



Miami-Dade County Public Schools

ENGLISH LANGUAGE LEARNERS AND THEIR ACADEMIC AND ENGLISH LANGUAGE ACQUISITION PROGRESS: 2021-2022

Author: Aleksandr Shneyderman, Ed.D.

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Research Services

**Office of Assessment, Research, and Data Analysis
1450 NE 2nd Avenue, Suite 208, Miami, Florida 33132
(305) 995-2943 Fax (305) 995-1960**

TABLE OF CONTENTS

INTRODUCTION	2
SECTION I. Students’ Demographic Characteristics	3
SECTION II. English Language Acquisition Results.....	4
SECTION III. State Assessment Results by ELL Status	9
SUMMARY	18

INTRODUCTION

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 State’s English Language Proficiency assessment 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. The academic achievement results of former 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. When depicting academic achievement results, the time since ESOL exit is calculated as of May 1, 2022.

SECTION I STUDENT DEMOGRAPHIC CHARACTERISTICS

This section describes certain demographic characteristics of ELL students in the District as of February 2022. 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. The Formerly ELL group includes students who exited the ESOL program and are within the two-year monitoring period.

Table 1
2021-2022 Demographic Characteristics of Students in Grades K-12 by ELL Status

		ELL (n = 59,811)		Formerly ELL (n = 20,450)		The rest of M-DCPS (n = 241,702)	
		n	%	n	%	n	%
Race/ Ethnicity	Asian	407	0.7	189	0.9	2932	1.2
	Black	3837	6.4	929	4.5	53626	22.2
	Hispanic	54042	90.4	18578	90.8	164761	68.2
	White	1490	2.5	745	3.6	18195	7.5
	Other	35	0.1	9	0.0	2188	0.9
FRL Status	Free	42210	70.6	14981	73.3	157031	65.0
	Reduced	3362	5.6	1635	8.0	18579	7.7
	Non-FRL	14239	23.8	3834	18.7	66092	27.3
Student Language	Spanish	53292	89.1	18161	88.8	94300	39.0
	Haitian Creole	3470	5.8	846	4.1	5047	2.1
	Other	3049	5.1	1443	7.1	142355	58.9
SPED Status	Gifted	528	0.9	1442	7.0	41297	17.1
	Specific Learning Disabled	2759	4.6	1592	7.8	10729	4.4
	Other SPED	3955	6.6	1422	7.0	17507	7.2
	Non-SPED	52569	87.9	15994	78.2	172169	71.2

Table 1 shows that ELL and Formerly ELL students differ from the rest of the students in the District on some important characteristics. Overall, ELL and Formerly ELL students are more likely to be eligible for the federal free/reduced-price lunch program (the eligibility for which is based on household income) than students in the non-ELL group. In addition, the percentages of students classified as gifted are much smaller among ELL and Formerly ELL students than among 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 earned 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 2021 and 2022 ACCESS for ELLs

Grade	Listening				Speaking			
	2021		2022		2021		2022	
	n	%	n	%	n	%	n	%
K	3595	51	4162	47	2997	43	3468	39
1	4743	70	4474	60	2191	32	1855	25
2	4481	71	4927	67	1784	29	2010	27
3	3932	77	4873	75	1273	25	1772	27
4	3880	80	3455	74	2679	55	2047	44
5	2869	77	3231	73	1942	52	1792	41
6	2089	69	1935	62	1468	49	1408	45
7	1786	66	1662	57	1385	52	1116	39
8	1322	56	1554	55	1041	44	1064	38
9	1197	53	1164	43	843	38	764	28
10	935	43	1079	45	713	33	732	31
11	728	40	848	39	588	33	644	30
12	427	34	575	42	265	22	399	31
K-12	31984	65	33939	60	19169	39	19071	34

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 2021 and 2022 ACCESS for ELLs

Grade	Reading				Writing				Composite			
	2021		2022		2021		2022		2021		2022	
	n	%	n	%	n	%	n	%	n	%	n	%
K	1430	20	1667	19	151	2	206	2	869	13	1089	12
1	1671	25	1987	27	51	1	106	1	705	11	802	11
2	2038	33	2597	35	405	6	156	2	1315	21	1514	21
3	1916	38	3280	50	457	9	189	3	1252	25	1683	26
4	2209	46	1959	42	1198	25	1125	25	2352	49	2010	44
5	1545	42	1724	39	1276	34	1337	31	1904	52	1905	44
6	707	23	734	23	639	21	541	17	1051	35	1067	35
7	669	25	618	21	526	20	389	14	961	36	846	30
8	614	26	726	26	450	19	386	14	782	34	830	30
9	782	34	800	30	663	29	735	27	786	36	753	29
10	612	28	780	32	532	25	549	23	605	29	743	32
11	530	29	773	36	451	25	460	21	521	30	610	29
12	229	18	392	28	157	13	249	18	200	17	309	24
K-12	14952	30	18037	32	6956	14	6428	11	13303	27	14161	25

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 were lower in 2022 than in 2021. This was also true for the overall (composite) results.

Making Progress in the 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 2021 and 2022. 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 2021 and 2022 based on ACCESS for ELLs Results

2022 Grade	Listening		Speaking		Reading		Writing		Composite	
	n	%	n	%	n	%	n	%	n	%
1	4286	83	2541	50	3549	70	2360	46	2816	56
2	3783	80	1875	40	2235	47	1252	27	1144	25
3	3291	87	1548	41	2518	66	553	15	828	22
4	2070	87	1304	55	1319	55	694	29	879	38
5	1827	86	1089	51	1123	53	557	26	954	46
6	1280	78	988	61	570	35	270	16	635	39
7	1258	77	836	52	546	33	314	19	516	32
8	1211	74	874	53	589	36	294	18	523	33
9	844	59	588	41	696	49	464	32	473	34
10	865	59	618	43	640	43	287	20	412	29
11	701	49	594	42	632	44	260	18	339	25
12	476	44	391	39	360	33	180	17	178	19
1-12	21892	77	13246	47	14777	52	7485	26	9697	35

Table 5

Numbers and Percentages of ESE Students Making Progress in Each Domain and on the Composite Scale between 2021 and 2022 based on ACCESS for ELLs Results

2022 Grade	Listening		Speaking		Reading		Writing		Composite	
	n	%	n	%	n	%	n	%	n	%
1	440	66	247	37	411	62	203	31	278	42
2	579	62	291	31	218	23	217	23	137	15
3	893	74	419	35	684	57	210	18	218	19
4	670	79	443	52	314	37	188	22	199	24
5	737	78	474	51	324	35	150	16	253	27
6	263	77	217	64	69	20	29	9	87	26
7	128	80	102	65	37	23	19	12	31	20
8	72	67	57	55	27	24	18	17	19	19
9	36	52	27	39	27	39	17	25	14	20
10	19	46	17	44	14	34	13	33	10	26
11	14	48	9	30	7	23	3	12	2	8
12	10	31	10	33	4	13	5	16	2	7
1-12	3861	72	2313	43	2136	40	1072	20	1250	24

Tables 4 and 5 show that the percentages of ELL students making progress between 2021 and 2022 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 also 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 and ESOL exit rates in 2020-2021 and 2021-2022. The column labeled “Total n” refers to the number of ELLs who participated in the ACCESS for ELLs as of June of the respective school year. 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’s 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 2021-2022

Grade	2020-2021					2021-2022				
	Total n	Proficient		Exited		Total n	Proficient		Exited	
		n	%	n	%		n	%	n	%
K	6898	686	10	686	10	8784	849	10	849	10
1	6761	632	9	632	9	7387	715	10	715	10
2	6262	1167	19	1167	19	7244	1381	19	1381	19
3	5048	969	19	670	13	6385	1481	23	1029	16
4	4845	1813	37	715	15	4571	1510	33	832	18
5	3720	1356	36	363	10	4142	1326	32	549	13
6	3030	556	18	173	6	2949	570	19	190	6
7	2700	550	20	118	4	2757	440	16	105	4
8	2357	504	21	126	5	2682	522	19	126	5
9	2290	592	26	79	3	2610	552	21	97	4
10	2188	458	21	62	3	2304	543	24	71	3
11	1828	393	21	65	4	1999	441	22	122	6
12	1274	134	11	6	0	935	143	15	107	11
K-12	49201	9810	20	4862	10	54749	10473	19	6173	11

Table 6 shows that ELL students’ English proficiency rates and ESOL exit rates in 2021-2022 were similar to those in 2020-2021.

ELL students who do not satisfy the State’s criteria for exit from the ESOL program remain in the program. The ACCESS for ELLs results are then 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

(truncated to the whole number) that 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.

Long-Term ELLs

Table 7 shows the number and percentage of English language learners who have not satisfied the State’s 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 7
Numbers and Percentages of Long-Term ELL Students

Grade	ESE				Non-ESE				Total			
	2020-2021		2021-2022		2020-2021		2021-2022		2020-2021		2021-2022	
	n	%	n	%	n	%	n	%	n	%	n	%
3	13	1	17	2	17	0	40	1	30	1	57	1
4	515	44	364	44	434	13	241	8	949	21	605	16
5	641	80	662	80	1020	38	1014	36	1661	48	1676	46
6	370	77	203	66	792	31	657	27	1162	38	860	31
7	258	80	133	76	678	27	603	24	936	33	736	28
8	153	75	74	72	463	21	577	24	616	25	651	25
9	91	68	66	77	554	23	506	21	645	25	572	23
10	74	64	42	67	511	22	585	27	585	24	627	28
11	38	51	23	53	486	25	479	26	524	26	502	27
12	50	71	24	57	490	33	287	37	540	34	311	38
K-12	2205	33	1610	27	5445	13	4990	12	7650	16	6600	14

Table 7 shows that the percentage of long-term ELL ESE students in grades K-12 decreased from 33% in 2020-2021 to 27% in 2021-2022. During the same period, that rate for non-ESE students decreased from 13% to 12%; while the overall rate decreased from 16% to 14% during the same period.

SECTION III

STATE ASSESSMENT RESULTS BY ELL STATUS

This section describes the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2022 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.

2022 FSA English Language Arts Results

In grades 3-5, approximately 23% of the current ELL students performed at or above achievement level 3 on the ELA component of the 2022 FSA, as compared to 20% in 2021. The corresponding subgroup percentages were 24% in 2022 vs. 23% in 2021 for non-ESE students and 16% in 2022 vs. 11% in 2021 for ESE students.

In grades 6-8, approximately 7% of the current ELL students performed within achievement levels 3-5 on the 2022 and 2021 ELA component of the FSA. The corresponding percentages were 7% in 2022 vs. 8% in 2021 for non-ESE students and 7% in 2022 vs. 4% in 2021 for ESE students.

In grades 9-10, approximately 4% of the current ELL students performed within achievement levels 3-5 on the 2022 and 2021 ELA component of the FSA. The corresponding percentages were 4% for non-ESE students in 2022 and 2021 and 2% in 2022 vs. 1% in 2021 for ESE students.

Table 8

Number of Students Tested and of those, Percentage Scoring at or above Achievement Level 3 on the 2021 and 2022 FSA ELA

ELL Group		2020-2021						2021-2022					
		Non-ESE		ESE		Total		Non-ESE		ESE		Total	
		Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+
Grades 3-5	ESOL 1	2111	4	165	0	2276	4	4306	4	231	1	4537	4
	ESOL 2	1304	14	375	3	1679	11	1360	17	397	5	1757	14
	ESOL 3	4185	30	1456	11	5641	25	4354	37	1401	17	5755	32
	ESOL 4	3278	29	1063	16	4341	26	3189	38	952	24	4141	35
	Total ELL	10878	23	3059	11	13937	20	13209	24	2981	16	16190	23
	Formerly ELL (<=2 yrs)	8105	74	917	41	9022	71	6803	81	876	46	7679	77
	Formerly ELL (>2 yrs)	6445	85	313	50	6758	83	6523	89	374	59	6897	87
	Never ELL	35762	65	4929	25	40691	60	36051	70	5199	30	41250	65
Grades 6-8	ESOL 1	1726	1	31	0	1757	1	3639	2	55	2	3694	2
	ESOL 2	974	4	51	0	1025	4	1029	6	43	0	1072	6
	ESOL 3	1928	10	341	1	2269	8	1788	10	246	3	2034	9
	ESOL 4	2387	12	428	7	2815	12	2037	14	251	12	2288	14
	Total ELL	7015	8	851	4	7866	7	8493	7	595	7	9088	7
	Formerly ELL (<=2 yrs)	4816	41	1159	14	5975	36	4557	41	1596	11	6153	33
	Formerly ELL (>2 yrs)	18843	72	1815	31	20658	69	17999	74	1914	36	19913	71
	Never ELL	34858	62	3796	23	38654	58	35955	64	4342	23	40297	60
Grades 9-10	ESOL 1	1012	0	12	0	1024	0	1932	0	18	0	1950	0
	ESOL 2	800	1	20	0	820	1	731	2	19	0	750	2
	ESOL 3	1290	4	54	0	1344	4	1318	6	50	0	1368	6
	ESOL 4	1028	11	66	2	1094	10	937	11	66	5	1003	10
	Total ELL	4130	4	152	1	4282	4	4918	4	153	2	5071	4
	Formerly ELL (<= 2 yrs)	2123	34	223	6	2346	31	1789	36	239	9	2028	33
	Formerly ELL (>2 yrs)	15201	60	1716	21	16917	56	16122	65	1894	23	18016	61
	Never ELL	21386	61	1863	21	23249	58	22321	62	2206	25	24527	59

Note: In this and all other tables of this section, all grouping variables are determined as of May 1, 2022.

2022 FSA Mathematics Results

In grades 3-5, approximately 34% of the current ELL students performed at or above achievement level 3 on the mathematics component of the 2022 FSA, compared to 26% in 2021. The corresponding subgroup percentages were 36% in 2022 vs. 28% in 2021 for non-ESE students and 27% in 2022 vs. 17% in 2021 for ESE students.

In grades 6-8, approximately 18% of the current ELL students performed within achievement levels 3-5 on the 2022 mathematics component of the FSA, compared to 13% in 2021. The corresponding subgroup percentages were 18% in 2022 vs. 14% in 2021 for non-ESE students and 10% in 2022 vs. 4% in 2021 for ESE students.

Table 9

Number of Students Tested and of those, Percentage Scoring at or above Achievement Level 3 on the 2021 and 2022 FSA Mathematics

ELL Group		2020-2021						2021-2022					
		Non-ESE		ESE		Total		Non-ESE		ESE		Total	
		Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+
Grades 3-5	ESOL 1	2200	13	172	6	2372	13	4593	17	232	10	4825	16
	ESOL 2	1304	27	378	9	1682	23	1364	35	394	18	1758	31
	ESOL 3	4193	34	1463	17	5656	29	4356	49	1402	29	5758	44
	ESOL 4	3273	32	1060	22	4333	29	3194	46	962	31	4156	43
	Total ELL	10970	28	3073	17	14043	26	13507	36	2990	27	16497	34
	Formerly ELL (<=2 yrs)	8105	63	917	37	9022	60	6800	78	881	47	7681	74
	Formerly ELL (>2 yrs)	6444	73	317	44	6761	71	6535	83	373	57	6908	81
	Never ELL	35781	55	4928	25	40709	51	36140	67	5215	33	41355	63
Grades 6-8	ESOL 1	1838	7	32	3	1870	7	3838	12	55	5	3893	11
	ESOL 2	970	14	53	2	1023	13	1008	22	47	6	1055	21
	ESOL 3	1894	17	349	2	2243	14	1715	24	249	8	1964	22
	ESOL 4	2295	17	425	6	2720	15	1937	25	249	14	2186	24
	Total ELL	6997	14	859	4	7856	13	8498	18	600	10	9098	18
	Formerly ELL (<=2 yrs)	4239	36	1151	12	5390	30	4100	43	1564	15	5664	35
	Formerly ELL (>2 yrs)	12878	54	1650	23	14528	51	12878	65	1719	30	14597	61
	Never ELL	26411	46	3566	16	29977	42	28078	55	4106	20	32184	51

2022 FCAT 2.0 Science Results

In grade 5, approximately 12% of the current ELL students performed at or above achievement level 3 on the 2022 Science FCAT 2.0 assessment compared to about 10% in 2021. The corresponding subgroup percentages were 13% in 2022 vs. 11% in 2021 for non-ESE students and 9% in 2022 vs.7% in 2021 for ESE students.

In grade 8, approximately 6% of the current ELL students performed at or above achievement level 3 on the 2022 Science FCAT 2.0 assessment compared to 7% in 2021. The corresponding subgroup percentages were 6% in 2022 vs. 7% in 2021 for non-ESE students and 4% in 2022 vs. 3% for ESE students.

Table 10

Number of Students Tested and of those, Percentage of Students Scoring at or above Achievement Level 3 on the 2021 and 2022 Science FCAT 2.0

ELL Group		2020-2021						2021-2022					
		Non-ESE		ESE		Total		Non-ESE		ESE		Total	
		Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+
Grade 5	ESOL 1	685	4	37	0	722	4	1442	4	52	0	1494	4
	ESOL 2	294	10	41	0	335	9	285	15	53	8	338	14
	ESOL 3	772	14	352	4	1124	11	931	18	407	6	1338	15
	ESOL 4	1112	14	345	11	1457	13	1036	21	364	13	1400	19
	Total ELL	2863	11	775	7	3638	10	3694	13	876	9	4570	12
	Formerly ELL (<=2 yrs)	2270	41	511	21	2781	37	2062	52	522	24	2584	46
	Formerly ELL (>2 yrs)	3504	66	174	43	3678	65	3615	76	210	51	3825	74
	Never ELL	11484	51	1547	17	13031	47	12157	60	1866	21	14023	55
Grade 8	ESOL 1	617	2	9	0	626	2	1238	2	7	0	1245	2
	ESOL 2	306	7	13	0	319	6	339	8	12	0	351	7
	ESOL 3	650	10	60	2	710	9	594	9	40	3	634	8
	ESOL 4	573	9	72	4	645	9	605	11	37	8	642	11
	Total ELL	2146	7	154	3	2300	7	2776	6	96	4	2872	6
	Formerly ELL (<=2 yrs)	1028	28	173	6	1201	24	1135	29	285	7	1420	25
	Formerly ELL (>2 yrs)	5045	45	797	16	5842	41	5297	53	803	19	6100	48
	Never ELL	8114	42	1088	18	9202	39	9760	48	1227	17	10987	44

2022 End-of-Course Assessment Results

Algebra 1 and Geometry

Table 11

Number of Students Tested and of those, Percentage of Students Scoring at or above Achievement Level 3 on the 2021 and 2022 FSA Algebra 1 and Geometry EOC Assessments

ELL Group		2020-2021						2021-2022					
		Non-ESE		ESE		Total		Non-ESE		ESE		Total	
		Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+
Grade 9 Algebra	ESOL 1	603	7	8	0	611	7	1198	14	11	0	1209	14
	ESOL 2	363	17	8	0	371	16	309	25	12	8	321	24
	ESOL 3	568	15	24	0	592	14	615	30	31	0	646	28
	ESOL 4	462	18	44	9	506	17	386	29	31	19	417	28
	Total ELL	1996	13	84	5	2080	13	2508	21	85	8	2593	21
	Formerly ELL (<=2 yrs)	655	32	119	11	774	29	673	47	131	15	804	42
	Formerly ELL (>2 yrs)	3179	30	736	17	3915	28	3171	48	740	21	3911	43
Never ELL	4736	27	882	11	5618	25	5250	43	930	19	6180	39	
Grade 10 Geometry	ESOL 1	408	8	5	0	413	8	656	15	7	0	663	15
	ESOL 2	403	13	11	0	414	13	349	19	6	17	355	19
	ESOL 3	618	16	23	4	641	15	596	23	18	11	614	23
	ESOL 4	405	17	17	18	422	17	381	23	27	7	408	22
	Total ELL	1834	14	56	7	1890	13	1982	20	58	9	2040	19
	Formerly ELL (<=2 yrs)	776	30	82	7	858	27	642	37	81	7	723	34
	Formerly ELL (>2 yrs)	3190	21	650	11	3840	19	3254	31	725	15	3979	28
Never ELL	4443	23	670	11	5113	21	4621	32	834	13	5455	29	

Overall, approximately 21% of the current ELL students in grade 9 performed at or above achievement level 3 on the 2022 Algebra 1 EOC Assessment compared to 13% in 2021. The corresponding subgroup percentages were 21% for non-ESE students in 2022 vs. 13% in 2021 and 8% in 2022 vs. 5% in 2021 for ESE students.

Overall, about 19% of the current ELL students in grade 10 performed at or above achievement level 3 on the 2022 Geometry EOC Assessment compared to 13% in 2021. The corresponding subgroup percentages were 20% for non-ESE students in 2022 vs. 14% in 2021 and 9% in 2022 vs. 7% in 2021 for ESE students.

Civics and US History

Table 12

Number of Students Tested and of those, Percentage of Students Scoring at or above Achievement Level 3 on the 2021 and 2022 Civics and US History EOC Assessments

ELL Group		2020-2021						2021-2022					
		Non-ESE		ESE		Total		Non-ESE		ESE		Total	
		Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+
Grade 7 Civics	ESOL 1	565	6	10	10	575	6	1275	9	12	0	1287	9
	ESOL 2	350	17	20	10	370	17	346	24	12	0	358	23
	ESOL 3	613	26	113	7	726	23	592	38	70	20	662	36
	ESOL 4	869	33	126	25	995	32	607	47	73	33	680	45
	Total ELL	2397	22	269	16	2666	22	2820	25	167	23	2987	25
	Formerly ELL (<=2 yrs)	1702	55	421	27	2123	50	1545	67	557	33	2102	58
	Formerly ELL (>2 yrs)	6141	79	551	44	6692	76	6050	89	633	60	6683	86
	Never ELL	11987	70	1252	33	13239	66	11837	81	1417	44	13254	77
Grade 11 US History	ESOL 1	279	4	4	25	283	4	443	8	7	14	450	8
	ESOL 2	286	6	7	14	293	6	342	12	6	0	348	12
	ESOL 3	574	15	18	6	592	15	667	21	16	31	683	22
	ESOL 4	445	27	14	29	459	27	361	39	8	13	369	38
	Total ELL	1584	15	43	16	1627	15	1813	20	37	19	1850	20
	Formerly ELL (<=2 yrs)	850	52	35	31	885	51	908	57	48	31	956	56
	Formerly ELL (>2 yrs)	7316	66	739	36	8055	63	6953	73	796	45	7749	70
	Never ELL	7918	68	644	39	8562	66	9364	76	769	44	10133	73

Approximately 25% of the current ELL students in grade 7 performed at or above achievement level 3 on the 2022 Civics EOC Assessment compared to 22% in 2021. The corresponding subgroup percentages were 25% in 2022 vs. 22% in 2021 for non-ESE students and 23% in 2022 vs. 16% in 2021 for ESE students.

Approximately 20% of the current ELL students in grade 11 performed at or above achievement level 3 on the 2022 US History EOC compared to 15% in 2021. The corresponding subgroup percentages were 20% in 2022 vs. 15% in 2021 for non-ESE students and 19% in 2022 vs. 16% in 2021 for ESE students.

Biology

Table 13

Number of Students Tested and of those, Percentage of Students Scoring at or above Achievement Level 3 on the 2021 and 2022 Biology EOC Assessment

ELL Group		2020-2021						2021-2022					
		Non-ESE		ESE		Total		Non-ESE		ESE		Total	
		Total n	% Lvl 3+										
Grade 10	ESOL 1	358	3	5	0	363	3	580	9	7	0	587	9
	ESOL 2	371	7	10	0	381	7	317	13	5	0	322	13
	ESOL 3	577	17	24	8	601	16	559	23	14	14	573	23
	ESOL 4	386	26	14	29	400	27	375	33	31	19	406	32
	Total ELL	1692	14	53	11	1745	14	1831	19	57	14	1888	19
	Formerly ELL (<=2 yrs)	807	47	75	25	882	45	647	48	73	21	720	46
	Formerly ELL (>2 yrs)	2982	52	590	29	3572	48	3156	54	653	28	3809	50
Never ELL	4051	49	599	25	4650	46	4459	52	753	27	5212	49	

Overall, about 19% of the current ELL students in grade 10 performed at or above achievement level 3 on the 2022 Biology EOC Assessment compared to 14% in 2021. The corresponding subgroup percentages were 19% in 2022 vs. 14% in 2021 for non-ESE students and 14% in 2022 vs. 11% in 2021 for ESE students.

The results shown in Tables 8-13 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 level 3

on the EOC tests are considerably higher than those for the current ELL students. This is generally true for both ESE and non-ESE students.

SUMMARY

This report provided information on (1) demographic characteristics of English Language Learners, (2) their English language acquisition results, and (3) their academic achievement results.

Demographically, ELL and Formerly ELL students differed from the rest of the students in the District on some important characteristics. Overall, ELL and Formerly ELL students were more likely to be eligible for the federal free/reduced-price lunch program than students in the non-ELL group. In addition, the percentages of students classified as gifted were smaller among ELL and Formerly ELL students than among students in the rest of M-DCPS.

In terms of English language acquisition results, the percentages of ELL students who scored within proficiency levels 4-6 in the language domains of Listening, Speaking, and Writing and on the composite scale were lower in 2022 than in 2021. On the other hand, the 2022 percentages of ELL students who scored within proficiency levels 4-6 in Reading were higher than those in 2021. The State Board of Education defines scoring proficient on ACCESS for ELLs as scoring within proficiency levels 4-6 in Reading and on the composite scale. Overall, approximately 19% of ELL students scored proficient and approximately 11% of ELL students satisfied all of the ESOL exit criteria in 2022. These figures were similar to the corresponding results in 2020-2021. The percentage of English language learners who have not satisfied the State's criteria for exit from the ESOL program within 5 years of their initial placement into the program was lower in 2022 (14%) than in 2021 (16%).

The percentage of students who made progress in English language acquisition between 2021 and 2022 varied by language domain with the largest percentage of students making progress in Listening (75%) and the smallest percentage in Writing (26%). Slightly more than one-third of ELL students made progress on the composite scale.

Academic achievement results of ELL students showed a general trend of improved results in 2022 compared to 2021. That trend was especially evident in FSA mathematics results as well as in the results of all EOC exams. In addition, these results demonstrated that the percentages of students in each grade group scoring at achievement level 3 or higher increased as students gained English proficiency moving from one ESOL level to the next. Furthermore, the results confirmed that when the students acquire sufficient levels of English proficiency and exit the ESOL program, they are better able to demonstrate what they know and can do on academic achievement tests in English. Indeed, the proportions of formerly ELL students scoring at or above achievement level 3 on the FSA and EOC assessments were substantially higher than those for the current ELL students.