



English Learners in Accountability

PEL

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Accountability Systems

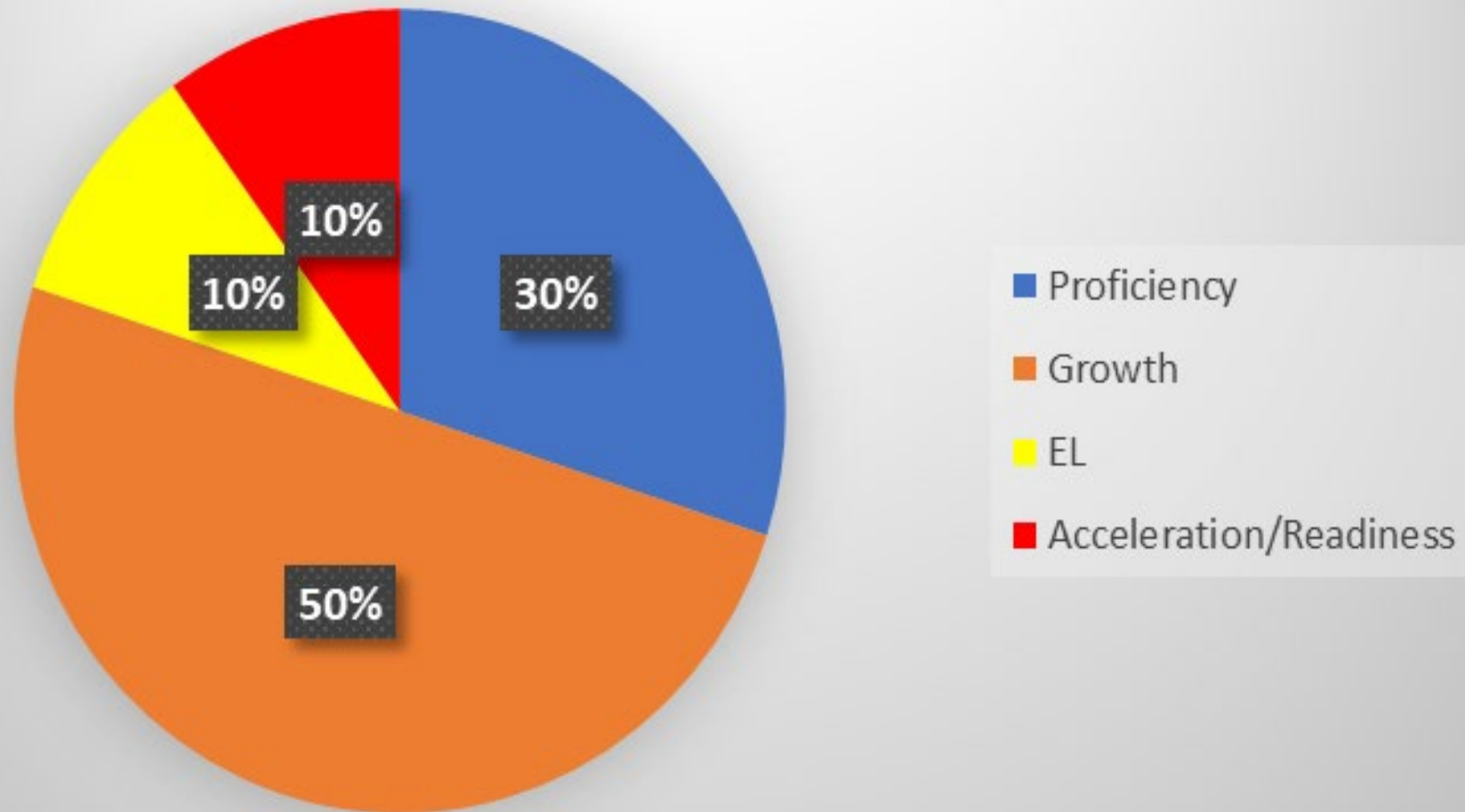


- State Accountability
 - A-F Letter Grades
 - Every eligible school gets a grade
- State Models
 - K-8 Model
 - 9-12 Model
 - 9-12 Alt Model
 - N-Count: 10
- Federal Accountability
 - CSI/ATSI/TSI
 - Identifies lowest performing schools
- Federal Models
 - K-8
 - 9-12
 - K-2
 - N-Count: 20
 - K-12
 - K-11

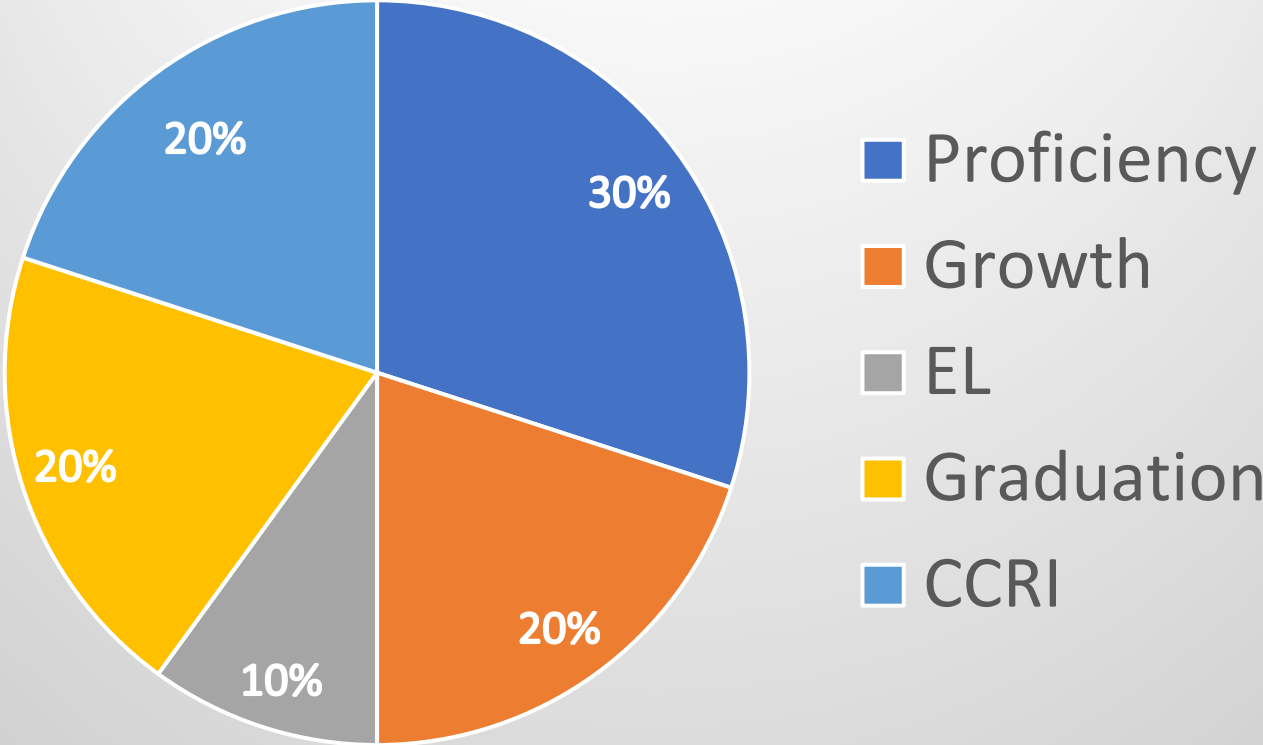
EL is always 10% and calculated the same way

K-8 Model

K-8 Indicator Weights



9-12 Model



EL FAY

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 18, 2022)

- FAY for all other indicators: enrolled within the first ten days of school through the first weekday in May (May 2nd for 2021-2022)



The EL Indicator

- EL Proficiency on AZELLA
 - 5% of the overall model
- EL Growth on the AZELLA
 - 5% of the overall model
- EL Proficiency and Growth points are calculated separately then are summed together for an overall EL points score



EL Business Rules (Proficiency)

- EL calculations include students with a current or prior year EL need and are EL FAY
- Schools with less than the n-count of 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 or placement test)
- Schools with less than the n-count of EL FAY students are not eligible for points
- Growth is the difference between prior year and current year AZELLA scores
- **For Kindergarten students, placement tests can only be used if completed between July 1st and prior to January 1st of the current school year**
- **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

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

Statewide Growth

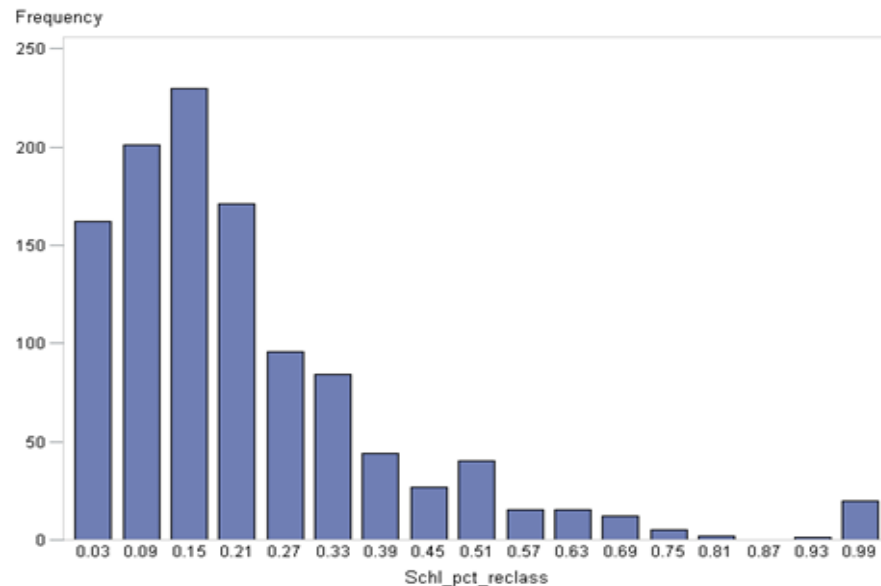
$$EL\ Statewide\ CY\ Proficiency\ \% \\ = 100 \left[\frac{\text{(Sum of School Averages that have the necessary AZELLA FAY n – count)}}{\text{(No. of Schools that have the necessary AZELLA FAY n – count to be eligible for points)}} \right]$$



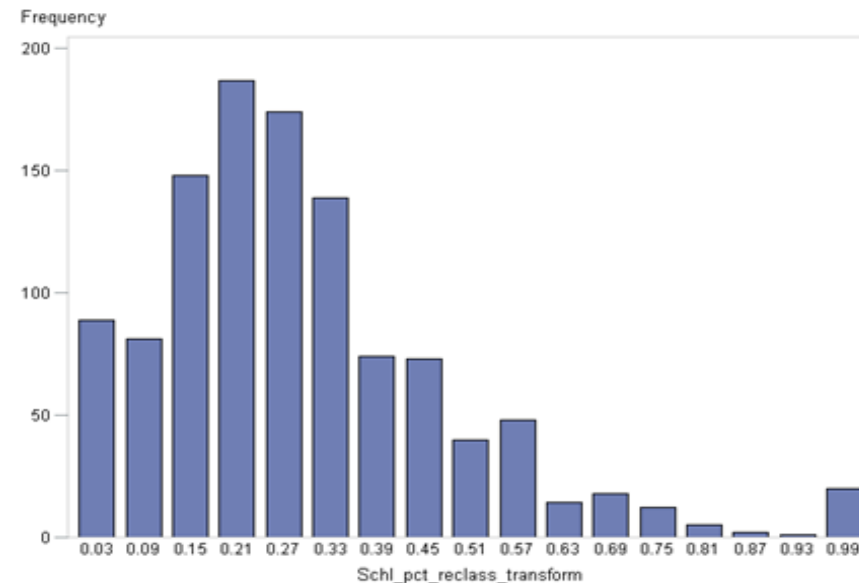
Normalizing EL Data

- 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

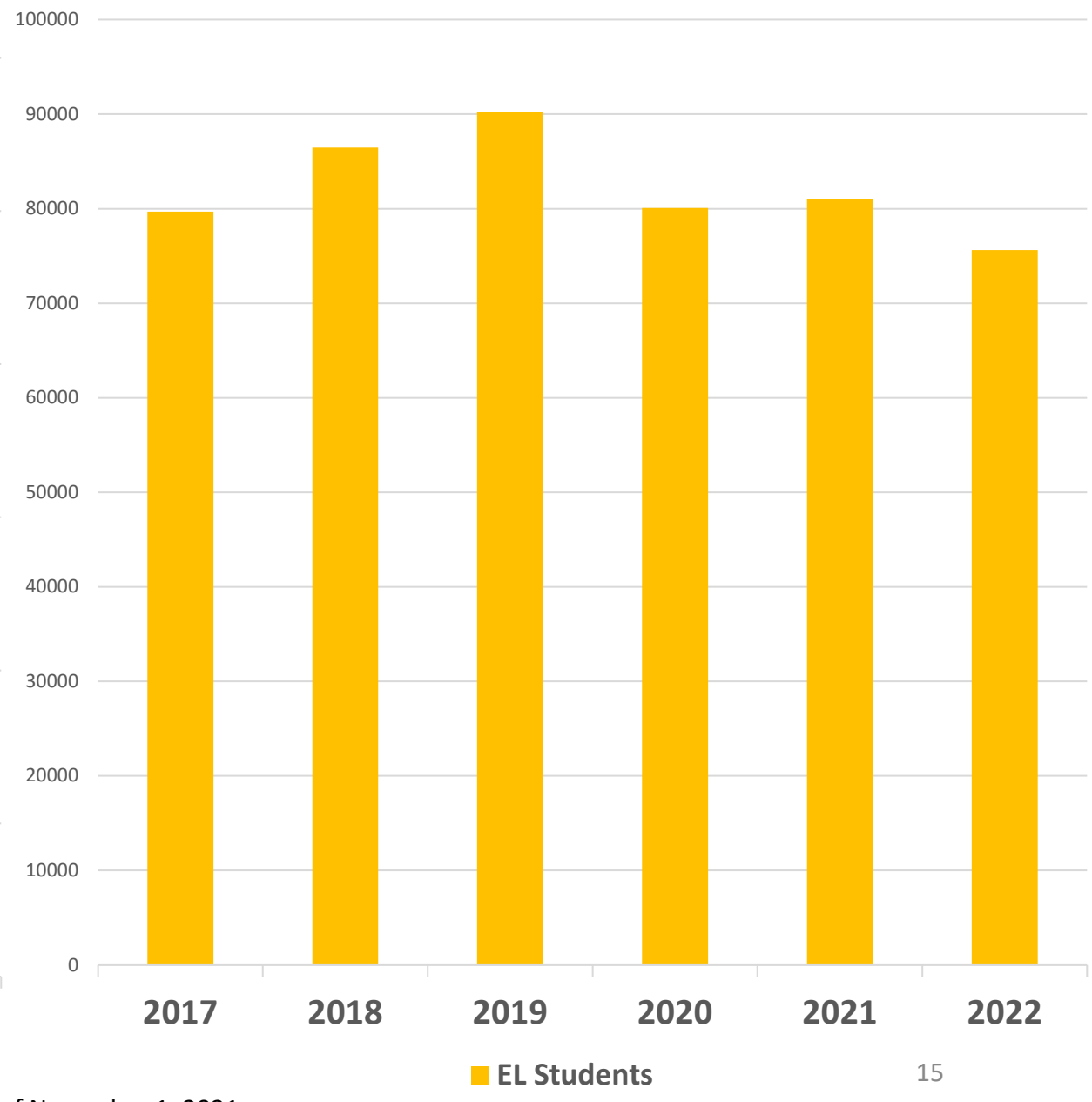
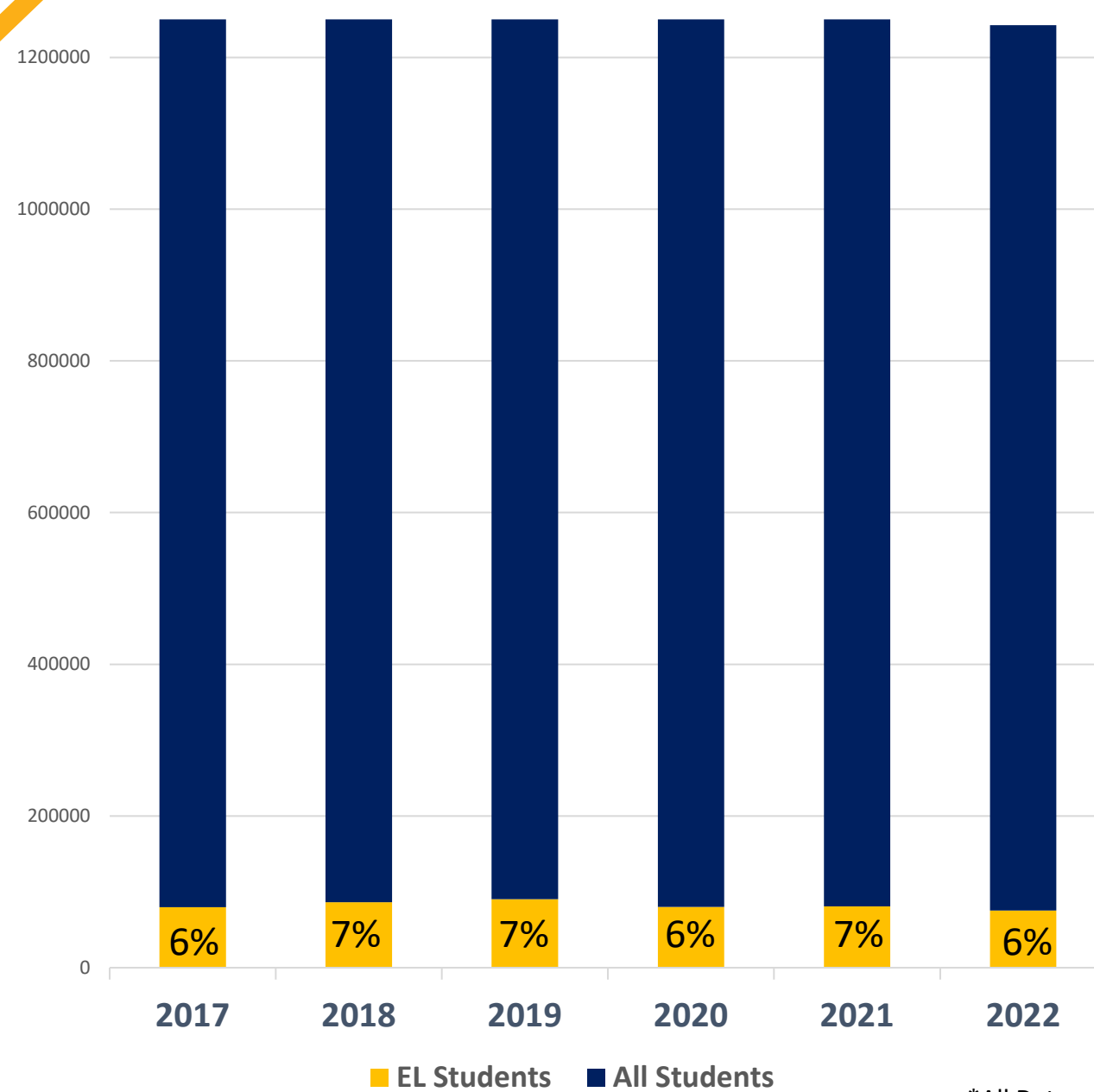


*Must have at least the n-count of EL FAY for both *Proficiency* and *Growth* to receive EL points

English Learner Enrollment and Mobility Trends

Through Fall of 2021

Enrollment

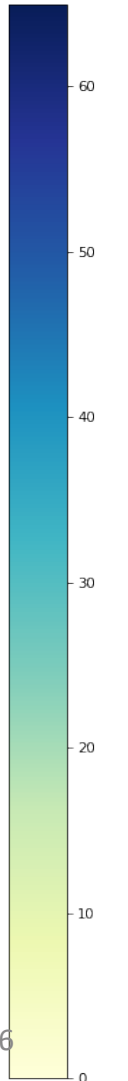
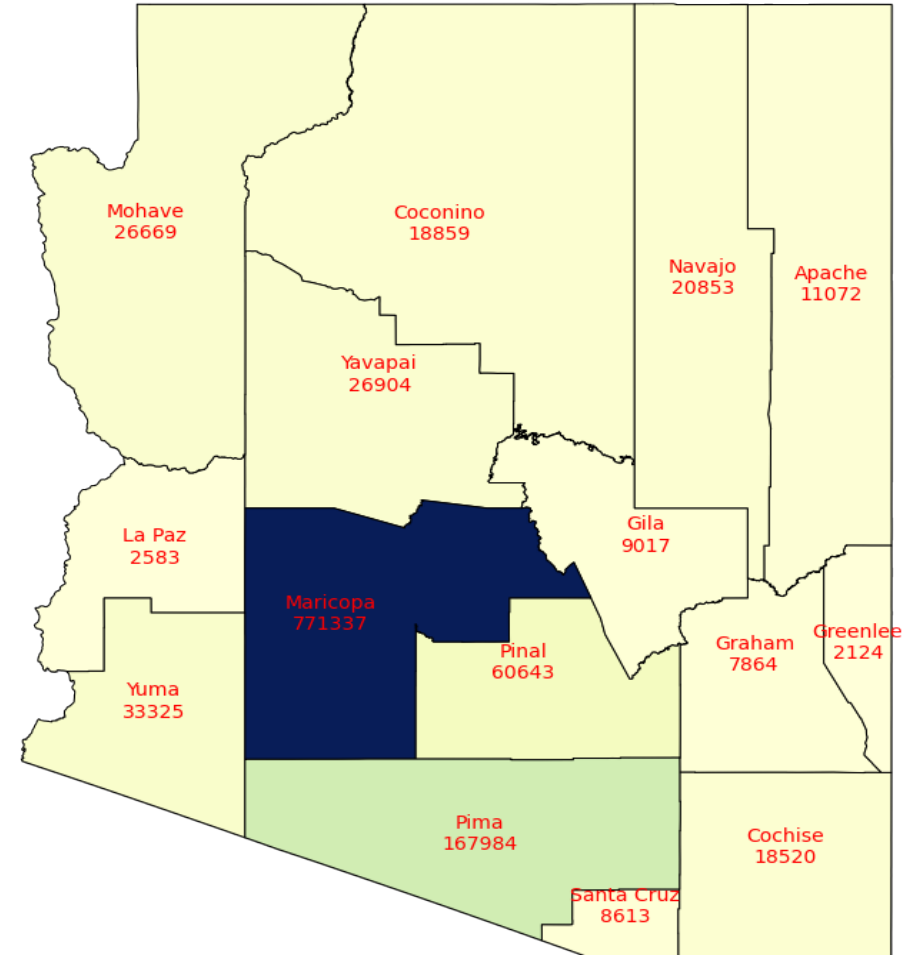
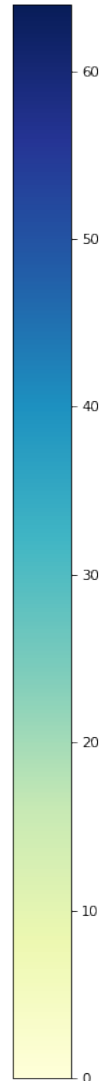
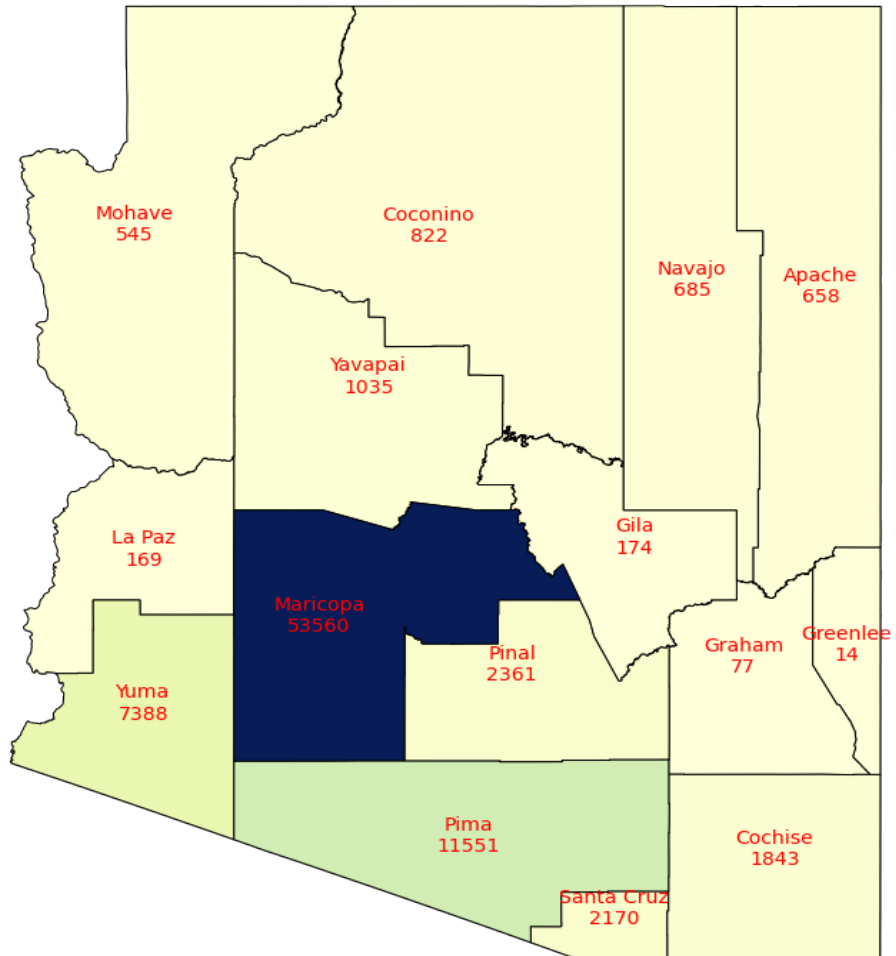


*All Data as of November 1, 2021

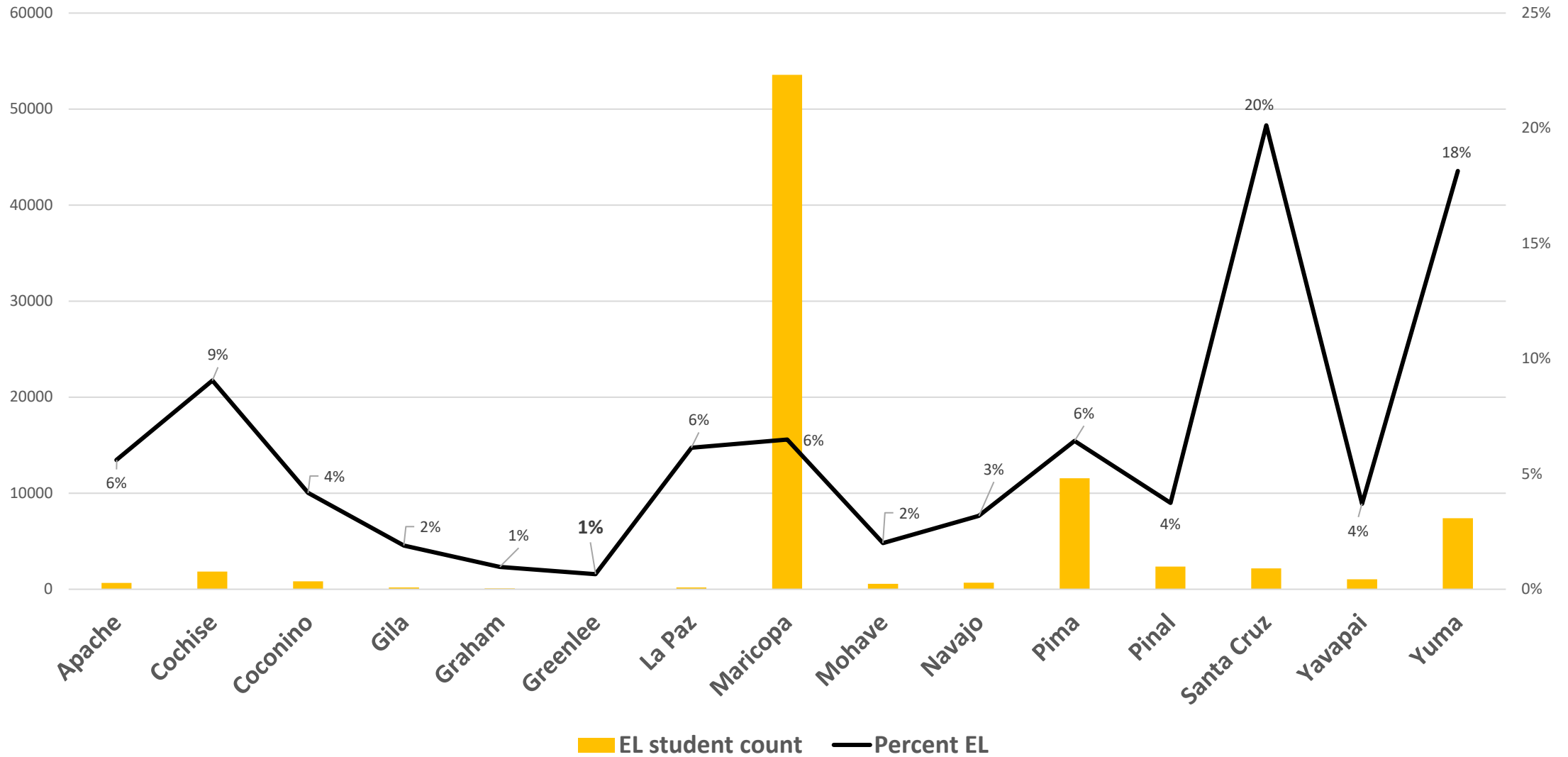
Enrollment

English Learner

Non-English Learner

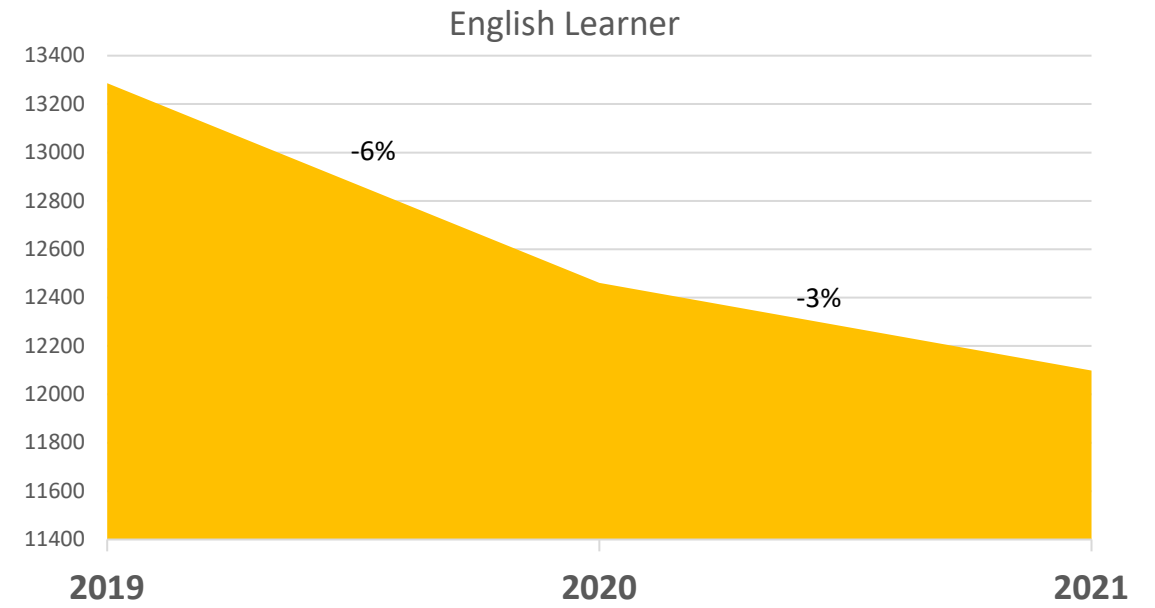
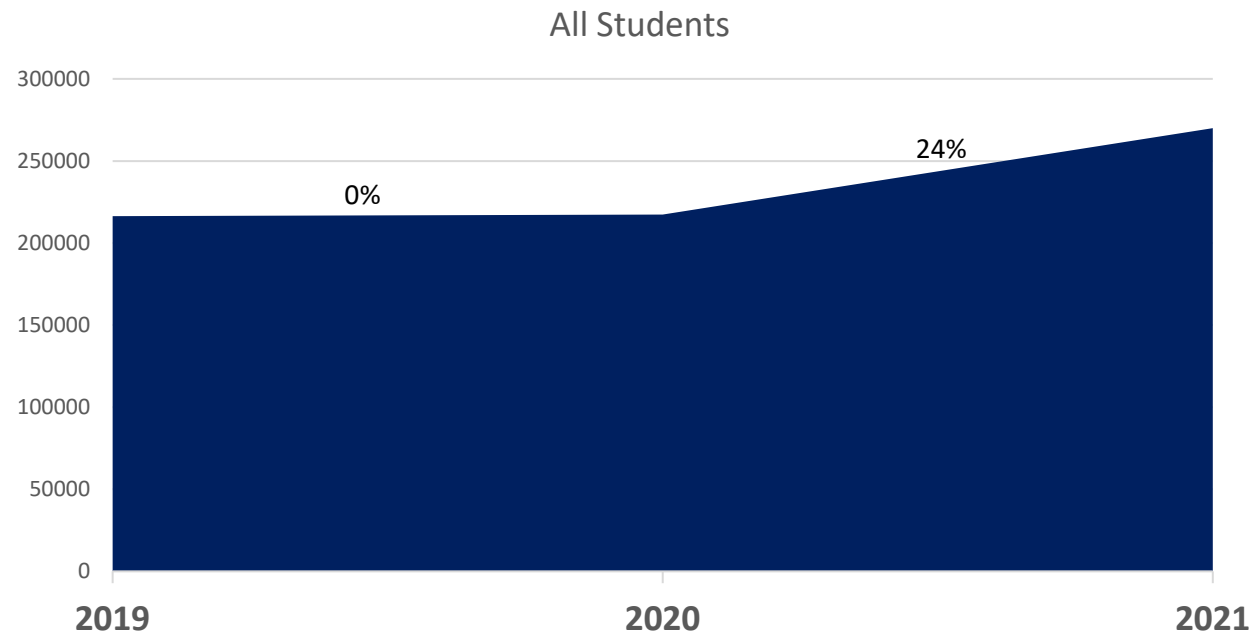


English Learner Enrollment by County 2021

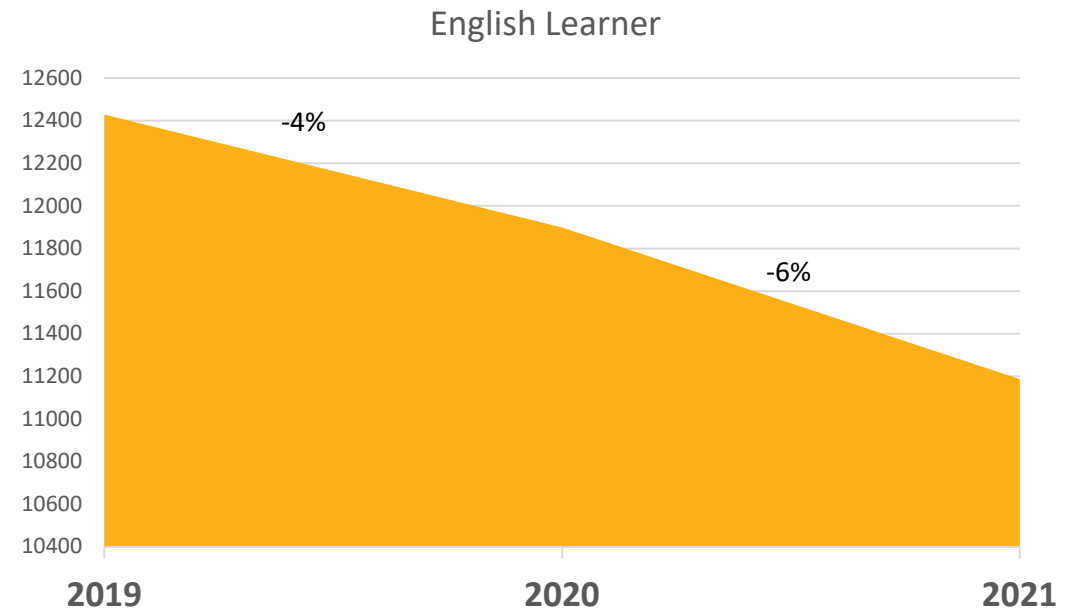
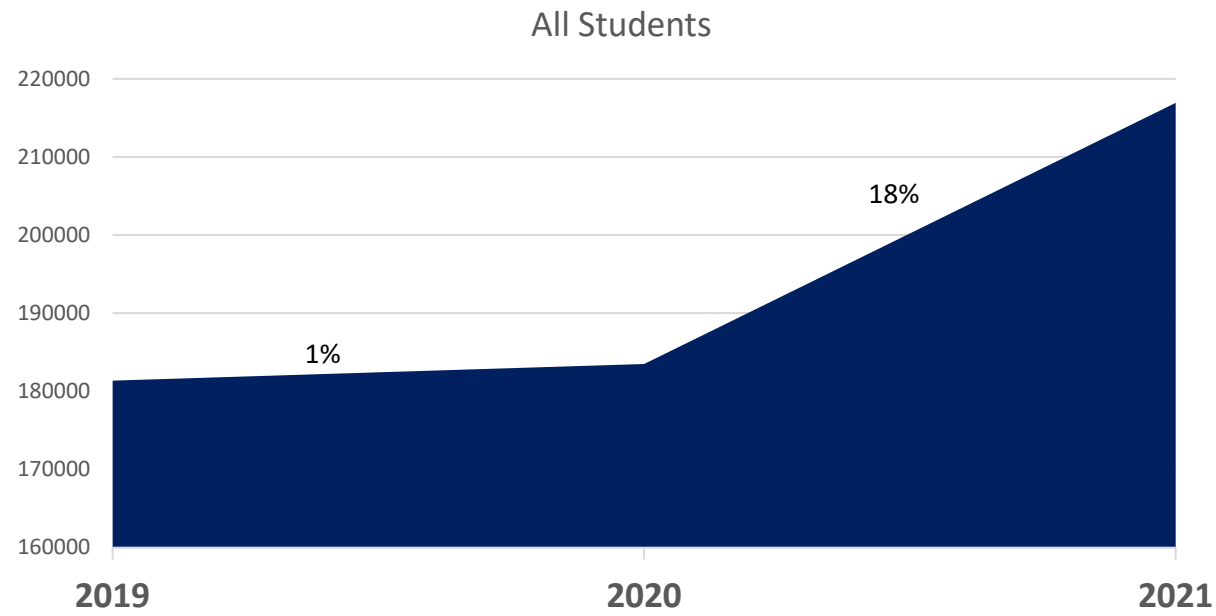


*Percent EL = The percent of the total student population that is English Learner

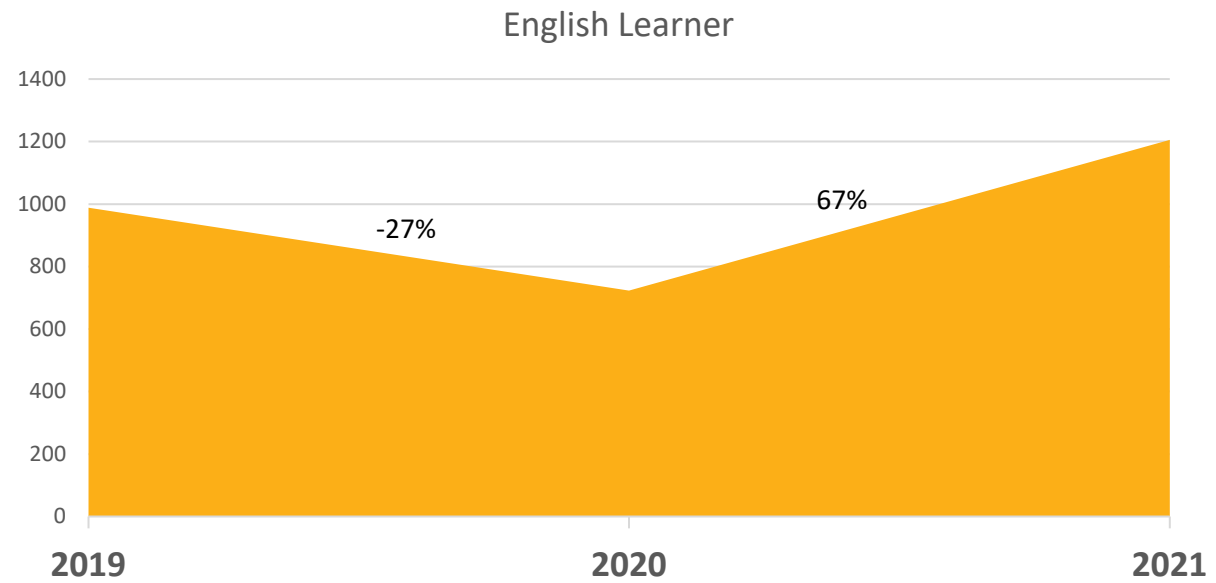
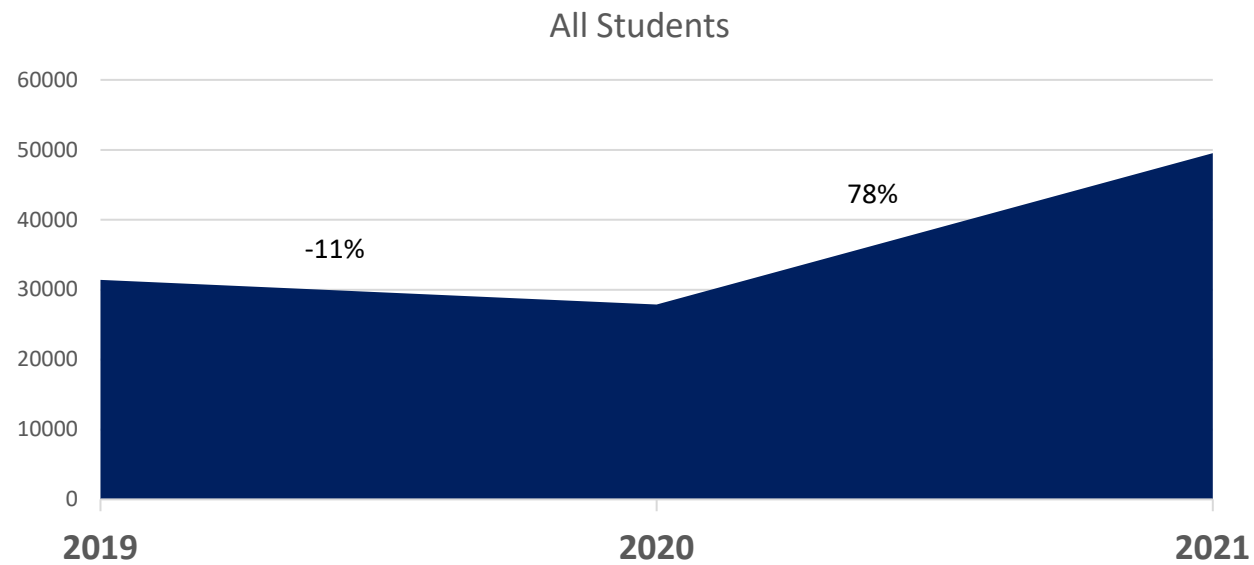
Mobility – Single Withdrawals - All Types



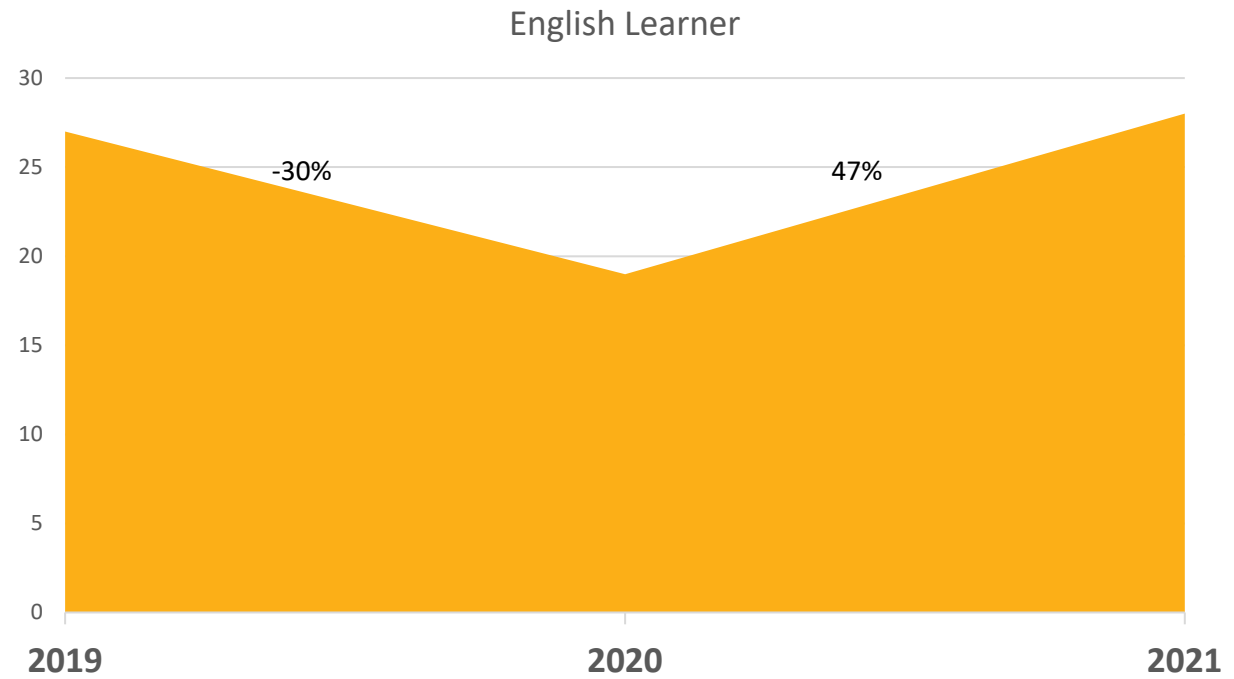
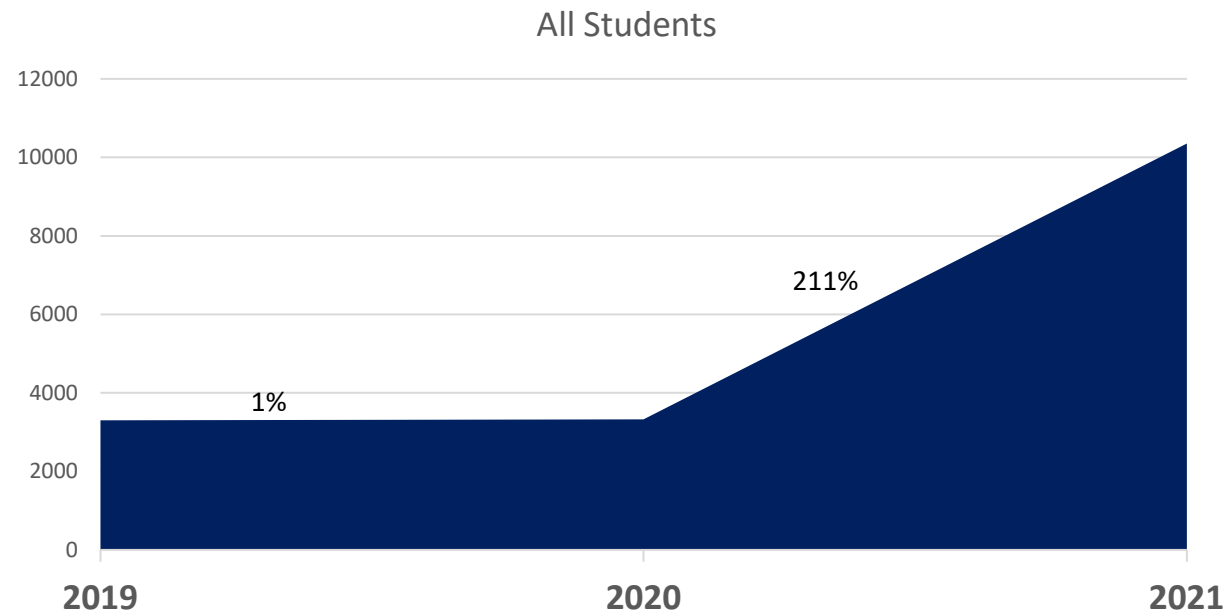
Mobility – Transfer Within State – Switching Schools



Mobility – 10 day Non-Attendance

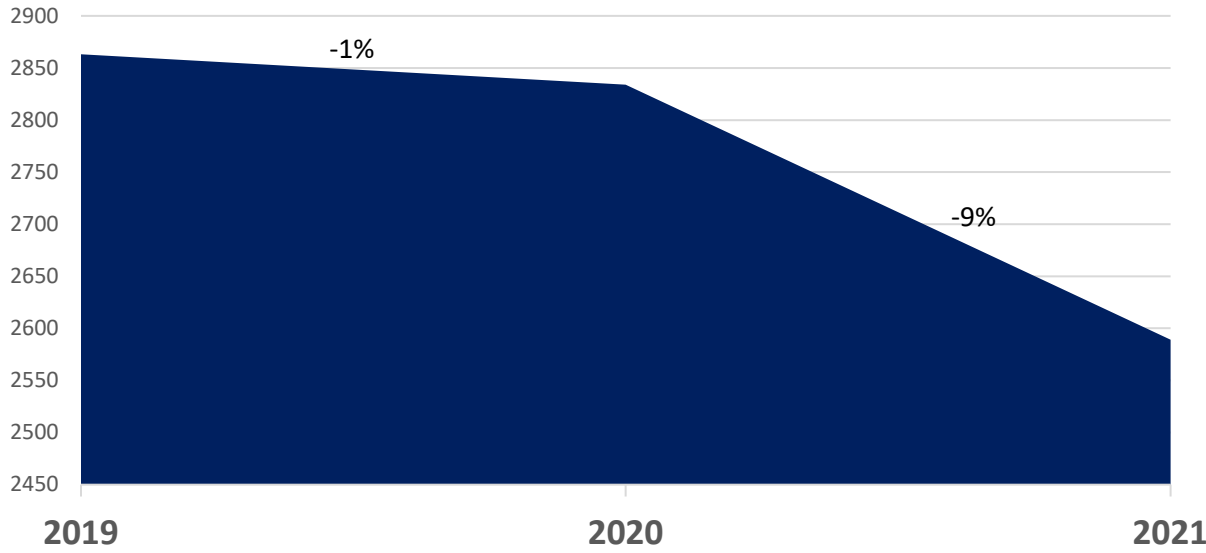


Mobility – Homeschool

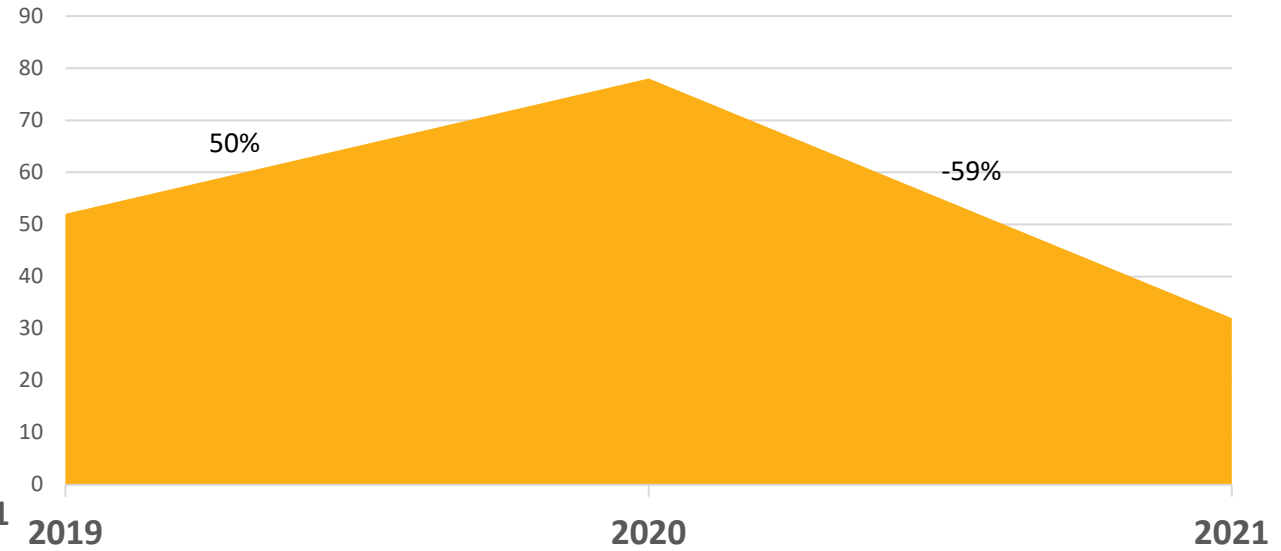


Mobility – Dropout

All Students



English Learner



Summary of EL Population Mobility

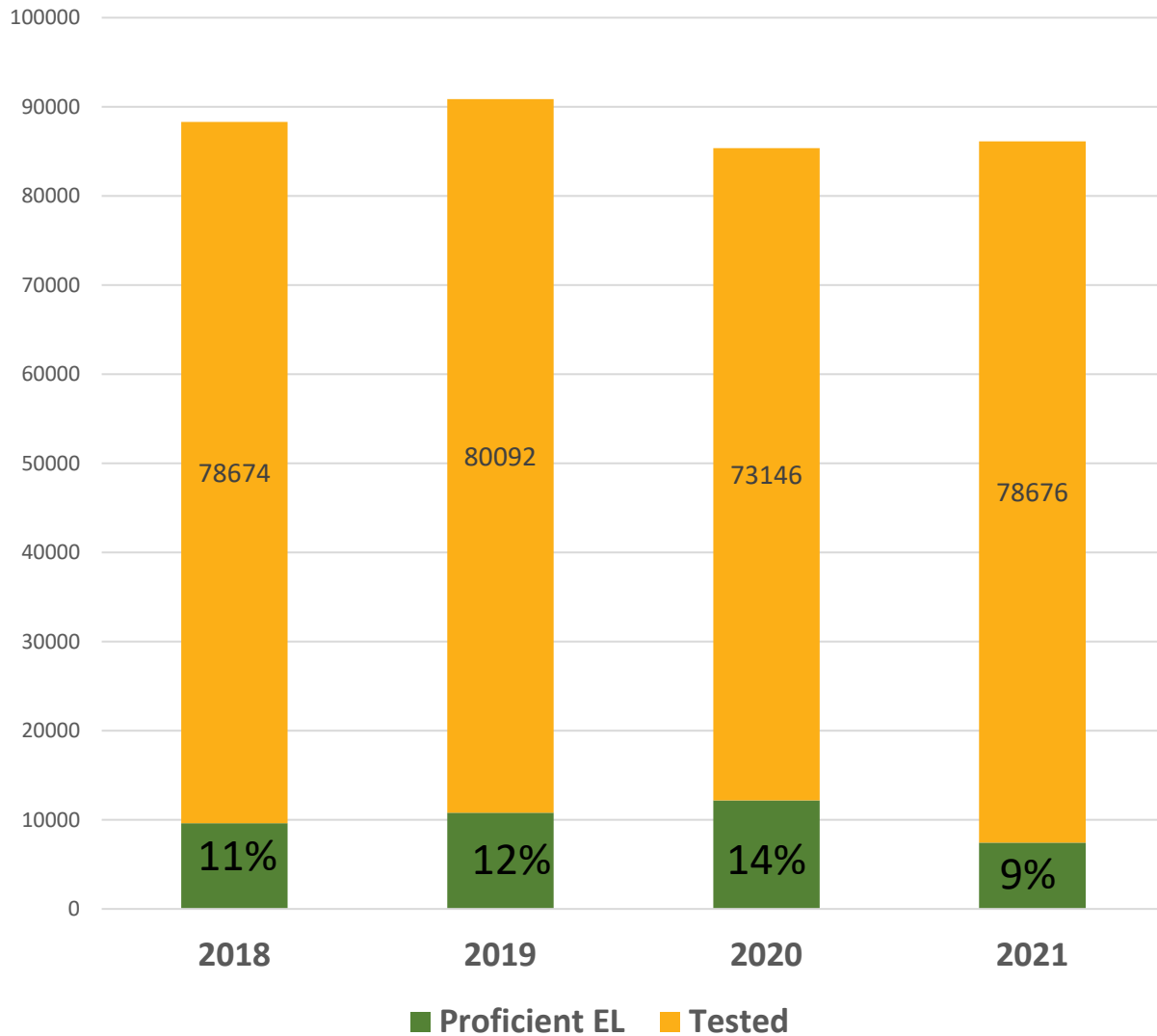
- EL Percent of student population has held steady
- Heavily concentrated in Maricopa, Pima, and Yuma counties but makes up a larger portion of the student body in Santa Cruz and Yuma counties
- Less mobility during COVID than the general population
- Biggest shifts in mobility were 10-day non-attendance and homeschool
- Overall, enrollment remains consistent over time and mobility was affected to a lesser degree than that of the general population during the pandemic.

English Learner Academic Outcomes

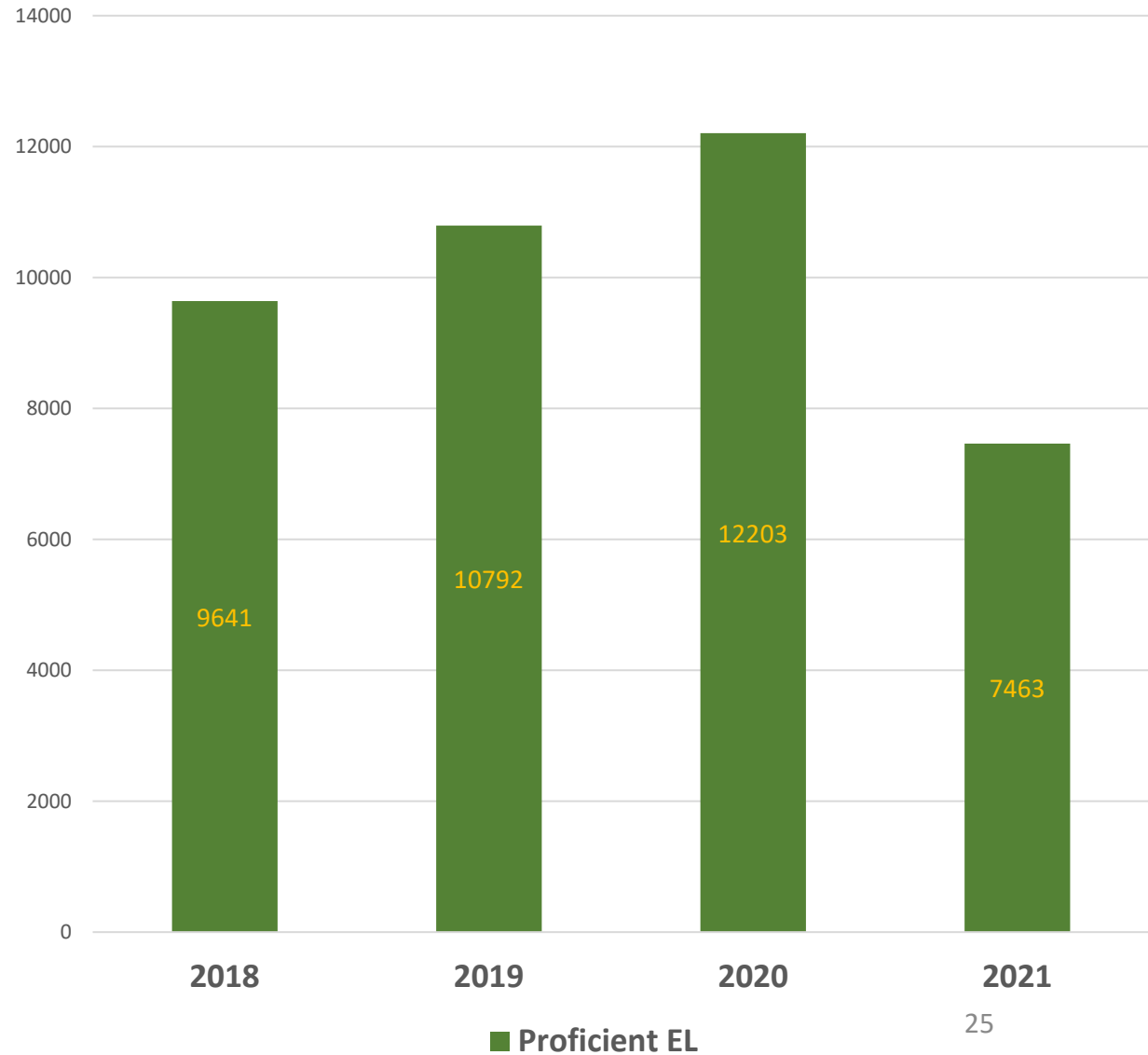
Proficiency on AzM2 and AZELLA

Percent Proficient on AZELLA

Number Tested and Number Proficient on AZELLA



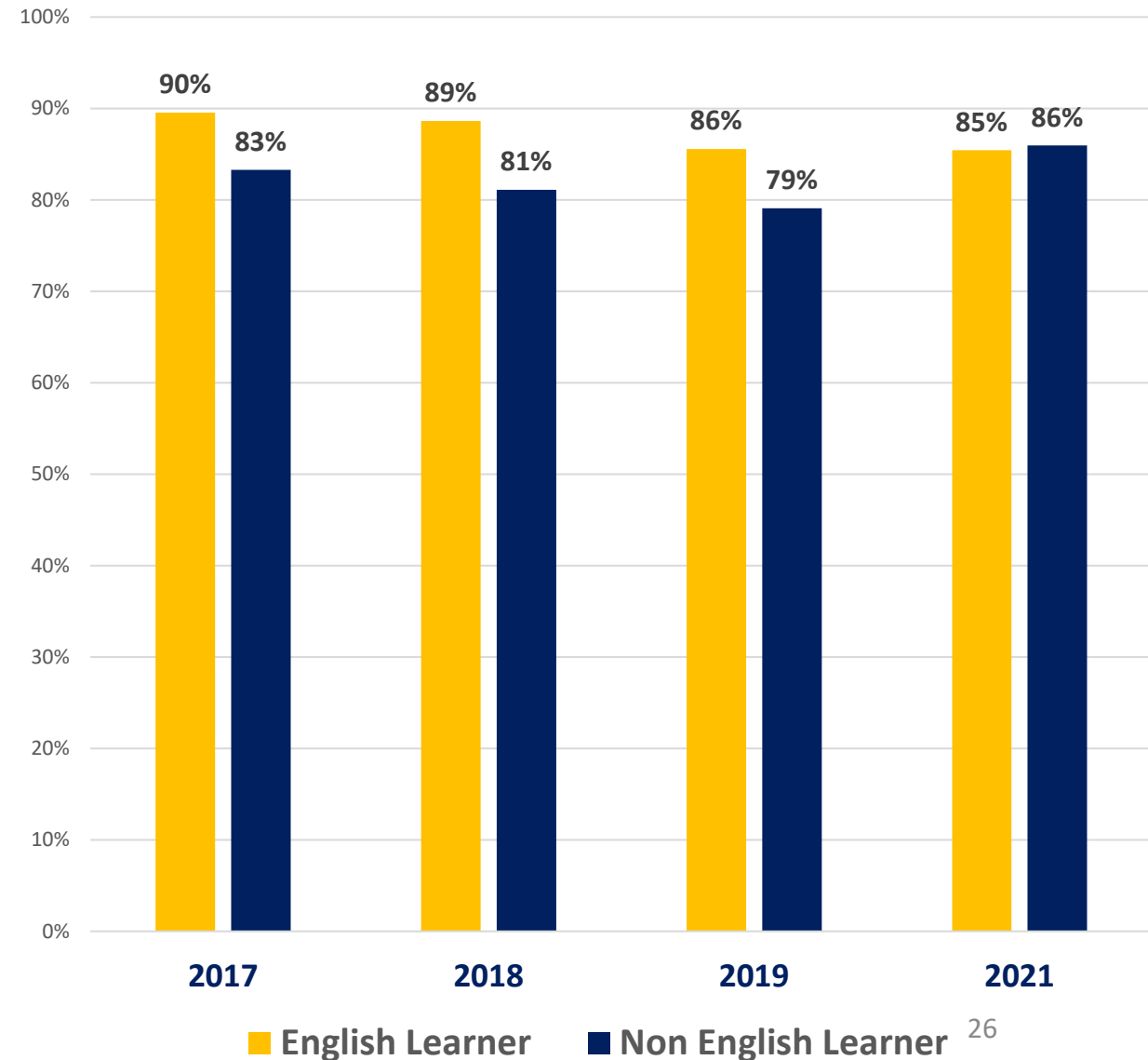
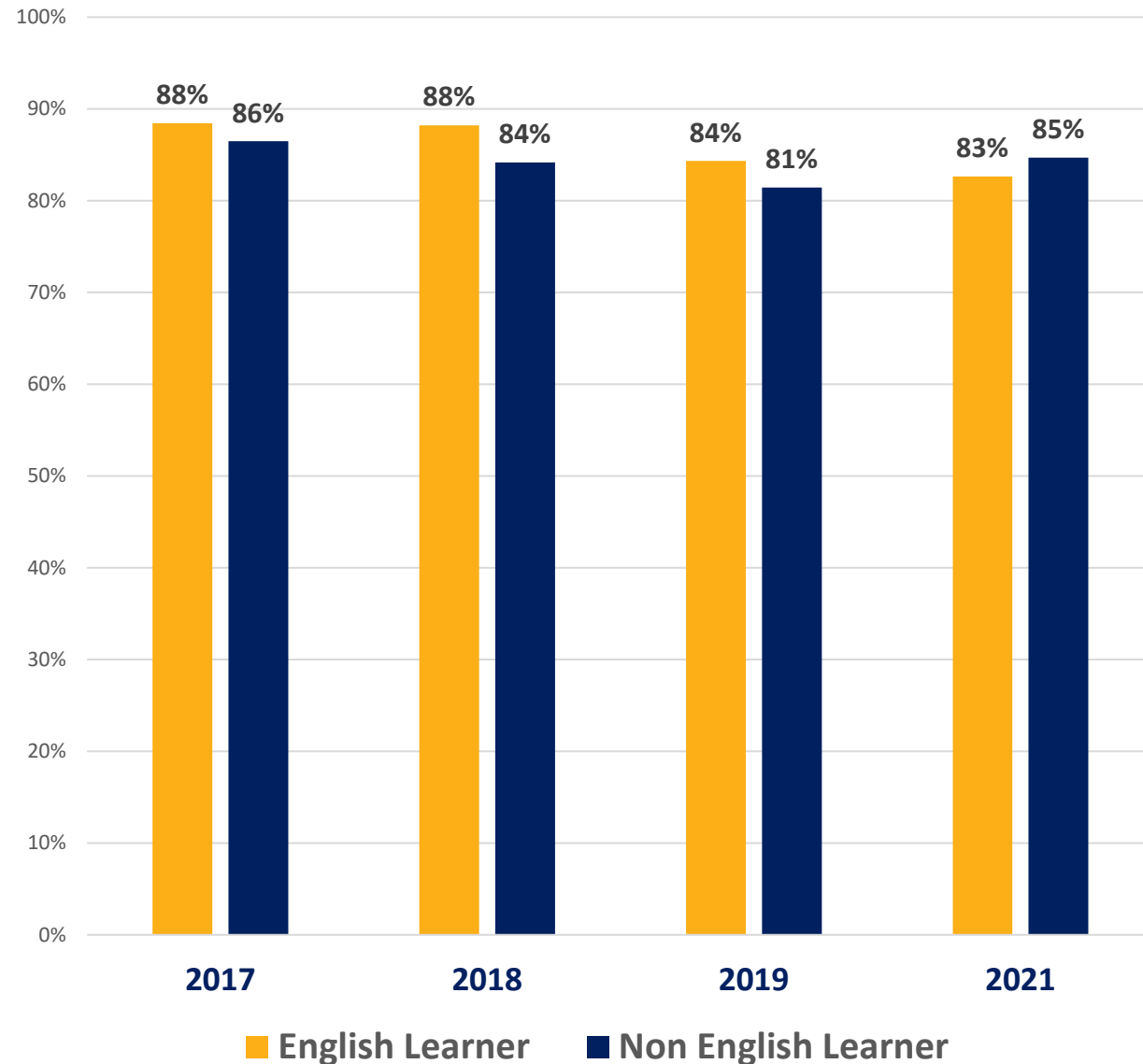
Count of Proficient on AZELLA



Percent Tested on State Assessment

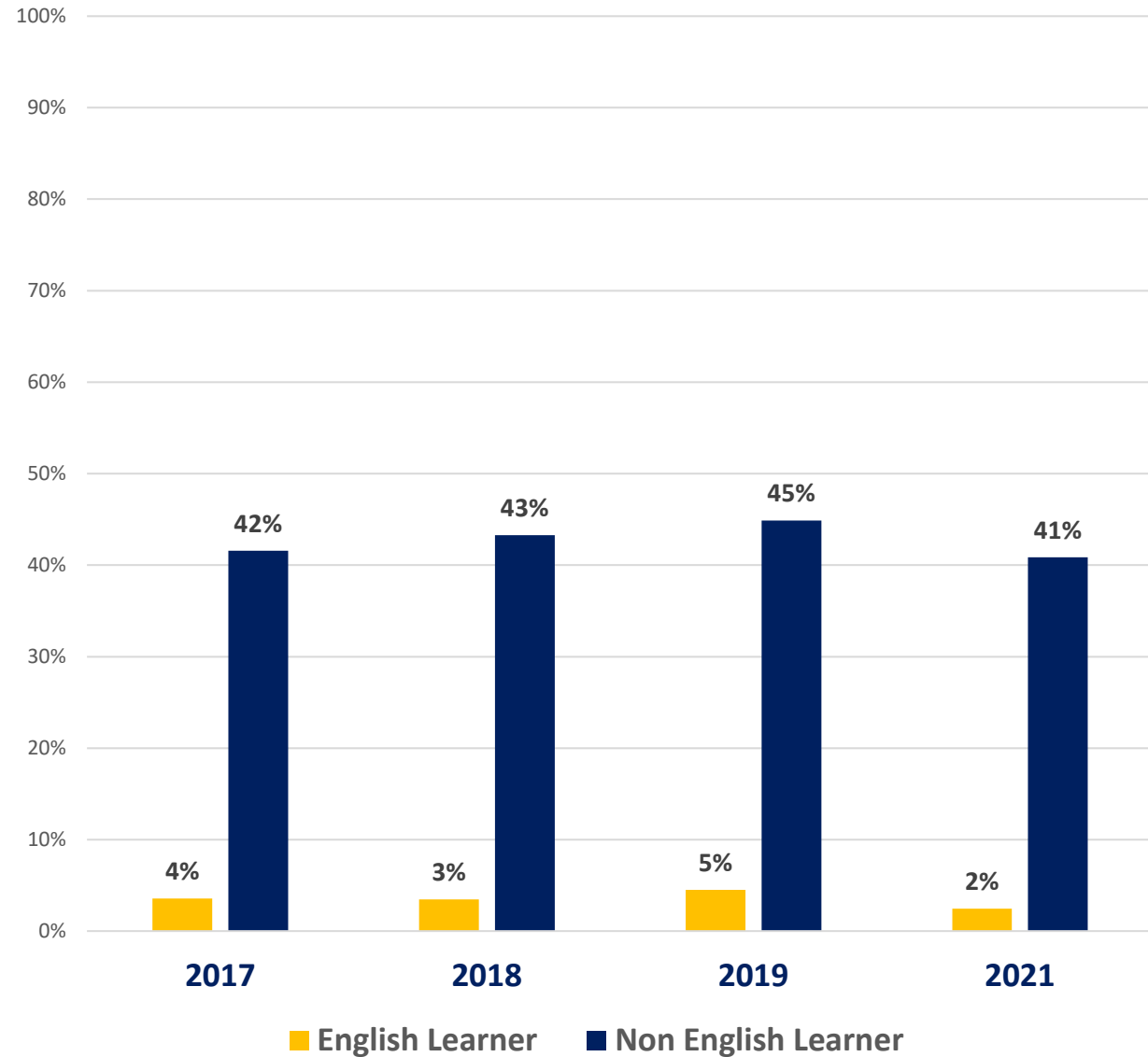
ELA

Math

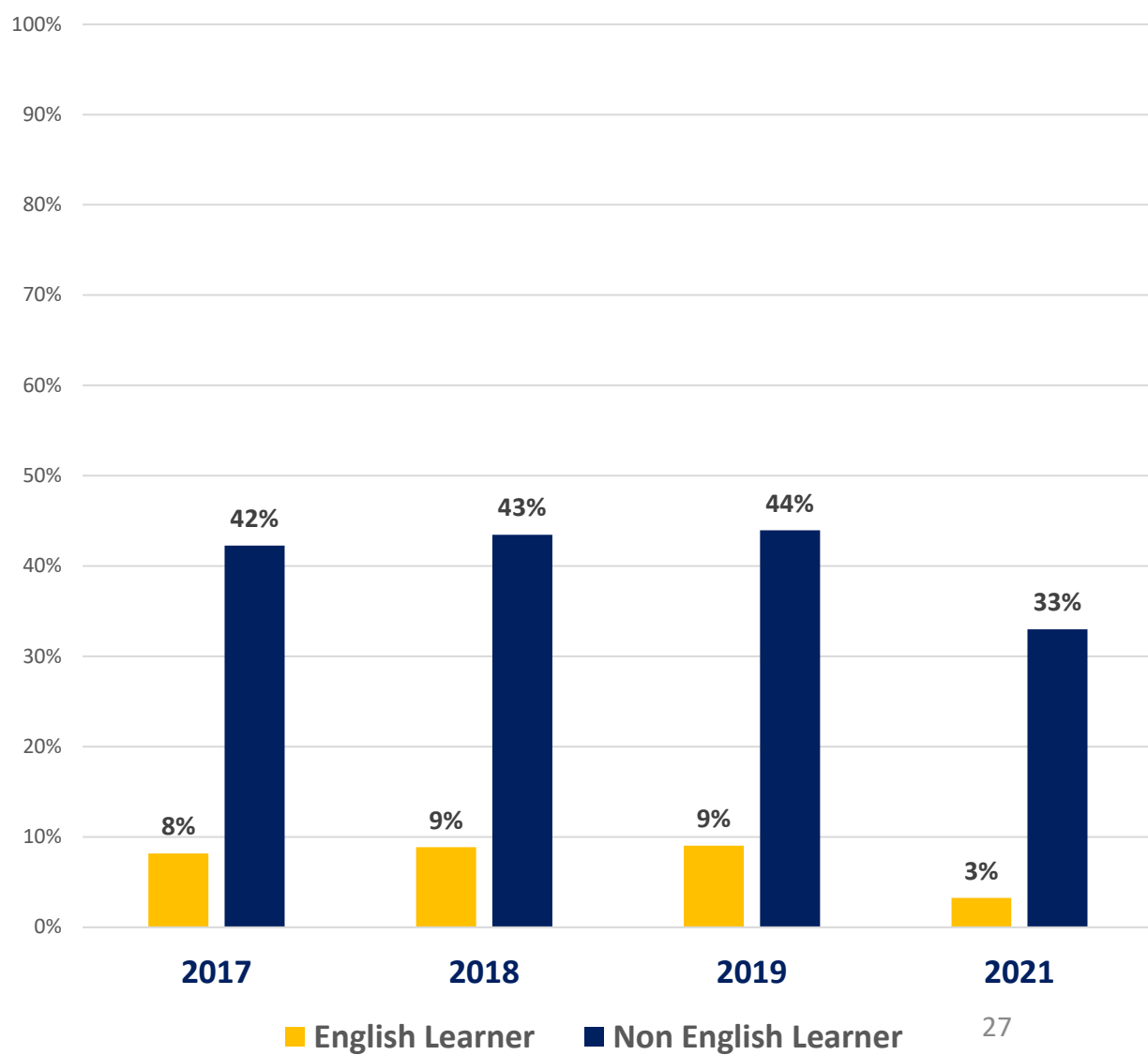


Percent Proficient on State Assessment

ELA



Math



Summary

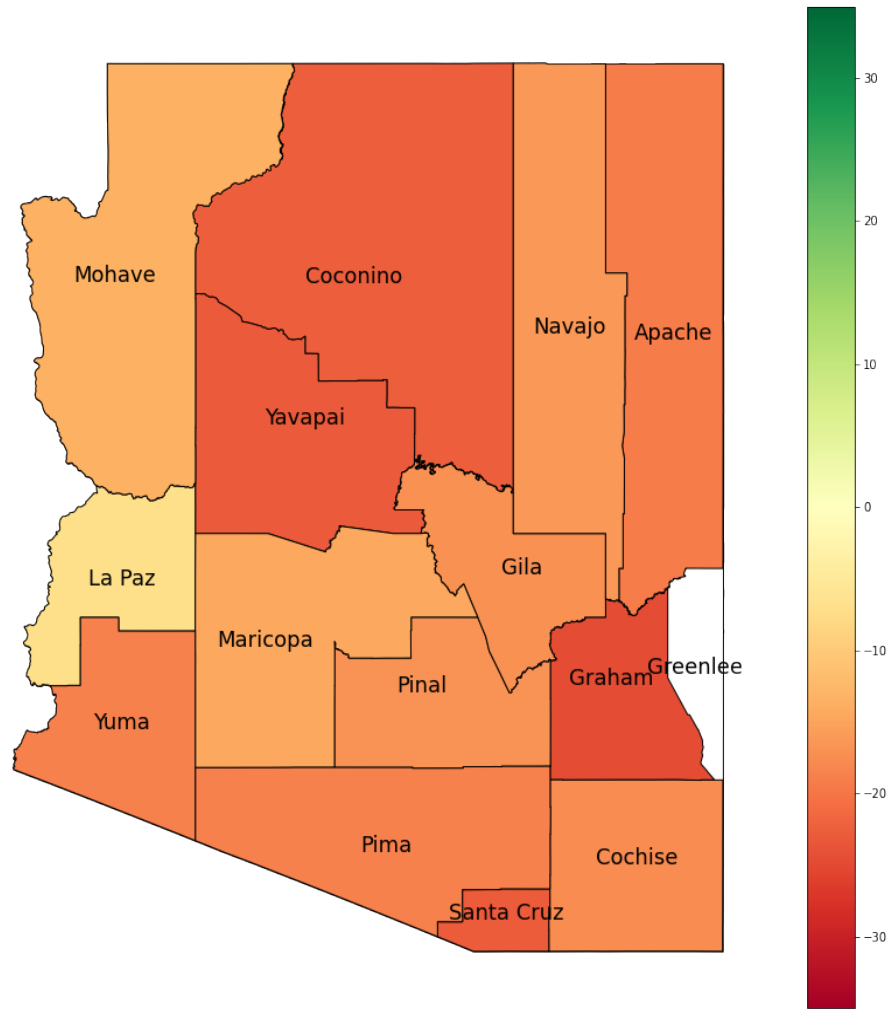
- State Assessment testing in the EL population is historically higher than non-EL students
- State Assessment testing in FY21 was slightly lower than non-ELs
- Achievement gaps continue to be high for EL students in both subjects
- Math performance levels continue to be slightly higher than ELA

Severity of Academic Impact

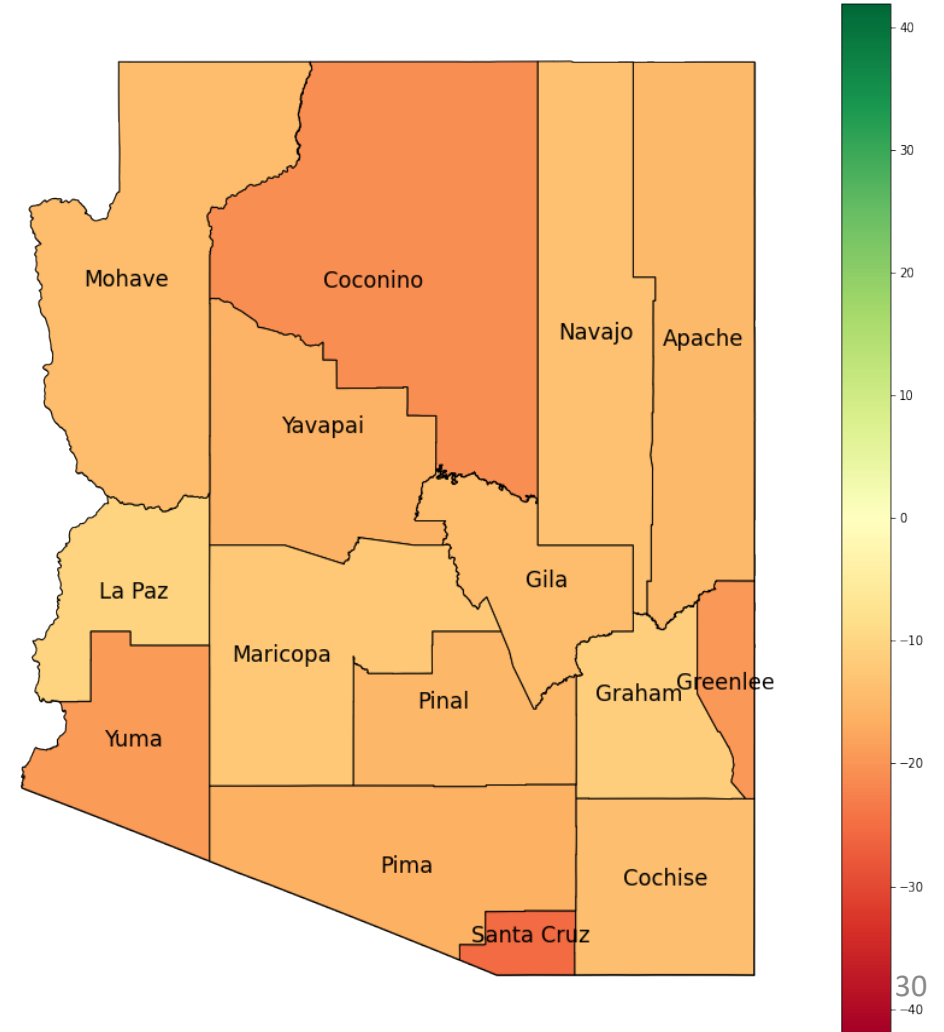
Changes in Growth

ELA – All Grades – Severity of COVID on Growth

English Learner

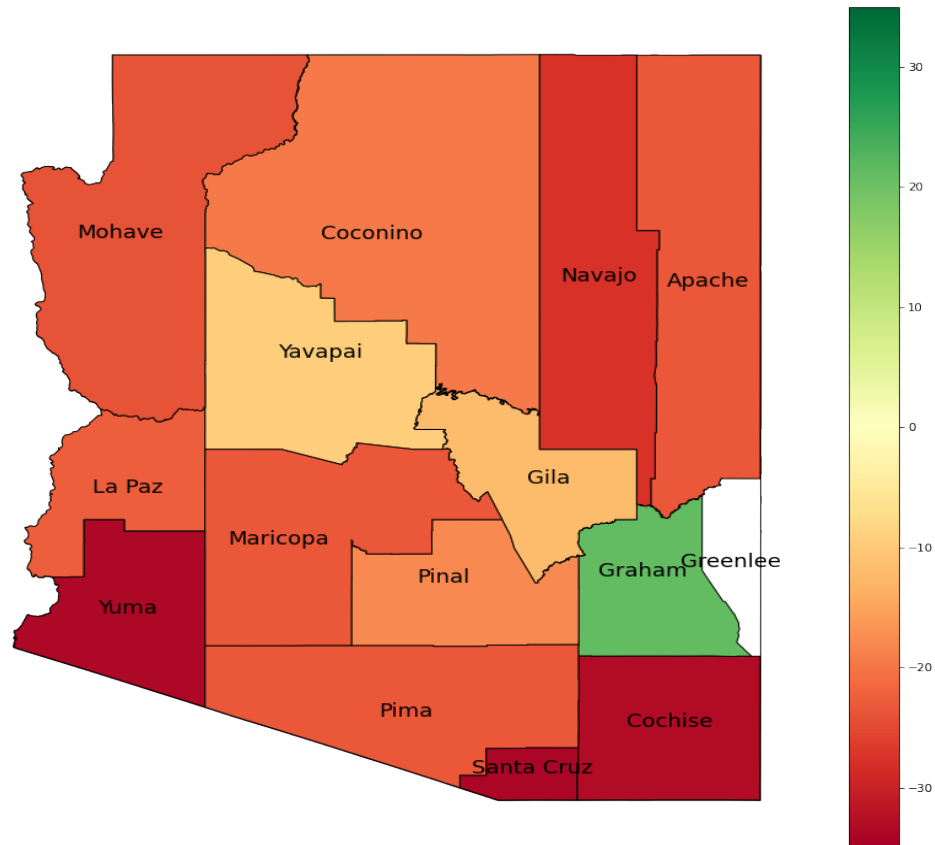


Non-English Learner

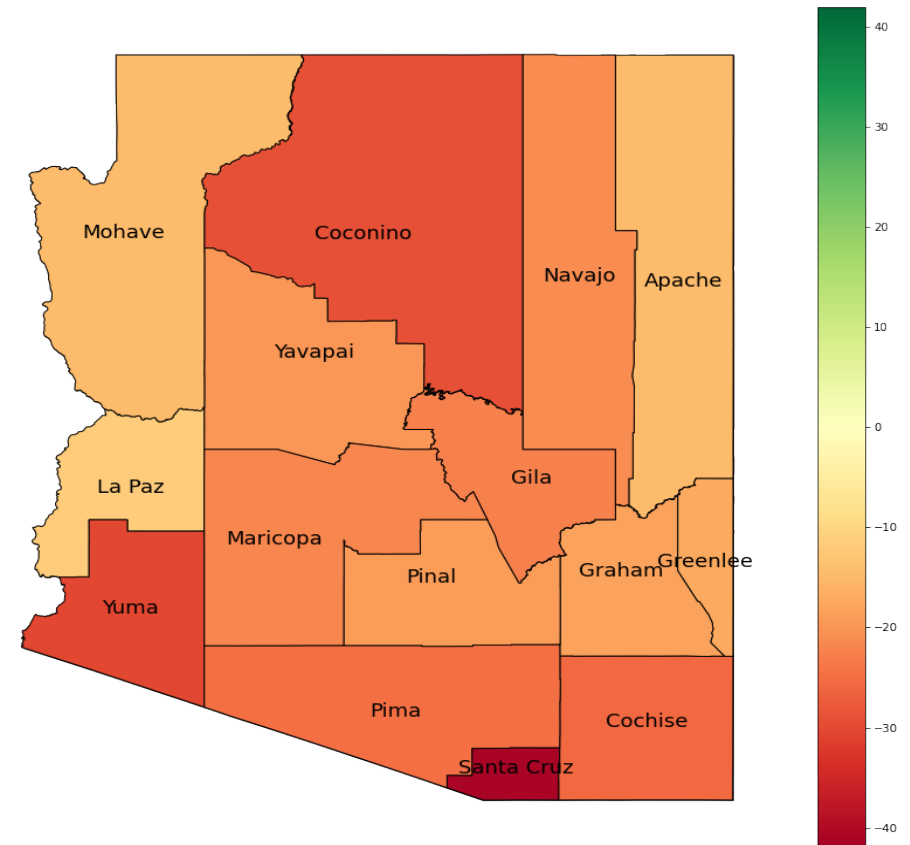


Math – All Grades – Severity of COVID on Growth

English Learner



Non-English Learner





Summary

- No groups were immune to academic impacts
- Math impact overall was worse than ELA impact for both the EL population and whole student population
- Prior to COVID there were disparities in student growth rates by English Learner status
- The large size of the impacts indicate lengthy time to recover, likely requiring education supports beyond just a norm return to schooling

Accountability Information

Updates Available Through *The Grader*

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



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Welcome to Accountability & Research

Accountability 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. We work closely with Assessments, the State Board of Education, and Research in order to accurately label schools in a fair and systematic manner. The Accountability staff supports schools, districts, and other stakeholders to refine the system as well as utilize data in an appropriate and effective manner.

Accountability Research 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 public education system throughout Arizona by providing empirical and qualitative research and the application of quality program evaluation while advancing community understanding of the relevance of research.

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Questions

