



Arizona's EL Accountability System and EL Data Trends

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Topics to be Covered



The Accountability System

- The K-8 and 9-12 models
- Who is included in EL calculations
- EL proficiency formula
- EL growth formula

Data Trends in 2019

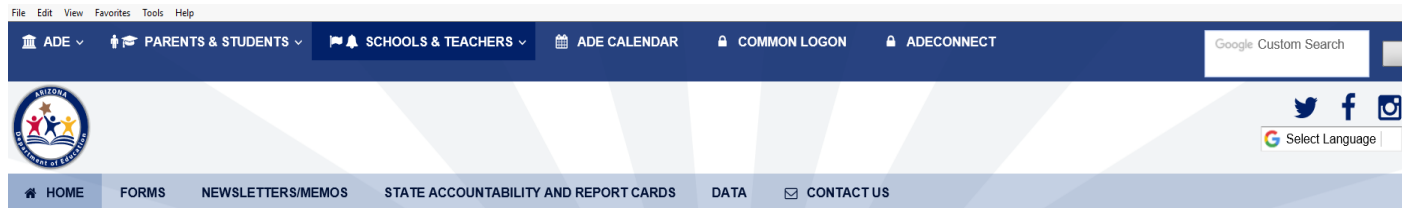
- EL points distributions across the state 2018 to 2019
- Testing consistency over the years
- EL growth patterns over the past year
- Growth within various groups
- Proficiency level stability over time
- Intermediate regression

Business Rules



The Business Rules are Available Through *The Grader*

- *The Grader* is a Newsletter that is used to communicate with schools
- Available through the Accountability and Research webpage



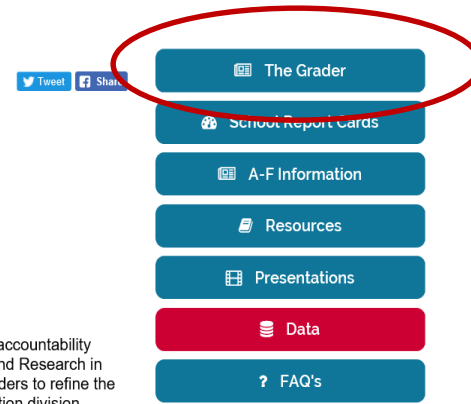
Accountability & Research

Welcome



The Accountability Section aims to measure the growth in quality of Arizona schools and districts by producing timely and reliable accountability determinations as required by state and federal law. The section works closely with Assessments, the State Board of Education, and Research in order to accurately label schools in a fair and systematic manner. Accountability staff support schools, districts, and other stakeholders to refine the system as well as utilize data in an appropriate and effective manner. The Arizona Department of Education Research and Evaluation division conducts research and program evaluation on pertinent issues and programs related to education for the state of Arizona. This involves conducting empirical and qualitative research for various divisions both within and outside of the Agency.

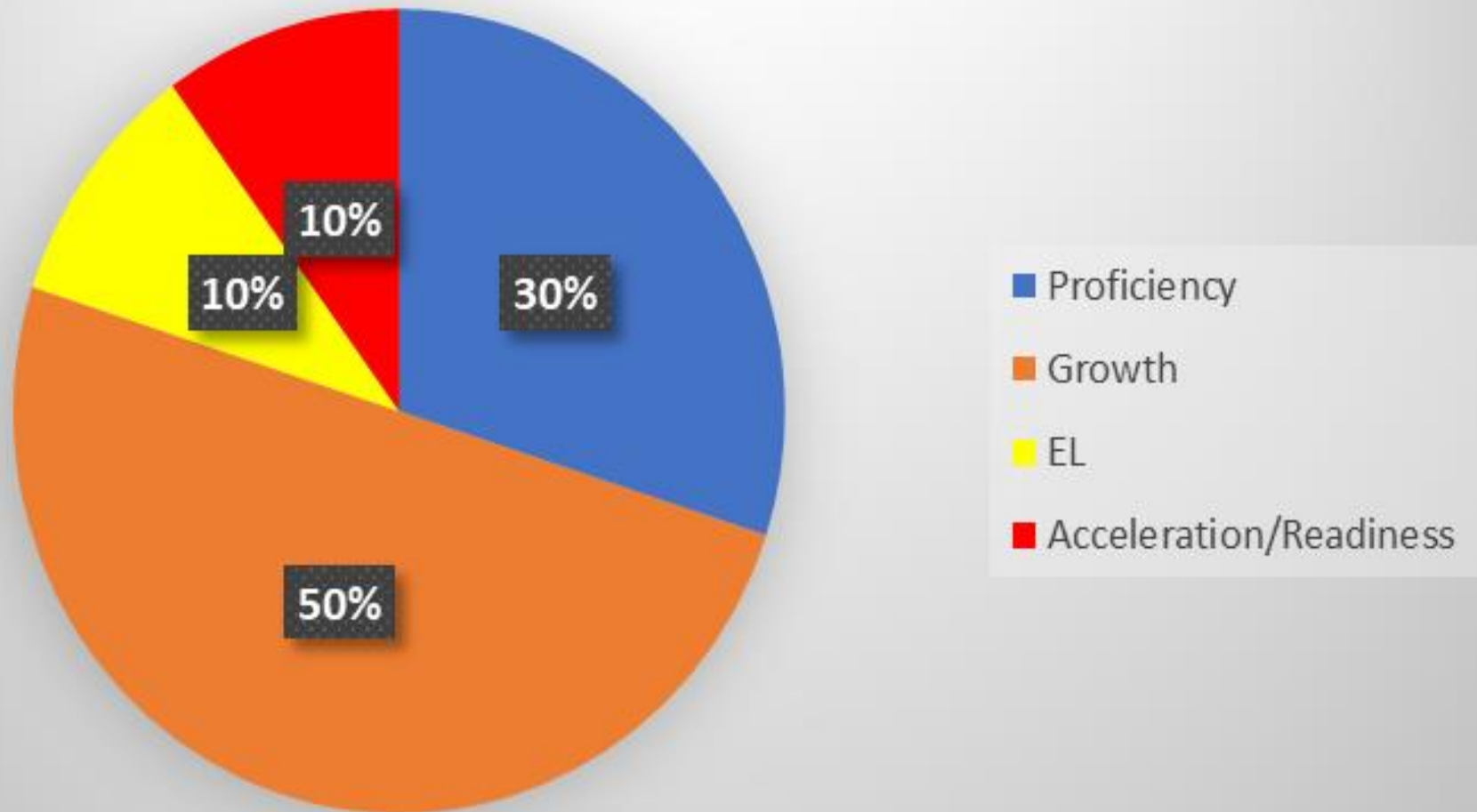
Our goal is to foster ongoing working relationships within the Arizona Department of Education as well as the community at large. We serve the



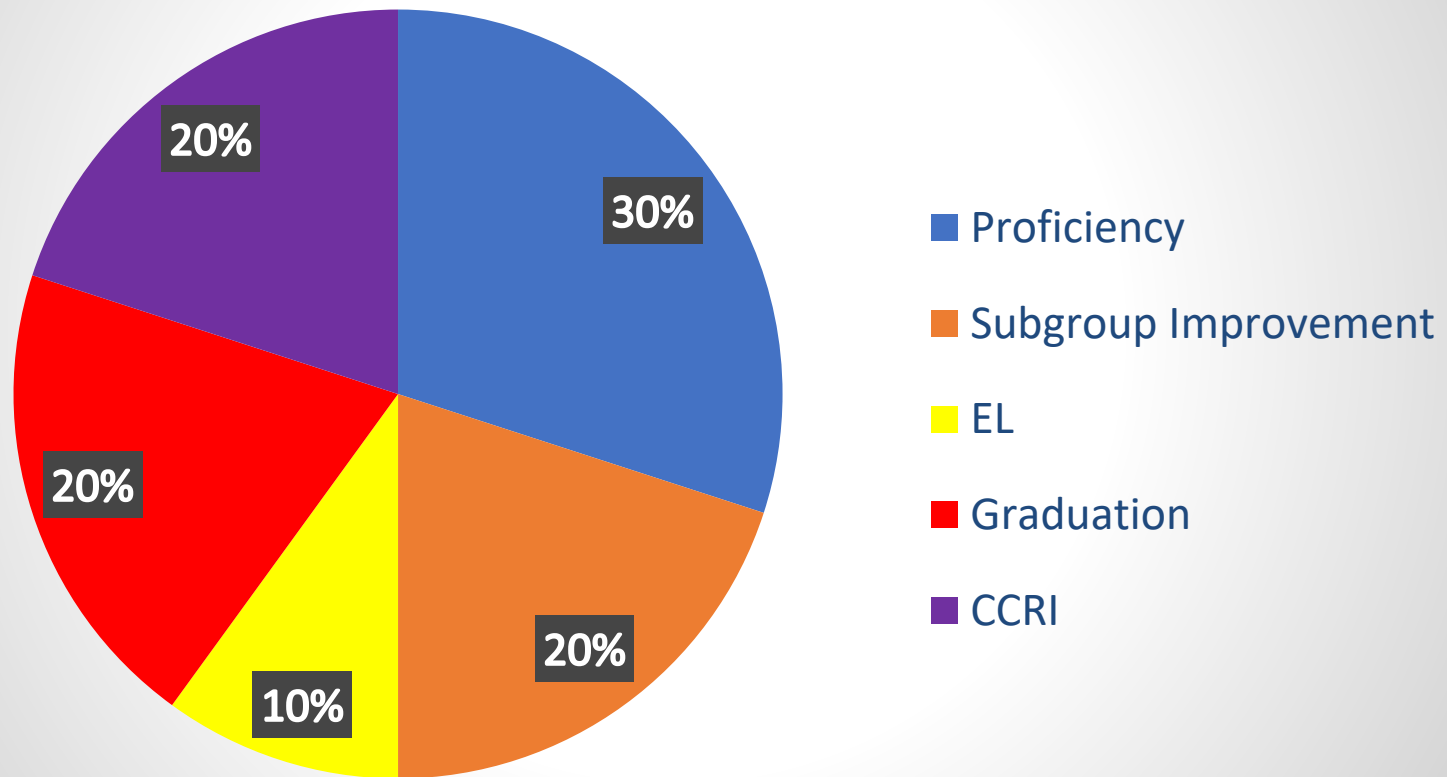
K-8 Model



K-8 Indicator Weights



9-12 Model



The EL Indicator



EL Proficiency on AZELLA

- 5% of the overall letter grade model
 - 50% of the EL Indicator

EL Growth on the AZELLA

- 5% of the overall letter grade model
 - 50% of the EL Indicator

EL proficiency and growth points are calculated separately then are summed together for an overall EL points score



Requirements

- Must be identified as an EL student
- Must be enrolled within the first ten days of the school year
- Must stay enrolled through the end of the AZELLA testing window (March 22, 2019)
- AzMERIT FAY, for all other indicators, is defined as enrolled within the first ten days of school through the first weekday in May (May 1 for Fiscal Year 2019)

EL Business Rules (Proficiency)



- EL calculations include students with a current or prior year EL need and are EL FAY
- Schools with less than 10 EL FAY students are not eligible for points
- To earn proficiency points, the school's current year EL percent proficient is compared to the Statewide current year percent proficient

Proficiency Formulas



School Proficiency

$$EL \text{ Proficiency } \% = 100 \left[\frac{\text{(No. of FAY students proficient on AZELLA)}}{\text{(No. of FAY students with an EL need, including parent withdrawals, who had a valid current AZELLA proficiency level)}} \right]$$

Statewide Proficiency

$$EL \text{ K} - 8 \text{ Statewide CY Proficiency } \% = 100 \left[\frac{\text{(Sum of School Averages that have the necessary FAY n - count)}}{\text{(No. of Schools that have the necessary FAY n - count to be eligible for points)}} \right]$$

EL Business Rules (Growth)



- For a student to be included in EL growth calculations, two test records are required (Current year and prior year AZELLA test records)
- Schools with less than 10 FAY EL students are not eligible for points
- Growth is the difference between prior year and current year AZELLA scores
- Unless they are in Kindergarten, or have no prior year score, then the fall placement and spring reassessment are compared
- **For non-Kindergarten students, placement tests can only be used if completed between July 1st and October 1st of the current school year**
- To earn growth points, the school's current year EL percent growth is compared to the Statewide current wide year percent growth

EL Business Rules (Growth)



- The table below shows how many points each level of growth is worth.

| Prior Achievement Level | Current Achievement Level | Point Value |
|--|-------------------------------------|-------------|
| Pre-Emergent/Emergent Basic Intermediate/High Intermediate | Basic Intermediate Proficient | 1 |
| Pre-Emergent/Emergent Basic | Intermediate Proficient | 2 |
| Pre-Emergent/Emergent | Proficient | 3 |

Growth Formulas



School Growth

$$EL \text{ Growth} = 100 \left[\frac{\left(\begin{array}{l} \text{(No. of FAY students who increased one proficiency level)} \\ + \text{(No. of FAY student who increased two proficiency levels x 2.0)} \\ + \text{(No. of FAY students who increased three proficiency levels X 3.0)} \end{array} \right)}{\text{No. of FAY students tested with an EL need, including parent} \\ \text{withdrawals with a valid current and prior year AZELLA proficiency level}} \right]$$

Statewide Growth

EL Statewide CY Proficiency %

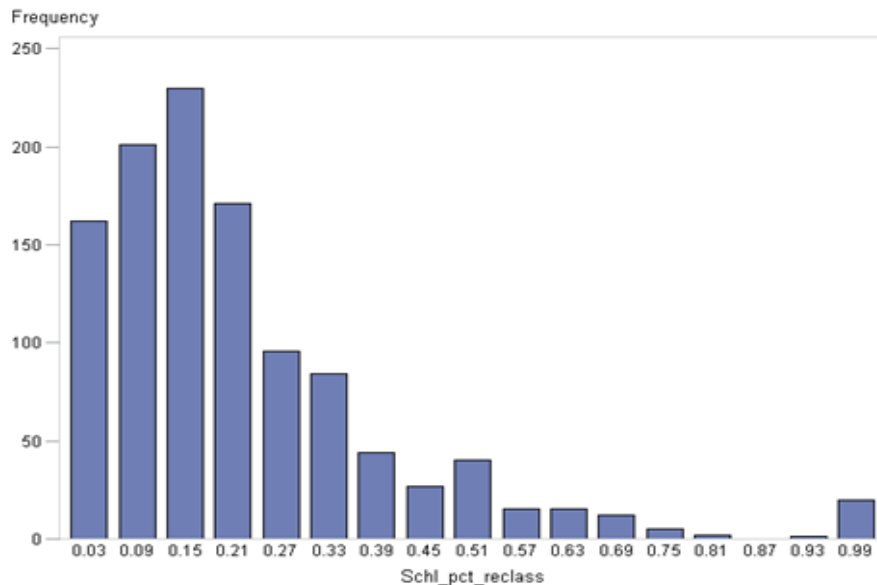
$$= 100 \left[\frac{\text{(Sum of School Averages that have the necessary AZELLA FAY n – count)}}{\text{(No. of Schools that have the necessary AZELLA FAY n – count to be eligible for points)}} \right]$$

Normalizing EL Data

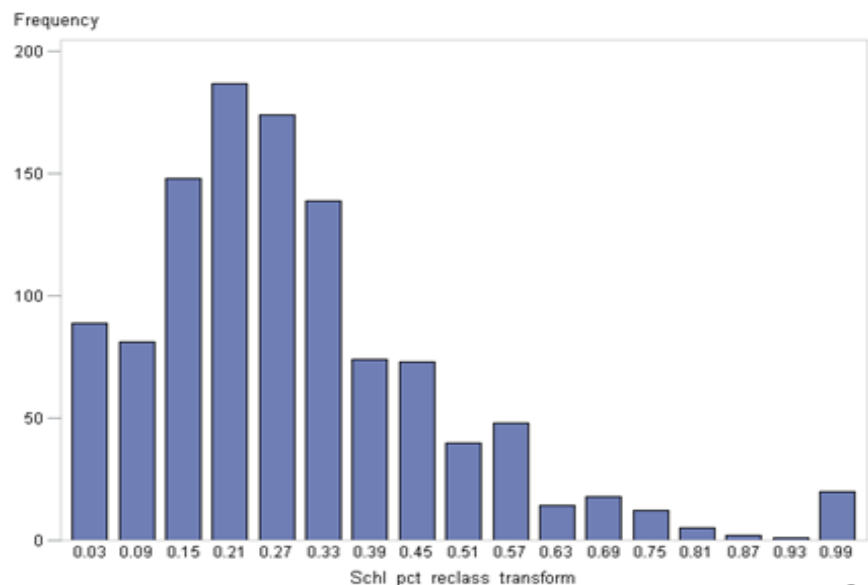


- EL data is not normally distributed
- Proficiency and growth data are normalized for accountability
- Why do we normalize data? So we can assign points based on a normal distribution

Before Transformation



After Transformation



EL Business Rules (Scoring)



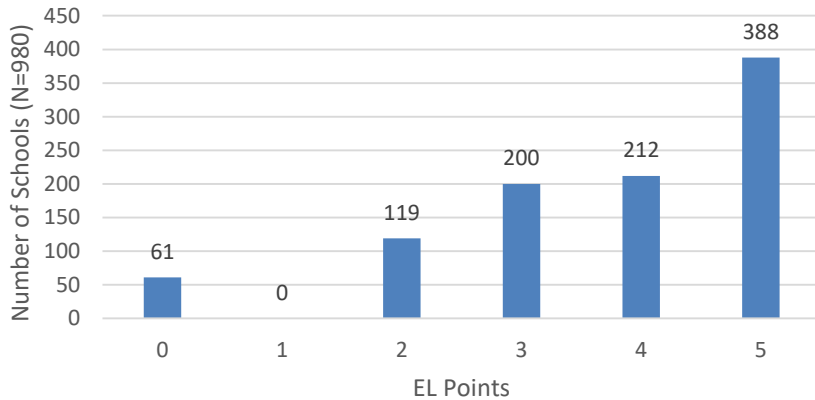
| Criteria | Standard Deviations Away from the Statewide Mean | Points Received |
|--|--|-----------------|
| School's EL Proficiency/Growth is compared to the statewide mean | Greater than the mean | 5 |
| School's EL Proficiency/Growth is compared to the statewide mean | 0.01 to 0.50 Below the mean | 4 |
| School's EL Proficiency/Growth is compared to the statewide mean | 0.51 to 1.00 Below the mean | 3 |
| School's EL Proficiency/Growth is compared to the statewide mean | 1.01 to 2.00 Below the mean | 2 |
| School's EL Proficiency/Growth is compared to the statewide mean | 2.01 to 3.00 Below the mean | 1 |
| School has 0 proficiency and growth | | 0 |

*Must have at least 10 EL FAY for both *Proficiency* and *Growth* to receive EL points

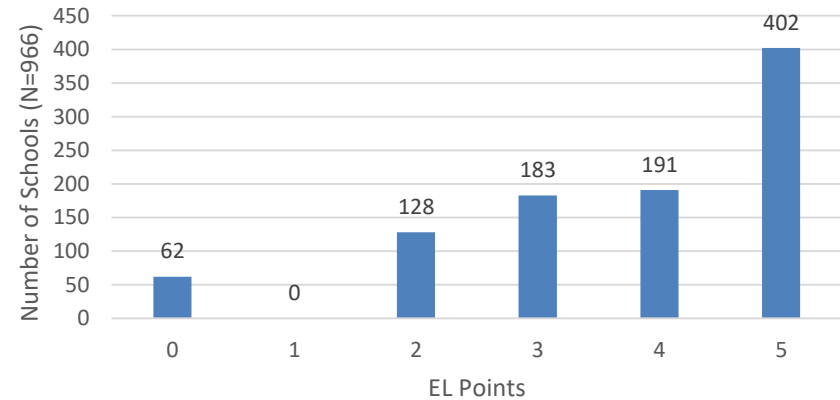
K-8 EL Proficiency and Growth Points FY 2018 to 2019



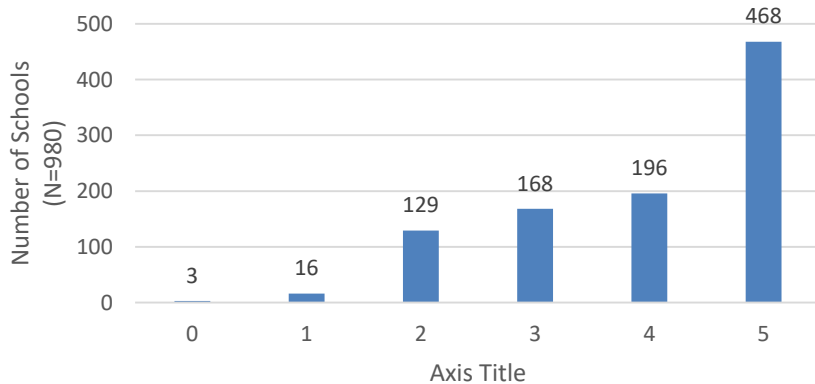
K-8 EL Proficiency Points - 2018



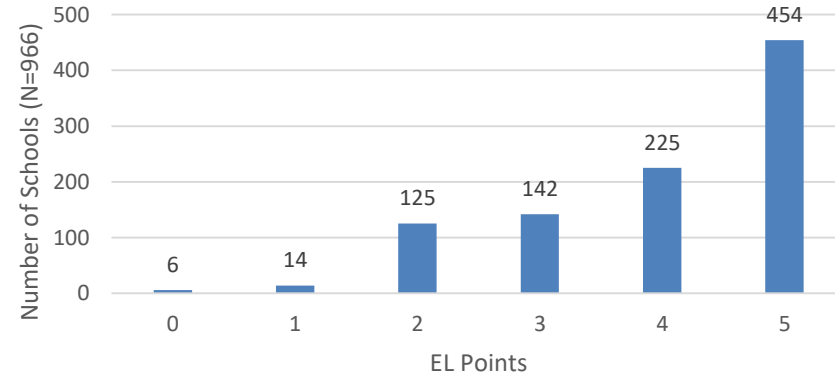
K-8 EL Proficiency Points - 2019



K-8 EL Growth Points - 2018



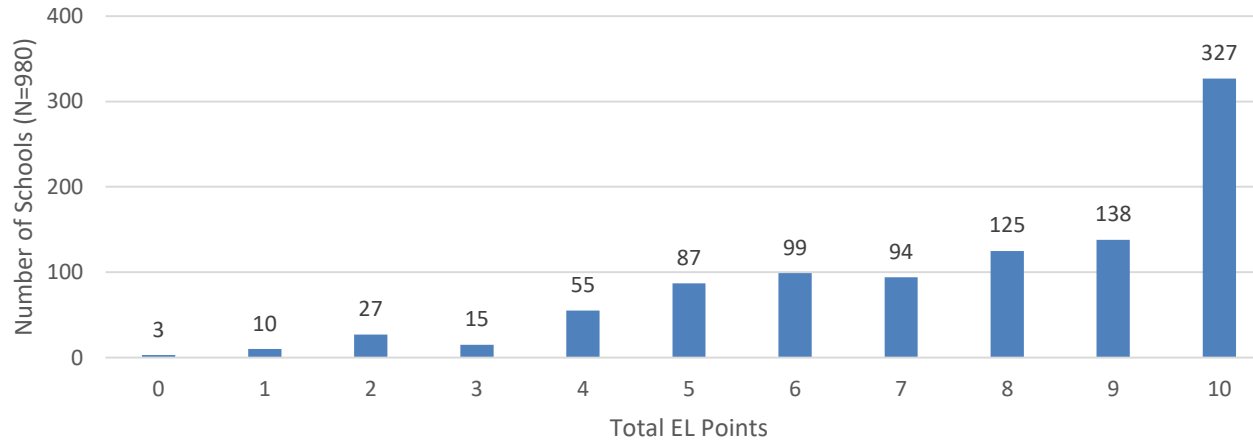
K-8 EL Growth Points - 2019



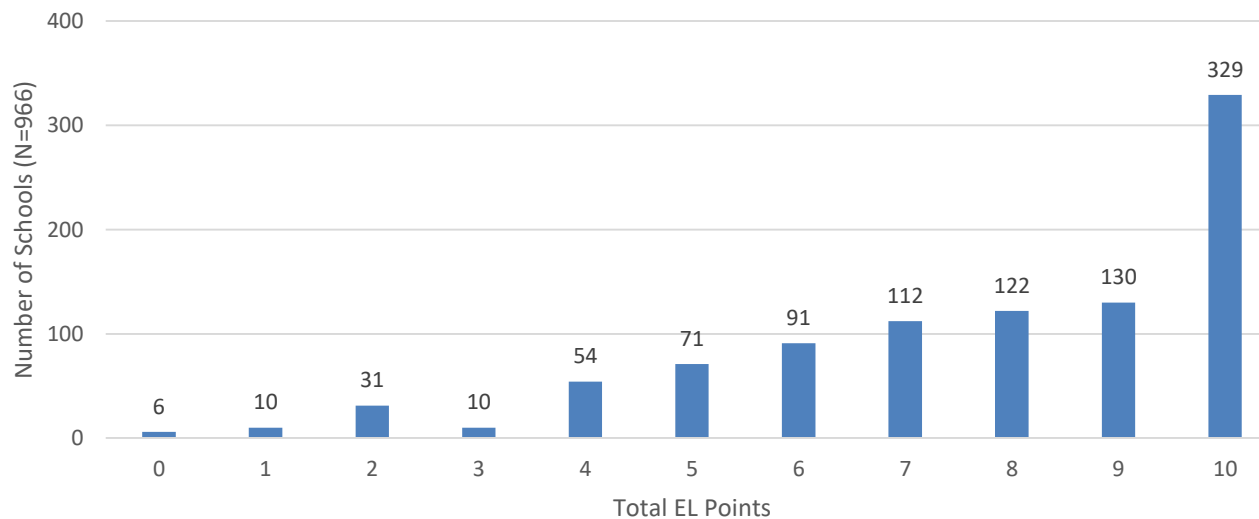
K-8 EL Total Points FY 2018 to 2019



K-8 EL Total Points - 2018



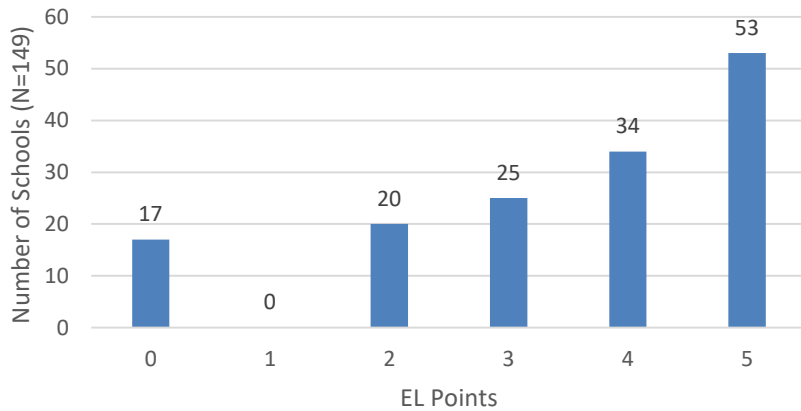
K-8 EL Total Points - 2019



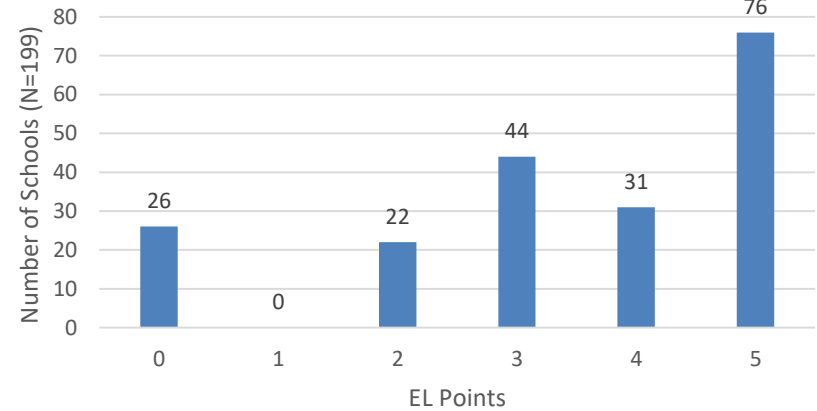
9-12 EL Proficiency and Growth Points FY 2018 to 2019



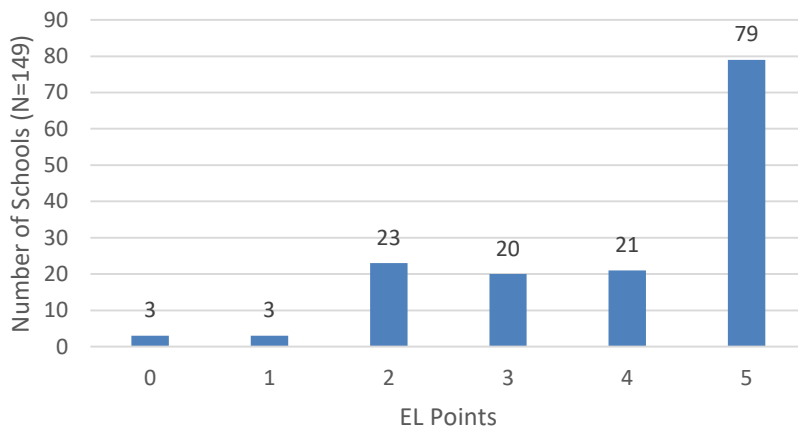
9-12 EL Proficiency Points - 2018



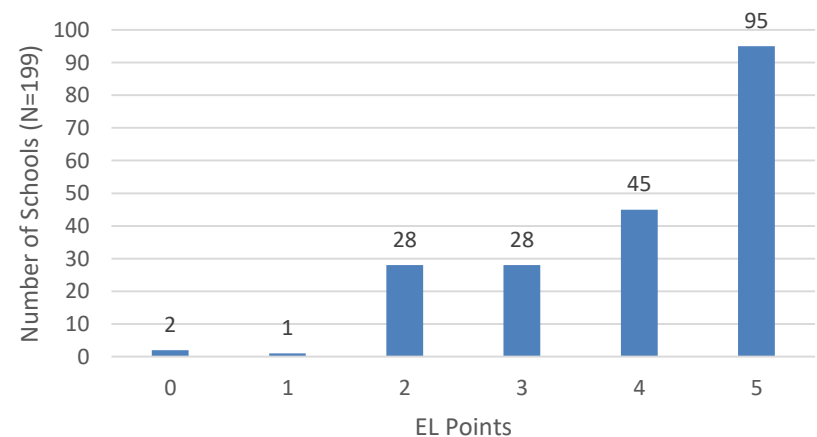
9-12 EL Proficiency Points - 2019



9-12 EL Growth Points - 2018



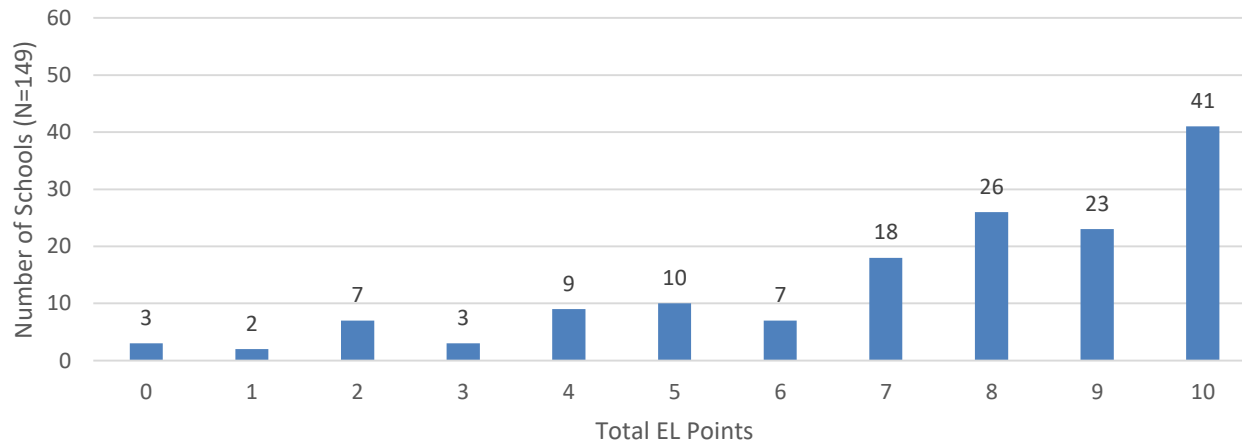
9-12 EL Growth Points - 2019



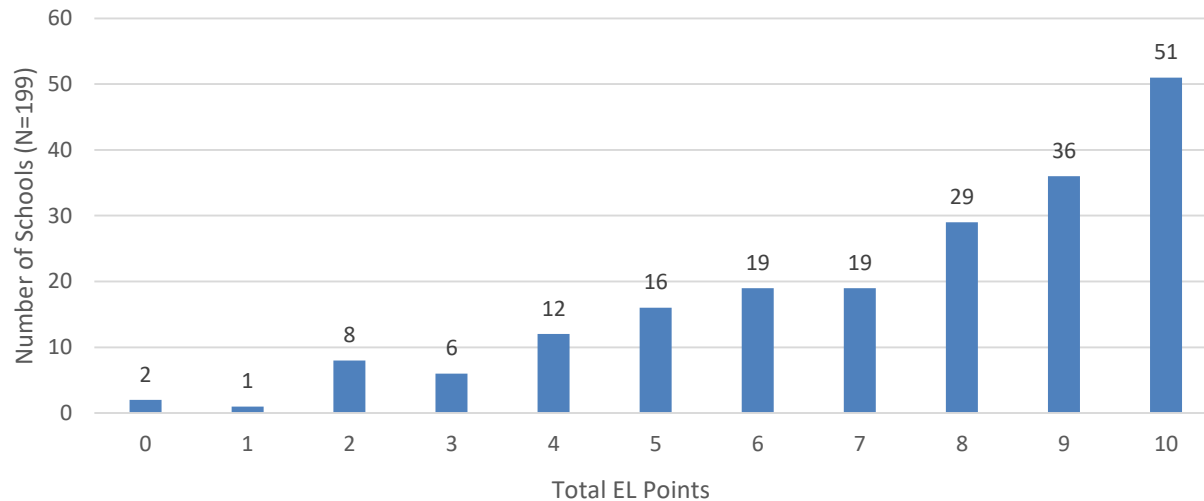
9-12 EL Total Points FY 2018 to 2019



9-12 EL Total Points - 2018



9-12 EL Total Points - 2019



FY 2019 EL Testing Consistency



Reassessment Patterns of Current EL Students from 2013 to 2019

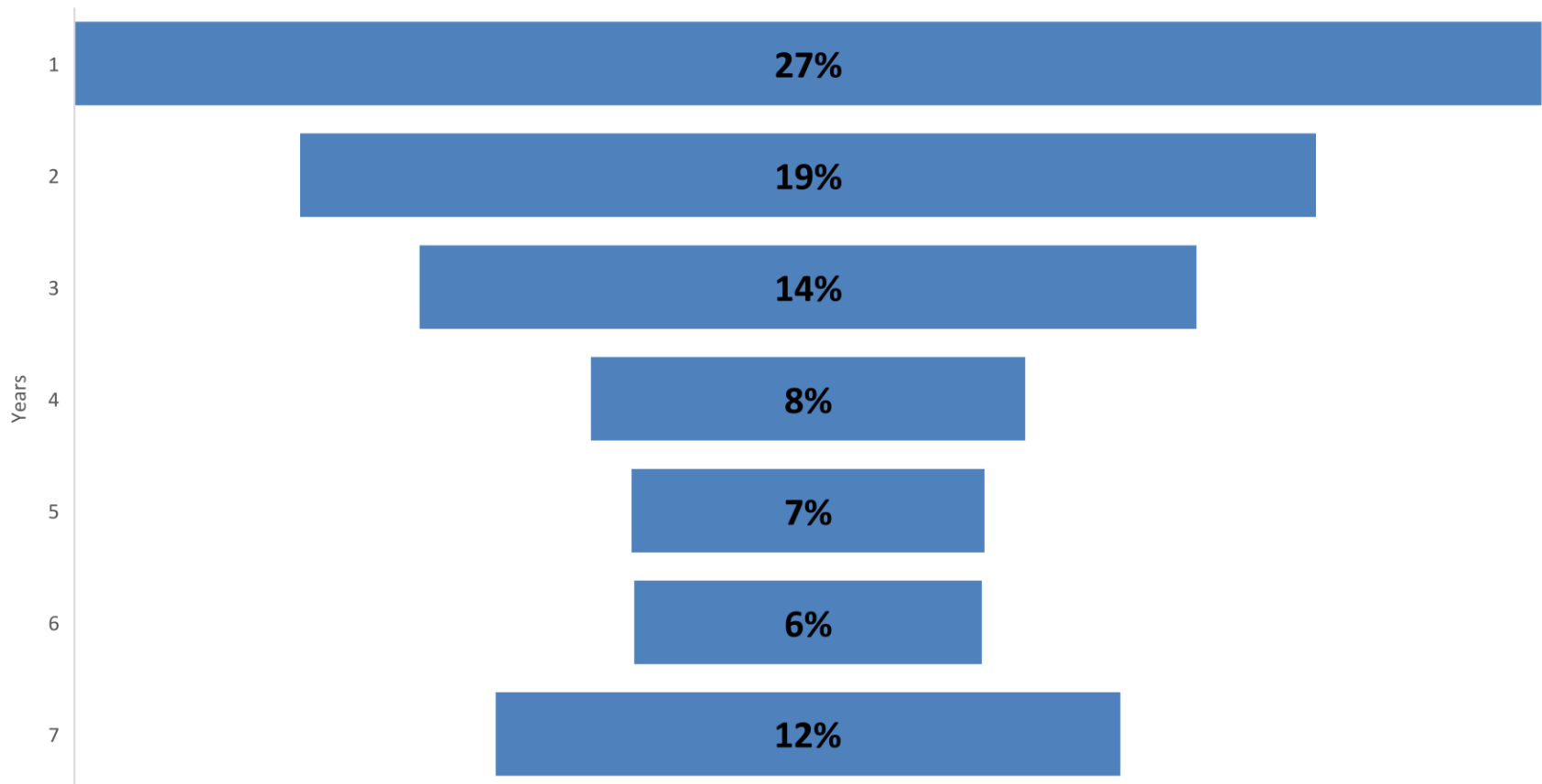
| EL Students | Reassessment Pattern |
|----------------------|---|
| 22,788 (27.04%) | Reassessed in 2019 only |
| 15,795 (18.75%) | Reassessed for the last 2 years |
| 12,064 (14.32%) | Reassessed for the last 3 years |
| 6,901 (8.19%) | Reassessed for the last 4 years |
| 5,498 (6.52%) | Reassessed for the last 5 years |
| 5,436 (6.45%) | Reassessed for the last 6 years |
| 9,703 (11.5%) | Reassessed for the last 7 years |
| 6,076 (7.21%) | Current EL with intermittent reassessments in prior years |
| 84,261 (100%) | Total EL reassessments in 2019 |

FY 2019 EL Testing Consistency



Reassessment Patterns of Current EL Students from 2013 to 2019

Number of Years the EL Student has Reassessed





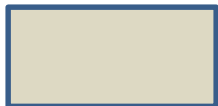
Reassessment Patterns Summary

- 66% of current EL students have been consistently tested in prior years
- 27% of current EL students are being reassessed for the first time
- 7% of current EL students have not been consistently reassessed in prior years

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 |

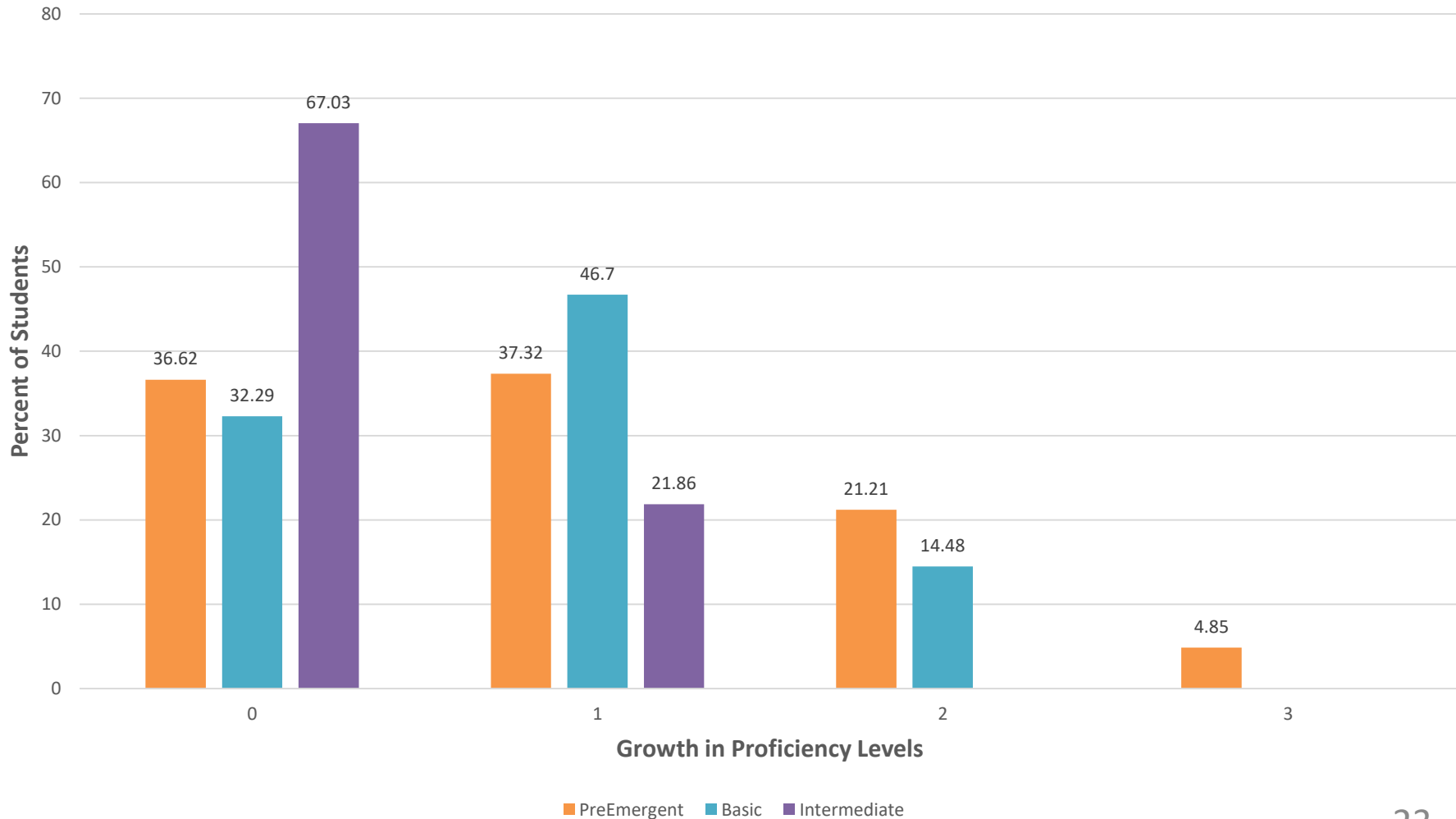


= Students who stayed at the same proficiency level from 2018 to 2019

EL Growth Patterns – By Proficiency Level



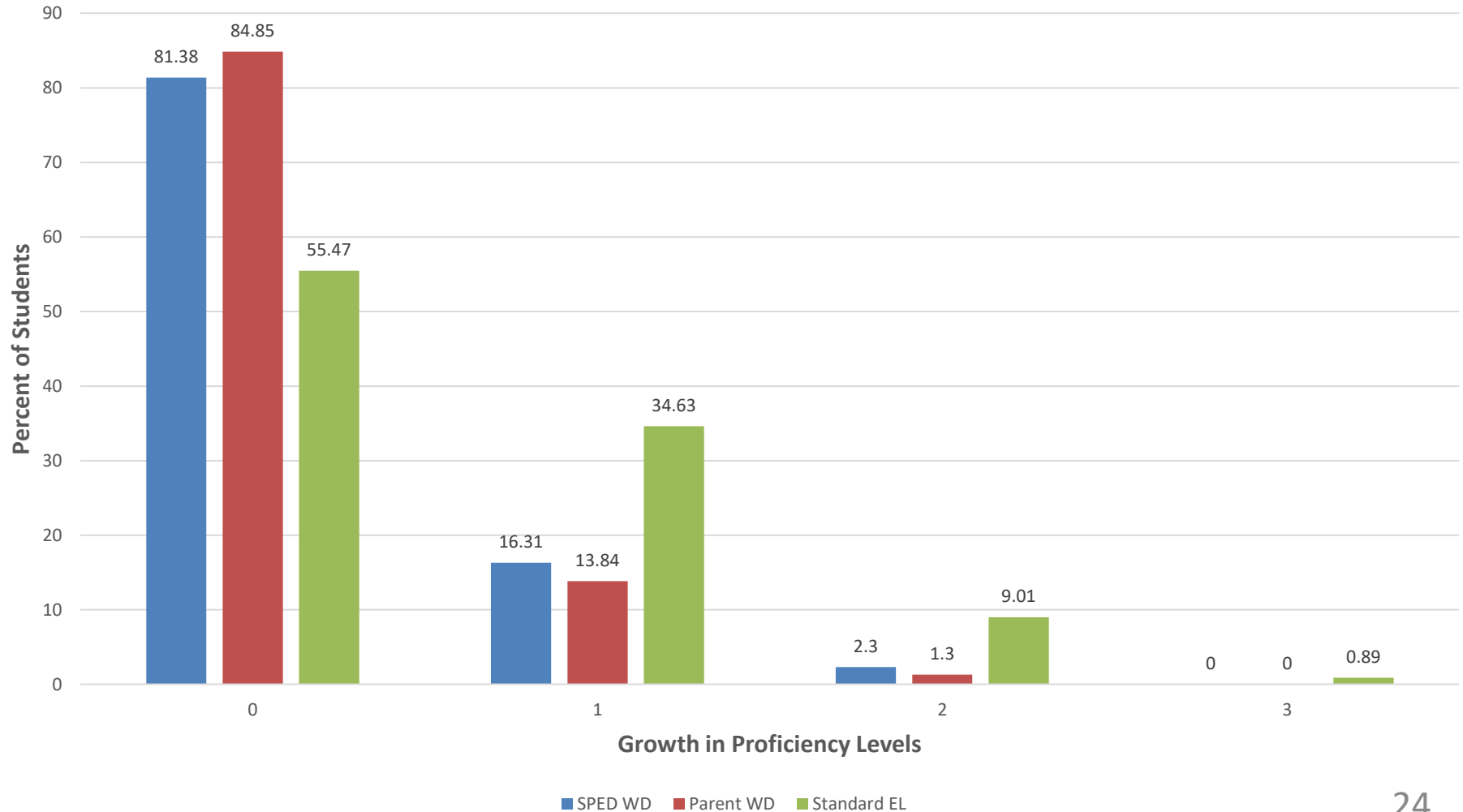
Growth by Prior Proficiency Level



EL Growth Patterns – By EL Need



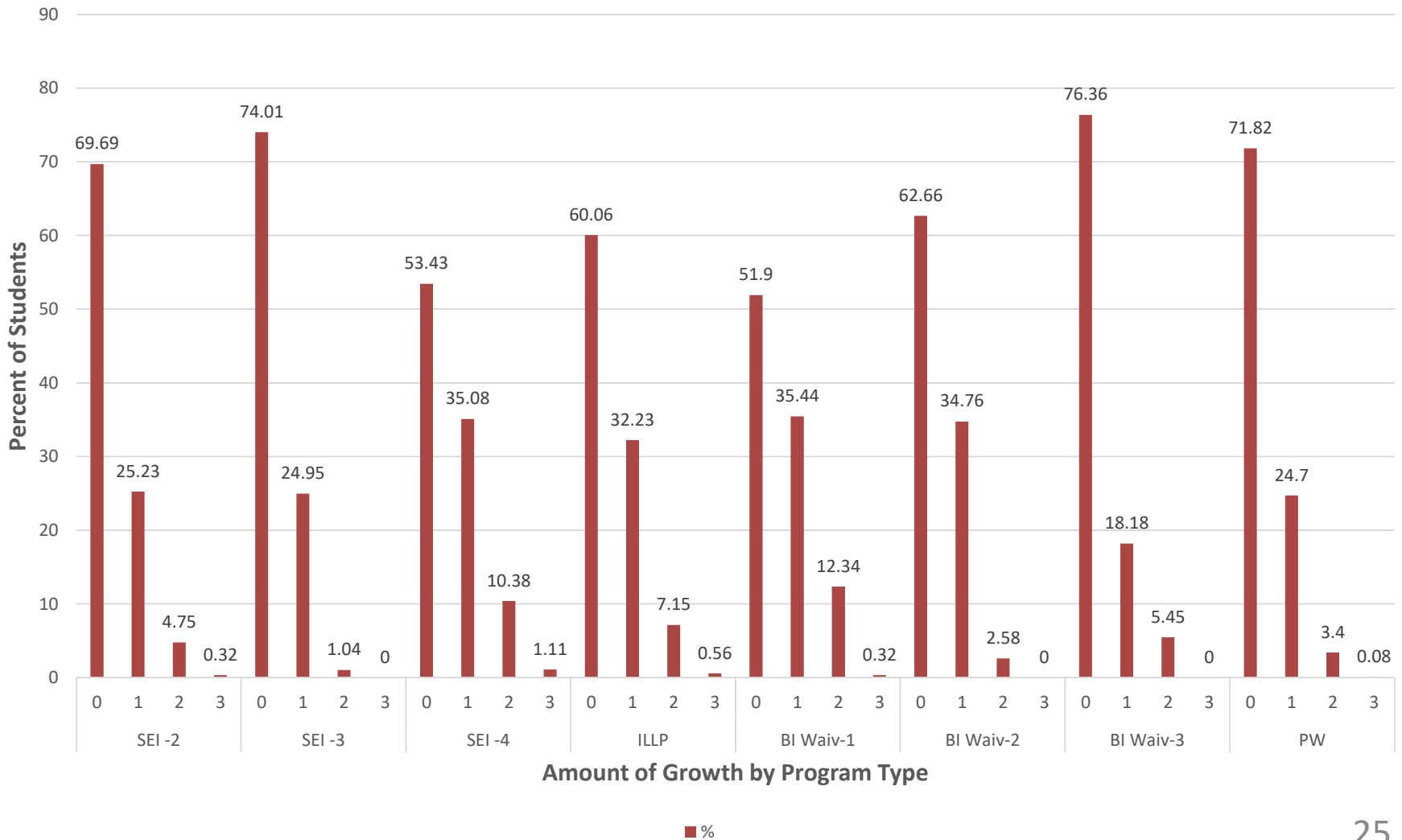
Growth in SPED Withdrawn, Parent Withdrawn, and Standard EL Students



EL Growth Patterns – By Program



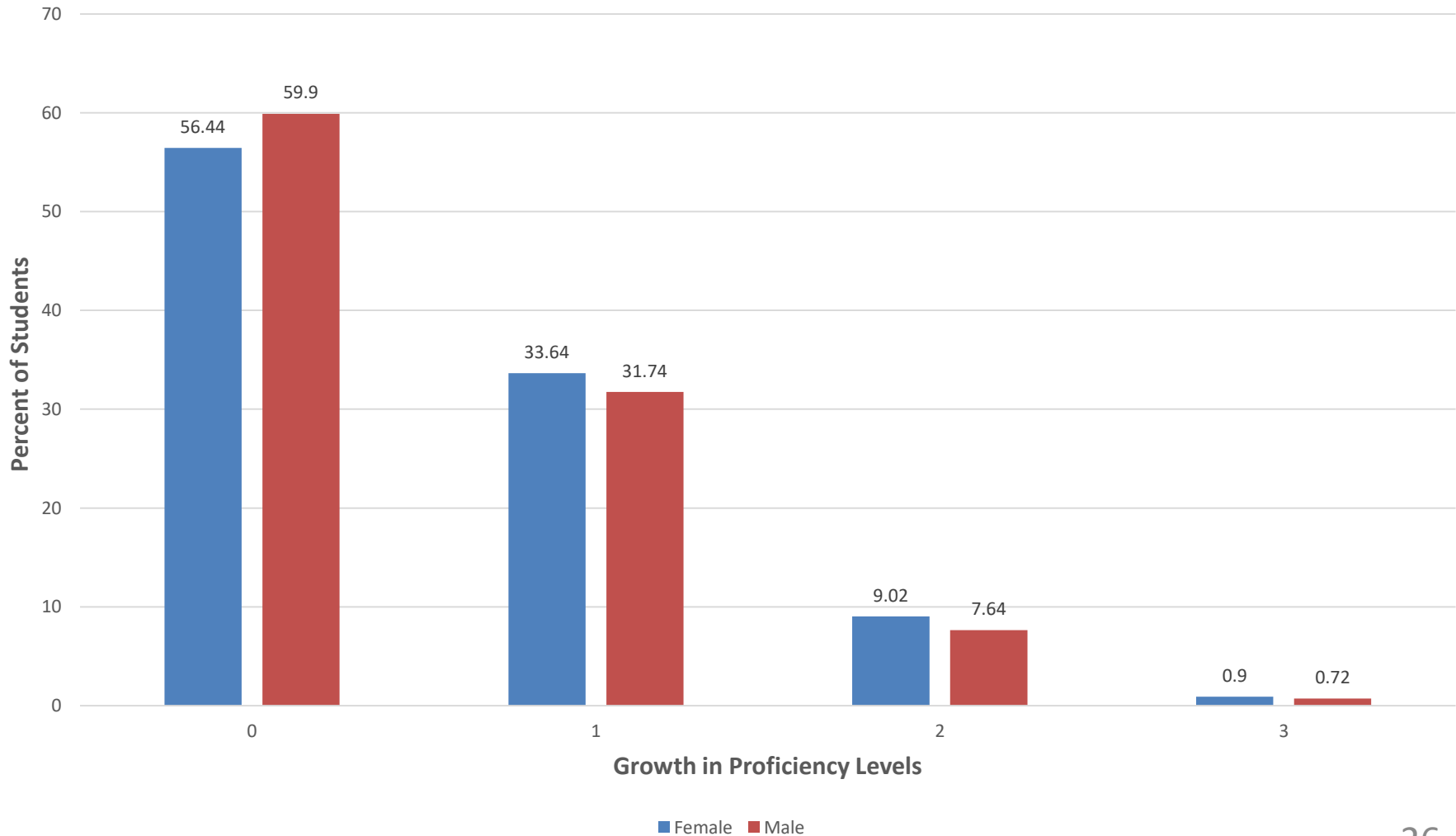
Growth by Program Type



EL Growth Patterns – By Gender



Growth by Gender



Intermediate ELs

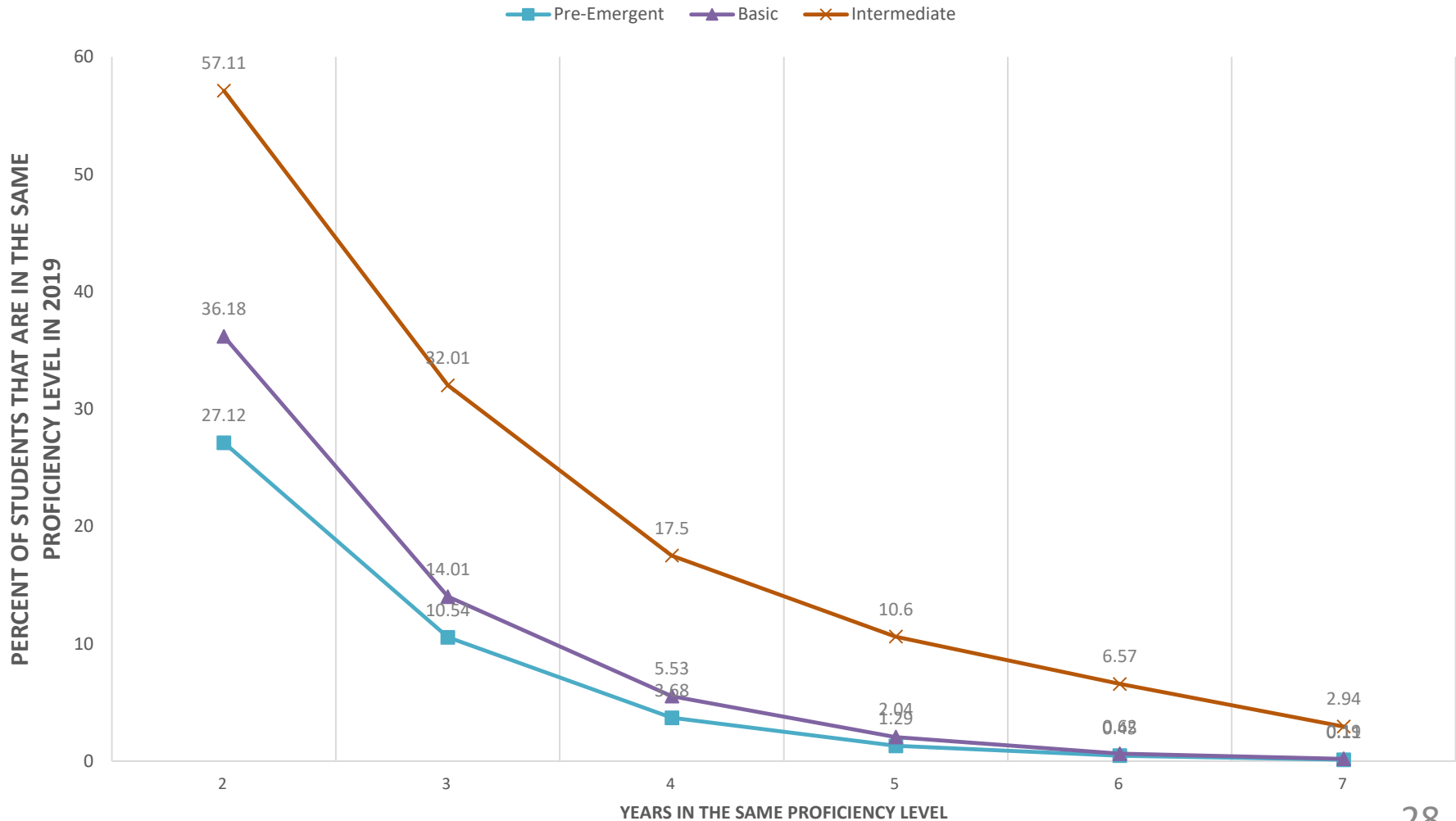


- The probability of an EL student who is intermediate proficiency in 2018 remaining intermediate proficiency in 2019 is 59%. (Only examining reassessment data)
- The probability of an EL student who is intermediate proficiency in 2018 remaining intermediate proficiency in 2019 is 67%. (Examining reassessments, midyear, placement, and late placement data – All Accountability Data)
- The probability of an EL student who is intermediate proficiency in 2018 reclassing in 2019 is 28%. (Only examining reassessment data)
- The probability of an EL student who is intermediate proficiency in 2018 reclassing in 2019 is 22%. (Examining reassessments, midyear, placement, and late placement data – All Accountability Data)

How Long Can ELs Stay in the Same Proficiency Level



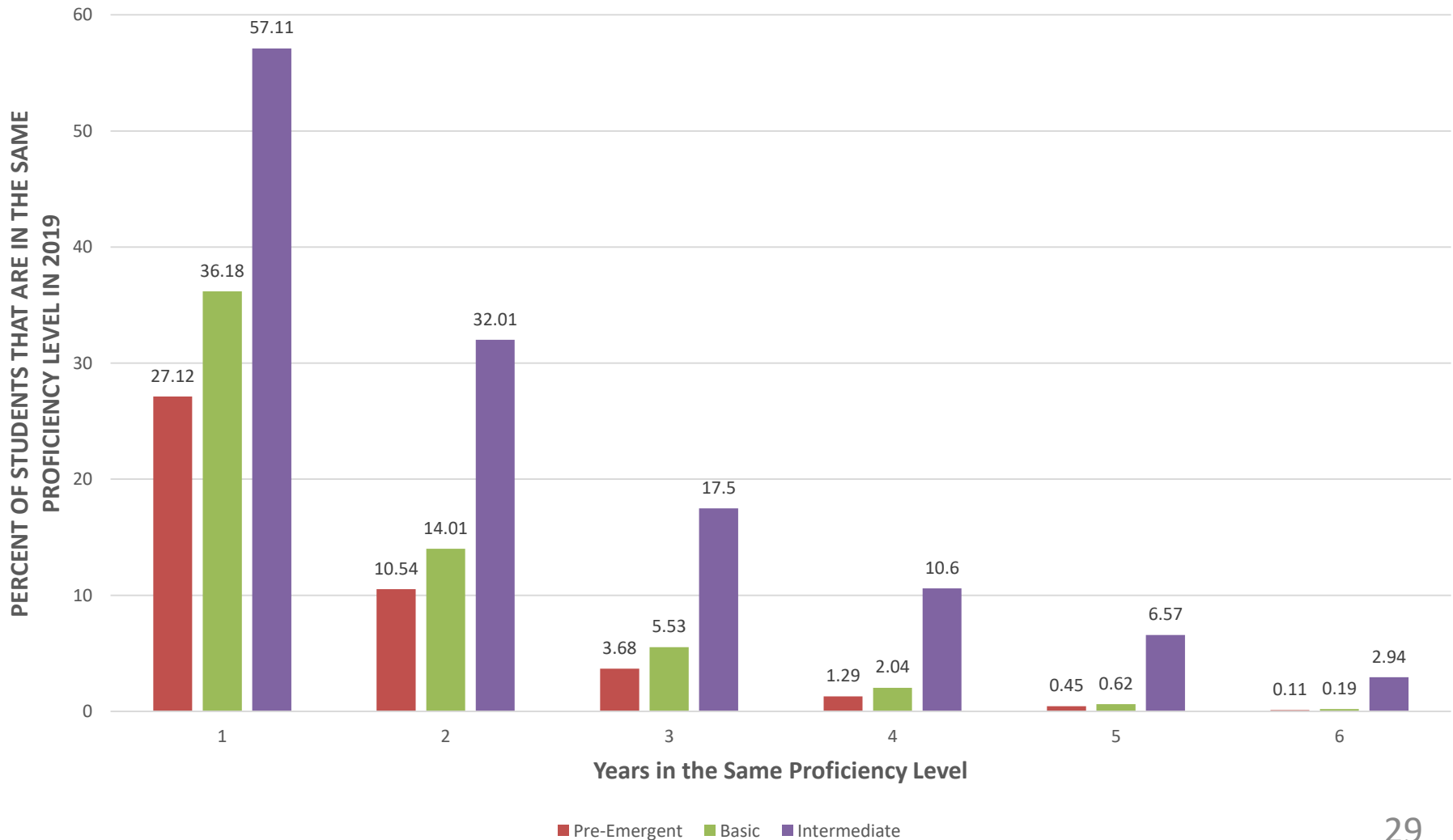
EL STUDENTS YEARS IN THE SAME PROFICIENCY LEVEL



How Long Can ELs Stay in the Same Proficiency Level



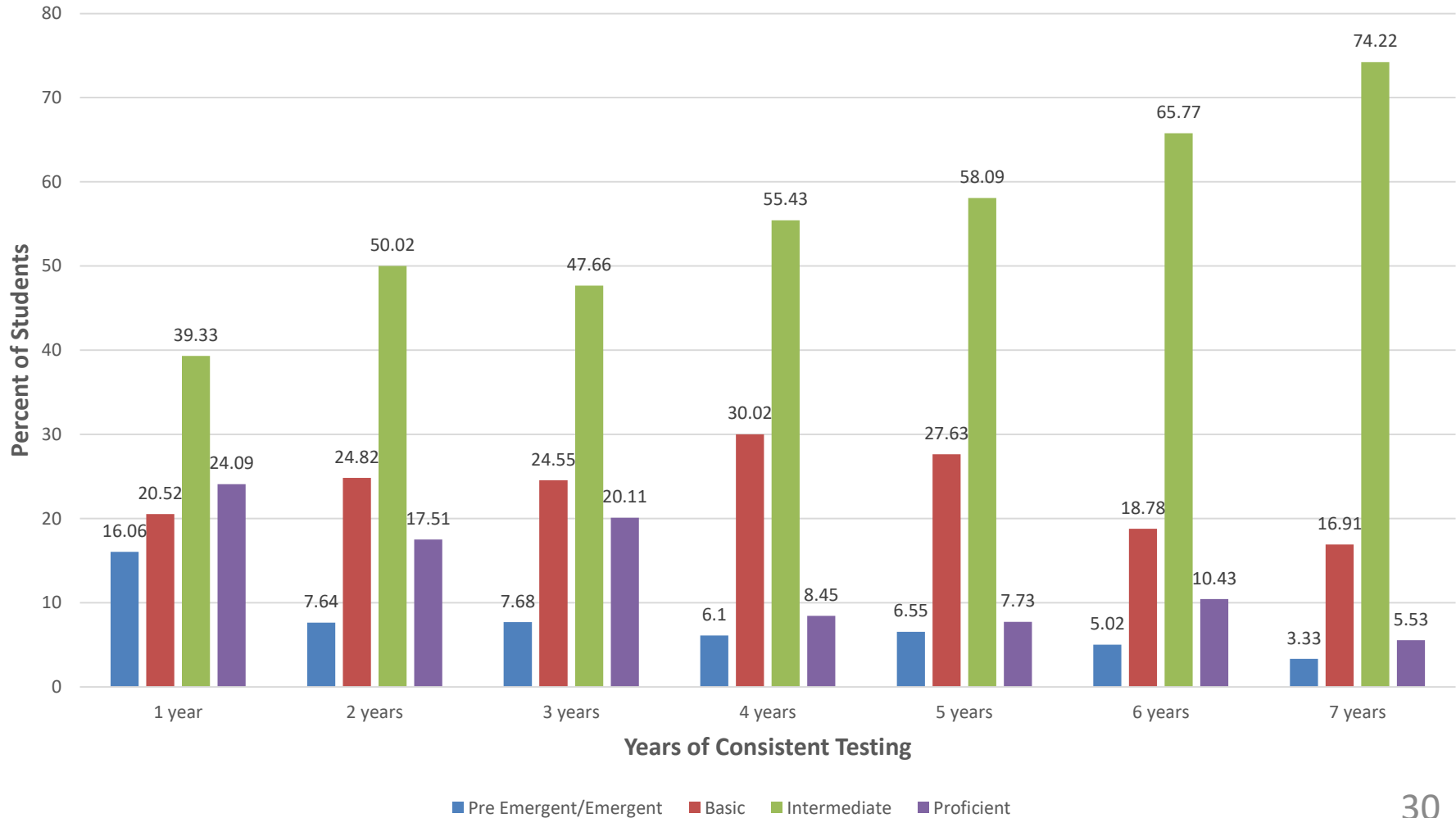
EL STUDENTS YEARS IN THE SAME PROFICIENCY LEVEL



Proficiency Levels in ELs with Multiple Years of Reassessments



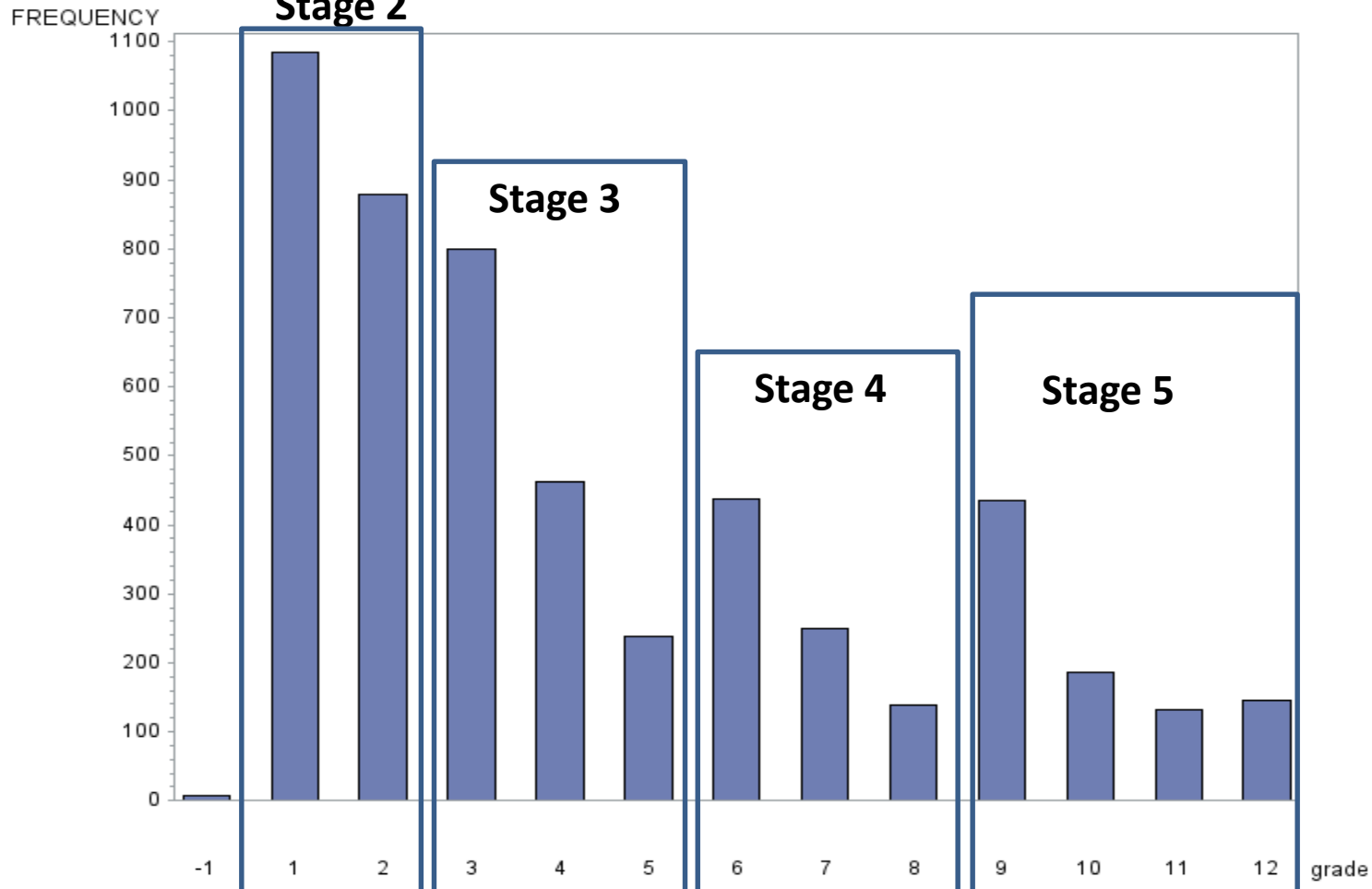
2019 Percent of ELs in each Proficiency Level by the Number of Years Students Consistently Reassessed



2019 Regression of Intermediate ELs



EL who Regressed below Intermediate - By Grade
Stage 2



Summary of EL Data Trends



- 2/3 of EL students are consistently reassessed each year
- Midyear and late placement exams increase the number of tests given but don't result in higher rates of reclassification
- Those with basic proficiency level have the highest growth among all proficiency levels
- Parent withdrawn have less growth than SPED withdrawn students
- Bilingual Waiver-1 and SEI-4 hr have higher growth than other program types
- Gender appears to have little to no impact on rates of growth
- Intermediate ELs have higher percentage of students repeating in this proficiency level, and for longer periods of time, than in any other proficiency level
- ~60% of Intermediate ELs will be in that classification for 2 years and ~30% will be there for 3 years
- Intermediate ELs are most likely to regress to a lower proficiency level when they are increasing to a new AZELLA testing stage

Questions

