

EXTRA INSTRUCTIONAL TIME

EXAMINING POLICY LEVERS FOR ENGLISH LEARNER COURSE ACCESS

Exploring Extra Instructional Time as a Policy Lever

English Learner students are developing academic knowledge and language proficiency, both of which take time. Providing **extra instructional time** is a lever that schools and districts can use to support this development. In Oregon, about one in two EL-classified students in middle and high school is placed in an additional class over the course of a year, compared to non-EL students.

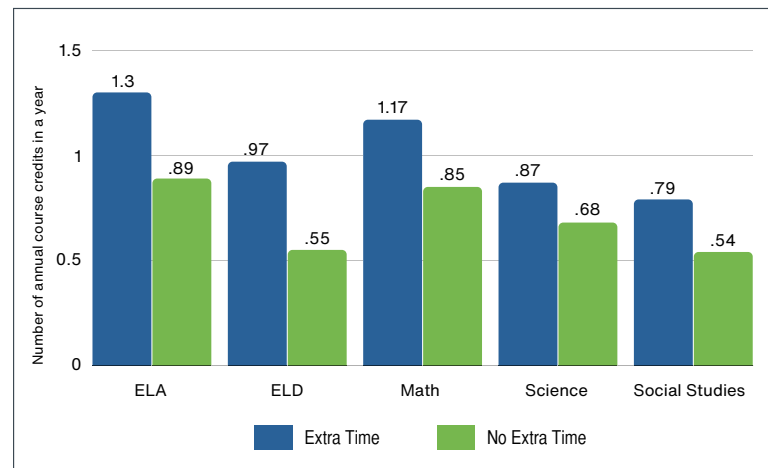
This brief explores the potential to leverage extra instructional time as a way to increase enrollment in core content courses (English language arts, math, science, and social studies). In this brief, EL-classified students taking extra time are defined as those with at least .5 additional course credits in a year, compared to non-EL peers in the same school. A yearlong one-period course is equivalent to 1 credit.

Some examples of what receiving extra instructional time can look like include the following:

- Summer school opportunities to replace displaced classes
- Supplemental coursework
- Providing a longer school day (e.g., a “zero period”)

EL-classified students’ content course access is a critical indicator of equity as it represents access to the courses necessary for graduation.

Average Number of Enrolled Credits for EL-Classified Students in Oregon Across Core Content Courses in Grades 6–12



Data: Oregon Department of Education, 2014/15 – 2018/19

EL-classified students enrolling in extra instructional time build additional credits in core content courses

Although students with extra instructional time enroll in more credits, this may not translate to more credits in core content courses. Additional credits can come from elective courses that do not accumulate toward graduation requirements. However, EL-classified students with extra instructional time do take considerably more credits in all core content classes and English language development (ELD) compared to their EL-classified peers without extra time. The largest differences are in English language arts (ELA) and math, where these students take, on average, .41 (ELA) and .32 (math) more annual credits than EL-classified students without extra time.

ELA is an important example because 4 years of ELA is required for high school graduation. EL-classified students with extra time take sufficient ELA credits to graduate (>1/year), on average, while EL-classified students without extra time do not (<1/year). EL-classified students with extra time average 1.3 ELA credits per year, suggesting that they get supplemental ELA support in school.

Extra instructional time is not equally provided to all EL-classified students

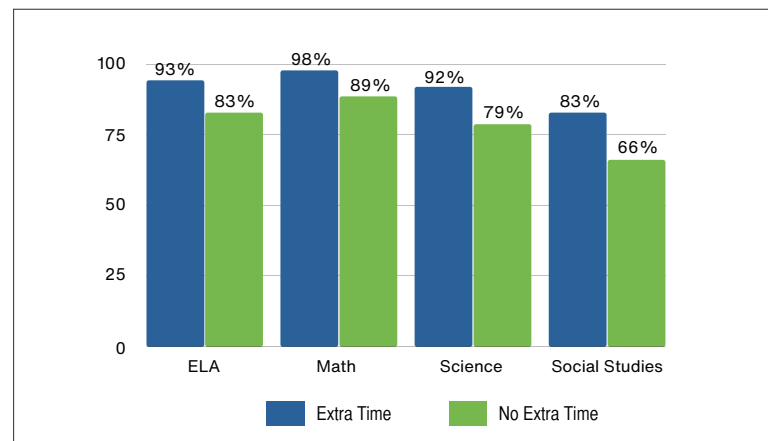
Across the state, extra time is not equally distributed among EL-classified students. Certain EL-classified students are more likely to be provided extra instructional time:

- Students with higher English proficiency receive more extra instructional time.
- Students in grades 7 and 8 are more likely to receive extra instructional time than those in grade 6.
- Students receiving special education services are provided with .29 fewer credits of extra instructional time.
- From comparing students based on home language, speakers of Spanish receive more extra instructional time compared to speakers of Russian, Vietnamese, Chinese, Arabic,

EL-classified students with extra time are less likely to experience exclusionary tracking

EL-classified students face a unique and problematic form of education tracking. In this form of tracking, termed *exclusionary tracking*, EL-classified students are excluded outright from one or more core content courses. Extra instructional time is a promising lever for reducing exclusionary tracking and supporting graduation. Across subject areas, students with extra instructional time are considerably less likely to be excluded from classes than those without extra time.

Average Enrollment of EL-Classified Students in Core Content Subjects, Grades 6–12, With and Without Extra Instructional Time



Data: Oregon Department of Education, 2014/15 – 2018/19

For example, exclusionary tracking rates in ELA are reduced from 17% to 7% with the addition of extra time. This could make a critical difference for students' ability to complete 4 years of ELA and graduate after grade 12. Reductions in exclusionary tracking rates are large across content areas but largest in social studies and science.

Key Takeaways

- When EL-classified students are provided with extra instructional time over the course of the school year, they take considerably more credits in all core content area classes.
- EL-classified students with extra instructional time are considerably less likely to be excluded from critical core content area classes required for graduation, compared to their EL-classified peers without extra time.
- Many characteristics predict whether students have received extra instructional time, including home language, English proficiency, special education services, and grade level.