



Including Ever-English Learner Students in Accountability and Continuous Improvement



June 21, 2017

Hosted by the Connecticut English Learner
Research Partnership at REL Northeast & Islands

Agenda

Welcome and introductions

Part 1: Introduction of the ever-English learner framework

Part 2: Applying the ever-English learner framework to graduation data in New York City and Oregon

Facilitated Q&A

Part 3: Broader implications

Facilitated Q&A

Closing remarks

Today's goals

- Build understanding about how and when outcomes for “current English learner students” can be misleading for accountability purposes
- Build understanding about how and when the ever-English learner framework can avoid these problems and provide more useful information
- Explore the graduation outcomes of ever-English learner students in New York City and Oregon
- Build awareness of the challenges and opportunities for using the ever-EL framework in the next generation of accountability systems



Connecticut English Learner Research Partnership

- Partnership builds on 5 years of REL English Language Learners Alliance
- Addresses high-leverage need: improving the performance of English learner students, including students with disabilities
- Members: SEA leadership, district English learner coordinators, representatives from Regional Educational Service Centers and universities
- Goal: Support the research needs of the Connecticut State Department of Education to inform decision makers as they consider how to best meet the diverse needs of ever-English learners throughout the state



Meet today's presenters



Dr. Michael Kieffer
Associate Professor of
Literacy Education, New York
University



Dr. Karen Thompson
Assistant Professor, Oregon
State University



Dr. Caroline Parker
Principal Research Scientist,
REL Northeast & Islands



PART 1.

Introduction of the ever-English learner framework

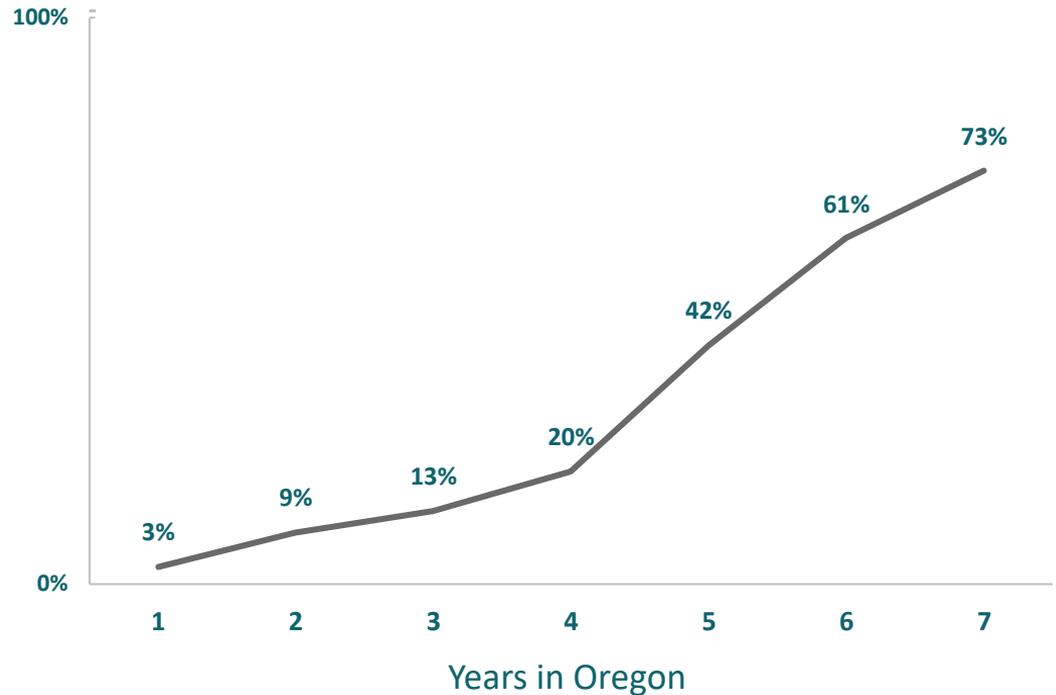
Dr. Karen Thompson



Time to reclassification for English learners

- Most students who enter school classified as English learners attain English proficiency and exit EL services, a process sometimes known as “reclassification.”
- Using longitudinal data, we found that after 7 years, 73% of students who entered Oregon schools as ELs in kindergarten had been reclassified.

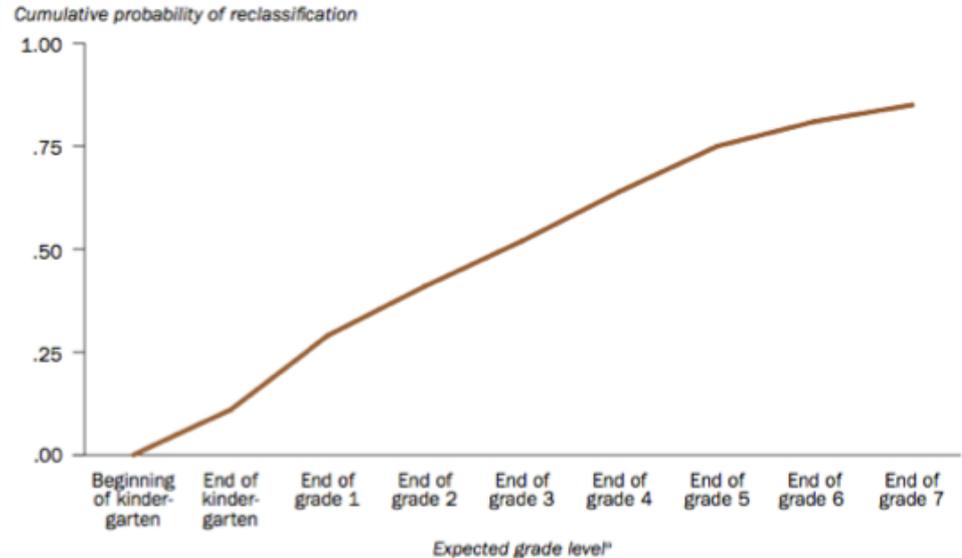
Cumulative probability of reclassification for students who enter Oregon as English learners in kindergarten, 2006/07 to 2012/13



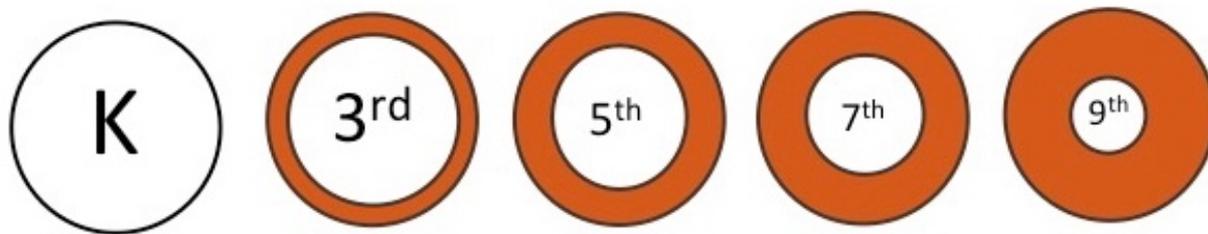
Time to reclassification for English learners

- The same general pattern has been found for ELs in New York City.
- Students are reclassified at somewhat higher rates in early years in NYC than in Oregon, likely because of differences in criteria.
- After 7 years, 81% of students who entered NYC schools as ELs in kindergarten had been reclassified.

Figure 1. For students entering New York City public schools as English learner students in kindergarten during 2003/04–2010/11, the cumulative probability of becoming reclassified as a former English learner student increases gradually, with a majority of students reclassified by the end of their expected grade 3 year



The ever-English learner framework

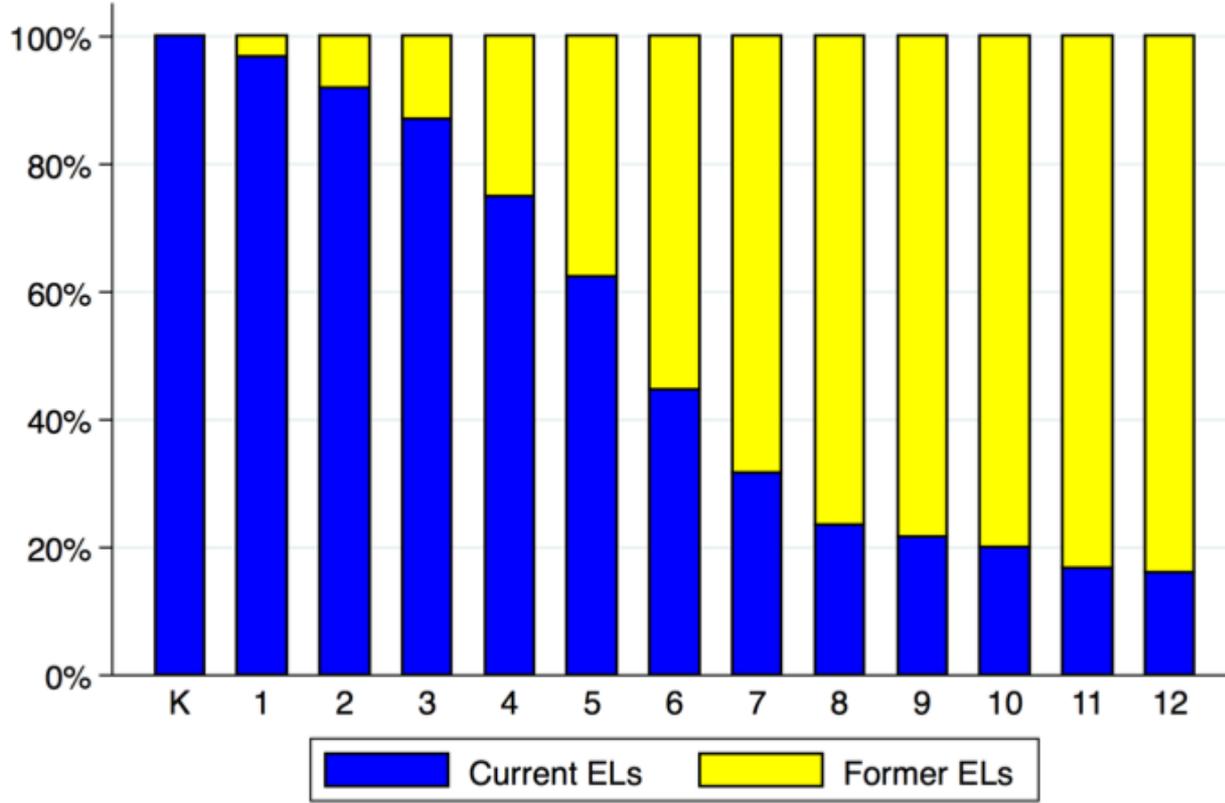


- Graphic courtesy of Dr. Ilana Umansky

- Takes into account that the EL subgroup is not stable
- Allows for analysis of:
 - Current ELs
 - Former ELs
 - Ever ELs
- Allows for longitudinal analysis



Among 2015-16 Oregon Students Ever Classified as ELs, the Proportion Who Are Current ELs and the Proportion Who Are Former ELs, by Grade



PART 2A.

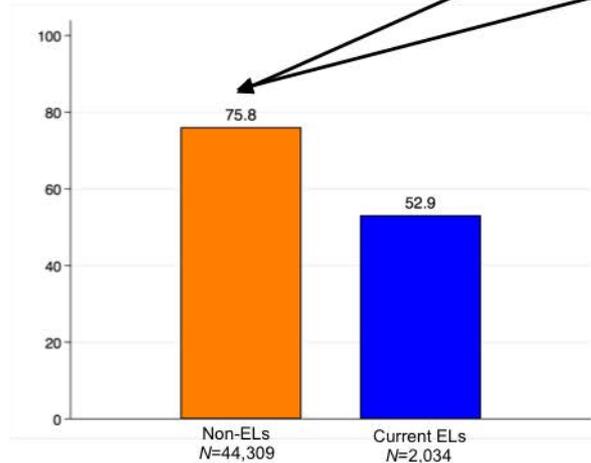
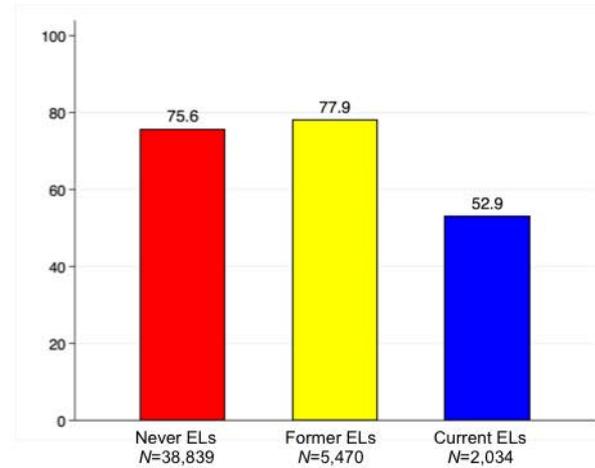
Applying the ever-EL framework to graduation data from Oregon

Dr. Karen Thompson



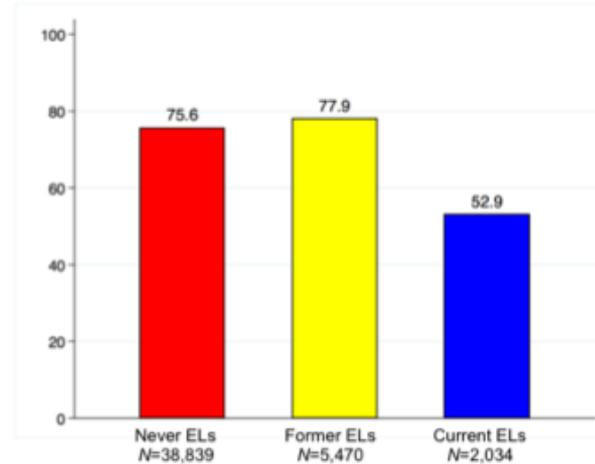
Oregon four-year cohort graduation rates by language proficiency classification, 2015–16

Typically, states report student achievement based on whether or not a student currently carries the EL label. In this scenario, former ELs are included in the “Non-EL” group.

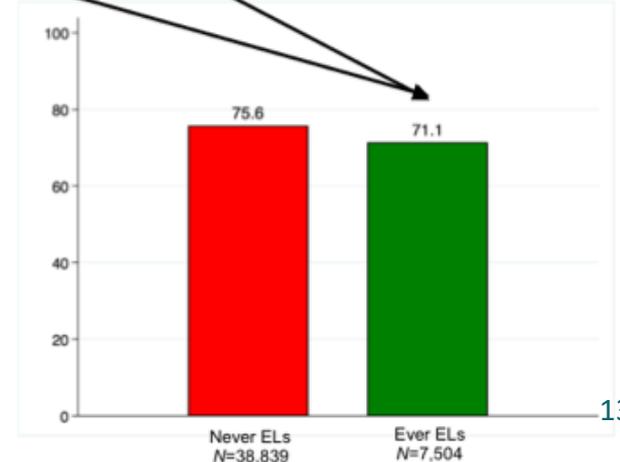
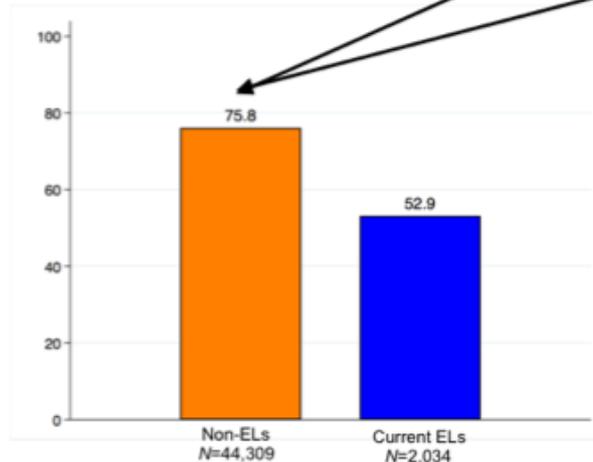


Oregon four-year cohort graduation rates by language proficiency classification, 2015–16

Typically, states report student achievement based on whether or not a student currently carries the EL label. In this scenario, former ELs are included in the “Non-EL” group.



By including former ELs along with current ELs, the “Ever EL” subgroup includes all students who have ever received EL services – a potentially more useful population to inform decision-making and program evaluation.



PART 2B.

Applying the ever-EL framework to graduation data from NYC

Dr. Michael Kieffer



 GETTING TO GRADUATION

New York City's graduation rate continues climb, but a larger share of English learners are dropping out

BY ALEX ZIMMERMAN, MONICA DISARE - FEBRUARY 10, 2017

Graduation rates were a hot topic in NYC this spring.



 DATA DIVE

How well are English Language Learners doing in NYC schools? That depends on the stats you consider

BY CHRISTINA VEIGA - MARCH 2, 2017

However, measuring them correctly is tricky.



Graduation outcomes of students who entered New York City public schools in grade 5 or 6 as English learner students



Making Connections

Michael J. Kieffer
New York University

Caroline E. Parker
Education Development Center



Research Questions

1. What percentage of students who entered New York City public schools in grade 5 or 6 as English learners graduated from high school?
 - On-time (within 4 years of entering 9th grade)?
 - Within 5 or 6 years of entering 9th grade?
2. What types of diplomas were earned by students who entered as English learners?
3. How do long-term and short-term English learners differ in these graduation rates?



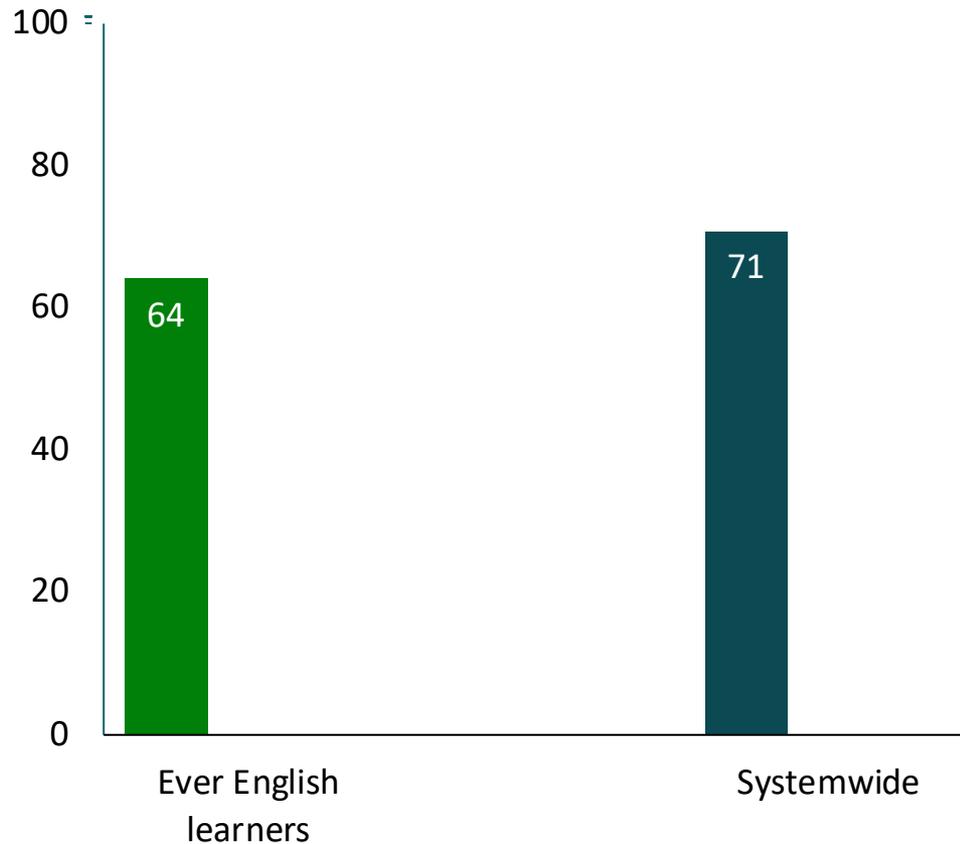
Data

- NYC Department of Education data, compiled and processed by the Research Alliance for New York City Schools at NYC
- Cohort of students who entered as English learners in grade 5 or 6 in 2003/04 (*N*'s = 1,576-1,734)
 - Most were expected to graduate in spring, 2010 or 2011
 - Followed 2 years beyond this – through spring, 2012 or 2013
- Students who entered after NCLB, but early enough to track through 2 years after expected graduation and have had enough years in the system to become long-term English learners



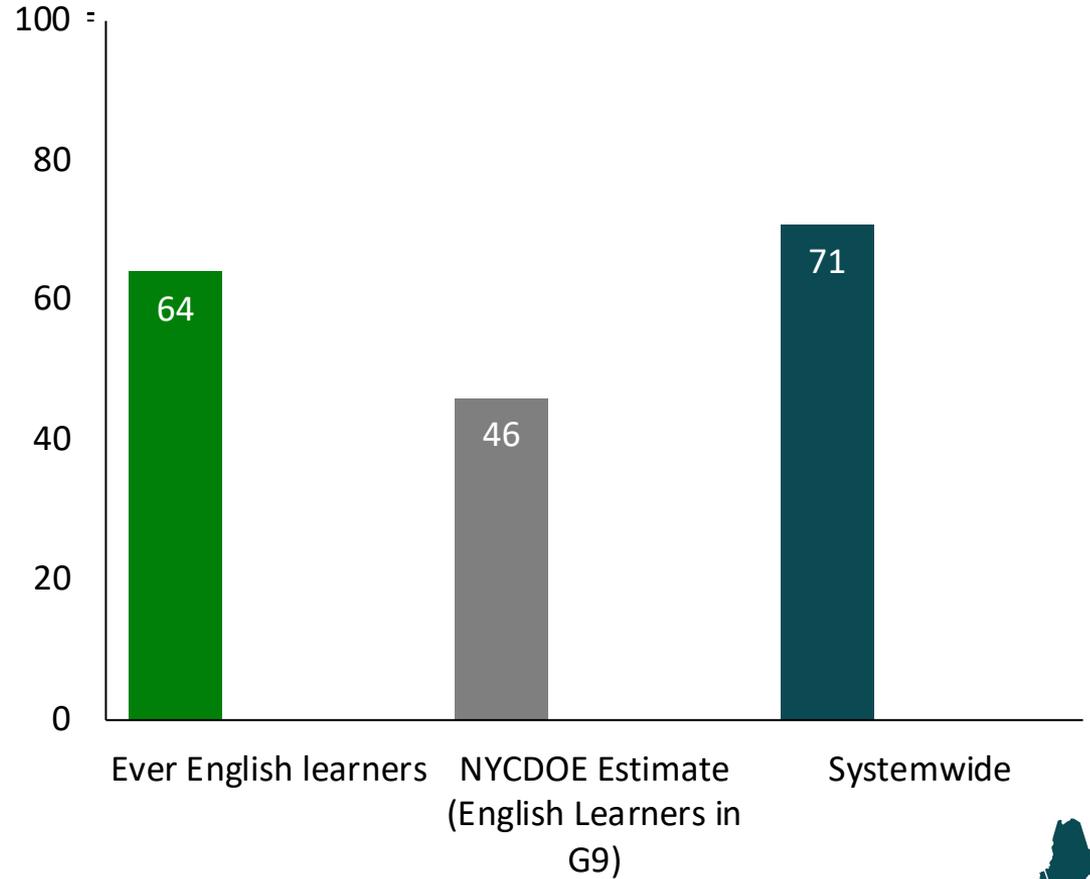
On-time graduation

Ever-English learners' rate is lower than systemwide rate.



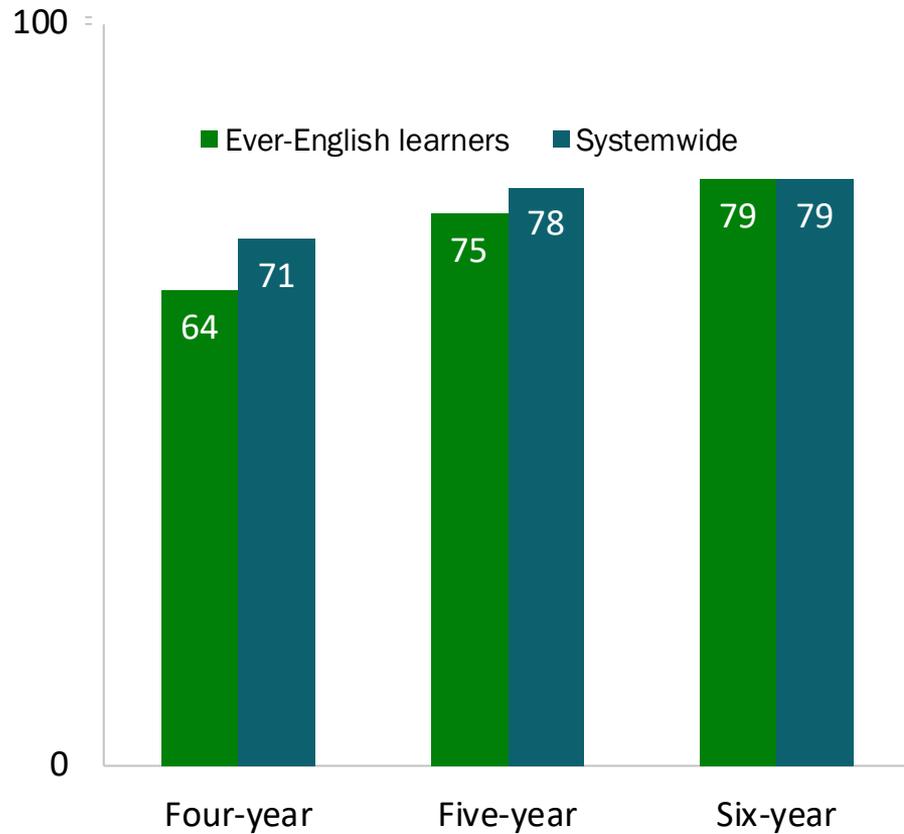
On-time graduation

Ever-English learners' rate is lower than systemwide rate, but is higher than what is typically reported.



Six-year graduation

Ever-English learners catch up with systemwide rates.



Questions



Please type any questions into the chat.



PART 3.

Broader implications for using the ever-English learner framework in accountability

Drs. Kieffer & Thompson



The Ever-EL framework is useful for a variety of other outcomes



Achievement



9th graders on track to graduation



Chronic absenteeism



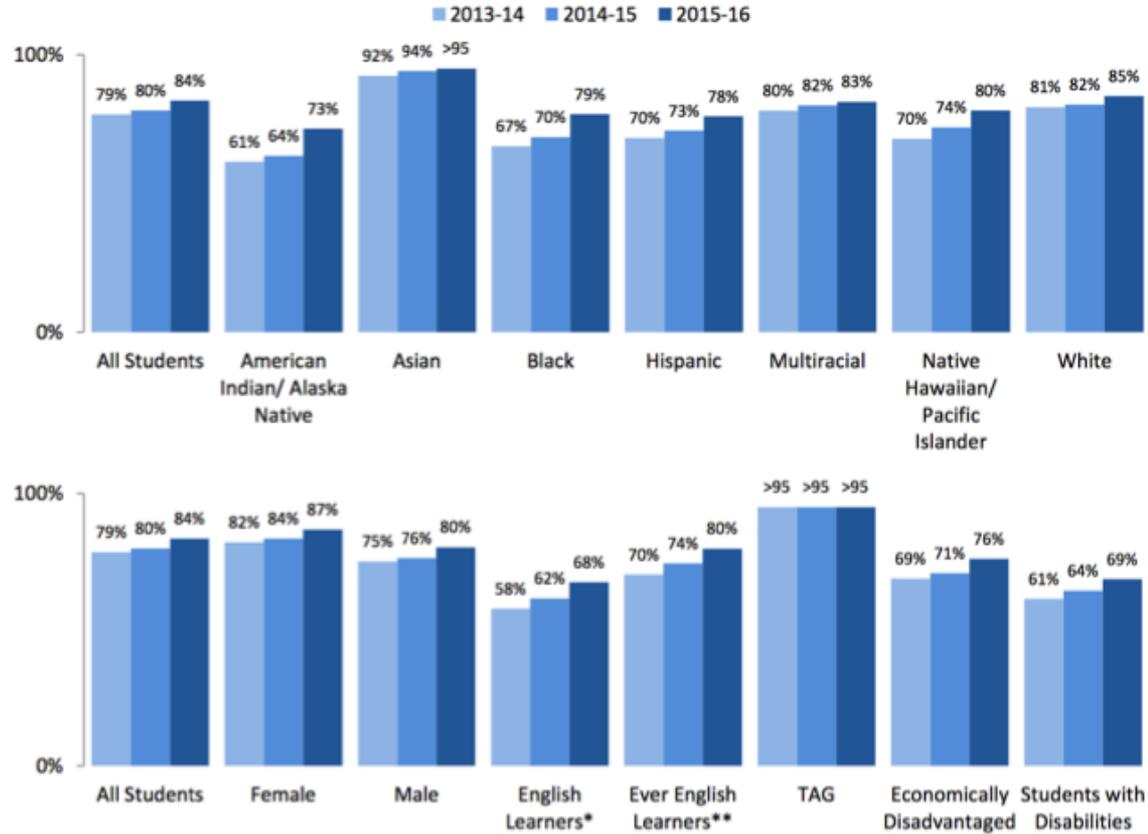
Representation in special education

Using the ever-EL framework in state reporting

State, district, and school report cards include results for the ever-EL group, including:

- Graduation
- Assessment
- Percentage of freshman on-track to graduate

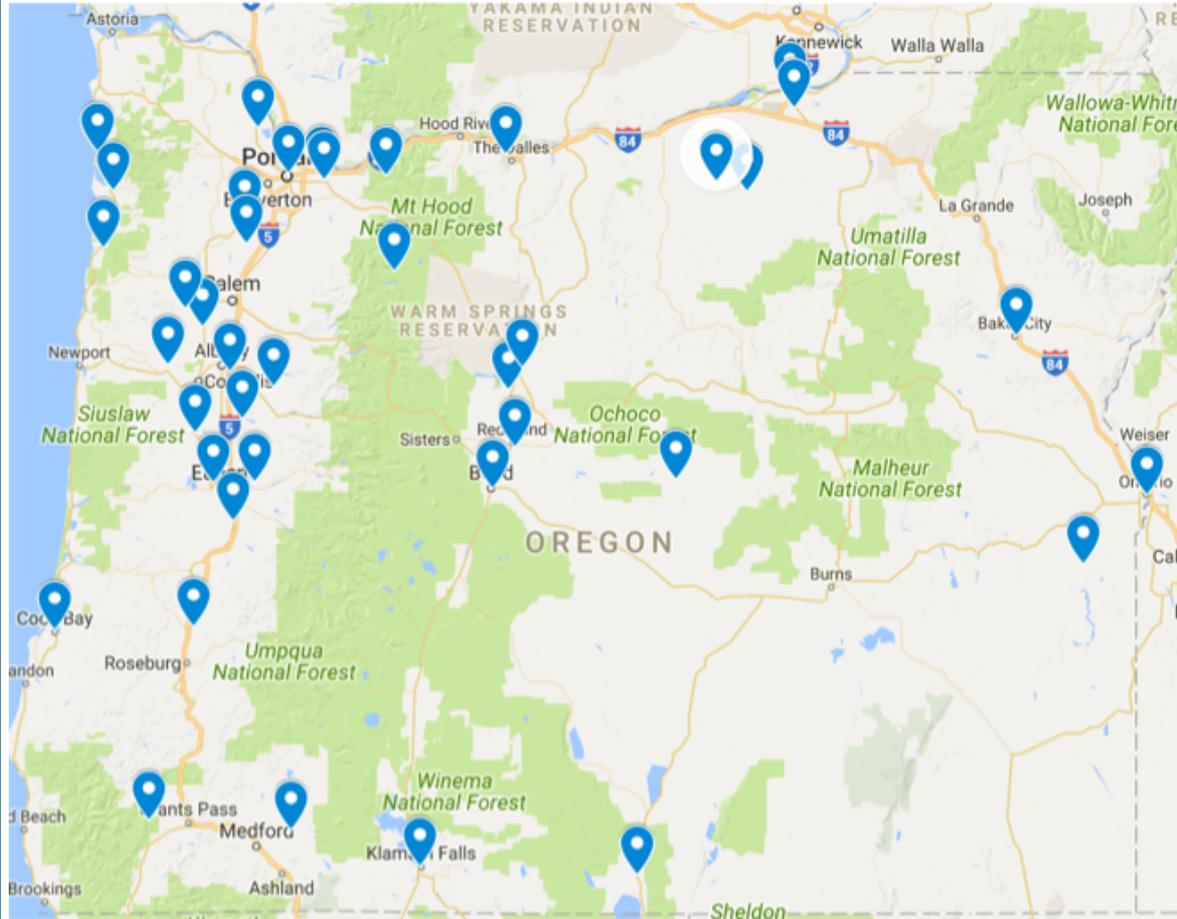
Percent of freshmen on-track



Using the ever-EL framework in state accountability systems

Under new state legislation, Oregon has used a variety of measures, including ever-EL measures, to identify districts in need of technical assistance to better the needs of their ELs, including:

- Ever-EL graduation rates
- Ever-EL postsecondary enrollment rates
- EL English language proficiency assessment growth
- Ever-EL content-area assessment growth





Shifting landscape of accountability

Federal policy

- ESSA allows states to include former English learners to be incorporated for up to 4 years for achievement indicators.
- Obama-era regulations did not allow this for graduation rates, but have since been revoked.
- Current approach to ESSA plans is unclear.



State & district policy

- Regardless of federal policy on ESSA, states and districts should consider tracking graduation rates of ever-English learners.
- Can be useful for continuous improvement efforts:
 - Success or challenges over time in improving ever-EL graduation rates suggest how the entire K–12 pipeline is supporting these learners.
 - Districts or groups of schools with above-average ever-EL graduation rates can be models for others.
 - Those with below-average rates can be targeted with more resources and improvement efforts.



A common pitfall...

- Sometimes, educators recognize the problem with focusing only on current English learners, so instead report on only former English learners (or only students who have been recently reclassified).
- This has the opposite problem—of only counting the successes of the subset of students who have been reclassified.
- This is a situation in which aggregation of data—into the ever-EL category—provides more useful information than disaggregating the data into current vs. former English learners.



Questions



Please type any questions into the chat.



Thank you!

To contact today's presenters:

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