



EL Advisory Group

Meeting

April 21, 2022

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Meeting Overview

- Welcome & Updates
 - Laura.Lien@ode.oregon.gov
- Honoring Student Proficiency on HS ELPA Summative
 - Ben.Wolcott@ode.oregon.gov
- Summary of virtual OTELP workgroup
 - Josh.Rew@ode.oregon.gov
- Access to Linguistic Inclusion
 - Ben.Wolcott@ode.oregon.gov
- Alt-ELP Standards
 - Kim.Miller@ode.oregon.gov
- Strategic EL Plan update
 - Gloria.Espitia@ode.oregon.gov
- Carmen West Memorial Award
 - Taffy.Carlisle@ode.oregon.gov



Updates

Assistant Superintendent, Deborah Lange & Director, Laura Lien

Oregon Department of Education

Education Equity Stance

*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.*

Grounding Activity



Planting Seeds:

What seeds (of hope, of fun, of joy, of growth, etc.) do you want to plant this spring in anticipation of the end of the year and upcoming summer?



Honoring Student Proficiency on HS ELPA Summative

EL Assessment Specialist, Ben Wolcott

Honoring Student Proficiency on the HS ELPA Summative

What does it do?

- Students may “carry” Proficient performance from one Grade 9-12 ELPA Summative test to the next.
 - (Remember that students exit when they score Proficient in all non-exempt domains.)
- This means that students in Grades 9-12 can demonstrate proficiency all at once (on a single test), or build a demonstration over time (through multiple tests).

Some policy context

- US Department of Education initially determined this was not permissible under current rules. ODE sought and obtained a testing waiver through 2024-25.
- ODE will track the impact of this policy on EL education in OR.

Thank You



Ben Wolcott, Ben.Wolcott@ode.oregon.gov



Oregon English Learner Report Feedback

Summary of Virtual OTELP Workgroup

Psychometrician, Josh Rew

Oregon English Learner Report Feedback

At the February 17th EL Advisory Workgroup meeting, I invited workgroup members to share their thoughts, feelings, and insights concerning the contents of the [Oregon English Learners Report](#).

Thank you for your time, effort, and thoughtful comments and questions.

We will incorporate your feedback and suggestions in this year's report.

Summary of Virtual OTELP Workgroup

Virtual workgroup met on January 25th and 26th.

- Workgroup members came from 12 districts:
 - Ashland SD, Centennial SD, David Douglas SD, Hillsboro SD, Klamath Falls City Schools, Medford SD, Milton-Freewater Unified SD, Morrow SD, North Bend SD, Pendleton SD, Portland Public Schools, and Seaside SD.
- Discussed potential enhancements to the OTELP calculation and reporting:
 - Change Title I school accountability indicator level cuts
 - Extend trajectory expectations for certain student groups
 - Add certain student groups to OTELP reporting

[Virtual OTELP Workgroup Slides](#)

Summary of Virtual OTELP Workgroup

- Workgroup recommendations:
 - Need more information about implications and consequences:
 - Changing indicator level cuts
 - Extending trajectory expectations
 - Including more student groups in reporting
 - Consider implications and consequences of (1) honoring HS ELPA proficiency and (2) alt-ELPA operation field test
- Workgroup invited ODE to consider/explore/revisit the following:
 - ELPA proficiency standards (especially in grades 6-12)
 - Increase in parent refusals
 - 'Ever' IEP/504 as a student group in OTELP reporting
 - ELPA accommodations and supports

Thank You

Josh Rew, Josh.Rew@ode.oregon.gov

BREAK

10 minutes :)

Please be back at 10:45 a.m.



Access to Linguistic Inclusion

EL Assessment Specialist, Ben Wolcott



Thank You



Ben Wolcott, Ben.Wolcott@ode.oregon.gov



Alt-ELP Standards – new tools for educators

Education Program Specialist, Kim Miller

Goals

Through the information in this presentation, you will:

- Learn about Oregon's Alt-ELP Standards including their creation
- Learn about Oregon's Alt-ELPA summative assessment and how it meets the strengths and needs of our Emerging Bilingual Students With Significant Cognitive Disabilities (ELWSCDs).

Foundational Information: Statute

Under ESEA section 1111(b)(2)(G), all English learners (ELs) must participate in an annual ELP assessment that is aligned with the State's ELP standards. The ESEA requires those ELP standards be derived from the domains of speaking, listening, reading, and writing; address the different proficiency levels of ELs; and be aligned with the challenging State academic standards (ESEA 1111(b)(1)(F))

The annual ELP assessment requirement applies to all grades K-12 in which there are ELs in schools served by the State (34 CFR § 200.5(a)(2)).

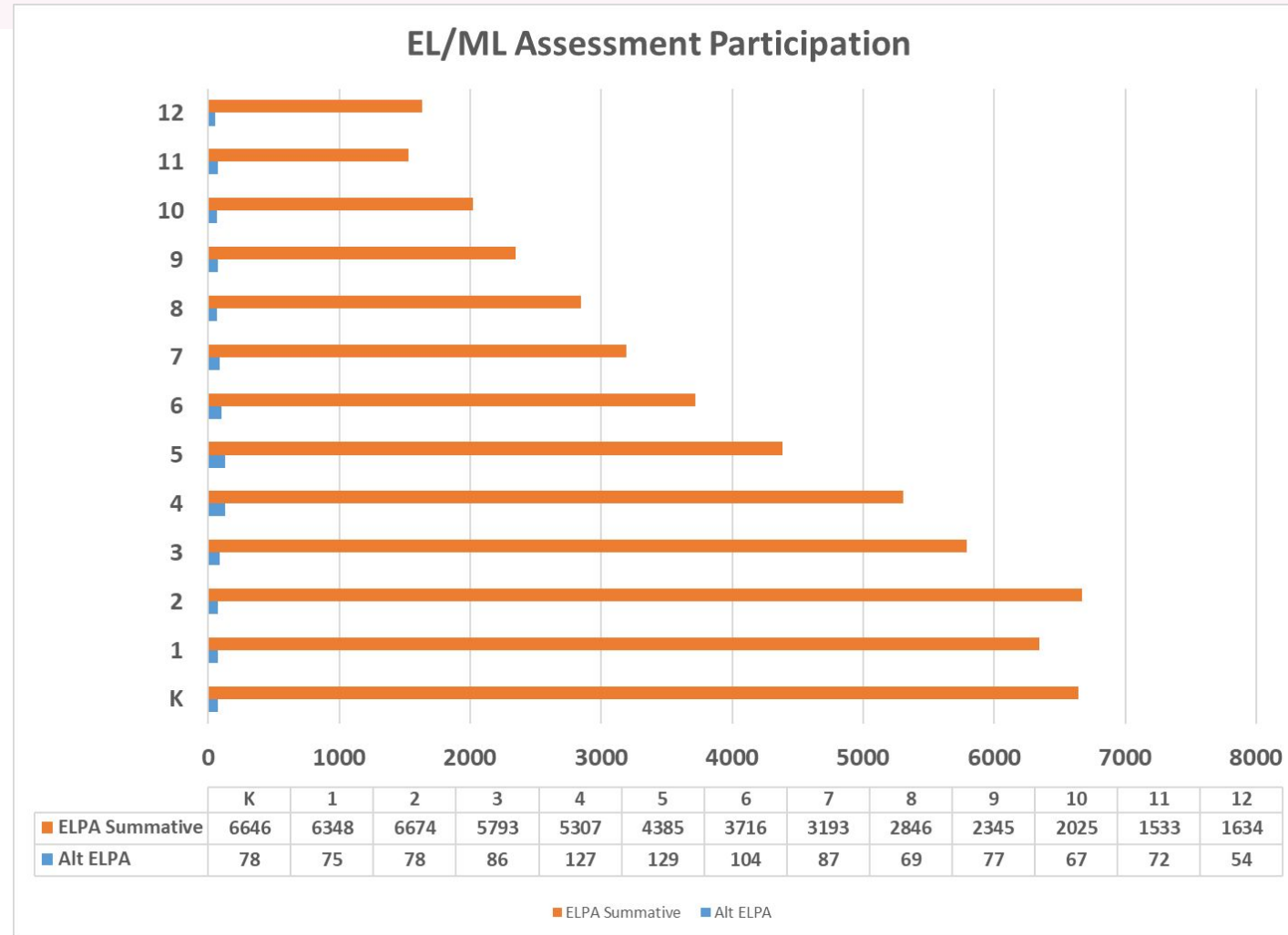
34 CFR § 200.6(h)(5) requires that a State administers an alternate ELP assessment for ELs with the most significant cognitive disabilities who cannot participate in the ELP assessment even with appropriate accommodations. A State may develop alternate ELP achievement standards for the alternate ELP assessment.

Informing some misperceptions about ELWSCDs

Students with significant cognitive disabilities...

- May belong to more than one or two specific IDEA disability categories (e.g., intellectual disability, autism).
- May be verbal. They may respond to multiple languages.
- Are able to learn English or a new language.
- Can communicate about concepts.
- May read or write, perform mathematical computations, and understand scientific concepts.
- Can make progress in their acquisition of knowledge and skills.

Alt-ELPA participants compared to ELPA Summative Participants by Grade



History of Oregon's Alt-ELP Standards

- National collaboration led by CCSSO beginning in 2018
 - Three virtual meetings in Winter of 2018
 - Four and half-day In-Person Meeting in May 2018
 - 19 states/territories and D.C.
 - EL specialist
 - SWD specialist
 - Assessment specialists and psychometricians
 - Teachers with relevant instructional and assessment experience
 - Representatives from DLM, MSAA, ELPA21, WIDA, ALTELLA
 - Other national experts
- [Published by CCSSO in February 2019](#)
- Included in the CAAELP (Alt-ELP Assessment consortia)
 - Oregon membership began in April 2020
- Shared with Oregon educators
 - SPED Conference 2019
 - EL Coordinators 2018, 2019

Overview of ELP Standards

Organized by Language Modalities

Receptive

Listening

Reading

Productive

Speaking

Writing

Interactive: The interaction between receptive and productive language

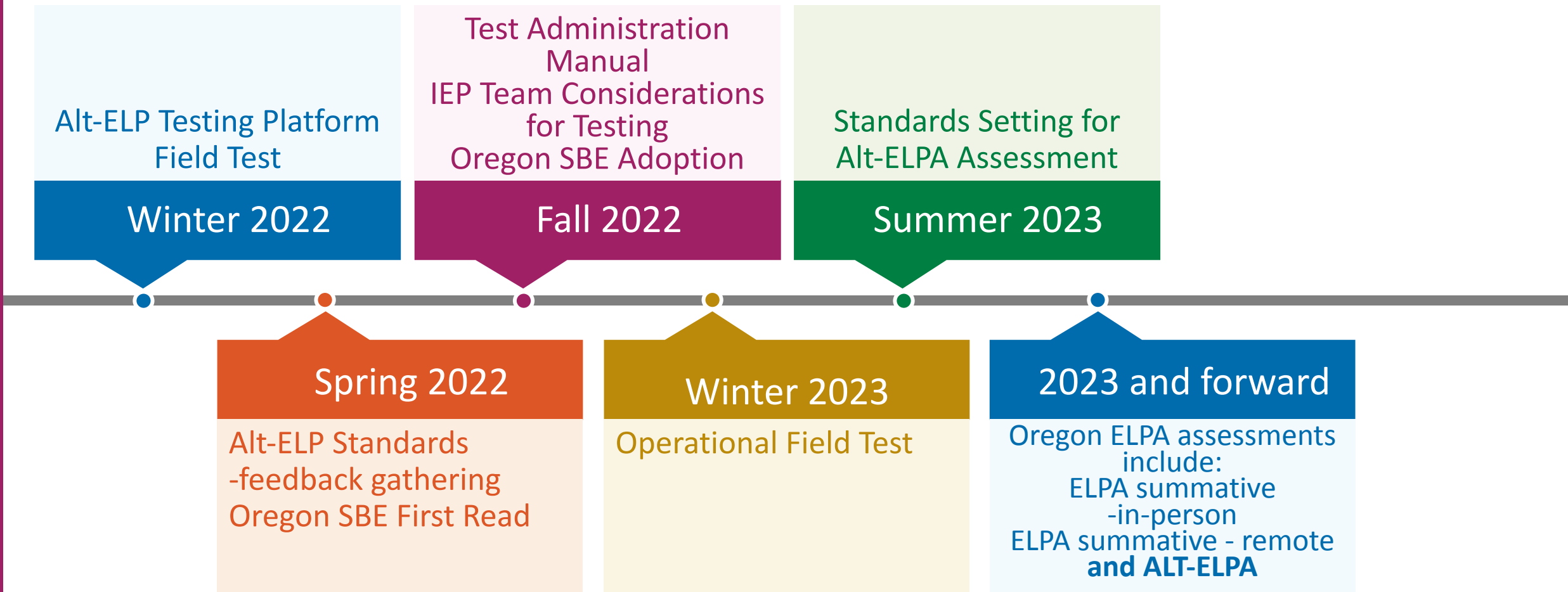
ELP Standard 4-5.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Beginning	with prompting and support: <ul style="list-style-type: none"> Communicate simple information about familiar texts, topics, events, or objects in the environment. 	A student may: <ul style="list-style-type: none"> Indicate if they liked or disliked a text or topic. Identify the correct feeling or emotion of a character. Identify the topic of presented text (Was this about bicycles or trains?). Upon request, indicate information the author shared in the text.
Intermediate	with prompting and support: <ul style="list-style-type: none"> Communicate simple information. Compose simple written text about familiar texts, topics, and experiences. 	A student may: <ul style="list-style-type: none"> Identify the topic of the text. For example, "This story was about ____." With prompting, share responses about written or oral text. This could be answering simple questions about the text or topic. Illustrate AND label, dictate, or compose a narrative or expository text. Narrative should include clear beginning, middle, and end. Expository should include topic and 1-2 supporting details. Communicate using their preferred communication mode to share details from the story (i.e., "What is the character doing on this page?" "The girl is...")
Advanced	with prompting and support: <ul style="list-style-type: none"> Deliver short presentations or information. Compose written text about familiar texts, topics, and experiences. 	A student may: <ul style="list-style-type: none"> Compose written texts about a text or topic using multiple simple sentences. Communicate information about texts with verbal prompting or by use of visual aids as prompts.

ELP Standard 9-12.3: An English learner with significant cognitive disabilities can speak and write about grade-appropriate complex literary and informational texts and topics.

ELP Level	Proficiency Descriptors An English learner with significant cognitive disabilities can:	Example(s)
Beginning	with prompting and support: <ul style="list-style-type: none"> Communicate information about familiar texts, topics, and experiences. 	A student may: <ul style="list-style-type: none"> Identify a story when presented a literary and informational text. Choose a response option or provide a one-word response to a text-prompted question. Respond to a question about an informational text with one or more choices, pictures, or words or a combination of them. Select words to complete sentence frames about a selected topic.
Intermediate	with prompting and support: <ul style="list-style-type: none"> Communicate information about familiar texts, topics, experiences, or events. Compose written text about familiar texts, topics, experiences, or events. 	A student may: <ul style="list-style-type: none"> Sequence pictured events in a news story and identify words or phrases for each picture. Speak or write one to two sentences using sentence starters. Write a summary about a graph of the daily local temperatures. Find three to five words (using word cards, online tool, etc.) that represent key points from a text.
Advanced	with prompting and support: <ul style="list-style-type: none"> Deliver presentations or information. Compose written text about familiar texts, topics, experiences, or events. 	A student may: <ul style="list-style-type: none"> write (summarize or sequence) about an informational text Speak or write one or two sentences to summarize a literary or informational text. Present information about a schedule (e.g., school day) to peers. State how to solve an area of a rectangle problem using a text for reference. Describe characters in a familiar story.

Timeline



Your Feedback

Here is the [link](#) to the CCSSO Alt-ELP Standards for you to review

After your review, ODE would appreciate it if you could take a moment of time to complete this [optional survey](#).

Information from the survey will be shared with the Oregon State School Board when these standards are taken into consideration for adoptions.

Contacts

[Dan Farley](#) (Director of Assessment)

[Ben Wolcott](#) (ELP Assessment)

[Liz Ross](#) (Director of Federal Systems)

[Kim Miller](#) (Title III)

[Susy Mekarski](#) (Title III)

[Mary Martinez-Wenzl](#) (Director of Multilingual and Migrant Education)

[Linda Brown](#) (Special Education Specialist)

[Caitlin Gonzales](#) (Alt-ELP Assessment)

[Taffy Carlisle](#) (Equity, Diversity, Inclusion)

Thank You!



Kim Miller, Kim.Miller@ode.oregon.gov

Break

10 minutes :)

Please be back at 11:45 a.m.



Strategic EL Plan Update

Multilingual and Immigrant Education Leader, Gloria Espitia

History of Plan

- 2013 Plan
- 2018 Plan Update Draft

Oregon English Learners Statewide Strategic Plan 2013 - 2016



Work to Date

ODE Internal Workgroup

To help build the architecture and blueprint of the plan update that will be centered in community engagement and community partners. A model that includes internal and external accountability.

Gap Analysis

1. Analyze current state
2. Identify where we want to be
3. Find the gaps
4. Create & implement a plan to bridge the gaps

Gap Analysis

1. Analyze the current state

Data Dive

Followed a protocol to analyze current statewide data points of currently identified English Learners and Former English Learners compared to all students

ODE Inventory

In order to understand the existing or emerging work that could be built on.

Gap Analysis

2. Identify where we want to be

Developed consensus in the components necessary to be weaved throughout the updated plan

Connection of the various State and Federal EB indicators/work/plans
Increasing teacher/counselor/admin knowledge (district and school)
State/district/school improvement
Family engagement and partnerships
Assessment
Supporting students on an IEP/504

Gap Analysis

3. Find the gaps

Performed a SWOT analysis of the goals in the 2013 plan and 2018 plan draft

Strengths/ Opportunities	Weaknesses/ Threats
Move us in the direction we want to be	Pull us from or does not align with the direction we want to be

Gap Analysis

4. Create and implement a plan to bridge the gaps

Develop action steps

Leveraging from the expertise and findings that resulted from this work, we were able to develop goals, opportunities, and structures that will inform the next steps of the development of the updated Multilingual State plan.

Timeline

- Our planning is in the refinement stages
- We are exploring multiple pathways and analyzing what approach will best support our ultimate goal
- Above all there is a commitment in ensuring this critical work moves forward in collaboration with our community partners, and recognition that an update is overdue

Feedback

- What questions or feedback do you have for us?

Thank You

Gloria Espitia, Gloria.Espitia@ode.oregon.gov



Carmen West Memorial Award

Education Program Specialist, Taffy Carlisle

Outstanding Outcomes for EL Students

Carmen West was a pioneer for EL Student at ODE and the award was created in her memory to recognize outstanding outcomes and progress for EL students

- Criteria to receive the award has varied over the years
- Recipient types has varied - districts or schools
- ODE has relied heavily on data, which has been incomplete these past years

The desire is to create a process that could potentially:

- Include a broad range of voices in the creation of the award criteria
- Consider a greater scope of artifacts besides data alone to determine progress
- Expand the list of potential recipients

<https://www.surveymonkey.com/r/PZR2RYZ>

Thank You



Taffy Carlisle,
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We're Here to Help

Please Contact Us!

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Next EL Advisory Group Meeting

June 16, 2022

