

Howard County Public School System Title III Program Review

July 2, 2013

Critical Elements	Review	Status
<p><b>1. Curriculum and instruction</b></p>	<ul style="list-style-type: none"> <li>• ELLs have equal and appropriate access to all system offerings, including gifted and talented programs, while working towards proficiency in the English language and content knowledge.</li> <li>• The ESOL program in HCPSS includes pull-out, push-in, co-teaching, and sheltered content instruction.</li> <li>• The HCPSS ESOL program also offers a newcomer program for students who have interrupted education, are refugees, and are 18 and older to provide extra support.</li> <li>• ESOL and mainstream teachers regularly communicate and plan lessons together to ensure academic success of ELLs.</li> <li>• The HCPSS ESOL program provides on-going training for ESOL and content teachers regarding the use of the WIDA standards to integrate content and language instruction to ensure ELLs' success.</li> </ul> <p><i>Commendation:</i> ESOL teachers and reading specialists meet together regularly to learn and share strategies that work effectively with ELLs.</p>	<p>No further action needed.</p>
<p><b>2. Teacher qualifications and professional development</b></p>	<ul style="list-style-type: none"> <li>• 109 certified ESOL teachers provide instructional services to approximately 2200 ELLs. 48.5 paraeducators also provide supplemental instruction to ELLs.</li> <li>• The ESOL Office collaborates with other curricular program offices to provide meaningful professional development workshops to ESOL teachers.</li> <li>• Various ESOL teacher team meetings are held throughout the school year.</li> <li>• ESOL teachers are observed and evaluated using the same schedule and criteria as all other teachers in HCPSS.</li> </ul> <p><i>Commendation:</i> The HCPSS ESOL program provides multiple levels and means of research- and best practices-based professional</p>	<p>No further action needed.</p>

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	development on instructing ELLs at the individual team, school, specific school group, system, leadership, and pre-service educator levels.	
<b>3. Student assessment and program evaluation</b>	<ul style="list-style-type: none"> <li>• The school system’s intake policies and procedures are institutionalized throughout HCPSS.</li> <li>• HCPSS uses the W-APT diagnostic test to evaluate English proficiency at intake to determine the eligibility of ESOL services.</li> <li>• ESOL teachers and school accountability coordinators work together to ensure 100% of the county’s identified ELLs including ELLs whose parents have refused ESOL services, are assessed with <i>ACCESS for ELLs</i><sup>®</sup>.</li> <li>• The local data system, INROADS, provides two types of information with regard to ELLs: English proficiency test results and accountability report.</li> <li>• Data discussion and meetings are held to review and analyze data to design appropriate instructional support for ELLs as well as RELs.</li> <li>• The ESOL Office annually notifies all schools of Reclassified ELLs (RELs) and works closely with school administrators to provide support such as data discussions, monitoring of interventions, and professional development.</li> <li>• Each year, several meetings are scheduled with non-public school representatives to provide information packets that contain registration information for Federal programs, including Title III.</li> </ul>	<p>No further action needed.</p>
<b>4. Parent and community involvement</b>	<ul style="list-style-type: none"> <li>• Key documents used throughout the county are 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.</li> <li>• HCPSS utilizes a call center for speakers of Spanish and Korean.</li> <li>• Interpreters are arranged through the Office of</li> </ul>	<p>No further action needed.</p>

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	<p>International Student and Family Services to provide information regarding the school system and discuss topics of interest to parents of ELLs at school meetings and conferences.</p> <ul style="list-style-type: none"> <li>• ELLs whose parents have refused ESOL services are monitored by ESOL teachers, who check their grades, analyze assessment results, and gather teacher feedback.</li> </ul>	
<b>5. Immigrant activities</b>	<ul style="list-style-type: none"> <li>• A wide variety of parent outreach activities are provided to the parents of ELLs.</li> <li>• Tutorials and after school programs are offered to many ELLs to provide additional instructional support.</li> <li>• Each year, 9<sup>th</sup>- and 10<sup>th</sup>-grade ELLs visit Howard Community College to build background knowledge of the American higher education system and to prepare for college and careers.</li> </ul> <p><i>Commendation:</i> The ESOL Office provides extra support to the parents of ELLs by partnering with various community organizations such as the Judy Center, FIRN, Conexiones, Alianza de la Comunidad, NAMI, Howard Community College, PTA, the Howard County Public Library, Health Department, and Police Department.</p>	No further action needed.
<b>6. Supplement not supplant</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Textbooks adopted by the system for use in the ESOL program are also purchased using HCPSS general funds.</li> <li>• HCPSS maintains an accounting structure that separates general funds from grant funds.</li> </ul>	No further action needed.
<b>7. Fiscal requirements</b>	<ul style="list-style-type: none"> <li>• The ESOL Office follows internal purchasing procedures established by HCPSS.</li> <li>• The use of equipment is monitored by Central Office and school-based administrators. Additionally, the</li> </ul>	No further action needed.

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	ESOL Office keeps track of the use of equipment.	
<b>8. Record-keeping</b>	Systems are in place to ensure the accuracy of both student-level and fiscal data.	No further action needed.