Blueprint for Maryland’s Future:
English Learner (EL) Workgroup

Opening Meeting
August 17, 2021
1. Opening Remarks from Chair, Mohammed Choudhury, State Superintendent of Schools

2. Introduction of Members

3. The State of English Learners (ELs) in Maryland: A Data Story

4. Review and Discuss Responsibilities

5. Next Steps
Introductions

Please share the following:

1. Your first and last name (and any preferred names or pronouns)

2. Your organization or affiliation

3. Your expertise and experience
<table>
<thead>
<tr>
<th>Introductions</th>
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</thead>
<tbody>
<tr>
<td>Please introduce yourself in this order:</td>
</tr>
<tr>
<td>1. Julia Chavez</td>
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<tr>
<td>2. Drew Fagan (unable to attend)</td>
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<tr>
<td>3. Amir Francois</td>
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<tr>
<td>5. Niki Hazel (unable to attend)</td>
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<tr>
<td>10. Paula Moore (unable to attend)</td>
</tr>
<tr>
<td>11. Anjali Pandey</td>
</tr>
<tr>
<td>12. Matthew Peters</td>
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</tbody>
</table>
How do English learners bring linguistic diversity to Maryland?

Source: 2020-21 October EL enrollment survey
What language do most English learners speak in Maryland?

- Spanish: 70%
- Arabic: 1%
- Chinese: 1%
- French: 1%
- Urdu: 1%
- Other: 26%
How many English learners are in Maryland?

Total count of ELs: 88,838
10.3% of Maryland’s total K-12 population

- K-5: 55,329, 12% of total K-5 population
- 6-8: 15,123, 7% of total 6-8 population
- 9-12: 18,386, 7% of total 9-12 population

Source: 2020-21 October EL enrollment survey
Who are our English learners?

% of Students Eligible for Free and Reduced Priced Meals by EL Status

Racial Makeup of ELs in Maryland

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic/Latino of any race
- Native Hawaiian or Other Pacific Islander
- Two or more Races
- White
Who are our English learners?

% of Students with Disabilities by EL Status

% Gifted and Talented Students by EL Status
Where are English learners in Maryland?

2020-2021 Enrollment
Total count of English learner: 88,838
Where are English learners concentrated in Maryland?

2020-2021 Enrollment
Percent of English learner population in local school systems
How has the English learner population changed in local school systems?

2020-2021 Enrollment

English learner population changes in 5 years
How has Maryland’s English learner population changed?

MARYLAND’S EL POPULATION

<table>
<thead>
<tr>
<th>Year</th>
<th>% Change</th>
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<tbody>
<tr>
<td>2015-2016</td>
<td>+4%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>+9%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>+15%</td>
</tr>
<tr>
<td>2018-2019</td>
<td>+5%</td>
</tr>
<tr>
<td>2019-2020</td>
<td>+10%</td>
</tr>
<tr>
<td>2020-2021</td>
<td>-4%</td>
</tr>
<tr>
<td>Average prior to 2021</td>
<td>+8.6%</td>
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</tbody>
</table>

Average: +6.5%
What requirements guide English language development (ELD) services?

- Office of Civil Rights
  - Title IV of the Civil Rights Act
  - 1970 Memorandum
- Supreme Court Cases
  - Lau v. Nichols
  - Castañeda v. Pickard
- US Department of Justice and US Department of Education
  - Dear Colleague Letter of January 2015
- Every Student Succeeds Act (ESSA) of December 2015
  - Title III, Part A, English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Code of Maryland Regulations
  - 14A.05.07 Programs for English Learners
How are English learners identified and placed into ELD services?

Upon enrollment each family completes a standardized Home Language Survey (HLS).

If a language other than English is indicated on the HLS, the student is screened for English language development (ELD) services.

Potential ELs are screened:
- Kindergarten WIDA Screener for K or K-W-APT
- Grade 1-12 WIDA Screener.

Parents are notified and may accept or refuse ELD services.

WIDA scores are used to assist with course placement.
What are Maryland’s exit and re-entry procedures?

ELs, including students whose parents refused English language development (ELD) services, are assessed annually to measure English language proficiency.

The annual scores of ACCESS for ELLs or Alternate ACCESS for ELLs are used to make exit and course decisions.

Parents are notified of the exit from ELD services.

Reclassified English learners (RELs) are monitored for two years after exiting from ELD services.

RELs can resume ELD services based on academic performance.
How was Maryland’s exit criteria determined?

- Collaboration: WIDA, MSDE EL/Title III Office, and local school systems’ ESOL coordinators
- Boxplot example:
What is Maryland’s exit criteria?

English Language Proficiency Levels

<table>
<thead>
<tr>
<th>Entering</th>
<th>Emerging</th>
<th>Developing</th>
<th>Expanding*</th>
<th>Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</table>

*When English learners achieve an overall proficiency level of 4.5 or above on the English language proficiency test (ACCESS for ELLs), they Exit and are designated as reclassified English learners, or RELs.

<table>
<thead>
<tr>
<th>Initiating</th>
<th>Exploring</th>
<th>Engaging</th>
<th>Entering</th>
<th>Emerging*</th>
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</thead>
<tbody>
<tr>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>P1</td>
<td>P2</td>
</tr>
</tbody>
</table>

*English learners with significant cognitive disabilities take an alternate English language proficiency test (Alternate ACCESS for ELLs). When these students achieve an overall proficiency level of P2, they are designated as RELs.
How many English learners achieve English language proficiency annually?

Maryland's EL Exit Rate

- **2016-2017**: 7.5%
- **2017-2018**: 10.8%
- **2018-2019**: 11.5%
- **2019-2020**: 10.8%

% of total EL population
What programs are available to English learners in Maryland?

1. Pull-out and/or Push-in ESOL
2. Content-based English Instruction
3. Sheltered English Instruction
4. Two-way Immersion
   - Caroline County Public Schools
   - Montgomery County Public Schools
   - Prince George’s County Public Schools
5. Transitional Bilingual
What standards guide Maryland’s ELD services?

• Maryland joined the WIDA Consortium in the school year 2011-12 and adopted the WIDA English language development (ELD) standards and the English language proficiency assessments.

• Each local school system is required to align its ELD program and curriculum to the ELD standards.
  • Standard 1 Language for Social and Instructional Purposes
  • Standard 2 Language for Language Arts
  • Standard 3 Language for Mathematics
  • Standard 4 Language for Science
  • Standard 5 Language for Social Studies
How do ELs and RELs* perform on grade 3-8 state assessments?

Mathematics Grade 3-8

English Language Arts 3-8

* Reclassified English learners are monitored for 2 years after exiting.
How do ELs and RELs perform on high school state assessments?

English 10

<table>
<thead>
<tr>
<th>Year</th>
<th>EL</th>
<th>REL</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>2017-2018</td>
<td>10</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>2016-2017</td>
<td>10</td>
<td></td>
<td>40</td>
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</tbody>
</table>

Algebra I

<table>
<thead>
<tr>
<th>Year</th>
<th>EL</th>
<th>REL</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td></td>
<td>10</td>
<td>20</td>
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<td>2017-2018</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>2016-2017</td>
<td>10</td>
<td>10</td>
<td>20</td>
</tr>
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What are the cohort graduation rates of English learners?

4-Yr Graduation Rate by EL Status

5-Yr Graduation Rate by EL Status
What is the quality of school experience for English learners?

Out-of-School Suspension Rates (Distinct Students) by EL Status

% Chronically Absent by EL Status
Guiding Questions

- Is there anything missing?
- What experts and speakers do you recommend?
1. Data collection

• The number of English language learners at each public early childhood, primary, and secondary school in the State

• The percent of English language learners in the total student population at each public early childhood, primary, and secondary school in the State

• The services available to English language learners in public early childhood, primary, and secondary schools throughout the State and the effectiveness of those services
1. Data collection

• The accessibility of public early childhood, primary, and secondary school teachers, administrators, and staff to English language learners and their families, including whether:
  • Bilingual front office staff are available to assist parents
  • Security personnel at the school are able to assist English language learners, especially in the event of a safety concern
  • Guidance counselors at the school are able to work effectively with English language learners
  • Teachers and classroom aides at the school are able to effectively teach and work with English language learners
2. Review methods of teaching and providing other services to English language learners

- Methods used in the State, other states, and other countries
- Methods for recruiting and retaining bilingual teachers and staff, including security and administrative staff who speak Spanish
- Methods for recruiting teachers from other countries who speak Spanish or other languages and only need to obtain a Maryland teaching certificate to teach in the State
3. Make recommendations on improving the education of English language learners in public early childhood, primary, or secondary schools in the State, including whether additional funding should be provided.

4. Measure and make recommendations to address learning loss as a result of the COVID-19 pandemic for English language learners.
Next Steps and Shared Resource Folder

- Timeline for Preliminary Report: November 15, 2021 (MSDE internal deadline)
- Report Submission to General Assembly: December 1, 2021

Resource Folder

- [Google EL Workgroup Resource Folder](#)
Future Meeting Dates and Times

- Virtual biweekly meetings until November 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Tuesday, August 31</td>
<td>4:00 – 5:30 p.m.</td>
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<tr>
<td>Tuesday, September 14</td>
<td>2:00 – 3:30 p.m.</td>
</tr>
<tr>
<td>Thursday, September 30</td>
<td>4:00 – 5:30 p.m.</td>
</tr>
<tr>
<td>Wednesday, October 13</td>
<td>1:00 – 2:30 p.m.</td>
</tr>
<tr>
<td>Wednesday, October 27</td>
<td>1:00 – 2:30 p.m.</td>
</tr>
<tr>
<td>Tuesday, November 9</td>
<td>4:00 – 5:30 p.m.</td>
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