EL Advisory Group

Meeting

February 17, 2022

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Meeting Overview

- Welcome New OEDI Director
  - Laura.Lien@ode.oregon.gov
- ESSER Investment: CSASL Grants
  - Mariana.Praschnik-Enriquez@ode.oregon.gov
- Annual EL Report Feedback
  - Josh.Rew@ode.oregon.gov
- Methods of Administration Program/Civil Rights
  - Karin.Moscon@ode.oregon.gov
- Socioeconomic Measures Workgroup Feedback Session
  - Michael.Reyes@ode.oregon.gov
- Seal of Biliteracy/Seal of Multiliteracy
  - Taffy.Carlisle@ode.oregon.gov

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

In the chat, if you had ultimate power and resources to change one ***policy***, ***practice***, ***procedure***, *or* ***legislation***, what would it be and how would you change it?

Welcome New OEDI Director

Dr. Laura Lien

ESSER III Set Aside Investment Plan

Assistant Superintendent, Deborah Lange
Office of Equity, Diversity, and Inclusion

Oregon Invests & Envisions Equity in Education

Prioritize Health & Safety For All Communities

During the pandemic, health and safety protocols were instituted that must remain a top priority to prevent and respond to any further public health crises. **Facility and public health protocols as well as targeted professional learning** must continue in a purposeful way.

We must recommit to creating schools that are welcoming to each and every student we serve. Vigilance against hate and violence keeps our schools safe.

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Centering Equity

Every student benefits when we center equity for students of color, experiencing disability, tribal members, emerging multilingual, navigating poverty, houselessness, foster care, and non-dominant gender identity and sexual orientation.

Prepare for Next Steps After High School

Help students prepare for next steps after high school by ensuring they are completing financial aid forms, have access to higher education application and enrollment processes, and workforce preparation.

Create Equitable Access to Education

Implement programs to enroll all students and regularly engage families, especially those who have not had access or have not been attending.

Provide Mental, & Social, Emotional Health

Support students and staff with culturally responsive trauma-informed care, social emotional learning (SEL), racial equity and anti-racist approaches, and a strengths-focused multi-tiered system of support.

Create Access To Well-Rounded Education

Center student learning that builds on strengths, addresses needs, provides active engagement, and is culturally responsive and developmentally appropriate.

Safeguard Student Opportunity

The disproportionate and severe impact of the pandemic and our response on students and families must be recognized, we must afford every student a full academic learning experience without restriction as they regain their learning stride.

Serve Students in Transition

Students who are transitioning from one community to another or to a new school (kindergarten, 6th, & 9th grades) need to feel support and belonging to overcome fear and isolation.

Make Unfinished Learning a Priority

Extend the learning day and year. Provide before and after school enrichment and learning activities. Collaborate with tribes and community based organizations (especially culturally specific organizations).

Refine Digital Learning

Learn from Comprehensive Distance Learning in 2020-21. Improve upon and apply best practices to online programs offered in 2021-22 and beyond.

Oregon Identified ESSER Priorities

1. Address **unfinished learning** as part of a responsive system, grounded in equity, meeting students where they are and accelerating their learning by building on strengths and addressing needs.

1. Prioritize **health, safety, wellness, and connection** for all communities.

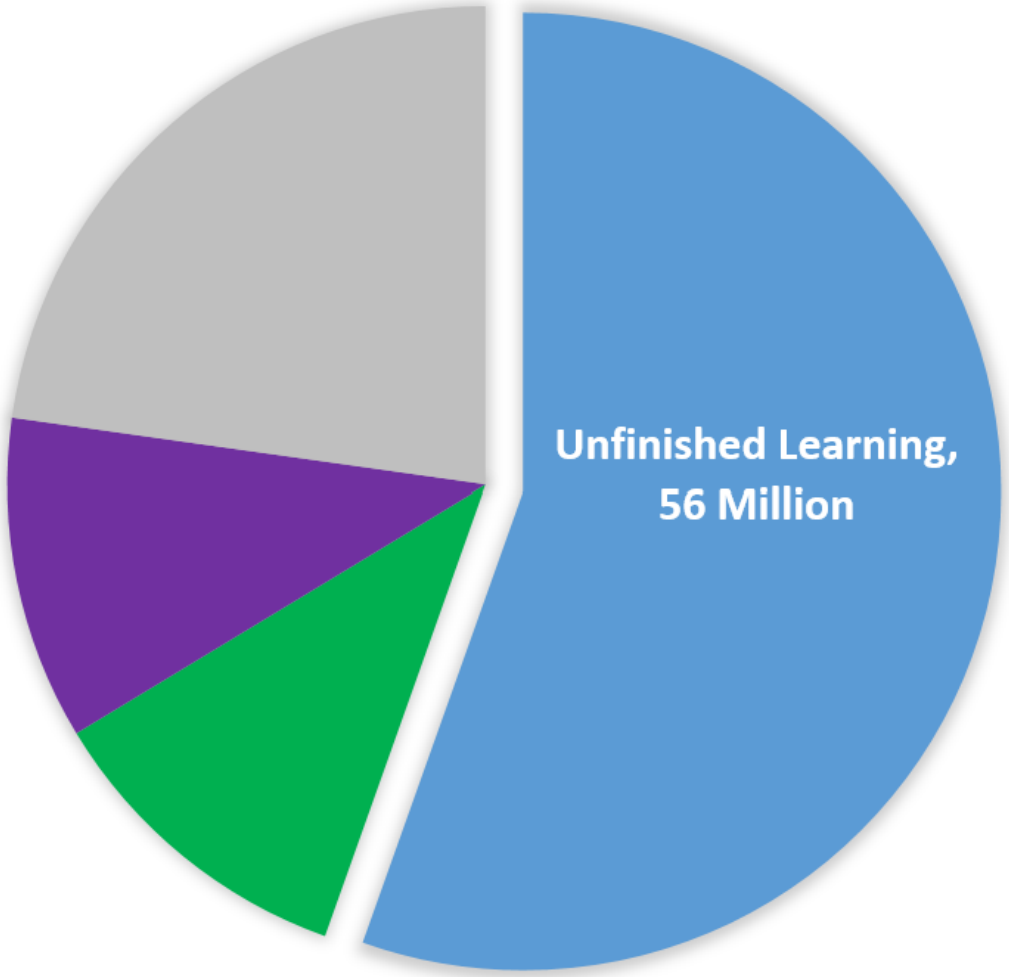
1. Strengthen **high-quality, culturally-sustaining and revitalizing instruction, leadership, and programming**.

Community & Educator Input: *What Matters*

Oregon themes:

- **Family Engagement**: Realize family and community engagement strategies in each area and hold districts accountable to their plans.
- **Centering Equity**: Don't let equity get lost in the shuffle within each priority area.
- **Disparate Impact**: Students who experience disability, who are in foster care, from highly mobile populations, who are members of tribes, who are Black/African America, American Indian/Alaska Native, and Latino/a/x, Pacific Islander, from areas with low vaccination rates, and others were affected differently and may need different solutions in each area.
- **Grade-Level Transition**: Assessments can be a part of ensuring students are acknowledged for their achieved mastery, acknowledging students may not need to only be learning in one grade level across subjects.
- **Sustainability**: The one-time nature of these funds is of concern when it comes to sustaining efforts in each area, as well as ODE's ability to support the continuity.

Investments in Unfinished Learning



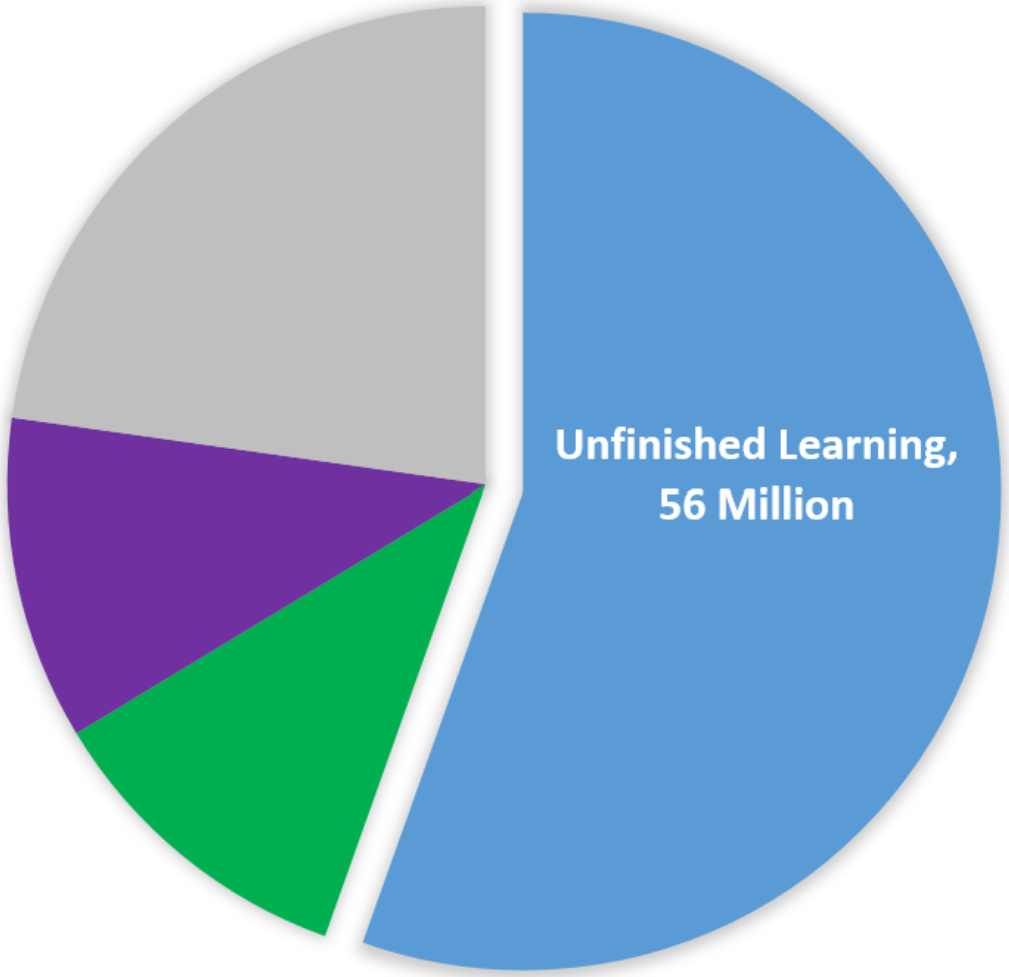
#1: Ambitious Teaching and Equitable Assessment ($15M)

#2: Building Career Connected Learning Systems to Accelerate Learning ($12M)

#3: Teacher Pathways for Bilingual Educators ($4M)

#4: State Leadership for Multilingual & Migrant Education ($4M)

Investments in Unfinished Learning



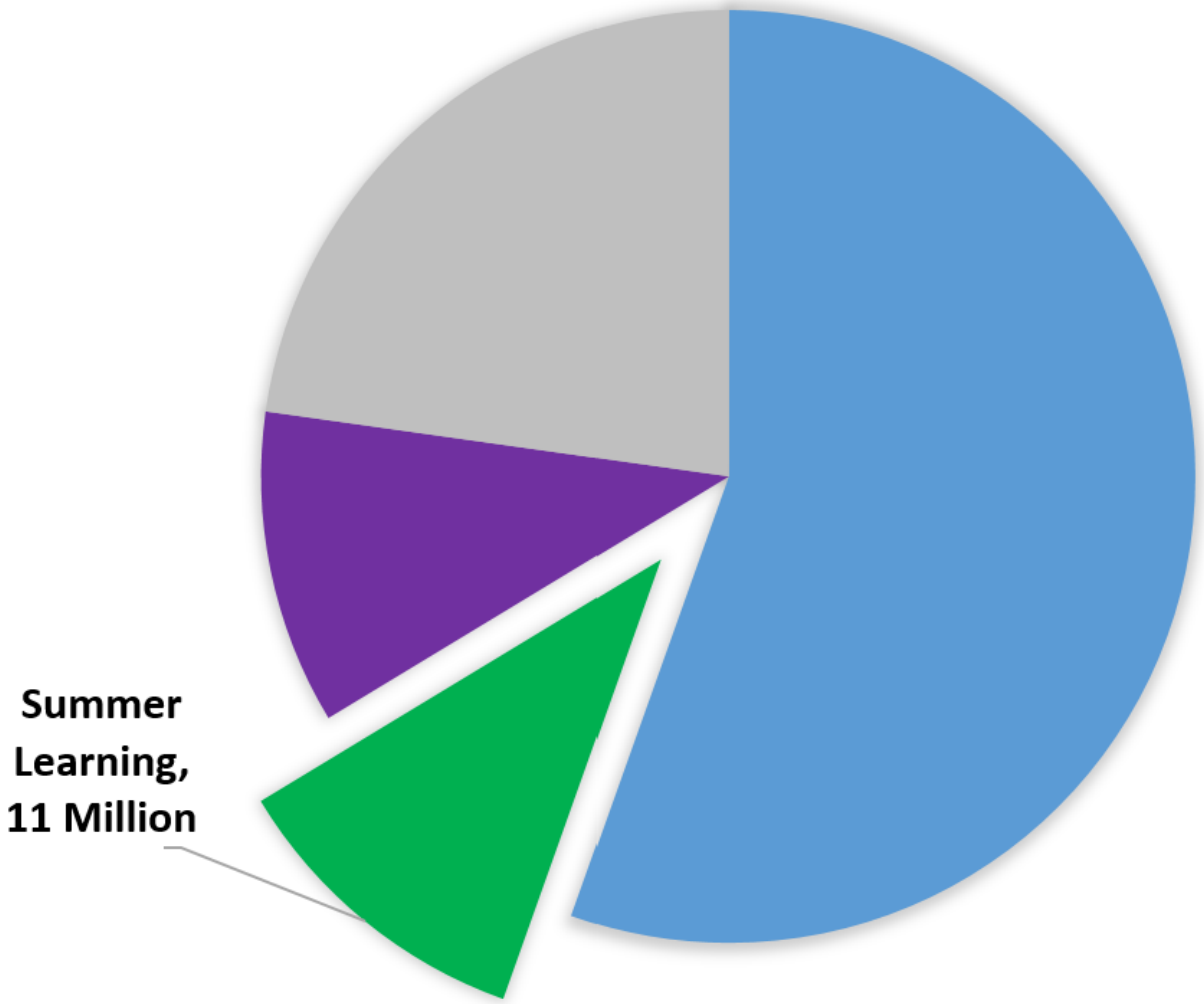
#5: State Leadership for the Office of Indian Education & Nine Tribes-healing ceremonies ($8M)

#6: High Quality Instructional Materials ($2M)

#7: Kindergarten-5th Grade Literacy ($4M)

#8: Scalable Models of Mental Health Investment ($5.5M)

Investments in Summer Learning

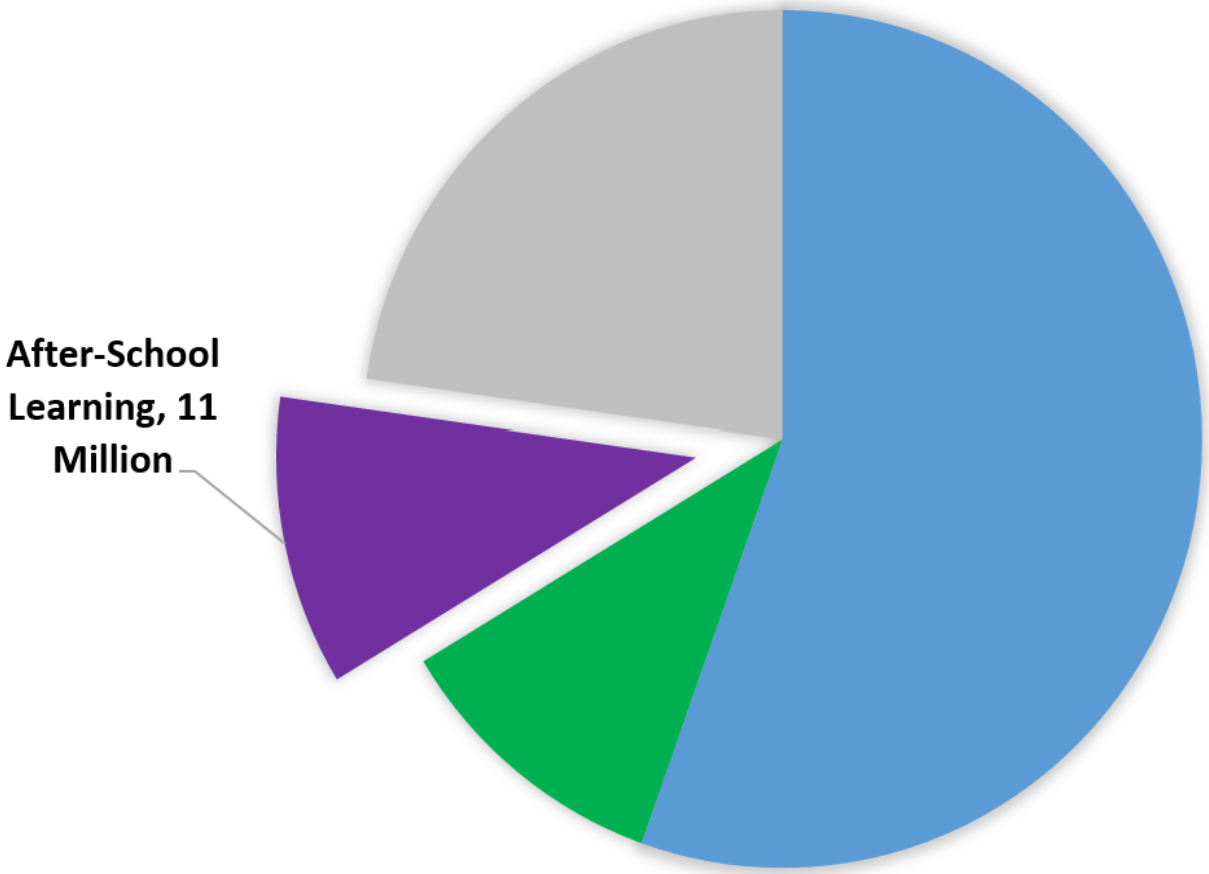


9: Jump Start Kindergarten

Overview: Strengthens the transition from PreK to Kindergarten, which is a critical bridge for early learners. Building on assets and strengths, this Jump Start Kindergarten grant program provides two additional weeks of time and attention for learners. Distributes funds through criteria-based grants to Title One Elementary schools.

Funding: $11.2 million allocated

Investments in After School Learning



Focused on students in special education, in foster care, from highly mobile populations, who are Black/African American, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities.

10: After School Learning Driven by Culturally Specific Community Based Organization

Overview: Provides grant opportunities for Culturally Specific Community Based Organizations to offer After School Learning programs in partnership with districts.

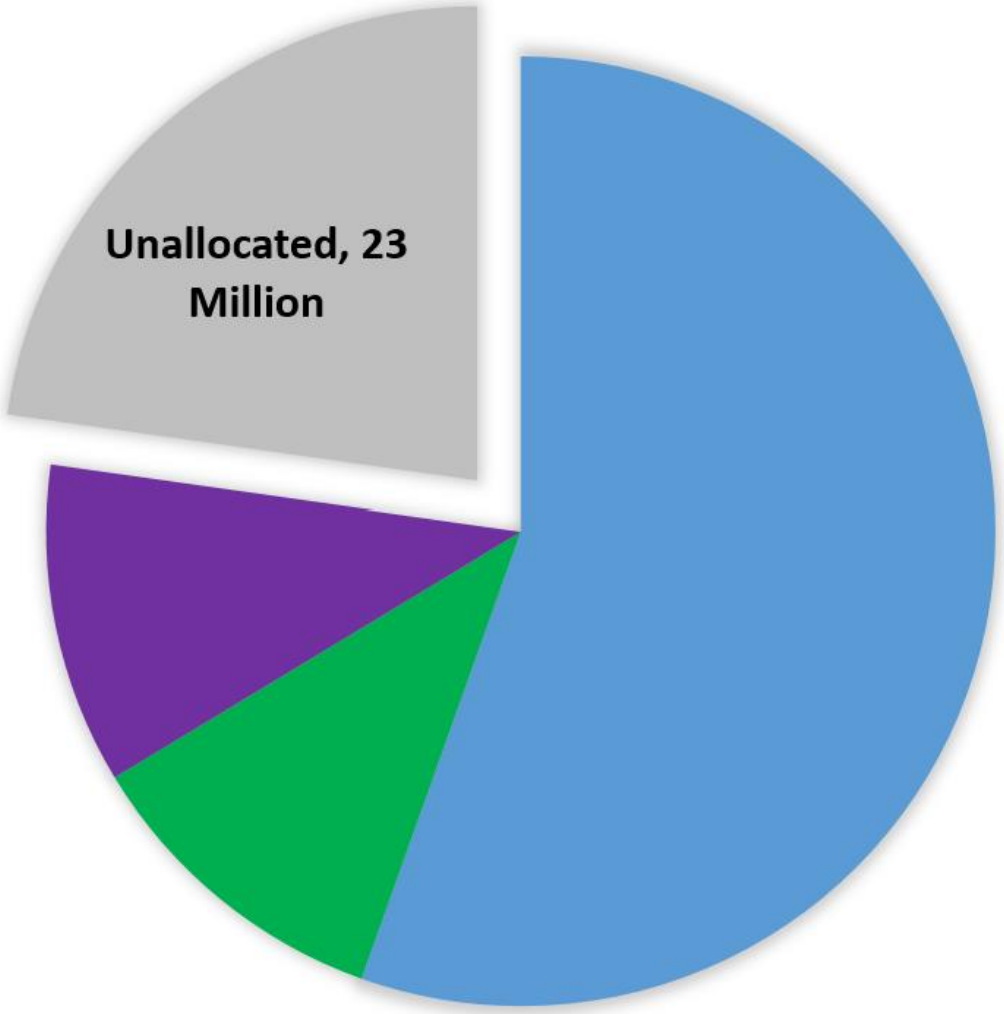
Funding: $9 million allocated

#11: Culturally Specific and Culturally Responsive STEM learning opportunities

Overview: Provides additional resources for STEM hubs to design culturally specific and culturally responsive afterschool STEM learning opportunities.

Funding: $2.2 million allocated

Investments from the Unallocated Funds



#12: Intensive Program Investments

- **$8.5M** ESD Regional contract program
- **$10.5M** Early Intervention/Early Childhood Special Education
- **$1.2M** Youth Corrections Education Program *($90K min. floor)*
- **$1.15M** Juvenile Detention Education Program *($90K min. floor)*
- **$1.89M** Long-Term Care and Treatment Education Programs *($90K min. floor)*
- **$0.27M** Hospital programs *($90K min. floor)*

Annual EL Report Feedback

Psychometrician, Josh Rew

Oregon Annual EL Report Feedback

The Oregon English Language Learner Report is an annual publication required by law (ORS 327.016), which reports on financial information for English language learner programs, the objectives and needs of students eligible for and enrolled in an English language learner program, as well as provides information on the demographics of students in English language learner programs in each school district. We are seeking feedback on adaptations to this year's annual EL report as a result of data limitations stemming from the impacts of the COVID-19 pandemic and we've posted an English and Spanish version of the reports as a Google doc that you can access using this link. For previous EL Reports, please visit this link. For any questions or to provide feedback directly, please contact Josh Rew at Josh.Rew@ode.oregon.gov

Thank You

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

Civil Rights in Oregon Schools Methods of Administration

Karin Moscon

karin.moscon@ode.oregon.gov

Who We Are and What We Do

Karin Moscon, Civil Rights Education Specialist, MOA Coordinator
Dana Hathaway, Civil Rights Program Analyst
Tim Conbere, Civil Rights Program Analyst

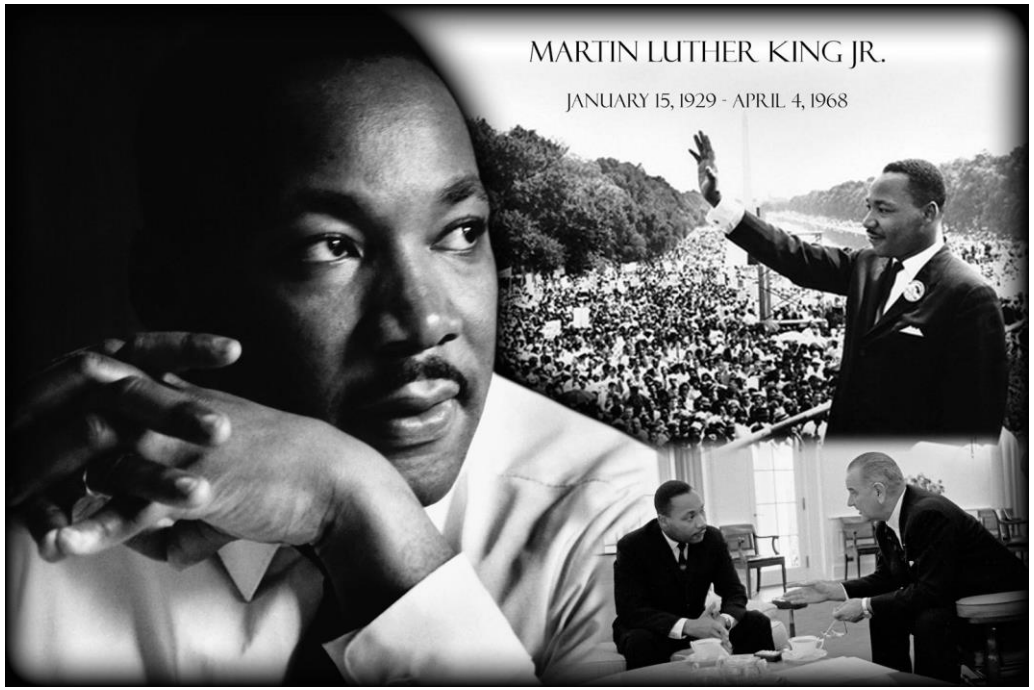
Methods of Administration (MOA) Team

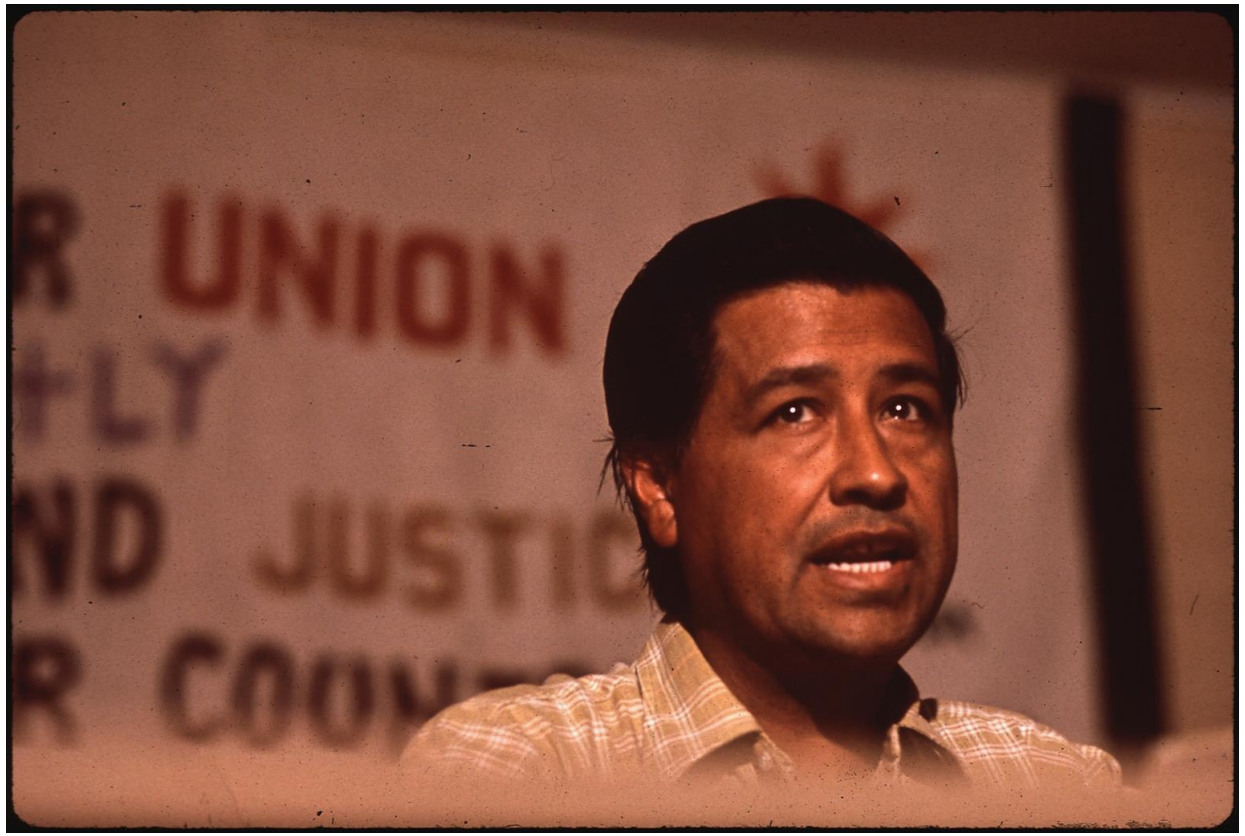
- Civil rights reviews and monitoring of high schools and community colleges that offer CTE courses.
- Provide equity and civil rights technical assistance and professional development to schools and ODE.

Website

Oregon MOA Plan

What do you think of when you think about civil rights?





Oregon's Civil Rights Bill

- 1953 - Oregon's Civil Rights Bill made Oregon the 21st state to outlaw discrimination in public places.

- Current definition of discrimination:
  - "Discrimination" means any act that unreasonably differentiates treatment, *intended or unintended*, or any act that is fair in form but discriminatory in operation, either of which is based on **age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, and gender identity.**

OAR 581-021-0045 and 0046: Discrimination Prohibited in Schools

ORS Chapters 326 & 659 provide ODE authority to implement rules related to discrimination in schools.

Federal Law, Civil Rights and Education:

Title VI

Race, Color, National Origin

1964

Title IX

Sex, Gender, Sexual Orientation, and Gender Identity

1972

Section 504

of the Rehabilitation Act of 1973

Disabilities

Americans with Disabilities Act (ADA)

1991, updated in 2010

Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap

1979

From Tracking to Exclusion and now to Inclusion

Originally students were tracked into Vocational Education

Now we find more and more of the opposite to be true. As courses become high in demand, there are often barriers put into place to discourage or prevent equitable access to programs.

Examples of programs:

https://www.oregon.gov/ode/learning-options/CTE/Pages/default.aspx

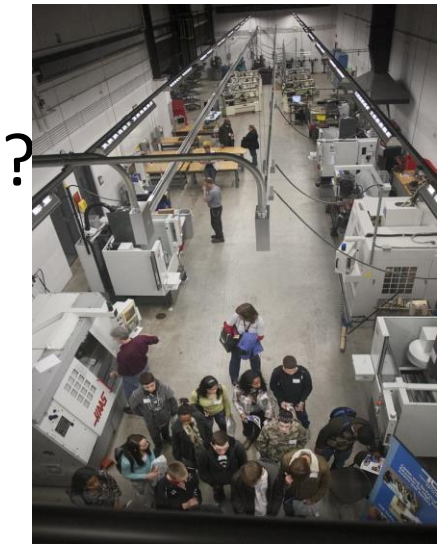
Scenario

During a visit to a local high school, the school counselor commented that he is tired of changing schedules for so many Emergent Bilingual students that week.

He explains that the students are dropping out of a CTE manufacturing class.

1. Does this raise any concerns for you around civil rights?

1. What should be our next steps?



Upon further investigation…

…we find that all students in the class are being required to take a safety test in week 4. If they do not pass the test they are not allowed to work with any of the equipment in the class.

The test is only offered in English. When asked about it, the instructor says that the emergency instructions are only listed in English from the manufacturer of the equipment and machinery, so that is why they are only testing in English, as a safety precaution.

Asking questions

1. Do you see a potential violation of civil rights laws?

   Why?

2. What can be a possible solution for this school?

SchAre there barriers? eduling and Enrollment

Potential Barriers to Courses

What current practices may be creating barriers for students?

- Pullout classes
- Prerequisites for courses
- Biases of involved staff, counselors, partners, employers
- Lack of information for those responsible for scheduling
- Limited opportunities

Thoughtful Examination

If a student is experiencing discriminatory barriers, what should happen next?

- Do you know? Do they know?
- Do other members of the education community know?
  - Who should they report to?
  - What will be the procedures?
  - What can they expect to happen?
  - What is the timeframe they should expect?
  - What resources are available?
- Are procedures different for faculty?

Who We Visit

- We visit 10 high school systems and 1 community college every year.

- What might be in a high school system?
  - Middle schools with CTE classes
  - Any alternative schools/programs
  - Any other associated schools, programs (YTEP, ESD, etc)

How It Works

- During the visit the team
  - interviews students and staff regarding their experiences at the school
  - reviews school documents regarding discrimination procedures, coordinator training, etc.
  - reviews of the accessibility of facilities, including parking and routes to get between buildings
  - discusses findings with administration, including recommendations for best practices
- After the visit we
  - send the district a letter with all of the findings and suggested corrective actions.
  - work with district to create a Voluntary Compliance Plan with dates for each action to be completed
  - monitor completion of the actions and report to the US Department of ED Office for Civil Rights every two years.

Data Collection for the Compliance Review- What we look at

- Needs Assessment
- TAG and SPED data
- Discipline data
- Rates of attrition
- EL data
- SPED and 504 plans
- Survey data
- Program level data
- Course catalogues and forecasting sheets
- Student organization data
- Dual credit enrollment data
- Scheduling data
- Accessibility (facility and on-line)
- Review of any new builds
- Complaint processes
- Communications with families
- Advisor and counselor procedures

Scenario

During an on-site visit several students being interviewed explained that some students can't take CTE or other electives because they only attend classes for half of the day and then go to in-house suspension for the last 3 periods of the day.

Further investigation and interviews with students and staff reveals that the "suspension" is for the students who are "in trouble" or who have poor attendance. The three hours are spent doing make-up assignments, receiving tutoring, credit recovery (online) or just "messing around on the computer". Once students are in this course, they are usually assigned to it for the remainder of their time in the high school.

Scenario continued

The class is located in a trailer away from the rest of the school, the trailer is in disrepair, does not meet accessibility requirements, and is staffed by a teacher's aide, who is part of a rotation assignment. There are 5 aides who each take 1 day a week.

Data is requested from the school to demonstrate the gains or improvement as a result of program participation. The data shows that 50% of students in the program drop out of school. The data also shows that 50% of the students in the program are students of color and 30% of the students have disabilities.

Questions for the scenario

- Do you see a potential violation of civil rights laws? Which law(s)? Why?
- What can be a possible solution for this school?

We would like your help and input please

What are student and family experiences we should be aware of?

What questions should we ask students, staff, parents?

Other recommendations?

[Google Feedback Form]

Please reach out with your suggestions or questions

- Karin Moscon, Civil Rights Education Specialist
  karin.moscon@ode.oregon.gov
- 503-569-2532

Socioeconomic Measures Workgroup Feedback Session

Education Program Specialist, Michael Reyes

Project Core Values

The Measures of Socioeconomic Status project will:

- Evaluate the current measure of Economically Disadvantaged in order to determine and implement the most accurate measure of (socio)economic status available.
- Ensure that ODE programs and partners that are impacted by the measure have input and are part of the project. This will result in improved supports to students and families.

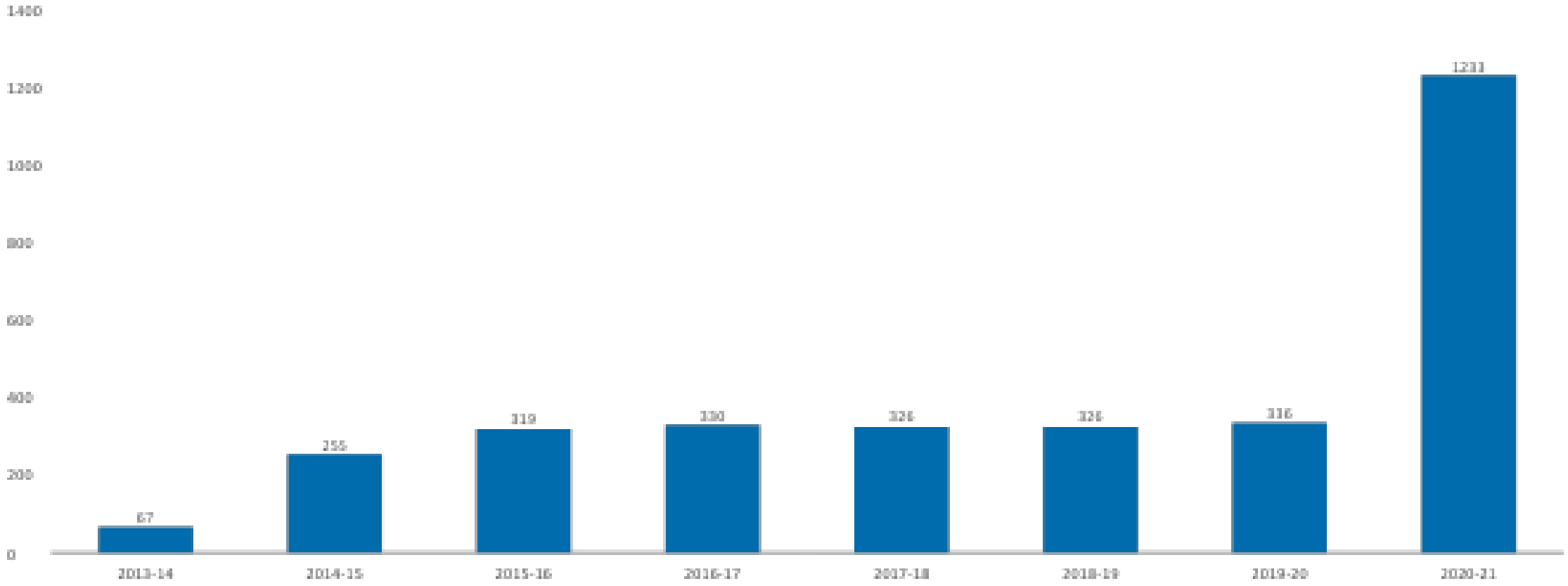
Project Goals

- Our goal is to be able to use this information to improve the learning and experience of students and families from communities that may be harmed and/or marginalized by the current system.
- We will be working with community, Tribal, and education partners to help us develop a meaningful and actionable definition moving forward.

Economically Disadvantaged Measure

- ODE currently relies on free and reduced price school meals eligibility data, as reported to ODE from schools and districts, to identify economically disadvantaged students, schools, and districts.
- Schools that qualify to provide free meals to all students do not track which students qualify and which do not. While this is the preferred outcome for free and reduced lunch eligibility, it results in inaccurate data on a student's economic status.

Count of Schools Offering Free/Reduced Price Meals to All Students



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Discussion

- What else can ODE gain from changing the measure?

Reporting

- Students identified as “economically disadvantaged” if they are eligible for free/reduced price meals as **reported to ODE from schools and districts**.
- Students identified as “economically disadvantaged” using this method are used for:
  - ESSA Accountability Reporting required student group
  - Student Investment Account focal student group
  - Grants and programs within ODE

Evaluating this definition of economically disadvantaged is the focus of this project.

Socioeconomic Status

- Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation.
- Examples of other socioeconomic factors
  - Student categorical status
    - e.g., students experiencing homelessness, mobile students
- Resident Parent/Guardian Information:
  - e.g., Highest Level of Education; Occupation

Discussion

- What students are we missing when we focus solely on economic factors?

Potential Alternatives

- Keep definition as students eligible for free/reduced price meals but change data source to use direct certification data
- Use direct certification data and expand definition to include other student groups such as:
  - Migrant students, students experiencing houselessness, mobile students
- Student group status
  - Migrant students, foster care, students experiencing houselessness, mobile students, other
- Family/Household Income
- Resident Parent/Guardian Information:
  - Highest Level of Education; Occupation
- Other ideas?

Seal of Biliteracy/Seal of Multiliteracy

OAR 581-021-0580 and 581-021-0584

Deb Lange, Assistant Superintendent

Taffy Carlisle, OSSB Coordinator

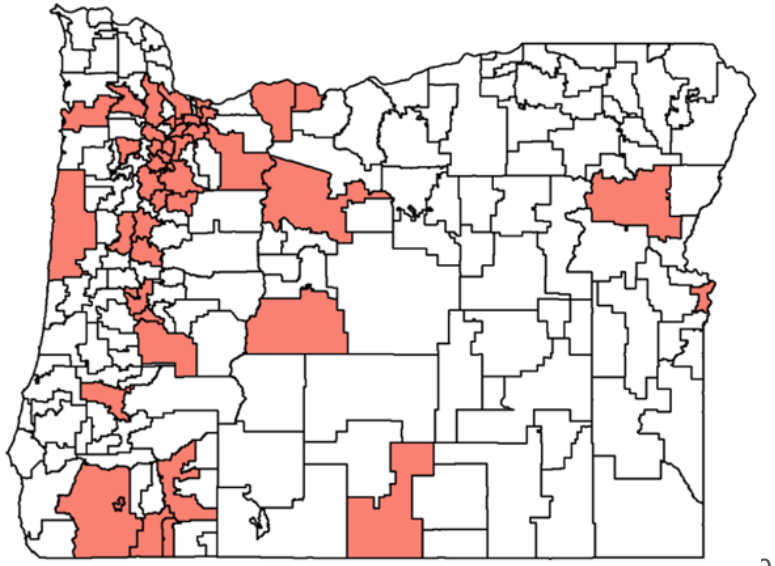
Office of Equity, Diversity, and Inclusion

Oregon State Seal of Biliteracy or Multiliteracy 581-021-0580

Background:

The Oregon State Seal of Biliteracy was first approved by the Board in 2016 as an award to recognize the language EL students already speak as they learn English as well as for students who demonstrate a high proficiency in English and another World Language, in the reading, writing, listening, and speaking domains.

- 10,742 recipients
- 4,743 speakers of other languages
- 4,107 Current and Former EL students
- 318 students on IEP/504s
- 127 students proficient in three or more language



Oregon State Seal of Biliteracy or Multiliteracy OAR 581-021-0580

Subject: Oregon State Seal of Biliteracy

Concept:

- Waive the State ELA Summative requirement for students graduating in 2022
- Move the State ELA Summative from required elements list to the assessment options list (if students wish to demonstrate proficiency in English)
- Also, we are proposing the creation of a Seal of Multiliteracy, which would recognize literacy in three or more languages.

Rule Changes

Remove the Essential Skills requirement and for students who wish to demonstrate English proficiency, they will use the State ELA Summative.

- Amends the rules to set all languages on equal footing to earn the Biliteracy Seal
- Removes the word "World" from World Languages
- Creates an Oregon State Seal of Multiliteracy for students who earn the award in three or more languages.
- Clarifies who issues the Oregon State Seal of Biliteracy/Multiliteracy

Oregon State Seal of Biliteracy or Multiliteracy OAR 581-021-0580 Timeline

Timeline:

- September to December 2021:
  - Two external OSSB workgroup meetings
  - Representation from the Confederated Tribes of the Umatilla Indian Reservation and the Confederated Tribes of Grand Ronde
  - District directors, administers, ELD/World Language teachers, counselors
  - Three OSSB internal workgroup meetings
- December 2021 - March 2022
  - Initial RAC meeting
  - First reading by State Board
  - External workgroup meetings
  - EL Advisory Group feedback
  - Second RAC meeting
  - Second reading by State Board

Oregon State Seal of Biliteracy or Multiliteracy OAR 581-021-0580

- Proposed Rule Changes
  - (1) "Assessment" means any of the measurements identified by the Department of Education and used to determine target language proficiency.
  - (2) "Biliteracy" **or "biliterate"** means the ability to demonstrate ~~a high level of~~ proficiency in reading, writing, listening, and speaking in ~~English and one or more world~~ **two** languages.
  - (3) **"Multiliteracy" or "multiliterate" means the ability to demonstrate proficiency in reading, writing, listening, and speaking in three or more languages.**
  - **(4)** "Oregon State Seal of Biliteracy" means a seal issued by the **Deputy** Superintendent of Public Instruction, **or their representative**, that certifies a student is biliterate, **as defined in this rule** ~~in English and one or more world languages~~.

Oregon State Seal of Biliteracy or Multiliteracy OAR 581-021-0580

- Proposed Rule Changes

(5) "Oregon State Seal of Multiliteracy" means a seal issued by the Deputy Superintendent of Public Instruction, or their representative, that certifies a student is multiliterate, as defined in this rule.

(6 4) "Portfolio of evidence" means the body of work collected to **determine** ~~demonstrate a high level of~~ **target language** ~~Biliteracy~~ proficiency.

~~(5) "World language" is defined in ORS 329.007 and means sign language, heritage language and languages other than a student's primary language.~~

Oregon State Seal of Biliteracy or Multiliteracy OAR 581-021-0584

(1) The Department of Education shall develop a process by which school districts shall submit to the Department all data required as proof **for** ~~on~~ each student who is a candidate for a State Seal of Biliteracy **or a State Seal of Multiliteracy.**

(2) The **Deputy** Superintendent of Public Instruction, **or their representative**, shall award a State Seal of Biliteracy **or Multiliteracy** to a student who meets all of the following criteria:

(a) Completed all state and district graduation requirements;

~~(b) Meet the Essential Skills for reading and writing in English;~~

Oregon State Seal of Biliteracy or Multiliteracy OAR 581-021-0584

(**c**~~b~~) Demonstrated proficiency in two ~~or more world~~ languages **(for the Seal of Biliteracy), or three or more languages (for the Seal of Multiliteracy)** ~~other than English,~~ in reading, writing, listening, and speaking through:

(A) One or more examinations and passing scores for each that are identified by the Department of Education; or

(B) Work sample, body of evidence, or portfolio.

Oregon State Seal of Biliteracy or Multiliteracy OAR 581-021-0584

~~(3) Notwithstanding subsection (2) of this rule, the Superintendent of Public Instruction shall award a State Seal of Biliteracy or Multiliteracy to student who earned a diploma was first enrolled in ninth grade in the 2017-18 or 2016-17 and meets all of the following criteria:~~

~~(a) Completed all state and district graduation requirements; and~~

~~(b) Demonstrated proficiency in two one or more world languages (for the Seal of Biliteracy), or three or more languages (for the Seal of Multiliteracy), other than English in reading, writing listening and speaking through:~~

~~(A) One or more examinations and passing scores for each that are identified by the Department of Education; or~~

~~(B) Work sample, body of evidence, or portfolio.~~

Oregon State Seal of Biliteracy or Multiliteracy OAR 581-021-0584

(3) The Oregon Seal of Biliteracy is available to students who received a diploma, or will receive a diploma, in 2015-2016 and future years.

(4) The Oregon Seal of Multiliteracy is available to students who received a diploma, or will receive a diploma, in 2022-2023 and future years.

Feedback from the RAC and StateBoard

Enthusiasm for:

- The Oregon State Seal of Multiliteracy
- Putting all languages on equal footing when earning the OSSB/OSSM
- District level notification form for committee formation and communication plan

Wonderings about:

- Access for students receiving modified diplomas
- Continued efforts around racial and linguistic equity
- State-level of expectation, guidance for dissemination of access and opportunity at the student level, and measurement of success

Feedback from the External Workgroup

Enthusiasm for:

- The Oregon State Seal of Multiliteracy
- Opportunities to demonstrate Biliteracy in any two languages

Wonderings about:

- Access for students receiving modified diplomas
- Calibration of the portfolio rubric
- Split concern about putting the target of Intermediate High into the OAR
- The clearer the OAR definitions, the more likely the transfer to higher education opportunities
- The State Summative is only a 2-domain assessment; while partner language assessments require all 4 domains

Proposed Rule Impacts: Oregon State Seal of Biliteracy or Multiliteracy OAR 581-021-0580 and 581-021-0584

Racial Equity:

- These proposed changes would positively impact the number of student eligible for the OSSB/OSSM by recognizing that students may be biliterate or multiliterate in additional languages all languages are on equal footing.

Fiscal/Small Business Impact:

- District costs may increase as more students qualify for the OSSB or OSSM.

Oregon State Seal of Biliteracy or Multiliteracy OAR 581-021-0580 and 581-021-0584

Next Steps:

- Bring all input, suggestions, and changes to the Rules Advisory Committee and the State Board in March
- Build guidance on the new rules for state-wide communication
- Build promotional materials and plan for the Oregon State Seal of Multiliteracy
- Continue articulation work with HECC and state-wide post-secondary schools

Oregon State Seal of Biliteracy or Multiliteracy OAR 581-021-0580 and 581-021-0584

Questions for Input:

- Are there additional changes we need to consider?
- Are there any unintended consequences to these changes?

Reminder: the 30-member workgroup consists of district, Confederated Tribes of the Umatilla Indian Reservation and Confederated Tribes of Grand Ronde education directors, post-secondary deans, and language department heads.

Biliteracy Seal Recipients and Bling

Thank You

Taffy Carlisle
Office of Equity, Diversity, and Inclusion
taffy.carlisle@ode.oregon.gov

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

We're Here to Help

Please Contact Us!

Ana.Salas@ode.state.or.us

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Next EL Advisory Group Meeting

April 6, 2022