

North Dakota English Language Learners

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Overview

ELL BASICS

ELL DEMOGRAPHICS

IDENTIFICATION AND SCREENING

ELL FUNDING

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ELL Basics

ELL DEFINITION

ELL DEMOGRAPHICS

IDENTIFICATION AND SCREENING

ELL = English Language Learner

Title IX Section 9101:

Federal Limited English Proficient (LEP) definition:

(Students must meet a part of the criteria in each of the sections A-D)

The term “**limited English proficient**”, which is defined in section 9101 of Title IX (ESEA) when used with respect to an individual, means an individual:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) (i) who was **not born in the United States** or whose **native language is a language other than English**;

(ii) (I) who is a **Native American** or **Alaska Native**, or a native resident of the outlying areas; **and**

(II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency;

or

(iii) who is **migratory**, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; **and**

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -

(i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b) (3);

(ii) the ability to successfully achieve in classrooms where the language of instruction is English: **or**

(iii) the opportunity to participate fully in society.

Must meet either part i, ii **or** iii

Must meet either part i, ii **or** iii

If part ii, then must meet both pieces **and** II



ND Administrative Code:

State English Language Learner(ELL) definition:

Eligibility for English language learner services

To be eligible for English language learner services, a student must:

1. Be at least five years of age, but must not have reached the age of twenty-two;
2. Be enrolled in a school district in North Dakota;
3. Have a primary language other than English or come from an environment in which a language other than English significantly impacts the individual's level of English language proficiency; and
4. Have difficulty speaking, reading, writing, and understanding English as shown by assessment results.

ND Administrative Code Section 67-28-01-04

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ELL Demographics

WHERE ARE THE ND ELL STUDENTS?
WHO ARE THE ND ELL STUDENTS?

Top 12 ELL Districts - 2013-14

District Name	ELL Count 2013-14	% of State ELL Pop
Fargo	828	20.8%
West Fargo	730	18.3%
Grand Forks	340	8.5%
Standing Rock	283	7.1%
Minot	172	4.3%
Dickinson	123	3.1%
Belcourt	116	2.9%
Grafton	114	2.9%
Bismarck	113	2.8%
Ft Totten	98	2.5%
Williston	81	2.0%
All Other	935	23.5%

Top 12 ELL (spring count) Districts as % of Total School Enrollment (fall count) 2013-14

District Name	ELL Count 2013-14	% of School Enroll
Ft Totten	98/164	59.8%
Standing Rock	283/606	46.7%
Ft Yates	49/167	29.3%
Selfridge	23/89	25.8%
St Thomas	18/75	24.0%
White Shield	27/117	23.1%
Minto	33/212	15.6%
Midway	29/190	15.3%
Grafton	114/867	13.1%
Valley-Edinburg	25/214	11.7%
West Fargo	730/8431	8.6%
Fargo	828/10995	7.5%

ELLs over Time

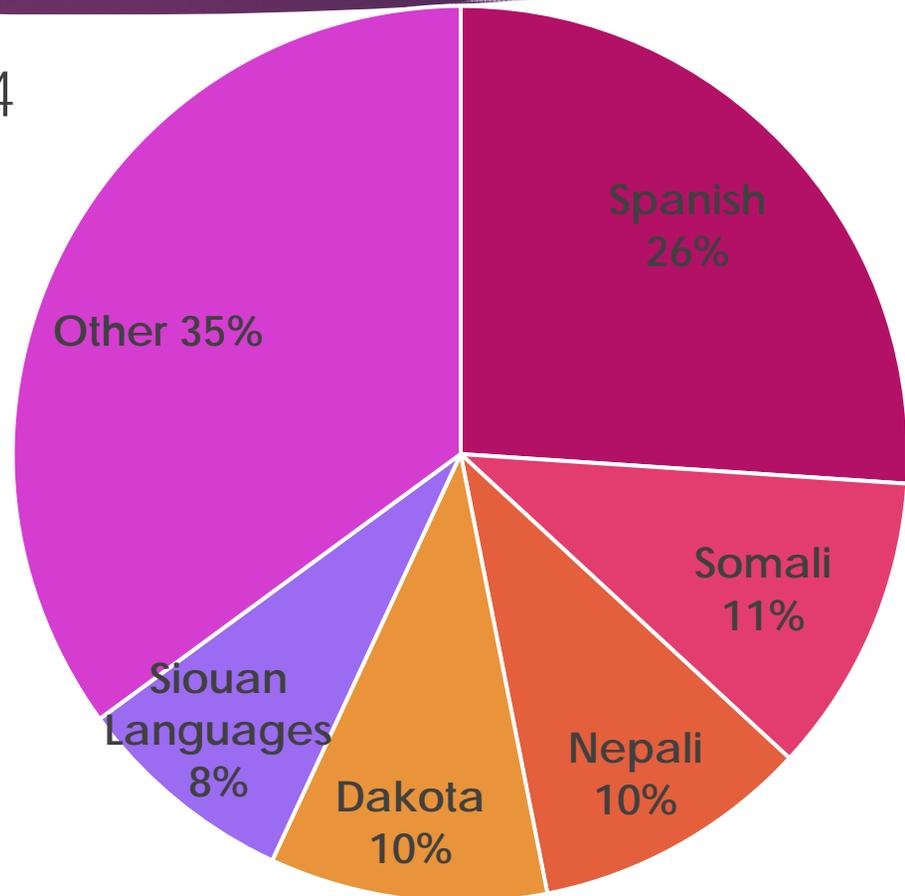
Districts and Languages

School Year	#ELLs	# Districts	# Languages	Exit Rate
2008-09	5036	75	109	12%
2009-10	5100	70	115	14%
2010-11	4465	68	105	13%
2011-12	4360	69	102	15%
2012-13	3822	72	96	13%
2013-14	3983	73	99	14%

Languages

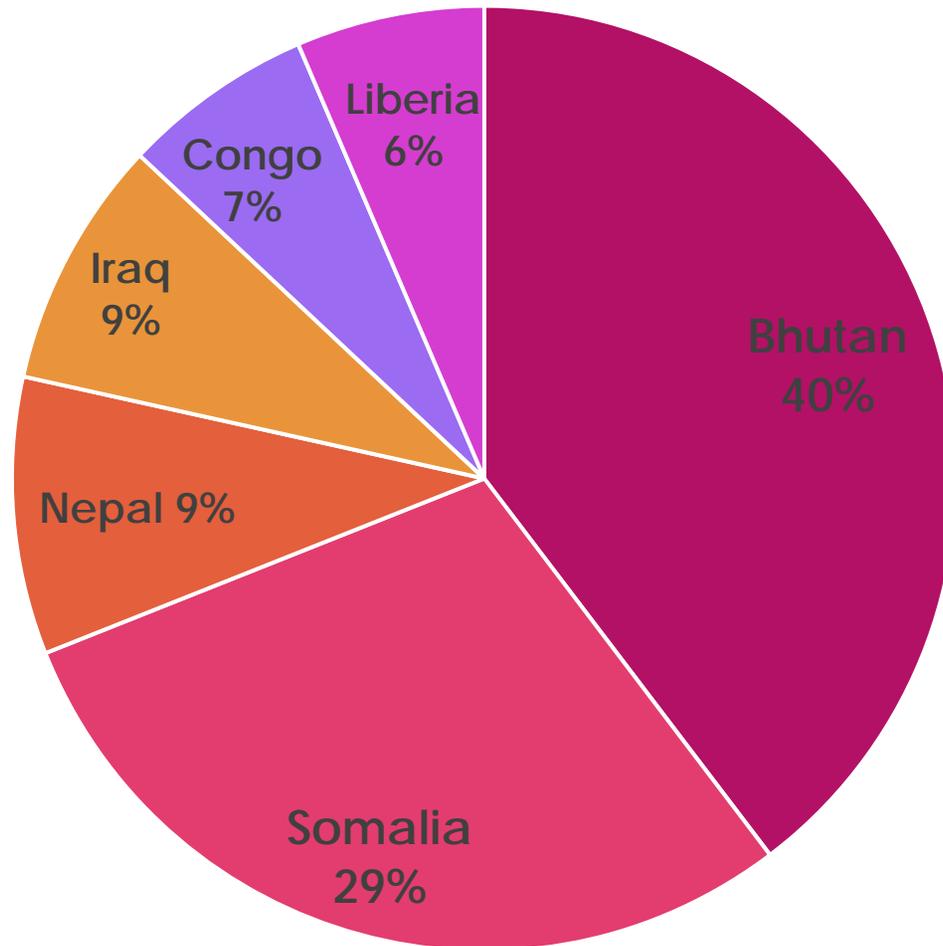
Top Languages 2013-2014

- ▶ 92 languages other than English have been reported in 2013-14 for the children in our North Dakota schools.



Country of Origin

Country of Origin
2013-2014



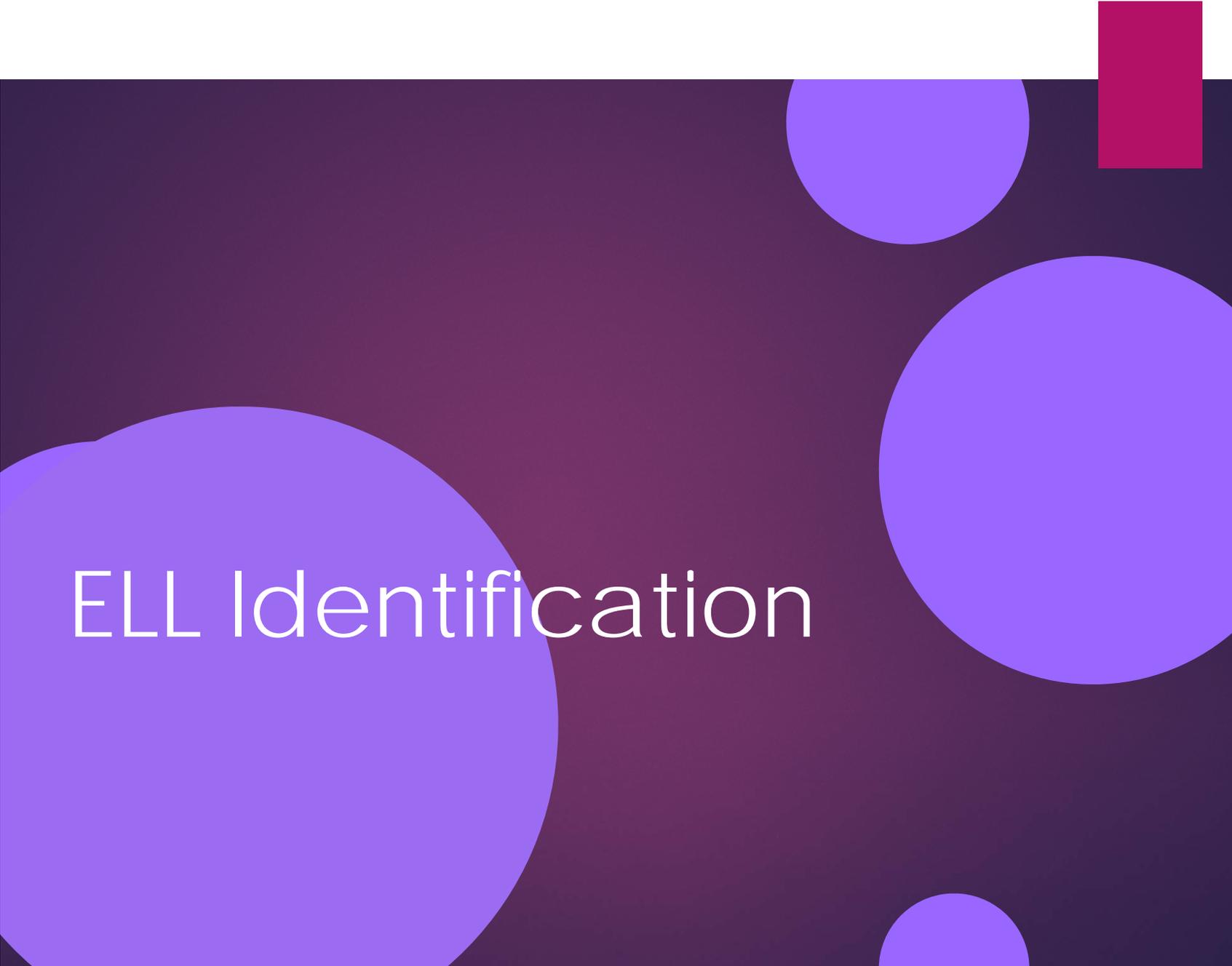
ELLs over Time

Special Populations

School Year	# ELLs	# 3 yr immigrant	% 3 yr immigrant	# refugee	% refugee	# migrant	% migrant
2008-09	5036	586	11.6%	1040	20.7%	258	5.1%
2009-10	5100	605	11.9%	1161	22.8%	307	6.0%
2010-11	4465	674	15.1%	1070	24.0%	265	5.9%
2011-12	4360	730	16.7%	1157	26.5%	265	6.1%
2012-13	3822	761	19.9%	1111	29.1%	211	5.5%
2013-14	3983	891	22.4%	1109	27.8%	241	6.1%

ELL Ethnicity

	# ELLs	% Am Ind.	% Asian	% Black	% Hispanic	% PI	% White
2008-09	5036	51.4%	5.9%	15.2%	14.7%	0.6%	12.3%
2009-10	5100	50.7%	7.5%	15.2%	15.0%	0.6%	11.0%
2010-11	4465	44.6%	9.8%	16.4%	16.8%	0.6%	11.8%
2011-12	4360	41.1%	10.8%	17.4%	18.6%	0.6%	11.5%
2012-13	3822	30.7%	15.0%	21.1%	20.3%	0.6%	12.2%
2013-14	3893	24.2%	16.0%	22.8%	24.2%	0.6%	12.2%

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ELL Identification

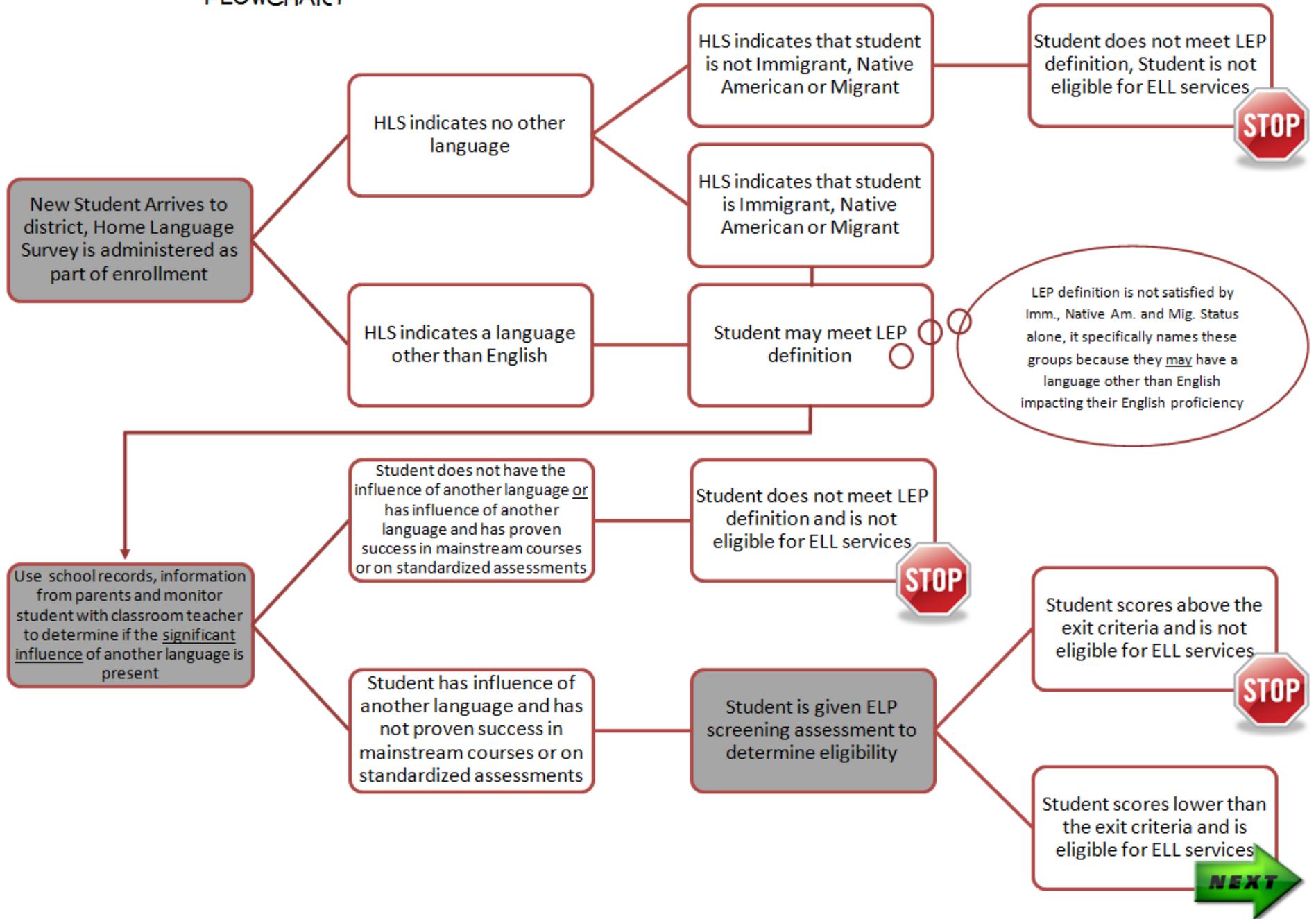


Identify ELLs

Home Language Surveys

- ▶ U.S. Department of Education require schools to have a procedure for identifying and testing ELLs
- ▶ Office of Civil Rights supports the use of a Home Language Survey
- ▶ North Dakota requires that every district has a plan to identify and assess the language proficiency of students who meet the state ELL definition
- ▶ North Dakota ELL Program Advisory Committee developed and approved a sample HLS that schools may want to use

ELL STUDENT IDENTIFICATION AND PROGRAM FLOWCHART





Student begins the ELL program

Parents are notified of ELP assessment results, program placement and Individualized Language Plan is written

Parent notification within 30 days of the start of school year for previously identified students or within two weeks after student begins if a newly identified ELL student. ILP is written by ELL endorsed teacher.

Student receives ongoing language support

ILP is written annually

Student's English Language Proficiency is assessed annually

Districts must monitor the success of former ELL students for two years after the student exits from the ELL program.

Parents are notified of assessment results annually

Student data indicates student does not meet exit criteria

Student data indicates that student meets exit criteria





ELL Quiz

Approximately how many years does it take students to become proficient in Basic Interpersonal Cognitive English (BICS)?

6 months – 3 years

- ▶ BICS is often referred to as “recess,” “lunchroom” or “social” English



ELL Quiz

Approximately how many years does it take students to become proficient in Cognitive Academic English?

5 to 7 years

- ▶ Most researchers say it takes 5-7 years for individuals to gain CALP (Cognitive Academic Language Proficiency) but others cite up to 10 years.

Requirements

State Requirements (All programs)

- ▶ ELL Handbook or Program Plan
- ▶ District ELL Policy
- ▶ ELL Director (Administrative credential to oversee)
- ▶ ELL Teacher (ELL endorsement to teach students)
- ▶ Program model based on research
- ▶ ND content standards must be implemented within the program
- ▶ All ELL students have annually updated Individualized Language Plan
- ▶ Others...

Title III Requirements (Programs receiving Title III funds)

- ▶ ELL Handbook or Program Plan
- ▶ District ELL Policy
- ▶ ELL Director (Administrative credential to oversee)
- ▶ ELL Teacher (ELL endorsement to teach students)
- ▶ Program model based on research
- ▶ ND content standards must be implemented within the program
- ▶ English language development standards must be implemented within the program and mainstream classes
- ▶ All ELL students have annually updated Individualized Language Plan
- ▶ The ELL program must be evaluated
- ▶ Others...

Regulatory Agencies

US Office of Civil Rights

14th Amendment: “no state shall...deny...equal protection of the laws” including nondiscrimination

1964: No discrimination

1970: No ELLs in SpEd only for learning English and schools responsible to assist students in overcoming language barrier.

EEOA 1974: Schools must take appropriate action to overcome language barriers

CR Restoration 1988: ALL Federal Funding could be effected.

US Department of Education Title III

No Child Left Behind Act of 2001 Title III: Language instruction for LEP and immigrant students, Public Law 107-110.

North Dakota State Law

NDCC 15.1-38-01-03: ELL Program Policy (Board approved)

ELL Program Plan

- Identification
- Screening procedures
- Assessment plan
- Program models
- Exit criteria
- Monitoring procedures
- Program evaluation plans

67-28-01-05/06: School district shall convene a team, develop an individualized language plan and recommend specialized language instruction and related services.

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ELL Funding

PROFICIENCY LEVELS

STATE – WEIGHTED AVERAGE DAILY MEMBERSHIP

FEDERAL – TITLE III PROGRAM

Language Domains

Listening

Process, understand, interpret and evaluate spoken language in a variety of situations

Speaking

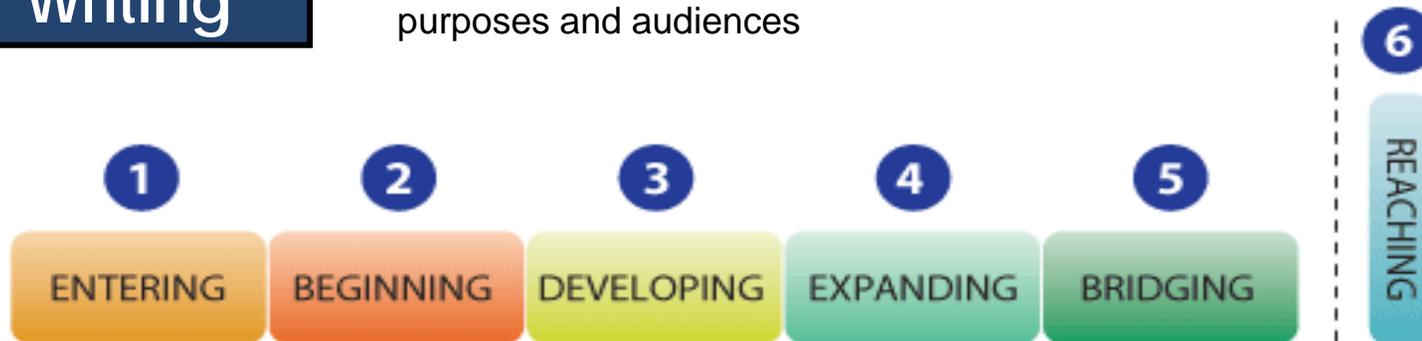
Engage in oral communication in a variety of situations for a variety of purposes and audiences

Reading

Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency

Writing

Engage in written communication in a variety of situations for a variety of purposes and audiences





State Funding

Determined by adding the weighted factor to per pupil payment.

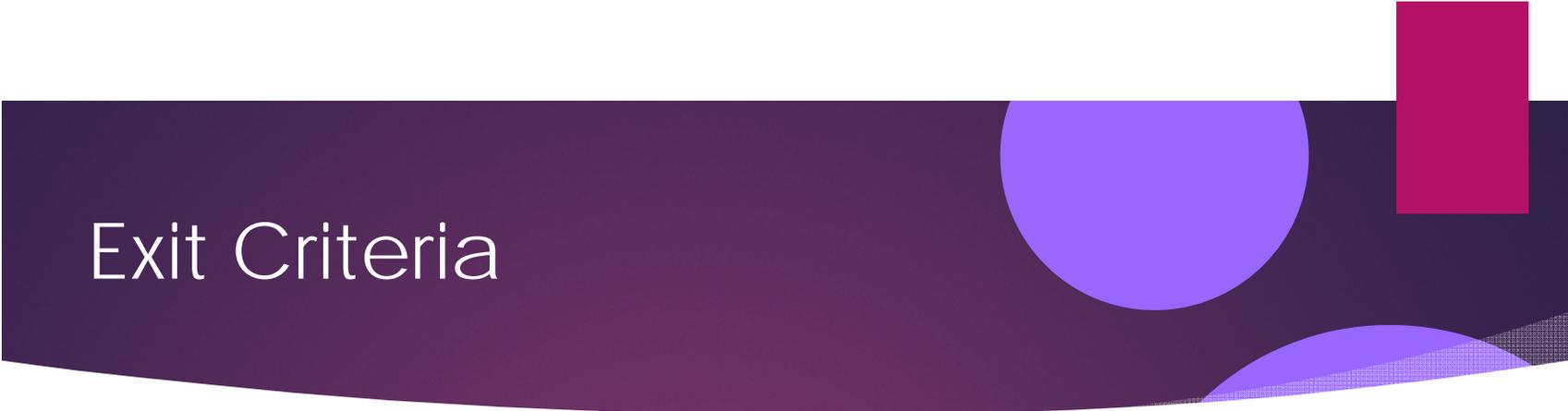
1. The Superintendent of Public Instruction has the authority to add the weighted factors of the following for ELL students who are enrolled through the state data system as follows:
 - e. **0.30** for students who are considered at beginning levels;
 - f. **0.20** for students who are determined to be level 2;
 - g. **0.07** for students who are determined to be level 3;
and have **not** been in the third of six categories of proficiency for **more than three years**.



Title III Funding

- ▶ Funding is based on number of ELL students enrolled in the state's data system.
- ▶ The minimum grant award of \$10,000 must be reached by each applicant.*
- ▶ Title III funds are used for supplemental activities only
- ▶ Districts must follow Title III requirements

*Districts can apply jointly through their consortia if they do not have enough LEP students to reach the \$10,000.



Exit Criteria

- ▶ To exit from the ELL program a student must attain a minimum level in each of the following areas of the ELP assessment:
 - ▶ Minimum Overall (Composite) Proficiency:
5.0
 - ▶ Minimum Proficiency Level on **each** of the four subtest (domain) assessments:
 - ▶ Reading: 3.5
 - ▶ Writing: 3.5
 - ▶ Listening: 3.5
 - ▶ Speaking: 3.5



AMAOs (Annual Measureable Achievement Objectives)

- ▶ AMAO 1: The district must show an increased percentage of ELL students making progress in learning English (must make at least .20 proficiency level growth). For 2015 the target percentage is 61%.
- ▶ AMAO 2: The district must show an increased percentage of ELL students who have reached the exit criteria. For 2015 the target percentage is 15%
- ▶ AMAO 3: The district must meet adequate yearly progress in math and reading.

Each district's AMAO results are posted on the DPI website at

<http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm>

Thank you for sharing your time.

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