What Does ESSA Mean for English Learners and Accountability?

@EdPolicyAIR
#ESSAforELs
English Learner Reclassification

Joseph P. Robinson-Cimpian, Ph.D.
Associate Professor and College of Education Distinguished Scholar
University of Illinois at Urbana-Champaign
2 primary policy concerns

*Time* to reclassification

*Criteria* for reclassification
Figure 7. Adjusted cumulative percentage of students meeting all reclassification criteria simultaneously, by grade and initial linguistic instructional program.

2 takeaways on Time

Avg. *4-7 years*, but much *variation*

*Bilingual ed* associated with higher long-term reclassification rates
Criteria for reclassification

Policymakers’ dilemma: Where to set the test-based criteria for reclassification eligibility?

Better to remain an EL in these districts

State criteria are fine on average

Better to exit EL status in these districts

2 takeaways on Criteria

*Same* criteria, *different* effects

Need to *evaluate* criteria, *adjust* criteria and resources
Questions?

jpr@illinois.edu

Paper download: jpr.education.illinois.edu/research
Incorporating English Learners into State Accountability Systems

Dr. Karen Thompson
Key questions about incorporating ELs into state accountability systems

• What information do we need to identify schools and districts that are serving ELs effectively?

• How can we obtain accurate information about the content-area achievement of students while they are in the process of learning English?
The Ever EL Framework

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

**Sample sizes**
- Current ELs: 2,262
- Former ELs:
- Ever ELs:
- Never ELs:

---

**Oregon Cohort Graduation Rate, 2014-15**

[Bar chart showing graduation rates for current ELs]
The Ever EL Framework Applied to Graduation

Oregon Cohort Graduation Rate, 2014-15

Sample sizes
- Current ELs: 2,262
- Former ELs: 4,209
The Ever EL Framework Applied to Graduation

Oregon Cohort Graduation Rate, 2014-15

Sample sizes
Current ELs: 2,262
Former ELs: 4,209
Ever ELs: 6,471
The Ever EL Framework Applied to Graduation

Oregon Cohort Graduation Rate, 2014-15

Sample sizes
- Current ELs: 2,262
- Former ELs: 4,209
- Ever ELs: 6,471
- Never ELs: 38,700
The Ever EL Framework Applied to Special Education Participation

![Graphs showing the proportion of students in special education by EL status and grade, 2012-13.](attachment:graphs.png)
Recent state legislation designed, in part, to identify districts in need of technical assistance to better meet the needs of ELs, is using a diverse set of criteria, including:

- Ever EL graduation rates
- Ever EL postsecondary enrollment rates
- Current EL English language proficiency assessment growth
- Ever EL content-area assessment growth
To accurately measure content-area achievement, we need valid and reliable assessments for all students

- Accommodations for English learners can improve assessment validity and reliability
- However, accommodations must be matched to the needs of the particular student

**Diagram:**
- Translated Test Directions
- Bilingual Glossary
- Translation of Test Items (in math)
- Read-Aloud of Items and Directions (including math items and ELA Directions)
Two Key Takeaways on Incorporating ELs into State Accountability Systems

• Consider outcomes for the full group of students ever classified as English learners

• Allow for a wide range of accommodations on content-area assessments and match accommodations to student needs
Questions?

karen.thompson@oregonstate.edu
Monitoring the Performance of English Learners

Rachel B. Slama
Senior Researcher
American Institutes for Research
Massachusetts commissions longitudinal study on English learner outcomes

- ELs are 7.9% of K-12 students in the state (n=75,947)
- Cohort demographics mirror U.S. EL population
  - 68% are low-income
  - 82% U.S.-born
  - 57% Spanish speakers
  - Clustered in high-poverty, urban districts
- Study followed kindergarten EL cohort for 11 years (K-10)
- Sample includes current and former ELs

It is important to consider the total EL cohort

<table>
<thead>
<tr>
<th>Year</th>
<th>ELs (%)</th>
<th>Ever ELs (%)</th>
<th>Never ELs (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–07</td>
<td>25%</td>
<td>34%</td>
<td>64%</td>
</tr>
<tr>
<td>(Grade 3)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008–09</td>
<td>13%</td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td>(Grade 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011–12</td>
<td>23%</td>
<td>62%</td>
<td>82%</td>
</tr>
<tr>
<td>(Grade 8)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013–14</td>
<td>42%</td>
<td>85%</td>
<td>94%</td>
</tr>
<tr>
<td>(Grade 10)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percentage of Subgroup Proficient or Above on MCAS (ELA)
Some ELs never catch up to their peers academically in ELA, even after exit.

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>Former ELs (n)</th>
<th>Never ELs (n)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–07</td>
<td>Grade 3</td>
<td>46% (1,341)</td>
<td>64% (51,949)</td>
</tr>
<tr>
<td>2008–09</td>
<td>Grade 5</td>
<td>47% (2,471)</td>
<td>65% (53,695)</td>
</tr>
<tr>
<td>2011–12</td>
<td>Grade 8</td>
<td>69% (3,019)</td>
<td>82% (49,544)</td>
</tr>
<tr>
<td>2013–14</td>
<td>Grade 10</td>
<td>88% (2,362)</td>
<td>94% (35,902)</td>
</tr>
</tbody>
</table>
Some ELs never catch up to their peers academically in math, even after exit.

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>Former ELs (%)</th>
<th>Never ELs (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006–07</td>
<td>Grade 3</td>
<td>47% (n=1,341)</td>
<td>64% (n=51,949)</td>
</tr>
<tr>
<td>2008–09</td>
<td>Grade 5</td>
<td>43% (n=2,471)</td>
<td>56% (n=53,695)</td>
</tr>
<tr>
<td>2011–12</td>
<td>Grade 8</td>
<td>40% (n=3,019)</td>
<td>55% (n=49,544)</td>
</tr>
<tr>
<td>2013–14</td>
<td>Grade 10</td>
<td>75% (n=2,362)</td>
<td>86% (n=35,902)</td>
</tr>
</tbody>
</table>

Percentage of Students Proficient or Above on MCAS (Mathematics)
A decade later: How did the kindergarten EL cohort fare?

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Percentage of cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to reclassification</td>
<td>50% reclassified in 2.7 years</td>
</tr>
<tr>
<td>Remained in MA K-10</td>
<td>55% of sample (n=2,787)</td>
</tr>
<tr>
<td>Reclassified during K-10</td>
<td>89% of non-movers (n=2,491)</td>
</tr>
<tr>
<td>Never reclassified K-10</td>
<td>11% of non-movers (n=296); majority of this group (59%; n=175) also received special education services</td>
</tr>
</tbody>
</table>

Source: Eleven-year longitudinal analysis of Massachusetts Student Information Management System (SIMS) restricted student data.
Takeaways

• Look at previous and current EL performance to gauge how districts are serving ELs
• Early services not an inoculation against later academic challenges—some reclassified students not meeting content standards in ELA and mathematics
• Ideally EL students would be monitored over their entire school trajectories, including after exit
Acknowledgments

**MA EL study report authors:** Rachel Slama, Erin Haynes, Lynne Sacks, Dong Hoon Lee, and Diane August

**Research support:** Ayrin Molefe, Sidney Wilkinson-Flicker, and Michael Garet (AIR); Diane Staehr Fenner and Sydney Snyder (DSF Consulting); Lien Hoang (Office of Planning and Research, Massachusetts Department of Elementary and Secondary Education)

**Stakeholder support:** Kendra Winner and Carrie Conaway (Office of Planning and Research, Massachusetts Department of Elementary and Secondary Education); Sergio Páez, consultant to Holyoke Public Schools and former superintendent

Image from [www.allthingsprivatepractice.com](http://www.allthingsprivatepractice.com)
Center for English Language Learners at American Institutes for Research

The Center for English Language Learners (ELL Center) at AIR is committed to improving instruction and outcomes for ELLs by conducting relevant research and applying what we know about what works for ELLs in schools and districts across the country.

Our services include conducting rigorous studies of teaching and learning; evaluating federal, state, and district policies and practices that affect ELLs and crafting evidence-based recommendations for policymakers and educators; and providing technical assistance and professional development to help schools and districts improve instruction and learning for ELLs.
What Does ESSA Mean for English Learners and Accountability?

@EdPolicyAIR
#ESSAforELs