



 **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
- 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!



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?



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.



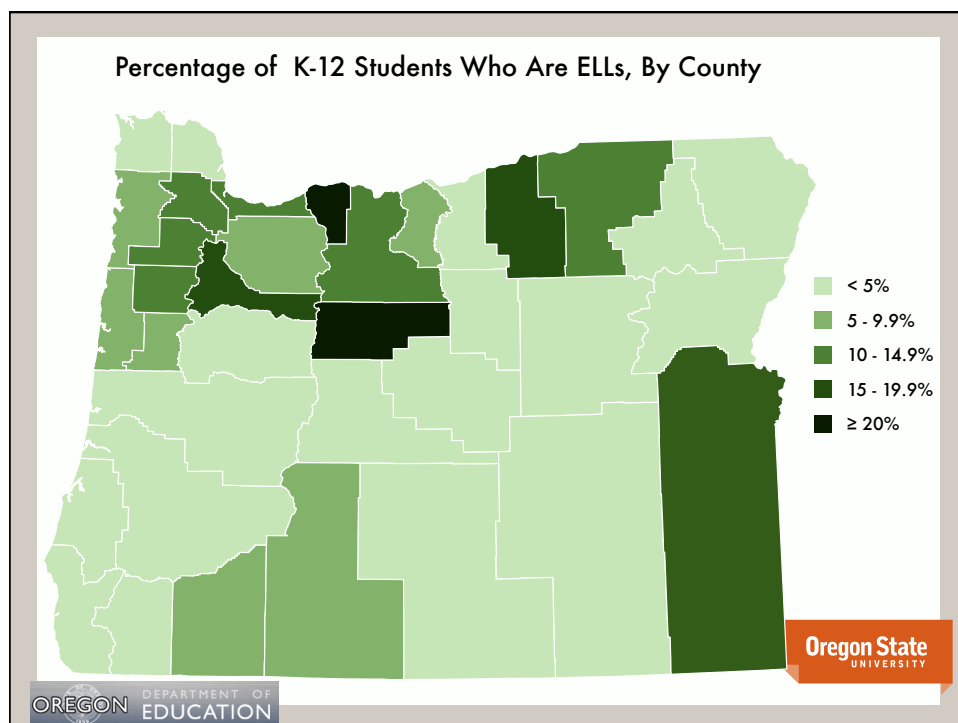
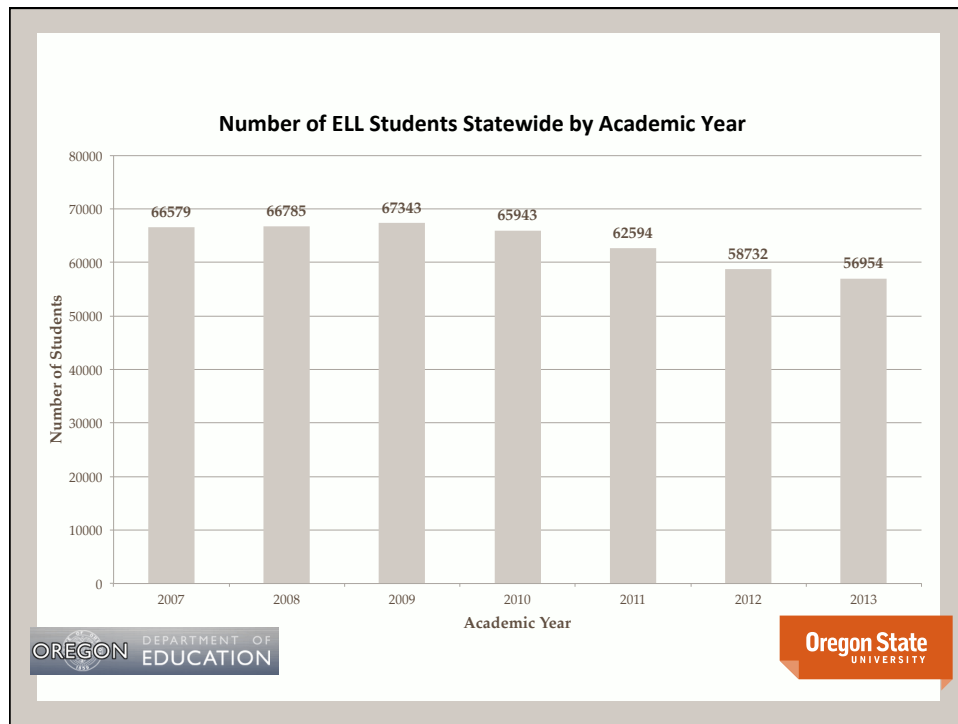
Research questions

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.





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 percentages 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

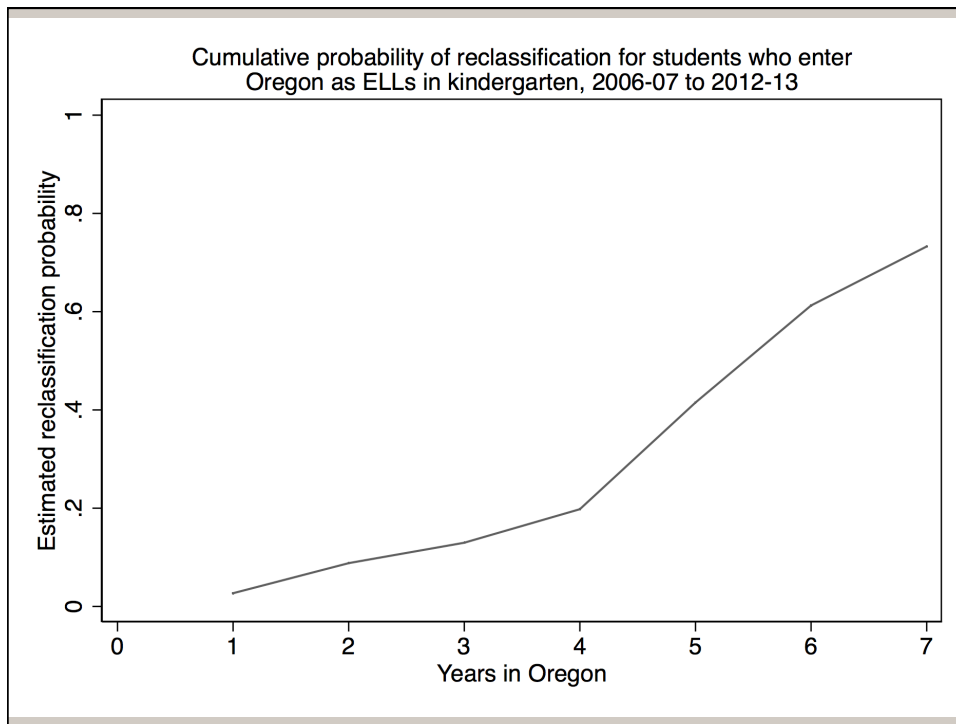
How long is it taking students who enter Oregon schools as ELLs in kindergarten to exit?

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

Sample size: 62,143 students



Just sample data, not statistical models

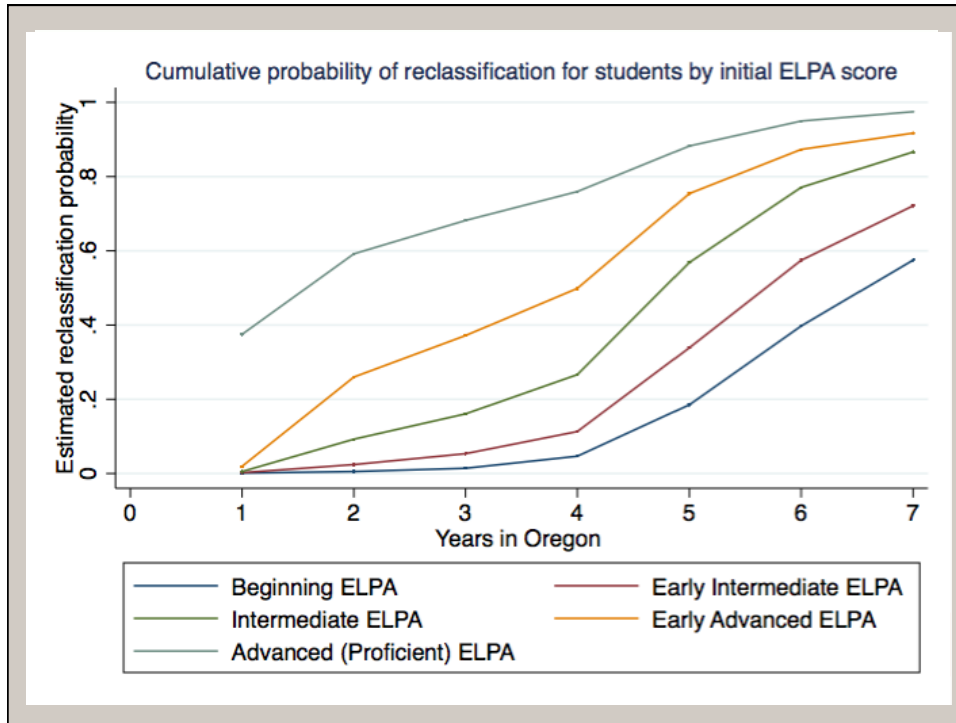




Cumulative probability of reclassification for students who entered Oregon as ELLs in K, 2006-07 through 2012-13

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

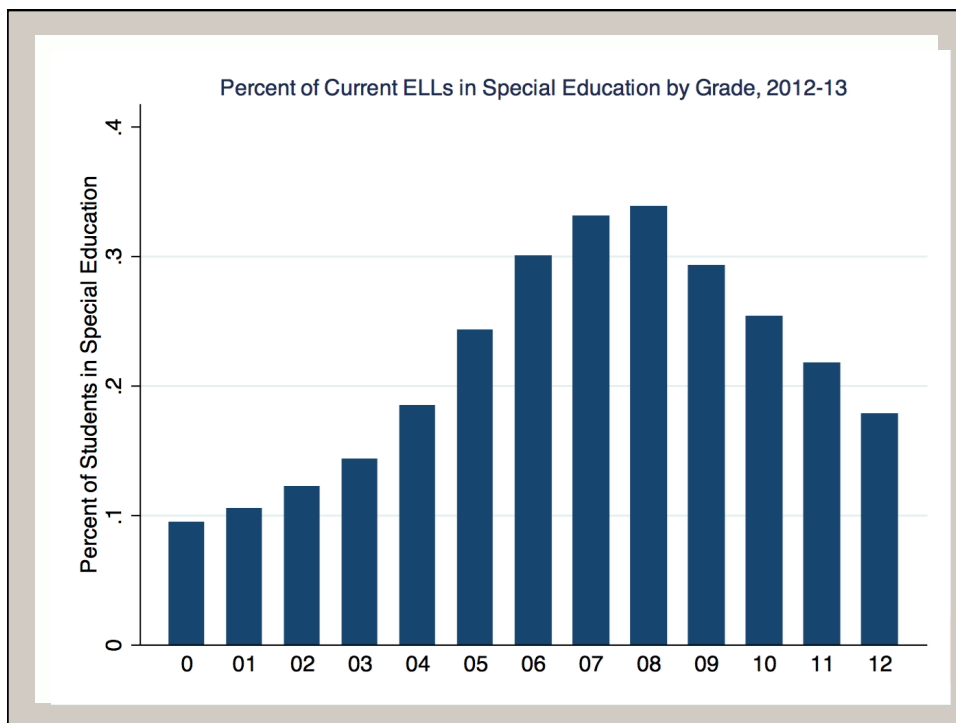
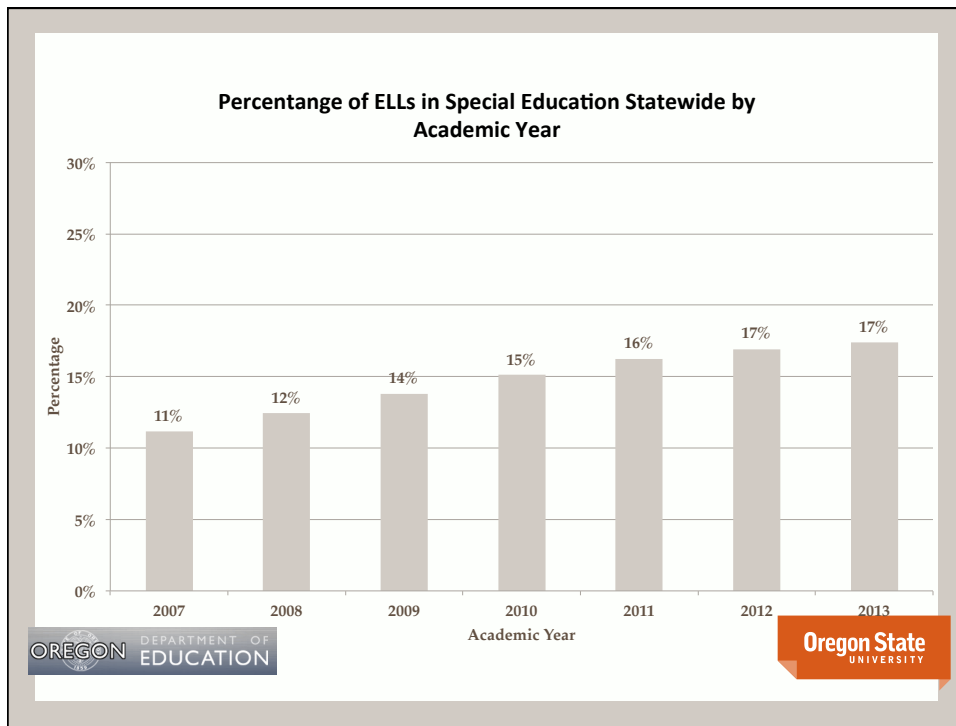


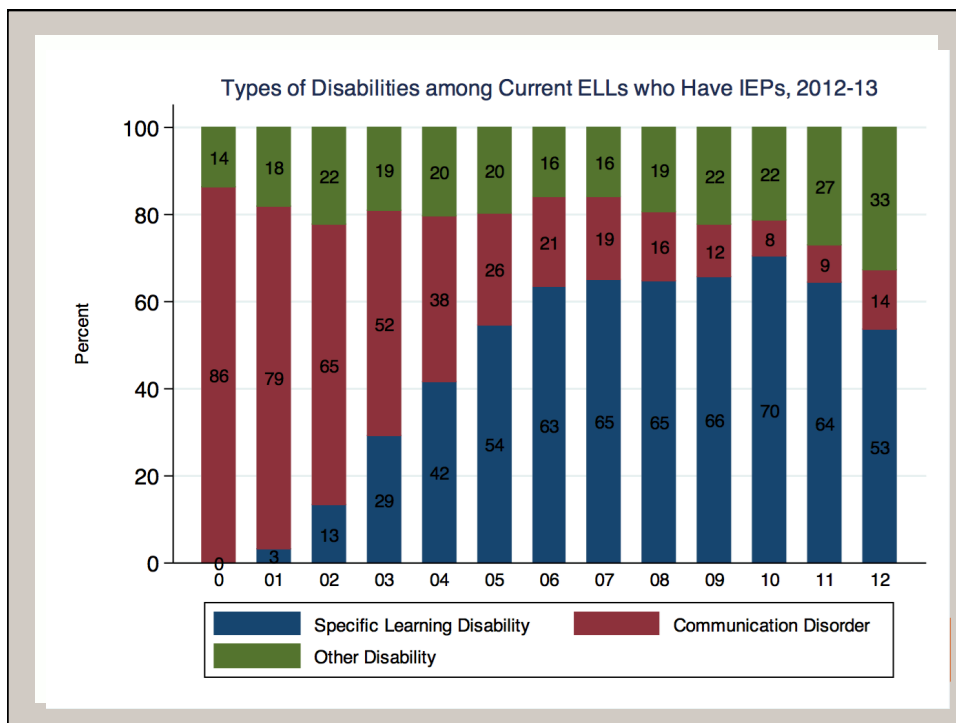
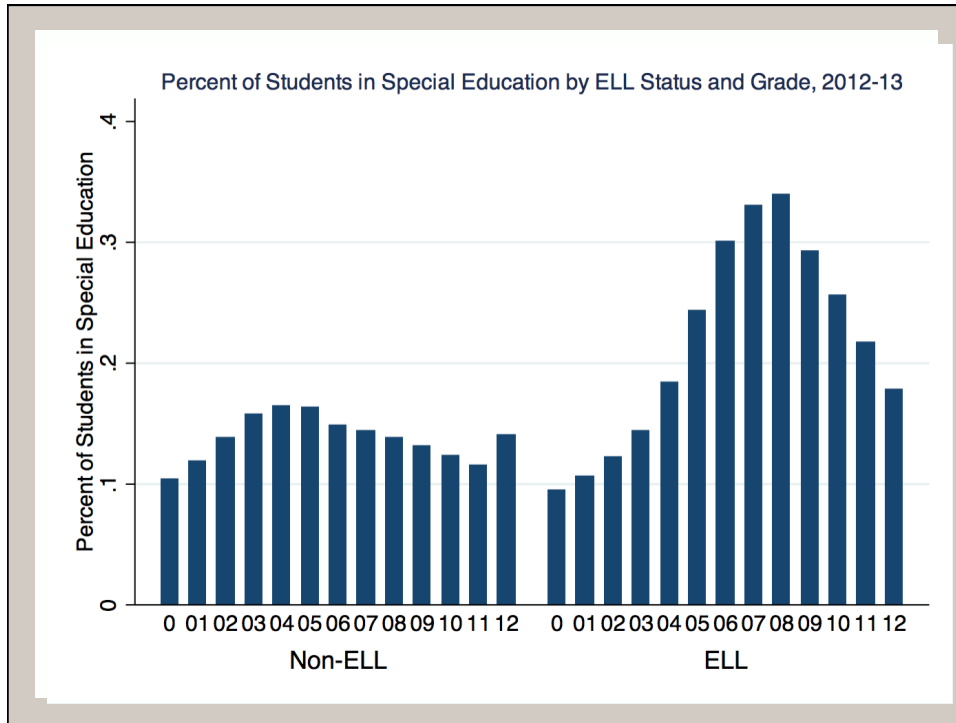
Characteristics of students who entered Oregon schools as ELs in kindergarten and remained classified as ELs after seven years

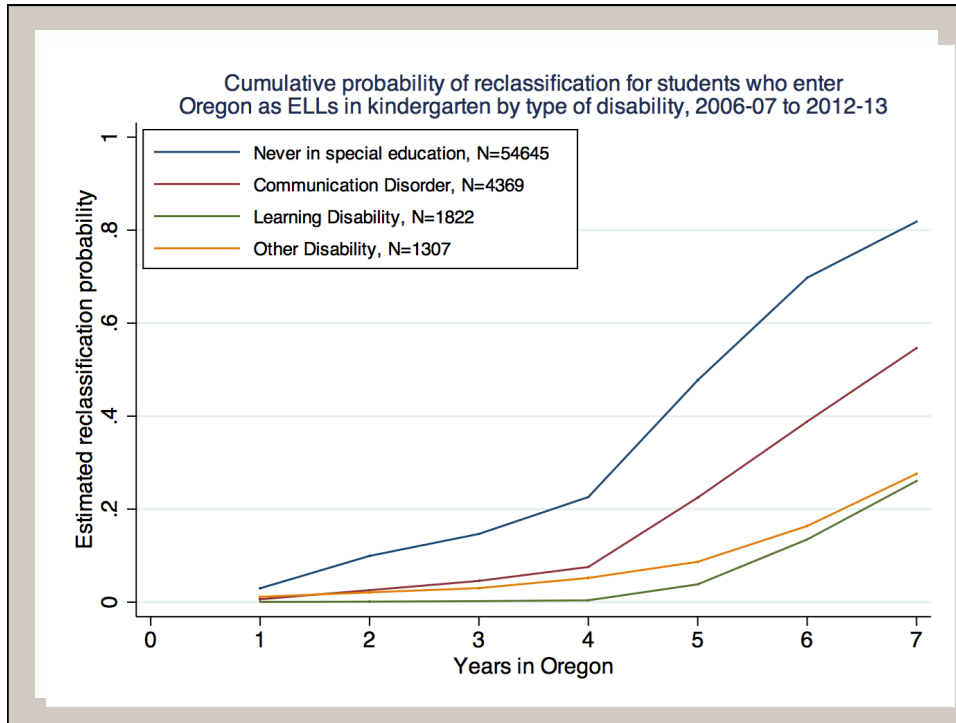
Characteristics	Percentage
Female	40%
Economically Disadvantaged	96%
Qualifies for Special Education	36%
Spanish as Home Language	84%
ELPA Score	
Beginning	2%
Early Intermediate	10%
Intermediate	30%
Early Advanced	52%
Advanced	5%
Total Number of Students	2,033

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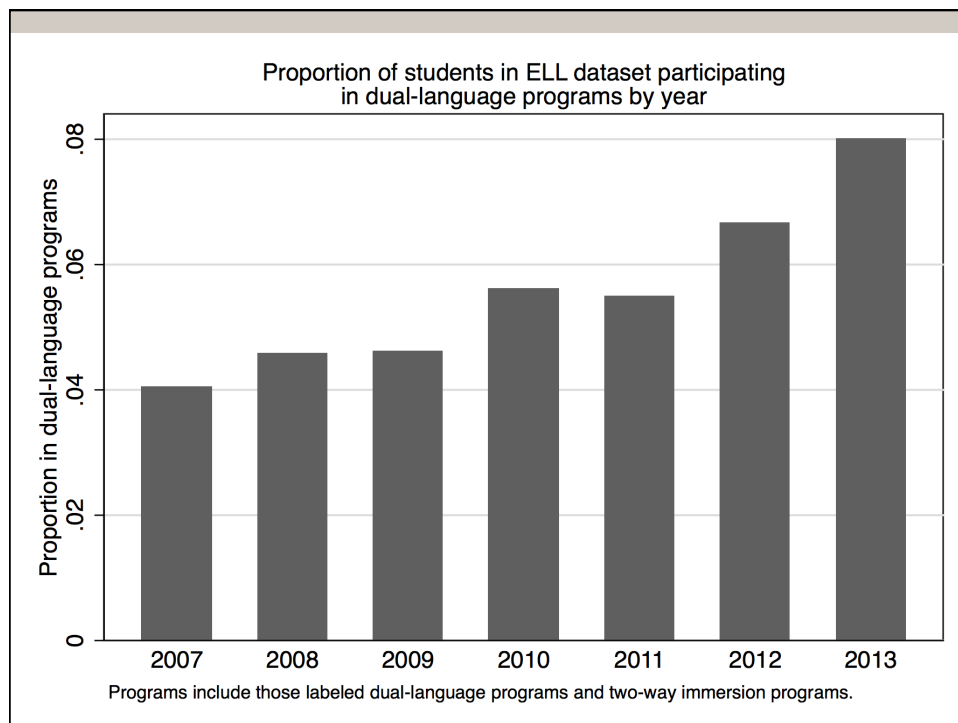
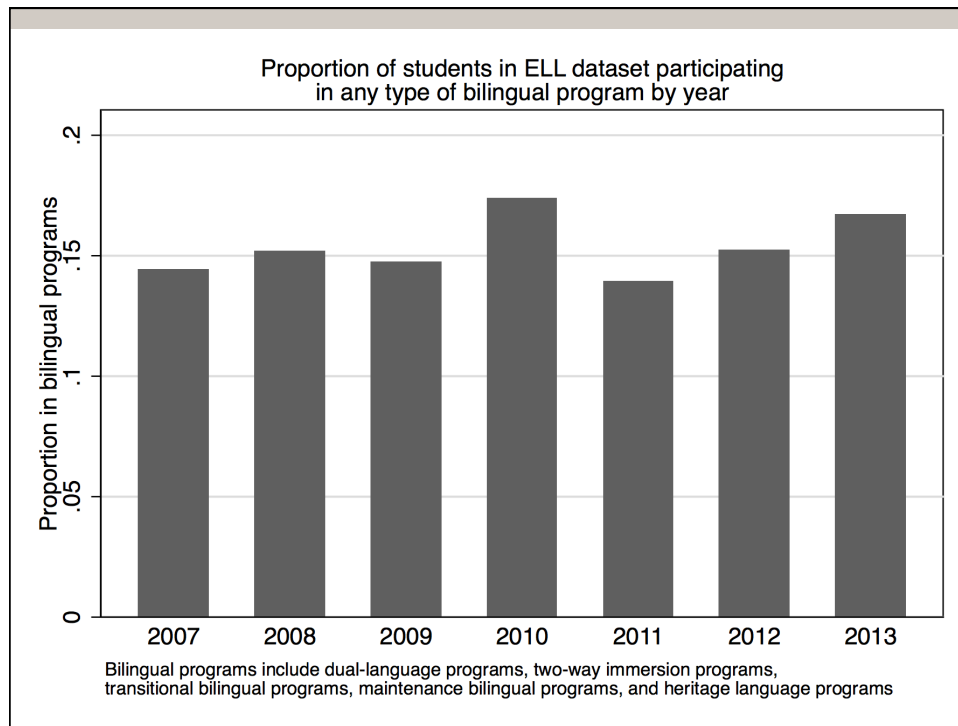


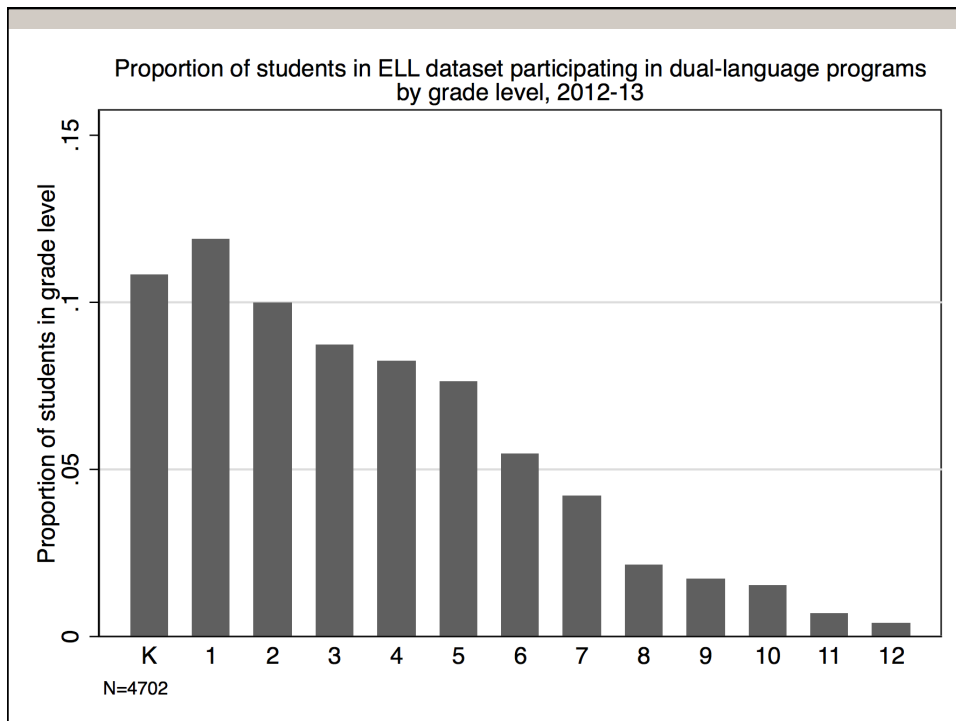
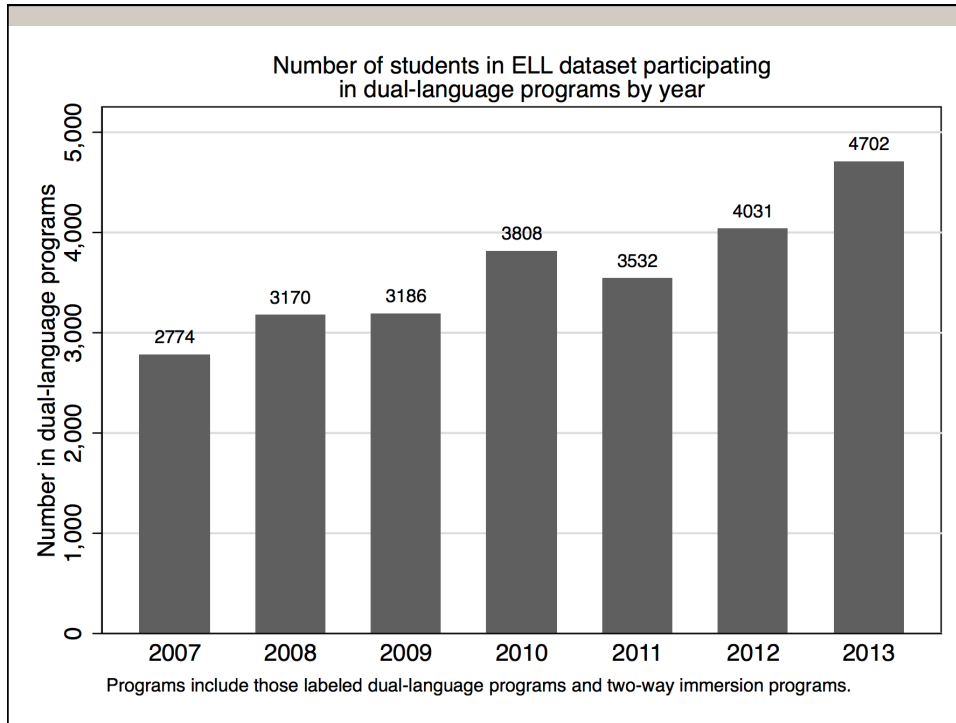
Program Models

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.







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?

