MIAMI-DADE COUNTY PUBLIC SCHOOLS
OFFICE OF PROGRAM EVALUATION
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ENGLISH LANGUAGE LEARNERS AND THEIR ACADEMIC PROGRESS: 2007-2008

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EXECUTIVE SUMMARY

This report describes the demographic characteristics of students classified as English Language Learners (ELL) in the Miami-Dade County Public Schools (M-DCPS). In addition, this report provides data regarding ELL students' academic performance on the 2007 and 2008 Florida Comprehensive Assessment Test Sunshine State Standards (FCAT-SSS) and introduces the Annual Measurable Achievement Objectives (AMAOs) recently adopted by the state. An analysis of the long-term trends in academic performance of different cohorts of ELL students on the 2004-2008 FCAT-SSS is also included. Furthermore, it describes the progress made by ELL students in English language acquisition based on the results of the 2007 and 2008 Comprehensive English Language Learning Assessment (CELLA). Finally, the report contrasts 2007 high school graduation percentages for ELL and non-ELL students and examines 2008 retention rates for ELL students.

Demographically, ELL students, as a group, are 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 are of Hispanic origin.

Generally, academic achievement results of ELL students expressed as the percentage of students scoring within achievement levels 3-5 on the reading, mathematics, and science components of the FCAT-SSS improved between 2007 and 2008. In addition, the percentage of ELL students scoring 3.5 or higher on the writing component of the FCAT-SSS increased between 2007 and 2008. Large proportions of ELL students improved their English language proficiency in Listening/Speaking, Reading, and Writing between 2007 and 2008 CELLA administrations.

The District met the AMAO 1 and 2 targets in both 2006-07 and 2007-08 academic years. On the other hand, our District (or any other district in the state) did not meet the AMAO 3 targets in either 2006-07 or 2007-08 school years. An examination of long-term trends in academic achievement of various cohorts of ELL students shows that as students gain English proficiency, their reading and mathematics performance improves from one year to the next.

An inspection of the high school graduation figures shows that the graduation rate of ELL students increases as students acquire English proficiency. However, the graduation rate of ELL students remains lower than that of non-ELL students. In addition, the retention rate of ELL students is higher than that of non-ELL students.

INTRODUCTION

This report is intended to address the following seven areas. First, it will describe the demographic characteristics of students classified as English Language Learners (ELL). Second, it will compare and contrast the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2007 and 2008 Florida Comprehensive Assessment Test, Sunshine State Standards (FCAT-SSS). Third, it will describe 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 2007-2008 period. Fourth, it will describe the Annual Measurable Achievement Objectives (AMAOs) adopted by the state in September 2008. Fifth, it will offer a longitudinal view on the academic achievement of ELL students beginning with the 2004 school year, through 2008. Sixth, the report will contrast 2007 high school graduation percentages for ELL and non-ELL students. Finally, the report will examine 2008 retention rates for ELL students. Each of these six areas is described in a separate section of the report.

When a student enrolls in the 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 to be proficient in English. The English proficiency level for ELL students can range from ESOL 1 (the lowest) to ESOL 4 (the 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. The achievement results of ESE students are not included in this report, except for those of students classified as gifted, speech impaired, or hospital/homebound.

SECTION I
2007-08 STUDENTS' DEMOGRAPHIC CHARACTERISTICS

This section describes certain demographic characteristics of ELL and non-ELL students in the District as of October 2007. 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, ESE status, and student language.

Table 1
2007-08 Demographic Characteristics by ELL Status of Students in Grades K – 12

		ELL		Formerly ELL		Non-ELL	
		n	%	n	%	n	%
Race/ Ethnicity	Black	5,136	**9.6**	2,779	**8.7**	81,095	**31.7**
	Hispanic	45,957	**86.1**	27,256	**85.7**	138,178	**54.1**
	White	1,472	**2.8**	1,190	**3.7**	28,691	**11.2**
	Other	829	**1.6**	563	**1.8**	7,451	**2.9**
FRL Status	Free	32,094	**60.1**	17,406	**54.8**	114,784	**44.9**
	Reduced	5,944	**11.1**	4,262	**13.4**	27,471	**10.8**
	Non-FRL	15,358	**28.8**	10,120	**31.8**	113,166	**44.3**
Student Language	Spanish	46,679	**87.4**	27,997	**88.1**	108,976	**42.7**
	Haitian Creole	4,581	**8.6**	2,473	**7.8**	9,761	**3.8**
	Other	2,136	**4.0**	1,318	**4.1**	136,684	**53.5**
ESE Status	Speech Impaired or Hospital/Homebound	646	**1.2**	372	**1.2**	2,502	**1.0**
	Gifted	467	**0.9**	1,966	**6.2**	30,513	**11.9**
	Other ESE	3,718	**7.0**	2,998	**9.4**	28,034	**11.0**
	Non-ESE	48,565	91.0	26,452	83.2	194,372	**76.1**

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 come from poor households than students in the non-ELL group. (This is evidenced by the percentages of students eligible for free or reduced price lunch.) In addition, ELL students are less likely to be classified as gifted than are students in the other two groups.

SECTION II

2007 AND 2008 FCAT-SSS READING, MATHEMATICS, WRITING, AND SCIENCE STUDENT ACHIEVEMENT RESULTS BY ESOL/ELL STATUS

This section compares and contrasts the academic achievement of students in the English for Speakers of Other Languages (ESOL) program on the 2007 and 2008 Florida Comprehensive Assessment Test, Sunshine State Standards (FCAT-SSS). The section is separated into several subsections dealing with different academic disciplines.

2007 and 2008 FCAT-SSS Reading and Mathematics Results

Table 2 shows student academic achievement disaggregated by student ESOL/ELL classification status for each of the grade levels. As mentioned earlier, the achievement results of ESE students are not included in this report, except for those of students classified as gifted, speech impaired, or hospital/homebound. In this regard, the results presented in Table 2 are different from those used by the State for the purposes of AMAO 3 calculations.

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 chart below exhibits the academic performance of different groups of students for two academic years.

Overall, 30% of ELL students in grades 3-5 performed at or above achievement level 3 on the reading subtest of the 2008 FCAT-SSS compared with 31% in 2007. The corresponding figures for grades 3-5 for the mathematics subtest of the FCAT-SSS were 44% and 42% for the years 2008 and 2007, respectively.

In grades 6-8, 12% of ELL students performed within achievement levels 3-5 on the reading subtest of the 2008 FCAT-SSS compared with 9% in 2007. The corresponding figures for grades 6-8 for the mathematics subtest of the FCAT-SSS were 24% and 20% for the years 2008 and 2007, respectively.

In grades 9-10, about 5% of ELL students performed within achievement levels 3-5 on the reading subtest of the 2008 FCAT-SSS compared with 4% in 2007. The corresponding figures for grades 9 and 10 for the mathematics subtest of the FCAT-SSS were 32% and 29% for the years 2008 and 2007, respectively.

Table 2

Number and Percentage of Students in Grades 3-10 scoring at or above achievement level 3 by ELL status on the FCAT-SSS: 2007 and 2008

		Reading						Mathematics					
		2007			2008			2007			2008		
		Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%
Grade 3	ESOL 1	748	69	**9**	768	59	**8**	748	214	**29**	765	222	**29**
	ESOL 2	338	108	**32**	387	139	**36**	339	166	**49**	387	213	**55**
	ESOL 3	615	239	**39**	633	289	**46**	614	327	**53**	634	377	**60**
	ESOL 4	1,321	681	**52**	1,341	721	**54**	1,321	862	**65**	1,342	884	**66**
	Formerly ELL	6,843	4,709	**69**	7,016	5,100	**73**	6,845	5,285	**77**	7,017	5,736	**82**
	Non-ELL	14,931	10,902	**73**	14,719	11,243	**76**	14,930	11,594	**78**	14,718	11,999	**82**
Grade 4	ESOL 1	749	55	**7**	811	34	**4**	750	171	**23**	812	179	**22**
	ESOL 2	411	103	**25**	387	91	**24**	412	172	**42**	385	168	**44**
	ESOL 3	425	201	**47**	442	200	**45**	427	256	**60**	442	246	**56**
	ESOL 4	398	212	**53**	430	218	**51**	398	240	**60**	431	251	**58**
	Formerly ELL	4,055	2,665	**66**	4,022	2788	**69**	4,056	2,897	**71**	4,024	2,933	**73**
	Non-ELL	17,167	12,754	**74**	16,823	12,646	**75**	17,147	12,754	**74**	16,813	12,735	**76**
Grade 5	ESOL 1	752	47	**6**	757	30	**4**	766	99	**13**	767	96	**13**
	ESOL 2	374	85	**23**	351	71	**20**	387	111	**29**	358	101	**28**
	ESOL 3	370	164	**44**	395	140	**35**	372	161	**43**	396	181	**46**
	ESOL 4	346	173	**50**	382	162	**42**	350	142	**41**	382	173	**45**
	Formerly ELL	1,557	1,039	**67**	1,516	938	**62**	1,563	807	**52**	1,518	877	**58**
	Non-ELL	19,303	14,563	**75**	19,794	14,197	**72**	19,301	11,802	**61**	19,809	12,850	**65**
Grade 6	ESOL 1	736	13	**2**	776	28	**4**	732	58	**8**	771	50	**7**
	ESOL 2	419	47	**11**	410	52	**13**	422	78	**18**	411	66	**16**
	ESOL 3	345	85	**25**	371	100	**27**	345	95	**28**	371	100	**27**
	ESOL 4	333	77	**23**	327	98	**30**	334	72	**22**	328	96	**29**
	Formerly ELL	1,204	686	**57**	1,175	668	**57**	1,204	542	**45**	1,175	557	**47**
	Non-ELL	19,988	12,909	**65**	19,962	13,164	**66**	19,988	10,234	**51**	19,959	10,843	**54**
Grade 7	ESOL 1	821	14	**2**	858	31	**4**	823	108	**13**	857	138	**16**
	ESOL 2	505	49	**10**	397	45	**11**	503	124	**25**	398	110	**28**
	ESOL 3	268	57	**21**	291	91	**31**	269	87	**32**	291	139	**48**
	ESOL 4	406	91	**22**	433	144	**33**	405	132	**33**	435	161	**37**
	Formerly ELL	960	498	**52**	947	514	**54**	960	505	**53**	944	492	**52**
	Non-ELL	18,446	12,427	**67**	20,013	13,797	**69**	18,431	11,519	**62**	19,999	12,787	**64**

		Reading						Mathematics					
		2007			2008			2007			2008		
		Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%	Total n	Lev. 3-5 n	%
Grade 8	ESOL 1	854	7	**1**	764	7	**1**	861	78	**9**	764	109	**14**
	ESOL 2	495	11	**2**	475	15	**3**	495	111	**22**	477	150	**31**
	ESOL 3	302	32	**11**	308	32	**10**	305	99	**32**	307	112	**37**
	ESOL 4	485	78	**16**	451	75	**17**	488	170	**35**	448	196	**44**
	Formerly ELL	979	307	**31**	835	254	**30**	975	516	**53**	835	425	**51**
	Non-ELL	20,629	10,077	**49**	18,509	10,574	**57**	20,616	13,040	**63**	18,493	12,897	**70**
Grade 9	ESOL 1	1,092	9	**1**	1,166	17	**2**	1,085	165	**15**	1,158	177	**15**
	ESOL 2	563	14	**2**	604	23	**4**	561	148	**26**	604	183	**30**
	ESOL 3	341	32	**9**	327	27	**8**	339	114	**34**	325	124	**38**
	ESOL 4	511	69	**14**	462	51	**11**	509	185	**36**	463	196	**42**
	Formerly ELL	1,158	258	**22**	1,074	267	**25**	1,155	533	**46**	1,067	590	**55**
	Non-ELL	21,355	8,775	**41**	20,977	9,736	**46**	21,300	12,672	**59**	20,937	14,028	**67**
Grade 10	ESOL 1	891	3	**0**	902	15	**2**	881	177	**20**	877	198	**23**
	ESOL 2	648	12	**2**	608	20	**3**	620	174	**28**	574	209	**36**
	ESOL 3	419	31	**7**	413	26	**6**	403	189	**47**	393	167	**43**
	ESOL 4	578	37	**6**	609	69	**11**	563	270	**48**	578	317	**55**
	Formerly ELL	1,075	136	**13**	925	157	**17**	1,035	499	**48**	888	478	**54**
	Non-ELL	20,783	6,491	**31**	20,150	7,024	**35**	20,298	12,837	**63**	19,570	13,371	**68**

2007 and 2008 FCAT-SSS Writing Results

This part of Section II contrasts student academic performance on the writing components of the 2007 and 2008 FCAT-SSS. 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. Note that the charts below exhibit the academic performance of different groups of students for two academic years.

Table 3
Number and Percentage of Students Scoring 3.5 or above on the Writing Component of the FCAT- SSS: 2007 and 2008

	ESOL/ELL Status	2007			2008		
		Total n	Scored 3.5 or higher n	%	Total n	Scored 3.5 or higher n	%
Grade 4	ESOL 1	465	124	**27**	587	170	**29**
	ESOL 2	387	222	**57**	375	238	**64**
	ESOL 3	426	326	**77**	432	327	**76**
	ESOL 4	473	363	**77**	425	360	**85**
	Formerly ELL	4,226	3,534	**84**	4,003	3,422	**86**
	Non-ELL	17,972	15,144	**84**	16,728	14,511	**87**
Grade 8	ESOL 1	563	99	**18**	606	89	**15**
	ESOL 2	432	214	**50**	472	219	**46**
	ESOL 3	299	207	**69**	304	200	**66**
	ESOL 4	491	345	**70**	451	336	**75**
	Formerly ELL	994	816	**82**	834	713	**86**
	Non-ELL	21,151	18,543	**88**	18,391	17,275	**94**
Grade 10	ESOL 1	453	48	**11**	619	42	**7**
	ESOL 2	514	135	**26**	533	131	**25**
	ESOL 3	388	190	**49**	388	164	**42**
	ESOL 4	535	304	**57**	586	371	**64**
	Formerly ELL	1,055	738	**70**	918	631	**69**
	Non-ELL	22,301	18,011	**81**	20,413	17,347	**85**

Overall, about 48% of ELL students in grades 4, 8, and 10 achieved scores of 3.5 or higher on the writing component of the 2007 FCAT-SSS. In 2008, this proportion slightly decreased to 46%.

2007 and 2008 FCAT-SSS Science Results

This part of Section II describes student academic performance on the science component of the 2007 and 2008 FCAT-SSS. Table 4 shows student performance on the science subtest 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 or higher increase as students gain English proficiency.

Table 4
Number and Percentage of Students Scoring 3 or above on the Science Component of the FCAT-SSS: 2007 and 2008

	ESOL/ELL Status	2007			2008		
		Total n	Scored 3 or higher n	%	Total n	Scored 3 or higher n	%
Grade 5	ESOL 1	772	21	**3**	763	18	**2**
	ESOL 2	386	28	**7**	355	40	**11**
	ESOL 3	372	63	**17**	397	88	**22**
	ESOL 4	349	51	**15**	393	85	**22**
	Formerly ELL	1,576	399	**25**	1,492	514	**35**
	Non-ELL	19,430	7,986	**41**	19,697	9,053	**46**
Grade 8	ESOL 1	854	7	**1**	756	17	**2**
	ESOL 2	491	14	**3**	475	31	**7**
	ESOL 3	302	24	**8**	305	27	**9**
	ESOL 4	487	39	**8**	454	67	**15**
	Formerly ELL	969	198	**20**	821	187	**23**
	Non-ELL	20,535	7,268	**35**	18,423	7,456	**41**
Grade 11	ESOL 1	534	3	**1**	559	2	**0**
	ESOL 2	428	19	**4**	452	15	**3**
	ESOL 3	387	29	**7**	340	26	**8**
	ESOL 4	495	29	**6**	449	48	**11**
	Formerly ELL	871	141	**16**	867	148	**17**
	Non-ELL	17,570	5,501	**31**	17,644	6,028	**34**

It can be seen that greater percentages of students in grade 5 score at the achievement level 3 or higher on the science component of the FCAT-SSS than in grades 8 and 11. This was true for both 2007 and 2008 results.

In addition, Table 4 shows that the percentages of students scoring at the achievement level 3 or higher increased between 2007 and 2008 for most ESOL levels. Overall, only 5.6% of ELL students in grades 5, 8, and 11 achieved scores of 3 or higher on the science component of the 2007 FCAT-SSS. In 2008, the corresponding figure rose to 8.1%.

SECTION III
PROGRESS OF ELL STUDENTS IN ENGLISH LANGUAGE ACQUISITION FROM 2007 TO 2008

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 5
Numbers and Percentages of Students Making Progress in English Language Acquisition between 2007 and 2008

	Listening/Speaking			Reading			Writing		
2008 Grade	Total n	Made progress n	%	Total n	Made progress n	%	Total n	Made progress n	%
1	8,330	6,961	**84**	7,518	6,402	**85**	7,606	6,423	**84**
2	5,450	4,809	**88**	5,013	4,184	**83**	5,083	3,860	**76**
3	2,263	912	**40**	2,237	450	**20**	2,320	389	**17**
4	1,189	951	**80**	1,111	741	**67**	1,176	788	**67**
5	1,123	864	**77**	1,052	742	**71**	1,124	733	**65**
6	1,087	655	**60**	984	411	**42**	1,112	500	**45**
7	1,136	816	**72**	1,164	654	**56**	1,133	616	**54**
8	1,234	910	**74**	1,268	766	**60**	1,225	706	**58**
9	1,282	909	**71**	1,341	391	**29**	1,274	549	**43**
10	1,484	1,032	**70**	1,547	736	**48**	1,431	721	**50**
11	1,091	769	**70**	1,115	592	**53**	1,024	512	**50**
12	752	513	**68**	792	398	**50**	745	324	**43**
OVERALL	26,421	20,101	**76**	25,142	16,467	**65**	25,253	16,121	**64**

The drop in the percentage of students making progress from 2007 to 2008 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 the 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 level of a grade cluster, than for a student in the lowest grade level of a 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 2008 who were at a particular proficiency level in 2007 as grade 2 students did not meet the higher proficiency standards for the next level, thus failing to "make progress".

Table 6 shows the changes made by ELL students in their proficiency levels between 2007 and 2008 CELLA administrations.

Table 6

Students' Advancement within the ESOL Program from October 2006 to June 2007

2007		2008 Proficiency Level																							
		Listening/Speaking								Reading								Writing							
Gr.	Prof. Level	Beg. n	%	L Int. n	%	H Int. n	%	Prof. n	%	Beg. n	%	L Int. n	%	H Int. n	%	Prof. n	%	Beg. n	%	L Int. n	%	H Int. n	%	Prof. n	%
K	Beg.	372	16	606	25	786	33	615	26	404	10	1459	37	1633	42	406	10	709	17	1247	31	1586	39	534	13
	L Int.	49	2	240	11	718	33	1150	53	49	2	584	19	1579	50	923	29	29	1	250	10	1197	48	994	40
	H Int.	15	1	91	4	504	22	1722	74	1	0	26	6	133	30	281	64	3	0	33	3	292	30	644	66
	Prof.	1	0	16	1	183	12	1274	86	0	0	0	0	6	14	37	86	1	1	6	6	16	17	72	76
1	Beg.	54	10	98	19	195	37	179	34	40	10	154	38	166	41	45	11	141	21	232	35	236	36	48	7
	L Int.	11	1	83	10	244	29	509	60	19	1	234	13	938	51	663	36	13	1	158	13	764	61	311	25
	H Int.	9	1	44	3	289	17	1375	80	2	0	25	1	540	23	1733	75	1	0	35	2	793	37	1322	61
	Prof.	3	0	30	1	169	6	2407	92	0	0	1	0	44	7	613	93	1	0	2	0	120	10	1106	90
2	Beg.	161	53	53	17	56	18	35	11	108	73	21	14	16	11	3	2	183	75	44	18	14	6	4	2
	L Int.	70	32	60	27	60	27	30	14	209	56	79	21	62	17	22	6	164	49	109	32	55	16	8	2
	H Int.	78	16	124	26	151	31	131	27	266	30	319	36	212	24	91	10	245	25	372	38	283	29	76	8
	Prof.	59	5	198	16	431	34	584	46	44	5	194	23	349	41	265	31	23	3	186	24	343	44	233	30
3	Beg.	154	28	122	22	147	26	135	24	233	38	183	30	145	24	47	8	204	39	204	39	98	19	19	4
	L Int.	7	3	34	13	86	32	145	53	15	5	67	20	143	43	104	32	17	4	125	27	224	48	103	22
	H Int.	0	0	13	5	48	18	203	77	1	1	11	6	60	33	110	60	0	0	9	4	87	38	135	58
	Prof.	0	0	1	0	16	8	196	92	0	0	2	2	17	17	80	81	0	0	1	1	3	4	66	94
4	Beg.	160	36	111	25	94	21	83	19	178	35	135	26	141	28	58	11	183	43	169	39	67	16	11	3
	L Int.	5	3	21	12	44	26	102	59	13	6	35	16	76	34	101	45	12	3	91	24	181	47	101	26
	H Int.	2	1	10	4	45	19	179	76	2	1	9	5	71	38	104	56	2	1	10	5	83	38	126	57
	Prof.	0	0	2	1	19	7	262	93	0	0	3	2	13	9	129	89	0	0	0	0	19	18	86	82
5	Beg.	153	35	169	39	79	18	33	8	233	55	122	29	50	12	19	4	197	48	168	41	42	10	3	1
	L Int.	5	3	47	32	56	38	39	27	40	19	79	38	60	29	27	13	35	9	173	43	167	42	27	7
	H Int.	1	0	44	21	77	36	89	42	22	13	37	23	59	36	46	28	3	2	39	21	102	55	40	22
	Prof.	0	0	14	5	68	25	186	69	8	5	23	14	39	24	90	56	0	0	1	1	41	45	49	54

2007		2008 Proficiency Level																									
		Listening/Speaking								Reading								Writing									
Gr.	Prof. Level	Beg. n	%	L Int. n	%	H Int. n	%	Prof. n	%	Beg. n	%	L Int. n	%	H Int. n	%	Prof. n	%	Beg. n	%	L Int. n	%	H Int. n	%	Prof. n	%		
6	Beg.	182	39	175	38	79	17	25	5	328	53	178	29	81	13	34	5	226	46	208	42	50	10	8	2		
	L Int.	2	1	69	22	105	34	136	44	33	10	80	25	125	38	87	27	13	4	133	39	165	48	34	10		
	H Int.	0	0	10	5	50	25	142	70	2	1	10	7	51	38	71	53	1	0	18	7	124	51	101	41		
	Prof.	0	0	0	0	15	9	156	91	2	2	2	2	14	16	71	80	0	0	0	0	10	17	50	83		
7	Beg.	184	38	191	39	72	15	37	8	305	47	176	27	116	18	54	8	214	41	216	41	84	16	12	2		
	L Int.	6	2	68	18	134	36	164	44	32	9	84	24	139	40	92	27	21	5	140	36	180	46	52	13		
	H Int.	0	0	8	4	39	19	158	77	5	3	9	6	41	28	89	62	2	1	18	8	109	49	95	42		
	Prof.	0	0	2	1	11	6	157	92	3	2	5	4	16	12	107	82	0	0	1	1	10	12	73	87		
8	Beg.	177	36	195	39	89	18	35	7	408	74	104	19	27	5	11	2	253	54	169	36	42	9	6	1		
	L Int.	8	3	63	21	119	39	114	38	111	30	132	36	80	22	44	12	57	15	179	46	129	33	24	6		
	H Int.	0	0	9	5	45	24	132	71	21	13	47	30	51	33	37	24	2	1	44	18	107	44	91	37		
	Prof.	2	1	0	0	27	14	158	84	13	10	22	17	35	27	62	47	1	1	3	4	18	24	52	70		
9	Beg.	212	38	222	40	92	17	31	6	609	57	264	25	144	13	50	5	324	50	246	38	72	11	11	2		
	L Int.	7	2	104	28	147	39	120	32	59	22	83	31	67	25	62	23	44	10	211	46	156	34	47	10		
	H Int.	2	1	17	6	68	25	184	68	13	10	16	12	48	36	58	43	3	1	41	19	79	37	93	43		
	Prof.	0	0	6	2	34	12	234	85	7	8	7	8	6	7	68	77	0	0	1	1	15	15	84	84		
10	Beg.	167	41	165	40	58	14	19	5	425	53	211	26	107	13	64	8	218	46	212	45	41	9	4	1		
	L Int.	11	4	84	27	99	32	117	38	30	13	57	25	73	32	68	30	43	11	165	44	126	33	43	11		
	H Int.	0	0	20	8	69	27	165	65	19	13	17	12	35	25	70	50	3	1	31	15	102	48	75	36		
	Prof.	0	0	3	1	23	9	217	89	3	4	3	4	13	18	52	73	1	1	0	0	14	18	61	80		
11	Beg.	90	39	91	40	36	16	11	5	253	54	134	29	63	13	18	4	144	51	111	39	26	9	1	0		
	L Int.	5	2	57	27	89	42	61	29	27	15	60	34	54	31	34	19	32	12	124	48	90	35	11	4		
	H Int.	0	0	10	6	57	35	97	59	12	13	9	10	29	31	44	47	4	3	23	15	82	52	48	31		
	Prof.	0	0	1	1	27	17	131	82	1	1	6	9	10	15	50	75	1	2	2	4	13	24	39	71		

Note: The abbreviations Beg., L Int., H Int., and Prof. represent Beginning, Low Intermediate, High Intermediate, and Proficient levels.

Table 6 shows that most students advanced in their proficiency levels between 2007 and 2008 CELLA administrations in all three areas: Listening/Speaking, Reading, and Writing. An exception to that general trend occurred for students in grades 3, 6, and 9, which is a likely artifact of the way the proficiency standards were set up, as mentioned earlier. Still, there were students in other grade levels whose English proficiency levels remained the same or even decreased between 2007 and 2008. These students likely deserve some special attention.

Table 7 shows the 2008 number and percentage of ELL students who scored within the Proficient category in each of the three CELLA areas. The results are disaggregated by grade level. Again, the results of the ESE students are not included in the calculations, except for those of students classified as gifted, speech impaired, or hospital/homebound.

Table 7
Numbers and Percentages of Students Scoring in the Proficient Category on the 2008 CELLA

	Listening/Speaking			Reading			Writing		
Grade	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%	Total n	Scored Proficient n	%
K	11,341	2,479	**22**	11,289	179	**2**	11,369	296	**3**
1	9,249	5,381	**58**	9,314	2,048	**22**	9,309	2,845	**31**
2	6,171	4,730	**77**	6,289	3,796	**60**	6,371	3,398	**53**
3	3,000	877	**29**	2,909	394	**14**	2,992	337	**11**
4	1,927	833	**43**	1,862	452	**24**	1,925	413	**21**
5	1,788	790	**44**	1,708	527	**31**	1,793	419	**23**
6	1,717	440	**26**	1,756	263	**15**	1,757	172	**10**
7	1,866	559	**30**	1,879	327	**17**	1,859	250	**13**
8	1,898	631	**33**	1,938	440	**23**	1,906	300	**16**
9	2,277	611	**27**	2,369	233	**10**	2,272	243	**11**
10	2,231	756	**34**	2,273	344	**15**	2,202	310	**14**
11	1,632	590	**36**	1,682	322	**19**	1,607	246	**15**
12	1,083	387	**36**	1,115	195	**17**	1,075	140	**13**
OVERALL	46,180	19,064	**41**	46,383	9,520	**21**	46,437	9,369	**20**

Table 7 shows that the percentages of students in all grade levels scoring within the Proficient category on the 2008 CELLA were higher for Listening/Speaking than they were for either Reading or Writing areas. For most grade levels the proportions of students scoring proficient in Reading were higher than those for Writing.

In addition, in all three areas of CELLA the proportions of students scoring proficient increase within each of the four grade clusters, K-2, 3-5, 6-8, and 9-12, with the increase in the students' grade level. This phenomenon is likely explained, at least in part, by the way the proficiency standards were set up, as mentioned earlier.

SECTION IV
ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES

Title III, Part A, of the No Child Left Behind Act of 2001 requires all states to hold school districts accountable for the progress of their English Language Learners (ELLs). To meet this requirement, the state's Department of Education has recently established three Annual Measurable Achievement Objectives (AMAOs). These objectives instituted specific English language acquisition and academic proficiency targets for academic years 2006-07 through 2013-14. The first two of the three AMAOs are based on the results of the Comprehensive English Language Assessment (CELLA), while the third AMAO is based on the results of the FCAT.

AMAO 1: Progress

AMAO 1 is based on progress in English language acquisition as measured by CELLA. School districts must demonstrate that a specified percentage of their ELLs are making progress from year to year in each of CELLA's three areas: Listening/Speaking, Writing, and Reading. Making progress is defined as either increasing a proficiency level or staying within the "Proficient" level in a specific area. All ELLs who have been assessed on CELLA in the current and prior year are included in the AMAO 1 calculation. The AMAO 1 targets are given in the following table.

Table 8
AMAO 1 Targets and Miami-Dade Results (in Parentheses)

Academic Year	Listening/ Speaking (K-12)	Writing (K-12)	Reading (K-12)
2006-07	70 **(70)**	54 **(58)**	56 **(59)**
2007-08	70 **(78)**	54 **(66)**	56 **(70)**
2008-09	70	54	56
2009-10	72	56	58
2010-11	74	58	60
2011-12	75	59	61
2012-13	77	61	63
2013-14	79	63	65

Table 8 shows that the District met AMAO 1 targets in both 2006-07 and 2007-08 academic years. Overall, 48% of districts in the state met the AMAO 1 targets for 2006-07, and 59% met the targets for 2007-08 school year.

AMAO 2: Proficiency

AMAO 2 is based on achieving English proficiency as measured by CELLA. Achieving proficiency is defined as scoring within the proficient level in all three domains: Listening/Speaking, Writing, and Reading. The AMAO 2 is established separately for four grade

clusters: K-2, 3-5, 6-8, and 9-12. School districts must demonstrate that specified percentages of ELLs in each grade cluster achieve English language proficiency. Only CELLA results for students who have been in the ESOL program more than three years are included in the AMAO 2 calculations. The AMAO 2 targets are given in the following table.

Table 9
AMAO 2 Targets and Miami-Dade Results (in Parentheses)

Academic Year	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
2006-07	23 **(24)**	8 **(9)**	7 **(9)**	7 **(7)**
2007-08	23 **(36)**	8 **(15)**	7 **(15)**	7 **(15)**
2008-09	23	8	7	7
2009-10	24	11	10	9
2010-11	26	14	13	11
2011-12	27	16	17	14
2012-13	29	19	20	16
2013-14	30	22	23	18

Table 9 shows that the District met AMAO 2 targets in both 2006-07 and 2007-08 academic years. Overall, 37% of districts in the state met the AMAO 2 targets for 2006-07, and 42% met the targets for 2007-08 school year.

Section III of this report (p. 8) showed the results of ELL students in the District in the English language acquisition. However, the computational rules used in that section are different from those used by the state in calculating AMAO 1 and AMAO 2 results. The outcomes of only those students who were participating in the ESOL program during the time of the 2007 CELLA administration were used to compute the results shown in Table 5 of Section III. In addition, the results of the ESE students were not included in the calculations, except for those of students classified as gifted, speech impaired, or hospital/homebound. On the other hand, the state used the results of all students who participated in CELLA in two consecutive years (regardless of their ESOL or ESE status) when making AMAO 1 calculations.

When making AMAO 2 calculations, the state used the CELLA results for only those students who have been in the ESOL program more than three years. On the other hand, the results presented in Table 7 of Section III in this report are based on students' CELLA outcomes regardless of the length of students' participation in the ESOL program.

AMAO 3: Academic Achievement

AMAO 3 is based on demonstrating proficiency in reading and mathematics on the FCAT. Demonstrating proficiency is defined as scoring at achievement level three or higher. School districts must demonstrate that a specified percentage of students in the ELL subgroup achieve proficiency in reading and mathematics. The ELL subgroup includes students who receive ESOL services at the time of FCAT testing as well as those who have exited the ESOL programs no

longer than two years before the testing. In practice, meeting AMAO 3 targets is equivalent to making the Adequate Yearly Progress (AYP) for the ELL subgroup. The AMAO 3 targets are given in the following table.

Table 10
AMAO 3 Targets and Miami-Dade Results (in Parentheses)

Academic Year	Reading	Mathematics
2006-07	51 **(37)**	56 **(48)**
2007-08	58 **(40)**	62 **(52)**
2008-09	65	68
2009-10	72	74
2010-11	79	80
2011-12	86	86
2012-13	93	93
2013-14	100	100

Table 10 shows that the district has not met the AMAO 3 targets in either 2006-07 or 2007-08 academic year. In fact, none of the school districts in Florida met AMAO 3 targets in either of the two academic years. A plausible explanation for this apparent "lack of progress" is that the composition of the ELL subgroup changes from one academic year to the next. As ELL students gain English proficiency, they exit the ESOL program. After completing a two-year post-program review period, they are no longer part of the ELL subgroup. At the same time, each academic year a group of new ELL students with virtually no English proficiency becomes part of the ELL subgroup. These two processes assure that in any given school year, a sizable proportion of students in the ELL subgroup are those who are not yet proficient in English. These students cannot fully demonstrate their knowledge and skills on tests in English. Because of this fact, it would be unreasonable to expect that students in the ELL subgroup, as a whole, can meet the rising AMAO 3 targets.

A phenomenon of changing composition of the ELL subgroup demonstrates the need for monitoring a progress of **the same** group of ELL students as they gain English proficiency over a period of several years. The next section of this report presents a longitudinal view of student academic achievement.

SECTION V
LONGITUDINAL VIEW OF STUDENT ACADEMIC PROGRESS

To enable a longitudinal perspective on student achievement, several non-overlapping student cohorts were identified. All students who entered the District's schools in grades K-12 during the 2002-03 school year as ELL students were classified as belonging to the 2002-03 ELL Cohort. Those, who entered the District's schools in grades K-12 as ELL students during the 2003-04 academic year were identified as belonging to the 2003-04 ELL Cohort, and so on. Demographic, native language, and ESOL status characteristics of the 2002-03 and 2003-04 ELL Cohorts were described in the report titled "Limited English Proficient Students and their Academic Achievement: 2005 Cohort Analysis" completed in November 2005. The characteristics of the 2004-05, 2005-06, 2006-07, and 2007-08 ELL Cohorts are very similar to those in the previous two cohorts; therefore, they will not be described here.

Student achievement results on the 2004-2008 reading and mathematics components of the FCAT-SSS were analyzed separately for each ELL Cohort. The outcomes of ESE students were not included except for those of students classified as gifted, hospital/homebound, or speech impaired. The numbers of students in a particular ELL cohort who participated in the FCAT-SSS during the 2004-2008 period are shown in Table 11. It should be noted that although each ELL Cohort is defined so as to include students in all grades (K-12), only the students in grades 3-10 participate in the FCAT-SSS. As such, students in grades K-2 at the time of testing are not included in the number of students assessed via the FCAT-SSS. Assuming students' normal progression from one grade level to the next, students from the 2002-03 cohort who were in Kindergarten initially (during 2002-03) began participating in the FCAT-SSS in 2006. In a similar way, students from the same 2002-03 Cohort who were first or second graders during the 2002-03 school year started participating in the FCAT-SSS in 2005 and 2004, respectively. Similar statements can be made regarding other ELL Cohorts. Table 11 also lists the percentages of students from each original cohort who were still classified as ELL students during a particular FCAT-SSS administration. For example, 5,753 of those students who entered the district as ELLs during the 2003-04 school year participated in the reading component of the FCAT-SSS and 99% of them were still classified as ELL at the time of the exam in 2003. In 2007-08 school year, 12,837 of those students who entered the district as ELLs during the 2003-04 school year participated in the reading component of the FCAT-SSS, but only 11% of these students were still classified as ELL at the time of testing, meaning that the majority of these students were considered to be proficient in English.

Table 11

Numbers of Students in Various ELL Cohorts who Participated in the FCAT-SSS and Percentages of those Identified as ELL

ELL Cohort	Reading										Mathematics									
	2004		2005		2006		2007		2008		2004		2005		2006		2007		2008	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
2003-04	5,753	99	6,021	91	5,431	74	10,530	27	12,837	11	5,759	99	6,004	91	5,405	74	10,529	27	12,823	11
2004-05			5,136	97	5,158	90	5,779	77	10,489	27			5,122	97	5,141	90	5,772	77	10,456	26
2005-06					5,367	98	3,454	92	4,818	73					5,347	98	3,456	92	4,794	73
2006-07							4,891	97	5,309	90							4,897	97	5,263	90
2007-08									5,103	98									5,099	98

Figures 1 and 2 below report the academic achievement of students in different ELL Cohorts as related to Florida's Adequate Yearly Progress (AYP) benchmark and the average M-DCPS student. These figures demonstrate that the academic performance of students in each of the ELL Cohorts increases rapidly over a period of two or more years. In particular, the 2007 and 2008 academic achievement of students in the 2003-04 ELL Cohort and the 2008 academic achievement of students in the 2004-05 ELL Cohort exceeded both the State AYP benchmark and the average M-DCPS student for this year in both academic areas.

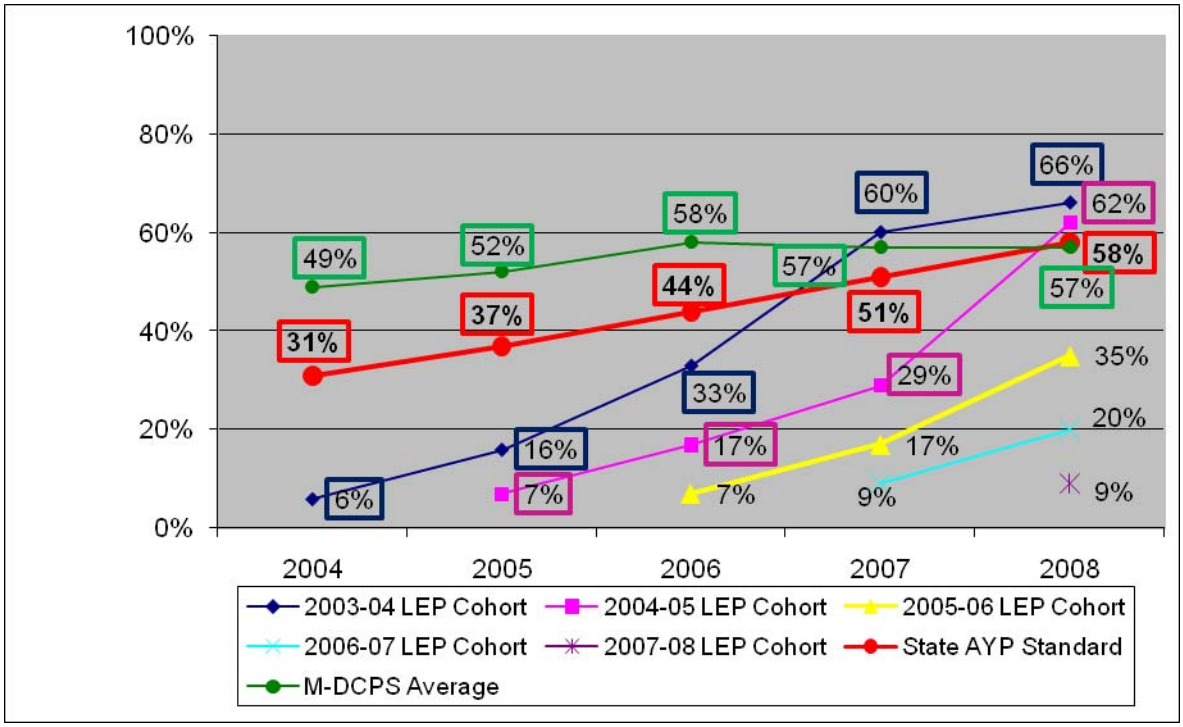

Figure 1. Percentages of Different ELL Cohort Students Scoring at or above Achievement Level 3 on the Reading Component of the FCAT-SSS and Florida's AYP Benchmark (in Red)

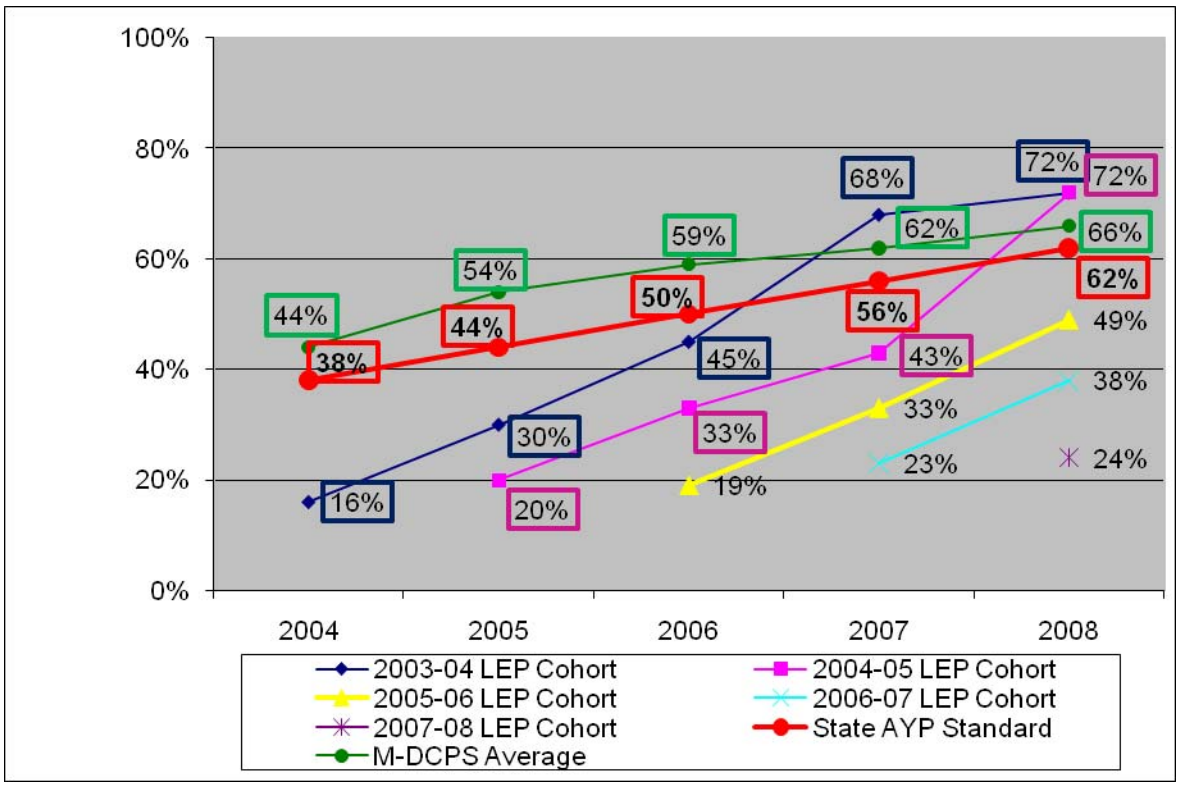

Figure 2. *Percentages of Different ELL Cohort Students Scoring at or above Achievement Level 3 on the Mathematics Component of the FCAT-SSS and Florida's AYP Benchmark (in Red)*

SECTION VI
2007 GRADUATION RATES

This section contrasts graduation rates for students classified as ELL and former ELL with the graduation rates for M-DCPS students as a whole. The 4-year graduation rates for the various groups of students were computed longitudinally by the Office of Assessment, Research, and Data Analysis. Their analysis tracks a cohort of students through high school and retrospectively determines the percentage of students who graduated. In this analysis, a particular student is defined as ELL, former ELL, or non-ELL based on their ELL status in June of the graduating year. As such, students labeled as ELL are still classified as ESOL level 1-4 in June 2007. Students labeled as Former ELL exited the ESOL program sometime between 10th and 12th grades. The M-DCPS total rate listed below includes all students regardless of ELL status. As this analysis is longitudinal, students who withdraw from M-DCPS are removed from the analysis and students who transfer into the district are added in. The data presented in Table 9 focus on the cohort of students who began high school as 9th graders during the 2003-04 school year and who, under the normal high school progression, would be expected to graduate in June of 2007.

Table 12
Longitudinal Graduation Rate for the 2003-04 cohort group disaggregated by ELL status

ELL Status	2006-07[a]				
	Final Cohort Membership	Dropouts[b] n	%	Graduates n	%
ELL	1,472	436	**29.6**	209	**14.2**
Former-ELL	1,876	145	**7.7**	1,163	**62.0**
M-DCPS Total	26,216	3,039	**11.6**	16,544	**63.1**

[a.] The most recent data available for graduation rates as computed by the Office of Assessment, Research and Data Analysis is for the 4 year period ending with the 2006-07 school year.
[b.] Dropout rates are calculated in the same way as the graduation rates.

Table 12 shows that the graduation rate for students that are still classified as ELL at the end of 12th grade is rather low. However, the data indicate that graduation rates for ELL students increase as the students gain English proficiency as evidenced by the increase in graduation rates for former ELL students. In 2007, only about 14% of students classified as ELL graduated from high school. By comparison, the standard graduation rate for M-DCPS students in 2007 was approximately 63%. The graduation rate for former ELL students was about 62%, which was slightly lower than the overall rate for the district.

SECTION VII

2008 RETENTION RATES

This section examines student retention rates disaggregated by student ESOL/ELL classification status for each of the grade levels. As mentioned earlier, the achievement results of ESE students are not included in this report, except for those of students classified as gifted, speech impaired, or hospital/homebound. The results show that, in most cases, greater percentages of students classified as ELL are retained than those who are classified as former or non-ELL. Overall, 2,748 ELL students were retained across the various grade levels, and the retention rate of ELL students (7.1%) was higher than that of formerly ELL (3.8%) or non-ELL students (4.0%).

It is important to note that beginning in the 2002-03 school year, the revised Florida School Code required 3rd grade students to demonstrate reading proficiency by scoring at Level 2 or higher on the reading portion of the Florida Comprehensive Assessment Test (FCAT). Students scoring at Level 1 must be retained in 3rd grade for another year, unless exempted from mandatory retention for special circumstances. One of these special circumstances pertains to ELL students in particular. If a student has been participating in the ESOL program for less than 2 years, he/she may be promoted to 4th grade with "good cause." In 2008, 782 students in the 3rd grade classified as ELL were promoted to the 4th grade under this provision.

Table 13

Number and Percentage of Students Retained by ELL status: 2007 -08

Grade	June 2008 ESOL LEVEL	Total n	Retained n	Retained %
K	ESOL 1	896	125	**14.0**
	ESOL 2	2,057	93	**4.5**
	ESOL 3	2,381	89	**3.7**
	ESOL 4	4,658	121	**2.6**
	Overall ELL	9,992	428	**4.2**
	Formerly ELL	2,548	27	**1.1**
	Non-ELL	11,761	412	**3.5**
1	ESOL 1	341	42	**12.3**
	ESOL 2	958	96	**10.0**
	ESOL 3	1,728	127	**7.3**
	ESOL 4	3,979	175	**4.4**
	Overall ELL	7,006	440	**6.3**
	Formerly ELL	5,540	105	**1.9**
	Non-ELL	12,724	371	**2.9**

Grade	June 2008 ESOL LEVEL	Total n	Retained n	%
2	ESOL 1	326	27	**8.3**
	ESOL 2	419	28	**6.7**
	ESOL 3	833	92	**11.0**
	ESOL 4	2,402	155	**6.5**
	Overall ELL	3,980	302	**7.6**
	Formerly ELL	6,967	197	**2.8**
	Non-ELL	15,077	346	**2.3**
3	ESOL 1	410	28	**6.8**
	ESOL 2	459	49	**10.7**
	ESOL 3	654	116	**17.7**
	ESOL 4	1,007	216	**21.4**
	Overall ELL	2,530	409	**16.2**
	Formerly ELL	5,469	541	**9.9**
	Non-ELL	19,480	1,345	**6.9**
4	ESOL 1	387	12	**3.1**
	ESOL 2	422	9	**2.1**
	ESOL 3	493	9	**1.8**
	ESOL 4	555	10	**1.8**
	Overall ELL	1,857	40	**2.2**
	Formerly ELL	2,428	15	**0.6**
	Non-ELL	21,160	119	**0.6**
5	ESOL 1	338	7	**2.1**
	ESOL 2	406	1	**0.2**
	ESOL 3	408	6	**1.5**
	ESOL 4	460	6	**1.3**
	Overall ELL	1,612	20	**1.2**
	Formerly ELL	1,410	5	**0.4**
	Non-ELL	22,783	53	**0.2**
6	ESOL 1	465	42	**9.0**
	ESOL 2	454	12	**2.6**
	ESOL 3	343	13	**3.8**
	ESOL 4	521	19	**3.6**
	Overall ELL	1,783	86	**4.8**
	Formerly ELL	1,171	33	**2.8**
	Non-ELL	23,230	643	**2.8**
7	ESOL 1	452	46	**10.2**
	ESOL 2	471	17	**3.6**
	ESOL 3	334	5	**1.5**
	ESOL 4	559	22	**3.9**
	Overall ELL	1,816	90	**5.0**
	Formerly ELL	1,000	29	**2.9**
	Non-ELL	23,399	693	**3.0**

Grade	June 2008 ESOL LEVEL	Total n	Retained n	%
8	ESOL 1	336	38	**11.3**
	ESOL 2	479	9	**1.9**
	ESOL 3	344	8	**2.3**
	ESOL 4	522	13	**2.5**
	Overall ELL	1,681	68	**4.0**
	Formerly ELL	1,120	26	**2.3**
	Non-ELL	20,417	399	**2.0**
9	ESOL 1	653	173	**26.5**
	ESOL 2	720	66	**9.2**
	ESOL 3	451	31	**6.9**
	ESOL 4	591	49	**8.3**
	Overall ELL	2,415	319	**13.2**
	Formerly ELL	1,120	72	**6.4**
	Non-ELL	24,667	1,725	**7.0**
10	ESOL 1	426	132	**31.0**
	ESOL 2	602	98	**16.3**
	ESOL 3	468	47	**10.0**
	ESOL 4	658	63	**9.6**
	Overall ELL	2,154	340	**15.8**
	Formerly ELL	967	86	**8.9**
	Non-ELL	23,704	2,252	**9.5**
11	ESOL 1	251	74	**29.5**
	ESOL 2	415	57	**13.7**
	ESOL 3	354	35	**9.9**
	ESOL 4	479	40	**8.4**
	Overall ELL	1,499	206	**13.7**
	Formerly ELL	923	43	**4.7**
	Non-ELL	20,346	1,118	**5.5**

Table 13 shows that the retention rate of ELL students was higher than that of formerly ELL and non-ELL students in every grade level.