



Statewide EL Data

Kim Shinault
Arizona Department of Education

Themes to be Discussed



- Time to Reclassification
- Regression vs Growth on the AZELLA
- Academic Performance in Intermediate Proficiency Level Students

Theme 1



Time to Reclassification

Questions



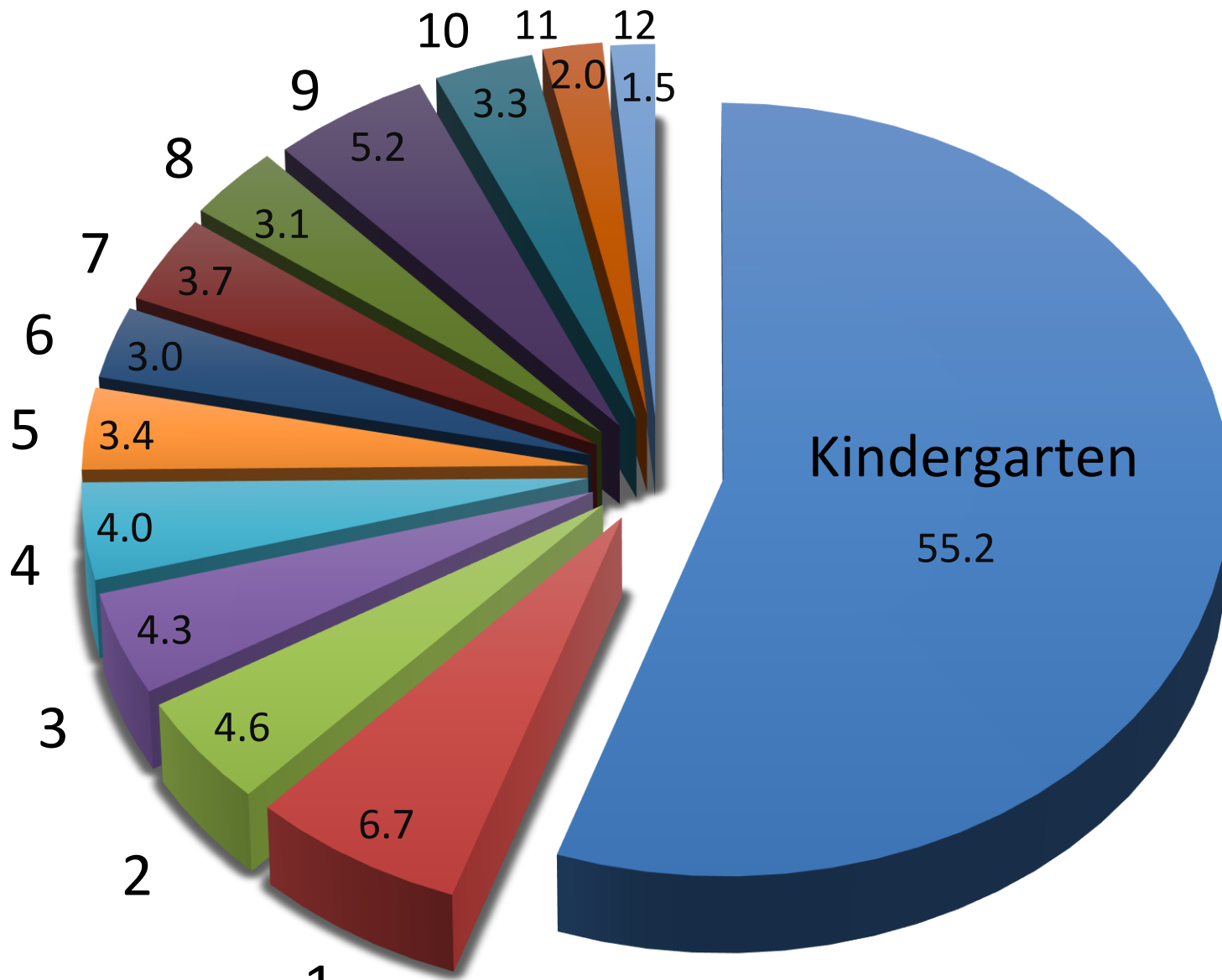
- Who are the students testing for the first time?
- How many years are students in the EL population?
- If they don't stay in the EL testing population, what proficiency level are they when they leave?

Question 1

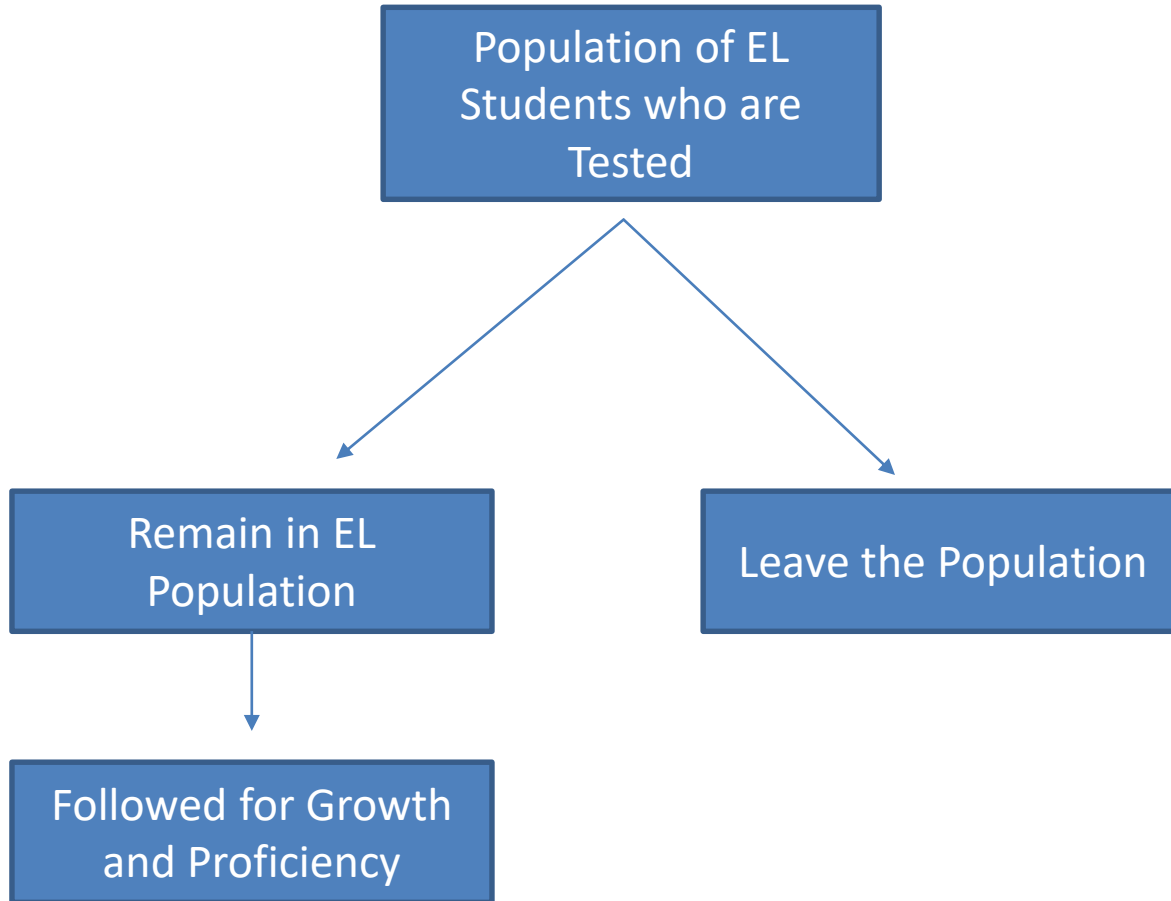


Who are the students testing for the first time?

Percent of EL Students Taking Their First Reassessment – by Grade



The Pathways of the EL Testing Population



Question 2

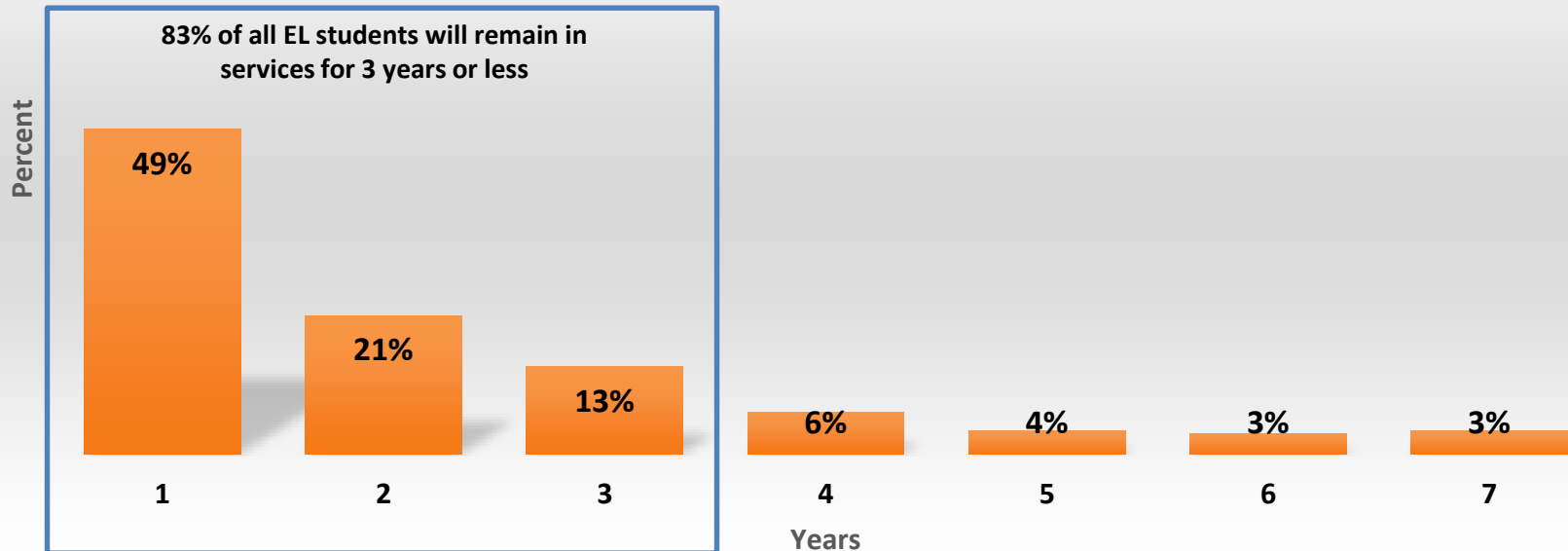


How many years are students in the EL population?

Total Years as an EL Student



Total Years as an EL: Examining all EL Student over the Past 7 Years

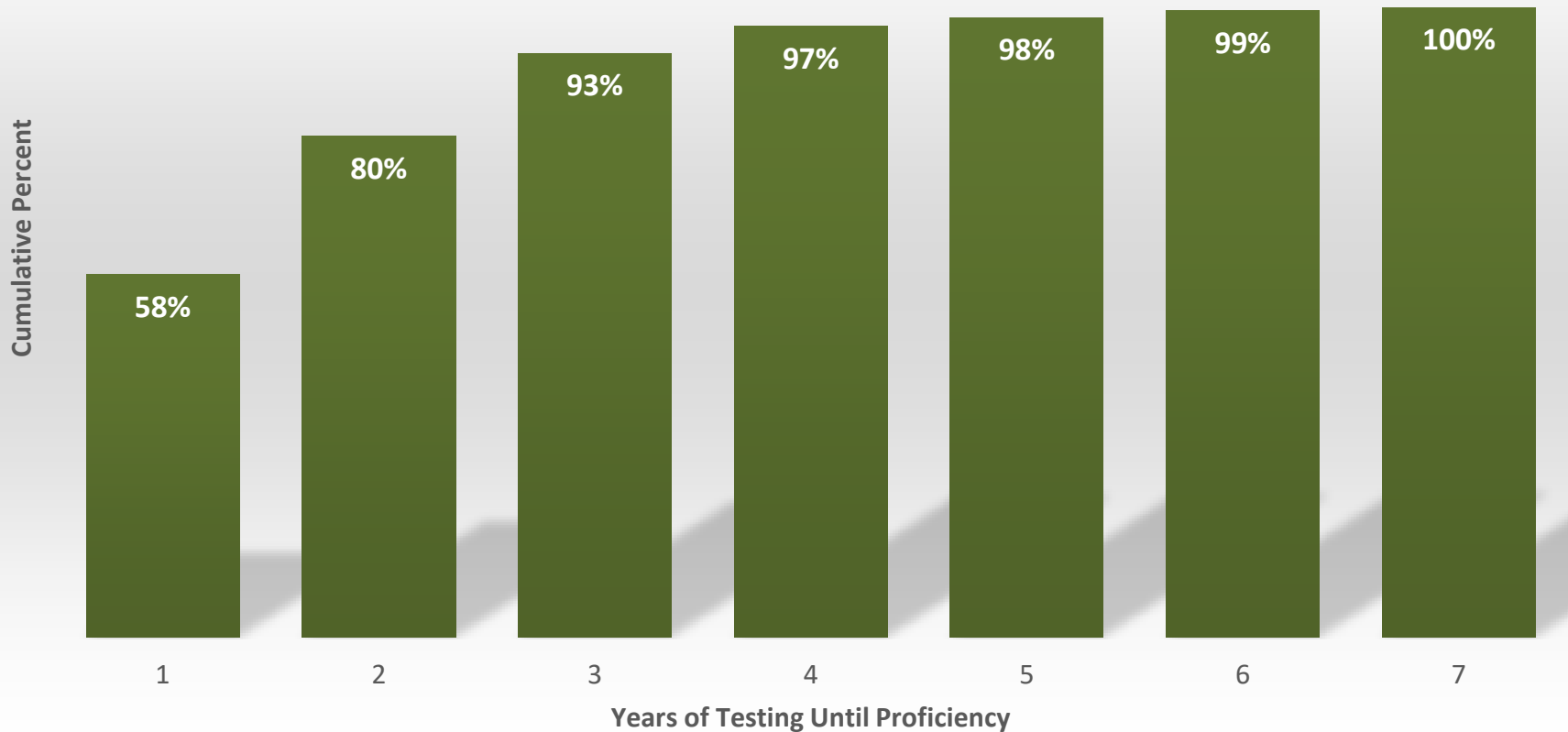


- Not all EL students stay in services until proficiency
 - ~ 57% have remained until proficiency
 - ~18% have dropped out of the population (i.e. moved, no longer identified, graduated)
 - ~26% are still EL students
- In the EL population, the majority of EL students are being consistently reassessed each year, ~6% are inconsistently tested over time

How Long to Proficiency



Years to Reclassification as Proficient on the AZELLA:
In Students who Remained in the EL System

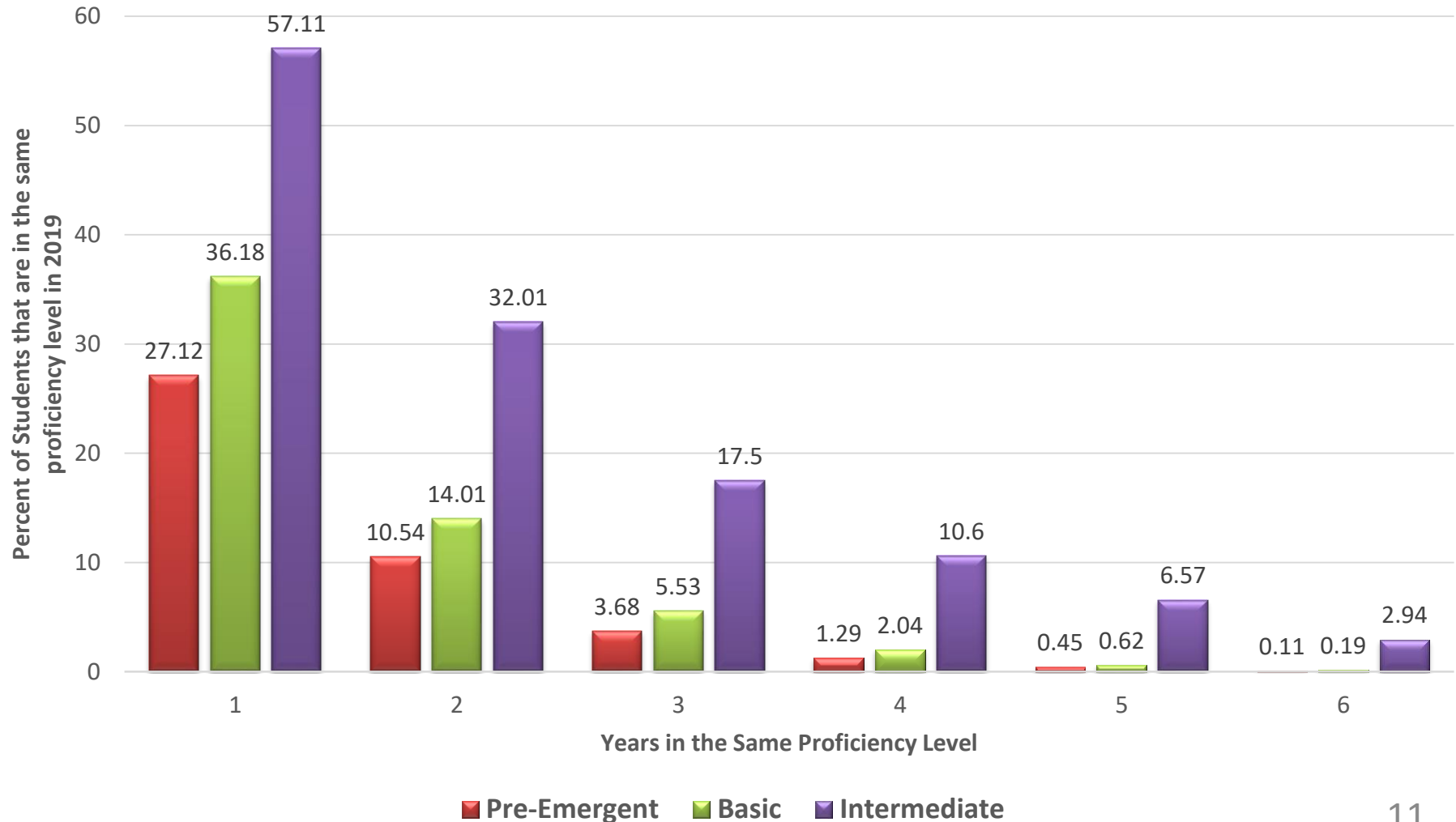


Percent By Year	58%	22%	13%	4%	1%	1%	1%	10
-----------------	-----	-----	-----	----	----	----	----	----

How Long Can ELs Stay in the Same Proficiency Level if They Don't Become Proficient



EL Students Years in the Same Proficiency Level



Recap



If students do become proficient (57% of EL population), they will likely do so in the first 3 years

If students do not reclassify, the likelihood that they are intermediate for more than 4 years is very small (< 7 % of the students that stay in the EL population without reaching proficiency)

Question 3



If they don't stay in the EL testing population, what proficiency level are they when they leave?

What Proficiency Level are Students who 'Leave'?



- Of the students who move, drop out, or are otherwise no longer identified as an EL student, but were once identified and tested on the AZELLA test:
- Pre-Emergent/Emergent 16%
- Basic/Basic Intermediate 25%
- Intermediate 59%

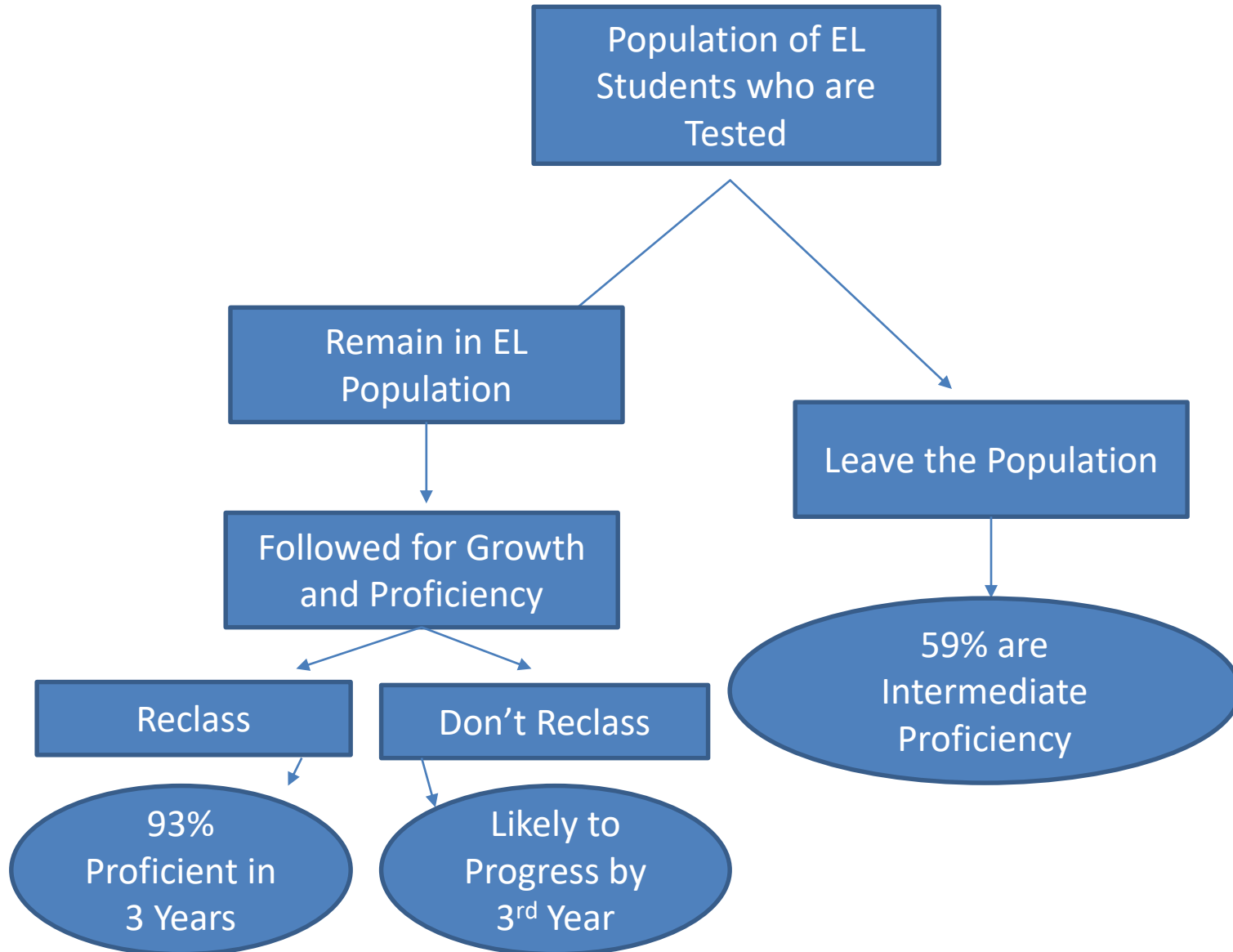
What Have We Learned about Reclassification



What have we learned about students who enter into EL services in the past 7 years and how long did it take them to reclassify as English language proficient?

- More than half of first time testers are kindergarten students
- 57% + of students who enter EL services will stay in these services and reach proficiency
- 80% reach proficiency in the first 2 years
- 93% reach proficiency in the first 3 years

The Pathways of the EL Testing Population



Discussion Point



What experience do you have those intermediate proficiency level students who ‘leave’?

Could there be a relationship between the proficiency level and ‘leaving’ the population of EL students?

Theme 2



Growth VS Regression

Questions



- Who shows the most growth?
- Who hhowes the most regression?
- What might lead to regression?

Question 1



Who shows the most growth?

EL Growth Patterns – All EL



Current Year						
Prior Year		Pre/Emergent-Emergent	Basic-Basic/Intermediate	Intermediate	Proficient	Total
	Pre/Emergent-Emergent	5,357 (36.62%)	5,459 (37.32%)	3,103 (21.21%)	709 (4.85%)	14,628 (100%)
	Basic-Basic/Intermediate	1,864 (6.53%)	9,215 (32.29%)	13,325 (46.70%)	4,132 (14.48%)	28,536 (100%)
	Intermediate	328 (0.79%)	4,263 (10.32%)	27,696 (67.03%)	9,031 (21.86%)	41,318 (100%)
	Proficient	* (*%)	* (*%)	* (*%)	132 (94.29%)	140 (100%)
						84,622

= Students who stayed at the same proficiency level from 2018 to 2019

How Many EL Students Had Growth in the Last Year

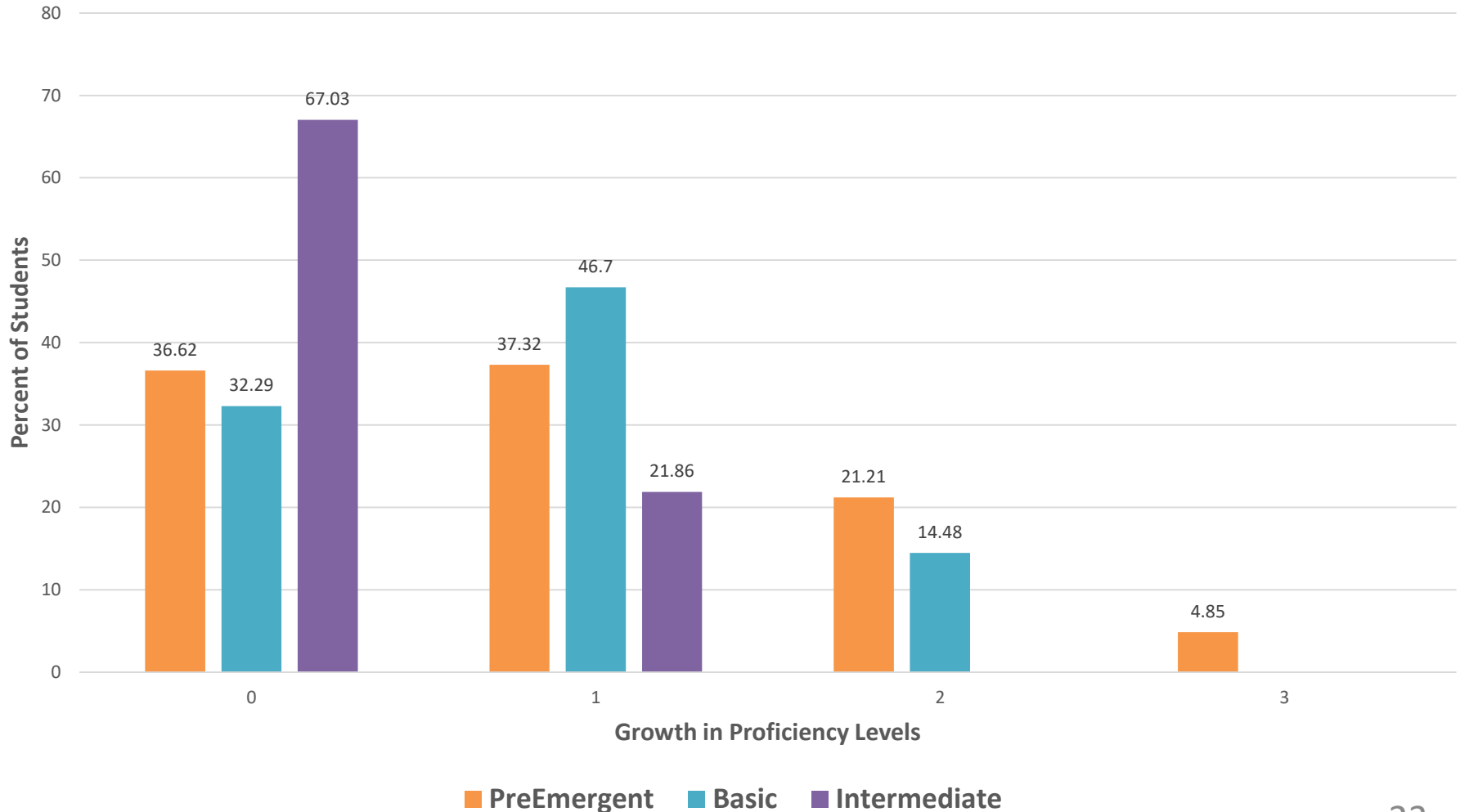


Pre-Emergent/Emergent	63.38%
Basic	61.18%
Intermediate	21.86%
Proficient	0%

How Much Growth by Prior Proficiency Level



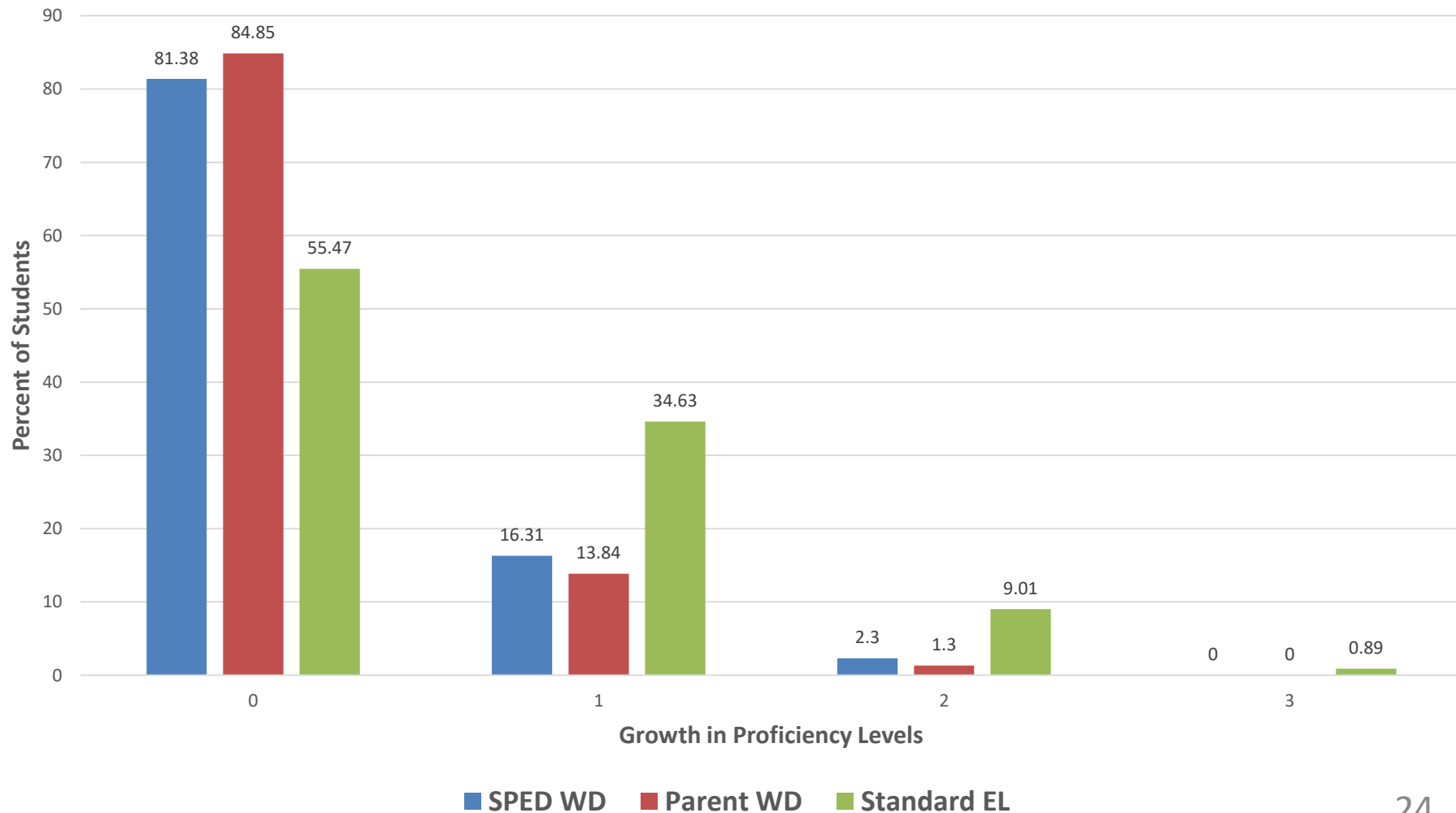
Growth by Prior Proficiency Level



How Much Growth by Program Status



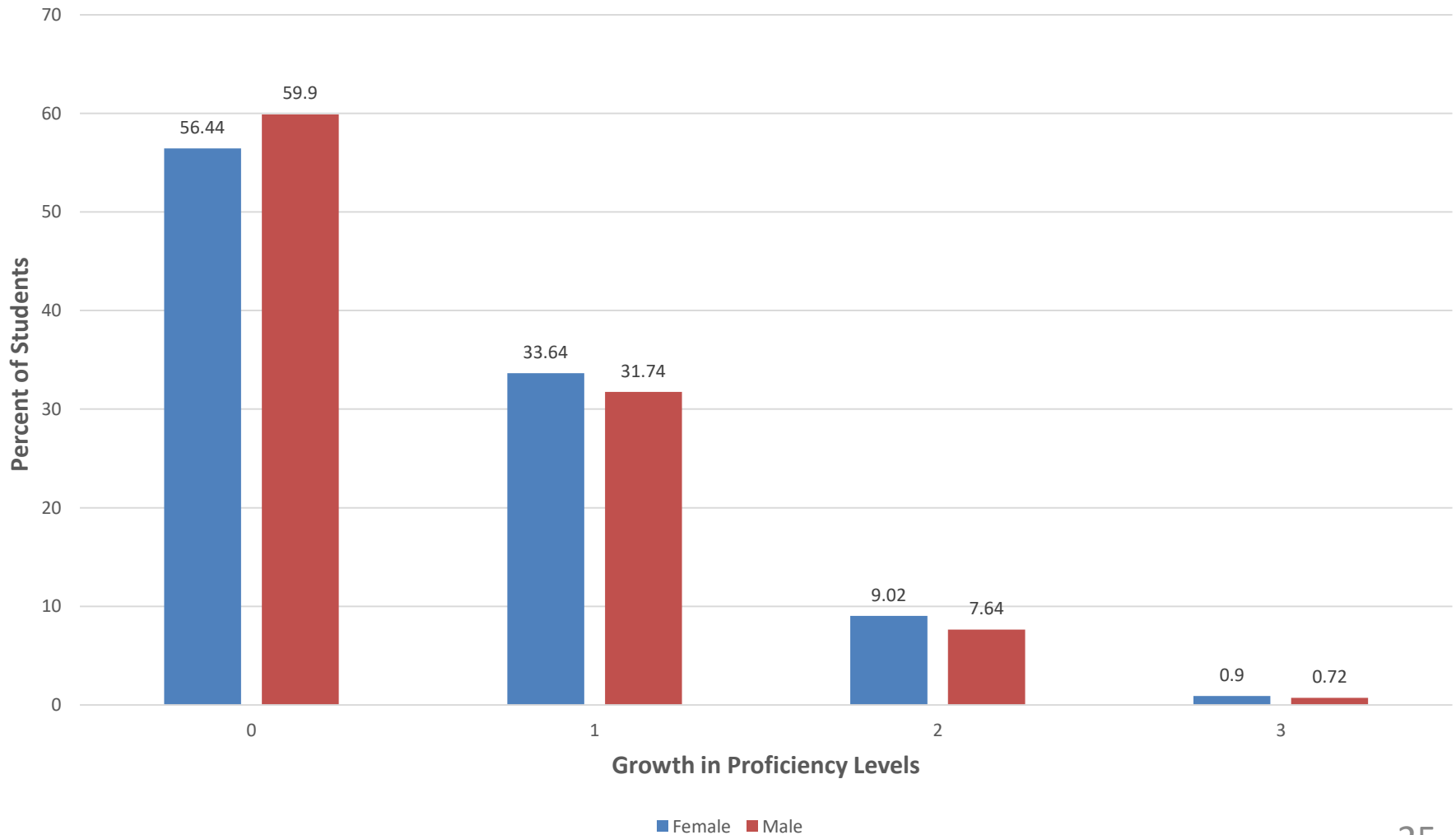
Growth in SPED Withdrawn, Parent Withdrawn, and Standard EL Students



EL Growth Patterns by Gender



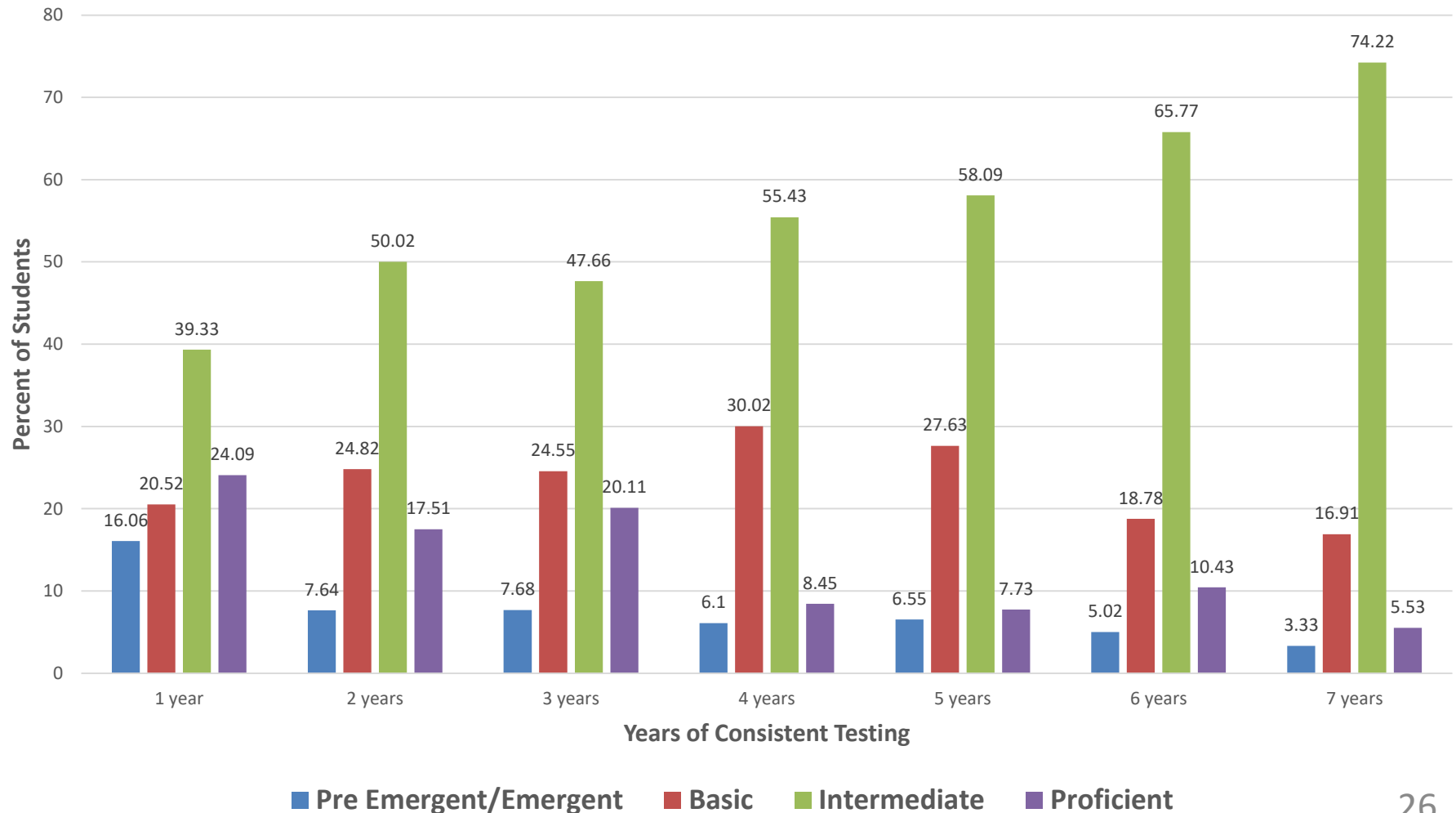
Growth by Gender



Proficiency Levels in ELs with Multiple Years of Reassessments



2019 Percent of ELs in each Proficiency Level by the Number of Years Students Consistently Reassessed



Who Shows the Most Growth in English Language Proficiency?



- **Pre-Emergent/Emergent, Basic, Basic/Intermediate**
- **Pre-Emergent/Emergent most likely to grow 2 proficiency levels in one year**
- **Basic, Basic/Intermediate most likely to grow 1 proficiency level in one year**
- **Standard EL student**

Who is Least Likely to Show Growth in One Year?



- Intermediate proficiency level
- Parent withdrawn

***Gender has no impact**

Question 2



Who shows the most regression?

Regression



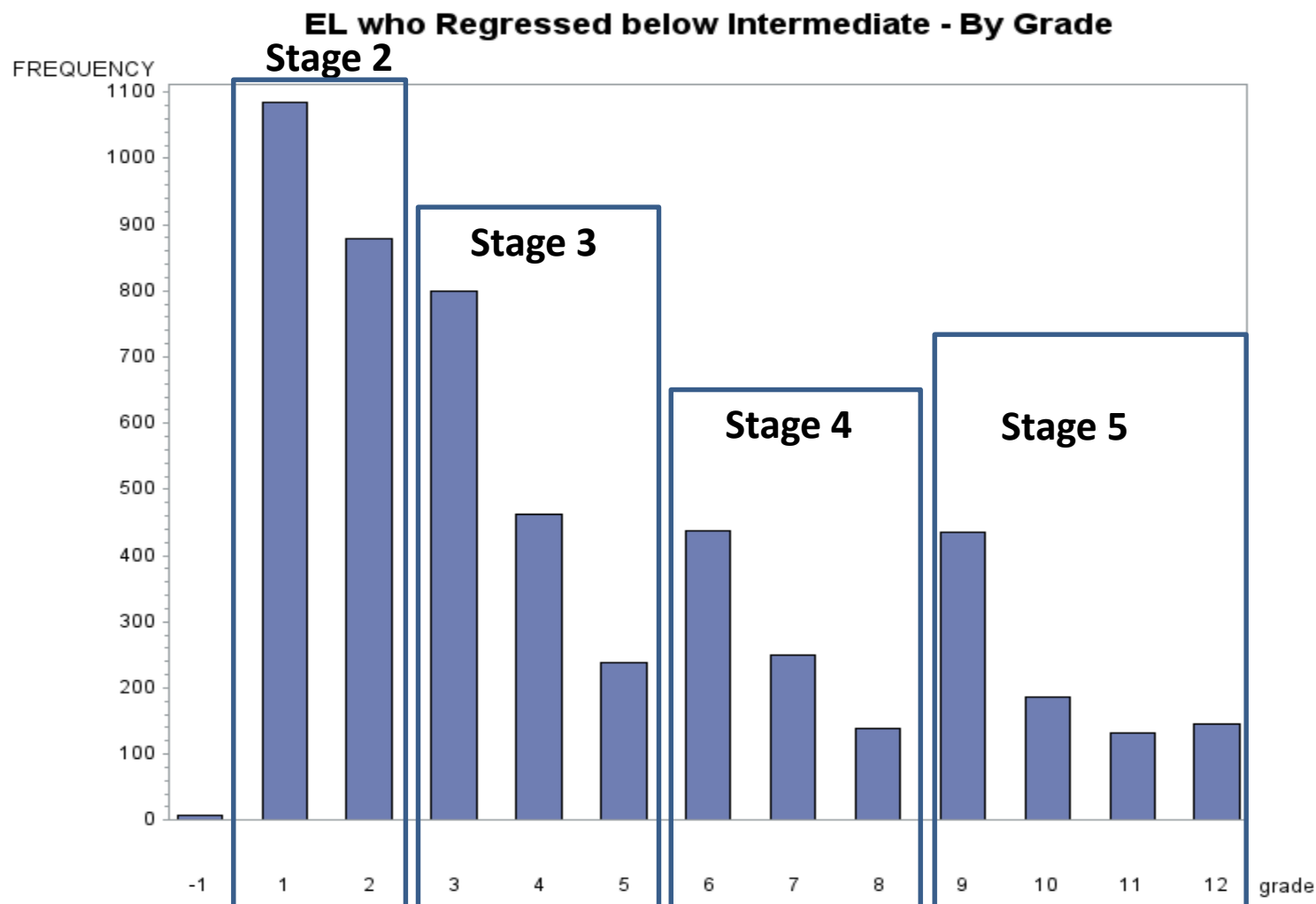
Pre-Emergent/Emergent	0%
Basic/Basic Intermediate	6.53%
Intermediate	11.11%
Proficient	5.71%

Questions 3



What might lead to regression?

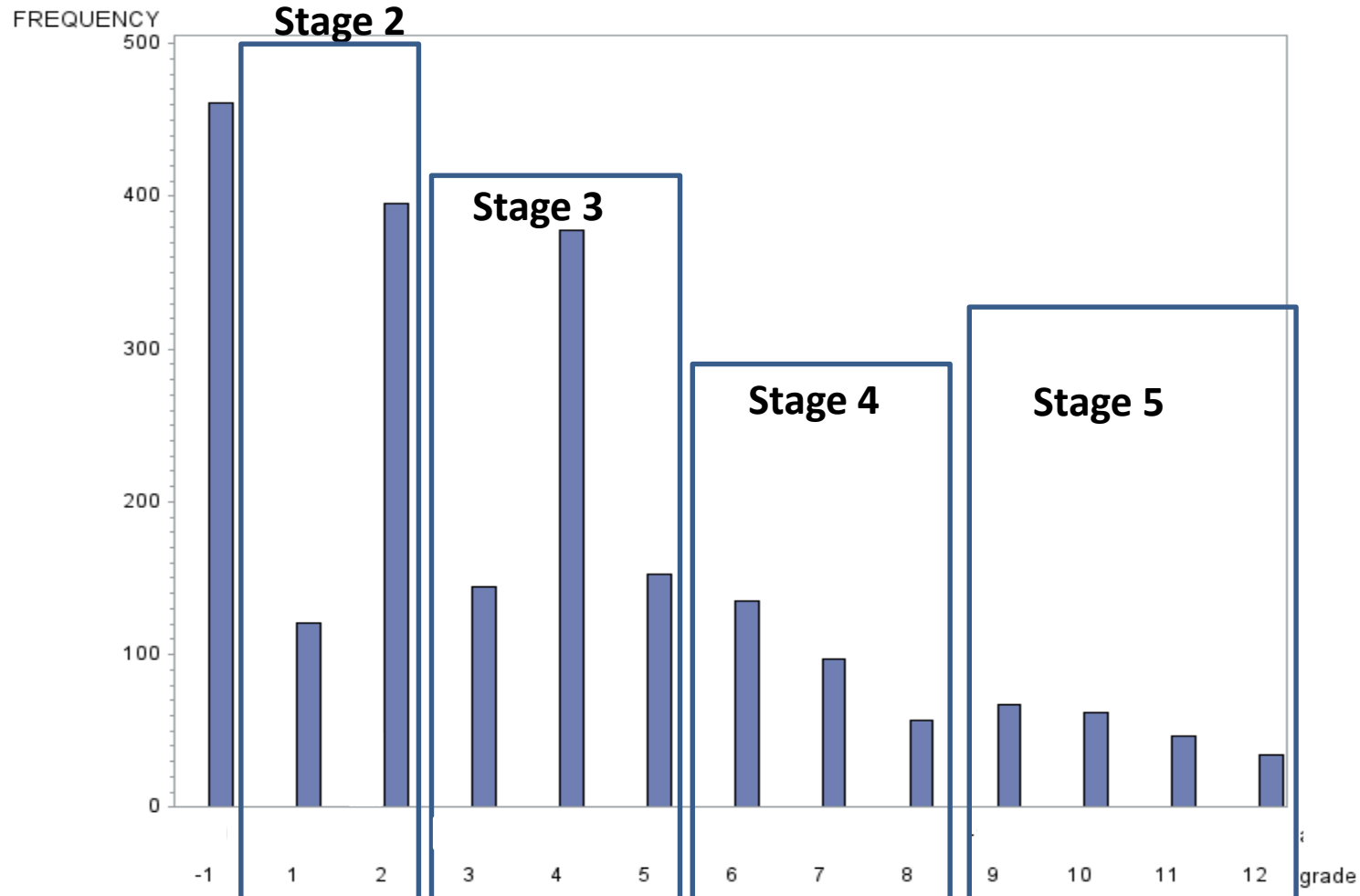
2019 Regression of Intermediate ELs



2019 Regression of Basic ELs



EL who Regressed below Intermediate - By Grade



What Have We Learned



What have we learned about students EL student growth and proficiency patterns?

- Lower proficiency levels grow the fastest
- Over time, the intermediate proficiency level begins to ‘pool’ with students who’s advancement has slowed
- Intermediates are more likely to regress. This often occurs when advancing to a higher testing stage. They may be fluctuating in and out of the intermediate proficiency level

Discussion Point



We have seen that intermediate proficient ELs regress when moving into a new testing stage, but that basic proficient ELs regress if they have been in that stage for a while.

- What factors could be causing the basic proficient students to regress at those points?

Theme 3



Academic Performance in Intermediate EL Proficiency Level

Questions



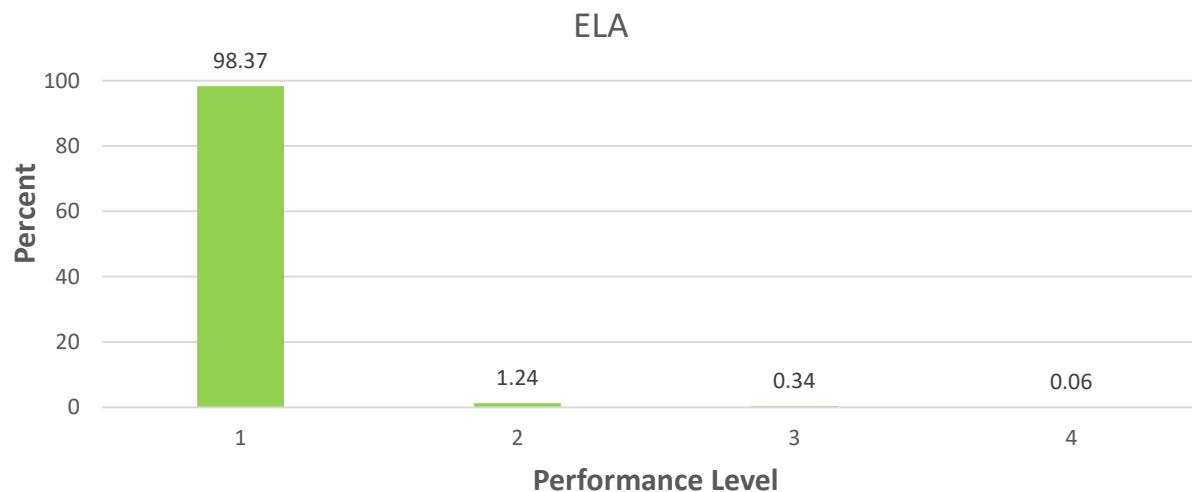
- What are ELA and Math academic performance outcomes for Intermediate EL students?
- How can these outcomes effect school letter grades?

Question 1

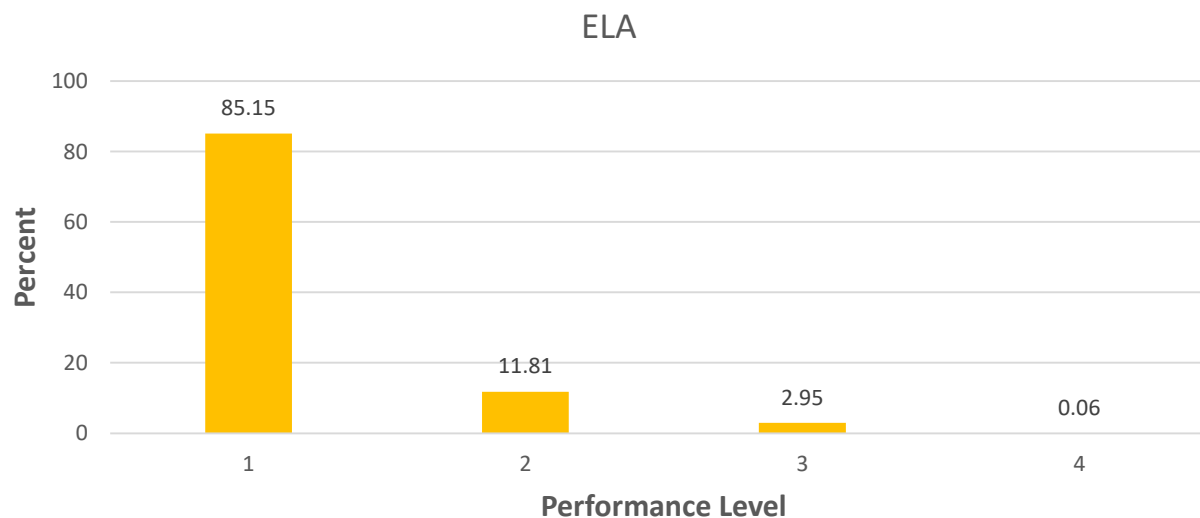


What are ELA and Math academic performance outcomes for Intermediate EL students?

Basic vs Intermediate ELs ELA Performance

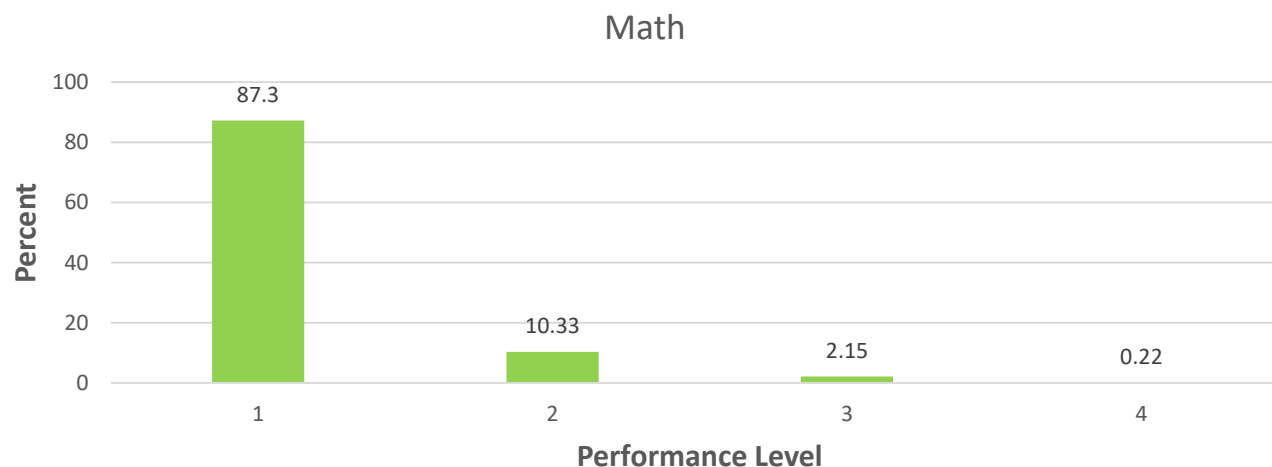


Basic
Proficiency

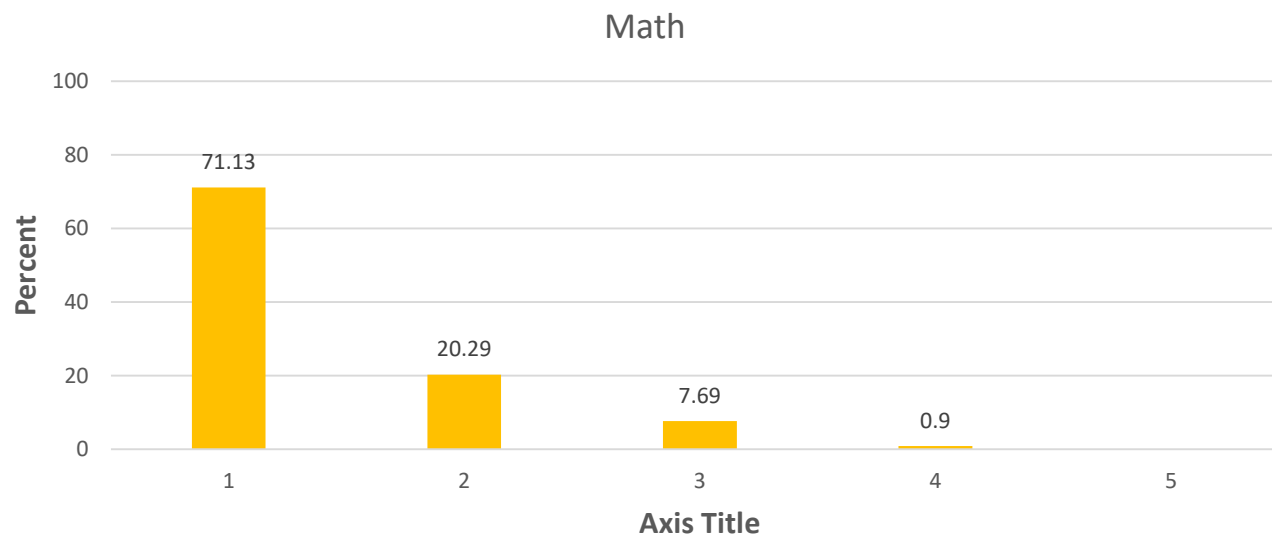


Intermediate
Proficiency

Basic vs Intermediate ELs Math Performance

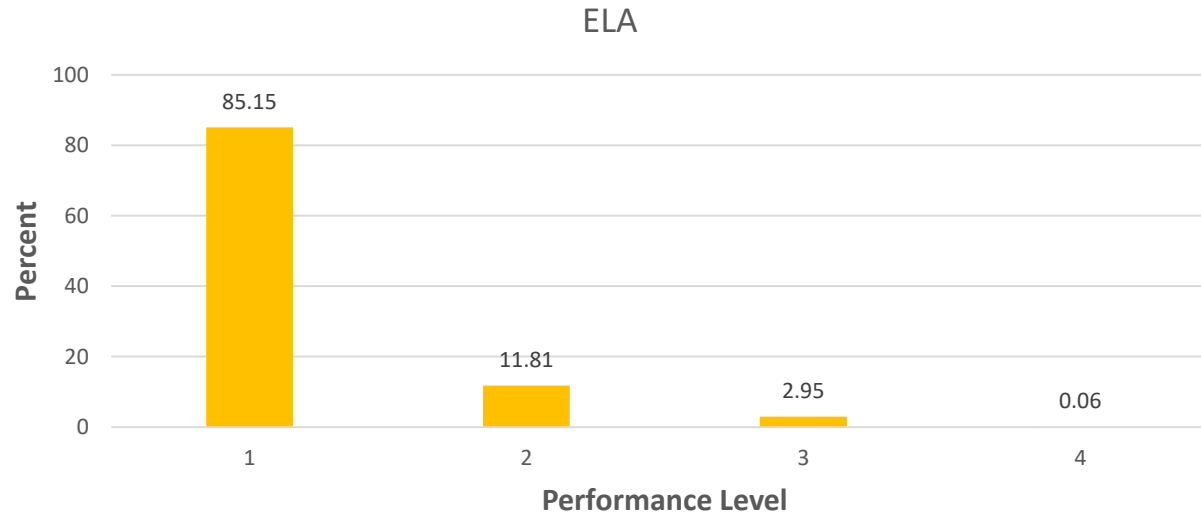


Basic
Proficiency

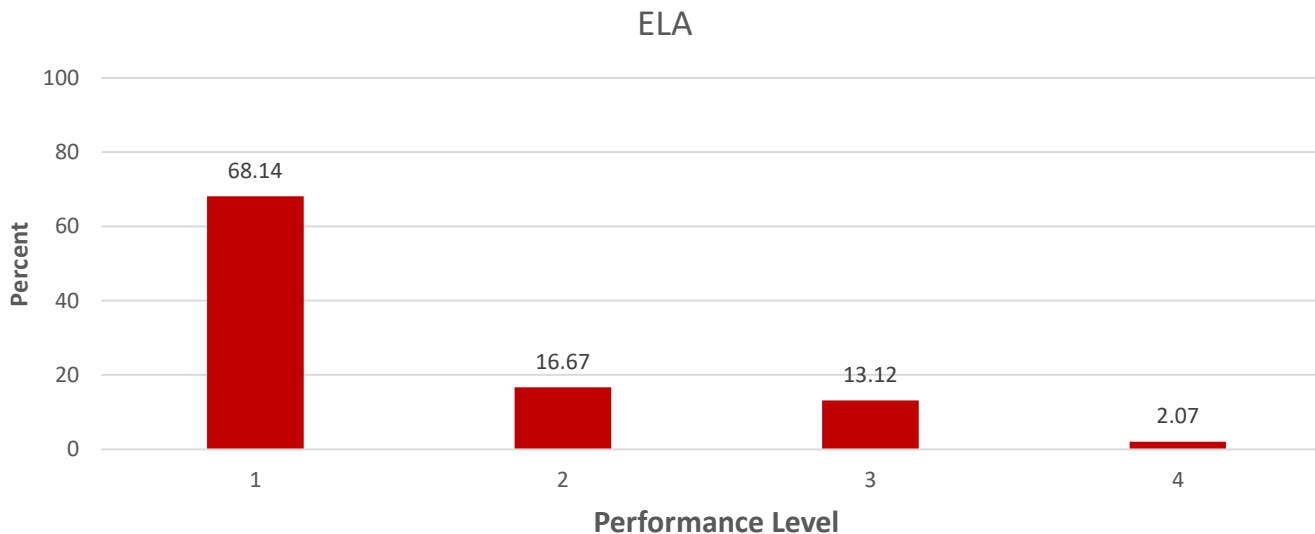


Intermediate
Proficiency

Intermediate ELs vs FEP ELA Performance

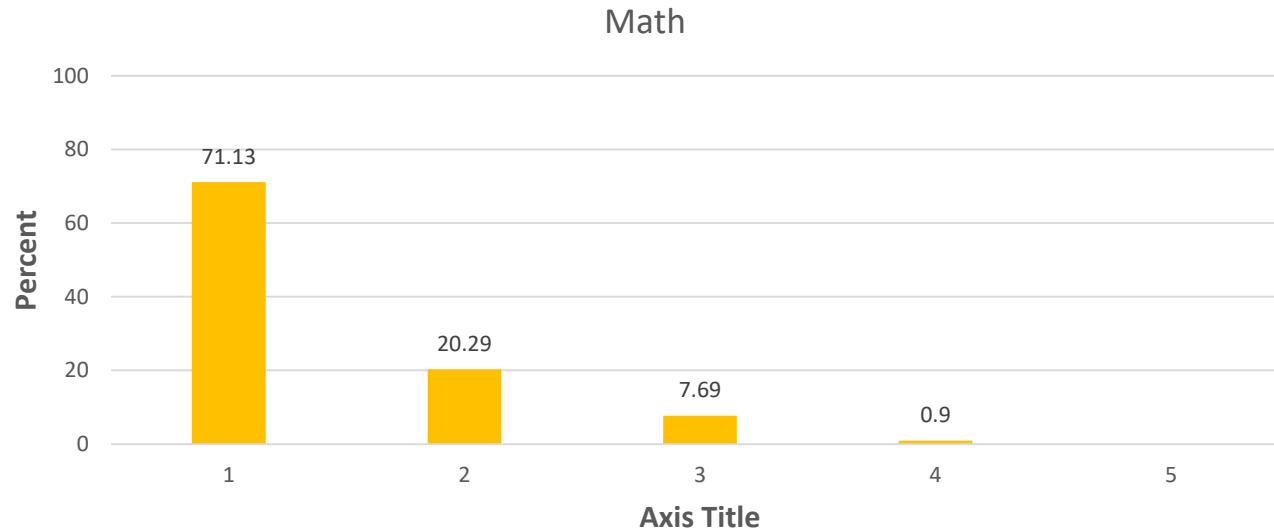


Intermediate
Proficiency

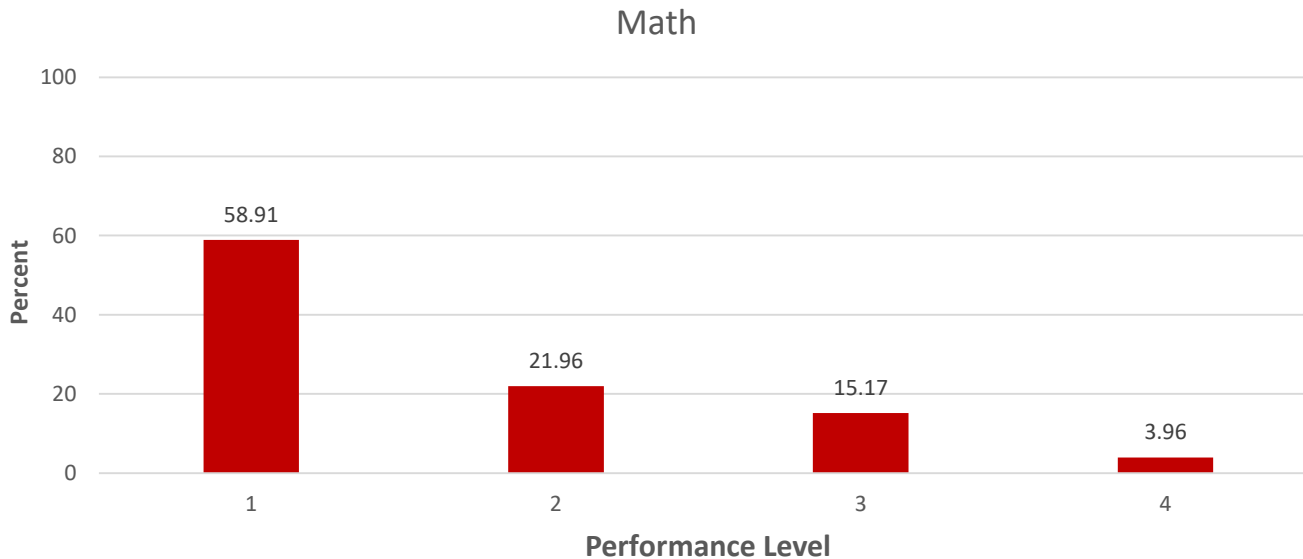


First Year
FEP

Intermediate ELs vs FEP Math Performance



Intermediate
Proficiency



First Year
FEP

Question 2



How can these outcomes effect school letter grades?

Where Does Performance Count in A-F Calculations



A-F Component	Grade Levels Affected
Proficiency	K-8, 9-12, Alternative
Acceleration Readiness (Subgroup Improvement)	K-8
Subgroup Proficiency	9-12
Growth	K-8

What Have We Learned



What have we learned about academic performance in intermediate proficiency EL students?

- There is a relationship between AZELLA proficiency level and performance in ELA and Math
- Increases in language proficiency can impact school level performance in multiple A-F components

Discussion Point



- Where have you seen the largest impact of English language proficiency in your school?

Questions

