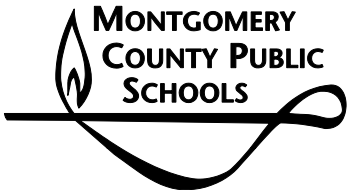

English Language Proficiency and Progress: Students Receiving English for Speakers of Other Languages Services from 2012 to 2014

Office of Shared Accountability

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Executive Summary

This is one of several studies conducted by the Office of Shared Accountability about students identified as eligible for English for Speakers of Other Languages (ESOL) services in Montgomery County Public Schools (MCPS). This study has two major purposes: 1) to examine English proficiency levels and progress in English language acquisition for students eligible for ESOL services from 2012 to 2014; and 2) to describe long-term ESOL students and students who were eligible for ESOL services but whose parents or guardians refused the services.

Since 2012, ESOL students in Maryland are required to take Assessing Comprehension and Communication in English State to State (ACCESS) for English Language Learners (ELLs). In 2014, 20,834 MCPS ESOL students took ACCESS for ELLs. Among them 11,266 students (54%) were enrolled in the MCPS ESOL program from 2012 to 2014.

This descriptive study examined the distribution of ACCESS for ELLs scores (percentile ranks) among students and one-year or two-year gains on the ACCESS for ELL scores for elementary, middle, and high school students. In addition, the study examined the progress for two groups of students: 1) students who stayed in ESOL for four or more years and were considered at risk of becoming long-term ESOL; and 2) long-term ESOL students who were enrolled in the ESOL program for six or more years.

The following research questions were addressed in the study:

1. Who were 2014 ACCESS for ELLs test takers? Among them, who stayed in MCPS from 2012 to 2014?
2. How did ESOL students perform in different language domains on 2014 ACCESS for ELLs? Did their performance differ by subgroup?
3. What were the percentile ranks of ACCESS scores for all MCPS 2014 test takers?
4. What was the typical one-year gain (growth norm) on ACCESS scores for MCPS 2014 test takers?
5. What was the typical two-year gain on ACCESS scores for ESOL students who were enrolled in MCPS from 2012 to 2014? Did the gain differ by subgroup?
6. How long did ESOL students remain in the ESOL program until February 1, 2014?
7. Who were ESOL Level 10 students that rejected ESOL services at their parents' or guardians' request?
8. Who were the ESOL students that remained in the ESOL programs for four years or more and were at the risk of becoming long-term ESOL? Who were the long-term ESOL students that remained in the ESOL programs for six years or more? How did these students progress from 2012 to 2014?

Summary of Findings

The major findings are summarized below.

1. Among 20,834 students who were eligible for ESOL services and took 2014 ACCESS for ELLs, 73% were in elementary schools, 14% were in middle schools, and13% were in high schools. Among them, 65% were Hispanic/Latino, 15% were Asian, 14% were Black or African American, 71% received Free and Reduced-price Meals System (FARMS) services, and 14% received special education services in 2013–2014. About 11% of the 2014 test takers refused ESOL services at the parents' request (defined as ESOL level 10 in MCPS). The Maryland State Department of Education (MSDE) regards Level 10 as ESOL students until they meet the requirements to exit ESOL instruction. The home language of about 40% of the 2014 ACCESS test takers was Spanish, and the rest spoke 127 other different languages at home.

2. There were 11,266 ESOL students who stayed in MCPS from 2012 to 2014 and had ACCESS for ELLs scores (called 2012–2014 stayers). The majority of them were in elementary schools. Among them, 73% were Hispanic/Latino, 11% were Asian, 13% were Black or African American, 79% received FARMS services, and 23% received special education services in 2013–2014. Of the 2012–2014 ESOL stayers, about 65% were in the intermediate level (developing and expanding), 28% were in the advanced level (bridging and reaching) and the remaining were in the beginning level (entering and emerging) on the 2014 ACCESS for ELLs.

3. This study has produced MCPS percentile ranks for 2014 ACCESS for ELLs overall, and listening, speaking, reading, and writing scale scores by ESOL level and school level. The percentile ranks can help educators and parents better understand MCPS ESOL student performance and progress on English language domains.

4. The typical two-year scale score gain is 53 in overall, 53 in listening, 32 in speaking, 60 in reading, and 54 in writing for ESOL students from 2012 to 2014. The two-year scale score gains also were produced by school type, ESOL level, and student subgroup.

5. Among those who stayed in the ESOL program for four years or longer, over half were in elementary school, and 8 out of 10 were Hispanic/Latino and FARMS students. About one third received special education services in 2013–2014. Those students were at the risk of becoming long-term ESOL. They made much less progress over two years across all content domains, compared to their peers with less than four years in the ESOL program.

6. Staying longer in the ESOL program was not associated with higher one-year or two-year gains on the ACCESS for ELLs scale scores or change in proficiency levels. For long-term ESOL students who stayed in ESOL for six or more years, 7 out of 10 were in middle school, and more than half of them were students whose parents rejected ESOL services. Most of the MCPS long-term ESOL students were at the intermediate level in reading and writing, even though they had higher English proficiency in speaking and

listening. They also made minimal progress in reading and writing, two areas that are important indicators of fluency in academic English.

7. Among ESOL students, the ESOL level 10 students remained in the ESOL program for the longest time (more than six years). Almost half of the ESOL level 10 students were in middle school. Over two thirds of them were Hispanic/Latino and receiving FARMS services. More than one third of them received special education services in 2013–2014. The percentage of special education students among ESOL level 10 students was much higher than all 2014 ACCESS for ELLs examinees.

Staying in the ESOL program for a long time and continuing to make insufficient progress is of great concern. It is important to find out what factors prevent these students from making expected progress. According to literature, the contributing factors may include but not be limited to: 1) poorly designed/implemented language development programs; 2) social segregation or linguistic isolation; 3) movement back and forth between the U.S. and their family countries of origin; and 4) misplacement with newcomers (Olsen, 2010).

Recommendations

The following recommendations are proposed by the authors based on this study:

1. Use the ACCESS for ELLs data, particularly percentile rankings, to better understand ESOL students' performance and progress in English language acquisition in relationship to their ESOL peers, so intensive support may be provided to those who are not making sufficient progress.

   Rationale: The ACCESS for ELLs assessment provides a variety of domain and composite scores to aid in interpreting students' academic language proficiency. The percentile ranks specific to MCPS students show how a student compares with other MCPS students who took the test on a scale of 1 to 99. These MCPS percentile ranks may provide reference information for teachers and parents. Such information is not available from the test developer or Maryland State Department of Education.

2. Examine the structure and consistency of ESOL programs at the middle school level.

   Rationale: Middle school students at each ESOL instructional level made lower 1- and 2-year gains on ACCESS for ELLs than students at elementary or high school levels. Notably, middle school is the point at which students who started ESOL services in kindergarten will have been in ESOL for at least six years; therefore, long-term ESOL students are more evident in middle school.

3. Systematically investigate why parents waive ESOL services, with full knowledge that their children do not meet the state criteria for exiting ESOL services.

   Rationale: Parents have a right to waive ESOL services for their children who qualify for such services, but they may not waive English language proficiency testing for that child. Before this decision is made, it is expected that the parent is informed of the benefits of

ESOL services and of the challenges that could accompany the lack of ESOL services. Examining reasons causing parents to sign the waiver will help schools and ESOL program staff understand parents' concerns and the challenges facing ESOL students so that appropriate services may be provided.

4. Maintain a long-term tracking system for ESOL students' performance in order to better monitor their progress in academic English language acquisition.

   Rationale: Generally, well-designed longitudinal data systems provide a method of tracking within cohort student information. Because staying longer in the ESOL program was not associated with more progress in language acquisition, especially in academic English, a systematic means of keeping track of performance information for all ESOL students would facilitate the examination of the nature of growth in language development at different stages. The findings from the study also showed that more than half of students who had been in MCPS and in ESOL for six or more years were students whose parents had requested a waiver from ESOL instruction, with full knowledge that their children had not met the state criteria for exiting ESOL services.

English Language Proficiency and Progress: Students Receiving English for Speakers of Other Languages Services from 2012 to 2014

By Huafang Zhao, Ph.D. & Nyambura Maina, Ph.D.

Purposes

This is one of several studies conducted by the Office of Shared Accountability about students identified as eligible for English for Speakers of Other Languages (ESOL) services in Montgomery County Public Schools (MCPS). This study has two major purposes: 1) to examine English proficiency levels and progress in English language acquisition for students eligible for ESOL services from 2012 to 2014; and 2) to describe long-term ESOL students, and students who were eligible for ESOL services but whose parents or guardians refused the services.

Background

The state of Maryland is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium. All public school systems in Maryland use the WIDA English language development standards and assessments to guide ESOL curriculum, assess English language proficiency levels, and inform ESOL instructional placement decisions. Students are no longer eligible for ESOL services when they demonstrate proficiency on the annual English language proficiency assessment and are able to succeed in age/grade appropriate learning environments. Parents of English language learners (ELLs) have the right at any time to refuse ESOL services in school (Maryland State Department of Education [MSDE], 2014a). Students who do not meet exit criteria but whose parents reject ESOL services are still regarded as ESOL in Maryland and required to take annual English language proficiency tests (MSDE, 2014b).

MCPS is seeing dramatic increases in the number of students eligible to receive ESOL services, a subgroup that by definition does not have a strong command of the English language necessary for higher-level academic success. During the 2013–2014 school year, 24,175 of 155,211 MCPS prekindergarten through Grade 12 students (16%) were identified as ESOL, with the majority of them concentrated in elementary schools. During the same school year, 2,062 students refused ESOL services at parents' requests even though they did not meet the state exit criteria.

A focus on ELLs is critical because all students are expected to carry out more language-rich tasks across the different content areas during learning and assessment situations (MSDE, 2014b). An ELL student uses another language in addition to or other than American English. In this study, students participating in ESOL services are referred to interchangeably as current ELLs or as ESOL students.

Theoretical Framework

Cummins Theory of Language Acquisition

In his theory of language acquisition, Cummins makes the distinction between two differing kinds of language proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins, 1979, 2008; Linquanti, 2014).

- BICS are the "surface" skills of listening and speaking, typically acquired quickly by many students, particularly those interacting with native speakers most of the time.
- CALP is the basis for a child's ability to handle the academic demands in the content areas. Cummins states that while many children develop native conversational fluency within two years of immersion in English, it takes between five and seven years for a child to develop more technical, academic language comparable with native speakers.
- CALP development is influenced by many variables such as intensity of English language immersion, language proficiency level, age and time of arrival at school, level of academic proficiency in the native language, and the degree of support for achieving academic proficiency (Cummins, 1981, 1979; Hakuta, Butler, & Witt, 2000; Koretz, 2008; Thomas & Collier, 1997, 2002).

WIDA's Guiding Principles of Language Development

Three of WIDA's guiding principles of language development also speak directly to the impetus for this study:

1. Students develop language proficiency in the domains of listening, speaking, reading, and writing interdependently, but at different rates and in different ways (Gottlieb, Katz, & Ernst-Slavit, 2009).
2. Students' development of academic language and knowledge in content areas are interrelated processes (Gibbons, 2009; Collier & Thomas, 2009; Zwiers, 2008).
3. Students' development of social, instructional, and academic language, though a complex and long-term process, is the foundation for their success in school (Anstrom, DiCerbo, Butler, Katz, Millet, & Rivera, 2010; Cummins, 1979).

Given the diversity of ELLs in MCPS, there is a need to test various assumptions and observations associated with variation in time and rates of language acquisition in a local school setting. Examining the normative growth of ESOL students in composite scores and within domains of language will lead to better understanding of typical development of academic language for students receiving ESOL instruction and students whose parents refuse ESOL instruction. Therefore, this study also explored the progress in English language acquisition of current ESOL students on the language domains—listening, speaking, reading, and writing. In addition, the relationships between characteristics of MCPS's ELLs and rates of English language development were explored.

Literature Review

The literature review focuses on growth measures, progress towards English language proficiency and academic achievement for ELLs, long-term ELLs, and outcomes for ELLs whose parents refused ESOL services.

Measure Student Growth

Most parents or educators often ask the following two questions about student learning: 1) How much has my child (student) learned? 2) Is the learning good enough? The first question asks about the amount of growth and the second asks about the criteria to judge the amount of growth (Briggs and Betebenner, 2009).

Betebenner and Linn (2010) summarized measurement issues related to growth measure. There are two common scales to report achievement or progress— percentage meeting standards and scale scores.

1) *Percentage meeting standards*. The percentage is at ordinal performance level, such as Basic, Proficient and Advanced on the Maryland School Assessment (MSA). This is a relative measure of growth. One limitation of using percentage increase at proficiency level to report growth is that there are only a few levels (three for MSA) covering a large range of achievement. Even though a student can make significant growth, the student may remain in the same proficiency level. Another issue with using percentage change from grade to grade to report growth is that performance criteria for different grades may not have the same rigor.

2) *Scale score*. Scale scores are categorized as vertically linked or not. Vertically linked scale scores are similar to scales measuring height and weight. The Measures of Academic Progress (MAP) RIT score is an example of a vertically linked scale score. The vertically linked scores provide a cross-grade continuum that allows the comparison of student performance at different times and grades. The vertically linked scores can be regarded as an absolute measure of growth. Gain scores on a vertical scale is another way of quantifying student growth (e.g,. Grade 4 scores – Grade 3 scores = one-year gain). With gain scores, student growth can be compared directly and meaningfully. In addition, the equal-interval property of the vertically linked scale scores can quantify growth more precisely along the entire achievement continuum. For example, it is fair to say a student with a gain of 10 points grew more than a student with a gain of 5 points. One limitation for using gain score is its difficulty to understand without context or reference (Betebenner & Linn, 2010). Another type of scale score is not vertically linked, such as MSA scale scores which do not allow comparisons across grade level.

A student's academic growth is often examined in comparison to their peers. Using growth norms is another way to address the magnitudes of growth (Betebenner & Linn, 2010). This is similar to infant's growth. For instance, if a three-year-old boy grew three inches over one year, his parents would want to know if the growth is normal for boys in the similar age group. The norm measures, such as percentile rank provide important reference information about the gain used to judge growth.

Progress Towards English Language Proficiency and Academic Achievement for ELLs

With the test results from Assessing Comprehension and Communication in English State to State (ACCESS) for ELLs, Wake County Public Schools (WCPS) followed three cohorts of limited English proficient (LEP[1]) students who entered WCPS in kindergarten, Grades 6 or 7, and Grade 9 in 2008–2009 to examine their exit rates from LEP status (Baenen, 2013). The researcher found that students who entered the ESOL program at Grade 6 or Grade 7 exited LEP status at higher rates than students who entered at kindergarten or Grade 9. In addition, students who scored higher on the annual ACCESS for ELLs test were more likely to exit in four years than those with lower scores. Higher proficiency upon entry led to a better chance of exiting LEP faster. Students who entered at Grade 9 or kindergarten with lower proficiency scores tended to take longer to exit LEP status than peers who entered with higher proficiency scores.

In Texas, a team of researchers used a longitudinal dataset to analyze the performance and trajectories of several groups of students (Flores, Batalova, & Fix, 2012). One group was composed of students who entered Texas public schools as first graders in 1995, advanced through schooling, and reached Grade 12 "on time" in 2006. The "on time" group included students who had ever been identified as ELLs (ever-ELLs) and their English proficient peers. The results revealed that ever-ELLs in the "on time" cohort who completed and exited the ESOL program after three years achieved the best results in terms of meeting the state mathematics and reading proficiency standards among all ELL groups. They also found that ELLs who have been in ELL programs for five or more years or long-term ELLs lagged behind their non-ELL peers significantly at every grade level.

Long-term ELLs

The definition of long-term ELL varies across the country from five years in Texas to seven years in New York. In California, long-term English learners refers to students in Grades 6–12 who have been enrolled in U.S. schools for more than six years, and have remained at the same English language proficiency level for two or more consecutive years. On the other hand, the California definition of English learners at risk of becoming long-term ELLs includes students in Grades 5–11 in American schools for four years and who performed at the intermediate level or below on an English language development test.

Based on a survey study, Olsen (2010) found 59% of secondary school English learners in California were long-term ELLs. The long-term ELLs were enrolled in the U.S. for more than six years without reaching sufficient English proficiency. "Several factors seem to contribute to becoming a Long Term English Learner: receiving no language development program at all; being given elementary school curricula and materials that weren't designed to meet English Learner needs; enrollment in weak language development program models and poorly implemented English Learner programs; histories of inconsistent programs; provision of narrowed curricula and only partial access to the full curriculum; social segregation and linguistic isolation; and cycles of transnational moves" (Olsen, 2010, p.2). These long-term ELLs

[1] Used interchangeably with ELL or ESOL student.

had high functioning social language, but had great deficit in reading and writing skills. Most of these students were at the intermediate English proficiency level and disengaged from learning. The typical programs for these long-term ELLs in secondary schools were very similar to what they received in elementary schools. These long-term ELLs were inappropriately placed in mainstream classes, or placed with newcomers and kept there. They were over-assigned to interventions or support classes with unprepared teachers and had limited access to challenging courses.

Menken, Kleyn, & Chae (2012) described the characteristics of long-term ELLs who attended schools in the U.S. for seven years or more and their school experience, after interviewing students, teachers, and administrators in three New York City high schools. They found the long-term ELLs were orally and socially bilingual, yet had limited academic literacy skills in English and their native languages. They mainly belonged to two groups. One group consisted of students with inconsistent learning experience in U.S. schooling, and who shifted between bilingual education, the ESOL program, and mainstream classes without language support. The other group was made up of transnational students who have moved back and forth between the U.S. and their family's country of origin.

Outcomes for ELLs Whose Parents Refused ESOL Services

Only one study that addressed students whose parents refused ESOL services was found. The study summarized ELL long-term achievement on nationally standardized tests across the curriculum (mathematics, science, social studies, and literature). The students, who entered a U.S. school district with little or no proficiency in English in Grades K–1 were followed to the highest grade reached (Thomas & Collier, 2003). The findings indicated that language support services raised students' achievement levels by significant amounts. ELLs who attended only English mainstream programs because their parents refused language support services showed large decreases in reading and mathematics achievement by Grade 5 relative to where they started in lower grade levels when compared to students who participated in language support programs. The largest number of dropouts came from this group, and those remaining finished Grade 11 at the 25th Normal Curve Equivalent (12th percentile) on the standardized reading test. These researchers recommended that parents who choose not to enroll their children in language support programs be informed that the long-term academic achievement of their children would probably be much lower as a result. The researchers asserted that in order to close the achievement gap between ELLs and English proficient speakers, language support programs must be well implemented, not segregated, sustained for five to six years, and demonstrate achievement gains of more than the average yearly progress of the non-ELL group each year until the gap is closed.

Methodology

Research Questions

This study addressed the following questions:

1. Who were 2014 ACCESS for ELLs test takers? Among them who stayed in MCPS from 2012 to 2014?
2. How did ESOL students perform in different language domains on 2014 ACCESS for ELLs? Did their performance differ by subgroup?
3. What were the percentile ranks of ACCESS scores for all MCPS 2014 test takers?
4. What was the typical one-year gain (growth norm) on ACCESS scores for MCPS 2014 test takers?
5. What was the typical two-year gain on ACCESS scores for ESOL students who were enrolled in MCPS from 2012 to 2014? Did the gain differ by subgroup?
6. How long did ESOL students remain in the ESOL program until February 1, 2014?
7. Who were ESOL Level 10 students that rejected ESOL services at their parents' or guardians' request?
8. Who were the ESOL students that remained in the ESOL programs for four years or more and were at the risk of becoming long-term ESOL? Who were the long-term ESOL students that remained in the ESOL programs for six years or more? How did these students progress from 2012 to 2014?

Sample and Data

MCPS started administering ACCESS for ELLs in 2012. The sample for this study comprised students who were eligible for ESOL services from the 2011–2012 to 2013–2014 school years and had ACCESS for ELLs scores. According to WIDA (2014a–b), it is important to examine the performance of students who remained in a school system from year to year in order to measure their progress and interpret the ACCESS for ELLs results more accurately. Students who were former ELLs or had exited ESOL programs before 2011–2012, and therefore had no ACCESS for ELLs scores, were excluded from the study.

In 2014, 20,834 MCPS ELLs took the ACCESS for ELLs.[2] To investigate student growth in English language proficiency, the performance of test takers who were eligible for ESOL instruction in MCPS from 2012 to 2014 (n = 11,266) on 2014 ACCESS for ELLs was examined. A large majority of students who took 2014 ACCESS for ELLs and had been eligible for ESOL began their ESOL programs in MCPS. Only a few (4) transfer students were first enrolled in the ESOL program outside MCPS in this study sample.

[2] The Maryland State Department of Education published the 2014 ACCESS report on May 8, 2014. In the ACCESS report, the number of ESOL students was slightly different. The difference was due to updated information about grade enrollment. The file used for this study was based on the final updated file for the 2014 ACCESS examinees.

Measures

Measures used in this study included: a) demographic characteristics, b) length in ESOL program, c) English language proficiency level, and d) one-year or 2-year gain scores on the ACCESS for ELLs.

Demographic Characteristics

This information included gender, race/ethnicity, ESOL level, receipt of special education and FARMS services during the 2013–2014 school year. ESOL level data were extracted from MCPS Online Administrative Student Information System (OASIS).

Length in ESOL Program

Length in the ESOL program was calculated as months or years from the date when a student first enrolled in the MCPS ESOL program until February 1, 2014, when the 2014 ACCESS for ELLs was administered. The length was not based on time living in the U.S. because a majority of elementary school students were actually born in the U.S. Further, the students were grouped into two groups based on the literature:

1. Students who stayed in ESOL for four or more years were regarded as at risk of becoming long-term ESOL.
2. Students who remained in the ESOL program for six or more years were classified as long-term ESOL.

Outcomes

Outcome measures include ACCESS for ELLs proficiency level and scale score. The ACCESS for ELLs was the primary measure for assessing student progress in English language acquisition. The ACCESS for ELLs is a large-scale language proficiency test for students from kindergarten to Grade 12 (WIDA, 2014a–b). The purpose of ACCESS for ELLs is to monitor student progress in English proficiency and determine a student's English language proficiency level in comparison to their English proficient peers. The test forms are broken down into five grade-level clusters: kindergarten, Grades 1–2, 3–5, 6–8, and 9–12. English language proficiency was measured by scale scores and proficiency levels.

1. *Scale scores in language domains*. The ACCESS for ELLs assesses four language domains: listening, speaking, reading, and writing. Based on the domains, an overall scale (composite) score is calculated.

2. *Composite scores.* ACCESS for ELLs results are reported in four composite scores: oral (50% listening + 50% speaking), literacy (50% reading + 50% writing), comprehension (70% reading + 30% listening), and overall scores (35% reading + 35% writing + 15% listening + 15% speaking). The ACCESS scale scores across grades are vertically equated and comparable across grades within each domain (WIDA, 2014a–b). Comparisons should not be made across domains. For example, a scale score of 200 in

listening is not the same as a score of 200 in speaking. For Grades 1–12, scale scores range from 100 to 600, while kindergarten scale scores range from 100 to 400. The overall scale score (composite) is the most reliable indicator for a student's overall English proficiency.

3. *Overall proficiency level*. Overall student performance on ACCESS for ELLs is described in six proficiency levels: entering, emerging, developing, expending, bridging, and reaching (Appendix A). Each proficiency level score is grade and domain specific. According to WIDA (2011), scale scores, not proficiency levels, should be used to monitor student growth. Growth measured by proficiency levels can be misleading and can mask the actual score changes that students are making. For example, a student can have a big jump in proficiency level with only a small test score gain if there are lot of students close to the proficiency cut point. Similarly, a student at the lower percentile rank can make a huge gain, but still not enough to jump over the proficiency threshold. This makes it difficult to monitor the growth of the most vulnerable students in the bottom 10 or 25 percent.

4. *Derived measures*. For this study several measures were calculated from the ACCESS for ELLs information.
   - *MCPS percentile ranks* on the ACCESS for ELLs for 2014 test takers were calculated to provide reference or context for teachers or parents to understand the results of the ACCESS for ELLs.
   - *One-year gain on ACCESS for ELLs scores.* Student progress or growth in English language was determined by gain on scale scores of the ACCESS for ELLs over one year from 2013 to 2014. The MCPS percentile ranks of one-year gain for the ACCESS for ELLs scale scores were presented for ESOL students.
   - *Two-year gain in ACCESS for ELLs scores.* Student progress or growth in English language was determined by gain on scale scores of the ACCESS for ELLs over two years from 2012 to 2014. The average two-year growth was calculated.

Analysis Procedures

Descriptive analyses were used to show student characteristics. ESOL students were followed over years in order to monitor their progress in English language proficiency as measured by ACCESS for ELLs.

Results

The results are presented in the order of the research questions. The results describe K–12 students who were identified as eligible for ESOL services in MCPS during school year 2013–2014 and who took ACCESS for ELLs in February 2014, their English language proficiency by 2014, and their progress since 2012.

1. Who were 2014 ACCESS for ELL test takers? Among them, who stayed in MCPS from 2012 to 2014?

Figure 1 shows that the majority of 2014 ACCESS test takers were in elementary schools (73%), 14% were in middle school, and 13% were in high school. It is important to remember that the 2014 ACCESS test takers included ESOL students who entered MCPS before February 2014.

Figures 2 through 4 display 2014 ACCESS test takers by student group. About 65% of the 2014 test takers were Hispanic/Latino, 36% of them were in MCPS ESOL Level 4, and 71% of them were receiving FARMS services in 2013–2014. ESOL Level 10 students referred to those who did not meet the ESOL exit criteria but whose parents rejected ESOL services. MSDE regards Level 10 as ESOL students until they meet the requirements to exit ESOL instruction. Among 2014 test takers, 11% of them were at ESOL Level 10. Additional analyses show about 40% of the 2014 ACCESS test takers spoke Spanish, and the rest spoke 127 other different languages. More information about ACCESS test takers is provided in Table B1 (Appendix B).

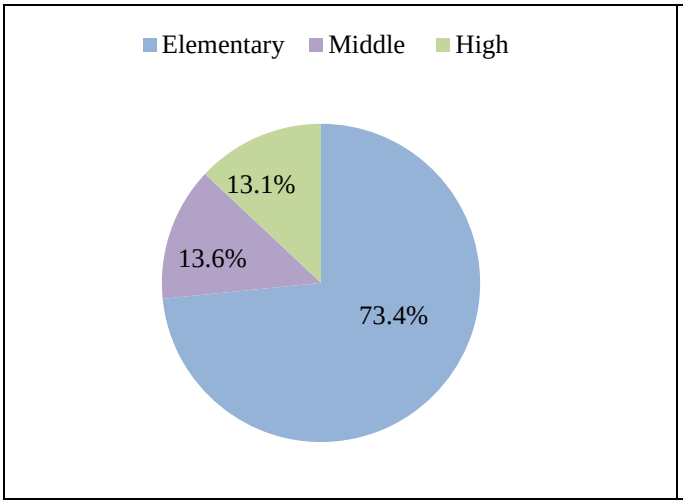

Figure 1. Percent of all 2014 MCPS ACCESS test takers by school type.

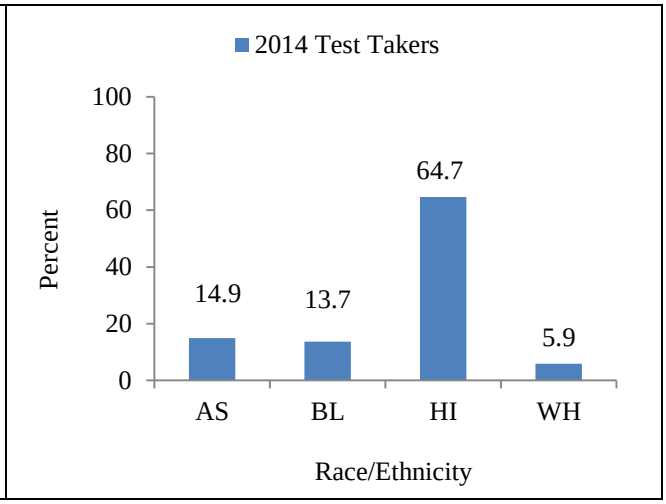

Figure 2. Percent of all 2014 MCPS ACCESS test takers by race/ethnicity.

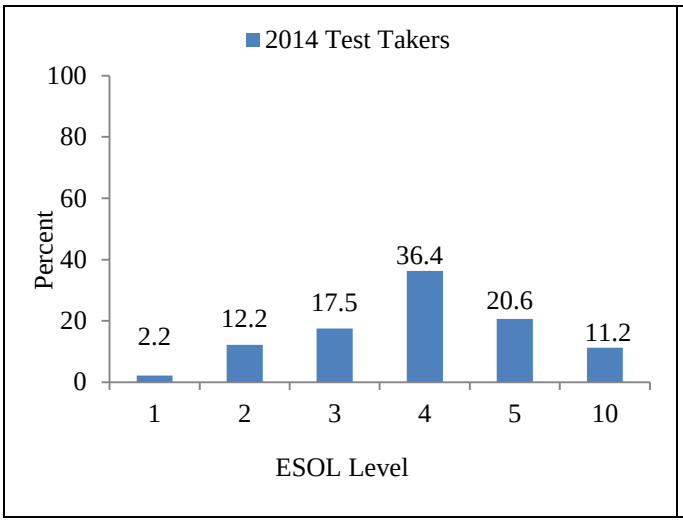

Figure 3. Percent of all 2014 MCPS ACCESS test takers by ESOL level in 2013–2014.

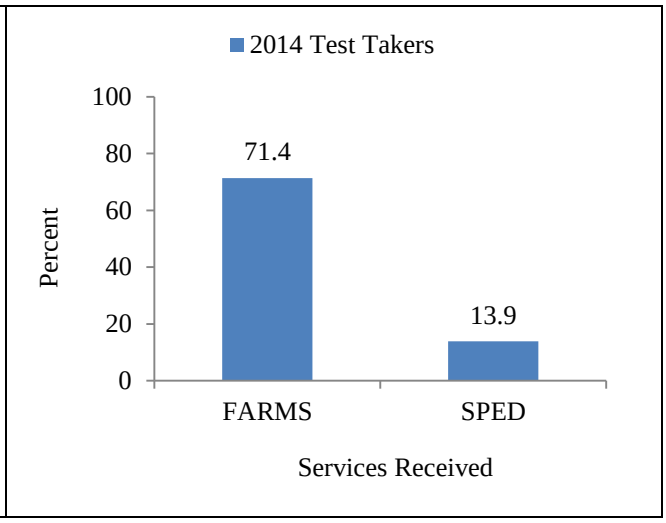

Figure 4. Percent of all 2014 MCPS ACCESS test takers by services received in 2013–2014.

Figures 5 through 8 show ESOL students who stayed in MCPS from 2012 to 2014 by school type, race/ethnicity, ESOL levels, and services received during 2013–2014. A majority of them were in elementary schools (73%), 16% were in middle schools, and 11% were in high schools. About 73% of them were Hispanic/Latino, 42% were in MCPS ESOL Level 4, and 79% of them were receiving FARMS services in 2013–2014. Nearly 22% were receiving special education services.

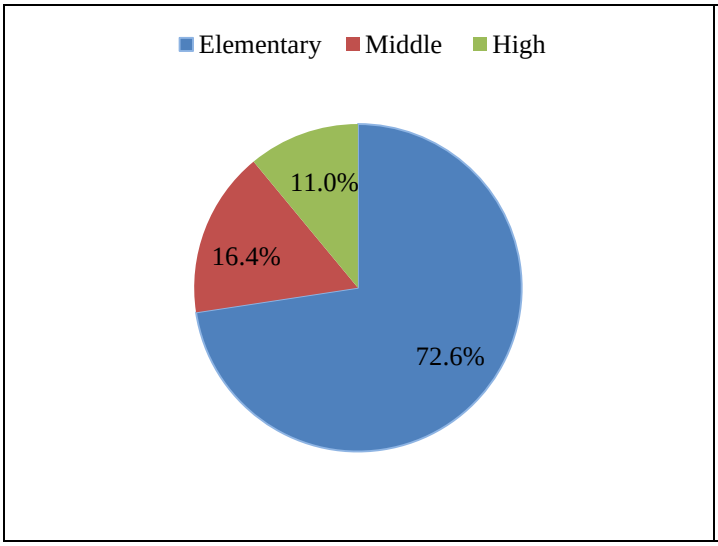

Figure 5. Percent of 2014 MCPS ACCESS test takers who stayed from 2012 to 2014 by school type.

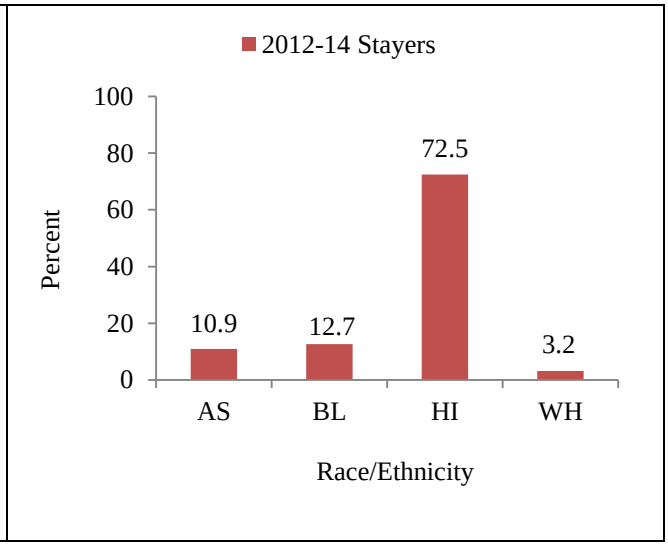

Figure 6. Percent of 2014 MCPS ACCESS test takers who stayed from 2012 to 2014 by race/ethnicity.

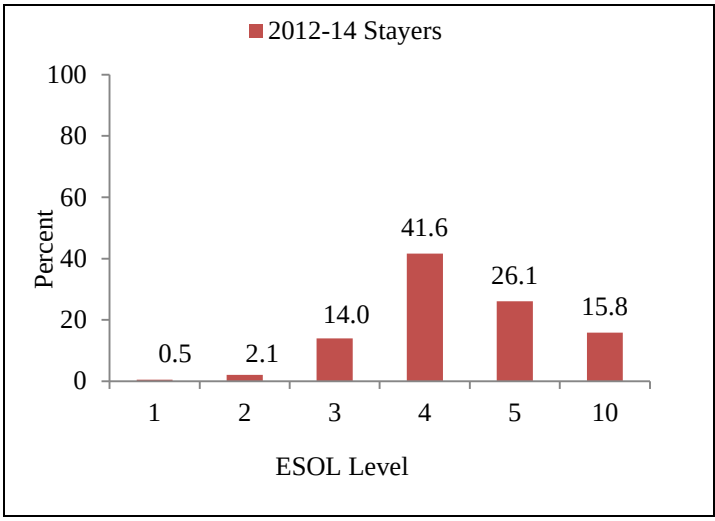

Figure 7. Percent of 2014 MCPS ACCESS test takers who stayed from 2012 to 2014 by ESOL level in 2013–2014.

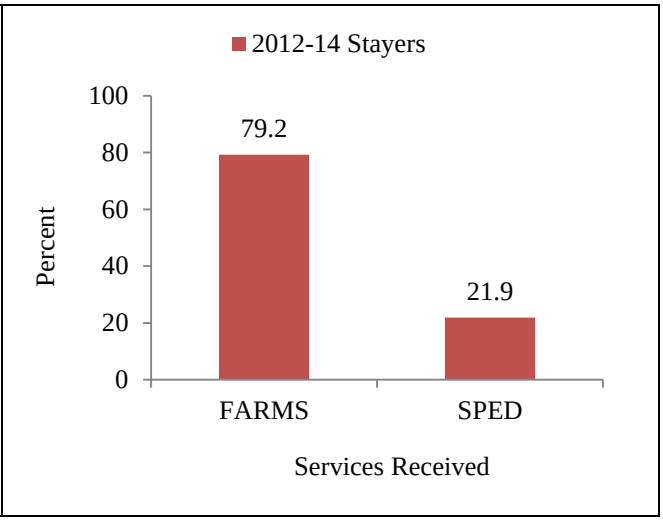

Figure 8. Percent of 2014 MCPS ACCESS test takers who stayed from 2012 to 2014 by services received in 2013–2014.

2. How did ESOL students perform in different language domains on 2014 ACCESS for ELLs? Did their performance differ by subgroup?

Figure 9 describes the percentage of students at each English proficiency level based on their overall scale scores on 2014 ACCESS for ELLs. Of the six ACCESS proficiency levels, entering to emerging levels are low level; developing to expanding are intermediate; and bridging to reaching are advanced.

In general, 2012–2014 stayers performed higher than all 2014 test takers, as shown at the developing, expanding and bridging levels. For example, 26% of all test takers were at the expanding level, compared with 32% of the stayers at the same level. The same pattern existed for the bridging level. This is because all 2014 test takers included students enrolled in ESOL services in MCPS for the first time after 2012.

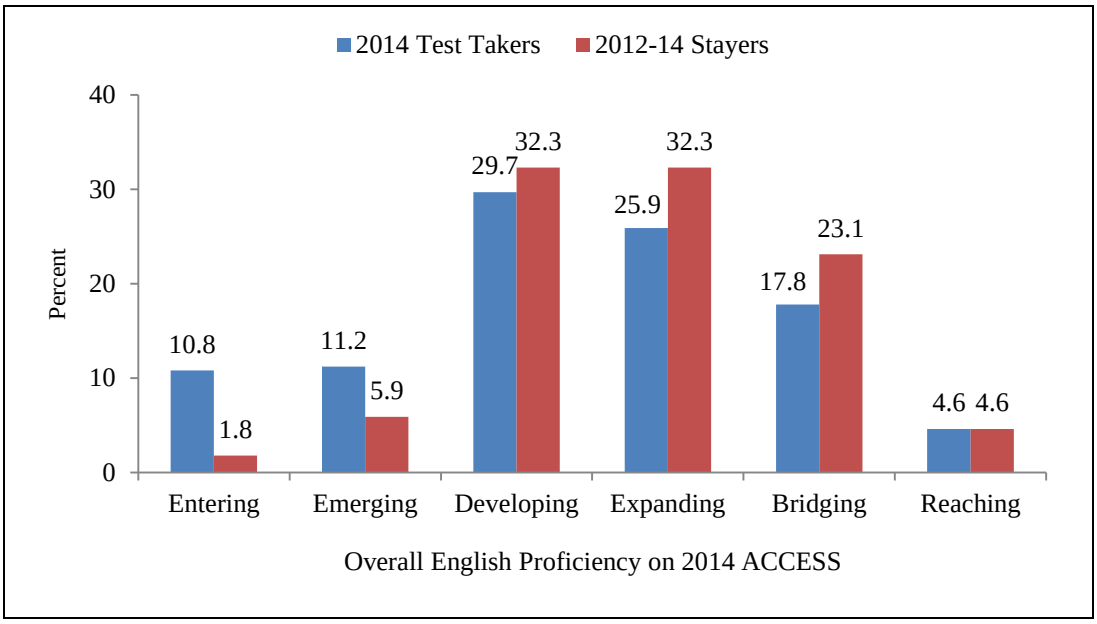

Figure 9. Overall English proficiency level for all 2014 ACCESS test takers and those who stayed in MCPS from 2012 to 2014.

The gender difference on percentages of students at different overall English proficiency levels were not very large (Table 1). However, racial differences were observed. For example, 38% of students identified as Two or More Races were at the bridging level, compared to 21% of Hispanic/Latino students. About 15% of White students and 3% of Hispanic/Latino students were at the reaching level. Furthermore, only 4% of stayers who received FARMS services, and less than 1% of those who received special education services were at the reaching level.

Table 1
2014 ACCESS **Overall** English Proficiency Level for Students Who Stayed in MCPS from 2012–2014 by Subgroup

	2012–2014 Stayers	Entering	Emerging	Developing	Expanding	Bridging	Reaching
	n	%	%	%	%	%	%
Total	11,230	1.8	5.9	32.3	32.3	23.1	4.6
Gender							
Female	4,858	1.2	4.5	30.1	33.9	24.8	5.5
Male	6,372	2.3	6.9	34.0	31.1	21.8	4.0
Race							
American Indian	16	NR	NR	NR	NR	NR	NR
Asian	1,225	1.5	4.1	22.6	30.7	31.5	9.6
Black or African American	1,434	1.6	3.5	25.7	35.7	28.5	5.0
Hispanic/Latino	8,141	1.9	6.7	35.4	32.1	20.5	3.4
Two or More Races	48	0.0	4.2	27.1	27.1	37.5	4.2
Pacific Islander	5	NR	NR	NR	NR	NR	NR
White	361	1.9	2.5	22.7	29.1	28.8	15.0
Services Received							
FARMS	8,894	1.7	6.4	34.6	32.3	21.5	3.5
Special Education	2,456	6.7	13.7	41.8	26.7	10.1	0.9
ESOL Level							
1	52	98.1	0.0	0.0	0.0	1.9	0.0
2	233	53.2	42.1	2.6	0.9	1.3	0.0
3	1,569	0.1	30.5	68.2	0.3	1.0	0.0
4	4,679	0.0	0.5	43.1	26.5	26.2	3.7
5	2,922	0.1	0.2	3.2	57.9	30.4	8.1
10	1,765	1.1	3.2	24.9	39.3	25.8	5.8

Note. Services received in school year 2013–2014. NR means not reported due to small sample size (less than 30). ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL. Kindergarten students were excluded from the analyses because the majority of them were not enrolled in MCPS during school year 2011–2012.

ESOL level 10 students performed lower than ESOL level 5 students among those who stayed from 2012 to 2014 (Table 1). For this study, ESOL level 10 students are grouped together regardless of their overall English proficiency level, while other ESOL level students are separated by their ESOL instructional levels. Less than 1% of ESOL level 5 students were at entering and emerging levels, 3% were at the developing level, 58% were at the expanding level, 30% were at the bridging level, and 8% were at the reaching level. However, 4% of ESOL level 10 students were at the entering and emerging levels, 25% were at the developing, 39% were at the expanding level, 26% were at the bridging level, and 6% were at the reaching level. Overall, ESOL level 10 students performed lower than ESOL level 5 students on the ACCESS for ELLs.

Additional results of proficiency levels for 2014 test takers by school type and content area are shown in Table B2, while similar results for 2012–2014 stayers are displayed in Table B3

(Appendix B). Table B4 shows the overall mean scale scores for all test takers and 2012–2014 stayers by grade, gender, race/ethnicity, services received and ESOL levels (Appendix B). ESOL level 10 students were on par with ESOL level 5 in listening and speaking, but lagged behinds ESOL level 5 students in reading and writing, as shown in Tables B6 through B8 of Appendix B.

3. What were the percentile ranks of ACCESS scores for all MCPS 2014 test takers?

Table 2 presents percentile ranks for 2014 ACCESS overall scale scores for all examinees in MCPS. The percentile ranks can provide references for educators and the public to understand scale scores.

Table 2
Percentile Ranks of Overall Scale Score (Composite) Scores on 2014 ACCESS for ELLs for MCPS Students by School Type and ESOL Level

	Percentile Ranks of Overall Scale Scores (Composite) on 2014 ACCESS for ELLs							
	30th	40th	50th (Median)	60th	70th	80th	90th	95th
All 2014 Examinees by ESOL Level								
1	133	141	**149**	154	161	167	272	316
2	218	229	**238**	247	270	299	322	334
3	279	284	**288**	297	310	338	353	362
4	307	317	**329**	344	355	365	380	396
5	338	348	**359**	368	378	390	403	416
10	336	351	**361**	369	377	385	400	410
Elementary School by ESOL Level								
1	200	209	**228**	280	288	301	337	359
2	250	256	**259**	264	271	282	296	305
3	281	284	**287**	289	295	300	311	324
4	307	313	**321**	331	341	351	362	370
5	337	342	**349**	355	361	366	374	382
10	319	331	**340**	348	356	363	373	383
Middle School by ESOL Level								
1	224	234	**245**	252	317	325	367	371
2	294	299	**304**	308	313	318	325	331
3	336	339	**342**	344	349	352	356	359
4	361	364	**366**	369	374	380	395	401
5	377	379	**382**	384	387	391	399	408
10	365	370	**374**	377	381	386	394	400
High School by ESOL Level								
1	130	138	**144**	150	155	160	165	284
2	207	217	**225**	234	241	289	324	335
3	261	266	**271**	342	351	358	366	400
4	289	294	**362**	375	383	394	416	426
5	319	378	**392**	397	403	410	422	431
10	299	319	**352**	389	401	407	416	422

Note. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL.

For example, if an ESOL level 1 student had an overall score of 133 in 2014, he/she scored higher than 30% of the MCPS ACCESS test takers in 2014. The 50th percentile rank (bolded in Table 2) is the average performance (median). Percentile rank by ESOL levels also are shown in Table 2. For instance, if an ESOL level 1 student received an overall composite score of

316, he/she performed higher than 95% of all MCPS ESOL level 1 students. Table 2 also presents percentile ranks for overall scale scores by ESOL levels in elementary, middle and high schools.

Tables B5 through B8 (Appendix B) show the percentile ranks in four content areas: listening, speaking, reading, and writing for MCPS 2014 ACCESS examinees by ESOL level and school type. Teachers can use Table 2 and Tables B5 through B8 (called norm tables) to understand the English proficiency of an ESOL student relative to his/her ESOL peers in MCPS.

4. What was the typical one-year gain (growth norm) on ACCESS scores for MCPS examinees?

Table 3 shows percentile ranks for one-year gain on the ACCESS overall scale scores. Students who took both 2013 and 2014 ACCESS for ELLs were included for calculating percentile ranks of the one-year gain. It is important to keep in mind that the one-year gain for ESOL level 1 at the lower percentile ranks (below 40) should be interpreted with caution because it is not easy to assess English language proficiency precisely for such students.

Table 3
One-Year Gain (2013 to 2014) in ACCESS Overall Scale Scores (Composite) for MCPS Students by Percentile Rank, School Type and ESOL Level

	Percentile Rank of One-year Gain (2013 to 2014) in ACCESS Overall Scale Scores (Composite)							
	30th	40th	50th (Median)	60th	70th	80th	90th	95th
All 2014 Examinees by ESOL Level								
1	-37	-17	**16**	62	69	73	99	185
2	21	32	**53**	81	98	110	125	139
3	18	25	**33**	47	61	82	108	125
4	23	28	**33**	38	43	50	64	80
5	19	22	**25**	29	33	37	43	49
10	10	15	**19**	24	30	37	48	59
Elementary School by ESOL Level								
1	-106	-17	**19**	62	69	73	185	185
2	36	74	**87**	99	109	116	132	140
3	19	27	**40**	55	72	91	112	129
4	25	30	**35**	40	45	52	68	83
5	22	25	**28**	31	35	38	44	50
10	21	26	**30**	36	41	48	60	74
Middle School by ESOL Level								
1	NA	NA	**NA**	NA	NA	NA	NA	NA
2	1	7	**16**	23	26	30	41	49
3	4	11	**16**	21	28	36	46	55
4	5	9	**14**	19	25	30	40	49
5	14	17	**19**	21	24	29	37	42
10	4	7	**10**	13	16	21	27	34
High School by ESOL Level								
1	-37	13	**13**	13	99	99	99	99
2	15	21	**28**	35	43	61	80	97
3	18	25	**30**	35	43	50	59	70
4	21	28	**33**	36	40	46	53	61
5	12	15	**19**	22	26	31	39	48
10	17	21	**24**	28	31	34	40	48

Note. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL. NA means not available.

As shown in Table 3, the average one-year gain (50th percentile rank or median) for ESOL level 1 students was 16 for all examinees. If an ESOL level 1 student gains 99 points, his/her progress is higher than 90% of his/her peers. At the middle school level, the typical one-year gains at 50th percentile rank were smaller at almost all ESOL levels, compared to elementary and high school students. Tables B9 through B12 (Appendix B) show the percentile ranks for one-year gain by ESOL level and school type in four domains: listening, speaking, reading and writing. Teachers can use the one-year gain tables (Table 3, Tables B9 through B12) to judge students' progress relative to their ESOL peers.

5. What was the typical two-year gain on ACCESS scores for the ESOL students who were enrolled in MCPS from 2012 to 2014? Did the gain differ by subgroup?

To examine ESOL students' progress in English language proficiency, two-year gains (difference between 2012 and 2014 scale scores) were calculated for 2012–2014 stayers (Tables 4 through 7). Only students who had scores in both years were included.

On average, elementary students gained 63 points on the overall scale score, followed by students in high schools (38 scale score points). Middle school students gained the least over two years (25 scale score points). The gain was larger at the lower ESOL levels. Students at the lower ESOL levels are making larger gains in scale scores than their peers at higher ESOL levels (Table 4).

The overall scale score (composite) gain from 2012 to 2014 was 65 for ESOL level 2, 66 for level 3, 59 for level 4, and 49 for level 5. This confirms the WIDA's growth principle that, "lower is faster and higher is slower" (WIDA, 2011, p.1). The WIDA's growth principle suggests that the higher a student's language proficiency, the slower is the typical observed individual student growth rate of progress.

ESOL level 10 students gained the least (34 points on overall composite score), compared to students at ESOL levels 1–5 (Table 4). Gain scores for stayers by grade level and content areas are presented in Tables B13 and B14 (Appendix B).

Table 4
Average Two-year Gain Scores on Overall Score (Composite) and Listening and Speaking Domains for Students Who Stayed in MCPS from 2012 to 2014 by School Type and ESOL Level

	2012–2014 Stayers	Two-year Overall Scale Score (Composite) Gain		Two-year Listening Scale Score Gain		Two-year Speaking Scale Score Gain	
	N	Mean	SD	Mean	SD	Mean	SD
Total	11,028	52.5	33.3	52.7	45.0	31.9	49.6
School Type							
Elementary school	7,950	62.9	32.1	57.1	44.6	30.6	49.3
Middle school	1,838	25.4	20.7	46.9	39.6	28.2	44.7
High school	1,240	38.0	26.1	37.9	50.0	44.6	55.7
ESOL Level							
1	9	NR	NR	NR	NR	NR	NR
2	148	65.3	60.6	58.2	86.0	55.5	61.1
3	1,536	66.2	44.9	53.5	55.7	41.9	54.5
4	4,648	59.4	33.6	55.9	44.9	37.8	52.1
5	2,918	49.4	23.4	53.6	39.1	28.7	44.5
10	1,759	34.1	28.0	43.8	42.8	17.4	43.9

Note. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL. Kindergarten students were excluded from the analyses because the majority of them were not enrolled in MCPS during school year 2011–2012. NR means not reported due to small sample size (less than 30).

Table 5
Average Two-year Gain Scores in Reading and Writing Domains for Students Who Stayed in MCPS from 2012 to 2014 by School Type and ESOL Level

	2012–2014 Stayers	Two-year Reading Scale Score Gain		Two-year Writing Scale Score Gain	
	N	Mean	SD	Mean	SD
Total	11,028	59.7	49.4	54.0	40.4
School Type					
Elementary school	7,950	74.7	50.3	67.4	37.9
Middle school	1,838	25.0	26.9	15.5	22.1
High school	1,240	32.6	28.2	40.5	31.8
ESOL Level					
1	9	NR	NR	NR	NR
2	148	71.0	91.7	66.9	56.2
3	1,536	87.2	67.7	61.3	50.8
4	4,648	68.1	50.5	61.4	40.0
5	2,918	52.8	34.9	52.9	33.6
10	1,759	36.8	39.0	34.2	37.2

Note. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL. Kindergarten students were excluded from the analyses because the majority of them were not enrolled in MCPS during school year 2011–2012. NR means not reported due to small sample size (less than 30).

As shown in Table 6, White students who stayed in MCPS from 2012 to 2014 had the highest overall gain score (69 scale score points), while their Black or African American counterparts had the lowest gain (48 scale score points). Students who received special education services in 2013–2014 had lower overall gain scores (47 scale score points) than the county average of 53. Table 7 shows the average two-year gain scores on reading and writing.

Table 6
Average Two-year Gain Scores on Overall Score (Composite) and Listening and Speaking Domains for Students Who Stayed in MCPS from 2012 to 2014 by Subgroup

	2012–2014 Stayers	Two-year Overall Scale Score (Composite) Gain		Two-year Listening Scale Score Gain		Two-year Speaking Scale Score Gain	
	n	Mean	SD	Mean	SD	Mean	SD
Total	11,028	52.5	33.3	52.7	45.0	31.9	49.6
Gender							
Female	4,822	53.0	33.0	52.8	44.6	31.2	49.5
Male	6,206	52.2	33.6	52.7	45.2	32.5	49.7
Race							
American Indian	16	NR	NR	NR	NR	NR	NR
Asian	1,203	57.3	35.0	61.9	49.7	39.3	50.3
Black or African American	1,398	48.2	31.2	53.1	47.3	30.7	47.2
Hispanic/Latino	8,005	51.8	33.0	50.5	43.3	30.5	49.5
Two or More Races	47	50.4	27.8	53.0	37.6	22.4	37.1
Pacific Islander	4	NR	NR	NR	NR	NR	NR
White	355	68.7	37.3	68.6	49.2	44.1	56.5
Services Received							
FARMS	8,741	51.8	32.7	51.8	43.9	31.2	49.2
Special Education	2,276	46.7	35.3	46.5	42.9	25.0	46.6

Note. Services received in school year 2013–2014.

Table 7
Average Two-year Gain Scores on Reading and Writing Domains for Students Who Stayed in MCPS from 2012 to 2014 by Subgroup

	2012–2014 Stayers	Two-year Reading Scale Score Gain		Two-year Writing Scale Score Gain	
	n	Mean	SD	Mean	SD
Total	11,028	59.7	49.4	54.0	40.4
Gender					
Female	4,822	60.5	49.6	54.7	39.8
Male	6,206	59.1	49.2	53.4	40.9
Race					
American Indian	16	NR	NR	NR	NR
Asian	1,203	64.7	48.7	55.7	41.9
Black or African American	1,398	52.9	43.9	48.9	38.3
Hispanic/Latino	8,005	59.1	49.9	53.9	40.1
Two or More Races	47	59.8	46.8	51.7	33.9
Pacific Islander	4	NR	NR	NR	NR
White	355	79.8	51.5	68.0	45.6
Services Received					
FARMS	8,741	58.5	49.0	53.7	39.9
Special Education	2,276	52.1	53.0	50.6	42.6

Note. Services received in school year 2013–2014.

6. How long did the ESOL students remain in the ESOL program until February 1, 2014?

Table 8 shows the average number of months that 2012–2014 stayers were enrolled in the ESOL program until February 1, 2014. The months enrolled in the ESOL program was calculated from the time when the students were first enrolled in MCPS. Due to the large range of length in the ESOL program (up to 159 months), median month is reported to reduce the impact of extremely large or small numbers associated with means.

Across the county, half of 2014 ACCESS for ELLs examinees remained as ESOL for 40 months (median) by February 1, 2014. By grade levels, middle school students (Grades 6–8) had a higher median month (76–88) in the ESOL program than both elementary and high school students (Table 8). On average, White students spent the shortest time in ESOL programs (29 months) than any other racial/ethnic groups. The median duration for students at the higher ESOL levels was higher than for students at lower ESOL instructional levels. For example, more than 50% of the 2012–2014 stayers at ESOL level 5 stayed in the program for 41 months (median). It is obvious that ESOL level 10 students had the longest median number of months being classified as ESOL (75 months or more than six years).

Table 8
Median Months in ESOL Program for Students Who Stayed in MCPS from 2012 to 2014 by Grade, Subgroup and ESOL Level

	Median Months in ESOL Programs for 2014 ACCESS Test Takers Who Stayed from 2012 to 2014 in MCPS	
	N	Median
Total	11,266	40
Elementary School		
K	238	NR
1	1,603	28
2	2,747	29
3	2,142	43
4	842	52
5	616	64
Middle School		
6	575	76
7	750	88
8	513	77
High School		
9	453	53
10	324	34
11	214	36
12	249	46
Gender		
Female	4,878	40
Male	6,388	40
Race		
American Indian	16	NR
Asian	1,230	37
Black or African American	1,436	39
Hispanic/Latino	8,168	40
Two or More Races	48	40
Pacific Islander	5	NR
White	363	29
Services Received		
FARMS	8,918	40
Special Education	2,466	52
ESOL Level		
1	52	16
2	233	24
3	1,571	28
4	4,686	40
5	2,938	41
10	1,776	75

Note. Services received in school year 2013–2014. EOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL. These students include students from each OPL level. NR means not reported due to small sample size (less than 30).

7. Who were ESOL level 10 students that rejected ESOL services at their parents' or guardians' request?

Table 9 displays the characteristics of the ESOL level 10 students by grade level and student group. Of 1,776 ESOL Level 10 students, 688 (39%) were in elementary school, 825 (47%) were in middle school and 263 (15%) were in high school. Most of them were Male (61%), or Hispanic/Latino (68%), or receiving FARMS services (71%). More than one third of them received special education services in the 2013–2014 school year.

Table 9
ESOL Level 10 Students Whose Parents or Guardians Rejected ESOL Services among Those Who Stayed in MCPS From 2012 to 2014 by Subgroup

	ESOL Level 10 Students Who Took 2012 and 2014 ACCESS and Stayed in MCPS from 2012 to 2014	
	N	%
Total	1,776	
Elementary School	688	38.8
K	17	1.0
1	63	3.5
2	200	11.3
3	225	12.7
4	90	5.1
5	93	5.2
Middle School	825	46.5
6	174	9.8
7	369	20.8
8	282	15.9
High School	263	14.9
9	184	10.4
10	30	1.7
11	19	1.1
12	30	1.7
Gender		
Female	694	39.1
Male	1,082	60.9
Race		
American Indian	1	0.1
Asian	196	11.0
Black	287	16.2
Hispanic	1,202	67.7
Two or More Races	11	0.6
Pacific Islander	0	0.0
White	79	4.4
Services Received		
FARMS	1,252	70.5
Special Education	651	36.7

Note. Services received in school year 2013–2014.

8. Who were the ESOL students that remained in the ESOL programs for four years or more and were at the risk of becoming long-term ESOL? Who were the long-term ESOL students that remained in the ESOL programs for six years or more? How did these students progress from 2012 to 2014?

Table 10 shows the students who stayed in the ESOL program for four or more years until February 1, 2014. Among those who stayed for four years or longer, the highest concentration of students was in elementary school (55%), followed by middle school (33%). Most of them (80%) were Hispanic/Latino, 83% received FARMS services, and 32% received special education services in the 2013–2014 school year.

Table 10
2012–2014 Stayers Who Were in the ESOL Program for Four or Six Years by Subgroup

	Students in ESOL program for four years or longer		Students in ESOL program for six years or longer	
	N	%	*N*	%
Total	4,121		1,694	
Elementary School	2,259	54.8	271	15.9
K	0	0.0	0	0.0
1	1	0.0	0	0.0
2	75	1.8	0	0.0
3	1,040	25.2	4	0.2
4	662	16.1	33	1.9
5	481	11.7	234	13.8
Middle School	1,343	32.5	1,130	66.6
6	446	10.8	385	22.7
7	537	13.0	465	27.4
8	360	8.7	280	16.5
High School	519	12.7	293	17.3
9	262	6.4	171	10.1
10	82	2.0	39	2.3
11	61	1.5	28	1.7
12	114	2.8	55	3.2
Gender				
Female	1,711	41.5	694	41.0
Male	2,410	58.5	1,694	59.0
Race				
American Indian	2	0.0	1	0.1
Asian	327	7.9	114	6.7
Black	432	10.5	144	8.5
Hispanic	3,285	79.7	1,413	83.4
Two or More Races	19	0.5	7	0.4
Pacific Islander	1	0.0	0	0.0
White	55	1.3	15	0.9
Services Received				
FARMS	3,405	82.6	1,369	80.8
Special Education	1,322	32.1	688	40.6

Note. Services received in 2013–2014 school year.

Among students who stayed in the ESOL program for six or more years (Table 10), the highest concentration of students was in middle school (67%). Most of them (83%) were Hispanic/Latino, 81% received FARMS services, and 41% received special education services in the 2013–2014 school year.

Figures 10 and 11 show the average two-year gain from 2012 to 2014 for students who stayed in the ESOL program for four or more years, compared to their peers with less than four years. Students with less than four years in the ESOL program actually made more progress across all domains than their peers with four or more years in the ESOL program. For example, the two-year gain on overall scores was 65 for students with less than four years in the ESOL program, compared to 37 for those with four or more years.

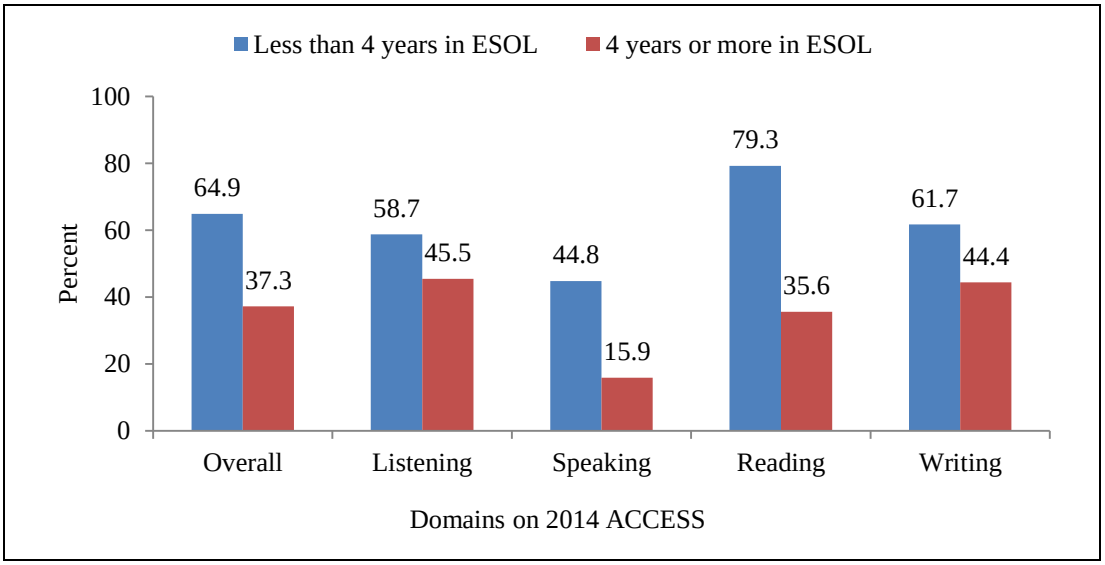

Figure 10. Mean two-year gain in overall scale scores (composite) for 2012–2014 stayers by domains and years in ESOL program (four years or more).

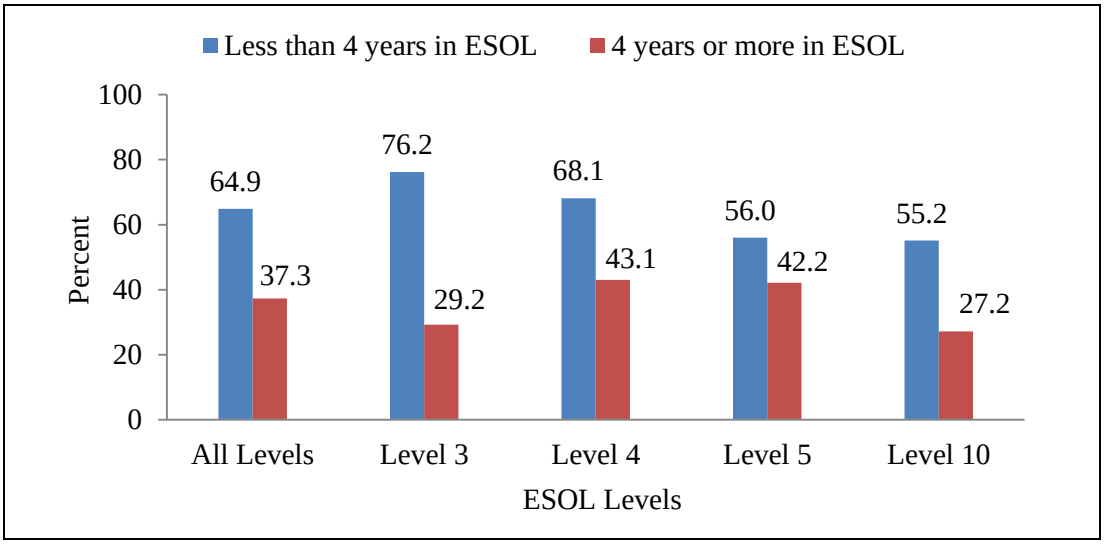

Figure 11. Mean two-year gain in overall scale scores (composite) gain score for students by years in ESOL program (four years or more) and ESOL levels.

To examine if the two-year gain differs by ESOL level, overall two-year gains were contrasted for the ESOL students by lengths in the program and ESOL levels. Figure 11 compares mean two-year overall gain scores on ACCESS for ELLs for students who stayed in the ESOL program for four years or more vs. those with less than four years. ESOL levels 1–2 were not presented because there were less than 30 students. The results show that students who stayed longer actually made less progress regardless of their ESOL levels. For instance, at the ESOL level 3, the two-year gain score was 76 for those with less than four years in ESOL program and 29 for those with four years or more in the program. The ESOL levels were based on MCPS OASIS data.

Figures 12 and 13 compare the progress for long-term ESOL students and their peers with less than six years in the ESOL program. Figure 12 shows the mean two-year gain from 2012 to 2014 for students who remained in ESOL program for six or more years, compared to those with less than six years. Students with less than six years in the ESOL program made more progress across all domains than their peers with six or more years in the ESOL program. For example, the two-year gain on overall scale scores was 59 for students with less than six years in the ESOL program, compared to 23 for those with six or more years in the ESOL program.

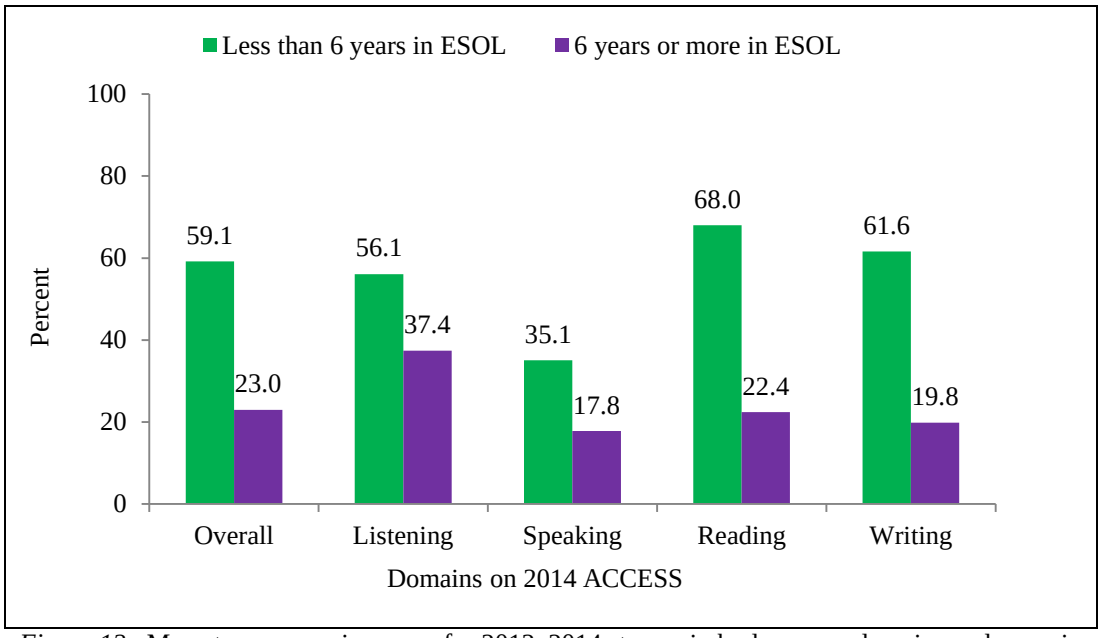

Figure 12. Mean two-year gain scores for 2012–2014 stayers in by language domains and years in ESOL program (six years or more).

Figure 13 compares the average two-year overall gain scores for long-term students vs. their peers with less than six years by ESOL level. ESOL levels 1–2 were not presented because there were less than 30 students. At the ESOL level 3, the two-year overall scale score (composite) gain was 70 for those with less than six years in the ESOL program, compared to a gain of 10 for those with six or more years.

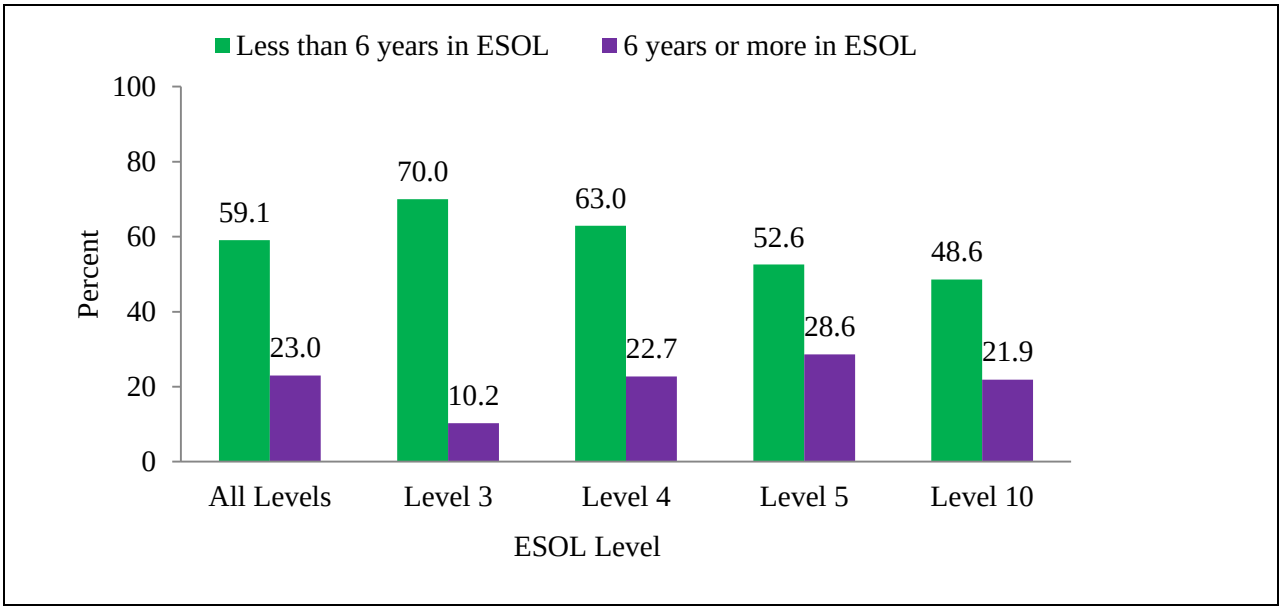

Figure 13. Mean two-year gain in overall scale score (composite) for students by years in ESOL program (six years or more) and ESOL Levels.

It is obvious that staying longer in the ESOL program is not associated with more progress in English language proficiency. It is possible that ESOL students stayed on because they have not acquired adequate academic language to exit ESOL services. It is also likely that there may be other contributing factors.

As shown in Table 11, a large proportion of longer-term ESOL students (55%) were in ESOL 10, and their parents rejected the ESOL services. There were also higher concentration rates for long-term students at ESOL Level 4 (20%) and Level 5 (22%).

Table 11
Students Who Were in the ESOL Program for Six or More Years Among 2012–2014 Stayers by ESOL Level

	Students in ESOL program for six years or longer	
	n	%
ESOL Level	1,694	100.0
1	0	0.0
2	2	0.1
3	59	3.5
4	338	20.0
5	370	21.8
10	925	54.6

Note. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL.

Conclusion

Corresponding to the ESOL population in MCPS, the majority of ESOL students who took ACCESS for ELLs in 2014 were in elementary schools (73%). More than two thirds of them were Hispanic/Latino and received FARMS services in the 2013–2014 school year. Over one third of them spoke Spanish, and the rest spoke one of 127 other languages at home. About one in ten examinees were identified as ESOL level 10 students. The ESOL level 10 students were at various English proficiency levels. Most of them were at intermediate English proficiency levels and still eligible for ESOL services, but their parents rejected ESOL instruction. Among the 2014 ACCESS for ELLs examinees, more than half of them stayed in MCPS from 2012 to 2014.

Overall, middle school students made the least one-year and two-year gains in overall scale scores (composite) across all ESOL levels, compared to elementary and high school students. Across school type, students at lower English proficiency levels made higher gains (or progress) on ACCESS for ELLs overall scores (composite) than students at higher levels. This finding illustrated WIDA's growth principle that a higher a student's language proficiency, the slower he/she is expected to make progress (WIDA, 2011).

As a group, the ESOL level 10 students remained in the ESOL program for the longest period of time (more than six years) compared with students who were receiving ESOL instruction. It is important to keep in mind that ESOL level 10 students were grouped together, and not separated by ESOL levels or grade levels through which they would be instructed if their parents did not reject the ESOL services. Almost half of the ESOL level 10 students who had ACCESS for ELLs scores for the three years of study were in middle school. Over two thirds of them were Hispanic/Latino and receiving FARMS services, and more than one third of them received special education services in 2013–2014. The percentage of special education students among ESOL level 10 students was much higher than all 2014 ACCESS for ELLs examinees. This may suggest that ESOL level 10 students may have other challenges to learning in addition to their limited English language proficiency. These ESOL Level 10 students showed the lowest progress in the domains of reading and writing. As Thomas and Collier (2003) pointed out, parents who decline ESOL services should be informed that the long-term academic achievement of their children might be negatively impacted without the necessary support.

Among those who stayed in the ESOL program for four years or longer, 4 out of 10 were in elementary school and 8 out of 10 were Hispanic/Latino and FARMS students. About one third of them received special education services in 2013–2014. Those students were at risk of becoming long-term ESOL. Most of them were at the intermediate English proficiency level. These students made much less progress over two years across all language domains, compared to their peers with less than four years in the ESOL program.

Staying longer in the ESOL program was not associated with higher one-year or two-year gains in ACCESS for ELLs overall scale scores (composite) or change in proficiency levels. This is true for long-term ESOL students who stayed in ESOL for six or more years. Seven out of ten long-term ESOL students were in middle school, and more than half of them were in ESOL 10 whose parents refused the ESOL services. Many of MCPS long-term ESOL students were at an intermediate level of English proficiency. They also made minimal progress in reading and

writing domains, two areas that are important indicators of fluency in academic English. This aligned with the findings of California long-term ESOL students who made insufficient progress despite a long period of time in the ESOL programs (Olsen, 2010).

In Maryland, ESOL students who do not meet the exit criteria based on ACCESS for ELLs scores must remain in the ESOL program. Making limited progress in English language acquisition may be attributed to a variety of factors. The factors may include but not be limited to: 1) poorly designed/implemented language development programs, 2) social segregation or linguistic isolation, 3) moving back and forth between the U.S. and their family counties of origin, or 4) misplacement with newcomers (Olsen, 2010).

It is also important to keep in mind that a causal relationship between length of time in the ESOL program and progress cannot be definitively established based on this descriptive study. However, the fact that long-term ESOL students made fewer gains over two years than their peers who spent less time in ESOL program seems to support the evidence found in a Texas study that long-term ESOL students lag behind their peers in every grade level (Flores, Batalova, & Fix, 2012).

Starting from their initial enrollment in the ESOL program until February 2014, middle school ESOL students appeared to stay the longest in the ESOL program and made the least progress, when compared to their elementary and high school counter parts. There are several possible reasons to explain the slow progress of middle school students in acquiring English language during the two years under study. First, elementary school students are not enrolled in the ESOL program long enough to become long-term ESOL, and high school ESOL students may include newly arrived ESOL students. Second, there were high concentrations of long-term ESOL and ESOL level 10 students in middle schools who were not making sufficient progress.

Further studies are needed to find out: 1) if the long-term ESOL students are engaged or disengaged from learning; 2) how their middle school ESOL curriculum differs from what they received in elementary schools; 3) whether the long-term ESOL students are appropriately placed or misplaced in classes; 4) if they were over-assigned to interventions or support classes with unprepared teachers and had limited access to challenging courses; and 5) other reasons that prevent the long-term ESOL students from making sufficient progress toward English language proficiency.

Recommendations

Based on this study, we propose the following recommendations:

1. Teachers can use the percentile rank tables to better understand ESOL students' progress in English language acquisition.
2. Examine MCPS ESOL programs, especially in middle schools, in order to understand why middle school students made the least progress.
3. Find out why some parents rejected ESOL services even when their children did not meet exit criteria.
4. Keep track of the long-term ESOL student performance, understand challenges they face, and provide appropriate support in their academic English language acquisition.

Acknowledgement

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Appendix A

Overview of the ESOL Program in MCPS

Who are Potential ESOL Students?

In MCPS, the ESOL Testing and Accountability Center staff administer the state-mandated English Language Proficiency (ELP) assessment to students whose native language is not Standard American English and who are referred by School Counseling Residency and International Admissions (SCRIA). The assessment is done prior to enrollment in any MCPS school. Potential ESOL students are those who communicate in a language other than American English, whose family uses a primary language other than English in the home, or who use a language other than English in daily non-school surroundings (MSDE, 2014b).

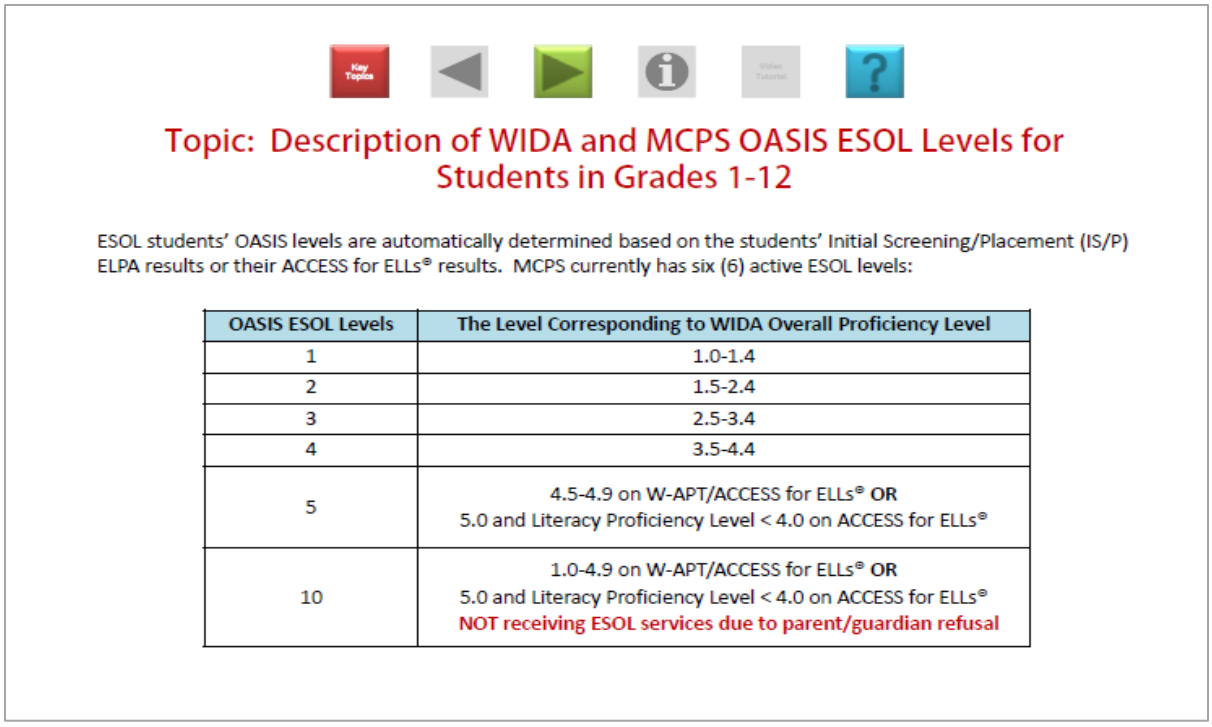
MCPS uses the home language survey, new student information sheet, and school emergency card to identify the languages spoken at home. These potential ESOL students come from—

- United States—are newly enrolling in pre-K or kindergarten,
- other countries,
- other states,
- other Maryland school districts,
- private schools in Maryland, and
- other MCPS schools.

English Language Instruction and Assessment

As a member of the WIDA Consortium, MSDE and all public school systems in Maryland, including MCPS, use the WIDA English language development standards and assessments to guide the development of ESOL curriculum, assess ELP levels, and inform ESOL instructional placement decisions (MCPS, 2014). A secure large-scale ELP assessment (ACCESS for ELLs), is given annually to students in kindergarten through Grade 12 in WIDA Consortium member states to monitor students' progress in acquiring academic English. Test items on ACCESS for ELLs correspond to the social and academic language demands within school settings represented in WIDA's five ELP standards: social and instructional language, and language of language arts, mathematics, science, and social studies (WIDA, 2014a–b). The language domains assessed are listening, speaking, reading, writing, oral language, literacy, and comprehension. MCPS began using ACCESS for ELLs in 2012.

The results of the ACCESS for ELL assessment determine eligibility and placement in ESOL language development programs. Not all potential ESOL students are eligible for ESOL services. Students' eligibility for ESOL services is determined by results on ACCESS. Further, not all students eligible for ESOL services participate in ESOL instruction. As illustrated in Figure A1, students at Overall Proficiency Levels (OPL) 1–4 are eligible for ESOL services. ESOL Level 10 students are eligible for ESOL services but do not participate in ESOL instruction because their parents sign a waiver refusing ESOL services.



Topic: Description of WIDA and MCPS OASIS ESOL Levels for Students in Grades 1-12

ESOL students' OASIS levels are automatically determined based on the students' Initial Screening/Placement (IS/P) ELPA results or their ACCESS for ELLs® results. MCPS currently has six (6) active ESOL levels:

OASIS ESOL Levels	The Level Corresponding to WIDA Overall Proficiency Level
1	1.0-1.4
2	1.5-2.4
3	2.5-3.4
4	3.5-4.4
5	4.5-4.9 on W-APT/ACCESS for ELLs® **OR** 5.0 and Literacy Proficiency Level < 4.0 on ACCESS for ELLs®
10	1.0-4.9 on W-APT/ACCESS for ELLs® **OR** 5.0 and Literacy Proficiency Level < 4.0 on ACCESS for ELLs® NOT receiving ESOL services due to parent/guardian refusal

Figure A1. Understanding ESOL instructional level resulting from ACCESS for ELLs assessment.

According to WIDA (2014b), students who are learning English progress through the following six language proficiency levels, which are assigned based on ACCESS for ELLs assessment scores.

- **1–Entering**—A student requires significant visual cues to support comprehension and responds in single words or set phrases using the words that are most common and frequent in English.
- **2–Emerging**—A student understands general language in a familiar context and responds using phrases or short sentences, making frequent errors that interfere with communication.
- **3–Developing**—A student understands and uses specific language related to various topics and uses expanded sentences in expanded discourse and makes some errors that can confuse communication.
- **4–Expanding**—A student understands and uses more complex language including some technical vocabulary and makes errors that do not impede communication.
- **5–Bridging**—A student is using language to communicate at a level approaching the proficiency of English-proficient peers.
- **6–Reaching**—A student is using language to communicate at a level comparable to that of English-proficient peers.

In MCPS and in Maryland, students who reach an overall ELP level of 5.0 (Bridging) with a 4.0 or higher literacy proficiency level are exited from the ESOL program or are not eligible for ESOL services. Exited ELL students are considered able to use and comprehend American English as a language of instruction. Those exited within two years are referred to as RELLs.

Appendix B

Table B1
2014 MCPS ACCESS Test Takers by Grade, Subgroup and ESOL Level

	All 2014 ACCESS Test Takers		2014 ACCESS Test Takers Who Stayed in MCPS from 2012 to 2014	
	N	%	*n*	%
Total	20,834		11,266	
Grade				
K	3,893	18.7	238	2.1
1	3,494	16.8	1,603	14.2
2	3,169	15.2	2,747	24.4
3	2,563	12.3	2,142	19.0
4	1,190	5.7	842	7.5
5	974	4.7	616	5.5
6	896	4.3	575	5.1
7	1,075	5.2	750	6.7
8	857	4.1	513	4.6
9	1,374	6.6	453	4.0
10	736	3.5	324	2.9
11	302	1.4	214	1.9
12	311	1.5	249	2.2
Gender				
Female	9,304	44.7	4,878	43.3
Male	11,530	55.3	6,388	56.7
Race				
American Indian	30	0.1	16	0.1
Asian	3,110	14.9	1,230	10.9
Black or African American	2,845	13.7	1,436	12.7
Hispanic/Latino	13,477	64.7	8,168	72.5
Two or More Races	122	0.6	48	0.4
Pacific Islander	15	0.1	5	0.0
White	1,235	5.9	363	3.2
Services Received				
FARMS	14,876	71.4	8,918	79.2
Special Education	2,887	13.9	2,466	21.9
ESOL Level				
1	464	2.2	52	0.5
2	2,535	12.2	233	2.1
3	3,639	17.5	1,571	14.0
4	7,570	36.4	4,686	41.6
5	4,292	20.6	2,938	26.1
10	2,322	11.2	1,776	15.8

Note. Services received and ESOL level in school year 2013–2014. ESOL level was extracted. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards Level 10 as ESOL. There were 12 ESOL students without ESOL levels for all test takers.

Table B2
2014 ACCESS Proficiency Level by Content Area and School Type
for All Test Takers

	All Test Takers	Entering	Emerging	Developing	Expanding	Bridging	Reaching
	n	%	%	%	%	%	%
All School Types							
Overall	20,778	10.8	11.2	29.7	25.9	17.8	4.6
Listening	20,808	6.1	7.3	12.2	12.9	34.5	27.1
Speaking	20,809	9.1	15.7	18.5	14.3	15.9	26.5
Reading	20,810	15.2	12.3	17.6	11.7	28.0	15.2
Writing	20,804	12.2	20.5	34.1	25.2	7.5	0.5
Elementary School							
Overall	15,273	12.2	10.8	30.7	23.8	18.4	4.1
Listening	15,279	5.4	5.6	10.9	9.9	38.1	30.0
Speaking	15,280	7.0	17.3	19.7	13.0	17.6	25.4
Reading	15,280	17.4	7.9	15.6	11.9	32.0	15.3
Writing	15,279	14.8	24.0	31.3	23.2	6.5	0.2
Middle School							
Overall	2,823	5.3	9.3	31.4	38.5	12.8	2.7
Listening	2,826	4.1	9.2	12.3	18.3	29.4	26.8
Speaking	2,825	9.0	7.5	14.2	21.2	13.6	34.5
Reading	2,827	6.9	23.0	31.2	13.0	16.2	9.7
Writing	2,825	5.0	12.9	58.1	23.5	0.5	0.0
High School							
Overall	2,682	8.9	15.5	22.1	24.8	19.6	9.0
Listening	2,703	11.7	15.3	19.1	24.2	19.1	10.7
Speaking	2,704	21.1	15.0	16.8	14.3	9.0	23.9
Reading	2,703	12.0	26.0	15.1	9.2	17.4	20.3
Writing	2,700	4.8	8.7	24.6	38.0	20.8	3.1

Table B3
2014 ACCESS Overall English Proficiency Level by Content Area and School Type for Students Who Stayed in MCPS From 2012 to 2014

	2012–2014 Stayers	Entering	Emerging	Developing	Expanding	Bridging	Reaching
	n	%	%	%	%	%	%
All School Types							
Overall	11,230	1.8	5.9	32.3	32.3	23.1	4.6
Listening	11,250	1.4	3.2	12.3	14.0	40.0	29.1
Speaking	11,250	2.2	11.5	18.7	16.2	14.8	36.6
Reading	11,254	3.3	11.0	22.3	13.0	30.2	20.1
Writing	11,243	3.9	17.9	38.4	30.9	8.6	0.3
Elementary School							
Overall	8,181	2.2	6.1	33.2	29.2	24.6	4.8
Listening	8,186	1.5	2.6	11.0	9.8	44.0	31.1
Speaking	8,186	2.1	13.1	20.2	14.1	14.7	35.9
Reading	8,186	3.5	6.7	19.9	13.0	34.9	21.9
Writing	8,185	4.6	21.9	35.0	30.3	8.0	0.2
Middle School							
Overall	1,833	0.5	4.6	33.6	46.0	14.2	1.1
Listening	1,836	0.5	2.9	11.0	18.7	35.1	31.8
Speaking	1,835	1.1	3.3	12.0	25.0	16.4	42.2
Reading	1,837	2.5	22.1	37.2	13.9	15.7	8.6
Writing	1,835	2.4	9.9	65.5	21.9	0.3	0.0
High School							
Overall	1,216	0.9	6.5	24.4	33.1	26.5	8.6
Listening	1,228	1.7	7.7	22.6	35.3	20.9	11.9
Speaking	1,229	4.9	13.1	18.6	17.5	13.0	32.9
Reading	1,231	3.7	22.5	16.3	11.8	20.1	25.6
Writing	1,223	1.8	2.5	20.3	48.7	25.0	1.7

Table B4
2014 ACCESS Mean Overall Scale Scores for All MCPS Test Takers and Students Who Stayed from 2012 to 2014 by Grade, Subgroup and ESOL Level

	Access Overall Scale Score (Composite) for All MCPS 2014 ACCESS Test Takers			Access Overall Scale Score (Composite) for 2014 ACCESS Test Takers Who Stayed in MCPS from 2012 to 2014		
	N	Mean	SD	*n*	Mean	SD
Total	20,834	321	57	11,266	340	42
Grade						
K	3,893	245	54	238	227	58
1	3,494	293	22	1,603	291	19
2	3,169	314	22	2,747	316	20
3	2,563	346	25	2,142	349	20
4	1,190	349	25	842	354	17
5	974	354	29	616	360	18
6	896	357	26	575	361	18
7	1,075	366	27	750	371	18
8	857	369	30	513	378	19
9	1,374	370	41	453	397	25
10	736	387	28	324	387	24
11	302	399	23	214	395	23
12	311	403	24	249	402	21
Gender						
Female	9,304	322	57	4,878	342	40
Male	11,530	320	57	6,388	337	43
Race						
American Indian	30	313	47	16	NR	NR
Asian	3,110	328	54	1,230	348	39
Black or African American	2,845	334	54	1,436	348	42
Hispanic/Latino	13,477	316	57	8,168	336	41
Two or More Races	122	313	51	48	343	36
Pacific Islander	15	NR	NR	5	NR	NR
White	1,235	328	61	363	344	42
Services Received						
FARMS	14,876	318	57	8,918	337	42
Special Education	2,887	314	58	2,466	323	50
ESOL Level						
1	464	164	61	52	149	35
2	2,535	248	50	233	246	41
3	3,639	300	35	1,571	298	26
4	7,570	334	36	4,686	336	31
5	4,292	359	34	2,938	363	28
10	2,322	352	44	1,776	363	34

Note. Services received and ESOL level in school year 2013–2014. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL. There were 12 ESOL students without ESOL levels. NR means not reported due to small sample size (less than 30).

Table B5
Percentile Ranks of Listening Scale Scores on 2014 ACCESS for ELLs in MCPS by School Type and ESOL Level

	Percentile Rank of for 2014 ACCESS Listening Scale Scores in MCPS							
	30th	40th	50th (Median)	60th	70th	80th	90th	95th
All 2014 Examinees by ESOL Level								
1	139	170	189	207	232	259	293	327
2	255	269	280	290	303	318	333	348
3	304	305	309	323	324	340	363	375
4	324	325	340	353	367	384	406	427
5	352	363	375	386	397	409	431	445
10	352	367	381	394	404	417	431	445
Elementary School by ESOL Level								
1	206	229	269	272	295	303	338	338
2	258	265	280	293	295	305	323	333
3	304	305	305	305	316	324	325	340
4	313	324	325	340	352	367	386	397
5	349	352	367	367	382	386	409	424
10	325	337	352	367	376	386	409	424
Middle School by ESOL Level								
1	128	247	274	286	309	353	368	375
2	286	298	298	309	319	330	341	366
3	335	341	350	353	363	375	387	394
4	375	384	390	399	404	431	445	459
5	404	417	417	431	431	445	459	473
10	384	394	404	417	431	431	445	459
High School by ESOL Level								
1	139	160	180	198	224	250	279	315
2	250	269	279	290	303	318	333	348
3	303	315	318	333	348	363	380	406
4	329	348	360	370	390	406	427	439
5	363	363	381	398	407	417	439	454
10	333	354	363	381	398	407	427	439

Note. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL.

Table B6
Percentile Ranks of Speaking Scale Scores on 2014 ACCESS for ELL in MCPS by School Type and ESOL Level

	Percentile Rank for 2014 ACCESS Speaking Scale Scores in MCPS							
	30th	40th	50th (Median)	60th	70th	80th	90th	95th
All 2014 Examinees by ESOL Level								
1	192	226	226	252	271	287	314	348
2	271	281	292	301	314	329	358	375
3	313	315	324	335	340	350	375	391
4	347	358	371	375	391	391	403	405
5	371	375	384	391	403	403	416	428
10	373	376	391	391	403	416	416	428
Elementary School by ESOL Level								
1	175	212	260	273	292	324	371	403
2	255	268	273	285	292	313	324	371
3	307	313	324	324	337	345	371	391
4	345	350	371	376	391	391	403	403
5	358	376	391	391	391	403	403	403
10	371	376	391	391	391	403	403	403
Middle School by ESOL Level								
1	179	179	180	252	281	329	349	358
2	180	252	268	281	295	310	340	358
3	320	329	340	349	349	358	373	416
4	358	373	373	391	391	416	416	416
5	391	391	416	416	416	416	416	416
10	373	391	416	416	416	416	416	416
High School by ESOL Level								
1	192	226	226	252	271	271	301	329
2	271	287	301	308	314	337	375	375
3	314	328	329	347	348	375	375	384
4	347	348	358	375	375	384	428	428
5	370	375	375	384	405	428	428	428
10	370	375	375	384	405	428	428	428

Note. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL.

Table B7
Percentile Ranks of Reading Scale Scores on 2014 ACCESS for ELLs in MCPS by School Type and ESOL Level

	Percentile Rank for 2014 ACCESS Reading Scale Scores in MCPS							
	30th	40th	50th (Median)	60th	70th	80th	90th	95th
All 2014 Examinees by ESOL Level								
1	100	100	100	109	141	160	280	320
2	162	180	213	249	281	311	333	343
3	280	286	291	294	309	332	351	365
4	300	312	324	336	347	360	377	394
5	331	341	351	360	372	383	398	417
10	329	341	352	361	370	379	394	407
Elementary School by ESOL Level								
1	158	180	235	277	283	299	336	336
2	249	260	265	276	283	288	299	314
3	281	286	290	291	294	300	312	323
4	300	309	314	325	336	346	355	368
5	329	336	341	346	355	360	373	382
10	314	325	331	341	347	355	373	385
Middle School by ESOL Level								
1	191	191	218	256	318	334	369	376
2	307	312	318	323	324	334	339	354
3	334	339	342	344	350	354	363	370
4	352	356	361	366	372	379	393	411
5	365	370	374	379	383	388	404	418
10	352	356	361	370	374	382	393	399
High School by ESOL Level								
1	100	100	100	100	109	142	180	290
2	152	162	171	188	222	300	333	347
3	230	250	280	326	343	354	370	384
4	280	290	342	363	374	389	417	428
5	290	363	379	387	394	407	422	436
10	280	290	345	377	389	398	411	422

Note. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL.

Table B8
Percentile Ranks of Writing Scale Scores on 2014 ACCESS for ELLs in MCPS by School Type and ESOL Level

	Percentile Rank for 2014 ACCESS Writing Scale Scores in MCPS							
	30th	40th	50th (Median)	60th	70th	80th	90th	95th
All 2014 Examinees by ESOL Level								
1	100	100	100	100	155	209	278	328
2	210	223	230	246	271	308	340	357
3	257	261	269	280	309	341	372	385
4	288	298	316	339	351	363	383	408
5	325	346	355	363	371	386	418	424
10	320	341	353	359	367	375	400	420
Elementary School by ESOL Level								
1	221	241	247	261	278	291	338	372
2	234	243	251	259	268	287	302	330
3	256	259	263	268	274	287	316	334
4	285	292	302	316	336	348	359	367
5	314	335	348	353	359	363	371	376
10	294	304	318	344	353	359	371	376
Middle School by ESOL Level								
1	282	300	306	328	328	350	371	371
2	303	306	311	319	328	332	346	356
3	333	339	346	347	350	355	360	371
4	353	357	362	365	368	373	379	385
5	363	367	368	371	375	379	385	390
10	353	357	363	367	368	371	379	385
High School by ESOL Level								
1	100	100	100	100	100	155	202	305
2	202	202	223	223	246	307	344	358
3	246	258	271	350	374	380	393	413
4	271	305	376	394	404	415	424	432
5	339	386	408	414	418	423	429	435
10	288	322	339	402	415	420	424	430

Note. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL.

Table B9
One-year Gain on ACCESS Listening Scale Scores in MCPS by Percentile Rank, School Type, and ESOL Level

	Percentile Rank of One-year Gain for 2014 ACCESS Listening Scale Scores in MCPS							
	30th	40th	50th (Median)	60th	70th	80th	90th	95th
All 2014 Examinees by ESOL Level								
1	-103	-66	14	51	85	103	109	195
2	24	33	47	59	80	98	124	150
3	15	19	29	39	55	73	100	125
4	15	20	29	37	47	61	77	92
5	11	20	27	34	43	56	71	84
10	3	13	23	31	42	53	68	81
Elementary School by ESOL Level								
1	-167	-103	4	24	51	109	195	195
2	26	35	51	69	88	108	139	156
3	15	19	27	37	50	71	106	133
4	15	20	29	36	47	59	77	92
5	14	21	29	36	45	56	69	83
10	7	18	28	38	48	58	74	86
Middle School by ESOL Level								
1	NA	NA	NA	NA	NA	NA	NA	NA
2	-10	11	15	25	30	52	75	81
3	5	13	21	30	39	59	85	100
4	12	21	29	38	49	63	81	97
5	26	33	41	49	61	70	84	93
10	4	15	23	31	41	52	66	79
High School by ESOL Level								
1	-66	85	85	85	103	103	103	103
2	26	43	48	58	78	90	105	124
3	26	33	48	58	78	88	100	120
4	13	24	34	42	55	65	85	100
5	-6	4	12	21	28	35	57	74
10	-10	-2	4	11	23	31	46	59

Note. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL. NA means not available.

Table B10
One-year Gain on ACCESS Speaking Scale Scores in MCPS by Percentile Rank, School Type and ESOL Level

	Percentile Rank of One-year Gain for 2014 ACCESS Speaking Scale Scores in MCPS							
	30th	40th	50th (Median)	60th	70th	80th	90th	95th
All 2014 Examinees by ESOL Level								
1	-19	0	8	23	73	73	122	180
2	21	31	42	61	73	90	119	155
3	0	13	24	36	50	63	89	124
4	5	14	22	34	43	58	77	90
5	0	11	16	23	37	47	66	77
10	0	0	12	16	26	43	58	68
Elementary School by ESOL Level								
1	-19	0	15	23	73	73	180	180
2	16	26	42	54	66	88	112	155
3	0	11	22	33	47	61	87	120
4	0	13	21	34	43	57	77	90
5	0	8	13	21	32	45	63	74
10	0	11	12	16	27	43	62	77
Middle School by ESOL Level								
1	NA	NA	NA	NA	NA	NA	NA	NA
2	37	50	59	68	74	81	100	116
3	8	14	25	38	50	63	78	117
4	0	14	22	33	43	58	71	92
5	0	13	25	33	43	58	71	81
10	0	0	0	15	25	43	58	67
High School by ESOL Level								
1	-42	0	0	0	122	122	122	122
2	27	35	43	73	104	116	127	137
3	30	39	42	52	64	81	137	156
4	19	29	35	44	56	66	81	99
5	0	11	21	26	37	52	70	79
10	0	12	12	12	21	37	47	65

Note. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL. NA means not available.

Table B11
One-year Gain on ACCESS Reading Scale Scores in MCPS by Percentile Rank, School Type and ESOL Level

	Percentile Rank of One-year Gain for 2014 ACCESS Reading Scale Scores in MCPS							
	30th	40th	50th (Median)	60th	70th	80th	90th	95th
All 2014 Examinees by ESOL Level								
1	-55	0	36	41	41	41	121	183
2	20	34	53	105	127	143	152	160
3	15	25	36	59	101	134	160	175
4	20	26	34	42	51	64	98	129
5	18	23	28	34	40	47	59	70
10	9	15	22	29	37	46	63	87
Elementary School by ESOL Level								
1	-131	-55	39	41	41	41	183	183
2	41	84	112	128	137	149	155	165
3	21	33	54	90	123	144	163	177
4	24	30	37	45	55	71	106	132
5	20	26	32	37	43	50	61	74
10	22	29	38	46	53	64	91	124
Middle School by ESOL Level								
1	NA	NA	NA	NA	NA	NA	NA	NA
2	1	12	17	23	34	35	46	79
3	5	10	16	24	31	37	47	59
4	4	10	15	21	29	38	48	59
5	10	15	19	24	30	37	48	59
10	1	5	10	15	22	28	38	46
High School by ESOL Level								
1	0	33	33	33	121	121	121	121
2	4	6	15	20	32	42	105	119
3	0	7	14	20	25	33	47	70
4	15	20	26	32	38	47	62	75
5	14	19	24	29	35	42	52	63
10	13	19	24	30	34	40	49	56

Note. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL. NA means not available.

Table B12
One-year Gain on ACCESS Writing Scale Scores in MCPS by Percentile Rank, School Type and ESOL Level

	Percentile Rank of One-year Gain for 2014 ACCESS Writing Scale Scores in MCPS							
	30th	40th	50th (Median)	60th	70th	80th	90th	95th
All 2014 Examinees by ESOL Level								
1	-24	0	23	68	103	103	130	184
2	12	27	47	71	121	132	147	153
3	14	23	31	40	52	68	102	155
4	16	23	30	39	49	60	72	83
5	9	14	20	27	37	50	62	70
10	2	8	14	23	34	48	62	74
Elementary School by ESOL Level								
1	-24	3	43	103	103	130	184	184
2	30	56	80	121	132	138	151	159
3	17	25	34	44	57	75	130	158
4	20	27	35	44	54	63	75	85
5	14	20	27	35	46	56	66	73
10	14	21	30	39	50	60	73	86
Middle School by ESOL Level								
1	NA	NA	NA	NA	NA	NA	NA	NA
2	-15	-9	-4	0	12	19	32	42
3	-6	2	9	12	20	28	39	53
4	-5	0	4	10	15	21	30	40
5	-1	2	7	10	14	18	27	37
10	-6	-1	2	6	11	16	26	38
High School by ESOL Level								
1	-91	0	0	0	68	68	68	68
2	0	6	17	29	38	55	77	123
3	17	24	30	37	46	55	68	78
4	16	21	29	36	45	54	63	73
5	4	9	13	19	25	35	51	57
10	19	31	40	46	50	54	60	69

Note. ESOL levels were extracted from MCPS OASIS system. Level 10 students include those who did not meet the ESOL exit criteria but did not receive ESOL services at their parents' request. MSDE regards level 10 as ESOL. NA means not available.

Table B13
Average Two-year Gain Scores on Overall, Listening and Speaking for Students Who Stayed in MCPS from 2012 to 2014 by Grade

	2012–2014 Stayers	Two-year Overall Scale Score Gain		Two-year Listening Scale Score Gain		Two-year Speaking Scale Score Gain	
	n	Mean	SD	Mean	SD	Mean	SD
Total	11,028	52.5	33.3	52.7	45.0	31.9	49.6
Grade							
1	1,603	122.3	37.3	87.9	67.9	85.6	71.7
2	2,747	73.4	38.6	53.6	54.2	46.3	50.1
3	2,142	58.5	18.0	64.5	32.3	13.7	42.5
4	842	53.4	20.9	54.0	36.4	18.8	46.0
5	616	37.0	22.0	47.9	35.6	29.8	43.2
6	575	25.6	22.0	43.7	40.8	26.9	45.4
7	750	25.0	21.0	46.4	38.7	29.7	43.2
8	513	25.7	18.6	51.3	39.4	27.4	46.1
9	453	44.2	25.0	38.5	51.5	39.0	55.9
10	324	43.3	25.9	49.4	53.3	59.6	63.6
11	214	32.2	24.0	39.8	45.4	45.5	47.1
12	249	25.3	24.5	20.9	42.0	35.3	47.9

Note. NA means not available. 2014 kindergarten students did not have the scores of the ACCESS for ELLs in 2012.

Table B14
Average Two-year Gain Scores on Reading and Writing for Students Who Stayed in MCPS from 2012 to 2014 by Grade

	2012–2014 Stayers	Two-year Reading 2012–2014 Scale Score Gain		Two-year Writing 2012–2014 Scale Score Gain	
	n	Mean	SD	Mean	SD
Total	11,028	59.7	49.4	54.0	40.4
Grade					
1	1,603	161.9	34.3	112.8	48.2
2	2,747	104.4	54.1	62.5	48.3
3	2,142	55.6	27.2	78.1	20.7
4	842	46.3	27.4	75.1	19.9
5	616	36.6	31.4	35.7	22.4
6	575	27.1	28.5	15.8	23.7
7	750	24.1	28.0	14.9	22.5
8	513	24.0	23.2	15.8	19.3
9	453	35.5	28.7	57.4	24.3
10	324	31.3	28.5	45.5	29.5
11	214	30.3	28.8	25.2	27.6
12	249	31.1	26.0	17.0	29.7

Note. NA means not available. 2014 kindergarten students did not have the scores of the ACCESS for ELLs in 2012.