



**Meeting Scribe:** Ana Salas

| <b>Item</b>   | <b>Discussion</b>  |
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| <p><b>Welcome, Agenda Review – 9:30 a.m.</b><br/><i>Laura Lien</i></p>                            | <p>Laura Lien, Director of the Office of Equity, Diversity, &amp; Inclusion (OEDI), began the meeting by welcoming the group to this space. This advisory group is by law required to advise ODE agency-wide on all things EL.</p> <p>Brief overview of meeting agenda.</p> <p><b>Meeting Agenda:</b><br/><a href="#">EL Advisory Agenda 4.21.22</a><br/><b>Meeting Slide deck:</b><br/><a href="#">EL Advisory 4.21.22 Slide Deck</a></p>   |
| <p><b>Updates &amp; Grounding Activity – 9:35 a.m.</b><br/><i>Laura Lien</i></p>                  | <p>Brief updates presented by Laura Lien. The new Office of Multilingual and Migrant Education is now open. Introduced the new Director of the office of Multilingual and Migrant Education Dr. Mary Martinez-Wenzl.</p> <p>Shared during the meeting was the Oregon Department of Education Equity Stance.</p> <p>Feedback and reflection was requested for grounding activity based on the following question.</p> <p>Planting Seeds:<br/>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?</p> |
| <p><b>Honoring Student Proficiency on HS ELPA Summative –9:50 a.m.</b><br/><i>Ben Wolcott</i></p> | <p>Short introduction on ELPA Summative.</p> <ul style="list-style-type: none"> <li>• New was the Honoring Student Proficiency on HS ELPA Summative</li> <li>• Approval was secured from the US Department of Education (this policy allows students to carry proficient performance from one Grade 9-12ELPA)</li> <li>• Those looking for student results. Results that appear on the centralized reporting system are unofficial preliminary results.</li> </ul> <p><b>Links provided:</b><br/><a href="#">Honoring Student Proficiency on the HS ELPA Summative</a></p>                         |
| <p><b>Summary of virtual OTELP workgroup – 9:55 a.m.</b><br/><i>Josh Rew</i></p>                  | <p>Two topics that are being highlighted is the English Learner Annual Report Feedback. Greatly appreciated the feedback and the identified errors found. The plan is to incorporate feedback on this year’s report.</p> <p>The second topic is the Virtual on Track ELP Workgroup. Indicator was developed and is required by federal law. A District partner group was developed to revisit the</p>  |

calculation. They offered feedback on potential changes or enhancement of the On Track to English Learner Proficiency (OTELP) calculation and reporting.

Potential changes or enhancement highlighted:

- Change Title I school accountability indicator level cuts
- Extend trajectory expectations for certain student groups
- Add certain student groups to OTELP reporting

Workgroup recommendations:

- Need more information about implications and consequences
- Consider implications and consequences of (1) honoring HS ELPA proficiency and (2) alt-ELPA operation field test

**Q & A and Feedback:**

This concern is to highlight new ELPA for those students that are being kept in the program artificially because of one assessment and one measure that is not being reflective of their actual abilities.

The test has a margin of error that is being disregarded.

**Q:** Are we saying for a student with no IEP or IFE but are eligible for EL services that they have a 9 Year trajectory to reach proficiency?

**A:** Trajectory expectations are based on the initial proficiency level for each ELPA domain as well as how long the student has been identified as an English learner. In some cases, whether they have an IEP or interrupted formal education. What is being extended is the trajectory to 9 year for those with an IEP or interrupted formal education. Right now, the trajectory is for 8 years.

**Q:** Will this trajectory expectation track students with an IEP, IFE, newcomer, students with special needs, or other students that do not fall under these categories but still take a longer time?

**A:** Yes, you will be able to track all English Learners in your district. There is a validation that is successful via the achievement data insight where there is a secure student level.

Dr. Mary Martinez-Wenzl shared that ODE is very committed to equitable assessment practices for multilingual students. There is also an obligation to follow federal policies and work together in partnership to bring together sensible levers. Will not be returning to the portfolio process because this was something that was fought hard to keep. It came down to a federal judgment that there was a violation to civil rights policy.

An area that needs policy revision is for those students that are on the edge. A new policy is being created for more flexibility for those students that are just shy of reaching the proficiency benchmark. Letters have been received from districts that have elevated this as a priority. Spring 2023 implementation is the target.

Ben Wolcott shared what the policy revision should look like. Lead-time is needed to get this policy approved for the upcoming school year. Confirmed was the revival of Standard Error of Measure of Policy from the pandemic. The new version would create a new category of existence (called proficient with evidence) and create a policy that is less technical and easier to understand and implement. This is being given a serious look and it would address concerns that have been expressed during the meeting.

**Q:** Will there be discussion around students that are taking the SBAC Language Arts OR ELA count for ELPA? Or looking into SBAC counting.  
**A:** This information will be available in the addendum form the guidance from the 2019 page. 6. The answer is no from the US department of Education.

**Q:** What are the tests measuring?  
**A:** The assessments are designed to measure different standards.

Important piece is the student experience and we have control over this at the local level. This is an important piece that needs to be embedded into the training.

**Q:** Any chance to take into consideration students' home language to change the narrative about our emergent bilinguals?  
**A:** Families have the right to waive services if they do not feel they are not meeting their instructional needs. Providing complete transparency.

**Q:** The guidance came out 2016 but HB2056 came out 2022 so wondering if USODE can revisit the guidance? I completely understand how we have to follow federal requirements and the barriers.  
**A:** N/A

**Q:** Is Oregon considering switching to WIDA.  
**A:** There is currently no consideration to switch from ELPA to WIDA.

**Break – 10:30 a.m.**

**Access to Linguistic Inclusion – 10:45 a.m.**  
*Ben Wolcott*

A few updates will be shared. Slides and scripts are publicly available. A series of 6 Statewide webinars that have been scheduled and invitations have been sent out to register. Webinars will talk about specific scenarios on how to implement the new law.

There will be many additional resources coming to expand your knowledge of this new policy. Access to linguistic inclusion (HB 2056) overview. Passed in the 2021 legislative session and took effect January 1, 2022.

The law revised the status. The effects were grouped into 3 major changes. The law is to create new opportunities and new paths for both course offerings and credits earning. It does not impose new requirements or changes.

New Definitions: “Language Arts” definition applies to K-12. Creates the opportunity for Spanish or Russian language arts. This law does have an impact on what kind of credits can be awarded to students. Important considerations are there are new opportunities for offering language arts credits. Example Language Arts for ELD courses. Yes, this is possible but Language Arts and English Language Development are not being equated. This law does not award a 1:1 credit across the board if you are an ELD and automatically get ELA credit.

The “World Language: definition has been updated. Definition applies to grades K-12. World Language credits may be earned. Students do not need current or former English learner status to benefit from this law. New definitions also apply to international transcripts, increasing districts' latitude to record credits for courses taken abroad.

**Q:** Based on these new definitions is it possible for a single course to grant more than one credit?  
**A:** Yes, it is possible. You need to be able to show that it covers the full depth, complexity, and rigor in two content areas.

**Q:** What endorsements do teachers need to have?  
**A:** If the district proposes to offer credit for a content area then a teacher with an endorsement in that content area needs to be involved in course planning or delivery.

Potential concerns:

- Do schools need to eliminate the word “English” from the course titles and departments? It is neither the goal nor the effect of access to linguistic inclusion
- Will students still study English Language and literature? Arts summative assessment will continue to test students’ knowledge and skills, in English.
- Is learning English still important for students with English learner status? No, it does not eliminate federal requirements to provide English language development to students.
- Are graduation standards being lowered? Graduation standards are not being lowered. There are additional pathways to get there and the number of credits has not been changed by the law.
- Are schools moving away from English as a language of instruction? Does not represent a generalized move from English as a language of instruction.

**Links Shared:**  
[Access to Linguistic Inclusion Overview Slides](#)  
[Teacher Licensure](#)  
[English Language Arts page](#)  
[Oregon Legislative Information System](#)

**Alt-ELP Standards -**  
 11:15 a.m.  
 Kim Miller

What resources do districts need to implement?  
 Overview of connecting an area where there is a gap.

- 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).
- Informing some misperceptions about ELWSCDs
- Alt-ELPA participants compared to ELP summative participants by grade (Image shared in presentation slide 23)
- History of Oregon’s Alt- ELP standards
- ELP Standard 4-5.3 and ELP Standard 9-12.3 shared (slides 26,27)

Timeline:

- Alt ELP testing platform field testing - Winter 2022
- Alt-ELP Standards -feedback gathering Oregon SBE First Read – Spring 2022
- Test administration Manual IEP Team considerations for testing Oregon SBE Adoption – Fall 2022
- Operational Field Test – Winter 2023
- Standards settling for Alt-ELPA Assessment – Summer 2023

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|  | <ul style="list-style-type: none"> <li>Oregon ELPA assessments include: ELPA summative -in-person ELPA summative - remote and ALT-ELPA – 2023 and forward</li> </ul> <p>Feedback requested. Optional survey given during meeting. Needed is stakeholder and community partners feedback on the standard and if we can move forward with adoption.</p> <p><b>Links shared:</b><br/> <a href="#">CCSSO Alt-ELP Standards</a></p>   |
| <p><b>Break – 11:35 a.m.</b></p>   |  |
| <p><b>Strategic EL Plan update – 11:45 a.m.</b><br/> <i>Gloria Espitia</i></p>   | <p>Sharing update on the development to update the EL Strategic Plan.</p> <ul style="list-style-type: none"> <li>The current plan was adopted in 2013. The 4-year plan was created, centering student’s needs. The plan was to be updated in 2018 but was not finalized or adopted.</li> <li>An ODE internal workgroup was created to build the architecture of the plan update, centered in community engagement and community partners</li> <li>The workgroup moved through a 4 step GAP Analysis process in order to build the blueprint of the plan update process (analyze current state, identify where we want to be, find the gaps, and create &amp; implement a plan to bridge the gaps)</li> </ul> <p>Timeline – The planning is in the refinement stages. Multiple pathways are being explored in order to analyze what approach will best support the plan update.</p> |
| <p><b>Carmen West Memorial Award – 12:00 p.m.</b><br/> <i>Taffy Carlisle</i></p> | <p>Carmen West was a pioneer for EL Students at ODE and the award was created in her memory to recognize outstanding outcomes and progress for EL students.</p> <p>This is a great moment to reevaluation and redesign the Carmen West Award to be not only more impactful but more inclusive but also more sustainable. If there are any obstacles to having data, we are not solely relying on data. The hope is to broaden the range of voices and should be involved in the creation.</p> <p>Survey was shared during the meeting for feedback/input.</p> <p><b>Survey link provided:</b><br/> <a href="https://www.surveymonkey.com/r/PZR2RYZ">https://www.surveymonkey.com/r/PZR2RYZ</a></p>   |
| <p><b>Wrap-up – 12:05 p.m.</b></p>   | <p>Questions &amp; upcoming meetings</p> <ul style="list-style-type: none"> <li>Retreat dates are TBD. Survey will be coming out to determine dates via email.</li> </ul>  |

Next Meeting: June 16, 2022, 9:30a.m.-12:30p.m.