

COALITION BILL FOR ELL STUDENT SUCCESS

A Section-by-section Analysis of HB 3423

This legislation was crafted by experts in English-language learner instruction, parents, community-based organization representatives, education advocates, and policy leaders.

Section 1

- (1) Defines an English-language learner (ELL), which is aligned to federal definition.
- (2) Mandates that ELL students shall be offered specific courses to teach speaking, reading, and writing of the English language. States the objective of ELL courses is to be prepared to ultimately benefit from classes taught only in English.
- (3) Each school district must report its ELL plan to the Department of Education (ODE), describing the following elements:
 - How teachers will select appropriate ELL assessments;
 - When Student Response Plans (SRPs) will be developed for students in ELL for six years; for students with interrupted formal education (SIFE); and for students in grade six or above who has not developed numeracy or literacy in any language;
 - Parent communication plan [with at least two methods];
 - Homework assistance centers, if any, available to ELL students;
 - Identification methods for identifying students eligible for ELL enrollment, including pre-K ID;
 - Family supports if available by referral;
 - Post-ELL exit supports for students.
- (4) Directs ODE to provide an approved list of assessments that ELL teachers will use to choose for students based on the student's educational and developmental needs.
- (5) ODE rulemaking will ensure alignment to Title III (federal law) and ensure budget transparency and uniformity in coding by school districts.

Section 2

Establishes timeline for implementation of Section 1 (July 2016) for the 2016-2017 school year.

Section 3

Establishes the seven-member Task Force on English Language Learners. One Senator, one Representative, and five other members will develop appropriate accommodations for ELL exit assessments and will identify a list of ELL assessments for ODE to approve for school district use. The five non-legislative members, appointed by the Superintendent of Public Instruction, in consultation with educator professional groups, will consist of three ELL teachers, one Title III specialist, and one ODE assessment expert. Legislative members are non-voting advisers. In addition to the accommodation and assessment work, the task force may also recommend legislation if submitted by June 1, 2016. Staff assistance is to be provided.

Section 4

The task force sunsets on December 31, 2016.

Section 5

A grant program is established in the ODE for non-English-language library book purchases by school districts that have demonstrated a need for assistance. ODE may seek and accept gifts, grants, and donations from any source, public or private, for this grant program.

Sections 6-11

Insert "English language learner" terminology in other related statutes.

Section 12

Emergency clause (takes effect upon passage).