

11/25/2013

English Language Learners

Delivered to the
Iowa Department of Education



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2013 Meeting Schedule

Date	City	Facility	Time
May 23	Des Moines	Heartland AEA	9:30 a.m.-3:30 p.m.
June 14	Des Moines	School Administrators Of Iowa	9:30 a.m.-3:30 p.m.
June 28	Des Moines	School Administrators Of Iowa	9:30 a.m.-3:30 p.m.
July 19	Des Moines	Iowa Department of Education	9:30 a.m.-3:30 p.m.
August 15	Des Moines	Iowa Department of Education	9:30 a.m.-3:30 p.m.
August 29	Des Moines	Heartland AEA	9:30 a.m.-3:30 p.m.
September 12	Des Moines	Edmunds Elementary School/DMPS	8:30 a.m.-4:00 p.m.
September 26	Des Moines	School Administrators Of Iowa	9:30 a.m.-3:30 p.m.
October 11	Des Moines	Iowa Department of Education	9:30 a.m.-3:30 p.m.

Introduction

The ELL Task Force was created by former Iowa Department of Education Director Jason Glass and was not commissioned by the General Assembly. Director Glass invited a select number of broad-based stakeholders with representation from a wide range of backgrounds and expertise, as noted in the membership list. The ELL Task Force process involved multiple observers in a majority of the 10 full-day meetings.

Overall charge of the ELL Task Force:

The Department shall work with relevant stakeholders to conduct a study regarding the instruction of Limited English Proficient students that includes, but is not limited to, an examination of best practices for such instruction and an examination of possible accountability measures related to funding under section 280.4. The task force will develop recommendations to be submitted to the Department of Education by October 15, 2013.

We recognize that from a holistic perspective, all students are English Language Learners (ELLs). However, throughout the course of our work together we reached consensus that one point is certain: There is no one profile for an ELL student, nor is one single response adequate to meet all students' social, emotional, and academic needs. ELL students across Iowa are a diverse student population who individually and collectively bring both challenges and opportunities to Iowa classrooms. While the population of ELL students steadily increases, districts in Iowa continue to seek guidance and support in developing, implementing and monitoring effective systems and programs to address the unique needs of linguistically diverse students.

The ELL Task Force Report describes the underlying context and factors that are believed to contribute to the current underperformance of ELLs in the state of Iowa and provides guidance based upon research in the field of bilingual and ELL education. The ELL Task Force recommendations focus on how to address improved performance for ELLs through five distinct areas of focus: Deep Data Study and Data Analysis, Language Instruction Education Programming, Multi-State Comparison, Funding Frameworks, and Community Based Partnerships. This report addresses current data and practices and recommendations for future improvement from both short and long term perspectives through consensus around a vision and set of shared beliefs.

Vision/Purpose Statement

The purpose of the ELL Task Force is to recommend state policy and a funding framework which supports Local Education Agency responsibility to equip all students to be socially, emotionally, and academically prepared as contributing members of their communities.

Belief Statements Driving Task Force Recommendations

- We believe that if Iowa implements a high-quality research-based ELL State Framework then students would have the same foundation, professional development (PD) would be well-defined and focused, all students in Iowa would benefit, teachers would have more time to focus on individual student needs, Institutions of Higher Education would have ELL guidance to prepare our new educators, and districts could share resources and network.
- We believe that if Iowa has a consistent research-based program with appropriate data collection, then the program can be effectively monitored.
- We believe that if we have sufficient state capacity, then students would have a more equitable foundation, PD would be relevant and effective, and all students in the state would benefit.
- We believe that if PD would be well-defined and focused on relevance and effectiveness, then districts would be better prepared to meet the needs of diverse learners, including ELLs.
- We believe that if we have a high-quality ELL framework that recognizes district uniqueness, then LEAs would have enough flexibility to ensure all students in the state would benefit.
- We believe that ELL students, adequately supported to successful English proficiency, will improve Iowa's future workforce, contribute to our economy and our communities.

During the course of our work, the five areas of focus, viewed through the lens of the vision and collective belief statements, led to the emergence of our recommendations and associated priority levels. Priority levels were established based upon urgency and practicality and assigned to each recommendation within a five-and-a-half-year planning cycle. We recognize that the changes necessary to improve the educational outcomes for our ELLs will require strategic implementation over a long period of time to maximize the overall success and achieve the desired results. Therefore, each phase has been carefully crafted to address a broad range of needs which provide for immediate impact while ensuring long-term sustainability.

Current Data Overview

ELL Demographics

According to the 2012 Iowa Condition of Education Report, the increase in ELL students is occurring in both public and nonpublic schools (Appendix A). As noted below, Iowa has experienced a doubling of ELL student enrollment over the past 10 years and continues to experience steady growth on an annual basis:

2000-01 = 11,248

2010-11 = 21,733

2011-12 = 22,624

2012-13 = 23,820

ELL student enrollment characteristics for districts for the 2012 reporting period can be described as follows:

- 4.76 percent of students in Iowa are designated as Limited English Proficient (LEP), which translates into 23,820 LEP students, PK-12.
- The 346 school districts in Iowa experience very different impacts associated with the number, ranging from zero percent of a school district's students to 53 percent of students designated as LEP.
- There are 23 Iowa school districts with more than 10 percent of their student enrollment reported LEP.

The ELL subgroup is a very heterogeneous group. While outdated federal legislation uses the term LEP, current research moves away from the deficit view and replaces LEP with ELL as the acceptable terminology. This explains the appearance of both terms and acronyms in the report as a combination of historical and current research as well as legislation have informed the content and context of the ELL Task Force work.

In Iowa, 16,171 Iowa ELL students speak Spanish as their primary language, while the remaining 5,879 are very linguistically diverse in terms of native language development, including 1,554 reported in the "other" category, meaning the language they speak at home is not listed as one of the dialects on the Iowa comprehensive data reporting system (Appendix B).

ELL Performance

Title III of the No Child Left Behind Act requires educational agencies at all levels to ensure that LEP children master English and meet the same rigorous standards for academic achievement as all children are expected to meet, including meeting challenging state academic content and student academic achievement standards (NCLB, Sec. 3202).

Each state must develop specific language and learning targets, or annual measurable achievement objectives (AMAO), to move all ELLs toward reaching these goals. The AMAO targets for Iowa are based on ELL student performance on the Iowa-ELDA and the Iowa Assessments. The accountability plan within NCLB mandates specific actions and consequences for failure to meet one or more of the 3 AMAO targets.

- AMAO 1: Making sufficient progress in acquisition of the English language as measured by the I-ELDA (Appendix C)
- AMAO 2: Attaining or reaching full English proficiency as measured by the I-ELDA (Appendix C)
- AMAO 3: Making Adequate Yearly Progress (AYP) in reading and math as measured by the Iowa Assessments according to targets established by Title I (Appendix D)

For the purpose of federal reporting requirements, states must disaggregate AYP data by subgroups, including ELL as one of the subgroups. As noted below, the ELL subgroup performance on AYP for reading and math as compared to the All Student group is dismal and is worsening over time. The large decrease in proficiency in both groups from 2012 to 2013 may be attributed to the doubling of the targets as required in our accountability plan in the absence of receiving a state waiver; however, the gap between the All Student group and the ELL Student subgroup is unacceptable in all three years of reading and math comparison.

<u>Year</u>	<u>Met-All St. Rdg</u>	<u>Met-ELL Rdg</u>	<u>Met-All St. Math</u>	<u>Met-ELL Math</u>
2011	92%	26%	91%	32%
2012	87%	1%	90%	21%
2013	35%	0%	46%	1%

ELL Services

School districts are required to annually report the type of Language Instruction Education Program (LIEP) type/s being provided to students who are identified as ELL and qualify for such services. Self-reported LIEP types offered by districts during the 2012-2013 academic year can be noted in the table in Appendix E:

- Out of the 346 districts that have ELLs and are required to report LIEP program type/s, there are 648 programs reported as being offered statewide.
- According to the data, 466 certified ELL staff members are providing LIEP services in 648 different program types to 23,820 students statewide.
- 28 bilingual/dual language programs are self-reported which brings to light the possible inaccuracy of this data set and the possibility that those reporting the data do not understand the definition of each program type. It is highly unlikely that Iowa is providing 28 bilingual/dual language programs based upon a variety of mediating factors necessary to carry out such a program.
- This data highlights the urgent need to create a high-quality data system to ensure that the information collected and utilized by decision-makers is valid and reliable.

Teacher and Administrator Preparation

When considering effective LIEP programming, student/teacher ratios are of critical importance. The following data show percentages of ESL Endorsed/Licensed teachers in Iowa public schools in comparison to all teachers statewide:

<u>Academic Year</u>	<u>ELL Certified/All Certified Staff</u>	<u>% of ELL Certified Staff</u>
2010-11	404/37,696	1.07%
2011-12	432/35,205	1.23%
2012-13	466/35,669	1.31%

While almost 5 percent of Iowa's student population is ELL, only roughly 1.3 percent of Iowa's certified teachers are highly qualified to serve ELL students (U.S. Department of Education, 2013). The slow increase in the percentage of ESL certified staff is being rapidly outpaced by the growth of ELL students and the student/teacher ratio is worsening over time.

In 2012, the 466 ESL certified staff are serving 23,820 students, which translates into a student-teacher ratio of 1:50. ELL students require services in addition to general content classroom instruction, and the 1:50 ratio is prohibitive to delivering the quality individualized linguistic programming and instruction required to meet ELL students' social, emotional, and academic needs inherent in the process of acculturation.

ELL Funding

Prior to the 2013 legislative session, students served in an ELL program counted for an additional 0.22 weighting, including state contribution in the formula, for programming for up to four years. During the 2013 legislative session, SF 452, Standing Appropriations, Division V, extended the 0.22 weighting and state contribution to ELL funding to a fifth year, first available to schools in the 2014-15 school year budget. The bill maintained the ability of the School Budget Review Committee (SBRC) to grant additional modified allowable growth, or spending authority, for ELL program costs beyond the fifth year. If granted, the funding to reimburse the school general fund for the ELL expenses is funded by the district's cash reserve levy or existing cash balance.

It is important to highlight the relationship between per-pupil property valuation, which is inversely related to the local property tax rate (lower value results in higher taxes) when attempting to understand the challenges related to the SBRC process. A chart is provided for illustrative purposes (Appendix F). Note that property tax pressures are significant in most school districts with high concentrations of ELL students.

Federal and State Mandates

All educators share a responsibility for the education of all students in Iowa school districts. Federal and state laws, acts and court decisions document these legal responsibilities to include educating culturally and linguistically diverse learners. The U.S. Department of Education uses the term LEP to describe learners whose first language is a language other than English. Their English language skills are not sufficient to support their academic success in classrooms with instruction provided in English (Iowa Department of Education, 2013).

Four federal citations state the legal obligation of school districts to provide for the education of English Language Learners (U.S. Department of Education, 2013):

1. First, the Civil Rights Act of 1964 (Title VI) states that no child (person) may be excluded from a federally funded program.
2. Second, a Memorandum from the Department of Health, Education and Welfare (May 25, 1970) interprets the Civil Rights Act of 1964. This Memorandum describes the responsibility of school districts to provide an equal educational opportunity to students whose English language proficiency is limited.
3. Third, the Bilingual Education Act of 1968 that was amended in 1974 and 1978 was written to establish an equal educational opportunity for all children.
4. Fourth, the new Elementary and Secondary Education Act of 2002, No Child Left Behind, upholds the mandate to teach limited language proficiency students as stated in Title III Part A Sec. 3102. No Child Left Behind legislation mandates that English language learner students be assessed annually in language acquisition and participate in general education assessments.

Iowa law includes educational requirements for all learners. House File 2272 of Chapter 12 of general accreditation standards clearly states the expectations for meeting the needs of all students in the preamble.

In addition, Iowa has educational requirements for ELL students as described in Iowa Code, Chapter 280.4, Uniform School Requirement (Iowa Department of Education, 2013, p. 3):

When a student is limited English proficient, both public and nonpublic schools shall provide special instruction, which shall include, but need not be limited to, either instruction in English as a second language or transitional bilingual instruction. Such instruction will continue until the student is fully English proficient or demonstrates a functional ability to speak, read, write, and understand the English language.

We as the ELL Task Force submit that ELL student performance on state assessments, as measured by the AMAOs as required by Title III of federal law (NCLB, Sec. 3202), indicates that we as a state are not doing nearly enough to provide our ELLs meaningful participation within our educational system. We also submit that without improved data systems, we cannot currently know how many ELL students have been successfully served. Once exited from the program, students are no longer included in the ELL proficiency statistics. This practice introduces additional challenges in measuring an educational system's effectiveness with student subgroups, including ELLs.

Our Recommendations

Phase I- Immediate (2013-2015)

1. We recommend the state create an ELL advisory board including stakeholders similar to the ELL Task Force. This team will bring multiple points of view and areas of expertise in collaboration to keep ELL at the center of important educational decisions and achievement.
2. We recommend LEP weighted funding closer to the national average by increasing from .22 to .39 through a phase-in formula over a three-year period.
3. We recommend that the Iowa Department of Education create a cross-bureau ELL Committee to support ELL programming and provide policy guidance across the state. This committee should include all stakeholders such as: Title III, Title I, Sped, ELP, ICC, and Assessment. As our ELLs must have equal access to instruction and assessment, ELL must be at the center of all major conversations and initiatives at the state level, regardless of which bureau is managing the initiative.
4. We recommend requiring, as addressed in the school improvement plan [IAC 281-12.8 (256)], school districts to make available to each ELL language instruction educational programs that contain, but are not limited to, the following:
 - a. research-based educational models (e.g., collaboration, co-planning, co-teaching, sheltered instruction, etc.)
 - b. linguistic, pedagogical, and cultural access to curriculum
 - c. sufficient certified ESL teachers to facilitate an equitable student-teacher ratio comparable with the ratio provided to other high-need students (e.g., students receiving special education services)
 - a. state funding to facilitate this reality
 - d. adequate instructional materials and space to facilitate learning of language through academic content, comparable with those provided for all other students (e.g., differentiated materials that support the Iowa Core across grade levels)
 - e. highly qualified content teachers (who possess the ESL endorsement or are working toward it) teaching sheltered content courses for ELLs
 - f. incentives for districts to partner with community-based organizations to support diverse parents and families (e.g., ESL classes, literacy development, citizenship education, mentoring)
 - g. Teacher Leadership and Compensation (TLC) planning

5. We recommend requiring any state-, AEA-, or district-convened group whose work impacts, or is intended to impact, ELLs (e.g., C4K [TIES], RTI [MTSS], Iowa Core) address and incorporate ELL research, input, and perspective into that work. Specifically, interventions for ELLs must be tailored to their specific cultural and linguistic needs. This includes interventions for ELLs who (may) qualify for special education services.
6. We recommend that the Iowa Department of Education (State Board of Education) modify the Iowa professional development model so that it will allow all certified employees to have access to a consistent statewide ELL training module and support aimed at allowing local teacher quality committees to monitor implementation with fidelity. This training should include at a minimum:
 - a. Definition and characteristics of ELLs
 - b. Second language acquisition characteristics and process, and
 - c. Research-based, ELL-specific teaching and assessment strategies
 - a. that could be counted toward an eventual ESL endorsement for teachers who complete the module
7. We recommend integrating programming for ELLs into the work of the Iowa Reading Research Center (Iowa Administrative Code, Chapter 61) by
 - a. Adding an advisory council member specialized in ELL issues (amend 281.61.7(2)).
 - b. Amending Chapter 61 281.61.2 (256) Purposes to include: "8. Models for effective literacy instruction for ELLs."
8. We recommend that the state of Iowa executive departments ensure their policies and procedures enhance the transition process for our newcomers. Throughout the history of Iowa, there have been ebbs and flows of immigration waves bringing settlers from all corners of the world. History shows that immigrants have had a positive impact on our social and economic growth.

Phase II- Mid-Term (2015-2017)

9. We recommend that the Iowa Department of Education create a longitudinal data collection, analysis and reporting system to provide schools, policy-makers and agencies with the information they need to improve ELL outcomes. The system will have the following key features:
 - a. Student assessment will begin in pre-K and continue throughout schooling with appropriate measures. These proposed assessments are deemed essential, with the opportunity to add additional measures as needed for informed decision-making.
 - b. Assessment and evaluation of programs and services for improvement and accountability.
 - c. User-friendly access and appropriate use of the data and reports.
 - d. Annual quality control for the data system to ensure its ongoing value and cost-benefit.
10. We recommend that the Department facilitate the district- and building-level establishment and implementation of effective research-based reading and writing instruction that:
 - a. is based on ELL-specific data and research
 - b. considers ELL students' unique linguistic, cultural, and academic needs, and
 - c. explicitly takes into account the different instructional needs of students who can read and write in another language versus those who are pre-literate
11. We recommend early childhood ELL identification and services that connect programming with K-12 ELL identification and services in order to "jumpstart" language and literacy development in English. Provide funding through early childhood streams in Iowa to:
 - a. support ELL identification and services
 - b. facilitate ELL-focused professional development for early childhood educators (e.g., funding their participating in the AEA training modules)
 - c. facilitate accessibility to preschool programming for ELL families (e.g., funding for transportation)

Phase III- Long Term (2017-2019)

12. We recommend that Iowa capitalize upon services and expertise readily available to us by joining the World-Class Instructional Design and Assessment (WIDA) Consortium, using its standards, professional development, assessments, and other resources.
13. We recommend extending eligibility for ELL state weighting from five to seven years reflecting the research-based timeline sufficient to move LEP students to proficiency: Phase in the increase in the subsequent three years after the increased weighting of .39 is fully phased in. (This effort addresses the inequity of property tax capacity to provide funding absent the state's commitment.) The extension of years is critical to provide enough time for all students to reach academic language proficiency through ELL educational programming to ensure they don't fall into a subsequent designation of special education requiring an Individualized Education Program.
14. We recommend considering additional flexibility of funding and blended funding based on the diversity of needs that makes up each student:
Flexibility is more important for districts with a significant percentage of ELL students. We recommend that any district/building with a threshold percentage of ELL students be given building-wide ELL status, applied to buildings or districts with at least 20 percent of students identified as ELL. We recommend the Legislature identify the following as Allowable Expenditures: ELL funding should be available to districts for salary and benefits for ELL teachers, lowering class size for ELL students, curriculum and instructional materials, language development assessment, professional development for all staff, technology and equipment, community transition and wrap-around services, additional instructional time for students, interpreters and communication supports, transportation, other supports necessary for student success, and program evaluation, direction and supplies.

Conclusion

The ELL Task Force respectfully submits these recommendations for consideration. They represent our best advice, as a knowledgeable body of professionals with a wide range of backgrounds and expertise. These recommendations represent the consensus of the group, and if acted upon, we believe they have the potential to form the basis of both a policy and culture shift in Iowa's educational system. These recommendations address the significant challenges facing Iowa's school districts as they work to meet the specific needs of a rapidly growing population of English language learners. These challenges include: effective assessment and student monitoring systems, implementation of research-based language instruction education programs, training and professional development for teachers and administrators, funding approaches for supplemental and tiered weighting, and the engagement of community and business partnerships.

These challenges are fundamentally policy issues and ultimately leadership issues that can be addressed if the State Education Agency, in collaboration with Area Education Agencies and Local Education Agencies, takes ownership and responsibility for providing equitable education for **all** students, particularly our English language learners. It is incumbent upon the educational leaders at all levels of the system to prepare our English Language Learners to be college- and career-ready and to be successful citizens in a global economy. We view the conclusion of the ELL Task Force process as the beginning of our work and not as the end of the conversation. As such, we look forward to continuing to support this important work as it moves forward.

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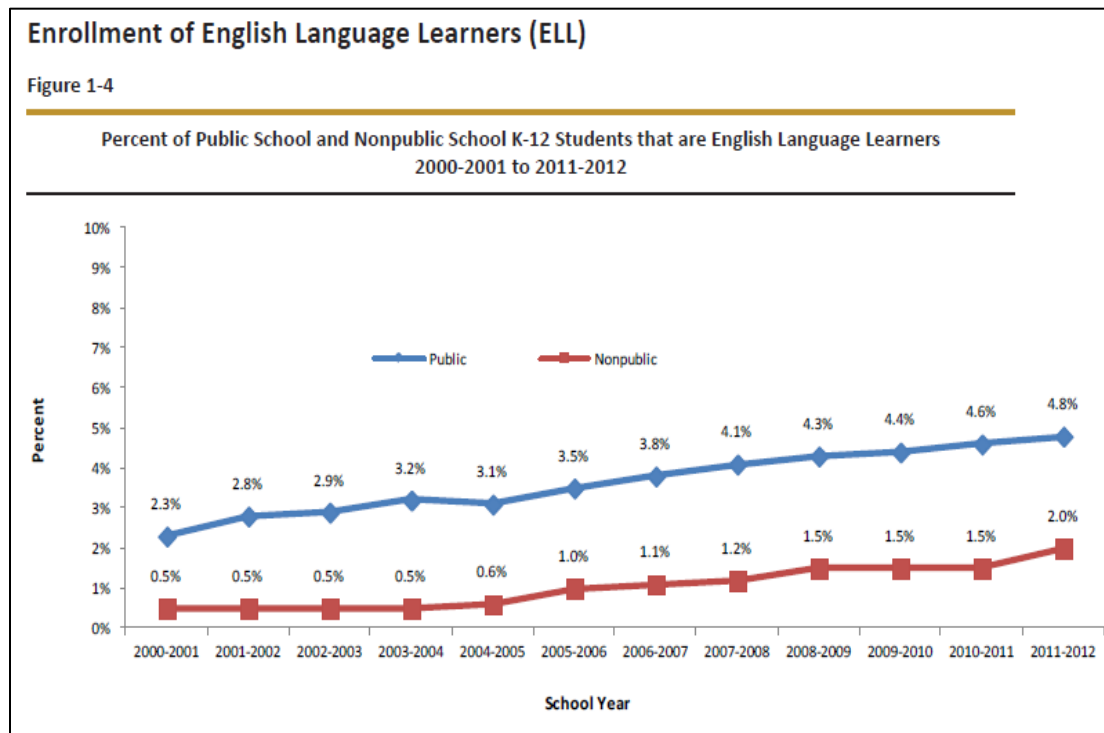
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Appendices

Appendix A: Growth of ELL in Iowa Public and Nonpublic Schools



Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER

Appendix B: ELL Primary Language Report 2000-2012

Table 1-12

**Iowa's Public and Nonpublic K-12 English Language Learners' Primary Language
2000-2001, 2010-2011, and 2011-2012**

Language	2000-2001	2010-2011	2011-12
Spanish; Castilian	7,014	15,886	16,171
Vietnamese	766	881	897
Bosnian	363	810	807
Serbian, Srpski	434	-	14
Serbo-Croatian	556	-	0
Tai Dam	142	-	0
Arabic	81	413	472
Lao	409	324	333
Chinese	80	311	301
Karen languages	-	217	428
Russian	65	195	211
Somali	-	159	190
Swahili	-	158	202
Rundi	-	146	136
German	153	142	146
Marshallese	-	136	149
Korean	76	125	114
Nilo-Saharan (Other)	-	112	104
Dinka	-	97	106
Creoles and pidgins, English based (Other)	-	91	109
Cambodian	101	-	0
Nepali	-	80	95
Hmong	-	78	103
Burmese	-	76	85
Tagalog	-	67	67
French	-	65	71
Ukrainian	-	62	57
Urdu	-	62	56
Pohnpeian	-	59	72
Other	1,024	1,352	1,554
Total	11,264	22,104	23,050

Note: Languages with less than 50 students included in Other

Source: Iowa Department of Education, Bureau of Information and Analysis, Basic Educational Data Survey and EASIER

Appendix C: Annual Measurable Achievement Objectives 1 (Growth) & 2 (Proficiency)
ELL Subgroup

AMAO 1 Growth							
AMAO1	Districts N>10	MET	% MET	Missed	% Missed	district w/ N<10	Total N districts
2013	98	78	79.59	20	20.41	125	223
2012	112	96	85.71	16	14.29	113	225
2011	96	84	87.50	12	12.50	115	211

AMAO 2 Proficiency							
AMAO2	Districts N>10	MET	% MET	Missed	% Missed	district w/ N<10	Total N districts
2013	117	96	82.05	21	17.95	120	237
2012	110	88	80.00	22	20.00	114	224
2011	112	93	83.04	19	16.96	110	222

Source: Iowa Department of Education, Bureau of Information and Analysis

Appendix D: Annual Measurable Achievement Objective 3 (AYP) ELL Subgroup

Comparison with All Student Group

2011 to 2013 Number Districts Meet/Miss AMO Math/Reading Targets by School Level For All Student Group and ELL student Group

2013		Districts Tested	All Student Group - Math			All Student Group - Reading		
			Meet Target	Miss Target		Meet Target	Miss Target	
	Elementary (Grade 3-5)	347	43	304		26	321	
	Middle School (Grade 6-8)	334	24	310		9	325	
	High School (Grade 11)	323	129	194		106	217	
2013 summary of all three level		347	161	186	347	121	226	
2012								
	Elementary (Grade 3-5)	350	240	110	350	189	161	
	Middle School (Grade 6-8)	337	198	139	337	60	277	
	High School (Grade 11)	320	264	56	320	271	49	
2012 summary of all three level		351	317	34	351	304	47	
2011								
	Elementary (Grade 3-5)	357	278	79	357	298	59	
	Middle School (Grade 6-8)	345	245	100	345	179	166	
	High School (Grade 11)	332	213	119	332	188	144	
2011 summary of all three level		359	326	33	359	329	30	
2013		Districts Tested	ELL Student Group - Math			ELL Student Group - Reading		
			Meet Target	Miss Target	N<30	Meet Target	Miss Target	N<30
	Elementary (Grade 3-5)	188	3	31	154	1	33	154
	Middle School (Grade 6-8)	160	0	19	141	0	19	140
	High School (Grade 11)	101	0	5	96	0	5	91
2013 summary of all three level		212	3	31	178	1	33	177
2012								
	Elementary (Grade 3-5)	186	4	25	157	1	28	157
	Middle School (Grade 6-8)	162	1	18	143	1	18	143
	High School (Grade 11)	94	0	5	89	0	5	89
2012 summary of all three level		205	5	24	176	2	27	176
2011								
	Elementary (Grade 3-5)	185	6	23	156	6	23	156
	Middle School (Grade 6-8)	168	1	18	149	0	18	150
	High School (Grade 11)	80	0	5	75	0	5	75
2012 summary of all three level		203	7	22	174	6	23	174

Source: Iowa Department of Education, Bureau of Information and Analysis

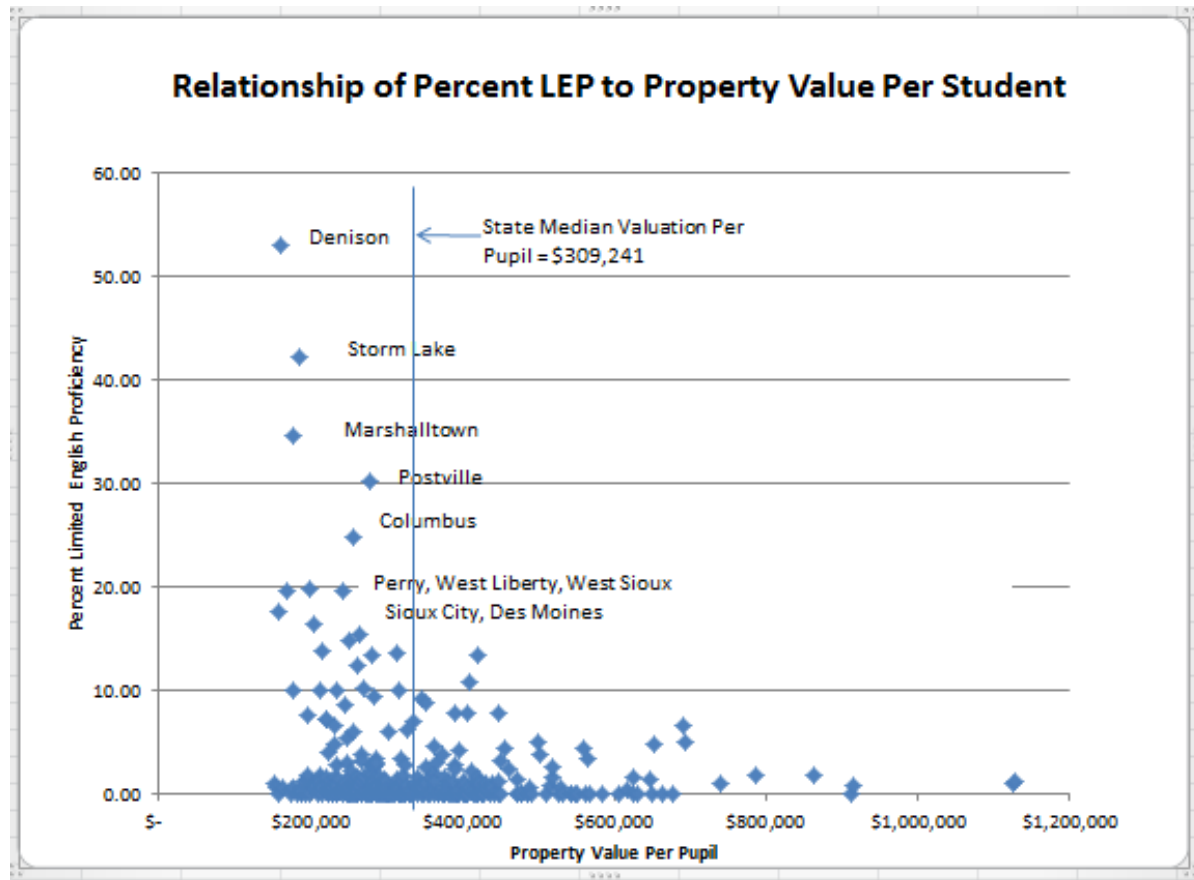
Appendix E: ELL Language Instruction Education Program Types

Type of ELL Instructional Program	Number of Districts Reporting the Program Type*
Bilingual Dual Language Program	9
Bilingual Heritage Language Preservation Program	5
Content-based English as a Second Language Program	61
Developmental Bilingual Program	1
English as a Second Language Pullout Program	148
English as a Second Language Program	15
English as a Second Language Sheltered English Instruction Program	43
English as a Second Language Structured English Immersion Program	45
No Program - No LEP students	114
Other Bilingual Program (Not Listed)	2
Other English as a Second Language Program (Not Listed)	56
Students Identified as ELL, but not in a program or Transitional	135
Transitional Bilingual Program	11
Two Way Immersion Bilingual Program	3
Total # of Programs Offered	648

*Note: Districts may report more than one program type.

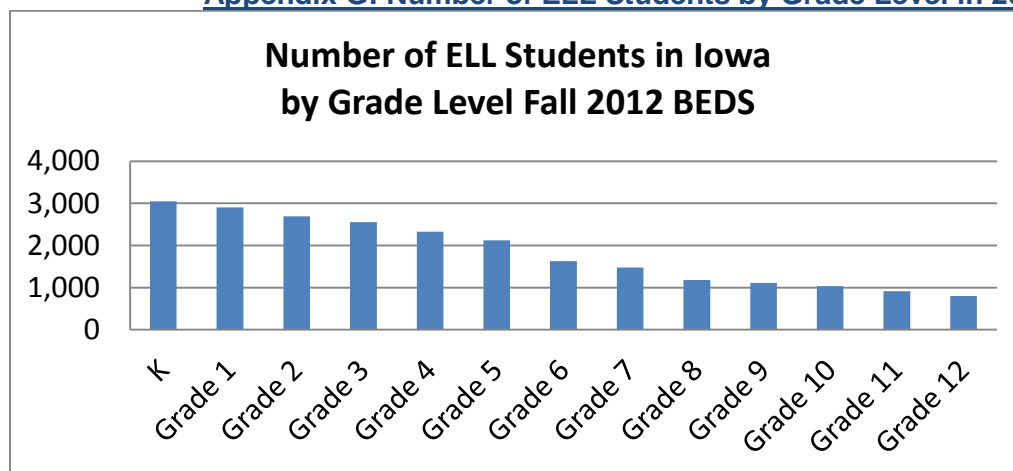
Source: Iowa Department of Education, Bureau of Information and Analysis

Appendix F: Property Value Table



Source: Chart created by Iowa School Finance Information Services using data from Iowa Department of Education, Bureau of Information and Analysis, Basic Education Data Survey and EASIER and Iowa Department of Management Property Valuation Data by School District

Appendix G: Number of ELL Students by Grade Level in 2012



Source: Chart created by Iowa School Finance Information Services using data from Iowa Department of Education, Bureau of Information and Analysis, Basic Education Data Survey and EASIER

Appendix H: Department of Education ELL Funding Estimates

Department of Education ELL Funding Estimates – November 18, 2013							
Notes:							
<ul style="list-style-type: none">All estimates assume a 5.75 percent increase in participation per year. Estimates to do not include an increase because the State Percent of Growth has not been set for FY2016 or beyond.The projections slightly under-estimate the total program costs. These use the State Cost Per Pupil which is lower than the District Cost Per Pupil.							
* FY2015 estimates based on 5.75 increase and current law which allows for up to 5 years of funding.							
Current Funding							
Year	# of Years Funded	Weighting	Students Served	State Cost Per Pupil		Funding Amounts	
FY2015*	5	4,483.75	20,381	6,366		\$28,543,534	
FY2014	4	3,391.96	15,418	6,121		\$20,762,187	
FY2013	4	3,197.04	14,532	6,001		\$19,185,437	
FY2012	4	3,013.12	13,696	5,883		\$17,726,185	
FY2011	4	2,873.86	13,063	5,768		\$16,576,424	
Scenario #1: Weighting stays the same with an increase in years from 5 to 7							
Projected Funding							
Year	# of Years Funded	Weighting	Students Served	State Cost Per Pupil	Funding Estimates	Additional Funding Per Year	Cumulative Additional Funding
FY2016	6	5,689.88	25,863	6,366	\$36,221,745	\$7,678,211	\$7,678,211
FY2017	7	7,019.88	31,909	6,366	\$44,688,578	\$8,466,833	\$16,145,044
FY2018	7	7,423.53	33,743	6,366	\$47,258,171	\$2,569,593	\$18,714,637
FY2019	7	7,850.38	35,684	6,366	\$49,975,516	\$2,717,345	\$21,431,982
Scenario #2: Weighting increased to .30 with 5 years funded							
Projected Funding							
Year	# of Years Funded	Weighting	Students Served	State Cost Per Pupil	Funding Estimates	Additional Funding Per Year	Cumulative Additional Funding
FY2016	5	6,465.77	21,553	6,366	\$41,161,074	\$12,617,540	\$12,617,540
FY2017	5	6,837.55	22,792	6,366	\$43,527,835	\$2,366,762	\$14,984,301
FY2018	5	7,230.71	24,102	6,366	\$46,030,686	\$2,502,851	\$17,487,152
FY2019	5	7,646.47	25,488	6,366	\$48,677,450	\$2,646,764	\$20,133,916
Scenario #3: Weighting increased to .39 with 5 years funded							
Projected Funding							
Year	# of Years Funded	Weighting	Students Served	State Cost Per Pupil	Funding Estimates	Additional Funding Per Year	Cumulative Additional Funding
FY2016	5	8,405.67	21,553	6,366	\$53,510,495	\$24,966,497	\$24,966,497
FY2017	5	8,888.88	22,792	6,366	\$56,586,610	\$3,076,115	\$28,042,612
FY2018	5	9,400.17	24,103	6,366	\$59,841,482	\$3,254,872	\$31,297,484
FY2019	5	9,940.71	25,489	6,366	\$63,282,560	\$3,441,078	\$34,738,562

Source: Iowa Department of Education, Bureau of Information and Analysis