Ways and Means Subcommittee on Education
English Language Learners

Salam Noor
Deputy Superintendent of Public Instruction

Cindy Hunt
Government and Legal Affairs Manager

Dawne Huckaby
Assistant Superintendent of Teaching, Learning & Assessment
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.
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

<table>
<thead>
<tr>
<th>Funding Resource</th>
<th>2015-17</th>
<th>2017-19</th>
<th>Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title III- English Language Acquisition</td>
<td>$14.2 *</td>
<td>$15.7</td>
<td>10.6%</td>
</tr>
<tr>
<td>State School Fund</td>
<td>$384.8</td>
<td>$400.2</td>
<td>4.0%</td>
</tr>
<tr>
<td>English Language Learner Grant Program</td>
<td>$9.9 **</td>
<td>$12.5</td>
<td>26.2%</td>
</tr>
<tr>
<td><strong>Total Resources</strong></td>
<td><strong>$408.9</strong></td>
<td><strong>$462.0</strong></td>
<td><strong>13.0%</strong></td>
</tr>
</tbody>
</table>

* Estimated resources based on Federal Fiscal Years 2016 and 2017.
** Grant program started in second year of biennium.
Data source: EL Spring Data
## Common Languages of Origin

### K-12 students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English[^4]</td>
<td>439,590</td>
<td>853</td>
<td>76.6%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Spanish</td>
<td>88,750</td>
<td>43,537</td>
<td>15.5%</td>
<td>76.6%</td>
</tr>
<tr>
<td>Russian</td>
<td>5,013</td>
<td>1,852</td>
<td>0.9%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>4,596</td>
<td>1,406</td>
<td>0.8%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Chinese</td>
<td>3,321</td>
<td>992</td>
<td>0.6%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Arabic</td>
<td>1,747</td>
<td>1,028</td>
<td>0.3%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Somali</td>
<td>1,279</td>
<td>810</td>
<td>0.2%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Korean</td>
<td>1,109</td>
<td>300</td>
<td>0.2%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Ukrainian</td>
<td>1,089</td>
<td>384</td>
<td>0.2%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Japanese</td>
<td>905</td>
<td>311</td>
<td>0.2%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Chuukese</td>
<td>871</td>
<td>556</td>
<td>0.2%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>
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
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
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.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of ELs identified 0 to 2 Years</th>
<th>Number of ELs identified 3 to 6 Years</th>
<th>Number of ELs identified 7 or More Years</th>
<th>Total Number of ELs per grade</th>
<th>Percentage of ELs identified 0-2 years</th>
<th>Percentage of ELs identified 3-6 years</th>
<th>Percentage of ELs identified 7 or more years</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>7658</td>
<td>0</td>
<td>0</td>
<td>7658</td>
<td>100.00%</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>1</td>
<td>7987</td>
<td>2</td>
<td>0</td>
<td>7989</td>
<td>99.97%</td>
<td>0.03%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>7800</td>
<td>220</td>
<td>0</td>
<td>8020</td>
<td>97.26%</td>
<td>2.74%</td>
<td>0.00%</td>
</tr>
<tr>
<td>3</td>
<td>1181</td>
<td>6435</td>
<td>0</td>
<td>7616</td>
<td>15.51%</td>
<td>84.49%</td>
<td>0.00%</td>
</tr>
<tr>
<td>4</td>
<td>872</td>
<td>5606</td>
<td>0</td>
<td>6478</td>
<td>13.46%</td>
<td>86.54%</td>
<td>0.00%</td>
</tr>
<tr>
<td>5</td>
<td>712</td>
<td>4548</td>
<td>8</td>
<td>5268</td>
<td>13.52%</td>
<td>86.33%</td>
<td>0.15%</td>
</tr>
<tr>
<td>6</td>
<td>583</td>
<td>2904</td>
<td>180</td>
<td>3667</td>
<td>15.90%</td>
<td>79.19%</td>
<td>4.91%</td>
</tr>
<tr>
<td>7</td>
<td>540</td>
<td>319</td>
<td>1721</td>
<td>2580</td>
<td>20.93%</td>
<td>12.36%</td>
<td>66.71%</td>
</tr>
<tr>
<td>8</td>
<td>461</td>
<td>227</td>
<td>1127</td>
<td>1815</td>
<td>25.40%</td>
<td>12.51%</td>
<td>62.09%</td>
</tr>
<tr>
<td>9</td>
<td>666</td>
<td>213</td>
<td>848</td>
<td>1727</td>
<td>38.56%</td>
<td>12.33%</td>
<td>49.10%</td>
</tr>
<tr>
<td>10</td>
<td>665</td>
<td>176</td>
<td>719</td>
<td>1560</td>
<td>42.63%</td>
<td>11.28%</td>
<td>46.09%</td>
</tr>
<tr>
<td>11</td>
<td>536</td>
<td>168</td>
<td>470</td>
<td>1174</td>
<td>45.66%</td>
<td>14.31%</td>
<td>40.03%</td>
</tr>
<tr>
<td>12</td>
<td>486</td>
<td>257</td>
<td>574</td>
<td>1317</td>
<td>36.90%</td>
<td>19.51%</td>
<td>43.58%</td>
</tr>
</tbody>
</table>

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

[Map of Oregon showing districts funded and unfunded for Title III]
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.
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

State School Fund (Additional ELL Weight)

Funded
Unfunded

[Map of Oregon showing funded and unfunded areas]
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.
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
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.
English Language Learner Graduation Rates
Statewide the 5 Year Cohort Graduation Rate of Current ELLs was 61%
Former ELLs (2014-15)

Statewide the 5 Year Cohort Graduation Rate for Former ELLs is 80%