Blueprint for Maryland's Future:
English Learner (EL) Workgroup
March 24, 2022

Note to Attendees

This meeting is being recorded and livestreamed via MSDE's YouTube channel.

Agenda

- Welcome – Mohammed Choudhury, State Superintendent

- Guiding Question

- Data Dive

- Spotlight on National Best Practices and Research

  - International High School

  - Students with Inconsistent/Interrupted Formal Education (SIFE) Roadmap

- Maryland Existing Policy and Practices

  - GED Option

- Discussion and Recommendations

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Guiding Question

How can Maryland improve services for middle and high school multilingual learners and their families?

Data Dive: Secondary-Level English Learners

1. Descriptive snapshot: Who are Maryland's secondary-level English learners?

2. What are some educational outcomes for secondary-level English learner students? How do those outcomes compare to those of their peers?

All data are being shown in service to the discussion questions to be addressed during this session:

Given the data about secondary-level EL students, and the presentations on programs for secondary-level EL students: What are the goals for secondary-level English learners? What do you recommend to support these students?

Number of Secondary-Level English Learners, 2020-2021

There were 37,078 current English learner students in grades 6 through 12, representing 8.4% of the state's total secondary-level student population. There are an additional 48,950 reclassified secondary English learner students.

Current and Reclassified English Learner Students by Grade, 2020-2021
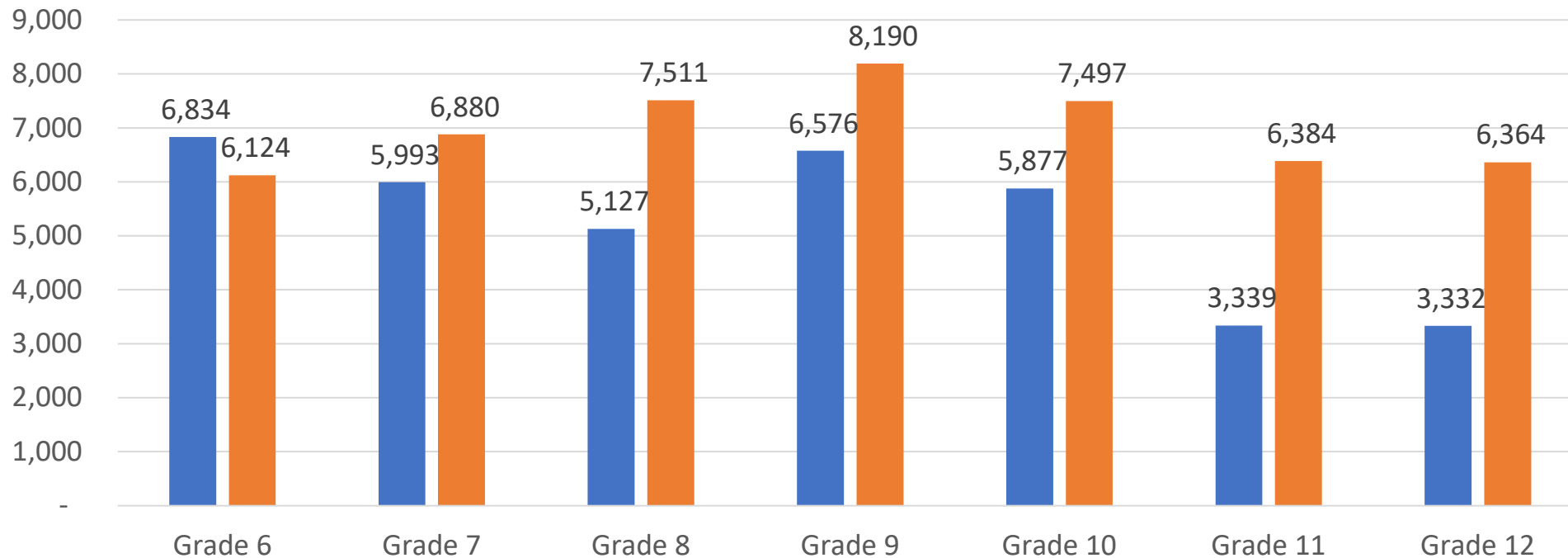
- Current English learner
- Reclassified English learner

"Reclassified" English learners are students who were an English learner at any point in their schooling but who are not classified as an English learner in the 2020-2021 school year.

Grade	Current English learner	Reclassified English learner
Grade 6	6,834	6,124
Grade 7	5,993	6,880
Grade 8	5,127	7,511
Grade 9	6,576	8,190
Grade 10	5,877	7,497
Grade 11	3,339	6,384
Grade 12	3,332	6,364

Location of Secondary-Level English Language Learners, 2020-2021

The number of secondary-level English learners, and the share of all secondary students who are EL, varies by school system.

Local School System	Number of EL students, Grades 6-12	Share of students in grades 6-12 who are EL
Anne Arundel	2,500	6%
Baltimore City	2,985	8%
Baltimore County	3,540	6%
Calvert	54	1%
Caroline	159	5%
Carroll	127	1%
Cecil	132	2%
Charles	419	3%
Dorchester	71	3%
Frederick	1,096	4%
Harford	296	1%
Howard	1,215	4%
Kent	17	2%
Montgomery	12,985	15%
Prince George's	10,225	15%
Queen Anne's	108	3%
Saint Mary's	119	1%
Somerset	39	3%
Talbot	192	8%
Washington	261	2%
Wicomico	470	6%
Worcester	52	1%

Students with Limited or Interrupted Formal Education (SLIFE), 2020-2021

About 5% of Maryland's secondary-level English learner students are students with limited or interrupted formal education (SLIFE). SLIFE students are largely enrolled in a few districts.

- ■ "SLIFE" students (1,938, 5%)
- ■ Other EL students (33,509, 95%)
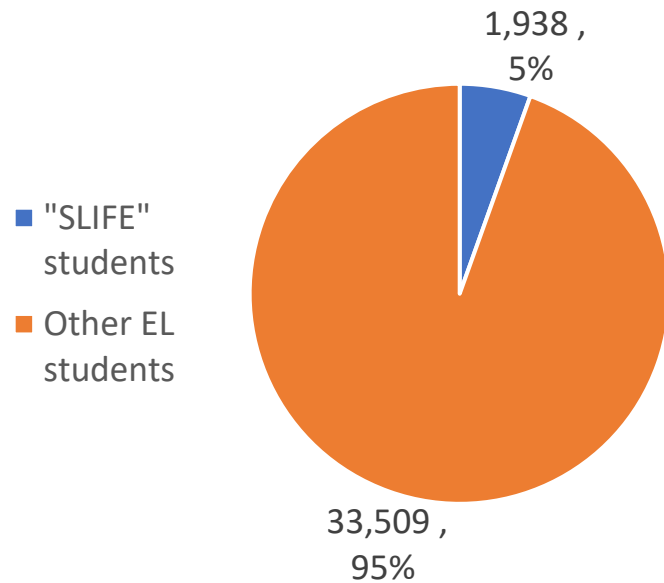
SLIFE definition: Students who have missed six (6) months or more of formal schooling prior to enrollment in a US school above the age of 7 can be counted as having experienced interrupted schooling.
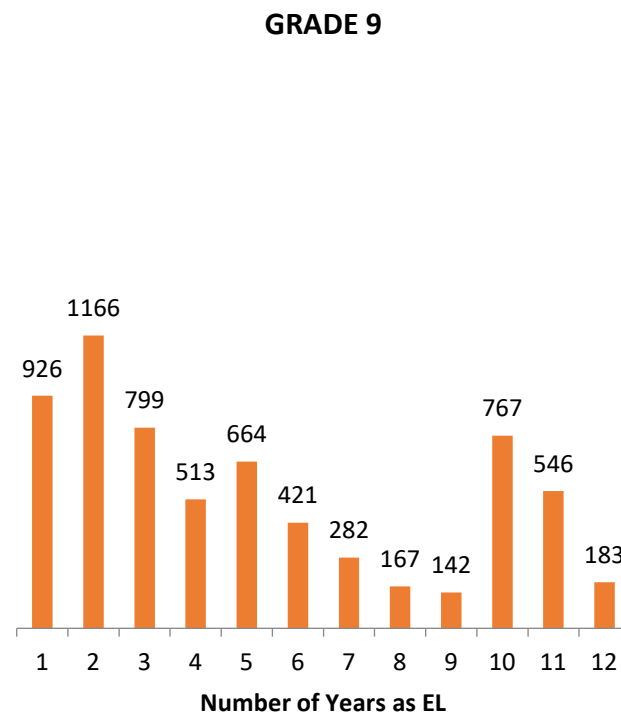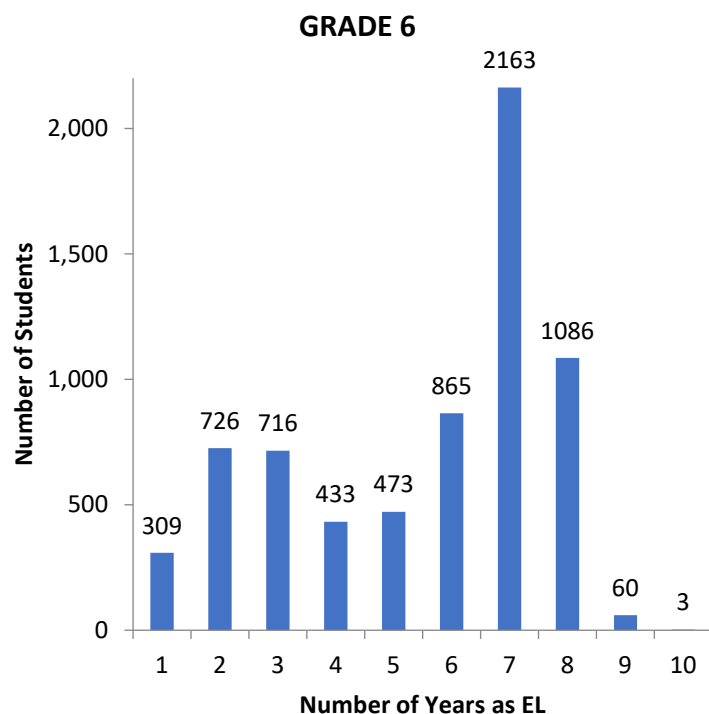
Local School System	Number of SLIFE students
Anne Arundel	129
Baltimore City	268
Baltimore County	165
Calvert	10
Caroline	25
Charles	26
Frederick	108
Howard	50
Montgomery	384
Prince George's	684
Talbot	43
Washington	10
Wicomico	20
Cecil, Garrett, Harford, Saint Mary's, Worcester	0 < N < 10

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On average, secondary-level English learners have been ELs for between 4.5 and 6.1 years (depending on the grade level). Middle school and later high school grades have a greater share of long-term ELs, while 9th grade has newly identified ELs as well.

EL student grade level	Average number of years as EL student
Grade 6	5.5
Grade 7	5.8
Grade 8	5.8
Grade 9	5.2
Grade 10	4.6
Grade 11	5.6
Grade 12	6.1

GRADE 6

Number of Students (y-axis), Number of Years as EL (x-axis)

Years	1	2	3	4	5	6	7	8	9	10
Students	309	726	716	433	473	865	2163	1086	60	3

GRADE 9

Number of Years as EL (x-axis)

Years	1	2	3	4	5	6	7	8	9	10	11	12
Students	926	1166	799	513	664	421	282	167	142	767	546	183

GRADE 12

Number of Years as EL (x-axis)

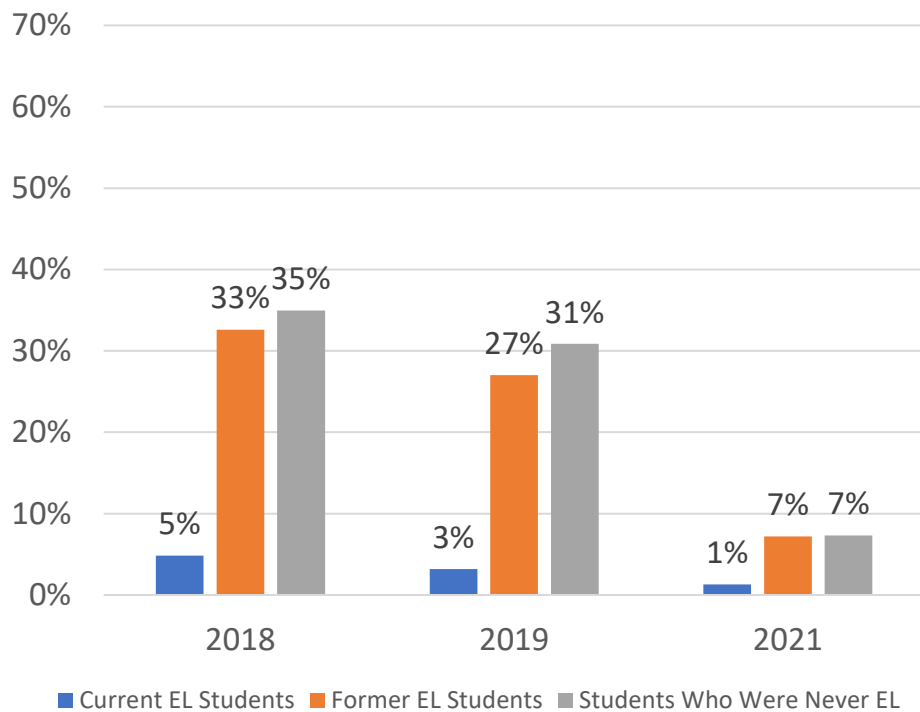| Years	1	2	3	4	5	6	7	8	9	10	11	12
Students	37	231	460	582	580	330	223	139	102	64	90	494
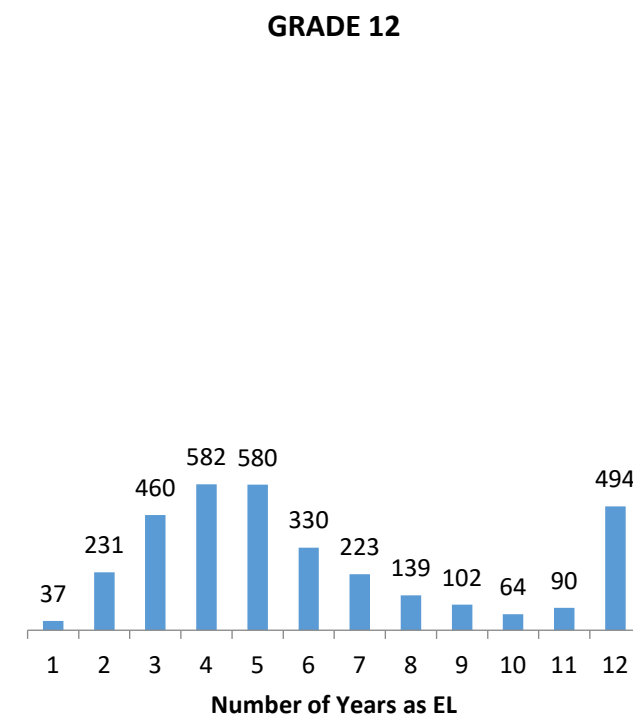
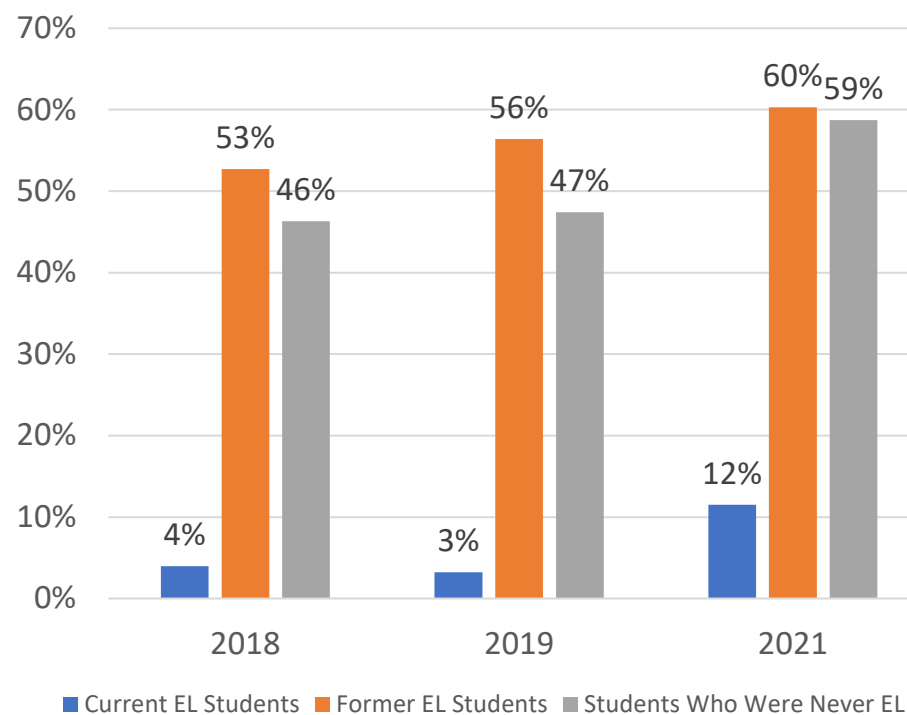# Outcomes for Secondary-Level English Learner Students: High School Tests

The proficiency rate on high school tests for current English learners is significantly below that of their non-EL peers. However, the proficiency rate for former English learners is comparable to their peers who have never been EL students.

Proficiency Rate, Algebra I Assessment

	2018	2019	2021
Current EL Students	5%	3%	1%
Former EL Students	33%	27%	7%
Students Who Were Never EL	35%	31%	7%

Proficiency Rate, English 10 Assessment

	2018	2019	2021
Current EL Students	4%	3%	12%
Former EL Students	53%	56%	60%
Students Who Were Never EL	46%	47%	59%

In 2021, only <u>one</u> system out of 18 had more than 5% of its EL students score proficient in Algebra I.

In ELA 10, one system had a proficiency rate of 35%, 11 were between 5% and 15%, and five less than 5%.

Data notes: In 2018 and 2019, students took PARCC assessments in the spring of the school year. In 2021, students took MCAP assessments in the fall of the following school year.

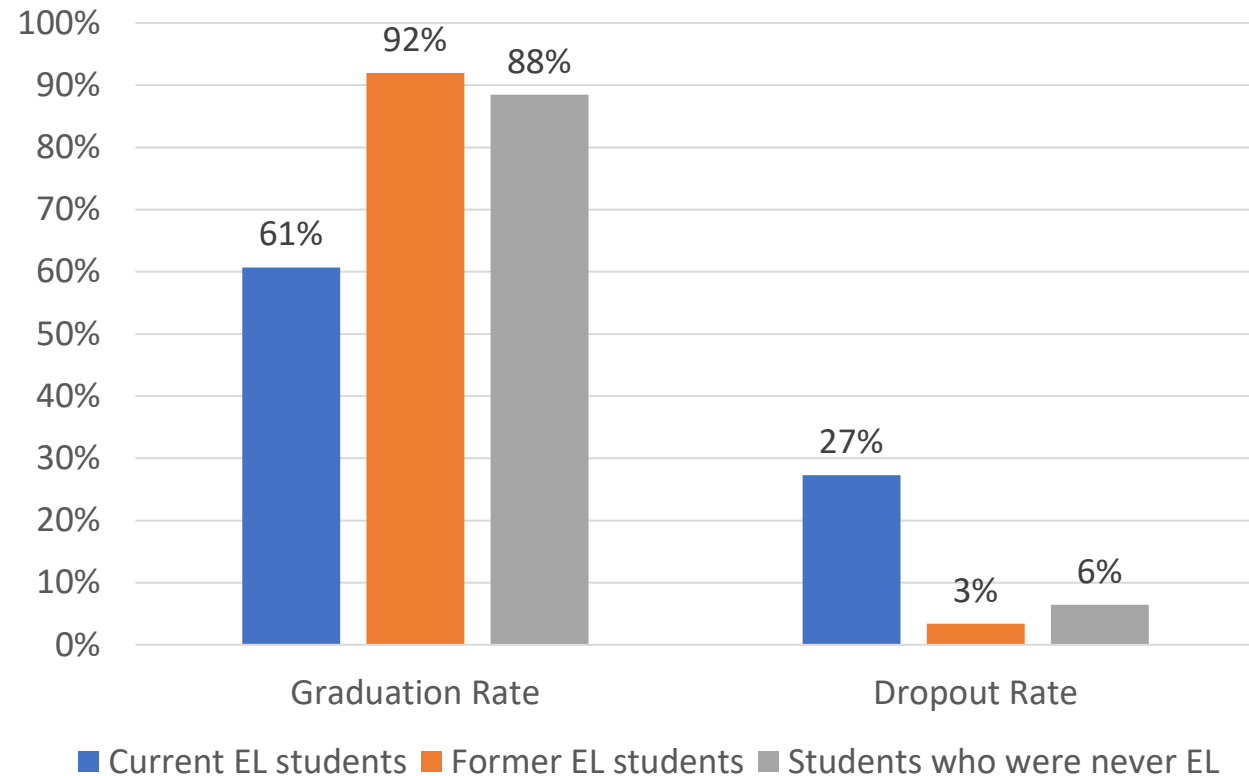# Outcomes for Secondary-Level English Learner Students: Graduation and Dropout Rates

- **Current** EL students graduate at rates much lower than their peers. Students who were **formerly** EL students, but have been reclassified, complete high school at rates similar to peers who were never EL students.

- For <u>current</u> EL students, there is no significant difference in the number of years spent as an EL for high school completers (6.1) and non-completers (6.3). **This is despite the large difference in the graduation rate between current and <u>former</u> EL students.**

Data notes:
[1] Graduation and dropout rates are 4-year adjusted rates based on a cohort defined by students' first ninth grade year
[2] Four-year and dropout rates do not sum to 100% because some students are still enrolled after 4 years (and thus cannot be categorized as either a four-year-graduate or a dropout)

2021 Graduation and Dropout Rate by EL Status

Graduation Rate: Current EL students 61%, Former EL students 92%, Students who were never EL 88%

Dropout Rate: Current EL students 27%, Former EL students 3%, Students who were never EL 6%

Legend: ■ Current EL students ■ Former EL students ■ Students who were never EL

Outcomes for Secondary-Level English Learner Students: Graduation Rate by Local School System

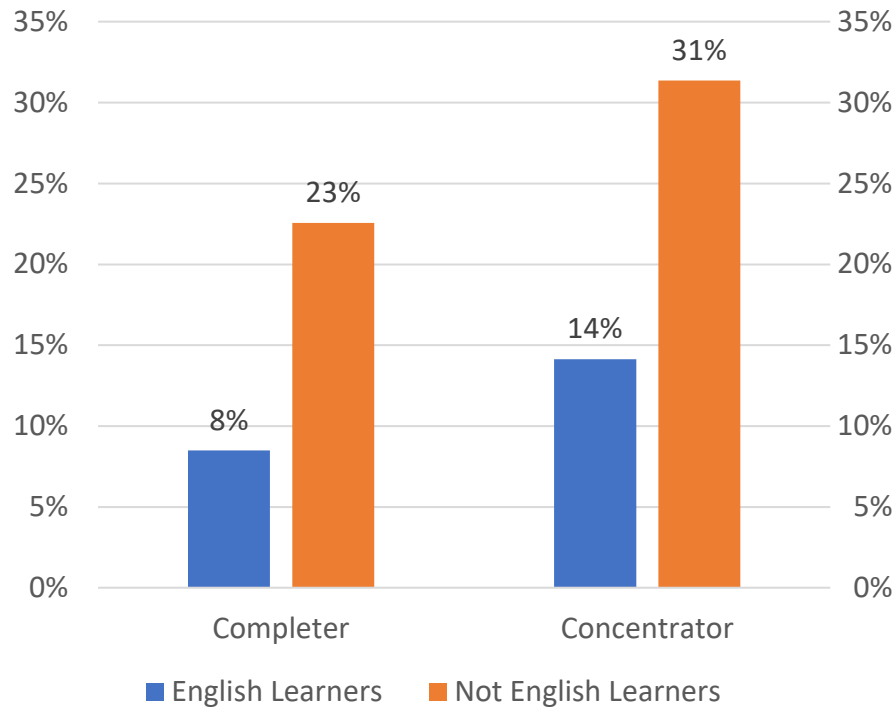## Four-Year Adjusted Cohort Graduation Rate for English Learner Students, 2021

Anne Arundel	85%
Baltimore City	71%
Baltimore County	81%
Caroline	92%
Carroll	87%
Charles	95%
Frederick	73%
Harford	100%
Howard	90%
Montgomery	86%
Prince George's	66%
Saint Mary's	50%
Talbot	100%
Washington	87%
Wicomico	83%
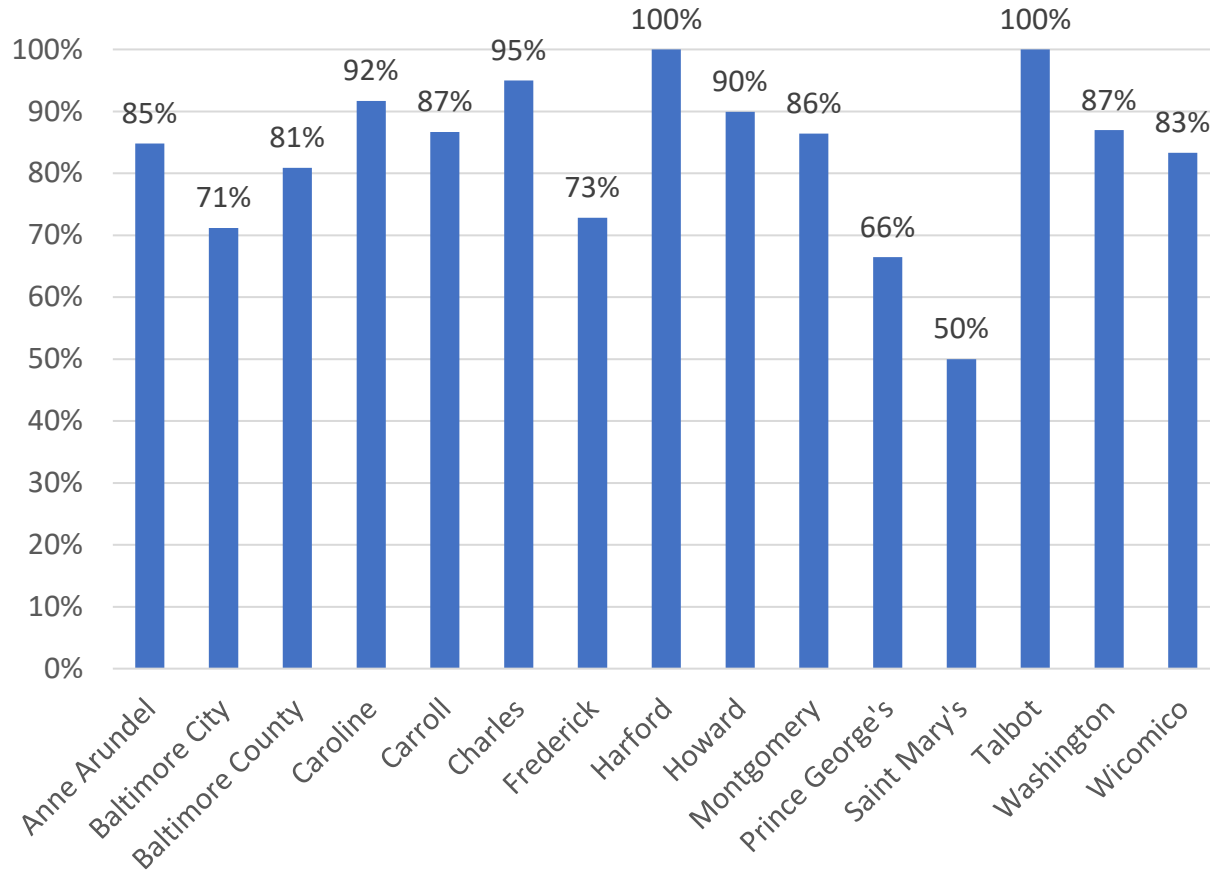
Local School System	Total Number of EL Students in 9th Grade Cohort, 2021
Anne Arundel	224
Baltimore City	260
Baltimore County	366
Caroline	12
Carroll	15
Charles	40
Frederick	125
Harford	16
Howard	139
Montgomery	1,179
Prince George's	876
Saint Mary's	12
Talbot	21
Washington	23
Wicomico	36
Allegany, Calvert, Cecil, Dorchester, Garrett, Kent, Queen Anne's, Somerset, Worcester	0 < N < 10

Outcomes for Secondary-Level English Learner Students: CTE Programs, Dual Enrollment, and Postsecondary Enrollment, 2020-2021

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CTE Participation of Grade 12 Students, 2021

- Completer: English Learners 8%, Not English Learners 23%
- Concentrator: English Learners 14%, Not English Learners 31%

■ English Learners ■ Not English Learners

Dual Enrollment Participation and Credit for Grade 12 Students, 2021

- Participation: English Learners 3%, Not English Learners 21%
- Credit Earned: English Learners 2%, Not English Learners 19%

■ English Learners ■ Not English Learners
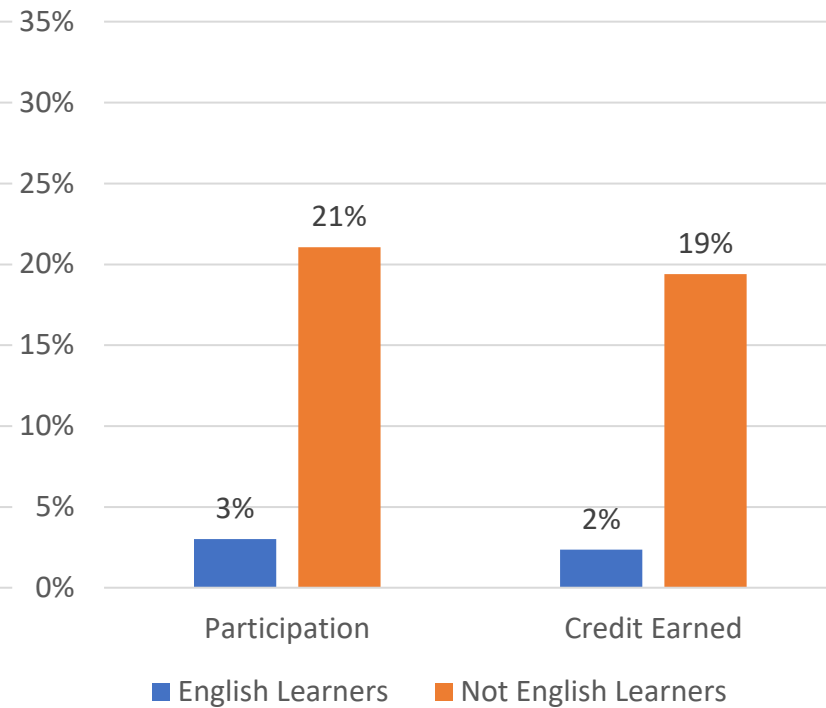
Postsecondary Enrollment Within 12 Months of Graduation, 2020 Graduates

- English Learners 19.7%
- Not English Learners 62.8%
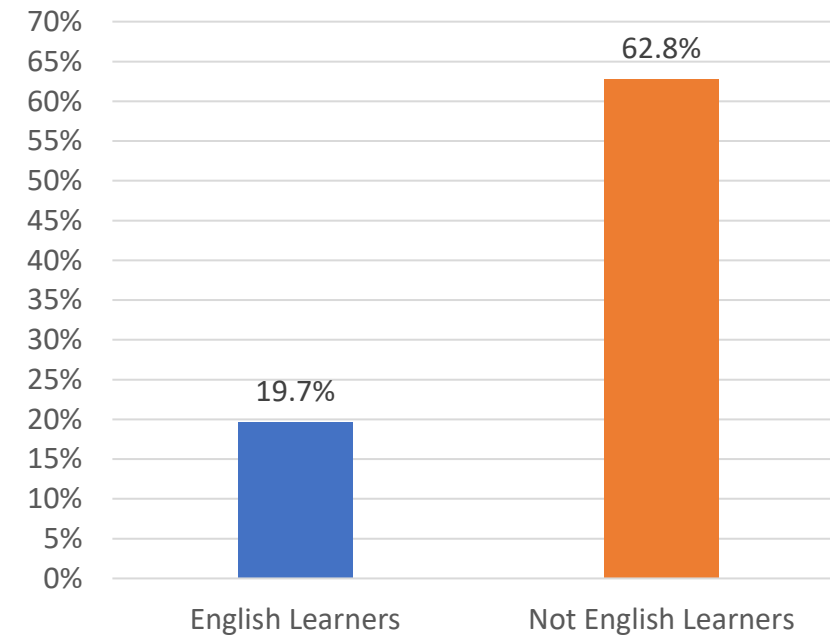
Concentrators have completed at least two courses in a CTE program of study and are enrolled in the third course. Completers have successfully completed all courses in a CTE program of study.

Data Notes: Some outcomes are available only for English learner and non-English learner students

National Best Practices and Research

- Dr. Eunice Humphrey, Principal, International High School at Langley Park

  - One of two International High Schools in Prince George's County Public Schools

  - Since it's inception in 2004, International Network has partnered with school districts and community organizations to design and implement schools and academies that serve recent immigrant and refugee multilingual learners. To date, Internationals has partnered with 12 school districts across the country resulting in the opening of 30 new schools or academies.

National Best Practices and Research

- Flavia Molea Baker, Coordinator, Multilingual (MLL/EL) Programs, Rhode Island Department of Education

  - Practical Approach to Support Students with Inconsistent/Interrupted Formal Education (SIFE)

    - Blueprint for MLL Success

    - MLL Strategic Plan

Maryland Existing Policy and Practices

- Dr. Lindsay Walberg, Program Specialist, Career Readiness Education Academy (CREA), Montgomery County Public Schools

    - Pilot program for ELs offering courses in Reasoning through Language Arts, Mathematical Reasoning, Science and Social Studies aligned to the GED indicators, which are aligned to the Maryland College and Career Ready Standards

    - Exception in Senate Bill 43 from 2018 allows these students to take GED test(s) without withdrawing from high school

Discussion and Recommendations

Given the data about secondary ELs and the presentations on programs for secondary ELs:

What are the goals for secondary ELs?

What do you recommend to support these students?

Use the link in the chat to add your ideas to the Jamboard.

Workgroup Resources

EL Blueprint Workgroup Website

https://www.marylandpublicschools.org/Blueprint/Pages/ELBlueprintWorkgroup/index.aspx

Next Meeting
April 20, 2022
3:00 – 5:00 p.m.

Community Engagement

English Learner Education Roundtable

Virtual
English Learner Education
Roundtable

March 29 at 6 p.m. EST

Facilitated by: Maryland Superintendent of Schools Mohammed Choudhury and Executive Director of CASA Gustavo Torres

Featuring: Students, families, educators, and community organizations

BONJOUR 你好 ¡HOLA!

Join us on YouTube live for a real-time discussion: youtu.be/BZHvqNmRLdo

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Additional Resources

BLUEPRINT
FOR MARYLAND'S FUTURE

More information can be found on MSDE's Blueprint webpage:

https://www.marylandpublicschools.org/Blueprint/Pages/Overview.aspx

To provide feedback on the EL Workgroup or Interim Report:

https://news.maryland.gov/msde/contactmsde/

Maryland Public Schools Strategic Planning Survey

This survey is intended to allow everyone in the state to provide information that will be the basis for transformative change. Please use this survey as an opportunity to share your thoughts.

MarylandPublicSchools.org/Survey

Connect with the MSDE Blueprint implementation team: Blueprint.MSDE@Maryland.gov