



Miami-Dade County Public Schools

ENGLISH LANGUAGE LEARNERS AND THEIR ACADEMIC AND ENGLISH LANGUAGE ACQUISITION PROGRESS: 2013-2014

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TABLE OF CONTENTS

EXECUTIVE SUMMARY 2

INTRODUCTION 3

SECTION I. 2013-2014 Students’ Demographic Characteristics 4

SECTION II. FCAT 2.0 and EOC Assessment Results by ELL Status 5

SECTION III. Progress of ELL Students in English Language Acquisition..... 13

EXECUTIVE SUMMARY

This is the 2013-2014 annual report on the academic progress of English language learners in Miami-Dade County Public Schools. The purpose of the report is to

- Describe the demographic characteristics of students classified as English Language Learners (ELL) in Miami-Dade County Public Schools (M-DCPS),
- Provide data regarding ELL students' academic performance on the 2013 and 2014 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) and End-Of-Course (EOC) Assessments.
- Describe the progress made by ELL students in English language acquisition based on the results of the 2013 and 2014 Comprehensive English Language Learning Assessment (CELLA).

Demographically, ELL students, as a group, were more likely to come from poor households and less likely to be classified as gifted students than formerly ELL and non-ELL students. The majority of ELL and formerly ELL students in the District were of Hispanic origin.

The reading, mathematics, and science results of ELL students expressed as percentages of students scoring within achievement levels 3-5 on the FCAT 2.0 improved between 2013 and 2014. The percentage of ELL students scoring 3.5 or higher on the writing component of the FCAT decreased between 2013 and 2014. The percentage of 9th grade ELL students scoring within achievement levels 3-5 on the Algebra EOC Assessment improved between 2013 and 2014, while the percentage of 10th grade ELL students scoring within achievement levels 3-5 on the Geometry decreased during the same period. The percentage of 10th grade ELL students scoring within achievement levels 3-5 on the Biology EOC Assessment decreased between 2013 and 2014, while the percentage of 11th grade ELL students scoring within achievement levels 3-5 on the US History EOC Assessment increased substantially between 2013 and 2014.

The percentages of ELL students scoring at the proficient level on the CELLA increased between 2013 and 2014 in Reading, and Writing, while decreasing in Listening/Speaking. The percentage of ELL students scoring at the proficient level in all three modalities improved between 2013 and 2014. About three-fourths of ELL students made progress on the Listening component of CELLA between 2013 and 2014. More than six-tenths of ELL students made progress on the Reading and Writing components during the 2013 through 2014 period. The overall percentage of ELL students acquiring sufficient English language proficiency and exiting the English for Speakers of Other Languages (ESOL) program increased between 2012-2013 and 2013-2014.

INTRODUCTION

This report is intended to address the following three areas. First, it describes the demographic characteristics of students classified as English Language Learners (ELL). Second, it compares and contrasts the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2013 and 2014 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) and End-of-Course (EOC) assessments. Third, it describes the progress made by ELL students in the area of English proficiency based on the results of the Comprehensive English Language Learning Assessment (CELLA) during the 2013-2014 period. Each of these three areas is described in a separate section of the report.

When a student enrolls in Miami-Dade County Public Schools (M-DCPS) for the first time, a language survey inquiring about student and parent language use is completed. If the student's or parents' primary language is not English, the student is tested to determine his/her English proficiency. Based on the results of this assessment, the student is either classified as an English Language Learner (ELL) or deemed proficient in English. The English proficiency level for ELL students can range from ESOL 1 (lowest) to ESOL 4 (highest). ELL students are enrolled in specific ESOL courses tailored to meet students' language needs. The students' English proficiency levels are reassessed annually, and the appropriate ESOL placement is determined. Once it is ascertained that a student has acquired English proficiency, the student no longer participates in any ESOL course and is considered as having exited the ESOL program. At this point, the student is classified as *formerly ELL* (ESOL level 5); during the two-year period following the exit from the ESOL program, the student retains this status and the student's academic achievement is monitored.

In this report, the achievement of students in the ESOL program is disaggregated by grade and ESOL level. For comparison purposes, *formerly ELL* and *non-ELL* categories are included in the report. The non-ELL category includes students who have been out of the ESOL program for two years or longer, as well as those who have never been classified as ELL students. In the report, academic achievement of all ELL students is examined with the exception that the academic achievement results of high-school students who participated in the FCAT 2.0 retake administration are not included.

SECTION I

2013-2014 STUDENT DEMOGRAPHIC CHARACTERISTICS

This section describes certain demographic characteristics of ELL and non-ELL students in the District as of October 2013. Table 1 below exhibits demographic features for all K-12 students in the District disaggregated by their ELL status, race/ethnicity, free/reduced price lunch (FRL) status, SPED status, and student language.

Table 1
2013-2014 Demographic Characteristics of Students in Grades K-12 by ELL Status

		ELL (n = 73,540)		Formerly ELL (n = 19,973)		Non-ELL (n = 253,455)	
		n	%	n	%	n	%
Race/ Ethnicity	Asian	647	0.9	216	1.1	3,143	1.2
	Black	6,642	9.0	1,144	5.7	70,965	28.0
	Hispanic	64,399	87.6	18,003	90.1	152,501	60.2
	White	1,701	2.3	572	2.9	24,803	9.8
	Other	151	0.2	38	0.2	2,043	0.8
FRL Status	Free	57,771	78.6	14,098	70.6	154,633	61.0
	Reduced	4,747	6.5	1,873	9.4	23,708	9.4
	Non-FRL	11,022	14.9	4,002	20.0	75,114	29.6
Student Language	Spanish	63,397	86.2	17,717	88.7	103,666	40.9
	Haitian Creole	6,044	8.2	989	5.0	7,850	3.1
	Other	4,099	5.6	1,267	6.3	141,939	56.0
SPED Status	Gifted	679	0.9	1,919	9.6	37,239	14.7
	Specific Learning Disabled	3,641	5.0	457	2.3	11,542	4.6
	Other SPED	3,795	5.2	773	3.9	13,169	5.2
	Non-SPED	65,425	89.0	16,824	84.2	191,505	75.6

Note: The percentages shown in Table 1 are those for subcategories of a particular demographic characteristic *within* each of the three ELL groups: ELL, formerly ELL, or non-ELL.

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

SECTION II

2013 AND 2014 FCAT 2.0 AND EOC ASSESSMENT RESULTS BY ELL STATUS

This section compares and contrasts the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2013 and 2014 Florida Comprehensive Assessment Test, Sunshine State Standards (FCAT 2.0). In addition, it depicts student results on the End of Course (EOC) exams. It is separated into several subsections dealing with different academic disciplines.

2013 and 2014 FCAT 2.0 Reading and Mathematics Results

Beginning in 2011, the new version of the FCAT, known as the FCAT 2.0 was administered to students in Grades 3-10 in reading and students in Grades 3-8 in mathematics. This version of the FCAT addressed the Next Generation Sunshine State Standards and uses the unified vertical scale designed to measure the academic progress of students as they move from one grade level to the next.

Overall, 27% of current ELL students in Grades 3-5 performed at or above achievement level 3 on the reading subtest of the 2014 FCAT 2.0 compared with 25% in 2013. The corresponding figures for Grades 3-5 for the mathematics subtest of the FCAT 2.0 were 38% and 37% for the years 2014 and 2013, respectively.

In Grades 6-8, 17% of current ELL students performed within achievement levels 3-5 on the reading subtest of the 2014 FCAT 2.0 compared with 15% in 2013. The corresponding figures for Grades 6-8 for the mathematics subtest of the FCAT 2.0 were 23% in 2014 and 21% in 2013.

In Grades 9-10, about 12% of current ELL students performed within achievement levels 3-5 on the reading subtest of the 2014 FCAT 2.0, compared with 13% in 2013.

Table 2 shows student academic achievement disaggregated by student ESOL/ELL classification status for each of the grade levels. The results show that in most cases the percentages of students at each grade level scoring at achievement level 3 or higher increase as students gain English proficiency moving from one ESOL level to the next. Note that the following table exhibits the academic performance of different groups of students for two academic years.

Table 2
 Number and Percentage of Students in Grades 3-10 scoring at or above achievement level 3 by ELL status on the FCAT 2.0:
 2012 and 2013

		Reading						Mathematics					
		2013			2014			2013			2014		
		Total n	Levels 3-5 n %	Total n	Levels 3-5 n %	Total n	Levels 3-5 n %	Total n	Levels 3-5 n %				
Grade 3	ESOL 1	1293	55 4	1418	80 6	1298	265 20	1416	294 21				
	ESOL 2	939	93 10	925	120 13	940	349 37	926	305 33				
	ESOL 3	1908	272 14	1844	307 17	1909	685 36	1842	629 34				
	ESOL 4	2680	934 35	2181	810 37	2680	1406 52	2181	1117 51				
	Formerly ELL	5802	4396 76	5354	4100 77	5800	4812 83	5354	4278 80				
	Non-ELL	14089	8376 59	15389	9688 63	14084	9145 65	15386	10298 67				
Grade 4	ESOL 1	1288	103 8	1238	78 6	1293	282 22	1239	293 24				
	ESOL 2	1107	151 14	1057	138 13	1108	321 29	1058	316 30				
	ESOL 3	2575	815 32	2356	802 34	2575	1155 45	2358	1074 46				
	ESOL 4	1352	885 65	1596	1085 68	1351	891 66	1595	1085 68				
	Formerly ELL	3844	2927 76	4107	3273 80	3846	2922 76	4107	3235 79				
	Non-ELL	15415	10312 67	14883	10525 71	15418	10860 70	14880	10668 72				
Grade 5	ESOL 1	1342	68 5	1368	85 6	1332	213 16	1358	284 21				
	ESOL 2	795	96 12	800	117 15	794	153 19	797	178 22				
	ESOL 3	1811	466 26	1970	515 26	1808	541 30	1962	583 30				
	ESOL 4	1474	681 46	1740	865 50	1467	665 45	1738	885 51				
	Formerly ELL	1051	745 71	1065	798 75	1052	687 65	1064	702 66				
	Non-ELL	19097	12966 68	18707	13241 71	19088	11998 63	18675	12307 66				
Grade 6	ESOL 1	1340	58 4	1348	54 4	1343	161 12	1332	179 13				
	ESOL 2	741	92 12	733	67 9	738	119 16	731	107 15				
	ESOL 3	1071	209 20	1324	283 21	1064	229 22	1311	302 23				
	ESOL 4	740	268 36	1383	550 40	740	256 35	1385	453 33				
	Formerly ELL	1394	904 65	1814	1228 68	1387	765 55	1812	954 53				
	Non-ELL	20943	13383 64	19078	13360 70	20931	11766 56	18987	11472 60				
Grade 7	ESOL 1	1275	27 2	1441	54 4	1279	132 10	1438	202 14				
	ESOL 2	684	47 7	699	81 12	689	110 16	687	151 22				
	ESOL 3	844	154 18	991	184 19	834	220 26	988	289 29				
	ESOL 4	702	271 39	926	340 37	692	302 44	903	404 45				
	Formerly ELL	982	627 64	1268	734 58	931	527 57	1135	630 56				
	Non-ELL	22376	14086 63	21014	13538 64	20137	11130 55	18060	10438 58				

Table 2 (continued)

		Reading						Mathematics					
		2013			2014			2013			2014		
		Total n	Levels 3-5 n %		Total n	Levels 3-5 n %		Total n	Levels 3-5 n %		Total n	Levels 3-5 n %	
Grade 8	ESOL 1	1397	42	3	1378	36	3	1372	179	13	1347	219	16
	ESOL 2	591	45	8	653	74	11	550	97	18	606	138	23
	ESOL 3	682	121	18	725	112	15	613	137	22	639	126	20
	ESOL 4	615	233	38	825	268	32	507	195	38	660	227	34
	Formerly ELL	634	405	64	877	514	59	407	167	41	509	176	35
	Non-ELL	23147	14185	61	22615	14416	64	14657	5486	37	12409	4427	36
Grade 9	ESOL 1	1510	26	2	1548	45	3						
	ESOL 2	595	48	8	652	68	10						
	ESOL 3	653	107	16	593	84	14						
	ESOL 4	541	186	34	707	197	28						
	Formerly ELL	647	349	54	878	458	52						
	Non-ELL	23028	13233	57	22771	12641	56						
Grade 10	ESOL 1	1223	33	3	1303	33	3						
	ESOL 2	577	47	8	642	55	9						
	ESOL 3	641	107	17	642	90	14						
	ESOL 4	562	187	33	709	219	31						
	Formerly ELL	537	296	55	691	330	48						
	Non-ELL	22325	12677	57	21985	12853	58						

Note: most students in Grades 9 and 10 participated in the Algebra or Geometry End of Course tests respectively.

2013 and 2014 FCAT Writing Results

In the 2011-2012 the State increased the rigor of essay scoring with more emphasis placed on the use of standard English conventions (such as grammar, spelling, and punctuation) and supporting statements. In that school year, the State used the percentage of those who scored 3 or higher on the writing component of the FCAT SSS as the accountability measure. In both 2012-2013 and 2013-2014, the percentage of students scoring at or above 3.5 was used.

Table 3 shows student writing performance disaggregated by student ESOL/ELL classification status for each of the grade levels. The results show that the percentages of students at each grade level scoring 3.5 or higher increase as students gain English proficiency moving from one ESOL level to the next.

Approximately 35% of the current ELL students in Grade 4 achieved scores of 3.5 or higher on the writing component of the 2013 FCAT. In 2014, this percentage decreased to 32%. The corresponding percentages of the current ELL students in Grades 8 were 17% in 2013 and 19 in 2014. For 10th graders, these percentages were 27% and 24%.

Table 3

Number and Percentage of Students Scoring 3.5 or Above on the Writing Component of the FCAT- SSS in 2013 and 2014

	ESOL/ELL Status	2013			2014		
		Total n	Scored 3.5 or higher n	%	Total n	Scored 3.5 or higher n	%
Grade 4	ESOL 1	1199	126	11	1152	97	8
	ESOL 2	1098	271	25	1056	234	22
	ESOL 3	2576	1040	40	2346	852	36
	ESOL 4	1356	759	56	1592	809	51
	Formerly ELL	3824	2603	68	4102	2537	62
	Non-ELL	15388	9937	65	14855	8737	59
Grade 8	ESOL 1	1316	55	4	1292	59	5
	ESOL 2	603	62	10	666	106	16
	ESOL 3	689	189	27	735	163	22
	ESOL 4	629	234	37	837	331	40
	Formerly ELL	616	293	48	842	425	50
	Non-ELL	23121	12486	54	22679	13152	58
Grade 10	ESOL 1	1172	89	8	1258	70	6
	ESOL 2	602	131	22	668	110	16
	ESOL 3	660	270	41	650	224	34
	ESOL 4	570	330	58	714	393	55
	Formerly ELL	528	346	66	678	424	63
	Non-ELL	22643	15987	71	22153	15424	70

2013 and 2014 FCAT 2.0 Science Results

This part of Section II describes student academic performance on the science component of the 2013 and 2014 FCAT. Table 4 shows student performance on the science subtest disaggregated by student ESOL/ELL classification status for each of the grade levels.

Overall, only 19% of current ELL students in Grade 5 scored within achievement levels 3-5 on the science component of the 2013 FCAT 2.0. In 2014, the corresponding figure increased to about 21%. Approximately 10% of the 10th grade ELL students scored at or above achievement level 3 in 2013. This percentage increased to 12% in 2014.

The results exhibited in Table 4 reveal that the percentages of students at each grade level scoring 3 or higher increase as students gain English proficiency moving from one ESOL level to the next. Note that the table below exhibits the academic performance of different groups of students for two academic years.

Table 4

Number and Percentage of Students Scoring at or above Achievement Level 3 on the Science Component of the FCAT 2.0 2013 and 2014

	ESOL/ELL Status	2013			2014		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 5	ESOL 1	1340	85	6	1362	96	7
	ESOL 2	794	81	10	795	102	13
	ESOL 3	1811	341	19	1969	361	18
	ESOL 4	1473	506	34	1740	653	38
	Formerly ELL	1051	667	63	1067	630	59
	Non-ELL	19091	11409	60	18705	11181	60
Grade 8	ESOL 1	1376	57	4	1370	61	4
	ESOL 2	587	51	9	654	74	11
	ESOL 3	680	77	11	727	84	12
	ESOL 4	614	152	25	819	193	24
	Formerly ELL	623	301	48	862	404	47
	Non-ELL	21725	10183	47	20497	10114	49

2013 and 2014 End of Course Assessment Results

1. Algebra

Students who took the Algebra I course participated in the Spring Algebra EOC during the 2012-2013 and 2013-2014 academic years. In M-DCPS, participants were students in Grades 6-12. Because the numbers of students participating in the test were small (fewer than 20 students) for certain ELL groups in most grade levels, only the results of students in Grades 9 are reported in Table 5 below.

Of the current 9th grade ELL students, approximately 40% scored within achievement levels 3-5 on the Spring 2013 Algebra EOC. In 2014, this figure increased to approximately 43%.

Table 5

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2013 and 2014 Spring Algebra EOC Assessment

	ESOL/ELL Status	2013			2014		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 9	ESOL 1	1398	398	28	1397	435	31
	ESOL 2	583	234	40	620	295	48
	ESOL 3	619	310	50	535	287	54
	ESOL 4	509	299	59	599	340	57
	Formerly ELL	567	404	71	620	426	69
	Non-ELL	15861	8733	55	12909	7191	56

2. Geometry

Although the students in grades 7-12 participated in the Geometry EOC assessment during both 2012-2013 and 2013-2014 school years, the numbers of students participating in the test were small (fewer than 20 students) for certain ELL groups in most grade levels. Consequently, only the results of students in Grades 10 are reported in Table 6 below.

Of the current 10th grade ELL students, approximately 33% scored within achievement levels 3-5 on the 2013 Geometry EOC. In 2014, this figure decreased to approximately 32%.

Table 6

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2013 and 2014 Spring Geometry EOC Assessment

	ESOL/ELL Status	2013			2014		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 10	ESOL 1	1135	238	21	1169	273	23
	ESOL 2	552	167	30	592	166	28
	ESOL 3	603	241	40	593	219	37
	ESOL 4	529	280	53	659	317	48
	Formerly ELL	455	288	63	608	381	63
	Non-ELL	15105	7880	52	14748	7930	54

3. Biology

Students in grades 8-12 participated in the Biology EOC assessment during both 2012-2013 and 2013-2014 school years. However, the numbers of students participating in the test were small (fewer than 20 students) for certain ELL groups in most grade levels. Consequently, only the results of students in Grades 10 are reported in Table 7 below.

Table 7

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2013 and 2014 Biology EOC Assessment

	ESOL/ELL Status	2013			2014		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 10	ESOL 1	1123	93	8	1155	97	8
	ESOL 2	546	94	17	593	96	16
	ESOL 3	600	184	31	579	166	29
	ESOL 4	498	246	49	623	273	44
	Formerly ELL	440	299	68	626	426	68
	Non-ELL	13483	7514	56	13331	7939	60

Of the current 10th grade ELL students, approximately 22% scored within achievement levels 3-5 on the 2013 Biology EOC. In 2014, this figure decreased to approximately 21%.

4. US History

Students in grades 9-12 participated in the US History EOC assessment during both 2012-2013 and 2013-2014 school years. However, the numbers of students participating in the test were small (fewer than 20 students) for certain ELL groups in most grade levels. Consequently, only the results of students in Grades 11 are reported in Table 8 below.

Table 8

Number and Percentage of Students Scoring at or above Achievement Level 3 on the 2013 and 2014 US History EOC Assessment

	ESOL/ELL Status	2013			2014		
		Total n	Levels 3-5 n	%	Total n	Levels 3-5 n	%
Grade 11	ESOL 1	824	21	3	787	58	7
	ESOL 2	592	45	8	525	74	14
	ESOL 3	590	119	20	547	121	22
	ESOL 4	487	154	32	625	241	39
	Formerly ELL	520	277	53	658	433	66
	Non-ELL	15092	7431	49	17938	11246	63

Of the current 11th grade ELL students, approximately 14% scored within achievement levels 3-5 on the 2013 US History EOC. In 2014, this figure increased to approximately 20%.

SECTION III

PROGRESS OF ELL STUDENTS IN ENGLISH LANGUAGE ACQUISITION

This section illustrates the progress in acquiring English proficiency made by students enrolled in the ESOL program, as measured by the Comprehensive English Language Learning Assessment (CELLA). The CELLA outcomes are reported in three areas: Listening/Speaking, Reading, and Writing. In each of these three areas both the scale scores and proficiency levels are reported. CELLA uses four proficiency levels: Beginning, Low Intermediate, High Intermediate, and Proficient. Table 8 shows the numbers and percentages of ELL students who made progress in each of the three CELLA areas. “Making progress” is defined as earning a higher proficiency level or staying within the Proficient level. Only the results of those students classified as ELL in 2013 are included in the calculations.

Table 8

Numbers and Percentages of Students Making Progress in English Language Acquisition Between 2013 and 2014

2014 Grade	Listening/Speaking			Reading			Writing		
	Total n	Made progress n	%	Total n	Made progress n	%	Total n	Made progress n	%
1	9799	8477	87	9689	7840	81	9883	8005	81
2	8290	7476	90	8233	6507	79	8377	6317	75
3	5183	1499	29	5077	1014	20	5220	1096	21
4	5237	3398	65	5141	3710	72	5252	3720	71
5	4994	3614	72	4891	3799	78	5021	3506	70
6	4004	2881	72	3967	1373	35	4046	1479	37
7	3179	2582	81	3251	1967	61	3203	1802	56
8	2785	2289	82	2866	1929	67	2812	1776	63
9	2458	1792	73	2507	846	34	2456	1159	47
10	2459	1764	72	2528	1307	52	2450	1348	55
11	2100	1516	72	2154	1183	55	2100	1087	52
12	1468	1013	69	1505	705	47	1478	699	47
OVERALL	51956	38301	74	51809	32180	62	52298	31994	61

The drop in the percentage of students making progress from 2013 to 2014 shown for Grades 3, 6, and 9 students in Reading and Writing and to a smaller degree in Listening/Speaking is likely explained by the fact that proficiency level standards are defined for grade clusters K-2, 3-5, 6-8, and 9-12, but not for individual grades. This means that the standards are likely to be geared toward a student in the middle of the grade span of each cluster: a 1st grader for the K-2 cluster, and a 4th grader in the 3-5 cluster. Consequently, proficiency standards are likely to be easier to achieve for an average ELL student in the highest grade of a grade cluster than for a student in the lowest grade level of the next grade cluster.

For example, proficiency standards are likely to be easier for a 2nd grader than they are for a 3rd grader. As a result, many students in grade 3 in 2014 who were at a particular proficiency level in 2013 as grade 2 students did not meet the higher proficiency standards for the next level, thus failing to “make progress”.

Table 9 shows the 2013 and 2014 numbers and percentages of ELL students who scored within the Proficient category in each of the three CELLA areas and in all three areas. The results are disaggregated by grade level.

Table 9

Numbers and Percentages of ELL Students Scoring in the Proficient Category on the 2013 and 2014 CELLA

Grade	Listening/Speaking						Reading					
	2013			2014			2013			2014		
	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%
K	10543	2842	27	9801	2459	25	10432	248	2	9729	331	3
1	10907	6644	61	10780	6568	61	10878	3027	28	10743	3102	29
2	8865	6925	78	9277	7296	79	8834	5219	59	9233	5301	57
3	6791	2192	32	6152	1204	20	6648	698	10	6011	692	12
4	6305	3468	55	6054	2609	43	6197	2026	33	6000	2422	40
5	5461	3614	66	5717	3122	55	5371	2811	52	5644	3235	57
6	4077	1731	42	4627	2499	54	4147	861	21	4699	1037	22
7	3613	1694	47	3955	2152	54	3692	1137	31	4020	1125	28
8	3423	1604	47	3503	1920	55	3468	1207	35	3559	1284	36
9	3386	1428	42	3359	1334	40	3485	715	21	3412	538	16
10	3214	1582	49	3334	1373	41	3306	923	28	3373	716	21
11	2876	1536	53	2646	1235	47	2926	1038	35	2672	721	27
12	2096	1180	56	1844	880	48	2123	755	36	1857	453	24
K-12	71557	36440	51	71049	34651	49	71507	20665	29	70952	20957	30

Grade	Writing						All Modalities					
	2013			2014			2013			2014		
	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%
K	10616	321	3	9893	372	4	10281	106	1	9659	128	1
1	11009	3925	36	10856	4066	37	10743	2013	19	10691	2066	19
2	8919	4571	51	9336	4825	52	8686	3700	43	9186	3779	41
3	6774	582	9	6149	642	10	6465	201	3	5953	154	3
4	6311	1858	29	6066	2360	39	6023	887	15	5959	1069	18
5	5485	2168	40	5714	2806	49	5157	1476	29	5601	1718	31
6	4093	802	20	4654	1044	22	3679	292	8	4565	488	11
7	3632	1012	28	3966	1131	29	3332	513	15	3896	620	16
8	3408	1057	31	3511	1202	34	3129	598	19	3463	782	23
9	3378	871	26	3362	743	22	3095	407	13	3296	323	10
10	3212	1040	32	3296	857	26	2944	547	19	3248	443	14
11	2872	1015	35	2635	766	29	2617	575	22	2595	452	17
12	2097	686	33	1851	486	26	1915	373	19	1817	261	14
K-12	71806	19908	28	71289	21300	30	68066	11688	17	69929	12283	18

Table 9 shows that higher percentages of ELL students scored at the proficient levels in two of the three components of the 2014 CELLA than on the corresponding parts of the 2013 CELLA. The combined K-12 percentages of students scoring proficient decreased from 51% to 49 % in Listening/Speaking, increased from 29% in 2013 to 30% in 2014 in Reading, and increased from 28% to 30% in the Writing modality. The percentage of ELL students who scored proficient in all three modalities increased from 17% in 2013 to 18% in 2014.

Table 10 compares ESOL exit rates for 2012-2013 and 2013-2014. The column labeled “Total n” refers to the number of ELLs as of February of a given school year. The figures shown in the next two columns reflect those who exited the ESOL program by the end of the school year.

Table 10

Numbers and Percentages of Students Exiting the ESOL Program in 2012-2013 and 2013-2014

Grade	2012-2013			2013-2014		
	Total n	Exited ESOL n	%	Total n	Exited ESOL n	%
K	10771	113	1	10170	137	1
1	11140	2026	18	11072	2078	19
2	9082	3713	41	9532	3794	40
3	6878	209	3	6391	141	2
4	6333	724	11	6260	868	14
5	5459	791	14	5909	1008	17
6	3910	234	6	4879	443	9
7	3536	313	9	4154	391	9
8	3320	326	10	3652	429	12
9	3416	238	7	3647	237	6
10	3225	288	9	3557	227	6
11	2845	384	13	2840	344	12
12	2133	339	16	2164	248	11
K-12	72048	9698	13	74227	10345	14

Table 10 shows that the ESOL exit rates for 2013-2014 were very similar to those in 2012-2013 for most grade levels. The overall ESOL exit rate improved from 13% in 2012-2013 to 14% in 2013-2014.