

Advisory Team: English Learners

MINUTES

OCTOBER 17, 2016

4:00 TO 6:00 PM

PLYMOUTH STATE UNIV.
CONCORD, NH

ADVISORY TEAM LEAD	Aaron Hughes (NH DOE)
NOTE TAKER	Nicole Ponti (typed by Marie Blanchard and Aaron Hughes)
ATTENDEES	<p>Sarah Goldsack, Wendy Perron, Nancy Morse, Karen Boxell, Denis Jobin, Sarah Dubois, Danielle Boutin, Bob Cioppa, Mary Lou Donahoe, Nicole Ponti</p> <p>Members absent (working asynchronously): Jean Fahey, Judy Sharkey, Mariane Robert, Johanna McPhee, Katy O'Meara, Mark Jackson, and Gordana Varagic, Cynthia Proulx</p>
OBSERVERS	<i>none</i>
PRE-READ MATERIALS	<p>Google Drive: EL Advisory > ELL Folder > https://drive.google.com/drive/folders/0B6nc-AcvbcskZzJRS1BUUnEa1E?usp=sharing</p>

DISCUSSION	
	<p>A. Analysis of HLS – Questions, Comments and Process</p> <ul style="list-style-type: none"> a. Create – HLS Follow up form <ul style="list-style-type: none"> i. Add to the G folder b. Good: to keep the instructions, change to the top (format/box possible?) <ul style="list-style-type: none"> i. Adds purpose to the HLS c. Instructions <ul style="list-style-type: none"> i. Teachers/Secretaries? Instructions are necessary ii. *who administers HLS d. Districts all have different registration processes <ul style="list-style-type: none"> i. Online ii. Powerschool e. Uniform form for all districts f. Procedure for HLS <ul style="list-style-type: none"> i. Video training, link to guidance (Nicole Ponti webcast) ii. 5 minute video-cast, scripted iii. When to offer the translated/translator iv. FAQs v. Training for office staff, guidance, educators g. What is required for asking about other languages for trans/interpreter (transact) <ul style="list-style-type: none"> i. Languages that are the most significant to translate in most imp. Forms ii. Add required to school notes iii. change wording <ul style="list-style-type: none"> 1. notices – required documents 2. Would you like required school documents translated? If yes, what languages _____ h. Should we add more questions? <ul style="list-style-type: none"> i. Ask about parents who speak a different... ii. Please include all languages in your home iii. What is the primary language used in your home? iv. Regardless of the language spoken by the student

- i. *Need for a follow up interview
 - i. Revising the interview for (placed on To Do list)
 - ii. Possibly moving final 3 questions to interviewing document
- j. Suggestions
 - i. Add what languages (word) your child speaks most?
 - ii. Is possible to just the use 3 required questions?

B. Analysis of Change of Status—Questions, Comments and Process

- a. Categories of request
 - i. Withdraw from service
 - 1. Monitor type of plan
 - 2. Cont. with ACCESS watch growth
 - 3. improve example
 - a. Change to **remove from direct services** – (example)
 - b. Withdraw, monitor with testing
 - c. Committee would review these requests, 2-4 week response
 - 4. People will send new wording/examples for withdraw services

C. Discussion on Progress Monitoring Form (next to be drafted for all districts)

- a. Will this be conected to ESOL Database to contacts teachers like roster/mid-year?
- b. ELL *Rolling Record*, to document performance/growth
 - i. Annually
 - ii. Districts may have useful tool already
 - iii. Options for format
 - iv. What to include? Scores? Narratives
- c. Task – think about what to record
 - i. How to format
 - ii. What questions about EL/ELL, performance indicators and recommended accommodations?
- d. Aaron will post work in progress (1st draft)

D. Discussion of Non-regulatory Guidance and Measuring EL Growth

- a. review documents in folders
 - 1. Title III Guidance 2016 folder
 - 2. ASSESSMENT & Accountability (G Drive, green folder)
 - a. CCSO Webinar recording
 - i. Incorporating EL progress webinar/PPT (joint folder)

E. Upcoming:

- a. Form to measure growth
- b. How we will measure it
 - i. 8 growth/different trajectories/
 - ii. ___years vs. years of formal education
 - iii. formulas/set benchmarks
- c. How we present to Accountability Taskforce

CONCLUSIONS

Team analyzed its these revised Identifying, Monitoring and Exiting tools:

- Home Language Survey
- Change of Status Form

Discussed Progress Monitoring document and incorporating EL progress in State

accountability system		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Submit draft statement regarding Long-term ELs Continue to revise entrance and exit tools for uniform State procedures Continue to research options: Assessments for recently arrived ELs and Incorporating English Learner progress into State accountability systems	All	11/14/16
Add/edit our list of Community Members to Invite (Google Drive) Read Non-Regulatory Guidance for Title III & T3 Overview of NON Reg (G Drive>>ELL Team Folder) Create an FAQs (ESSA and ELs in NH)	All	continuous