



# Multilingual/English Learner District Plans

COSA Multilingual & English Learner Conference  
February, 2025



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# Session outline

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- Purpose and background of District ML/EL Plan
- District ML/EL Plan connecting with ML Strategic Plan
- Data Packets
- Pilot Opportunity
- 2025-26 Implementation



Questions/Feedback -  
[https://forms.gle/uc8P  
YE3JV19bqRLy9](https://forms.gle/uc8PYE3JV19bqRLy9)

# Objectives

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Participants will review and learn about the new District ML/EL Plan.

Participants will have an opportunity to view district data packet examples.

Participants will have an opportunity to express interest in piloting this plan.

Participants will be informed of the implementation timeline for district ML/EL Plans.

# Who's in the room?

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Stand up if you have ever differentiated instruction for multilingual ELs.



Stand up if you have ever developed goals for multilingual ELs.



Stand up if you have ever participated in developing a school or district improvement plan.



Stand up if you have ever participated in developing your district's ML/EL/Lau plan.

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# What is the District ML/EL Plan?

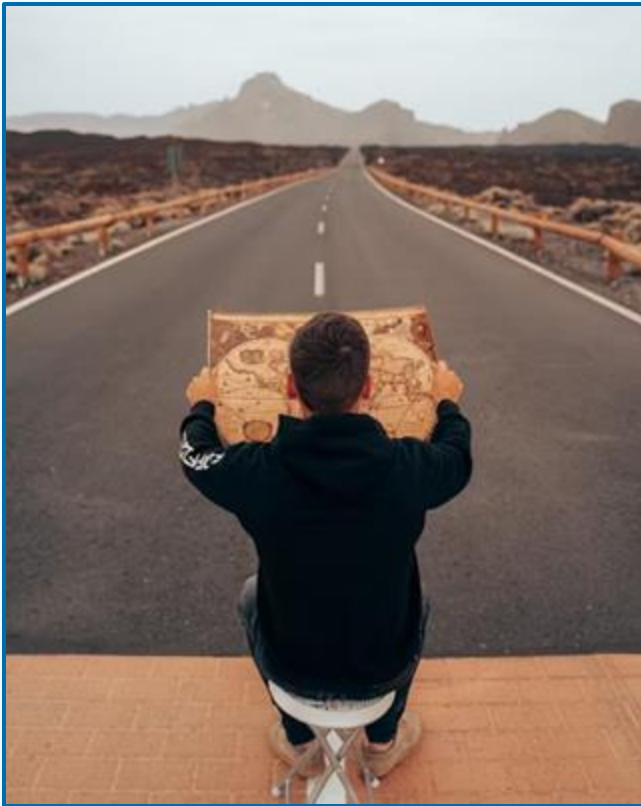
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- Previously titled: English Learner District Plan, also known “Lau Plan” or “Title III plan”
- Previously the English Learner Outcomes Program implemented a separate needs assessment with cohort districts
- Oregon districts last submitted plans the 2017-18 school year to ODE, these are stored electronically.



Questions/Feedback -  
<https://forms.gle/uc8PYE3JV19bqRLy9>

# How do districts use the plan?



The district ML/EL plan provides direction to ensure multilingual ELs experience academic excellence by:

- Reviewing district outcomes and creating a needs assessment.
- Establishing instructional goals for the district.
- Determining the instructional program to best support students and community.
- Ensuring that the civil rights of multilingual students are met.

# How does ODE use this plan?



Collecting and reviewing district EL/ML plans allows ODE to:

- Evaluate and support consistent, high-quality programming for MLs across all districts statewide
- Advance priority areas of the Multilingual Learner Strategic Plan
- Support federal grant management
- Monitor instructional programs and supports:
  - OTLA, OEDI, OEII, RADAR
- **Elements in the District ML/EL plan will be removed from TIII monitoring submission requirements.**



# Key changes to the 2025 plan template

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- The redesign of the plan aims to ensure the district's development of the plan is purposeful, streamlined, and intended to reduce the burden on districts:
  - Fewer open-ended questions
  - Provides checkboxes where applicable
  - Fillable tables
  - New assurances section
  - **ODE is providing data to districts to support district program evaluation**
- Content revised to
  - Advance Oregon's new Multilingual Learners Strategic Plan priorities
  - Align with English Learners Outcome Program needs assessment process
  - Relevant resources and guidance included throughout

# Session outline

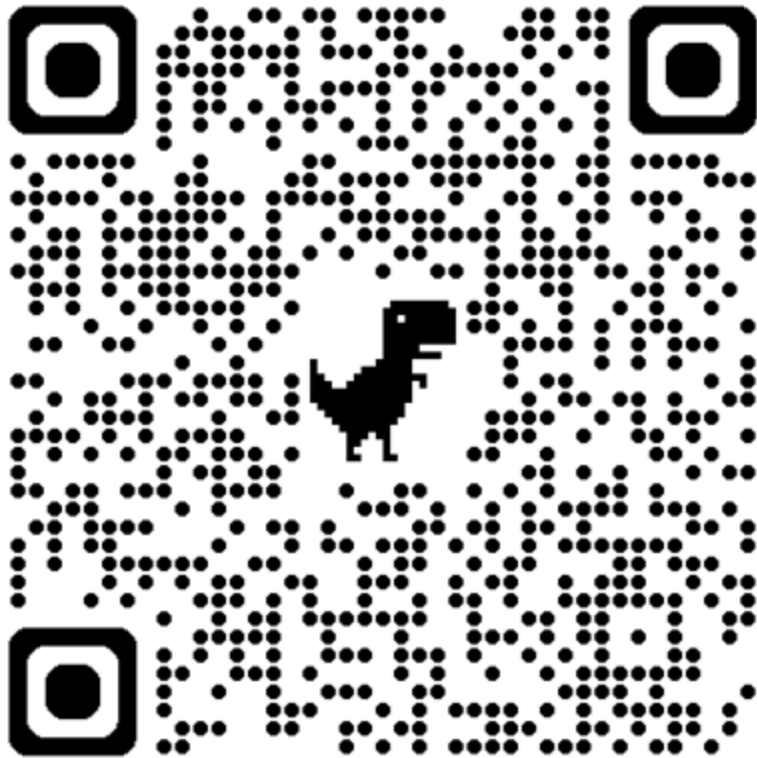
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# ML/EL District Plan Template



ODE has placed paper copies of the District ML/EL plan template and the Multilingual Strategic Plan on the tables.

Feel free to look through these copies

ODE has a presentation later today on the Multilingual Strategic Plan, we'd appreciate it if those copies are available for that presentation

Feel free to take a paper copy of the District ML/EL plan.

# How is the ML/EL district plan organized?

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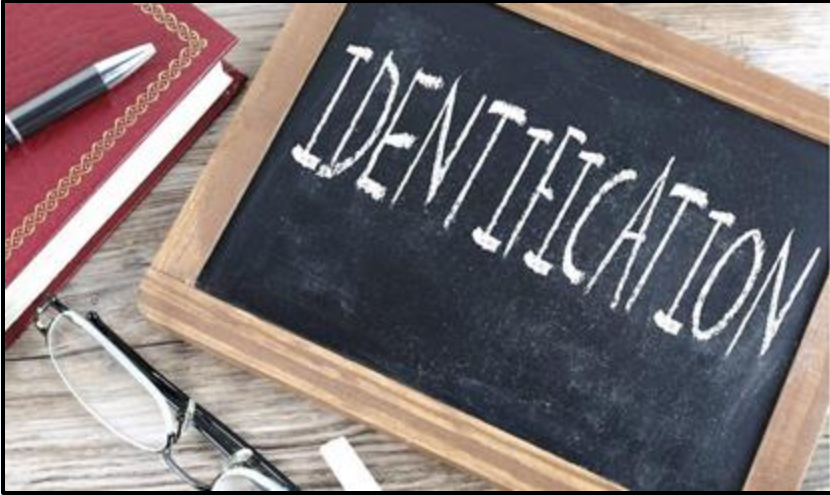
There are 7 sections and Assurances.

Each section includes:

- Legal requirements
- Resources

- Section 1. Identification of Multilingual English Learners
- Section 2: Instructional Programming and Staffing
- Section 3. Assessment and Progress Monitoring for Current Students
- Section 4. Monitoring of Exited Students
- Section 5. Equitable Program Access, Policies, and Practices
- Section 6. Family Engagement and Communication
- Section 7. Program Evaluation

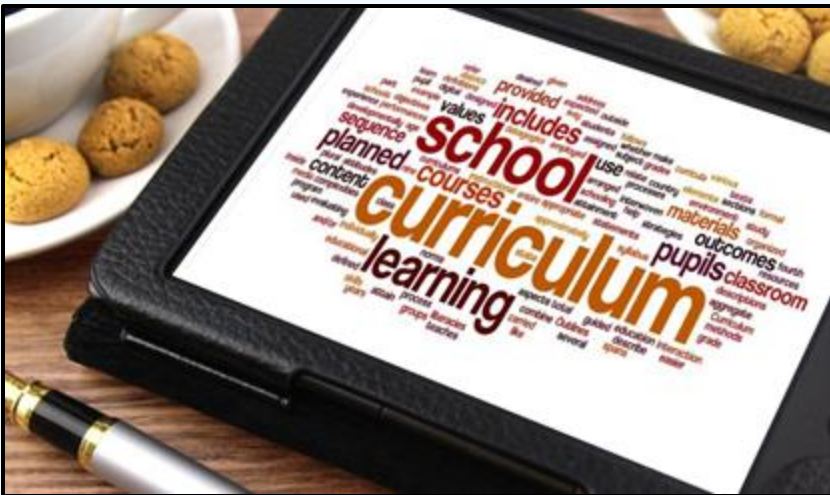
# Section 1



Why: Accurate identification of Multilingual/English Learners ensures that students receive the right supports at the right time.

Alignment with ML Strategic Plan: Accurate identification of Multilingual/English Learners ensures that families and caregivers are engaged as authentic partners from the beginning and supports goals to increase the quality of instruction ML students receive through affirming assessment practices.

## Section 2



Why: Establishing clear and measurable goals informs the types of instructional programs implemented to elevate academic outcomes for multilingual English learners. This, in turn, informs staffing decisions, adoption of instructional materials and additional support.

Alignment with ML Strategic Plan: Oregon's ML Strategic Plan aims to increase the quality of instruction to meet the diverse strengths and needs of multilingual learners by ensuring that all educators, leaders and school staff engage in ongoing professional learning.

## Section 3



Why: We must hold ourselves accountable for serving multilingual English learners in a way that results in linguistic and academic success.

Alignment with ML Strategic Plan: Assessment practices should reflect multilingual learners' academic and linguistic progress and affirm the knowledge and cultural assets they bring. Families and caregivers should be informed as to their students' academic and linguistic progress.



## Section 4



Why: It is important to ensure that students who have exited the district's EL instructional program are able to access core content without the linguistic support of the EL instructional program.



## Section 5



Why: Educational equity means that multilingual English learners access supports and programming at the same rates as students who have never been designated for English learner services.

Alignment with ML Strategic Plan: Students who are currently or ever have been designated as English learners should have equitable access to grade-level academic courses, accelerated learning, career-connected learning opportunities, and enrichment opportunities.

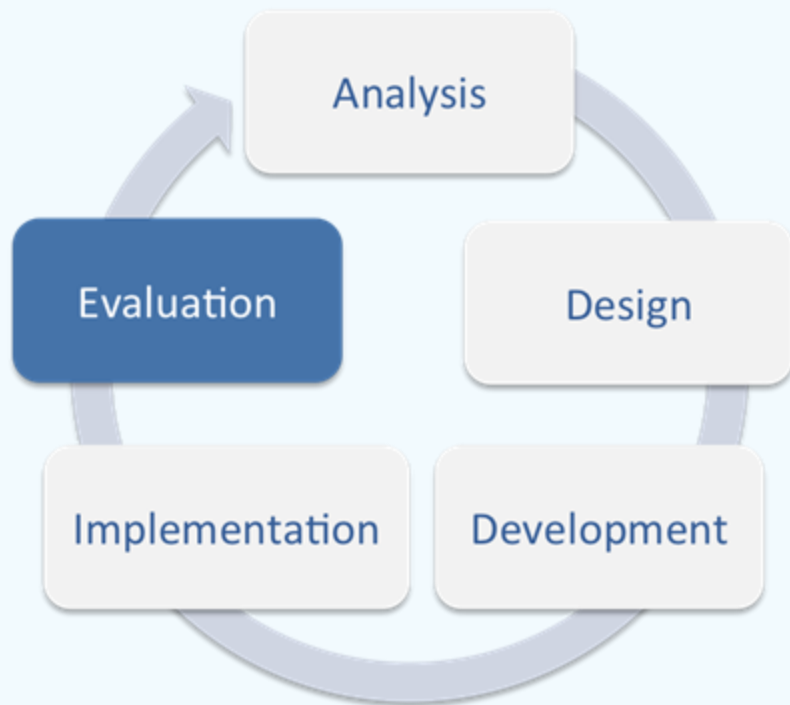
## Section 6



Why: When parents/families/community members have communication and support, they are able to authentically partner with the district in the education of multilingual English learners.

Alignment with ML Strategic Plan: Authentic and responsive community engagement and partnerships includes access to high-quality interpretation and translation services as well as opportunities for local decision-making.

## Section 7



Why: Reviewing the district's instructional plan implementation and determining successes as well as areas for growth ensures ongoing progress.

Alignment with ML Strategic Plan: The vision of Oregon's ML Strategic plan states that all adults share the responsibility of contributing to educational systems that ensure multilingual learners designated as English learners are valued for the rich and diverse lived experiences, languages, heritage, and cultural knowledge they carry for current and future generations. All Oregon students graduate from high school with the Oregon Seal of Biliteracy/Multiliteracy and ready for college and career

# Additional Plan Components

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## Assurances

### Why:

ODE staff reviewed the previous District EL plans and determined that there were several “open-ended” questions that could be addressed with an assurance statement. There is a spot to identify the need for ODE staff assistance.

**Districts can use the assurances section as an internal progress monitoring district systems and determining how the district is advancing the ML Strategic Plan.**

## Requirements & Guidance

### Why:

These tools are provided to support and guide districts. The requirements assist districts with the “why” the plan is needed. The Resources and Guidance assist districts with instructional program implementation.

# Assurance response, “need ODE support”

If your district marks the box, “My district needs ODE support”, ODE staff will:

- Reach out the district to learn more about their needs
- Review all district assurances to determine a need for professional development statewide.

This is not a “gotcha” response, it is an opportunity to support

# Think - Pair - Share



*How do you see this plan as similar/different from the previous District EL plan?*

*What stands out for you in this new District ML/EL plan?*

# Section outline

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- Purpose and background of District ML/EL Plan
- District ML/EL Plan connecting with ML Strategic Plan
- **Data Packets**
- Pilot Opportunity
- 2025-26 Implementation



Questions/Feedback -  
[https://forms.gle/uc8P  
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# What is the English Learner Data Packet?

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The EL Data packet provides a variety of district-level data on students qualifying for English Learner services, aiming to supplement district report cards and district data profiles.

The EL Data packet has several main purposes:

1. To provide a comprehensive view of the experience of multilingual English learners in the district
2. To provide districts with the opportunity to compare the progress and experience of current, former, monitored and never English learners
3. To provide districts with the information needed to analyze and identify opportunities for growth

[Guide to navigating the District EL Data packets](#)



# There are several tabs in the EL data packet.

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- Notes tab - provides background to support districts
- Ethnicity
- Languages
- Current EL counts
- Monitor EL counts
- Former EL counts
- Reentered EL counts
- Waiver counts - by grade level
- TAG counts by student type (current, monitor, former, and never ELs)
- SPED counts by student type (current, monitor, former, and never ELs)
- OTELP
- Long Term ELs (5+ years) count
- Exited ELs
- Disability by disability code and student type
- Monitor ELA and Math by year of monitoring
- Seal of Biliteracy by student type
- Modified Diploma
- CSI - TSI school counts
- Staff Ethnicity
- CTE participation
- AP/IB Class participation



Questions/Feedback -  
<https://forms.gle/uc8PYE3JV19bqRLy9>

# Data Packet Highlights

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- There is more data than may be needed for the comprehensive needs assessment.
- The data is provided as a support that will assist the district in evaluating the district's EL instructional program.



Questions/Feedback -  
<https://forms.gle/uc8PYE3JV19bqRLy9>

# I Want my District's Data Packet...



Oregon Department of Education

Scan the QR code to open a Google form to request your district's data packet or go to this

Please note:

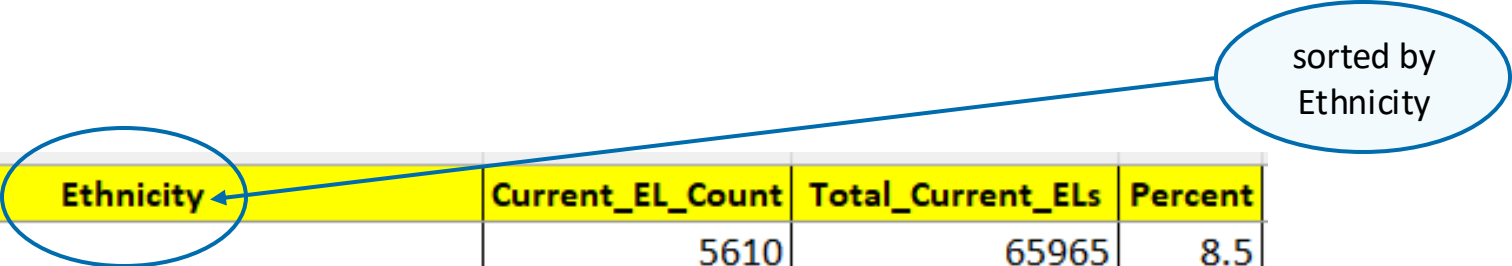
- The data is not suppressed.
- Counts can be 1 student/staff.
- Please securely store this data.



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# Ethnicity

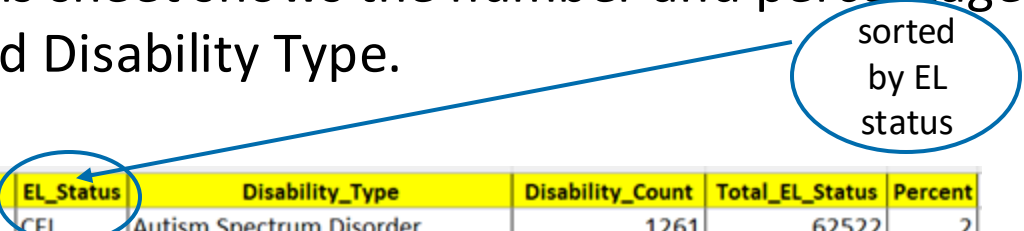
This sheet shows the number and percentage of current (CEL), former (FEL), monitored (MEL) and never (NEL) English Learners disaggregated by race and ethnicity.



District	Ethnicity	Current_EL_Count	Total_Current_Els	Percent
State Level	Asian	5610	65965	8.5
State Level	Black	1942	65965	2.9
State Level	Hispanic	50782	65965	77
State Level	American Indian/Alaska Native	385	65965	0.6
State Level	Multi-Racial	587	65965	0.9
State Level	Native Hawaiian/Pacific Islander	1670	65965	2.5
State Level	White	4989	65965	7.6

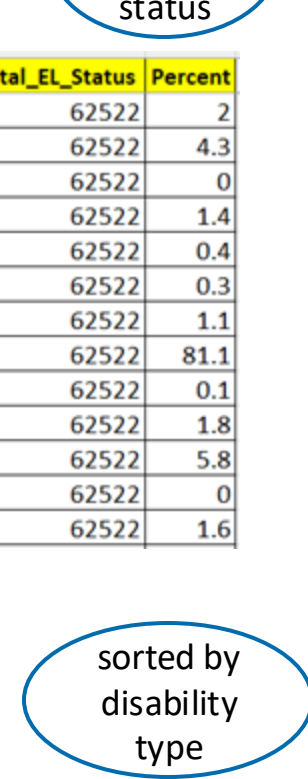
# Identification for Special Education Services

This sheet shows the number and percentage of English Learners disaggregated by EL Status and Disability Type.



District	EL_Status	Disability_Type	Disability_Count	Total_EL_Status	Percent
State Level	CEL	Autism Spectrum Disorder	1261	62522	2
State Level	CEL	Communication Disorder	2694	62522	4.3
State Level	CEL	Deaf-Blindness	3	62522	0
State Level	CEL	Developmental Delay 3-9yr	892	62522	1.4
State Level	CEL	Emotional Disturbance	242	62522	0.4
State Level	CEL	Hearing Impairment	161	62522	0.3
State Level	CEL	Intellectual Disability	704	62522	1.1
State Level	CEL	None	50708	62522	81.1
State Level	CEL	Orthopedic Impairment	40	62522	0.1
State Level	CEL	Other Health Impairments	1100	62522	1.8
State Level	CEL	Specific Learning Disability	3649	62522	5.8
State Level	CEL	Traumatic Brain Injury	31	62522	0
State Level	CEL	Unknown	1013	62522	1.6

sorted  
by EL  
status



District	EL_Status	Disability_Type	Disability_Count	Total_EL_Status	Percent
State Level	CEL	Autism Spectrum Disorder	1261	62522	2
State Level	FEL	Autism Spectrum Disorder	178	23309	0.8
State Level	MEL	Autism Spectrum Disorder	110	16033	0.7
State Level	CEL	Communication Disorder	2694	62522	4.3
State Level	FEL	Communication Disorder	88	23309	0.4
State Level	MEL	Communication Disorder	240	16033	1.5
State Level	CEL	Deaf-Blindness	3	62522	0
State Level	MEL	Deaf-Blindness	1	16033	0
State Level	CEL	Developmental Delay 3-9yr	892	62522	1.4
State Level	MEL	Developmental Delay 3-9yr	5	16033	0
State Level	CEL	Emotional Disturbance	242	62522	0.4
State Level	FEL	Emotional Disturbance	86	23309	0.4

sorted by  
disability  
type

# Modified Diplomas

This sheet shows the number and percentage of current, former and never English Learners who earned a modified diploma, disaggregated by graduation cohort

District	SpED	EL_Status	Cohort_Year	Modified_Count	Graduates_Count	Percent
State Level	No	CEL	4Yr	23	1912	1.2
State Level	No	CEL	5Yr	28	1789	1.6
State Level	No	FEL	4Yr	10	4869	0.2
State Level	No	FEL	5Yr	14	4844	0.3
State Level	No	NEL	4Yr	85	27246	0.3
State Level	No	NEL	5Yr	90	27145	0.3
State Level	Yes	CEL	4Yr	226	636	35.5
State Level	Yes	CEL	5Yr	254	686	37
State Level	Yes	FEL	4Yr	81	369	22
State Level	Yes	FEL	5Yr	107	393	27.2
State Level	Yes	NEL	4Yr	1113	3741	29.8
State Level	Yes	NEL	5Yr	1236	3829	32.3

# Schools designated as TSI/CSI

This sheet shows the number and percentage of schools in the district identified as TSI/CSI.

District	Total Students	Schools	TSI	CSI	TOTAL ID'D	% Schools ID'd
State Level	539813	1269	358	79	437	34.4

# Staff Ethnicity

This sheet shows the percentage of teachers and students disaggregated by race and ethnicity for each school in the district.

	A	B	C	D	E
1	District	School_Name	Group	Teacher_Percentage	Student_Percentage
13	District_Name	School_Name	Multi-Racial	4	7
14	District_Name	School_Name	Native Hawaiian/Pacific Islander	0	2
15	District_Name	School_Name	White	88	30
16	District_Name	School_Name	American Indian/Alaska Native	0	1
17	District_Name	School_Name	Asian	0	11
18	District_Name	School_Name	Black/African American	5	5
19	District_Name	School_Name	Hispanic/Latino	5	42



# I Want my District's Data Packet...



Oregon Department of Education

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Please note:

- The data is not suppressed.
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Questions/Feedback -  
<https://forms.gle/uc8PYE3JV19bqRLy9>

# Think - Pair - Share



*Do you think this data packet will be helpful in supporting the creation of your District ML/EL Plan? (why/why not?)*

*What (if any) additional data may be helpful? - feel free to add to the comments/feedback form.*

# Section outline

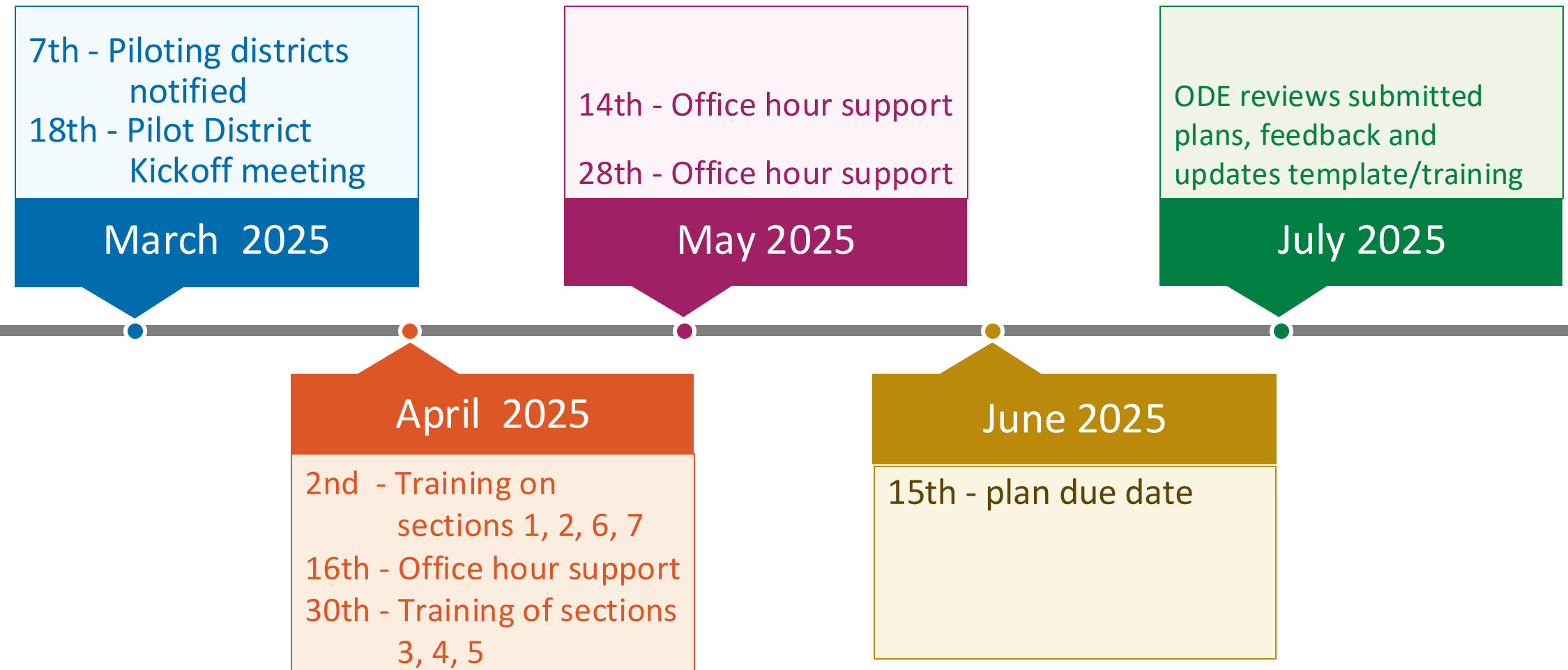
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YE3JV19bqRLy9](https://forms.gle/uc8PYE3JV19bqRLy9)

# Pilot Implementation Timeline 2024-25



# My district wants to pilot this plan



Scan the QR code for a Google form or click on this [link](#) for the form.

There are key questions in the form:

- Number of Students with EL status
- What ESD supports your district?
- Submission timeline



Questions/Feedback -  
[https://forms.gle/uc8  
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# 2025-26 Plan Implementation

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All districts, that did not participate in the pilot will be submitting an updated District ML/EL plan in 2025-26.

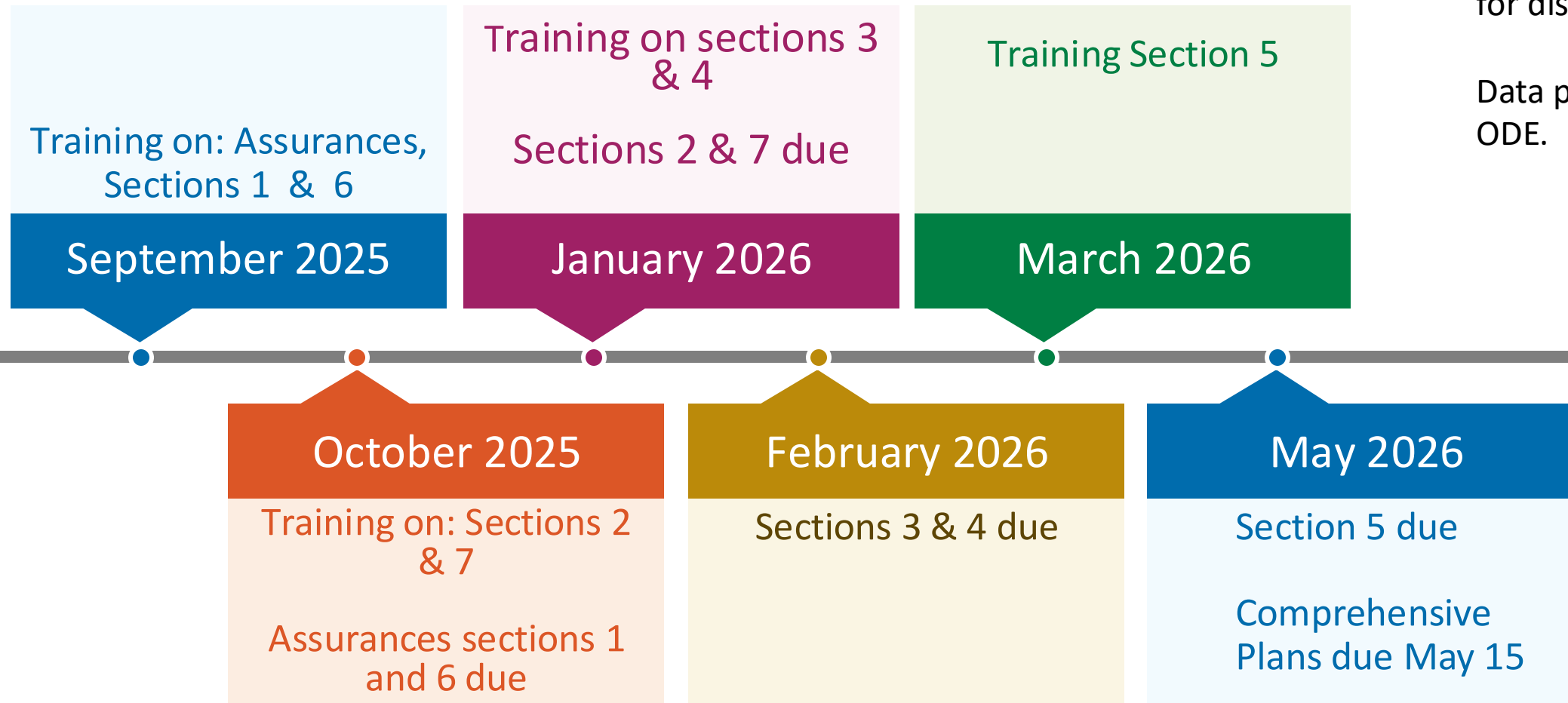
ODE staff will provide regular and ongoing support for districts during the school year.

Data packets will be available with updated data following the release of the 24-25 report cards.

# Implementation Timeline 2025-26

Office hours  
available monthly  
for district support

Data provided by  
ODE.





A word cloud consisting of the word "Questions" repeated many times in various sizes, colors (black, red, blue, grey), and orientations (horizontal, vertical). The word is the central focus of the image.

# Contacts

## ODE presenters:

- Jennifer Fontana, Multilingual Education Specialist
  - [jennifer.fontana@ode.oregon.gov](mailto:jennifer.fontana@ode.oregon.gov)
- Kim Miller, Title III Education Specialist
  - [Kim.a.miller@ode.oregon.gov](mailto:Kim.a.miller@ode.oregon.gov)
- Mary Martinez-Wenzl, Multilingual/Migrant Director
  - [mary.martinez-wenzl@ode.oregon.gov](mailto:mary.martinez-wenzl@ode.oregon.gov)

# Thank you for your time!