Miami-Dade County Public Schools

ENGLISH LANGUAGE LEARNERS AND THEIR ACADEMIC PROGRESS: 2010-2011

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January 2012

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EXECUTIVE SUMMARY

This is the 2010-11 annual report on the academic progress of English language learners in the Miami-Dade County Public Schools. The purpose of the report is to

- Describe the demographic characteristics of students classified as English Language Learners (ELL) in the Miami-Dade County Public Schools (M-DCPS),
- Provide data regarding ELL students' academic performance on the 2010 and 2011 Florida Comprehensive Assessment Test Sunshine State Standards (FCAT-SSS),
- Describe the progress made by ELL students in English language acquisition based on the results of the 2010 and 2011 Comprehensive English Language Learning Assessment (CELLA),
- Discuss the district progress in achieving the Annual Measurable Achievement Objectives (AMAOs),
- Provide an analysis of the long-term trends in academic performance of different cohorts of ELL students on the FCAT-SSS during the 2007-2011 period,
- Contrast 2011 high school graduation percentages of ELL and all M-DCPS students, and
- Examine 2011 in-grade retention rates for ELL students.

Demographically, ELL students, as a group, were more likely to come from poor households and less likely to be classified as gifted students than formerly ELL and non-ELL students. The majority of ELL and formerly ELL students in the District were of Hispanic origin.

Academic achievement results of ELL students expressed as the percentage of students scoring within achievement levels 3-5 on the reading, mathematics, writing, and science components of the FCAT-SSS improved between 2010 and 2011 for the majority of grade levels. Higher proportions of ELL students scored at the proficient levels on the Listening/Speaking and Reading components of the 2011 CELLA than on the corresponding parts of the 2010 CELLA for most grade levels. On the other hand, the percentage of students scoring at the proficient level on the Writing component of CELLA increased between 2010 and 2011 for only about one-half of all grade levels.

The District met the AMAO 1 targets for all three areas of CELLA in 2011. In addition, the District met the AMAO 2 targets for most grade-level clusters in 2011 but missed it for the grade 3-5 cluster. On the other hand, the District did not meet the AMAO 3 targets during the 2006-07 through 2010-11 period.

A longitudinal analysis of the ELL students' performance demonstrated that the academic achievement of students in each of the ELL Cohorts improved rapidly with time. In fact, the 2010 and 2011 academic achievement of students in the 2006-07 ELL Cohort exceeded the average M-DCPS student achievement in both reading and mathematics.

The graduation rate of ELL students increased as students acquired English proficiency. However, the graduation rate of ELL students remained lower than that of M-DCPS students as a whole. In addition, the in-grade retention rates of ELL students were higher than those of formerly ELL and non-ELL students.

INTRODUCTION

This report is intended to address the following seven areas. First, it describes the demographic characteristics of students classified as English Language Learners (ELL). Second, it compares and contrasts the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2010 and 2011 Florida Comprehensive Assessment Test, Sunshine State Standards (FCAT-SSS). Third, it describes the progress made by ELL students in the area of English proficiency based on the results of the Comprehensive English Language Learning Assessment (CELLA) during the 2010-2011 period. Fourth, it describes the progress made by the ELL students in the District in achieving the Annual Measurable Achievement Objectives (AMAOs) adopted by the state in September 2008. Fifth, it offers a longitudinal view on the academic achievement of ELL students beginning with the 2007 school year, through 2011. Sixth, the report contrasts 2011 high school graduation percentages for ELL and non-ELL students. Finally, the report examines 2011 retention rates for ELL students. Each of these seven areas is described in a separate section of the report.

When a student enrolls in the Miami-Dade County Public Schools (M-DCPS) for the first time, a language survey inquiring about student and parent language use is completed. If the student's or parents' primary language is not English, the student is tested to determine his/her English proficiency. Based on the results of this assessment, the student is either classified as an English Language Learner (ELL) or deemed proficient in English. The English proficiency level for ELL students can range from ESOL 1 (lowest) to ESOL 4 (highest). ELL students are enrolled in specific ESOL courses tailored to meet students' language needs. The students' English proficiency levels are reassessed annually, and the appropriate ESOL placement is determined. Once it is ascertained that a student has acquired English proficiency, the student no longer participates in any ESOL course and is considered as having exited the ESOL program. At this point, the student is classified as *formerly* ELL (ESOL level 5); during the two-year period following the exit from the ESOL program, the student retains this status and the student's academic achievement is monitored.

In this report, the achievement of students in the ESOL program is disaggregated by grade and ESOL level. For comparison purposes, *formerly ELL* and *non-ELL* categories are included in the report. The non-ELL category includes students who have been out of the ESOL program for two years or longer, as well as those who have never been classified as ELL students. The achievement results of special education (SPED) students are not included in this report, except for those of students classified as gifted, speech impaired, or hospital/homebound.

SECTION I
2010-11 STUDENT DEMOGRAPHIC CHARACTERISTICS

This section describes certain demographic characteristics of ELL and non-ELL students in the District as of October 2010. Table 1 below exhibits demographic features for all K-12 students in the District disaggregated by their ELL status, race/ethnicity, free/reduced price lunch (FRL) status, SPED status, and student language.

Table 1
2010-11 Demographic Characteristics of Students in Grades K – 12 by ELL Status

		ELL (n = 62,838)		Formerly ELL (n = 17,930)		Non-ELL (n = 259,236)	
		n	%	n	%	n	%
Race/ Ethnicity	Asian	587	**0.9**	278	**1.6**	3,188	**1.2**
	Black	6,277	**10.0**	1,154	**6.4**	75,302	**29.0**
	Hispanic	54,322	**86.4**	15,841	**88.3**	151,585	**58.5**
	White	1,475	**2.3**	642	**3.6**	27,335	**10.5**
	Other	177	**0.3**	15	**0.0**	1,826	**0.7**
FRL Status	Free	48,273	**76.8**	12,217	**68.1**	151,132	**58.3**
	Reduced	3,952	**6.3**	1,607	**9.0**	21,500	**8.3**
	Non-FRL	10,613	**16.9**	4,106	**22.9**	86,604	**33.4**
Student Language	Spanish	54,680	**87.0**	16,071	**89.6**	138,714	**53.5**
	Haitian Creole	5,688	**9.1**	1,002	**5.6**	9,039	**3.5**
	Other	2,470	**3.9**	857	**4.8**	138,714	**53.5**
SPED Status	Gifted	688	**1.1**	1,914	**10.7**	33,913	**13.1**
	Hospital/Homebound	37	**0.1**	14	**0.1**	300	**0.1**
	Speech Impaired	680	**1.1**	187	**1.0**	1,891	**0.7**
	Other SPED	4,808	**7.7**	1,320	**7.4**	26,929	**10.4**
	Non-SPED	56,625	**90.1**	14,495	**80.8**	196,203	**75.7**

Note: The percentages shown in Table 1 are those for subcategories of a particular demographic characteristic *within* each of the three ELL groups: ELL, formerly ELL, or non-ELL.

Table 1 shows that ELL students, as a group, differ from students in the formerly ELL and non-ELL groups on some important characteristics. Overall, ELL students are more likely to be eligible for the federal free/reduced price lunch program (the eligibility for which is based on the household income) than students in the non-ELL group. In addition, ELL students are much less likely to be classified as gifted than are students in the other two groups.

SECTION II
2011 AND 2011 FCAT SSS ACHIEVEMENT RESULTS BY ELL STATUS

This section compares and contrasts the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2010 and 2011 Florida Comprehensive Assessment Test, Sunshine State Standards (FCAT-SSS). It is separated into several subsections dealing with different academic disciplines.

2010 and 2011 FCAT-SSS Reading and Mathematics Results

In 2011, the new version of the FCAT, known as the FCAT 2.0 was administered to students in grades 3-10 in reading and students in grades 3-8, and 10 in mathematics. This new version of the FCAT addresses the new curriculum standards adopted by the State and will use the unified vertical scale designed to monitor the academic progress of students as they move from one grade level to the next. However, this scale was not yet developed when the State released the 2011 FCAT outcomes. Consequently, the 2011 FCAT reading and mathematics results, which were used by the State as part of the school accountability process, were reported using the 2010 scale as the reference scale and employing the so-called equipercentile test equating procedure. In this procedure, the 2010 and 2011 scale scores within each grade level and subject area at the State level are first converted to corresponding percentiles. Then, each of the 2011 percentiles is matched to the numerically equal 2010 percentiles, and the corresponding 2010 scale score is used as the 2011 scale score. One consequence of using this procedure is that the distribution of students among the 2011 achievement levels for the State results is artificially matched to the 2010 distribution, likely concealing any progress made by students during the 2010-2011 period.

Overall, 36% of current ELL students in grades 3-5 performed at or above achievement level 3 on the reading subtest of the 2011 FCAT-SSS compared with 37% in 2010. The corresponding figures for grades 3-5 for the mathematics subtest of the FCAT-SSS were 53% and 49% for the years 2011 and 2010, respectively.

In grades 6-8, 17% of current ELL students performed within achievement levels 3-5 on the reading subtest of the 2011 FCAT-SSS compared with 16% in 2010. The corresponding figures for grades 6-8 for the mathematics subtest of the FCAT-SSS were 29% in 2011 and 27% in 2010.

In grades 9-10, about 7% of current ELL students performed within achievement levels 3-5 on the reading subtest of the 2011 FCAT-SSS, the same performance as in 2010. The corresponding figures for grade 10 for the mathematics subtest of the FCAT-SSS were 37% and 46% for the years 2011 and 2010, respectively.

Table 2 shows student academic achievement disaggregated by student ESOL/ELL classification status for each of the grade levels. As mentioned earlier, the achievement results of SPED students are not included in this report, except for those of students classified as gifted, speech impaired, or hospital/homebound. In this regard, the results presented in Table 2 are different from those used by the State for the purposes of school and district accountability calculations.

The results show that in most cases the percentages of students at each grade level scoring at achievement level 3 or higher increase as students gain English proficiency moving from one ESOL level to the next.

Note that the following table exhibits the academic performance of different groups of students for two academic years.

Table 2

Number and Percentage of Students in Grades 3-10 scoring at or above achievement level 3 by ELL status on the FCAT-SSS: 2010 and 2011

		Reading						Mathematics					
		2010			2011			2010			2011		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 3	ESOL 1	816	87	**11**	1016	124	**12**	819	289	**35**	1017	412	**41**
	ESOL 2	471	150	**32**	563	167	**30**	475	253	**53**	563	336	**60**
	ESOL 3	1358	485	**36**	1825	567	**31**	1368	802	**59**	1827	1050	**57**
	ESOL 4	1284	792	**62**	2226	1346	**60**	1283	967	**75**	2225	1747	**79**
	Formerly ELL	5912	4864	**82**	4723	4335	**92**	5909	5268	**89**	4720	4488	**95**
	Non-ELL	14655	11341	**77**	14323	10935	**76**	14662	12337	**84**	14345	12097	**84**
Grade 4	ESOL 1	1163	140	**12**	1236	114	**9**	1165	291	**25**	1222	423	**35**
	ESOL 2	686	268	**39**	947	310	**33**	686	320	**47**	943	499	**53**
	ESOL 3	801	542	**68**	1236	736	**60**	801	550	**69**	1233	884	**72**
	ESOL 4	355	249	**70**	266	208	**78**	355	257	**72**	265	221	**83**
	Formerly ELL	3593	2831	**79**	2878	2413	**84**	3595	2845	**79**	2872	2444	**85**
	Non-ELL	16971	13391	**79**	16904	13333	**79**	16975	13492	**79**	16847	13929	**83**
Grade 5	ESOL 1	1067	77	**7**	1164	58	**5**	1067	201	**19**	1154	229	**20**
	ESOL 2	384	108	**28**	461	99	**21**	387	131	**34**	459	130	**28**
	ESOL 3	495	248	**50**	916	380	**41**	496	232	**47**	913	368	**40**
	ESOL 4	363	239	**66**	521	341	**65**	363	212	**58**	520	308	**59**
	Formerly ELL	1436	1015	**71**	1061	895	**84**	1436	929	**65**	1059	785	**74**
	Non-ELL	19894	14727	**74**	19824	15081	**76**	19897	13423	**67**	19753	13758	**70**
Grade 6	ESOL 1	1073	46	**4**	1172	65	**6**	1075	123	**11**	1167	150	**13**
	ESOL 2	317	49	**15**	375	78	**21**	316	56	**18**	374	92	**25**
	ESOL 3	364	107	**29**	460	137	**30**	362	101	**28**	456	109	**24**
	ESOL 4	395	204	**52**	462	227	**49**	394	164	**42**	459	185	**40**
	Formerly ELL	960	644	**67**	853	668	**78**	961	553	**58**	851	556	**65**
	Non-ELL	20560	14512	**71**	20625	14866	**72**	20569	12401	**60**	20607	12079	**59**
Grade 7	ESOL 1	1111	61	**5**	1277	49	**4**	1107	211	**19**	1265	213	**17**
	ESOL 2	474	84	**18**	571	85	**15**	471	160	**34**	562	162	**29**
	ESOL 3	350	150	**43**	468	164	**35**	350	180	**51**	462	188	**41**
	ESOL 4	232	119	**51**	224	131	**58**	232	121	**52**	220	121	**55**
	Formerly ELL	797	505	**63**	668	547	**82**	796	491	**62**	667	474	**71**
	Non-ELL	20976	15177	**72**	20817	15402	**74**	20979	13812	**66**	20744	13404	**65**

Table 2 (continued)

		Reading						Mathematics					
		2010			2011			2010			2011		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 8	ESOL 1	1137	21	**2**	1145	39	**3**	1135	180	**16**	1122	287	**26**
	ESOL 2	481	32	**7**	582	64	**11**	482	145	**30**	576	247	**43**
	ESOL 3	354	58	**16**	455	91	**20**	354	172	**49**	450	236	**52**
	ESOL 4	263	90	**34**	283	105	**37**	265	167	**63**	282	190	**67**
	Formerly ELL	695	343	**49**	543	344	**63**	699	456	**65**	544	419	**77**
	Non-ELL	20551	12357	**60**	21170	12741	**60**	20575	14492	**70**	21076	15423	**73**
Grade 9	ESOL 1	1171	18	**2**	1345	12	**1**	1166	154	**13**			
	ESOL 2	541	35	**6**	605	26	**4**	541	157	**29**			
	ESOL 3	350	63	**18**	478	35	**7**	353	168	**48**			
	ESOL 4	362	112	**31**	391	69	**18**	361	217	**60**			
	Formerly ELL	637	242	**38**	465	213	**46**	637	388	**61**			
	Non-ELL	20720	10233	**49**	20701	10420	**50**	20719	14752	**71**			
Grade 10	ESOL 1	1289	9	**1**	1152	18	**2**	1266	356	**28**	1104	212	**19**
	ESOL 2	537	13	**2**	565	46	**8**	513	236	**46**	538	215	**40**
	ESOL 3	432	29	**7**	492	56	**11**	418	292	**70**	485	286	**59**
	ESOL 4	259	60	**23**	263	60	**23**	251	189	**75**	251	178	**71**
	Formerly ELL	631	145	**23**	361	161	**45**	624	404	**65**	355	277	**78**
	Non-ELL	18436	7927	**43**	19396	8606	**44**	18180	14275	**79**	19066	14469	**76**

Note: most students in grade 9 participated in the new 2011 Algebra End of Course test.

2010 and 2011 FCAT-SSS Writing Results

This part of Section II contrasts student academic performance on the writing components of the 2010 and 2011 FCAT-SSS. Starting with the 2010-11 school year, the State will use the percentage of those who scored 4 on the writing component of the FCAT SSS as the accountability measure.

Overall, about 44% of the current ELL students in grades 4, 8, and 10 achieved scores of 4 or higher on the writing component of the 2010 FCAT-SSS. In 2011, this proportion increased to 50%.

Table 3 shows student writing performance disaggregated by student ESOL/ELL classification status for each of the grade levels. The results show that the percentages of students at each grade level scoring 4 or higher increase as students gain English proficiency moving from one ESOL level to the next. In addition, the percentages of students who scored 4 or higher on the FCAT writing increased between 2010 and 2011 for all ELL groups. Note that the table below exhibits the academic performance of different groups of students for two academic years.

Table 3
Number and Percentage of Students Scoring 3 or Above on the Writing Component of the FCAT-SSS: 2010 and 2011

	ESOL/ELL Status	2010			2011		
		Total n	Scored 4 or higher n	%	Total n	Scored 4 or higher n	%
Grade 4	ESOL 1	929	263	**28**	936	388	**41**
	ESOL 2	677	386	**57**	948	696	**73**
	ESOL 3	789	597	**76**	1244	992	**80**
	ESOL 4	347	254	**73**	261	225	**86**
	Formerly ELL	3600	2855	**79**	2876	2491	**87**
	Non-ELL	17001	13556	**80**	16872	14512	**86**
Grade 8	ESOL 1	956	165	**17**	1024	210	**21**
	ESOL 2	473	194	**41**	585	293	**50**
	ESOL 3	348	209	**60**	456	290	**64**
	ESOL 4	254	176	**69**	289	203	**70**
	Formerly ELL	698	497	**71**	538	448	**83**
	Non-ELL	20532	16713	**81**	21179	18043	**85**
Grade 10	ESOL 1	1106	181	**16**	1124	116	**10**
	ESOL 2	508	223	**44**	621	238	**38**
	ESOL 3	413	283	**69**	526	293	**56**
	ESOL 4	245	168	**69**	275	193	**70**
	Formerly ELL	634	426	**67**	360	273	**76**
	Non-ELL	18551	14866	**80**	19885	16099	**81**

2010 and 2011 FCAT-SSS Science Results

This part of Section II describes student academic performance on the science component of the 2010 and 2011 FCAT-SSS. Table 4 shows student performance on the science subtest disaggregated by student ESOL/ELL classification status for each of the grade levels.

Overall, only 8% of current ELL students in grades 5, 8, and 11 achieved scores of 3 or higher on the science component of the 2010 FCAT-SSS. In 2011, the corresponding figure increased to about 10%.

Table 4 shows student science performance disaggregated by student ESOL/ELL classification status for each of the grade levels. The results show that the percentages of students at each grade level scoring 3 or higher increase as students gain English proficiency moving from one ESOL level to the next. In addition, Table 4 shows that the percentages of students who scored 3 or higher on the FCAT science increased between 2010 and 2011 for almost all ELL groups. Note that the table below exhibits the academic performance of different groups of students for two academic years.

Table 4
Number and Percentage of Students Scoring 3 or above on the Science Component of the FCAT-SSS: 2010 and 2011

	ESOL/ELL Status	2010			2011		
		Total n	Scored 3 or higher n	%	Total n	Scored 3 or higher n	%
Grade 5	ESOL 1	1155	60	**5**	1169	56	**5**
	ESOL 2	459	54	**12**	458	58	**13**
	ESOL 3	543	104	**19**	915	187	**20**
	ESOL 4	396	124	**31**	521	196	**38**
	Formerly ELL	1595	642	**40**	1061	631	**59**
	Non-ELL	22218	10648	**48**	19790	11252	**57**
Grade 8	ESOL 1	1161	13	**1**	1114	31	**3**
	ESOL 2	503	29	**6**	574	46	**8**
	ESOL 3	359	30	**8**	450	49	**11**
	ESOL 4	278	45	**16**	278	57	**21**
	Formerly ELL	742	227	**31**	546	250	**46**
	Non-ELL	23207	8554	**37**	21012	10020	**48**
Grade 11	ESOL 1	971	15	**2**	785	8	**1**
	ESOL 2	567	24	**4**	553	24	**4**
	ESOL 3	424	42	**10**	467	52	**11**
	ESOL 4	278	39	**14**	235	24	**10**
	Formerly ELL	622	169	**27**	393	147	**37**
	Non-ELL	20397	6746	**33**	17017	7219	**42**

2011 Algebra End of Course Results

The Algebra End of Course (EOC) exam was administered statewide for the first time in the spring of 2011. Participants were the students who took the Algebra I course during the 2010-11 academic year. In the M-DCPS, students in grades 6-12 and some adult education students participated in the test. Because the numbers of students participating in the test for many ELL groups in grades 6, 7, 11, and 12 were small (fewer than 20 students), only the results of students in grades 8-10 are reported below.

No proficiency levels were established by the State when it released the 2011 Algebra EOC results. The outcomes of the test were reported solely as scale scores ranging from 20 to 80. The proficiency levels were established later, but were not used in the State's school accountability program. Consequently, the 2011 Algebra EOC results are reported here as mean scale scores for each grade and ELL category. These are shown in Table 5.

The results show that the students' mean scale scores on the Algebra EOC exam increase as students gain English proficiency moving from one ESOL level to the next. The overall mean scale scores of ELL students were 53.9 for grade 8, 38.9 for grade 9, and 33.6 for grade 10. This pattern likely reflects the fact that under the general mathematics course progression, most students take the Algebra 1 course in the ninth grade, while more-advanced students take it in earlier grades and less-advanced students take it or have to repeat it in later grades.

Table 5
Number, Mean Scale Score, and Standard Deviation of Student Results on the 2011 Algebra EOC

	ESOL/ELL Status	2011		
		Total n	Mean Scale Score	Standard Deviation
Grade 8	ESOL 1	8	--	--
	ESOL 2	21	**52.1**	10.4
	ESOL 3	37	**54.4**	10.2
	ESOL 4	40	**54.6**	7.4
	Formerly ELL	165	**56.8**	7.4
	Non-ELL	5909	**55.7**	8.2
Grade 9	ESOL 1	1295	**35.0**	12.7
	ESOL 2	594	**40.3**	12.4
	ESOL 3	473	**42.7**	10.8
	ESOL 4	388	**45.1**	10.7
	Formerly ELL	399	**48.2**	10.8
	Non-ELL	15137	**44.3**	10.7
Grade 10	ESOL 1	75	**31.3**	12.3
	ESOL 2	29	**34.2**	12.9
	ESOL 3	21	**38.8**	11.0
	ESOL 4	8	--	--
	Formerly ELL	10	--	--
	Non-ELL	797	**40.4**	11.2

Note: only the outcomes of students in the groups of at least 20 are shown.

SECTION III
PROGRESS OF ELL STUDENTS IN ENGLISH LANGUAGE ACQUISITION

This section illustrates the progress in acquiring English proficiency made by students enrolled in the ESOL program, as measured by the Comprehensive English Language Learning Assessment (CELLA). The CELLA outcomes are reported in three areas: Listening/Speaking, Reading, and Writing. In each of these three areas both the scale scores and proficiency levels are reported. CELLA uses four proficiency levels: Beginning, Low Intermediate, High Intermediate, and Proficient. Table 6 shows the numbers and percentages of ESOL students who made progress in each of the three CELLA areas. "Making progress" is defined as earning a higher proficiency level or staying within the Proficient level. Only the results of those students classified as ELL in 2010 are included in the calculations. In addition, as before, the results of the majority of SPED students are not included.

Table 6
Numbers and Percentages of Students Making Progress in English Language Acquisition Between 2010 and 2011

	Listening/Speaking			Reading			Writing		
2011 Grade	Total n	Made progress n	%	Total n	Made progress n	%	Total n	Made progress n	%
1	9612	7335	**76**	9557	5752	**60**	9585	6524	**68**
2	7996	7005	**88**	7970	5548	**70**	7982	5119	**64**
3	4911	2220	**45**	4899	1597	**33**	4944	1612	**33**
4	2919	2078	**71**	2860	1524	**53**	2910	1218	**42**
5	2191	1746	**80**	2162	1467	**68**	2201	1132	**51**
6	1682	1025	**61**	1635	625	**38**	1678	596	**36**
7	1652	1015	**61**	1672	775	**46**	1652	658	**40**
8	1661	1136	**69**	1681	680	**51**	1654	772	**47**
9	1813	1133	**62**	1841	646	**35**	1780	742	**42**
10	1775	1191	**67**	1802	894	**50**	1764	809	**46**
11	1679	1131	**67**	1704	840	**49**	1671	740	**44**
12	1459	974	**67**	1470	734	**50**	1444	606	**42**
OVERALL	39350	27989	**71**	39253	21252	**54**	39265	20528	**52**

The drop in the percentage of students making progress from 2010 to 2011 shown for grades 3, 6, and 9 students in Reading and Writing and to a smaller degree in Listening/Speaking is likely explained by the fact that proficiency level standards are defined for grade clusters K-2, 3-5, 6-8, and 9-12, but not for individual grades. This means that the standards are likely to be geared toward a student in the middle of the grade span of each cluster: a 1st grader for the K-2 cluster, and the 4th grader in the 3-5 cluster. Consequently, proficiency standards are likely to be easier to achieve for an average ELL student in the highest grade of a grade cluster, than for a student in the lowest grade level of the next grade cluster.

For example, proficiency standards are likely to be easier for a 2nd grader than they are for a 3rd grader. As a result, many students in grade 3 in 2011 who were at a particular proficiency level in 2010 as grade 2 students did not meet the higher proficiency standards for the next level, thus failing to "make progress".

Table 7 shows the changes made by ELL students in their proficiency levels between 2010 and 2011 CELLA administrations. Each row of this table shows the total number of students who scored within a specific proficiency level in 2010 and of those, it shows the percentages of students who scored within various proficiency levels in 2011. For example, of the 1,819 students who were in grade K in 2010 and who scored at the Beginning level in Listening/Speaking in 2010, 17.8% still scored at the Beginning level in Listening/Speaking in 2011, 26.9% scored at the Low intermediate level, 35.5% at the High Intermediate, and 19.8% scored at the Proficient level in 2011.

Table 7 shows that most students advanced in their proficiency levels between 2010 and 2011 CELLA administrations in all three areas: Listening/Speaking, Reading, and Writing. Still, there were students whose English proficiency levels remained the same or even decreased between 2010 and 2011. These students likely deserve special attention.

Table 7

Students' Advancement Within the ESOL Program Between 2010 and 2011 CELLA Administrations

2010		2011 Proficiency Level														
		Listening/Speaking					Reading					Writing				
Grade	Prof. Level	Total n	Beg. %	L Int. %	H Int. %	Prof. %	Total n	Beg. %	L Int. %	H Int. %	Prof. %	Total n	Beg. %	L Int. %	H Int. %	Prof. %
K	Beg.	1819	17.8	26.9	35.5	19.8	3757	9.9	42.1	40.1	8.0	4460	17.2	32.1	38.9	11.7
	L Int.	2004	3.4	12.8	37.1	46.7	4168	0.9	18.4	51.2	29.5	3246	0.8	10.0	46.8	42.4
	H Int.	3529	0.5	3.2	20.3	76.0	1420	0.1	2.8	30.8	66.3	1629	0.2	2.3	25.7	71.8
	Prof.	2222	0.2	0.3	6.8	92.6	173	0.0	0.0	15.6	84.4	216	0.0	0.5	7.4	92.1
1	Beg.	366	12.6	18.9	39.3	29.2	423	8.7	36.9	47.0	7.3	765	20.0	34.8	37.9	7.3
	L Int.	588	3.2	9.2	35.0	52.6	1936	0.9	14.3	55.0	29.8	1370	1.2	13.1	61.9	23.8
	H Int.	2747	0.5	1.9	18.2	79.3	4252	0.0	1.1	22.4	76.4	3834	0.2	1.7	35.2	62.9
	Prof.	4280	0.5	0.4	3.8	95.3	1340	0.0	0.2	8.3	91.5	1993	0.0	0.3	13.2	86.6
2	Beg.	216	50.5	23.6	19.4	6.5	126	71.4	15.1	13.5	0.0	206	74.8	16.5	6.8	1.9
	L Int.	181	37.0	26.5	24.9	11.6	436	58.7	21.1	15.1	5.0	458	51.7	29.0	17.7	1.5
	H Int.	1106	13.3	28.9	33.5	24.2	2393	25.9	39.2	26.3	8.6	2697	16.2	41.3	35.4	7.0
	Prof.	3212	4.2	15.7	34.8	45.3	1749	8.6	32.2	40.7	18.4	1386	4.1	32.1	49.6	14.1
3	Beg.	663	19.6	26.4	34.7	19.3	1122	28.1	35.7	28.8	7.5	774	28.0	46.5	22.2	3.2
	L Int.	949	1.7	10.7	37.7	49.8	1013	2.8	25.1	46.9	25.3	1321	2.6	27.9	55.3	14.3
	H Int.	1234	0.4	4.1	26.0	69.4	807	0.9	7.2	45.0	47.0	998	0.2	7.7	54.2	37.9
	Prof.	514	0.0	1.6	15.2	83.3	359	0.0	2.2	27.6	70.2	261	0.0	3.1	29.9	67.0
4	Beg.	435	25.3	26.2	28.3	20.2	505	27.3	33.7	28.1	10.9	377	29.4	41.1	25.5	4.0
	L Int.	452	0.4	5.1	31.9	62.6	427	3.0	11.7	45.7	39.6	544	2.4	24.4	53.9	19.3
	H Int.	820	0.2	1.2	14.9	83.7	647	0.2	3.9	33.2	62.8	825	0.0	6.3	49.2	44.5
	Prof.	502	0.8	0.6	8.0	90.6	601	0.0	1.2	14.3	84.5	473	0.0	1.3	24.9	73.8
5	Beg.	466	30.7	43.3	17.8	8.2	445	54.2	35.3	8.1	2.5	368	42.9	48.6	7.9	0.5
	L Int.	301	1.7	36.9	37.9	23.6	256	19.5	41.4	29.7	9.4	391	6.4	57.5	33.0	3.1
	H Int.	419	0.5	12.2	32.7	54.7	340	7.6	29.4	42.1	20.9	499	0.2	20.4	61.5	17.8
	Prof.	453	0.4	5.3	21.6	72.6	548	2.6	18.2	39.8	39.4	377	0.3	6.4	49.3	44.0

Note: The abbreviations Beg., L Int., H Int., and Prof. represent Beginning, Low Intermediate, High Intermediate, and Proficient levels.

Table 7 (continued)

2010		2011 Proficiency Level														
		Listening/Speaking					Reading					Writing				
Grade	Prof. Level	Total n	Beg. %	L Int. %	H Int. %	Prof. %	Total n	Beg. %	L Int. %	H Int. %	Prof. %	Total n	Beg. %	L Int. %	H Int. %	Prof. %
6	Beg.	494	39.5	40.1	16.0	4.5	590	48.5	31.2	15.3	5.1	492	39.4	48.6	10.4	1.6
	L Int.	417	1.7	24.7	37.9	35.7	591	9.6	27.1	40.4	22.8	575	2.8	34.4	54.6	8.2
	H Int.	297	0.3	6.1	30.0	63.6	355	2.3	12.1	34.1	51.5	467	0.2	7.7	52.0	40.0
	Prof.	460	0.7	2.8	16.3	80.2	155	0.0	6.5	19.4	74.2	136	0.0	2.2	27.2	70.6
7	Beg.	472	32.8	44.5	17.2	5.5	471	41.2	32.5	21.7	4.7	412	31.8	55.8	10.9	1.5
	L Int.	415	1.0	22.9	34.5	41.7	582	7.6	28.4	42.1	22.0	583	4.1	35.7	47.2	13.0
	H Int.	275	0.0	6.2	22.5	71.3	393	3.6	6.9	31.3	58.3	421	0.2	8.1	45.4	46.3
	Prof.	494	0.4	1.6	10.7	87.2	229	0.9	2.2	15.7	81.2	234	0.0	1.3	16.7	82.1
8	Beg.	477	41.7	37.5	16.4	4.4	402	69.9	21.6	7.0	1.5	365	46.0	45.5	7.9	0.5
	L Int.	399	3.8	25.8	37.6	32.8	552	33.7	35.5	22.3	8.5	572	7.9	49.8	33.2	9.1
	H Int.	305	0.3	7.2	26.9	65.6	458	12.0	25.8	30.6	31.7	430	1.4	18.4	47.0	33.3
	Prof.	558	0.2	2.5	12.5	84.8	351	4.3	12.3	31.1	52.4	353	0.0	2.8	26.1	71.1
9	Beg.	531	39.0	40.1	16.2	4.7	782	52.2	32.1	11.8	4.0	490	40.2	50.2	8.2	1.4
	L Int.	422	3.8	20.6	40.8	34.8	484	10.7	32.2	31.2	25.8	657	3.5	35.5	46.6	14.5
	H Int.	440	0.2	3.4	24.5	71.8	397	3.8	12.3	28.7	55.2	474	0.4	5.9	43.7	50.0
	Prof.	436	0.7	0.5	5.5	93.3	199	2.5	6.0	18.1	73.4	186	0.0	0.5	12.4	87.1
10	Beg.	461	36.7	43.2	14.8	5.4	616	48.5	32.1	13.3	6.0	424	35.8	54.7	8.7	0.7
	L Int.	433	3.5	23.1	39.3	34.2	500	13.8	30.6	32.8	22.8	655	4.6	44.1	41.4	9.9
	H Int.	424	0.2	5.0	21.2	73.6	398	6.0	10.6	29.6	53.8	434	0.0	7.6	41.7	50.7
	Prof.	411	0.5	0.0	5.8	93.7	237	3.8	5.9	18.6	71.7	205	0.0	1.5	15.1	83.4
11	Beg.	298	34.2	43.3	17.4	5.0	403	49.6	30.0	14.1	6.2	254	39.8	53.1	6.3	0.8
	L Int.	361	4.7	25.2	39.6	30.5	395	17.2	31.1	32.9	18.7	530	5.5	49.4	39.1	6.0
	H Int.	409	0.5	4.6	25.4	69.4	438	5.9	13.9	27.2	53.0	472	1.1	11.0	40.5	47.5
	Prof.	384	0.0	0.3	5.7	94.0	228	3.1	7.0	16.7	73.2	177	0.0	1.7	19.8	78.5

Table 8 shows the 2010 and 2011 numbers and percentages of ELL students who scored within the Proficient category in each of the three CELLA areas. The results are disaggregated by grade level. Again, the results of the SPED students are not included in the calculations, except for those of students classified as gifted, speech impaired, or hospital/homebound.

Table 8
Numbers and Percentages of ELL Students Scoring in the Proficient Category on the 2010 and 2011 CELLA

	Listening/Speaking						Reading						Writing					
	2010			2011			2010			2011			2010			2011		
Grade	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%
K	10437	2469	**24**	9491	2139	**23**	10363	284	**3**	9485	140	**1**	10472	332	**3**	9450	197	**2**
1	11219	7203	**64**	10535	6413	**61**	11205	4095	**37**	10541	2805	**27**	11258	4791	**43**	10497	3502	**33**
2	8282	6573	**79**	8873	7124	**80**	8273	5027	**61**	8841	5556	**63**	8323	4622	**56**	8816	4880	**55**
3	3892	747	**19**	5540	1747	**32**	3805	521	**14**	5538	476	**9**	3880	473	**12**	5484	364	**7**
4	3005	1027	**34**	3608	1821	**50**	2960	1062	**36**	3597	1043	**29**	3020	994	**33**	3553	820	**23**
5	2341	901	**38**	2965	1640	**55**	2269	1003	**44**	2966	1256	**42**	2343	834	**36**	2922	924	**32**
6	2180	734	**34**	2380	729	**31**	2226	337	**15**	2379	381	**16**	2179	346	**16**	2334	304	**13**
7	2217	808	**36**	2449	803	**33**	2266	453	**20**	2437	527	**22**	2220	497	**22**	2391	380	**16**
8	2261	809	**36**	2411	919	**38**	2298	553	**24**	2408	661	**27**	2245	558	**25**	2373	507	**21**
9	2428	641	**26**	2757	962	**35**	2470	327	**13**	2766	451	**16**	2377	339	**14**	2698	520	**19**
10	2446	704	**29**	2595	1012	**39**	2490	457	**18**	2609	617	**24**	2422	446	**18**	2546	579	**23**
11	2217	715	**32**	2162	926	**43**	2241	468	**21**	2169	574	**26**	2199	436	**20**	2130	473	**22**
12	1586	541	**34**	1840	876	**48**	1604	326	**20**	1847	576	**31**	1590	310	**19**	1811	452	**25**
K-12	54511	23872	**44**	57606	27111	**47**	54470	14913	**27**	57583	15063	**26**	54528	14978	**27**	57005	13902	**24**

Table 8 shows that higher percentages of ESOL students scored at the proficient levels on the Listening/Speaking and Reading components of the 2011 CELLA than on the corresponding parts of the 2010 CELLA for most grade levels. The combined K-12 percentage of students scoring proficient increased from 44% in 2010 to 47% in 2011 in the Listening/Speaking modality, but slightly decreased in the other two modalities.

Table 9 compares ESOL exit rates for 2010-10 and 2010-11. The column labeled "Total n" refers to the number of ELLs as of February of a given school year. The figures shown in the next two columns reflect those who exited the ESOL program by the end of the school year. As before, SPED students are not included in the calculations, except for those classified as gifted, hospital/homebound, or speech impaired.

Table 9
Numbers and Percentages of Students Exiting the ESOL Program in 2010-10 and 2010-11

Grade	2010-10			2010-11		
	Total n	Exited ESOL n	%	Total n	Exited ESOL n	%
K	10556	110	**1**	9621	60	**1**
1	11342	2671	**24**	10667	1839	**17**
2	8425	3158	**37**	8989	3709	**41**
3	3997	217	**5**	5613	216	**4**
4	3020	490	**16**	3675	489	**13**
5	2337	400	**17**	3026	475	**16**
6	2180	222	**10**	2442	147	**6**
7	2204	273	**12**	2509	187	**7**
8	2242	162	**7**	2474	166	**7**
9	2494	123	**5**	2889	97	**3**
10	2544	205	**8**	2721	261	**10**
11	2310	232	**10**	2266	242	**11**
12	1683	167	**10**	1997	252	**13**
K-12	55324	8430	**15**	58889	8140	**14**

Table 9 shows that the ESOL exit rates for 2010-10 and 2010-11 were comparable for most grade levels. Overall, the ESOL exit rate decreased from 15% in 2010-10 to 14% in 2010-11.

SECTION IV
ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES

Title III, Part A, of the No Child Left Behind Act of 2001 requires all states to hold school districts accountable for the progress of their English Language Learners (ELLs). To meet this requirement, the state's Department of Education has recently established three Annual Measurable Achievement Objectives (AMAOs). These instituted specific English language acquisition and academic proficiency targets for academic years 2006-07 through 2013-14. The first two of the three AMAOs are based on the results of the Comprehensive English Language Assessment (CELLA), while the third AMAO is based on the results of the FCAT.

AMAO 1: Progress

AMAO 1 is based on progress in English language acquisition as measured by CELLA. School districts must demonstrate that a specified percentage of their ELLs are making progress from year to year in each of CELLA's three areas: Listening/Speaking, Writing, and Reading. Making progress is defined as either increasing a proficiency level or staying within the "Proficient" level in a specific area. The results of all students (including formerly ELL students) who have been assessed on CELLA in the current and prior year are included in the AMAO 1 calculation. The AMAO 1 targets and actual results are given in the following table.

Table 10
AMAO 1 Targets and Miami-Dade Results (in Parentheses)

Academic Year	Listening/ Speaking (K-12)	Writing (K-12)	Reading (K-12)
2006-07	70 **(70)**	54 **(58)**	56 **(59)**
2007-08	70 **(78)**	54 **(66)**	56 **(70)**
2008-09	70 **(77)**	54 **(68)**	56 **(71)**
2009-10	72 **(75)**	56 (**69)**	58 **(70)**
2010-11	74 **(75)**	58 **(61)**	60 **(64)**
2011-12	75	59	61
2012-13	77	61	63
2013-14	79	63	65

Table 10 shows that the District met AMAO 1 targets during the 2006-07 through 2010-11 academic years. Of the 55 Florida school districts with sufficient number of ELL students, 34 districts (62%) met the AMAO 1 targets for 2010-11.

AMAO 2: Proficiency

AMAO 2 is based on achieving English proficiency as measured by CELLA. Achieving proficiency is defined as scoring within the proficient level in all three domains: Listening/Speaking, Writing, and Reading. The AMAO 2 is established separately for four grade

clusters: K-2, 3-5, 6-8, and 9-12. School districts must demonstrate that specified percentages of ELLs in each grade cluster achieve English language proficiency. Prior to 2009-10, only CELLA results of students who have been in the ESOL program more than three years were included in the AMAO 2 calculations. Starting with 2009-10, this "time in program" restriction is not used and all ELL students' results are included in the calculations. Beginning with the 2010-11, the "time in program" is used to weight the students' English language acquisition results when calculating the outcomes. The AMAO 2 targets are given in the following table.

Table 11
AMAO 2 Targets and Miami-Dade Results (in Parentheses)

Academic Year	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
2006-07	23 **(24)**	8 **(9)**	7 **(9)**	7 **(7)**
2007-08	23 **(36)**	8 **(15)**	7 **(15)**	7 **(15)**
2008-09	23 (**38**)	8 **(18)**	7 **(21)**	7 **(17)**
2009-10	15 **(24)**	16 **(18)**	13 **(17)**	12 **(14)**
2010-11	17 **(50)**	19 **(12)**	16 **(17)**	14 **(22)**
2011-12	18	21	16	17
2012-13	20	24	21	19
2013-14	22	26	24	21

Table 11 shows that the District met all AMAO 2 targets during the 2006-07 through 2009-10 academic years, but missed the target for the 2010-11 in the grades 3-5 cluster. Of the 53 school districts with sufficient numbers of ELL students, 24 districts (45%) met all AMAO 2 targets for 2010-11.

Section III of this report (p. 10) showed the results of ELL students in the District in English language acquisition. However, the computational rules used in that section are different from those used by the state in calculating AMAO 1 and AMAO 2 results. The outcomes of only those students who were participating in the ESOL program during the time of the 2011 CELLA administration were used to compute the results shown in Table 6 of Section III. In addition, the results of SPED students were not included in the calculations, except for those of students classified as gifted, speech impaired, or hospital/homebound. On the other hand, the state used the results of all students who participated in CELLA in two consecutive years (regardless of their ESOL or SPED status) when making AMAO 1 calculations.

AMAO 3: Academic Achievement

AMAO 3 is based on demonstrating proficiency in reading and mathematics on the FCAT. Demonstrating proficiency is defined as scoring at achievement level three or higher. School districts must demonstrate that a specified percentage of students in the ELL subgroup achieve proficiency in reading and mathematics. The ELL subgroup includes students who receive ESOL services at the time of FCAT testing as well as those who exited the ESOL program no longer than two years before the testing. In practice, meeting AMAO 3 targets is equivalent to making

the Adequate Yearly Progress (AYP) for the ELL subgroup. The AMAO 3 targets and the District's results are given in the following table. Of the 50 Florida school districts with sufficient numbers of ELL students, 4 districts (8%) met the AMAO 3 targets for 2010-11.

Table 12
AMAO 3 Targets and Miami-Dade Results (in Parentheses)

Academic Year	Reading	Mathematics
2006-07	51 **(37)**	56 **(48)**
2007-08	58 **(40)**	62 **(52)**
2008-09	65 **(45)**	68 **(57)**
2009-10	72 **(47)**	74 **(58)**
2010-11	79 **(47)**	80 **(60)**
2011-12	86	86
2012-13	93	93
2013-14	100	100

Table 12 shows that the district has not met the AMAO 3 targets during the 2006-07 through 2010-11 academic years. A plausible explanation for this apparent "lack of progress" is that the composition of the ELL subgroup changes from one academic year to the next. As ELL students gain English proficiency, they exit the ESOL program. After completing a two-year post-program review period, they are no longer part of the ELL subgroup. At the same time, each academic year a group of new ELL students with virtually no English proficiency becomes part of the ELL subgroup. These two processes assure that in any given school year, a sizable proportion of students in the ELL subgroup are not yet proficient in English. These students cannot fully demonstrate their knowledge and skills on tests in English. Because of this fact, it would be unreasonable to expect that students in the ELL subgroup, as a whole, would meet the rising AMAO 3 targets.

The phenomenon of changing composition of the ELL subgroup demonstrates the need for monitoring progress of **the same** group of ELL students as they gain English proficiency over a period of several years. The next section of this report presents a longitudinal view of student academic achievement.

SECTION V
LONGITUDINAL VIEW OF STUDENT ACADEMIC PROGRESS

To enable a longitudinal perspective on student achievement, several non-overlapping student cohorts were identified. All students who entered the District's schools in grades K-12 during the 2006-07 school year as ELL students were classified as belonging to the 2006-07 ELL Cohort. Those who entered the District's schools in grades K-12 as ELL students during the 2007-08 academic year were identified as belonging to the 2007-08 ELL Cohort, and so on.

Student achievement results on the 2007-2011 reading and mathematics components of the FCAT-SSS were analyzed separately for several ELL Cohorts. As before, the outcomes of SPED students were not included except for the outcomes of students classified as gifted, hospital/homebound, or speech impaired. The numbers of students in a particular ELL cohort who participated in the FCAT-SSS during the 2007-2011 period are shown in Table 13.

It should be noted that although each ELL Cohort is defined to include students in all grades (K-12), only the students in grades 3-10 participate in the FCAT-SSS. Because of that, students in grades K-2 at the time of testing are not included in the number of students assessed via the FCAT-SSS. Assuming students' normal progression from one grade level to the next, students from the 2006-07 Cohort who were in Kindergarten initially (during 2006-07) began participating in the FCAT-SSS in 2010. In a similar way, students from the same 2006-07 Cohort who were first or second graders during the 2006-07 school year started participating in the FCAT-SSS in 2009 and 2008, respectively.

Similar statements can be made regarding other ELL Cohorts. Table 13 also lists the percentages of students from each original cohort who were still classified as ELL students during a particular FCAT-SSS administration. For example, 4,891 of the students in the 2006-07 ELL Cohort participated in the reading component of the FCAT-SSS and 97% of them were still classified as ELL at the time of the exam in 2007. In the 2010-11 school year, 12,283 of the students in the same cohort participated in the reading component of the FCAT-SSS, but only 29% of these students were still classified as ELL at the time of testing.

Table 13
Numbers of Students in Various ELL Cohorts who Participated in the FCAT-SSS and Percentages of those Identified as ELL

Subject and Year of Testing	ELL Cohort					
	2006-07		2007-08		2008-09	
	n	%	n	%	n	%
Reading						
2007	4891	97				
2008	5309	90	5103	98		
2009	4301	73	4470	94	4677	100
2010	10780	35	4637	76	5043	97
2011	12283	29	11046	43	4866	79
Mathematics						
2007	4897	97				
2008	5263	90	5099	98		
2009	4284	76	4453	94	4678	100
2010	10766	35	4623	76	5012	96
2011	11779	28	10529	42	4261	78

Figures 1 and 2 below report the academic achievement of students in different ELL Cohorts as related to Florida's Adequate Yearly Progress (AYP) benchmark and the average M-DCPS student.

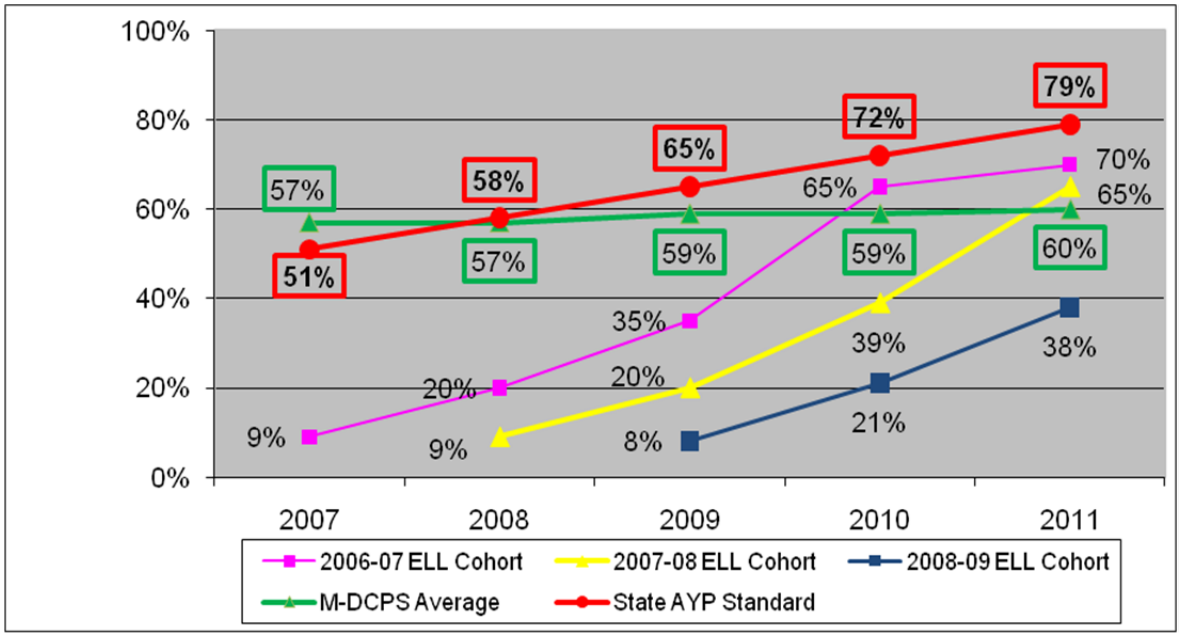

Figure 1. Percentages of Different ELL Cohort Students Scoring at or above Achievement Level 3 on the Reading Component of the FCAT-SSS and the State AYP Standard

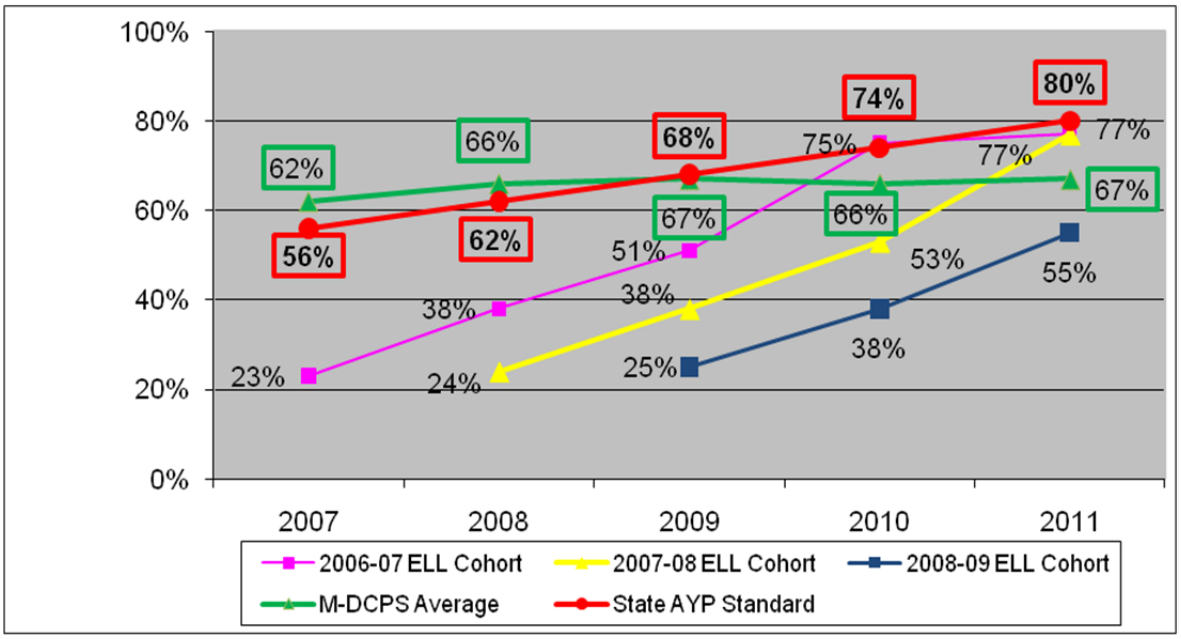

Figure 2. *Percentages of Different ELL Cohort Students Scoring at or above Achievement Level 3 on the Mathematics Component of the FCAT-SSS and the State AYP Standard*

These figures demonstrate that the academic performance of students in each of the ELL Cohorts increases rapidly with time. In fact, the 2010 and 2011 academic achievement of students in the 2006-07 ELL Cohort exceeded the average M-DCPS student achievement in both academic areas.

A Detailed Look at Achievement of Students in the 2004-05 ELL Cohort

This section presents an in-depth view of academic achievement of students in the 2004-05 ELL Cohort. This cohort includes all those students who entered the M-DCPS during the 2004-05 school year as English language learners. As before, the outcomes of SPED students were not included except for those of students classified as gifted, hospital/homebound, or speech impaired.

Tables 14 and 15 exhibit the academic achievement of students in the 2004-05 ELL Cohort on the reading and mathematics components of the FCAT SSS during the 2005-2011 period and contrast it with reading and mathematics achievement of all students in the M-DCPS. These tables show several patterns of academic achievement. One such pattern shows that as students in the 2004-05 ELL Cohort participated in the ESOL program and acquired English language proficiency, the percentage of those who scored at or above achievement level 3 on the FCAT SSS increased during the 2005-2011 period. This *cross-sectional* pattern can be observed by going across the table from left to right. For example, the last row of Table 14 shows that only 2% of those students in the cohort who were in grade 10 in 2005 scored at or above achievement level 3 on the reading component of the FCAT-SSS. Two years later, in 2007, this percentage for grade 10 students in the cohort increased to 8%. Another two years later, in 2009, this percentage increased to 17%, and finally this percentage increased to 35% by 2011.

A *longitudinal* pattern of academic achievement can be observed by following the cells in Tables 14 and 15 diagonally from upper left to lower right. For example, by following the shaded cells in Table 14 in this direction, one can observe that the reading performance of even those members of the cohort who entered the M-DCPS as early as the third grade during the 2004-05 year, still lagged behind that of M-DCPS students as a whole during the 2005-11 period. In particular, only 14% scored at or above achievement level 3 in the reading component of the 2005 FCAT (see the upper left shaded cell) compared with 65% of third-grade students in the M-DCPS. In later years, as students in the cohort were acquiring English language proficiency, their reading performance was getting closer to that of all students in the M-DCPS. However, even in 2011, 39% of the ninth-grade students in the cohort scored at or above achievement level 3 on the reading component of the FCAT (see the lower right shaded cell) compared with 42% of ninth-graders in the district.

By contrast, those members of the cohort who entered the M-DCPS as grade K students in the 2004-05 and the majority of whom participated in the FCAT for the first time in 2008 as third-graders (see cells with bolded numbers in the Table 14), consistently outperformed M-DCPS students as a whole on the reading component of the FCAT during the 2008-2011 period. A similar pattern can be observed for those students in the cohort who entered the M-DCPS as first-graders in 2004-05, and the majority of whom participated in FCAT for the first time in 2007.

To summarize, those ELL students who enter the ESOL program in grades K or 1 appear to acquire English proficiency quickly, and perform on par with or even better than all students in the M-DCPS by grade 3 or 4 respectively. On the other hand, those ELL students who enter the ESOL program in grades 3 or later seem to lag behind all students in the M-DCPS even some years later.

Table 14

Percentages of Students Scoring at or above Achievement Level 3 on the Reading Component of the FCAT SSS and the Numbers of Students with Test Scores in the Cohort (in Parentheses)

Grade	2005		2006		2007		2008		2009		2010		2011	
	2004-05 ELL Cohort	M-DCPS	2004-05 ELL Cohort	M-DCPS	2004-05 ELL Cohort	M-DCPS	2004-05 ELL Cohort	M-DCPS	2004-05 ELL Cohort	M-DCPS	2004-05 ELL Cohort	M-DCPS	2004-05 ELL Cohort	M-DCPS
3	14% (625)	65%	42% (674)	75%	60% (855)	67%	**75% (6799)**	71%	45% (300)	69%	56% (439)	72%	61% (66)	67%
4	14 (622)	74	28 (588)	69	44 (721)	69	71 (593)	70	**82 (6048)**	74	75 (2809)	74	57 (385)	69
5	9 (580)	66	28 (604)	68	40 (633)	71	55 (521)	67	75 (538)	72	**78 (6015)**	69	70 (2757)	66
6	6 (620)	49	18 (588)	64	30 (690)	60	42 (481)	61	59 (479)	64	72 (536)	66	**78 (5832)**	63
7	6 (639)	47	15 (635)	58	22 (643)	61	43 (526)	64	51 (441)	65	63 (481)	67	76 (525)	65
8	3 (610)	37	10 (636)	44	14 (717)	44	22 (474)	51	37 (479)	52	45 (455)	55	55 (474)	52
9	4 (798)	31	7 (727)	35	13 (737)	36	18 (555)	41	21 (446)	45	36 (468)	45	39 (429)	42
10	2 (643)	24	6 (706)	28	8 (783)	27	14 (540)	31	17 (430)	33	23 (426)	39	35 (421)	38

Note: Here and in Table 15 shaded cells show the progress of students in the selected cohort who were third-graders in the 2004-05 school year across the 2005 through 2011 period; the bolded-text cells show the progress of students in the same cohort who were third-graders in the 2007-08 school year.

Table 15

Percentages of Students Scoring at or above Achievement Level 3 on the Mathematics Component of the FCAT SSS and the Numbers of Students with Test Scores in the Cohort (in Parentheses)

Grade	2005		2006		2007		2008		2009		2010		2011	
	2004-05 ELL Cohort	M-DCPS	2004-05 ELL Cohort	M-DCPS	2004-05 ELL Cohort	M-DCPS	2004-05 ELL Cohort	M-DCPS	2004-05 ELL Cohort	M-DCPS	2004-05 ELL Cohort	M-DCPS	2004-05 ELL Cohort	M-DCPS
3	27% (626)	68%	50% (672)	73%	70% (855)	74%	**83% (6798)**	78%	78% (300)	90%	76% (440)	81%	82% (67)	78%
4	21 (625)	66	41 (588)	70	54 (721)	71	76 (593)	72	**83 (6048)**	77	75 (2812)	75	73 (385)	75
5	17 (524)	59	29 (604)	57	41 (632)	58	53 (522)	61	68 (539)	63	**71 (6016)**	64	64 (2748)	62
6	10 (620)	44	22 (592)	52	31 (690)	48	38 (483)	51	53 (479)	55	63 (536)	57	**63 (5831)**	51
7	16 (638)	48	27 (638)	52	32 (641)	58	46 (527)	60	50 (441)	60	62 (480)	63	68 (521)	57
8	20 (606)	54	30 (636)	56	31 (715)	59	43 (474)	65	50 (479)	64	60 (457)	66	70 (470)	66
9	21 (790)	53	30 (724)	54	37 (731)	55	45 (551)	62	53 (445)	68	57 (466)	67		
10	28 (644)	56	39 (687)	60	42 (758)	61	51 (508)	64	55 (430)	67	64 (426)	74	64 (265)	69

Note: in 2011, students in grade 9 did not participate in the FCAT mathematics testing; instead, most of them participated in the Algebra end-of-course assessment.

Passing the FCAT for graduation purposes

This section depicts the efforts made by ELL students to achieve the passing scores on the FCAT reading and mathematics components. To be eligible for a Standard Diploma based on the FCAT results, a student in Florida must achieve a scale score of at least 300 on both the reading and mathematics components of the test in grade 10. Those who fail to achieve the passing score have several opportunities to retake the FCAT during the 11th and 12th grade. Prior to the 2008-09 school year, students had three opportunities to retake the FCAT during an academic year: in October, March, and June. Beginning with 2008-09, the FCAT retake is offered only twice during a school year: in October and March.

This section focuses on a group of ELL students who were 10th graders during the 2008-09 school year when they made their first attempt to pass both reading and mathematics sections of the FCAT. As in the other sections of this report, SPED students were not included in the calculations, except those classified as gifted, hospital/homebound, or speech impaired. Table 16 shows the numbers of students in that cohort who passed the reading component of the FCAT initially (in 2008-09) and by the end of each of the following two academic years disaggregated by the students' initial ELL status. In addition, the table shows initial and cumulative FCAT passing rates.

Table 16
Numbers and Initial and Cumulative Percentages (in parentheses) of Students in the 2008-09 Grade 10 Cohort Passing the FCAT Reading

	2008-09	2009-10	2010-11	Cumulative
ESOL 1 (n = 834)	20 **(2.4)**	72	107	199 **(23.9)**
ESOL 2 (n = 630)	68 **(10.8)**	75	78	221 **(35.1)**
ESOL 3 (n = 373)	83 **(22.3)**	66	51	200 **(53.6)**
ESOL 4 (n = 497)	125**(25.2)**	102	61	288 **(57.9)**
Formerly ELL (n = 824)	301 **(36.5)**	231	75	607 **(73.7)**
Non-ELL (n=19355)	11650 **(60.2)**	3764	966	16380 **(84.6)**

Table 16 shows that less than 3% of the 10th grade students classified as ESOL 1 in February of 2009 and less than 11% of those classified as ESOL 2 passed the reading component of the FCAT in 2009. During the next two years, these students had several opportunities to pass the reading component of the FCAT. By the end of the 2010-11 academic year, about 24% of the students initially classified as ESOL 1 and about 35% of students initially classified as ESOL 2 passed the reading section of the FCAT. By contrast, for grade 10 students who were classified as formerly ELL in 2008-09, the initial passing rate was about 37% and the cumulative passing rate for the reading FCAT was about 74%. The corresponding passing rates for non-ELL students were approximately 60% and 85%, respectively.

Table 17 below shows that larger percentages of students passed the mathematics than the reading component of the FCAT for all initial ELL classifications. As an example, about 40% of grade 10 students who were classified as ESOL 1 in February 2009 passed the 2009 FCAT mathematics, but by the end of the 2010-11 school year almost 70% did. For the grade 10 students classified as formerly ELL students in 2008-09, the initial passing rate for the mathematics FCAT was approximately 76%; two years later it increased to 91%. For the non-ELL students, the initial and cumulative passing rates were approximately 85% and 95%, respectively.

Table 17
Numbers and Initial and Cumulative Percentages (in parentheses) of Students in the 2008-09 Grade 10 Cohort Passing the FCAT Mathematics

	2008-09	2009-10	2010-11	Cumulative
ESOL 1 (n = 834)	334 **(40.0)**	173	73	580 **(69.5)**
ESOL 2 (n = 631)	373 **(59.1)**	117	27	517 **(81.9)**
ESOL 3 (n = 370)	242 **(65.4)**	64	15	321 **(86.8)**
ESOL 4 (n = 497)	331 **(66.6)**	85	21	437 **(87.9)**
Formerly ELL (n = 824)	624 **(75.7)**	107	22	753 **(91.4)**
Non-ELL (n=19283)	16382 **(85.0)**	1624	231	18237 **(94.6)**

It is important to note that the figures shown and discussed above do not reflect student withdrawals or entries into the M-DCPS schools. The next section of the report will discuss longitudinal graduation and dropout rates that consider such student movement.

SECTION VI
GRADUATION AND DROPOUT RATES

This section contrasts graduation and dropout rates for students classified as ELL with those for M-DCPS students as a whole. In September 2009, the Florida State Board of Education approved the state's new high school grading formula, which incorporates graduation rates into the grading of high schools. The graduation rate the Board chose to use in the new grading formula is the state's National Governors Association Compact rate, which includes standard and special diplomas but excludes GED's. Florida calculates a cohort graduation rate. A cohort is defined as a group of students on the same schedule to graduate. The graduation rate measures the percentage of students who graduate within four years of their first enrollment in ninth grade. Subsequent to their enrollment in ninth grade, exiting transfers and deceased students are removed from the calculation. Entering transfer students are included in the count of the class with which they are scheduled to graduate, based on their date of enrollment.

The results of the calculation that focused on a cohort of students who began high school as 9th graders during the 2006-07 school year and who would be expected to graduate in June of 2010, under the normal high school progression, are presented in Table 18. For this analysis, a particular student was defined as ELL if he/she had been identified as an ELL student in 2006-07.

Table 18
Longitudinal Graduation and Dropout Rates for the 2006-07 Cohort by ELL Status

ELL Status	2009-10				
	Final Cohort Membership	Dropouts [a]		Graduates	
		n	%	n	%
ELL	4256	781	**18.4**	2285	**53.7**
M-DCPS	26667	3289	**12.3**	19229	**72.1**

[a] Dropout rates are calculated in the same way as the graduation rates.

Table 18 shows that the 2010 four-year longitudinal graduation rate for ELL students is less than that of all M-DCPS. In addition, the four-year longitudinal dropout rate for ELL students is higher than that for all M-DCPS students.

It is important to note that not all students in the cohort are accounted for by the dropout and graduate categories. Students who receive GED's are considered non-graduates. In 2009-10, there were 16.7% such students among the ELL cohort, compared with 5.7% for M-DCPS as a whole. In addition, 11.2% of ELL students in the 2006-07 cohort were still enrolled in the M-DCPS schools at the end of 2009-10 school year; some of them might graduate from school later. The corresponding figure for all M-DCPS students in the 2006-07 cohort was 9.9%.

SECTION VII
2010-11 RETENTION RATES

This section examines student retention rates disaggregated by student ESOL/ELL classification status for each of the grade levels. ESOL levels shown in Table 19 below are those as of June 2011, before the new ESOL levels based on the CELLA results were determined. The retention rates are computed based on the student enrollment as of the end of the 2010-11 school year and using the October 2011 retention status. As mentioned earlier, the results of SPED students are not included in this report, except for those of students classified as gifted, speech impaired, or hospital/homebound. The results show that, in most cases, greater percentages of students classified as ELL are retained than those who are classified as former or non-ELL. Overall, 2,325 ELL students were retained across the grade levels K-11 in 2010-11. The 2010-11 retention rate of ELL students (4.8%) was similar to the corresponding 2009-10 rate of 4.1%. The 2010-11 retention rate of formerly ELL was 0.4% and that for non-ELL students was 2.1%.

It is important to note that beginning in the 2002-03 school year, the revised Florida School Code required 3rd grade students to demonstrate reading proficiency by scoring at Level 2 or higher on the reading portion of the Florida Comprehensive Assessment Test (FCAT). Students scoring at Level 1 must be retained in 3rd grade for another year, unless exempted from mandatory retention for special circumstances. One of these special circumstances pertains to ELL students. If a student has been participating in the ESOL program for less than 2 years, he/she may be promoted to 4th grade with "good cause."

Table 19

Number and Percentage of Students Retained by ELL Status: 2010 -11

Grade	June 2011 ESOL LEVEL	Total n	Retained n	Retained %	2009-10 Retention Rate
K	ESOL 1	3996	212	**5.3**	**4.0**
	ESOL 2	3620	14	**0.4**	**2.7**
	ESOL 3	1643	1	**0.1**	**2.9**
	ESOL 4	187	2	**1.1**	**1.4**
	Overall ELL	9446	229	**2.4**	**2.5**
	Formerly ELL	74	1	**1.4**	**0.0**
	Non-ELL	13841	293	**2.1**	**2.5**
1	ESOL 1	742	121	**16.3**	**5.1**
	ESOL 2	1619	102	**6.3**	**1.2**
	ESOL 3	4209	41	**1**	**0.4**
	ESOL 4	2081	1	**0**	**1.5**
	Overall ELL	8651	265	**3.1**	**2.4**
	Formerly ELL	1971	3	**0.2**	**0.5**
	Non-ELL	12899	333	**2.6**	**2.9**

Grade	June 2011 ESOL LEVEL	Total n	Retained n	Retained %	2009-10 Retention Rate
2	ESOL 1	346	19	**5.5**	**6.8**
	ESOL 2	444	66	**14.9**	**7.8**
	ESOL 3	2188	208	**9.5**	**2.8**
	ESOL 4	2212	38	**1.7**	**0.9**
	Overall ELL	5190	331	**6.4**	**3.5**
	Formerly ELL	6231	7	**0.1**	**0.2**
	Non-ELL	12081	239	**2**	**2.1**
3	ESOL 1	1265	391	**30.9**	**4.2**
	ESOL 2	1707	402	**23.6**	**19.9**
	ESOL 3	1911	68	**3.6**	**21.7**
	ESOL 4	435	4	**0.9**	**6.6**
	Overall ELL	5318	865	**16.3**	**12.6**
	Formerly ELL	3438	22	**0.6**	**2.2**
	Non-ELL	15471	937	**6.1**	**4.8**
4	ESOL 1	668	16	**2.4**	**1.2**
	ESOL 2	516	6	**1.2**	**1.0**
	ESOL 3	1206	8	**0.7**	**0.6**
	ESOL 4	806	3	**0.4**	**0.3**
	Overall ELL	3196	33	**1**	**0.9**
	Formerly ELL	1023	2	**0.2**	**0.1**
	Non-ELL	18968	48	**0.3**	**0.4**
5	ESOL 1	651	9	**1.4**	**0.7**
	ESOL 2	332	1	**0.3**	**0.5**
	ESOL 3	649	5	**0.8**	**0.2**
	ESOL 4	951	1	**0.1**	**0.3**
	Overall ELL	2583	16	**0.6**	**0.5**
	Formerly ELL	1235	1	**0.1**	**0.0**
	Non-ELL	19759	19	**0.1**	**0.2**
6	ESOL 1	800	42	**5.3**	**5.1**
	ESOL 2	589	10	**1.7**	**4.1**
	ESOL 3	647	5	**0.8**	**0.8**
	ESOL 4	331	1	**0.3**	**0.8**
	Overall ELL	2367	58	**2.5**	**3.5**
	Formerly ELL	706	3	**0.4**	**0.4**
	Non-ELL	20803	335	**1.6**	**1.9**
7	ESOL 1	816	41	**5**	**3.8**
	ESOL 2	561	12	**2.1**	**1.3**
	ESOL 3	591	13	**2.2**	**2.0**
	ESOL 4	451	1	**0.2**	**1.2**
	Overall ELL	2419	67	**2.8**	**2.8**
	Formerly ELL	563	6	**1.1**	**1.3**
	Non-ELL	21003	408	**1.9**	**2.1**

Grade	June 2011 ESOL LEVEL	Total n	Retained n	Retained %	2009-10 Retention Rate
8	ESOL 1	681	42	**6.2**	**3.6**
	ESOL 2	536	17	**3.2**	**2.5**
	ESOL 3	537	4	**0.7**	**1.7**
	ESOL 4	590	6	**1**	**2.6**
	Overall ELL	2344	69	**2.9**	**3.0**
	Formerly ELL	574	4	**0.7**	**1.2**
	Non-ELL	21151	325	**1.5**	**2.3**
9	ESOL 1	1005	123	**12.2**	**13.7**
	ESOL 2	686	23	**3.4**	**6.4**
	ESOL 3	640	6	**0.9**	**3.2**
	ESOL 4	517	8	**1.5**	**3.5**
	Overall ELL	2848	160	**5.6**	**9.3**
	Formerly ELL	421	6	**1.4**	**2.4**
	Non-ELL	20841	586	**2.8**	**3.6**
10	ESOL 1	786	84	**10.7**	**11.1**
	ESOL 2	587	24	**4.1**	**5.0**
	ESOL 3	606	11	**1.8**	**2.9**
	ESOL 4	447	11	**2.5**	**4.0**
	Overall ELL	2426	130	**5.4**	**7.7**
	Formerly ELL	520	6	**1.2**	**3.9**
	Non-ELL	19961	513	**2.6**	**3.9**
11	ESOL 1	480	50	**10.4**	**11.7**
	ESOL 2	497	27	**5.4**	**3.8**
	ESOL 3	567	14	**2.5**	**3.3**
	ESOL 4	397	11	**2.8**	**3.3**
	Overall ELL	1941	102	**5.3**	**7.1**
	Formerly ELL	566	8	**1.4**	**1.3**
	Non-ELL	17299	397	**2.3**	**3.0**

SUMMARY

Demographically, ELL students, as a group, were more likely to come from poor households and less likely to be classified as gifted students than formerly ELL and non-ELL students. The majority of ELL and formerly ELL students in the District were of Hispanic origin.

Academic achievement results of ELL students expressed as the percentage of students scoring within achievement levels 3-5 on the reading, mathematics, writing, and science components of the FCAT-SSS improved between 2010 and 2011 for the majority of grade levels. Higher proportions of ELL students scored at the proficient levels on the Listening/Speaking and Reading components of the 2011 CELLA than on the corresponding parts of the 2010 CELLA for most grade levels. On the other hand, the percentages of students scoring at the proficient level on the Writing component of CELLA increased between 2010 and 2011 for only about one-half of all grade levels.

The District met the AMAO 1 targets for all three areas of CELLA in 2011. In addition, the District met the AMAO 2 targets for most grade-level clusters in 2011 but missed it for the grade 3-5 cluster. On the other hand, the District did not meet the AMAO 3 targets during the 2006-07 through 2010-11 period.

A longitudinal analysis of the ELL students' performance demonstrated that the academic achievement of students in each of the ELL Cohorts increased rapidly with time. In fact, the 2010 and 2011 academic achievement of students in the 2006-07 ELL Cohort exceeded the average M-DCPS student achievement in both reading and mathematics.

The graduation rate of ELL students increased as students acquired English proficiency. However, the graduation rate of ELL students remained lower than that of M-DCPS students as a whole. In addition, the in-grade retention rates of ELL students were higher than those of formerly ELL and non-ELL students.