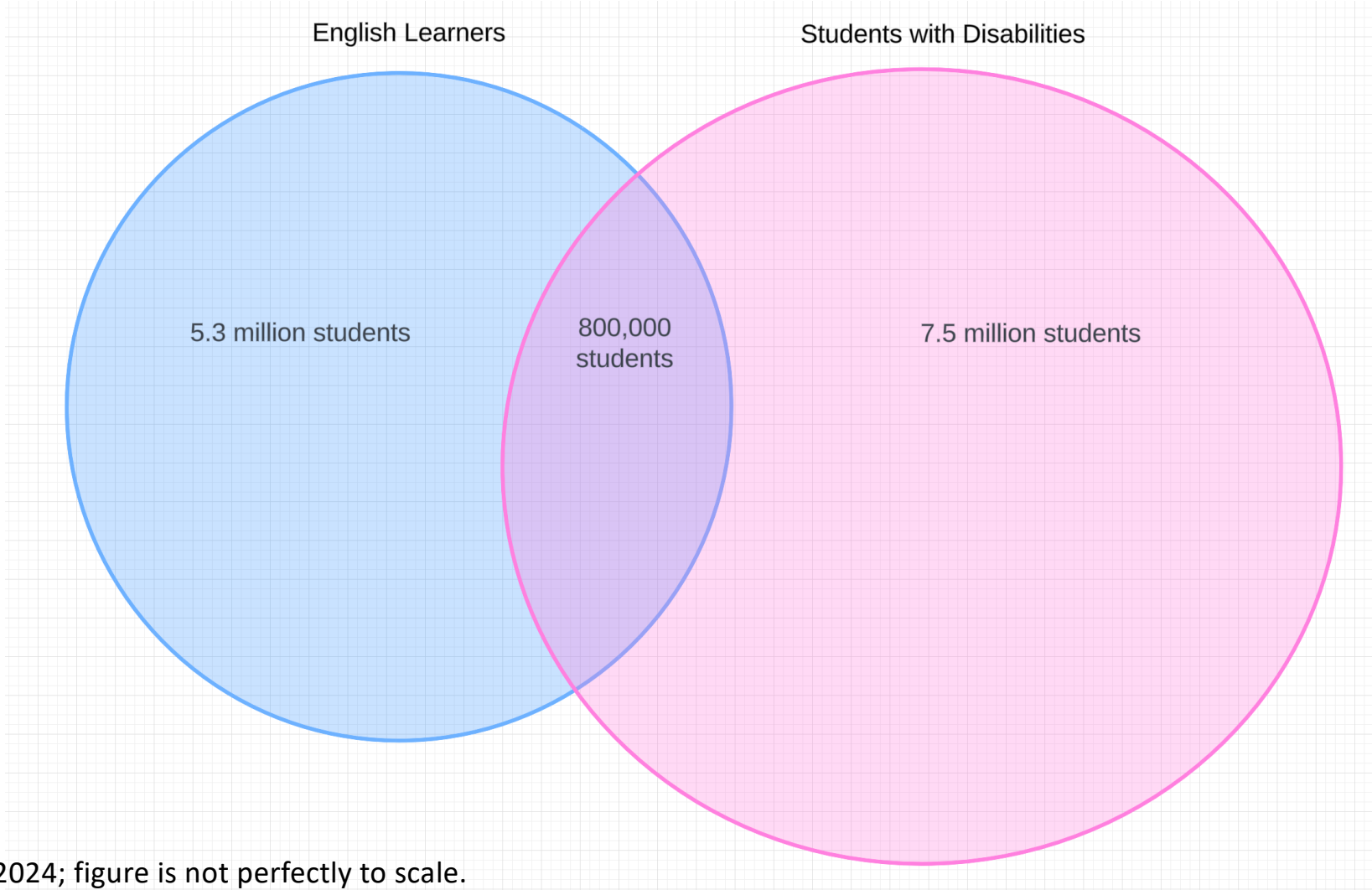


Course-Taking Patterns for Dually Identified Students

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- NCES, 2024; figure is not perfectly to scale.

Key concepts

Opportunity to Learn

Exclusionary Tracking

Intersectionality

Multiple
Marginalization

Research Questions

- How does core content course access differ for dually identified students in comparison to other student groups?
- How do graduation outcomes differ for dually identified students in comparison to other students with disabilities? To what extent are graduation outcomes explained by differences in course-taking patterns in high school?

Sample characteristics, by group

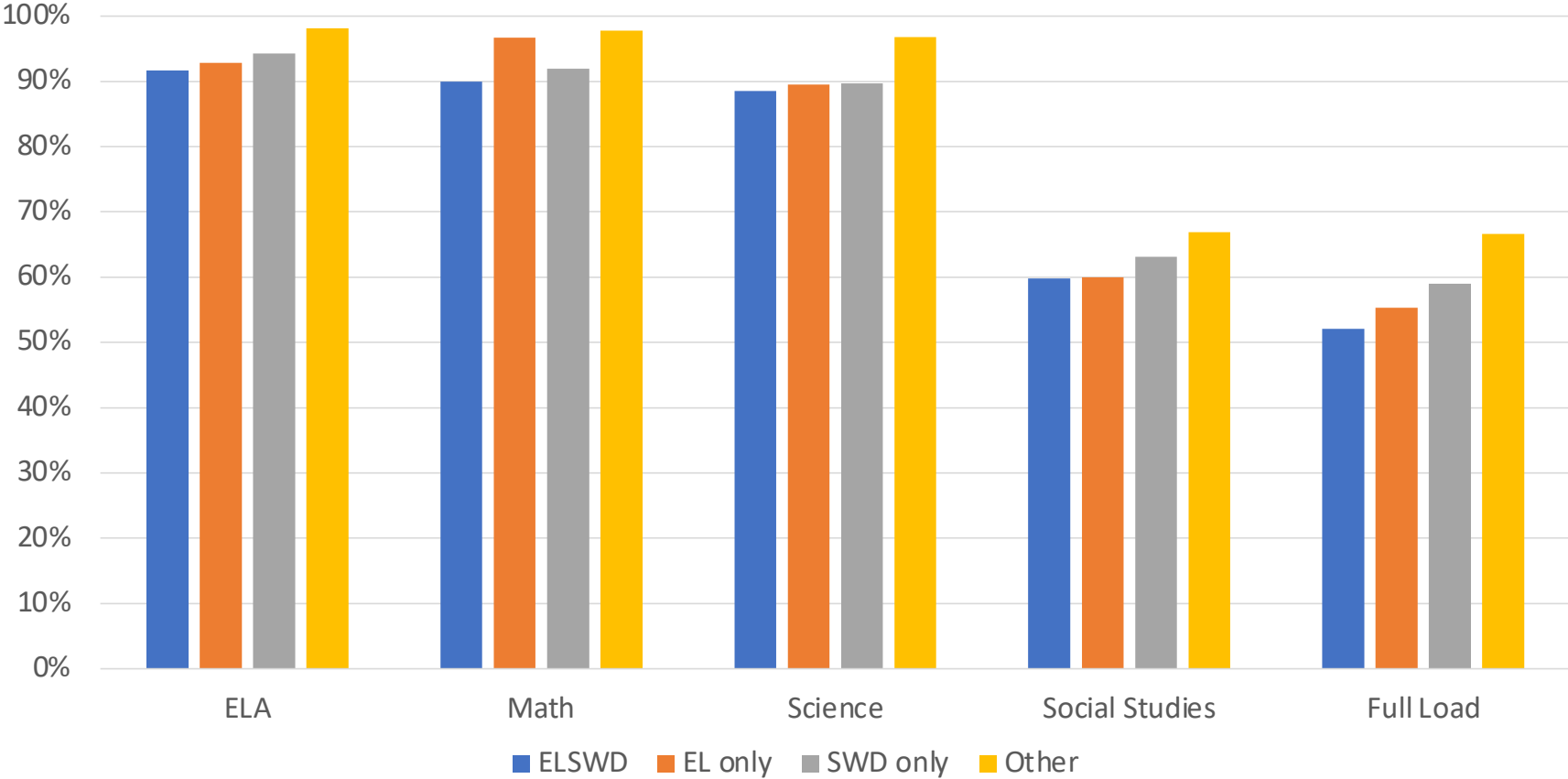
EL and SWD Group	Female	FRPL	Amer. Indian/ AK Native	AAPI	Black	Latinx	White	Multi-ethnic	N
EL students with disabilities	37%	89%	3%	6%	2%	86%	3%	<1%	793
EL students without disabilities	40%	87%	2%	17%	6%	65%	9%	1%	928
Non-EL students with disabilities	35%	63%	2%	2%	4%	19%	68%	6%	9,568
Non-EL students without disabilities	51%	47%	1%	5%	2%	20%	66%	6%	62,365

EL and SWD Group	ASD	Comm.	ED	Hearing Imp.	ID	Orth Imp.	OHI	LD	TBI	Visual Imp.
EL students with disabilities	3%	13%	2%	1%	1%	0%	7%	62%	< 1%	0%
Non-EL students with disabilities	7%	5%	6%	1%	1%	<1%	17%	44%	< 1%	< 1%

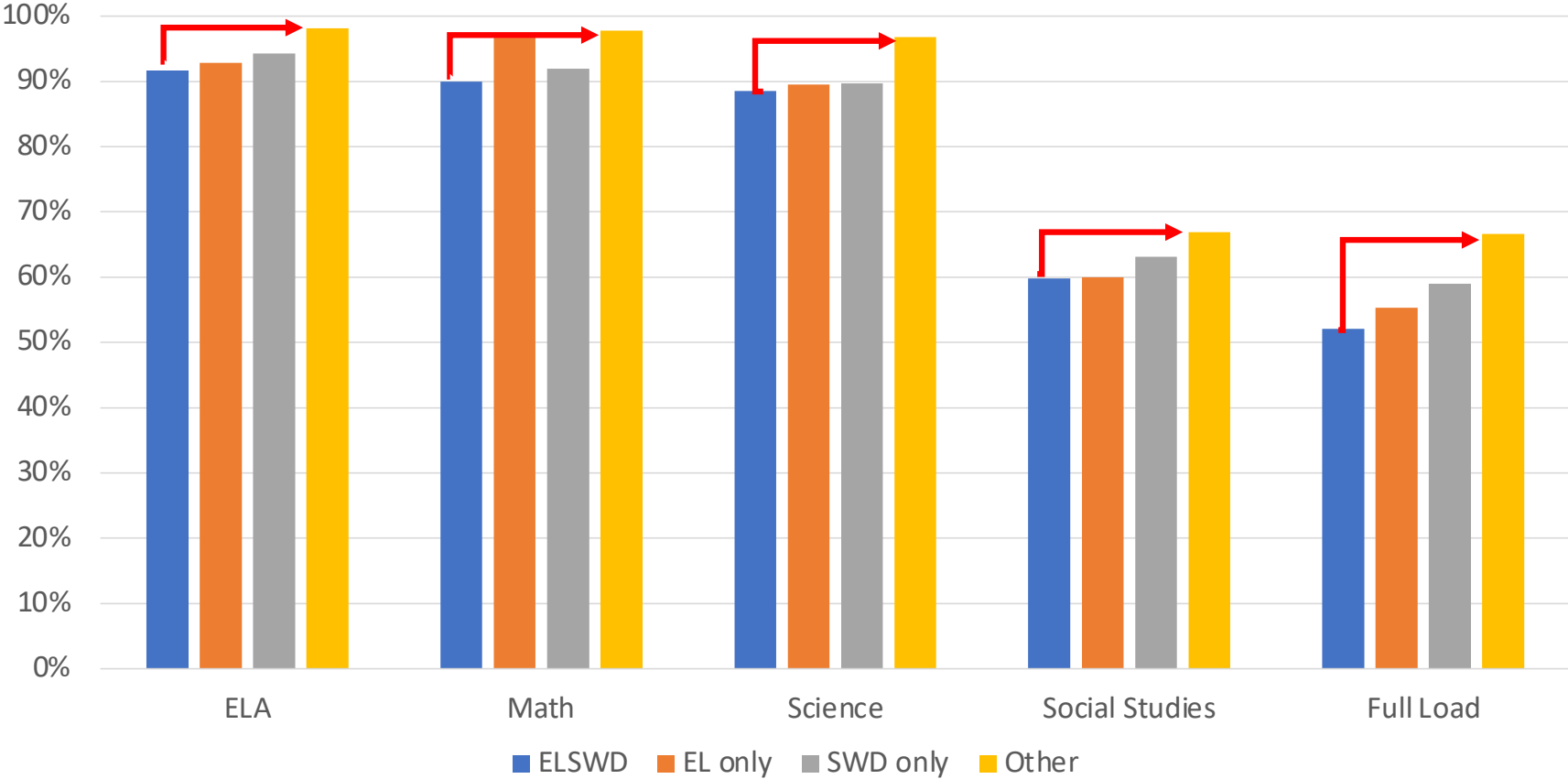
Course-taking Outcomes



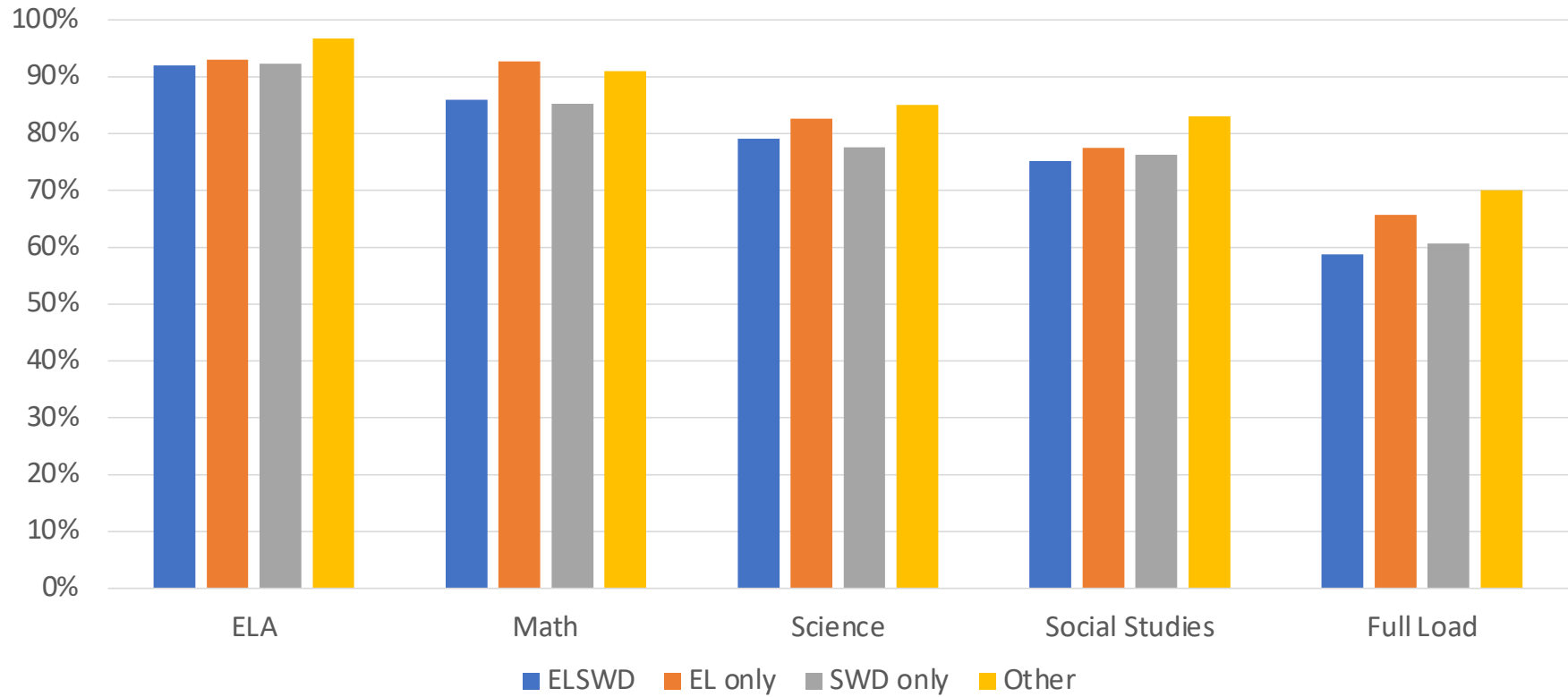
9th Grade Content Course Access, by Subject Area and Student Group (unadjusted)



9th Grade Content Course Access, by Subject Area and Student Group (unadjusted)



Mean Content Course Access across Grades 9-12, by Subject Area and Student Group
(unadjusted)



Significant differences in course access by student group, among students with otherwise similar demographic characteristics, 8th grade content assessment scores, and school characteristics

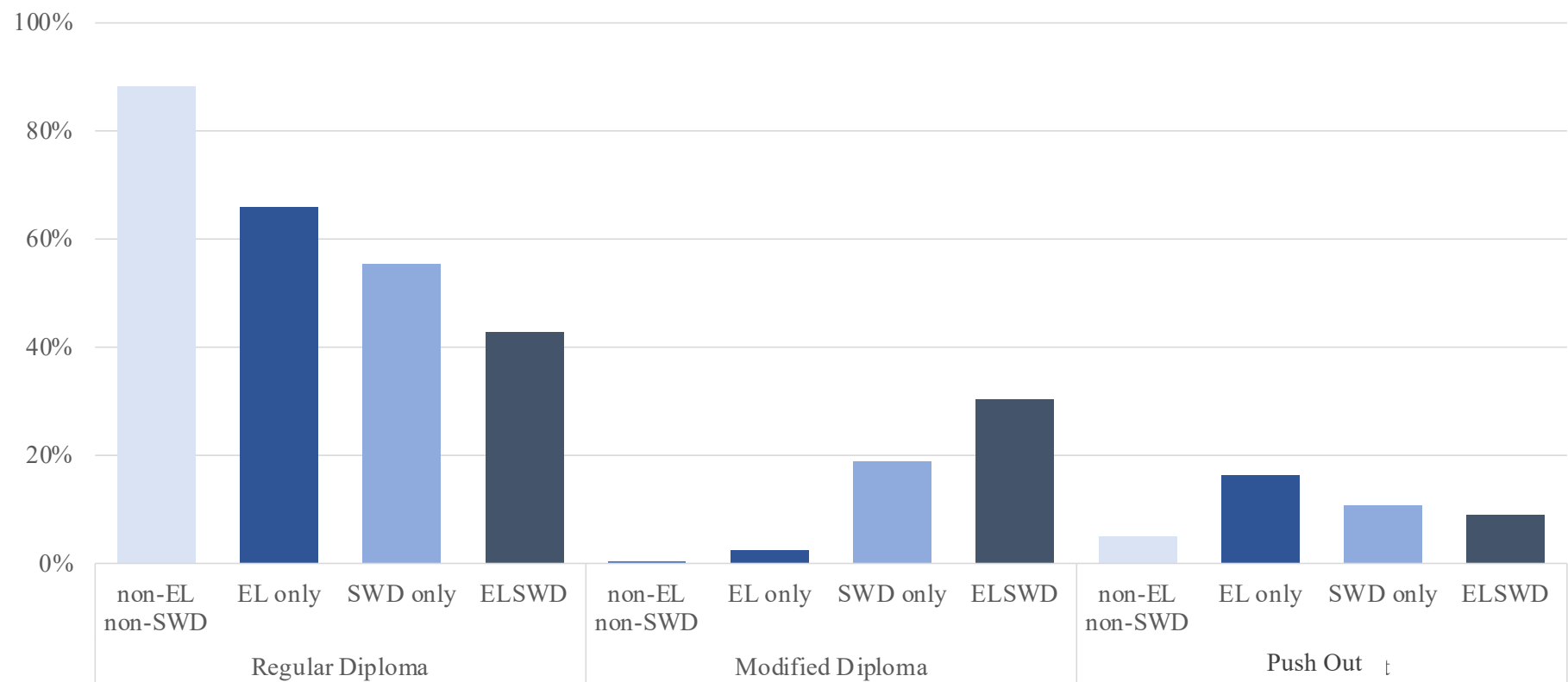
	ELA	Math	Science	Social Studies	Full Load
ELSWD vs. EL only		***	*	**	**
ELSWD vs. SWD only	*	***			***

In other words, **dually identified students:**

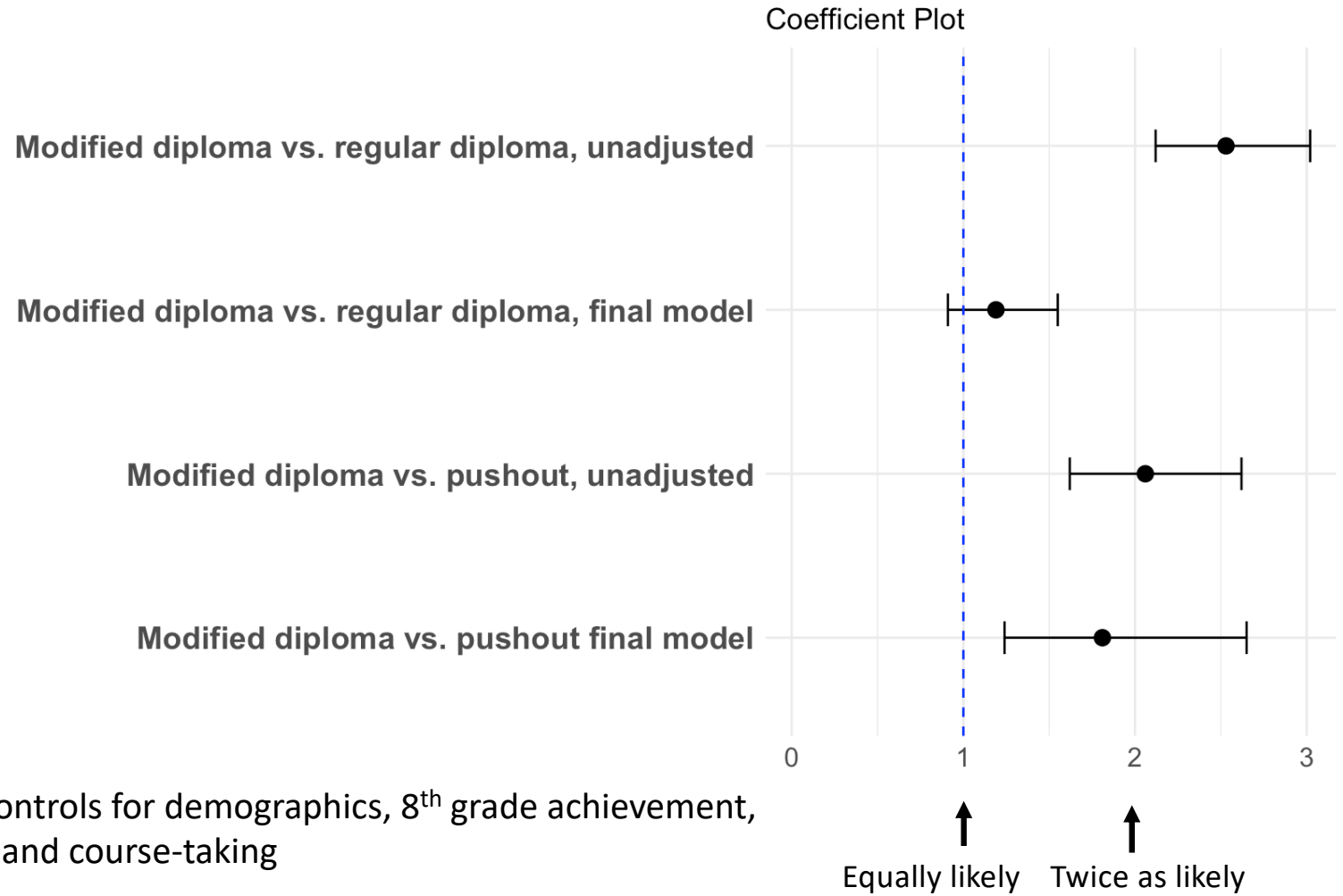
- Have constrained access to ELA that mirrors that of ELs without disabilities.
- Have constrained access to science and social studies that mirrors that of non-ELs with disabilities.
- Have particularly constrained access to math.
- **Are significantly less likely than all other groups to be enrolled in a full course load.**

Graduation Outcomes

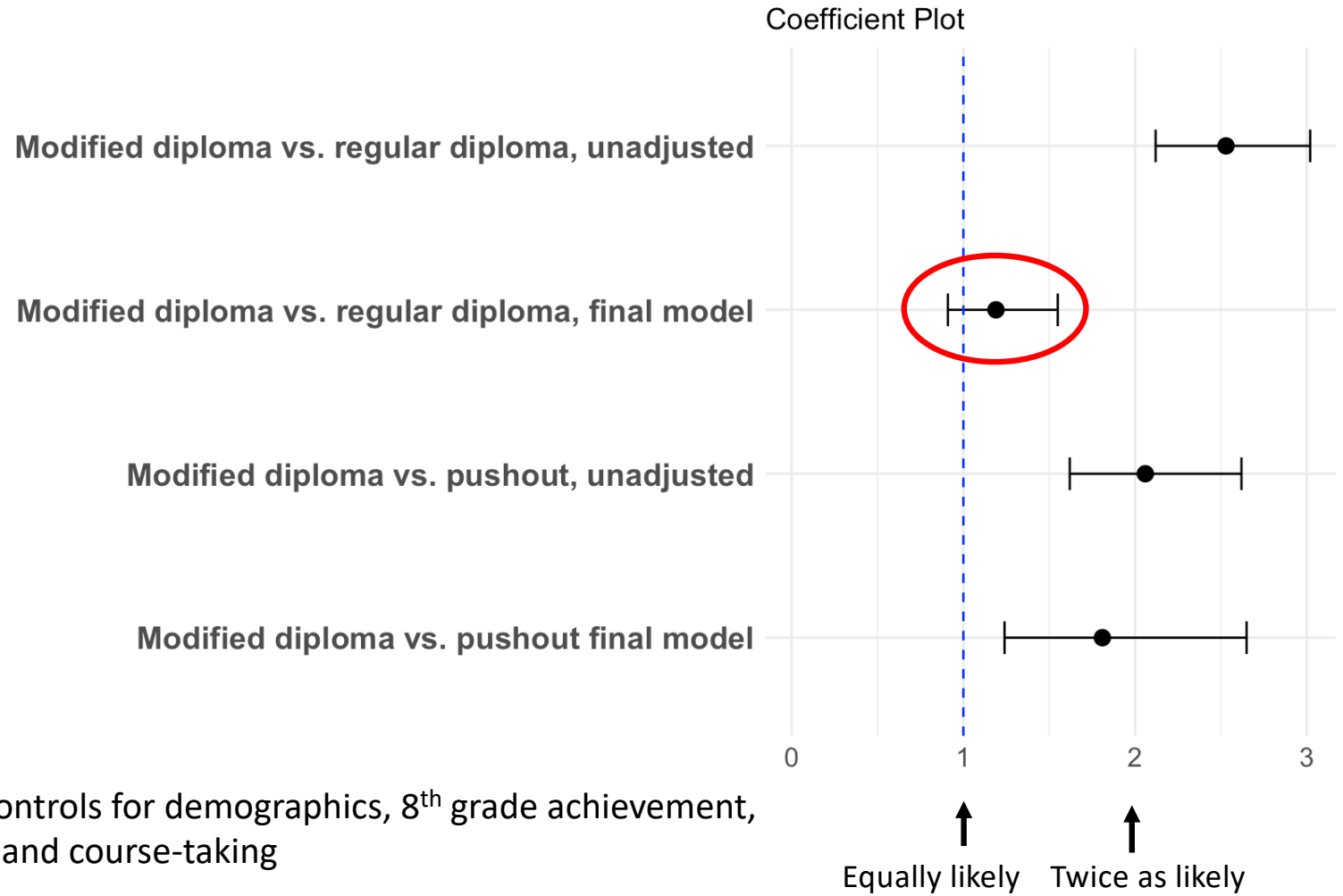
Graduation Outcomes by Group (unadjusted)



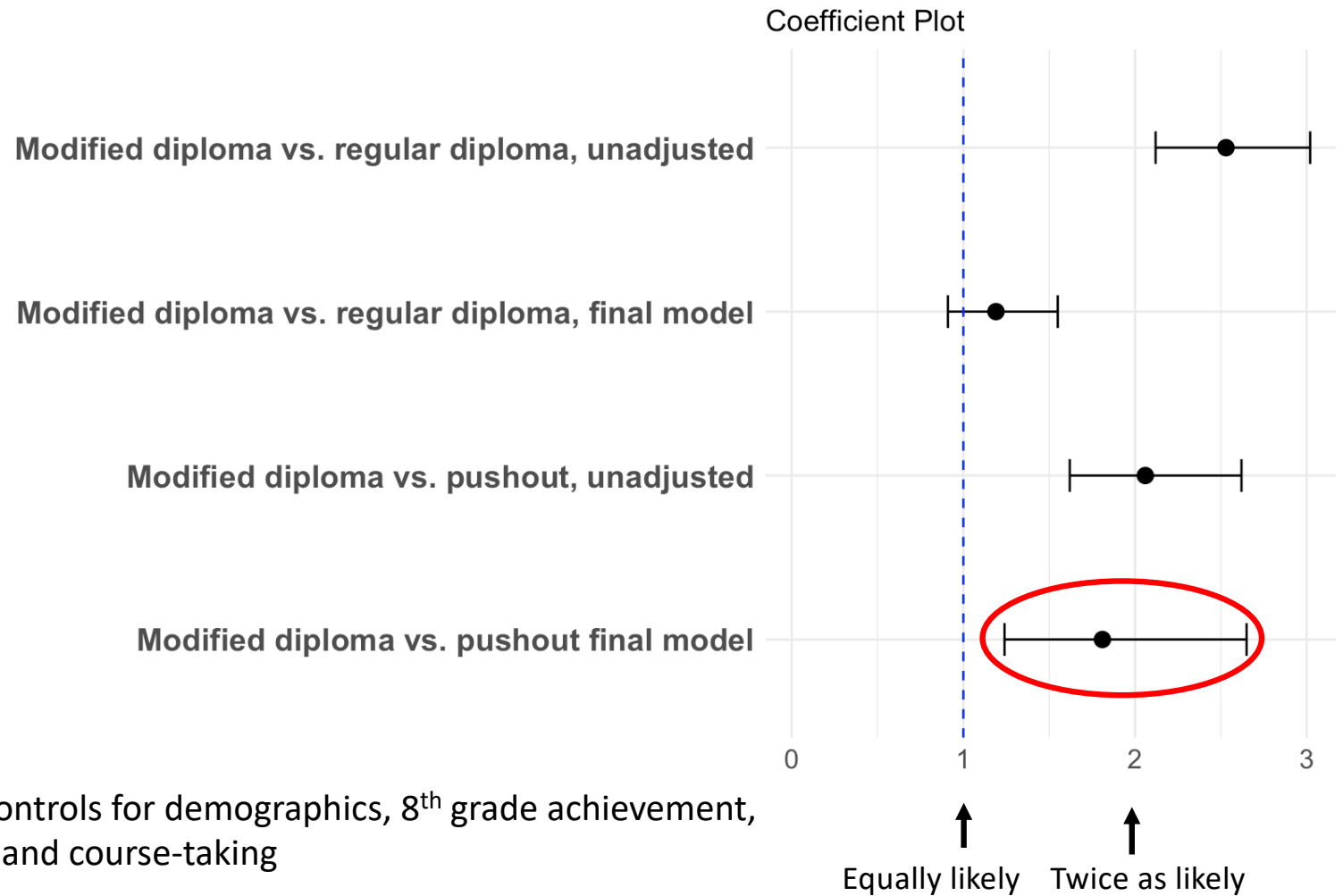
Comparing estimates of models for graduation outcomes



Comparing estimates of models for graduation outcomes



Comparing estimates of models for graduation outcomes



Key takeaways

- Dually identified students experience multiple marginalization. Specifically, their content course access is more constrained than non-ELs with disabilities and than ELs without disabilities.
- Dually identified students are less likely to receive a regular diploma and more likely to receive a modified diploma than other students with disabilities.
 - These differences are largely explained by demographics, prior achievement, and course-taking, but there is still a sizeable number of students ending up on the modified diploma track, and their families may not be fully aware of the consequences.

Key takeaways (continued)

- Core content course-taking was significantly related to graduation outcomes.
- Dually identified students are more likely to receive a modified diploma and less likely to experience pushout compared to other students with disabilities.
 - Although they experience multiple marginalization, they may also experience buffering from certain outcomes, such as pushout.

Implications for policy and practice

- There is a pressing need for models of collaborative, cohesive ways to provide EL and special education services for dually identified students.
 - Integrated ELD models?
 - Dually endorsed teachers?
 - Other ideas?
- District and school leaders should examine dually identified students' access to content courses.

Future work

- Descriptive work examining leveled tracking for dually identified students
- Continued descriptive work to look at variation in course taking within the dually identified group (such as inclusion in general education settings and EL program models)
- Exploration of malleable factors related to course access specifically for dually identified students (e.g., more instructional time, co-teaching, counselor FTE)

Thank you!

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