



English Learner Advisory Group Meeting

June 6, 2024
9:00 AM – 12:00 PM

Warm Welcome



Photo credit: Sparkloft

Oregon Department of Education

Share your...

- Name + Pronouns
- Describe a win from this year

Meeting Agenda



- Discuss membership and topics for next year
- Review and provide feedback on resources for supporting students dually identified for EL and SpEd services
- Review and provide feedback regarding Honoring Student Proficiency renewal request
- Review “final” draft of MLL Strategic Plan condensed version

2024-25 Advisory Group Membership



Oregon Department of Education

Thank you to the members who
have served for the past two years!

● Chris Starr ● Michael J. Carreras ● Nelly Patino-Cabrera	● Kristen L. Pratt ● Paulina Larenas ● Toshiko Maurizio ● Kathleen Mitchell
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8 members are continuing for the
second year of their term.

● Dr. Creighton Helms ● Norma Ramirez Gonzalez ● Stacey Lee ● Tereza Bottman	● Bill Rhoades ● David Contreras-Machado ● Arcema Tovar ● Dr. Marcianne Koetje
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We have 4 deferred applicants from this
year and will have around 3 vacancies to
fill depending on if all the deferred
applicants accept membership.

Breakout Discussion

Members with terms ending:

- What words of wisdom and/or suggestions do you have for continuing members?

Continuing members:

- What are you looking forward to for next year?



How do we support students dually identified for English Learner and Special Education Services?

Tami Gowdy

District Support Specialist: IDEA Initiatives
Office of Enhancing Student Opportunities

Collaboration is key in supporting multilingual learners who also receive special education services.

- In order to best serve children who are dually identified as needing both English learner (EL) and Special education services, it is important for schools to have EL and SPED teams work together
- The same is true at the state level
 - MME team at OTLA (Office of Teaching Learning and Assessment) - RADAR (Office of Research, Assessment, Data, Accounting and Reporting) - Title III- IDEA

ODE would like to provide more guidance for supporting dually identified students.

The guidance and resources will:

- Help districts understand best practices and access tools and resources
- Be on either the OESO or the MME website (with links either way)
- Support goals and actions in the Multilingual Learner Strategic Plan
- Available to districts in fall of 2024

Your feedback is important in revising our current draft with guidance for districts for dually identified students.

Please take the next 15 minutes to review and provide comments and/or suggestions directly in the draft document.

- What would you like to see added?
- Is there language or content you would suggest changing?

[EL Advisory DRAFT Dually identified guidance for ML and SPED](#)

(This is an unfinished draft and we ask that it not be shared outside of this group)

Thank you for taking the time to give feedback in the document or send me any information that you think should be included, deleted or edited!!

Tamra.Gowdy@ODE.Oregon.gov



Adding Alt ELPA to “Honoring Student Proficiency...”

Ben Wolcott

English Language Proficiency Assessment Specialist
Office of Research, Assessment, Data, Accountability, & Reporting

Honoring Student Proficiency [on ELPA]

Full guidance: [Honoring Student Proficiency on the HS ELPA Summative](#)

The US Department of Education approved this policy through 2024-25 school year.

ODE plans to request renewal of the policy for 2025-26 and going forward, with some improvements.

How Does it Work?

Currently, on general ELPA Summative:

- Available on Grade 9-12 ELPA Summative.
- Responses for domains scoring 4 or higher are preserved.
- Preserved responses are then inserted for that domain on the student's behalf in future years (they are "carried").
 - Student does not see items from the carried domain.
 - Student may choose to test on a domain instead of carrying it. The new performance replaces the old.
- This is very much like banking (but not identical).

Example: Listening

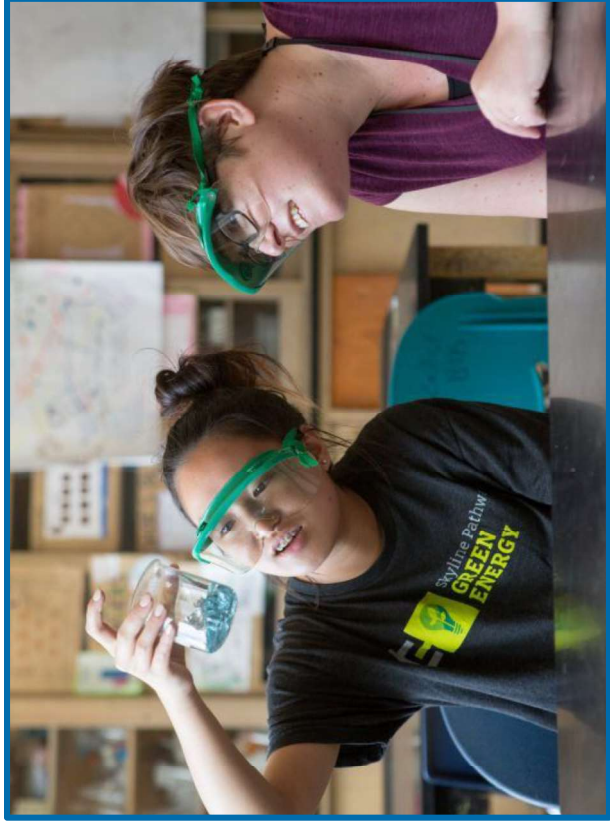
Student A takes the ELPA Summative in Grade 10, and receives the following scores:

- Reading 3
- Writing 2
- Listening 4
- Speaking 3

The student's Listening items and responses will be saved ("carried").

In Grade 11, the student will see only Reading, Writing, and Speaking items. After they finish the test, their carried Listening items will be inserted into the test on their behalf, and then it will finish scoring.

What are the benefits to honoring student proficiency?



- Reduced testing time
- Honoring student effort
- Increased student motivation

Adding the Alt ELPA

In its renewal request, ODE plans to request:

- Permanent approval (not just a 5-year waiver)
- Extending the policy into Grades 6-8
 - Carried domains do not cross from the Grade 6-8 test to the Grade 9-12 test
- **Adding the Alt ELPA**
 - Only difference: instead of domains, *modalities* (Receptive and Productive) would be carried.

OAP Engagement

On 5/6/24, ODE posed this question to the Oregon Accessibility Panel.

- The panel expressed no concerns with adding Alt ELPA to the policy.
- The panel recommended clear communication on how to involve students in the potential decision to retest in a domain that would otherwise be carried.

On 6/5/24, ODE posed this question to the Assessment Advisory Committee.

- The panel expressed no concerns with adding Alt ELPA to the policy.
- The panel wondered if and how information about carried domains is being communicated to students and families.

Panel Feedback [[survey link](#)]

What feedback do you have about adding the Alt ELPA to Honoring Student Proficiency on the ELPA Summative?

- A. In favor. No concerns.
- B. In favor. However, ODE should consider the following:
- C. Opposed. The panel(ist) would approve if ODE addressed the following:
- D. Opposed. Honoring Student Proficiency is not an appropriate policy for this test.



MLL Strategic Plan Update

Jennifer Fontana
Multilingual Education Specialist
Multilingual & Migrant Education Team (OTLA)



photo credit: Ian Stauffer

Oregon Department of Education

**We have
accomplished so
much together and
our multilingual
students and families
all over Oregon will
be impacted by your
commitment and
dedication!**

Where are we now?

Current short draft

Small Group Discussion [[notes](#)]

1. As you review the goals and actions of our ML Strategic Plan, what makes you proud?
2. What would you like students, families, educators, administrators and higher education institutions to know about the plan?

What's next?

- **June 22**
 - COSA Seaside Presentation
- **July - August**
 - Final publication
 - Community summaries in multiple languages
 - Presentation materials for ODE and district use
 - Infographics in multiple languages

Implementation will be complex and will require deep collaboration and partnership.

- Internally (within ODE)
 - Cross-office work groups
 - Work teams focusing on priority areas
 - Integration with other student success initiatives
- Externally (across Oregon)
 - Multilingual Education Statewide Collaborative
 - Workgroups organized by similar actions or goals
 - Partnership with families, students and community-based organizations

Your input is needed in reimagining Oregon's accountability system by June 7th!

ODE Director Dr. Charlene Williams is seeking input for the work called for in House Bill 2656 which calls for a new framework for the future of Reimagining Oregon's Accountability System.

This ODE General Audience [SURVEY](#) is collecting feedback from communities as to how they view our K-12 public school system.

It asks participants to answer questions about what schools should prepare students to do, the specific things a school can do to help students be successful and what information about a school is useful/important to understand the quality of a school.

You can use [THIS](#) memo with resources linked to share with your communities.

2024-25 Meetings



Oregon Department of Education

Dates	Time	Work Session Topics
October 17, 2024	9:00-12:00	TBD
January 9, 2025	9:00-12:00	TBD
April 10, 2025	9:00-12:00	TBD
June 5, 2025	9:00-12:00	TBD

- *The implementation of the Multilingual Learner Strategic Plan will be an ongoing body of work for the EL Advisory Group.*

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



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