

EL Advisory Meeting Minutes

[SLIDES](#)

June 6, 2024 9am-12pm

ODE – Virtual Zoom Meeting

PARTICIPANTS

Scribe: Estephany Membreno

Advisory Group Members:		MME/ODE Staff:	Guest Presenters:
<u>TERM ENDING</u> Chris Starr Michael J. Carreras Nelly Patino-Cabrera Kristen L. Pratt Paulina Larenas Toshiko Maurizio Kathleen Mitchell	<u>TERM CONTINUING</u> Dr. Creighton Helms Norma Ramirez Gonzalez Stacey Lee Tereza Bottman Bill Rhoades David Contreras-Machado Arcema Tovar Dr. Marcianne Koetje	Mary Martinez-Wenzl Jennifer Fontana Kim Miller Reza Norouzian	Ben Wolcott (ODE) Tami Gowdy (ODE)

Item	Discussion
9:00: Introductions and Warm Welcome - <i>Jennifer Fontana</i>	Introductions and Warm Welcome: Describe a win from this year. Summary of wins: There was significant progress in the Seal of Biliteracy program, with 110 seals awarded and more expected. Various districts reported impressive student performance and engagement, including improved test scores and successful new programs. Emphasis was placed on fostering multilingual education, with increased support for teachers pursuing ESL endorsements and more students earning biliteracy seals. Collaboration and community engagement were recurring themes, as were the importance of leadership opportunities and support for families in special education
9:10-9:30 Advisory Group Membership - <i>Jennifer Fontana</i>	Membership and next year's scope of work (Breakout groups with members' term ending/continuing) <ul style="list-style-type: none"> • 2024-25 EL Advisory Application • Jennifer outlined the current status and future plans for the Advisory Group. Seven members have completed their 2-year term, eight are continuing into their second term, and four applicants from the previous year will join, leaving three vacancies to fill. The EL advisory application is available in the MME newsletter, and Jennifer encourages sharing it within the community to ensure a diverse and representative group. • Jennifer emphasized the importance of having members from various backgrounds, including parents, community-based organizations, teaching staff, and administration, to provide diverse perspectives. Jennifer organized breakout rooms for members to discuss advice for outgoing members, hopes for continuing members, and future topics or work for the group. The session aimed to foster connections and forward planning for the next year before turning it over to Tami.
9:30-10:00 Resources for Dual Identified Students <i>- Tamra Gowdy</i>	Resources for Dual Identified Students <ul style="list-style-type: none"> • [Draft Resource Document for Review] • Tami Gowdy discussed the importance of collaboration between English Learner and Special Education teams in school districts to achieve the best outcomes for children. She highlighted the need for integrated efforts among various teams, including multilingual teams, OTLA, RADAR, Title III, and IDEA, to address practice problems and provide guidance. Tami is working on creating a guidance and resource tool to help districts understand best practices and access resources at the intersection of special education and multilingual learners. This tool is expected to be available on the OESO or MME websites by fall. She

	<p>emphasized the importance of feedback from professionals in the field and encouraged them to provide their input on the document via suggestions and/or email directly before the end of June 2024.</p>
<p>10:00-10:30: Honoring Student Proficiency renewal request - Ben Wolcott</p>	<p>Honoring Student Proficiency renewal request Full guidance: Honoring Student Proficiency on the HS ELPA Summative</p> <p>Honoring Student Proficiency: Ben discussed the honoring student proficiency policy related to ELPA testing. This standardized test determines if a student will retain or exit English learner status. The policy was approved by the US Department of Education in 2020 with a five-year waiver, which expires at the end of the upcoming school year. Ben plans to request its renewal of this policy to continue supporting students.</p> <p>How it works: Ben explained how the current "honoring student proficiency" policy works for the English Language Proficiency Assessment (ELPA) for grades 9 through 12. The policy allows students who achieve a performance level of four or higher in a domain (listening, reading, writing, or speaking) to "carry" that domain into future years. This creates a proficient profile that can lead to exiting English learner status. Students have the option to retest in a carried domain each year, potentially replacing the old score with a new one, regardless of the outcome. While this option is available, it's rarely requested. The system, akin to "banking," saves and reuses proficiency levels, eliminating the need for annual retesting in the same domains. Ben is available for additional technical details upon request.</p> <p>Example Listening: Ben provided an example scenario where a student completes the ELPA test, with their listening responses carried over to the following year's test. This process allows for streamlined testing and efficient use of student effort. The benefits of honoring student proficiency include shorter tests, more instructional time, and increased student motivation. By recognizing consistent performance expectations across years, the policy aims to facilitate students' exit from English learner status based on their demonstrated proficiency levels. These benefits contribute to the creation of a proficient profile over time, promoting student progress and success.</p> <p>Adding the Alt ELPA: Ben proposed adding the Alt ELPA for EL students with significant cognitive disabilities. Plans include seeking ongoing approval from the US Department of Education, eliminating the need for renewal every five years. The proposal extends principles from grades 9 through 12 to grades 6 through 8, with minor adjustments. However, carrying domains across the 8th to 9th-grade transition isn't feasible due to test content differences. Despite being new, the focus remains on student needs over technical test construction.</p> <p>OAP Engagement: In discussing OAP engagement, Ben highlighted collaboration with the Oregon Accessibility Panel, consisting of experts in special education fields. Their feedback on adding the Alt ELPA was positive, with an emphasis on ensuring careful consideration in advising districts on involving students, particularly those with significant cognitive disabilities and EL status.</p> <p>Questions/Comments:</p> <ul style="list-style-type: none"> ● Q1: Could extending assessments to grades six through eight risk creating an unprecedented standard, and should we explore the possibility of extending this transition beyond eighth grade to support students who narrowly miss passing grades? ● A1: Considering a true banking approach, if we had it, the grade 8 to Grade 9 divide would pose no issue as we could carry over proficiency levels seamlessly; however, the US Department of Education's current stance on banking for English language proficiency prevents this, though it's worth revisiting given that their stance has remained unchanged since 2008. ● Q2: How will the preservation of student responses and scores, particularly for provisionally proficient students, interact with the upcoming scoring category of early proficiency, especially if students are not given the opportunity to retest in a carried domain? ● A2: Ben addressed the preservation of student responses and scores in standardized testing, emphasizing the interaction between carried-over scores and upcoming categories like early proficient. He expressed concern about the impact of persistent scores on future assessments, especially without retesting in certain domains. Highlighting a scenario where a student's score lingered on the threshold, causing district confusion.

	<ul style="list-style-type: none"> ● Q3: How can we make sure we're getting the right students for language development services and giving them the support they need without prolonging things? Also, any updates on improving our decision-making guidance in this area? ● A3: Ben mentioned they couldn't offer much about the middle group of students between Alt and general ELPA. They stressed the importance of correctly identifying students for language development services and giving them the right support for the right amount of time. ● Panel Feedback Survey
10:30-10:40 Break	
10:40-11:30 ML Strategic Plan - Jennifer Fontana	<p>Multilingual Learner Strategic Plan</p> <ul style="list-style-type: none"> ● Jennifer highlighted the plan's impact on students and families in Oregon and emphasized the importance of continuous improvement through multiple drafts and revisions. Jennifer invited the team to review the most recent draft and reflect on what they were proud of and what they wanted stakeholders to know about the plan. She proposed including a letter from the advisory group in the final document, referencing similar inclusions in other state plans. Jennifer allocated time for review and small group discussions to gather feedback for further refinement. ● Implementation will require extensive collaboration across ODE offices and teams. Multiple process work groups will address different plan goals. Integration with existing initiatives is crucial. A statewide collaborative will be established, involving subgroups and strong partnerships with families and community organizations. Attendance at community events is encouraged. ● The final plan will be presented at COSA on Saturday morning, the 22nd. In July and August, Education Northwest will work on developing the comprehensive version along with community summaries in multiple languages. Beaverton is assisting with translation into various languages, while Education Northwest will prepare presentation materials, primarily in English and Spanish. ● Breakout room activity: <ul style="list-style-type: none"> ○ Where are we now? Short Draft Small group discussion NOTES (4 breakout groups) ○ Examples: Washington & Rhode Island ○ Implementation Phase <ul style="list-style-type: none"> ■ Internal cross-office team (potentially divided by priority area) ■ External Multilingual Education Statewide Collaborative
11:30 Survey re: Reimagining Oregon's Accountability System - Jennifer Fontana	<p>Reimagining Oregon's Accountability System</p> <ul style="list-style-type: none"> ● Dr. Williams announced a reimagining of the accountability system under House Bill 2656, with a quick survey open to parents, educators, administrators, and community organizations until June 7th. Participants are encouraged to share the survey, and Dr. Williams provided a memo from ODE for reference. ● Survey Message
11:45 Wrap-up- Meeting dates Jennifer	<p>2024-2025 EL Advisory Meeting Dates (Thursdays: 9:00-12:00)</p> <ul style="list-style-type: none"> ● October 17, 2024 ● January 9, 2025 ● April 10, 2025 ● June 5, 2025
12:00 Adjourn	