# Evaluation Brief

November 2008 Program Evaluation Unit

## Evaluation of Elementary ESOL Program in Title I Schools: Survey of Non-ESOL Classroom Teachers

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**Executive Summary**

This brief presents findings from the 2008 survey administered to non-English for Speakers of Other Languages (ESOL) teachers in Title I schools. The purpose of the survey was to examine how the instructional program for Limited English Proficient[1] (LEP) students was planned and implemented and identify areas needing improvement. The respondents were classroom teachers who work closely with LEP students in the content areas.

The findings indicate that schools varied in the extent to which components of the ESOL program as specified within the survey were implemented. The identification and placement of students in the ESOL program and ensuring that ESOL students have access to the full school curriculum while receiving ESOL instruction were implemented to a great extent. Aspects that required collaboration between ESOL and non-ESOL teachers, such as facilitating accelerated instruction or determining when ESOL students required adjustments to grade-level essential learnings, were implemented less consistently. Findings indicated that the non-ESOL teachers varied in the level of familiarity with the expected academic performance of beginning, intermediate, or advanced ESOL students. Further, while the general education curriculum was discussed extensively during grade-level meetings, there was minimal attention to the Montgomery County Public Schools (MCPS) ESOL curriculum. The findings also indicated that schools varied in the frequency with which they monitored the performance of students who exit ESOL instruction.

Despite the variation in the coordination and planning of instruction for ESOL students, the majority of teachers generally perceive the instruction of ESOL students in their schools to be well coordinated and implemented.

The respondents also observed that ESOL and exited ESOL students had difficulty keeping up in the curriculum because they have limited English language skills and they miss key reading and mathematics skills when they leave the classroom for English language development instruction. Classroom teachers believe that these issues are manifested in limited vocabulary, below-grade-level mathematics skills, below-grade-level reading and writing skills, and limited mastery of the English language in general which impedes the academic achievement of LEP students in reading and mathematics. Also, the survey indicates general agreement that students still require academic support after exiting ESOL in order to be successful. In response to these needs, teachers supported the LEP students primarily through explicit instruction in small groups, increased ESOL support during reading and mathematics classes, and variation in instructional strategies.

The findings further indicate that teachers face a variety of challenges, specifically scheduling for and coordinating ESOL classes with instruction in the content areas, insufficient level of ESOL support available for students and teachers, and limited time during the school day to address the various academic needs of LEP students.

Key recommendations from the evaluation are as follows:

- Examine scheduling options to accommodate adequate instruction for English language development and instruction in the content areas.
- Protect ESOL instructional focus by ensuring that students receive appropriate amount of direct language instruction.
- Structure review of progress of ESOL and exited ESOL students at specified intervals.
- Increase the variety and intensity of ongoing academic support available for ESOL and exited ESOL students in reading and mathematics.
- Increase opportunities for ongoing professional development related to education of ESOL students for non-ESOL teachers.

[1] LEP subgroup comprised of ESOL students (receiving ESOL instruction) and reclassified English language learners (RELLs)—recently exited ESOL students (not receiving ESOL instruction).

- Consider forming a project team to implement the recommendations.

**Background**

The 2008 teacher survey was part of an ongoing evaluation of the implementation of the instructional program for LEP students in Title I schools (see Appendix A). Overall, ESOL students account for 27–60% of students in Title I schools (see Appendix B). At the beginning of the 2002–2003 school year, supplemental ESOL teachers were assigned to Title I schools based on a formula aligned to the ESOL instructional level[2]. This additional staffing allowed ESOL teachers to be deployed strategically to provide increased support to beginning ESOL students.

In addition to ensuring increases in the English language proficiency of LEP students, schools are also accountable for their academic achievement in the content areas, as specified in Performance Goal 2 of the Bridge to Excellence Act (MCPS, 2007). This requirement also is a shared component of the Title I and Title III programs of the *No Child Left Behind Act of 2001* (NCLB) (see Appendix C, Figure C1). Specifically, school districts are accountable for meeting annual measurable achievement objectives (AMAOs) for English language proficiency (AMAO I and II) as well as Adequate Yearly Progress (AYP) in reading and mathematics (see Appendix C, Figure C2).

Unlike other subgroups, the LEP subgroup significantly changes as students acquire language skills and exit ESOL program services, while newly enrolled students needing ESOL instruction are added to the group. This phenomenon inevitably changes the composition of the LEP subgroup in schools each year, and possibly the ability of schools to demonstrate yearly improvements in the academic performance of the LEP subgroup.

Indeed, the understanding among practitioners and scholars is that ESOL students need to receive special assistance in developing English language and acquiring subject-specific content knowledge (Gándara & Rumberger, 2007; Arias & Morillo-Campbell, 2008). Therefore, the expectation is that the additional ESOL positions in Title I schools with resultant improvements in planning and implementation of instruction for ESOL students in the content areas will lead to improved academic performance and accelerated English language proficiency of LEP students (see Appendix C, Figure C3).

**Evaluation Questions**

This evaluation gathered information from classroom teachers who work closely with ESOL students in the content areas. The major questions of the study were as follows:

1. How is the instructional program for ESOL students coordinated and implemented?
2. What are the greatest challenges to effective education for ESOL students in reading and mathematics?
3. What approaches are needed to overcome these challenges?

**Methodology**

The survey was developed by the Office of Shared Accountability, in collaboration with the Department of Academic Support Initiatives, Division of Title I Programs, and Division of ESOL/Biligual Programs. All non-ESOL classroom teachers in Title I schools were asked to complete an online survey. After three reminders, a total of 344 from a possible 754 non-ESOL classroom teachers completed the survey, for a response rate of 46% (see Appendix D, Table D1).

*Data Analysis.* Analysis of the survey provided a demographic description of the sample and summary statistics for all of the structured survey items. The content of the open-ended survey responses was analyzed to categorize the central ideas elicited. The verbatim responses were categorized by topic area. In general, a category was assigned when at least five percent of the responses could be grouped together. A miscellaneous category was used for responses falling outside the broad categories or appearing with frequency of less than five percent.

**Findings**

*Respondents' Characteristics*. Data on respondents' background information are presented in Appendix D, Tables D2–D6. All respondents were non-ESOL classroom teachers who taught LEP students in pre-K through Grade 5 in regular classrooms. Nearly all the teachers were certified in at least one area (99%). More than one half held elementary teacher certification (67%) and close to one half held early childhood education teacher certification (42%). The average teaching experience was 10.7 years and teachers had been at their current school for an average of 4.4 years. About one quarter of the respondents had taken EB–60[3], "Teaching ESOL Students in the Mainstream Classroom" course, between 2004 and 2008.

[2] Supplemental allocation=[(2*number of beginning ESOL students) + (number of intermediate students) + (number of advanced ESOL students)]/50

[3] Available on Professional Development Online (PDO).

*Planning and coordination of instruction for ESOL students.* Implementation of specified aspects of planning and coordinating of instruction varied among the schools (see Appendix D, Table D7). The aspects implemented to a great extent by the majority of respondents were reported as—

- identification and placement of students in ESOL in a timely manner (83%);
- general education curriculum discussed during grade-level teams meetings (79%);
- students have access to full school curriculum while receiving ESOL services (77%); and
- schools take into account the performance of students in language (64%) and content areas (70%) while defining learning goals.

The implementation of components that necessitated or promoted collaboration between ESOL and non-ESOL teachers varied widely. One third of the respondents reported that they collaborated with ESOL teachers to a great extent to facilitate accelerated instruction (32%) or to determine when ESOL students require adjustments to their grade-level essential learnings (30%). The remaining respondents reported that they implemented these aspects to a moderate extent (33% for acceleration and 34% for adjustment to essential learnings) or small extent (25% for acceleration and 36% for adjustment to essential learnings). The respondents also varied greatly in their level of familiarity with the expected academic performance of ESOL students at each ESOL proficiency level (see Appendix D, Table D7). One third (33%) reported familiarity to great extent, less than one half (46%) percent reported moderate extent of familiarity, and less than one fourth (21%) reported small extent or not familiarity.

A majority (79%) reported that the general education curriculum is discussed to a great extent during grade-level meetings, compared with 17% who reported that the MCPS ESOL curriculum was discussed to a great extent at these meetings. The remaining respondents indicated that they discussed the MCPS ESOL curriculum either to a small extent (35%) or not at all (24%) (see Appendix D Table D7).

*Overview of services for ESOL students.* Overall, the respondents reported that most aspects of the planning and implementation of instruction for ESOL students worked well (see Appendix D, Table D8). Specifically, a high percentage of the respondents agreed that—

- the procedures established for getting students to and from ESOL sessions worked well (93%);
- the instructional resources met the language and academic needs of ESOL students in reading (92%) and mathematics (84%);
- available professional development activities were designed to improve instruction of LEP students (83%); and
- teachers provided input for decisions regarding changing ESOL instructional levels or exiting students from ESOL (81%).

Further, about 80% indicated there was satisfactory coordination between ESOL and other special services in their schools (e.g., gifted and talented, special education), and that schools ensured that students had full access to the complete grade-level curriculum while receiving ESOL instruction.

The responses to each open-ended item were analyzed and summarized in Appendix D, Tables D9–D14. Major findings for each survey item are presented below. It is worth noting that limited documentation was available on how schools coordinated instruction for ESOL students. This lack of documentation necessitated the inclusion of five open–ended items on the survey. For these items, response categories were not provided, which allowed respondents to provide answers not anticipated or well known in advance. Typical of open-ended items, the response rate was low and varied from item to item.

*Monitoring performance of exited ESOL students.* When students demonstrate that they have acquired an advanced level of language proficiency, they are exited from ESOL instruction and reclassified. Recently exited or reclassified English language learners (RELLs) are students who have exited the ESOL program within the last two years. While these students are not scheduled for direct ESOL instruction, they are counted as a part of the LEP subgroup when making calculations for AYP for two years based on the NCLB regulations. RELLs do not factor into AMAO I and AMAO II calculations.

The findings indicated that schools varied in the extent and frequency to which they monitored the performance of RELLs (see Appendix D, Table D9). While the expectation is that schools would be actively involved in monitoring the progress of RELLs and providing academic support as appropriate, one third of the respondents (33%) did not know at what point the performance of RELLs in their school was monitored. At the same time, one quarter (25%) indicated that the progress of RELLs was monitored continuously throughout the year. The remaining respondents reported that they monitored the progress of RELLs at the end of the year (7.7%), after testing (6.4%), or quarterly (5.0%).

*Reasons for RELLs not meeting grade-level standards. Performance Goal 2 of the Bridge to Excellence Act* specifies that all LEP students are expected to reach high standards, at a minimum attaining proficiency or

better in reading and mathematics (MCPS, 2007). NCLB also requires that ESOL and RELL students take content area state assessments and meet the same proficiency standards set for all students. Nonetheless, respondents indicated that they believe that RELLs fall behind in their mastery of academic content while they are ESOL students receiving English language development instruction. Data from Appendix D, Table D10 illustrate that reasons identified by teachers for RELLs students not achieving grade-level standards are similar for mathematics and reading. Students did not meet grade-level standards due to limited vocabulary (29% for mathematics vs. 22% for reading), below-grade-level mathematics (23%) and reading skills (23%), and limited mastery of English language (17% for mathematics vs. 23% for reading). Limited vocabulary was reported more frequently as a reason for low achievement in mathematics than in reading.

Limited language and other factors associated with ESOL students such as limited background knowledge and high mobility were cited more frequently for low achievement in reading than in mathematics (8% mathematics vs. 17% reading).

It is worth noting that academic English proficiency—the ability to speak, read, write, and comprehend academic English—is needed for success in the classroom. As such, teachers' observations about the reasons for underachievement of RELL students confirm the students' academic language is not well developed by the time they exit. This corroborates the general perception by some respondents that students were exited from ESOL prematurely, primarily based on a test rather than on their overall academic picture[4]. Indeed, most research estimates that the average time needed to achieve reclassification to English proficient range from three to six years, although some students are still not exited from ESOL services after ten years (Hakuta et al. 2000; Hill 2004; MacSwan & Pray 2005; Parrish, Perez, Merickel, & Linquanti 2006).

On the other hand, the comments from non-ESOL teachers about premature exiting of some RELLs are surprising, given that the majority of respondents indicated that they provide input on the decision to exit students from ESOL.

*Academic support available for LEP students.* The most commonly mentioned types of academic support provided to ESOL and RELL students by non-ESOL teachers or other staff in the schools were generally similar. For current ESOL students, small group instruction (27%) and ESOL support (26%) were available in reading. Similarly, the support provided to RELLs in reading included small group instruction (24%), variation in instructional strategies (21%), and reading interventions (16%) (see Appendix D, Table D11).

The most frequently mentioned academic support for current ESOL students in mathematics included small group instruction (24%) and increased ESOL support (20%). The support provided to RELLs in mathematics included variation in instructional strategies (22%) and small group instruction (19%). Reteaching was mentioned less frequently as a support in mathematics. The use of interventions was mentioned less frequently for mathematics (5%) than for reading (16%). This finding implies that in general, there is more differentiated instruction for LEP students in reading than in mathematics.

*Challenges to improving academic achievement of ESOL students.* The range of challenges mentioned was wide, reflecting the differences in teachers' experiences with students, teachers' level of comfort working with ESOL students, the diverse language needs and level of academic preparation of ESOL students, and the grade level taught. Appendix D, Table D12 presents the most frequently cited challenges. The mentioned challenges centered on problems with scheduling, factors with ESOL students, how ESOL staff were used in the schools, and perceived limited home support.

The most frequently cited challenge was coordinating the schedule for ESOL instruction without causing conflicts with mathematics and reading instruction and with other special services. A widely expressed concern was that pulling ESOL students out of classroom instruction disrupted learning in the content areas. Also, students who are pulled out miss a part of the grade-level curriculum instruction, particularly when pull-out occurs during the reading, writing, or mathematics block, making it difficult for the students to improve in these areas and keep pace with their peers. Notably, the Division of ESOL/Bilingual programs recommends that students are not pulled out during guided reading (MCPS, 2007). Related to the issue of scheduling and missed instruction, teachers specified that they did not have adequate time to prepare, modify, or find instructional materials to better support the needs of ESOL students, time to reteach, collaborate with ESOL teachers, or share best practices with each other.

Factors associated with LEP students that were reported as a challenge pertained to LEP students' limited background knowledge, cultural differences, perceived special education needs, wide variation in language levels and academic preparation, and students' mobility from school and in-and-out of the country (13%). Similarly, the perceived challenge of

[4]The newly developed exit criteria developed by MCPS Division of ESOL/Bilingual Programs was applied in spring 2008 for the first time. As such, there was variance in the process schools used to exit ESOL students.

limited home support (11%) mostly attributed to the inability of parents to support their children academically due to limited facility with English language and literacy was also reported. In particular, limited practice with English language outside of school, literacy of family members, and language barriers were cited.

The level of ESOL support available in their schools also was expressed as a challenge by non-ESOL teachers (12%). In particular, non-ESOL teachers indicated that their students did not receive sufficient ESOL instruction (e.g., ESOL teachers were not able to deliver their services at least one quarter of the year due to planning, testing, or data meetings); there were not enough ESOL teachers to keep the students' instructional groups small; ESOL teachers were not available to work with students during small group instruction due to scheduling conflicts; and ESOL teachers were not given as much support and respect as other teachers (e.g., ESOL schedule is regularly disrupted to accommodate other events, no space was allocated for ESOL instruction, or ESOL substitutes often are pulled to cover other classes).

*Critical areas needing improvement.* When asked what critical improvements are needed, those mentioned most frequently were: 1) establishing a rigorous instructional program for ESOL students by providing intensive language instruction with strong emphasis on vocabulary, enriching student background knowledge, and allowing ESOL students sufficient time to master language and content area curricula (36%); 2) increasing the variety and intensifying the amount of academic support available to RELL and ESOL students (19%); 3) minimizing loss of mathematics and reading instruction during pull-out by better scheduling for ESOL instruction and content areas (17%); and 4) increasing plug-in support to students from ESOL teachers during mathematics and reading (14%) (see Appendix D, Table D13).

With regard to scheduling, the respondents specified that a schedule incorporating ESOL teachers into the mathematics and reading block and increased collaboration between ESOL and non-ESOL teachers would be ideal. Such a schedule would ensure more ESOL support in the content areas, increased collaboration among the teachers, as well as increased awareness and communication of ESOL program goals and expectations.

These findings suggested that making sure that ESOL students are in the class to receive the general education curriculum is critical. Findings from a 2007 survey of ESOL teachers and Title I school principals indicated that ESOL schools faced a variety of challenges allotting adequate time for ESOL instruction (Maina, 2008a; Maina, 2008b). In particular, ESOL teachers reported that the focus during plug-in sessions was mostly reading language arts curriculum and indicators, and not English language development instruction curricula and indicators. Also, depending on the grade level taught, the majority of the respondents had completed an average of 51–68% of the ESOL curriculum by the end of the year (Maina, 2008a).

While not reported by a large proportion of the respondents, improved alignment of the MCPS ESOL and content area curricula were suggested. The alignment would enable students to get support from both ESOL and non-ESOL teachers on the same concepts during the same week. The observation about the misalignment of MCPS ESOL curriculum probably is due to the way students are grouped for ESOL and instructional guide used for instruction. Currently, the Division of ESOL/Bilingual Programs recommends that students be grouped by English proficiency and literacy levels, not just by grade level. As such, typically, age-appropriate groups, such as Grades 1 and 2, 2 and 3, or 4 and 5 are combined (MCPS, 2007). Therefore, it is uncertain to what extent ESOL instruction for a mixed-grade group is differentiated and aligned to the students' respective grade-level objectives and standards in reading and mathematics. The perception of misalignment[5] of the ESOL and other MCPS curricula may be based on the limited familiarity of non-ESOL teachers with the goal and scope of the ESOL curriculum. The majority of respondents reported that the MCPS ESOL curriculum was not discussed during grade-level meetings.

*Proposed approaches to improve achievement of ESOL and RELLs.* Providing support from ESOL teachers during mathematics (37%) and reading (31%) was the most frequently mentioned approach to raising student achievement in mathematics and reading. Developing academic language, broadening the scope of instruction by integrating vocabulary in all subjects and intensifying practice in reading and writing (30%) were also suggested (see Appendix, Tables D14–16).

**Conclusions**

The research summarized in this brief supports the following six primary conclusions:

1. Despite the variation in the extent to which various components of planning and implementation of ESOL services were implemented, the non-ESOL teachers generally perceived the instruction of

[5] The MCPS Elementary ESOL curricula are based on Maryland English Language Proficiency (ELP) Standards for ESOL instruction, which in turn are closely aligned with the Maryland Voluntary State Curricula in the content areas (MCPS, 2008; Maryland State Department of Education, 2007).

ESOL students in their schools to be well coordinated and implemented.

2. The non-ESOL teachers perceived that being out of the reading and mathematics classroom for a substantial amount of time when the regular curriculum is being taught impacts heavily on the academic achievement of ESOL students, and subsequently, RELLs. At the same time, their colleagues who were ESOL teachers reported frequent interruptions to ESOL instruction which resulted in missed ESOL lessons (Maina, 2009). These findings indicate that scheduling conflicts due to limited time during the school day to accommodate both language instruction and instruction in the content areas present major challenges to raising the achievement of ESOL students.

3. Providing ongoing targeted, structured academic support in mathematics and reading are critical for the success of RELLs and ESOL students in the content areas. Also, there is general agreement that students still require academic support after exiting ESOL in order to be successful. Hence, there is a critical need to specifically monitor and systematically gauge the progress of RELLs throughout the school year using existing districtwide local assessments at specified intervals during the school year[6]. Researchers recommend establishing a trajectory of progress in academic language development and achievement in the content area for ESOL students. (Linquanti, 2001, Gándara & Rumberger, 2008; Arias & Morillo-Campbell, 2008). Such a trajectory would begin long before, and continue long after, reclassification. Most importantly, the data must be monitored, reported, and acted upon.

4. Non-ESOL teachers suggest that ESOL teachers be present during the reading and mathematics instruction in addition to their primary role of providing ESOL instruction.

5. These findings support the need to strengthen professional development on how to accelerate the achievement of ESOL students and create a synergy between instruction for language development and instruction in the content areas. In addition, the frequency of non-response, "do not know" or "not sure" responses elicited from the open-ended items suggested that there is uncertainty regarding the instruction of ESOL students and RELLs. There is a general lack of understanding that ESOL has a distinct curriculum and targets. This makes it critical to clarify the goals of ESOL, expound on the ESOL curriculum, and discuss the accountability requirements associated with ESOL instruction—AMAO I and AMAO II.

6. The frequent reference to premature reclassification of ESOL students' indicates a need for review of newly developed exit procedures and associated criteria in use in MCPS and the establishment of a process to ensure that classroom teachers are informed about the new exit criteria and procedures.

**Recommendations**

The results suggest several considerations to improve the implementation of the instructional program for ESOL students.

*Protect ESOL instructional focus*

- Ensure instructional staff are familiar with the goals of ESOL, scope of the MCPS ESOL curriculum, and the role of ESOL teachers.
- Examine scheduling options to accommodate adequate instruction for English language development and instruction in the content areas.
- Ensure MCPS ESOL curriculum is implemented, including the ESOL formative common task assessments. The data on common task assessment would show progress in students' English language development at regular intervals.
- Ensure direct language instruction is not lost under more general reading or mathematics instruction in the plug-in or co-teaching models.
- Ascertain that students are making adequate progress in English language development (AMAO I and AMAO II).

*Increase coherence and rigor in the instructional program for ESOL students*

- Include ESOL teachers in grade-level team meetings.
- Increase differentiation of instruction for ESOL students in reading and mathematics.
- Develop and share guidelines on how to accelerate English language development through ESOL and instruction in the content areas.
    a. Emphasize teaching of language through the content areas and vice versa.
    b. Accelerate vocabulary development, comprehension, and other literacy skills through the use of academic language across a variety of settings, tasks, subject matter, and assessment products.
    c. Plan for the continued development of academic language as students move up grade levels.

[6] mClass 3D, Measures of Academic Progress in Reading (MAP-R), and MCPS mathematics unit assessments.

d. Ensure alignment of English language development instruction to the language demands of grade-level indicators and curriculum in mathematics and reading as students progress in grade levels.

- Strengthen the relationship between ESOL and other teachers by creating opportunities for building communication and awareness of the valued roles of each member of the instruction team.
- Ensure that the model for ESOL support is fully supported by school leadership as evidenced in the allocation of uninterrupted time, space, resources, and respect.
- Increase opportunities for co-teaching.

*Provide additional academic support to ESOL and RELL students in reading and mathematics*

- Implement a variety of structured interventions for RELL and ESOL students in reading and mathematics.
- Expand existing extended learning opportunities. Summer sessions such as the Extended Learning Opportunities Summer Adventures in Learning are available options.
- Increase plug-in support to students from ESOL teachers during mathematics and reading

*Increase the variety of professional development options at the district level*

- Increase professional development on making content in reading and mathematics more accessible to ESOL students.
- Articulate high expectations and rigorous standards for LEP students.
- Provide training focused on effective strategies of interacting with families of LEP students derived from nontraditional models of parent involvement as a way to increase positive perceptions of families (Arias & Morillo-Campbell, 2007).
- Review the scope of EB–60 "Teaching ESOL Students in the Mainstream Classroom" course in relation to the needs of teachers. Then, determine whether it is sufficient to meet current needs; and whether successive, content specific courses are required[7].
- Expand ongoing, on-site professional development opportunities. This would include greater involvement of existing positions of math content coaches, .5 Title I gifted and talented teachers, reading specialists, staff development teachers, and ESOL teachers in the planning and coordination of instruction to accelerate language development and academic achievement of ESOL students.

*Examine the criteria for exiting ESOL students to ensure they are applied consistently*

- Ensure that the new criteria for exiting ESOL are comprehensive and well understood by all instructional staff.
- Review data for ESOL and non-ESOL students to determine if ESOL students are exited at the appropriate levels.
- Implement the districtwide ESOL exit criteria consistently across all schools.

*Increase efforts for monitoring the progress of RELLs*

- Include an RELL flag/data field in the assessment datasets available at the school level. This will enable instructional staff to disaggregate data for RELLs and provide appropriate interventions.
- Emphasize consistent and systematic review of student needs and academic progress of ESOL and RELL students at specified intervals.
- Target remediation, reteaching, and other ongoing academic support to areas in which ESOL students need additional support.
- Implement early intervention procedures to support students throughout the school year.

*Consider forming a project team to implement the recommendations*

- Consider forming a project team to implement the study results and make recommendations regarding follow up or next steps.
- Review the ESOL staffing allocation protocol.
- Consider implementation of an ESOL staffing formula aligned with ESOL level versus a ratio formula that does not include ESOL levels.
- Develop a training plan for all instructional staff to provide background information regarding the goals of ESOL instruction, familiarity with the ESOL curriculum, corresponding local and state assessments, progress measures such as the AMAOs, and exit criteria.

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[7] Feedback from Division of ESOL instructional team indicated that a review of EB-60 is in progress and additional courses for instructional staff and administrators are in the planning stages.

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# Survey of Non-ESOL Classroom Teachers in Title I Schools

# Appendixes

# Appendix A: Evaluation Activities, Title I Elementary ESOL Program

Table A1
Evaluation of Title I Elementary ESOL Program, Evaluation Activities, and Data Sources

| Activity/Data Source | Year | | |
|---|---|---|---|
| | 2005–2006 | 2006–2007 | 2007–2008 |
| ESOL teacher survey | X[a] | X[b] | X[c] |
| Non-ESOL teacher survey | -- | -- | X[c] |
| Title I principal survey | -- | X[b] | -- |
| ESOL services log | X[a] | X | X |

[a] Evaluation briefs available from http://sharedaccountability.mcpsprimetime.org/reports
[b] Disseminated through Memorandum to principals, March 7, 2008
[c] Evaluation briefs in progress

# Appendix B: Proportion of ESOL Students in Title I Schools[a]

Table B1
Title I Elementary Schools for the 2007–2008 School Year

| School Name | FARMS % | ESOL % |
|---|---|---|
| Arcola | 70.0 | 50.1 |
| Broad Acres | 88.6 | 51.7 |
| Burnt Mills | 57.8 | 27.3 |
| East Silver Spring | 61.5 | 41.6 |
| Gaithersburg | 60.9 | 31.2 |
| Georgian Forest | 61.5 | 28.2 |
| Harmony Hills | 76.8 | 42.4 |
| Highland | 75.8 | 60.2 |
| Kemp Mill | 67.1 | 37.7 |
| Montgomery Knolls | 59.9 | 38.3 |
| New Hampshire Estates | 71.5 | 63.5 |
| Oak View | 73.1 | 24.4 |
| Rolling Terrace | 55.0 | 27.8 |
| Roscoe Nix | 60.6 | 45.0 |
| Rosemont | 50.0 | 33.3 |
| Sargent Shriver | 70.2 | 47.1 |
| South Lake | 66.5 | 33.3 |
| Summit Hall | 70.6 | 38.6 |
| Twinbrook | 55.9 | 43.5 |
| Viers Mill | 67.5 | 45.9 |
| Washington Grove | 57.3 | 45.2 |
| Weller Road | 66.7 | 50.6 |
| Wheaton Woods | 71.8 | 50.7 |

[a] Source: 2007–2008 *Schools at a Glance*.

## Appendix C: Accountability Requirements for Title I ESOL Students

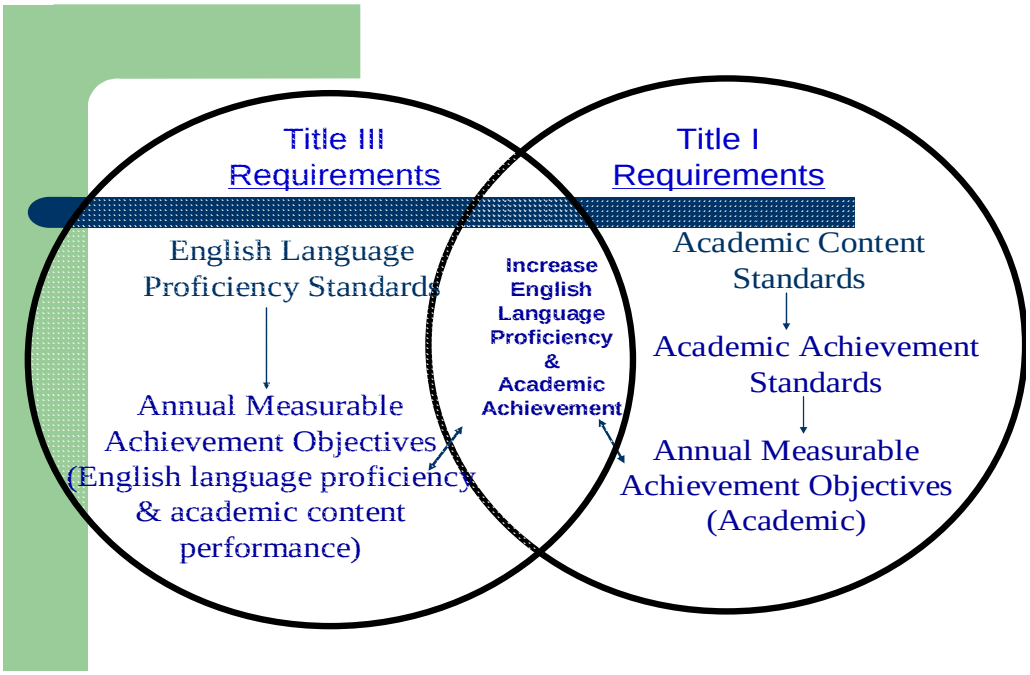


*Figure C1***.** Accountability requirements for LEP students as specified for Title I and Title III components of NCLB.

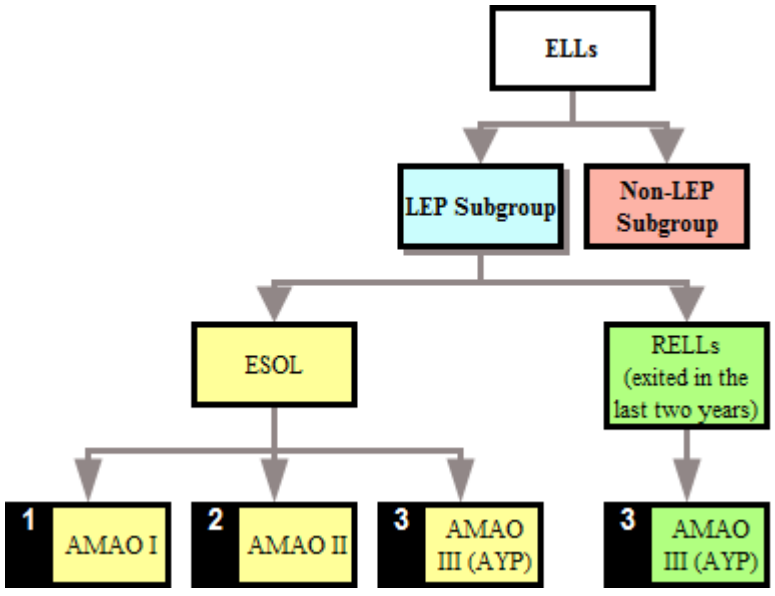


*Figure C2***.** Accountability requirements for LEP students as specified for Title I and Title III components of NCLB.

## Acronyms and Definitions of Term

**Academic English proficiency** refers specifically to the ability to speak, read, write, and comprehend academic English that is needed for success in the classroom. Academic English is characterized by academic and content-specific vocabulary, complex sentence structure, and the processes of academic discourse (e.g., interpretation and analysis of data or text).

**AMAO**—Annual Measurable Achievement Objectives. AMAOs are targets set by the state that specify the percentage of ESOL students who are expected to attain English language proficiency and the percentage of ESOL students who are expected to improve their level of English language proficiency.

> **AMAO I:** annual measurable achievement objectives for English language proficiency include annual increases in the number of students making progress in learning English.
>
> **AMAO II:** annual measurable achievement objectives for percentage of children attaining English proficiency.
>
> **AMAO III:** annual measurable achievement objectives for proficiency in reading and mathematics.

**AYP**—Adequate Yearly Progress. Under the *No Child Left Behind Act of 2001* (NCLB), each state establishes a definition of Adequate Yearly Progress (AYP) to use each year to determine the achievement of each school district and school in reading and mathematics.

**Content mastery** refers to students' ability to demonstrate mastery of subject-area knowledge on academic measures.

**ELL**—English language learner is a student who uses a language in addition to or other than English.

**ELL Plan**—The accommodations documentation for ELLs in the ESOL program. It is required in Grades 2–12 for all levels of ESOL proficiency.

**English language proficiency** is the ability to speak, read, write, and comprehend the English language in general.

**ESOL**—English for Speakers of Other Languages. This term is used to identify the programs, staff, and students related to the Division of ESOL/Bilingual Programs. ESOL students are LEP students presently enrolled in an ESOL program and receiving instruction from an ESOL teacher.

**LEP**—Limited English Proficient. An acronym used at the federal level for ELLs. This LEP subgroup is made up of students presently receiving ESOL instruction and Reclassified English language learners.

**NCLB**—*No Child Left Behind Act of 2001* Revised Elementary and Secondary Education Act. It requires states to make demonstrable annual progress in raising the percentage of students proficient in reading and math.

**RELL**—Reclassified English Language Learner. These are students who have exited the ESOL program within two years.

An **RELL Plan** is the accommodations documentation for ELLs who have exited the ESOL program within the last two years. It is required in Grades 2–12 for all RELLs.

**Title III**—*English language acquisition, language enhancement, and academic achievement* Act. Formerly the *Bilingual Education* Act .Title III is a Federal program.

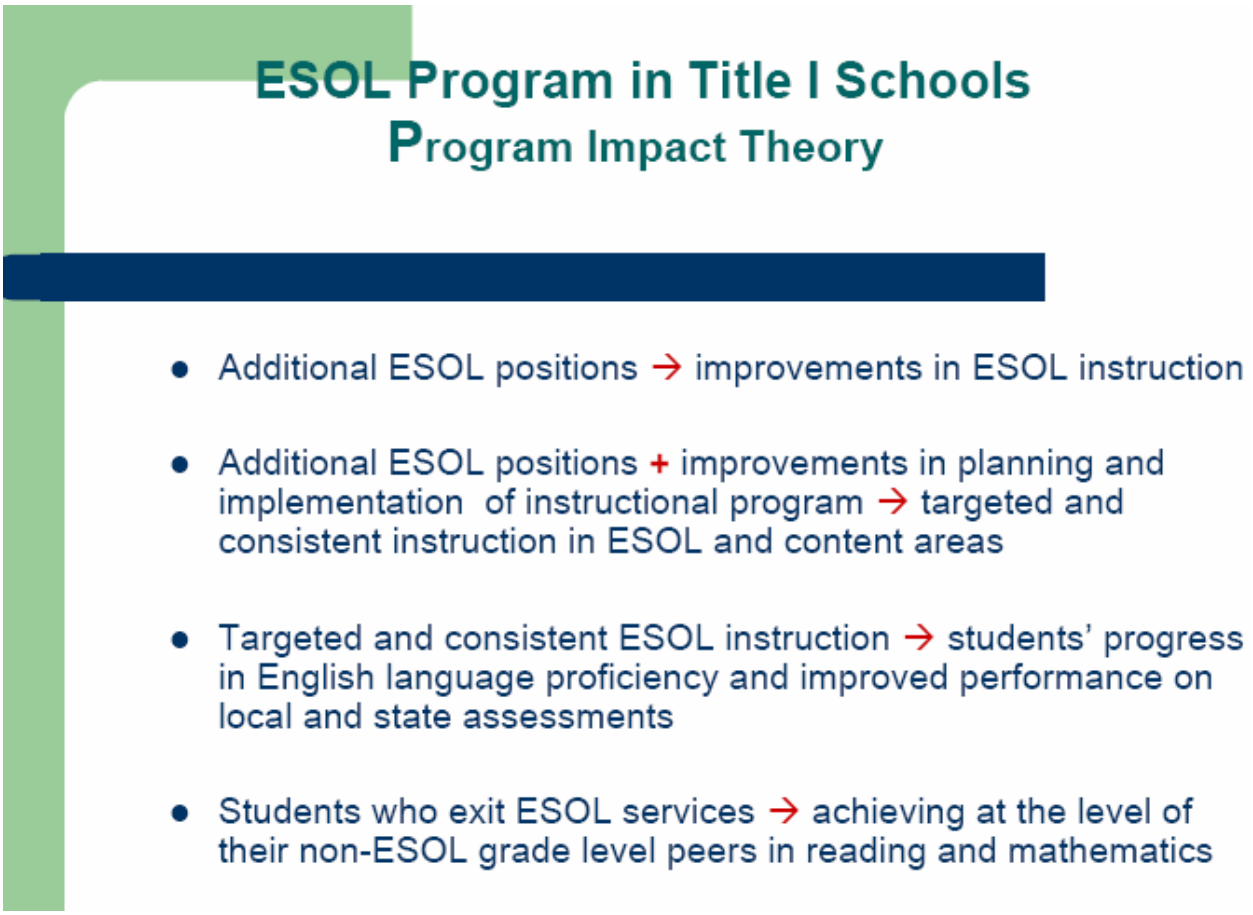


*Figure C3***.** Program impact theory for ESOL program in Title I schools[8].

[8] Adapted from the "Evaluation of the Title I Funded Initiatives: Elementary ESOL Program (2007–2008)", evaluation plan.

# Appendix D: Survey Results

Table D1
Response Rate for 2008 Non-ESOL Teacher Survey, by Title I Elementary School

| School Name | Non-ESOL Teachers[a] | Respondents (Non-ESOL Teachers) | Response Rate % |
|---|---|---|---|
| Arcola | 29 | 23 | 79.31 |
| Broad Acres | 33 | 0 | 0.00 |
| Burnt Mills | 26 | 4 | 15.38 |
| East Silver Spring | 23 | 4 | 17.39 |
| Gaithersburg | 34 | 27 | 79.41 |
| Georgian Forest | 34 | 10 | 29.41 |
| Harmony Hills | 36 | 27 | 75.00 |
| Highland | 36 | 9 | 25.00 |
| Kemp Mill | 28 | 10 | 35.71 |
| Montgomery Knolls | 32 | 13 | 40.63 |
| New Hampshire Estates | 34 | 6 | 17.65 |
| Oak View | 32 | 12 | 37.50 |
| Rolling Terrace | 19 | 7 | 36.84 |
| Roscoe Nix | 45 | 19 | 42.22 |
| Rosemont | 40 | 40 | 100.00 |
| Sargent Shriver | 40 | 29 | 72.50 |
| South Lake | 38 | 10 | 26.32 |
| Summit Hall | 36 | 13 | 36.11 |
| Twinbrook | 35 | 7 | 20.00 |
| Viers Mill | 36 | 20 | 55.56 |
| Washington Grove | 27 | 17 | 62.96 |
| Weller Road | 33 | 19 | 57.58 |
| Wheaton Woods | 28 | 16 | 57.14 |
| TOTAL | 754 | 344 | 45.62 |

[a] Total number of teachers is derived from a count of teachers listed on the staff Web page for each school.

Table D2
Type of Certification Held and Grade Taught

| Certification and Grade Taught (Multiple response) | | *N* | % |
|---|---|---|---|
| Types of certification (multiple response) | Provisional | 3 | 0.9 |
| | Elementary | 219 | 67.0 |
| | Early childhood educations | 136 | 41.6 |
| | Reading specialist | 31 | 9.5 |
| | Special education | 42 | 12.8 |
| | ESOL/English as Second Language (ESL) education | 23 | 7.0 |
| | Other[a] | 50 | 15.3 |
| Grade taught | Prekindergarten | 33 | 10.3 |
| | Kindergarten | 97 | 30.4 |
| | 1 | 97 | 30.4 |
| | 2 | 100 | 31.3 |
| | 3 | 85 | 26.6 |
| | 4 | 75 | 23.5 |
| | 5 | 62 | 19.4 |
| | Other[b] | 23 | 7.2 |

*Note*. Responses are drawn from an open-ended item. The percentage of responses may exceed 100% because respondents provided: more than one response.
[a] E.g., National board certification, administrator, speech pathologist, Pre-K–12, Reading Recovery
[b] E.g., METS, reading specialist, staff development teacher

Table D3
Years Teaching Experience and Teaching at Current School

| Teaching experience | *N* | Mean | Median | Standard Deviation |
|---|---|---|---|---|
| Years teaching | 295 | 10.73 | 8.00 | 8.33 |
| Years at current school | 296 | 4.45 | 3.00 | 3.93 |

Table D4
Non-ESOL Teachers who have Taken EB-60 Course

| Response | *N* | % |
|---|---|---|
| Not Taken EB-60 | 235 | 71.2 |
| Taken EB-60 | 95 | 28.8 |

Table D5
Non-ESOL teachers who have Taken EB-60 Course, by Year Taken

| | Taken EB-60 | |
|---|---|---|
| School Year | *N* | % |
| 2004–2005 | 19 | 20.0 |
| 2005–2006 | 22 | 23.2 |
| 2006–2007 | 21 | 22.1 |
| 2007–2008 | 24 | 25.3 |
| No response | 9 | 9.5 |

Table D6
Certification and Grade Taught, by EB–60 Course Completion

| | | Taken EB-60 | | | |
|---|---|---|---|---|---|
| | | No (*N*=235) | | Yes (*N*=95) | |
| Certification and grade taught (multiple response) | | *n* | % | *n* | % |
| Types of certification | Provisional | 3 | 1.3 | 0 | 0.0 |
| | Elementary | 153 | 65.9 | 64 | 68.8 |
| | Early childhood education | 100 | 43.1 | 34 | 36.6 |
| | Reading specialist | 23 | 9.9 | 7 | 7.5 |
| | Special education | 26 | 11.2 | 16 | 17.2 |
| | ESOL/English as Second Language (ESL) education | 14 | 6.0 | 9 | 9.7 |
| | Other | 39 | 16.8 | 11 | 11.8 |
| Grade taught | Prekindergarten | 24 | 10.6 | 9 | 10.1 |
| | Kindergarten | 66 | 29.2 | 31 | 34.8 |
| | 1 | 71 | 31.4 | 26 | 29.2 |
| | 2 | 76 | 33.6 | 24 | 27.0 |
| | 3 | 64 | 28.3 | 19 | 21.3 |
| | 4 | 49 | 21.7 | 25 | 28.1 |
| | 5 | 45 | 19.9 | 16 | 18.0 |
| | Other | 15 | 6.6 | 6 | 6.7 |

*Note.* Responses are drawn from an open-ended item. The percentage of responses may exceed 100% because respondents marked more than one response.

Table D7

Extent of Implementation of Specified Aspects of Planning and Coordination of Instruction

| Aspect | Great Extent | | Moderate Extent | | Small Extent | | Not At All | |
|---|---|---|---|---|---|---|---|---|
| | *n* | % | *n* | % | *n* | % | *n* | % |
| My school identifies and places ELLs who need ESOL services in a timely manner. | 278 | 83.2 | 50 | 15.0 | 4 | 1.2 | 2 | 0.6 |
| ELLs have access to the full school curriculum while they are receiving ESOL services. | 256 | 77.1 | 65 | 19.6 | 10 | 3.0 | 1 | 0.3 |
| The general education curriculum is discussed during grade-level teams meetings. | 243 | 79.4 | 47 | 15.4 | 15 | 4.9 | 1 | 0.3 |
| In defining goals for improving student learning, my school takes the performance of ESOL students in reading and mathematics into account. | 223 | 70.1 | 76 | 23.9 | 15 | 4.7 | 4 | 1.3 |
| In defining goals for improving student learning, the current language proficiency level of ESOL students is taken into account. | 213 | 63.8 | 96 | 28.7 | 22 | 6.6 | 3 | 0.9 |
| I am familiar with the expected academic performance of ESOL students at each ESOL proficiency level. | 109 | 32.6 | 155 | 46.4 | 55 | 16.5 | 15 | 4.5 |
| I collaborate with the ESOL teacher(s) to determine when ESOL students require adjustments to grade-level essential learnings. | 106 | 31.6 | 111 | 33.1 | 73 | 21.8 | 45 | 13.4 |
| I collaborate with the ESOL teacher(s) to facilitate accelerated instruction for ESOL students. | 92 | 30.1 | 105 | 34.3 | 73 | 23.9 | 36 | 11.8 |
| The MCPS ESOL curriculum is discussed during grade-level team meetings. | 49 | 16.8 | 71 | 24.3 | 102 | 34.9 | 70 | 24.0 |

Table D8
Agreement With Statements on Overview of Instructional Program[a]

| Statements | Strongly Agree or Agree | | Strongly Disagree or Disagree | |
|---|---|---|---|---|
| | *n* | % | *n* | % |
| In my school, the procedures established for getting students to and from ESOL classroom (sessions) work well. | 304 | 93.3 | 22 | 6.7 |
| In my school, the instructional resources meet language and academic needs of ESOL students in reading. | 301 | 92.3 | 25 | 7.7 |
| In my school, the instructional resources meet language and academic needs of ESOL students in mathematics. | 269 | 84.1 | 51 | 15.9 |
| Professional development activities available are designed to improve instruction of ELLs. | 275 | 82.6 | 58 | 17.4 |
| I have input into the decisions on changing the instructional levels of my ESOL students or exiting students from ESOL services. | 263 | 81.2 | 61 | 18.8 |
| In my school, scheduling instruction for ESOL ensures that ELLs have full access to the complete grade-level curriculum while receiving ESOL. | 266 | 79.6 | 68 | 20.4 |
| In my school, there is satisfactory coordination between ESOL instruction and special services (e.g., Gifted and Talented, Special Education). | 210 | 79.5 | 54 | 20.5 |

[a] Categories of Agree and Strongly Agree are combined; categories of Strongly Disagree and Disagree are combined.

## Open-Ended Items

Table D9
Frequency of Monitoring (*N*=220)

| Frequency of monitoring (multiple responses) | *N* | % |
|---|---|---|
| Not sure/Don't know | 75 | 34.1 |
| All year (continuously) | 57 | 25.9 |
| At end of year | 17 | 7.7 |
| After testing | 14 | 6.4 |
| After data collected or data meeting | 13 | 5.9 |
| Quarterly | 11 | 5.0 |
| Miscellaneous[a] | 33 | 11.8 |

*Note***.** Responses are drawn from an open-ended item. The percentage of responses may exceed 100% because respondents provided more than one response. Response categories are ordered by the total percentage of respondents.

[a] E.g., as needed, beginning of year, informal meetings, coordinated by Division of ESOL/Bilingual programs, regularly, at each ESOL committee meeting, within the first year, not many have exited ESOL, never, beginning of marking period

Table D10
Reasons for ESOL Students Not Achieving in Mathematics and Reading

| Reasons (multiple responses) | Mathematics (*N*=220) Responses | | Reading (*N*=220) Responses | |
|---|---|---|---|---|
| | *N* | % | *N* | % |
| Limited vocabulary | 63 | 28.6 | 47 | 21.5 |
| Students falling behind in curriculum as evidenced in limited reading, writing, mathematics skills (includes below-grade-level reading and mathematics skills) | 51 | 23.2 | 50 | 22.5 |
| Limited English language/mastery, students exited too soon, and exited students still need academic support, limited English mastery (need time and practice) | 37 | 16.8 | 51 | 23.0 |
| Not sure or do not know | 35 | 15.9 | 33 | 14.9 |
| ESOL not focused on mathematics (includes word problems, writing responses, and answers) | 22 | 10.0 | -- | -- |
| Other risk factors (limited background knowledge outside of culture or neighborhood, poverty, learning disability, etc.) | 18 | 8.2 | 27 | 16.7 |
| Limited parental support (practice in English) | -- | -- | 15 | 6.8 |
| Miscellaneous[a] | 20 | 9.6 | 25 | 10.5 |

*Note*. Responses are drawn from an open-ended item. The percentage of responses may exceed 100% because respondents provided more than one response. Response categories are ordered by the total percentage of respondents.

[a] Examples for mathematics: depend on student needs, lack of parent support, low expectations from teachers, need more repetition; Examples for reading: guided reading books not appropriate for ELLs, low expectations, new teachers are unfamiliar with methods to teach ESOL students, placed in lower reading groups without influence from higher achieving students

Table D11
Types of Support Provided to Current ESOL and Exited ESOL Students in Mathematics and Reading

| | Mathematics | | | | Reading | | | |
|---|---|---|---|---|---|---|---|---|
| | Current (*N*=216) | | Exited ESOL (*N*=184) | | Current (*N*=228) | | Exited ESOL (*N*=187) | |
| Support | *n* | % | *n* | % | *n* | % | *n* | % |
| Small groups/ability groups | 52 | 24.1 | 37 | 19.1 | 61 | 26.8 | 45 | 24.1 |
| Increased ESOL support[a] | 44 | 20.4 | 24 | 12.4 | 59 | 25.9 | 10 | 5.3 |
| Emphasis on mathematics or reading vocabulary | 26 | 12.0 | 18 | 9.3 | 22 | 9.6 | 17 | 9.1 |
| Variation in lesson strategies | 40 | 18.6 | 42 | 21.6 | 45 | 19.8 | 39 | 20.8 |
| Extra supports provided (comments include in-class support, academic support, extra support) | 32 | 14.8 | 33 | 17.0 | 26 | 11.4 | 25 | 13.4 |
| Collaboration among ESOL and classroom teachers[b] | 16 | 7.4 | 10 | 5.2 | 19 | 8.3 | 13 | 7.0 |
| Not sure/Don't know | 15 | 6.9 | 20 | 10.3 | 17 | 7.5 | 18 | 9.6 |
| Interventions | 11 | 5.1 | 10 | 5.2 | 40 | 17.5 | 30 | 16.0 |
| Support from other school-based staff[c] | 20 | 9.2 | 19 | 9.8 | 19 | 8.3 | 22 | 11.8 |
| Data meetings to review data and monitoring students for progress | -- | -- | 12 | 6.2 | 14 | 6.1 | 17 | 9.1 |
| Miscellaneous[d] | 28 | 13.0 | 28 | 13.4 | 31 | 13.8 | 23 | 12.3 |

*Note*. Responses are drawn from an open-ended item. The percentage of responses may exceed 100% because respondents provided more than one response.

[a] During math/reading lessons, plug-in, pull-out, coordinating curricula

[b] Math content coach, reading specialist, focus teacher, intervention teacher, literacy specialist assistance and support

[c] Planning, exchange of ideas, sharing ESOL strategies

[d] Examples for mathematics: training in ESOL strategies, math foundations, dual language program is extremely helpful for Spanish speakers, teachers create their own ESOL materials, using dictionaries; Examples for reading: co-teaching support, repeated directions, lots of practice, more time given for classwork

Table D12
Challenges to Instruction of ESOL Students in Content Areas (N=218)

| | Responses | |
|---|---|---|
| Types of challenges (multiple responses) | *N* | % |
| Problems with ESOL scheduling and program coordination (pulling out too much) | 65 | 29.8 |
| Unique needs of ELLs[a] | 28 | 12.9 |
| Problems with how ESOL staff are used/consistency of ESOL instruction/level of ESOL support provided to students and teachers | 26 | 11.9 |
| Limited parent or home support | 23 | 10.6 |
| Students' limited language, vocabulary, and verbalization skills | 21 | 9.6 |
| Inadequate time for students to learn subject and English | 19 | 8.7 |
| MCPS reading and writing curriculum (challenging for teachers/students) | 18 | 8.3 |
| Perceived misalignment and differences between MCPS ESOL and content area curricula | 15 | 6.9 |
| Miscellaneous[b] | 42 | 20.1 |

*Note*. Responses are drawn from an open-ended item. The percentage of responses may exceed 100% because respondents provided more than one response. Response categories are ordered by the total percentage of respondents.
[a] Includes limited background knowledge, cultural differences, special education needs, students moving, etc.
[b] E.g., attendance, large number of ESOL MCPS mathematics curriculum is challenging for teachers and students, materials needed specifically for ESOL students, staffing problems, some students need frequent small group instruction, limited quality resources, lack of meaningful trainings that can be applied in the classroom

Table D13
Critical Improvements Needed in Instruction for ESOL Students (N=203)

| | Responses | |
|---|---|---|
| Types of improvements needed (multiple responses) | *N* | % |
| Planning for a rigorous instructional program to: ensure more language instruction, intensify vocabulary development, enrich students' background knowledge through resources and cultural experiences, and allow more time for ELLs to master language and content area curricula[a] | 43 | 36.2 |
| Increase variety and intensify amount of academic support to ESOL students[b] | 38 | 18.8 |
| Improve scheduling to minimize problems with pull-out instruction | 35 | 17.2 |
| Increase plug-in support from ESOL teachers during mathematics and reading[c] | 29 | 14.3 |
| Raise expectations for ESOL students and provide ongoing professional development on strategies to help ELLs succeed | 21 | 10.3 |
| Continue communication and collaboration between all ESOL and classroom teachers | 18 | 8.9 |
| Ensure full exposure to MCPS curricula with greater emphasis in reading, vocabulary development, writing, and mathematics instruction | 16 | 7.9 |
| Increase communication with parents (involvement, education, support, communication with teacher) | 16 | 7.9 |
| Ensure better alignment and coherence of the MCPS ESOL and content area curricula | 15 | 7.4 |
| Miscellaneous[d] | 13 | 5.4 |

*Note*. Responses are drawn from an open-ended item. The percentage of responses may exceed 100% because respondents provided more than one response. Response categories are ordered by the total percentage of respondents.
[a] Includes "do not pull out students during reading and mathematics block", less pull-out
[b] Mentoring, tutoring, in-class support, support from all teachers, small group instruction, accommodations during instruction and testing, more ESOL staff so groups are smaller to meet individual needs
[c] Includes increased use of plug-in model and having ESOL teachers during the reading and mathematics block
[d] E.g., Dual language program is ideal, more co-teaching situations, team teaching, new comers need more support, plug-in support needs to be developed, splitting the 40–50 minute block to smaller blocks, monitor pacing

Table D14
Approaches to Improve Mathematics Achievement of ELLs (N=152)

| | Responses | |
|---|---|---|
| Changes needed in math (multiple responses) | *N* | % |
| Provide more ESOL program support: and increase involvement of ESOL teachers during mathematics; increase coordination of MCPS and ESOL curricula, collaboration for planning co-teaching or team teaching with the ESOL teacher. | 57 | 37.4 |
| Emphasize strategies for building language and vocabulary. | 17 | 11.2 |
| Increased differentiation and hands-on activities, provide assessments worded to discover student's math understanding and assessments, grouping strategies for explicit instruction. | 17 | 10.2 |
| Ensure mastery of mathematics curriculum (more problems with scaffold problem solving, time to develop skills, concentration on basic skills, more interventions). | 11 | 7.2 |
| Minimize pull out from mathematics for ESOL. ESOL students miss too much instruction. | 8 | 5.3 |
| Miscellaneous[a] | 36 | 23.6 |

*Note*. Responses are drawn from an open-ended item. The percentage of responses may exceed 100% because respondents provided more than one response. Response categories are ordered by the total percentage of respondents.

[a] E.g., professional development, dual language instruction and assessments, assessments worded to discover student's math understanding, increase dual-language instruction, events to involve parents, extended learning opportunities, additional instructional resources for students and teachers, more time with math content coach

Table D15
Approaches to Improve Achievement in Reading Achievement (N=159)

| | Responses | |
|---|---|---|
| Changes needed in reading (multiple responses) | *N* | % |
| Provide more support from ESOL teacher particularly use plug-in model during reading block; increase collaboration and planning among non-ESOL and ESOL teachers. | 39 | 30.9 |
| Intensify instruction on reading, writing, and provision of intervention, grouping strategies. | 23 | 14.5 |
| Continue focus on language and vocabulary development. | 19 | 11.9 |
| Decrease pull out particularly during reading block. | 16 | 10.1 |
| Miscellaneous[a] | 42 | 31.9 |

*Note*. Responses are drawn from an open-ended item. The percentage of responses may exceed 100% because respondents provided more than one response. Response categories are ordered by the total percentage of respondents.

[a] E.g., increased ESOL staff, align curricula, extended learning opportunities, summer programs, field trips way to balance time between ESOL and other special services, smaller classes, monitoring, Dual language program, family events

Table D16
Suggestions to Increase Academic Language Development (N=129)

| Changes needed in academic language (multiple responses) | Responses | |
|---|---|---|
| | *N* | % |
| Broaden scope of instruction: intensify practice in reading, writing, listening, and speaking and increase instructional resources and materials; integrate vocabulary instruction in all subjects. | 38 | 29.5 |
| Provide ESOL teacher support during the mathematics and reading instruction. | 16 | 12.4 |
| Provide extended learning opportunities and events to broaden experiences of students and their parents. | 14 | 10.9 |
| Miscellaneous[a] | 45 | 35.0 |

*Note*. Responses are drawn from an open-ended item. The percentage of responses may exceed 100% because respondents provided more than one response. Response categories are ordered by the percentage of respondents.
[a] E.g., increase staff, decrease pullout, allow more time to learn English, and collaboration and co-teaching, continue support after exiting ESOL, having smaller groups, more creative opportunities for students to express themselves, expand dual language program, higher expectations, and more interventions