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English Language Learner's Inequities and the Social Reproduction Theory

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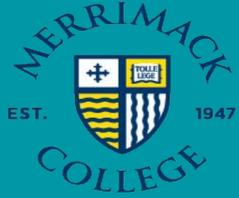
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HONORS PROGRAM

English Language Learner's Inequities and the Social Reproduction Theory

Cintia Khouzami

Rory Tannebaum: EDU2130-Education, Diversity & Social Justice

Social Reproduction Theory

"Those on top stay on top"

- System plays role in keeping differences in social classes & other groups
- Society reproduces social class inequity
- The type of education someone receives impacts the rest of their life
 - Higher Education, Employment, Income, Criminality rates

Abstract

This poster explores the Social Reproduction Theory and connects it to the experiences of English Language Learners (ELL). The research looks into the inequity of resources and opportunities that ELL students receive and how it impacts the rest of their life.

Methods: Through interviews with ELL District Coordinators and ELL Alumni, the quality of education for ELL students will be assessed. Information from scholarly articles, charts and course content will be used to further the findings and conclusions in the research.

Common Inequities

- Not enough appropriately ESL trained teachers
 - One on one time limited
- Inadequate facilities
- Intense segregation associated to high risk for educational failure
- Access to appropriate measures of assessment
- Unable to receive college prep programs/extra curricular

Hypothesis:

The U.S finance system plays a role in reproducing social class inequities by disproportionately funding districts serving a higher percentage of low income students which impacts opportunities they have both during and after formal education

Examples of Evidence



2. Statistics **₁

Score variation among high/low ELL & high/low poverty districts

TABLE 1
Summary statistics for low- and high-ELL and FRL districts and all other districts, 2012-13

| | ELL FRL | Low Low | High Low | Low High | High High | All other districts ^a | Total |
|---|----------|-----------|----------|-----------|------------|----------------------------------|-------|
| <i>Number of Students</i> | | | | | | | |
| Urban | 0 | 404,049 | 1,969 | 2,992,755 | 6,615,983 | 10,014,756 | |
| Suburban | 164,575 | 907,882 | 46,247 | 2,712,902 | 11,950,066 | 15,781,672 | |
| Rural | 144,625 | 17,968 | 110,480 | 287,911 | 2,674,961 | 3,235,945 | |
| Total | 309,200 | 1,329,899 | 158,696 | 5,993,568 | 21,241,010 | 29,032,373 | |
| <i>Number of Districts</i> | | | | | | | |
| Urban | 0 | 34 | 2 | 114 | 310 | 460 | |
| Suburban | 112 | 75 | 43 | 353 | 1,999 | 2,582 | |
| Rural | 257 | 35 | 281 | 260 | 2,227 | 3,060 | |
| Total | 369 | 144 | 326 | 727 | 4,536 | 6,102 | |
| <i>District and student characteristics</i> | | | | | | | |
| % ELL | 0.04% | 15.82% | 0.01% | 27.39% | 4.75% | 7.17% | |
| % FRL | 22.30% | 23.84% | 78.64% | 81.38% | 47.39% | 51.03% | |
| % Asian | 1.0% | 13.5% | 0.3% | 2.4% | 2.2% | 2.4% | |
| % Black | 1.4% | 3.3% | 10.2% | 8.1% | 6.3% | 6.4% | |
| % Hispanic | 4.4% | 28.0% | 6.7% | 61.7% | 17.4% | 21.6% | |
| % Native American | 1.6% | 1.2% | 21.7% | 5.0% | 2.9% | 4.1% | |
| % White | 88.2% | 48.6% | 55.8% | 20.6% | 67.2% | 61.8% | |
| % multirace / other | 3.4% | 5.5% | 5.3% | 2.2% | 3.9% | 3.8% | |
| Dist. Enroll. | 838 | 9,235 | 487 | 8,244 | 4,683 | 4,758 | |
| Cost of Wage | 1.38 | 1.64 | 1.26 | 1.42 | 1.37 | 1.38 | |
| <i>Standardized exam scores</i> | | | | | | | |
| Grade 3 ELA | 0.602 | 0.380 | -0.607 | -1.322 | -0.016 | -0.161 | |
| Grade 3 Math | 0.595 | 0.189 | -0.478 | -1.035 | 0.033 | -0.088 | |
| <i>District funding</i> | | | | | | | |
| Total PPR | \$14,724 | \$13,168 | \$12,752 | \$11,938 | \$12,508 | \$12,602 | |
| St./local PPR | \$14,126 | \$12,485 | \$10,687 | \$10,216 | \$11,556 | \$11,527 | |

1. Funding Disparity & Consequences

- High ELL/Poverty districts receive 27% less funding
- Impacts performance & achievement gap**₁
 - High ELL/Poverty score lower than all schools
 - Low ELL/Poverty outperform all other schools
- 10% increase in funds improves likelihood of success
 - Increase probability of HS graduation by 11.6%
 - Higher adult income by 12.3%
- As population of low-income students rise, funds decrease
 - Lower staff salaries and less trained ESL teachers
 - Limited resources, eg. tutors, books, laptops, clubs

3. Interviews

Middle Class School, ESL Coordinator ('20)

- Free extended day programs
 - Tutoring, extra curriculars, field trips
 - English Learner Parent Advisory Council
- Increased funding with rise of ELL
 - 9 ELL teachers
 - PreK-12, 4 more hiring
 - Rigorous Curriculum
 - Math Books & Vocab support
 - Teacher training often
 - College prep
- Teacher Translator for homework

Working Class School, ELL Alumna ('90)

- Language Barriers created obstacles
 - unable to attend extra curriculars & sports
 - Parents were unaware of conferences
- Inadequate funding
 - 1 ESL teacher for all students
 - Less individualized time
 - Expected to translate work on their own and not given extended time on tests
 - Outdated resources
 - Class only with ESL Students

Findings & Conclusions

ELLs tend to go to schools with less funding, Why?

State school finance systems intensify inequities by under-funding higher-need districts, which tend to have large minority populations. The students are not at fault for their under-resourced schools, but instead, the system in charge of distributing funds to them. In general, these schools have lower academic success, graduation rates, and adult incomes due to a lack of resources given to these students starting as early as kindergarten. All while, districts with students from wealthier backgrounds get funding advantages, and in turn, the rich get richer and those on top stay on top. The lack of social mobility reproduces the same outcomes for generations to come who fall victim to the inequities of the current system.

Future Studies

Should assess the differences of outcomes in life between such students of low and high funded schools through longitudinal study

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