Long-Term Outcomes for English Learners in Oregon

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Agenda

- Introductions
- Overview of our partnership and research questions
- Preliminary findings
- Overview of current and former ELL population
- Time to exiting
- ELLs who qualify for special education
- Graduation rates
- Instructional program models
- ODE reflection
- Q & A

Our partnership

- New federal funding to support partnerships between researchers and practitioners
- New statewide Strategic Plan for English Language Learners
- Need for more research to inform future directions for ELL policy and practice in Oregon
- Awarded funding from August 2014-July 2016 to support our work together
- Lots of folks at ODE and OSU are involved
- A major portion of our work is getting feedback on our findings from teachers and administrators around the state – a process we're starting today!

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Policy and practice questions to explore

"As we work to redesign our state's education system around common goals and rigorous outcomes, improving services and supports to our English Language Learners will be a critical piece in the equation."

- Rob Saxton

- How can we use knowledge about long-term outcomes for current and former ELLs to inform the design of assessment and accountability systems in the Common Core era?

- What can we learn about the implementation of different program models around the state and what is working for students?

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Research questions

Research Topic 1: Outcomes for the Total English Learner group

RQ1: What proportion of Oregon students are former English learners?

RQ2: How long does it take English learners to attain English proficiency and exit EL status? How does this vary by factors at the student, school, and district level?

RQ3: What are outcomes for former English learners? How do these outcomes vary by factors at the student, school, and district level? Possible outcomes to examine include: scores on state content-area assessments and graduation.
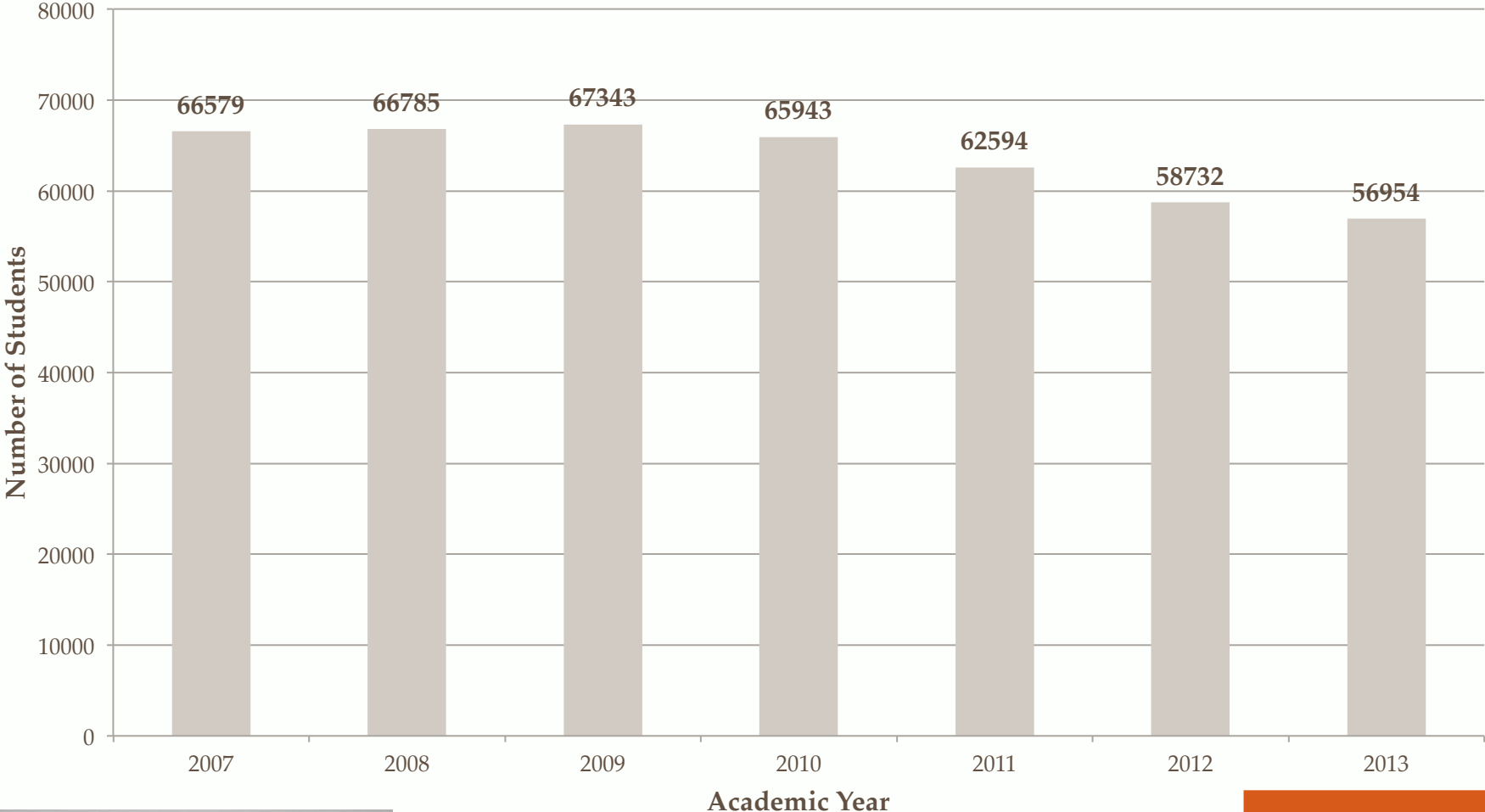
RQ4: What are outcomes for the Ever English Learner group (including both current and former ELs)? How do these outcomes vary by factors at the student, school, and district level? Again, possible outcomes to examine include: scores on state content-area assessments and graduation.

Research questions

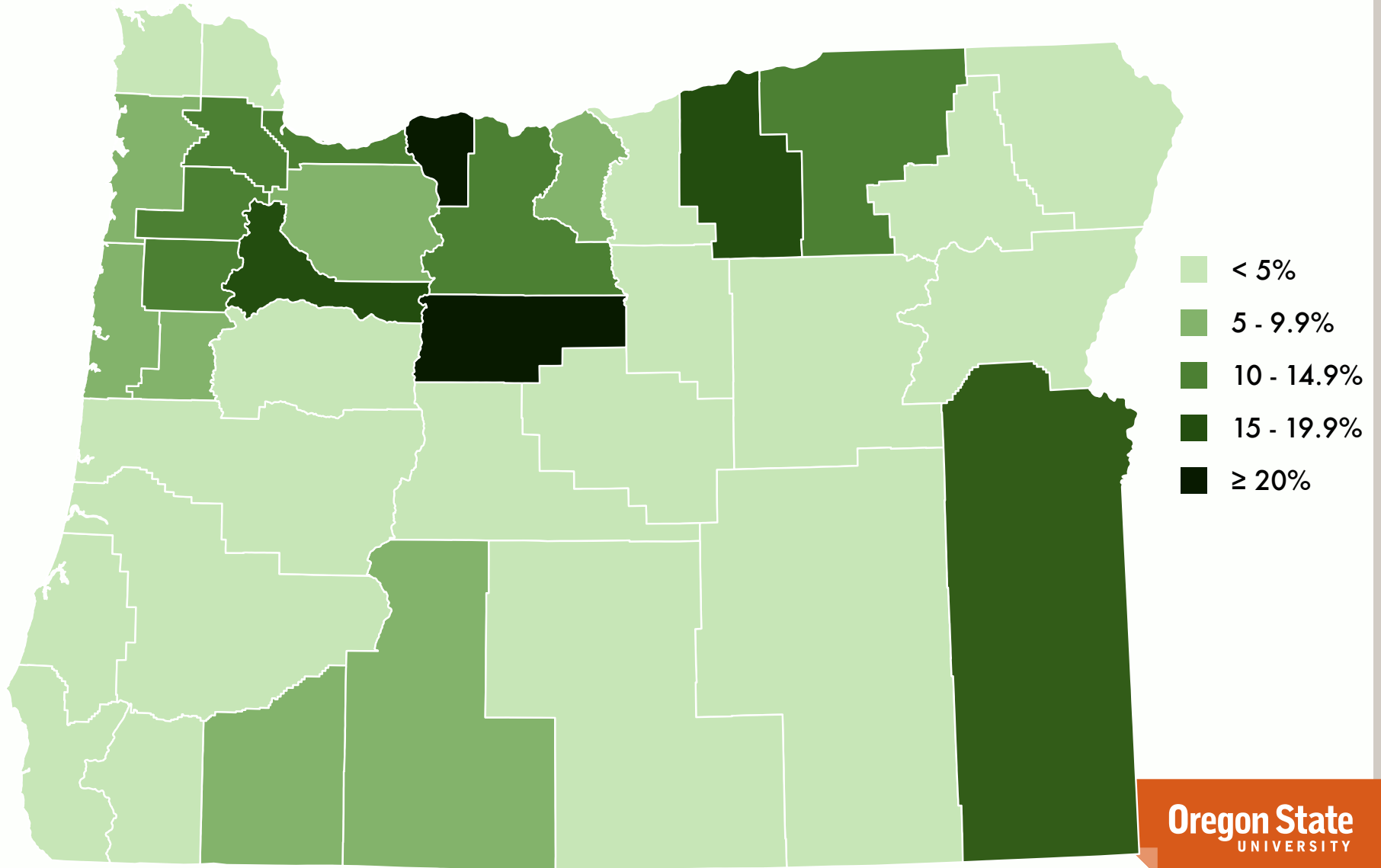**Research Topic 2: EL Instructional Program Models**

RQ5: Where do particular instructional program models for ELs, specifically various types of bilingual programs, exist across Oregon?

RQ6: How do a variety of outcomes for both current and former ELs vary according to the type of instructional program in which students participated? Possible outcomes to examine include: the time necessary to achieve English proficiency and exit EL status; the time necessary to achieve targets on state content-area assessments; and graduation.

Number of ELL Students Statewide by Academic Year

Bar chart showing Number of Students (y-axis) by Academic Year (x-axis):
- 2007: 66579
- 2008: 66785
- 2009: 67343
- 2010: 65943
- 2011: 62594
- 2012: 58732
- 2013: 56954

Percentage of K-12 Students Who Are ELLs, By County

- < 5%
- 5 - 9.9%
- 10 - 14.9%
- 15 - 19.9%
- ≥ 20%

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Former & Current English Learners in Oregon

- About 20% of Oregon students are current or former English Learners

    - ~ 10% of students are current English Learners
    - ~ 10% of students former English Learners

- These percentage reflect the national percentage of current and former English Learners in the U.S.

- Importance of knowing how former English Learners are doing

- Essential for schools and communities to know the percentage of students in need of services

RQ2 preliminary analysis

How long is it taking students who enter Oregon schools as ELLs in kindergarten to exit? How does this vary by factors at the student, school, and district level?

Seven cohorts of students, from 2006-07 through 2012-13

Sample size: 62,143 students

Just sample data, not statistical models

Cumulative probability of reclassification for students who enter Oregon as ELLs in kindergarten, 2006-07 to 2012-13
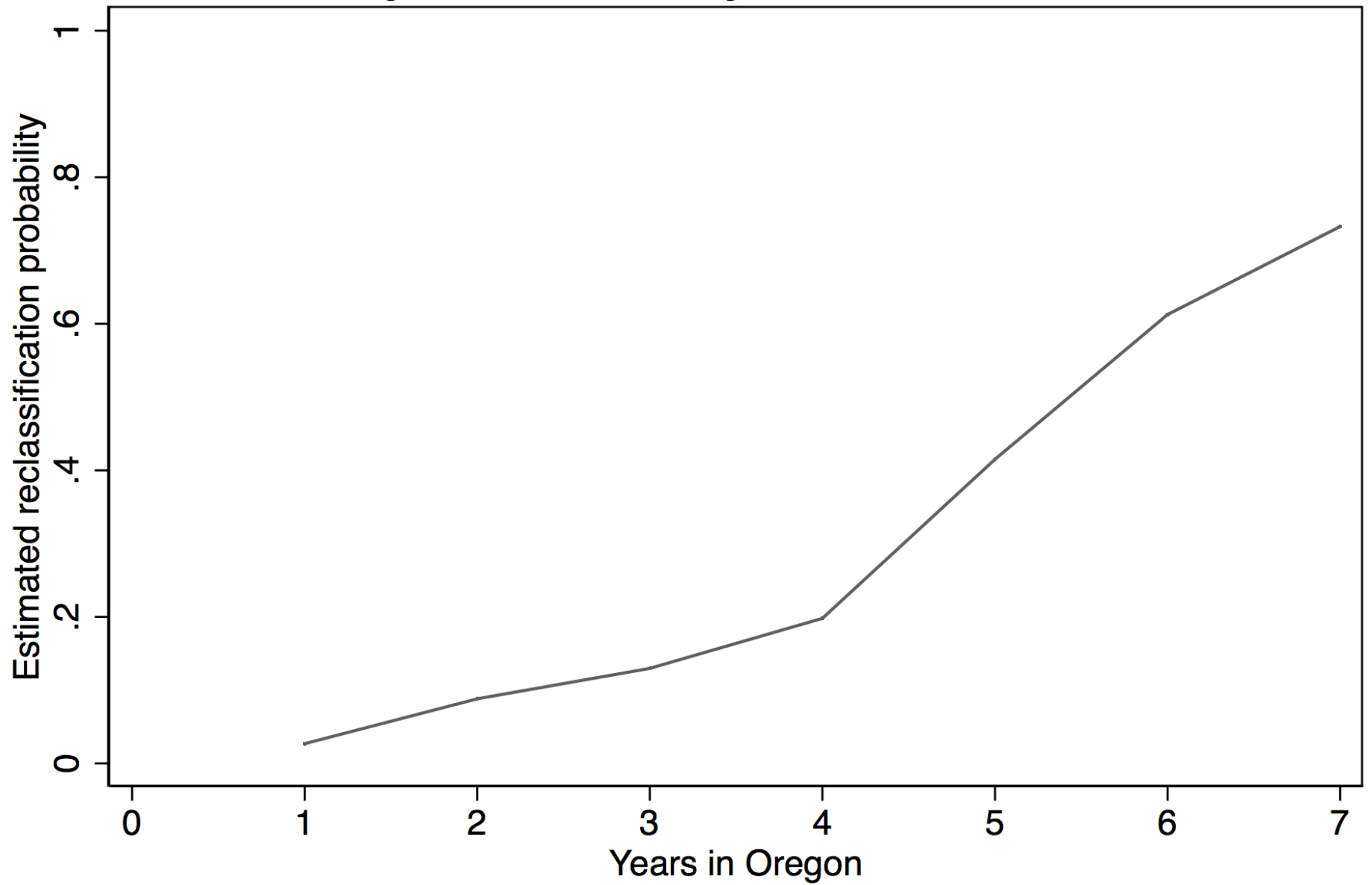
Cumulative probability of reclassification for students who entered Oregon as ELLs in K, 2006-07 through 2012-13

| Number of years in Oregon schools	Cumulative probability of reclassification
1	3%
2	9%
3	13%
4	20%
5	42%
6	61%
7	73%

Cumulative probability of reclassification for students by initial ELPA score
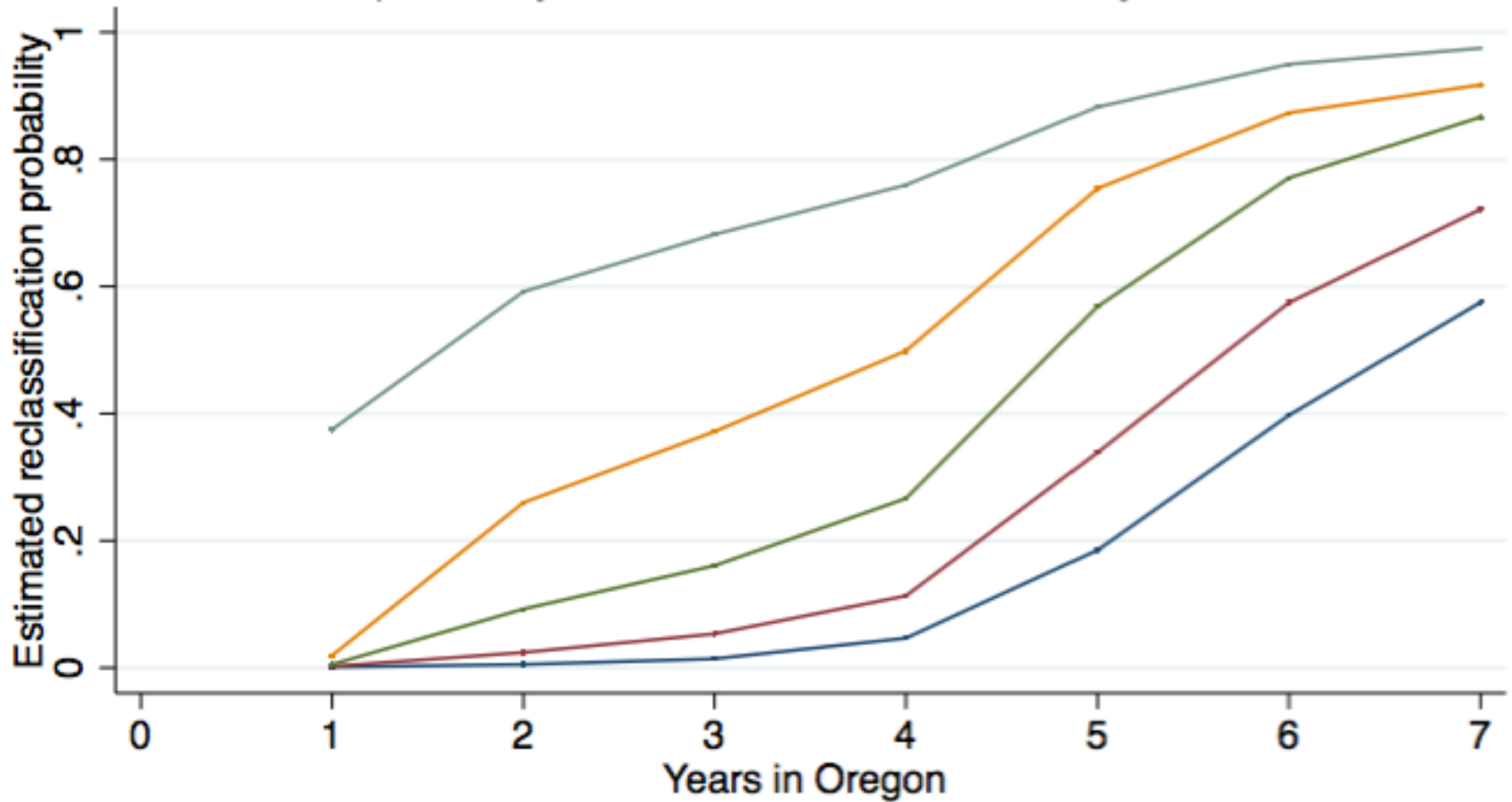
Characteristics of students who entered Oregon schools as ELs in kindergarten and remained classified as ELs after seven years

| Characteristics	Percentage
Female	40%
Economically Disadvantaged	96%
Qualifies for Special Education	36%
Spanish as Home Language	84%
ELPA Score	
Beginning	2%
Early Intermediate	10%
Intermediate	30%
Early Advanced	52%
Advanced	5%
Total Number of Students	2,033

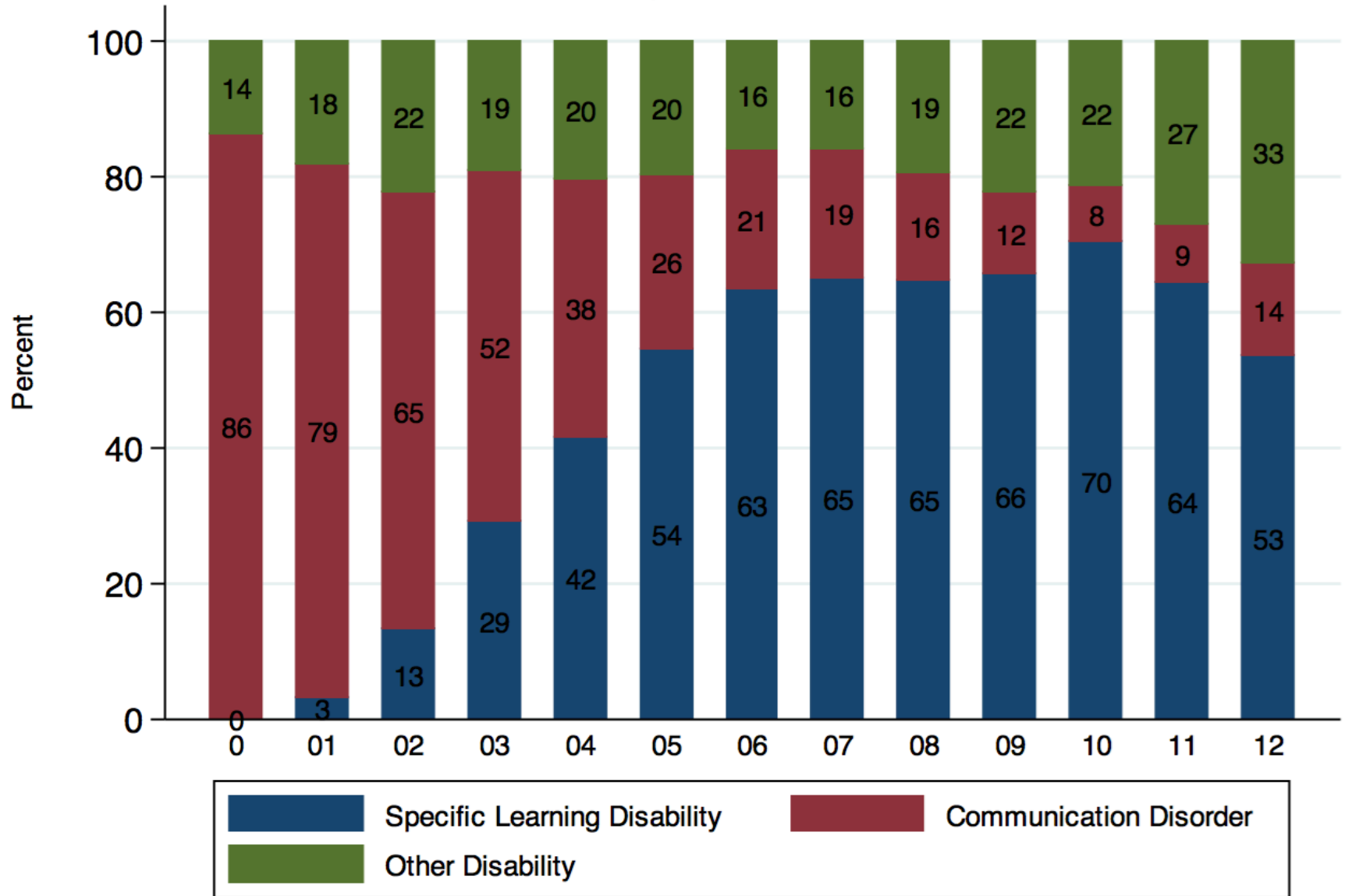Percentange of ELLs in Special Education Statewide by Academic Year
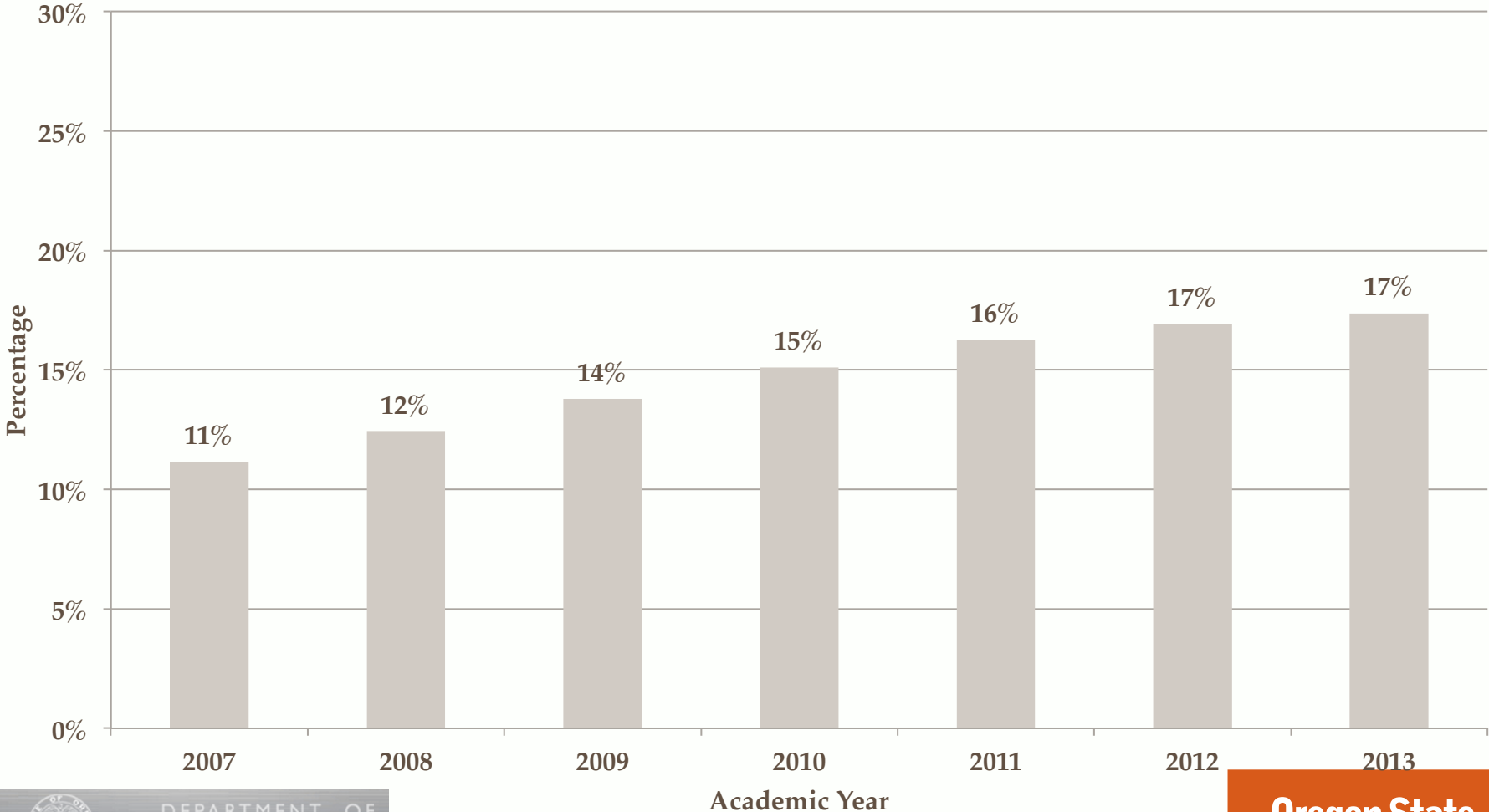
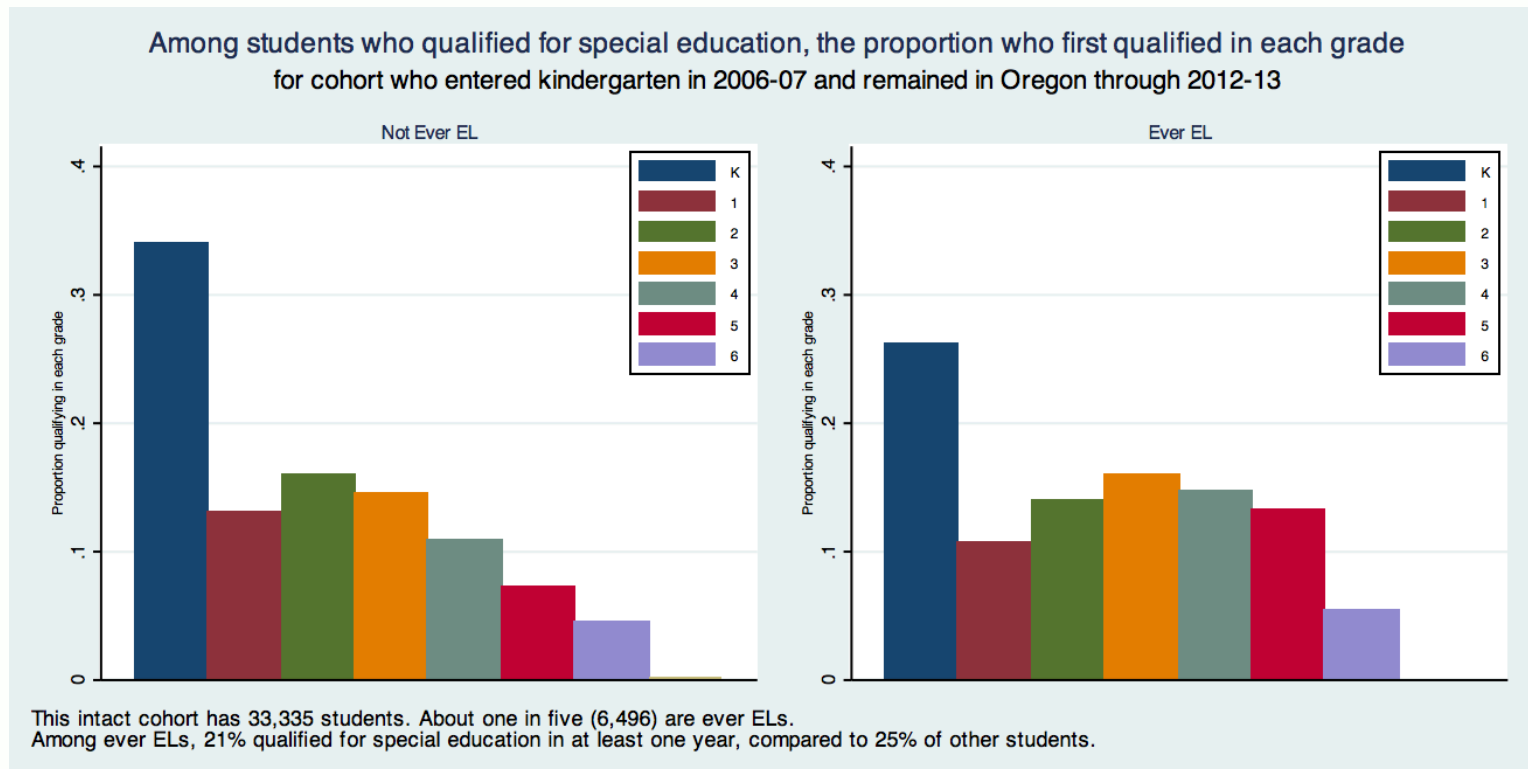Percent of Current ELLs in Special Education by Grade, 2012-13
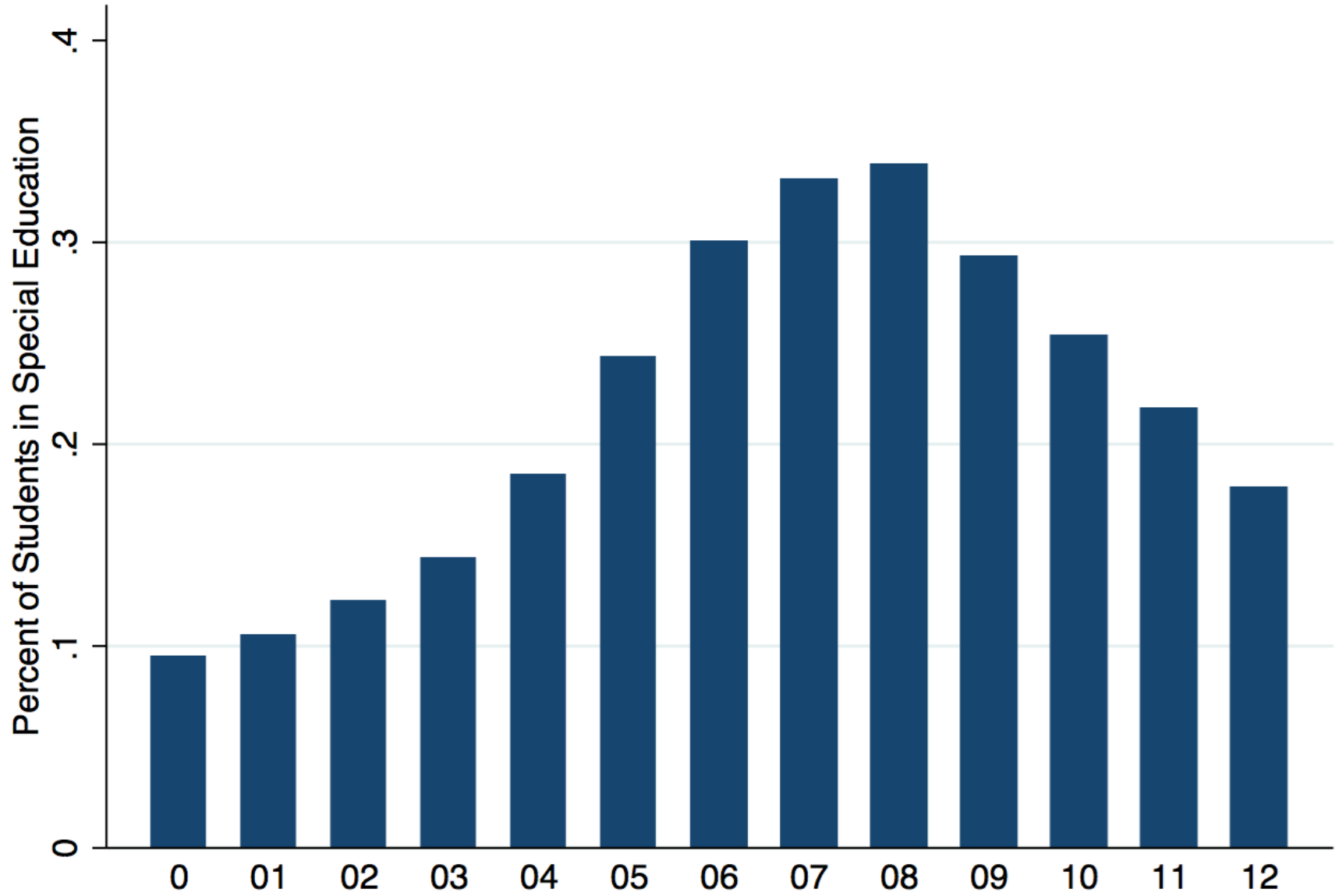
Percent of Students in Special Education by ELL Status and Grade, 2012-13
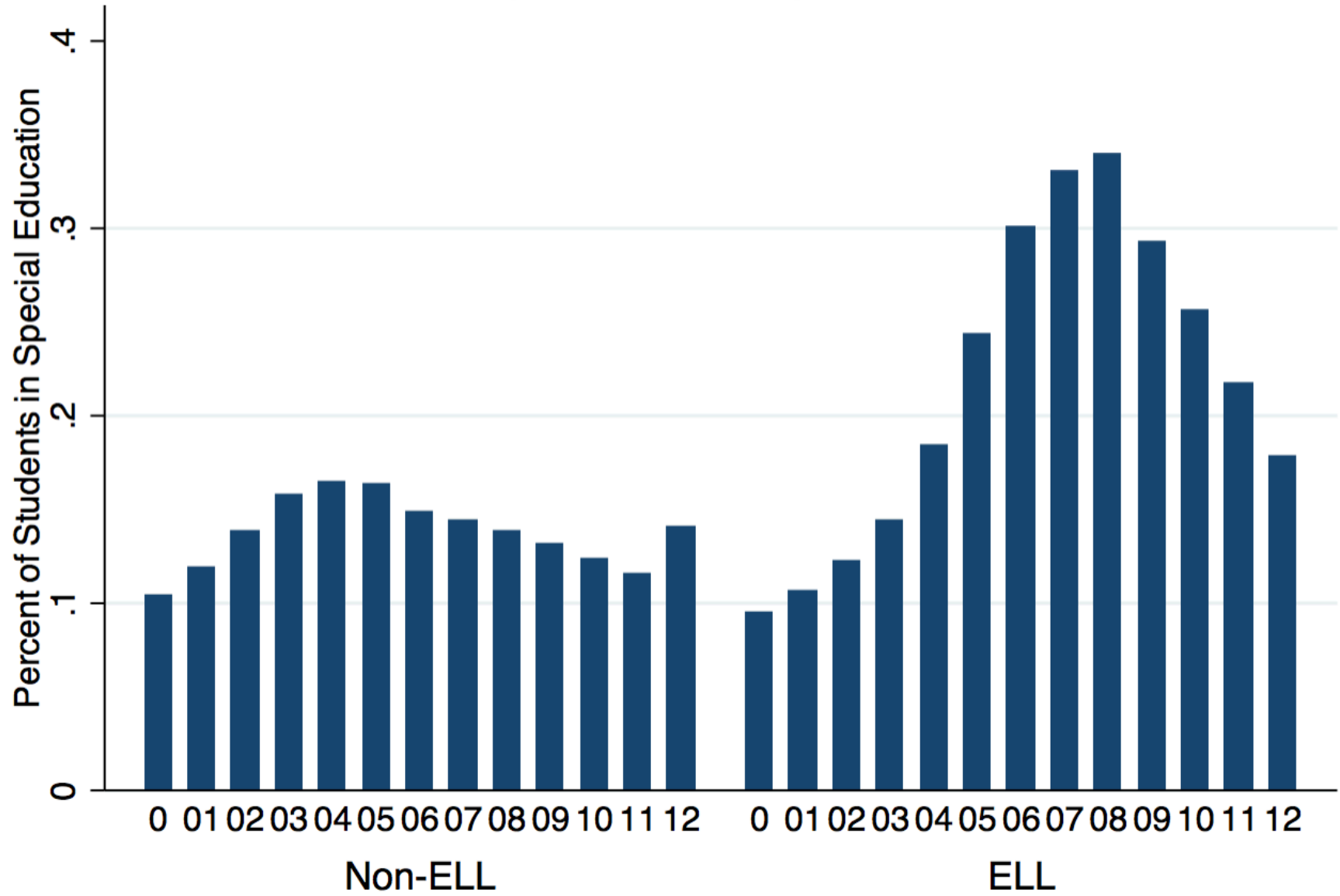
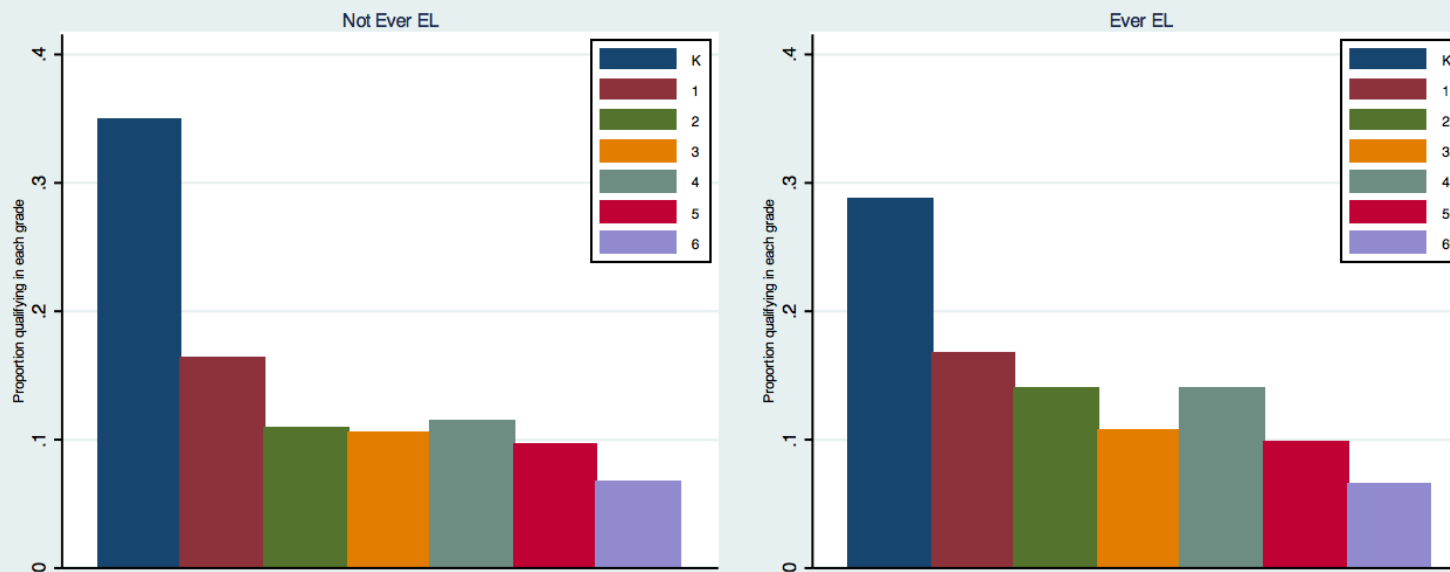Types of Disabilities among Current ELLs who Have IEPs, 2012-13

1A: When do students first qualify for special education? (Looking at one intact cohort who entered Oregon in K in 2006-07 – All disability categories)

Among students who qualified for special education, the proportion who first qualified in each grade for cohort who entered kindergarten in 2006-07 and remained in Oregon through 2012-13

This intact cohort has 33,335 students. About one in five (6,496) are ever ELs.
Among ever ELs, 21% qualified for special education in at least one year, compared to 25% of other students.
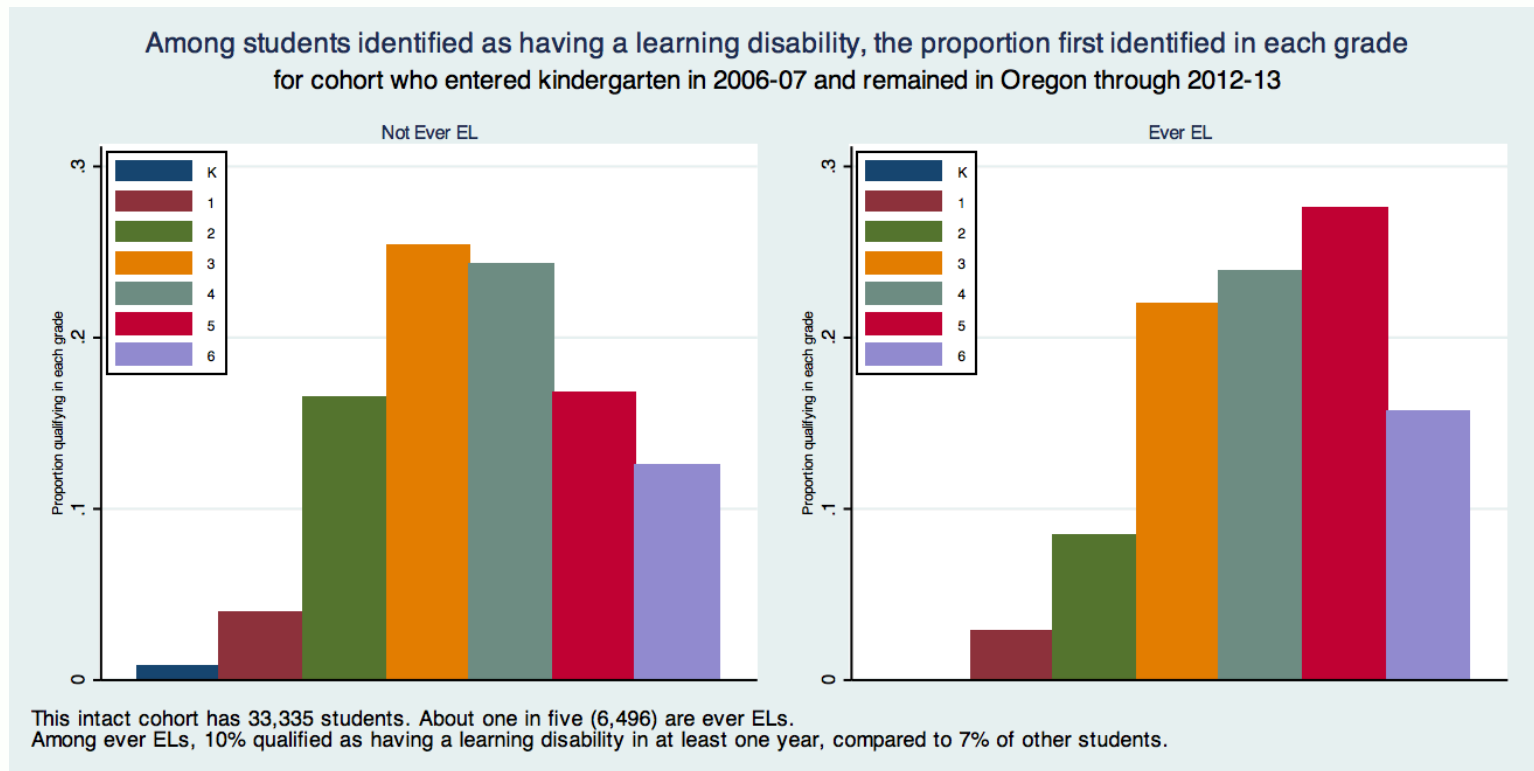
1B: When do students first qualify for special education? (Looking at one intact cohort who entered Oregon in K in 2006-07 – Communication Disorder)

Among students identified as having a communication disorder, the proportion first identified in each grade for cohort who entered kindergarten in 2006-07 and remained in Oregon through 2012-13
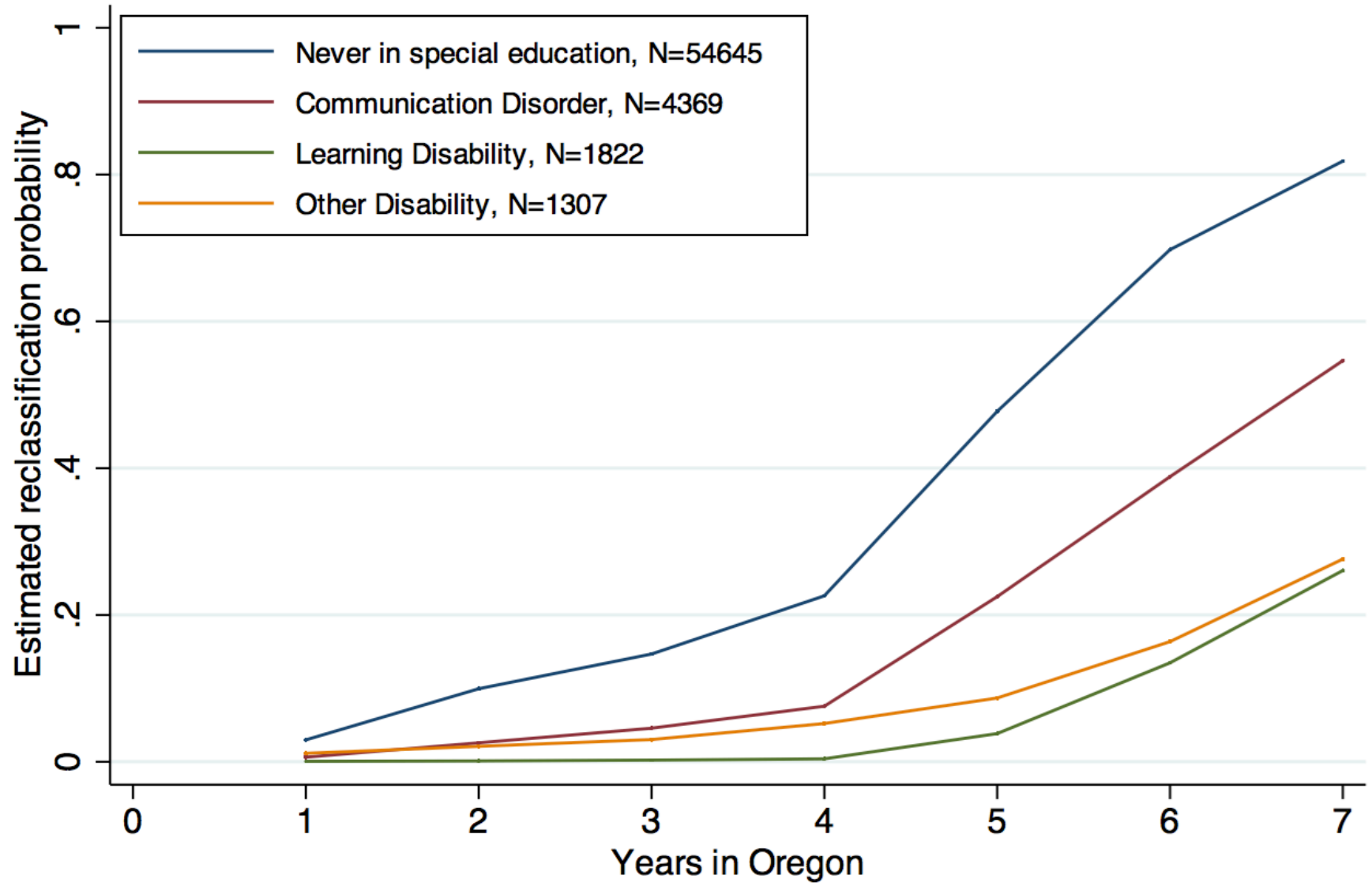
This intact cohort has 33,335 students. About one in five (6,496) are ever ELs.
Among ever ELs, 7% qualified as having a communication disorder in at least one year, compared to 8% of other students.

1C: When do students first qualify for special education? (Looking at one intact cohort who entered Oregon in K in 2006-07 – Learning disabilities)

Among students identified as having a learning disability, the proportion first identified in each grade for cohort who entered kindergarten in 2006-07 and remained in Oregon through 2012-13

This intact cohort has 33,335 students. About one in five (6,496) are ever ELs.
Among ever ELs, 10% qualified as having a learning disability in at least one year, compared to 7% of other students.

Cumulative probability of reclassification for students who enter Oregon as ELLs in kindergarten by type of disability, 2006-07 to 2012-13

Never in special education, N=54645
Communication Disorder, N=4369
Learning Disability, N=1822
Other Disability, N=1307

Estimated reclassification probability

Years in Oregon

## RQ4: Outcomes for ELs in Oregon: Graduation

- In 2012-13, 49% of students classified as ELs graduated from high school within four years

- At the same time, it is important to understand long-term outcomes for all students who enter schools as ELs, including those who have attained English proficiency and exited EL services.

- In 2013:

  - 59% of Ever ELs (both current and former ELs) graduated within four years
  - 72% of former ELs graduated within four years
  - 71% of students never classified as ELs graduated within four years

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RQ5: Program Models

Important caveats:

- We only know the types of program models in which ELLs participate.

- Currently, no statewide data about program models for non-ELLs is collected.

- Program model data may not be reliable for all schools/districts in all years.

- New program model descriptions are being put into place.

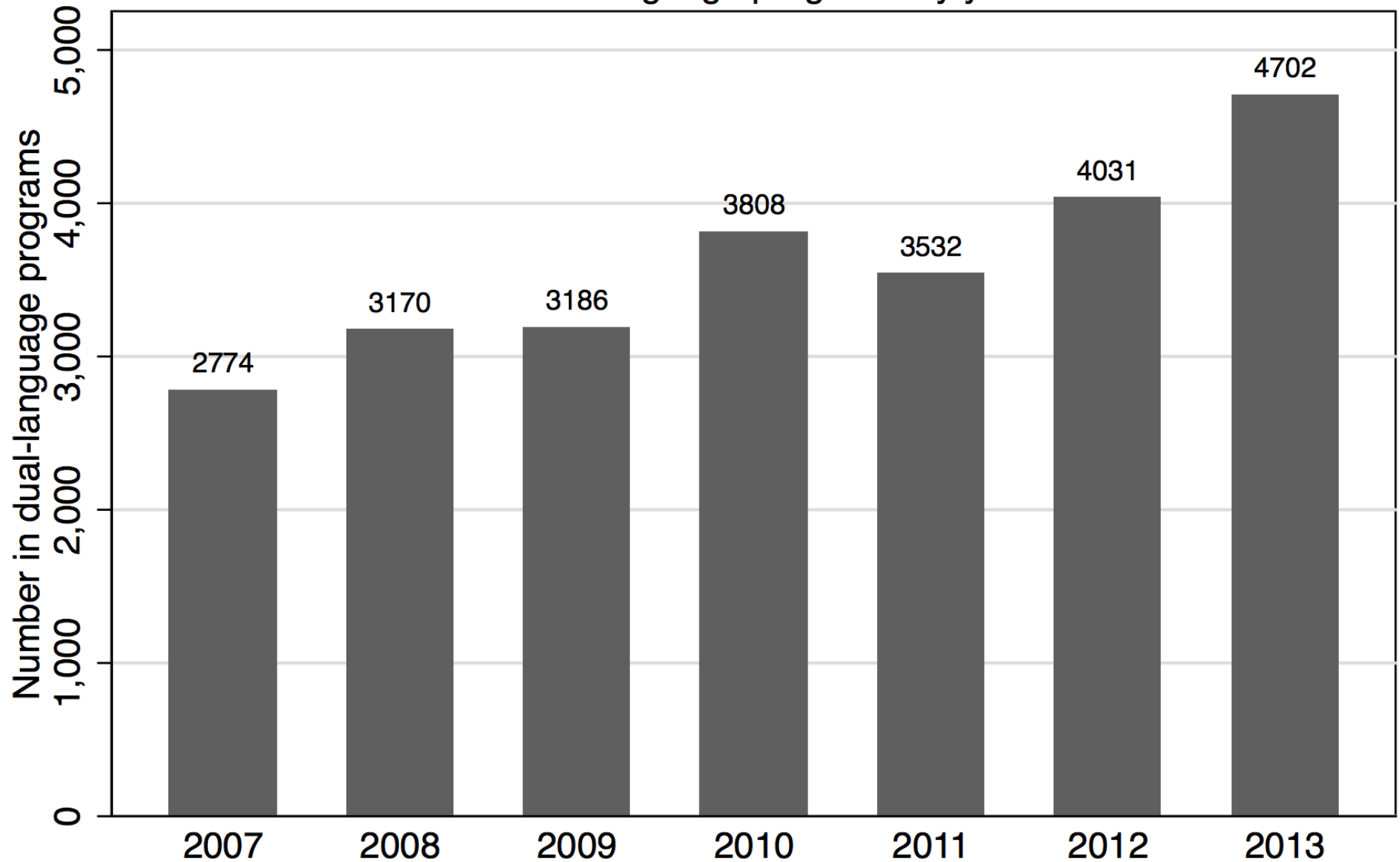# Proportion of students in ELL dataset participating in any type of bilingual program by year
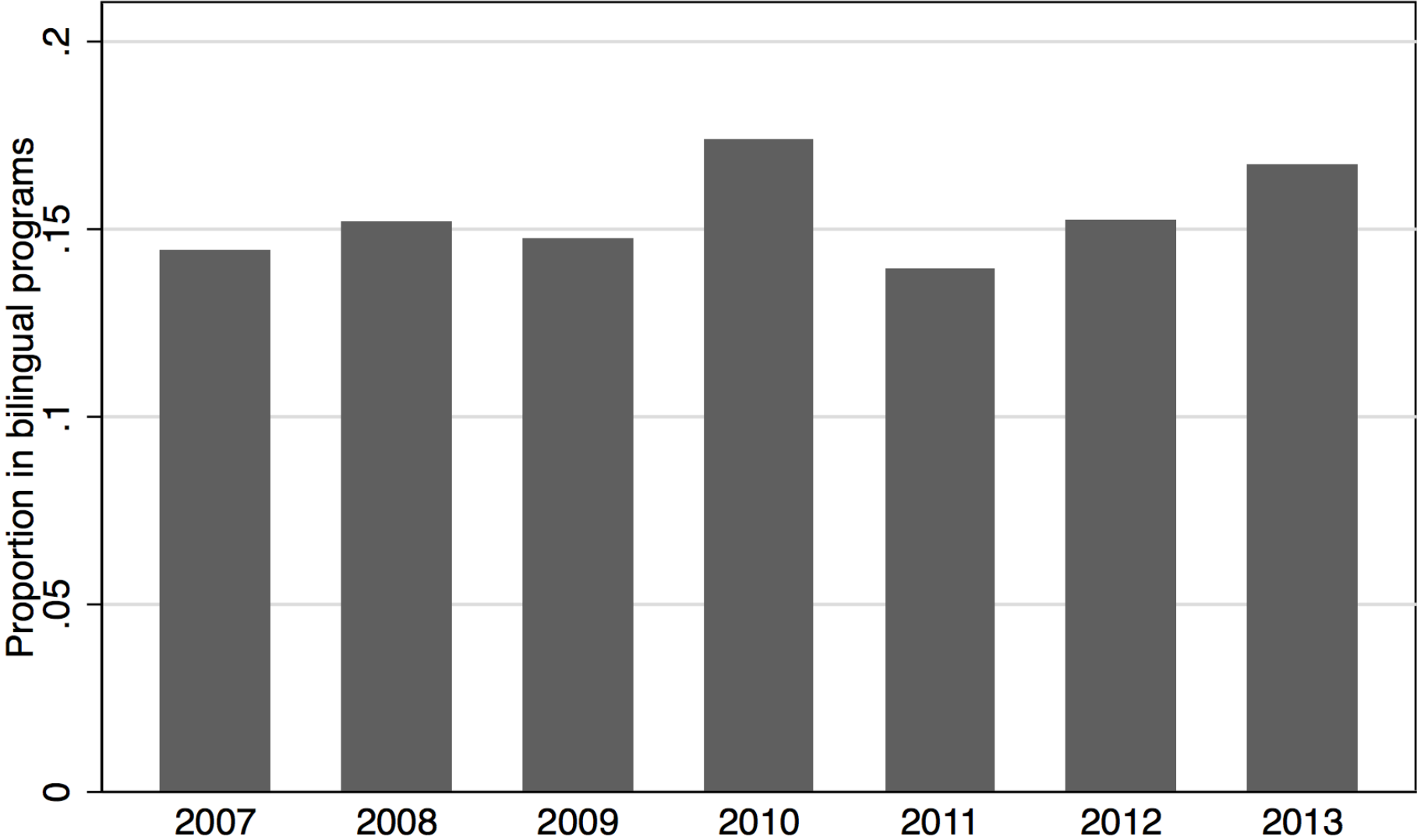
Bilingual programs include dual-language programs, two-way immersion programs, transitional bilingual programs, maintenance bilingual programs, and heritage language programs

Proportion of students in ELL dataset participating
in dual-language programs by year
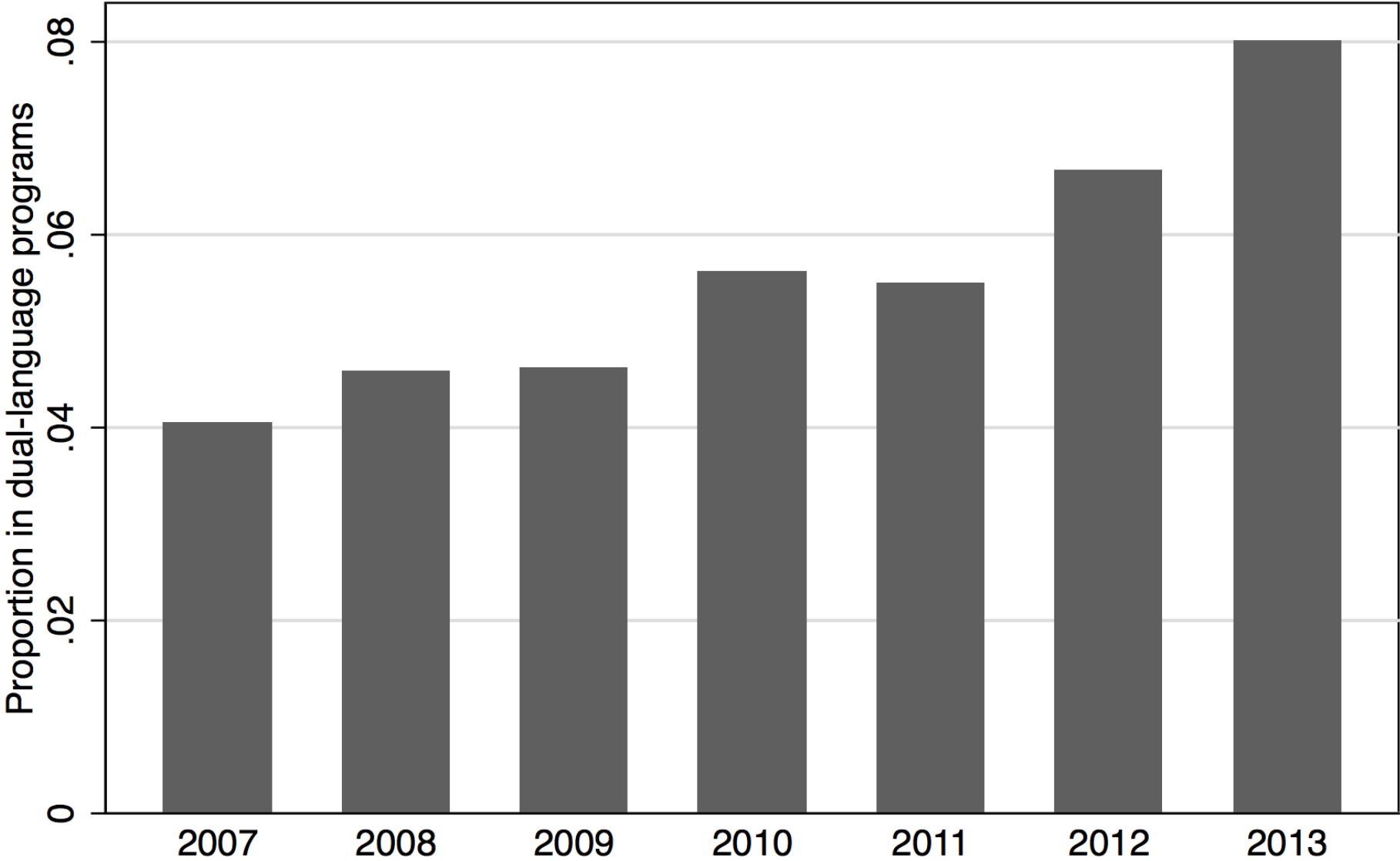
Programs include those labeled dual-language programs and two-way immersion programs.

Number of students in ELL dataset participating
in dual-language programs by year

Programs include those labeled dual-language programs and two-way immersion programs.

Proportion of students in ELL dataset participating in dual-language programs by grade level, 2012-13
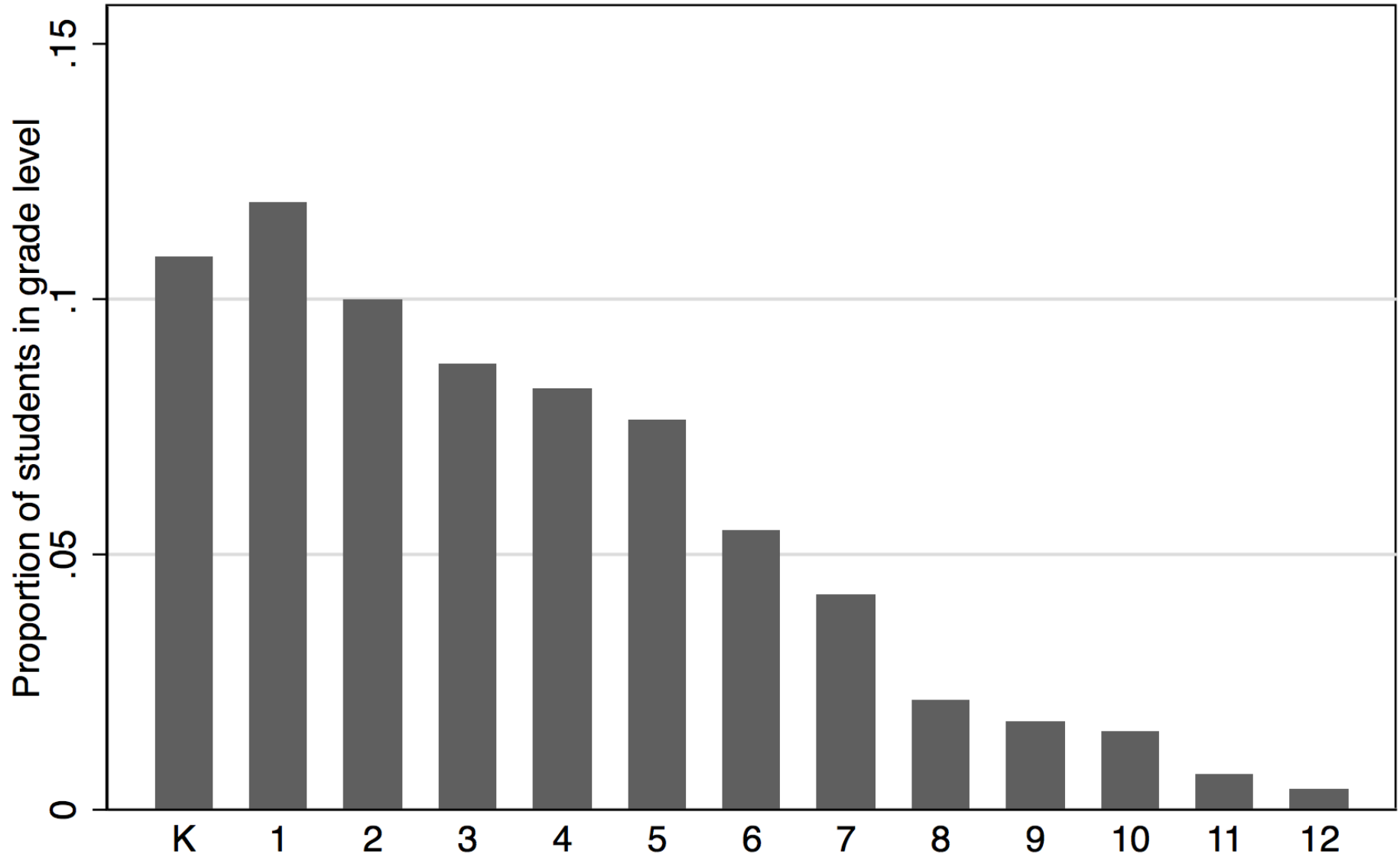
ODE Reflections

- Key takeaways so far
- Hopes for the future

Q & A

- What are your key takeaways?

- What surprised you, if anything?

- What implications do you see so far for policy and practice?

- What future analyses would you be interested in us exploring together?