**[581-020-0603](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=144524)**

**ELL District and School Improvement: Program**

(1) The Department of Education through the ELL District and School Improvement program shall:

(a) Improve ELL student progress indicators including high school graduation rates and English language proficiency.

(b) Identify school districts that are not meeting objectives and the needs of ELL students, taking into account the specific learning challenges and demographics of the students.

(c) Collaborate with selected districts to better meet objectives and the needs of ELL students.

(d) Partner with identified ELL transformation and target districts, to ensure that those districts achieve expected growth and benchmarks for student progress indicators, and research-based instructional or program improvement indicators that an identified district is expected to meet within four years of identification.

(e) In consultation with ELL transformation and target districts design and implement an accountability system of progressive interventions for the school districts.

(f) Direct transformation and target school districts on how to expend moneys received under ORS 327.013(1)(c)(A)(ii) (ELL weight) for up to three years, for identified districts that have not met the expected growth and expected benchmarks for student progress indicators, and research-based instructional or program improvement indicators..

(2) The Department of Education shall identify school districts that are:

(a) ELL transformation districts that are in need of progressive interventions and technical assistance; and

(b) ELL target districts that are in need of technical assistance.

(3) If a school district is identified as an ELL transformation or target district the district shall remain as such for four years.

**Statutory/Other Authority:** Sec. 3, ch. 604 & OL 2015 (Enrolled HB 3499)  
**Statutes/Other Implemented:** ORS 339.079 & Sec. 3, ch. 604 & OL 2015 (Enrolled HB 3499)  
**History:**  
ODE 51-2016, f. & cert. ef. 12-20-16  
ODE 7-2016, f. & cert. ef. 2-5-16

[**581-020-0612**](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=144530)

**ELL District and School Improvement: Transformation Districts**

(1) The Department, in consultation with an ELL transformation district, shall:

(a) Select specific schools within the district for interventions and targeted assistance.

(b) Identify the specific interventions and technical assistance to be provided to ELL transformation districts which may include grant funds.

(c) Establish the expected growth and expected benchmarks for student progress indicators, , for all English language learners of the district, and research-based instructional and/or program improvement indicators.

(d) Design and implement an accountability system of progressive interventions for the school district which will be provided for four years after the district has been identified as an ELL transformation district.

(2) ELL Transformation Districts shall engage with the Department in an evaluation of the district’s programs for ELL students. The evaluation must be as described in OAR 581-020-0613.

**Statutory/Other Authority:** Sec. 3, ch. 604 & OL 2015 (Enrolled HB 3499)  
**Statutes/Other Implemented:** ORS 339.079 & Sec. 3, ch. 604 & OL 2015 (Enrolled HB 3499)  
**History:**  
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[**581-020-0613**](https://secure.sos.state.or.us/oard/viewSearchRule.action)  
**Transformation District Technical Assistance**

(1) The Department of Education shall provide technical assistance to ELL Transformation Districts. The technical assistance must include an evaluation of the district’s programs for ELL students using an approved and evidence-based needs assessment. The needs assessment will examine the root causes impacting student’s performance and program quality and effectiveness. The evaluation must include, but not be limited to program design, program model, instructional delivery strategies, curriculum, assessment, staff qualifications, staff training on culturally responsive instructional pedagogy and practices, and the level of engagement with ELL families and community.

(2) The technical assistance shall have the following phases which may be repeated as necessary:

(a) Phase 1: Identify and evaluate local district needs.

(b) Phase 2: Identify interventions and assistance.

(c) Phase 3: Plan for implementation and monitoring.

(d) Phase 4: Implement and monitor.

(e) Phase 5: Review, reflect and adjust.

(3) The technical assistance must be within the following framework:

(a) Include the application of an Equity Lens identified by the Department;

(b) Be in collaboration with the school district;

(c) Be based on a district needs assessment;

(d) Be based upon district and state data;

(e) Be individualized based on district needs and areas identified for improvement;

(f) Include culturally responsive evidence-based practices;

(g) Include culturally responsive promising practices;

(h) Consider the ELL students’ specific learning challenges, backgrounds and demographics of the district;

(i) Include an examination of school district expenditures of federal and state funds for ELL students;

(j) Identify district improvement goals including expected growth and expected benchmarks for student progress indicators, research-based instructional or program improvement indicators ; and

(k) Be consistent with other state and federal laws.

(4) The technical assistance process must include engagement with:

(a) District administrators, teachers, ELL directors and other school district staff;

(b) Improvement and instructional coaches;

(c) Families of ELL students; and

(d) Community stakeholders which may include culturally specific community based organizations and federally recognized tribes.

(5) The Department shall ensure that staff contracted to provide technical assistance to districts have the appropriate ELL program knowledge, experience and background to effectively support the implementation of the district’s programs for ELL students including culturally responsive pedagogy and practices.

**Statutory/Other Authority:** Sec. 3, ch. 604, OL 2015 (Enrolled HB 3499)  
**Statutes/Other Implemented:** ORS 339.079 & Sec. 3, ch. 604, OL 2015 (Enrolled HB 3499)  
**History:**  
ODE 51-2016, f. & cert. ef. 12-20-16

[**581-020-0615**](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=144533)  
**ELL District and School Improvement: Target Districts**

(1) ELL Target Districts must perform an evaluation of the district’s programs for ELL students using an approved and evidence-based needs assessment. The needs assessment will examine the root causes impacting student’s performance and program quality and effectiveness. The evaluation must include, but not be limited to, program design, program model, instructional delivery strategies, curriculum, assessment, staff qualifications, staff training on culturally responsive instructional pedagogy and practices, and the level of engagement with ELL families and community.

(2) The Department shall identify the technical assistance to be provided to ELL target districts. The technical assistance shall include but not be limited to assistance with conducting the evaluation of the district’s programs.

(3) If resources are available after providing technical assistance to ELL Transformation District, the Department may provide individualized technical assistance to the ELL Target Districts. The individual technical assistance must be consistent with OAR 581-020-0613.

(4) The Department shall establish the expected growth and expected benchmarks for student progress indicators, , for all English language learners of the district, and research-based instructional or program improvement indicators.

(5) If resources are available after providing grant funds to ELL Transformation Districts, the Department may provide grant funds to ELL Target Districts.

**Statutory/Other Authority:** Sec. 3, ch. 604 & OL 2015 (Enrolled HB 3499)  
**Statutes/Other Implemented:** ORS 339.079 & Sec. 3, ch. 604 & OL 2015 (Enrolled HB 3499)  
**History:**  
ODE 51-2016, f. & cert. ef. 12-20-16  
ODE 7-2016, f. & cert. ef. 2-5-16

[**581-020-0621**](https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=144535)

**ELL District and School Improvement: District Expenditure of Moneys**

(1) The Department shall direct transformation and target school districts on how to expend all moneys received under ORS 327.013(1)(c)(A)(ii) (ELL weight) for up to three years, for identified districts that have not met the expected growth and expected benchmarks for student progress indicators, research-based instructional or program improvement indicatorsthat were identified for the school district.

(2) If a school district meets or exceeds the expected growth and benchmarks for student progress indicators , and research-based instructional orprogram improvement indicators, then the Department may no longer direct the expenditure to State School Fund moneys under this section for that school district.

(3) The Department shall utilize the following framework to direct the expenditure of moneys under this section. The expenditure direction must be:

(a) Individualized for each district based on state and district data and the district improvement work from the previous four years;

(b) Aligned with evidence-based practices;

(c) Focused on supporting the district in meeting expected growth and benchmarks for student progress indicators and research-based instructional or program improvement indicators identified for the school district;

(d) Communicated to the district in writing and communicate to the district the specific direction of expenditures and the rationale for that direction;

(e) Sent to the district prior to March 1 before the fiscal year to which it applies; and

(f) Be reviewed at least annually.

(4) The Department may utilize the district and community engagement process established as part of the technical assistance process to receive feedback on the expenditure direction.

(5) The school district shall communicate to stakeholders about the expenditure direction as follows:

(a) In at least one community forum;

(b) In a letter to parents of ELL students who are enrolled in the district; and

(c) By posting information about the expenditure direction on the district’s website.

(6) The direction on expenditure of moneys for school districts identified as ELL transformation or target districts in 2016 will first apply to moneys received by those school districts from the ELL weight on or after July 1, 2020.

**Statutory/Other Authority:** Sec. 3, ch. 604 & OL 2015 (Enrolled HB 3499)  
**Statutes/Other Implemented:** ORS 339.079 & Sec. 3, ch. 604 & OL 2015 (Enrolled HB 3499)  
**History:**  
ODE 51-2016, f. & cert. ef. 12-20-16