



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

WestEd 

# **Extra Instructional Time: A Lever to Support Multilingual Students' Access to Core Content Instruction**

*Ilana Umansky, University of Oregon*

*Janette Avelar, University of Oregon*

*Karen Thompson, Oregon State University*

*Katherine Bromley, University of Oregon*

*Nami Shin, University of Kansas*

*Jaclyn Bovee, Oregon State University*

# Possible levers to expand course access

- Waiving EL services
- More instructional time
- Specialized teacher preparation
- Bilingual program participation
- School counselor availability
- Integrated English language development
- Peer composition

# What is extra instructional time and why might it matter?

- EL-classified students disproportionately experience inferior or barred access to content
  - Extra time is a way of accounting for EL-classified students' joint needs of English and content
  - It can take many forms but expands the amount of instruction a student receives
  - It's hypothesized to increase access and reduce crowd-out
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# What does it mean to receive "extra instructional time"?

Simply, it means that a student is enrolled in **at least .5 credits more** than their non-EL peers in the same grade, school, and year.

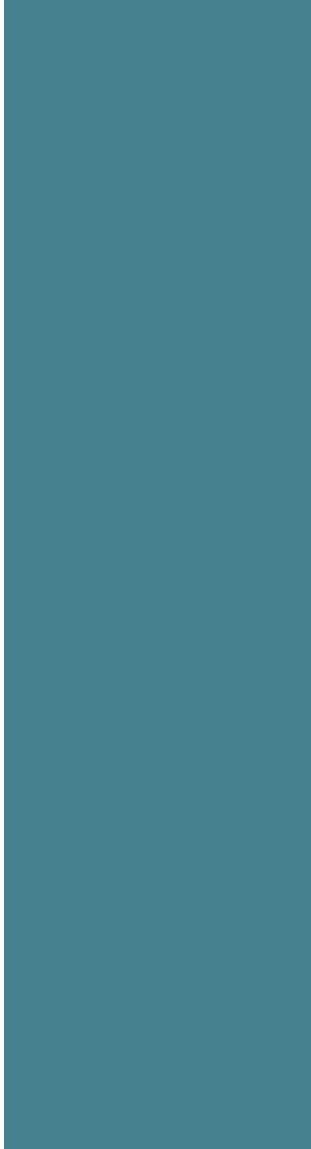
*Note:* 1 credit = 1 year-long course

## ...In any subject

Creates this difference measure across all credits (core, ELD, electives, or other support classes, etc)

## ...In core content

Creates this difference measure examining only core content credits, e.g. math, science, social studies, and English language arts



# Research Questions

1. For secondary EL-designated students in Oregon, how does extra instructional time operate? Specifically:
    - a) Who is receiving extra time?
    - b) What subjects is extra time used for?
  2. How is extra time associated with course access in math and English language arts?
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# Sample and Methods

## OR Statewide data

- Longitudinal, spanning 2012/13 - 2018/19
- EL-designated students grades 6-12
- N = 61,000 obs

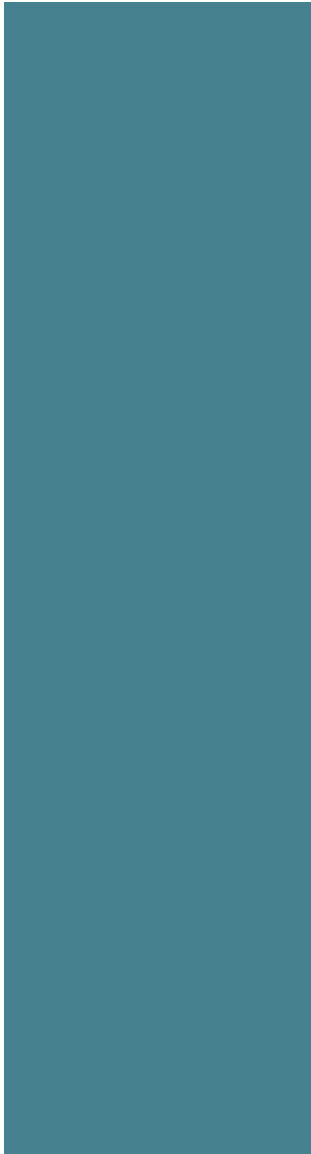
We limit the sample to students and schools for which we have credible course enrollment data.

A limitation of our data is that we can see *enrollment*, but not credits earned.

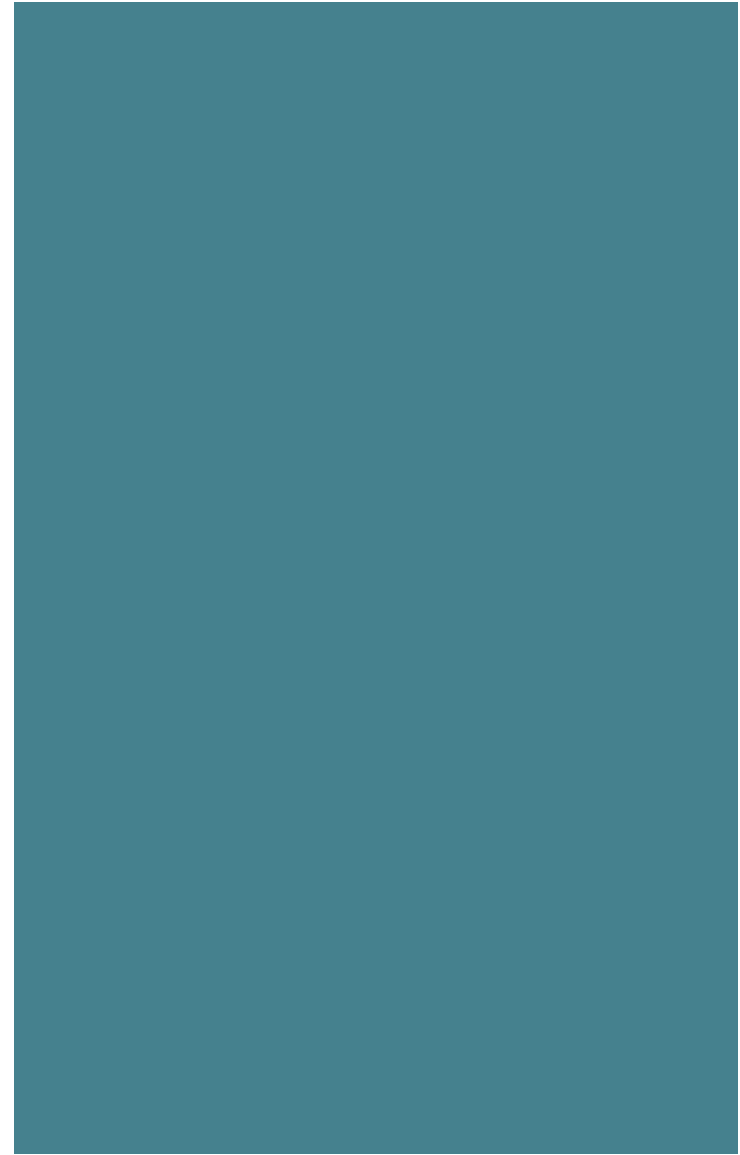
## Approach

Our first research question, about the prevalence and characteristics of extra instructional time, uses descriptive statistics and regression analysis.

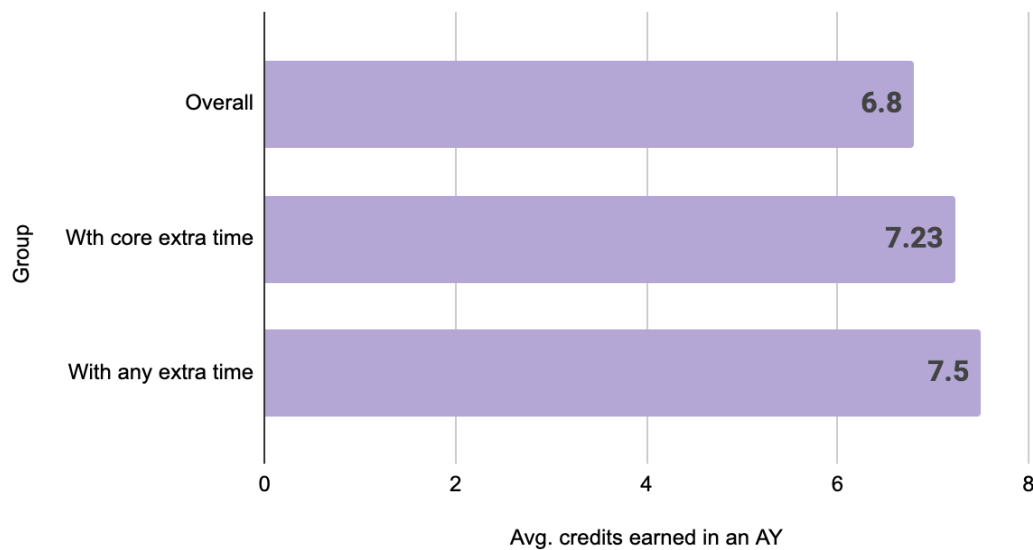
Our second research question, about the relationship of extra instructional time to course access and enrollment, uses school fixed effects and control variables in regression models.



**Who  
gets  
extra  
time?**



Average credits earned by EL-classified students

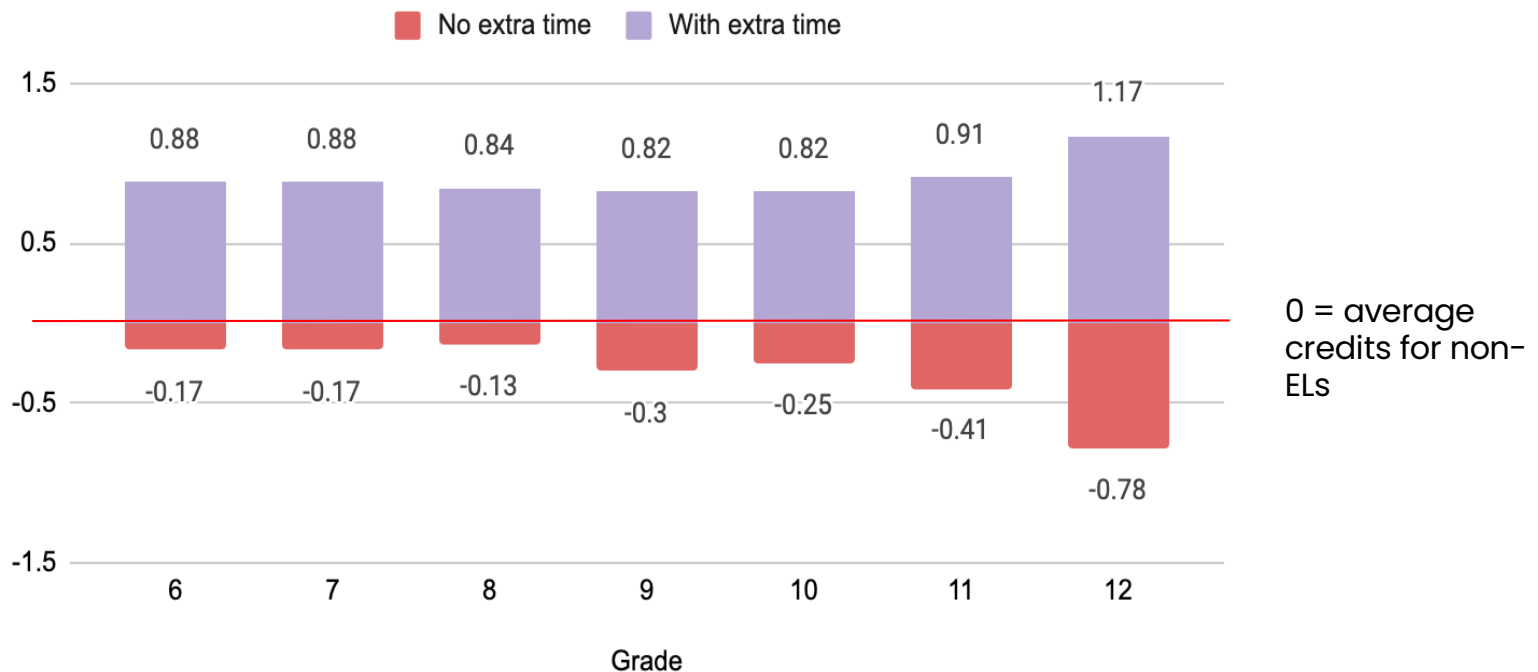


**Roughly 1 in  
5 EL-  
classified  
students  
get extra  
time**

**18% extra time in any subject  
17% extra time in core content**

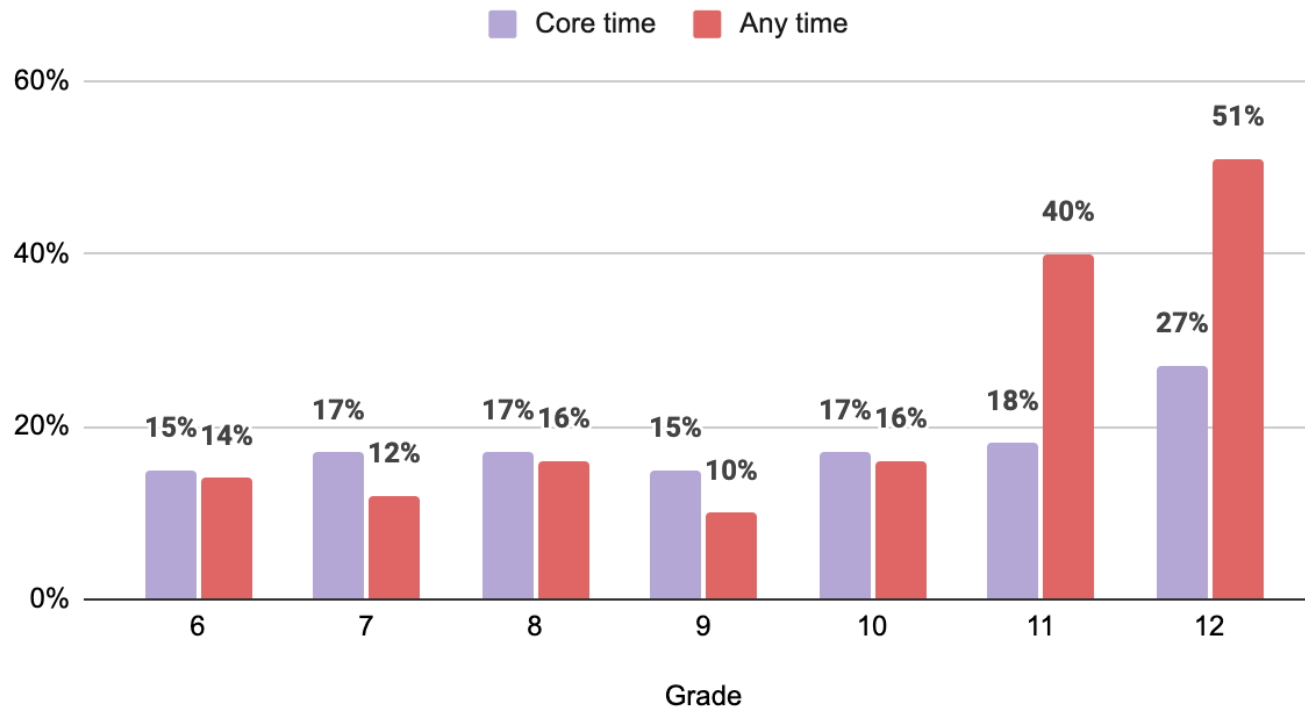


## Difference in credits earned by EL-classified students compared to non-ELs



However, **on average, EL-classified students get less instructional time than their non-EL peers by about .2 credits**—or nearly a quarter of a course each year. Extra instructional time counteracts this trend.

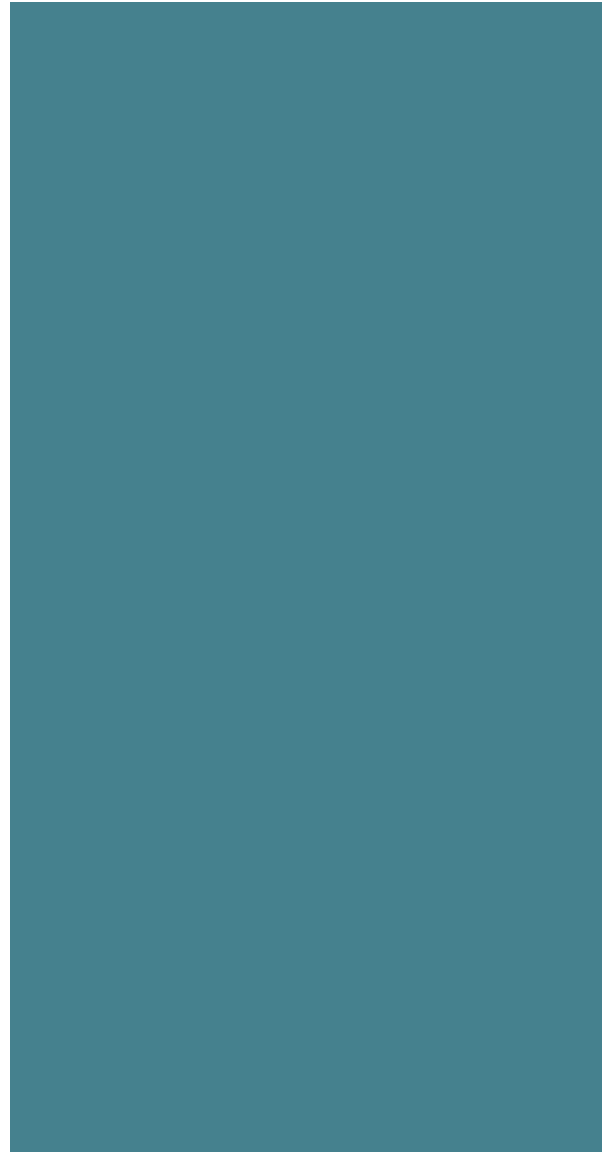
## Percentage of EL-classified students getting extra time



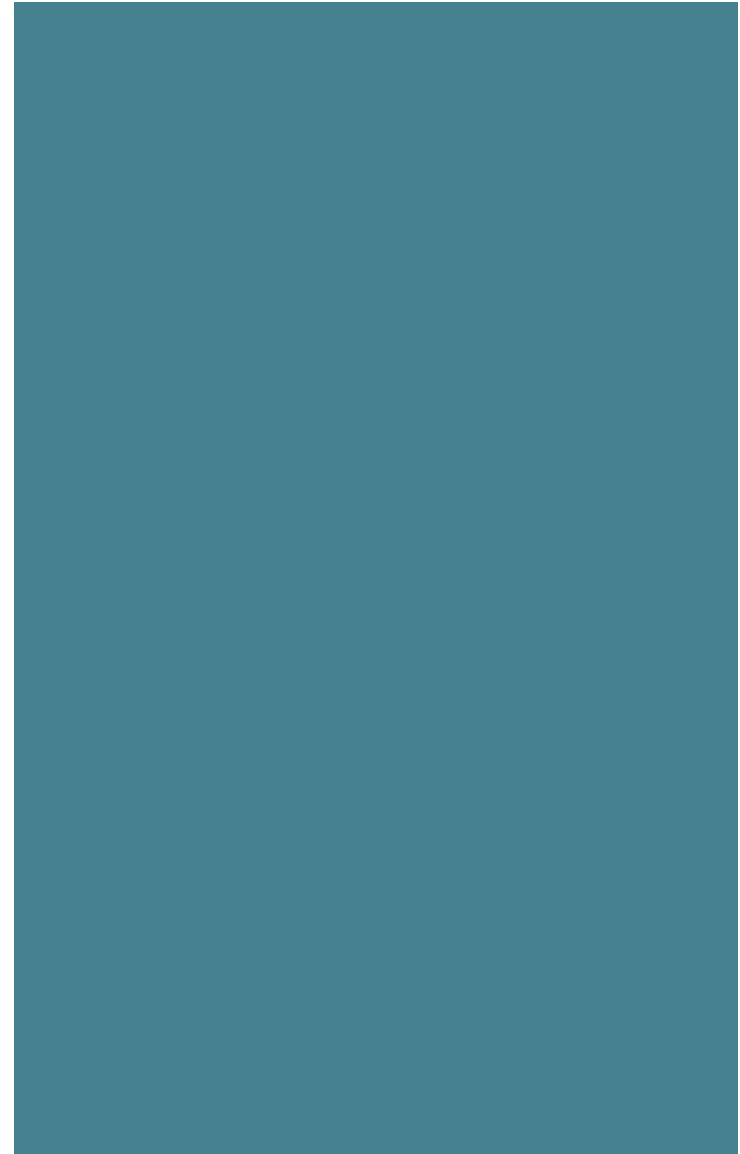
More students get extra instructional time as they get further into high school. In particular, there is a sharp jump in 11<sup>th</sup> and 12<sup>th</sup> grades.

# Extra time by subgroup

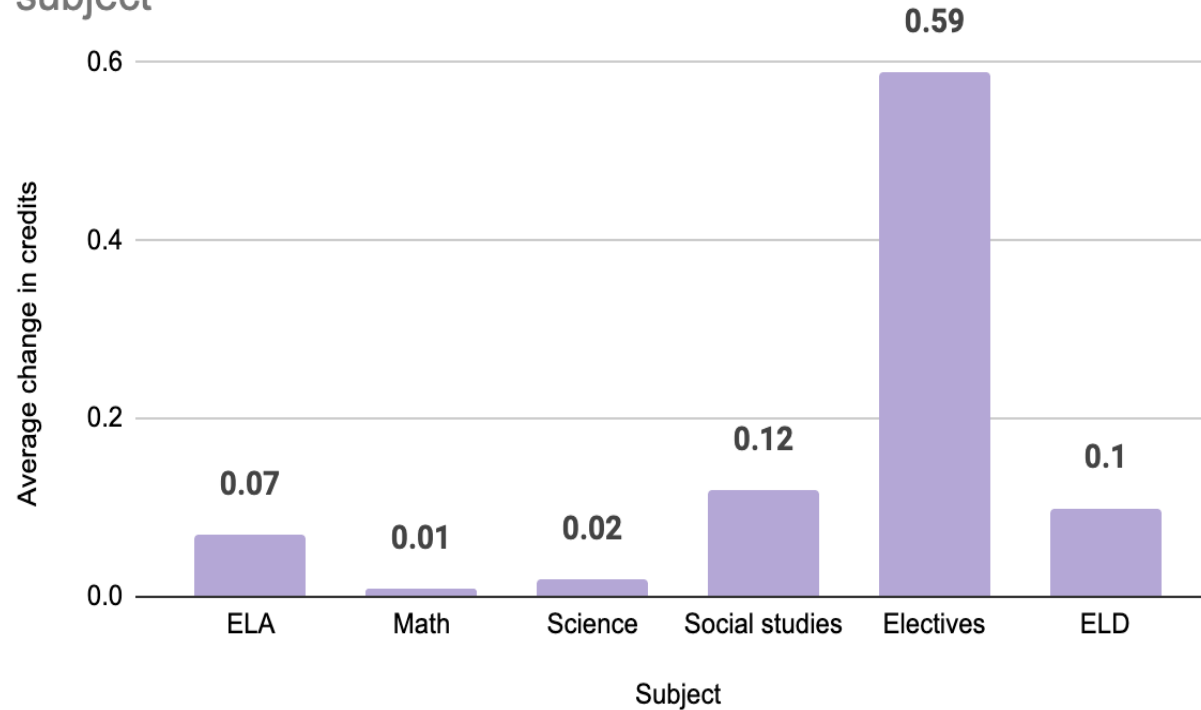
- **Long-term ELs** are more than **3x** as likely to get extra time than **newcomers**.
- Across proficiency levels, students with **beginning ELP** are the **least** likely to get extra time in core content
- Students with **lower achievement in math and ELA** are **more** likely to get extra time in core content.



**What  
subjects is  
extra time  
used for?**

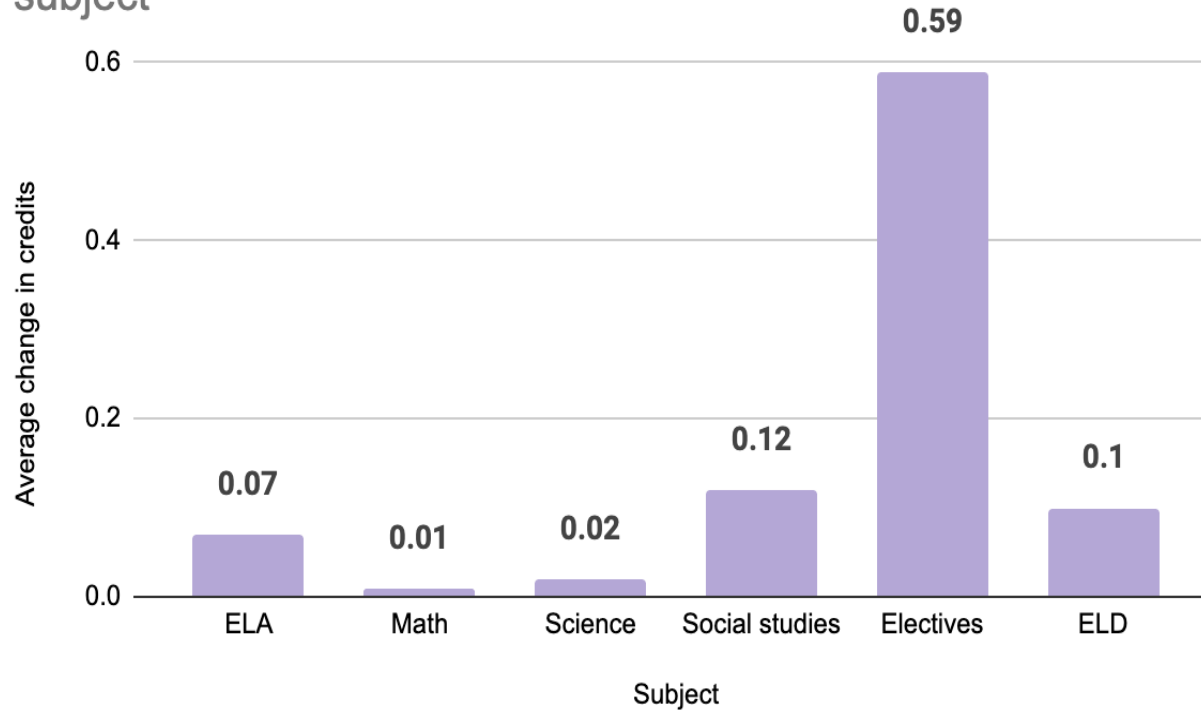


Amount of extra credits EL-classified students earned by subject



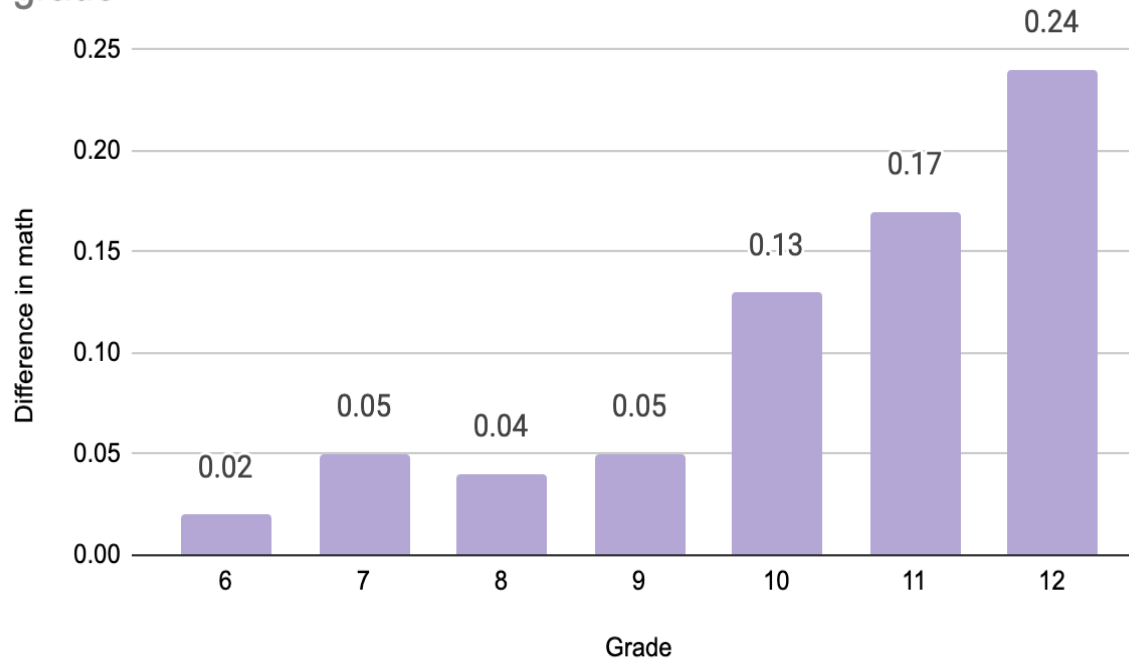
If we look at students receiving extra time (core + ELD + electives), most of that time goes to additional credits in electives, with less going to core content.

Amount of extra credits EL-classified students earned by subject



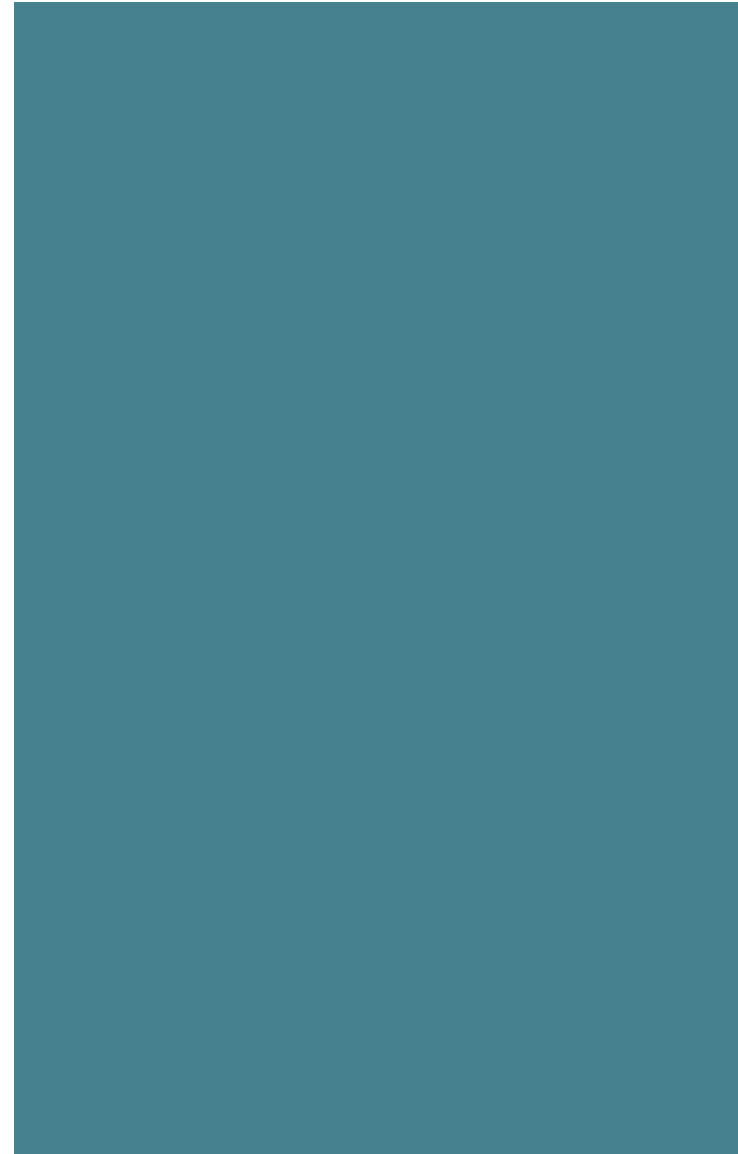
Among content areas, extra time on average is used to support social studies and ELA more than math and science, though the differences are small.

Extra credits EL-classified students accumulated in math by grade



Extra time is used for subject enrollment differently across grade levels. For example, seniors with extra time took .25 credits more math than their non-EL peers, while 9<sup>th</sup> graders with extra time only took .02 more math credits.

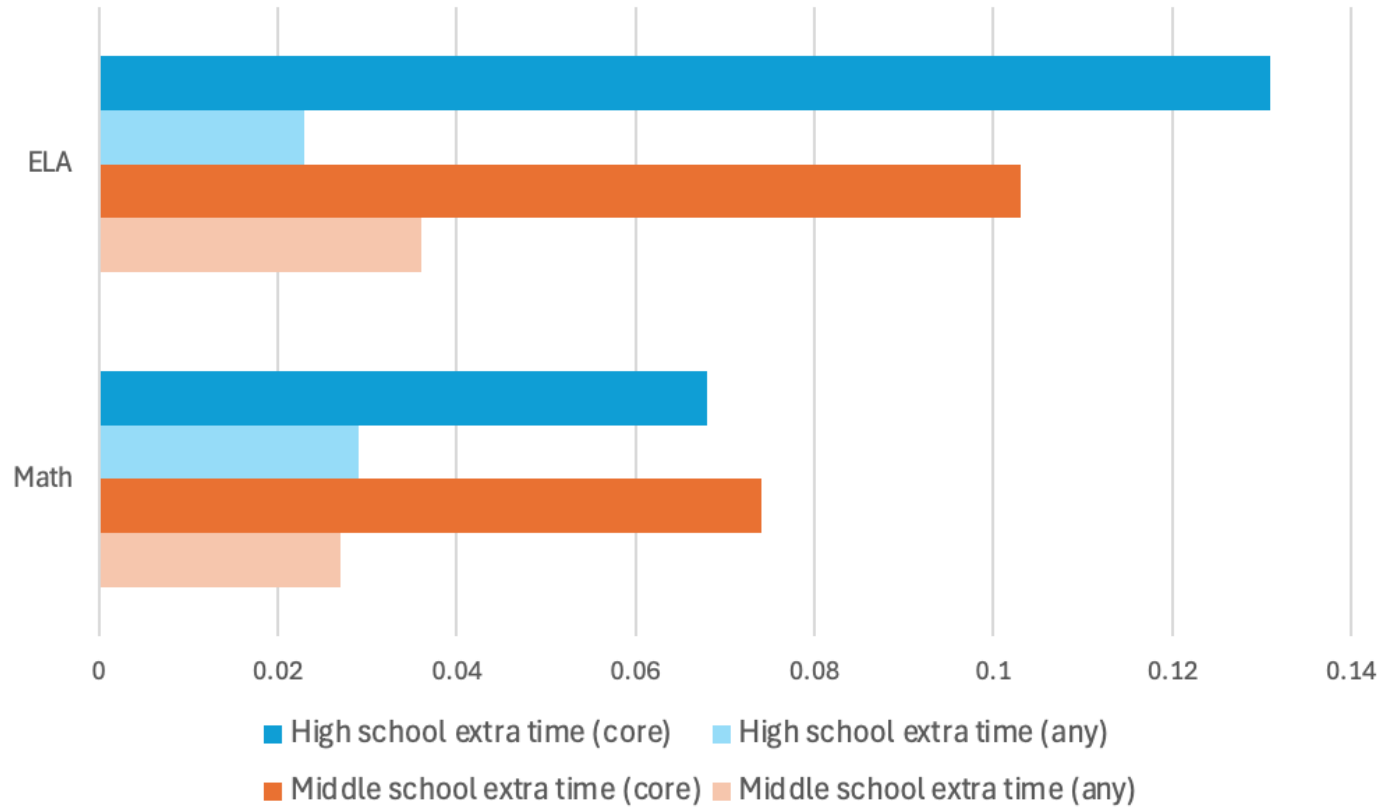
**Does having  
extra time  
improve  
course  
access?**





**One additional extra time credit is associated with higher enrollment in both math and ELA.**

**Extra instructional time as a predictor of math and ELA course enrollment, middle and high school (full model)**



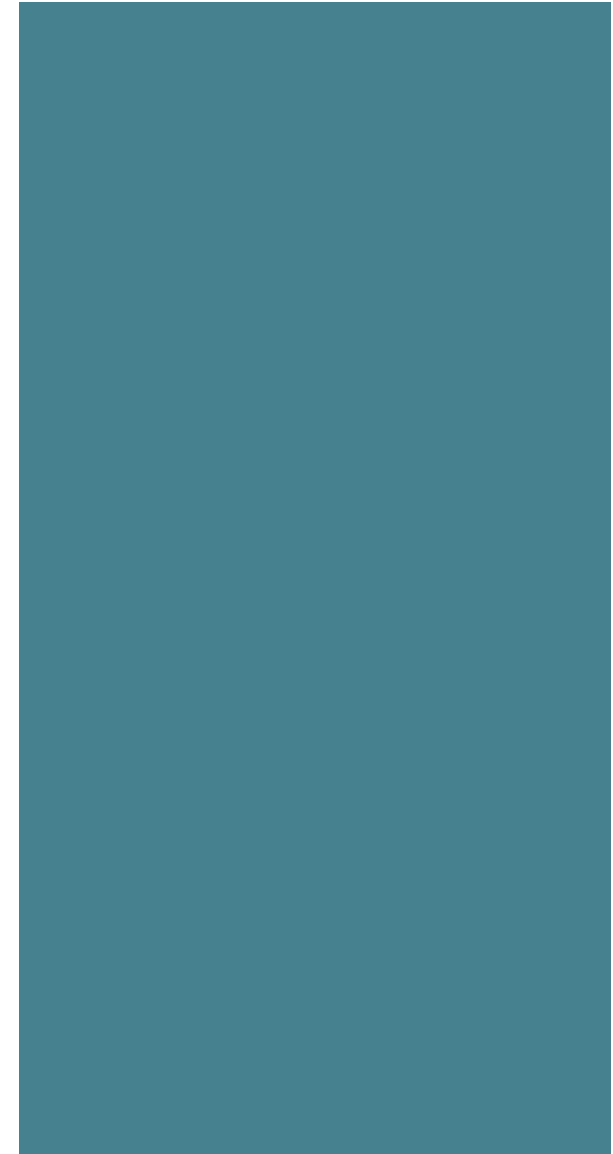
# Ongoing work

What formats are being used to provide extra time:

- Summer coursework (in core content + in any subject)
- Online/virtual coursework (in core content + in any subject)
- Concurrent enrollment in another school
- Longer school days

We're also looking into:

- How often students have extra instructional time but do not have full access to content, &
- How often extra time is used to provide supplemental core content (ie ELA 9 + Reading lab)



# Conclusions & implications

- On average, EL students take fewer credits than their peers, however 18% of EL students receive meaningful extra instructional time.
- Extra time takes place disproportionately in 11<sup>th</sup> and 12<sup>th</sup> grade, overall and in specific content areas. Lever to enable graduation?
- Extra time can take many forms, we're still looking into this.
- The majority of students' extra time is spent on non-core classes, indicating a potential missed opportunity.
- When used for core, extra time is used more in social studies and ELA than other subjects.
- Accounting for school and comparing across similar students, extra instructional time in school is associated with higher enrollment rates in both math and ELA.

**Thank you!**

[ilanau@uoregon.edu](mailto:ilanau@uoregon.edu)  
[javelar7@uoregon.edu](mailto:javelar7@uoregon.edu)