

EL Advisory Meeting

Minutes

August 8th, 2017 9-2 PM

PARTICIPANTS

Andrea Townsend
Wei Wei Lou
Frank Caroplelo
Argel Jimenez- Int
Dawnnesha Lasuncet
Rosie Santana
Markisha Smith
Victoria Garcia
Kathy Wai

Gustavo Balderas
Ewa Campbell
Carmen Bittner-Int
Josh Rew
Rudyane Lindstrom
Darryl Tukufu
Parasa Chanramy
Joel Cisneros
Helen Visarraga

Martha Martinez
Kelly Slater
Susan Merkarski
Hernan Chavez-Avalos
Maria Delgado
Maria Luna-Parent
Blake Whitson
Kim Miller
Taffy Carlisle

Item	Discussion	Action
9:00 Welcome	Rudyane welcomed the group to the meeting. We will be coming up with ideas today so that we can hit the ground running in the Fall.	
<p>Norms & Introductions</p> <ul style="list-style-type: none"> • Introducing new assistant superintendent for EDI-Darryl Tukufu • Markisha/Rudyane -Review of group agreements and passing of HB3358 • HB3358 	<p>Everyone went around & introduced themselves to the group.</p> <p>Rudyane introduced Dr. Tukufu to the group. Dr. Tukufu talked about how excited he was with the work we are doing and can't wait to see what comes from all the hard work being put into it.</p> <p>We will be going over agreements made at last meeting. Rudy went over the agreements that members came up with in our first meeting in April. They are listed below.</p> <ul style="list-style-type: none"> • Confidentiality • Listening • Decision Making • Time/Attendance • Personal • Participation • Expectations <p>This will be posted on the website as well as minutes of each meeting. We'll also send out this information separately to the distribution list of folks who are not a party of this group but, want to be keep informed on what is happening. Everyone body was in agreeance with the agreement. We will continue to fund all 40 districts on where we had them. This group will help guide us for everything on English learner. It's our hope that by December we will have data ready to share with the group.</p> <p>Now we went to talk about HB3358 and that this bill directs the state to always have an EI Advisory Group. We had advocates and one of the sponsors was Tina Kotet and other affiliates. This</p>	

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	<p>bill gives us everything to continue going and this group cannot be dissolved! We were able to provide them feedback from our first meeting so that they could capture what our purpose is.</p> <p>Ewa suggested that maybe if we can get the bill translated to Spanish. Rudyane agreed that we should have it translated.</p>	<p>Rudyane will look into this as a possibility</p>
<p>9:45 Progress Report Evaluation and Interim Took Development-Rudyane</p> <ul style="list-style-type: none"> • Presentation of high level trends so far and guided questions to consider for Interim Tool 	<p>Rudy went over the evaluation progress report. Districts are functioning as normal right now. Most districts have spent their full allocations or will by the end of this month. We are on track now and ready to move forward with the next grant award. At the end of every fiscal year of the grant, we had to through a process of reporting. Rudy referred to the template that was members have in their binder for review, this template was an approved legislative report that was approved by out of the Deputy Superintendent Office in collaboration in the Legislature to know. We were able to use the same format and align it to 3499 law. We will be using this model consistently each year at the end of this grant process. We promised districts that we would not be giving them this 10-12-page document three times a year.</p> <p>What we want to hear today from the group is what are your thoughts on what ODE prioritize the specific questions of this progress tool to monitor progress? Our goal is to send out via survey perhaps google form or through some other software where we are checking in electronically with our districts in October and then again in April to see how things are going.</p> <p>We currently have 10 areas of questions that we'd like to see a reduction and only have 5-6 questions. We would send it out electronically and collect it that way. Rudy asked the group the following question.</p> <ol style="list-style-type: none"> 1. What should we be looking for specifically in the middle throughout the year? 2. What should we be checking in 3 months from now and then 3 months from that? <p>We also incorporated in this tool asking about ADM spending. We are asking what are you spending our money on. We will be coming up with questions as a group.</p> <p>Members shared their suggestions in addition to progress and outcomes. Questions for surveys.</p> <ul style="list-style-type: none"> • Barriers to the progress • Quarterly updates on the outcomes • Professional Development for teachers- is it based on research (see recording and chart Rudy wrote on) equity for schools for who need it. • Parent Engagement • District wide leadership 	<p>Please refer to handout for more information.</p>

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	<ul style="list-style-type: none"> • Input from teachers to see what they need • We should require and ask...what actions are you going to take intentionally to make changes? <p>Wei Wei commented on partnerships on report- she went over the report (3) and suggested some questions we can ask.</p> <ol style="list-style-type: none"> 1. What is your priority when you meet with your parents? 2. what did you learn from the families? 3. What kind of topics did you talk about? 4. What did you learn from that? <p>Rudyane stated that ESSA does call out meaningful stakeholder engagement. The group had a lot of good feedback and also had a lot of questions that were discussed.</p> <p>Oregon increased its EI population in 2016-2017 by almost 4,000 students than 2015-2016. We are growing and it keeps going up. The districts we are in now gained almost 600 EIs last year alone. We are now over 9,000 in Salem Keizer SD. We have more kids coming to all of our districts.</p>	<p>We will take all this feedback and write it up. Not sure if we will do google forms or word format. We will figure it out. If our goal is to aim to do it differently then we will.</p>

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	<p>3. What does the data say about where we need to improve around state implementation and support?</p> <ul style="list-style-type: none"> • Discussions around exit criteria – by ELP but what about ability to comprehend content? • Course placement and graduation/course access? • Stronger state infrastructure for early warning indicators • Intersect chronic absenteeism with 9th grade on track (get data in real time) • Teachers need to see the data for their students; feel supported • School counselors need to see and discuss discipline and chronically absent data <p>4. What additional information will be needed?</p> <ul style="list-style-type: none"> • Grade level data on achievement in Math, ELA, maybe ELPA21 • Create a sense of belonging – climate and culture <ul style="list-style-type: none"> ○ How students are feeling/belonging ○ Susy M. brought up “Five Essentials” ○ https://illinois.5-essentials.org/2012/ • Increase Trauma Informed Practice and Instruction training • Disaggregate academic outcomes by race, ethnicity, home language data • What culturally specific services are available and being accesses? • Include non-EL data to show comparison to EL data <p>5. What guidance would you give the Specialists as they go out and communicate with districts?</p> <ul style="list-style-type: none"> • Include all state data with discipline data • See 1-4 above 	
<p>12:30 EL Legislative report Indicators- Blake</p>	<p>Blake gave his presentation on the 2015-2016 ELL report that went to the Legislative. This report is public and can be found on our website under Data and Policies. This report is in English and translated to Spanish and has the tables.</p> <p>At our last meeting there was discussion around doing comparisons and the report that we do now does not include year over year comparisons. Some discussions have been forming between several work groups who'd like to do a year over year comparisons with these indicators. Due to capacity issues we are unable to do the whole report for 24 indicators. Blake suggested that if we pick maybe 3-5 indicators from this report that we can do</p>	<p>We will send the link for the 1564 report for everyone (Annual report for English Learner)</p>

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	<p>an in-depth multiyear analysis on to look for trends and changes, then any guidance we can get would be extremely helpful.</p> <p>Blake made a correction to his slide presentation on indicator 12 & 13th for the achievements standards it references 6 to 8th grade and it should actually be for all grades. So, we need to look at either if we need to change the data or header?</p> <p>Blake went over the indicators and Rudy asked the group what they'd like to see more of. What would be those 3-5 that you'd want them to report deeper on?</p> <ul style="list-style-type: none"> • Discipline • Separating out data suspensions • Time for students to exit <p>Group wanted to know if the PBAM reporting was reflected in the report he was going over. This reporting will be reflected next year for 2016-2017 since we are behind a year in data accessibility issues.</p> <p>Blake went over Growth on ELPA21 (page 15 section 11). ELPA21 is different assessment that what they had data for 2014-2015. 2014-2015 we had one score, which was the ELPA score. For this assessment we have four different domains and they are each represented here. There is no way to cross walk that into one composite score. So, there is no way to compare the 2014-2015 data to 2015-2016 data. Going forward as we have that data for more years, we can do that moving forward, we just can't do that backwards.</p> <p>Maria shared with the group an example of example of discipline that a student experienced recently and asked the question about discipline. What are we doing to do for our students that are English Language Learners that are facing discipline, not being support and facing barriers as they are being disciplined? Rudy said that with the perspectives that we have now to support students we can track that compared to before. We do have access to data showing dual identifies EL Students. Blake said yes, we do have that.</p> <p>Parasa asked what does 9th grade on track and the 4th year on track- Blake said that's its coming we just have to wait 1-2 years more of data to fully flush it out.</p>	<p>Blake will put comments together that he received from the group about the indicators and if it passes with everybody then we can start doing that</p> <p>See report for more details</p>
<p>1:00 Other EI Updates</p> <ul style="list-style-type: none"> • ESD Collaboration- Kelly 	<p>Kelly gave her PowerPoint presentation- We are currently working with 5 ESD's at this point. They are listed below.</p> <ul style="list-style-type: none"> • Malheur- • Intermountain ESD-Mitchell, Sherman • South Coast-hired .6 TOSA-Medford, Lake 	<p>See handout for more information on her presentation.</p>

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<ul style="list-style-type: none"> • Strategic Plan 	<ul style="list-style-type: none"> • Clackamas-working with NWRES • Willamette-hired a 1.5 due to how big they are size wise <p>We are trying to do geographically diverse. We are going to service every district in Oregon with less than 20 ELs. We have hired 5 TOSA teachers and will place them in all 5 service districts outside of their ESD area. The TOSA's will be doing a lot of traveling to the different districts state wide.</p> <p>Kelly went over Outcomes/Goals- Funds have been appropriated in the amount of 1.8 million for these 5 ESD's. They will use these funds to support these districts. We will be able to help support these districts who need our assistance. One of the good things also is that if the TOSA's decided put on a professional development for the entire ESD, they can invite the larger district like Medford to participate. So even though the focus is on the smaller districts they can still service the larger districts depending on what they are doing.</p> <p>On September 1st, we will be having an all-day training with the TOSA's. We'll go into the culture/climate and history of HB3499.</p> <p>Kelly outlined the time plan for the outcomes needs visits.</p> <ul style="list-style-type: none"> • Sept/Oct start initial outcomes needs visits • Start creating action plan/budget • Virtual check ins • In June do a check in to discuss challenges/barriers • Final meeting <p>Kelly shared with the group the job description that she'd like feedback on that we'll do in our future meeting. It gives a picture of the type of candidate we were looking for in this position. She also went over the guiding questions that they'll use in the first meeting to figure out which supports they need and how to implement this process.</p> <p>This is a really quick synopsis of what this will look like. If anyone has questions, please let her know. We will be going more in-depth in future meetings.</p> <p>Been meeting all year long. Dec 14th of this year will be our last meeting. Everyone is invited to attend our EI Strategic Plan meetings. We will reconvene as necessary.</p> <p>Our plan for our next 5 meetings is to take our EI Strategic Plan out to our stakeholders to get input before we make any finalized product.</p> <p>At our next meeting we'd like to have you review our final draft document and give us some guidance</p>	

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<ul style="list-style-type: none"> Biliteracy Seal-Taffy 	<p>See handout for more specific information to presentation.</p> <p>We now have 22 states that have the Biliteracy Seal with California starting it all and Oregon is filling up. Taffy went over her presentation and criteria for the seal. See handout for more details.</p>	<p>You will get the rough draft in November but prior to the December meeting. Taffy will send out to members.</p>
<p>1:45 Next meeting Discussion</p> <ul style="list-style-type: none"> Things to consider for next time -Progress report data review -New ESSA Survey Instrument and Plan for Family Engagement Presentation by Teacher of the Year 	<p>We will look at Strategic Plan as it's a priority.</p> <p>We will have more time to look at all the data and trends as we compile it all. We will have two different sets to look at. See below.</p> <ul style="list-style-type: none"> We will look at what the 40 designated districts look like for the 1564 legislative report. Once we review the end of the year report from all 40 districts, we'll be looking at what were the trends? We'll be looking at what their invocative practice is, and how they are faring in their process. <p>Parasa spoke to this on the transitions. They are planning on developing a tool around the report card redesign process and gathering feedback from families and community members. Parasa will check on the timeline for rolling out the survey instrument. It would be great also if this group could provide input on that and also to have on the report redesign piece the EI Student progress component is going to be a more elevated component on accountability on the data part. What does the data look like? How is it communicated to families? Is it meaningful? Assessability? There are so many layers still to gather. It's my understanding that they may have something to pilot by the end of the year.</p> <p>We recently had the opportunity to hear from our Teacher of the year who is Latina, she came to speak at our Lunch and Learn at ODE. We thought it would be a great idea to have her come and be a guest speaker at our next meeting. She is doing some pretty great work and is doing a tour and activities.</p> <p>Helen suggested that if we could set aside some time to get updates from the other advisory groups.</p> <p>Ewa- asked if Sarah Drinkwater's team can come speak to us about the Oregon Assessment Project. Rudy said yes.</p>	<p>We will look into this as a possibility for our next meeting.</p> <p>Rudyane supported both requests. We can put this on our agenda for the next meeting.</p>
<p>2:00 Adjourn</p>	<p>Meeting was adjourned.</p>	