

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

February 9, 2022

MEMORANDUM

To: Members of the Board of Education

From: Monifa B. McKnight, Interim Superintendent of Schools

Subject: International Students (SPC-12-16-2021-05-C-D)

During the Special Populations Committee meeting, Board members requested the following information:

Question C

Ms. Silvestre requested data of how many international Students with Limited Formal Education (SLIFE) and students receiving English language support services were enrolled until the first marking period, how many are still enrolled, provide making period grades, attendance, and ESOL assessment data.

Question C Response

The International Admissions Office enrolled 2,748 students as of January 26, 2022. Many of the newly enrolled students are eligible for English language development (ELD) services and are considered English Learners/Emergent Multilingual Learners (ELs/EMLs). Some of these students also have been identified as SLIFE. The following data tables provide further details.

Table 1: Number of Students Enrolled through the International Admissions Office

School Type	Newly Enrolled and Eligible for ELD Services as of the end of Marking Period 1 (11/4/2021)			Newly Enrolled and Eligible for ELD Services as of the end of Marking Period 2 (1/26/2022)		
	Non-SLIFE	SLIFE	Subtotal	Non-SLIFE	SLIFE	Subtotal
Elementary	374	15	389	642	22	664
Middle	170	24	194	325	50	375
High	285	85	370	620	223	843
Other	3	4	7	14	7	21
Total	832	128	960	1,601	302	1,903

Table 2: Enrollment from Marking Period 1 to Marking Period 2 (Same Students)

School Type	Enrolled ESOL (11/4/2021)			Still Enrolled ESOL (1/26/2022)			Difference
	Non-SLIFE	SLIFE	Subtotal	Non-SLIFE	SLIFE	Subtotal	
Elementary	374	15	389	368	15	383	(6)
Middle	170	24	194	167	24	191	(3)
High	285	85	370	280	84	364	(6)
Other	3	4	7	1	4	5	(2)
Total	832	128	960	816	127	943	(17)

Table 3: Number of Newcomer Students With 10 Percent or Higher Absences

School Type	Absent Rate Less Than 10%	Absent Rate 10% or Greater	N/A	Total Newcomers
Elementary	461	198	6	665
Middle	267	99	9	375
High	595	241	27	863
Grand Total	1,323	538	42	1,903

Table 4: Initial ELP Level of Newcomers who are EL/EML

School Type	ELP1	ELP2	ELP3	ELP4	Grand Total
Elementary	532	53	63	17	665
Middle	264	42	49	20	375
High	727	51	57	28	863
Total	1,523	146	169	65	1,903
Percentage	80%	8%	9%	3%	100%

Table 5: Percentage of Newcomer EL/EML Students with Marking Period 1 Grades of “B” or Higher

Grade Band	Math	English Language Arts/ELD
Elementary Grades K–1 (“Proficient” and “In progress”)	41%	32%
Elementary Grades 2–5	32%	22%
Middle Grades 6–8	55%	79%
High Grades 9–12	52%	69%

Question D

Ms. Silvestre requested a graphic explaining the roles of the staff supporting the newcomers after enrollment. Mr. Davis mentioned that his office has a document explaining each role that will be shared with the Committee.

Question D Response

The Office of Student and Family Support and Engagement offers a comprehensive document, [School-Based Services–Fiscal Year 2021](#), which details all MCPS and the central office staff assigned to support schools as well as additional programs and community partners that support their community. The attachment also includes a summary of supports that describes each program and MCPS staff roles in the respective program.

Newcomer students access these supports and resources once enrolled in their home schools. The English for Speakers of Other Languages Transition Counselors, Parent Community Coordinators, Pupil Personnel Workers, and other school staff work closely with the students and their caregivers to connect them to these resources. The Newcomer Transition Coordinator collaborates with schools to ensure that supports are coordinated and readily available to newcomer students upon enrollment.

If you have any questions, please contact Ms. Ruschelle Reuben, chief of teaching, learning, and schools via email.

MBM:RR:NB:vnr

Copy to:

Executive Staff

Ms. Webb