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ELL DEPARTMENT

FEBRUARY 2026

ENGLISH LANGUAGE LEARNERS (ELL)

- During the registration process, families complete a Home Language Survey (HLS). These HLS responses are one factor in determining whether a student's English Language Proficiency needs to be assessed
- Students are assessed in four domains* (Listening, Reading, Speaking, & Writing).
- Students receive scores (1 to 6) in each domain, as well as a composite score
- Students whose composite score is a 4.5 or higher are considered proficient English speakers and are not eligible for ELL services.

*First semester Kindergarteners are only assessed in Listening & Speaking.

ENGLISH LANGUAGE LEARNERS (ELL)

- Students are assessed annually (ACCESS) until they reach English proficiency (4.5)
- A student's proficiency level will determine how much ELL service they are eligible for
- Parents have the right to accept or decline ELL services
- Once a student reaches proficiency they are placed in monitor status for 4 years
- During this time ELL and classroom/core content teachers monitor a student's progress to ensure that any academic concerns are not related to language acquisition

ENGLISH LANGUAGE LEARNERS SERVICE MINUTES OBLIGATIONS

- Students at proficiency levels 1 and 2 require 10 weekly sessions of ELL
 - Elementary- 536 students
 - Middle- 124 students
 - High- 207 students
- Students at proficiency levels 3 and 4 require 5 weekly sessions of ELL
 - Elementary- 405 students
 - Middle- 172 students
 - High- 219 students

ENGLISH LANGUAGE LEARNERS IN NASHUA SCHOOL DISTRICT

NEWCOMERS

Students who...

- have been in the US for less than 3 years
- have a English Proficiency Level of 1 or 2
- Require two daily periods of ELL.
- Period length will vary by level anywhere from 30 to 80 minutes

STUDENTS WITH LIMITED/INTERRUPTED FORMAL EDUCATION (SLIFE)

Students who...

- have limited or interrupted schooling
- May take more time to reach a proficiency level of 3 or higher
- Require intensive literacy instruction beyond typical English language development. This is due to SLIFE students having gaps in their literacy skills in their home language(s).

LONG-TERM ENGLISH LEARNERS (LTELS)

Students who...

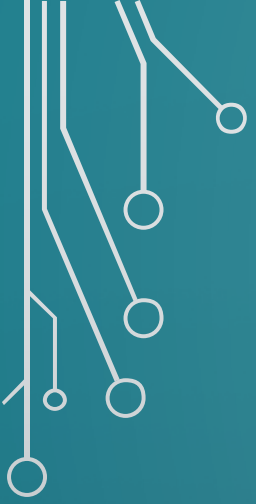
- were born in the US into a multilingual household
- have a English Proficiency level of 1-4. Most LTEL have proficiency levels in the high 2's or low 3's
- Their listening and oracy skills are near proficient, while their vocabulary and literacy skills take longer to develop.
- Require intensive reading and writing instruction to be successful in academics

DUALLY IDENTIFIED ELL STUDENTS

- 406 Dually Identified
 - 110 students with Intensive Needs
 - Depending upon the disability of students in this group, some students may also be classified as long-term English language learners, have lower proficiency levels, and require a completely different approach to instruction.
 - ELL instruction needs to be delivered in a collaborative manner between the special education and ELL department. The instruction will be driven by the IEP goals and language proficiency level of the student.

CURRENT STAFFING OF THE ELL PROGRAM

- Elementary- 34 Teachers
- Middle- 10.8 Teachers
- High School- 12 Teachers
- Administration- 1 Director, 1 Assistant Director, 2 Coordinators
- Supplemental- 1 ELL/SPED Coach



Phase 1 2023-2024

- ELL Director becomes a full time position.
- Full-time Assistant Director of ELL is added.



Phase 2 2024-2025

- One ELL Coordinator position was filled.
 - ELL Literacy K-12 Coach is added
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Phase 3 2025-2026

- The second ELL Coordinator position was filled
- Due to enrollment, the ELL admin team decides to
 - split Coordinator levels as such:
 - 1/2 of Elementary and Middle School
 - 1/2 of Elementary and High School
- ELL /Special Ed Coach is prioritized; therefore the ELL Literacy Coach is not posted for this school year

ELL PROGRAM SUCCESS

- Percentage of ELL students testing as proficient on the yearly ACCESS test
- 2022-2023- 8.5% (111 students)
- 2023-2024- 8.8% (115 students)
- 2024-2025- 9.5% (158 students)
- In May of 2025, the Department of Justice determined that Nashua School District's ELL program had satisfied the terms of the compliance agreement signed by the Nashua Board of Education in 2021.

AREAS CONTINUED IMPROVEMENT

Area #1

- Nashua School District is not meeting service minutes requirements in half of the elementary schools. Some elementaries that are meeting service minutes have very high ELL group sizes.

- Proposed Solution

- Add additional ELL teachers to address service minute shortages

AREAS CONTINUED IMPROVEMENT

Area #2

- Beginning of the Year (BOY) benchmark data showed that 49% of K-5 ELL students were well below proficiency in reading on DIBELS.
- The Middle of the Year (MOY) benchmark data showed that 49% of K-5 ELL students are well below proficiency in reading on DIBELS.
- This data illustrates the need for expanded literacy intervention for multilingual learners. This includes many of our subgroups (dually identified, long term English language learners, some newcomers, and SLIFE students).
- Proposed Solution
 - Provide additional professional development in the area of structure literacy
 - Support teachers in expanding data collection practices to inform instruction and programming.