What Does ESSA Mean for English Learners and Accountability?

@EdPolicyAIR
#ESSAforELs

No Child Left Behind

English Learner Reclassification

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2 primary policy concerns

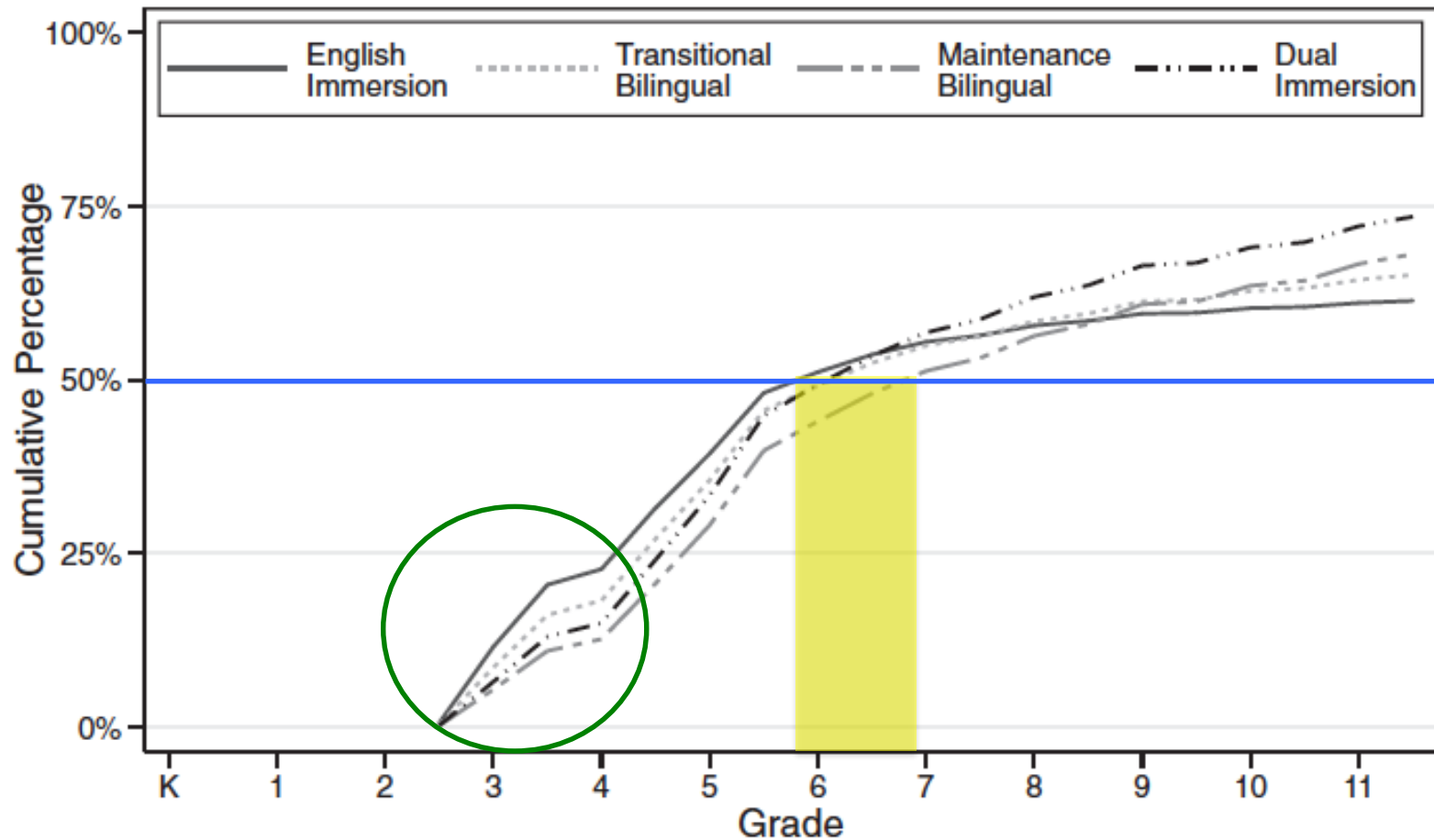*Time* to reclassification

Criteria for reclassification

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

Source: Umansky & Reardon, *American Educational Research Journal*, 2014

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?

Original method and analysis: Robinson,
    Educational Evaluation and Policy Analysis, 2011
Testing policy-change effects: Robinson-Cimpian & Thompson,
    Journal of Policy Analysis and Management, 2016
Examining variation in effects across districts in a state:
    Robinson-Cimpian, Thompson & Makowski,
   *American Educational Research Journal*, in press

Effects of reclassification on graduation in State B, by district

Meta-analysis of district-specific RDD-IV effect estimates

District	ES (95% CI)	% Weight
1	-0.97 (-2.30, -0.07)	0.47
2	-0.80 (-1.05, -0.09)	1.90
3	-0.71 (-0.77, -0.00)	2.55
4	-0.15 (-0.51, 0.14)	3.05
5	-0.15 (-1.43, 0.36)	0.70
6	-0.14 (-0.65, 0.03)	2.95
7	-0.14 (-0.32, 0.21)	3.74
8	-0.12 (-0.46, 0.05)	3.86
9	-0.12 (-0.27, -0.04)	5.60
10	-0.06 (-0.36, 0.26)	3.21
11	-0.06 (-0.53, 0.31)	2.28
12	-0.06 (-0.84, 0.39)	1.31
13	-0.03 (-0.29, 0.07)	4.77
14	-0.03 (-0.27, 0.07)	4.93
15	-0.02 (-0.22, 0.10)	5.06
16	-0.02 (-0.17, 0.22)	4.57
17	-0.01 (-0.20, 0.20)	4.54
18	0.01 (-0.49, 0.60)	1.60
19	0.02 (-0.57, 0.51)	1.63
20	0.02 (-0.15, 0.22)	4.74
21	0.03 (-0.15, 0.55)	2.87
22	0.04 (-0.18, 0.22)	4.52
23	0.11 (-0.11, 2.40)	0.38
24	0.12 (0.03, 0.20)	5.91
25	0.18 (-3.65, 1.75)	0.09
26	0.19 (-0.08, 0.41)	3.97
27	0.21 (0.09, 0.34)	5.48
28	0.22 (-0.37, 0.91)	1.25
29	0.38 (0.12, 0.66)	3.65
30	0.48 (0.18, 0.67)	3.02
31	0.53 (-1.13, 1.48)	0.35
32	0.66 (0.05, 1.36)	1.20
33	0.67 (0.00, 0.77)	2.59
34	0.73 (-0.77, 3.64)	0.13
35	0.86 (0.00, 3.20)	0.24
Overall (I-squared = 62.8%, p = 0.000)	0.02 (-0.06, 0.10)	100.00

NOTE: Weights are from random effects analysis

Better to *remain* an EL in these districts

State criteria are fine *on average*

Better to *exit* EL status in these districts

-1   -.5   0   .5   1

Source: Robinson-Cimpian et al., *American Educational Research Journal,* in press
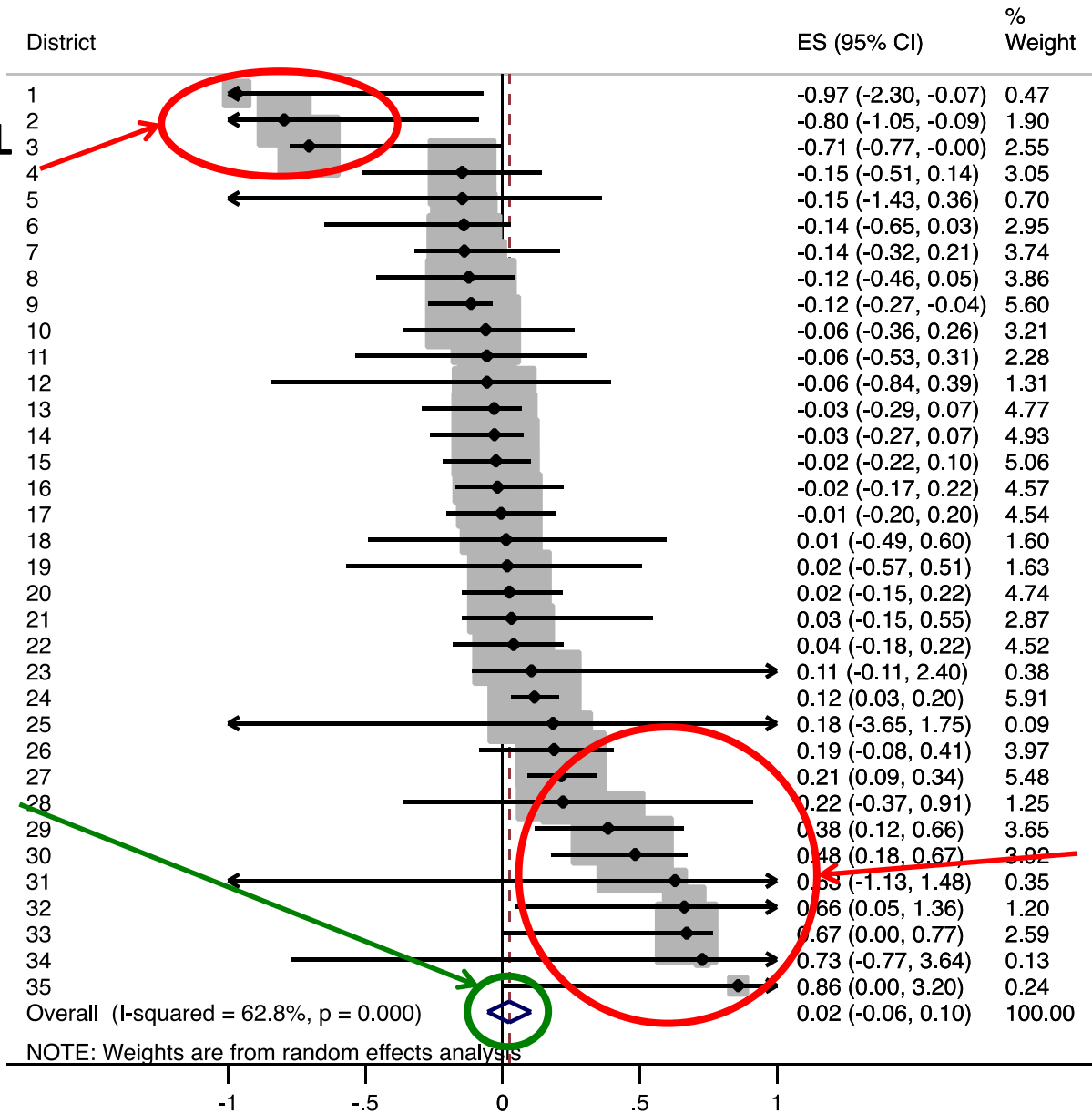
2 takeaways on Criteria

Same criteria, *different* effects

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

Questions?

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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?

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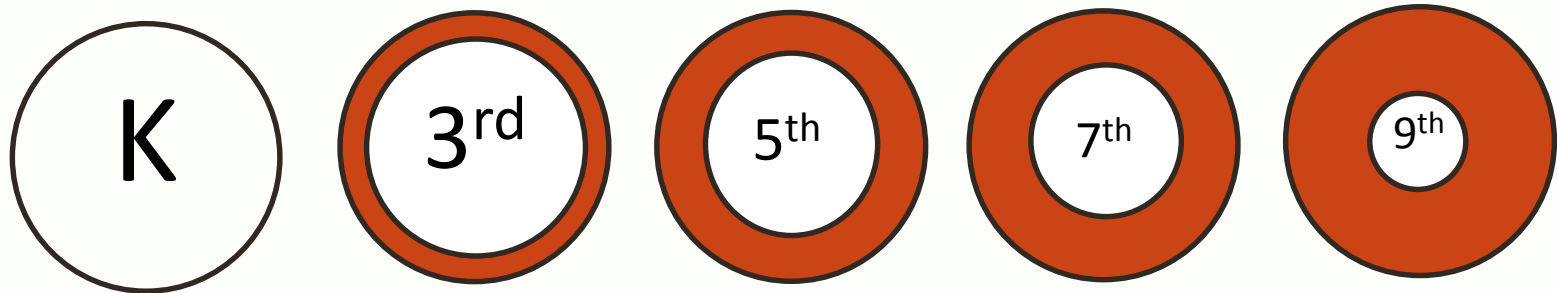
- Takes into account that the EL subgroup is not stable
- Allows for analysis of:
  - Current ELs
  - Former ELs
  - Ever ELs
- Allows for longitudinal analysis

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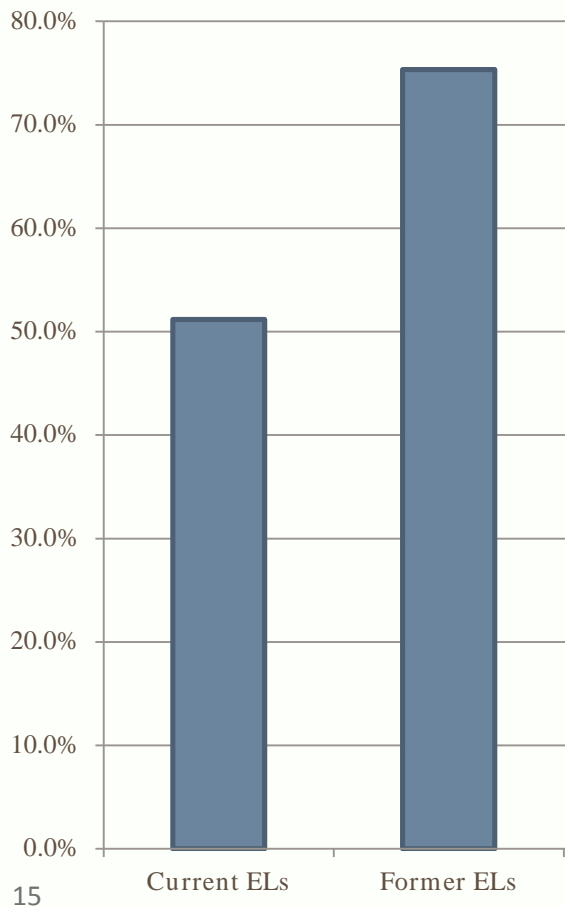UNIVERSITY

The Ever EL Framework Applied to Graduation

Oregon Cohort Graduation Rate, 2014-15

Sample sizes

Current ELs: 2,262

14

The Ever EL Framework Applied to Graduation

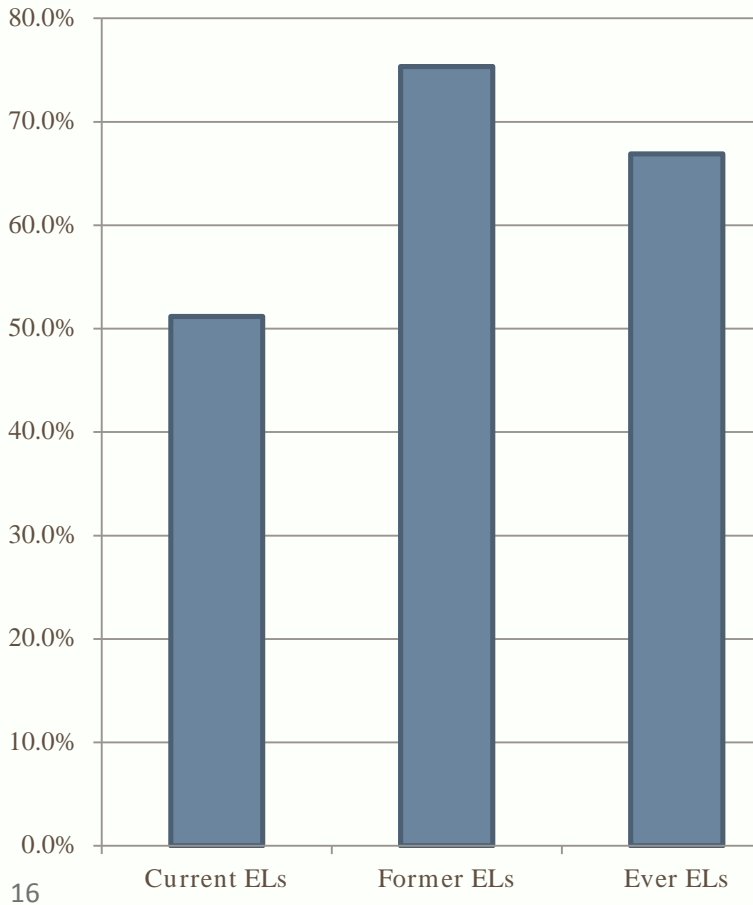## Oregon Cohort Graduation Rate, 2014-15

Sample sizes

Current ELs: 2,262

Former ELs: 4,209

15

The Ever EL Framework Applied to Graduation
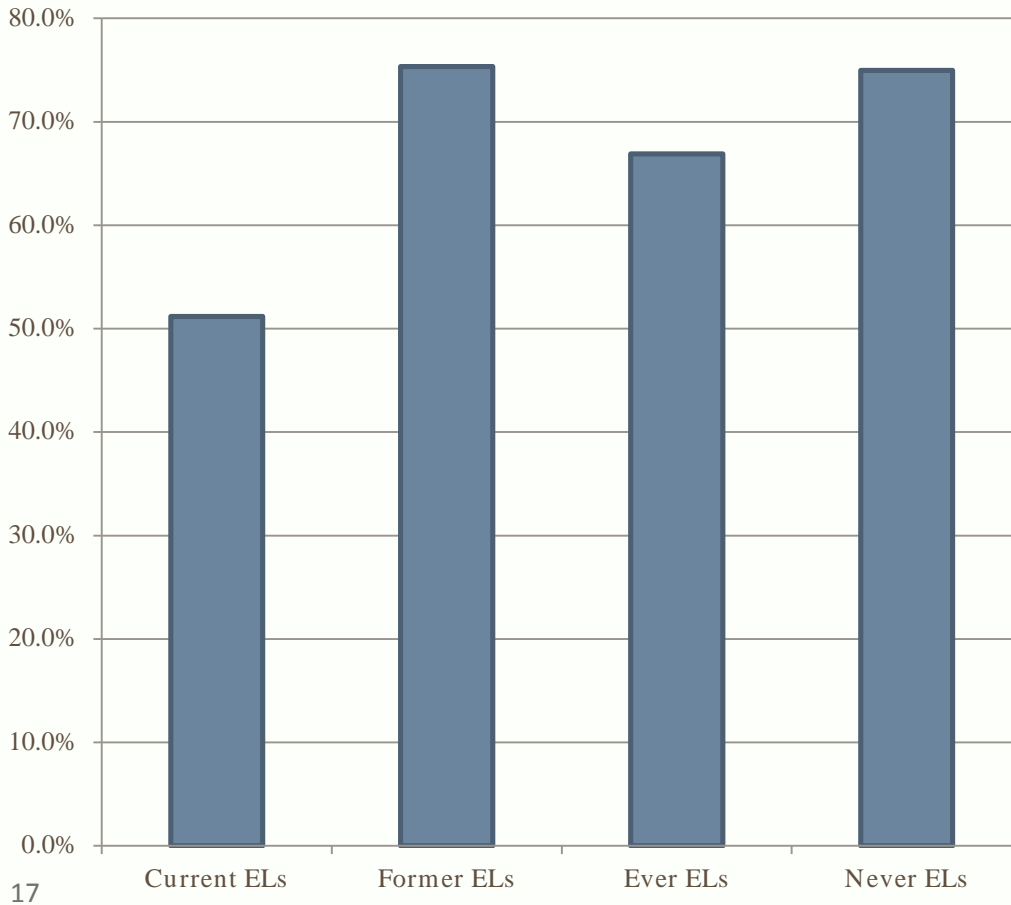
Oregon Cohort Graduation Rate, 2014-15

Sample sizes

Current ELs:	2,262
Former ELs:	4,209
Ever ELs:	6,471

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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

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# The Ever EL Framework Applied to Special Education Participation
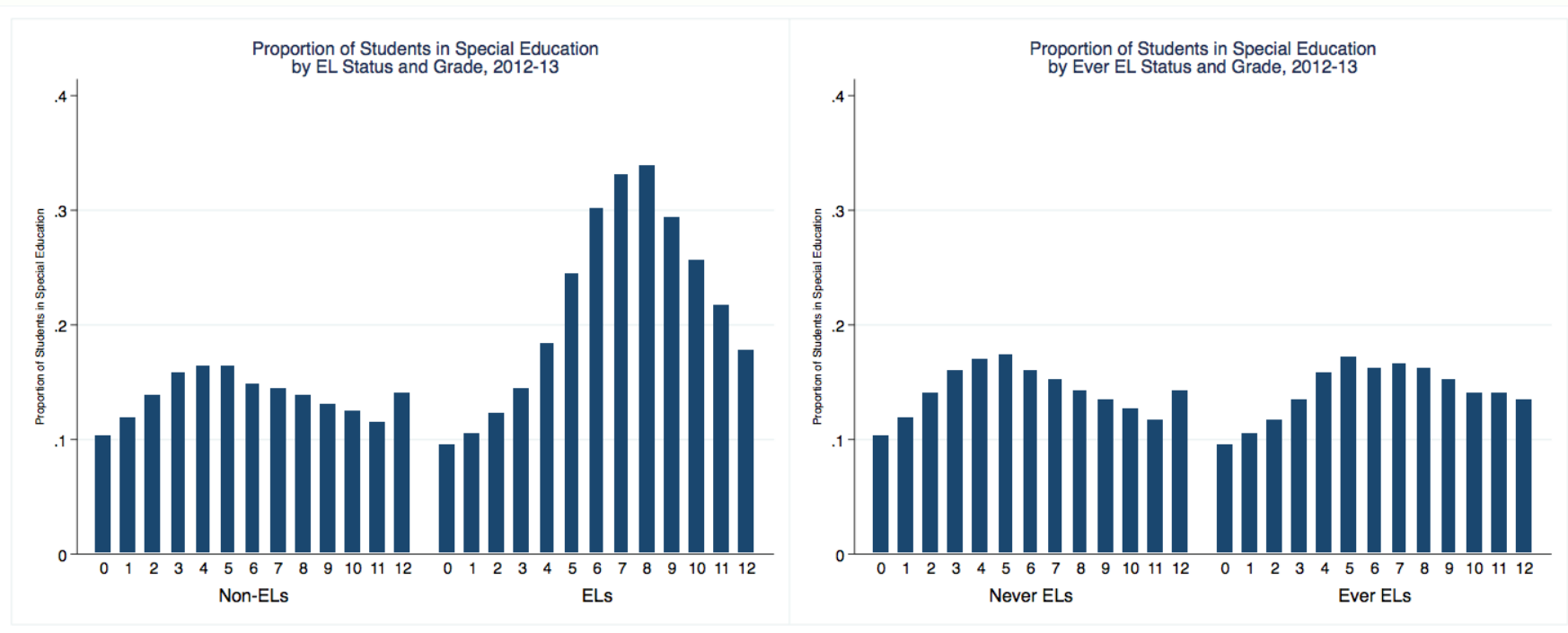
Innovation in State-Level Accountability Systems: Oregon

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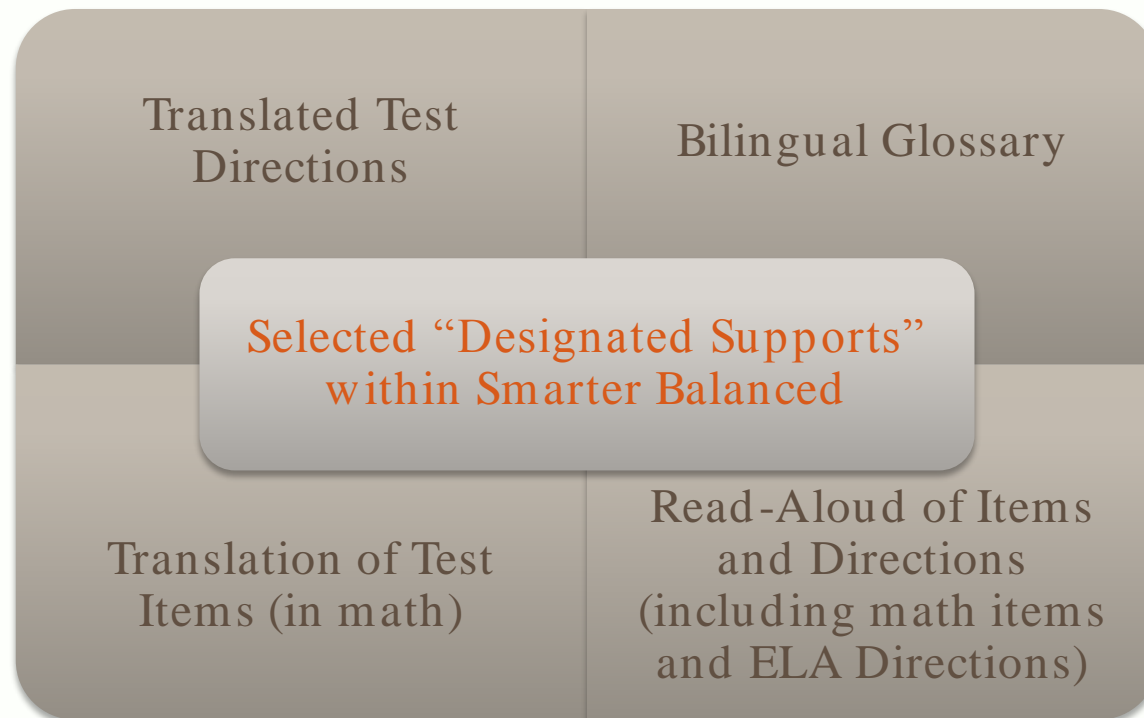
- Ever EL graduation rates
- Ever EL postsecondary enrollment rates
- Current EL English language proficiency assessment growth
- Ever EL content-area assessment growth

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

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

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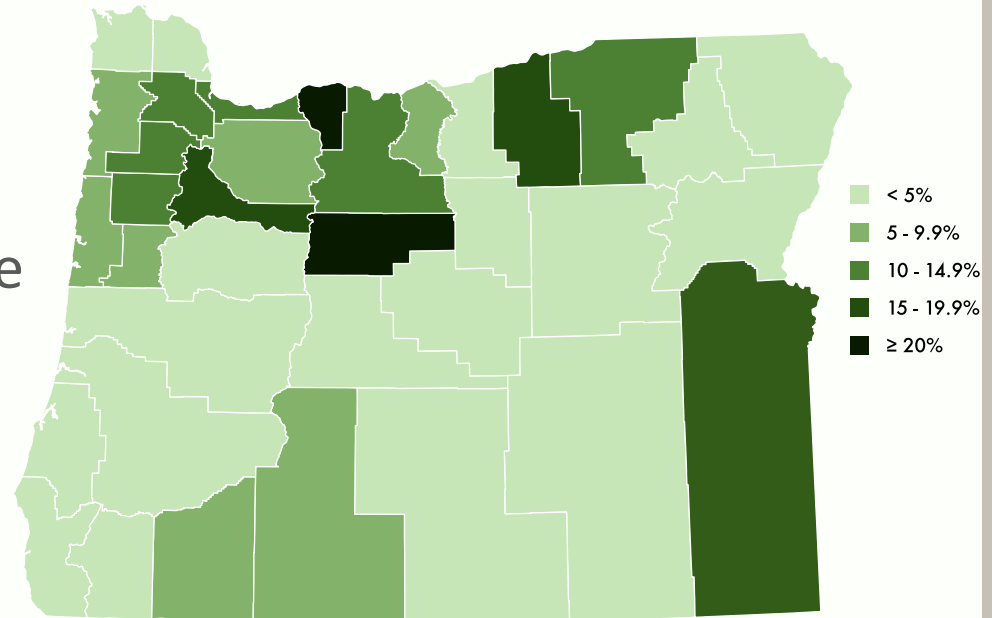
To accurately measure content-area achievement, we need valid and reliable assessments for all students

- Accommodations for English learners can improve assessment validity and reliability

- However, accommodations must be matched to the needs of the particular student

Translated Test Directions	Bilingual Glossary
Selected "Designated Supports" within Smarter Balanced	
Translation of Test Items (in math)	Read-Aloud of Items and Directions (including math items and ELA Directions)

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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

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Questions?

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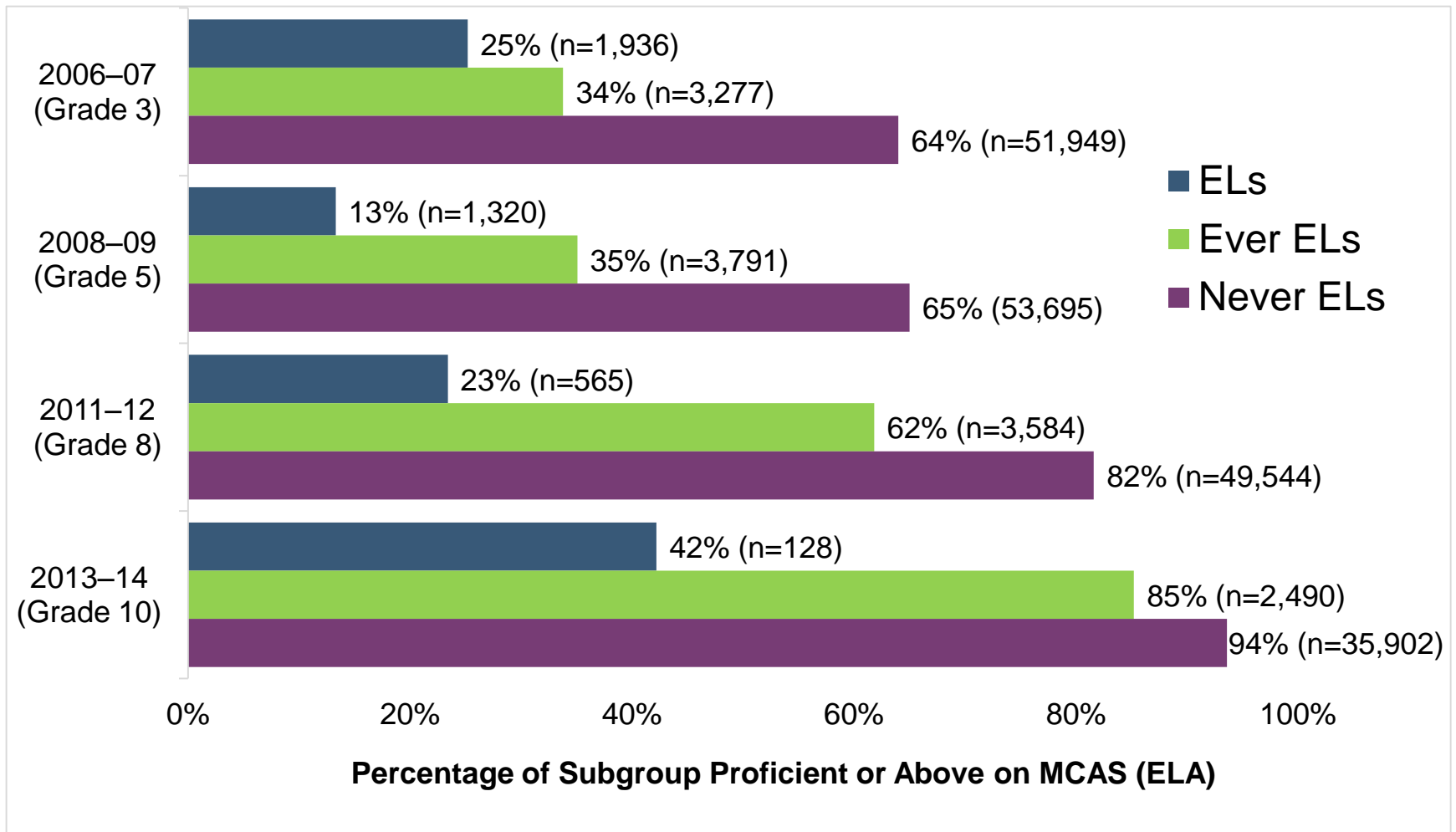
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Massachusetts commissions longitudinal study on English learner outcomes

- 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)
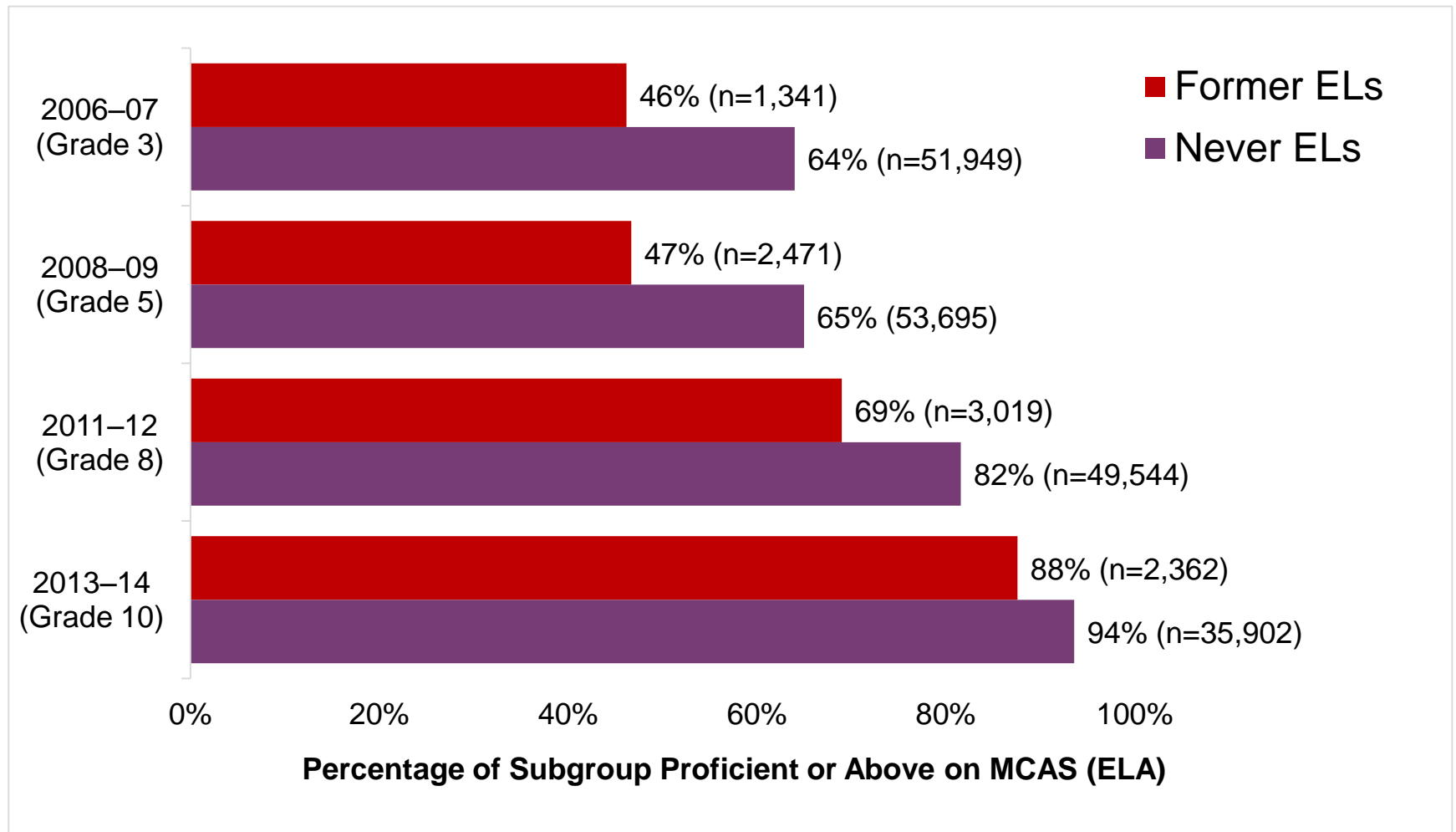
- Sample includes current and former ELs
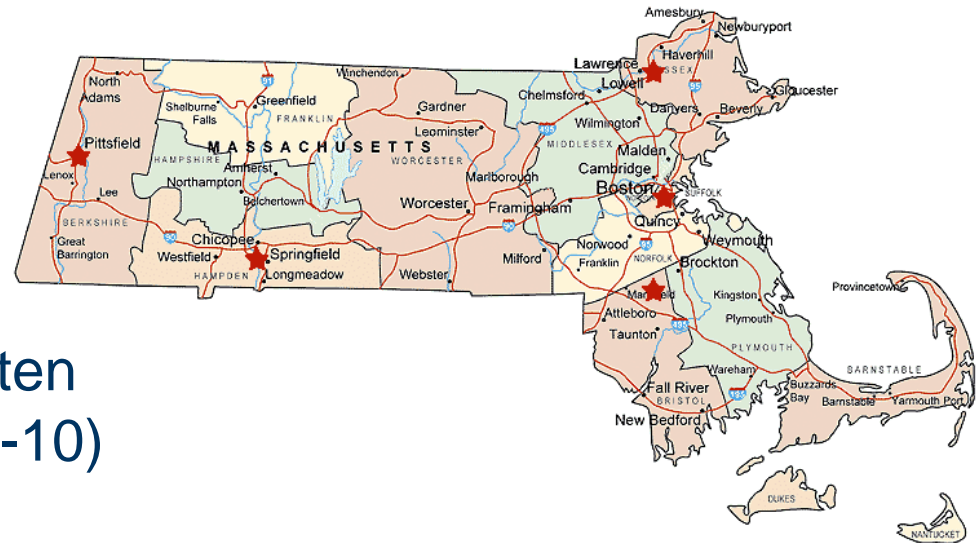
Source: Massachusetts selected populations report. Retrieved from:
http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx?mode=district&year=2014&Continue.x=4&Continue.y=7;
Analysis of 2003-2004 Student Information Management System (SIMS) student-level restricted data

It is important to consider the total EL cohort

2006–07 (Grade 3)
- ELs: 25% (n=1,936)
- Ever ELs: 34% (n=3,277)
- Never ELs: 64% (n=51,949)

2008–09 (Grade 5)
- ELs: 13% (n=1,320)
- Ever ELs: 35% (n=3,791)
- Never ELs: 65% (53,695)

2011–12 (Grade 8)
- ELs: 23% (n=565)
- Ever ELs: 62% (n=3,584)
- Never ELs: 82% (n=49,544)

2013–14 (Grade 10)
- ELs: 42% (n=128)
- Ever ELs: 85% (n=2,490)
- Never ELs: 94% (n=35,902)

Legend:
- ELs
- Ever ELs
- Never ELs

Percentage of Subgroup Proficient or Above on MCAS (ELA)

Some ELs never catch up to their peers academically **in ELA**, even after exit

Former ELs
Never ELs

- 2006–07 (Grade 3): 46% (n=1,341) — Former ELs; 64% (n=51,949) — Never ELs
- 2008–09 (Grade 5): 47% (n=2,471) — Former ELs; 65% (53,695) — Never ELs
- 2011–12 (Grade 8): 69% (n=3,019) — Former ELs; 82% (n=49,544) — Never ELs
- 2013–14 (Grade 10): 88% (n=2,362) — Former ELs; 94% (n=35,902) — Never ELs

X-axis: 0% 20% 40% 60% 80% 100%

Percentage of Subgroup Proficient or Above on MCAS (ELA)

Some ELs never catch up to their peers academically **in math**, even after exit

2006–07 (Grade 3)
- Former ELs: 47% (n=1,341)
- Never ELs: 64% (n=51,949)

2008–09 (Grade 5)
- Former ELs: 43% (n=2,471)
- Never ELs: 56% (n=53,695)

2011–12 (Grade 8)
- Former ELs: 40% (n=3,019)
- Never ELs: 55% (n=49,544)

2013–14 (Grade 10)
- Former ELs: 75% (n=2,362)
- Never ELs: 86% (n=35,902)

Legend: ■ Former ELs ■ Never ELs

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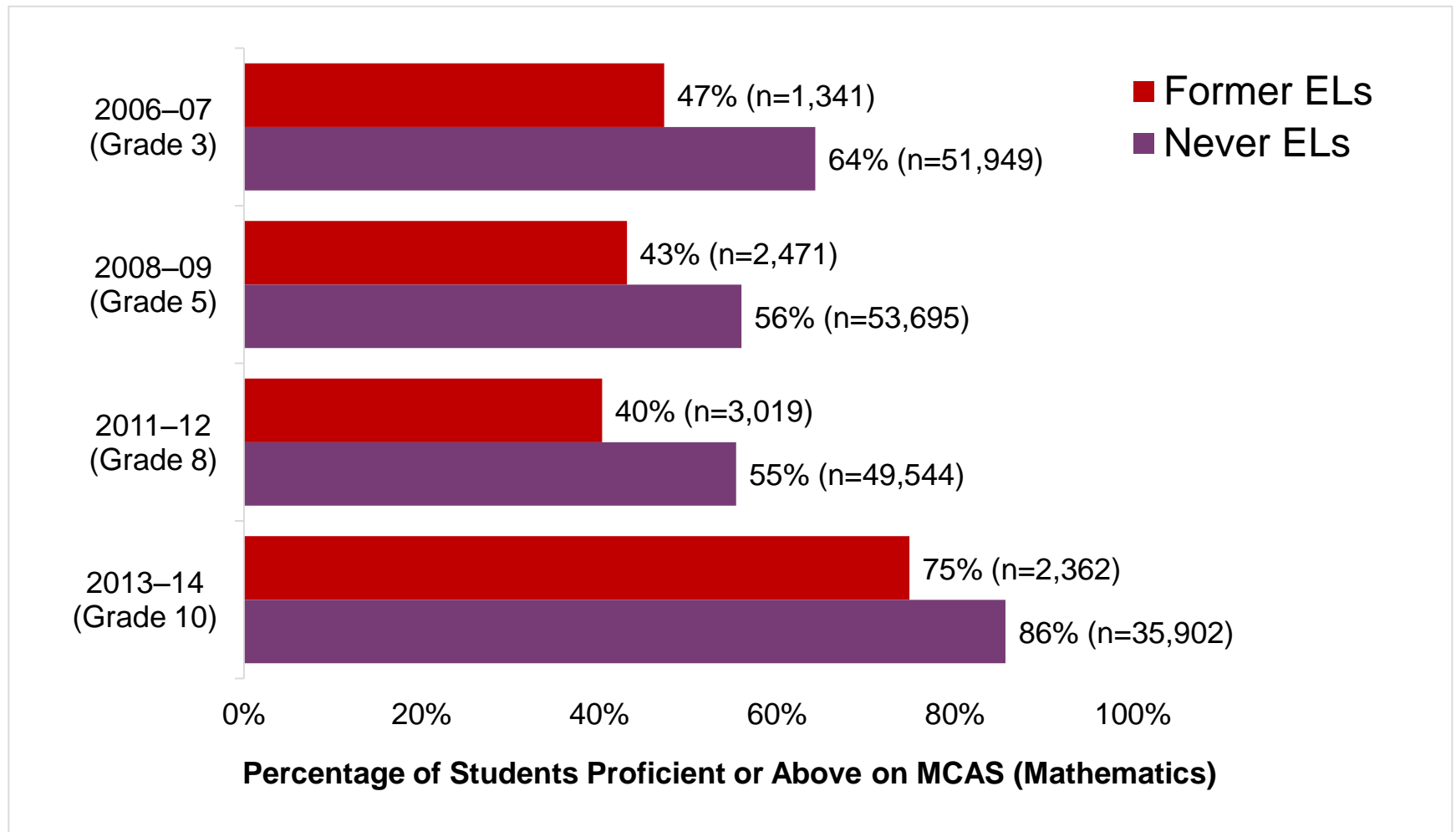
A decade later: How did the kindergarten EL cohort fare?

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

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

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Image from www.allthingsprivatepractice.com

Center for English Language Learners at American Institutes for Research

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