

## Advisory Team: English Learners

MINUTES

SEPTEMBER 19, 2016

4:00 TO 6:00 PM

PLYMOUTH STATE UNIV.  
CONCORD, NH

ADVISORY TEAM LEAD	Aaron Hughes (NH DOE)
NOTE TAKER	Denis Jobin (typed by Marie Blanchard and Aaron Hughes)
ATTENDEES	Wendy Perron, Nancy Morse, Denis Jobin, Mark Jackson, Sarah Dubois, Jean Fahey, Judy Sharkey, Mariane Robert, Gordana Varagic, Danielle Boutin
OBSERVERS	<i>none</i>
PRE-READ MATERIALS	Google Drive: EL Advisory > ELL Folder > <a href="https://drive.google.com/drive/folders/0B6nc-cvbcskZzJRS1BUnNEa1E?usp=sharing">https://drive.google.com/drive/folders/0B6nc-cvbcskZzJRS1BUnNEa1E?usp=sharing</a>

DISCUSSION	
	<p><b>A. How will accountability and reporting work?</b></p> <ol style="list-style-type: none"> <li>a. Committee will have to propose a minimum (N-size=10) for accountability. Currently 44% of districts and 12% of schools have 10+.</li> <li>b. ESSA shifts the lens to the school level. In terms of N-size, How low is possible? How will this fit with an emerging statewide consortium?</li> </ol> <p><b>B. Analyzing 2013-2015 ELP data</b></p> <ol style="list-style-type: none"> <li>a. What seems accurate or inaccurate about the data?               <ol style="list-style-type: none"> <li>i. Oral language and receptive language grows more rapidly than literacy and expressive language. Writing scores markedly trail. Composite growth largely parallels writing.</li> <li>ii. The number of students tested seems off especially yr. 0</li> <li>iii. Data we'd like to see:                   <ol style="list-style-type: none"> <li>1. The grade/age when students enter – separated out for students with learning disabilities</li> <li>2. Analysis according to program type and population</li> <li>3. Performance on ACCESS© compared to assessment for mainstream students</li> <li>4. Shift to on-line testing Content does not get more academically challenging</li> <li>5. Change in ACCESS© test = linguistic complexity</li> </ol> </li> </ol> </li> <li>b. What is the best way to determine interim measures and long term goals?               <ol style="list-style-type: none"> <li>i. Disaggregating by groups and determining cohorts to follow over time.</li> <li>ii. Looking at groups of students and tracking growth (not using PLS, using raw scores?)</li> </ol> </li> <li>c. What is the definition of a long term EL?               <ol style="list-style-type: none"> <li>i. Students typically reach proficiency after 4-6 years of continuous education in the United States, without complicating factors (Dual-identified, Low SES, etc.).</li> <li>ii. A student who speaks a language other than English <b>and</b> has not scored a proficient ACCESS© score within 5-7 years.</li> </ol> </li> </ol>

iii. Factors for long-term status may include:

1. Refugee status
2. Interrupted schooling
3. Special ED
4. No first language literacy
5. Families in transition (homeless)
6. Transiency

**C. Establish a definition of long term ELL's**

- a. How many years are typical? What to do with subgroups? Can there be percentage-type targets (80% of must pass by 7 years, allowing 20% to not meet proficiency due to other factors, such as Dual-Identified, low-SES, etc, rather than disaggregating into subgroups).
- b. How are these groups measured under other educational supports (SPED, Title I)? What kind of a measure reasonably accounts for individual student circumstances while holding schools accountable for providing adequate access and support?
- c. Can Dual-Identified student be exited? How can level/age at entry be considered in this definition?

**D. Next meeting to feature discussions of recently arrived EL's and standardized testing (SBAC).**

- a. The same system (no Language Arts/Science first year)? Opt-in to testing for first year EL's? Or a graduated system that does not measure the first year, measures growth only in the second, and accounts for reaching proficiency only starting by the third?

**CONCLUSIONS**

**Team continues to work on these tasks:**

- Creating a FAQs (ESSA and ELs in NH)
- Drafting uniform state guidance on identifying, exiting and monitoring ELs
- Drafting advisory statements regarding:
  - Defining "long-term" ELs
  - Testing "recently arrived" ELs
  - Measuring interim and long-term goals for ELs

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Review articles and studies shared in ELL Team Folder (Google Drive) <ul style="list-style-type: none"> <li>• Definitions of Long-term ELs</li> <li>• Guidance on Entrance and Exit Criteria</li> <li>• Research on Recently Arrived ELs and Testing</li> <li>• Incorporating English Learner Progress into State Accountability Systems</li> </ul>	All	10/17/16
Add/edit our list of <i>Community Members to Invite</i> (Google Drive)	All	continuous