

The Academic Achievement of Former ELLs in South Central Washington State

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Agenda

- Why Former ELLs?
- Project overview
- Data
- Methodology
- Findings
- Discussion
- Questions

Why Former ELLs?

- Who are Former ELLs
 - Washington Language Proficiency Test (WLPT-II)
 - Score of 1-4, 4 = Proficient
 - 5% to 35% of students in the four districts
- No more TBIP funding, but experts advise ongoing supports
- What happens to these students academically after they become proficient in English?

Prior Research on Former ELLs

- New York City study, high school
- Texas study, grades 4-8 (Francis, 2007)
- Washington state (DeLeeuw, 2008)
 - Suggested 11th grade former ELLs were very successful at meeting WASL standards

Project Overview

- Research Question:
 - How do Former ELLs compare to Current and Never ELLs in their performance on the Washington state reading and math assessments?
- Four districts
 - Grandview, Sunnyside, Toppenish, Yakima
- Focus on elementary
 - Students who completed fourth grade in spring 2009

Data Sources

2006	2007	2008	2009
First Grade	Second Grade	Third Grade	Fourth Grade
•WLPT level (1-4)	•WLPT level (1-4)	•WLPT level (1-4)	•WLPT level (1-4) •WASL reading & math scale scores

Coding ELL Status

- If a student scored a 4 in 2006, 2007, 2008 or 2009 → Former ELL
- If a student scored a 1, 2 or 3 but not a 4 in 2006, 2007, 2008 or 2009 → Current ELL
- If a student had no WLPT data → Never ELL

Descriptives: ELL Status

	District 1	District 2	District 3	District 4
Former ELL	29%	5%	35%	27%
Current ELL	26%	50%	36%	20%
Never ELL	45%	45%	29%	53%
Hispanic	91%	67%	*	66%
White	9%	27%	*	27%
Other	<1%	6%	*	7%
Total N	260	907	234	1,030

* Not collected

Descriptives: Average 2009 WASL Scale Scores

<i>Reading</i>	District 1	District 2	District 3	District 4
Former ELL	412	408	409	409
Current ELL	390	389	385	387
Never ELL	403	401	406	407
<i>Math</i>	District 1	District 2	District 3	District 4
Former ELL	388	395	392	387
Current ELL	350	370	347	351
Never ELL	371	386	380	387

Methodology

- Hierarchical linear modeling (HLM)
 - Accounts for “nesting” of students within schools
- Separate analyses for each district
- Separate analyses for reading and math

HLM Model

Level 1: Student Level

$$\text{WASL2009}_{ij} = \beta_{0j} + [\beta_{1j} (\text{CurrentELL})_{ij} + \beta_{2j} (\text{NeverELL})_{ij}] + e_{ij}$$

Level 2: School Level

$$\beta_{0j} = \gamma_{00} + [(\gamma_{01}(\text{School1}))_j + (\gamma_{02}(\text{School2}))_j + (\gamma_{03}(\text{School3}))_j + \dots + (\gamma_{0(m-1)}(\text{School}(m-1)))_j]$$

Where the number of schools = m

Effect Size

- A way of comparing across studies
 - A way of quantifying magnitude
 - Many measures, most common is Cohen's d
 - Guidelines for interpretation
 - An ES of **0.36** = average gain in reading from the end of third to end of fourth grade
 - An ES of **0.52** = average gain in math from the end of third to end of fourth grade
- (Bloom, Hill, Black & Lipsey, 2008)

Hypotheses

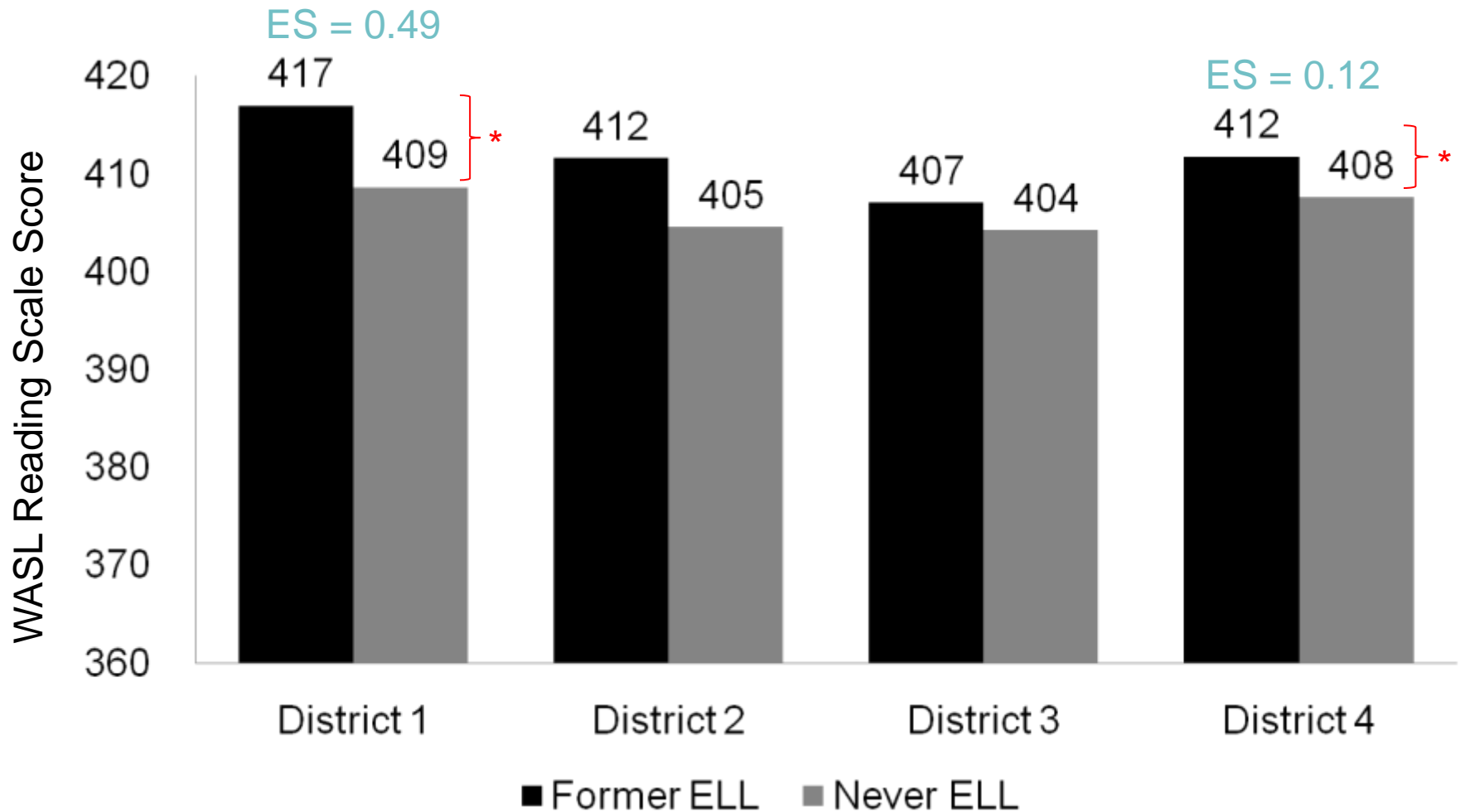
H1: Former ELL = Never ELL

H2: Former ELL = Current ELL

Findings: Former vs. Never ELLs in Reading

- Former ELLs performed at the *same level* (2 districts) *or higher* than (2 districts) Never ELLs in reading

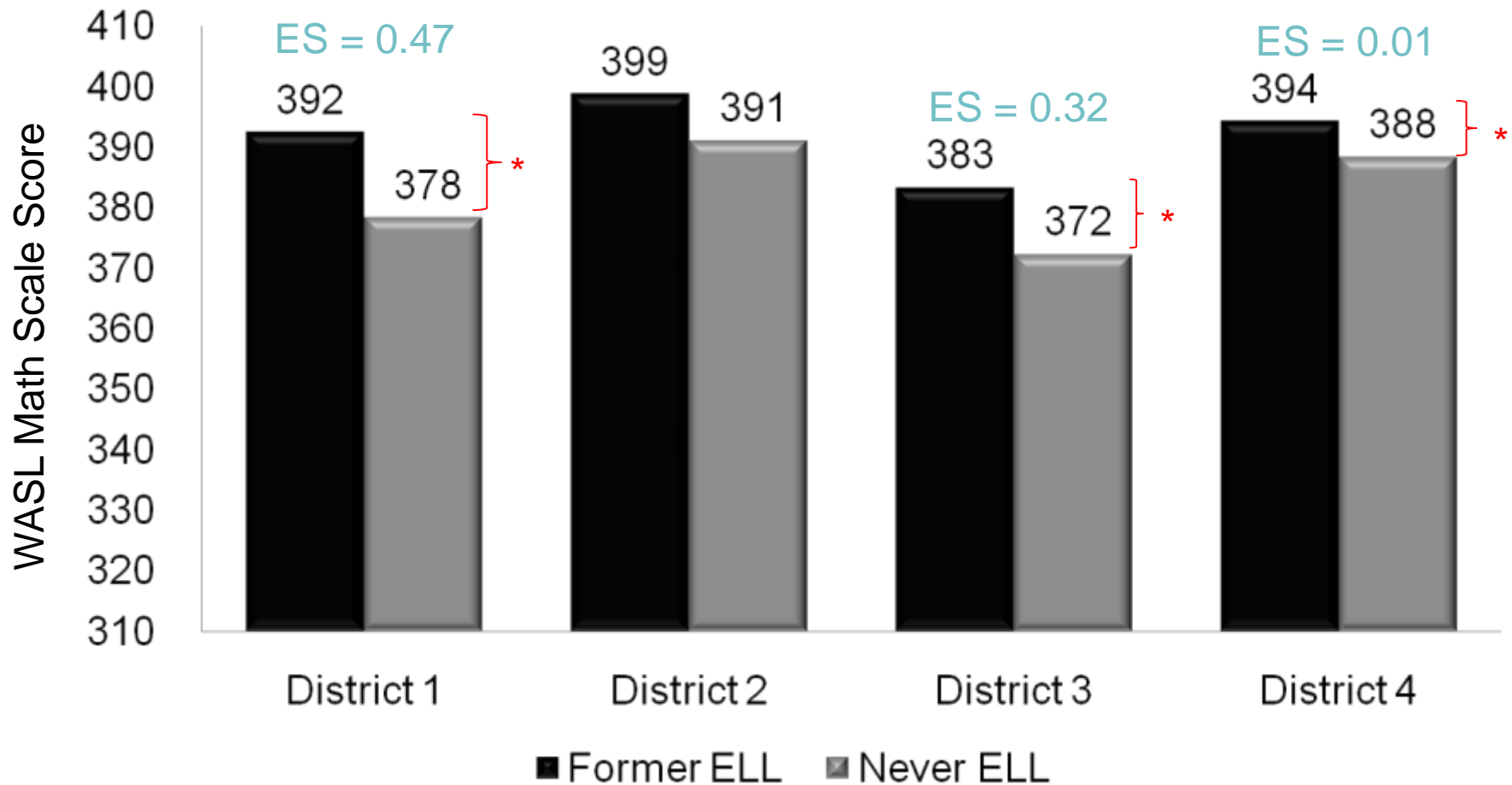
Former vs. Never ELLs in Reading



Findings: Former vs. Never ELL in Math

- Former ELLs performed at the *same level* (1 district) *or higher* than (3 districts) native English-speakers in math

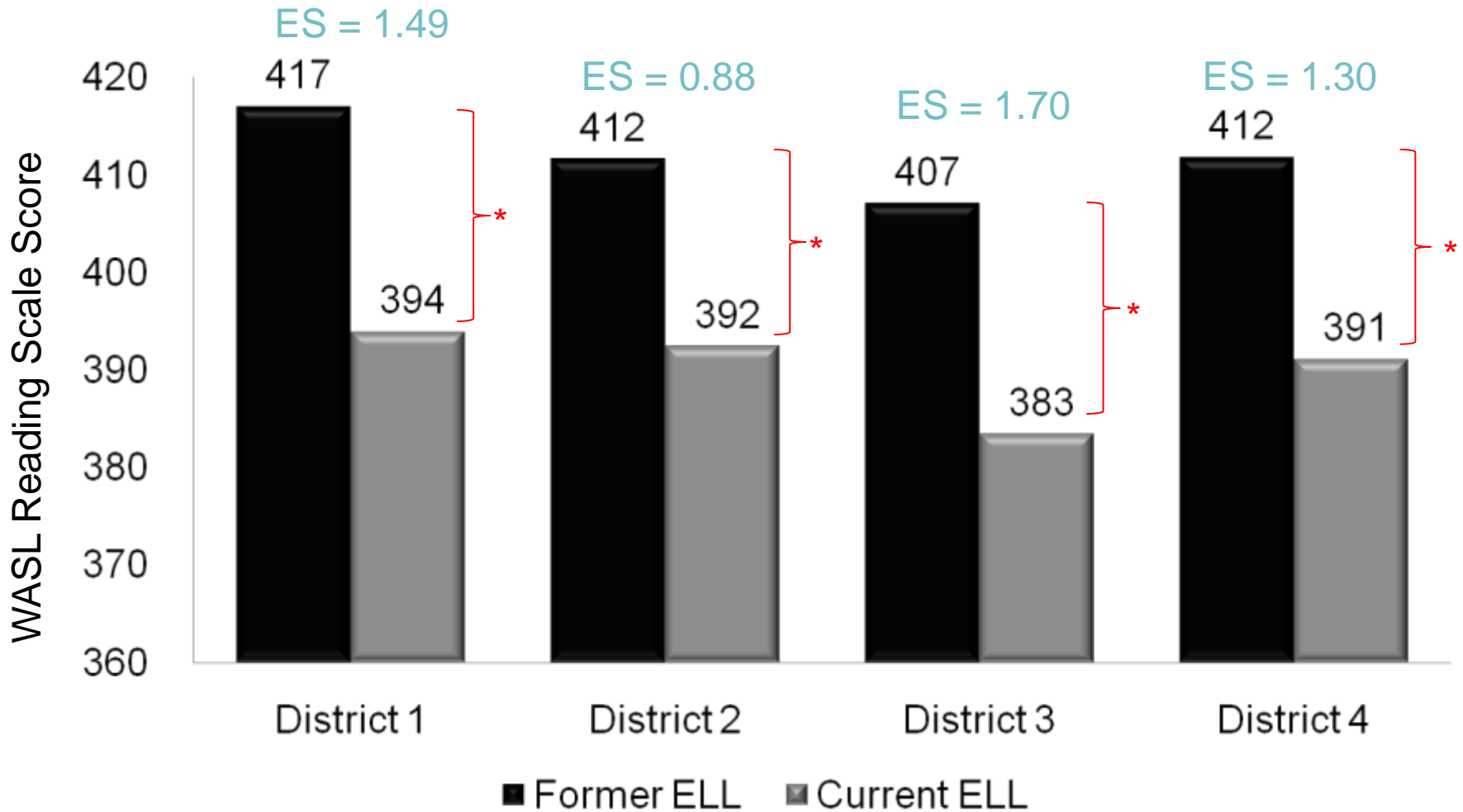
Former vs. Never ELLs in Math



Findings: Former vs. Current ELLs in Reading

- Former ELLs performed *higher* than Current ELLs in reading

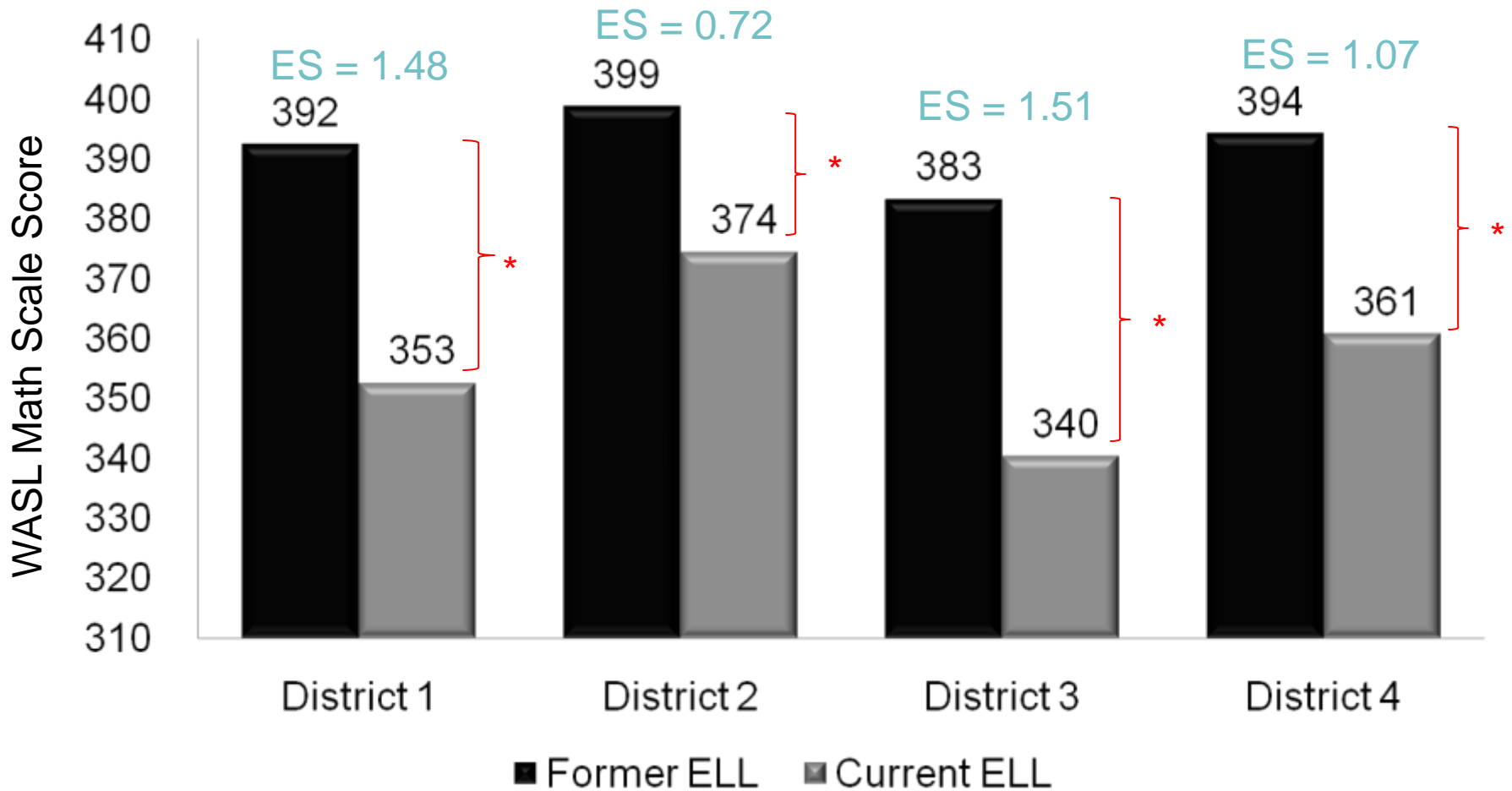
Former vs. Current ELLs in Reading



Findings: Former vs. Current ELLs in Math

- Former ELLs performed *higher* than Current ELLs in math

Former vs. Current ELLs in Math



Summary of Findings

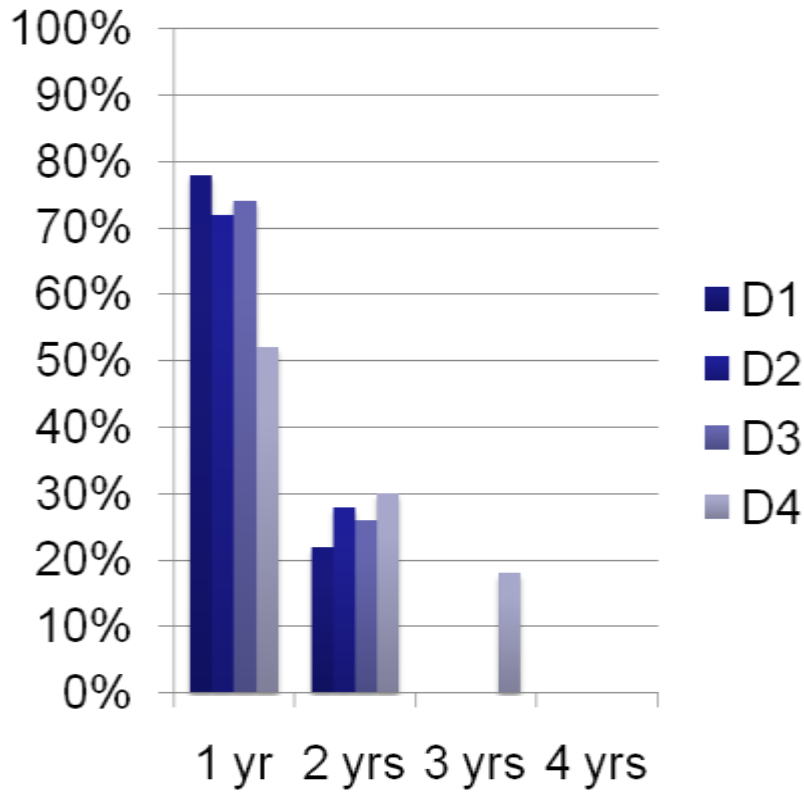
- Former ELLs performed on par with or slightly higher than Never ELLs
- Former ELLs performed significantly higher than Current ELLs, and these differences, as measured by effect size, were very large

Discussion

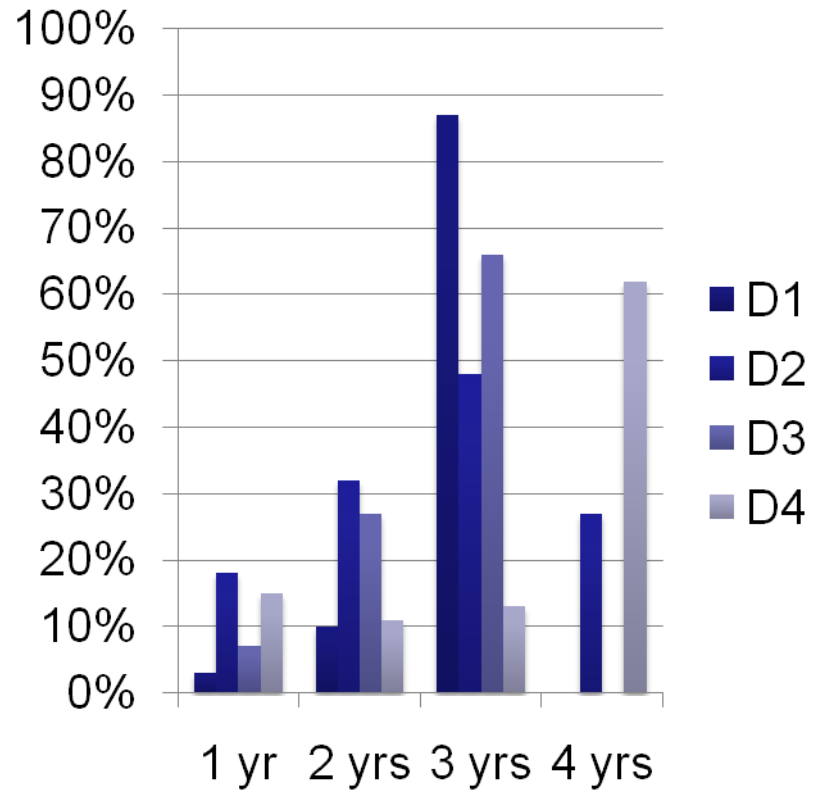
- If Former ELLs are doing better than native English-speakers, why talk about giving them ongoing supports?
- What happens in middle and high school settings?
- Who are the Former ELLs, compared to Never ELLs?
 - Why do they exit earlier?
 - Do they have advantages that those who do not exit lack?

Years in TBIP

Former ELLs



Current ELLs



Questions?

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