



Statewide Trends in EL Data 2021

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Topics to Cover

- The identification of EL students who may not have an AZELLA test
- EL program enrollment counts
- School mobility in EL vs Non-EL students
- Projected assessments counts
- The impact of EL student identification and testing on the calculation of the EL component used in the state and federal accountability system



Identification of EL Students



Ways of Identifying EL Students in FY21

At the state level, student's EL status is tracked in 3 ways:

- 1) EL 70 – AZELLA Test History Report
 - Current and prior AZELLA test results
- 2) EL 73 – EL Student Need Report
 - EL Need in the current and/or prior year
- 3) EL Program Participation
 - Enrollment in an EL program

Combined, these data tell us the EL status and history of each EL student



Challenges in EL Identification

- Last year - 95% of AZELLA reassessments were taken before school lockdowns
 - Testing was not complete for everyone
 - We know the AZELLA performance level for most EL students
- This year - Decline in placement testing
 - Do not have placement tests for all new EL students
- AZELLA reassessment testing ongoing
 - Test window closes May 21, 2021
- EL Need status is determined by test history and EL program enrollment
 - EL need status not accurate for all EL students (e.g. if tests were not taken)
 - We may be able to determine EL students by their EL program enrollment
 - EL need indicator is important for federal and state accountability measures
- All indicators of EL status will be reexamined when final data is in



EL Program Participation 2021

As of late April 2021

86,000 currently participating in EL programs

- 67,000 are continuing in EL programs (78%)
- 19,000 are new to an EL program (22%)
 - 60% Kindergarten EL students
 - 60% took a placement test early in the year
 - Test outcomes not available yet
- 4% have switched EL programs throughout the year
- 2% of current students with an EL need were in an EL program last year are not in a program this year

*All counts are approximations *Includes Parent Withdrawn

EL Program Participation 2021

As of late April 2021

86,000 Current EL students participating in a program

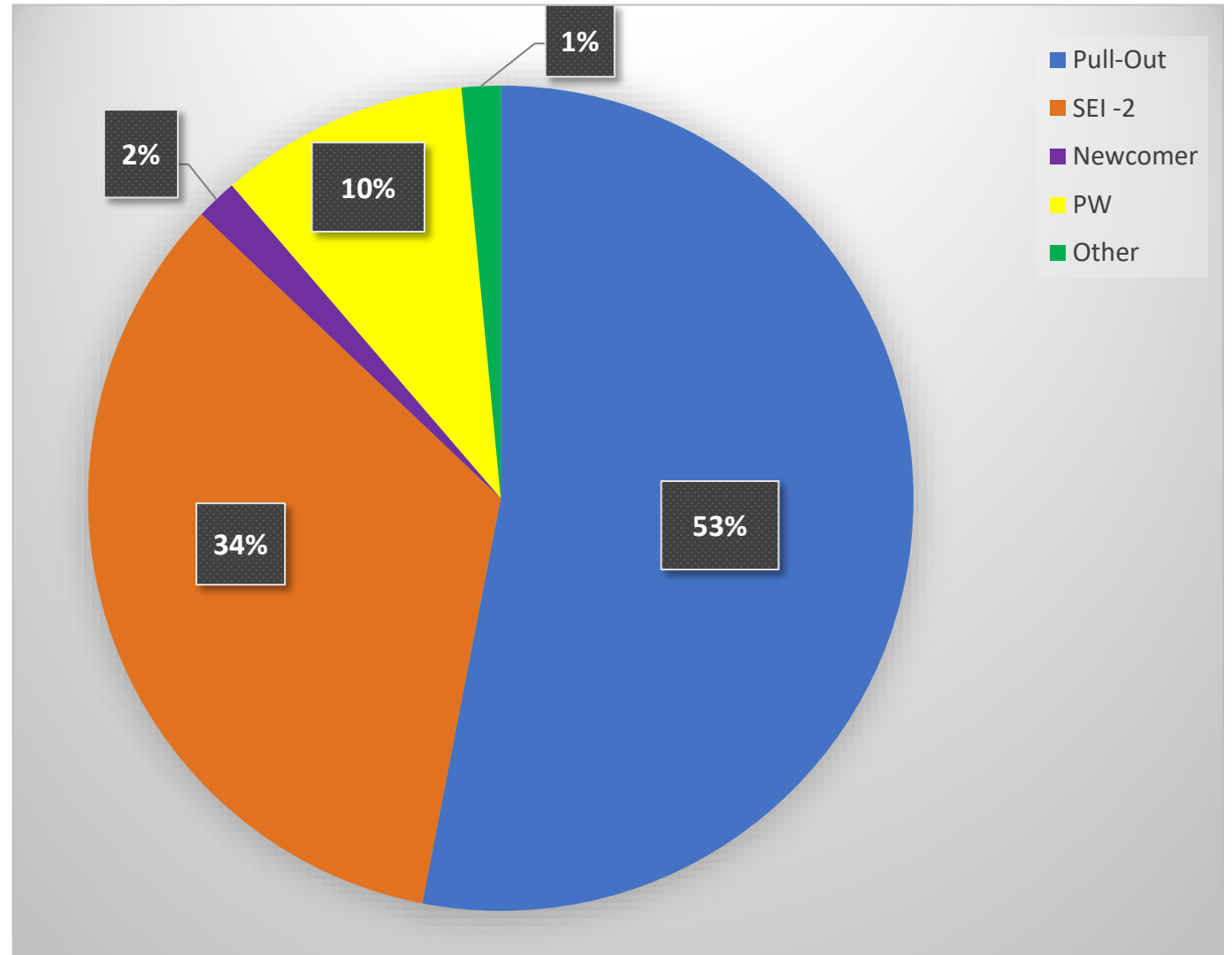
Pull-Out Model (A1) \approx 53%

SEI 2-Hr Model (A2) \approx 34%

Parent Withdrawn (PW) \approx 10%

Newcomer Model (A4) \approx 2%

Other \approx 1%



\approx All counts are approximations



EL Need Identification

As of late April 2021

- 86,000 currently participating in EL programs
 - 11% do not have an EL need identified
 - 2% do not have a correct EL need identification
 - 87% have proper EL need identification
- Historically, the EL Need Identifier is important for identifying which students will be included in the EL component calculations for state and federal accountability



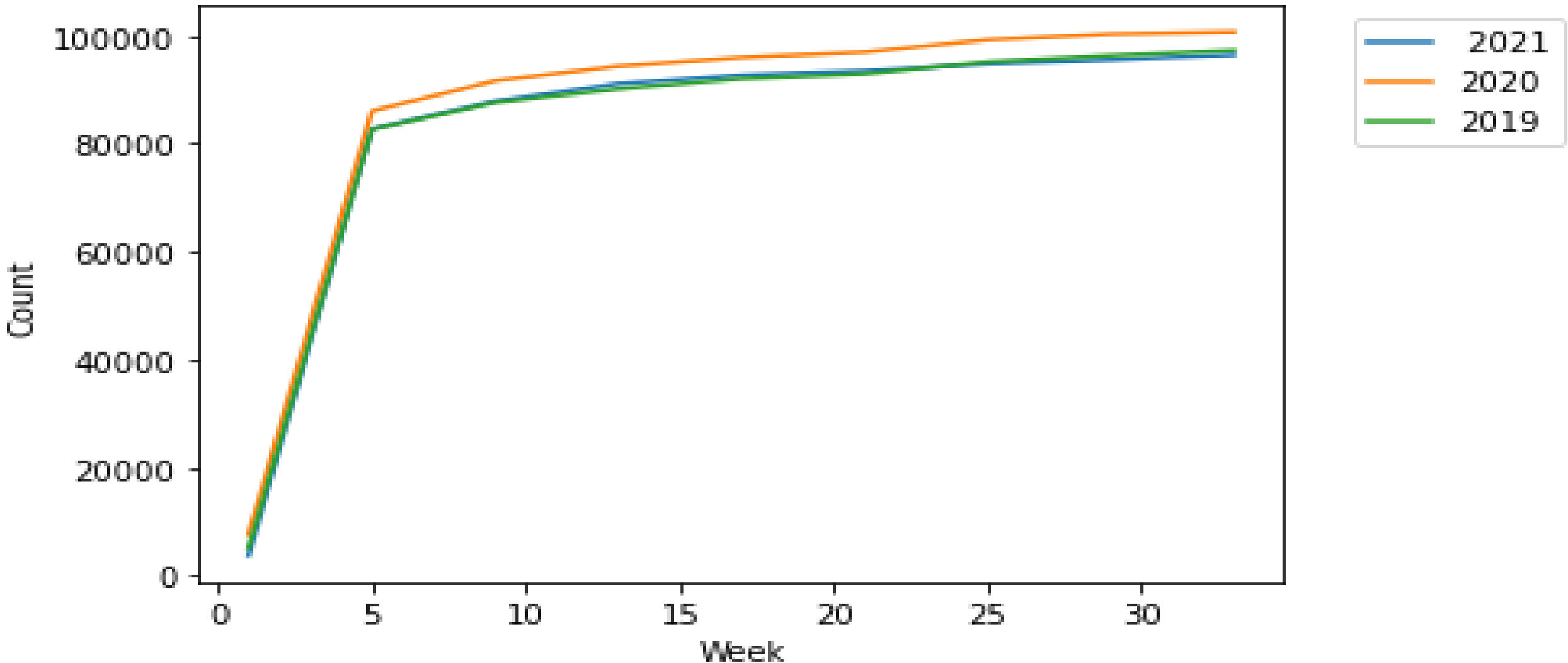
Summary

- EL identification is still possible in the absence of proper EL Need identifiers, but this will impact the EL component calculation
- Reassessment testing is still ongoing through May 21st (AzM2 testing also ongoing through May 14th)
- Very few students who were in an EL program last year are not in a program currently
- Roughly 19,000 new EL students participating in an EL program this year, regardless of having a placement test
- The SEI Pull-Out Model is the most common program type being used

EL Program Enrollment Counts

Total EL Program Participation

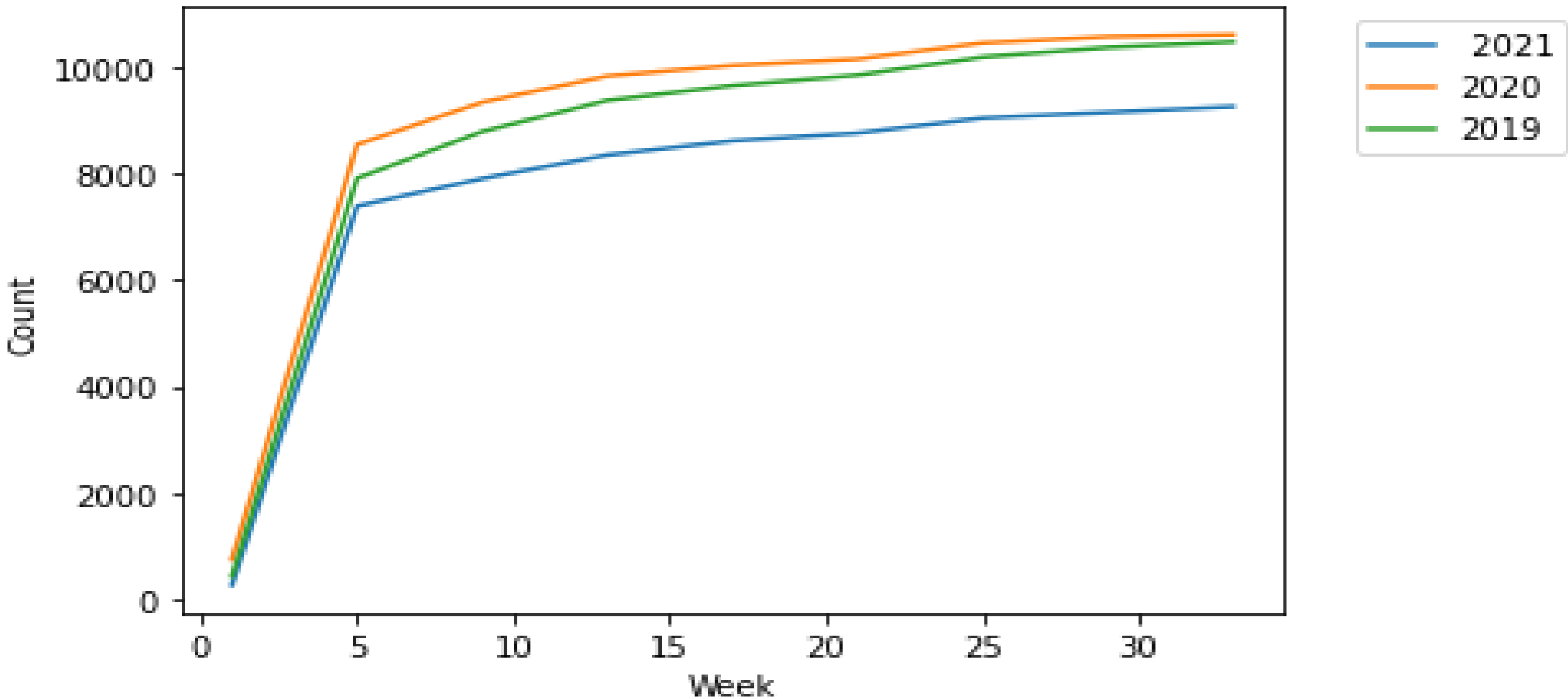
EL Total Program Participation Counts



*Duplicates included where students switch programs

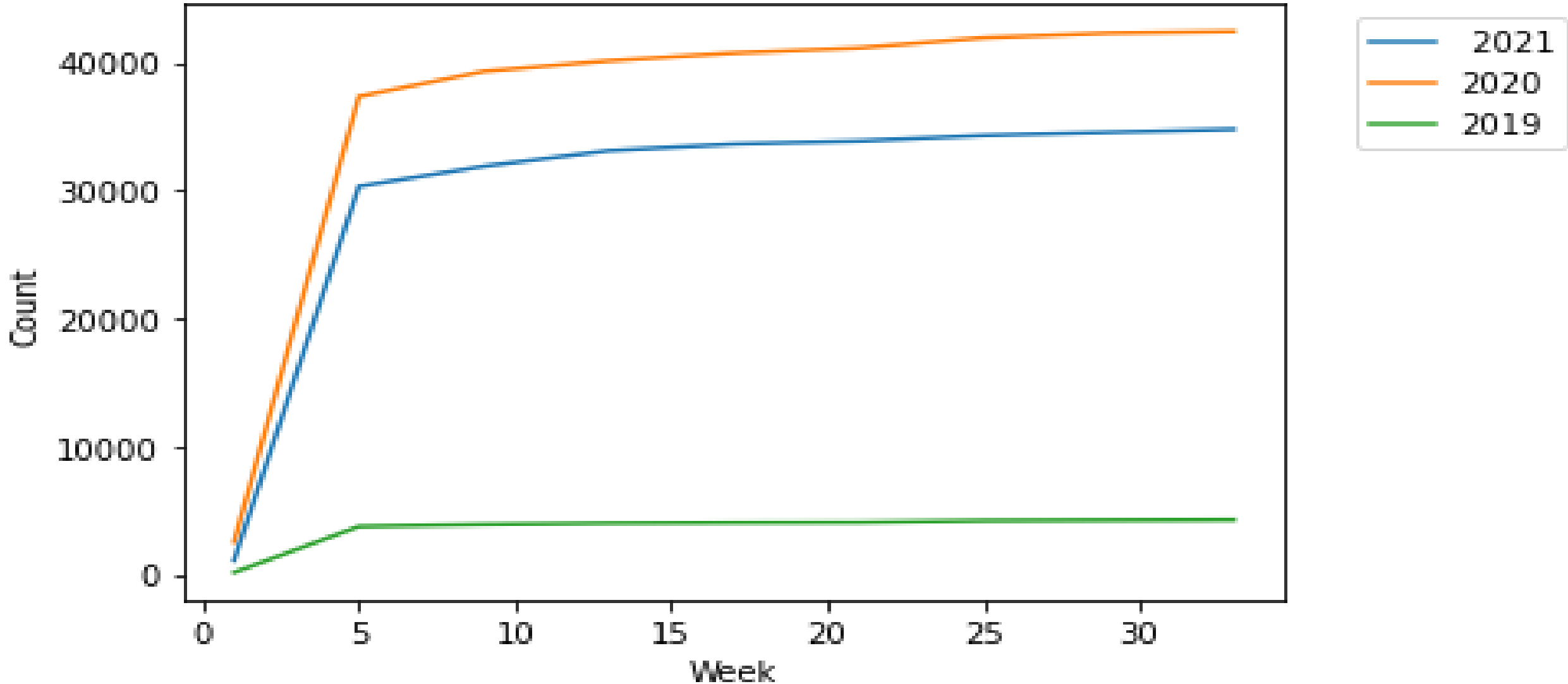
Parent Withdrawn Counts

Parent Withdrawn Counts



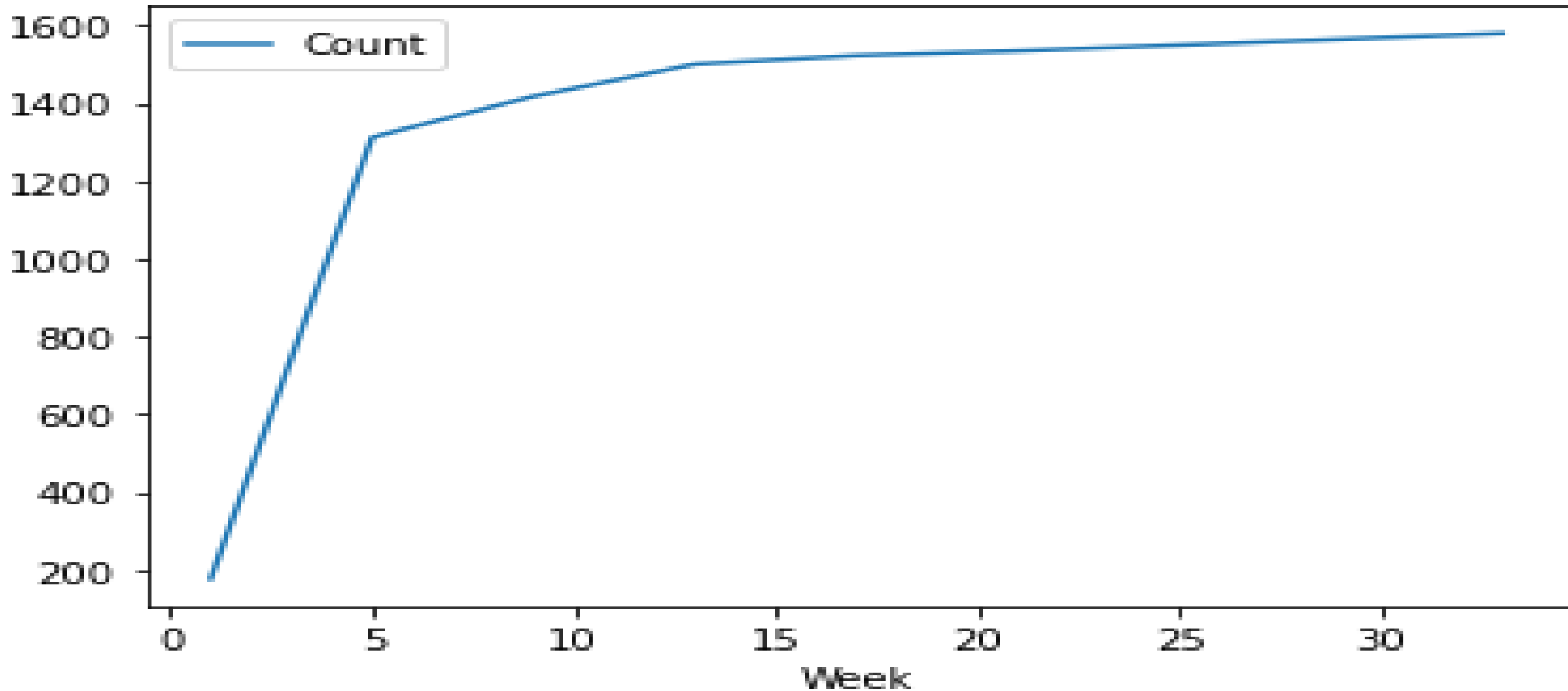
SEI 2-Hour Model Participation

SEI 2-Hour Model Participation Counts



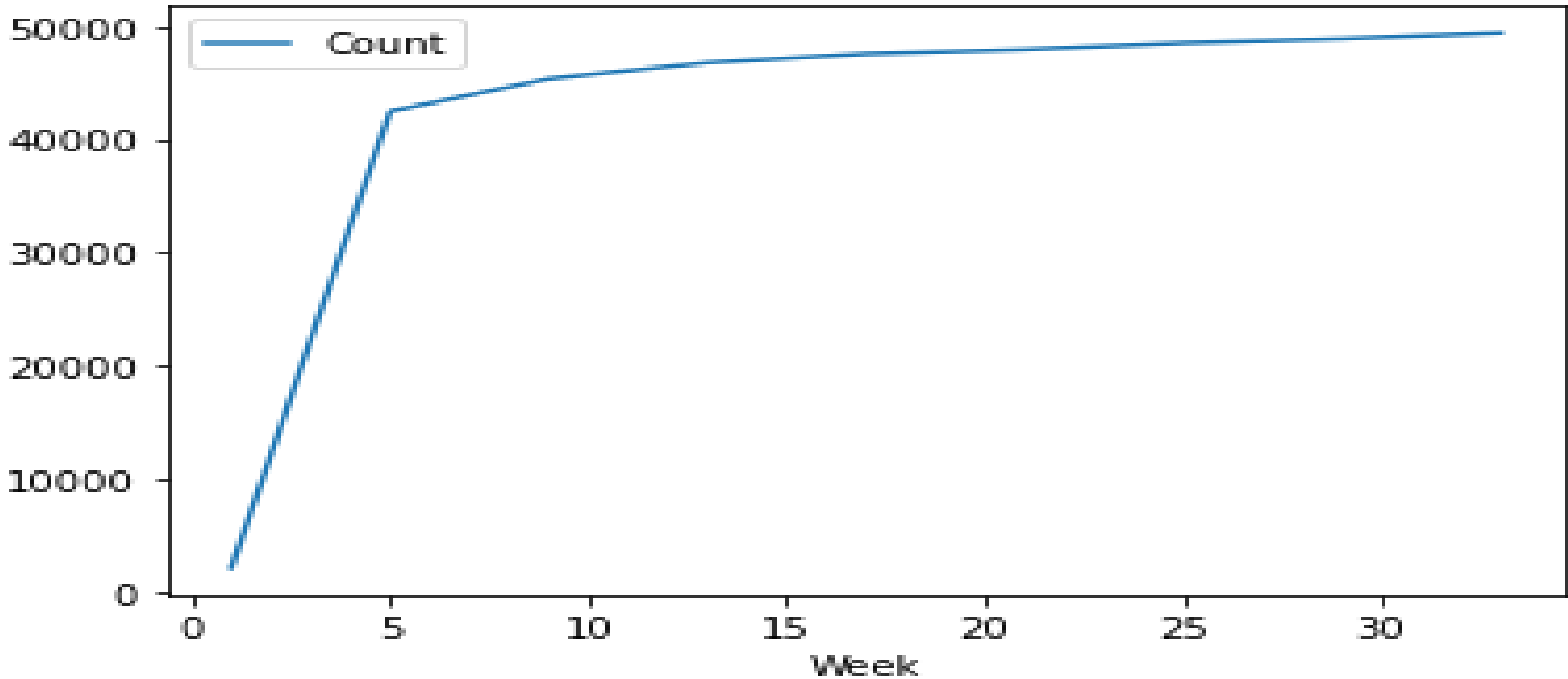
SEI Newcomer Model Participation

SEI Newcomer Model Participation Counts



SEI Pull-Out Model Participation

SEI Pull Out Model Participation Counts

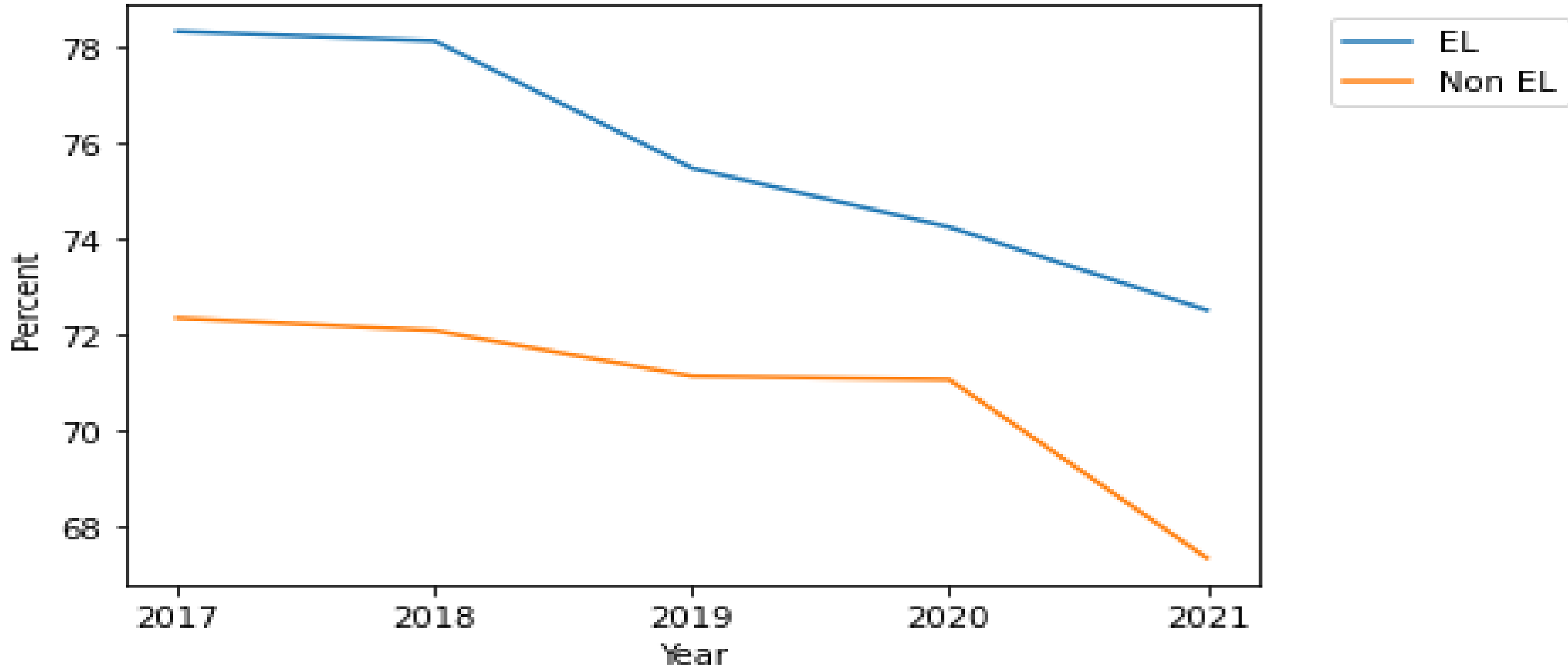


School Mobility for EL and Non-EL Students

Attendance in a Single School

Students identified as EL in the current or the prior year.
School attendances from the first day of the school year through March 31st of that school year.

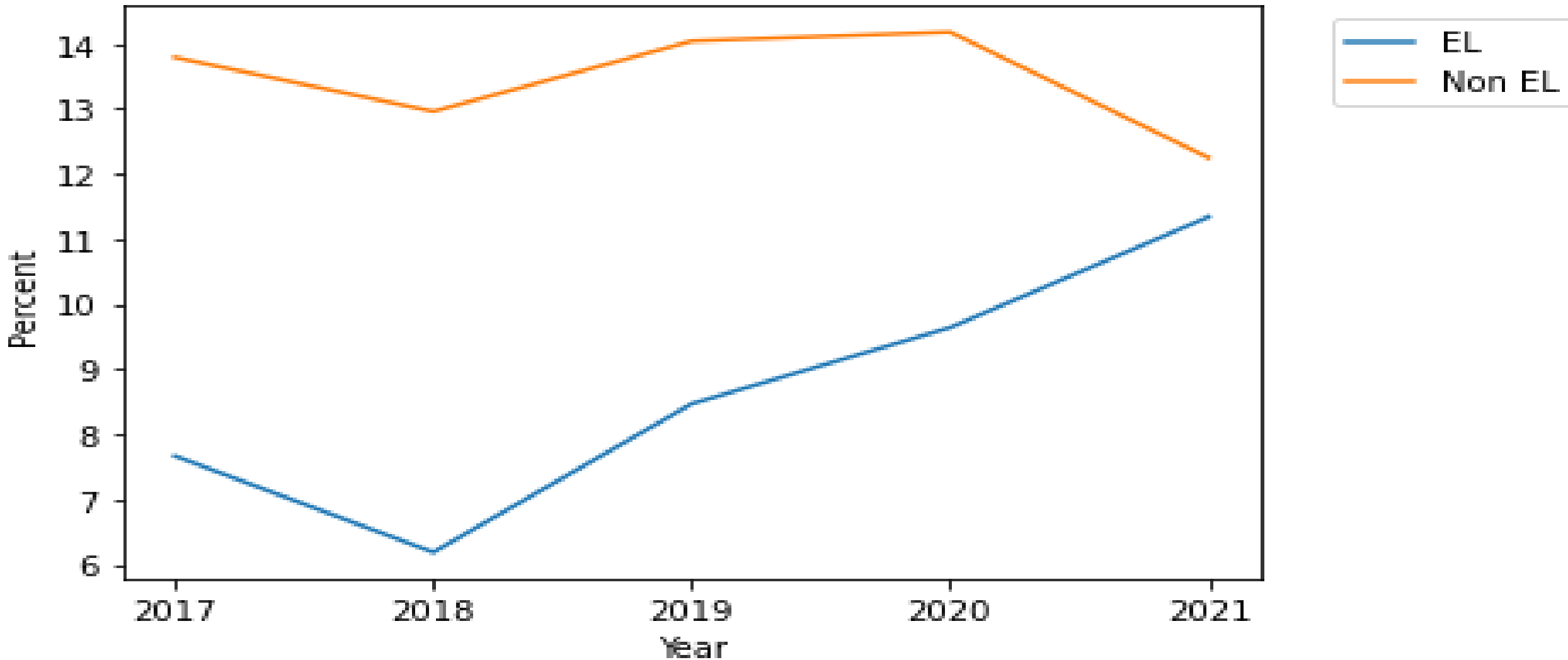
Percent of Students with Single School Attendance by Year



Attendance in Dual Schools

Students identified as EL in the current or the prior year.
School attendances from the first day of the school year through March 31st of that school year.
Simultaneously attending 2 schools for any period of time.

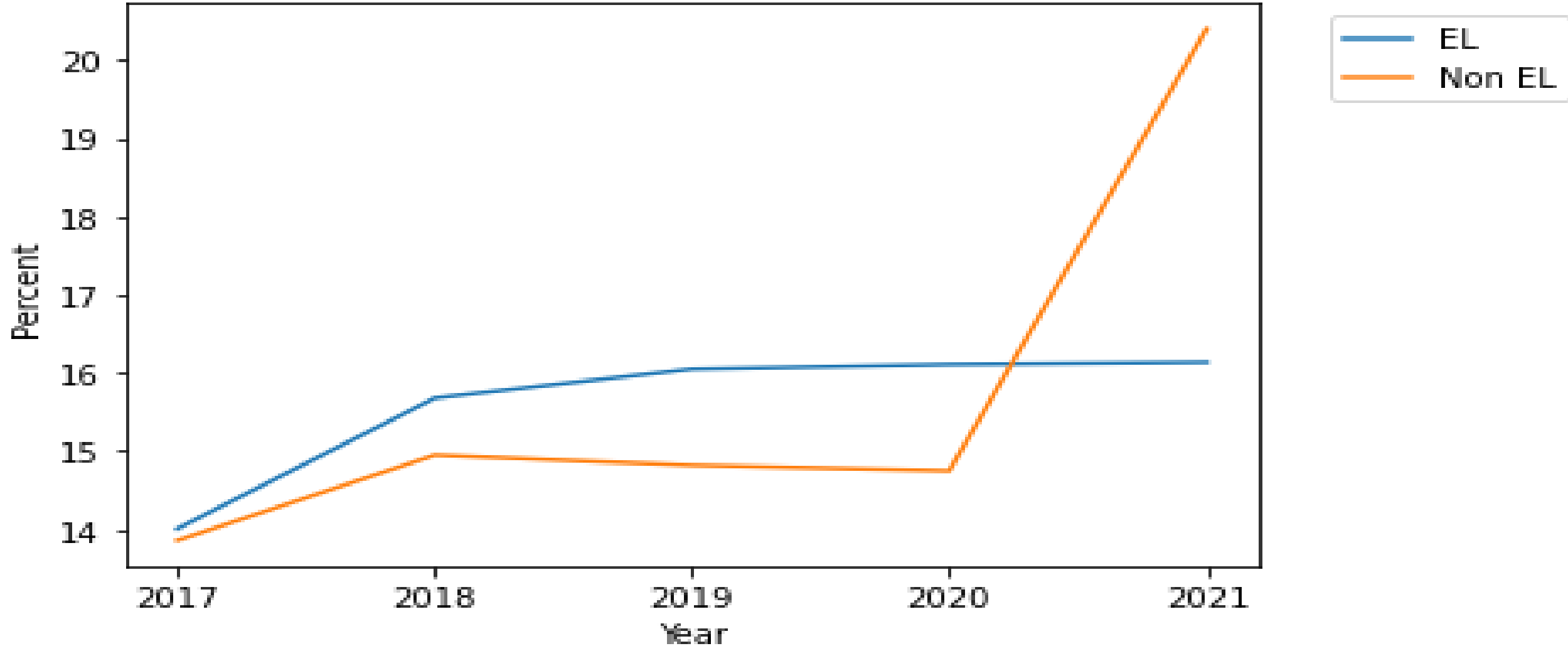
Percent of Students with Dual School Attendance by Year



Attendance in Multiple Schools

Students identified as EL in the current or the prior year.
School attendances from the first day of the school year through March 31st of that school year.
Students changing schools at least once with no overlap between the enrollments.

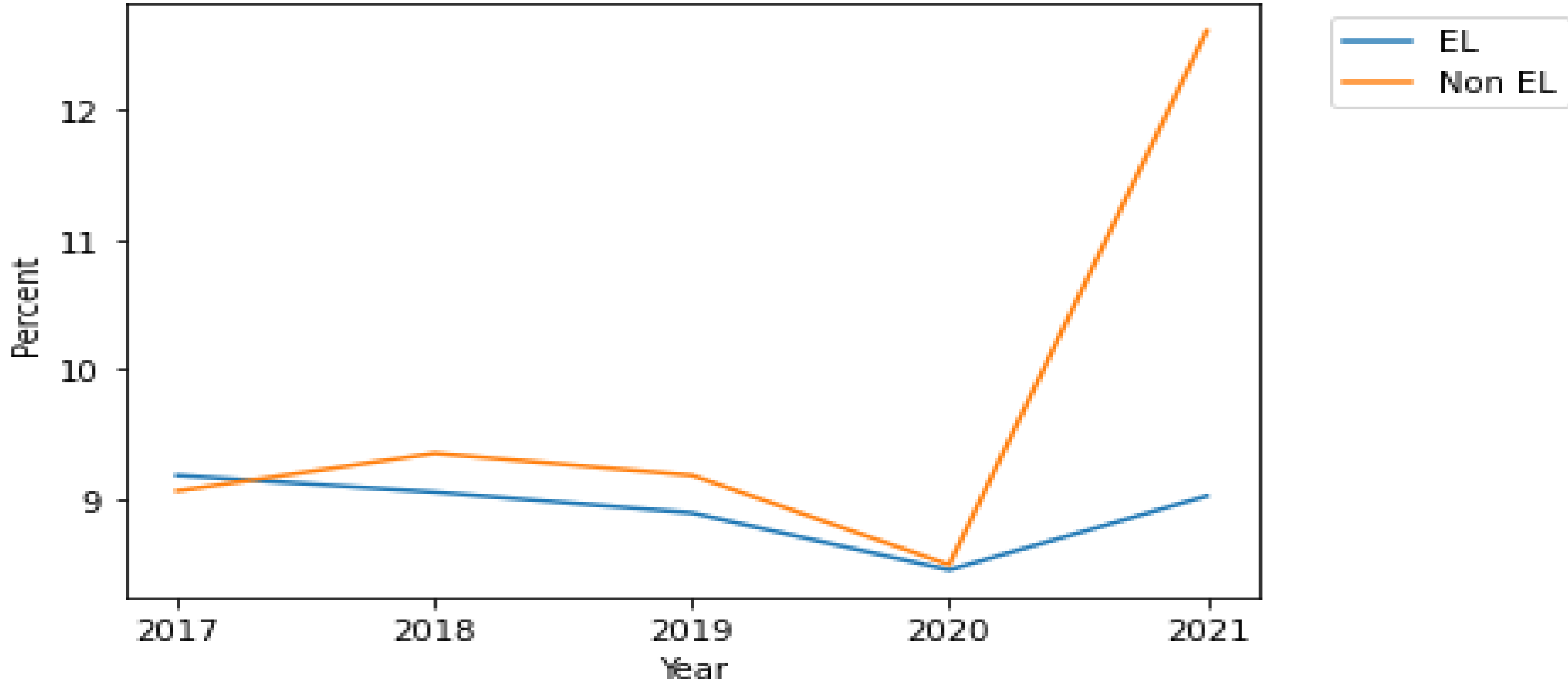
Percent of Students with Multi School Attendance by Year



Withdrawal to Attend Another School

Students identified as EL in the current or the prior year.
School attendances from the first day of the school year through March 31st of that school year.

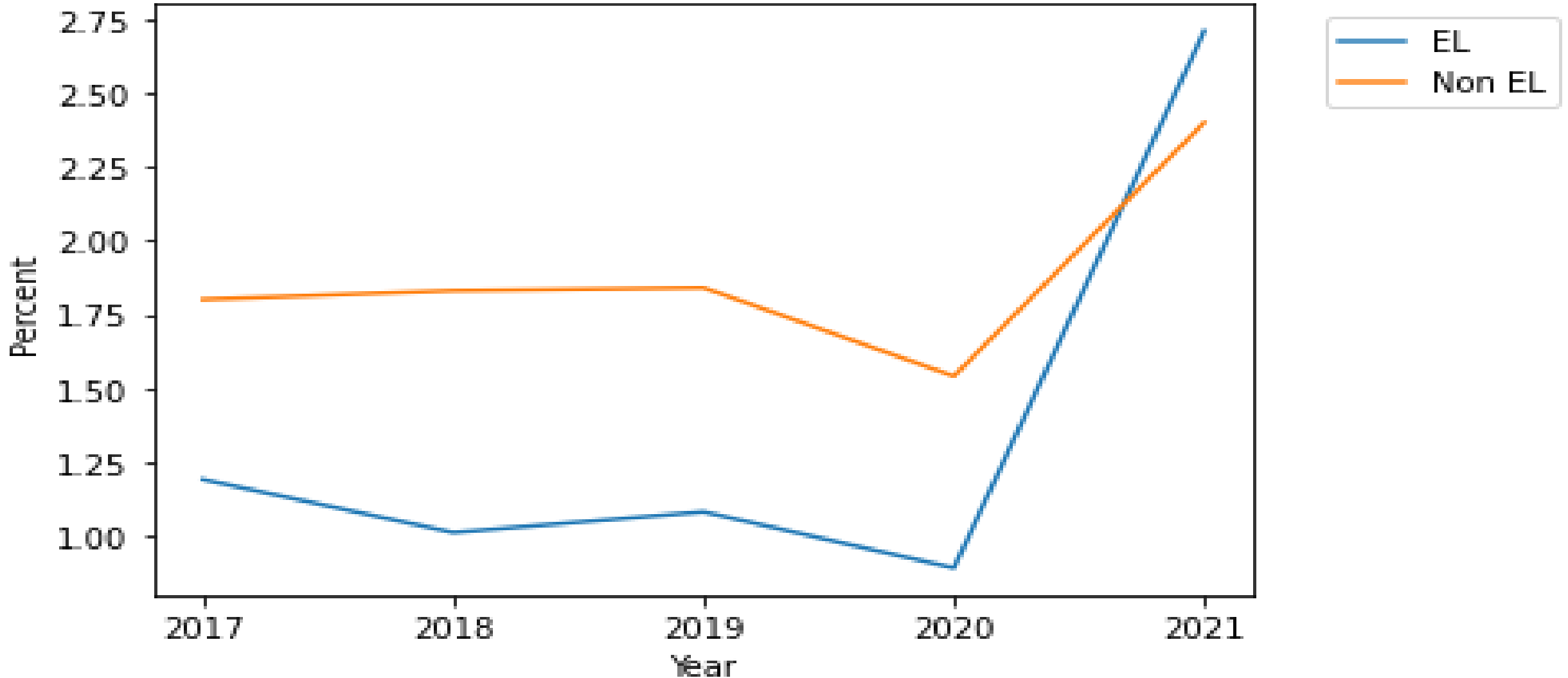
Percent of Students with W1 Withdrawal



Withdrawal due to Non-Attendance

Students identified as EL in the current or the prior year.
School attendances from the first day of the school year through March 31st of that school year.

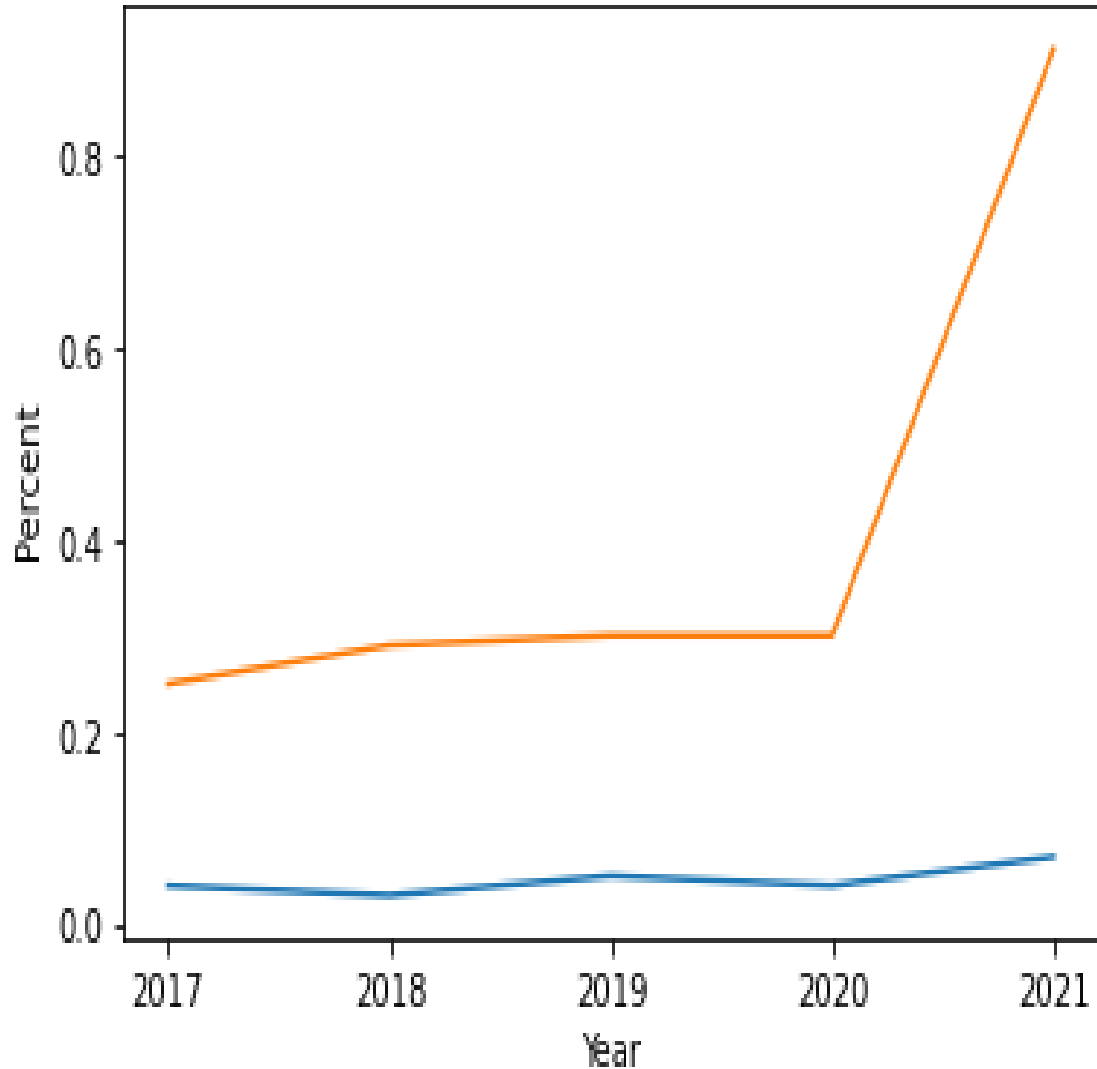
Percent of Students with W4 Withdrawal



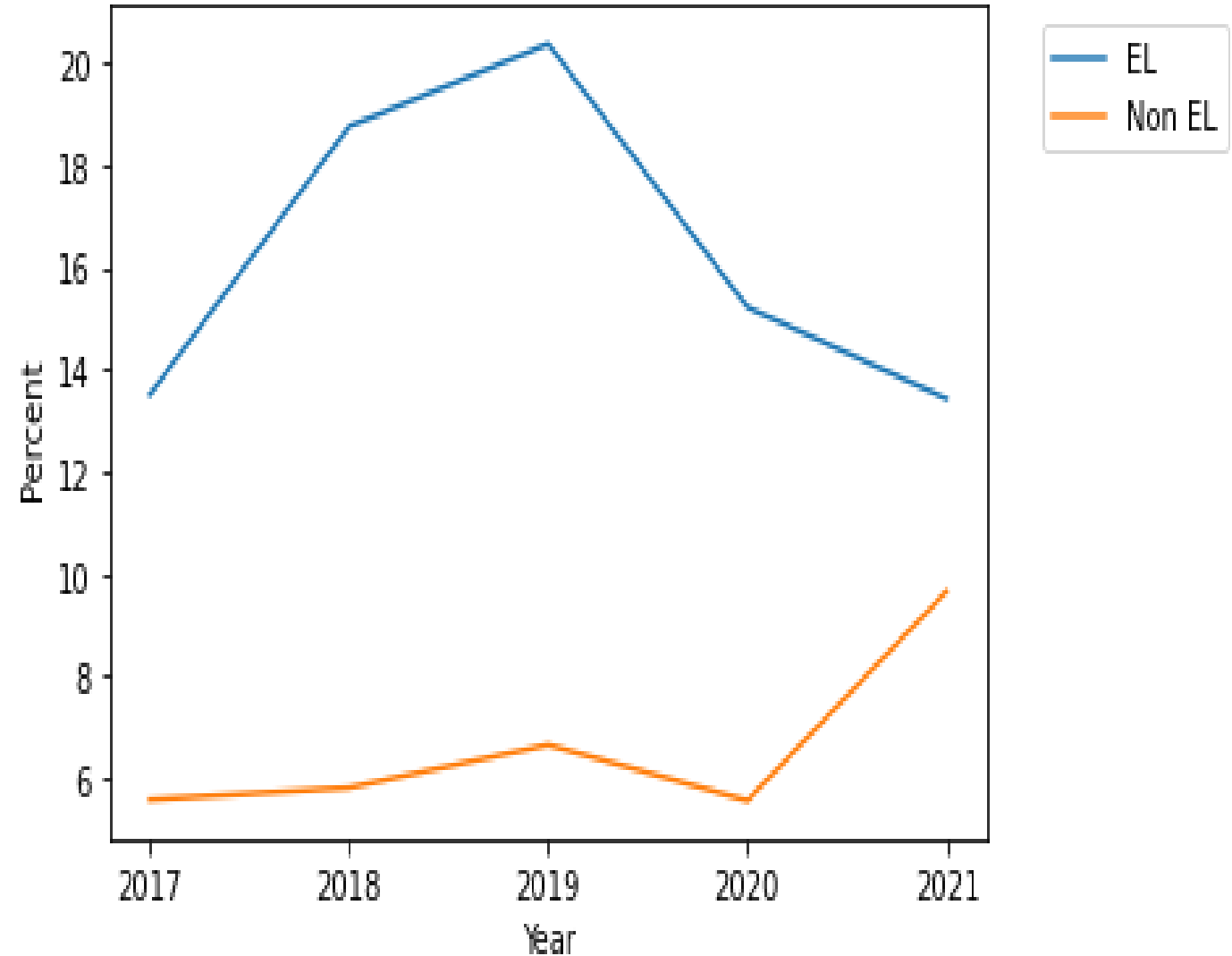
Withdrawal to Attend Homeschool

Students identified as EL in the current or the prior year.
Homeschool withdrawals from the first day of the school year through March 31st of that school year.

Percent of Students Withdrawing to Attend Homeschool



Percent of Students Returning from Homeschool





Summary

- Single school attendance is trending down for all students
- Even though dual attendance is up for ELs, they are more likely to switch schools than attend 2 schools simultaneously
- W1 withdrawals are lower for ELs than non-ELs
- W4 withdrawals are slightly higher for ELs overall, but they have increased more sharply for EL students than non-EL students this year
- ELs are less likely to withdraw to attend homeschool, but when they do, they are more likely to return to the classroom
- FAY status will be impacted by all of these mobility patterns



Questions:

Have you seen these mobility trends in your school?

What thoughts do you have on why these trends are happening?

Have students who attend for the full year noticeably declined?

AZELLA Assessment and the Calculations for Accountability

State and Federal



AZELLA Assessments - 2021

- Reassessment testing window is February 1 to May 21, 2021
 - Will be used for the EL component calculations for state and federal accountability
 - Placement and reassessment data will be available to us in late July
- Field test window was postponed until the fall
 - Will not be used for accountability calculations



AZELLA Assessments – 2021

As of Late April 2021

Placements

- This year – Appx 20,000 (taken/in progress)
- Last year – Appx 36,000

Reassessments

- This year - Appx 75,000 (taken/in progress) (Great job!)
- Last year - Appx 85,000

Compared to Last Year

- Roughly 55% of the placements taken last year
- Roughly 88% of the reassessments taken last year



EL Calculations for State and Federal Accountability

- The EL component requires two AZELLA score results
 - First one establishes a starting point for EL performance level
 - Second one determines how much growth from the starting point and whether proficiency has been achieved



Historically: EL Calculations for State and Federal Accountability

- Given the absence of a placement test within a specific timeframe, the starting point for some new EL students will not be determinable in the current school year
- In the absence of a reassessment test, students will also not be included in the EL component calculation for the current school year
- The SBE and TAC groups are still discussing
 - They are awaiting more impact data to make a decision



EL Calculations for State and Federal Accountability

- Potential Implications:
 - Total students included in calculations will be smaller due to
 - Testing circumstances
 - Reduced FAY counts as a result of student mobility
 - Improper/Missing EL Need identification
 - May use EL program participation where EL Need is missing
- State goal is to test 95% of students. Where this is not achieved, we will do follow-up studies on:
 - Changes to the statewide averages for EL proficiency and EL growth
 - Changes to school eligibility due to lower EL student identification (N=10)
 - Changes to school level EL component scores due to all mentioned



EL Amendment Application Announcement

- The EL Amendment Apps found within ADEConnect has assisted LEAs and ADE in addressing data issues for the A-F State Accountability system that may have occurred in English Learner data. Over the last few years two major things have occurred, the development of AZEDS and changes in the appeal process for A-F State Accountability. Based on those changes the EL Amendment application has become outdated and unnecessary. EL data has significantly improved, and schools can now appeal a letter grade based on data. Therefore, the EL Amendment Application will be retired. This does not impact the EL Reason Application which is still a federal requirement for reporting why students were not assessed.



Final Words

- Even though EL students may be identified in various ways, they must meet the business rules for inclusion in the EL component calculations
- Mobility, testing circumstances, and changes in program participation will in some way impact the results of the EL component outcomes
- Letter Grades will not be issued-components will be calculated (SB1178)
- Federal waiver for non-identification of school support (CSI/aTSI)
- Data will be provided to schools in the usual manner (ADEConnect/Public Reports)
- Studies of the academic impact of COVID will begin immediately after data is received



Reminder: Check your data for accuracy

This will help us to better determine where there are academic impacts this year.



Questions?