Statewide Trends in EL Data in Fiscal Year 2018

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How We Visualize Statewide EL Data

- ELSTAR software program created for generating graphs of EL assessment data
- Used by state agencies to support data-based decision making for English learners and accountability systems
- The English Learner State Accountability Resource (ELSTAR)
- Created in 2018 by Slama, Lee, Goldschmidt and August*
- Partnership with the U.S. DoE and the American Institutes for Research

*Slama, R., Lee, M., Goldschmidt, P., & August, D. (2018). *English Learner State Accountability Resource (ELSTAR).* American Institutes for Research: Washington, DC.

Graphs Available in the ELSTAR Program

- Graph Options Available:
  - Current EL status – Overall AZELLA performance
  - Initial EL status – Overall AZELLA performance
  - Performance on the separate AZELLA assessment domains

- Variables for Making Comparisons:
  - Grade
  - Gender
  - Some disability categories
  - Free/Reduced lunch
  - Ethnicity
  - Parent withdrawal

What We Will See Today

Current EL Status

- All Students
- Parent Withdrawn
- FRL
- Gender

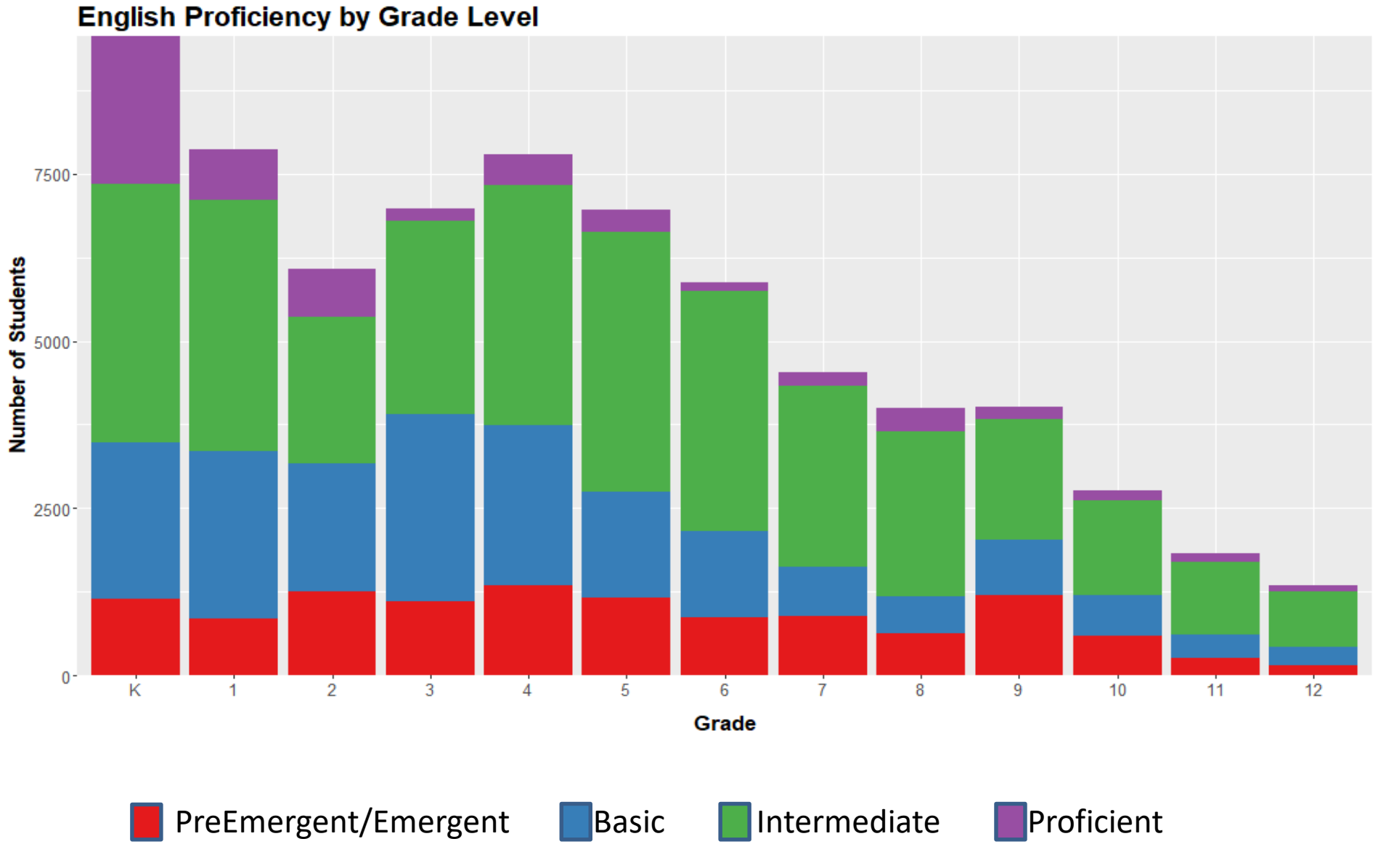
Initial EL Status

- All Students
- Parent Withdrawn
- FRL
- Gender

Performance on the AZELLA Assessment Domains

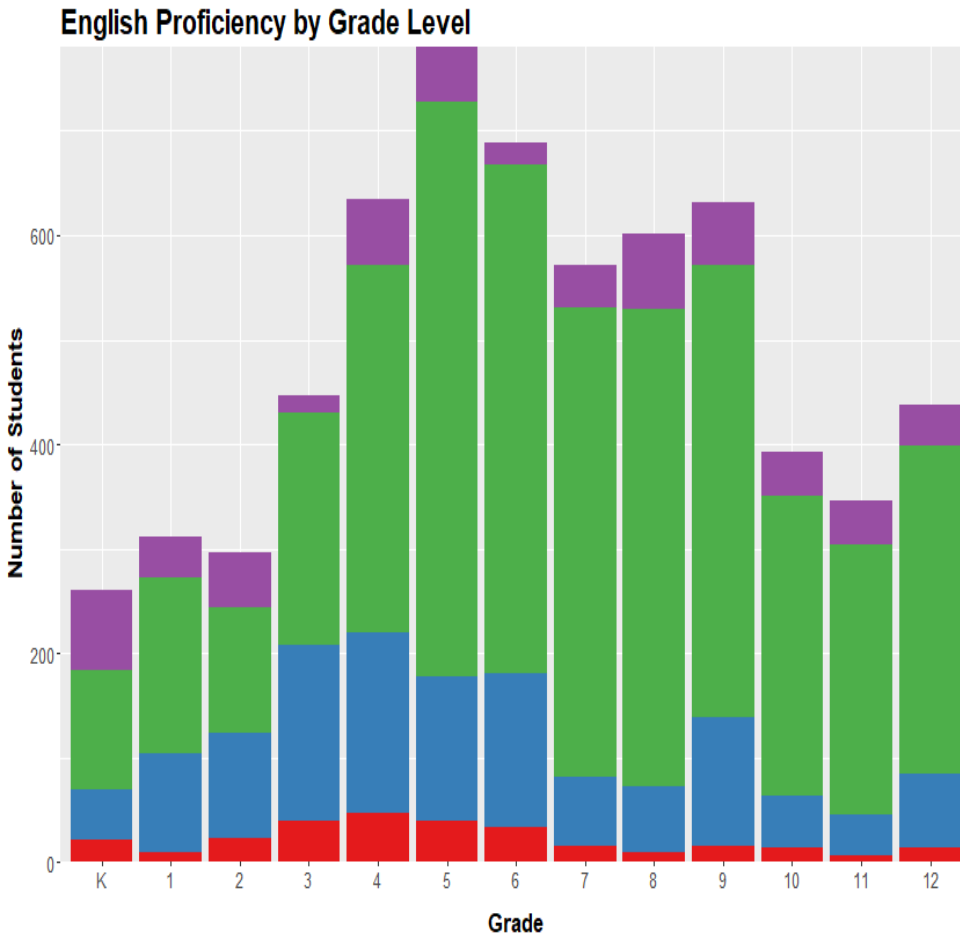
- All Students
- Parent Withdrawn
- FRL
- Gender

Current EL Status – All EL Students

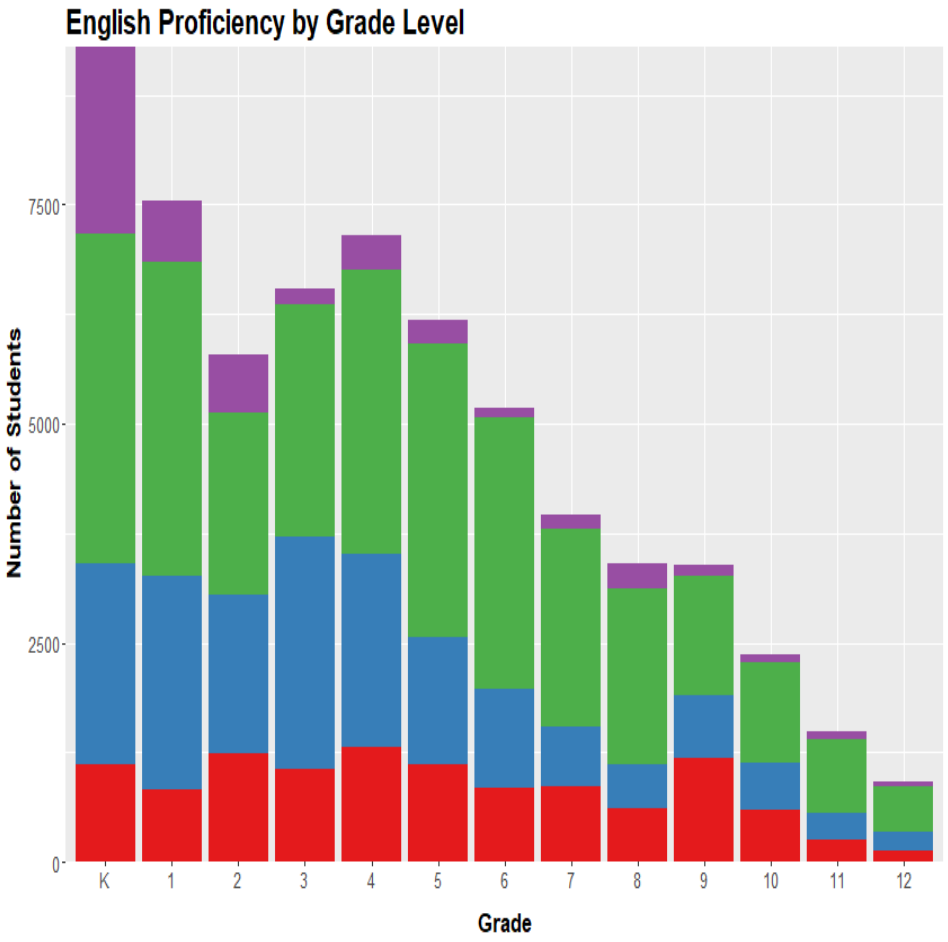


Current EL Status – Parent Withdrawn - Counts

Parent Withdrawn



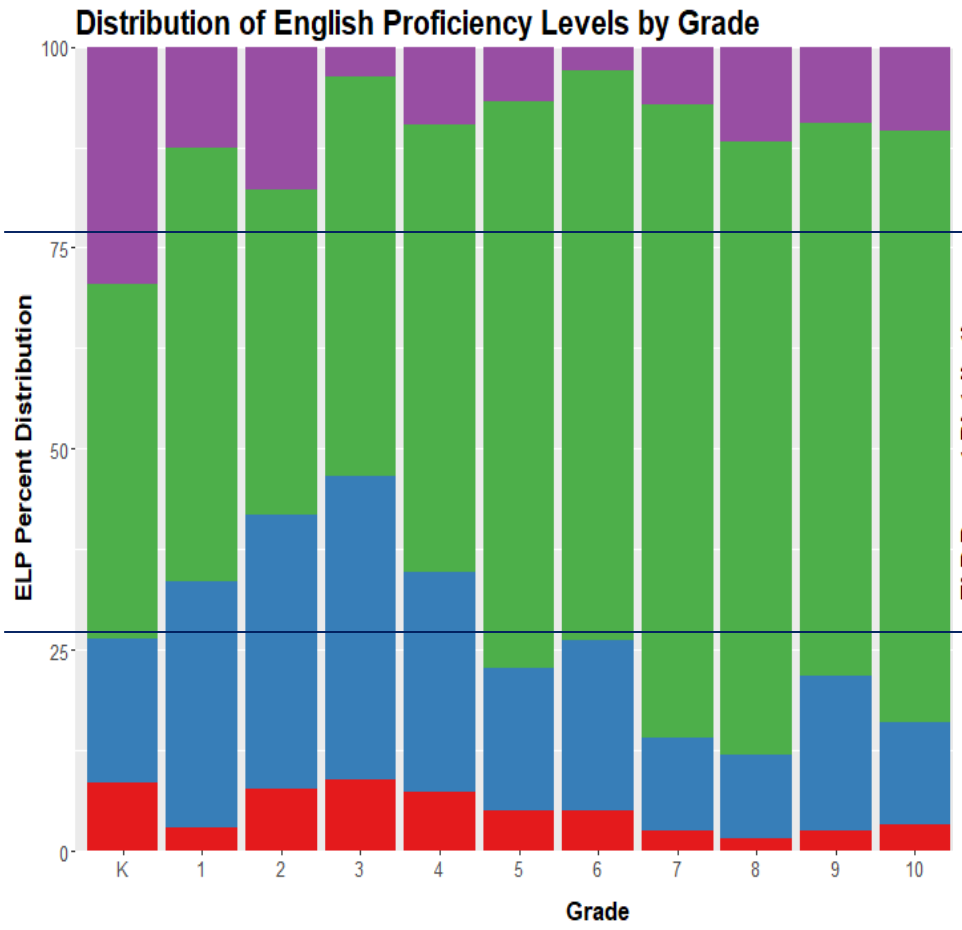
Not Parent Withdrawn



PreEmergent/Emergent Basic Intermediate Proficient

Current EL Status – Parent Withdrawn - Percents

Parent Withdrawn



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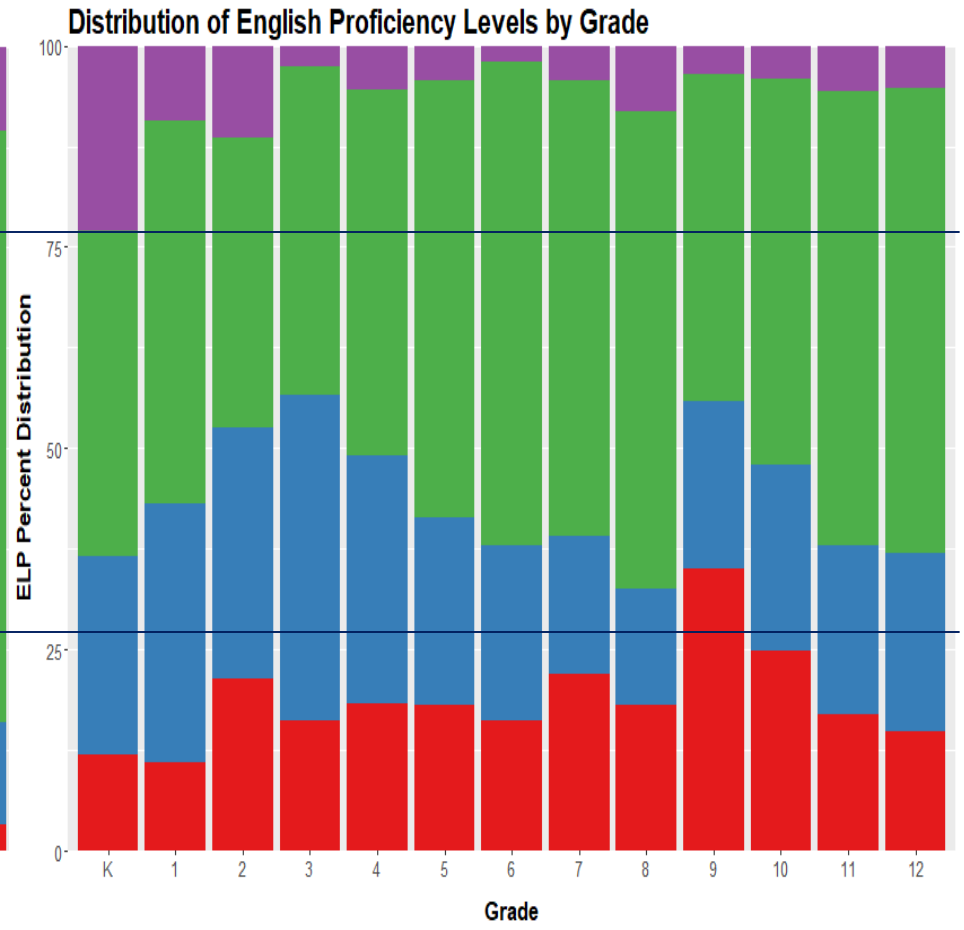
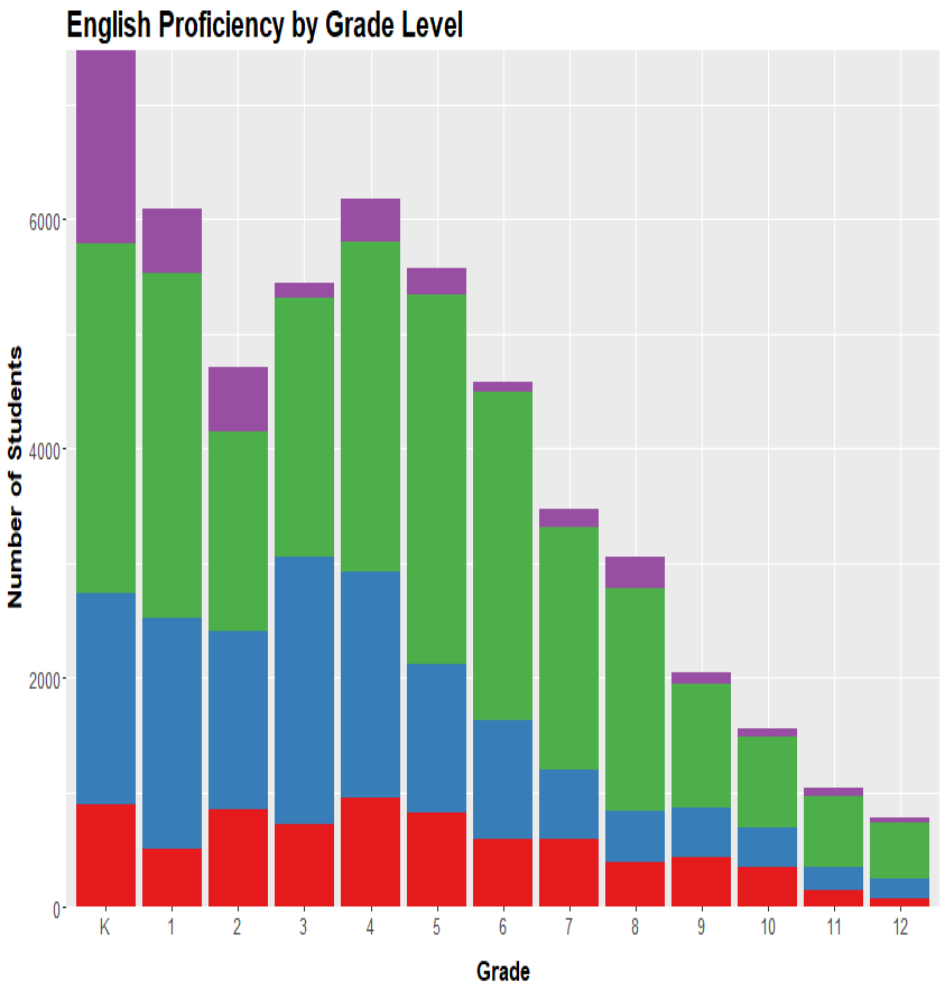


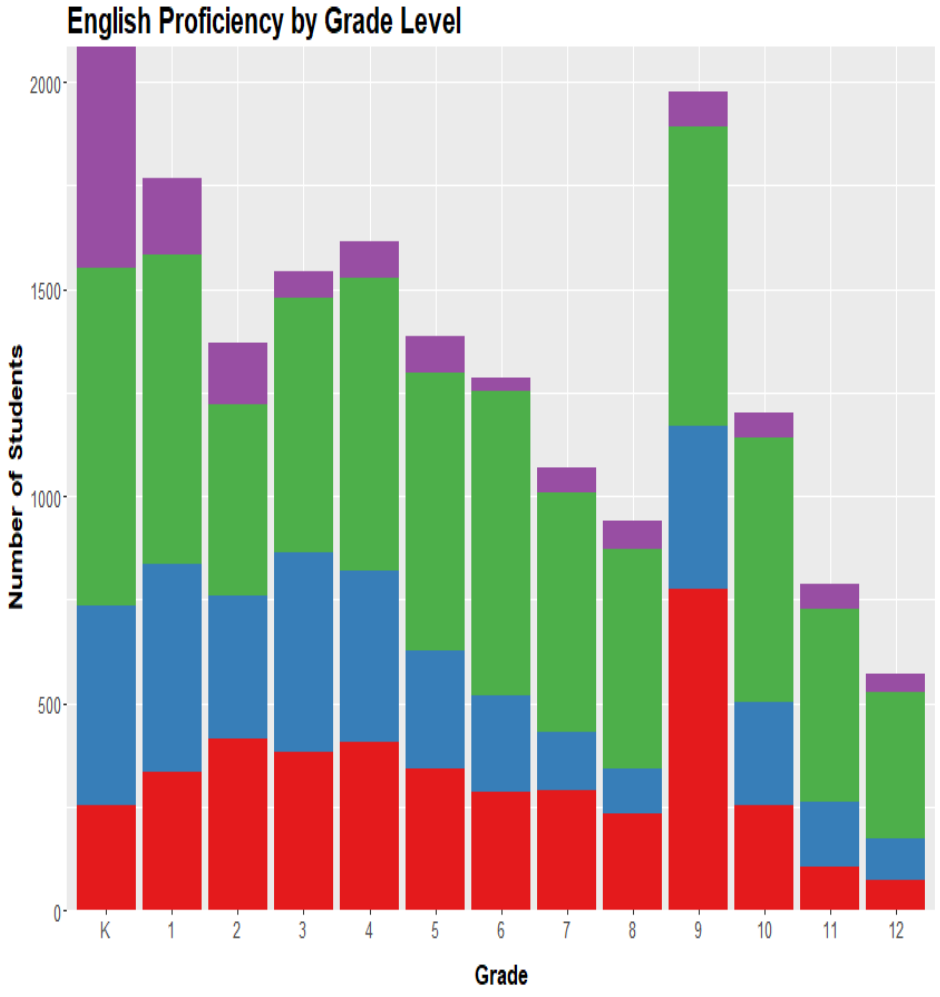
PreEmergent/Emergent Basic Intermediate Proficient

Current EL Status – FRL

FRL

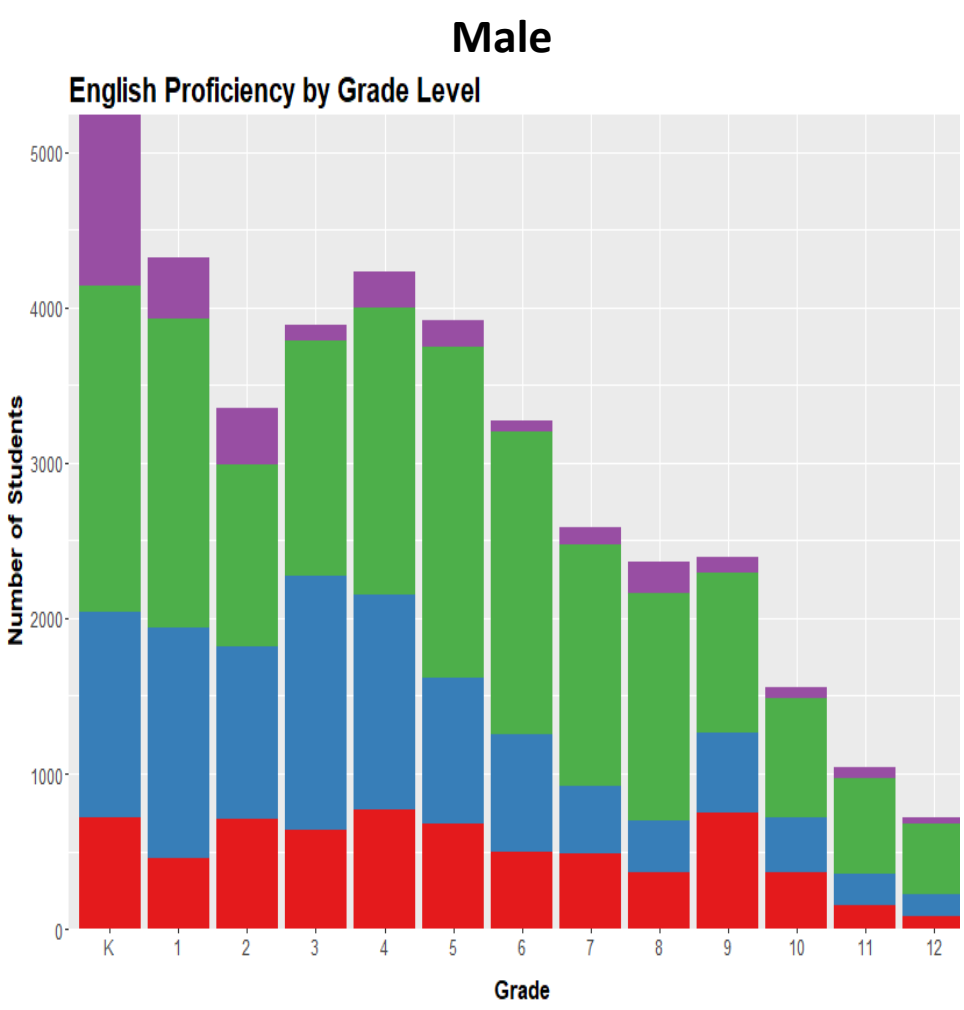


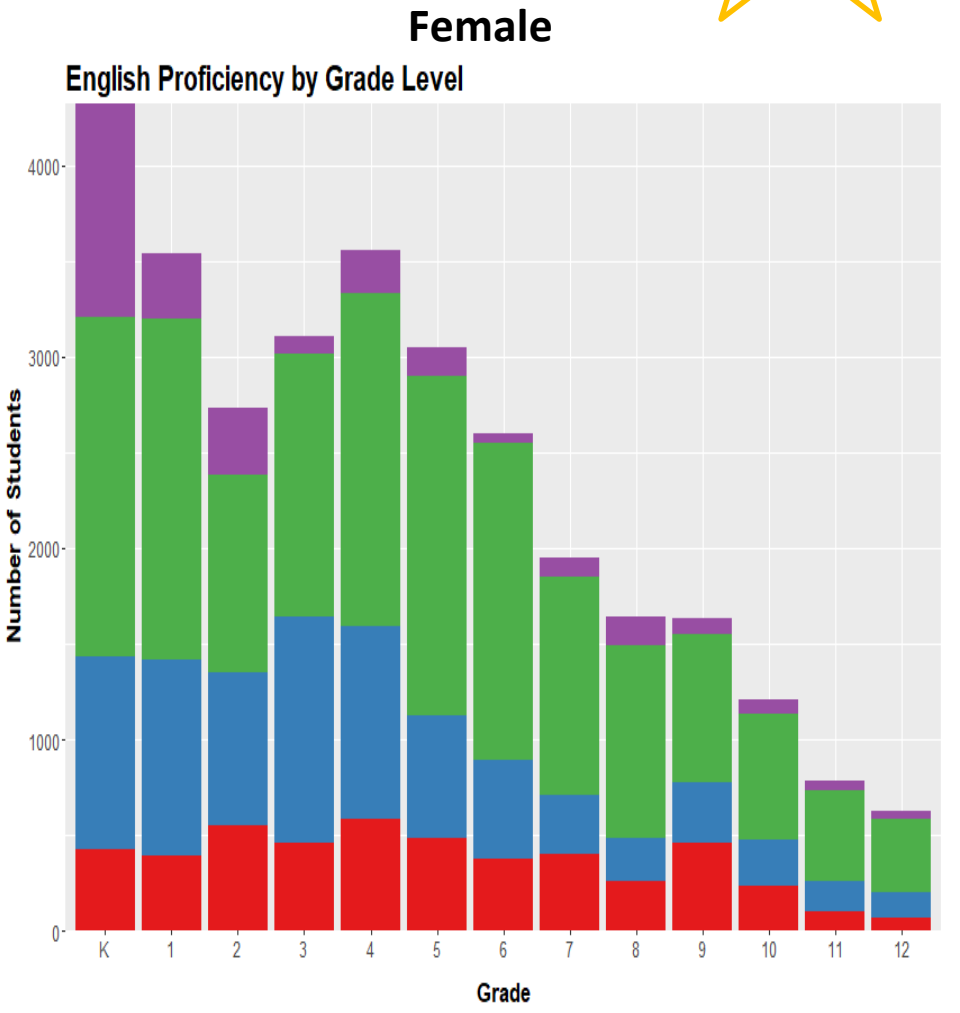
Non - FRL



PreEmergent/Emergent Basic Intermediate Proficient

Current EL Status – Gender





PreEmergent/Emergent Basic Intermediate Proficient

Trends in Current EL Status

Trends we see in EL Students

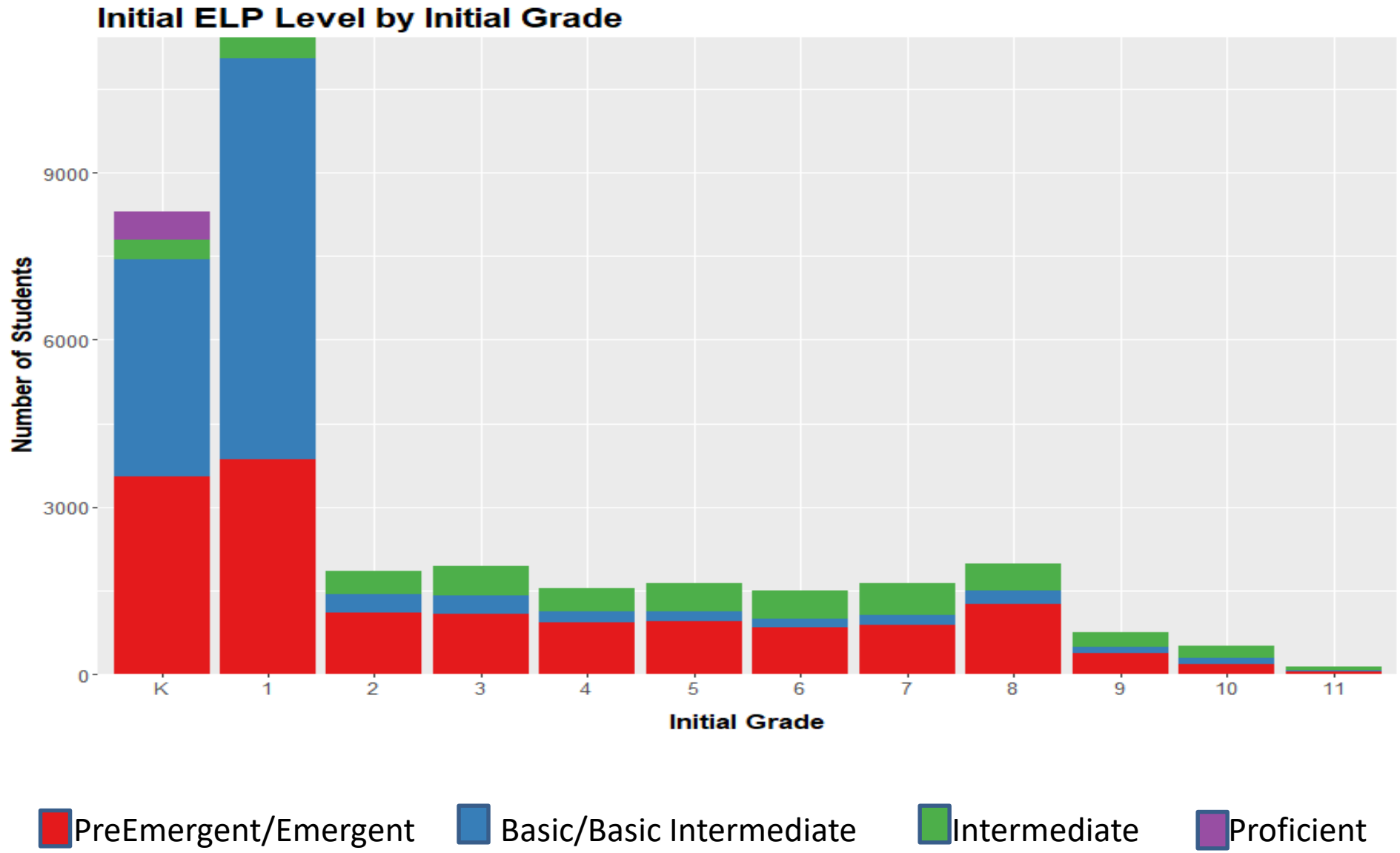
- Decrease in number with increasing grade
- Parent withdrawals peak in the middle grades
- Parent withdrawals are mostly intermediate on overall AZELLA
- More FRL EL students than Non-FRL
- Performance patterns similar for FRL Non-FRL students, may be fewer PreEmergent/Emergent FRL
- Performance patterns similar for male and female students

Group Discussion

Discussion Question:

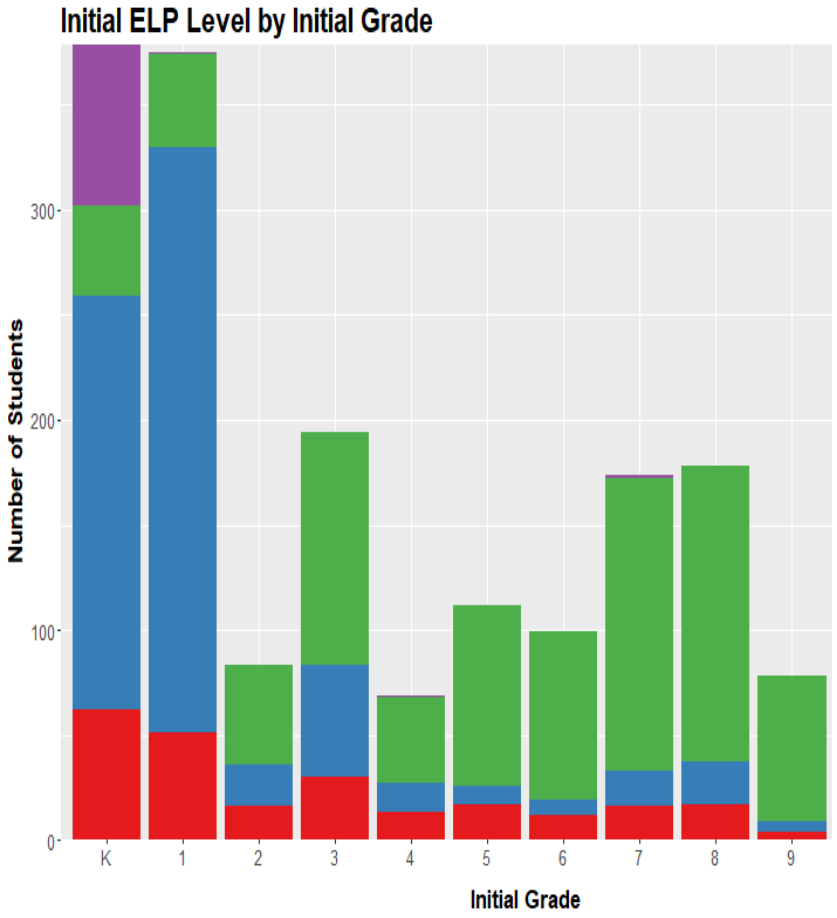
What relationships do you see between parent withdrawn EL students and their English language proficiency?

Initial EL Status – All Students

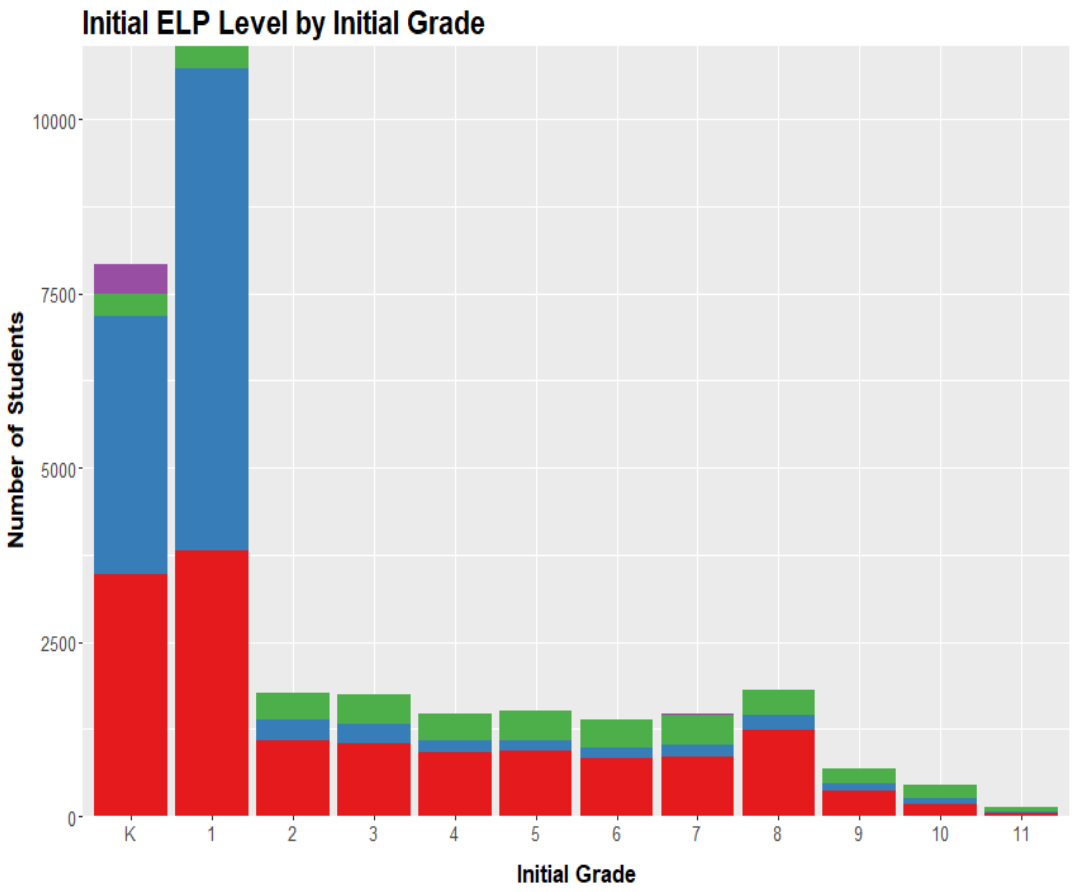


Initial EL Status – Parent Withdrawn

Parent Withdrawn



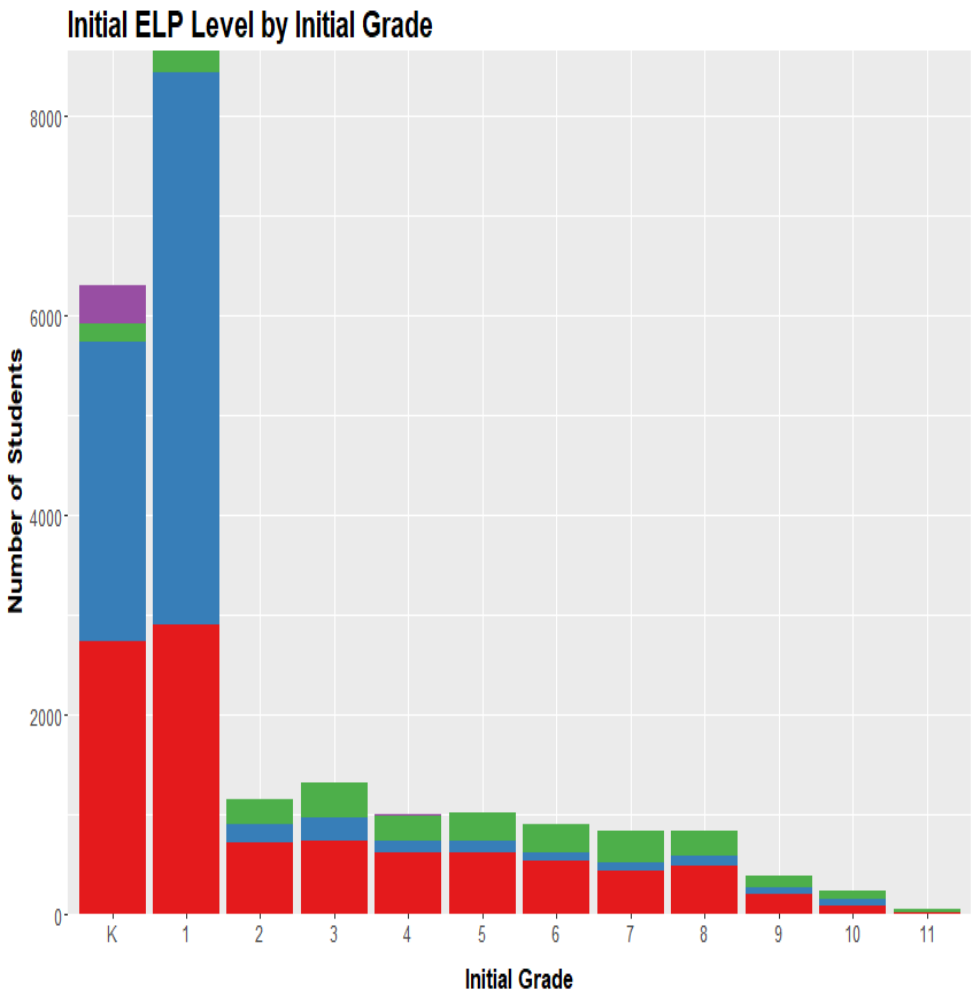
Not Parent Withdrawn



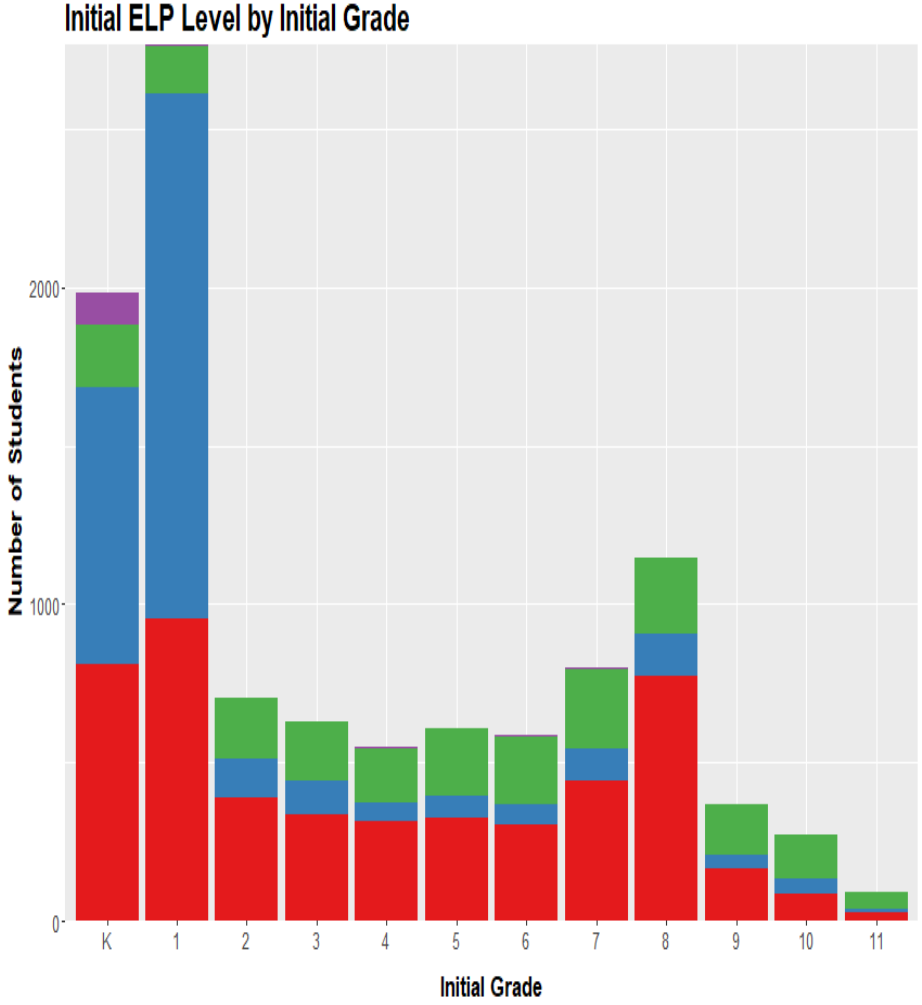
PreEmergent/Emergent Basic/Basic Intermediate Intermediate Proficient

Initial EL Status – FRL

FRL



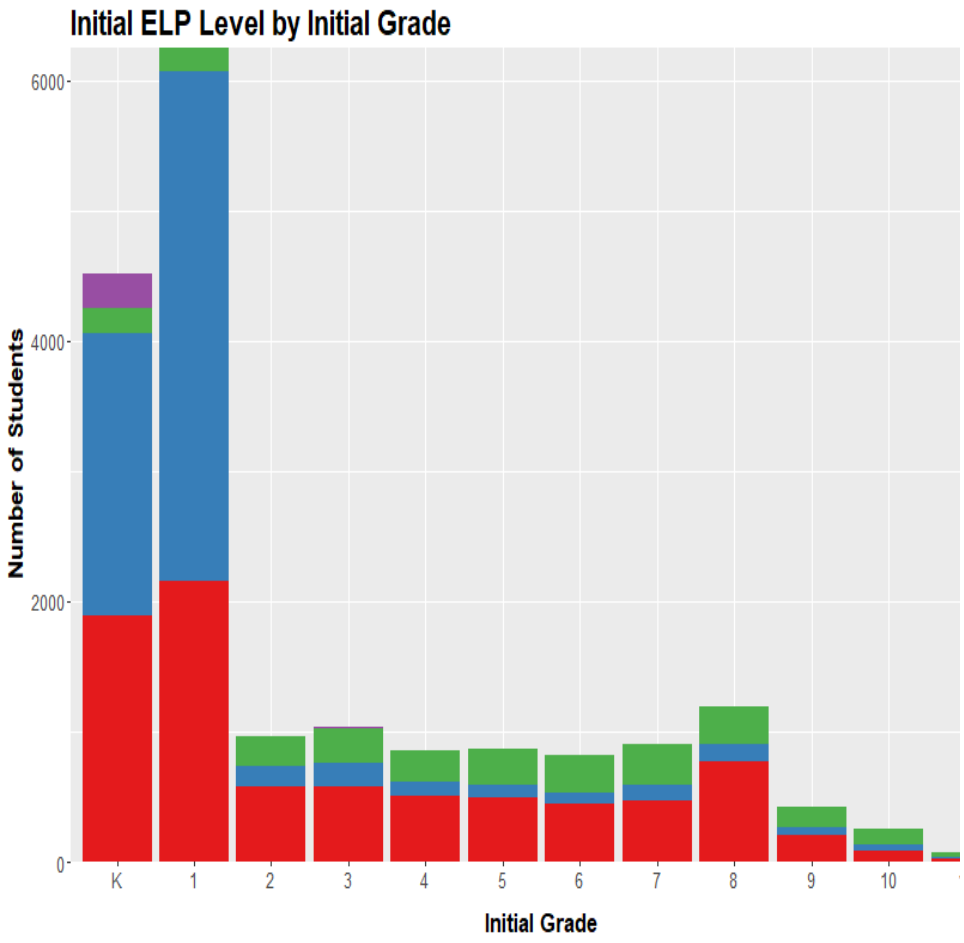
Non - FRL



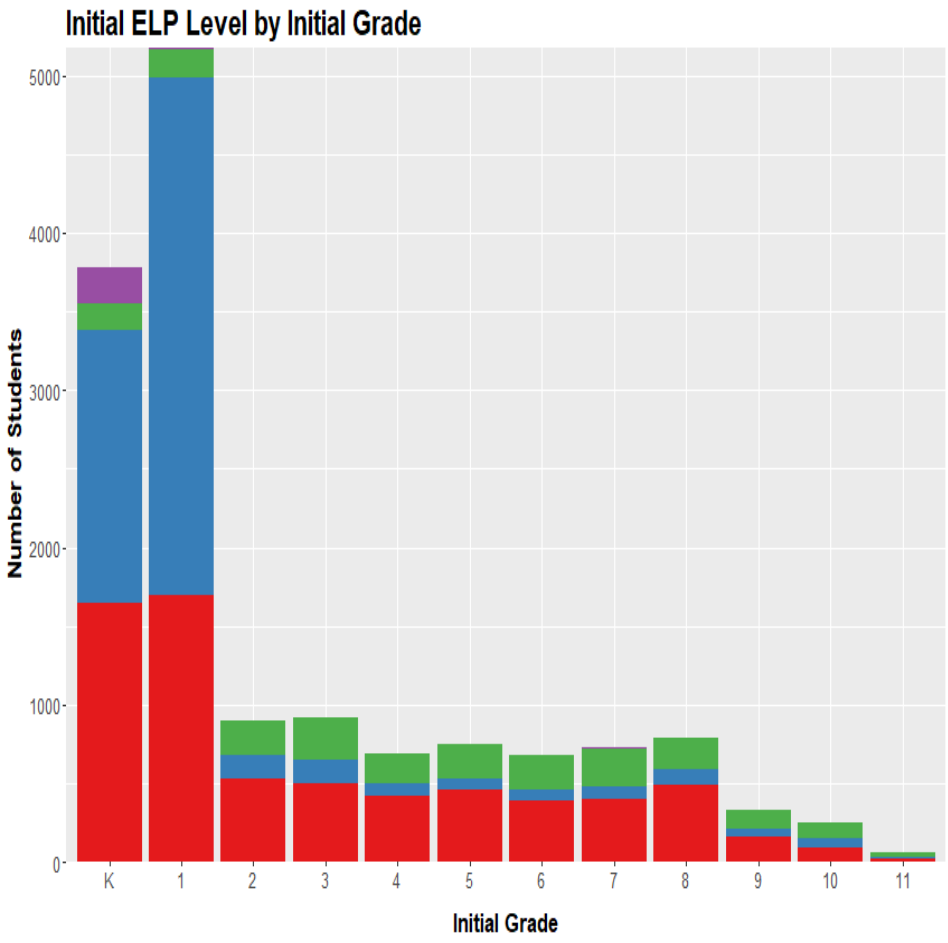
PreEmergent/Emergent Basic /Basic Intermediate Intermediate Proficient

Initial EL Status – Gender

Male



Female



PreEmergent/Emergent Basic/Basic Intermediate Intermediate Proficient

Trends in Initial EL Status

Trends we see in Newly Identified EL Students

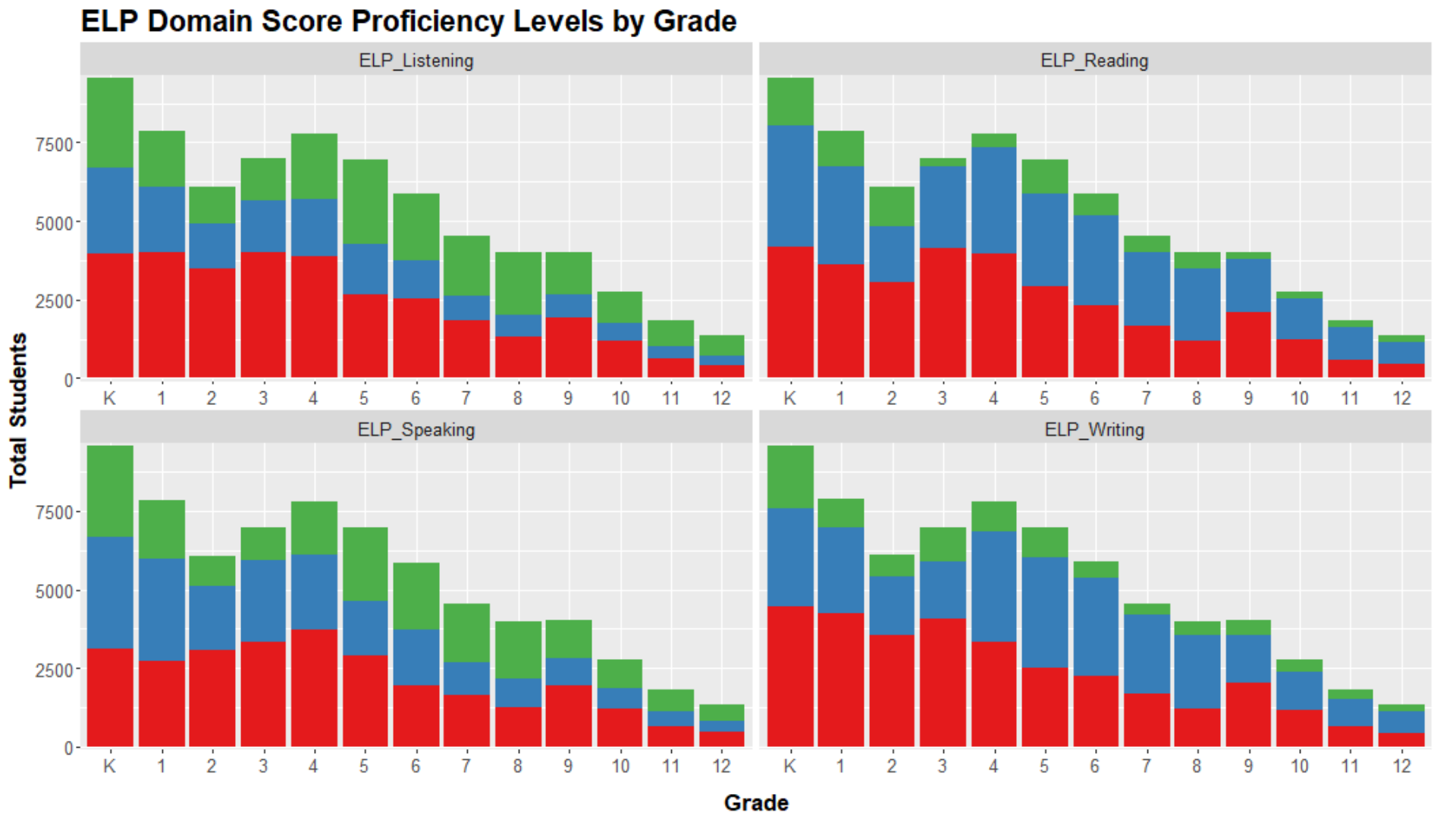
- Many EL students are initially pre-emergent/emergent except kindergarten and first-grade students who tend to be basic/basic intermediate
- Parent withdrawn often are initially intermediate unless they are kindergarten or first-grade
- Similar patterns between FRL groups and gender groups

Group Discussion

Discussion Question:

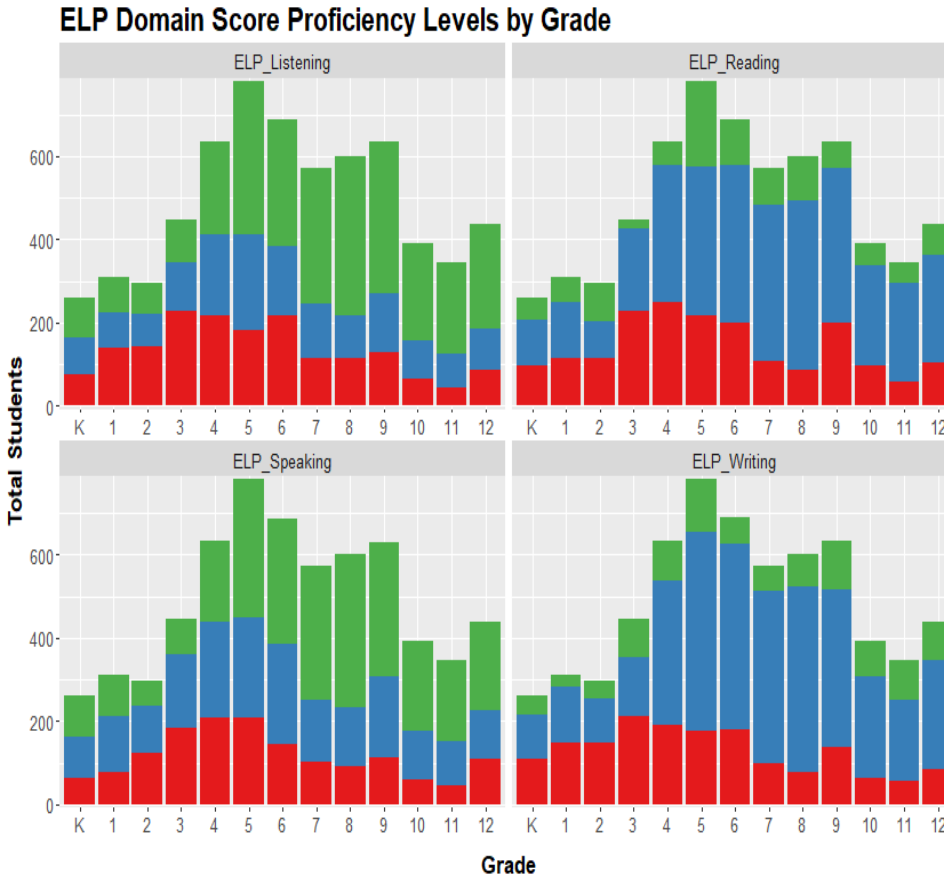
Do you see differences in English language proficiency or learning stages between male and female students in your classrooms or schools?

AZELLA Domains – All EL Students

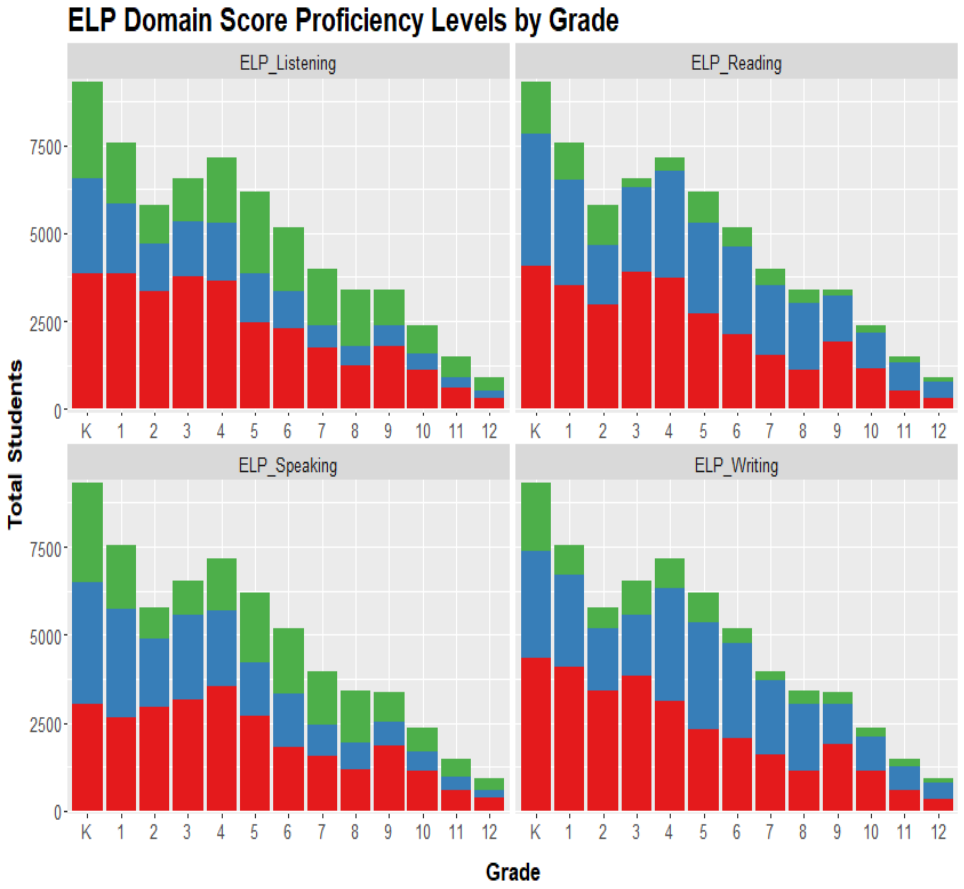


AZELLA Domains – Parent Withdrawn

Parent Withdrawn



Not Parent Withdrawn



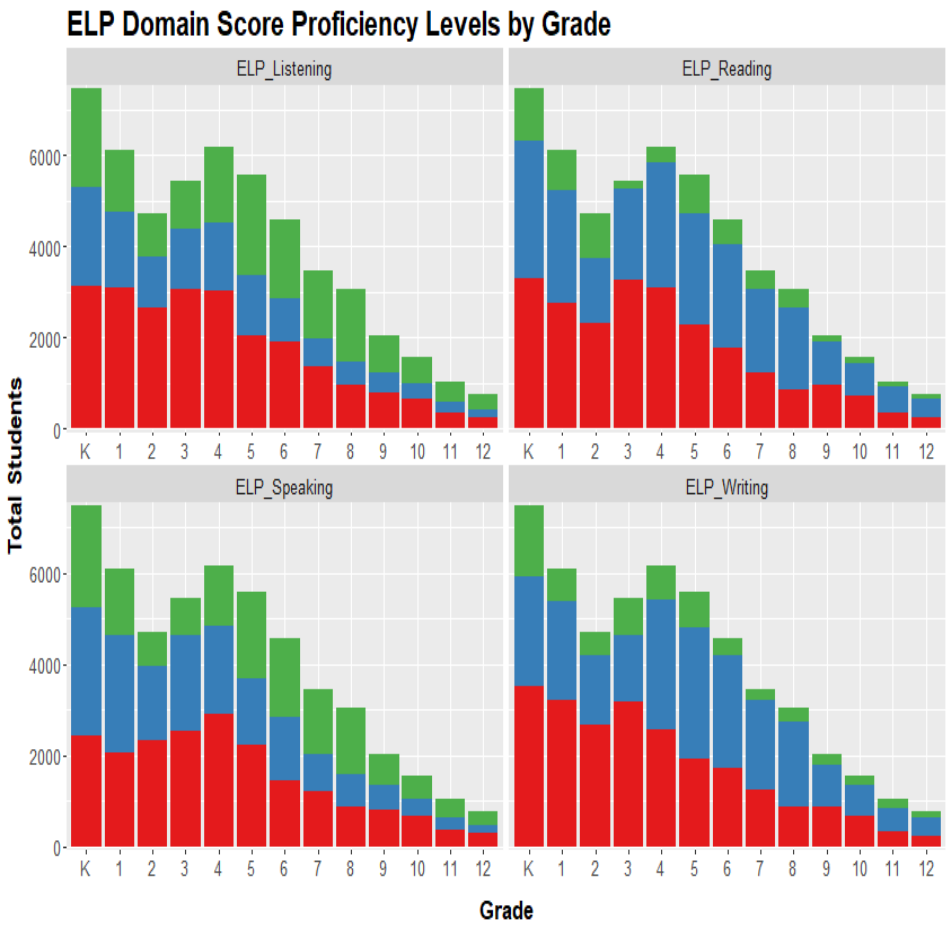
PreEmergent/Emergent/Basic

Intermediate

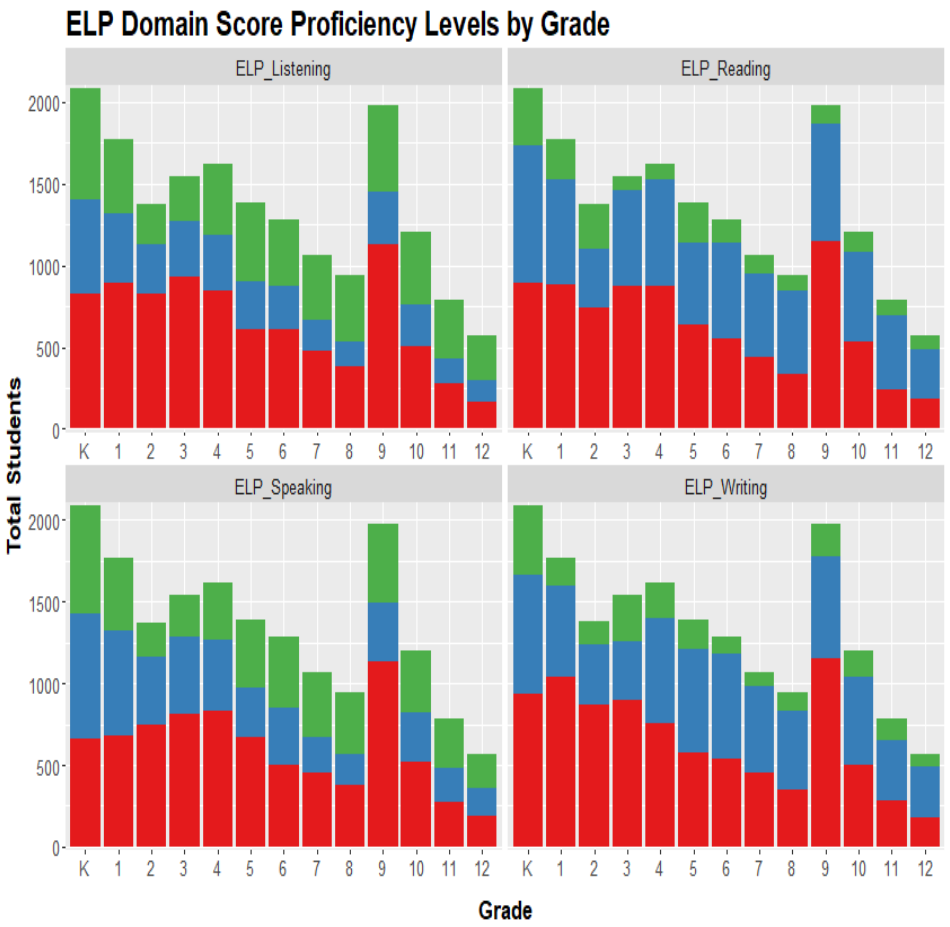
Proficient

AZELLA Domains – FRL

FRL



Non - FRL



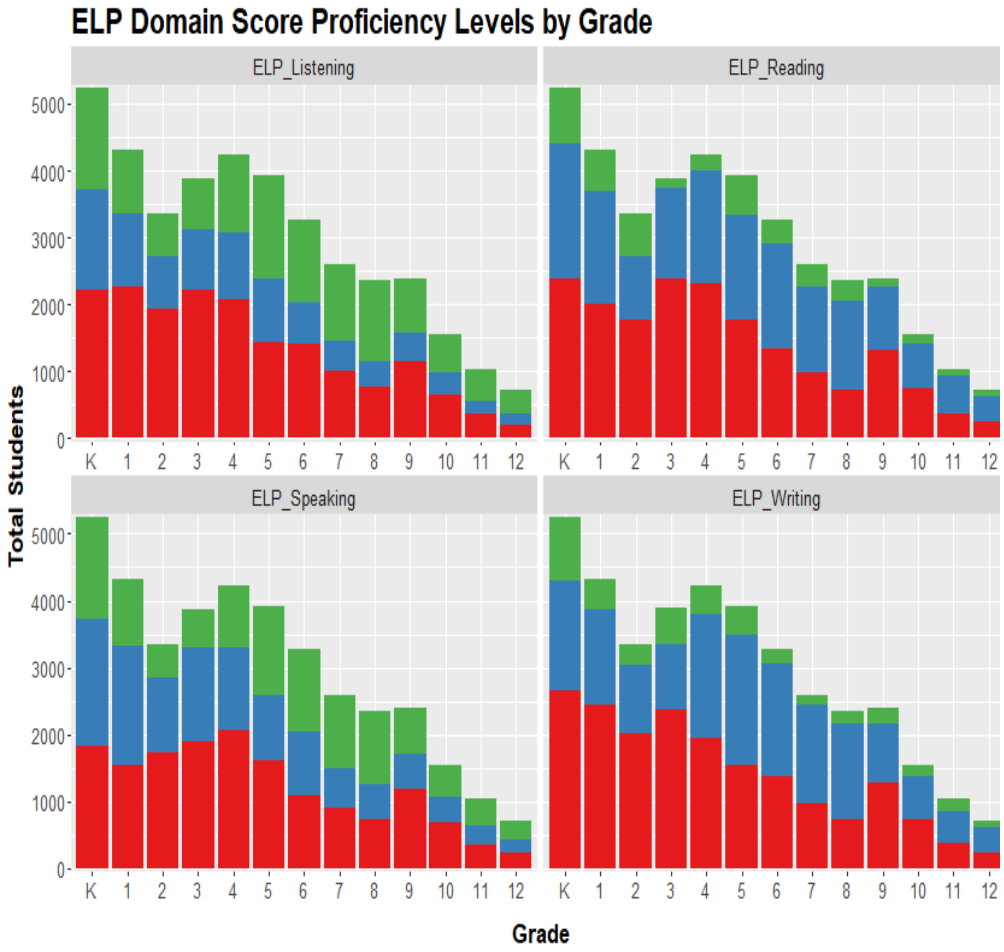
PreEmergent/Emergent/Basic

Intermediate

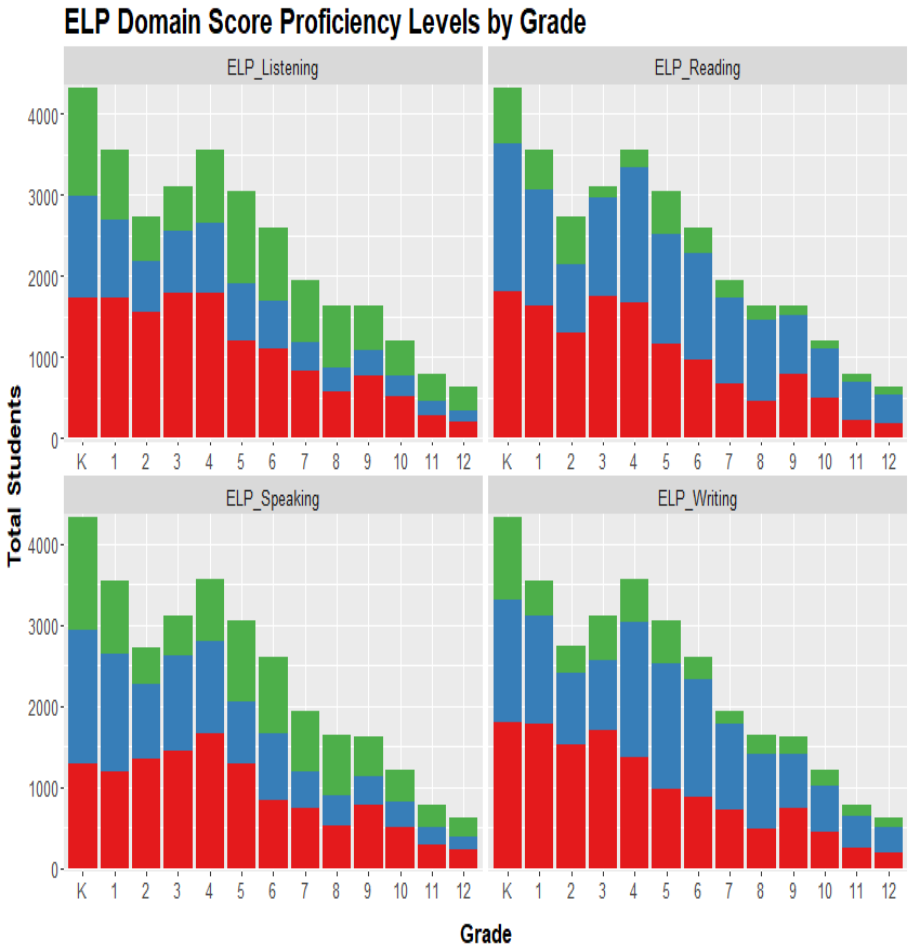
Proficient

AZELLA Domains – Gender

Male



Female



PreEmergent/Emergent/Basic Intermediate Proficient

Trends in AZELLA Domain Scores

Trends we see in AZELLA Subtest Performance

- More proficient scores on the listening and speaking domains but there is not a direct relationship between these proficiencies and overall proficiency
- Parent withdrawn EL students tend to score higher on all domains but highest on listening and speaking
- Similar patterns for FRL and gender

Questions