A. Analysis of HLS – Questions, Comments and Process
   a. Create – HLS Follow up form
      i. Add to the G folder
   b. Good: to keep the instructions, change to the top (format/box possible?)
      i. Adds purpose to the HLS
   c. Instructions
      i. Teachers/Secretaries? Instructions are necessary
      ii. *who administers HLS
   d. Districts all have different registration processes
      i. Online
      ii. Powerschool
   e. Uniform form for all districts
   f. Procedure for HLS
      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)
      i. Languages that are the most significant to translate in most imp. Forms
      ii. Add required to school notes
      iii. change wording
         1. notices – required documents
         2. Would you like required school documents translated? If yes, what languages
   h. Should we add more questions?
      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 connect 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
<table>
<thead>
<tr>
<th>ACTION ITEMS</th>
<th>PERSON RESPONSIBLE</th>
<th>DEADLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit draft statement regarding Long-term ELs</td>
<td>All</td>
<td>11/14/16</td>
</tr>
<tr>
<td>Continue to revise entrance and exit tools for uniform State procedures</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Continue to research options: Assessments for recently arrived ELs and</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Incorporating English Learner progress into State accountability systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add/edit our list of <strong>Community Members to Invite</strong> (Google Drive)</td>
<td>All</td>
<td>continuous</td>
</tr>
<tr>
<td>Read Non-Regulatory Guidance for Title III &amp; T3 Overview of NON Reg (G Drive &gt;&gt; ELL Team Folder)</td>
<td>All</td>
<td></td>
</tr>
<tr>
<td>Create an FAQs (ESSA and ELs in NH)</td>
<td>All</td>
<td></td>
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</tbody>
</table>