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**Title III
Webinar
November 6, 2019**



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Agenda

- 1. Emergent Bilingual Visioning Updates**
- 2. Language Use Survey Updates**
- 3. ELPA Screener Updates**
- 4. Key Date Reminders**

Emergent Bilingual Visioning Updates

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



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.



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Language Use Survey (LUS) Updates

ODE's commitment to include voice and input as the current Language Use Survey is revisited



- **Elementary and Secondary Education Act of 1965**
- [As Amended Through P.L. 115–224, Enacted July 31, 2018], p. 191
-
- (A) Establishing and implementing, with timely and meaningful consultation with local educational agencies representing the geographic diversity of the State, standardized statewide entrance and exit procedures, including a requirement that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.



Current LUS developed with extensive voice and input

In an effort towards a common identification procedure for Oregon's English Learners, the Oregon Department of Education worked "...with district EL coordinators and community partners to develop a statewide identification procedure as part of Oregon's Consolidated ESSA State Plan." (Executive Numbered Memorandum 005-2017-18)

As a result of this work, under Executive Numbered Memorandum 005-2017-18, the LUS form was required to be used by districts in Oregon starting in school year 2018-19.



Current LUS - Timeline

- 2015 – ESSA passed and development of current LUS began
- 12/15/15 – Medford shared their LUS
- 1/12/16 – Receipt of the Southern Oregon LUS survey draft
- 2/18/16 – AI/AN LUS draft for review
- 3/15/16 – Presentation of draft LUS to COSA EL Alliance
- Oct/Nov 2016 – drafted proposed LUS
- 1/12/17 – Revision of LUS
- 1/23/17 – ODE meet with Latino Network on ESSA, TIII, and LUS
- 9/27/17 – Thought partnership conversations
- 12/1/17 – Revision of draft LUS
- 12/8/17 – Gov 2 Gov input for draft LUS and
- 1/25/18 – Presentation to the AI/AN Advisory Group
- Ongoing training at COSA, TIII Coordinators' webinars



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Honoring Voice and Input

ODE is to honoring voice and input from school districts and stakeholders:

- School districts and stakeholders shared concerns with ODE
- ODE led by Carmen Urbina and Candace Pelt called for a cross agency team to review current LUS
- LUS survey developed for statewide input

Updating the LUS - Timeline



- Getting survey results back from districts November 15th
- Targeting late November to analyze data from the survey
- Targeting December for edits to Oregon's current LUS
- Targeting December for ODE leadership revision and direction
- Targeting December for Gov 2 Gov revision and guidance
- Targeting Winter 2020 to continue review with stakeholders
- Targeting late winter/early spring 2020 for the updated LUS to be completed
- Targeting spring/summer 2020 for updates in Transact
- Targeting late spring/summer 2020 for updated LUS with version 1.0 of LUS guidance
- Targeting late summer of 2020 to provide version 2.0 LUS guidance



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Guidance from USED - Erroneously Identified ELs

The Federal Government provides guidance for those rare cases what even when all procedures are followed by the district, if the student does not in fact meet the definition of an English Learner, that the district should determine how to proceed based on individual circumstances.

Addendum to September 23,2016 Non-Regulatory Guidance: English Learners and Title III of ESEA Amended by ESSA

<https://www2.ed.gov/policy/elsec/leg/essa/elandiitleiiiaddendum1219.pdf>

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<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiguidentenglishlearners92016.pdf>



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May an LEA remove a student's EL designation if that student was erroneously identified as an EL, even if the student does not score proficient on the annual ELP assessment?

An erroneously identified EL is a student who was identified as an EL but should not have been because the student does not in fact meet the definition of "English learner" in ESEA section 8101(20). The erroneous identification may have occurred as part of the initial identification process, e.g., due to a parent's inaccurate completion of the home language survey, administration of an EL screening assessment without providing for appropriate accommodations for a student with disabilities, inaccurate scoring on the annual ELP assessment, or other reasons.

In instances where a student is considered to be erroneously identified as an EL, an LEA should determine how to proceed based on the individual circumstances. For example, if the LEA discovers that appropriate accommodations on the EL screening assessment were not provided to a student with a disability, the logical step would be to re-test the student with appropriate accommodations. If the results of the screener assessment show that the student is not an EL, the EL designation would be removed.

<https://www2.ed.gov/policy/elsec/leg/essa/elandiitleiiiaddendum1219.pdf>



Erroneous identification may also occur when a parent misunderstands the home language survey and indicates that languages other than English are spoken at home because there is occasional use of a language other than English, even though English is the dominant language used at home and the student does not speak or understand any language other than English. In that case, the LEA could remove the EL designation since the student should not have been identified as an EL in the first place.

These are rare exceptions to the general rule that, after a student is identified as an EL, the LEA may not remove the EL designation before that student scores proficient on the assessment of the four language domains, even if the student's parents object to the EL designation (although parents have the right to decline services).

<https://www2.ed.gov/policy/elsec/leg/essa/elandiitleiiiaddendum1219.pdf>



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ELPA Screener Update

November 11, 2019



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District Concerns

- Identification rates
- Kindergarten and Future Kindergarten standards
- Developmental appropriateness of Kindergarten and Future Kindergarten test



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“All students are being identified”

- Identification rates do not currently pose a concern in grades 1-12
- ODE investigating extension of Future K scoring window
- ODE reviewing Language Use Survey



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“Monolingual English speakers are identified”

- Test measures against standards, not peers
- For standards discussion, see following slides

“Kindergarten and Future Kindergarten standards are too high”

Examining cut scores:

- OR and ELPA21 received federal peer review feedback
- ELPA21 is gathering district data (assessments, teacher evaluations)
- In discussion: potential for targeted Future K Screener

- USEd requires testing on all four domains, regardless of student age or developmental stage
- ELPA21 exploring item development of more appropriate items
- ELPA21 exploring expanded definition of Reading and Writing for pre-literate students



“...when will *considering/evaluating* become *doing*?”

- Action must be based on evidence
- Prioritize protection of student civil rights
- Other states are not reporting the same issues

“...how can I help?”

- Glad you asked!



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“How can I help?”

- To be distributed after webinar: Opportunities to Participate in Continuing Development of the ELPA Screener
- Contact Ben Wolcott at ben.wolcott@state.or.us or 503-947-5835



- [ELPA21 Webpage](#) (consortia web page)
- [Test Administration Page](#) (TAM and OAM)
- [Promising Practices](#)
- [Testing Portal and Sample Tests](#)
- [Training Materials Page](#) (training modules; ELPA Screener Administration Manual; practice Speaking scoring slides)



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Key Date Reminders



Carryover Budget Narrative will open mid-November.

An Explanation as to why funds were not expended is required.

Districts can carryover 100% of their Title III grant to use by the following dates:

- Carryover grants from 2018-19 must be claimed by September 30, 2020.

Key Dates

<p><u>KEY DATES</u> Continuous Improvement Plan (CIP) and Budget Narrative opens in August 2019</p>	<p><u>20 %</u> of funds may be released for each program once the four pre-requisites have been submitted:</p> <ol style="list-style-type: none"> 1. ESEA Statement of Assurances 2. School Prayer Certificate of Compliance 3. Budget Narrative Contacts 4. Private Schools <p><u>100 %</u> of funds may be released for each program once the programs CIP Plan and CIP Budget Narrative have been approved.</p>
<p>November 1, 2019</p>	<p>Continuous Improvement Plan (CIP) (Big Five and Supplemental Ten responses) Due Extension can be granted until December 6</p>
<p>March 20, 2020</p>	<p><u>FINAL</u> date for submission of Federal Program CIP Budget Narratives</p>
<p>March 21, 2020</p>	<p>Funds will be frozen for those districts that have not submitted the CIP Plan and Budget Narratives</p>
<p>June 1, 2020</p>	<p>Liquidation of funds if district level CIP (Big Five and Supplemental Ten responses) and CIP Budget Narrative are not submitted and approved</p>

Thank you for your time!



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