

Minnesota English Learner Stakeholder Input Group (ELSIG)

Meeting Agenda

October 3, 2016

12:30 – 3:30 PM

Conference Center A Room CC 14

Welcome and Introductions

- **Ice Breaker** – A “Group culture” activity asked groups about the culture of their school environment around English Learners (ELs). Groups gave a one-word response which were: intense, energy, inclusive/responsive/safe, and responsive.
- **Purpose** – Discussed the English Learner Education priorities which include academic excellence, administration, and accountability. Details on what each of these mean can be found on the PowerPoint.
- **Group Norms** – Everyone was shown the agreed upon group norms which can also be revisited and altered according to the wishes of the ELSIG group. The actual norms can be found on the PowerPoint.

ELs and ESSA - Michael Diedrich and Leigh Schleicher (see PowerPoint)

Information shared:

Late last fall, the Every Student Succeeds Act (ESSA) was passed by Congress to replace No Child Left Behind (NCLB). ESSA is the reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. ESSA will still continue with its core elements such as testing, accountability and the testing of students, Title programs, etc. Title III accountability moves to Title I, and progress toward proficiency will be used as one indicator in the accountability measure under Title I. The ESSA presentation included a timeline of the ESSA State Plan Development. Right now, work groups are convening and in preparation for the state plan which will reflect information gathered from the public and from work groups around ESSA.

Many meetings for ESSA and the state plan are held in the evenings and Saturdays. The [MDE ESSA website](#) provides information on the committees and a variety of ways to get involved at all levels.

The ELSIG members can provide input for the EL working committee. There are choices around how the accountability will look for EL progress toward proficiency. The state has options to include former ELs for up to 4 years in the EL student group,

options for phasing in newly arrived ELs into the accountability system, and creating standardized EL entry and exit criteria.

Currently: Newly arrived ELs are defined as students who have attended US schools for less than 12 months. They are exempt from statewide reading for one administration. They must take math and science but can be excluded from Adequate Yearly Progress/Multiple Measurement Rating (AYP/MMR) proficiency calculations, but are included in participation calculations. They must take English language proficiency (ELP) assessments.

A committee has been working on the accountability component of the state plan.

Questions asked about:

- *Ways to ensure that EL students have exposure to the standards, ensuring equity for all students to receive federal funding – must have accountability funding and the accountability system needs to identify the bottom 5% of schools for improvement and provide technical assistance to those schools. Identification of those schools is used for improvement and for reporting.*
- *The new ways to gather and report information on various student groups. Those student groups will be reported, but that information is not used for accountability.*
- *The bottom 5% of schools and what that entails. It was asked if those schools are provided more money, or services, or write an improvement plan. ESSA does not offer new money for school improvement. Some new resources are offered to Title I schools, and there is just a portion set aside for school improvement.*
- *How schools and districts see being on the focus or priority list. Most that have shared seem to feel that they found the technical assistance helpful. Most want more help even later.*
- *How much weight the EL progress toward proficiency in the accountability measure will hold.*
- *Using multiple measures to determine EL proficiency, and how that will now change with ESSA. The state will be required to standardize EL entrance and exit procedures and include uniform criteria statewide which prohibits a local option. The criteria must be objective, reliable, and valid. Scores on content assessments cannot be included in exit criteria.*

Comments from ELSIG members include:

- *Using the same criteria for all students may be problematic and that students should have individual criteria.*
- *ACCESS data is not received for many months after a student tests. ACCESS testing is also given at a bad time during the school year; can we move the testing to the spring?*

Other thoughts on this topic:

- *There are many local variables in exit measures,*
- *Members wanted to know more about where the proficiency number comes from,*
- *Some districts send students out of the program early and then “monitor” them, so where does the cut-off happen?*
- *What research is available to prove where the Minnesota cut-off score is best?*
- *Procedures around the Home Language Questionnaire (HLQ) are needed*
- *What about interim progress measures?*

Break

Table Discussions were held on the following topics. Teachers rotated to each table at ten minute intervals.

- Migrant Education Needs
- Newcomers/SLIFE Needs
- Home Language/ Literacy Support

Wrap Up / Reminders

- Quick Survey: Future Topics / Webinar Ideas
- 2016 EL Coordinator Meetings – Oct. 13, 2016
- 2016 Fall MELEd Conference – Oct. 14 and 15, 2016