

The Maryland State Department of Education (MSDE) has three priorities for policies and programs related to English-language learners (ELLs):

Goal 1: To increase the English proficiency of ELLs by providing high-quality language instruction educational programs aligned with scientifically researched programs that are determined to be effective in increasing English language proficiency and student academic achievement.

- As required under NCLB Title III, Maryland has established English language proficiency standards. Maryland has joined the World-Class Instructional Design and Assessment (WIDA) Consortium and has adopted the WIDA English Language Development (ELD) Standards: <https://www.wida.us/standards/eld.aspx>
- The State also conducts an annual, standards-based assessment of English language proficiency. The English language proficiency assessment (ELPA) is administered to English language learners (ELLs) in grades K through 12 upon their entry into the school system (W-APT) and annually during a testing window in the second semester (*ACCESS for ELLs*®). The assessment measures a student's English language proficiency in the areas of listening, speaking, reading, writing, comprehension, and literacy. The ELPA results are reported in six proficiency levels: entering, emerging, developing, expanding, bridging, and reaching: <https://www.wida.us/assessment/ACCESS/>.
- The State of Maryland requires that each local school system establish language instruction educational programs for those students who have been identified as Limited English Proficient (LEP). These programs must contain the following components: goals; student identification; student placement; curriculum and instruction; personnel; materials of instruction; facilities; program organization; parent and community involvement; support services; and program evaluation.

Goal 2: To provide high-quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel to improve knowledge of both subject matter and effective instructional strategies for ELLs and to build the capacity of central office staff and school leadership teams.

Goal 3: To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families.

MSDE requires that local school systems establish a process to identify ELLs upon entry:

In Maryland, local school systems are required to ask every student, upon enrollment, if a language other than English is spoken and list the language(s) by means of a *Home Language Survey* (HLS) that is designed to identify:

- Students who communicate in a language other than English;
or
- Students whose families use a primary language other than English in the home;
or
- Students who use a language other than English in daily non-school surroundings.

MSDE Reference: http://www.marylandpublicschools.org/MSDE/programs/title_III/index.html

A student's eligibility for services is based on the English Language Proficiency (ELP) placement test. Each local school system must inform parents of an ELL child identified for participation in the district's language instruction educational program:

- No later than 30 days after the beginning of the school year for students who enter at the start of the school year.
- Within the first 2 weeks of attendance for those children who have not been identified as ELL prior to the beginning of the school year.

Students enrolled in the Language Instruction Educational Program must meet Annual Measurable Achievement Objectives (AMAOs):

Under the federal No Child Left Behind regulations for Title III, Language Instruction for Limited English Proficient and Immigrant Students, states must conduct an annual statewide assessment of ELLs, and local school systems are required to meet AMAOs for ELLs from kindergarten through 12th grade. These AMAOs include:

- Increases in the number or percentage of children making progress in learning English (AMAO I);
- Increases in the number or percentage of children attaining English proficiency by the end of each school year (AMAO II);
and
- Making adequate yearly progress for limited English proficient children (AMAO III).