

A background photograph of four diverse children in a classroom setting. A young boy with dark, curly hair is in the center, smiling broadly. To his left, a girl with red hair is smiling. To his right, a girl with blonde hair in a ponytail is smiling. In the background, another boy is visible, also smiling. The setting appears to be a library or classroom with bookshelves.

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

- Robert Measel, Pennsylvania Department of Education
- Cindy Kazanis, Kimberly Mundhenk and Justin Lane, California Department of Education



Maryland Existing Policy and Practices

Blueprint for Maryland's Future

Workgroup on EL

Panel Discussion

- How do you track data on long term English learners (LTELs)?
- What challenges or successes does this data reveal about educating LTELs ?
- How do you use data on LTELs to inform programmatic decision making?

Local Education Agency	Panel Member
Anne Arundel County	Leanne Riordon, ESOL Coordinator
Baltimore City	Maria Reamore, ESOL Coordinator
Frederick County	Dr. Katherine Gull, English Learners Supervisor
Wicomico County	Ellen Harlan, ESOL Coordinator



Data Dive

What are the trends and outcomes for Long Term English Learners (LTELs) in Maryland?

- What are the trends for LTEL enrollment in Maryland?
- What grade levels have the highest concentrations of LTELs?
- How do Special Education identification rates compare for LTELs and non-LTELs?
- How do English language proficiency levels compare for LTELs and non-LTELs?
- How does LTEL Math and ELA achievement compare with non-LTELs?
- How do graduation rates compare for LTELs and non-LTELs?
- How do postsecondary enrollment rates compare for LTELs and non-LTELs?

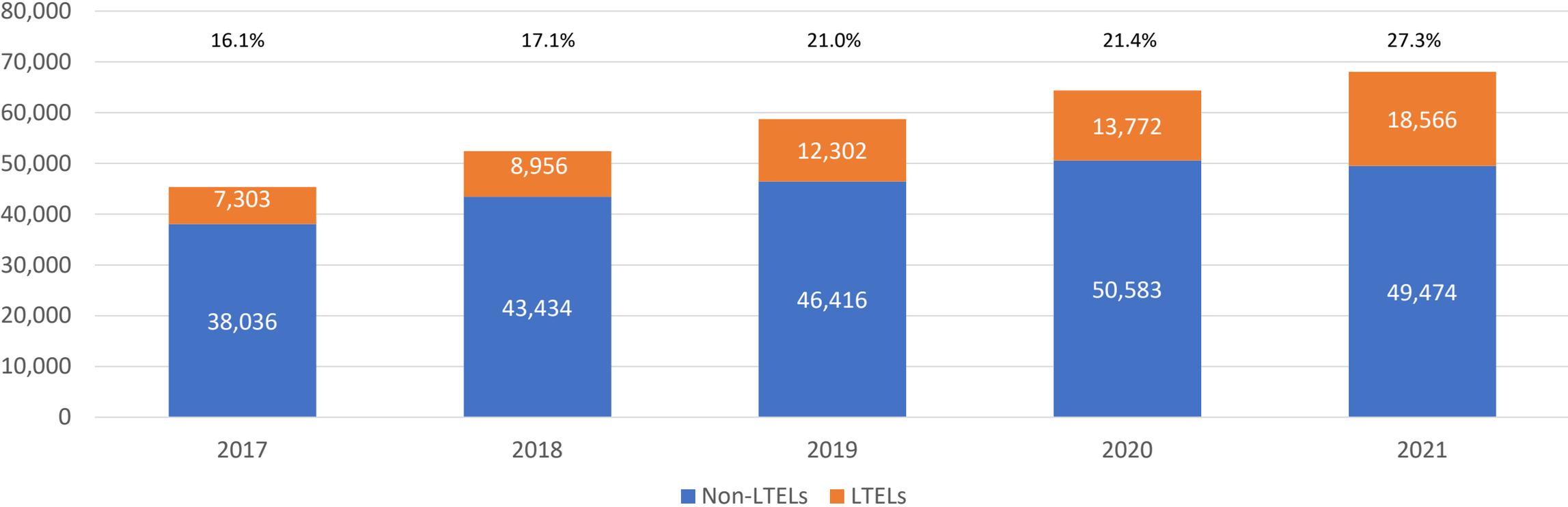
Data Definitions

- Long-Term English Learners (LTELs) = active English learners who have received EL services for six years or more
- Non-Long-Term English learners = active English learners who have received EL services for less than six years
- LTELs + Non-LTELs = All active ELs
- Data includes English learners in grades 3-12

What are the trends in LTEL enrollment in Maryland?

The number and proportion of LTELs has risen substantially over the past five years.

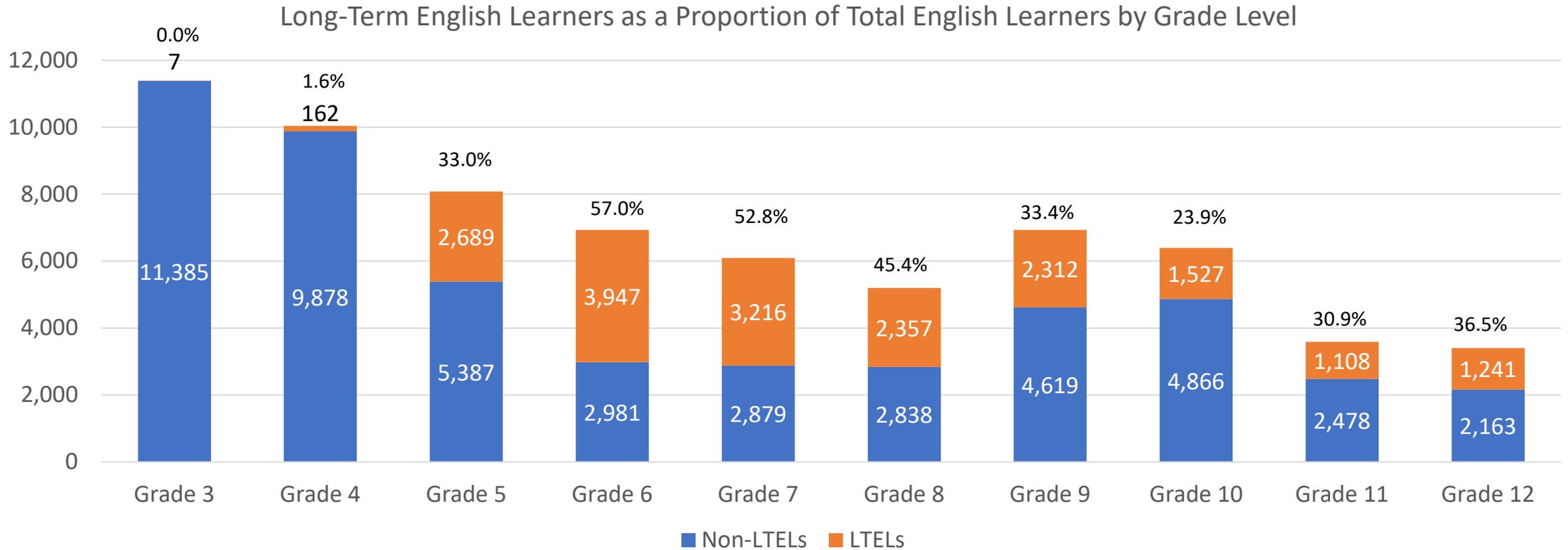
Long-Term English Learners as a Proportion of Total English Learners



Data source: MSDE Attendance collection, 2020-2021

What grade levels have the highest concentrations of LTELs?

LTELs were disproportionately in middle school grades in 2021.

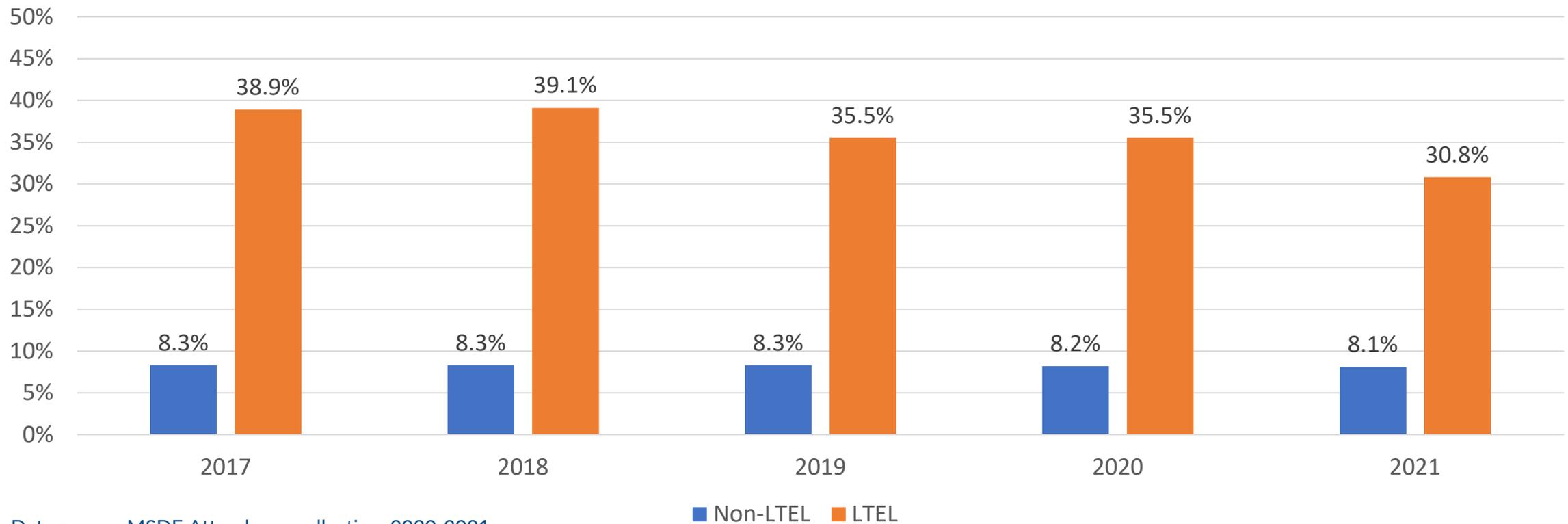


Data source: MSDE Attendance collection, 2020-2021

How do Special Education identification rates compare for LTELs and non-LTELs?

LTELs are 4-5 times more likely to be identified for Special Education services than non-LTELs.

Special Education Identification Rate by Long-Term Status

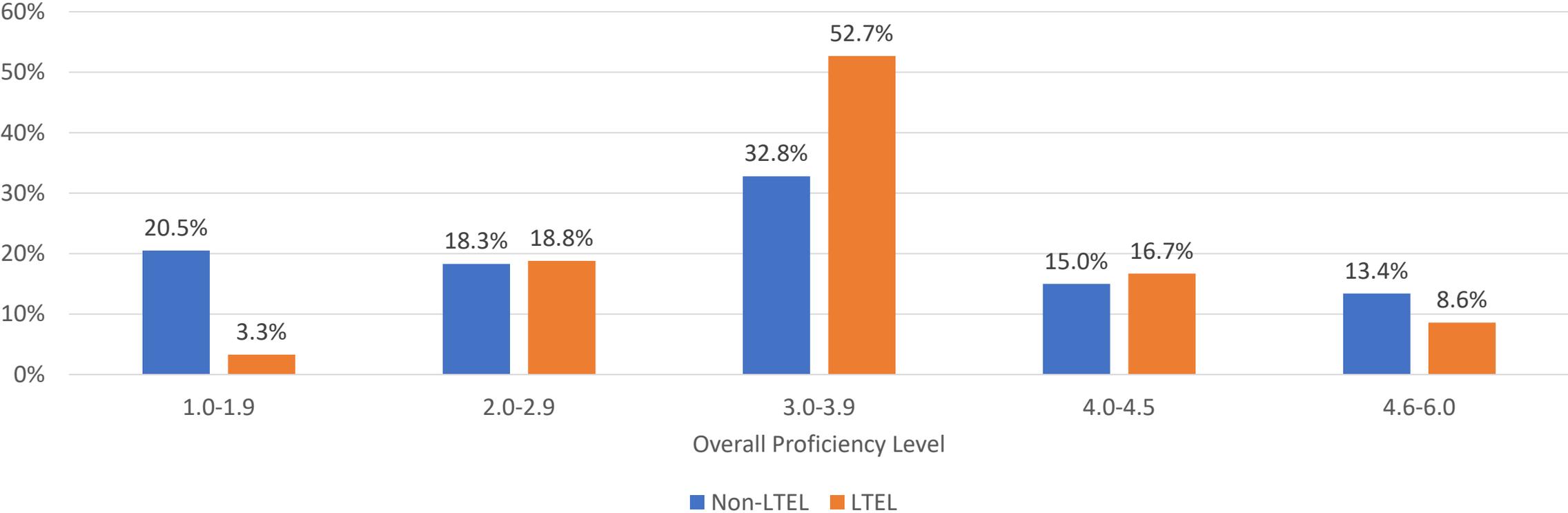


Data source: MSDE Attendance collection, 2020-2021

How do English language proficiency levels compare for LTELs and non-LTELs?

LTELs are most likely to score at proficiency level 3 on the English language proficiency assessment.

English Language Proficiency Level by Long-Term Status, 2020

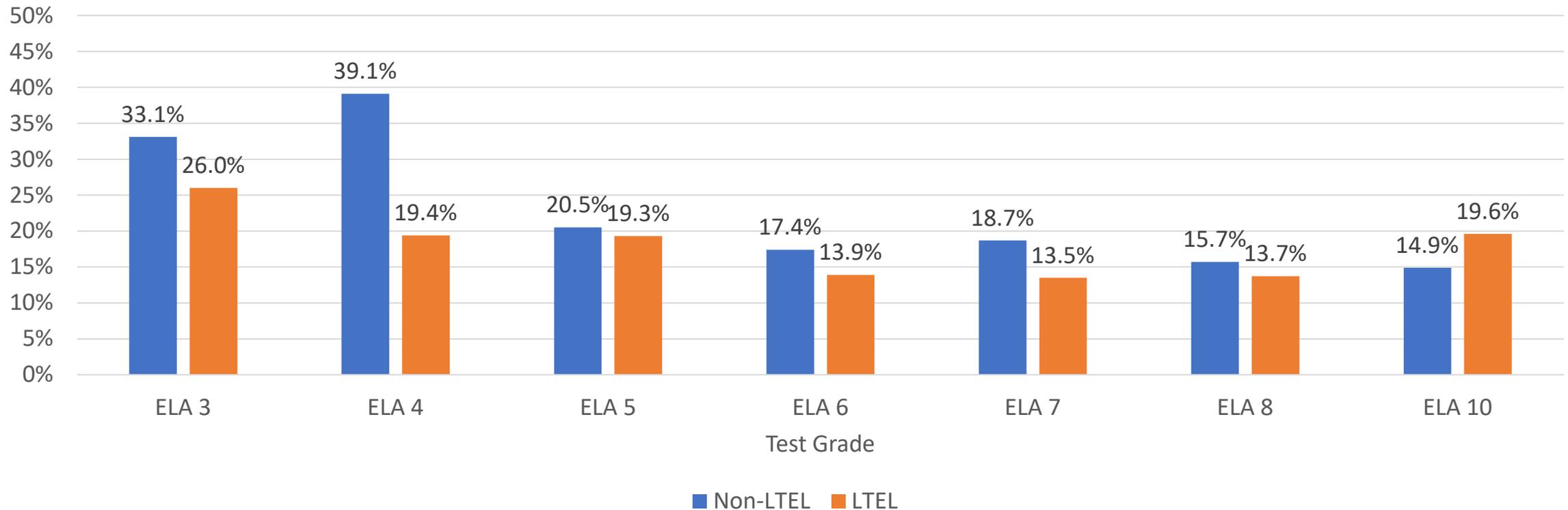


English language proficiency is measured using the ACCESS for ELLs 2.0 assessment. Proficiency levels range from 1.0 to 6.0, with 4.5 the current state standard for reclassification.

How does ELA achievement of LTELs compare with non-LTELs?

LTELs' ELA achievement on MCAP is slightly lower than non-LTELs in most grades.

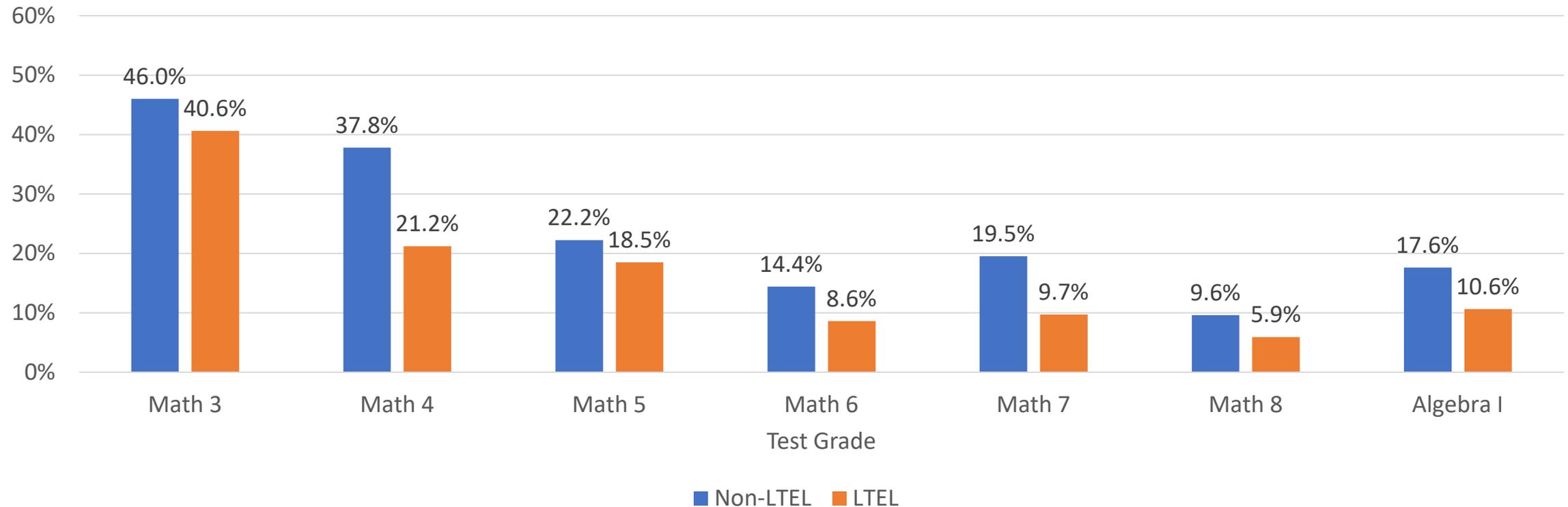
Percentage of English Learners Scoring Level 3 or Higher in ELA by Long-Term Status, 2019



How do Math proficiency rates compare for LTELs and non-LTELs?

LTELs' math achievement on MCAP is lower than non-LTELs for all grades.

Percentage of English Learners Scoring Level 3 or Higher in Math by Long-Term Status, 2019

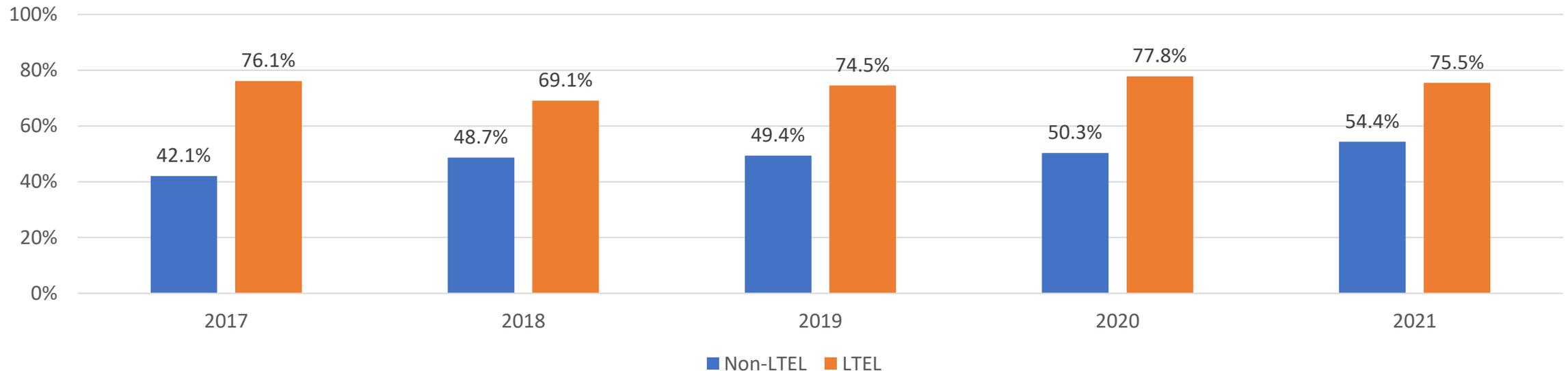


How do graduation rates compare for LTELs and non-LTELs?

Grade 12 LTELs are more likely to graduate in four years than grade 12 non-LTELs. This is likely due to two factors:

1. New arrivals to the U.S. are not likely to be classified as LTEL in grade 12.
2. Students that exit prior to graduation or graduate early cannot be classified as either LTEL or non-LTEL.

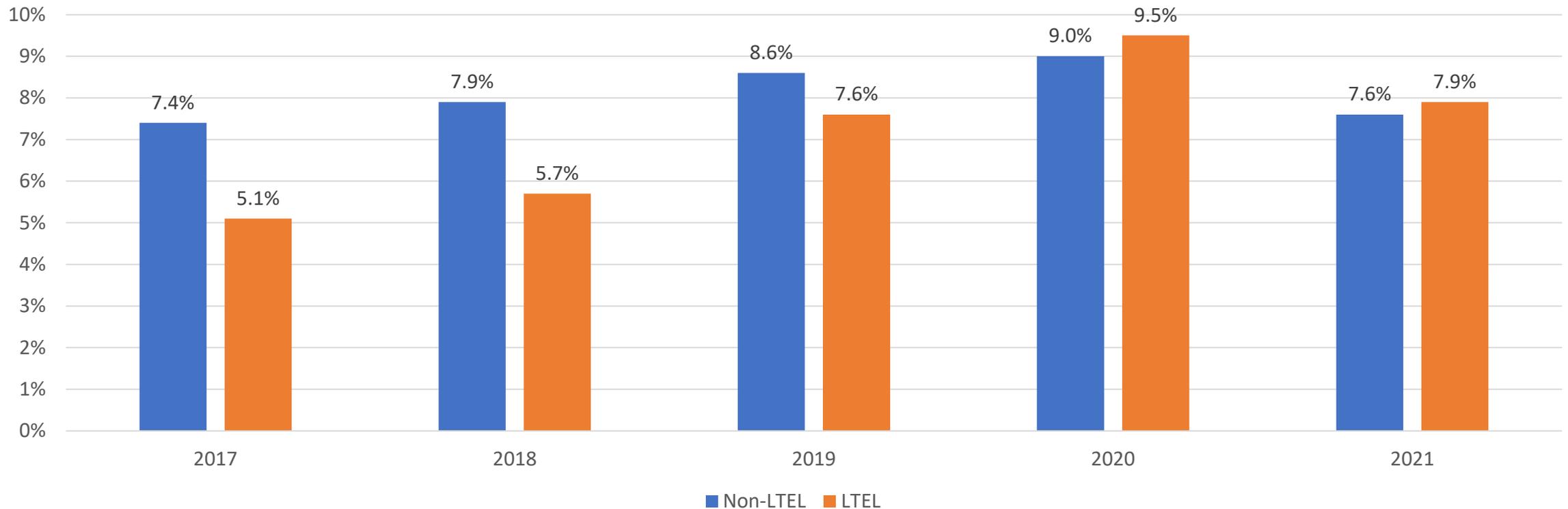
Percentage of English Learners Graduating in Four Years by Cohort and Long-Term Status and Year



How do postsecondary enrollment rates compare for LTELs and non-LTELs?

In the last two years, LTELs and non-LTELs had similar rates of enrollment in postsecondary within 6 months of graduation.

English Learner Postsecondary Enrollment Rate by Long-Term Status and Year



Overall, 63.4% of all students in the 2019 graduating class in Maryland enrolled in a postsecondary institution within 6 months of graduation.

Summary

- The number and proportion of LTELs has risen substantially over the past five years.
- LTELs were disproportionately in middle school grades in 2021.
- LTELs are 4-5 times more likely to be identified for Special Education services than non-LTELs.
- LTELs are most likely to score at proficiency level 3 on the English language proficiency assessment.
- LTELs' achievement is lower than non-LTELs in ELA and Math in most grades.
- Grade 12 LTELs are more likely to graduate in four years than Grade 12 non-LTELs. This is likely due to two factors:
 1. LTELs in Grade 12 are not likely to be new arrivals to the U.S.
 2. Students that exit prior to graduation or graduate early cannot be classified as either LTEL or non-LTEL.
- LTELs and non-LTELs have similar rates of enrollment in postsecondary within 6 months of graduation.



Discussion and Recommendations



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.	0	4	1
2. Disaggregate (and report) data by length of time as an EL (track LTELs).	7	0	0
3. Track data about access to Gifted and Talented/AP classes.	6	1	0
4. Report out on longitudinal data on ELs at student and cohort levels and incorporate into the accountability system. (We lack tools to progress monitor language growth at a micro level the way we can for reading & math.)	6	1	0
5. Incorporate a way to measure the accomplishments of newly arrived ELs. (The current system awards points for/toward graduation, not reflective of newly arrived ELs.)	1	1	0
6. Expand beyond a single exit criteria for reclassification, such as GPA, proficiency on MCAP, consistent performance on ACCESS for 3 or more years in the 4.0 + range, etc.	7	0	0
7. Measure growth in multilingual learners (bilingualism) and connect it to the accountability system to promote an asset mindset.	2	5	0

EL Blueprint Workgroup Website

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

English Learners Blueprint Workgroup

The Blueprint Provides EL Programs with Data-Driven Structure and Resources

To transform Maryland's education system to a world-class model for every student, the Blueprint for Maryland's Future established the Workgroup on English Learners (ELs) in Public Schools. With a focus on those who have been historically underserved, this workgroup is charged with accelerating the academic achievement of more than 88,800 multilingual students. Serving a growing population of emerging bilingual students, MSDE is working to provide technical assistance to support local school systems in delivering high-quality English language development programs. The purpose of the workgroup is to collect data, study national and international best-in-class practices and make recommendations for implementing and scaling those practices in Maryland public schools. This work will lead to two reports that will drive and deliver on the promise of an excellent education for our multilingual students. An [interim report](#) is due by December 1, 2021 and a final report is due by December 1, 2022.

- [Interim Report: Workgroup on English Learners in Public Schools](#) 📄 December 2021
- [Interim Report: Workgroup on English Learners in Public Schools \(Spanish\)](#) 📄 December 2021

General Resources

- [Workgroup Members](#) English Learners Workgroup Laws:
- [Workgroup Requirements](#) House Bill 1300(EL Workgroup) 📄
- [Meeting Schedule](#) House Bill 1375 (EL Workgroup) 📄

Next Meeting:
Thursday, March 24, 2022 3:00 – 5:00 p.m.

Meetings

Workgroup Meeting - February 11, 2022

Guiding Questions:

- What challenges do multilingual families face navigating the educational system in Maryland?
- How can the EL Workgroup collaborate with community organizations to establish a comprehensive language access policy?

- [Agenda](#)
- [Meeting Materials](#)
- [View the EL Workgroup Meeting](#)

(Closed captioning is available in multiple languages.)

Next Meeting
August 24, 2022
3:00 – 5:00 p.m.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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/>