



Miami-Dade County Public Schools

ENGLISH LANGUAGE LEARNERS AND THEIR ACADEMIC AND ENGLISH LANGUAGE ACQUISITION PROGRESS: 2022-2023

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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 Assessment of Student Thinking (FAST) and End-of-Course (EOC) assessments.

These three areas are described in separate sections of the report.

When a student enrolls in Miami-Dade County Public Schools (M-DCPS) for the first time, the student's parents/guardians complete a Home Language Survey. This survey inquires whether a student's first language is a language other than English, whether a student's primary language is one 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). The English proficiency levels of students are reassessed annually, and the appropriate ESOL placement is determined based on the testing results. ACCESS for ELLs is currently 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, students' achievement 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 also included in the report. The time since ESOL exit is calculated as of May 1, 2023, when depicting academic achievement results.

SECTION I STUDENT DEMOGRAPHIC CHARACTERISTICS

This section describes certain demographic characteristics of ELL students in the District as of February 2023. During the year between February 2022 and 2023, the number of ELL students in grades K-12 in the District increased sharply from 59,811 to 73,536, a 23% increase. The proportion of ELL students in the District also increased from approximately 18% to 22% during the same period.

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, exceptional student education (ESE) eligibility 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
2022-2023 Demographic Characteristics of Students in Grades K-12 by ELL Status

		ELL (n = 73536)		Formerly ELL (n = 20120)		The rest of M-DCPS (n = 236460)	
		n	%	n	%	n	%
Race/ Ethnicity	Asian	409	0.6	178	0.9	2885	1.2
	Black	3660	5.0	1039	5.2	51383	21.7
	Hispanic	67270	91.5	18226	90.6	162429	68.7
	White	2151	2.9	669	3.3	17676	7.5
	Other	46	0.1	8	0.0	2087	0.9
FRL Status	Free	40266	54.8	11654	57.9	127148	53.8
	Reduced-Price	2343	3.2	1068	5.3	11686	4.9
	Non-FRL	30927	42.1	7398	41.2	97626	41.3
Student Language	Spanish	67178	91.4	18160	90.3	86410	36.5
	Haitian Creole	3264	4.4	950	4.7	3721	1.6
	Other	3094	4.2	1010	5.0	146329	61.9
SPED Status	Gifted	742	1.0	1533	7.6	40908	17.3
	Specific Learning Disabled	2988	4.1	1497	7.4	10897	4.6
	Other SPED	4446	6.0	1463	7.3	17907	7.6
	Non-SPED	63530	88.9	15627	77.7	166748	70.5

Table 1 shows that ELL and Formerly ELL students differ from the rest of the students in the District in terms of the percentages of students classified as gifted. These are much smaller among ELL and Formerly ELL students than among the rest of M-DCPS students.

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, proficiency levels in each domain, and 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 to indicate 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 2022 and 2023 ACCESS for ELLs

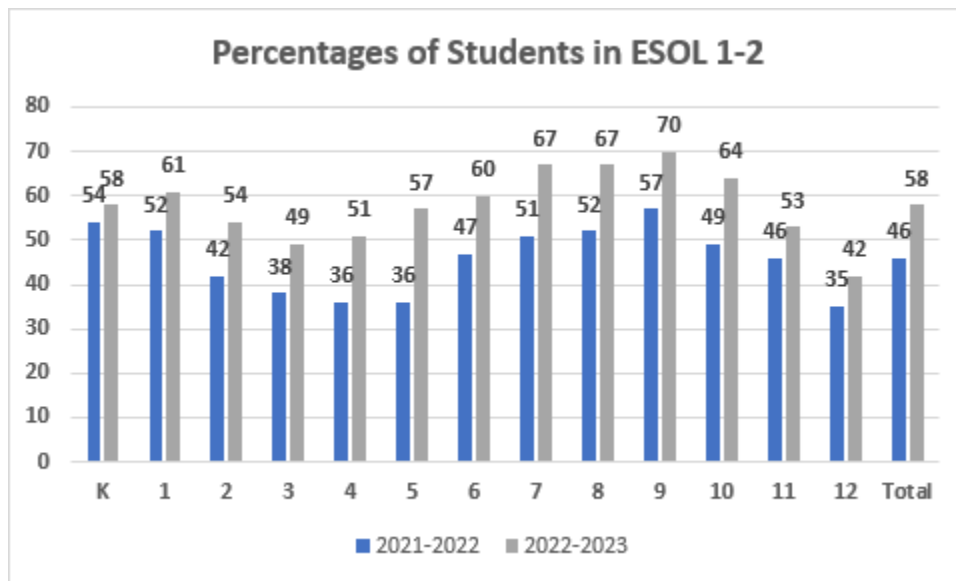
Grade	Listening				Speaking			
	2022		2023		2022		2023	
	n	%	n	%	n	%	n	%
K	4162	47	4326	43	3468	39	3588	36
1	4474	60	5637	60	1855	25	2488	26
2	4927	67	5017	60	2010	27	1963	24
3	4873	75	5413	67	1772	27	1949	24
4	3455	74	3519	62	2047	44	2142	38
5	3231	73	2952	58	1792	41	1860	37
6	1935	62	2160	49	1408	45	1449	33
7	1662	57	1644	42	1116	39	1234	31
8	1554	55	1484	40	1064	38	1083	29
9	1164	43	1350	36	764	28	862	23
10	1079	45	1125	36	732	31	754	25
11	848	39	827	36	644	30	625	27
12	575	42	542	40	399	31	382	29
K-12	33939	60	35996	52	19071	34	20379	30

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 2022 and 2023 ACCESS for ELLs

Grade	Reading				Writing				Composite			
	2022		2023		2022		2023		2022		2023	
	n	%	n	%	n	%	n	%	n	%	n	%
K	1667	19	1702	17	206	2	168	2	1089	12	1121	11
1	1987	27	1982	21	106	1	59	1	802	11	867	9
2	2597	35	2231	27	156	2	408	5	1514	21	1517	19
3	3280	50	2717	34	189	3	562	7	1683	26	1850	23
4	1959	42	1932	34	1125	25	1167	21	2010	44	2059	37
5	1724	39	1402	28	1337	31	1322	26	1905	44	1835	37
6	734	23	683	15	541	17	499	11	1067	35	879	20
7	618	21	631	16	389	14	419	11	846	30	798	21
8	726	26	690	19	386	14	386	10	830	30	760	21
9	800	30	971	26	735	27	698	19	753	29	818	22
10	780	32	725	23	549	23	574	19	743	32	647	21
11	773	36	633	27	460	21	488	21	610	29	530	24
12	392	28	303	22	249	18	142	10	309	24	240	19
K-12	18037	32	16602	24	6428	11	6892	10	14161	25	13921	21

Tables 2 and 3 show that the percentages of K-12 ELL students who scored within proficiency levels 4-6 in each language domain were lower in 2023 than in 2022. This was also true for the overall (composite) results. This should not be surprising given the influx of ELL students that the District experienced during the 2022-2023 school year. Most of the new ESOL students were at low levels of English knowledge and skills (ESOL levels 1-2). The chart below compares the percentages of ELL students at the two lower levels of ESOL in February 2022 vs. February 2023.



The chart demonstrates that the percentages of students at the lower levels of English language acquisition were larger in February 2023 than those in February 2022 for all grade levels. The difference in these percentages for all grade levels combined was 12 percentage points. The data in this report should be interpreted in light of this fact.

Making Progress in the English Language Acquisition

Table 4 exhibits percentages of non-Exceptional Student Education (ESE) ELL students who made progress in each language domain and on the composite scale between 2022 and 2023. In this report, ESE students are those who have any primary exceptionality except gifted. Non-ESE students 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 of 1.2 to 2.2 or higher in the language domain of Listening) or maintaining a proficiency level of 4 or higher.

Table 5 shows the same information for ESE ELL students.

Table 4

Numbers and Percentages of Non-ESE Students Making Progress in Each Domain and on the Composite Scale between 2022 and 2023 based on ACCESS for ELLs Results

2023 Grade	Listening		Speaking		Reading		Writing		Composite	
	n	%	n	%	n	%	n	%	n	%
1	5594	86	3492	54	4208	65	2746	43	3486	55
2	4174	79	2128	41	2243	42	1494	28	1298	25
3	3889	87	1807	41	2644	59	920	21	1174	27
4	2238	85	1549	60	1424	54	878	34	1049	41
5	1810	80	1349	60	1077	47	870	39	1148	53
6	1380	70	1096	56	532	27	283	15	610	32
7	1244	68	950	52	512	28	347	19	581	33
8	1166	62	938	51	558	30	357	19	576	32
9	1039	56	783	43	789	43	616	34	616	35
10	949	54	661	38	585	34	397	23	435	26
11	750	49	596	40	515	33	327	22	390	27
12	473	41	426	39	291	25	170	15	173	16
1-12	24706	75	15775	48	15378	46	9405	29	11536	36

Table 5

Numbers and Percentages of ESE Students Making Progress in Each Domain and on the Composite Scale between 2022 and 2023 based on ACCESS for ELLs Results

2023 Grade	Listening		Speaking		Reading		Writing		Composite	
	n	%	n	%	n	%	n	%	n	%
1	592	68	337	39	515	59	235	27	318	38
2	609	62	279	29	195	20	203	21	132	14
3	1139	77	522	35	700	47	271	18	254	17
4	775	82	503	54	340	36	235	25	218	24
5	623	79	470	59	254	32	154	20	247	32
6	440	75	337	57	100	17	41	7	111	19
7	163	74	128	58	39	18	26	12	55	26
8	91	71	74	57	28	22	14	11	39	31
9	38	57	34	51	19	28	13	20	15	23
10	29	50	22	37	14	23	11	19	7	12
11	17	46	14	39	11	28	6	16	9	27
12	12	31	22	59	4	10	3	8	6	17
1-12	4528	73	2742	45	2219	36	1212	20	1411	23

Tables 4 and 5 show that the percentages of ELL students making progress between 2022 and 2023 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 score within achievement levels 3-5 on the FAST ELA Reading to exit the ESOL program. Students in grades 10-12 must satisfy the ELA graduation requirement on the Florida Statewide Assessments or via concordance scores.

Table 6 shows English language proficiency and ESOL exit rates in 2021-2022 and 2022-2023. The column labeled “Total n” refers to the number of ELLs who participated in the ACCESS for ELLs as of June of the school year. The figures 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 2021-2022 and 2022-2023

Grade	2021-2022					2022-2023				
	Total n	Proficient		Exited		Total n	Proficient		Exited	
		n	%	n	%		n	%	n	%
K	8784	849	10	849	10	10031	861	9	861	9
1	7387	715	10	715	10	9500	755	8	755	8
2	7244	1381	19	1381	19	8429	1311	16	1311	16
3	6385	1481	23	1029	16	8132	1486	18	989	12
4	4571	1510	33	832	18	5689	1547	27	838	15
5	4142	1326	32	549	13	5098	1208	24	568	11
6	2949	570	19	190	6	4484	497	11	322	7
7	2757	440	16	105	4	3972	454	11	245	6
8	2682	522	19	126	5	3737	504	13	223	6
9	2610	552	21	97	4	3823	645	17	243	6
10	2304	543	24	71	3	3155	490	16	227	7
11	1999	441	22	122	6	2347	414	18	357	15
12	935	143	15	107	11	1399	164	12	367	26
K-12	54749	10473	19	6173	11	69796	10336	15	7325	10

Table 6 shows that ELL students’ English proficiency rates and ESOL exit rates in 2022-2023 were lower than those in 2021-2022. Perhaps, it should not be surprising considering the influx of new ELL students the District experienced during the 2022-2023 school year. The differences in ESOL exit rates may also be due to the implementation of the new Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and new FAST assessments.

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 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 the current 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.

Long-Term ELLs

Table 7 shows the number and percentage of ELLs who have not satisfied the State criteria for exit from the ESOL program within five years of their initial placement as of the end of each school year. ESE students are those who have any primary exceptionality except gifted. Non-ESE students are identified as gifted or those with no primary exceptionality.

Table 7
Numbers and Percentages of Long-Term ELL Students

Grade	ESE				Non-ESE				Total			
	2021-2022		2022-2023		2021-2022		2022-2023		2021-2022		2022-2023	
	n	%	n	%	n	%	n	%	n	%	n	%
3	17	2	36	2	40	1	51	1	57	1	87	1
4	364	44	449	43	241	8	325	6	605	16	774	13
5	662	80	631	79	1014	36	949	21	1676	46	1580	29
6	203	66	470	80	657	27	747	17	860	31	1217	25
7	133	76	200	71	603	24	575	14	736	28	775	18
8	74	72	110	65	577	24	548	14	651	25	658	16
9	66	77	84	64	506	21	549	13	572	23	633	14
10	42	67	68	65	585	27	490	15	627	28	558	17
11	23	53	53	78	479	26	471	23	502	27	524	24
12	24	57	47	60	287	37	313	32	311	38	360	34
K-12	1610	27	2151	28	4990	12	5019	8	6600	14	7170	10

Table 7 shows that the percentage of long-term ELL ESE students in grades K-12 increased from 27% in 2021-2022 to 28% in 2022-2023. During the same period, the percentage for non-ESE students decreased from 12% to 8%; the overall rate decreased from 14% to 10% 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 Spring 2023 State exams. In addition, it describes the performance of students who exited the ESOL program. The data are disaggregated by grade group, ESOL level, time since the ESOL exit, and students' ESE status. This section is separated into several subsections dealing with different academic disciplines.

Certain results are reported on the new Florida Assessment of Student Thinking (FAST) scale for the ELA Reading and mathematics assessments. The Algebra 1 and Geometry EOC assessments are reported on the new Benchmarks for Excellent Student Thinking (B.E.S.T.) scale. Because these results are not comparable with those on the 2022 FSA assessments, no year-to-year comparison is provided for these assessment results.

2023 FAST English Language Arts Reading Results

In grades 3-5, about 17% of the current ELL students performed at or above achievement level 3 on the ELA Reading component of the 2023 FAST. The corresponding subgroup percentages were 17% for non-ESE students and 16% for ESE students.

In grades 6-8, approximately 6% of the current ELL students performed within achievement levels 3-5 on the 2023 ELA Reading component of the FAST. The corresponding subgroup percentages were 6% for non-ESE students and 8% for ESE students.

In grades 9-10, about 5% of the current ELL students performed within achievement levels 3-5 on the 2023 ELA Reading component of the FAST. The corresponding percentages were 5% for non-ESE students and 4% for ESE students.

Table 8
 Number of Students Tested and of those, Percentage Scoring at or above Achievement Level 3 on the 2023 FAST ELA Reading

ELL Group		2022-2023					
		Non-ESE		ESE		Total	
		Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+
Grades 3-5	ESOL 1	8358	3	260	3	8618	3
	ESOL 2	1592	17	483	9	2075	15
	ESOL 3	4086	34	1410	17	5496	30
	ESOL 4	2830	33	969	22	3799	30
	Total ELL	16866	17	3122	16	19988	17
	Formerly ELL (<=2 yrs)	6412	75	711	47	7123	72
	Formerly ELL (>2 yrs)	6309	83	351	56	6660	82
	Never ELL	34854	67	5119	29	39973	62
Grades 6-8	ESOL 1	7417	1	85	0	7502	1
	ESOL 2	1248	10	72	3	1320	10
	ESOL 3	1810	13	395	5	2205	12
	ESOL 4	1829	16	425	13	2254	15
	Total ELL	12304	6	977	8	13281	6
	Formerly ELL (<=2 yrs)	4627	43	1587	17	6214	37
	Formerly ELL (>2 yrs)	16779	73	1857	39	18636	70
	Never ELL	35731	66	4793	26	40524	61
Grades 9-10	ESOL 1	4174	1	19	0	4193	1
	ESOL 2	969	5	22	0	991	5
	ESOL 3	1371	12	71	1	1442	11
	ESOL 4	873	13	57	11	930	13
	Total ELL	7387	5	169	4	7556	5
	Formerly ELL (<= 2 yrs)	2018	35	316	12	2334	31
	Formerly ELL (>2 yrs)	15305	67	1811	28	17116	63
	Never ELL	23330	63	2462	27	25792	60

Note: In this and all other tables of this section, all grouping variables are determined as of May 1, 2023.

2023 FAST Mathematics Results

In grades 3-5, about 34% of the current ELL students performed at or above achievement level 3 on the 2023 FAST Mathematics test. The corresponding subgroup percentages were 35% for non-ESE students and 29% for ESE students.

In grades 6-8, approximately 28% of the current ELL students performed within achievement levels 3-5 on the 2023 FAST Mathematics test. The corresponding percentages were 28% for non-ESE students and 19% for ESE students.

Table 9

Number of Students Tested and of those, Percentage Scoring at or above Achievement Level 3 on the 2023 FAST Mathematics

ELL Group		2022-2023					
		Non-ESE		ESE		Total	
		Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+
Grades 3-5	ESOL 1	8360	21	257	14	8617	21
	ESOL 2	1592	42	483	21	2075	37
	ESOL 3	4082	53	1411	33	5493	48
	ESOL 4	2827	48	968	33	3795	44
	Total ELL	16861	35	3119	29	19980	34
	Formerly ELL (<=2 yrs)	6410	77	711	48	7121	74
	Formerly ELL (>2 yrs)	6307	83	350	61	6657	82
Never ELL	34827	69	5111	35	39938	65	
Grades 6-8	ESOL 1	7362	21	82	7	7444	21
	ESOL 2	1191	44	73	14	1264	42
	ESOL 3	1721	38	389	13	2110	33
	ESOL 4	1755	38	418	27	2173	36
	Total ELL	12029	28	962	19	12991	28
	Formerly ELL (<=2 yrs)	4146	52	1546	25	5692	45
	Formerly ELL (>2 yrs)	11802	71	1633	40	13435	67
Never ELL	27540	62	4506	28	32046	57	

2023 Statewide Science Assessment Results

Table 10

Number of Students Tested and of those, Percentage of Students Scoring at or above Achievement Level 3 on the 2022 and 2023 Statewide Science Assessment

ELL Group		2021-2022						2022-2023					
		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	1442	4	52	0	1494	4	2658	5	50	0	2708	5
	ESOL 2	285	15	53	8	338	14	393	19	50	0	443	17
	ESOL 3	931	18	407	6	1338	15	773	24	319	7	1092	19
	ESOL 4	1036	21	364	13	1400	19	787	24	332	21	1119	23
	Total ELL	3694	13	876	9	4570	12	4611	13	751	12	5362	13
	Formerly ELL (<=2 yrs)	2062	52	522	24	2584	46	1870	55	352	34	2222	52
	Formerly ELL (>2 yrs)	3615	76	210	51	3825	74	3668	77	195	50	3863	75
	Never ELL	12157	60	1866	21	14023	55	11417	62	1640	27	13057	58
Grade 8	ESOL 1	1238	2	7	0	1245	2	2196	3	19	0	2215	3
	ESOL 2	339	8	12	0	351	7	430	12	11	0	441	12
	ESOL 3	594	9	40	3	634	8	618	14	53	0	671	13
	ESOL 4	605	11	37	8	642	11	522	14	69	12	591	13
	Total ELL	2776	6	96	4	2872	6	3766	8	152	5	3918	7
	Formerly ELL (<=2 yrs)	1135	29	285	7	1420	25	1138	33	328	11	1466	28
	Formerly ELL (>2 yrs)	5297	53	803	19	6100	48	5484	55	857	23	6341	51
	Never ELL	9760	48	1227	17	10987	44	9759	52	1375	18	11134	48

Note: the results of a small number of students who tested above grade level are included in the table above.

In grade 5, about 13% of the current ELL students performed at or above achievement level 3 on the 2023 Statewide Science Assessment compared to about 12% in 2022. The corresponding subgroup percentages were 13% in 2022 and 2023 for non-ESE students and 12% in 2023 vs. 9% in 2022 for ESE students.

In grade 8, about 7% of the current ELL students performed at or above achievement level 3 on the 2023 Statewide Science Assessment compared to 6% in 2022. The corresponding subgroup percentages were 8% in 2023 vs. 6% in 2022 for non-ESE students and 5% in 2023 vs. 4% in 2022 for ESE students.

2023 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 2023 B.E.S.T. Algebra 1 and Geometry EOC Assessments

ELL Group		2022-2023					
		Non-ESE		ESE		Total	
		Total n	% Lvl 3+	Total n	% Lvl 3+	Total n	% Lvl 3+
Grade 9 Algebra	ESOL 1	2185	19	9	0	2194	19
	ESOL 2	410	40	8	13	418	40
	ESOL 3	620	36	37	8	657	35
	ESOL 4	402	33	29	14	431	32
	Total ELL	3617	26	83	10	3700	26
	Formerly ELL (<=2 yrs)	881	41	198	13	1079	35
	Formerly ELL (>2 yrs)	3123	48	733	26	3856	44
	Never ELL	6070	44	1065	20	7135	41
Grade 10 Geometry	ESOL 1	1370	20	7	0	1377	20
	ESOL 2	462	28	13	8	475	27
	ESOL 3	631	28	28	0	659	27
	ESOL 4	340	21	20	5	360	20
	Total ELL	2803	23	68	3	2871	23
	Formerly ELL (<=2 yrs)	723	38	95	7	818	34
	Formerly ELL (>2 yrs)	3408	37	742	15	4150	33
	Never ELL	5395	35	894	16	6289	32

Approximately 26% of the current ELL students in grade 9 performed at or above achievement level 3 on the 2023 Algebra 1 EOC Assessment. The corresponding subgroup percentages were 26% for non-ESE students and 10% for ESE students.

Approximately 23% of the current ELL students in grade 10 performed at or above achievement level 3 on the 2023 Geometry EOC Assessment. The corresponding subgroup percentages were 23% for non-ESE students and 3% 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 2022 and 2023 Civics and US History EOC Assessments

ELL Group		2021-2022						2022-2023					
		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	1275	9	12	0	1287	9	2517	12	24	8	2541	12
	ESOL 2	346	24	12	0	358	23	436	37	21	14	457	36
	ESOL 3	592	38	70	20	662	36	534	48	95	26	629	45
	ESOL 4	607	47	73	33	680	45	557	48	108	39	665	47
	Total ELL	2820	25	167	23	2987	25	4044	25	248	29	4292	25
	Formerly ELL (<=2 yrs)	1545	67	557	33	2102	58	1465	67	558	37	2023	59
	Formerly ELL (>2 yrs)	6050	89	633	60	6683	86	5424	87	608	62	6032	85
	Never ELL	11837	81	1417	44	13254	77	11598	80	1484	46	13082	77
Grade 11 US History	ESOL 1	443	8	7	14	450	8	701	9	1	0	702	9
	ESOL 2	342	12	6	0	348	12	336	15	5	0	341	15
	ESOL 3	667	21	16	31	683	22	592	26	12	17	604	25
	ESOL 4	361	39	8	13	369	38	326	28	27	26	353	28
	Total ELL	1813	20	37	19	1850	20	1955	18	45	20	2000	18
	Formerly ELL (<=2 yrs)	908	57	48	31	956	56	931	53	52	23	983	51
	Formerly ELL (>2 yrs)	6953	73	796	45	7749	70	7753	76	905	44	8658	72
	Never ELL	9364	76	769	44	10133	73	9822	75	974	40	10796	72

About 25% of the current ELL students in grade 7 performed at or above achievement level 3 on the 2023 Civics EOC Assessment, the same result as in 2022. The corresponding subgroup percentages were 25% in both 2022 and 2023 for non-ESE students and 29% in 2023 vs. 23% in 2022 for ESE students.

Approximately 18% of the current ELL students in grade 11 performed at or above achievement level 3 on the 2023 US History EOC compared to 20% in 2022. The corresponding subgroup percentages were 18% in 2023 vs. 20% in 2022 for non-ESE students and 20% in 2023 vs. 19% in 2022 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 2022 and 2023 Biology EOC Assessment

ELL Group		2021-2022						2022-2023					
		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 10	ESOL 1	580	9	7	0	587	9	1120	12	6	0	1126	11
	ESOL 2	317	13	5	0	322	13	382	26	11	27	393	26
	ESOL 3	559	23	14	14	573	23	506	32	23	9	529	31
	ESOL 4	375	33	31	19	406	32	297	34	19	16	316	33
	Total ELL	1831	19	57	14	1888	19	2305	21	59	14	2364	21
	Formerly ELL (<=2 yrs)	647	48	73	21	720	46	614	57	77	29	691	54
	Formerly ELL (>2 yrs)	3156	54	653	28	3809	50	2905	62	586	37	3491	58
Never ELL	4459	52	753	27	5212	49	4577	61	748	33	5325	57	

About 21% of the current ELL students in grade 10 performed at or above achievement level 3 on the 2023 Biology EOC Assessment compared to 19% in 2022. The corresponding subgroup percentages were 21% in 2023 vs. 19% in 2022 for non-ESE students and 14% in 2022 and 2023 for ESE students.

The results 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 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 of 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 in terms of percentages of students classified as gifted. These percentages were smaller among ELL and formerly ELL students than among the rest of M-DCPS students.

The percentages of ELL students who scored within proficiency levels 4-6 in all language domains and on the composite scale were lower in 2022-2023 than in 2021-2022. This should not be surprising given the influx of ELL students that the District experienced during the 2022-2023 school year. Most of the new ESOL students were at the low levels of English knowledge and skills.

The percentage of students who made progress in English language acquisition between 2022 and 2023 varied by language domain with the largest percentages of students making progress in Listening (75% for non-ESE and 73% for ESE students) and the smallest percentage in Writing (29% for non-ESE and 20% for ESE students).

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 15% of ELL students scored proficient and approximately 10% of ELL students satisfied all the ESOL exit criteria in 2022-2023. These figures were smaller than the corresponding results in 2021-2022. The percentage of ELLs who have not satisfied the State criteria for exit from the ESOL program within five years of their initial placement was lower in 2023 (10%) than in 2022 (14%).

Academic achievement results demonstrated that the percentages of students in each grade or 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 can better 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 FAST and EOC assessments were substantially higher than those for the current ELL students.