



ALBUQUERQUE  
PUBLIC SCHOOLS

# **Alternative Language Services Associated with Academic Success of English Learners: Results from a Five-year Study**

Council of the Great City Schools

Annual Fall Conference

Tampa 2010

River Dunavin

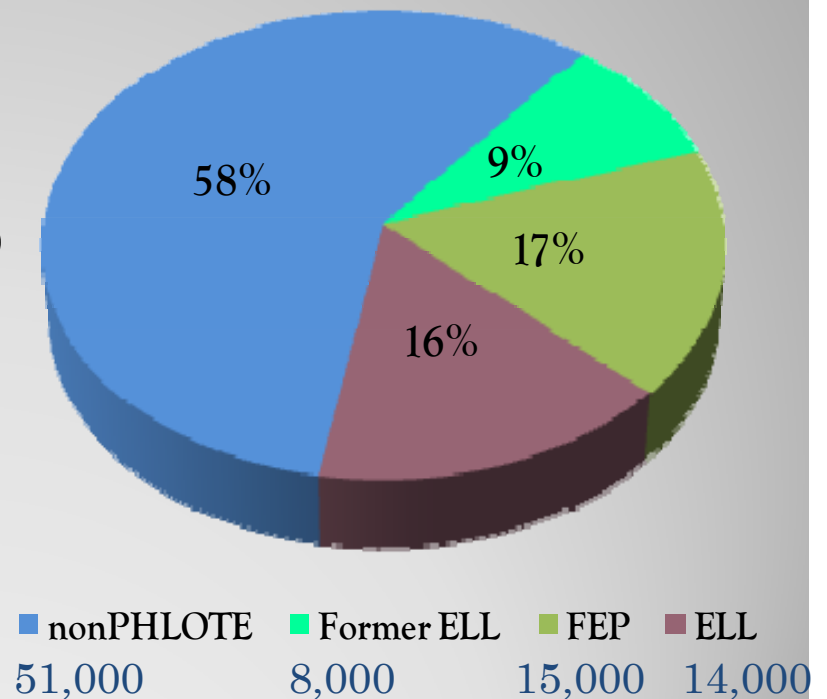
Rose-Ann McKernan

Albuquerque Public Schools



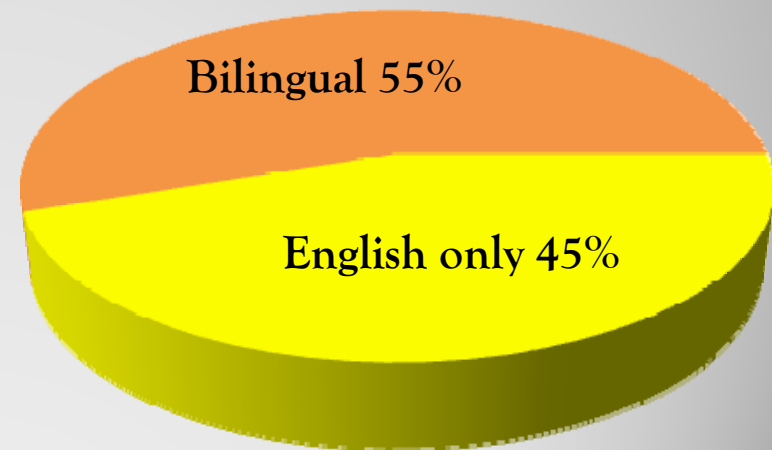
# Albuquerque Public Schools 2005-09

- 88,000 urban/rural students
- 89 elementary, 27 middle, 13 high schools
- 37,000 PHLOTE, 42%
- 51,000 non-PHLOTE, 58% (Primary home language English)



# Alternative Language Services

- 14,000 ELL students served
  - 7,700 Bilingual model
    - Two-way bilingual education (TWBE - dual language)
    - Maintenance bilingual education (MBE)
  - 6,300 English only model
    - English as a second language (ESL)
    - English language development (ELD)



# Albuquerque Public Schools

- 1999 federal court ordered new APS plan to educate ELL students
- Maximize bilingual classrooms
- Staff with bilingual endorsed teachers
- Monitor alternative language services (ALS)
- Begin annual reporting in 2000

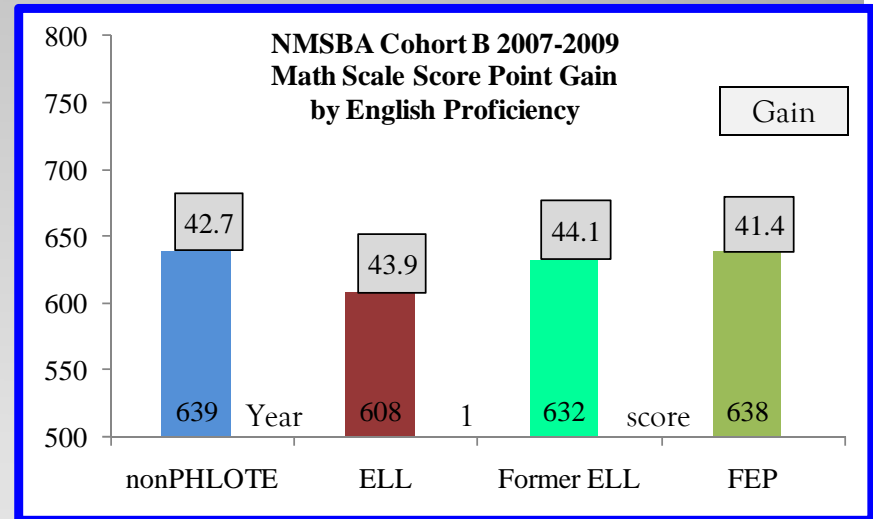
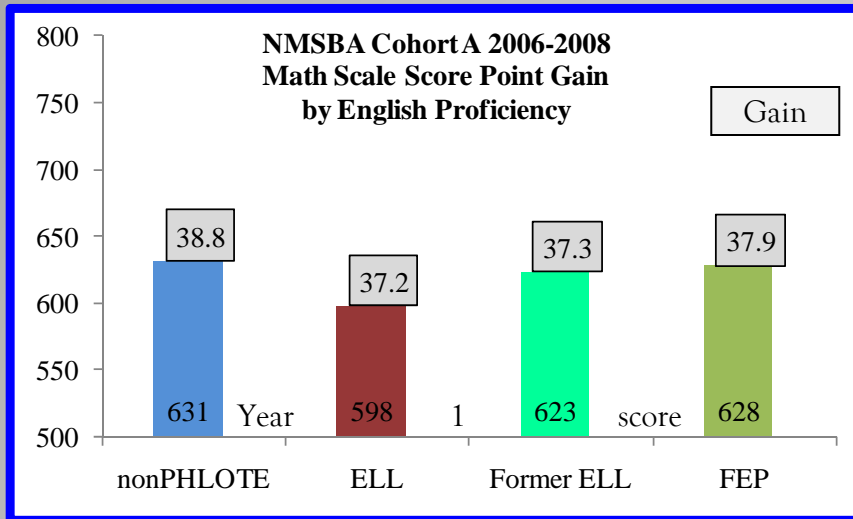
# Longitudinal Study

- Does academic performance differ for non-PHLOTE vs Former ELL?
- Does academic performance of ELLs differ in English vs Bilingual ALS models?
- Does ALS model impact English proficiency?

# Longitudinal Study

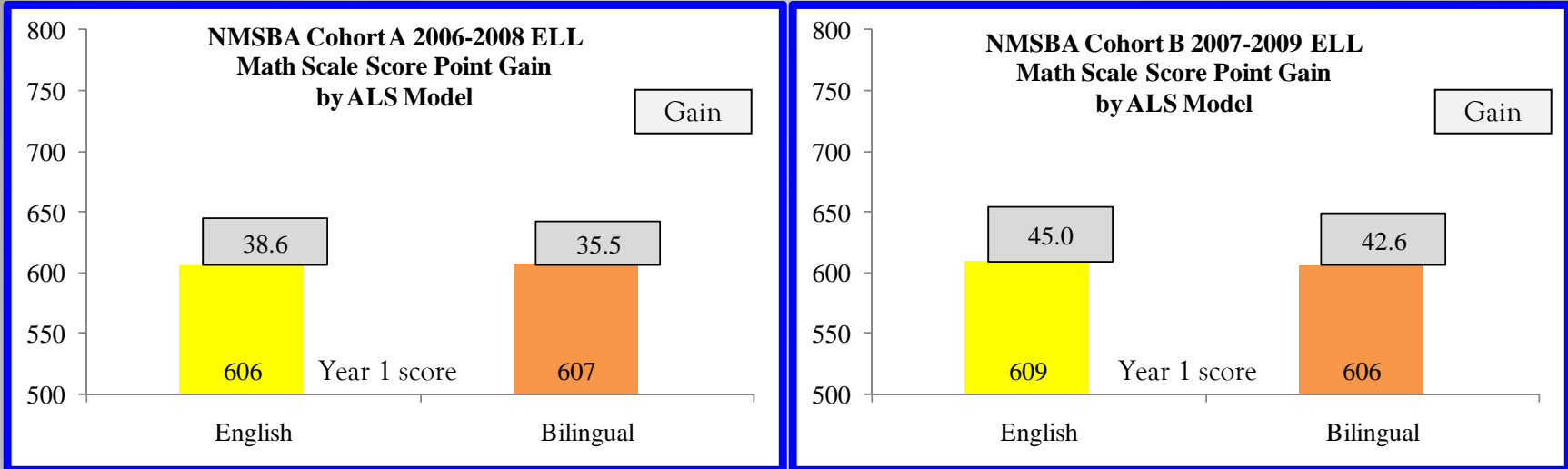
- New Mexico Math and Reading Standards-based Assessments
- 3-year Cohort A 2006-2008
  - Grades 3, 4, 5, 6 in 2006
- 3-year Cohort B 2007-2009
  - Grades 3, 4, 5, 6 in 2007

# Grades 3-8 Cohorts SBA Math



- No meaningful difference in SBA Math gains between non-PHLOTE and Former ELL

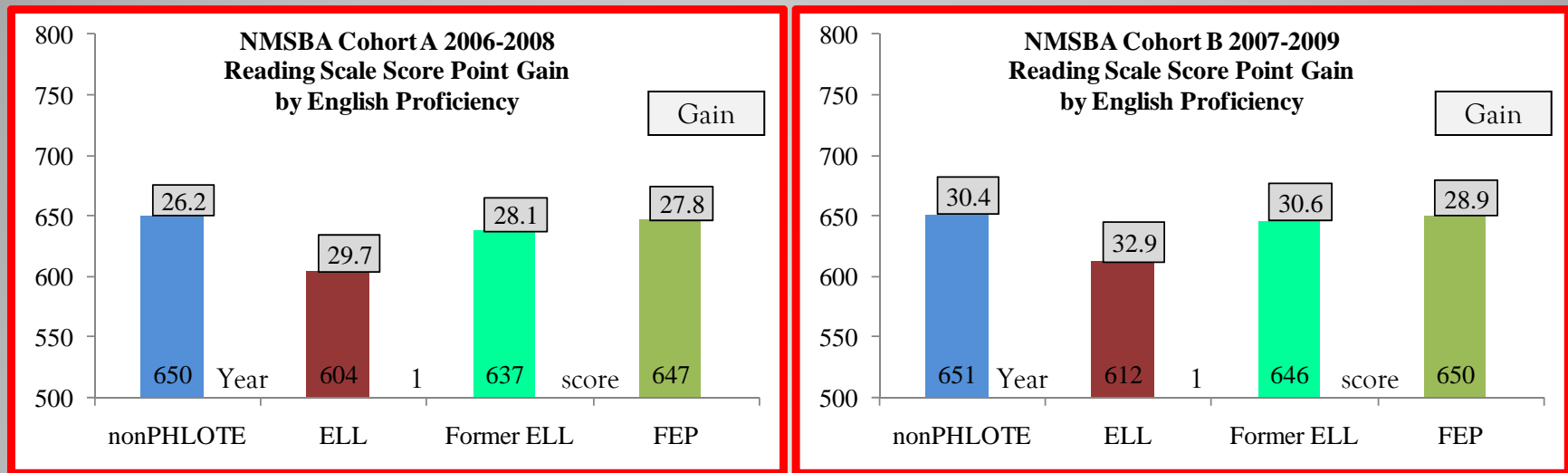
# Grades 3-8 Cohorts SBA Math



- Slight advantage in SBA Math gains English over Bilingual ALS models

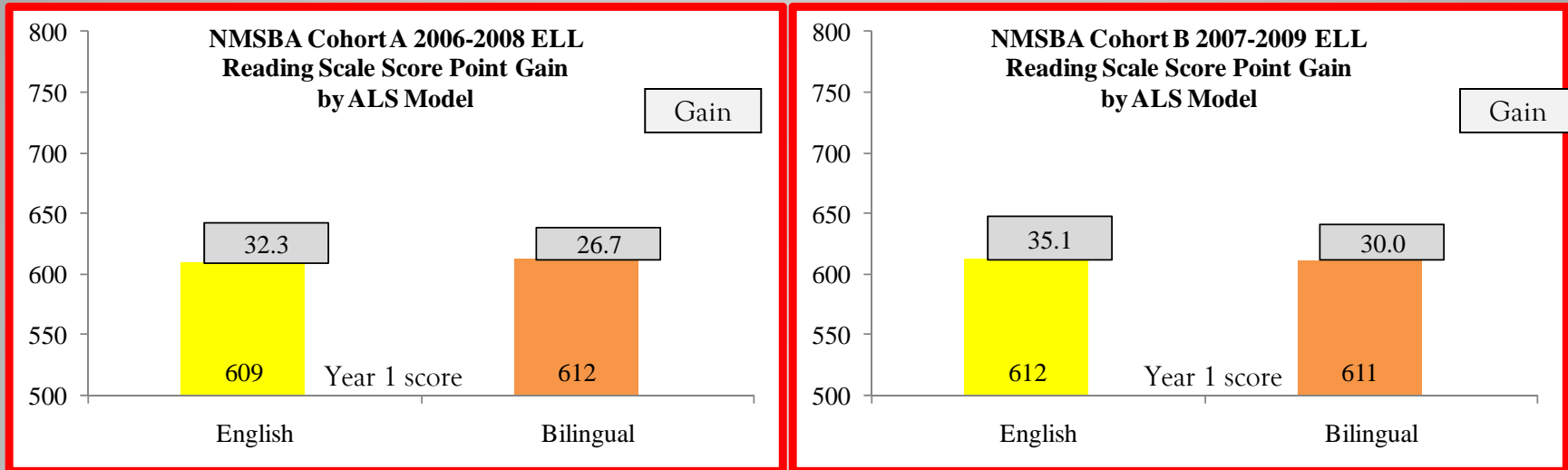


# Grades 3-8 Cohorts SBA Reading



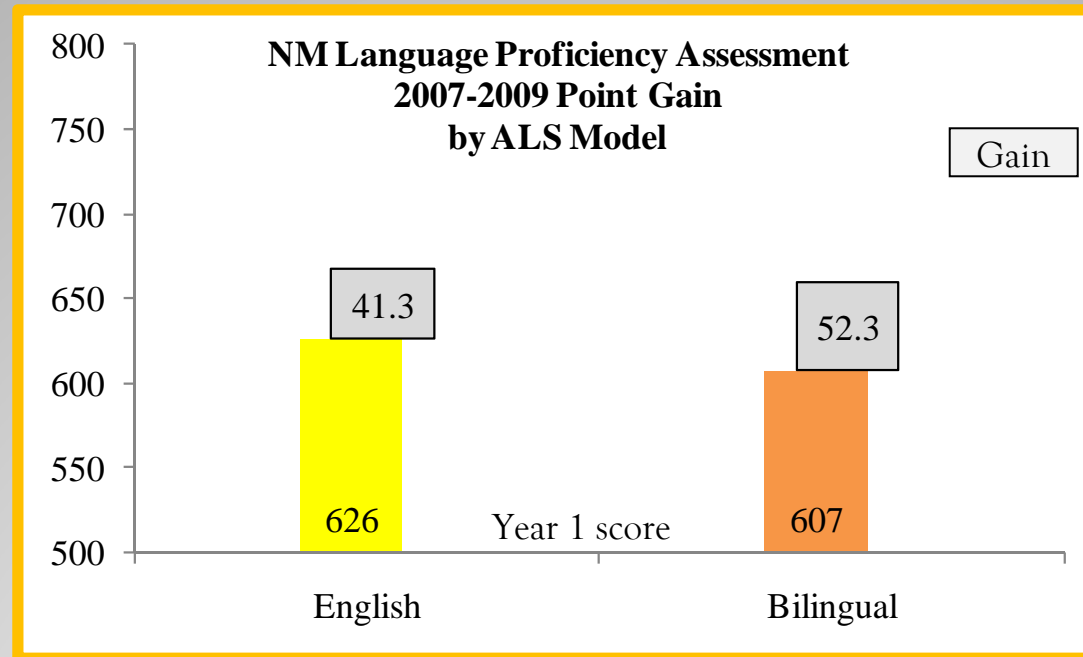
- No meaningful difference in SBA Reading gains between non-PHLOTE and Former ELL

# Grades 3-8 Cohorts SBA Reading



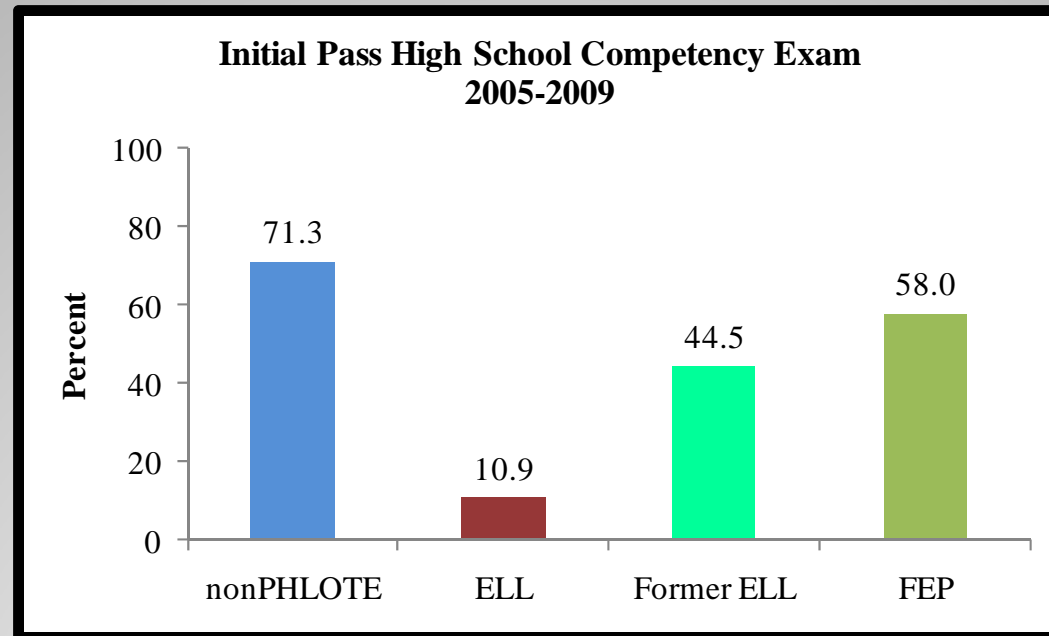
- Slight advantage in Reading gains English over Bilingual ALS models

# ELL Language Proficiency Gain 2007-09



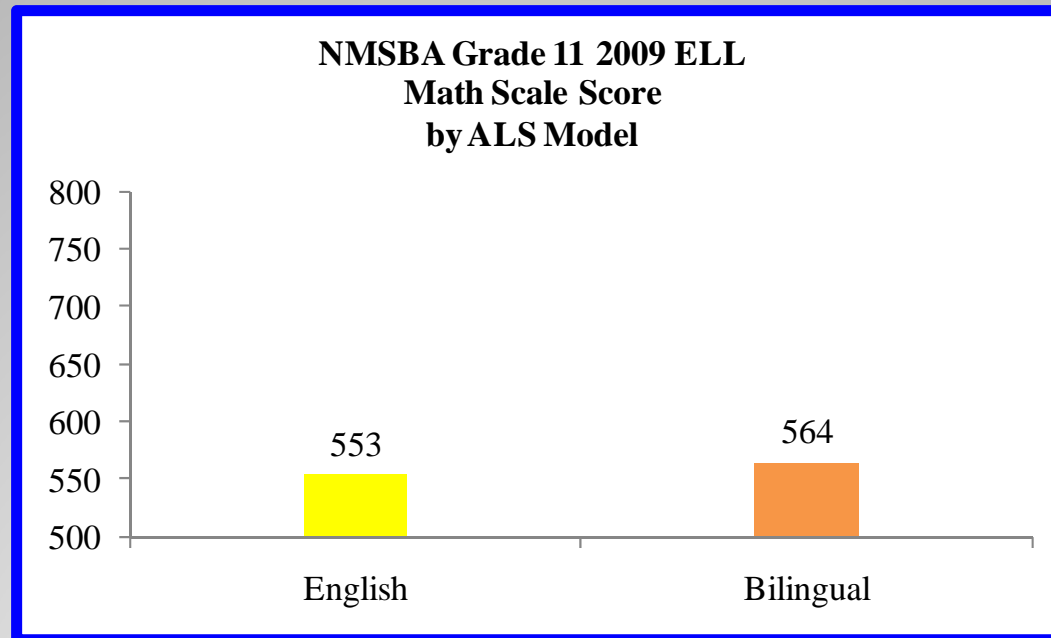
- Slight difference in ELL English language proficiency gains between ALS models
  - ALS model explains 2% of gain variance (adj.  $R^2 = .019$ )
  - Adding initial score explains 39% (adj.  $R^2 = .394$ )
    - Initial score uniquely explains 37% of  $R^2$

# 10<sup>th</sup> Grade High School Competency



- 5-year average found former ELL substantially different than non-PHLOTE passing all subjects on the initial 10<sup>th</sup> grade exam

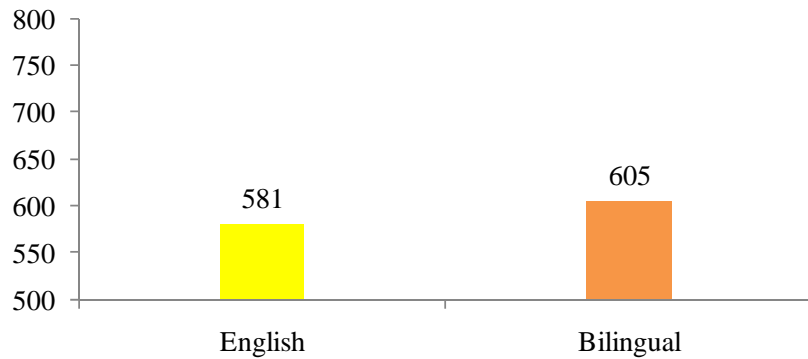
# 11<sup>th</sup> Grade SBA Math 2009



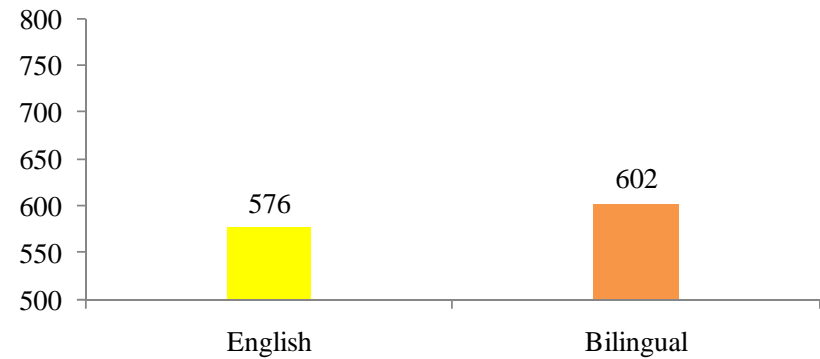
- 11<sup>th</sup> grade ELLs in Bilingual programs performed better in Math

# 11<sup>th</sup> Grade SBA Reading 2008 & 2009

NMSBA Grade 11 2008 ELL  
Reading Scale Score  
by ALS Model

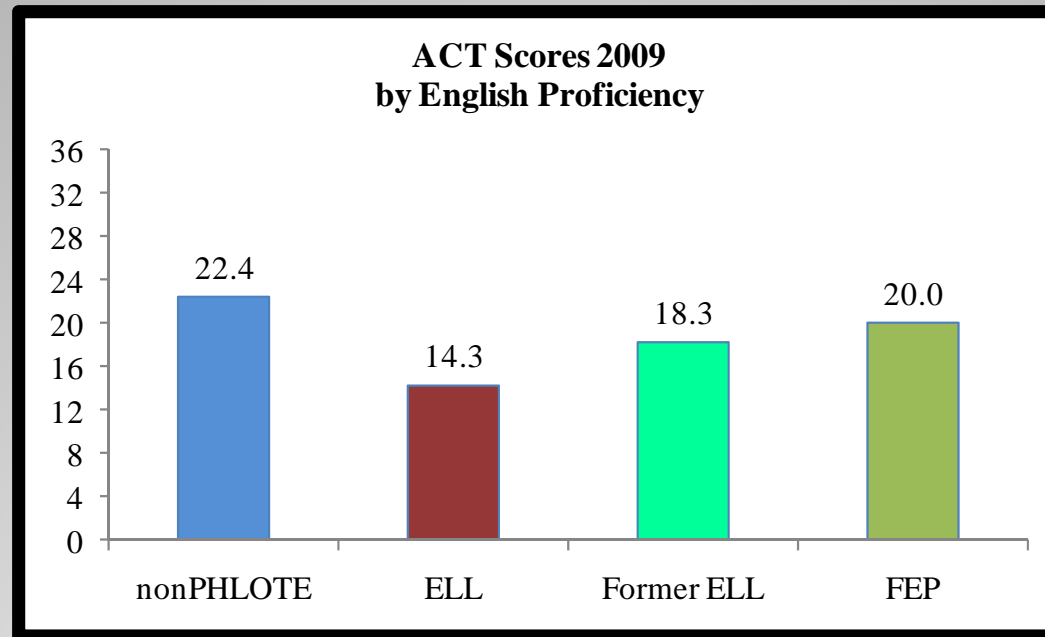


NMSBA Grade 11 2009 ELL  
Reading Scale Score  
by ALS Model



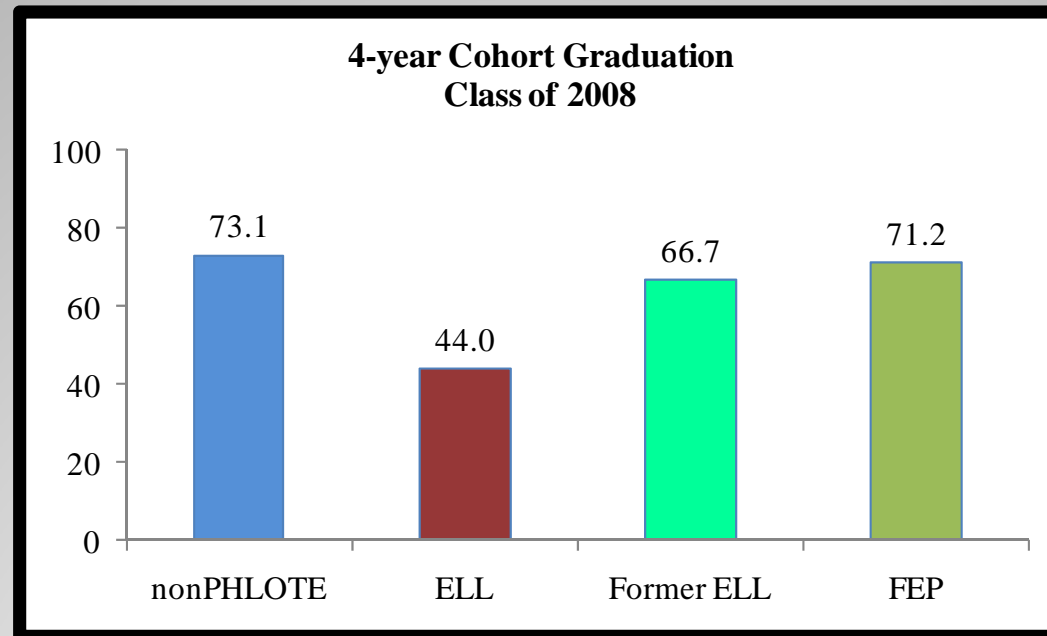
- 11<sup>th</sup> grade ELLs in Bilingual programs performed better in Reading

# 12<sup>th</sup> Grade ACT Scores



- Each group was different from the others in 2009.
  - Small effect size, eta square ( $\eta^2$ ) = .143

# 4-year Cohort Graduation



- Class of 2008 non-PHLOTE students were more likely to graduate in 4 years than former ELL peers



# Conclusions

- Does non-PHLOTE vs Former ELL academic performance differ?
  - No meaningful differences grades 3-8
  - Non-PHLOTE better on ACT & 4-year graduation
- Does academic performance of ELLS differ in English vs Bilingual ALS Models?
  - Slight advantage for English model grades 3-8
- Does ALS model impact English proficiency?
  - No meaningful difference in grades 3-8
  - Bilingual model may benefit high school



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