Variations in the graduation rates and educational pathways of English language learners in Metro Vancouver.

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The Metro Vancouver context

- Roughly 10% of BC school students have ESL designations, our only provincially reported proxy for ESL students (BC Ministry of Education).
- ESL students are concentrated in the 12 Metro Vancouver jurisdictions (Vancouver and its suburbs).
  - E.g. 58% of Vancouver school board students have a home language other than English.
- Some immigrant students attend the Conseil Scolaire francophone.
- Grade 8 is the typical starting point of secondary school.
  - Student typically turns 13 this year.
  - Graduation from grade 12 in 5 years is a typical non-delayed progression.
The target group

- 1999 grade 8 cohort
- 12 Metro Vancouver school districts
- Total N = 9,039
  - Chinese (n=3,573),
  - Punjabi (n=1,332),
  - Philippino (n=516),
  - Hindi (n=368),
  - Korean (n=375),
  - Spanish (n=363),
  - Vietnamese (n=358),
  - Persian (n=319),
  - Russian (n=139)
  - Arabic (n=103)
- Comparison group (English speakers) N = 15,034
Gender distribution

- English Speakers
- All non-English
- Chinese
- Punjabi
- Filipino
- Hindi
- Korean
- Spanish
- Vietnamese
- Persian
- Russian
- Arabic

[Bar chart showing gender distribution for different languages]
Median family income in EA of residence
Percentage of each group enrolled in public or private school
Percentages of students entering high school on time
Grade level of entry to Metro Vancouver jurisdictions
Frequency of school changes (within 4 years of entering grade 8)
Frequency of enrollment in ESL classes during high school (grade 8 or after),
Concentration of non-English speakers in school attended
Percentage of each group enrolled in a socio-economically challenged school
Characteristics overall

- Non-English speaking groups typically have more risk factors than English speakers:
  - Lower median incomes
  - Generally lower enrolments in private schools
  - More frequently change schools
  - More frequently enrolled in schools with larger proportions of other non-English speakers
  - More frequently enrolled in socio-economically challenged schools.
Graduation rates of linguistic subgroups

The chart illustrates the graduation rates for different linguistic subgroups. The Y-axis represents the graduation rate percentage, ranging from 50% to 90%. The X-axis lists various linguistic subgroups, including English Speakers, All Non-English Speakers, Chinese, Punjabi, Philippino, Hindi, Korean, Spanish, Vietnamese, Persian, Russian, and Arabic.

The chart shows two types of graduation rates: graduation on time and graduation after two years. The graduation on time rates are represented by blue bars, while the graduation after two years are represented by red bars. The chart indicates that the graduation rates vary significantly across different subgroups, with some subgroups having higher rates and others having lower rates.

From the chart, it can be observed that the graduation rate for English Speakers is higher compared to other subgroups, both on time and after two years. On the other hand, some subgroups like Arabic and Russian have relatively lower graduation rates, especially graduation after two years.
English 12 participation ‘high track’

The chart shows the participation rates of different language groups in English 12 for the ‘high track’. The rates are compared to the overall average, indicated by the horizontal line. The participants are categorized into various groups such as English speakers, All Non-English speakers, Sub-groups, Chinese, Punjabi, Filipino, Hindi, Korean, Spanish, Vietnamese, Persian, Russian, and Arabic. The graph visually represents the participation rates with blue bars for each group, allowing for easy comparison against the average.
English 12 performance
Participation in low track English 12

[Bar chart showing participation by language group]
Participation in high track Math 12

The bar chart above illustrates the participation rates in high track Math 12 for students from various language backgrounds. The categories include English Speakers, All non-English, Chinese, Punjabi, Filipino, Hindi, Korean, Spanish, Vietnamese, Persian, Russian, and Arabic. The chart shows a significant difference in participation across these language groups, with Chinese students having the highest participation rate, followed by Persian and Russian. The lower participation rates are observed among students from other language backgrounds.
Performance in high-track Math 12

The bar chart shows the performance of students in high-track Math 12, categorized by their mother tongue. The chart includes the following languages: English Speakers, All non-English, Chinese, Punjabi, Philippine, Hindi, Korean, Spanish, Vietnamese, Persian, Russian, and Arabic. The performance is measured on a scale from 50 to 85.
Participation in low-track Math
Graduation: Impact of language group, socio-demographic, schooling process and school level variables on non-English speakers only

School level variance = 20%
Graduation: Impact of language group, socio-demographic, schooling process and school level variables on English speakers only.

School level variance = 8%
Participation Math 12: Impact of language group, socio-demographic, schooling process and school level variables on non-English speakers

School level variance =12%
Participation Math 12: Impact of language group, socio-demographic, schooling process and school level variables on English speakers

School level variance = 6%
Themes from this research and Garnett (2008)

- Macro-level data mask underlying ethno-cultural/linguistic variation.
  - Labels are of limited value.
- Most ethno-cultural groups appear to aspire to academic success.
- There is a gap between the academic participation of most immigrant groups and their actual achievement.
- First language academic knowledge (not just English proficiency) appears correlated with success.
- The male disadvantage generally extends to ESL groups.
- Disadvantage is additive and multiplicative.
- School level effects appear modest.
Policy implications

- Disaggregate data for decision making.
- Target support towards groups most in need.
- Assess for prior learning before entry to the system.
- Schools should do what schools do best (i.e. teach language and content).
- The policy mix should target both students and schools (time, attitudes, professional development).
- ESL support should be ongoing.
- Provide additional time for graduation.