



ML/EL Spring Webinar

April 23, 2025

ODE's Equity Stance Guides State Policy

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.

Care and Connect

You will be randomly assigned to a breakout room.

Once there please: Introduce yourself, name, pronouns, work location and job title

Then choose one of these items to share

- One of the greatest joys, this school year has been...
- One area of support I have appreciated is...

Agenda

Topic	Speaker	Time
Announcements: Grant Intents, Data Collection, Budget Narratives	Kim Miller	10 minutes
Assessment: ELPA Screener, Domain Exemptions	Ben Wolcott	45 minutes
Updates	Karin Moscon	30 minutes
Updates for data in 25-26 and Question time	Kim Miller	



Updates

Data Collection

Spring EL data collection

- Opened 4/17/25
- Closes 5/30/25
- Review window (edits, deletes, and adds allowed)
 - June 12 - June 20

Help documents are [here](#)

[Kim Miller](#), data collection steward

Budget Narrative (will update numbers on 4/23/25)

2024-25 School Year

Regular

- 1 Revision in progress
- 1 Revision under review

Immigrant

- 5 in progress
- 2 response required

Carryover 24-25 (funds from 23-24)

Regular

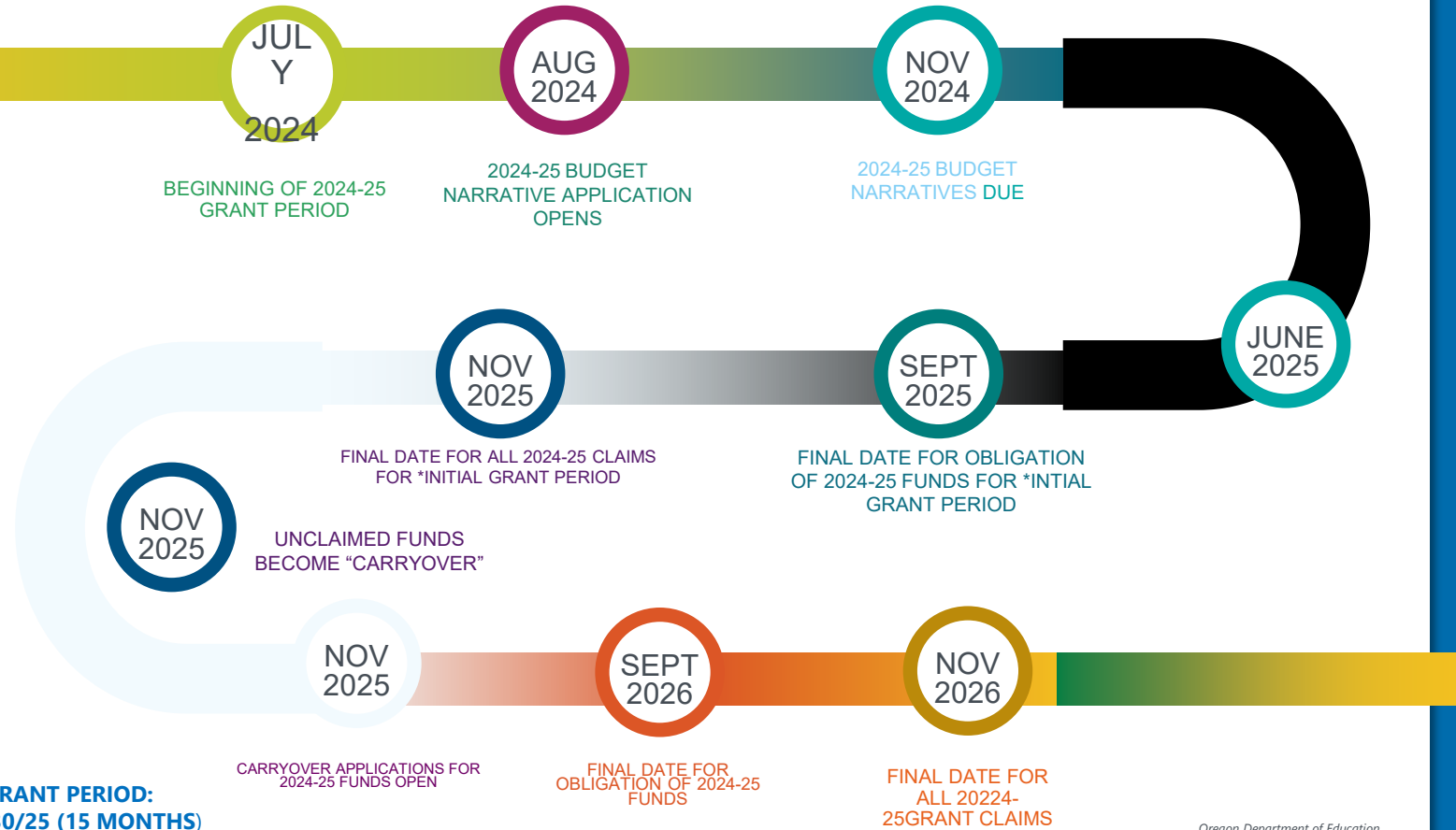
- 2 under review by ODE

Immigrant


- 1 in progress

In progress - means in district hands, Under Review - means in ODE hands, Response Required - means in district hands

2024-25 FEDERAL FUNDS TIMELINE



Title III Grant Use Chart



Grant Name	Dissemination year	Spend funds by date:	Claim funds by date:	Notes
Title III RSY	2023-24	9/30/25	11/2025	Normal timeline including carryover
Title III Immigrant	2023-24	9/30/25	11/2025	Normal timeline including carryover
Title III RSY	2024-25	9/30/26	11/2026	Normal timeline including carryover
Title III Immigrant*	2024-25	9/30/26	11/2026	Normal timeline including carryover

* Note some of these funds must be spent by 9/30/25 as they are older funds that were reallocated.

Preliminary Allocations for 25-26

ODE staff have not received preliminary allocation amounts from US Dept. Of Education as of April 21st.

Status:

- CR resolution for federal funding was signed in March – this flat funded the TIII grant at the national level.
- Oregon's TIII amount is subject to the federal allocation calculations which means:
 - ODE could have an increase/decrease from the 2024-25 allocation depending on student count changes across all states and US territories that participate in TIII.

All federal programs, are reviewing the state allocations and running preliminary reports for districts/consortia. The preliminary allocations will be shared soon and posted [here](#)

Grant Intent for 2025-26

Each year, ODE TIII requests districts to let us know how they intend to participate in TIII funding for the following school year.

This information assists ODE staff in the timely dissemination of TIII funds.

Below is a link to the 2025-26 Grant Intent form, please submit this by May 30, 2025 to Kim Miller (kim.a.miller@ode.oregon.gov)

Grant Intent is posted [here](#)



Assessment Updates

What is “Early Proficient”?

- Early Proficient is a proposed *test result* on the K-12 ELPA Summative (no other ELPA test).
 - Emerging → Progressing → **Early Proficient** → Proficient
- Early Proficient is for students who score “just above” or “just below” the Proficient threshold.
- The parent/guardian/adult student makes the final exiting decision for a student who scores Early Proficient.

When will Early Proficient be implemented?

- Early Proficient was approved for the 2025-26 school year.
 - The new score result will be available on ELPA Summative tests taken in Jan-April 2026.
 - Students eligible to exit via Early Proficient would enter their first year of monitoring in 2026-27.
- Supporting documentation for Early Proficient is in development. ODE has not yet identified a target release date.
- Districts have requested that family-facing materials be provided in translation.

Honoring Student Proficiency

- Renewal request submitted to US Dept of Education (USDoE).
- USDoE required that ODE collect public comment on the policy.
- Public comment period: 4/14/25 to 5/2/25. Information on [ODE Assessment Communication page](#).
 - [Public comment form](#)
 - [Public comment informational resource](#)
 - Contact ode.waiverfeedback@ode.oregon.gov with questions

Future K and Grade K Verification Study 1

- In 2023 ODE set temporary, lower cut scores for the Future K and Grade K Screeners.
 - ELPA21 is also looking at these cut scores but their conclusions and possible action steps have not yet been shared.
- ODE said in multiple engagements (and in [2024-25 Future K and Grade K Screener Updates](#)) that we would invite educators to an in-person verification study at the 2025 COSA ML/EL Conference to confirm or establish final cut scores.
- ODE was not able to do this, for two reasons:
 - ODE request for a conference space was not granted.
 - Testing data indicate that ODE's latitude to change Future K and Grade K cut scores is smaller than expected.

Future K and Grade K Verification Study 2

- ODE is revising its approach to the verification study.
 - Planned engagements include: Technical Advisory Committee, Assessment Advisory Committee, EL Advisory
- ODE will communicate the finalized approach when complete.
 - This includes updating [2024-25 Future K and Grade K Screener Updates](#), or removing it if no longer needed.

Future K Name Update

- Future K goes offline in the last two weeks of July (yearly system rollover)
- On 8/1/25, the Future K test will reopen under the name Future/Early K
 - This name change is supposed to help signal that Yes, this is the correct test to use during the months of August through December.
 - Just like last year, Future/Early K will be the only test visible to kindergarten students testing prior to the opening of the Grade K test.

ELPA Standards Report Now Available

- Reports district and school ELPA performance by domain/standard combination
- Retrieval and interpretation instructions in the [ELPA Standards Report Guide](#), found in the Resources accordion of the [ELP Assessment page](#)
- Found in the ODE application Achievement Data Insight
 - Not sure who has ADI access in your district? Your [district security administrator](#) can tell you who has access
 - *Most educators do not have access to ADI and cannot retrieve the Report themselves*

ELPA21 Interim Canceled

- LA, the grant award state, canceled the project and returned the grant funds to US Department of Education
 - The funds were *not* cut off by USDoE
- ELPA21 desires to continue this project but plans and deadlines still need developing

Thank you!



[Ben Wolcott](#)

ELPA Specialist

We want to hear your thoughts

Q & A



OAR Changes



Student Records and Conditions for Disclosure

Karin Moscon (she/her), Civil Rights Education Specialist
Office of Education Innovation and Improvement
karin.moscon@ode.oregon.gov

Background:

- **Requirements for enrollment**
- Districts reaching out with questions wanting to know how to best support families they serve
 - Reporting that immigrant students are choosing not to enroll in school or have stopped attending after EO and DHS Memo
 - *Plyler v Doe* reliance
 - Confusion about what data needs to be collected for enrollment and admissions
- OAR misalignment with Oregon Sanctuary Promise Laws

OAR 581-021-0220 and OAR 581-021-0371

Three main changes:

- Which student information schools may publicly disclose
- What information schools may collect from students
- What information schools may disclose in response to a subpoena from a federal immigration agency

In the context of the **Oregon Sanctuary Promise Act**

2 types of information – OAR 581-021-0220

Directory Information

- Is information that should not be considered harmful to be shared.
- Can be shared with 3rd parties upon request without notifying the student or family.

Permanent Record

- Documents information about individual student and their education.
- This information requires permission to share while a student is in attendance and is stored for a designated length of time.

1. Public Disclosure

Directory Information

- Information that can be shared with any party, for any purpose, unless a parent opts out at the beginning of the year
- Original rules allowed districts to share student place of birth, home address, phone number, and email address
- Does not align with Oregon Sanctuary Promise Act

Public Disclosure to 3rd Parties

Removed from “Directory Information”:

- student’s address
- telephone listing
- electronic mail address
- **date and place of birth**
- **the most recent previous educational agency or institution attended**

Student Records: Collecting

Permanent Record

- Document a core set of information about an individual student and their educational career
- Original rules allowed districts to collect place of birth (and often citizenship status or birth certificate), social security number, as well as anything else schools may choose to add, even though there is no legal requirement to do so.
- Does not align with Oregon Sanctuary Promise Act

Student Records: Collecting

Removed from “Permanent Record”:

- student’s place of birth
- social security number
- option for districts to add other items to permanent record
 - Parent employment status and ss#

581-021-0371:

Schools Cannot Disclose to Non-judicial Subpoena

Original Rules

- Allowed schools to disclose
 - student contact information
 - immigration/citizenship status
- in response to a subpoena from any federal agency
 - which may include federal immigration authorities, including the Department of Homeland Security and ICE
- Does not align with Oregon Sanctuary Promise Act

581-021-0371:

Schools Cannot Disclose to Non-judicial Subpoena

Added language:

- District may not disclose a student's address, contact information, citizenship, and immigration status to comply with a subpoena issued for the purpose of enforcement of federal immigration laws unless required by:
 - a court order
 - a warrant authorized by a court

Fiscal Impact

- These rules will limit information school districts can request from students/families and will require modification of some districts' enrollment forms and Student Information Systems (SIS)
- We foresee some costs for schools and ODE
 - Changing Student Information Systems
 - Enrollment documents
 - Technical Assistance from ODE
- We foresee no cost for other state agencies, local governments

Equity Impact

- These rules are critical to ensure alignment with Oregon Sanctuary Promise laws that protect the privacy of students and families, particularly our immigrant students
- Inaction on this item could continue confusion about what student information districts may collect and share
 - Continue the chilling effect on many immigrant student families enrolling/attending school
 - Leave Oregon's students vulnerable to having sensitive information disclosed to third parties and to federal immigration authorities

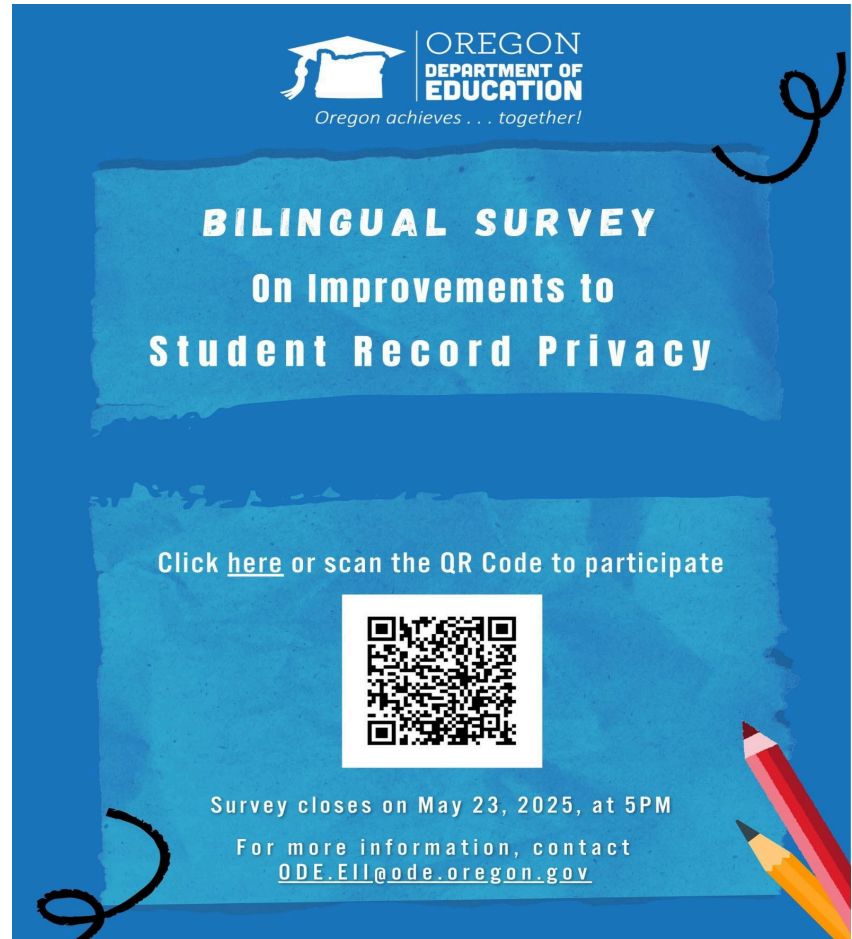
Additional Considerations


- Should the definition of attendance include online/virtual instruction?



3 ways for Feedback:


- 3 ways to share your feedback:
- Today's meeting
- Email to ODE.EI@ode.oregon.gov
- Take this short survey: [Protecting Student Privacy Survey](#)

A blue poster with a torn paper effect. At the top left is the Oregon Department of Education logo, featuring a graduation cap and the text "OREGON DEPARTMENT OF EDUCATION" and "Oregon achieves... together!". The main title "BILINGUAL SURVEY" is in large, bold, white letters. Below it, "On Improvements to Student Record Privacy" is in smaller white letters. A QR code is centered on the poster. Below the QR code, it says "Click here or scan the QR Code to participate". At the bottom, it says "Survey closes on May 23, 2025, at 5PM" and "For more information, contact ODE.EI@ode.oregon.gov". There are decorative black swirls and a red pencil at the bottom right.

 OREGON
DEPARTMENT OF
EDUCATION
Oregon achieves . . . together!

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On Improvements to
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Data updates for 25-26

New Data Elements



- Record types
 - 1-F and 4-Q
 - Early Proficient record types
 - Must have exit date in current school year
 - Must have ELPA summative assessment (any of the summative)
 - Program models must match allowable codes based on record type

Required Flag and coding



Oregon Department of Education

- Proficiency test codes must match the specific assessment each student takes.
- Students participating in the Alt ELPA must have a SPED flag (Yes)
- ODE uses the data on the participants by test code to determine future assessment needs.
- The Alt ELPA is only available for students with IEPs.

Program Model addition and changes



Oregon Department of Education

New Program model code – 20 Integrated ELD

English language development instruction is provided within the student's mainstream or content-area classroom.

English language development standards are integrated with core-content standards.

This instruction may be provided by the following educators:

- English Language Development (ELD) specialist who collaborates and co-plans with core content or general education teacher
- Core content teacher or general education teacher who collaborates and co-plans with ELD specialist
- Core content or general education teacher who has an ESOL (English to Speakers of Other Languages) endorsement may provide this language instruction in lieu of consultation with an ELD specialist.
- Students' progress with language proficiency is monitored by both the ELD specialist and core-content or general education teacher

Revised Program Model language



Oregon Department of Education

- **Push-in ELD**
 - Dedicated ELD instruction provided within the student's mainstream or content-area classroom.
- **Pull – out ELD**
 - Dedicated English language development instruction is provided outside of the classroom and EL students are removed from mainstream classroom for a portion of the day.
- **ELD Class Period**
 - Dedicated English language development instruction is provided during a stand-alone class period, and students receive course credit for the class.
- **Sheltered Instruction -**
 - Add in clarity - In this program, students receive all of their instruction in English.
- **Transitional Bilingual**
 - Add in clarity - Different from two-way immersion, the primary goal of a Transitional Bilingual program is to facilitate the EL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.



Reflection & Closing

Reflection



Oregon Department of Education

Please provide feedback about today's presentations on this survey.

We will use this information to provide additional support.

We will take 5 minutes right now for this work.

Honoring changes

We want to take a moment to honor the time we have spent this year together

Some of you may be moving on to other opportunities

We'd like to take this time for you to share with us and to Thank you for all you have done to support our ML students and families.

Thank You

For all that you do to improve systems to better serve and support multilingual and English learner students and their families!



Contacts

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