

# A Cohort Analysis of English Learners

**Oregon EL Conference**

**March 14, 2014**

This analysis follows students who were  
5<sup>th</sup> graders in 2004-2005.

At this time, 2004-2005 is the earliest  
year for which data is available to follow  
students through high school.

## Cohort of 5th Graders in 2004-05

	LEP	Not LEP	Total
Economically Disadvantaged	5,128	17,633	22,761
Not Economically Disadvantaged	263	20,282	20,545
Total	5,391	37,915	43,306

In 2004-2005, 12% of 5<sup>th</sup> graders were identified as English learners. 95% of English learners were economically disadvantaged, as compared to 46% of English-proficient students.

<b>High School Outcomes of Cohort of Students in 5th Grade in 2004-05</b>				
<b>4 Years After Starting High School</b>				
	<b>LEP in 5th Grade</b>		<b>Not LEP in 5th Grade</b>	
	Number	Percent	Number	Percent
Regular Diploma in 4 Years	2,888	65.2%	23,255	73.1%
GED	84	1.9%	1,562	4.9%
Other Credential	133	3.0%	701	2.2%
Still Enrolled	580	13.1%	2,507	7.9%
Dropped Out	747	16.9%	3,776	11.9%
Total Intact Cohort	4,432	100.0%	31,801	100.0%
Exited Cohort--Private School/Home School	47		398	
Exited Cohort--High School Outside Oregon	178		960	
Exited Cohort--Exited Prior to High School	731		4,731	
Deceased	3		25	
Grand Total	5,391		37,915	

English learners have lower graduation rates and higher dropout rates than English proficient students.

## EL Student Outcomes by LEP Exit Status

	Exited Before HS		Exited During HS		Did Not Exit	
	Number	Percent	Number	Percent	Number	Percent
Regular Diploma in 4 Years	1,300	75.8%	780	66.7%	808	52.2%
GED	44	2.6%	17	1.5%	23	1.5%
Other Credential	26	1.5%	26	2.2%	81	5.2%
Still Enrolled	152	8.9%	208	17.8%	220	14.2%
Dropped Out	192	11.2%	138	11.8%	417	26.9%
Total Intact Cohort	1,714		1,169		1,549	

Students who exit LEP status before high school have higher graduation rates and lower dropout rates than those who do not exit.

### English-Proficient Students by Economically Disadvantaged Status\*

	Ec. Disadvantaged		Not Ec. Disadvantaged	
	Number	Percent	Number	Percent
Regular Diploma in 4 Years	9,214	62.3%	14,041	82.5%
GED	965	6.5%	597	3.5%
Other Credential	469	3.2%	232	1.4%
Still Enrolled	1,765	11.9%	742	4.4%
Dropped Out	2,372	16.0%	1,404	8.3%
Total Intact Cohort	14,785		17,016	

\*Status in high school

English-proficient students who are economically disadvantaged also have lower graduation rates and higher dropout rates than those who are not. Forty-six percent are economically disadvantaged.

### EL Students by Economically Disadvantaged Status\*

	Ec. Disadvantaged		Not Ec. Disadvantaged	
	Number	Percent	Number	Percent
Regular Diploma in 4 Years	2,709	64.3%	179	81.7%
GED	80	1.9%	4	1.8%
Other Credential	129	3.1%	4	1.8%
Still Enrolled	573	13.6%	7	3.2%
Dropped Out	722	17.1%	25	11.4%
Total Intact Cohort	4,213		219	

\*Status in high school

EL students who are economically disadvantaged also have lower graduation rates and higher dropout rates than those who are not, but **95%** are economically disadvantaged.

### Economically Disadvantaged EL Student Outcomes by LEP Exit Status

	<u>Exited Before HS</u>		<u>Exited During HS</u>		<u>Did Not Exit</u>	
	Number	Percent	Number	Percent	Number	Percent
Regular Diploma in 4 Years	1,197	75.1%	759	66.3%	753	51.0%
GED	42	2.6%	16	1.4%	22	1.5%
Other Credential	25	1.6%	26	2.3%	78	5.3%
Still Enrolled	149	9.4%	207	18.1%	217	14.7%
Dropped Out	180	11.3%	136	11.9%	406	27.5%
Total Intact Cohort	1,593		1,144		1,476	

However, economically disadvantaged EL students who **exited LEP status prior to high school** perform better than English-proficient students who are economically disadvantaged and nearly as well as those who are not economically disadvantaged (previous slide).



### High School Outcomes After 5 Years

#### 5 Years After Starting High School

	<u>LEP in 5th Grade</u>		<u>Not LEP in 5th Grade</u>	
	Number	Percent	Number	Percent
Regular Diploma in 5 Years	3,175	71.9%	24,430	77.2%
GED	115	2.6%	1,965	6.2%
Other Credential	157	3.6%	831	2.6%
Still Enrolled	146	3.3%	635	2.0%
Dropped Out	821	18.6%	3,801	12.0%
Total Intact Cohort	4,414	100.0%	31,662	100.0%

Returning for a 5<sup>th</sup> year of high school leads to higher graduation rates for both LEP and English-proficient students, but a larger share of LEP students end up dropping out.