Teaching, Learning, and Enrollment Committee Meeting
Thursday, April 9, 2026 5:00 PM

Dr. Matthew Prophet Education Center
501 N. Dixon St.
Portland, OR 97227

Agenda

1. Call to Order and Introductions
2. Public Comment (5 two-minute spots)
    - Three (3) for topics related to items on the meeting agenda
    - Two (2) for general topics related to Teaching, Learning, and Enrollment
3. To sign up for public comment email PublicComment@pps.net or call 503-916-3741.
4. Multiple Language Learners
5. Other Business and Future Agenda Items
6. Adjourn

TOGETHER, WE RISE

WITH **EXCELLENCE.** WITH **PURPOSE.**

Multilingual Learner Services Department Presentation

Overview of Services
April 9, 2026

Agenda

Content
Learning Target & Success Criteria
Typography
The Why
Who are the MLs in PPS
How are students identified as needing ELD?
Overview of services
Elementary Services
Secondary Services
Dual Language
ML Department Priorities



Learning Target and Success Criteria

I am learning how Portland Public Schools supports multilingual learners to access rigorous, grade-level instruction.

I can demonstrate progress toward these goals by:

- Understanding who **multilingual learners** are in PPS
- Describing the key services provided to MLs **(English Language Development, Newcomer, and Dual Language/WL**)
- Explaining how **integrated ELD** ensures access to both language development and academic content
- Recognizing why this work is essential for **equity and student success**

Typologies - ML students

Multilingual Learner (ML)

Any student who speaks, and/or is learning, more than one language. In PPS, it typically refers to students who are active or formerly active ELs.

Active ML

MLs who are receiving services for English language development.

Newcomer Student

Born outside of the US & less than 2 academic years in the U.S. Scores emerging on the ELPA.

LTEL

Long Term English Learner- Active MLs who have been receiving ELD services for 5 or more years.

At Risk of LTEL

Active MLs who have been receiving ELD services 3 or 4 years and have made little to no progress.

SIFE

Students with Interrupted Formal Education- Active Necomer MLs with interrupted education before arriving in the US, 2+ years behind peers.

Typologies - Approved Service Models

English Language Development (ELD)

Instruction designed to help students who are learning English build their language skills—speaking, listening, reading, and writing—while fully participating in core instruction at grade level so that they can succeed in school.

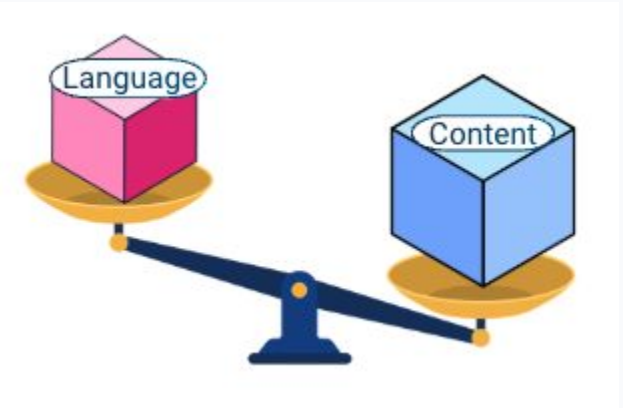
Integrated ELD

Teachers embed language learning support directly into academic content lessons. Students receive services during their mainstream class by both the ELD and general education teacher, or by a teacher with both an ESOL and content area endorsement.

****All Active MLs in PPS receive services through Integrated ELD (regardless of program model) as required by state and federal law.**

Designated ELD

Newcomer students receive explicit language instruction. This class is in addition to Integrated ELD and is for no more than 2 academic years.



The WHY

Addressing the Linguistic and Academic Needs of MLs

Under Title VI of the **Civil Rights Act of 1964 (Title VI)** and the **Equal Educational Opportunities Act of 1974 (EEOA)**, public schools must take affirmative steps to ensure that MLs can participate meaningfully and equally in educational programs. We must address both, language, and academic barriers to achievement for language minority students.
Lau vs Nichols (1974) further reaffirmed that we must address both language and content simultaneously. Our dual obligation includes providing:

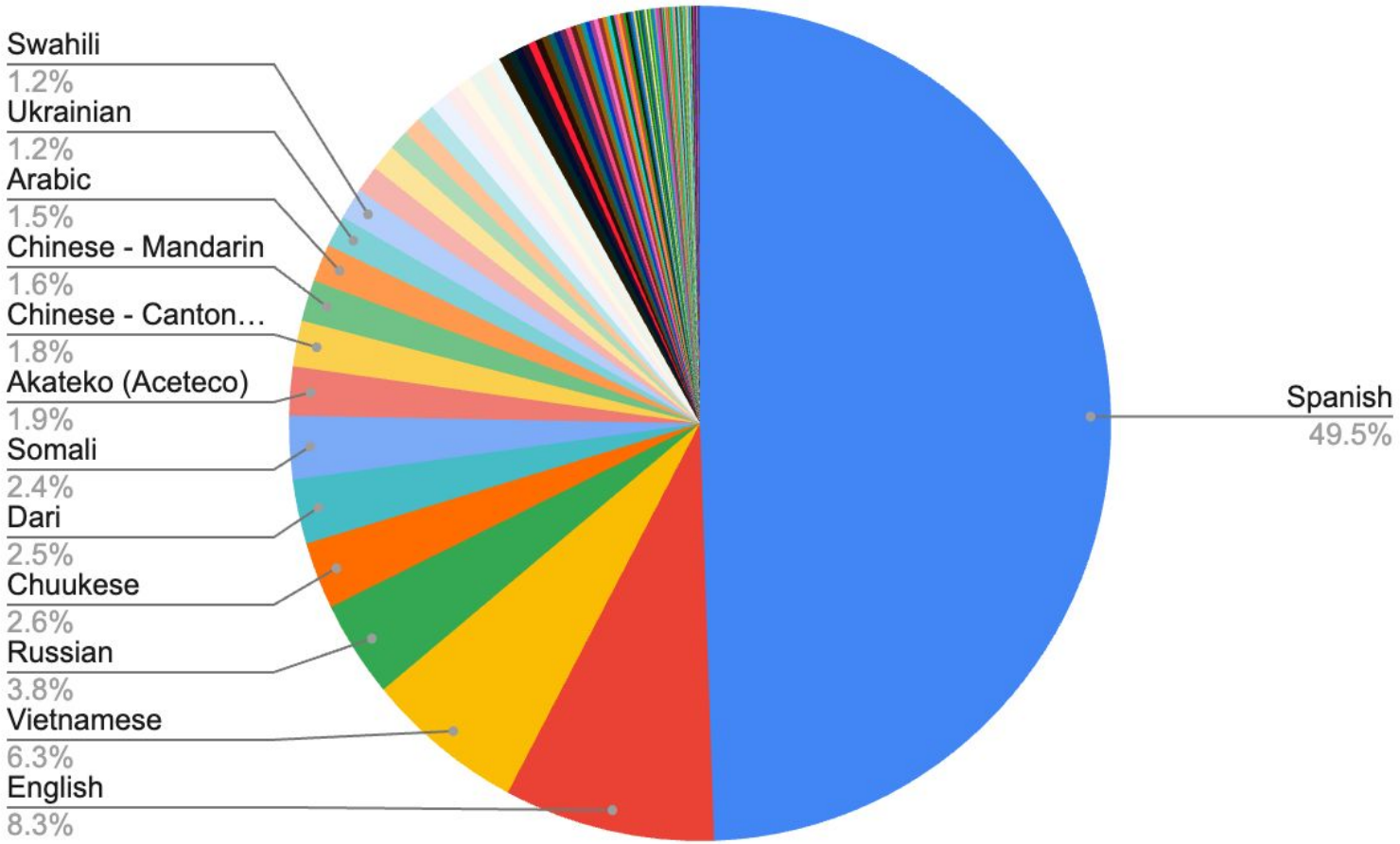
1) meaningful access to **effective English language** programs

AND

2) meaningful access to **academic achievement** through rigorous academic, grade-level courses.

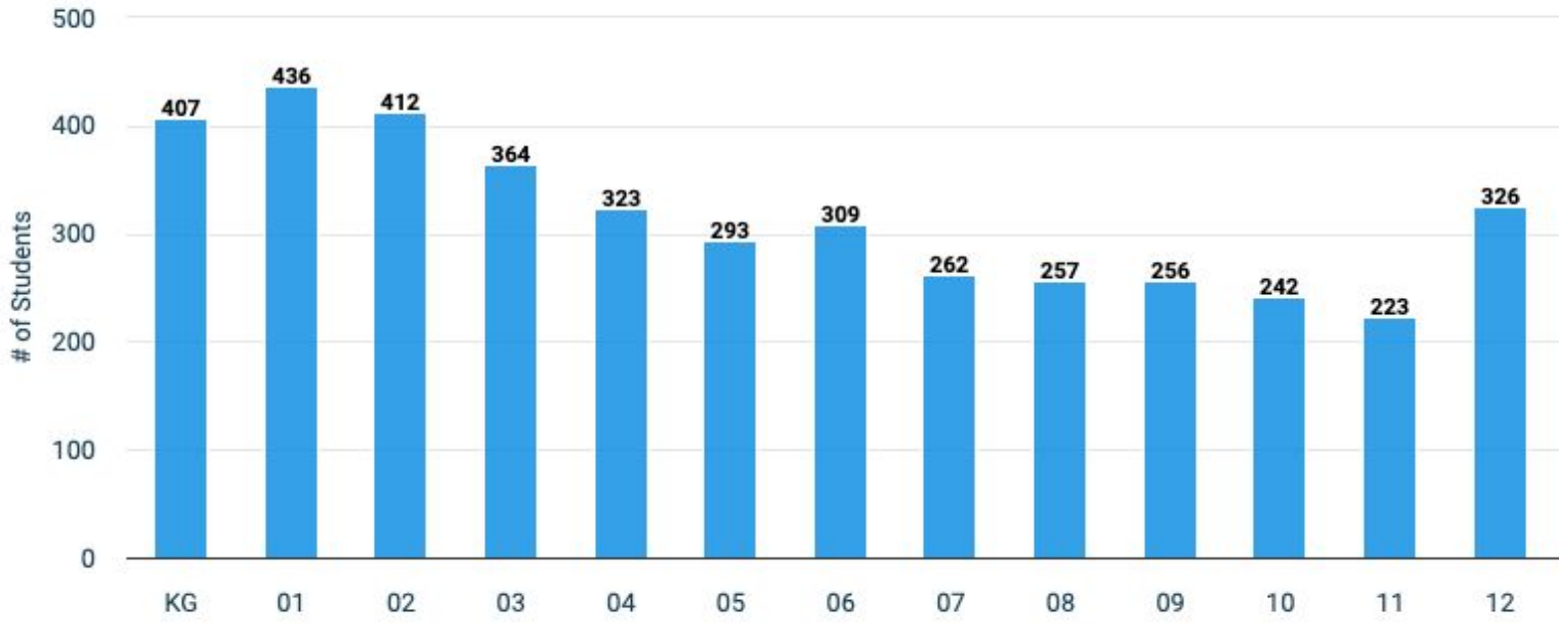
It is not only a moral, but a legal obligation to serve our MLs effectively
OCR/DOJ Joint Dear Colleague Letter, 2015

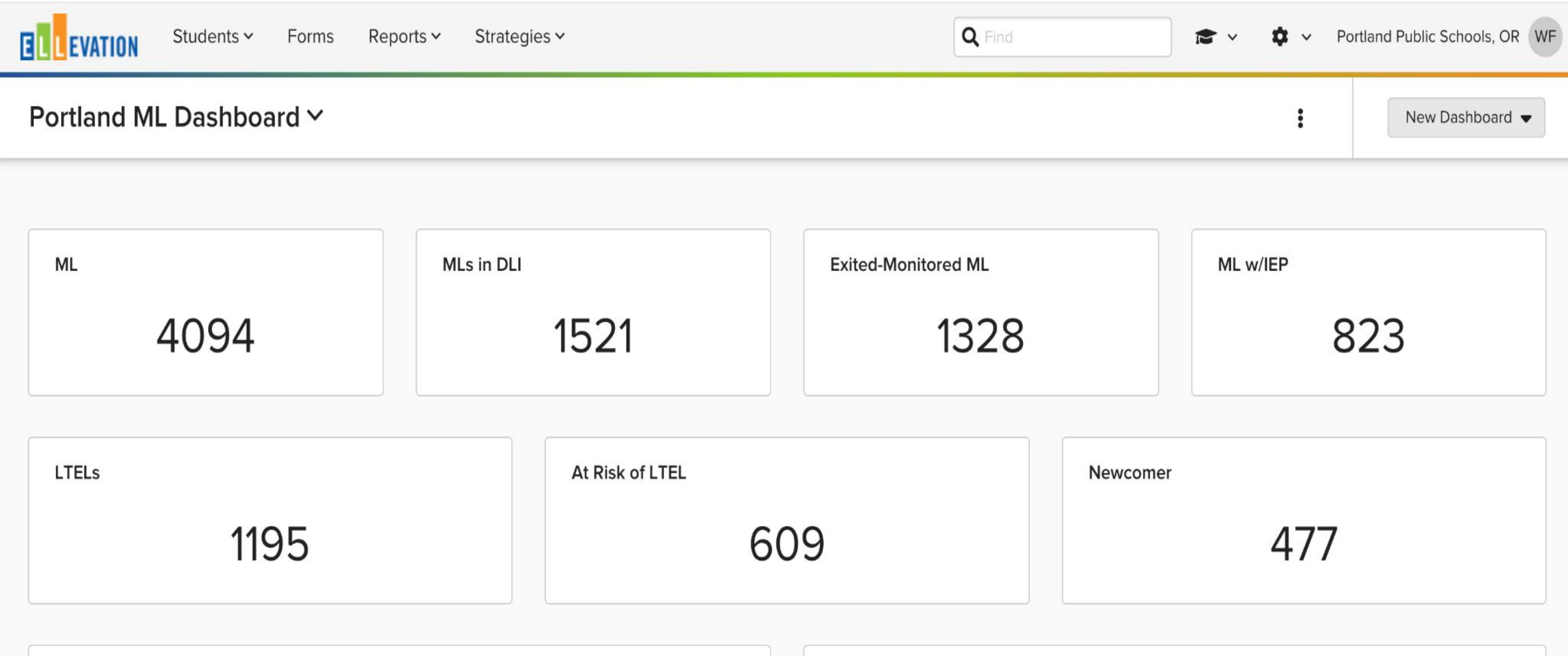
Who are PPS Multilingual Learners?



Who are PPS Multilingual Learners?

The number of students enrolled in each grade level.




ELLEVATION
Students
Forms
Reports
Strategies
Find
Portland Public Schools, OR
WF
Portland ML Dashboard
New Dashboard
ML
4094
MLs in DLI
1521
Exited-Monitored ML
1328
ML w/IEP
823
LTELs
1195
At Risk of LTEL
609
Newcomer
477

How students are Identified

Language Use Survey

Information	Questions
This section will allow the school to know if your student qualifies for screening to receive additional instruction to learn the English language. 	1. What language(s) are primarily used in the home? _____ 2. What was the first language(s) that your student learned? _____ 3. What language(s) does your student use most frequently at home? _____

How students are Identified

ELPA Screener

Students identified through the Language Use Survey take the **ELPA Screener**, a short assessment that helps determine a student's English language proficiency. The screener measures four language areas:



The ELPA Screener results help schools:

- Identify students who qualify for ELD services
- Determine the level of English language support students need

How students are Identified



Family Notification

Families are notified of their child's eligibility for ELD services through an official **language program placement letter**.

- Letters are **generated in Ellevation**, the district's multilingual learner data system.

- Notifications are then shared with families through **ParentSquare** and provided in the family's preferred language whenever possible.

Overview of Services

Multilingual Learner (ML) Services include:

TOGETHER, WE RISE

Newcomer Programs

- ✔ Short-term, intensive support for recent arrivals
- ✔ Focus: foundational English language skills aligned to ELP standards

English Language Development (ELD)

- ✔ Designated & Integrated ELD aligned to core instruction
- ✔ Focus: language development + grade-level access

Dual Language Immersion (DLI)

- ✔ Bilingual programs developing biliteracy
- ✔ Focus: academic achievement in two languages
- ✔ Goal: To close the academic achievement gap for multilingual learners

World Language (WL)

- ✔ Language acquisition for all students
- ✔ Focus: global competence & communication

What Supports do MLs Receive?

Instructional Supports

- Co-teaching (ELD + content teachers)
- Scaffolded grade-level instruction (SIOP)
- Language objectives + structured interaction

Academic & Language

- Targeted small group instruction
- Newcomer literacy & foundational skills
- Access to HQIM with language scaffolds

Family & System

- Translation & interpretation services
- Family communication (Title III compliance)
- Community partnerships & engagement

Elementary Services (K-5)

Where we have been… “ELD Pull Out”	Where we are now… “Integrated & Designated ELD”
• Students pulled from core instruction • Missed access to grade-level content • Below grade level instruction • Focus on isolated language skills • Limited connection to classroom learning • Can create feelings of isolation or othering	• Students remain in class for grade level standards aligned instruction • Access to grade-level, rigorous content with language supports • Language development embedded through Integrated ELD (co-teaching, scaffolds, discourse) • Designated ELD for Emerging students during protected time (e.g., WIN block) • Promotes belonging, engagement, and identity

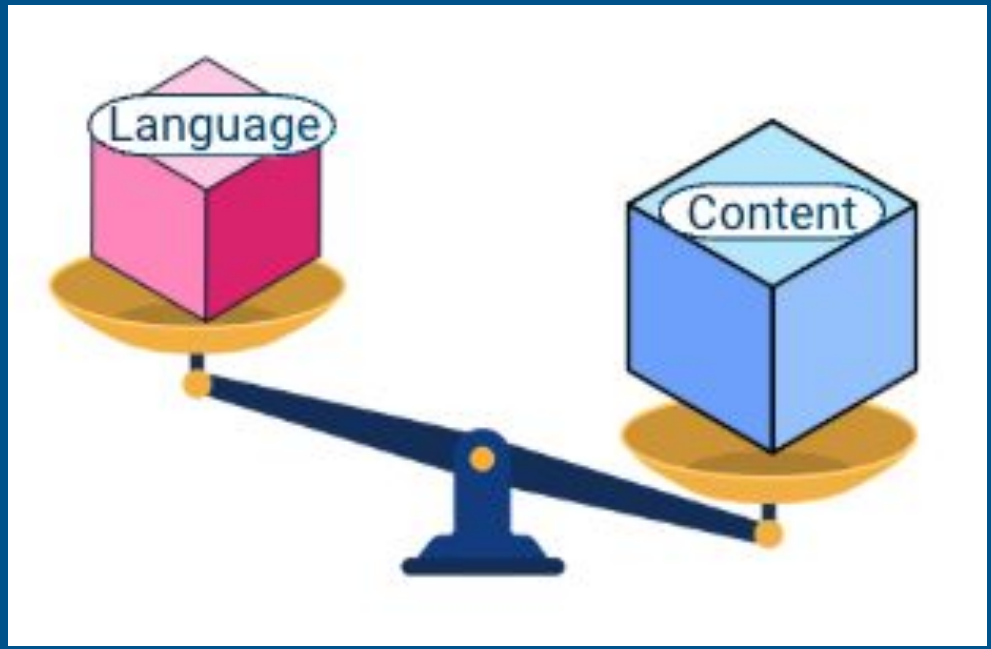
“This is not a shift away from language support—it’s a shift toward providing the *right support at the right time*, without removing students from meaningful learning.”

Elementary ELD Services in PPS

Where we are now

Integrated ELD

All students who qualify for English Language development services receive services during their core ELA instruction time.



ELD teacher and classroom teacher work together to plan, teach and assess students

Students receive their ELD service during a core class which means they no longer are pulled out and missing core instruction.

Elementary ELD Services in PPS

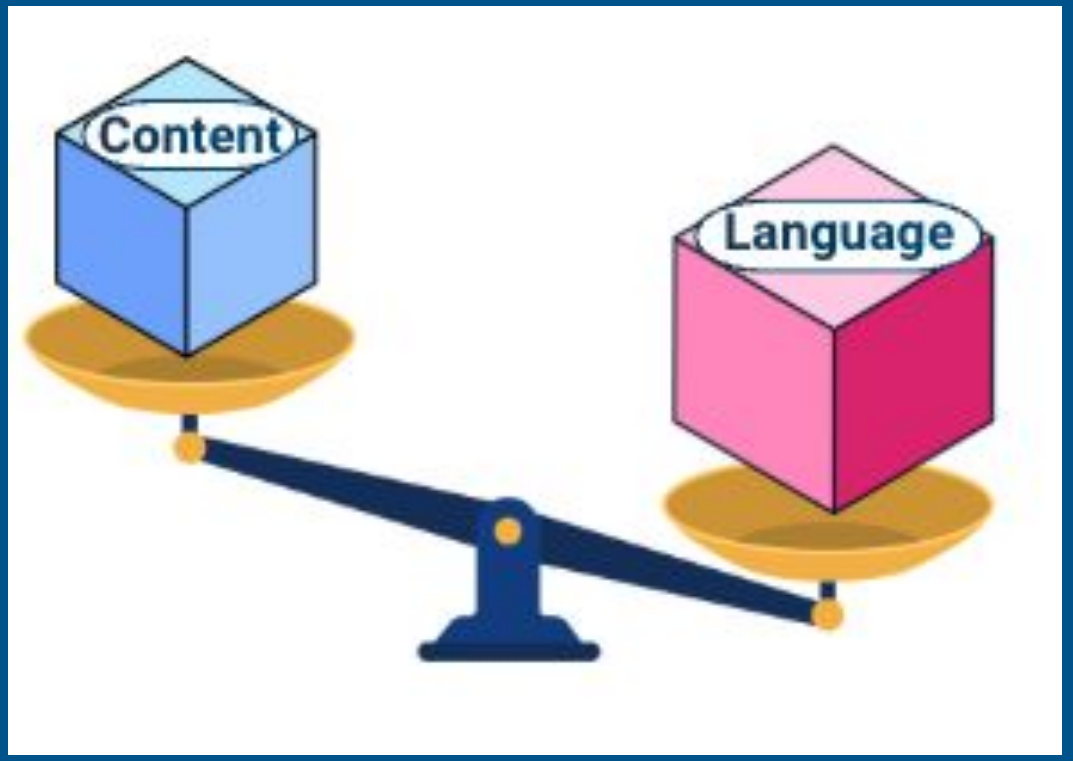
Where we are now

Designated ELD

Newcomer students get additional ELD services in small groups during WIN.

ELD teacher uses adopted curriculum (Get Ready) and English Language Proficiency Standards to teach foundational English language skills

Designated ELD takes the place during WIN, a time when all students are receiving individualized instruction (ie. intervention, extensions)



Pull Out Student Experience



Integrated ELD Student Experience



Secondary Services (6-12)

Where we have been… “ELD class period”	Where we are going…Full Implementation of “Integrated & Designated ELD”
• All students receive ELD services in a class period regardless of proficiency level • All Active MLs miss the opportunity to choose an elective class (ELD takes the place of one elective) • Instruction is disconnected to other courses and sometimes remedial • Focus on isolated language skills • Limited connection to classroom learning • Students in this service model make the least amount progress	• Students receive English Language Development through Language Arts (or other content area)which makes language acquisition ore meaningful. • English Language Development specialist and content teacher provides scaffolds and supports to create access to grade-level, rigorous content. • Students benefit from two certified teachers in the classroom at the same time - teacher/student ratio • Students have the same number of elective choices as their peers. • Designated ELD is used solely for newcomer services- students who are needing English foundational English • Newcomer students benefit from having access to two ELD services models - designated ELD AND integrated ELD • Students earn World Language credit for their language acquisition - ALI HB 2056

Secondary ELD Services in PPS

Where we are now

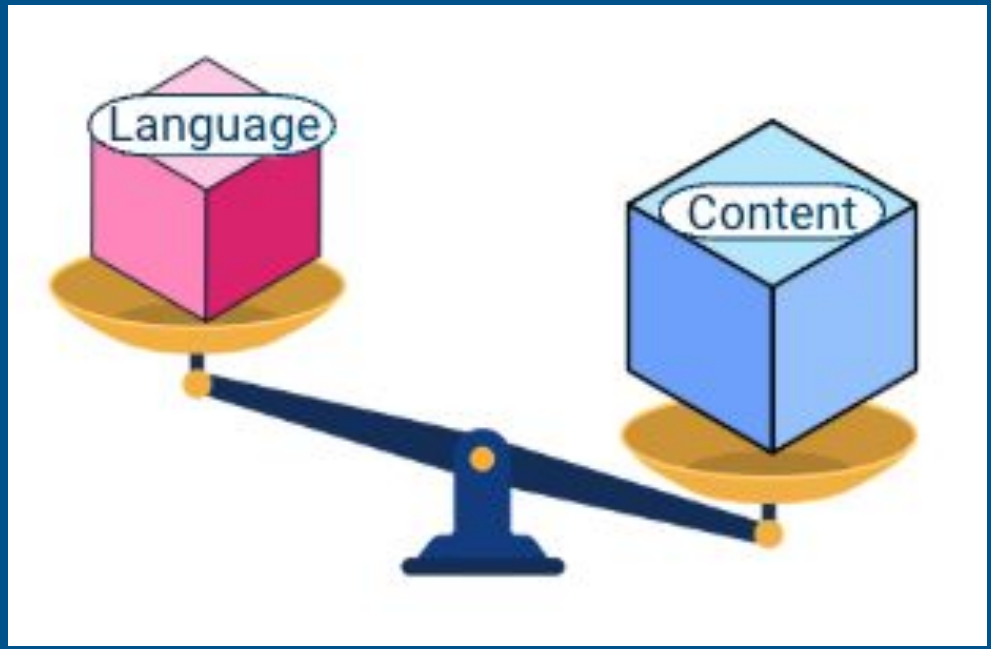
Integrated ELD

All students who qualify for English Language development services receive services through their English language arts class or other subject area (high school).

ELD teacher and classroom teacher work together to plan, teach and assess students

Students receive their ELD service during a core class which means they no longer need to take ELD as an elective.*

HB2560 allows for World Language credit in High School



Secondary ELD Services in PPS

Where we are now

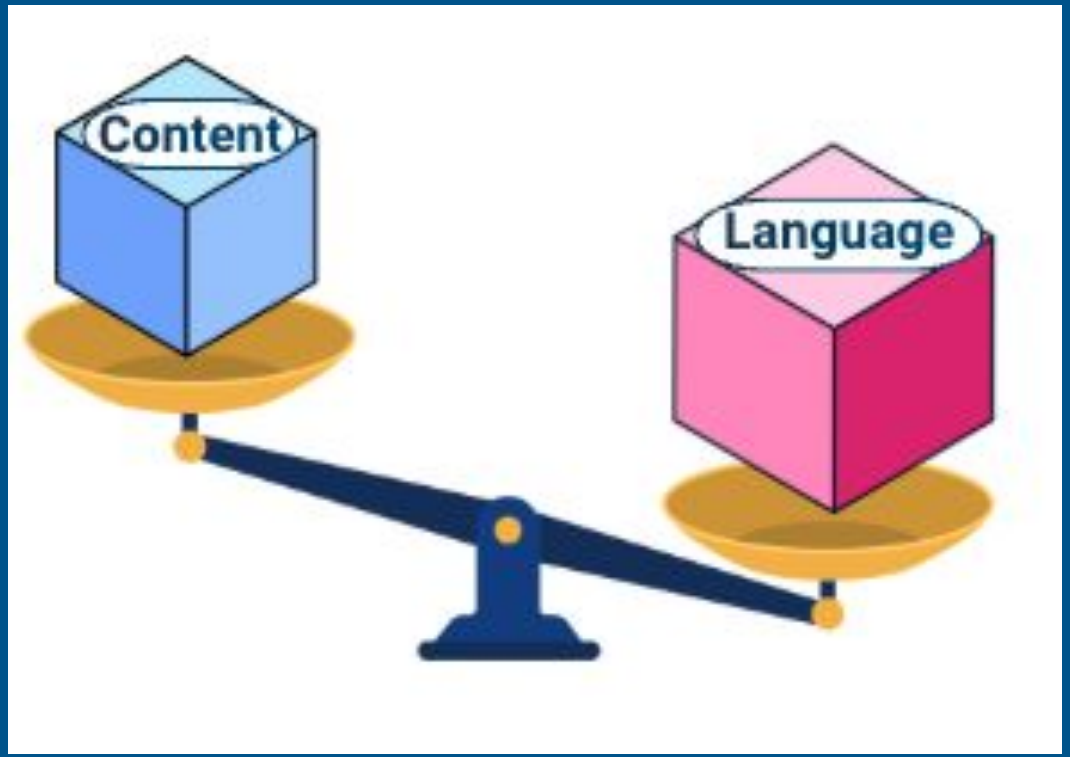
Designated ELD

Newcomer students get additional newcomer ELD services through a designated class period.

ELD teacher uses adopted curriculum (Get Ready) and English Language Proficiency Standards to teach foundational English language skills

Designated ELD takes the place of an elective class. Students are in this class for no more than 2 years.

HB2560 allows for World Language credit in High School



The Experience of MLs in PPS - High School



Javier

- Currently in 9th grade
- First language is Spanish
- Born in the US
- Progressing on ELPA

High School Schedule
ELD pull-out model

Period	Course Title	Credit
1	Algebra 1	Math-1
2	Ceramics	El-1
3	Physics 1	Sci-1
4	Sports & Games	EL-1
5	English 1	ELA-1
6	ELD	EL-1
7	US History	SS-1
8	Health	H-1

- \- ELD class takes the place of one elective
- \- English 1 is not scaffolded to support language development

High School Schedule
Integrated ELD model

Period	Course Title	Credit
1	Algebra 1	Math-1
2	Ceramics	El-1
3	Physics 1	Sci-1
4	Sports & Games	EL-1
5	English 1 (integrated)	ELA-1
6	Business 1	EL-1
7	US History	SS-1
8	Health	H-1
9	Integrated ELD	WL-1

- \+ Enrolled in Integrated ELD *(via English 1)*
- \+ English Language Arts is scaffolded for language development & supported with 2 certified teachers
- \+ Receives World Language credit *(period 9)*
- \+ Retains 3 elective credits like his peers

The Experience of MLs in PPS- Middle School



Aisha

- Currently in 7th grade
- First language is Pashto
- Born Afghanistan
- Emerging on ELPA
- Considered to be a Newcomer

Middle School Schedule ELD pull-out model

Period	Course Title
1	Math 7
2	Language Arts 7
3	PE
4	ELD
5	Art
6	Science 7
7	Advisory

- ELD class takes the place of one elective
- Language Arts is not scaffolded to support language development

Middle School Schedule Integrated ELD model

Period	Course Title
1	Math 7
2	Language Arts 7 (integrated ELD)
3	PE
4	ELD
5	Art
6	Science 7
7	Advisory
8	*Integrated ELD grade*

+ Enrolled in Integrated ELD *(via English 1)* **AND** Designated ELD for newcomer services.
+ English Language Arts is scaffolded for language development & supported with 2 certified teachers
- Designated ELD class takes the place of one elective.

The Three Pillars of Dual Language Education



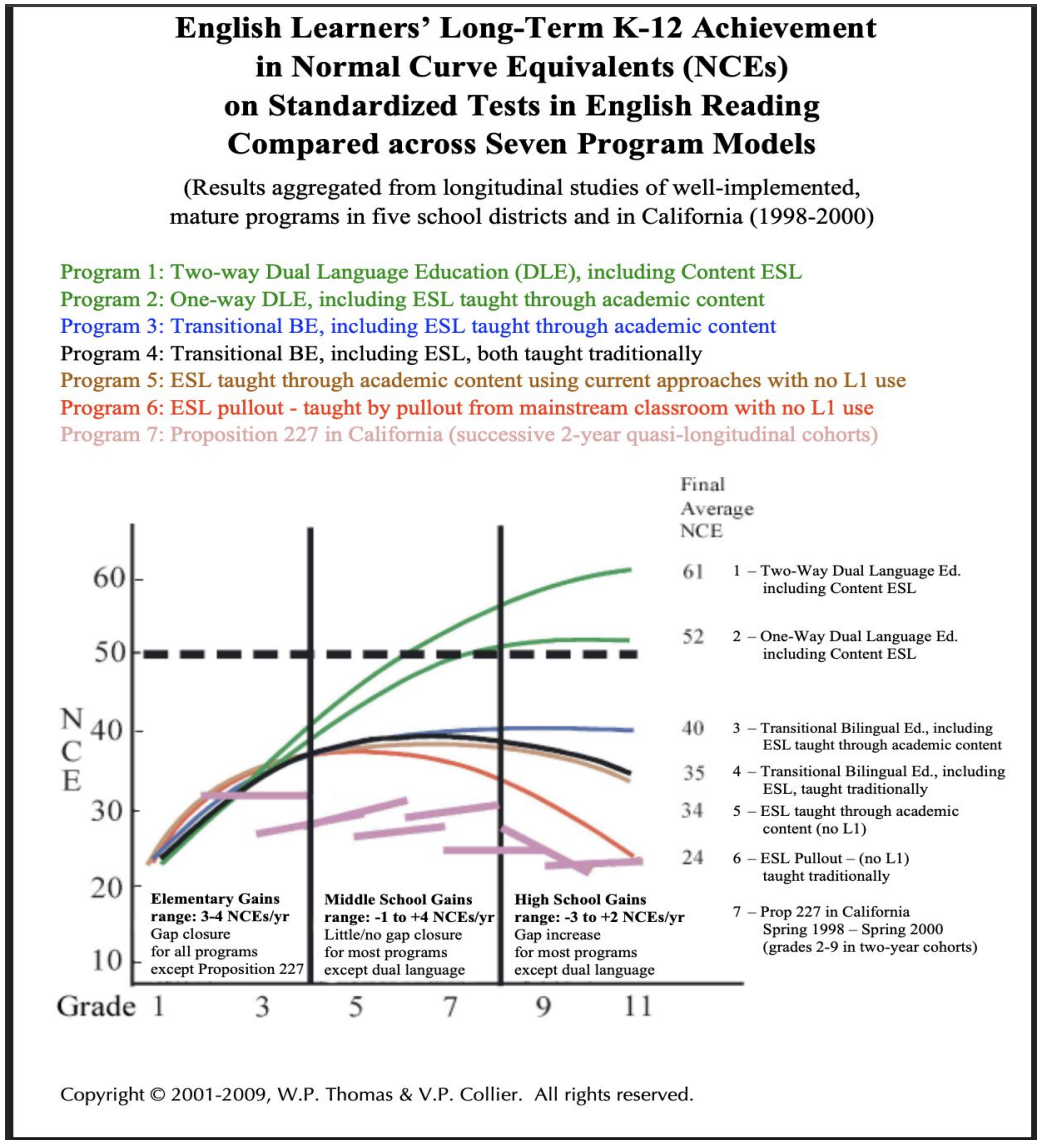
"Equity has a meaning that is unique to dual language because this type of program is intended to challenge power structures by raising the status of the language spoken by minority students and giving value to their linguistic expertise, and by making school responsive to and relevant for minority students (Sugarman, 2012)."

Dual Language Immersion in PPS

# of Active EL-qualified MLs

Spanish: 1167 (33%)
Russian: 128 (62%)
Chinese: 121 (16%)
Vietnamese: 97 (32%)
Japanese: 38 (3.8%)

*approximately 37% of Active MLs are in DLI



ML Priorities: Staying Focused in Tight Budget Times

Access + Capacity = Equitable Outcomes for ML Students

ACCESS TO RIGOR

- Integrated **ELD** as our **core model**
- ML students engage in **grade-level, standards-aligned curriculum (HQIM)**
- **Language development embedded** in daily instruction

HIGH-IMPACT PROFESSIONAL LEARNING

- Continued focus on **SIOP-based instruction**
- Strengthen **collaborative teaching (ELD + content teachers)**
- Emphasis on **literacy, language, and real classroom application**

BUILDING SYSTEM CAPACITY

- Develop **all educators' ability** to serve ML students
- Prioritize **co-planning + shared ownership**
- Leverage **existing structures for maximum impact**

OUR GOAL

All Multilingual Learners access rigorous, grade-level instruction with strong language development supports

→ *Integrated instruction + skilled educators = improved outcomes*

Professional Learning

PPS educators who teach Integrated ELD will receive targeted support and professional learning around SIOP, co-teaching and integrating content standards with ELP standards.

Professional Learning Focus

- SIOP & Integrated ELD practices
- Co-teaching and collaboration structures
- Alignment with Science of Reading & HQIM

Cohort Model

- 3 year implementation plan
- Classroom/Content Teachers and ELD specialists attend together
- 4 in person sessions over the course of 1 year

Goal

Ensure all ML students access rigorous, grade-level instruction with strong language development supports and integration = *Access to rigorous content and language services*

Testimonials

> *"The ELD department has had many positive changes.. Changes in teaching models have shifted from the less effective "pull-out model" to an integrated approach district wide."*

> *"Interactive activities that kept us engaged! It was packed, but so meaningful! "*

> *"Very valued training, thank you again looking forward to the next one."*

> *"This has been instrumental in improving ELD instruction in my building and countless others through the thoughtful implementation and roll out of the ELD co-teaching model."*

Questions and Discussion

