

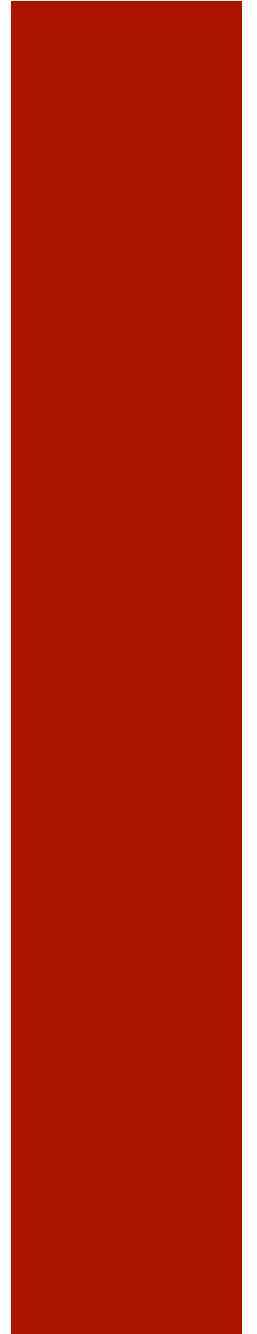


# Peeling Back the Label:

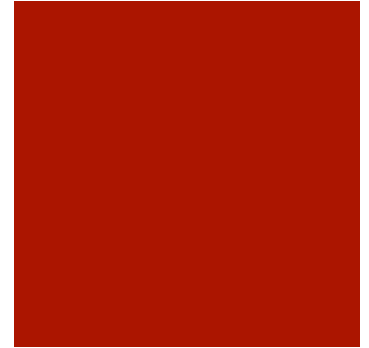
STUDIES OF EDUCATIONAL  
OPPORTUNITY AMONG  
STUDENTS LEARNING  
ENGLISH

Ilana Umansky  
March 13, 2015

# Context & Motivation

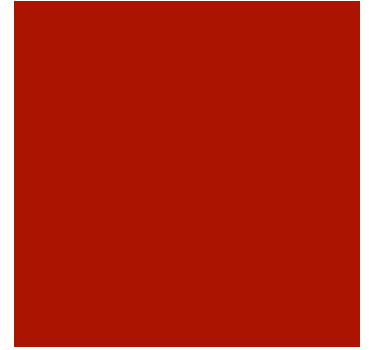


# Who Are English Learners?



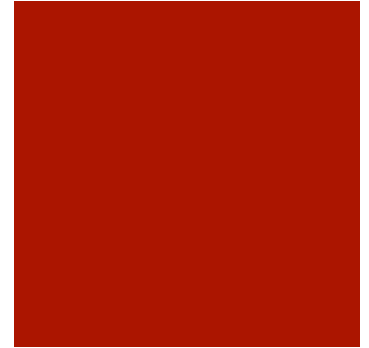
- Language minority
- Limited English
- Many are 2<sup>nd</sup> generation
- Compounding factors
- 80% Latino

# How Are ELs Doing in School?



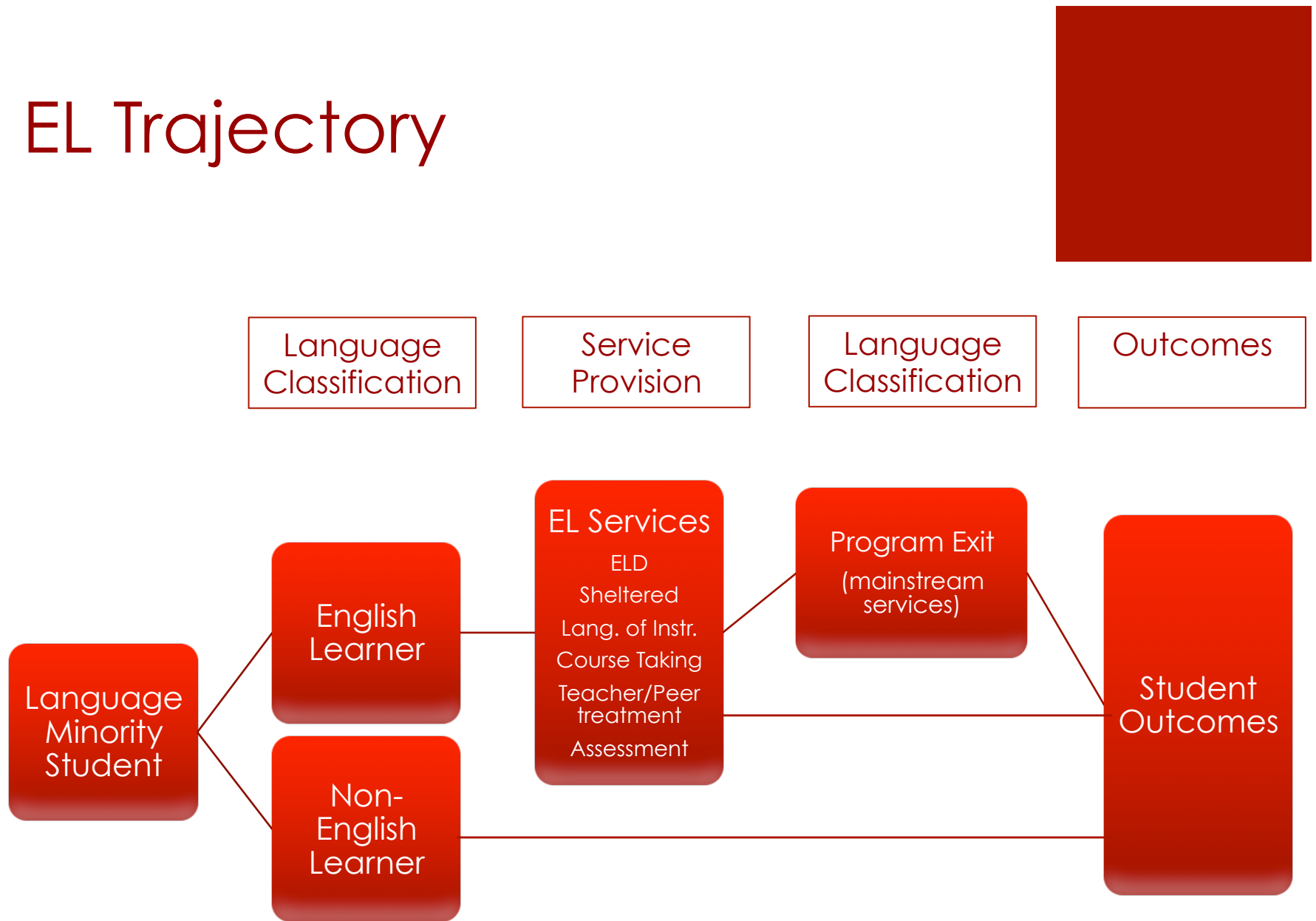
- Difficult to gauge
- Poorly
  - Academic achievement
  - Attainment/transition

# Why Do ELs Have Low Educational Outcomes?

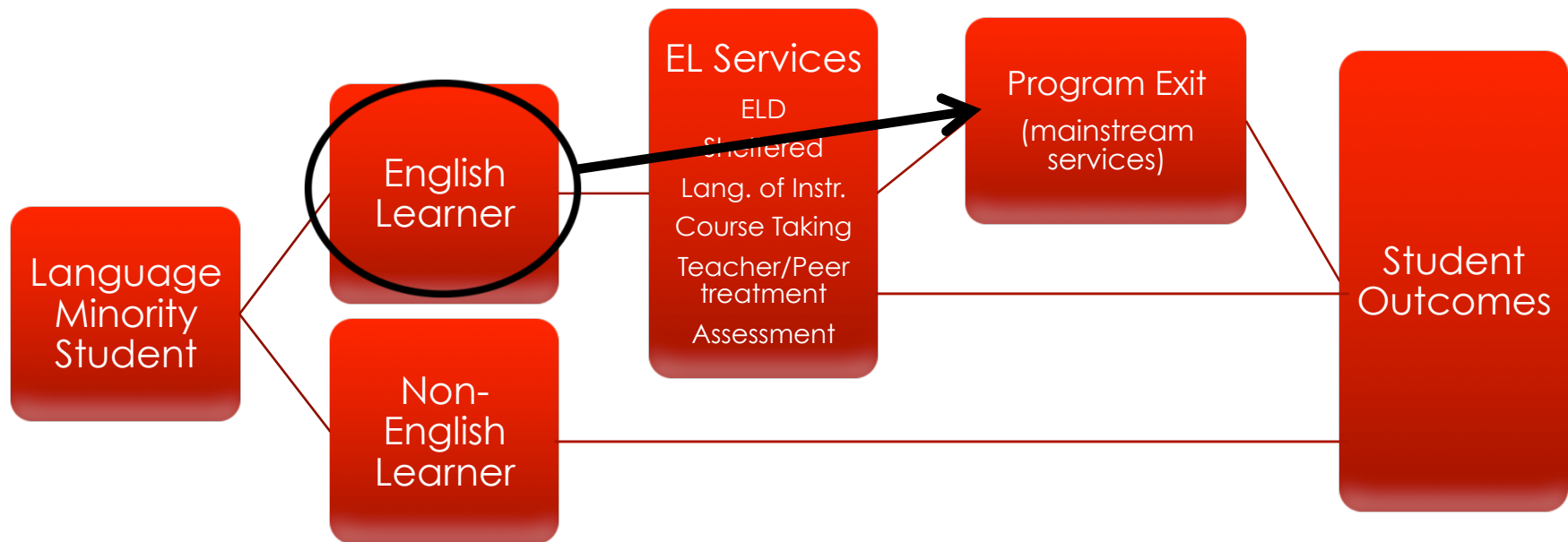
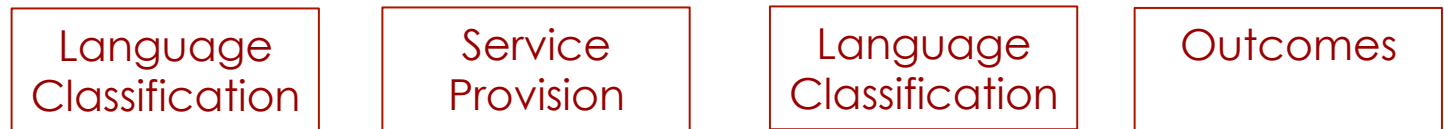


- Unique educational hurdles
- Educational opportunities and experiences

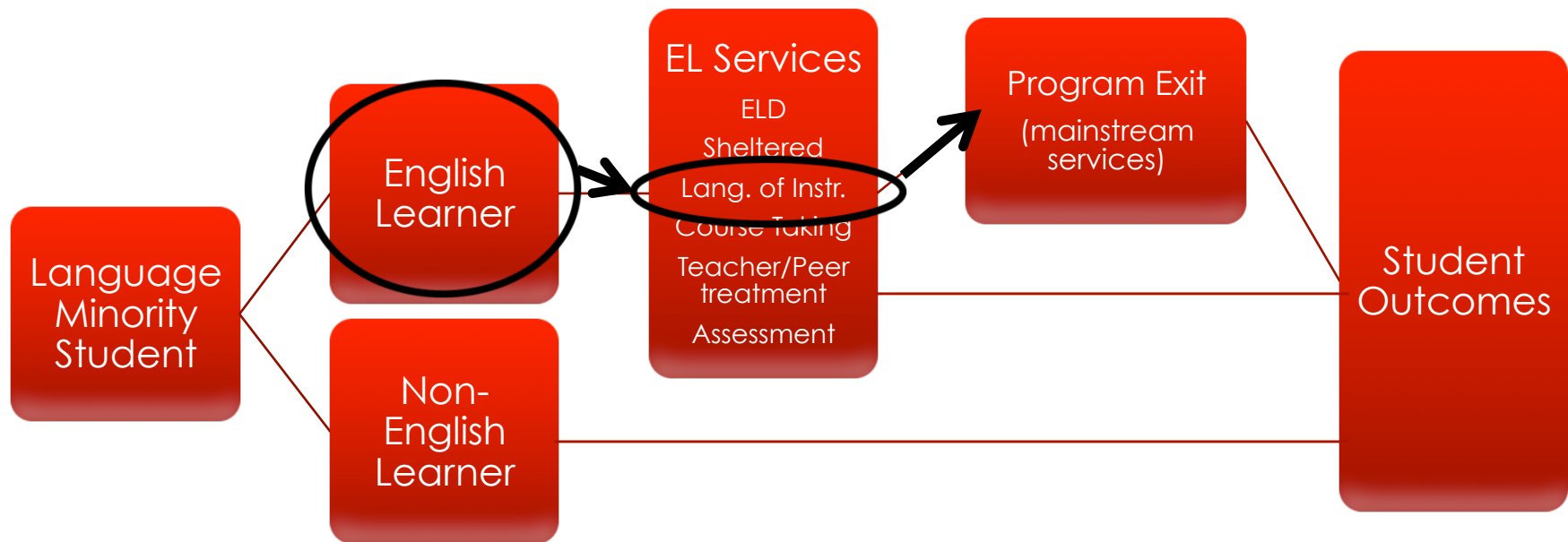
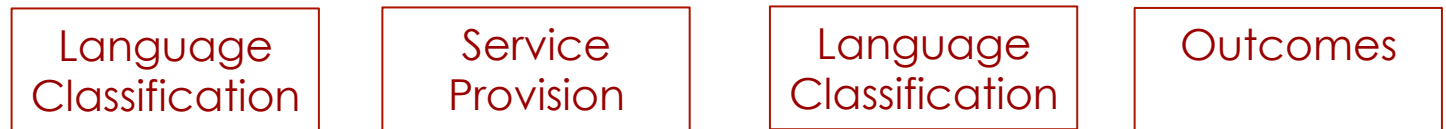
# EL Trajectory



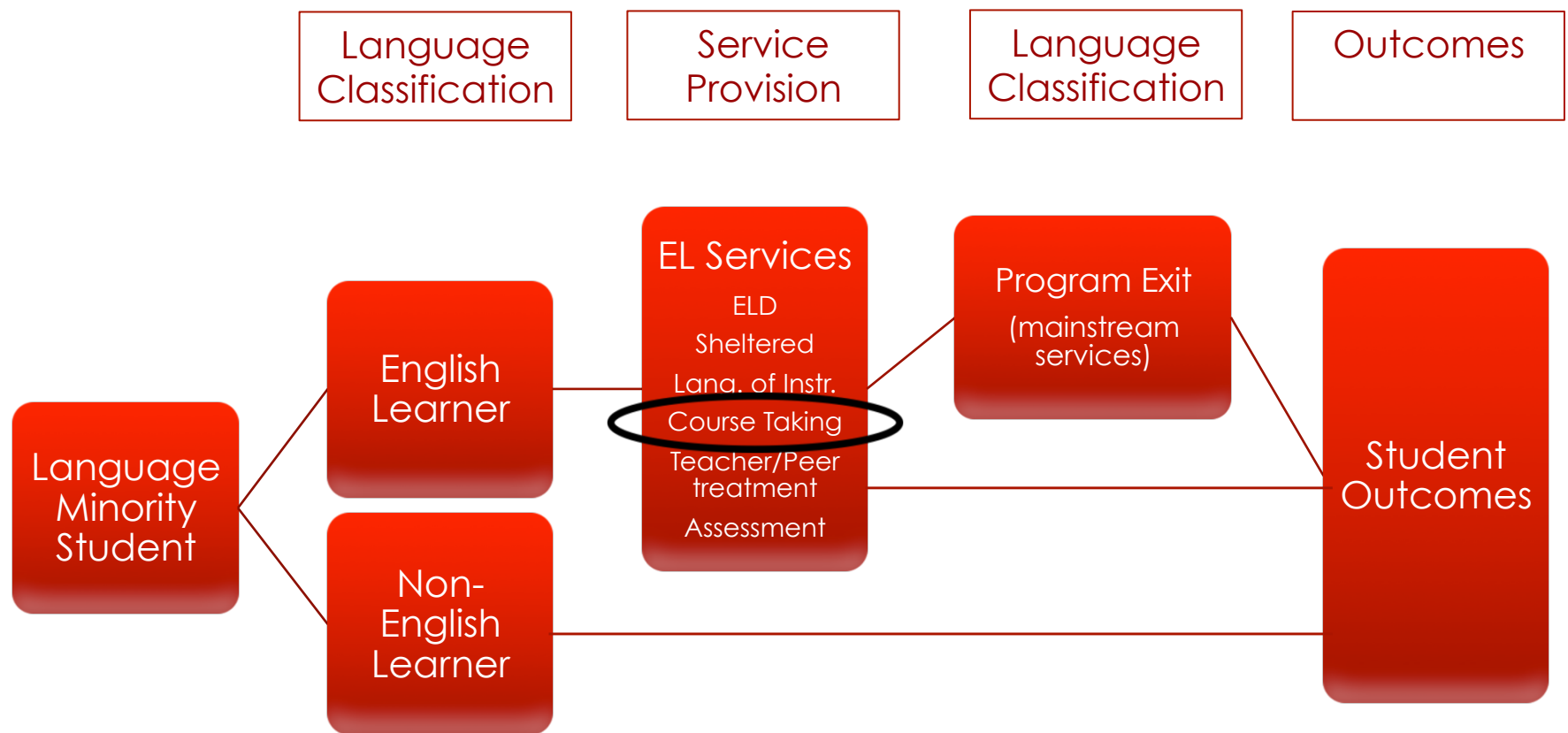
# Key Opportunities: 1



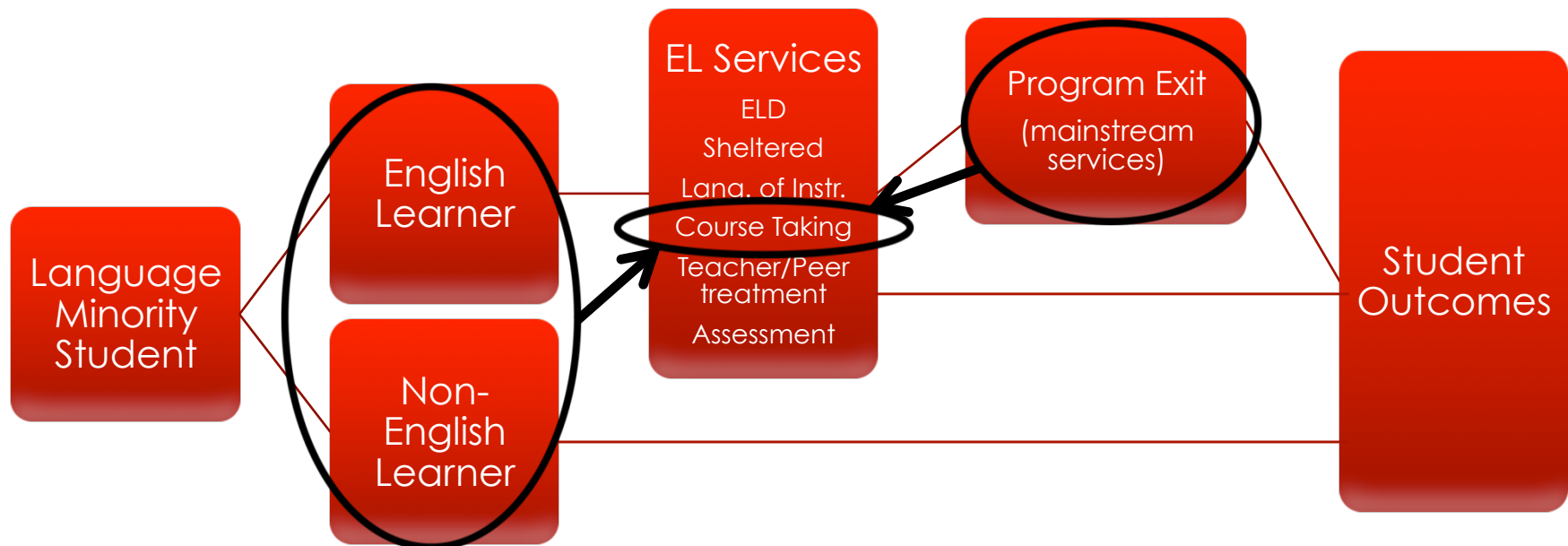
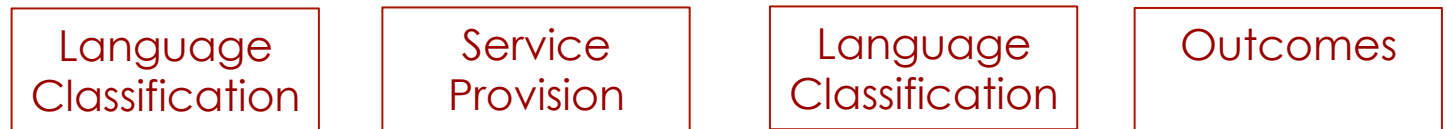
# Key Opportunities: 1



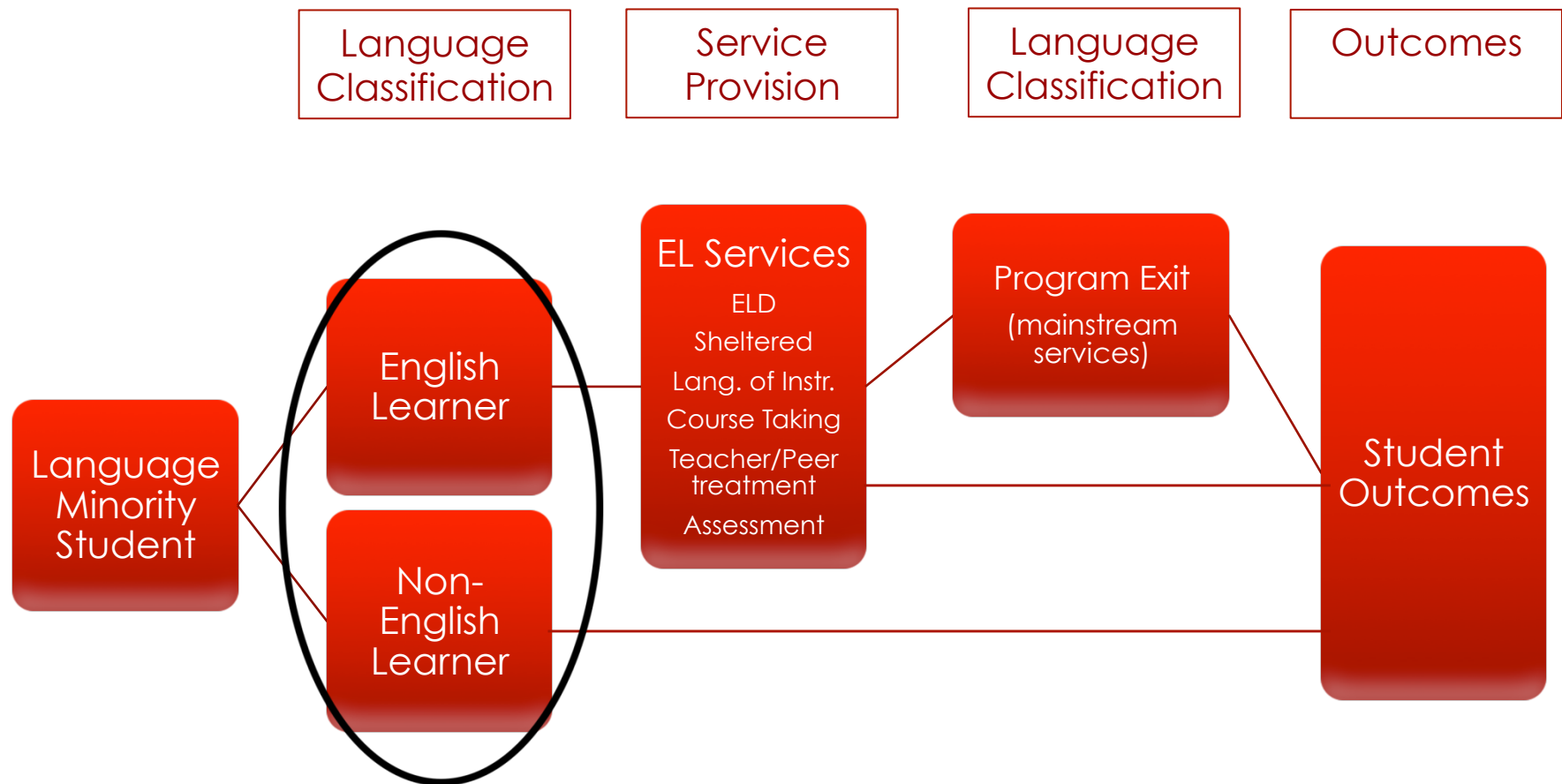
# Key Opportunities: 2



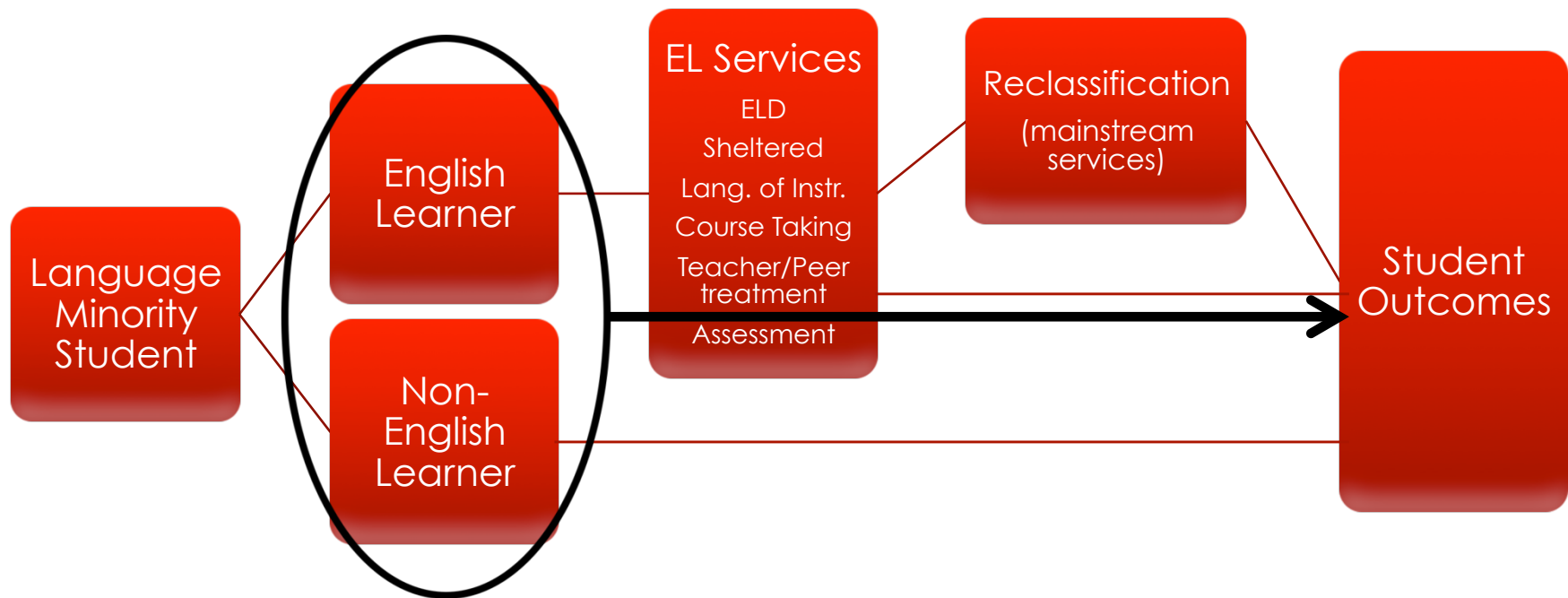
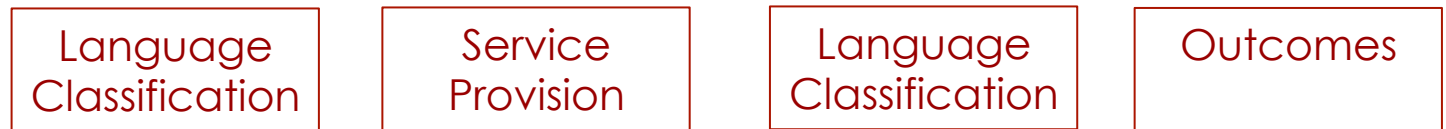
# Key Opportunities: 2



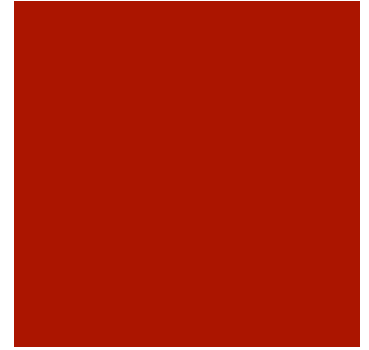
# Key Opportunities: 3



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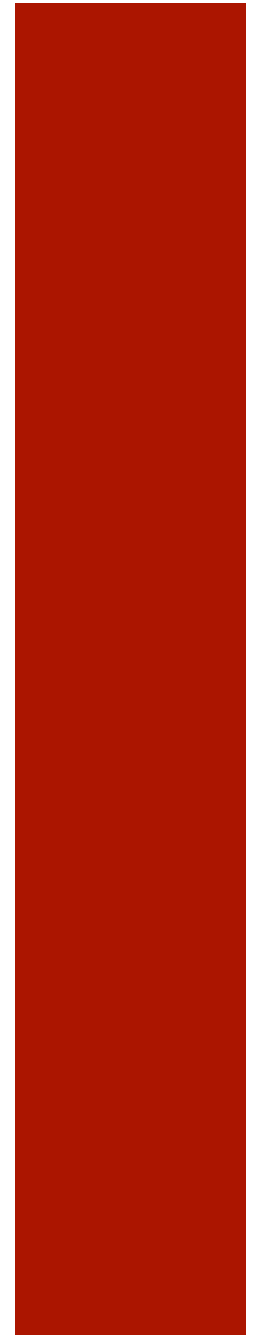


# Sample

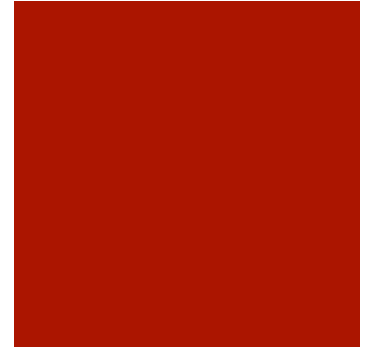


- Large urban school district
- 2000-2012
- 35,000+ EL students

KEY OPPORTUNITY 1:  
Timing to Program Exit  
& Language of Instruction

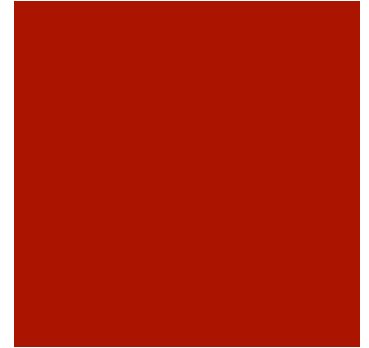


# Overview

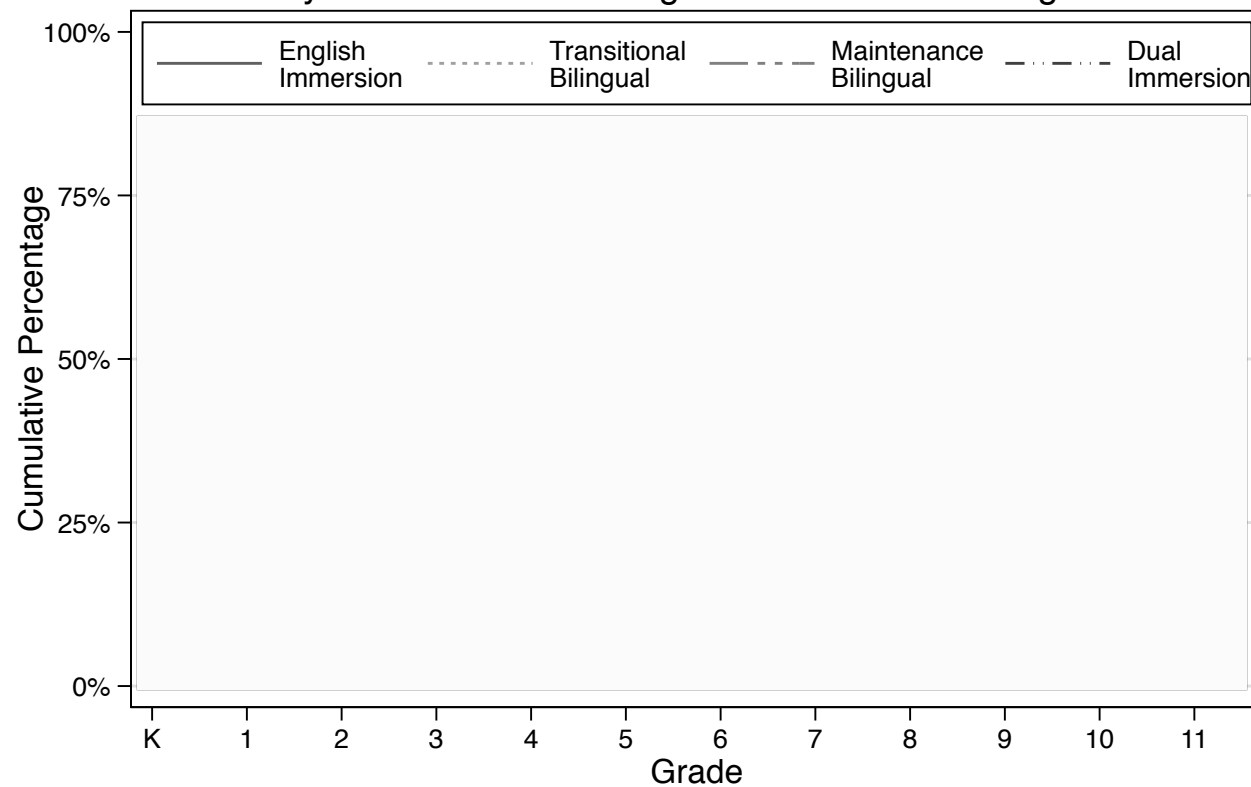


- How long does it take Latino English learners to exit EL status in 4 linguistic instructional programs?

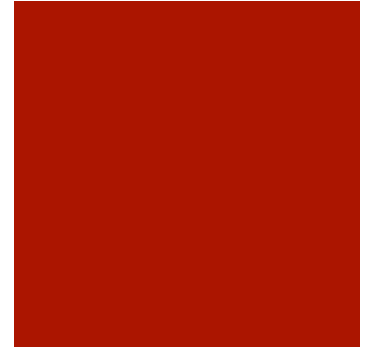
# Linguistic Instructional Program: EL Program Exit



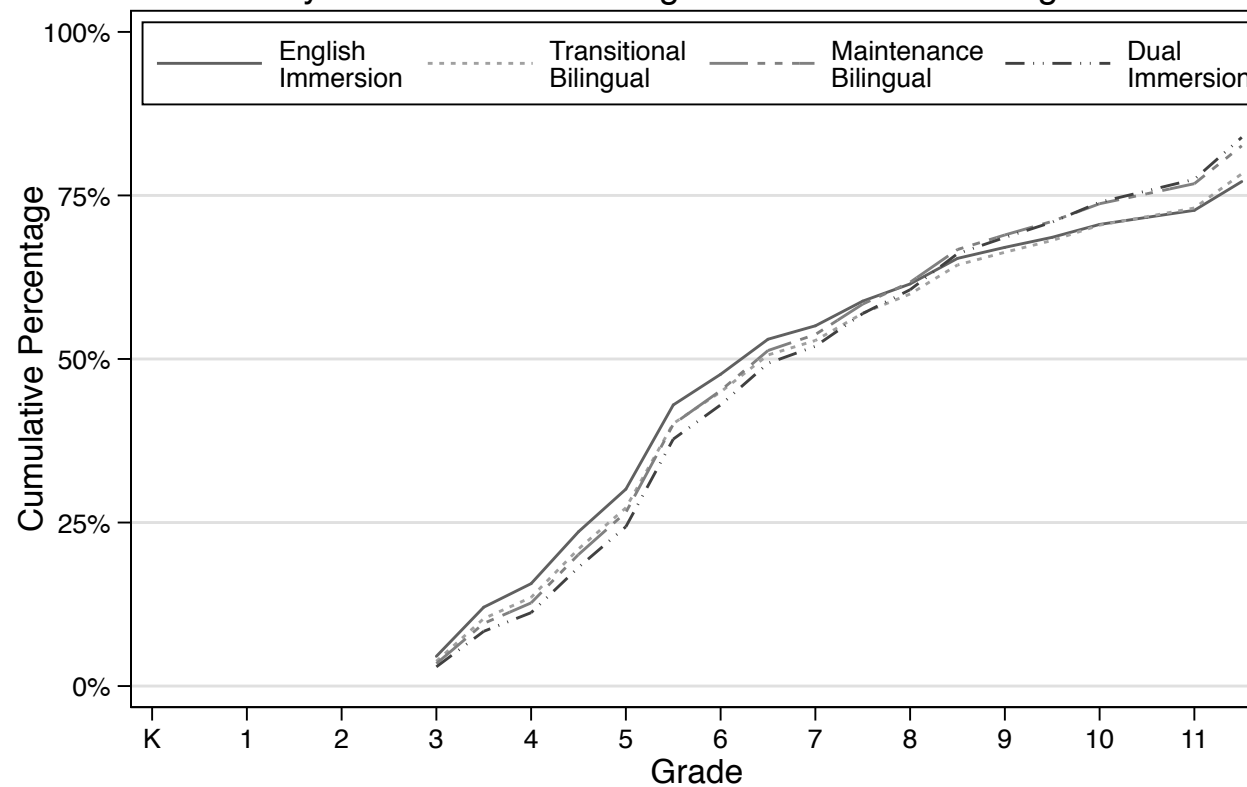
Adjusted Cumulative Percentage of Students Reclassified,  
by Grade and Initial Linguistic Instructional Program



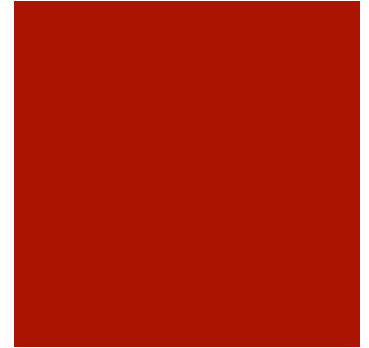
# Linguistic Instructional Program: EL Program Exit



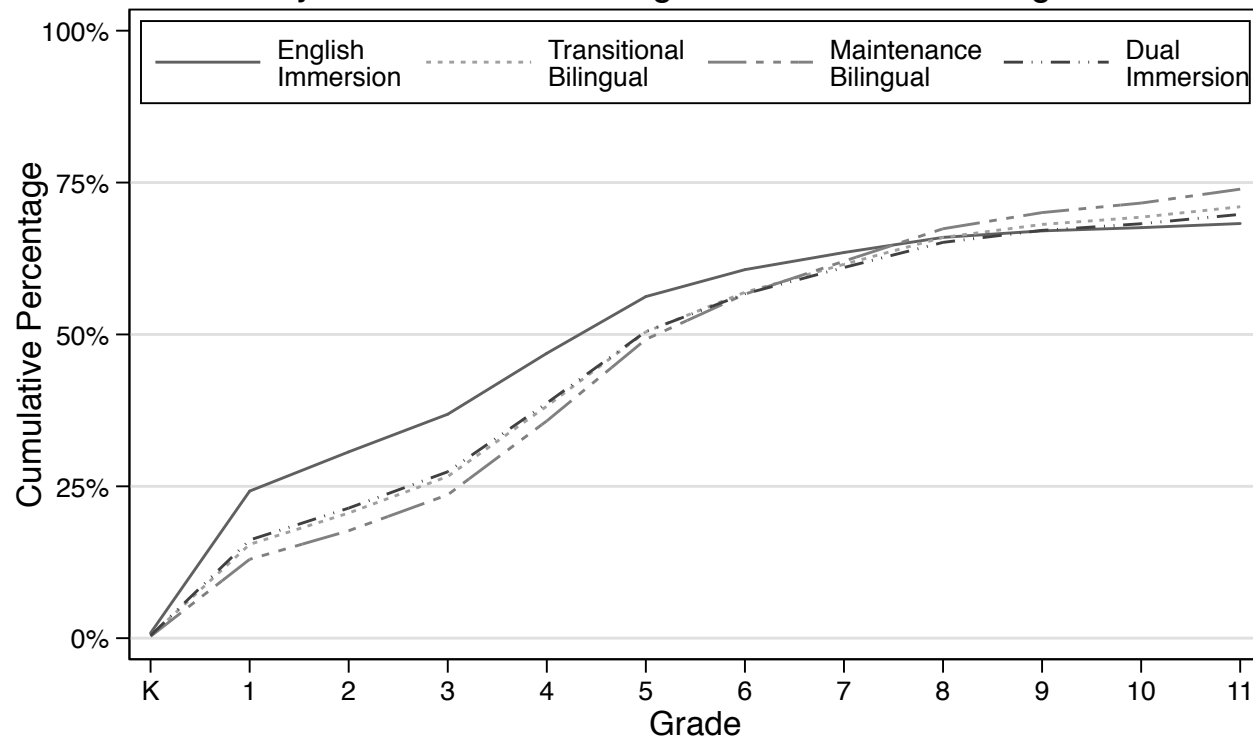
Adjusted Cumulative Percentage of Students Reclassified,  
by Grade and Initial Linguistic Instructional Program



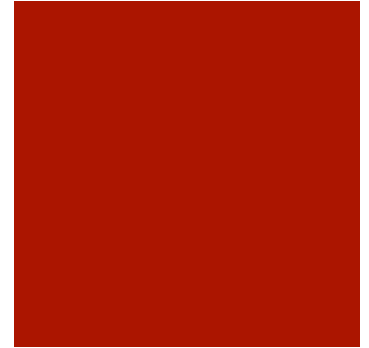
# Linguistic Instructional Program: Attaining English Proficiency



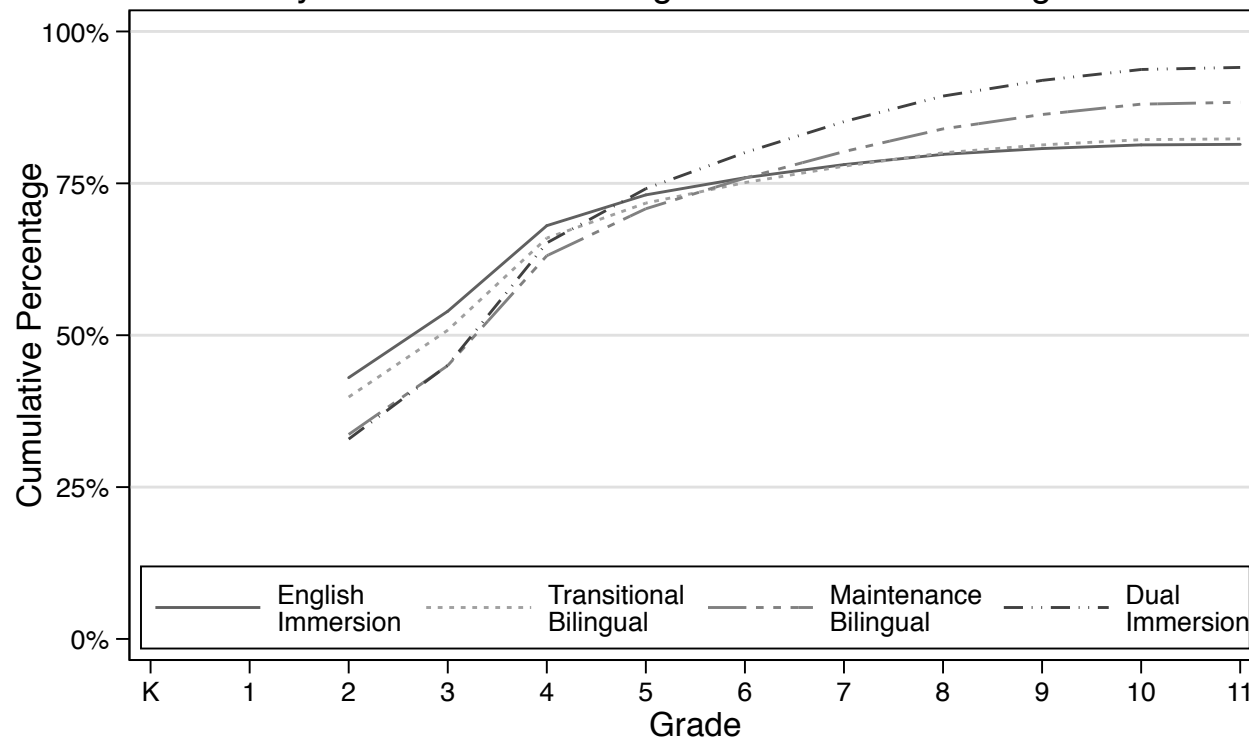
Adjusted Cumulative Percentage of Students Meeting  
All CELDT Subtest Criteria Simultaneously,  
by Grade and Initial Linguistic Instructional Program



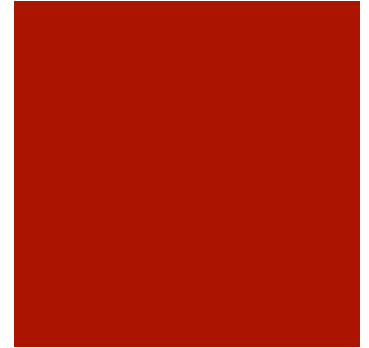
# Linguistic Instructional Program: Reaching Academic Benchmarks



Adjusted Cumulative Percentage of Students Meeting  
English Language Arts CST Criterion,  
by Grade and Initial Linguistic Instructional Program

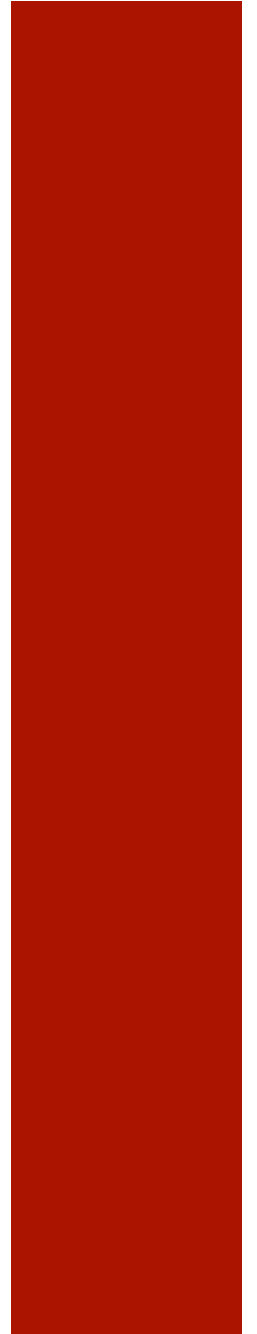


# Implications

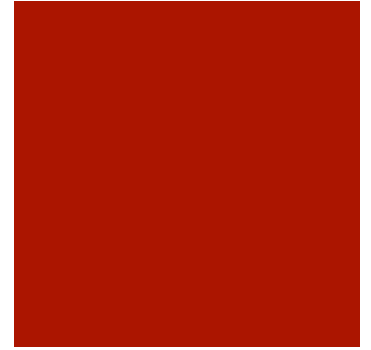


- Implications
  - English immersion 'plateau'
  - Supports theory
  - Problematizes goal of rapid reclassification
  - Problematizes structuring opportunity by language classification

# KEY OPPORTUNITY 2: Access to Core Content



# Overview



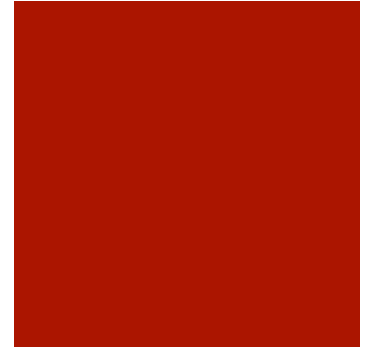
- What does English learners' access to core content look like in middle school?
- What explains the differences between EL and non-EL access to core?

# Access to Core Content: Descriptive Results

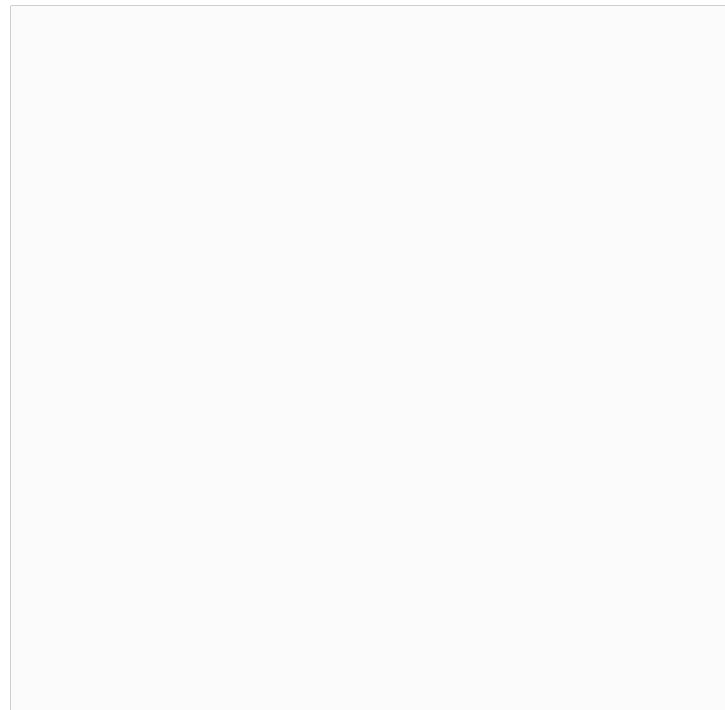


DESCRIPTIVE STATISTICS ON GRADES 6-8 EL COURSE-TAKING		
	EL	EO
Total Credits	24.6	22.7
Total Core Content Credits	15.5	16.8
Subject Area Enrollment (Exclusionary Tracking)		
Not enrolled in ELA	30%	2%
Not enrolled in Math	4%	2%
Not Enrolled in Science	8%	2%
Not Enrolled in ELD	53%	93%
Enrolled in Full Course Load	65%	96%
Level Enrollment (Leveled Tracking)		
Grade Level Credits	12.1	11.6
Honors Credits	0.7	2.5
Remedial Credits	1.7	1.3
Algebra by 8th Gr.	34%	36%

# Access to Core Content: Causal Hypotheses



- Academic achievement
- EL-specific causes
  - English proficiency
  - EL classification



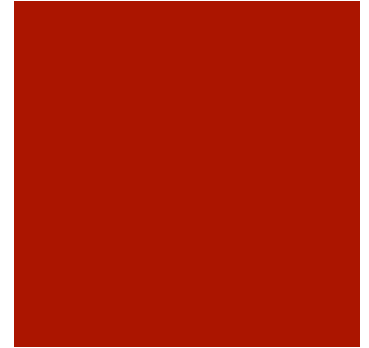
# Academic Achievement: Causal Hypotheses



Factor	Method	Leveled Tracking	Exclusionary Tracking
Academic Achievement	OLS	✓	X



# Academic Achievement: Causal Hypotheses



Factor	Method	Leveled Tracking	Exclusionary Tracking
Academic Achievement	OLS	✓	X
English Proficiency	OLS (ELs)	(-) Honors credits	(-) Full course load (-) ELA enrollment (-) Core credits



# Academic Achievement: Causal Hypotheses



Factor	Method	Leveled Tracking	Exclusionary Tracking
Academic Achievement	OLS	✓	X
English Proficiency	OLS (ELs)	(-) Honors credits	(-) Full course load (-) ELA enrollment (-) Core credits
EL Classification	RD (EL-IFEP)	(-) Honors credits (-) Algebra by 8th	(-) ELA credits



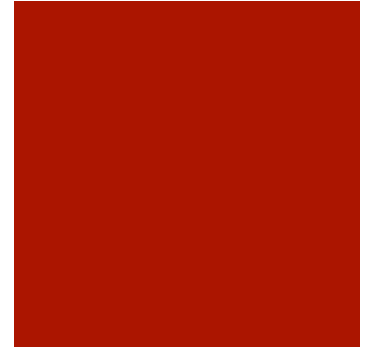
# Academic Achievement: Causal Hypotheses



Factor	Method	Leveled Tracking	Exclusionary Tracking
Academic Achievement	OLS	✓	X
English Proficiency	OLS (ELs)	(-) Honors credits	(-) Full course load (-) ELA enrollment (-) Core credits
EL Classification	RD (EL-IFEP)	(-) Honors credits (-) Algebra by 8th	(-) ELA credits
EL Classification	RD (EL-RFEP)		(-) Full course load (-) ELA enrollment (-) ELA credits

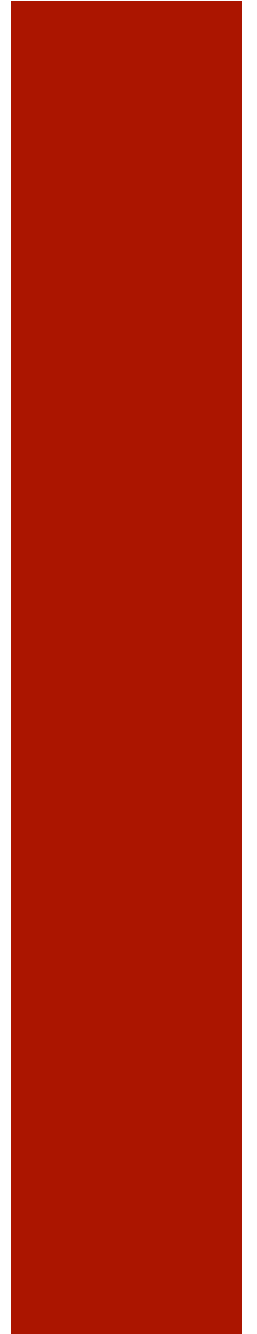


# Implications

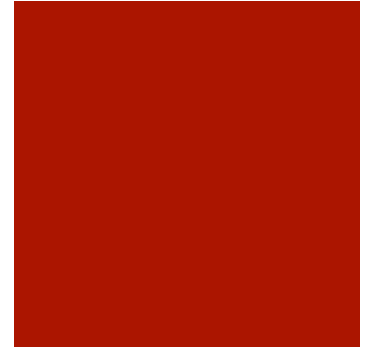


- Implications
  - ELs have limited access to core, especially ELA
  - Exclusionary tracking & leveled tracking
  - ELD supplanting ELA
  - Compounding causes: academic achievement, English proficiency, EL classification

# KEY OPPORTUNITY 3: Impact of the EL Label

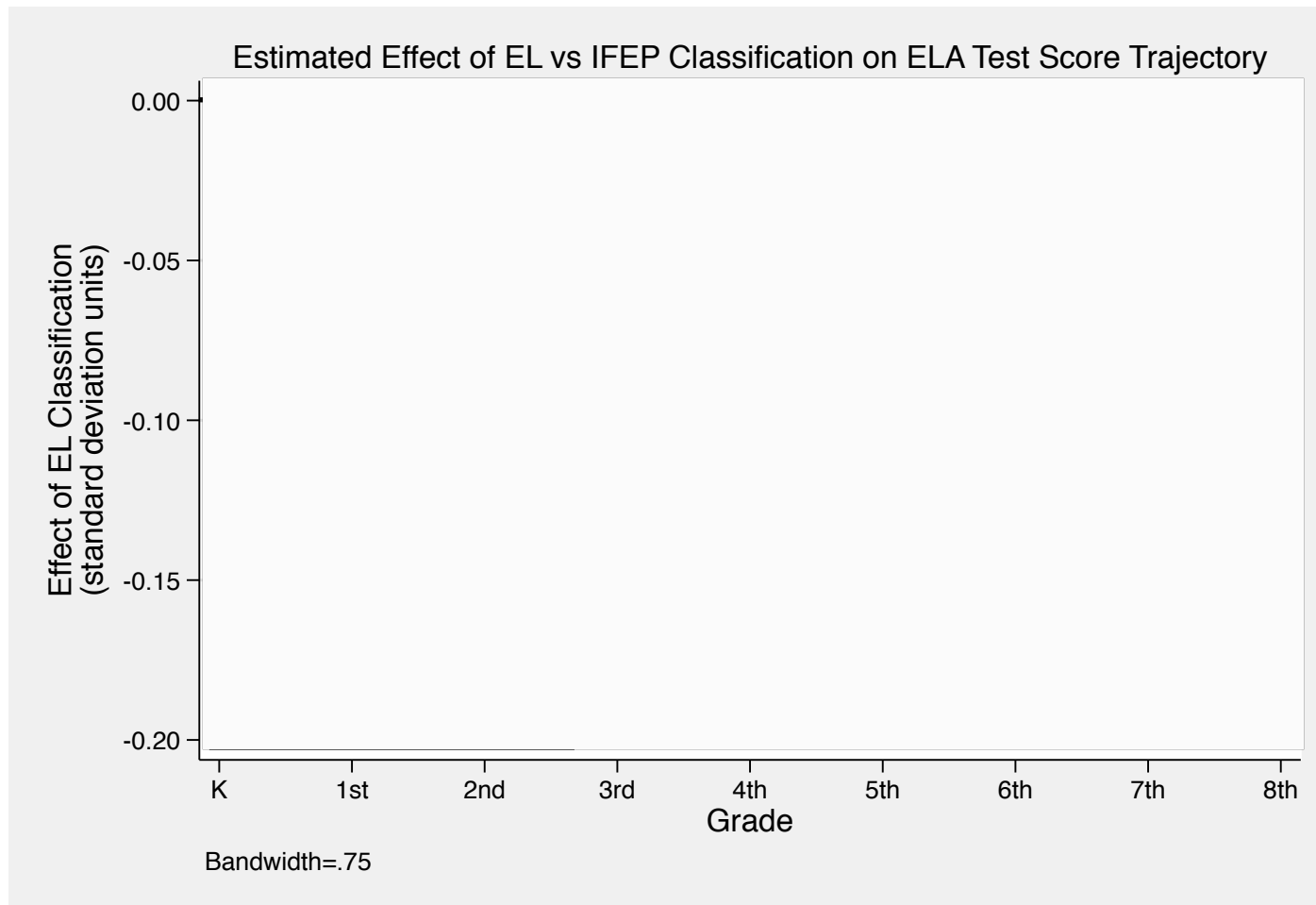
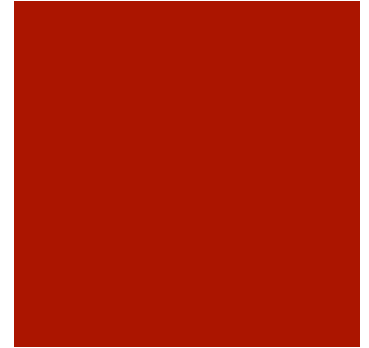


# Overview

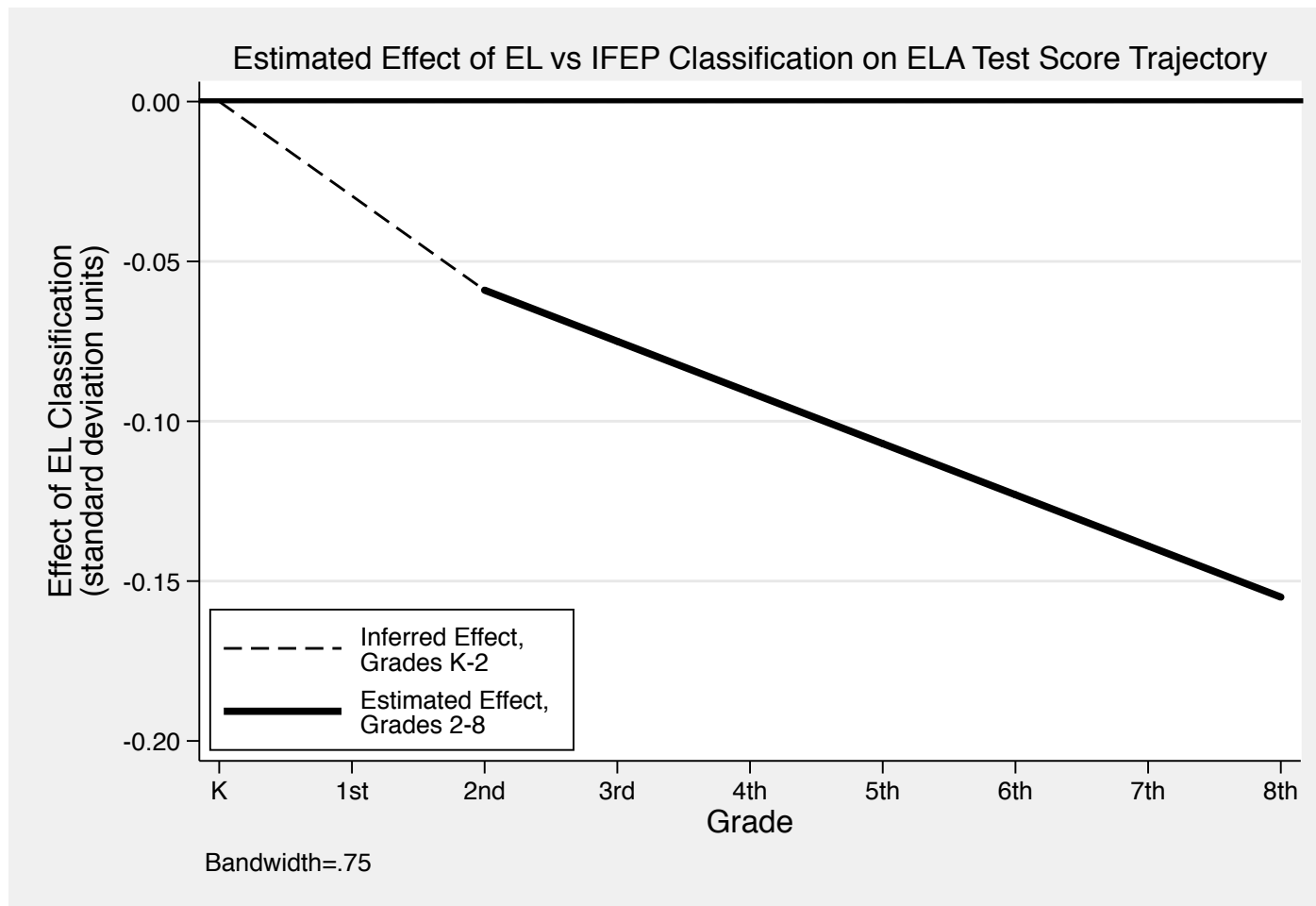


- What is the causal impact of English learner classification on students' long-term academic outcomes?
- What mechanisms and moderating factors influence that impact?

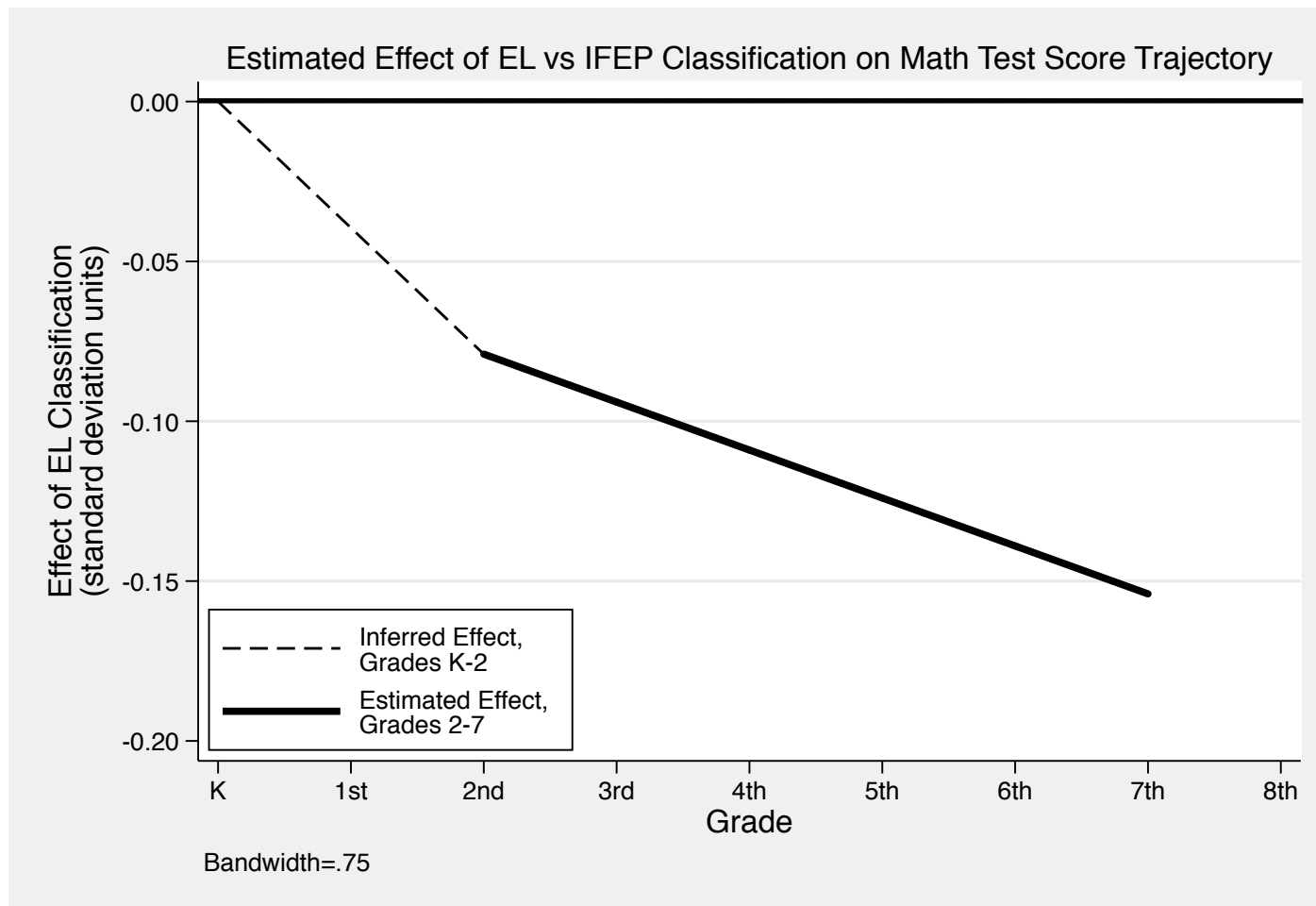
# The Impact of EL Classification on ELA



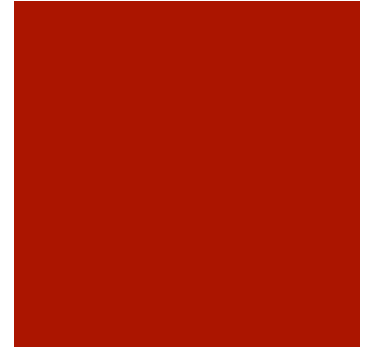
# The Impact of EL Classification on ELA



# The Impact of EL Classification on Math

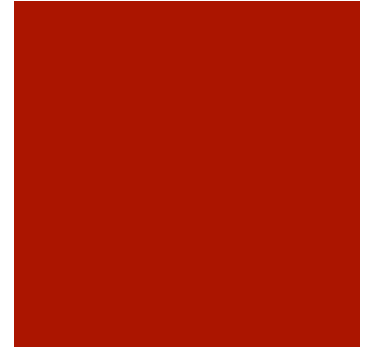


# What Causes the Net Negative Effect of EL Classification?



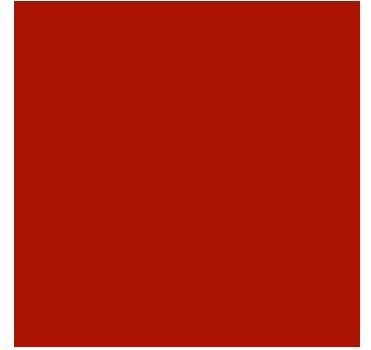
- Mechanisms:
  - Linguistic isolation (limited)
  - Core content (middle school)
- Moderators:
  - Language of instruction
  - Ethnicity

# Implications



- Implications
  - Intended to help, but may do more harm
  - Critical consideration of treatments

# Concluding Thoughts





Thank you very much.