Often, English learner high school graduation data are based on the number of students classified as English learners (ELS) in grade 9.

This means the EL graduation rate does not account for students who were once ELS, but were reclassified as English proficient before grade 9.

Concerned about low graduation rates among ELS, and whether they provide a precise picture of ELS’ performance, NYC public schools partnered with REL Northeast & Islands to study graduation rates among students who entered grades 5 or 6 as ELS in 2003/04. We call this group of students ‘ever English learners,’ or ever-ELS.

Using this ever-EL group to examine outcomes, the study found on-time graduation rates for NYC ever-ELS to be higher than recent estimates for ELS as of grade 9.

Additionally, including data for 5- and 6-year graduation rates shows a shrinking gap between outcomes for ever-ELS and all students in NYC public schools.

Including ever-ELS and 5- and 6-year graduation rates tells a different story of EL high school graduation outcomes.

What do your data say?

Track and analyze longitudinal data of ever-ELS in your school or district. What trends do you see?

Review 5- and 6-year graduation rates for all students, ever-ELS, and Els classified as Els in grade 9. Are the outcomes similar, or different?

Compare graduation rates between ELs in grade 9 and Els reclassified before grade 9. What do you learn?