Note to Attendees

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

1. Welcome

2. Guiding Question – How can Maryland’s accountability system promote transparency and improve outcomes for multilingual learners at all stages of language development?

3. Spotlight on National Best Practices and Research

4. Maryland Existing Policy and Practices

5. Data Dive

6. Discussion and Recommendations
Spotlight on National Best Practices and Research

- Robert Measel, Pennsylvania Department of Education

- Cindy Kazanis, Kimberly Mundhenk and Justin Lane, California Department of Education
Maryland Existing Policy and Practices

Blueprint for Maryland's Future

Workgroup on EL
Panel Discussion

• How do you track data on long term English learners (LTELs)?

• What challenges or successes does this data reveal about educating LTELs?

• How do you use data on LTELs to inform programmatic decision making?

<table>
<thead>
<tr>
<th>Local Education Agency</th>
<th>Panel Member</th>
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<tbody>
<tr>
<td>Anne Arundel County</td>
<td>Leanne Riordon, ESOL Coordinator</td>
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<tr>
<td>Baltimore City</td>
<td>Maria Reamore, ESOL Coordinator</td>
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<tr>
<td>Frederick County</td>
<td>Dr. Katherine Gull, English Learners Supervisor</td>
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<tr>
<td>Wicomico County</td>
<td>Ellen Harlan, ESOL Coordinator</td>
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Data Dive

Blueprint for Maryland's Future

Workgroup on EL
What are the trends and outcomes for Long Term English Learners (LTELs) in Maryland?

• What are the trends for LTEL enrollment in Maryland?
• What grade levels have the highest concentrations of LTELs?
• How do Special Education identification rates compare for LTELs and non-LTELs?
• How do English language proficiency levels compare for LTELs and non-LTELs?
• How does LTEL Math and ELA achievement compare with non-LTELs?
• How do graduation rates compare for LTELs and non-LTELs?
• How do postsecondary enrollment rates compare for LTELs and non-LTELs?
Data Definitions

- Long-Term English Learners (LTELs) = active English learners who have received EL services for six years or more
- Non-Long-Term English learners = active English learners who have received EL services for less than six years
- LTELs + Non-LTELs = All active ELs
- Data includes English learners in grades 3-12
What are the trends in LTEL enrollment in Maryland?

The number and proportion of LTELs has risen substantially over the past five years.

![Bar chart showing the number and proportion of LTELs in Maryland from 2017 to 2021. The number of LTELs has increased from 7,303 in 2017 to 18,566 in 2021. The proportion of LTELs as a percentage of total English Learners increased from 16.1% in 2017 to 27.3% in 2021.]

Data source: MSDE Attendance collection, 2020-2021
What grade levels have the highest concentrations of LTELs?

LTELs were disproportionately in middle school grades in 2021.

Long-Term English Learners as a Proportion of Total English Learners by Grade Level

Data source: MSDE Attendance collection, 2020-2021
How do Special Education identification rates compare for LTELs and non-LTELs?

LTELs are 4-5 times more likely to be identified for Special Education services than non-LTELs.

![Special Education Identification Rate by Long-Term Status]

Data source: MSDE Attendance collection, 2020-2021
How do English language proficiency levels compare for LTELs and non-LTELs?

LTELs are most likely to score at proficiency level 3 on the English language proficiency assessment.

English language proficiency is measured using the ACCESS for ELLs 2.0 assessment. Proficiency levels range from 1.0 to 6.0, with 4.5 the current state standard for reclassification.
How does ELA achievement of LTELs compare with non-LTELs?

LTEls’ ELA achievement on MCAP is slightly lower than non-LTELs in most grades.

Percentage of English Learners Scoring Level 3 or Higher in ELA by Long-Term Status, 2019

<table>
<thead>
<tr>
<th>Test Grade</th>
<th>ELA 3</th>
<th>ELA 4</th>
<th>ELA 5</th>
<th>ELA 6</th>
<th>ELA 7</th>
<th>ELA 8</th>
<th>ELA 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-LTEL</td>
<td>33.1%</td>
<td>26.0%</td>
<td>20.5%</td>
<td>17.4%</td>
<td>18.7%</td>
<td>15.7%</td>
<td>14.9%</td>
</tr>
<tr>
<td>LTEL</td>
<td>26.0%</td>
<td>19.4%</td>
<td>19.3%</td>
<td>13.9%</td>
<td>13.5%</td>
<td>13.7%</td>
<td>19.6%</td>
</tr>
</tbody>
</table>
How do Math proficiency rates compare for LTELs and non-LTELs?

LTELs’ math achievement on MCAP is lower than non-LTELs for all grades.

Percentage of English Learners Scoring Level 3 or Higher in Math by Long-Term Status, 2019

- Math 3: Non-LTEL 46.0%, LTEL 40.6%
- Math 4: Non-LTEL 37.8%, LTEL 21.2%
- Math 5: Non-LTEL 22.2%, LTEL 18.5%
- Math 6: Non-LTEL 14.4%, LTEL 8.6%
- Math 7: Non-LTEL 19.5%, LTEL 9.7%
- Math 8: Non-LTEL 9.6%, LTEL 5.9%
- Algebra I: Non-LTEL 17.6%, LTEL 10.6%
How do graduation rates compare for LTELs and non-LTELs?

Grade 12 LTELs are more likely to graduate in four years than grade 12 non-LTELs. This is likely due to two factors:

1. New arrivals to the U.S. are not likely to be classified as LTEL in grade 12.
2. Students that exit prior to graduation or graduate early cannot be classified as either LTEL or non-LTEL.
How do postsecondary enrollment rates compare for LTELs and non-LTELs?

In the last two years, LTELs and non-LTELs had similar rates of enrollment in postsecondary within 6 months of graduation.

Overall, 63.4% of all students in the 2019 graduating class in Maryland enrolled in a postsecondary institution within 6 months of graduation.
Summary

• The number and proportion of LTELs has risen substantially over the past five years.

• LTELs were disproportionately in middle school grades in 2021.

• LTELs are 4-5 times more likely to be identified for Special Education services than non-LTELs.

• LTELs are most likely to score at proficiency level 3 on the English language proficiency assessment.

• LTELs’ achievement is lower than non-LTELs in ELA and Math in most grades.

• Grade 12 LTELs are more likely to graduate in four years than Grade 12 non-LTELs. This is likely due to two factors:
  1. LTELs in Grade 12 are not likely to be new arrivals to the U.S.
  2. Students that exit prior to graduation or graduate early cannot be classified as either LTEL or non-LTEL.

• LTELs and non-LTELs have similar rates of enrollment in postsecondary within 6 months of graduation.
Discussion and Recommendations

Blueprint for Maryland’s Future

Workgroup on EL
## Discussion and Recommendations

<table>
<thead>
<tr>
<th>Accountability Suggestions</th>
<th>A. High Desirability</th>
<th>B. Mixed High F/Low D</th>
<th>C. Low Desirability</th>
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</thead>
<tbody>
<tr>
<td>1. Include WIDA ACCESS as an assessment to earn the Seal of Biliteracy.</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2. Disaggregate (and report) data by length of time as an EL (track LTELs).</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Track data about access to Gifted and Talented/AP classes.</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. Report out on longitudinal data on ELs at student and cohort levels and incorporate into the accountability system. (We lack tools to progress monitor language growth at a micro level the way we can for reading &amp; math.)</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. Incorporate a way to measure the accomplishments of newly arrived ELs. (The current system awards points for/toward graduation, not reflective of newly arrived ELs.)</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. Expand beyond a single exit criteria for reclassification, such as GPA, proficiency on MCAP, consistent performance on ACCESS for 3 or more years in the 4.0 + range, etc.</td>
<td>7</td>
<td>0</td>
<td>0</td>
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<tr>
<td>7. Measure growth in multilingual learners (bilingualism) and connect it to the accountability system to promote an asset mindset.</td>
<td>2</td>
<td>5</td>
<td>0</td>
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EL Blueprint Workgroup Website

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