

Crosswalk of the ELL bill (HB 3499), the proposed ELL District and School Improvement rules (dated 11/22/2015), and Workgroup Feedback

HB 3499 reference	Proposed ELL District and School Improvement Rules (dated 11/22/2015)	Workgroup Feedback
<p>(page 2 of 3499)</p> <p>(4) In addition to the duties of the work group prescribed by subsection (3) of this section, the work group shall establish criteria to define and identify long-term English language learners and develop recommendations for best practices on the following: (a) Providing ongoing support to students of a school district who no longer are eligible for or enrolled in an English language learner program under ORS 336.079.</p>	<p>581-020-0600 Definitions (pg. 1) The following definitions apply to OAR 581-020-0600 to 581-020-0615:</p> <ul style="list-style-type: none"> (1) “Current ELL student” means a student who is enrolled as an English language learner program in Oregon during the school year (2) “English language learner” or “ELL” means 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. (3) “Former ELL student” means a student who was previously enrolled in an English language learner program in Oregon. (4) “Long-term ELL student” means any ELL student in grades 7 through 12 who has been enrolled in an ELL program for 7 or more years. (5) “Percentage of students in poverty” means the percentage of students in poverty using the number of students in poverty as calculated under OAR 581-023-0102. for purposes of calculation of the State School Fund distribution. (6) “School district” means a common or union high school district. <p>Stat. Auth.: Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499) Stats. Implemented: ORS 339.079 and Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)</p> <p>581-020-0603 Program (pg 1-2)</p> <ul style="list-style-type: none"> (1) The Department of Education through the ELL District and School Improvement program shall: <ul style="list-style-type: none"> (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 	

	<p>the needs of ELL students.</p> <p>(d) Partner with selected districts, to ensure that identified ELL transformation and target districts achieve expected growth in student progress indicators, and the expected benchmarks for student progress indicators that an identified district is expected to within four years of identification.</p> <p>(e) In consultation with ELL transformation and target districts design and implement an accountability system of progressive interventions for the school districts.</p> <p>(f) Direct 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 in student progress indicators, and the expected benchmarks for student progress indicators.</p> <p>(2) The Department of Education shall identify school districts that are:</p> <p>(a) ELL transformation districts that are in need of progressive interventions and technical assistance; and</p> <p>(b) ELL target districts that are in need of technical assistance.</p> <p>(3) If a school district is identified as an ELL transformation or target district the district shall remain as such for four years.</p> <p>Stat. Auth.: Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)</p> <p>Stats. Implemented: ORS 339.079 and Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)</p>	
<p>SECTION 3. (1) The Department of Education shall convene a work group related to English language learner programs. (2) The work group must consist of educators, parents, community stakeholders, experts on English language learner policy and experts in collecting and analyzing data. The department shall solicit recommendations for membership from organizations</p>	<p>581- 020-0606 District Eligibility and Selection (pg. 2)</p> <p>(1) To be eligible for selection as an ELL transformation or target district, a district must have enrolled 20 or more English Language Learners on a date specified by the Department. School districts with less than 20 English Language Learners will be eligible for other regionally based services and supports provided by the Department.</p> <p>(2) A public charter school is not eligible for selection as a ELL transformation or target district. However, a public charter school may be selected by the Department as a school within an identified ELL transformation or target district for interventions and technical</p>	

<p>that represent educators, administrators, school district boards and parents when determining membership of the work group.</p> <p>(3) The work group shall identify the following:</p> <p>(a) Criteria for determining if a school district is:</p> <p>(A) Not meeting objectives and the needs of students eligible for and enrolled in an English language learner program, taking into account the specific learning challenges and demographics of the students; or</p> <p>(B) In need of targeted assistance.</p>	<p>assistance.</p> <p>Stat. Auth.: Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)</p> <p>Stats. Implemented: ORS 339.079 and Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)</p> <p>581-020-0609 District Selection (pg. 2-4)</p> <p>(1) The Department shall identify school districts that are not meeting objectives and needs of ELL students, taking into consideration the specific learning challenges and demographics of the students. The Department shall consider whether the district has demonstrated a history of low performance as compared to other districts relating to ELL students.</p> <p>(2) To identify school districts that are not meeting objectives and needs of ELL students, the Department shall consider the following student progress indicators in identifying the school districts in need of improvement:</p> <ul style="list-style-type: none"> (a) The cohort 5 year graduation rate for current and former ELL students; (b) The academic growth of current and former ELL students in grades 6, 7 and 8 as measured by statewide standardized assessments; (c) The academic growth of current ELL students in grades 1 through 5 as measured by the English Language Proficiency Assessment (ELPA); and (d) Percentage of former ELL students who enroll in a post-secondary institutions after graduation from the district. <p>(3) The Department shall also consider the needs of the district by considering learning challenges and demographic information of students enrolled in the district including but not limited to:</p> <ul style="list-style-type: none"> (a) The percentage of all students in poverty; (b) The percentage of current and former ELL students who are economically disadvantaged; (c) The mobility of current and former ELL students; (d) The percentage of all students who are homeless; (e) The percentage of all students who are migrant students; 	
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	<p>(f) The percentage of all student who are recent arrivers to Oregon;</p> <p>(g) The number of unique home languages of current and former ELL students; and</p> <p>(h) The number of long-term ELL students.</p> <p>(4) After identifying potential districts based on student progress indicators that are not meeting objectives and needs of ELL students, the Department may adjust the list of districts:</p> <p>(a) To achieve geographic diversity of school districts;</p> <p>(b) Based on the percentage of current ELL students identified as needing special education;</p> <p>(c) Based on data trends identified by the Department related to a school district;</p> <p>(d) Based on programs for ELL students within the district which have been shown to either improve high school graduation rates or English language proficiency; and</p> <p>(e) Based on available funding.</p> <p>(5) After identifying the districts that are not meeting objectives and needs of ELL students, the Department shall further identify the districts as:</p> <p>(a) ELL transformation districts; or</p> <p>(b) ELL target districts.</p> <p>(6) The Department may use the demonstrated commitment level of a district's superintendent and board as a factor in determining whether the district is an ELL transformation or ELL target district.</p> <p>(7) Data used by the Department to identify school districts may be from different school years but must by the best data available as identified by the Department.</p> <p>Stat. Auth.: Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)</p> <p>Stats. Implemented: ORS 339.079 and Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)</p>	
(section 3 of 3499 continued)	--	

<p>(b) Information necessary for school districts to include in an annual report on student progress indicators for students eligible for and enrolled in an English language learner program for the purpose of determining if a school district is:</p> <p>(A) Not meeting objectives and the needs of students eligible for and enrolled in an English language learner program, taking into account the specific learning challenges and demographics of the students; or</p> <p>(B) In need of targeted assistance.</p>		
<p>(section 3 of 3499 continued)</p> <p>(c) Technical assistance that the department will provide to a school district that is:</p> <p>(A) Not meeting objectives and the needs of students eligible for and enrolled in an English language learner program, taking into account the specific learning challenges and demographics of the students; or</p> <p>(B) In need of targeted</p>	<p>581-020-0612 ELL Transformation Districts (pg. 4)</p> <p>The Department, in consultation with an ELL transformation district, shall:</p> <ol style="list-style-type: none"> (1) Select specific schools within the district for interventions and targeted assistance. (2) Identify the specific interventions and technical assistance to be provided to ELL transformation districts which may include grant funds. (3) Establish the expected growth in student progress indicators, and the expected benchmarks for student progress indicators, for English language learners of the district. (4) Shall 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 a ELL transformation district. 	

<p>assistance.</p>	<p>Stat. Auth.: Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499) Stats. Implemented: ORS 339.079 and Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)</p> <p>581-020-0615 ELL Target Districts (pg. 4) The Department shall identify the:</p> <ul style="list-style-type: none"> (1) The technical assistance to be provided to ELL target districts. (2) Establish the expected growth in student progress indicators, and the expected benchmarks for student progress indicators, for English language learners of the district. <p>Stat. Auth.: Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499) Stats. Implemented: ORS 339.079 and Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)</p>	
<p>(section 3 of 3499 continued)</p> <p>(d) Guidelines for how the department shall direct a school district on how to expend moneys received under ORS 327.013 (1)(c)(A)(ii) if the school district is:</p> <p>(A) Not meeting objectives and the needs of students eligible for and enrolled in an English language learner program, taking into account the specific learning challenges and demographics of the students; or</p>	<p>581-020-0603 Program (pg 1-2)</p> <ul style="list-style-type: none"> (4) The Department of Education through the ELL District and School Improvement program shall: <ul style="list-style-type: none"> (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 selected districts, to ensure that identified ELL transformation and target districts achieve expected growth in student progress indicators, and the expected benchmarks for student progress indicators that an identified district is expected to within four years of identification. (e) In consultation with ELL transformation and target districts design and implement an accountability system of progressive 	

<p>(B) In need of targeted assistance.</p>	<p>interventions for the school districts.</p> <p>(f) Direct 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 in student progress indicators, and the expected benchmarks for student progress indicators.</p>	
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... (a) Related to the work of the work group as described in subsection (3) of this section no later than January 1, 2016.