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Ways and Means Subcommittee on Education English Language Learners

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ESL, ELL, LEP or EL?

- English as a Second Language (ESL) – formerly used in State School Fund laws.
- English Language Learners (ELL) – used in Oregon laws.
- Limited English Proficiency (LEP) – used in federal programs.
- English Learners (EL) – used in federal programs.

English Language Learner

A student who has limited English language proficiency because English is not the native language of the student; or the student comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency.

Ever ELs

- Current ELs - Students currently receiving English Learner services.
- Monitored ELs – Students who have exited EL services but ODE is still federally required to monitor.
- Former or Exited ELs – Students who received EL services at some point during their K-12 education but are currently not receiving services.



English Language Learners

Funding Overview

- ODE allocates funds from three primary resources that are targeted to help reduce the student achievement gap for English Language Learners. These resources include:
 - **Title III – English Language Acquisition:** Federal Funds provided by the U.S. Department of Education targeted to help children and youth who are limited in English proficiency.
 - **State School Fund:** Through the distribution formula used to allocate funding to school districts, an additional 0.5 average daily membership is added for each student in the district that is enrolled in an English Language Learner program under ORS 336.079.
 - **English Language Learner Grants:** House Bill 3499 (2015) established a carve-out from the State School Fund to create a statewide plan to identify schools that have lower achievement results for English Language Learners, and allocate resources that work to effectively improve the student achievement and outcomes for ELL students.

English Language Learners

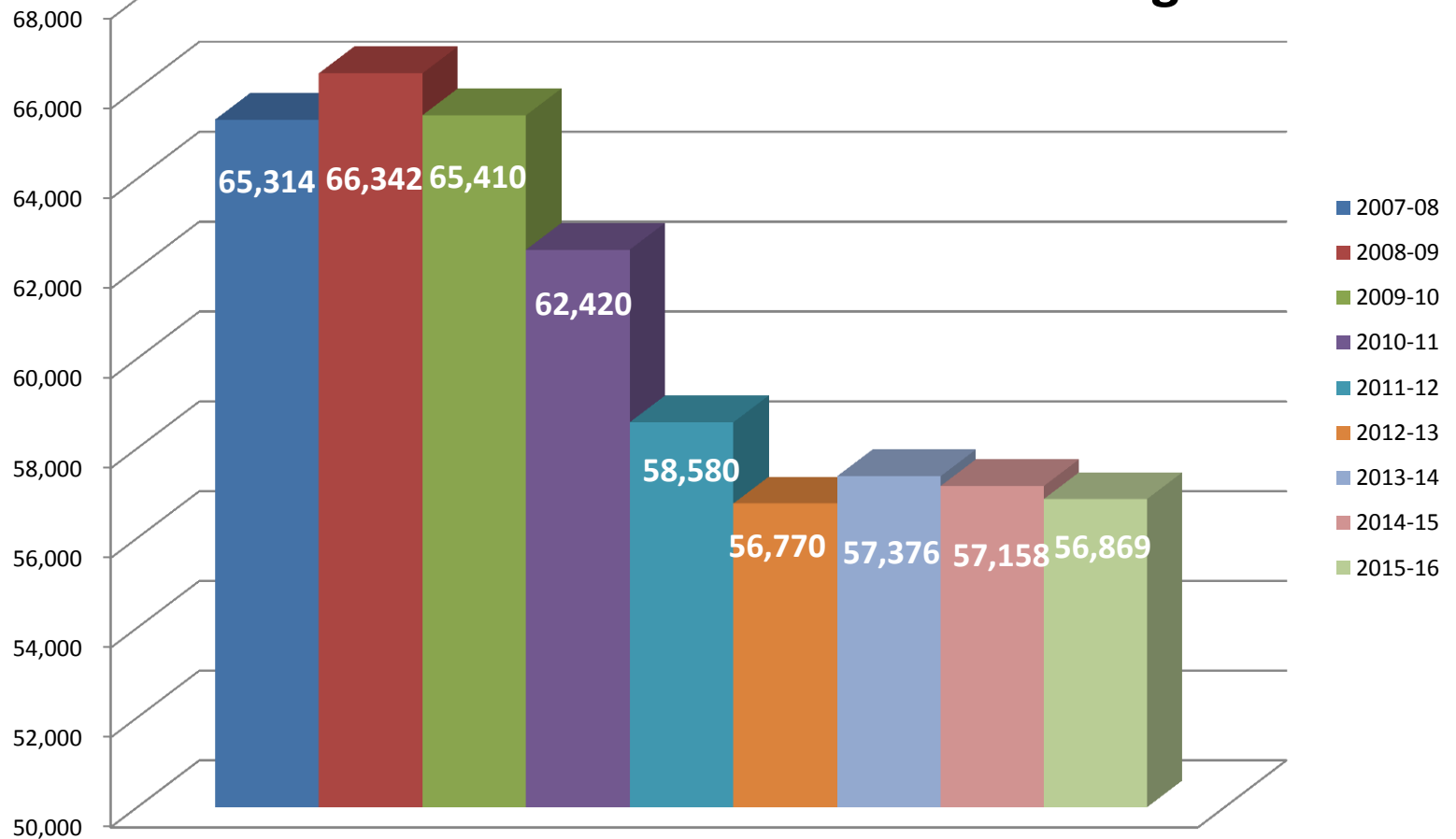
Dedicated Resources

Funding Resource (in \$ millions)	2015-17	2017-19	Increase
Title III- English Language Acquisition	\$14.2 *	\$15.7	10.6%
State School Fund	\$384.8	\$400.2	4.0%
English Language Learner Grant Program	\$9.9 **	\$12.5	26.2%
Total Resources	\$408.9	\$462.0	13.0%

* Estimated resources based on Federal Fiscal Years 2016 and 2017.

** Grant program started in second year of biennium.

Number of Current ELs Enrolled in Oregon



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Data source: EL Spring Data

Common Languages of Origin K-12 students

Language of Origin	Number of Enrolled Students by Language of Origin ¹	Number of Limited English Proficient Students ²	Percent of Enrollment ³ (Total: 574,049)	Percent of Limited English Proficient Enrollment ³ (Total: 56,845)
English ⁴	439,590	853	76.6%	1.5%
Spanish	88,750	43,537	15.5%	76.6%
Russian	5,013	1,852	0.9%	3.3%
Vietnamese	4,596	1,406	0.8%	2.5%
Chinese	3,321	992	0.6%	1.7%
Arabic	1,747	1,028	0.3%	1.8%
Somali	1,279	810	0.2%	1.4%
Korean	1,109	300	0.2%	0.5%
Ukrainian	1,089	384	0.2%	0.7%
Japanese	905	311	0.2%	0.5%
Chuukese	871	556	0.2%	1.0%



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Languages Spoken in Oregon Schools

- Amharic
- Arabic
- Bengali
- Bosnian
- Burmese
- Chamorro
- Chinese
- Chuukese
- Dinka Dutch/Flemish
- English
- Filipino
- French
- German
- Gujarati
- Hebrew
- Hindi
- Hmong
- Indonesian
- Japanese
- Karen
- Khmer
- Kinyarwanda
- Korean
- Kurdish
- Lao
- Maay Maay
- Malayalam
- Marathi
- Marshallese



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Languages Spoken in Oregon Schools (cont.)

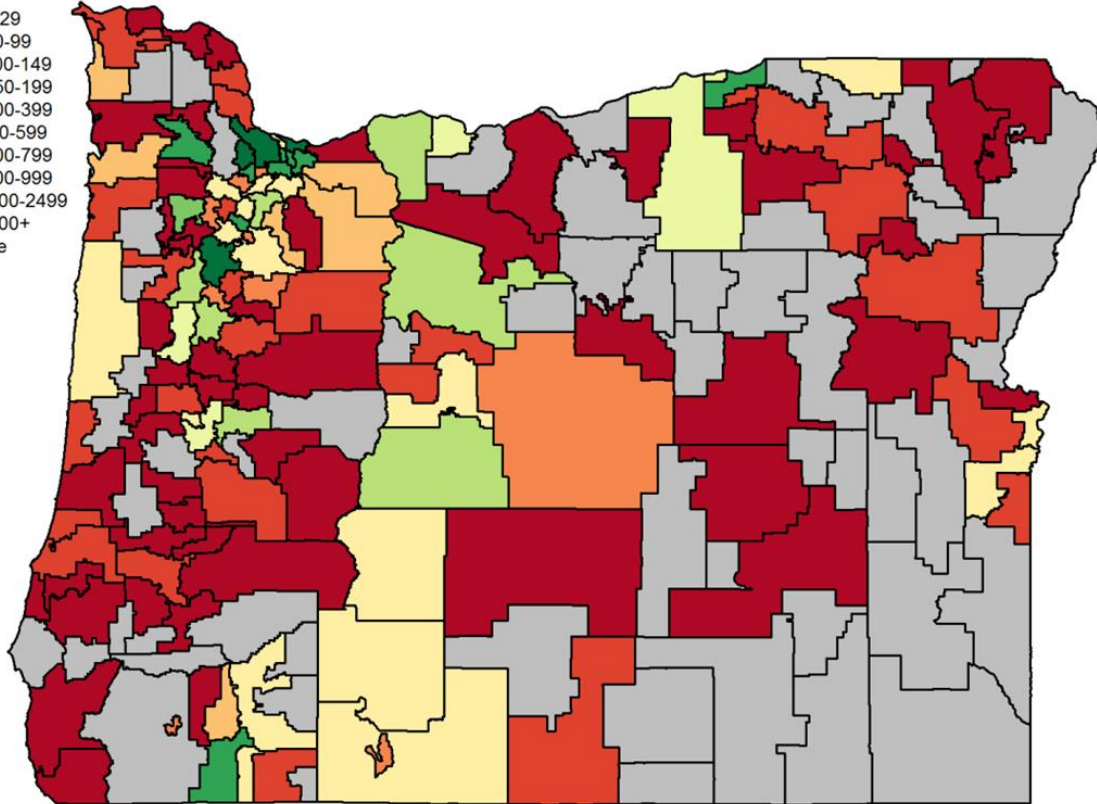
- **Mayan language**
- **Nepali**
- **North American Indian**
- **Oromo**
- **Palauan**
- **Panjabi**
- **Persian**
- **Pilipino**
- **Pohnpeian**
- **Portuguese**
- **Pushto**
- **Romanian**
- **Russian**
- **Samoan**
- **Sign language**
- **Somali**
- **Spanish**
- **Swahili**
- **Tagalog**
- **Tamil**
- **Telugu**
- **Thai**
- **Tigrinya**
- **Tonga**
- **Turkish**
- **Ukrainian**
- **Urdu**
- **Vietnamese**
- **Yapese**



Map of Oregon Districts with ELs

Title III Assignments by District

- a. 1-29
- b. 30-99
- c. 100-149
- d. 150-199
- e. 200-399
- f. 400-599
- g. 600-799
- h. 800-999
- i. 1000-2499
- j. 2500+
- None



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Title III – English Learners (EL) and Immigrant Youth

English Learners

Title III – English Language Acquisition

- Title III Federal Funds are designed to improve the education of limited English proficient (LEP) children and youths by helping them learn English and meet challenging state academic content and student academic achievement standards.
- Funds are distributed to school districts based on a formula that takes into account the number of immigrant and LEP students in each state.
- Title III serves an estimated 57,000 Oregon students through 65 programs sponsored by 127 school districts.
- Schools use the funds to implement language instruction educational programs designed to help LEP students achieve these standards.
- The programs are measured through achievement objectives for LEP students.

Current ELs by Grade Level

Grade	Number of ELs identified 0 to 2 Years	Number of ELs identified 3 to 6 Years	Number of ELs identified 7 or More Years	Total Number of ELs per grade	Percentage of ELs identified 0-2 years	Percentage of ELs identified 3-6 years	Percentage of ELs identified 7 or more years
KG	7658	0	0	7658	100.00%	0.00%	0.00%
1	7987	2	0	7989	99.97%	0.03%	0.00%
2	7800	220	0	8020	97.26%	2.74%	0.00%
3	1181	6435	0	7616	15.51%	84.49%	0.00%
4	872	5606	0	6478	13.46%	86.54%	0.00%
5	712	4548	8	5268	13.52%	86.33%	0.15%
6	583	2904	180	3667	15.90%	79.19%	4.91%
7	540	319	1721	2580	20.93%	12.36%	66.71%
8	461	227	1127	1815	25.40%	12.51%	62.09%
9	666	213	848	1727	38.56%	12.33%	49.10%
10	665	176	719	1560	42.63%	11.28%	46.09%
11	536	168	470	1174	45.66%	14.31%	40.03%
12	486	257	574	1317	36.90%	19.51%	43.58%



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Data source 2015-16 EL collection

Monitored and Former ELs Funding

- ODE and school districts are federally required to monitor exited ELs for 4 years after exit.
- Districts do not receive Title III funds or Oregon ELL Weighted State School Funding for Monitored or Former ELs.
- EL students typically exit the EL program in grades 4-6; therefore, secondary schools are responsible for the majority of monitoring requirements while unable to receive additional funding.

Federal Reporting

- Number & Percentage of EL Students.
 - Making progress toward English proficiency
 - Obtaining English proficiency
 - Not Obtaining English proficiency within 5 years

- Must report the above for ELs with disabilities, and any other EL group that ODE determines.

Accountability

- EL progress has moved from Title III to Title I under ESSA.
 - Part of the overall accountability is similar to Reading/Math.
- Must continue to include EL student group in all accountability measures.

Federal Title III Allocation



- \$7.1 million allocated annually.
- 95% of the allocation must be disseminated in sub-grants to school districts or education service districts.
- 5% of the allocation is expended on administrative costs and support for districts.

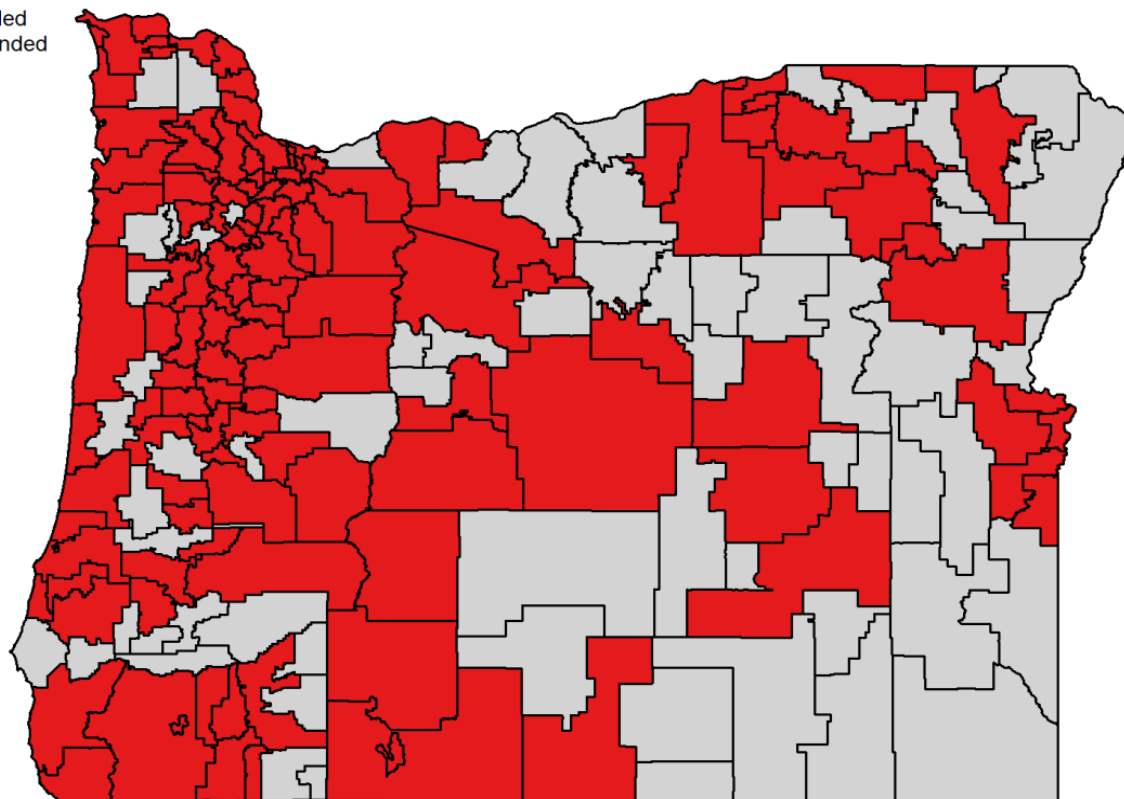
Title III Sub-grants

- 127 districts participate.
- There are 20-25 districts that decline Title III funds each year that would otherwise qualify for funds.

School District Title III Allocation

Title III - English Language Acquisition

 Funded
 Unfunded



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Title III

Title III maintained the “supplement, not supplant” language from NCLB in ESSA. Title III must be used to supplement all local, state, and other federal funds.

The “supplement, not supplant” requirement for Title III applies to ODE and school districts participating in Title III funds.



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English Language Learners State School Fund

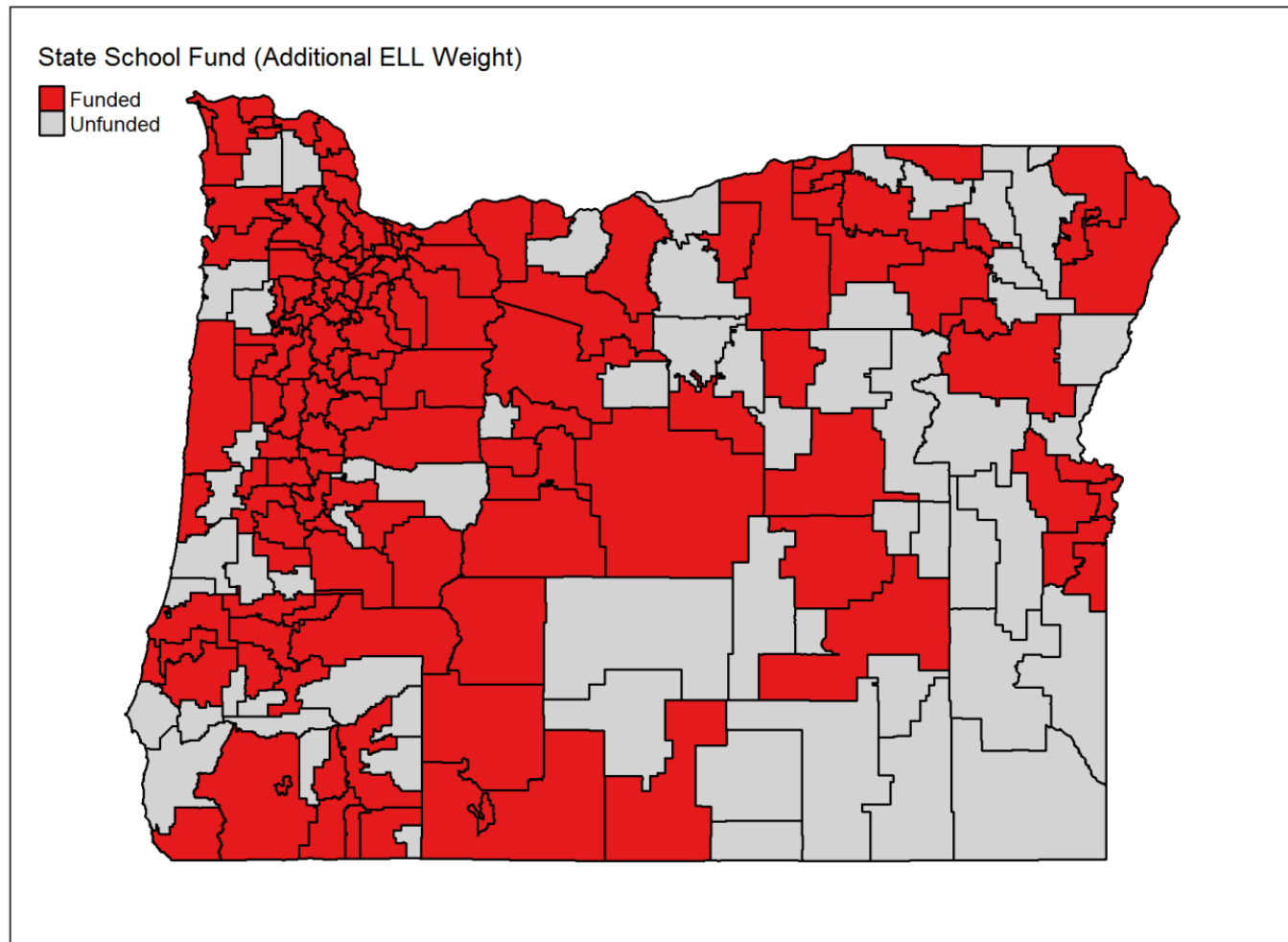
English Language Learners

State School Fund

- ORS 327.013(10)(c)(A)(ii) provides that the General Purpose Grant distributed from the State School Fund shall include an additional 0.5 weight to every student's average daily membership (ADM) who is enrolled in a qualified English Language Learner program.
- For 2017-18, the estimated average daily membership for eligible ELL students is 50,894.90 which translates into 25,447.45 additional weights for English Language Learners.
- This additional membership weight will provide an estimated \$193.0 million in 2017-18 for 135 school districts with student's enrolled in qualified English Language Learner programs.
- School districts are not required to expend moneys received as a result of the ELL weight on ELL students.

State School Fund

General Purpose Grant – Additional ELL Weight





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English Language Learners State Programs- HB3499 (2015)

English Language Learners

State ELL Program

- House Bill 3499 (2015) established a \$12.5 million carve-out from the State School Fund to support a comprehensive approach to address the needs of Oregon's ELL students.
- The intent of HB 3499 was to:
 - Help districts and educators implement the identified Best Practices for ELL students;
 - Establish a statewide ELL Plan to ensure a comprehensive approach to closing the education equity gap;
 - Improve transparency in district reporting of data relating to EL student allocations, expenditures, demographics and educational progress;
 - Implement supports and progressive interventions for designated districts; and
- \$10.4 million in grants are made available to identified school districts based on a needs/outcomes formula, benefiting 24,403 students and 84 school districts.

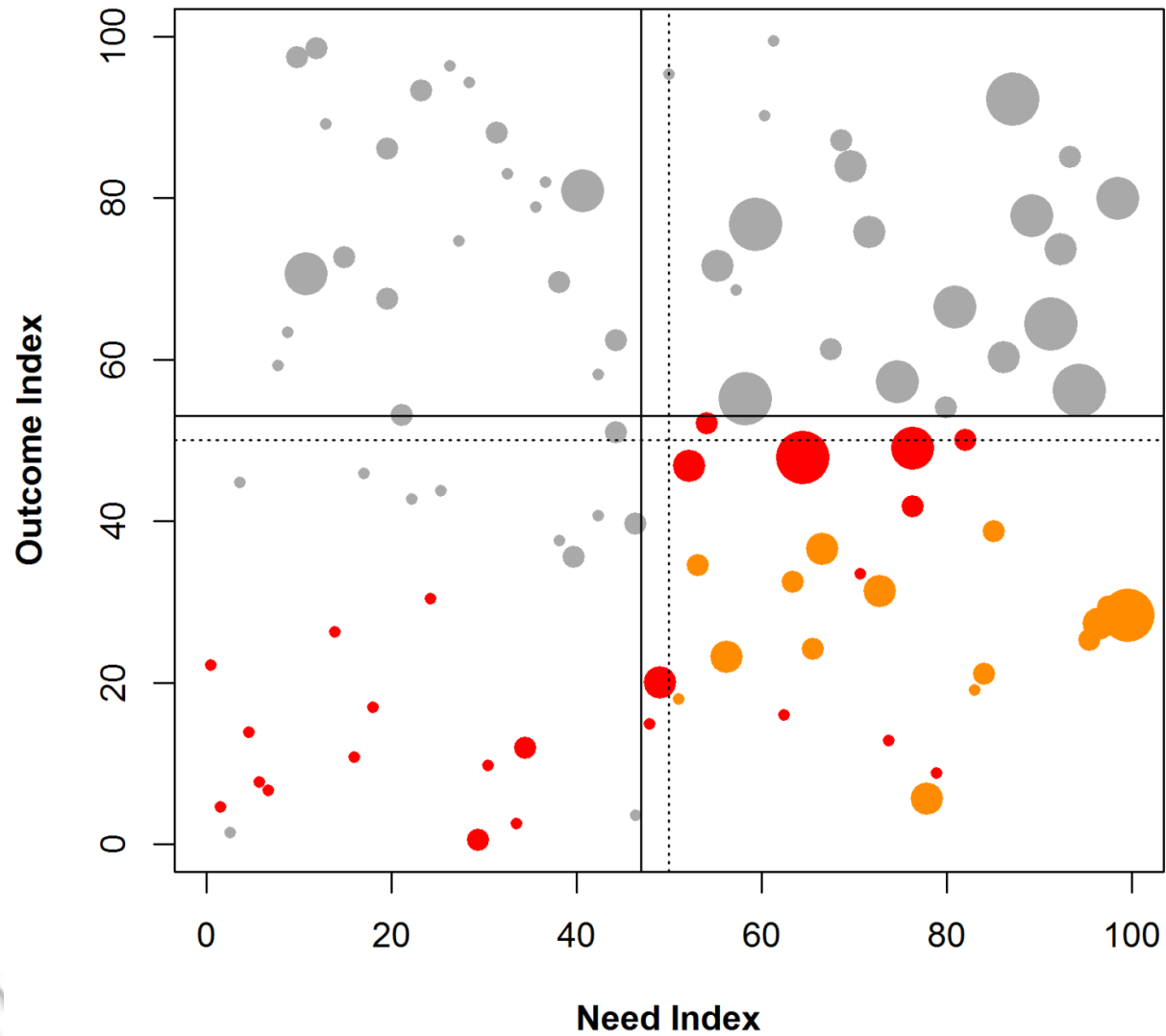
HB 3499 – Supports and Interventions

- Provides a new system of supports and progressive interventions:
 - Transformation Districts
 - Target Districts
 - Technical Assistance – ESD support
- Districts identified for four years.
- After 4 years, ODE may direct how district State School Fund/ELL weights funds are spent, subject to district performance.

HB 3499 – Supports and Interventions

- District must have 20 or more ELL students.
- District selected based on:
 - Student progress indicators (outcomes);
 - Specific learning challenges and demographics of students (needs); and
 - Other factors such as data trends.

HB 3499 by District Identification and Size



Transformation and Target Districts



- 15 Transformation Districts
 - Higher needs and require more in depth assistance
 - Awarded up to \$180,000/year
- 25 Target Districts
 - Awarded up to \$90,000/year

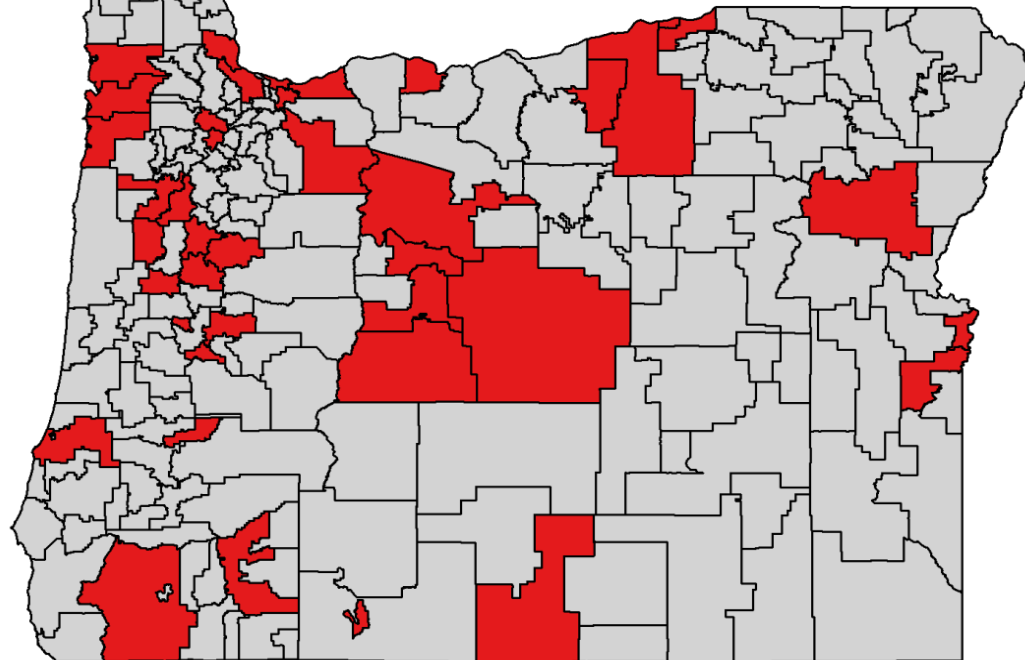
English Language Learners

ELL Grant Program

Distribution of Transformation and Targeted Grants

English Language Learners

 Funded
 Unfunded



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Transformation & Target Districts 2016-2017 Activities

- Conduct in depth root cause analysis.
- Provided with tools and achievement data.
- Collaborate with ODE to evaluate and prioritize needs.
- Submit system evaluation tool and action plan.
- Submit detailed budget.

Transformation & Target Districts

- Districts exit after four years based on whether the district is meeting the objectives and the needs of ELL students.
- District exit is NOT one size fits all.
- Districts permitted to identify student progress indicators most pertinent to their success.

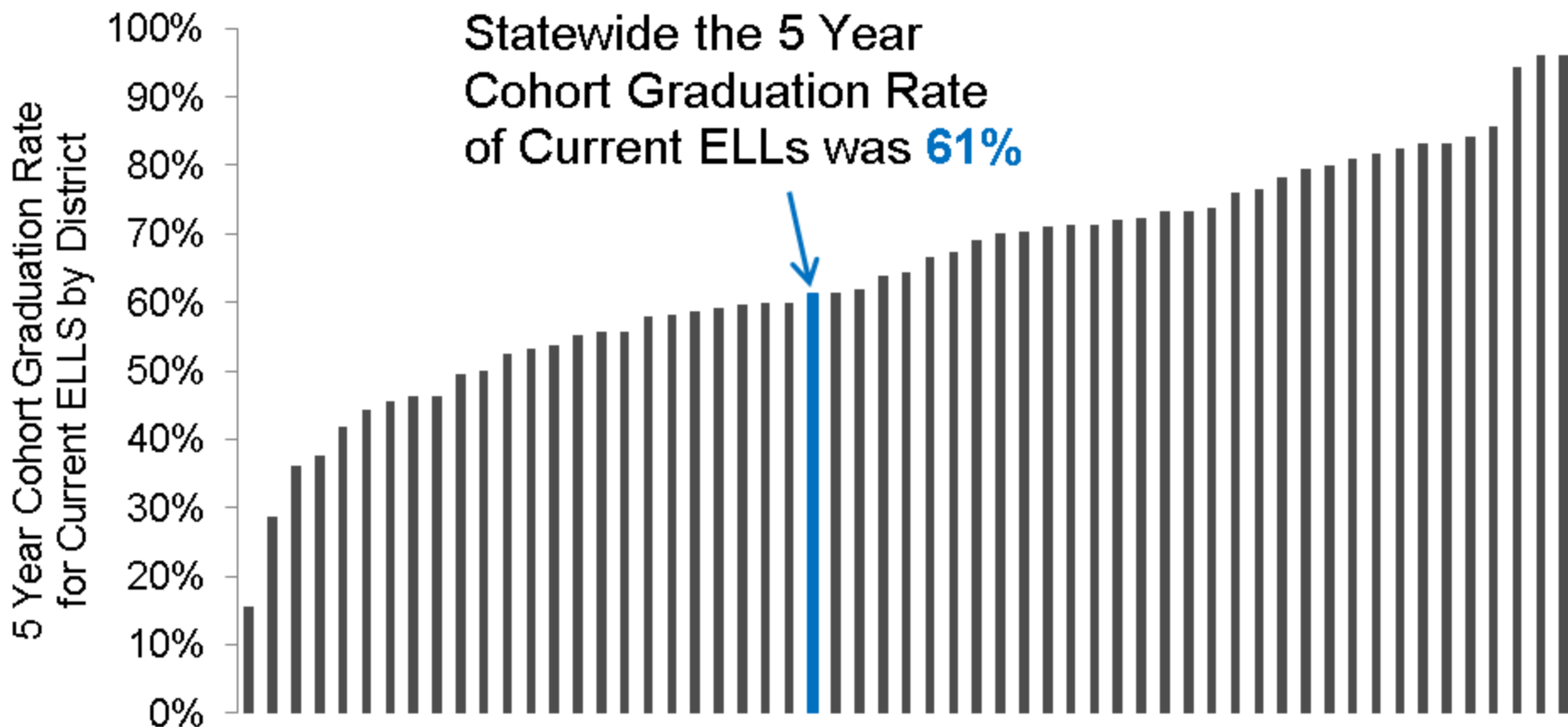


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English Language Learner Graduation Rates

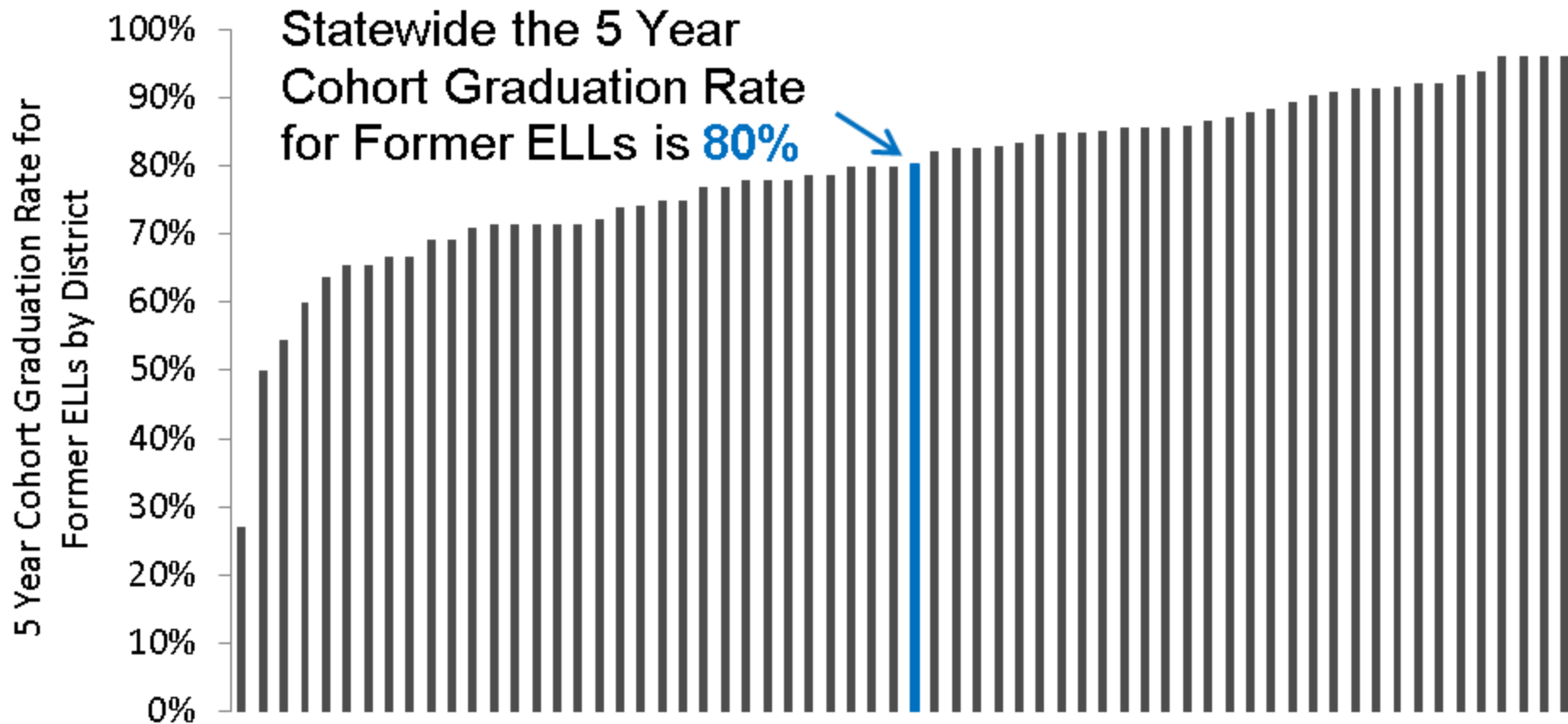
Current ELLs (2014-15)



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Former ELLs (2014-15)



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Annual Report on ELLs 2014-2015

- <http://www.oregon.gov/ode/reports-and-data/LegReports/Documents/ell-annual-report-1415-final.pdf>