

Improving Understanding of English Learner Education through an Expanded Analytic Framework

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Our Proposal

States should publicly report outcomes for English learners (ELs) by the following language classifications:

- ✓ Current ELs
- ✓ Former ELs
- ✓ Ever ELs (Current ELs + Former ELs)
- ✓ Never ELs

More exploration is needed to determine which group(s) should be used for accountability purposes.

Definitions - Language Classifications

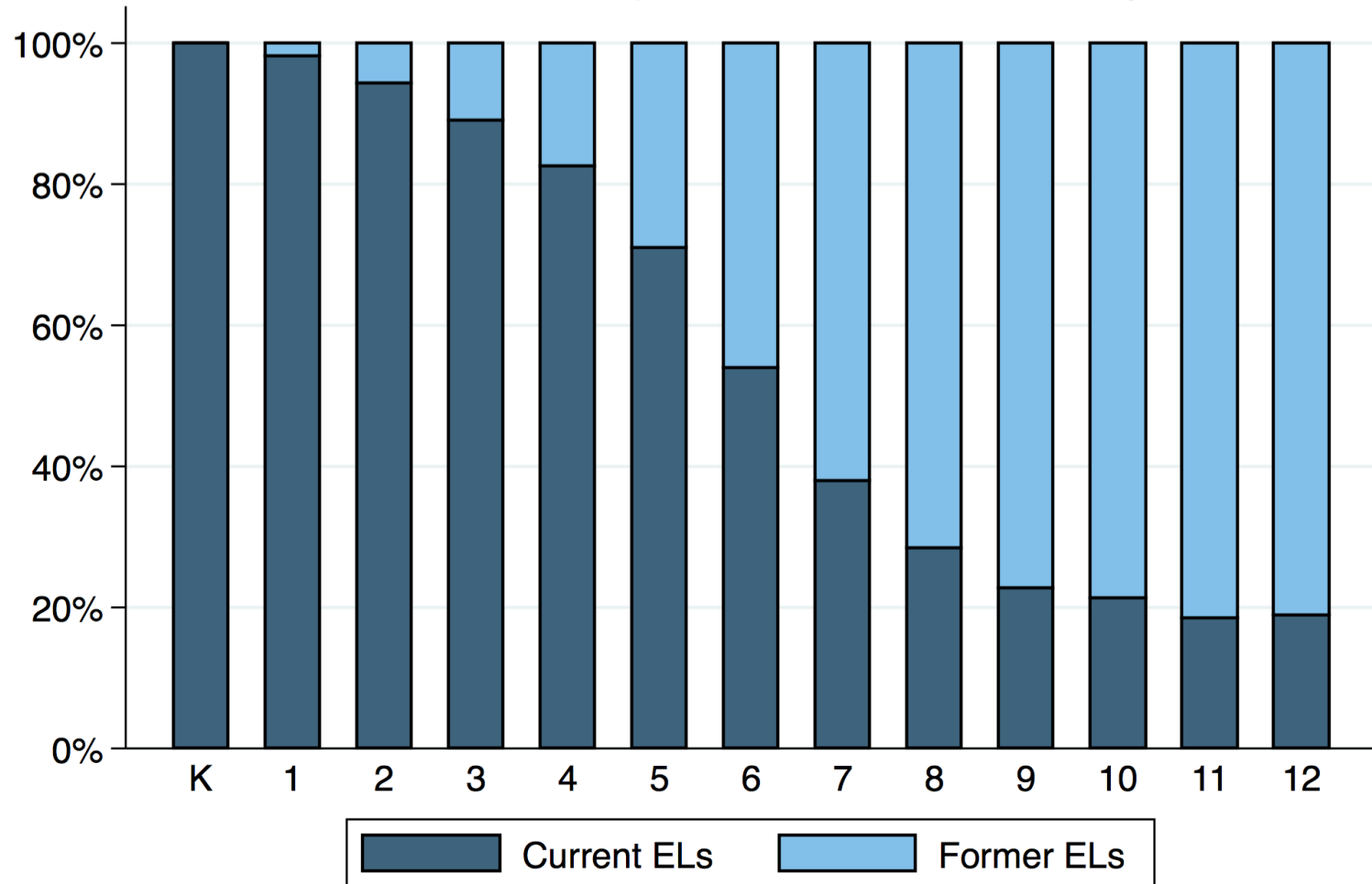
- Current English learners: Students currently classified as ELs
- Former English learners: Students who were previously classified as ELs but have been reclassified
- Ever English learners: The combined group of current and former ELs
- Never English learners: Students who have never been classified as ELs (includes initially proficient students)

Presentation Outline

- Present Circumstances
- Uses for the Expanded Analytic Framework
- Implementation of the Expanded Analytic Framework
- Policy Implications
- Discussion

Present Circumstances

Among 2016-17 Oregon Students Ever Classified as ELs, the Proportion Who Are Current ELs and the Proportion Who Are Former ELs, by Grade



Accountability under ESSA

Indicators	Allowable Student Group
Academic Achievement	Current EL + Monitored (4 Years)
Graduation	Current EL (any time in high school)
Other Academic Indicator	Current EL
Progress towards Achieving ELP	Current EL
School Quality or Student Success	Current EL

Existing EL Frameworks

Frameworks	Limitations
Current EL vs. Non-EL	Misleading inferences
Current EL + Monitored vs. Other Students <ul style="list-style-type: none"><input type="checkbox"/> Only relevant for achievement<input type="checkbox"/> 2 years of monitored ELs under NCLB (beginning in 2006-07 per amended regulations)<input type="checkbox"/> 4 years of monitoring ELs under ESSA	Inconsistency of interpretations and inferences across indicators, grades, and usage (i.e., accountability vs. public reporting)
Ever EL vs. Never EL	May mask performance of Current ELs (especially in higher grades)

Instead, report outcomes for four groups

- Current ELs
- Former ELs
- Ever ELs (Current + Former)
- Never ELs

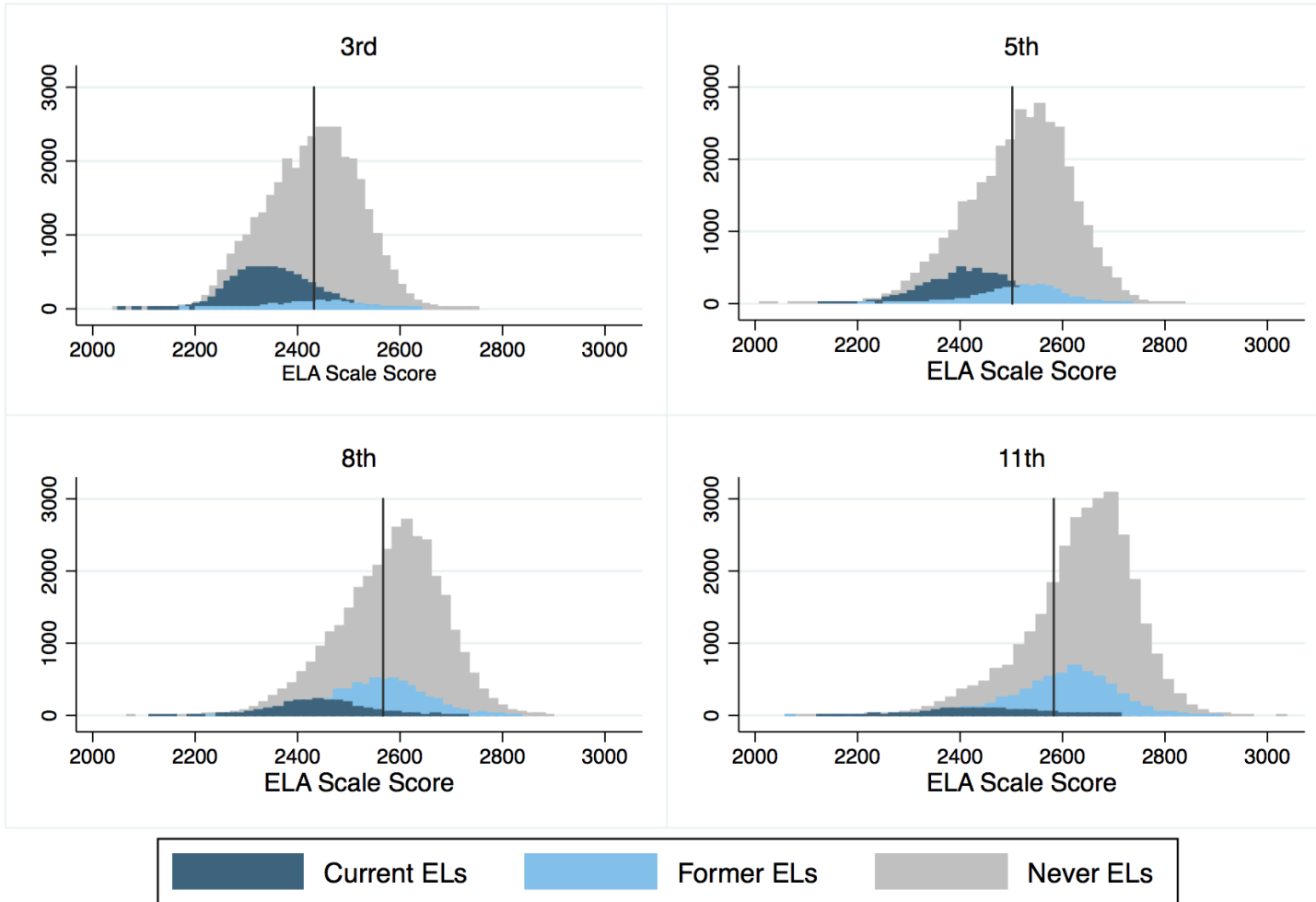
Uses for the Expanded Analytic Framework

Uses include:

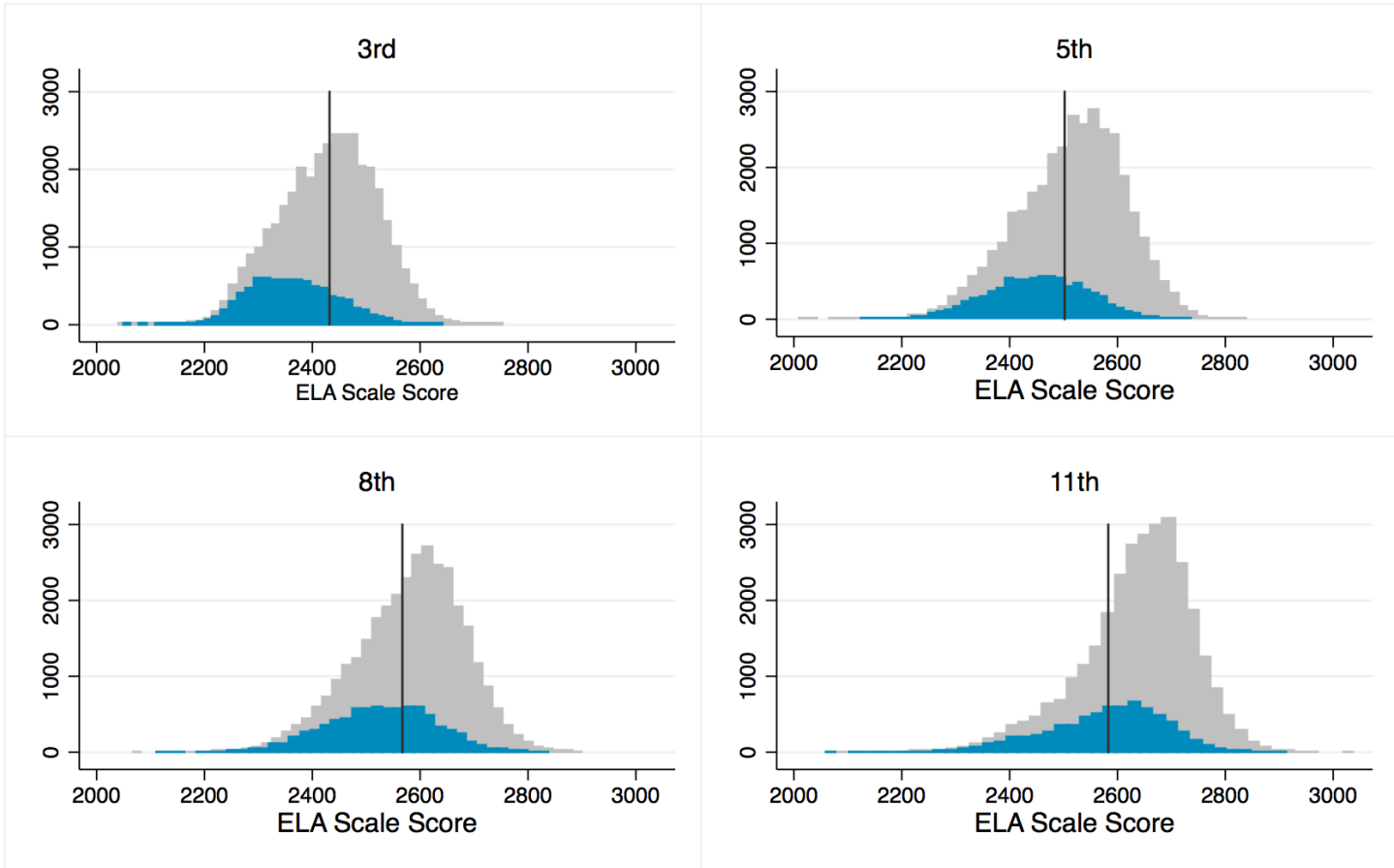
- Understanding how outcomes change across grade levels
- Understanding system performance
- Understanding where intervention is needed
- Understanding reasons for patterns that emerge
- Including more schools in accountability systems
- Identifying schools under accountability systems

Understanding How Outcomes Change Across Grade Levels

Distribution of ELA Scale Scores by Grade for Current, Former, and Never ELs, 2016-17



Distribution of ELA Scale Scores by Grade for Ever and Never ELs, 2016-17



Understanding System Performance

Four-year adjusted cohort graduation rates,
by language proficiency group, 2016-17.

	Graduation Rate	Adjusted Cohort
Current ELs	54.9%	1,884
Former ELs	80.0%	5,868
Ever ELs (Current + Former)	73.9%	7,752
Never ELs	77.2%	38,403

Understanding Where Intervention Is Needed

Equity Indicator under ESSA: Discipline

Percentage of 6th-8th graders with at least one suspension or expulsion, by language proficiency group, 2016-17

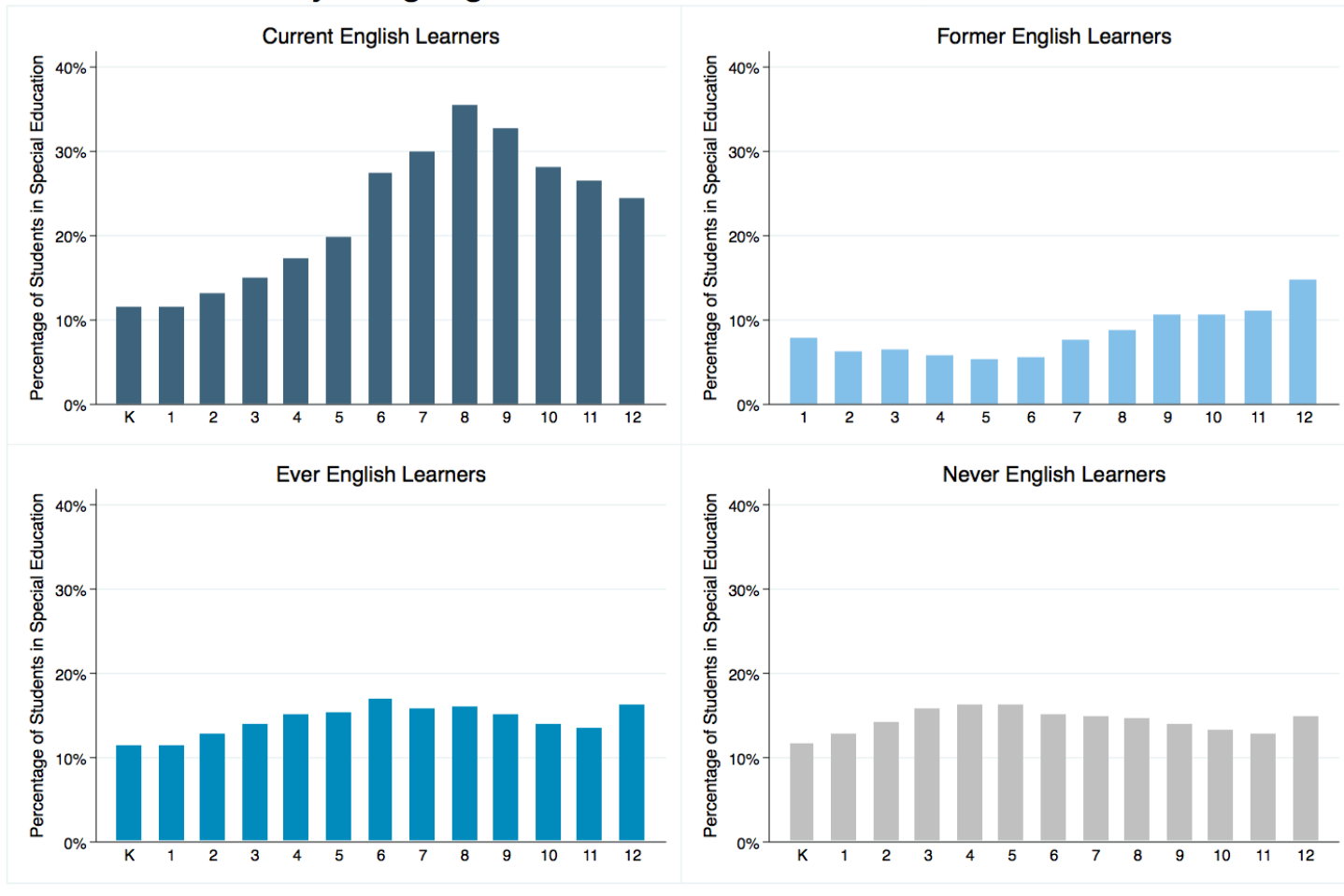
	Percentage Suspended or Expelled	N
Current ELs	15.3%	9,401
Former ELs	9.5%	15,699
Ever ELs (Current + Former)	11.7%	25,100
Never ELs	9.8%	108,344

Equity Indicator under ESSA: 9th grade on-track

	Percentage on-track	N
Current ELs	65.7%	1,044
Former ELs	81.9%	5,302
Ever ELs (Current + Former)	78.7%	6,346
Never ELs	84.5%	28,929

Understanding Reasons for Patterns that Emerge

Percentage of Students in Special Education by Language Classification and Grade, 2016-17

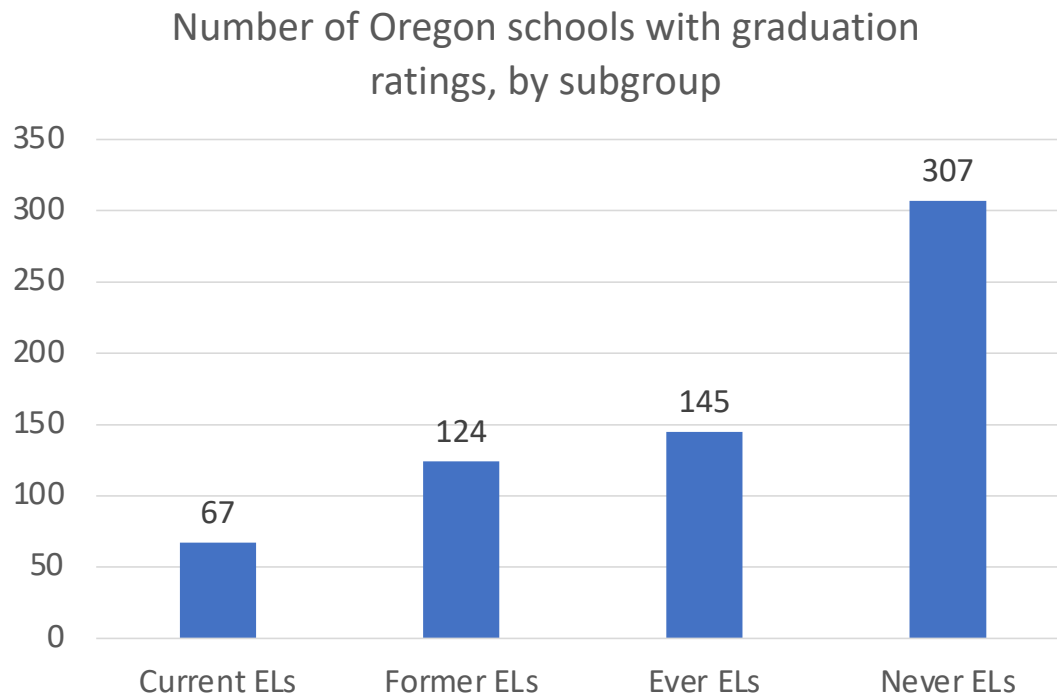


Including more schools/districts in
accountability systems

Including more schools/districts in accountability systems

- Using the current EL category may exclude schools/districts from identification and improvement efforts due to the small number of current ELs. (This is particularly the case for high schools).
- Using the ever EL category increases the inclusion of schools/districts.

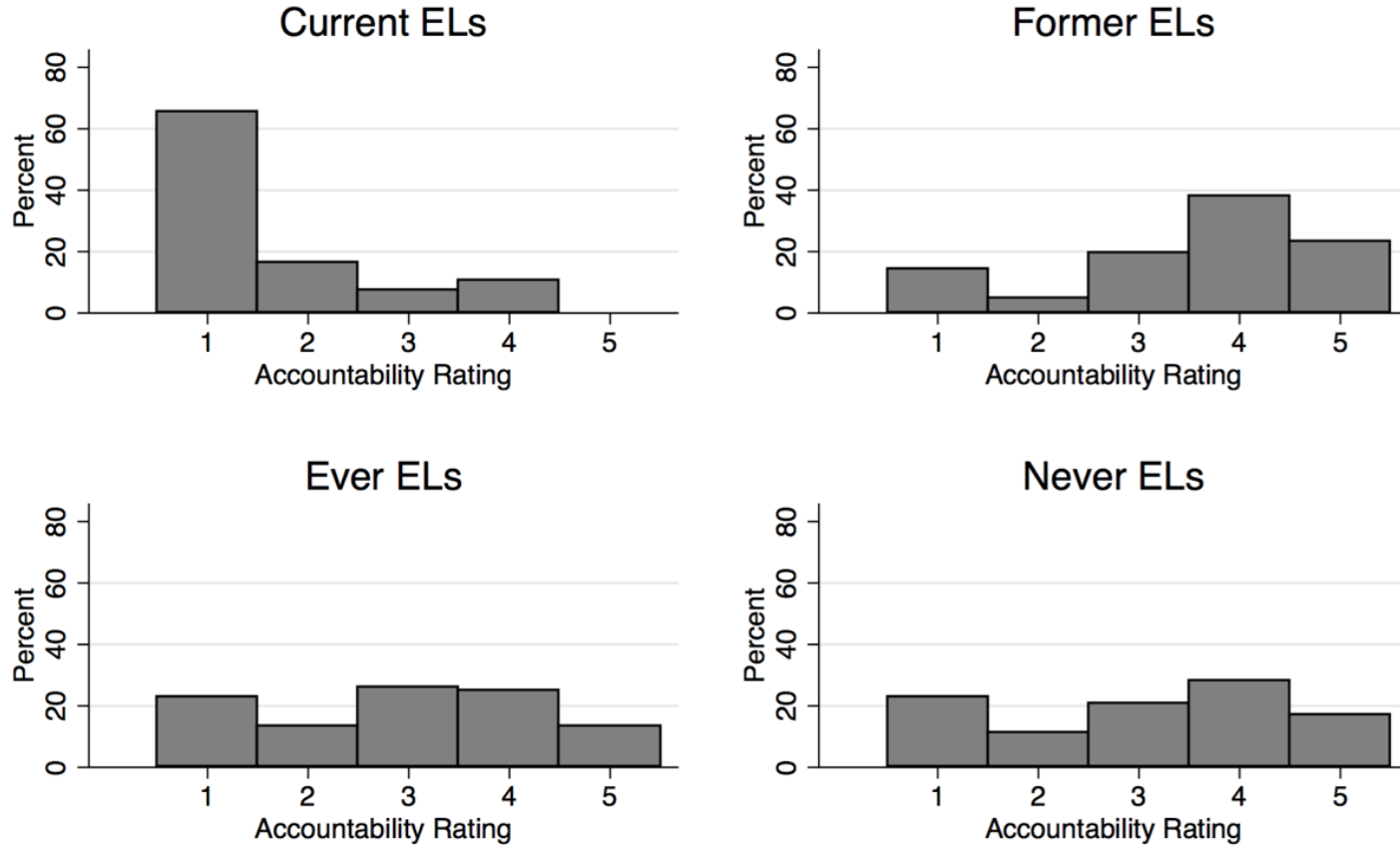
Example: High school graduation



- Oregon provides accountability ratings for high schools with at least 20 students in particular subgroups.
- This chart shows the number of schools with ratings when using three years of data.
- 64 schools have ratings for all four groups.

Identifying Schools under Accountability Systems

Proportion of High Schools with Each Graduation Accountability Rating by Language Proficiency Subgroup



Note: Level 1: Less than 67%; Level 2: 67-73%; Level 3: 74-81%; Level 4: 82-89%; Level 5: $\geq 90\%$

Imagine Schools with Different Percentages of Students Graduating

	Current ELs	Former ELs	Ever ELs	Never ELs
School A	Level 1	Level 4	Level 3	Level 4
School B	Level 1	Level 5	Level 4	Level 4
School C	Level 1	Level 2	Level 1	Level 2
School D	Level 1	Level 2	Level 1	Level 4

- Graduation accountability rating scales: 1=Less than 67%. 2=67-73%. 3=74-81%. 4=82-89%. 5=90% or greater.
- Which schools should be identified as in need of improvement and/or technical assistance?
- How might interventions for schools be different given their different patterns of student performance?

Implementation of the Expanded Analytic Framework

Oregon's Experience

- Windows of opportunity (e.g., ESEA flexibility waiver, state EL accountability system, etc.)
- Support from agency leadership
- Collaboration across offices (e.g., IT, Title III, Equity, Accountability)
- Support from stakeholders
- Partnership with research universities
- Data were available to inform former EL flag
- Partial implementation but intention is full implementation

Examples of Uses in Other States and Districts

- California
 - Has long reported disaggregated data about current and former ELs (sometimes referred to as Reclassified Fluent English Proficient students)
- Chicago
 - [Recent report](#) includes information about current ELs, former ELs, ever ELs, and never ELs
- Unfortunately, there are a variety of different labels used, or the same labels used in the different ways, which can lead to confusion.
 - For example, in New York, the term “Ever ELL” means a student who used to be classified as an ELL but has been reclassified.
 - In some cases, such as Massachusetts, the state reports data for former ELs, but this only includes the subgroup used for accountability purposes, meaning students who have exited EL status within the past four years.

Policy Implications

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- States and districts should report outcomes for current, former, ever, and never ELs.
- The next reauthorization of ESSA should require these four reporting categories.

Rationale for Public Reporting

- Current reporting practices with respect to English learners:
 - perpetuate deficit perspectives
 - display data that are incomparable across grades
 - do not adequately display changes in performance

Rationale for Accountability

- The usage of the current EL student group under ESSA:
 - perpetuates deficit perspectives
 - does not reflect the efforts of schools and districts
 - masks the performance of a large number of children
 - excludes a large number of schools due to small n-sizes

Thank you!

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