

Revised by CH on 12/10/15

**English Language Learners
District and School Improvement**

581-020-0600 Definitions

The following definitions apply to OAR 581-020-0600 to 581-020-0615:

- (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) “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.
- (5) “School district” means a common or union high school district.

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)

581-020-0603 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 identified 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 in student progress indicators, and the expected benchmarks for student progress 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 in student progress indicators, and the expected benchmarks for student progress indicators. The direction on expenditure of moneys for school districts identified as ELL transformation or target districts in 2016 will first apply to monies received by those school districts from the ELL weight on or after July 1, 2020.
- (g) Identify and disseminate evidence based practices to assist identified ELL transformation and target districts and other districts to better meet objectives and needs of ELL students.

(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.

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)

581- 020-0606 District Eligibility and Identification

- (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 fewer than 20 English Language Learners will be eligible for other regionally based services and supports provided by the Department.
- (2) A public charter school is not eligible for identification as a ELL transformation or target district. However, a public charter school may be identified by the Department as a school within an identified ELL transformation or target district for interventions and technical assistance.

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)

581-020-0609 District Identification

- (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 not meeting objectives and needs of ELL students as compared to other districts relating to ELL students.
- (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:
 - (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 growth in language acquisition of current ELL students in grades 1 through 8 as measured by the English Language Proficiency Assessment (ELPA);
 - (d) The growth in language acquisition of current ELL students in grades 10 through 12, combined as measured by the English Language Proficiency Assessment (ELPA); and
 - (e) Percentage of former ELL students who enroll in a post-secondary institutions after graduation from the district.
- (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:
 - (a) The percentage of current and former ELL students as a percent of all students in the district;
 - (b) The percentage of all students in poverty as calculated using the district small area income and poverty estimate (SAIPE);
 - (c) The percentage of current and former ELL students who are economically disadvantaged;
 - (d) The percentage of current and former ELL students who are mobile;
 - (e) The percentage of current and former ELL students who are homeless;
 - (f) The percentage of current and former ELL students who are migrant students;
 - (g) The percentage of current and former ELL students who are recent arrivers to Oregon; and
 - (h) The number of unique home languages of current and former ELL students.

- (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:
 - (a) To achieve geographic diversity of school districts;
 - (b) Based on the percentage of current ELL students identified as needing special education;
 - (c) Based on data trends identified by the Department related to a school district;
 - (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
 - (e) Based on available funding.

- (5) After identifying the districts that are not meeting objectives and needs of ELL students, the Department shall further identify the districts as:
 - (a) ELL transformation districts; or
 - (b) ELL target districts.

- (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.

- (7) Data used by the Department to identify school districts may be from different school years but must be the best data available as identified by the Department.

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)

581-020-0612 ELL Transformation Districts

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

- (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. The specific interventions shall be evidence-based.

- (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.

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)

581-020-0615 ELLTarget Districts

The Department shall identify the:

- (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.

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)