



Mohammed Choudhury
State Superintendent of Schools

TO: Members of the State Board of Education
FROM: Mohammed Choudhury
DATE: August 24, 2021
SUBJECT: Spotlight on English Learners

PURPOSE:

To update the State Board on English Learners (ELs) in Maryland.

EXECUTIVE SUMMARY:

Information presented will include:

1. Description of Maryland English learners
2. Where our English learners are located
3. What programs, supports and services are provided to English learners
4. How English learners are identified and exited
5. Outcome data on English learners and recently exited ELs
6. Update on the Maryland's Blueprint for the Future EL workgroup.

ACTION:

No action is necessary; for discussion only.

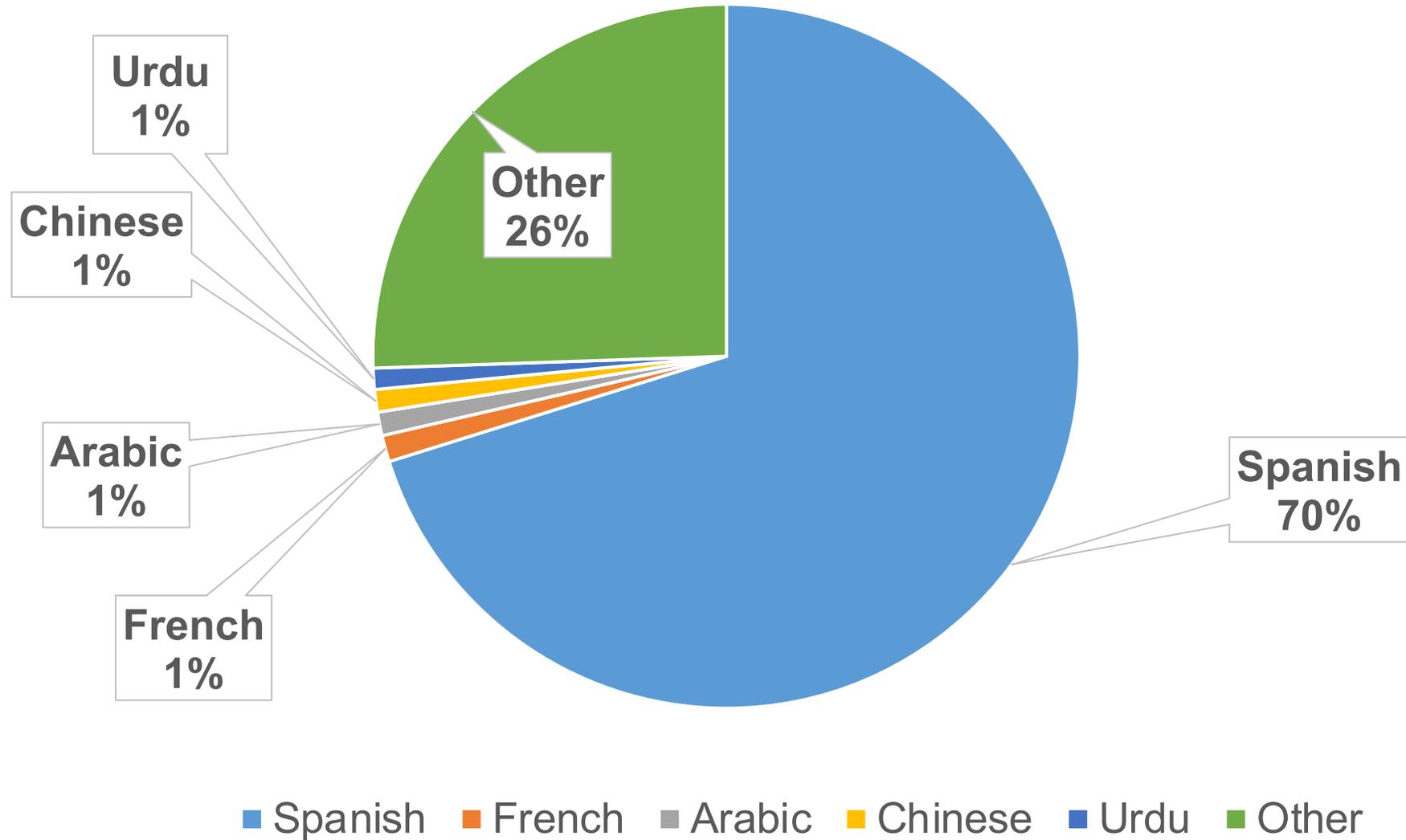


Spotlight on English Learners

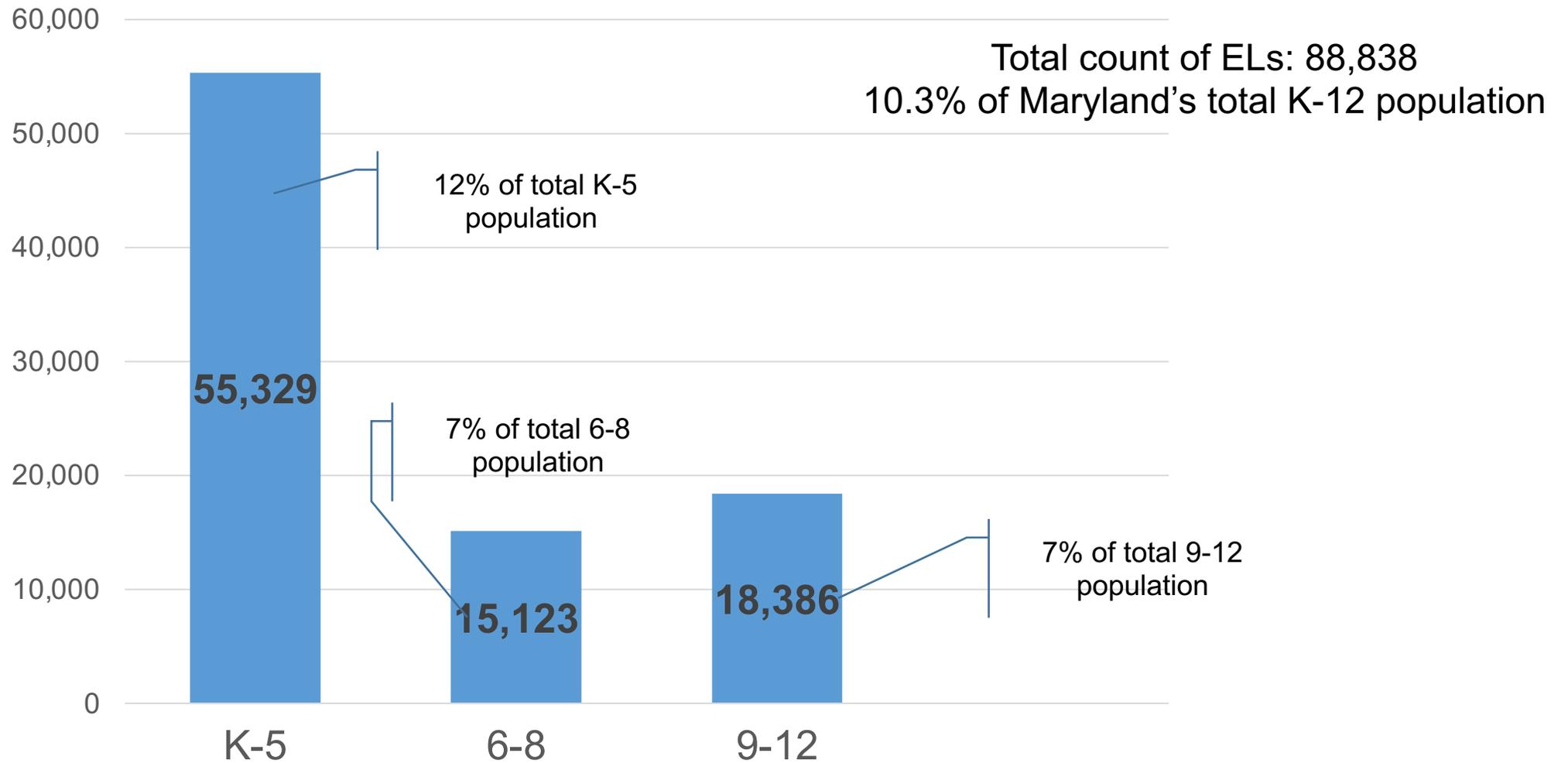
Maryland State Board of Education

August 24, 2021

Top 5 Languages Spoken by Maryland English Learners



Grade Span of English Learners

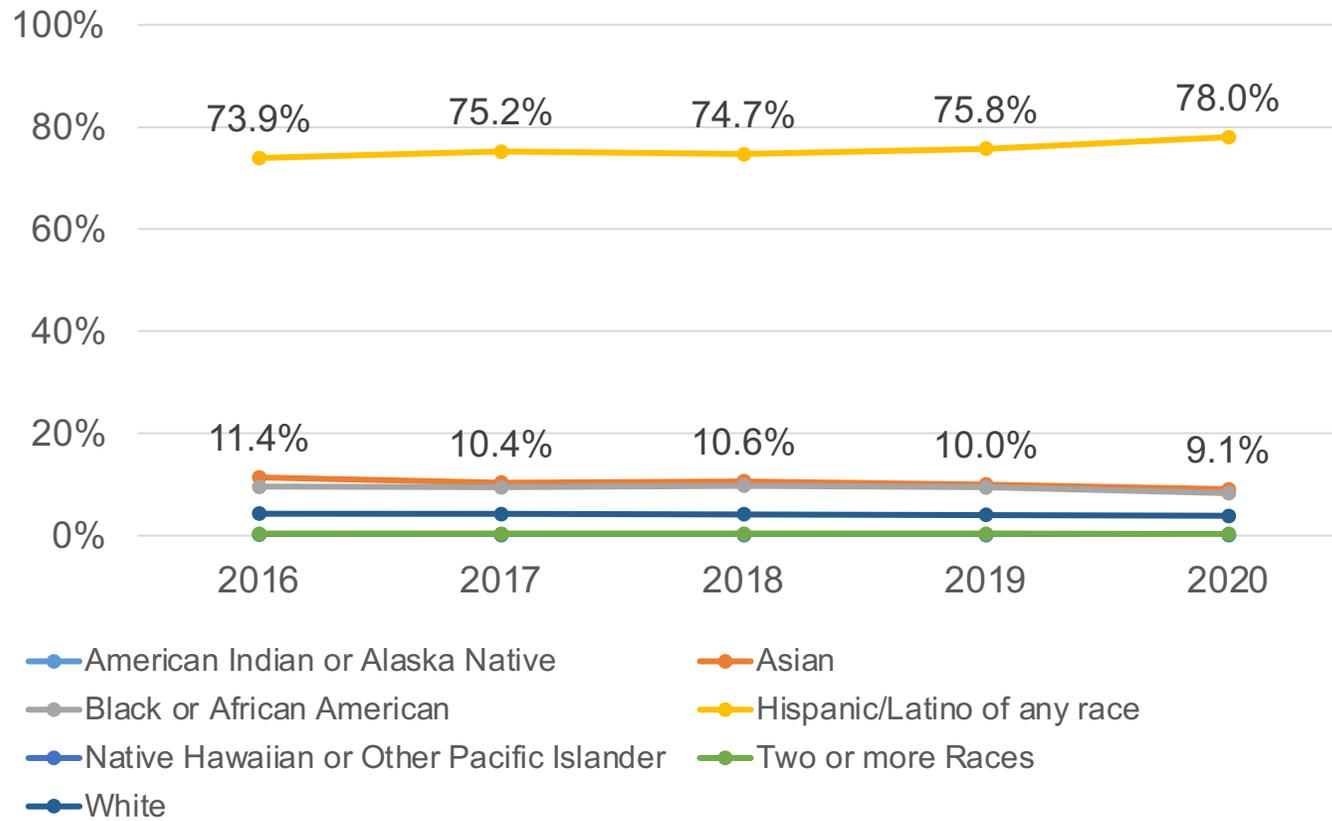


Source: 2020-21 October EL enrollment survey

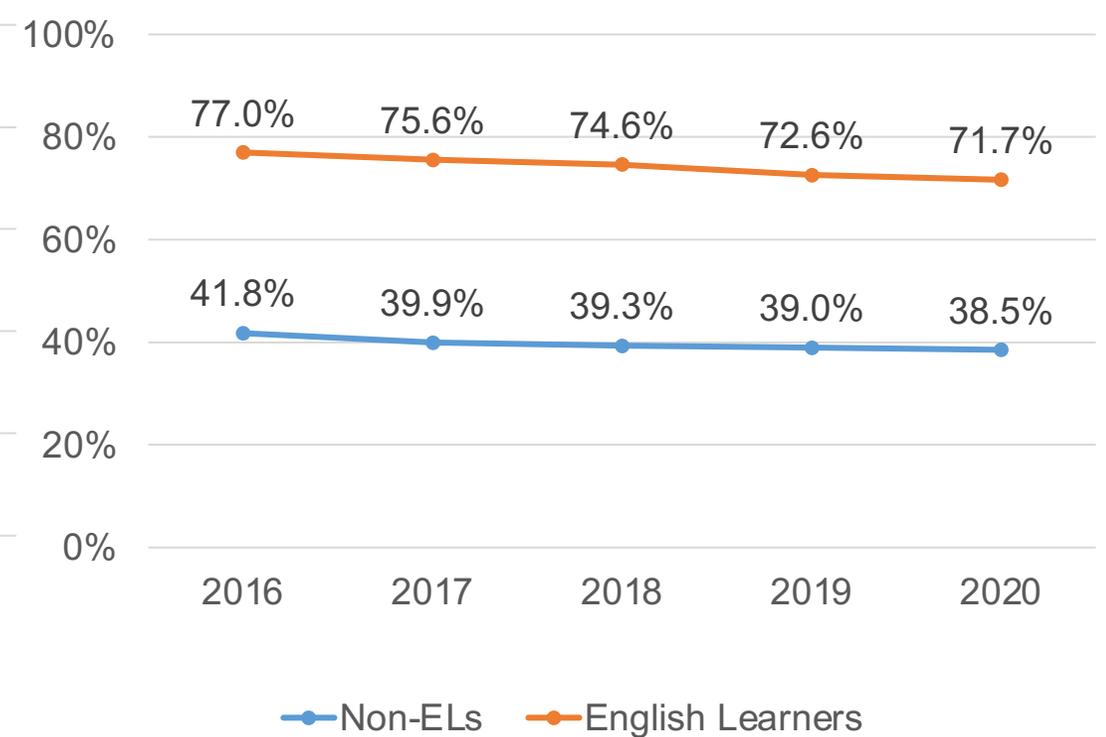
Who are our English learners?



Racial Makeup of ELs in Maryland



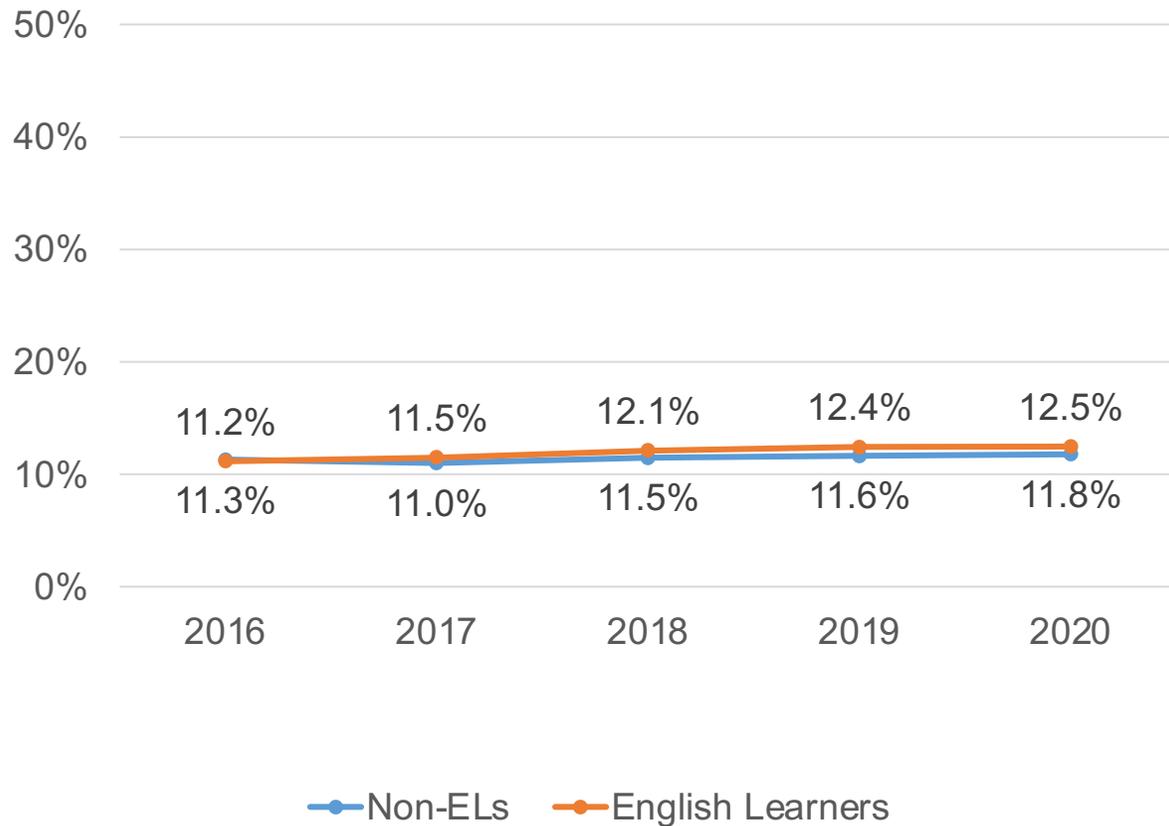
% of Students Eligible for Free and Reduced Priced Meals by EL Status



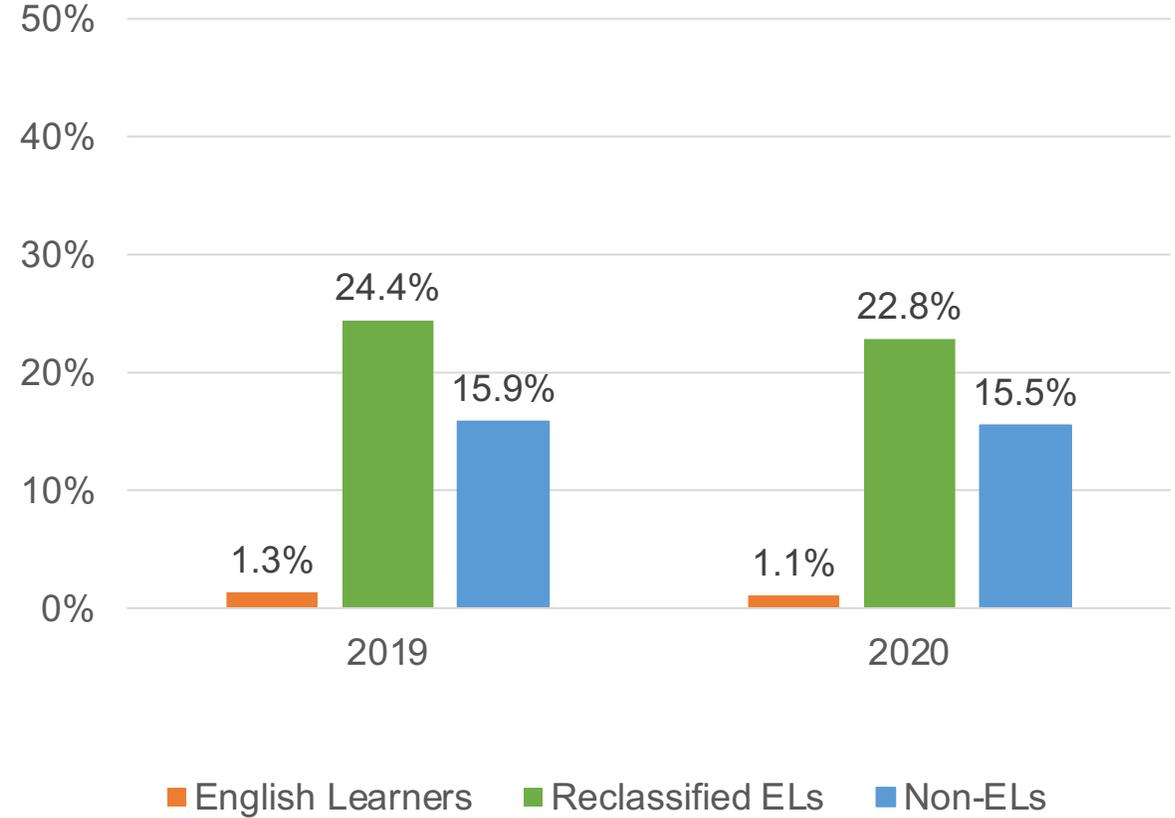
Who are our English learners?



% of Students with Disabilities by EL Status



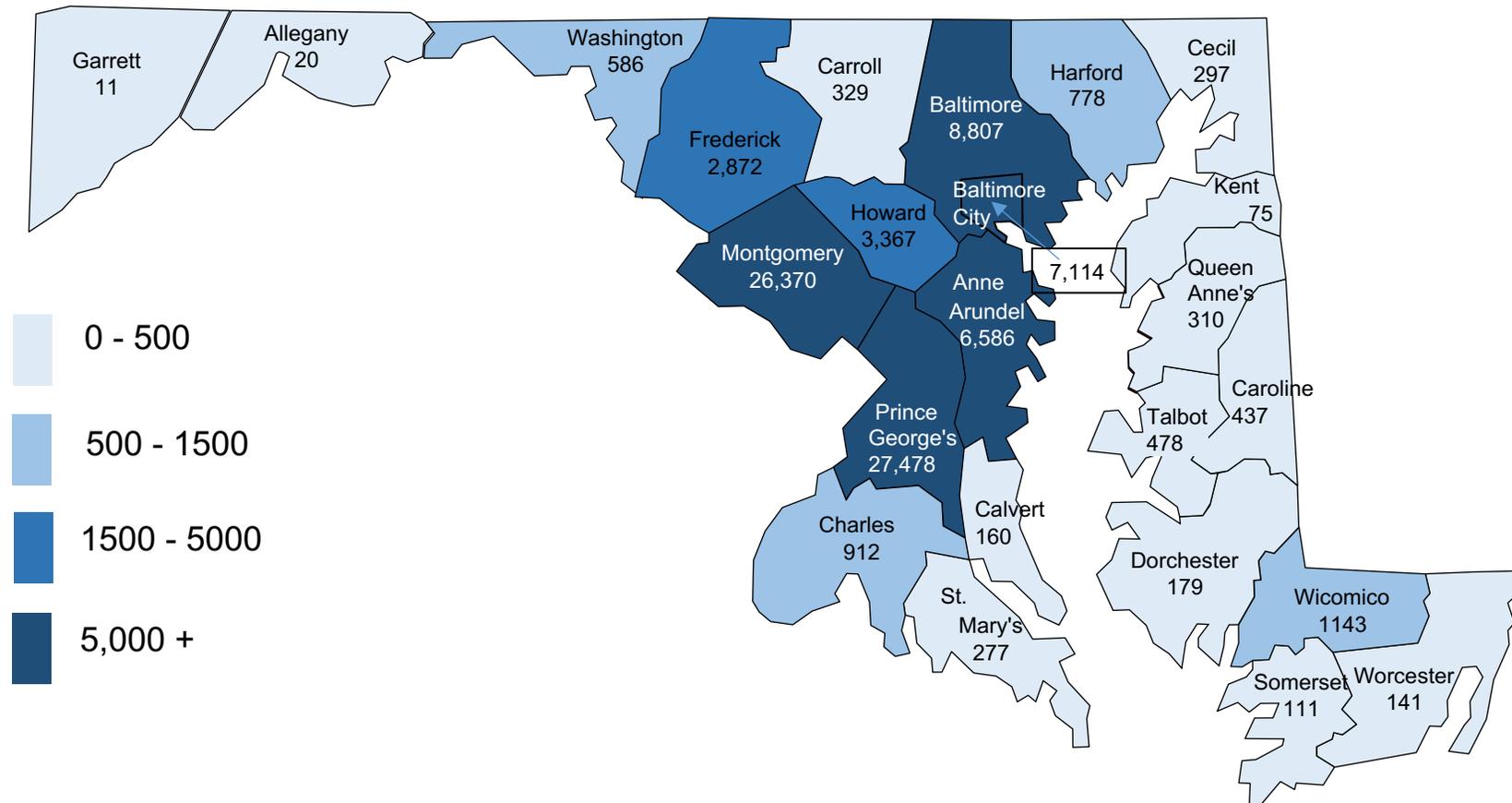
% Gifted and Talented Students by EL Status



Where are English learners in Maryland?

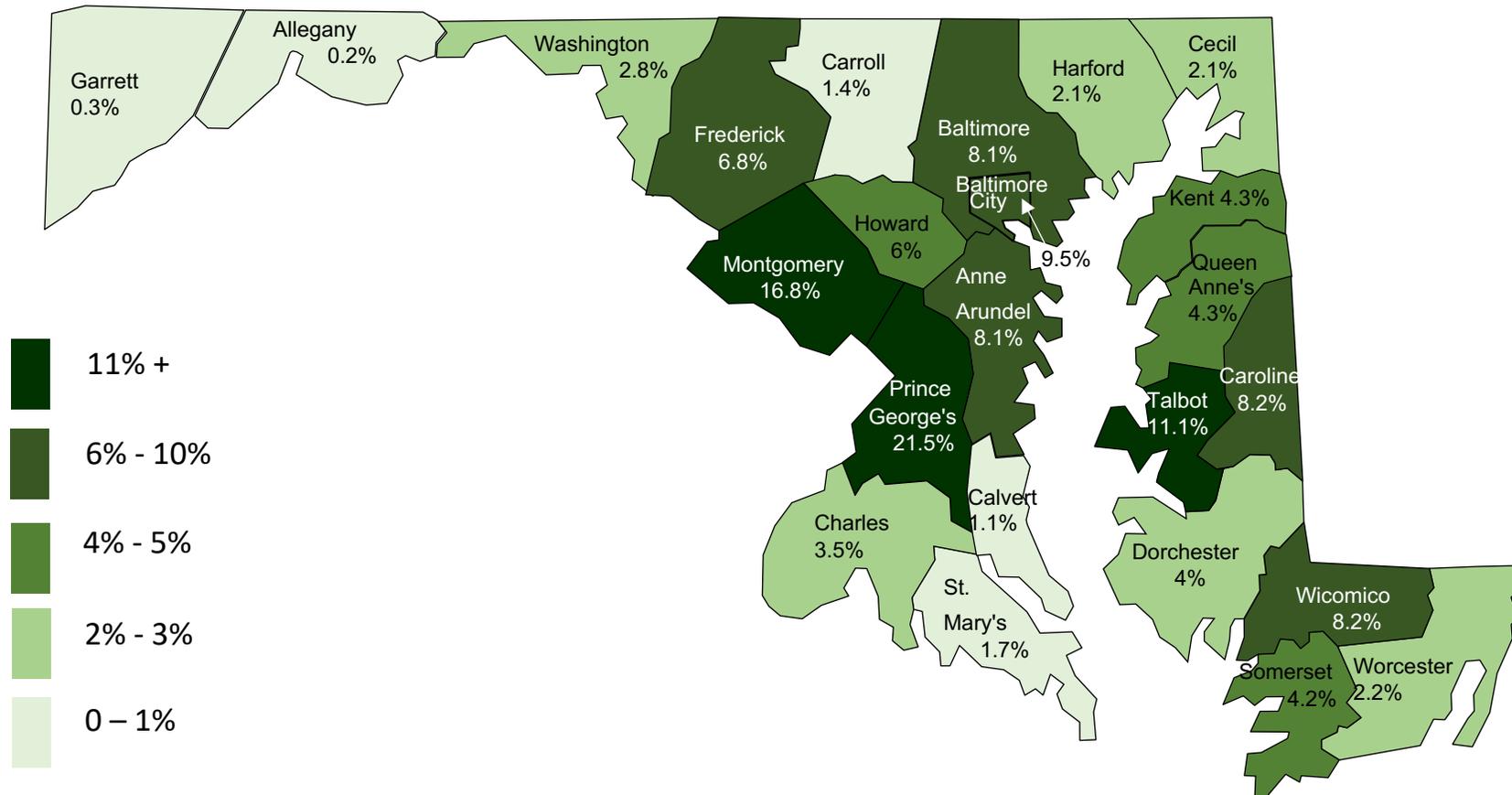
Total count of English Learners: 88,838

2020-2021 Enrollment



Where are English learners concentrated in Maryland?

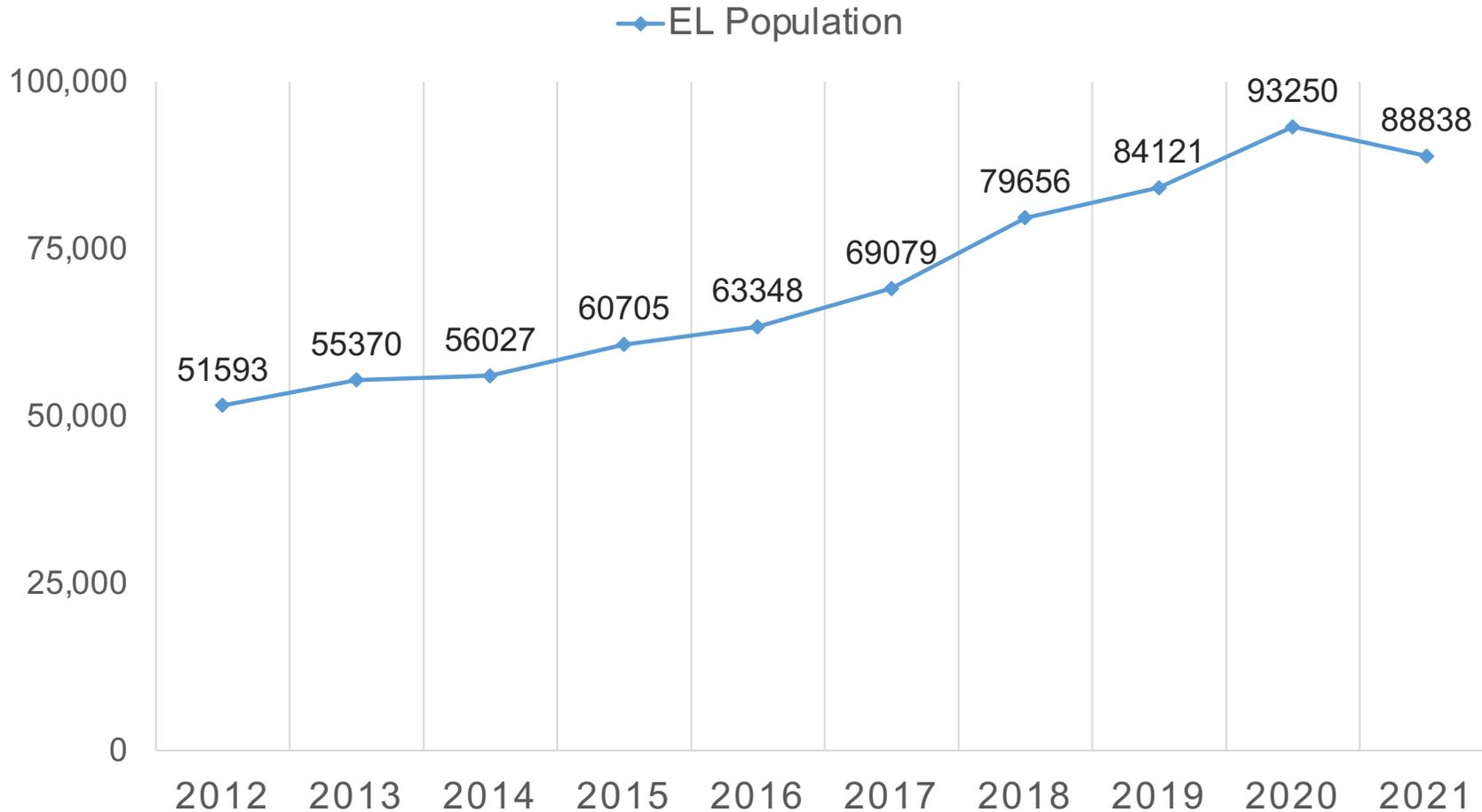
Percent of English learner population in local school systems
2020-2021 Enrollment



What is the change in Maryland's English learner population?



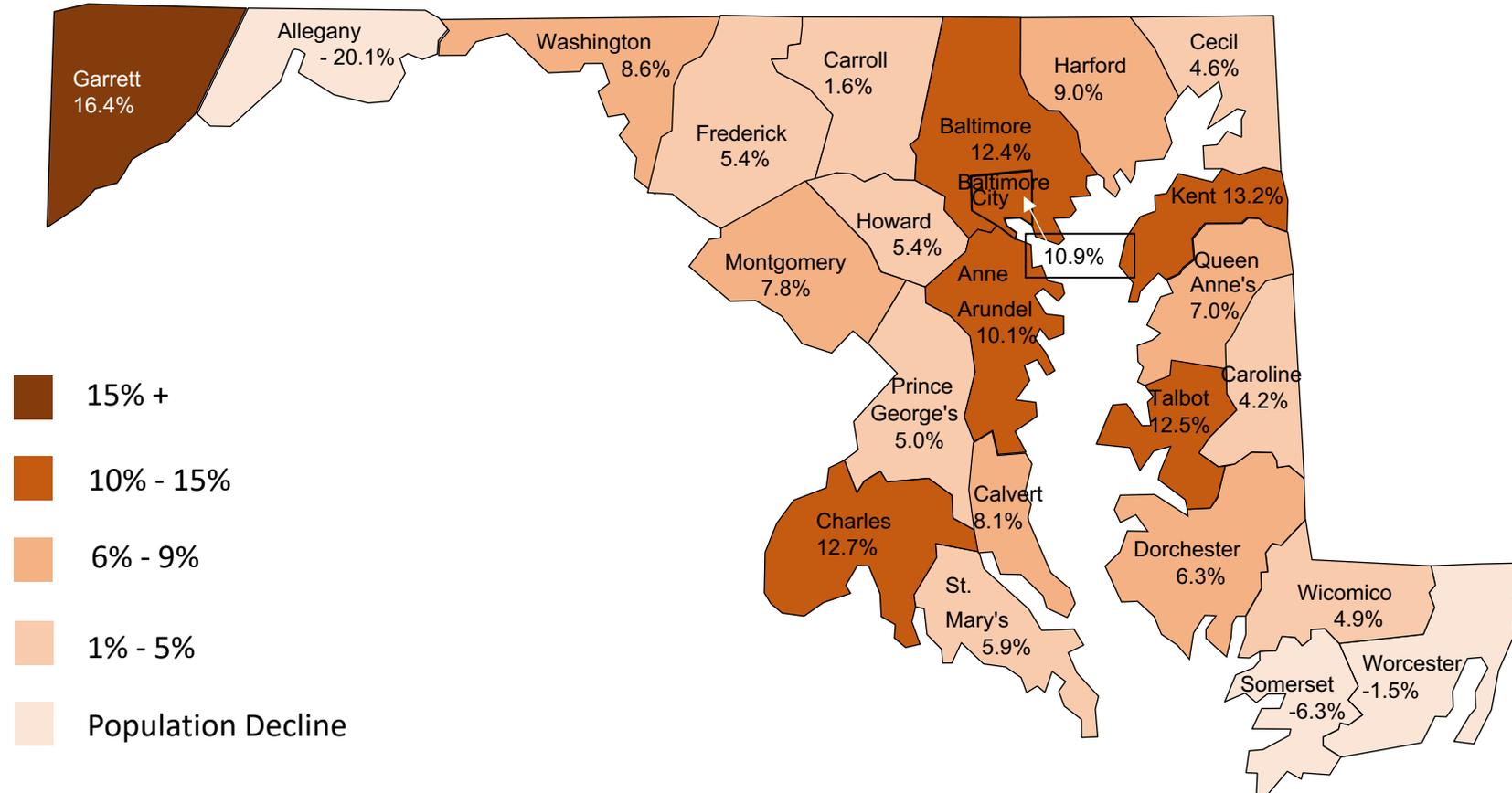
MARYLAND'S EL POPULATION



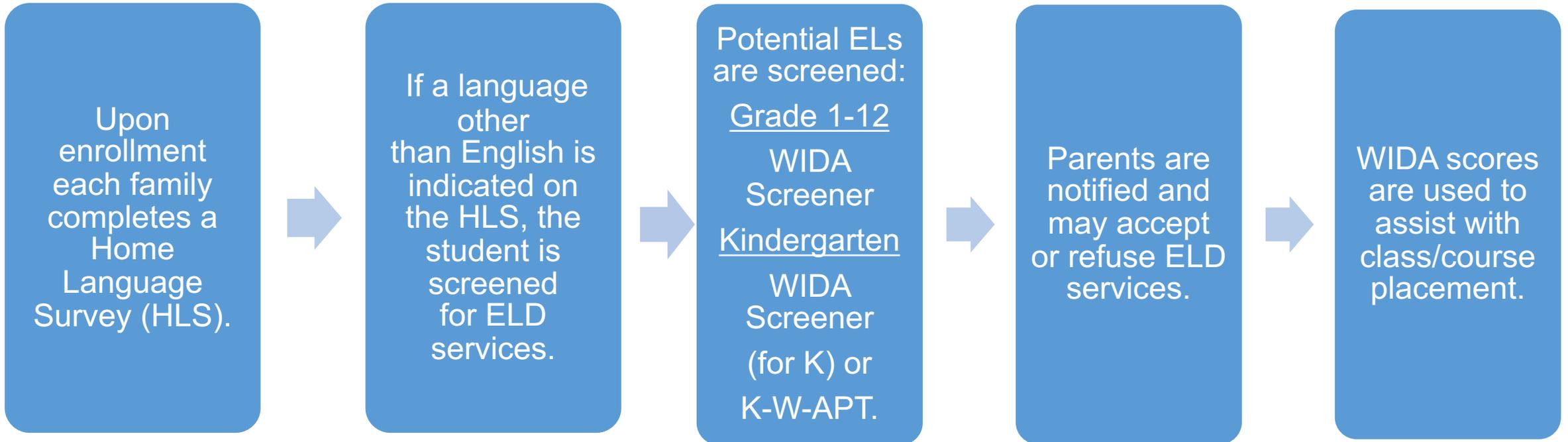
Year	% Change
2015-2016	+ 4%
2016-2017	+ 9%
2017-2018	+ 15%
2018-2019	+ 5%
2019-2020	+10 %
2020-2021	-4 %
Average	+ 8.6%

What is the change in English learner population in local school systems?

English learner population change over the most recent 5 years



How are ELs identified and placed into English language delivery (ELD) services?

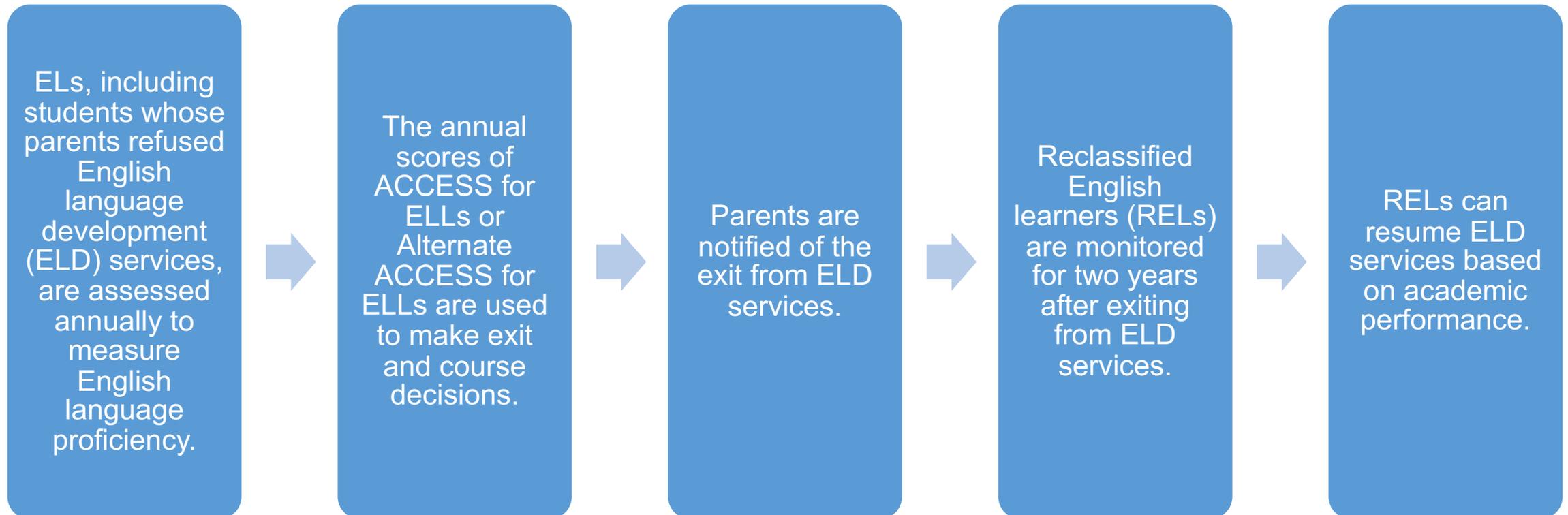


What programs and support are available to English learners in Maryland?



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 is Maryland's exit procedure?



What is Maryland's exit criteria?

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

Entering 1	Emerging 2	Developing 3	Expanding* 4	Bridging 5
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English learners Exit when they have achieved an overall proficiency level of 4.5 or above on the English language proficiency test.

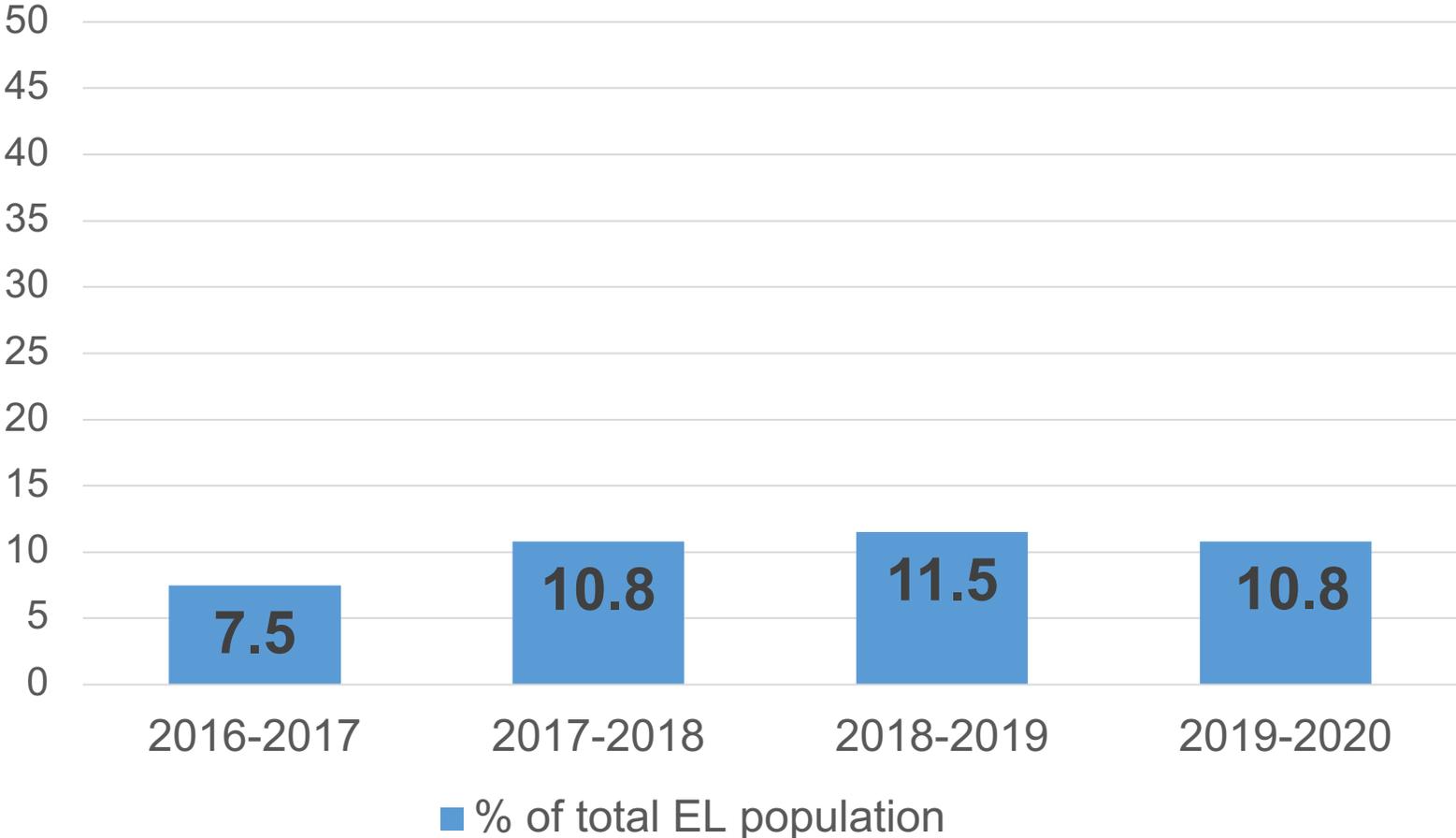
Initiating A1	Exploring A2	Engaging A3	Entering P1	Emerging* P2
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*English learners with significant cognitive disabilities take an alternate English language proficiency test and exit when they have achieved an overall proficiency level of P2.

How many English learners achieve English proficiency annually?



Maryland's EL Exit Rate



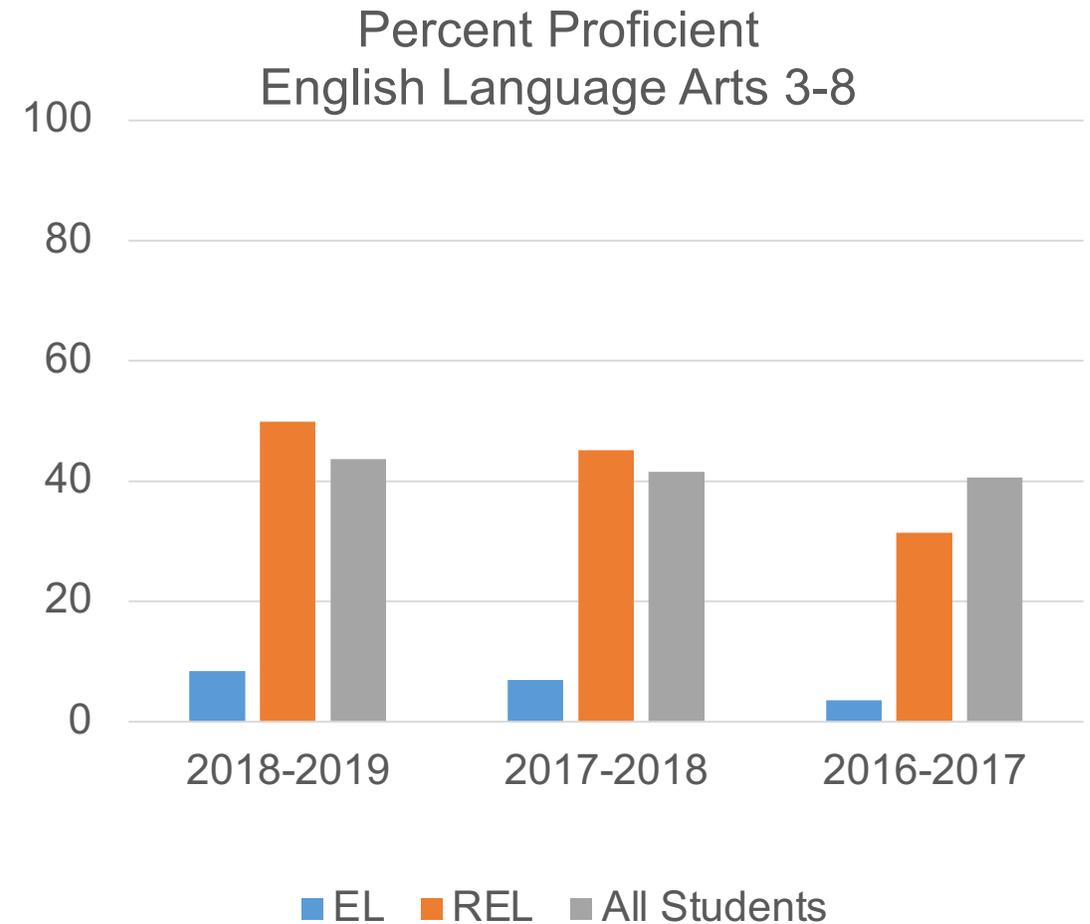
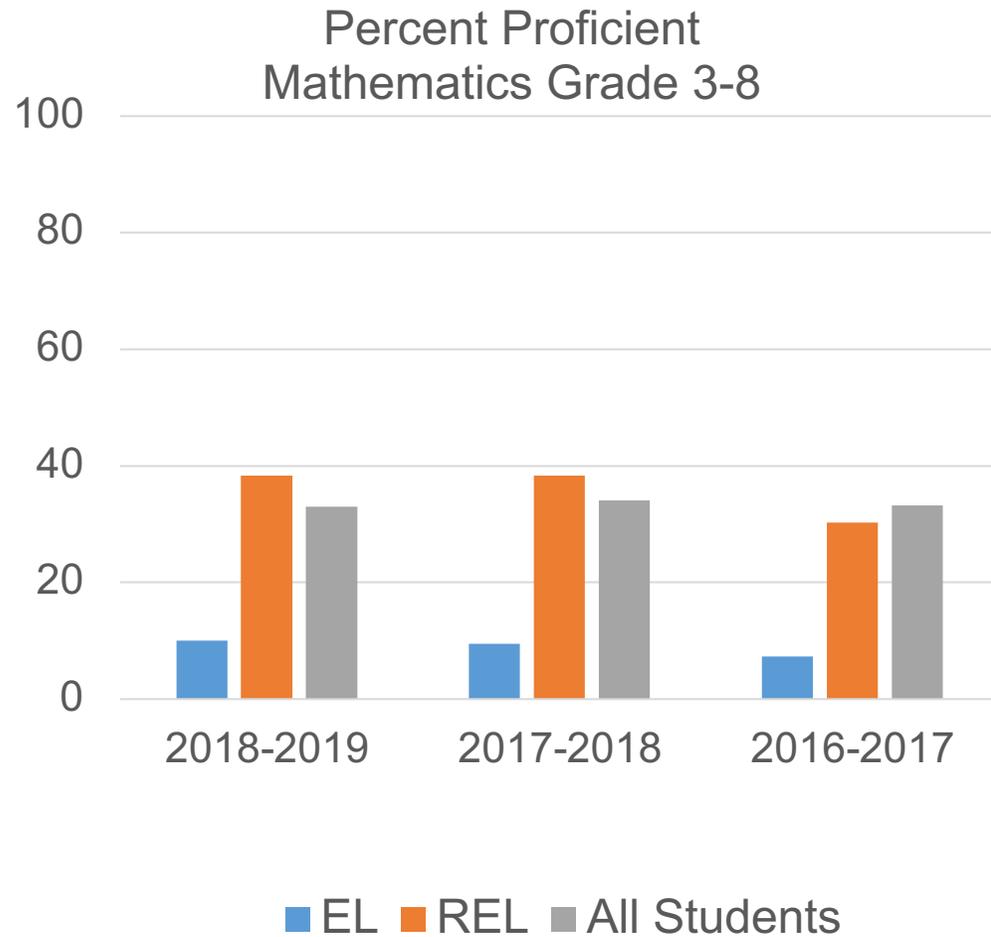
How does Maryland measure that English learners are progressing towards English language proficiency?

Schools are held accountable for students making progress towards achieving English language proficiency as part of the Accountability System and School Report Card.

Initial Year Proficiency Level	Year 2	Year 3	Year 4	Year 5	Year 6
1.0-1.9	2.0	2.9	3.6	4.1	4.5
2.0-2.9	2.9	3.6	4.1	4.5	---
3.0-3.9	3.7	4.2	4.5	---	---
4.0-4.4	4.3	4.5	---	---	---
4.5 or higher (proficiency goal met)	---	---	---	---	---

For example, if an English learner has an initial year proficiency level between a 3.0 and a 3.9, their target for their second year assessment result is 3.7, 4.2 in their third year, and 4.5 in their fourth year. A level of 4.5 or higher means the student has met Maryland's exit target.

How do English learners and recently reclassified* perform on Grade 3-8 state assessments?

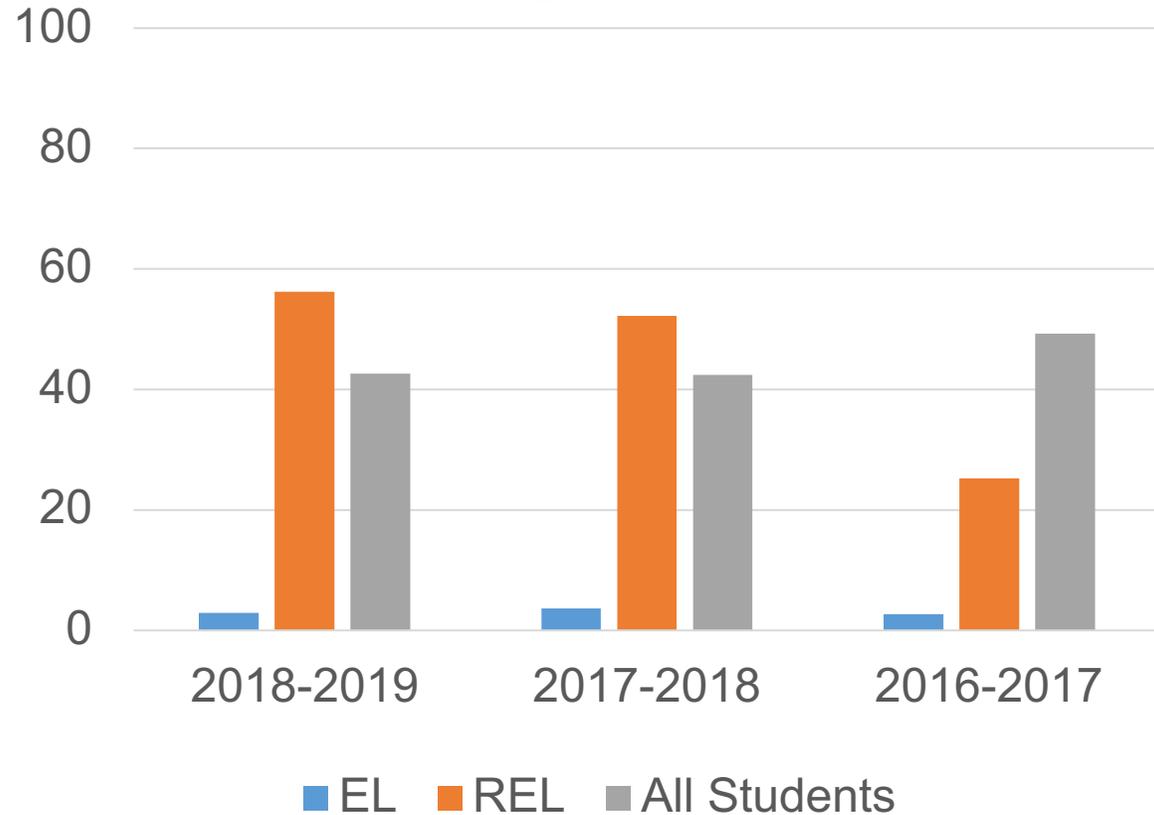


*Recently reclassified are English learners up to 2 years after exiting.

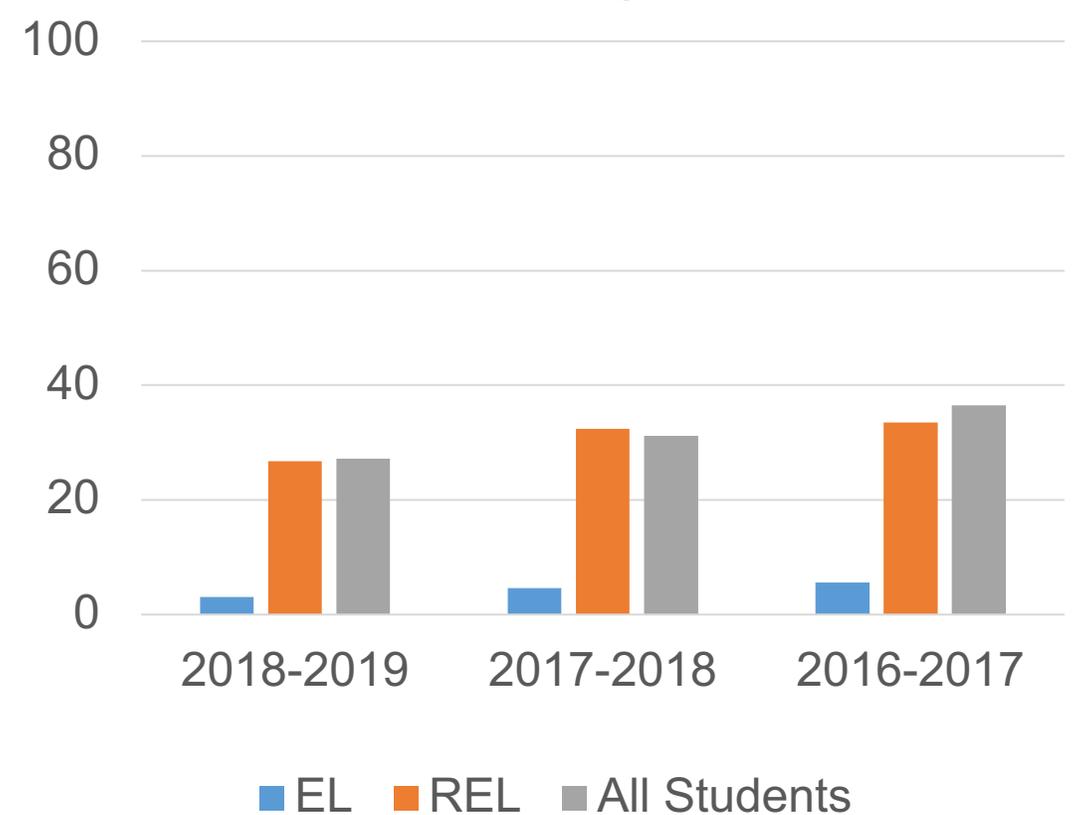
How do English learners and recently reclassified* perform on high school state assessments?



Percent Proficient English 10



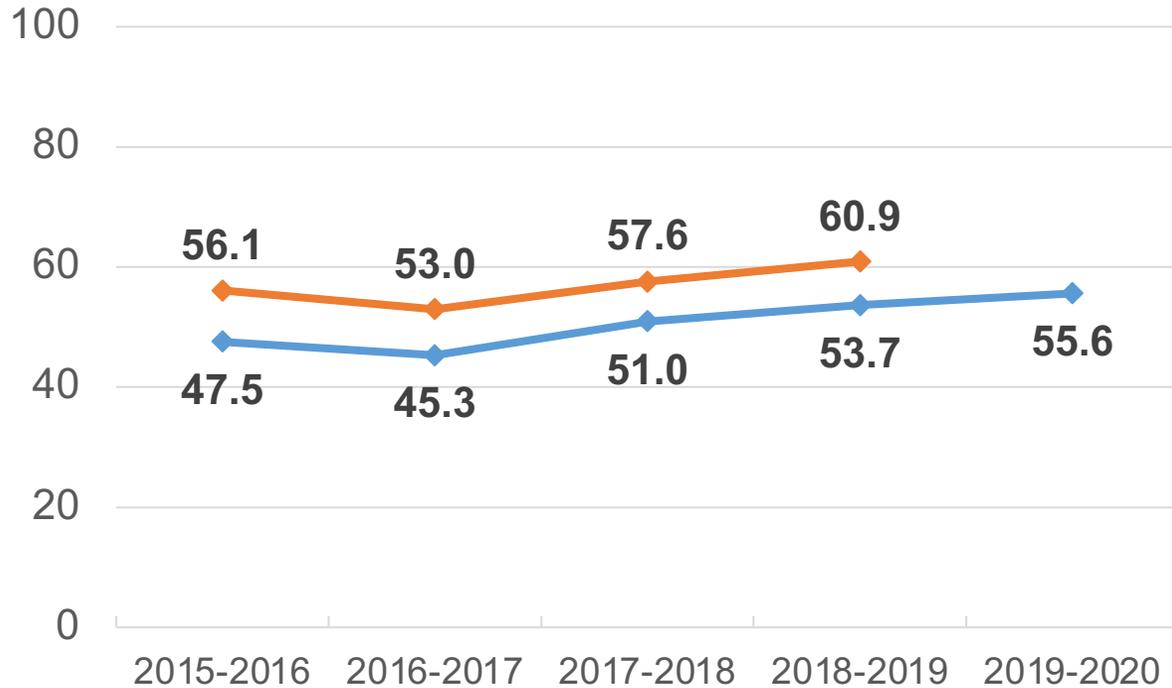
Percent Proficient Algebra I



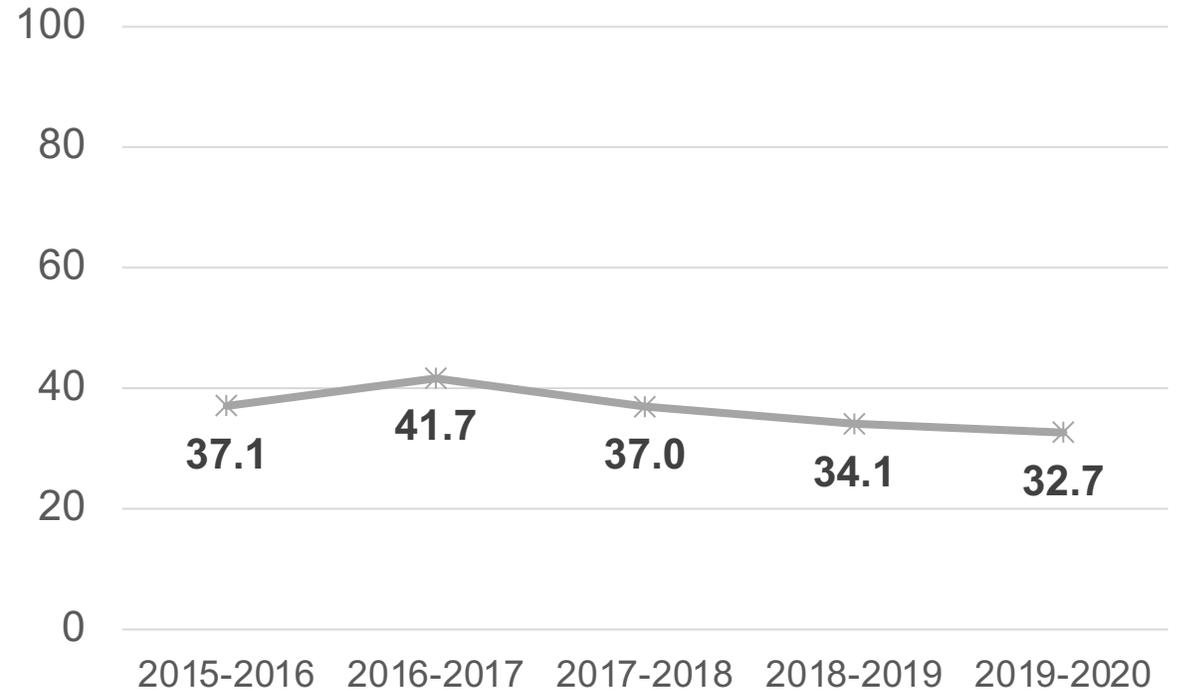
Cohort Graduation and Dropout Rates of English Learners



Cohort Graduation Rates

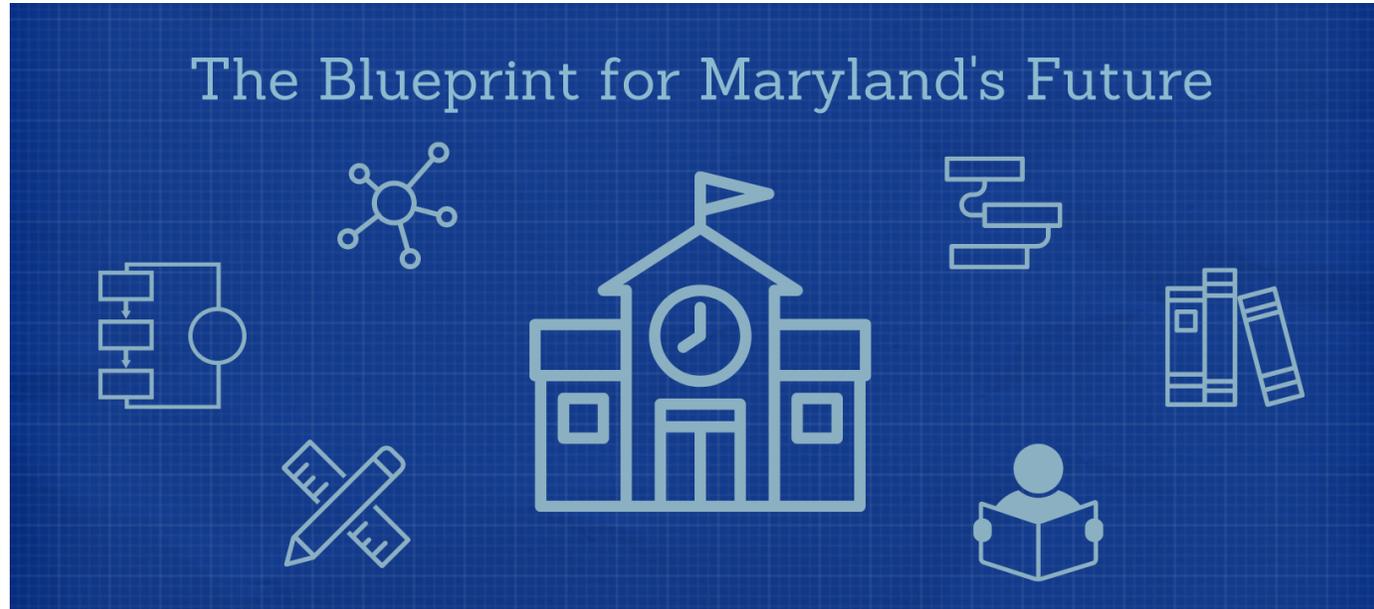


Dropout Rate



◆ 4-year cohort grad rate ◆ 5-year cohort grad rate

✱ 4-year dropout rate



[House Bill 1300](#) (2020) Blueprint for Maryland's Future (pages 231-233)

[House Bill 1372](#) (2021) Blueprint for Maryland's Future (pages 35-37)