



English Learner Advisory Group Meeting

February 9, 2023
9:00 AM – 12:00 PM

Warm Welcome



Share your...

- Name + Pronouns
- Location & Role
- How have you experienced bilingualism or multilingualism as an asset for yourself or others, can you share an experience?



Meeting Format

Warm Welcome

promotes rituals

- Introductions
- Agenda & Outcomes



Engaging Practices

provide learners with

- Title III Feedback
- English Language services for foreign exchange
- ELPA/ ALT ELPA



Optimistic Closure

offers time for reflections & looking forward.

- Next Steps
- One word closure

Agenda/ Meeting Outcomes



- Review and discuss key ideas from the Title III Feedback Survey
- Share information and discuss next steps on guidance for English Language services for Foreign Exchange students
- Share information about ELPA/ ALT ELPA and discuss any new questions



Title III Survey: Districts' Perspectives

Multilingual and Migrant Education (MME)

English Learner Advisory Group

February 2023

The History

- Providing technical assistance (TA) to school districts (SDs) in various areas of need has always been a top priority for ODE.
- With the formation of the Multilingual and Migrant Education (MME) team, the team placed a particular focus on providing technical assistance to the SDs participating in the Federal Title III programs in an accessible, online medium.
- These online meetings, also known as “Title III Office Hours”, are one of the several forms of technical assistance provided by the MME team throughout the year through various modalities.

The Survey



- To evaluate the effectiveness and enhance the delivery of this initiative, the MME team conducted a survey in fall 2022.
- Out of 476 Title III stakeholders invited to participate, 117 responded to the survey (a 25% response rate).
- This brief presentation reflects on the main findings of this survey.

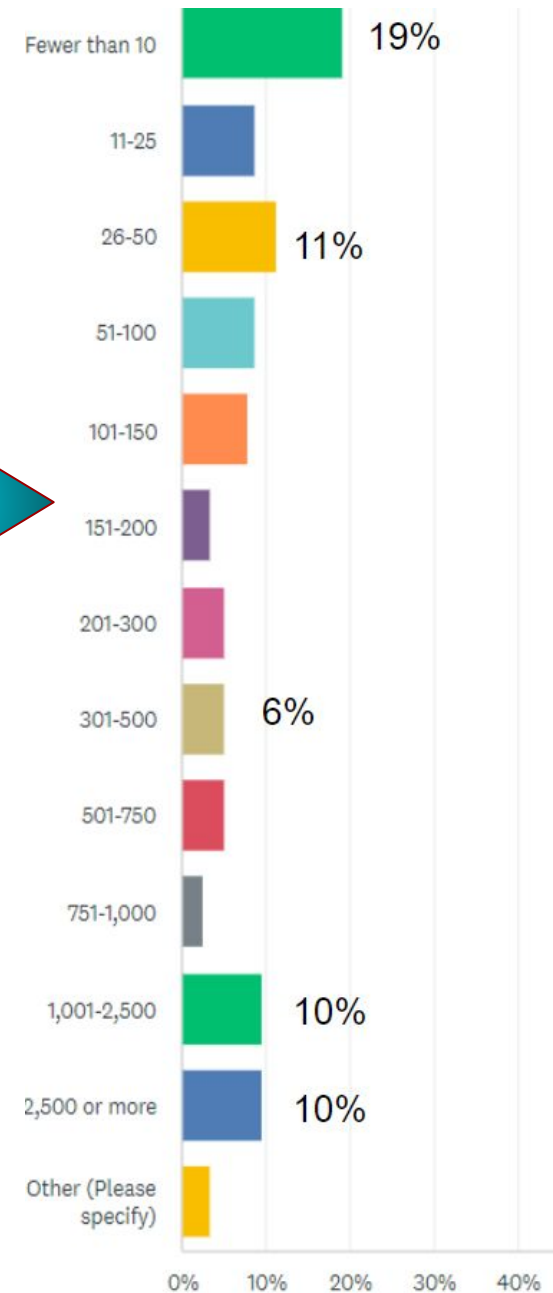
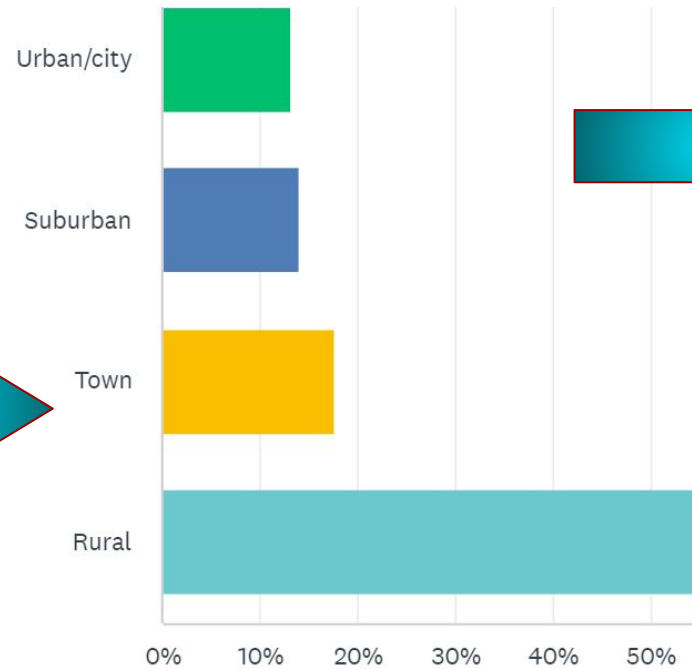
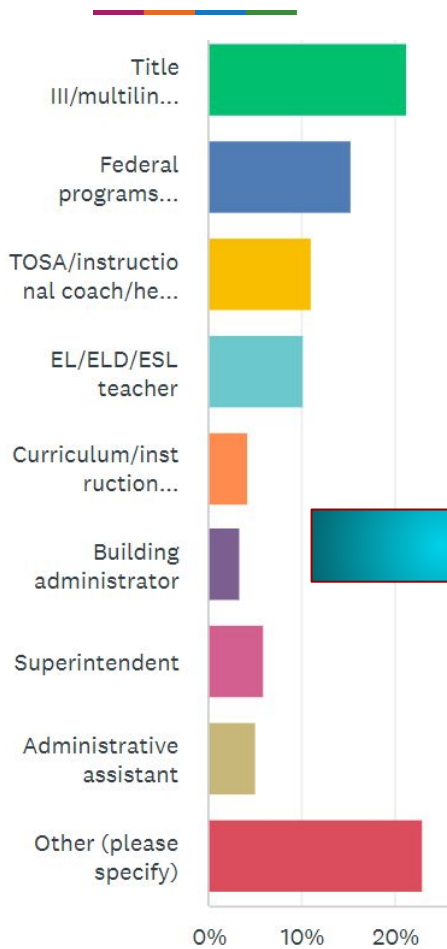
Survey Question types

- Multiple-Choice questions ($n = 18$) with commenting options aimed at:
 - Identifying the level of districts' representation in the office hours.
 - Measuring the level of satisfaction with respect to the technical assistance provided.
 - Understanding the suitability of the timing of the office hours.
 - Recognizing the areas of need for technical assistance.
 - Collecting specific comments/suggestions with respect to the MC question asked.
- Open-ended questions ($n = 2$) aimed at:
 - Collecting general comments/suggestions for improving the delivery of the TAs.



Main Findings

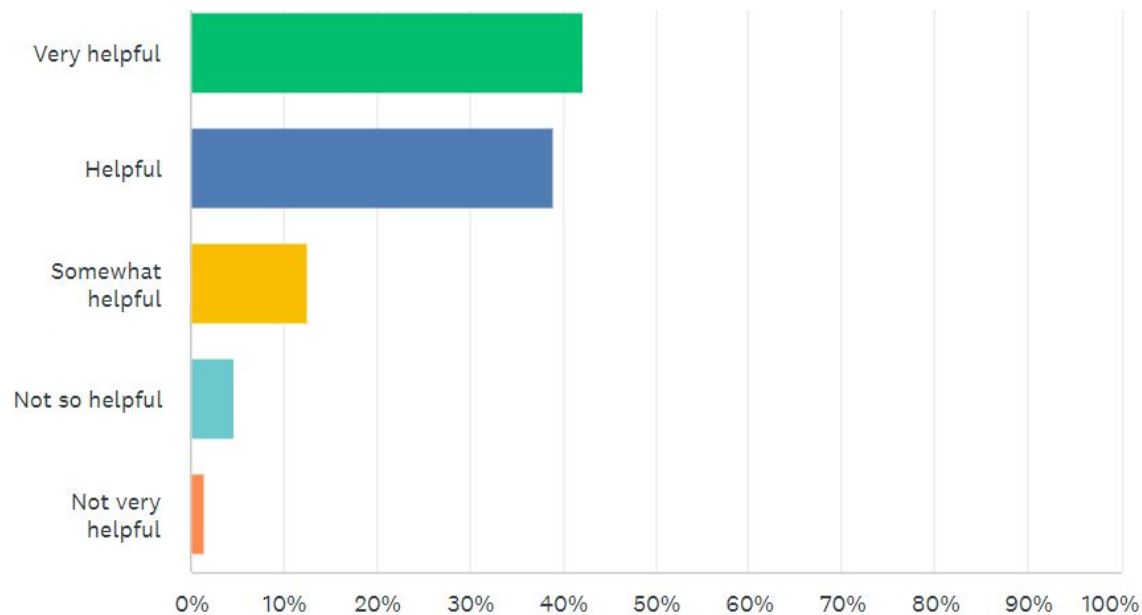
Survey respondents represented a diverse group of districts and roles



Most participants found the assistance they received very helpful or helpful



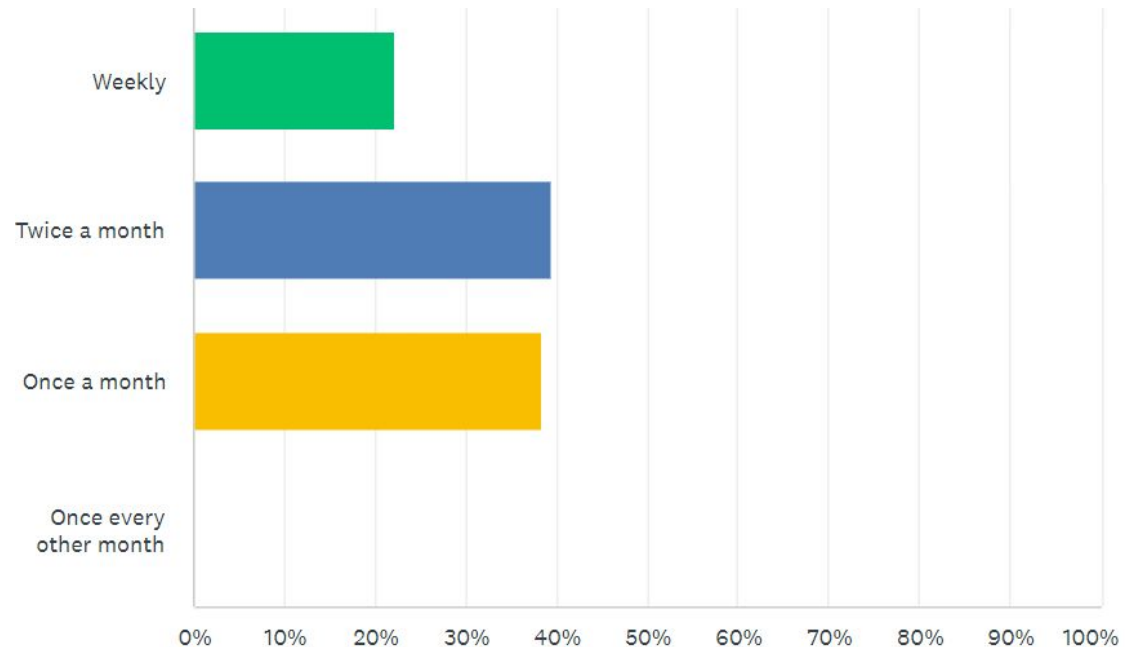
- Over 81% of the survey participants found the technical assistance they received from the MME team either very helpful (42%) or helpful (39%).



Most participants said they would prefer office hours once or twice a month



- Given scheduling conflicts and other district-related commitments, nearly 78% of the participants indicated a preference for the office hours to be held either once (38%) or twice a month (40%).



Participants identified Alt-ELPA and the Language Use Survey as the highest priority topics for office hours

- Participants placed Alt-ELPA (51%) and understanding the latest updates to the Language Use Survey (49%) at the top of their priorities when receiving technical assistance during the office hours.
- These two areas constituted the general areas of need for assistance by respondents.
- The survey then delved deeper into the specific areas of need for assistance.

Participants identified several additional areas of need for assistance

1. Communicating with Parents and Families

- Parent and community engagement (55.2%)

2. Special Populations

- RTI services for ELs (61%)
- Identifying ELs for special education (60.7%)

3. Instructional and Programmatic Supports

- Support for students in the secondary grades (50.6%)

4. Data Collection And Interpretation

- On track to ELP and accountability measures (45.7%)

Recommendations for Discussion

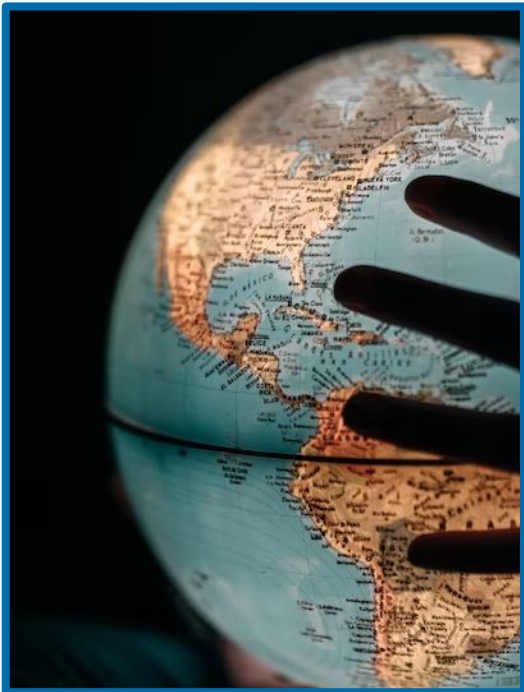
Short-/Medium-term:

- Record the meetings and make them available to the participants.
- Use the same Zoom link for all meetings for ease of access.
- Provide written sources (slides, examples, notes, minutes) to participants for their later use.
- Transition into either monthly or bi-weekly office hours (completed).
- Offer support focused on: Alt-ELPA, LUS, RTI services, and ELs identification for special education.

Long-term:

- Transition into a topic-/agenda-based office hours guided by the high-priority topics indicated in the table above.
- Provide the participants with the agenda and collect their questions a month in advance.
- Supplement the topic-/agenda-based office hours with seasonal topics given the turnovers occurring at the district level.
- Move the office hours time to either early in the morning or late in the afternoon to increase participation
- Have stricter requirements for guest presenters in terms of preparation (slides, examples, notes) for their presentations

EL Services for Foreign Exchange Students



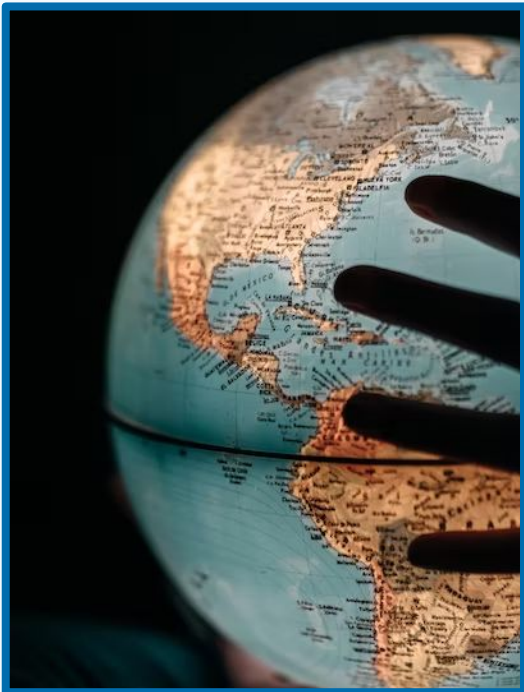
Oregon Department of Education

US Department of Education
Guidance:

- Districts must ensure all students receive any needed language supports to participate meaningfully in school coursework

- Title III services do apply to foreign exchange students

EL Services for Foreign Exchange Students



Oregon Department of Education

US Department of Education Guidance:

- Students who may be designated as English Learners must be assessed for such status within 30 days of enrollment
- If an exchange student is identified as EL, they can receive services and would be required to participate in ELPA

EL Services for Foreign Exchange Students

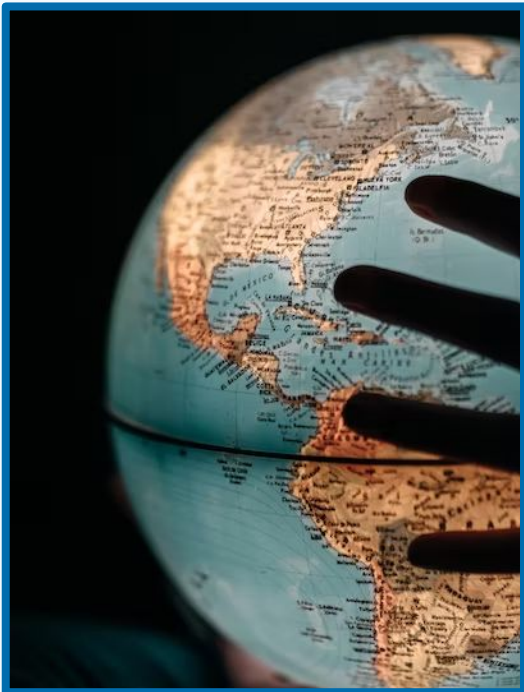


Oregon Department of Education

What does this mean for Oregon?

- According to U.S. Dept. of Ed. states may use additional or different valid and reliable assessments for screening and identifying exchange students who may qualify for EL status
- Currently, most if not all organizations that support the process of incoming foreign exchange students include English proficiency as a requirement

EL Services for Foreign Exchange Students

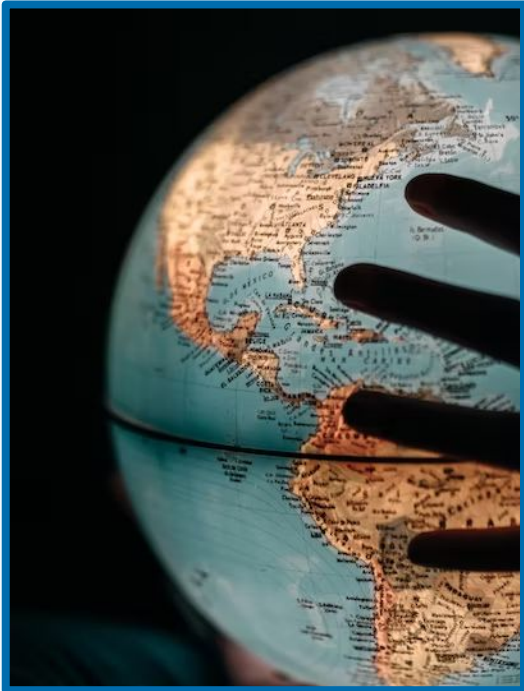


Oregon Department of Education

Next steps:

- All foreign exchange organizations currently reviewed by ODE use the ELTiS exam as their assessment of English proficiency
- We are currently reviewing the technical manual for ELTiS to determine the validity and reliability of the exam as well as how it correlates to ELPA

EL Services for Foreign Exchange Students



Oregon Department of Education

What feedback, questions or thoughts do you have regarding EL Services for foreign exchange students?



ELPA & Alt ELPA Update

ODE EL Advisory Group
Thursday, February 9, 2023
10:30-11:30 AM

ELPA Policy Updates

Proficient with Evidence (additional evidence can be considered for students who score “approaching Proficient”)

- Pilot project ongoing
- ODE plans to request USDE approval for the 2023-24 school year

Honoring Student Proficiency (students may carry Proficient domains across years)

- Approved through the 2024-25 school year
- Renewal request will include addition of the Alt ELPA and extension of the policy into grades 6-8

Screening After a “Gap”

If a student returns after a year or longer “break” where you cannot track their progress towards ELP, rescreen.

“Break” means

- No ELPA Screener/Summative/Alt ELPA score from previous school year, AND
- Student’s progress towards ELP could not be observed by trained educational personnel in the academic setting of an ELPA school/district.

(Missing the ELPA alone is not a reason for rescreening.)

Documented in [Title III EL FAQ](#).

ELPA Summative window

It is very difficult to extend the ELPA Summative window beyond its current duration.

- In-person and remote windows cannot overlap
- It takes up to 6 weeks from the last date of the window for scores to become available for districts
- Districts must receive scores in time for the EL data collection and before staff leave contract for the summer

ELPA and Early Grades

What have educators found to be best practices around administering the ELPA in grades K-2?

- This question appears to be directed at district colleagues.

Is there any chance of changes to the GK ELPA Screener or Summative?

- This is an area of ongoing concern and discussion at ODE. We will continue to announce changes and planned actions as the information becomes available.

Miscellaneous ELPA Questions

Why does language proficiency become not proficient in a single year?

Has ODE heard of delays in this information rolling down to the SPED and/or ELD programs?

- We may need additional context for these questions.

Centralized ELPA results database?

- This is a larger conversation that may need to involve personnel from Accountability.

How can districts provide input on ELPA to ELPA21?

- There are recurring opportunities to participate in ELPA21 panels. Ben can also pass along your input directly to ELPA21.



Alt ELPA Overview

What is Alt ELPA?

- Alt ELPA stands for Alternate English Language Proficiency Assessment
- New Oregon Statewide Assessment System (OSAS) test
- Operational field test in 2022-23 testing season
 - Required for all eligible students
 - Test window Feb 1 – Mar 24, 2023
- Developed by the Collaborative for Alternate Assessment of English Language Proficiency (CAAELP)
 - Federal assessment grant project led by the Iowa Department of Education
 - Collaboration of ELPA21 and multiple states (both in and outside the ELPA21 consortium)

Purpose

The Alt ELPA measures English language proficiency for students who meet *both* of the following criteria:

- Have English status
- Are experiencing a most significant cognitive disability

Primary purpose: Measures English language proficiency, to determine whether tested student is ready to engage with challenging grade- and ability-level content that will be delivered to them in English.

Student Eligibility



- Decided by IEP teams
- ODE neither reviews nor approves this decision
 - Not sure? Consult the [Alt ELPA Decision Making Resource](#)
 - Still not sure? See next slide
- Students take *either* ELPA Summative *or* Alt ELPA, not both

[Image source](#)

Note:

- The Alt ELPA is *not* for every student who has a disability
- The Alt ELPA is *not* for students who perform poorly on the ELPA Summative
- The Alt ELPA is *not* a replacement for existing supports and accommodations (including domain exemptions)

“Most Significant Cognitive Disability”

- Intelligence test scores 2 or more SD below the mean and
- Commensurate deficits in adaptive behavior
- Impact on educational performance and ability to generalize learning
- Typically need the following to access educational program:
 - Highly specialized education
 - Social supports
 - Psychological services
 - Assistive technology devices
 - Medical services to access education
- Adults support for safety, personal care and physical/verbal supports
- Supports and services provided across all settings.

A practice test would be helpful for training.

Alt ELPA practice tests are available on the OSAS Portal [<http://osasportal.org>]

→ Scroll to the bottom of the page, Quick Access section:

Additionally, note that the TA Directions and Scoring Rubrics Booklets (currently available) contain reproductions of all items on the test.

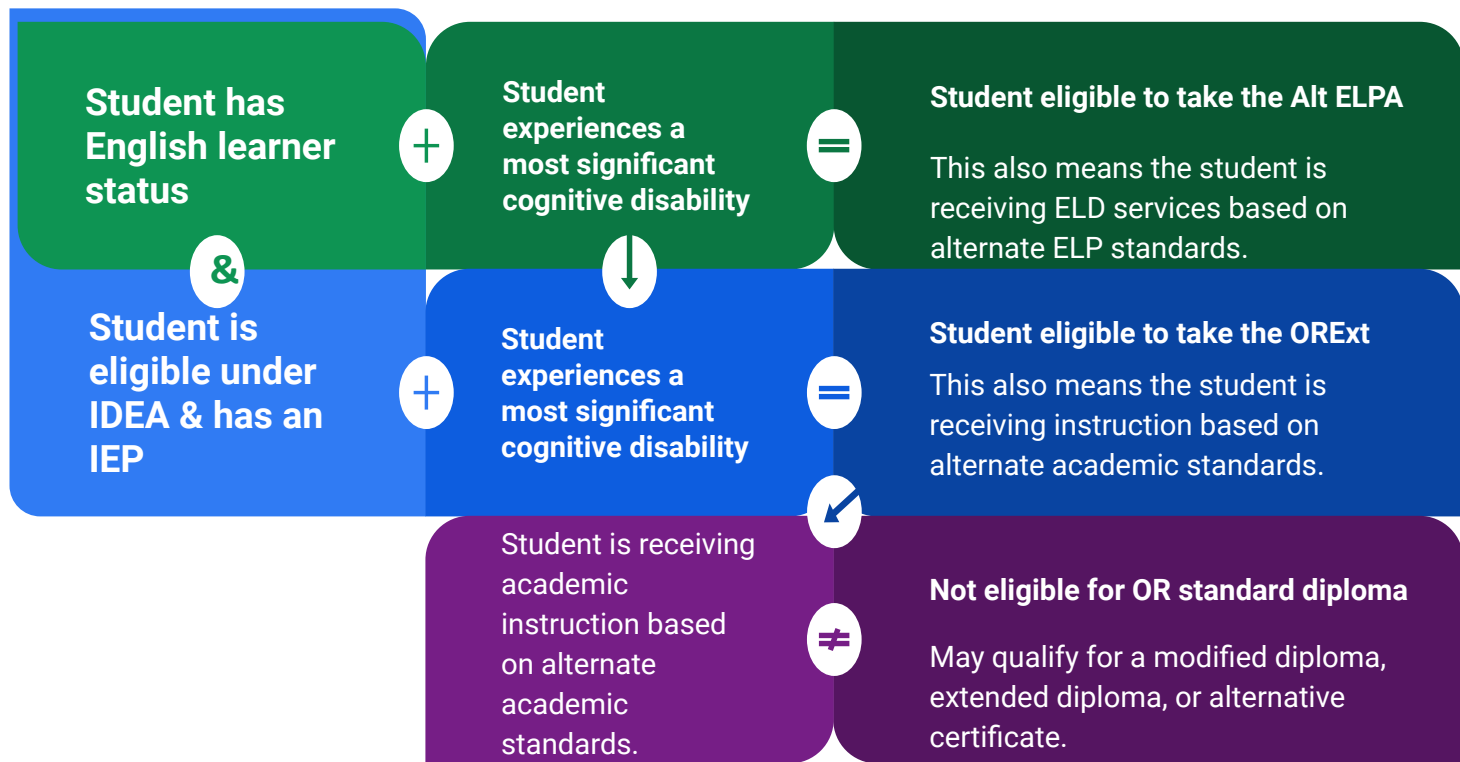
SYSTEM



Sample & Training Tests

Become familiar with the testing system and types of questions on the operational tests.

Can we discuss how participation may cause students to graduate with a modified diploma?



Why are two district personnel required to administer the Alt ELPA rather than one?

- To ensure score calibration in this operational field test year, every Test Administrator who is administering the Alt ELPA will be observed by a second scorer the first time they administer an Alt ELPA Speaking or Writing test.
- Validating local scoring is an assessment best practice and a [requirement of peer-reviewed Title I assessments](#) such as the Alt ELPA. States must provide evidence to the U.S. Department of Education about the reliability of constructed response scoring and evidence of monitoring of local scoring for Peer Review (Critical Element 4.4).
- Alt ELPA TA training requirements in section 1.5 of the [Test Administration Manual](#)

What are the questions on the Alt ELPA like?

- The Alt ELPA is an assessment built on the [English Language Proficiency Standards for English Learners with Significant Cognitive Disabilities \(2019\)](#)
- Assessment will measure learning/proficiency based on the instruction students are receiving
- Proficiency is measured by modality (productive, receptive) rather than domain
- The Alt ELPA Practice Test on the [OSAS Portal](#) can provide examples



Question & Answer

Thank You!

[Mason Rivers](#)

Special Education Assessment Specialist

[Ben Wolcott](#)

English Language Proficiency Assessment
Specialist

Member Recruitment & Future Meetings

Breakout rooms:

- What community-based organizations do you recommend we reach out to for membership?
- What topics would you like to have our EL Advisory group discuss in future meetings?

2022-23 Meetings

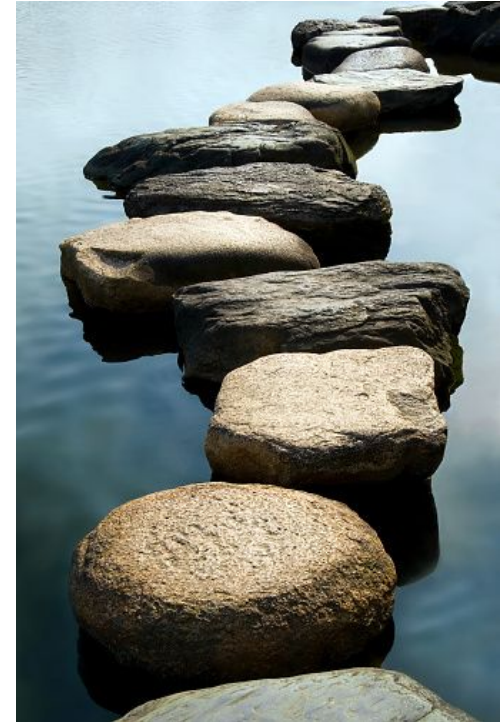


Dates	Time	Work Session Topics
December 8	9:00-12:00	Introductions Language Use Survey Collaborative creation for future session topics
February 9	9:00-12:00	ELPA
April 6	9:00-12:00	Dual Language in Oregon
June 8	9:00-12:00	TBD

Closure: Next Steps

Strategic Plan Feedback

- Please use this survey to share your suggestions and/or input as we move forward with the strategic planning process



Closure: One word, how was our time together today for you?

