



## **Research Report**

# **English Language Learners (ELL) Categorical Funding for Arkansas Districts and Schools**

**May 19, 2010**

**Prepared for  
The Joint Adequacy Evaluation Oversight Subcommittee of the  
House and Senate Interim Committees on Education**

**BUREAU OF LEGISLATIVE RESEARCH**

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## Introduction

This study is presented in partial fulfillment of the requirements of Act 57 of the Second Extraordinary Session of 2003, amended by Act 1204 of 2007. Those acts require the Legislature to conduct an adequacy study each biennium to assess needs related to providing an adequate education for all Arkansas K-12 students.

Arkansas's K-12 education funding formula, referred to as the matrix, is used to determine the per-pupil level of foundation funding disbursed to each school district. In addition to foundation funding, districts may receive four types of categorical funding. Three of the four categorical funds are intended to help districts that have student populations with higher needs than the majority of students. These special needs groups include students in poverty, students who are not proficient in the English language, and students who need the additional assistance of an alternative learning environment. The fourth categorical fund type benefits students through the provision of professional development training for teachers.

This report is about English Language Learners (ELL) funding, the Arkansas categorical funding program that support students who are not proficient in English. These students face the challenge of learning a new language in addition to the challenge of mastering academic subject matter being taught in that language.

To complete this report, Bureau of Legislative Research (BLR) staff surveyed all 244 districts and 74 randomly selected schools through web surveys. They also conducted on-site interviews with staff at each surveyed school. Financial data was extracted by BLR staff from a data warehouse maintained by the Arkansas Public School Computer Network (APSCN) Division of the Arkansas Department of Education (ADE).

The student achievement data used in this report is based upon data prepared by the National Office for Research, Measurement and Evaluation Systems (NORMES) of the University of Arkansas and was provided through the ADE. The achievement data is based on 2009 district scores for six tests - 4th grade literacy and math, 8th grade literacy and math, end of course algebra and 11th grade literacy. A weighted average of these six tests was calculated using the number of students scoring proficient or above for each of the six tests. The scores used were for the "combined population".

Arkansas's Hispanic population grew 3.7% between 1998 and 2008, according to the Southern Regional Education Board (SREB). That percentage increase was the 6th highest among the 16 SREB states. By comparison, Texas' Hispanic population increased 7.1%, while West Virginia's Hispanic population increased only 0.9% for the same time period.

This report is divided into three main sections:

**Adequacy:** In FY2008-09, ELL expenditures totaled \$12.5 million in 132 districts. With 27,589 ELL students in the state, that equates to \$453 per ELL student which may be compared with the categorical funding level of \$293 per ELL student for FY 2008-09. For the 87.6% of ELL students who also are eligible for free and reduced priced lunch, schools will receive \$6,665, \$7,161, or \$7,657, depending on the concentration of students in poverty. The amount of federal funding available for support of ELL students is examined.

**State and Federal Requirements:** This section describes how the funding formula law and related ADE rules dictate the use of ELL funding in the schools. Federal requirements for state participation in Title III of the Elementary and Secondary Education Act (ESEA) are reviewed.

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**Selected District and School ELL Activities:** This section examines demographic data for ELL students. Survey data is used to illustrate school district practices on behalf of ELL students.

## Adequacy

In FY2008-09, ELL categorical expenditures totaled \$12.5 million in 132 districts. With 27,589 ELL students in the state, that equates to \$453 per ELL student which may be compared with the categorical funding level of \$293 per ELL student for FY 2008-09. Individual district expenditures ranged from \$2,322 per student to no expenditure. For a listing of district expenditures, see Appendix A. Approximately, \$4.8 million of NSLA funding was transferred to ELL programs. The categorical funding amount per student for ELL students remains at \$293 in the current school year, FY2009-10, and in FY2010-11.

The ELL fund balance for districts averages \$61.97 per ELL student, or about 21.2% of the \$293 per student funding. Like other categorical programs ELL funding may be carried forward from one year to the next and can be transferred to other categorical programs. The use of ELL funding is restricted to categorical programs only.

Expenditure Level Per ELL Student	
Expenditures	# of Districts
\$1,000 - \$2,500	9
\$500 - \$1,000	23
\$293 - \$500	37
\$1 - \$293	56
\$0	120

## Origin of Categorical Estimate

The 2006 Picus report stated that "most ELL students are also included in the NSLA counts." The Picus report recommended that districts be encouraged "to use federal Title I resources for extra strategies not funded with state dollars." For the 87.6% of ELL students who also are eligible for free and reduced priced lunch, schools received \$6,665, \$7,161, or \$7,657, depending on the concentration of students in poverty. For the 12.4% who are not also NSLA students, schools receive \$6,169 per student.

## Other Sources of Funding

The primary federal source of funding for ELL students is Elementary and Secondary Education Act, Title III, Part A, as amended by the No Child Left Behind Act of 2001 or English Language Acquisition Grants. This program provides grants to schools to ensure that limited English proficient children and youth, including immigrant children and youth, obtain English proficiency and meet state academic standards. Funding for this program (Title III) totaled \$2.8 million in 36 districts for FY2008-09. The federal funding is provided only to districts that have enough ELL students to be eligible for \$10,000 or more in Title III funding.

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# State and Federal Requirements

## ***State Requirements***

According to the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds (ADE Rules):

“English Language Learners (ELL)” are students identified by the State Board of Education as not proficient in the English language based upon approved English proficiency assessment instruments administered annually in the fall of the current school year, which assessments measure oral, reading, and writing proficiency.

Unlike categorical funding for National School Lunch Act students and Alternative Learning Environment students, ELL funding is based on the number of ELL students in the current school year. Districts must submit to ADE documentation they will use to calculate the number of identified ELL students no later than November 30 of each school year. The identification must be based on tests approved by ADE.

An ELL must meet these two criteria:

1. Student is identified as an ELL at the time of enrollment by a Home Language Survey, which is filled out by parents or guardians;
2. Student is placed in an English as a second language or ESL program using a screener or placement test that has indicated that the student is not fully fluent in English. ADE Rules state:

For ELL funding purposes, State-approved English proficiency assessment instruments include: IDEA (IPT-Idea Proficiency Test), Woodcock-Munoz, and Maculaitis Assessment of Competencies.

The following activities are listed as eligible uses of ELL funding:

1. Salaries for ELL instruction;
2. Professional development and released-time for those activities;
3. Instructional materials including technology;
4. Counseling services, community liaison staff with language and cultural skills appropriate to the ELL population; and
5. Assessment activities.

ADE also has frameworks established for English Language Proficiency classes. Two examples of these frameworks are:

1. English Language Proficiency Framework and English Language Arts Connections for Speaking, Listening, Reading, and Writing and Mathematics Connections; and
2. English Language Proficiency Framework Connections for Biology.

There are two areas of state-level requirements that impact the manner and quality of ELL instruction in the classroom. According to Dr. Andre Guerrero, State Director of Programs for ELLs, Arkansas has no full English as a Second Language (ESL) Certification for teacher licensure. Arkansas has an ELL endorsement. He reports there are several thousand teachers holding such endorsement, but no records of how many are teaching ELL students. Other states offer full ESL Certification. Another requirement that affects the instruction of ELL students is state law requiring English to be the official language of instruction. The text is provided below:

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A.C.A. § 6-16-104. Basic language of instruction

1. The basic language of instruction in the public school branches in all the schools of the state, public and private, shall be the English language only.
2. It shall be the duty of the Commissioner of Education, the Director of the Department of Workforce Education, and city superintendents to see that the provisions of this section are carried out.
3. Any person violating the provisions of this section shall be guilty of a violation and upon conviction shall be fined not to exceed twenty-five dollars (\$25.00), payable into the general school fund of the county.
4. Each day this violation occurs shall be considered a separate offense.

While students are instructed only in English, an acceptable use of ELL funding is to provide interpreters to assist parents and students in understanding information and directions from school personnel. Recent research by Robert E. Slavin, Nancy Madden, Margarita Calderón, Anne Chamberlain and Megan Hennessy, 2010, has supported the view that Spanish-speaking students learn to read English equally well when instructed in English only or in both English and Spanish.

### ***Federal Requirements***

There are several federal requirements as part of the state's participation in Title III funding. The academic progress of students who have exited from ELL services is monitored for two years in regular education classrooms. All ELLs are required to take the English Language Development Assessment (ELDA) each spring. This includes ELLs whose parents choose not to enroll their students in an ESL program. The state is also required to establish Annual Measurable Achievement Objectives (AMAOs), which are achievement targets for districts used by the state to evaluate the effectiveness of Title III English language programs. Objectives or targets are based on English language proficiency standards and relate to ELL students' development and attainment of English language proficiency. The test required for federal compliance is the ELDA. Arkansas's AMAO Targets for FY2008-09 and FY2009-10 from the ADE website are shown below:

#### **Title III AMAO Targets for ELL Students**

##### **For 2008-2009:**

1. 2.5% attaining English proficiency
2. 26% making progress on the ELDA
3. AYP for the Limited English Proficiency Subgroup

##### **For 2009-2010:**

1. 3.0% attaining English proficiency
2. 27% making progress on the ELDA
3. AYP for the LEP Subgroup

The requirements for testing to determine a student's progress and release from ELL programming have impact for federal education compliance, federal civil rights compliance, state funding, and state benchmark testing as well. The following is an excerpt from Commissioner's Memo LS-07-035 dated September 6, 2006.

On August 14, 2006, the Arkansas Board of Education approved new minimum criteria for exiting and reclassifying limited English proficient (LEP) students enrolled in English as a second language (ESL) programs in Arkansas schools.

These criteria are required elements of Language Assessment and Placement (LPAC) LEP student documentation forms and parental notification forms of placement and assessment of English language learners (ELLs) enrolled in ESL programs.

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Documentation is required on all LEP students during enrollment in an ESL program and for two years after a student is exited from an ESL program. Each student's progress shall be reviewed and documented on a yearly basis, or more frequently as needed, by the school's LPAC.

Districts are required to monitor and to assist ELLs for two years after exiting the ESL program, according to the federal law under Title III of No Child Left Behind.

Exited students' English Language Proficiency Assessment (ELPA) test scores may be banked and included in a school's spring ELPA test score report for a maximum of two years.

A final federal policy related to ELL students, prohibits school officials from asking about their citizenship. The United States Department of Education has adopted this policy in compliance with the Civil Rights Act. ADE's move toward providing students with unique student identifiers addresses this need as well as providing several other advantages.

## **Selected District and School ELL Activities**

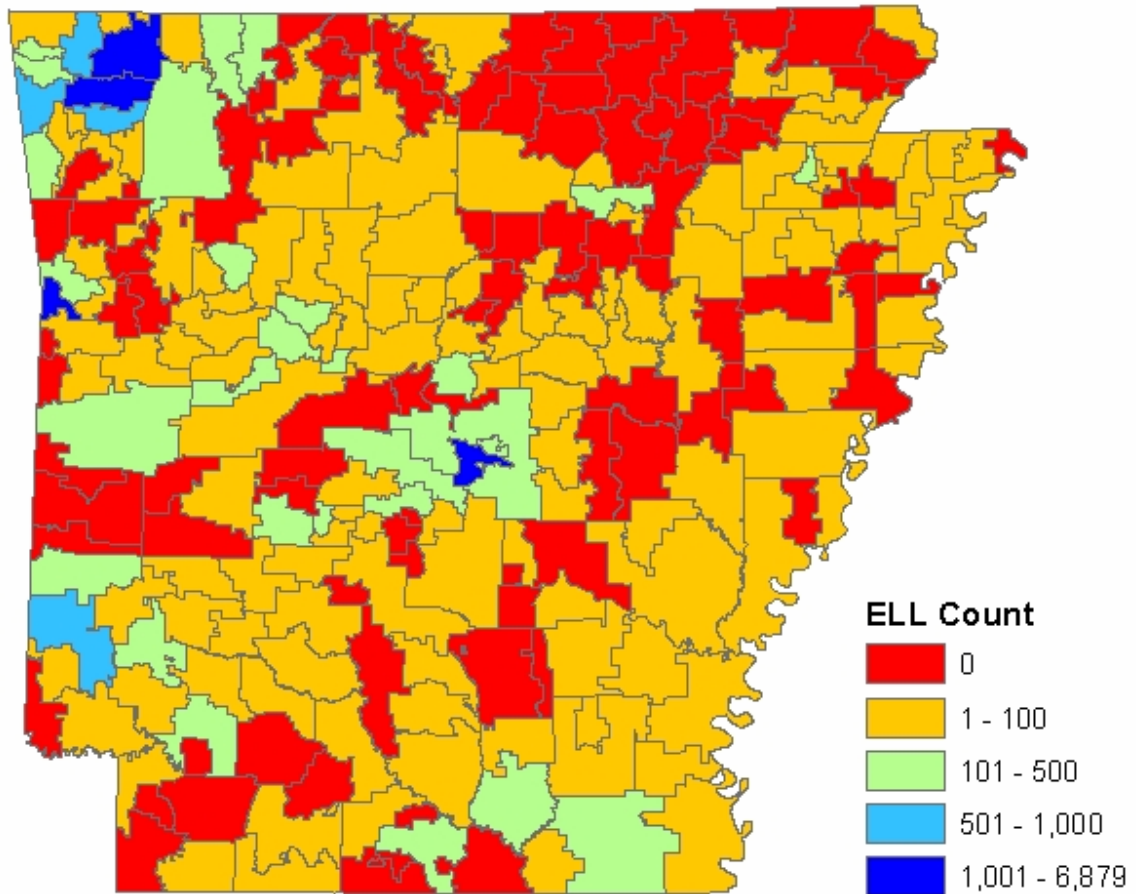
### ***ELL Student Demographics***

District-level data for ELL students are provided in the following tables:

<b>Number of ELL Students</b>	
<b># of ELL Students</b>	<b># of Districts</b>
1,000 or more	4
500 - 1,000	4
100 - 500	27
1 - 100	123
0	87



## 2009 Arkansas English Language Learners Per District



Map Prepared by the Bureau of Legislative Research, Policy Analysis & Research Section.  
School District Boundaries from the Arkansas Geographical Information Office.

Percentage of ELL Students	
ELL Percentage of All Students	# of Districts
20% - 40%	10
10% - 19.9%	6
5% - 9.9%	16
1% - 4.9%	69
0.1% - 0.9%	57
0%	87

The BLR surveyed and visited 74 schools for this study. These schools served 32,876 students in FY 2008-09, and 2,077 of these students, or 6.3%, were ELLs. According to the survey data, 25 of these schools had no ELL students, and seven schools didn't complete this section of the survey. However, three of the schools had a student population with more than 45% ELL students.



The 42 schools with ELL students reported data on the fluency level of their ELL students which is reflected in the following table:

	New ELL	Level 1- Least Fluent	Level 2	Level 3	Level 4	Level 5 - Most Fluent	Total of Level 1-5
<b>Total # of Students</b>	<b>116</b>	197	436	494	635	187	<b>1949</b>
<b>% at Each Level</b>		10.1%	22.4%	25.3%	32.6%	10.0%	
<b>Average # Per School</b>	<b>3</b>	5	10	12	15	5	<b>47</b>
<b>Most At Any 1 School in Each Level</b>	<b>12</b>	34	108	135	266	60	<b>603</b>

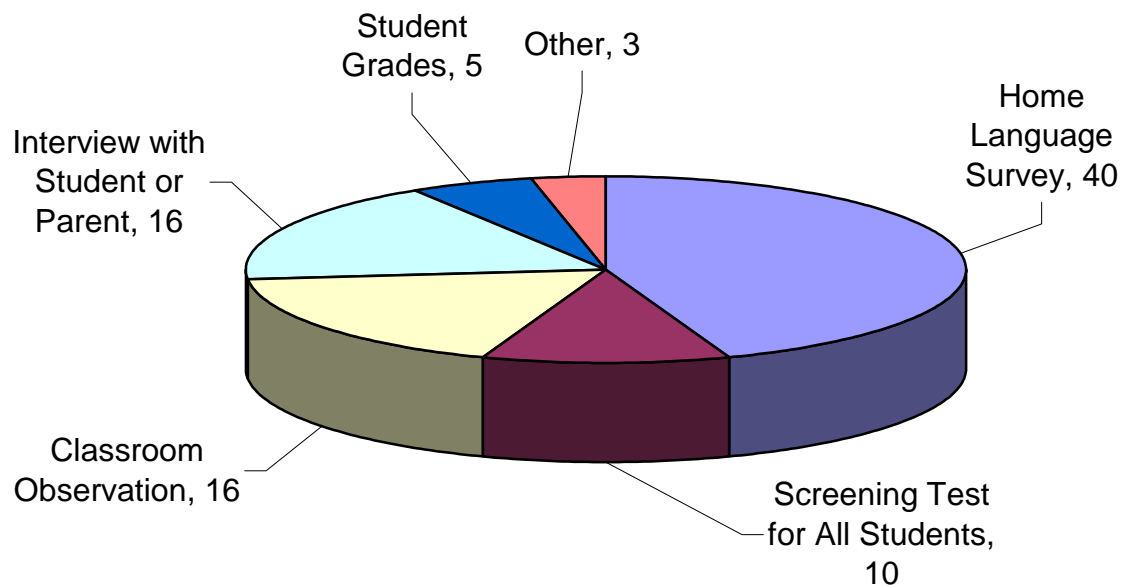
### **ELL Placement**

In the district survey 20 districts reported concentrating most if not all of their ELL students in one school for each level. This allows the districts to more efficiently offer resources and support.

Schools were asked a number of questions related to their practices and experiences with ELL students. The responses to these questions from the 42 schools with ELL students are illustrated in a series of charts that follow. The responses may exceed the total number of schools in instances where more than one response per school is permitted.

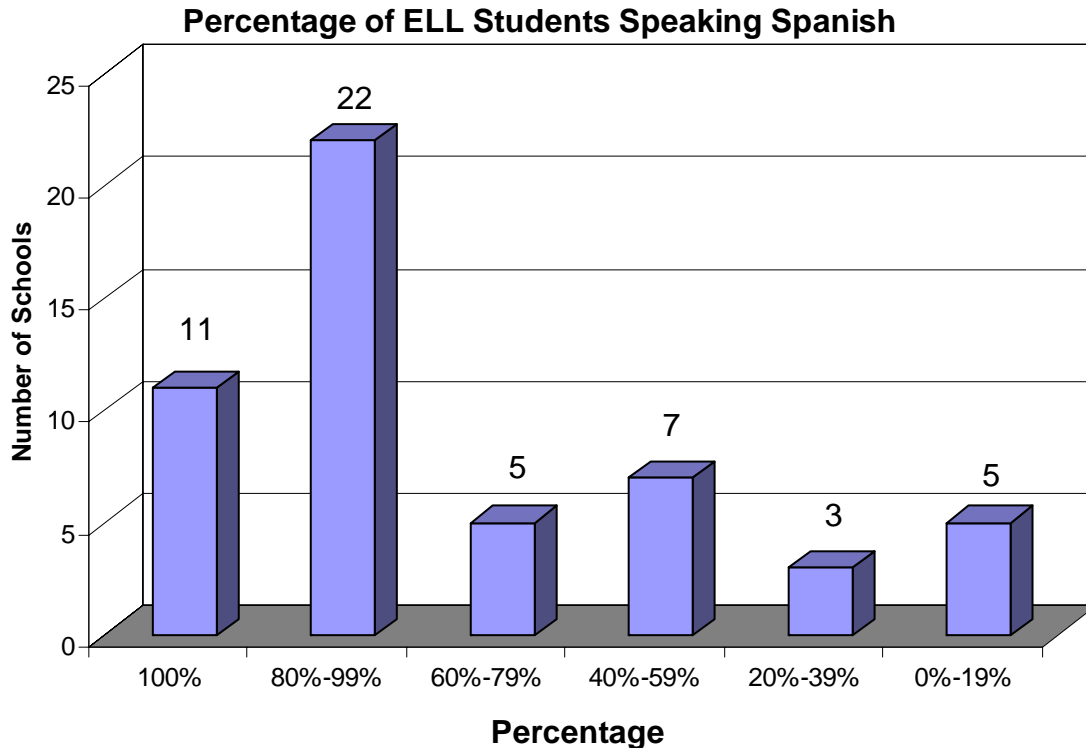
How do you identify students for ELL testing?

## **ELL Identification**



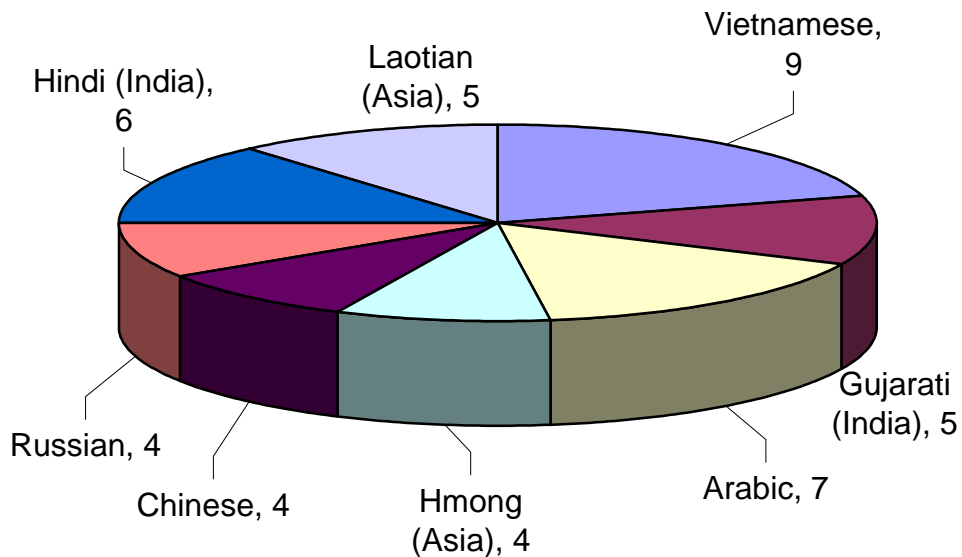
## Languages

Schools were asked what percentage of your ELL students speak Spanish as their native language. Some schools that responded did not report having ELL students.



The 42 surveyed schools reported these as the most common languages other than Spanish:

### Languages other than Spanish



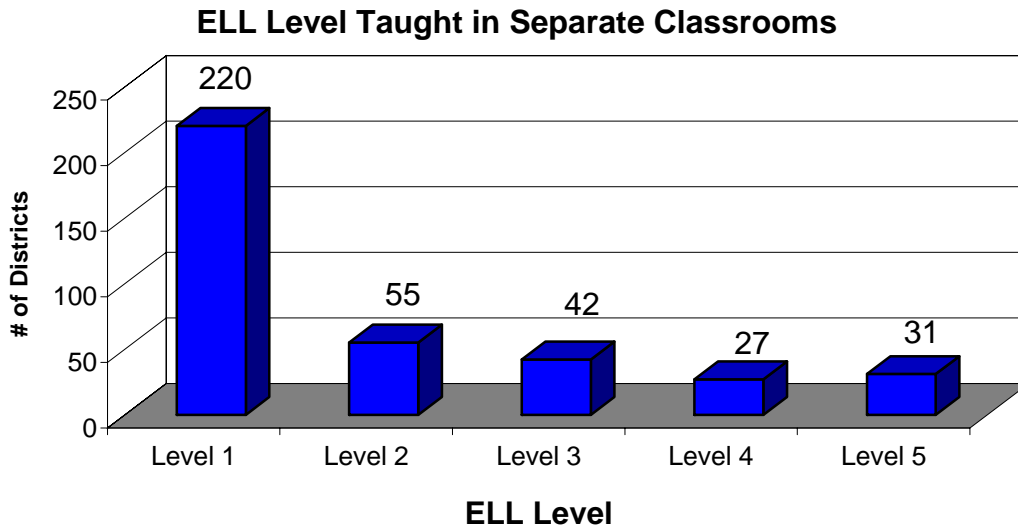
When asked what non-English languages are spoken at your school other than Spanish, one large high school reported: Marshallese, Polish, Portuguese, Punjabi, Russian, Telugu, Thai, Vietnamese, Bengal, French, German, Gujarati, Hindi, Japanese, Kannada, and Laotian.

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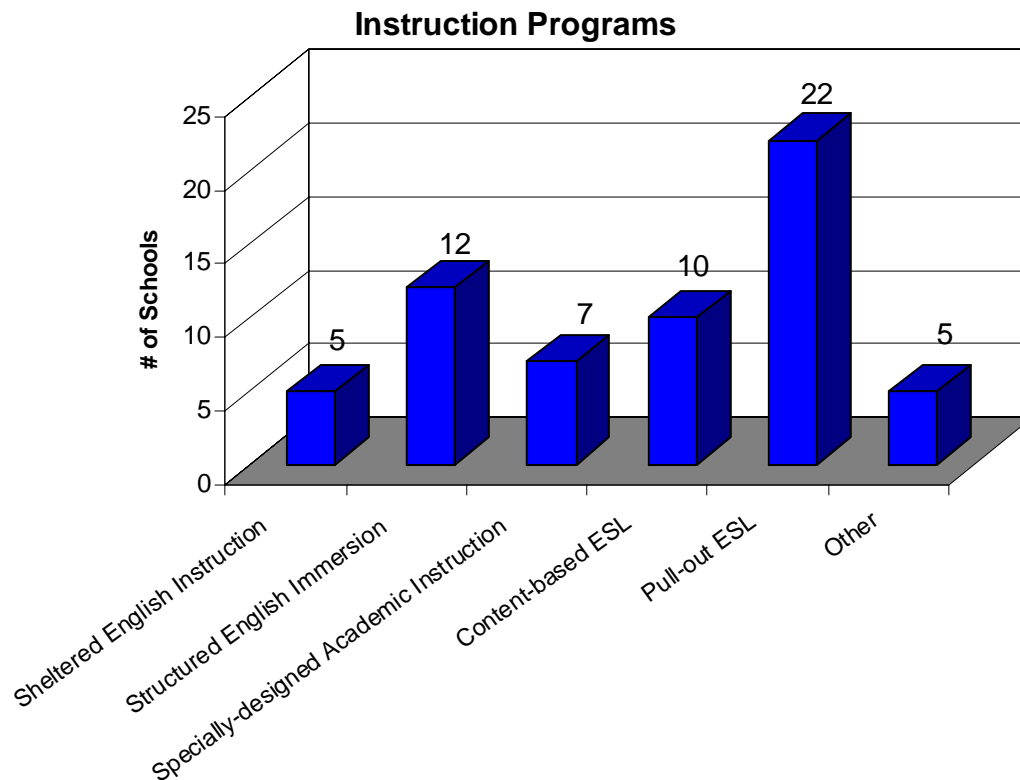
## Instructional Strategies

Districts' responses to questions on instructional strategies are provided in the following charts. The totals may exceed 244 when there are multiple responses.

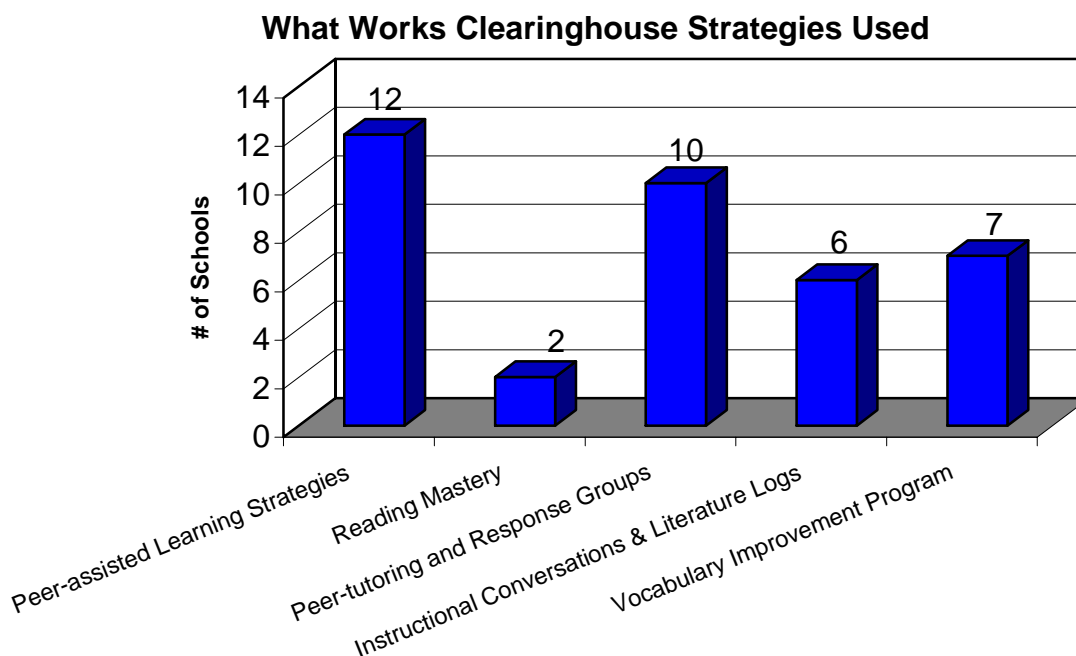
Districts were asked which levels of ELL students were taught in separate classrooms rather than mainstreamed with only separate English proficiency classes.



A sample of Title III English-language instruction programs was obtained from Education Week's: Perspective on a Population. Schools with ELL students were asked which programs they use.



They were also asked about programs recommended in the What Works Clearinghouse for ELL Reading and English.



### ***District ELL Efforts***

Districts that infrequently have ELL students must deal with the individual students as they arrive. A small rural school district was faced with such a challenge when a family who spoke only a very uncommon language, Aramaic, moved into the district. Not only was the student's education difficult to initiate, but communicating with the parents was nearly impossible. The district called ADE staff, who located an expert in Arabic languages at an in-state institution of higher education. That expert was asked to work as a consultant for the district and agreed to do so.

Other districts routinely have great numbers of ELL students, speaking a variety of languages. Surveyed schools were asked if their school or district had a program or center for new non-English speaking students as they arrive in the district. Of the 42 schools with ELL students, 15 said yes and 27 said no. Districts were asked if they have an ELL Improvement Plan. The majority, 160, said no, and 84 said yes. Then districts were asked if they have guidelines for ELL programs. The majority, 192, said yes, and 52 said no.

### ***Springdale Language Academy***

At 40% Springdale has a higher percentage of ELL students than any other district in the state. For example, Jones Elementary in Springdale is 90% ELL. The district serves large populations of Hispanic and Marshallese students, as well as smaller groups of other ELL students. When students who do not speak any English arrive in the district at the high school level, it is much more difficult to bring them to a level of proficiency that will enable them to be successful in their academic work. High school-aged students who arrive in the district not speaking English are sent to the Language Academy at Har-Ber High School. In addition to not speaking English, some of these students are poorly educated in their native language. The Language Academy is staffed by three teachers who agreed to meet with BLR staff after school and discuss their program.

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This year the program has 51 Level 1 ELL students in grades 9-12. Last year there were 63. The program has some new students that arrive mid-year speaking no English. The three teachers use extended class periods to teach math, science and reading, while working on the students' English throughout the day. Next year, social studies will replace the science class. Generally the goal is to prepare students well enough that they can attend sheltered classes with some mainstream classes after one year. The program uses the Sheltered Instruction Observation Protocol (SIOP) Model, which was developed to facilitate high quality instruction for ELLs in content area teaching. Level 1 ELL students at Har-Ber go to shelter classrooms, while Level 2 or 3 students go to the regular classroom.

The academy students are placed in three groups based on their math placement exam scores and rotate between the three teachers. The students go to two elective classes with the mainstream student population, then spend the rest of the day with the three teachers. This is considered sheltered instruction. Only core classes are taught and the first priority is language acquisition. The program also has one part-time and two dedicated instructional assistants in the academy.

These three teachers have had a significant amount of ELL training and possess ESL endorsements. They have worked extensively with Linda Franco, who is an ESL consultant working with the Springdale school district.

The classes in the Language Academy cannot be used for high school credit in core subjects, unless they can show proficiency at subject level, i.e., Algebra I. The classes can serve as elective credit for English as a second language. If students are too far behind to complete enough courses to graduate, they are taught life skills for employment. Nearly half of the students this year have no credits toward graduation. The staff assists students who will not be able to graduate with adult education options. Another barrier to graduation for these students is validating student credits that transfer from the student's native country. It is difficult to get transcripts in many instances. The district staff work with the Mexican and Marshallese embassies here in the state to obtain any records that may be available. The Marshallese students particularly have problems earning enough credit to graduate because most of them have little or no educational background.

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## Summary

This report is about English Language Learners (ELL) funding, the Arkansas categorical funding program that supports students who are not proficient in English. These students face the challenge of learning a new language in addition to the challenge of mastering academic subject matter being taught in that language..

**Adequacy:** In FY2008-09, ELL expenditures totaled \$12.5 million in 132 districts. With 27,589 ELL students in the state, that equates to \$453 per ELL student which may be compared with the categorical funding level of \$293 per ELL student for FY 2008-09. For the 87.6% of ELL students who also are eligible for free and reduced priced lunch, schools received \$6,665, \$7,161, or \$7,657, depending on the concentration of students in poverty. The primary federal source of funding for ELL students is Elementary and Secondary Education Act, Title III, Part A as Amended by the No Child Left Behind Act of 2001 or English Language Acquisition State Grants. Federal funding for this program (Title III) totaled \$2.8 million in 36 districts for FY2008-09.

**State and Federal Requirements:** ADE Rules Governing the Distribution of Student Special Needs Funding define ELL students as those not proficient in the English language based upon approved English proficiency assessments that measure oral, reading, and writing proficiency and are administered in the fall of the current school year. The funding formula law and related Arkansas Department of Education (ADE) rules dictate the eligible uses of ELL funding in the schools.

There are two areas of state-level requirements that impact the manner and quality of ELL instruction in the classroom. According to Dr. Andre Guerrero, State Director of Programs for ELLs, Arkansas has no full English as a Second Language (ESL) Certification for teachers. Arkansas has an ELL endorsement. Guerrero reports there are several thousand holding such endorsement, but no records of how many are teaching ELL students. Other states offer full ESL Certification. Another requirement that affects the instruction of ELL students is the state law requiring English to be the official language of instruction.

Federal requirements address civil rights issues for ELL students. They also stipulate that ELL students must be tested each year using a federally designated test known as the English Language Development Assessment (ELDA). Federal law also requires districts to monitor the achievement of students who exit from ELL status for two years after the student's exit. The state is required to establish Annual Measurable Achievement Objectives (AMAOs) that set targets for ELL students on the ELDA and for Adequate Yearly Progress (AYP) improvements for the Limited English Proficiency (LEP) subpopulation. The federal government uses the state's AMAOs to monitor the state's progress with ELL students.

**Selected District and School ELL Activities:** In FY2008-09, 87 school districts did not have any ELL students. ELL students compose 40% of the Springdale school district which has the largest ELL percentage and raw number of ELL students in the state. Twenty districts concentrate ELL students in one school to more efficiently offer resources and support. In most schools surveyed, 80% or more ELL students spoke Spanish as their native language. Four times as many districts reported teaching Level 1 ELL students in separate classrooms as Level 2 students. The Language Academy in the Springdale school district is an example of an intensive program of high school level ELL students.

## Appendix A

LEA	School District	ELL Expenditures
0104000	STUTTGART SCHOOL DISTRICT	\$13,837.96
0201000	CROSSETT SCHOOL DISTRICT	\$4,851.56
0203000	HAMBURG SCHOOL DISTRICT	\$66,544.82
0303000	MOUNTAIN HOME SCHOOL DISTRICT	\$4,688.00
0401000	BENTONVILLE SCHOOL DISTRICT	\$127,294.89
0402000	DECATUR SCHOOL DISTRICT	\$55,372.73
0403000	GENTRY SCHOOL DISTRICT	\$105,511.38
0404000	GRAVETTE SCHOOL DISTRICT	\$13,715.76
0405000	ROGERS SCHOOL DISTRICT	\$3,002,139.88
0406000	SILOAM SPRINGS SCHOOL DISTRICT	\$213,356.17
0407000	PEA RIDGE SCHOOL DISTRICT	\$35,798.61
0503000	HARRISON SCHOOL DISTRICT	\$11,256.96
0601000	HERMITAGE SCHOOL DISTRICT	\$13,657.60
0602000	WARREN SCHOOL DISTRICT	\$23,797.90
0701000	HAMPTON SCHOOL DISTRICT	\$4,868.97
0801000	BERRYVILLE SCHOOL DISTRICT	\$58,485.00
0802000	EUREKA SPRINGS SCHOOL DISTRICT	\$7,792.50
0803000	GREEN FOREST SCHOOL DISTRICT	\$82,626.00
0901000	DERMOTT SCHOOL DISTRICT	\$3,872.85
0903000	LAKESIDE SCHOOL DISTRICT	\$23,761.95
1002000	ARKADELPHIA SCHOOL DISTRICT	\$2,560.97
1003000	GURDON SCHOOL DISTRICT	\$7,670.76
1202000	HEBER SPRINGS SCHOOL DISTRICT	\$9,022.92
1402000	MAGNOLIA SCHOOL DISTRICT	\$6,687.26
1503000	NEMO VISTA SCHOOL DISTRICT	\$161.79
1507000	SO. CONWAY CO. SCHOOL DISTRICT	\$35,319.76
1603000	BROOKLAND SCHOOL DISTRICT	\$3,985.88
1608000	JONESBORO SCHOOL DISTRICT	\$124,526.00
1611000	NETTLETON SCHOOL DISTRICT	\$23,398.34
1612000	VALLEY VIEW SCHOOL DISTRICT	\$5,081.08
1701000	ALMA SCHOOL DISTRICT	\$879.00
1705000	VAN BUREN SCHOOL DISTRICT	\$155,868.83
1804000	MARION SCHOOL DISTRICT	\$31,619.22
1905000	WYNNE SCHOOL DISTRICT	\$2,699.06
2002000	FORDYCE SCHOOL DISTRICT	\$903.00
2104000	DUMAS SCHOOL DISTRICT	\$32,075.88
2202000	DREW CENTRAL SCHOOL DISTRICT	\$8,601.42
2203000	MONTICELLO SCHOOL DISTRICT	\$5,567.00
2301000	CONWAY SCHOOL DISTRICT	\$194,639.67
2303000	GREENBRIER SCHOOL DISTRICT	\$19,041.74
2307000	VILONIA SCHOOL DISTRICT	\$9,376.00
2404000	OZARK SCHOOL DISTRICT	\$40.86
2602000	FOUNTAIN LAKE SCHOOL DISTRICT	\$1,613.03
2603000	HOT SPRINGS SCHOOL DISTRICT	\$28,489.88



<b>LEA</b>	<b>School District</b>	<b>ELL Expenditures</b>
2605000	LAKE HAMILTON SCHOOL DISTRICT	\$39,334.36
2606000	LAKESIDE SCHOOL DISTRICT	\$33,388.46
2607000	MOUNTAIN PINE SCHOOL DISTRICT	\$660.00
2705000	SHERIDAN SCHOOL DISTRICT	\$17,650.56
2807000	GREENE CO. TECH SCHOOL DIST.	\$3,495.27
2808000	PARAGOULD SCHOOL DISTRICT	\$8,626.01
2901000	BLEVINS SCHOOL DISTRICT	\$4,118.42
2903000	HOPE SCHOOL DISTRICT	\$97,374.07
3001000	BISMARCK SCHOOL DISTRICT	\$10,548.00
3004000	MALVERN SCHOOL DISTRICT	\$417.23
3102000	DIERKS SCHOOL DISTRICT	\$5,363.50
3104000	MINERAL SPRINGS SCHOOL DIST.	\$10,393.35
3105000	NASHVILLE SCHOOL DISTRICT	\$56,126.70
3201000	BATESVILLE SCHOOL DISTRICT	\$78,974.40
3209000	SOUTHSIDE SCHOOL DISTRICT	\$9,356.32
3403000	NEWPORT SCHOOL DISTRICT	\$2,464.62
3405000	JACKSON CO. SCHOOL DISTRICT	\$1,589.53
3510000	WHITE HALL SCHOOL DISTRICT	\$20,418.33
3601000	CLARKSVILLE SCHOOL DISTRICT	\$205,516.09
3604000	LAMAR SCHOOL DISTRICT	\$5,636.12
3606000	WESTSIDE SCHOOL DISTRICT	\$3,809.00
3704000	LAFAYETTE COUNTY SCHOOL DISTRI	\$638.16
4003000	STAR CITY SCHOOL DISTRICT	\$9,607.61
4201000	BOONEVILLE SCHOOL DISTRICT	\$10,123.71
4203000	PARIS SCHOOL DISTRICT	\$11,434.24
4301000	LONOKE SCHOOL DISTRICT	\$9,380.94
4302000	ENGLAND SCHOOL DISTRICT	\$1,340.63
4304000	CABOT SCHOOL DISTRICT	\$25,436.97
4401000	HUNTSVILLE SCHOOL DISTRICT	\$48,370.38
4605000	TEXARKANA SCHOOL DISTRICT	\$251.44
4702000	BLYTHEVILLE SCHOOL DISTRICT	\$6,512.78
4708000	GOSNELL SCHOOL DISTRICT	\$4,968.05
4713000	OSCEOLA SCHOOL DISTRICT	\$2,024.43
4802000	CLARENDON SCHOOL DISTRICT	\$3,258.61
4901000	CADDO HILLS SCHOOL DISTRICT	\$266.43
5006000	PRESCOTT SCHOOL DISTRICT	\$8,500.46
5204000	CAMDEN FAIRVIEW SCHOOL DIST.	\$2,930.00
5205000	HARMONY GROVE SCHOOL DISTRICT	\$479.59
5502000	CENTERPOINT SCHOOL DISTRICT	\$42,663.45
5504000	MURFREESBORO SCHOOL DISTRICT	\$111.22
5602000	HARRISBURG SCHOOL DISTRICT	\$1,902.98
5605000	TRUMANN SCHOOL DISTRICT	\$561.51
5607000	WEINER SCHOOL DISTRICT	\$318.06
5608000	EAST POINSETT CO. SCHOOL DIST.	\$7,463.71
5703000	MENA SCHOOL DISTRICT	\$136.25
5705000	WICKES SCHOOL DISTRICT	\$71,763.40

LEA	School District	ELL Expenditures
5802000	DOVER SCHOOL DISTRICT	\$5,568.95
5804000	POTTSVILLE SCHOOL DISTRICT	\$6,111.53
5805000	RUSSELLVILLE SCHOOL DISTRICT	\$181,958.00
6001000	LITTLE ROCK SCHOOL DISTRICT	\$467,921.00
6002000	N. LITTLE ROCK SCHOOL DISTRICT	\$21,711.10
6003000	PULASKI CO. SPEC. SCHOOL DIST.	\$168,131.74
6103000	POCAHONTAS SCHOOL DISTRICT	\$3,319.62
6201000	FORREST CITY SCHOOL DISTRICT	\$3,529.75
6301000	BAUXITE SCHOOL DISTRICT	\$24.80
6302000	BENTON SCHOOL DISTRICT	\$200,948.42
6303000	BRYANT SCHOOL DISTRICT	\$13,423.89
6401000	WALDRON SCHOOL DISTRICT	\$66,423.47
6505000	OZARK MOUNTAIN SCHOOL DISTRICT	\$293.75
6601000	FORT SMITH SCHOOL DISTRICT	\$1,715,756.80
6602000	GREENWOOD SCHOOL DISTRICT	\$5,433.18
6604000	HARTFORD SCHOOL DISTRICT	\$19.92
6605000	LAVACA SCHOOL DISTRICT	\$61.60
6701000	DEQUEEN SCHOOL DISTRICT	\$111,668.96
6703000	HORATIO SCHOOL DISTRICT	\$13,697.91
6901000	MOUNTAIN VIEW SCHOOL DISTRICT	\$1,449.63
7001000	EL DORADO SCHOOL DISTRICT	\$39,537.32
7008000	SMACKOVER SCHOOL DISTRICT	\$13,180.14
7102000	CLINTON SCHOOL DISTRICT	\$12,182.79
7105000	SOUTH SIDE SCHOOL DISTRICT	\$387.72
7201000	ELKINS SCHOOL DISTRICT	\$11,978.81
7202000	FARMINGTON SCHOOL DISTRICT	\$51,199.22
7203000	FAYETTEVILLE SCHOOL DISTRICT	\$419,486.63
7204000	GREENLAND SCHOOL DISTRICT	\$10,571.02
7205000	LINCOLN SCHOOL DISTRICT	\$22,117.70
7206000	PRAIRIE GROVE SCHOOL DISTRICT	\$8,554.58
7207000	SPRINGDALE SCHOOL DISTRICT	\$2,972,748.98
7208000	WEST FORK SCHOOL DISTRICT	\$586.00
7302000	BEEBE SCHOOL DISTRICT	\$2,063.50
7304000	WHITE CO. CENTRAL SCHOOL DIST.	\$558.95
7307000	RIVERVIEW SCHOOL DISTRICT	\$10,571.53
7310000	ROSE BUD SCHOOL DISTRICT	\$1,979.98
7311000	SEARCY SCHOOL DISTRICT	\$14,807.24
7401000	AUGUSTA SCHOOL DISTRICT	\$18,574.00
7503000	DANVILLE SCHOOL DISTRICT	\$240,083.63
7504000	DARDANELLE SCHOOL DISTRICT	\$137,347.82
7509000	WESTERN YELL CO. SCHOOL DIST.	\$13,383.14
7510000	TWO RIVERS SCHOOL DISTRICT	\$28,540.07
<b>Total(LEA)</b>		<b>\$12,486,660.98</b>

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