



Miami-Dade County Public Schools

IMMIGRANT STUDENTS AND THEIR ACADEMIC AND DEMOGRAPHIC CHARACTERISTICS: 2016-2017

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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)).

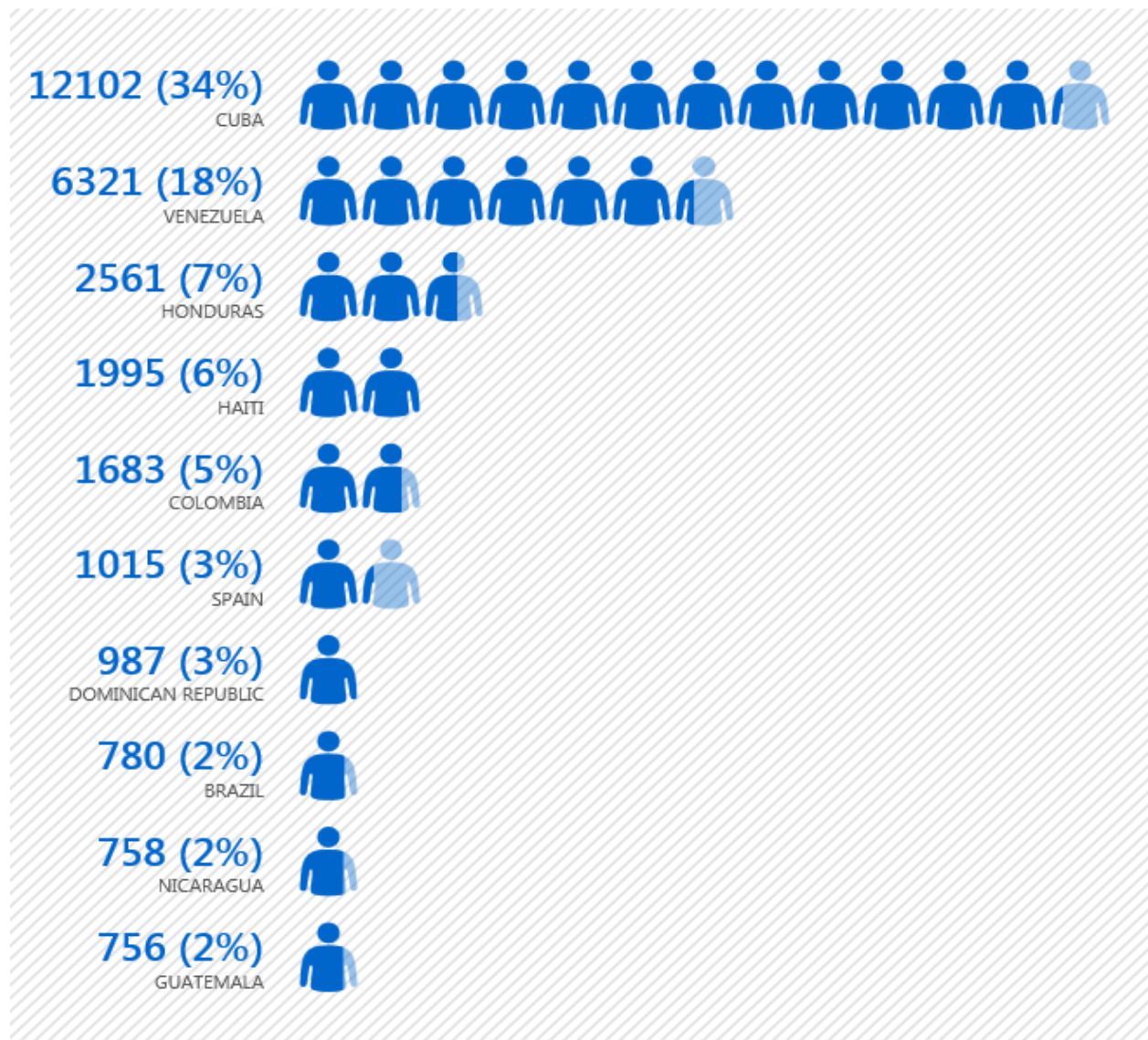
This report is divided into several sections. The first section describes the demographic characteristics of immigrant students in the District. The second section depicts the academic achievement of immigrant students on various 2017 statewide assessments. Finally, the third section reports the outcomes of immigrant students in English language acquisition.

SECTION I 2016-2017 STUDENT DEMOGRAPHIC CHARACTERISTICS

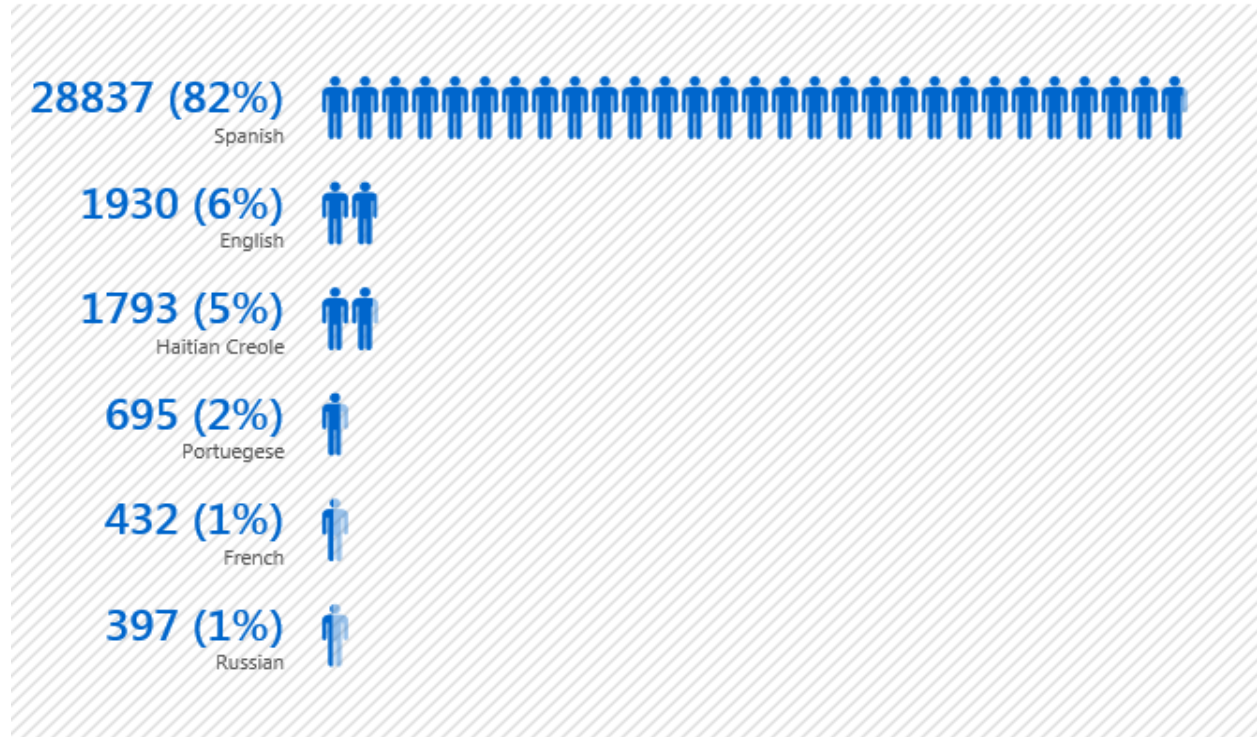
In Miami-Dade County Public Schools (M-DCPS) there were 35,382 immigrant students as of February 2017, which constituted approximately 10% of the total K-12 enrollment. Most of the immigrant students were English Language Learners (ELLs): 83% participated in the English for Speakers of Other Languages (ESOL) program, while 5% were former ESOL students.

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 3% of immigrant students have come from a variety of native languages.

Approximately 78% of all immigrant students were eligible to receive a free or reduced price lunch. About 2% of immigrant students were classified as gifted, and less than 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

2016-2017 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.

2016-2017 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 2016 and 2017 FSA

Grade	ELL Status	2015-2016				2016-2017			
		Immigrant Students		Non-Immigrant Students		Immigrant Students		Non-Immigrant Students	
		N	%	N	%	N	%	N	%
3	ELL	250	16	934	21	521	25	3297	43
	Non-ELL	272	81	13628	64	158	80	12522	68
4	ELL	312	18	1062	24	274	14	482	17
	Non-ELL	152	78	12738	62	255	80	13822	67
5	ELL	270	15	551	19	288	14	445	14
	Non-ELL	186	74	12662	63	237	76	13601	64
6	ELL	170	10	164	11	231	11	182	10
	Non-ELL	182	67	12330	57	246	72	12625	60
7	ELL	191	10	141	10	197	10	119	10
	Non-ELL	174	69	11887	54	235	70	12851	58
8	ELL	305	16	192	14	266	13	172	14
	Non-ELL	201	67	13932	62	266	74	13796	62
9	ELL	204	10	96	8	219	9	89	8
	Non-ELL	251	65	13256	58	243	64	13099	59
10	ELL	227	7	116	6	132	7	51	5
	Non-ELL	338	55	13101	45	281	60	12424	56

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 2016 to 2017 for 8 out of 16 grade by ELL status comparisons and remained the same for 2 comparisons. In addition, immigrant students exhibited higher percentages scoring within achievement levels 3-5 on the 2017 FSA ELA than their non-immigrant peers in 11 out of 16 comparisons and showed equal percentages in 2 such comparisons.

FSA Mathematics

Table 2

Number and Percentage of Students Scoring at or above Achievement Level 3 on the Mathematics component of the 2016 and 2017 FSA

		2015-2016				2016-2017			
Grade	ELL Status	Immigrant Students		Non-Immigrant Students		Immigrant Students		Non-Immigrant Students	
		N	%	N	%	N	%	N	%
3	ELL	612	39	1805	40	947	45	4184	55
	Non-ELL	287	85	15248	72	159	80	13312	72
4	ELL	652	37	1643	37	788	40	1131	38
	Non-ELL	164	84	14096	68	282	88	15635	74
5	ELL	636	34	920	31	725	36	938	29
	Non-ELL	198	79	13099	64	247	79	14291	67
6	ELL	377	22	241	16	565	27	364	20
	Non-ELL	176	65	11441	54	244	73	11885	58
7	ELL	454	25	254	17	503	25	230	17
	Non-ELL	148	68	9909	51	200	66	10245	53
8	ELL	627	35	266	20	587	29	230	19
	Non-ELL	93	53	5798	44	104	58	5592	43

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 2016 to 2017 for 7 out of 12 grade by ELL status comparisons and remained the same for 2 comparisons. In addition, immigrant students exhibited higher percentages scoring within achievement levels 3-5 on the 2017 FSA mathematics than their non-immigrant peers in 11 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 2016 and 2017 FSA End-Of-Course Exams

		2015-2016				2016-2017			
Exam	ELL Status	Immigrant Students		Non-Immigrant Students		Immigrant Students		Non-Immigrant Students	
		N	%	N	%	N	%	N	%
Algebra 1	ELL	720	25	249	15	838	36	296	24
	Non-ELL	303	66	12173	51	365	76	14082	63
Geometry	ELL	506	27	151	13	654	32	181	17
	Non-ELL	349	73	10792	49	340	70	10558	52
Algebra 2	ELL	197	29	77	14	143	31	51	22
	Non-ELL	221	61	6930	36	254	68	6474	50

Note: The outcomes shown in this table are based on the results of grades 7-10 students for Algebra 1, grades 8-10 for Geometry, and grades 9-11 students for Algebra 2 EOCs.

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 2016 and 2017 for both ELL and non-ELL subgroups. In addition, immigrant students, as a group, outperformed non-immigrant students in all 2017 EOC exam by ELL status comparisons.

2016-2017 FCAT 2.0 Science Results

Table 4

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2016 and 2017 FCAT 2.0 Science

		2015-2016				2016-2017			
Grade	ELL Status	Immigrant Students		Non-Immigrant Students		Immigrant Students		Non-Immigrant Students	
		N	%	N	%	N	%	N	%
5	ELL	283	15	548	18	363	18	505	15
	Non-ELL	181	72	11628	57	239	76	12579	59
8	ELL	261	14	129	9	265	12	117	9
	Non-ELL	158	55	9062	47	237	70	8950	48

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 2016 and 2017 for 3 out of 4 grade by ELL status comparisons. In addition, immigrant students, as a group, outperformed non-immigrant students in all 2017 grade by ELL status comparisons.

2016-2017 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 2016 and 2017 EOC Assessments

		2015-2016				2016-2017			
Exam	ELL Status	Immigrant Students		Non-Immigrant Students		Immigrant Students		Non-Immigrant Students	
		N	%	N	%	N	%	N	%
Biology	ELL	420	22	207	18	563	27	213	19
	Non-ELL	359	81	15509	66	392	80	14933	68
US History	ELL	278	20	137	14	331	21	157	17
	Non-ELL	311	77	13038	65	411	81	14432	70
Civics	ELL	449	24	414	26	551	27	386	29
	Non-ELL	213	84	15507	69	283	84	16536	75

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 2016 to 2017 for 4 out of 6 grade by ELL status comparisons and remained the same for 1 comparison. 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 2017 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 a particular modality.

Table 6 shows the 2017 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, and that might explain the pattern of results seen in Table 6.

Table 6
Numbers and Percentages of ELL Students Scoring in Proficiency Levels 4-6 on the 2017 ACCESS for ELLs

Grade	Listening				Speaking			
	Immigrant		Non-Immigrant		Immigrant		Non-Immigrant	
	# in Levels 4-6	% in Levels 4-6	# in Levels 4-6	% in Levels 4-6	# in Levels 4-6	% in Levels 4-6	# in Levels 4-6	% in Levels 4-6
K	993	37	4249	65	807	30	3681	56
1	1898	69	5252	82	810	29	2816	44
2	1874	63	6089	82	878	30	3336	45
3	1206	59	6778	91	413	20	3287	44
4	1074	56	2415	88	517	27	1739	63
5	1094	56	2692	88	631	33	2017	66
6	905	44	1418	83	658	32	1079	63
7	744	37	942	81	640	32	744	64
8	727	33	930	79	608	28	710	60
9	788	32	735	65	482	20	535	48
10	834	38	750	67	477	22	499	45
11	546	32	569	56	334	20	339	34
12	228	33	340	50	121	18	182	27
K-12	12911	47	33159	80	7376	27	20964	51
	Reading				Writing			
K	487	18	1731	26	80	3	328	5
1	897	32	2578	40	47	2	132	2
2	1081	36	3693	50	300	10	1092	15
3	639	31	4701	63	214	10	1459	20
4	578	30	1595	58	388	21	1100	40
5	591	30	1559	51	515	27	1389	46
6	492	24	445	26	328	16	463	27
7	465	23	337	29	308	15	303	26
8	511	24	370	31	304	14	299	25
9	725	30	459	40	610	25	482	43
10	666	30	452	40	561	26	449	40
11	481	28	381	37	419	25	376	37
12	173	25	178	26	116	17	131	19
K-12	7786	28	18479	44	4190	15	8003	19