

English Learners in CPS:

An Exploration of the Influence of Preschool and Early Grade Years

Funding for this research comes from the McCormick Foundation. Thank you to the Latino Policy Forum for their collaboration on this work.

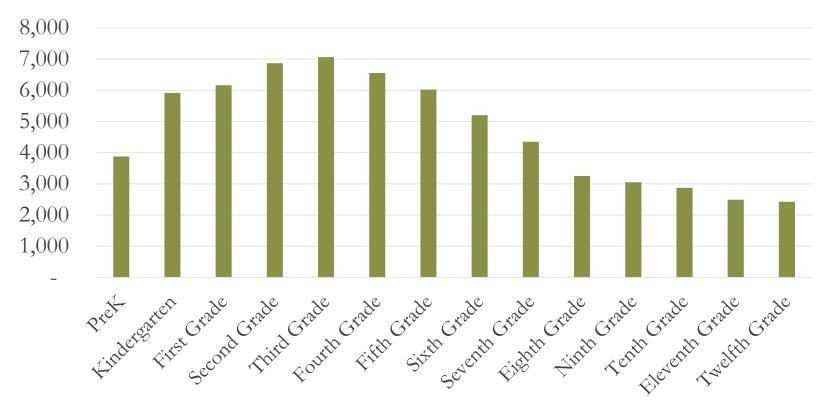
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October 5, 2021

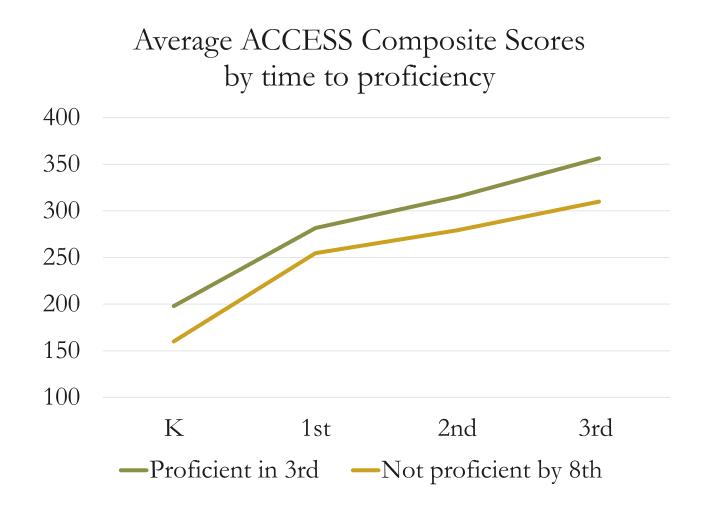
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The majority of active ELs in CPS are concentrated in the early grades

Number of active EL students in 2019-20



Our prior study shows that differences were apparent early on between ELs who did and did not reach English proficiency in elementary grades





Study main questions

- What are the factors associated with stronger outcomes for ELs in pre-k and the early grades?
- To what extent can schools identify ELs who would benefit from additional support?

Only focusing on ELs in this study



A large number of ELs in CPS were native Spanish speakers, most eligible for free or reduce-price lunch

	CPS <u>Pre-K</u> ELs in our sample	CPS <u>K-3</u> ELs in our sample
Number	14,058	16,651
Male	53%	52%
Spanish Speakers	85%	85%
Eligible for Free or Reduced- Price Lunch	92%	93%
Had an Identified Disability	17%	12%



Factors associated with stronger outcomes for ELs in pre-k and the early grades

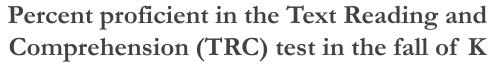
Finding 1:

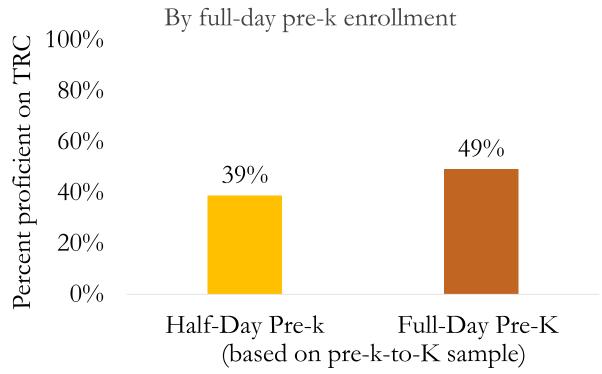
Enrollment in preschool, especially full-day programs, was associated with stronger learning outcomes and attendance for English Learners





Attending a full-day classroom was beneficial for ELs' development of English and early reading skills





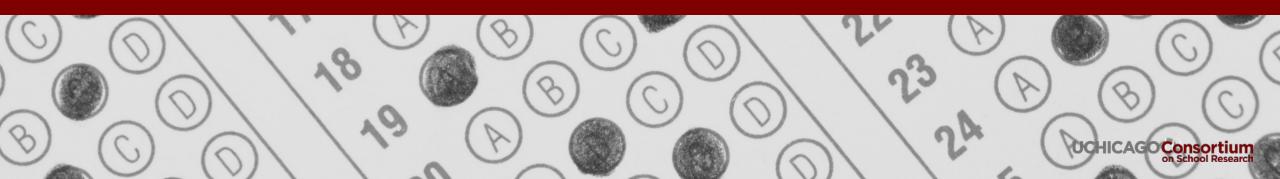
Even after four years in elementary schools, the differences associated with attending a CPS pre-k school were evident

Compared to their EL peers who did not enroll in a CPS pre-k, third-grade ELs who enrolled in a CPS pre-k had:

- higher attendance,
- slightly higher reading and math GPAs,
- higher scores in NWEA math tests,
- and were more likely to demonstrate English proficiency in ACCESS by third grade.

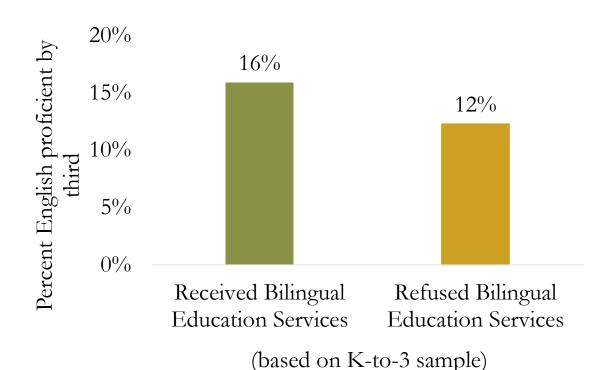


In the long run, students who received bilingual services had stronger attendance and academic outcomes



Although in K, ELs who received bilingual services had lower English proficiency scores, by the third grade they were more likely to demonstrate English proficiency

Percent of ELs demonstrating English Proficiency by 3rd grade
By refusal of bilingual services





Receiving bilingual services was also associated with differences in other outcomes, not just developing English skills

- Compared to their EL peers who refused bilingual services, those who received services:
 - had higher attendance across all grades (pre-k, K and third grade),
 - higher math and reading standardized test scores in third grade, and
 - higher grades in their third grade classes.

Identifying English Learners who would benefit from additional support



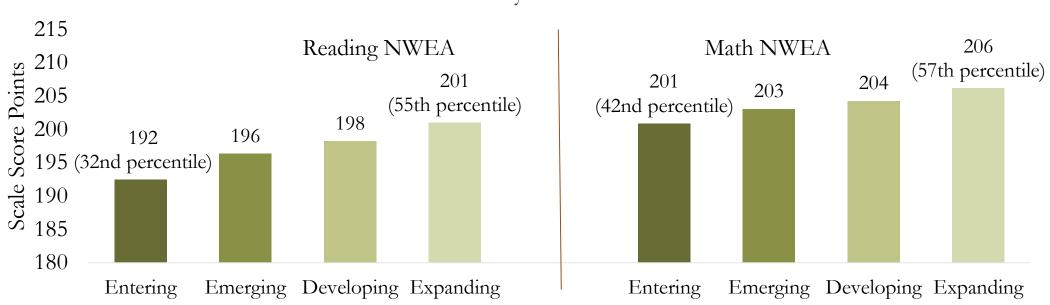
Finding 3:

English language proficiency screener tests were predictive of future outcomes; ELs with low levels of English proficiency tended to have lower grades and test score performance

Scores on K screener test were associated with reading and math scores in third grade, commonly administered in English



By K screener



English Proficiency Levels from the Model K Screener (based on the *K-to-3 sample*)



Scores on pre-k
and K screener
tests were also
associated with
other outcomes

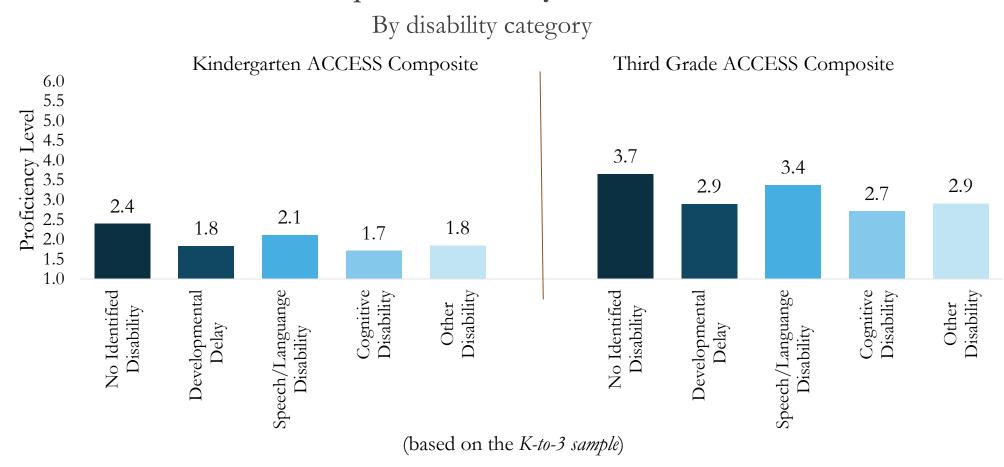
- ELs who entered school farther along in their English development:
 - Scored higher on the ACCESS test by the end of third grade, especially in listening and reading domains,
 - had higher reading and math grades in third grade.

Finding 4:

English learners with identified disabilities had lower attendance and a harder time acquiring English skills

ELs with identified disabilities made progress towards acquiring English skills but at a slower pace

ACCESS Composite Proficiency Levels in K and 3rd



Summing Up

What are the factors associated with stronger outcomes for ELs in pre-k and the early grades?

- Exposure to pre-k, especially full-day pre-k
- Receiving Bilingual Education Services

To what extent can schools identify ELs who would benefit from additional support?

- Use screener data to support students with low initial English proficiency levels
- Students with identified disabilities



UCHICAGO Consortium on School Research

RESEARCH REPORT SEPTEMBER 2021

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