

Response to Questions on the FY 2014 Budget

Request By: Supervisor Herrity

Question: For FY 2014 through 2011, provide counts of ESOL students, division-wide, by grade and by ESOL level (1, 2, 3, and 4). Also include data for each of the years on the length of time students are in the ESOL program.

Response: The following response was prepared by Fairfax County Public Schools (FCPS):

Staffing for English for Speakers of Other Languages (ESOL) services is provided at a school level and not by grade level, therefore the attached reports show the data at the kindergarten, elementary, middle, high, transitional, alternative high, and special education levels. The following chart provides the number of students receiving ESOL services divisionwide by ESOL level (1, 2, 3, and 4) for FY 2011 through FY 2014. FY 2014 data is the projection for the 2013-14 school year.

ESOL Membership 2011-2014

School Level	Lvl	FY 2011	FY 2012	FY 2013	FY 2014
		Jan 31	Jan 31	Jan 31	App
K	L1	709	612	613	638
	L2	746	388	367	375
	L3	2,618	673	698	723
	L4	1,877	1,802	1,764	1,864
		5,950	3,474	3,442	3,600
ES	L1	3,590	3,702	3,702	3,924
	L2	2,485	2,862	2,783	2,952
	L3	5,354	6,575	6,765	7,180
	L4	4,290	5,789	5,825	6,176
ES Subtotal		15,719	18,928	19,075	20,232
MS	L1	294	320	245	259
	L2	315	370	354	375
	L3	922	1,264	1,152	1,220
	L4	1,145	1,615	1,676	1,773
MS Subtotal		2,676	3,569	3,427	3,627
HS	L1	598	613	562	593
	L2	621	627	575	608
	L3	992	1,283	1,249	1,315
	L4	923	1,855	1,985	2,088
HS Subtotal		3,134	4,378	4,371	4,604
Transitional	L1	360	277	313	323
	L2	161	175	211	218
	L3	27	35	40	42
	L4	2	1	1	1
Trans. Subtotal		550	488	565	584
Alternative HS	L1	41	33	30	30
	L2	53	40	57	57
	L3	51	66	105	105
	L4	38	66	84	84
Alt. HS Subtotal		183	205	276	276
Alternative Programs		52	80	80	80
Special Education		336	296	296	320
Grand Total with Kindergarten		28,600	31,418	31,532	33,323

The chart below provides data on the length of time students receive ESOL services. Current research demonstrates that it takes an average of five to seven years for ESOL students to acquire academic English necessary to be successful in school. The chart below provides data on the percent of students who receive ESOL services for four years or less, which is less time than research designates. The data is disaggregated by ESOL students who are not also students with disabilities, ESOL students who also have disabilities, and the total of those two groups. ESOL students with disabilities may have cognitive disabilities that affect the rate at which they are able to acquire language. Data is provided for FY 2010, FY 2011 and FY 2012, as FY 2013 and FY 2014 data is not yet available.

	FY 2010	FY 2011	FY 2012
	% of students in ESOL ≤ 4 yrs.	% of students in ESOL ≤ 4 yrs.	% of students in ESOL ≤ 4 yrs.
ESOL students without disabilities	80%	85%	81%
ESOL students with disabilities	53%	49%	36%
Total ESOL Students	78%	83%	76%