

## **HB 3499 (-2) – English Language Learners**

In Oregon, 34 school districts have a student body population composed of at least 15% English Language Learners (ELL). In many of these school districts, there is a significant achievement gap between English-speaking students and ELL students. Under current Oregon law, school districts receive a 0.5 additional weight per ELL student. However, other than the additional funding weight, little consistency in accountability, curriculum, benchmarks and programmatic standards exist among ELL programs.

HB 3499 (-2) addresses three main capacities of ELL policy: Uniform coding & budget transparency, a system of supports & interventions, and long-term strategic development.

### **Uniform Coding & Budget Transparency**

- Currently, school districts are not required to use a uniform coding/accounting system to track how ELL dollars are spent across districts.
- To increase budget accountability, HB 3499 (-2) directs ODE to convene an advisory group of stakeholders to develop a uniform budget coding and reporting system that all schools/districts will adhere to beginning in the 2015/16 school year.

### **Support & Intervention System**

- HB 3499 (-2) directs ODE to design and implement a system of Supports & Interventions, based on recommendations of the stakeholder workgroup
- Develop criteria and process for identifying low, average, and high ELL performing districts.
- Develop models of supports and interventions, based on national best practices, to assist districts with low-performance indicators that are designated in two tiers based on performance.
- Upon identification of districts with low – or below average - performance indicators, ODE shall provide technical assistance, for four years, based on the developed support and intervention models, tailored to individual district needs.
- If, after four years of ODE-provided technical assistance, a school district is unable to demonstrate sufficient improvement, ODE will assume functional control of the funds flowing from the 0.5 ELL weight. This intervention will last for up to three years.

### **Long-term Strategic Development**

- Upon final submission of the workgroup recommendations regarding a process for supports & interventions, the group will develop recommendations for:
  - Providing ongoing support to former ELL students who have “graduated” out of ELL;
  - Parent engagement and notification;
  - Identification of eligible ELL students;
  - Appropriate assessment accommodations for ELL students;
  - A list of ODE-approved ELL assessments;
  - Opportunities for schools to expand their Spanish language library; and
  - Strategies to support long-term ELL students.
- The advisory group will submit recommendations to the legislature by Jan. 1, 2017.

### ***Fiscal Impact (HB 5017)***

HB 5017, the State School Fund budget, contained \$12.5M specifically to implement this new system of ELL accountability and to scale up the existing statewide ELL plan.

- \$10M – to provide support to districts identified with the lowest progress indicators via new system of Supports & Interventions;
- \$2M – implementation of existing ELL statewide plan, providing technical assistance and best practice support to districts with high concentrations of ELL students, but not receiving supports & intervention under new system;
- \$500,000 – hiring 2 education program specialists at ODE who are well versed in ELL education and best practices.

## Implementation Timeline

### July 1, 2015 – November/December 2015:

- Budget transparency advisory group & district identification workgroup convened
- School identification workgroup develop recommendations on district identification criteria, annual reports, and menu of technical assistance, supports, and interventions.
- Uniform coding and budget transparency reporting requirements recommendations

### November 2015 – January 1, 2016:

- State Board of Education adopts rules based on recommendations for:
  - Technical assistance/progressive interventions
  - Uniform budget rules adopted
  - District annual reports and identification triggers & exemptions
- State board of Education creates school district ELL budget report form
- District Identification Workgroup re-convened and begins work on long-term strategies for supporting ELL students.

### Summer 2016:

- Districts in need of assistance identified
- First annual report, including budget transparency report, due July 1, 2016

