



English Learners in Oregon



Annual Report 2024-25
June 2026



[Link to the full ODE report.](#)

Why this report?

The Mandate

ORS 327.016 directs the Oregon Department of Education to prepare an annual report describing the population of English Learners and progress in ELD programs.

This annual cycle looks back at the **2024-25** school year.

Report is made public via district offices, district websites, and submitted to Legislative Committees.

Required Content

- English learner student demographics
- Length of participation in ELD programs
- Participation in special education and related services
- Other information identified by the ODE

Financial Information

- Allocations to each school district from the State School Fund
- The extent to which districts expend these allocations for ELD programs
- The specific categories of expenditures for ELD program funding

Highlights

Enrollment

64,525

Current English learners, a 3.2% increase. Statewide enrollment declined to 539,521.

19%

Of Oregon's student population are Ever ELs, up from 18.8% in 2023-24.

Recent Arrivers

10,353

Current ELs in 2024-25 were recent arrivers, the highest count in 6 years.

Rapid Growth

The number of recent arrivers more than doubled over 5 years, with most growth in the last 2 years.

Funding & Policy

0.95

Average expenditures-to-revenues ratio, up from 0.87 in 2023-24.

Senate Bill 141

Includes key tracking metrics: 3rd-grade ELA, 8th-grade math, regular attendance, and 5-year completion.

Attendance

Attendance rates are higher for former and monitored ELs, but lower among current ELs, particularly in high school.

Elementary Level

Highest attendance among former and monitored groups:

87.1% Former ELs

79.9% Monitored ELs

Compared with 73.0% of never ELs and 65.9% of current ELs.

Estacada: 91%

Middle School

Similar positive patterns observed for assisted groups:

73.7% Monitored ELs

73.0% Former ELs

Compared with 68.7% of never ELs and 60.6% of current ELs.

Estacada: 87%

High School (9-12)

Pronounced decline across all groups, lowest in current ELs:

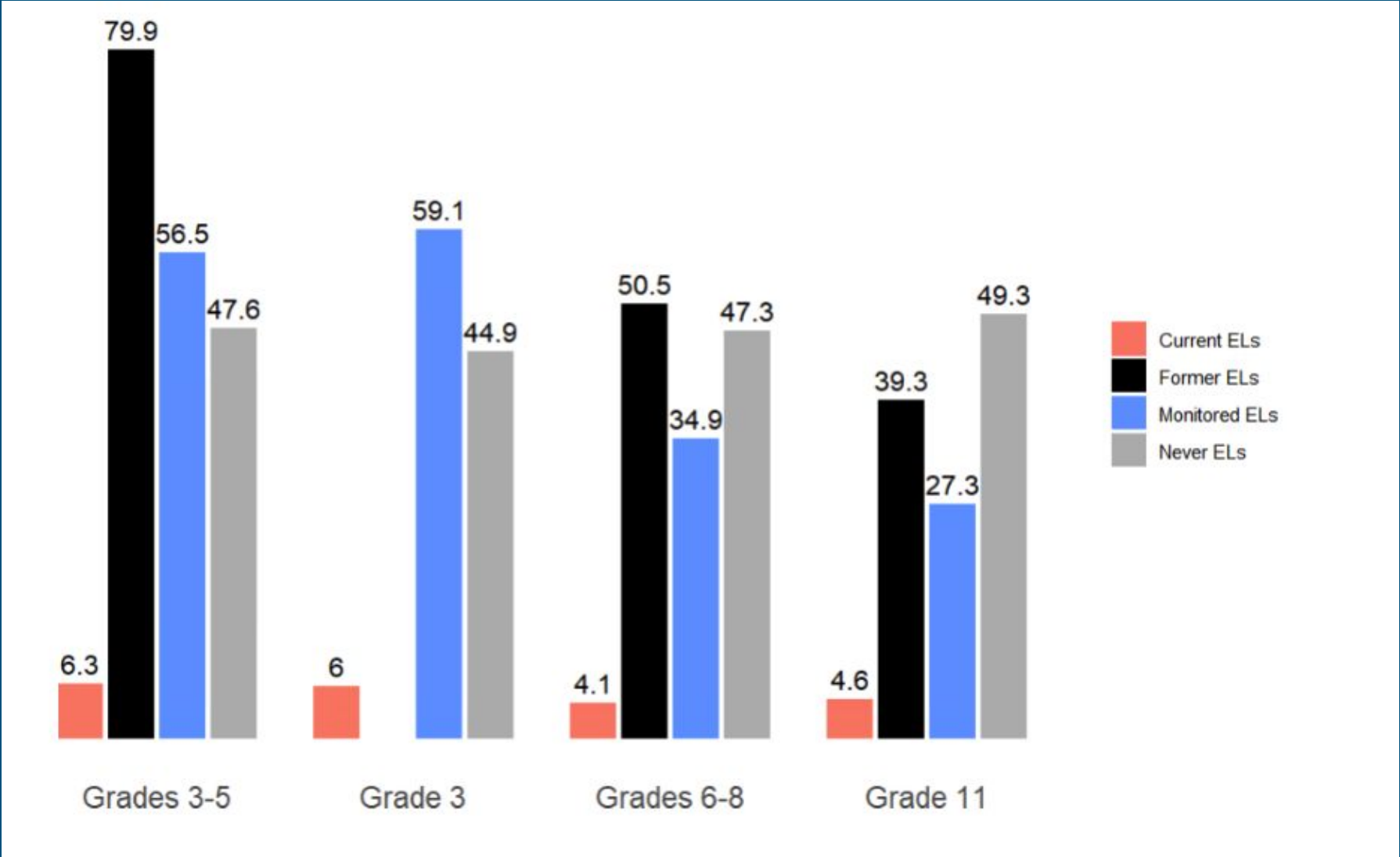
45.3% Current ELs

Compared with former (54.3%), monitored (61.6%), and never ELs (59.3%).

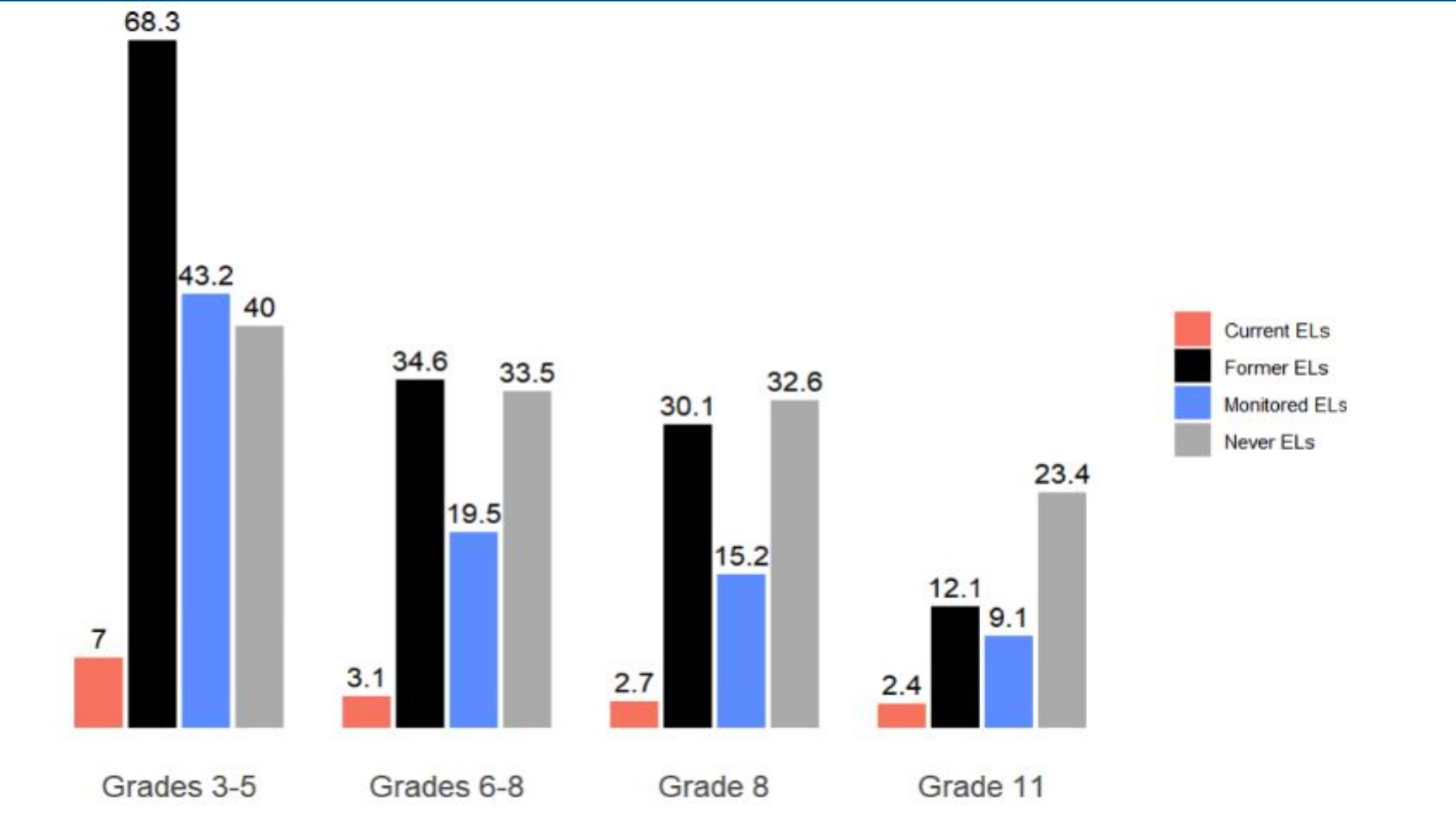
K-12 Current ELs lowest overall at 60.0%.

Estacada: 84.5%

Percentage of Current, Monitored, Former, and Never ELs meeting or exceeding state standards in English language arts in elementary, middle and high school, 2024-25

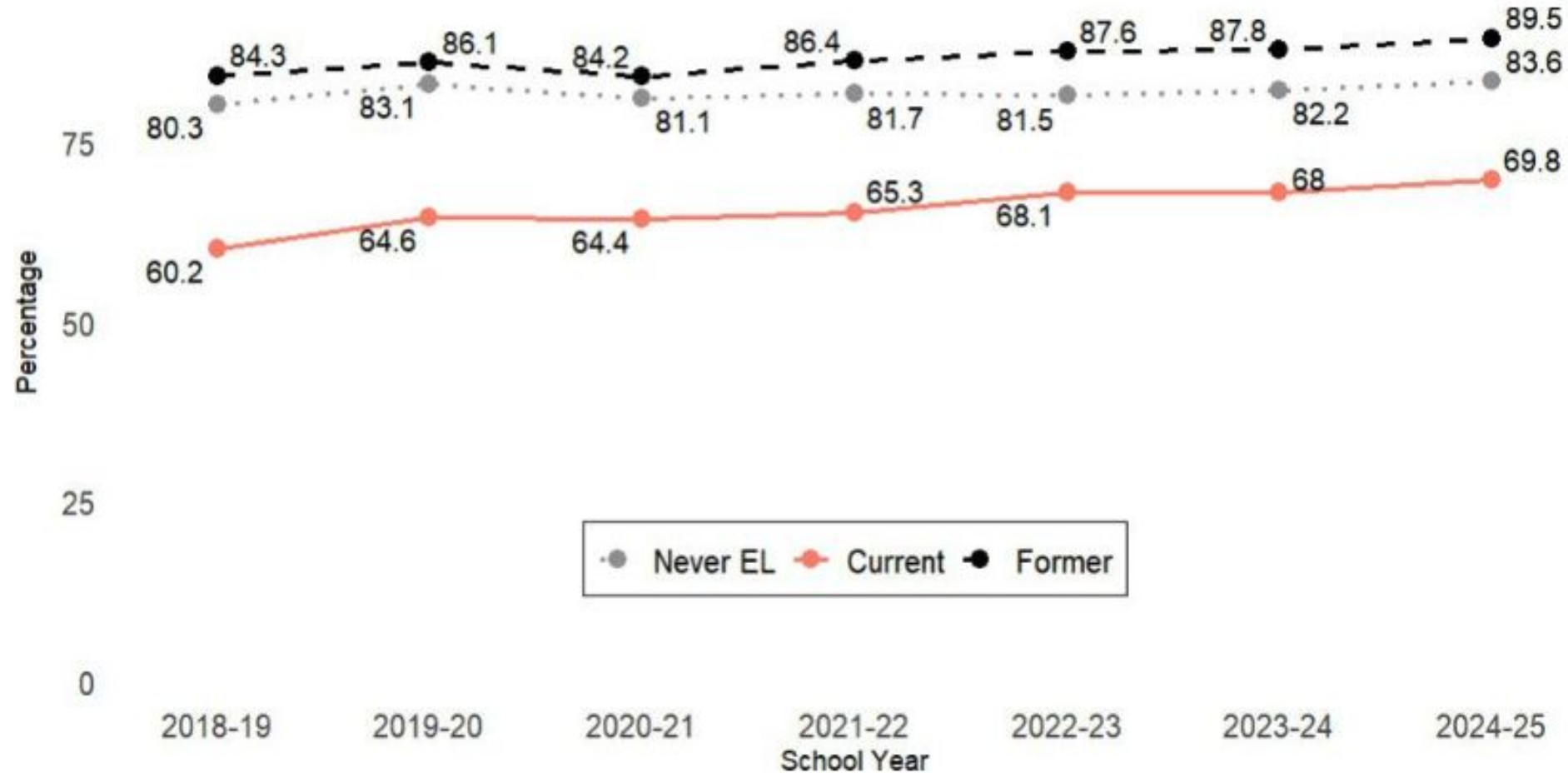


Percentage of Current, Monitored, Former, And Never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2024-25



Graduation-

Figure 20. Percentage of Current, Former, and Never English learners graduating within four years (2018-19 to 2024-25).



Estacada: In
2024-25

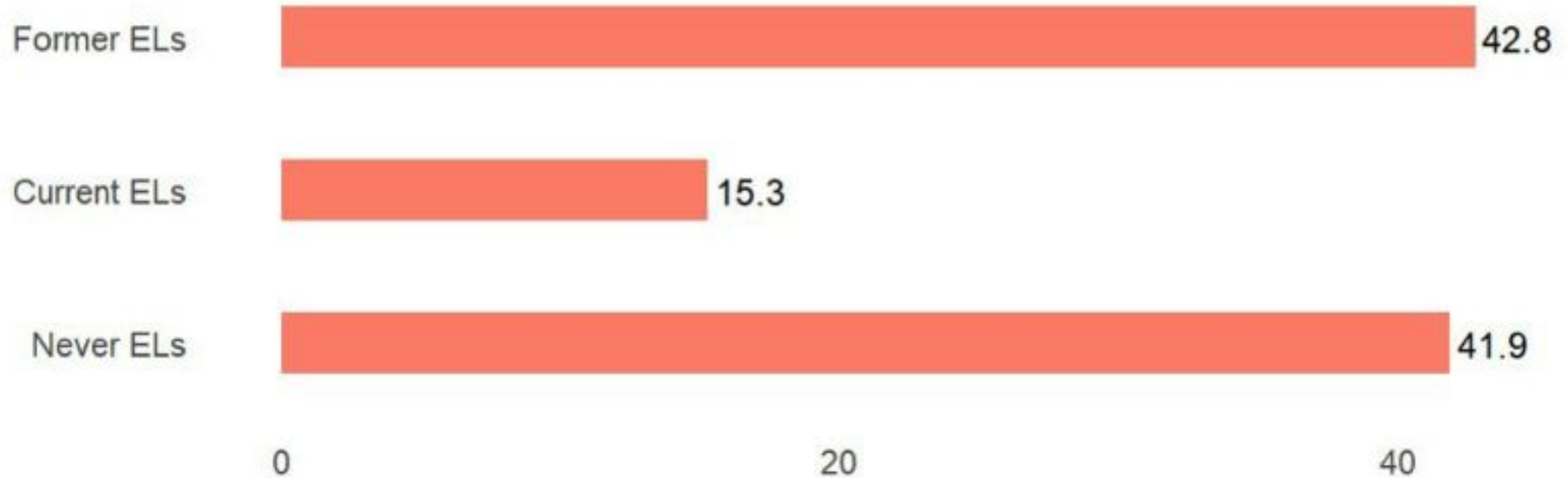
80% of Current
ELs.

100% of Former
ELs.

85% of never
ELs.

Seal of Biliteracy

Figure 22. Percentage of Current, Former, and Never English learners graduating with the Seal of Biliteracy/Multiliteracy in 2024-25 (among all students who graduated with the Seal of Biliteracy)



Estacada: In the 24-25 school year we had 3 students earn the Seal of Biliteracy.

CTE Classes

Table 12. The number and percentage of current, former, monitored, and never English Learners enrolled in a CTE class (2024-25)

Description	Students Enrolled	Total Highschoolers	Percent
ELs in a CTE Class	8,101	15,164	53.4%
Former ELs in a CTE Class	11,320	17,439	64.9%
Monitored ELs in a CTE Class	2,122	3,104	68.4%
Never ELs in a CTE Class	81,755	140,604	58.1%

Estacada: 40% of EL students were in a CTE class in the 24-25 school year.

Thank you!

Questions?

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ESTACADA **—SCHOOLS—**

25-26 Integrated Programs Annual Report Presentation

Jennifer Behrman
Executive Director of Teaching and Learning
Estacada School District
September 2026

Annual Reporting Requirements



Narrative Core

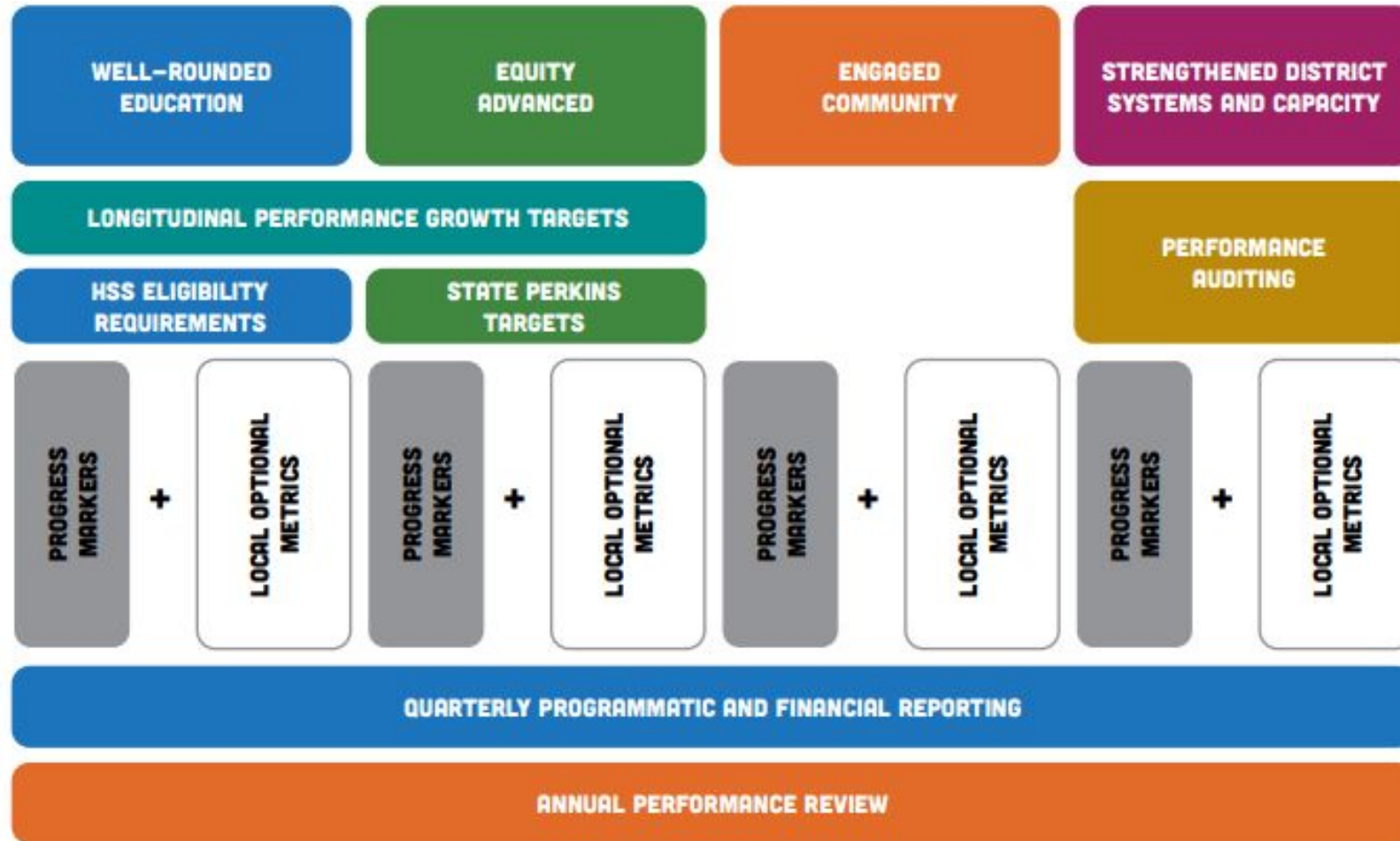
The Oregon Department of Education (ODE) annual report is built around **two key narrative questions** designed to evaluate qualitative impact and program effectiveness.



Continuous Tracking

Throughout the year, grant recipients report expenditures and progress markers. These metrics directly **inform overall progress** in the final annual report.

Summary of Integrated Programs Performance Measures



SIA Annual Report Requirements



Statutory Requirements

SIA recipients are required by statute to:

- **Annual Progress & Audit:** Review own progress annually via a progress report and financial audit.
- **Public Presentation:** Present to the governing board at an open meeting with opportunity for public comment.
- **Website Posting:** Post the final annual report directly on the district or charter school website.



LPGTs & LOM Assurance

If the grantee set LPGTs and LOM:

- **Biennium Year 1 Focus:** Grantees must formally affirm that progress has been actively reviewed towards meeting target markers.
- **Grant Agreement:** Ensure actions align directly with established targets in the formal grant agreement (Assurance).

Annual Report Narrative #1

Plan & Progress Reflection

How do you see your progress contributing to the Outcomes, Strategies, and Longitudinal Performance Growth Targets (LPGT) or Local Optional Metrics (LOM)?

+20%

3rd Grade Reading Schools Increase

+10%

Beat the State Average

+14%

Passed ODE LPGT

Early Literacy Grant Impact

The Early Literacy Grant has made a significant impact on student achievement. By funding best-practice literacy programs at no cost to the general fund, the district has secured crucial consistency and accountability where it matters most.

Annual Report Narrative #2



Challenge Prompt

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.



Focus Area: Attendance

We are strengthening systems, but it is still an issue district wide.

- **Community Connection:** Attendance teams work hard to connect, and make sure that all students are welcomed and belong in our learning communities.
- **Systemic Accountability:** With new law we will be strengthening that system with more accountability to being at school everyday and on time.

Annual Report Narrative #3

2025-26 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

Progress markers	On Track to Meet LPGT- 2025-26
4 year Graduation	Yes- Goal 89% at 91%
5 year Graduation	Yes- Goal 92% at 96%
9th Grade On Track	Yes- Goal 72% at 90%
3rd Grade E.L.A. Proficiency	Yes- Goal 38% at 52%
Attendance K-12	No-Goal 76% at 70%

Questions?

Thank you for your continued
support of our work!

