



National Research & Development Center to Improve
EDUCATION FOR SECONDARY ENGLISH LEARNERS
WestEd

High school EL students' access to content: Exclusionary tracking as a systemic barrier to adolescent multilingual student equity

Research Team: Ilana Umansky; Karen Thompson;
Nami Shin; Janette Avelar; Jacyln Bovee

Goals

Examine EL-classified students' access to core content:

- Examine high school EL-classified students' access to content in high school.
- Introduce the concept of **exclusionary tracking** and examine its prevalence.
- Examine factors that are associated with students' exclusion/inclusion in course work.

Background

- *Lau v Nichols* (1974) establishes two core rights of students & responsibilities of schools:
 - English language instruction; &
 - **Equitable and meaningful access to grade-level content.**

Tracking: A way to consider course access

Leveled tracking

Examples:

- Honors Biology
- AP Calculus
- Developmental Reading

Parallel tracking

Examples:

- Sheltered U.S. History
- Algebra I in Spanish

Exclusionary tracking

Examples:

- No ELA class
- No social studies class



Tracking: A way to consider course access

Leveled tracking

Examples:

- Honors Biology
- AP Calculus
- Developmental Reading

Parallel tracking

Examples:

- Sheltered U.S. History
- Algebra I in Spanish

Exclusionary tracking

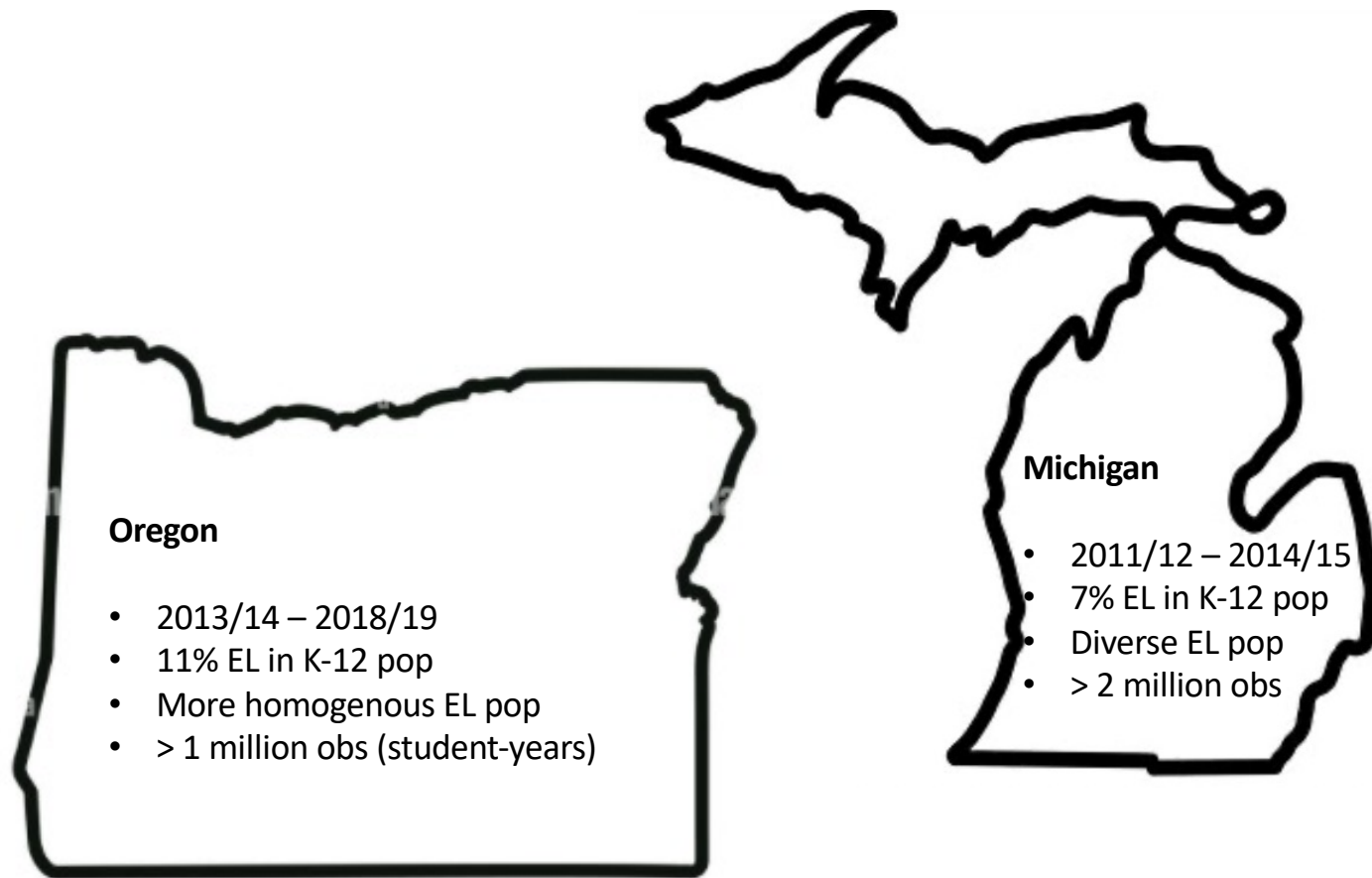
Examples:

- No ELA class
- No social studies class

*Exclusionary tracking occurs when students classified as ELs are **less likely to be enrolled in content courses** than other groups of students (e.g. never ELs, former ELs)*



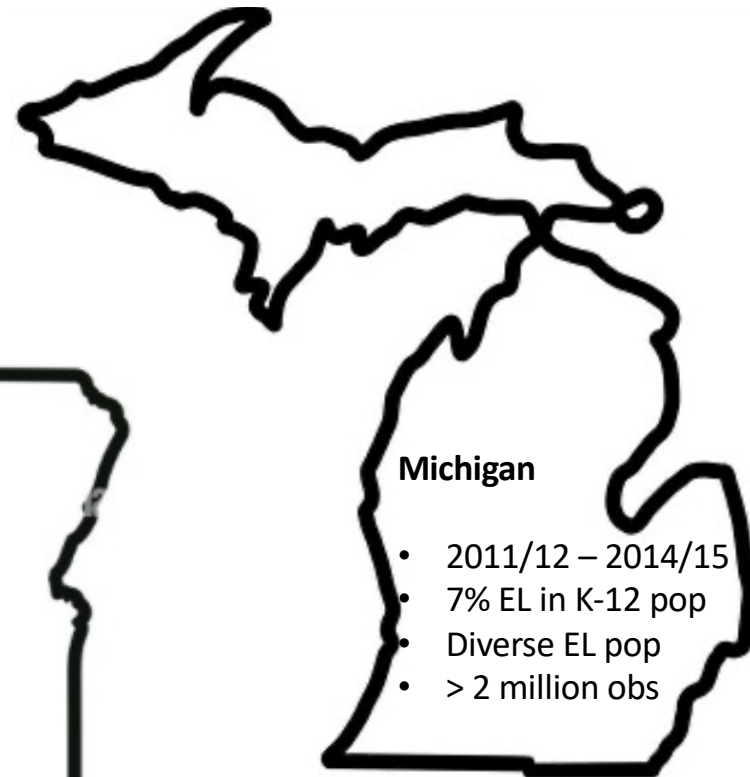
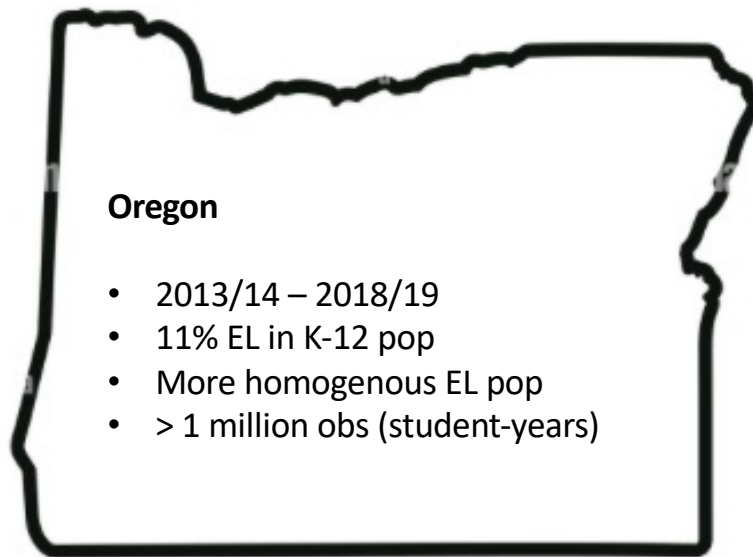
Data



Data

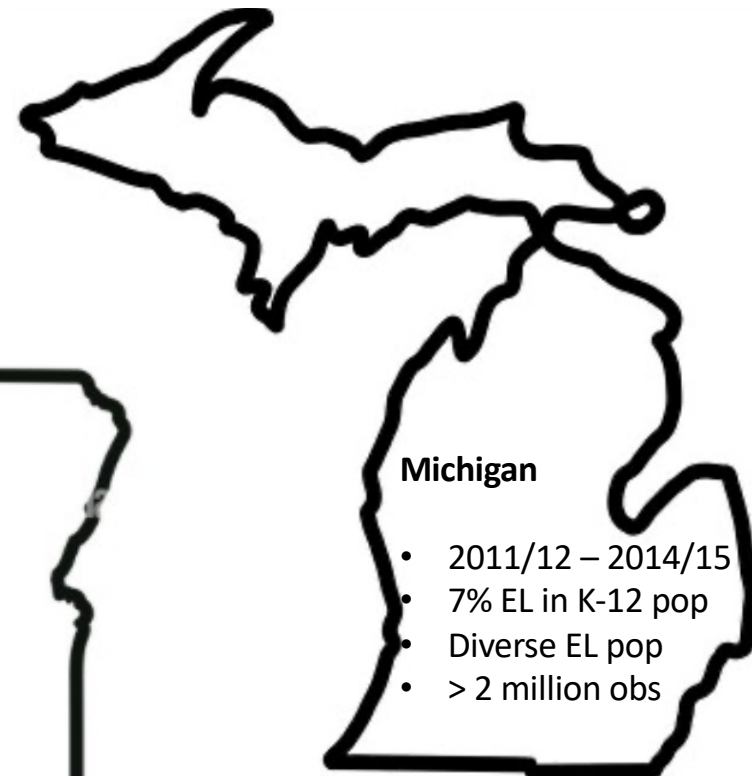
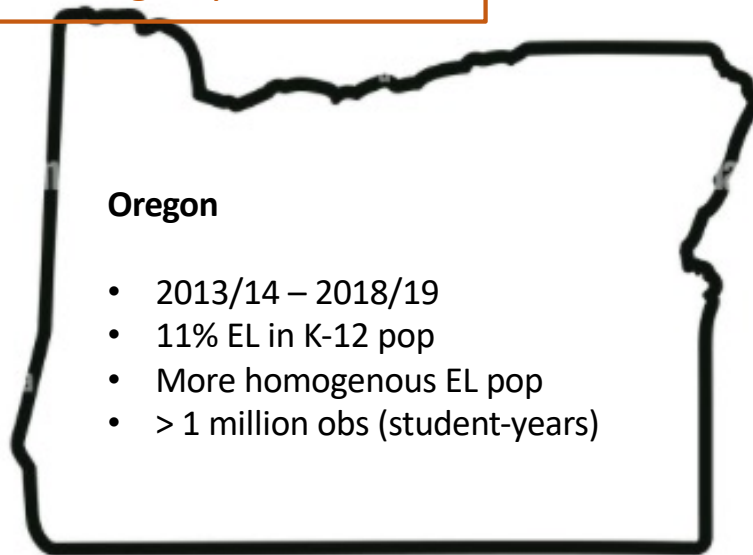
Limitations:

- Data are not from the most recent years.
- Relationships are correlational.



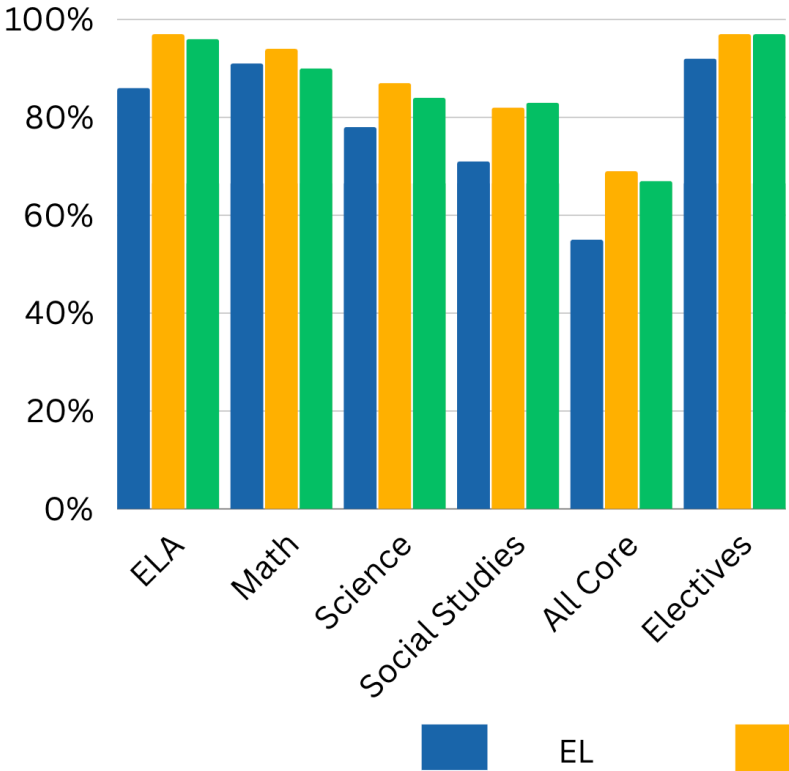
Methods

- Identification of content area using federal codes.
- Descriptive statistics (means, etc).
- Multilevel modeling of predictors.

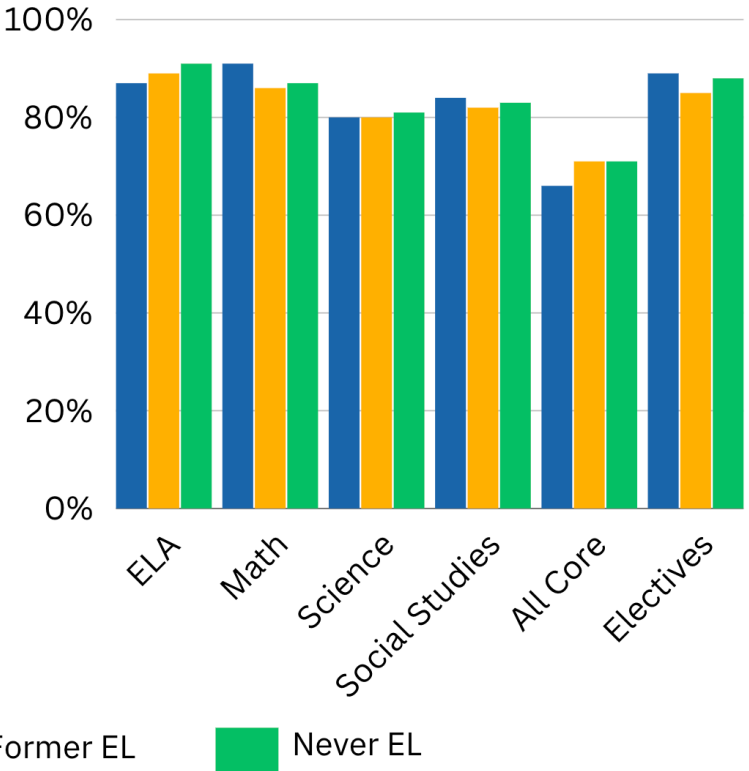


Access to content

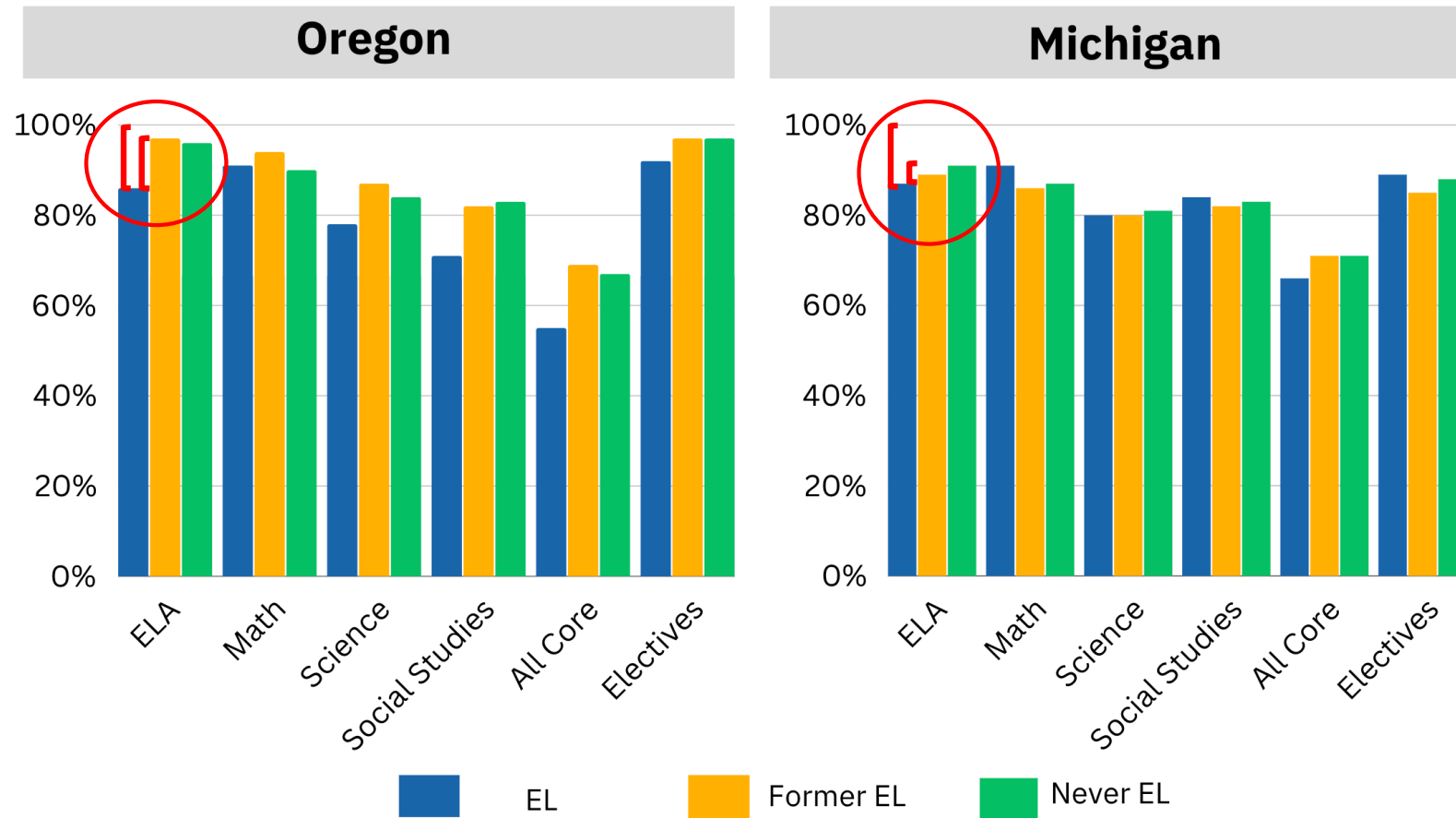
Oregon



Michigan

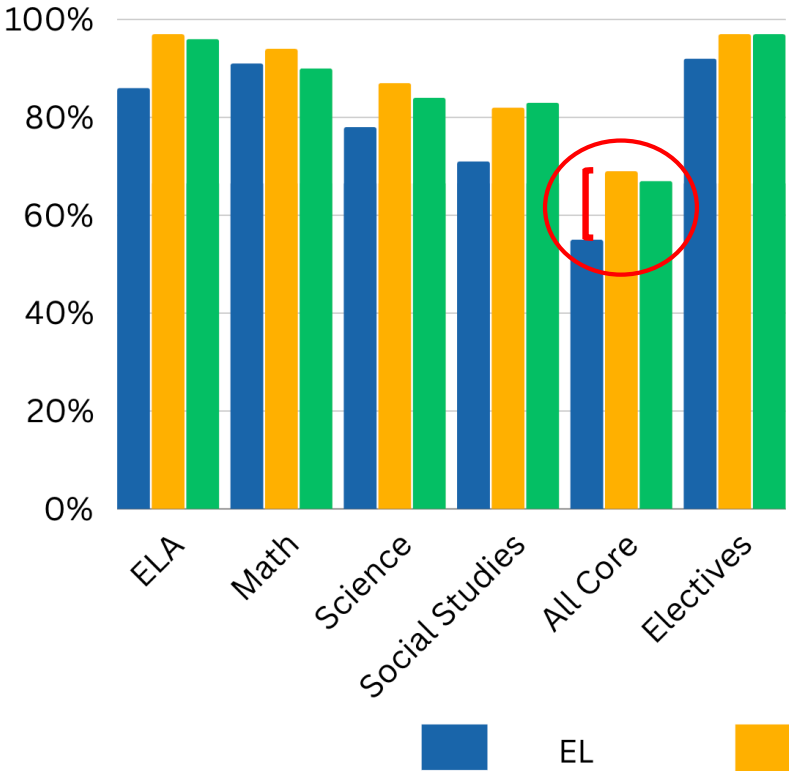


Access to content

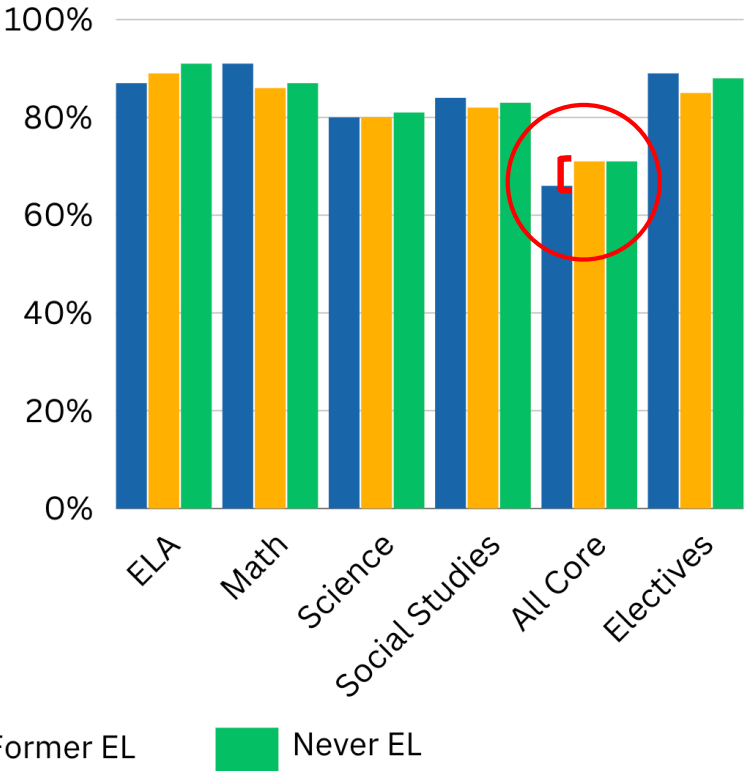


Access to content

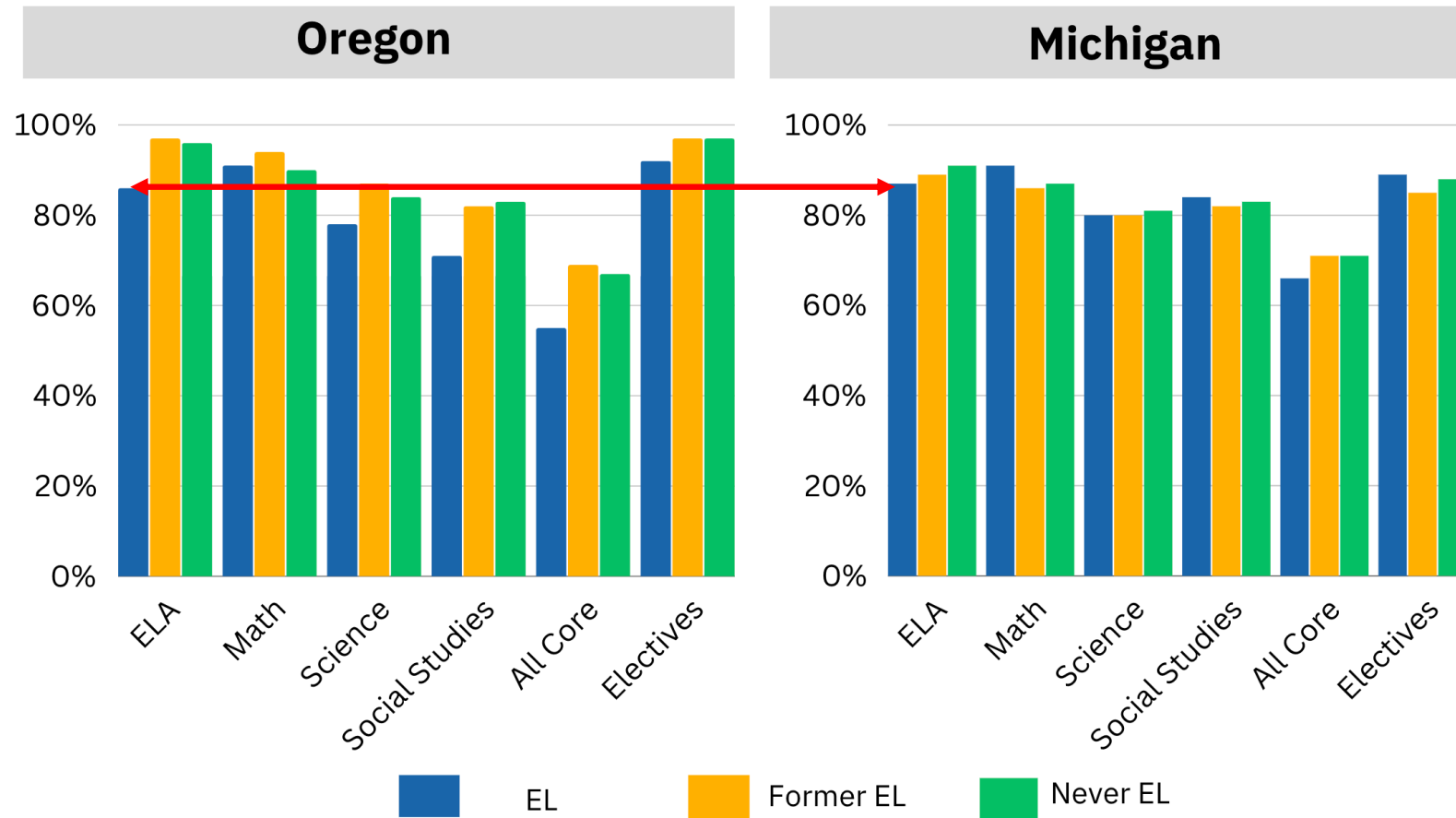
Oregon



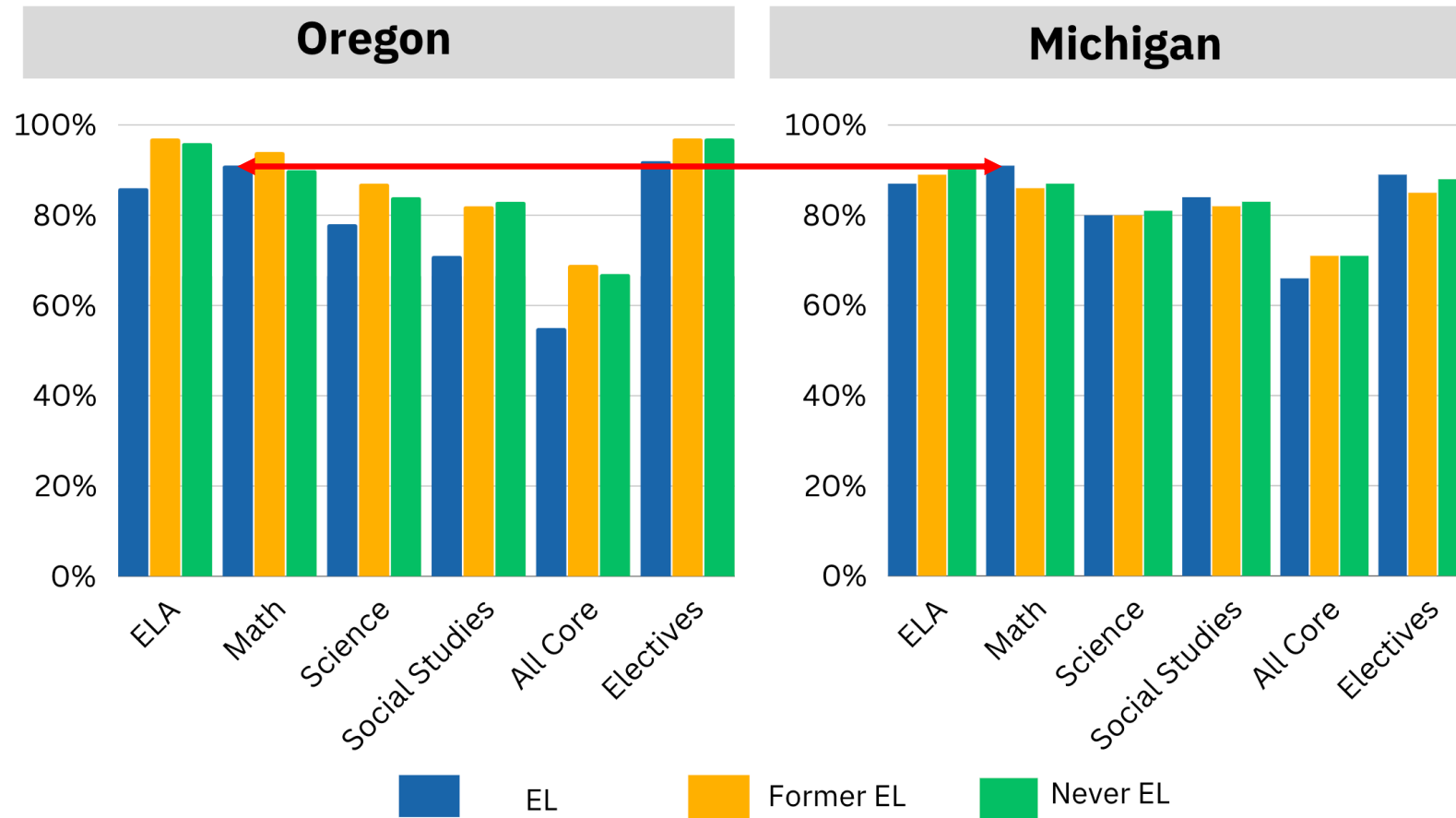
Michigan



Access to content

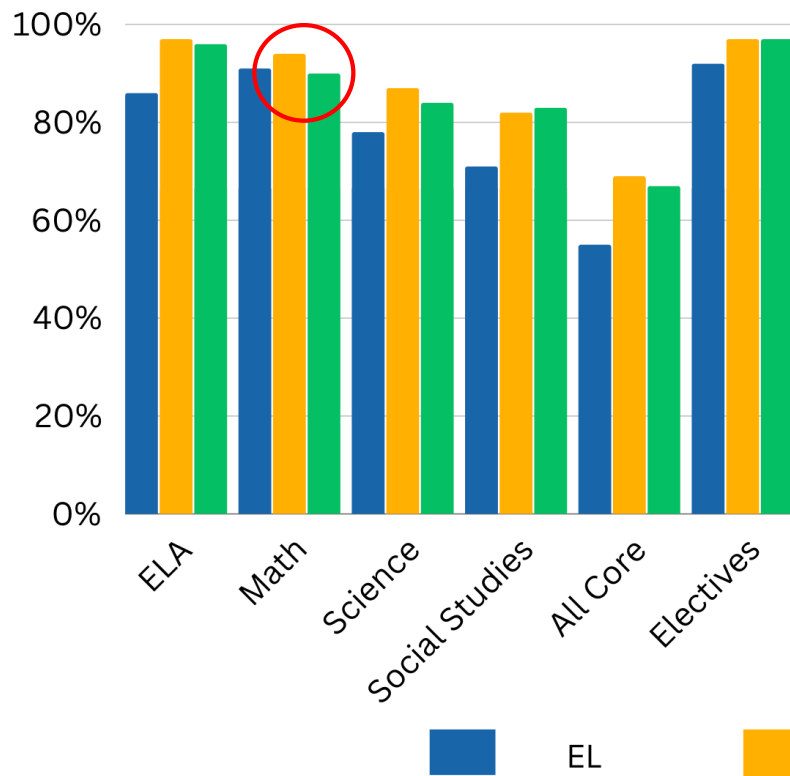


Access to content



Access to content

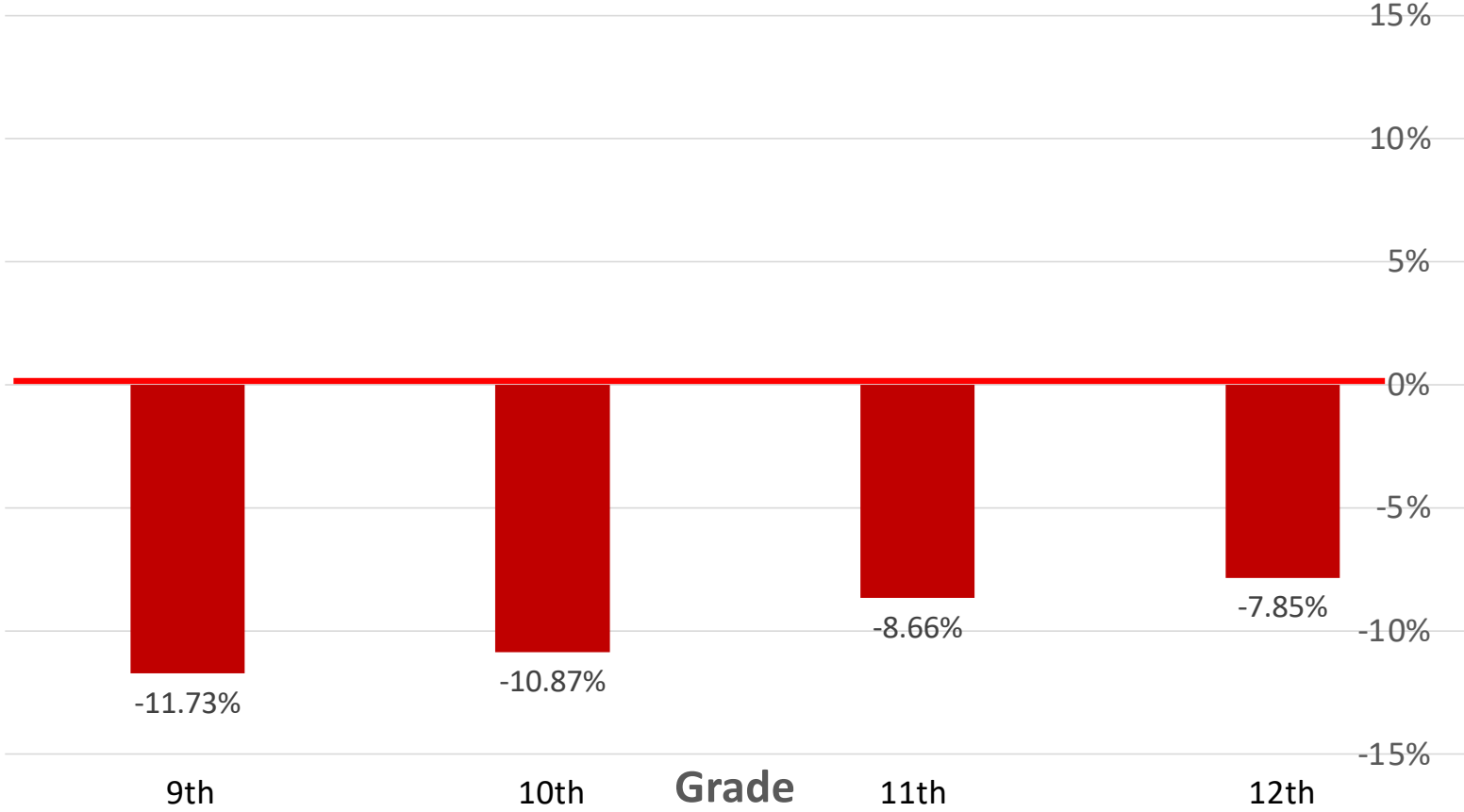
Oregon



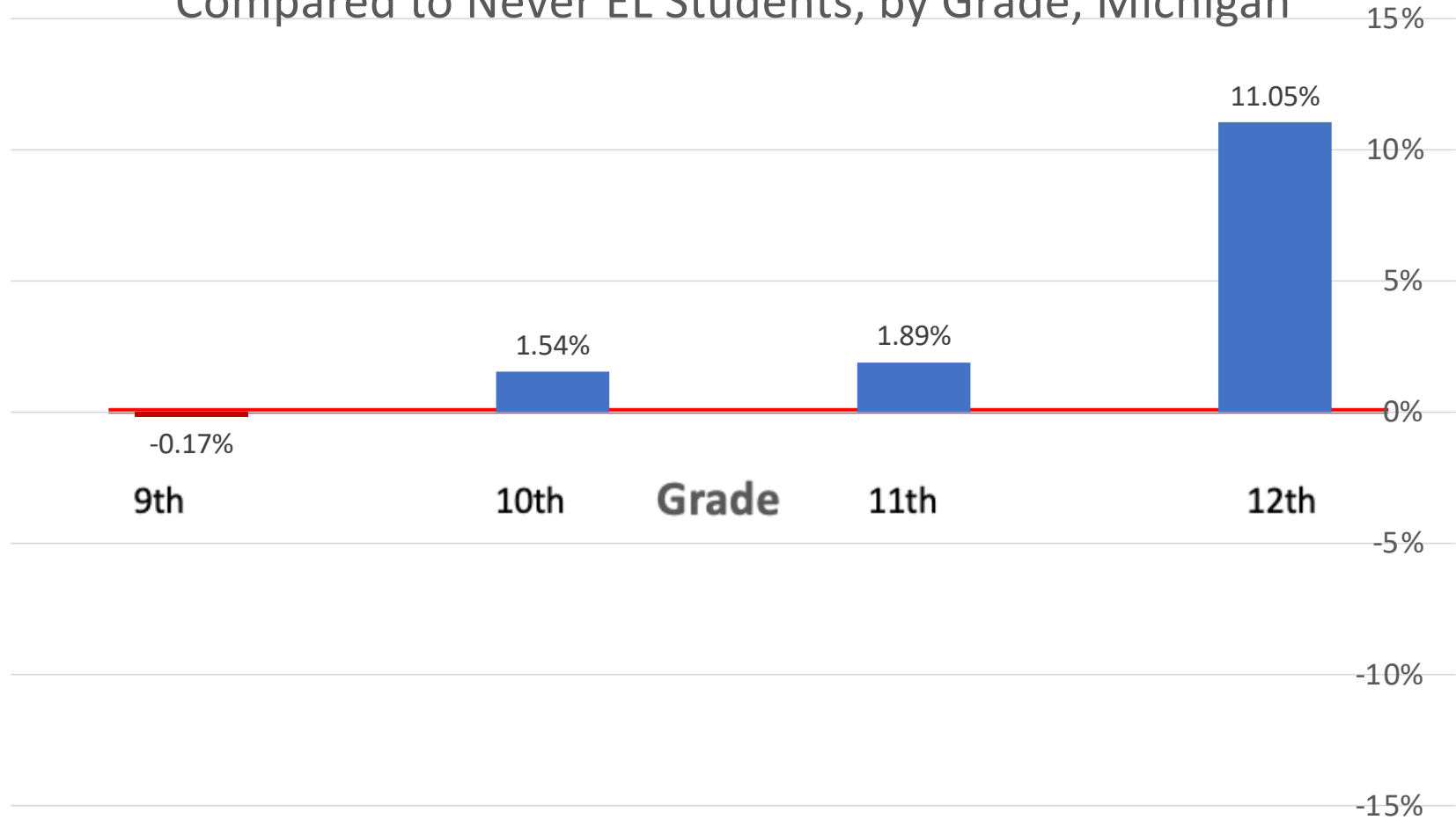
Michigan



Gap in ELA Enrollment for EL-Classified Students Compared to Never EL Students, by Grade



Gap in Math Enrollment for EL-Classified Students Compared to Never EL Students, by Grade, Michigan



Factors related to exclusionary tracking for EL-classified students

More exclusion

- Latino students
- Low ELP
- Special ed
- Newcomers

Mixed

- Grade
- District

Less exclusion

- Over time
- Bilingual ed

Factors related to exclusionary tracking for EL-classified students

More exclusion

- Latino students
- Low ELP
- Special ed
- Newcomers

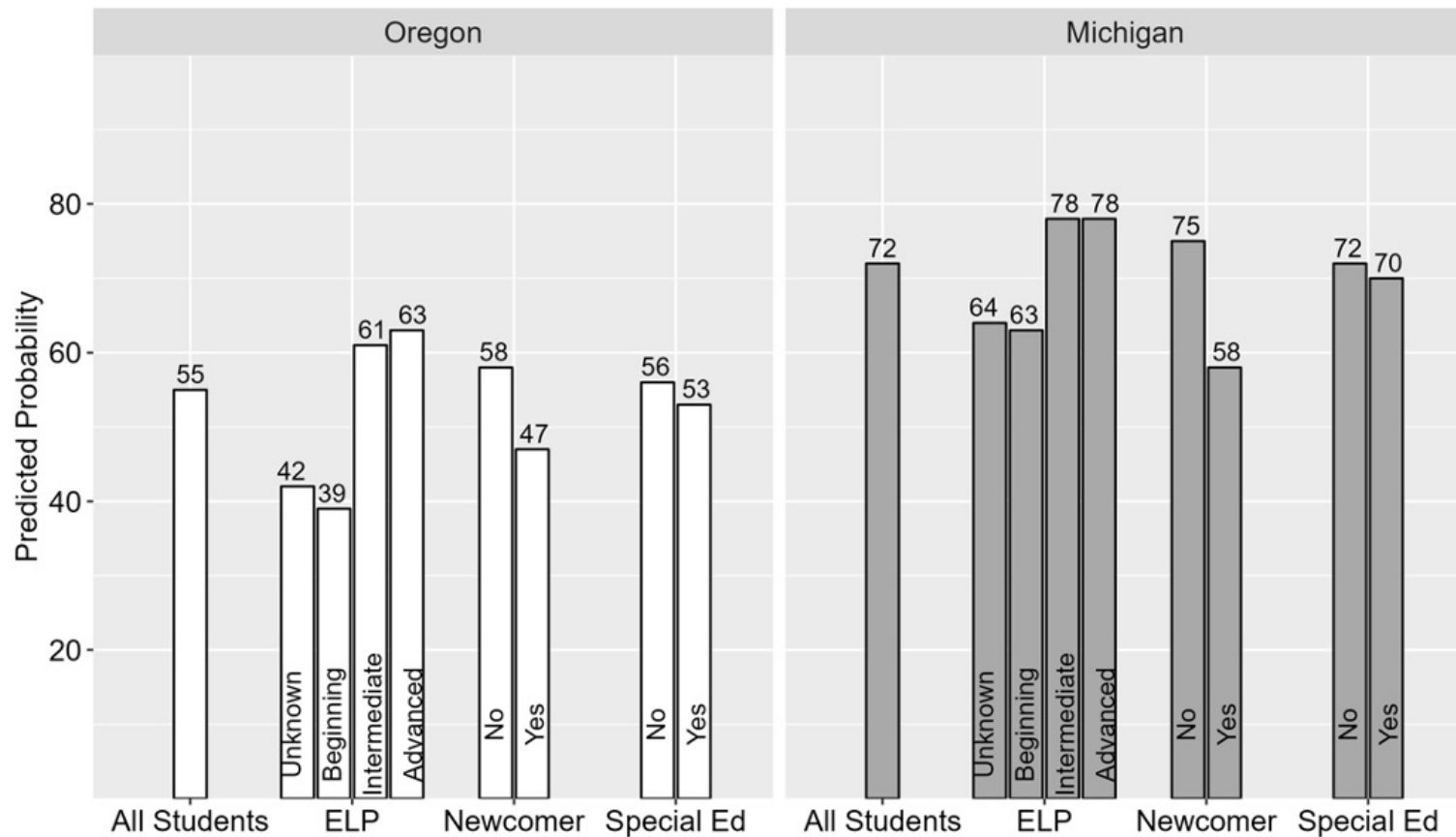
Mixed

- Grade
- District

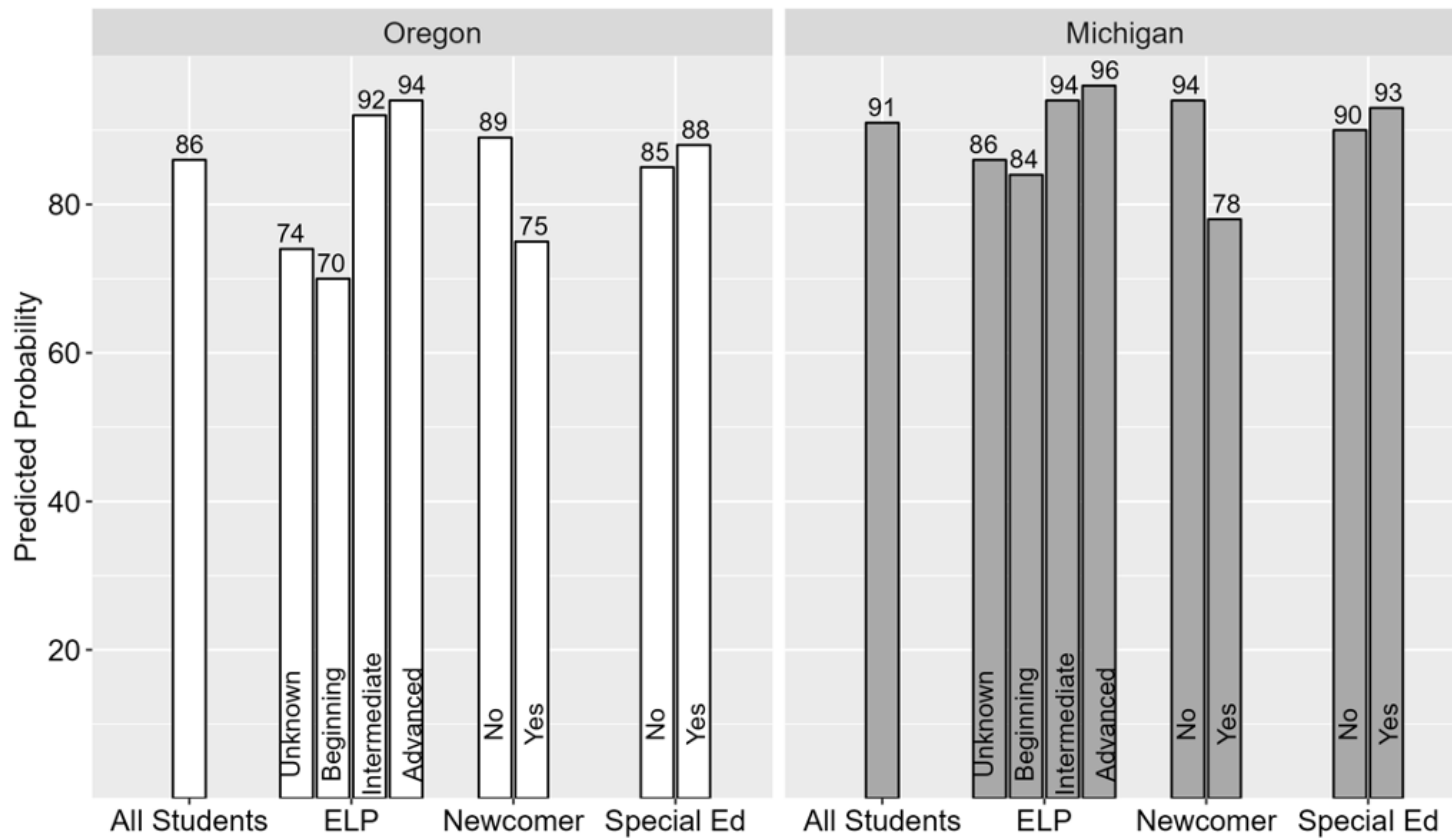
Less exclusion

- Over time
- Bilingual ed

Predicted probabilities of student enrollment in a full course load, by state and subgroup



Predicted probabilities of student enrollment in ELA, by state and subgroup



Conclusions

- During the years of data examined, EL-classified students experienced exclusionary tracking in both states.
- Gaps were greatest in ELA, a concern for graduation.
- Some patterns differed meaningfully by state & district, suggesting an important role for these agencies in ensuring access.
- Across both states, predictors of exclusion were very similar.
- Specialized services and programs (ELD services, special education, newcomer identification, bilingual education) may shape course access, sometimes in unintended ways.

Tomorrow's session will explore two possible levers to improve course access:

- (1) Extra instructional time, and
- (2) Waiving EL services.

Open Access Lever Briefs:

1. Access to content
2. Lever: Bilingual education
3. Lever: Counselor availability
4. Lever: Teacher preparation
5. Lever: Extra instructional time



Thank you

ilanau@uoregon.edu

