

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: April 25, 2006

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **EXTERNAL EVALUATION OF THE ESOL PROGRAM**

ORIGINATOR: Christine M. Johns, Deputy Superintendent, Curriculum and Instruction

RESOURCE PERSON(S): Kathleen McMahon, Acting Assistant Superintendent
Susan Spinnato, Coordinator, World Languages

INFORMATION

The external evaluation of Baltimore County's program for English Language Learners has been completed and will be posted on the website of the Office of World Languages. A PowerPoint™ summarizing the evaluation is attached. A formal report will be presented to the Board of Education in the fall upon completion of the internal program evaluation.

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SUMMARY

External Evaluation of ESOL Program

Baltimore County Public Schools



PURPOSE

- ⑦ Included in BCPS *Master Plan*
- ⑦ First external evaluation of ESOL program
- ⑦ Funded by Title III



FINDINGS

The evaluation report by Bonham Research provides findings on 32 evaluation objectives in the following categories:

- ④ Resources
- ④ Implementation Process
- ④ Initial Outputs
- ④ Short-Term Outcomes
- ④ Long-Term Impacts



SELECTED FINDINGS

- ⑦ Current ELL students test and perform more poorly than peers; they test better than peers and achieve academically after they have completed the ESOL program.
- ⑦ MSA reading and math scores of former ELLs are the same as their non-ELL peers after one year, higher than peers after three years.



SELECTED FINDINGS

- ⑦ ELL students are retained in grade and drop out at a higher rate than their non-ELL peers. Former ELLs are promoted and return to school more frequently than their peers.
- ⑦ Former ELL students are less likely than peers to graduate 13 years after entering kindergarten, but just as likely after 14 years.



SELECTED FINDINGS

- ⑦ Adequate instructional materials are provided
- ⑦ The quality of physical program facilities varies among schools
- ⑦ ESOL teacher ratio is adequate; distribution of staff among some schools is uneven



SELECTED FINDINGS

- ⑦ Teachers have required expertise; tutors do not
- ⑦ There are insufficient bilingual support personnel
- ⑦ Parents spoke favorably of the ESOL program; parental involvement is limited.



SELECTED FINDINGS

- ⑦ Procedures are in place for identification, assessment, and orientation of potential ELL students.
- ⑦ The ESOL educational model is clear, appropriately documented, and recognized as a sound approach by experts in the field.



RECOMMENDATIONS

The Evaluation of the ESOL Program Report includes:

- ⑦ 15 program recommendations
- ⑦ 10 evaluation recommendations



SELECTED RECOMMENDATIONS

- ⑦ Develop a comprehensive document describing ESOL program and procedures
- ⑦ Study time allocation and service delivery for ELLs in elementary schools
- ⑦ Set guidelines for minimum physical requirements for instructional settings



SELECTED RECOMMENDATIONS

- ⑦ Develop procedures for monitoring students who have exited from the program
- ⑦ Increase resources for growing numbers of Hispanic ELL students
- ⑦ Develop program model for ELLs with interrupted education
- ⑦ Identify and address sources of financial burden to families



SELECTED RECOMMENDATIONS

- ⑦ Increase parental involvement and student input
- ⑦ Clarify the process for documenting and resolving parent concerns
- ⑦ Require formal application and training of interpreters
- ⑦ Improve data tracking for ELLs



SELECTED RECOMMENDATIONS

- ⑦ Address staff development needs of school-based personnel
- ⑦ Review under-representation of ELLs in special education and over-representation of former ELLs in GT programs
- ⑦ Continue to monitor on-bus time for ELL students



NEXT STEPS

- ⑦ Prioritize recommendations that are aligned with *Blueprint for Progress* and begin implementation
- ⑦ Link evaluation to BCPS website
- ⑦ Share evaluation results with principals, ELL Advisory Committee
- ⑦ Proceed with internal evaluation
- ⑦ Prepare report for Board of Education after second evaluation