



The Academic Achievement of Former English Language Learners in Multilingual and Spanish-Dominant Settings

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December 9, 2011



Agenda

What we know about former ELLs

- Research
- In Washington

Summary of two studies we conducted

- Sample
- Methodology
- Findings

Implications and discussion

Goals

Participants will:

1

- Become knowledgeable about research on academic trajectories for former ELLs

2

- Learn about findings from both Spanish-dominant and multilingual settings in Washington

3

- Have a framework for analyzing their own district data

What we know about outcomes for former ELLs

De Jong (2003)

- Northeast US, grades 4 and 8

Advocates for Children (2002)

- NYC, high school

Francis (2007)

- Texas, grades 4-8

DeLeeuw & DeLeeuw (2009)

- Washington state, grade 11

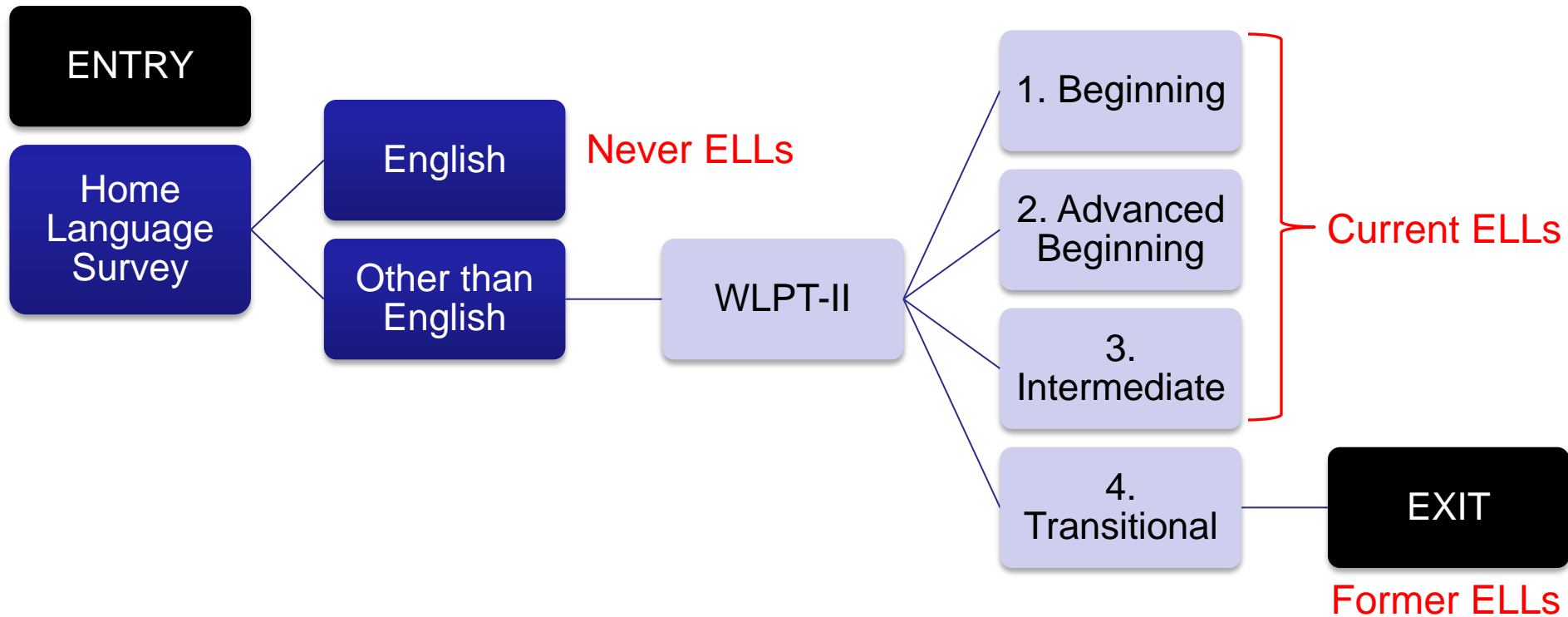
Wilde (2010)

- NAEP, ages 9, 13, and 17

Ardasheva, Tretter & Kinney (2011)

- Kentucky, gr 6-9

Becoming a former ELL in Washington



Some stats on former ELLs in Washington

13%

- Proportion who exited in SY 2009-2010

2.8 years

- Median time in TBIP Program before exiting

3.9 years

- Median time in TBIP for ELLs who entered as Level 1

2.0 years

- Median time in TBIP for ELLs who entered as Level 2

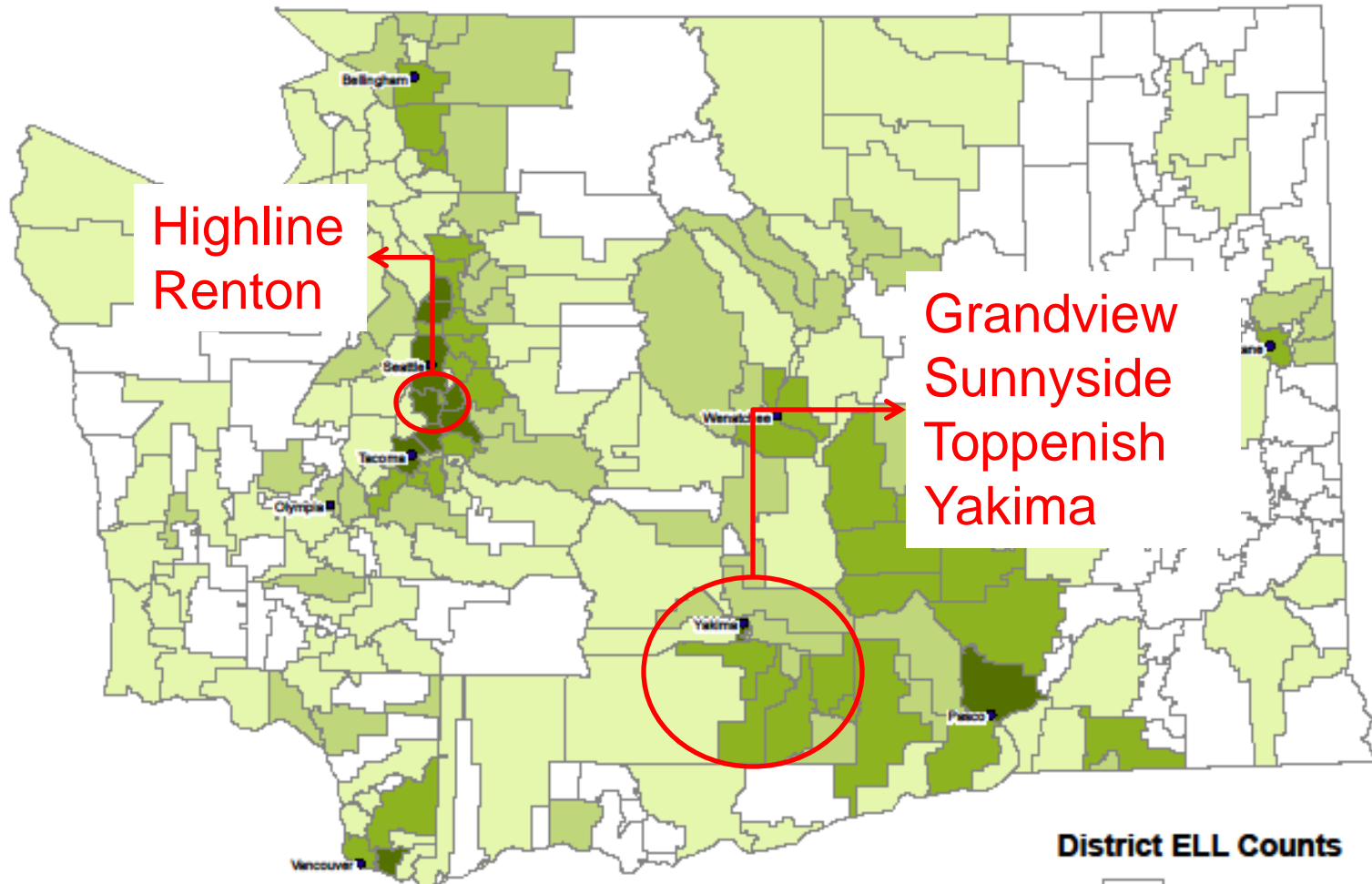
1.7 years

- Median time in TBIP for ELLs who entered as Level 3

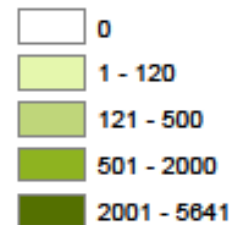
OUR STUDIES

How do former ELLs compare to current ELLs and never ELLs in their performance on the grade 4 Washington State reading and mathematics assessments?

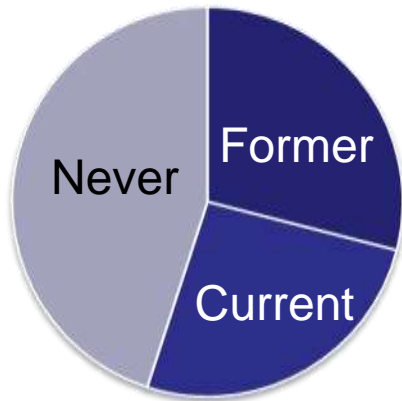
English Language Learners (ELL) Total Enrollments by School District: School Year 2009-2010



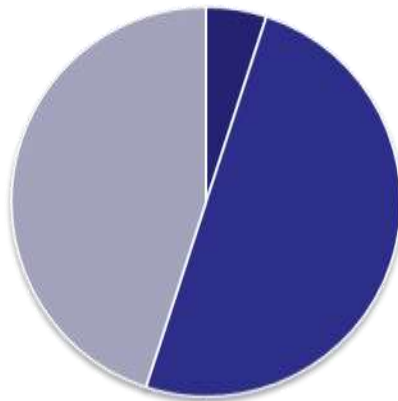
District ELL Counts



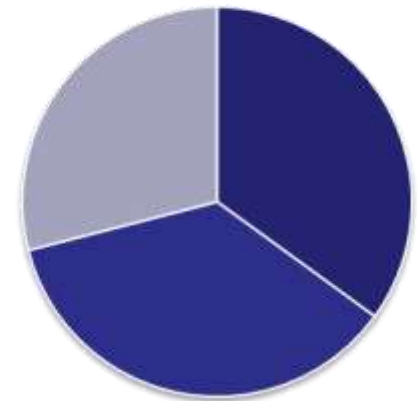
Grandview, N=260*



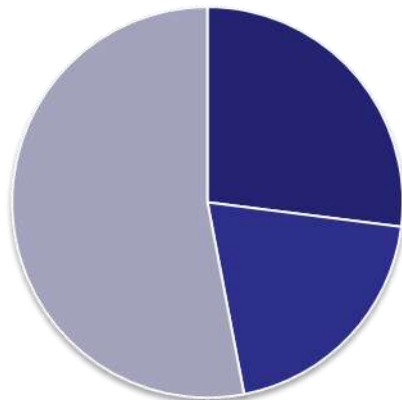
Sunnyside, N=907*



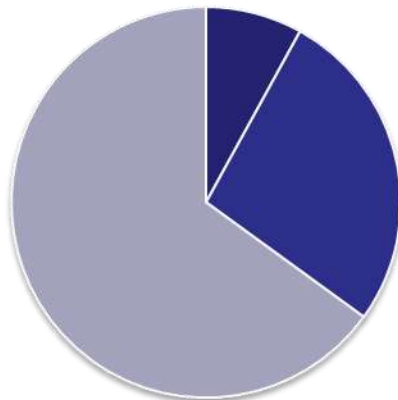
Toppenish, N=234*



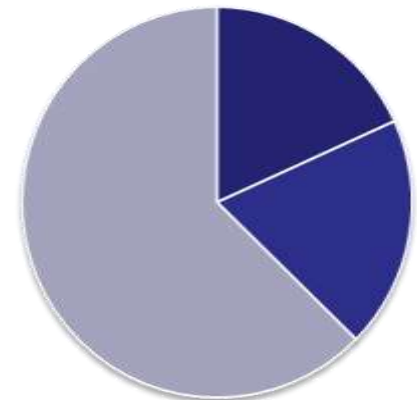
Yakima, N=1,030*



Renton, N=1,101**



Highline, N=1,324**



* Data from 2009

** Data from 2011

Data sources

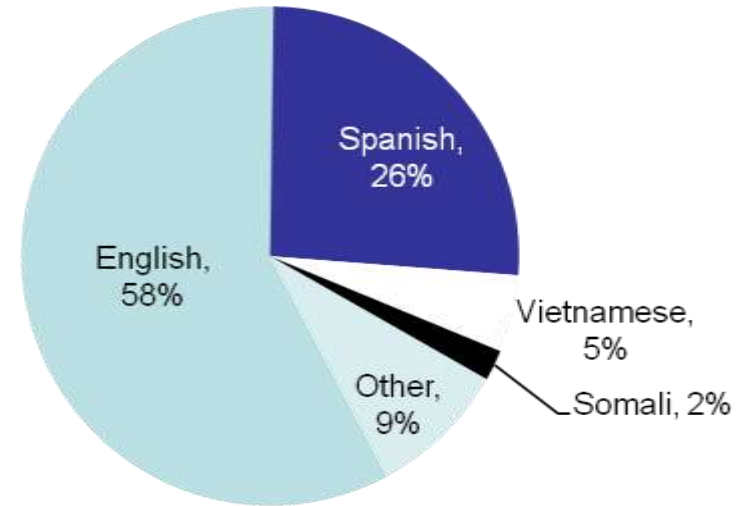
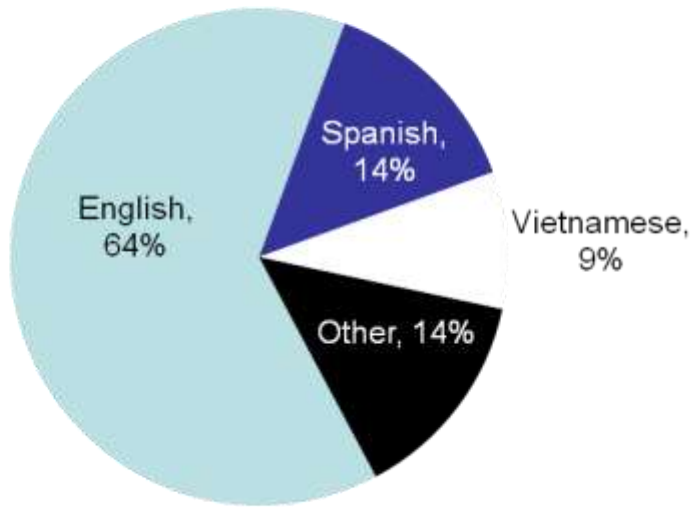
		2006-07	2007-08	2008-09	2009-10	2010-11
Yakima Valley		Grade 2	Grade 3	Grade 4		
	WASL			X		
	WLPT-II	X	X	X		
I-5		K	Grade 1	Grade 2	Grade 3	Grade 4
	MSP					X
	WLPT-II	X	X	X	X	X

Home language

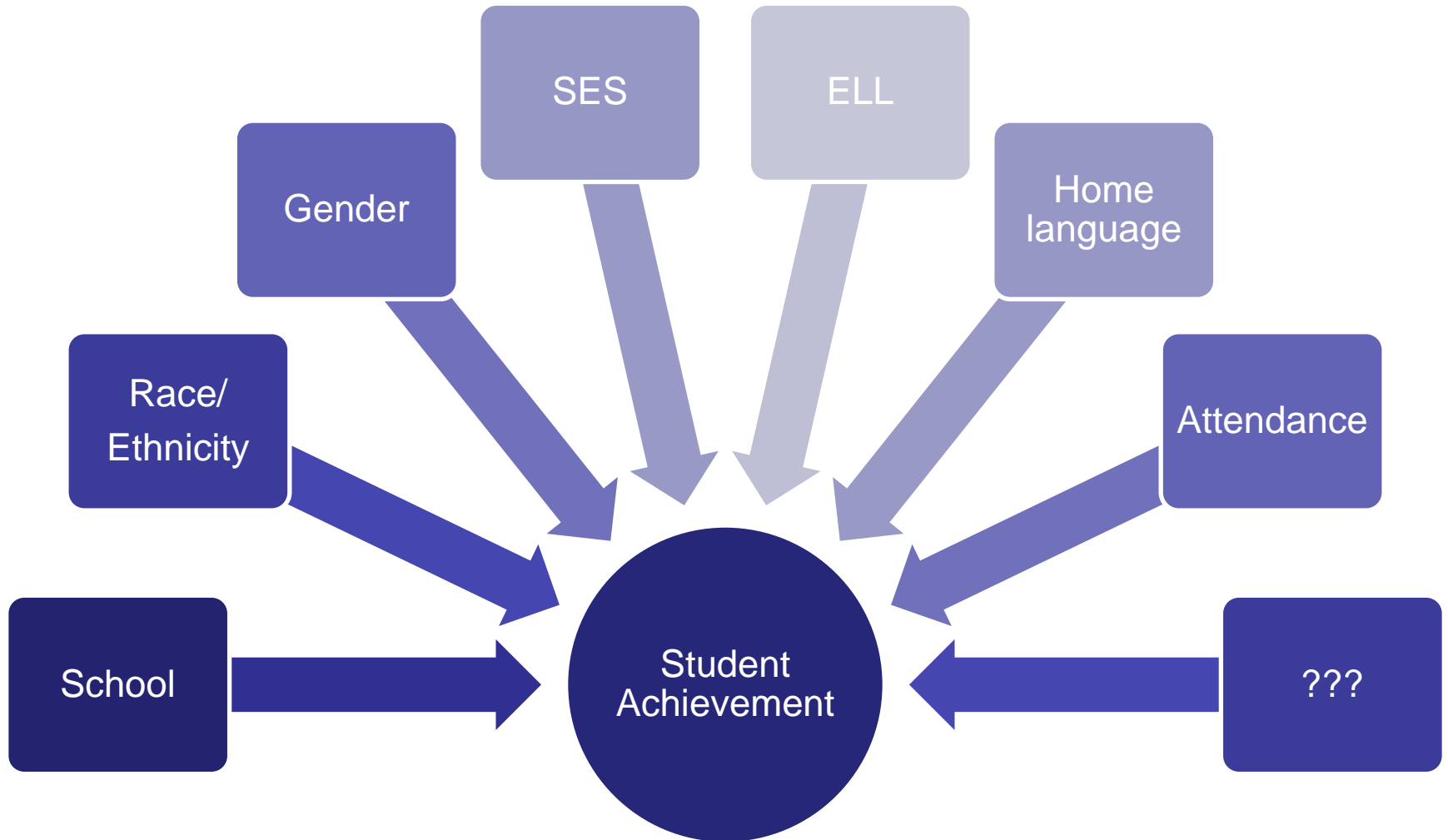
Yakima Valley
English & Spanish

Highline
43 languages

Renton
35 languages



What factors affect student achievement?



Yakima Valley

- $WASL2009_i = \beta_0 + [\beta_1 (\text{NeverELL})_i + \beta_2 (\text{CurrentELL})_i] + [(\beta_3 (\text{School1})_i + \dots + \beta_{(2+p-1)} (\text{School}(p-1))_i] + e_i$

Highline

- $MSP2011_i = \beta_0 + [\beta_1 (\text{NeverELL})_i + \beta_2 (\text{CurrentELL})_i] + [\beta_3 (\text{Spanish})_i + \beta_4 (\text{Vietnamese})_i + \beta_5 (\text{Somali})_i] + [(\beta_6 (\text{School1})_i + \dots + \beta_{(2+p-1)} (\text{School}(p-1))_i] + e_i$

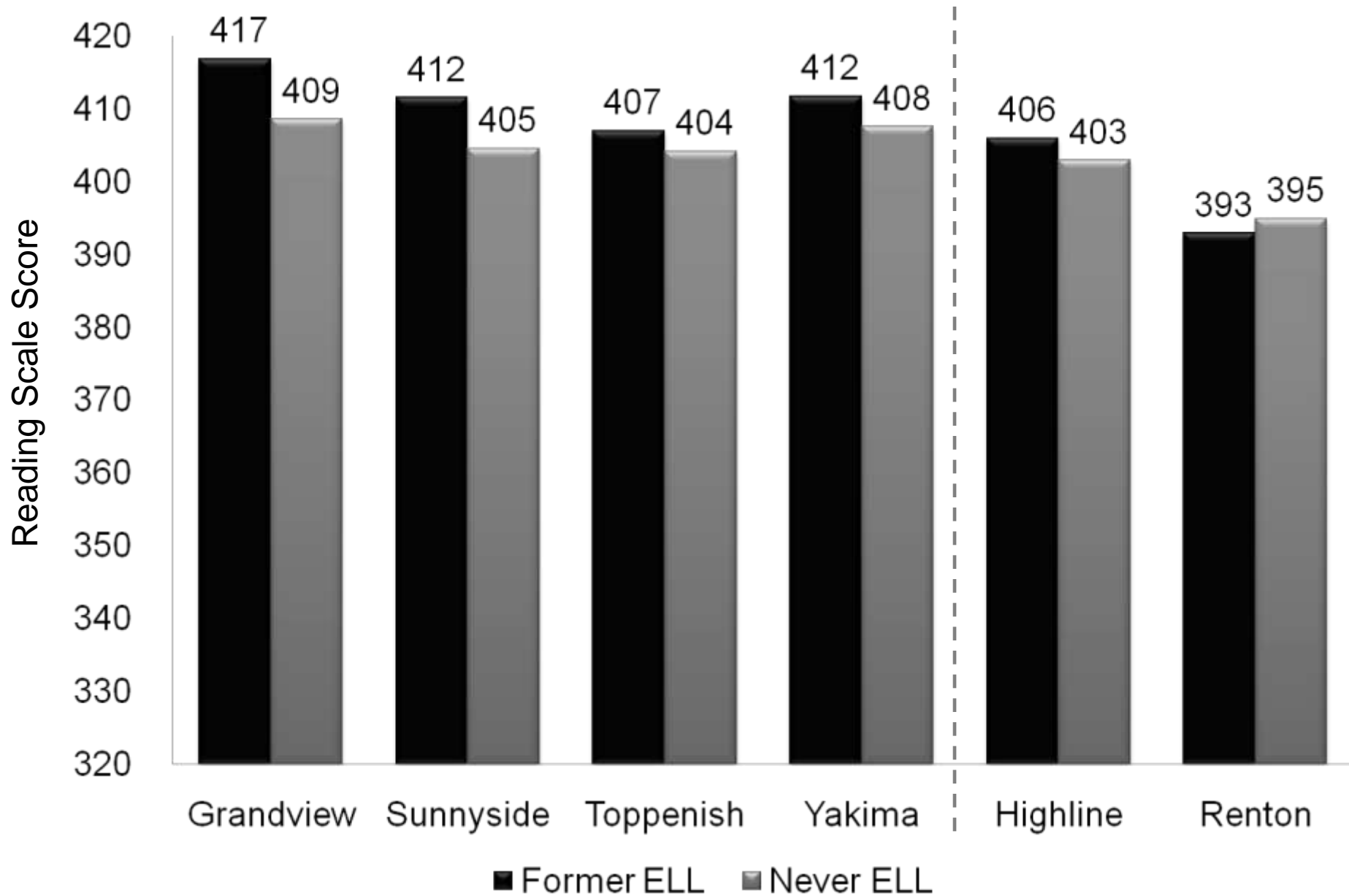
Renton

- $MSP2011_i = \beta_0 + [\beta_1 (\text{NeverELL})_i + \beta_2 (\text{CurrentELL})_i] + [\beta_3 (\text{Spanish})_i + \beta_4 (\text{Vietnamese})_i + \beta_5 (\text{OtherL1})_i] + [(\beta_6 (\text{School1})_i + \dots + \beta_{(2+p-1)} (\text{School}(p-1))_i] + e_i$

Results

- Former ELLs vs. Never ELLs
 - Reading
 - Math
- Former ELLs vs. Current ELLs
 - Reading
 - Math

Former vs. Never ELLs in Reading



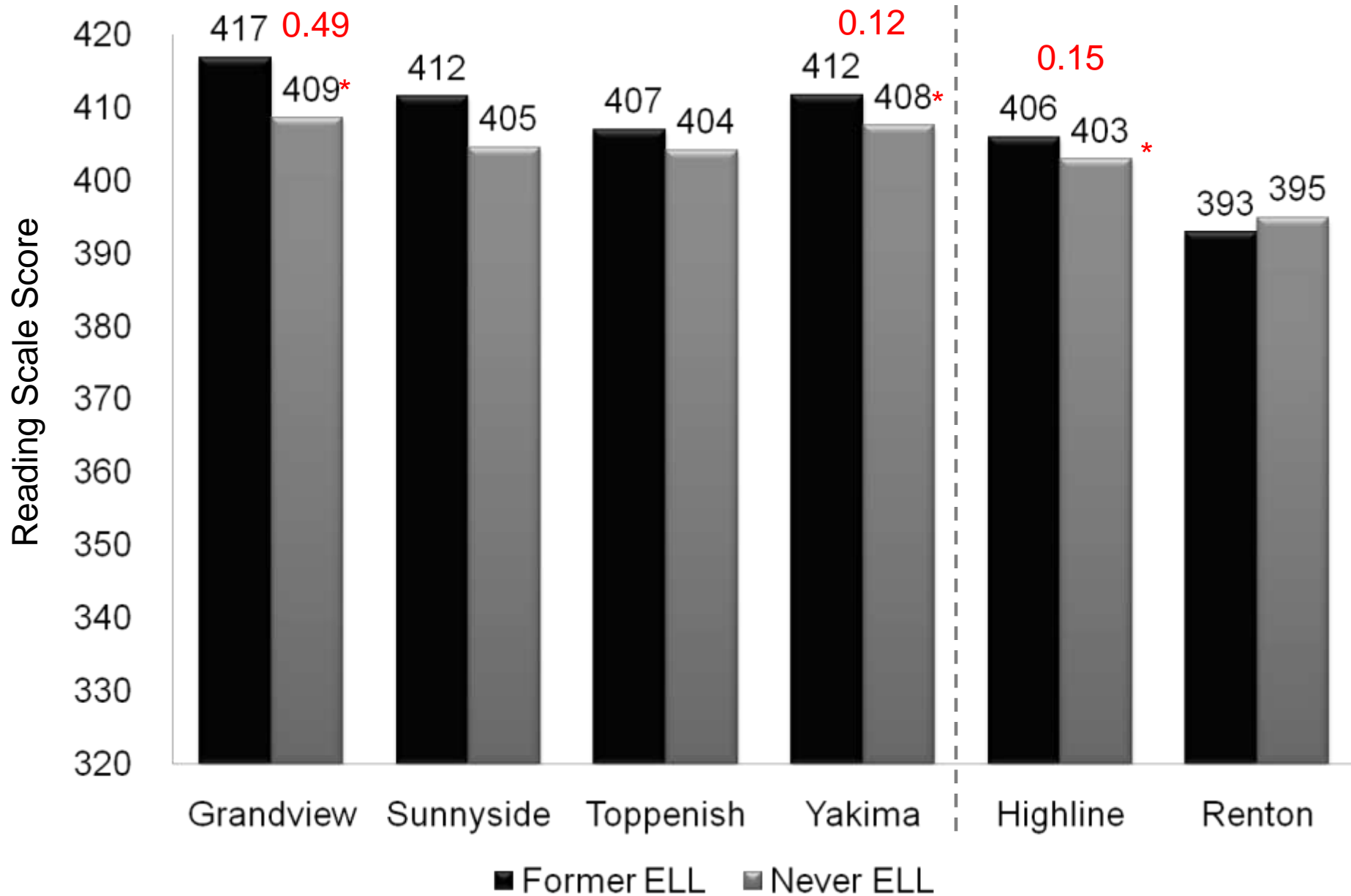
Results are *statistically significant* if there is < 5% likelihood that they could occur by chance.

*

Effect size refers to the magnitude of the impact

Hedges' *g*

Former vs. Never ELLs in Reading

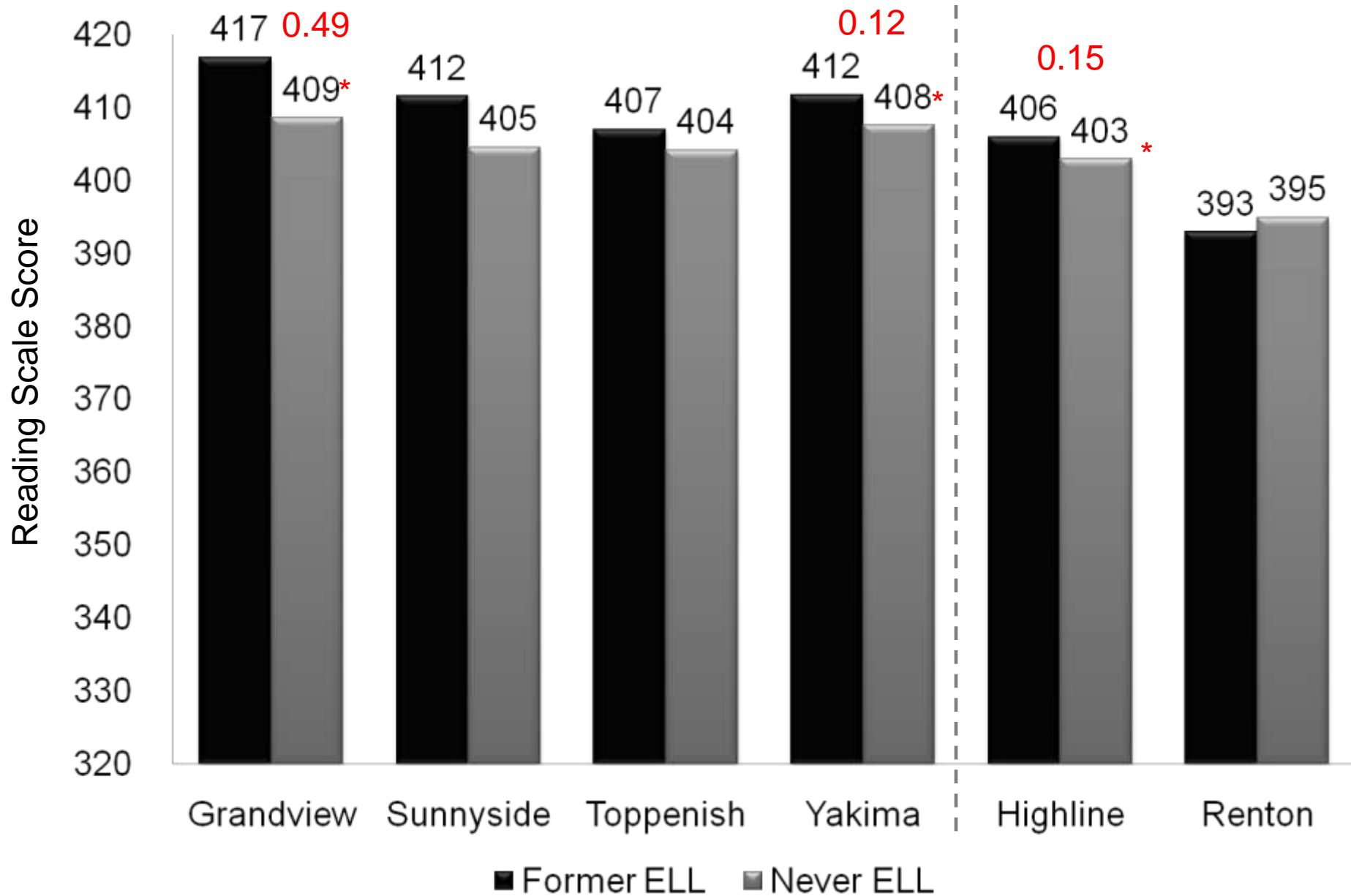


What size effect size?

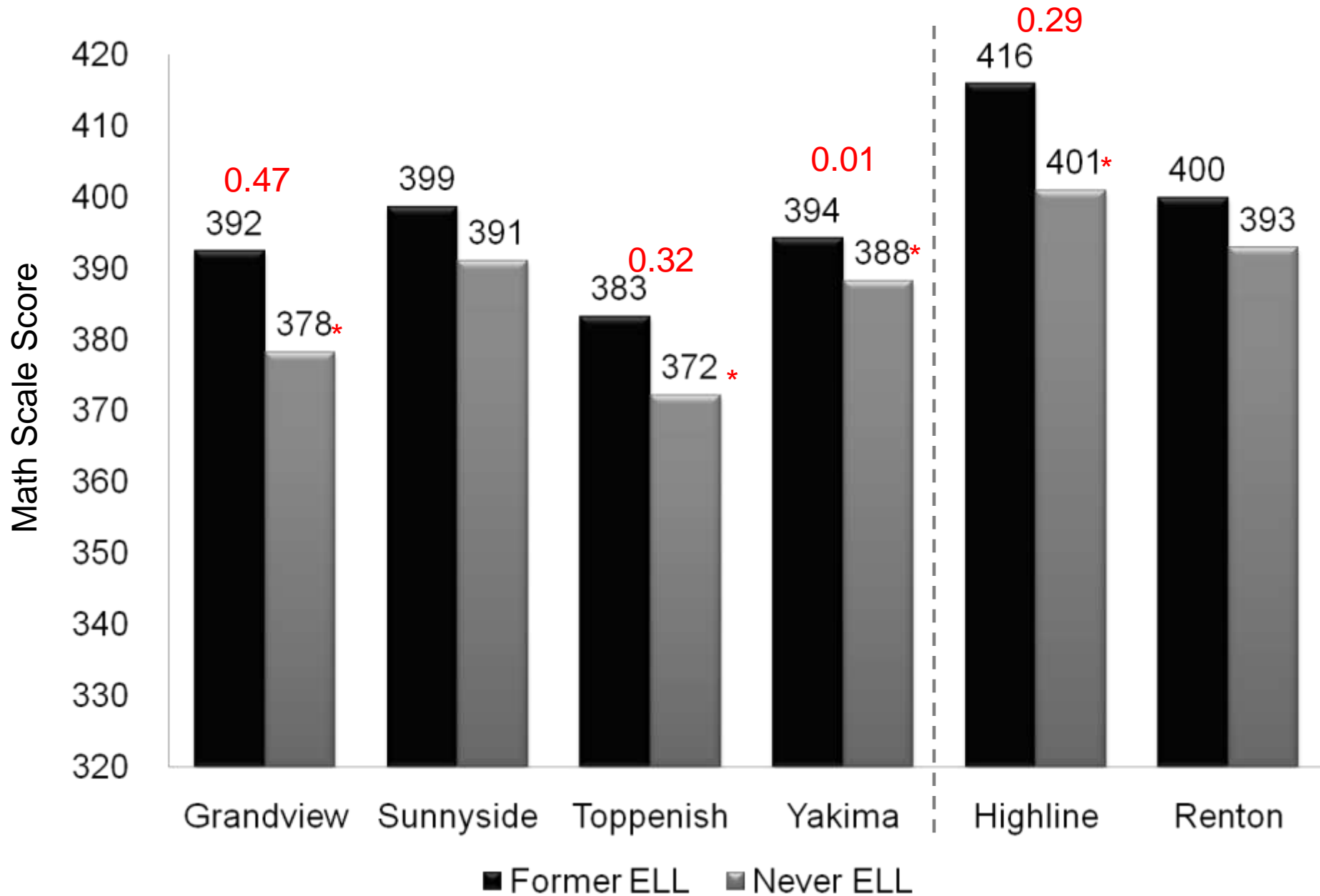
Grade Transition	Average annual gain in reading, expressed as ES	Average annual gain in math, expressed as ES
K-1	1.52	1.14
1-2	0.97	1.03
2-3	0.60	0.89
3-4	0.36	0.52
4-5	0.40	0.56
5-6	0.32	0.41
...

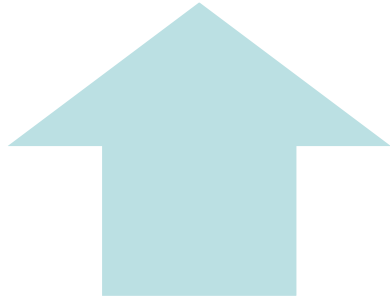
Source: Bloom, Hill, Black, & Lipsey (2008)

Former vs. Never ELLs in Reading



Former vs. Never ELLs in Math





Former ELLs

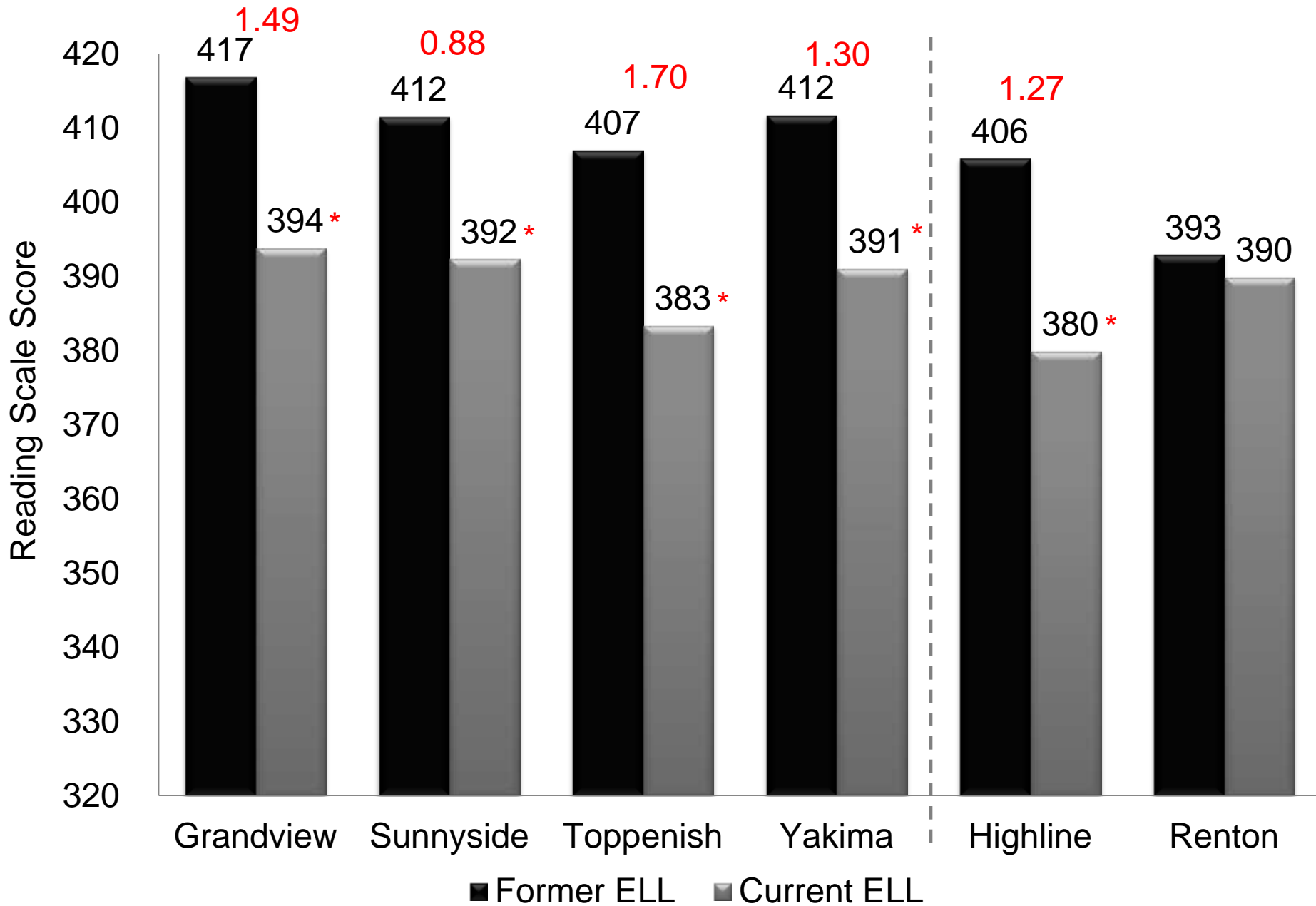


Never ELLs

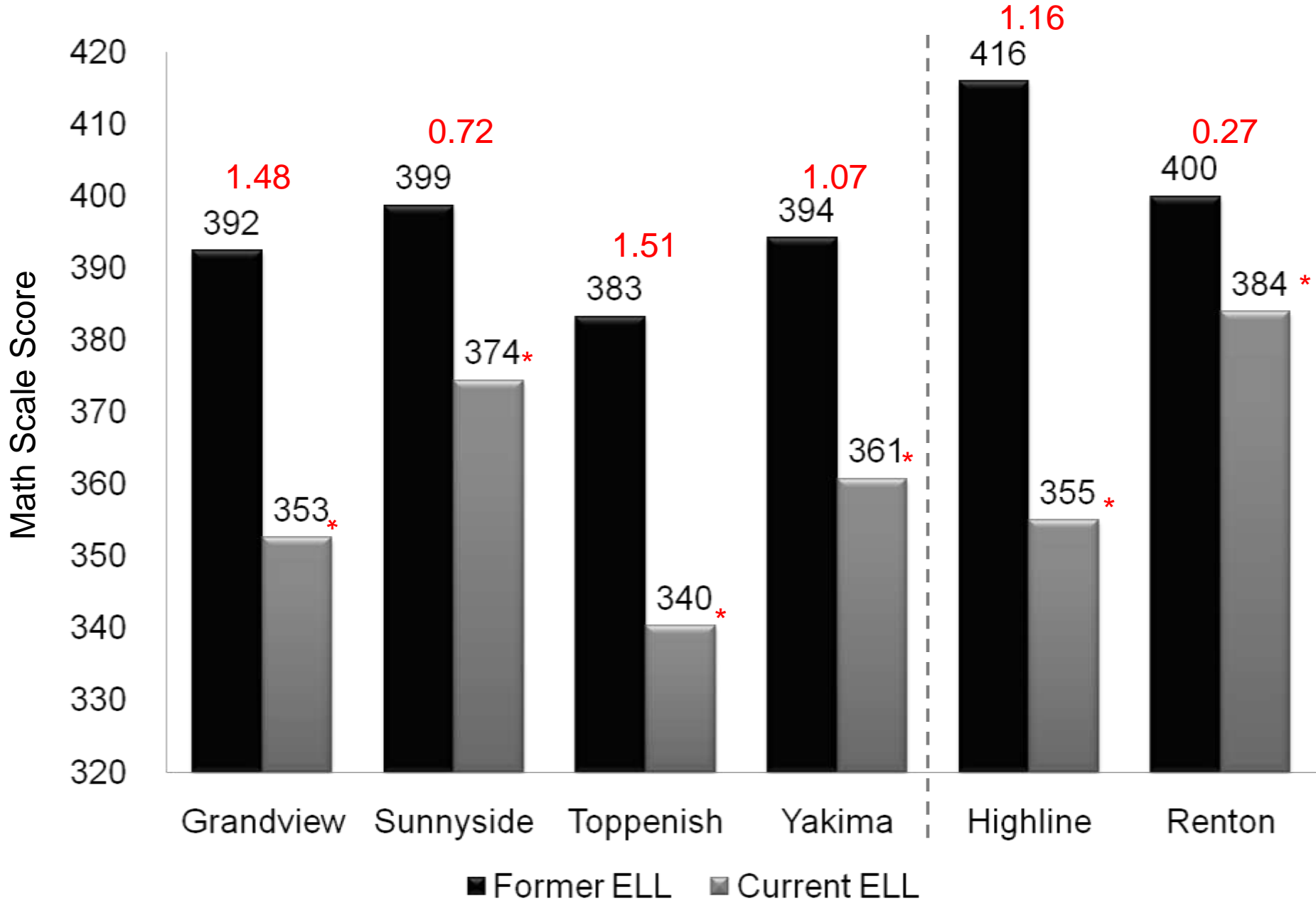
In 3 of 6 districts in reading

In 4 of 6 districts in mathematics

Former vs. Current ELLs in Reading



Former vs. Current ELLs in Math





Former ELLs



Current ELLs

In 5 of 6 districts in reading

In 6 of 6 districts in mathematics

DISCUSSION

- What do these findings say to you about...
 - District policies?
 - Classroom instruction?
- What supports should we provide to Former ELLs after they exit?
- What additional information do we need for decisionmaking about Former ELLs?

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