

EL Advisory Meeting Minutes
SLIDES
October 5, 2023 9am-12pm ODE –
Virtual Zoom Meeting

PARTICIPANTS

Scribe: Carla Martinez

| Advisory Group Members: | | MME/ODE Staff: | Guest Presenters: |
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| <ul style="list-style-type: none"> x Chris Starr Melissa McCoy Michael J. Carreras x Nelly Patino-Cabrera x Kristen L. Pratt x Paulina Larenas x Toshiko Maurizio x Kathleen Mitchell | <ul style="list-style-type: none"> x Dr. Creighton Helms x Norma Ramirez Gonzalez x Stacey Lee x Tereza Bottman x Bill Rhoades x David Contreras-Machado x Arcema Tovar | <ul style="list-style-type: none"> x Mary Martinez-Wenzl x Jennifer Fontana x Kim Miller Reza Norouzian x Tiffany Palaniuk x Susan Mekarski | <ul style="list-style-type: none"> x Ben Wolcott (ODE) Josh Rew (ODE) |

| Item | Discussion |
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| 9:00: Welcome- ODE <i>Introductions, Jennifer Fontana</i> | Meeting Recorded for note taking purposes. |
| 9:15-9:45: Sense of Belonging- Jennifer | <ul style="list-style-type: none"> ● Name + Pronouns ● Locations & Role <p>Agenda</p> <ul style="list-style-type: none"> ● Develop a sense of belonging and shared goals (small group discussion) ● 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 <p>Member goals/hopes</p> <ul style="list-style-type: none"> ● Complete as an agency over the last year was Standards around Social Emotional Learning. Shared kind of vision, asking hard questions, asking for clarification if need be. ● Gather knowledge from ODE policies and forms to emerging bilingual students and English learners continue to discuss EL students ● Feedback outside ● Take this information and bring it back to not only local districts, equity, diversity inclusion. Also to parents ● Learning more across the board of different industries or different fields, additionally trying to see if there's a pathway that we can create methods for our students to be able to graduate. ● Involvement in the community and make sure that they get recognized and have ability to track their hours or their contribution to the community to help them graduate ● Clarity and guidance for districts how to utilize their titles programs types ELD , ELD, Dual Languages ● Dual Language expansion, expend grants for districts |

- Addressing inequity issues trends opting out can participate in elective
- How are rural communities being served and what are they doing? And what are they doing? How are they serving from ELs in these rural communities? Connect with SPEAK and EL support for dually identified students.
- Learning more across the board of different industries or different fields of where everybody's at.

Member topics of interest

- ELPA Summative Assessment
- Early Literacy Framework. Created by ODE
- Clarity and guidance for districts and how to utilize their Titles III funds. Specific guidance or the clarity behind that guidance that allows the districts to make the right decisions for how the funds are being utilized. Clarity and also the program types what is focused ELD versus integrated ELD
- Dual Language and the importance of native literacy for students
- Dual language expansion is there going to be support through grants for districts that might want to expand programs
- State strategic plan and how we as practitioners and district levels can, align what the state addressing inequity issues trends of opting out so you can participate in elective courses at the secondary level other topics include newcomer supports in modeling or teaching environments
- How rural communities are being served also and what are they doing? And what are they doing? How are they serving from ELs in these rural communities? Connect with SPEAK and EL support for duly identified students.
- Transcript evaluation and credit transfer. Credits that students will receive

9:45-10:30: MLL State Strategic Plan- Presenters

Discussion

Jennifer Fontana and Mary Martinez-Wenzl provided an overview of the new multi-year MLL statewide strategic plan that 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.
- Building upon previous strategic planning work
- Community feedback and input will be ongoing
- Workgroup will meet quarterly to review drafts and give input for revisions
- EL Advisory Group will serve as the primary participants in developing and revising the strategic plan
- State policy [Oregon Department of Education : Options for Awarding Credit : Oregon Diploma : State of Oregon](#)
- Previous plan [Oregon English Learners Statewide Strategic Plan 2013-2016.pdf](#)

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

- Transcript translation and interpretation, aligning and making sure that practices are efficient and high quality and effective. Funding clarity. How can it be used? How do we highlight best practices that are already occurring throughout the state?
- Bring back to the community and ask for additional feedback to bring back to the local

- team. What changes and support we look forward to moving forward
- Getting perspectives from people outside districts
 - Connection between EL students and other programs. How can we work together to help students with EL services? Feedback with students and as well with parents.
 - More oversight, making sure these benefits and supports are given to the students
 - Bringing more equity knowledge practices.
 - Family need to know their rights, and what can they access and what are the services for their students
 - Equity versus equality. All, our students do need equity.
 - Newcomers need more support
 - How to leverage, this work and how it is being leveraged, beyond the, smaller group that is already focused on multilingual learners and thinking about how does it
 - process how the groups are set up for community involvement and parents and making sure there's a strong voice for parents and students.
 - SB 940 identified through classes for transferring high school credits from other countries. Is there a timeline? (to be done by June). Mary Martinez-Wenzl shared: Important to be aware SB 940 requires ODE to conduct a study on processes for transferring HS credits earning outside the U.S. [SB940 2023 Regular Session - Oregon Legislative Information System \(oregonlegislature.gov\)](https://www.oregonlegislature.gov/legislation/summary.aspx?bill=940)
 - Making sure plan connects to other equity initiatives; influencing legislative action for endorsement requirements for all educators; including educator preparation guidance; inclusion about curated plans for multiple levels of ELs in schools; and integrating predictors of migration

10:30 Break- (10 mins)

10:40 Proposed Scoring Change on ELPA Summative - Ben Wolcott, Josh Rew

- Discussion
- Ben Wolcott provided an overview on ELPA Summative
- Questions:
- ELPA has been normed on “native” English speakers
 - Some monolingual English speakers did participate in the development
 - Are these numbers "embargoed" (for lack of a better word) at all?
 - Is there correlation between proficiency on ELPA and proficiency on ELA, reading and writing?
 - English Language Arts Summit of Assessment majority of that test. Small listening component. There's no speaking component. So we do tend to see a correlation between the ELPA and the ELA that is. As a student scores. Higher on the that tends to be correlated to a higher score on the ELA as well.
 - How would this impact On Track to Proficiency since students coming in at different levels have different trajectories for on track to proficiency.
 - [On Track to English Language Proficiency \(ELP\) \(oregon.gov\)](https://www.oregon.gov/ODE/ELPA/OnTracktoProficiency.aspx)
 - Did your team do this calculation on the 21-22 data and then exclude any that qualified in 22-23?
 - Would it be possible to go back a few years to see if it would be a trend?
 - trend data might be impacted by 2019-20, 2020-21 data due to COVID assessment participating

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| | <ul style="list-style-type: none"> ● Narrow group of students who scored proficient in three domains and scored a "high 3" in one domain but may indeed be proficient with a consideration of standard error of measurement. For that narrow group of students, were you able to access multi-year ELPA data? If so, did you notice any trends in the longitudinal data? ● Districts would be informed which students would be "included" in this proposal or would that "score modification" not be noticeable to district staff <ul style="list-style-type: none"> - Currently we believe that it should be clearly signaled to districts on score reports that this modification occurred ● Are the +/- standard error of measure included in ELPA score reports on slide 26? Is it in achievement level descriptors? <ul style="list-style-type: none"> - it's on score reports |
| <p>11:45 Wrap-up- Meeting dates Jennifer</p> | <p>2023-2024 EL Advisory Meeting Dates (Thursdays: 9:00-12:00)</p> <ul style="list-style-type: none"> ● October 5, 2023 ● January 11, 2024 ● April 4, 2024 ● June 6, 2024 |
| <p>12:00 Adjourn</p> | |