



English Learner Outcomes Program

7.3.2024

(Updated 3.26.2025)

ODE Equity Stance | Guiding State Policy

Education equity is the equitable implementation of policy, practices, procedures, and legislation that **translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families** including civil rights protected classes.

This means the **restructuring and dismantling of systems** and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

Meet the English Learner Outcomes Program Team



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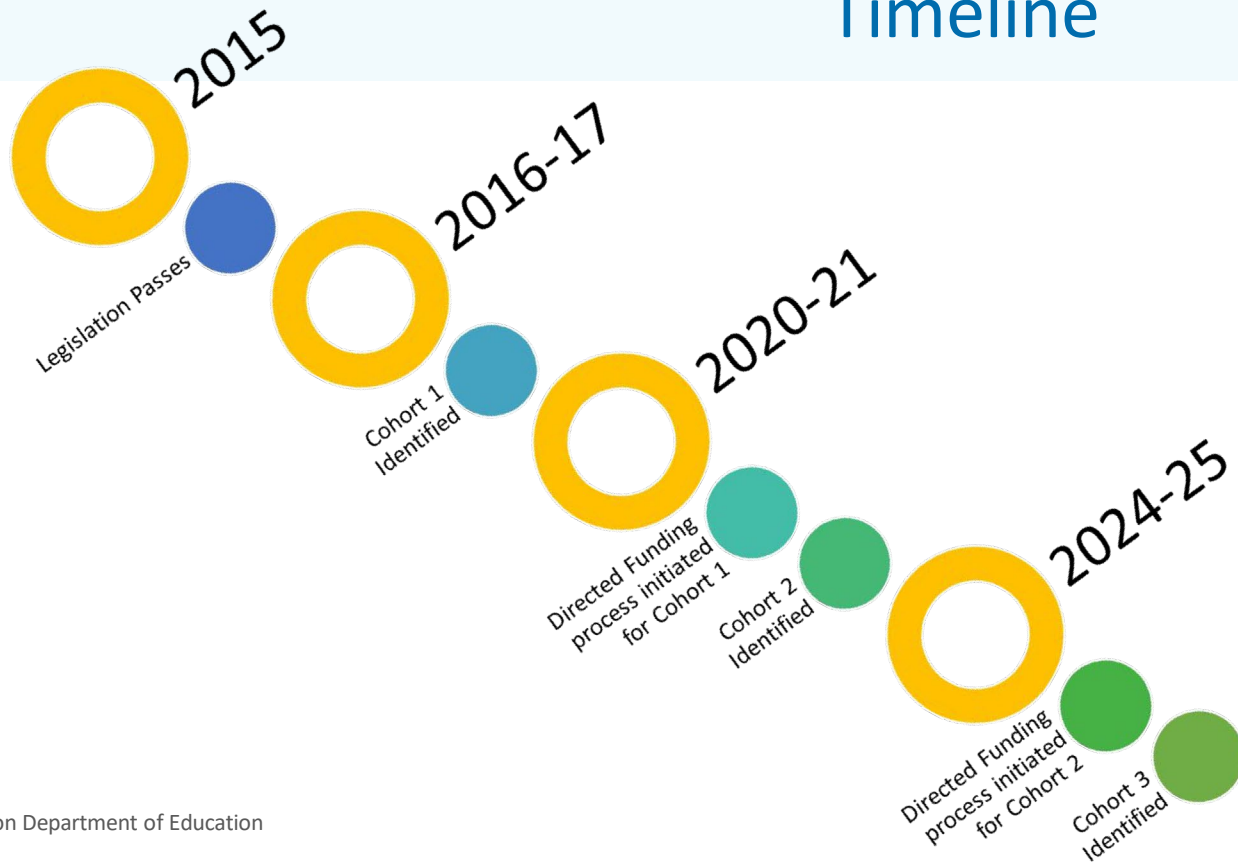
HB 3499 : EL Outcomes Program

Passed in 2015 legislative session

Directs ODE to develop and implement a statewide education plan for English Language Learners (EL learners) in the K-12 education system to:

- Address disparities experienced by EL learners;
- Address the historical practices leading to disproportionate outcomes for ELL students;
- Address the educational needs of ELL students in K-12 education by examining culturally appropriate best practices in Oregon and the nation.

EL Outcomes Program Timeline



How does the EL Outcomes Program support districts?

Districts receive the following (not an exhaustive list):

- Comprehensive needs assessment process, with support from ODE
- Improvement planning and monitoring, using state and local data
- Technical assistance from ODE Education Program Specialists
- Fiscal oversight and support for improvement plan activities
- Professional development and learning in the form of a Community of Practice.

Cohort 1 | 2016-2020

- Identified districts, allocated resources and provided technical assistance for four years, and directed the expenditure of monies for up to three years (weighted ADM for ELs) for districts that did not make progress (i.e., successfully exit).
- 3 districts from cohort 1 went into directed funding
- Cohort 1 included 40 districts; 15 transformation and 25 target districts.
 - Transformation districts received \$180,000 per year
 - Target districts received \$90,000 per year
 - We changed the funding formula from Cohort 1 to Cohort 2 because of lessons learned. Cohort 1 received a set amount, according to their designation (Transformation or Target), regardless of their needs or size. We changed this for Cohort 2 and created a funding formula (see slide 12).

Cohort 1 | District Identification | 2016-2020

- Outcome indicators used to identify in 2015-16 were:
 - 5 year graduation rate
 - English Language Proficiency Growth
 - Math Growth in 6-8
 - Post-Secondary Enrollment
- Needs indicators were used to categorize districts into transformation or target.
 - Districts with high need and low outcomes were identified as transformation
 - Districts with low need and low outcome were identified as target

Cohort 2 | District Onboarding Process

Phase 1- EL Program Review

Districts were given the opportunity to review and revise the EL Program Plan that was submitted in 2017 to represent current systems and practices in place.

Phase 2: SIA Plan Review

Using section 5 of the SIA Application, districts were asked to reflect on the most current outcomes and activities of the Student Investment Account efforts.

Phase 3: MTSS Framework Review

This task explores the Oregon Integrated Systems Framework (ORIS), and what domain of this framework current transformation efforts in your district are focused on.

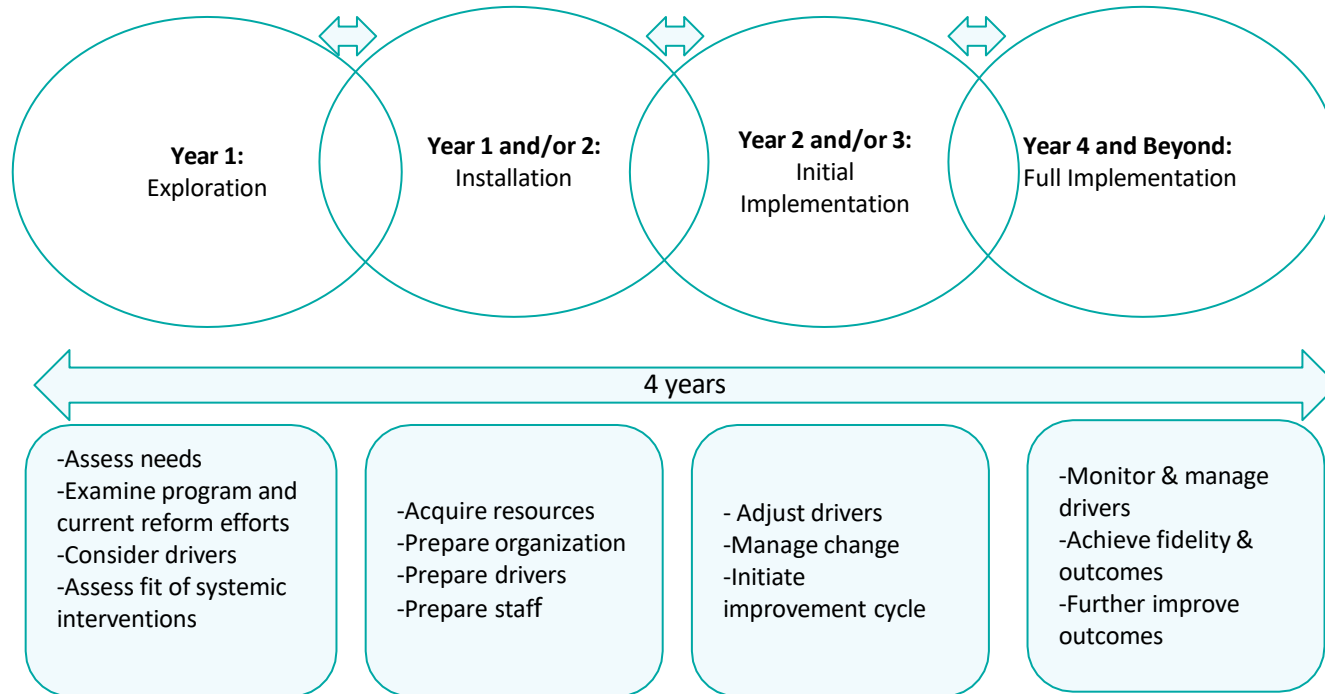
Phase 4: Mapping Efforts to Indicators

Districts reflected on all the information collected up to this point and identified indicators to focus the 4 year action plan on.

Phase 5: Systemic Interventions

Using all the information gathered through previous phases, districts craft goals and benchmarks for the action plan and submit proposal for systemic intervention activities this grant funding will implement.

EL Outcomes Program | Cohort 2 Timeline



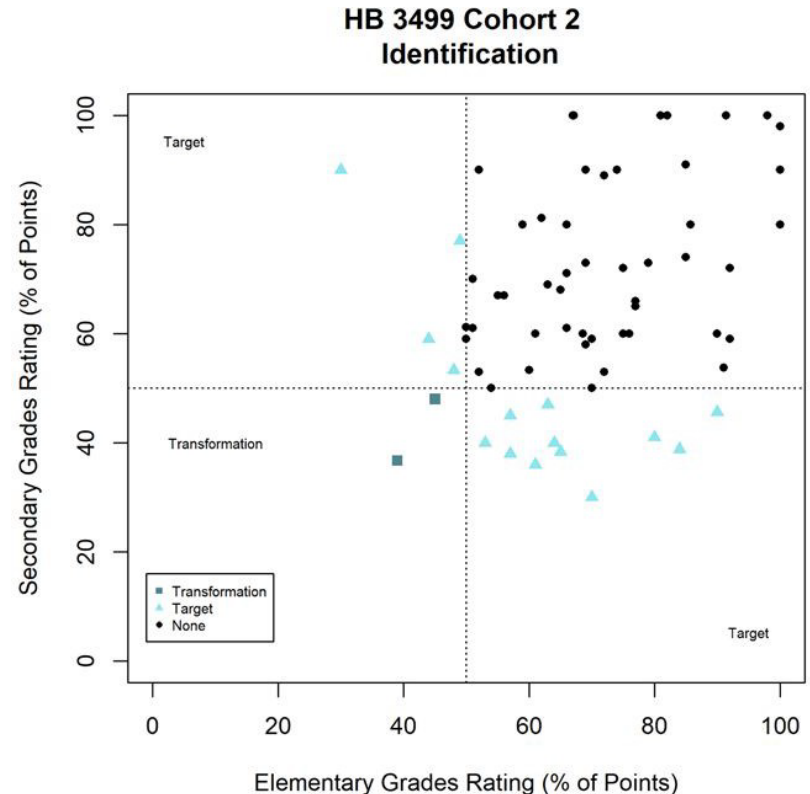
HB 3499 Accountability Framework | Cohort 2

Identification:

- We use two ratings to identify districts:
 - Elementary grades rating
 - Secondary grades rating
- Each rating is the weighted combination of seven indicators.
- Indicators come from existing accountability systems (e.g., Title I, Title III, and IDEA).

Annual Reporting:

- HB 3499 data profile (see next slides).



HB3499 Cohort 2 | Weighted Funding Formula (Changed from Cohort 1)

- Weights for student demographics
 - Base 1.0
 - Economically Disadvantaged .25
 - ELSWD 1.0
 - SIFE .50
 - Recent Arriver .50
 - Migrant .50
 - Homeless .50
 - Mobility .25
 - Long-Term .50
- Top-up for transformation districts
 - Amount that is reserved for an additional allocation for transformation districts
 - \$125,000 per year, per transformation district

Annual Progress Monitoring

State Indicators:

- HB 3499 data profiles:
 - Profiles are available to districts in the fall.
 - Fall 2021 contained only a few indicators (e.g., graduation, post-secondary enrollment).
 - Fall 2022 contained all indicators except growth.
 - Fall 2023 should contain all indicators.

Local Metrics:

- Districts identify local metrics:
 - Measurable at multiple time points (if possible).
 - Reflect improvement efforts and interventions.
 - Association with state indicators.

HB 3499 Data Profile

Purpose:

- Annual snapshot of district performance
- Allows districts to monitor progress by comparing performance to baseline

Consists of five pages:

- Page 1: District enrollment and demographics
- Page 2: Summary of ratings and determination
- Page 3: Summary of indicator performance
- Page 4: Thresholds for elementary grades indicators
- Page 5: Thresholds for secondary grades indicators

All District Data Profiles

[All District Data Profiles 2023 - 2024](#)

[All Longitudinal Profiles 2023 - 2024](#)

Cohort 2 | Technical Assistance Plans

Where We Have Been

Providing technical assistance to districts for:

- Overview of HB3499
- Comprehensive Needs Assessment
- Goals & Benchmarks
- Action Plans
- Expenditure Reporting
- Data Profiles & Technical Manual

*Districts were allowed to select their systemic interventions and activities to accomplish goals.

Where We Are

Districts are implementing their action plans, claiming expenditures for activities, and adjusting action plans, as needed.

ODE is developing a system and process to identify Technical Assistance needs, summarize the action plan and co-create a technical assistance plan to support districts to continuously improve the implementation of systemic interventions selected for the action plan.

Where We Are Going

Providing districts with personalized supports, based on the action plans they developed by co-creating a plan for technical assistance to implement in year 3 and 4.

Engage in regular check ins (monthly for transformation districts and quarterly for target districts).

Engage in presentations, teaming efforts, system and practice improvement efforts, self-assessments, coaching, collaboration, consultation, and other activities to implement districts individual Technical Assistance plans.

Contents of Technical Assistance Plan

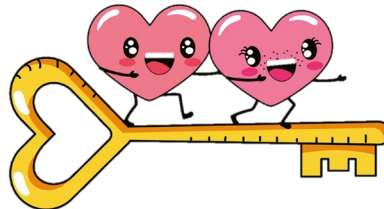
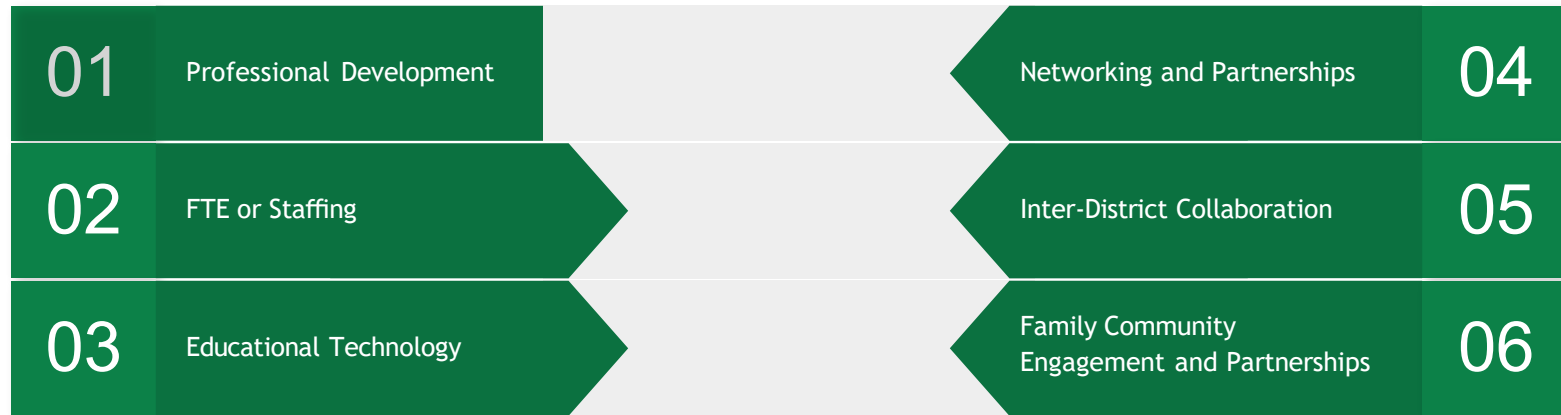
Part I: Guidance

- Key Documents
- Expenditure Reporting Guidance
- Outcome Reporting Guidance
- Implementation Frameworks and Rationale
- Action Plan Changes
- HB 3499 District Profile Data
- Community of Practice

Part II: Technical Assistance

- Comprehensive Needs Assessment Summary
- Action Plan Summary
- Systemic Intervention Category Analysis
- Check-In Schedule
- Technical Assistance Timeline
- EL ADMw

Systemic Intervention Categories



Cohort 2 | Action Plan Analysis Report

[Link to Report](#)



Cohort 2 | End of Year (EOY) Reporting

The End of Year Outcomes Report collects data related to improvement for EL Outcomes Program/HB 3499 designated districts.

Purpose of the report:

- To discuss the progress and outcomes of strategies/activities related to goals submitted in the action plan and budget for the year.
- To continue to develop or refine the district action plan, collect and report progress-monitoring data, and make adjustments informed by implementation.

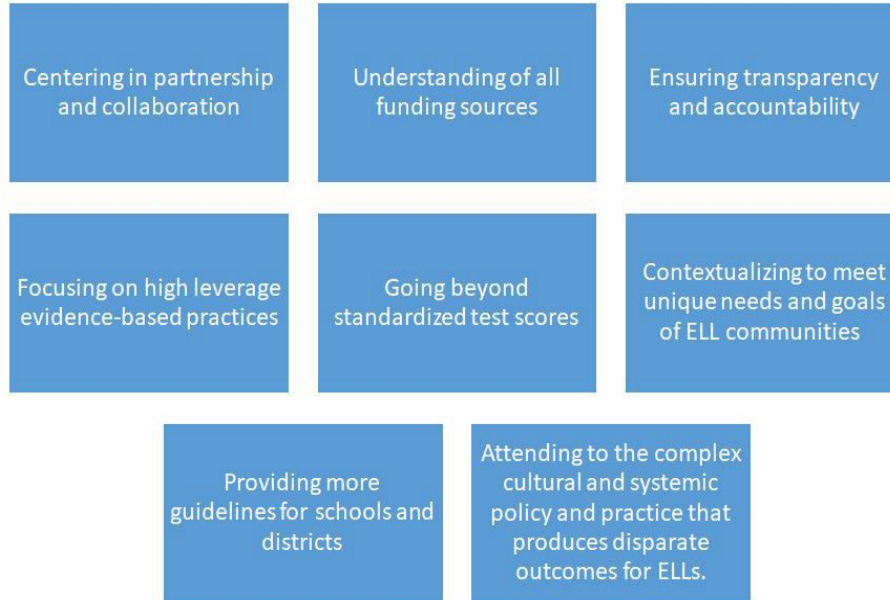


Directed Funding

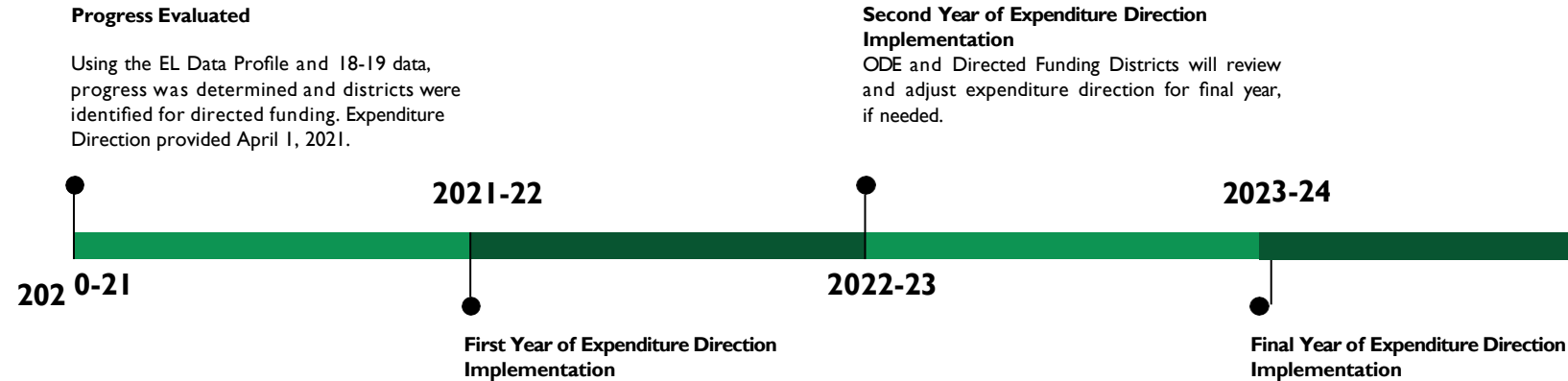
If identified districts have not met expected EL student learning outcomes, the following provisions are written into rule:

- The law under ORS 336.079(5)(e) stipulates that if a school district does not meet expected growth and expected benchmarks for student progress indicator, the Agency would direct the district to expend funds under ORS 327.013(1)(c)(A)(II) (ELL weight) for up to three years. The OAR [581-020-0621](#), which regulates district expenditure of moneys for ELL district and school improvement was revised in May 2020 to clarify the metrics of progress and evaluation process.

Phase 2 | Directed Funding Guidelines



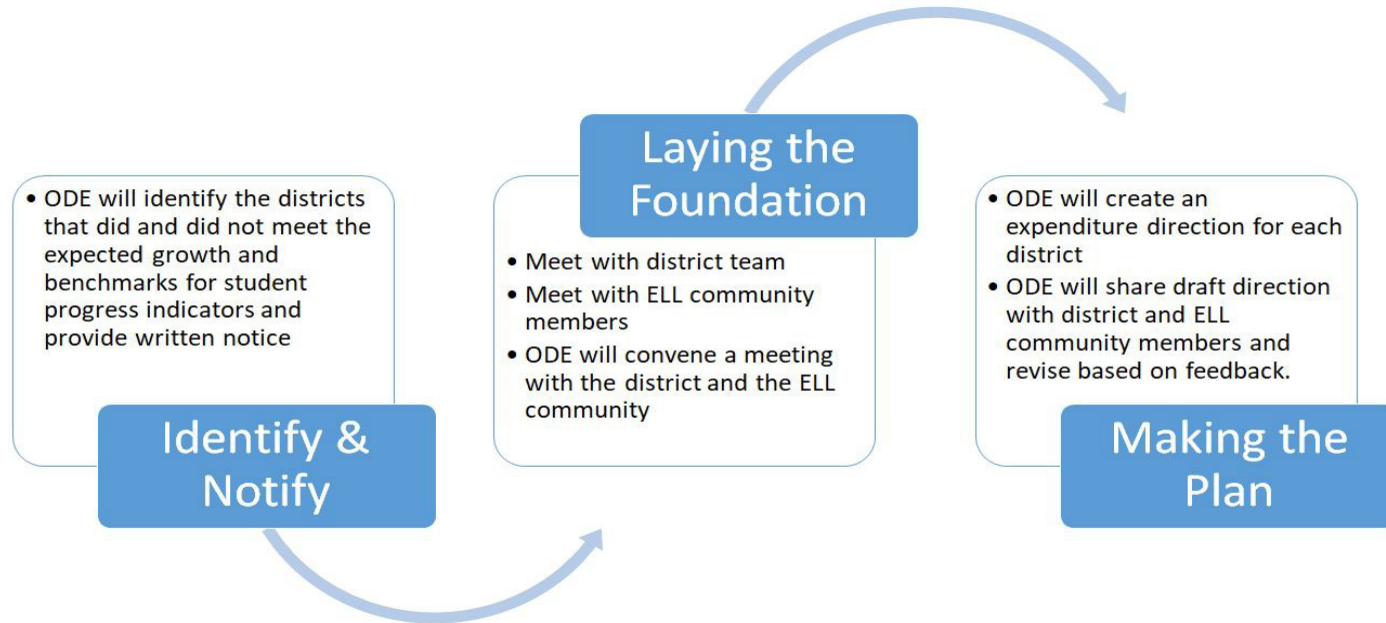
Cohort 1 | Directed Funding Timeline



Revenue is not the same as Expenditures



Cohort 1 | Directed Funding Process



Cohort 1 | Directed Funding Process

PUBLIC NOTICE

Districts will share expenditure direction through a community forum, send out a letter to parents, and post expenditure direction information on their website.

IMPLEMENTATION & MONITORING

- District will implement expenditure direction.
- District will submit quarterly reports.
- ODE will provide ongoing technical assistance as needed.
- Each district will submit an end-of-year report.

CONTINUOUS IMPROVEMENT

The process will be repeated annually for up to three years unless the district meets the expected growth and benchmarks for student progress indicators.



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