


Office of the Superintendent of Schools  
MONTGOMERY COUNTY PUBLIC SCHOOLS  
Rockville, Maryland

May 2, 2011

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools 

Subject: White Paper on the Multidisciplinary Educational Training and Support Program

In response to inquiries by the Members of the Board of Education concerning programming and staffing recommendations for the Multidisciplinary Educational Training and Support (METS) Program, I have asked staff to prepare an in-depth response. The attached White Paper includes information about the history of the program, enrollment and staffing data, current research on supporting students with interrupted formal education, local and national benchmarking information, and Montgomery County Public Schools' rationale for recommended changes for Fiscal Year 2012.

We remain committed to providing effective academic instruction, as well as social and emotional support to students with interrupted formal education consistent with current research and local and national benchmarking. If you have any questions, please contact Mr. Erick J. Lang, associate superintendent, Office of Curriculum and Instructional Programs, at 301-279-3411.

JDW:jls

Attachment

Copy to:  
Mr. Bowers  
Dr. Lacey  
Mr. Lang



## **MONTGOMERY COUNTY PUBLIC SCHOOLS**

### **MULTIDISCIPLINARY EDUCATIONAL TRAINING AND SUPPORT PROGRAM**

#### **BACKGROUND**

The Multidisciplinary Educational Training and Support (METS) Program in Montgomery County Public Schools (MCPS) was initiated in 1983–1984 as a means to provide basic skills support to English for Speakers of Other Languages (ESOL) students who enrolled in MCPS having had minimal or interrupted formal education in their countries of origin. Itinerant ESOL teachers traveled to schools to provide direct services to METS students. Students also received instruction and support to facilitate their adjustment to both the academic and social aspects of the school environment and articulation to non-METS classes. On average, students spent two to three years in the METS Program before demonstrating the literacy and number skills needed to transition into the regular ESOL program.

Takoma Park Junior High School was the first school to house a METS Program in 1983–1984. Between 1984–1987, five additional sites were established, serving 81 junior high school ESOL students in Grades 7–9. By 1991, the program was serving 185 ESOL students in six elementary schools and seven middle schools.

Beginning in 1980, the first high school-intensive ESOL Center was established at Northwood High School to serve high school-age ESOL students. From 1981–1987, additional high school ESOL Centers were established at Montgomery Blair, Richard Montgomery, Wheaton, Albert Einstein, and Walter Johnson high schools. During this time, ESOL Center high schools throughout the county were staffed with an ESOL resource teacher, ESOL teachers, and paraeducator support, allowing for a comprehensive range of ESOL programs and services for high school students, including services for students with interrupted formal education. As the ESOL population grew and students with interrupted formal education enrolled in greater numbers in our high schools, METS programs were established at high school ESOL Centers to accommodate students who attended high schools with fewer METS-eligible students. Presently, high school METS sites are located at 8 of the 18 MCPS ESOL Center high schools.

#### **CURRENT METS PROGRAM**

##### **Identification and Placement of Students**

Students may be referred to the METS Program by staff in Residency and International Admissions, the ESOL Testing and Achievement Center, school staff members, or by a parent or other family member.

Students are eligible to attend the METS Program when—

- they score Low Beginning or High Beginning on the state-mandated English language proficiency test, Language Assessment System (LAS) Links;
- they have had a minimum of a two-year gap in schooling;
- their age is appropriate for at least Grade 3 placement; and
- they function at more than three years below grade level in mathematics.

Once students are identified as eligible for METS services, they are assigned to a METS site. For 2010–2011, there are 23 METS sites. The following tables display enrollment figures for schools with METS programs, as of March 18, 2011. These figures are inclusive of the students who will exit the METS Program at the end of the current school year as a result of completing METS Program requirements. With 280 students currently enrolled in METS, the program is 170 seats under its capacity of 450 students.

**Table 1. Location, Capacity, and Empty Seats in METS Classes, FY 2011**

Elementary School Programs	Elementary School Programs		Middle School Programs	Middle School Programs		High School Programs	High School Programs	
	Number Seats	Empty Seats		Number Seats	Empty Seats		Number Seats	Empty Seats
Broad Acres	15	10	Eastern	15	2	Bethesda Chevy Chase	15	9
Cresthaven	15	9	A. Mario Loiederman	15	4	Montgomery Blair	30	9
Oak View	15	6	Montgomery Village	15	2	Albert Einstein	30	17
Sargent Shriver	15	0	Neelsville	15	2	Gaithersburg	30	0
South Lake	30	12	Parkland	15	10	Quince Orchard	30	16
<b>Total</b>	<b>90</b>	<b>37</b>	Redland	15	10	Richard Montgomery	15	2
			Sligo	15	8	Springbrook	30	20
			Takoma Park	15	7	Wheaton	30	11
			Julius West	15	2	<b>Total</b>	<b>210</b>	<b>84</b>
			White Oak	15	2			
			<b>Total</b>	<b>150</b>	<b>49</b>			

## METS Instruction

### *Elementary School Program*

The METS Program presently is offered through self-contained classes in five elementary schools. Eligible students in Grades 3–5 receive instruction in ESOL as well as differentiated mathematics and reading instruction via the MCPS curriculum and other resources. A newly revised instructional sequence for Tier 1 and Tier 2 METS elementary school students (Appendix A) provides clear guidance for teachers regarding how to meet the students' instructional needs by providing access to the MCPS curriculum. This guidance has had a beneficial effect on enabling schools to offer more inclusive METS programs, such as the

models used for Tier 2 METS elementary school students at Sargent Shriver and South Lake elementary schools. In schools in which there are large numbers of ESOL students, such as Sargent Shriver and South Lake elementary schools, administrators, along with school leadership teams, are finding it more beneficial to provide services to younger, high-needs ESOL students within the general education environment with plug-in and/or pull-out itinerant services. Professional development and instructional supports also are provided to build teachers' capacity to ensure that they have the knowledge and skills essential to respond to the intensive needs of METS students. Additionally, bilingual ESOL parent outreach and counseling supports are provided to METS students and their families to address the sociocultural needs unique to the METS student population.

### ***Middle and High School Program***

In addition to ESOL classes that promote the acquisition of English language skills, other support classes designed to accelerate the development of literacy and mathematics skills for METS students are offered in 10 middle schools and 8 high schools that serve METS-eligible students. These courses include Reading Instructional Goals for Older Readers<sup>®</sup> (RIGOR), a program specifically designed to support the literacy skills of adolescents who have limited or interrupted education, and Language of Math, a locally developed ESOL course that builds basic mathematics skills. A newly revised instructional sequence for Tier 1 and Tier 2 middle school METS students (Appendix B) and a newly revised instructional sequence for Tier 1 and Tier 2 high school METS students (Appendix C) provide clear guidance for teachers on how to meet students' instructional needs so that they can develop the essential academic skills in English to exit the METS Program within two years. Ongoing professional development and instructional supports provided to teachers over the past several years have built their capacity to meet the intense academic needs of secondary-level METS students. Additionally, bilingual ESOL parent outreach and counseling supports are provided to METS students and their families to address the unique sociocultural needs of the METS student population.

### **ESOL and METS Enrollment Trends and Resources**

Although the overall enrollment of ESOL students in MCPS has increased over the past three years, most of this growth has been at the elementary school level. High schools have observed a downward trend in ESOL student enrollment for the past three years, while middle schools have seen a decrease in ESOL student enrollment for two of the past three years, with the current year's enrollment showing an increase of 62 students.

**Table 2. ESOL Enrollment Trends, FY 2008–FY 2011**

	<b>FY 2008</b>	<b>FY 2009</b>	<b>FY 2010</b>	<b>FY 2011</b>
Elementary School	11,572	12,523	13,949	15,092
Middle School	1,754	1,605	1,388	1,450
High School	2,605	2,518	2,332	2,193
<b>Total Enrollment</b>	<b>15,931</b>	<b>16,646</b>	<b>17,669</b>	<b>18,735</b>

In contrast to the overall increase in ESOL enrollment, the METS Program has experienced decreasing enrollment trends at the elementary, middle, and high school levels for the past two years, as indicated in Table 3. The total decrease over two years was 149 students, with a decrease of 18 students in elementary school, 48 students in middle school, and 83 students in high school. In addition, improved METS instruction and assessment, more efficient and effective programming options, and clear identification and exit criteria also have contributed to the decrease in the number of METS students.

**Table 3. METS Enrollment Trends, FY 2008–FY 2011**

	<b>FY 2008</b>	<b>FY 2009</b>	<b>FY 2010</b>	<b>FY 2011</b>
Elementary School	71	71	58	53
Middle School	144	149	105	101
High School	155	209	171	126
<b>Total</b>	<b>370</b>	<b>429</b>	<b>334</b>	<b>280</b>

Each METS class has the capacity to serve 15 students. Due to the decreasing enrollment of students requiring METS programming, presently, METS classes are underenrolled at all levels. Table 4 reflects the underutilization of teacher and paraeducator resources for 2010–2011.

**Table 4. METS Enrollment and Staffing, FY 2011**

	<b>Enrollment Capacity</b>	<b>Enrollment</b>	<b>Empty Seats</b>	<b>Number of Teachers (FTE)</b>	<b>Number of Paraeducators (FTE)</b>
Elementary School	90	53	37	6	4.5
Middle School	150	101	49	10	7.5
High School	210	126	84	7	7.0
<b>Total</b>	<b>450</b>	<b>280</b>	<b>170</b>	<b>23</b>	<b>19</b>

#### **RESEARCH ON STUDENTS WITH INTERRUPTED FORMAL EDUCATION**

According to studies conducted by research scientist Dr. Margarita Calderón of Johns Hopkins University (Calderón 2008), Students With Interrupted Formal Education (SWIFE) in Grades 4–12 generally exhibit one or more of the following characteristics:

- They are newcomers with at least two years of interrupted education in their country of origin.
- They began schooling in the U. S., returned to their country of origin for a period of time, and then returned to the U. S.
- They attended kindergarten in English, Grades 1 and 2 in their native language, then moved into Grade 3 in English.

- They have attended U.S. schools since kindergarten but, due to ineffective instruction, possess language and literacy gaps.
- They have attended one school for several months, moved to another school for several months, and may have not attended school during the period between both schools.

As reported by Robertson and Lafond (2008), in a review of the literature on SWIFE, the U.S. Department of Education, Office of English Language Learning and Migrant Education, indicates that additional support and instruction in the basic skill areas are needed for SWIFE as a result of literacy and academic gaps, frustration, high drop-out rate, and stress. There is, however, no conclusive evidence to suggest the environment in which specific academic instruction and social/emotional support services should take place.

Some of the recommendations outlined by Robertson and Lafond (2008) for providing an effective instructional program for SWIFE include the following options:

- Considering how standards and the curriculum can be adapted so that students learn critical material in a way that is effective, accessible, and age-appropriate. (Office of English Language Learning and Migrant Education, 2008, p. 3).
- Providing intensive literacy/language instruction. Many researchers and educators are implementing new programs designed to teach adolescent readers the basics of literacy. (Office of English Language Learning and Migrant Education, 2008, p. 6).
- Building supportive environments that respond to the immediate social, cultural, and linguistic needs of immigrant adolescents with limited schooling. (Spaulding, Carolino, & Amen, 2004, p. 11).
- Creating collaboration models across high school academic departments to support simultaneous linguistic and academic development. (Spaulding, Carolino, & Amen, 2004, p. 11).
- Teaching students learning strategies that they can use in the future. (Office of English Language Learning and Migrant Education, 2008, p. 28).

## **BENCHMARKING**

Districts across the nation face the challenges associated with SWIFE. Comparisons of several districts have revealed a variety of program models, ranging from full inclusion with pull-out support to self-contained newcomer centers, with the majority of self-contained programs established at the secondary level.

- In St. Paul Public Schools, elementary students are served in a full-inclusion model, with pull-out support designed to address specific needs, such as posttraumatic stress disorder or lack of academic progress.

- In Fairfax County Public Schools, students are integrated in the regular classroom and receive pull-out support as needed in elementary schools. Students receive ESOL and sheltered-content classes in secondary schools, with a separate class for a large number of students with significant literacy gaps, if needed.
- In New York City Public Schools, students are identified and served at their home school with existing school staffing. Schools have the responsibility to design their own SWIFE program, which can include transitional bilingual education, ESOL classes, and newcomer programs, as well as after-school, Saturday school, and tutorial programs.
- In Prince George's County Public Schools, elementary school students are fully included. Support for students occurs at the secondary level, with extra classes to support literacy, mathematics, and social studies skills.

## **RATIONALE FOR CHANGE**

To address decreasing enrollment trends for SWIFE, the underutilization of METS resources, recent programmatic improvements to the METS Program, input from multiple stakeholder groups (Appendix D), and research on meeting the unique instructional needs of these students, several program adjustments have been recommended for the 2011–2012 school year. These adjustments will ensure that METS students at all levels continue to receive the support necessary to meet their academic and social/emotional needs in their home elementary school, middle school METS sites, or high school ESOL Center.

### **Elementary School METS**

At the elementary level, METS students will be served in their home schools, beginning in the 2011–2012 school year. This practice is consistent with the research and local and national benchmarking information that supports a more inclusive environment for younger ESOL students with interrupted education. It is estimated that 32 elementary schools will serve their own METS students, with METS enrollment projected to be between one and four students per school. Five schools with three or four returning METS students were allocated additional staffing. Of the nine schools receiving two METS students, seven were allocated additional staffing. Six of the 18 schools receiving one METS student were allocated additional staffing. ESOL staffing is based on the combination of non-METS ESOL students and METS students. Therefore, although staffing allocations were adjusted for returning METS students, if the non-METS ESOL student enrollment decreased, the total ESOL staffing may not have increased for FY 2012.

In accordance with the research-based recommendation to adapt curricula so that students can learn critical material in a way that is effective, accessible, and age-appropriate, ESOL teachers will use the adapted MCPS curricula (Appendix A). Additionally, METS students will continue to receive itinerant, bilingual ESOL counseling services from ESOL transition counselors in the Division of ESOL/Bilingual Programs. Division staff also will continue to provide bilingual



parent outreach services to METS families. ESOL and classroom teachers will receive professional development support to build their capacity to meet the needs of METS students. Changes to the elementary school program will result in an overall savings of 3.0 Full-time Equivalent (FTE) ESOL teacher positions and 3.0 FTE ESOL paraeducator positions.

### **Middle School METS**

At the middle school level, there will be three fewer METS sites, reducing the total number of sites to seven. Eastern, A. Mario Loiederman, Montgomery Village, Neelsville, Takoma Park, Julius West, and White Oak middle schools will continue to offer the METS Program, with each school receiving 1.0 FTE ESOL teacher position and a .75 FTE paraeducator position, for a total of 7.0 FTE ESOL teacher positions and 5.25 FTE paraeducator positions. Parkland, Redland, and Sligo middle schools will not offer the METS program next year. Students will continue to receive METS instructional support and itinerant, bilingual ESOL counseling services from ESOL transition counselors in the Division of ESOL/Bilingual Programs at one of the remaining seven middle school METS sites. Division staff will continue to provide bilingual parent outreach services to METS families and professional development support to ESOL and classroom teachers to build their capacity to meet the needs of METS students. This efficiency will result in an overall savings of 1.0 FTE ESOL teacher position and a .75 FTE paraeducator position.

### **High School METS**

At the high school level, all METS students will be served in one of the high school ESOL Centers. Eighteen of 25 high schools in MCPS are designated as ESOL Centers at which there is a concentration of ESOL teachers, paraeducators, and a school-based ESOL/bilingual resource counselor to provide a continuum of services for ESOL students, including those with limited formal education. High schools have been allocated additional ESOL staffing to enable them to offer courses to meet the needs of METS students. In addition to METS instructional support, METS students will continue to receive itinerant, bilingual ESOL counseling services from the school-based high school ESOL counselors. Staff in the Division of ESOL/Bilingual Programs will continue to provide bilingual parent outreach services to METS families and professional development support to ESOL and classroom teachers to build their capacity to meet the needs of METS students.

Table 5 reflects staffing for those high school ESOL Centers projected to have additional METS students in 2011–2012. It is important to note that staffing guidelines for high school METS programming are comparable with those in previous years. Prior to FY 2012, each METS Program site (15 students) was allocated a .5 FTE teacher position and a .5 FTE paraeducator position.

**Table 5. Staffing Guidelines for High School ESOL Centers, FY 2012**

<b>Projected Enrollment, Returning High School METS Students</b>	<b>Number of ESOL Center Schools</b>	<b>Additional ESOL Teacher Position (FTE)</b>	<b>Additional Paraeducator Position (FTE)</b>
4-10	9	.4	.5
11-17	2	.6	.5
18 or more	2	.8	.5

**CONCLUSION**

MCPS remains committed to meeting the needs of students with interrupted formal education. Consistent with research-based best practices and benchmarking information, secondary-level METS-eligible students will continue to receive services at one of the seven remaining middle school METS sites or 18 ESOL Center high schools. Staffing at these sites will allow for self-contained English language classes as well as other specialized courses that build basic literacy and mathematics skills. At the elementary school level, where the potential education gap is narrower, students will receive ESOL instructional support in a more inclusive environment, with itinerant plug-in and pull-out services, as appropriate. Research and benchmarking information support a more inclusive environment for younger students with interrupted or limited education.

Additionally, METS-eligible students will continue to receive itinerant, bilingual ESOL counseling services from ESOL transition counselors in the Division of ESOL/Bilingual Programs. Division staff also will continue to provide bilingual parent outreach services to METS families. ESOL and classroom teachers will receive professional development support to build their capacity to meet the needs of METS students, regardless of the environment.

The programmatic changes outlined in this paper will support ongoing, research-based enhancements that are critical to closing the educational gaps for such students so that they can access the regular MCPS curriculum as quickly as possible. With fluctuations in enrollment occurring over the next several months, as a result of mobility of students as they complete the current program exit requirements, staffing to support the needs of students with interrupted formal education will be closely monitored in all schools to ensure that resources are adjusted as needed.

**Montgomery County Public Schools  
Elementary School METS Instructional Sequence, 2011–2012**

Content Area	Tier 1* Curriculum	How we measure progress	Suggested Teacher	Tier 2 Curriculum	How we measure progress	Suggested Teacher
<b>Reading</b>	MCPS Grades K–1 Reading Curriculum (differentiated instruction); Other leveled texts	Ongoing running records	ESOL	MCPS Grades 2–3 Reading Curriculum (differentiated instruction)	MAP-R; Ongoing running records of appropriate-level books	Classroom
<b>Writing</b>	MCPS Grades K–1 Writing and Handwriting Curriculum	Writing rubrics	ESOL	MCPS Grades 2–3 Writing and Handwriting Curriculum	Writing rubrics, teacher observation, conferencing, checklists, etc.	Classroom
<b>Math</b>	MCPS Grades 1–2 Math Curriculum (differentiated instruction)	MCPS math formative assessments	Classroom	MCPS Grade 3–4 Math Curriculum (differentiated instruction)	MCPS math formative assessments	Classroom
<b>ESOL</b>	Newcomers Guide (first six months) and Grade 1 ESOL Curriculum	ESOL common tasks	ESOL	Grade 2 ESOL Instructional Guide	ESOL common tasks	ESOL
<b>Science</b>	MCPS Grade 3 Science Kits (differentiated instruction)	Teacher-developed performance-based assessments	Classroom	MCPS Grade 4 Science Kits (differentiated instruction)	Teacher-developed performance-based assessments	Classroom
<b>Social Studies</b>	MCPS Grade 3 Social Studies Curriculum	Teacher-developed performance-based assessments	Classroom	MCPS Grade 4 Social Studies Curriculum	Teacher-developed performance-based assessments	Classroom

MAP-R = Measures of Academic Progress-Reading

\*It is recommended to place METS students in the regular science and social studies classes, with appropriate differentiation of instruction provided. Students may be placed in advanced to higher levels when ready. In some cases, students may skip a level, as appropriate. *Revised on 03/16/2011*



Montgomery County Public Schools  
Middle School METS Instructional Sequence 2011–2012

Content Areas	TIER 1: FOUNDATION PHASE COURSES <sup>1</sup>	TIER 2: TRANSITION PHASE COURSES <sup>2</sup>	1 <sup>ST</sup> YEAR AFTER EXITING METS COURSES
<b>READING</b> (double period is recommended)	<b>Basic Reading</b> Course Code: 1009 Curriculum: RIGOR Level 1 Program	<b>Developmental Reading</b> Course Code: 1008 Curriculum: RIGOR Level 2 Program	<b>MS Read 180</b> Course Code: 1012 Curriculum: READ 180 (with L Book)
<b>MATH</b> (single or double period, as appropriate)	<b>Language of Math A/B</b> Course Code: 1230/1237 Curriculum: METS Tier 1-Mathematics Instructional Sequence + LOM Resource	<b>Language of Math A/B or Math 6</b> Course Code: 1230/1237/3016 Curriculum: METS Math Tier 2-Instructional Sequence (Math 6 w/condensed 7–8 sequence)	<b>Grade 7 or 8 Math</b> Course Code: 3016/3017 MCPS curriculum
<b>ESOL</b> (double period)	<b>ESOL 1</b> Course Code: 1221 + METS course suffix Curriculum in pilot	<b>ESOL 1</b> Course Code: 1221 Curriculum: Milestone Intro Program Students ready for Milestone A should be placed in ESOL 2	<b>ESOL 2</b> Course Code: 1222 Milestone Level A program
<b>SOCIAL STUDIES</b> (single period)	<b>Not recommended for Tier 1 METS to allow for scheduling of priority courses</b>	<b>U.S. Culture Past and Present A/B</b> Course Code: 1239/1240 METS Social Studies or other appropriate sheltered social studies course	<b>Grade 6 Social Studies</b> (Sheltered course is recommended if available) (differentiated instruction) MCPS curriculum
<b>SCIENCE</b> (single period)	<b>Not recommended for Tier 1 METS</b>	<b>Grade 6 Science or other sheltered science course, if appropriate</b> (differentiated instruction) MCPS curriculum	<b>Grade 7 Science or other sheltered science course, if appropriate</b> (differentiated instruction) MCPS curriculum
<b>RECOMMENDED ELECTIVES</b>	<b>Recommended MCPS elective</b> (including Fine Arts, Physical Education, Career Pathway classes, or World Languages)	<b>Academic Language A/B</b> Course Code: 1228/1229 MCPS ESOL curriculum <b>Recommended MCPS elective</b> (including Fine Arts, Physical Education, Career Pathway classes, or World Languages)	<b>Recommended MCPS elective</b> (including Fine Arts, Physical Education, Career Pathway classes, or World Languages)

<sup>1</sup> METS students are assigned to Tier 1 or Tier 2 courses (as appropriate) based on the skill levels outlined in the METS Program benchmarks in reading and mathematics. Students may be placed in different tiers for reading and mathematics or advanced to higher levels when ready. In some cases students may skip a level, as appropriate. Various data points, including MAP-R, Diagnostic Online Reading Assessment (DORA), formative assessments, and classroom work, should be used to make placement decisions. Time in METS is not a factor for placement.

<sup>2</sup> METS reading and mathematics classes should receive priority when scheduling and staffing METS courses. It is recommended that Tier 2 METS ESOL students be included in the regular ESOL 1 class, with appropriate differentiation provided.



**Montgomery County Public Schools  
High School METS Instructional Sequence 2011–2012**

Content Areas	TIER 1: FOUNDATION PHASE COURSES <sup>1</sup>	TIER 2: TRANSITION PHASE COURSES <sup>2</sup>	1 <sup>ST</sup> YEAR AFTER EXITING METS COURSES
<b>READING*</b> (double period is recommended)	<b>Basic Reading</b> Course Code: 1145 Curriculum: RIGOR Level 1 Program	<b>Developmental Reading</b> Course Code: 1143 Curriculum: RIGOR Level 2 Program	<b>Academic Reading A/B</b> Course Code: 1139/1140 Curriculum: READ 180 (with L Book support)
<b>MATH<sup>†</sup></b> (double period may be recommended)	<b>Language of Math A/B</b> Course Code: 1243/1244 Curriculum: METS Tier 1 Secondary Mathematics Instructional Sequence	<b>MAPS A/B</b> Course Code: 3113/3114 Curriculum: METS Tier 2 Secondary Mathematics Instructional Sequence	<b>Algebra 1A/B (+ Related Math)</b> Course Code: 3111/3112 (3231/3232) MCPS curriculum
<b>ESOL</b> (double period)	<b>ESOL 1 A/B</b> Course Code: 1201 + 1217/1211 + 1218 Curriculum: Milestones Intro program (Approved schools only may use the METS ESOL 1 A/B pilot course code: 1253/1254)	<b>ESOL 1 A/B</b> Course Code: 1201 + 1217/1211 + 1218 Curriculum: Milestones Intro program Only students ready for the Milestones A curriculum level should be placed in ESOL 2	<b>ESOL 2 A/B</b> Course Code: 1202 + 1219/1212 + 1220 Milestones Level A program (for ESOL 2) Exiting METS students may be placed in ESOL 3, if appropriate)
<b>SOCIAL STUDIES</b> (single period)	<b>Not recommended for students functioning at the METS Tier 1 level in reading. Other students may be scheduled according to Tier 2 courses.</b>	<b>U.S. Culture: Past and Present A/B</b> (Course Code: 1246/1247) or other appropriate sheltered social studies course	<b>Modern World History</b> or other appropriate social studies course (sheltered course is recommended if available)
<b>SCIENCE</b> (single period)	<b>Not recommended for students functioning at the METS Tier 1 level in reading. Other students may be scheduled according to Tier 2 courses.</b>	Students <i>may be</i> assigned a sheltered science course, if appropriate	<b>Matter and Energy</b> or other appropriate science course (sheltered course is recommended if available)
<b>RECOMMENDED ELECTIVES</b>	<b>Recommended MCPS elective</b> (including Fine Arts, Physical Education, Career Pathway classes, or World Languages)	<b>Academic Language A/B</b> Course Code: 1241/1242 <b>Recommended MCPS elective</b> (including Fine Arts, Physical Education, Career Pathway classes, or World Languages)	<b>Recommended MCPS elective</b> (including Fine Arts, Physical Education, Foundations of Technology, Career Pathway classes, or World Languages)

<sup>1</sup> METS students are assigned to Tier 1 or Tier 2 courses (as appropriate) based on the skill levels outlined in the METS Program benchmarks in reading and mathematics. Students may be placed in different tiers for reading and mathematics or advanced to higher levels when ready. In some cases, students may skip a level, as appropriate. Various data points, including MAP-R, DORA, formative assessments, and classroom work, should be used to make placement decisions. Time in METS is not a factor for placement.

<sup>2</sup> METS reading and mathematics classes should receive priority when scheduling and staffing METS courses. It is recommended that Tier 2 METS ESOL students be included in the regular ESOL 1 class, with appropriate differentiation provided.





**Montgomery County Public Schools  
Multidisciplinary Educational Training and Support Program  
Communication Plan, FY 2011**

Date	Stakeholder Group
November 17, 2010	High School Principals Advisory Group (OCIP)
November 23, 2010	Elementary School Principals Advisory Group (OCIP)
November 30, 2010	Community superintendents
December 9, 2010	Division of ESOL METS and SEPA specialists— Ms. Vicki Medina and specified specialists only
December 14, 2010	ESOL counselors and ESOL parent outreach staff
December 14, 2010 and March 3, 2011	Labor Management Collaboration Council— Elementary, middle, and high school ESOL teacher representatives
December 16, 2010	High school resource counselors
December 17, 2010	Division of ESOL METS and SEPA specialists (remaining specialists not already met with)
	Division of ESOL Parent Outreach Team
	Division of ESOL Counseling Team
	School-based ESOL counselors
December 22, 2010	High School ESOL resource teachers
January 5, 2011	ESOL Bilingual Advisory Committee
February 4, 2011	Elementary school curriculum update meeting
February 15 and 17, 2011	Elementary school METS parents focus groups
February 22, 2011	Middle School METS parents focus groups
March 1, 2011	High School METS parents focus groups

SEPA = Students Engaged in Pathways to Achievement

