ENGLISH LEARNERS
REACH AND TEACH WITH EQUITY

OSBA Pre-Conference
Taffy Carlisle – Education Specialist - ODE
THE EQUITY UNIT AT THE ODE

**The Mission:** to support our educational institutions and educational leaders to be reflective and self-critical about implementing culturally responsive pedagogy and practice, and supporting outcomes that value academic excellence for all students, while maintaining high expectations and creating space for each and every student to thrive.
Education Equity refers to the transformed ways in which systems and individuals habitually operate to ensure that every individual (learner) in whatever environment (learning) has the greatest opportunity to work (learn), enhanced by the resources and supports necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency for life (school).
Culturally responsive pedagogy is a student-centered approach to teaching that implicitly uses of the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse individuals (students) in order to make learning more appropriate and effective for them so a student can have a sense of well-being about his/her cultural place in the world.
CONTENT OBJECTIVES

• Understand HB 3499 and how it will help EL students in your district

• Gain knowledge of SB 1564 and the Legislative Report out July 1

• Become aware of the EL Strategic Plan and work moving forward

• Learn how you can bring the Oregon State Seal of Biliteracy to your district
LANGUAGE OBJECTIVES

• Write some suggested supports for HB 3499 districts

• Discuss new learning from the SB 1564 report

• List 1 or 2 best practices you would like to see implemented for a goal in the EL Strategic Plan

• Develop a plan to bring the State Seal of Biliteracy back to your district
HOUSE BILL 3499

LEGISLATED AND DEDICATED EL SUPPORT
WHAT IS HOUSE BILL 3499?

• Adopted by the legislature in 2015 - $12.5 million

• Comprehensive approach to improving educational opportunities for our English Learners.

• Directs ODE to identify districts not meeting the objectives and needs of their EL students
HB 3499 CONT’D

• Provides a new system of supports and progressive interventions
  • Transformation
  • Target
  • Technical Assistance – ESD support

• Districts identified for four (4) years

• After 4 years, ODE may speak to how district funds are spent, subject to district performance
HB 3499 – NEXT STEPS

- Personally contact district superintendents
  - School selection within district dependent upon size
    - Identify 1-3 schools w/in district
  - Meet with district leaders to conduct a needs assessment
  - Districts write a plan and present a budget

- Contract and train coaches to provide support
  - Transformation – highest priority schools
  - Target – also receive financial and coaching support
  - Technical Assistance <20 EL students - fund ESD supported coach
Take a moment to
write a suggested support
that could be provided to the
HB 3499 identified districts
# STATEWIDE EL DATA
## 2014-2015 SY

### Current EL Students
- 10% of all students - 54,471
- 89% were economically disadvantaged
- 12% were mobile students
- <5% were homeless
- 14% were Migrant students
- 18% were students with a disability (ELSWD)

### Former EL Students
- 8% were former ELs - 47,413
- 82% were economically disadvantaged
- 8% were mobile students
- <5% were homeless
- 11% were Migrant students
- 10% were students with a disability (ELSWD)
# Languages Spoken in Oregon Schools

- Amharic
- Arabic
- Bengali
- Bosnian
- Burmese
- Chamorro
- Chinese
- Chuukese
- Dinka
- Dutch/Flemish
- English
- Filipino
- French
- German
- Gujarati
- Hebrew
- Hindi
- Hmong
- Indonesian
- Japanese
- Karen
- Khmer
- Kinyarwanda
- Korean
- Kurdish
- Lao
- Maay Maay
- Malayalam
- Marathi
- Marshallese
- Mayan language
- Nepali
- North American Indian (Other)
- Oromo
- Palauan
- Panjabi
- Persian
- Pilipino
- Pohnpeian
- Portuguese
- Pushto
- Romanian
- Russian
- Samoan
- Sign language
- Somali
- Spanish
- Swahili
- Tagalog
- Tamil
- Telugu
- Thai
- Tigrinya
- Tonga
- Turkish
- Ukrainian
- Urdu
- Vietnamese
- Yapese
## ADDITIONAL STATEWIDE EL DATA

### CURRENT EL STUDENTS
- 42% Math Median Growth Rate
- 26% - 4yr Grads enroll in Post Secondary in 16 mos.
- 61% - 5yr Cohort Graduation Rate

### FORMER EL STUDENTS
- 49% - Math Median Growth Rate
- 43% - 4yr Grads enrolled in Post Secondary in 16 mos.
- 80% - 5yr Cohort Graduation Rate
## ADDITIONAL DATA

<table>
<thead>
<tr>
<th>CURRENT EL STUDENTS</th>
<th>FORMER EL STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>85% not chronically absent</td>
<td>82% not chronically absent</td>
</tr>
<tr>
<td>62% Freshmen on track</td>
<td>77% Freshmen on track</td>
</tr>
<tr>
<td>8% Drop-out rate</td>
<td>3.7% Drop-out rate</td>
</tr>
<tr>
<td>&lt;5% at least one (1) discipline incident</td>
<td>6% at least one (1) discipline incident</td>
</tr>
</tbody>
</table>
• 7% of current EL students are Recent Arrivers
• 50% is the median growth on the English Language Proficiency Assessment (ELPA)
STATEWIDE AVERAGE YEARS STUDENTS ENROLLED IN ELL

<table>
<thead>
<tr>
<th>Grade</th>
<th>Years Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>1.0</td>
</tr>
<tr>
<td>1st</td>
<td>1.9</td>
</tr>
<tr>
<td>2nd</td>
<td>2.7</td>
</tr>
<tr>
<td>3rd</td>
<td>3.6</td>
</tr>
<tr>
<td>4th</td>
<td>4.3</td>
</tr>
<tr>
<td>5th</td>
<td>5.1</td>
</tr>
<tr>
<td>6th</td>
<td>5.4</td>
</tr>
<tr>
<td>7th</td>
<td>5.8</td>
</tr>
<tr>
<td>8th</td>
<td>5.9</td>
</tr>
<tr>
<td>9th</td>
<td>5.2</td>
</tr>
<tr>
<td>10th</td>
<td>4.9</td>
</tr>
<tr>
<td>11th</td>
<td>4.9</td>
</tr>
<tr>
<td>12th</td>
<td>4.6</td>
</tr>
</tbody>
</table>
More than 77% of Current ELs are in grades K-5
Take a moment to discuss something new you learned about ELs statewide, as presented in the SB 1564 Legislative report.
EL STRATEGIC PLAN

PART OF HB 3499
THE EL STRATEGIC PLAN’S MISSION

Prepare all English learner students to be ready with the language and academic skills necessary to access and achieve success in college and multiple career pathways by 2015.
## EL STUDENT DATA 14-15 SY

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current English learner student counts</td>
<td>Total number of English Learners</td>
<td>57,158</td>
</tr>
<tr>
<td></td>
<td>English learners receiving service</td>
<td>54,876</td>
</tr>
<tr>
<td></td>
<td>English learners waiving service</td>
<td>2,282</td>
</tr>
<tr>
<td></td>
<td>Elementary English learners (K-5)</td>
<td>43,710</td>
</tr>
<tr>
<td></td>
<td>Middle School English learners (6-8)</td>
<td>7,780</td>
</tr>
<tr>
<td></td>
<td>High School English learners (9-12)</td>
<td>5,668</td>
</tr>
<tr>
<td>Monitored English learner student counts</td>
<td>Total number of Former ELs in Oregon</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of Monitor year 1 ELs (exited 14-15)</td>
<td>9,397</td>
</tr>
<tr>
<td></td>
<td>Number of Monitor year 2 ELs (exited 13-14)</td>
<td>7,868</td>
</tr>
<tr>
<td>English learners with IEP’s</td>
<td>Number of ELS on an IEP (ELSWD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of Elementary School ELs on an IEP</td>
<td>6,376</td>
</tr>
<tr>
<td></td>
<td>Number of Middle School ELs on an IEP</td>
<td>2,680</td>
</tr>
<tr>
<td></td>
<td>Number of High School ELs on an IEP</td>
<td>1,553</td>
</tr>
<tr>
<td>Top five (5) languages spoken by English learners</td>
<td>Number of ELs by language of origin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish speaking ELs</td>
<td>44,413</td>
</tr>
<tr>
<td></td>
<td>Russian speaking ELs</td>
<td>1,895</td>
</tr>
<tr>
<td></td>
<td>Vietnamese speaking ELs</td>
<td>1,453</td>
</tr>
<tr>
<td></td>
<td>Chinese speaking ELs</td>
<td>993</td>
</tr>
<tr>
<td></td>
<td>Arabic speaking ELs</td>
<td>967</td>
</tr>
</tbody>
</table>
### Top ten districts with largest English learner population by student count

<table>
<thead>
<tr>
<th>District</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salem-Keizer</td>
<td>8,297</td>
</tr>
<tr>
<td>Beaverton</td>
<td>5,684</td>
</tr>
<tr>
<td>Portland</td>
<td>4,176</td>
</tr>
<tr>
<td>Hillsboro</td>
<td>3,407</td>
</tr>
<tr>
<td>Reynolds</td>
<td>3,270</td>
</tr>
<tr>
<td>David Douglas</td>
<td>2,386</td>
</tr>
<tr>
<td>Woodburn</td>
<td>2,220</td>
</tr>
<tr>
<td>North Clackamas</td>
<td>1,796</td>
</tr>
<tr>
<td>Tigard-Tualatin</td>
<td>1,456</td>
</tr>
<tr>
<td>Gresham-Barlow</td>
<td>1,445</td>
</tr>
</tbody>
</table>

### Top 10 districts with largest percentage of English learners to total district enrollment

<table>
<thead>
<tr>
<th>District</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodburn</td>
<td>38.56%</td>
</tr>
<tr>
<td>Umatilla</td>
<td>34.15%</td>
</tr>
<tr>
<td>Jefferson Co.</td>
<td>28.82%</td>
</tr>
<tr>
<td>Nyssa</td>
<td>27.97%</td>
</tr>
<tr>
<td>Reynolds</td>
<td>27.87%</td>
</tr>
<tr>
<td>Gervais</td>
<td>26.94%</td>
</tr>
<tr>
<td>Milton-Freewater</td>
<td>23.42%</td>
</tr>
<tr>
<td>Morrow</td>
<td>22.89%</td>
</tr>
<tr>
<td>David Douglas</td>
<td>21.61%</td>
</tr>
<tr>
<td>Salem-Keizer</td>
<td>20.38%</td>
</tr>
</tbody>
</table>
EL STRATEGIC PLAN GOAL #1

Develop tools and resources in order to support implementation, benchmarking, and continuous improvement of instructional programs for ELs.

• Students have access to quality programs that promote English Language Development, dual language development, and mastery of core subject areas.

• Leaders have the tools required to support and monitor the implementation of quality programs designed for ELs.
Systematic approaches to “capacity building” for all stakeholders will occur and will positively impact academic achievement for ELs.

- Classroom level: effective practices are evident, including methods of delivery and cultural awareness.
- School site level: there are support systems in place to promote professional development and student learning.
- Board/Community level: there is strong commitment to the district vision for ELs and there is a system in place to build capacity within the community to encourage advocacy and active and meaningful participation in districts.
EL STRATEGIC PLAN GOAL #3

- School districts engage and involve families and communities as equal partners in order to support and enhance programs designed for ELs.
  - Build trust, capital, and partnerships with families and communities of historically underserved students
  - Build partnerships: Provide practical ideas in multiple languages and using culturally responsive methods to assist families in learning about how they can help their children be successful in school
  - Collect and utilize culturally specific input from parents and the community about how they can best contribute to the success of the EL Strategic Plan
EL STRATEGIC PLAN GOAL #4

• Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability for EL program models and practices
  • Identify experts in the area of EL best practices guide the development of models, practices, and programs for ELs across the P-20 system
  • Experts guide the development of the accountability process for EL programming
  • Experts commission research around exemplars in Oregon
EL STRATEGIC PLAN GOAL #5

- Develop a process for replicating exemplar programs across the state.
  - All districts have opportunities to learn about and replicate effective models and practices, thereby providing access to exemplar programs to all ELs across the state
  - Provide a benefit to districts to serve as model sites and mentors
  - Provide districts with resources and tools to replicate these exemplars
EL STRATEGIC PLAN GOAL #6

• Create and align assessment systems to support all EL program models that include the performance of both current and former ELs.
  • Ensure valid use of assessment data that provide accurate and understandable reports to a variety of users
  • Expand access to valid and reliable assessment tools that are appropriate to each program model
El Strategic Plan Goal #7

- Oregon provides support to all educators the knowledge and skills they need in their positions to better serve ELs.
  - All new initial licensed teachers and administrators, and exiting teachers and administrators prepared and employed in Oregon acquire basic knowledge regarding ELs and language acquisition that helps them provide students access to academic content, regardless of language skills of teacher or student.
  - Oregon increases the number of licensed bilingual teachers available to work in schools.
EL STRATEGIC PLAN GOAL #8

- The Universal Preschool Program will ensure that ELs receive a quality early learning experience that provides a powerful foundation for their education.
  - Perform increased and targeted family engagement across the state, building the message that parents are Oregon’s first teachers, using culturally relevant approaches.
  - EL workforce development provides teachers and service providers the tools they need to be successful in preparing Oregon ELs for Kindergarten.
EL STRATEGIC PLAN: NEXT STEPS

- Establish a workgroup to analyze the plan, revise/develop action items for each goal
- Research best practices for EL program models and instruction
- Create training materials/coaches, and seek opportunities to disseminate information
- Promote exemplar districts and programs
- Update work with the HB3499 workgroup
Take a moment to select an EL strategic plan goal and write down 1 or 2 best practices you would like to see implemented in your district.
HONORING THE WORK

- 2014-2015 Pilot Year
  - ODE staff and partnering districts came together to plan the Biliteracy Seal work:
    - Corvallis SD
    - Four Rivers Community School
    - Medford SD
    - North Clackamas SD
    - Portland Public Schools
    - Salem SD
    - Woodburn SD
BILITERACY SEAL PROCESS

Students must meet the following requirements:

• Be on track for high school graduation

• Meet Essential Skills in English through any of the acceptable district pathways

• Score at an advanced-low level on a Partner Language proficiency assessment
PARTNER LANGUAGE ASSESSMENTS

- Partner language assessments:
  - Second Language Inventory Protocol (SLIP)
  - Standards-based Measurement of Proficiency (STAMP)
  - College Level Examination Program (CLEP)
  - Oral Proficiency Interview (OPI)
  - SAT
  - Advanced Placement – 4
  - Advanced Placement Literature – 3
  - With other domains assessed
  - International Baccalaureate – 4
  - Portfolio of Evidence in all 4 domains (ACTFL)
    - Academic presentations
  - (minimum of 3-7s & 1-6 on the SLIP, STAMP, and Portfolio)
OREGON STATE SEAL OF BILITERACY

- **350 students earned the seal**
  - 10 – Beaverton SD
  - 30 – Central SD
  - 34 – Corvallis SD
  - 7 – Four Rivers SD
  - 16 – Hillsboro SD
  - 5 – Medford SD
  - 55 – North Clackamas SD
  - 84 – Portland Public SD
  - 58 – Salem/Keizer SD
  - 9 – West Linn/Wilsonville SD
  - 42 – Woodburn SD

Three students earned the Biliteracy Seal in three (3) languages and one student earned it in four (4) languages!
The Oregon Department of Education proudly confers the Oregon State Seal of Biliteracy to:

<<Student Name>>

The recipient of this award has demonstrated high levels of language proficiency in two or more languages. This document certifies that the recipient has successfully satisfied the criteria for the Oregon State Seal of Biliteracy approved by the State Board of Education, Spring of 2016.

Salam Noor’s signature
Deputy Superintendent
Oregon Department of Education

David Bautista’s signature
Assistant Superintendent
Oregon Department of Education
Take a moment
to create a plan
to bring the State Seal of Biliteracy
to your district
CONTENT OBJECTIVES

- Understand HB 3499 and how it will help EL students in your district
- Gain knowledge of SB 1564 and the Legislative Report out July 1
- Become aware of the EL Strategic Plan and work moving forward
- Learn how you can bring the Oregon State Seal of Biliteracy to your district
LANGUAGE OBJECTIVES

• Write of suggested supports for HB 3499 districts

• Discuss new learning from the SB 1564 report

• List 1 or 2 best practices you would like to see implemented for a goal in the EL Strategic Plan

• Develop a plan to bring the State Seal of Biliteracy back to your district
TAKE AWAY QUESTIONS

• What kinds of Sheltered Instruction training have the teachers in my district received and is it being implemented with fidelity?

• Have administrators been trained on how to support EL staff/instruction/programs in my district?

• What can my district increase the graduation rate of our EL students?

• With whom shall I discuss implementing the State Seal of Biliteracy for our students?
CONTACTS

- **Taffy Carlisle**
  - 503-947-5688
  - Taffy.Carlisle@state.or.us
  - Oregon State Seal of Biliteracy
  - HB3499
  - EL Strategic Plan
  - Title III District Support

- **Rudyane Rivera-Lindstrom**
  - 503-947-5617
  - Rudyane.Lindstrom@state.or.us
  - HB 3499