MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

Mohammed Choudhury
State Superintendent of Schools

December 1, 2021

The Honorable Larry Hogan
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Bill Ferguson
President
Senate of Maryland
State House, H-107
Annapolis, Maryland 21401

The Honorable Adrienne A. Jones
Speaker
Maryland House of Delegates
State House, H-101
Annapolis, Maryland 21401

Re: Interim Report from the Workgroup on English Learners in Public Schools (MSAR #13388)

Dear Governor Hogan, President Ferguson, and Speaker Jones:

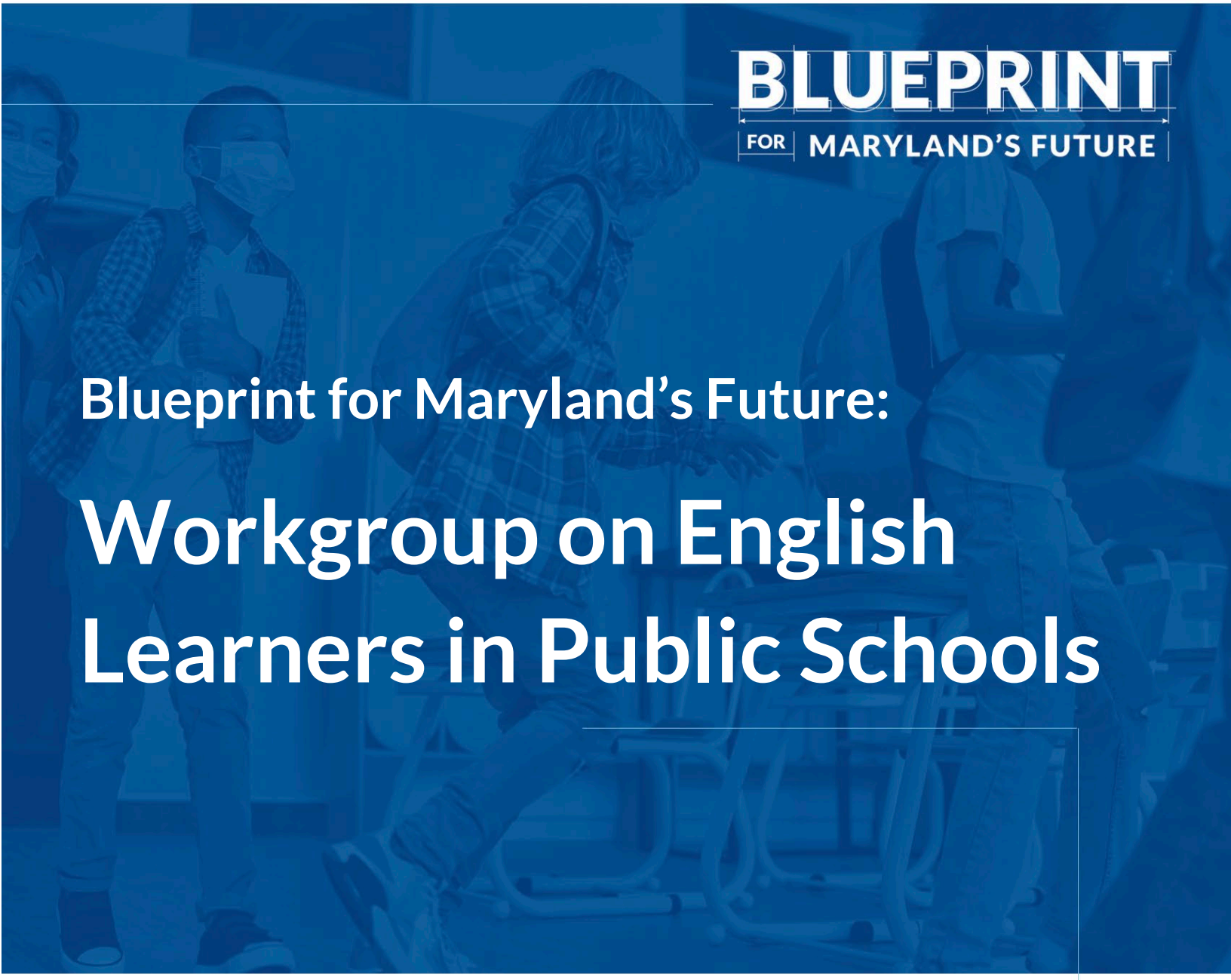
The Blueprint for Maryland's Future established a Workgroup on English Learners in Public Schools, chaired by the State Superintendent of Schools. The statute requires this Workgroup to submit an interim report of its current findings and preliminary recommendations on December 1, 2021. The statute also requires that a final report from the Workgroup be submitted one year from today.

This interim report includes background on English Learners in Maryland, national best practices, and preliminary recommendations for supporting English Learner students in Maryland.

If you have questions or need additional information, please contact Ary Amerikaner, Chief of Staff, at ary.amerikaner@Maryland.gov or by phone at (410) 767-0090.

Best,

Mohammed Choudhury
State Superintendent of Schools



BLUEPRINT FOR MARYLAND'S FUTURE

Blueprint for Maryland's Future:

Workgroup on English Learners in Public Schools

Interim Report

December 2021

MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

MARYLAND STATE DEPARTMENT OF EDUCATION

Mohammed Choudhury
State Superintendent of Schools
Secretary-Treasurer, Maryland State Board of Education

Deann M. Collins, Ed.D.
Deputy Superintendent, Teaching and Learning

Larry Hogan
Governor

MARYLAND STATE BOARD OF EDUCATION

Clarence C. Crawford
President, Maryland State Board of Education

Charles R. Dashiell, Jr., Esq. (Vice President)

Shawn D. Bartley, Esq.

Gail Bates

Chuen-Chin Bianca Chang

Susan J. Getty, Ed.D.

Vermelle Greene, Ph.D.

Jean C. Halle

Dr. Joan Mele-McCarthy

Rachel L. McCusker

Lori Morrow

Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.

Kevin Bokoum (Student Member)

EL WORKGROUP MEMBERSHIP

CHAIR

Mohammed Choudhury, Maryland State Superintendent of Schools

APPOINTED BY SENATE PRESIDENT

Honorable Cheryl Kagan

APPOINTED BY HOUSE SPEAKER

Honorable Alonzo Washington

APPOINTED BY STATE SUPERINTENDENT OF SCHOOLS

Dr. Libia Gil, Former Assistant Deputy Secretary and Director for OELA at the US Department of Education, Founding Board Member, Sobrato Early Academics Language Model

Lucy Hernandez, Bilingual Social Worker, Baltimore County Public Schools

Dr. Eric Louèrs-Philips, Executive Director of Public Affairs, Frederick County Public Schools

Diego Toledo, Goucher College student, graduate of Anne Arundel County Schools

Isela Vidals, Academic Dean of César Chávez Dual Language Spanish Immersion School, Prince George's County Public Schools

Judith Walker, Early Learning Branch Chief, Maryland State Department of Education

Conor P. Williams, PhD, Senior Fellow, the Century Foundation

Min Woo, Specialist, International Student Family Outreach, Howard County Public Schools

AT LEAST ONE ADVOCATE FOR ENGLISH LANGUAGE LEARNERS

Drew S. Fagan, Ed.D., First Vice President, Maryland TESOL Association; Associate Clinical Professor, Applied Linguistics and Language Education, Coordinator of TESOL Programs, University of Maryland, College Park

Matthew Peters, Executive Director, Chesapeake Multicultural Resource Center

AT LEAST ONE EXPERT IN EDUCATION FROM A DIVERSE AREA OF THE STATE

Dr. Anjali Pandey, Professor, Applied Linguistics, Project Director: TARGET TESOL program, Salisbury University

Niki Hazel, Associate Superintendent, Curriculum and Instructional Programs, Montgomery County Public Schools

Dr. Kia McDaniel, Director of Curriculum and Instruction, Prince George's County Public Schools

Paula Moore, ESOL and World Languages Supervisor, Washington County Public Schools

APPOINTED BY MARYLAND STATE EDUCATION ASSOCIATION

Anne Marie Foerster Luu, English and ESOL Teacher, Montgomery County Public Schools

MARYLAND STATE DEPARTMENT OF EDUCATION STAFF

Julia Chavez, Education Specialist, Early Childhood

Amir François, Senior Research and Data Specialist

Kathleen Maher-Baker, English Language Arts Specialist

Susan Spinnato, Director of Instructional Programs

Laurel Williams, Specialist, EL/Title III

Dylan Winslow, Computer Information Specialist

Ilhye Yoon, Coordinator, EL/Title III

Jonathan Turner, Lead Specialist for Student Support and Academic Enrichment

TABLE OF CONTENTS

Note from the Chair

The *Blueprint for Maryland's Future* provides the foundation needed to elevate every child to reach their full promise and potential by transforming Maryland's education system. With its emphasis on equity, the *Blueprint* established the Workgroup on English Learners in Public Schools and charged it to study the availability of and access to resources for English learners and their families and make recommendations that will accelerate their academic achievement. This work is a priority for me. Maryland's population of multilingual learners is fast-growing and will shape the demographics of the state and country for years to come.

I was honored to assume the role as Chair of the Workgroup of English Learners in Public Schools as one of my first responsibilities as Maryland's State Superintendent in July 2021. The commitment and expertise of this diverse group of legislators, educators, stakeholders, and national experts have enabled us to engage in conversations around the policies and practices in multiple states that guide their core initiatives for educating and supporting multilingual students.

This Interim Report includes background information, national best practices, and research shared at the seven Workgroup meetings held from August through November 2021. Most importantly, the Workgroup's preliminary recommendations in this report are designed to evolve Maryland's existing policies and practices to focus on the assets of our English learners and ensure the best-in-class education for them. This isn't just another report for me; it will have serious implications for how the state chooses to educate multilingual learners going forward. I look forward to collaborating further with the Workgroup, curating additional research and national initiatives, building on our preliminary recommendations, and developing the December 2022 Final Report.

Best,

Mohammed Choudhury
State Superintendent of Schools

Executive Summary

The Workgroup on English Learners (Workgroup) in Public Schools was established in the Blueprint for Maryland's Future Act during the 2020 Maryland General Assembly session. The Workgroup was charged with collecting data on English learners (ELs) in the state, reviewing national research and current practices, and making recommendations to improve the education of English learners in the state. Maryland is home to over 88,000 English learners in grades K-12. These students speak 178 different languages, adding rich cultural and linguistic diversity to every school system in the state.

The following are the charges assigned to the Workgroup by the *Blueprint* legislation:

- Collect data on:
    - the number of English language learners at each public early childhood, primary, and secondary school in the State;
    - the percent of English language learners in the total student population at each public early childhood, primary, and secondary school in the State;
    - the services available to English language learners in public early childhood, primary, and secondary schools throughout the State and the effectiveness of those services; and
    - the accessibility of public early childhood, primary, and secondary school teachers, administrators, and staff to English language learners and their families, including whether:
        - bilingual front office staff are available to assist parents;
        - security personnel at the school are able to assist English language learners, especially in the event of a safety concern;
        - guidance counselors at the school are able to work effectively with English language learners; and
        - teachers and classroom aides at the school are able to effectively teach and work with English language learners;
- Review methods of teaching and providing other services to English language learners in public early childhood, primary, or secondary schools, including methods used:
    - in the State, other states, and other countries;
    - for recruiting and retaining bilingual teachers and staff, including security and administrative staff who speak Spanish; and
    - for recruiting teachers from other countries who speak Spanish or other languages and only need to obtain a Maryland teaching certificate to teach in the State; and
- Make recommendations on improving the education of English language learners in public early childhood, primary, or secondary schools in the State, including whether additional funding should be provided; and
- Measure and make recommendations to address learning loss as a result of the COVID-19 pandemic for English language learners.

The Workgroup, chaired by State Superintendent of Schools, Mohammed Choudhury, met every two weeks in a virtual format from August through November 2021. Each meeting began with a guiding question on a topic aligned with the legislative requirements. Experts and practitioners provided national best practices and research on the topic. Maryland State Department of Education (MSDE) staff presented State policy and practices. Most meetings also included an examination of State data related to the discussion. Time was built into each meeting for Workgroup members to engage with the presenters and with each other by asking questions, further discussing the topic, and generating recommendations. Workgroup meeting agendas and resources were posted on the MSDE website here.[1]

This Interim Report provides demographic and achievement data about English learners in Maryland, and information on existing practices and policies in the state. The report includes summaries of presentations about best practices from state leaders in California, New York, Texas, and Washington. A synopsis of research findings provided at the Workgroup meetings informed the development of the Preliminary Recommendations.

PRELIMINARY RECOMMENDATIONS

Preliminary Recommendation 1: Identification and support for young dual language learners (DLLs) and their families

To ensure early childhood education and care programs are responsive to the experiences and needs of DLLs, Maryland should adopt:

a. a standardized, comprehensive method for collecting and sharing information about this population

b. a statewide plan for supporting DLLs via early childhood educational opportunities.

Preliminary Recommendation 2: Maryland bilingual teacher certification

To ensure an adequate supply of effective bilingual teachers, Maryland should:

a. adopt a bilingual certification

b. ensure that unnecessary barriers do not limit multilingual candidates from becoming certified teachers in Maryland.

Preliminary Recommendation 3: All teachers prepared to serve English learners

To ensure all teachers are prepared to serve ELs, Maryland should:

a. require that all educator preparation programs provide training in EL-related teacher competencies and provide EL student clinical opportunities for pre-service educators

b. expand dual certification offerings (English as a Second Language combined with another certification area)

c. invest in training for all current educators focused on the assets of multilingualism and improving academic outcomes for English Learners.

Preliminary Recommendation 4: Teacher pipeline

[1] https://marylandpublicschools.org/Blueprint/Pages/ELBlueprintWorkgroup/index.aspx

To ensure that all ELs have the benefit of certified ESOL and bilingual teachers, Maryland should:

a. expand grow-your-own programs and other research-based efforts to recruit and train ESOL and bilingual educators

b. support Local School Systems in increasing the number of conditionally certified ESOL teachers who earn certification.

Preliminary Recommendation 5: Scale two-way immersion programs

To maximize the number of students who can benefit from these research-based programs, Maryland should develop, fund, and implement a statewide approach to expansion of two-way immersion programs.

Preliminary Recommendation 6: Support and sustain multilingualism by promoting an asset-based approach

To shift this from a deficit mindset, Maryland should develop and implement a statewide strategy to promote asset-based perspectives regarding ELs at every level from the State Department of Education to individual educators and staff.

Preliminary Recommendation 7: Equitable communication with multilingual families

To ensure equity and access for multilingual parents and guardians, Maryland should establish a comprehensive language access policy for MSDE and public schools.

Preliminary Recommendation 8: Inclusive and valid assessments for multilingual learners

To ensure equity and inclusion in the state assessment program, Maryland should explore the expansion of assessments in multilingual students' dominant language(s) that will accurately demonstrate their academic achievement and language proficiency.

The State of English Learners (ELs) in Maryland Schools

This section presents key data on the state of English Learners (ELs) in Maryland. It includes demographic information, school experience, and performance of ELs. The Workgroup is using these data as reference points as they consider the changes necessary to achieve equity and excellence for all English learners.

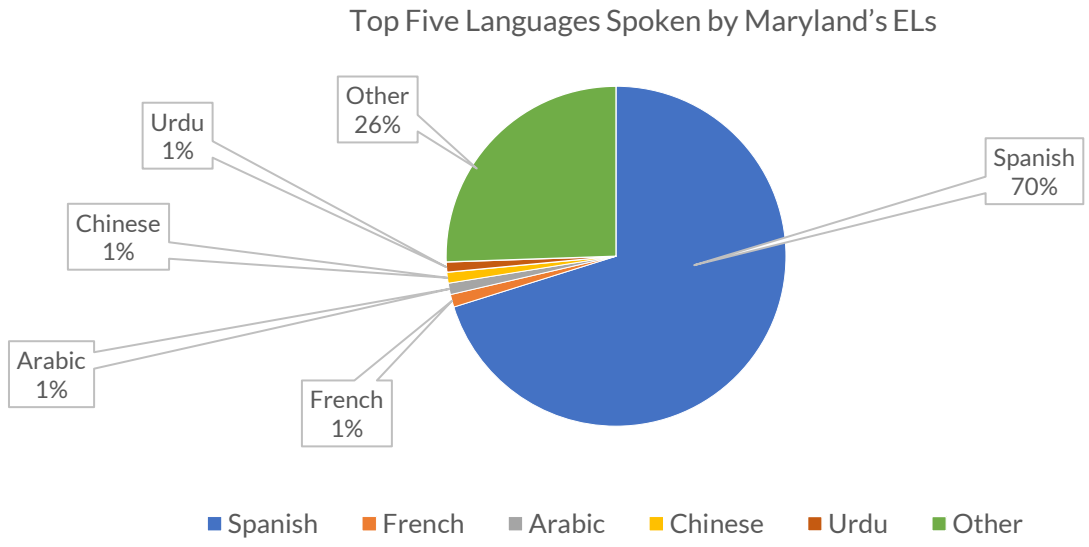
DIVERSITY IN MARYLAND

According to the 2020 US Census Bureau's diversity index, Maryland is the most diverse state on the Eastern Seaboard (United States Census Bureau, 2021). The diversity in the state is due in part to a 4-percentage point increase of the Hispanic population from 2010 to 2020 and a 1.5 percentage point increase of the Asian population in the same period. Students in Maryland are exposed to a variety of cultures and ethnicities through curricular materials and courses of study, but the greatest benefits of student diversity come from working with their classmates (Quick & Kahlenberg, 2019). English learners bring a wealth of experience and language to their school communities, providing meaningful opportunities for students to interact and learn from one another.

LINGUISTIC DIVERSITY OF ENGLISH LEARNERS

Maryland's K-12 English learner population comprises over 88,000 students who speak 178 languages. Figure 1 shows that approximately 70% of English learner students in Maryland speak Spanish, followed by Arabic, French, Chinese, and Urdu as the top five most commonly spoken languages.

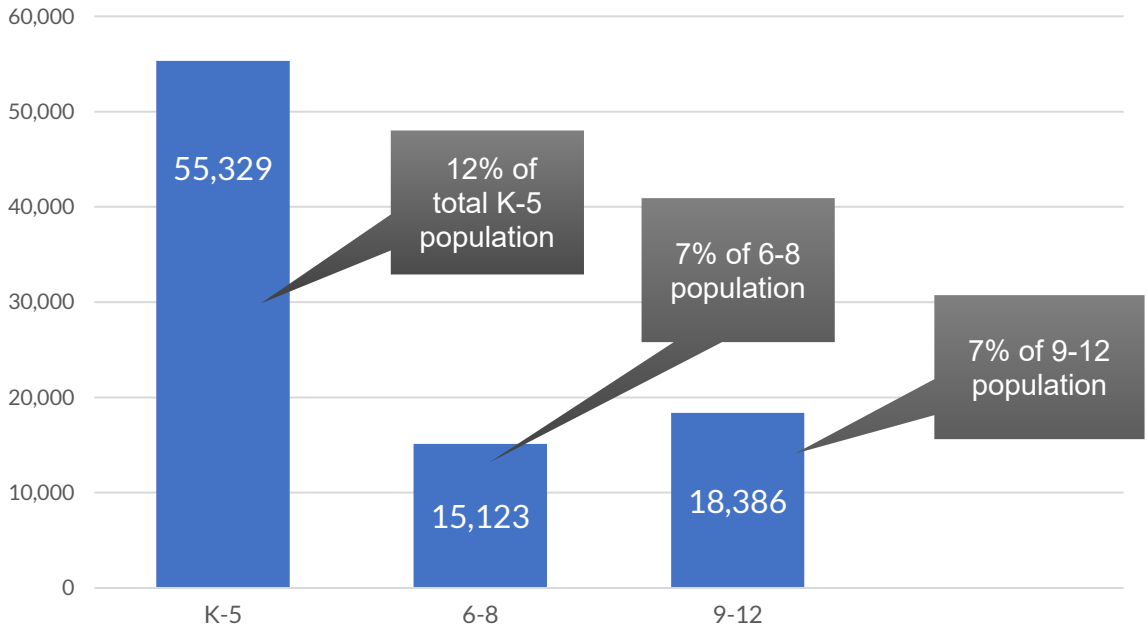
Figure 1: Major Languages Spoken by Maryland's ELs



ENGLISH LEARNERS BY THE NUMBERS

The 88,838 English learners in Maryland make up 10.3% of the total student population in grades K-12. As illustrated in Figure 2, ELs are more concentrated in elementary schools than middle and high schools. Currently, approximately 12% of the K-5 elementary population or 55,000 students are English learners. The majority of Maryland's elementary aged ELs are born in the United States. At the secondary level, 7% of the school population is English learners, which is approximately 15,000 middle school students and 18,000 high school students. Middle and high school enrollment numbers include both new immigrant students as well as those who are long term English learners.

Figure 2: Distribution of English Learners Across Grade Levels in Maryland



ELs are enrolled in every school system across the state, but the largest concentration of ELs in Maryland is in and around the metropolitan areas of Baltimore City and Washington D.C., and urbanized areas such as Salisbury, Prince George's County, and Montgomery County are home to almost 54,000 ELs combined, over 38% of all ELs statewide. An additional 18% of Maryland's ELs, approximately 15,921 students, are enrolled in schools in Baltimore City and Baltimore County. (See Figures 3 and 4.)

Figure 3: 2020-2021 EL Enrollment in Local School Systems

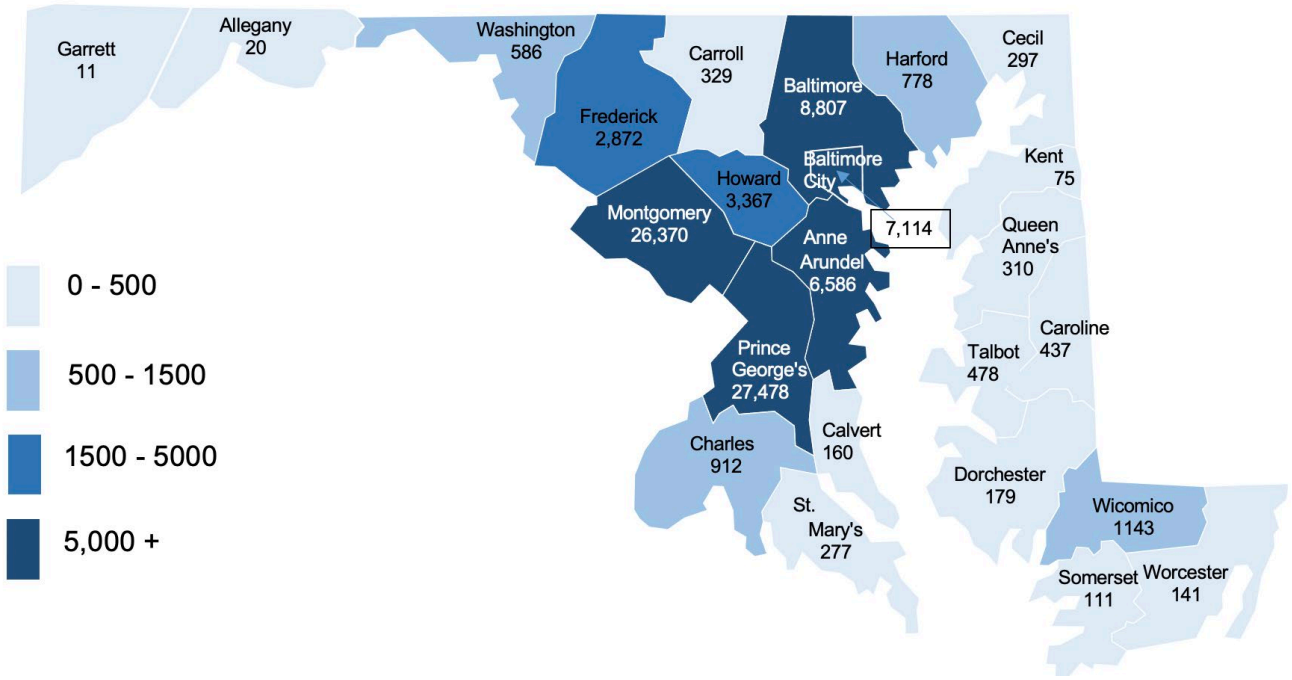


Figure 4: 2020-2021 EL Percentage of Total Population in Local School Systems

Mirroring national trends, the number of English Learners in the State continues to increase over time. A slight drop in enrollment in the 2020-2021 school year can be attributed to the COVID-19 pandemic; however, this recent decrease is proportional to the overall enrollment trends for all students. (See Figures 5 and 6.)

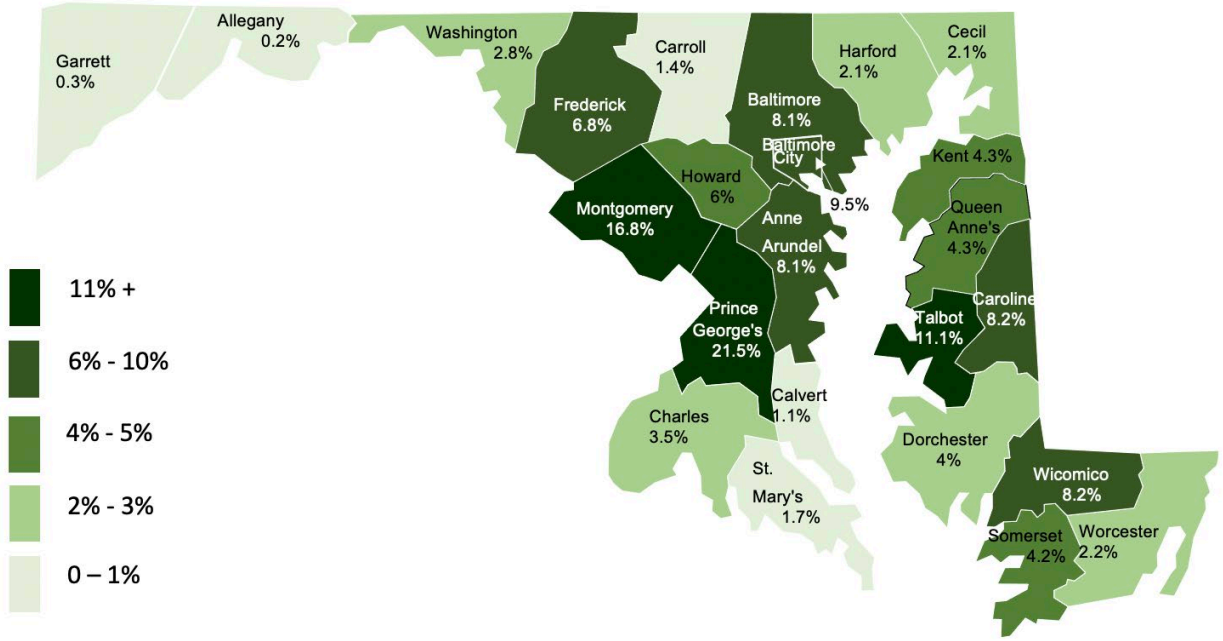


Figure 5: Maryland's K-12 EL Population

Year	% Change from previous year
2015-2016	+ 4%
2016-2017	+ 9%
2017-2018	+ 15%
2018-2019	+ 6%
2019-2020	+ 11%
2020-2021	- 5%
Average Yearly Rate of Change	**+ 7.7%**
Average Yearly Rate of Change, Prior to SY 2020-2021	**+ 10.7%**

Figure 6: Change in EL Population Over Time

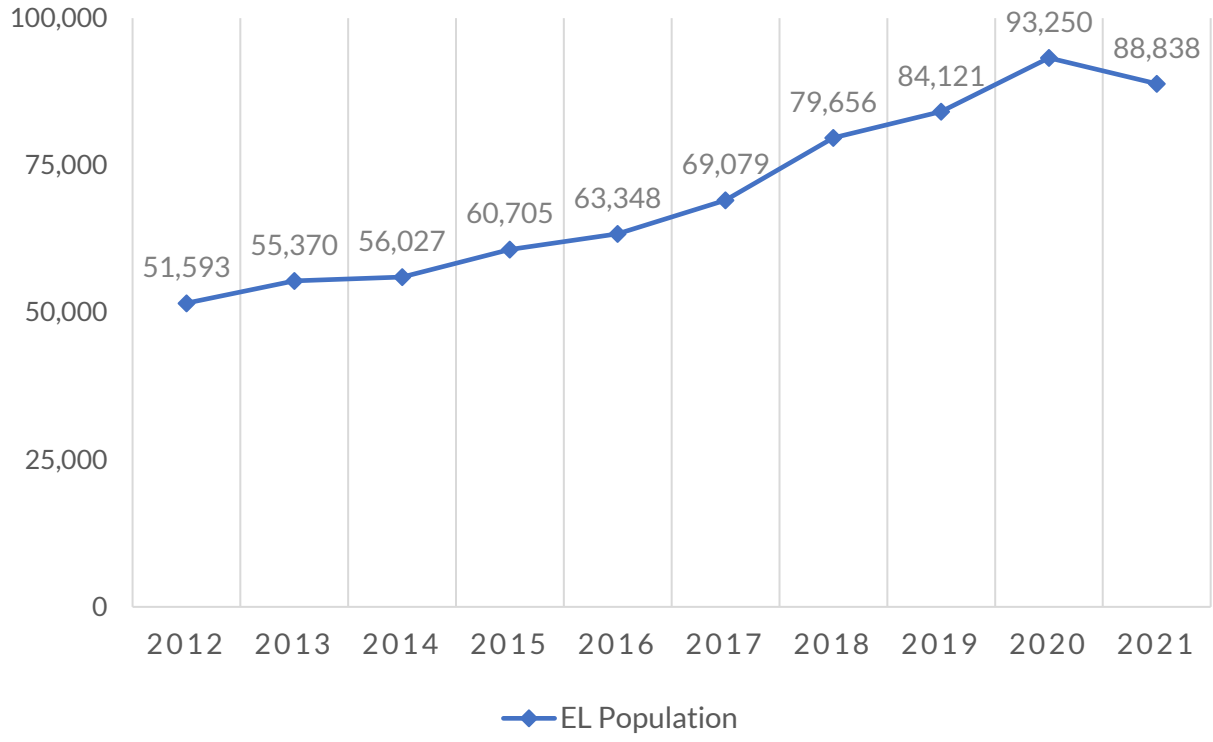


Figure 7: K-12 EL Population Changes Over the Last Five Years

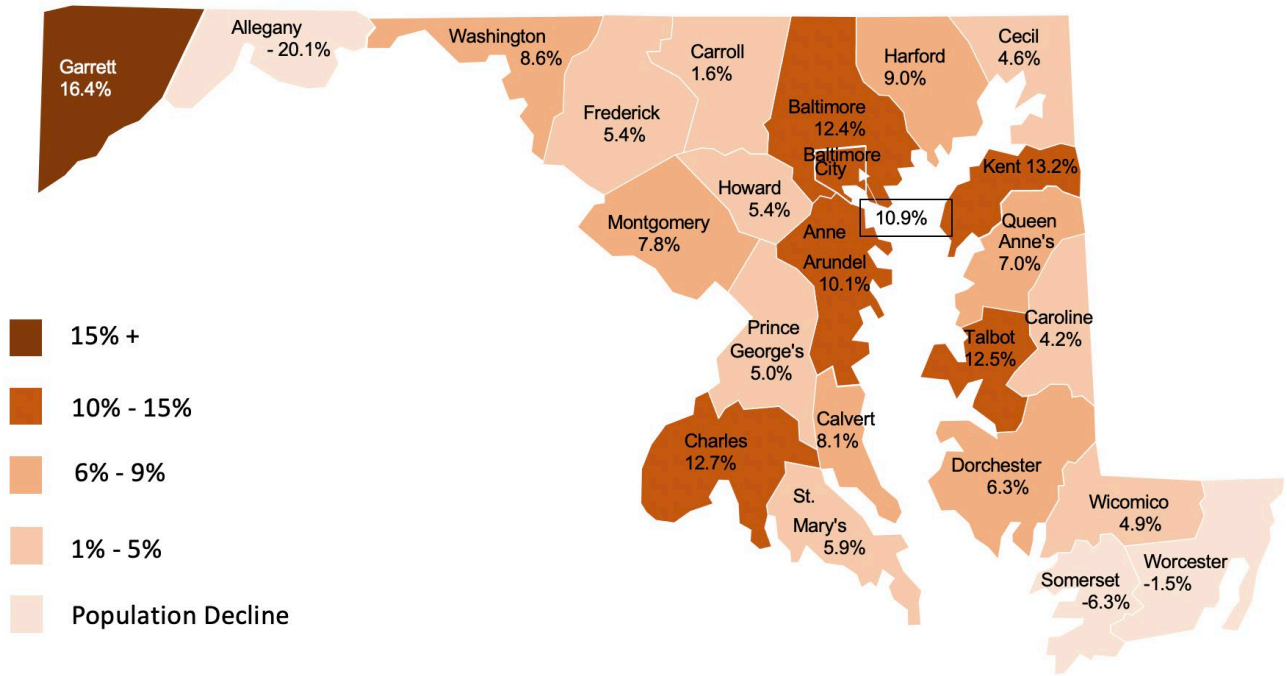
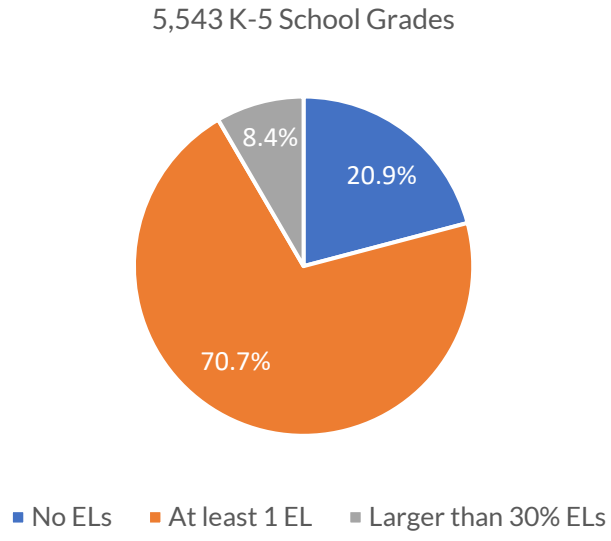


Figure 7 gives a clearer picture of where the increase in population has occurred in the state. This growth of the EL population across the state has also changed the composition of classrooms and expanded the number of settings where services for ELs are needed. Nearly 80% of all elementary school grades (each grade within each Maryland public school) have at least one English learner enrolled. A growing number of schools have sizable shares of their populations composed of English learners. Over 8% of elementary school grades have EL populations of 30% of students or higher. (See Figure 8.)

Figure 8: Share of Maryland Elementary Classrooms by EL Population



As with all students, Maryland's English learners are a diverse group of students. In 2020, 78% of the EL population identified as Hispanic, by far the largest racial/ethnic group. An additional 9% of EL students identify as Asian, 8% as Black, and 4% as White, among others. (The Maryland State Department of Education, 2020). (See Figure 9.)

English learners are overrepresented among students living in poverty and students with disabilities. While 38.5% of non-EL students were eligible for free and reduced priced meals (FARMs) in 2020, 71.7% of ELs were eligible. (See Figure 10.) ELs also have larger shares of students identified with disabilities (12.5%) than non-EL students (11.8). (See Figure 11.) The gap between ELs and non-ELs identified with disabilities has grown or stayed consistent every year since 2017, but these differences are not as large as the disparity in FARMs status.

English learners are identified for gifted and talented status at lower rates than non-EL students in Maryland. Only 1.1% of ELs were identified in 2020, compared to 15% of non-ELs. (See Figure 12.) Former ELs, or reclassified ELs, however, have a higher rate of identification as gifted and talented compared to non-ELs; 22.8% of reclassified EL students were identified as gifted and talented.

Figure 9: Racial Composition of Maryland EL Population (2016 – 2020)

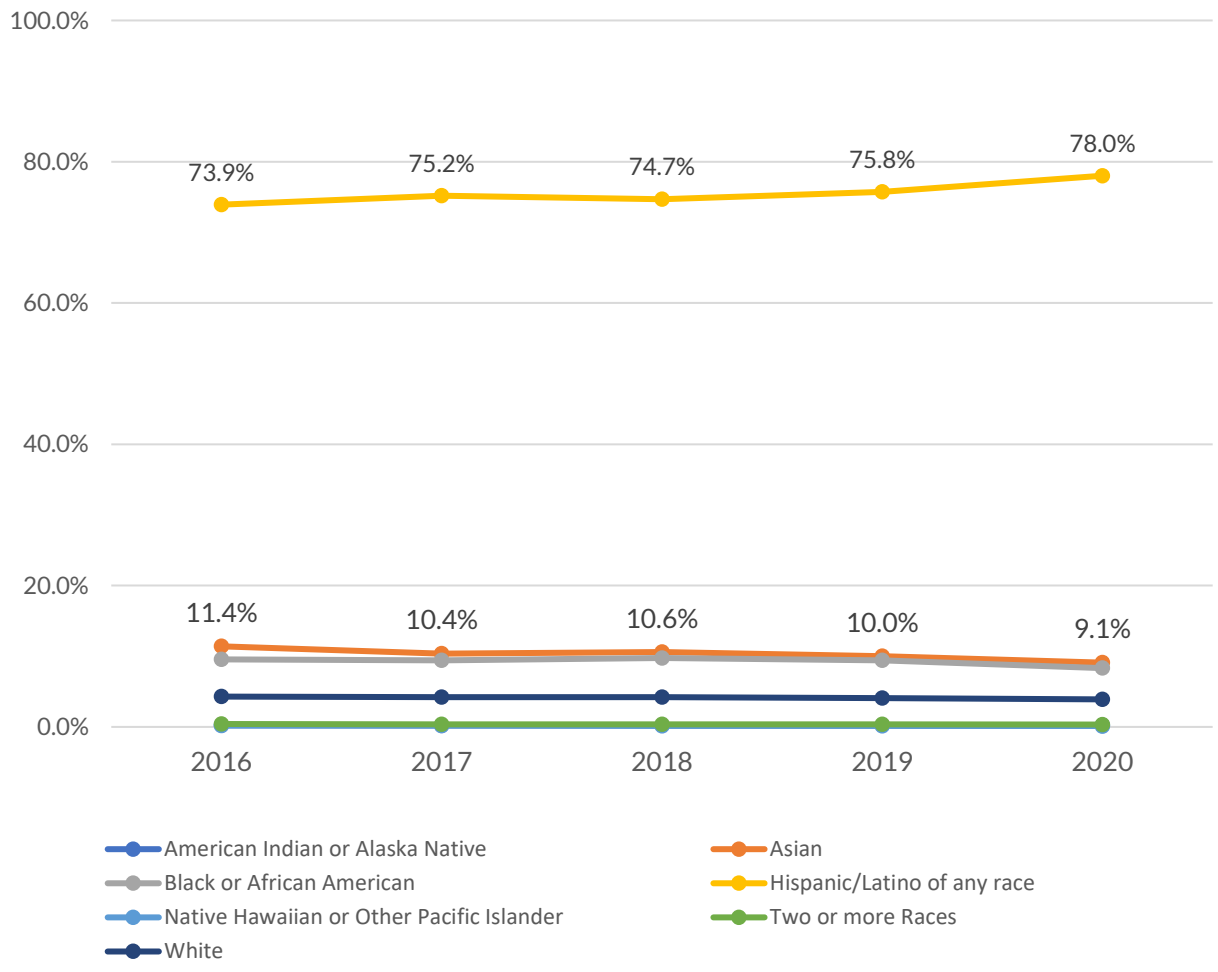


Figure 10: Proportion of Students Eligible for Free and Reduced Priced Meals, by EL Status (2016 – 2020)

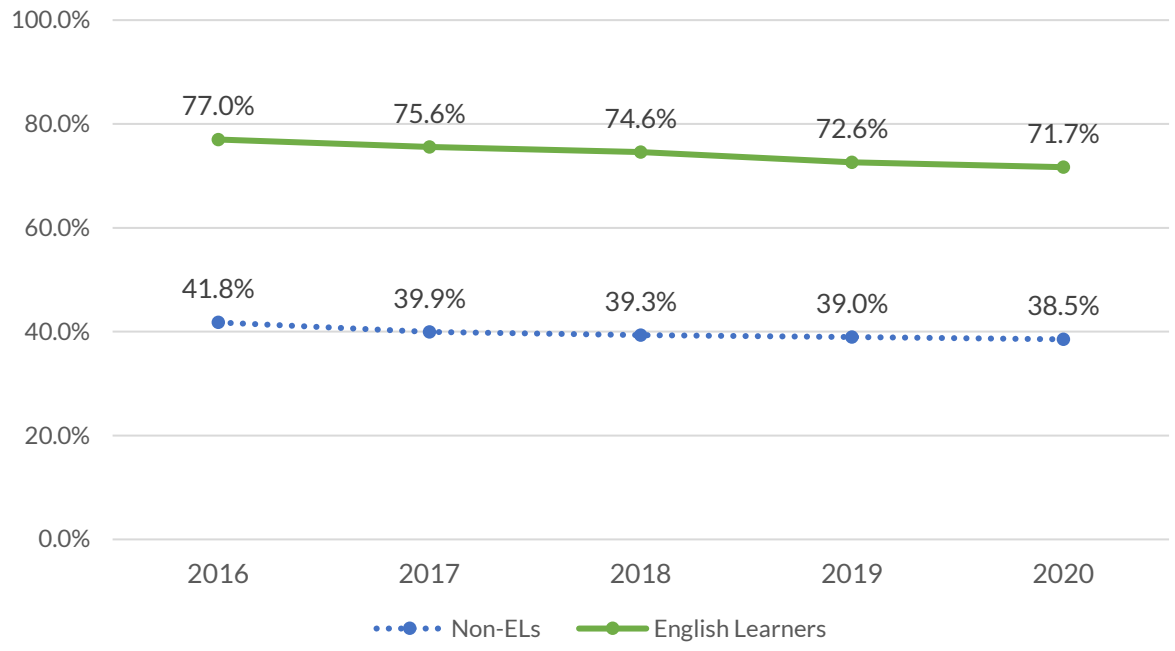


Figure 11: Proportion of EL and Non-EL Student Groups Identified with Disabilities (2016 – 2020)

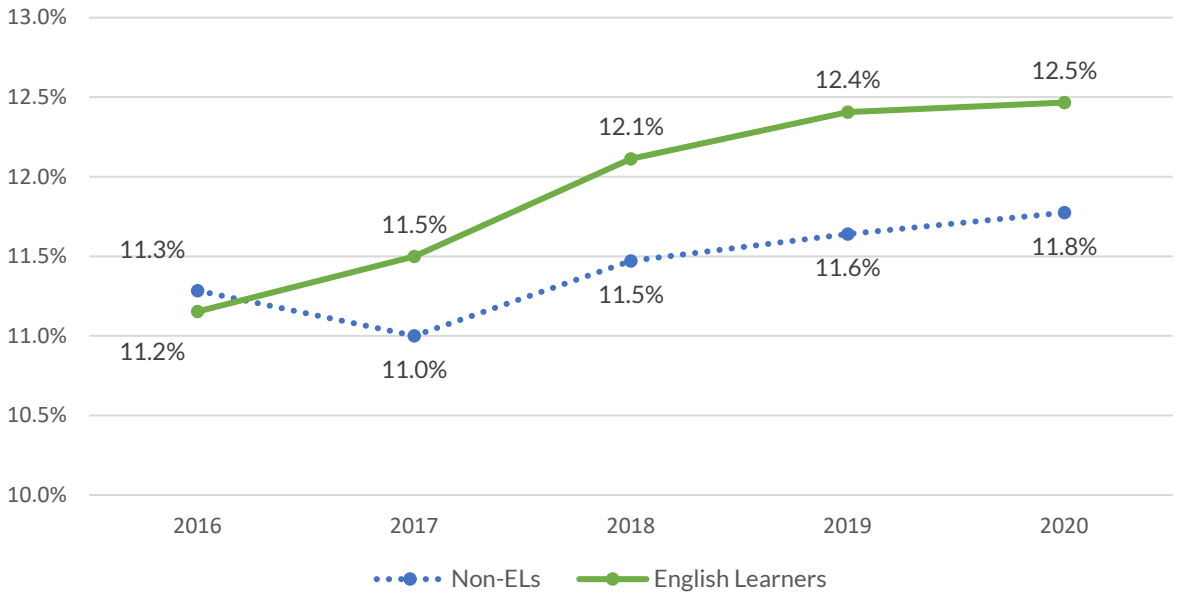
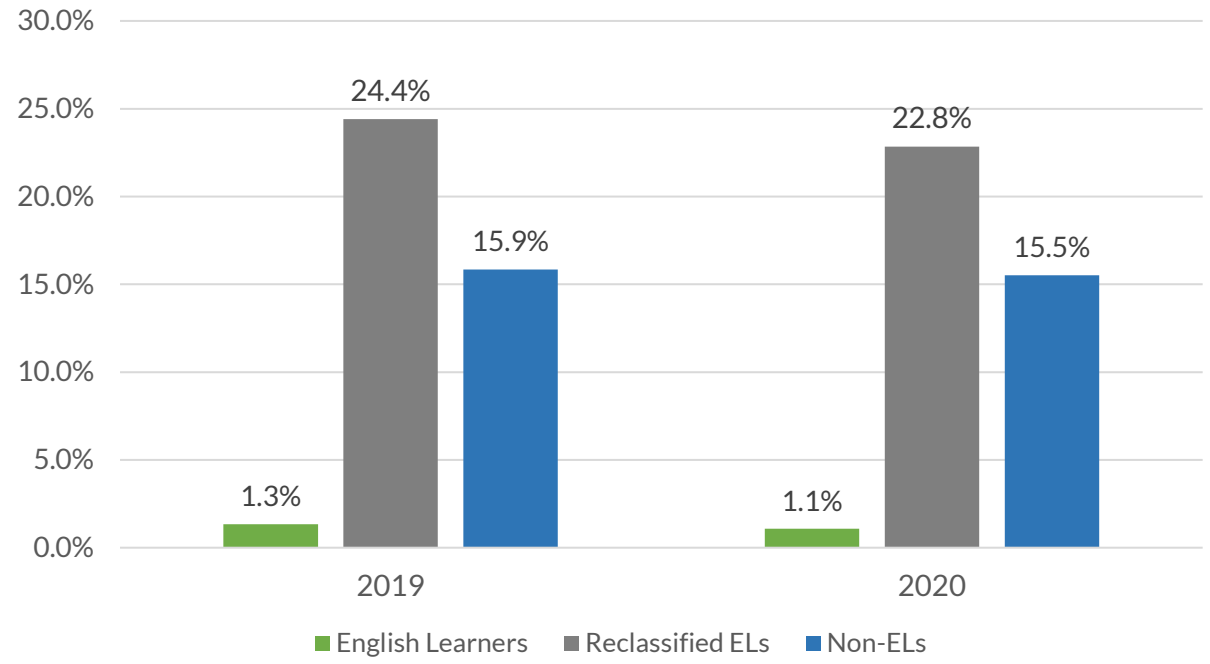


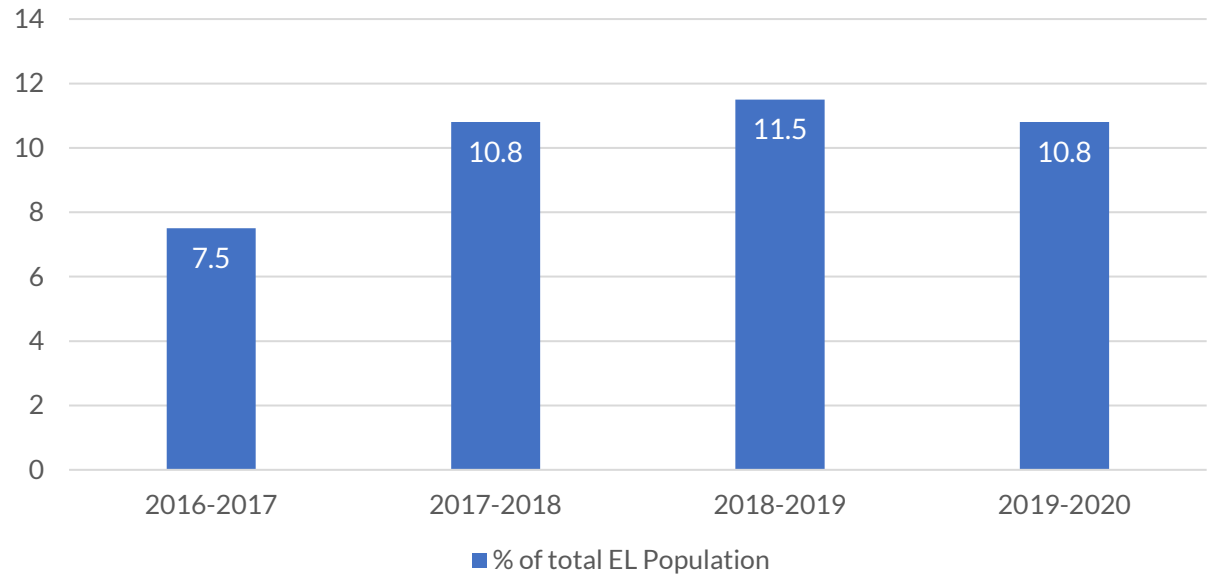
Figure 12: Proportion of EL, Reclassified ELs, and Non-EL Student Groups Identified as Gifted and Talented (2019 – 2020)



ENGLISH LEARNERS AND ENGLISH LANGUAGE PROFICIENCY

Figure 13 illustrates the percentage of ELs achieving English language proficiency from 2016 through 2020. English learners who meet the state criteria for achieving proficiency are "exited" from the English language development program. The slight decrease (0.7%) in the 2019-2020 school year, which could be in part due to the challenges students and schools faced as the pandemic hit its peak.

Figure 13: Maryland's EL Exit Rate



ENGLISH LEARNERS AND ACADEMIC PERFORMANCE

Consistent with national trends (U.S. Department of Education, n.d.), most English learners in Maryland have achieved below their non-EL counterparts in academic performance as measured by the Maryland Comprehensive Assessment Program (MCAP). While the share of grade 3-8 English learner students at or above proficient on the English language arts and mathematics state assessments has doubled between 2016 and 2019, that share has never been higher than 10%. (See Figures 14 and 15.) Similarly low proficiency rates persist in high school, as EL performance on the grade 10 English language arts assessment and the Algebra 1 assessment show the share of students at or above proficiency at 7.1% or less over the last four years of testing. (See Figures 16 and 17.)

Once ELs have exited the program by demonstrating English language proficiency, they have shown proficiency similar to their non-EL counterparts. After the research-based decision to change the exit criteria in 2017-18, the share of Reclassified ELs scoring proficient has consistently been larger than or similar to that of the statewide student population. (See Figures 15-17.)

Figure 14: MCAP ELA Grades 3 - 8 Proficiency Rates, by EL Status (2015 – 2019)

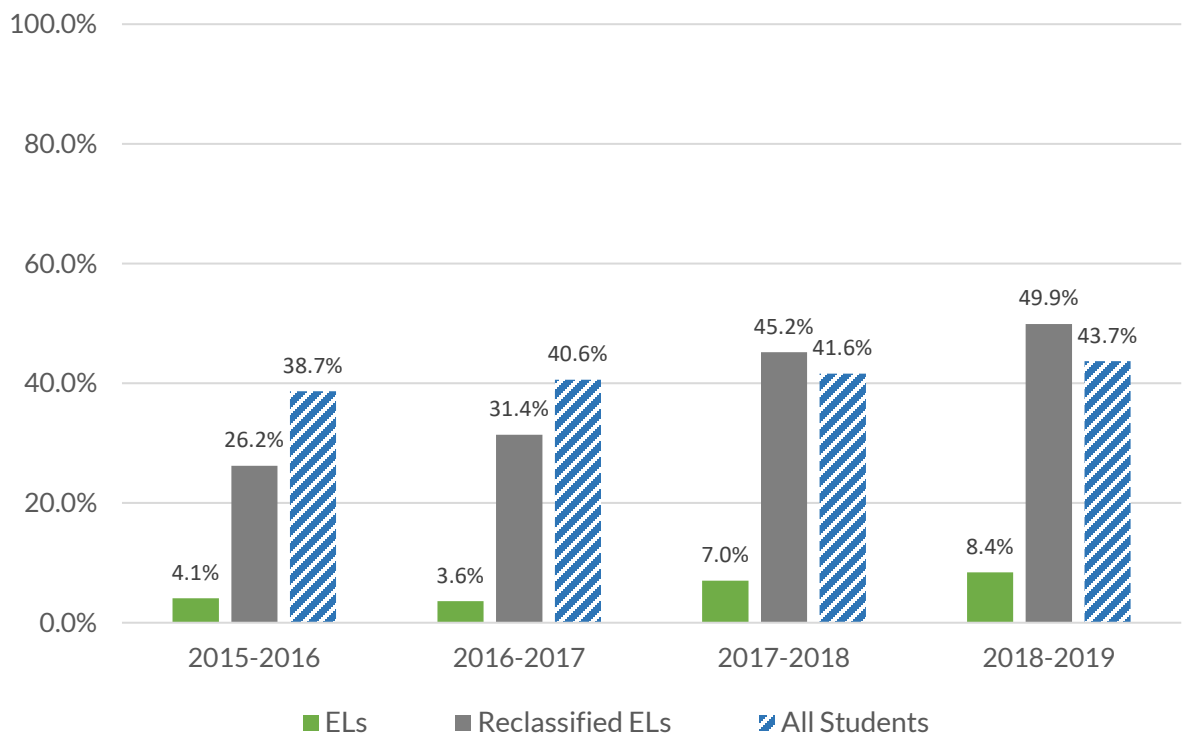


Figure 15: MCAP Math Grades 3 - 8 Proficiency Rates, by EL Status (2016 – 2020)

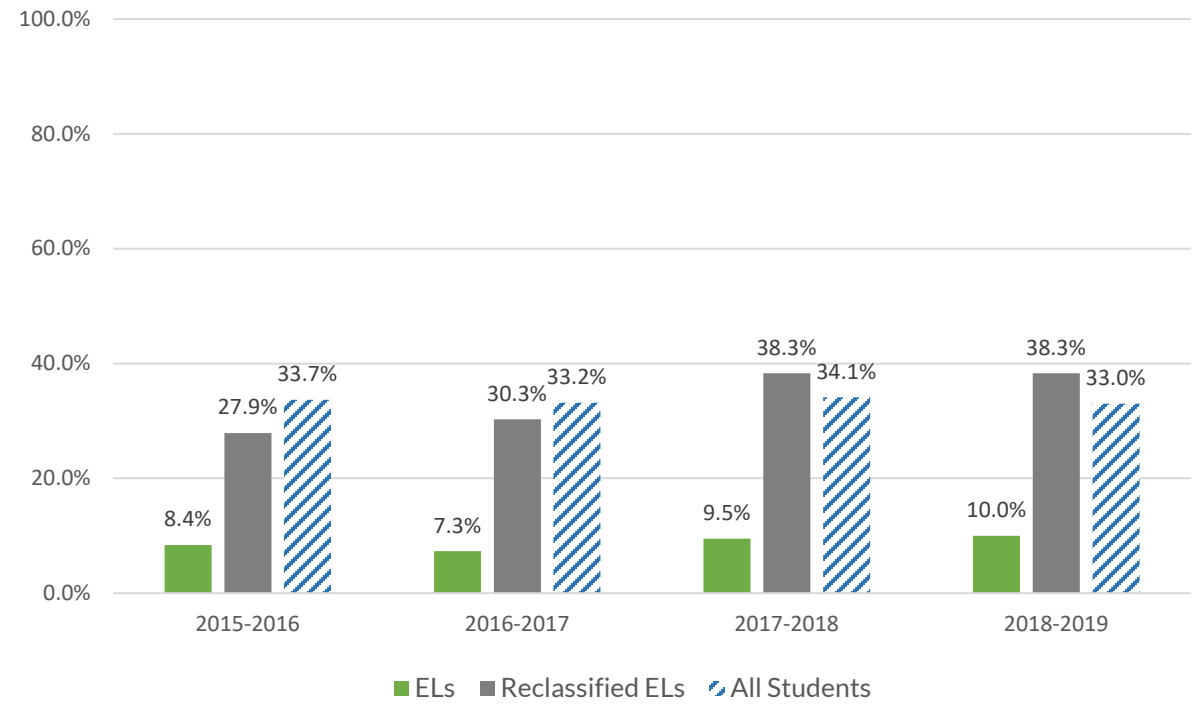


Figure 16: MCAP ELA Grades 10 Proficiency Rates, by EL Status (2015 – 2019)

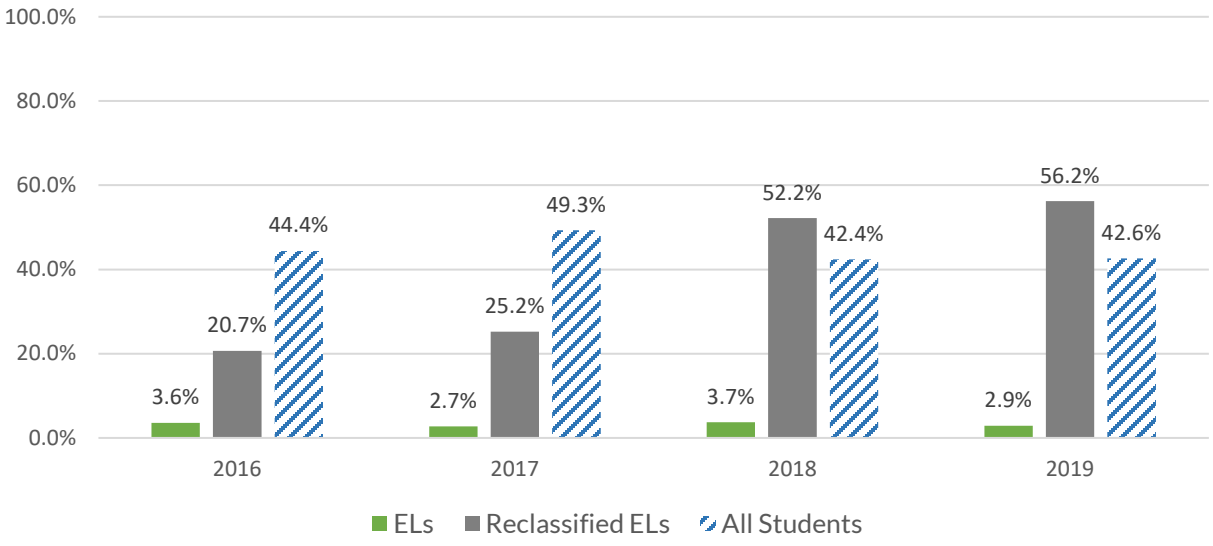
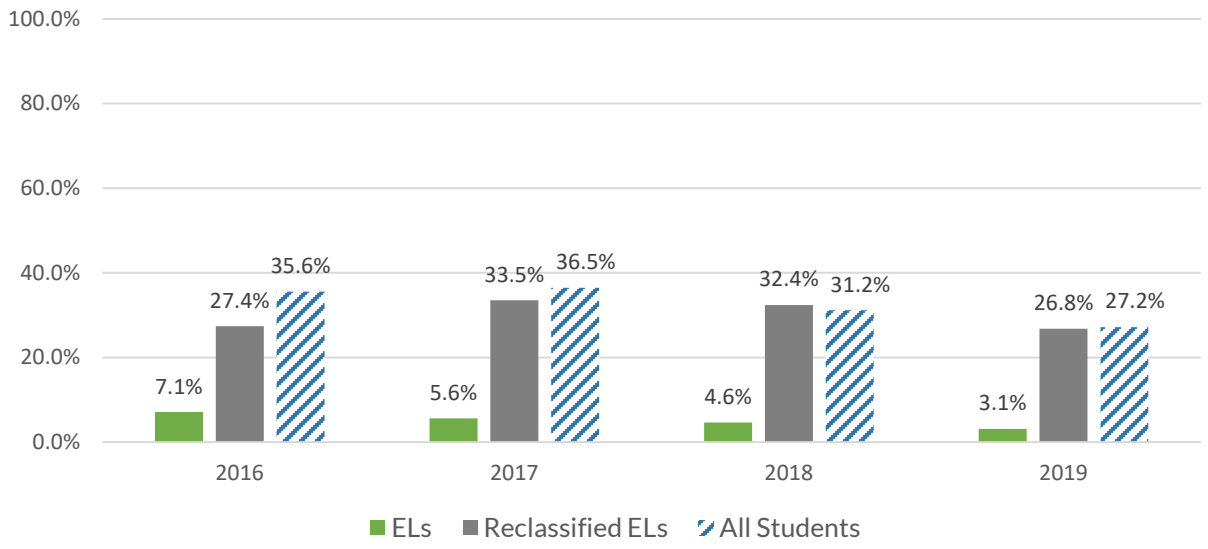


Figure 17: MCAP Algebra 1 Proficiency Rates, by EL Status (2016 – 2020)



ENGLISH LEARNER GRADUATION OUTCOMES

In 2020, almost 87% of Maryland students graduated high school in four years. While the share of English learners graduating has been well below this rate in each of the last five years, this rate has increased each year since 2017, reaching a peak of 55.6% in 2020. (See Figure 18.) Despite the lower four-year graduation rates, English learner students see a greater benefit from an additional year in high school. EL five-year graduation rates are about 5 percentage points higher than their four-year rates, compared to just a 2-percentage point difference for all students. (See Figure 19.)

Figure 18: Maryland Four-Year Graduation Rates by EL Status (2016 – 2020)

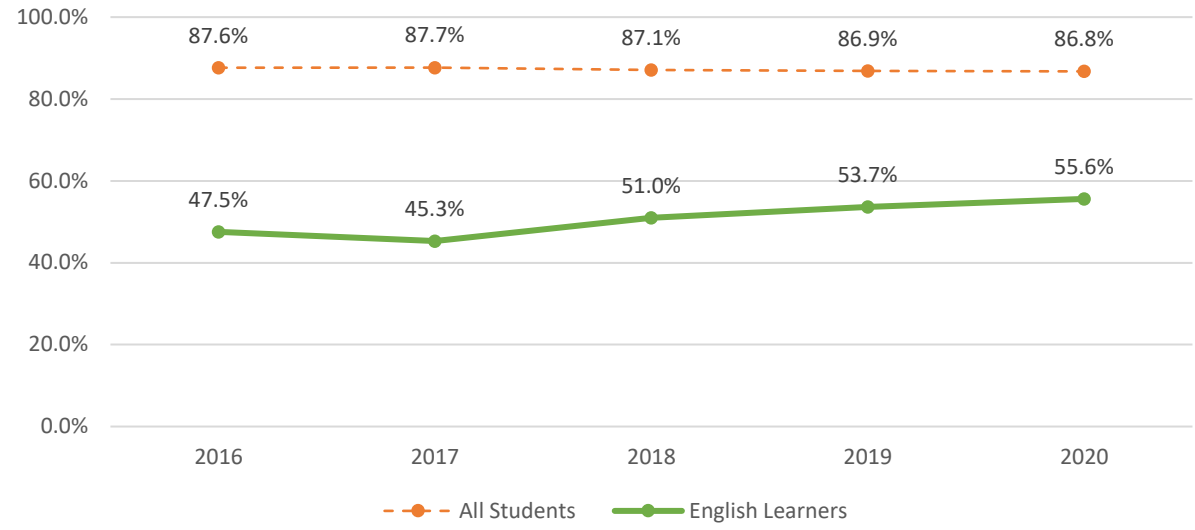
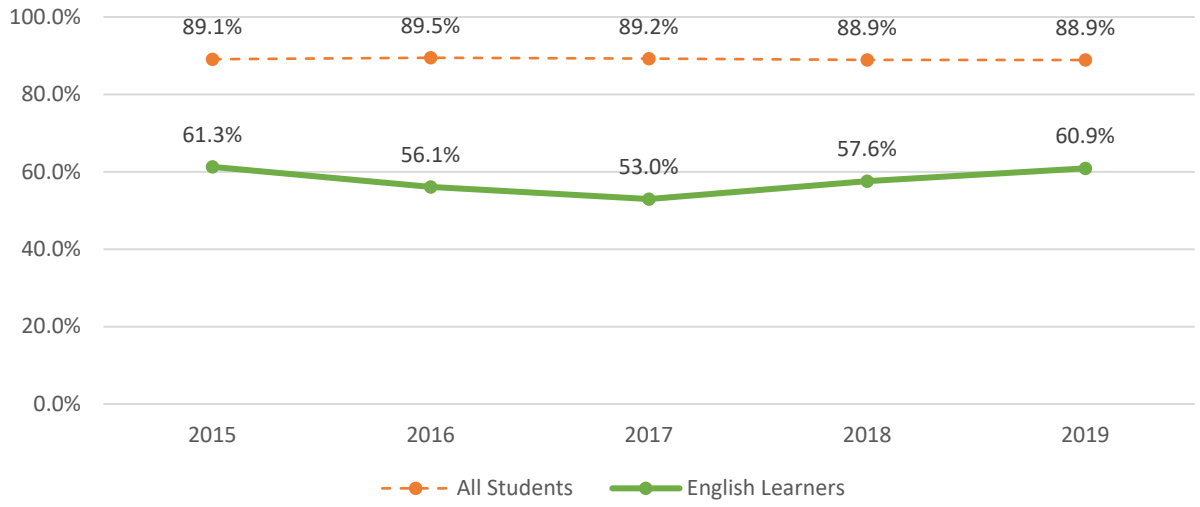


Figure 19: Maryland Five-Year Graduation Rates by EL Status (2015 – 2019)



ENGLISH LEARNERS AND SCHOOL EXPERIENCES

English learners in Maryland are not being disproportionately removed from classrooms through suspensions and expulsions. Over the last five years, ELs have had lower suspension rates than their non-EL counterparts. (See Figure 20.) However, the share of English learners who are chronically absent (i.e., absent more than 10 percent of days enrolled) has increased over the last five years to 22.6% in 2020, over three percentage points higher than the share of their non-EL counterparts. (See Figure 21.)

Figure 20: Maryland Out-of-School Suspension Rates by EL Status (2016 – 2020)

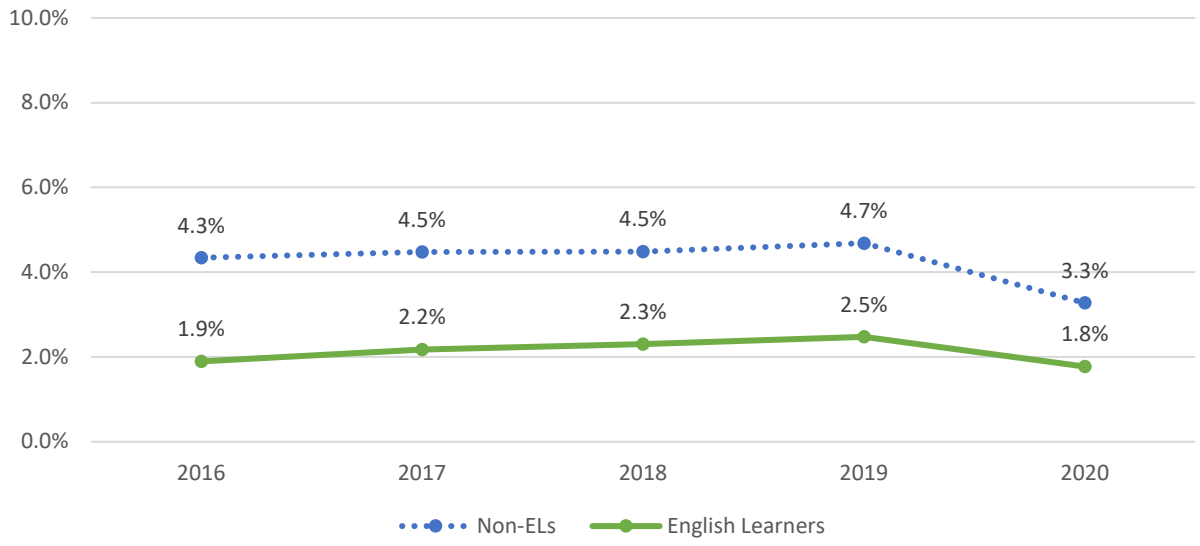
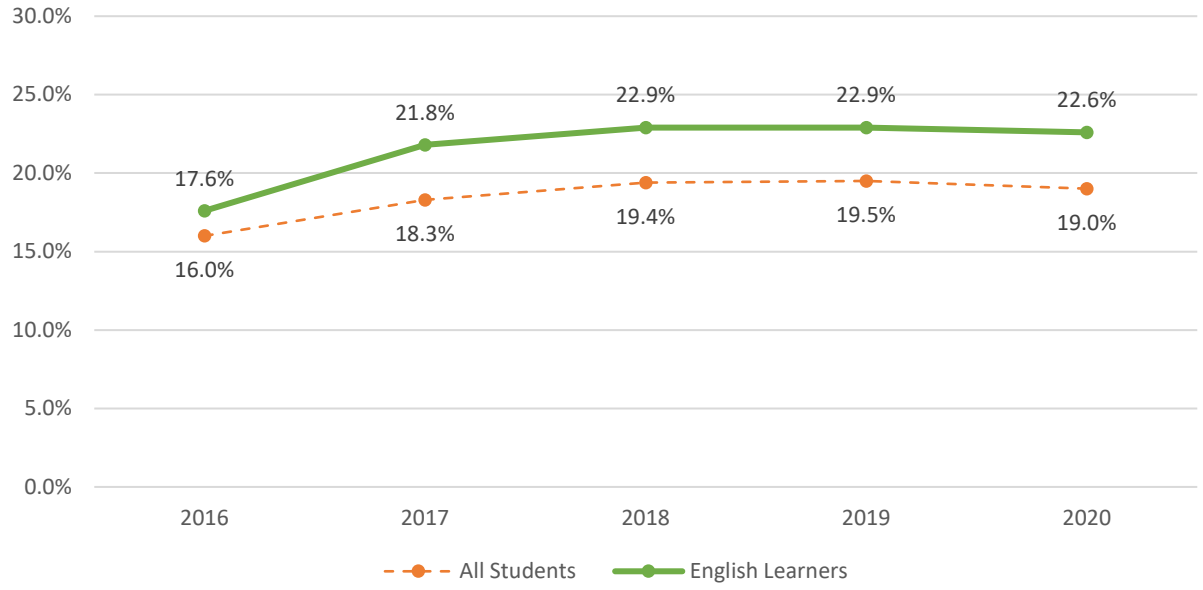


Figure 21: Share of Maryland Students Chronically Absent by EL Status (2016 – 2020)



Maryland's Existing Policies, Practices, and Data

MSDE staff provided background information to the Workgroup on the current policies, practices, and data respective to English learners in Maryland. This section also summarizes examples of local practices that were presented by school system staff.

ENGLISH LANGUAGE DEVELOPMENT POLICIES AND REQUIREMENTS

Federal Requirements

Legal requirements to guide English language development (ELD) services began in 1964 with the Title VI, Civil Rights Act. (Salomone, 2010) The Civil Rights Act states, "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This law mandated states to meet the needs of English learners. In Lau v. Nichols, the U.S. Supreme Court affirmed the Department of Education's memorandum that directed school districts to help EL students overcome language barriers so that they could meaningfully participate in educational programs. (Salomone, 2010) Later memoranda and Supreme Court cases, as well as the 2015 Every Student Succeeds Act (ESSA) reaffirmed the legal responsibility of states to meet the needs of English learners. (Department of Education, United States of America, 2016) As stated by the U.S. Department of Education, "Under federal law, programs to educate children with limited proficiency in English must be: (1) based on a sound educational theory; (2) adequately supported so that the program has a realistic chance of success; and (3) periodically evaluated and revised, if necessary." (U.S. Department of Education, 2020) These mandates have guided educational policy and practice in Maryland for over 50 years and continue to guide the Maryland EL Workgroup.

Maryland English Language Development Standards

With the goal of helping English learners achieve English proficiency while they are also learning core academic content, Maryland joined the WIDA Consortium in the 2011-2012 school year and adopted the WIDA English language development (ELD) standards and the English language proficiency assessments, WIDA ACCESS for ELLs and Alternate ACCESS for ELLs. These educational standards provide a foundation for curriculum, instruction, and assessment in the State. Each local school system (LSS) is required to align its ELD program and curriculum to the ELD standards:

- Standard 1: Language for Social and Instructional Purposes
- Standard 2: Language for Language Arts
- Standard 3: Language for Mathematics
- Standard 4: Language for Science
- Standard 5: Language for Social Studies

MD English Language Proficiency Assessments

English learners and those whose parents or guardians refused services are assessed annually to measure growth of English language proficiency (ELP). Maryland uses two ELP assessments aligned to the WIDA

standards. ACCESS for ELLs is administered to most ELs in grades kindergarten through 12. Alternate ACCESS for ELLs is administered to ELs with significant cognitive disabilities in grades 1 through 12. Below are the proficiency levels that ELs can obtain:

ACCESS for ELLs:

Entering 1.0 - 1.9	Emerging 2.0 - 2.9	Developing 3.0 - 3.9	Expanding* 4.0 - 4.9	Bridging 5.0 - 6.0

*Maryland's exit criteria of 4.5 falls in this range.

Alternate ACCESS for ELLs:

Initiating A1	Exploring A2	Engaging A3	Entering P1	Emerging* P2

*Indicates Maryland's exit criteria

HOW MARYLAND SCHOOLS SUPPORT ELS

Early Childhood and Dual Language Learners (DLLs)

Maryland does not have a formal procedure for identifying dual language learners. The term Dual language learner (DLL) is used by early childhood practitioners to describe children aged birth to five years who are learning two or more languages. 'Dual language learner' acknowledges that very young children are still actively developing their home language(s) along with an additional language." (WIDA Early Years, 2014) Identification of Maryland students as English learners begins in kindergarten; however, MSDE (via the Division of Early Childhood) has prioritized working with dual language learners and developed a partnership with WIDA Early Years. The partnership with WIDA Early Years focuses on language development of multilingual children through connection of early learning and language standards, equitable access to early childhood education (ECE) services and resources, an asset-based approach to language instruction, family engagement and the two-generational approach, and professional development.

English Language Development Services for Pre-Kindergarten

While ELD services for ELs are not mandated until kindergarten, six school systems—Baltimore City, Baltimore County, Carroll County, Caroline County, Washington County, and Worcester County—provide ELD services to their pre-K populations. These school systems employ a variety of ELD program models including co-teaching, pull-out, and push-in. In one school system, ELD instruction is provided to pre-K ELs in Title I schools only. Title I funding is utilized to cover the additional costs of teachers and materials. Common practices in other school systems include monitoring DLLs' academic progress and consulting with the ESOL (English for Speakers of Other Languages) teacher to ensure a smooth transition to kindergarten. Many school systems don't provide direct instruction to PreK DLLs but support their English language development via professional learning for PreK classroom teachers.

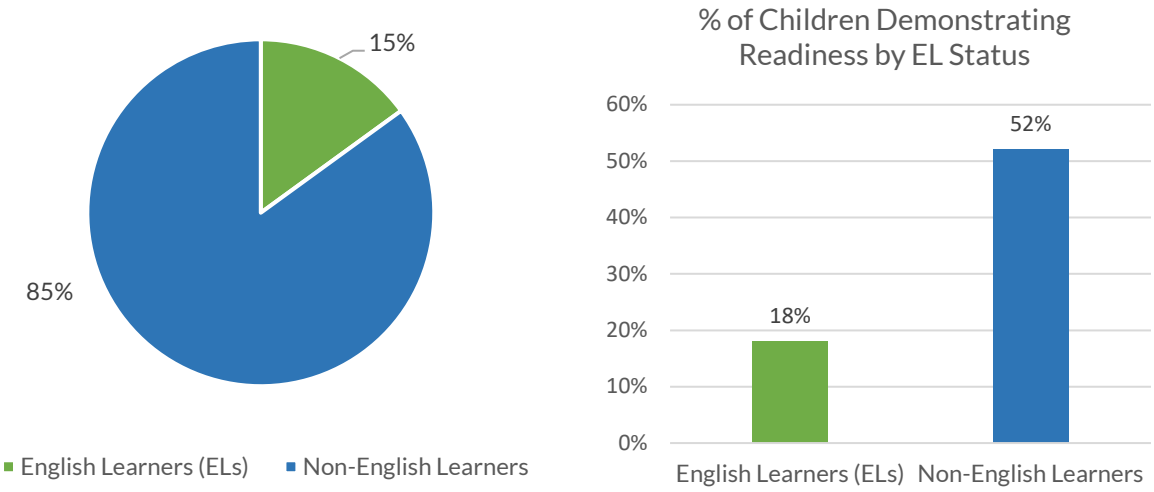
School System Spotlight: Baltimore City Public Schools

In Baltimore City Public Schools, it is an established practice to provide English language development services to pre-K English learners. After being identified through their home language survey, pre-K English learners are screened using a standardized assessment tool, PreLAS, to determine their English proficiency level. ELD services, such as co-teaching and specialized instruction during content instruction, are customized according to student proficiency levels and school instructional programming. Including the EL pre-K population in their student counts allows BCPS to determine and allocate staff that provide ELD instruction.

Data Spotlight: Kindergarten Readiness Assessment

The Kindergarten Readiness Assessment (KRA) measures the knowledge, skills, and behaviors at a student's entry to kindergarten. Maryland began administering the KRA in 2014. In 2019, it was administered to every kindergartner in 18 local school systems (LSSs) and to a sample of kindergarten students in the 6 remaining LSSs. EL performance data on the KRA in the 2019-2020 school year shows that only 18% of ELs are considered "ready" for kindergarten compared to 52% of children who are not identified as English learners.

Figure 1: Kindergarten Readiness by EL Status



When reviewing these data, it is important to note that the KRA assessment is administered only in English. Kindergarten teachers are provided guidance on administering the KRA to English learners through a secure testing guide that was developed by MSDE in collaboration with Johns Hopkins School of Education, Ready for Kindergarten Ohio, Ready for Kindergarten Maryland, and WestEd. Beginning in 2021-2022, the KRA results will be further disaggregated in order to better understand sub- populations of English learners in need of support.

K-12 English Language Development (ELD) Programming

Identification

Upon enrollment in a Maryland public school, every family completes a standardized home language survey (HLS). This survey asks parents or guardians to answer three questions:

1. What language(s) did the student first learn to speak?

2. What language does the student use most often to communicate?
3. What language(s) are spoken in your home?

If a language other than English is indicated on two or more of the questions, the student is screened for English language development services. Potential EL students are screened using the Kindergarten WIDA-ACCESS Placement Test (K-W-APT) or the WIDA screener for students in grades K-12. (WIDA, n.d.) At the time of this preliminary report, Maryland is transitioning its practice: beginning in the school year 2022-2023, incoming kindergarteners will only be screened using the WIDA Screener for K assessment. After those assessments are scored and students with qualifying scores are identified, parents or guardians are notified and have the option to accept or refuse ELD services. The WIDA screener scores are used to determine educational course placement including core content classes and English development courses.

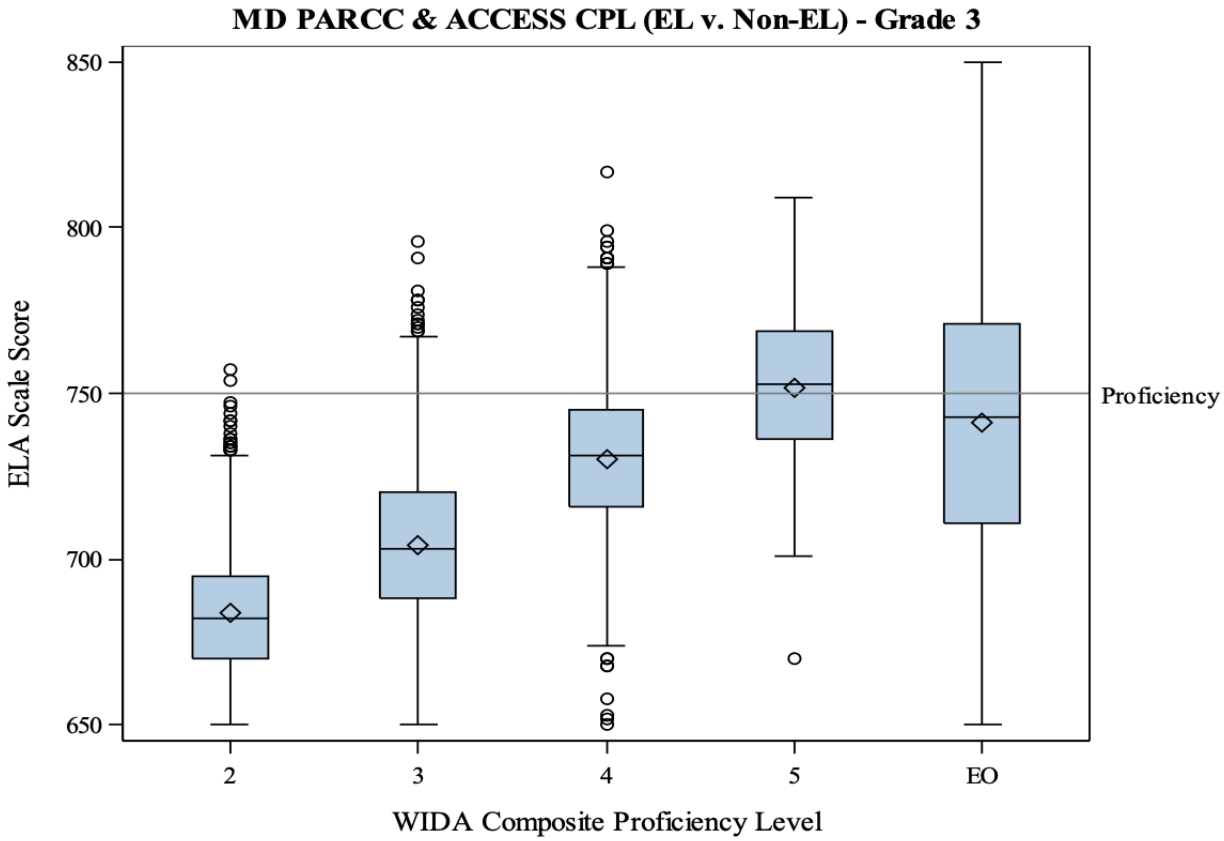
Exit and Re-entry Procedures

Scores on the ELP assessments are used to determine which English learners exit from ELD programs. On ACCESS for ELLs, ELs must achieve an overall composite proficiency of 4.5 or above to exit the ELD program. On Alternate ACCESS for ELs, English learners with significant cognitive disabilities must achieve an overall proficiency level of P2 to exit the ELD program. Students who exit ELD programs are identified as "reclassified English learners" (RELs) and their academic progress is monitored as a distinct group of students for two years after exiting from ELD programs. If a teacher or guardian suspects that the REL is demonstrating language development concerns, a student may re-enter the ELD program. Local school systems convene an EL committee to determine if the student should re-enter the ELD program.

Establishing Maryland's Exit Criteria

The WIDA assessment team and Maryland's local English for Speakers of Other Languages coordinators and specialists reviewed a data comparison report to establish exit criteria. The report examined the English language proficiency assessment, Access for ELLs, along with grades 3-8 English language arts and mathematics assessments, and one grade level of the high school English and mathematics state assessments. As indicated in the example in Figure 2, the grade 3 Access for ELLs scores were aligned to the English language arts assessment scores. In this example, students who scored 750 or higher on the English language arts assessment were in the range of 4 – 5 on ACCESS for ELLs and could exit EL programs. The exit criteria of 4.5 was established based on the WIDA report's analysis of multiple grade levels and assessments.

Figure 2: Proficiency Scores on WIDA ACCESS Compared to PARCC ELA Scores



Types of English Language Development Programs

English learners in Maryland public schools have access to a variety of English language development (ELD) programs, as determined by the local school system. There are four primary programs that are utilized in Maryland's schools: pull-out, push-in, sheltered instruction, and two-way immersion.

In the pull-out program, English learners leave their mainstream classroom to work with a certified English for Speakers of Other Languages teacher for a period of time to receive specialized instruction in English development.

In a push-in program, a certified ESOL teacher goes into the mainstream classroom to provide specialized English instruction during content instruction. The ESOL teacher may co-teach with the mainstream teacher or may work with a small group of English learners to pre- or post-teach a skill.

In sheltered instruction, language and content instruction is integrated. For example, a teacher who is dually certified in social studies and ESOL might teach a sheltered world history class for ELs or a social studies teacher and an ESOL teacher could use a team -teaching approach. It is an instructional approach that is best suited for ELs with higher-than-beginning proficiency and that engages learners in comprehensible language-rich grade-level content area knowledge, academic skills, and increased English proficiency. (Saunders, Goldenberg, & Marcelletti, 2013)

In a two-way immersion program, students learn content in two languages. Both languages are native to one group of students. Native speakers of the partner language and native speakers of English spend

part of their instructional time learning content in the partner language and half learning content in English. Both groups of students benefit and develop language proficiency in an additional language. (Marian, Shook, & Schroeder)

School Systems Spotlight: Two-Way Immersion Programs in MCPS and PGCPS

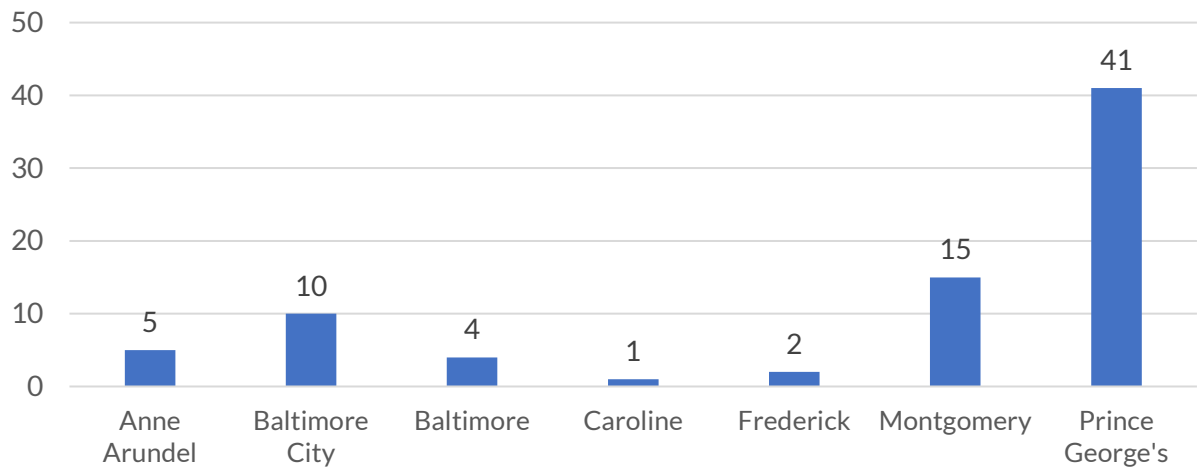
Two Maryland school systems offer two-way immersion programs where English speakers and native Spanish speakers are integrated for content and literacy instruction in both languages. Students in Prince George's County Public Schools (PGCPS) can enter a lottery to be enrolled in Cesar Chavez Dual Spanish Immersion School. The program started with kindergarten students in 2015 and has added a grade level each year since. In school year 2021-2022, students in the immersion program are in grades K-7 with a transition at grade 6 to a centralized middle school immersion program. Cesar Chavez uses a 50/50 model where approximately 50% of the content is taught in English and 50% of the content is in Spanish. All subjects and both languages are taught each day. PGCPS reports that students in the program score higher on local literacy assessments than their peers, English learners exit ESOL in faster rates, and students meet language proficiency requirements for the Maryland Seal of Biliteracy as early as middle school. The Maryland Seal of Biliteracy, established by the General Assembly in 2016, is an award given to graduating seniors that recognizes students' high level of proficiency in English and one or more other languages. Challenges include the recruitment of qualified teachers and staff as well as addressing the variety of dialects in the Spanish-speaking community.

Montgomery County Public Schools (MCPS) has five two-way dual language programs at Oakland Terrace, Rolling Terrace, Washington Grove, Brown Station, and Kemp Mill Elementary Schools. The program began in school year 2017-18; schools are in various stages of grade rollout. Four of the five schools are Title I; the remaining school is a focus school. MCPS's program is a whole-school 50/50 model with a morning/afternoon switch between English and Spanish. The schedule includes literacy instruction in both languages daily. Additional staffing is included at each school for a dual language coach. As MCPS continues to roll up each program to a new grade level, they report that they are getting better at "bridging" between the languages and that the whole-school model is fostering collaboration and community-building at each school. Montgomery County also reports staffing as a challenge for these programs; other challenges include funding and identifying research-based strategies for measuring reading levels in both languages.

Data Spotlight: Opportunities for Dual Language

Maryland's rapidly increasing linguistic diversity in public schools is providing even more opportunities for dual language programs. Including the two local school systems (LSSs) that currently provide immersion options, seven LSSs have populations that could provide the environment for dual language initiatives at the elementary school level. Figure 3 shows dual language opportunity schools where immersion programs could be implemented because there is a significant number (ranging from 30 to 70 percent) of ELs that speak one language. Specifically, these dual language opportunities are for native Spanish-speaking students and their native English-speaking classmates. However, there are signs of growing linguistic diversity in the state that other dual language programs could be created in schools with amenable population ratios.

Figure 3: Number of Elementary Schools Dual Language Opportunities (2021)



ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) TEACHERS

Certification

Maryland is among 27 states that require certification for ESOL teachers. There are seven current pathways to ESOL certification outlined in COMAR 13A.12.01.04:

1. Maryland traditional approved program in ESOL and Maryland assessments
2. Maryland alternative approved program in ESOL and Maryland assessments
3. Out-of-state/out-of-country program approved in the state/country where it is located to lead to certification in ESOL and Maryland assessments
4. National Board Certification in ESOL
5. Professional certificate in ESOL from another country or state and three years of satisfactory experience teaching ESOL in the past seven years ("experienced professional" pathway)
6. Coursework and experience requirements outlined in COMAR 13A.12.02.19 and Maryland assessments ("transcript analysis" pathway)
7. Addition to an existing teaching certificate by passing the Praxis ESOL content assessment, or completion of 30 content credits in ESOL-related coursework.

Contrary to ESOL certification, bilingual certification is not available in Maryland; there are 17 states where bilingual certification is available and required (Alyssa Rafa, 2020).

International teachers are not required to have U.S. citizenship to apply for Maryland certification. International candidates' transcripts are evaluated by an approved foreign transcript evaluation agency, after which, international applicants follow the same process as all other applicants. Regulation states that an individual must demonstrate proficiency in both spoken and written English.

At the time of this preliminary report, MSDE is in the process of updating these regulations to align with the Blueprint for Maryland's Future. Under the new regulations, proposed pathways to initial certification

would be changed as follows for all teacher certifications, including English for Speakers of Other Languages:

- Elimination of the "transcript analysis" pathway for teaching areas
- Establishment of a new portfolio-based alternative pathway based on performance review through an approved provider
- Elimination of the "experienced professional" pathway (The Blueprint for Maryland's Future requires all teacher candidates from other states/countries to pass a performance assessment)
- Establishment of the nonpublic teacher pathway based on demonstration of effective teaching experience in Maryland approved nonpublic schools.
- Establishment of a pathway for those who hold an out-of-state/out-of-country certificate and have passed Maryland certification assessments

The proposed regulations also establish certification renewal requirements in which all teachers, not just ESOL teachers, must develop an Individual Professional Development Plan that in addition to content and pedagogy related to their certification includes English learner strategies, sheltered English, or bilingual education and culturally responsive teaching or diversity in education.

Maryland is a teacher-import state: it regularly hires at least half of its teachers from out of state. This is true for all teachers, as well as for ESOL teachers. Of the 350 approved traditional preparation programs in Maryland, there are only nine approved ESOL programs, located in Baltimore City, and Baltimore, Carroll, Prince George's, and Wicomico Counties. Figure 4 provides the historical number of program completers in ESOL; the institutes of higher education projected 2021-22 completers based on current enrollees.

Figure 4: ESOL Program Completers (2016-2022)

# of Program Completers in ESOL (PreK-12)	County	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	(Projected) 2021-2022
Goucher College	Baltimore	Started in 2018		0	0	0	1
McDaniel College	Carroll	8	6	8	10	6	6
Notre Dame of Maryland University	Baltimore City	16	20	26	28	11	38
Salisbury University	Wicomico	2	0	1	2	3	3
University of Maryland, Baltimore County	Baltimore	11	15	19	9	14	14
University of Maryland, College Park	Prince George's County	12	29	32	39	36	40
Totals		**49**	**70**	**86**	**88**	**70**	**102**

Two approved alternative teacher preparation programs, Teach for America/Baltimore City and Prince George's County Resident Teacher program, will add more English for Speakers of Other Languages resident teachers to the classroom. Baltimore City's Teach for America had 23 resident teachers during the 2020-2021 school year and projects 14 additional candidates for 2021-2022; Prince George's County's program was recently approved in July 2021 and is planning to have its first residency cohort next school year.

The proposed educator preparation regulations would require a year-long clinical experience emphasizing placements working with diverse student populations. Educator preparation programs are to be aligned to national standards and new Maryland competencies, which will be exit requirements for all teacher candidates. If these programs are implemented with fidelity, all teacher candidates will begin their careers with the knowledge and strategies to impact the experience of English learners. The following are examples of cultural responsiveness competencies and literacy competencies that pertain to this subject.

Culturally Responsive Competencies

The teacher candidate shall:

- Build relationships with families and communities.
- Seek purposeful immersion experiences within groups different from their own.
- Communicate high expectations for students of all identities including gender, race and ethnicity, language, socioeconomics, and disability.
- Incorporate a variety of culturally responsive materials that represent and support learning for diverse populations of children and families.
- Differentiate instruction with consideration for cultural, linguistic, and academic diversity.

Literacy Competencies

The teacher candidate shall:

- Identify the component process involved in reading and writing.
- Apply that knowledge to understand the reading and writing processes of native English speakers and English learners.
- Identify the role of classroom literacy instruction in a multi-tiered system of supports and work with colleagues to provide effective interventions for students who struggle as readers and writers.
- Provide literacy instruction that reflects and is responsive to the diversity of the classroom community and promotes all students' cultural competence through inclusive and equitable literacy learning opportunities.

Data Spotlight: Maryland ESOL Teacher Supply and Demand

Maryland's English learner students require a competent and talented workforce trained in the most effective practices and pedagogy to support the achievement of this rapidly increasing population. Currently, the growth in the share of Maryland students who are ELs has outpaced the number of English for Speakers of Other Languages (ESOL) teachers formally trained and credentialed to work with ELs.(See Figure 5.) The gap between the share of Maryland students who are English learners and Maryland educators that are credentialed in English for Speakers of Other Languages has grown each of the last five

years to a 7.3 percentage-point gap in 2020. Some Maryland local school systems have compensated for this shortfall by conditionally certifying teachers in English for Speakers of Other Languages to serve in schools while educators fulfill their full certification requirements. The share of ESOL teachers that are conditionally certified has grown steadily since 2018, reaching a peak of 3.8 percent in 2021. (See Figure 6.)

Figure 5: Share of Maryland Educators Credentialed as ESOL Teachers & Share of Maryland Students who are English Learners (2017 – 2020)

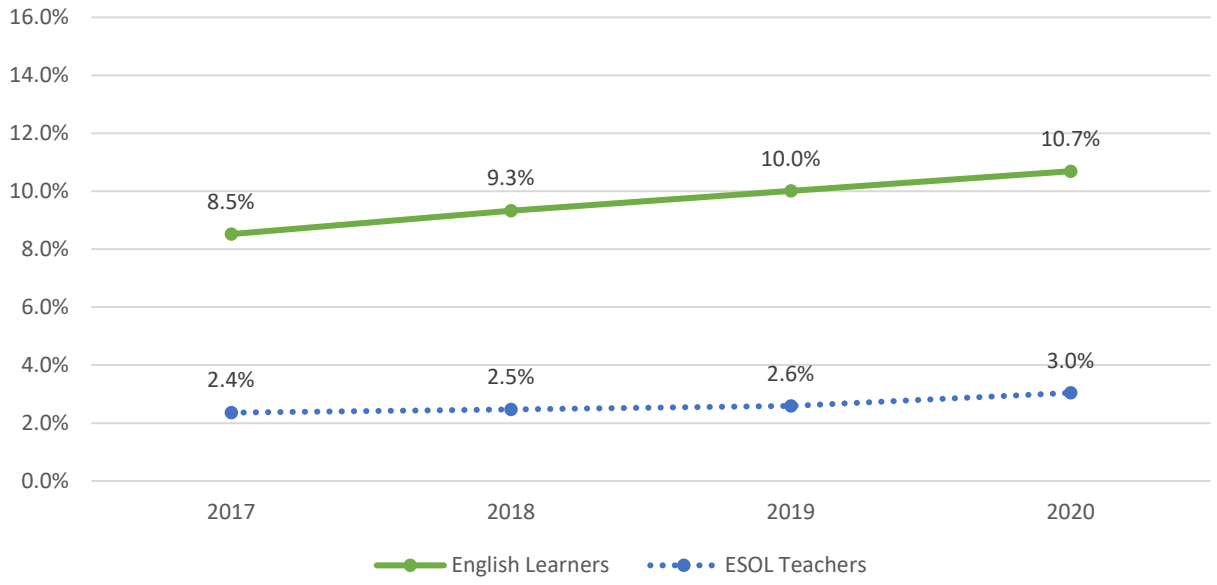
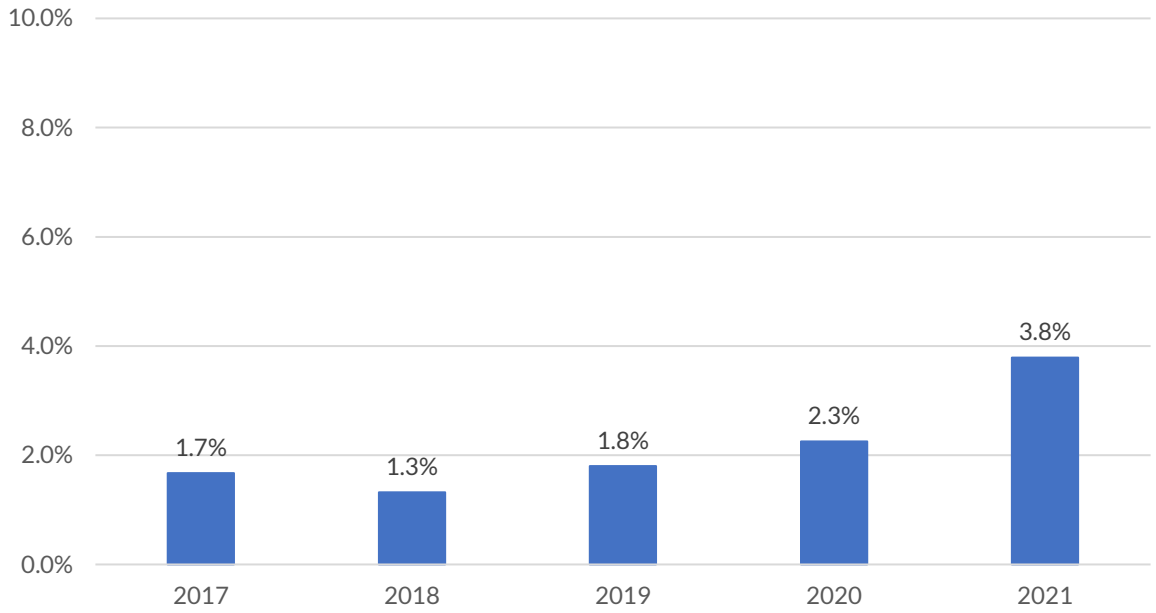


Figure 6: Share of Maryland ESOL Teachers with Conditional Certification (2017 – 2021)



SUPPORT FOR MULTILINGUAL FAMILIES

The ability to meaningfully access education is paramount for all families. All school systems must make a substantial attempt to share important information "to the extent practicable," in a language that parents can understand. (U.S. Department of Education, 2020) The means by which school systems do this vary in the state, but commonly utilized methods of parent communication and involvement are:

- Telephonic and in-person interpretation
- Translation
- Bilingual facilitators
- English learner parent leadership academies
- Electronic communication applications
- English learner parent outreach engagement activities

School System Spotlight: Prince George's County Public Schools

In an effort to abide by legislation shaping language access and equity, Prince George's County Public Schools established the Office of Interpreting and Translation in 1993. To meet the needs of multilingual families, the office employs temporary on-call interpreters (representative of 21 languages), full-time translators, temporary on-call translators, an interpreting coordinator, and a translation coordinator. The office boasts many language access resources, including pre-arranged meetings and events with in-person and virtual remote interpreters, on-the-spot telephonic interpreting, on-demand translation, and a document translation library. Prince George's County Public Schools established a Professional Language Access Community that developed a framework which guides hiring and assessment practices, builds context for language access, builds investment in language access, and nurtures growth in knowledge about language equity.

National Best Practices and Research

The seven meetings of the Workgroup were held virtually, making it possible to invite national experts and state leaders to share relevant research and state policies, laws, and regulations that ensure the success of English learners.

DUAL LANGUAGE IMMERSION (DLI) EDUCATION

On September 30, 2021, Dr. Jennifer L. Steele from American University shared her presentation, *Dual Language Immersion Education, Recent Research, and Implications for English Learners*, with the Workgroup. In the past decade, there has been a blossoming of causal research on dual language immersion education. The three studies below highlight the effectiveness of dual language immersion.

A summary of research conducted by Umansky and Reardon in 2014 on the reclassification patterns among Latino English learner students in bilingual, dual immersion, and English immersion classrooms reveals that cumulative EL reclassification rates were highest for monolingual English programs until grade 7, at which point DLI programs surpassed them, reaching a 13-point advantage by the end of high school. Umansky and Reardon conclude that policymakers and practitioners should look beyond rapid reclassification and instead ensure quality instruction and full access to content that may mean longer periods spent in the EL classification but could result in higher linguistic and academic outcomes by the end of high school. (Umansky & Reardon, 2014)

In another study focused on the effectiveness of instructional programs designed to serve English learners, Valentino and Reardon found that 14,000 ELs (with many home languages) placed in any type of bilingual program (i.e., DLI, transitional bilingual, or developmental bilingual) grew faster in English language arts (ELA) performance than their peers placed in monolingual English programs. They began outperforming peers in monolingual English programs by grade 6 and reached a 0.15 standard deviation advantage in ELA by grade 7. (Valentino & Reardon, 2014)

In a third study, Andrew Bibler (2017) estimates that "…attending a dual language school led to increases of 0.06 and 0.08 standard deviations per year on math and reading exam scores, respectively, among students who were ever eligible for ESL services or considered LEP." Bibler's study included 510 grade K lottery applicants in a pair of two-way DLI programs in Charlotte-Mecklenburg schools, in North Carolina. (Bibler, 2017)

Building on the shoulders of this foundational research, the Institute of Education Sciences (IES) funded two causal studies (led by Dr. Steele) of dual language immersion effects. Portland offers one-way immersion programs where native English speakers are instructed in a target language, and two-way programs where English learners who are native speakers of a partner language and English speakers are instructed in both languages. The first study conducted in Portland Public Schools from 2012-2016 strongly suggests that students randomly assigned to dual language outperform peers in English language arts by .09 of a standard deviation, with no detriment to math or science skills. In this same study when examining English learner classification, students randomly assigned to immersion were less likely to be classified as English learners by grade 6 than those English learners not in an immersion program. Finally, the resesarch strongly suggests that reading, math, and science performance was statistically similar for program type (two-way vs. one-way), first language, English learners vs. native speakers of other languages, and students whose native language matches the partner language vs. students whose native language doesn't match the partner language. (Steele J. S., 2017)

Dr. Steele conducted the second study in Utah public schools from 2017 – 2020 and examined the effects of one-way immersion vs. two-way immersion. The overarching findings for English learners indicate that one-way immersion did not negatively or positvely impact academic performance in English language arts (ELA), math, or science. Two-way immersion programs were shown to have a positive impact on ELA, math, and science achievement for language matched English learners whose native language is the partner language of instruction. Differences in estimated effects between one-way and two-way programs are not explained by differences in the curriculum or professional development opportunities. The differences do not seem to be driven by different middle-school feeder patterns, changes over time in who attend DLI schools, or differential attrition rates from public schools. Dual language effects strongly increase as the fraction of native-language-matched students in the school increases. This is suggestive evidence for the role of cultural adjacency in support of student achievement. (Steele J. W.-T.)

DUAL LANGUAGE LEARNERS/EARLY CHILDHOOD

The Director of WIDA Early Years, Lorena Mancilla, presented to the Workgroup on August 31, 2021 on the national dual language learner landscape. Throughout the presentation it was clear that when districts have data on dual language learners (DLLs) available, they can ensure that students are receiving needed services, but there is little guidance or policy at the federal, state, and local level to identify how and what data is collected.

There is no consensus on use of the terms DLL or EL in early childhood settings and how to define proficiency. Without a common vocabulary, the discussions and the decisions on appropriate supports for DLLs continue to be muddled. There remains a critical need for assessment tools that are developmentally, culturally, and linguistically appropriate; however, the early childhood education workforce is not equipped with the linguistic and cultural competency or the knowledge and skills necessary to administer and interpret language assessments. Further, there is a lack of DLL expertise at the policy level as well as in teacher preparation programs; more research is needed, and more action needs to be taken.

The Migration Policy Institute has developed a framework of the most critical elements that would ideally be included in standardized, comprehensive DLL identification:

- Identifying young children who have exposure to a language other than English in their home environment
- Collecting comprehensive information about DLLs' language environment and experiences
- Obtaining in-depth information about DLLs' individual language and preliteracy skills in English and in their home languages
- Making these data and other relevant information accessible to programs and policymakers across early childhood and K-12 systems (Park & Pompa, 2021)

For DLL identification to work, there needs to be a comprehensive state early childhood data system aligned with K-12 systems to relay information to receiving institutions or programs. An extensive professional development plan on DLL assessment, instructional needs, and family engagement needs to be created and implemented. Additionally, effective, culturally relevant, and age-appropriate assessments and tools for use with children from ages 0-5 need to be developed.

Policy will drive what happens in the classroom; however, the classroom teacher needs to be prepared to support dual language learners. This happens when instruction is designed to help students master early learning concepts and content to develop English language skills while supporting their home language development. Through this dual language approach, school systems will promote equity, but districts and

teachers need to rethink "best practices" for all. What works for one group of students may not be appropriate for DLLs. With underserved populations, teachers need to be trained regarding biases and language ideologies that may impact their practice. Teachers will need support and monitoring to be prepared to adapt their instructional practices to meet the language development needs of DLLs. Ongoing assessment and progress-monitoring as well as dialogue with families will be vital in providing equitable instruction for students.

According to the National Academies of Sciences, Engineering, and Medicine (NASEM), "Scientific evidence clearly points to a universal, underlying capacity to learn two languages as easily as one. Children who are dual language learners have an impressive capacity to manage their two languages when communicating with others…. evidence also points to cognitive advantages, such as the ability to plan, regulate their behavior, and think flexibly for children and adults who are competent in two languages." (National Academies Press, n.d.) This highlights the need for programs, resources, training, and research to further the data to drive change.

Some states have implemented programs to support DLLs, but many others have not yet developed a plan for DLL screening and instruction. Those rules for screening procedures should:

- be age and developmentally appropriate;
- be culturally and linguistically appropriate for the children being screened;
- include one or more observations using culturally and linguistically appropriate tools;
- use multiple measures and methods (e.g., home language assessments; verbal and nonverbal procedures; and various activities, settings, and personal interactions);
- involve families by seeking information and insight to help guide the screening process without involving them in the formal assessment or interpretation of results; and
- involve staff who are knowledgeable about preschool education, child development, and first and second-language acquisition.

It is important to remember that screening procedures may be modified to accommodate the special needs of students with IEPs.

Once screening protocols are in place, language instruction programs models need to be implemented. Finally, preschool teachers providing native language/ESL instruction must have the appropriate endorsement or approval to be effective supports for DLL students.

In summary, it is essential and beneficial to dual language learners for schools to conduct early screenings with in-depth information, to engage in authentic dialogue with family members, to collect and share data with early childhood educators and those in the K-12 systems, to provide professional development and training related to linguistic and cultural diversity for the early childhood workforce, and to develop culturally relevant and age-appropriate assessments for use with the birth-to-age-five continuum.

State Spotlights

The Workgroup engaged with leaders from California, New York, Texas, and Washington to learn about the laws and policies that guide multilingual assessment and instructional practices.

Summary information in this section is organized by themes that emerged from the following presenters:

- **Sarah Neville-Morgan, Alesha Moreno-Ramirez, Elena Fajardo, and Marcela Rodriguez** from the California Department of Education (CDE)
- **Elisa Alvarez,** Associate Commissioner, New York State Office of Bilingual Education and World Language
- **Dr. Julie Lara,** Director of English Learner Support from the Texas Education Agency
- **Dr. Olivia Hernandez,** Assistant Superintendent of Learning, Language and Literacy for the San Antonio, Texas Independent School District (SAISD)
- **Dr. Kristin Percy Calaff,** Washington State Director of Bilingual Education

LAWS AND POLICIES

California

In November 2016, California voters approved Proposition 58, the California Education for a Global Economy (CA Ed.G.E.) Initiative. The five components of the CA Ed.G.E. Initiative are parent and community engagement, program design, parental notice, parent choice for programs, and parent requests for new programs. The purpose of the CA Ed.G.E. Initiative is to ensure that all children in California public schools receive the highest quality education, master the English language, and access high-quality, innovative, and research-based language programs to prepare them to fully participate in a global economy. The CA Ed.G.E. Initiative authorizes school districts and county offices of education to establish language acquisition programs for both native and non-native English speakers and requires school districts and county offices of education to solicit parent and community input in developing language acquisition programs (California Department of Education, 2021).

New York

In New York, Education Law §3204: Instruction Required includes mandates for and about multilingual learners. The law states that "Pupils who, by reason of foreign birth or ancestry have limited English proficiency, shall be provided with instructional programs... to enable them to develop academically while achieving competence in the English language." (The New York State Senate, 2018)

Texas

Texas has a rich history as a pioneering state in bilingual education. In 1973, the Bilingual Education and Training Act became law. It states, "The legislature finds that there are a large number of children in the state who come from environments where the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of children whose native tongue is another language. The legislature believes that a compensatory program of bilingual education can meet the needs of these children and facilitate their integration into the regular school curriculum." (The Bilingual Education and Training Act) This legislation

requires that if a school district has 20 students in the district with the same first language, the local school district board must establish a bilingual education program. Texas Administrative Code, Chapter 89 outlines additional requirements to ensure equal educational opportunities for emergent bilingual students. (Chapter 89. Adaptations for Special Populations)

In 2019 Texas passed House Bill 3 which resulted in key changes to the funding formula used to calculate the bilingual education allotment (BEA) which provides funding to local education agencies for students participating in approved program models. Additionally, it states that 55% of these funds must be used in providing bilingual education or ESL programs. Finally, as a result of HB 3, the Texas Education Agency (TEA) expanded the tools and resources available for dual language immersion.

During the 87th Texas Legislative session (1/2021 – 5/2021), two important bills were passed regarding emergent bilingual students. The first, Senate Bill 2066, eliminates references to the term, "Limited English Proficient" in favor of the term, "Emergent Bilingual." The second bill, Senate Bill 560, requires the Texas Education Agency to develop a strategic plan for Emergent Bilinguals (EBs) in coordination with Texas' Higher Education and Workforce Commissions to increase the number of bilingual certified teachers and increase the effective implementation of dual language one-way and two-way programs. An additional charge for the TEA is to increase awareness of the benefits of dual language programs for families and school districts.

Washington

Dual language education is Washington's priority English language development program model for all eligible multilingual/English learners. In 2017, the Early Learning and K-12 Dual Language Law established the K-12 dual language grant program which provides funding to districts and State-Tribal compact schools to grow capacity for high quality dual language learning. The Office of the Superintendent of Public Instruction develops and administers the grant program.

EDUCATIONAL EQUITY AND ASSETS-BASED APPROACH

California

The 2017 California English Learner (EL) Roadmap Policy: Educational Programs and Services for English Learners helps California's local school districts and charter schools welcome, understand, and educate the diverse population of students who are learning English. The EL Policy contains four principles to create conditions that will allow English learners to thrive:

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions that Support Effectiveness
- Alignment and Articulation Within and Across Systems

California's approach to educating English learners is focused on supporting all English learners including English learners with disabilities To that end, The California Department of Education (CDE) published a resource entitled, California Practitioners' Guide for Educating English Learners with Disabilities in 2019. Another publication, Improving Education for Multilingual and English Learner Students (2020) provides a resource to assist local school districts in building capacity to sustain and improve outcomes for multilingual and English learner students.

San Antonio Independent School District, Texas

The San Antonio Independent School District (SAISD) has facilitated a paradigm shift, moving away from a remedial model (also referred to as subtractive) to an enrichment model (also referred to as additive). This shift allows for equity and access for emergent bilingual students. This perspective is grounded in the SAISD's three goals of dual language education: bilingualism and biliteracy, high levels of academic achievement, and cross-cultural competence. It is the goal that every stakeholder in SAISD knows and encompasses these goals. To facilitate this shift, SAISD has implemented a three-tier plan of dual language professional development for teachers, administrators, and campus support staff.

Washington

Aligned with dual language and asset-based language goals, all Washington State students will have access to dual language education and the opportunity to become proficient in two or more languages. Multilingual/English learners and American Indian and Alaska Native students are prioritized for at least half of the seats in dual language education. This prioritization is in place to prevent opportunity gaps. The superintendent emphasized that "…[students] are learning from each other. That's the power. They're both learning a second language while they're also developing their primary language skills." According to the superintendent, dual language education is an opportunity to lift all students regardless of their primary language, to give them opportunities to learn multiple languages and contextualize other subjects in those multiple languages; this is the basis of a more equitable society and recognizing the assets all families bring to the table. Dual language education develops students who are academically, globally, and economically able to compete on the world stage.

CERTIFICATION AND WORKFORCE

New York

To address the growing ESOL and bilingual teacher needs, the New York State Education Department established Clinically Rich-Intensive Teacher Institutes (CR-ITI) which are currently available at 18 institutes of higher education. The CR-ITI program's main initiative is to provide English Language Learners (ELLs) and Multilingual Learners (MLs) with highly qualified and certified teachers. As of December 2019, 580 people completed coursework toward Bilingual Education or ESOL certifications.

San Antonio Independent School District, Texas

In Texas, SAISD partners with the University of Texas San Antonio (UTSA) for a teacher residency program. The students from UTSA spend a full year in a school as clinical teachers (CTs), guided by mentor teachers in lesson planning, delivery, reflection, and feedback. During the residency program, CTs take clinically embedded teacher preparation courses and commit to a yearlong clinical teaching residency. To support the preservice teachers, SAISD offers monthly seminars for clinical mentor teachers, a residency Professional Learning Community (PLC) with seminars, and professional learning workshops. In culmination, the clinical teachers are interviewed for potential hiring as dual language teachers in SAISD. Additionally, SAISD has been awarded a $2.5 million-dollar national professional development grant entitled, Project SELFIES (Secondary English Learners and FamilIES), by the United State Department of Education, Office of English Language Acquisition. The project will span five years and aims to prepare secondary in-service teachers of emergent bilingual to add the ESL or Bilingual Education supplementary certification endorsement.

Washington

Washington State is committed to creating a diverse, inclusive, and highly skilled workforce who are reflective of the global society. To make this happen Washington State adopted Spanish Language Arts standards, created communication and professional learning tools, expanded their teacher preparation programs, and developed program evaluation criteria. Monthly statewide professional learning communities support tribal, heritage, and dual language program development. Washington's initiatives also include a bilingual teaching fellows program that enables paraeducators to become teachers in a variety of languages and pre-service teacher residency programs with tuition assistance, paid internships, and extensive classroom preparation.

DUAL LANGUAGE LEARNERS

California

The California Department of Education (CDE) seeks to elevate the role of high-quality, inclusive, and multilingual preschool, strong early intervention services, and P-3 alignment to ensure the future of its students. Specifically, the CDE's P-3 Alignment effort is designed to bring together stakeholders across systems to identify, develop and implement policy and practice solutions focused on ensuring developmentally informed, rigorous, and joyful learning experiences are available to all children across the preschool and early years. This means that DLLs are given the opportunity to learn in an inclusive, integrated environment that meets their individual needs (California Department of Education, 2021).

Texas

Recognizing the benefits of dual language, Texas has implemented a pilot program, which began in the 2021 -2022 school year and is implemented at 15 campuses statewide. The goals of the pilot are three-fold, to increase the effective implementation of dual language immersion (DLI), to expand DLI programs in PreK-5 to increase the student outcomes for DLI.

Washington

Washington is providing equitable access to strong foundations by amplifying and building on inclusive, asset-based policies and practices through universal access to PreK, instituting a new K-3 literacy focus, and providing universal access to dual language learning by elementary school. Washington schools that receive state funding for full-day kindergarten are required experiences in a world language other than English.

PROGRAM MODELS

California

In California, English learners have access to English language development and multilingual programs. Both integrated and designated English language development are provided to California's English learners. Integrated ELD is provided to ELs throughout the school day and across all subjects by all teachers of ELs. Designated ELD is provided by skilled teachers during a protected time during the regular school day.

Multilingual programs prepare students for linguistic and academic proficiency in English and additional languages. Multilingual programs in California are based on research that demonstrates the program model's effectiveness at leading students toward linguistic fluency and academic achievement in more than one language. Multilingual programs may include, but are not limited to the following in California:

- Dual-Language Immersion (Two-Way Immersion)

- Transitional Bilingual
- Developmental Bilingual
- One-Way Immersion
- Heritage Language or Indigenous Language
- FLEX: Foreign Language Elementary Experience
- FLES: Foreign Language in Elementary Schools
- Native Speakers Courses (California Department of Education, 2021)

New York

New York State has five program options for multilingual learners. Under the umbrella of bilingual education, they offer transitional bilingual education programs, dual language programs, one-way dual language programs and two-way dual language programs. New York's English as a New Language (ENL) program was formerly known as English as a Second Language (ESL) and emphasizes English language acquisition.

Washington

Washington has prioritized dual language education for all students, including historically underserved groups, by 2030 by instituting four bilingual program models: two-way, one-way, developmental bilingual education (late-exit), and transitional bilingual education (early-exit). Alternative program models include content-based instruction, supportive mainstream, and newcomer programs.

Texas

Texas has six state-approved program models for English learners. They encompass a range of instructional practices from pull-out ESL to two–way dual language immersion. The percentages below indicate the percentage of the English learner population enrolled in each model.

1. English as a Second Language (ESL) Program Models
    a. ESL Pull-Out (36%)
    b. ESL Content-Based (14%)
2. Bilingual Education (BE) Program Models
    a. Transitional Early Exit (21%)
    b. Transitional Late Exit (4%)
    c. Dual Language Immersion One-Way (15%)
    d. Dual Language Immersion Two-Way (6%)

San Antonio Independent School District

San Antonio employs 3 out of the 6 state-approved program models for ELs. They offer ESL pull-out, ESL content-based, and two-way dual language immersion. Texas Education Code has been recently updated to include program model descriptions for ESL pull-out and ESL content-based that clarify the components, goals, teacher certification requirements, and instructional design of the models. To maximize ESL program effectiveness, TEA mandates that secondary English teachers be certified in ESL. Other practices that SAISD

implements are providing master scheduling criteria at the middle and high school level, conducting progress monitoring and training language arts teachers in content-based language instruction.

PARENT ENGAGEMENT

New York

The New York State Education Department created the Blueprint for English Language Learners' Success. Part of the blueprint included a Parents Bill of Rights to acknowledge the role of parents in the education of their children and to begin opening the lines of communication among schools, communities, and districts. As a result, they have expanded their parent and family communications by requiring all districts ensure that parents/guardians of ELL have equitable access to information; provide communications in parents'/guardians' preferred language and mode of communication; and provide interpretation and translation of critical communications through a qualified interpreter or translator.

Texas

The Texas Education Agency (TEA) is developing family engagement modules and toolkits that are linguistically and culturally appropriate for engaging the families of emergent bilinguals. The agency chose to focus on the educational regions that serve the middle 20 percent of emergent bilinguals. To lead this work in the chosen regions, TEA has hired public engagement specialists. The specialists have a deep understanding of the regions, and the goal is that the toolkits will be customizable to meet the unique needs of the families.

San Antonio Independent School District

San Antonio believes that community and family engagement is rooted in the pedagogy of Community Learning Exchange (CLE), a social learning process where diverse groups come together to share knowledge and create meaningful solutions through conversation, reflection, and exploration. These practices are guided by R.A.S.P.P.A. (relationships, assets, stories, place, politic, and action) with the goal of creating action and change in which the people who are closest to the issues and problems can be the facilitators of change. (Guajardo, Guajardo, Janson, & Militello, 2015)

Preliminary Recommendations

The Workgroup is committed to making research-based systemic recommendations that will revisit and improve every aspect of education for Maryland's English learners. To that end, these preliminary recommendations focus on the direct experience of EL students, providing increased supports for dual language learners in early childhood programs; ensuring that educators are prepared and supported to effectively teach ELs; and expanding two-way language immersion programs.

As the Workgroup continues its study of best-in-class national best practices, research, and policy, it will identify additional recommendations to improve statewide systems and policies that will enable Maryland to implement these preliminary recommendations, including funding structures, reporting and transparency requirements, accountability systems, and data infrastructure. These will be reflected in the December 2022 Final Report.

PRELIMINARY RECOMMENDATION 1: IDENTIFICATION AND SUPPORT FOR YOUNG DUAL LANGUAGE LEARNERS (DLLs)

Maryland has no policy or procedure in place for identifying and serving DLLs (Dual Language Learners) enrolled in public PreK programs. To ensure early childhood education and care programs are responsive to the experiences and needs of DLLs, **Maryland should adopt:**

a. **A standardized, comprehensive method for collecting and sharing information about this population**
b. **A statewide plan for identifying and supporting DLLs via early childhood educational opportunities**

Research Base

"Accurately identifying DLLs in their early childhood years (ages 0 to 5) in a way that informs early childhood education and care systems and programs of their language experiences, environments, and learning needs is a critical step toward ensuring that these young children and their families receive equitable and relevant early childhood services." (Lazarin & Park, 2021)

Determining the linguistic background of a DLL lays the foundation for designing and implementing high-quality instruction placing students on a trajectory for academic success. It can also help address the current challenge of under-referrals of DLLs for early interventions and special education." (Espinosa, 2014)

"During the first five years of life, infants, toddlers, and preschoolers require developmental screening, observation, and ongoing assessment in both languages to support planning for individualized interactions and activities that will support their optimal development." (National Academies of Sciences, Engineering, and Medicine, 2017, p. 423)

Examples

The New York State Education Department requires that any organization or local school district that operates a state-funded preschool program to report on whether they have a process for identifying DLLs. To support a comprehensive collection of information, the New York State Department of Education

developed the Emergent Multilingual Learners Language Profile Protocol, which collects information about these learners' language experiences and environments. (New York State Education Department, 2021)

Illinois is unique in requiring all school districts to identify dual language learners ages 3 to 5 by their first day attending a preschool program. In programs that serve 20 or more DLLs who speak the same home language, districts are required to provide programming that supports English language development, and home language development in some instances. (Lazarin & Park, 2021)

In New Jersey, if the home language survey indicates the student's primary language is other than English, it should be followed up with an individual conversation between the teacher and the primary caregivers to develop a better understanding of the child's home language environment; and to help families understand the school district's linguistic, social-emotional, and academic goals for the children. The home language survey and information gleaned from family conversations should also be used by preschool teachers to inform instruction that addresses the linguistic needs of each child. (State of New Jersey Department of Education, 2021)

Next Steps

- The Workgroup will further study national research and exemplars of dual language learner profiles that include cultural and linguistic heritage like those in New York and other states.
- The Workgroup will explore the use of a developmental screening (conducted in the child's home language) to get a baseline of the DLL's cognitive development, social and emotional skills, and language development.
- The Workgroup will outline regulatory pathways for identification of dual language learners.
- MSDE will research funding opportunities to support a state model for a continuum of services and data-sharing for PreK dual language learners.

PRELIMINARY RECOMMENDATION 2: MARYLAND BILINGUAL TEACHER CERTIFICATION

Although Maryland does not, twenty states do offer a bilingual education certification or endorsement. If dual language programs are to expand in the state, Maryland will need bilingual teachers with expertise in second language acquisition and pedagogy. To ensure an adequate supply of effective bilingual teachers, Maryland should:

a. **Adopt a bilingual certification**
b. **Ensure that unnecessary barriers do not limit multilingual candidates from becoming certified teachers in Maryland**

Research Base

Teachers in dual language programs need to possess not only the knowledge necessary for their grade level/content area but must also understand the process of second language acquisition, have strong proficiency in the language they teach, and be able to differentiate instruction according to the language level and background knowledge of individual students. (U.S. Department of Education, Office of English Language Acquisition, 2015)

Teachers' having specific training and fluency in a dual language learner's native language was associated with greater achievement gains in non-native English speakers compared to their English speaking counterparts. These specific training experiences and language skills were also more relevant to DLL

outcomes than traditional markers of teaching efficacy (e.g., test scores, non-DLL teaching experiences, etc.). (Master, Loeb, Whitney, & Wyckoff, 2012)

Rigorous and specialist teacher training for dual language learners that is rooted in best practices and aligned to strong state requirements in a larger policy framework for all teachers is associated with positive student academic outcomes and reports of teacher self-efficacy. (López & Santibañez, 2018)

Examples

In California, Assembly Bill 1871, signed by the governor on September 30, 2008, provides for the issuance of bilingual authorizations rather than certificates and expanded the options available to meet the requirements for the Bilingual Authorization (State of California Commission on Teacher Credentialing, 2021).

Texas offers both initial Bilingual certification and English as a Second Language (ESL) certification. To obtain bilingual education certification, educators must already hold a Texas teaching certificate and could then enroll in an alternative certification program. The school district may also provide temporary certification through an Emergency Permit, which is non-renewable and valid for one year. All teachers in a Bilingual Education Program (one-way and two-way) must be certified in bilingual education.

New York offers a Bilingual Education Extension to a base certificate authorizing the holder to teach bilingual education. The educator must previously hold the appropriate base certificate. Candidates may obtain an initial bilingual extension through either a State-approved teacher preparation program or the individual evaluation pathway.

Next Steps

- The Workgroup will further study bilingual certification models and develop draft bilingual certification policy to be presented to the State Board of Education and the Professional Standards and Teacher Education Board.
- The Workgroup will study barriers for multilingual teacher candidates in all content areas and identify alternatives that can be implemented while still maintaining rigorous requirements.

PRELIMINARY RECOMMENDATION 3: ALL TEACHERS PREPARED TO SERVE ENGLISH LEARNERS

As described in the State of ELs in Maryland Schools section of this report, all teachers in Maryland are likely to educate an English learner at some point in their careers. General education teachers are usually the teachers of record who spend the most time with English learners in PreK-12 settings. They must be equipped with the necessary skills and knowledge to support English learners. Often the educators who serve these students unknowingly perpetuate misaligned beliefs and practices that adversely affect the academic and language development of English learners, including young dual language learners. To ensure all teachers are prepared to serve English learners, **Maryland should**:

a. **Require that all educator preparation programs provide training in EL-related teacher competencies and provide EL student clinical opportunities for pre-service educators**
b. **Expand dual certification offerings (English for Speakers of Other Languages combined with another certification area)**
c. **Invest in training for all current educators focused on the assets of multilingualism and improving academic outcomes for ELs**

Research Base

"…It is beneficial for English learners if all general classroom teachers have some form of EL-specific training, regardless of whether they work directly with English learners or not. General classroom teachers help students gain proficiency in the essential areas of language proficiency: speaking, listening, reading, and writing." (Rafa, Erwin, Brixey, McCann, & Perez Jr., 2020)

"[M]ore attention must be given to helping in-service teachers develop a deep understanding of the language-specific aspects of their practice. They need to understand second language learning, have a basic knowledge of linguistic features common to their disciplines, have skills for determining the language demands of classroom activities, and know how to apply linguistic scaffolding." (Lucas, Strom, Bratkovich, & Wnuk, 2018)

Among researchers studying ELs in U.S. schools, it is a common adage that "great teaching for ELs is great teaching for all kids," but the inverse is not always true. Some teaching strategies that work reasonably well with English-dominant students are inadequate for meeting ELs' needs. The many skills and competencies instilled during general teacher training are not explicitly aligned with the specific needs of dual language learners. Many training programs require coursework on general language acquisition and literacy development; teachers can emerge from these programs with some knowledge of oral language development. Unfortunately, this information can be removed from practical experiences and never applied during practicums or internships. (Samson & Collins, 2012)

Examples

New York's Blueprint for English Language Learner Success emphasizes that "all teachers are teachers of English Language Learners/Multilingual Learners and need to plan accordingly by:

- Designing and delivering instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Education Programs (IEP).
- Providing integrated language and content instruction to support language development through language-focused scaffolds. Bilingual, ENL, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.
- Utilizing materials and instructional resources that are linguistically age/grade appropriate and aligned to the Next Generation Learning Standards.
- Collaborating with school support personnel and community-based human resources in order to address the multiple needs of ELLs/MLLs.
- Explore a professional learning continuum for general education and ELD teachers to understand how to integrate content and language development." (The State Education Department / The University of the State of New York, Office of Bilingual Education and World Languages, 2021)

In California, the underlying belief is that English learners are the shared responsibility of all educators and that all educators in California have a role to play in ensuring the success of California's ELs. (California Department of Education, 2021)

Florida requires that "any teacher of basic subject areas, (math, science, social studies, computer literacy), assigned to instruct ELLs . . . shall complete 3 semester college/university credit hours. Any teacher assigned to instruct ELLs in other subject areas [other than basic ESOL and basic subject areas] . . . shall complete district in-service training in [the] . . . (equivalent at the time of this report to be 60 district in-service points or 3 semester college/university credit hours at an institution of higher education (IHE)). It is also required

that each school administrator, school psychologist, and guidance counselor obtain sixty (60) points of district in-service training or 3 semester college/university credit hours in ESOL-approved courses within a three (3) year period of the effective date of the Stipulation. " (The Florida Department of Education Bureau of Educator Recruitment, Development and Retention, 2021)

Next Steps

- MSDE will promulgate amendments to the educator preparation program approval and certification regulations that include the following:
    - EL-related teacher competencies for all approved teacher preparation programs, including understanding language development and working with linguistically and culturally diverse students and families.
    - A requirement that pre-service educators complete at least one clinical experience with English learners.
    - Renewal requirements for certified teachers to include coursework or experiences related to working with English learners.
- MSDE will promote the expansion of approved dual certification programs (ESOL plus another certification area) in Maryland's colleges and universities.
- The Workgroup will study other states' approaches to provide research-based training to all educators – including current educators – focused on the assets of multilingualism and improving academic outcomes for ELs, including young dual language learners.
- MSDE will leverage federal and state funding to incentivize cohorts of teachers and school leaders to complete core courses to prepare them to add ESOL endorsement.

PRELIMINARY RECOMMENDATION 4: TEACHER PIPELINE

As described in the *Maryland Existing Policies, Practices, and Data* section of this report, Maryland's nine approved ESOL teacher preparation programs and two approved alternative teacher preparation programs will not meet the need for ESOL and bilingual teachers in the state. To ensure that all ELs have the benefit of a certified ESOL and bilingual teacher, **Maryland should:**

a. **Expand grow-your-own programs and other research-based efforts to recruit and train ESOL and bilingual educators**
b. **Support local school systems in increasing the number of conditionally certified ESOL teachers who earn certification**

Research Base

In a 50-state comparison of EL policies, the Education Commission of the States found "…English learners perform best when teachers are required to have state certification to teach English as a Second Language (ESL), English to Speakers of Other Languages (ESOL), bilingual or other type." (Rafa, Erwin, Brixey, McCann, & Perez Jr., 2020)

There is a growing body of rigorous empirical evidence linking higher academic performance with students' access to bilingually trained and certified teachers in math, reading, and English proficiency. (Ruiz de Castilla, 2018; Garrett, Davis, & Eisner, 2019)

More prescriptive and stringent state requirements for bilingual certification were shown to be more related to higher academic achievement for multilingual students compared to states that required all teachers to have only some cursory knowledge of multilingual approaches. (López F. S., 2013)

Examples

New York funds 18 Clinically Rich Intensive Teacher Institutes at institutions of higher education; each certifies up to 20 candidates per year in ESOL and/or Bilingual Education.

Washington established 1-year and 2-year residency models to increase the number of highly qualified bilingual teachers from local communities. Washington's Alternative Routes Block Grant funds programs that support paraeducators to become bilingual teachers.

Texas passed Senate Bill 560 which requires the Texas Education Agency (TEA) to develop a strategic plan for Emergent Bilinguals in coordination with Texas' Higher Education and Workforce Commissions to increase the number of bilingual certified teachers and increase the effective implementation of dual language one-way and two-way programs.

Next Steps

- MSDE will research funding sources for proposals to expand parent pathways, community-focused pipeline programs, and approved alternative preparation programs leading to ESOL and bilingual certification.
- MSDE will research funding sources to increase the supply of pre-service ESOL and bilingual teacher programs through local school systems' grow-your-own programs and targeted postsecondary scholarships.
- MSDE will require LSSs to develop targeted retention and growth plans through their Comprehensive Induction Program to increase the number of conditionally certified ESOL teachers who earn initial certification.

PRELIMINARY RECOMMENDATION 5: SCALE TWO-WAY IMMERSION PROGRAMS

As described in the *State of ELs in Maryland Schools* section of this report, two Maryland school systems offer two-way immersion programs where English speakers and native Spanish speakers are integrated for content and literacy instruction in both languages. There are opportunities to expand these programs in other schools and school systems in the state. To maximize the number of students who can benefit from these research-based programs, **Maryland should develop, fund, and implement a statewide approach to expansion of two-way immersion programs.**

Research Base

Two-way immersion programs prepare multilingual citizens while improving reading skills in English for all students and improving exit rates from EL status. (Steele, 2017)

When examining the instructional models for ELs as part of the Miami School Readiness Project (MSRP), "Researchers found that ELs who attended schools with two-way immersion programs had faster English language acquisition than students enrolled in other types of teaching models, such as those that maintain English-only instruction, as well as higher achievement on academic measures, including math and reading scores on statewide assessments and grade point average (GPA). Specifically, students in two-way programs

met English proficiency criteria on their district's English for Speakers of Other Languages (ESOL) assessment and exited EL status earlier than their peers in other programs." (Rapkin, 2020)

"English only and transitional bilingual programs of short duration only close about half of the achievement gap while high quality long term bilingual programs close all of the gap after 5-6 years through the students' first and second languages." (Thomas & Collier, 2017)

Examples

The Washington State Office of Superintendent of Public Instruction's (OSPI) vision of dual language education as an equity strategy is that "all students will have access to dual language education and the opportunity to become proficient in two or more languages by 2030." To support the vision, Washington provides state grants and funding, awards Tribal, Heritage, and Dual Language grants, developed a Dual Language Steering Committee and Bilingual Education Advisory Committee, and created a bilingual teaching fellows program.

Utah established dual language immersion programs (DLI) in 2008 with its passage of Senate Bill 41, which provided funding for public schools to open or expand DLI programs across the state. In 2019-20, approximately 224 public schools in Utah (23%) had a DLI program, serving about 58,000 students in 1-way and 2-way programs.

In 2019, Texas passed House Bill 3 (HB 3), resulting in changes to the weighted funding formula used to calculate bilingual education allotment (BEA). Under HB 3, schools receive additional BEA funds for students participating in a dual language immersion (DLI) program (one-way or two-way). The State has allocated an additional weight of 0.05 (for a total 0.15 weight) to the basic allotment for EL/LEP students participating in a DLI program. This increase in funding was recommended by the Texas Commission on Public School Finance after a review of data indicated that DLI programs are more effective than other special language programs. (Texas Education Agency, 2021)

Next Steps

- The Workgroup will explore a phased plan for expanding two-way immersion programs across the state, including an assessment of available funding sources, research-based program requirements, a community engagement plan, training, and technical assistance.
- MSDE will determine if new state funding streams are needed to expand and implement two-way immersion programs.
- MSDE will engage regions in Maryland where the student demographics support the launch of two-way dual language immersion programs.

PRELIMINARY RECOMMENDATION 6: SUPPORT AND SUSTAIN MULTILINGUALISM BY PROMOTING AN ASSET-BASED APPROACH

Workgroup discussions have centered on engaging in an asset-based approach, which instead of defining ELs as lacking in English proficiency, values English learners' home languages and cultures and reframes the narrative of EL data and achievement in content areas. To shift from this deficit mindset, **Maryland should develop and implement a statewide strategy to promote asset-based perspectives regarding ELs at every level from the State Department of Education to individual educators and staff.**

Research Base

Historically, multilingual students are discussed in the larger literature base and policy-driven conversations with deficit-based language highlighting the linguistic attributes that are not aligned to the traditional classroom settings and descriptions focused on ecological and community-based factors defining them as underserved and under-resourced. (Ascenzi-Moreno, 2017)

Rigorous investigations into the educational experiences and multidimensional lives of multilingual students have provided a counternarrative of bringing dynamic variance, diversity, and unconventional strengths and resources to school settings rather than the traditional view of seeing this population as needy and inadequately prepared for the classroom. (Ascenzi-Moreno, 2017)

"[Experimental research literature] suggest that instructional routines that draw on students' home language, knowledge, and cultural assets support literacy development in English." (National Academies of Sciences, Engineering, and Medicine, 2017, p. 297)

Examples

As part of the Washington Office of Superintendent of Public Instruction's (OSPI) Strategic Goal # 2, OSPI recognizes that an asset-based education:

- builds strong home-school connections;
- advances identity development; and
- honors the language of the family, community, or Tribe.

Texas passed Senate Bill 2066 replacing the term "Limited English Proficient" with "Emergent Bilingual" in Texas Education Code (TEC) effective September 1, 2021.

"As part of its asset-based belief system, WIDA uses the term "multilingual learners" to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis." (WIDA, 2020)

Oregon's accountability system includes more than what is required in federal reporting around timeframes for attaining English proficiency. Changes to the data systems and incorporation of information about former ELs have informed research, data analysis, and policy decisions. Oregon's reporting systems integrate current, former, ever, and never ELs. "To better understand the experiences and outcomes for ELs over time, it is useful to compare what are called ever ELs (a group comprised of both current and former ELs) to never ELs (students who have never been classified as English Learners). Without this type of comparison, it can be easy to underestimate the achievement of English Learners, who tend to perform at lower levels while still developing their English, but who, once proficient, often perform academically at significantly higher levels (Hopkins, Thompson, Linquanti, Hakuta & August, 2013)." as cited by (Oregon Department of Education, 2021)

Next Steps

- The Workgroup will explore developing strategies to confront the English learner deficit mindset in the state.
- MSDE will shift from the English learner label to additive terminology such as multilingual or emerging bilingual, focusing on students' strengths and affirming their home languages.

- MSDE will practice and promote an assets-based perspective in the state regarding multilingual learners in its forthcoming strategic plan, publications, and messaging.
- MSDE will establish a culture that celebrates the assets of multilingual learners and provide training for staff and State educational leaders.
- The Workgroup will explore how to include measures that highlight the assets of multilingual learners in Maryland's data systems, report card, and accountability system.

PRELIMINARY RECOMMENDATION 7: EQUITABLE COMMUNICATION WITH MULTILINGUAL FAMILIES

While federal and state mandates exist regarding equal access to public services for individuals in a language they can understand, MSDE has no regulation or policy in place. Communication that is not linguistically and culturally appropriate is a barrier to family engagement. To ensure equity and access for multilingual parents and guardians, **Maryland should establish a comprehensive language access policy for MSDE and public schools.**

Research Base

Among the findings from a series of 2019 Town Hall meetings reported in *Voices from the Field: Stakeholder Perspectives on Maryland's Early Childhood Care and Education System* was that language is a barrier for families' access to early childhood services and resources must be provided in additional languages. (Cappizzano, Bhat, Kim, & Concepcion, 2019)

In 2019, mothers were interviewed in early childhood education sites in Montgomery County and Prince George's County for WIDA Early Year's report, *Young Multilingual Children in Maryland: Exploring Parent Perceptions of Children's Language Development, Family Engagement Practices, and Decision-Making about Early Care and Education.* Findings indicate that access to early childhood education staff who speak families' native languages greatly enhances family engagement and communication between parents and staff. (Mancilla, Spalter, Cuellar, & Shekar, 2019)

Although it is hard to isolate language access as a single variable for research design, language access facilitates better school-family communications and engagement which makes it easier for ELs' families to support their children's learning. "Over 50 years of research links the various roles that families play in a child's education—as supporters of learning, encouragers of grit and determination, models of lifelong learning, and advocates of proper programming and placements for their child—with indicators of student achievement including student grades, achievement test scores, lower drop-out rates, students' sense of personal competence and efficacy for learning, and students' beliefs about the importance of education." (Mapp & Kuttner, 2013)

Examples

The Office of Interpreting and Translation was established in Prince George's County Public Schools in 1993 and supports 59,972 international students and their families with interpreters and translators, a library of translated documents, and internal terminology glossaries. In addition to extensive training for school system staff and the professional language access community, innovative practices include a certificate program to build the capacity of school counselors and a high school course, "Foundations of Interpreting and Translation."

The New York State Education Department's Office of Bilingual Education and World Languages provides a *Parent Bill of Rights for New York State's English Language Learners* aligned to Commissioner Regulations Part

154, which includes language access rights. Further, an ELL Parent Hotline was created to provide information and respond to inquiries. "An informed, empowered community of parents, guardians and other persons in parental relations is critical to ensure that English Language Learners (ELLs) are well served." (New York State Education Department, n.d.)

State law in Washington (WAC 392-160-010) requires school districts to provide vital communications in a language that a parent or guardian can understand. The Language Access Workgroup advises the Washington Office of the Superintendent of Public Instruction, the Washington State School Directors Association, and the legislature on specific strategies meant to improve meaningful, equitable access for public school students and their family members who have language access barriers. (Rees, 2020)

Next Steps

- The Workgroup will further study national exemplars and models and will outline policy and regulation for language access at MSDE and in public schools.
- The Workgroup will explore regional language access resource centers to support and build capacity for all school systems.
- MSDE will identify needs and provide training for agency and local school system staff that is asset-based and will emphasize the rights of multilingual stakeholders.

PRELIMINARY RECOMMENDATION 8: EQUITABLE AND VALID ASSESSMENTS FOR MULTILINGUAL LEARNERS

Maryland is taking steps to translate and transadapt[2] several of its state assessments; however, there is a need to continue evaluating best practices for providing equal access to assessments for more ELs. Additionally, the state needs to support DLLs' linguistic and academic development in the most efficient way possible by measuring, engaging, and fostering their unique linguistic skills as early as possible. To ensure equity and inclusion in the state assessment program, **Maryland should explore the expansion of assessments in multilingual students' dominant language(s) that will accurately demonstrate their academic achievement and language proficiency.**

Research Base

"If assessment is reliable, valid, and fair (for ELs) from start to finish, then it can serve as the bridge to educational equity." (Gottlieb, 2016)

Students perform better on standardized tests that are administered in their dominant language when they are instructed in the same language and their proficiency in English is low. (Kieffer, Rivera, & Francis, 2012) (Pennock-Roman & Rivera, 2011)

The use of English language dictionaries or glossaries, simplified English, and providing extra time on assessments had small positive effects on the test performance of English Learners. (Kieffer, Rivera, & Francis, 2012) (Pennock-Roman & Rivera, 2011)

Examples

[2] Transadaption in testing is the process of adapting the content of items that have been written in one language to another language with the intent of maintaining their integrity. A further purpose of transadaption is to minimize the linguistic and cultural bias of a test due to differences between two languages. (Center for Applied Linguistics, 2021)

"As of Spring 2020, 31 states plus the District of Columbia offer native language assessments, most commonly in math or science but sometimes in reading/language arts and social studies as well. These are typically available in Spanish, which is the most prevalent home language among ELs in most states. However, Hawaii offers tests in Hawaiian, and three states (Michigan, New York, and Washington) offer tests in multiple non-English languages. Native language assessments vary in such characteristics as whether they are direct translations of English-language standardized tests or are adapted more freely, and whether students can see only the native language version or both that and the English version when taking the test. Additionally, some states limit which ELs can take these tests (for example, only students new to U.S. schools)." (Sugarman & Villegas, 2010)

Washington state's *Guidelines on Tools, Supports and Accommodations for State Assessments 2021-2022* manual includes guidance on using embedded designated supports for multilingual learners, such as translated (dual language) tests in Spanish for math and science. This support provides the full Spanish translation of each test item above the original item in English. Students taking the Spanish math and science tests may respond to items in English, Spanish, or a combination of both. For students whose primary language is Spanish and who use dual language supports in the classroom, use of the dual language translation may be appropriate. This support will increase reading load and cognitive load. (Washington Office of Superintendent of Public Instruction, 2021-2022)

The Texas Education (TEA) publication, *The Language Proficiency Assessment Committee (LPAC) Decisions Educator Guide*, is used to make assessment decisions about participation, the appropriate assessment, and designated supports on an individual student basis for emergent bilingual students. For example, the STARR Spanish assessment is appropriate for students in bilingual programs who are receiving most of their academic instruction in Spanish and may sometimes be appropriate for an emergent bilingual student in an English as a second language program. (Texas Education Agency, 2021-2022)

Next steps

1. MSDE will research and implement best practices for assessment development and accommodations, including linguistic simplification and native language.
2. The Workgroup will research assessments that measure DLLs' and ELs' proficiencies in their home languages and that can also be used to comprehensively measure the language skills of English-dominant students enrolled in two-way immersion programs.

Appendices

Data collection required in the Blueprint for Maryland's Future is provided in the following spreadsheets:

APPENDIX A

The number of English language learners at each public early-childhood, primary, and secondary school in the State.

APPENDIX B

The percentage of English language learners in the total student population at each public early-childhood, primary, and secondary school in the State.

APPENDIX C

The services available to English language learners in public early-childhood, primary, and secondary schools throughout the State.

APPENDIX D

Glossary of acronyms used in this report and related literature.

LSS	School Name	Number of ELLs
Allegany	Allegany High	*
	Beall Elementary	*
	Bel Air Elementary	*
	Braddock Middle	*
	Cash Valley Elementary	*
	Flintstone Elementary	*
	Fort Hill High	*
	Parkside Elementary	*
	South Penn Elementary	*
	Washington Middle	*
	West Side Elementary	*
Anne Arundel	Annapolis Elementary	31
	Annapolis High	374
	Annapolis Middle	265
	Anne Arundel Evening High	32
	Arnold Elementary	*
	Arundel High	35
	Arundel Middle	30
	Belle Grove Elementary	45
	Belvedere Elementary	17
	Benfield Elementary	*
	Bodkin Elementary	*
	Broadneck Elementary	18
	Broadneck High	35
	Brock Bridge Elementary	187
	Brooklyn Park Elementary	68
	Brooklyn Park Middle	52
	Cape St. Claire Elementary	20
	Central Elementary	38
	Central Middle	39
	Central Special School	*
	Chesapeake Bay Middle	16
	Chesapeake High	*
	Chesapeake Science Point	*
	Corkran Middle School	61
	Crofton Elementary	17
	Crofton High School	20
	Crofton Meadows Elementary	14
	Crofton Middle	32
	Crofton Woods Elementary	29
	Davidsonville Elementary	11
	Deale Elementary	*
	Eastport Elementary	99
	Edgewater Elementary	82
	Folger Mckinsey Elementary	*
	Fort Smallwood Elementary	*
	Four Seasons Elementary	18
	Freetown Elementary	55
	George Fox Middle	20
	George T. Cromwell Elementary	51
	Georgetown East Elementary	66
	Germantown Elementary	173
	Glen Burnie High	164
	Glen Burnie Park Elementary	95
	Glendale Elementary	73
	Hebron - Harman Elementary	113
	High Point Elementary	43
	Hillsmere Elementary	27
	Hilltop Elementary	110
	Jacobsville Elementary	13
	Jessup Elementary	93
	Jones Elementary	11
	Lake Shore Elementary	*
	Lindale Middle	71
	Linthicum Elementary	17
	Lothian Elementary	86
	MacArthur Middle	39

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Magothy River Middle	*
	Manor View Elementary	*
	Marley Elementary	124
	Marley Glen School	*
	Marley Middle	84
	Mary Moss at Adams Academy	*
	Maryland City Elementary	149
	Mayo Elementary	11
	Meade Heights Elementary	15
	Meade High	193
	Meade Middle	131
	Millersville Elementary	*
	Monarch Academy	11
	Monarch Academy Annapolis ES	93
	Monarch Global Academy PCS Laurel Campus	110
	Nantucket Elementary	55
	North County High	163
	North Glen Elementary	55
	Northeast High	29
	Oak Hill Elementary	11
	Oakwood Elementary	34
	Odenton Elementary	64
	Old Mill High	119
	Old Mill Middle North	53
	Old Mill Middle South	48
	Overlook Elementary	45
	Park Elementary	96
	Pasadena Elementary	11
	Pershing Hill Elementary	13
	Phoenix Academy	*
	Piney Orchard Elementary	21
	Point Pleasant Elementary	43
	Quarterfield Elementary	56
	Richard Henry Lee Elementary	84
	Ridgeway Elementary	40
	Rippling Woods Elementary	62
	Riviera Beach Elementary	*
	Rolling Knolls Elementary	83
	Ruth Parker Eason School	*
	Seven Oaks Elementary	26
	Severn Elementary	41
	Severn River Middle	18
	Severna Park Elementary	*
	Severna Park High	*
	Severna Park Middle	11
	Shady Side Elementary	*
	Shipley's Choice Elementary	*
	Solley Elementary	41
	South River High	49
	South Shore Elementary	34
	Southern High	45
	Southern Middle	43
	Southgate Elementary	74
	Sunset Elementary	*
	Traceys Elementary	80
	Tyler Heights Elementary	316
	Van Bokkelen Elementary	72
	Walter S. Mills - Parole Elementary	215
	Waugh Chapel Elementary	31
	West Annapolis Elementary	17
	West Meade Early Education Center	*
	Wiley H. Bates Middle	85
	Windsor Farm Elementary	38
	Woodside Elementary	98
Baltimore City	Abbottston Elementary	14
	Academy for College and Career Exploration	70
	Achievement Academy at Harbor City High	13

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Arlington Elementary	66
	Armistead Gardens Elementary/Middle	210
	Arundel Elementary	*
	Augusta Fells Savage Institute of Visual Arts	*
	Baltimore City College	*
	Baltimore Design School	*
	Baltimore International Academy	11
	Baltimore International Academy West	*
	Baltimore Polytechnic Institute	*
	Baltimore School for the Arts	*
	Barclay Elementary/Middle	48
	Bay-Brook Elementary/Middle	140
	Beechfield Elementary/Middle	17
	Benjamin Franklin High School at Masonville Cove	181
	Bluford Drew Jemison STEM Academy West	*
	Callaway Elementary	*
	Calverton Elementary/Middle	*
	Calvin M. Rodwell Elementary/Middle	17
	Carver Vocational-Technical High	*
	Charles Carroll Barrister Elementary	134
	City Neighbors High	*
	City Springs Elementary/Middle	20
	Claremont School	*
	Collington Square Elementary/Middle	*
	Commodore John Rodgers Elementary/Middle	240
	ConneXions: A Community Based Arts School	*
	Coppin Academy	*
	Cross Country Elementary/Middle	55
	Curtis Bay Elementary	82
	Dallas F. Nicholas, Sr., Elementary	17
	Dickey Hill Elementary/Middle	*
	Digital Harbor High School	293
	Dorothy I. Height Elementary	*
	Dr. Nathan A. Pitts-Ashburton Elementary/Middle	28
	Eager Street Academy	*
	Edgecombe Circle Elementary	*
	Edmondson-Westside High	*
	Excel Academy at Francis M. Wood High	*
	Fallstaff Elementary/Middle	203
	Federal Hill Preparatory Academy	*
	Forest Park High	120
	Fort Worthington Elementary/Middle	46
	Francis Scott Key Elementary/Middle	23
	Franklin Square Elementary/Middle	*
	Frederick Douglass High	40
	Frederick Elementary	*
	Furley Elementary	47
	Gardenville Elementary	*
	Garrett Heights Elementary/Middle	*
	George Washington Elementary	*
	Glenmount Elementary/Middle	21
	Govans Elementary	11
	Graceland Park/O'Donnell Heights Elementary/Midd	317
	Green Street Academy	*
	Hamilton Elementary/Middle	26
	Hampden Elementary/Middle	17
	Hampstead Hill Academy	136
	Harford Heights Elementary	*
	Hazelwood Elementary/Middle	17
	Highlandtown Elementary/Middle #215	266
	Highlandtown Elementary/Middle #237	576
	Hilton Elementary	*
	Holabird Academy	180
	Independence School Local I	*
	James McHenry Elementary/Middle	*
	James Mosher Elementary	*
	John Ruhrah Elementary/Middle	493

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	KIPP Harmony Academy	*
	Lakeland Elementary/Middle	375
	Leith Walk Elementary/Middle	32
	Liberty Elementary	11
	Lillie May Carroll Jackson School	*
	Lois T. Murray Elementary/Middle	*
	Maree Garnett Farring Elementary/Middle	226
	Margaret Brent Elementary/Middle	66
	Medfield Heights Elementary	28
	Mergenthaler Vocational-Technical High	37
	Montebello Elementary/Middle	*
	Moravia Park Elementary	109
	Morrell Park Elementary/Middle	64
	Mount Royal Elementary/Middle	*
	National Academy Foundation	258
	New Era Academy	130
	North Bend Elementary/Middle	24
	Northwood Elementary	*
	Patterson High	506
	Patterson Park Public Charter School	135
	Paul Laurence Dunbar High	11
	Pimlico Elementary/Middle	22
	Reginald F. Lewis High	71
	Renaissance Academy	*
	Robert W. Coleman Elementary	*
	Roland Park Elementary/Middle	24
	Rosemont Elementary/Middle	*
	Sinclair Lane Elementary	11
	Southwest Baltimore Charter School	*
	Stadium School	*
	Steuart Hill Academic Academy	*
	Tench Tilghman Elementary/Middle	37
	The Belair-Edison School	*
	The Crossroads School	15
	The Green School of Baltimore	*
	The Historic Cherry Hill Elementary/Middle	*
	The Mount Washington School	*
	The Reach! Partnership School	*
	Thomas Jefferson Elementary/Middle	*
	Thomas Johnson Elementary/Middle	18
	Tunbridge Public Charter School	*
	Vanguard Collegiate Middle	65
	Violetville Elementary/Middle	41
	Vivien T. Thomas Medical Arts Academy	*
	Waverly Elementary/Middle	*
	Western High	11
	Wildwood Elementary/Middle	*
	William Paca Elementary	178
	William S. Baer School	*
	Windsor Hills Elementary/Middle	*
	Wolfe Street Academy	154
	Woodhome Elementary/Middle	45
	Yorkwood Elementary	18
Baltimore County	Arbutus Elementary	86
	Arbutus Middle	16
	Baltimore Highlands Elementary	148
	Battle Grove Elementary	20
	Battle Monument School	*
	BCDC Educational Center	*
	Bear Creek Elementary	24
	Bedford Elementary	26
	Berkshire Elementary	64
	Campfield Early Childhood Center	19
	Carney Elementary	39
	Carroll Manor Elementary	*
	Catonsville Elementary	67
	Catonsville High	35

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Catonsville Middle	13
	Cedarmere Elementary	121
	Chadwick Elementary	134
	Chapel Hill Elementary	18
	Charlesmont Elementary	29
	Chase Elementary	33
	Chatsworth School	13
	Chesapeake High	14
	Chesapeake Terrace Elementary	*
	Church Lane Elementary	16
	Cockeysville Middle	31
	Colgate Elementary	177
	Cromwell Valley Elementary Regional Magnet	15
	Crossroads Center	*
	Deep Creek Elementary	21
	Deep Creek Middle	11
	Deer Park Elementary	13
	Deer Park Middle Magnet School	12
	Dogwood Elementary	52
	Dulaney High	49
	Dumbarton Middle	203
	Dundalk Elementary	118
	Dundalk High	366
	Dundalk Middle	321
	Edgemere Elementary	*
	Edmondson Heights Elementary	53
	Elmwood Elementary	33
	Essex Elementary	30
	Featherbed Lane Elementary	50
	Fifth District Elementary	*
	Fort Garrison Elementary	*
	Franklin Elementary	29
	Franklin High	30
	Franklin Middle	23
	Fullerton Elementary	35
	General John Stricker Middle	14
	George W. Carver Center for Arts & Technology	*
	Glenmar Elementary	30
	Glyndon Elementary	53
	Golden Ring Middle	20
	Grange Elementary	28
	Gunpowder Elementary	18
	Halethorpe Elementary	68
	Halstead Academy	37
	Hampton Elementary	46
	Harford Hills Elementary	18
	Hawthorne Elementary	*
	Hebbville Elementary	46
	Hereford High	*
	Hereford Middle	*
	Hernwood Elementary	15
	Hillcrest Elementary	95
	Holabird Middle	97
	Honeygo Elementary	16
	Jacksonville Elementary	*
	Johnnycake Elementary	125
	Joppa View Elementary	45
	Kenwood High	16
	Kingsville Elementary	*
	Lansdowne Elementary	79
	Lansdowne High	241
	Lansdowne Middle	285
	Loch Raven High	12
	Loch Raven Technical Academy	11
	Logan Elementary	49
	Lutherville Laboratory	20
	Lyons Mill Elementary	37

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Maiden Choice School	*
	Mars Estates Elementary	20
	Martin Boulevard Elementary	35
	Mays Chapel Elementary	94
	McCormick Elementary	*
	Middle River Middle	25
	Middleborough Elementary	*
	Middlesex Elementary	31
	Milbrook Elementary	67
	Milford Mill Academy	22
	New Town Elementary	24
	New Town High	13
	Northeast EDLP at Parkville High School	*
	Northwest Academy of Health Sciences	*
	Norwood Elementary	183
	Oakleigh Elementary	58
	Orems Elementary	45
	Overlea High	17
	Owings Mills Elementary	152
	Owings Mills High	381
	Padonia International Elementary	196
	Parkville High	543
	Parkville Middle	17
	Patapsco High and Center for Arts	*
	Perry Hall Elementary	47
	Perry Hall High	14
	Perry Hall Middle	22
	Pikesville High	*
	Pikesville Middle	14
	Pine Grove Elementary	20
	Pine Grove Middle	*
	Pinewood Elementary	23
	Pleasant Plains Elementary	101
	Pot Spring Elementary	70
	Powhatan Elementary	*
	Prettyboy Elementary	*
	Randallstown Elementary	29
	Randallstown High	*
	Red House Run Elementary	90
	Reisterstown Elementary	124
	Relay Elementary	69
	Riderwood Elementary	*
	Ridge/Ruxton School	*
	Ridgely Middle	*
	Riverview Elementary	138
	Rodgers Forge Elementary	17
	Sandalwood Elementary	44
	Sandy Plains Elementary	58
	Scotts Branch Elementary	45
	Seneca Elementary	*
	Seven Oaks Elementary	17
	Seventh District Elementary	*
	Shady Spring Elementary	112
	Southwest Academy	27
	Southwest EDLP at Woodlawn High School	*
	Sparks Elementary	*
	Sparrows Point High	*
	Sparrows Point Middle	*
	Stemmers Run Middle	21
	Stoneleigh Elementary	62
	Sudbrook Magnet Middle	272
	Summit Park Elementary	36
	Sussex Elementary	34
	Timber Grove Elementary	83
	Timonium Elementary	22
	Towson High	17
	Victory Villa Elementary	72

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Villa Cresta Elementary	39
	Vincent Farm Elementary	34
	Warren Elementary	51
	Watershed Public Charter	*
	Wellwood International School	63
	West Towson Elementary	24
	Westchester Elementary	64
	Western School of Technology	*
	Westowne Elementary	49
	Winand Elementary	18
	Windsor Mill Middle	*
	Winfield Elementary	49
	Woodbridge Elementary	111
	Woodholme Elementary	120
	Woodlawn High	199
	Woodlawn Middle	17
	Woodmoor Elementary	34
Calvert	Barstow Elementary	*
	Beach Elementary	*
	Calvert High	29
	Calvert Middle	12
	Dowell Elementary	20
	Mill Creek Middle	*
	Mount Harmony Elementary	38
	Mutual Elementary	*
	Patuxent High	*
	Plum Point Elementary	*
	Southern Middle	*
	St Leonard Elementary	23
	Sunderland Elementary	*
	Windy Hill Elementary	20
	Windy Hill Middle	*
Caroline	Colonel Richardson High School	22
	Colonel Richardson Middle School	20
	Denton Elementary School	*
	Federalsburg Elementary School	32
	Greensboro Elementary School	213
	Lockerman Middle School	48
	North Caroline High School	71
	Preston Elementary School	17
	Ridgely Elementary School	*
Carroll	Carrolltowne Elementary	*
	Century High	*
	Cranberry Station Elementary	15
	Ebb Valley Elementary	*
	Eldersburg Elementary	*
	Elmer A. Wolfe Elementary	*
	Francis Scott Key High	*
	Freedom District Elementary	*
	Friendship Valley Elementary	*
	Hampstead Elementary	*
	Liberty High	*
	Linton Springs Elementary	*
	Manchester Elementary	*
	Manchester Valley High	11
	Mechanicsville Elementary	*
	Mount Airy Elementary	*
	Mount Airy Middle	*
	North Carroll Middle	*
	Northwest Middle	*
	Oklahoma Road Middle	*
	Parr's Ridge Elementary	16
	Piney Ridge Elementary	11
	Robert Moton Elementary	23
	Sandymount Elementary	*
	Shiloh Middle	*
	South Carroll High	*

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Spring Garden Elementary	*
	Sykesville Middle	*
	Taneytown Elementary	*
	Westminster East Middle	12
	Westminster Elementary	21
	Westminster High	*
	Westminster West Middle	16
	William Winchester Elementary	42
	Winfield Elementary	*
	Winters Mill High	30
Cecil	Bainbridge Elementary	*
	Bay View Elementary	*
	Bohemia Manor High	*
	Bohemia Manor Middle	*
	Calvert Elementary	*
	Cecil Manor Elementary	18
	Cecilton Elementary	18
	Charlestown Elementary	*
	Cherry Hill Middle	13
	Chesapeake City Elementary	*
	Conowingo Elementary	*
	Elk Neck Elementary	*
	Elkton High	34
	Elkton Middle	26
	Gilpin Manor Elementary	20
	Holly Hall Elementary	12
	Kenmore Elementary	14
	Leeds Elementary	*
	North East Elementary	*
	North East High	*
	North East Middle	*
	Perryville High	*
	Perryville Middle	*
	Rising Sun Elementary	11
	Rising Sun High	*
	Rising Sun Middle School	*
	Thomson Estates Elementary	35
Charles	Arthur Middleton Elementary School	68
	Benjamin Stoddert Middle School	35
	Berry Elementary School	40
	Billingsley Elementary School	29
	C. Paul Barnhart Elementary School	34
	Daniel of St. Thomas Jenifer Elementary School	39
	Dr. Gustavus Brown Elementary	30
	Dr. James Craik Elementary School	12
	Dr. Samuel A. Mudd Elementary School	34
	Dr. Thomas L. Higdon Elementary School	*
	Eva Turner Elementary School	17
	Gale-Bailey Elementary School	*
	General Smallwood Middle School	*
	Henry E. Lackey High School	*
	Indian Head Elementary School	*
	J. C. Parks Elementary School	34
	J. P. Ryon Elementary School	68
	John Hanson Middle School	45
	La Plata High School	*
	Malcolm Elementary School	*
	Mary B. Neal Elementary School	*
	Mary H. Matula Elementary School	*
	Mattawoman Middle School	34
	Matthew Henson Middle School	24
	Maurice J. McDonough High School	72
	Milton M. Somers Middle School	14
	Mt Hope/Nanjemoy Elementary School	*
	North Point High School	*
	Piccowaxen Middle School	*
	Robert D. Stethem Educational Center	*

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	St. Charles High School	11
	T. C. Martin Elementary School	*
	Theodore G. Davis Middle School	21
	Thomas Stone High School	71
	Walter J. Mitchell Elementary School	13
	Westlake High School	37
	William A. Diggs Elementary School	18
	William B. Wade Elementary School	30
Dorchester	Cambridge-South Dorchester High School	23
	Choptank Elementary School	21
	Hurlock Elementary School	16
	Mace's Lane Middle School	26
	Maple Elementary School	46
	North Dorchester High School	*
	North Dorchester Middle School	12
	Sandy Hill Elementary	21
	South Dorchester School	*
	Vienna Elementary School	*
	Warwick Elementary School	*
Frederick	Ballenger Creek Elementary	56
	Ballenger Creek Middle	33
	Brunswick Elementary	21
	Brunswick High	*
	Brunswick Middle	*
	Butterfly Ridge Elementary	161
	Carroll Creek Montessori Public Charter	*
	Carroll Manor Elementary	31
	Catoctin High	*
	Centerville Elementary	19
	Crestwood Middle	53
	Deer Crossing Elementary	*
	Emmitsburg Elementary	*
	Frederick Classical Charter	*
	Frederick High	278
	Glade Elementary	13
	Gov. Thomas Johnson High	211
	Gov. Thomas Johnson Middle	24
	Green Valley Elementary	31
	Heather Ridge	*
	Hillcrest Elementary	371
	Kemptown Elementary	*
	Lewistown Elementary	*
	Liberty Elementary	*
	Lincoln Elementary	136
	Linganore High	*
	Middletown Elementary	*
	Middletown High	*
	Middletown Middle	*
	Middletown Primary	*
	Monocacy Elementary	88
	Monocacy Middle	126
	Monocacy Valley Montessori	*
	Myersville Elementary	12
	New Market Elementary	*
	New Market Middle	*
	New Midway/Woodsboro Elementary	*
	North Frederick Elementary	62
	Oakdale Elementary	46
	Oakdale High	*
	Oakdale Middle	*
	Orchard Grove Elementary	68
	Parkway Elementary	31
	Sabillasville Elementary	*
	Spring Ridge Elementary	24
	Sugarloaf Elementary	24
	Thurmont Elementary	*
	Thurmont Middle	*

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Thurmont Primary	*
	Tuscarora Elementary	77
	Tuscarora High	77
	Twin Ridge Elementary	17
	Urbana Elementary	39
	Urbana High	*
	Urbana Middle	16
	Valley Elementary	21
	Walkersville Elementary	48
	Walkersville High	26
	Walkersville Middle	22
	Waverley Elementary	241
	West Frederick Middle	151
	Whittier Elementary	43
	Windsor Knolls Middle	*
	Yellow Springs Elementary	21
Garrett	Accident Elementary	*
	Friendsville Elementary	*
	Northern Garrett High School	*
	Northern Middle School	*
	Southern Garrett High School	*
Harford	Aberdeen High	44
	Aberdeen Middle	23
	Abingdon Elementary	13
	Bakerfield Elementary	28
	Bel Air Elementary	41
	Bel Air High	22
	Bel Air Middle	22
	C. Milton Wright High	13
	Church Creek Elementary	*
	Churchville Elementary	*
	Darlington Elementary	*
	Deerfield Elementary	31
	Dublin Elementary	*
	Edgewood Elementary	*
	Edgewood High	42
	Edgewood Middle	44
	Emmorton Elementary	37
	Fallston High	*
	Fallston Middle School	*
	Forest Hill Elementary	*
	Forest Lakes Elementary	*
	Fountain Green Elementary	*
	G. Lisby Elementary at Hillsdale	*
	Halls Cross Roads Elementary	14
	Harford Technical High	*
	Havre de Grace Elementary	*
	Havre de Grace High	*
	Havre de Grace Middle	*
	Hickory Elementary	*
	Homestead/Wakefield Elementary	28
	Jarrettsville Elementary	*
	John Archer School	*
	Joppatowne Elementary	*
	Joppatowne High	22
	Magnolia Elementary	*
	Magnolia Middle	24
	Meadowvale Elementary	*
	Norrisville Elementary	*
	North Bend Elementary	*
	North Harford Elementary	*
	North Harford High	*
	North Harford Middle	*
	Patterson Mill High School	*
	Patterson Mill Middle School	*
	Prospect Mill Elementary	31
	Red Pump Elementary School	16

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Ring Factory Elementary	16
	Riverside Elementary	*
	Roye-Williams Elementary	19
	Southampton Middle	12
	William Paca/Old Post Road Elementary	66
	William S. James Elementary	*
	Youths Benefit Elementary	*
Howard	Atholton Elementary	18
	Atholton High	26
	Bellows Spring Elementary	77
	Bollman Bridge Elementary	104
	Bonnie Branch Middle	47
	Bryant Woods Elementary	21
	Burleigh Manor Middle School	23
	Bushy Park Elementary	22
	Cedar Lane Special Center	*
	Centennial High	23
	Centennial Lane Elementary	48
	Clarksville Elementary	47
	Clarksville Middle	*
	Clemens Crossing Elementary	21
	Cradlerock Elementary	40
	Dayton Oaks	19
	Deep Run Elementary	177
	Ducketts Lane	97
	Dunloggin Middle	25
	Elkridge Elementary	51
	Elkridge Landing Middle	15
	Ellicott Mills Middle	*
	Folly Quarter Middle	*
	Forest Ridge Elementary	73
	Fulton Elementary	45
	Glenelg High	*
	Glenwood Middle	*
	Gorman Crossing Elementary	61
	Guilford Elementary	41
	Hammond Elementary	21
	Hammond High	77
	Hammond Middle School	19
	Hanover Hills	108
	Harpers Choice Middle	22
	Hollifield Station Elementary	110
	Homewood School	*
	Howard High	27
	Ilchester Elementary	15
	Jeffers Hill Elementary	42
	Lake Elkhorn Middle	28
	Laurel Woods Elementary	111
	Lime Kiln Middle	*
	Lisbon Elementary	15
	Long Reach High	154
	Longfellow Elementary	44
	Manor Woods Elementary	45
	Marriotts Ridge High	24
	Mayfield Woods Middle	73
	Mount Hebron High	84
	Mount View Middle	*
	Murray Hill Middle	53
	Northfield Elementary	52
	Oakland Mills High	69
	Oakland Mills Middle	39
	Patapsco Middle	46
	Patuxent Valley Middle	51
	Phelps Luck Elementary	115
	Pointers Run Elementary	26
	Reservoir High	77
	River Hill High	13

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Rockburn Elementary	19
	Running Brook Elementary	25
	St. Johns Lane Elementary	43
	Stevens Forest Elementary	53
	Swansfield Elementary	23
	Talbott Springs Elementary	82
	Thomas Viaduct	58
	Thunder Hill Elementary	52
	Triadelphia Ridge Elementary	21
	Veterans Elementary	90
	Waterloo Elementary	44
	Waverly Elementary	38
	West Friendship Elementary	*
	Wilde Lake High	58
	Wilde Lake Middle	17
	Worthington Elementary	14
Kent	Galena Elementary School	37
	H. H. Garnett Elementary	19
	Kent County High	13
	Kent County Middle School	*
Montgomery	A. Mario Loiederman Middle	218
	Albert Einstein High	302
	Alternative Programs	*
	Arcola Elementary	305
	Argyle Middle	193
	Ashburton Elementary	125
	Bannockburn Elementary	16
	Bayard Rustin Elementary	146
	Beall Elementary	66
	Bel Pre Elementary	209
	Bells Mill Elementary	58
	Belmont Elementary	12
	Benjamin Banneker Middle	59
	Bethesda Elementary	102
	Bethesda-Chevy Chase High	140
	Beverly Farms Elementary	58
	Bradley Hills Elementary	20
	Briggs Chaney Middle	71
	Brooke Grove Elementary	50
	Brookhaven Elementary	131
	Brown Station Elementary	199
	Burning Tree Elementary	47
	Burnt Mills Elementary	103
	Burtonsville Elementary	78
	Cabin John Middle School	35
	Candlewood Elementary	72
	Cannon Road Elementary	57
	Captain James E. Daly Elementary	249
	Carderock Springs Elementary	23
	Carl Sandburg Center	31
	Cashell Elementary	26
	Cedar Grove Elementary	37
	Chevy Chase Elementary	38
	Clarksburg Elementary	129
	Clarksburg High	139
	Clearspring Elementary	54
	Clopper Mill Elementary	113
	Cloverly Elementary	72
	Col. E. Brooke Lee Middle	180
	Col. Zadok Magruder High	175
	Cold Spring Elementary	*
	College Gardens Elementary	78
	Cresthaven Elementary	226
	Damascus Elementary	73
	Damascus High	60
	Darnestown Elementary	19
	Diamond Elementary	155

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Dr. Charles R. Drew Elementary	80
	Dr. Sally K. Ride Elementary	123
	DuFief Elementary	59
	Earle B. Wood Middle	130
	East Silver Spring Elementary	95
	Eastern Middle School	212
	Fairland Elementary	95
	Fallsmead Elementary	64
	Farmland Elementary	164
	Fields Road Elementary	81
	Flora M. Singer Elementary School	186
	Flower Hill Elementary	157
	Flower Valley Elementary	77
	Forest Knolls Elementary	78
	Forest Oak Middle	188
	Fox Chapel Elementary	156
	Francis Scott Key Middle	133
	Gaithersburg Elementary	388
	Gaithersburg High	560
	Gaithersburg Middle	185
	Galway Elementary	195
	Garrett Park Elementary	164
	Georgian Forest Elementary	240
	Germantown Elementary	40
	Glen Haven Elementary	157
	Glenallan Elementary	175
	Goshen Elementary	131
	Great Seneca Creek Elementary	112
	Greencastle Elementary	113
	Greenwood Elementary	21
	Hallie Wells Middle School	25
	Harmony Hills Elementary	356
	Herbert Hoover Middle	*
	Highland Elementary	232
	Highland View Elementary	118
	Jackson Road Elementary	206
	James Hubert Blake High	73
	JoAnn Leleck at Broad Acres Elementary	557
	John F. Kennedy High	429
	John H. Poole Middle	*
	John L Gildner Regional Inst for Children & Adol	15
	John T. Baker Middle School	34
	Jones Lane Elementary	86
	Judith A. Resnik Elementary	145
	Julius West Middle	132
	Kemp Mill Elementary	234
	Kensington Parkwood Elementary	48
	Kingsview Middle	63
	Lake Seneca Elementary	131
	Lakelands Park Middle	111
	Lakewood Elementary	46
	Laytonsville Elementary	36
	Little Bennett Elementary	89
	Lois P. Rockwell Elementary	57
	Longview School	*
	Lucy V. Barnsley Elementary	101
	Luxmanor Elementary	182
	Martin Luther King Jr. Middle	72
	Maryvale Elementary	129
	Meadow Hall Elementary	125
	Mill Creek Towne Elementary	113
	Monocacy Elementary	13
	Montgomery Blair High	525
	Montgomery Knolls Elementary	165
	Montgomery Village Middle School	150
	Neelsville Middle	183
	New Hampshire Estates Elem	260

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Newport Mill Middle	154
	North Bethesda Middle	50
	North Chevy Chase Elementary	15
	Northwest High	85
	Northwood High School	334
	Oak View Elementary	167
	Oakland Terrace Elementary	75
	Olney Elementary	69
	Paint Branch High	95
	Parkland Middle	185
	Pine Crest Elementary	124
	Piney Branch Elementary	108
	Poolesville Elementary	25
	Poolesville High	*
	Potomac Elementary	21
	Quince Orchard High	197
	Rachel Carson Elementary	114
	Redland Middle	98
	Richard Montgomery High	183
	Ridgeview Middle	81
	Ritchie Park Elementary	27
	Robert Frost Middle School	26
	Roberto W. Clemente Middle	122
	Rock Creek Forest Elementary	139
	Rock Creek Valley Elementary	85
	Rock Terrace School	12
	Rock View Elementary	183
	Rockville High	157
	Rocky Hill Middle	88
	Rolling Terrace Elementary	395
	Ronald McNair Elementary	115
	Rosa M. Parks Middle	17
	Roscoe R Nix Elementary	217
	Rosemary Hills Elementary	78
	Rosemont Elementary	210
	S. Christa McAuliffe Elementary	147
	Sargent Shriver Elementary	383
	Seneca Valley High	167
	Sequoyah Elementary	127
	Seven Locks Elementary	21
	Shady Grove Middle	85
	Sherwood Elementary	36
	Sherwood High	183
	Silver Creek Middle	73
	Silver Spring International Middle	174
	Sligo Creek Elementary	66
	Sligo Middle	131
	Snowden Farm Elementary	58
	Somerset Elementary	100
	South Lake Elementary	433
	Spark M. Matsunaga Elementary School	65
	Springbrook High	294
	Stedwick Elementary	178
	Stephen Knolls School	11
	Stone Mill Elementary	77
	Stonegate Elementary	58
	Strathmore Elementary	181
	Strawberry Knoll Elementary	118
	Summit Hall Elementary	334
	Takoma Park Elementary	134
	Takoma Park Middle School	74
	Thomas S. Wootton High	40
	Thomas W. Pyle Middle School	39
	Thurgood Marshall Elementary	105
	Tilden Middle School	100
	Travilah Elementary	38
	Twinbrook Elementary	235

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Viers Mill Elementary	207
	Walt Whitman High	42
	Walter Johnson High	119
	Washington Grove Elementary	174
	Waters Landing Elementary	162
	Watkins Mill Elementary	371
	Watkins Mill High	379
	Wayside Elementary	32
	Weller Road Elementary	357
	Westbrook Elementary	*
	Westland Middle	45
	Westover Elementary	29
	Wheaton High	399
	Wheaton Woods Elementary	240
	Whetstone Elementary	269
	White Oak Middle	170
	William B. Gibbs, Jr. Elementary	79
	William H. Farquhar Middle	26
	William Tyler Page Elementary	64
	Wilson Wims Elementary School	30
	Winston Churchill High	30
	Wood Acres Elementary	37
	Woodfield Elementary	29
	Woodlin Elementary	111
	Wyngate Elementary	50
Prince George's	Academy of Health Sciences at PGCC	*
	Accokeek Academy	88
	Adelphi Elementary	424
	Allenwood Elementary	100
	Andrew Jackson Academy	43
	Annapolis Road Academy	44
	Apple Grove Elementary	140
	Ardmore Elementary	41
	Arrowhead Elementary	78
	Avalon Elementary	67
	Baden Elementary	24
	Barack Obama Elementary	33
	Barnaby Manor Elementary	107
	Beacon Heights Elementary	216
	Beltsville Academy	344
	Benjamin D. Foulois Academy	*
	Benjamin Stoddert Middle	52
	Benjamin Tasker Middle School	35
	Berwyn Heights Elementary	169
	Bladensburg Elementary	337
	Bladensburg High	621
	Bond Mill Elementary	71
	Bowie High	95
	Bradbury Heights Elementary	55
	Brandywine Elementary	30
	Buck Lodge Middle	606
	Calverton Elementary	387
	Capitol Heights Elementary	23
	Career and Technical Education Evening High	*
	Carmody Hills Elementary	81
	Carole Highlands Elementary	319
	Carrollton Elementary	244
	Catherine T. Reed Elementary	84
	Central High	221
	Cesar Chavez Elementary	143
	Charles Carroll Middle	337
	Charles Herbert Flowers High	24
	Cherokee Lane Elementary	324
	Chesapeake Math and IT Public Charter	39
	Chesapeake Math and IT South Public Charter	11
	Chillum Elementary	155
	Clinton Grove Elementary	35

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	College Park Academy	20
	Columbia Park Elementary	153
	Community Based Classrooms	16
	Concord Elementary	16
	Cool Spring Elementary	601
	Cooper Lane Elementary	186
	Cora L. Rice Elementary	21
	Crossland High	166
	Deerfield Run Elementary	178
	District Heights Elementary	35
	Dodge Park Elementary	152
	Dora Kennedy French Immersion	16
	Doswell E. Brooks Elementary	34
	Dr. Henry A. Wise, Jr. High	96
	Drew Freeman Middle	72
	Duval High	329
	Dwight D. Eisenhower Middle	208
	Edward M. Felegy ES	397
	Eleanor Roosevelt High	150
	Ernest Everett Just Middle	32
	Excel Academy Public Charter	17
	Fairmont Heights High	64
	Flintstone Elementary	191
	Forest Heights Elementary	94
	Fort Foote Elementary	74
	Fort Washington Forest Elementary	60
	Francis Scott Key Elementary	84
	Francis T. Evans Elementary	41
	Frederick Douglass High	*
	Friendly High	44
	G. James Gholson Middle	133
	Gaywood Elementary	228
	Gladys Noon Spellman Elementary	138
	Glassmanor Elementary	174
	Glenarden Woods Elementary	*
	Glenn Dale Elementary	150
	Glenridge Elementary	303
	Green Valley Academy at Edgar Allan Poe	*
	Greenbelt Elementary	52
	Greenbelt Middle	222
	Gwynn Park High	17
	Gwynn Park Middle	25
	Heather Hills Elementary	*
	High Bridge Elementary	38
	High Point High	1033
	Highland Park Elementary	31
	Hillcrest Heights Elementary	62
	Hollywood Elementary	206
	Hyattsville Elementary	162
	Hyattsville Middle	206
	Imagine Andrews Public Charter	*
	Imagine Foundations at Leeland PCS	*
	Imagine Foundations at Morningside PCS	*
	Imagine Lincoln Public Charter	*
	Incarcerated Youth Center (JACS)	*
	Indian Queen Elementary	55
	International High School @ Langley Park	272
	International High school @ Largo	340
	Isaac J. Gourdine Middle	70
	J. Frank Dent Elementary	13
	James E. Duckworth Regional Center	*
	James H. Harrison Elementary	66
	James Madison Middle	39
	James McHenry Elementary	386
	James Ryder Randall Elementary	53
	John H. Bayne Elementary	29
	John Hanson Montessori	*

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Judge Sylvania W. Woods Sr. Elementary	315
	Judith P. Hoyer Montessori	*
	Kenilworth Elementary	31
	Kenmoor Middle	118
	Kettering Elementary	26
	Kettering Middle	54
	Kingsford Elementary	34
	Lake Arbor Elementary	17
	Lamont Elementary	269
	Langley Park/McCormick Elementary	520
	Largo High	14
	Laurel Elementary	265
	Laurel High	271
	Legend Public Charter School	*
	Lewisdale Elementary	416
	Longfields Elementary	42
	Magnolia Elementary	90
	Marlton Elementary	*
	Martin Luther King Jr. Middle	177
	Mary Harris	748
	Mattaponi Elementary	13
	Maya Angelou French Immersion	20
	Melwood Elementary	66
	Middleton Valley Academy	*
	Montpelier Elementary	77
	Mt Rainier Elementary	145
	Nicholas Orem Middle	461
	North Forestville Elementary	64
	Northview Elementary	41
	Northwestern High	732
	Oaklands Elementary	145
	Overlook Elementary	*
	Oxon Hill Elementary	68
	Oxon Hill High	166
	Oxon Hill Middle	214
	Paint Branch Elementary	94
	Panorama Elementary	63
	Parkdale High	590
	Patuxent Elementary	12
	Perrywood Elementary	34
	Phyllis E. Williams Elementary	14
	Pointer Ridge Elementary	22
	Port Towns Elementary	449
	Potomac High	149
	Potomac Landing Elementary	68
	Princeton Elementary	79
	Ridgecrest Elementary	381
	Riverdale Elementary	447
	Robert Frost Elementary	112
	Robert Goddard Montessori	*
	Robert R. Gray Elementary	89
	Rockledge Elementary	36
	Rogers Heights Elementary	430
	Rosa L. Parks Elementary	403
	Rosaryville Elementary	15
	Rose Valley Elementary	81
	Samuel Chase Elementary	53
	Samuel Ogle Middle	23
	Samuel P. Massie Academy	13
	Scotchtown Hills Elementary	167
	Seabrook Elementary	125
	Seat Pleasant Elementary	52
	Springhill Lake Elementary	346
	Stephen Decatur Middle	49
	Suitland Elementary	76
	Suitland High	20
	Surrattsville High	14

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Tall Oaks High	26
	Tayac Elementary	56
	Templeton Elementary	603
	Thomas G. Pullen School	26
	Thomas Johnson Middle	242
	Thomas S. Stone Elementary	270
	Thurgood Marshall Middle School	95
	Tulip Grove Elementary	25
	University Park Elementary	135
	Valley View Elementary	117
	Vansville Elementary	137
	Waldon Woods Elementary	69
	Walker Mill Middle	46
	Whitehall Elementary	39
	William Beanes Elementary	58
	William Paca Elementary	173
	William W. Hall Academy	109
	William Wirt Middle	539
	Woodmore Elementary	19
	Woodridge Elementary	170
	Yorktown Elementary	20
Queen Anne's	Bayside Elementary School	24
	Centreville Elementary School	16
	Centreville Middle School	*
	Church Hill Elementary School	16
	Grasonville Elementary School	30
	Kennard Elementary School	*
	Kent Island Elementary School	17
	Kent Island High School	25
	Matapeake Elementary School	*
	Matapeake Middle School	*
	Queen Anne's County High School	38
	Stevensville Middle School	12
	Sudlersville Elementary School	78
	Sudlersville Middle School	24
St. Mary's	Benjamin Banneker Elementary	*
	Captain Walter Francis Duke Elementary	*
	Chesapeake Charter School	*
	Chopticon High	*
	Dynard Elementary	*
	Esperanza Middle	12
	Evergreen Elementary School	16
	George Washington Carver Elementary	55
	Great Mills High	55
	Green Holly Elementary School	*
	Greenview Knolls Elementary	*
	Hollywood Elementary	14
	Leonardtown Elementary	*
	Leonardtown High	*
	Leonardtown Middle	*
	Lexington Park Elementary	30
	Margaret Brent Middle	*
	Park Hall Elementary	*
	Piney Point Elementary	*
	Ridge Elementary	*
	Spring Ridge Middle	28
	Town Creek Elementary	*
	White Marsh Elementary	*
Somerset	Carter G Woodson Elementary	20
	Crisfield Academy and High School	*
	Deal Island School	*
	Greenwood Elementary School	34
	Princess Anne Elementary School	15
	Somerset 6/7 Intermediate School	19
	Washington Academy and High School	15
Talbot	Chapel District Elementary	*
	Easton Elementary	252

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Easton High	107
	Easton Middle	81
	St. Michaels Elementary	12
	St. Michaels Middle/High School	*
	White Marsh Elementary	*
Washington	Barbara Ingram School for the Arts	*
	Bester Elementary	25
	Boonsboro High	*
	Boonsboro Middle	*
	Clear Spring High	*
	Clear Spring Middle	*
	E. Russell Hicks Middle	28
	Eastern Elementary	41
	Emma K. Doub Elementary	*
	Fountain Rock Elementary	*
	Fountaindale Elementary	*
	Greenbrier Elementary	*
	Hancock Elementary	*
	Hickory Elementary	36
	Jonathan Hager Elementary	*
	Lincolnshire Elementary	*
	Maugansville Elementary	26
	North Hagerstown High	35
	Northern Middle	27
	Old Forge Elementary	*
	Pangborn Elementary	66
	Paramount Elementary	15
	Potomac Heights Elementary	15
	Rockland Woods Elementary	27
	Ruth Ann Monroe Primary	24
	Salem Avenue Elementary	21
	Smithsburg Elementary	*
	Smithsburg High	*
	Smithsburg Middle	11
	South Hagerstown High	61
	Springfield Middle	19
	Washington County Technical High	*
	Western Heights Middle	26
	Williamsport Elementary	*
	Williamsport High	18
Wicomico	Beaver Run School	70
	Bennett Middle	63
	Charles H. Chipman Elementary	24
	Delmar Elementary	42
	East Salisbury Elementary	52
	Fruitland Intermediate	28
	Fruitland Primary	25
	Glen Avenue School	77
	James M. Bennett High	92
	Mardela Middle & High	*
	North Salisbury Elementary	45
	Northwestern Elementary	*
	Parkside High	45
	Pemberton Elementary	41
	Pinehurst Elementary	79
	Pittsville Elementary & Middle	*
	Prince Street School	119
	Salisbury Middle	60
	West Salisbury	47
	Westside Intermediate	*
	Westside Primary	*
	Wicomico County Evening High	*
	Wicomico High	107
	Wicomico Middle	86
	Willards Elementary	*
Worcester	Berlin Intermediate	*
	Buckingham Elementary	28

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LSS	School Name	Number of ELLs
	Cedar Chapel Special School	*
	Ocean City Elementary	27
	Pocomoke Elementary	14
	Pocomoke High	*
	Pocomoke Middle	*
	Showell Elementary	*
	Snow Hill Elementary	*
	Snow Hill High	*
	Snow Hill Middle	*
	Stephen Decatur High	25
	Stephen Decatur Middle	12

* = Numbers that are less than or equal to 10
are reported as an asterisk to protect student privacy.

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
00	State Total	0000	State Total	858,922	88,834	10.3%
01	Allegany	0301	Flintstone Elementary	192	2	1.0%
01	Allegany	0401	South Penn Elementary	441	1	0.2%
01	Allegany	0405	Fort Hill High	657	1	0.2%
01	Allegany	0406	Washington Middle	609	2	0.3%
01	Allegany	0504	Braddock Middle	605	1	0.2%
01	Allegany	0603	West Side Elementary	309	1	0.3%
01	Allegany	0606	Allegany High	736	3	0.4%
01	Allegany	0702	Bel Air Elementary	197	3	1.5%
01	Allegany	2801	Beall Elementary	391	1	0.3%
01	Allegany	2901	Cash Valley Elementary	234	1	0.4%
01	Allegany	2902	Parkside Elementary	170	4	2.4%
02	Anne Arundel	1023	Brooklyn Park Middle	875	52	5.9%
02	Anne Arundel	1033	Glen Burnie High	2,132	164	7.7%
02	Anne Arundel	1043	Corkran Middle School	638	61	9.6%
02	Anne Arundel	1053	Lindale Middle	1,194	71	5.9%
02	Anne Arundel	1063	Marley Middle	956	84	8.8%
02	Anne Arundel	1082	Belle Grove Elementary	269	45	16.7%
02	Anne Arundel	1092	Brooklyn Park Elementary	414	68	16.4%
02	Anne Arundel	1112	George T. Cromwell Elementary	333	51	15.3%
02	Anne Arundel	1122	Freetown Elementary	457	55	12.0%
02	Anne Arundel	1132	Glendale Elementary	379	73	19.3%
02	Anne Arundel	1142	Hilltop Elementary	570	110	19.3%
02	Anne Arundel	1152	Linthicum Elementary	433	17	3.9%
02	Anne Arundel	1162	Marley Elementary	748	124	16.6%
02	Anne Arundel	1172	North Glen Elementary	273	55	20.1%
02	Anne Arundel	1182	Oakwood Elementary	275	34	12.4%
02	Anne Arundel	1192	Overlook Elementary	338	45	13.3%
02	Anne Arundel	1202	Park Elementary	489	96	19.6%
02	Anne Arundel	1212	Point Pleasant Elementary	482	43	8.9%
02	Anne Arundel	1232	Quarterfield Elementary	388	56	14.4%
02	Anne Arundel	1242	Richard Henry Lee Elementary	472	84	17.8%
02	Anne Arundel	1262	Woodside Elementary	320	98	30.6%
02	Anne Arundel	1274	Marley Glen School	72	8	11.1%
02	Anne Arundel	1323	North County High	2,327	163	7.0%
02	Anne Arundel	2013	Severna Park High	1,880	4	0.2%
02	Anne Arundel	2023	Northeast High	1,364	29	2.1%
02	Anne Arundel	2033	George Fox Middle	899	20	2.2%
02	Anne Arundel	2043	Severna Park Middle	1,412	11	0.8%
02	Anne Arundel	2052	Arnold Elementary	481	10	2.1%
02	Anne Arundel	2062	Belvedere Elementary	438	17	3.9%
02	Anne Arundel	2072	Benfield Elementary	359	4	1.1%
02	Anne Arundel	2082	Bodkin Elementary	483	4	0.8%
02	Anne Arundel	2092	Cape St. Claire Elementary	566	20	3.5%
02	Anne Arundel	2102	Folger Mckinsey Elementary	576	3	0.5%
02	Anne Arundel	2112	Fort Smallwood Elementary	417	6	1.4%
02	Anne Arundel	2132	High Point Elementary	631	43	6.8%
02	Anne Arundel	2142	Jacobsville Elementary	508	13	2.6%
02	Anne Arundel	2152	Jones Elementary	292	11	3.8%
02	Anne Arundel	2162	Lake Shore Elementary	297	4	1.3%
02	Anne Arundel	2172	Oak Hill Elementary	639	11	1.7%
02	Anne Arundel	2182	Pasadena Elementary	347	11	3.2%
02	Anne Arundel	2192	Riviera Beach Elementary	256	6	2.3%
02	Anne Arundel	2202	Severna Park Elementary	392	10	2.6%
02	Anne Arundel	2212	Solley Elementary	703	41	5.8%
02	Anne Arundel	2222	Sunset Elementary	400	6	1.5%
02	Anne Arundel	2233	Anne Arundel Evening High	227	32	14.1%
02	Anne Arundel	2243	Magothy River Middle	714	10	1.4%
02	Anne Arundel	2273	Chesapeake High	1,412	10	0.7%
02	Anne Arundel	2322	Broadneck Elementary	749	18	2.4%
02	Anne Arundel	2363	Broadneck High	2,233	35	1.6%
02	Anne Arundel	2372	Windsor Farm Elementary	515	38	7.4%
02	Anne Arundel	2413	Severn River Middle	801	18	2.2%
02	Anne Arundel	2423	Chesapeake Bay Middle	1,062	16	1.5%
02	Anne Arundel	2432	Shipley's Choice Elementary	369	2	0.5%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
02	Anne Arundel	3013	Arundel High	1,876	35	1.9%
02	Anne Arundel	3023	Arundel Middle	1,119	30	2.7%
02	Anne Arundel	3033	MacArthur Middle	898	39	4.3%
02	Anne Arundel	3062	Brock Bridge Elementary	513	187	36.5%
02	Anne Arundel	3063	Crofton High School	783	20	2.6%
02	Anne Arundel	3072	Crofton Elementary	644	17	2.6%
02	Anne Arundel	3082	Crofton Woods Elementary	715	29	4.1%
02	Anne Arundel	3092	Seven Oaks Elementary	479	26	5.4%
02	Anne Arundel	3102	Hebron - Harman Elementary	661	113	17.1%
02	Anne Arundel	3112	Jessup Elementary	504	93	18.5%
02	Anne Arundel	3122	Manor View Elementary	235	7	3.0%
02	Anne Arundel	3132	Maryland City Elementary	354	149	42.1%
02	Anne Arundel	3142	Meade Heights Elementary	349	15	4.3%
02	Anne Arundel	3152	Van Bokkelen Elementary	354	72	20.3%
02	Anne Arundel	3162	Millersville Elementary	349	7	2.0%
02	Anne Arundel	3172	Odenton Elementary	484	64	13.2%
02	Anne Arundel	3182	Pershing Hill Elementary	491	13	2.6%
02	Anne Arundel	3192	Ridgeway Elementary	632	40	6.3%
02	Anne Arundel	3202	Severn Elementary	517	41	7.9%
02	Anne Arundel	3212	South Shore Elementary	268	34	12.7%
02	Anne Arundel	3222	Waugh Chapel Elementary	600	31	5.2%
02	Anne Arundel	3232	West Meade Early Education Center	146	7	4.8%
02	Anne Arundel	3242	Piney Orchard Elementary	808	21	2.6%
02	Anne Arundel	3263	Crofton Middle	1,339	32	2.4%
02	Anne Arundel	3272	Four Seasons Elementary	611	18	2.9%
02	Anne Arundel	3282	Nantucket Elementary	705	55	7.8%
02	Anne Arundel	3323	Meade High	2,087	193	9.2%
02	Anne Arundel	3333	Old Mill Middle North	1,042	53	5.1%
02	Anne Arundel	3343	Old Mill Middle South	1,018	48	4.7%
02	Anne Arundel	3353	Old Mill High	2,364	119	5.0%
02	Anne Arundel	3362	Crofton Meadows Elementary	527	14	2.7%
02	Anne Arundel	3372	Glen Burnie Park Elementary	480	95	19.8%
02	Anne Arundel	3382	Southgate Elementary	708	74	10.5%
02	Anne Arundel	3392	Rippling Woods Elementary	540	62	11.5%
02	Anne Arundel	3414	Ruth Parker Eason School	104	6	5.8%
02	Anne Arundel	3423	Meade Middle	826	131	15.9%
02	Anne Arundel	4013	Annapolis High	2,134	374	17.5%
02	Anne Arundel	4023	Southern High	1,032	45	4.4%
02	Anne Arundel	4033	Annapolis Middle	1,061	265	25.0%
02	Anne Arundel	4043	Wiley H. Bates Middle	682	85	12.5%
02	Anne Arundel	4053	Southern Middle	790	43	5.4%
02	Anne Arundel	4064	Mary Moss at Adams Academy	42	4	9.5%
02	Anne Arundel	4074	Phoenix Academy	349	10	2.9%
02	Anne Arundel	4092	Annapolis Elementary	171	31	18.1%
02	Anne Arundel	4112	Central Elementary	565	38	6.7%
02	Anne Arundel	4122	Davidsonville Elementary	624	11	1.8%
02	Anne Arundel	4132	Deale Elementary	209	2	1.0%
02	Anne Arundel	4142	Eastport Elementary	255	99	38.8%
02	Anne Arundel	4152	Edgewater Elementary	563	82	14.6%
02	Anne Arundel	4162	Georgetown East Elementary	247	66	26.7%
02	Anne Arundel	4182	Germantown Elementary	433	173	40.0%
02	Anne Arundel	4192	Hillsmere Elementary	364	27	7.4%
02	Anne Arundel	4202	Lothian Elementary	450	86	19.1%
02	Anne Arundel	4212	Mayo Elementary	353	11	3.1%
02	Anne Arundel	4222	Walter S. Mills - Parole Elementary	498	215	43.2%
02	Anne Arundel	4232	Rolling Knolls Elementary	354	83	23.4%
02	Anne Arundel	4242	Shady Side Elementary	415	3	0.7%
02	Anne Arundel	4252	Traceys Elementary	398	80	20.1%
02	Anne Arundel	4262	Tyler Heights Elementary	420	316	75.2%
02	Anne Arundel	4272	West Annapolis Elementary	215	17	7.9%
02	Anne Arundel	4283	Central Middle	1,345	39	2.9%
02	Anne Arundel	4293	South River High	1,916	49	2.6%
02	Anne Arundel	4304	Central Special School	76	2	2.6%
02	Anne Arundel	6113	Monarch Global Academy PCS Laurel Campus	828	110	13.3%
02	Anne Arundel	6123	Monarch Academy Annapolis ES	759	93	12.3%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
02	Anne Arundel	6223	Chesapeake Science Point	500	6	1.2%
02	Anne Arundel	6233	Monarch Academy	681	11	1.6%
03	Baltimore County	0052	Southwest EDLP at Woodlawn High School	6	1	16.7%
03	Baltimore County	0053	Northeast EDLP at Parkville High School	15	1	6.7%
03	Baltimore County	0062	Campfield Early Childhood Center	124	19	15.3%
03	Baltimore County	0075	Crossroads Center	169	2	1.2%
03	Baltimore County	0077	BCDC Educational Center	31	5	16.1%
03	Baltimore County	0101	Catonsville Elementary	602	67	11.1%
03	Baltimore County	0102	Westchester Elementary	638	64	10.0%
03	Baltimore County	0103	Westowne Elementary	571	49	8.6%
03	Baltimore County	0104	Edmondson Heights Elementary	456	53	11.6%
03	Baltimore County	0105	Johnnycake Elementary	509	125	24.6%
03	Baltimore County	0111	Maiden Choice School	108	1	0.9%
03	Baltimore County	0112	Dogwood Elementary	550	52	9.5%
03	Baltimore County	0113	Chadwick Elementary	607	134	22.1%
03	Baltimore County	0115	Hillcrest Elementary	672	95	14.1%
03	Baltimore County	0116	Woodbridge Elementary	399	111	27.8%
03	Baltimore County	0151	Catonsville Middle	821	13	1.6%
03	Baltimore County	0155	Southwest Academy	794	27	3.4%
03	Baltimore County	0172	Woodlawn High	1,680	199	11.8%
03	Baltimore County	0174	Catonsville High	1,809	35	1.9%
03	Baltimore County	0175	Western School of Technology	920	2	0.2%
03	Baltimore County	0202	Randallstown Elementary	384	29	7.6%
03	Baltimore County	0204	Featherbed Lane Elementary	443	50	11.3%
03	Baltimore County	0205	Woodmoor Elementary	515	34	6.6%
03	Baltimore County	0206	Scotts Branch Elementary	520	45	8.7%
03	Baltimore County	0207	Church Lane Elementary	307	16	5.2%
03	Baltimore County	0209	Hebbville Elementary	438	46	10.5%
03	Baltimore County	0210	Powhatan Elementary	206	6	2.9%
03	Baltimore County	0211	Winfield Elementary	429	49	11.4%
03	Baltimore County	0213	Winand Elementary	395	18	4.6%
03	Baltimore County	0214	Hernwood Elementary	308	15	4.9%
03	Baltimore County	0216	Deer Park Elementary	375	13	3.5%
03	Baltimore County	0217	New Town Elementary	792	24	3.0%
03	Baltimore County	0219	Watershed Public Charter	231	1	0.4%
03	Baltimore County	0252	Northwest Academy of Health Sciences	784	7	0.9%
03	Baltimore County	0253	Woodlawn Middle	657	17	2.6%
03	Baltimore County	0254	Deer Park Middle Magnet School	1,495	12	0.8%
03	Baltimore County	0256	Windsor Mill Middle	691	8	1.2%
03	Baltimore County	0271	Milford Mill Academy	1,312	22	1.7%
03	Baltimore County	0272	Randallstown High	1,097	10	0.9%
03	Baltimore County	0303	Bedford Elementary	319	26	8.2%
03	Baltimore County	0304	Wellwood International School	496	63	12.7%
03	Baltimore County	0307	Milbrook Elementary	344	66	19.2%
03	Baltimore County	0308	Fort Garrison Elementary	272	10	3.7%
03	Baltimore County	0310	Summit Park Elementary	379	36	9.5%
03	Baltimore County	0311	Woodholme Elementary	679	120	17.7%
03	Baltimore County	0352	Pikesville Middle	967	14	1.4%
03	Baltimore County	0353	Sudbrook Magnet Middle	972	272	28.0%
03	Baltimore County	0371	Pikesville High	905	9	1.0%
03	Baltimore County	0402	Owings Mills Elementary	698	152	21.8%
03	Baltimore County	0403	Franklin Elementary	384	29	7.6%
03	Baltimore County	0404	Chatsworth School	320	13	4.1%
03	Baltimore County	0405	Timber Grove Elementary	508	83	16.3%
03	Baltimore County	0406	Reisterstown Elementary	463	124	26.8%
03	Baltimore County	0407	Glyndon Elementary	477	53	11.1%
03	Baltimore County	0408	Cedarmere Elementary	501	121	24.2%
03	Baltimore County	0410	Lyons Mill Elementary	685	37	5.4%
03	Baltimore County	0451	Franklin Middle	1,258	23	1.8%
03	Baltimore County	0452	Owings Mills High	1,120	381	34.0%
03	Baltimore County	0472	Franklin High	1,457	30	2.1%
03	Baltimore County	0473	New Town High	1,214	13	1.1%
03	Baltimore County	0501	Fifth District Elementary	281	7	2.5%
03	Baltimore County	0601	Prettyboy Elementary	385	2	0.5%
03	Baltimore County	0701	Seventh District Elementary	323	4	1.2%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
03	Baltimore County	0772	Hereford High	1,285	3	0.2%
03	Baltimore County	0801	Sparks Elementary	485	10	2.1%
03	Baltimore County	0803	Lutherville Laboratory	338	20	5.9%
03	Baltimore County	0805	Timonium Elementary	444	22	5.0%
03	Baltimore County	0808	Pot Spring Elementary	420	70	16.7%
03	Baltimore County	0809	Riderwood Elementary	405	9	2.2%
03	Baltimore County	0810	Padonia International Elementary	450	196	43.6%
03	Baltimore County	0811	Pinewood Elementary	553	23	4.2%
03	Baltimore County	0813	Warren Elementary	347	51	14.7%
03	Baltimore County	0814	Mays Chapel Elementary	642	94	14.6%
03	Baltimore County	0852	Ridgely Middle	1,100	10	0.9%
03	Baltimore County	0853	Cockeysville Middle	878	31	3.5%
03	Baltimore County	0855	Hereford Middle	920	3	0.3%
03	Baltimore County	0872	Dulaney High	1,930	49	2.5%
03	Baltimore County	0905	Stoneleigh Elementary	651	62	9.5%
03	Baltimore County	0907	Rodgers Forge Elementary	392	17	4.3%
03	Baltimore County	0908	Villa Cresta Elementary	616	39	6.3%
03	Baltimore County	0909	Pleasant Plains Elementary	510	101	19.8%
03	Baltimore County	0910	Oakleigh Elementary	456	58	12.7%
03	Baltimore County	0911	Hampton Elementary	610	46	7.5%
03	Baltimore County	0912	Halstead Academy	433	37	8.5%
03	Baltimore County	0915	Harford Hills Elementary	345	18	5.2%
03	Baltimore County	0916	Cromwell Valley Elementary Regional Magnet	355	15	4.2%
03	Baltimore County	0921	Pine Grove Elementary	535	20	3.7%
03	Baltimore County	0922	Ridge/Ruxton School	114	1	0.9%
03	Baltimore County	0925	West Towson Elementary	435	24	5.5%
03	Baltimore County	0953	Dumbarton Middle	1,152	203	17.6%
03	Baltimore County	0954	Loch Raven Technical Academy	817	11	1.3%
03	Baltimore County	0957	Pine Grove Middle	926	9	1.0%
03	Baltimore County	0971	Towson High	1,677	17	1.0%
03	Baltimore County	0972	Parkville High	2,075	543	26.2%
03	Baltimore County	0973	Loch Raven High	836	12	1.4%
03	Baltimore County	0975	George W. Carver Center for Arts & Technology	997	1	0.1%
03	Baltimore County	1001	Carroll Manor Elementary	351	1	0.3%
03	Baltimore County	1002	Jacksonville Elementary	480	9	1.9%
03	Baltimore County	1104	Kingsville Elementary	272	4	1.5%
03	Baltimore County	1105	Perry Hall Elementary	551	47	8.5%
03	Baltimore County	1106	Carney Elementary	593	39	6.6%
03	Baltimore County	1107	Chapel Hill Elementary	593	18	3.0%
03	Baltimore County	1109	Joppa View Elementary	669	45	6.7%
03	Baltimore County	1110	Seven Oaks Elementary	427	17	4.0%
03	Baltimore County	1111	Gunpowder Elementary	494	18	3.6%
03	Baltimore County	1113	Honeygo Elementary	595	16	2.7%
03	Baltimore County	1151	Perry Hall Middle	1,878	22	1.2%
03	Baltimore County	1171	Perry Hall High	2,018	14	0.7%
03	Baltimore County	1202	Dundalk Elementary	701	118	16.8%
03	Baltimore County	1205	Berkshire Elementary	404	64	15.8%
03	Baltimore County	1206	Bear Creek Elementary	434	24	5.5%
03	Baltimore County	1207	Norwood Elementary	430	183	42.6%
03	Baltimore County	1210	Grange Elementary	421	28	6.7%
03	Baltimore County	1212	Charlesmont Elementary	320	29	9.1%
03	Baltimore County	1215	Battle Monument School	59	1	1.7%
03	Baltimore County	1216	Sandy Plains Elementary	513	58	11.3%
03	Baltimore County	1217	Logan Elementary	484	49	10.1%
03	Baltimore County	1251	Dundalk Middle	827	321	38.8%
03	Baltimore County	1253	Holabird Middle	945	97	10.3%
03	Baltimore County	1255	General John Stricker Middle	846	14	1.7%
03	Baltimore County	1272	Patapsco High and Center for Arts	1,402	9	0.6%
03	Baltimore County	1273	Dundalk High	1,842	366	19.9%
03	Baltimore County	1302	Arbutus Elementary	357	86	24.1%
03	Baltimore County	1307	Baltimore Highlands Elementary	437	148	33.9%
03	Baltimore County	1308	Riverview Elementary	494	138	27.9%
03	Baltimore County	1310	Relay Elementary	582	69	11.9%
03	Baltimore County	1311	Lansdowne Elementary	502	79	15.7%
03	Baltimore County	1313	Halethorpe Elementary	282	68	24.1%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
03	Baltimore County	1351	Lansdowne Middle	910	285	31.3%
03	Baltimore County	1356	Arbutus Middle	1,004	16	1.6%
03	Baltimore County	1371	Lansdowne High	1,296	241	18.6%
03	Baltimore County	1403	McCormick Elementary	286	4	1.4%
03	Baltimore County	1404	Fullerton Elementary	538	35	6.5%
03	Baltimore County	1405	Elmwood Elementary	479	33	6.9%
03	Baltimore County	1406	Red House Run Elementary	541	90	16.6%
03	Baltimore County	1409	Shady Spring Elementary	503	112	22.3%
03	Baltimore County	1451	Golden Ring Middle	851	20	2.4%
03	Baltimore County	1452	Parkville Middle	1,076	17	1.6%
03	Baltimore County	1473	Overlea High	1,148	17	1.5%
03	Baltimore County	1502	Edgemere Elementary	373	1	0.3%
03	Baltimore County	1503	Colgate Elementary	431	177	41.1%
03	Baltimore County	1505	Victory Villa Elementary	607	72	11.9%
03	Baltimore County	1506	Martin Boulevard Elementary	258	35	13.6%
03	Baltimore County	1507	Chase Elementary	333	33	9.9%
03	Baltimore County	1508	Essex Elementary	388	30	7.7%
03	Baltimore County	1511	Chesapeake Terrace Elementary	259	3	1.2%
03	Baltimore County	1512	Mars Estates Elementary	313	20	6.4%
03	Baltimore County	1513	Sussex Elementary	397	34	8.6%
03	Baltimore County	1514	Middlesex Elementary	335	31	9.3%
03	Baltimore County	1515	Hawthorne Elementary	373	10	2.7%
03	Baltimore County	1517	Battle Grove Elementary	295	20	6.8%
03	Baltimore County	1518	Glenmar Elementary	265	30	11.3%
03	Baltimore County	1519	Orems Elementary	329	45	13.7%
03	Baltimore County	1520	Middleborough Elementary	287	3	1.0%
03	Baltimore County	1525	Deep Creek Elementary	426	21	4.9%
03	Baltimore County	1527	Sandalwood Elementary	451	44	9.8%
03	Baltimore County	1531	Seneca Elementary	364	10	2.7%
03	Baltimore County	1533	Vincent Farm Elementary	701	34	4.9%
03	Baltimore County	1554	Stemmers Run Middle	806	21	2.6%
03	Baltimore County	1556	Middle River Middle	1,132	25	2.2%
03	Baltimore County	1557	Deep Creek Middle	907	11	1.2%
03	Baltimore County	1559	Sparrows Point Middle	630	4	0.6%
03	Baltimore County	1572	Kenwood High	1,679	16	1.0%
03	Baltimore County	1573	Sparrows Point High	1,097	3	0.3%
03	Baltimore County	1574	Chesapeake High	988	14	1.4%
04	Calvert	0110	Mutual Elementary	331	1	0.3%
04	Calvert	0111	Southern Middle	469	1	0.2%
04	Calvert	0113	Patuxent High	1,085	2	0.2%
04	Calvert	0114	St Leonard Elementary	451	23	5.1%
04	Calvert	0115	Dowell Elementary	513	20	3.9%
04	Calvert	0116	Mill Creek Middle	488	3	0.6%
04	Calvert	0201	Calvert Middle	611	12	2.0%
04	Calvert	0208	Barstow Elementary	556	5	0.9%
04	Calvert	0213	Calvert High	1,132	29	2.6%
04	Calvert	0215	Plum Point Elementary	584	2	0.3%
04	Calvert	0302	Beach Elementary	461	1	0.2%
04	Calvert	0312	Mount Harmony Elementary	595	38	6.4%
04	Calvert	0316	Sunderland Elementary	552	1	0.2%
04	Calvert	0317	Windy Hill Elementary	620	20	3.2%
04	Calvert	0318	Windy Hill Middle	746	2	0.3%
05	Caroline	0201	Greensboro Elementary School	678	213	31.4%
05	Caroline	0301	Denton Elementary School	571	7	1.2%
05	Caroline	0302	Lockerman Middle School	902	48	5.3%
05	Caroline	0401	Preston Elementary School	325	17	5.2%
05	Caroline	0501	Federalsburg Elementary School	372	32	8.6%
05	Caroline	0701	Ridgely Elementary School	370	7	1.9%
05	Caroline	0703	North Caroline High School	1,164	71	6.1%
05	Caroline	0801	Colonel Richardson High School	522	22	4.2%
05	Caroline	0802	Colonel Richardson Middle School	404	20	5.0%
06	Carroll	0103	Taneytown Elementary	356	2	0.6%
06	Carroll	0105	Northwest Middle	645	1	0.2%
06	Carroll	0202	Francis Scott Key High	885	3	0.3%
06	Carroll	0404	Sandymount Elementary	469	2	0.4%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
06	Carroll	0406	Mechanicsville Elementary	411	1	0.2%
06	Carroll	0501	Eldersburg Elementary	448	6	1.3%
06	Carroll	0503	Linton Springs Elementary	660	5	0.8%
06	Carroll	0504	Sykesville Middle	762	3	0.4%
06	Carroll	0505	Freedom District Elementary	544	6	1.1%
06	Carroll	0506	Carrolltowne Elementary	564	5	0.9%
06	Carroll	0507	Liberty High	993	4	0.4%
06	Carroll	0508	Oklahoma Road Middle	721	2	0.3%
06	Carroll	0509	Piney Ridge Elementary	525	11	2.1%
06	Carroll	0510	Century High	1,135	9	0.8%
06	Carroll	0601	Manchester Elementary	590	8	1.4%
06	Carroll	0602	Manchester Valley High	1,321	11	0.8%
06	Carroll	0603	Ebb Valley Elementary	511	3	0.6%
06	Carroll	0701	Westminster East Middle	730	12	1.6%
06	Carroll	0703	Westminster West Middle	904	16	1.8%
06	Carroll	0704	Winters Mill High	1,080	30	2.8%
06	Carroll	0705	William Winchester Elementary	471	42	8.9%
06	Carroll	0707	Westminster High	1,515	8	0.5%
06	Carroll	0710	Westminster Elementary	522	21	4.0%
06	Carroll	0711	Robert Moton Elementary	365	23	6.3%
06	Carroll	0714	Friendship Valley Elementary	414	7	1.7%
06	Carroll	0715	Cranberry Station Elementary	529	15	2.8%
06	Carroll	0801	North Carroll Middle	628	3	0.5%
06	Carroll	0804	Hampstead Elementary	365	6	1.6%
06	Carroll	0806	Spring Garden Elementary	413	9	2.2%
06	Carroll	0807	Shiloh Middle	623	3	0.5%
06	Carroll	0906	Winfield Elementary	557	8	1.4%
06	Carroll	1201	Elmer A. Wolfe Elementary	400	1	0.3%
06	Carroll	1304	Parr's Ridge Elementary	375	16	4.3%
06	Carroll	1305	Mount Airy Elementary	436	10	2.3%
06	Carroll	1306	Mount Airy Middle	690	7	1.0%
06	Carroll	1401	South Carroll High	984	10	1.0%
07	Cecil	0104	Cecilton Elementary	270	18	6.7%
07	Cecil	0204	Bohemia Manor High	632	8	1.3%
07	Cecil	0205	Chesapeake City Elementary	331	6	1.8%
07	Cecil	0206	Bohemia Manor Middle	470	6	1.3%
07	Cecil	0302	Elkton High	1,061	34	3.2%
07	Cecil	0303	Elkton Middle	574	26	4.5%
07	Cecil	0310	Gilpin Manor Elementary	346	20	5.8%
07	Cecil	0311	Holly Hall Elementary	356	12	3.4%
07	Cecil	0313	Cherry Hill Middle	414	13	3.1%
07	Cecil	0315	Leeds Elementary	319	2	0.6%
07	Cecil	0316	Thomson Estates Elementary	408	35	8.6%
07	Cecil	0317	Kenmore Elementary	285	14	4.9%
07	Cecil	0401	Cecil Manor Elementary	356	18	5.1%
07	Cecil	0504	North East Middle	798	8	1.0%
07	Cecil	0506	North East Elementary	484	8	1.7%
07	Cecil	0510	Bay View Elementary	367	6	1.6%
07	Cecil	0513	Charlestown Elementary	236	4	1.7%
07	Cecil	0514	North East High	1,020	4	0.4%
07	Cecil	0515	Elk Neck Elementary	414	5	1.2%
07	Cecil	0606	Rising Sun Middle School	685	7	1.0%
07	Cecil	0607	Rising Sun Elementary	584	11	1.9%
07	Cecil	0701	Perryville Middle	585	3	0.5%
07	Cecil	0704	Bainbridge Elementary	242	3	1.2%
07	Cecil	0705	Perryville High	810	7	0.9%
07	Cecil	0801	Conowingo Elementary	377	1	0.3%
07	Cecil	0904	Calvert Elementary	389	8	2.1%
07	Cecil	0905	Rising Sun High	1,076	10	0.9%
08	Charles	0104	Milton M. Somers Middle School	1,049	14	1.3%
08	Charles	0105	Walter J. Mitchell Elementary School	581	13	2.2%
08	Charles	0106	La Plata High School	1,174	9	0.8%
08	Charles	0108	Maurice J. McDonough High School	999	72	7.2%
08	Charles	0109	Mary H. Matula Elementary School	506	9	1.8%
08	Charles	0302	Mt Hope/Nanjemoy Elementary School	211	1	0.5%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
08	Charles	0501	Dr. Thomas L. Higdon Elementary School	345	5	1.4%
08	Charles	0503	Piccowaxen Middle School	443	1	0.2%
08	Charles	0604	Dr. Samuel A. Mudd Elementary School	526	34	6.5%
08	Charles	0605	Thomas Stone High School	1,115	71	6.4%
08	Charles	0606	J. P. Ryon Elementary School	580	68	11.7%
08	Charles	0608	John Hanson Middle School	849	45	5.3%
08	Charles	0609	Dr. James Craik Elementary School	469	12	2.6%
08	Charles	0611	Dr. Gustavus Brown Elementary	377	30	8.0%
08	Charles	0612	Arthur Middleton Elementary School	515	68	13.2%
08	Charles	0613	Benjamin Stoddert Middle School	838	35	4.2%
08	Charles	0616	Eva Turner Elementary School	387	17	4.4%
08	Charles	0617	Daniel of St. Thomas Jenifer Elementary School	558	39	7.0%
08	Charles	0618	William B. Wade Elementary School	601	30	5.0%
08	Charles	0619	Westlake High School	1,139	37	3.2%
08	Charles	0620	C. Paul Barnhart Elementary School	561	34	6.1%
08	Charles	0621	Mattawoman Middle School	1,024	34	3.3%
08	Charles	0622	Berry Elementary School	627	40	6.4%
08	Charles	0623	North Point High School	1,813	5	0.3%
08	Charles	0624	William A. Diggs Elementary School	725	18	2.5%
08	Charles	0625	Theodore G. Davis Middle School	885	21	2.4%
08	Charles	0626	Mary B. Neal Elementary School	632	6	0.9%
08	Charles	0627	Billingsley Elementary School	655	29	4.4%
08	Charles	0701	Matthew Henson Middle School	784	24	3.1%
08	Charles	0703	J. C. Parks Elementary School	553	34	6.1%
08	Charles	0705	General Smallwood Middle School	500	6	1.2%
08	Charles	0708	Robert D. Stethem Educational Center	65	1	1.5%
08	Charles	0710	Indian Head Elementary School	375	9	2.4%
08	Charles	0801	T. C. Martin Elementary School	439	9	2.1%
08	Charles	0802	St. Charles High School	1,392	11	0.8%
08	Charles	0902	Malcolm Elementary School	399	9	2.3%
08	Charles	1001	Gale-Bailey Elementary School	324	7	2.2%
08	Charles	1002	Henry E. Lackey High School	1,024	5	0.5%
09	Dorchester	0205	Warwick Elementary School	296	1	0.3%
09	Dorchester	0207	North Dorchester High School	590	8	1.4%
09	Dorchester	0208	North Dorchester Middle School	461	12	2.6%
09	Dorchester	0302	Vienna Elementary School	151	3	2.0%
09	Dorchester	0508	South Dorchester School	203	2	1.0%
09	Dorchester	0707	Mace's Lane Middle School	603	26	4.3%
09	Dorchester	0710	Sandy Hill Elementary	372	21	5.6%
09	Dorchester	0711	Maple Elementary School	419	46	11.0%
09	Dorchester	0713	Cambridge-South Dorchester High School	782	23	2.9%
09	Dorchester	0716	Choptank Elementary School	285	21	7.4%
09	Dorchester	1503	Hurlock Elementary School	330	16	4.8%
10	Frederick	0108	Carroll Manor Elementary	508	31	6.1%
10	Frederick	0109	Tuscarora Elementary	679	77	11.3%
10	Frederick	0201	Parkway Elementary	223	31	13.9%
10	Frederick	0204	Lincoln Elementary	536	136	25.4%
10	Frederick	0208	Heather Ridge	44	2	4.5%
10	Frederick	0209	Frederick High	1,542	278	18.0%
10	Frederick	0210	North Frederick Elementary	538	62	11.5%
10	Frederick	0211	West Frederick Middle	925	151	16.3%
10	Frederick	0213	Gov. Thomas Johnson High	1,744	211	12.1%
10	Frederick	0219	Monocacy Middle	978	126	12.9%
10	Frederick	0222	Monocacy Elementary	521	88	16.9%
10	Frederick	0223	Ballenger Creek Elementary	582	56	9.6%
10	Frederick	0225	Gov. Thomas Johnson Middle	563	24	4.3%
10	Frederick	0226	Monocacy Valley Montessori	273	5	1.8%
10	Frederick	0227	Crestwood Middle	670	53	7.9%
10	Frederick	0228	Carroll Creek Montessori Public Charter	270	4	1.5%
10	Frederick	0303	Middletown Elementary	417	7	1.7%
10	Frederick	0311	Middletown Middle	794	4	0.5%
10	Frederick	0313	Middletown High	1,149	7	0.6%
10	Frederick	0314	Middletown Primary	388	4	1.0%
10	Frederick	0503	Emmitsburg Elementary	187	3	1.6%
10	Frederick	0702	Urbana Elementary	621	39	6.3%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
10	Frederick	0713	Urbana High	1,908	10	0.5%
10	Frederick	0714	Windsor Knolls Middle	709	9	1.3%
10	Frederick	0715	Centerville Elementary	439	19	4.3%
10	Frederick	0716	Urbana Middle	967	16	1.7%
10	Frederick	0717	Sugarloaf Elementary	620	24	3.9%
10	Frederick	0801	Liberty Elementary	215	4	1.9%
10	Frederick	0903	New Market Elementary	616	7	1.1%
10	Frederick	0912	Linganore High	1,393	4	0.3%
10	Frederick	0913	Green Valley Elementary	545	31	5.7%
10	Frederick	0914	New Market Middle	647	4	0.6%
10	Frederick	0915	Kemptown Elementary	356	5	1.4%
10	Frederick	0916	Spring Ridge Elementary	388	24	6.2%
10	Frederick	0917	Deer Crossing Elementary	812	4	0.5%
10	Frederick	0918	Oakdale Middle	899	7	0.8%
10	Frederick	0919	Oakdale Elementary	926	46	5.0%
10	Frederick	0920	Oakdale High	1,362	10	0.7%
10	Frederick	1001	Sabillasville Elementary	70	1	1.4%
10	Frederick	1105	New Midway/Woodsboro Elementary	273	5	1.8%
10	Frederick	1301	Frederick Classical Charter	376	9	2.4%
10	Frederick	1406	Valley Elementary	444	21	4.7%
10	Frederick	1503	Thurmont Elementary	292	6	2.1%
10	Frederick	1509	Catoctin High	719	1	0.1%
10	Frederick	1510	Thurmont Middle	573	3	0.5%
10	Frederick	1511	Thurmont Primary	255	2	0.8%
10	Frederick	1604	Myersville Elementary	379	12	3.2%
10	Frederick	1801	Twin Ridge Elementary	556	17	3.1%
10	Frederick	2001	Lewistown Elementary	140	10	7.1%
10	Frederick	2103	Yellow Springs Elementary	498	21	4.2%
10	Frederick	2107	Whittier Elementary	608	43	7.1%
10	Frederick	2302	Hillcrest Elementary	597	371	62.1%
10	Frederick	2305	Ballenger Creek Middle	800	33	4.1%
10	Frederick	2306	Orchard Grove Elementary	546	68	12.5%
10	Frederick	2307	Tuscarora High	1,645	77	4.7%
10	Frederick	2308	Butterfly Ridge Elementary	583	161	27.6%
10	Frederick	2403	Waverley Elementary	442	241	54.5%
10	Frederick	2503	Brunswick High	797	8	1.0%
10	Frederick	2504	Brunswick Elementary	652	21	3.2%
10	Frederick	2525	Brunswick Middle	610	9	1.5%
10	Frederick	2606	Walkersville Middle	836	22	2.6%
10	Frederick	2607	Walkersville Elementary	602	48	8.0%
10	Frederick	2610	Walkersville High	1,219	26	2.1%
10	Frederick	2611	Glade Elementary	500	13	2.6%
11	Garrett	1202	Friendsville Elementary	127	1	0.8%
11	Garrett	1501	Accident Elementary	220	2	0.9%
11	Garrett	2511	Northern Middle School	355	1	0.3%
11	Garrett	3512	Northern Garrett High School	461	6	1.3%
11	Garrett	3709	Southern Garrett High School	678	1	0.1%
12	Harford	0113	William S. James Elementary	480	10	2.1%
12	Harford	0115	Edgewood Elementary	280	10	3.6%
12	Harford	0120	Deerfield Elementary	674	31	4.6%
12	Harford	0121	Emmorton Elementary	564	37	6.6%
12	Harford	0123	Abingdon Elementary	619	13	2.1%
12	Harford	0125	Church Creek Elementary	641	10	1.6%
12	Harford	0131	Magnolia Elementary	472	6	1.3%
12	Harford	0137	Joppatowne Elementary	515	10	1.9%
12	Harford	0140	William Paca/Old Post Road Elementary	780	66	8.5%
12	Harford	0143	Riverside Elementary	420	9	2.1%
12	Harford	0176	Edgewood High	1,413	42	3.0%
12	Harford	0177	Edgewood Middle	1,186	44	3.7%
12	Harford	0181	Joppatowne High	782	22	2.8%
12	Harford	0184	Magnolia Middle	812	24	3.0%
12	Harford	0187	Patterson Mill High School	836	5	0.6%
12	Harford	0188	Patterson Mill Middle School	742	8	1.1%
12	Harford	0211	G. Lisby Elementary at Hillsdale	404	7	1.7%
12	Harford	0212	Bakerfield Elementary	356	28	7.9%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
12	Harford	0230	Halls Cross Roads Elementary	396	14	3.5%
12	Harford	0265	Aberdeen Middle	1,204	23	1.9%
12	Harford	0270	Aberdeen High	1,441	44	3.1%
12	Harford	0304	Harford Technical High	993	10	1.0%
12	Harford	0314	Bel Air Elementary	482	41	8.5%
12	Harford	0316	Churchville Elementary	338	1	0.3%
12	Harford	0326	Forest Hill Elementary	472	5	1.1%
12	Harford	0327	Fountain Green Elementary	458	6	1.3%
12	Harford	0328	Forest Lakes Elementary	429	5	1.2%
12	Harford	0329	Prospect Mill Elementary	539	31	5.8%
12	Harford	0333	Hickory Elementary	643	9	1.4%
12	Harford	0335	Homestead/Wakefield Elementary	926	28	3.0%
12	Harford	0345	Ring Factory Elementary	520	16	3.1%
12	Harford	0348	Youths Benefit Elementary	1,054	7	0.7%
12	Harford	0349	Red Pump Elementary School	758	16	2.1%
12	Harford	0372	Bel Air Middle	1,441	22	1.5%
12	Harford	0373	Bel Air High	1,557	22	1.4%
12	Harford	0374	Southampton Middle	1,173	12	1.0%
12	Harford	0382	Fallston High	977	6	0.6%
12	Harford	0385	C. Milton Wright High	1,330	13	1.0%
12	Harford	0386	Fallston Middle School	864	2	0.2%
12	Harford	0391	John Archer School	129	1	0.8%
12	Harford	0436	Jarrettsville Elementary	426	6	1.4%
12	Harford	0441	Norrisville Elementary	205	1	0.5%
12	Harford	0447	North Bend Elementary	313	3	1.0%
12	Harford	0518	Darlington Elementary	98	6	6.1%
12	Harford	0522	Dublin Elementary	194	1	0.5%
12	Harford	0544	North Harford Elementary	331	1	0.3%
12	Harford	0580	North Harford High	1,226	2	0.2%
12	Harford	0583	North Harford Middle	878	3	0.3%
12	Harford	0632	Havre de Grace Elementary	495	10	2.0%
12	Harford	0638	Meadowvale Elementary	432	2	0.5%
12	Harford	0639	Roye-Williams Elementary	387	19	4.9%
12	Harford	0678	Havre de Grace High	699	6	0.9%
12	Harford	0679	Havre de Grace Middle	613	2	0.3%
13	Howard	0080	Homewood School	120	1	0.8%
13	Howard	0101	Elkridge Elementary	793	51	6.4%
13	Howard	0103	Deep Run Elementary	628	177	28.2%
13	Howard	0104	Mayfield Woods Middle	795	73	9.2%
13	Howard	0105	Rockburn Elementary	574	19	3.3%
13	Howard	0106	Elkridge Landing Middle	710	15	2.1%
13	Howard	0107	Ilchester Elementary	521	15	2.9%
13	Howard	0108	Bonnie Branch Middle	693	47	6.8%
13	Howard	0109	Ducketts Lane	578	97	16.8%
13	Howard	0110	Thomas Viaduct	835	58	6.9%
13	Howard	0111	Hanover Hills	731	108	14.8%
13	Howard	0202	Ellicott Mills Middle	789	10	1.3%
13	Howard	0203	Howard High	1,828	27	1.5%
13	Howard	0204	St. Johns Lane Elementary	679	43	6.3%
13	Howard	0207	Mount Hebron High	1,635	84	5.1%
13	Howard	0208	Northfield Elementary	736	52	7.1%
13	Howard	0209	Patapsco Middle	693	46	6.6%
13	Howard	0210	Centennial Lane Elementary	655	48	7.3%
13	Howard	0211	Dunloggin Middle	624	25	4.0%
13	Howard	0213	Worthington Elementary	421	14	3.3%
13	Howard	0214	Centennial High	1,467	23	1.6%
13	Howard	0215	Waverly Elementary	831	38	4.6%
13	Howard	0216	Burleigh Manor Middle School	844	23	2.7%
13	Howard	0217	Hollifield Station Elementary	768	110	14.3%
13	Howard	0218	Bellows Spring Elementary	610	77	12.6%
13	Howard	0219	Veterans Elementary	889	90	10.1%
13	Howard	0302	West Friendship Elementary	376	4	1.1%
13	Howard	0304	Mount View Middle	835	4	0.5%
13	Howard	0305	Manor Woods Elementary	697	45	6.5%
13	Howard	0306	Triadelphia Ridge Elementary	540	21	3.9%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
13	Howard	0307	Folly Quarter Middle	662	5	0.8%
13	Howard	0308	Marriotts Ridge High	1,597	24	1.5%
13	Howard	0404	Glenelg High	1,263	9	0.7%
13	Howard	0405	Glenwood Middle	510	3	0.6%
13	Howard	0406	Bushy Park Elementary	570	22	3.9%
13	Howard	0407	Lisbon Elementary	377	15	4.0%
13	Howard	0505	Clarksville Elementary	501	47	9.4%
13	Howard	0509	Atholton High	1,472	26	1.8%
13	Howard	0510	Bryant Woods Elementary	352	21	6.0%
13	Howard	0512	Wilde Lake Middle	641	17	2.7%
13	Howard	0514	Longfellow Elementary	460	44	9.6%
13	Howard	0515	Running Brook Elementary	375	25	6.7%
13	Howard	0516	Wilde Lake High	1,379	58	4.2%
13	Howard	0517	Swansfield Elementary	488	23	4.7%
13	Howard	0518	Harpers Choice Middle	490	22	4.5%
13	Howard	0520	Clemens Crossing Elementary	549	21	3.8%
13	Howard	0521	Clarksville Middle	716	8	1.1%
13	Howard	0522	Cedar Lane Special Center	114	2	1.8%
13	Howard	0523	Pointers Run Elementary	750	26	3.5%
13	Howard	0524	River Hill High	1,470	13	0.9%
13	Howard	0525	Fulton Elementary	805	45	5.6%
13	Howard	0526	Lime Kiln Middle	642	3	0.5%
13	Howard	0527	Reservoir High	1,788	77	4.3%
13	Howard	0528	Dayton Oaks	636	19	3.0%
13	Howard	0602	Guilford Elementary	477	41	8.6%
13	Howard	0603	Atholton Elementary	438	18	4.1%
13	Howard	0604	Waterloo Elementary	545	44	8.1%
13	Howard	0605	Thunder Hill Elementary	481	52	10.8%
13	Howard	0606	Hammond Elementary	620	21	3.4%
13	Howard	0607	Hammond Middle School	612	19	3.1%
13	Howard	0608	Stevens Forest Elementary	332	53	16.0%
13	Howard	0609	Talbott Springs Elementary	451	82	18.2%
13	Howard	0610	Oakland Mills Middle	479	39	8.1%
13	Howard	0611	Oakland Mills High	1,269	69	5.4%
13	Howard	0612	Phelps Luck Elementary	596	115	19.3%
13	Howard	0613	Jeffers Hill Elementary	373	42	11.3%
13	Howard	0616	Cradlerock Elementary	433	40	9.2%
13	Howard	0617	Lake Elkhorn Middle	600	28	4.7%
13	Howard	0618	Laurel Woods Elementary	614	111	18.1%
13	Howard	0619	Hammond High	1,316	77	5.9%
13	Howard	0620	Bollman Bridge Elementary	649	104	16.0%
13	Howard	0621	Patuxent Valley Middle	778	51	6.6%
13	Howard	0622	Forest Ridge Elementary	642	73	11.4%
13	Howard	0623	Long Reach High	1,595	154	9.7%
13	Howard	0624	Murray Hill Middle	723	53	7.3%
13	Howard	0625	Gorman Crossing Elementary	754	61	8.1%
14	Kent	0105	Galena Elementary School	268	37	13.8%
14	Kent	0301	Kent County High	580	13	2.2%
14	Kent	0402	Kent County Middle School	380	6	1.6%
14	Kent	0403	H. H. Garnett Elementary	311	19	6.1%
15	Montgomery	0051	Laytonsville Elementary	367	36	9.8%
15	Montgomery	0100	Clopper Mill Elementary	423	113	26.7%
15	Montgomery	0101	Clarksburg Elementary	686	129	18.8%
15	Montgomery	0102	Germantown Elementary	277	40	14.4%
15	Montgomery	0104	Seneca Valley High	1,652	167	10.1%
15	Montgomery	0105	Ridgeview Middle	792	81	10.2%
15	Montgomery	0106	Fox Chapel Elementary	559	156	27.9%
15	Montgomery	0107	Martin Luther King Jr. Middle	888	72	8.1%
15	Montgomery	0108	Lake Seneca Elementary	412	131	31.8%
15	Montgomery	0109	Waters Landing Elementary	657	162	24.7%
15	Montgomery	0110	S. Christa McAuliffe Elementary	540	147	27.2%
15	Montgomery	0111	Captain James E. Daly Elementary	553	249	45.0%
15	Montgomery	0115	Neelsville Middle	842	183	21.7%
15	Montgomery	0125	Quince Orchard High	2,091	197	9.4%
15	Montgomery	0152	Poolesville High	1,236	8	0.6%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
15	Montgomery	0153	Poolesville Elementary	474	25	5.3%
15	Montgomery	0155	Rosa M. Parks Middle	864	17	2.0%
15	Montgomery	0156	Lois P. Rockwell Elementary	409	57	13.9%
15	Montgomery	0157	Roberto W. Clemente Middle	1,040	122	11.7%
15	Montgomery	0158	Ronald McNair Elementary	781	115	14.7%
15	Montgomery	0159	Rachel Carson Elementary	758	114	15.0%
15	Montgomery	0201	Richard Montgomery High	2,410	183	7.6%
15	Montgomery	0204	Garrett Park Elementary	721	164	22.7%
15	Montgomery	0206	Twinbrook Elementary	478	235	49.2%
15	Montgomery	0207	Beall Elementary	465	66	14.2%
15	Montgomery	0209	Lakewood Elementary	415	46	11.1%
15	Montgomery	0210	Maryvale Elementary	512	129	25.2%
15	Montgomery	0211	Julius West Middle	1,375	132	9.6%
15	Montgomery	0212	Meadow Hall Elementary	401	125	31.2%
15	Montgomery	0215	Carl Sandburg Center	94	31	33.0%
15	Montgomery	0216	Travilah Elementary	319	38	11.9%
15	Montgomery	0219	Farmland Elementary	767	164	21.4%
15	Montgomery	0220	Luxmanor Elementary	611	182	29.8%
15	Montgomery	0226	Beverly Farms Elementary	560	58	10.4%
15	Montgomery	0227	Ritchie Park Elementary	384	27	7.0%
15	Montgomery	0228	Herbert Hoover Middle	1,021	8	0.8%
15	Montgomery	0229	College Gardens Elementary	568	78	13.7%
15	Montgomery	0230	Rockville High	1,436	157	10.9%
15	Montgomery	0232	Tilden Middle School	1,022	100	9.8%
15	Montgomery	0233	Fallsmead Elementary	517	64	12.4%
15	Montgomery	0234	Thomas S. Wootton High	2,037	40	2.0%
15	Montgomery	0235	Wayside Elementary	440	32	7.3%
15	Montgomery	0237	Robert Frost Middle School	1,017	26	2.6%
15	Montgomery	0238	Cold Spring Elementary	315	6	1.9%
15	Montgomery	0239	Alternative Programs		9	
15	Montgomery	0241	DuFief Elementary	303	59	19.5%
15	Montgomery	0242	Dr. Sally K. Ride Elementary	431	123	28.5%
15	Montgomery	0244	Thurgood Marshall Elementary	509	105	20.6%
15	Montgomery	0246	Northwest High	2,598	85	3.3%
15	Montgomery	0247	John H. Poole Middle	381	4	1.0%
15	Montgomery	0248	Forest Oak Middle	920	188	20.4%
15	Montgomery	0249	Clarksburg High	2,365	139	5.9%
15	Montgomery	0302	Burtonsville Elementary	602	77	12.8%
15	Montgomery	0303	Fairland Elementary	545	95	17.4%
15	Montgomery	0304	JoAnn Leleck at Broad Acres Elementary	757	557	73.6%
15	Montgomery	0305	Jackson Road Elementary	628	206	32.8%
15	Montgomery	0307	Roscoe R Nix Elementary	433	217	50.1%
15	Montgomery	0308	Cloverly Elementary	426	72	16.9%
15	Montgomery	0309	Burnt Mills Elementary	564	102	18.1%
15	Montgomery	0310	Cannon Road Elementary	408	57	14.0%
15	Montgomery	0311	Francis Scott Key Middle	966	133	13.8%
15	Montgomery	0312	William Tyler Page Elementary	590	64	10.8%
15	Montgomery	0313	Galway Elementary	723	195	27.0%
15	Montgomery	0315	Paint Branch High	2,064	95	4.6%
15	Montgomery	0316	Stonegate Elementary	492	58	11.8%
15	Montgomery	0321	James Hubert Blake High	1,815	73	4.0%
15	Montgomery	0333	Benjamin Banneker Middle	864	59	6.8%
15	Montgomery	0334	Greencastle Elementary	663	113	17.0%
15	Montgomery	0335	Briggs Chaney Middle	978	71	7.3%
15	Montgomery	0336	Little Bennett Elementary	639	89	13.9%
15	Montgomery	0337	William B. Gibbs, Jr. Elementary	468	79	16.9%
15	Montgomery	0340	Great Seneca Creek Elementary	522	112	21.5%
15	Montgomery	0341	Wilson Wims Elementary School	606	30	5.0%
15	Montgomery	0345	Hallie Wells Middle School	930	25	2.7%
15	Montgomery	0346	Bayard Rustin Elementary	658	146	22.2%
15	Montgomery	0347	Snowden Farm Elementary	752	58	7.7%
15	Montgomery	0351	Darnestown Elementary	301	19	6.3%
15	Montgomery	0360	Jones Lane Elementary	400	86	21.5%
15	Montgomery	0401	Bethesda Elementary	612	102	16.7%
15	Montgomery	0403	Chevy Chase Elementary	441	38	8.6%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
15	Montgomery	0405	Somerset Elementary	499	100	20.0%
15	Montgomery	0406	Bethesda-Chevy Chase High	2,270	140	6.2%
15	Montgomery	0408	Westbrook Elementary	328	9	2.7%
15	Montgomery	0410	Bradley Hills Elementary	496	20	4.0%
15	Montgomery	0412	Westland Middle	764	45	5.9%
15	Montgomery	0413	North Bethesda Middle	1,198	50	4.2%
15	Montgomery	0415	North Chevy Chase Elementary	225	15	6.7%
15	Montgomery	0417	Wood Acres Elementary	564	37	6.6%
15	Montgomery	0419	Burning Tree Elementary	420	47	11.2%
15	Montgomery	0420	Bannockburn Elementary	396	16	4.0%
15	Montgomery	0422	Wyngate Elementary	669	50	7.5%
15	Montgomery	0424	Walter Johnson High	2,820	119	4.2%
15	Montgomery	0425	Ashburton Elementary	890	125	14.0%
15	Montgomery	0427	Walt Whitman High	1,991	42	2.1%
15	Montgomery	0428	Thomas W. Pyle Middle School	1,433	39	2.7%
15	Montgomery	0501	Sherwood Elementary	440	36	8.2%
15	Montgomery	0502	Olney Elementary	630	69	11.0%
15	Montgomery	0503	Sherwood High	1,912	183	9.6%
15	Montgomery	0504	Westover Elementary	254	29	11.4%
15	Montgomery	0505	Lucy V. Barnsley Elementary	697	101	14.5%
15	Montgomery	0506	Flower Valley Elementary	468	77	16.5%
15	Montgomery	0507	William H. Farquhar Middle	671	26	3.9%
15	Montgomery	0508	Candlewood Elementary	395	72	18.2%
15	Montgomery	0510	Col. Zadok Magruder High	1,606	175	10.9%
15	Montgomery	0511	Cashell Elementary	298	25	8.4%
15	Montgomery	0512	Greenwood Elementary	497	21	4.2%
15	Montgomery	0513	Belmont Elementary	338	12	3.6%
15	Montgomery	0514	Judith A. Resnik Elementary	561	145	25.8%
15	Montgomery	0517	Sligo Creek Elementary	653	66	10.1%
15	Montgomery	0518	Brooke Grove Elementary	430	50	11.6%
15	Montgomery	0521	Shady Grove Middle	578	85	14.7%
15	Montgomery	0522	Lakelands Park Middle	1,182	111	9.4%
15	Montgomery	0523	Spark M. Matsunaga Elementary School	658	65	9.9%
15	Montgomery	0545	Watkins Mill High	1,597	379	23.7%
15	Montgomery	0546	Goshen Elementary	480	131	27.3%
15	Montgomery	0549	Flower Hill Elementary	413	157	38.0%
15	Montgomery	0551	Gaithersburg High	2,359	560	23.7%
15	Montgomery	0552	Washington Grove Elementary	327	174	53.2%
15	Montgomery	0553	Gaithersburg Elementary	772	388	50.3%
15	Montgomery	0554	Gaithersburg Middle	868	185	21.3%
15	Montgomery	0555	Rosemont Elementary	562	210	37.4%
15	Montgomery	0556	Mill Creek Towne Elementary	454	113	24.9%
15	Montgomery	0557	Montgomery Village Middle School	776	150	19.3%
15	Montgomery	0558	Whetstone Elementary	625	269	43.0%
15	Montgomery	0559	Brown Station Elementary	525	199	37.9%
15	Montgomery	0561	Watkins Mill Elementary	702	371	52.8%
15	Montgomery	0562	Redland Middle	646	98	15.2%
15	Montgomery	0563	Summit Hall Elementary	614	334	54.4%
15	Montgomery	0564	South Lake Elementary	739	433	58.6%
15	Montgomery	0565	Sequoyah Elementary	365	127	34.8%
15	Montgomery	0566	Fields Road Elementary	434	81	18.7%
15	Montgomery	0568	Stedwick Elementary	497	178	35.8%
15	Montgomery	0569	Strawberry Knoll Elementary	549	118	21.5%
15	Montgomery	0570	Diamond Elementary	774	155	20.0%
15	Montgomery	0601	Potomac Elementary	391	21	5.4%
15	Montgomery	0602	Winston Churchill High	2,245	30	1.3%
15	Montgomery	0603	Seven Locks Elementary	390	21	5.4%
15	Montgomery	0604	Carderock Springs Elementary	319	23	7.2%
15	Montgomery	0606	Cabin John Middle School	1,077	35	3.2%
15	Montgomery	0607	Bells Mill Elementary	568	58	10.2%
15	Montgomery	0647	Silver Spring International Middle	1,160	174	15.0%
15	Montgomery	0652	Monocacy Elementary	134	13	9.7%
15	Montgomery	0653	Stone Mill Elementary	480	77	16.0%
15	Montgomery	0701	Damascus High	1,404	60	4.3%
15	Montgomery	0702	Damascus Elementary	353	73	20.7%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
15	Montgomery	0703	Cedar Grove Elementary	374	37	9.9%
15	Montgomery	0704	Woodfield Elementary	276	29	10.5%
15	Montgomery	0705	John T. Baker Middle School	797	34	4.3%
15	Montgomery	0706	Clearspring Elementary	526	54	10.3%
15	Montgomery	0707	Rocky Hill Middle	986	88	8.9%
15	Montgomery	0708	Kingsview Middle	1,048	63	6.0%
15	Montgomery	0747	Dr. Charles R. Drew Elementary	418	80	19.1%
15	Montgomery	0749	Piney Branch Elementary	625	108	17.3%
15	Montgomery	0754	Takoma Park Elementary	613	134	21.9%
15	Montgomery	0755	Takoma Park Middle School	1,158	74	6.4%
15	Montgomery	0756	East Silver Spring Elementary	399	95	23.8%
15	Montgomery	0757	Montgomery Blair High	3,220	525	16.3%
15	Montgomery	0761	Pine Crest Elementary	446	124	27.8%
15	Montgomery	0764	Woodlin Elementary	510	111	21.8%
15	Montgomery	0766	Oak View Elementary	419	167	39.9%
15	Montgomery	0767	Glen Haven Elementary	449	157	35.0%
15	Montgomery	0769	Oakland Terrace Elementary	469	75	16.0%
15	Montgomery	0770	Flora M. Singer Elementary School	594	186	31.3%
15	Montgomery	0771	Rolling Terrace Elementary	673	395	58.7%
15	Montgomery	0772	Viers Mill Elementary	434	207	47.7%
15	Montgomery	0773	Rock Creek Forest Elementary	710	139	19.6%
15	Montgomery	0774	Highland Elementary	504	232	46.0%
15	Montgomery	0775	Eastern Middle School	966	212	21.9%
15	Montgomery	0776	Montgomery Knolls Elementary	403	165	40.9%
15	Montgomery	0777	Weller Road Elementary	612	357	58.3%
15	Montgomery	0778	Sligo Middle	738	131	17.8%
15	Montgomery	0779	Sargent Shriver Elementary	711	383	53.9%
15	Montgomery	0780	Bel Pre Elementary	477	209	43.8%
15	Montgomery	0782	Wheaton High	2,280	399	17.5%
15	Montgomery	0783	Kensington Parkwood Elementary	590	48	8.1%
15	Montgomery	0784	Highland View Elementary	365	118	32.3%
15	Montgomery	0786	Georgian Forest Elementary	530	240	45.3%
15	Montgomery	0787	A. Mario Loiederman Middle	996	218	21.9%
15	Montgomery	0788	Wheaton Woods Elementary	463	240	51.8%
15	Montgomery	0789	Albert Einstein High	1,921	302	15.7%
15	Montgomery	0790	Arcola Elementary	660	305	46.2%
15	Montgomery	0791	New Hampshire Estates Elem	359	260	72.4%
15	Montgomery	0792	Newport Mill Middle	670	154	23.0%
15	Montgomery	0794	Rosemary Hills Elementary	461	78	16.9%
15	Montgomery	0795	Rock View Elementary	600	183	30.5%
15	Montgomery	0796	Northwood High School	1,708	334	19.6%
15	Montgomery	0797	Harmony Hills Elementary	642	356	55.5%
15	Montgomery	0798	Springbrook High	1,694	294	17.4%
15	Montgomery	0799	Stephen Knolls School	41	11	26.8%
15	Montgomery	0803	Forest Knolls Elementary	510	78	15.3%
15	Montgomery	0805	Kemp Mill Elementary	417	234	56.1%
15	Montgomery	0807	Brookhaven Elementary	342	131	38.3%
15	Montgomery	0808	Cresthaven Elementary	491	226	46.0%
15	Montgomery	0811	White Oak Middle	860	170	19.8%
15	Montgomery	0812	Parkland Middle	1,158	185	16.0%
15	Montgomery	0815	John F. Kennedy High	1,788	429	24.0%
15	Montgomery	0817	Glenallan Elementary	669	175	26.2%
15	Montgomery	0818	Col. E. Brooke Lee Middle	795	180	22.6%
15	Montgomery	0819	Rock Creek Valley Elementary	405	85	21.0%
15	Montgomery	0820	Earle B. Wood Middle	998	130	13.0%
15	Montgomery	0822	Strathmore Elementary	491	181	36.9%
15	Montgomery	0823	Argyle Middle	1,043	193	18.5%
15	Montgomery	0835	Silver Creek Middle	838	73	8.7%
15	Montgomery	0916	Rock Terrace School	84	12	14.3%
15	Montgomery	0951	Longview School	65	10	15.4%
15	Montgomery	0965	John L Gildner Regional Inst for Children & Adol	108	15	13.9%
16	Prince George's	0102	High Point High	2,634	1,033	39.2%
16	Prince George's	0104	Beltsville Academy	1,110	344	31.0%
16	Prince George's	0105	Calverton Elementary	782	387	49.5%
16	Prince George's	0108	James E. Duckworth Regional Center	103	5	4.9%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
16	Prince George's	0109	James H. Harrison Elementary	284	66	23.2%
16	Prince George's	0110	Martin Luther King Jr. Middle	981	177	18.0%
16	Prince George's	0111	Vansville Elementary	695	137	19.7%
16	Prince George's	0203	Judith P. Hoyer Montessori	280	1	0.4%
16	Prince George's	0205	Bladensburg Elementary	681	337	49.5%
16	Prince George's	0208	Bladensburg High	1,933	621	32.1%
16	Prince George's	0210	Rogers Heights Elementary	700	430	61.4%
16	Prince George's	0211	Gladys Noon Spellman Elementary	490	138	28.2%
16	Prince George's	0213	Cooper Lane Elementary	466	186	39.9%
16	Prince George's	0214	Templeton Elementary	877	603	68.8%
16	Prince George's	0216	Annapolis Road Academy	83	44	53.0%
16	Prince George's	0217	Port Towns Elementary	929	449	48.3%
16	Prince George's	0304	Perrywood Elementary	551	34	6.2%
16	Prince George's	0305	Patuxent Elementary	264	12	4.5%
16	Prince George's	0504	Fort Washington Forest Elementary	325	60	18.5%
16	Prince George's	0507	Rose Valley Elementary	303	81	26.7%
16	Prince George's	0509	Accokeek Academy	1,543	88	5.7%
16	Prince George's	0510	Potomac Landing Elementary	401	68	17.0%
16	Prince George's	0511	Friendly High	816	44	5.4%
16	Prince George's	0603	Suitland High	2,047	20	1.0%
16	Prince George's	0606	Bradbury Heights Elementary	455	55	12.1%
16	Prince George's	0607	Hillcrest Heights Elementary	400	62	15.5%
16	Prince George's	0608	Green Valley Academy at Edgar Allan Poe	56	1	1.8%
16	Prince George's	0610	North Forestville Elementary	241	64	26.6%
16	Prince George's	0613	District Heights Elementary	366	35	9.6%
16	Prince George's	0615	Benjamin Stoddert Middle	614	52	8.5%
16	Prince George's	0617	Francis Scott Key Elementary	419	84	20.0%
16	Prince George's	0618	Longfields Elementary	294	42	14.3%
16	Prince George's	0619	Princeton Elementary	265	79	29.8%
16	Prince George's	0622	Thurgood Marshall Middle School	762	95	12.5%
16	Prince George's	0632	Allenwood Elementary	309	100	32.4%
16	Prince George's	0633	Overlook Elementary	340	3	0.9%
16	Prince George's	0636	William Beanes Elementary	406	58	14.3%
16	Prince George's	0638	Benjamin D. Foulois Academy	540	3	0.6%
16	Prince George's	0639	Maya Angelou French Immersion	463	20	4.3%
16	Prince George's	0640	Arrowhead Elementary	356	78	21.9%
16	Prince George's	0645	Andrew Jackson Academy	479	43	9.0%
16	Prince George's	0647	Concord Elementary	320	16	5.0%
16	Prince George's	0648	Samuel P. Massie Academy	548	13	2.4%
16	Prince George's	0656	Panorama Elementary	508	63	12.4%
16	Prince George's	0660	Drew Freeman Middle	838	72	8.6%
16	Prince George's	0661	Suitland Elementary	481	76	15.8%
16	Prince George's	0662	Imagine Lincoln Public Charter	393	3	0.8%
16	Prince George's	0705	Tall Oaks High	101	26	25.7%
16	Prince George's	0706	Woodmore Elementary	430	19	4.4%
16	Prince George's	0708	Kenilworth Elementary	375	31	8.3%
16	Prince George's	0711	Tulip Grove Elementary	335	25	7.5%
16	Prince George's	0712	Heather Hills Elementary	349	2	0.6%
16	Prince George's	0714	Benjamin Tasker Middle School	1,068	35	3.3%
16	Prince George's	0716	Northview Elementary	569	41	7.2%
16	Prince George's	0718	Pointer Ridge Elementary	305	22	7.2%
16	Prince George's	0729	Kingsford Elementary	450	34	7.6%
16	Prince George's	0802	Baden Elementary	166	24	14.5%
16	Prince George's	0905	Tayac Elementary	319	56	17.6%
16	Prince George's	0906	Clinton Grove Elementary	206	35	17.0%
16	Prince George's	0908	Surrattsville High	673	14	2.1%
16	Prince George's	0909	James Ryder Randall Elementary	271	53	19.6%
16	Prince George's	0912	Isaac J. Gourdine Middle	607	70	11.5%
16	Prince George's	0914	Waldon Woods Elementary	539	69	12.8%
16	Prince George's	0915	Stephen Decatur Middle	782	49	6.3%
16	Prince George's	0916	Francis T. Evans Elementary	343	41	12.0%
16	Prince George's	0917	Imagine Andrews Public Charter	433	6	1.4%
16	Prince George's	1001	Laurel Elementary	539	265	49.2%
16	Prince George's	1008	Laurel High	1,986	271	13.6%
16	Prince George's	1009	Oaklands Elementary	339	145	42.8%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
16	Prince George's	1010	Dwight D. Eisenhower Middle	1,112	208	18.7%
16	Prince George's	1011	Bond Mill Elementary	488	71	14.5%
16	Prince George's	1014	Scotchtown Hills Elementary	589	167	28.4%
16	Prince George's	1015	Chesapeake Math and IT Public Charter	1,683	39	2.3%
16	Prince George's	1101	Brandywine Elementary	434	30	6.9%
16	Prince George's	1102	Mattaponi Elementary	352	13	3.7%
16	Prince George's	1103	Gwynn Park High	1,025	17	1.7%
16	Prince George's	1104	Gwynn Park Middle	662	25	3.8%
16	Prince George's	1105	Rosaryville Elementary	378	15	4.0%
16	Prince George's	1201	Oxon Hill Elementary	216	68	31.5%
16	Prince George's	1204	Forest Heights Elementary	288	94	32.6%
16	Prince George's	1206	John Hanson Montessori	395	3	0.8%
16	Prince George's	1208	Flintstone Elementary	394	191	48.5%
16	Prince George's	1209	Oxon Hill High	1,467	166	11.3%
16	Prince George's	1213	Fort Foote Elementary	276	74	26.8%
16	Prince George's	1214	Glassmanor Elementary	284	174	61.3%
16	Prince George's	1216	Samuel Chase Elementary	280	53	18.9%
16	Prince George's	1217	Crossland High	957	166	17.3%
16	Prince George's	1218	Valley View Elementary	364	117	32.1%
16	Prince George's	1219	Barnaby Manor Elementary	431	107	24.8%
16	Prince George's	1220	Potomac High	1,187	149	12.6%
16	Prince George's	1221	Avalon Elementary	272	67	24.6%
16	Prince George's	1229	Apple Grove Elementary	444	140	31.5%
16	Prince George's	1231	J. Frank Dent Elementary	229	13	5.7%
16	Prince George's	1233	Indian Queen Elementary	272	55	20.2%
16	Prince George's	1234	Oxon Hill Middle	922	214	23.2%
16	Prince George's	1302	Columbia Park Elementary	487	153	31.4%
16	Prince George's	1307	Highland Park Elementary	240	31	12.9%
16	Prince George's	1309	William Paca Elementary	511	173	33.9%
16	Prince George's	1310	Dodge Park Elementary	511	152	29.7%
16	Prince George's	1314	Largo High	909	14	1.5%
16	Prince George's	1320	G. James Gholson Middle	949	133	14.0%
16	Prince George's	1322	Phyllis E. Williams Elementary	392	14	3.6%
16	Prince George's	1324	Kettering Elementary	368	26	7.1%
16	Prince George's	1326	Kettering Middle	875	54	6.2%
16	Prince George's	1327	Charles Herbert Flowers High	2,342	24	1.0%
16	Prince George's	1330	Kenmoor Middle	962	118	12.3%
16	Prince George's	1333	Judge Sylvania W. Woods Sr. Elementary	688	315	45.8%
16	Prince George's	1346	Lake Arbor Elementary	496	17	3.4%
16	Prince George's	1347	Cora L. Rice Elementary	565	21	3.7%
16	Prince George's	1348	Ernest Everett Just Middle	802	32	4.0%
16	Prince George's	1350	Academy of Health Sciences at PGCC	534	1	0.2%
16	Prince George's	1351	Chesapeake Math and IT South Public Charter	1,393	11	0.8%
16	Prince George's	1352	International High school @ Largo	373	340	91.2%
16	Prince George's	1408	Glenn Dale Elementary	571	150	26.3%
16	Prince George's	1409	Duval High	2,206	329	14.9%
16	Prince George's	1411	Gaywood Elementary	466	228	48.9%
16	Prince George's	1412	High Bridge Elementary	351	38	10.8%
16	Prince George's	1414	Catherine T. Reed Elementary	446	84	18.8%
16	Prince George's	1416	Dora Kennedy French Immersion	654	16	2.4%
16	Prince George's	1417	Robert Goddard Montessori	373	7	1.9%
16	Prince George's	1423	Bowie High	2,406	95	3.9%
16	Prince George's	1424	Montpelier Elementary	539	77	14.3%
16	Prince George's	1427	Yorktown Elementary	392	20	5.1%
16	Prince George's	1428	Samuel Ogle Middle	826	23	2.8%
16	Prince George's	1432	Rockledge Elementary	307	36	11.7%
16	Prince George's	1435	Deerfield Run Elementary	548	178	32.5%
16	Prince George's	1438	Whitehall Elementary	577	39	6.8%
16	Prince George's	1442	Excel Academy Public Charter	430	17	4.0%
16	Prince George's	1502	Frederick Douglass High	1,115	6	0.5%
16	Prince George's	1504	Melwood Elementary	430	66	15.3%
16	Prince George's	1510	James Madison Middle	895	39	4.4%
16	Prince George's	1511	Marlton Elementary	269	5	1.9%
16	Prince George's	1518	Barack Obama Elementary	712	33	4.6%
16	Prince George's	1519	Dr. Henry A. Wise, Jr. High	2,294	96	4.2%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
16	Prince George's	1521	Imagine Foundations at Leeland PCS	467	2	0.4%
16	Prince George's	1522	Imagine Foundations at Morningside PCS	405	6	1.5%
16	Prince George's	1601	Hyattsville Elementary	447	162	36.2%
16	Prince George's	1602	Hyattsville Middle	859	206	24.0%
16	Prince George's	1604	Edward M. Felegy ES	696	397	57.0%
16	Prince George's	1703	Mt Rainier Elementary	305	145	47.5%
16	Prince George's	1706	Thomas S. Stone Elementary	441	270	61.2%
16	Prince George's	1708	Northwestern High	2,313	732	31.6%
16	Prince George's	1709	Chillum Elementary	326	155	47.5%
16	Prince George's	1710	Ridgecrest Elementary	623	381	61.2%
16	Prince George's	1711	Carole Highlands Elementary	445	319	71.7%
16	Prince George's	1712	Lewisdale Elementary	585	416	71.1%
16	Prince George's	1713	Cesar Chavez Elementary	371	143	38.5%
16	Prince George's	1714	Adelphi Elementary	668	424	63.5%
16	Prince George's	1718	Nicholas Orem Middle	1,139	461	40.5%
16	Prince George's	1719	Langley Park/McCormick Elementary	751	520	69.2%
16	Prince George's	1725	Cool Spring Elementary	783	601	76.8%
16	Prince George's	1730	Mary Harris	950	748	78.7%
16	Prince George's	1731	Rosa L. Parks Elementary	572	403	70.5%
16	Prince George's	1732	International High School @ Langley Park	317	272	85.8%
16	Prince George's	1802	Seat Pleasant Elementary	332	52	15.7%
16	Prince George's	1806	Fairmont Heights High	910	64	7.0%
16	Prince George's	1808	Doswell E. Brooks Elementary	213	34	16.0%
16	Prince George's	1810	Central High	777	221	28.4%
16	Prince George's	1811	Carmody Hills Elementary	377	81	21.5%
16	Prince George's	1812	Capitol Heights Elementary	281	23	8.2%
16	Prince George's	1814	Thomas G. Pullen School	743	26	3.5%
16	Prince George's	1816	John H. Bayne Elementary	354	29	8.2%
16	Prince George's	1819	Walker Mill Middle	760	46	6.1%
16	Prince George's	1828	Robert R. Gray Elementary	327	89	27.2%
16	Prince George's	1830	William W. Hall Academy	540	109	20.2%
16	Prince George's	1901	Riverdale Elementary	618	447	72.3%
16	Prince George's	1902	University Park Elementary	454	135	29.7%
16	Prince George's	1907	Beacon Heights Elementary	401	216	53.9%
16	Prince George's	1908	William Wirt Middle	1,280	539	42.1%
16	Prince George's	1909	Parkdale High	2,453	590	24.1%
16	Prince George's	2003	Seabrook Elementary	305	125	41.0%
16	Prince George's	2005	Carrollton Elementary	532	244	45.9%
16	Prince George's	2006	Glenridge Elementary	703	303	43.1%
16	Prince George's	2007	Woodridge Elementary	299	170	56.9%
16	Prince George's	2008	Ardmore Elementary	404	41	10.1%
16	Prince George's	2009	Thomas Johnson Middle	1,282	242	18.9%
16	Prince George's	2010	Glenarden Woods Elementary	455	9	2.0%
16	Prince George's	2011	Charles Carroll Middle	1,330	337	25.3%
16	Prince George's	2013	James McHenry Elementary	699	386	55.2%
16	Prince George's	2014	Lamont Elementary	468	269	57.5%
16	Prince George's	2016	Robert Frost Elementary	275	112	40.7%
16	Prince George's	2022	Middleton Valley Academy	287	7	2.4%
16	Prince George's	2023	Legend Public Charter School	592	8	1.4%
16	Prince George's	2106	Greenbelt Elementary	523	52	9.9%
16	Prince George's	2107	Hollywood Elementary	397	206	51.9%
16	Prince George's	2108	Buck Lodge Middle	1,295	606	46.8%
16	Prince George's	2109	Berwyn Heights Elementary	447	169	37.8%
16	Prince George's	2113	Springhill Lake Elementary	815	346	42.5%
16	Prince George's	2114	Eleanor Roosevelt High	2,546	150	5.9%
16	Prince George's	2121	Cherokee Lane Elementary	558	324	58.1%
16	Prince George's	2122	Magnolia Elementary	493	90	18.3%
16	Prince George's	2123	Paint Branch Elementary	344	94	27.3%
16	Prince George's	2141	Greenbelt Middle	1,471	222	15.1%
16	Prince George's	2142	College Park Academy	677	20	3.0%
16	Prince George's	2217	Incarcerated Youth Center (JACS)	11	3	27.3%
16	Prince George's	2218	Career and Technical Education Evening High	27	1	3.7%
16	Prince George's	2220	Community Based Classrooms	68	16	23.5%
17	Queen Anne's	0101	Sudlersville Middle School	443	24	5.4%
17	Queen Anne's	0106	Sudlersville Elementary School	262	78	29.8%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
17	Queen Anne's	0202	Church Hill Elementary School	236	16	6.8%
17	Queen Anne's	0301	Queen Anne's County High School	1,210	38	3.1%
17	Queen Anne's	0302	Kennard Elementary School	446	10	2.2%
17	Queen Anne's	0303	Centreville Middle School	549	10	1.8%
17	Queen Anne's	0308	Centreville Elementary School	431	16	3.7%
17	Queen Anne's	0402	Kent Island Elementary School	327	17	5.2%
17	Queen Anne's	0403	Bayside Elementary School	393	24	6.1%
17	Queen Anne's	0404	Stevensville Middle School	522	12	2.3%
17	Queen Anne's	0405	Kent Island High School	1,174	25	2.1%
17	Queen Anne's	0406	Matapeake Elementary School	396	6	1.5%
17	Queen Anne's	0407	Matapeake Middle School	381	4	1.0%
17	Queen Anne's	0503	Grasonville Elementary School	401	30	7.5%
18	Saint Mary's	0101	Spring Ridge Middle	1,067	28	2.6%
18	Saint Mary's	0104	Ridge Elementary	218	1	0.5%
18	Saint Mary's	0201	Piney Point Elementary	379	1	0.3%
18	Saint Mary's	0301	Leonardtown Elementary	419	4	1.0%
18	Saint Mary's	0302	Benjamin Banneker Elementary	454	4	0.9%
18	Saint Mary's	0303	Chopticon High	1,689	6	0.4%
18	Saint Mary's	0305	Leonardtown Middle	1,029	7	0.7%
18	Saint Mary's	0306	Leonardtown High	1,846	9	0.5%
18	Saint Mary's	0308	Captain Walter Francis Duke Elementary	499	4	0.8%
18	Saint Mary's	0404	Margaret Brent Middle	1,002	3	0.3%
18	Saint Mary's	0503	White Marsh Elementary	219	3	1.4%
18	Saint Mary's	0604	Hollywood Elementary	415	14	3.4%
18	Saint Mary's	0606	Evergreen Elementary School	714	16	2.2%
18	Saint Mary's	0702	Dynard Elementary	407	1	0.2%
18	Saint Mary's	0801	Great Mills High	1,713	55	3.2%
18	Saint Mary's	0803	Green Holly Elementary School	335	7	2.1%
18	Saint Mary's	0804	Lexington Park Elementary	430	30	7.0%
18	Saint Mary's	0805	George Washington Carver Elementary	463	55	11.9%
18	Saint Mary's	0806	Town Creek Elementary	200	3	1.5%
18	Saint Mary's	0807	Esperanza Middle	858	12	1.4%
18	Saint Mary's	0808	Park Hall Elementary	517	6	1.2%
18	Saint Mary's	0810	Greenview Knolls Elementary	348	5	1.4%
18	Saint Mary's	0813	Chesapeake Charter School	477	3	0.6%
19	Somerset	0102	Washington Academy and High School	589	15	2.5%
19	Somerset	0107	Greenwood Elementary School	454	34	7.5%
19	Somerset	0108	Princess Anne Elementary School	243	15	6.2%
19	Somerset	0702	Crisfield Academy and High School	401	5	1.2%
19	Somerset	0705	Carter G Woodson Elementary	438	20	4.6%
19	Somerset	1303	Somerset 6/7 Intermediate School	424	19	4.5%
19	Somerset	1401	Deal Island School	108	3	2.8%
20	Talbot	0101	Easton High	1,170	107	9.1%
20	Talbot	0104	Easton Elementary	924	252	27.3%
20	Talbot	0106	Easton Middle	854	81	9.5%
20	Talbot	0202	St. Michaels Middle/High School	418	6	1.4%
20	Talbot	0204	St. Michaels Elementary	280	12	4.3%
20	Talbot	0302	White Marsh Elementary	263	10	3.8%
20	Talbot	0401	Chapel District Elementary	305	10	3.3%
21	Washington	0040	Barbara Ingram School for the Arts	333	2	0.6%
21	Washington	0190	Jonathan Hager Elementary	344	6	1.7%
21	Washington	0201	Springfield Middle	859	19	2.2%
21	Washington	0202	Williamsport Elementary	478	3	0.6%
21	Washington	0204	Williamsport High	901	18	2.0%
21	Washington	0301	South Hagerstown High	1,381	61	4.4%
21	Washington	0302	Emma K. Doub Elementary	324	7	2.2%
21	Washington	0304	E. Russell Hicks Middle	890	28	3.1%
21	Washington	0305	Washington County Technical High	554	6	1.1%
21	Washington	0325	Rockland Woods Elementary	543	27	5.0%
21	Washington	0328	Ruth Ann Monroe Primary	456	24	5.3%
21	Washington	0401	Clear Spring Middle	340	2	0.6%
21	Washington	0403	Clear Spring High	470	1	0.2%
21	Washington	0502	Hancock Elementary	199	1	0.5%
21	Washington	0601	Boonsboro High	873	2	0.2%
21	Washington	0602	Boonsboro Middle	631	6	1.0%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
21	Washington	0701	Smithsburg High	734	2	0.3%
21	Washington	0702	Smithsburg Elementary	300	3	1.0%
21	Washington	0704	Smithsburg Middle	565	11	1.9%
21	Washington	0902	Paramount Elementary	362	15	4.1%
21	Washington	0903	Old Forge Elementary	279	1	0.4%
21	Washington	1002	Eastern Elementary	418	41	9.8%
21	Washington	1301	Maugansville Elementary	619	26	4.2%
21	Washington	1602	Greenbrier Elementary	193	1	0.5%
21	Washington	1701	Bester Elementary	475	25	5.3%
21	Washington	1802	Pangborn Elementary	638	66	10.3%
21	Washington	1805	Potomac Heights Elementary	294	15	5.1%
21	Washington	2002	Fountain Rock Elementary	233	7	3.0%
21	Washington	2101	North Hagerstown High	1,343	35	2.6%
21	Washington	2102	Northern Middle	809	27	3.3%
21	Washington	2501	Western Heights Middle	950	26	2.7%
21	Washington	2503	Salem Avenue Elementary	634	21	3.3%
21	Washington	2601	Lincolnshire Elementary	429	6	1.4%
21	Washington	2602	Hickory Elementary	272	36	13.2%
21	Washington	2701	Fountaindale Elementary	340	9	2.6%
22	Wicomico	0102	Mardela Middle & High	674	4	0.6%
22	Wicomico	0106	Northwestern Elementary	288	8	2.8%
22	Wicomico	0406	Pittsville Elementary & Middle	387	3	0.8%
22	Wicomico	0510	Wicomico Middle	829	86	10.4%
22	Wicomico	0512	East Salisbury Elementary	399	52	13.0%
22	Wicomico	0513	Wicomico High	1,190	107	9.0%
22	Wicomico	0514	Beaver Run School	471	70	14.9%
22	Wicomico	0515	Glen Avenue School	409	77	18.8%
22	Wicomico	0520	Wicomico County Evening High	86	4	4.7%
22	Wicomico	0905	North Salisbury Elementary	471	45	9.6%
22	Wicomico	0906	Pemberton Elementary	456	41	9.0%
22	Wicomico	0907	Charles H. Chipman Elementary	185	24	13.0%
22	Wicomico	0909	West Salisbury	263	47	17.9%
22	Wicomico	0910	Salisbury Middle	897	60	6.7%
22	Wicomico	1103	Delmar Elementary	780	42	5.4%
22	Wicomico	1305	Pinehurst Elementary	454	79	17.4%
22	Wicomico	1306	Prince Street School	683	119	17.4%
22	Wicomico	1307	James M. Bennett High	1,362	92	6.8%
22	Wicomico	1308	Bennett Middle	980	63	6.4%
22	Wicomico	1309	Parkside High	1,113	45	4.0%
22	Wicomico	1404	Willards Elementary	240	6	2.5%
22	Wicomico	1501	Westside Primary	153	10	6.5%
22	Wicomico	1502	Westside Intermediate	363	6	1.7%
22	Wicomico	1601	Fruitland Primary	334	25	7.5%
22	Wicomico	1602	Fruitland Intermediate	417	28	6.7%
23	Worcester	0102	Pocomoke Elementary	343	14	4.1%
23	Worcester	0107	Pocomoke High	349	8	2.3%
23	Worcester	0108	Pocomoke Middle	430	6	1.4%
23	Worcester	0205	Snow Hill Elementary	263	3	1.1%
23	Worcester	0207	Snow Hill High	337	2	0.6%
23	Worcester	0208	Snow Hill Middle	407	1	0.2%
23	Worcester	0308	Stephen Decatur Middle	691	12	1.7%
23	Worcester	0310	Stephen Decatur High	1,369	25	1.8%
23	Worcester	0311	Berlin Intermediate	658	7	1.1%
23	Worcester	0312	Showell Elementary	575	7	1.2%
23	Worcester	0401	Cedar Chapel Special School	49	1	2.0%
23	Worcester	0901	Buckingham Elementary	432	28	6.5%
23	Worcester	1001	Ocean City Elementary	457	27	5.9%
30	Baltimore City	0004	Steuart Hill Academic Academy	172	2	1.2%
30	Baltimore City	0008	City Springs Elementary/Middle	615	20	3.3%
30	Baltimore City	0010	James McHenry Elementary/Middle	645	9	1.4%
30	Baltimore City	0012	Lakeland Elementary/Middle	915	375	41.0%
30	Baltimore City	0013	Tench Tilghman Elementary/Middle	351	37	10.5%
30	Baltimore City	0015	Stadium School	500	8	1.6%
30	Baltimore City	0021	Hilton Elementary	311	4	1.3%
30	Baltimore City	0022	George Washington Elementary	176	1	0.6%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
30	Baltimore City	0023	Wolfe Street Academy	243	154	63.4%
30	Baltimore City	0027	Commodore John Rodgers Elementary/Middle	836	240	28.7%
30	Baltimore City	0034	Charles Carroll Barrister Elementary	321	134	41.7%
30	Baltimore City	0037	Harford Heights Elementary	370	1	0.3%
30	Baltimore City	0039	Dallas F. Nicholas, Sr., Elementary	195	17	8.7%
30	Baltimore City	0044	Montebello Elementary/Middle	469	2	0.4%
30	Baltimore City	0045	Federal Hill Preparatory Academy	290	6	2.1%
30	Baltimore City	0047	Hampstead Hill Academy	809	136	16.8%
30	Baltimore City	0050	Abbottston Elementary	342	14	4.1%
30	Baltimore City	0051	Waverly Elementary/Middle	559	5	0.9%
30	Baltimore City	0053	Margaret Brent Elementary/Middle	284	66	23.2%
30	Baltimore City	0054	Barclay Elementary/Middle	404	48	11.9%
30	Baltimore City	0055	Hampden Elementary/Middle	423	17	4.0%
30	Baltimore City	0058	Dr. Nathan A. Pitts-Ashburton Elementary/Middle	334	28	8.4%
30	Baltimore City	0061	Dorothy I. Height Elementary	309	4	1.3%
30	Baltimore City	0062	Edgecombe Circle Elementary	283	1	0.4%
30	Baltimore City	0063	Rosemont Elementary/Middle	334	1	0.3%
30	Baltimore City	0064	Liberty Elementary	400	11	2.8%
30	Baltimore City	0066	Mount Royal Elementary/Middle	758	1	0.1%
30	Baltimore City	0075	Calverton Elementary/Middle	359	1	0.3%
30	Baltimore City	0076	Francis Scott Key Elementary/Middle	521	23	4.4%
30	Baltimore City	0081	North Bend Elementary/Middle	455	24	5.3%
30	Baltimore City	0083	William Paca Elementary	427	178	41.7%
30	Baltimore City	0084	Thomas Johnson Elementary/Middle	475	18	3.8%
30	Baltimore City	0085	Fort Worthington Elementary/Middle	736	46	6.3%
30	Baltimore City	0087	Windsor Hills Elementary/Middle	227	9	4.0%
30	Baltimore City	0088	Wildwood Elementary/Middle	703	5	0.7%
30	Baltimore City	0095	Franklin Square Elementary/Middle	320	3	0.9%
30	Baltimore City	0097	Collington Square Elementary/Middle	317	1	0.3%
30	Baltimore City	0105	Moravia Park Elementary	656	109	16.6%
30	Baltimore City	0124	Bay-Brook Elementary/Middle	591	140	23.7%
30	Baltimore City	0142	Robert W. Coleman Elementary	223	1	0.4%
30	Baltimore City	0144	James Mosher Elementary	192	1	0.5%
30	Baltimore City	0159	The Historic Cherry Hill Elementary/Middle	674	8	1.2%
30	Baltimore City	0164	Arundel Elementary	393	9	2.3%
30	Baltimore City	0178	Excel Academy at Francis M. Wood High	475	1	0.2%
30	Baltimore City	0201	Dickey Hill Elementary/Middle	279	8	2.9%
30	Baltimore City	0203	Maree Garnett Farring Elementary/Middle	677	226	33.4%
30	Baltimore City	0205	Woodhome Elementary/Middle	416	45	10.8%
30	Baltimore City	0206	Furley Elementary	415	47	11.3%
30	Baltimore City	0207	Curtis Bay Elementary	403	82	20.3%
30	Baltimore City	0210	Hazelwood Elementary/Middle	440	17	3.9%
30	Baltimore City	0211	Gardenville Elementary	235	3	1.3%
30	Baltimore City	0212	Garrett Heights Elementary/Middle	303	2	0.7%
30	Baltimore City	0213	Govans Elementary	321	11	3.4%
30	Baltimore City	0215	Highlandtown Elementary/Middle #215	448	266	59.4%
30	Baltimore City	0219	Yorkwood Elementary	330	18	5.5%
30	Baltimore City	0220	Morrell Park Elementary/Middle	421	64	15.2%
30	Baltimore City	0221	The Mount Washington School	552	8	1.4%
30	Baltimore City	0223	Pimlico Elementary/Middle	647	22	3.4%
30	Baltimore City	0226	Violetville Elementary/Middle	339	41	12.1%
30	Baltimore City	0228	John Ruhrah Elementary/Middle	782	493	63.0%
30	Baltimore City	0229	Holabird Academy	451	180	39.9%
30	Baltimore City	0231	The Belair-Edison School	859	3	0.3%
30	Baltimore City	0232	Thomas Jefferson Elementary/Middle	380	1	0.3%
30	Baltimore City	0233	Roland Park Elementary/Middle	1,379	24	1.7%
30	Baltimore City	0234	Arlington Elementary	353	66	18.7%
30	Baltimore City	0235	Glenmount Elementary/Middle	616	21	3.4%
30	Baltimore City	0236	Hamilton Elementary/Middle	814	26	3.2%
30	Baltimore City	0237	Highlandtown Elementary/Middle #237	844	576	68.2%
30	Baltimore City	0239	Benjamin Franklin High School at Masonville Cove	638	181	28.4%
30	Baltimore City	0240	Graceland Park/O'Donnell Heights Elementary/Mid	573	317	55.3%
30	Baltimore City	0241	Fallstaff Elementary/Middle	489	203	41.5%
30	Baltimore City	0242	Northwood Elementary	494	3	0.6%
30	Baltimore City	0243	Armistead Gardens Elementary/Middle	726	210	28.9%

LEA	LEA_NAME	SCHLID	SCHOOL_NAME	Stu_Count_edw	Stu_Count_EL	Stu_Count_Percent
30	Baltimore City	0245	Leith Walk Elementary/Middle	945	32	3.4%
30	Baltimore City	0246	Beechfield Elementary/Middle	606	17	2.8%
30	Baltimore City	0247	Cross Country Elementary/Middle	659	55	8.3%
30	Baltimore City	0248	Sinclair Lane Elementary	280	11	3.9%
30	Baltimore City	0249	Medfield Heights Elementary	318	28	8.8%
30	Baltimore City	0251	Callaway Elementary	269	2	0.7%
30	Baltimore City	0256	Calvin M. Rodwell Elementary/Middle	760	17	2.2%
30	Baltimore City	0260	Frederick Elementary	337	9	2.7%
30	Baltimore City	0301	William S. Baer School	122	4	3.3%
30	Baltimore City	0307	Claremont School	51	1	2.0%
30	Baltimore City	0313	Lois T. Murray Elementary/Middle	44	1	2.3%
30	Baltimore City	0323	The Crossroads School	163	15	9.2%
30	Baltimore City	0325	ConneXions: A Community Based Arts School	526	4	0.8%
30	Baltimore City	0327	Patterson Park Public Charter School	697	135	19.4%
30	Baltimore City	0328	Southwest Baltimore Charter School	410	2	0.5%
30	Baltimore City	0332	The Green School of Baltimore	162	1	0.6%
30	Baltimore City	0333	Independence School Local I	155	2	1.3%
30	Baltimore City	0335	Baltimore International Academy	752	11	1.5%
30	Baltimore City	0341	The Reach! Partnership School	695	1	0.1%
30	Baltimore City	0347	KIPP Harmony Academy	1,575	3	0.2%
30	Baltimore City	0364	Bluford Drew Jemison STEM Academy West	226	2	0.9%
30	Baltimore City	0371	Lillie May Carroll Jackson School	309	2	0.6%
30	Baltimore City	0373	Tunbridge Public Charter School	453	2	0.4%
30	Baltimore City	0374	Vanguard Collegiate Middle	408	65	15.9%
30	Baltimore City	0376	City Neighbors High	424	9	2.1%
30	Baltimore City	0377	Green Street Academy	876	1	0.1%
30	Baltimore City	0382	Baltimore Design School	529	1	0.2%
30	Baltimore City	0385	Baltimore International Academy West	150	1	0.7%
30	Baltimore City	0400	Edmondson-Westside High	867	4	0.5%
30	Baltimore City	0403	Baltimore Polytechnic Institute	1,619	1	0.1%
30	Baltimore City	0405	Patterson High	1,213	506	41.7%
30	Baltimore City	0406	Forest Park High	726	120	16.5%
30	Baltimore City	0407	Western High	1,236	11	0.9%
30	Baltimore City	0410	Mergenthaler Vocational-Technical High	1,785	37	2.1%
30	Baltimore City	0413	Achievement Academy at Harbor City High	372	13	3.5%
30	Baltimore City	0414	Paul Laurence Dunbar High	928	11	1.2%
30	Baltimore City	0415	Baltimore School for the Arts	433	1	0.2%
30	Baltimore City	0416	Digital Harbor High School	1,315	293	22.3%
30	Baltimore City	0419	Reginald F. Lewis High	615	71	11.5%
30	Baltimore City	0421	National Academy Foundation	805	258	32.0%
30	Baltimore City	0422	New Era Academy	388	130	33.5%
30	Baltimore City	0427	Academy for College and Career Exploration	715	70	9.8%
30	Baltimore City	0429	Vivien T. Thomas Medical Arts Academy	413	5	1.2%
30	Baltimore City	0430	Augusta Fells Savage Institute of Visual Arts	481	1	0.2%
30	Baltimore City	0432	Coppin Academy	359	2	0.6%
30	Baltimore City	0433	Renaissance Academy	243	9	3.7%
30	Baltimore City	0450	Frederick Douglass High	759	40	5.3%
30	Baltimore City	0454	Carver Vocational-Technical High	985	8	0.8%
30	Baltimore City	0480	Baltimore City College	1,439	5	0.3%
30	Baltimore City	0884	Eager Street Academy	39	1	2.6%

Local School System	English Language Development Program Types
Allegany	Pull-out ESOL (EL-specific English-only Instruction: EEO)
Anne Arundel	Content-based ESL (EL-specific English-only Instruction: EEO)
	Newcomer Program (EL-specific English-only Instruction: EEO)
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
	SDAIE: Specially Designed Academic Instruction Delivered in English (Mixed Classes with Native Language Support: MNL)
Baltimore County	Content-based ESL (EL-specific English-only Instruction: EEO)
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
Calvert	Content-based ESL (EL-specific English-only Instruction: EEO)
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
	Sheltered English Instruction (EL-specific English-only Instruction: EEO)
Caroline	Content-based ESL (EL-specific English-only Instruction: EEO)
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
Carroll	Content-based ESL (EL-specific English-only Instruction: EEO)
	ESL Tutoring: Supplemental ESOL services provided by tutors under the direct supervision of MD certified teachers
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
Cecil	ESL Tutoring: Supplemental ESOL services provided by tutors under the direct supervision of MD certified teachers
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
Charles	Structured English Immersion (EL-specific English-only Instruction: EEO)
	Newcomer Program (EL-specific English-only Instruction: EEO)
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
	Sheltered English Instruction (EL-specific English-only Instruction: EEO)
Dorchester	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
Frederick	Content-based ESL (EL-specific English-only Instruction: EEO)
	Structured English Immersion (EL-specific English-only Instruction: EEO)
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
	Sheltered English Instruction (EL-specific English-only Instruction: EEO)
	Transitional Bilingual (EL-specific Transitional Instruction: ETI)
Garrett	Pull-out ESOL (EL-specific English-only Instruction: EEO)
Harford	Content-based ESL (EL-specific English-only Instruction: EEO)
	ESL Tutoring: Supplemental ESOL services provided by tutors under the direct supervision of MD certified teachers
	Newcomer Program (EL-specific English-only Instruction: EEO)
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
Howard	Structured English Immersion (EL-specific English-only Instruction: EEO)
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
Kent	Content-based ESL (EL-specific English-only Instruction: EEO)
	Structured English Immersion (EL-specific English-only Instruction: EEO)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
	SDAIE: Specially Designed Academic Instruction Delivered in English (Mixed Classes with Native Language Support: MNL)
	Sheltered English Instruction (EL-specific English-only Instruction: EEO)
Montgomery	Dual Language (EL Bilingual: EBL)
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
	Sheltered English Instruction (EL-specific English-only Instruction: EEO)
	Transitional Bilingual (EL-specific Transitional Instruction: ETI)
	Two-way Immersion (EL Bilingual: EBL)
Prince George's	Content-based ESL (EL-specific English-only Instruction: EEO)

Local School System	English Language Development Program Types
	Structured English Immersion (EL-specific English-only Instruction: EEO)
	ESL Tutoring: Supplemental ESOL services provided by tutors under the direct supervision of MD certified teachers
	Newcomer Program (EL-specific English-only Instruction: EEO)
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
	Sheltered English Instruction (EL-specific English-only Instruction: EEO)
Queen Anne's	ESL Tutoring: Supplemental ESOL services provided by tutors under the direct supervision of MD certified teachers
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
St. Mary's	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
	Sheltered English Instruction (EL-specific English-only Instruction: EEO)
Somerset	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
Talbot	ESL Tutoring: Supplemental ESOL services provided by tutors under the direct supervision of MD certified teachers
	Newcomer Program (EL-specific English-only Instruction: EEO)
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
	Sheltered English Instruction (EL-specific English-only Instruction: EEO)
Washington	Content-based ESL (EL-specific English-only Instruction: EEO)
	ESL Tutoring: Supplemental ESOL services provided by tutors under the direct supervision of MD certified teachers
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
Wicomico	Structured English Immersion (EL-specific English-only Instruction: EEO)
	ESL Tutoring: Supplemental ESOL services provided by tutors under the direct supervision of MD certified teachers
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
	Sheltered English Instruction (EL-specific English-only Instruction: EEO)
Worcester	Content-based ESL (EL-specific English-only Instruction: EEO)
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
Baltimore City	Content-based ESL (EL-specific English-only Instruction: EEO)
	Dual Language (EL Bilingual: EBL)
	Structured English Immersion (EL-specific English-only Instruction: EEO)
	Newcomer Program (EL-specific English-only Instruction: EEO)
	Push-in ESOL (Mixed Classes with Native Language Support: MNL)
	Pull-out ESOL (EL-specific English-only Instruction: EEO)
	SDAIE: Specially Designed Academic Instruction Delivered in English (Mixed Classes with Native Language Support: MNL)
	Sheltered English Instruction (EL-specific English-only Instruction: EEO)

APPENDIX D: GLOSSARY OF ACRONYMS

DLI: Dual Language Immersion

DLLs: Dual Language Learners

ECE: Early Childhood Education

ELs: English Learners

ELLs: English Language Learners

ELA: English Language Arts

ELD: English Language Development

ENL: English as a New Language

ESOL: English for Speakers of Other Languages

ESSA: Every Student Succeeds Act

FARMs: Free and Reduced Priced Meals

HLS: Home Language Survey

IEP: Individualized Education Plan

IES: Institute of Education Sciences

IHE: Institute of Higher Education

KRA: Kindergarten Readiness Assessment

LEP: Limited English Proficient

LSSs: Local School Systems

MCAP: Maryland Comprehensive Assessment Program

MCPS: Montgomery County Public Schools

MLLs: Multilingual Learners

MSDE: Maryland State Department of Education

NASEM: National Academies of Sciences, Engineering, and Medicine

PGCPS: Prince George's County Public Schools

RELs: Reclassified English Learners

REFERENCES

State of ELs in MD Schools

Quick, K., & Kahlenberg, R. (2019, June 25). Attacking the Black-White Opportunity Gap That Comes from Residential Segregation. The Century Foundation. From https://tcf.org/content/report/attacking-black-white-opportunity-gap-comes-residential-segregation/

The Maryland State Department of Education. (2020). *Maryland Public School Enrollment by Race/Ethnicity and Gender and Number of Schools.*

U.S. Department of Education. (n.d.). *Academic Performance and Outcomes for English Learners*. From https://www2.ed.gov/datastory/el-outcomes/index.html#datanotes

United States Census Bureau. (2021, October 14). *Racial and Ethnic Diversity in the U.S.: 2010 Census and 2020 Census.* From United States Census Bureau: https://www.census.gov/library/visualizations/interactive/racial-and-ethnic-diversity-in-the-united-states-2010-and-2020-census.html

MD Existing Policies, Practices and Data

Alyssa Rafa, B. E. (2020, May 27). *50-State Comparison: English Learner Policies.* Retrieved from Education Commission of the States: https://www.ecs.org/50-state-comparison-english-learner-policies/

Department of Education, United States of America. (2016, September 16). Non-Regulatory Guidance: English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). Retrieved from https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidenglishlearners92016.pdf

Marian, V., Shook, A., & Schroeder, S. (n.d.). Bilingual Two-Way Immersion Programs Benefit Academic Achievement. *Bilingual resesarch journal*, *36*(2), 167-186.

Salomone, R. (2010). Caught in a Time Warp: The Educational Rights of English Language Learners. *Journal of Civil Rights and Economic Development*, *25*, 141-152.

Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). *American Educator*.

U.S. Department of Education. (2020, January 16). Developing ELL programs: Legal background. Retrieved October 26, 2021, from https://www2.ed.gov/about/offices/list/ocr/ell/legal.html.

WIDA. (n.d.). *WIDA Consortium, Maryland*. Retrieved from WIDA: https://wida.wisc.edu/memberships/consortium/md

WIDA Early Years. (2014). *WIDA on The Early Years: Dual Language Learners.* WIDA Early Years.

National Best Practices, Research and Data

Bibler, A. (2017). Dual language Education and Student Achievement. Institute of Social and Economic Research, University of Alaska Anchorage. Retrieved from http://hdl.handle.net/11122/7813

National Academies Press. (n.d.). Promoting the Educational Success of Children and Youth Learning English, Children's Language Development. Retrieved November 12, 2021, from The National Academies of

Sciences, Engineering, Medicine: https://www.nap.edu/resource/24677/toolkit/childrens-language-development.html

Park, M., & Pompa, D. (2021). Ending the Invisibility of Dual Language Learners in Early Childhood Systems, A Framework for DLL Identification. Washington, DC: Migration Policy Institute.

Steele, J. S. (2017). The effects of dual language immersion programs on student achievement: Evidence from lottery data. American Educational Research Journal, 54((1S)), 282S-306S.

Steele, J. W.-T. (n.d.). Achievement effects of dual language immersion in one-way and two-way programs: Evidence from a state scale-up in Utah. (Working Paper.).

Umansky, I. M., & Reardon, S. F. (2014). Reclassification Patterns Among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms. American Educational Research Journal, 51, 879-912.

Valentino, R. A., & Reardon, S. F. (2014, December). Effectiveness of four instructional programs designed to serve English learners: Variation by ethnicity and initial English proficiency. Stanford University Graduate School of Education.

State Spotlights

California Department of Education. (2021, June 24). CA Education for a Global Economy Initiative. Retrieved from https://www.cde.ca.gov/sp/el/er/caedge.asp

California Department of Education. (2021, August 10). English Language Development Standards. Retrieved from https://www.cde.ca.gov/sp/el/er/eldstandards.asp

California Department of Education. (2021, June 24). Multilingual Education. Retrieved from https://www.cde.ca.gov/sp/el/er/multilingualedu.asp

California Department of Education. (2021, September 1). Preschool through Third Grade (P-3) Alignment. Retrieved from https://www.cde.ca.gov/ci/gs/p3/

Chapter 89. Adaptations for Special Populations, Texas Education Code § 89.1201 (2018). Retrieved from https://tea.texas.gov/sites/default/files/89bb-two_0718.pdf

Guajardo, M., Guajardo, F., Janson, C., & Militello, M. (2015). Reframing Community Partnerships in Education. Routledge.

The Bilingual Education and Training Act, 21 Texas Education Code §21.109 (1973). Retrieved from https://lrl.texas.gov/LASDOCS/63R/SB121/SB121_63R.pdf

The New York State Senate. (2018, April 27). Legislation. Retrieved from The New York State Senate: https://www.nysenate.gov/legislation/laws/EDN/3204

Preliminary Recommendations

Ascenzi-Moreno, L. (2017, Fall). From Deficit to Diversity, How Teachers of Recently Arrived Emergent Bilinguals Negotiate Ideological and Pedagogical Change. *Schools: Studies in Education, 14*(2).

California Department of Education. (2021, October 22). *ELR Principles Overview*. Retrieved from California Department of Education: https://www.cde.ca.gov/sp/el/rm/principles.asp

Cappizzano, J., Bhat, S., Kim, B., & Concepcion, F. (2019, September). *Voices from the Field: Stakeholder Perspectives on Maryland's Early Childhood Care and Education System.* The Policy Equity Group, Maryland State Department of Educatino. Retrieved November 2021, from https://earlychildhood.marylandpublicschools.org/system/files/filedepot/24/voices_from_the_field_full_report_final.pdf

Center for Applied Linguistics. (2021, October 19). *3 Tools for Equity: Assessment Translations and Transadaptions*. Retrieved from Center for Applied Linguistics: https://www.cal.org/news-and-events/blog/3-tools-for-equity-assessment-translations-and-transadaptations

Espinosa, L. M. (2014). Perspectives on Assessment of DLLs Development & Learning, Prek-Third Grade. *National Research Summit on the Early Care and Education of Dual Language Learners.* Washington, D.C.

Garrett, R., Davis, E., & Eisner, R. (2019). *Student and school characteristics associated with academic performance and English language proficiency among English learner students in grades 3–8 in the Cleveland Metropolitan School District (REL 2019–003).* Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Midwest.

Gottlieb, M. (2016). *Assessing English Language Learners: Bridges to Educational Equity: Connecting Academic Language Proficiency to Student Achievement, Second Edition.* Thousand Oaks, CA: Corwin.

Kieffer, M., Rivera, M., & Francis, D. (2012). *Practical guidelines for the education of English language learners: Research-based recommendations for the use of accommodations in large-scale assessments.* Portsmouth, NH: RMC Research Corporation, Center on Instruction. Retrieved from https://files.eric.ed.gov/fulltext/ED537635.pdf

Lazarin, M., & Park, M. (2021). *Taking Stock of Dual Language Learner Identification and Strengthening Procedures and Policies.* Migration Policy Institute.

López, F. S. (2013). Preparing teachers of English language learners: Empirical evidence and policy implications. *Education Policy Analysis Archives, 21*. Retrieved from http://dx.doi.org/10.14507/epaa.v21n20.2013

López, F., & Santibañez, L. (2018). Teacher Preparation for Emergent Bilingual Students: Implications of Evidence for Policy. *Education Policy Analysis Archives, 26*(36).

Lucas, T., Strom, K., Bratkovich, M., & Wnuk, J. (2018). Inservice Preparation for Mainstream Teachers of English Language Learners: A Review of the Empirical Literature. *The Educational Forum, 82*(2), 156-173. doi:10.1080/00131725.2018.1420852

Mancilla, L., Spalter, A., Cuellar, D., & Shekar, A. (2019). *Young Multilingual Children in Maryland.* Maryland State Department of Education. WIDA Early Years. Retrieved from https://earlychildhood.marylandpublicschools.org/system/files/filedepot/20/wida_report_young_multilingual_children_in_maryland.pdf

Mapp, K., & Kuttner, P. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships.* SEDL. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

Master, B., Loeb, S., Whitney, C., & Wyckoff, J. (2012). Different Skills: Identifying Differentially Effective Teachers of English Language Learners. *CALDER Working Paper No. 68*.

Mitchell, C. (2021, October 22). *Overlooked: How Teacher Training Falls Short for English-Learners and Students with IEPs.* Retrieved from Education Week: https://www.edweek.org/teaching-learning/overlooked-how-teacher-training-falls-short-for-english-learners-and-students-with-ieps/2019/05

National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures.* Washington, DC: The National Academies Press.

New York State Education Department. (2021, October 2021). *Bilingual Education & English as a New Language.* Retrieved from New York State Education Department: http://www.nysed.gov/bilingual-ed/emergent-multilingual-learners-prekindergarten-programs

New York State Education Department. (n.d.). *Bilingual Education and English as a New Language.* Retrieved 2021, from New York State Education Department: http://www.nysed.gov/bilingual-ed/parents-bill-rights-new-york-states-english-language-learners-and-multilingual-learners

Oregon Department of Education. (2021, October 26). *Oregon.gov.* Retrieved from English Language Learners in Oregon: https://www.oregon.gov/ode/reports-and-data/LegReports/Documents/Oregon%20English%20Learners%20Report%202018-19%20Final.pdf

Pennock-Roman, M., & Rivera, C. (2011). Mean Effects of Test Accommodations for ELLs and Non-ELLs: A Meta-Analysis of Experimental Studies. *Educational Measurement Issues and Practice*, *30*(3), 10-28. doi:10.1111/j.1745-3992.2011.00207.x

Rafa, A., Erwin, B., Brixey, E., McCann, M., & Perez Jr., Z. (2020, May). *50 State Comparison: English Learner Policies.* Education Commission of the States.

Rapkin, L. (2020, March 16). *New Study Shows Academic Benefits of Two-Way Immersion Programs for Miami's English Learners.* Retrieved from New America: https://www.newamerica.org/education-policy/edcentral/academic-benefits-of-two-way-immersion-programs-for-miamis-english-learners/

Rees, H. (2020). *Language Access Workgroup: Report to the Legislature.* Office of Superintendent of Public Instruction, Center for the Improvement of Student Learning. Retrieved from https://www.k12.wa.us/sites/default/files/public/cisl/pubdocs/Language%20Access%20Workgroup%20Final%20Report%20%28ADA%29.pdf

Ruiz de Castilla, V. (2018). *Teacher certification and academic growth among English learner students in the Houston Independent School District (REL 2018–284).* Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest.

Samson, J. F., & Collins, B. A. (2012). *Preparing All Teachers to Meet the Needs of English Language Learners: Applying Research to Policy and Practice for Teacher Effectiveness.*

State of California Commission on Teacher Credentialing. (2021, October 28). *Bilingual Authorizations.* Retrieved from ctc.ca.gov: https://www.ctc.ca.gov/docs/default-source/leaflets/cl628b.pdf?sfvrsn=cdfbf537_4

State of New Jersey Department of Education. (2021, October 28). *Division of Early Childhood Preschool Guidance and Materials*. Retrieved from State of New Jersey Department of Education: https://www.nj.gov/education/ece/psguide/HomeLanguageSurvey.htm

Steele, J. L. (2017). Effects of Dual-Language Immersion Programs on Student Achievement: Evidence from Lottery Data. *American Educational Research Journal, 54*. Retrieved from Marland State Department of Education: http://journals.sagepub.com/doi/abs/10.3102/0002831216634463

Sugarman, J., & Villegas, L. (2010). *Native Language Assessments for K-12 English Learners: Policy Considerations and State Practices.* Migration Policy Institute. Retrieved from https://www.migrationpolicy.org/sites/default/files/publications/MPI-native-lang-assessments_FINAL.pdf

Texas Education Agency. (2021, October 28). *House Bill 3 (HB 3) Implementation: Update on Changes to the Bilingual Education Allotment.* Retrieved from Texas Education Agency: https://tea.texas.gov/sites/default/files/House%20Bill%203%20Implementation%20Update%20on%20Changes%20to%20the%20Bilingual%20Education%20Allotment.pdf

Texas Education Agency. (2021-2022). The Language Proficiency Assessment Committee (LPAC) Decisions: Educator Guide. Retrieved from https://tea.texas.gov/sites/default/files/2021-2022-lpac-decisions-educator-guide-final.pdf

The Florida Department of Education Bureau of Educator Recruitment, Development and Retention. (2021, October 28). Retrieved from Florida Department of Education: https://www.fldoe.org/core/fileparse.php/7502/urlt/0071749-mnellf.pdf

The State Education Department / The University of the State of New York, Office of Bilingual Education and World Languages. (2021, October 26). *New York State Education Department.* Retrieved from Blueprint for English Language Learner Success: http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf

Thomas, W. P., & Collier, V. P. (2017). Validating the Power of Bilingual Schooling: Thirty-Two Years of Large-Scale Longitudinal Research. *Annual Review of Applied Linguistics, 37*, 203. Retrieved from San Antonio Idependent School District.

U.S. Department of Education, Office of English Language Acquisition. (2015). *Dual Language Education Programs: Current State Policies and Practices.* Washington, D.C.

Washington Office of Superintendent of Public Instruction. (2021-2022). *Guidelines on Tools, Supports, and Accommodations for State Assessments.* Retrieved from https://wa.portal.cambiumast.com/-/media/project/client-portals/washington/pdf/2021-22-gtsa_final.pdf

WIDA. (2020). WIDA English language development standards framework, 2020 edition: Kindergarten-grade 12. Board of Regents of the University of Wisconsin.