



Mohammed Choudhury
State Superintendent of Schools

To: Members of the State Board of Education
From: Mohammed Choudhury, State Superintendent of Schools
Date: June 27, 2023
Subject: Multilingual Learner Education Panel and Data Presentation

Purpose

To provide a briefing to the State Board of Education on the educational experiences and data on Multilingual Learners in Maryland.

Background

This presentation will incorporate a panel of English learner (EL) students, also referred to as Multilingual Learners. Maryland’s English learner population is the fastest growing group of students in grades K-12 and makes up approximately 12% of the total student population. The student panel will share their experiences in Maryland schools and the impact these experiences have had on their learning. The students will also share support they received through the local education agency to ensure their success. Prior to the panel, MSDE will provide a data presentation on the performance of ELs in Maryland to date.

Action

No action is required; this information is for discussion only.

Attachments

MSDE_State-Board-EL_06272023.pdf

English Learners (ELs) in Maryland

MARYLAND STATE BOARD OF EDUCATION | June 27, 2023

Presented By | Dr. Deann Collins, Deputy Superintendent of Teaching and Learning, Laurel Williams, Coordinator of Multilingual Education, and Ilhye Yoon, Coordinator of EL/Title III



PRESENTATION OUTLINE

1. Overview of English Learners in Maryland
2. English Language Development Services
3. English Learner Academic Performance Data
4. Long-term Outcomes for English Learners
5. Workgroup on English Learners



Overview of English Learners in Maryland

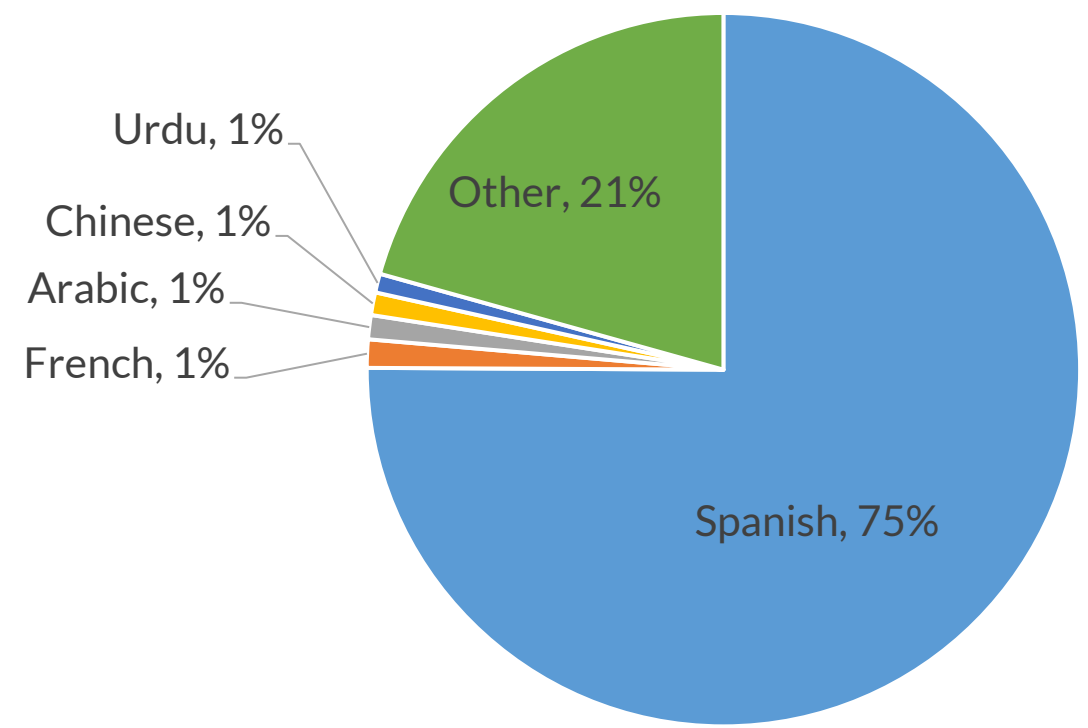
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Trends and characteristics in English learner enrollment in Maryland

Top Five Home Languages Spoken by English Learners

Three quarters of Maryland's ELs speak Spanish as their home language.

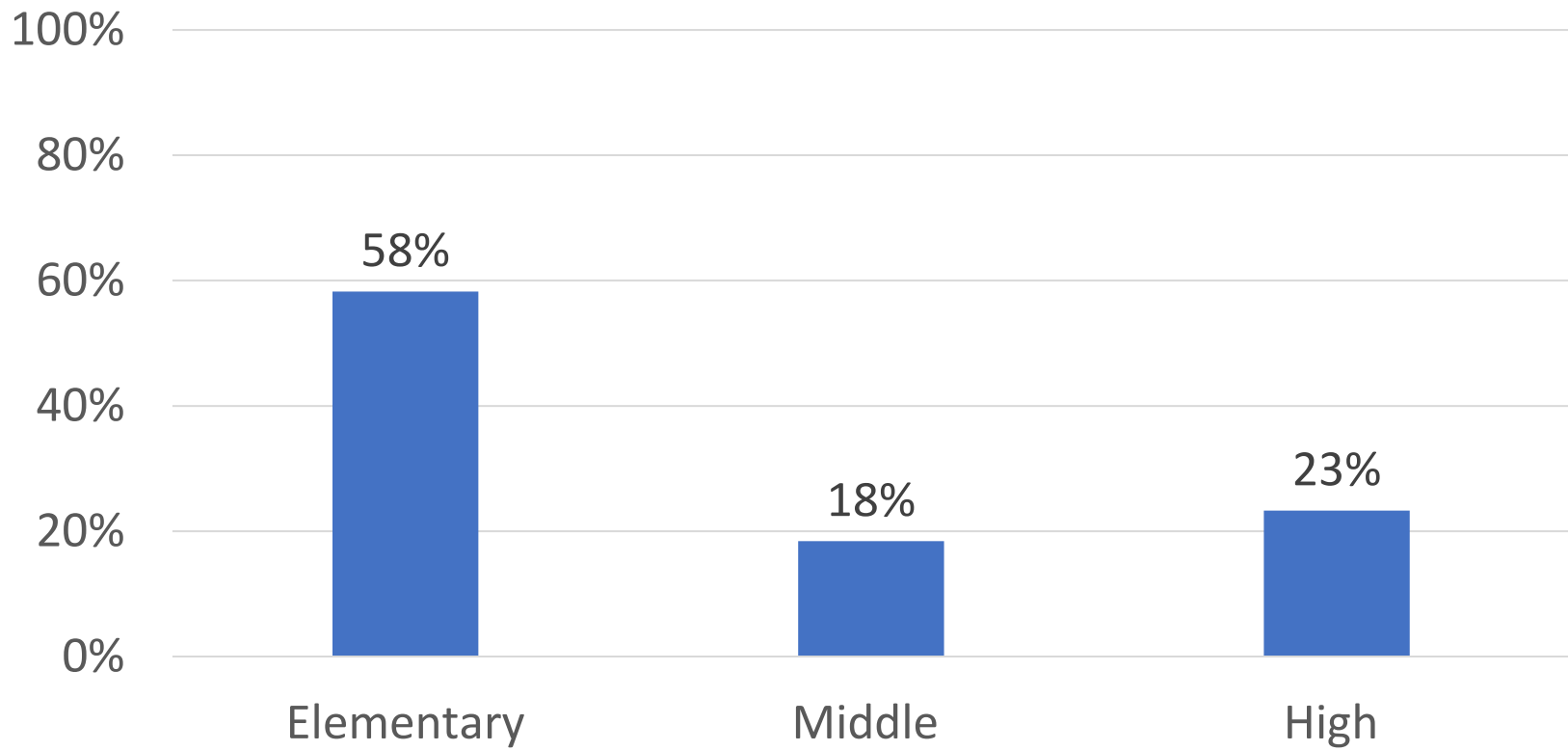
2022-2023 Home Language of English Learners



Source: 2022-2023 English Learner October Enrollment Data

English Learner Enrollment by Grade Span

More than half of Maryland’s English learners are in elementary school settings.



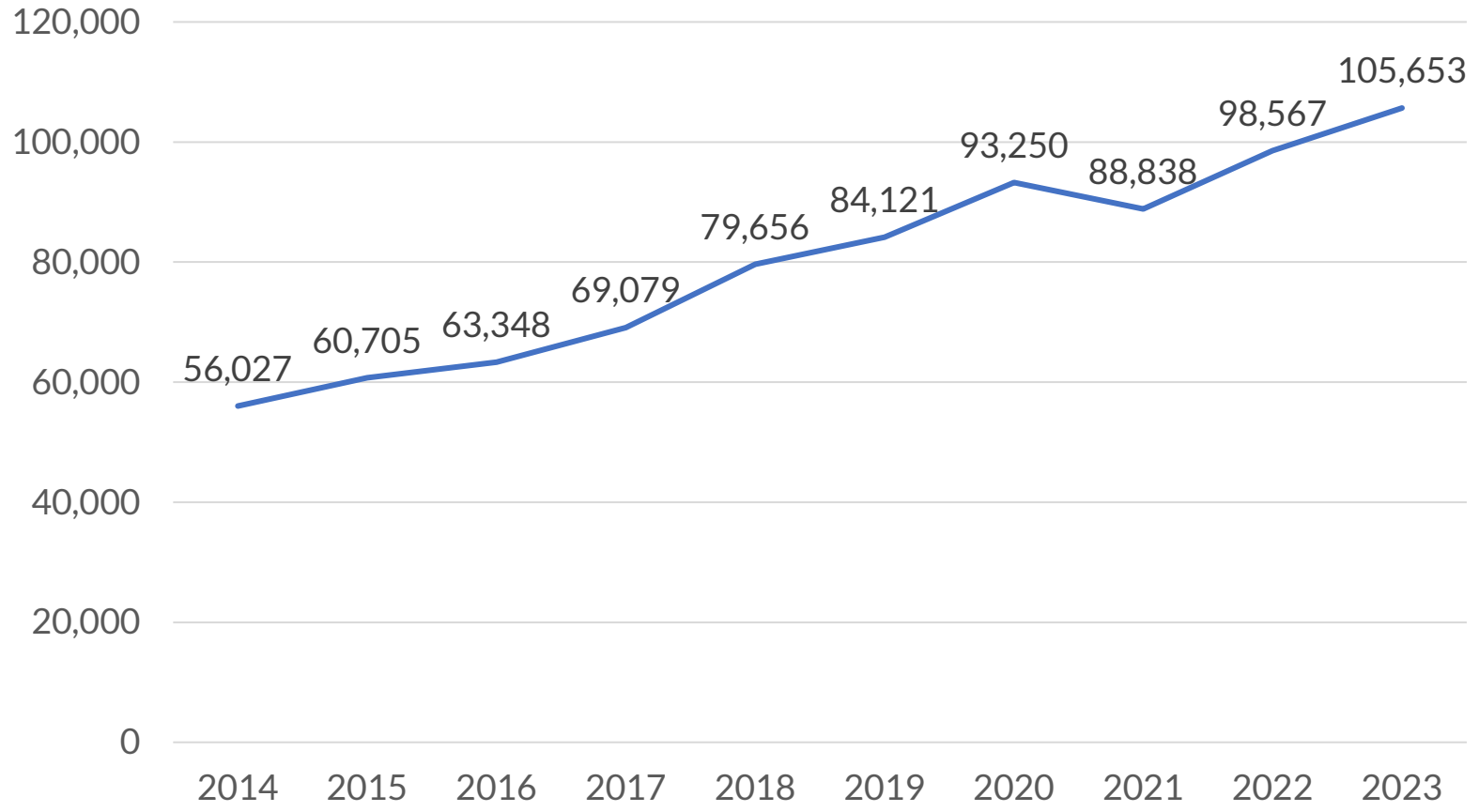
Grade Span	English Learner Count
Elementary	61,568
Middle	19,453
High	24,632
Total	105,653

Source: 2022-2023 English Learner October Enrollment Data

English Learner Student Growth

Maryland’s English learner population continues to grow following the COVID-19 pandemic.

Year	Total EL Population
2014	56,027
2015	60,705
2016	63,348
2017	69,079
2018	79,656
2019	84,121
2020	93,250
2021	88,838
2022	98,567
2023	105,653

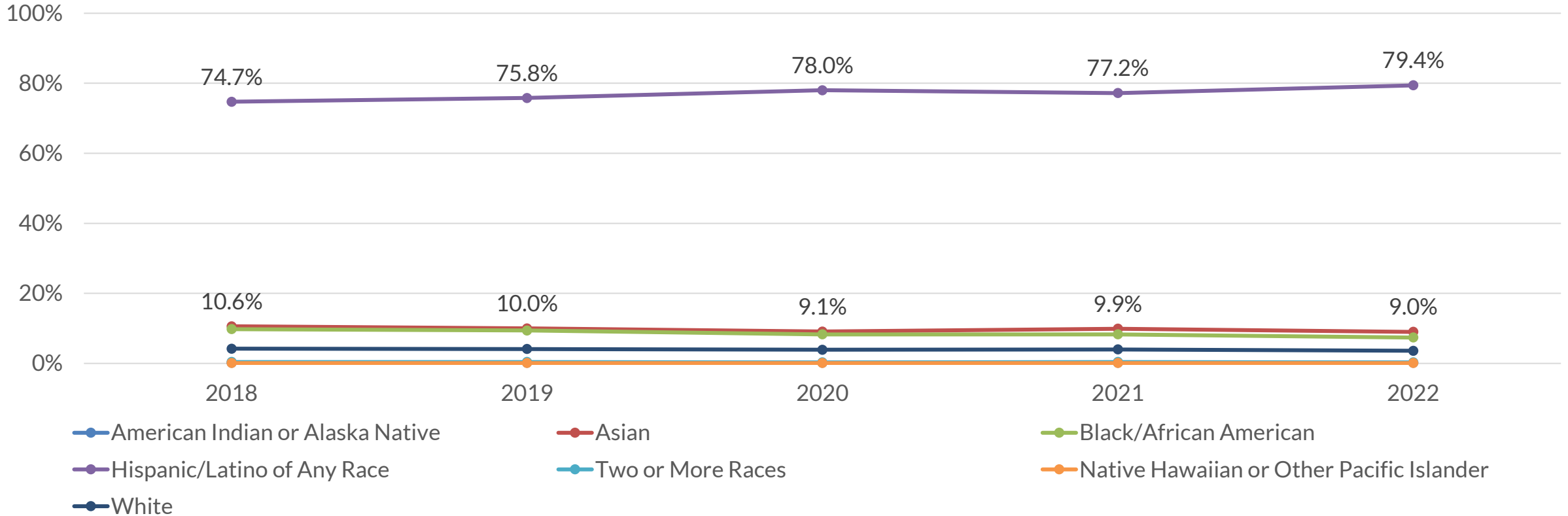


Source: Annual English Learner October Enrollment Data

Who are our English Learners? (1 of 2)

Nearly 80% of Maryland’s ELs are of Hispanic/Latino origin.

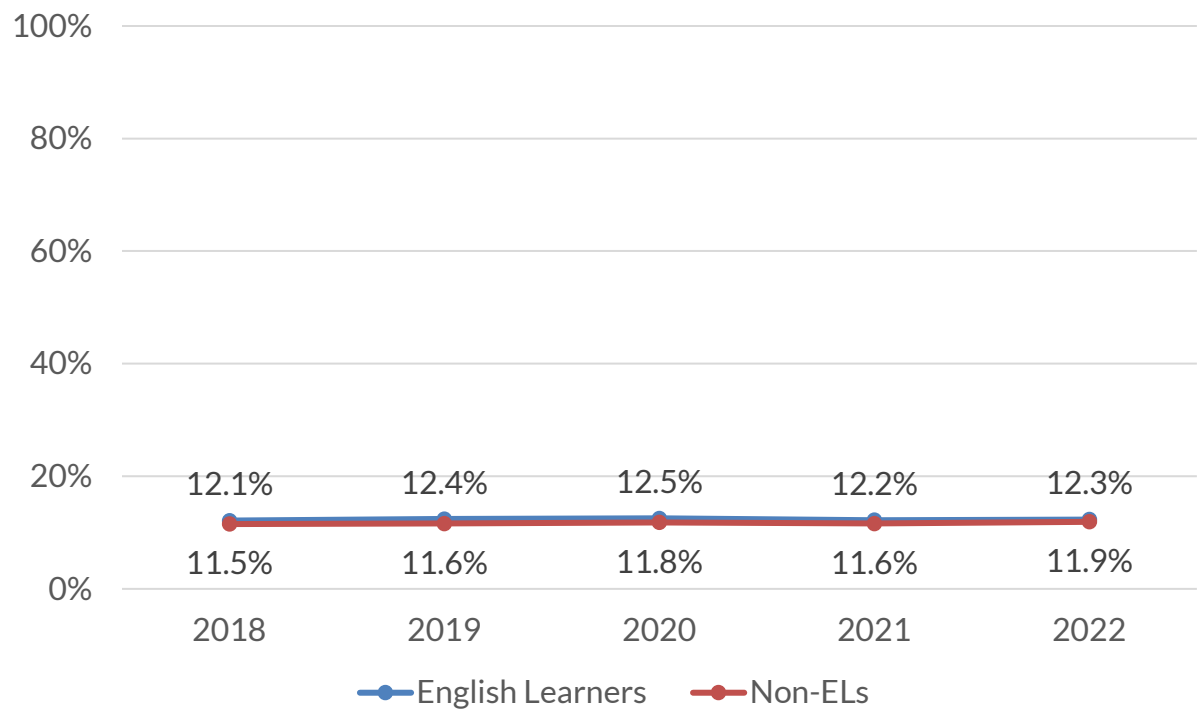
Race and Ethnicity of English Learners in Maryland



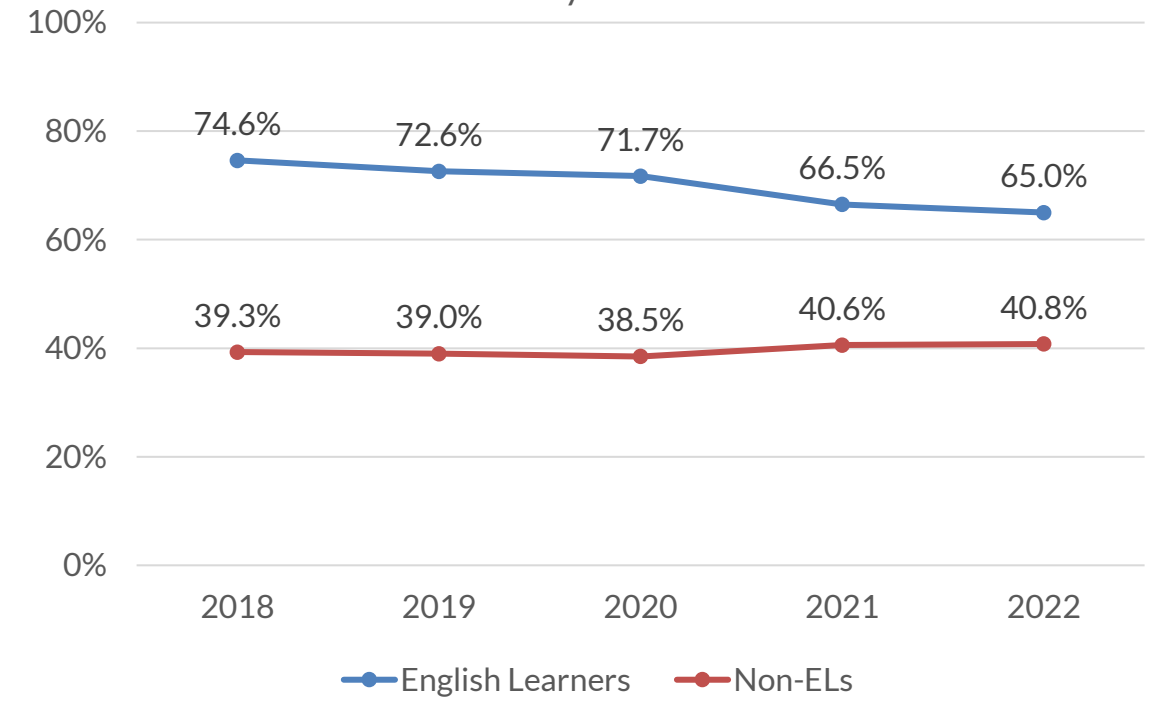
Who are our English Learners? (2 of 2)


English learners are as likely to be students with disabilities as non-English learners but more likely to be eligible for free or reduced priced meals.

Percent Students with Disabilities by EL Status



Percent Students Eligible for Free/Reduced Priced Meals By EL Status



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English Language Development Services

English learner program models, identification, and exit procedures

English Learner Program Models

Pull-out and/or Push-in English Language Development

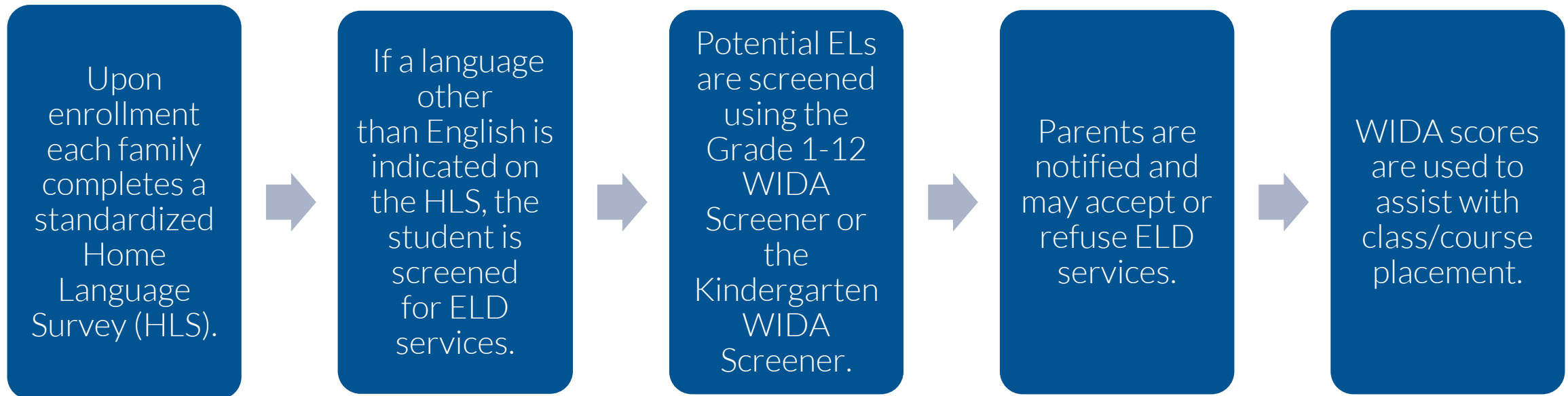
Content-based English Instruction

Sheltered English Instruction

Dual Language Programs

- One-way Immersion: Frederick County
- Two-way Immersion: Baltimore City, Montgomery County Public Schools, and Prince George's County Public Schools

How are ELs identified and placed into ELD services?



What is Maryland's current exit procedure and requirements?

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.

How do English learners exit EL status in Maryland?


English learners who score at proficiency level 4.5 or higher (WIDA ACCESS) or P2 (Alternate ACCESS) can exit from ELD services.

Entering 1	Emerging 2	Developing 3	Expanding* 4	Bridging 5
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*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.

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 (Alternate ACCESS for ELLs). When these students achieve an overall proficiency level of P2, they are designated as RELs.

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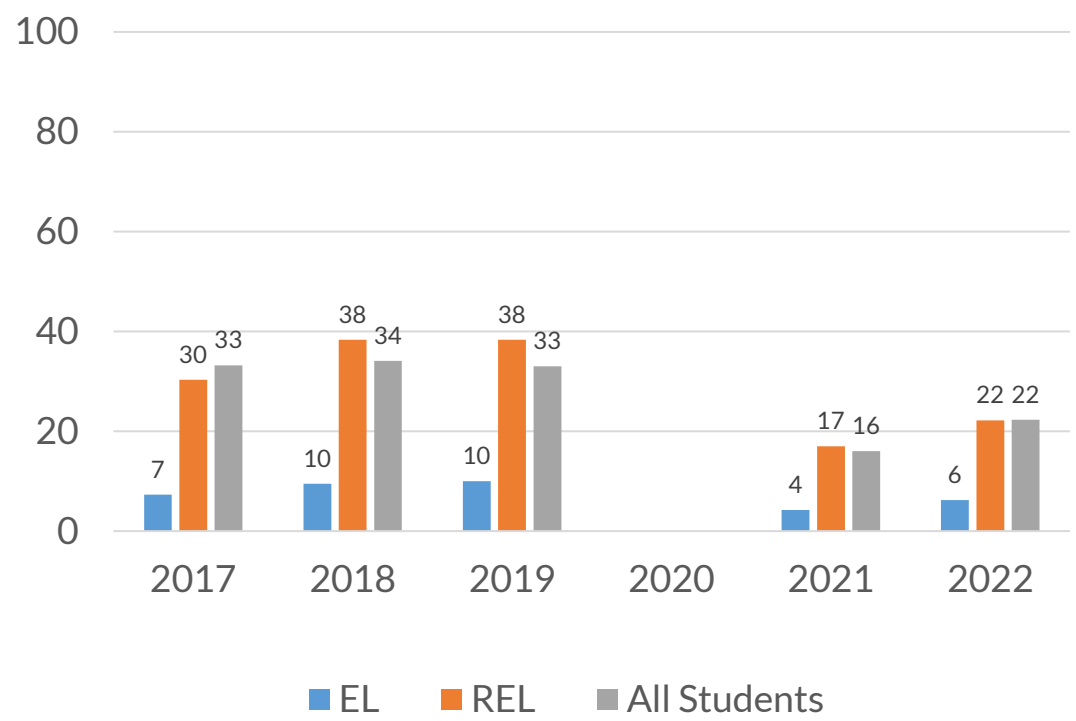
English Learner Academic Performance Data

Trends in English learner performance on ELA and math MCAP

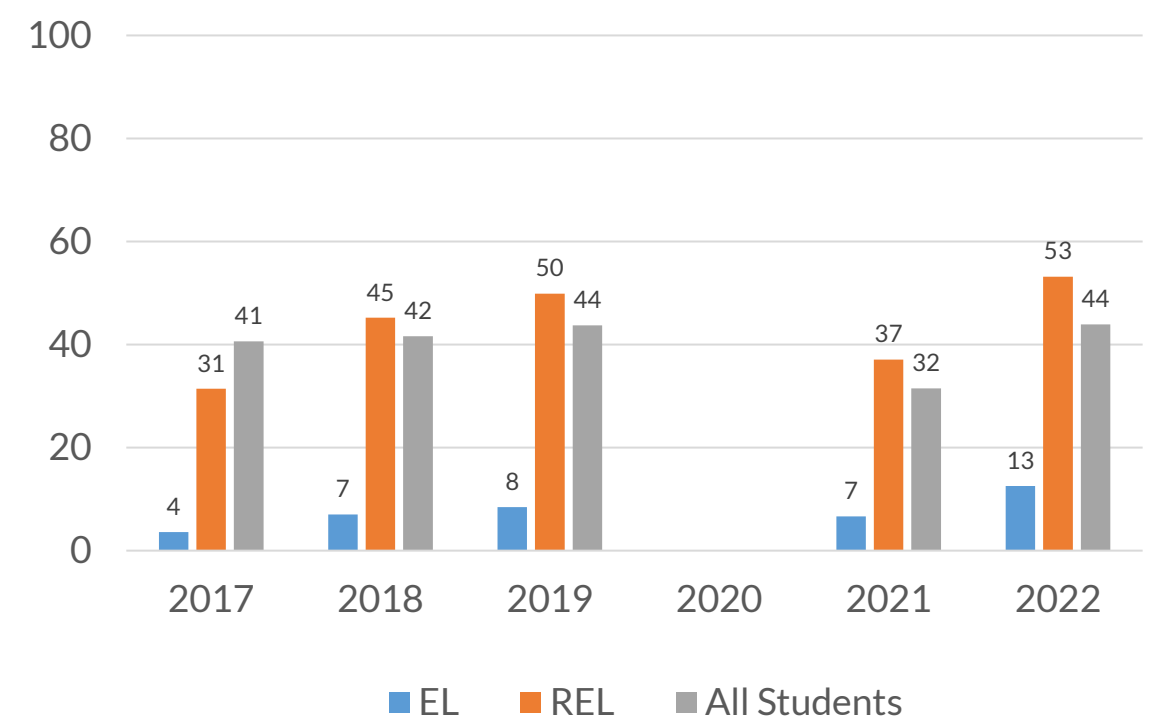
Assessment Performance on Grades 3-8 State Assessments

Reclassified English learners (RELs) often outperform their native English-speaking peers in grades 3-8 state assessments.

Mathematics Grade 3-8



English Language Arts 3-8

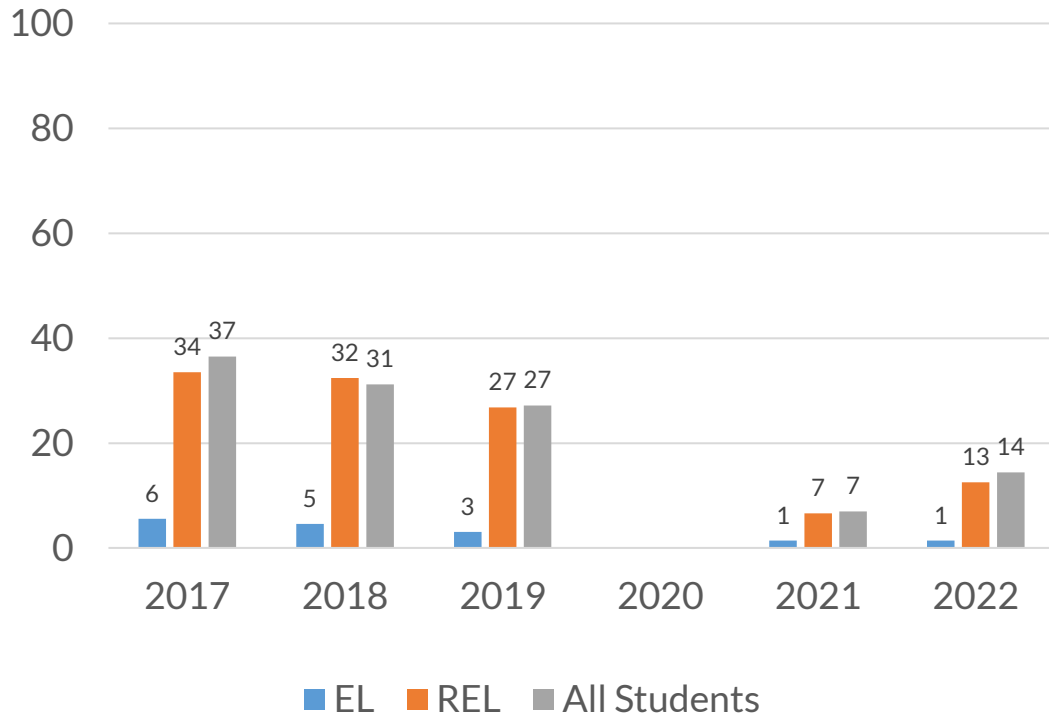


Note: REL=Reclassified English learners are students who have exited English language development services. Assessments were not administered in 2020 due to the COVID-19 pandemic.

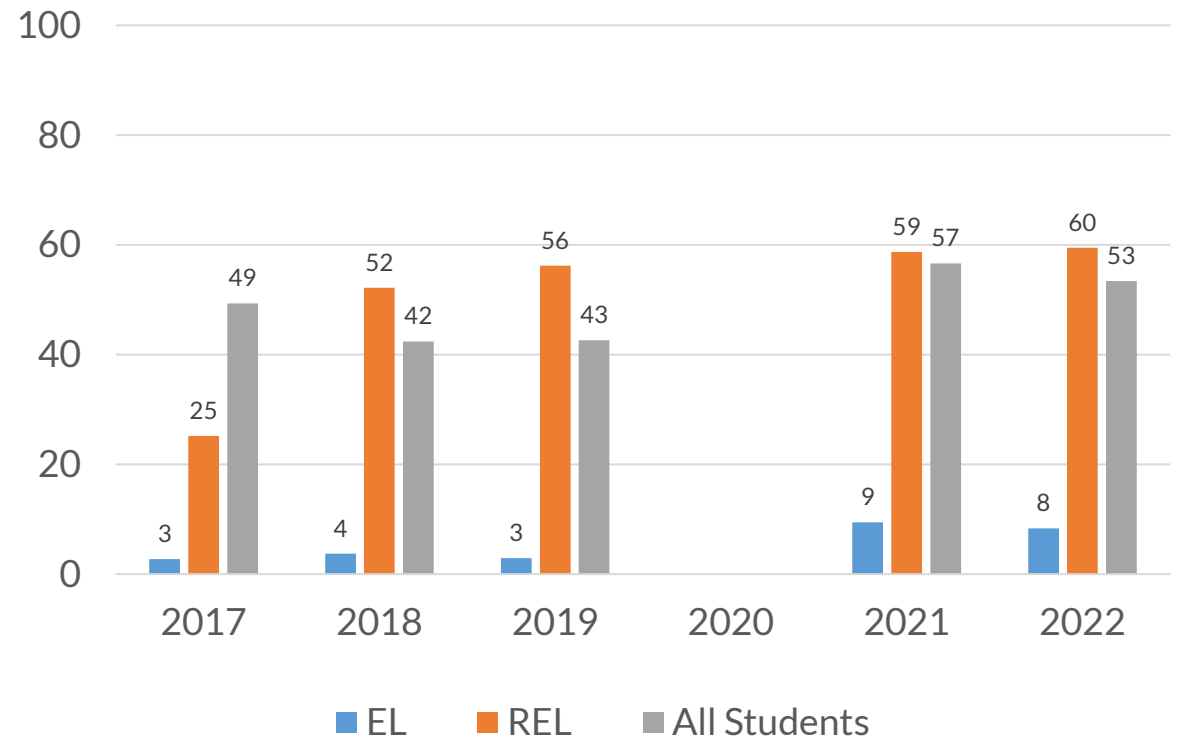
High School State Assessment Performance

REs perform similarly to their native English-speaking peers on math and English Language Arts high school state assessments.


Algebra I



English 10



Note: REL=Reclassified English learners are students who have exited English language development services. Assessments were not administered in 2020 due to the COVID-19 pandemic.

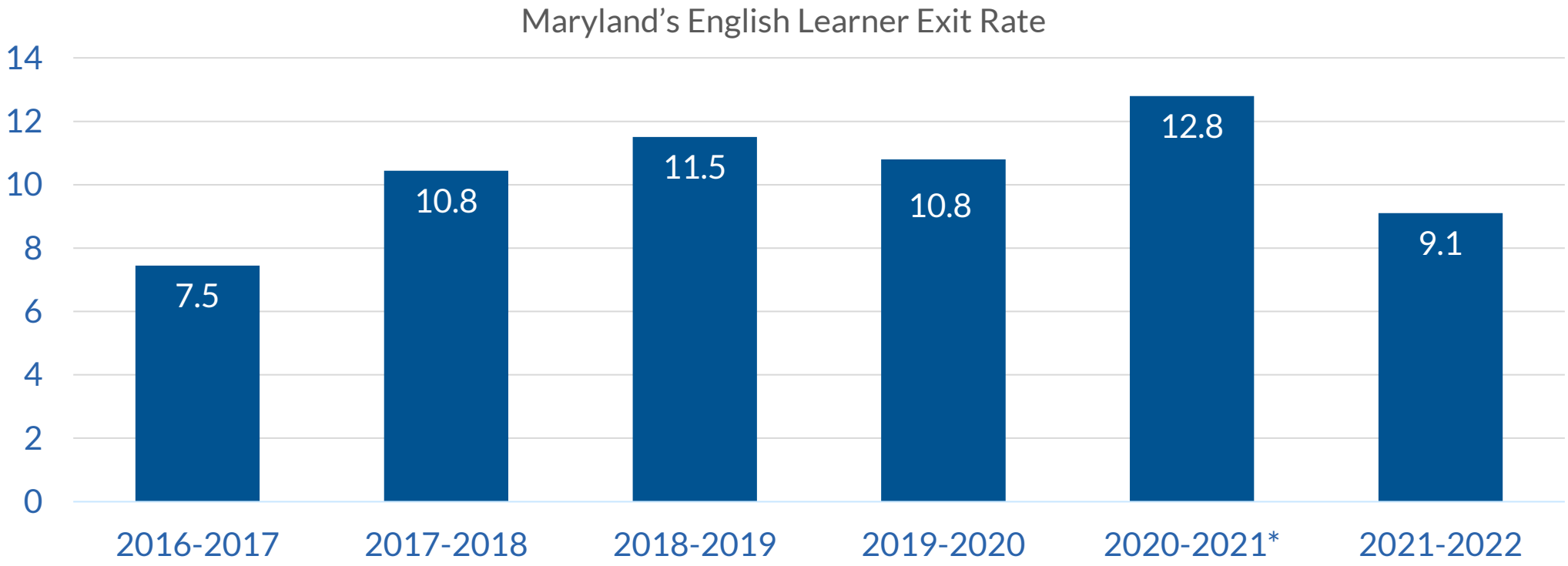
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Long-term Outcomes for English Learners

Trends in English learner exit, graduation, dropout, and postsecondary enrollment rates

How many English Learners achieve English proficiency annually?

Maryland’s EL exit rate follows the national downward trend after the COVID-19 pandemic.

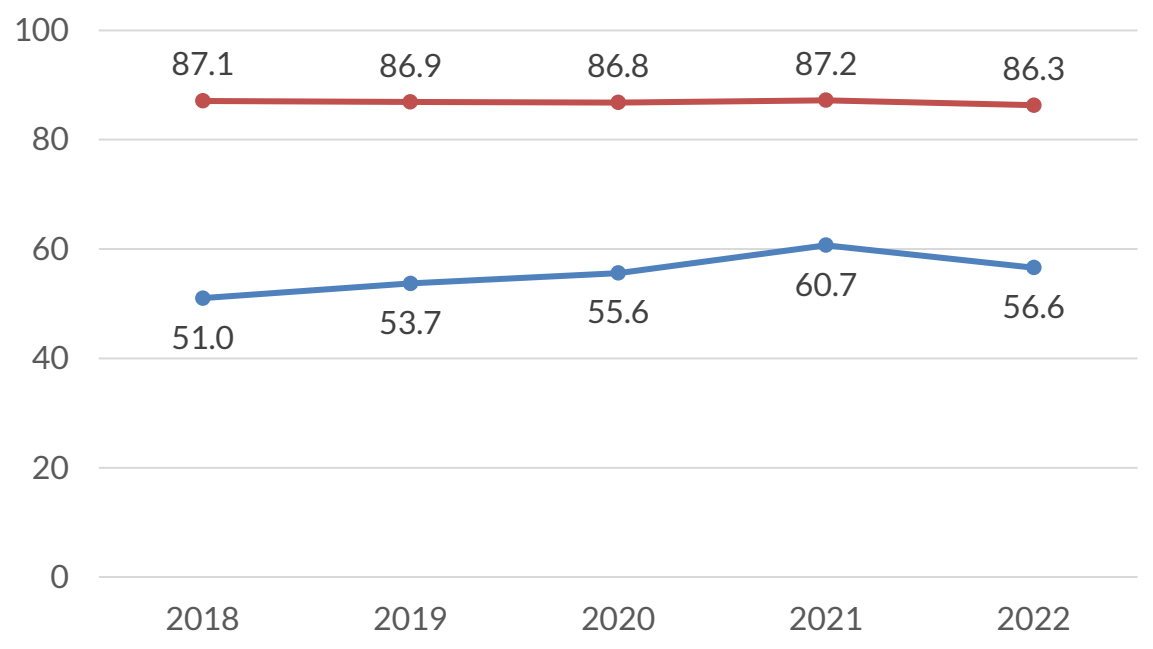


* Limited English language proficiency assessment administration in 2020-2021

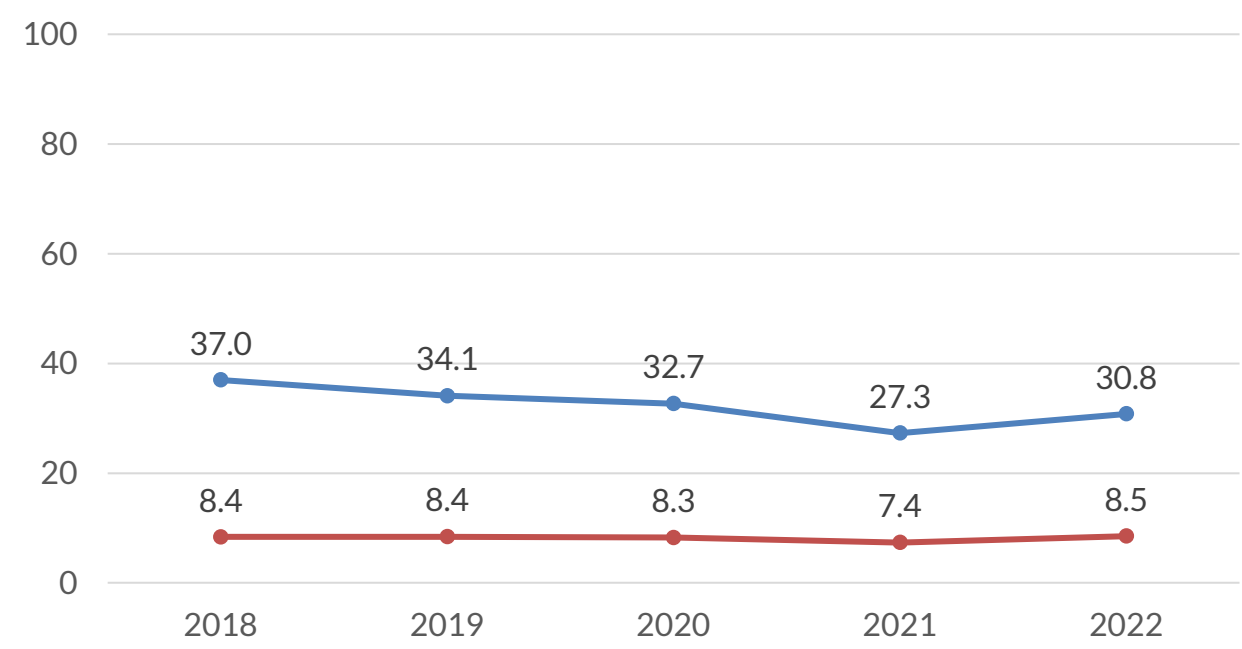
Cohort Graduation and Dropout Rates

English learners' graduation rates are 30 percentage points lower than all students.

4-Year Cohort Graduation Rates



4-Year Cohort Dropout Rates

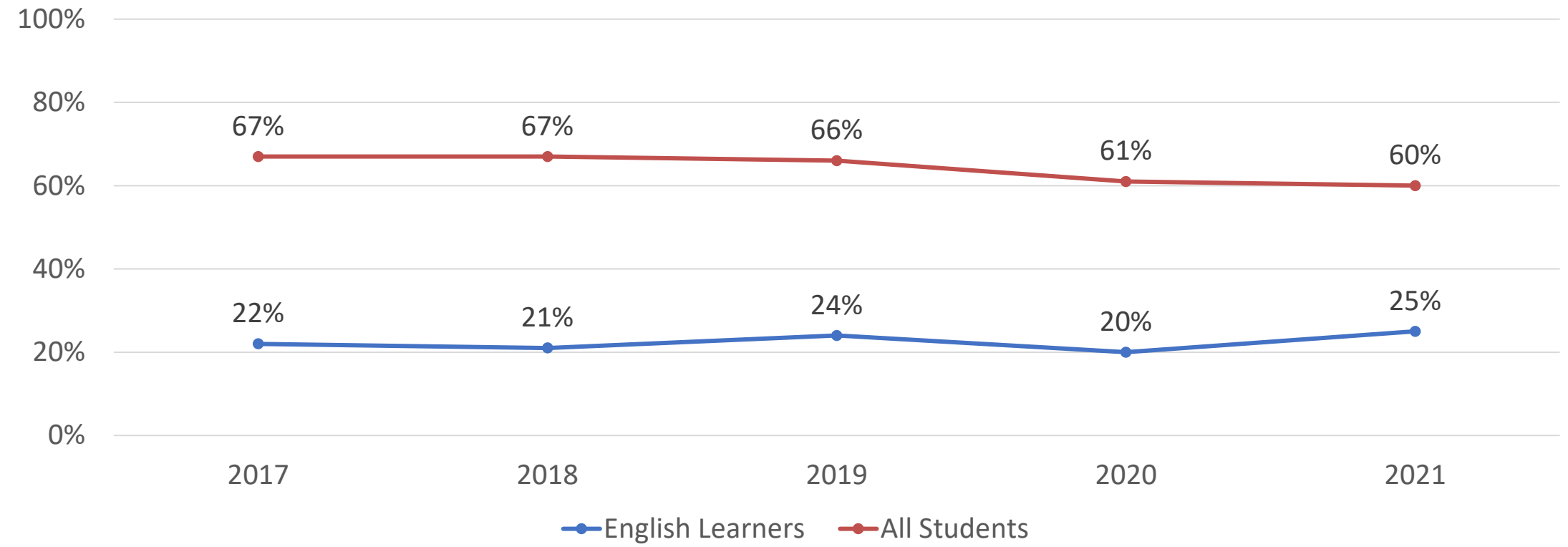


— English Learners — All Students

College Enrollment

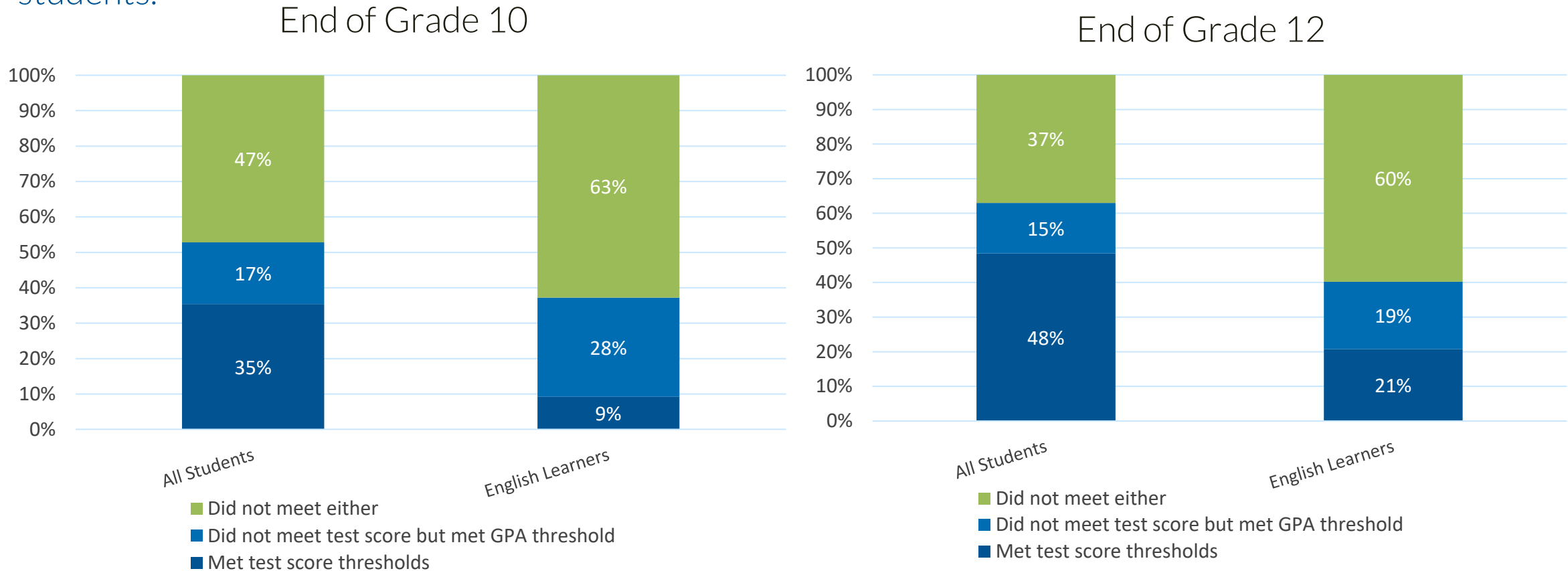
In 2021, a quarter of English learners enrolled in a postsecondary institution within 12 months of graduating from high school.

College Enrollment within 12 months of Graduation




College and Career Readiness (CCR)

The interim CCR standard would have identified one in eleven English learners (EL) as college and career ready by the end of grade 10 but a GPA threshold would identify three times more EL students.



Analysis applies the interim CCR standard to a cohort of students with a first ninth grade year of 2015-2016 and uses a GPA threshold of 2.8.

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Workgroup on English Learners

Overview and recommendations from MSDE's Workgroup on English Learners

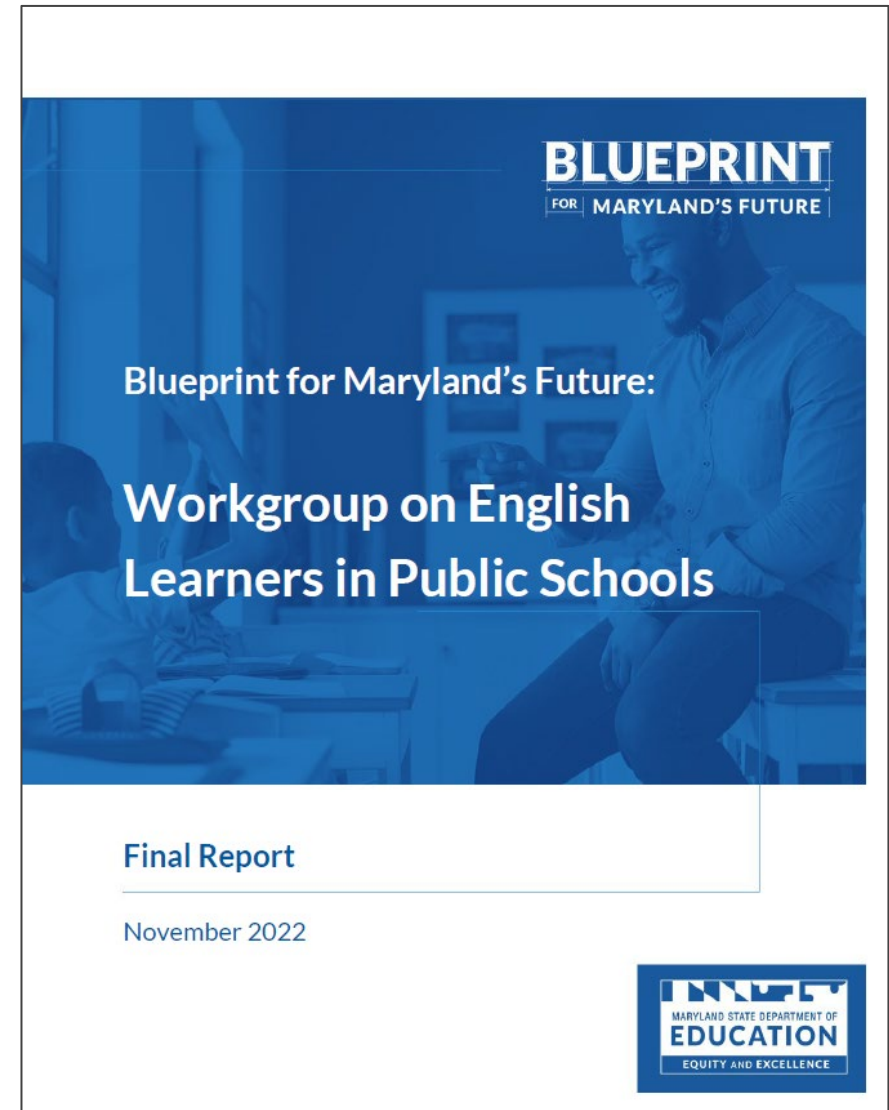
Workgroup Members and Meetings

Membership included legislators, educators, stakeholders, advocates, university professors, and experts from within Maryland and across the country.

The EL Workgroup held a series of **16 meetings** from August 2021 to October 2022.

The Blueprint directed The Workgroup on ELs to

- Collect data on English learner services .
- Review methods of teaching and providing other services to English learners.
- Make recommendations on improving the education of English learners.
- **Submit reports** on the research and recommendations of the Workgroup.



Overview of Recommendations (1 of 2)

1. Support and Sustain Multilingualism by Promoting an Asset-Based Approach
2. Equitable Engagement and Communication with Multilingual Families
3. Implementation of Instructional Programs to Support ELs
 - a. Scale **Two-Way Immersion** Programs
 - b. **Literacy Instruction Aligned to the Science of Reading** that Meets the Needs of ELs
 - c. Effective **English Language Development (ELD)** Programs
4. Assessment and Accountability Systems to Support ELs
 - a. **Equitable and Valid Assessments** for English Learners
 - b. **Transparent and Equitable Accountability and Reporting** for ELs at All Stages of English Language Development
 - c. New and **Expanded Ways to Reclassify** ELs

Overview of Recommendations (2 of 2)

5. Teacher Preparation Policies to Support ELs
 - a. All Teachers Prepared to Serve English Learners
 - b. Maryland Bilingual Teacher Certification
 - c. Teacher Pipeline
6. Identification and Support for Young English Learners
7. Support for Students With Limited or Interrupted Formal Education (SLIFE)
8. Equitable Access to College and Career Readiness (CCR) Curriculum and Pathways
9. Funding Allocations and Spending Decisions that Support Success for ELs