

Howard County Public School System (HCPSS) Title III Program Review

May 23, 2016

Critical Elements	Review	Status
<p>1. Curriculum and instruction</p>	<ul style="list-style-type: none"> • While working towards proficiency in the English language, English learners (ELs) have equal and appropriate access to all system offerings, including gifted and talented programs, honors and AP classes, and all during-school and after-school programs and activities. • The ESOL program in HCPSS includes pull-out, push-in, and sheltered English instruction. • The HCPSS ESOL program will offer credit-bearing high-school ESOL courses to high-school ELs during summer so that they can earn extra credits to ensure more age-appropriate placement in fall. • ESOL and mainstream teachers regularly communicate and plan lessons together to ensure academic success of ELs. • Additional instructional support is provided to ELs identified as having interrupted education for the purpose of building reading and comprehension skills and basic math concepts. <p><i>Commendation:</i> The HCPSS ESOL program designed Content Connections utilizing the State’s English language development standards for content teachers to help them to analyze the language demands and target the academic language to ensure that ELs have access to grade-appropriate standards in core content areas.</p>	<p>No further action needed.</p>
<p>2. Teacher qualifications and professional development</p>	<ul style="list-style-type: none"> • 116.8 certified ESOL teachers provide instructional services to approximately 3,000 ELs. 50.5 paraeducators also provide supplemental instruction to ELs. • The ESOL office collaborates with other curricular program offices to provide meaningful professional learning opportunities to ESOL teachers. • The ESOL office uses a rigorous selection protocol that is aligned with the Danielson Framework to hire highly qualified ESOL teachers. • ESOL teachers are observed and evaluated using the 	<p>No further action needed.</p>

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	<p>same schedule and criteria as all other teachers in HCPSS.</p> <p><u>Commendations:</u></p> <ul style="list-style-type: none"> The HCPSS ESOL program provides multiple levels and means of research-based and promising practices-based professional learning opportunities on instructing ELs at the individual team, school, specific school group, system, and leadership levels. HCPSS uses a staffing formula to ensure that adequate staffing and supports are provided to all students, including ELs, and that the formula is updated each year. 	
<p>3. Student assessment and program evaluation</p>	<ul style="list-style-type: none"> The school system's intake policies and procedures are institutionalized throughout HCPSS. HCPSS uses the W-APT placement test to evaluate English proficiency at intake to determine the eligibility of ESOL services. ESOL teachers and school accountability coordinators work together to ensure that the county's identified ELs, including ELs whose parents have refused ESOL services, are assessed with <i>ACCESS for ELLs 2.0</i>. The local data system, Synergy, is used to monitor ELs' progress as well as WIDA's MODEL assessment. Data discussion and meetings are held to review and analyze data to design appropriate instructional support for ELs and Reclassified ELs (RELS). Through an articulation process involving data analysis, ESOL and content teachers review instructional strategies and accommodations to ensure RELS academic success. Each year, HCPSS facilitates several meetings with representatives of non-public schools to provide information packets that contain registration information for Federal programs, including Title III. 	<p>No further action needed.</p>
<p>4. Parent and</p>	<ul style="list-style-type: none"> Key documents used throughout the county are 	<p>No further action</p>

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community involvement	<p>translated into the four main languages and are available to download on the HCPSS Document Repository for all staff to access and share with parents.</p> <ul style="list-style-type: none"> • HCPSS utilizes a call center for speakers of Spanish and Korean. • Through an arrangement with the Office of International Student and Family Services, interpreters provide information regarding the school system and discuss topics of interest to parents of ELs at school meetings and conferences. • ELs whose parents have refused ESOL services are monitored by ESOL teachers and school staff to provide information regarding additional support and address any questions or concerns from parents. 	needed.
5. Immigrant activities	<ul style="list-style-type: none"> • A wide variety of parent outreach activities are provided to the parents of ELs, and interpretation and translation services are arranged for them. • The international counselors provide mentoring and counseling services to immigrant youth on a variety of topics. • Additional supplemental materials and educational software programs are purchased to provide extra language support as well as extended day services to immigrant children and youth. • Each year, high-school ELs visit Howard Community College to prepare for college and careers. <p><i>Commendation:</i> The ESOL Office provides extra support to ELs and the parents of ELs by partnering with various community-based organizations such as FIRN, Howard Community College, and the Howard County Public Library.</p>	No further action needed.
6. Supplement not supplant	<ul style="list-style-type: none"> • HCPSS utilizes general funds to pay for the salaries of the ESOL teachers and paraeducators. Title III funding is used to pay only for one instructional ESOL resource teacher. 	No further action needed.

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	<ul style="list-style-type: none">• Textbooks adopted by the system for use in the ESOL program are also purchased using HCPSS general funds.• HCPSS maintains an accounting structure that separates general funds from grant funds.	
7. Fiscal requirements	<ul style="list-style-type: none">• The ESOL office follows internal purchasing procedures established by HCPSS.• The use of equipment is monitored by the central office and school-based administrators. Additionally, the ESOL office keeps track of the use of equipment.	No further action needed.
8. Record-keeping	Systems are in place to ensure the accuracy of both student-level and fiscal data.	No further action needed.