> <td style="text-align: center;">40.9%</td> <td style="text-align: center;">16%</td> </tr> <tr> <td>Special Education</td> <td style="text-align: center;">10.3%</td> <td style="text-align: center;">13%</td> </tr> <tr> <td>Free and Reduced Lunch</td> <td style="text-align: center;">74.5%</td> <td style="text-align: center;">83%</td> </tr> </tbody> </table>		Pilsen/Little Village	Chicago Public Schools	English Language Learners	40.9%	16%	Special Education	10.3%	13%	Free and Reduced Lunch	74.5%	83%	
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<p style="text-align: center;"><b>The Crisis</b></p> <p>-In the nation's lowest performing schools, only <b>one</b> in <b>three</b> children learn to read by the third grade. Those who don't are <b>four times</b> as likely than peers to leave high school without a diploma.- Annie E. Casey Foundation</p> <p>-Chicago's Hispanic dropout rate hovers around <b>40 percent</b>. Hispanic dropouts are having a drastic economic impact on the city. In 2008, 9,250 Latinos dropped out of school. If that number were cut in half, the city would benefit from \$57.5 million in increased earnings and \$40.1 million in increased spending -Alliance for Excellent Education (July 2010)</p> <div data-bbox="703 926 881 991" style="text-align: center;">  </div>	

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<p style="text-align: center;"><b>What Are the Common Core State Standards?</b></p> <p>★ <i>“Common Core State Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.”</i></p> <p style="text-align: right;">(NGA &amp; CCSSO, 2010)</p> <div data-bbox="703 1749 881 1810" style="text-align: center;">  </div> <div data-bbox="1214 1774 1230 1791" style="text-align: right;">4</div>	

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<ul style="list-style-type: none"> <li>• The new standards support improved curriculum and instruction due to increased:               <ul style="list-style-type: none"> <li>– <b>FOCUS</b>, via critical areas at each grade level</li> <li>– <b>COHERENCE</b>, through carefully developed connections within and across grades</li> <li>– <b>CLARITY</b>, with precisely worded standards that cannot be treated as a checklist</li> <li>– <b>RIGOR</b>, including a focus on College and Career Readiness and Standards for Mathematical Practice throughout Pre-K-12</li> </ul> </li> </ul>	
 <span data-bbox="1219 957 1230 972">5</span>	

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<p style="text-align: center;"><b>Common Core Standards:</b></p> <p><b><i>An opportunity to Bring Coherence to the PreK-3<sup>rd</sup> grade experience</i></b></p> <ol style="list-style-type: none"> <li>1. Reading instruction happens throughout the school day, across grade levels and content areas</li> <li>2. Meeting standards requires comprehensive, inquiry-based pedagogy, built on prior learning</li> <li>3. Language learning is purposeful and is anchored in big ideas and corresponding texts</li> <li>4. Student tasks are consistently text dependent</li> <li>5. Debate and dialogue are central to content-learning</li> <li>6. Writing- ability to write logical arguments based on substantive claims, sound reasoning and relevant evidence (opinion at early grades)</li> <li>7. Performance assessment: multi-step process that requires construction and articulation of student thinking</li> </ol>	
	



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<h2>Implications for Practitioners</h2> <ul style="list-style-type: none"> <li>• Embrace the implementation of Common Core Standards as an opportunity to connect PreK-3 education</li> <li>• Full day, robust early childhood programming matters!</li> <li>• A need for a better nexus between early childhood and primary teaching</li> <li>• Schools must “own” their preschool programs</li> <li>• Principals must be informed leaders of early childhood education</li> <li>• Commitment to maintaining high expectations and strong socio-emotional supports (these are not mutually exclusive)</li> <li>• Parent involvement is a critical thru line PreK-3</li> </ul>	