Miami-Dade County Public Schools

**ENGLISH LANGUAGE LEARNERS AND THEIR ACADEMIC AND
ENGLISH LANGUAGE ACQUISITION PROGRESS: 2018-2019**

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INTRODUCTION

This report is the first annual report designed to satisfy the requirements of the Every Student Succeeds Act (ESSA) that was signed into law in 2015. School year 2017-2018 was the first year in which state and local educational agencies were required to implement the provisions of that law. This report addresses the following three areas.

- Demographic characteristics of students classified as English Language Learners (ELL).
- English language acquisition results of ELL students on the English Language Proficiency assessments known as ACCESS for ELLs.
- Academic achievement results of students in the English for Speakers of Other Languages (ESOL) program and those who exited the ESOL program on the Florida Standards Assessments (FSA), and End-of-Course (EOC) assessments.

Each of these three areas is described in a separate section of the report.

When a student enrolls in Miami-Dade County Public Schools (M-DCPS) for the first time, a Home Language Survey is completed by the student's parents/guardians. This survey inquires whether a student's first language was a language other than English, whether a student's primary language is a language other than English, and whether a language other than English is used at home. If at least one of the answers is Yes, the student is tested to determine his/her English proficiency. Based on the results of this assessment, the student is either classified as an English Language Learner (ELL) or deemed proficient in English. Depending on the English proficiency levels, ELL students are enrolled in specific ESOL courses tailored to meet students' language needs. English proficiency levels for ELL students in M-DCPS range from ESOL 1 (lowest) to ESOL 4 (highest). Students' English proficiency levels are reassessed annually, and the appropriate ESOL placement is determined based on the results of that testing. Currently, ACCESS for ELLs is used as the State-mandated English Language Proficiency test. ACCESS for ELLs stands for Assessing Comprehension and Communication in English State-to-State for English Language Learners. Once it is ascertained that a student has acquired English proficiency and satisfied the State requirements for exit from the ESOL program, the student exits the program and is re-classified as formerly ELL (ESOL level 5).

In this report, the achievement of students in the ESOL program is disaggregated by grade and ESOL level. As required by ESSA, the academic achievement results of formerly ELL students disaggregated by the number of years since ESOL exit are included in this report. For comparison purposes, the performance of students who have never been classified as ELL is included in the report as well. The time since ESOL exit is calculated as of May 1, 2019.

SECTION I
2018-2019 STUDENT DEMOGRAPHIC CHARACTERISTICS

This section describes certain demographic characteristics of ELL students in the District as of February 2019. Table 1 below exhibits demographic features for all K-12 students in the District disaggregated by their ELL status, race/ethnicity, free/reduced price lunch (FRL) status, special education (SPED) status, and student language.

Table 1
2018-2019 Demographic Characteristics of Students in Grades K-12 by ELL Status

		ELL (n = 63,684)		The rest of M-DCPS (n = 286,544)	
		n	%	n	%
Race/ Ethnicity	Asian	508	**0.8**	3,368	**1.2**
	Black	4,678	**7.3**	65,503	**22.9**
	Hispanic	56,699	**89.0**	193,906	**67.7**
	White	1,755	**2.8**	21,494	**7.5**
	Other	44	**0.1**	2,273	**0.8**
FRL Status	Free	48,130	**75.9**	179,557	**62.7**
	Reduced	4,139	**6.5**	23,807	**8.3**
	Non-FRL	11,235	**17.6**	83,180	**29.0**
Student Language	Spanish	55,766	**87.6**	126,604	**44.2**
	Haitian Creole	4,291	**6.7**	7,652	**2.7**
	Other	3,627	**5.7**	152,288	**53.1**
SPED Status	Gifted	502	**0.8**	44,725	**15.6**
	Specific Learning Disabled	3,218	**5.1**	11,942	**4.2**
	Other SPED	3,863	**6.1**	19,668	**6.9**
	Non-SPED	56,101	**88.1**	210,209	**73.4**

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

SECTION II
ENGLISH LANGUAGE ACQUISITION RESULTS

ACCESS for ELLs was developed by the multistate World-class Instructional Design and Assessment (WIDA) consortium. It measures students' English language proficiency in four language domains: Listening, Speaking, Reading, and Writing. The assessment provides scale scores and proficiency levels in each of these domains as well as an overall composite scale score and proficiency level. Proficiency levels vary from 1 to 6 and are labeled (1) Entering, (2) Emerging, (3) Developing, (4) Expanding, (5) Bridging, and (6) Reaching. Level 6, or Reaching, is considered by the WIDA consortium as indicating proficiency in a particular English language domain. Proficiency level determinations are grade-level specific; proficiency levels below level 6 are reported as decimals. For example, a proficiency level of 3.4 indicates that a student is at the Developing level of proficiency and has made four tenths of the way to the Expanding level.

Acquiring English Language Proficiency

Tables 2 and 3 show the percentages of ELL students scoring within proficiency levels 4-6 by language domain and on the composite scale by grade and year. These proficiency levels are selected because the Florida State Board of Education defines scoring "proficient" on ACCESS for ELLs as scoring at or above proficiency level 4 in reading and at or above level 4 on the composite scale.

Table 2
Numbers and Percentages of Students Scoring in Levels 4-6 in the Listening and Speaking Domains on the 2018 and 2019 ACCESS for ELLs

Grade	Listening				Speaking			
	2018		2019		2018		2019	
	n	%	n	%	n	%	n	%
K	4879	**55**	4731	**55**	4229	**48**	4152	**48**
1	6121	**74**	6543	**78**	2621	**32**	2946	**35**
2	6237	**75**	6126	**79**	2829	**34**	2475	**32**
3	6509	**83**	5638	**81**	2709	**35**	2033	**29**
4	4637	**80**	4354	**81**	2740	**48**	2806	**52**
5	3303	**75**	3786	**79**	1974	**45**	2472	**52**
6	2693	**67**	2362	**68**	2106	**53**	1722	**50**
7	2055	**59**	2162	**64**	1588	**45**	1714	**51**
8	1605	**51**	1863	**58**	1163	**37**	1406	**44**
9	1468	**44**	1582	**51**	915	**27**	978	**32**
10	1675	**50**	1501	**50**	865	**26**	1016	**34**
11	1288	**46**	1210	**46**	802	**29**	814	**31**
12	735	**44**	723	**44**	460	**28**	472	**29**
K-12	43205	**66**	42581	**68**	25001	**38**	25006	**40**

Table 3
Numbers and Percentages of Students Scoring in Levels 4-6 in the Reading and Writing Domains and on the Composite Scale on the 2018 and 2019 ACCESS for ELLs

Grade	Reading				Writing				Composite			
	2018		2019		2018		2019		2018		2019	
	n	%	n	%	n	%	n	%	n	%	n	%
K	1978	**22**	1895	**22**	368	**4**	319	**4**	1513	**17**	1484	**17**
1	2468	**30**	2523	**30**	107	**1**	125	**1**	1068	**13**	1315	**16**
2	3590	**43**	2936	**38**	548	**7**	571	**7**	2362	**29**	2312	**30**
3	3669	**47**	3006	**43**	612	**8**	941	**14**	2865	**37**	2411	**35**
4	2870	**50**	2521	**47**	2011	**35**	2051	**38**	3006	**53**	2963	**56**
5	1954	**44**	2020	**42**	1806	**41**	2099	**44**	2240	**51**	2695	**57**
6	1120	**28**	944	**27**	614	**15**	759	**22**	1546	**39**	1312	**38**
7	899	**26**	891	**26**	476	**14**	599	**18**	1247	**36**	1222	**37**
8	875	**28**	933	**29**	321	**10**	532	**17**	954	**31**	1103	**35**
9	1127	**33**	1101	**36**	1248	**37**	1007	**33**	1126	**34**	1084	**36**
10	1256	**37**	969	**32**	1015	**30**	994	**33**	1143	**35**	1042	**35**
11	1099	**39**	942	**35**	861	**31**	883	**34**	927	**34**	867	**34**
12	515	**31**	376	**23**	346	**21**	302	**19**	406	**25**	364	**23**
K-12	23420	**36**	21057	**34**	10333	**16**	11182	**18**	20403	**32**	20174	**33**

Tables 2 and 3 show that the percentages of K-12 ELL students who scored within proficiency levels 4-6 in each of the language domains except Reading and on the composite scale were higher in 2019 than in 2018.

Making Progress in English Language Acquisition

Table 4 exhibits percentages of non-ESE ELL students who made progress in each language domain and on the composite scale between 2018 and 2019. ESE students are those who have any primary exceptionality except gifted. Non-ESE students are those who are identified as gifted or have no primary exceptionality. Making progress in a language domain is defined in this report as having improved the domain proficiency level by at least 1 (for example, moving from a proficiency level 1.2 to 2.2 or higher in the language domain of Listening) or maintaining a proficiency level 4 or higher.

Table 5 shows the same information for ESE ELL students (those with any primary exceptionality except gifted).

Table 4

Numbers and Percentages of Non-ESE Students Making Progress in Each Domain and on the Composite Scale between 2018 and 2019 based on ACCESS for ELLs Results

2019 Grade	Listening		Speaking		Reading		Writing		Composite	
	n	%	n	%	n	%	n	%	n	%
1	5969	**92**	3754	**58**	4629	**71**	3189	**49**	3889	**61**
2	5104	**88**	2533	**44**	2902	**50**	1600	**28**	1633	**29**
3	4189	**91**	1891	**41**	2856	**62**	930	**20**	1239	**27**
4	3072	**91**	2122	**63**	1961	**58**	1216	**36**	1746	**53**
5	2729	**89**	2078	**68**	1713	**56**	1237	**41**	1913	**63**
6	1799	**80**	1562	**70**	974	**43**	479	**21**	1102	**50**
7	1792	**78**	1465	**64**	869	**38**	453	**20**	960	**42**
8	1653	**74**	1266	**57**	881	**39**	411	**18**	904	**42**
9	1394	**67**	986	**48**	1052	**51**	785	**38**	938	**47**
10	1407	**61**	1043	**46**	990	**43**	750	**33**	854	**39**
11	1197	**57**	857	**41**	902	**42**	548	**26**	655	**32**
12	706	**50**	581	**42**	393	**28**	239	**17**	272	**20**
1-12	31011	**82**	20138	**53**	20122	**53**	11837	**31**	16105	**43**

Table 5

Numbers and Percentages of ESE Students Making Progress in Each Domain and on the Composite Scale between 2018 and 2019 based on ACCESS for ELLs Results

2019 Grade	Listening		Speaking		Reading		Writing		Composite	
	n	%	n	%	n	%	n	%	n	%
1	586	**82**	343	**47**	437	**60**	279	**39**	339	**48**
2	656	**73**	305	**34**	232	**26**	165	**19**	136	**16**
3	1013	**79**	434	**34**	720	**56**	201	**16**	218	**17**
4	849	**84**	522	**52**	416	**41**	257	**25**	286	**29**
5	643	**80**	440	**55**	290	**36**	180	**22**	279	**35**
6	306	**75**	246	**61**	62	**15**	43	**11**	90	**23**
7	211	**78**	156	**59**	60	**22**	16	**6**	59	**23**
8	139	**74**	113	**61**	50	**26**	11	**6**	45	**25**
9	48	**55**	40	**47**	29	**32**	19	**21**	20	**25**
10	27	**49**	32	**58**	20	**35**	9	**16**	12	**23**
11	20	**48**	19	**45**	16	**36**	13	**31**	8	**20**
12	17	**40**	17	**40**	4	**9**	2	**5**	5	**13**
1-12	4515	**78**	2667	**46**	2336	**40**	1195	**21**	1497	**26**

Tables 4 and 5 show that the percentages of ELL students making progress between 2018 and 2019 varied by language domain with the smallest percentages making progress in writing and the largest percentages in listening. This was true for both ESE and non-ESE students.

Acquiring English Language Proficiency and Exiting the ESOL Program

The Florida State Board of Education defines scoring "proficient" on ACCESS for ELLs as scoring at or above proficiency level 4 in reading and at or above level 4 on the composite scale on ACCESS for ELLs. Students in grades K-2 who score proficient on ACCESS for ELLs (as defined above) exit the ESOL program in accordance with the State Board Rule. Students in grades 3-9 must in addition score within achievement levels 3-5 on the FSA ELA to exit the ESOL program. Students in grades 10-12 must satisfy the ELA graduation requirement on the FSA ELA or via concordance scores.

Table 6 shows English language proficiency ESOL exit rates in 2017-2018 and in 2018-2019. The column labeled "Total n" refers to the number of ELLs as of June of each school year who participated in the ACCESS for ELLs. The figures shown in the next columns reflect those who scored proficient on ACCESS for ELLs and those who exited the ESOL program based on the State criteria.

Table 6
Numbers of ELL Students tested on ACCESS for ELLs and of those, Numbers and Percentages of Students Scoring Proficient and Exiting the ESOL Program in 2017-2018 and in 2018-2019

	2017-2018					2018-2019				
Grade	Total	Proficient		Exited		Total n	Proficient		Exited	
	n	n	%	n	%		n	%	n	%
K	8907	1143	**13**	1143	**13**	8555	1143	**13**	1143	**13**
1	8360	956	**11**	956	**11**	8408	1117	**13**	1117	**13**
2	8329	2134	**26**	2134	**26**	7710	1988	**26**	1988	**26**
3	7818	2360	**30**	1703	**22**	6932	1872	**27**	1319	**19**
4	5694	2281	**40**	1083	**19**	5317	2103	**40**	1024	**19**
5	4206	1605	**38**	542	**13**	4645	1774	**38**	635	**14**
6	3840	879	**23**	339	**9**	3343	754	**23**	299	**9**
7	3410	713	**21**	252	**7**	3226	695	**22**	294	**9**
8	3063	615	**20**	263	**9**	3079	720	**23**	309	**10**
9	3295	840	**25**	249	**8**	3054	807	**26**	217	**7**
10	3312	948	**29**	186	**6**	3010	744	**25**	178	**6**
11	2578	638	**25**	214	**8**	2531	613	**24**	261	**10**
12	1320	190	**14**	132	**10**	1361	137	**10**	112	**8**
K-12	64132	15302	**24**	9196	**14**	61171	14467	**24**	8896	**15**

Table 6 shows that the K-12 English proficiency rate for ELL students was 24% in both 2017-2018 and 2018-2019. The ESOL exit rate was 14% in 2017-2018; it increased to 15% in 2018-2019.

ELL students who do not satisfy the State criteria for exit from the ESOL program remain in the program. The ACCESS for ELLs results are used in the District to assign the new ESOL level. Generally, the proficiency level on the composite scale is used for that purpose. If a student exhibits a composite proficiency level (truncated to the whole number) that is higher than the current ESOL level, then the student is "promoted" to that higher ESOL level, but not higher than ESOL level 4. For example, if the current ESOL level is 2, and the student scores a level of 3.1 on the composite scale, then the student is assigned a

new ESOL level of 3. On the other hand, if the student demonstrates a composite proficiency level that, when truncated to the whole number, is not higher than the current ESOL level, the student's current ESOL level remains. For example, if the current ESOL level of a student is 2, and the student scores 2.9 or lower on the composite scale, the student's ESOL level remains 2.

Table 7 below shows the progress of students in terms of their movement to the higher ESOL levels and exiting the ESOL program for both the 2017-2018 and 2018-2019 school years. For example, it shows that in 2018-2019 of the 2449 ESOL 1 students in grade K, 83% remained in ESOL level 1, 9% advanced to ESOL level 2, 5% - to ESOL level 3, 1% - to ESOL level 4, and 2% exited the ESOL program. The percentage of grade K ELL students who advanced at least one ESOL level or exited the ESOL program was 20% in both 2017-2018 and 2018-2019.

Table 7

Percentages of Students in ESOL Levels and Exiting the ESOL Program in 2017-2018 and in 2018-2019

Grade	Current ESOL (2017-2018)	1	2	3	4	Exited	% in higher levels	Current ESOL (2018-2019)	1	2	3	4	Exited	% in higher levels
K	1 (n=2445)	82%	10%	6%	1%	2%	20%	1 (n=2449)	83%	9%	5%	1%	2%	20%
	2 (n=1128)		76%	15%	2%	7%		2 (n=1090)		78%	13%	3%	6%	
	3 (n=1559)			84%	5%	12%		3 (n=1516)			83%	4%	13%	
	4 (n=3775)				78%	22%		4 (n=3500)				76%	24%	
1	1 (n=2625)	31%	39%	29%	0%	1%	41%	1 (n=2502)	31%	38%	29%		1%	42%
	2 (n=1120)		24%	59%	1%	16%		2 (n=1136)		29%	59%	2%	10%	
	3 (n=1590)			86%	2%	12%		3 (n=1689)			80%	4%	16%	
	4 (n=3025)				82%	18%		4 (n=3081)				77%	23%	
2	1 (n=1486)	42%	34%	22%	0%	1%	46%	1 (n=1409)	45%	35%	19%		1%	47%
	2 (n=1364)		23%	55%	2%	21%		2 (n=1228)		29%	58%	2%	11%	
	3 (n=2771)			66%	4%	30%		3 (n=2697)			61%	5%	34%	
	4 (n=2708)				63%	37%		4 (n=2376)				61%	39%	
3	1 (n=1422)	35%	38%	25%	0%	1%	48%	1 (n=1279)	42%	35%	21%	1%	2%	47%
	2 (n=829)		26%	58%	6%	10%		2 (n=839)		17%	65%	9%	9%	
	3 (n=3457)			61%	17%	22%		3 (n=3116)			57%	20%	23%	
	4 (n=2110)				60%	40%		4 (n=1698)				71%	29%	
4	1 (n=1269)	35%	35%	27%	1%	2%	51%	1 (n=1125)	41%	32%	24%	1%	2%	58%
	2 (n=584)		15%	53%	19%	12%		2 (n=591)		6%	55%	26%	12%	
	3 (n=1560)			41%	38%	21%		3 (n=2131)			34%	44%	23%	
	4 (n=2281)				71%	29%		4 (n=1470)				69%	31%	
5	1 (n=1177)	36%	35%	26%	2%	1%	48%	1 (n=1078)	41%	32%	25%	1%	1%	49%
	2 (n=487)		14%	51%	28%	7%		2 (n=507)		7%	55%	31%	7%	
	3 (n=841)			36%	43%	21%		3 (n=1177)			35%	49%	16%	
	4 (n=1701)				81%	19%		4 (n=1883)				78%	22%	

Table 7 (Continued)

Percentages of Students in ESOL Levels and Exiting the ESOL Program in 2017-2018 and in 2018-2019

Grade	2017-2018							2018-2019						
	Current ESOL	New ESOL					% in higher levels	Current ESOL	New ESOL					% in higher levels
		1	2	3	4	Exited			1	2	3	4	Exited	
6	1 (n=1125)	38%	41%	19%	1%	1%	42%	1 (n=970)	35%	41%	22%	0%	1%	46%
	2 (n=478)	0%	18%	60%	16%	6%		2 (n=466)		17%	60%	18%	5%	
	3 (n=710)			51%	34%	15%		3 (n=742)			52%	35%	13%	
	4 (n=1527)				87%	13%		4 (n=1165)				85%	15%	
7	1 (n=1082)	48%	36%	15%	1%	0%	46%	1 (n=991)	46%	35%	17%	1%	1%	46%
	2 (n=590)		24%	59%	12%	4%		2 (n=544)		19%	60%	15%	5%	
	3 (n=812)			50%	39%	10%		3 (n=748)			56%	32%	12%	
	4 (n=926)				85%	15%		4 (n=943)				82%	18%	
8	1 (n=1173)	50%	35%	13%	1%	0%	48%	1 (n=1002)	50%	37%	13%	0%	0%	47%
	2 (n=549)		25%	62%	8%	5%		2 (n=534)		20%	59%	15%	6%	
	3 (n=695)			54%	34%	13%		3 (n=796)			57%	31%	12%	
	4 (n=646)				78%	22%		4 (n=747)				76%	24%	
9	1 (n=1368)	40%	38%	20%	2%	1%	57%	1 (n=1153)	40%	38%	20%	2%	1%	56%
	2 (n=617)		23%	53%	19%	5%		2 (n=584)		20%	57%	19%	3%	
	3 (n=810)			43%	44%	12%		3 (n=787)			43%	45%	12%	
	4 (n=500)				78%	22%		4 (n=530)				82%	18%	
10	1 (n=1076)	51%	29%	19%	1%	0%	46%	1 (n=849)	48%	36%	15%	1%	0%	45%
	2 (n=717)		36%	53%	10%	1%		2 (n=657)		34%	56%	10%	1%	
	3 (n=835)			49%	43%	8%		3 (n=857)			56%	37%	8%	
	4 (n=684)				84%	16%		4 (n=647)				84%	16%	
11	1 (n=732)	51%	33%	15%	1%	0%	41%	1 (n=650)	57%	29%	13%	0%	0%	41%
	2 (n=534)		44%	47%	7%	1%		2 (n=520)		42%	48%	7%	3%	
	3 (n=723)			61%	28%	11%		3 (n=804)			62%	27%	11%	
	4 (n=589)				79%	21%		4 (n=557)				72%	28%	

Table 7 (Continued)

Percentages of Students in ESOL Levels and Exiting the ESOL Program in 2017-2018 and in 2018-2019

Grade	2017-2018							2018-2019						
	Current ESOL	New ESOL				Exited	% in higher levels	Current ESOL	New ESOL				Exited	% in higher levels
		1	2	3	4				1	2	3	4		
12	1 (n=260)	60%	30%	10%	0%	0%	31%	1 (n=211)	60%	33%	6%	0%	0%	29%
	2 (n=344)		63%	34%	2%	2%		2 (n=366)		57%	39%	2%	2%	
	3 (n=428)			73%	12%	15%		3 (n=510)			81%	9%	10%	
	4 (n=288)				79%	21%		4 (n=274)				80%	20%	
K-12	1 (n=17240)	46%	32%	20%	1%	1%	43%	1 (n=15668)	46%	32%	20%	1%	1%	43%
	2 (n=9341)		32%	50%	8%	9%		2 (n=9062)		32%	50%	8%	9%	
	3 (n=16791)			61%	21%	18%		3 (n=17570)			61%	21%	18%	
	4 (n=20760)				75%	25%		4 (n=18871)				75%	25%	

In the 2017-2018 school year 43% of ELL students in grades K-12 advanced at least one ESOL level or exited the ESOL program. In 2018-2019, that percentage remained the same

Long-Term ELLs

Table 8 shows the number and percentage of English language learners who have not satisfied the State criteria for exit from the ESOL program within 5 years of their initial placement into the program as of the end of each school year. ESE students are those who have any primary exceptionality except gifted. Non-ESE students are those who are identified as gifted or have no primary exceptionality.

Table 8
Numbers and Percentages of Long-Term ELL Students

Grade	ESE				Non-ESE			
	2017-2018		2018-2019		2017-2018		2018-2019	
	n	%	n	%	n	%	n	%
3	44	**4**	40	**3**	65	**1**	69	**2**
4	478	**54**	494	**55**	405	**11**	413	**13**
5	506	**78**	534	**80**	833	**27**	1127	**35**
6	379	**81**	255	**72**	855	**27**	523	**20**
7	261	**76**	169	**75**	438	**15**	526	**20**
8	156	**78**	131	**76**	293	**11**	383	**15**
9	118	**73**	58	**64**	300	**10**	322	**12**
10	74	**71**	49	**77**	359	**12**	349	**13**
11	58	**65**	32	**74**	318	**14**	311	**15**
12	59	**67**	31	**66**	283	**24**	257	**23**
3-12	2133	**51**	1793	**30**	4149	**14**	4280	**10**

Note: The counts of students who participate in Alternate ACCESS for ELLs and who might exit the ESOL program based on the results of that assessment are not included in this table.

Table 8 shows that the percentage of long-term ELL ESE students in grades 3-12 decreased from 51% to 30% between 2017-2018 and 2018-2019. During the same period, that rate for non-ESE students decreased from 14% to 10%.

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SECTION III
2019 STATE ASSESSMENT RESULTS BY ELL STATUS

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This section describes the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2019 State exams. In addition, it describes the performance of students who exited the ESOL program. The data are disaggregated by grade group, ESOL level or the time since the ESOL exit and students' ESE status. This section is separated into several subsections dealing with different academic disciplines.

2019 FSA English Language Arts (ELA) and Mathematics Results

Non-ESE ELL Students

Overall, 28% of the current non-ESE ELL students in grades 3-5 performed at or above achievement level 3 on the ELA component of the 2019 FSA as compared to 29% in 2018. The corresponding percentage for the Mathematics component was 46% in both 2018 and 2019.

In grades 6-8, 13% of the current ELL students performed within achievement levels 3-5 on the 2019 ELA component of the FSA, which was a 2 percentage points improvement from the 2018 result. The 2019 percentage for the mathematics subtest of the FSA was 26% as compared to 27% in 2018.

In grades 9-10, about 8% of the current non-ESE ELL students performed within achievement levels 3-5 on the ELA component of the 2019 FSA, the same percentage as in 2018.

ESE ELL Students

Overall, 17% of the current ESE ELL students in grades 3-5 performed at or above achievement level 3 on the ELA component of the 2019 FSA as compared to 18% in 2018. The corresponding percentage for the Mathematics component was 32% in 2019, which was 2 percentage points higher than in 2018.

In grades 6-8, 5% of the current ELL students performed within achievement levels 3-5 on the 2019 ELA component of the FSA, a 1-percentage points improvement from the 2018 result. The 2019 percentage for the mathematics subtest of the FSA was 11%, which was 2 percentage points higher than in 2018

In grades 9-10, about 4% of the current non-ESE ELL students performed within achievement levels 3-5 on the ELA component of the 2019 FSA; one percentage point higher than in 2018.

Table 9

Number of Non-ESE Students Tested and Percentage of those Scoring at or above Achievement Level 3 on the FSA in 2018 and 2019

			ELA				Mathematics			
			2018		2019		2018		2019	
			Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grades 3-5		ESOL 1	3881	5	3386	5	3985	24	3464	24
		ESOL 2	1530	21	1496	18	1533	44	1489	43
		ESOL 3	4529	37	4754	37	4536	53	4740	54
		ESOL 4	5147	42	4134	39	5162	58	4124	55
		Total ELL	15087	29	13770	28	15216	46	13817	46
		Up to 1 Year Out	7207	83	5238	77	7216	85	5214	80
		>=1 But <2 Years Out	2153	80	7315	87	2155	83	7269	86
		>=2 But <3 Years Out	5466	79	1641	89	5474	82	1640	90
		>=3 But <4 Years Out	2017	90	1842	90	2017	89	1828	90
		>=4 Years Out	114	87	156	92	114	91	156	92
		Never ELL	39344	69	38677	71	39416	74	38621	74
Grades 6-8		ESOL 1	3432	2	2919	2	3559	17	2987	14
		ESOL 2	1525	7	1423	9	1485	27	1342	27
		ESOL 3	2001	17	2037	16	1904	36	1879	33
		ESOL 4	2714	22	2439	24	2579	33	2204	36
		Total ELL	9672	11	8818	13	9527	27	8412	26
		Up to 1 Year Out	2572	45	2651	45	2271	48	2314	49
		>=1 But <2 Years Out	3160	55	2583	57	2825	53	2090	51
		>=2 But <3 Years Out	3876	45	3326	65	3180	39	2567	58
		>=3 But <4 Years Out	4396	72	5029	67	3904	69	4493	64
		>=4 Years Out	11790	80	11561	81	7490	69	7021	72
		Never ELL	35510	66	36052	68	27892	58	26288	60

Note: In this and all other tables of this section, all grouping variables are determined as of May 1, 2019.

Table 9 (continued)

Number of Non-ESE Students Tested and Percentage of those Scoring at or above Achievement Level 3 on the FSA in 2018 and 2019

		ELA			
		2018		2019	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grades 9-10	ESOL 1	2268	1	1860	1
	ESOL 2	1253	4	1125	3
	ESOL 3	1549	12	1529	12
	ESOL 4	1100	21	1117	19
	Total ELL	6170	8	5631	8
	Up to 1 Year Out	1248	45	999	46
	>=1 But <2 Years Out	1183	44	1164	50
	>=2 But <3 Years Out	2822	31	1063	53
	>=3 But <4 Years Out	1977	51	3467	37
	>=4 Years Out	13841	75	13064	74
	Never ELL	20156	63	20420	64

Table 10

Number of ESE Students Tested and Percentage of those Scoring at or above Achievement Level 3 on the FSA in 2018 and 2019

			ELA				Mathematics			
			2018		2019		2018		2019	
			Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grades 3-5	ESOL 1		161	**2**	173	**3**	164	**6**	172	**9**
	ESOL 2		371	**6**	408	**5**	374	**12**	410	**16**
	ESOL 3		1369	**18**	1602	**17**	1374	**29**	1581	**33**
	ESOL 4		1039	**25**	904	**25**	1040	**40**	901	**42**
	Total ELL		2940	**18**	3087	**17**	2952	**30**	3064	**32**
	Up to 1 Year Out		628	**46**	649	**45**	630	**52**	645	**54**
	>=1 But <2 Years Out		204	**48**	417	**61**	203	**58**	417	**64**
	>=2 But <3 Years Out		271	**50**	82	**49**	270	**54**	84	**56**
	>=3 But <4 Years Out		51	**61**	73	**52**	51	**59**	73	**52**
	>=4 Years Out		13	**38**	16	**50**	13	**31**	16	**44**
	Never ELL		4338	**29**	4770	**30**	4364	**36**	4757	**37**
Grades 6-8	ESOL 1		75	**0**	72	**1**	76	**0**	76	**3**
	ESOL 2		93	**0**	92	**1**	90	**4**	91	**3**
	ESOL 3		270	**0**	232	**1**	271	**2**	232	**6**
	ESOL 4		564	**8**	419	**9**	564	**14**	409	**17**
	Total ELL		1002	**4**	815	**5**	1001	**9**	808	**11**
	Up to 1 Year Out		637	**13**	662	**11**	637	**17**	628	**18**
	>=1 But <2 Years Out		536	**25**	755	**19**	519	**26**	723	**22**
	>=2 But <3 Years Out		823	**18**	541	**33**	789	**20**	494	**34**
	>=3 But <4 Years Out		312	**34**	562	**30**	284	**36**	508	**27**
	>=4 Years Out		479	**49**	447	**48**	403	**41**	353	**42**
	Never ELL		3410	**23**	3579	**25**	3291	**22**	3289	**24**

Table 10 (continued)

Number of ESE Students Tested and Percentage of those Scoring at or above Achievement Level 3 on the FSA in 2018 and 2019

		ELA			
		2018		2019	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grades 9-10	ESOL 1	25	0	25	0
	ESOL 2	38	0	29	0
	ESOL 3	77	3	60	0
	ESOL 4	83	5	48	13
	Total ELL	223	3	162	4
	Up to 1 Year Out	183	10	184	7
	>=1 But <2 Years Out	144	10	184	15
	>=2 But <3 Years Out	439	15	153	13
	>=3 But <4 Years Out	332	25	608	16
	>=4 Years Out	993	36	932	35
	Never ELL	1823	24	1802	24

The results shown in Tables 9-10 indicate that the percentages of students in each grade group scoring at achievement level 3 or higher increase as students gain English proficiency moving from one ESOL level to the next. In addition, the results demonstrate that when the students acquire sufficient levels of English proficiency and exit the ESOL program, they are ready to demonstrate what they know and can do on academic achievement tests in English. The proportions of formerly ELL students scoring at or above achievement level 3 on the FSA ELA and Mathematics are substantially higher than those for the current ELL students. This is true for both ESE and non-ESE students.

2019 FCAT 2.0 Science Results

Table 11
Number of Students Tested and Percentage of Students Scoring at or above Achievement Level 3 on the 2018 and 2019 Science FCAT 2.0

		Non-ESE				ESE			
		2018		2019		2018		2019	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5
Grade 5	ESOL 1	1219	7	1112	5	39	0	46	0
	ESOL 2	424	16	430	12	65	5	64	5
	ESOL 3	662	33	887	22	187	7	280	8
	ESOL 4	1372	28	1540	23	411	15	367	14
	Total ELL	3677	20	3969	17	702	11	757	10
	Up to 1 Year Out	769	61	1205	53	255	25	274	26
	>=1 But <2 Years Out	948	65	2993	72	136	46	223	41
	>=2 But <3 Years Out	3603	67	635	75	198	47	37	24
	>=3 But <4 Years Out	1855	83	1724	83	39	54	60	32
	>=4 Years Out	110	85	152	88	7	43	8	38
	Never ELL	12441	65	12909	62	1311	26	1471	23
Grade 8	ESOL 1	1219	4	1018	2	23	0	24	0
	ESOL 2	514	9	492	10	21	0	27	0
	ESOL 3	640	18	723	14	60	0	61	5
	ESOL 4	566	23	626	23	100	9	86	13
	Total ELL	2939	11	2859	11	204	4	198	7
	Up to 1 Year Out	547	45	643	35	89	17	112	10
	>=1 But <2 Years Out	528	45	583	44	102	14	168	15
	>=2 But <3 Years Out	2022	32	1015	41	424	13	182	20
	>=3 But <4 Years Out	775	54	901	36	152	28	254	19
	>=4 Years Out	3966	64	3288	57	182	36	198	37
	Never ELL	9126	54	8997	53	1023	21	995	19

Overall, 17% of the current non-ESE ELL students in grade 5 performed at or above achievement level 3 on the 2019 FCAT 2.0 Science Assessment as compared to 20% in 2018. The corresponding percentage for grade 8 students was 11% in both 2018 and 2019.

Overall, 10% of the current ESE ELL students in grade 5 performed at or above achievement level 3 on the 2019 FCAT 2.0 Science Assessment as compared to 11% in 2018. The corresponding 2019 percentage for grade 8 students was 7%, a 3 percentage points increase from the 2018 result.

The results exhibited in Table 11 reveal that the percentages of students at each grade level scoring 3 or higher increase as students gain English proficiency moving from one ESOL level to the next. In addition, the results demonstrate that students who exited the ESOL program exhibit markedly higher percentages scoring at or above achievement level 3 than the current ELL students do.

2019 End-of-Course Assessment Results

Algebra 1 and Geometry

Table 12
Number of Students Tested and Percentage of Students Scoring at or above Achievement Level 3 on the 2018 and 2019 FSA Algebra 1 and Geometry EOC Assessments

		Non-ESE				ESE			
		2018		2019		2018		2019	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5
Algebra 1 Grade 9	ESOL 1	1220	**20**	482	**14**	16	**6**	11	**0**
	ESOL 2	563	**32**	432	**28**	22	**9**	14	**14**
	ESOL 3	700	**43**	601	**37**	42	**10**	23	**22**
	ESOL 4	408	**42**	404	**41**	50	**18**	29	**14**
	Total ELL	2891	**31**	1919	**30**	130	**12**	77	**14**
	Up to 1 Year Out	542	**52**	323	**60**	101	**14**	98	**10**
	>=1 But <2 Years Out	411	**44**	277	**46**	69	**13**	71	**21**
	>=2 But <3 Years Out	1202	**33**	292	**41**	218	**22**	80	**23**
	>=3 But <4 Years Out	800	**43**	1386	**39**	198	**22**	349	**18**
	>=4 Years Out	2628	**54**	2156	**55**	331	**30**	236	**32**
	Never ELL	5413	**44**	4177	**46**	795	**17**	713	**22**
Geometry Grade 10	ESOL 1	828	**16**	128	**3**	5	**0**	2	**0**
	ESOL 2	600	**26**	307	**14**	12	**0**	7	**0**
	ESOL 3	713	**36**	504	**26**	26	**4**	17	**0**
	ESOL 4	582	**41**	483	**37**	27	**19**	12	**25**
	Total ELL	2723	**29**	1422	**25**	70	**9**	38	**8**
	Up to 1 Year Out	430	**56**	303	**53**	58	**12**	53	**9**
	>=1 But <2 Years Out	452	**44**	408	**47**	61	**13**	73	**7**
	>=2 But <3 Years Out	984	**30**	346	**40**	168	**11**	57	**18**
	>=3 But <4 Years Out	498	**33**	1012	**30**	84	**13**	185	**13**
	>=4 Years Out	3305	**46**	2935	**45**	430	**27**	453	**21**
	Never ELL	4971	**38**	3989	**38**	669	**18**	615	**18**

Overall, 30% of the current non-ESE ELL students in grade 9 performed at or above achievement level 3 on the 2019 Algebra 1 EOC Assessment as compared to 31% in 2018. The corresponding percentage for ESE students was 14% in 2019, which was 2 percentage points higher than in 2018.

Overall, 25% of the current non-ESE ELL students in grade 10 performed at or above achievement level 3 on the 2019 Geometry EOC Assessment as compared to 29% in 2018. The corresponding 2019 percentage for ESE students was 8% as compared to 9% in 2018.

Civics and US History

Table 13
Number of Students Tested and Percentage of Students Scoring at or above Achievement Level 3 on the 2018 and 2019 Civics and US History EOC Assessments

			Non-ESE				ESE			
		2018		2019		2018		2019		
		Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5	
Civics Grade 7	ESOL 1	1114	14	1015	14	21	14	21	14	
	ESOL 2	561	27	510	31	28	14	28	4	
	ESOL 3	721	48	678	46	91	10	72	22	
	ESOL 4	796	55	821	55	172	42	127	35	
	Total ELL	3192	34	3024	35	312	28	248	26	
	Up to 1 Year Out	693	74	931	70	173	45	199	39	
	>=1 But <2 Years Out	1309	75	1207	71	201	44	360	43	
	>=2 But <3 Years Out	1073	71	1204	86	272	42	210	60	
	>=3 But <4 Years Out	247	81	548	73	31	48	112	39	
	>=4 Years Out	4593	87	4961	90	195	68	182	69	
	Never ELL	11993	82	12152	81	1075	41	1257	45	
US History Grade 11	ESOL 1	587	8	522	6	--	--	1	0	
	ESOL 2	492	16	448	15	11	9	6	0	
	ESOL 3	701	30	725	30	20	5	22	18	
	ESOL 4	625	44	509	45	30	23	15	27	
	Total ELL	2405	25	2204	25	61	15	44	18	
	Up to 1 Year Out	553	65	596	67	23	22	31	42	
	>=1 But <2 Years Out	438	70	439	77	34	41	53	28	
	>=2 But <3 Years Out	903	57	507	71	107	36	64	33	
	>=3 But <4 Years Out	563	68	1112	63	93	30	161	35	
	>=4 Years Out	7439	80	7158	83	714	49	584	56	
	Never ELL	8521	76	8190	79	729	39	715	44	

Overall, 35% of the current non-ESE ELL students in grade 7 performed at or above achievement level 3 on the 2019 Civics EOC Assessment as compared to 34% in 2018. The corresponding percentages for ESE students was 26% in 2019 and 28% in 2018.

Overall, 25% of the current non-ESE ELL students in grade 11 performed at or above achievement level 3 on the 2019 US History EOC, the same result as in 2018. The corresponding 2019 percentage for ESE students was 18% as compared to 15% in 2018.

Biology

Table 14

Number of Students Tested and Percentage of Students Scoring at or above Achievement Level 3 on the 2018 and 2019 Biology EOC Assessment

		Non-ESE				ESE			
		2018		2019		2018		2019	
		Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5	Total n	% in Levels 3-5
Biology Grade 10	ESOL 1	819	**11**	682	**6**	5	**20**	8	**0**
	ESOL 2	617	**21**	532	**15**	11	**0**	13	**0**
	ESOL 3	733	**36**	715	**34**	25	**12**	20	**10**
	ESOL 4	553	**43**	547	**48**	29	**21**	13	**38**
	Total ELL	2722	**26**	2476	**25**	70	**14**	54	**13**
	Up to 1 Year Out	410	**66**	378	**71**	57	**19**	65	**15**
	>=1 But <2 Years Out	464	**56**	476	**66**	65	**20**	88	**32**
	>=2 But <3 Years Out	986	**46**	354	**57**	180	**23**	56	**18**
	>=3 But <4 Years Out	480	**57**	1068	**46**	93	**22**	197	**34**
	>=4 Years Out	2978	**64**	2957	**67**	452	**37**	463	**45**
	Never ELL	4450	**59**	4561	**62**	655	**31**	672	**32**

Overall, 25% of the current non-ESE ELL students in grade 10 performed at or above achievement level 3 on the 2019 Biology EOC Assessment, which was 1 percentage point lower than in 2018. The corresponding percentages for ESE students was 13% in 2019 and 14% in 2018.

The results shown in Tables 12-14 indicate that the percentages of students in each grade group scoring at or above achievement level 3 increase as students acquire English proficiency moving from one ESOL level to the next. In addition, the results demonstrate that when the students attain sufficient levels of English proficiency and exit the ESOL program, they are ready to demonstrate their knowledge and skills on academic achievement tests in English. The proportions of formerly ELL students scoring at or above achievement levels 3 on the EOC tests are considerably higher than those for the current ELL students. This is true for both ESE and non-ESE students.