



English Learners in DC

(2021-22 School Year Data)

Oct. 18, 2022

This landscape analysis provides available data for the 2021-22 school year to assist local education agencies (LEAs) in identifying programmatic supports that promote the success of their multilingual learners.

Data sets include:

- English learner enrollment,
- ACCESS for ELLs results,
- Graduation rates for the 2020-21 school year, and
- Certification of teachers who serve English learners.

Foundational Principles for Serving English Learners



Value the cultural and linguistic backgrounds of English learners (ELs).



Provide EL students access to grade-level academic content and English language instruction that are appropriate for advancing their language proficiency and academic achievement.



Partner with families, educators, system leaders, and communities to nurture EL students' linguistic, academic, social, and emotional development.



Use multiple sources of data to inform and continually refine EL programs, services, instruction and assessment.



OSSE Vision and Mission

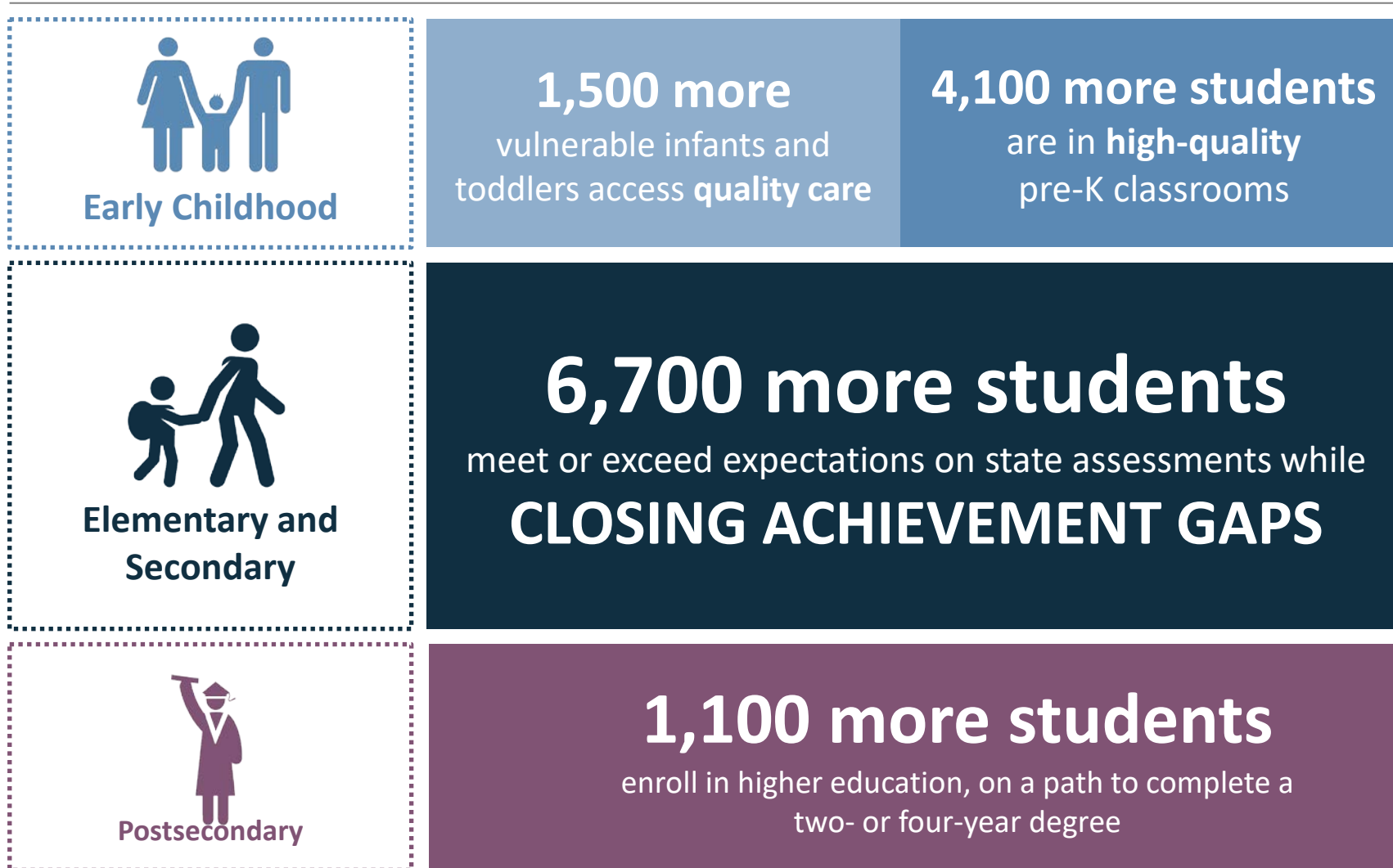


VISION: DC will close the achievement gap and ensure people of all ages and backgrounds are prepared to succeed in school and in life.



MISSION: As DC's state education agency, OSSE works urgently and purposefully, in partnership with education and related systems, to sustain, accelerate, and deepen progress for DC students.

By 2023, we aim to reach the following ambitious goals to advance outcomes for DC students:



English learners are a vital and growing group of students in DC with unique assets and needs.

The population of English learners has been growing every year and comprised **12.8 percent (94,524)** of all DC students in the 2021-22 school year.

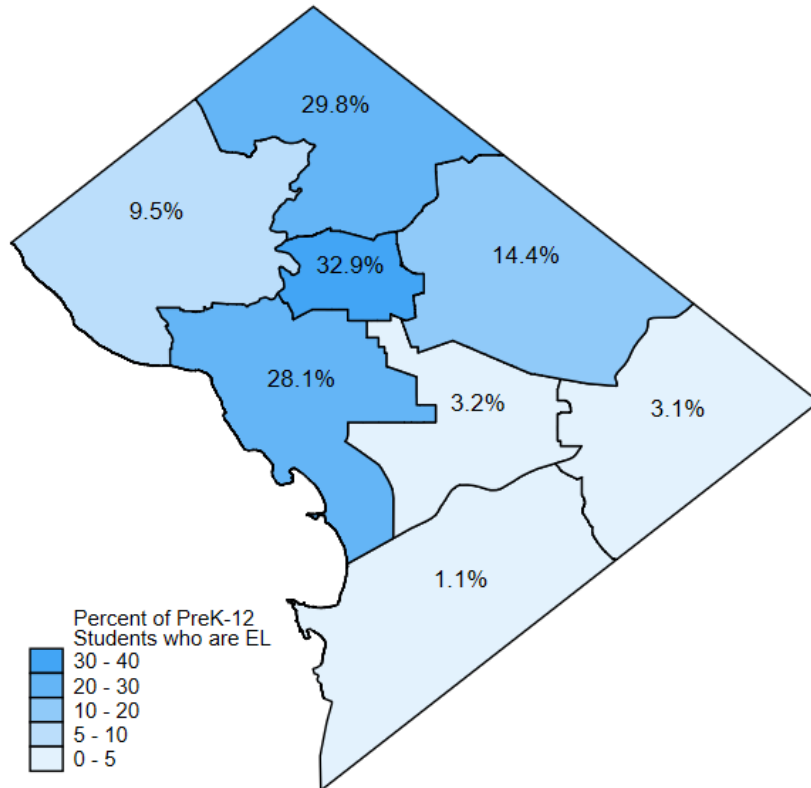
More than **117 languages** are spoken by DC students. The top five languages are:

- Spanish
- Amharic
- French
- Chinese
- Russian

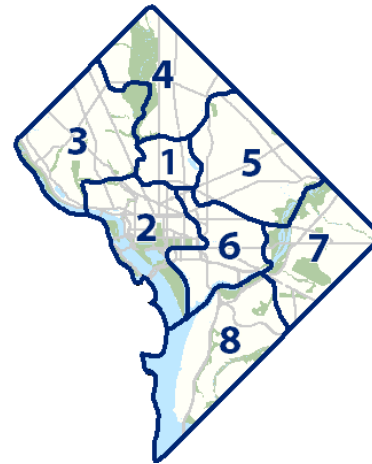
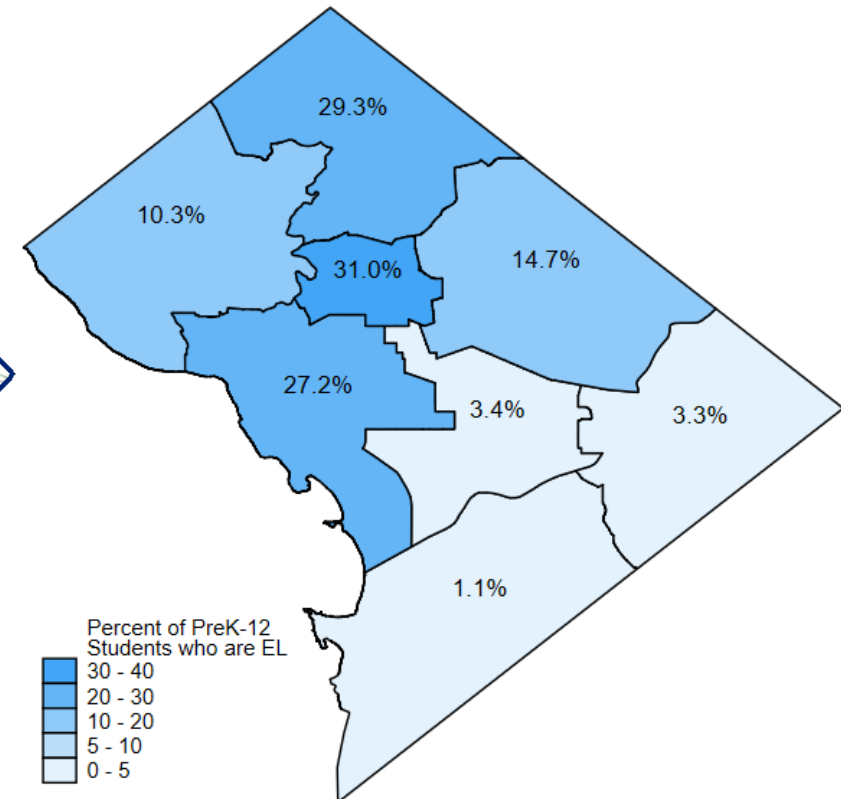
Students who are English learners live in every ward in the District

The percent of English learners residing in each ward shifted slightly.

Percent of DC Students who are English Learners by Ward of Residence School Year 2020-2021



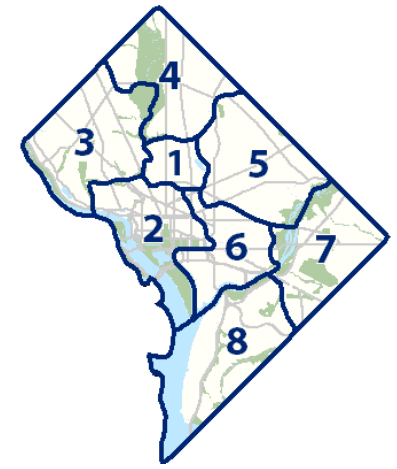
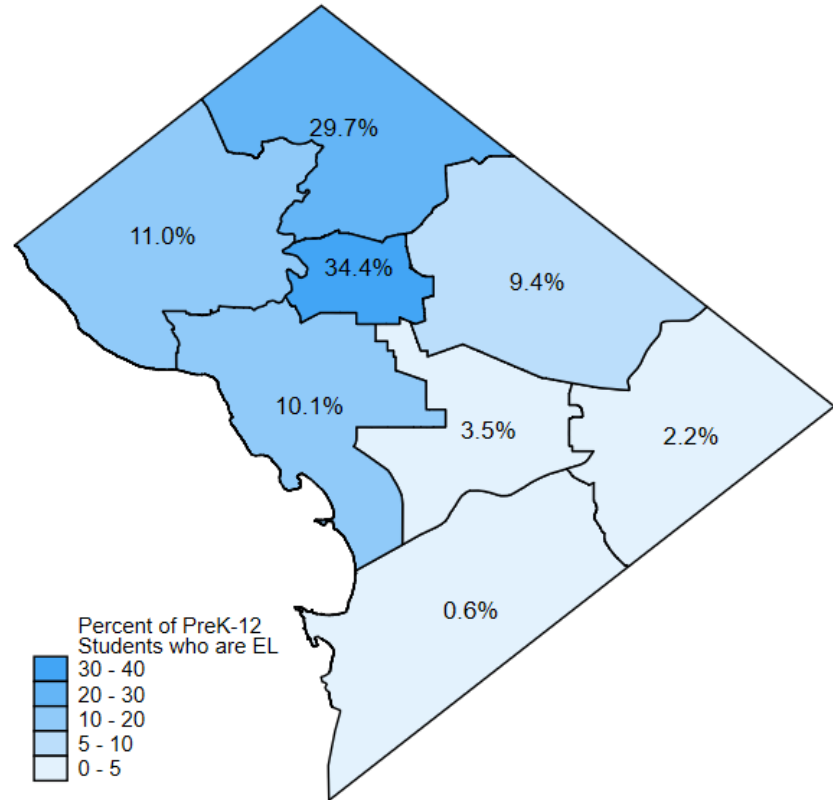
Percent of DC Students who are English Learners by Ward of Residence School Year 2021-2022



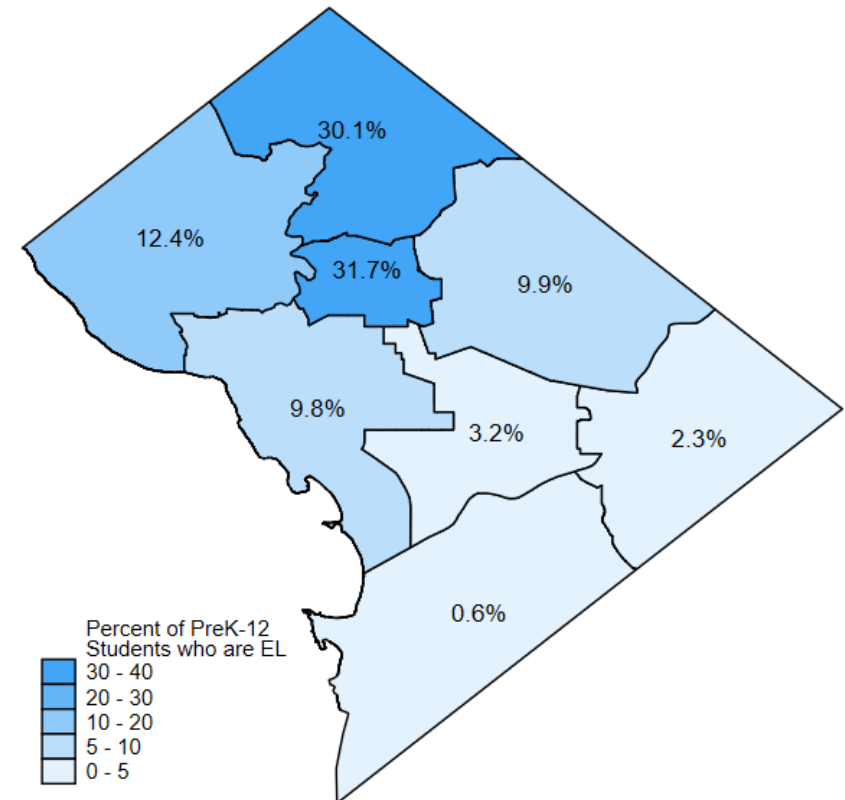
Students who are English learners are schooled in every ward in the District.

The percent of English learners being schooled in each ward shifted slightly.

Percent of DC Students who are English Learners by Ward of School
School Year 2020-2021

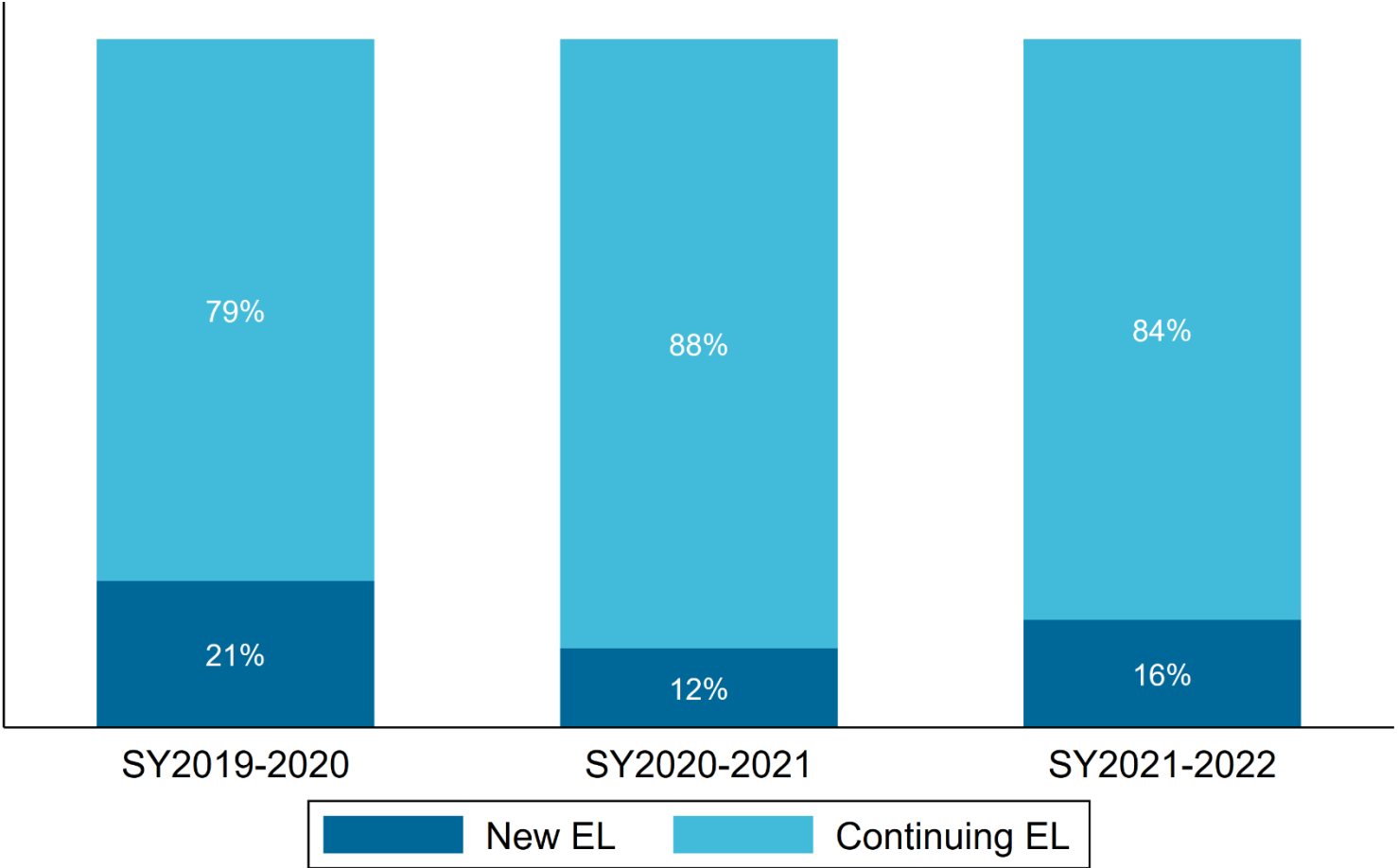


Percent of DC Students who are English Learners by Ward of School
School Year 2021-2022



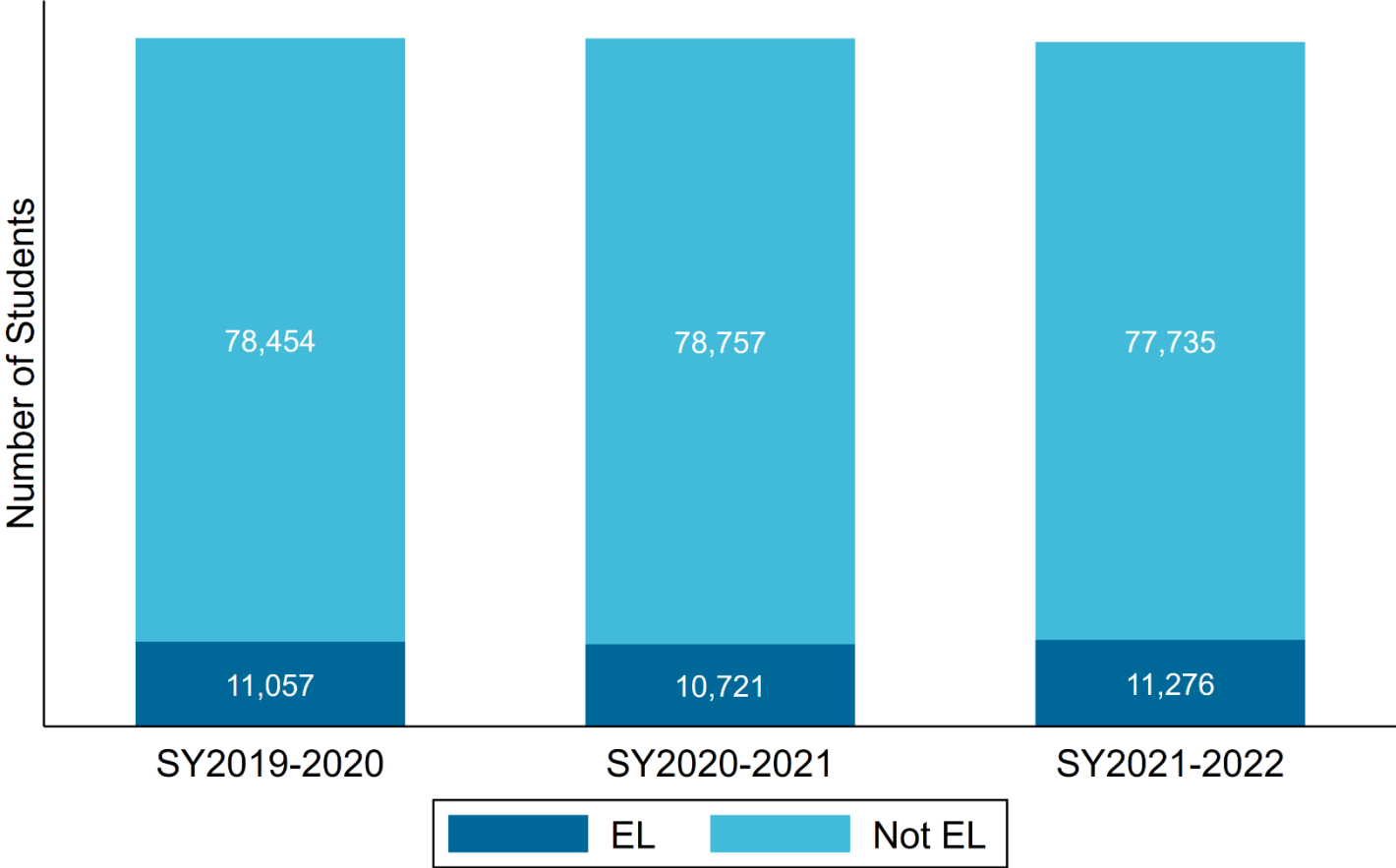
The enrollment of English learners in Continuing status has increased since the 2019-20 school year.

Enrollments of English learners by New and Continuing status
SY2019-20, SY2020-21, SY2021-22



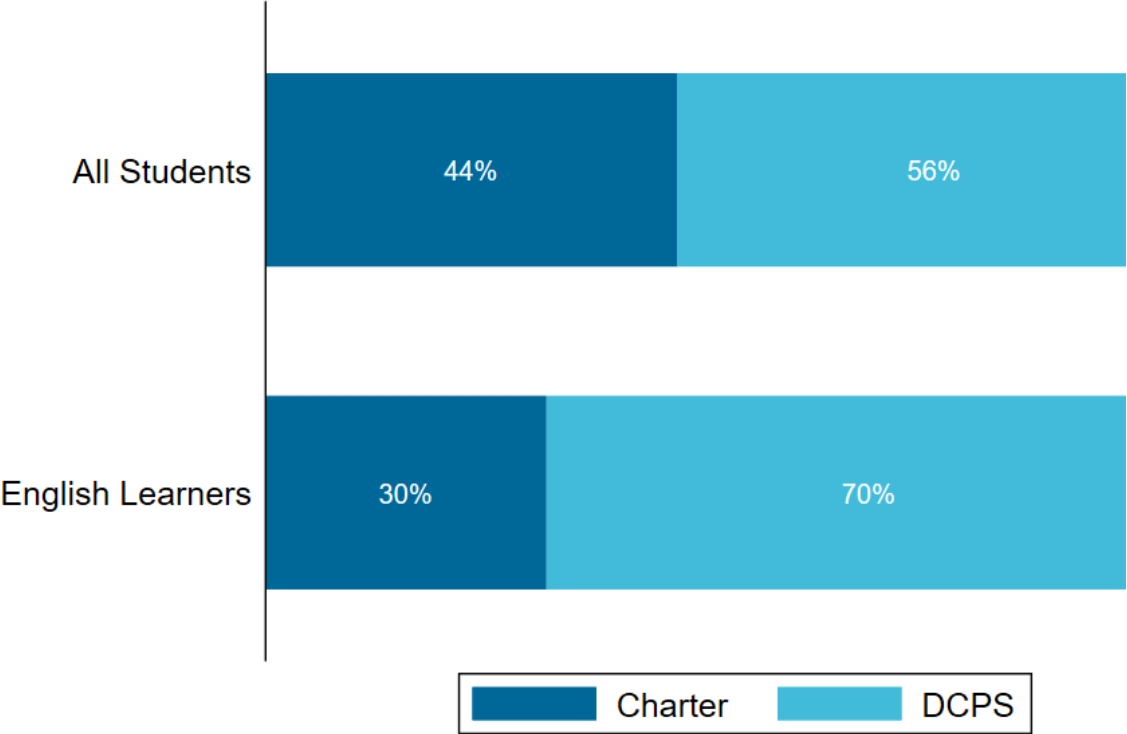
Enrollment by English learner status has remained constant.

Enrollment Counts by English Learner Status
SY2019-20, SY2020-21, SY2021-22

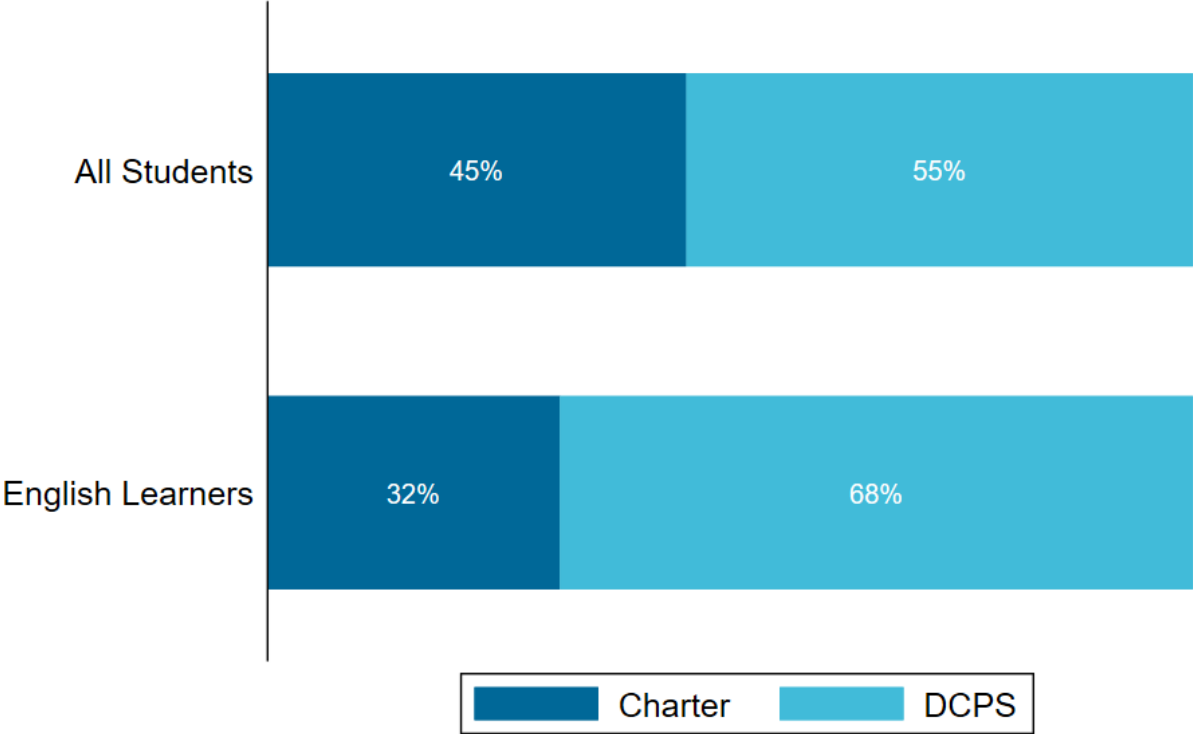


Enrollment of English learners across sectors has also remained constant.

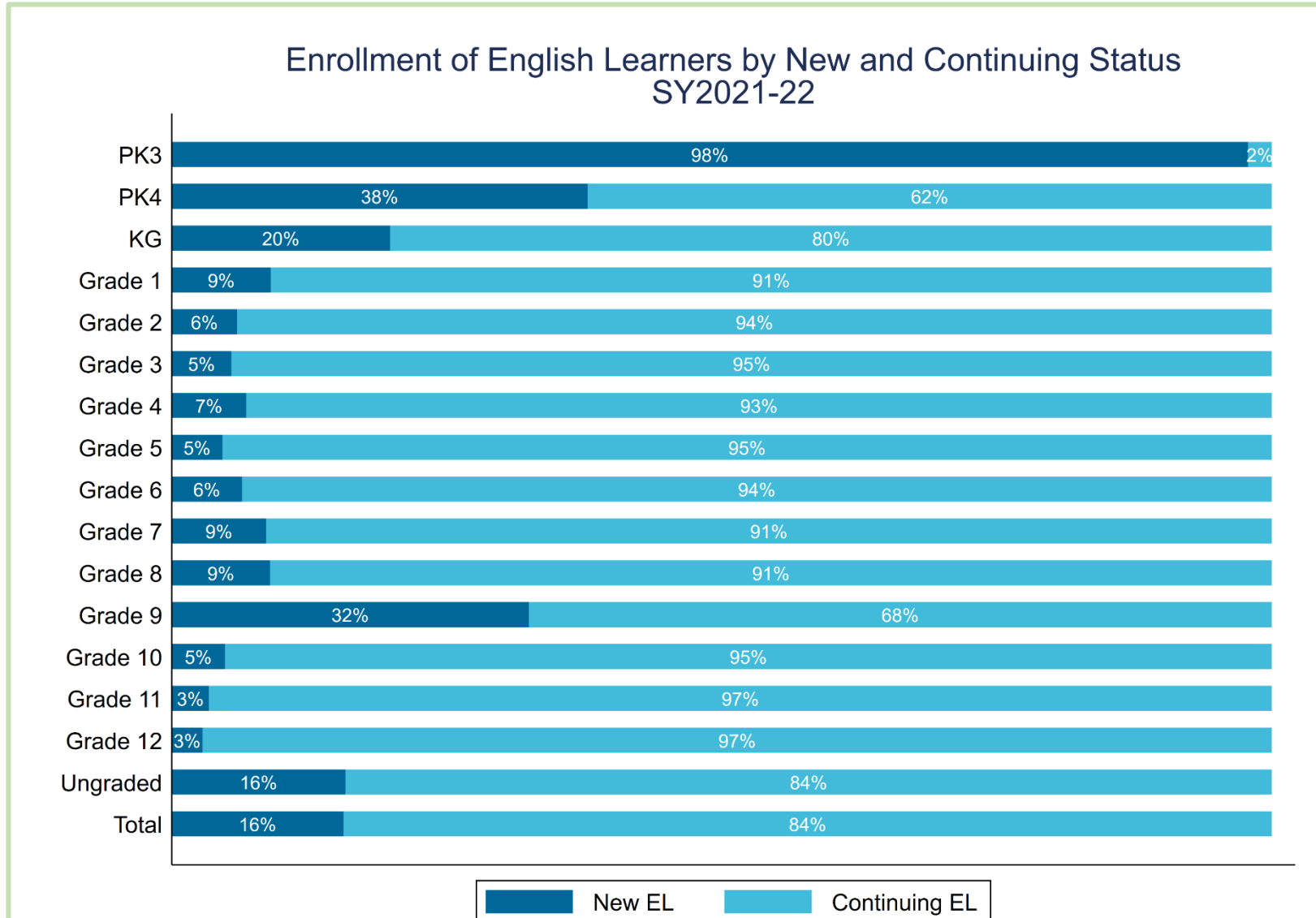
Student Enrollments, by Sector
Grades Pre-K through 12
2020-21



Student Enrollments, by Sector
Grades Pre-K through 12
2021-22

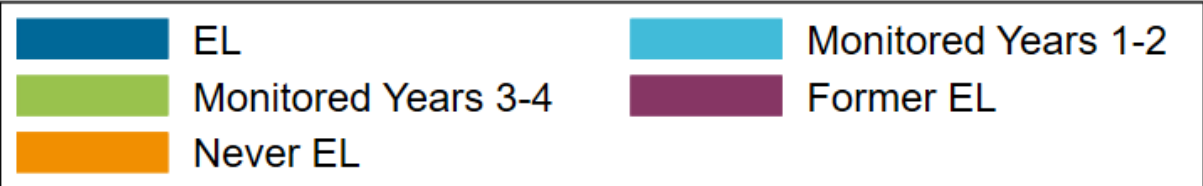
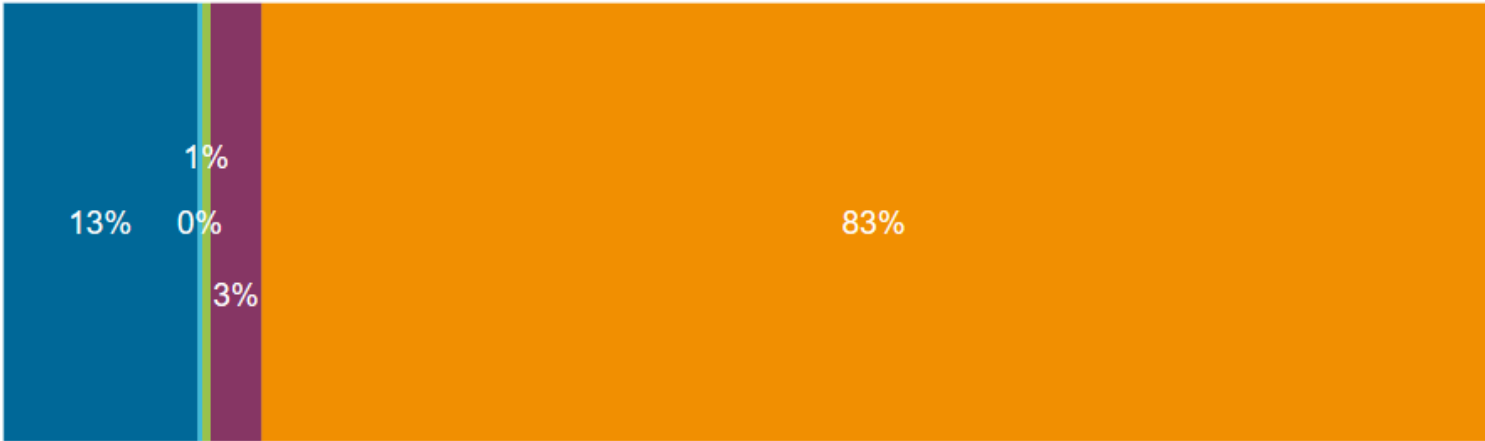


New English learner enrollment is typically greatest in the early years and ninth grade.



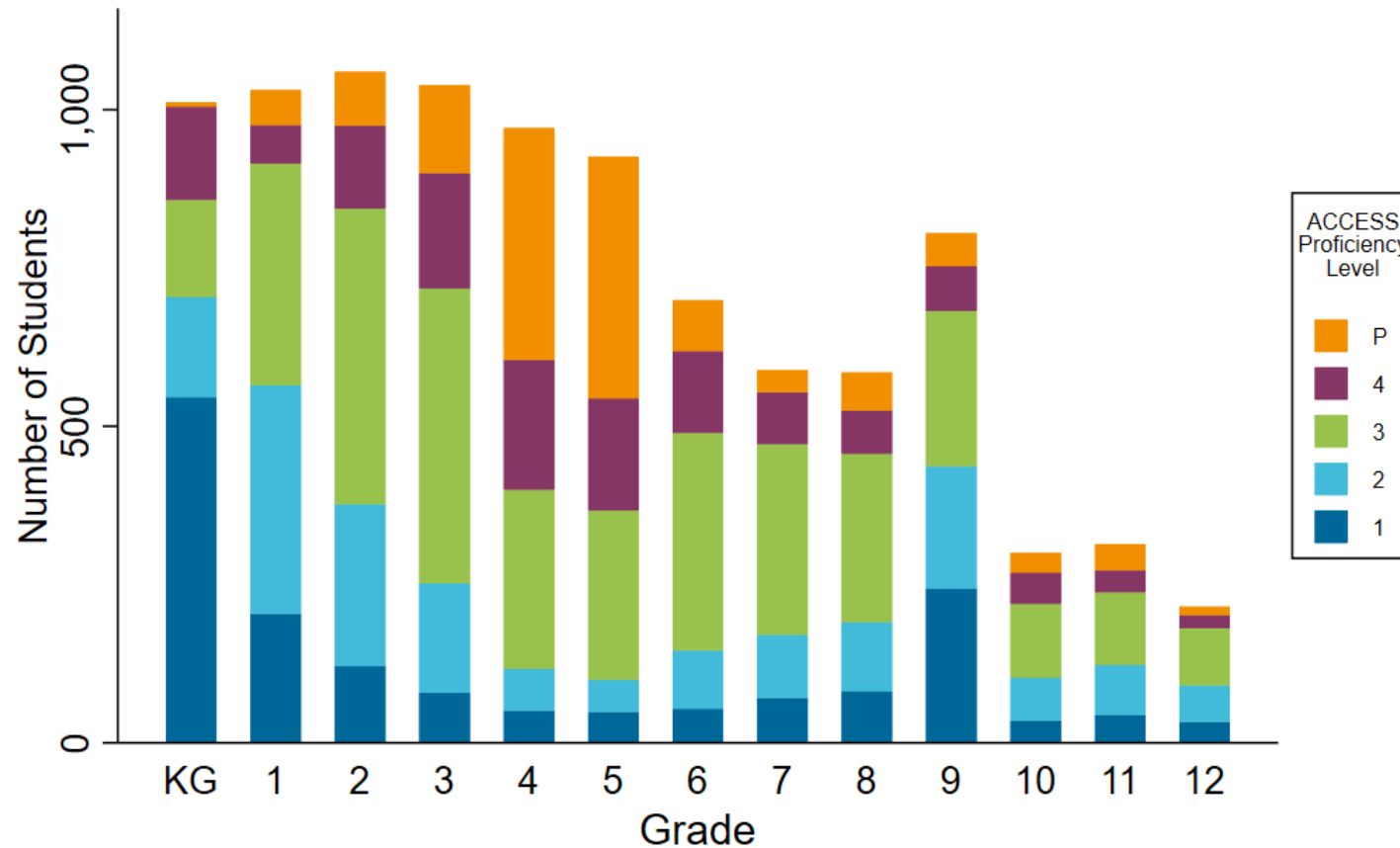
17 percent of all DC students have had or currently have English learner status.

English Learner Status
Grades Pre-K through 12
SY 2021-22



The District completed a full administration of the ACCESS for ELLs assessment for the first time since 2018-19.

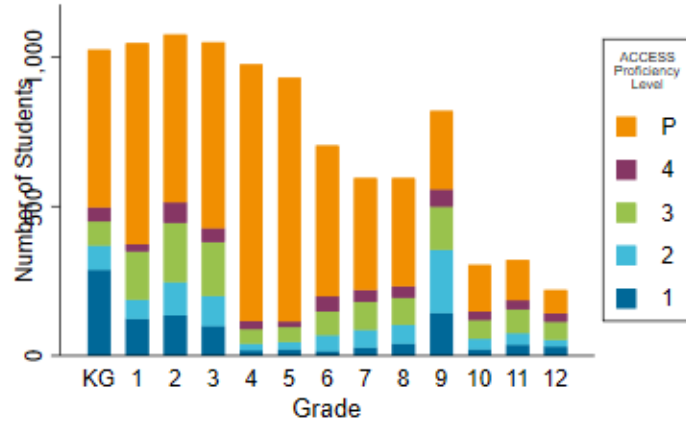
ACCESS English Proficiency by Grade Level
SY 2021-22



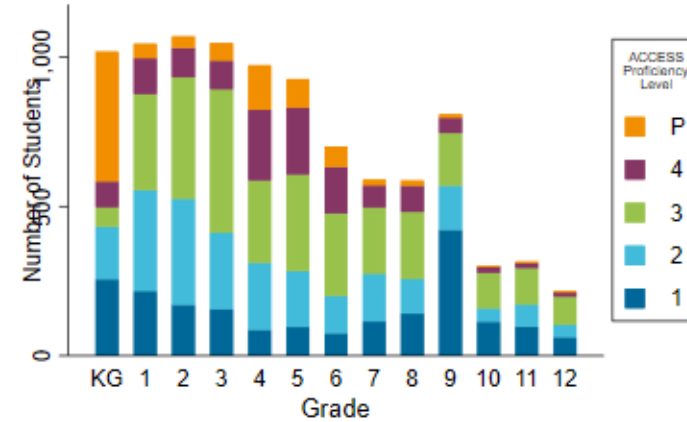
Note: P refers to proficiency, measured at 4.5 (Grades 1-12) and 5.0 (KG only)

Students continue to score higher in listening and reading than speaking and writing.

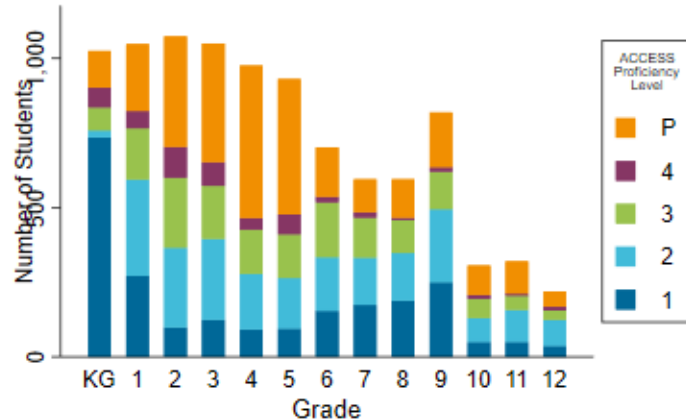
ACCESS Listening Proficiency by Grade Level
SY 2021-22



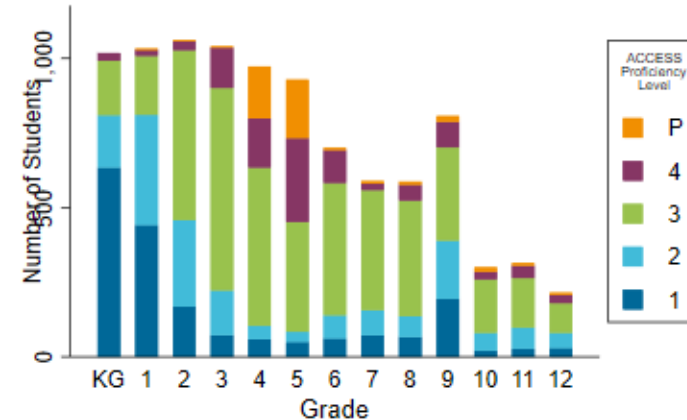
ACCESS Speaking Proficiency by Grade Level
SY 2021-22



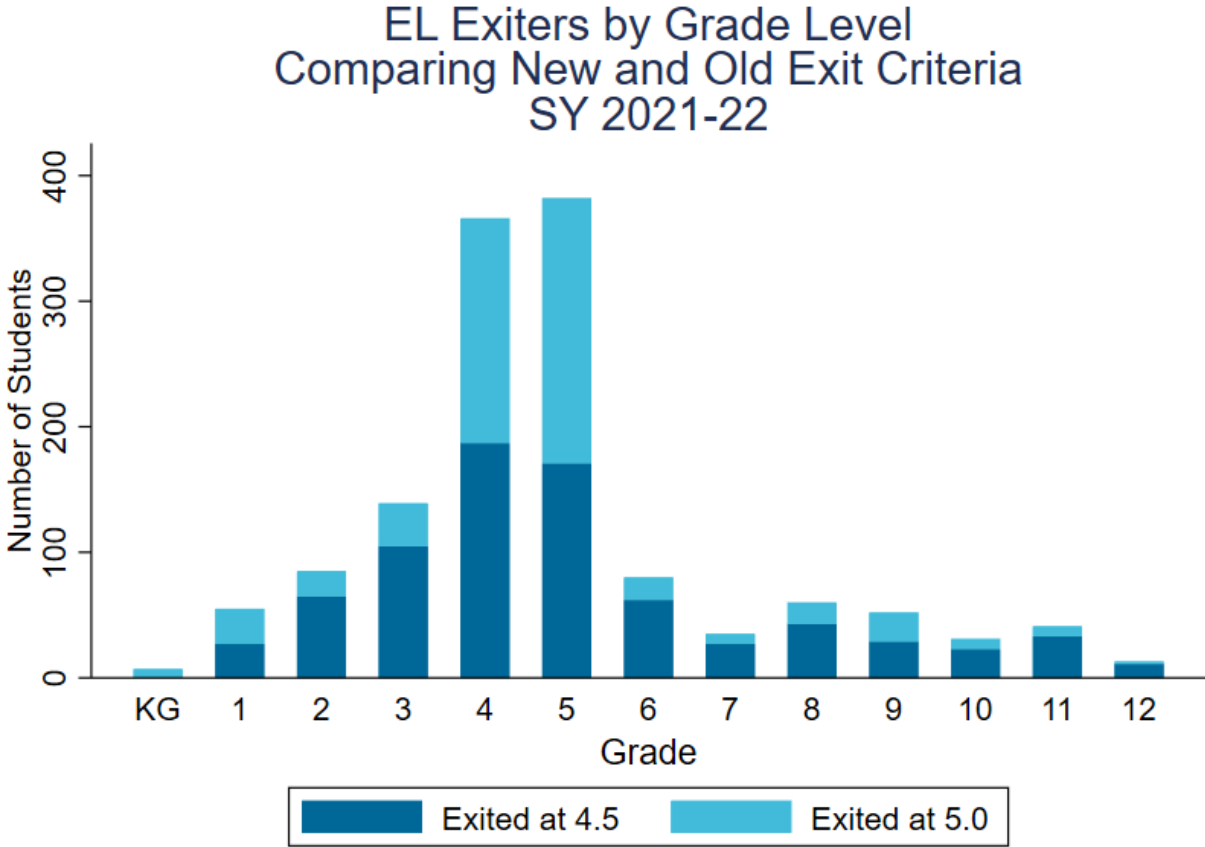
ACCESS Reading Proficiency by Grade Level
SY 2021-22



ACCESS Writing Proficiency by Grade Level
SY 2021-22

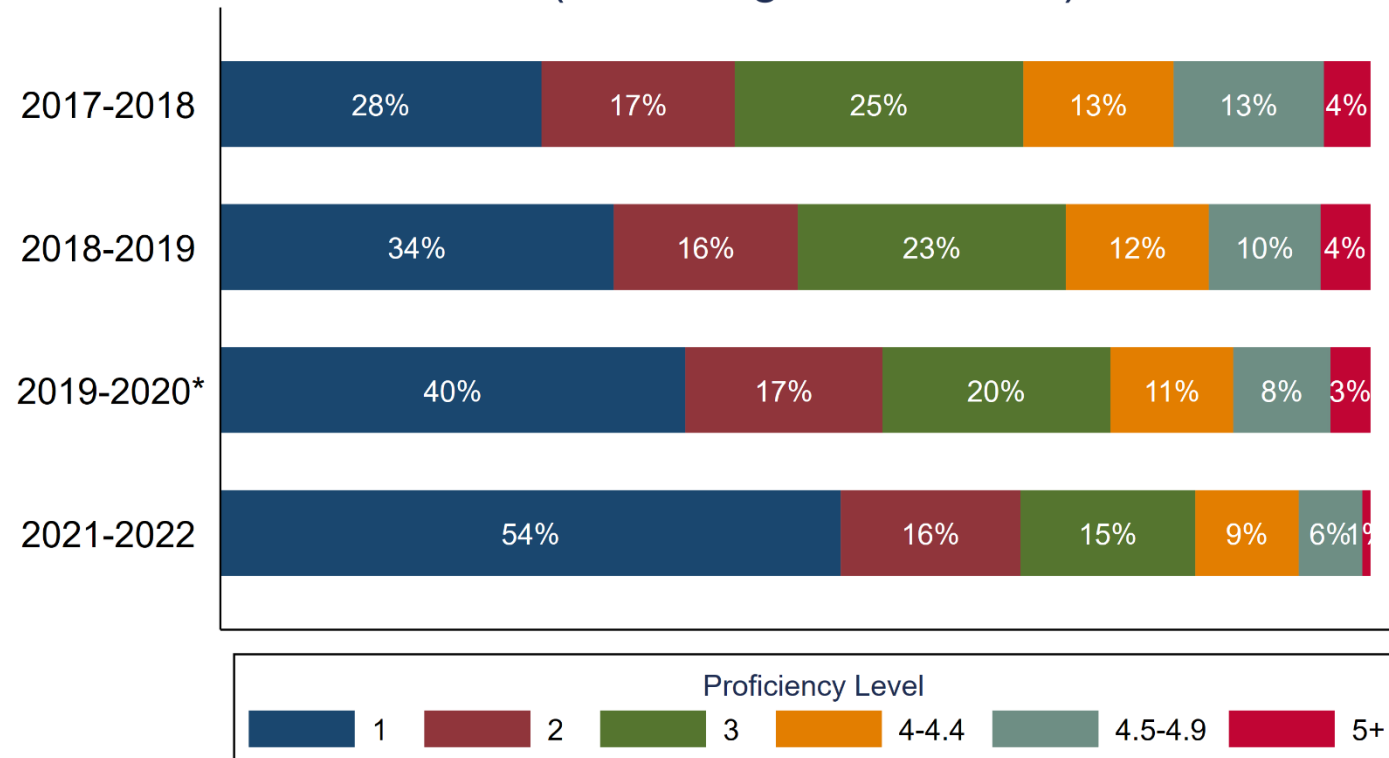


The English learner exit criteria change is positively impacting exit rates.



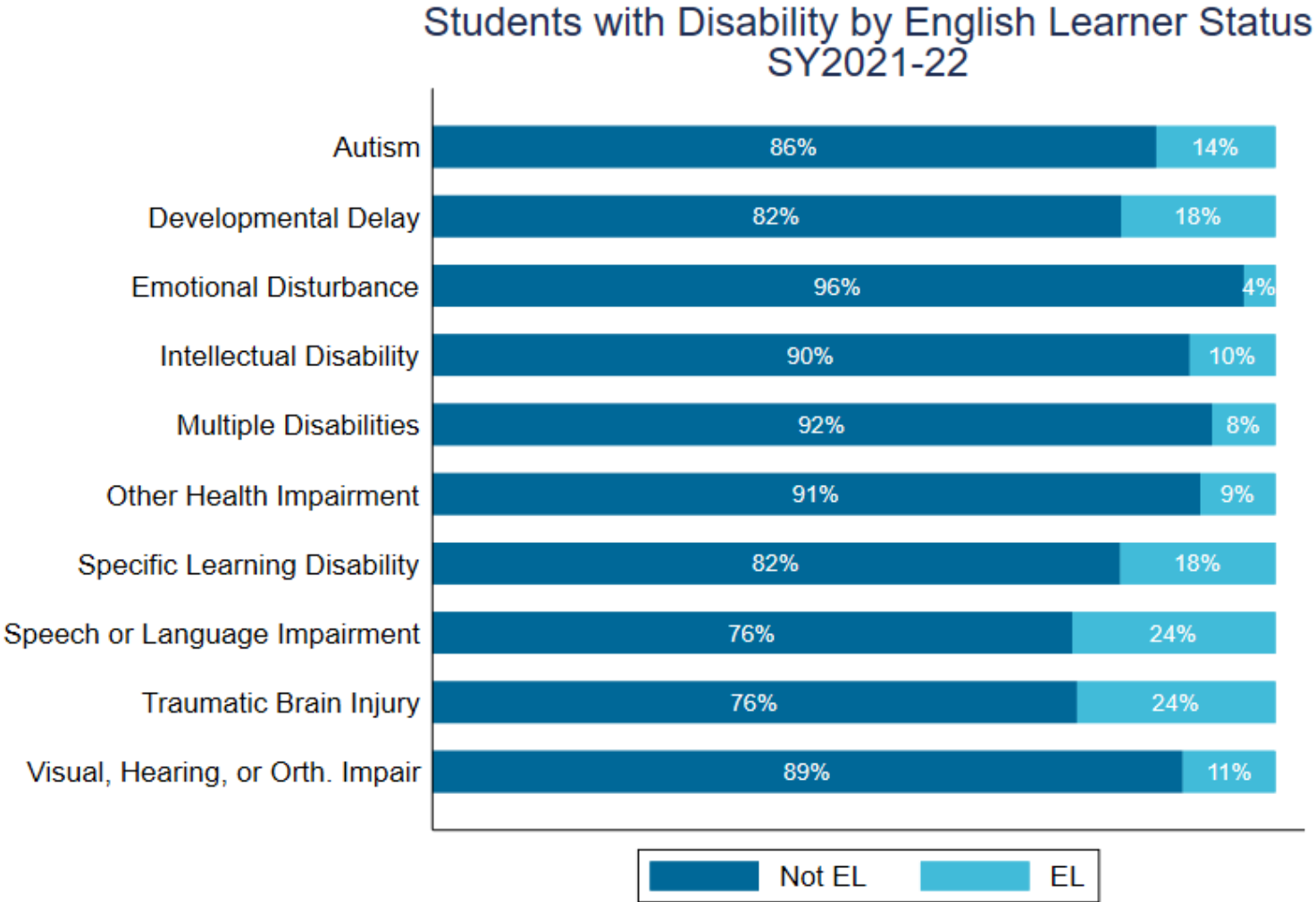
Notable changes are appearing in Kindergarten English proficiency levels.

ACCESS Proficiency Levels Grade KG by School Year
SY 2017-18 through 2021-22
(excluding SY 2020-21)

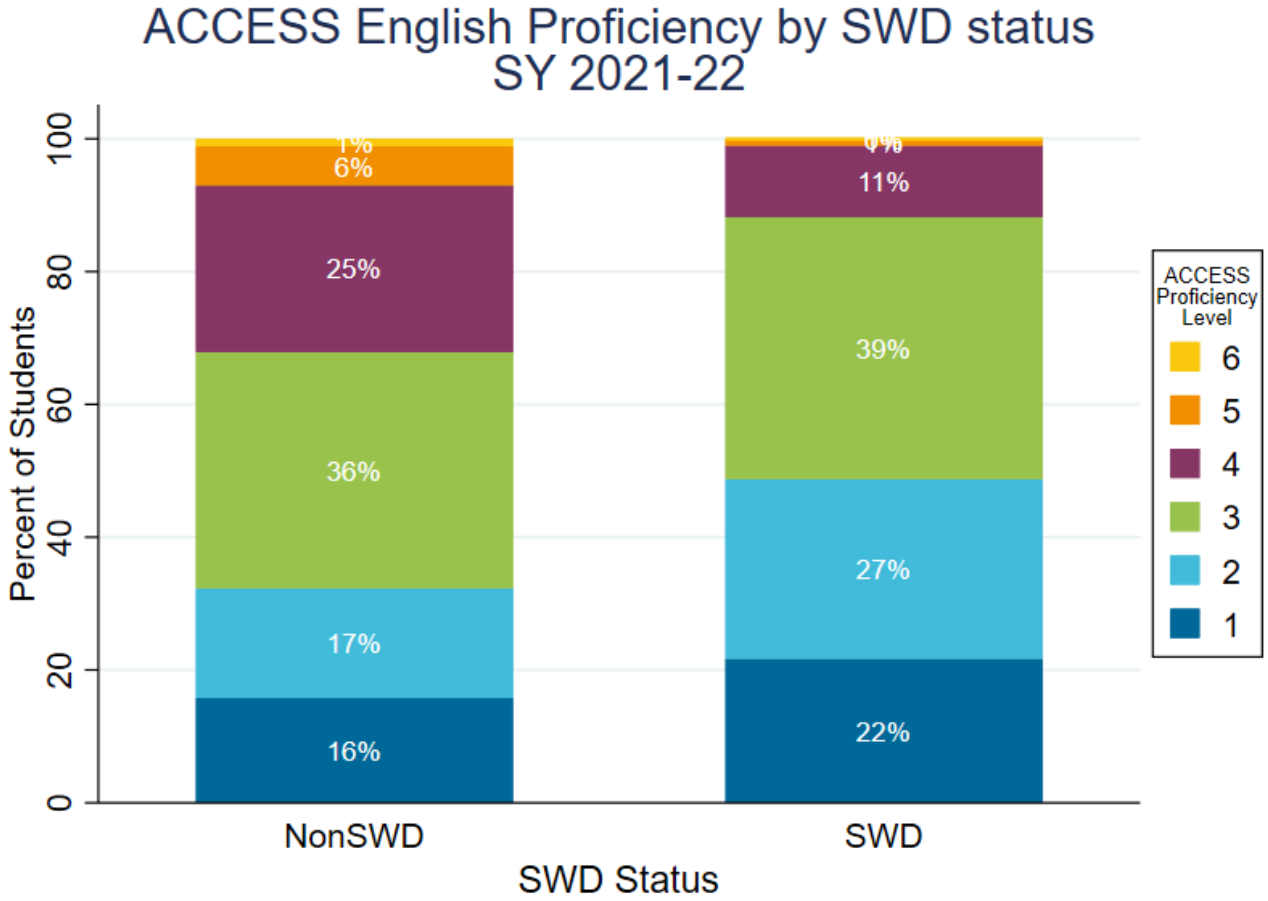


*Data for SY 2019-20 do not include all English learners due to pandemic school closures.

English learners who are also students with disabilities are present in a variety of disability categories.

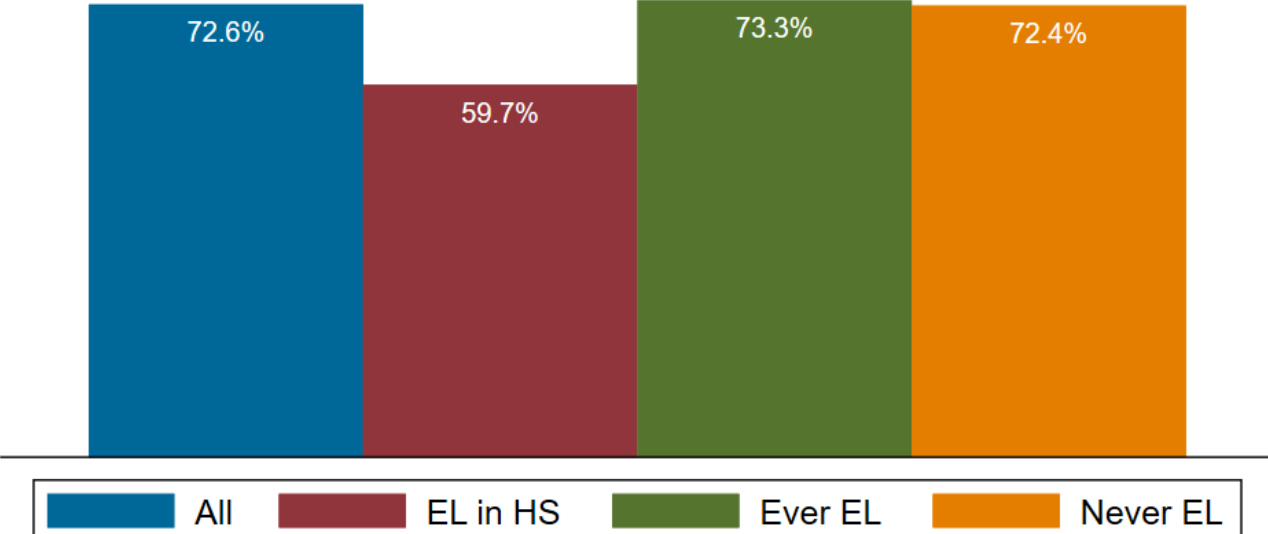


Dually identified students tend to perform lower on ACCESS than their English learner peers without disabilities.



English learners in high school graduated at a lower rate than other students in the 2020-21 school year.

Four Year Graduation Rates (ACGR)
2017-18 First Ninth Grade Year
School Year 2020-21



Across the District there is a ratio of 60 English learners to 1 certified English language development teacher.

	EL Teacher FTE, not EL Certified	EL Teacher FTE, EL Certified	EL Teachers FTE, Total	Percent of EL Teachers who are Certified	Number of ELs per certified EL Teacher	Number of ELs per EL Teacher
SY21-22	250	186	436	43%	60	26

There were an additional 124 general education teachers across the District who were certified in English language development in the 2021-22 school year.

The total number of general education teachers in the District at that time was 7,379.

* The District of Columbia Municipal Regulations does not require DC public charter school teachers to be certified.