

AZ's English Language Learners: Achievement Patterns & Predictors of Success

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Four Intriguing Questions

1. In general, how are AZ's ELLs doing?
2. Are some of AZ's ELLs doing better than others?
If so, which ones?
3. Are there hot spots or opportunity points where you might focus support for the most impact?
4. If so, what might those support activities be?

REL West EL Alliance—who are we?



- » State Departments of Education
- » Districts, Schools

REL West EL Alliance—what we do

- » Develop and conduct research studies, literature reviews, and state practice reviews
- » Conduct 2 annual Alliance meetings
- » Host regular conference calls with SDE representatives
- » Present and discuss our reports

REL West EL Alliance—how we do it

Goal: Improve the literacy and academic achievement of English language learner students through increased use of data and evidence

Means: formative
collaborative
ongoing
discussion-based

Research Studies

» ELL Achievement and Characteristics (3)

What do you think?

1. In general, how are AZ's ELLs doing?
In ELP, ELA, Math? In other areas?
2. Are some of AZ's ELLs doing better than others?
If so, which ones? Who's not doing so well?
3. Are there hot spots or opportunity points where YOU
would focus ELL support for the most impact?
4. If so, what support activities would YOU do to better
enable ELLs to be successful?

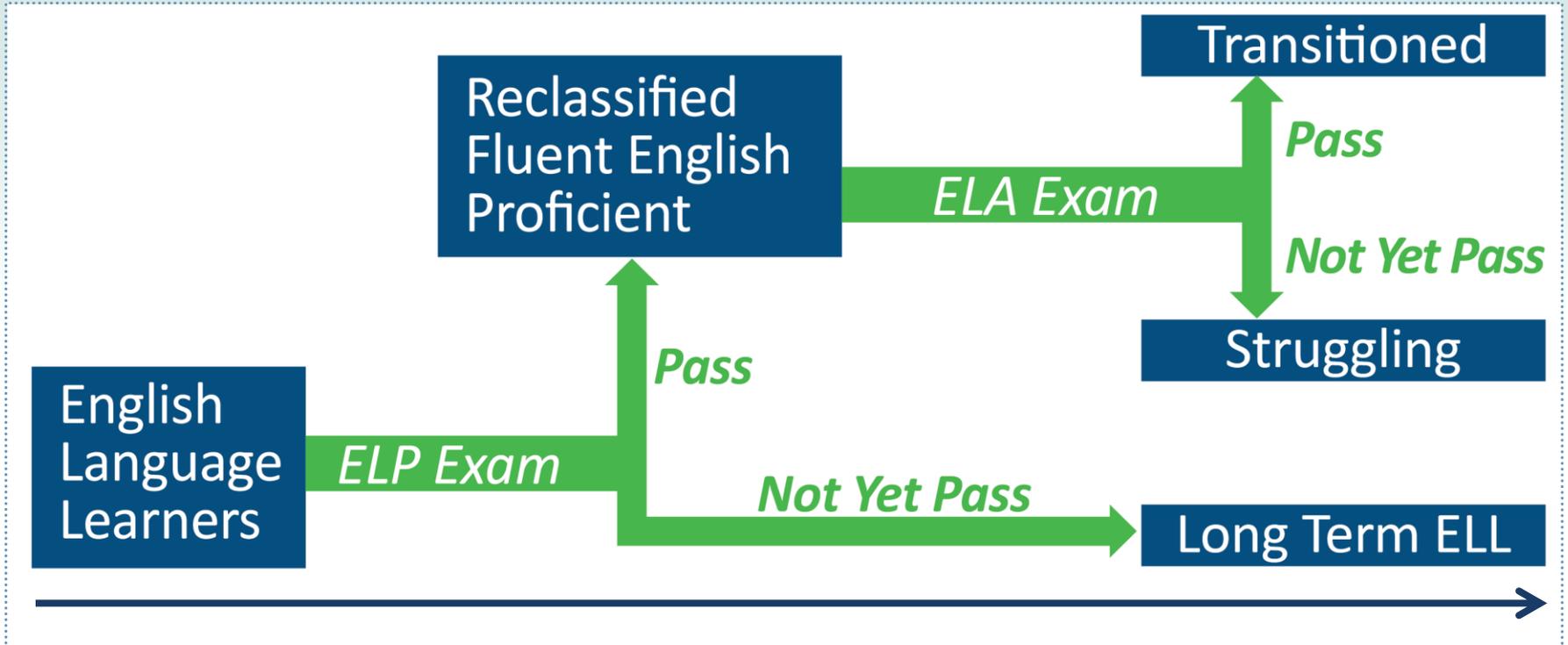
Findings

ELL Achievement & Characteristics



ELL student progress by “achievement level” groups

Student Groups



Start 2006/07

End 2011/12

Kindergarten Grade 5

Grade 3 Grade 8

Grade 6 Grade 11

Progress from ELL to RFEP to Transitioned RFEP

Category	Grade K cohort (N = 16,255)	Grade 3 cohort (N = 7,721)	Grade 6 cohort (N = 3,920)
Transitioned RFEP	81	78	59
Struggling RFEP	9	20	35
LTELL	10	2	6
Total	100	100	100

AZ, 2006/07 – 2011/12

What do we see?

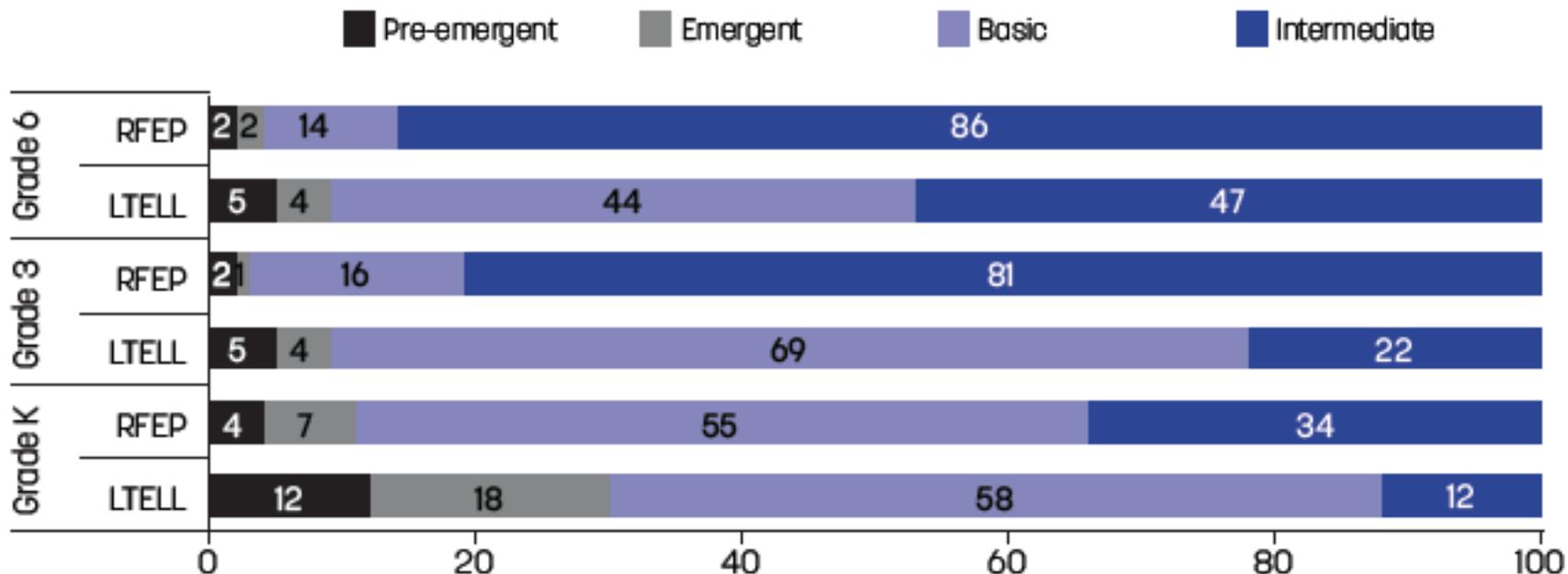
- ✓ Almost everyone reclassified (90+%)
- ✓ Struggling RFEP % higher in higher grade levels (9% – 20% – 35%)

ELL characteristics by “achievement level” groups

LTELLS and Struggling RFEPs

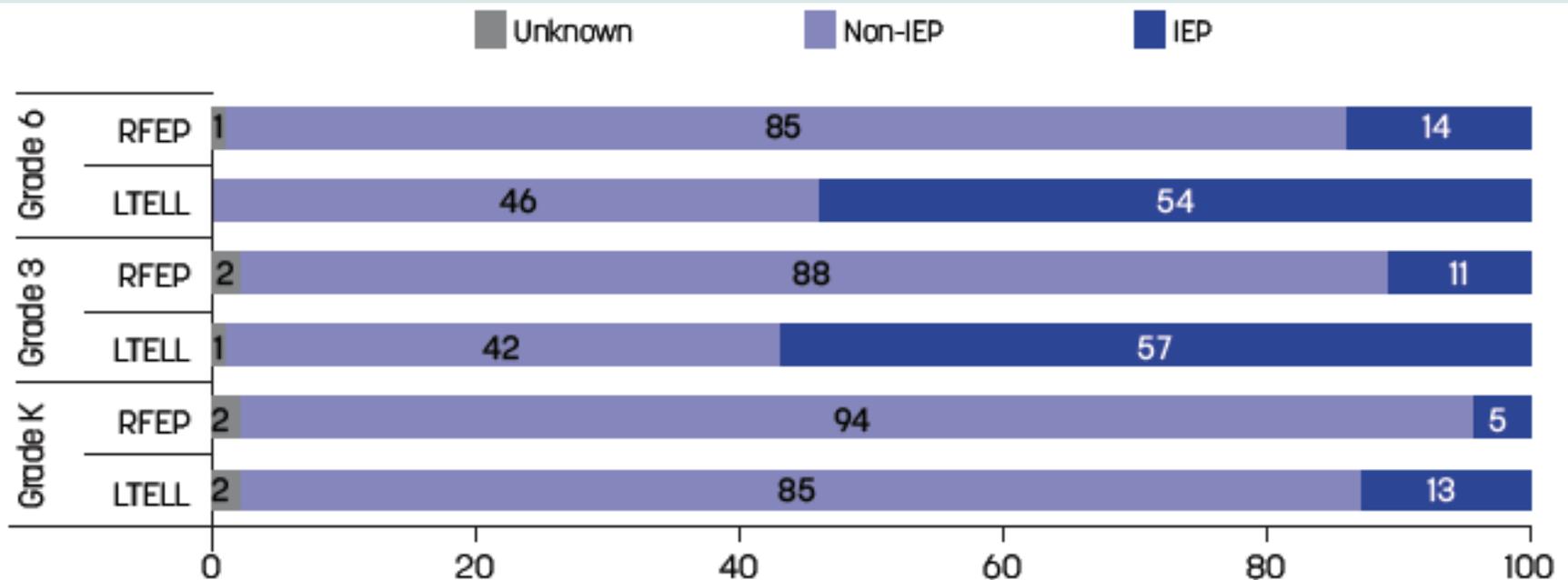
- High FRL
- More likely Male
- >70% started study at Basic or Intermediate ELP level
 - For LTELLs, 5+ years at Basic or Intermediate ELP level
- More likely receiving IEP services
 - For LTELLS, majority receiving IEP services in grade 3 and 6 cohorts

LTELL ELP level



AZ, 2006/7 – 2011/12

LTELL IEP Services



AZ, 2006/7 – 2011/12

What do we see?

- ✓ Almost everyone reclassified (90+%)
- ✓ Struggling RFEP % higher in higher grade levels (9% – 20% – 35%)
- ✓ LTELLS: >50% receive IEP services in grade 3, 6 cohorts
- ✓ LTELLS: >90% at ELP Basic, Intermediate for 5+ years gr. 3, 6 cohorts

Policy & Practice Implications



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How might the fact that 1/2 of the grade 6 cohort LTELL students were receiving IEP services impact your teaching practices in these upper grades?

Why were >90% of upper elem and secondary LTELLS at Basic & Intermediate for 5+ years?

What can/should we do about that?

Why were >1/3 of secondary RFEPs struggling to pass ELA?

Are secondary RFEP ELLs ready for mainstream EO classes?

Should we change something we are doing?

Other thoughts?

What's next?



What's next?

» Additional analyses

- AZ 4-Year Graduation Rates by new language groups
 - New ELLs
 - LTELLs
 - Recent RFEPs
 - LT RFEPs
 - Never ELL (Native English Speakers + IFEP)

» Additional Outreach/Dissemination

- Presentations
- Workshops
- Webinars



REL West EL Alliance Publications

Arizona reports available at

<http://relwest.wested.org/alliances/5>

Questions?



Thanks!

Contact Information

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