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

Opening Meeting
August 17, 2021

Agenda

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

Introductions

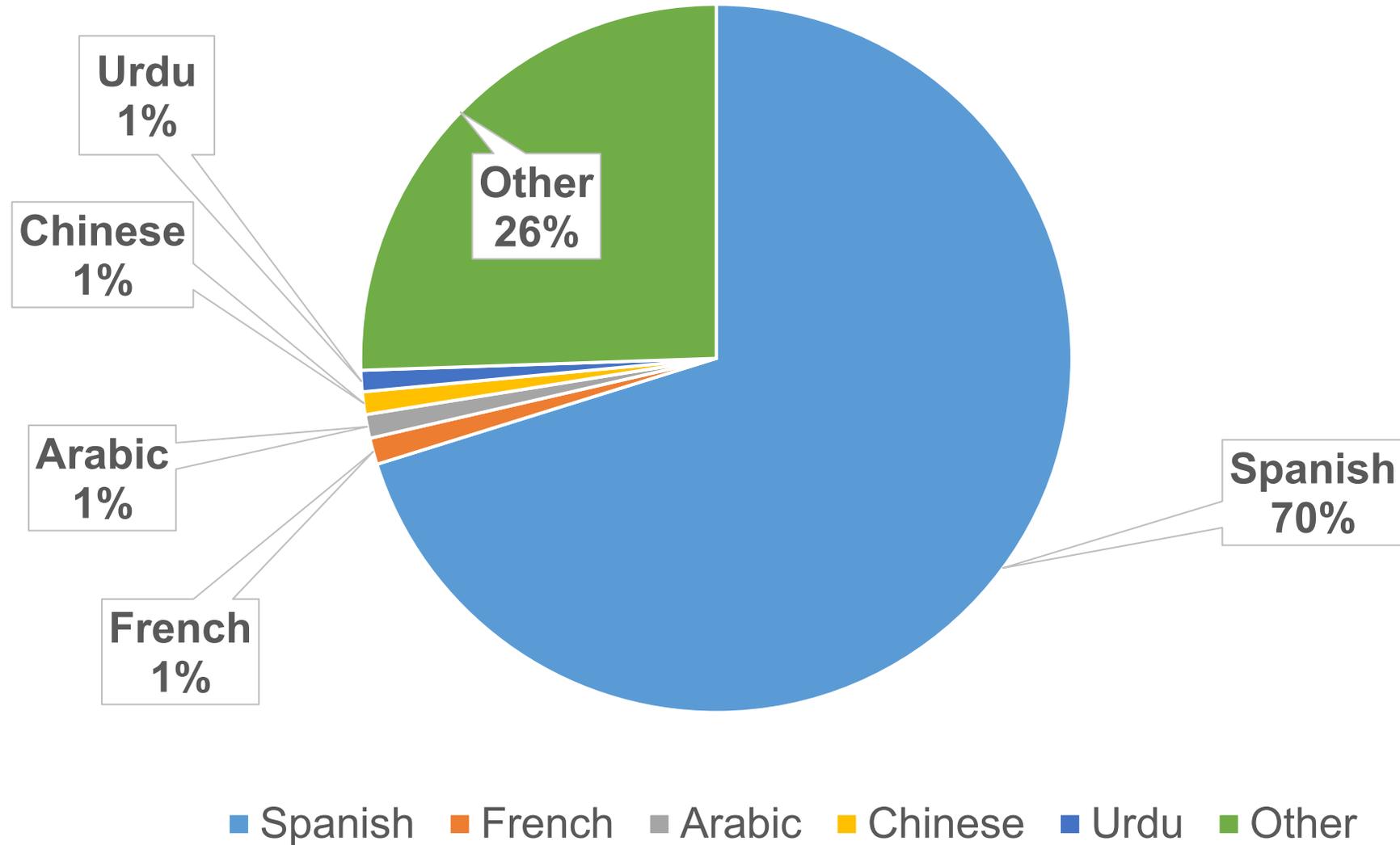| Please introduce yourself in this order:	
1. Julia Chavez	13. Elena Sorto
2. Drew Fagan (unable to attend)	14. Susan Spinnato
3. Amir Francois	15. Diego Toledo
4. Libia Gil	16. Jonathan Turner (unable to attend)
5. Niki Hazel (unable to attend)	17. Isela Vidals
6. Lucy Hernandez	18. Judy Walker
7. Senator Cheryl Kagan	19. Delegate Alonzo Washington
8. Eric Louers-Phillips	20. Conor Williams
9. Kia McDaniel	21. Laurel Williams
10. Paula Moore (unable to attend)	22. Min Woo
11. Anjali Pandey	23. Ilhye Yoon
12. Matthew Peters	

Source: 2020-21 October EL enrollment survey

What language do most English learners speak in Maryland?

Pie chart showing languages spoken by English learners in Maryland:
- Spanish 70%
- French 1%
- Arabic 1%
- Chinese 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

12% of total K-5 population

7% of total 6-8 population

7% of total 9-12 population

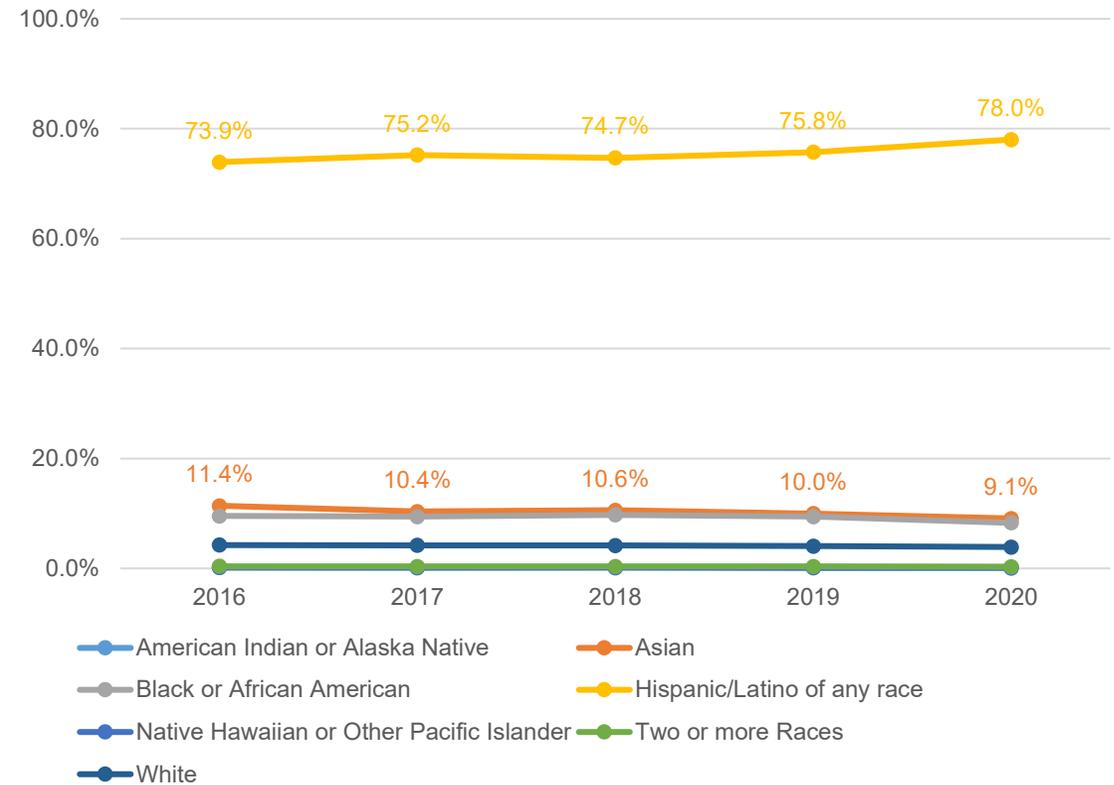**55,329** (K-5)

15,123 (6-8)

18,386 (9-12)
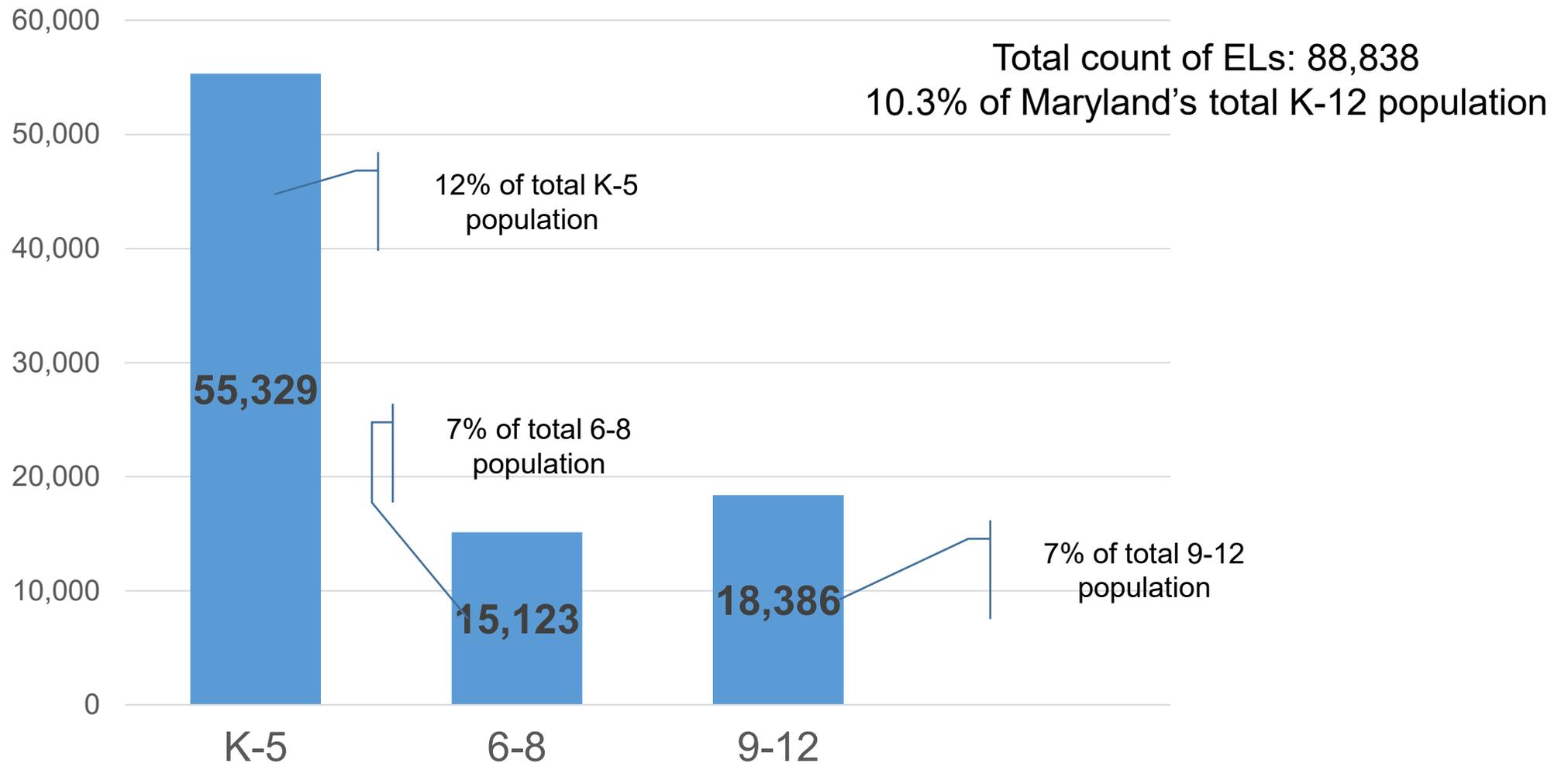
Source: 2020-21 October EL enrollment survey

Who are our English learners?

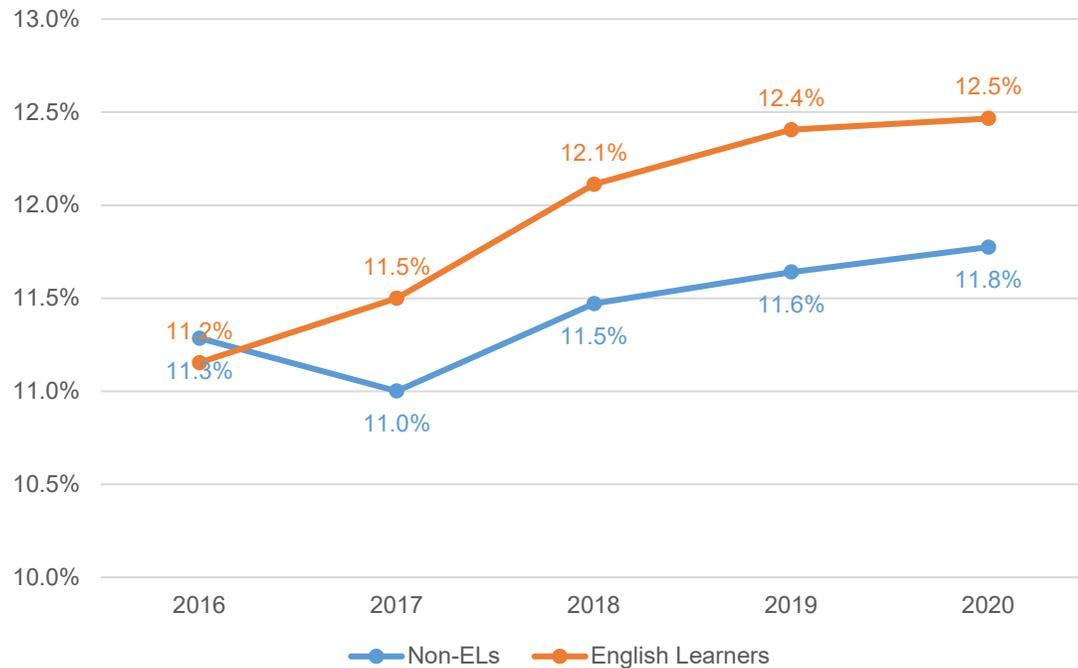## % of Students Eligible for Free and Reduced Priced Meals by EL Status

English Learners: 77.0% (2016), 75.6% (2017), 74.6% (2018), 72.6% (2019), 71.7% (2020)

Non-ELs: 41.8% (2016), 39.9% (2017), 39.3% (2018), 39.0% (2019), 38.5% (2020)

Legend: Non-ELs, English Learners
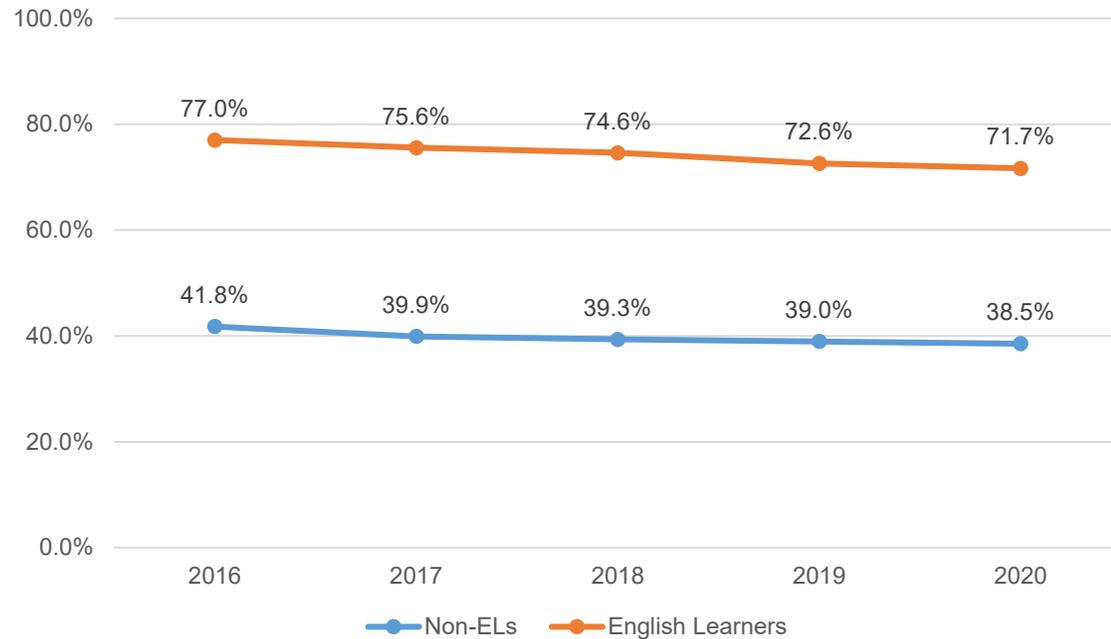
Racial Makeup of ELs in Maryland

Hispanic/Latino of any race: 73.9% (2016), 75.2% (2017), 74.7% (2018), 75.8% (2019), 78.0% (2020)

Asian: 11.4% (2016), 10.4% (2017), 10.6% (2018), 10.0% (2019), 9.1% (2020)

Legend: 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

Line chart, 2016–2020:

Non-ELs: 2016: 11.3%, 2017: 11.0%, 2018: 11.5%, 2019: 11.6%, 2020: 11.8%

English Learners: 2016: 11.2%, 2017: 11.5%, 2018: 12.1%, 2019: 12.4%, 2020: 12.5%

% Gifted and Talented Students by EL Status

Bar chart:

2019 — English Learners: 1.3%, Reclassified ELs: 24.4%, Non-ELs: 15.9%

2020 — English Learners: 1.1%, Reclassified ELs: 22.8%, Non-ELs: 15.5%
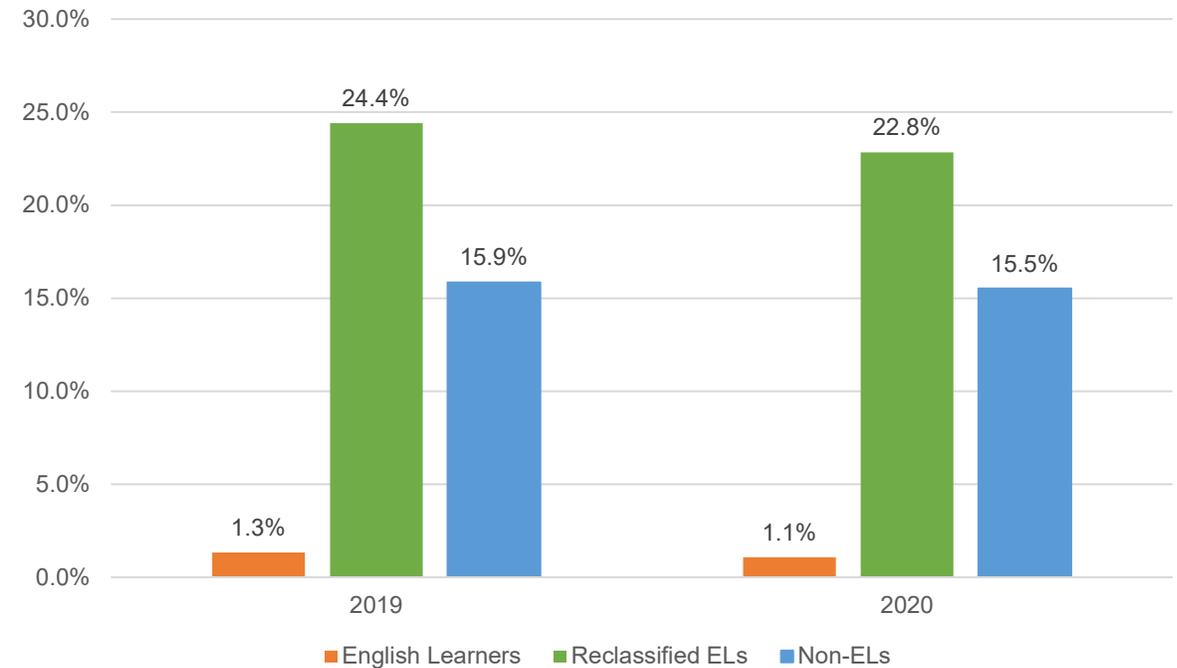
Where are English learners in Maryland?

2020-2021 Enrollment
Total count of English learner: 88,838

Garrett 11
Allegany 20
Washington 586
Carroll 329
Frederick 2,872
Harford 778
Cecil 297
Baltimore 8,807
Baltimore City 7,114
Kent 75
Howard 3,367
Montgomery 26,370
Anne Arundel 6,586
Queen Anne's 310
Caroline 437
Talbot 478
Prince George's 27,478
Calvert 160
Charles 912
Dorchester 179
Wicomico 1143
St. Mary's 277
Somerset 111
Worcester 141

0 - 500
500 - 1500
1500 - 5000
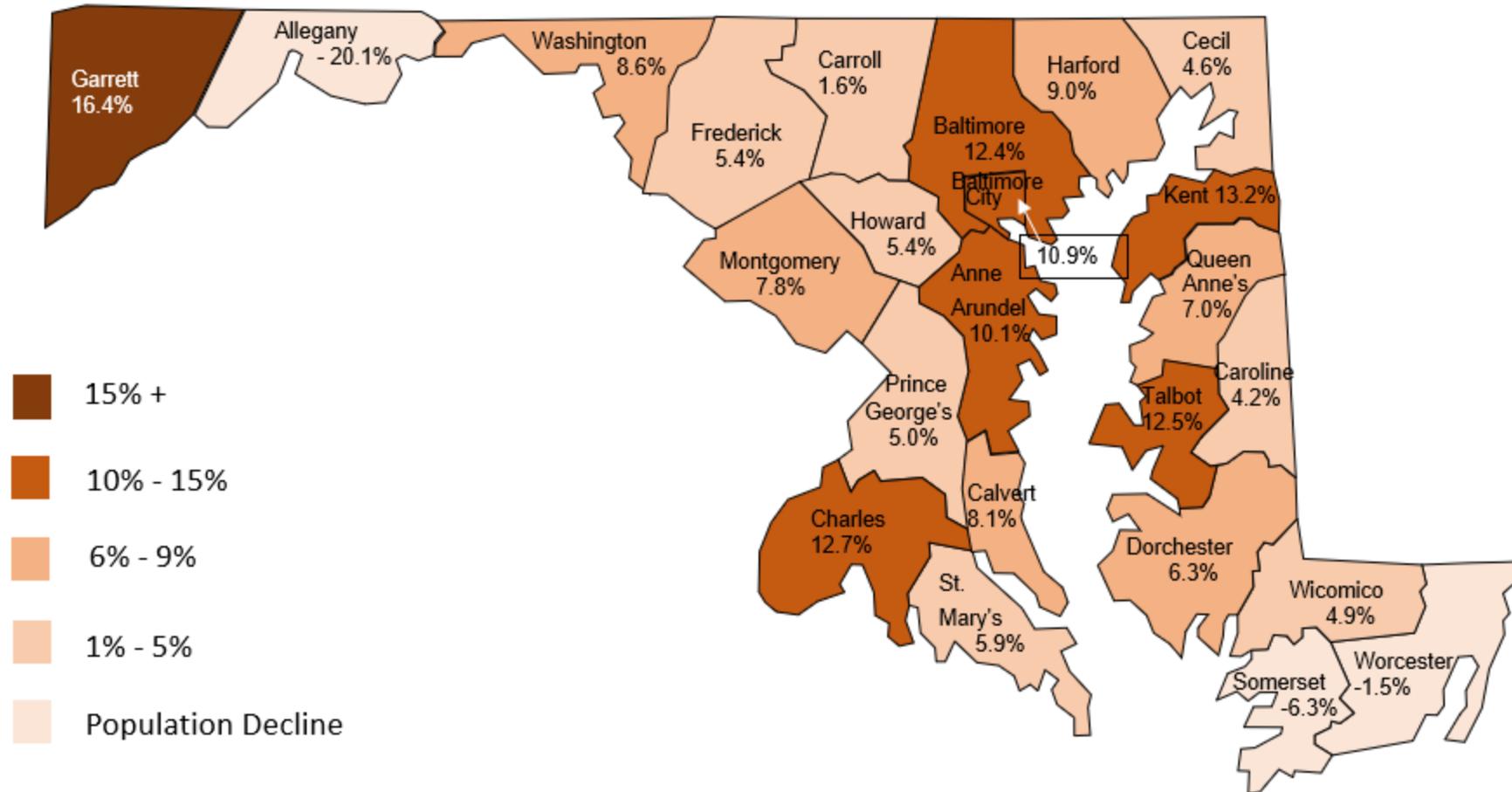5,000 +
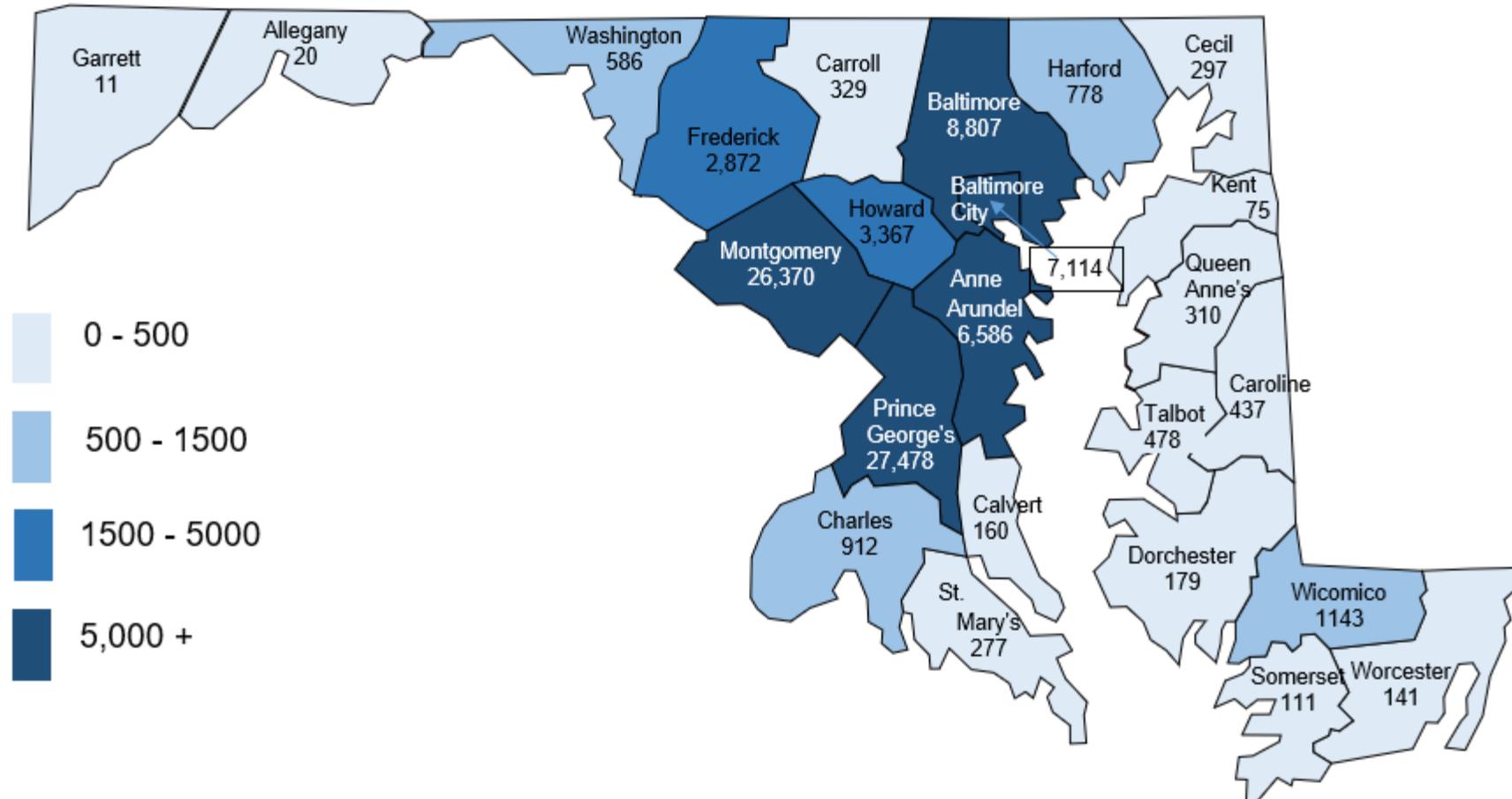
Where are English learners concentrated in Maryland?

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

Legend:
- 11% +
- 6% - 10%
- 4% - 5%
- 2% - 3%
- 0 – 1%

Map data:
- Garrett 0.3%
- Allegany 0.2%
- Washington 2.8%
- Carroll 1.4%
- Frederick 6.8%
- Cecil 2.1%
- Harford 2.1%
- Baltimore 8.1%
- Baltimore City 9.5%
- Kent 4.3%
- Howard 6%
- Montgomery 16.8%
- Anne Arundel 8.1%
- Queen Anne's 4.3%
- Prince George's 21.5%
- Talbot 11.1%
- Caroline 8.2%
- Charles 3.5%
- Calvert 1.1%
- Dorchester 4%
- St. Mary's 1.7%
- Wicomico 8.2%
- Somerset 4.2%
- Worcester 2.2%
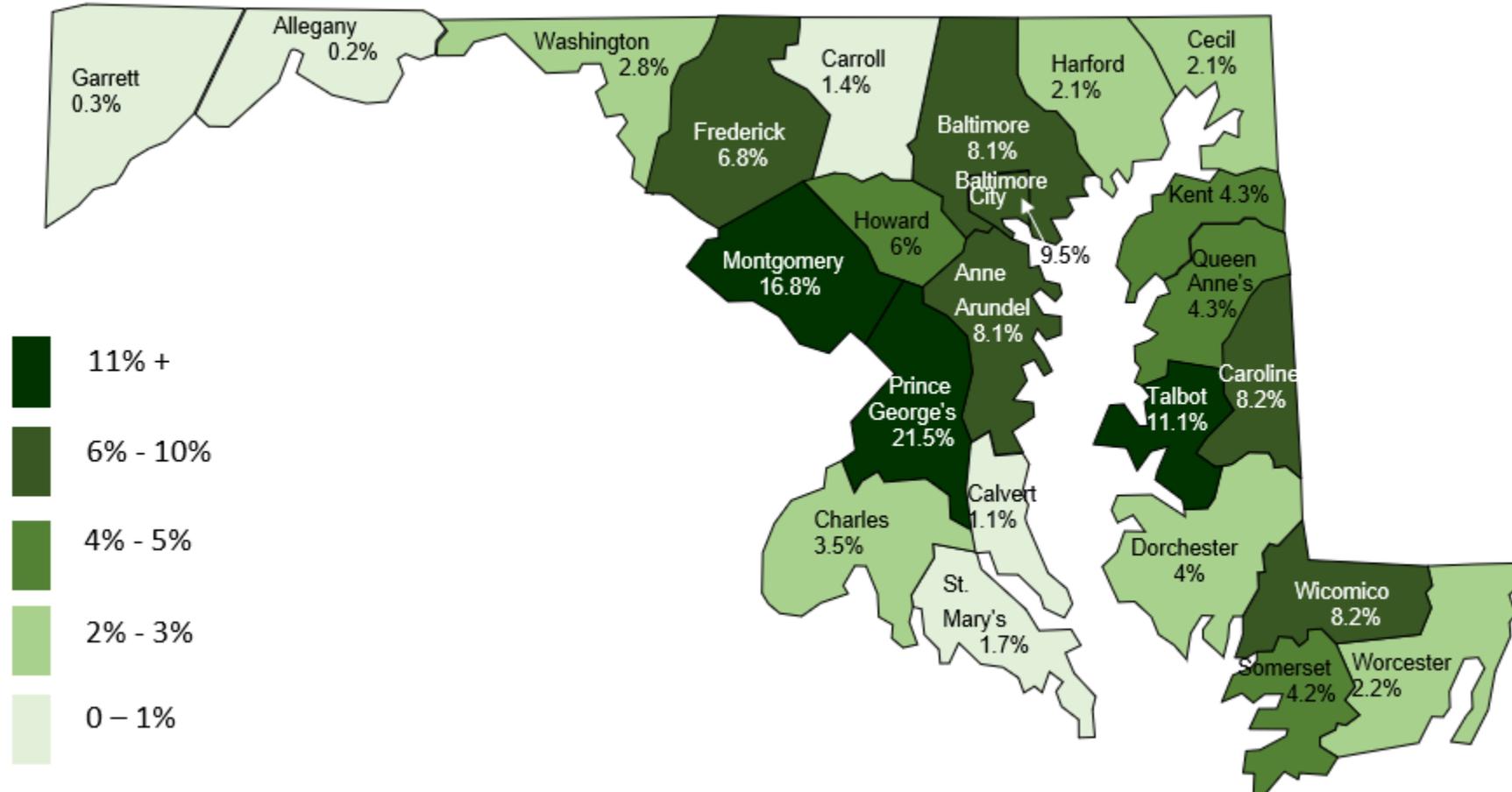
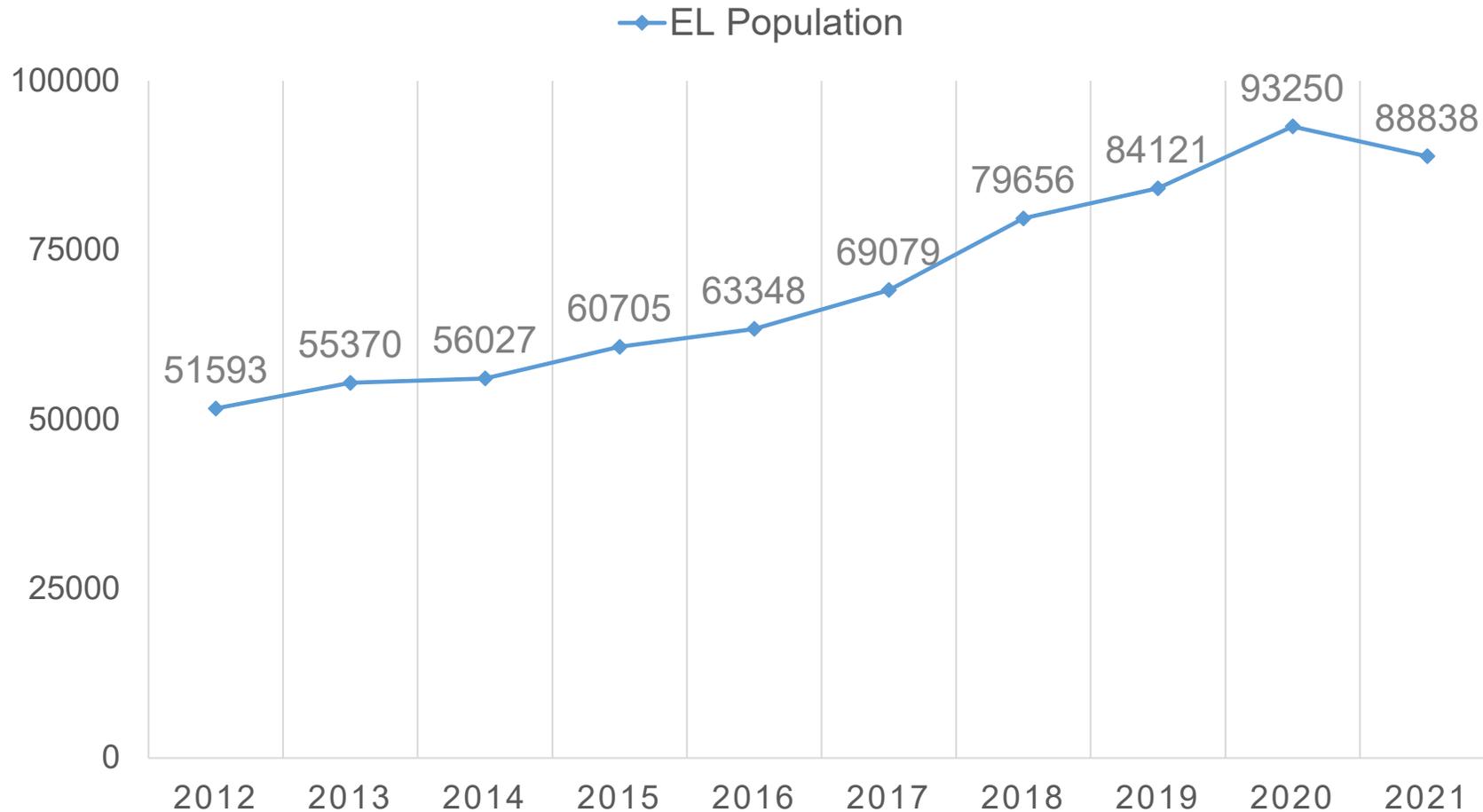# How has the English learner population changed in local school systems?

2020-2021 Enrollment
English learner population changes in 5 years

Legend:
- 15% +
- 10% - 15%
- 6% - 9%
- 1% - 5%
- Population Decline

Map data:
- Garrett 16.4%
- Allegany - 20.1%
- Washington 8.6%
- Frederick 5.4%
- Carroll 1.6%
- Baltimore 12.4%
- Baltimore City 10.9%
- Harford 9.0%
- Cecil 4.6%
- Kent 13.2%
- Howard 5.4%
- Montgomery 7.8%
- Anne Arundel 10.1%
- Queen Anne's 7.0%
- Prince George's 5.0%
- Caroline 4.2%
- Talbot 12.5%
- Calvert 8.1%
- Charles 12.7%
- Dorchester 6.3%
- St. Mary's 5.9%
- Wicomico 4.9%
- Somerset -6.3%
- Worcester -1.5%

How has Maryland's English learner population changed?

MARYLAND'S EL POPULATION

Line chart — EL Population:

Year	EL Population
2012	51593
2013	55370
2014	56027
2015	60705
2016	63348
2017	69079
2018	79656
2019	84121
2020	93250
2021	88838

Year	% Change
2015-2016	+4%
2016-2017	+9%
2017-2018	+15%
2018-2019	+5%
2019-2020	+10 %
2020-2021	-4 %
Average	+6.5%
Average prior to 2021	+8.6%

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:

MD PARCC & ACCESS CPL (EL v. Non-EL) - Grade 3

What is Maryland's exit criteria?

English Language Proficiency Levels

Entering 1	Emerging 2	Developing 3	Expanding* 4	Bridging 5

*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

*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

Year	% of total EL population
2016-2017	7.5
2017-2018	10.8
2018-2019	11.5
2019-2020	10.8

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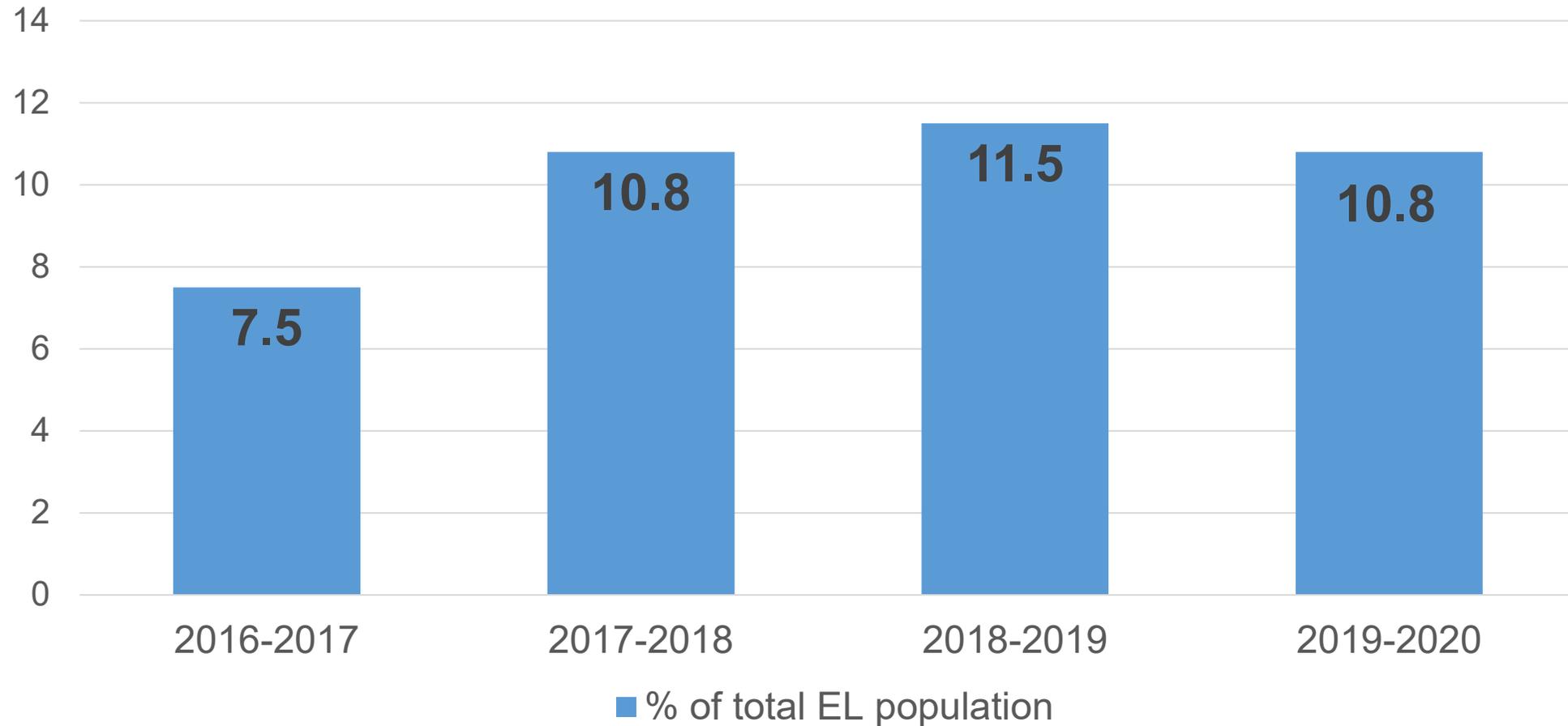
What programs are available to English learners in Maryland?

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
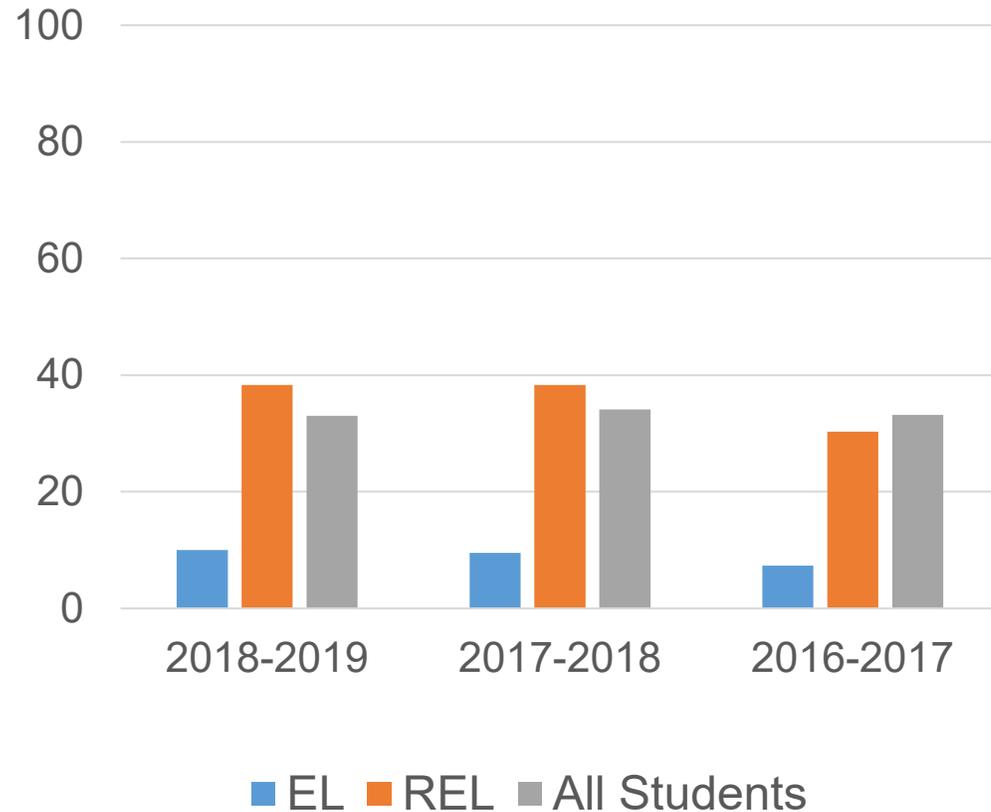
English Language Arts 3-8

Legend: EL, REL, All Students
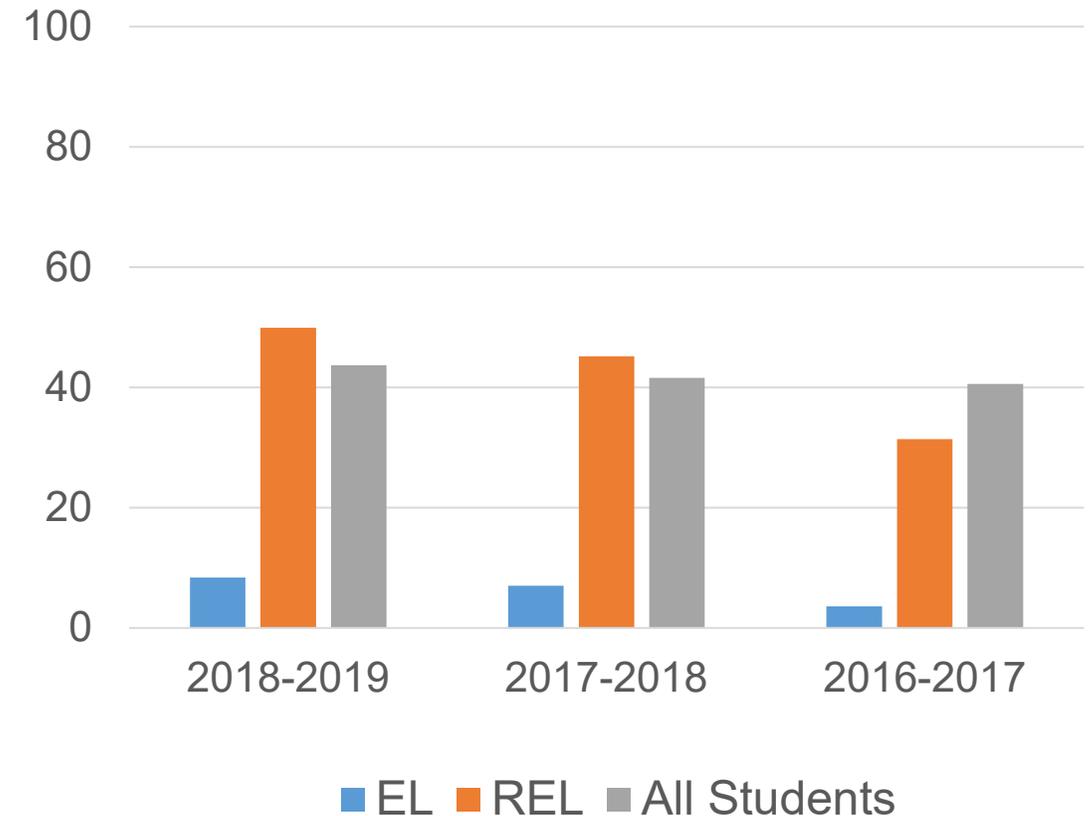
* Reclassified English learners are monitored for 2 years after exiting.

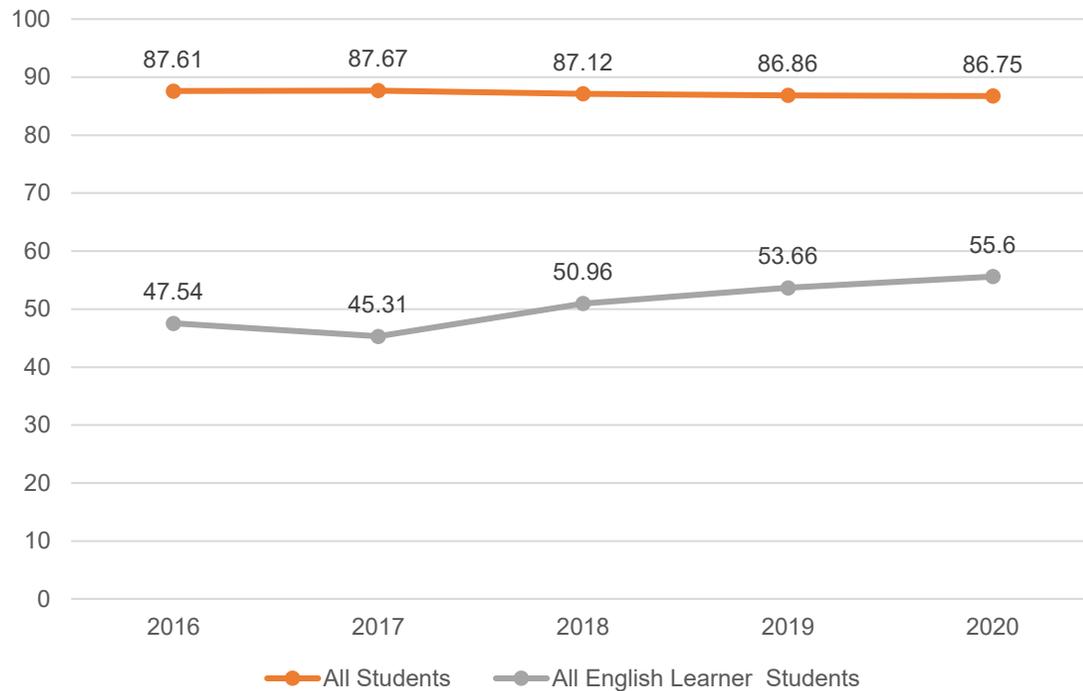# How do ELs and RELs perform on high school state assessments?
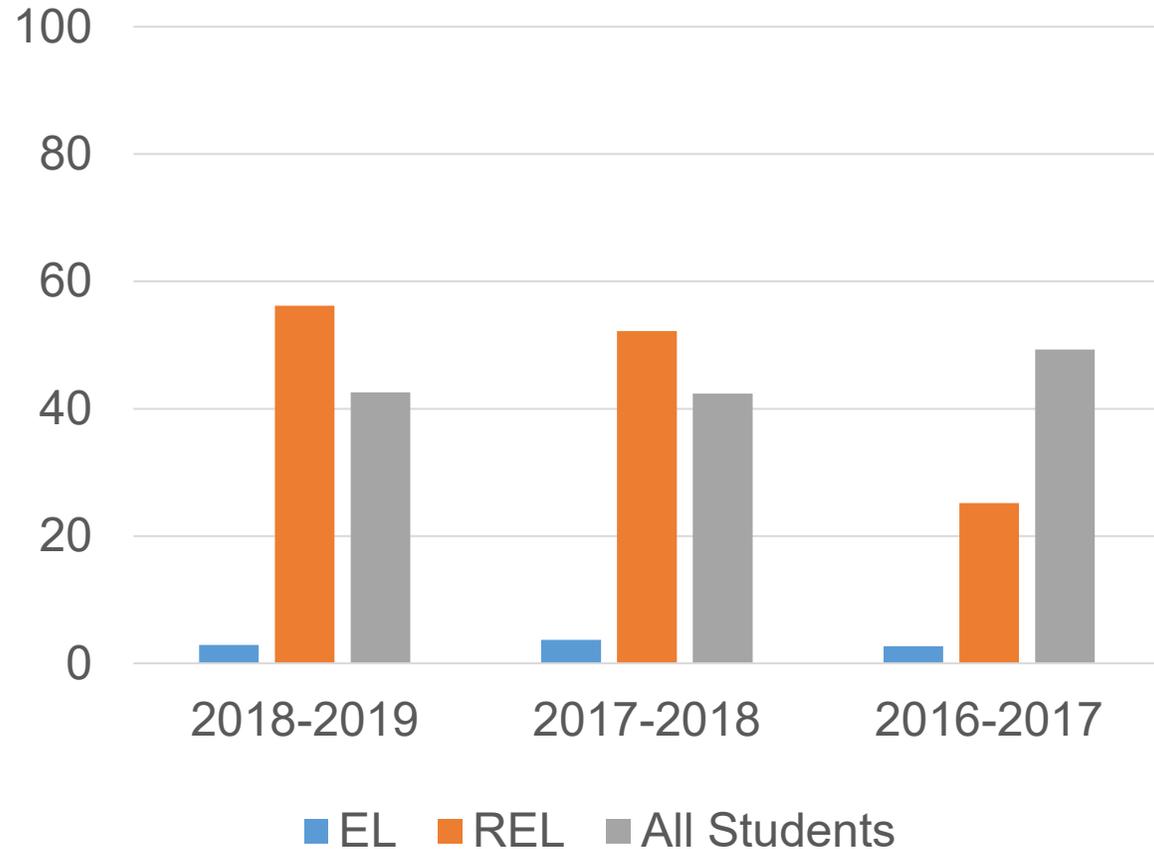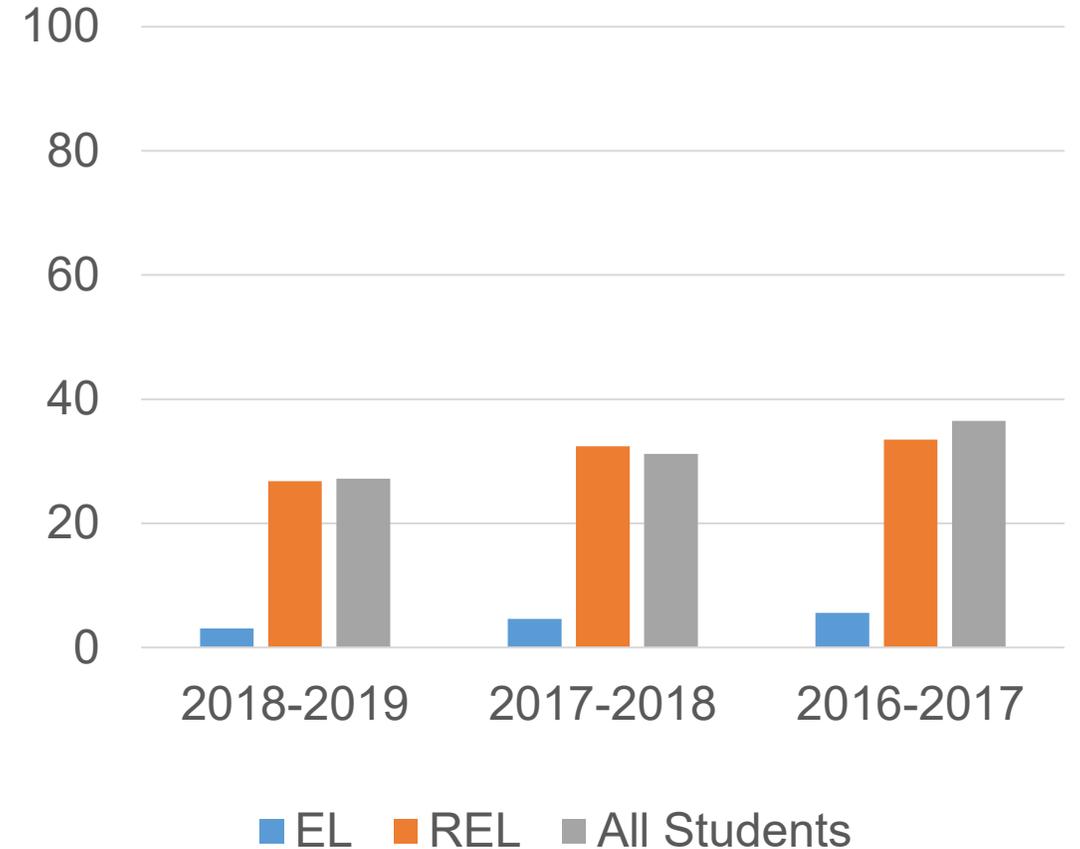
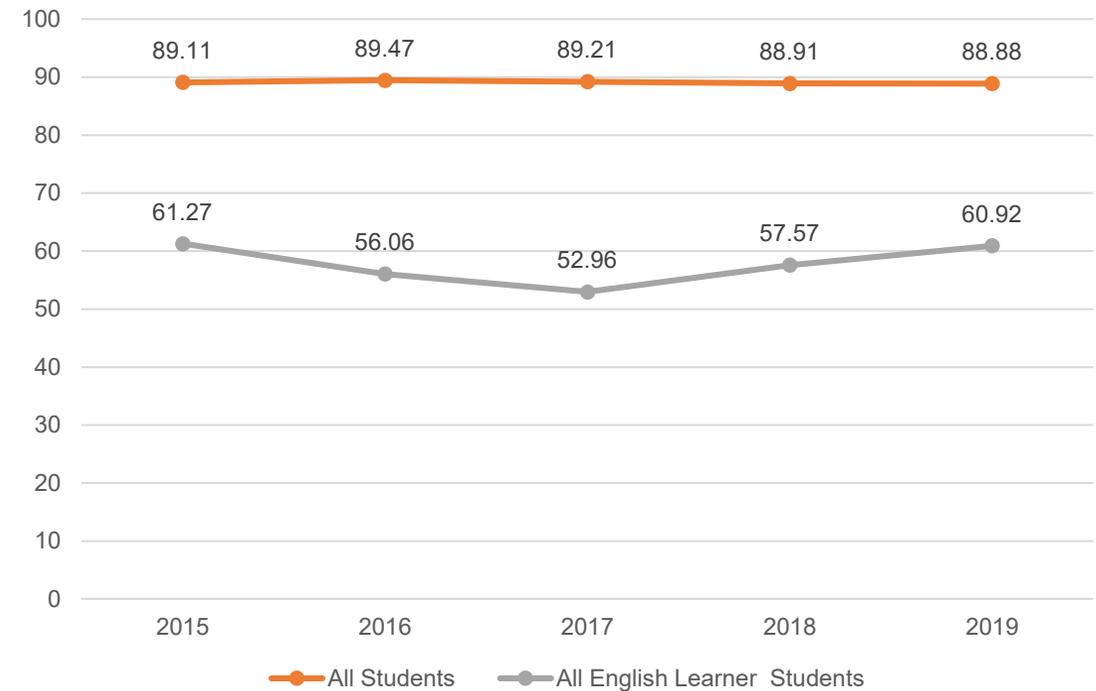# What are the cohort graduation rates of English learners ?
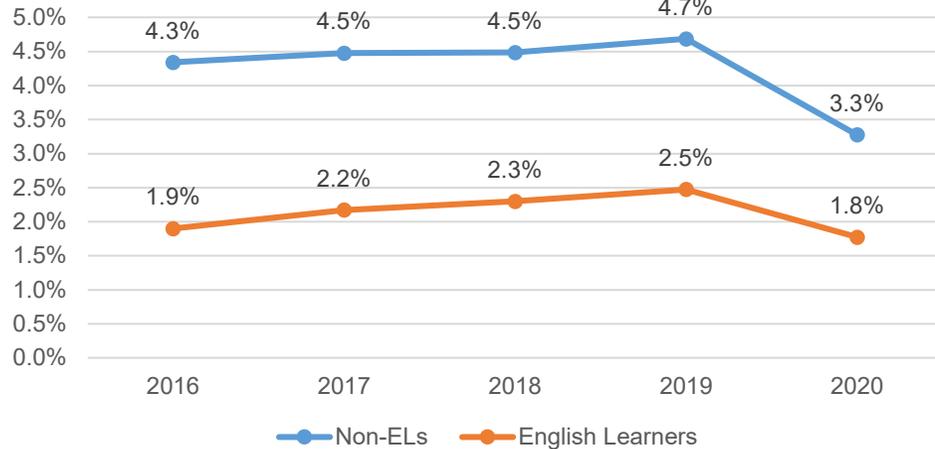
4-Yr Graduation Rate by EL Status

Year	All Students	All English Learner Students
2016	87.61	47.54
2017	87.67	45.31
2018	87.12	50.96
2019	86.86	53.66
2020	86.75	55.6

Legend: All Students, All English Learner Students

5-Yr Graduation Rate by EL Status

Year	All Students	All English Learner Students
2015	89.11	61.27
2016	89.47	56.06
2017	89.21	52.96
2018	88.91	57.57
2019	88.88	60.92

Legend: All Students, All English Learner Students

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

% Chronically Absent by EL Status
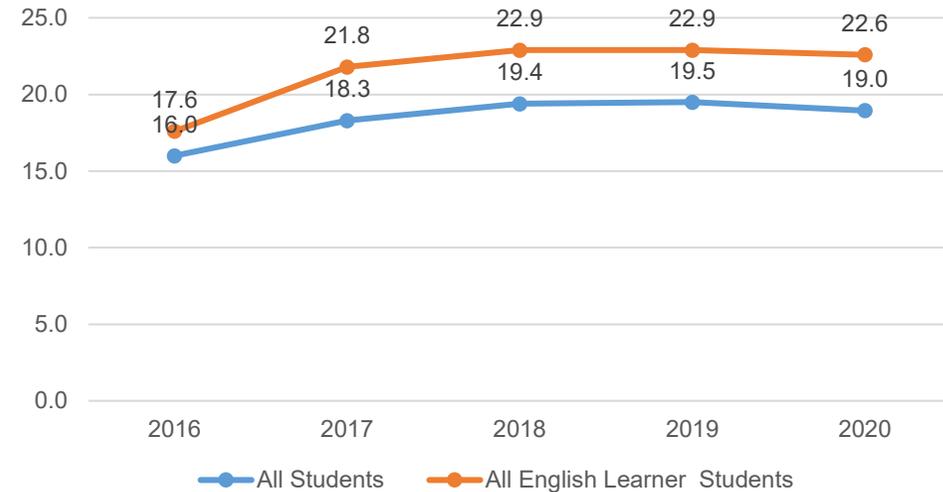
Responsibilities of Workgroup on English Language Learners in Public Schools

Guiding Questions

- Is there anything missing?

- What experts and speakers do you recommend?

Responsibilities of Workgroup on English Language Learners in Public Schools

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

Responsibilities of Workgroup on English Language Learners in Public Schools

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-10 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

Date	Time
Tuesday, August 31	4:00 – 5:30 p.m.
Tuesday, September 14	2:00 – 3:30 p.m.
Thursday, September 30	4:00 – 5:30 p.m.
Wednesday, October 13	1:00 – 2:30 p.m.
Wednesday, October 27	1:00 – 2:30 p.m.
Tuesday, November 9	4:00 – 5:30 p.m.