

## **English Learner Recommendations First ELL Subcommittee**

Subcommittee Members: Kelly Devlin, John Rexford, Claire Hertz, John Hayes, Rep. Betty Komp

### Recommendations

The subcommittee reviewed the data and addressed the issues raised. Accordingly, the subcommittee makes the following recommendations regarding the current funding formula for ELL students:

1. Increase the weight for ELL students to 0.6. This will provide additional funding for those districts with small ELL populations. Additionally, this will help provide additional services to many ELL students who are also economically disadvantaged.
2. Give the additional ELL weight for 7 years for students who test at 1 or 2 on the ELPA and 4 years for students who test at 3 or above. These timeframes are consistent with information provided to the committee related to research on the mastery of English as a primary language. This proposal will eliminate the incentive for districts to keep ELL students in ELL programs beyond their ability to benefit from the services. This will also give districts more stable funding as they will be given set amounts for specific periods of time.
  - a. The subcommittee recommends further research and discussion on this proposal to work out the details. Concerns raised include tracking requirements, how to handle students who change districts, when funding would start, and when the students would be tested on the ELPA to determine funding level.
3. Increase accountability for ELL spending. The subcommittee does not embrace any set spending requirement. Further, the subcommittee is very sensitive to the significant resources it would take at the local level to implement an accountability system. However, the subcommittee recommends that ELL funding be spent on ELL services to assist those students.

The subcommittee recommends that additional research and study is conducted on how to increase accountability. Further, the subcommittee recommends that a pilot project be implemented based on that study.