

ESSA English Learner Work Group

Update to ESSA Advisory Group

November 7, 2016

EL Work Group Summary

Summary of Meetings

Meeting #1 June 30, 2016

- Nevada State Mission, Vision, and Goals
- Purpose of ESSA English Learner Work Group
- Group Norms and Processes
- Review of Current Practices for English Learners in Nevada
- Group Input on Key Areas of Focus

Meeting #2 August 12, 2016

- Recommendations regarding English learners for the ESSA Accountability Work Group
- Recommendations regarding future funding for English learners in Nevada for NDE Leadership

Meeting #3 September 19, 2016

- Recommendations regarding standardized, statewide entrance and exit procedures for English learners in the state of Nevada

Meeting #4 October 18, 2016

- Recommendations regarding standardized, statewide entrance and exit procedures for English learners in the state of Nevada
- Recommendations regarding long-term English learners in Nevada

ESSA Requirements

Accountability for English Learners

- ESSA section 1111(c)(4)(B) State are to include an indicator in its statewide accountability system that annually measures progress in achieving English language proficiency.

Standardized, Statewide Identification and Reclassification Procedures

- ESSA section 3113(b)(2) States are to establish standardized, statewide entrance and exit procedures to identify and reclassify English learners.

Long-term English Learners

- ESSA section 3121(a)(6) States are required to report the number of English learners not achieving English language proficiency within five years of initial classification as an English learner.

EL Work Group Observations

- 1. Educator Capacity/Professional Development:** Nevada needs to continue to build teacher and administrator capacity to meet the needs of English learners through effective professional development.
- 2. Funding for English Learner Services:** Nevada needs to continue to provide funding to support quality services for English learners and for monitoring progress of reclassified English learners.
- 3. Accountability for English Learners:** Future accountability measures need to ensure that schools design instruction to ensure that English learners have equitable access to instruction that prepares them to be college and career ready.
- 4. Adequate Staffing:** Nevada needs to continue to address lack of effective educators in schools that serve large numbers of English learners.

Recommendation #1 - Accountability

(see pages 7-9 in EL Work Group Report)

- 1.A Use of Adequate Growth Percentile (AGP).
- 1.B English Learner Performance Reporting - Annually.
- 1.C English Learners Representation in the Accountability System.
- 1.D Weighted Calculations of English Learners in Nevada Accountability System.
- 1.E.i Former English Learners Represented in the Accountability System for 4 Years After Reclassification.
- 1.E.ii Inclusion of Recently Arrived English Learners in State Assessments.

Recommendation #2 – State Funding for English Learners

(see pages 10-12 in EL Work Group Report)

2.A The process for distribution of any increase in State funding for English learners should consider population of English learners. Any weighted formula should ensure funds are spent for English learners.

2.B Any additional funds should be used to expand services to new schools while maintaining existing services at already-established Zoom schools.

2.C Any guidelines about how those funds should be used should allow greater flexibility (e.g. 2% cap).

Recommendation #3 – Standardized, Statewide Identification and Reclassification Procedures

(see pages 13-14 in EL Work Group Report and Attachments)

- 3.A Adopt the proposed Nevada English Learner Program Flowchart.
- 3.B Convene multi-specialty expert work groups to establish formal protocols.
- 3.C Seek state funding to support reclassified English learners during monitoring period.

Recommendation #4 – Long-term English Learners

(see pages 15-16 in EL Work Group Report)

- 4.A Research Nevada data to determine reclassification patterns.
- 4.B Select either 5 or 6 years as Long-term English learner determination.
- 4.C Ensure districts provide effective language instruction educational models.
- 4.D Ensure all educators, including administrators, receive quality professional learning to meet the unique needs of long-term English learners.