EL Strategic Plan Status Update

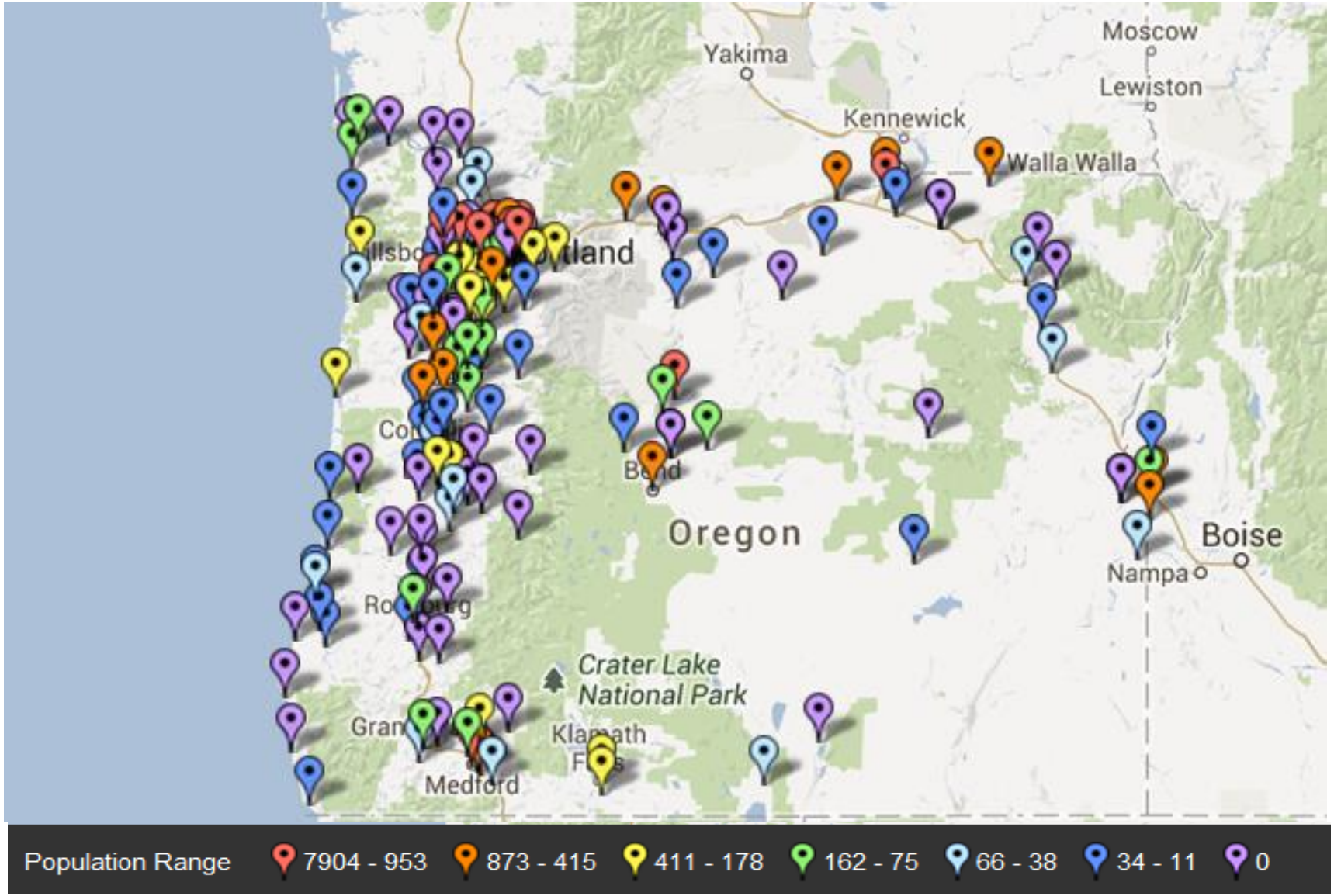
Office of Education Equity

Fall, 2013

Overview

- Map of Districts with English Learners
- ELPA 21 states
- Oregon English Learner data
- Review of English Learner Strategic Goals

Map of Oregon's Districts with English Learners



ELPA21 Participating States

Oregon Statistics

Category	Description	Number of
Current English Learners student counts	Total number of English Learners	58,580
	Number of English Learners receiving service	55,477
	Number of English Learners waiving service	3,103
	Number of Elementary English Learners (K-5)	42,355
	Number of Middle School English Learners (6-8)	8,068
	Number of High School English Learners (9-12)	8,157

Data as of 2011-12 LEP collection and Oregon State Report Card

Statistics

Monitored English Learner student counts	**Total number of Former English Learners in Oregon**	**58,552**
	Number of Monitor year 1 English Learners (exited in 10-11)	10,401
	Number of Monitor year 2 English Learners (exited in 09-10)	9,978
English Learners with IEPs	Number of English Learners having an IEP	9,840
	Number of Elementary English Learners having an IEP	5,888
	Number of Middle School English Learners having an IEP	2,337
	Number of High School English Learners having an IEP	1,615
Top five languages spoken by English Learners	Number of English Learners by language of origin:	
	Number of Spanish speaking English Learners	45,157
	Number of Russian speaking English Learners	2,222
	Number of Vietnamese speaking English Learners	1,834
	Number of Chinese speaking English Learners	953
	Number of Somali speaking English Learners	760

Statistics

Top ten districts with largest English Learner population by student count.	**Salem-Keizer**	**7,904**
	Beaverton	6,008
	Portland	4,606
	Hillsboro	3,126
	Reynolds	3,007
	David Douglas	2,512
	Woodburn	2,443
	North Clackamas	2,313
	Tigard-Tualatin	1,554
	Gresham-Barlow	1,309
Top ten districts with largest percentage of English Learners to total district enrollment	Woodburn	44.6%
	Nyssa	35.9%
	Jefferson County	35.1%
	Gervais	33.8%
	Umatilla	33.8%
	Reynolds	26.3%
	Milton-Freewater	25.1%
	David Douglas	23.3%
	Annex	21.7%
	Hood River	21.4%

Goal 1:
Develop tools and resources in order to support implementation, benchmarking and continuous improvement of instructional programs for English Learners .

Action Step	Status
Identify research based program models (i.e. dual language model), quality indicators and a continuum of recommended services based on language proficiency levels.	In Progress: currently reviewing research on program models and data. Developed and released Dual language/Bilingual Strategic Initiative RFP
Develop a rubric representing the essential common elements of research based model programs.	In Progress: reviewing research on program models
Utilize the rubric to identify a list of programs across the state that demonstrates promise with input from districts.	Not yet started

Strategic Plan Update

Goal 1:
Develop tools and resources in order to support implementation, benchmarking and continuous improvement of instructional programs for English Learners.

Action Step	Status
Establish a "resource repository" focus on facilitating access to information. Identify who will be responsible for the repository.	In Progress: Web site for guidance and resources linked to Title III web page. Need to review and update documents
Develop networks for sharing best practices.	In Progress: Posted Title III contact list for districts and state use. ODE staff provide recommendations of contacts during technical assistance phone calls.
Identify list of potential partners to assist in program research & implementation. • IHE • Research Groups (private or public) • Parent Groups • Business Partners as potential sponsors	In Progress: ODE is working on lists on partners, we have reached out to COSA, ORTESOL, OABE, OACE, as well as universities.

Goal #2:
Systemic Approaches to "capacity building" for all stakeholders will occur and will positively impact academic achievement for English Learners.

Action Step	Status
Develop a communication strategy for sharing effective research based program models with stakeholders.	Ongoing: Title III directors webinars scheduled 6 times a year. Regular email updates and web posting on going through year
Develop a list of effective instructional practices associated with research based programs for ELs.	In progress: Reviewing research on programs for ELs.
Identify a recommended plan for professional development to be presented over three to five years utilizing research based information and teacher input.	In progress: Equity team is developing PD topics to share with the field for feedback.

Goal #2:
Systemic Approaches to "capacity building" for all stakeholders will occur and will positively impact academic achievement for English Learners.

Action Step	Status
Districts share Oregon EL Strategic Plan with stakeholders (i.e. Board of Ed, PTA, Site Council & Chamber of Commerce).	In Progress: ODE shared EL Strategic Plan at COSA conference, Odyssey trainings, Title III Director webinars, Board of Ed, etc.
Districts develop a "vision" regarding the education of ELs involving key stakeholders.	In Progress: Districts have shared that they are looking at the EL Strategic plan when reviewing their district EL plans
Hold a State Wide EL Summit involving district level leaders and practitioners, with a focus on effective EL practices and models.	Completed: First EL Alliance conference held March, 2013 Second EL Alliance conference planning underway
Representatives from major educational state networks participate in a collaborative effort to identify areas and topics addressed by each group and areas of possible overlap.	In Progress: Discussions on ways to support English Learners are occurring across the state with Districts, ESDs, Community Partners, and Researchers.

Goal #3:
School Districts engage and involve families and communities as equal partners in order to support and enhance programs designed for English Learners.

Action Step	Status
Collaborating with site staff and parent forums while researching nation-wide models, districts develop plans/campaigns for implementing strategies that facilitate communication and encourage parent participation and meaningful engagement.	Not yet started
Districts gather base line data on the current rate of parental participation in district training opportunities.	In Progress: Districts are asked to share parent involvement in district activities and decision making groups.
At the state level support providers work collaboratively with district representatives to develop a parent needs assessment survey to gather input on effectiveness of existing parent training programs and communication strategies.	Not yet started
Needs assessment is administered and results compiled by each district.	State has not collected this information

Goal #4:
Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability for English Learner program models and practices.

Action Step	Status
ODE leadership identifies key participants, official role, length of term and invites key participants.	In progress: new staff added to ODE with expertise on English learners. ODE will have a consultant for the bilingual/dual language grant.
Team is commissioned by ODE and charged with the responsibility for stewardship over the EL Plan.	In progress: The Equity Unit is inviting feedback local and out of state experts on English Learners.
Team clarifies charge and scope of work, develops a work plan, and identifies success indicators.	In progress:
Team designs the framework for the annual progress report to OEIB on the progress of the initiatives in the EL Strategic Plan.	In progress: ODE staff will review annual progress reports to write report for OEIB

Goal #4:
Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability for English Learner program models and practices.

Action Step	Status
Team works with necessary partners to ensure that the necessary capacity is developed and that common definitions are identified that are essential to the process for monitoring EL student progress as a subgroup throughout their P-20 education.	Local public and private university professors have been invited to participate in this work.
Team expands this plan to include colleges and universities.	Local public and private universities are presenting the work they are doing in this field.
Develop a structure and process that ensures the team knows and stays current on best practice.	In progress: ODE staff participate in meetings and webinars with researchers on best practices for ELs

Goal #4:
Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability for English Learner program models and practices.

Action Step	Status
Develop a structure and process that ensures the team knows and stays current on best practice.	In Progress: team shares research and has common filing system for sharing information.
Team develops a "professional development network" and identifies a professional development framework inclusive of topics needing to be presented to "scale up" across the state.	Currently working on the scaling up model.
Team develops a strategy or method for recognizing exemplary programs that encourages others to replicate these successes.	ODE team is working on gathering data on the current districts and schools that are having sustained success with English learners (PSU team).

Goal #5:
Develop a process for replicating exemplar programs across the state.

Action Step	Status
Communicate state-wide the desire to identify sites or districts to serve as exemplars and mentors. Develop a rubric of common elements of exemplary EL models.	In progress: The Equity team is developing a template to measure the implementation of EL strategies. The team is also gathering information from districts on ways they are improving practices for ELs. Communication has not been rolled out at the state level
Determine a resource and process for incentivizing districts to serve as models and districts to replicate the models.	Two-Way Bilingual model is part of the initiative to close the opportunity gap. The seven or eight schools that will be awarded will be closely monitored.
Begin discussions at district and state levels regarding building networks and consortiums. (Consider size and density of EL population.)	In planning stages; invite the highest 15 districts, medium size and small districts with less than 100 English learners.

Goal #6:
Create and align assessment systems to support all English Learner Program Models that include the performance of both current and former English Learners.

Action Step	Status
Districts define assessment needs as related to: selected program models and their evaluation, student achievement, and student growth.	Not yet started.
Districts examine current assessment instruments with regard to purpose, program model, desired outcomes, and users and identify where gaps exist in available assessment tools.	Not yet started.
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Create and align assessment systems to support all English Learner Program Models that include the performance of both current and former English Learners.

Action Step	Status
Districts and ODE in collaboration take stock of assessments currently in use evaluate them for validity and reliability.	Rob Saxton has directed the Equity Unit to work on the most reliable set of instruments to measure English learner English progress and attainment. Currently working with Dr. Karen Thompson at OSU.
Develop a data system to monitor EL success as well as program model success across the P-20 educational experience of students (i.e., monitoring success EL students who exited the ELD program, non EL students participating in dual language programs).	In progress.

Goal #7:
Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners.

Action Step	Status
EL work group is reconvened with new members added in Spring, 2013.	Not yet started.
Strategic Plan Goal 7 Objective 1a Strategies reviewed/refined. Outcome metrics determined.	Not yet started.
Proposal is revised, vetted, and submitted to TSPC to adopt ESOL basic proficiencies for new initial licensed teachers.	Lewis & Clark, PSU, TSPC and several districts are working on defining the professional characteristics of a bilingual professional.
TSPC adopts ESOL proficiencies for new initial licensed teachers in Fall 2013.	Not yet started.
Strategic Plan Goal 7 Objective 1b Strategies reviewed/refined. Outcome metrics determined.	Not yet started.

Goal #7:
Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners.

Action Step	Status
Proposal is refined, vetted, and submitted to TSPC to adopt ESOL basic proficiencies for new initial licensed administrators.	Not yet started
TSPC adopts ESOL proficiencies for new initial licensed administrators.	Not yet started
All existing teachers and administrators employed in Oregon acquire knowledge and strategies regarding English Learners and language acquisition helping them provide students access to academic content regardless of language skills of teacher or students.	Planning in progress for ELP Standards roll out. Teachers and administrators will develop a working understanding of standards to integrate them in all classrooms to improve access to content.
Oregon increases the number of licensed bilingual teachers available to work in schools.	In progress: The Equity Team is investigating ways to produce qualified bilingual teachers through MAT programs and teacher exchange programs.

Goal #7:
Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners.

Action Step	Status
OEIB, TSPC and ODE draft a bilingual component for the Oregon educator recruitment plan in Summer 2013. Gather feedback.	Not yet started
Oregon offers TSPC approved preparation for prospective and current educators focused on Dual Language education.	Not yet started
EL work group reviews models of dual language offerings in other states and drafts proposal recommending TSPC licensure standards and requirements for teachers and administrators focused on Dual Language education.	Not yet started

Goal #8:
The Universal Preschool Program will ensure that English Learners receive a quality early learning experience that provides a powerful foundation for their education.

Action Step	Status
Take inventory of best practices and national modes. Use these to guide the plan.	The Equity team has assigned two of its members to follow up on this goal. Participated in the Language and Culture Approach Conference provided by the Federal Government.
Use grant programs and build partnerships for universal preschool services. Develop a plan for Legislative support.	Not yet started
Distribute information and outline a campaign for informing and recruiting families. Develop benchmarks to determine progress/success.	Not yet started
Tie-in best practice research, partnerships, and grant programs with culturally relevant outreach efforts.	Dr. Sandra Barrueco is ready to participate in the work with Oregon.

Goal #8:
The Universal Preschool Program will ensure that English Learners receive a quality early learning experience that provides a powerful foundation for their education.

Action Step	Status
Develop and research a best practices communication plan.	Not yet started
Determine and test awareness of programs with targeted groups.	Not yet started
Identify ways to build coalitions and partnerships between schools and parents.	Not yet started
Leverage coalitions and partnerships for conversations and forums on cultural needs and family awareness.	Not yet started
Use evidence-based approaches to develop strategy and framework.	Not yet started

Goal #8:
The Universal Preschool Program will ensure that English Learners receive a quality early learning experience that provides a powerful foundation for their education.

Action Step	Status
Develop plans with pre-K service providers and Kindergarten teachers for EL Assessments.	Not yet started
Include strategies to lessen achievement gaps earlier.	Not yet started
Evaluate grants, contracts, and outcome-based budgeting to find resources.	Not yet started
Develop training and incentives programs for service providers and teachers.	Not yet started
Develop plan for bilingual staff initiative.	Not yet started

Goal #8:
The Universal Preschool Program will ensure that English Learners receive a quality early learning experience that provides a powerful foundation for their education.

Action Step	Status
Research national models, build upon, and identify Oregon specific models.	Not yet started
Take inventory of programs and services and develop a plan for communication, improvement, and consistency across efforts.	Not yet started
Share inventory with stakeholders and providers for further feedback and planning.	Not yet started

OREGON DEPARTMENT OF EDUCATION

Office of Education Equity

- Equity Team Contacts
  - David Bautista, Ed.S
  - Markisha Smith, Ph.D
  - Martha Martinez, Ph.D
  - April Campbell
  - Winston Cornwall
  - Kim Miller
  - Martha Martinez
  - Rudyane Rivera Lindstrom
  - Tim Blackburn