

Analysis of Assessment Data for Students in the Learning English for Academic Proficiency (LEAP) Program Years 2016-2018

I. Overview of Learning English for Academic Proficiency (LEAP) Program Data 2016-2018

At Daystar Academy, roughly 75% of our students are native Chinese speakers, while the other 25% of students speak languages native to about 20 countries around the world, including Korea, Germany, the Netherlands, India, The United States, and The United Kingdom. Approximately 60% of the student body in grades 1-8 is currently learning English as an additional language. Over the last two years, the percentage of English language learners (ELLs) in the lower grades has been determined to be larger than in the upper grades, with 65-75% of students in grades 1-2 designated as ELLs, compared to 41-46% in grades 6-8 for the same time period. Table 1 provides a broad overview of the number of ELLs in each academic year in the Beigao Primary Years Programme (PYP) and the Beigao Middle Years Programme (MYP), in addition to the number of ELLs with lower English proficiency. As seen in the table, the percentage of ELLs at Daystar is generally declining while enrollment is rising. This is likely in part because ELLs are receiving language support services and exiting the LEAP program, and in part because of student attrition and the streamlining of admissions procedures. For information regarding entrance and exit criteria, plus the servicing of ELLs, please see the *Daystar Academy Language Policy*.

Table 1: 2016-2018 LEAP Overview—Beigao Campus PYP and MYP

Beigao Campus PYP	Total Enrollment Grades 1-5	Total Number of ELLs Grades 1-5	ELLs as Percentage of Student Body	Number of ELLs at WIDA Level 1-2	Percentage of ELLs at WIDA Level 1-2
Fall 2016	323	243	75%	121	50%
Fall 2017	342	214	63%	28	13%
Fall 2018	379	239	63%	20	8%
Beigao Campus MYP	Total Enrollment Grades 6-8	Total Number of ELLs Grades 6-8	ELLs as Percentage of Student Body	Number of ELLs at WIDA Level 1-2	Percentage of ELLs at WIDA Level 1-2
Fall 2016	41	17	41%	1	6%
Fall 2017	53	28	53%	0	0%
Fall 2018	79	36	46%	2	6%

Enrollment numbers are current as of November 1, 2018. It should be noted that Daystar Academy did not start tracking ELLs until 2016 as there was not a formalized process for determining the mother tongue of incoming students before that time. After developing a bilingual home language questionnaire in 2016, Daystar began to implement the WIDA suite of English language assessments for both placement and summative year-over-year progress. As a result, the information in this report focuses on ELL data from the years 2016-2018.

Not only do Daystar's lower grades tend to have a higher percentage of ELLs, but the percentage of ELLs scoring in the Beginning (Level 1) and Emerging (Level 2) range of *World-class Instructional Design and Assessment (WIDA)* language assessments has generally been much higher in our lower grades as well. Like many schools with our academic model, academic English proficiency tends to trend upward the longer students are in school due to immersive instruction in English for part of the school day, in addition to language support. Table 2 illustrates this point as 72% of ELLs in 2016 in grade 1 scored in the Beginning and Emerging range on the WIDA-ACCESS Placement Test (W-APT) or WIDA Measure of Developing English Language (MODEL), compared to just 24% in grade 5 and 4% of all MYP students.

Table 2: Number of ELLs at WIDA Level 1-2 in 2016

Beigao Campus PYP	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	PYP Average
Number of WIDA 1-2a	50	50	5	13	4	24
Total # of ELLs	69	90	25	29	17	46
% of ELLs at WIDA Levels 1-2	72%	56%	20%	45%	24%	43%
Beigao Campus MYP	Grade 6	Grade 7				MYP Average
Number of WIDA 1-2a	1	0				1
Total # of ELLs	13	4				9
% of ELLs at WIDA Levels 1-2	8%	0%				4%

II. Overview of Each Language Domain (Reading, Writing, Speaking & Listening)

The average composite score for Daystar students on the WIDA MODEL summative assessment is 4.2 in the PYP and 4.8 in the MYP using WIDA's six-point scale. Our students' most proficient linguistic skill is speaking, with the average WIDA summative MODEL speaking score being 4.8 in grades 1-8 over 2016-2018. Similarly, our students' next strongest linguistic skill is listening, with an average summative MODEL score of 4.5 over the same time period. This can be seen in Table 3, which shows the average summative MODEL scores for each language domain per grade as well as per program and for Daystar as a whole. Reading is the weakest skill for our students, with an average summative MODEL score of 4.2, followed closely by writing, with an average score of 4.3.

Table 3: MODEL Score Averages Years 2016-2018

Beigao Campus PYP	Average MODEL Composite	Average MODEL Literacy Score	Average MODEL Writing	Average MODEL Reading	Average MODEL Listening	Average MODEL Speaking
Grade 1	3.9	3.8	3.2	4.6	4.2	3.9
Grade 2	3.9	4.0	3.7	4.2	4.3	4.2
Grade 3	4.2	4.3	4.4	4.2	4.5	4.9
Grade 4	3.8	3.9	4.2	3.5	3.9	4.4
Grade 5	5.0	4.7	4.6	4.4	5.1	5.3
Average	4.2	4.1	4.0	4.2	4.4	4.5
Beigao Campus MYP	Average MODEL Composite	Average MODEL Literacy Score	Average MODEL Writing	Average MODEL Reading	Average MODEL Listening	Average MODEL Speaking
Grade 6	4.5	4.1	4.5	3.7	4.8	5.1
Grade 7	4.6	4.4	4.7	4.1	4.5	4.8
Grade 8	5.4	5.4	5.1	5.4	4.8	6.0
Average	4.8	4.6	4.8	4.4	4.7	5.3
Daystar Academy Average	4.4	4.3	4.3	4.2	4.5	4.8

The fact that our students' oral proficiency is higher than their literacy proficiency is not surprising, given the school's bilingual-immersion model where students are required to speak English during their English language arts classes and in many of their math classes (grades 4-8). Further, as Prof. Jim Cummins (2003) suggests, students often learn to speak and listen fluently before they are able

to read and write proficiently in academic English, due to the complexity of written texts and their propensity to contain more tier three, or specialized, vocabulary compared to the complexity of oral language.

III. Growth

Table 4 overviews average growth by grade in summative MODEL composite scores from spring 2017 to spring 2018. The average growth in the PYP was 0.9 points on the six-point WIDA scale, while average growth in the MYP was 0.5 points. One can further see this trend by following one grade in the first year to the next grade in the subsequent year. For example, from spring 2017 to spring 2018, students moving from grade 1 to grade 2 made the largest gains of all ELLs in the PYP or MYP, with an average composite score growth of 1.2 points. From grade 6 to grade 7, the average increase was only 0.4 points over the same time period. This slowdown of growth makes sense given that the complexity of language increases dramatically with each linguistic stage of development and with each grade band (WIDA, 2012).

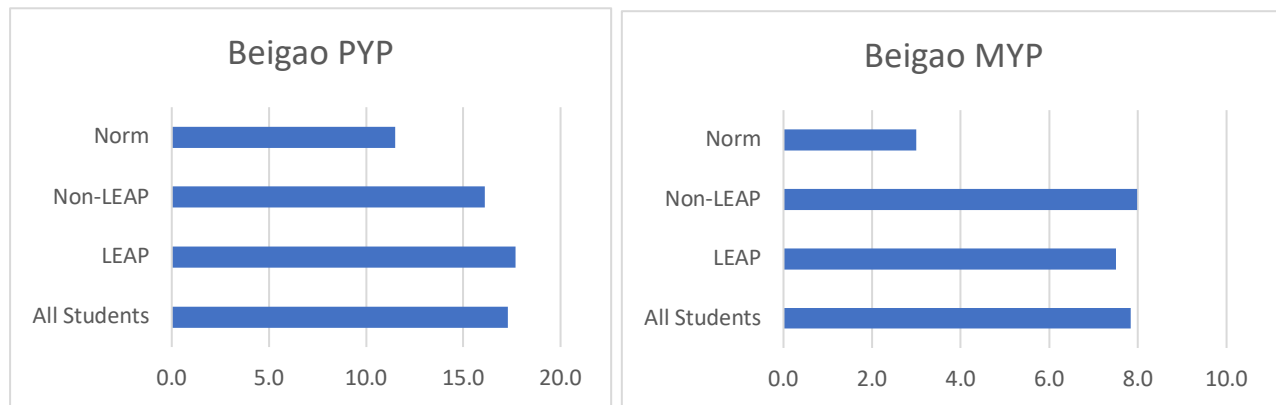
Table 4: Average MODEL Score Growth by Grade from Spring 2017 to Spring 2018

Beigao Campus PYP	Average MODEL Composite	Average MODEL Literacy Score	Average MODEL Writing	Average MODEL Reading	Average MODEL Listening	Average MODEL Speaking
Grade 1 > 2	1.2	1.0	0.5	1.5	1.1	0.3
Grade 2 > 3	0.7	0.5	0.8	0.1	-0.1	-0.5
Grade 3 > 4	1.0	0.8	0.6	1.1	1.0	0.0
Grade 4 > 5	0.6	1.0	0.9	0.9	-0.2	0.2
Average	0.9	0.8	0.7	0.9	0.4	0.0

Beigao Campus MYP	Average MODEL Composite	Average MODEL Literacy Score	Average MODEL Writing	Average MODEL Reading	Average MODEL Listening	Average MODEL Speaking
Grade 5 > 6	0.7	1.3	1.5	1.1	0.1	0.2
Grade 6 > 7	0.4	0.7	-0.2	1.9	-0.9	0.3
Grade 7 > 8	0.5	3.4	0.8	1.6	0.8	0.0
Average	0.5	1.8	0.7	1.5	0.0	0.1

As the table demonstrates, students throughout Daystar Academy have made largely consistent gains in writing proficiency, especially in grades 3, 5 and 8. Students have made even greater jumps in reading proficiency, especially in grades 1, 4, 7 and 8. The Measure of Academic Progress (MAP) Rasch Unit scale (RIT) scores from a similar date range also highlight the performance of Daystar's ELLs from 2017 to 2018. Chart 1 shows that Daystar readers are generally outperforming students in the MAP norm group in year-over-year growth. Daystar LEAP students are generally keeping pace with non-language learners in their RIT score growth. In fact, ELLs in the PYP have achieved greater RIT score increases than their native-English speaking peers, with average growth for LEAP students from Fall 2017 to Fall 2018 reaching 17.7 points, compared to the non-LEAP students, who grew an average of 16.1 RIT points. In the same year, LEAP students in the MYP achieved smaller growth in their RIT scores, 7.5 points compared to non-LEAP students who grew by 8 points. The larger PYP growth may be related to the fact that the LEAP program focuses much of its support on grades 1-5 and, as previously noted, that the linguistic complexity of English texts tends to increase substantially in the higher grades.

Chart 1: Average RIT Growth for Beigao PYP and MYP Fall 2017 to Fall 2018



Reduction in Number of Low-Level ELLs

Another trend that bears noting is the decreasing numbers of ELLs scoring in the Beginning (WIDA level 1) and Emerging (WIDA level 2) range over the last two years. Compared to Table 2 above, which shows 43% of ELLs in the PYP to be in the Beginning and Emerging range development, the percentage of ELLs in the PYP in this range dropped to 12% in 2017 and 10% in 2018. One possible explanation for this decrease is the streamlining of admissions testing that began in 2017, in addition to the extensive LEAP support provided to the lower grades. In contrast to the PYP, the percentage of low-level ELLs in Daystar's MYP has remained fairly consistent, ranging between 4-10%.

Table 5: Number of ELLs at WIDA Level 1-2 in 2017

Beigao Campus PYP	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	PYP Average
Number of WIDA 1-2a	15	12	2	2	0	6
Total # of ELLs	58	67	66	17	15	45
% of ELLs at WIDA Levels 1-2	26%	18%	3%	12%	0%	12%
Beigao Campus MYP	Grade 6	Grade 7	Grade 8			MYP Average
Number of WIDA 1-2a	0	0	0			0
Total # of ELLs	9	18	1			9
% of ELLs at WIDA Levels 1-2	0%	0%	0%			0%

Table 6: Number of ELLs at WIDA Level 1-2 in 2018

Beigao Campus PYP	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	PYP Average
Number of WIDA 1-2a	11	11	3	1	1	5
Total # of ELLs	66	62	52	47	12	48
% of ELLs at WIDA Levels 1-2	17%	18%	6%	2%	8%	10%
Beigao Campus MYP	Grade 6	Grade 7	Grade 8			MYP Average
Number of WIDA 1-2a	2	0	0			1
Total # of ELLs	18	11	7			12
% of ELLs at WIDA Levels 1-2	11%	0%	0%			4%

As with the composite score growth of ELLs noted previously, it is worthwhile to look at the lower WIDA scores from grade to grade over the two-year span. Most notably, in 2016, there were 50 low-scoring ELLs in grade 1, or 72% of all ELLs; this number dropped to 12 of primarily the same students in grade 2 in 2017, or 18% of all ELLs in the grade. Moving then into grade 3 in 2018, the number of low-scoring ELLs of this group decreased to 3, or 6% of all ELLs in the grade. Similarly, Daystar had 50 low-scoring ELLs in grade 2 in 2016, or 56% of all ELLs. The following year, the number in grade 3 dropped to 2, or 3% of all ELLs in the grade, and moving into grade 4 in 2018, that number fell to just 1, or 2% of ELLs in the grade. While this report does not factor in student retention rates and incoming students in each grade, it is fair to assume that at least some of this growth can be attributed to the instructional strategies being employed via Daystar Academy’s English Language Arts curriculum and LEAP program.

Exits

Lastly, in addition to moving from the Beginning and Emerging phases of language development to Developing (WIDA 3) and Expanding (WIDA 4), students are also progressing from Developing and Expanding to Bridging (WIDA 5) and Reaching (WIDA 6), and thus are exiting the LEAP program. In the spring of 2017, the PYP LEAP program exited 26 students, or 11% of ELLs. Most of the exiting students came from PYP grades 4 and 5, which is to be expected as many of those students have been in an English-speaking academic environment for a longer time and have also received more hours of language and literacy support. In the same year, the MYP exited 6 students, or 35% of ELLs. In the spring of 2018, the PYP LEAP program exited 33 students, or 15% of ELLs, while the MYP LEAP program exited 12, or 43% of ELLs. As the LEAP program matures and enrollment continues to stabilize, we hope to steadily increase the number of exit candidates, as students achieving academic dual-language proficiency is a core component of our mission and vision.

Table 6: Number of Exits from LEAP Program for Each Spring 2017 -2018

Beigao Campus PYP Spring 2017	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total for PYP
Number of Exits	2	4	4	11	5	26
Total # of ELLs	69	90	25	29	18	231
% of ELLs Exited	3%	4%	16%	38%	28%	11%
Beigao Campus MYP	Grade 6	Grade 7				Total for MYP
Number of Exits	4	2				6
Total # of ELLs	13	4				17
% of ELLs Exited	31%	50%				35%

Beigao Campus PYP Spring 2018	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Total for PYP	
Number of Exits	3	6	17	5	2	33	
Total # of ELLs	58	67	66	17	15	223	
% of ELLs Exited	5%	9%	26%	29%	13%	15%	
Beigao Campus MYP	Grade 6	Grade 7	Grade 8				Total for MYP
Number of Exits	4	7	1				12
Total # of ELLs	8	18	2				28
% of ELLs Exited	50%	39%	50%				43%

Sources

Cummins, J. (2003). *Basic interpersonal communicative skills and cognitive academic language proficiency. BICS and CALP.*

WIDA (2012). *The WIDA English Language Development Standards and Resource Guide, International Edition KINDERGARTEN-GRADE 12*