

The background of the slide is a photograph of four diverse children in a classroom. A young boy with dark, curly hair is in the center, smiling broadly. To his left, a girl with red hair is also smiling. To his right, a girl with blonde hair in a ponytail is smiling. In the background, another boy is visible, slightly out of focus. They are all sitting at a table, and bookshelves are visible in the background.

Workgroup on English Learners (ELs)

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

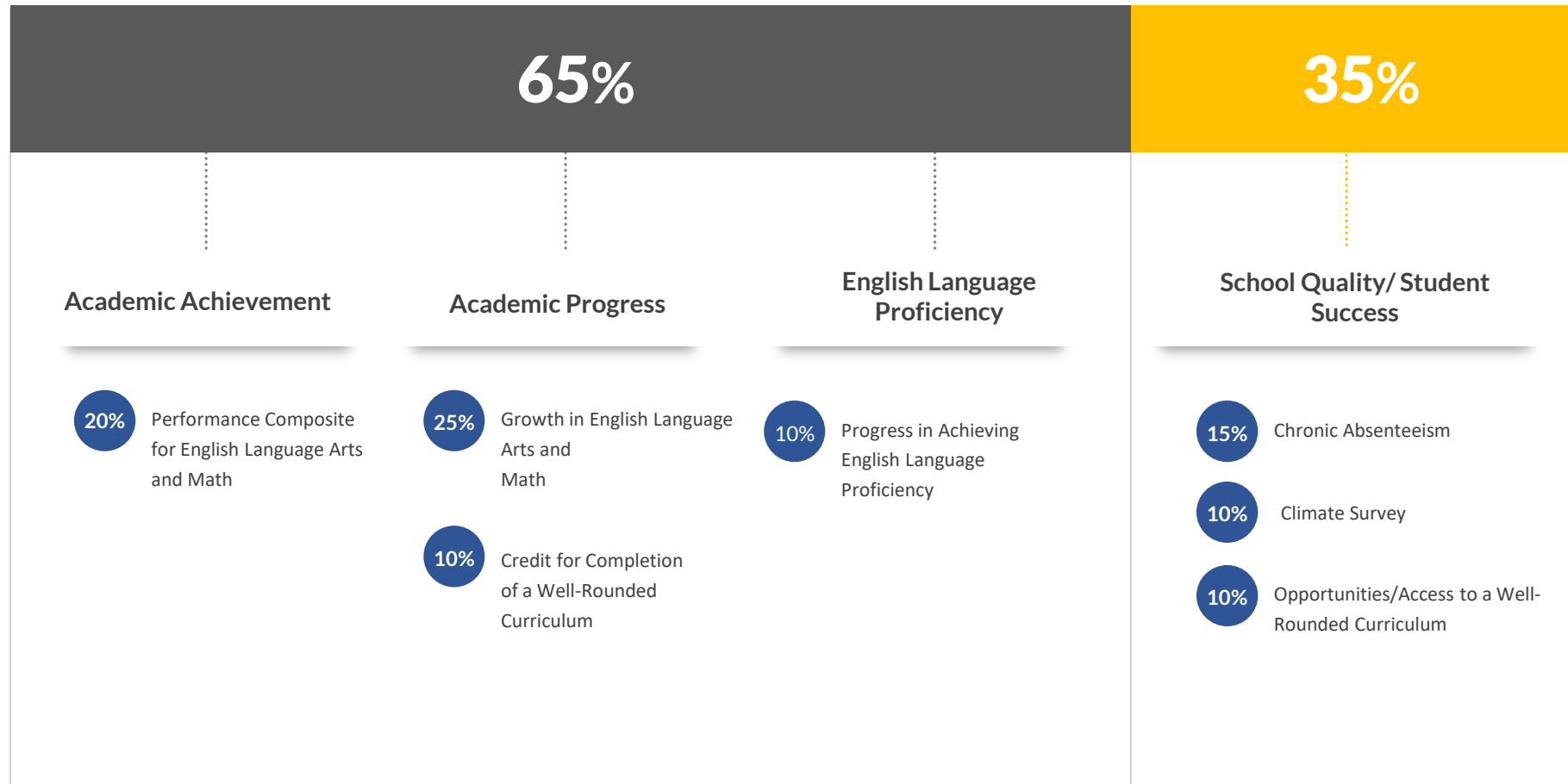
- Improving Understanding of English Learner Education through an Expanded Analytic Framework
 - Dr. Karen D. Thompson, Oregon State University
 - Dr. Ilana Umansky, University of Oregon
 - Research partnership with Oregon Department of Education



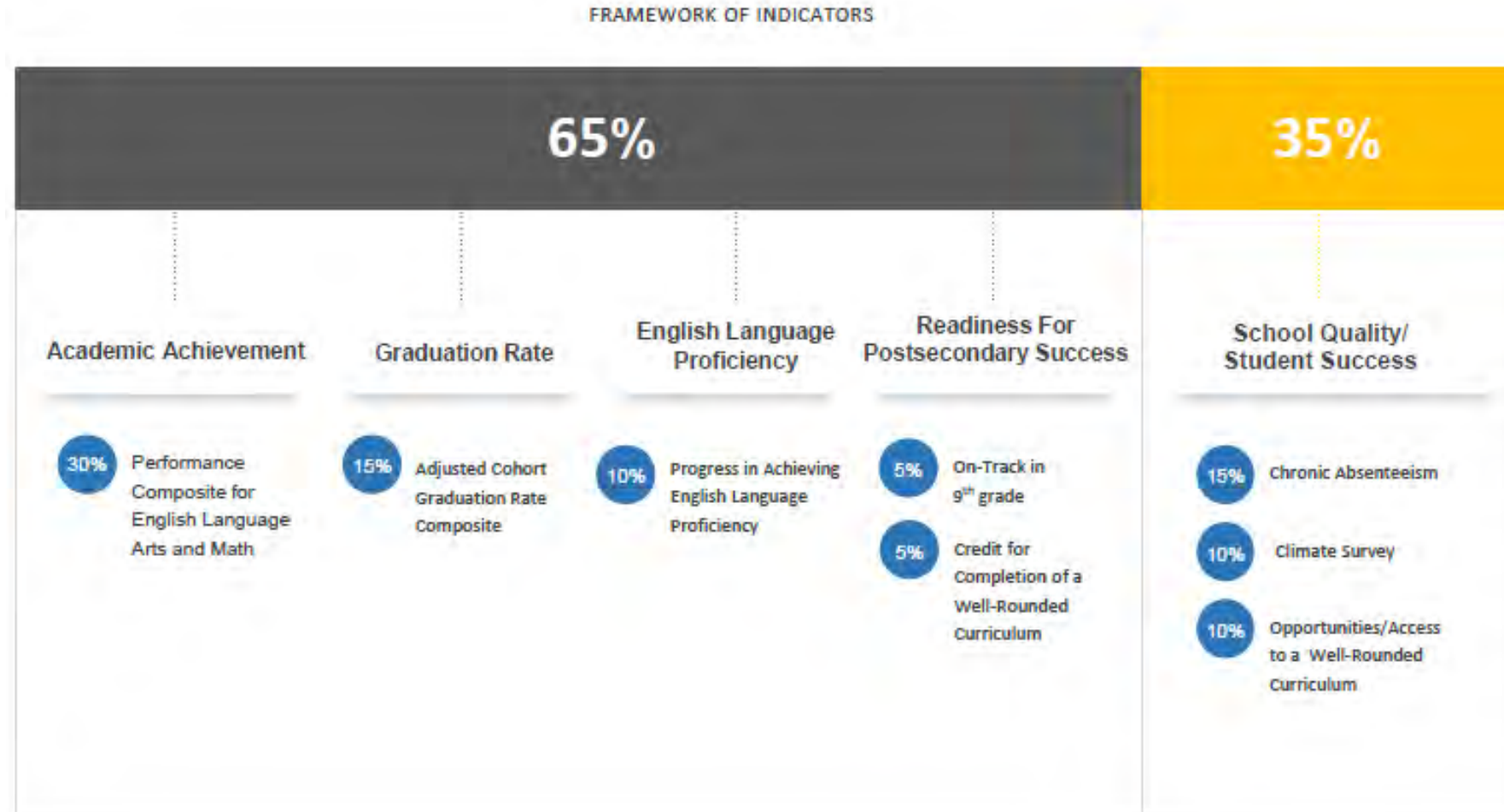
Maryland Existing Policy and Practices

Maryland Accountability System: ELEMENTARY and MIDDLE SCHOOLS

FRAMEWORK OF INDICATORS



Maryland Accountability System: High Schools



How Are Schools Measured?

STAR RATING:

Highlights the tally of a school's total earned points percent.

PERCENTILE RANK:

How a school performed in comparison to other schools.

TOTAL EARNED POINTS PERCENT:

The total number of points earned by the school, divided by the total possible points.





Stars	Definition
★★★★★	A school has at least 75% of total earned points
★★★★	A school has at least 60% but less than 75% of total earned points
★★★	A school has at least 45% but less than 60% of total earned points
★★	When a school has at least 30% but less than 45% of total earned points
★	When a school has less than 30% of total earned points

Maryland Report Card

<http://reportcard.msde.maryland.gov>

[Home](#)[State](#)[Districts & Schools](#)[Resources](#)[Help Guides](#)




2021 Maryland School Report Card

We are pleased to share the most current information available to help our stakeholders measure student achievement in all 24 districts from year to year.

Welcome to the Maryland Public Schools Report Card.

Please select which Data you would like to view:

View our State Data



View District Data

Submit

View Your School Report Card

[View Schools List](#)

Maryland Report Card: Overview



- ✓ Schools receive a report card
- ✓ Schools earn points for different indicators
- ✓ Points add up to a total score
- ✓ The total score is used to determine a star rating



Maryland Report Card: How did my school do overall?



Greensboro Elementary School

2018 - 2019 School Report Card



4 OUT OF 5 STARS

Percentile Rank: 67 (Elementary)

Greensboro Elementary School (0201)
Grade Levels: Elementary
County: Caroline County

625 N Main St
Greensboro, MD 21639-1469
Phone: 410-482-6251

HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	20.0	10.7	✗	✓
Academic Progress	35.0	23.3	na	✗
Progress in Achieving English Language Proficiency	10.0	6.7	✓	✓
School Quality and Student Success	35.0	27.7	na	✗
TOTAL POINTS:	100.0	68.4		

$$\frac{\text{Total Earned Points: } 68.4}{\text{Total Points Possible: } 100.0} = 68\%$$

TOTAL EARNED PERCENT

* Earned points may not equal total points due to rounding. ✓ =Met ✗ =Not Met

Maryland Report Card: How did my school do overall?



Montgomery Blair High 2018 - 2019 School Report Card

4 OUT OF 5 STARS

Percentile Rank: 52 (High)

Montgomery Blair High (0757)
Grade Levels: High
County: Montgomery County

51 University Blvd E
Silver Spring, MD 20901-0000
Phone: 301-649-2800

HOW DID MY SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	30.0	18.4	✓	✓
Graduation Rate	15.0	13.2	✗	✓
Progress in Achieving English Language Proficiency	10.0	4.2	✓	✗
Readiness for Post-Secondary Success	10.0	6.9	na	✗
School Quality and Student Success	35.0	18.8	na	✗
TOTAL POINTS:	100.0	61.5		

Total Earned Points: **61.5**
Total Points Possible: **100.0**

=

61%

TOTAL EARNED PERCENT

* Earned points may not equal total points due to rounding. ✓ =Met ✗ =Not Met

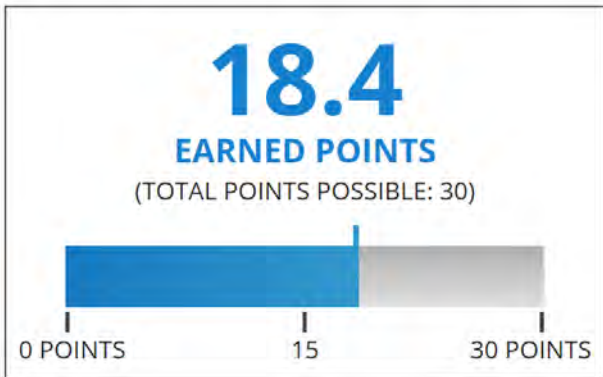
Maryland Report Card:

Academic Achievement

ACADEMIC ACHIEVEMENT

HOW DID STUDENTS PERFORM ON STATE TESTS?

The academic achievement indicator is a combination of the percent of students scoring “proficient” or higher on state tests in Math and English Language Arts, and the average performance level of students on state tests.



MEASURE	RESULTS	EARNED POINTS*
Percent Proficient Mathematics	58.3%	4.4 out of 7.5
Percent Proficient English Language Arts	65.1%	4.9 out of 7.5
Average Performance Level Mathematics	2.4	3.6 out of 7.5
Average Performance Level English Language Arts	3.7	5.6 out of 7.5

18.4
EARNED POINTS








Maryland Comprehensive Assessment Program

All students are assessed annually in grades 3-8 and once in High School. The following subject areas are assessed:

- ✓ English Language Arts,
- ✓ Mathematics,
- ✓ Science, and
- ✓ Social Studies.

Students who are **English learners will be tested annually** on an English Language Proficiency assessment. English Learners are assessed in grades K-12.

- ✓ It is expected that all English learners in Maryland exit English language development programs within 6 years.

Grade	Assessments Given
3 	English Language Arts Math
4 	English Language Arts Math
5 	English Language Arts, Math, Science
6 	English Language Arts Math
7 	English Language Arts Math
8 	English Language Arts Math, Science, Social Studies
High School 	English Language Arts, Math, Science, American Government

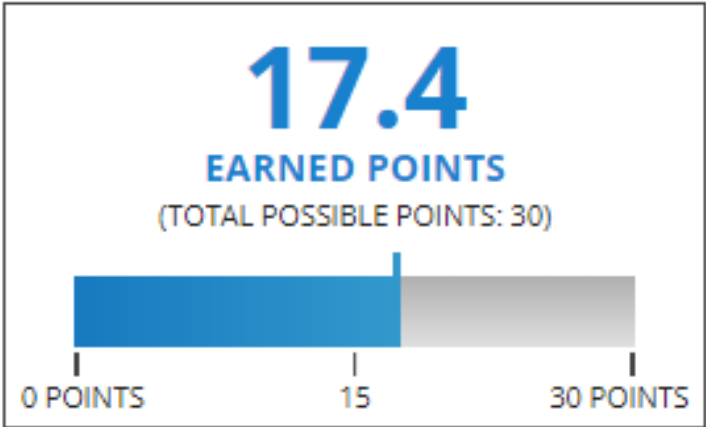
Maryland Report Card:

Academic Progress

ACADEMIC PROGRESS

HOW DID STUDENTS PERFORM ON OTHER ACADEMIC MEASURES AND GROWTH?

The academic progress indicator consists of multiple academic measures. Schools are measured on the growth of students over time on Math and English language arts state tests, and on earning credit for a well rounded curriculum.

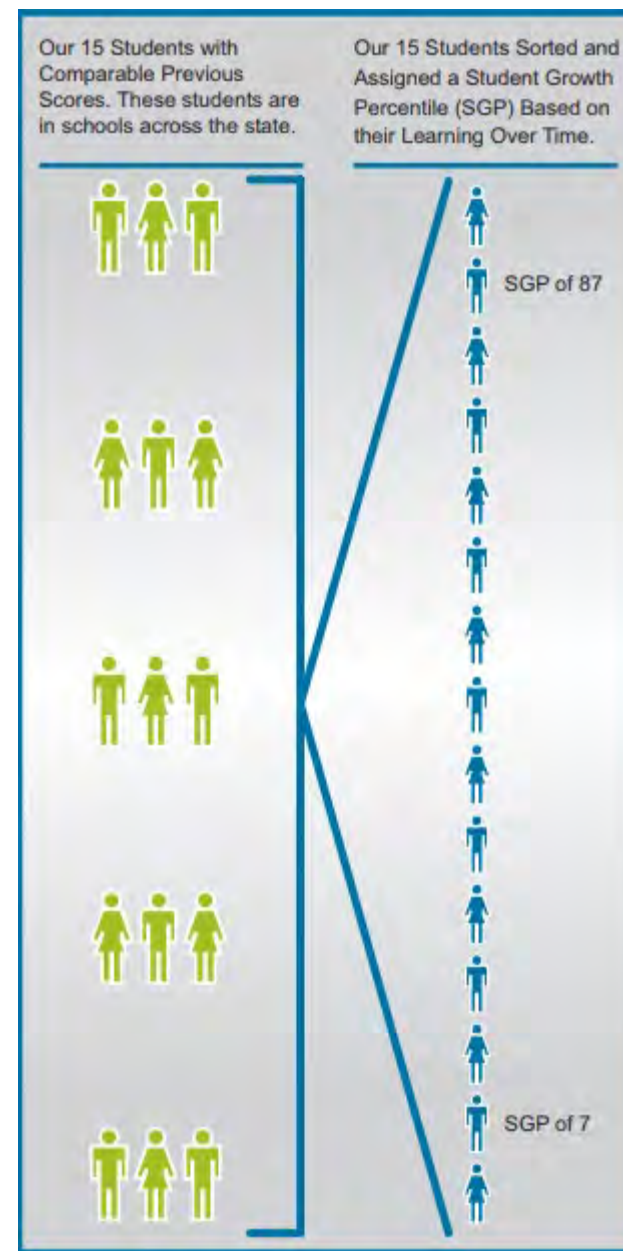


MEASURE	RESULTS	EARNED POINTS*
Student Growth Percentile Mathematics	50	7 out of 12.5
Student Growth Percentile English Language Arts	42.5	5.5 out of 12.5
Credit for Well Rounded Curriculum	98.9%	4.9 out of 5.0
		17.4 EARNED POINTS

Maryland Report Card: Growth Measure

- ✓ A growth measure is not about how high or low the student's current score is but rather how much learning a student has shown since the prior test.
- ✓ Student Growth Percentiles (SGPs) help students, parents, and educators determine if a student's learning is above, near, or below the average of their comparison group (academic peers).
- ✓ A school's SGP will be calculated as the median SGP of students for whom an SGP can be calculated.

Source: https://www.michigan.gov/documents/mde/Student_Growth_Percentiles_475671_7.pdf



Maryland Report Card:

Credit for Completion of a Well-Rounded Curriculum

This measure describes student performance in subjects in addition to English Language Arts and math.

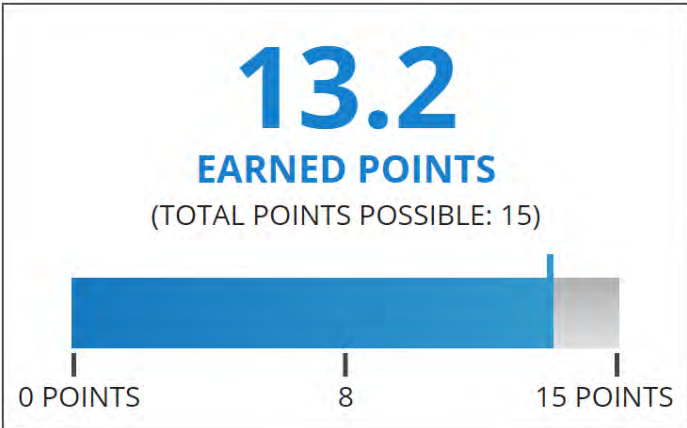
Elementary Schools	Middle Schools
<p>This measure includes:</p> <ul style="list-style-type: none">✓ the percent of fifth grade students earning credit in social studies, fine arts, physical education, and health, and✓ the percent of students scoring proficient or higher on state science tests.	<p>This measure includes:</p> <ul style="list-style-type: none">✓ the percent of students scoring “proficient” or higher on state science tests, and✓ the percent of eight grade students earning credit in English language arts, math, social studies, and science courses.✓ In upcoming years, it will also include student performance on state social studies

Maryland Report Card:

Graduation Rate

GRADUATION RATE

ARE STUDENTS GRADUATING ON TIME?



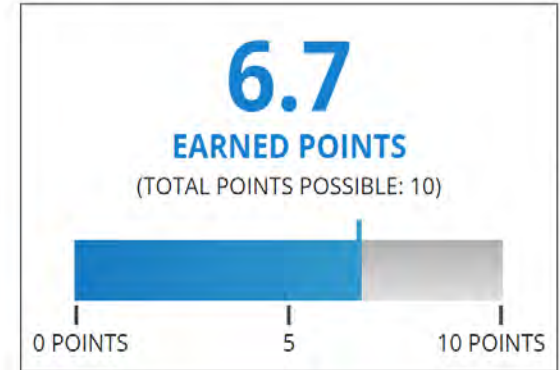
MEASURE	RESULTS	EARNED POINTS*
Four-year adjusted cohort graduation rate	86.7%	8.7 out of 10.0
Five-year adjusted cohort graduation rate	89.9%	4.5 out of 5.0
		13.2 EARNED POINTS

Maryland Report Card: English Language Proficiency

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

HOW MANY ENGLISH LEARNERS ARE MAKING PROGRESS TOWARDS LEARNING ENGLISH?

The Progress towards English language proficiency indicator measures school success of English learners on track toward achieving proficiency in the English language.



MEASURE	RESULTS	EARNED POINTS*
English learners making progress towards learning English	67.3%	6.7 out of 10.0

6.7
EARNED POINTS

- ✓ English Language Proficiency will count as 10% for schools meeting minimum N-size for grades K-12
- ✓ Assessment is the ACCESS for ELLs which is administered annually to all English learners (EL)
- ✓ N-size = 10

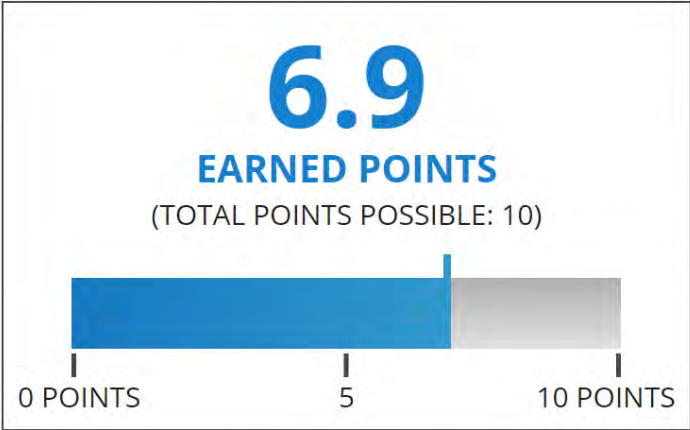
Maryland Report Card:

Readiness for Post-Secondary Success

READINESS FOR POST-SECONDARY SUCCESS

HOW MANY STUDENTS ARE ON-TRACK FOR SUCCESS AFTER HIGH SCHOOL?

This high school indicator is a combination of the percent of 9th grade students earning four credits, and the percent of students completing high school meeting a variety of standards beyond their required coursework.



MEASURE	RESULTS	EARNED POINTS*
Credit for Well Rounded Curriculum	77.1%	3 out of 5.0
On track in ninth grade for graduation	78.9%	3.9 out of 5.0
		6.9 EARNED POINTS

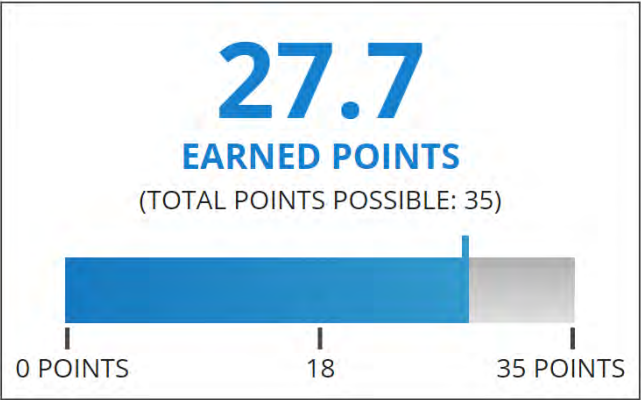
Maryland Report Card:

School Quality or School Success

SCHOOL QUALITY AND STUDENT SUCCESS

WHAT IS THE QUALITY OF THE SCHOOL ENVIRONMENT?

This indicator includes the percent of students not absent 10 percent or more school days during the year, a school survey, and the percent of students enrolled in a well rounded curriculum.



MEASURE	RESULTS	EARNED POINTS*
Students not chronically absent	85.1%	10.5 out of 15.0
School Survey - Student	6.9	4.9 out of 7.0
School Survey - Educator	7.9	2.4 out of 3.0
Access to Well Rounded Curriculum	100%	10 out of 10.0

27.7
EARNED POINTS

Educator and Student school survey results range from 1 to 10.

School Quality Student Success: Chronic Absenteeism

Chronic Absenteeism:

Students who miss more than 10% of school days are less likely to be successful.

- ✓ “Absent” means “a student is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day.
- ✓ Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.”
- ✓ The percentage of students **not chronically absent** is equal to:
 - 100% - percent of students chronically absent
 - The percent of students *present* at least 90 percent of school days during the school year, and in membership at least ten days.



EXAMPLE

Number of School Days	Chronically Absent
180 School Days (total days in school year)	18 or more absences
20 School Days	2 or more absences

School Quality and Student Success: School Survey

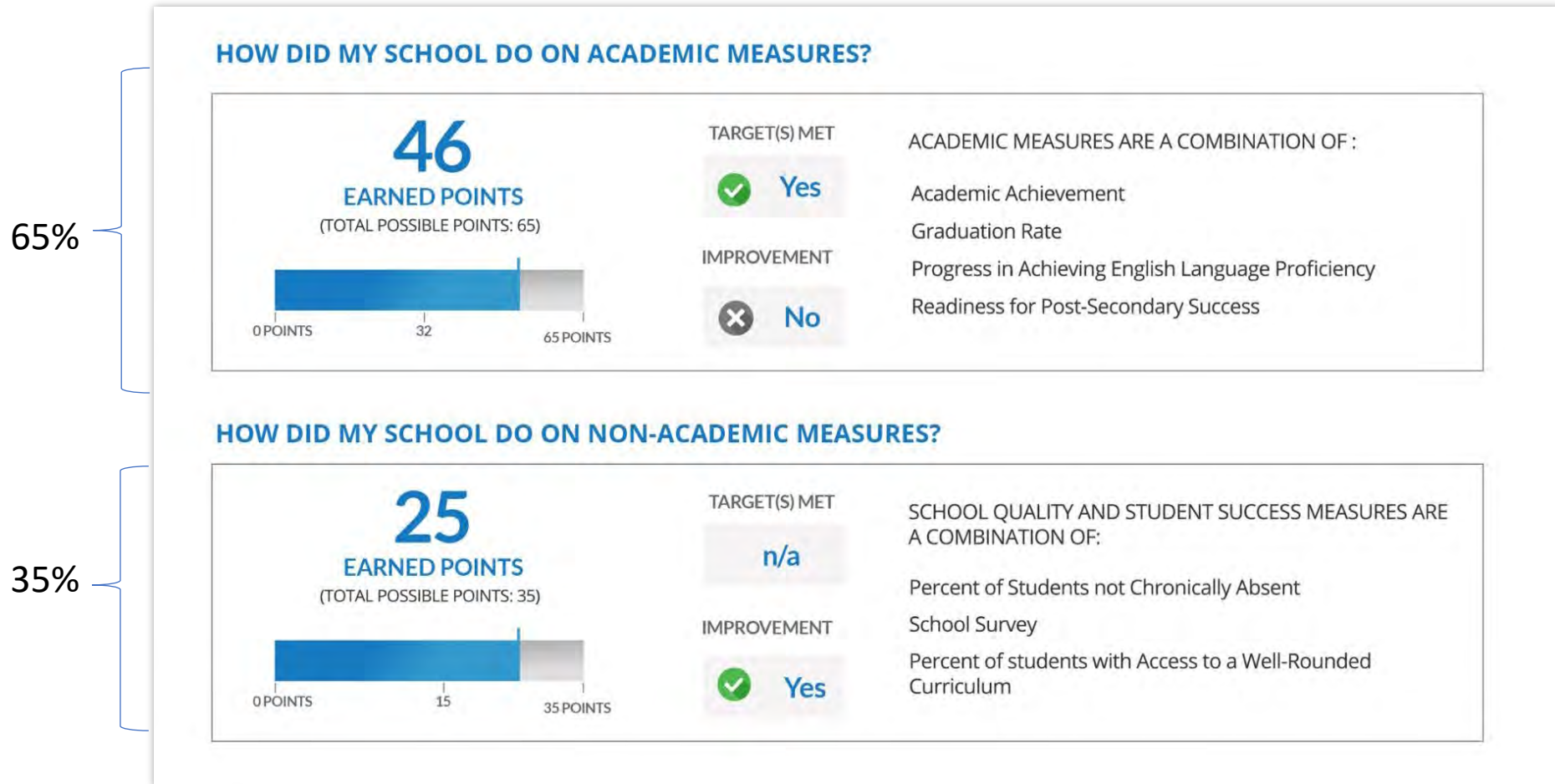
- ✓ Climate refers to physical, social, and academic factors in the school: safety, comfort, equity, and quality instruction are a few examples.
- ✓ Students and educators will have the opportunity to take a survey and share their thoughts on school climate. A parent survey is planned for future years. Survey data will be used to improve schools.

Safety	Environment	Engagement	Relationships
<ul style="list-style-type: none">• Physical safety• Emotional safety• Bullying• Substance abuse	<ul style="list-style-type: none">• Instructional environment• Physical environment• Fairness	<ul style="list-style-type: none">• Cultural and linguistic diversity• Participation	<ul style="list-style-type: none">• Student-student relationships• Student-staff relationships



Maryland Report Card:

Academic and Non-Academic Measures



Maryland Report Card:

Achievement Results by Student Group

Achievement (E/M/H)	PERCENT PROFICIENT					
	MATH			ELA		
	PERCENT	ANNUAL TARGET	IMPROVEMENT	PERCENT	ANNUAL TARGET	IMPROVEMENT
All Students	40.4 %	✗	✗	47.2 %	✓	✓
Black/African Amer.	20 %	✗	✗	20 %	✗	✗
Hispanic/Latino	25.2 %	✗	✗	37.1 %	✓	✓
White	52.4 %	✓	✗	56.7 %	✓	✓
Two or more races	57.1 %	✗	✓	50 %	✗	✗
Students w/Disabilities	13.8 %	✓	✓	3.4 %	✗	✗
English Learner	14.3 %	✗	✗	27.5 %	✓	✓
Econ. Disadvantaged	28.5 %	✗	✗	30.8 %	✗	✗

* Only Student Groups with 10 or more students are reported. Student Groups include the following: American Indian/Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Economically Disadvantaged, Students with Disabilities, or English Learners. ✓ =Met ✗ =Not Met

Maryland Report Card:

Graduation Results by Student Group

Graduation Rate (HIGH GRADE SPAN)	ADJUSTED COHORT GRADUATION RATE					
	FOUR-YEAR			FIVE-YEAR		
	PERCENT	ANNUAL TARGET	IMPROVEMENT	PERCENT	ANNUAL TARGET	IMPROVEMENT
All Students	86.72 %	✗	✓	89.87 %	✓	✓
Asian	97.46 %	✓	✗	98.31 %	✓	✓
Black/African Amer.	92.71 %	✓	✗	95.34 %	✓	✓
Hispanic/Latino	69.23 %	✗	✓	76.19 %	✗	✓
White	100 %	✓	✓	99.32 %	✓	✓
Two or more races	97.37 %	✓	✗	97.37 %	✓	✗
Students w/Disabilities	75 %	✓	✓	79.17 %	✓	✓
English Learner	46.21 %	✗	✓	60 %	✗	✓
Econ. Disadvantaged	82.43 %	✓	--	95.59 %	✓	--

Footnote: Only Student Groups with 30 or more students are reported. Student Groups include the following: American Indian/Alaskan Native, Asian, Native hawaiian or Other Pacific Islander, Black/African American, Hispanic/Latino of any Race, White, Two or More Races, Students with Disabilities, and English Learners. Economically Disadvantaged is not available until Year 2 Accountability. ✓ =Met ✗ =Not Met

Maryland Report Card: Explanations

What does my school rating mean?

Overall school star designations are determined by a combination of academic and school quality indicators that are used to differentiate and identify schools to ensure that all schools are meeting the needs of all students. Academic indicators are used to determine 65 percent of the possible points, while the school quality and student success indicator determines 35 percent of the possible points. Possible points vary by school and year, however school ratings are based on the total earned points percent. Percentile ranks of each school is reported and is based on the grades in the school (Elementary, Middle and/or High school).

How are star ratings determined?

STAR RATING



5 stars when a school has at least 75% of total earned points percent



4 stars when a school has at least 60% but less than 75% of total earned points percent



3 stars when a school has at least 45% but less than 60% of total earned points percent

STAR RATING



2 stars when a school has at least 30% but less than 45% of total earned points percent



1 star when a school has less than 30% of total earned points percent

Translations:

English
Spanish
Chinese
Korean
French
Vietnamese

What do the performance indicators mean?

Academic Achievement

The *Academic Achievement* indicator measures the performance of students in a school who demonstrated proficient skills and knowledge in a student's academic program. As measured by MCAP, this indicator is comprised of student achievement measures in math and English Language Arts. School points are determined by the percentage of students achieving proficiency, and the school's average performance level.

Academic Progress

The *Academic Progress* indicator measures the performance of students in a school who show meaningful relative growth in math and English Language Arts (Academic Growth) and who demonstrate proficient skills and knowledge in Science and Social Studies, and who pass transitional grade course requirements (Credit for Completion of a Well-Rounded Curriculum). School points are determined for Academic Growth by student growth percentiles, for science and social studies by the percentage of students achieving proficiency, and for credit for completion of a well-rounded curriculum by the percentage of students passing 5th or 8th grade coursework requirements.

Graduation Rate

The *Graduation Rate* indicator measures the performance of students in a school who graduate with a regular high school diploma. This indicator is comprised of two measures of a cohort of ninth grade students graduating within four years or five years, respectively.

Progress in Achieving English Language Proficiency

The *Progress in Achieving English Language Proficiency* indicator measures the performance of students in a school who show meaningful growth toward or have attained English language proficiency as measured by the MCAP test for English language learners. The goal for English language learner students is to attain English language proficiency within six years. School points are determined by the percentage of English Learners achieving or making progress towards attaining proficiency.

Readiness for Post-Secondary Success

The *Readiness for Postsecondary Success* indicator measures the performance of students in a school who are on track for graduation and those students who have completed high school coursework along with a rigorous or comprehensive co-curricular standard. School points are comprised of a school's percentage of 9th grade students earning at least four credits in required coursework and percentage of graduating or exiting students achieving a rigorous or comprehensive co-curricular standard.

School Quality and Student Success

The *School Quality and Student Success* indicator measures the performance of students in a school who regularly attend school, report positive perceptions of their school, and have actively engaged in rigorous and/or co-curricular academic coursework outside of traditional English Language Arts and Mathematics (elementary) or Science and Social Studies (middle). School points are comprised of a school's percentage of not chronically absent students, school survey results, and measures of access to a well-rounded curriculum.

Maryland Report Card Resources

Calculating Accountability Results: Elementary Schools

100 Total Possible Points

MARYLAND SCHOOL REPORT CARD USER'S GUIDE



ACADEMIC ACHIEVEMENT

Academic Achievement in English Language Arts (ELA) and Math			Grades 3-5
POSSIBLE POINTS			
5	Percent of students scoring "proficient" or higher, English Language Arts	Earned Points = Percent "proficient" or higher x 5 Ex: School has 60% of students "proficient" or higher on ELA. $(0.60 \times 5 = 3 \text{ points})$	20
5	Average Performance Level, English Language Arts	Earned Points = Average Performance Level Ex: School has an average ELA Performance Level of 3.3. (3.3 points)	
5	Percent of students scoring "proficient" or higher, math	Earned Points = Percent "proficient" or higher x 5 Ex: School has 50% of students "proficient" or higher on math. $(0.50 \times 5 = 2.5 \text{ points})$	
5	Average Performance Level, math	Earned Points = Average Performance Level Ex: School has an average math Performance Level of 3.5. (3.5 points)	

ACADEMIC PROGRESS

Student Growth in English Language Arts (ELA) and Math			Grades 4-5
POSSIBLE POINTS			
12.5	Median student growth percentile (SGP), English Language Arts	Earned Points are awarded for ELA and math by:	25
12.5	Median student growth percentile (SGP), math		

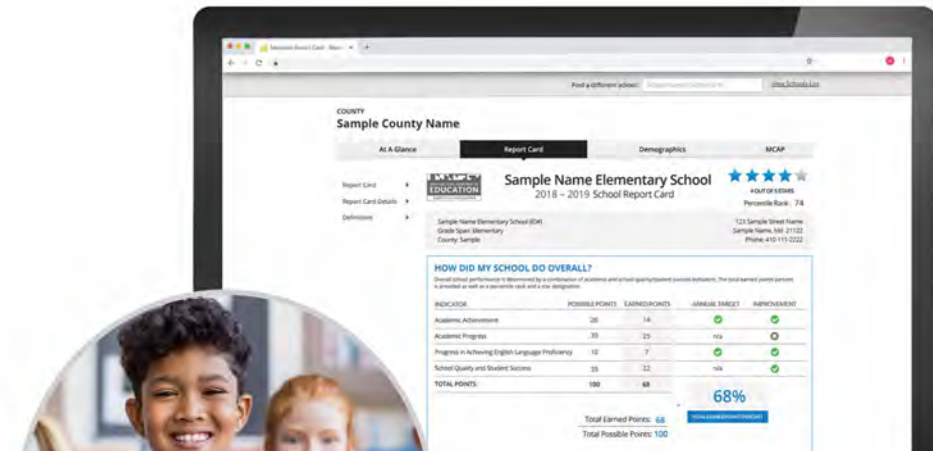
* INTERVALS: MEDIAN SGP IS GREATER THAN OR EQUAL TO - MEDIAN SGP IS LESS THAN
Ex: A school with a median SGP of exactly 50.00 earns 7 points.

ENGLISH LANGUAGE PROFICIENCY

Credit for Completion of a Well-Rounded Curriculum			Grade 5
POSSIBLE POINTS			
5	Percent of students scoring "proficient" or higher, science	Earned Points = Percent "proficient" or higher x 5 Ex: School has 50% of students "proficient" or higher on science. $(0.50 \times 5 = 2.5 \text{ points})$	10
5	Percent of 5 th grade students earning credit in social studies, fine arts, physical education and health	Earned Points = Percent earning credit x 5 Ex: School has 70% of 5 th graders earning credit. $(0.70 \times 5 = 3.5 \text{ points})$	

Progress in Achieving English Language Proficiency			Grades K-5
POSSIBLE POINTS			
10	Percent of English learner (EL) students on-track to attaining English language proficiency	Earned Points = Percent of EL students on-track x 10 Ex: School has 40% of EL students on-track. $(0.40 \times 10 = 4 \text{ points})$	10

GUIDE TO UNDERSTANDING YOUR 2019 MARYLAND SCHOOL REPORT CARD



<https://reportcard.msde.maryland.gov/Graphs/#/HelpGuide/HelpGuideLinks/3/17/6/15/0757/2021>

A Measure of Equity

What is educational equity?

The Maryland State Department of Education has established educational equity as a critical matter of policy and priority. Maryland's education equity regulation proposed in December of 2018 states, "Each Maryland public school will provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize the student's academic success and social/emotional well-being" [Code of Maryland Regulations (COMAR) 13A.01.06]. Achievement and opportunity gaps persist for student groups in the State, and the new accountability system provides information on successes and challenges in meeting the needs of all students.

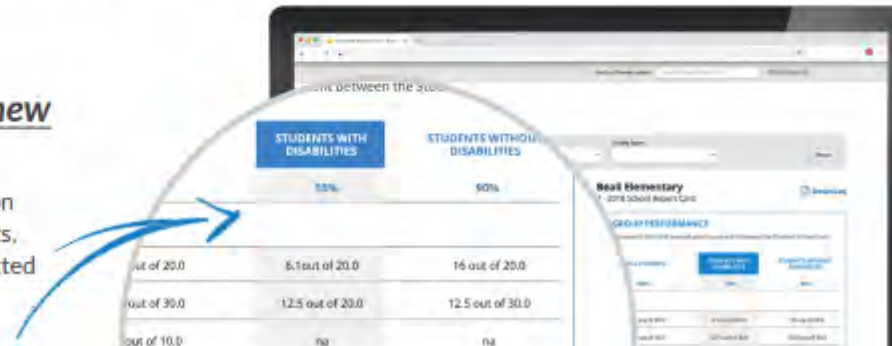


How does Maryland measure equity?

- 1 Viewed by school and district:**
Equity data is shown for all schools and districts for the student groups they contain.
- 2 Each student group is uniquely compared to everyone else:**
Student groups are shown in comparison to students not within that specific student group and to the entire school population including that group.
- 3 Highlights gaps:**
Student groups not achieving academically, not making adequate progress toward academic achievement, and not achieving college or career readiness will be highlighted with larger equity gaps.

What equity information does the new Report Card include?

DIFFERENCE IN PERFORMANCE: All points earned on school indicators are listed for comparison by all students, the selected student group, and students not in the selected student group.



Equity



Greensboro Elementary School 2018 - 2019 School Report Card

EQUITY: COMPARISON IN STUDENT GROUP PERFORMANCE

Performance comparison by student group is the difference in the total earned points percent between the Student Group and students not in the student group.

	ALL STUDENTS	ENGLISH LEARNER	NON-ENGLISH LEARNER
STUDENT ENROLLMENT	100%	27%	73%
INDICATOR			
Academic Achievement	10.7 out of 20.0	7.2 out of 20.0	12.2 out of 20.0
Academic Progress	23.3 out of 35.0	20.0 out of 35.0	24.8 out of 35.0
Progress in Achieving English Language Proficiency	6.7 out of 10.0	na	na
School Quality and Student Success	27.7 out of 35.0	26.0 out of 32.0	25.3 out of 32.0
TOTAL POINTS:	68.4 out of 100.0	53.2 out of 87.0	62.4 out of 87.0
TOTAL EARNED POINTS PERCENT:	68.4%	61.1%	71.7%
		-10.6%	
		GAP	

This Equity Reporting provides data on how well each student group is performing on every component of the accountability system, and overall, in comparison to all other students.

- Student groups are shown in comparison to students not within that specific student groups
- Student groups are also compared to the entire school population (All Students)



Data Dive

Blueprint for Maryland's Future

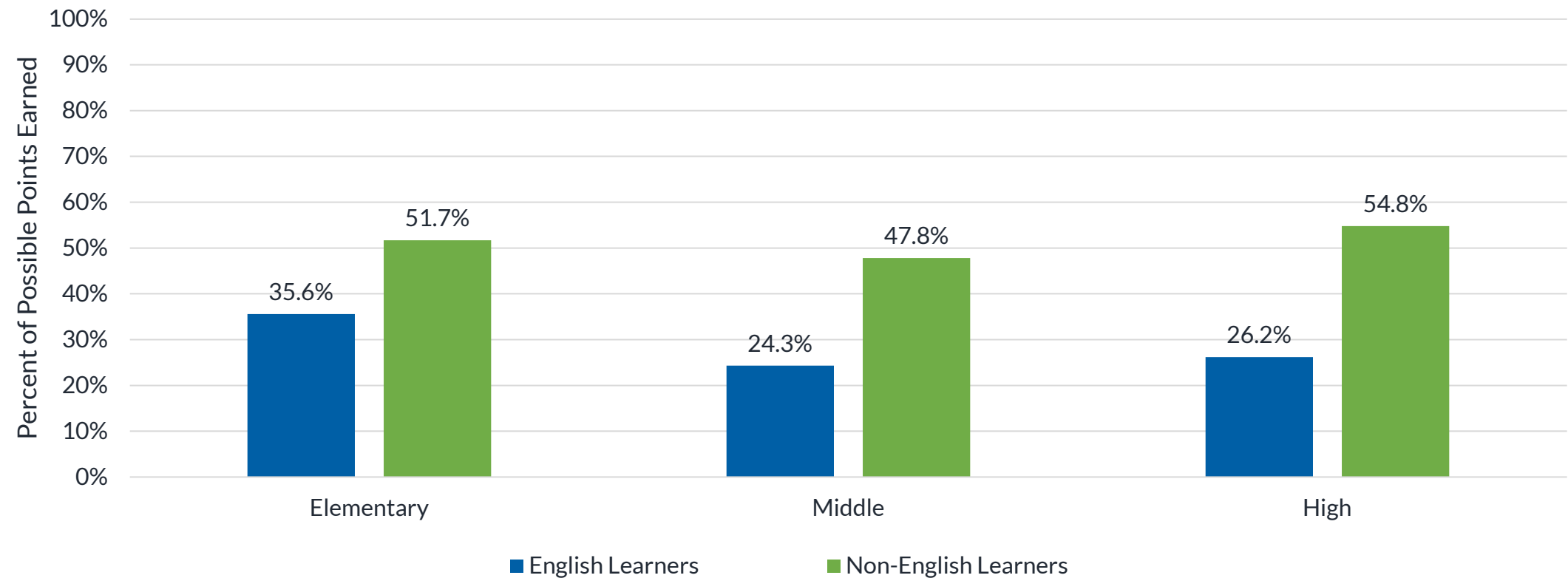
Workgroup on EL

How do English learners score on the Maryland School Accountability System relative to their peers?

- Analyzed data from School Year 2018-2019
- Compared the school level average percent of possible points earned by English learners with that of non-English learners
- English learners includes reclassified English learners except for the graduation indicator
- Excludes schools with less than ten English learners (less than 30 for graduation indicator)

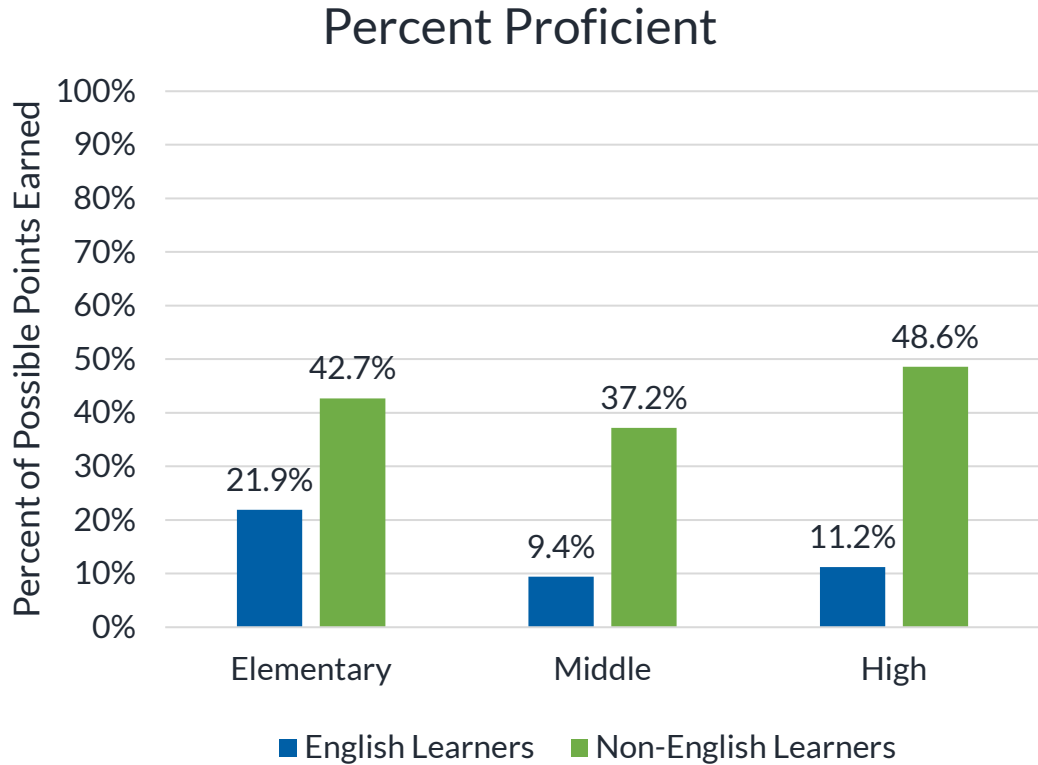
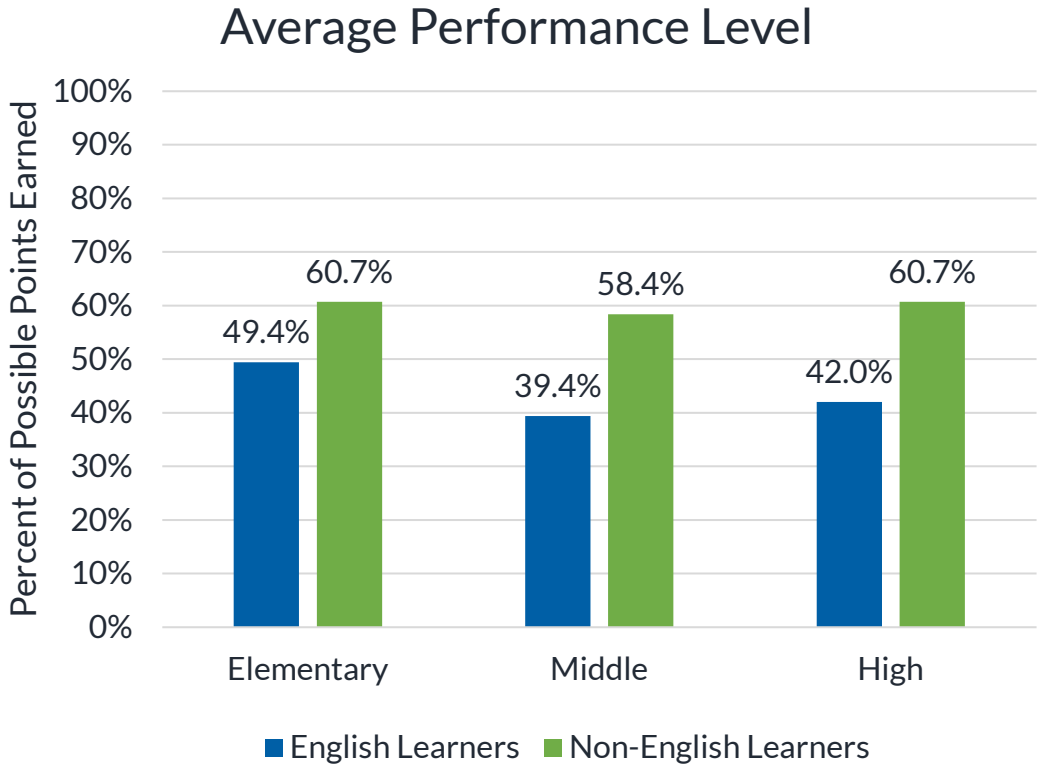
Academic Achievement Indicator

English learners scored lower on the state’s standardized tests



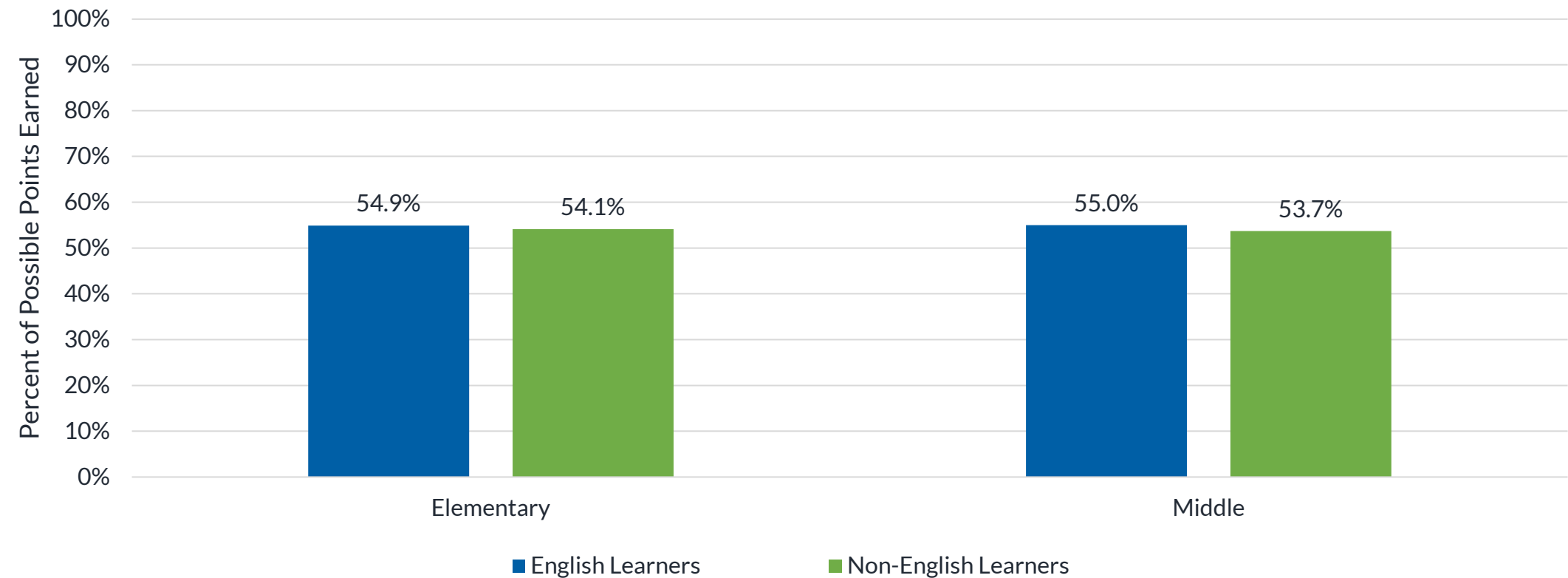
Academic Achievement Measures

English learners scored lower on the state’s standardized Math and ELA tests



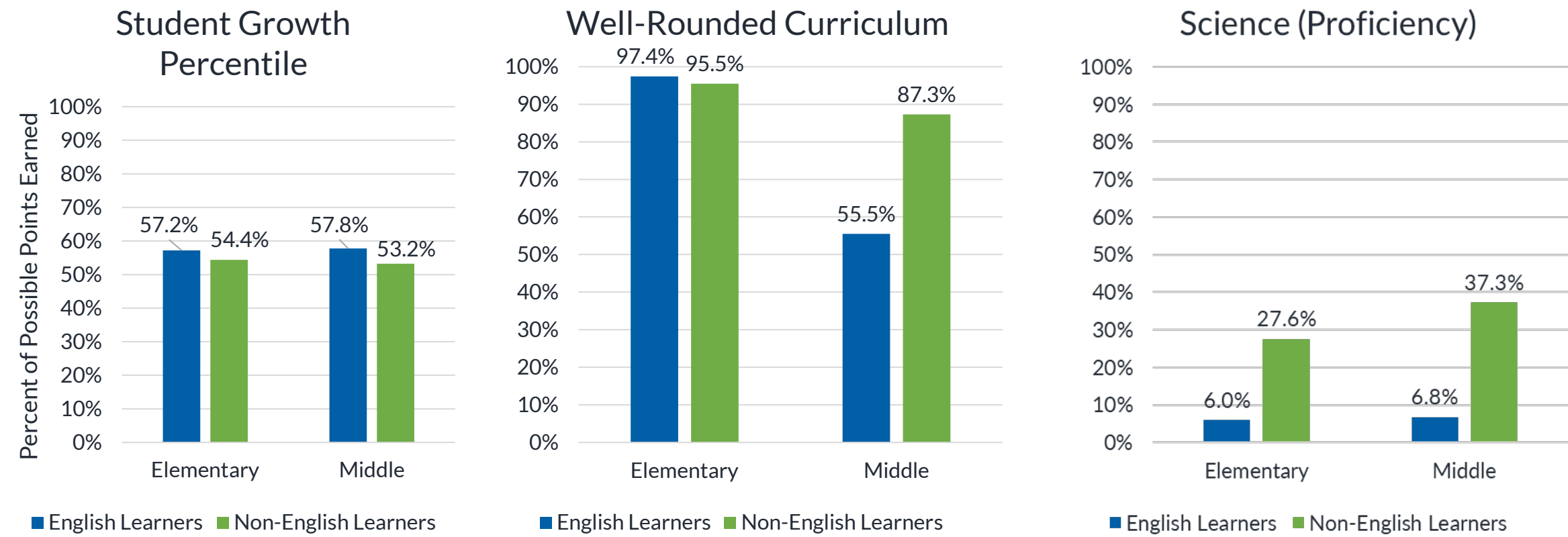
Academic Progress Indicator

English learners scored similarly on the Academic Progress indicator



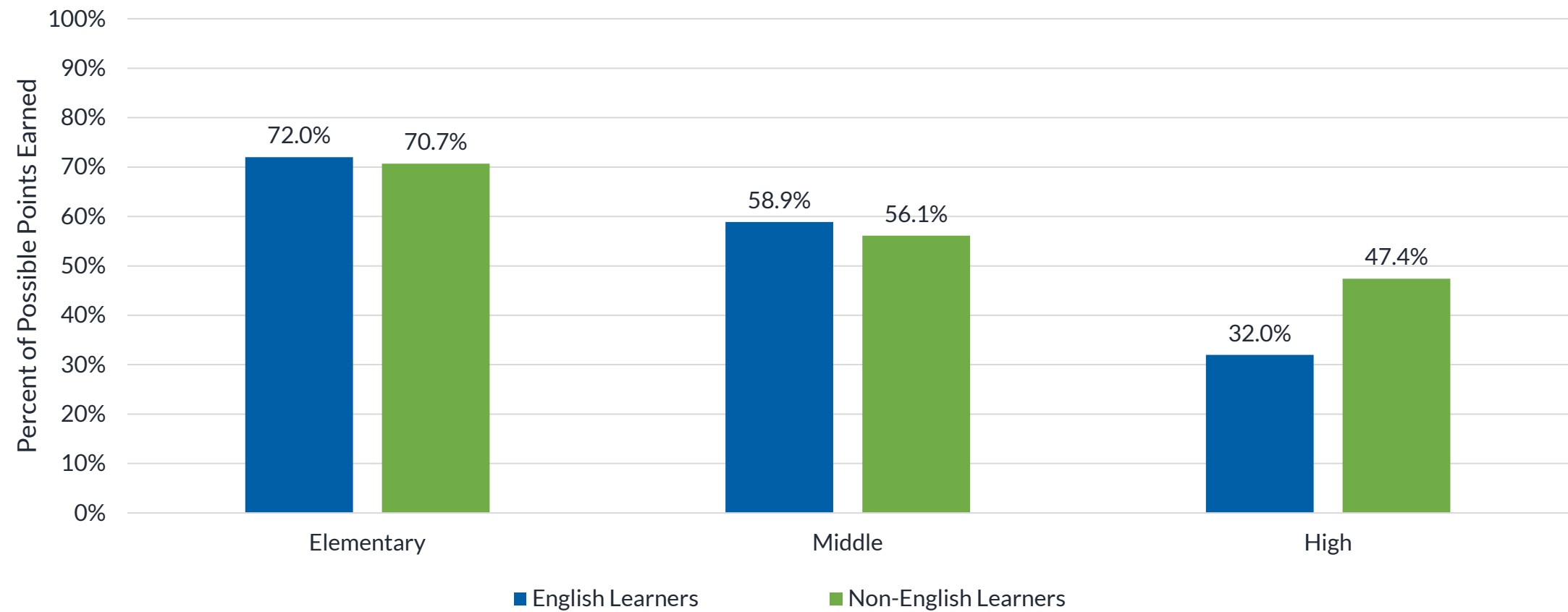
Academic Progress Measures

English learners had similar levels of growth but were less likely to earn credit in core courses in middle school



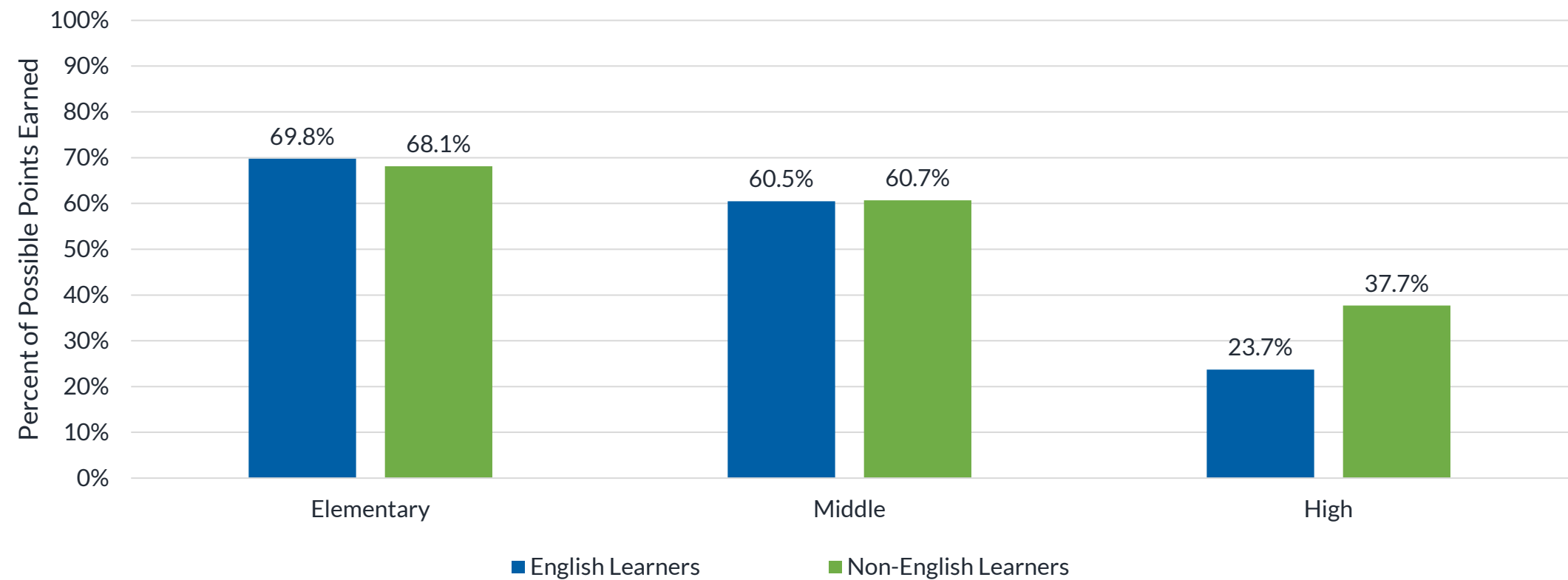
School Quality and Student Success Indicator

Scores were similar at the elementary and middle school levels but lower for English learners at the high school level



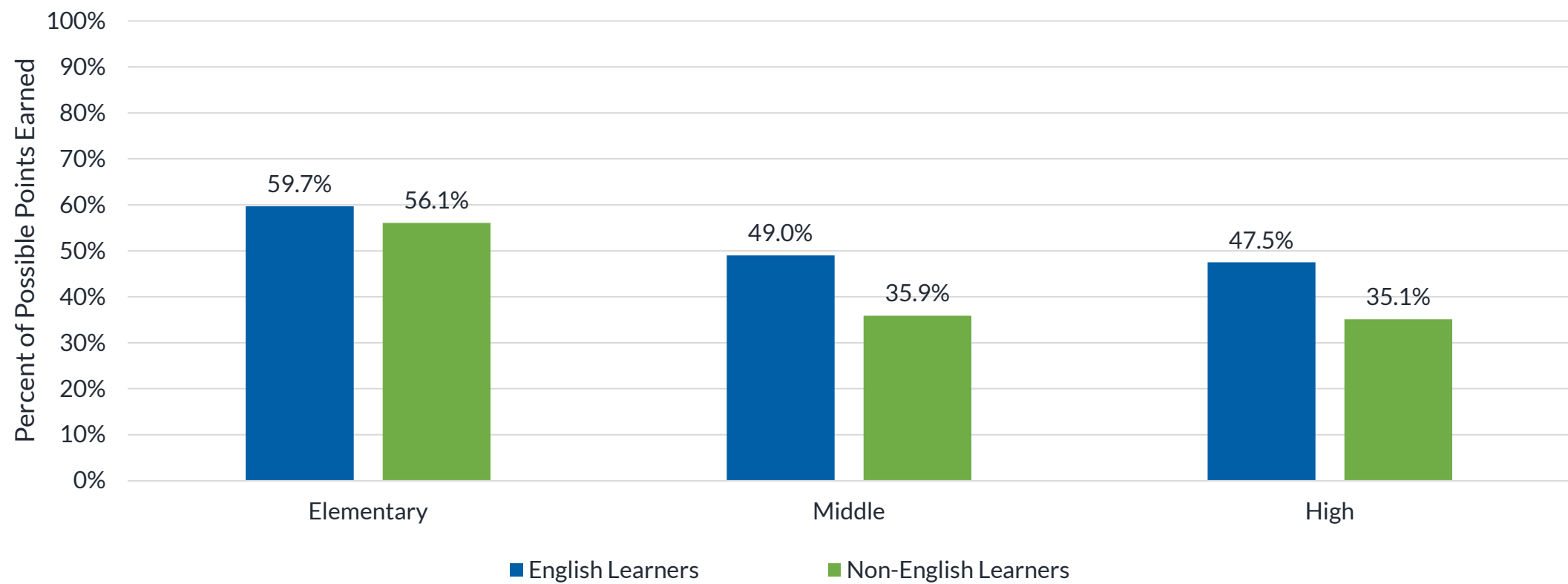
Chronic Absenteeism Measure

English learners had higher levels of chronic absenteeism at the high school level



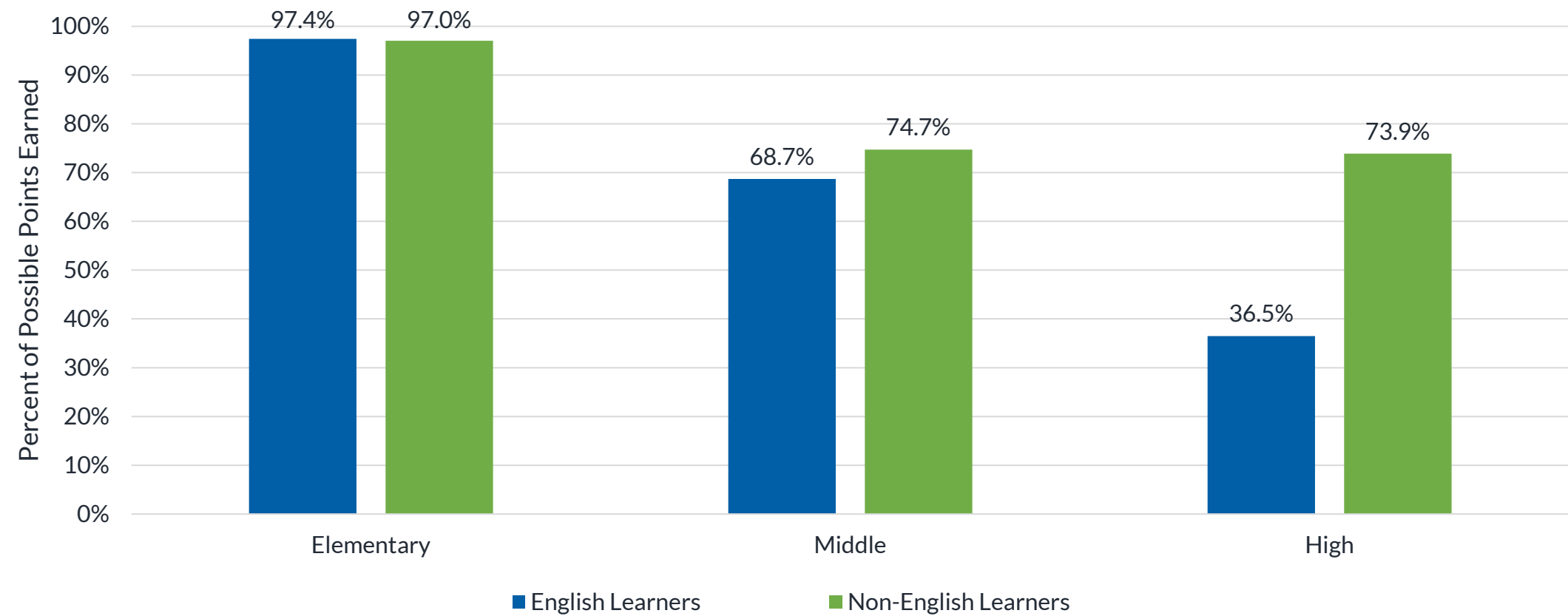
School Survey Measure

English learners had more positive perceptions of their schools



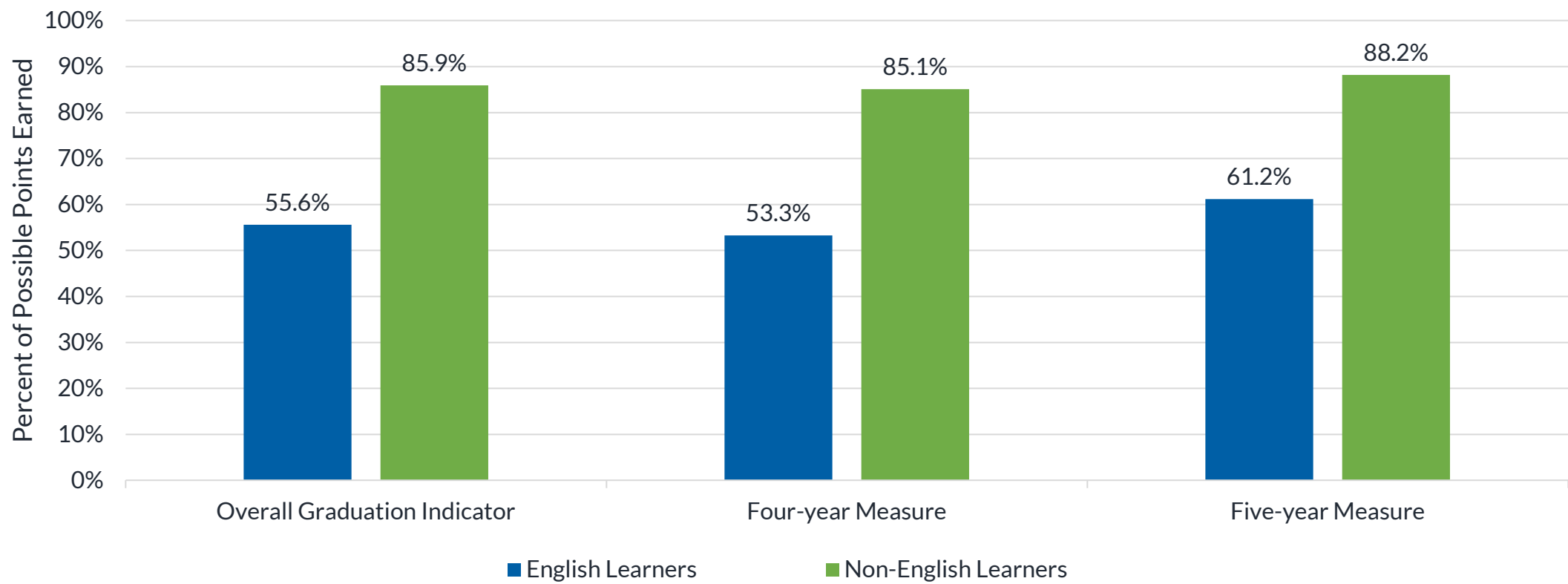
Access to a Well-Rounded Curriculum Measure

English learners are less likely to have courses or opportunities beyond core coursework



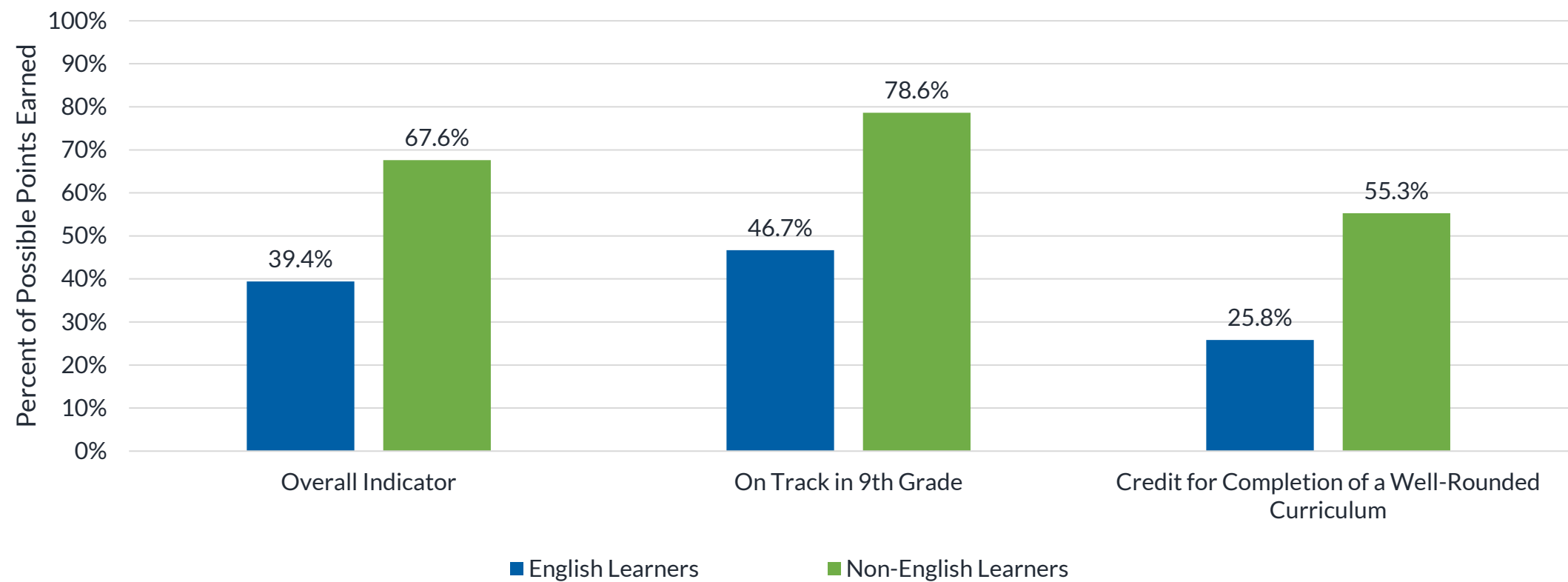
Graduation Rates

English learners graduate at lower rates



Readiness for Post-Secondary Success

English learners are less likely to be on-track to graduate in grade 9 and less likely to achieve other benchmarks in high school



Summary

How do English learners score on the Maryland Accountability System relative to their peers?

Indicator	English Learners Score Higher than Peers	English Learners Score Similarly	English Learners Score Lower than Peers
Academic Achievement			✓
Academic Progress		✓	
School Quality and Student Success		ES, MS	HS
Graduation			✓
Readiness for Post-secondary Success			✓



Discussion and Recommendations

Panel Discussion

- How do you use the current accountability system or other assessments to support the teaching and learning of ELs?
- If we could revise MD's accountability system as it relates to ELs, what suggestions do you have?

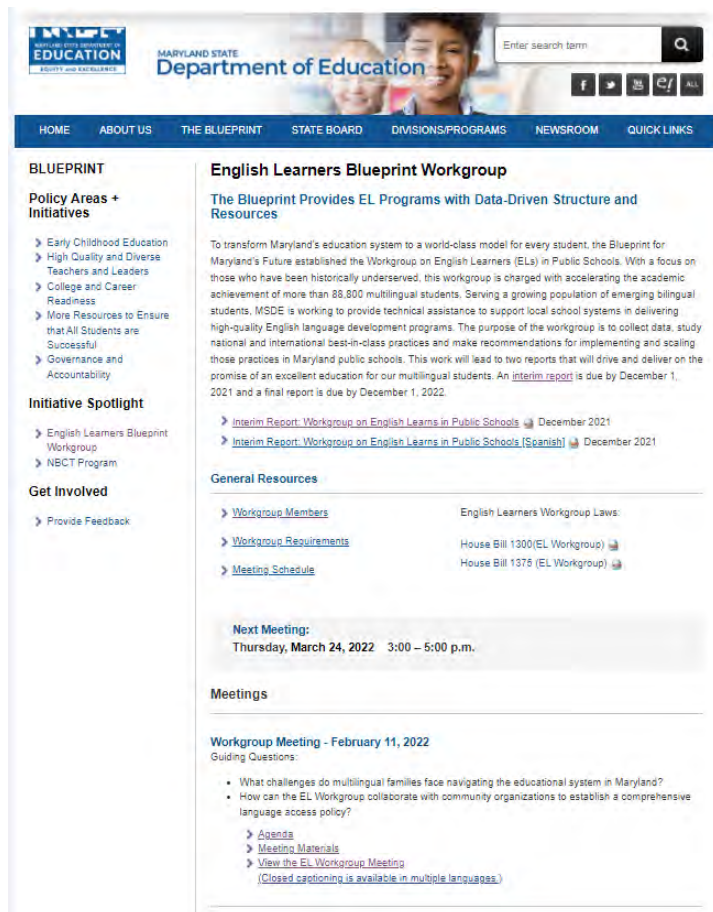
LEA/School	Panel Member
Anne Arundel County/Annapolis Elementary School	Shelley Hartford, Principal
Anne Arundel County/Annapolis High School	Tema Encarnacion, English Language Development Chair
Baltimore City/Maree G. Farring Elementary/Middle School	Benjamin Crandall, Principal
Howard County/Wilde Lake High School	Marcy Leonard, Principal Laura Cometa, ESOL teacher
Washington County/Easton Elementary School	Dan Fowler, Principal

Discussion and Recommendations

Accountability Suggestions	A. High Desirability High Feasibility	B. Mixed High D/Low F High F/Low D	C. Low Desirability Low Feasibility
1. Include WIDA ACCESS as an assessment to earn the seal of biliteracy			
2. Disaggregate (and report) data by length of time as an EL (track LTELs)			
3. Track data about access to GATE/AP classes			
4. Report out on longitudinal data on ELs at student and cohort levels (tools to monitor language growth that is similar to reading & math growth)			
5. How to measure the accomplishments of newly arrived ELs in a system that awards points for/toward graduation			
6. Expand beyond a single exit criteria for reclassification (GPA, Proficiency on MCAP, consistent performance on ACCESS for 3 or more years in the 4.0 + range)			
7. Tie longitudinal EL data to accountability system (star rating)			
8. How to measure growth in multilingual learners (bilingualism) and connect it to the accountability system (asset mindset!!!)			

EL Blueprint Workgroup Website

<https://www.marylandpublicschools.org/Blueprint/Pages/ELBlueprintWorkgroup/index.aspx>



Next Meeting
July 27, 2022
3:00 – 5:00 p.m.



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

BLUEPRINT

FOR MARYLAND'S FUTURE

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/>