

March 2016

Thank you for your request to our REL Reference Desk regarding **indicators that predict if English learners (ELs) are off track as they progress through grades 1–12 and desired outcomes and measures for ELs in these grades. Ask REL Southwest** is part of a collaborative Ask-A-REL reference desk service provided by the 10 regional educational laboratories (REL). By design, this service functions much in the same way as a technical reference library providing references, referrals, and brief responses in the form of citations for research-based education questions.

Please note that REL Southwest has not evaluated of the resources themselves, but offers this list to you for your information only.

QUESTIONS

Ask-A-REL Questions:

1. Which behavioral, demographic, and educational indicators are associated with predicting whether English learners (ELs) are off track as they progress through grades 1–12?
2. What are the desired outcomes for ELs in early elementary, late elementary, middle, and high school, and how can these outcomes be measured systematically?

Batalova, J., Fix, M., & Murray, J. (2007). *Measures of change: The demography and literacy of adolescent English language learners—A report to the Carnegie Corporation of New York*. Washington, DC: National Center on Immigration Integration Policy, Migration, Migration Policy Institute. Retrieved from <https://www.carnegie.org/publications/measures-of-change-the-demography-and-literacy-of/>

From the publisher's abstract: In 2002, passage of the No Child Left Behind (NCLB) Act marked a turn in the nation's approach to educating children who do not speak English well, many of whom are immigrants or the children of immigrants. NCLB placed new responsibilities on schools and states to teach children English, make sure they attain academic proficiency, and ultimately, succeed in school. At the same time, the population of students who did not speak English well grew to record highs, and changes in the labor market signaled that highly skilled students would be in ever-growing demand in a knowledge-based economy. These developments raise a number of important questions: Who are immigrant students and students who do not speak English well? Where are they from? What are their family backgrounds? How well do they do in school? Do their literacy levels prepare them to take part in higher education and a skilled workforce?

Betts, J., Reschly, A., Pickart, M., Heistad, D., Sheran, C., & Marston, D. (2008). An examination of predictive bias for second grade reading outcomes from measures of early literacy skills in kindergarten with respect to English-language learners and ethnic subgroups. *School Psychology Quarterly*, 23(4), 553–570.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the PsycINFO abstract: The assessment of early literacy skills during the kindergarten year can provide useful information about student performance in prereading skills, which are predictors of later reading achievement. This study examined the use of fluency-based prompts of student phonemic awareness, alphabetic principle, and oral reading at the end of kindergarten for predicting later reading achievement at the end of second grade. Predictive validity and bias studies were undertaken with respect to English-language learners (ELLs) and four selected ethnic subgroups: European American (EA), African American (AA), Asian American (AsA), and Hispanic American (HA). Results indicated that the predictive validity of the early literacy measures was strong, and no evidence of predictive bias for ELL and non-ELL groups was found. However, evidence of a small amount of predictive bias was found between the EA and HA students with respect to intercept differences.

Campbell, H., Espin, C. A., & McMaster, K. (2013). The technical adequacy of curriculum-based writing measures with English learners. *Reading and Writing: An Interdisciplinary Journal*, 26(3), 431–452.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the Education Source abstract: This study examines the validity and reliability of Curriculum-Based Measures in writing for English learners. Participants were 36 high school English learners with moderate to high levels of English language proficiency. Predictor variables were type of writing prompt (picture, narrative, and expository), time (3, 5, and 7 min), and scoring procedure (words written, words spelled correctly, correct word sequences, correct minus incorrect word sequences). Criterion variables were teacher ratings of writing performance and student performance on the Test of Written Language-III, the writing subtest of the Test of Emerging Academic English, and the Minnesota state writing test. Results supported the validity and reliability of a 5 to 7-minute writing sample written in response to a narrative or picture prompt and scored for percent of correct word sequences, correct minus incorrect word sequences, or words written plus correct minus incorrect word sequences.

Carlo, M. S., Barr, C. D., & August, D. (2014). Language of instruction as a moderator for transfer of reading comprehension skills among Spanish-speaking English language learners. *Bilingual Research Journal*, 37(3), 287–310.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: This 3-year longitudinal study investigated the role of language of instruction in moderating the relationships between initial levels of English oral language proficiency and Spanish reading comprehension and growth in English reading comprehension. The study followed Spanish-speaking English language learners in English-only literacy instruction, an early-exit bilingual program, or a late-exit bilingual program, from third through fifth grade. Students in all groups experienced significant growth in English reading comprehension. For the English-only group, initial levels of Spanish reading comprehension were not related to growth in English reading comprehension. However, for students in the two bilingually instructed groups, those who began with stronger Spanish reading comprehension skills grew faster in English reading comprehension than students without initial strong Spanish reading comprehension skills.

Conger, D. (2008). *Testing, time limits, and English learners: Does age of school entry affect how quickly students can learn English?* (Working Paper #08-4). New York, NY: Institute for Education and Social Policy, New York University. Retrieved from <http://files.eric.ed.gov/fulltext/ED501661.pdf>

From the ERIC abstract: The No Child Left Behind Act requires schools to begin testing new English learners (ELs) in English language arts within three years after they enter school and holds schools accountable for their performance on these exams. Yet very little empirical work has examined exactly how long it takes EL students to become proficient in English and how the time to proficiency varies for different types of students. Linguistic theorists suggest, for instance, that the age at which students begin learning a second language may substantially influence their probability of obtaining proficiency quickly. Using panel data on ELs in New York City public schools, the author examined how long it takes students to become minimally-proficient in English and how the time to and probability of proficiency differs for students by their age of school entry. The results suggest that federal, state, and local policies regarding the testing of ELs in academic English should consider more flexible time limits.

de Jong, E. (2004). After exit: Academic achievement patterns of former English language learners. *Educational Policy Analysis Archives*, 12(50), 1–20. Retrieved from <http://files.eric.ed.gov/fulltext/EJ853517.pdf>

From the ERIC abstract: With few exceptions, accountability systems for programs for English language learners (ELLs) have focused on the achievement patterns of ELLs who are still considered "limited English proficient," and program evaluations have been unable to answer the question of whether ELLs actually catch up with English proficient

peers after attending a bilingual or English as a Second Language (ESL) program. Disaggregating data for former ELLs can provide important information for long-term district and program accountability. The study was concerned with the achievement patterns in English language arts, math, and science of former ELLs who attended a bilingual and an ESL program. It also explored whether length of program participation and grade level exited played a significant role in predicting academic achievement patterns for these exited students.

Dominguez De Ramirez, R., & Shapiro, E. S. (2007). Cross-language relationship between Spanish and English oral reading fluency among Spanish-speaking English language learners in bilingual education classrooms. *Psychology in the Schools*, 44(8), 795–806.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: This study examined whether oral reading fluency in a child's first language (Spanish) as assessed by curriculum-based measurement (CBM) was related to oral reading fluency in a second language (English) and whether Spanish oral reading fluency probes administered in the fall were predictive of English oral reading fluency outcomes for spring of the same academic year. A total of 68 bilingual education students across grades 1 through 5 were assessed in Spanish and English during the fall, winter, and spring. Results showed that reading in Spanish and English across grades and time periods correlated moderately high with the exception of fourth grade. In addition, Spanish oral reading fluency at the beginning of the year significantly predicted English reading outcomes at the end of the year. These findings suggest that CBM can be a valuable tool for evaluating the relationship between oral reading fluency in both the first and second language.

Flores, S. M., Batalova, J., & Fix, M. (2012). *The educational trajectories of English language learners in Texas*. Washington, DC: Migration Policy Institute. Retrieved from <http://www.migrationpolicy.org/pubs/TexasELLs.pdf>

From the ERIC abstract: About 5.3 million English Language Learners (ELLs)—students whose primary language is not English and whose English language skills are not sufficient to keep up with classes conducted only in English—are enrolled in PK–12 public schools across the United States. The number of these students increased dramatically in 10 years, from 3.5 million in the school year 1998/99 to 5.3 million in 2008/09, reflecting broader national demographic and immigration trends. One in nine of today's public school students face the task of learning English. The educational outcomes for these students can either translate into a more productive, multilingual workforce or higher levels of academic failure and dropouts, with the attendant social costs. As the number and share of such students have grown over time, so has public interest and policymakers' attention to their educational outcomes, fueling debate over the most effective methods of language instruction for ELLs. The study concludes that regardless of their ELL status, students from poor families were substantially less likely

to go to college right after graduation from high school. In contrast, dual-credit programs that let students gain both secondary- and postsecondary-level credits at the same time boosted students' chances of enrolling in college.

Gwynne, J., Pareja, A. S., Ehrlich, S. B., & Allensworth, E. (2012). *What matters for staying on-track and graduating in Chicago Public Schools: A focus on English language Learners*. Chicago, IL: The University of Chicago Consortium on Chicago School Research. Retrieved from <http://files.eric.ed.gov/fulltext/ED532513.pdf>

From the ERIC abstract: One out of every seven students in the Chicago Public Schools (CPS) is designated as an English language learner (ELL), and 30 percent of students in the entire district have been designated as ELLs at some point while enrolled in CPS. A growing proportion of ELLs are middle and high school students who have distinctive needs that are often not well met. The academic performance of ELLs in high school reflects their challenges. In general, they have lower grade point averages (GPAs) and earn fewer course credits in core academic subject than non-ELL students. They are also more likely to drop out of high school than their non-ELL peers. This report examines whether ninth-grade course performance indicators are as predictive of graduation for ELLs as for the general population.

Hakuta, K., Butler, Y. G., & Witt, D. (2000). *How long does it take English learners to attain proficiency?* Santa Barbara, CA: University of California University, Linguistic Minority Research Institute. Retrieved from <http://files.eric.ed.gov/fulltext/ED443275.pdf>

From the ERIC abstract: This document discusses research findings related to the question of how long language minority students need special services such as English-as-a-Second-Language (ESL) courses or bilingual education before they develop oral and academic English proficiency. It draws conclusions based on a study of four different school districts. Academic English proficiency refers to the ability to use English in academic contexts, which is particularly important for long-term success in school. The data were used to analyze various forms of English proficiency as a function of length of exposure to English. The clear conclusion emerging from the data is that even in the two California districts that are considered the most successful in teaching English to limited-English-proficient (LEP) students, oral proficiency takes 3 to 5 years to develop and academic English proficiency can take 4 to 7 years. Results suggest that policies that assume rapid acquisition of English and call for sheltered English programs lasting no more than 1 year are wildly unrealistic.

Han, M., Silva, L., & Vukelich, C. (2014). Development of early English language and literacy skills among Spanish-speaking children: Does preschool make a difference? *Early Child Development and Care*, 184(4), 537–552.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: This study examined the early English language and literacy skill development of 179 children from 11 Head Start classrooms who participated in an added focus on language and literacy skill-building supported by Early Reading First program. Of this sample, 118 children were Spanish-speaking English Language Learners (ELL). All children were assessed with a battery of assessments to measure their language and early literacy skills twice each year. Linear growth model analyses show that Spanish-speaking ELLs made significant gains from pre- to post-test after receiving a double dose of an intervention (Head Start and Early Reading First), and there was a significant effect for years enrolled in the program on Spanish-speaking ELLs.

Howard, E. R., Pérez, M. M., August, D. L., Barr, C. D., Kenyon, D., & Malabonga, V. (2014). The importance of SES, home and school language, and literacy practices, and oral vocabulary in bilingual children's English reading development. *Bilingual Research Journal*, 37, 120–141.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: This study explores the role that socioeconomic status (SES), home and school language and literacy practices, and oral vocabulary play in the development of English reading skills in Latino English language learners (ELLs) and how these factors contribute differentially to English reading outcomes for children of different ages and in different settings: 292 Spanish-speaking kindergarteners in mostly English instruction, 85 Spanish-speaking third graders in bilingual instruction, and 70 Spanish-speaking fifth graders in both English and bilingual settings. Data were analyzed using hierarchical regression. Findings indicate that for each sample, English oral vocabulary is a significant predictor of English reading accuracy and comprehension once SES and home and school language and literacy factors have been considered. Beyond oral vocabulary, however, there is considerable variability across samples in the home and school language and literacy variables that are predictive of English reading outcomes. The study points to the importance of looking closely at the texture of children's lives in coming to an understanding of second-language literacy development.

Kieffer, M. J. (2011). Converging trajectories: Reading growth in language minority learners and their classmates, kindergarten to grade 8. *American Educational Research Journal*, 48(5), 1187–1225.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: Using longitudinal data on a nationally representative U.S. cohort, this study examined the roles of language minority (LM) status and English proficiency in English reading growth across the elementary and middle school years.

Piecewise growth modeling was used to compare English reading growth trajectories for native English speakers and LM learners of differing initial English proficiency, with and without controlling for socioeconomic status. LM learners who enter kindergarten fluent in English catch up with native English speakers nationally by first grade and maintain nationally average levels through eighth grade. LM learners with initially limited English proficiency demonstrated English reading trajectories that remain substantially below national averages, but converge with those of their peers from similar socioeconomic backgrounds during middle school.

Lakin, J. M., & Young, J. W. (2013). Evaluating growth for ELL students: Implications for accountability policies. *Educational Measurement: Issues & Practice*, 32(3), 11–26.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the Education Source abstract: In recent years, many states in the United States have introduced growth models as part of their educational accountability systems. Although the validity of growth-based accountability models has been evaluated for the general population, the impact of those models for English language learner (ELL) students, a growing segment of the student population, has not received sufficient attention. We evaluated three commonly used growth models: value tables or transition matrices, projection models, and student growth percentiles (SGP). The value table model identified more ELL students as on track to proficiency, but with lower accuracy for ELL students. The projection and SGP models were more accurate overall, but classified the fewest ELL students as on track and were less likely to identify ELL students who would later be proficient. We found that each model had significant trade-offs in terms of the decisions made for ELL students. These findings should be replicated in additional state contexts and considered in the development of future growth-based accountability policies.

López, F., McEneaney, E., & Nieswandt, M. (2015). American language instruction educational programs and academic achievement of Latino English learners: Considerations for states with changing demographics. *Journal of Education*, 121(3), 417–450.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: Little research currently examines language instruction educational programs (LIEPs) in states with a more recent growth of the Latino English learner population. To meet this need, the authors examined the content each of the state LIEPs, focusing chiefly on the extent to which the types of language support, as well as the stipulations associated with them, are made explicit. Using US Census data from 1970 and 2009, the authors assessed LIEPs in the context of Latino population patterns and examined the relationship between the degree to which state LIEPs

emphasize bilingual education and fourth-grade Latino English learners' achievement patterns in reading, mathematics, and science achievement on the 2009 National Assessment of Educational Progress (NAEP) for all 50 US states and the District of Columbia. Latino English learners in states with a higher proportion of Latinos tend to have higher achievement outcomes when policies emphasize bilingual education, but these states also have a longer history of Latino presence. Implications for high-growth states are discussed.

Lopez, M. G., & Tashakkori, A. (2006). Differential outcomes of two bilingual education programs on English language learners. *Bilingual Research Journal*, 30(1), 123–145.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: This study investigated the effects of two types of bilingual programs (two-way and transitional) on the academic performance and attitudes of fifth-grade students who entered kindergarten or first grade with different levels of English proficiency. A mixed methods design with both quantitative and qualitative data collection and analyses phases was employed. Quantitative data analyses indicated no significant differences in standardized measures of English achievement, although significant differences were found in other measures, including measures of oral language acquisition in English, Spanish-reading ability, students' attitudes, and perceived levels of proficiency in English and Spanish. Qualitative data analysis indicated that the students in two-way bilingual education programs were more likely to express positive attitudes towards bilingualism. Based on the mixed data, it is concluded that despite some similarity in the effects, each of the bilingual programs also has unique effects. Policy decisions should be made on the basis of relative importance, value, and the costs of these unique advantages and disadvantages.

MacSwan, J., & Pray, L. (2005). Learning English bilingually: Age of onset of exposure and rate of acquisition among English language learners in a bilingual education program. *Bilingual Research Journal*, 29(3), 653–678.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: This article asks whether children enrolled in a bilingual education program learn English in a reasonable amount of time, and whether older children learn English faster than younger children. Children were found to achieve parity with native English speakers in a range of 1 to 6.5 years and in an average of 3.31 years on measures of English language. Indirect comparisons with other data suggest that children in bilingual education programs learn English as fast as or faster than children in all-English programs, and an ANOVA analysis indicates that older school-age children in the sample learn English faster than younger children. The

evidence supports the underlying rationale of bilingual education programs; in addition, the authors argue that English-only programs may inhibit successful learning of academic subject matter.

Muyskens, Paul; Betts, Joseph; Lau, Matthew Y. (2009). Predictive validity of curriculum-based measures in the reading assessment of students who are English language learners. *California School Psychologist*, 14, 11–21. Retrieved from <http://files.eric.ed.gov/fulltext/EJ878357.pdf>

From the ERIC abstract: The inclusion of English Language Learners as a subgroup in the No Child Left Behind legislation has leant additional importance to the need for valid and efficient measures of reading for students whose first language is not English. This study examines the use of curriculum-based measurement (CBM) reading fluency as a predictor of later reading performance on state accountability tests for fifth grade ELL students. The findings of this study indicate that CBM is a significant predictor of later performance on tests for accountability for ELL students as a whole, and for the individual language groups of Spanish, Hmong, and Somali. Implications for these findings are discussed.

Owens, A. (2010). *In the aftermath of Question 2: Students with limited English proficiency in Massachusetts*. Boston, MA: Massachusetts Office for Refugees and Immigrants. Retrieved from <http://www.doe.mass.edu/research/reports/2010/06ori.pdf>

From the publication's summary: In November 2002, Massachusetts voters approved Question 2, a ballot initiative to replace transitional bilingual education (TBE) with sheltered English immersion (SEI)—an instructional model that teaches students with limited English proficiency all academic content in English. The mandate became fully effective in the fall of academic year 2003-04. Although its implementation has varied somewhat across the state, the majority of limited English-proficient students (LEP) in Massachusetts are now enrolled in SEI programs. Still, to date there has been no comprehensive statewide assessment of the effects of this policy change on students' engagement outcomes and academic performance. This report seeks to fill a part of this knowledge gap. Its primary research objective is to identify how many students in the state are assessed as LEP and are thus subject to such policy changes, who they are, and how they have fared at school relative to their English-proficient classmates. To the extent that data availability allows, the report also seeks to evaluate how Question 2 has influenced LEP students' school engagement and academic performance.

Padilla, A. M., & Gonzalez, R. (2001). Academic performance of immigrant and U.S.-born Mexican heritage students: Effects of schooling in Mexico and bilingual/English language instruction. *American Educational Research Journal*, 38(3), 727–742.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the PsycINFO abstract: This study examined generation differences in achievement among 2,167 high school students who identified themselves as Mexican or Mexican American, reported whether they were born in the U.S. or outside the U.S., and reported being in the general or academic track. Based on student self-reported grade point average, immigrant students in general-track and college preparatory courses reported higher grades than 3rd-generation students. However, regardless of place of birth, general-track and college-track students who received some schooling in Mexico reported higher grades than students with no schooling in Mexico. Finally, regardless of immigrant status, college-track students who received some English as a Second Language (ESL)/bilingual education reported higher grades than students who had not received any 2nd language instruction. These findings support the paradoxical findings on generation differences that show that immigrants perform better academically than U.S.-born Mexican heritage students. However, these findings demonstrate that immigrant status alone does not lead to higher grades; rather, prior school history in Mexico, academic track, and bilingual/ESL assistance are all important in understanding the generation difference effect.

Paez, M. (2009). Predictors of English-language proficiency among immigrant youth. *Bilingual Research Journal*, 32(2), 168–187.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: This article describes the language skills and factors that predict English-language proficiency for a sample of 209 students ages 10 to 16 from three immigrant groups--Chinese, Dominican, and Haitian. Sources of data included structured student interviews, parent interviews, and individual language assessments. On average, students' English-language proficiency was far below their age and grade level with only 15 students scoring average or above average for their age. Significant differences were found among the groups. Demographic and language factors were found to predict students' language skills with differential effects across groups. Implications for the learning and education of these students are discussed.

Parker, C. E., Louie, J., & O'Dwyer, L. (2009). *New measures of English language proficiency and their relationship to performance on large-scale content assessments*. (Issues & Answers, REL 2009-No. 066). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northeast and Islands. Retrieved from <http://files.eric.ed.gov/fulltext/ED504060.pdf>

From the ERIC abstract: Using assessment results for 5th and 8th grade English language learner students in New Hampshire, Rhode Island, and Vermont, the report finds that the English language domains of reading and writing (as measured by a proficiency assessment) are significant predictors of performance on reading, writing, and mathematics assessments and that the domains of reading and writing (literacy skills) are more closely associated with performance than are the English language

domains of speaking and listening (oral skills).

Reynolds, A. J., Chen, C. C., & Hebers, J. E. (2009). *School mobility and educational success: A research synthesis and evidence on prevention*. Paper commissioned by the National Academy of Sciences Committee on the Impact and Change in the Lives of Young Children, Schools, and Neighborhoods, Washington, DC, June 29–30. Retrieved from <http://iom.nationalacademies.org/~media/Files/ActivityFiles/Children/ChildMobility/ReynoldsChenandHerbers.pdf>

From the publication's abstract: This report assessed the effects of school mobility on achievement and dropout in 16 studies from 1990-2008 that included pre-mobility achievement. Thirteen of the studies found that mobility from kindergarten to high school was independently associated with outcomes. Findings indicated that children who moved 3 or more times had rates of school dropout that were nearly one-third of a standard deviation higher than those who were school stable net of prior achievement other factors. Frequent mobility was also associated with significantly lower reading and math achievement by up to a third of a standard deviation. In marginal effects, each additional move was associated with a reduction in reading and math achievement of about one tenth of a standard deviation. Further analysis of one of the included studies—the Chicago Longitudinal Study—that controlled for residential moves and school factors in an urban context revealed that students who move frequently or beyond third grade experience the most detrimental effects. Evidence also is presented that mobility contributes indirectly to school performance and later well-being. The child-parent-center preventive intervention is illustrated to show the benefits of preschool-to-third-grade approaches to reducing the prevalence of mobility.

Richardson, R. D., Hawken, L. S., Kircher, J. (2012). Bias using maze to predict high-stakes test performance among Hispanic and Spanish-speaking students. *Assessment for Effective Intervention*, 37(3), 159–170.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: Universal screening using curriculum-based measures allows educators to detect students who may be in need of instructional interventions. Curriculum-based measures, such as oral reading fluency and Maze, are effective at accurately and efficiently identifying reading proficiency levels for overall school populations. Nevertheless, little is currently known about whether these measures are equally predictive for the diverse populations of students in schools. The current study examined whether Maze has prediction bias for Hispanic students and for students who primarily speak Spanish at home. Slope and intercept bias were examined using hierarchical linear modeling techniques. Intercept bias was found; however, effects were small. Maze underpredicted scores on a high-stakes state language arts test for both Spanish-speaking and Hispanic students, compared to their English-speaking and Caucasian counterparts. Maze was a strong predictor of the state outcome measure and should not be ruled out as a potential universal screening measure. Implications are

discussed along with suggestions for future research.

Rios-Aguilar, C., González-Canché, M. S., & Sabetghadam, S. (2012). Evaluating the impact of restrictive language policies: The Arizona 4-hour English language development block. *Language Policy, 11*, 47–80.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: Approximately five million English Language Learners (ELLs) attend public schools in the United States. Because the majority of ELLs tend to live in immigrant families, schools become the means to provide ELLs with the English skills necessary to be competent in school and in life. Federal and state policies regarding instructional arrangements for ELLs have been passed ignoring existing research. After years of intense litigation, the state of Arizona passed a highly restrictive language policy—the 4-hour English language development (ELD) block. Its supporters claimed that it is superior to other forms of instructional arrangements. To back up this claim, existing analyses have relied on techniques that have failed to account for individual and within school variation. Using longitudinal academic achievement data, we rely on a difference-in-differences approach to reduce bias in the estimation of the causal effect of 4-hour ELD block on ELL students' academic achievement (as measured by AIMS and TerraNova test scores). We consistently found that the 4-hour ELD block does "not" contribute to increase ELL students' academic achievement; ELLs who participated in mainstream classrooms and in other instructional arrangements have higher academic achievement compared to ELLs who participated in the 4-hour ELD block. Given this evidence, it is clear that this highly restrictive language policy does not meet the language and academic needs of ELLs. Instead, this policy results in more segregation and inequities.

Rumberger, R. W., & Tran, L. (2006). Preschool participation and the cognitive and social development of language-minority students. *CSE Technical Report 674, UC LMRI Technical Report*. Los Angeles, CA: Center for the Study of Evaluation. Retrieved from <http://files.eric.ed.gov/fulltext/ED492888.pdf>

From the ERIC abstract: This study examined participation in preschool and its relationship with the cognitive and social development of language-minority students. Although there is a large body of research that demonstrates the cognitive and social benefits of attending preschool (Barnett, 1995; Gorey, 2001; National Research Council, Committee on Early Childhood Pedagogy, 2000; Vandell, 2004), very little of this research has included language-minority students, or at least those who do not speak English. Either non-English-speaking families are not included in the design of the study, such as with the widely cited National Institute for Child Health and Development (NICHD) Early Child Care Study, or the studies are based on cognitive and social assessments that are only conducted in English (e.g., Magnuson, Meyers, Ruhm, & Waldfogel, 2004). Consequently, little is known about participation in and outcomes of preschool for the growing population of language-minority students. The following are

appended: (1) Methodology and (2) Standard Errors.

Scheffel, D., Lefly, D., & Houser, J. (2012). The predictive utility of DIBELS Reading Assessment for reading comprehension among third grade English language learners and English speaking children. *Reading Improvement, 49*(3), 75–92.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: The study addresses the extent to which subtests on the Dynamic Indicators of Basic Early Literacy Skills Reading Assessment predict student success on a measure of reading comprehension and if prediction is consistent for native and second English Language Learners. 2,649 elementary students were assessed on a reading comprehension measure, of which 29.7 percent were English Language Learners. Descriptive and analytic statistics were generated including bivariate correlation analysis split by language proficiency. Critical measures and suggested cutoff values were evaluated for predictive utility by visualization of Receiver Operating Characteristic (ROC) curves and comparison of the area-under-the-curve (AUC) values. DIBELS better predicts children who are at "low risk" than those "at risk;" however, DIBELS correctly classifies children "at risk" better for ELL than non-ELL students in third grade.

Slama, R. (2014). Investigating whether and when English learners are reclassified into mainstream classrooms in the United States: A discrete-time survival analysis. *American Educational Research Journal, 51*(2), 220–252.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: Using eight waves of longitudinal data on a statewide kindergarten cohort of English learners (ELs), I examined ELs' tenure in language-learning programs and their academic performance following reclassification as fluent English proficient. I employed discrete-time survival analysis to estimate the average time to and grade of reclassification with and without controlling for socioeconomic status and home language. The average EL exited 3 years after school entry or in second grade; however, the odds that a non-Spanish-speaking EL was reclassified were nearly twice that of their Spanish-speaking EL classmates after controlling for income. Despite reclassification in the early elementary grades, large percentages of the kindergarten cohort experienced later academic difficulties and 22 percent of the sample was retained in grade.

Umansky, I. M., & Reardon, S. F. (2014). Reclassification patterns among Latino English learner students in bilingual, dual immersion and English immersion classrooms. *American Educational Research Journal, 51*(5), 879–912.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the publisher's abstract: Schools are under increasing pressure to reclassify their English learner (EL) students to “fluent English proficient” status as quickly as possible. This article examines timing to reclassification among Latino ELs in four distinct linguistic instructional environments: English immersion, transitional bilingual, maintenance bilingual, and dual immersion. Using hazard analysis and 12 years of data from a large school district, the study investigates whether reclassification timing, patterns, or barriers differ by linguistic program. We find that Latino EL students enrolled in two-language programs are reclassified at a slower pace in elementary school but have higher overall reclassification, English proficiency, and academic threshold passage by the end of high school. We discuss the implications of these findings for accountability policies and educational opportunities in EL programs.

Vanderwood, M. L., Tung, C. Y., & Checca, C. J. (2014). Predictive validity and accuracy of oral Reading fluency for English learners. *Journal of Psychoeducational Assessment*, 32(3), 249–258.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: The predictive validity and accuracy of an oral reading fluency (ORF) measure for a statewide assessment in English language arts was examined for second-grade native English speakers and English learners (ELs) with varying levels of English proficiency. In addition to comparing ELs with native English speakers, the impact of English proficiency was examined among ELs. The results suggest that the predictive validity of ORF is stronger for native English speakers than for ELs. ORF scores for ELs with intermediate English proficiency were less correlated to the state assessment than for other EL subgroups. Similarly, the predictive accuracy of ORF was found to vary by English proficiency. Results suggest that ELs should not be treated as a homogeneous group and that cut scores should be used with caution

Winsler, A., Kim, Y. K., & Richard, E. R. (2014). Socio-emotional skills, behavior problems, and Spanish competence predict the acquisition of English among English language learners in poverty. *Developmental Psychology*, 50(9), 2242–2254.

Although we typically limit our referrals to publicly available resources, based upon the abstract, we determined that this resource may be of interest to you. It may be found through university or public library systems.

From the ERIC abstract: This article analyzes the role that individual differences in children's cognitive, Spanish competence, and socio-emotional and behavioral skills play in predicting the concurrent and longitudinal acquisition of English among a large sample of ethnically diverse, low-income, Hispanic preschool children. Participants

assessed at age 4 for language, cognitive, socio-emotional, and behavioral skills were followed through kindergarten. Multivariate analyses demonstrated that Spanish-speaking preschoolers with greater initiative, self-control, and attachment and fewer behavior problems at age 4 were more successful in obtaining English proficiency by the end of kindergarten compared to those initially weaker in these skills, even after controlling for cognitive/language skills and demographic variables. Also, greater facility in Spanish at age 4 predicted the attainment of English proficiency.

METHODS

Search of Databases and Websites

- [Institute of Education Sciences \(IES\) website](http://www.ies.ed.gov) (<http://www.ies.ed.gov>)
- [ERIC database](http://www.eric.ed.gov) (www.eric.ed.gov)
- EBSCO's Academic Search Elite database
- EBSCO's Education Source database
- EBSCO's PsycINFO database
- [Google Scholar](http://scholar.google.com) (scholar.google.com)

Keywords and Search Strings Used in the Searches

(English learners OR English language Learners OR ELLs OR limited English speaking OR English [second language]) AND (outcomes of education OR measure OR measurement OR expectation OR desired outcome OR program effectiveness OR prediction OR prediction models OR track OR tracking OR track system [education] OR educational indicators OR scoring rubrics OR alternate assessment OR performance based assessment).

Criteria for Inclusion

REL Southwest selected resources that provide research on indicators that predict if English learners (ELs) are off track as they progress through grades 1-12 and desired outcomes and measures for ELs in these grades. When REL Southwest staff reviewed the resources, we considered, among other things, three factors:

1. **Date of Publication:** The most current information (primarily published from 2005 to the present) is included.
2. **Source and Funder of the Report/Brief/Article:** Priority was given to publications written in relevant, peer-reviewed journals or reports or produced by well-known research organizations.
3. **Methodology:** Sources include literature reviews and commissioned reports.

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