



English Learner Advisory Group Meeting

October 5, 2023
9:00 AM – 12:00 PM

Warm Welcome



Share your...

- Name + Pronouns
- Location & Role

Meeting Agenda



- Develop a sense of belonging and shared goals
- Understand a broad overview of the MLL/EL strategic planning process
- Gain knowledge on proposed scoring change on the ELPA summative assessment
- Receive updated information on 2023 legislative funding

Let's connect and align our goals and interests!

Small Group Discussion

- Share your background as it relates to supporting multilingual learners (English Learners)
- What goals and/or hopes do you have for participating in the EL Advisory Group?
- What topics would you like to see addressed and/or discussed in future EL Advisory Group meetings?

What key ideas came up for you?



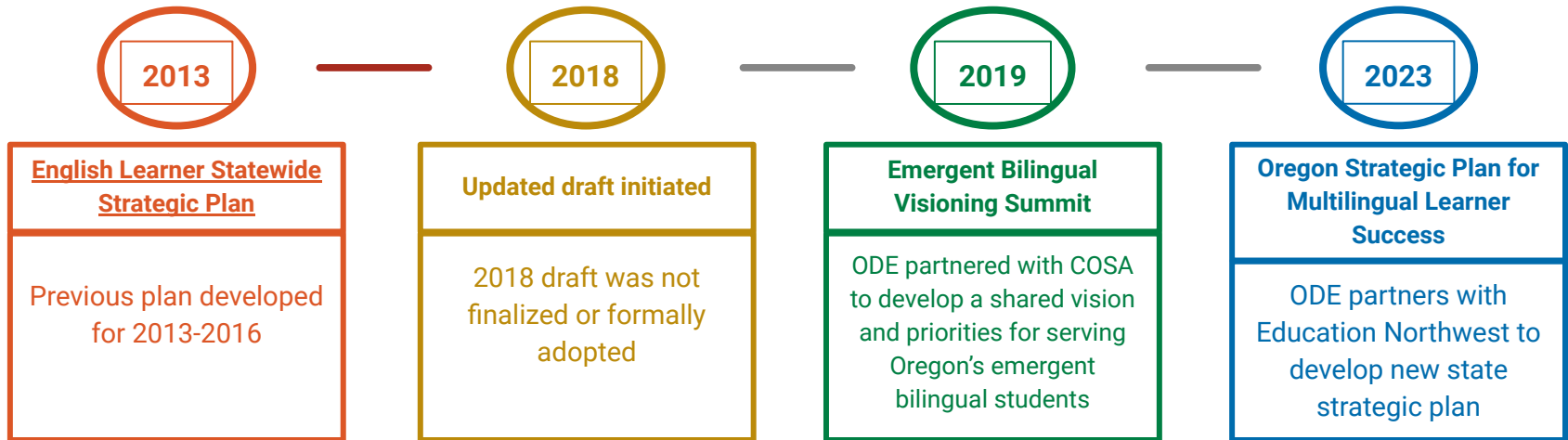
Multilingual/ English Learner State Strategic Plan



The new multi-year MLL statewide strategic plan will include clear priorities with measurable goals

- Strategic plan will center equity and apply culturally and linguistically appropriate best practices to mitigate historical practices that lead to disproportionate outcomes for K-12 multilingual learners in Oregon.
- Priorities will reflect previous visioning work and current community feedback from diverse constituents, including educators, families, students, administrators, higher education.
- Goals will include clear accountability indicators of multilingual learner success with measurable outcomes designed to effectively support progress monitoring and accountability.

We are building upon previous strategic planning work



Community feedback and input will be ongoing

	Month													
	2023						2024							
	July	August	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	August
Plan and consult with ODE														
Document review, community feedback, & data analysis														
Refinement of strategic plan						★			★			★		

Workgroup will meet quarterly to review drafts and give input for revisions

Workgroup Meeting 1

- December 5th
9am – 12pm

DELIVERABLES:

- **DRAFT Strategic Plan Brief/Outline**

- December 5, 2023

Workgroup Meeting 2

- February 8th
9am – 12pm

DELIVERABLES:

- **COSA EL Conference Community Review Session**

- March 14, 2024

Workgroup Meeting 3

- April 4th
9am- 12pm

Workgroup Meeting 4

- May 9th,
9am – 12pm

DELIVERABLES:

- **Comprehensive ML Strategic Plan & Summary**

- June 20, 2024

EL Advisory Group will serve as the primary participants in developing and revising the strategic plan

Three workgroup sessions will occur in addition to regular EL Advisory Group meetings, the exception is April 4th which falls on our regularly scheduled quarterly meeting date. **All meetings will be from 9:00am - 12:00pm.**

Oct. 5, 2023	Dec. 5, 2023	Jan. 11, 2024	Feb. 8, 2024	Apr. 4, 2024	May 9, 2024	Jun. 6, 2024
Regular EL Advisory Group Meeting	MLL State Strategic Plan Workgroup Session	Regular EL Advisory Group Meeting	MLL State Strategic Plan Workgroup Session	MLL State Strategic Plan Workgroup Session	MLL State Strategic Plan Workgroup Session	Regular EL Advisory Group Meeting

In small groups: what excites you about the strategic planning process and what questions do you have?







Addressing Error of Measure on the ELPA Summative

EL Advisory

Oct 5, 2023

Ben Wolcott, ELPA Specialist

Josh Rew, Lead Psychometrician



Context

What is the ELPA Summative?



- ELPA stands for English Language Proficiency Assessment.
 - Developed by ELPA21 consortium.
- Test taken by students who have been identified for English learner (EL) status.
- Measures English language proficiency in Reading, Writing, Listening, and Speaking.
- Two possible outcomes:
 - Student scores Proficient and leaves (“**exits**”) EL status.
 - Students does not score Proficient: retains EL status, continues receiving English language services, tests on ELPA Summative again following year.

How is the ELPA Summative administered?

- Administered every year in the spring.
 - Online, computerized test. (A very small number of students will take the Braille version.)
- All students with EL status must be tested annually.
- Student completes items in the four **domains** of Reading, Writing, Listening, and Speaking.
 - Some students with disabilities may not need to take one or more domains. This is called **exempting** a domain. (Example: A student who is deaf may not need to complete the Listening domain. They are “exempted” from Listening.)

How is the ELPA Summative currently scored?

- Student completes items for all non-exempt domains.
 - That is, student completes Reading, Writing, Listening, and Speaking items, unless they do not need to complete one of those domains due to a disability.
- Students correct answers contribute to a **scale score** (kind of like a point total).
- Scale score determines final domain performance rating, 1 – 5.
 - 4 or higher in all domains: student is ready to exit
 - 3 or lower in at least one domain: student is not ready to exit

ELPA21 in Oregon

- Initial test design favored rigor—ensuring that all students who need services receive them
 - “If in doubt, the student should remain in EL status”
- District personnel raised equity concerns
 - Students with EL status are being required to meet a higher bar than their non-EL peers
 - The test keeps students in EL status when local evidence seems to indicate the student is Proficient
- High stakes decisions should not be made based on a single test score



Problem and Proposed Solution

What is the problem?

The ELPA Summative is perceived as making an either/or decision with high stakes for students that does not consider uncertainty of measure.

As a result, some students who may be ready to exit remain in EL status longer than necessary.

Proposed action

ODE looked for a solution that met all the following criteria:

- Poses potential benefit to students, with minimal to no potential harm
- Allowable within current federal guidelines
- Can be implemented equitably and in a standardized fashion across the state
- Follows measurement best practice

After several false starts, we are now looking at a **scoring change** for the ELPA Summative.

How does this address the problem?

- Identifies a group of students who according to ELPA testing data may in fact be ready to exit.
- Considers standard error of measure for identified students (we'll define this in future slides).
- Features that reduce potential harm :
 - Scoring adjustment restricted to students who score “approaching” Proficient
 - Exited students experiencing a persistent language barrier may be screened and reenter EL status (with parent consent)

Why solve it with scoring?

- Standardization: automatically applied statewide
- Equity: based on standard error of measure, which is unique to the student
- Allowable: USDE permits states to set their own scoring procedures

A previous proposal involving review of additional evidence was not met with enthusiasm by districts or USDE



Technical Details

“Standard error of measure”

- No test perfectly captures student knowledge and skills. There is always some uncertainty about the student’s true level of proficiency. This is called the **standard error of measure**.
- In the example below, the student most likely scored a 484. However, they could have scored anywhere between a 460 and a 508.
 - We are confident that 484 is close to the right number, but we can’t be absolutely sure.

Scale Score
484±24

ELPA Summative scoring example A

All non-exempt domains are 4 or higher.

Result: The student's profile meets the definition of Proficient. The student will exit EL status.

Domain	Scale Score	Performance
1 - Reading	645±33	5
2 - Writing	615±30	4
3 - Listening	650±40	5
4 - Speaking	639±34	5

ELPA Summative scoring example B

At least one non-exempt domain was a 3 or lower.

Result: The student's profile does not meet the definition of Proficient. The student will retain EL status.

Domain	Scale Score	Performance
1 - Reading	484±24	2
2 - Writing	452±18	1
3 - Listening	507±29	3
4 - Speaking	558±31	2

ODE's proposed scoring change

Who qualifies:

- Students who:
 - Score a very high 3 (almost 4) in exactly one domain, and
 - Score 4 or higher in all other non-exempt domains.

What happens:

- The very high 3 domain would be reported as a 4 on the score report.
 - Put another way, the very high 3 would be “rounded up” to a 4.

“Very high 3” or “almost 4” means that if you take into account the standard error of measure, the student *could have* scored a 4 or higher.

Example outcome

Old scoring rule

- Reading 4
- Writing 3 (almost 4)
- Listening 4
- Speaking 4

Result: Score profile does not meet the Proficient definition. Student retains EL status.

New scoring rule

- Reading 4
- Writing 3 (almost 4) Reported as a 4
- Listening 4
- Speaking 4

Result: Score profile meets the Proficient definition. Student exits EL status.

Risk and safeguards

Risk

- Students could exit before they are ready.

Safeguards

- Only students who are already very close to exiting will be affected by this scoring change.
- Districts monitor the academic progress of exited students for four years. If it becomes clear that a student still needs language services, they can re-enter EL status.



Expected Results

Expected impacts

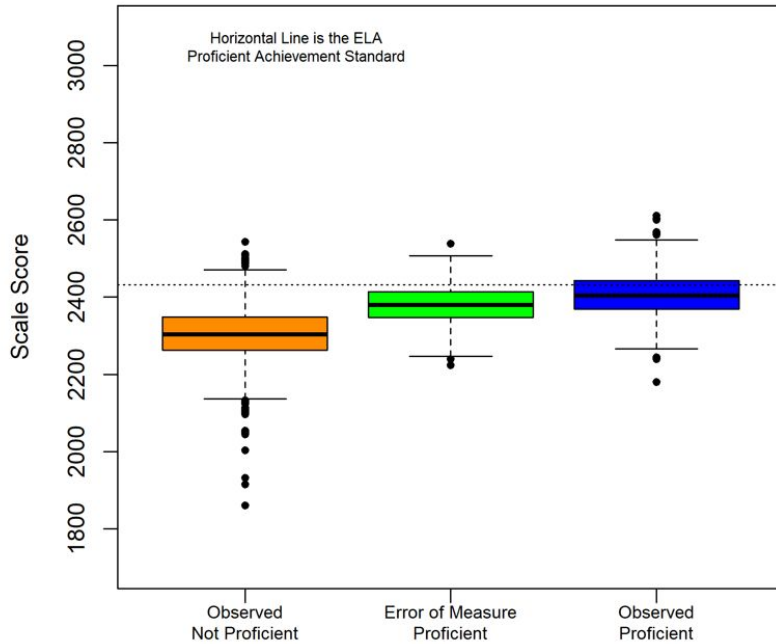
- Students will exit EL status earlier than under the previous system.
 - Students affected by this scoring change will exit at least one year earlier than they would have under the previous scoring system.
- Exit rates will increase.
 - The amount of increase might go down after an initial “burst”.
- Students in all grades will qualify.
 - The impact is fairly even across grades—slightly larger in grades 3-6.

What if 2022-23 tests had been scored this way?

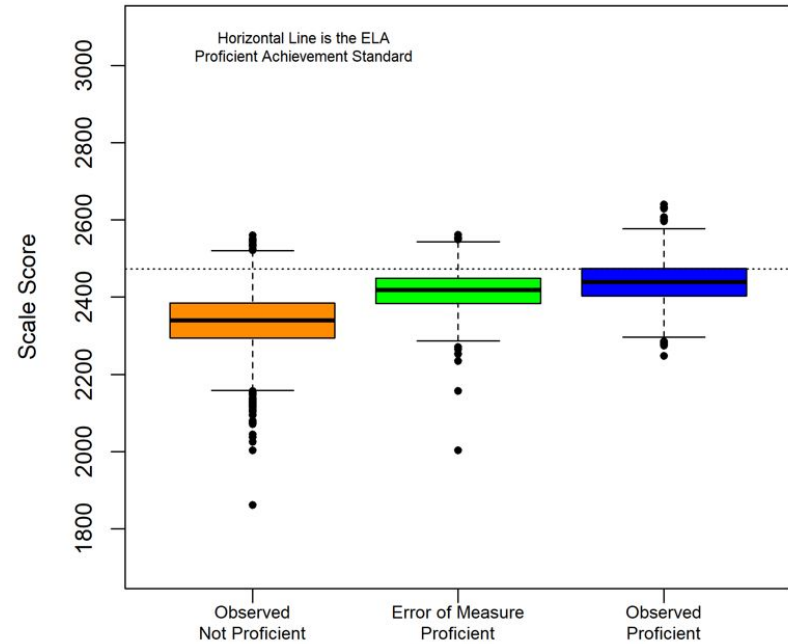
- 2,800 additional students would have scored Proficient (out of 54,626 total tests).
 - 5,247 students scored Proficient in 2022-23 using current scoring
- Of the students who qualified, most would have done so in Listening or Speaking.
- OSAS ELA Summative testing: students who would have exited under this new scoring rule performed similarly to their peers who scored Proficient in 2022-23 under current scoring.
 - These students scored significantly higher on the OSA ELA Summative than peers who did not score Proficient on ELPA Summative (and were not eligible for the proposed scoring change either).

G3 and 4 performance

ELA - 3rd Grade

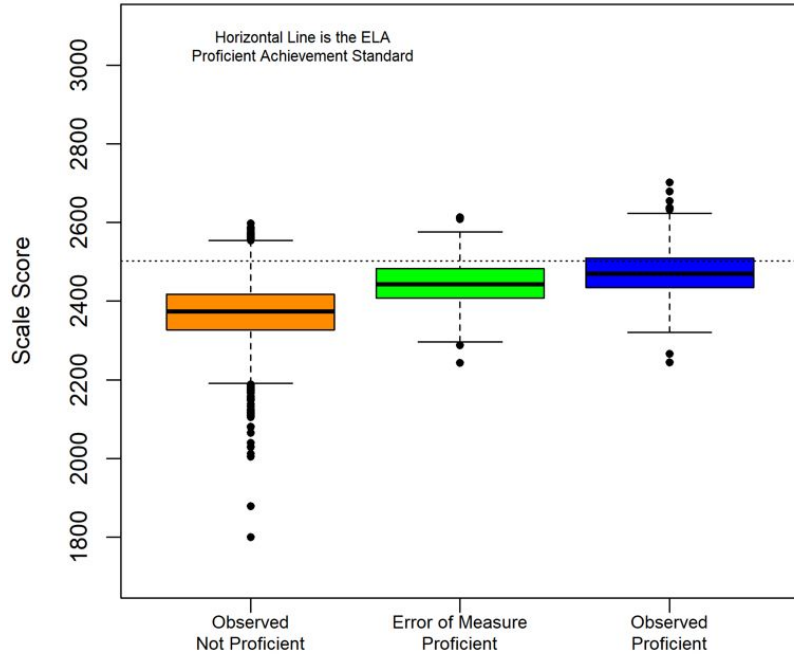


ELA - 4th Grade

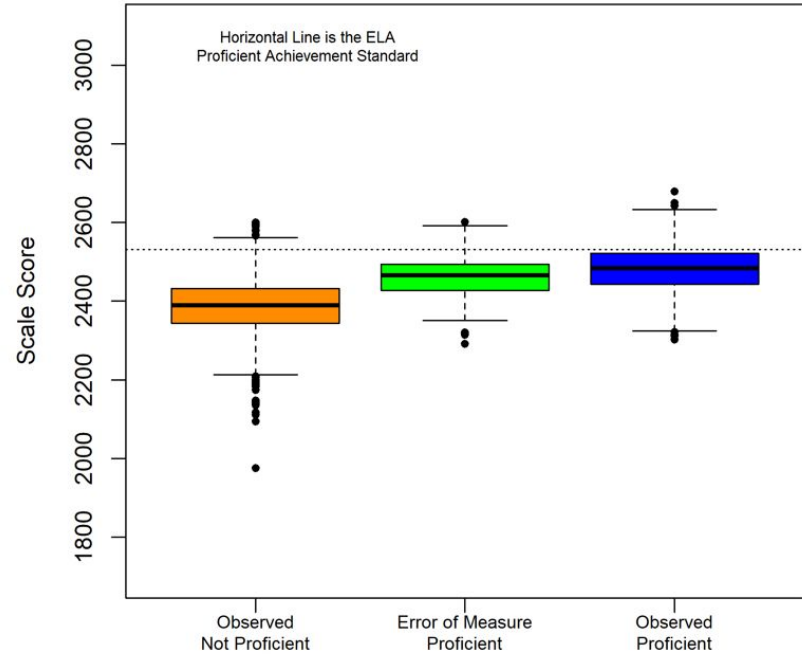


G5 and 6 performance

ELA - 5th Grade

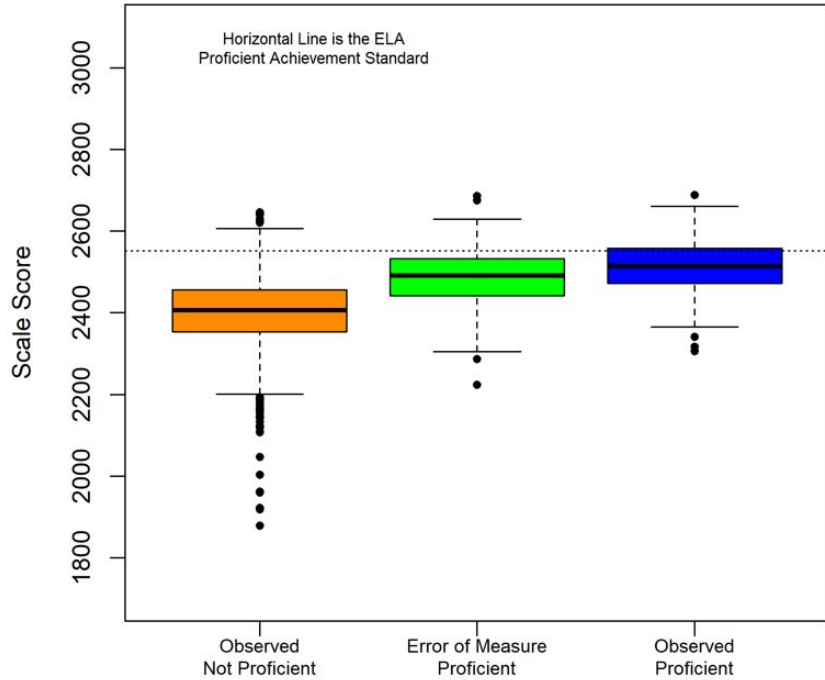


ELA - 6th Grade

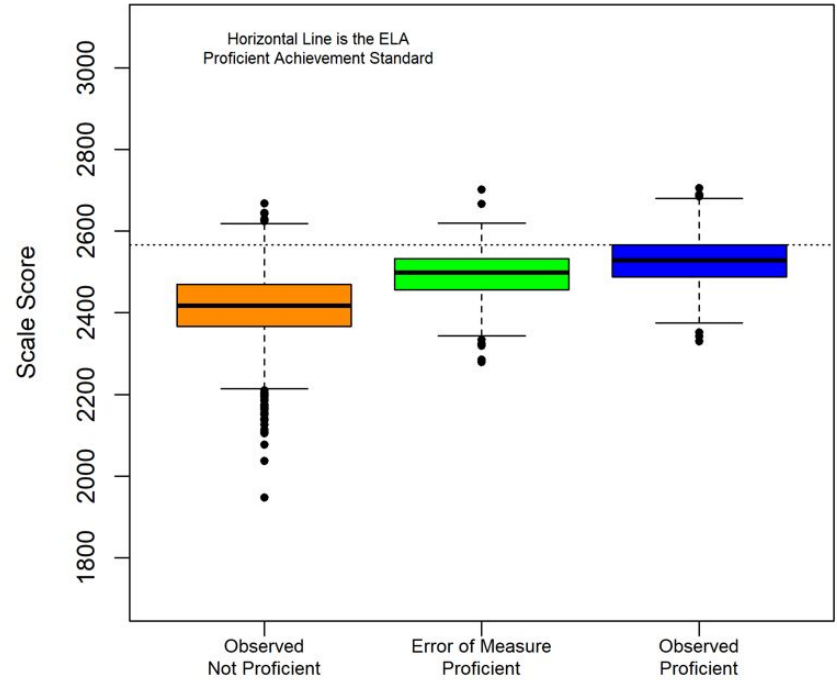


Grade 7 and 8 performance

ELA - 7th Grade



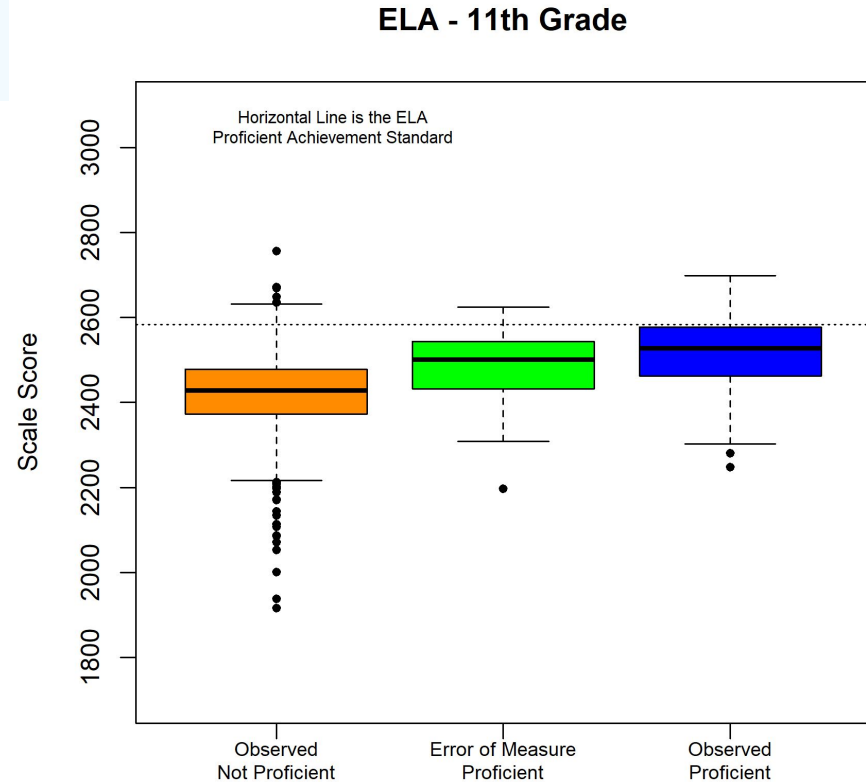
ELA - 8th Grade



G11 performance

ELA Summative performance is a *proxy* for readiness to engage with challenging grade level content delivered in English.

The ELA Summative does not replace or substitute for the ELPA Summative.



Your feedback

- We think that this scoring change is likely to benefit students with little risk of harm.
- However, if there is anything we have overlooked, we want to hear about it!
- We also welcome your feedback on related issues, such as:
 - Communication
 - Unintended consequences
 - Other tests besides the ELPA Summative

Thank you!

[Ben Wolcott](#)

ELPA Specialist

[Josh Rew](#)

Lead Psychometrician

Oregon Department of Education

[Image source](#)





2023 Legislative Funding Updates

Supporting multilingual and migrant students a shared responsibility

Teaching and Learning

Equity, Diversity & Inclusion

Enhancing Student Opportunities

Education, Innovation & Improvement

Finance & Information Technology

Indian Education

Research, Assessment, Data, Accountability & Reporting

Many years of advocacy laid the groundwork for the creation of the Multilingual and Migrant Education Team

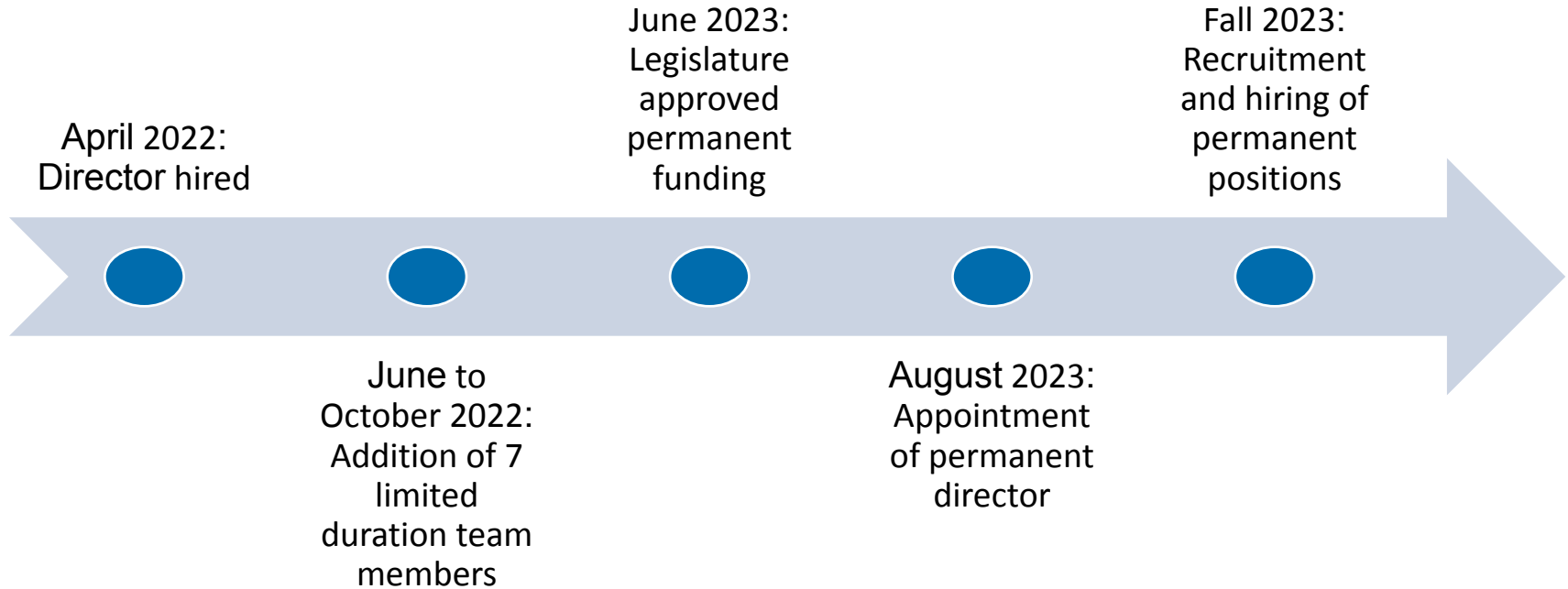
- 2015 passage of HB 3499 created statewide English learner school & district improvement program
- 2019/20 emergent bilingual visioning efforts created momentum for change, but was stalled because of the pandemic
- 2021 passage of HB 2056 resulted in more linguistically inclusive high school diploma requirements
- ODE leadership has consistently supported and advocated for multilingual students
- District, university, and community partners lobbied for permanent funding for the team in 2023

ODE's Multilingual and Migrant Education team represents a culmination of agency efforts

- Key challenges

- Title III and Title 1-C funding for administrative costs (staffing) provides primarily grant management and monitoring support
 - Dual language support at the state level has been limited
- Multiple offices at ODE came together to identify possible options with the ESSER funds to provide targeted supports for English learners, migrant students, and dual language opportunities

The Multilingual and Migrant Education Team was established in 2022, and significantly expanded our capacity



Multilingual & Migrant Education Team



Dr. Mary Martinez-Wenzl
Director



Dr. Diego Contreras-Medrano
Senior Researcher
Migrant Education



Dr. Reza Norouzian
Senior Researcher
Multilingual Education



Dr. Mariana Zaragoza
Multilingual and
Migrant Education
Specialist



Carla Martinez
Administrative
Specialist



Myrna Muñoz
Migrant Education
Specialist (temporary)



Jennifer Fontana
Multilingual Education
Specialist



Kim Miller
Education Specialist
Title III English Learners



Natalia Piar
Multilingual and Migrant
Education Coordinator



Dr. Yuliana Kenfield
Migrant Education
Specialist



Leslie Casebeer
Office Support
Specialist

Our current team includes 11 staff members

- 1 director
- 5 education specialists
- 2 research analysts
- 2 support staff members
- 1 program coordinator
- **Multilingual:** 9 Spanish speakers and fluent in 7 additional languages
- Decades of professional and lived experience with multilingual and migrant education programs

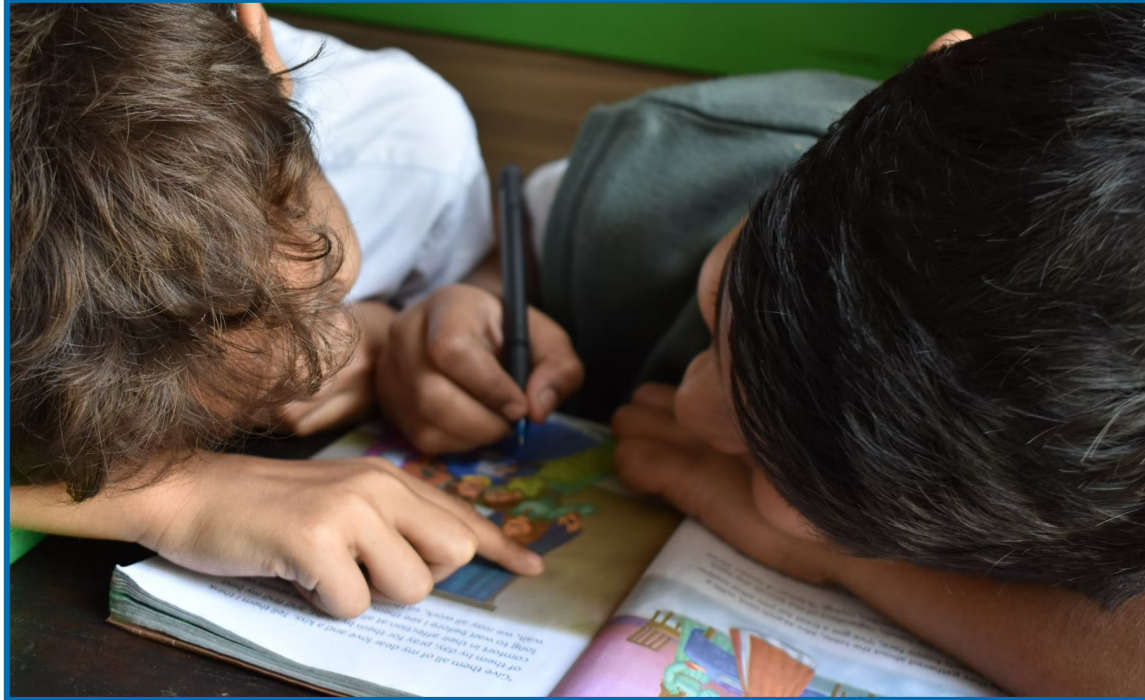
Immigrant & Refugee Student Success Plan

- Legislature granted budget approval for two education specialists to begin the work of establishing an advisory group and conducting statewide community engagement to support the development of an Immigrant/Refugee Student Plan
- No bill was passed codifying the Immigrant/Refugee Student Success Plan

HB 3144: Native Hawaiian/Pacific Islander Student Success Plan

- ODE to convene an advisory group to advise on the development of plan, grant application selection process and expectations for grant awardees
- Native Hawaiian/Pacific Islander Student Success Plan will address disparities experienced by Native Hawaiian or Pacific Islander students on all academic indicators and historical practices leading to disproportionate outcomes

The Early Literacy Framework was published and supported by the passing of HB 3198: The Early Literacy Success Initiative

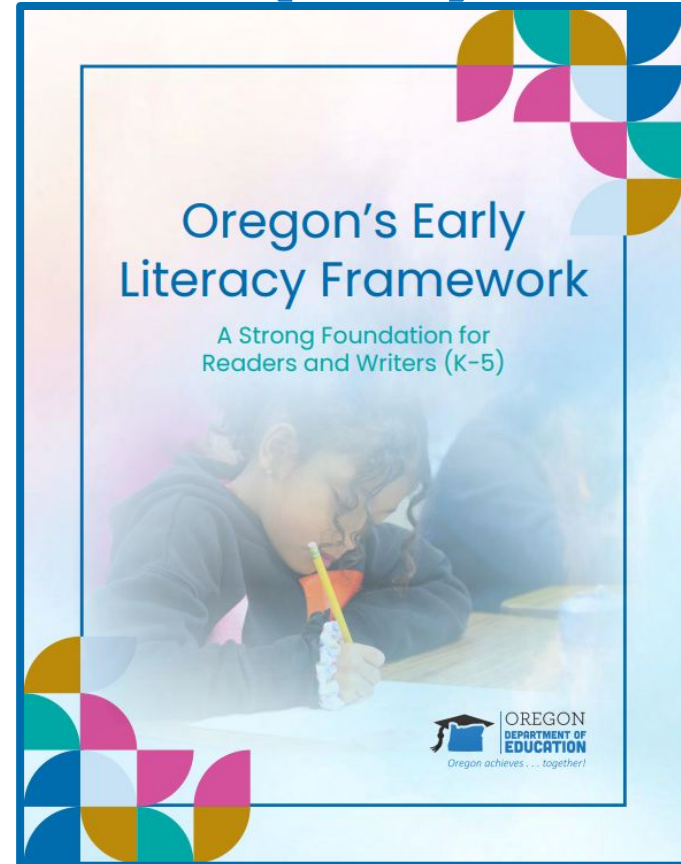


Oregon's Early Literacy Framework (K-5)

Oregon's Early Literacy Framework emphasizes core instructional practices that benefit all students, with an intentional emphasis on how those practices can be leveraged to best serve students who have been historically marginalized by education systems, including multilingual learners and students experiencing disabilities.

THE CORE PURPOSE OF THIS FRAMEWORK IS TO:

1. *Build statewide coherence, clarity, and common ground*
2. *Fuel action and improvement*
3. *Provide a practical road map for schools and districts to support leading for a literacy lift*
4. *Serve as a shared north star for educators and community*
5. *Align with Governor's vision for improving student literacy outcomes*



Goals of the Early Literacy Success Initiative



1. **Increase early literacy** for children from birth to third grade
2. **Reduce literacy academic disparities** for students groups that have historically experienced academic disparities;
3. **Increase support to parents and guardians** to enable them to be partners in the development of their children's literacy skills and knowledge,
4. **Increase access to early literacy learning** through support that is research-aligned, culturally responsive, student centered and family-centered.

Questions?



2023-24 Meetings



Dates	Time	Work Session Topics
October 5	9:00-12:00	Introductions Multilingual Strategic Plan ELPA Proposed Scoring Change
January 11	9:00-12:00	TBD
April 4	9:00-12:00	Multilingual Strategic Plan
June 6	9:00-12:00	TBD

Closure: One word, how was our time together today for you?



Multilingual & Migrant Education Team received permanent funding!

