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Salam A. Noor, Ph.D.
Deputy Superintendent of Public Instruction

Date: May 5, 2017

To: Senator Rod Monroe, Co-Chair
Representative Barbara Smith-Warner, Co-Chair
Ways and Means Education Subcommittee

From: Salam Noor, Deputy Superintendent of Public Instruction

RE: Education Agency Presentation – Follow Up from May 3rd English Language Learners Presentation

As part of our English Language Learners (ELL) presentation to the Ways and Means Education Subcommittee on May 3rd, we are pleased to provide you with follow-up information to questions posed by the committee and LFO staff.

In addition to the questions from the committee, Cindy Hunt identified that in Slide 6, Dedicated Resources, there had been an error made due to last minute updating of the 2017-19 projections for the State School Fund. Below is the updated and corrected slide.



ELLDedicatedResources.pptx

(Representative Whisnant – Slide 8): What other languages are included in the Russian language category? For example, Croatian and Serbian languages – are they included within this category?

All school districts select the language of origin from a list of over 400 different languages. That list contains specific language codes for Russian, Croatian, Serbian, Ukrainian, and Uzbek. ODE staff routinely reviews the list of languages with district staff and update as needed.

Rep Smith-Warner (Slide 11) Can you provide the map as a percentage of ELs for each district as opposed to the number of ELs?

The attachment below provides an updated map that shows the percentage of EL's within each Oregon school district.



Percent of EL by
District (05042017).p

Rep Smith-Warner (Slide 11) For those districts listed as none for EL's (gray area), can you please clarify whether those districts have zero EL's and receive no Title III money, or are they have ELs, but don't accept their money?

The gray areas identified in the map represent both districts that have no EL students and districts that have EL students, but choose to opt out.

Rep Smith-Warner/LFO Staff (Slide 14) Provide an explanation of the large percentage swings between grades for students enrolled in ELL programs – particularly in Grade 7. Please explain why the data presented shows a high percentage of kids from Grade 7 and beyond to be enrolled in ELL programs for seven years or more? What reasons constitute these students being enrolled in EL programs for this long period?

The percentage of English learners that have been in EL programs for seven years makes a dramatic increase in the 7th grade due to transition from category identification. The majority of 7th grade students have been in EL programs since entering Kindergarten. Since grade 7 represents the seventh year of EL identification, there is a natural increase to EL identified for 7 years or more which is offset by a close to equal decrease in Grade 7 students identified as EL for 3-6 years. This same natural offset occur in grade 3 where students move from ELs identified from 0-2 years to ELs identified from 3-6 years.

The primary reason that nearly 67 percent of 7th graders have been EL identified for seven years or more is because many of these students have a higher level of identified disabilities at the secondary grade levels than in the elementary levels. Many ELs exit the program as proficient in grades 4-6 (assuming they start in Kindergarten), however, students with disabilities frequently need additional time to reach English proficiency. As you will see in the slide, the number of students identified as EL in Grade 7 progressively goes down as they move through their high school years to nearly 40 percent.

The summary of Slide 14 is provided below which demonstrates the EL populations at all grade bands as well as the number of ELs who are receiving special education services. You will note that in elementary years (K-5), approximately 15% are ELs with IEP, however, that percentage jump to 31 percent in their secondary years.

Total number of English Learners	56,869
Number of English Learners receiving service	54,848
Number of English Learners waiving service	2,021
Number of Elementary English Learners (K-5)	43,029
Number of Middle School English Learners (6-8)	8,062
Number of High School English Learners (9-12)	5,778

Number of English Learners receiving special education services	10,737
Number of Elementary English Learners having an IEP (K-5)	6,403
Number of Middle School English Learners having an IEP (6-8)	2,717
Number of High School English Learners having an IEP (9-12)	1,617

Rep Whisnant (Slide 18) Of those 95% of funds allocated as sub grants, which ones have an ESD that acts as the fiscal agent within a consortia of districts? What role do they play other than being a fiscal agent?

There are currently five Education Service Districts that provide leads for Title III consortia – Intermountain ESD, Northwest Regional ESD, Lane ESD, Southern Oregon ESD, and South Coast ESD. As the lead, the ESD provides professional development opportunities for their member districts (i.e. access to state EL Alliance Conference, Sheltered Content PD for member district staff, ongoing technical assistance and coaching). Title III has a maximum 2% of all grants for indirect/administrative costs. For example NWRES D supports 14 districts with a Title III grant of \$60,109.00, but may only use \$1,202.00 for administration of the Title III grant.

Rep Smith-Warner – (Slide 20) Please distinguish in the map those unfunded districts that actually are entitled to funding, but choose to opt out.

The map below is an updated map that distinguishes school districts that currently receive Title III funding versus those that either opt out or have no EL students. For those opting out from Title III funding, there are three primary reasons which are depicted within the map. Those reasons include:

- The district does not have enough ELs to meet the federal Title III required sub-grant of \$10,000 and there is no Title III consortium of districts close to this district for the district to join.
- The district does not have enough ELs to meet the federal Title III required sub-grant of \$10,000 and the district has chosen not to join a nearby Title III consortium of districts.
- The district is eligible for Title III funds based on EL enrollment however the district has chosen not to participate in Title III funds.



ELLTitleIIIAllocation.
pptx

Rep. Whisnant (Slide 29)– Can you provide a summary of the different types of strategies used in both transformation and target district grants? In particular, strategies specific to using information technology (i.e. online learning)

Target and transformation districts have designed their plans and budgets to address the needs of their English Learner students using multiple strategies. In addition to strategies that support staff, districts are offering extended day studies or tutorial opportunities for EL students. To

accomplish this, districts are purchasing either new or augmenting their existing instructional materials. These include supplemental libraries of readers and online instructional programs that are part of their ELD instructional material. Also, districts are purchasing software licenses from educational companies. These allow for additional instruction via online learning, during class, at times when students have self-directed studies, or for studying at home.

Rep Smith-Warner – (Slide 31) Pleas update map to distinguish the transformation districts from the targeted districts.

Below is an updated map that identifies the 15 districts receiving transformation grants, as well as the 25 districts receiving targeted grants.



ELL Updated Map
(05052017).pptx

Rep. Whisnant and Rep. Hernandez (Closing) – Please offer a summary of how students are identified to be included in the ELL program.

ESSA Title III requires Oregon to develop statewide EL identification procedures for all districts beginning with the 2017-18 school year. Below is the process used by districts prior to 2017-18 and the statewide identification process to begin in 2017-18.

Prior to 2017-18

1. Parents/guardians fill out a home language survey at enrollment.
2. If that survey includes a language other than English or English and the student is Native American, the district administers an assessment to determine English language proficiency.
3. Based on the results of the assessment, the student is either identified as an EL or identified as a fluent speaker of English (non-EL).

Beginning in 2017-18

1. Parents/guardians fill out a language use survey. This survey will be implemented in all districts in Oregon and is similar to the home language survey previously used.
2. The survey results will determine if the student will be administered a language proficiency assessment.
3. Each district in the state will use the same proficiency level on the assessment to determine if a student is an EL or is initially a fluent English speaker.