

Miami-Dade County Public Schools

IMMIGRANT STUDENTS AND THEIR ACADEMIC AND DEMOGRAPHIC CHARACTERISTICS: 2017-2018

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INTRODUCTION

This is an annual report describing immigrant students in Miami-Dade County Public Schools and their demographic and academic characteristics. It provides information on academic achievement of immigrant students and their progress in English language acquisition.

According to a federal definition, an immigrant student is a student who

- is aged three through twenty-one;
- is enrolled in any public or private elementary or secondary school in kindergarten through grade twelve;
- was not born in the United States (or any U.S. Territory); and
- has not been attending any one or more schools in the United States for more than three full school years (Title III, Section 3114 (d)).

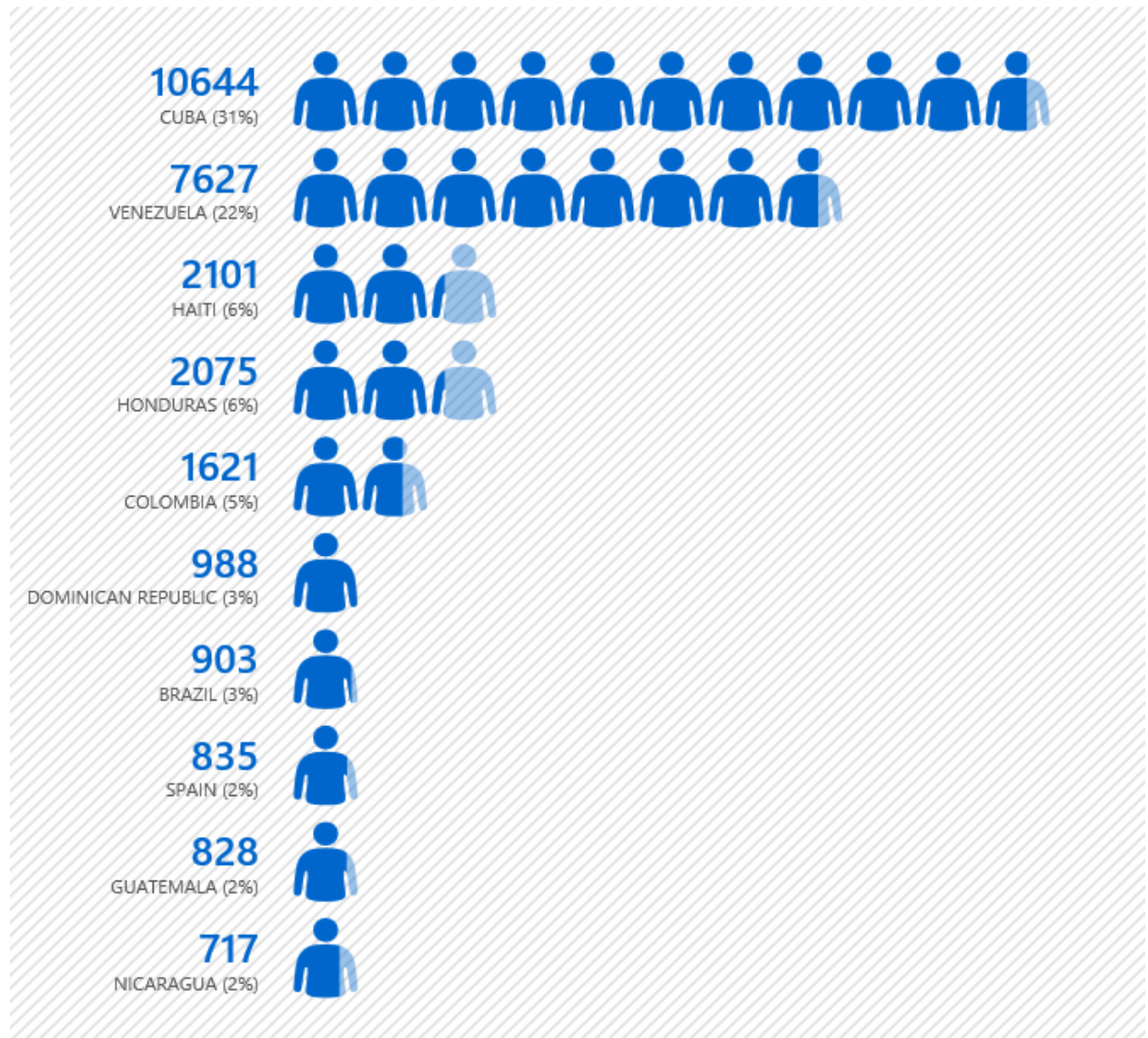
This report is divided into several sections. The first section describes the demographic characteristics of immigrant students in the District. The second section depicts the academic achievement of immigrant students on various 2018 statewide assessments. Finally, the third section reports the outcomes of immigrant students in English language acquisition.

SECTION I 2017-2018 STUDENT DEMOGRAPHIC CHARACTERISTICS

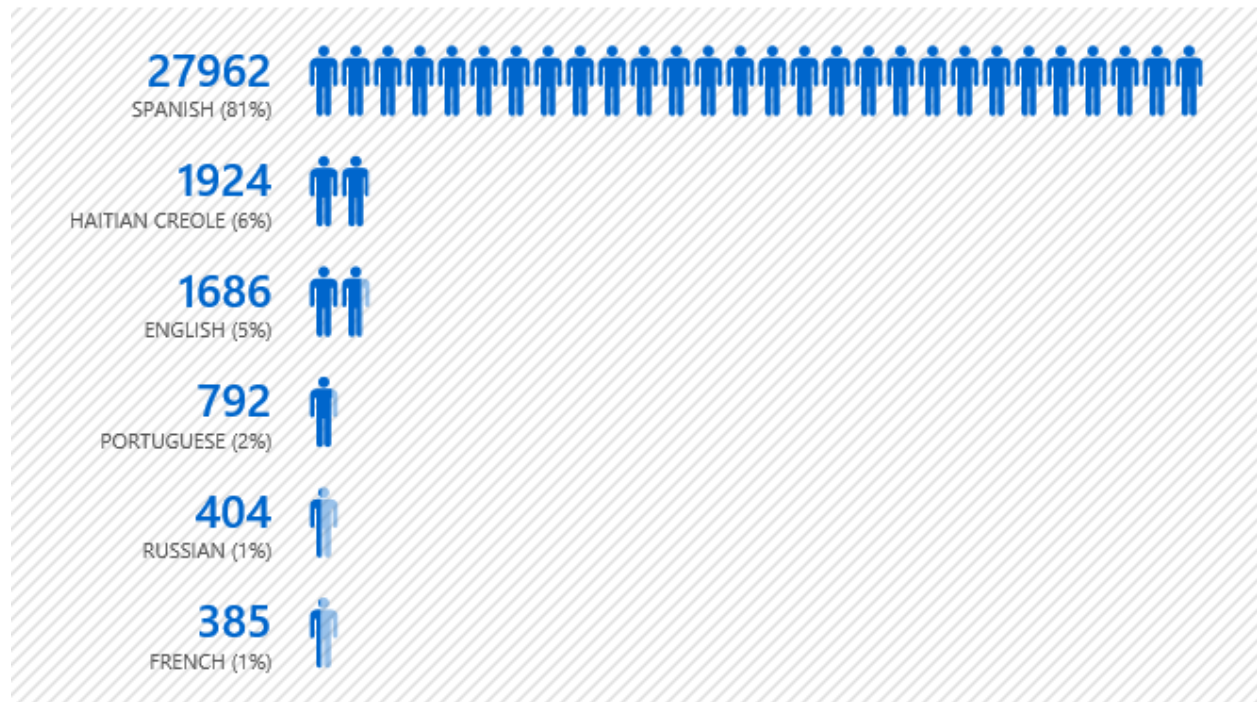
There were 34,369 immigrant students in grades K-12 as of February 2018 in the Miami-Dade County Public Schools (M-DCPS). That figure constituted approximately 10% of the total K-12 enrollment. Most of the immigrant students were current or former English Language Learners (ELLs): about 80% participated in the English for Speakers of Other Languages (ESOL) program, while about 8% were ESOL students in the past.

Immigrant students came from more than 100 different countries in the world and from a variety of language backgrounds.

Immigrant Students by Country of Birth



Immigrant Students by Native Language



The remaining 4% of immigrant students have come from a variety of native languages.

Approximately 76% of all immigrant students were eligible to receive a free or reduced-price lunch. About 2% of immigrant students were classified as gifted, and about 2% of all immigrant students had any other primary exceptionality identified.

In terms of race/ethnicity, approximately 84% of all immigrant students were classified as Hispanics, about 8% as Blacks, and about 6% as Whites.

SECTION II

2017-2018 ASSESSMENT RESULTS OF IMMIGRANT STUDENTS

This section compares and contrasts the academic achievement of immigrant and non-immigrant students by their ELL status on the statewide exams. The non-ELL group includes fully English proficient students who never participated in the ESOL program as well as formerly ELL students who acquired English proficiency. This section is separated into several subsections dealing with different academic disciplines.

2017-2018 Florida Standards Assessment (FSA) Results

FSA English Language Arts

Table 1

Number and Percentage of Students Scoring at or above Achievement Level 3 on the ELA component of the 2017 and 2018 FSA

Grade	ELL Status	2016-2017				2017-2018			
		Immigrant Students		Non-Immigrant Students		Immigrant Students		Non-Immigrant Students	
		N	%	N	%	N	%	N	%
3	ELL	521	25	3297	43	523	27	2315	39
	Non-ELL	158	80	12522	68	255	86	13624	71
4	ELL	274	14	482	17	358	19	1008	26
	Non-ELL	255	80	13822	67	306	84	14245	70
5	ELL	288	14	445	14	291	15	370	15
	Non-ELL	237	76	13601	64	306	83	14314	67
6	ELL	231	11	182	10	235	12	220	11
	Non-ELL	246	72	12625	60	285	75	13582	60
7	ELL	197	10	119	10	199	10	142	9
	Non-ELL	235	70	12851	58	280	75	13079	61
8	ELL	266	13	172	14	219	11	138	11
	Non-ELL	266	74	13796	62	283	75	14481	65
9	ELL	219	9	89	8	200	10	94	8
	Non-ELL	243	64	13099	59	321	75	13255	59
10	ELL	132	7	51	5	129	7	79	7
	Non-ELL	281	60	12424	56	303	67	13109	60

The results exhibited in Table 1 show that the percentages of immigrant students scoring at achievement level 3 or higher on the ELA component of the FSA increased from 2017 to 2018 for 13 out of 16 grade by ELL status comparisons (rows of the table), remained the same for 2 comparisons, and decreased for one comparison. In addition, immigrant students exhibited higher percentages scoring within achievement levels 3-5 on the 2018 FSA ELA than their non-immigrant peers in 11 out of 16 comparisons and showed equal percentages in 3 such comparisons.

FSA Mathematics

Table 2

Number and Percentage of Students Scoring at or above Achievement Level 3 on the Mathematics component of the 2017 and 2018 FSA

		2016-2017				2017-2018			
Grade	ELL Status	Immigrant Students		Non-Immigrant Students		Immigrant Students		Non-Immigrant Students	
		N	%	N	%	N	%	N	%
3	ELL	947	45	4184	55	876	45	2949	49
	Non-ELL	159	80	13312	72	255	86	14206	74
4	ELL	788	40	1131	38	742	39	1713	44
	Non-ELL	282	88	15635	74	315	87	15289	75
5	ELL	725	36	938	29	773	40	863	35
	Non-ELL	247	79	14291	67	319	87	15174	71
6	ELL	565	27	364	20	573	30	450	21
	Non-ELL	244	73	11885	58	284	76	13578	61
7	ELL	503	25	230	17	557	29	300	19
	Non-ELL	200	66	10245	53	231	75	10245	56
8	ELL	587	29	230	19	549	31	223	19
	Non-ELL	104	58	5592	43	98	59	4964	41

The outcomes shown in Table 2 demonstrate that the percentages of immigrant students scoring at achievement level 3 or higher on the mathematics component of the FSA increased from 2017 to 2018 for 9 out of 12 grade by ELL status comparisons and remained the same for 1 comparison. In addition, immigrant students exhibited higher percentages scoring within achievement levels 3-5 on the 2018 FSA mathematics than their non-immigrant peers in 10 out of 12 comparisons.

FSA End-of-Course Exams

Table 3

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2017 and 2018 FSA End-Of-Course Exams

		2016-2017				2017-2018			
Exam	ELL Status	Immigrant Students		Non-Immigrant Students		Immigrant Students		Non-Immigrant Students	
		N	%	N	%	N	%	N	%
Algebra 1	ELL	838	36	296	24	802	37	350	29
	Non-ELL	365	76	14082	63	460	87	14993	64
Geometry	ELL	654	32	181	17	608	33	247	23
	Non-ELL	340	70	10558	52	439	82	12391	58

Note: The outcomes shown in this table are based on the results of grades 7-10 students for Algebra 1 and grades 8-10 for Geometry.

The outcomes shown in Table 3 demonstrate that the percentages of immigrant students scoring within achievement levels 3-5 on all FSA EOC examinations increased between 2017 and 2018 for both ELL and non-ELL subgroups. In addition, immigrant students, as a group, outperformed non-immigrant students in all 2018 EOC exam by ELL status comparisons.

2017-2018 FCAT 2.0 Science Results

Table 4

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2017 and 2018 FCAT 2.0 Science

		2016-2017				2017-2018			
Grade	ELL Status	Immigrant Students		Non-Immigrant Students		Immigrant Students		Non-Immigrant Students	
		N	%	N	%	N	%	N	%
5	ELL	363	18	505	15	374	20	453	18
	Non-ELL	239	76	12579	59	293	80	13460	63
8	ELL	265	12	117	9	227	12	118	10
	Non-ELL	237	70	8950	48	248	71	9211	50

The outcomes exhibited in Table 4 demonstrate that the percentages of immigrant students scoring within achievement levels 3-5 on the FCAT 2.0 Science increased between 2017 and 2018 for 3 out of 4 grade by ELL status comparisons. In addition, immigrant students, as a group, outperformed non-immigrant students in all 2018 grade by ELL status comparisons.

2017-2018 Next Generation Sunshine State Standards (NGSSS) End-of-Course (EOC) Assessment Results

Table 5

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2017 and 2018 EOC Assessments

Exam	ELL Status	2016-2017				2017-2018			
		Immigrant Students		Non-Immigrant Students		Immigrant Students		Non-Immigrant Students	
		N	%	N	%	N	%	N	%
Biology	ELL	563	27	213	19	539	29	262	24
	Non-ELL	392	80	14933	68	427	86	15325	71
US History	ELL	331	21	157	17	396	27	228	22
	Non-ELL	411	81	14432	70	435	86	14581	73
Civics	ELL	551	27	386	29	625	33	554	35
	Non-ELL	283	84	16536	75	344	92	16851	79

Note: The outcomes shown in this table are based on the results of grades 8-10 students for Biology, grades 10-11 for US History, and grade 7 students for Civics EOCs.

The outcomes shown in Table 5 demonstrate that the percentages of immigrant students scoring at achievement level 3 or higher on the NGSSS EOC assessments increased from 2017 to 2018 in all 6 grade by ELL status comparisons. In addition, the results reveal that immigrant students, as a group, outperformed non-immigrant students in almost all exam by ELL status comparisons on the 2018 NGSSS EOC assessments.

SECTION III

PROGRESS OF IMMIGRANT STUDENTS IN ENGLISH LANGUAGE ACQUISITION

This section illustrates the progress in acquiring English proficiency made by students enrolled in the ESOL program, as measured by the ACCESS for ELLs, the State's English Language Proficiency test. The ACCESS for ELLs outcomes are reported in four areas: Listening, Speaking, Reading, and Writing. In each of these four areas both the scale scores and proficiency levels are reported. ACCESS for ELLs uses six proficiency levels with level six indicating that a student is fully proficient in the language modality.

Table 6 shows the 2018 numbers and percentages of immigrant ELL students who scored within proficiency levels 4 through 6 in each of the four modalities. The results are disaggregated by grade level.

It can be seen that the percentages of immigrant students scoring at or above proficiency level 4 are lower than those for non-immigrant students in practically all grade levels and language modalities. This is likely explained by the fact that it generally takes more than three years of schooling to acquire English proficiency and by that time students are no longer classified as immigrants. In other words, as immigrant students acquire English language proficiency, they get reclassified as non-immigrants, so that the immigrant group contains students at lower levels of English language acquisition as compared to the non-immigrant group.

Table 6
Numbers and Percentages of ELL Students Scoring in Proficiency Levels 4-6 on the 2018 ACCESS for ELLs

Grade	Listening				Speaking			
	Immigrant		Non-Immigrant		Immigrant		Non-Immigrant	
	N	%	N	%	N	%	N	%
K	1065	40	3814	61	883	33	3346	54
1	2008	70	4113	75	740	26	1881	34
2	1889	69	4348	78	744	27	2085	38
3	1210	62	5299	90	379	19	2330	40
4	1133	59	3504	91	443	23	2297	60
5	1150	59	2153	87	509	26	1465	59
6	847	45	1846	87	621	33	1485	71
7	769	40	1286	83	573	30	1015	65
8	668	35	937	76	493	26	670	55
9	727	33	741	63	405	19	510	43
10	806	38	869	69	405	19	460	37
11	599	36	689	60	380	23	422	37
12	298	37	437	50	207	26	253	29
K-12	13169	50	30036	77	6782	26	18219	47
	Reading				Writing			
K	506	19	1472	24	111	4	257	4
1	784	27	1684	31	32	1	75	1
2	1168	42	2422	44	165	6	383	7
3	637	33	3032	51	85	4	527	9
4	660	34	2210	57	392	21	1619	42
5	637	33	1317	53	537	28	1269	51
6	494	26	626	29	234	12	380	18
7	461	24	438	28	212	11	264	17
8	508	27	367	30	175	9	146	12
9	642	29	485	41	675	31	573	48
10	664	31	592	47	549	26	466	37
11	590	35	509	44	447	27	414	36
12	255	32	260	30	173	22	173	20
K-12	8006	30	15414	40	3787	14	6546	17