ESEA REAUTHORIZATION ROUNDTABLE DISCUSSIONS
SUMMARY REPORT OF OCTOBER 19-20, 2009 EVENT

Prepared for

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Table of Contents

Appendices

Figures

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Introduction

On October 19-20, 2009, the Office of English Language Acquisition (OELA), in collaboration with the Office of Elementary and Secondary Education's Student Achievement and School Accountability Programs (OESE / SASA) staff, hosted a by-invitation-only roundtable. The purpose was to elicit suggestions for the reauthorization of Title III of the Elementary and Secondary Education Act (ESEA) in order to improve the education of English language learners. The report has been kept fairly brief, with key information only. There are several appendices that provide documentation and further detail for those who need greater information. **Comments and suggestions reported herein were made by invited participants and do not necessarily reflect the views or policies of the U.S. Department of Education, nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.**

Participants

Participants were invited with personal email notes from Richard Smith, Acting Assistant Deputy Secretary and Director of OELA. Invitees included Title III state and local education agency program directors, independent consultants, representatives from membership organizations (e.g., Council of Chief State School Officers, National Education Association, the National Council of La Raza), faculty and staff from institutions of higher education, for-profit entities such as textbook and test developing businesses, and non-profit entities or entities funded by the U.S. Department of Education (USDE). Overall, there were 45 invited participants who attended the Roundtable Discussion; these individuals are listed in Appendix A.

In addition, there were 25 participants from the USDE, including the recently-named Assistant Secretary for OESE, Dr. Thelma Meléndez de Santa Ana and Carmel Martin, Assistant Secretary for the Office of Planning, Evaluation, and Policy Development (OPEPD). Most of these individuals attended in order to observe the process and hear the suggestions of the invited participants. Finally, there were nine staff members from the OELA-funded National Clearinghouse for English Language Acquisition (NCELA) and NCELA subcontractors. These individuals helped to facilitate the Roundtable Discussions by acting as note-takers and helping to keep the discussion groups focused on the topics at hand. Participants from both of these groups are identified in Appendix B.

Overall, there were 79 participants in the Roundtable Discussions.

Structure of the Roundtable Discussions

The Roundtable Discussion was held over a 1.5-day period. Participants were welcomed and introductory remarks were made by Richard Smith, Acting Assistant Deputy Secretary, OELA; Zollie Stevenson, Jr., Director of SASA; Carmel Martin, Assistant Secretary, OPEPD; and José Rico, Special Assistant to the Assistant Secretary, OESE. Supreet Anand, Group Leader of OESE's Title III State Formula Group, provided participants with an overview of the day. (See Appendix C for a copy of the agenda for October 19.)

For the morning sessions, the invited participants were divided into seven groups; a facilitator from the Title III State Formula Group and a note-taker from NCELA also were assigned to each group. The participants were mixed by expertise so that each table had a cross-sectional group. For the afternoon sessions, the invited participants were divided into three groups; a facilitator from the Title III State Program Group and two note-takers from NCELA also were assigned to each group. The participants were identified so each group had participants with similar types of expertise. Participants in two groups were more curriculum-and-development oriented – including professional development providers, state and local education agency personnel, and so on. The third group included individuals who were more technically oriented with a focus on assessment and accountability.

Note-taker working with an engaged Breakout group of experts.

The note-takers maintained a record of the overall discussion points. In addition, they (or another person in the group) worked with the group-members to identify about five suggestions or ideas that they deemed to be the most important to consider during the reauthorization process. These suggestions or ideas were placed on large flip-chart paper and hung on the meeting room walls so all participants could see them. Well over 200 ideas and suggestions were generated.

At the end of the first day, the invited participants took part in a Gallery Walk. Each person was given 12 "votes" to disperse as they felt best – all in one place for one suggestion or idea, or distributed across several suggestions/ideas. These "votes" were tallied later to identify the suggestions/ideas that resonated the most with the larger group. While there were four ideas that clearly stood apart from the others (see the figures following, and the notes in the appendices for identification of these ideas), an idea that received any votes was considered "important."

The second day began with introductions and welcomes from Richard Smith and Dr. Thelma Meléndez de Santa Ana. Dr. Meléndez assured the participants of her commitment to ELL students, providing a brief autobiography that included her own entrance into school as an ELL. The agenda had been revised to meet the schedule demands of Dr. Meléndez (see Appendix D for the October 20 agenda, as revised).

The three afternoon groups from Monday provided a summary of their discussions, based on the Gallery Walk "voting" results. The group then divided back into their seven tables to discuss ways in which reauthorization could improve the Title III administrative program requirements. Upon returning to the large-group setting, the seven tables provided summaries of their Monday discussions, based again on the Gallery Walk "voting." They also gave overviews of their discussions of Title III administration.

The meeting ended with both Richard Smith and Zollie Stevenson, Jr., thanking participants, staff, and logistical coordinators for their participation. Dr. Stevenson briefly described some upcoming funding possibilities that can be used to improve the education of ELL students and encouraged participants to watch for these and consider applying for them. These included the following funding opportunities, some of which are discretionary and some of which are formula grants:

1. State Longitudinal Data Systems grants,
2. School Improvement Grants,
3. Race to the Top,
4. Investing in Innovation,
5. Teacher Incentive Fund,
6. State Fiscal Stabilization Fund,
7. Early Childhood Education, and
8. Title III State Grants.

The meeting ended shortly thereafter, but many participants stayed to discuss issues further with one another and/or with USDE staff.

Highlights of discussion on wall preparatory to Gallery Walk.

Breakout Groups of Experts #1

The participants were divided across seven tables, each with a USDE staff person to answer questions or clarify points of discussion and an NCELA-based note-taker (for a listing of individuals at each table, see Appendix E). Each group considered four topic areas, each with identified questions, for a total of 2.75 hours in the morning. The topics and guiding questions are listed below; each table discussed all four topics, but did so in different presentation orders. Also listed are the key points identified during the Gallery Walk as being of prime importance (see the figures); the contents of these discussions do not necessarily reflect the views or policies of the USDE.

There was one table that identified some issues that they felt were important, but that did not fit within the four topic-areas of discussion. These were included in the Gallery Walk "voting" and were considered important by other members of the larger group. These are listed in Figure 1.

Figure 1: Highlights of discussions not focusing on specific topic-areas

Table 3
- Overarching issues:
  - Need to convene integrated group around ESEA reauthorization that includes all Titled programs, general education/ELL/assessment content area
  - USDE should have comprehensive plan that includes ELLs in every strategy/area/funding stream

Turnaround of Lowest Performing Schools with ELLs.   The groups were asked to consider the three questions below.

- What are proven strategies that are currently being used to transform education for ELLs enrolled in low-performing schools and districts?
- What is the research based on effective instruction for ELLs?
- How can the ESEA best address the needs of ELLs to ensure students graduate from secondary school ready to succeed and compete in a global economy? (For the description of turnaround models currently used by USDE, and provided to participants, see Appendix F.)

Figure 2 lists the highlights, as determined by the Gallery Walk, of these discussions.

Figure 2: Highlights of discussions pertaining to **Turnaround of Schools**

Table 1
- Include mention of ELLs in turnaround models
    - Information about effective ELL programs including dual language, academic vocabulary, and heritage
    - Effective instructional strategies for ELLs for content teachers
    - Funding for schools that miss AMAOs

Table 2
- Need an aligned system of accountability between Title I and Title III (specifically incorporates ELLs)

Table 3, Table 4
No items were identified by the Gallery Walk as being of key importance.

Table 5
- Dual language schools
- Concerns about closing schools effect on community
- Research base for ELLs
    - Teach language through content
    - Support first language development

Table 6
- Provide flexibility in turnaround requirements to effect appropriate strategies at LEA and SEA levels (e.g., not required removal of principal/staff if AMAOs are not met)
- Provide federal support to continue to disseminate successful models for secondary school ELLs and long-term ELLs

Table 7
- High supports – focus Title III funds on
    - Accelerated academic achievement using more learning time
    - Targeted intervention for long-term ELLs
    - Strong academic literacy instruction tied to high standards across the content

"Voting" with colored dots during the Gallery Walk.

Innovative Models of Success for ELLs. The groups considered the three questions below.
- How could ESEA funds be targeted effectively to students, schools, and districts most in need? Are there models to look at which do this effectively?
- How can native and dual language instructional programs best be developed, implemented, and scaled up?
- What would effective instruction in these programs look like, and how could students' gains in language acquisition and content area knowledge best be measured?

Figure 3 lists the highlights, as determined by the Gallery Walk, of these discussions.

Figure 3: Highlights of discussions pertaining to **Innovative Models**

Table 1
- Include ELL needs across all ESEA Titles
- Funding for immigrant students should be based on number of immigrant students, not size of increase
- Balanced, valid, and reliable assessment systems which measure ELP and separate system to measure content and which emphasize higher order skills

Table 2
- Make the effective models available at district, school, and staff level
  - Internships
  - Symposiums
  - Webinars
  - In-service
  - MUTIPLE DELIVERY MODELS [sic]

Table 3, Table 4
No items were identified by the Gallery Walk as being of key importance.

Table 5
- Demonstration projects
  - On-line models
  - Newcomers
  - Refugees
  - Not formally schooled
  - Understanding of the needs of the older students

Table 6
- Create a national advisory board to advise the USDE on ELL practices
- Create a bilingual/dual language stream of research through What Works Clearinghouse, etc.
- Set aside funds to develop and disseminate innovative models for ELL/dual language instruction
- Identify and recognize LEAs with successful systemic models, including ELLs

Table 7
No items were identified by the Gallery Walk as being of key importance.

Creating a Human Capital Pipeline.   The groups considered the four questions below with regard to developing personnel.
- What are the needs of the field in terms of high-quality teachers of ELLs?

- What role could the ESEA serve in meeting these needs?
- How could schools and districts improve their capacity to recruit, train, prepare, support, and reward teachers, paraprofessionals, and other educational personnel to educate ELLs effectively?
- How could principal expertise and leadership be enhanced to transform education for ELLs, and what do principals need to know so that ELLs are best served at the building and district levels?

Figure 4 lists the highlights, as determined by the Gallery Walk, of these discussions.

Figure 4: Highlights of discussions pertaining to **Human Capital**

Table 1
- On-going professional development (PD) must include principals and other administrators and all other staff and must address content strategies for teaching content to ELLs and English language proficiency (ELP)

Table 2
- Include requirement for content-area teachers and PD/ED (teacher/administrator prep) in ELL methodology and pedagogy as an indicator for "high quality" certification (BOTH Title I and Title III [as well as] Title IX [sic])
- Ensure that there are professors and teacher educators who are skilled and have a background in teaching ELLs and ELP and ELA models/theory (Title III fellowship)
- More bilingual/ESL teacher education funding

Table 3
- All teachers should have knowledge of second language acquisition and academic literacy as part of certification standards and testing (work with NCATE [National Council for Accreditation of Teacher Education], TEAC [Teacher Education Accreditation Council], and [other national and international organizations concerning bilingual and international education]
  - Note: This item received by far the highest number of votes among the morning sessions' suggestions from all seven tables.

Table 4
- ESEA must establish/include a research agenda relevant to the Title III law (models that work)
- Research that develops knowledge relevant to programs ad practices that best serve ELL students (principals)

Table 5
No items were identified by the Gallery Walk as being of key importance.

Table 6
- All teachers need required PD to support ELLs – both pre-service and in-service – on an on-going basis
- Establish national standards for ESL/bilingual teachers to become highly qualified
- Promote and develop effective innovative models of PD, LEA/IHE partnership

Table 7
- Fund competitive grants to create demonstration partnerships between districts and organizations (e.g., IHEs, labs) that are research-informed and contribute to research base, tools, and products and
- Make ELLs a priority across federal legislation on pre-service and PD (e.g., Title II, Title I)

Data Systems. The groups were provided with a series of three questions to consider.
- How could the ESEA best support accountability systems that drive continuous improvement, while maintaining a focus on using data to hold all schools accountable for improving the achievement of ELLs?
- How could these systems be designed to track and cross-inform progress in English language proficiency and gains in content knowledge?
- What factors should be considered in designing data/accountability systems that link student results back to teachers?

Figure 5 lists the highlights, as determined by the Gallery Walk, of these discussions. All suggestions/ideas from each of the seven tables, regarding all four areas of concern, are available in Appendix G.

Figure 5: Highlights of discussions pertaining to **Data Systems**

Table 1
- Allow for growth models for accountability purposes and give credit for progress at all levels

Table 2
- Need evidence-based research on successful effective instructional models on what effective models ARE [sic] for ELLs – currently a severe lack [of models]

Table 3
- Federal/common definition of ELLs; recognize the heterogeneity of group, and robust enough to require states to use definition consistently, identify/place, serve, exit students
- Common core of data collected for common purposes
  - Federal agencies should not collect different data at different times – unified framework and common instruments

Table 4
No items were identified by the Gallery Walk as being of key importance.

Table 5
- Consistency across years in data collection (so data can be used for feedback loop)
- Growth models in cohort

Table 6
- Develop at a national level a consistent system for identifying ELLs and determining levels of language proficiency
- Develop minimal data elements to be collected on ELLs (e.g., limited formal schooling)

Table 7
- Develop at a national level a consistent system for identifying ELLs and determining levels of language proficiency
- Develop minimal data elements to be collected on ELLs (e.g., limited formal schooling)

Breakout Groups of Experts #2
The participants were divided across three groups, each with a USDE staff person to answer questions or clarify points of discussion and an NCELA-based note-taker (for a listing of individuals in each group, see Appendix H). One group considered topics related to ELP assessments, while the other two groups considered topics related to ELP standards and accountability, for a total of 2.75 hours in the afternoon. The two sets of topics and guiding questions are listed below. Also listed are the key points identified during the Gallery Walk as being of prime importance. The full list of suggestions, concerns, and ideas from all three groups are listed in Appendix I.

Standards and Accountability. The one topic was divided across two groups, generally referred to as "green" and "yellow." These groups were made up of experts who had knowledge of state requirements, had classroom experience, or who had completed research in classrooms of ELL students. The group was given a series nine of questions to consider.
- For the purpose of Title III, should ELP standards be defined as content standards or process (proficiency) standards?
- What are the characteristics of high-quality ELP standards, and how should they be operationalized?
- How do we define English proficiency skills that will help ELLs acquire language proficiency necessary to meet academic content?
- What should alignment of ELP standards to content or achievement standards look like?
- What would a common definition of "who is an ELL" look like?
- Is there a common way to measure when a student is labeled as proficient in English?
- How should progress in learning English and attainment of English language proficiency be measured?
- How do we incorporate language enrichment, dual language program and bilingual education into our schools?
- What about areas with lower numbers of ELLs?

These groups were provided with portions of the ESEA statutes that deal with standards and define "limited English proficient;" these are provided in Appendix J. Figure 6 lists the highlights, as determined by the Gallery Walk, of the discussions. The Yellow Group began by considering a broader set of issues that they felt were important to address before looking at the assigned topic questions; the items that were voted as key also are listed in Figure 6.

Figure 6: Highlights of discussions pertaining to **Standards and Accountability**

Green Group

- ELLs <u>must</u> be prominently represented in any USDE initiative or reauthorization process and in development of common core standards
  - *Note: This item received the 2nd highest number of votes among the afternoon sessions' suggestions from all three groups*
- National performance definitions and guidance for proficiency levels of English language acquisition
- L1 screening MUST be built into the identification process and accountability – the acknowledgement of native language proficiency and impact on student learning
- Characteristics of high quality ELP standards
  - ELL standards should be embedded
- Native language arts standards and assessment as part of accountability
  - *Note: This item received the 3rd highest number of votes among the afternoon sessions' suggestions from all three groups*

Yellow Group

- Language Enrichment and Dual Language in Bilingual Education
  - Accountability which measures progress in ELP (if available in native language) and content measurement in (either English or native language) tied to an appropriate assessment(s) for ELP level
    - One option under flexible accountability measures: <u>Growth model</u> should measure progress in terms of the same standards for all students
  - Measure progress of former ELLs for more than 2 years to make sure they are succeeding in general population for the rest of their schooling
  - Revisit AMAOs
    - Do they give us the information we really need?
    - Like AYP, there should be assistance if AMAOs are not met
  - Embed academic language development and expectations in all common content standards
  - Accountability systems should give credit for native language achievement
  - Reestablish Fellowship Programs
  - Take away double jeopardy if AMAO 3 is not met (ding for AYP and AMAO 3)
  - Require states to provide alternative assessments appropriate for ELLs' current ELP level to measure content area which is appropriate for the student (state flexibility)
  - Articulate a vision with high expectations for ELLs and bilingualism/multilingualism that embraces primary language and biliteracy
  - New grant competitions
  - Create centers across states (Is there ESEA money?)
  - Title I Part A <u>does not</u> work for ELLs and does not require services for parents of ELLs
  - Address the needs of ELL students who are also special education (like to IDEA funding stream)
  - Title III needs more verbal/written guidance regarding requirements (other titles seem to have more communication and more guidance)

Standards, Assessment, and Accountability. This group, generally referred to as the "red group," was made up of individuals with knowledge specifically in the area of tests and measures as well as Title III requirements and English language proficiency issues. The group was given a set of six questions to consider during their discussions.

- What should English language proficiency (ELP) assessments look like in order to be valid, reliable, and fair? What about the subgroups within ELLs: students with special needs, students who have experienced interrupted schooling, gifted and talented etc.
- What is the best way to define ELP assessment? When is native language assessment appropriate?
- What should alignment look like in order to support a standards-based system? Do we link language proficiency with content knowledge?
- How do we design an assessment and accountability system that measures growth in literacy and includes reading, writing, speaking and listening?
- How would such a system take into account n-size and other features of accountability?
- Is there a common way to measure when a student is labeled as "proficient" in English? How should progress in learning English and attainment of English language proficiency be measured? (Other than AMAOs)

This group was provided with portions of the Title III statutes that deal with English language proficiency assessment and of the Title I statutes that deal with content area assessments. This information is provided in Appendix K. Highlights of the discussion, the items deemed important by Gallery Walk "voting," are listed in Figure 7.

Figure 7: Highlights of discussions pertaining to **Standards, Assessment, and Accountability**

Red Group

1. a. Accountability for academic achievement is more appropriate in Title I. Title I must include specific resource allocation for the appropriate instruction and assessment for ELLs.
    b. States must provide evidence of the validity of their ELP progress and attainment criteria. Validity evidence may include evidence of the adequate relationship between content and English language proficiency
       o *Note: This two-part item received the highest number of votes among the afternoon sessions' suggestions from all three groups.*
- Reauthorized Title I must require ELL experts to participate in decision-making in all aspects of planning, development, implementation, and accountability of standards and assessment systems
- ELL experts <u>must</u> be included in the reauthorization conversations on Title I in drafting assessment and accountability measures in Title I
- Law should provide different ways to get data for school improvement in schools with small n's (e.g., structured observation protocols).
- Funds need to be set aside in Title II for training of in-service teachers and principals to effectively instruct and support ELLs in academic content

Breakout Groups on Program Administration

During the second morning of the Roundtable Discussions, the participants again broke into seven tables (as defined previously) to consider the administration of Title III programs. They were provided with one question:

- How can Title III Funds be used most effectively?

There was no Gallery Walk during which "most important" ideas could be determined. However, each table was asked to provide a brief list (ideally, no more than five items) of the ideas that they considered to be most important. These lists are provided in Figure 8, listed by table; the wording has been kept as close as possible to the notes prepared by the tables although some formatting has been modified and some editing has been necessary to clarify some issues [this is noted as needed].

Figure 8: Ideas, concerns, and suggestions from the discussion of **Title III Program Administration**

Table 1.
- Instruction is a critical need
- Allow purchase of supplemental materials, including software
- Fund research on effective professional development, especially professional development which increases student achievement
- Large funding stream for research to close achievement gap for ELLs
- Research funding for content learning
- Funding for development of L1 assessments in Title III
- Title III funding for districts to purchase off-the-shelf assessments in L1
- Fund programs which can develop/demonstrate exemplary performance-based measures
- Increase administration fund allowance
- Immigrant funding on a per-student basis
- Use state counts for apportioning formula, not American Community Survey [counts of students]
- Remove accountability for K-2 from AMAO 1 and 2, but count these kids at 3rd grade and <u>even if</u> they aren't LEP status
- Accountability exception for kids in system less than 1 year
- Bring back basic research to Title III to develop an appropriate research agenda for second language learners (e.g., reading)
- Leadership capacity professional development for SEAs' state directors at federal level from Secretary

Table 2.
- Funding available for the implementation of the statewide English language proficiency assessment specified in Title III that overlaps with the requirement of Title I
  - Line item in Title VI
- Innovative model building
  - Funding to identify, create, and evaluate programs that will help districts solve issues
    - Perhaps a competitive discretionary award
  - Needs IHE, LEA, and SEA collaboration
- Training bilingual professionals
  - Professional development
  - Pre-service, in-service, fellowship (Title VII) [reference to IASA Title VII]
- Implementation of AMAOs
  - More funding and guidance to support states who don't meet AMAOs 1 and 2

Figure 8, continued

Table 3.
- Title III funding – assuming Title I is responsible for serving all students
  - Take AMAO 3 out of Title III and place [it] in responsibility of Title I
  - Title III [could then] fund English language proficiency assessment and development of English language proficiency standards
  - Fund proper professional development in English language proficiency, content knowledge, and academic literacy for teachers through Title I, Title II, and Title V
  - Fund teacher education and graduate programs
  - Revive [IASA] Title VII fellowship model – new and improved
- Ensure that NCELA continues to be funded
  - Expand the role of NCELA to include:
    - Title III-related technical assistance and research
  - Department unified monitoring system complimentary to Title III
- Title III Vision

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┌─────────────────┐                    ┌─────────────────┐
│ 1.              │                    │ 2.              │
│   Standards and │                    │  Effective      │
│   Assessments   │                    │  Teachers       │
│                 │                    │  and Leaders    │
└─────────────────┘                    └─────────────────┘
          ↘              ┌──────────────────────┐       ↙
                         │ Classroom Excellence │
                         │ for All Schools and  │
                         │ All Students –       │
                         │ Serving ELLs         │
          ↗              └──────────────────────┘       ↖
┌─────────────────┐                    ┌─────────────────┐
│ 3.              │                    │ 4.              │
│   Turning Around│                    │   Data          │
│ Struggling      │                    │   Systems       │
│ Schools         │                    │                 │
└─────────────────┘                    └─────────────────┘
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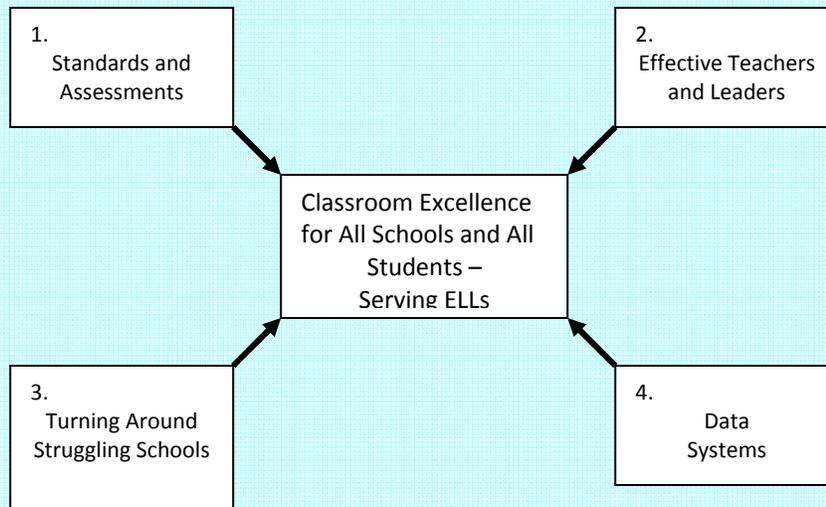
- 1a – Content area standards should include academic language (all responsible [including] general education)
- 2a – Provide professional development to content area teachers, school administrators, and [other] personnel [on] language development
- 3a – Needs of ELLs should be addressed on any turnaround model
- 4a – Data systems should include ELLs, information must be accessible to administrators and teachers [and] should inform instruction
- 4b – All federal agencies should use the same instruments to collect data
- IDEA should have some reciprocal responsibility for ELLs
- All Titles should have some reciprocal responsibility for ELLs
- Re-conceptualize OELA
  - One idea – transfer Title III state grants back to OELA
  - Have OELA as the point person to review invitations to propose grants, contracts, and to participate in technical review panel

Table 4
- New name for OELA – Office of Language Acquisition (OLA)
- Increase the funding to add activities to address the needs of <u>language</u> learners:
  - Content learning
  - Professional development and technical assistance
  - Competitive grants

Figure 8, continued

Table 4, continued
- Increase the funding for Title III to maintain our focus to address the needs of language learners. (No more begging with other Titles to use their funding to address the needs of ELL students.)
- Increase personnel at "OLA" office to provide technical assistance
- Appoint an Assistant Secretary/Director immediately knowledgeable about ELL student issues. (Keep all programs (research, NCELA, special education) under one umbrella.
- Move Title III personnel under Title I back to Title III to strengthen Title III. (Because Title III became a small fish in a big sea, so to speak.)
- Title III should play a bigger role in addressing the issue related to high school ELLs who require additional years to complete their high school diploma
    - 5-6 year pathway
    - Incentive to keep ELLs in school
    - Explore possibility of providing work/study programs
- Gather input from Title III SEA Directors periodically and systematically
- Establish a national advisory board for bilingual education

Table 5.
- Quality Academic Programs for ELLs – Research based rather than in current language of the law
- Increase flexibility
    - Guidance on supplement/supplant
    - Assessment money (Administration)
- Build capacity through competitive grants
- Push Title II definition of High Quality
    - Preparation of all teachers in subject matter
- $ - Increase funding: "Show us the money"
- $ - Funding formula [needs modification] – Tweak [the formula] for [states with] small numbers
- $ - Funds for capacity
    - Bilingual education/ESL teacher preparation
    - Doctoral fellowships   [Programs from IASA]
    - Career ladder   Title VII
    - Administrator training
- How has the OELA and OESE re-organization impacted SEAs?

Table 6.
- Accountability consequences need to be clarified
- Skipping Year 3 causes problems
- Require states to have alternative quality assessment to assess content area standards
- Set aside funds for demonstration of model programs
- Provide timely comprehensive guidance by a reconstructed OELA with key responsibility for ELL policy Department-wide
- Eliminate current punitive measures and provide flexibility to LEAs/SEAs to incorporate ELL-specific elements into their plans
- Revisit the purposes of Title III to ensure that they are relevant to the current research findings, best practices, and accountability for ELLs
- Incorporate allowable uses of funds so that Title III can support LEAs and schools at different levels of implementation for language education programs (instruction, assessment, professional development, data analysis, and use of information) to ensure articulation [and] capacity building
- Require state data systems that incorporate English language proficiency progress and proficiency data and make them accessible to LEAs

Figure 8, continued

Table 7.
- Existing funding (approximately $100/ELL) does not provide the critical mass to provide a meaningful supplemental program in many districts. <u>Increase funding.</u>
- Title III immigrant funding is unstable. Incorporate number of immigrants into allocation formula to stabilize and ensure proper planning and implementation.
- Make an explicit requirement that other funding streams (e.g., Title I, Title II) set-aside sufficient funds to address critical ELL issues (e.g., specific Title I line item for ELLs that addresses documented needs, Title II professional development allocation reserved for all teachers who teach ELLs to take professional development on ELL instruction, District/IHE partnerships to build human capital).
- Suggested uses of Title III (and other funding streams) funds –
  - SEA
    - Developing quality guidance and technical assistance to LEAs
    - Create collaboration across LEAs (e.g., dual language network)
    - Coordination with Title I where districts identified for improvement under both Titles
  - LEA
    - Leverage and incentivize state/local funded ELL initiatives: professional development, afterschool, parent/community involvement, summer school
  - National/regional
    - Targeted emphasis on secondary ELLs' and immigrants' needs and strategies
- Title III funding is based on last year's count. Need to create a reserve to enable funding based on current year ELL count.
- Improvement grant funding (like Title I SIG funds) for districts that have missed AMAOs for 2/4 years

Summary

Because of the nature of the Roundtable Discussion, there was no formal evaluation. However, personnel at NCELA have heard from several of the participants. In each case, the individuals indicated that they found the sessions both informative and interesting; each indicated that they felt that USDE was listening, and hearing, what was being said. These participants indicated that the topics discussed were relevant and necessary, that the people involved were appropriate and informed, and that the organization and coordination of the meeting was well done.

Appendix A

Last Name	First Name	Organization	City	State	Email Address
Antunez	Beth	American Federation of Teachers	Washington	DC	bantunez@aft.org
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Appendix B

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Appendix C

REAUTHORIZATION OF ESEA:
ROUNDTABLE DISCUSSIONS

October 19-20, 2009

Agenda

Monday, October 19, 2009

8:30 – 9:00 am   **Welcome by Carmel Martin**, Assistant Secretary, Office of Planning, Evaluation and Policy Development

9:00 – 10:30 AM   **Breakout Groups of Experts #1**
- Creating a Human Capital Pipeline
- Innovative Models of Success for ELLs
- Turnaround of Lowest Performing Schools with ELLs
- Data Systems

Please note the Table # on the back of your name tag; join this table to discuss each of these topics, identifying issues that should be considered during reauthorization of ESEA. The most important issues (up to 5) for each topic should be written on the large flip-chart paper. You will be together all morning.

10:30 – 10:45 AM   Break

10:45 – 12:00 PM   Breakout Groups of Experts #1 – Continue in same groups

12:00 – 12:30 PM   **Lunch**
Assessment of morning sessions: What worked, what did not work?

12:30 – 2:15 PM   **Breakout Groups of Experts #2**
- English Language Proficiency (ELP) Assessments
- ELP Standards and Accountability

Please note the colored dot on the front of your name tag; join this group to discuss both of these topics, identifying issues that should be considered during reauthorization of ESEA. The most important issues (up to 5) for each topic should be written on the large flip-chart paper. You will be together all afternoon.

2:15 – 2:30 PM   Break

2:30 – 4:00 PM   Breakout Groups of Experts # 2 – Continue in same groups

4:00 – 4:30 PM   **Gallery Walk**
The highlight notes from both breakout groups will be on the walls. Please use the colored dots to "vote" for those items that you think are most important. You have 12 dots; you can "vote" for one item from each group, or you can use multiple dots if you think an item is especially important – of course, this would mean not being able to vote for other items.

Appendix D

REAUTHORIZATION OF ESEA: ROUNDTABLE DISCUSSIONS

October 20, 2009

Revised Agenda

Tuesday, October 20, 2009

8:00 – 8:15 AM   **Welcome by Thelma Melendez de Santa Ana**, Assistant Secretary, Office of Elementary and Secondary Education

8:15 -- 9:00 AM   **Report Out of Group Work**
The results of the Gallery Walk will be provided to everyone. Please choose one representative of your group to make a <u>5-minute</u> report on the group's thinking. By taking no longer than 5 minutes for each report, there will be time for Q&A, and discussion, as well.
- Report out of Monday afternoon groups: Standards and Accountability (Green and Yellow groups)
- Report out of Monday afternoon group: Standards, Assessment and Accountability (Red group)

9:00 – 10:15 AM   **Program Administration**
Whole-group discussion of Title III program administration issues as related to reauthorization of ESEA.

10:15 – 10:30 AM   Break

11:00 – 11:45 AM   Report Out of Group Work, continued
- Report out of Monday morning groups: Tables 1-7
- Clarifications and questions regarding Report Outs

11:45 AM – 12:30 PM   **Discussion, Q&A**

> **Further minor revisions may be necessary in order to coordinate the report out of group work with Dr. Melendez's schedule and assure that she is able to hear your ideas and discuss them with you. Thank you for your flexibility.**
> Travel safely – Thank you for coming

Appendix E

For the morning discussions on both Monday and Tuesday, participants were divided across seven tables, each with a USDE staff person and an NCELA-based note-taker. These groups are listed below.

Table 1		Table 2		Table 3		Table 4	
Beth Antunez		Diane August		Raj Balu		Rossana Boyd	
Linda Kaminski		Gary Cook		Kris Gutiérrez		Paul LeMahieu	
Rebecca Kopriva		Robin Lisboa		Charlene Rivera		Donaldo Macedo	
Lori Rodriguez		John Segota		Irma Rohatgi		Joanne Marino	
Nancy Rowch		Maria Seidner		Steve Ross		Heidi Platt	
Chris Sims		Raquel Sinai		Valerie Silva		Pedro Ruiz	
Joanne Urrutia				Phoebe Winter		Robin Scarcella	
Liz Judd	USDE	Sue Kenworthy	USDE	Amy Weinmann	USDE	Petraine Johnson	USDE
Keira Ballantyne	NCELA	Katie Casteel	NCELA	Kathia Flemens	NCELA	Julie Millet	NCELA

Table 5		Table 6		Table 7	
Virginia Collier		Steve Ferrara		Robert Linquanti	
Luis-Gustavo Martínez		Margo Gottlieb		Laura Maristany	
Barbara Medina		Teddi Predaris		Delia Pompa Monday only	
Sharon Saez		Veronica Rivera		Maria Santos	
Charles Stansfield		Gabriella Uro		James Taylor	
				Wayne Thomas	
Liz Bailey	USDE	Millie Bentley-Memon	USDE	Rubén Vázquez	USDE
Andrew Powers	NCELA	Natalia Romanova	NCELA	Tracy Runfola	NCELA

Appendix F

The Department is currently using these four models:

a. Turnaround model.
(i)   A turnaround model is one in which an LEA must--
   (A) Replace the principal and grant him/her sufficient operating flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes;
   (B) Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students--
      (1) Screen all existing staff and rehire no more than 50 percent; and
      (2) Select new staff;
   (C) Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
   (D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
   (E) Adopt a new governance structure, which may include, but is not limited to, reporting to a new "turnaround office" in the LEA or SEA, hiring a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or entering into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
   (F) Implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;
   (G) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students;
   (H) Establishing schedules and strategies that increase learning time, as defined in this notice; and
   (I) Provide appropriate social-emotional and community-oriented services and supports for students.
(ii) A turnaround model may include any of the required and permissible activities under the transformation model.

b. Restart model. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

c. School closure. An LEA closes a school and enrolls the students who attended that school in other, high-achieving schools in the LEA, which may include charter schools. This option may only be considered when there are re-enrollment options in high-achieving schools within reasonable proximity that can accommodate the students from the closed school.

d. Transformation model. A transformation model is one in which an LEA implements each of the following strategies:
(i) Developing and increasing teacher and school leader effectiveness.
   (A) Required activities. The LEA must--

(1) Replace the principal who led the school prior to commencement of the transformation model;

(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-
    (a) Take into account data on student growth, as defined in this notice, as a significant factor as well as other factors such as multiple observations-based assessments of teacher performance and ongoing collections of professional practice reflective of student achievement; and
    (b) Are designed and developed with teacher and principal involvement;

(3) Identify and reward school leaders, teachers, and other staff who have increased student achievement and identify and remove those who, after multiple opportunities have been provided for improvement in professional practice, have not done so;

(4) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(5) Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(B) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(1) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(2) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(3) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(ii) Comprehensive instructional reform strategies.

(A) Required activities. The LEA must--

(1) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and

(2) Promote the continuous use of individualized student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction to meet the academic needs of individual students.

(B) Permissible activities. An LEA may also implement other strategies for implementing comprehensive instructional reform strategies, such as--

(1) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(2) Implementing a schoolwide "response-to-intervention" model;

(3) Using and integrating technology-based supports and interventions as part of the instructional program; and

(4) In secondary schools--
    (a) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
    (b) Improving student transition from middle to high school through summer transition programs or freshman academies;
    (c) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
    (d) Establishing early-warning systems.

(iii) Increasing learning time and creating community-oriented schools.

(A) Required activities. The LEA must--
   (1) Provide increased learning time, as defined in this notice; and
   (2) Provide ongoing mechanisms for family and community engagement.
(B) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--
   (1) Partnering with parents, faith- and community-based organizations, health clinics, the police department, and others to create safe school environments that meet students' social, emotional and health needs;
   (2) Extending or restructuring the school day to add time for such strategies as advisory periods to build relationships between students, faculty, and other school staff;
   (3) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or
   (4) Expanding the school program to offer full-day kindergarten or pre-kindergarten.
(iv) Providing operating flexibility and sustained support.
(A) Required activities. The LEA must--
   (1) Give the school sufficient operating flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes; and
   (2) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
(B) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--
   (1) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or
   (2) Implementing a weighted per-pupil school-based budget formula.

Appendix G

NCELA
National Clearinghouse for
English Language Acquisition and
Language Instruction Educational Programs

ESEA REAUTHORIZATION ROUNDTABLE DISCUSSIONS
OCTOBER 19, 2009
SUMMARY OF ROUNDTABLE DISCUSSIONS

Note: This is a preliminary analysis of the suggestions of the invited guests to the ESEA Reauthorization Roundtable Discussions. Participants were grouped for discussion purposes. Following a period of time for discussion and suggestions, the highlights were identified by participants and placed on "flip chart" paper. At the end of the day, all participants viewed all suggestions in a Gallery Walk format. Each participant was given 12 "votes" that they could use at their own discretion to indicate the most important suggestions across all of those made. This synthesis lists all of the suggestions, by topic, by participant group. Based on the votes received by the suggestions, **those in this font received votes and are considered important; they are listed in order of importance (greatest importance is the first listed).** Editorial comments are in this font. Wording of the suggestions has been maintained as originally written; the suggestions and comments do not necessarily reflect the views or policies of the USDE, nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Breakout Groups of Experts #1 (Morning Sessions)

Table 1
- Creating a Human Capital Pipeline
  - **On-going professional development (PD) must include principals and other administrators and <u>all</u> other staff and must address content strategies for teaching content to ELLs and English Language Proficiency (ELP)**
  - Grow capacity from among ELL/bilingual students who have cultural competence
  - Teacher evaluation must be based on measures of ELLs which are valid and reliable
  - Cannot leave ELLs out of teacher evaluation system for both ESL and content teachers
  - <u>All</u> staff require skills in working with ELLs to close achievement gap
  - <u>Teacher evaluation must be tied to support and training for teachers in sphere of ELLs</u>
  - Specify inclusion of ELLs throughout Title II so teachers are highly qualified to teach both ELP and content to ELLs

- Innovative Models of Success for ELLs
  - **Include ELL needs <u>across</u> all ESEA Titles**
  - **Funding for immigrant students should be based on number of immigrant students, not size of increase**
  - **Balanced, valid, and reliable assessment systems which measure ELP and separate system to measure content and which emphasize higher order skills**
  - Accountability model that holds states, districts, and schools accountable for ELLs: Language & content
  - Adequate funding to support innovative programs for ELLs that address <u>both</u> language and content
  - Competitive $$ for innovative programs for ELLs
  - Competitive programs for PD in language and content for ELLs

- Turnaround of Lowest Performing Schools with ELLs
  - **Include mention of ELLs in turnaround models**
    - **Information about effective e ELL programs including dual language, academic vocabulary, and heritage**
    - **Effective instructional strategies for ELLs for content teachers**
    - **Funding for schools which miss AMAOs**

- o Contextualize turnaround options for different settings (parity problems)
- o Prepare highly qualified teachers in ELP and content areas – include continuous PD and both English Language Development (ELD) and content
- o Alignment of Title I, Title II, and Title III accountability and sustain Title III, with Title I set-aside for ELLs in addition to Title III
- o High expectations and access to rigorous instruction and high-quality infrastructure (e.g., technology) and accountability for same
- o College preparation and parental support

- Data Systems
  - o **Allow for growth models for accountability purposes and give credit for progress at all levels**
  - o Must longitudinally disaggregate students
  - o For accountability purposes, MFLEP should be in LEP group
  - o Disaggregate by years in program/instructional time
  - o Disaggregate by high school graduate rate/dropouts/college
  - o Ensure data can follow student
  - o Ensure individual student data include both ELP and content achievement

Table 2
- Creating a Human Capital Pipeline
  - o **Include requirement for content-area teachers and PD/ED (teacher/administrator prep) in ELL methodology and pedagogy as an indicator for "high quality" certification (BOTH Title I and Title III and Title IX)**
  - o **Ensure that there are professors and teacher educators who are skilled and have a background in teaching ELLs and ELP and ELA models/theory (Title III fellowship)**
  - o **More bilingual/ESL teacher education funding**

- Innovative Models of Success for ELLs
  - o **Make the effective models available at district, school, and staff level**
    - ▪ **Internships**
    - ▪ **Symposiums**
    - ▪ **Webinars**
    - ▪ **In-service**
    - ▪ **MUTIPLE DELIVERY MODELS**
  - o Need empirical research to inform best practices for ELLs and content knowledge
    - ▪ Encourage it to be done (grants?, requirements?)
    - ▪ There is a severe lack
  - o FUND
  - o <u>During-service</u> observation of successful models
  - o Work on more guidance for "supplement vs supplant"
    - ▪ What CAN be done (supplement)
    - ▪ What CANNOT be done (supplant)
    - ▪ Make explicit
  - o Dual language
    - ▪ There are "guiding principles" that the Center for Applied Linguistics has developed
    - ▪ Can these be incorporated in some manner? (a place to begin)
  - o Funding stream focused on enabling states and districts to identify, develop, and evaluate models of effective practice

- Turnaround of Lowest Performing Schools with ELLs
  - o **Need an aligned system of accountability between Title I and Title III (specifically incorporates ELLs)**
  - o Should be an increased consequential model (meaningful, sustainable intervention policy that is ongoing and begins well before [first year don't make AYP/meet AMAOs] "turnaround" is implemented)

- o Over-penalization of schools – districts, states, superintendents need to be held accountable for change as well

- Data Systems
  - o **Need evidence-based research on successful effective instructional models on what effective models ARE for ELLs – currently a severe lack**
  - o Using the data gathered to provide guidance on how to implement, or what should be implemented (successful effective instructional models)
  - o Data that is currently being collected isn't being used in Title I accountability, lack of essential data
    - Language proficiency vs E/LA
    - Conditional factors (experience in education, L1 literacy, home survey [parent info])
    - Longitudinal data
    - Index of school and district OTL
  - o Track students across schools, districts, states, programs, and teachers
  - o Standardized terminology/definitions
  - o Integrity of data is improved and sustained
  - o Integrated data system across Title I, Title III, and Special Education
  - o Funding for the capacity to maintain and sustain data systems
  - o Demographic that is common and required across states
  - o A reporting system that MEANINGFULLY communicates outcomes
  - o Require the same test for ELP across the state (so constucts are same)
  - o Use growth percentile

Table 3

Overarching issues:
1. **Need to convene integrated group around ESEA reauthorization that includes all Titled programs, general education/ELL/assessment content area**
2. **USDE should have comprehensive plan that includes ELLs in every strategy/area/funding stream**

- Creating a Human Capital Pipeline
  - o **All teachers should have knowledge of second language acquisition and academic literacy as part of certification standards and testing (work with NCATE, TEAC, NBITS)**
    - *Note: This item received by far the highest number of votes among the morning sessions' suggestions from the seven tables*
  - o Teacher leaders (principals) need leadership training on how to integrate ELL models into whole school (state level initiative/leadership)
  - o Teacher prep needs to include a practicum to build evidence of understanding
  - o Teacher incentives need to involve multiple indicators
  - o Need to build capacity at every level (federal, state, local)

- Innovative Models of Success for ELLs
  - o Focus on all teachers how to serve ELLs
  - o Need more research and development $
  - o The ELL group is very diverse with different needs
  - o Comprehensive approach integrated/ELLs are part of whole Title I and Title III – Title III is supplementary
  - o Child as a whole child – not just ELP or low income
  - o Change LEP to ELL in law
  - o Should not advocate one approach – variety/multiple works
  - o Based on research
  - o DL/bilingual programs need to be in areas of high need – not just in neighborhood schools
  - o Transformation model-robust literacy model for all (more beyond basic services) academic language

- Turnaround of Lowest Performing Schools with ELLs
  - o **Evaluation of schools targeted for improvement needs to be measured by more than just AYP (multiple indicators)**
  - o **Parental involvement – <u>key</u>!**
  - o Well prepared (professionalization of) teacher and well prepared leaders
  - o Focus on human capital (union and school board)
  - o Specific criteria to be considered turnaround school (not detail in Title III)
  - o Culture around entire school needs to be addressed based on research (e.g., mentors for ELLs)
  - o Models should have evidence based practices

- Data Systems
  - o **Federal/common definition of ELLs; recognize the heterogeneity of group, and robust enough to require states to use definition consistently, identify/place, serve, exit students**
  - o **Common core of data collected for common purposes**
    - ▪ **Federal agencies should not collect different data at different times – unified framework and common instruments**
  - o Law needs to support/model an approach to collect data for specified multiple purposes/uses (accountability, improvement)
  - o Encourage and support the collection of consistent achievement data across states
  - o Distinguish between accountability and data for school improvement

Table 4
Clarify the law
1. More specific guidance on what students need (identification, placement)
2. Create a culture of collaboration among Titles and how to collaborate among Titles
3. Create a culture/mission of bilingual/multilingual learning for ELLs and monolingual students
4. Add (back)O discretionary grant competitions to develop successful model programs with accountability
5. All ELLs, regardless of funding, to be part of accountability system
6. Create sustained focus on comprehensive systems of instruction (curriculum, materials, assessment, standards)
   a. Sensitive to grade levels
   b. English and native language instruction
7. Add personnel and funding to OELA to support guidance of Title III – strengthen that office
8. Accountability system must include native language assessments that are comparable to the ELA
9. Promote benchmarks scaling and alternative assessments for bilingual/LEP students that are reasonable, fair, and that measure growth/progress in English and other languages of instruction

- Creating a Human Capital Pipeline
  - o **ESEA must establish/include a research agenda relevant to the Title III law (models that work)**
  - o **Research that develops knowledge relevant to programs ad practices that best serve ELL students (principals)**
  - o The ESEA should create discretionary grant opportunities to encourage building of capacity for the production of university professors trained in bilingual/multicultural education, classroom teachers training in bilingual/ESL education, and mainstream teachers trained in ESL/bilingual methods
  - o Re-establish the Fellowship program and strengthen the National Professional Development program to produce qualified teachers for ELLs with oversight
  - o Provide adequate incentives for all training programs to facilitate recruitment and retention
  - o Require states to allocate a percentage of Title III funds to allow for more categories such as PD, university programs (set asides) to support pre-service and in-service teachers and administrators for ELL students
  - o Move in the direction to support teachers and students through incentives rather than sustained focus on assessment

- Innovative Models of Success for ELLs: *No suggestions*
- Turnaround of Lowest Performing Schools with ELLs: *No suggestions*
- Data Systems: *No suggestions*

Table 5
- Creating a Human Capital Pipeline
  - Lots of funding
  - Administrative training, teacher training – IHEs, all personnel
    - Diverse settings
  - Build capacity on a continuum
  - Increase technical assistance (TA) with SEAs/LEAs
  - Scale up – disseminate "what works"

- Innovative Models of Success for ELLs
  - **Demonstration projects**
    - **On-line models,**
    - **Newcomers,**
    - **Refugees,**
    - **Not formally schooled**
  - **Understanding of the needs of the older students**
  - Flexibility in guidance across programs
  - Incentives are important
  - Innovation can be a motivator for all
  - More funds for innovation
  - Language revitalization programs (NM, AZ, HI, SD)
  - State guidelines for dual language programs – Recovery for dropout issue
  - Secondary guidelines for dual language (feeder schools)
  - Credit accrual, credit recovery
  - Relationship with community colleges

- Turnaround of Lowest Performing Schools with ELLs
  - **Dual language schools**
  - **Concerns about closing schools effect on community**
  - **Research base for ELLs**
    - **Teach language through content**
    - **Support first language development**
  - Needed dissemination of Best Practices
  - Not just ELLs
    - Articulation across programs
    - Title I and Title III and SWD
  - Data driven, track growth, planned treatment aligned in data collected
  - Check data after turn-around

- Data Systems
  - **Consistency across years in data collection (so data can be used for feedback loop)**
  - **Growth models in cohort**
  - Data systems – for what?
  - Longitudinal vs cross-sectional
  - Consistency across states in data collection
  - Data must not be used to punish teachers
  - Appropriate data use
  - Consumer-friendly data

Table 6
- Creating a Human Capital Pipeline
    - **All teachers need required PD to support ELLs – both pre-service and in-service – on an on-going basis**
    - **Establish national standards for ESL/bilingual teachers to become highly qualified**
    - **Promote and develop effective innovative models of PE, LEA/IHE partnership**
    - All administrators need required PD to support ELLs on an ongoing basis (both pre-and in-service)
    - Provide incentives for general education teachers to become dual-certified/ESOL/bilingual

- Innovative Models of Success for ELLs
    - **Create a national advisory board to advise the USDE on ELL practices**
    - **Create a bilingual/dual language stream of research through What Works Clearinghouse, etc.**
    - **Set aside funds to develop and disseminate innovative models for ELL/dual language instruction**
    - **Identify and recognize LEAs with successful systemic models, including ELLs**
    - Build on existing institutions and agencies currently conducting research and professional development in SLA to create a national resource center.

- Turnaround of Lowest Performing Schools with ELLs
    - **Provide flexibility in turnaround requirements to effect appropriate strategies at LEA and SEA levels (e.g., not required removal of principal/staff if AMAOs are not met)**
    - **Provide federal support to continue to disseminate successful models for secondary school ELLs and long-term ELLs**
    - Develop and implement models/criteria for school program evaluation to determine effectiveness specific to ELLs, also at LEA level
    - No matching funds required for start-up of innovative models
    - BE/ESL teacher shortage and lack of administrators with ELL expertise precludes implementation of proposed models

- Data Systems
    - **Develop at a national level a consistent system for identifying ELLs and determining levels of language proficiency**
    - **Develop minimal data elements to be collected on ELLs (e.g., limited formal schooling)**
    - Develop district and state data systems that integrate ELL data to provide a comprehensive picture of ELL language proficiency and achievement in L1 and L2 for continuous improvement
    - Develop national language codes and ELP codes
    - Provide SEAs and LEAs with a reasonable timeframe and funding

Table 7
- Creating a Human Capital Pipeline
    - **Fund competitive grants to create demonstration partnerships between districts and organizations (e.g., IHEs, labs) that are research-informed and contribute to research base, tools, and products and**
    - **Make ELLs a priority across federal legislation on pre-service and professional development (e.g., Title II, Title I)**
    - Ensure IHE accreditation includes teacher and school leader preparation based on recent research evidence on ELL instruction (peer review model)
    - Fund incentives for ELL certification, dual certification, teaching to staff schools (e.g., loan forgiveness

- Innovative Models of Success for ELLs
  - Fund creation of specialized schools: International, Dual language, Two-way
  - Fund scale-up of research-based best practices
    - Stronger dissemination
    - Start up funding
    - Links to current programs
    - Build a native language sequence to high levels
  - Fund research
    - Ongoing monitoring
    - Research on special features
    - Native language assessment
  - Fund capacity building
    - Support specialized professional development
    - Strategic use of multimedia technologies

- Turnaround of Lowest Performing Schools with ELLs
  - **High supports – focus Title III funds on**
    - **Accelerated academic achievement using more learning time**
    - **Targeted intervention for long-term ELLs**
    - **Strong academic literacy instruction tied to high standards across the content**
  - Stress high expectations aligned to high standards
    - Measurable goals
    - Monitoring of plan implementation
    - On-going use of data
    - Report on funding of ELLs by districts
  - Make ELLs a priority in Title II and Title I – professional development
    - Across the board capacity to differentiate instruction for ELLs
    - Instructional leadership focused on ELLs for principals

- Data Systems
  - **Further disaggregation of data by critical characteristics**
    - **Every EL cohort**
    - **Years of services**
    - **Prior schooling (in and out of US)**
    - **Initial English proficiency (and native language proficiency)**
  - **Fund SEA data system capacity building**
  - **Common definition of ELL and instruction services**
  - **The model or program compliments the vision with the same high standards as other programs.**
  - Fund continued creation of longitudinally linked data to include student characteristics, and instructional characteristics
  - Require analysis conducted by the most appropriate level statistically

Appendix H

For the afternoon discussions on Monday, participants were divided across three groups, each with a USDE staff person and an NCELA-based note-taker. These groups are listed below; the groups were planned to each have participants with similar expertise. The "green" and "yellow" groups considered ELP standards and accountability; the "red" group considered ELP assessments.

Green Group		Yellow Group		Red Group	
Beth Antunez		Diane August		Raj Balu	
Linda Kaminski		Rossana Boyd		Gary Cook	
Virginia Collier		Kris Gutiérrez		Steve Ferrara	
Margo Gottlieb		Donaldo Macedo		Rebecca Kopriva	
Paul LeMahieu		Joanne Marino		Robert Linquanti	
Robin Lisboa		Barbara Medina		Sharon Saez	
Luis-Gustavo Martínez		Teddi Predaris		Robin Scarcella	
Heidi Platt		Charlene Rivera		Maria Seidner	
Veronica Rivera		Lori Rodriguez		Charles Stansfield	
Pedro Ruiz		Irma Rohatgi		James Taylor	
Gumecindo Salas		Steve Ross		Wayne Thomas	
Maria Santos		Nancy Rowch		Phoebe Winter	
John Segota		Chris Sims		Supreet Anand	USDE
Valerie Silva		Gabriella Uro		Sue Kenworthy	
Raquel Sinai		Christina Villarreal		Julie Millet	NCELA
Joanne Urrutia		Liz Bailey		Andrew Powers	
Millie Bentley-Memon	USDE	Petraine Johnson	USDE		
Rubén Vázquez		Amy Weinmann			
Katie Casteel	NCELA	Kathia Flemens	NCELA		
Natalia Romanova		Tracy Runfola			

Appendix I

ESEA REAUTHORIZATION ROUNDTABLE DISCUSSIONS
OCTOBER 19, 2009
SUMMARY OF ROUNDTABLE DISCUSSIONS

NCELA
National Clearinghouse for
English Language Acquisition and
Language Instruction Educational Programs

Note: This is a preliminary analysis of the suggestions of the invited guests to the ESEA Reauthoriza-
tion Roundtable Discussions. Participants were grouped for discussion purposes. Following a period of
time for discussion and suggestions, the highlights were identified by participants and placed on "flip
chart" paper. At the end of the day, all participants viewed all suggestions in a Gallery Walk format.
Each participant was given 12 "votes" that they could use at their own discretion to indicate the most
important suggestions across all of those made. This synthesis lists all of the suggestions, by topic, by
participant group. Based on the votes received by the suggestions, **those in this font received votes and
are considered important; they are listed in order of importance (greatest importance is the first listed).**
Editorial comments are in this font. Wording of the suggestions has been maintained as originally writ-
ten; the suggestions and comments do not necessarily reflect the views or policies of the USDE, nor
does the mention of trade names, commercial products, or organizations imply endorsement by the U.S.
Government.

Breakout Groups of Experts #2 (Afternoon Sessions)

ELP Standards and Accountability: Yellow Group
- Language Enrichment and Dual Language in Bilingual Education
    - **Accountability which measures progress in ELP (if available in native language) and con-
      tent measurement in (either English or native language) tied to an appropriate assess-
      ment(s) for ELP level**
        - **One option under flexible accountability measures: <u>Growth model</u> should measure pro-
          gress in terms of the same standards for all students**
    - **Measure progress of former ELLs for more than 2 years to make sure they are succeeding
      in general population for the rest of their schooling**
    - **Revisit AMAOs**
        - **Do they give us the information we really need?**
        - **Like AYP, there should be assistance if AMAOs are not met**
    - **Embed academic language development and expectations in all common content stan-
      dards**
    - **Accountability systems should give credit for native language achievement Reestablish
      Fellowship Programs**
    - **Take away double jeopardy if AMAO 3 is not met (ding for AYP and AMAO 3)**
    - **Require states to provide alternative assessments appropriate for ELLs' current ELP level
      to measure content area which is appropriate for the student (state flexibility)**
    - **Articulate a vision with high expectations for ELLs and bilingualism/multilingualism that
      embraces primary language and biliteracy**
    - **New grant competitions**
    - **Create centers across states (Is there ESEA money?)**
    - **Title I Part A <u>does not</u> work for ELLs and does not require services for parents of ELLs**
    - **Address the needs of ELL students who are also special education (like to IDEA funding
      stream)**
    - **Title III needs more verbal/written guidance regarding requirements (other titles seem to
      have more communication and more guidance)**
    - Revisit the definition of LEP to include US born ELL students including Native American,
      Alaska Native, and Native Hawai'ians

- o   Use the common European framework to determine proficiency levls, including native language proficiency
- o   Have a clearinghouse of information available for parents, others (NCELA?)
- o   For areas with low numbers of ELL students, use language alternative programs that promote language development
- o   Designate set-aside funds for innovative programs
- o   Professional development across leaders, staff and content areas
- o   Including in the SEA, all teachers are responsible for teaching ELLs (e.g., content teachers)
- o   All districts within a state should have a common language proficiency assessment to identify ELLs
- o   All districts in a state should have a common home language survey
- o   Language proficiencies should be incorporated into common content area standards
- o   ELP standards should incorporate higher-order thinking skills even at low levels of ELP
- o   Vision across programs with ELLs integrated throughout. We need to work together.
- o   ELL experts in movement to write math/science standards to include ELL component
- o   Consider providing additional funding and support for LEA that do not meet AMAOs
- o   ELD continuum – language development
- o   You cannot achieve AYP without achieving AMAOs
- o   Create a state policy for providing ELL students with appropriate accommodations when they take state assessments

ELP Standards and Accountability: Green Group

- **ELLs <u>must</u> be prominently represented in any USDE initiative or reauthorization process and in development of common core standards**
  - o   *Note: This item received the 2nd highest number of votes among the afternoon sessions' suggestions from all three groups*
- **National performance definitions and guidance for proficiency levels of English language acquisition**
- **L1 screening MUST be built into the identification process and accountability – the acknowledgement of native language proficiency and impact on student learning**
- Characteristics of high quality ELP standards
  - o   Importance of literacy development and academic language
  - o   Cross-cultural
    - ▪   Align to four core content areas and connect to instructional materials
    - ▪   **ELL standards should be embedded**
  - o   **Native language arts standards and assessment as part of accountability**
    - ▪   *Note: This item received the 3rd highest number of votes among the afternoon sessions' suggestions from all three groups*
- Standards should align with/take into account content area <u>and</u> language acquisition processes (should be both ways and be embedded)
- LEP (do not want "LEP" – want ELL or EL)
  - o   Both restrictive in not taking into account the heterogeneous nature of the ELL population
  - o   Too vague in that states have generated their own definitions
  - o   Difficulties with ambiguous nature of 25(D(ii) and (iii)
    - ▪   These are subjective and difficult to measure quantitatively
    - ▪   Possible phrasing: "the ability to meet graduation requirements;" "ready for college or career"
- Needs to be reciprocity between Title I and Title III (AYP mentioned nowhere in the extracted text → mention AMAOs in Title I)
- A uniform (N) size????
- Research findings need to be used to determine when <u>language</u> is no longer a confounding issue in content area assessments and then use this to inform determination of when a student can participate in valid and reliable testing
- Include all students in a dual/bilingual program under AYP <u>and</u> AMAOs

English Language Proficiency (ELP) Assessment: Red Group
1. a. **Accountability for academic achievement is more appropriate in Title I. Title I must include specific resource allocation for the appropriate instruction and assessment for ELLs.**
   b. **States must provide evidence of the validity of their ELP progress and attainment criteria. Validity evidence may include evidence of the adequate relationship between content and English language proficiency**
      o *Note: This set of items received the highest number of votes among the afternoon session's suggestions from all three groups.*
- **Reauthorized Title I must require EL experts to participate/decision-making in all aspects of planning, development, implementation and accountability of standards and assessment systems**
- **ELL experts <u>must</u> be included in the reauthorization conversations on Title I in drafting assessment and accountability measures in Title I**
- **Law should provide different ways to get data for school improvement in schools with small n's (e.g., structured observation protocols).**
- **Funds need to be set aside in Title II for training of in-service teachers and principals to effectively instruct and support ELLs in academic content**
- Test on reading, speaking, listening, writing – how literacy is defined in K-1 (developmentally appropriate)
- Keep progress and attainment in Title III
- Law should provide criteria which states must use to define English language proficiency

Appendix J

<u>**Standards**</u>**:**

Title III
''SEC. 3113. '' (2) describe how the agency will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards described in section 1111(b)(1);

''SEC. 3102. PURPOSES.
''The purposes of this part are—
''(1) to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet;
''(2) to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet, consistent with section 1111(b)(1);
''(3) to develop high-quality language instruction educational programs designed to assist State educational agencies, local educational agencies, and schools in teaching limited English proficient children and serving immigrant children and youth;
''(4) to assist State educational agencies and local educational agencies to develop and enhance their capacity to provide high-quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings;
''(5) to assist State educational agencies, local educational agencies, and schools to build their capacity to establish, implement, and sustain language instruction educational programs and programs of English language development for limited English proficient children;
''(7) to streamline language instruction educational programs into a program carried out through formula grants to State educational agencies and local educational agencies to help limited English proficient children, including immigrant children and youth, develop proficiency in English, while meeting challenging State academic content and student academic achievement standards;
''(8) to hold State educational agencies, local educational agencies, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by requiring—
''(A) demonstrated improvements in the English proficiency of limited English proficient children each fiscal year;

Title I

(b) ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND ACCOUNTABILITY-

(1)   CHALLENGING ACADEMIC STANDARDS-
(A)   IN GENERAL- Each State plan shall demonstrate that the State has adopted challenging academic content standards and challenging student academic achievement standards that will be used by the State, its local educational agencies, and its schools to carry out this part, except that a State shall not be required to submit such standards to the Secretary.

(B) SAME STANDARDS- The academic standards required by subparagraph (A) shall be the same academic standards that the State applies to all schools and children in the State.

(C) SUBJECTS- The State shall have such academic standards for all public elementary school and secondary school children, including children served under this part, in subjects determined by the State, but including at least mathematics, reading or language arts, and (beginning in the 2005-2006 school year) science, which shall include the same knowledge, skills, and levels of achievement expected of all children.

(D) CHALLENGING ACADEMIC STANDARDS- Standards under this paragraph shall include —
   (i)   challenging academic content standards in academic subjects that —
      (I)   specify what children are expected to know and be able to do;
      (II) contain coherent and rigorous content; and
      (III) encourage the teaching of advanced skills; and
   (ii) challenging student academic achievement standards that —
      (I)   are aligned with the State's academic content standards;
      (II) describe two levels of high achievement (proficient and advanced) that determine how well   children are mastering the material in the State academic content standards; and
      (III) describe a third level of achievement (basic) to provide complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement.

(E) INFORMATION- For the subjects in which students will be served under this part, but for which a State is not required by subparagraphs (A), (B), and (C) to develop, and has not otherwise developed, such academic standards, the State plan shall describe a strategy for ensuring that students are taught the same knowledge and skills in such subjects and held to the same expectations as are all children.

(F) EXISTING STANDARDS- Nothing in this part shall prohibit a State from revising, consistent with this section, any standard adopted under this part before or after the date of enactment of the No Child Left Behind Act of 2001.

Title IX General Provisions

Current Definition of LEP

25) LIMITED ENGLISH PROFICIENT- The term limited English proficient', when used with respect to an individual, means an individual —

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was not born in the United States or whose native language is a language other than English;
   (ii) (I)   who is a Native American or Alaska Native, or a native resident of the outlying areas; and
        (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
   (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
   (i)   the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
   (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
   (iii) the opportunity to participate fully in society.

Appendix K

Information Pertaining to English Language Proficiency Assessments

Title III

''SEC. 3121. EVALUATIONS
''(c) EVALUATION COMPONENTS.—An evaluation provided by an eligible entity under subsection (a) shall—
   ''(1) provide an evaluation of children enrolled in a program or activity conducted by the entity using funds under subpart 1 (including the percentage of children) who—
      ''(A)   are making progress in attaining English proficiency, including the percentage of children who have achieved English proficiency;
      ''(B)   have transitioned into classrooms not tailored to limited English proficient children, and have a sufficient level of English proficiency to permit them to achieve in English and transition into classrooms not tailored to limited English proficient children;
      ''(C)   are meeting the same challenging State academic content and student academic achievement standards as all children are expected to meet; and
      ''(D)   are not receiving waivers for the reading or language arts assessments under section 1111(b)(3)(C); and
   ''(2) include such other information as the State educational agency may require.
''(d) EVALUATION MEASURES.—A State shall approve evaluation measures for use under subsection (c) that are designed to assess—
   ''(1) the progress of children in attaining English proficiency, including a child's level of comprehension, speaking, listening, reading, and writing skills in English;
   ''(2) student attainment of challenging State student academic achievement standards on assessments described in section 1111(b)(3); and
   ''(3) progress in meeting the annual measurable achievement objectives described in section 3122.

''SEC. 3122. ACHIEVEMENT OBJECTIVES AND ACCOUNTABILITY.
''(a) ACHIEVEMENT OBJECTIVES.—
   ''(1) IN GENERAL.—Each State educational agency or specially qualified agency receiving a grant under subpart 1 shall develop annual measurable achievement objectives for limited English proficient children served under this part that relate to such children's development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards as required by section 1111(b)(1).
   ''(2) DEVELOPMENT OF OBJECTIVES.—Such annual measurable achievement objectives shall be developed in a manner that—
      ''(A)   reflects the amount of time an individual child has been enrolled in a language instruction educational program; and
      ''(B)   uses consistent methods and measurements to reflect the increases described in subparagraphs (A)(i), (A)(ii), and (B) of paragraph (3).
   ''(3) CONTENTS.—Such annual measurable achievement objectives—
      ''(A)   shall include—
         ''(i)   at a minimum, annual increases in the number or percentage of children making progress in learning English;
         ''(ii)   at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency consistent with section 1111(b)(7); and
         ''(iii) making adequate yearly progress for limited English proficient children as described in section 1111(b)(2)(B);

Title I

(3) ACADEMIC ASSESSMENTS-

    (A) IN GENERAL- Each State plan shall demonstrate that the State educational agency, in consultation with local educational agencies, has implemented a set of high-quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts, and science that will be used as the primary means of determining the yearly performance of the State and of each local educational agency and school in the State in enabling all children to meet the State's challenging student academic achievement standards, except that no State shall be required to meet the requirements of this part relating to science assessments until the beginning of the 2007-2008 school year.

    (B) USE OF ASSESSMENTS- Each State educational agency may incorporate the data from the assessments under this paragraph into a State-developed longitudinal data system that links student test scores, length of enrollment, and graduation records over time.

    (C) REQUIREMENTS- Such assessments shall--

        (i) be the same academic assessments used to measure the achievement of all children;

        (ii) be aligned with the State's challenging academic content and student academic achievement standards, and provide coherent information about student attainment of such standards;

        (iii) be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards;

        (iv) be used only if the State educational agency provides to the Secretary evidence from the test publisher or other relevant sources that the assessments used are of adequate technical quality for each purpose required under this Act and are consistent with the requirements of this section, and such evidence is made public by the Secretary upon request;

        (v) (I) except as otherwise provided for grades 3 through 8 under clause vii, measure the proficiency of students in, at a minimum, mathematics and reading or language arts, and be administered not less than once during--

            (aa) grades 3 through 5;

            (bb) grades 6 through 9; and

            (cc) grades 10 through 12;

        (II) beginning not later than school year 2007-2008, measure the proficiency of all students in science and be administered not less than one time during--

            (aa) grades 3 through 5;

            (bb) grades 6 through 9; and

            (cc) grades 10 through 12;

        (vi) involve multiple up-to-date measures of student academic achievement, including measures that assess higher-order thinking skills and understanding;

        (vii) beginning not later than school year 2005-2006, measure the achievement of students against the challenging State academic content and student academic achievement standards in each of grades 3 through 8 in, at a minimum, mathematics, and reading or language arts, except that the Secretary may provide the State 1 additional year if the State demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of the academic assessments by that deadline and that the State will complete implementation within the additional 1-year period;

        (viii) at the discretion of the State, measure the proficiency of students in academic subjects not described in clauses (v), (vi), (vii) in which the State has adopted challenging academic content and academic achievement standards;

        (ix) provide for—

        (I) the participation in such assessments of all students;

        (II) the reasonable adaptations and accommodations for students with disabilities (as defined under section 602(3) of the Individuals with Disabilities Education Act) necessary to measure the

academic achievement of such students relative to State academic content and State student academic achievement standards; and

(III) the inclusion of limited English proficient students, who shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments administered to such students under this paragraph, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what such students know and can do in academic content areas, until such students have achieved English language proficiency as determined under paragraph (7);

(x) notwithstanding subclause (III), the academic assessment (using tests written in English) of reading or language arts of any student who has attended school in the United States (not including Puerto Rico) for three or more consecutive school years, except that if the local educational agency determines, on a case-by-case individual basis, that academic assessments in another language or form would likely yield more accurate and reliable information on what such student knows and can do, the local educational agency may make a determination to assess such student in the appropriate language other than English for a period that does not exceed two additional consecutive years, provided that such student has not yet reached a level of English language proficiency sufficient to yield valid and reliable information on what such student knows and can do on tests (written in English) of reading or language arts;

(xi) include students who have attended schools in a local educational agency for a full academic year but have not attended a single school for a full academic year, except that the performance of students who have attended more than 1 school in the local educational agency in any academic year shall be used only in determining the progress of the local educational agency;

(xii) produce individual student interpretive, descriptive, and diagnostic reports, consistent with clause (iii) that allow parents, teachers, and principals to understand and address the specific academic needs of students, and include information regarding achievement on academic assessments aligned with State academic achievement standards, and that are provided to parents, teachers, and principals, as soon as is practicably possible after the assessment is given, in an understandable and uniform format, and to the extent practicable, in a language that parents can understand;

(xiii) enable results to be disaggregated within each State, local educational agency, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged, except that, in the case of a local educational agency or a school, such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student;

(xiv) be consistent with widely accepted professional testing standards, objectively measure academic achievement, knowledge, and skills, and be tests that do not evaluate or assess personal or family beliefs and attitudes, or publicly disclose personally identifiable information; and

(xv) enable itemized score analyses to be produced and reported, consistent with clause (iii), to local educational agencies and schools, so that parents, teachers, principals, and administrators can interpret and address the specific academic needs of students as indicated by the students' achievement on assessment items.

(D) DEFERRAL- A State may defer the commencement, or suspend the administration, but not cease the development, of the assessments described in this paragraph, that were not required prior to the date of enactment of the No Child Left Behind Act of 2001, for 1 year for each year for which the amount appropriated for grants under section 6113(a)(2) is less than—

(i) $370,000,000 for fiscal year 2002;

(ii) $380,000,000 for fiscal year 2003;

(iii) $390,000,000 for fiscal year 2004; and

(iv) $400,000,000 for fiscal years 2005 through 2007.

(4) SPECIAL RULE- Academic assessment measures in addition to those in paragraph (3) that do not meet the requirements of such paragraph may be included in the assessment under paragraph (3) as additional measures, but may not be used in lieu of the academic assessments required under paragraph (3). Such additional

assessment measures may not be used to reduce the number of or change, the schools that would otherwise be subject to school improvement, corrective action, or restructuring under section 1116 if such additional indicators were not used, but may be used to identify additional schools for school improvement or in need of corrective action or restructuring except as provided in paragraph (2)(I)(i).

(5) STATE AUTHORITY- If a State educational agency provides evidence, which is satisfactory to the Secretary, that neither the State educational agency nor any other State government official, agency, or entity has sufficient authority, under State law, to adopt curriculum content and student academic achievement standards, and academic assessments aligned with such academic standards, which will be applicable to all students enrolled in the State's public elementary schools and secondary schools, then the State educational agency may meet the requirements of this subsection by—

   (A) adopting academic standards and academic assessments that meet the requirements of this subsection, on a statewide basis, and limiting their applicability to students served under this part; or

   (B) adopting and implementing policies that ensure that each local educational agency in the State that receives grants under this part will adopt curriculum content and student academic achievement standards, and academic assessments aligned with such standards, which—

      (i) meet all of the criteria in this subsection and any regulations regarding such standards and assessments that the Secretary may publish; and

      (ii) are applicable to all students served by each such local educational agency.

(6) LANGUAGE ASSESSMENTS- Each State plan shall identify the languages other than English that are present in the participating student population and indicate the languages for which yearly student academic assessments are not available and are needed. The State shall make every effort to develop such assessments and may request assistance from the Secretary if linguistically accessible academic assessment measures are needed. Upon request, the Secretary shall assist with the identification of appropriate academic assessment measures in the needed languages, but shall not mandate a specific academic assessment or mode of instruction.

(7) ACADEMIC ASSESSMENTS OF ENGLISH LANGUAGE PROFICIENCY- Each State plan shall demonstrate that local educational agencies in the State will, beginning not later than school year 2002-2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the State educational agency, except that the Secretary may provide the State 1 additional year if the State demonstrates that exceptional or uncontrollable circumstances, such as a natural disaster or a precipitous and unforeseen decline in the financial resources of the State, prevented full implementation of this paragraph by that deadline and that the State will complete implementation within the additional 1-year period.

Appendix L

Following are the note-takers full reports from the three breakout sessions. In some cases there are more details than provided in the earlier portions of this report; in other cases, there are no differences between the earlier portions of the report and this portion. For the sake of consistency, all tables/groups notes are provided here; this also will allow anyone who might want, to copy these pages and have all the unfiltered suggestions, ideas, concerns expressed by the Roundtable participants. The notes have been formatted to match the rest of this document; no other editing or modifying has occurred. Other participants offered notes after some of the sessions. In order to assure that as many nuances as possible have been captured, these notes have been included as well; the suggestions and comments do not necessarily reflect the views or policies of the USDE, nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Table 1

A: Monday Morning, Breakout Session #1

1. Turnaround of lowest performing schools with ELLs
- Highly qualified teachers: in Florida, this had a tremendous impact on low performing schools.
- Not just teachers but administrators and other personnel
- Recommend more rigorous standards for teachers of ELLs, in content areas as well as ESL/BE
- Recommend policy addressing ELLs in legislation & regulation beyond just Title III.
- Recommend ongoing training of teachers throughout teaching career.
- Comments on the lack of incentives for teachers to participate in continuing education.
- Comments on the lack of integration of Title III and other parts of ESEA regarding ELLs.
- Recommend funding stream to assist schools who are having difficulty or not meeting AMAOs.
- Students require quality instruction in the content areas for schools to be able to meet AMAO 3.
- Districts must be held accountable for schools—this is not a nationwide practice.
- Staff replacement is not an appropriate turnaround strategy if new staff lack capacity to instruct ELLs.
- Recommend implementing strategies to grow teacher capacity, including recruiting teachers from bilingual population.
- ESEA should encourage dual language programs in order to grow future teacher capacity.
- Recommend encouraging PD that pairs ESL/BE and content teachers.
- Comment on the need for school infrastructure including technology, libraries, science labs, college prep courses.
- Parent support for college readiness. Participant highlighted the "simplified FAFSA" college application form that had been used with success with immigrant parents.
- Recommend extended learning time including extended school day.
- Recommend funding stream for research on ELLs.
- Recommend that the variety of turnaround models available be suitable for the many diverse contexts of schools with ELLs, including SIFE, newcomer students, long-term ELLs.

2. Innovative Models
- Balanced assessment measures, which include multiple tiers (classroom, district & state level assessments), include formative & summative assessments, and measure higher order cognitive skills.
- Performance measures which are appropriate for diverse children.
- Performance measures which can measure content without language conflicting the measure. Assessment system must be able to distinguish between language acquisition and content knowledge.
- On scaling up: need good measures of innovative programs which will predict or evaluate whether the program might work in other settings.

- Need to look at diversity of ELLs to measure innovative programs; programs which work for literate newcomers with strong academic background will not necessarily work with SIFE or long-term ELLs.
- Teachers require a good understanding of second language acquisition and how this interacts with content.
- A challenge for many programs is moving children from intermediate to very proficient.

3. Human Capital
- Recommend growing capacity from pool of ELL/bilingual students who have knowledge of the cultural background of students.
- Recommend that training and support for teachers be integrated into the teacher accountability system.
- Allow teachers to develop growth targets for accountability purposes.
- All staff in a school require skills to close the achievement gap; recommend waiting until these skills are in place before staff evaluation takes place.
- Ongoing PD should include principals & other administrators.
- Recommend that performance of ELLs should be including in evaluation of all teachers.

4. Data Systems
- Recommend that data systems must be able to longitudinally disaggregate students. Ensure data can "follow" a student through school career.
- For accountability purposes, ELLs should remain in LEP subgroup after exiting LEP status.
- Disaggregate students by number of years in program or instructional time.
- Measure graduation rates & disaggregate for ELLs.
- Track content & English language acquisition in tandem for individual students.

B: Tuesday morning: Discussion of Program Administration

- Instruction is a critical need in programs, especially extended instructional time.
- Allow Title III funding for districts to purchase supplemental materials, including software, native language materials.
- Fund research on effective PD especially PD which is proven to decrease achievement gaps. Provide greater federal guidance on effective PD.
- Ensure a funding stream is available for PD research.
- Ensure a funding stream is available for research on content area learning for ELLs.
- Fund development of native language assessments.
- Allow Title III funding for districts to purchase off-the-shelf L1 assessments.
- Fund demonstration projects which showcase performance-based measures.
- Increase administrative fund allowance from 2% OR ensure specific guidelines in Title I funding that allow Title I monies to go to administrative expenses for ELLs.
- Recommend that funding for immigrant students be on a per-student basis and not linked to increases in immigrant population.
- Recommend using state counts of students to apportion formula grants, not American Community Survey counts.
- Remove K–2 students from AMAO 1&2.
- Recommend that students remain in the ELL group for accountability purposes even once they have become FEP.

Table 2.

A: Monday Morning, Breakout Session #1

1. Turnaround of Lowest performing schools with ELLs
One positive aspect of Title I is that there is an increased consequential model. How can this be applied to Title III?
- Factors to consider
    - What are the principles of escalation?
    - What are the principles of a school that makes it so bad you have to sink the ship rather than beaching it?
    - Clarification needs to be supplied
        i.   Example: What is a measure of student achievement? AND what is the staffing and organizational structure of the schools? Go beyond assessment information as making judgment for low performing schools
- Provide a framework of prevention or identification BEFORE the "turnaround model" is implemented - a gradual implementation of a turnaround model

The Turnaround Model doesn't deal specifically with ELLs or Title 3.
- Don't identify schools as low perfoming, when only ELLs are not making AYP, because then it's ELLs that need to be addressed, not the whole school.

Stipulation of: "replacing principal and ½ staff" - What if that's not the problem? What if problem is superintendent or the school board? How will replacing the school staff solve this issue?
- If the school district doesn't make AMAOs after 4 years, it's (see above) the stiffest penalty, but law doesn't say how to go about doing that – and there is no guidance regarding the process; problems can go above and beyond just the principal
- If retaining an AYP model that requires subgroups to be a part of that model, then schools can be penalized based on the pitfalls tied to ONE program, even if all the other programs in the school are positive.
- Are these last ditch efforts? If so, what takes place prior?
- AMAOs or AYP? As basis for this decision.

The "restart model" is also very severe.

Table members expressed extreme concern over using test scores as the only method of judging achievement and accountability – does not provide a whole picture of progress.

What is the purpose of AMAOs and accountability here?
- Focus should be on ELLs and AMAOs (district level) vs AYP (school level).
- AMAOs/AYP are overly focused on school-level reprimands and penalties

2. Innovative models of success for ELLs
Our ultimate goal is to make ELLs no longer "ELL" = ELL is not a "terminal" condition.

What do we know about effectively educating ELLs?
- i.e, literacy = 1980-2002 there are very few quantitative studies; a robust research base doesn't exist
- When you don't have an idea of *what* works, How can you know how to fix the problem?

Sometimes success of a school is due to an effective principal and if you move that person around, the school they're at succeeds, but that can't be applied broadly
The whole is more than the sum of it's parts; must have samples/models of what a highly effective school/district looks like (specifically regarding bi-lingual and ell)
- Provide/implement visitations of schools who have effective models in place

Native language development and support vs. English only
- There will continue to be issues if students are being inappropriately identified
- If they don't have the skills in the native language they aren't going to get them in English
    - Intake assessment in the native language is a critical tool that must be implemented.

3. Data systems
The law supposedly "leaves no child behind," but you can establish an (N) size that leaves a large percentage of students behind when you report out. This is particularly true when you make the (N) size the same across districts regardless of the number of ELLs enrolled.
- Example: 40% of the districts in WIDA states drop out from accountability based on (N) size.
- Can longitudinal analysis be used instead?

You can give data to principals and teachers, but if they don't know what to do with it...
- gov't could provide the guidance to say "if your data looks like this...then here's what you should do"
- isn't this what the CC's are supposed to do? What is it that the CC's are doing, and how can we get the word out?
- It's got to be the **teachers** who can look at the data and know what to do with it because they're the ones dealing with the kids
- at the same time, there should be someone who does this for them and gives them this information based on looking at the data, so it's not one more added thing to their plates

Accountability and ELLs
- In using data; what is a student's L1 literacy and experience with education?
- Are they being identified because of a pre-existing deficit, or because of a lack of growth? WHY isn't the school making progress needs to be taken into account.
- GROWTH model that takes this (above point) into account - years of education in home country; mother/father education experience; level of first language literacy (interview or home survey)
- HOW many times can you count a person in accountability? This is currently an issue as ELLs are being counted in several categories, not just as an ELL; this provides skewed data – have one student count as ONE student (not 1 in every category = ELL, free & reduced, etc.)
- What are the variables being collected/taken into account?

ELLs are being viewed as a homogenous group for accountability purposes, and they are NOT.

ELL population is dinged for the length of time it takes for a student to LEARN English. Consider:
- If they're in the lowest 2 levels of ELL in HS, they will likely NEVER be proficient by end of HS, or even EVER (extend HS beyond 12th grade for these students); in an accountability model if you're not accounting for the reality of learning a language, you'll be over on false-negatives.
- How long should a student realistically be categorized as ELL for accountability purposes?
    - What about a subgroup that tracks ELLs and former ELLs across their ENTIRE learning careers?

Title 3 allows for native language assessment for AYP if your law says that you are using native language instruction; but if you haven't gotten that permission from the FEDs, then you can't
- make law more permissive and explicit in this regard

- move is currently "English only" so native language is disregarded to a large extent
- issue of standard alignment – need to have a standard for ELP and for eng.
- How do you develop that many test and standards to quality and affordability
- What if they're not in a high-frequency language?
- How do make the best decision on WHAT test to use for what student?
- Specific guidance for selection (bullet points, scenarios)

4. Creating a human capital pipeline
Standardization of how teachers and principals are trained; a standard vision of what an effective teacher, effective principals, and effective schools look like.
- Several states are moving towards this already.
- national teacher qualification exists
- prepare the professors who are teaching the teachers to deal with ELLs
- no specific requirements for working with ELLs or Spec. Ed students when you are a general/content area teacher
- law says "highly qualified" and breaks it down for ESOL teachers, but not for "content" area teachers (ESEA Title III § 3212(a)(2)(A))
- title 7 fellowships are gone, but that was a great program that could help to solve this issue
- SIOP training for content area teachers?

ELP standards
- Content area teachers are not familiar with how to modify/supplement reg. Ed to meet the ELP standards; professional development needs to take place on how to integrate Language Acquisition and Development into content area standards – ELP doesn't happen in isolation in an ELL class.

B: Tuesday morning: Discussion of Program Administration

What should Title III fund? What is the vision for Title III?

Use of Title 3 funds for assessments needs to be better clarified
- Current rationale is that using funds for ELP assessments violates *supplement vs supplant*; Title 1 does require an ELP test, but it doesn't have the same requirements that are outlined in Title 3 (there are things above and beyond what's required in Title 1 for an ELP assessment for Title 3)
  - It doesn't always violate the rule (ex: Access for ELLs in NJ)
  - There needs to be the flexibility to do what is best for ELLs
  - For many states the only supplemental funds are the Title 3 funds
  - You don't want states to have to spend all their Title 3 funds on assessment; this is not the best use of resources, nor is it most beneficial for the students
  - If an assessment is brought in specifically to meet Title III requirements, then funds should be available for that via the gov't
  - Solution?: monies for Title 3 assessment should be a line item in Title 1
  - In several states, General Purpose Revenue often doesn't have a line item for ELL assessment
- If you're mandated to do things in title 3, then you must have commensurate monies available and provided under the same, rather than relying on states to find the funds on their own (esp. in this economy)
- When implementing a statewide assessment for ELP and accountability, supplemental funds MUST be made available under Title 3 (clarification of supplement vs. supplant
  - Possibility: Place under Title 6?

Diffuse use of Title 3 funds – Model building as a way to focus funds (Innovative)
- Reinstate old Title 7 format?
- Attempt piloting first? Identify existing successful programs and then implement them in a school to see if they actually work for that educational community – models are not always transferable
- Specify in the law what viable/acceptable models look like and the money goes to states on a competitive discretionary basis? A discretionary grant program? (at least initially)
  - Accountability = state requirement: accountability workbook
  - Give SEA money for the model building
- Give districts the power to identify, create, and evaluate programs that will help districts solve their own immediate needs and on-going issues, but provide MODELS for how to go about it
  - Model dual-language programs, model programs for long-term ELLs, etc.
- Collaboration must be built in for IHEs, LEA, and SEA
- Best practices for:
  - Refugee, poorly schooled, older ELLs, migrant students

Flexibility to use funds for small, low incident districts
- remove $10,000 threshold
- this results in accountability being tied together when small districts must form consortia (and this is a huge breakdown)
- immigrant education must show a "significant increase" - language is too restrictive and works against districts
  - this forces districts to **not** implement long running programs
- "emergency immigrant law" was better (min. of 500 imm. Students or 5% of your pop)
- have instead a "threshold" population percentage

Professional development; teacher education programs
- Specifically targeted at training bilingual professionals
- grants/scholarships to provide monies for training bilingual educators
- collaboration with IHEs; give money to school districts to fund PD (especially if you're looking to train core content teachers)
- reinstate things from Title 7
  - teacher training in universities
  - professors who prepare teachers
  - pre-service, in-service, fellowship

Implementation of AMAOs
- More funding and guidance is necessary to help states provide support for those who don't make AMAOs 1 & 2
- they're only reported at the district level
  - as a result: no one really pays attention to 1 & 2 because of a lack of recording (should be reported to the public) and that the state decides the benchmarks- there's no standardized
- huge focus on 3, because it's accountability issue as it affects AYP
  - AMAOs aren't being met because of 3; which then makes AYP a miss
- time requirement for AMAOs is problematic
  - Language Acquisition is not a step ladder of progression.
  - Progress **OVER TIME** must be considered.
  - A growth model is necessary for this
    - Include time within program, but also other variables such as prior experience with education, proficiency in the native language, and year to year progress.

Table 3.

A: Monday Morning, Breakout Session #1

1. **Innovative Models** (Includes funds to effectively target students, schools, and districts in need. Are there models that do this effectively? Etc……)
    1. Need to have consistent prescription for aiding ELLs
    2. ELLs need to be treated as a heterogeneous group
    3. There should be a comprehensive approach to looking at and dealing with ELLs
    4. States should be able to offer a variety of programs that best serve their ELL group
    5. Need to look at the reform system and see how ELL students can be helped
    6. Encouraged that ELLs be explicitly mentioned in legislature and policies and be part of every comprehensive measure.
    7. If we are looking at moving towards common core standards then we do not need separate titles.
    8. Title I need to address the Title III issues.
    9. Title III need to be part of the whole (within ESEA) and have title III people as protectionist for our students not the title- we are part of the whole.
    10. We are part of the umbrella where the ELLs are incorporated.
    11. There are fragmentations in accountability, where ELLs may be counted in one group but not in other groups. We (ELLs) need to be count as a whole person in one group and we must be integrated into the system so that we are not lost.
    12. There has not been any R & D for years.
    13. All teachers need to know something about how to teach ELLs
    14. Maybe we should look at integrative models
    15. State should look at Title I schools – lower 5%
    16. Majority of Schools have implemented Extended Learning Time and creating community-oriented schools.
    17. Many models are not the best evaluators of ELL outcomes
    18. WE- prefer the Transformation Model, however, how can it be implemented in a place that is unionize or run by school boards
    19. We need to have a better system of tracking ELLs across various programs for proper accountability- to see how they are doing academically (tracking data).
    20. It should be clear that accountability and improvement are not the same thing.
    21. Formative assessment, teacher training- learn how to use assessment.
    22. There are three types of accountability evaluation (purpose):
        a. Formative for the purpose of bench marking (sort of)
        b. to see if students are meeting standards
        c. achievement- to see how well students progress
    23. Teachers need to feel valued. Being prepared to teach is not a quick fix approach.
    24. Data about schools should point out which are low and high performing schools
    25. There is funding out there for performance based – RTT is tied to Common Core Standards
    26. Must have innovative form of assessment and a comprehensive integration approach to assessment.

2. **Pertaining to Human Capital**
    1. Recruitment and placement needs to be differentiated and have an even distribution of highly qualified teachers in every area in the state
    2. If teachers and principals are not effective (over a certain period of time) they should be removed.
    3. Need to look at teacher education standards. All teachers should have second language acquisition, ELL and literacy development course implemented in the teacher preparation programs.
    4. Certification testing as well as National Board Certification should include questions on ELL pedagogy.

5. Tie preparation to a practicum, in which teachers understand how to implement what was learned in PD, in the classroom.
6. part of a program "Promoting Excellence" bring evidence back that the PD or training received was understood. Display how it is to be implemented in the classroom.
7. Work with accreditation associations to include ELL courses in teacher preparation
8. Influence those associations to make sure ELL issues are addressed (Math, Science, Social Studies, Language Arts etc)
9. Work with unions and school boards to ensure ELL issues connect with content area to make sure ELL initiative, needs are implemented in the content area.
10. Principals should have some sort of leadership prep course on how to implement integrative models in schools.
11. Teachers should have knowledge of assessment
12. Teacher pay- includes accountability for all.
13. Maybe use a value added approach to attract HQ teachers to work in high needs area-attached with a bonus pay.
14. Money should be tied to continuous development
15. Recruit but give those teachers who will work in the high needs area extra days off to have a mentor and PD.
16. Teachers in content area work as a team using SIOP.
17. Build capacity.

3. Data Systems
1. Create a data system created into the whole system to:
   a. track the kids
   b. see if they are achieving
   c. for an improvement process
2. Know that there are various purposes for data collection.
3. Need a unified system for data collection and make the data fit the purpose.
4. Have an integrated group- Title I, III, Gen. Ed.
5. must include ELL in every RFP.
6. This integrated group would convene (meet) or be a mechanism or strategy that meets continually to make sure all groups of students needs are met.
7. USDE should have a strategy that ELLs – or a comprehensive plan, that mentions ELLs in every category, strategy and funding stream during the Reauthorization process.
8. Know why we are collecting the data.
9. Who keeps the data- district, LEA, and so on (should be made available)
10. USDE should Model an approach to data collection according to various purposes so that states can model after them.
11. Need this approach to data collection so that the same approach is used every time.
12. Uniformity in instruments and data collection so that is can be looked at across agencies and the data is uniformed in a sense.
13. Have a common frame for all data collected.
14. Common Core of Data should be collected for multiple purposes:
    a. accountability purposes
    b. research purposes
15. What data is collected needs to be defined:
    a. who is an ELL student
    b. Govt. should tell us who is an ELL
    c. The definition should be general enough so state realize that ELLs are a heterogeneous group
    d. Robust enough to track serve and exit students.
    e. Some one from Title III should be there to have input when definition gets drafted.

    f.   Differentiated data systems between formative accountability and school improvement ac-
        countability.

    g.   Support an approach to state data system.

    h.   Different data requires different accountability systems.

    i.   Data collection for research should be built into funding system.

    j.   ELL person should do all the data collection: Reauthorization should support integrative analy-
        ses of data.

4. Turn around of Lowest Performing Schools with ELLs

1. Professionalization of teachers
2. Must have well prepared teachers: critical to turning around low performing schools.
3. Content vs. language
4. Content teachers have to be prepared to teach ELLs
5. Teacher prep and PD – continuum in low performing schools
6. Must emphasized content and language development (in dual language schools)
7. Teachers, counselors (especially in Secondary Edu) should develop a personalize relationship to as-
   sist ELL students.
8. Small Learning Communities need to have a caveat to support ELLs. Active continuum support need
   to be up-front.
9. Remember that parents are a big component to turning schools around (should not be a deficit
   model of parent involvement but a partnership).
10. ELLs need to have the necessary course work, and there should be continuous matching.
11. Need well prepared leaders who have the big picture in mind to work with multiple, diverse popula-
    tion.
12. Model should have evidence based practices that inform teachers and learning.
13. Evaluation of schools not based solely on the state accountability system- AYP
14. Based on multiple indicators- achievement data.
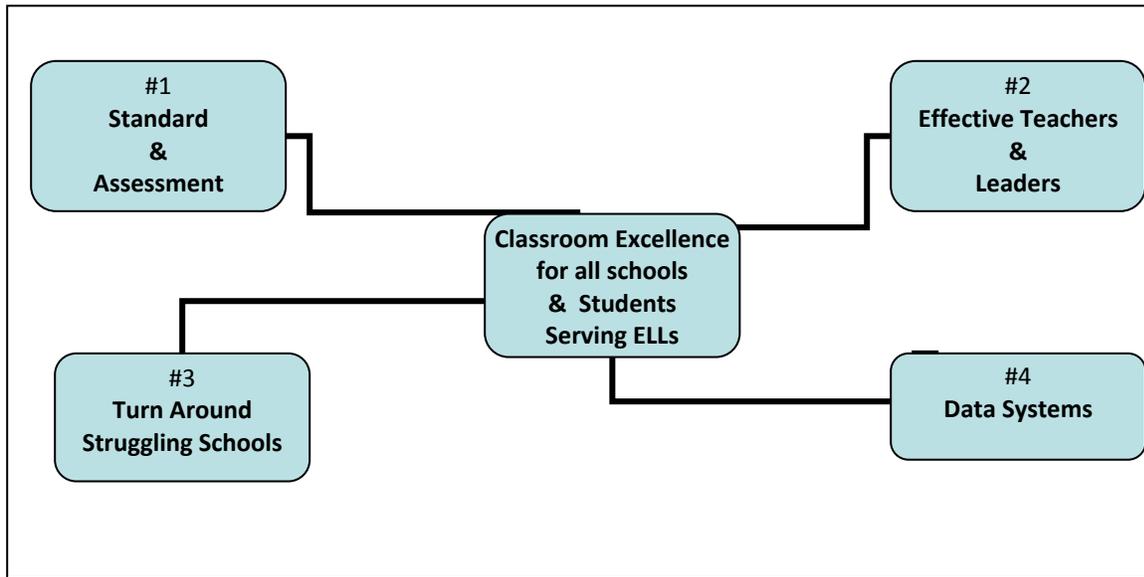15. Identify turn around school through multiple criteria.

B: Tuesday morning: Discussion of Program Administration

Title III Program

What should we fund?
- First must remember it is a supplemental program therefore it should fund all the T3 requirements:
  - Including administrative efforts, including personnel, testing etc.

- If T1 should assumes responsibility for serving all students
- It should fund teacher education and graduate programs pertaining to preparation of HQ ELL teachers.
- If AMAO 3 should be sent to T1 then it should fund ELL PD training of content area teachers.
- Title I should be complimentary to T3.
- Title III should fund ELP assessment and standards
- Title III should fund some PD and data collection effort- data systems both summative and formative
  data.
- If state information drives data system for Title III, I and other titles should have shared funding respon-
  sibilities for ELLs in assessment and data collection purposes.
- Should fund building capacity so that Title III could have guidance at the federal level and state level.

Title 3 Vision

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│   ┌──────────────┐                          ┌──────────────────┐      │
│   │     #1       │                          │       #2         │      │
│   │  Standard    │                          │ Effective Teachers│     │
│   │     &        │                          │       &          │      │
│   │  Assessment  │                          │    Leaders       │      │
│   └──────────────┘                          └──────────────────┘      │
│                      ┌────────────────────┐                           │
│                      │ Classroom Excellence│                          │
│                      │   for all schools   │                          │
│                      │    &  Students      │                          │
│                      │    Serving ELLs     │                          │
│   ┌──────────────┐   └────────────────────┘    ┌──────────────────┐  │
│   │     #3       │                              │       #4         │  │
│   │  Turn Around │                              │   Data Systems   │  │
│   │ Struggling Schools│                         └──────────────────┘  │
│   └──────────────┘                                                     │
│                                                                        │
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1. Standards in the Content area should include academic language and every area in general education should be responsible for the achievement and implementation of proper strategies for teaching ELLs.

2. Provide language development PD to content area teachers, school administrative staff and personnel.

3. Needs of ELLs should be addressed in any turn around model implemented in a school.

4. Data systems should include ELL information.

   a. ELLs information must be made accessible to administrators, staff and teachers
   b. Data should be used to inform instruction.
   c. All federal agencies should use the same instruments to collect data.

Vision Continued with some funding responsibilities
- IDEA should have some reciprocal responsibility for ELLs
- All titles should have some reciprocal responsibility for ELLs
- Reconceptualize OELA.
- Transfer T3 state grants back to OELA
- Have OELA as the point office to review grants, contracts and to participate in technical review panel.
- NCELA should be funded fully for technical assistance and to conduct research.
- Fund teacher education and graduate programs
- Revive former Title VII (Old form of Title III OELA) with funds for research
- Include funds in Title III and other titles for fellowship grants.

Table 4.

A: Monday Morning, Breakout Session #1

1. Innovative Models
<u>How can funds be targeted effectively to students, school, and district most in need?</u>

Now funds are allocated by student population.
The amount of funding should be doubled.
No, the problem is that schools do what they want with the money. For example, some schools receive monies for native language programs, but they don't have native language populations.
Districts/schools need more guidance on how to use funds: more specificity in the law, and flexibility on using designated funds.
Doesn't it already give guidance?
Need to find a way to target students most in need and with what they most need.

It's a culture of recognizing presence and needs of ELLs.
Prioritize and give attention to those students – and the laws and policies should reflect that priority.
Title VII gave a directive, but Title I isn't part of culture; Title I has no history or culture in dealing with ELLs.

The law has specificity, but ELLs are moved to special education because the building has no bilingual or ESL trained personnel.
We need to look at structuring toward the culture of the school.

Why does Title I receive all the funding?
But Title III has specific funds for ELLs; the money is for the kids.
Title III never has enough money, so need to go to Title I.
Who oversees the state Title III person? Who's managing funding and allocation?
In New York, Title III and Title I offices separate in district and state.
Money becomes territorial between districts; they lose sight of the students and worry about whose money it is.
Title I has teeth; people focus on it. Title III is lower priority, less focus.
Districts have a disconnect between Titles I and III.
We should make Title III equal to Title I, make it more fundable.
Instead of Title III going to Title I, let them come to us.

States are radically different. We need to create a culture of ELL inclusion. Some state laws don't even permit alternative teaching models.
Need to identify the culture of local education and strengthen it.
The state needs to hear our culture and how that speaks to fund usage.
It's not about funding; it's about usage and responding to identifiable specificities.
<u>What models work best?</u>

Terminology: We need to change the wording to "multilingual" not just "2nd language acquisition".
We need to reach out to monolingual speakers too, to learn a language in addition to English.
There are only 47 dual language schools.
How do we teach parents of monolingual students the concept of globalization, the importance of language learning?
Some teachers and schools not allowed to teach in native languages.
Pull-out is still widely used, even though it's not effective. It should be banned.
Actually, it's effective in some populations; for example, some of our schools have very minimal populations of ELLS, and so pull-out works best.
Need to choose model best for your population.

Pull out can work for very small populations.
The law doesn't dictate a program, but needs to be matched locally.

What can Federal do that shouldn't be done locally?
Maybe we need to talk about language needs, not learners – that's too varied.
The best are those with variety of models to meet various populations.
Make a culture of high standards.
With resources people are territorial. We need law to support collaboration between districts and schools.

How can the federal leadership encourage collaboration and flexibility?
We need a mission that everyone shares: a mission to help children.
The feds are not focused on ELLs.

Change terminology: ELL implies they are somehow diminished.
Create a culture, change the terminology: bilingual/multilingual.

English Only policy is not internationally competitive.
What do we want out of culture? The ELL culture and languages need to be respected.
For example: Boston has gotten much worse since the English Only law. They have a high rate of dropouts, and many non-reported dropouts.

Where are the needs of ELLs? Are services and assessments flexible enough to help? Monolingual speakers aren't getting effective service either.
One problem is the continual in-and-out of a student placed in services. Not steady.
But Federal government guidelines should be flexible to identify needs for that student.
Strict models inhibit placing students. Now you can't change services for a student half-way through the year.
They are automatically moved to other services without assessment.

ELLs are an afterthought in the whole structure.
Need better identification and assessment processes. It's damaging to ELLs how it's currently done.
Is assessment punitive or helpful? Make diagnostics non-punitive.

Disagree: What are federal and state issues?
Who should give guidance on assessment?
Assessment is a state issue.
But we need guidelines and resources.

When assessed and labeled "basic", what does that mean?
ELLs don't get a valid formative assessment results until a year later.
Are the tests formative or summative now? Or is the same test being used?
Getting the system bogged down in assessment gets in the way of students.
But assessment is needed and can help students.

Need to articulate Title III in terms of larger objectives
We need to create a culture – a belief system, mission, goals and collaboration—throughout the law, enough to help Title I and Title III educators work toward same goal.
How are they connected? Where do they meet?
Title I is seen as the top, all others are subordinate to it. That thinking needs to be adjusted.
Title I is accountability, and right now everything funnels through that.
Many Title I students are ELLs; move funding to Title III.
Regardless of funding, we need recovery and prevention of ELL dropouts.

Different levels of responsibility need to be clearly divided: Federal, state, district, school.
ELs dealt with locally and maybe state, but not really federally.
It's an equity question: does Federal government realize we have a crisis in secondary education for ELLs?
I'm not sure I would call it a crisis.
2/3 dropout rates.
But ELL population percentage in nation as a whole is only 5-10%
There are pocket s of hope and success. We should try to see what's been working and highlight that.

Disagree: Feds don't look at specific students that are struggling. Feds do give guidelines to focus on right students and how to help.

Good models: Schools That Make a Difference, consistent treatment (not switching between models)

When are kids ready to take the ELA exam?
Assessment should encourage the models we want to implement.
Test the same, but scale the coring by the model used and ELL status.
Use adjusted benchmarks.

2. Human Capital
There's a loss/lack of programs to support fellowships and doctorates.
What do "highly qualified" teachers mean?
In some states, it means they passed an exam, regardless of coursework/experience.
Need teachers trained to meet changing needs of society.
Mainstream teachers need training in ESL.
The state mandates what universities teach teachers

Need to create incentives to university to prepare educators to teach ELLs.
Increase fellowships.
Reestablish and strengthen opportunities for educators and national PD programs to produce quality teachers for ELLs.

Disagreement:
Need oversight with these programs (PD).
We can trust educators to use funding appropriately

Need to make work in applied linguistics applicable to language learners
And provide adequate incentives for all training programs to facilitate recruitment and retention of teachers.

Merit pay is tied to state assessment for ELLs.
Move Title I funding to Title III.
Federal should mandate states to allocate a percentage of the Title III funds to more categories (PD, university, in-service, pre-service for educators of ELLs, etc).
Supplant/Supplement
Money is pumped into districts, but there's no incentive for innovation.
Different models cannot be applied to different groups.
ESEA should make research models accessible.
Create a research agenda relevant to Title III law to address policies, programs, practices that best serve ELLs ("children learning English as an additional language").
Pay for performance.
Move toward support for teachers and students rather than sustained focus on incentives.

Recommendations
-All ELLs, regardless of funding should be assessed annually as part of accountability system.
-Reinstate discretionary grant competitions to create successful model programs.
-make a sustained focus on comprehensive systems of instruction.
-strengthen OELA (personnel, money, add a director) to implement changes. More support in OELA.
- Accountability system to support native language and include assessment in languages in addition to English.
-Make reasonable guidelines that states can adhere to in a reasonable fashion

B: Tuesday Morning, Discussion of Program Administration

No more details than provided in the Highlights of Figure 8 of the main body of this document.

Table 5.

A: Monday Morning, Breakout Session #1

1. Human Capital
What are the needs of the field in terms of high-quality teachers of ELLs? What role could the ESEA serve in meeting these needs?

The schools have a deficit of 6400 bilingual teachers in Texas. Additionally there are not enough faculty/professors for bilingual education at the higher-ed level. All content area teachers need some level of endorsement in ESL.

There needs to be bilingual pipelines at the higher-ed level.

States could use National Board Certification/State Reciprocity.

States need to determine what is working and be able to scale it up.

How could schools and districts improve their capacity to recruit, train, prepare, support, and reward teachers, paraprofessionals, and other educational personnel to educate ELLs effectively?

They could use grants or scholarships to promote students becoming teachers.

There should be differentiation of ESL, Special Ed, classroom teaching at the college level.

Title III is under funded compared to Title I, and there needs to be increased flexibility of spending. State populations are changing faster than how the funding is increasing.

There are not enough Title III funds to train all the people in the schools that need the ESL training. There is only enough for current ESL teachers.

There needs to be increased technical assistance in LEAs and SEAs

There should be more work to support things like 2 year programs for teachers to gain additional certifications.

How could principal expertise and leadership be enhanced to transform education for ELLs, and what do principals need to know so that ELLs are best served at the building and district levels?

There should be increased administrator training especially for administrators coming in from the business community.

States and districts have different superintendents coming in all the time. We need increased training for superintendents and principals.

2. Data Systems
How could the ESEA best support accountability systems that drive continuous improvement, while maintaining a focus on using data to hold all schools accountable for improving the achievement of ELLs?

We need to be able to track students longitudinally by cohort. We should also keep cross sectional reporting as well.

We need to rework AMAO 3, and streamline the process for ELLs

The period of time when you have to measure a new ELL should be extended.

States are over assessing and there is a wide range of difficulty on the state assessments.

We should keep what is required to be reported by the states consistent from year to year, and keep it tied to what is being assessed. This way individuals at the SEAs know what they are reporting.

How could these systems be designed to track and cross-inform progress in English language proficiency and gains in content knowledge?

It is more important to track content knowledge gains. There needs to be a simplification of the tracking systems.

What factors should be considered in designing data/accountability systems that link student results back to teachers?

We should keep data requirements consistent from year to year.

There is a lack of leadership at the Federal Title III level.

Not all the SEAs have the same capacity for maintaining the data. There is not enough funding for the infrastructure of databases across states. This should be responsibility of the SEA rather than the LEA.

There should be some form of teacher incentive pay.

Any system should be user friendly and accessible by all.

3. Turnaround of lowest performing schools with ELLs
What are proven strategies that are currently being used to transform education for ELLs enrolled in low performing schools and districts?

We must identify what the best practices are and scale them up and disseminate those practices.

All educators must be trained by ESL staff.

All plans must be data driven

There should be targeted intervention based upon the data.

States must continue to be mindful of the effect on the community as well.

What is the research based on effective instruction for ELLs?

Mainstream educators should be trained on current ELL research.

Support through primary language is key.

It has been shown that dual language schools outperform single language schools consistently among all sub-groups.

4. Innovative Models
How could ESEA funds be targeted effectively to students, schools, and districts most in need? Are there models to look at which do this effectively?

Using innovative practices can help to change student attitudes to learning.

We should increase incentives to be innovative by supporting flexibility.

Language revitalization should be supported as a form of innovation.

How can native and dual language instructional programs best be developed, implemented and scaled up?

We could use the school within a school model and use longitudinal data to support the growth model.

It is best when states create standards/guidelines for creating dual language ed programs

What would effective instruction in these programs look like, and how could students' gains in language acquisition and content area knowledge best be measured?

B: Tuesday morning: Discussion of Program Administration

We need to increase funding and tweak the funding formula for a small n.

We should bring back funding for bilingual teachers, PhD , fellowships, career ladder, and administrator training.

We need quality academic programs for ELLs that are researched based rather than in current language of law

We need increased flexibility and an immigrant set aside fund. There also needs to be guidance on supplement versus supplant.

Assessment- 611 money

Building capacity (Competitive Grants)

We should push Title II definition of highly qualified to include preparation of all teachers in subject matter

We need to bring back basic research to Title III to develop an appropriate research agenda for second language learners i.e. reading.

There needs to be increased leadership capacity, personal development for SEAs and state directors at federal level from the secretary.

An additional NCELA-related participant at Table 5 offered the following notes …

Charles Stansfield will serve as the reporter.
Ginger Collier, retired from GMU.
Liz Bailey, OESE ED.
Sharon Saez, CCSSO, manages the ELDA for CCSSO
Barbara Medina, CDE Title 3 coordinator
Luis-Gustavo Martinez, NEA, ELL issues.

Human Capital
G Collier. There is a shortage of 6400 bilingual teachers in the estate of Texas Orly. She suggested reinstatement of Title VI fellowships.
B. Medina. We need good faculty in schools of ed, not just researchers.
C Stansfield, We need to prepare all teachers to deal with ELLs. SEAs need to pressure Schools of Ed to hire profs who can train teachers to deal with ELLs.

GC. At GMU we do team teaching that involves ESL profs with profs of other subjects. This worked well.
GC. Dual language education programs are mainstream, they don't just involve ELLs. Texas, NM, WA,

BM. Dual language programs generate the concern that those programs wont meet AYP.
GC. ESEA should be longitudinal rather than cross-sectional as is the case currently under NCLB/ESEA.

BM. SEAs need more personnel if they are to provide TA. Small districts don't get enough money to provide TA. District administrators get small amounts of money from differert titles of ESEA and they often can't combine them.

LGM. Bilingual Pathways program at the U of Oregon provides a path to certification for aides.

CS. We need programs that will cover the costs of tuition for inservice teachers.

BM. NBPTS standards don't adequately treat teaching in diverse situations.

Principal expertise.
GC. Too many superintendents come from the business community and have a lot to learn.
Administrator training for teaching to diversity.

Lots of funding.
Teacher training, IHEs, diverse settings. Administrator training.
Build capacity on a continuum, 2 year programs, 4 year programs.
Increase TA within SEAs and LEAs.
Scale up. Disseminate information on what's working for instructing ELLs and training teachers.

Data Systems.
We must follow kids longitudinally, not just cross-sectional data gathering on cohorts.
BM. There is a need for consistency in reporting requirements from year to year on the CSPR.

Sometimes reporting requirements are whimsical in each state.   States ask for different data in their student an-
swer sheet. States can prepopulate the answers to those questions because they have a good bit of data al-
ready.

LGM. We want to track language proficiency development. We also want to make general achievement impor-
tant.

1. Longitudinal data systems vs cross sectional.
2. Consistency across years in data collection.
3. Growth models vs a cohort model.
4. Consistency across states in data collection.
5. Data mush not be used in punish teachers. Appropriate data use. (To provide additional funding).
6. Consumer friendly data. (Feedback to instruction). Expand access to longitudinal data.

Turn-around of Lowest Performing Schools with ELLs.
1. Need dissemination of best practices
2. Not just ELLs: Articulation across programs, title I + III + SWD
3. Data driven, track growth, planned treatment aligned with data collected
4. Concerns about clsing schools, effect on community. &&
5. Research base for ELLs, teach language through content, support first language development. &
6. Dual language Schools. &&&
7. Check data after turn-around.

Innovative Models
1. Incentives are important
2. Innovation can be a motivator for all.
3. More funds for innovation
4. Language revitalization programs MN, AZ, HI, SD,
5. State guidelines for dual language programs
6. Understanding the needs of older students.&
7. Demonstration projects: newcomers, refugees, not formally schooled.&&&&
8. Recovery of dropouts.
9. Secondary guidelines for dual language: feeder schools
10. Credit accrual, credit recovery?
11. Relationship with community colleges
12. Flexibility in guidance across programs

Table 6.

A: Monday Morning, Breakout Session #1

1. Human Capital
DISCUSSION:
1. LEA perspectives at the pre-service level should be framed to work with ELLs, and it is not across the
   board yet.
2. School districts/states should continue to provide in-service training to work with ELLs.
3. The federal government should be made common high quality certification standards a common re-
   quirement. All teachers must get training to work with ELLs.

Many teachers are not qualified to teach ELLs. In Texas, for example, waivers and exception for ESL requirements are now monitored, and consequences are put in place if the requirements are not met. But if it is an initiative from the state level rather than from the district level, it will have more impact.

4. Building the human capital should be ongoing and supported by the federal government.
5. LEAs train people on their own but it needs to be built into pre-service level, which will be a better distribution of money.
6. There has to be more research pointing at the effectiveness of dual language education. Yet, there are no or few institutions that prepare dual language teachers. The discontinuity is growing larger. We need to build the expertise by fostering dual language programs.
7. There should be incentives for people who are certified bilingual teachers and teachers in a content area.
8. ELL teachers should be integrated in the PD of the district (the reciprocity: infusion at the in-service level). The reciprocity has to be with accountability for the teachers who attend training.
9. PD should be embedded at the pre-service and in-service level.
10. ESL education should be required (should be on the list of required KSAs)
11. It should not only be required but of high quality to be credible (In Florida it is mandatory but the quality is not high).
12. It is possible if there is funding and plenty of time for implementation. We need to have a plan to make it happen, and then there will be a buy-in from the districts.
13. The level of support is important (coaches, data analyses, etc.).
14. If we have standards for teachers and administrators, there needs to be a full circle across the country.

Recommendations:
1. All teachers need required PD to support ELLs (pre-service, in-service and on-going)
2. All administrators need required PD to support ELLs (pre-service, in-service and on-going)
3. National standards for ESL/bilingual teachers need to be established
4. Incentives need to be provided for gen.ed. teachers to become dual certified/ESOL/bilingual.
5. Effective innovative models of PD, LEA/IHE partnerships need to be developed and promoted.

2. Data Systems

DISCUSSION:
1. There has to be continuity, consistency and comprehensiveness in the design. The data on ELLs is very fragmented. The existing data systems do not talk to each other.
2. There is a user issue.
3. We need to have a national system determining who is an ELL. We don't have accurate data because we don't have a nationally accepted definition – and they differ from state to state.
4. WIDA states have the much needed consistency in standards, definitions, proficiency levels, etc.
5. There are funding applications depending on how different states define who ELLs are. Here is where the department must step in and say: "This is what makes sense educationally," and push it.
6. Transition to common standard is not easy but we will see huge positive effects.
7. Exclusion: The data system has to be retrospective and to include ELLs.
8. We use assessments for accountability, while other countries do it for continuous improvement.
9. We need to promote shared responsibility (teacher teams should be accountable rather than individual teachers) but it is difficult to operationalize.
10. We need to have a student tracking system for teachers to follow a student's progress and records from K through grade 12.

Recommendations:
1. Develop district and state data systems that integrate ELL data to provide a comprehensive picture of ELL language proficiency in L1 and L2 and achievement for continuous improvement.

2. Develop at a national level a consistent system for identifying ELLs and determining levels of language proficiency.
3. Develop national language codes and ELL codes.
4. Develop minimal data elements to be collected on ELLs (e.g., limited formal schooling).
5. Provide SEA/LEAs with a reasonable time frame and funding.

3. Turnaround of Lowest Performing Schools

DISCUSSION:

1. We need to have common standards for teachers and administrators (how to work with ELLs): if we have these standards built into the system, we can evaluate them according to these standards.
2. We need to have teacher coaches and literacy coaches. Formative assessments need to guide instruction and to address individual needs. Strongest teachers need to be paired with neediest students. Teachers must receive timely feedback on performance and learn how to mentor students.
3. There has got to be some flexibility to the turnaround model, which is too blunt and punitive. A school may make huge gains but miss the AMAOs by several students. If the principal is removed, the school will be set back. It is not always the principal or the kids who didn't make it who are to blame for low performance, and we need to discern other issues. It would be a better use of resources than moving staff around.
4. The shortage of teachers needs to be taken into account.
5. We need to create an internal self-evaluation rather than have an external black and white evaluation.
6. Teachers need to be valued and they must share responsibility.
7. Turning schools around needs to be a building process rather than a destructive one.
8. There are no definitive findings about charter schools. They often can't support ELLs.
9. There must be a stronger connection with community colleges.
10. We need to offer more learning opportunities after school/over the weekends to support ELLs, and to create more high interest courses to bring up the rigor.
11. A new goal n Fairfax County: all students can have open access to AP/IB instruction, and may be required to take one AP/IB course to prepare them for college.
12. The schools are not set up to accommodate the kids who must be at school but who also must make a living. We need to build their awareness by conducting career nights and explaining career paths for them. It should not be blown out of proportion, though.
13. The most pressing issue is the long-term ELLs. They need to have individual learning plans, especially at the secondary level, to see the progress they are making.
14. Any of this must be funded without the requirement of matching funds (there are no start-up funds).

Recommendations:

1. Provide flexibility in turnaround requirements to effect appropriate strategies at LEA/SEA levels (e.g., not required removal of principal if AMAOs are not met).
2. Develop and implement models/criteria for schools to determine effective strategies specific to ELLs (at the LEA level as well).
3. Provide federal support to continue to disseminate successful models for secondary school and long-term ELLs.
4. Remove matching funds requirement to start innovative models.
5. ESL/bilingual teacher shortage/lack of administrators with ELL expertise precludes the implementation of proposed models.

4. Innovative Models

DISCUSSION:

1. There is a need for resources related to ELLs. We need to create a national resource base for the good data out there and technical assistance (e.g., lessons learned, effective prototypes and practices rather than models) to support dual language learning - the National Resource Center for ELLs (NCELA could

be turned into such a center). What Works Clearinghouse is a good initiative but the filters it uses need to be reset.
2. We need some sort of advisory board for ELLs that is not driven by politics and is more research-based.
3. Great models at the school level may not be supported at the district level. We need to look at all the components of an innovative model to see if it can be implemented on all levels.

Recommendations:
1. Set aside funds to develop and disseminate innovative models.
2. Build on existing institutions/agencies conducting research and PD in SLA to create a national resource center.
3. Create a national advisory board to advise the Department of Education on ELL practices.
4. Identify and recognize LEAs with successful systemic models, including ELLs.
5. Create a bilingual/dual language stream of research through What Works Clearinghouse, etc.

B: Tuesday morning: Discussion of Program Administration

No further details beyond the highlights presented Figure 8 of the main body of this document.

Table 7.

A: Monday Morning, Breakout Session #1

Introduction
How can we better serve ELLs?
Look at Title III. Look at Title I to see if we need revisions.
We want a comprehensive plan. We need to look at provisions as they relate to that group of students, but we need to look at the whole law.
Recovery Act funding streams—If we put in place those 4 core reforms, we can move forward.

1. High standards/assessments
2. Improve talent
3. Data systems to improve instruction
4. Identify and turnaround schools

Overall objectives:
Standards & assessments – college and career ready so we can compete with other nations (common college and career ready standards) translate them to assessments.

Data – better information to parents/teachers- create cultures of continuous improvement. To BE USED.

Human Capital – high poverty/hard to staff schools- ensure schools have HQ staff. 3 billion for TQ. Is it being spent appropriately?

School Turnaround – Can we do a better job at ensuring that aggressive interventions are being used to turn-around schools

1. Data Systems

Common definition of LEP across the country?

National Database needed with common definition. We need a national assessment to create definition. National research panel looking into allocation of Title 3 funds

Who constitutes an ELL? If we look at the performance of this population, we have a dynamic definition of this population. We need to think about the group of kids who were ever ELL for accountability purposes. We have to be careful to not lose sight of the longer term ELLs. How long are kids ELL? 8,9,10 years in CA. What is going on? How do we keep them from being long-term? What is a good number? 4-7 years? If no data system, we can't keep track of this. May not be human capacity, but we should have technology. State longitudinal systems should be able to track these kids. Particularly for AMAO 1 progress.

Comparisons between states. The group that constitutes ELLs differs from state to state. Not fair to compare between states if these groups do not constitute the same kids. Better to compare within states if there is a common definition. Unfortunately, there is often a different definition of ELLs even within states.

Let's look at some populations of ELLs. Critical to that is how we look at subpopulations at the secondary level. Low literacy. Identify the ELL and see if there has been interrupted schooling. Promotes pushout when ELLs are compared with high-literacy students. We need to show the gains of students based on what they come with (skills) Differentiation.

We need to guard against a one-stop definition for ELLs. These students need to be differentiated. Feed that information into system.

National system will not work. Data is useless at district level. Data homogenization and broad description vs. specific. Too much differentiation to compare.

Feds writing specifications and definitions is good.

What if we set up the basics? Look at variables. We are often looking at wrong variable. For example, what country a child is from is often collected rather than the conditions of those countries and how they impact education. The data that matter are not as easy to collect. Put in the data points that matter. Those that drive the improvement:
- Formal schooling
- Initial Engl. Prof.
- Native lang. prof.
- # of years of interrupted schooling
- Time in US schools

What program (not bilingual vs. …) Need more data about programs. Definitions or programs vary even within states.

Match up data systems.

The labels of programs are very different also.

Long-term ELLs – Students are transient in and out of country. For example, within NYC students travel between programs.   In NY, consistent secondary bilingual programs show achievement gains of students reaching English proficiency 1 year sooner than ESL. Elementary schools have more consistent program models.

Capturing time in an English system with service models to push coherence for kids to continue.

Problem: Transitional Bilingual education called dual language.

Need at local level for differentiation.

Look at service providers—Native Language support. How do we do it practically? Program labels are unreliable. Implementation issue is huge. Will we get more meaningful collection of data?

Feds only job should be to do capacity building. What do states need to do job? State by state with common definitions. And district capacity.

Quality of instruction provided. What can we hope to gather that would give us some meaning at a large scale about the quality of instruction. "I don't think we should try to capture quality at a federal level or state level." We know how unprepared teachers are to meet the needs of students. Link from students to teachers. What is the preparation of the teachers is quite nebulous. Try to capture teachers going to PD and then capture the academic literacy for kids. How are schools organized- team teaching vs specialists? Capture teachers and schools with critical mass of teachers who built up expertise. Credential piece does not tell us much about whether a teacher is any good. More about level of engagement.

We can't get too deep in national data system. More effective approach. Look at law after reauthorization and see pilot studies and more research—look for more funding.

We do need to make sure indicators are in state system.

What is the lever in legislation that will require that districts to assign teachers thoughtfully.
Past levers— reporting
Take big districts with many ELLs or states. Put those districts in a project that nets them together.

To build reauthorization after ARRA experiments.

How can we tell the value-add from the school when they have different resources, leadership?

Too much put on teacher.

Aggregation at school level makes more sense than teacher. District leadership should not get lost.

Title 2 TQ:
Reporting- requires measurement (this may take 7-8 years)
How we structure accountability and what we expect of districts/states. If we don't hold accountable, then there is no incentive.

None of the pieces can be looked at in isolation. Not as much of an accountability mentality. They don't know how to look at the data.

We need to be fairer in progress and what we count as progress.

Can we look at the teachers who have participated in the PD? If districts say that they are providing PD, we should know that these teachers have participated in it.
What is school-based vs. centralized PD? How many hours and whether they received additional coaching. At school, they need to capture more and figure out how to validate.

Value-added for teachers: standard tests and looking at data by breaking down different levels of kids- level 1, ESL, etc.

Data can be analyzed and principal can look at how much value was added by teacher. Whole school participates in it. Objective is that principal can look at data and say you are doing great with level 3, but ESL did not move. Capacity—ways that people can look at value-added. Quality reviews of school. What is added in terms of kids' performance from teacher's end. It's about gains and how do we capture gains.

More important to look at ELA, content assessments and Exit. Did those who exited do well in content assessments?

Value-added assessment when sample gets too small. Linking individual students to individual teachers is problematic. Classroom level results are trash. School level may be okay. Teacher abuse. False positives and negatives. District level probably okay.

ARRA clarified that teacher performance is premature.

Look at progress of kids. Look year to year. Are we getting progress—AMAO 1 we look at prior score and current and we can see growth. Is our measure sensitive enough to see growth within the intermediate group?

What's the relationship between the ELP assessment and achievement in academic performance?

Data Systems main bullet points on poster
Common definition of ELL and instructional services
Further desegregation of data by critical characteristics
- o   Every ELL cohort
- o   Years of services
- o   Prior schooling (In and out of US)
- o   Initial English proficiency (and Native lang. prof.)

Longitudinally linked data to include student characteristics, instructional characteristics
Analysis conducted at the most appropriate level statistically
SEA data system capacity building

2. Turnaround of lowest performing schools with ELLs
Intensive PD for principals so they understand ELLs
Intensive PD with teachers so they understand literacy building for ELLs

Strong ethic of high supports for kids
Ongoing planning system- integrated into school plans

Intensive intervention for long-term ELL
Specific progress goals with measures
Look at exit criteria and measure progress in each area. Monitor what is keeping kids as ELL
What specific area of instructional support students need
Programs for ELLs needs to be aligned to curriculum.
All teachers should be able to develop academic discourse (secondary level is literacy)
Specialized schools for ELLs- international model (not segregating) specialized area for services. (Dual language models)

Create schools that serve ELLs well upfront.

Turnaround main bullet points on poster
High expectations aligned to high standards:
- Measureable goals
- Monitoring of plan implementation
- Selection of materials and models that research says works.
- Ongoing use of data

High supports:
- Accelerated academic achievement
- Targeted intervention for longterm ELLs
- Strong academic literacy instruction tied to high standards across the content

Professional Development:
- Across the board capacity to differentiate instruction for ELLs
- Instructional leadership focused on ELLs for principals

3. Innovative models
International model
Dual language model (English/Foreign Language) Segregation issue goes away

Strategic use of multimedia technology.

Bilingual goals for US schools for competition.
When ELLs are born here, we do not see the primary language as a resource.

Dual language programs should be encouraged. It is a good solution that the Feds could support. Pushback—immigration, national identity. If there is local support and the research supports its value, how can the Feds support?

Do you have teachers who are competent in supporting content in the primary languages? The Feds can support this.

Assessment of languages other than English is necessary in innovative programs. Development within the high school program of a native language sequence that takes him to the AP exam. (Example from New York)

Innovative programs main bullet points on poster
Fund creation of specialized schools
- International
- Dual language
- Two way

Fund scale up of research-based best practices
- Strong dissemination
- Start up funding
- Links to current programs
- Build a native language sequence to high levels

Fund research
- Ongoing monitoring
- Research on special features
- Funding and encouraging the use of native language assessments

Fund capacity building
- Support specialized PD.

4. Human Capital
What should the Feds do to address the long-term need of finding qualified teachers for ELLs?

Model needs to change so that every teacher gets training for knowledge and skills with ELLs.
Do teachers know how to teach academic literacy?

Initial preparation of teachers? How are they prepared to enter the profession? What is ongoing PD?

Different models—residency model.
District models—Quality teaching of English language

Professional standards of teachers—bolster up the skill-set needed. Academic literacy can benefit every teacher. Differentiate standards across the board for teachers and those specific for ELLs. ELL specialists work in partnership with content teachers.

Credential preparation and professional standards. Incentives.

ELLs don't close gap once they leave the programs. NES gain 1 year per year. How can we expect ELLs to close a gap in a second language? ELL must make 1 year gain + for six years in a row. What happens to ELLs when they are reclassified? They need to have a more improved experience.

What constitutes reclassification?

IHE— lived off Title 7, 3. They haven't institutionalized programs, so when money goes away, programs go away. We should have institutionalized programs.

Level of rigor and cross disciplines is important. The strategies must be contextualized for secondary kids and teachers. This requires experts in the development piece.
Creating a cohort of specialized experts who can do this.

Get ELL teachers listed as a special need area. Not enough teachers to go around. Capacity is not there. Programs need to come to scale (SIOP). Some states are moving in this direction without the FED's help. FEDs may need to catch up and pay attention to their own funded research.

Leadership development team (coaches, teachers, principals)
Develop instructional leadership capacity. ELLs sit at the center of the work that we are dong. States need to create awareness with leaders and teachers that ELLs are front and center. Data needs to be reviewed by teams

How do you create pools of "ELL" principals? Leadership academies create awareness.

What would make a difference in the Law? Mention it in Title 1? Make a requirement
Funds from Feds provided for PD- what is the incentive of PD developers to deliver this?

Model to scale-up? Or to sustain
Preservice—Centers for Training for ELLs: Feds put funds towards creating regionally IHEs that are experts in developing skills. Could also do this for principals on a regional basis. Centers would create partnerships with districts. Co-development so that districts get product that they want.

Capacity:
Process needed to provide support and further the capacity of those who provide the training regarding pedagogy. (standards movement, accountability)

Changes in Leadership have to address the work that gets undone.

Incentives:
Add ELL to the core of funds

Bilingual teachers need support. Many leave because they don't have the skill-set to instruct literacy in Spanish to elementary students. Teachers may end up translating rather than teaching literacy skills and language capacity.

Quality:
Teacher preparation
Loan forgiveness
Incentives for teachers to get dual certification
Long-term situated professional development. (research based)
Innovative programs- George Mason: U Team- Special Ed, ELL

- o   Fund programs aimed at preparing instructional leaders to work with ELLs
- o   Ensure that teacher prep of ELLs is a central part of accreditation of IHE (builds on most recent research

Work with young faculty members to help. Visiting scholar model.

ELL teachers need to learn how to teach content.
Accountability piece looking at funding streams.
Make it transparent how you fund for ELLs.

Human Capital main bullet points on poster
- Make ELLs a priority across federal legislation on preservice and PD (Title 1, 2, 3)
- Ensure IHE accreditation includes teacher and school leader preparation based on recent research evidence on ELL instruction (peer review model).
- Fund competitive grants to create demonstration partnerships between districts and orgs (e.g. IHE, research labs) that are research-informed and contribute to the body of research or development of tools, products.
- Fund incentives for ELL certification, dual certification, teaching in hard to staff schools (e.g., loan forgiveness)
- Alternative pathways to teacher certification

B: Tuesday morning: Discussion of Program Administration

No further notes for this discussion; highlights were presented in Figure 8 of the body of the report.

Breakout Group of Experts #2

English language Proficiency Assessments
There were two note-takers with the Green and Red Groups, both of whom provided detailed notes. While the overall information is the same, we are including both sets to assure that as many of the nuances as possible are captured.

<u>**Green Group #1**</u>

Best way to assess English language proficiency: Define Title III accountability.

What is the construct of English language proficiency?

1. Is there a common way to measure when a student is labeled as proficient in English?   How should this be defined, state defines what this means as a construct. Government provides models or guidelines for what this should look like. This should be done at the state level, Feds provide the parameters, while states establish the criteria for being proficient.

Is there a way to consider a student exited but still continue to receive services?

We should start with policy definitions. We could create a general description of what it means to meaningfully participate in a mainstream English learning environment without assistance.

Are they being exited? There should continue to be a two year monitoring period where students can be brought back in if it is seen that they need additional services.

Measurable criterion

Continuum of services

1. <u>We must continue to test and use all four domains (listening, speaking, reading, and writing)</u> How is literacy defined in K-1? Developmental appropriateness

2. We should keep progress and attainment in Title III

3a. Accountability for academic achievement is more appropriately left in Title I and must include specific resource allocation for the appropriate instruction and assessment $$

3b. ELL experts need to be included in the reauthorization conversations on Title I.
    -in drafting assessment and accountability measures in Title I

4. Reauthorized Title I must require ELL experts to participate in all aspects of planning, development, implementation and accountability of standards and assessment systems.

5. Set aside funds in Title II for in-service for academic content teachers who are involved with ELL instruction.

6. States must provide evidence of the validity of their ELP progress and attainment criteria. Validity evidence must include evidence of the adequate relationship between content and English language proficiency.

7. The law should provide different ways to obtain data for school improvement when schools have a small N (e.g. structured observation protocols)

8. The law should provide criteria that states must use to define English language proficiency.

How do we appropriately assess ELLs in the content areas? When is native language appropriate? This needs to be a decision based on individual student

What does meaningful academic progress look like and how is English language proficiency a predictor of academic progress

Is there a way to set a bar for attaining proficiency? Is there a way to deal with students who have been in the system for an indefinite period of time?

How should progress in learning and attainment of English language proficiency be measured? (Other than AMAOs)

Content area should specifically be tied to Title I.

What could we use to monitor Academic progress for ELLs while they are learning English?

We could move AMAO 3 to Title I.

We should provide funds to do structured qualitative evaluation process at the school level.

Green Group #2

1. Language proficiency standards are about the process and the product, and English language development is a construct in itself. WIDA consortium has developed a framework to examine both the product and the process.
2. Students need to develop both language proficiency and academic literacy. Standards should align with both content area and language development processes.
3. We need to have a sense of L1 and L2 proficiency for initial identification/ entrance purposes. Acknowledgement of the other language and culture is a building block in building ELL proficiency. We need to incorporate native language screening at the beginning.
4. With the NCLB, we have brought the ELLs to the front and became part of the accountability system – now we need to focus on their instruction. We need to identify subgroups of learners (e.g., students with interrupted schooling, identify effective intervention strategies and to set reasonable targets.
5. The characteristics of high quality ELP standards:
a. Recognize the importance of literacy development and academic language
b. are cross-curricular
c. are aligned to 4 content areas
d. are embedded in content area standards
e. are connected with instructional materials
6. A d efinition of ELP skills should be research-based. Language is a confounding variable in students' achievement. Language learning targets should emanate from that.
7. English language arts standard focus on argumentative writing. We need to provide access to different types of academic discourse and to different contexts.
8. Each state defines who an ELL is differently, and it is hard to know which state has a good program, because there are so many differences.
9. Categorizing ELLs may help report their progress.

10. We need to change the definition. Two separate definitions may be used for different purposes: for accountability and for generating funds. The current definition is too minimalistic. But: making this a federal decision takes away the state's freedom: the states should have flexibility in defining ELLs. The tension is between what the states can do and what the states do (because they don't).

11. We start to break down at *d* of the current definition. We can't come to a consensus even at a state level: how do you define "successfully achieve" or "participate fully in society?" ("ability to meet graduation requirements" may be better). The department should clarify *i* and *ii* , because they can be interpreted subjectively But: if we lock into the definition what it means, we'll have to live with it afterwards, even if it changes. We should be rather guided by ideas behind the definition and should not seek a full clarification.

12. Some ELLs who come proficient may outperform native speakers, so we need to extend thedefinition to apply it to the all the subgroups of linguistically diverse students.

13. Dual language learners can't apply to ELLs because the term may include English speaking children. A new term – EAL (English as an Additional Language)?

14. We need to have common proficiency standards and agree on levels of proficiency. There are too big differences among the states in standards, tests and indicators. They also must be consistent across subjects (e.g., a kid may reach proficiency in one subject and will have to exit, though proficiency in a different subject has not been reached.).

15. Language proficiency should be looked at in relation to academic proficiency, which may require interim assessments, because we can't look at the data that are several months old.

16. AMAO 2 should be based on proficiency levels and determined at a local level Time in the program is critical.

17. Many people think that ELLs are tested twice when they take ELA and ELP tests. At what level of proficiency do they have to take an ELP exam to say that it is at a valid level to pass for an ELA exam? If it is a valid indicator, it should be used. According to WIDA, level 4.5-5.2 (on a scale from 1 to 6) is the level at which language no longer impedes students' achievement in math and language arts. Research should inform us at what point language is no longer a confounding factor in content area assessment and how long it will take a student to reach this level.

18. All students need to be bilingual and included in a dual language/bilingual programs under AYP and AMAOs. (?)

19. There must be reciprocity between Title 1 and Title III regarding ELLs.

20. ELLs must be prominently represented in any USDE initiative or reauthorization process and in development common core standards.

21. Native language standards and assessment need to be part of accountability.

Yellow Group

1a.   Change the law in three states (California, Massachusetts and Texas)
- A.   Disseminating information on a nation wide research
- B.   Provide start up funds for programs that have the will but not the way.
- C.   Identify, develop and evaluate programs-create centers set up schools (that got it right) as models.
- D.   Teaching Model schools across the states
- E.   Districts should identify schools in districts that are a good model.
- F.   Shared responsibilities for all titles (regarding teaching ELLs)
- G.   Have a plan and put data that supports this plan or model
- H.   CAL has "Guiding Principles" on their web site.
- I.   Need a more comprehensive plan.
- J.   Need a clear vision of where we are going, which is part of the first tear of buying in. Get the research findings out there.
- K.   Help Title III, OCR and other entities see what the effective programs are and move into policy.
- L.   We know what works.
- M.   The tone = are kids matter.
- N.   The students need to be internationally competitive-, which involves bilingualism, dual-language and multiculturalism.

O. The business community is asking for this.
P. We must be careful to not just look at the model. There are ELL students that are in good models but are still not doing well.
Q. Dual language benefits all students
R. Articulate a vision of high expectation for ELLs, bilingualism and Multiculturalism.

1b. Areas with lower numbers of ELLs- diversity of students and environment needs to be evaluated.
A. CAL- has Saturday schools.
B. Gather all the resources and make it available [we need multiple models however we do not want to be a modelistic group].
C. Must define high expectation for everybody: the model is complementary to this, it doesn't (the model) stand alone. Maintain same high standard across the board.
D. Set aside funds for innovation.
E. Integrative instructional Services that are tied to high expectation standards.
F. Craft a policy that speaks to bi-literacy (i.e. academic discourse) we must change the language we are using.
G. Gov. can set the tone and provide incentives maybe in the form of formula grants.
H. Maybe a combination can flow through from state and formula grants so good models or programs can by-pass state laws that do not allow funds for bilingual programs.

2. Need a common way to measure when a student is labeled as proficient in English
a. Come up with a definition to determine who is proficient.
b. Maybe incorporate a definition similar to Common European Framework (Careful it is a performance based system)
c. What is ELP- if its academic language as well then we need all content area to buy in and work w/ELLs
d. Make sure proficiency is stressed. Included native languages
e. How the Common European Framework could be used to support ELLs.
f. How are the standards incorporated in the content area?
g. Have all the standards integrated and ELLs need to have the support in place.
h. When you set up standards you set up instructions.
i. All teachers (ESEA) are responsible for ELLs.
j. Standards should be developed across the state and have a list of approved test.
k. Content standards should be related to language standards. It should be incorporated into the regular standards.
l. Don't do away with ELP standards but they should be embedded.
m. Embed academic language standards and development in the content standards.
n. A good measure of language proficiency would help.
o. Need one measurement.

3. How do we define ELLs (this should be done within each state)
a. A common definition of "who is an ELL" or what does an ELL look like.
b. Current definition needs to be reworked to the current conditions
c. Need to have a consistent measure for identifying ELLs.
d. Create a common language proficiency assessment to identify ELLs.
e. Create a common Home Language survey.

4. Alignment of ELP Standards to content or achievement standards looks like.
a. Minority students need HQ standards
b. PD for all teachers (especially content area) need to build in linguistic modification
c. ELP standards should be embedded into the content achievement standards.
d. ELP standards that assist ELL students should be incorporated – at each level- all levels of cognitive development.

e.   Consistent and fair ELP standards need strong leadership at the federal levels.

f.   Develop a model with ELLs standard embedded in content standards.

5.   ELL experts are included into the conversation of the Common Core Standards.
- a.   Define ELP into each content area.
- b.   Native language is a strong predictor of ELLs doing well.
- c.   Distinguish the needs of ELLs from Special Ed throughout legislation.
- d.   Distinguish the needs for ELL special Ed to meet the standards (another funding source for this is IDEA).
- e.   The new generation is not doing the research to see how to meet the needs of the students' w/disability and how language fits into the instructional program (bilingual Special Ed).

6.   What are the characteristics of High Quality Standards:
- a.   Progress growth model- how much progress on two dimensions: Native language and English Language and content knowledge. Track them to see if the model works.
- b.   Flexible accountability measures.
- c.   Progress as measured against the high standards for all students.
- d.   ELLs are included.
- e.   Use appropriate assessment to measure accountability.
- f.   ELLs only subgroup that is not an ELL all their life.
- g.   Label as "formerly ELLs" in order to properly see academic achievement of ELLs, can actually see how successful the program really is.
- h.   Need progress measure
- i.   Cognitive flexibility promotes academic achievement.
- j.   Tracked for the whole elementary through graduation stage. Will help to develop programs that will help ELLs to be successful.
- k.   Revisit AMAOs
- l.   Is it really giving the info need to meet AYP (AYP should measure ELLs
- m.   AMAOs are not measured the same in every state.
- n.   AMAOs should be integrated in Title I
- o.   progress for ELLs should be integrated
- p.   Hold Title I accountable for AMAOs
- q.   AYP & AMAOs
- r.   Maybe consider AMAOs to be included in AYP in Title III
- s.   AYP should be considered once and get rid of the "double jeopardy." Keep it for accountability but do not penalize states.
- t.   Consider providing additional funding & LEAs that don't meet AMAOs (there's no school improvement money- 70% of ELLs go to title I schools).
- u.   Make Title III the heart and title I the out side or peripheral.
- v.   Title I part A does not work for ELL students.

7.   If ELP standards are embedded in content standards- do you have separate ELP standards?
- a.   have the whole continuum through out the content standards.
- b.   Howe do we want to embed ELP standards when content teachers do not know how to teach ELP students.
- c.   Call the standards- ELD Continuum- it should be generic and across content area.
- d.   Provide ELD PD for all teachers. It impacts all teachers.
- e.   Start with generic ELD then ELD standards could be incorporated including Academic Language.
- f.   Link AMAOs (Title III) to AYP (Title I)- meaning you cannot achieve AYP (title I) without achieving AMAOs
- g.   State must provide an alternate alternative assessment-appropriate for the individual state-for the beginning assessment. To measure content area knowledge of ELLs provide students with appropriate accommodations.

Standards, Assessments, and Accountability

Red Group #1

What should Title III define and how do we measure it?

The system is redundant and cumbersome on students
Keep it transparent.
What do we measure?

What is English proficiency? What is Academic Language?
As a baseline: Language proficiency is necessary but not sufficient for academic purposes.
What's the goal of proficiency and how do we identify it?
What are ELL exit criteria?
Proficiency definition should be based on what you need to use English for: purpose.
States should be required to define it in their system.
Fed should provide criteria of an acceptable model for states to use as they define English proficiency in academic areas.
If not criteria, then a broad model for states' own test to fall into.
Is it practical to have a national definition?

There's not agreement about how language proficiency is manifest.
Need research on how language proficiency effects academic progress; what traits are needed?
But students who don't achieve "proficiency" will be labeled for long time as ELLs.
Start with policy definitions, general description of policy on language proficiency:
"To meaningfully participate in English mainstream environment (without specialized services) you need…"
WIDA and non-WIDA states may differ.

Use purpose-driven criteria for students to move in or out of this group.
How do you describe what a kid can do?
"Can read within one grade level of mainstream students?"
Better than "Reads with understanding."
But should mainstream student achievement be the standard?

Create a curriculum of purposes, level of services needed; criteria determine definition levels.
Purpose informs definition of proficiency.
At what point can students be exited from ELL label?
Need funding to cover time for continual monitoring after students exit to make sure the switch was correct.
Should states propose a definition to Feds?
Feds should establish criteria to consider when defining, but states should mold to own definition, population, purposes.
Exiting ELLs affects funding. If labeled "former ELL" to Feds, keep as ELL in state?

If in ELL group, can be proficient, they are not mutually exclusive.
Native language learner isn't necessarily the threshold, the standard for ELLs to meet.
Different thresholds for different purposes.
What are meaningful methods, constructs for defining?

The 4 domains should all be used to define proficiency.
Thresholds- we want to measure? Instructional thresholds? Progress? Accountability?
Progress and attainment must be part of threshold picture.

Can Academic Language be an indicator of academic progress?
Meaningful progress toward attainment.
"Progress" means different things in different states.
How many ELLs are using services? For how long?
Establish bottom and top rungs on threshold ladder.
Need constraint on how long you're in ELL system.
Problems:
-Can't use native language student performance as threshold.
-Language progress not incremental or uni-dimensional
Grades, academic progress is incremental, paced.
Start by defining finish line for ELL exit criteria.

Progress— acquisition in language differs from acquisition in content.
Accountability model needs to reflect differences in these two.

Inside-outside view of Title III: English language proficiency vs. academic language proficiency
But Title I should change to cover ELL support (content area) and have funds set aside in Title I for ELLs.
States should show portion of Title I that went to ELL support.

What can we use to evaluate ELL progress along continuum?
Some differences between mono- and bi-lingual students progress data because of assessment methods and language acquisition.
If remove ELLs off academic assessment, it takes them off the radar.
How do we keep expectations realistic for ELLs and involve in content area testing?
Title I should take accountability for content testing of ELLs and fund it (and services?)

Accountability-
AYP Title I – give weight on long testing to language arts.
Don't put AMAOs into Title I. Need to keep ELL testing on own to highlight and get attention.
This forces districts to look at ELLs specifically.
Don't bring Title III down to school level; leave at district level to keep comparison data more accurate.
Title I is at school level, depending on the state.
Funds should be allocated to do school-level qualitative evaluations of ELL programs.
Small populations are currently not held accountable. Can we find an observational tool no matter the population?
But it will cost, and who will do it?
Need structured qualitative evaluation process.
Try to solve problem that small schools aren't evaluated. Get rid of consortium school evaluations.

AMAO 2: Who is included? Who should be?
For whom is it reasonable to expect they will cross the finish line?
That's setting the bar too low, incentivizing the issue.

Evaluating ELP at same levels with same expectations across states isn't good because bilingual education shows ELL progress later in process than English language-taught ELLs. Timeline not parallel.
Recommend putting into Title III: states allowed flexibility in attainment requirement measures over time, as long as states show that it matches your methods/programs and how.

Comment from non-insider view: through both group meetings, seems like pointing finger at various groups to assign blame.

When is Native Language assessment appropriate?
-When students are being instructed in their native language.

The real question: How do we appropriately assess academic content for ELLs?
Should be decided by individual student instruction, proficiency level, and situation.

Terminology: "Situationally appropriate services," not "accommodations". As if bringing abnormal into line with normal.
Disabled get more attention because they have parents who can sue.

(discussion of factors affecting language of assessment and instruction, and their relationship)

Need to have those state people who work to meet NCLB federal mandates get in on analyzing possible future consequences of ESEA titles.

Recommendations
1- **Test on 4 main domains in K-12 (but developmentally appropriate for K-1)**
2- **Keep progress and attainment in Title III-– accountability for academic achievement is most appropriate kept in Title I.**
3a- **Title I must include specific support ($) for appropriate instruction and assessment of ELLs. Specific allocation of funds. ELL population is not shrinking!**
3b- **In the drafting assessment and accountability measures of the Reauthorization of Title I, must have ELL experts, linguists in room.**

4- Reauthorized Title I must require ELL experts to participate and contribute in all aspects of planning, development, implementation, and accountability of standards and assessments system.
5- Title II should have special funds set aside for in-service PD of educators teaching content to ELLs. Support and development of content teachers of ELLs.
6- States must provide evidence of the validity of their progress and attainment criteria for ELP. Validity evidence may include evidence of an adequate relationship between content attainment and English proficiency.
7- Low populations need different ways to get data for school improvement in schools with low populations of ELLs e.g., structured observation protocols.
8- Federal government must provide criteria which states must use in defining ELP.

Red Group #2
How should we define the Title 3 accountability system?
Let's start with English language proficiency.

ELP is a necessary but not sufficient condition for achievement.

Is there a common way to measure what a student is labeled as proficient in English?
The group was a bit lost with this. SF. The Govt could come up with PLDs and states could set their standards from this. NAEP has done this for math and science.

OCR is concerned that kids be kept in ESL too long, or exited too early.
What does it mean to exit ESL in terms of funding, needed services, etc.
The feds could provide a list of issues for states to consider when developing a definition of proficiency.

We are talking about different thresholds for different purposes.

Should we test all four domains? Everyone agreed we should.

Some states allow LEAs to set their own cuts for exiting ESL.
We agreed that progress towards English and attainment of English proficiency (AMAOs 1 and 2) should stay under the new ESEA.

Different states define "progress" differently. How great an improvement.

CA's CELDA has a common scale across grade levels.

We agreed that AMAOs 1 and 2 should stay.   Some people wondered why we need AMAO 3, since it is covered under title 1. They decided it can be included in Title 1 so long as Title 1 includes specific support for ELLs.

There was a sense that Title 1 money should be set aside to provide instructional support for ELLs content learning.

The group felt that and Title 1 activities must include ELL specialists in all aspects of planning, assessments, etc.

GC said that Title II (in-service training) should require the training of teachers in ELL instruction, and for the training of ELL teachers in instructing students in the content areas.

There must be an appropriate relationship between English proficiency and content attainment for the definition of proficiency in English. States must gather validity evidence for the cut points and the decisions associated with ELP tests. This would include progress and attainment criteria. The validity evidence must include evidence of the relationship between ELP and academic achievement.
CWS. We should not assume that there is a strong relationship. One can rig the system by putting a lot of content vocab on an ELP test.

The law should provide for different ways of getting data for school accountability for schools with small numbers of ELLs, e.g. structured observation protocols.

The new law should provide criteria that states must use in defining ELP.

When is Native Lang Assessment appropriate? When students are being instructed in the NL, or when their background and language skills warrant it.

There will be a special populations ESEA reauthorization meeting around Nov 1. This will include ELLs.* These are stakeholder meetings. These meetings are announced on the ED website.