EL Advisory Meeting Minutes
June 5, 2025, 9am-12pm
ODE – Virtual Zoom Meeting

PARTICIPANTS

Scribe: Estephany Membreno

Advisory Group Members:		MME/ODE Staff:	Guest Presenters:
Maranda Turner Elena Collazo Santiago **Manuel Vazquez Cano** **Jason Echeverria** Jessica Dougherty **Yannett Ayala** Araceli Farias	**Marcianne Koetje** Dr. Creighton Helms **Norma Ramirez** **Gonzalez Stacey Lee** **Tereza Bottman** **Bill Rhoades** David Contreras-Machado Arcema Tovar	Mary Martinez-Wenzl Jennifer Fontana Kim Miller Reza Norouzian Mirela Blekic Gloria Espitia Kristen Rush (TSPC)	Ben Wolcott Josh Rew

Item	Discussion
9:00: **Welcome-** *ODE Introductions, Jennifer Fontana*	*Meeting Recorded for note taking purposes.* Name, pronouns, location & role What is your favorite flower or plant, why?
9:15-9:55 **English Learners in Oregon: Annual Report-** *Reza Norouzian*	**English Learners in Oregon: Annual Report** Discussion • Reza had a few updates from the Annual English Learner Report. They reminded the group that this report comes out every year and shares information about English learner student outcomes and funding. • The report is posted yearly on ODE's website and in their offices. It's currently due to district school boards by September 1st, though a proposal to move it to December 1st is still in progress.

- Reza noted there is a steadily growing population and explained that, new this year, there's a new subset of former ELs who are still being monitored.
- They noted that in 2023–24, the number of former English learners those exited for more than four years has grown, while the monitored English learners at the bottom remain a smaller group.
- Reviewing one the graphs Reza explained that in kindergarten, nearly all students are current English learners. As students move through the grades, the number of current ELs decreases, while monitored students and then former English learners gradually increase. By 12th grade, most are former English learners, with smaller numbers of monitored and current ELs.
- With the rise in recently arrived students, there's also been an increase in those with interrupted formal education. He noted that the 934 students in 2023–24 is one of the highest counts since 2015–16. They now represent 1.5% of Oregon's English learners, over 56% of whom are in high school.
- Current English learners in Oregon speak 247 home languages. Spanish is the most common at 76%, followed by Russian, Chinese, Vietnamese, and Arabic. An unidentified home language category, listed as "Other Languages," was reported for over 900 students, ranking fifth.
- Reza explained two shortcomings of the previous measure: not all eligible families applied, and post-COVID, over 50% of districts offered free meals to all students. In 2023–24, ODE replaced it with a new composite measure: "students experiencing poverty," based on various economic disadvantages.
- in 2023–24, over 89% of students in migrant education programs were ever English learners. More than 6,000 current ELs — nearly 10% of all ELs statewide — participated. Of the 10,000+ students in migrant programs, over 60% were current ELs, 17% were former, and 12% were monitored students.
- **Reza invited questions**
  - **Manuel** inquired in the chat: Have you seen an uptick in the use of the new Mesoamerican language codes?
    - **Reza shared**: Noted that beyond the top languages, the numbers get very small. He emphasized the importance of training and awareness, reminding districts that nearly 400 languages have been added since 2020 and encouraging accurate coding in the system.
  - **Kim** commented hat language of origin is self-reported by parents or guardians, and while district registrars help capture this, it isn't always clear which language is chosen or why especially if families are multilingual or choose not to disclose. This may affect how often certain languages appear in the system.
  - In the chat Mary shared resources on ODE website to support use of these language codes

- Reza continued the presentation
- Reza shared that current ELs are overrepresented in special education services, with 18.8% referred this year. The gap with never ELs, now 16.5%, has narrowed by about one point since last year.
- Current ELs are highly underrepresented in TAG programs. Never ELs are over 14 times more likely to be identified, with 7% of never ELs in TAG compared to about 0.5% of current ELs. He mentioned a slight improvement, as the gap has narrowed from last year's numbers.
- Reza shared that former ELs perform well in ELA, especially in middle school, with a dip by grade 11. Monitored ELs decline through high school, and current ELs continue to have low ELA outcomes across all grades.
- **In the chat Kristin commented**: Wondering about the role of the political climate in accurate data collection.../ Wondering about the role of assessment selection in these stats. Also around guidance for school psychs, which is notably lacking in ODEs continuum of supports for schools
   - **Jennifer** stressed the need for accurate, culturally and linguistically responsive assessment and reporting for English learners, noting its importance for accountability, early literacy, and the high stakes tied to these measures.
   - **Jennifer** invited more comments or question around the assessment piece
      - **Stacey** acknowledged that while TAG disparities remain, improved training and updated state guidance have helped clarify what requires assessment and how to better identify gifted traits.
- Noted using tools like ELPA progress and STAMP for bilingual students as indicators of accelerated learning, and that their district has also shifted to NAGLI assessments, which emphasize language use.
   - **Tereza** highlighted the need for literacy instruction at the secondary level, especially for SIFE, current, long-term, and newcomer ELs. She noted strong gains from a now-cut literacy specialist position and linked declining achievement rates to the lack of interventions in upper grades.
- Reza shared former ELs lead in math early on, but their advantage fades. Current EL math outcomes drop sharply in middle and high school, needing a multi-layered response to address the gap.
   - **In the chat Kristen commented**: I'd love to see some disaggregation around dual immersion here
   - **Jennifer** followed up and praised Kristen's question and shared ODE is currently working on it. Noting the more accurate the data on dual immersion students, the better it can be disaggregated.

- Reza Norouzian noted that former and monitored English learners have acceptable attendance rates, while current ELs are considerably lower. This year's report also includes SEED survey data on students' sense of belonging, a factor linked to attendance, which will be reviewed later.
- Former ELs have the highest COVID-adjusted graduation rate at nearly 88% in 23-24, outperforming never ELs at 82% and current ELs at 68%.
- **Reza paused and invited questions**
  - **Jennifer** invited Manuel to expand on comments in the chat
    - **Manuel** shared hat the percentage of students taught math by teachers with a CSL endorsement is low. He suggested increasing the number of content-area teachers with this endorsement to better support classified students in high school math.
  - **In the chat Gloria asked**: is this disaggregated by regular and modified diplomas?
    - **Reza** noted the significant disparity in receiving modified diplomas, noting that current English learners are three times more likely to receive a specially modified diploma compared to never English learners. This important issue is discussed in detail in the report.
- Reza Norouzian noted most students earning the biliteracy seal are former or monitored English learners, while current English learners earn it less often, showing a clear disparity.
- **Mary** asked if the denominator includes all students who received the seal of biliteracy or multiliteracy.
  - **Reza** confirmed that was correct
  - **Mary** follow up question what percentage of never-EL students graduate with the CEO of Biliteracy Multiliteracy, based on that denominator.
  - **Reza** shared among English learner groups, former ELs lead with nearly 24% earning the Seal of Biliteracy, current DLs are around 14%, and never ELs are about 3%, based on each group's own graduate totals.
  - **Mary** asked if about 1 in 4 former English learners (almost 24%) graduate with a Seal of Biliteracy or Multiliteracy.
  - **Reza** explained that the definitions of former and current English learners differ for graduation data. For graduation purposes, any student who was in an EL program during high school even if they have since exited is counted as a current EL.
  - Mary acknowledged this explanation
- Reza continued the presentation

	• Current ELs have much lower participation in Advanced Placement (AP) and International Baccalaureate (IB) courses compared to former and monitored ELs, with former ELs showing higher participation rates.
	• To conclude this segment Reza shared that Oregon serves nearly 102,000 multilingual learners—a growing and diverse population. Former ELs demonstrate strong academic outcomes, including higher graduation rates, regular attendance, and meeting state math and ELA standards.
	• **Jennifer paused and invited questions/comments/suggestions/thoughts**
	      ○ **Yannette** shared that what is coming up for them is their OSAS scores are not great at the moment, highlighting the need for targeted support. She's curious about how interim assessments fit multilingual learners, how to better access OSAS data to support them, and whether the state is doing enough for these students.
	            ▪ **Jennifer** acknowledged Yannette's comment and shared that its clear there's still important work to do to better support multilingual learners both locally and across Oregon
	      ○ **Stacey** commented on Teresa's thoughts on interventions earlier. Although math is language-intensive, the low scores point to broader instructional and equity challenges. She emphasized the importance of examining local data to better understand and address these gaps.
	      ○ **Jennifer** stressed the importance of clear, research-based language instruction frameworks and affirmed the group's key role in advancing this work statewide. She thanked members for their engagement and thoughtful reflection on the data's local and state impact
	• Segment concluded

9:55-10:30 ELPA Summative Change for 2025-26- *Ben Wolcott, Josh Rew*	**ELPA Summative Change for 2025-26**
	
	Discussion
	
	1. What clarifying questions do you have about the proposed transition from CAT to Fixed?
	2. Based not only on this explanation but also anything else you know, do you have any concerns about switching to the fixed form?
	    2.1. No concerns.
	    2.2. Yes, I would suggest that ODE consider…
	3. If ODE switches to the fixed form, what advice do you have about how and to whom ODE should communicate this decision?

| | • Ben introduced today's discussion on the ELPA summative test, focusing specifically on its delivery format. He outlined two models: the adaptive model and the fixed form model, and planned to explain each.
• Ben explained that speaking is not adaptive since it's scored by humans, not the computer.
• The speaking section is separate from reading, writing, and listening, and is delivered at the test's end. This means each student receives a personalized test with different items and order, based on their performance.
• Adaptive test avoids wasting time on inappropriate items and better targets each student's ability, resulting in more reliable scores. Because each test is customized, test security improves students can't share specific answers. He then moved on to compare this with a fixed form test.
• Fixed form test is more straightforward since every student takes the same items, making it easier to compare scores directly between students.
• Jennifer asked for clarification on the fixed form ALPA test in secondary grades 9–12. She understood that all students take the same assessment each year. She questioned if, under this model, a 9th grader who doesn't pass would see the exact same questions in the same order the next year.
• In response, Ben shared it was clarified that in the fixed form model, high school students do not see the exact same test each year from 9th through 12th grade.
    ○ Instead, UP.21 has developed two different test forms for each grade band using items from a shared pool.
    ○ The proposal under discussion today is to shift from the computer adaptive test to a fixed form test. Oregon is currently the only state in the ALPA 21 Consortium using an adaptive test.
    ○ Every other state uses a fixed form
• Students who test remotely already use the fixed form test, so their experience would remain the same. Testing policies, such as honoring student proficiency, would also stay unchanged, functioning the same on the fixed form as they do on the adaptive test.
• Ben discussed why switch from adaptive to fixed form.
    ○ Adaptive use to have an the advantage of having shorter testing times, but he advantages are not present in the ELPA
• Ben explained that having four mini domain tests naturally helps students establish a testing rhythm. He also noted that with adaptive testing, once the test starts, the entire test path is set meaning any early mistake affects the whole test
• In contrast, with fixed form tests, a mistake in one domain (like writing) only impacts that section, allowing students to recover and perform better in other areas like reading, listening, or speaking. |

- All test items are currently locked in Oregon's pool, preventing removal for uses like interim tests.
- Moving to a fixed form would allow retiring items, refreshing sample tests, and creating interim assessments
- **Ben and Jennifer incited clarifying questions**
  - **Teresa** asked if the switch happens will it invalidate student progress from year to year?
    - **Ben** confirmed there would be no difference.
    - **Kim** added that trends on student performance and on-track-to-ELP progress measures will still be available and unaffected.
  - **Yannette** asked who will scores the speaking on fixed form?
    - **Ben** shared student speaking responses will continue to be scored by a third-party vendor.
    - No changes to how speaking is measured, scored, or interpreted.
    - The only change: districts could choose when students complete the speaking portion.
  - **In the chat Manuel commented**: One wondering I have is what impact this will have on the likelihood of reclassification. Have other states transitioned from adaptive to fixed? Do we know anything about how it influenced reclassification rates?
    - **Ben** clarified that no, whether test papers are delivered by an office aide or on a cart shouldn't affect student performance. The content remains the same, so no meaningful difference is expected.
  - **In the chat Norma commented**: Could you maybe speak more to the benefits for students? I feel like I heard more administrative benefits than student, whereas the adaptative test benefitted the student more but required more work from the admin side.
    - **Ben** explained that in a perfect world with a massive item pool, an adaptive test would be a clear benefit; it could select just the right next question for each student based on their ability. But in reality, since that ideal scenario doesn't exist, there isn't a strong or definitive answer to whether adaptive is always better.
  - **In the chat Stacey commented**: I don't have significant concerns about the switch. Advice - When I saw this in the agenda, my first reaction was skepticism because I know the advantages of CAT. Ben's explanation here was really helpful to me. I think others will also need the explanation in an easy-to-digest format.

Testing domains separately in any order seems like a big advantage to highlight. It also stood out to me that it would free up items to build interim assessments.

- **Ben** clarified that while he wasn't guaranteeing an interim assessment would come with a move to a fixed form, it could open up that possibility.
- Right now, ELPA 21 has noted that their hands are tied because Oregon's items are locked inside the adaptive test system, limiting flexibility

o **In the chat Yannette commented**: If this plan moves forward for the 2025-2026 or 2026-2027 school year, I would advise for Ben and the team mention the changes and benefits of these changes in the ELPA summative training modules.

o **In the chat Tereza commented**: Was this year the first semi-adaptive year?

- **Kim** replied: No, Oregon has had the CAT test for a number of years, I believe the first CAT year was 2016-17 (but I may not be correct on this year's implementation)
- **Josh** added that the first semi-adaptive year was 2016-17

o **Kim** asked for clarification about administering the fixed form ELPA. Specifically, if a student with a disability or one meeting high school proficiency requirements is exempt from a domain, does the test administrator still need to start that domain?

- **Ben** explained that if a student has a domain exemption or honored proficiency, that test won't appear in their lineup. Only eligible domains will show, and local staff can decide the order.
- Ben noted that with the current adaptive test, once a student opens a domain, no changes can be made — any mistake requires starting over. The fixed form aims to reduce this issue by preventing unnecessary retesting when exemptions are in place.

o **In the chat Josh commented**: Regarding benefits to students, given some of the data I've seen from Ohio and a simulation study by ELPA21, K-8 ELs will have a very similar experience (possibly 4 to 8 minutes less testing in the fixed form). 9-12 ELs could have a shorter testing experience with the fixed form (as much as 20 minutes).

	• Segment concluded. Ben invited participants to continue to share thoughts as needed in the chat so that they may be recorded
10:30 Break- **(**_10 mins)_	
10:30-11:00 **Early** **Proficient on** **ELPA-** _Ben Wolcott, Josh Rew_	**Early Proficient on ELPA**
	Discussion
	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?
	3. 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.
	• Ben explained that a narrow scoring range for early proficient students has been approved for activation in the 2025–26 school year.
	• It's designed for students scoring just above or below the proficiency threshold, essentially those whose results could reasonably fall on either side of the cut score.
	• No students are being classified this way yet, but it will begin next year.
	• Ben explained that families will decide whether a student identified as early proficient exits EL status, using an ODE form provided to them.
	• Ben clarified that once students exit EL status, districts are no longer required to provide language services or test them on ELPA, but must continue academic monitoring to ensure they're successfully engaging with grade-level content in English.
	• **Jennifer** asked for a definition of what is clear
	○ **Ben** shared that a clear family decision means they marked Yes, the student will exit on the form. Anything else is not clear. The student does not exit.
	○ Ben noted noted that while families might not always get a full district conversation about early proficient decisions, the goal is for the new ODE forms to help support and guide those conversation
	• Ben emphasized the importance of making information clear and accessible for families, noting that while the forms will be translated into multiple languages, the exact list isn't finalized.
	• Ben invited clarifying questions
	○ **Stacey** requested more for an understanding of who would fall under early proficient

- Ben clarified that scores labeled "under" do not count toward a proficient profile, while "over" scores do. Students whose scores fall just above or below the proficiency threshold — within a standard error range — are considered early proficient.
- **Tereza asked in the chat**: What is the underlying purpose of creating this new category and asking for family input?
  - **Ben** explained that Early Proficient accounts for scoring uncertainty near the proficiency cutoff, avoiding rigid one-point pass/fail decisions for EL status
  - Additionally after testing is complete, the focus shifts from scores to input from those who know the student best. Families, with their years of firsthand experience and insight into the student's English use and school performance, provide valuable evidence to guide decisions
- **Manuel** asked in the chat: To help make parents make decisions, I think that an accompanying resource that describes the benefits/trade offs would be helpful for families to make their decision
  - **Ben** suggested that while some information can be provided through state-created forms, it might be more helpful to create resources guiding districts on key topics to cover during live conversations with families.
  - **Manuel** commented an customizable template for districts can use would be desirable to document local context effectively
- **Mary** noted that secondary students often discuss proficiency with their parents, but multilingual families may have limited awareness due to language barriers.
  - She suggests including information about students' right to waive services in related communications.
- **Tereza** expressed concern about the quality of conversations administrators have with families regarding proficiency decisions.
  - They suggests providing a checklist to guide these discussions, ensuring key topics like elective time, future impacts, and reassurance that GPA or graduation won't be affected are clearly covered.
- **Jennifer** suggested offering a pre-recorded 45-minute webinar training that districts can access before implementing the practice.
  - She highlighted the importance of leveling the playing field so smaller, rural districts receive the same support and have equal success as larger, better-resourced districts.

	o **Yannette** pointed out that saying students "still need support" can be vague, especially since many are still learning language but may be ready to exit the program. ▪ Suggests reframing questions to empower monitored students to advocate for themselves by encouraging them to ask about the language support they receive in the classroom. o **Stacey** suggested a checklist and a video would be helpful along with an operational administrator signature line on the parent form to show the admin reviewed the information which can imply accountability o **Bill** asked if monitoring is for 4 years ▪ **Jennifer** confirm monitoring is 4 years. once a student exits under the early proficient designation, they still enter a 4-year monitoring period to ensure continued progress and support as needed. o **Tereza asked in the chat**: Would this affect EL funding? ▪ **Mary** replied Yes, once they exit EL status they no longer receive EL weighting funding (~$5k per student) or Title III funds (~$128 per student) ▪ And Oregon does not provide any funds for recently exited/monitored students (some states, such as Washington, do provide funding for monitored ELs) o **Tereza** asked in the chat: But no longer ELPA testing for these students, though other monitored do take it. Correct? ▪ **Kim** replied: Confirmed no additional ELPA summative
11:00-11:10 OSSB/M awards- *Ben Wolcott*	**Oregon Seal of Biliteracy/Multiliteracy 2024-25 Awards** Discussion • **Gloria** asked if the Seal of Biliteracy or Multiliteracy is only for seniors or can be earned earlier, and whether the seal transfers if a student moves to a different high school. o **Jennifer** noted that the Oregon administrative rules tie the Seal of Biliteracy directly to graduation requirements, meaning students must meet these to earn the seal. o **Ben** added ▪ That there evidence supporting the Seal can be generated during the four calendar years prior to graduation and "saved" for the student.

	▪ The Seal can be requested during the two calendar years following the graduation year. This is how postsecondary institutions request the Seal. ○ **In the chat Norma asked**: Do you have any way of sharing what schools offer the Seal of Biliteracy? Im curious what schools in my area offer it (Malheur County). Im only aware of Four Rivers school offering it here. ▪ **Ben** replied: We know which schools have requested the Seal in a given year. We do not require schools to commit to having a "program" where they say ahead of time which schools do or don't offer the Seal.
11:10-11:15 **ELOP Updates-** *Mirela Blekic*	**English Learner Outcomes Program Updates** Discussion • Mirela provided a brief update on major activities in the English ELD Outcomes program, focusing on the overlapping work with cohorts 2 and 3. • She noted that Baeli Smith had previously shared background and an overview of the program. • Mirela shared most activities are done, including engagement and needs assessment. Districts are now creating logic models to guide next year's plans. Agreements will be finalized by summer/fall to start the 4-year cycle. • Mirela invited questions. None asked. • Jennifer expressed gratitude to Mirela for sharing
11:15-11:45 **2025-27 EL Advisory Group Membership-** *Jennifer Fontana*	**2025-27 EL Advisory Group Membership** **Student Membership** **Broad Oregon Representation** Discussion • The current term for Marcianne, Creighton, Norma, Stacy, Teresa, Bill, David, and Sema concludes in June 2025. • Jennifer extended a sincere appreciation for their time, participation, and contributions especially their work on the multilingual learner strategic plan. • Jennifer shared that a new initiative for next year, aligned with the Multilingual Learners Strategic Plan, is to include student voice on the EL Advisory Group • ODE will begin recruiting at least two student members and is seeking ideas from the group on how best to reach and engage students across the state for this opportunity.

	• Jennifer invited the group to share thoughts on what should be prioritized as they communicate this new opportunity and design a student-centered approach for including student voice in the EL Advisory Group.
	• **Jennifer** asked for input on what considerations would help make the experience meaningful and accessible for students statewide or strategies
	     o **Manuel** shared one strategy would be connecting with like minded communities like Latino Network or tapping into existing student success advisory groups
	     o **Stacey** mentioned 4H as another avenue, counselor recommendations, sending direct invites and posting on school Instagram
	        ▪ Stressed the importance of ensuring students in the advisory group feel genuinely heard and involved — not tokenized — and hopes part of the meeting structure is intentionally designed to center student voice.
	        ▪ Jennifer affirmed Stacey.
	     o **Tereza asked in the chat:** Is the student term one or two years
	        ▪ **Jennifer** noted while the charter currently states a 2-year term, she raised the question to the group of whether a 1-year term might be more appropriate for student members and invited suggestions on that idea.
	        ▪ **Tereza** noted it might difficult for student to continue past graduation and suggested making the term length more flexible for student members
	        ▪ **In the chat Gloria shared:** One thought I had to include more community voice is having student and their parent/caretaker in the advisory. Option of having them apply together

11:45 Wrap-up- *Jennifer*	2025-26 EL Advisory Group Member Application (Kim recommended adding reach to coastal and Central Oregon) 2025-2026 EL Advisory Meeting Dates (Thursdays: 9:00-12:00) • October 9, 2025 (October 9th is the day before the Oregon statewide PD day on the 10th) • January 22, 2026 • March 12, 2026 • May 28, 2026 Announcement: OELA NPD Grants

	ODE job opportunity: Assistant Superintendent of the Office of Equity, Diversity, and Inclusion
12:00 Adjourn	