



English Learner Advisory Group Meeting

June 5, 2025
9:00 AM – 12:00 PM

Warm Welcome



Share your...

- Name + Pronouns
- Location & Role
- Favorite flower or plant

Meeting Agenda



- English Learners in Oregon: Annual Report
- ELPA Summative Change for 25-26
- Early Proficient on ELPA
- OSSB/M updates
- English Learner Outcomes Program updates
- 2025-26 EL Advisory Group membership



English Learners in Oregon: Annual Report 23-24 Highlights

What is Oregon English Learner Report?



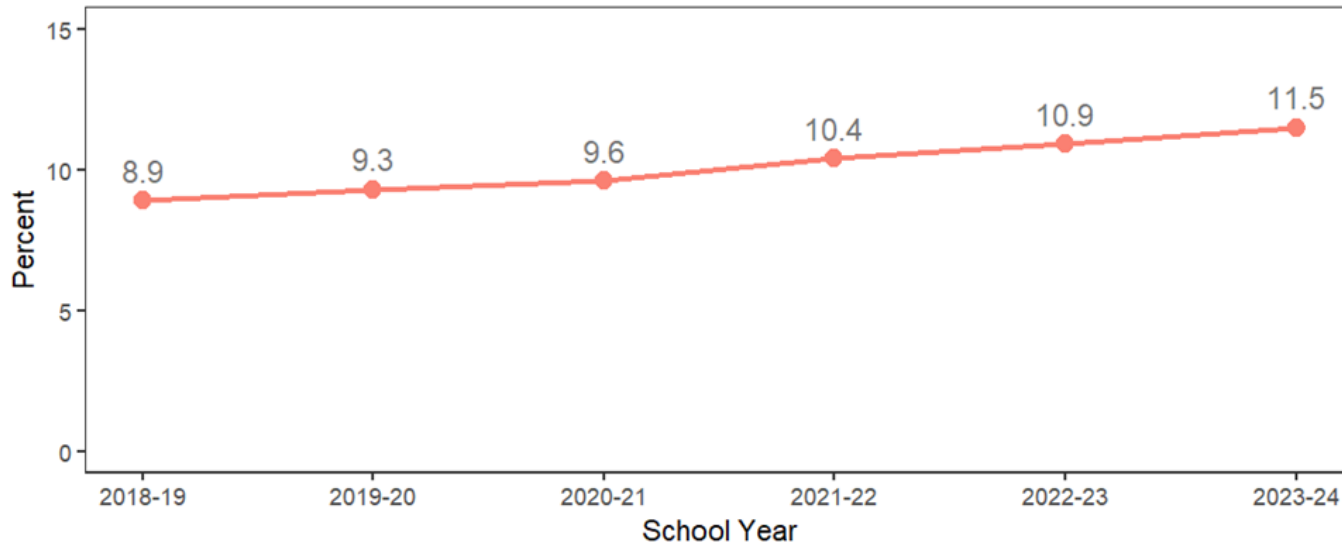
- An annual evaluation of English learner (EL) student outcomes and funding.
- Legislatively mandated (ORS 327.016).
- Submitted to the public annually on June 30th.
- Available on ODE's website and at district offices.
- Currently required to be shared with District School Boards by September 1.

The EL Report is structured into five sections.

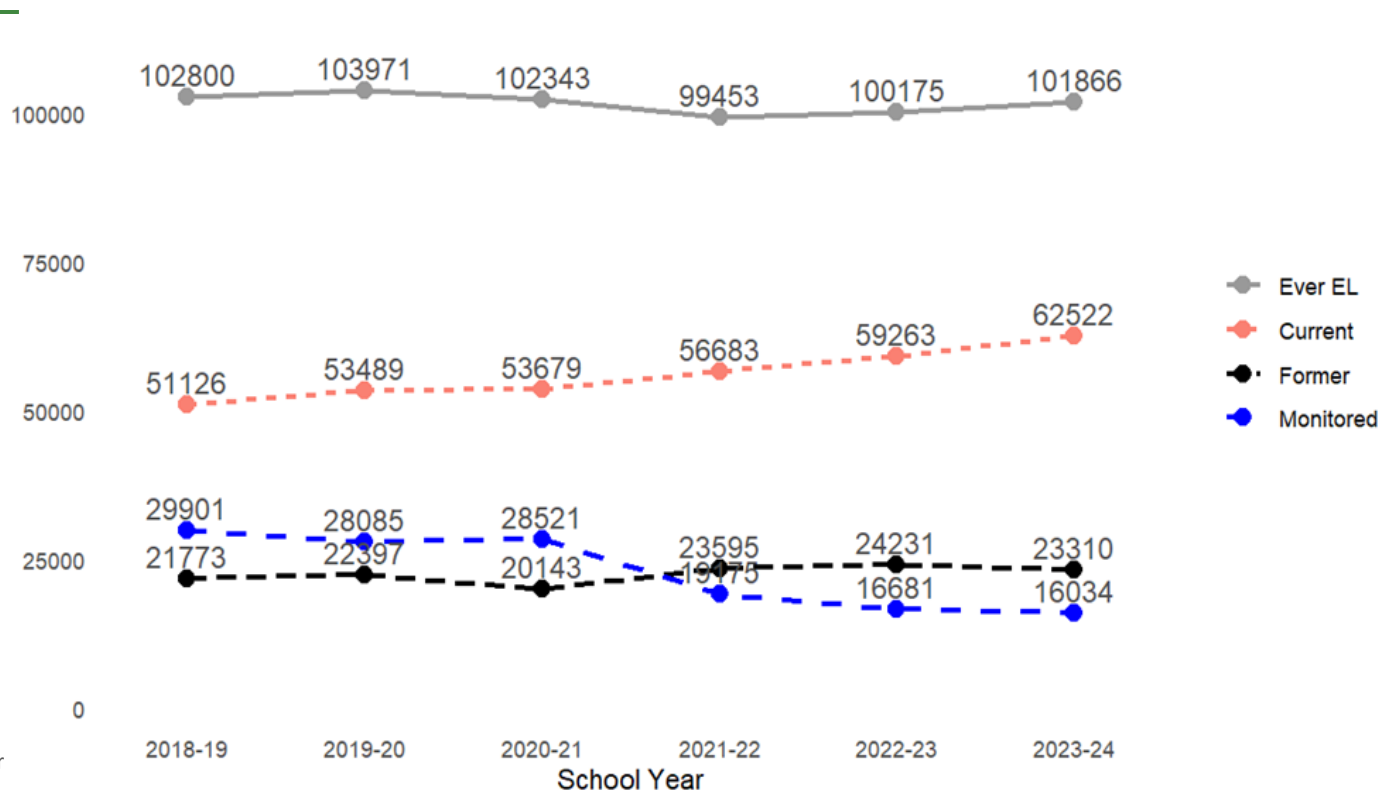
1. EL Demographics
1. Participation in Targeted Programs
1. Language Development and Academic Outcomes
1. Graduation, and Beyond
1. EL Revenues and Expenditures

Current EL population is steadily increasing.

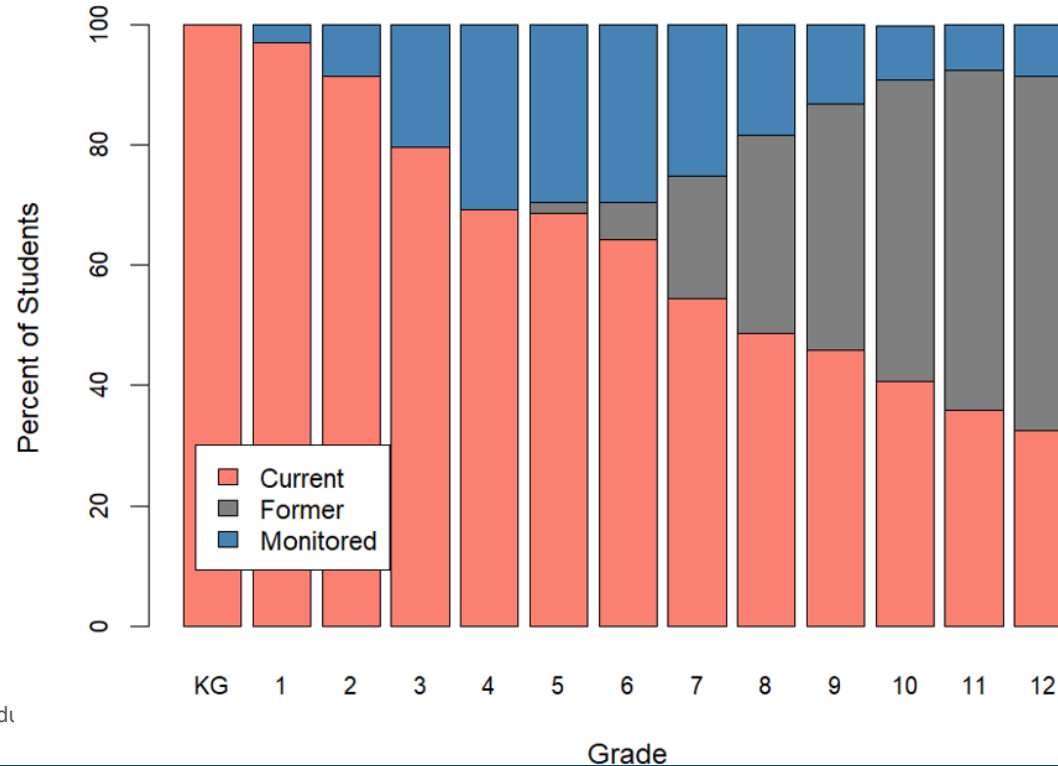
- In 23-24 SY, 62,522 of Oregon's 542,735 students (11.5%) were current English learners.



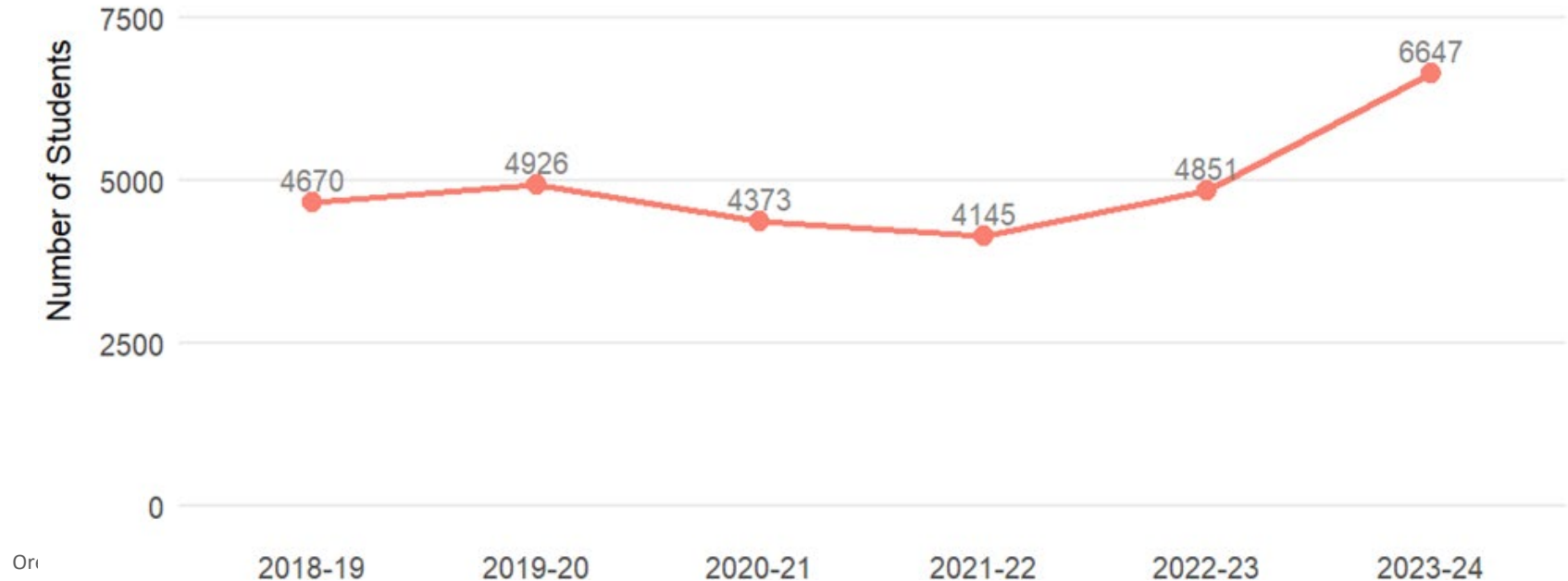
Oregon has had a relatively stable population of over 100,000 ever ELs.



Fewer Current ELs in Middle and High School Reflect Progression Toward English Proficiency Over Time

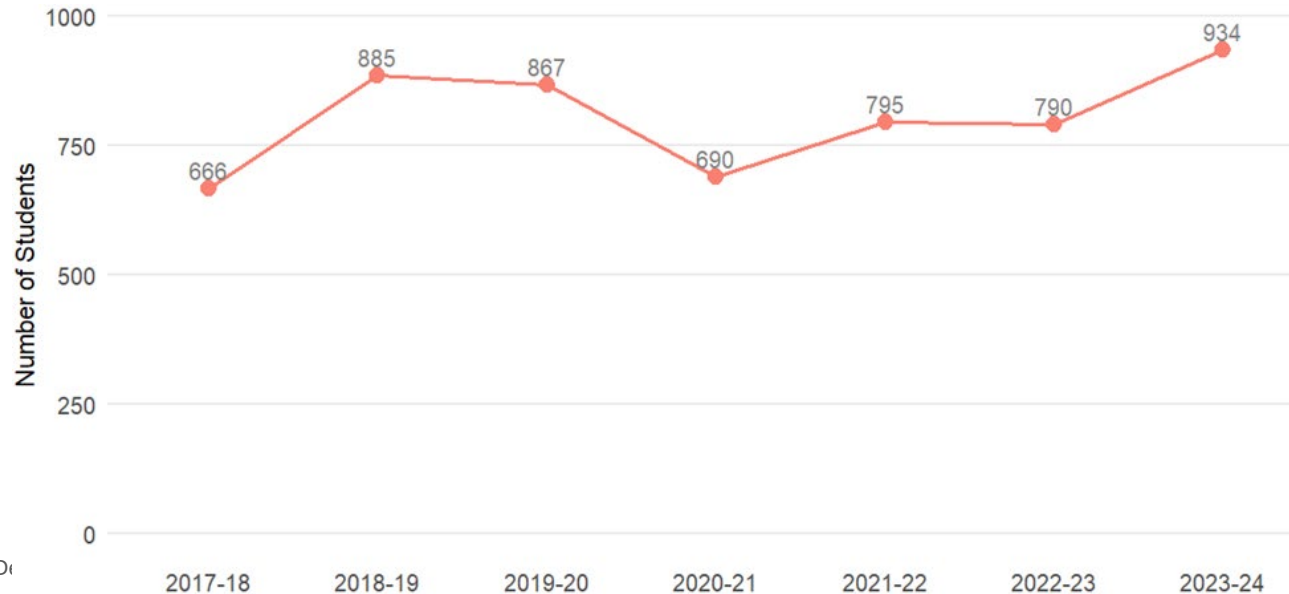


The number of recently arrived English learners significantly increased.



934 current English learners had experienced interruptions in their education.

- Indicates the largest figure since start of this data collection in 15-16 school year.
- Makes up about 1.5 percent of all current English learners.
- Majority (over 56 percent) were in high school.



Current English learners across the state spoke 247 unique home languages.

- By far, the most prevalent home language among current ELs was Spanish, spoken at home by 76.0 percent of all current ELs.
- The four next most common languages were Russian, Chinese, Vietnamese, and Arabic.
- Districts also reported an unidentified home language (listed as '*other languages*' below) for 908 English learners.

ELs, especially Current ones, are more likely to experience economic disadvantages.

- In 2023-24, eligibility for free and reduced-price (FRP) meals was replaced with “Students Experiencing Poverty” (SEP) as a more reliable measure for identifying students experiencing economic disadvantages.
- SEP includes students experiencing one or more disadvantages including receiving Supplemental Nutrition Assistance (SNAP) or Temporary Assistance for Needy Families (TANF) benefits, being in foster care, experiencing homelessness, or receiving migrant education services.



Over 89 percent of students in migrant education programs were ever English learners.

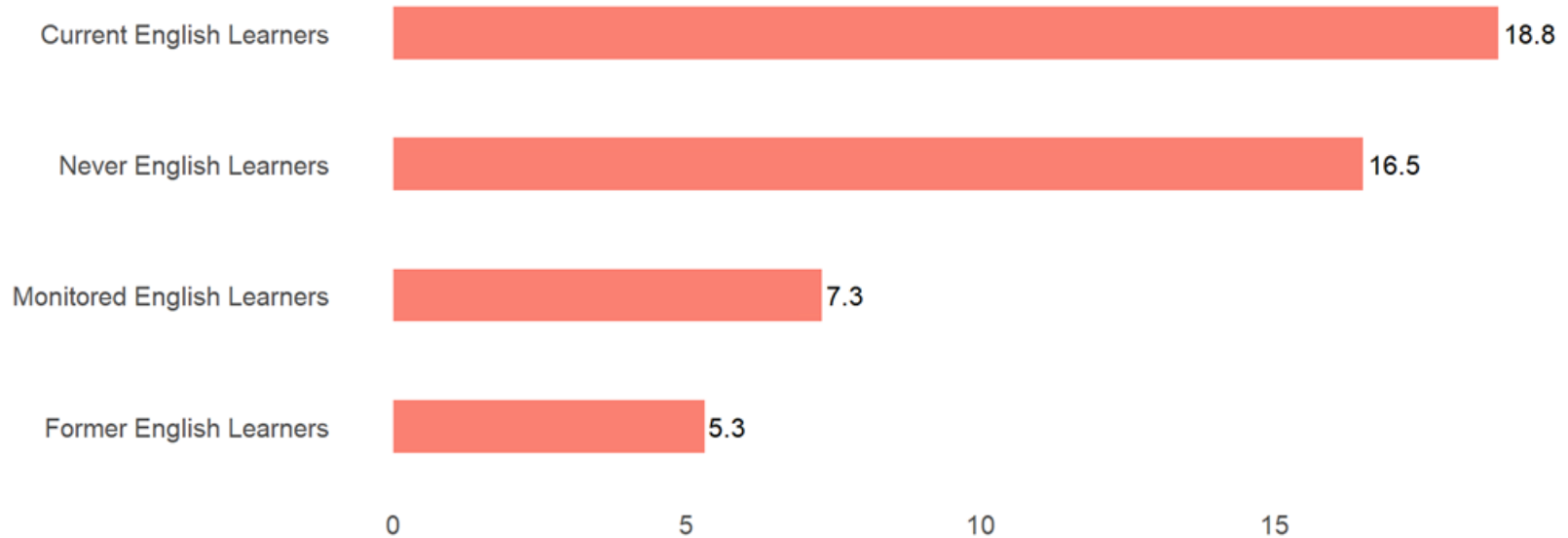
- Over 6,000 current English learners (nearly 10 percent) participated in migrant education programs.
- Indeed, of the over 10,000 students in migrant education programs, more than half (over 60 percent) were current English Learners.
- About 17 percent of students in migrant education programs were former, and about 12 percent were monitored English learners.
- Overall, over 89 percent of the students in migrant education programs were ever English learners.

What questions or ideas come up for you?



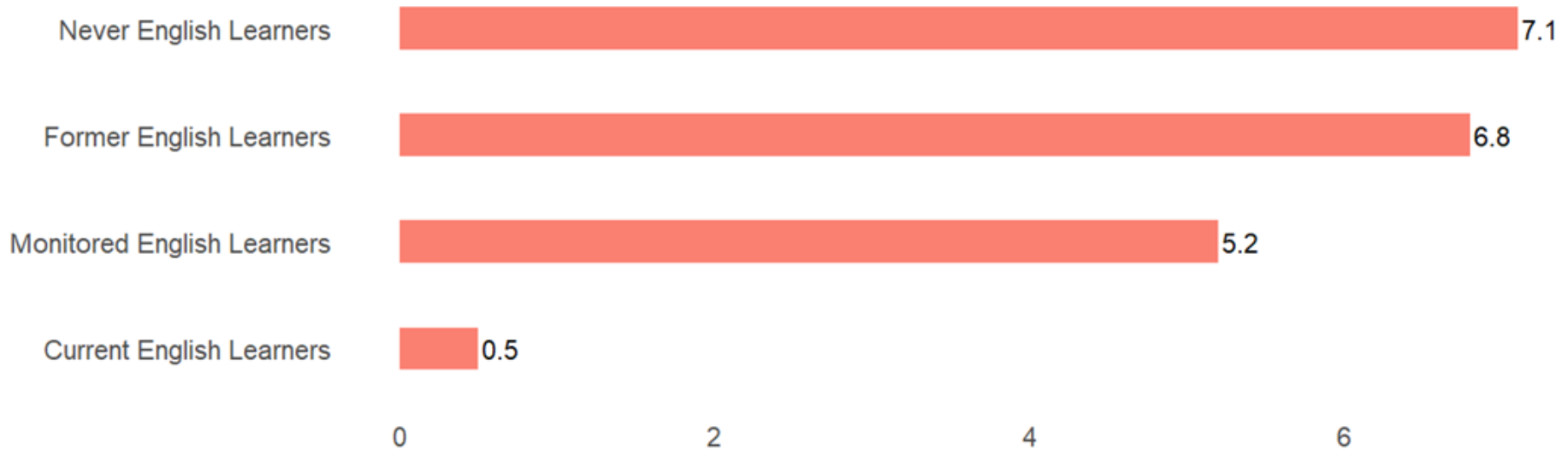
Current English learners received special education services and supports at a higher rate.

- Overrepresentation of current ELs in SPED may signal issues with proper identification and support.

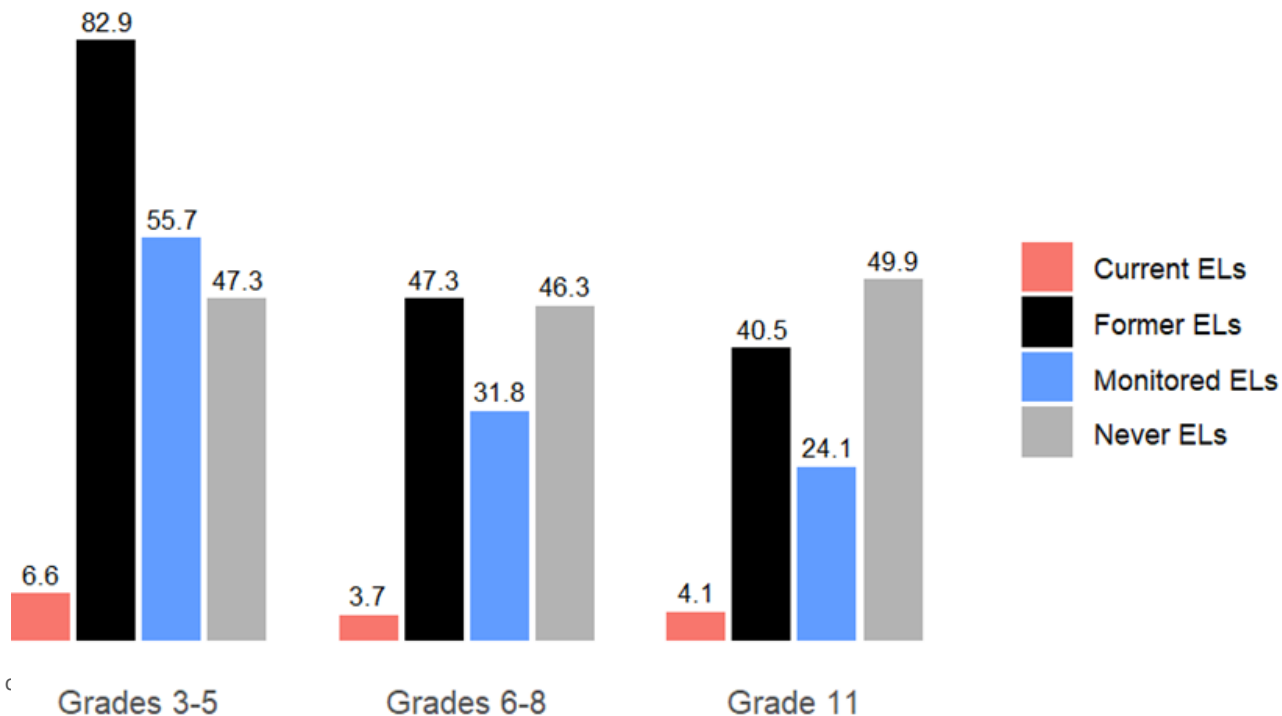


Current ELs are underrepresented in TAG programs.

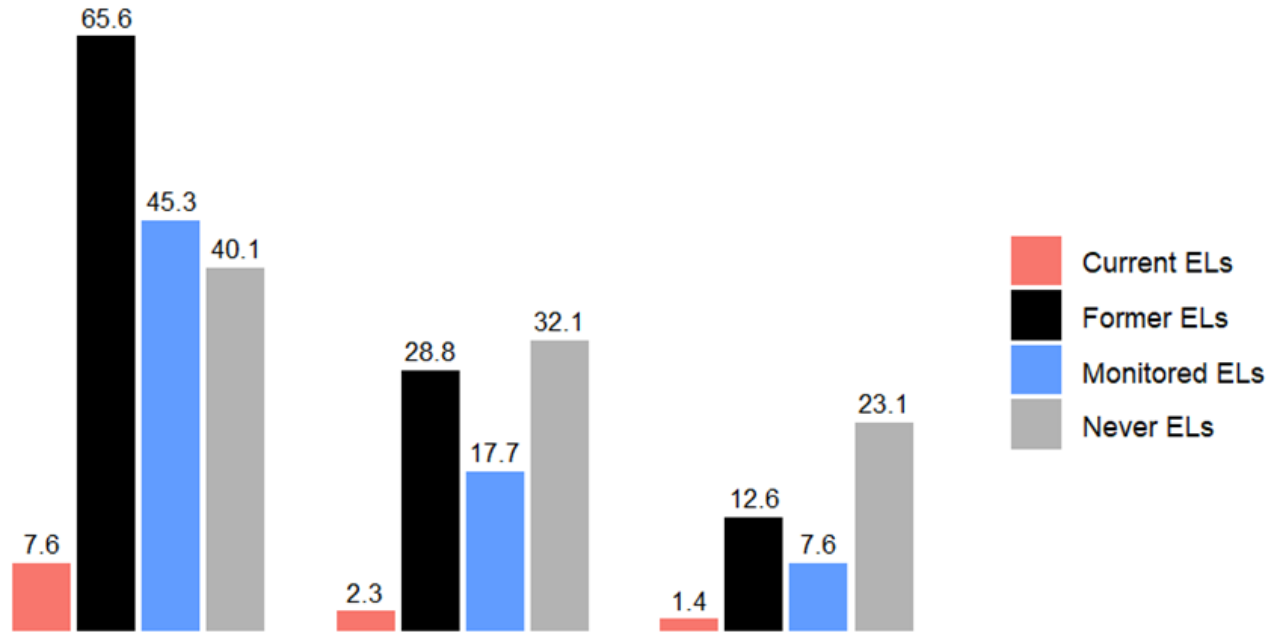
- Never English learners were over 14 times more likely to be identified for TAG programs than current English learners.



Former ELs outperformed never ELs in ELA in early grades, while current ELs met state standards at significantly lower rates across all grades.



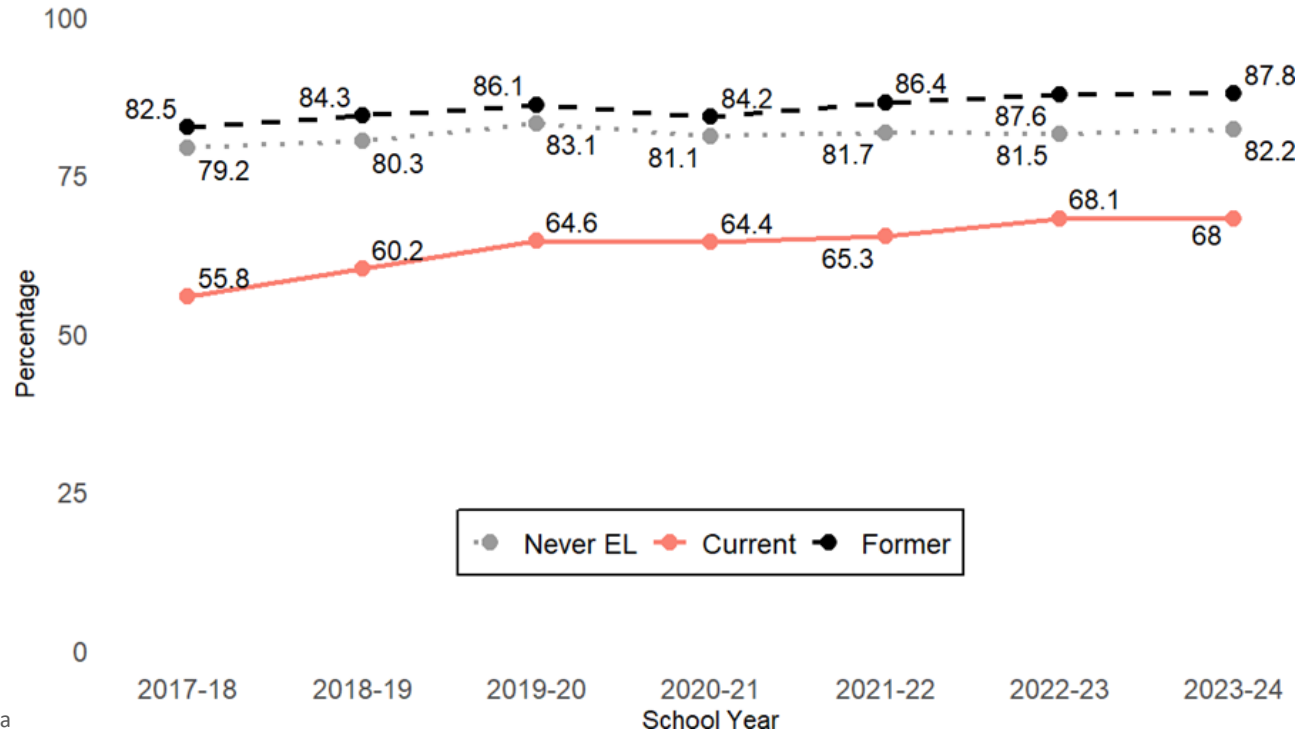
Former ELs outperformed never ELs in math in elementary grades while current ELs met standards at considerably lower rates across all grades.



Current English learners have lower attendance across grades.

- Current ELs have lower attendance across grade levels—about 45% attend regularly in high school.
- Monitored ELs lead in attendance across all grades, with 80% in elementary and 57% in high school.
- Former and never ELs maintain relatively higher rates in all grade bands compared to current ELs.

Former English learners graduated at higher rates than never English learners years.



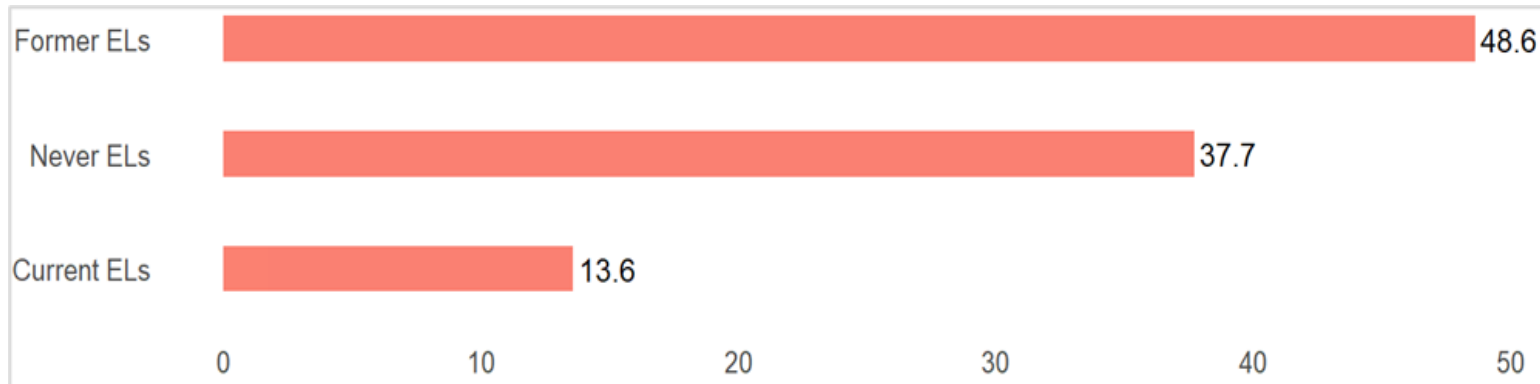
What questions or ideas come up for you?



The majority of students who earned the Seal of Biliteracy/Multiliteracy were ever English learners.

Students can earn a Seal of Biliteracy on their diplomas if they meet the following requirements:

- Meet all graduation requirements, and score at the intermediate high level in listening, speaking, reading, and writing in a two or more languages



English Learners are enrolled in the Advanced Placement or International Baccalaureate (AP/IB) courses at a lower rate than other students

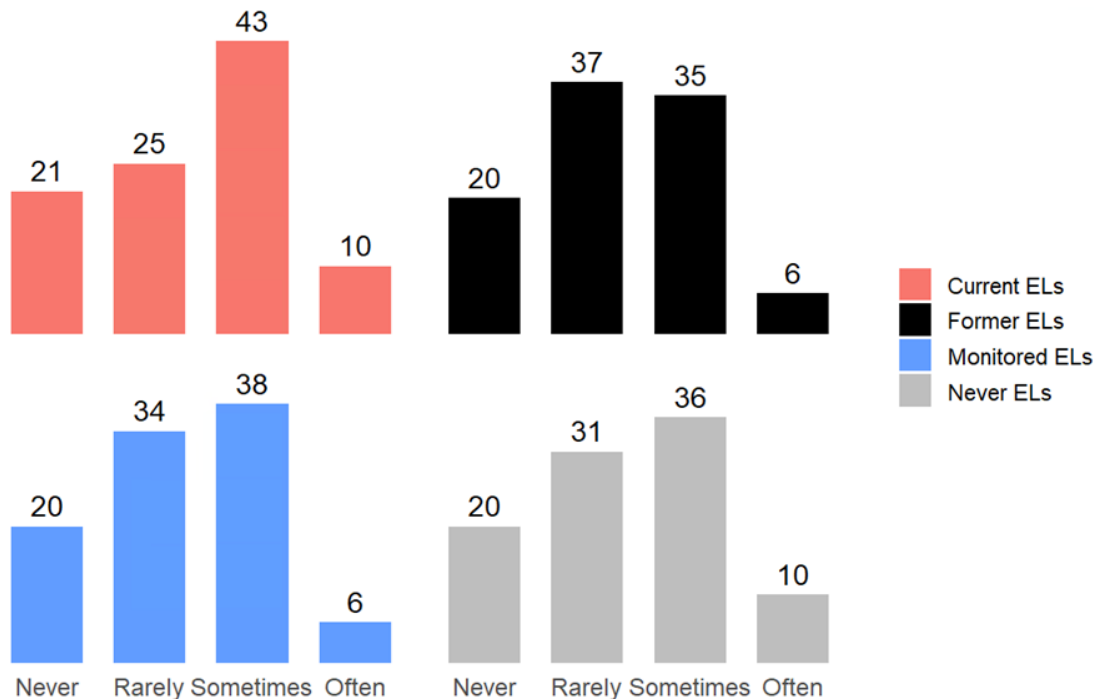
- Only 2.4% of current ELs were enrolled in AP/IB courses.
- Former ELs had the highest participation rate at 22.6%.
- Monitored ELs participated at a moderate rate of 5.2%.
- Never ELs had an 8.0% participation rate, over three times that of current ELs.

English Learners are enrolled in the Career and Technical Education (CTE) courses at a lower rate than other students.

- 11.6% of current ELs were enrolled in a CTE class.
- Former ELs had the highest participation at 49.5%.
- Monitored ELs had a participation rate of 14.3%.
- Never ELs participated at a rate of 18.5%.

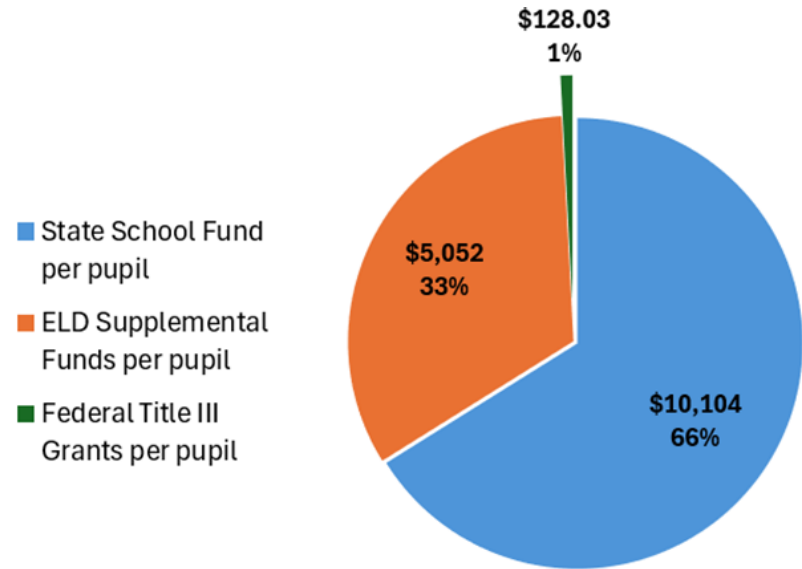
levels of identity representation in school assignments.

- The *Student Educational Equity Development* (SEED) Survey captures students' voices on their school experiences, including how connected they feel.
- *"Think about your assignments from this school year. How often did they have pictures or stories of people who are like you and your family?"*



Revenues and expenditures

- Districts spend 83% 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.



Conclusion

- Oregon serves nearly 102,000 multilingual students—a growing, diverse population.
- Former ELs show strong academic outcomes, including higher rates in graduation, regular attendance rates, and meeting the State's math and ELA standards.
- Current ELs face significant gaps in achievement, attendance, and access to courses.
- Oregon must go beyond compliance to fully support and empower English learners.

What questions or ideas come up for you?





ELPA Summative Change for 2025-26

ELPA Summative: CAT

The ELPA Summative is “computer adaptive test ” (CAT).

- Reading, Writing, and Listening items are delivered all mixed together.
 - The test chooses the next item based on how the student did on the current item.
- Speaking comes at the very end.
 - The test doesn't choose Speaking items based on performance because it doesn't know how the student did.
- Students see different items in a different order.

Advantages of a CAT

In general, a CAT means

- Shorter testing time
- More reliable scores
- Better item security

ELPA Summative: Fixed Form

All other ELPA21 states use a “fixed form”.

- Reading, Writing, Listening, and Speaking are four separate “mini tests”.
 - They can be administered in any sequence.
- Each domain test presents the same items in the same order.

Advantages of a Fixed Form

In general, a fixed form means relatively straightforward:

- Test delivery (for ODE and vendor)
- Test administration (for districts)
- Scoring

ODE Proposal: Switch to Fixed Form

ODE favors moving from the ELPA Summative CAT to the ELPA Summative fixed form this coming school year (2025-26).

What would change?

- Students log in four times (one for every non-exempt domain)
- Test administrators could choose which domains to test and in which order

What would stay the same?

- Students who test remotely already use the fixed form
- ELPA testing policies (like “Honoring Student Proficiency”) still work the same way

Why leave the CAT?

The CAT has lost several advantages.

- ~~Shorter testing time~~ → ELPA21 shortened its fixed form. Testing times for the CAT and the fixed form are now nearly the same.
- ~~More reliable scores~~ → We need many, many more ELPA items to make the CAT more reliable than the fixed form.
- Better item security(?) → From some points of view, the CAT still has better security. However, this could be addressed by “scrambling” the fixed form (same items, but in a different order for each student).

Reasons to Switch

We will get several benefits by switching.

- Flexible scheduling: there is a natural “pause point” at the end of each domain.
- Test improprieties: additional chances to catch mistakes before it’s too late.
- Cost: same or less than the CAT.
- Minor benefits
 - Item counter: the complicated structure of the CAT means that when domains are exempted, the item counter is often wrong. On a fixed form, the item counter is always correct.
 - Honoring Student Proficiency: slightly reduced workload for ODE. Educators will more easily see that domains are carrying correctly.

ELPA Fixed Form: Feedback

1. What clarifying questions do you have about the proposed transition from CAT to Fixed?

1. Based not only on this explanation but also anything else you know, do you have any concerns about switching to the fixed form?
 - a. No concerns.
 - b. Yes, I would suggest that ODE consider...

1. If ODE switches to the fixed form, what advice do you have about how and to whom ODE should communicate this decision?





Early Proficient

Ben Wolcott, ELPA Specialist

Early Proficient Overview

English Language Proficiency Assessment (ELPA) Summative: a test that students with English learner status take every year to measure their English proficiency.

- Students who do not score Proficient on the ELPA remain in English learner status. They continue to test on ELPA each year.
- Students who score Proficient on the ELPA no longer need language services. They exit English learner status.

Early Proficient: a test score that students can earn on the ELPA.

- Early Proficient means “very close to Proficient, but there is some uncertainty.”
- Early Proficient is new. It will first be available in 2025-26.

Early Proficient: Actions

If a student scores Early Proficient, the district must **contact** the family and have a **conversation** explaining the Early Proficient score.

The family makes a decision about their student:

- A. The student will leave EL status.
- B. The student will stay in EL status.

The family communicates their decision on an ODE-created Early Proficient Family Decision Form.

Early Proficient: Outcomes

Only a clear family decision will exit the student. If there is any confusion about what the family wants, the student will stay in EL status.

- Students who **stay** in EL status will keep getting language services. They will test on ELPA again next year.
- Students who **exit** EL status will stop getting language services. They will no longer test on ELPA. The district will monitor their academic and linguistic progress for at least four years.

Early Proficient: Family-Facing Materials

ODE has produced two family-facing Early Proficient resources.

- Early Proficient Family Flyer (summarizes Early Proficient and the family decision point)
- Early Proficient Family Decision Form (used to record the family decision for the district)

These resources are supposed to facilitate and supplement—*not replace*—a meaningful, real-time conversation with the district and the family. They will be translated into Spanish and perhaps other languages. Districts may translate them into even more languages if desired.

No one should just hand these forms to a family and say, “Let us know what you decide”.

Early Proficient: Feedback

These two resources are intended to support Early Proficient conversations between districts and families. Please think about the following questions as you review.

1. What, if anything, would you like to change about either of these resources?
2. What do you think ODE should be sure to explain to districts that will help them use these resources effectively?

You can voice your observations here or leave comments in the two-page [Family Flyer](#) and the two-page [Family Decision Form](#). You can also return to the review drafts until Monday 6/9 if you want to leave comments outside the meeting.

Thank you!



Ben Wolcott

ELPA Specialist

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Oregon Seal of Biliteracy/Multiliteracy

So far, we have awarded the most Oregon Seals of Biliteracy and Multiliteracy to date.

2025 May scheduled release:

- 2324 total awards (up from 1828 in May 2024)
 - Of that total, 48 awards for Seals of Multiliteracy (up from 15 in May 2024)
- 45 unique languages requested
- 70 different institution IDs used

2025 June scheduled release:



English Learner Outcomes Program

English Learner Outcomes Program is making progress with several initiatives.

Cohort 2 Closing Activities

- Final individual meetings with each district
- Last expenditure report and grant claim submissions
- Summary outcomes report

External evaluation

- Cohort 2 evaluation
- Assistance with Cohort 3 onboarding

English Learner Outcomes Program is making progress with several initiatives.

Cohort 3 Onboarding

Complete By	Status	Tasks
February 14th		Join/Watch Onboarding Webinars 1 & 2
Ongoing		Engage in Family and Community Engagement (OKT)
March 14th		Complete Comprehensive Needs Assessment (CNA)
April 2nd		1:1 with EL Outcomes Program team to discuss CNA findings
April 30th		Complete Root Cause Analysis (RCA)
May 7th		Select of District Data Profile Indicators
May 30th		Selection of Systemic Intervention Categories
June 30th		Complete Logic Model
Summer/Fall		Create Action Plan and Budget
Summer/Fall		Sign Grant Agreement



2025-26 English Learner Advisory Group Membership

What suggestions do you have for recruiting and meaningfully engaging student members on the EL Advisory group?

- Collaborating with Amy Hodge (ODE) who is developing the Youth Advisory Council
- Met with GBSD to learn about the development of their ML youth advisory group

Please share English Learner Advisory Group application widely!

Application Link

Continuing Representation (7 members)

- 2 district administrators
- 3 educators
- 2 higher education
- 1 CBO/Advocate/Researcher
- 4 MLs with a first language other than English
- 5 multilingual
- 2 monolingual English-speakers
- Regions represented: George Fox University, PPS, WLWW, GBSD, WOU, Malheur ESD, EdNW

Needs (7 members)

- Student
- Parent
- District Leaders
- CBO/advocate
- Representation from Migrant Education and/or Immigrant and Refugee organizations
- Central, Eastern and Southern Oregon
- Coastal regions

Tentative 2025-26 Meetings



Dates	Time
October 9, 2025	9:00-12:00
January 22, 2026	9:00-12:00
March 12, 2026	9:00-12:00
May 28, 2026	9:00-12:00

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



