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# **EL Advisory Group**

**October 22, 2019**



**Welcome**



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# ODE Education Equity Stance

*Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.*

# Target and Transformation Districts: 2019/20 plan updates

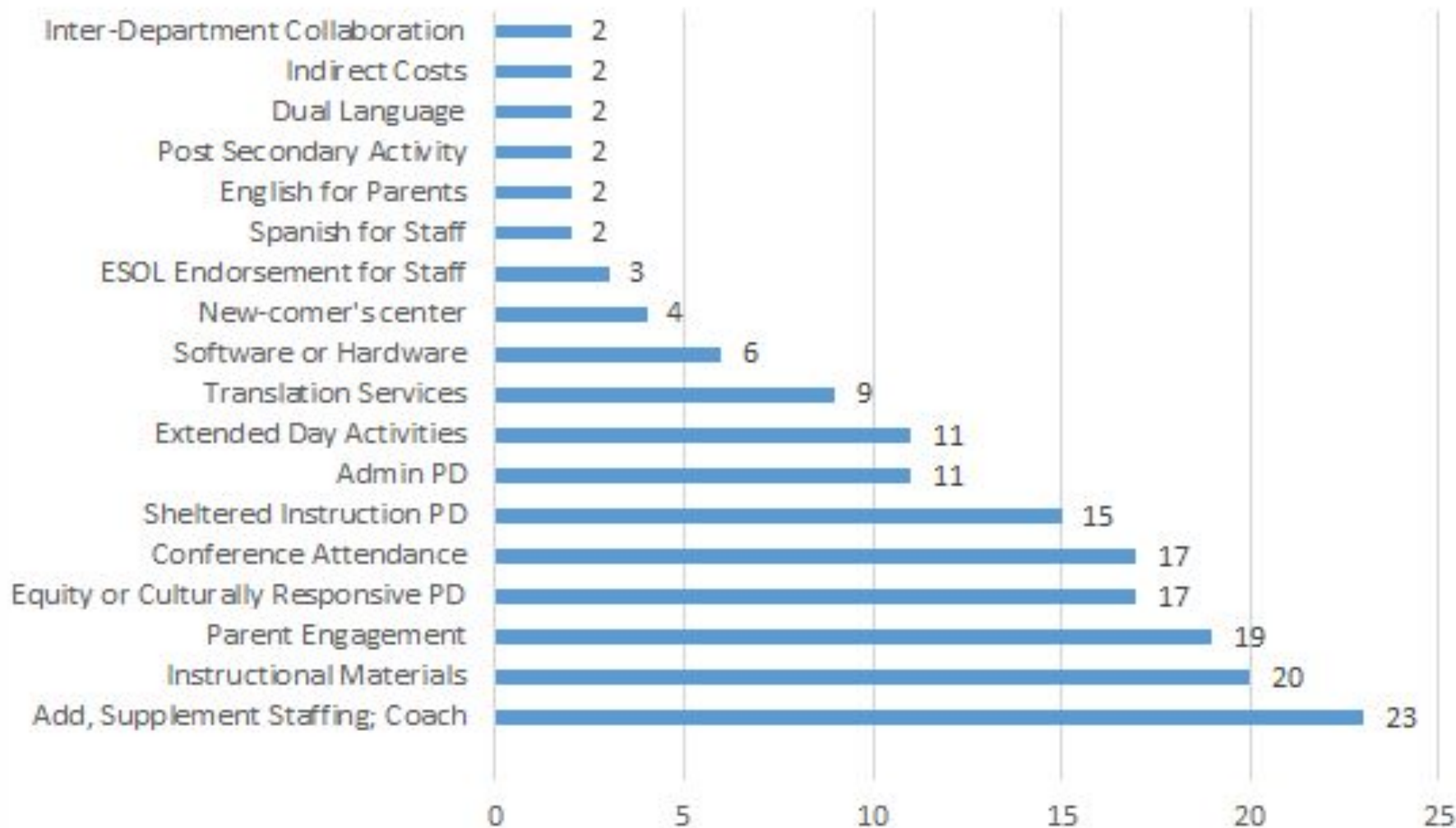


## Current work with Districts:

- Finalize plans and budgets for 2019-20 districts are writing
  - Emphasis on data to demonstrate meeting goals
  - Focus on “If....then....and” format to focus the work on change and student outcomes
- Work with procurement for contracts
- Receive expenditure reports for claims accountability

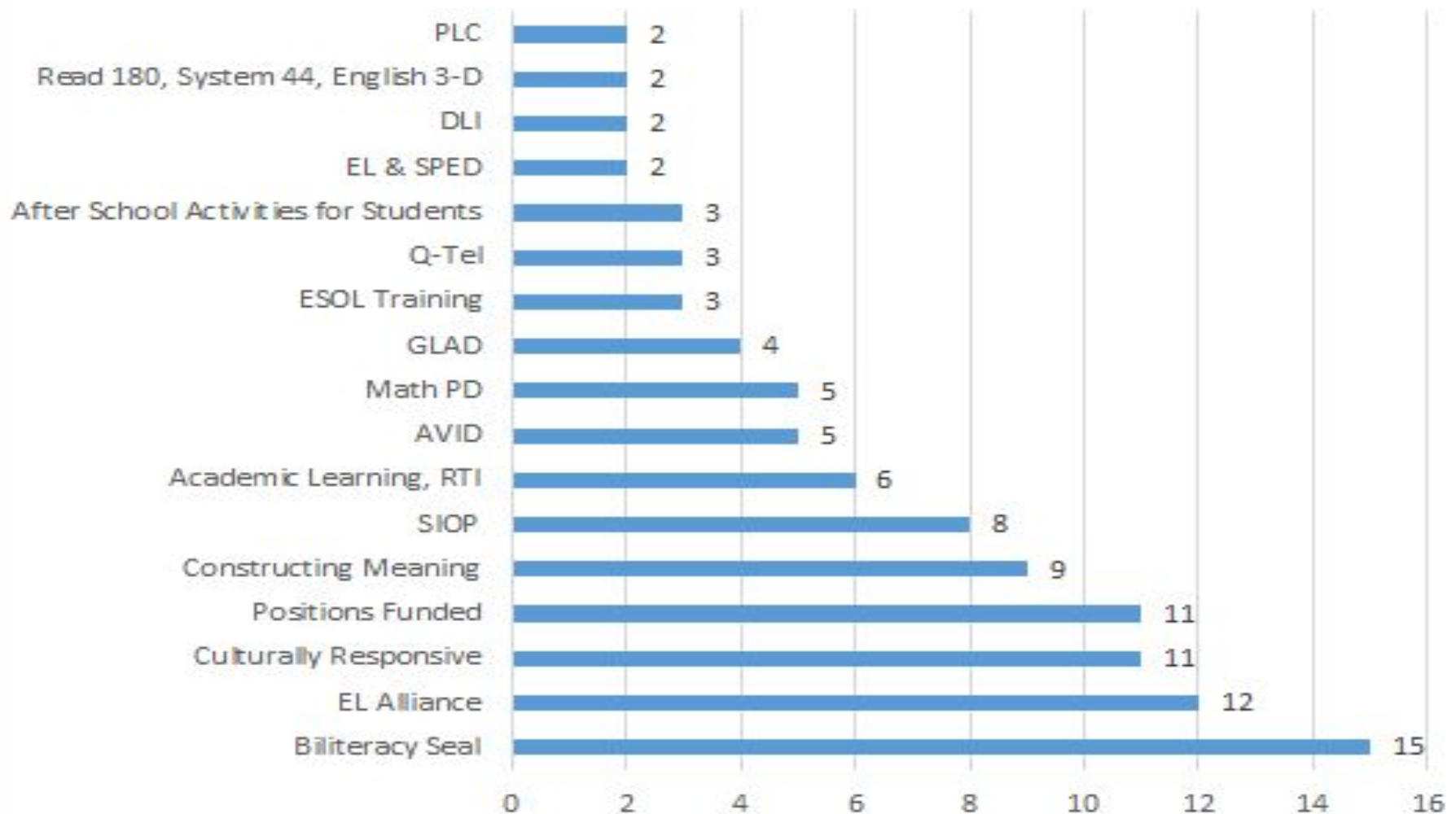
# Overview of the Trends of the Work

## Trends Districts Propose to Implement



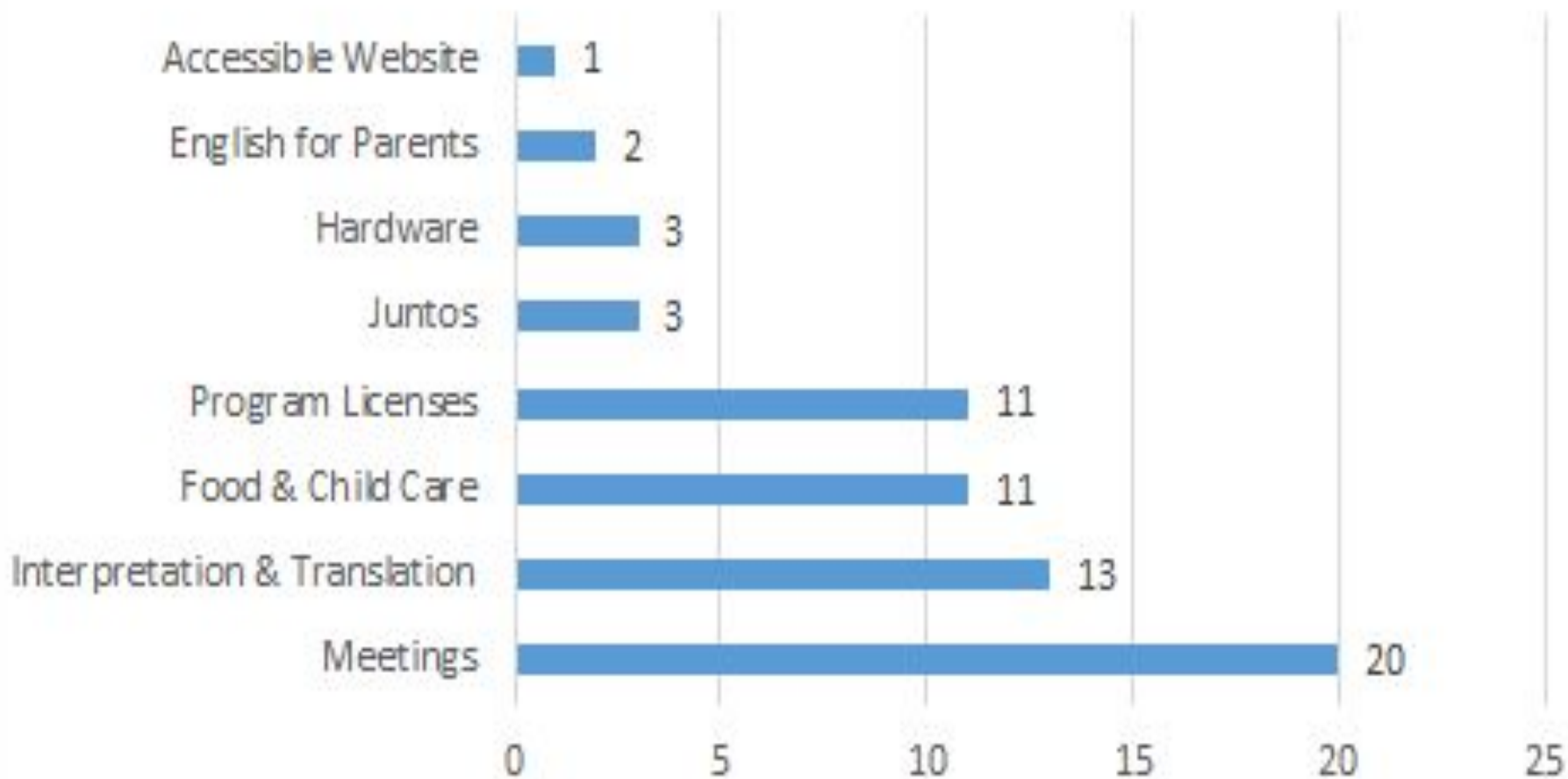
# Training Staff and Administrators

## Professional Development Opportunities



# Meaningfully Engaging Parents

## Meaningful Parent Engagement







## **Program Licenses - 11**

- Imagine Learning
- Rosetta Stone
- System 44
- Reading 180
- NESELA
- EL Achieve,
- Data Analysis Software
- Develop Common

## **Hardware - 3**

- iPads
- Chromebooks



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# **Celebrating Biliteracy: the Oregon State Seal of Biliteracy**

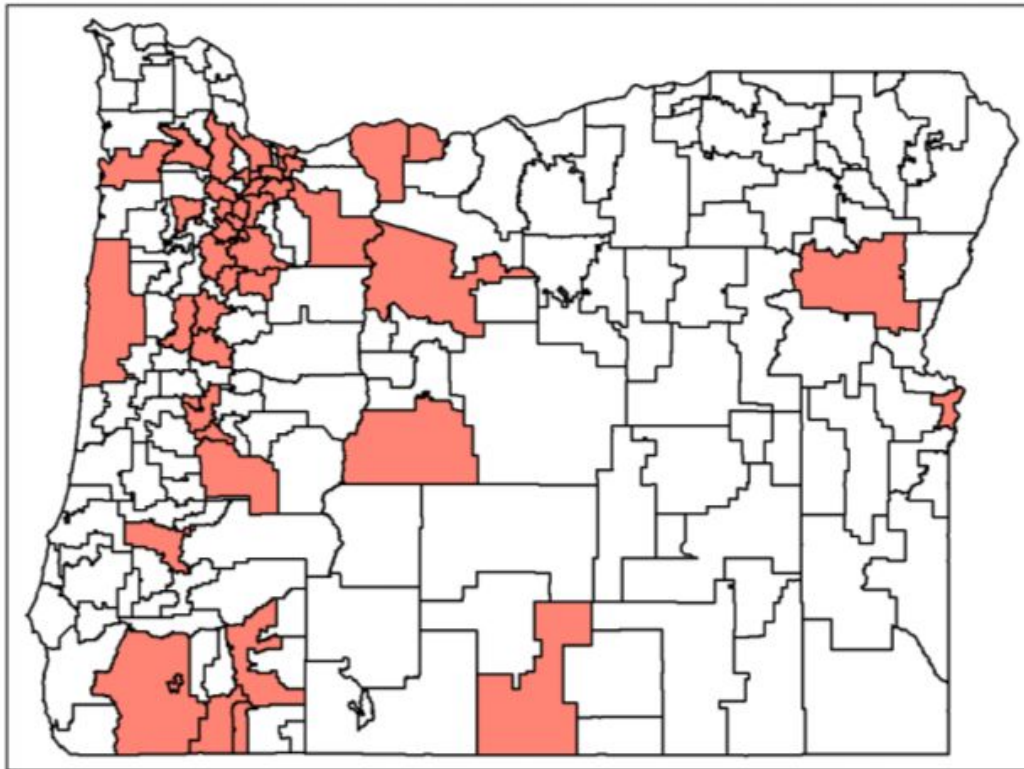




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# Biliteracy is growing across the state



Offers OSSB





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# 47 Districts offer the Seal of Biliteracy

Ashland

Eagle Point

Lincoln County

Reynolds

Beaverton

Estacada

McMinnville

Salem-Keizer

Bend La-Pine

Eugene

Medford

Silver Falls

Bethel

Forest Grove

Monroe

South Lane

Canby

Gervais

Mt. Angel

St. Paul

Cascade

Grants Pass

Newberg

Three Rivers

Centennial

Greater Albany

North Clackamas

Tigard/Tualatin

Central Linn

Gresham-Barlow

North Marion

West Linn/Wilsonville

Chemeketa

Hillsboro

North Santiam

Woodburn

Corvallis

Hood River

North Wasco

Creswell

Jefferson SD

Ontario

Dallas

Lake County

Phoenix-Talent

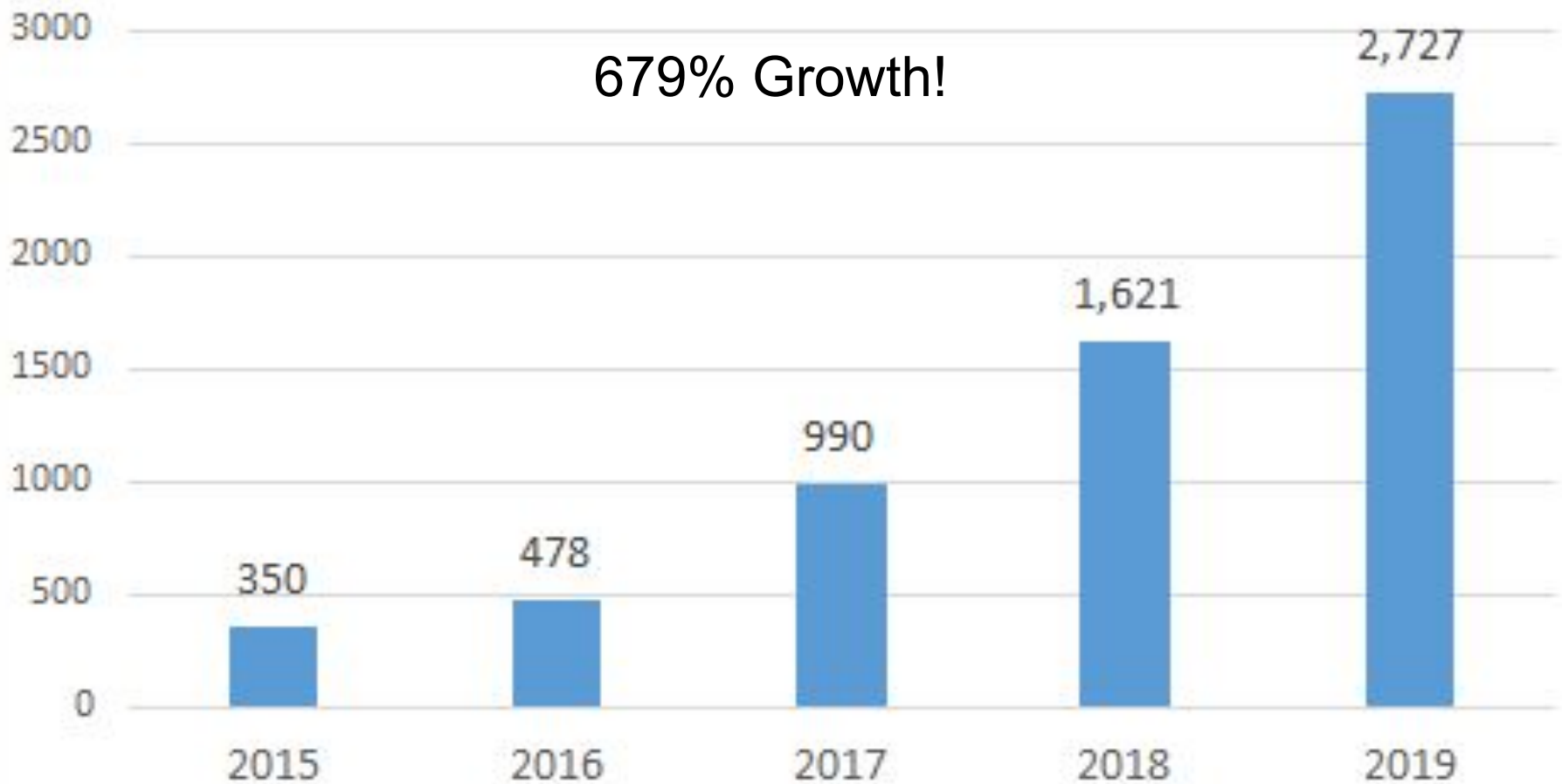
Douglas Co.

Lake Oswego

Portland

# Celebrating Seal of Biliteracy Students

OSSB Growth Over Time



# EL Students are Earning the Seal of Biliteracy

Current - 75

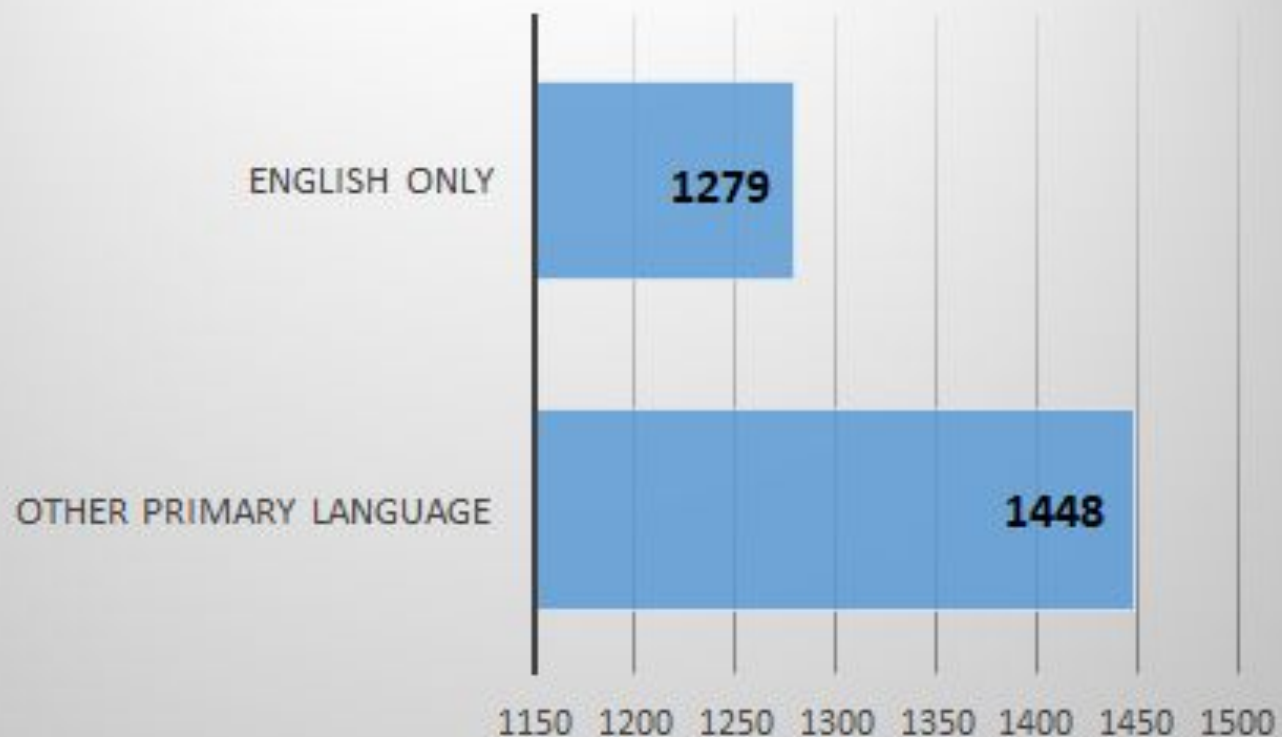
Former - 1135

Never - 1517

238 of the Never EL students spoke a language other than English as a primary language.

1279 of the Never EL students spoke English as a primary language.

## Primary Language Spoken



# Celebrating Comes with Pride & Bling!



# Emergent Bilingual Visioning Updates



# ODE is engaged in an intentional planning process



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## External evaluation of:

- ODE's internal coordination and consistency for EL services and supports
- Theories and research driving policy and practices
- Agency culture and leadership

Dr. Edward Olivos and colleagues conducted a site visit in September and are analyzing findings from > 20 interviews



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# 61 people participated in the EB Visioning Summit

## Regions represented:

- Central Oregon
- Eastern Oregon
- North Coast
- Portland metro areas
- Southwestern Oregon
- Willamette Valley

Participants included state agencies, universities, school districts, ESDs, community organizations



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# The EB Visioning Summit established three key priority areas

1. New educator pathways and training
2. Training and professional learning for current educators
3. Multilingual student scholars



## Key questions

- How will these efforts relate to and align with the Student Success Act?
- Who are key partners to engage?
- How would EL Advisory Group like to be involved?

Next step--follow-up planning meeting tentatively  
Nov. 22.

**BREAK**  
**(15 minutes)**

# HB 3499 District Data Review and Directed Funding Process



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**We are nearing four years of HB  
3499 support to 40 districts**

- **Districts are currently in their fourth year of identification and technical assistance**
- **Grant agreements end June 30, 2020**



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# Measuring district progress in improving student outcomes is critical

There is a clear accountability provision for districts that have not improved student outcomes:

*The Department shall direct transformation and target school districts on how to expend all moneys received under ORS 327.013(1)(c)(A)(ii) (ELL weight) for up to three years, for identified districts that have not met the expected growth in student progress indicators, and the expected benchmarks for student progress indicators that were identified for the school district.*

[OAR 581-020-0621](#)





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## *Which* student indicators count is not clear

- The identification criteria are not aligned with the grant expenditures or technical assistance activities
- 40 districts have focused on different goals, based on local needs
- Districts expect to be evaluated based on the goals they set at the local level



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# We plan to use all available data for a holistic review with external panelists

**External reviewers** will provide neutral, expert evaluation of the cohort, and will foster transparency.

## **Review process elements**

- A fair and transparent process for selecting reviewers
- A minimum of 3 reviewers per district
- A portfolio of data for each district that 1) clearly summarizes progress, 2) can be reviewed in no more than one hour, and 3) de-identifies the district
- A rubric for evaluating and scoring each district
- A process for training reviewers to use the rubric, and for addressing variation in scoring decisions



# We are preparing to implement directed funding

## Requirements for directed funding ([OAR 581-020-0621](#))

- **Funding direction is individualized** for each district: informed by data and previous improvement efforts
- Aligned with **evidence-based practices**
- **Direction be tied to student progress indicators**

*Timing is a challenge--funding direction must occur by March 1 prior to the fiscal year*

# We will need to review district progress annually

<p>October to December (2021, 2022, 2023)</p>	<p>Annual review of district progress--community fora?</p>
<p>January to February (2022, 2023 2024)</p>	<p>Review and revision of direction of expenditures</p>
<p>March 1 (2022, 2023, 2024)</p>	<p>Written notification to districts of specific direction of expenditures and rationale for that direction</p>



- Limited internal capacity to design and facilitate the district data review and direct funding
- Most data will not be available until August 2020, which will prevent directing funding for 2020/21 school year
- Making data-informed decisions to select the next cohort of districts requires full evaluation of the first cohort's progress