



# English Learner Advisory Group Meeting

January 9, 2025  
9:00 AM – 12:00 PM

# Warm Welcome

**Share your...**

- Name + Pronouns
- Location & Role



# Meeting Objective

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Advisory group members will understand the background and primary components of the [Oregon English Learner Report to the Legislature](#) as well as [Oregon's Multilingual Learner Strategic Plan](#) in order to suggest improvements to the 2025 EL Report.

# How familiar are you with the Oregon English Learner Report?



ZOOM POLL

# How have you used the EL Report?



# What is Oregon English Learner Report?

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- An annual evaluation of English learner (EL) funding and student outcomes.
- Mandated by ORS 327.016.
- Aims to describe EL demographics, programs, educational progress as well EL-related revenues and expenditure.
- Aligns with and supports Oregon's Multilingual Learner Strategic Plan

# What is required by law for the Oregon English Learner Report?

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## ORS 327.016

- EL weighted funding amounts and expenditures
- Progress in meeting objectives and needs of students in EL programs
- Demographics of students in EL programs, including number of years of enrollment and participation in special education
- District-level information
- Other information identified by ODE

# The EL Report is publicly available.

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- Available on ODE's website and at district offices.
- Submitted to the Oregon Legislature and the public annually on June 30th.
- Currently required to be shared with District School Boards by September 1.



# How do we use data justice in a way that promotes equity and inclusion?

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## Basic Tenets of Data Justice:

- Disaggregate and present data in a way that makes all students visible
- Authentically engage communities to inform research and the use of data, centering equity and an asset-based lens
- Ensure that data includes the lived experiences of individuals and communities who are the focus of that data

# The EL Report is structured into five sections.

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1. EL Demographics
1. Participation in Targeted Programs
1. Language Development and Academic Outcomes
1. Graduation, and Beyond
1. EL Revenues and Expenditures

# The Multilingual Learner Strategic Plan is organized into four priority areas.



**Authentic and responsive community engagement and partnerships** for decision-making and advocacy



**Systems, instruction, and assessment improvements** for future-ready multilingual learners



**Transformative educators and administrators** who teach and lead for multilingual learner success



**Pathways to multilingualism** through culturally and linguistically responsive programming

## The section on EL demographics uses various data sources and methods.

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- Data from district records, state databases, and financial reports.
- Comparative analysis of current ELs with Former and Never-ELs.
- Trend analysis over multiple years to identify progress and gaps.

# Various findings are reported on demographics.

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- Over 18% of Oregon students are current or former ELs.
- 222 languages spoken; Spanish is the predominant home language.
- Consistent increase in recent immigrants (recent arrivers).

# Demographic findings align with ML Strategic Plan.

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- **MLSP Priority Area 1, Goal 1:** Multilingual learners are authentic partners in state and local decision-making that directly impacts them and their communities.

The data on the distribution of multilingual students offers insights into how to select them for advisory efforts to ensure diverse voices in decision-making.

- Example: Identifying districts with a large EL population where ELs also constitute a large portion of their student body for inclusion in the Advisory Group.

# Participation in targeted programs reveals both gaps and needs.

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- ELs are overrepresented in Special Education.
- They are underrepresented in TAG programs.
- Over half of Migrant Education Program students are ELs.

# Targeted programs findings align with ML Strategic Plan

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- **MLSP Priority Area 3, Goal 3:** In-service teachers, administrators, and school staff members engage in ongoing, high-quality professional learning to support multilingual learners.

The data on targeted programs can offer insights into potential areas for professional training.

- Example: Data on ELs in Special Education can highlight the need for statewide training for accurate identification and support.



# Targeted programs findings align with ML Strategic Plan

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- **MLSP Priority Area 3, Goal 1:** Oregon districts recruit, hire, retain, and advance multilingual educators of color who mirror the intersectional identities of students designated as English learners.

Emphasizing the need for educators from diverse backgrounds is linked to improving participation in advanced targeted programs.

- Example: Hiring more diverse educators may improve the underrepresentation of EL students in TAG programs ([Grissom & Redding, 2016](#)).

# Academic outcomes highlight further disparities

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- Current ELs show lower proficiency in ELA and Math compared to Former and Never-ELs.
- Substantial decline in English proficiency attainment from elementary to high school.
- Disparities persist for ELs with disabilities.

# Academic outcomes findings align with ML Strategic Plan

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- **MLSP Priority Area 2, Goal 2:** Increase the quality of instruction to meet the diverse strengths and needs of multilingual learners while reflecting and affirming their intersectional identities.

The data can highlights the need for high-quality interventions to address academic gaps at critical junctures.

- Example: Data shows that nearly 59% of elementary ELs are on track to proficiency, dropping to about 30% in middle and 25% in high school.
- Younger students are more likely to achieve language proficiency milestones compared to older students underscoring the importance of early intervention in ELD programs to enhance success rates particularly in middle and high school settings.

# Independent Review & Breakout Group Discussions [notes]



30 minutes

1. Which components in sections 1-3 of the report do you find most useful in your context? Why?
2. What would make these sections of the report more useful and/or supportive for your context? What is missing or what suggestions do you have for adding data and/or information?

# Whole Group Share Out



**10 minutes**

# BREAK



# Graduation and other outcomes indicate both challenges and hope

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- Current ELs are less likely than Never-ELs to graduate in four years but show improvement over time.
- Former ELs graduate at higher rates than Never-ELs!
- Seal of Biliteracy recognizes bilingual proficiency; over 53% of recipients are Ever-ELs (*current and former*).

# Graduation and other outcomes align with ML Strategic Plan

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- **MLSP Priority Area 4, Goal 3:** All multilingual learners earn the Seal of Biliteracy/Multiliteracy.

Data in this area offers insights into Oregon's progress in promoting the Seal of Biliteracy as a pathway to multilingualism.

- Example: Nearly 20% of former ELs and about 10% of current ELs earn the Seal of Biliteracy, demonstrating both achievement and need for progress.



# Graduation and other outcomes align with ML Strategic Plan

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- **MLSP Priority Area 2, Goal 4:** Students designated as English learners have equitable access to grade-level academic courses, accelerated learning, career-connected learning opportunities, and enrichment opportunities.

Graduation data may reveal the consequences of inequities in this area.

- Example: Data on modified diplomas shows that ELs are nearly 3 times more likely to receive them, highlighting the need for ensuring ELs' equitable course access and offering additional opportunities for learning time.

# Revenues and expenditures

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- Districts spend 87% of allocated EL funds on EL services.
- Revenue-to-expenditure ratio has been relatively consistent over the past few years.
- Per-pupil allocations for ELs increased at the state level and slightly decreased at the Federal level.

# Financial findings align with ML Strategic Plan

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- **MLSP Priority Area 1, Goal 3:** Students, families, and caregivers have consistent access to high-quality interpretation and translation services.

EL-related expenditures and revenues may offer insights into the needs of Oregon districts to provide high-quality interpretation and translation access.

- Example: High values of expenditure to revenue ratios for some districts could potentially indicate their challenge of meeting funding needs (ex. for interpretation and translation services) for growing EL populations.

# Independent Review & Breakout Group Discussions [notes]



30 minutes

1. Which components in sections 4-5 of the report do you find most useful in your context? Why?
2. What would make these sections of the report more useful and/or supportive for your context? What is missing or what suggestions do you have for adding data and/or information?

# Whole Group Share Out



**10 minutes**

# Resources to support our immigrant, refugee and recently arrived students and families.

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- [Civil Rights Unit \(CRU\) Sanctuary Promise Community Toolkit](#)
- [Annotated Resource List for Supporting Newcomers](#)

# Questions?



# FEEDBACK





# 2024-25 Meetings



Dates
October 17, 2024
January 9, 2025
April 10, 2025
June 5, 2025

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



A word cloud featuring the word "THANK YOU" in large, bold, black capital letters. Surrounding it are various words in different languages and scripts, all in black capital letters, arranged in a circular pattern. The words include:

- GRACIAS
- ARIGATO
- SHUKURIA
- GOZAIMASHITA
- EFCHARISTO
- JUSPAXAR
- DANKSCHEEN
- TASHAKKUR ATU
- YAQHANYELAY
- SUKSAMA
- EKHMET
- SPASIBO
- DENKIAU-JA
- MINACHALUYA
- UNALCHESHA
- TINGKI
- BİYAN
- SHUKRIA
- MAAKE
- GRAZIE
- MEHRBANI
- PALDIES
- BOLZİN
- MERCI
- CHALTU
- HURRI
- SHACHALUYA
- SHANYABAD
- WABEEJA
- MAYTERA
- YUSPACARATAM
- IRI
- ATTO
- ANHA
- SHAKH
- SAHCO
- MERASTAHMY
- GAE-JYHO
- AGUY-JE
- TAKAARU
- KOMAPSUNNIDA
- LAH
- SAKKA
- TAYTAPUCH
- MEDAHAGSE
- MINACHALUYA
- MINACHALUYA