Special Populations – English Language Learners
Notes from Meeting, 11/11/2014

NOterIdentify Opportunities/Challenges	Why?	Solution
1. **Time & opportunity** 2. **Mobility** 3. **Different Proficiencies – Background educational experience** 4. **Demonstration in another language** 5. **Students are competent but NEP/LEP in content** 6. **Access to content classes/scheduling – Liz P-Bush** 7. **Expectations for ELs**	Might not be a matter of extra time Cultural expectations What opportunities would be appropriate for credit recovery 50,000 students (9-12) move from district to district every year	1. Flexible time as needed – using additional years beyond 18 as provided by law. 2. Additional time when needed- When is it appropriate for an English Learner? Balance need for students to acquire English language AND push them toward advancement (i.e. industry certificate and concurrent enrollment) 3. Would ICAP be a way for students to map out the END POINT for their unique college and career read demonstrations? 4. Other states age requirements. 5. Consider extending age limit beyond 21 – Judy & Katie look at other state requirements. 6. Assessments: 80% Spanish speaking population – state support other language assessments 7. Assessments: Partner with other counties; access to their assessments – global workforce/IB programs. Translate their tests? Capture learning from other country's transcripts? 8. Question: Do we want to recommend getting rid of the policy that states only students who are in the country for 3 years or less can take the State Math and Science Assessments 9. Consider language other than English to assess. i.e 1) honor or create assessments in native languages, and/or 2) count PARCC and CMAS tests that are given in Spanish

		10. Support AP courses in native language. Is AP offered in other languages? Would College Board consider creating them? 11. TOFEL assessment 12. Classroom instruction – PD to develop language and access to content for ELs (think of South HS model) Should end-of-course assessments be added to the menu?
Refugee students		
Age see above		See statements above
Connecting courses to academic requirements		Add end of course assessments
Expectations	ELs Expectations may look different What other demonstrations can we add to the list that will be supportive of ELs and allow them to demonstrate their knowledge/skills?	Capstone project - Align project/portfolio to the CAS (as in CT) and allow students to show their content knowledge with language supports/scaffolds or in their native language Capstone, transcripts, etc.
Limited class offerings by school district	Rural districts Advanced courses offered in languages other than English High-quality, bilingual educators	
Limited credit recovery		
Credit recovery: Adequate/appropriate to meet competency requirements	Students are given alternative opportunities to gain knowledge http://www.inacol.org/cms/wp-content/uploads/2013/10/iNACOL-Mean-What-You-Say-October-2013.pdf http://www.competencyworks.org/wp-content/uploads/2014/01/CompetencyWorks_A_K-12_Federal_Policy_Framework_	Personalized learning tied to Blended learning and Competency-based Students are not held to seat-time requirements Students are allowed to use their L1 to demonstrate content knowledge
Dropout		