

Evaluation of the Title I Funded Initiatives: Elementary English for Speakers of Other Languages Program

Overview of 2008 ESOL Teacher and Non-ESOL Classroom Teacher Survey

A discussion with the Board of Education
Special Populations Committee

Office of Shared Accountability
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Title I Schools

- Profile of Title I schools
 - 23 schools in 2007–2008
 - 50–87 percent of students participate in the Free and Reduced-price Meals System program
 - 24–60 percent of students receive ESOL services
 - 17–45 percent average mobility rates
- Accountability for Limited English Proficiency (LEP) subgroup
 - English language proficiency of ESOL students
 - Academic achievement—Adequate Yearly Progress (AYP) in reading and mathematics

Overview of Title I Funded Elementary ESOL Initiative

- Enhanced ESOL staffing:
 - Started during 2002–2003 school year
 - Formula aligned with ESOL instructional level of students
 - Strategically deployed to support beginning ESOL students

Evaluation Questions Addressing Implementation

- How do Title I schools implement the instructional program for LEP students ?
 - How is a.) ESOL instruction implemented and b.) how is instruction implemented in the content areas for students in the LEP subgroup?
 - To what extent are the ESOL positions utilized as designed?
 - What aspects of the instructional program for students in the LEP subgroup facilitate language acquisition and academic achievement in the content areas?
 - What are implementation challenges/needs?
 - How can implementation of the instructional program for LEP students be improved?

Title I Elementary ESOL Program Data Collection Activities

Activity	2005–2006	2006–2007	2007–2008
Document review	X	X	X
ESOL teacher survey	X	X	X
Classroom teacher survey	--	--	X
Title I principal survey	--	X	--

2008 ESOL and non-ESOL Teacher Surveys

Purpose

- Examine how the instructional program for students in the LEP subgroup receiving ESOL services was planned and implemented
- Examine how the instructional program for students in the LEP subgroups was planned and implemented in the content areas
- Identify areas needing improvement

Progress Since 2005

- No Title I school identified for school improvement school
- Utilization of ESOL positions as designed
- Increased use of MCPS ESOL curriculum
- Increased use of assessment data to guide instruction
- Increased planning and collaboration among ESOL and classroom teachers from 2007 to 2008
- Increased focus on achievement of students in the LEP subgroup
- Evidence of support to students in the LEP subgroup in reading and mathematics
- Increased collaborative planning among ESOL teachers and general classroom teachers
- Flexibility in use of ESOL instructional models

Results: Non-ESOL Teacher Survey

- Implementation of ESOL instructional program varied across schools
- Concerns for ESOL and R-ELL students
 - limited vocabulary
 - below-grade-level mathematics and reading skills
 - limited mastery of the English language
- Response to academic needs of ESOL and R-ELL students
 - explicit instruction in small groups
 - increased ESOL support during reading and mathematics classes
 - use of a variety of instructional strategies as appropriate
- Faced challenges of scheduling and balancing ESOL instruction and instruction in mathematics and reading

Addressing the Results: Non-ESOL Classroom Teachers

- Protect ESOL Instructional Focus
 - Serve on Master Schedule Work Group
 - Support ESOL curriculum implementation (status schools model, ESOL instruction observation protocol, record keeping templates)
- Increase coherence and rigor for ESOL students
 - Provide professional development for all teachers on:
 - How to make content accessible
 - Best practices for teaching LEP students
 - Team teaching/Co-teaching/Collaboration models

Addressing the Results: Non-ESOL Classroom Teachers

- Provide additional academic support for ESOL and R-ELL students in mathematics and reading
 - Collaborate with content area experts to identify appropriate interventions
 - Continue to offer summer support for ESOL students through the Title I ELO SAIL program
- Review and adjust content of EB-60 (*Teaching ESOL Students in the Mainstream Classroom*)

Addressing the Results: Non-ESOL Classroom Teachers

- Increase the variety of professional development options at the district level
 - Differentiating instruction for ESOL students at varying proficiency levels
 - Expanding training to reading specialists, math content coaches, gifted and talented teachers
 - Offer the *ESOL for Leaders* course via Webinar to increase access to training for school leadership teams

Addressing the Results: Non-ESOL Classroom Teachers

- Examine ESOL exit criteria
 - Provide additional training on criteria
 - Monitor to ensure consistent use of criteria
- Monitor the progress of R-ELL
 - Provide training for ELL teams on instructional and testing accommodations for R-ELL students
 - Include non-ESOL teachers on ELL teams

Questions?



Results: ESOL Teacher Survey

- ESOL staff in Title I schools were utilized to provide ESOL instruction, as intended
- Nearly all had ESOL/ESL certification
- Taught an average of six ESOL groups per semester
- Majority agreed that implementation of specified ESOL program components and requirements in their schools worked well
- Less than 75% of the MCPS ESOL curriculum was introduced by the end of the third marking period
- Less than 50% administered formative common task assessments in 2007–2008
- Faced challenges of scheduling and balancing ESOL instruction and instruction in mathematics and reading

Addressing the Results: ESOL Teachers

- Ensure adequate instructional time
 - Provide scheduling models
- Ensure that the instructional schedule accommodates instruction in ESOL and reading/language arts
 - Refine ESOL scheduling guidelines
- Reduce interruptions to ESOL instruction
 - Provide training in the *ESOL for Leaders* course to help school leadership focus on the ESOL instructional program

Addressing the Results: ESOL Teachers

- Allot adequate instructional time
 - Serve on Master Scheduling Work Group
- Ensure that instructional schedule balances instruction in ESOL and reading/language arts
 - Serve on Master Scheduling Workgroup to develop scheduling guidelines for the reading/language arts block
- Reduce interruptions to ESOL instruction
 - Provide training in the *ESOL for Leaders* course to focus on the ESOL instructional program

Addressing the Results: ESOL Teachers

- Ensure ESOL teachers are utilized as specified in the position description
 - Update the ESOL teacher job description to reflect current requirements working in collaboration with the ESOL LMCC
- Accommodate flexibility in ESOL program models
 - Develop and publish exemplars for flexible ESOL schedules
 - Provide professional development on ESOL models through the *ESOL for Leaders* course

Addressing the Results: ESOL Teachers

- Increase collaboration between ESOL and classroom teachers
 - Identify exemplary collaboration models
 - Build these models into future *ESOL for Leaders* sessions for school leadership
- Review pacing of ESOL instruction
 - Use AMAO data to select priority schools for instructional specialist support
 - Use ESOL observation protocol documents

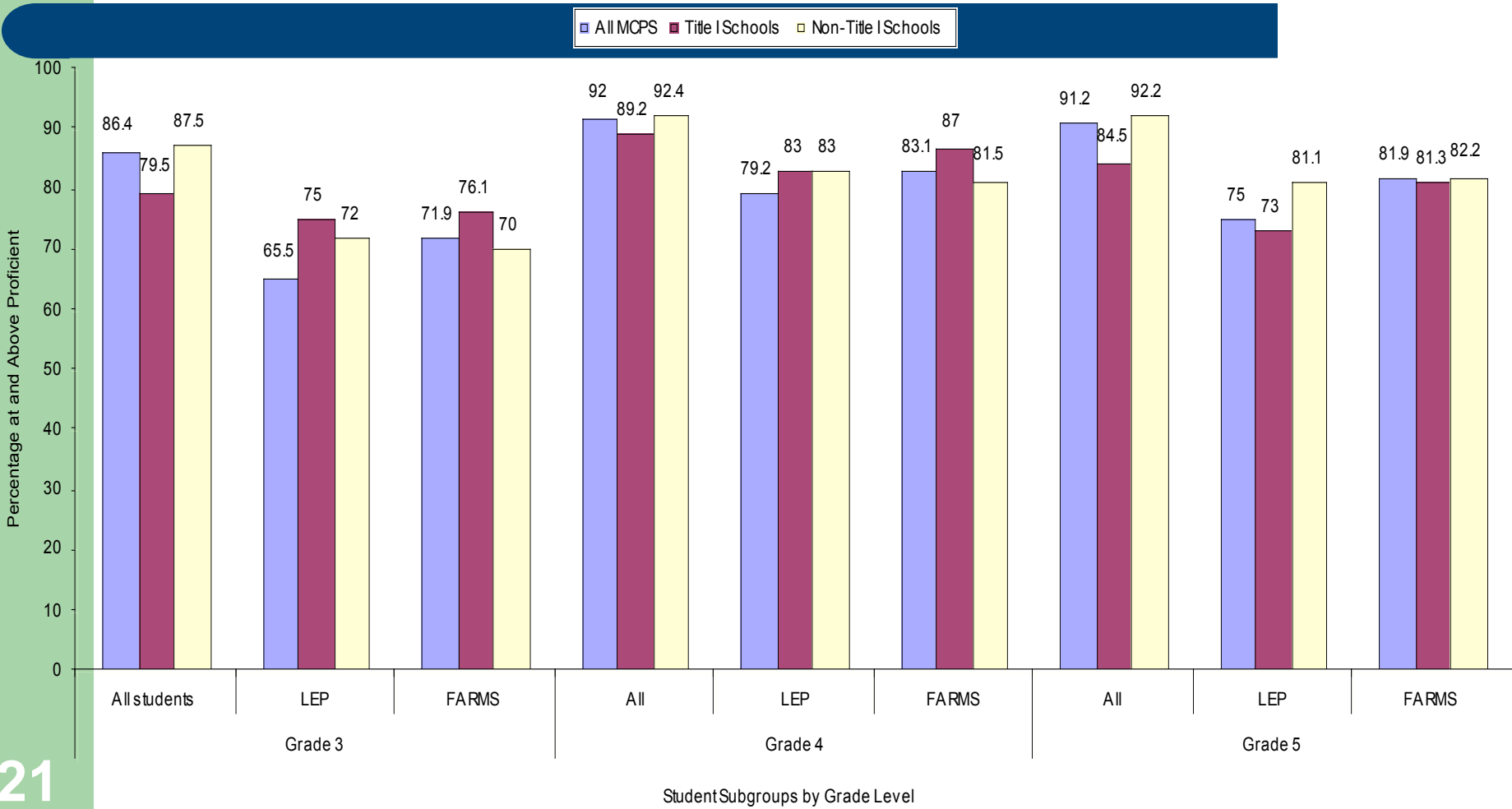
Addressing the Results: ESOL Teachers

- Examine the reasons for low implementation of common tasks
 - Develop and administer a survey to collect data from teachers
 - Support and monitor the use of templates developed by the ESOL office to record common task data
- Increase implementation of the common task assessments at all grade levels
 - Use ESOL observation protocol documents
 - Review ESOL teacher recording keeping

Questions?



Performance on 2008 Reading MSA by Grade and Student Subgroups



Performance on 2008 MSA Mathematics by Grade and LEP and FARMS Status

