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EDUCATION

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# EL Advisory Group Meeting

April 2020



# Land Acknowledgement

To implement the **Land Acknowledgement** is to respect those whose relationship to the **land** precedes ours and to collectively engage in fundamental measures that advance justice for the Indigenous peoples of the region, past, present, and future.



# 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.*



# Recognition of Context

- We are in unprecedented times. Staying calm provides our communities with a sense of calm.
- Shifts happen daily; rapid change is part of our leadership landscape. We continue to keep students at the center and we are models of care and respect for one another.
- Connection with students and communication with families eases uncertainty.
- Remember to preserve your own mental health as you extend so much energy for your students, staff, family and community.

# Honoring your work in these trying and challenging times

**Thank you** for all that you are doing to support our students during this time

**Thank you** for your flexibility as you navigate each day

**Thank you** for your grace and care as you develop systems in your district/school to further support our EL students

# Meeting Overview

## Today's Agenda

Navigating a New Educational Terrain for Amidst COVID19 and School Closures

HB 3499 Updates, Questions, and Insights

Continuing Charter Revision

EL Program Updates

Planning for June EL Advisory Group Meeting

[Link to EL Advisory Group Google Drive](#)

Link to [Collaborative Processing Document](#)





- Name
- Organization
- Something that made you smile recently

# Navigating a New Educational Terrain

- [Student Success Act Web Presence](#)
- [Covid-19 mental health and social support guidance webinar and presentation](#)
- [Distance Learning For All March 2020 Guidance](#)
- [Emergency Childcare Guidance](#)





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# HB 3499 transition updates

# We are nearing four years of HB 3499 support to 40 districts



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- Districts are currently in their fourth year of identification and technical assistance
- All grant agreements will end by September 30, 2020



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# Measuring district progress in improving student outcomes is critical

*if a school district has been identified under paragraph (a) of this subsection for four years and has not met the **expected growth in student progress indicators, and the expected benchmarks for student progress indicators**, established under paragraph (b) of this subsection, the department shall direct the school district on how to expend moneys received under ORS 327.013 (State School Fund distribution computations for school districts)*





## *Which* student indicators count is not clear

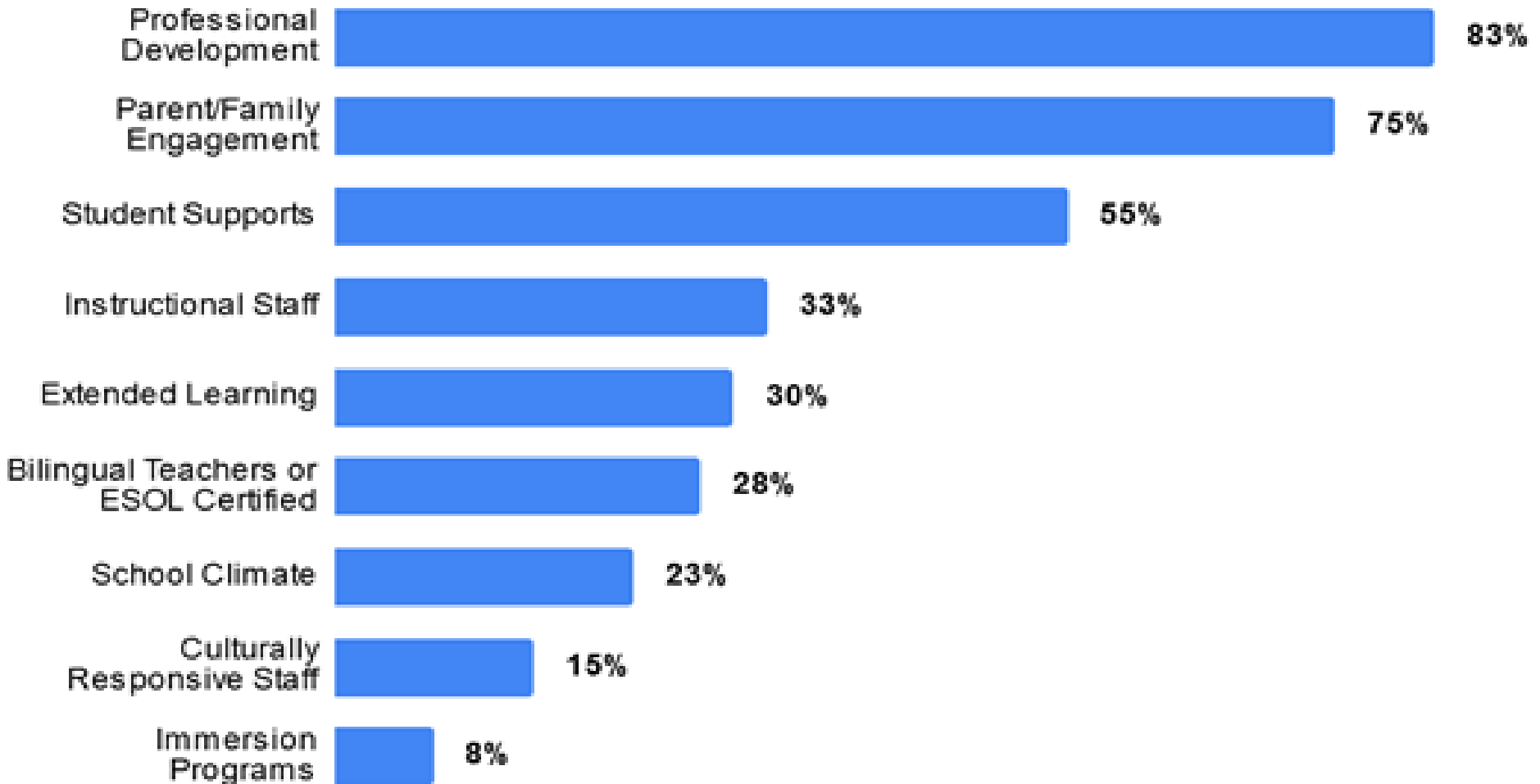
- The identification criteria are not aligned with the grant expenditures or technical assistance activities
- 40 districts have focused on different goals, based on local needs
- Districts expect to be evaluated based on the goals they set at the local level

# The extent to which district improvement efforts focused on criteria used for identification varied

<b>Indicator</b>	<b>% of Districts Focused on Indicator</b>
English language proficiency	100%
Middle school math	67.5%
High school graduation	45.0%
Postsecondary enrollment	22.5%



# Districts focused on additional outcomes related to instruction, environments, and support





# School closures present additional challenges



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- Limited statewide accountability indicators for 2019-20 school year
  - Summative achievement and growth data = **No**
  - On track to English language progress = **No**
  - Regular attendance = **Unlikely**
  - 9th grade on track = **Unlikely**
  - Graduation and post-secondary enrollment = **Yes**
- Evaluation of district progress requires flexibility in the criteria



# ODE recommends expansion of rules language describing outcomes

## Current language

*districts achieve expected growth in student progress indicators and the expected benchmarks for student progress indicators*

## Recommended revision

*districts achieve expected growth and benchmarks for student progress indicators, **and research-based instructional and/or program improvement indicators***

## Program outcomes

- Did districts meet the goals they set?
- Did learning opportunities increase for English learners?
- Did districts successfully implement parent engagement programs?

## Instructional outcomes

- Did teachers report using evidence-based instructional practices?
- Did the number of bilingual, ESOL endorsed teachers increase?

## Student outcomes

- Did students in HB 3499 districts improve in
  - English language proficiency?
  - English language arts?
  - Math?
  - High school graduation?
  - Postsecondary enrollment?





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# We are preparing to implement directed funding

## Requirements for directed funding ([OAR 581-020-0621](#))

- **Funding direction is individualized** for each district: informed by data and previous improvement efforts
- Aligned with **evidence-based practices**
- **Direction be tied to student progress indicators**

*Timing is a challenge--funding direction must occur by March 1 prior to the fiscal year*



## Developing guidelines for directed funding

- ODE collaboration with Dr. Oscar Jimenez-Castellanos, an EL funding expert
- Developing **research-based and equity-focused** funding guidelines for EL Learners/Emergent Bilinguals



# Developing guidelines for directed funding

## Report will include

- Educational policy and EL education: Oregon context
- Literature review: National research of EL funding policies and practices
- Recommended guidelines to select appropriate funding model to direct district funding
- Recommended process for implementation of selected directed funding model
- Conclusion and final recommendations
- Appendix: Template for funding direction.

# 2020 and 2021 district milestones

April & May 2020	State Board of Education review of proposed rule revisions
July 2020	External evaluation complete
September 2020	Cohort 1 grant agreements conclude Districts submit final reports
October 2020 to February 2021	Evaluation of Cohort 1 progress, development of funding direction for districts that did not demonstrate success
Fall 2021	Selection of Cohort 2 based on spring 2021 assessment data Technical assistance and grants to Cohort 2 begin



# Questions & Insights



# Continuing Charter Revision

What is an Advisory Group? What is its function? What is its purpose? How will we know when we are being successful?

Link to [Collaborative Processing Document](#)

# Continuing the Charter Revision

ORS 336.076 The advisory group must consist of 15 members, including educators, parents, culturally specific community stakeholders, **experts on English language learner policy** and **experts in collecting and analyzing data**. The department shall solicit recommendations from organizations that represent educators, administrators, school district boards and parents when determining membership of the advisory group.

Who do we have?

Who do we still need?

Where can we find them?

## English Language Proficiency Assessment

**ELPA**

**Ben Wolcott**



# Extended school closure

Given April 8 confirmation on-site schooling will **not** reconvene after April 28, and given continuing social distancing measures:

- ELPA Summative testing will **not** resume
  - Already completed tests used in exiting
  - Guidance will be issued about exiting for untested students, partially completed tests\*
- ELPA Screener will **not** reopen
  - Guidance will be issued about identifying students in a distance learning environment\*

\*United States Department of Education still vetting guidance on ELP testing, screening and identification, and other Title III issues

# When will additional guidance be provided?

- United States Department of Education to issue guidance soon
  - Waivers granted to states so far do not touch on ELP testing or Title III requirements
- ELPA21 to release recommendations soon
- Distance Learning for All to begin April 13
  - ODE issuing a number of priority communications in a short amount of time

## ODE's priorities in extraordinary times

- Health and safety first
- Student-centered solutions

## On Track to English Language Proficiency **(OTELP)** Josh Rew



- ❑ **OTELP** is a school and district accountability measure required by the Every Student Succeeds Act (ESSA). Oregon began calculating **OTELP** in the 2017-18 school year.
  
- ❑ **OTELP** measures the extent to which current English learners are on track to attain English language proficiency given their
  - 1) initial domain proficiency,
  - 2) years identified as an English learner, and
  - 3) disability and/or an interrupted formal education status.



- ❑ Oregon received a waiver from the U.S. Department of Education (USED) to suspend assessment, accountability, and reporting for the 2019-20 school year.
- ❑ What does the waiver mean?
  - ODE **stopped** ELA, math, and science testing for the remainder of 2019-20.
  - ODE will **not** identify schools in need of comprehensive and targeted supports as part of Title I accountability.
  - ODE will **not** issue the accountability details report and other accountability data impacted by the waiver.
- The accountability details report is where ODE publicly reports **O TELP**.

# OTELP in 2019-20 Continued

- ❑ Governor Brown extended school closures for the remainder of the 2019-20 school year.
  
- ❑ What does this mean?
  - ✓ ODE will not resume summative ELPA testing in 2019-20.
  - ✓ ODE cancelled 3<sup>rd</sup> Period Cumulative ADM (and prioritized collections required for funding and support to students).
  
- ❑ How does this impact **OTELP**?
  - ✓ Without all ELPA tests and 3<sup>rd</sup> Period Cumulative ADM, ODE will **not** calculate **OTELP** for 2019-20 (i.e., it will not be representative of ELs in each school/district).

# Title III

Susy Mekarski

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***Ensuring Care, Connection, and Continuity of Learning***

# Important Input Requested

In an effort toward continuous improvement and best supporting our students/parents/and schools, we would like to request your input around critical needs that you anticipate regarding:

- Distance Learning for All – what additional guidance do you see is needed?
- Impact on our graduating seniors -what additional guidance do you see is needed?
- Impact due to schools closing- what additional guidance do you see is needed?

**Please provide your comments in <http://ode.news/ELquestions> under the “Critical Needs” section.**



- Students who are identified to receive English Language Development services (Title III) must be provided with language assistance services and supports that allow the students to access the academic content. A brief overview of the legal requirements for English language development services, can be found in:
  - [2016 Guidance for English Learners](#)
  - [2015 Dear Colleague Letter](#)
  - <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/eltoolkit.pdf>
- The district must make every effort to provide services to EL students.
  - This will require collaboration between the English language teacher and the academic content area certified classroom teacher.
  - Keep in mind the delivery of academic content, assessments, appropriate scaffolds, and supports align with the English language proficiency of the student.
  - The same should be aligned with identified special needs of the student.

# Immediate Considerations for Supporting EL with Distance Learning

- Teachers should consider the various learning options available as they provide access to content for ELs.
- i.e. Zoom, Google Hangout, social media, email, YouTube, phone connections, and online learning
- Google Translate is another potential resource, but keep in mind that using online resources for translation may not always be accurate. Check the translation before sharing.
- **The student's home language is a great asset to tap into.** Multilingual families could be encouraged to support their children's learning in the home language. This might include reading books, magazines, or newspapers in the family's home language, and discussing as a family. It could include watching or listening to news or educational programs in the home language as well.



# Communication with families that may not speak English as a primary language

- Based on their own experiences and perspectives, families may have a wide range of questions and concerns.
- Connect families with interpretation services and/or specific personnel within the district who can provide interpretation services.
- Reach out to parent/guardian to discuss important facts and school structures for the remainder of the year including supplemental learning resources, how to access meals, and what community groups/contacts/supports are available .
- The school may wish to designate a liaison to communicate over the phone as many families may prefer to communicate via phone and text. Utilize school autodialer system to broadcast messages in a variety of languages.
- Multi-media platforms (Zoom, Google Hangout), social media, email, phone connections, and online learning are resources that can be leveraged.
- Multilingual staff with linguistic resources and cultural capital, can be key in this support.
- Possible community organizations and/or religious institutions that could be leveraged?
- Chapter 10 of the toolkit focuses on providing Meaningful Communication with Parents

# Distance Learning for All: Oregon Open Learning

- Open Educational Resources (OER) hub
- OER are free and open
  - Equitable & accessible
  - Key-makers!
  - Professional learning
  - Collaboration
  - Localization

[oercommons.org/hubs/oregon](https://oercommons.org/hubs/oregon)





# BREAK



# Planning for June Meeting

June 10, 2020 9-2pm

# Next Steps & Wrap-Up







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On behalf of all of us here at ODE

Thank You

For all that you do, every day, to interrupt the status quo and dismantle systems of oppression to better serve and support students who are emergent multilinguals and their parents and families!