



2020 Uniform Per Student Funding Formula (UPSFF) Study

Part IV: ELL Weight Structure

June 2020

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UPSFF Scope Questions

ELL Weight Structure

Should the English Language Learner (ELL) weight be tiered, reflecting differing costs by service needs, and along what line of differentiation (i.e. age, newcomer status, WIDA ACCESS level, etc.)?

What is the **appropriate proportion of additional funding for each recommended tier**, relative to the current ELL funding weight?

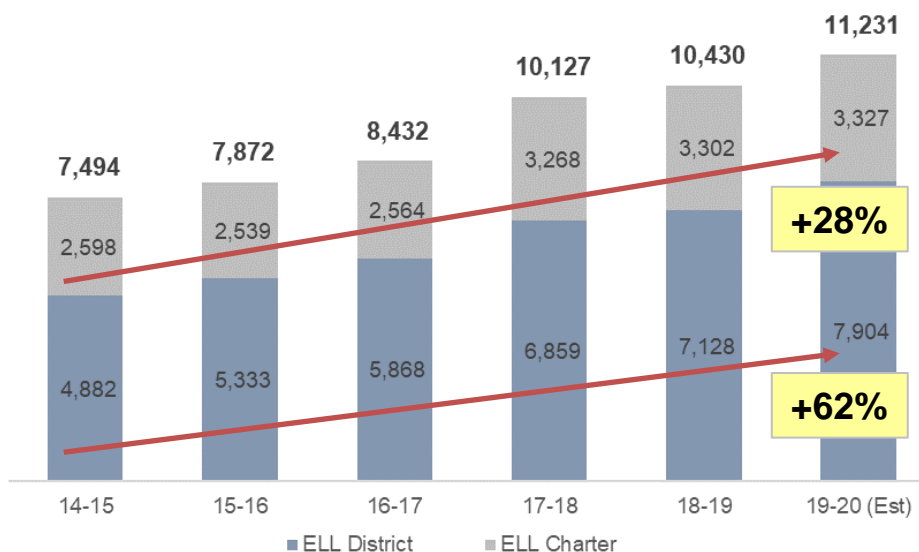
This study identifies multiple options to “tier” funding for ELL students, including at the grade level, by proficiency level and new to the country status

1. Similar to most states, the District funds all English Language Learner (“ELL”) students **at the same level**, regardless of demonstrated student need. However, several large, urban school districts and two states **fund ELL students based on grade band and proficiency level**.
2. The **number of ELL students in the District has increased by 50% from FY15 to FY20**, while funding in total dollars has increased by over 70% in that time. The achievement gap has also improved during that time, particularly for **elementary school students in math**.
3. This study has identified multiple options to tier funding of students based on **grade band**, while local and national practitioners also support incremental funding for **students with limited or interrupted formal education (“SLIFE”)**. Additionally, student outcomes data reflect additional needs for students with **low proficiency scores**, though implementing a proficiency-based weight is more common for LEAs than States.
4. Implementation will require developing **common definitions for student need**, consistent **data collection** methodologies from all LEAs, as well as coordination with OSSE on any forthcoming changes to ELL exit requirements due to changes in the rigor of the World Class Instructional Design and Assessment exam (“WIDA”^{*}).

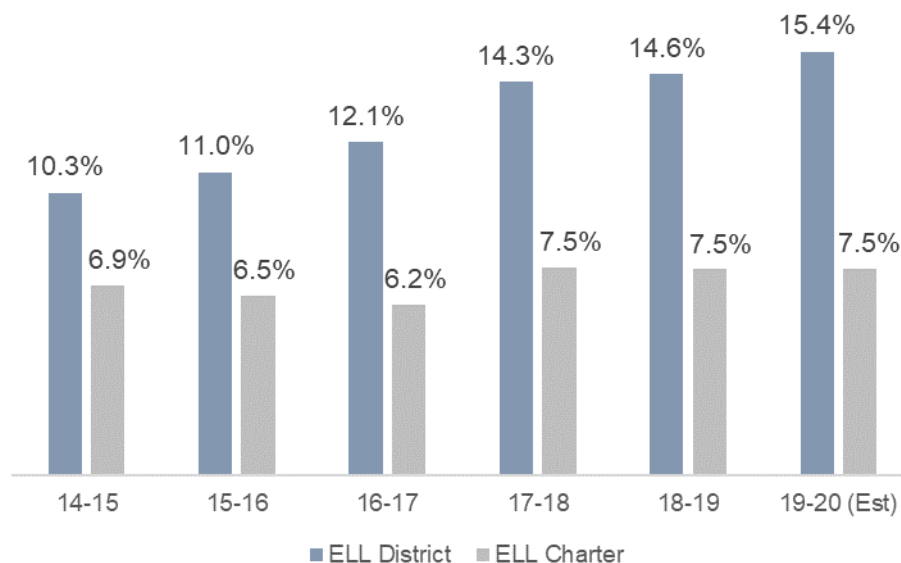
^{*}Note: The [World-Class Instructional Design and Assessment](#) (“WIDA”) ACCESS test is an assessment tool for ELL students utilized by over 30 states, including the District of Columbia

Students designated as ELL have increased by 50% from FY15 to FY20. This growth has impacted DCPS most significantly, with ELL students representing 15% of the total student population in FY20

Count of ELL Students: Charter and District Totals



% of ELL Students: Charter and District

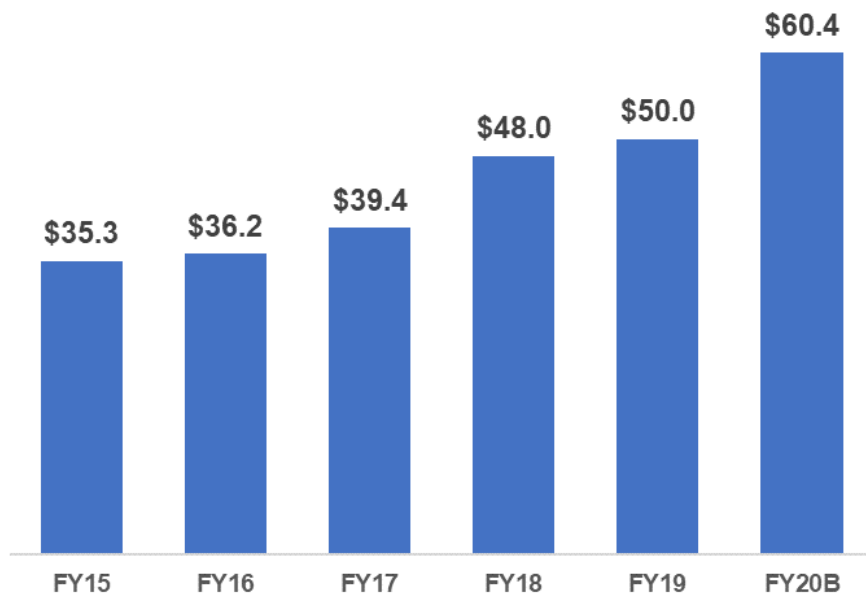


Note:

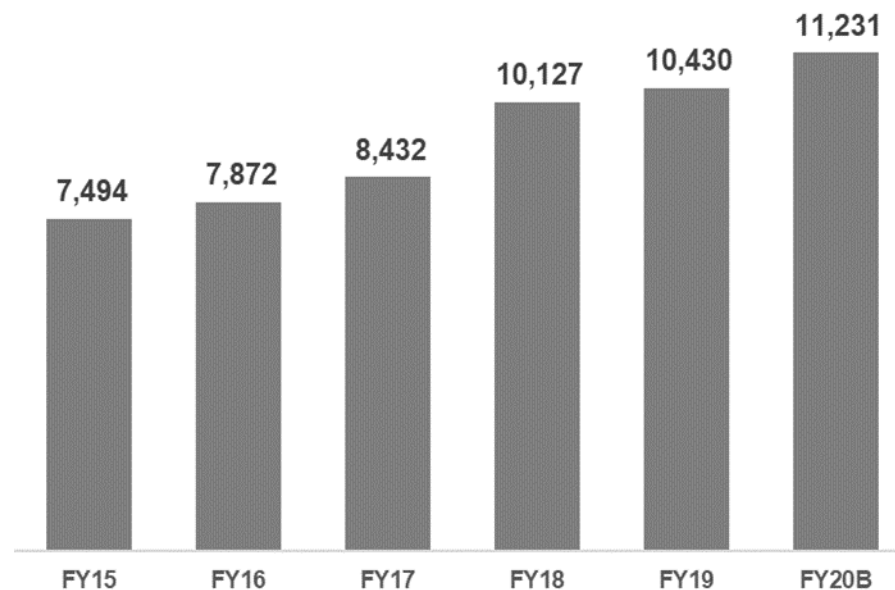
- 1) All data pulled from Enrollment Audit Reports at: <https://osse.dc.gov/page/data-and-reports-0>
- 2) FY15 excludes 14 ELL students at OSSE Managed Washington Hospitality Foundation

Annual total UPSFF funding for ELL has increased 71% from FY15 actual to FY20 projected; at the same time total ELL students have increased 50%

UPSFF ELL Funding
(\$ millions)



UPSFF ELL Enrollment

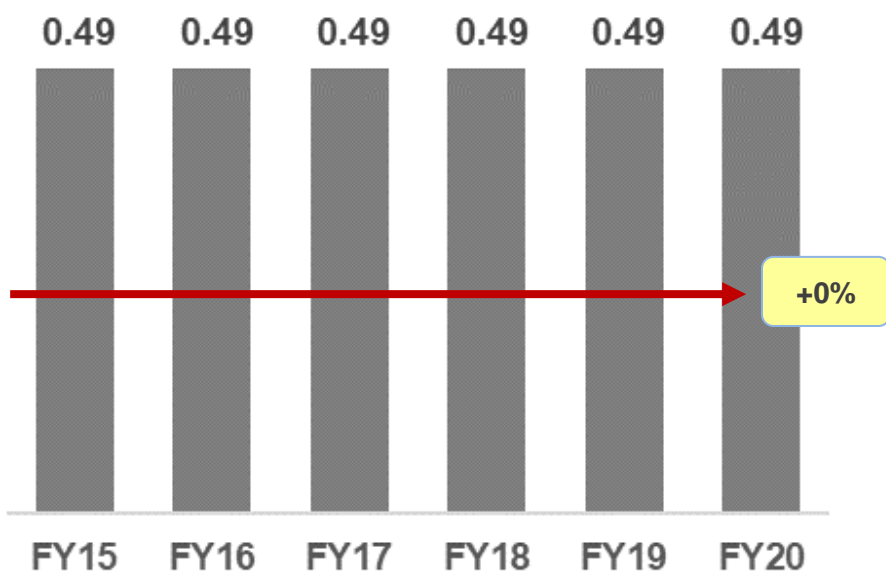


Notes

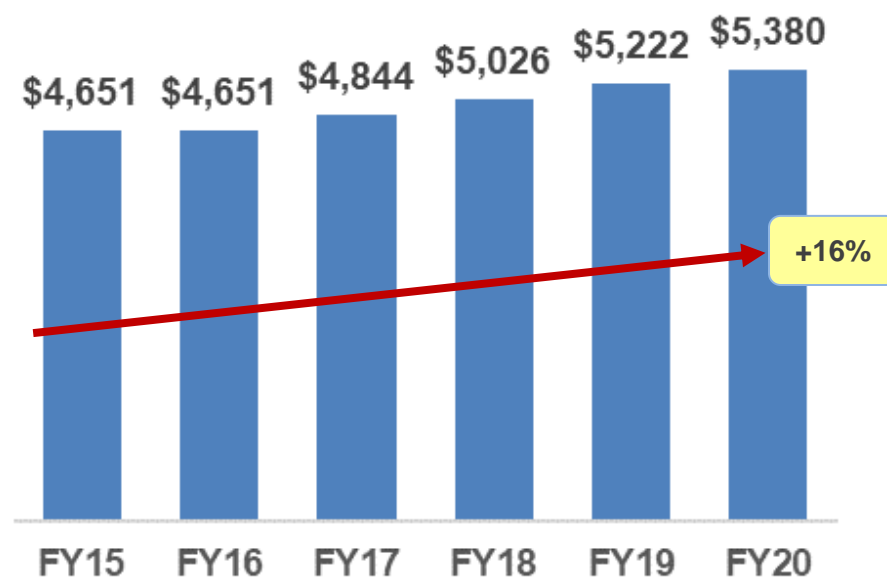
- Funding is not adjusted for inflation.
- Funding data uses actual charter funding from OSSE and DCPS budgeted funding from budget books – FY17 and FY18 reflect rate adjustments (per Foundation Level letter) due to retroactive WTU increases.
- Enrollment data pulled from Enrollment Audit Reports at: <https://osse.dc.gov/page/data-and-reports-0>

While UPSFF ELL funding weights have remained constant since FY15, the per pupil funding rate has increased by 16% as a result of increases to the foundation rate

Historical UPSFF ELL Funding Weights



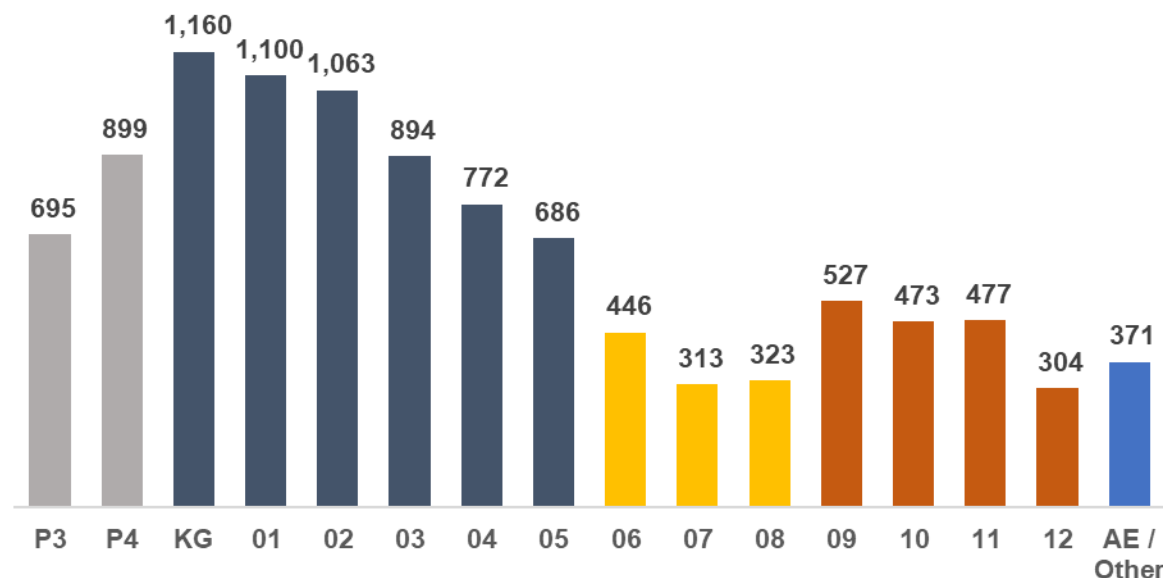
Historical UPSFF ELL Funding Rates
\$ Per Pupil



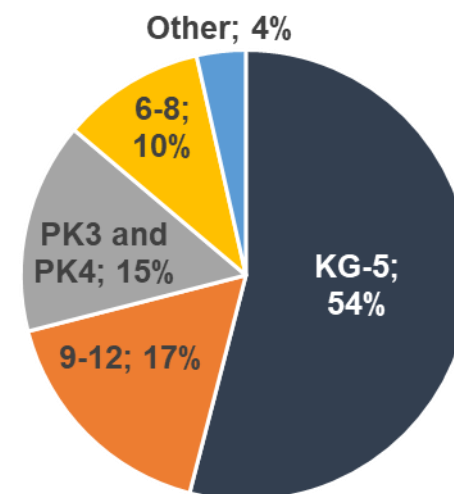
Note FY17 FY18 funding amounts reflect the retroactive increases stemming from the 2017 Washington Teachers' Union (WTU) contract agreement.

More than half of ELL students are in grades PK to 3, though the number of students significantly increases in 9th grade

Total EL Student Count
FY19 - Individual Student Data Records



FY19 EL Student Count by Grade Band



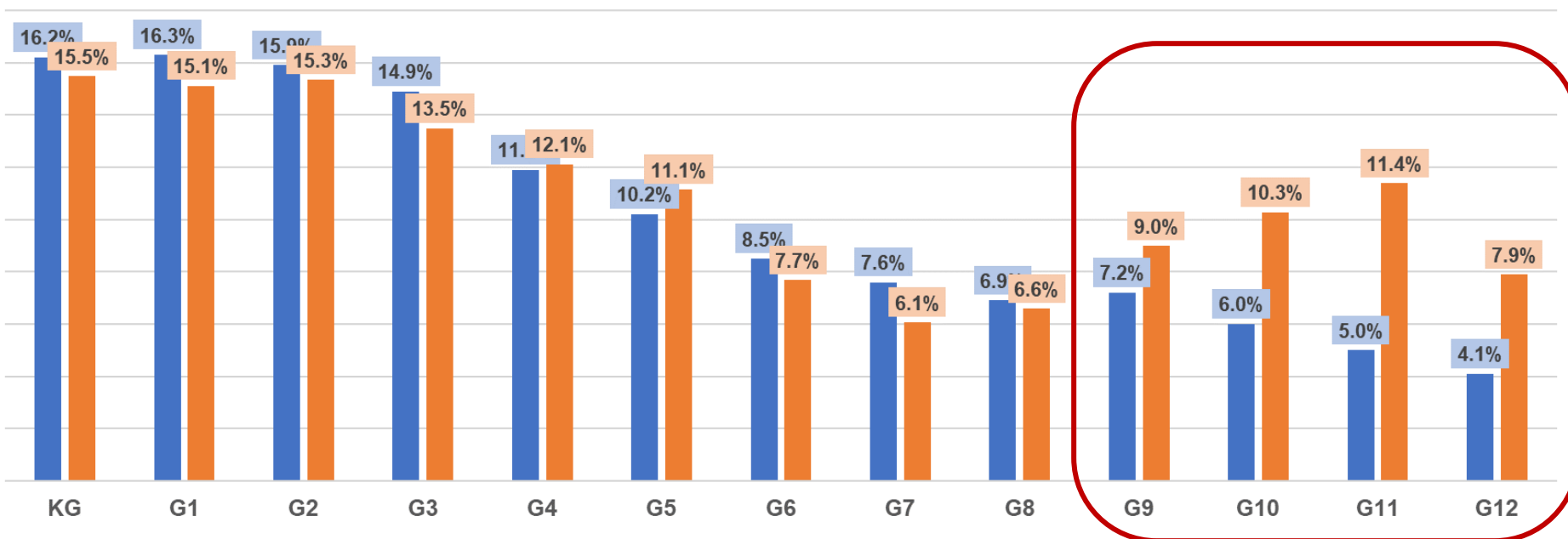
Source data – ELL student-level data from DME & OSSE

Data Filters: FY19 students flagged as "Yes" for English Learner Status and "Yes" for Enrollment Audit Population.

Nationally, ELL students represent a larger proportion in grades K-5 when compared to grades 6-12; however, DC's proportion of ELL students increases in High School

% ELL Enrollment by Grade
Nation vs. DC

■ US Total ■ DC Only



- ELL students represent an increasing percentage of total students nationally – from 8.1 percent, or 3.8 million students in fall 2000 to 9.6 percent, or 4.9 million students in fall 2016

The difference in higher grades between DC and National Average is partially driven by policy to place students in age-appropriate grades for High Schools, regardless of proficiency level

What we have heard and learned through Advisory Group meetings and LEA interviews

1. In the District, **students placed in upper grades with lower WIDA scores require additional supports and resources** than younger students with lower WIDA scores.
2. Students receive **differing intensity and type of supports based on their WIDA level**. We heard: “the reality is that these students are actually supported based on their proficiency level”. *However, concerns exist over unintended incentives in attaching funding to WIDA level.*
3. School leaders have highlighted challenges associated with **supporting students new to the country**, including students with limited or interrupted learning. This challenge is exacerbated for LEAs with a limited number of sites (and resources to support these students).
4. School leaders also highlighted that **serving ELLs requires more than ESL teachers**; it requires bilingual administrative staff, interpreters, professional development, and additional parent engagement efforts.

What we have heard and learned through Advisory Group meetings and LEA interviews (cont.)

5. **DC has limited data on key groups of ELL students.** "WIDA screener" data is an optional data field for LEAs to complete, and no system is in place to collect data on students that have experienced interrupted formal education.
 - This data will be crucial to effectively implement funding based on student needs
 - Lack of a citywide definition for “newcomer” or “students with limited or interrupted formal education (SLIFE)” exacerbates this data problem
 - Only have performance data (WIDA and PARCC) for 1/3 of all ELL students
6. The WIDA ACCESS test became more rigorous in FY17, **resulting in an increased number of students remaining designated as ELL.** Multiple states have lowered WIDA score exit requirements to between 4.0 and 4.6. OSSE is researching this issue but does not anticipate a change in FY21.
 - Exit requirements remain at 5.0 for DC students
 - Partially as a result of more rigorous exit requirements, ELL funding has increased by over 70% from FY15 to FY20.

ELL UPSFF funding options

This study has identified and quantified several options to “tier” funding for ELL students

Question from RFA

Should the English Language Learner weight be tiered, reflecting differing costs by service needs, and along what line of differentiation?

Key Decisions and Options to Modify UPSFF

Decision 1: Should the UPSFF weight for ELL students be updated?

Decision 2: If yes, which students should be targeted and what options for changing the formula exist?

- A. Grade Level 1 - Tiered funding for ES, MS, HS students
- B. Grade Level 2 - Tiered funding for PK-8, HS students
- C. Grade Level 3 - Tiered funding for PK-5, 6-12 students
- D. Proficiency – targeted funding for lowest WIDA test scores
- E. Combination of Grade Levels and Proficiency
- F. Additional funding for students designated as “new to country”
- G. Additional funding for students identified as SLIFE

Decision 3: Should the change be funded with *redistributed* or *incremental* funding

- A. Redistributed funding: new UPSFF ELL categories with higher relative funding weights, paid for by decreasing weights on currently existing ELL student categories, or through changes to the foundation amount
- B. Incremental funding: new UPSFF student need categories with higher relative funding weights, paid for with incremental/new funds available over time

Grade Levels - Tiered funding for ES, MS, HS students

ELL Option A – Overview, Opportunities, Challenges

Option Overview and Assumptions

2,863 students impacted (FY19 actual MS and HS ELL students)

Create a grade-based ELL weight with differentiated funding levels for students in Elementary Grades (PK-5), Middle School Grades (6-8), and High School Grades (9-12)

Assumptions: highest rate for students in MS (highest gap), second highest rate for students in HS, lowest relative rate for students in PK-5

Opportunities

Allows for more targeted funding based on student outcomes by grade band

Relatively simple to communicate and calculate

Challenges

Increases complexity of the formula

May not address additional needs of students new to the country, or other ELL students with high needs

Few states allocate funds by grade level

Grade Levels - Tiered funding for ES, MS, HS students

ELL Option A – Implementation Considerations

Common Definition

- Currently, the system clearly defines and tracks ELL students by grade level

Outcomes Data

- Timely, accurate PARCC score data exists for students in each ES, MS, HS
- Timely, accurate WIDA score data exists for students in each ES, MS, HS; though WIDA results are not reported for all ES grades

Projection

- Because the system tracks ELL students by grade level, it is reasonable to assume that accurate ELL enrollment projections can be made by LEA
- Any new projection will require more precision than the current methodology

UPSFF Legislative Requirements

- Legislative change likely required for creating new funding category/subcategory under ELL

Grade Levels - Tiered funding for ES, MS, HS students

ELL Option A – Student Funding Formula Goals

Impact

- This weight would increase funding for students in grade bands likely requiring additional funding. Though students with higher WIDA scores will also benefit from these funds, total ELL performance tends to decline after 5th grade.

Accountability

- Effective, measurable outcomes are more likely since this weight is focused on a specific student group.

Transparency & Simplicity

- This option would require an additional weight in the UPSFF, though these students are already counting in the existing UPSFF.

Incentives

- Disincentives should not exist for this factor

Grade Levels - Tiered funding for ES, MS, HS students

ELL Option A – Fiscal Impact (Incremental Funds)

Scenario: Incremental Funding

20% increase to ELL weight for EL MS students, 10% increase for EL HS weight, relative to other ELL weights, beginning in FY22

No corresponding decrease to other areas of the formula

No change to At-Risk weight for other students

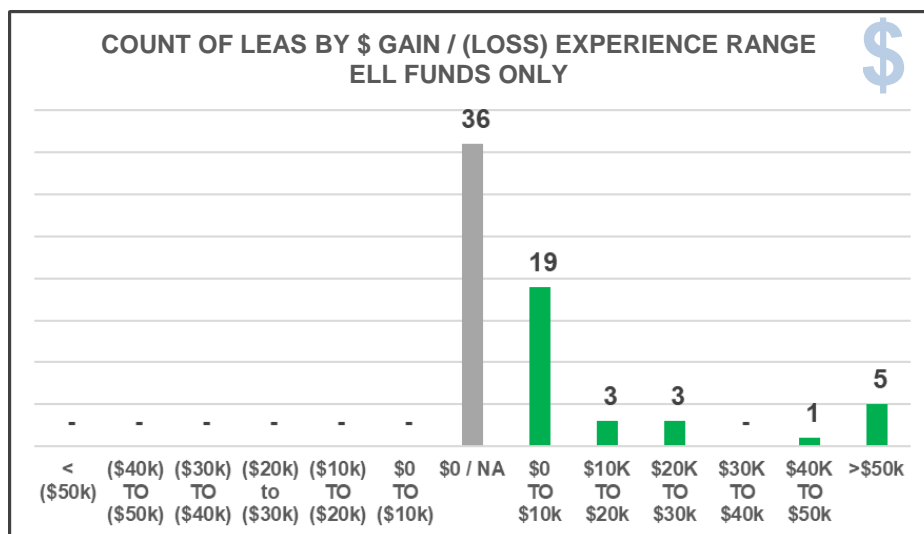
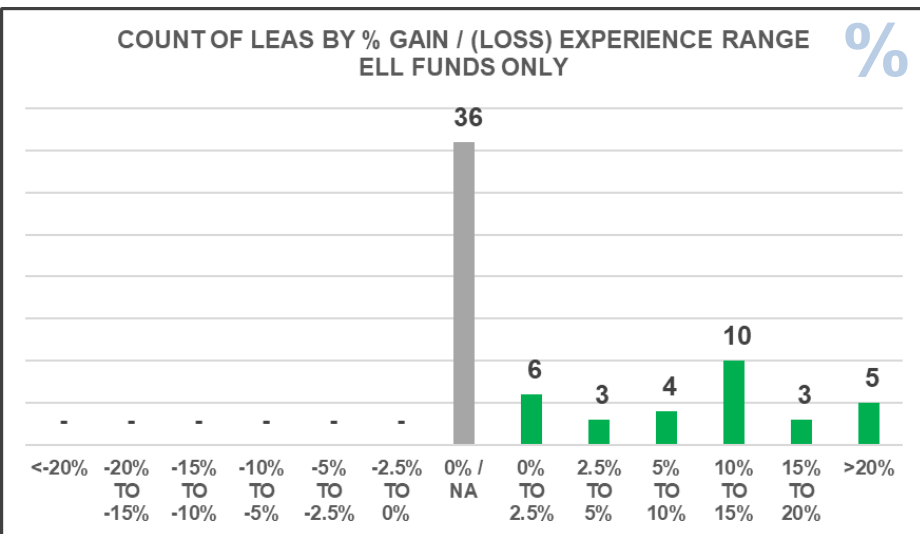
Fiscal Impact Summary: Incremental Funding

\$2.8M net increase in annual funding for FY22

31 LEAs experience increase in UPSFF funds;
median gain of **\$5,627**

0 LEAs experience decrease in UPSFF funds;
median loss of **\$0**

DCPS: \$2.1M (or 4%) increase in ELL funds



Grade Levels - Tiered funding for ES, MS, HS students

ELL Option A – Fiscal Impact (Redistribution of ELL Funds)

Scenario: Redistribution of ELL Funds

20% increase to ELL weight for EL MS students, 10% increase for EL HS weight, relative to other ELL weights, beginning in FY22

Corresponding decrease to existing ELL weight to pay for increase to new weight/rate

No change to other areas of the UPSFF formula

Fiscal Impact Summary: Redistribution

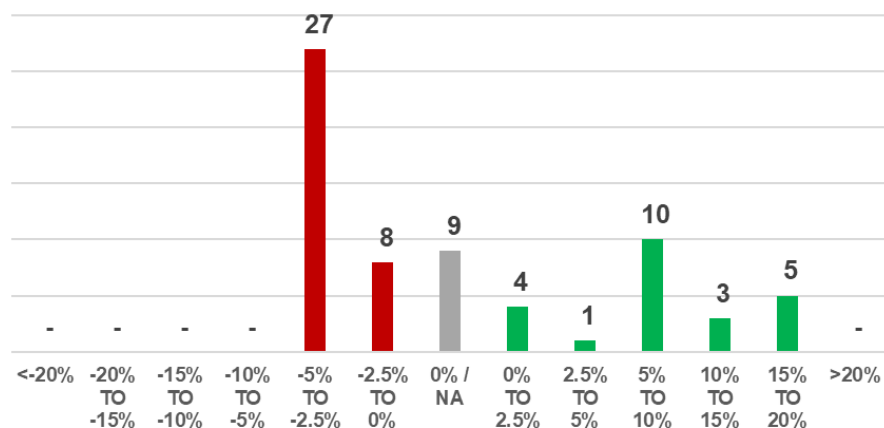
\$0M net increase in annual funding for FY22

23 LEAs experience increase in UPSFF funds;
median gain of **\$4,386**

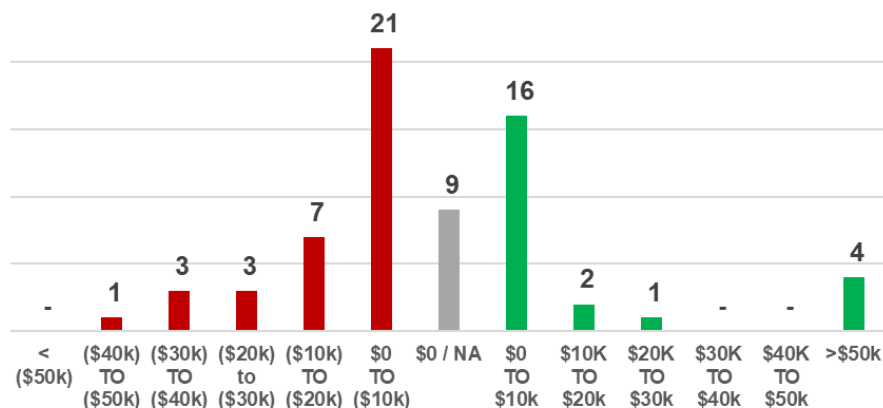
35 LEAs experience decrease in UPSFF funds;
median loss of **\$7,445**

DCPS: \$71K (or 0.1%) increase in ELL funds

COUNT OF LEAS BY % GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY %



COUNT OF LEAS BY \$ GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY \$



Grade Levels - Tiered funding for PK-8, HS students

ELL Option B – Overview, Opportunities, Challenges

Option Overview and Assumptions

1,781 students impacted (FY19 actual)

[increased rate for students in grades 9-12]

Create a grade-based ELL weight with differentiated funding levels for students in K-8 and High School (9-12)

Opportunities

Align resources based on current practices and demonstrated student performance

Adheres to practices by several urban school Districts

Less complex than option A. (two grade bands vs. three)

Challenges

May not align to differentiated structured supports for Elementary and Middle school students

While the achievement gap has improved in DC for ELL students in Elementary Schools, it has not for students in Middle schools

Increases complexity of funding formula (two grade weights vs. current single weight)

Few states allocate funds by grade level

Grade Levels - Tiered funding for PK-8, HS students

ELL Option B – Implementation Considerations

Common Definition

- Currently, the system clearly defines and tracks ELL students by grade level

Outcomes Data

- Timely, accurate PARCC score data exists for students in each ES, MS, HS
- Timely, accurate WIDA score data exists for students in each ES, MS, HS; though WIDA results are not reported for all ES grades

Projection

- Because the system tracks ELL students by grade level, it is reasonable to assume that accurate ELL enrollment projections can be made by LEA
- The new projection will require more precision than the current methodology

UPSFF Legislative Requirements

- Legislative change likely required for creating new funding category/subcategory under ELL

Grade Levels - Tiered funding for PK-8, HS students

ELL Option B – Student Funding Formula Goals

Impact

- This weight would increase funding for students in grade bands likely requiring additional funding. Though students with higher WIDA scores will also benefit from these funds, total ELL performance tends to decline after 5th grade.

Accountability

- Effective, measurable outcomes are more likely since this weight is focused on a specific student group.

Transparency & Simplicity

- This option would require an additional weight in the UPSFF, though these students are already counting in the existing UPSFF.

Incentives

- Disincentives should not exist for this factor

Grade Levels - Tiered funding for PK-8, HS students

ELL Option B – Fiscal Impact (Incremental Funds)

Scenario: Incremental Funding

10% increase to ELL weight for EL HS students, relative to other ELL weights, beginning in FY22

No corresponding decrease to other areas of the formula

No change to ELL weight for other students

Fiscal Impact Summary: 10% Increase

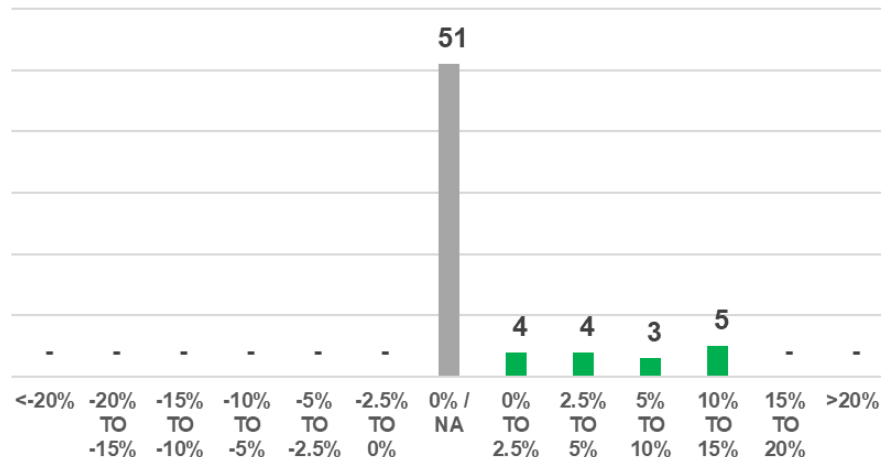
\$1.3M net increase in annual funding for FY22

16 LEAs experience increase in UPSFF funds;
median gain of \$4,220

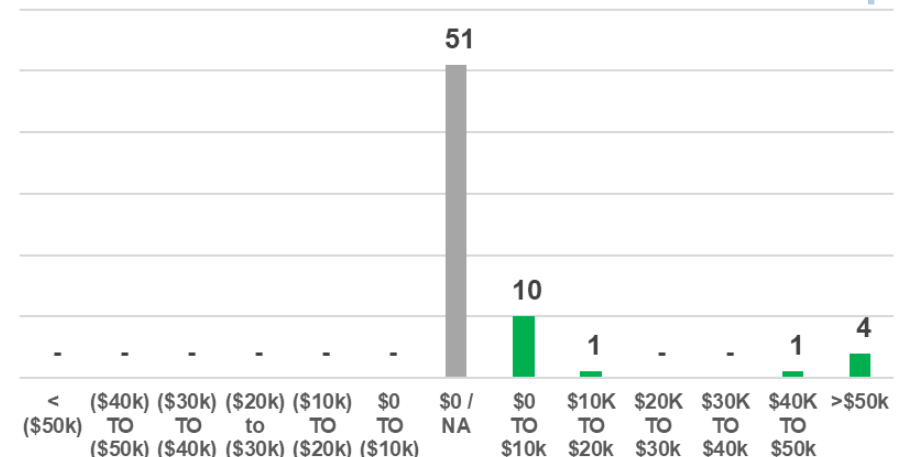
0 LEAs experience decrease in UPSFF funds;
median loss of \$0

DCPS: \$1.0M (or 1.9%) increase in ELL funds

COUNT OF LEAS BY % GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY %



COUNT OF LEAS BY \$ GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY \$



Grade Levels - Tiered funding for PK-8, HS students

ELL Option B – Fiscal Impact (Redistribution of ELL Funds)

Scenario: Redistribution of ELL Funds

10% increase to ELL weight for EL HS students, relative to other ELL weights, beginning in FY22

Corresponding decrease to existing ELL weight to pay for increase to new weight/rate

No change to other areas of the UPSFF formula

Fiscal Impact Summary: 10% Increase

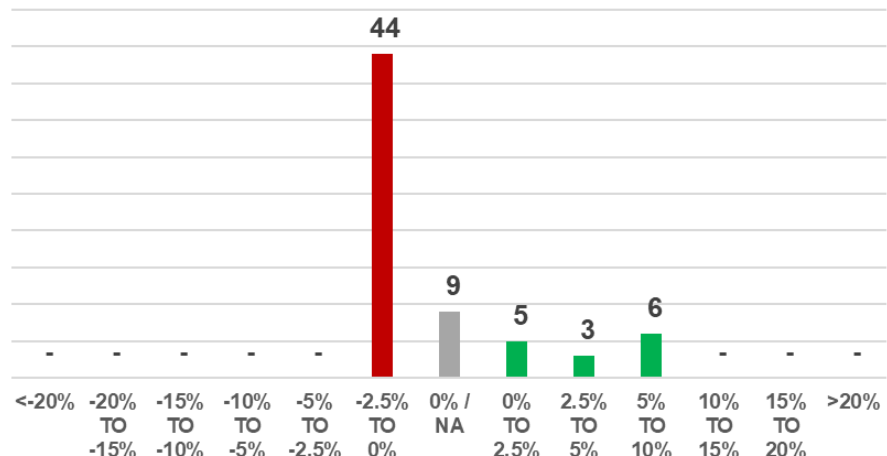
\$0 net increase in annual funding for FY22

14 LEAs experience increase in UPSFF funds;
median gain of **\$5,181**

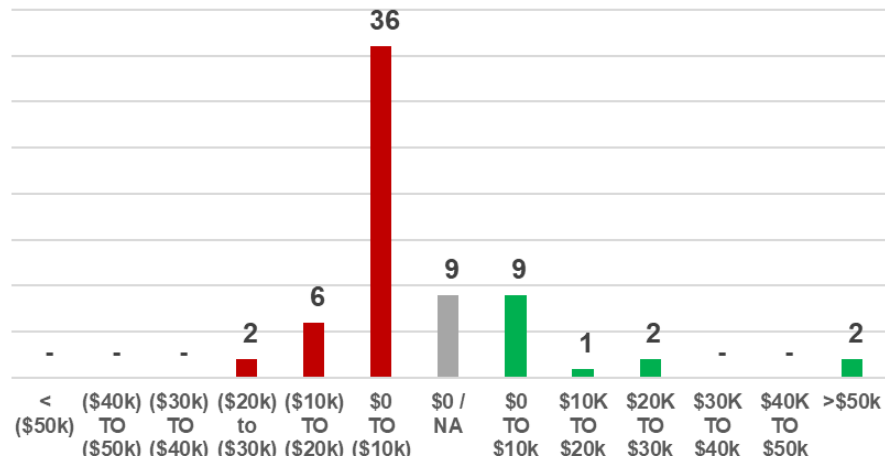
44 LEAs experience decrease in UPSFF funds;
median loss of **\$2,840**

DCPS: \$105K (or 0.2%) increase in ELL funds

COUNT OF LEAS BY % GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY %



COUNT OF LEAS BY \$ GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY \$



Grade Levels - Tiered funding for PK-5, 6-12 students

ELL Option C – Overview, Opportunities, Challenges

Option Overview and Assumptions

2,863 students impacted (FY19 actual MS and HS ELL students)

[increased rate for students in grades 6-12]

Create a grade-based ELL weight with differentiated funding levels for students in PK-5 and 6-12

Opportunities

Align resources based on current practices and demonstrated student performance

Adheres to practices by several urban school Districts

Less complex than option A. (two grade bands vs. three)

Aligns to performance data (lower performance in MS/HS than ES)

Challenges

May not fully address the differentiated needs of ELL students in High School vs. Middle school

Increases complexity of funding formula (two grade weights vs. current single weight)

Few states allocate funds by grade level

Grade Levels - Tiered funding for PK-5, 6-12 students

ELL Option C – Implementation Considerations

Common Definition

- Currently, the system clearly defines and tracks ELL students by grade level

Outcomes Data

- Timely, accurate PARCC score data exists for students in each ES, MS, HS
- Timely, accurate WIDA score data exists for students in each ES, MS, HS; though Pre-k students do not take WIDA

Projection

- Because the system tracks ELL students by grade level, it is reasonable to assume that accurate ELL enrollment projections can be made by LEA
- The new projection will require more precision than the current methodology

UPSFF Legislative Requirements

- Legislative change likely required for creating new funding category/subcategory under ELL

Grade Levels - Tiered funding for PK-5, 6-12 students

ELL Option C – Student Funding Formula Goals

Impact

- This weight would increase funding for students in grade bands likely requiring additional funding. Though students with higher WIDA scores will also benefit from these funds, total ELL performance tends to decline after 5th grade.

Accountability

- Effective, measurable outcomes are more likely since this weight is focused on a specific student group.

Transparency & Simplicity

- This option would require an additional weight in the UPSFF, though these students are already counting in the existing UPSFF.

Incentives

- Disincentives should not exist for this factor

Grade Levels - Tiered funding for PK-5, 6-12 students

ELL Option C – Fiscal Impact (Incremental Funds)

Scenario: Incremental Funding

10% increase to ELL weight for EL MS and HS students, relative to other ELL weights, beginning in FY22

No corresponding decrease to other areas of the formula

No change to ELL weight for other students

Fiscal Impact Summary: 10% Increase

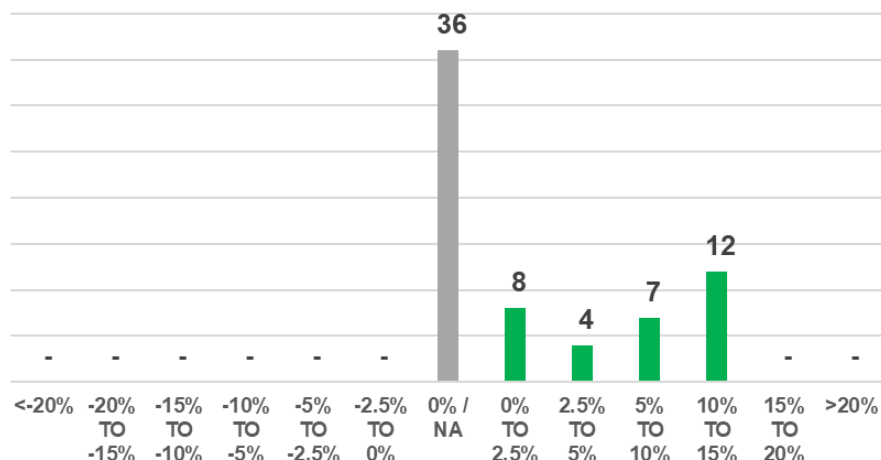
\$2.1M net increase in annual funding for FY22

31 LEAs experience increase in UPSFF funds;
median gain of **\$3,939**

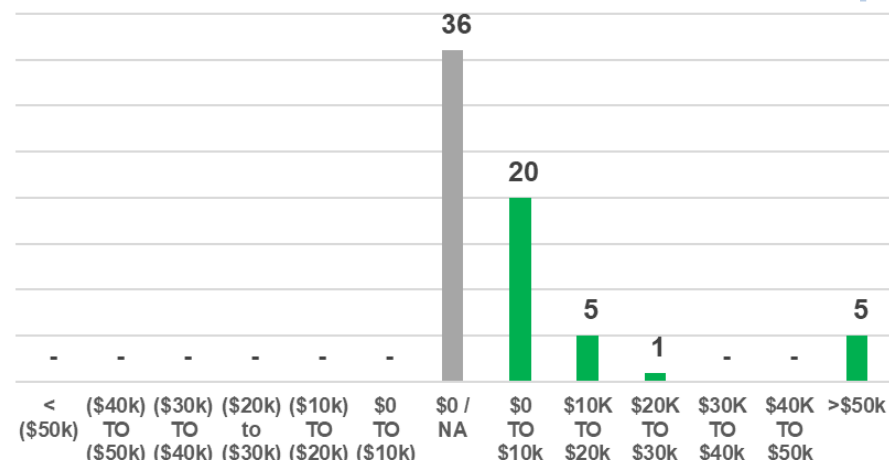
0 LEAs experience decrease in UPSFF funds;
median loss of **\$0**

DCPS: \$1.6M (or 3%) increase in ELL funds

COUNT OF LEAS BY % GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY %



COUNT OF LEAS BY \$ GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY \$



Grade Levels - Tiered funding for PK-5, 6-12 students

ELL Option C – Fiscal Impact (Redistribution of ELL Funds)

Scenario: Redistribution of ELL Funds

10% increase to ELL weight for EL MS and HS students, relative to other ELL weights, beginning in FY22

Corresponding decrease to existing ELL weight to pay for increase to new weight/rate

No change to other areas of the UPSFF formula

Fiscal Impact Summary: 10% Increase

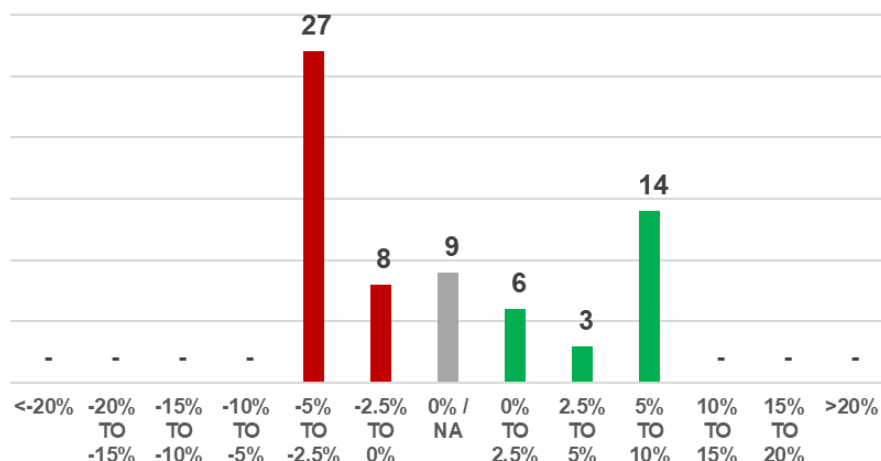
\$0 net increase in annual funding for FY22

23 LEAs experience increase in UPSFF funds;
median gain of **\$2,464**

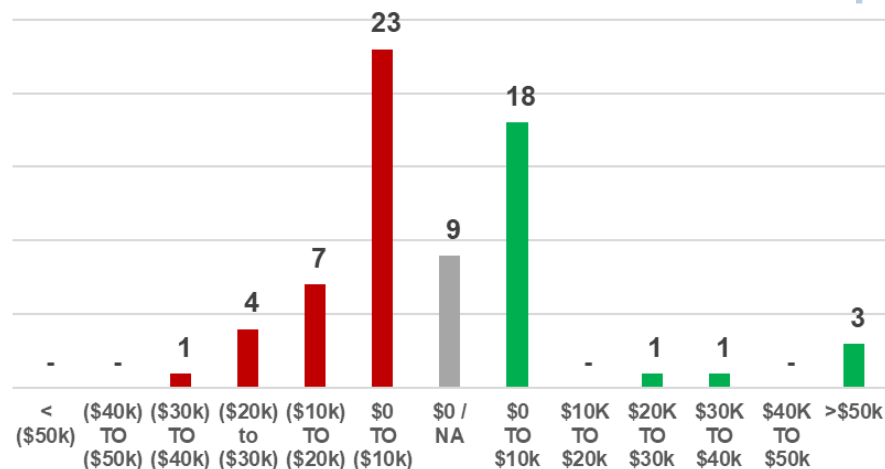
35 LEAs experience decrease in UPSFF funds;
median loss of **\$5,476**

DCPS: \$88K (or 0.2%) increase in ELL funds

COUNT OF LEAS BY % GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY %



COUNT OF LEAS BY \$ GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY \$



Proficiency - increase funding for lowest WIDA scores

ELL Option D – Overview, Opportunities, Challenges

Option Overview and Assumptions

2,356 students impacted [FY19 EL students with PY WIDA below 3.0]

[currently 1/3 of ELL students do not have a recorded WIDA score]

Increase funding weight based on student proficiency levels as assessed utilizing the WIDA exam.

Opportunities

Align resources based on demonstrated student performance (and needs), as identified by proficiency testing

Adheres to practices by several urban school
Districts

Challenges

Increases complexity of funding formula

Current data collection issues

May create unintended incentives

Few states have differentiated weights by proficiency

1/3 of ELL students do not have a recorded WIDA score

Proficiency - increase funding for lowest WIDA scores

ELL Option D – Implementation Considerations

Common Definition

- Currently, the UPSFF does not differentiate amongst levels of ELL proficiency
- About 1/3 of ELL students in the system do not have prior year WIDA scores, primarily because Pre-k students do not take WIDA

Outcomes Data

- Only 1/3 of ELL students in FY19 had BOTH valid WIDA and PARCC scores
- About 1/3 of ELL students in the system do not have prior year WIDA scores (driven by students in grades PK-1 and “newcomers”)
- There is potential to include WIDA screener data for students in younger grades and students new to the country, though that data is not universally available today, particularly from PCS.

Projection

- Projecting student proficiency levels relies on past student performance alone, and while this data exists, it is unclear how reliable of an indicator past WIDA will be for projecting future proficiency, especially by LEA
- WIDA is administered in the Spring – data may not be available for next year’s budget cycle
- Not all ELL students record prior year WIDA scores, requiring assumptions on tiering for students with no results

UPSFF Legislative Requirements

- Legislative change required for creating new funding category. This change would likely require further study on identification, intervention measures and funding amounts/weights for these students.

Proficiency - increase funding for lowest WIDA scores

ELL Option D – Student Funding Formula Goals

Impact

- This weight would increase funding for students with lower proficiency on the WIDA exam. The funds would be targeted to LEAs with the lowest performers on the exam from the prior year.

Accountability

- Similar to the grade band option, this weight would invest funds to support students with lower proficiency scores.

Transparency & Simplicity

- This option would require a structural change to the UPSFF, and would be the only factor driven strictly by proficiency (vs. hours/support requirements for SPED levels)
- 1/3 of ELL students do not have prior year WIDA test results, primarily because Pre-k students do not take WIDA

Incentives

- This factor could create a disincentive to promote students out of ELL (as schools/LEAs would be "rewarded" for keeping students at a lower proficiency level)

Proficiency - increase funding for lowest WIDA scores

ELL Option D – Fiscal Impact (Incremental Funds)

Scenario: Incremental Funding

10% increase to ELL weight for EL students with PY WIDA scores below 3.0, relative to other ELL weights, beginning in FY22

No corresponding decrease to other areas of the formula

No change to ELL weight for other students

Fiscal Impact Summary: 10% Increase

\$1.7M net increase in annual funding for FY22

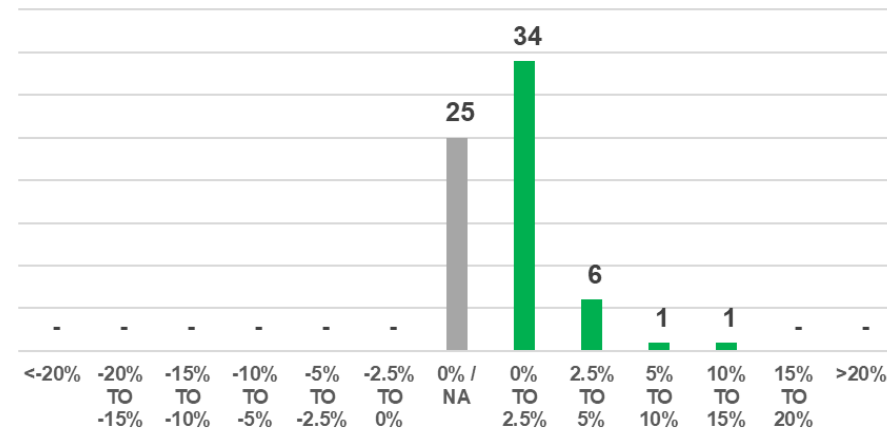
42 LEAs experience increase in UPSFF funds;
median gain of **\$3,658**

0 LEAs experience decrease in UPSFF funds;
median loss of **\$0**

DCPS: \$1.3M (or 2.5%) increase in ELL funds

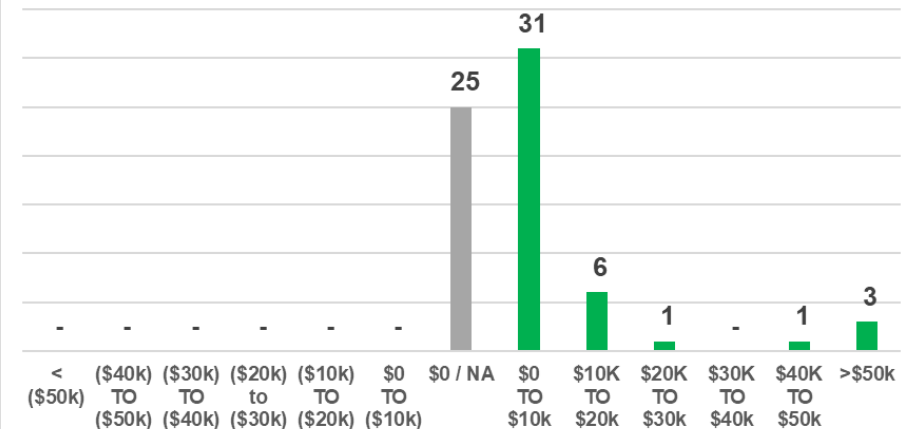
COUNT OF LEAS BY % GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY

%



COUNT OF LEAS BY \$ GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY

\$



Proficiency - increase funding for lowest WIDA scores

ELL Option D – Fiscal Impact (Redistribution of ELL Funds)

Scenario: Redistribution of ELL Funds

10% increase to ELL weight for EL students with PY WIDA scores below 3.0, relative to other ELL weights, beginning in FY22

Corresponding decrease to existing ELL weight to pay for increase to new weight/rate

No change to other areas of the UPSFF formula

Fiscal Impact Summary: 10% Increase

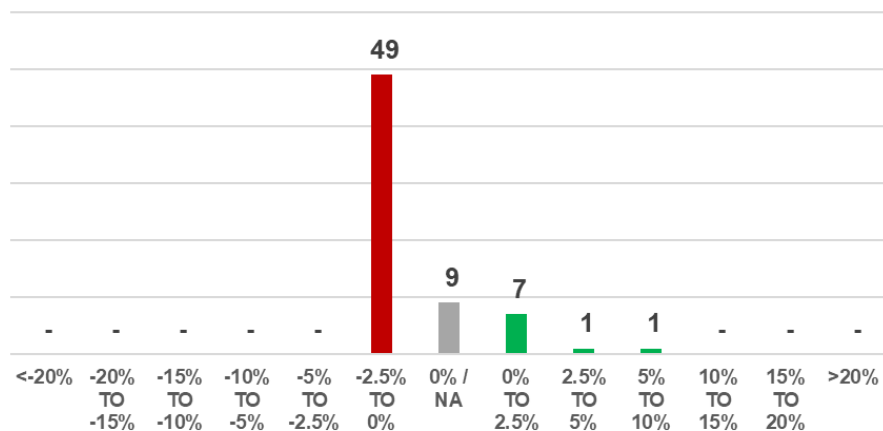
\$0 net increase in annual funding for FY22

9 LEAs experience increase in UPSFF funds;
median gain of \$1,503

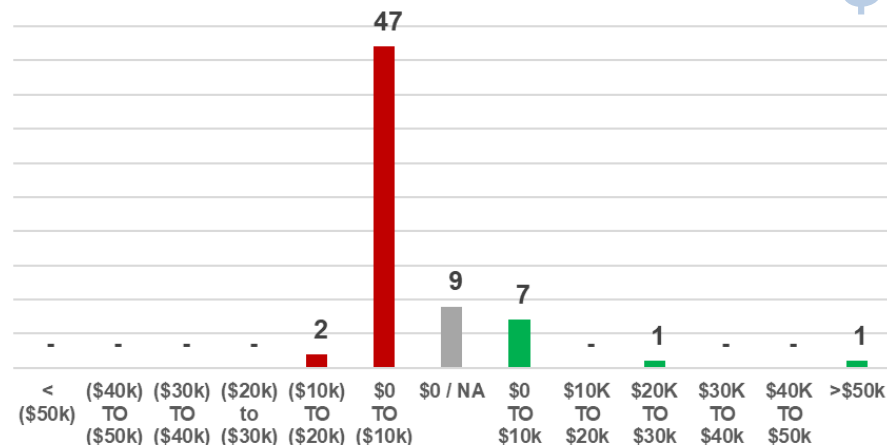
49 LEAs experience decrease in UPSFF funds;
median loss of \$2,094

DCPS: \$114K (or 0.2%) increase in ELL funds

COUNT OF LEAS BY % GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY %



COUNT OF LEAS BY \$ GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY \$



Combination of Grade Levels and Proficiency

ELL Option E – Overview, Opportunities, Challenges

Option Overview and Assumptions

2,356 students impacted (FY19: 1,199 grades 3-5 / 1,055 grades 6-12 / 102 alternative)

Create a grade-based ELL weight with differentiated funding levels for students in PK-5 and 6-12. Within each grade-band weight, increase funding weight based on student proficiency levels, as assessed utilizing the WIDA exam.

Opportunities

Addresses demonstrated student performance gaps for BOTH students designated as ELL in higher grade levels AND students with lower proficiency levels

Align resources based on demonstrated student performance (and needs)

Challenges

Increases complexity of funding formula

Current data collection issues

May create unintended incentives

Few states have differentiated weights by proficiency

Currently 1/3 of ELL students do not have a recorded WIDA score

Combination of Grade Levels and Proficiency

ELL Option E – Implementation Considerations

Common Definition

- Currently, the system does not differentiate between levels of ELL proficiency for all students designated as ELL
- About 1/3 of ELL students in the system do not have prior year WIDA scores, primarily because Pre-k students do not take WIDA

Outcomes Data

- Only 1/3 of ELL students in FY19 had BOTH valid WIDA and PARCC scores
- About 1/3 of ELL students in the system do not have prior year WIDA scores (driven by students in grades PK-1 and “newcomers”)
- There is potential to include WIDA screener data for students in younger grades and students new to the country, but does not yet exist

Projection





- Projecting student proficiency levels relies on past student performance alone, and while this data exists, it is unclear how reliable of an indicator past WIDA will be for projecting future proficiency, especially by LEA
- WIDA is administered in the Spring – data may not be available for next year’s budget cycle
- Not all ELL students record prior year WIDA scores, requiring assumptions on tiering for students with no results

UPSFF Legislative Requirements

- Legislative change required for creating new funding category. This change would likely require further study on identification, intervention measures and funding amounts/weights for these students.

Combination of Grade Levels and Proficiency

ELL Option E – Student Funding Formula Goals

Impact	<ul style="list-style-type: none"> • This weight would increase funding for students with lower proficiency on the WIDA exam. The funds would be targeted to LEAs with the lowest performers on the exam from the prior year. • Additionally, this weight would increase funding for EL students in higher grade bands, which have been identified as having higher needs. 	
Accountability	<ul style="list-style-type: none"> • Similar to the grade band option, this weight would invest funds directly to students with lower proficiency scores, which means outcomes for these funds should be readily available over time. 	
Transparency & Simplicity	<ul style="list-style-type: none"> • This option would require a structural change to the UPSFF, and would be the only factor driven strictly by proficiency (vs. hours/support requirements for SPED levels) 	
Incentives	<ul style="list-style-type: none"> • This factor could create a disincentive to promote students out of ELL (as schools/LEAs would be "rewarded" for keeping students at a lower proficiency level) 	

Increase funding for students designated as “new to the country” or “recently arrived EL”

ELL Option F – Overview, Opportunities, Challenges

Option Overview and Assumptions

947 students impacted (FY19 estimated)

Add weight for students currently identified as “new to the system” or “recently arrived”

Opportunities

Data is readily available and collected by OSSE

These students have been identified as requiring additional support by DC school leaders and advisory group members

Challenges

Limited performance data available on these students – most do not have PARCC and WIDA scores.

Some students may be new to the US, but have had some type of formal education previously

Increases complexity of funding formula

Unclear if other states have new to system weights

Increase funding for students designated as “new to the country” or “recently arrived EL”

ELL Option F – Implementation Considerations

Common Definition

- OSSE currently tracks students that are flagged as "new to the country", though it is unclear if the definition is consistent across LEAs

Outcomes Data

- Students that are new to the country have limited testing data available

Projection

- The projection risk is higher for this designation due to the potential unpredictability from year to year, and the relatively small number of students

UPSFF Legislative Requirements

- Legislative change likely required for creating new funding category/subcategory

Increase funding for students designated as “new to the country”

ELL Option F – Student Funding Formula Goals

Impact

- This weight would provide funds to students that are currently designated as new to the country. However, this student flag is currently inconsistently completed in ELL systems across the city.

Accountability

- Effective outcomes should be available for this student group if this option were pursued.

Transparency & Simplicity

- This option would require a new weight in the UPSFF, but would be rather straightforward to implement (# students x weight x foundation)

Incentives

- This would likely be a time-limited weight (i.e. LEAs receive funding for the first xx years of students attending school in the U.S.), so no disincentives should exist. However, the current definition of new to country is not as clear as SLIFE.

Increase funding for students designated as “new to the country”

ELL Option F – Fiscal Impact (Incremental Funds)

Scenario: Incremental Funding

10% increase to ELL weight for students new to the country relative to other ELL weights, beginning in FY22

No corresponding decrease to other areas of the formula

No change to At-Risk weight for other students

Fiscal Impact Summary: 10% Increase

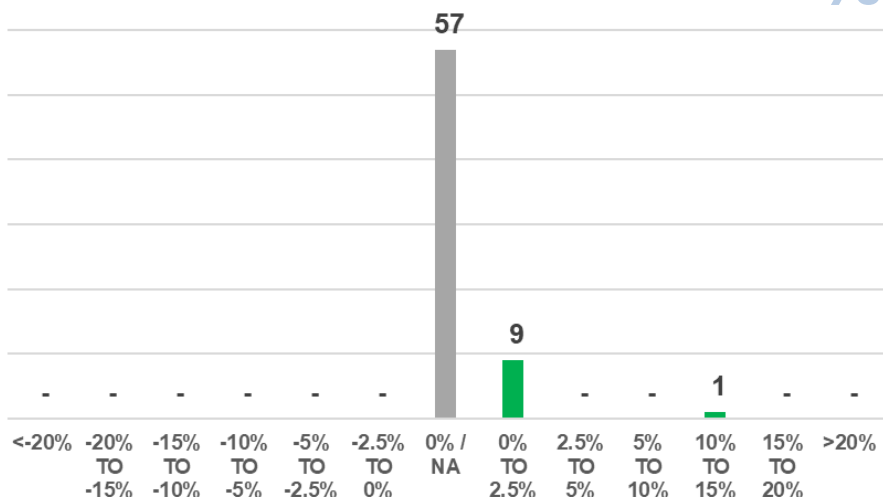
\$694K net increase in annual funding for FY22

10 LEAs experience increase in UPSFF funds;
median gain of \$1,970

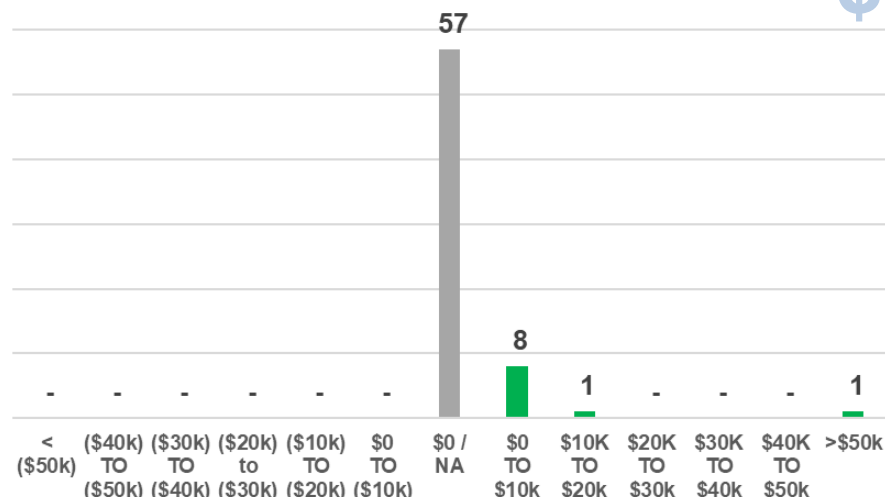
0 LEAs experience decrease in UPSFF funds;
median loss of \$0

DCPS: \$666K (or 1.3%) increase in ELL funds

COUNT OF LEAS BY % GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY %



COUNT OF LEAS BY \$ GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY \$



Increase funding for students designated as “new to the country”

ELL Option F – Fiscal Impact (Redistribution of ELL Funds)

Scenario: Redistribution of ELL Funds

10% increase to ELL weight for students new to the country, relative to other ELL weights, beginning in FY22

Corresponding decrease to existing ELL weight to pay for increase to new weight/rate

No change to other areas of the UPSFF formula

Fiscal Impact Summary: 10% Increase

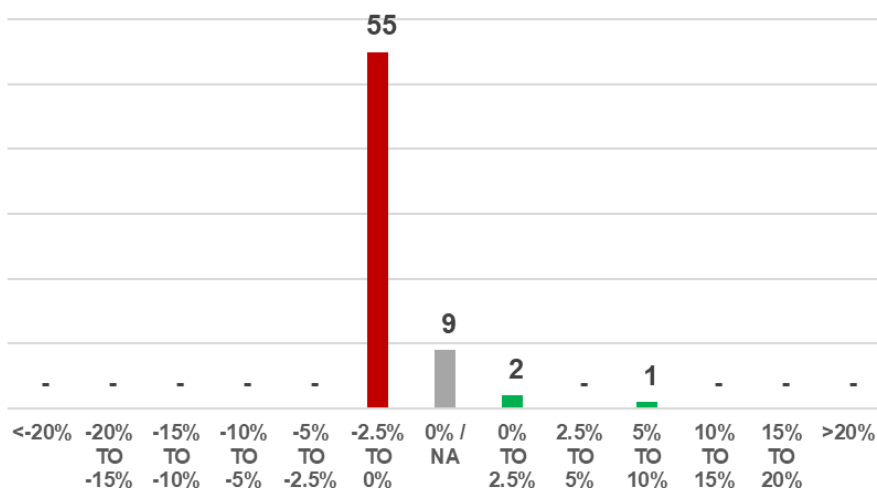
\$0 net increase in annual funding for FY22

3 LEAs experience increase in UPSFF funds;
median gain of \$6,553

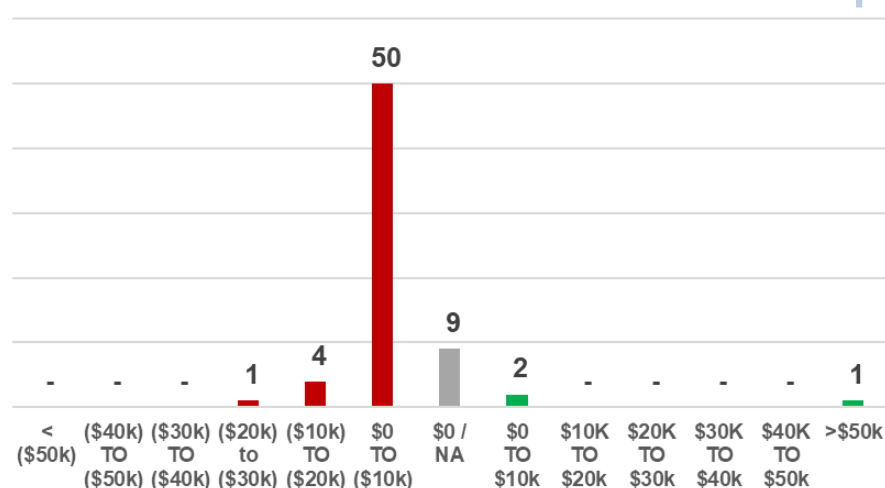
55 LEAs experience decrease in UPSFF funds;
median loss of \$1,306

DCPS: \$167K (or 0.3%) increase in at-risk funds

COUNT OF LEAS BY % GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY %



COUNT OF LEAS BY \$ GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY \$



Increase funding for students designated as “SLIFE”

ELL Option G – Overview, Opportunities, Challenges

Option Overview and Assumptions

154 students impacted (FY20 actual as of January, DCPS only)

Add weight for students designated with “limited or interrupted formal education” or SLIFE. In several urban school Districts, this is considered a separate weight for a limited number of students.

Opportunities

Identify ELL students with the greatest potential needs from their LEAs and schools

Provide targeted funding for students with the greatest ELL needs

Practice is supported in urban school districts, particularly those with potential influx of immigrant populations

Challenges

Data is not formally collected across LEAs

No state weight for SLIFE (only school districts)

Could be considered an LEA funding option, rather than State

Currently a small number of students

Increase funding for students designated as “SLIFE”

ELL Option G – Implementation Considerations

Common Definition

- No common definition exists across the system
- Currently, the DCPS tracks SLIFE students but Charters do not



Outcomes Data

- Prior year PARCC and WIDA exam results do not exist for SLIFE and/or new to the country students
- Outcomes data would be available over time



Projection

- The projection risk is higher for SLIFE due to a small student population



UPSFF Legislative Requirements

- Legislative change likely required for creating new funding category/subcategory; no common definition exists



Increase funding for students designated as “SLIFE”

ELL Option G – Student Funding Formula Goals

Impact

- This option would fund students with limited or interrupted education, which is a criteria only currently documented by DCPS. It is also a small number of students, so the funding level would likely need to be relatively large to make an impact.

Accountability

- If implemented, this would be a highly focused weight focused on a small student group. Outcomes should be readily measurable.

Transparency & Simplicity

- This option would require a new weight in the UPSFF, but would be rather straightforward to implement (# students x weight x foundation)

Incentives

- This would likely be a time-limited weight (i.e. LEAs receive funding for the first xx years of students attending school in the U.S.), so no disincentives should exist.

Increase funding for students designated as “SLIFE”

ELL Option G – Fiscal Impact (Redistribution of ELL Funds)

Scenario: Incremental Funding

10% increase to ELL weight for EL SLIFE students, relative to other ELL weights, beginning in FY22

No corresponding decrease to other areas of the formula

No change to At-Risk weight for other students

Fiscal Impact Summary: 10% Increase

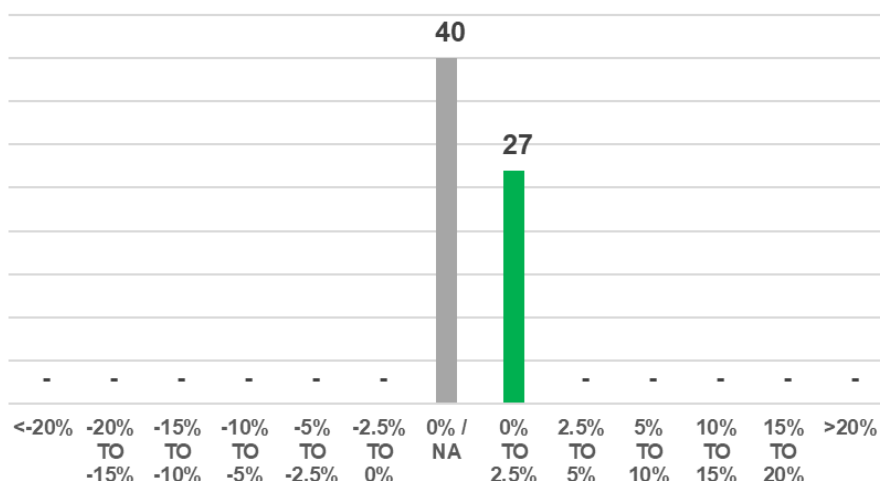
\$118k net increase in annual funding for FY22

27 LEAs experience increase in UPSFF funds;
median gain of **\$1,125**

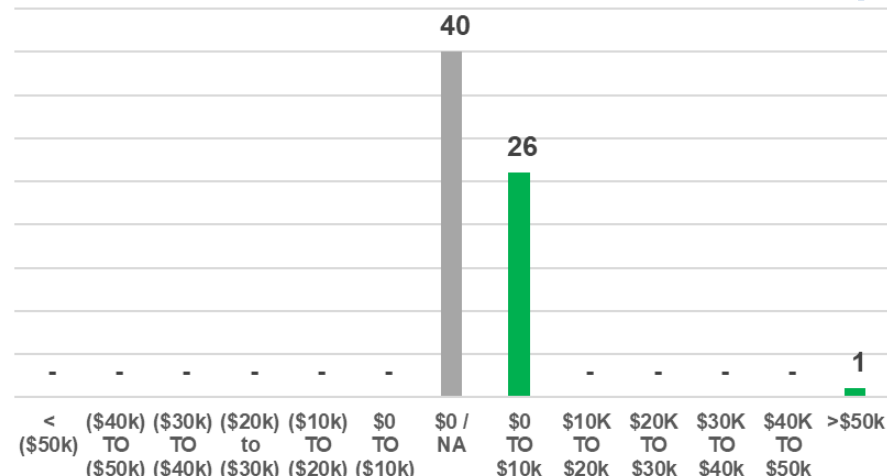
0 LEAs experience decrease in UPSFF funds;
median loss of **\$0**

DCPS: \$87K (or 0.2%) increase in ELL funds

COUNT OF LEAS BY % GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY %



COUNT OF LEAS BY \$ GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY \$



Increase funding for students designated as “SLIFE”

ELL Option G – Fiscal Impact (Redistribution of ELL Funds)

Scenario: Redistribution of ELL Funds

10% increase to ELL weight for EL SLIFE students, relative to other ELL weights, beginning in FY22

Corresponding decrease to existing ELL weight to pay for increase to new weight/rate

No change to other areas of the UPSFF formula

Fiscal Impact Summary: 10% Increase

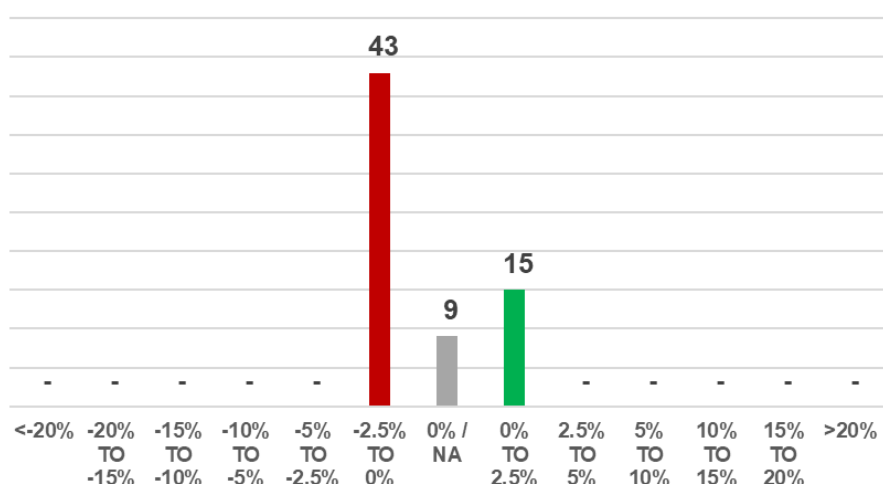
\$0 net increase in annual funding for FY22

15 LEAs experience increase in UPSFF funds;
median gain of \$187

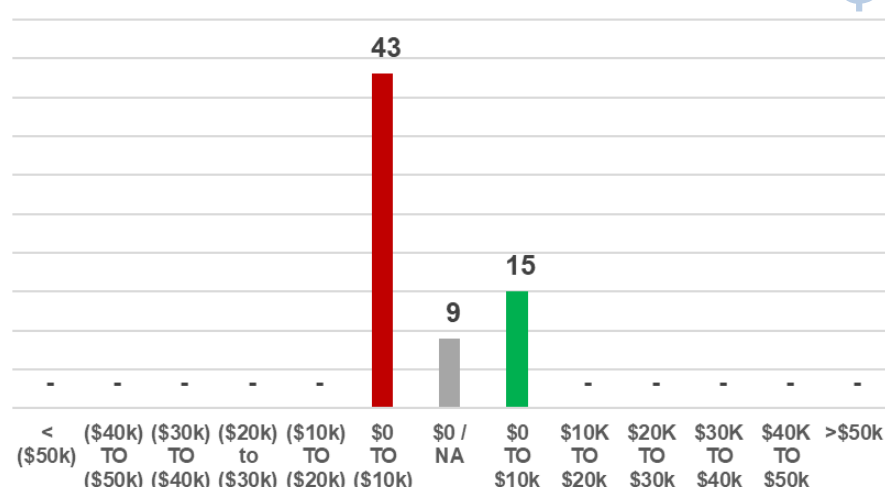
43 LEAs experience decrease in UPSFF funds;
median loss of \$89

DCPS: \$2K (or 0%) increase in ELL funds

COUNT OF LEAS BY % GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY %



COUNT OF LEAS BY \$ GAIN / (LOSS) EXPERIENCE RANGE
ELL FUNDS ONLY \$



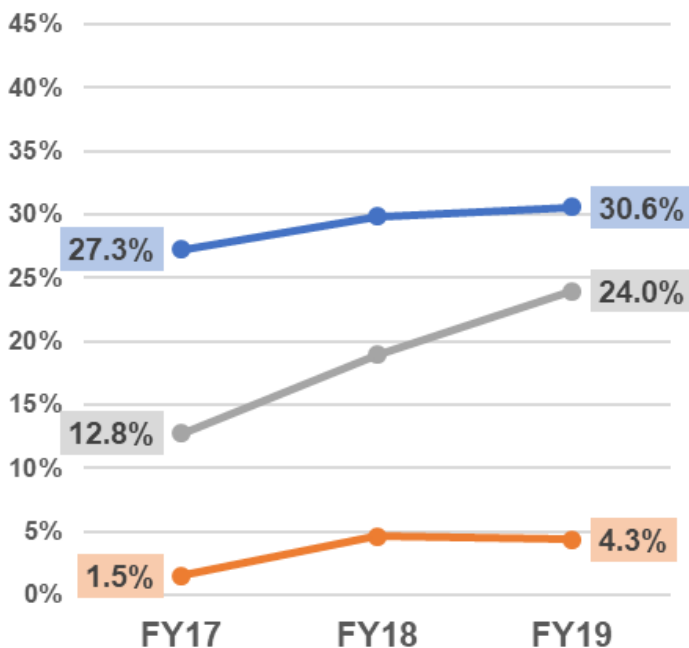
ELL student outcomes data and analysis

Student outcomes data from the last three years shows marked improvement for elementary school ELL students, though increasing gaps for middle and high school students

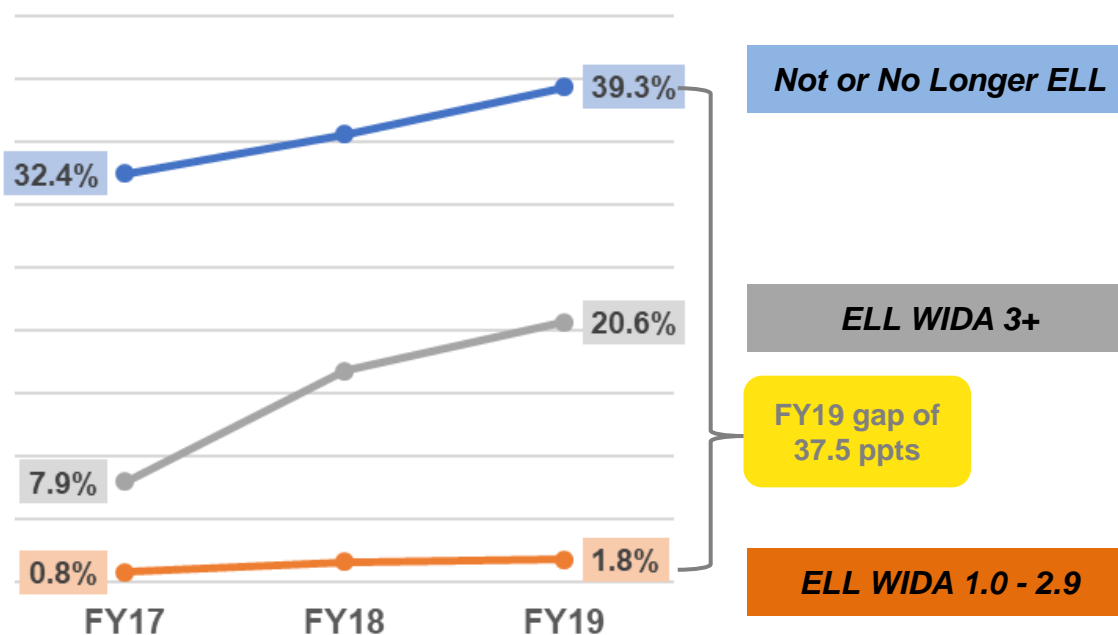
1. As measured by PARCC, ELL student outcomes have **improved markedly over the last three years, primarily driven by elementary school students at WIDA level 3 and above.**
2. The **proficiency gap in math has decreased by 5.2 percentage points** since FY17, driven by elementary school students scoring 3 or greater on the WIDA exam
3. The **achievement gap for all** students with lower WIDA scores (below 3.0) and their non-ELL peers has **increased from FY17 to FY19 at each grade level band: ES, MS, and HS**
4. Additionally, proficiency levels and gaps **increased for Middle and High school ELL students** as compared to Elementary school students.
5. Though students new to the country have been identified as requiring significant additional supports through LEA interview and Advisory Group meetings, limited performance data is currently available for this group of students for PCS
 - As of January 2020, **DCPS had 154 students identified as SLIFE** in the ELLevate system
 - Though this group of students is relatively small, they require significant supports, including altered scheduling, materials and curriculum

Proficiency gains for DC ELL students have been driven by students scoring 3 or higher in the WIDA exam. Gains are particularly significant in grades 3-5.

Grades 3-12 (ES, MS, HS) - Math
% Proficient 4+



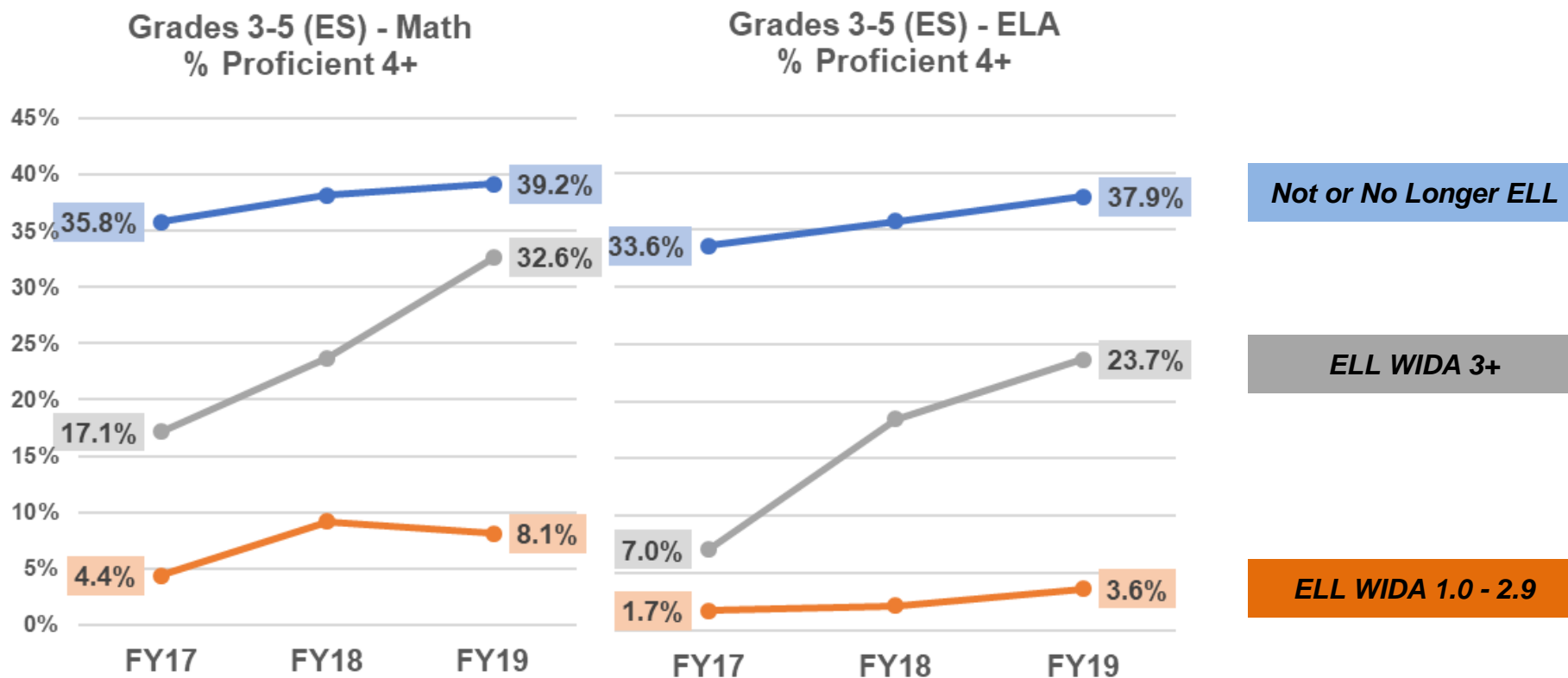
Grades 3-12 (ES, MS, HS) - ELA
% Proficient 4+



Notes:

- ELL students counted: FY15 – FY19 students flagged as "Yes" for English Learner Status and "Yes" for Enrollment Audit Population.
- Including Valid PARCC scores only; excludes ELL students with NO WIDA scores reported.
- PARCC scores used for valid scores reported from students in UPSFF grade levels 3-12 only

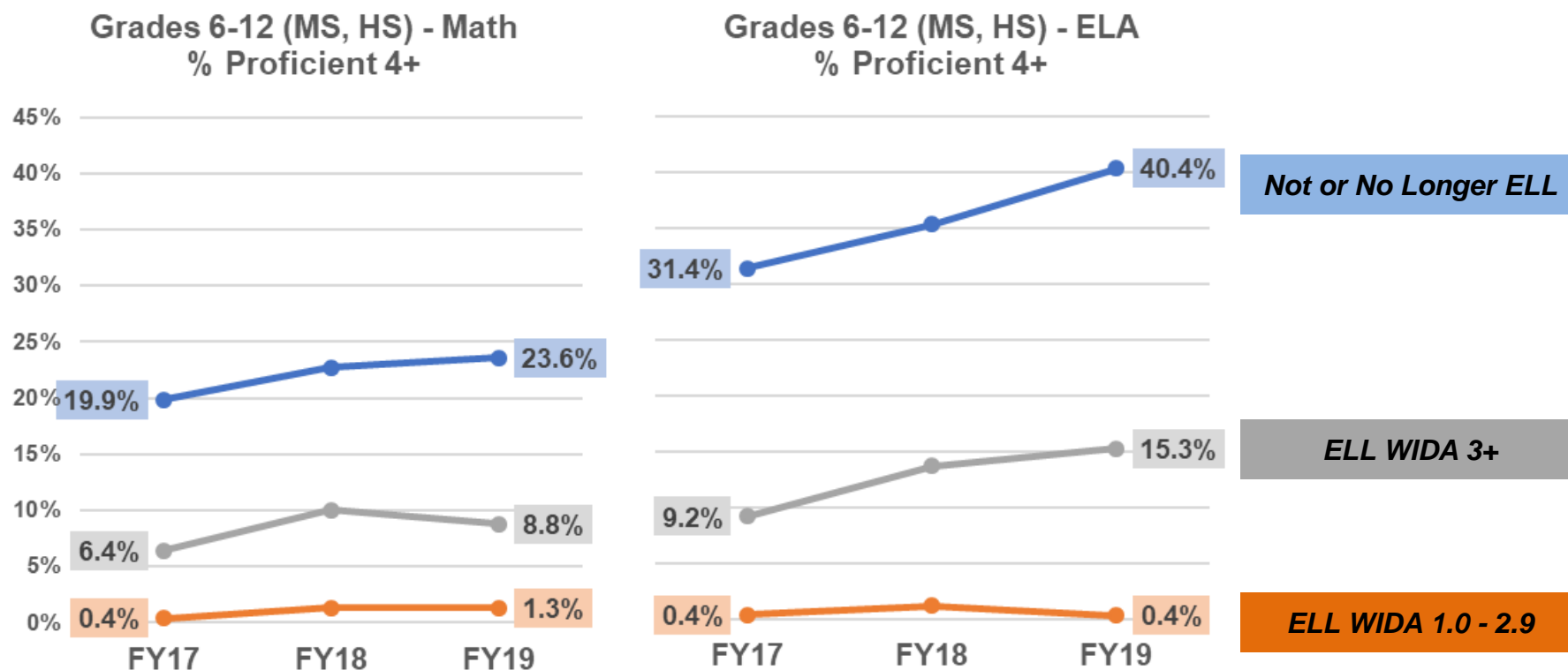
ELL students with 3+ WIDA scores in grades 3-5 have both shown improved proficiency as well as materially closed the achievement gap with non-ELL students from FY17 to FY19...



Notes:

- ELL students counted: FY15 – FY19 students flagged as "Yes" for English Learner Status and "Yes" for Enrollment Audit Population.
- Including Valid PARCC scores only; excludes ELL students with NO WIDA scores reported.
- PARCC scores used for valid scores reported from students in UPSFF grade levels 3-5 only

...while ELL students in grades 6-12 have shown mixed results when compared to elementary school, with an increased achievement gap from FY17 to FY19

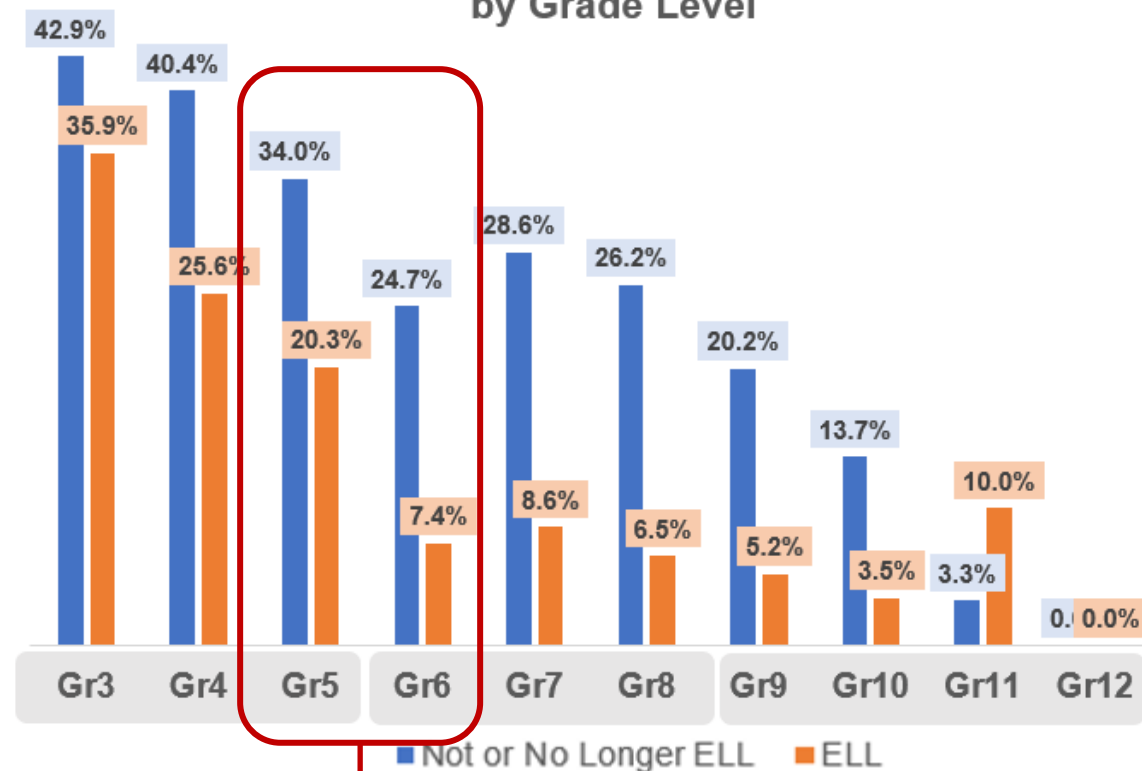


Notes:

- ELL students counted: FY15 – FY19 students flagged as "Yes" for English Learner Status and "Yes" for Enrollment Audit Population.
- Including Valid PARCC scores only; excludes ELL students with NO WIDA scores reported.
- PARCC scores used for valid scores reported from students in UPSFF grade levels 6-8 only

Further, proficiency levels are highest in grades 3-5 for all students, with highest achievement gaps for math in grades 6-8...

FY19 % PARCC Proficiency 4+ MATH
by Grade Level



MATH
FY19 ONLY

FY19 ONLY - MATH			
Grade Level	Proficient 4+		
	Not or No Longer ELL	ELL	Deviation from Not ELL
Gr3	42.9%	35.9%	-7.0%
Gr4	40.4%	25.6%	-14.8%
Gr5	34.0%	20.3%	-13.7%
Gr6	24.7%	7.4%	-17.3%
Gr7	28.6%	8.6%	-19.9%
Gr8	26.2%	6.5%	-19.7%
Gr9	20.2%	5.2%	-14.9%
Gr10	13.7%	3.5%	-10.2%
Gr11	3.3%	10.0%	6.7%
Gr12	0.0%	0.0%	0.0%

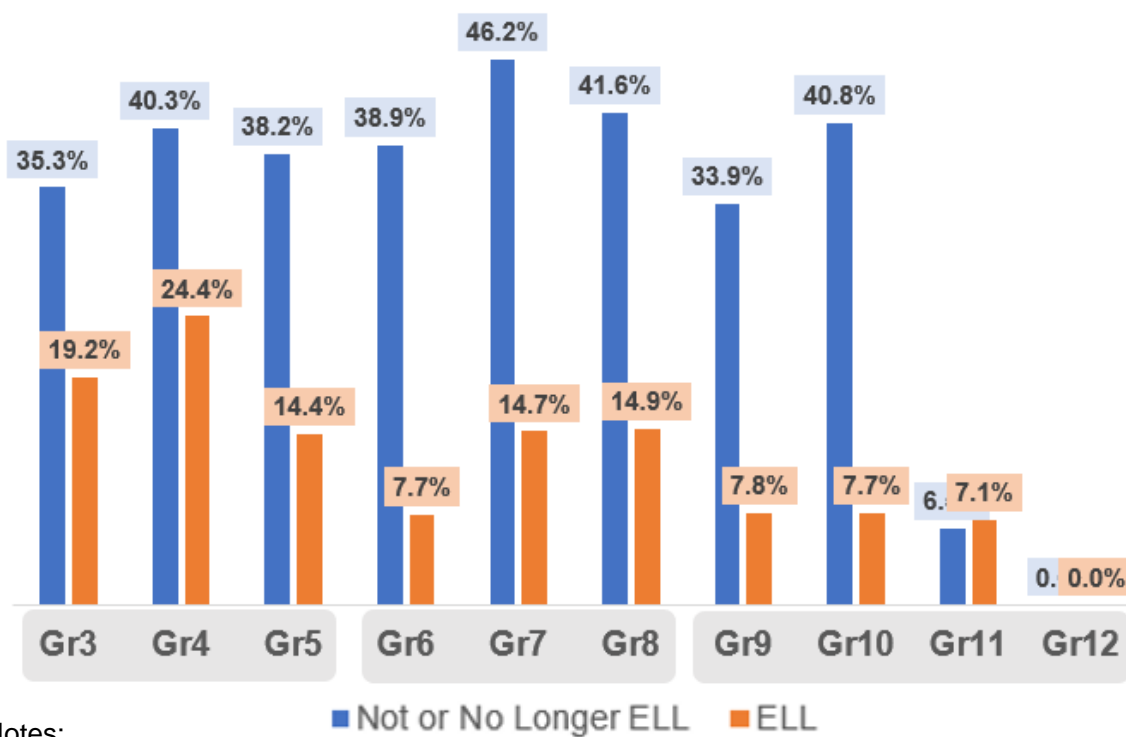
Largest drop-off in proficiency for ELLs is between 5th and 6th grade (between ES and MS)

Notes:

- ELL students counted: FY15 – FY19 students flagged as "Yes" for English Learner Status and "Yes" for Enrollment Audit Population.
- Including Valid PARCC scores only
- PARCC scores used for valid scores reported from students in UPSFF grade levels 3-12 only
- There are significantly fewer test takers (and data points) for grades 11 and 12

...and ELA gaps in FY19 are highest in grades 6-10, though proficiency levels are mixed for all grades

FY19 % PARCC Proficiency 4+ ELA
by Grade Level



ELA
FY19 ONLY

FY19 ONLY - ELA			
Grade Level	Proficient 4+		
	Not or No Longer ELL	ELL	Deviation from Not ELL
Gr3	35.3%	19.2%	-16.1%
Gr4	40.3%	24.4%	-15.9%
Gr5	38.2%	14.4%	-23.7%
Gr6	38.9%	7.7%	-31.2%
Gr7	46.2%	14.7%	-31.5%
Gr8	41.6%	14.9%	-26.8%
Gr9	33.9%	7.8%	-26.1%
Gr10	40.8%	7.7%	-33.0%
Gr11	6.5%	7.1%	0.7%
Gr12	0.0%	0.0%	0.0%

Notes:

- ELL students counted: FY15 – FY19 students flagged as "Yes" for English Learner Status and "Yes" for Enrollment Audit Population.
- Including Valid PARCC scores only
- PARCC scores used for valid scores reported from students in UPSFF grade levels 3-12 only
- There are significantly fewer test takers (and data points) for grades 11 and 12

ELL national research and benchmarking

National research supports tiered funding, though unclear whether this should be executed at the State or LEA-level

1. National experts, as well as published reports and research, **support targeted funding for targeted groups of ELL students**
2. However, **most states fund ELL students at the same level**, without differentiated funding based on need. **North Dakota** and **Hawaii** fund based on proficiency levels, **Massachusetts** funds ELL students based on grade bands, while several large, urban school districts fund **by proficiency level and grade band**.
3. This report identifies multiple options to tier ELL funding, including **grade levels, SLIFE students and proficiency levels**.

National Research

What does research say about best practices in funding ELL students?

The Migration Policy Institute in its August 2016 briefing, “[Funding an Equitable Education for English Learners in the United States](#)”, recommends three areas policymakers should consider in funding mechanism:

1. ***Develop funding categories for subpopulations of ELs***, such as students with limited or interrupted formal education or different grade levels
2. ***Fund students for as long as they qualify, rather than instituting caps***, given that schools must continue to provide services for students who need them (and that **accountability measures** provide incentive to improve student performance)
3. ***Set aside emergency funds to support unexpected inflows of immigrants and refugees*** to address the emergent needs of schools and districts who face large, unforeseen costs.

National Research

What does research say about best practices in funding ELL students?

- **States are less likely to have tiers of ELL funding or as many tiers as compared to Districts.** For example, Cleveland and NYC both have 6 tiers based on ELL grade level and English proficiency level
- Schools with the same demographics can spend dollars the same way and get different outcomes; **caution against moves to restrict ELL funding to ELL-only services**, and suggest looking at outcomes
- **There is no empirical "right" ELL weight** -- look instead at ELL performance in *relationship to performance of other groups* as a way to choose a weight (and examine the outcomes of at-risk ELLs versus non-at-risk ELLs, or HS ELLs verses ES ELLs, etc.)

State tiered funding recap:

North Dakota tiers funding based on proficiency level

Students qualify for EL services if the ONE of the domain Screener scores is below the following:

- 5.0 Overall Composite Proficiency Level OR
- 3.5 Proficiency Level on any of the four domains: Listening, Speaking, Reading, or Writing
- 1st semester Kindergarten and 2nd semester Pre-K students who only take the Listening and Speaking domains would qualify for EL services if either Listening or Speaking is below a 3.5 Proficiency Level.

The State has three different funding levels or tiers:

- ELL 1 – first of six categories of proficiency (Least Proficient): 0.40 multiplied by the # of FTE students enrolled
- ELL 2 – second of six categories of proficiency: 0.28 multiplied by the # of FTE students enrolled
- ELL 3 – third of six categories of proficiency: 0.07 multiplied by the number of FTE students enrolled and have not been in the third of six categories of proficiency for more than 3 years

English Language Proficiency Level	Recommended LIEP Service Time
Newcomer	4-6 units of English language instruction educational services
Level 1 – Entering	3-4 units of English language instruction educational services
Level 2 – Beginning	2-3 units of English language instruction educational services
Level 3 – Developing	1-2 units of English language instruction educational services
Level 4 – Expanding	1 unit of English language instruction educational services
Level 5 – Bridging and Level 6 – Reaching	up to 1 unit of English language instruction educational services

State tiered funding recap (cont.):

Hawaii also tiers funding based on English proficiency, not by grade

- Weights for ELL students are composed of 3 categories and students are placed into these categories using the WIDA Screener and W-APT. ACCESS for ELLs is the assessment instrument used to measure and report annual English language growth. See the “ELL Identification Flow Chart” link for more details.
 - **Non-English Proficient (NEP) : 0.389 (FY20 Per Pupil \$1,736.09)**
 - Students have limited or no proficiency in understanding, speaking, reading, and writing English.
 - **Limited English Proficiency (LEP): 0.194 (FY20 Per Pupil \$868.04)**
 - Students are functionally proficient in understanding and speaking English but limited in reading and writing skills.
 - **Fully English Proficient (FEP) : 0.065 (FY20 Per Pupil \$289.35)**
 - Students are proficient in the four basic language skills (listening, speaking, reading, and writing) but may be experiencing academic difficulties in the content areas.
- As of September 2019, a state “committee on weights” recommending increasing the weights in 2020-2021 to:
 - NEP: .5867 (+51%)
 - LEP: .2933 (+51%)
 - FEP: .0978 (+50%)

State tiered funding recap (cont.):

Massachusetts tiers funding by grade band, but a recent commission has recommended moving towards a unified weight for all grades.

Per the FY20 funding guide, Massachusetts English learner (EL) status depends on a student's home language and English language proficiency. The formula established three funding levels:

1. English language learners (ELs) (grades PK–5) - \$2,275.85 per pupil
2. English language learners (ELs) (grades 6–8) - \$2,380.50 per pupil [*highest level*]
3. English language learners (ELs) (grades 9–13) - \$1,858.15 per pupil

The implied weights based on junior/middle foundation of \$7,755.82, are 0.29 for PK-5, 0.31 for grades 6-8 and 0.24 for grades 9-13. As a result, the highest weight and rate supports students in the middle school grades, which has a weight **over 22% higher than High School students**.

A report by the Foundation Budget review commission recommended to “**Increase the increment for all grade levels, including high school, to the current effective middle school increment...** This would increase the range of ELL-only weightings and expand available funds for staff-intensive high school age interventions.” *This would also effectively eliminate grade band differentiated weighting for the state.*

Urban district tiered funding recap:

Boston allocates funding based on proficiency levels and grade bands (ES, MS, HS), with an additional weight for SLIFE students

Boston Public Schools - SY2020 (FY19)

Foundation: \$ 4,291

English Language Learners

Category	Grades	Weight	Rate	Enrollment	FY19 Amount	Notes
ELD Levels 1-3	K0 - 5	0.24	\$ 1,030	6,756	\$ 6,957,599	
ELD Levels 1-3	6 - 8	0.51	\$ 2,188	1,389	\$ 3,039,701	2.1x greater than K-5 weight
ELD Levels 1-3	9-12	0.61	\$ 2,618	2,401	\$ 6,284,642	20% greater than 6-8 weight
ELD Levels 4-5	all grades	0.02	\$ 86	7,536	\$ 646,740	
Total ELL				18,082	\$ 16,928,682	

Students with Limited or Interrupted Formal Education (SLIFE)

Category	Grades	Weight	Rate	Enrollment	FY19 Amount	Notes
SLIFE	4 - 5	0.50	\$ 2,146	172	\$ 369,026	2.1x greater than K-5 ELL weight
SLIFE	6 - 8	0.84	\$ 3,604	129	\$ 464,973	65% greater than 6-8 ELL weight
SLIFE	9 - 12	0.94	\$ 4,034	124	\$ 500,159	54% greater than 9-12 ELL weight
Total SLIFE				425	\$ 1,334,158	

ELD: BPS has 5 English Language Development levels

Urban district tiered funding recap (cont.):

New York City allocates funding based on grade bands (K-5 and 6-12) and programs, also with an incremental weight for SIFE

New York City DOE

Foundation: \$4,109

English Language Learners/Multilingual Learners

Category	Grades	Weight	Amount	Notes
Freestanding English as a New Language (ENL)	K - 5	0.40	\$ 1,644	
Freestanding English as a New Language (ENL)	6 - 12	0.50	\$ 2,055	25% greater than K-5
Bilingual	K - 5	0.44	\$ 1,808	
Bilingual	6 - 12	0.55	\$ 2,260	25% greater than K-5
Commanding	K - 5	0.13	\$ 534	
Commanding	6 - 12	0.12	\$ 493	7.6% LOWER than K-5 weight
K - 12 Students with Interrupted Formal Education (SIFE)	K - 12	0.12	\$ 493	Incremental weight if student meets this category

There are three program options for ELLs: Dual Language (DL), Transitional Bilingual Education (TBE), and freestanding English as a New Language (ENL, formerly known as ESL). Each of the three program types offers students a course of instruction that enables them to stay on track to meet promotion and graduation requirements, including courses that are aligned to the Common Core Learning Standards, as well as the New Language Arts Progressions. In DL and TBE programs, students also take courses aligned to the Home Language Arts Progressions.

Urban district tiered funding recap (cont.):

Cleveland allocates funding based on proficiency levels and grade bands (K-8 and HS), with higher weights to HS students

Cleveland Municipal School District - SY2019

Foundation: \$ 4,887

English Language Learners

<u>Category</u>	<u>Grades</u>	<u>Weight</u>	<u>Amount</u>	<u>Notes</u>
LAU A	K-8	0.49	\$ 2,399	
LAU B	K-8	0.41	2,000	
LAU C	K-8	0.33	1,600	
LAU A	HS	0.49	2,399	Same as K-8 weight
LAU B	HS	0.46	2,240	12% higher than K-8 Weight
LAU C	HS	0.41	2,000	25% higher than K-8 Weight

Notes on proficiency levels

LAU A = "Pre-functional level limited English proficiency"

LAU B = "Beginning level limited English proficiency"

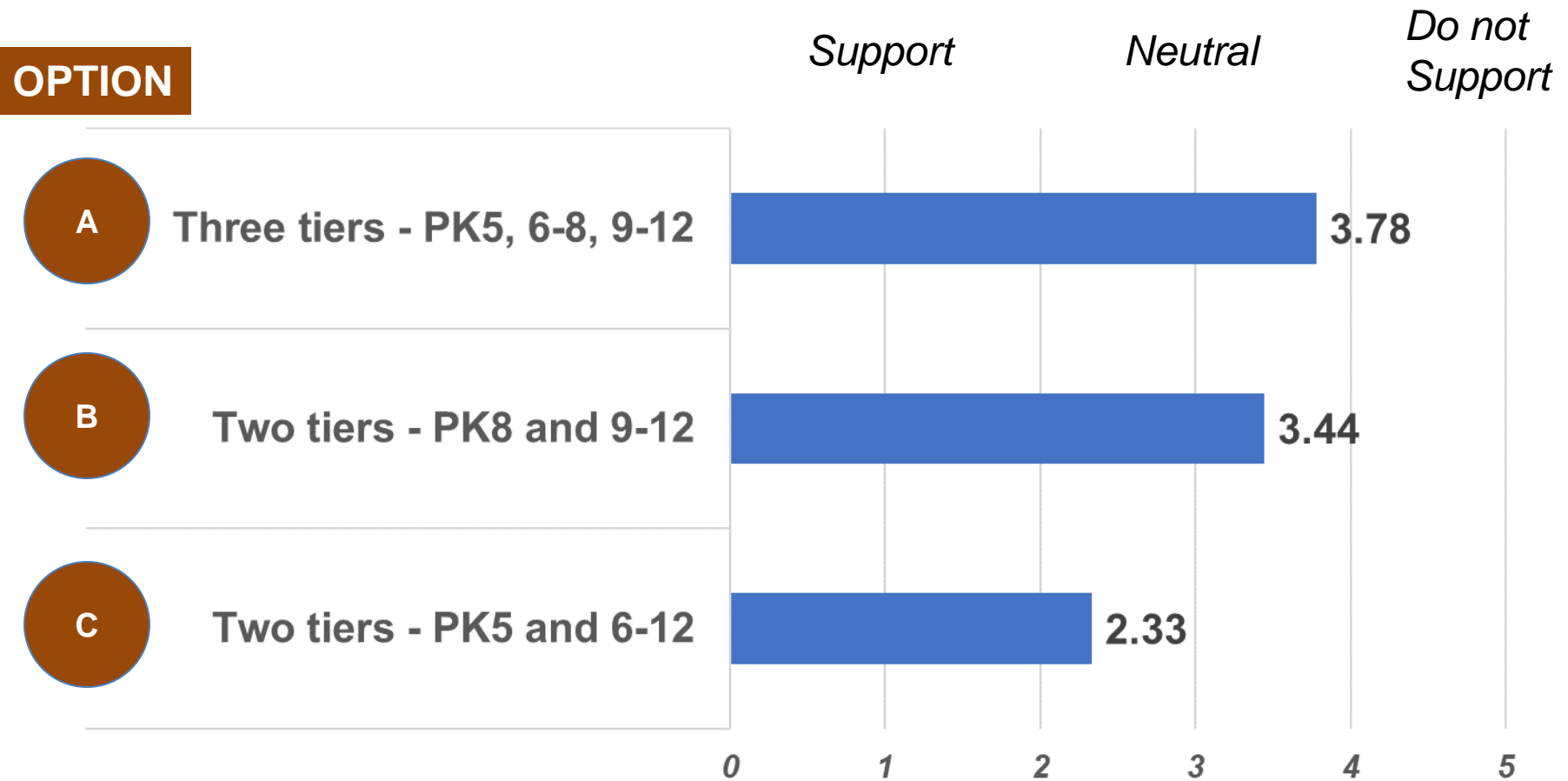
LAU C = "Intermediate and advanced level limited English proficiency"

LAU D = "Exited from EL support services"

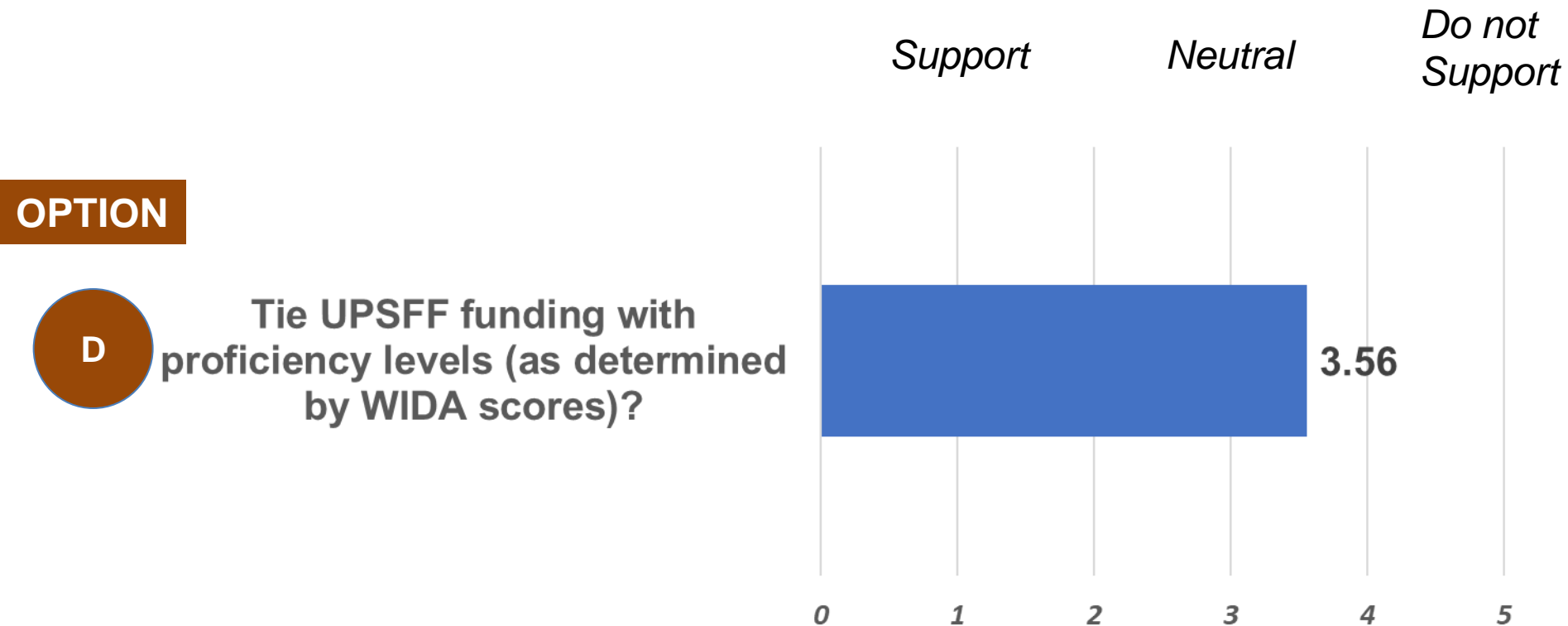
LAU E = "English proficient"

UPSFF ELL funding options Advisory Group Voting Outcomes

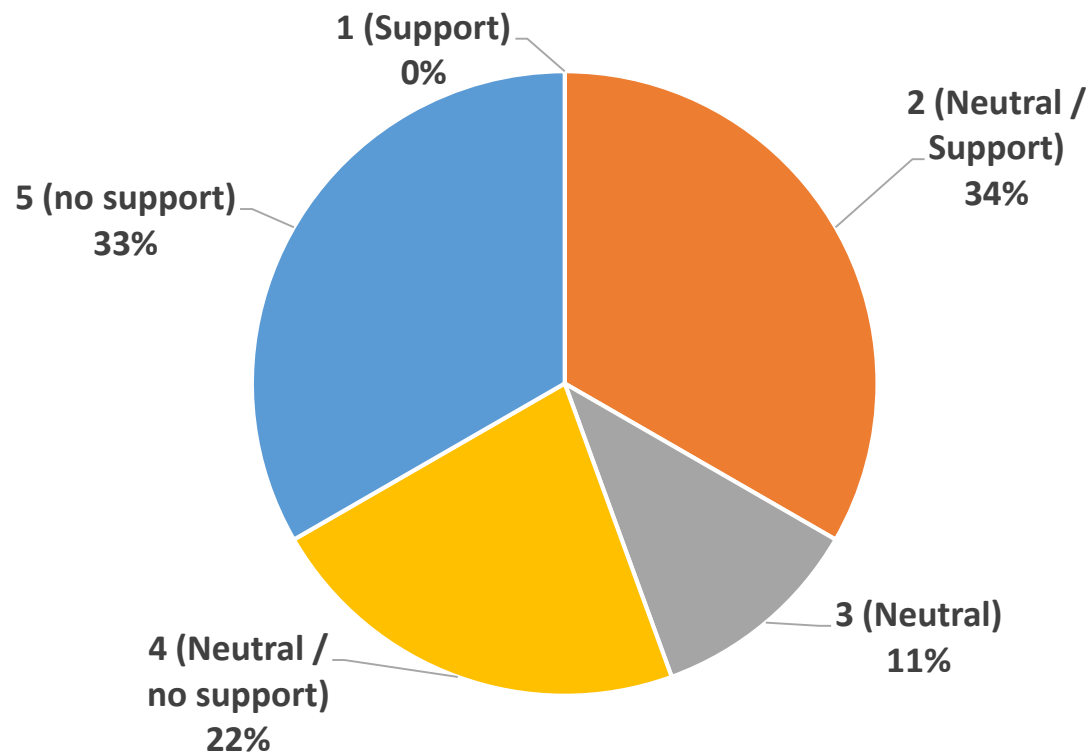
The Advisory Group favored tiering funding for PK5 and 6-12 students



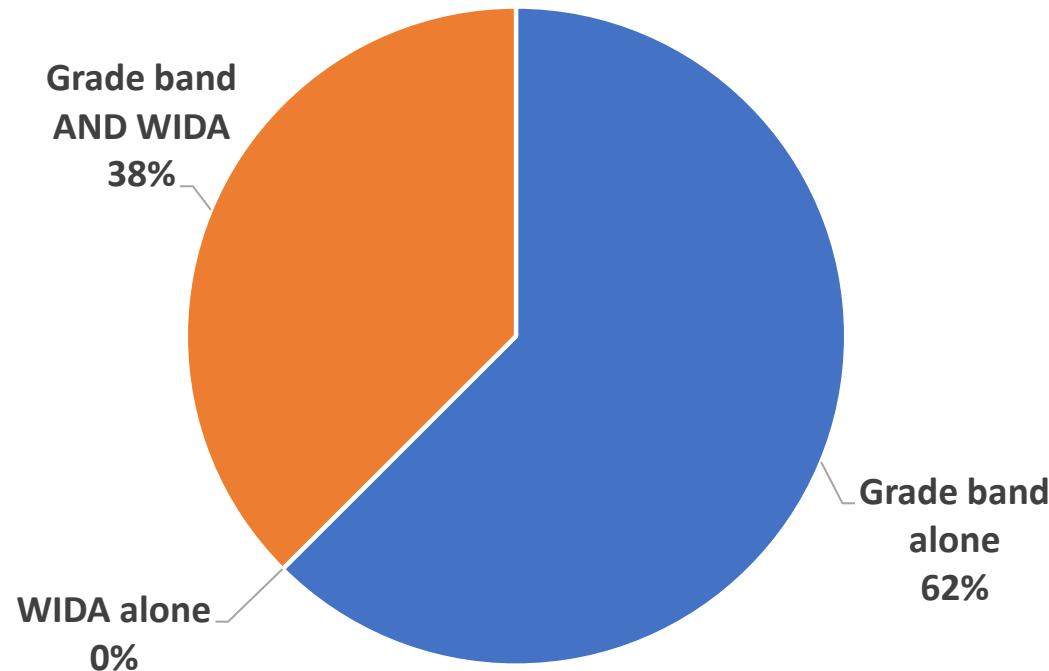
Advisory Group feedback on tiered funding: Less overall support for WIDA/proficiency-based funding, however....



... voting and discussion surfaced a wide dispersion of considerations for utilizing WIDA/proficiency...

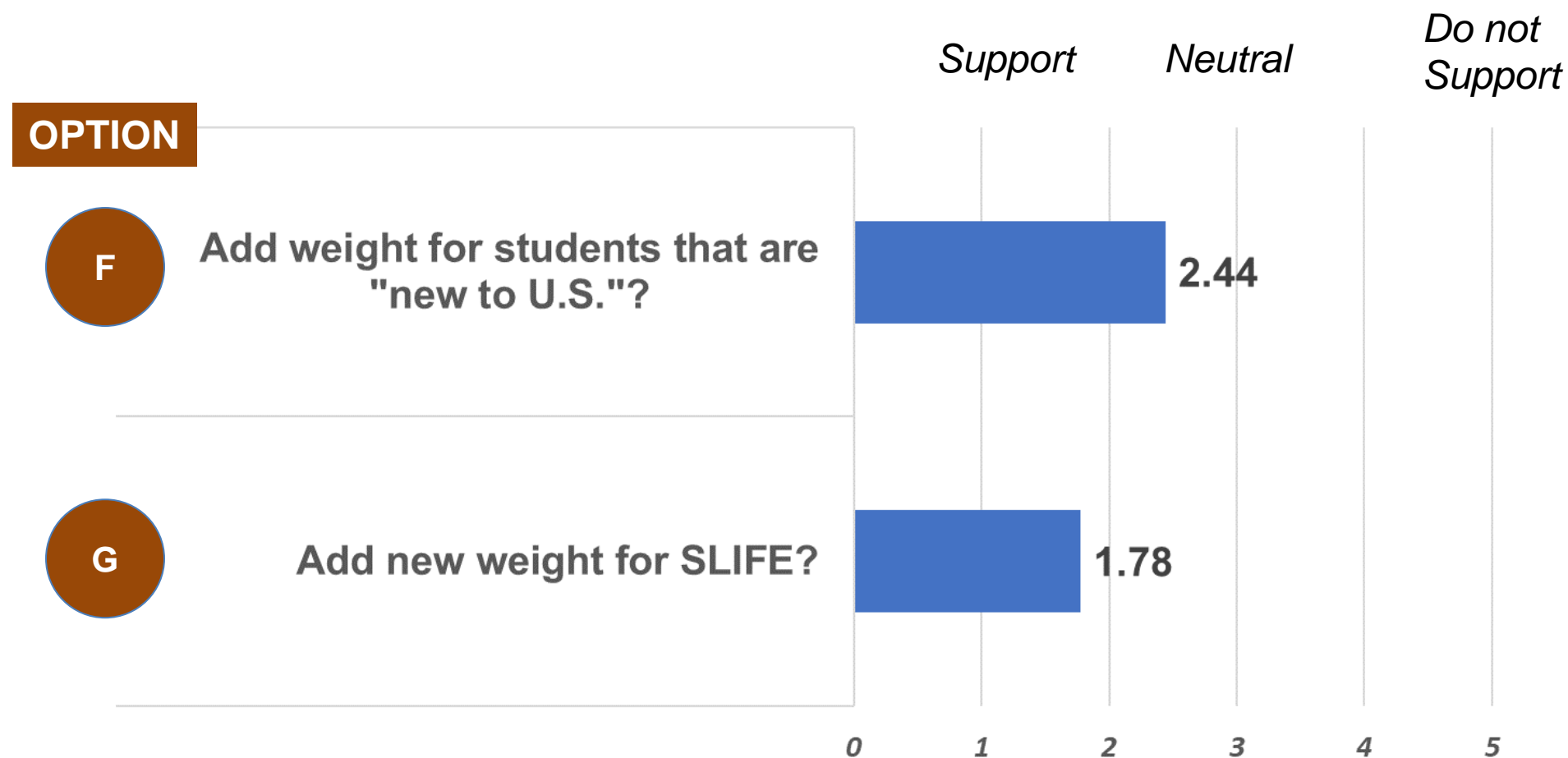


...leading to support for both grade band (alone) weighting, as well as proficiency AND grade band weighting

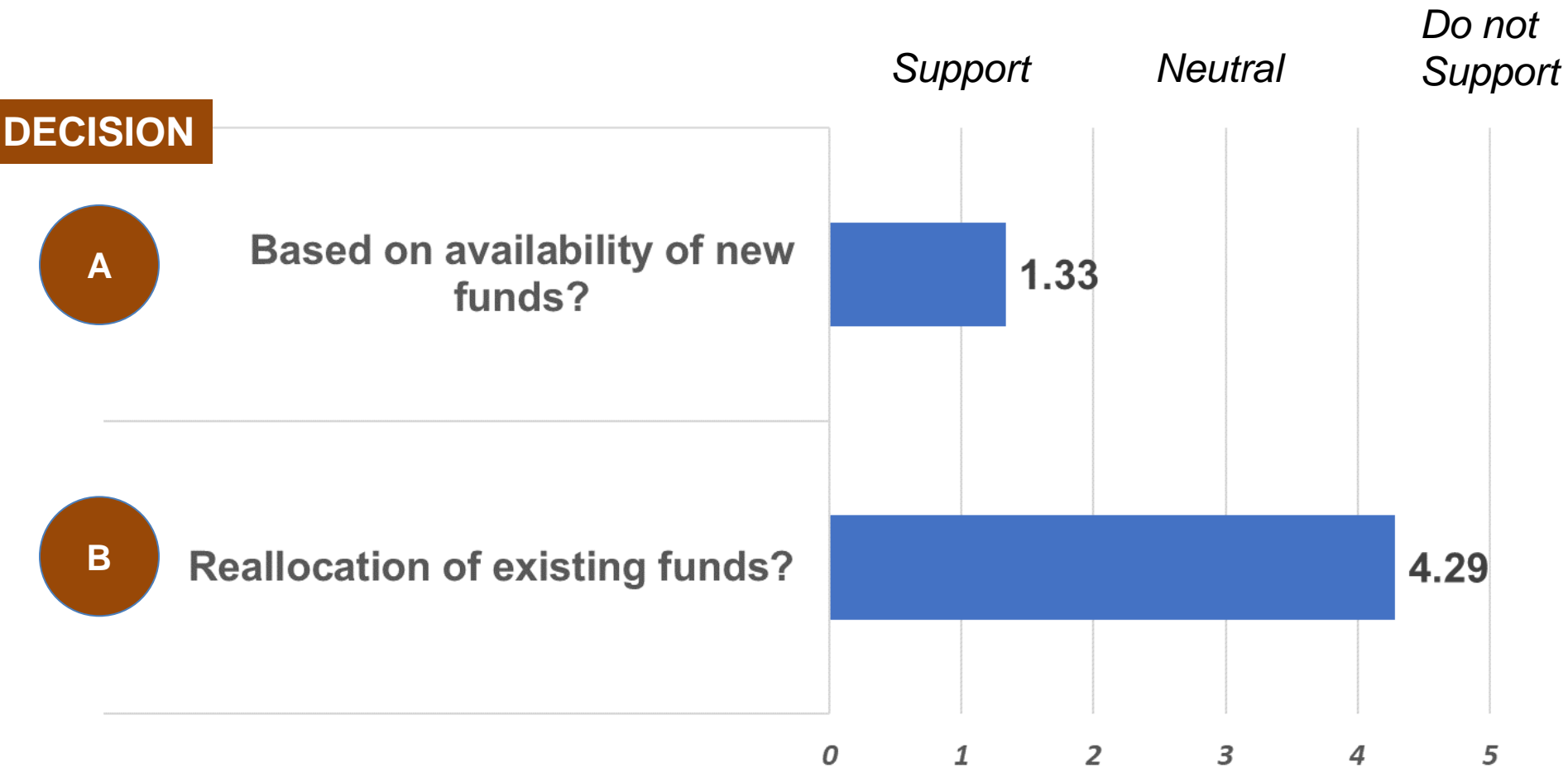


Primary concerns documented for WIDA/Proficiency-based weighting were driven by implementation & data challenges, along with consideration for creating misaligned incentives for students and schools

Advisory Group feedback on tiered funding: More support for SLIFE weight than current “New to Country” designation



Advisory Group feedback on tiered funding: Support implementation based on availability of new funds



Impact of “WIDA 2.0”

WIDA 2.0: ACCESS test revised to require higher raw score to achieve each WIDA proficiency level

- All DC ELL students are required to take the WIDA test. For those students that have WIDA ACCESS scores, **only students with a composite score of 5.0 or above are automatically exited from ELL status.**
- However, in 2016-17 (for tests administered spring 2017) WIDA revised ACCESS so that English-learners must demonstrate more sophisticated language skills to achieve the same proficiency-level scores (1-6). The test became more rigorous, resulting in many more students with ELL status around the country. **This has become known as “WIDA 2.0”**
- Some states adjusted their exit scores as a result of this increased rigor, while others saw a significant decrease in exit rates.
 - Clark County, NV exit rates dropped to **8%** in 2016-17 from **16%** in 2015-16
 - Albuquerque, NM saw a drop from **16%** to **1%** of ELs meeting proficiency bar
- OSSE has not communicated process or timing associated with any potential changes to WIDA exit requirements. Depending on the outcome of this process, **a significant number of students may exit ELL if the exit score is lowered.**

WIDA 2.0: Many states lowered WIDA ACCESS score bar due to test changes

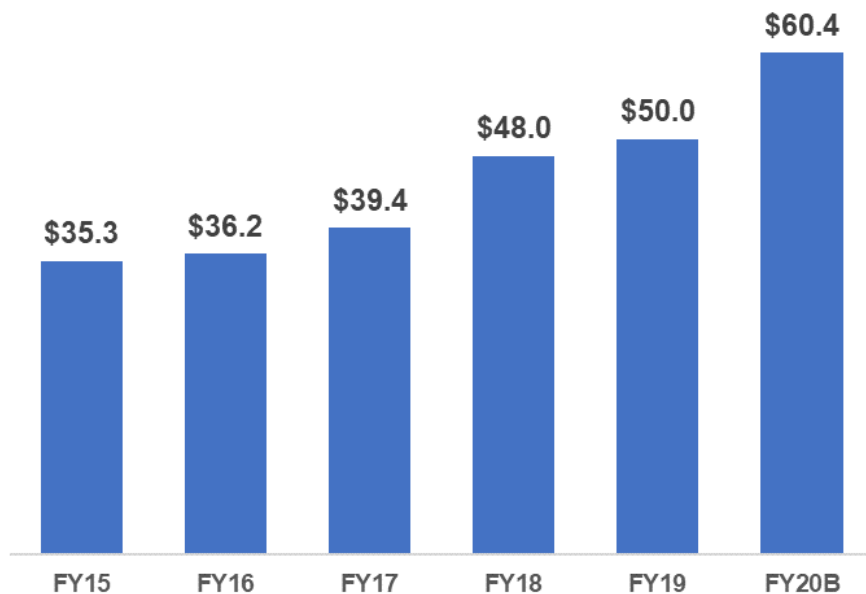
Many states **lowered the composite score required** for reclassification (or consideration for reclassification) and eliminated individual domain requirements

State	Previous	Updated
Colorado	5.0 composite	4.0 composite
Maine	6.0 composite (only state with this bar)	5.0 composite
Massachusetts	5.0 composite; 4.0 for reading + writing	4.2 overall; 3.9 reading + writing
Wyoming	5.0. composite; 4.0 in all domains	4.6 composite
Virginia	5.0 composite; 5.0 for reading + writing	4.4 composite

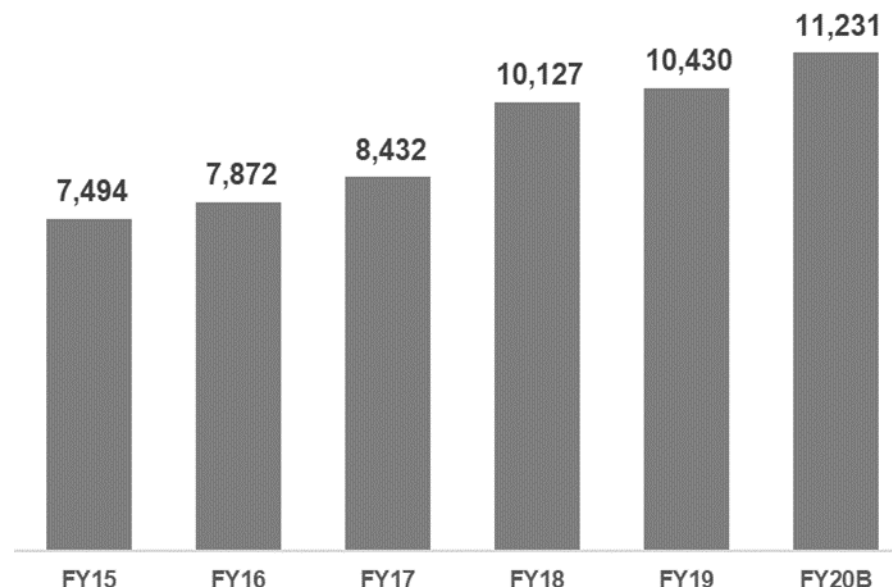
OSSE has not (yet) altered the current benchmark of 5.0, though they are researching the options in future years. No specific timetable has been communicated as of the publishing of this report.

Impact of WIDA 2.0 on DC: Annual total UPSFF funding for ELL has increased 71% from FY15 actual to FY20 projected. At the same time total ELL students have increased 50%.

UPSFF ELL Funding
(\$ millions)



UPSFF ELL Enrollment

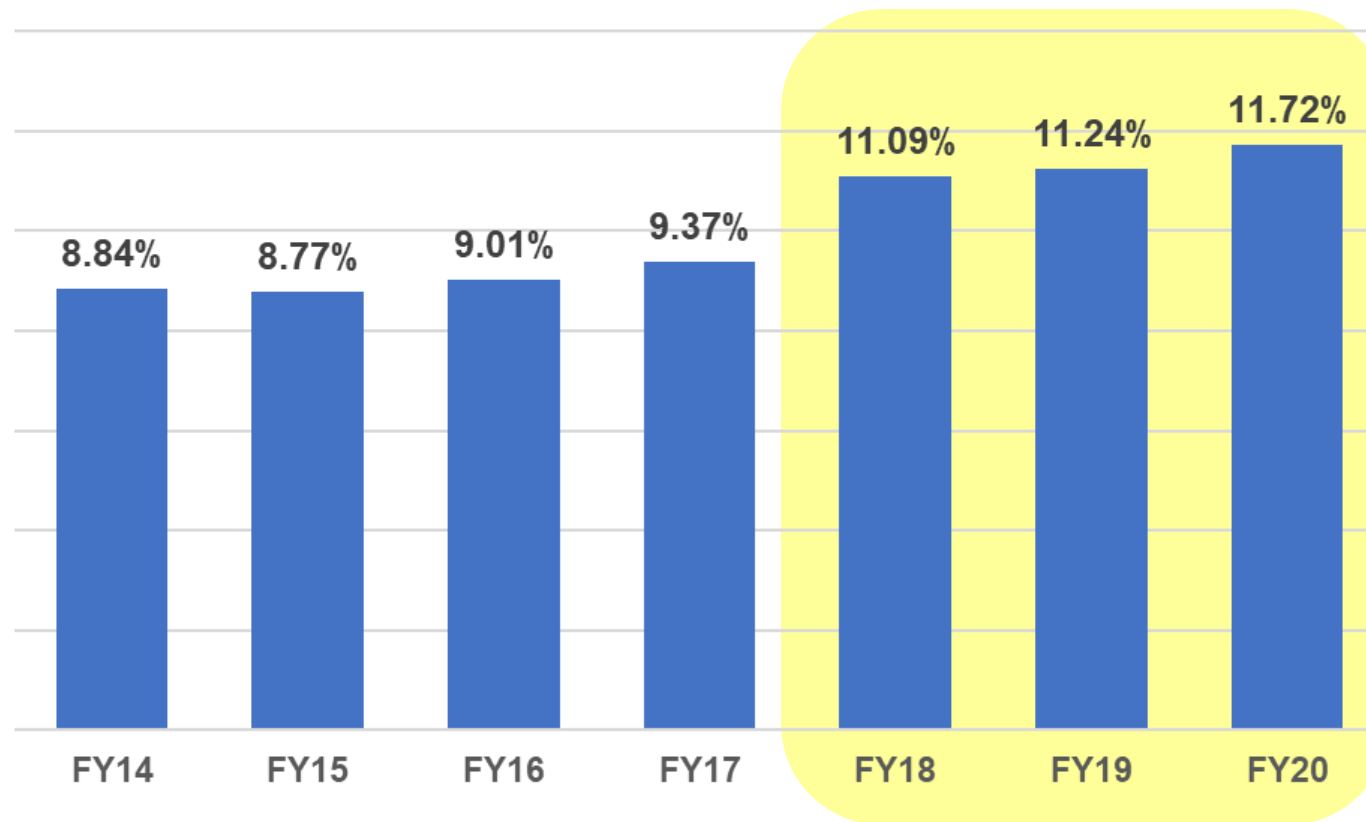


Notes

- Funding is not adjusted for inflation.
- Funding data uses actual charter funding from "Alonso files" and DCPS budgeted funding from budget books – FY17 and FY18 reflect rate adjustments (per Foundation Level letter) due to retroactive WTU increases.
- Enrollment data pulled from Enrollment Audit Reports at: <https://osse.dc.gov/page/data-and-reports-0>

Impact of WIDA 2.0 on DC: Since the increase in rigor for WIDA 2.0, there has been an increase in the proportion of ELL students in the system, starting in FY18

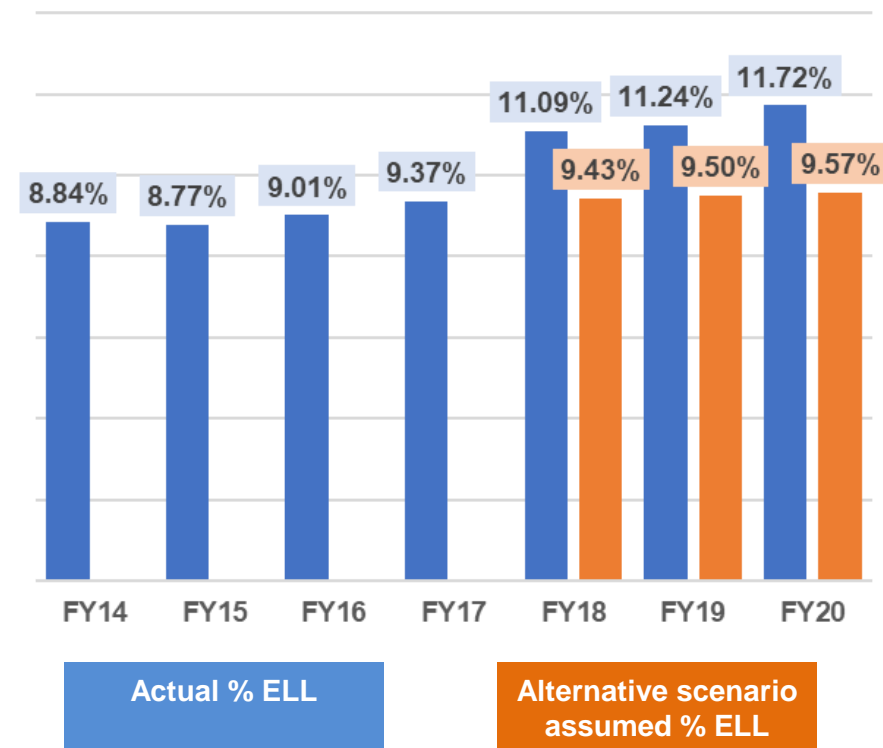
**% ELL Students
UPSFF Enrollment**



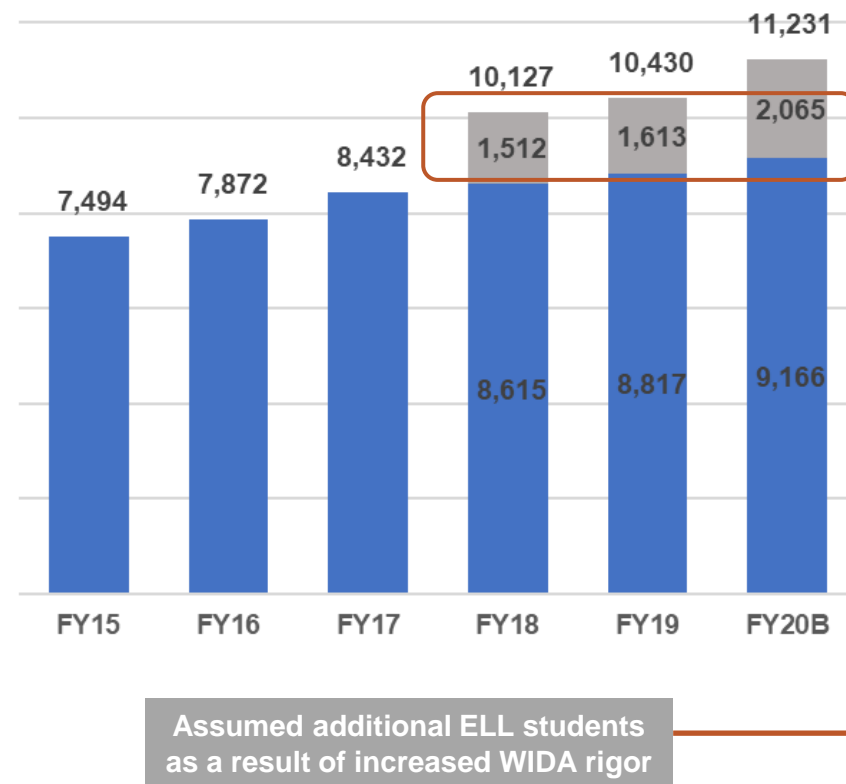
- Enrollment data (ELL total and UPSFF total) pulled from Enrollment Audit Reports at: <https://osse.dc.gov/page/data-and-reports-0>

Impact of WIDA 2.0 on DC: Assuming historical growth in proportion of ELL students, there may have been about ~1,500 to 2,000 fewer students designated as ELL in each FY18 to FY20

**% ELL Students
UPSFF Enrollment - Actual and Alternative Scenario**



**Historical ELL Students
UPSFF Enrollment**



Alternative scenario assumed % ELL assumes the proportion of ELL students would grow at a rate of 0.7% annually – the average of actual YOY increases in FY14-FY17.

Impact of WIDA 2.0 on DC (alternative 1): As a result of the increased WIDA exam rigor and not adjusting the required WIDA score to test out of ELL, there are more ELL students in the system, resulting in \$7.6M to \$11.1M additional UPSFF ELL spend (under these assumptions)

		<u>FY2018</u>	<u>FY2019</u>	<u>FY2020</u>
a	Actual: % ELL	11.09%	11.24%	11.72%
b	Actual: ELL Student Count	10,127	10,430	11,231
c	Alternative Scenario: % ELL	9.43%	9.50%	9.57%
d	Alternative Scenario: ELL Student Count	8,615	8,817	9,166
e = a - c	Variance: Actual % ELL to Scenario % ELL	1.66%	1.74%	2.15%
f = b - d	Variance: Actual ELL Count to Scenario ELL Count	1,512	1,613	2,065
g	Actual UPSFF Per-ELL Student Rate	\$5,026	\$5,222	\$5,380
h = b * g	Actual: Total UPSFF ELL Spend	\$50,898,302	\$54,465,460	\$60,425,026
i = d * g	Alternative Scenario: Total UPSFF ELL Spend	\$43,298,990	\$46,042,374	\$49,314,913
j = h - i	Variance: Total UPSFF ELL Spend	\$7,599,312	\$8,423,086	\$11,110,113

Note this assumes actual ELL student count from the audited enrollment files for UPSFF ell, per audited enrollment files – NOT budgeted ELL enrollment in DCPS budget books, which is ~600 and ~850 fewer students in FY18 and FY19 respectively.

FY20 reflects budgeted UPSFF ELL enrollment

Impact of WIDA 2.0 on DC (alternative 2): If OSSE decreased the required WIDA composite score to 4.4 or 4.5 (similar to other states), from the current requirement of 5.0, FY19 UPSFF for ELL would have decreased by \$3.6M or \$4.5M

Quantifying assumed FY19 ELL spend on students with WIDA scores 4.4 - 4.9

845 Count of FY19 EL students with WIDA scores 4.4 - 4.9

\$5,222 per pupil UPSFF for ELL student

\$4,412,590 total FY19 ELL funds for students scoring 4.4 - 4.9

Quantifying assumed FY19 ELL spend on students with WIDA scores 4.5 - 4.9

680 Count of FY19 EL students with WIDA scores 4.5 - 4.9

\$5,222 per pupil UPSFF for ELL student

\$3,550,960 total ELL funds for students scoring 4.5 - 4.9

Count of FY19 students uses student-level WIDA data for students classified as EL in FY19 and students in the “enrollment audit population”.