



Miami-Dade County Public Schools

IMMIGRANT STUDENTS AND THEIR ACADEMIC AND DEMOGRAPHIC CHARACTERISTICS: 2014-2015

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INTRODUCTION

This report is a first annual report describing immigrant students in Miami-Dade County Public Schools and their demographic and academic characteristics. It is intended to provide baseline data on academic achievement of immigrant students.

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 2015 statewide assessments. Finally, the third section reports the outcomes of immigrant students in English language acquisition as measured by the 2015 Comprehensive English Language Learning Assessment.

SECTION I

2014-2015 STUDENT DEMOGRAPHIC CHARACTERISTICS

In Miami-Dade County Public Schools, there were 25,785 immigrant students as of October 2014, which constituted approximately 8% of the total enrollment. Most of the immigrant students were English Language Learners (ELLs): 82% participated in the English for Speakers of Other Languages (ESOL) program, while 5% were former ESOL students.

Immigrant students came from over 100 different countries in the world and from a variety of language backgrounds. The list of ten countries of birth with the largest percentages of immigrant students in M-DCPS includes

1. Cuba	10,782 students	(42% of all immigrant students)
2. Venezuela	1,982	(8%)
3. Haiti	1,874	(7%)
4. Honduras	1,864	(7%)
5. Colombia	1,184	(5%)
6. Spain	891	(4%)
7. Dominican Republic	872	(3%)
8. Nicaragua	673	(3%)
9. Mexico	548	(2%)
10. Brazil	433	(2%)

Almost 80% of all immigrant students came from a Spanish language background; approximately 7% came from a Haitian Creole background.

Approximately three-quarters of all immigrant students were eligible to receive a free or reduced price lunch. Less than 3% of all immigrant students had any primary exceptionality identified. About 1% were classified as gifted.

In terms of race/ethnicity, about 82% of all immigrant students were classified as Hispanics, almost 10% as Blacks, and about 6% as Whites.

SECTION II

2015 ASSESSMENT RESULTS OF IMMIGRANT STUDENTS

This section compares and contrasts the academic achievement of immigrant and non-immigrant students by their ELL status on those statewide exams that had been administered in both 2013-2014 and 2014-2015 academic years. These exams provide means of direct comparison of student achievement in both academic years via a cross-sectional view. Student results on the Florida Standards Assessment (FSA) are not included in this report because FSA exams were administered in 2014-2015 for the first time. This section is separated into several subsections dealing with different academic disciplines.

2015 FCAT 2.0 Science Results

Table 1 shows student performance on the science subtest disaggregated by student immigrant and ELL classification status for each of the grade levels. Here and in the rest of the report the non-ELL group includes fully English proficient students who never participated in the ESOL program as well as former ELL students who acquired English proficiency.

The results exhibited in Table 1 reveal that the percentages of students at each grade level scoring at achievement level 3 or higher are comparable for immigrant and non-immigrant students who are ELLs. However, the percentages of immigrant students who are fully English language proficient and who scored within achievement levels 3-5 were higher than those of non-immigrant students in both grade levels.

Table 1

Number and Percentage of Students Scoring at or above Achievement Level 3 on the Science Component of the 2015 FCAT 2.0

		Immigrant Students		Non-Immigrant Students	
		Total n	% Proficient	Total n	% Proficient
Grade 5	ELL	1,569	16	4,044	16
	Non-ELL	169	70	19,630	58
Grade 8	ELL	1,801	12	2,017	11
	Non-ELL	259	60	19,612	47

2015 End of Course (EOC) Assessment Results

Biology

Students in grades 8-12 participated in the Biology EOC assessment during the 2014-2015 school year. However, the numbers of immigrant students participating in the test were small in all grades other than grade 10. Consequently, only the results of students in grade 10 who participated in the spring assessments are reported in Table 2 below.

Table 2

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2015 Biology EOC Assessment

		Immigrant Students		Non-Immigrant Students	
		Total n	% Proficient	Total n	% Proficient
Grade 10	ELL	1,654	22	1,395	19
	Non-ELL	213	77	12,960	54

Table 2 demonstrates that immigrant and non-immigrant ELL students exhibited similar rates of proficiency on the 2015 Biology EOC assessment. However, the percentage of immigrant students who were classified as fully English proficient scoring within achievement levels 3-5 was higher than that of non-immigrant students.

US History

Students in grades 9-12 participated in the US History EOC assessment during the 2014-2015 school year. However, the numbers of students participating in the test were small in all grades other than grade 11. Consequently, only the results of students in grade 11 who participated in the spring assessment are reported in Table 3 below.

Table 3

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2015 US History EOC Assessment

		Immigrant Students		Non-Immigrant Students	
		Total n	% Proficient	Total n	% Proficient
Grade 11	ELL	1,395	16	1,310	16
	Non-ELL	263	79	19,141	65

Table 3 shows that immigrant and non-immigrant ELL students exhibited similar rates of proficiency on the 2015 US History EOC assessment. However, the percentage of immigrant students who were classified as fully English proficient scoring within achievement levels 3-5 was higher than that of non-immigrant students.

Civics

The results of students in grade 7 who participated in the spring assessment by their immigrant and ELL status are reported in Table 4.

Table 4

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2015 Civics EOC Assessment

		Immigrant Students		Non-Immigrant Students	
		Total n	% Proficient	Total n	% Proficient
Grade 7	ELL	1,681	19	2,713	22
	Non-ELL	243	78	21,201	69

Table 4 shows that immigrant ELL students demonstrated a slightly lower rate of proficiency on the 2015 Civics EOC assessment. However, the percentage of immigrant students who were classified as fully English proficient scoring within achievement levels 3-5 was higher than that of non-immigrant students.

Summary

Immigrant students classified as fully English proficient outperformed the English proficient non-immigrant students on all 2015 statewide EOC assessments discussed above. This might be partially due to the differences in students' socioeconomic status: among the non-immigrant English proficient students, the percentage of students eligible for the federal free/reduced price lunch program was approximately 70%. That figure for immigrant English proficient students was about 53%.

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 Comprehensive English Language Learning Assessment (CELLA). The CELLA outcomes are reported in three areas: Listening/Speaking, Reading, and Writing. In each of these three areas both the scale scores and proficiency levels are reported. CELLA uses four proficiency levels: Beginning, Low Intermediate, High Intermediate, and Proficient.

Table 5 shows the 2015 numbers and percentages of immigrant ELL students who scored within the Proficient category in each of the three CELLA areas and in all three areas. The results are disaggregated by grade level.

It can be seen that the overall K-12 percentages of immigrant students scoring proficient on the 2015 CELLA are smaller than those for non-immigrant students in all modalities. This is probably due to the fact that it takes more than three years in many cases to acquire English proficiency. By that time, a student can no longer be classified as an immigrant. Thus, the likelihood of scoring proficient in any modality of CELLA is higher for non-immigrant ELL students.

Table 5

Numbers and Percentages of ELL Students Scoring in the Proficient Category on the 2014 and 2015 CELLA

Grade	Listening/Speaking				Reading			
	Immigrant		Non-Immigrant		Immigrant		Non-Immigrant	
	Total n	% Prof.	Total n	% Prof.	Total n	% Prof.	Total n	% Prof.
K	1,943	16	7,722	26	1,886	2	7,669	2
1	1,971	46	8,442	64	1,958	22	8,439	29
2	1,357	50	7,898	85	1,357	43	7,870	66
3	1,281	14	5,494	32	1,209	9	5,431	9
4	1,543	28	3,989	57	1,473	23	3,949	31
5	1,532	30	3,960	74	1,485	29	3,927	58
6	1,523	20	2,982	56	1,585	15	3,003	26
7	1,635	21	2,647	64	1,707	17	2,670	39
8	1,790	22	1,993	69	1,833	20	2,015	47
9	1,925	25	1,632	69	2,054	14	1,662	27
10	1,830	31	1,554	71	1,904	19	1,573	32
11	1,460	32	1,397	73	1,501	23	1,410	41
12	760	41	1,038	71	780	32	1,067	37
K-12	20,550	28	50,748	59	20,732	20	50,685	33
	Writing				All Modalities			
K	2,007	3	7,708	3	1850	1	7592	1
1	2,029	26	8,460	34	1924	14	8388	19
2	1,433	33	7,885	57	1315	29	7847	48
3	1,274	9	5,471	8	1163	4	5392	2
4	1,545	21	3,986	27	1435	14	3930	12
5	1,552	23	3,978	48	1453	16	3918	33
6	1,548	12	3,001	30	1493	7	2957	12
7	1,666	14	2,671	41	1598	9	2617	22
8	1,801	15	2,005	46	1753	10	1963	30
9	1,965	15	1,645	32	1864	10	1610	17
10	1,834	19	1,557	39	1773	12	1536	23
11	1,468	20	1,402	42	1429	13	1380	31
12	761	25	1,052	35	735	19	1018	23
K-12	20,883	17	50,821	32	19785	12	50148	20