**ERDC Data Request Form**

*To be completed by data requester*

This data request form is for data requests to ERDC that involve redisclosure of identifiable data to the requester. This includes data with no direct identifiers, but which still includes indirect identifiers (such as demographic and geographic variables), as well as unredacted aggregate data that includes small cell counts. This form should be completed for new data requests, and also to receive a refresh or additional data related to a prior data request.

**1. Contact Information**

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**2. Basic Information**

Project Title: Postsecondary preparedness among Washington’s English learner students

Abstract: In 2014, the Washington Legislature set a statewide goal for at least 70 percent of adults to have a postsecondary credential by 2023 (Washington Student Achievement Council). To inform this goal, the proposed study will examine how English learner students' entry into and duration in secondary school EL programs are related to postsecondary ESL and developmental course-taking patterns.

Study Questions: 1. How do English as a Second Language (ESL) and developmental English and math course enrollment rates vary among students who completed high school in 2015 and 2016 in Washington and enrolled in a Washington public postsecondary institution within two years? a. How does this vary by English learner status, between students who were never-English learners, long-term English learners, newcomer English learners, and former English learners? 2. Which student, secondary school, and college factors predict ESL and developmental English and math course enrollment among students who completed high school in 2015 and 2016 in Washington and enrolled in a Washington public postsecondary institution within two years? a. Do predictors vary by English learner status, between students who were never-English learners, long-term English learners, newcomer English learners, and former English learners? b. Among English learner students, do grade level of English learner program entrance or duration of English learner program participation predict ESL or developmental education course-taking?

Study Purpose / Rationale: To investigate progress toward Washington state’s postsecondary credential goal, we explore the college readiness and postsecondary enrollment of students who speak a primary language other than English. In 2016/17, there were 134,014 English learner students in Washington state and an additional 29,588 students who had exited the English learner program within the past two years (Office of Superintendent of Public Instruction, 2018). Collectively, these students make up 15 percent of the state’s total K–12 enrollment. The proposed study seeks to fulfill a long-standing request from stakeholders who seek to better understand the postsecondary transition of English learner students in Washington. Recent policy efforts related to English learner students in Washington have focused on student data collection and analysis. The Washington State Legislature now requires the Office of Superintendent of Public Instruction (OSPI) to develop an evaluation system to track the academic progress of current and former English learner students through their K–12 careers. To this end, the state recently completed a study of districts with high graduation rates among English learner students (Moore & Came, 2016). However, key decisionmakers at OSPI have lamented that relatively little is known about how English learner students fare after they earn a high school diploma. They are especially eager to learn the extent to which a Washington state high school diploma prepares English learner students for college-level coursework. Other REL Northwest stakeholders have also affirmed the importance of this research, including the Road Map ELL Work Group, Washington Student Achievement Council, Washington State Board of Education, and local education agencies and educational service districts. The primary purpose of this study is to provide stakeholders with a clear sense of the postsecondary pathways of English learner students in Washington state public institutions, including the types of colleges and universities they attend and the extent to which they are prepared for college-level work when they enroll. Linking K–12 and postsecondary administrative data, this study will explore the postsecondary enrollment patterns among current English learner students, including long-term English learner students, recent arrival English learners, and former English learner students who were reclassified and are no longer receiving English learner services. These are groups with different academic and social needs, whose academic outcomes are not well understood. This study will also examine the student, school, and district factors that predict participation in postsecondary English as a second language (ESL) and developmental English and math coursework. These are courses that prepare students for college-level courses and are not credit bearing. Taken together, the findings will provide stakeholders with information that can be used to inform K–12 programming for current and former English learner students.

**3. Request Type**

Is this a new data request, or a request for additional data under a prior data request and/or data sharing agreement?

[x]  New [ ]  Additional data / refresh

If this is a request for a refresh of data or additional data, please provide the following information:

Prior request #:

Data sharing agreement K#:

**4. Audit or Evaluation of an Education Program**

[ ]  Yes [x]  No Is this study an audit or evaluation of a state- or federally-funded education program?

If so, what is the program being audited or evaluated?

In what way is the program being audited or evaluated?

[ ]  Yes [x]  No Is this study intended to produce *generalizable knowledge*?

(If so, then this study may require submission to IRB for review, and may or may not qualify as an audit or evaluation of an education program.)

**5. Data Sources**

Using the data menu chart, please select the organizations whose data you are requesting as part of your data request.

Education

[x]  SBCTC [x]  OSPI [ ]  DCYF [ ]  COP [ ]  WSAC [x]  4-year institutions

Workforce

[ ]  ESD [ ]  WECTB [ ]  L&I

Justice

[ ]  DOC

Social services

[ ]  DCYF [ ]  DSHS

Health

[ ]  DSHS [ ]  DOH [ ]  HCA

(Note: Data requests that involve data beyond education and workforce data may involve more scrutiny and a lengthier IRB process.)

**6. Other Data**

[x]  Yes [x]  No Will the data provided in this request be linked to or combined with data from sources other than the ERDC?

If so, please explain: Data for this study be linked between data sources available through OSPI, ERDC, and publicly available data from OSPI’s website.

**7. Contact with Data Contributors**

[x]  Yes [ ]  No Have you made contact with data contributors, and consulted with them on your study questions, rationale, and design?

If yes, please describe prior interactions with data contributors: My co-PI Mary Martinez-Wenzl and I have spoken with stakeholders at OSPI (Patty Finnegan, Alyssa Ibanez at David Murphy, Gayle Pauley, and Katie Weaver Randall). We have gotten several rounds of feedback to revise research questions based both on OSPI’s agenda and available data. We have also spoken with Bill Moore and Jodi Ruback with the SBCTC, sharing our research questions and revising our study based on available data.

**8. Funding**

[x]  Yes [ ]  No Have you received outside funding to conduct this study?

If yes, please describe funding sources: This study is funded through the U.S. Department of Education, Institute of Education Sciences through Education Northwest’s Regional Education Laboratory (REL) contract.

**9. Cohort & Data Elements**

Study Cohort: Data from 2002/03-2017/18 for Washington students who completed high school in 2014/15 and 2015/16

Comparison Groups: non-English learner students and English learner students

Data Elements Requested: OSPI (data for graduating cohorts 2015 and 2016 from 2002/03-2015/16)- student gender, race/ethnicity, special education status, FRPL, home language, immigration status, standardized test scores, high school GPA, type of diploma, bilingual student indicator, English language placement score, grade level at entry into English Language program; English learner enrollment data, English learner exit date. PCHEES (2015/16-2017/18)- enrollment year/term; student admit year/term; student sex, race, ethnicity; course ID, section, number, title, CIP, remedial learning indicator. SBCTC (2015/16-2017/18)- college; year, quarter; course number, title, CIP; student age, disability status, race/ethnicity, income status. A more detailed list of data elements is attached.

**10. Methods & Analysis**

Please describe your study design, methods, and planned analysis: This study will bring together data from multiple sources to answer questions not possible with a single data source. OSPI publishes annual report card data (including enrollment and graduation data). Education Northwest prepared a longitudinal file of these data for the 2014/15 and 2015/16 school years. OSPI also holds student records necessary for this study, including school enrollment, transcript, demographic, and assessment files. We will request OSPI data on students’ kindergarten-12th grade years of enrollment in Washington public high schools, for students who graduated or earned a GED in 2014/15, and 2015/16. We will follow both cohorts for two years after high school graduation (or GED receipt), allowing for one potential gap year for students between high school completion and postsecondary entry. This also allows us to capture delayed enrollment in developmental education (e.g., students may enter college immediately after high school, but not enroll in developmental education until the following year). This study will rely on descriptive statistics and regression analyses to describe the relationships between English learner student status and postsecondary enrollment and course-taking. Research question 1: How do English as a Second Language (ESL) and developmental English and math course enrollment rates vary among students who completed high school in 2015 and 2016 in Washington and enrolled in a Washington public postsecondary institution within two years? a. How does this vary by English learner status, between students who were never-English learners, long-term English learners, newcomer English learners, and former English learners? Descriptive statistics will be calculated to address research question 1. Among students in the graduating cohorts of 2015 and 2016 who entered a public Washington university or college within two years of completing high school, we will calculate the percentage of students who enrolled in any type of remediation (i.e., ESL, developmental math, developmental reading, and/or developmental writing) and rates of enrollment in each type. We will disaggregate the percentages by the following groups: never English learner students, long-term English learner students, newcomer English learner students, and former English learner students. Research question 2: Which student-level, secondary school-level, and college-level factors predict ESL and developmental English and math course enrollment among students who completed high school in 2015 and 2016 in Washington and enrolled in a Washington public postsecondary institution within two years? To answer research question 2, we will use a regression framework to describe the relationship between student and school characteristics and enrollment in ESL and developmental coursework. The regression models will control for student, school, and district characteristics. Student level variables include race/ethnicity, gender, age, high school GPA, and standardized test scores in math and reading, special education status, and high school diploma type. School characteristics include locale, educational service district, percentage of students eligible for free or reduced-price lunch, percent of racial/ethnic minority students, percentage of students with an Individualized Education Program (IEP), and percentage the number of students classified as English learner students within the school, and graduation rate. Postsecondary characteristics include college level, two-year or four-year. To answer research question 2a, we include step-wise interaction effects in the regression model. A variable representing English learner status will be interacted with each independent variable of interest. These independent variables of interest will be chosen based on which variables in the original model are statistically significant, i.e. significantly related to student ESL and developmental course-taking. As a supplement, an appendix will include disaggregate regression results for English learner students and never English learners to investigate whether results differ when all independent and control variables are allowed to vary, instead of held at their means as in an interaction model. Long-term English learners and newcomer English learners are combined due to small sample sizes. If necessary, former and current English learners may be combined as well. For the second sub-question, 2b, the regression analyses will be restricted to English learner students. In addition to the independent variables included in question 2a, these regression analyses will include 1) grade of English learner entrance and 2) duration of English learner program participation to investigate their relationship to ESL/developmental course-taking.

**11. Timeline**

[x]  ERDC’s data sharing agreements require that data requestors submit draft publications that use ERDC data to ERDC for review prior to publication. This review involves two steps:

1. ERDC reviews to ensure that drafts are FERPA compliant. If data included in the draft is not FERPA compliant, ERDC reserves the right to require edits to bring the material into compliance.
2. ERDC will send the drafts to data contributors, who will review the analyses, methods, and use of the data included in the study, and provide feedback to the data requestors.

Please build into your timeline space to submit materials created using ERDC data to ERDC for review, and check the box to the left if you are able to comply with this requirement.

Describe the timeline of your study:

*(If this is a refresh of a prior data request, or a request for additional information, please describe the activities conduct so far, and how they relate to previously submitted timelines.)*

June 2019- data analysis begins; Draft report due- March 2020; Final report due-August 2020; Report released- July 2021

When do you plan to submit deliverables to ERDC for review: 5/1/2020

**12. Notes**

Is there anything else you want us to know about your study:

**13. Requester signature**

Denise Deutschlander

Senior Researcher

Education Northwest 1.9.2019

Name of requester Date

Position or title

Organization