ENGLISH LEARNER SCHOOL BOARD REPORT

NOVEMBER SCHOOL BOARD MEETING 2026

HELPFUL VOCABULARY

Current English Learners

- Multilingual student currently enrolled in an ELD Program during the current School Year

Former English Learners

- Previously enrolled student in an ELD program who has demonstrated proficiency in English. Monitored ELs are a subset of former EL learners who are monitored for 4 yrs after exiting EL services.

Ever English Learners

- The combination of both current, monitored and former ELs. Since English is not the student's first language, the student is learning English throughout their lifetime.

Never English Learners

- Monolingual or multilingual speakers never enrolled in an ELD program (ineligible or never enrolled)

State data presented is from 24-25 school year.

- In Oregon about 1 in 5 students are either current, former, or monitored EL students. The majority of current EL students are in the elementary grades (about 50%) and the majority of former EL students are in high school (about 80%)

- **The EL population has been increasing, while the overall student population has shown a decreasing trend.**

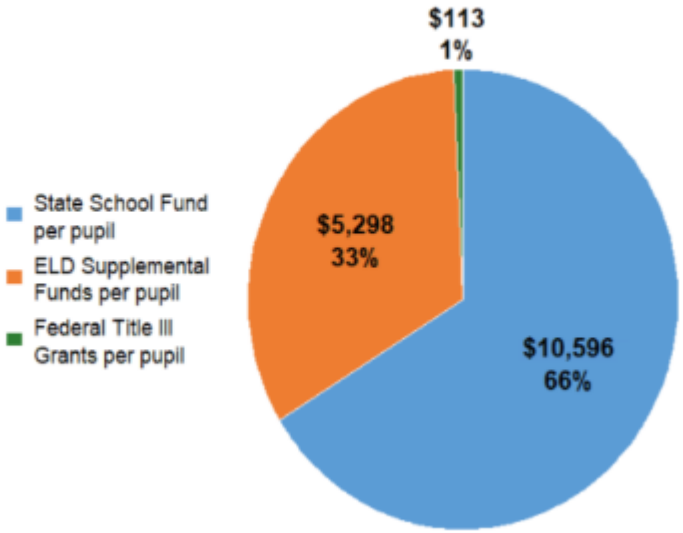
- The number of recent arrivers in Oregon has more than doubled over the past five years. In 2024-25, 10,353 current EL students were recent arrivers, the highest number recorded during the six-year period examined. The majority of this growth occurred during the past two years.

- While the predominant home language is Spanish (75.5%), current English learners speak 247 documented unique languages, and they bring valuable linguistic and cultural assets to the districts that serve them. Other common languages are Russian, Chinese, Vietnamese, Arabic, Chuukese, and Ukrainian.

- Ashland is part of the SOESD Title III consortium

STATE FUNDING

Figure 30. Percentage of state and federal per-pupil funding for English Learners in 2024-25

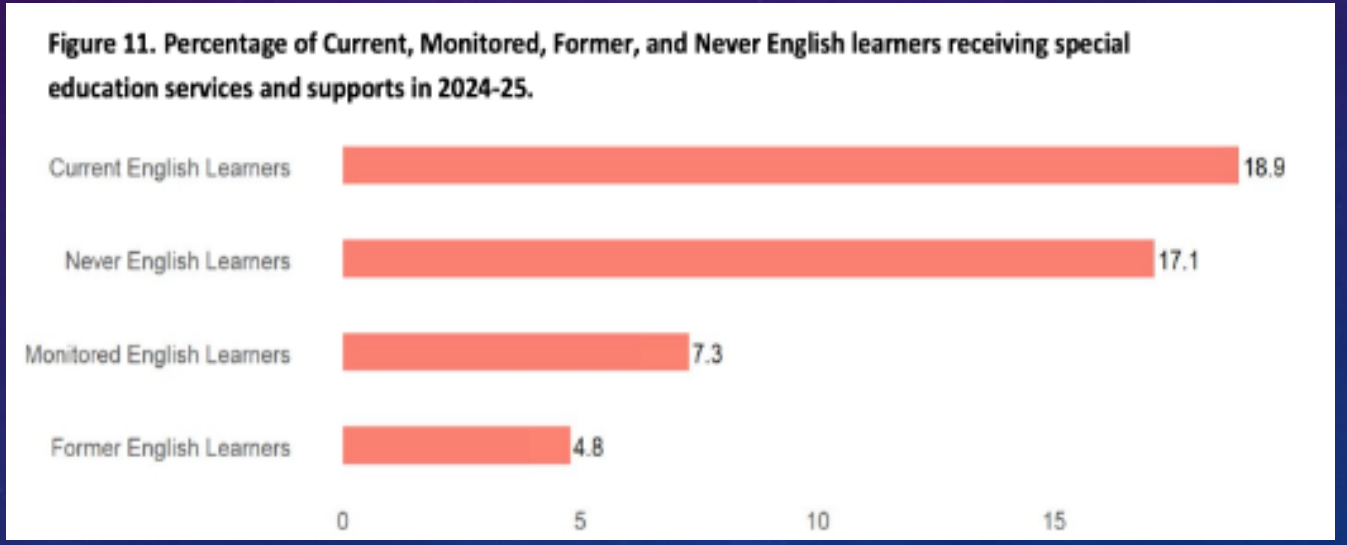


STUDENTS EXPERIENCING POVERTY

- Current English Learners--- 52.3%
- Monitored English Learners---38.9%
- Former English Learners---37.7%
- Never English Learners---30.4%

STATE SPECIAL EDUCATION SERVICES DATA

EL students continue to be overrepresented in special education programs. 18.9% of current EL students receive special ed services, while 17.1 % of never English learners receive this support.



These patterns highlight the importance of careful evaluation practices to differentiate language needs from learning disabilities.

ASHLAND SPECIAL EDUCATION SERVICES (25-26)

The data shows we have ~14% more students in Special Education than the Never EL Group.

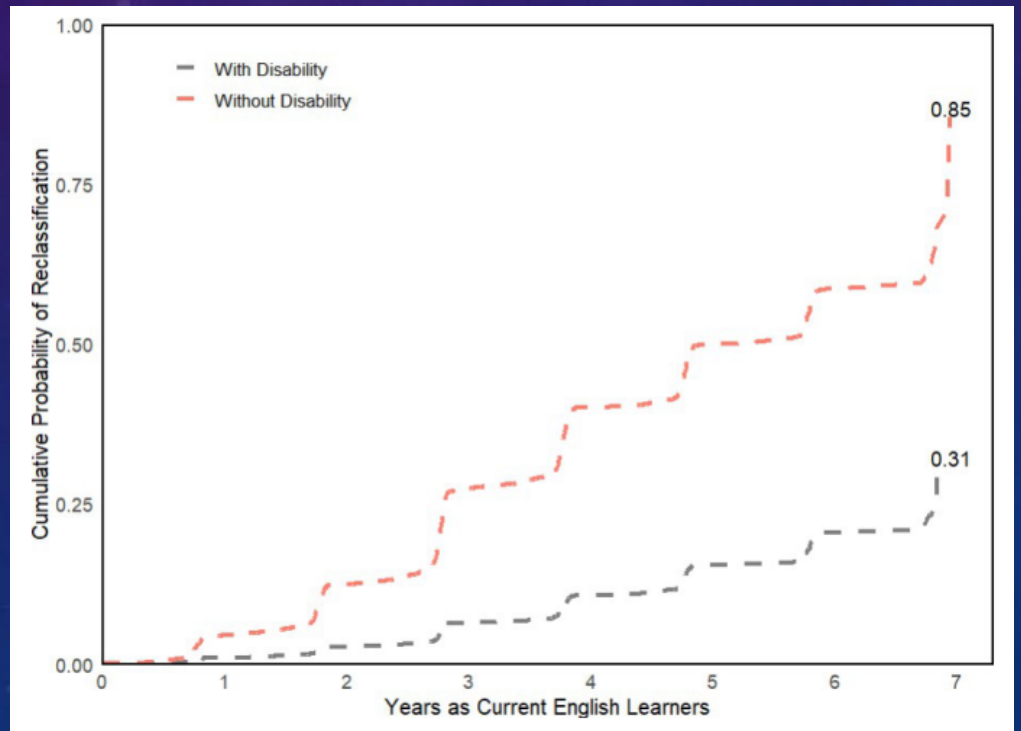
Category	SpEd	Non-SpEd
Current	28.30%	71.70%
Former	***	***
Monitored	6.70%	93.30%
Never	14.10%	85.90%

LONG TERM EL STUDENTS

This term is used for students who are unable to meet proficiency expectations in English. ODE defines long term current ELs as a student who received English language instruction, supports, and services in an ELD program for more than seven years.

During the 2024-25 school year, 22.5% of current EL students were in this category. In addition, 39.4% of current ELs with disabilities were long term ELs. Figure 15 shows the reclassification within 7 years of current ELs with and without disabilities.

In the 24-25 school year 14% of Ashland's ELs were considered Long Term EL students.



TAG IDENTIFICATION

EL students continue to be underrepresented in TAG programs. 7.6% of Never English Learners were identified for TAG services in 2024-25. While 7.3% of former ELs, 6.9% of monitored, and only .6% of current English learners were identified for TAG support. Never English Learners were over 12 times more likely to be identified for TAG support than current ELs.

Figure 13. Percentage of Current, Former, Ever, and Never English learners who participated in a TAG program in 2024-25.



There is a constant need to be able to accurately and consistently identify ELs for TAG support. Often bilingualism, particularly in districts where the overall EL population is low, is seen as a deficit instead of an asset, and therefore student academic strength is overlooked.

ASHLAND TAG DATA (25-26)

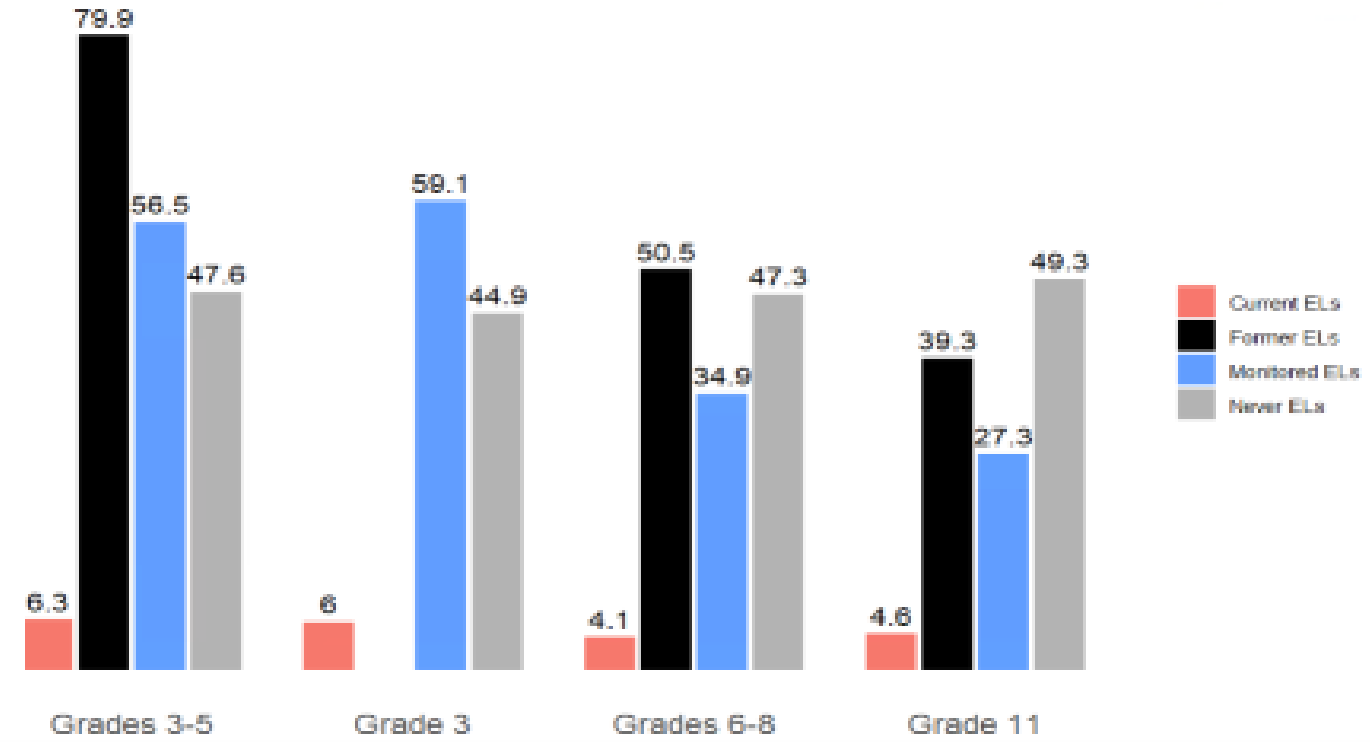
The data shows our students are underrepresented in TAG identification. This is an area we can work on to ensure students are getting the services they need.

Category	TAG	Non-TAG
Current	0.00%	100.00%
Former	***	***
Monitored	0.00%	100.00%
Never	5.00%	95.00%

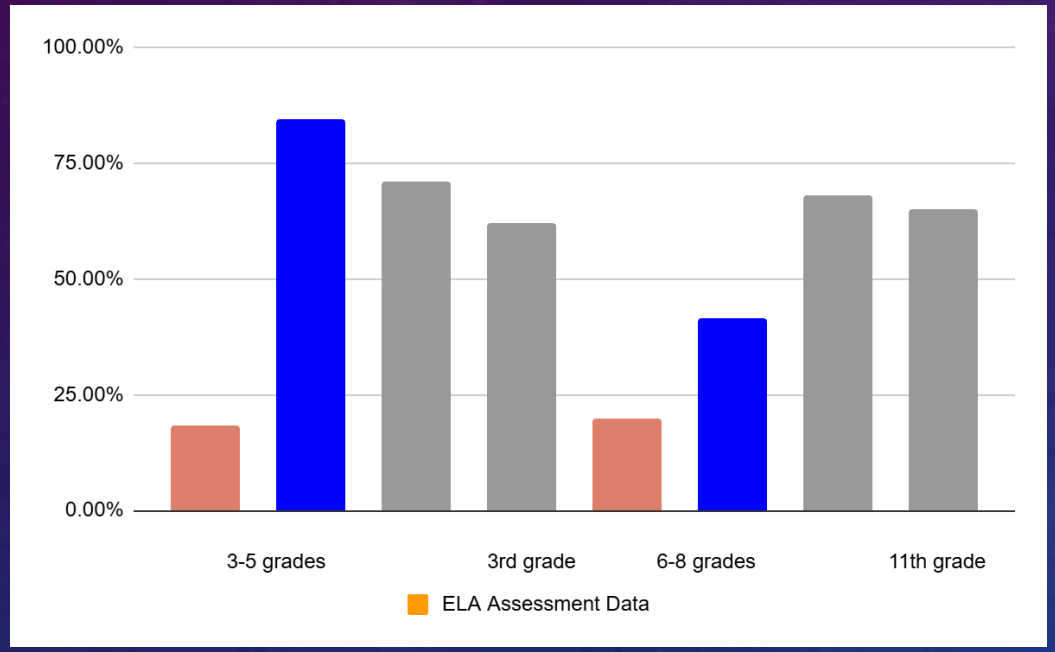
OREGON ENGLISH LANGUAGE ARTS ASSESSMENT DATA

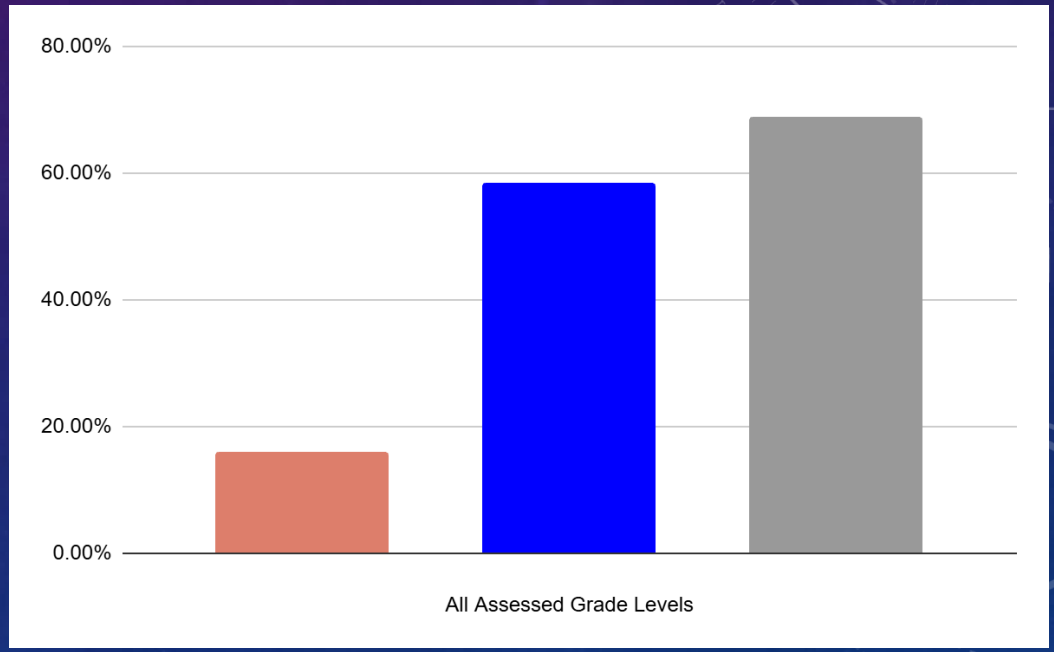
The ELA assessment can be especially challenging for ELs who are still developing proficiency. However, students who successfully exit EL status, especially in the early grades, can achieve or exceed proficiency rates higher than their Never EL peers (see Grades 6-8 below), underscoring the importance of effective EL instruction and support.

Figure 16. 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[11]



ASHLAND ELA ASSESSMENT DATA



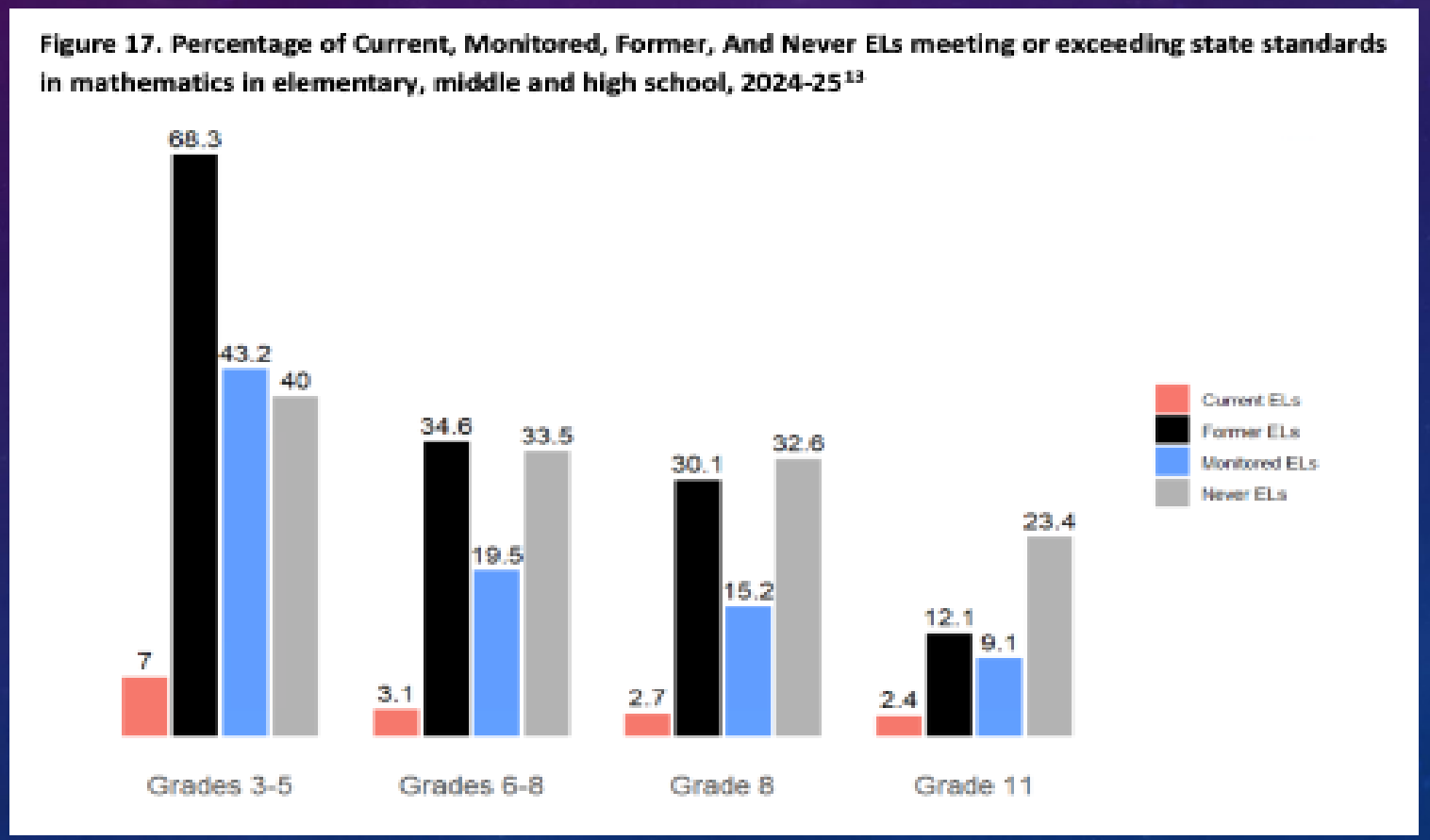


Ashland data is similar to the State's. In grades 3-5 the monitored ELs outperform their Never EL peers. Over time their proficiency data decreases. Former EL data is suppressed due to small sample sizes.

OREGON MATH ASSESSMENT DATA

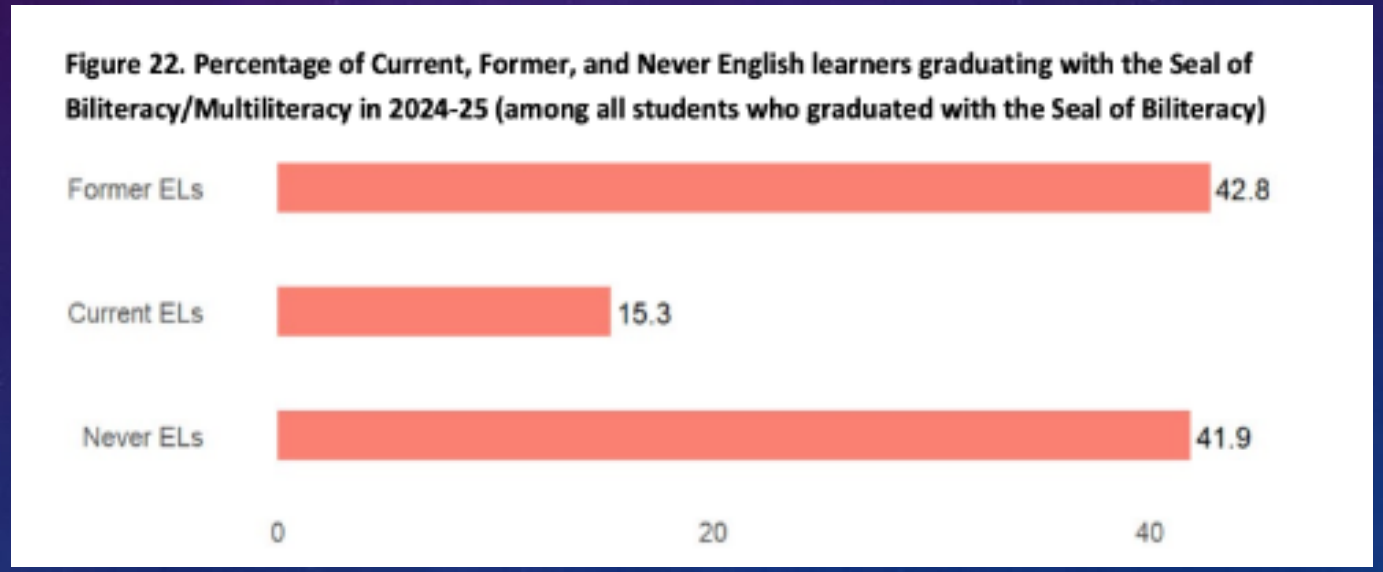
According to figure 17, the data reveals a persistent achievement gap in mathematics for Current ELs and indicate that early success among Former and Monitored ELs decreases over time, highlighting a need for improved instruction using proven strategies for multilingual learners throughout students' educational trajectories.

Figure 17. Percentage of Current, Monitored, Former, And Never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2024-25[13]



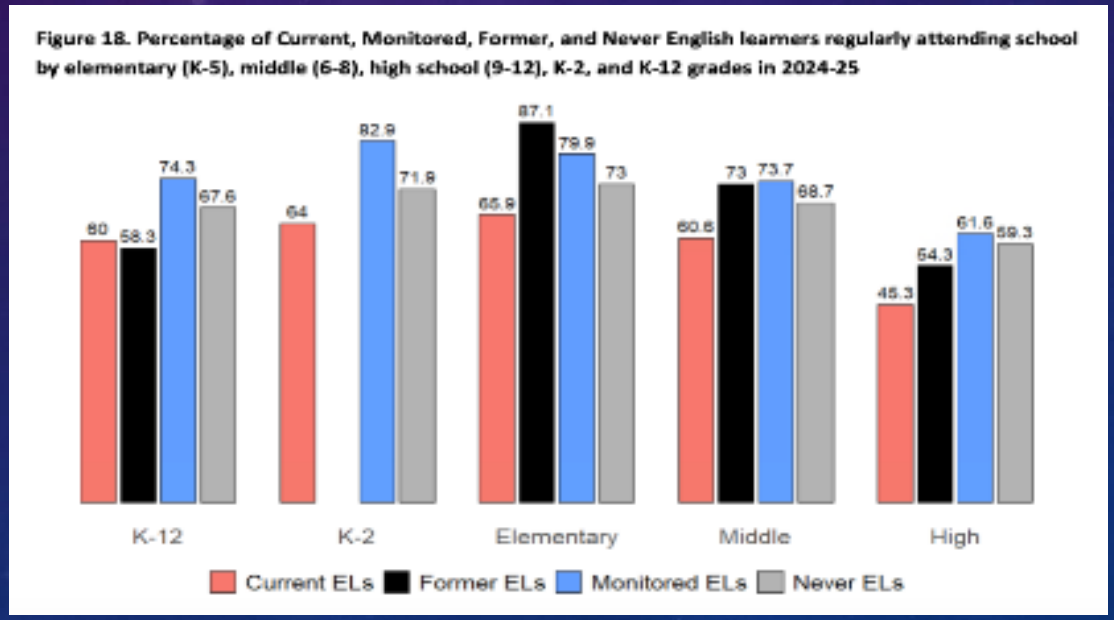
SEAL OF BILITERACY

The Oregon State Seal of Biliteracy and Multiliteracy recognizes student proficiency in two or more languages. Ever English Learners represented a majority (58.1%) of Seal recipients. This is an opportunity to expand awareness, access, and participation in the Seal of Biliteracy program among eligible students.



ATTENDANCE

Current ELs consistently exhibit the lowest rates of regular attendance (calculated as attending 90% of the time) compared to Former and Never English learners. Students who have exited EL services, especially recently monitored ones, are more engaged with school in the earlier grades and are more likely to continue this attendance pattern in middle and high.



ASHLAND ATTENDANCE RATES (25-26)

Category	Current	Former	Monitor	Never
K-2	83.33%	--	***	79.26%
Elementary	82.61%	--	92.86%	78.77%
Middle	71.43%	***	69.23%	66.11%
High	61.54%	***	***	64.01%
K-12	74.00%	***	75.00%	70.44%

- **2024-25 Regular Attenders Information by 24-25 Grade Levels and EL Status**
- **EL students in Ashland have slightly higher attendance rates than their Never EL peers with the exception of the high school which is 2.53% lower than their Never EL peers.**

AP/IB CLASS AND CAREER TECH REPRESENTATION

English learners have limited access to many academic pathways that are essential for promoting equitable educational outcomes and long-term success. Table 11 and 12 highlight the important disparity in access to these programs. Restrictive course placement policies, insufficient language support structures, and prevailing misconceptions about ELs' academic readiness and potential are all factors that support systematic barriers and fail to promote inclusive enrollment practices.

Table 11. The number and percentage of Current, Monitored, Former and Never English Learners enrolled in an AP/IB class (2045-25)

Description	Count	Total Highschoolers	Percent
ELs in AP/IB Class	1,765	15,164	11.6%
Former ELs in an AP/IB Class	5,488	17,439	31.5%
Monitored ELs in an AP/IB Class	738	3,104	23.8%
Never ELs in an AP/IB Class	34,923	140,604	24.8%

Table12. 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%

ASHLAND AP/IB AND CTE CLASS DATA (24-25)

ELs in an AP/IB Class	1.4%
Former ELs in an AP/IB Class	36.4%
Monitor ELs in an AP/IB Class	12.9%
Never ELs in an AP/IB Class	11%

ELs in a CTE Class	11.6%
Former ELs in a CTE Class	36.4%
Monitor ELs in a CTE Class	22.6%
Never ELs in a CTE Class	19.8%

A SENSE OF BELONGING AND IDENTITY REPRESENTATION

A growing body of research highlights the critical role that sense of belonging and identity representation in content plays in students' emotional and academic wellbeing. Feeling welcomed, valued, and represented in their school communities is especially important given the additional cultural, linguistic, and social transitions they navigate. A strong sense of belonging can improve motivation, engagement and resilience. It is also linked to better attendance and higher academic achievement.

Figure 26. Response rates[20] (%) for identity representation in school assignments among Ever and Never English Learners (2024-25)

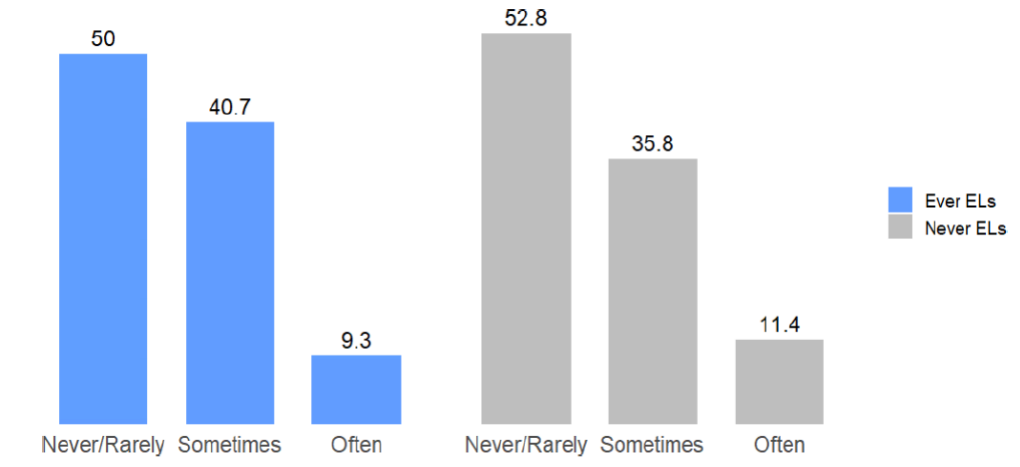
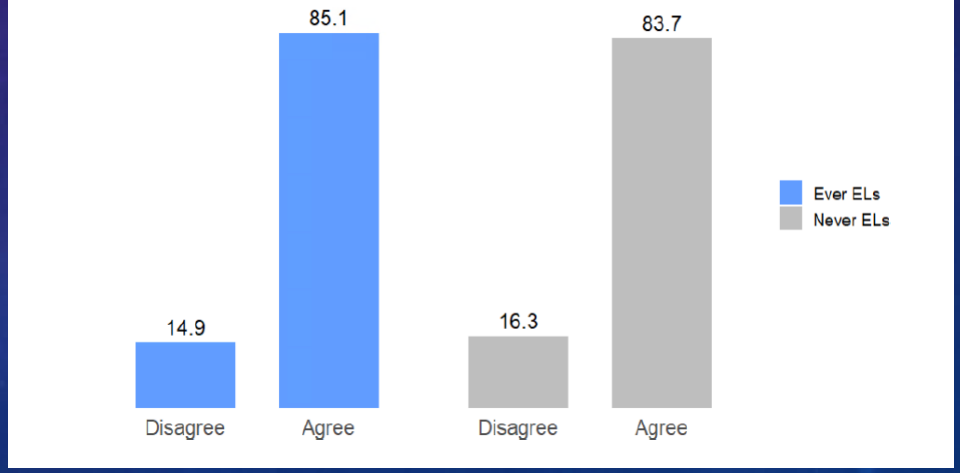


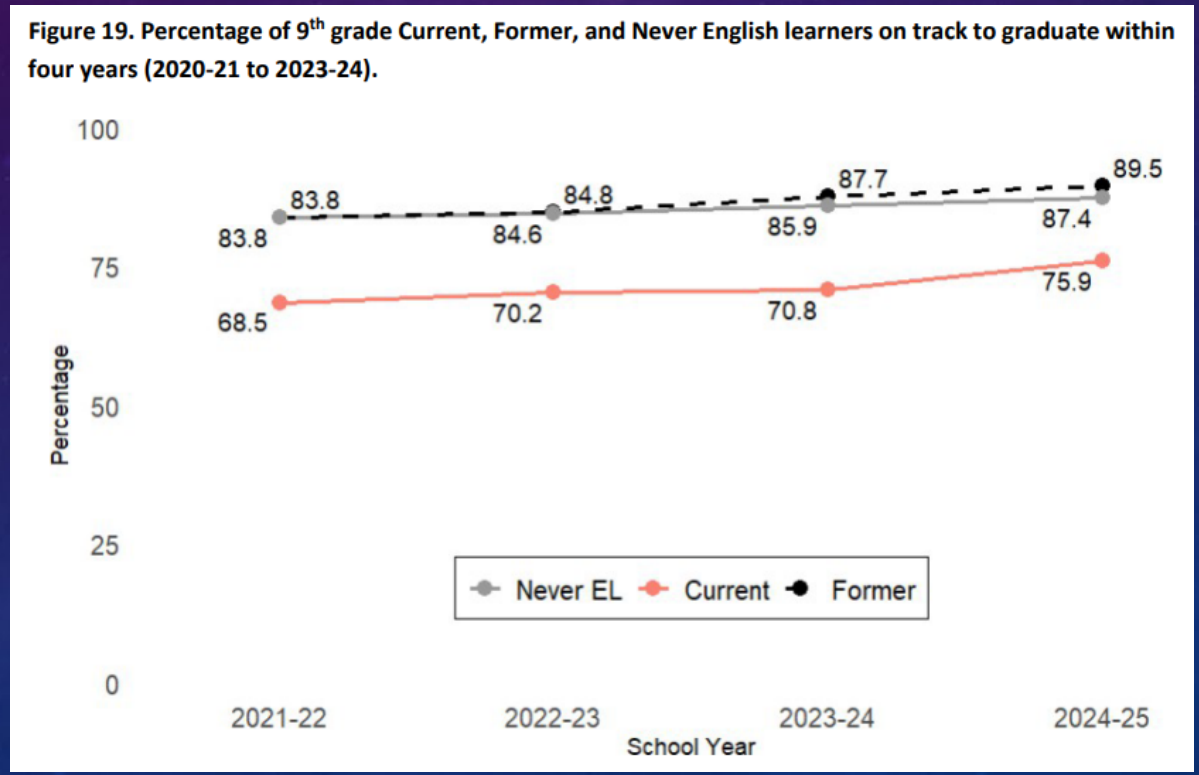
Figure 27. Response rates[21] (%) for feeling welcome at school among Ever and Never English Learners (2024-25)



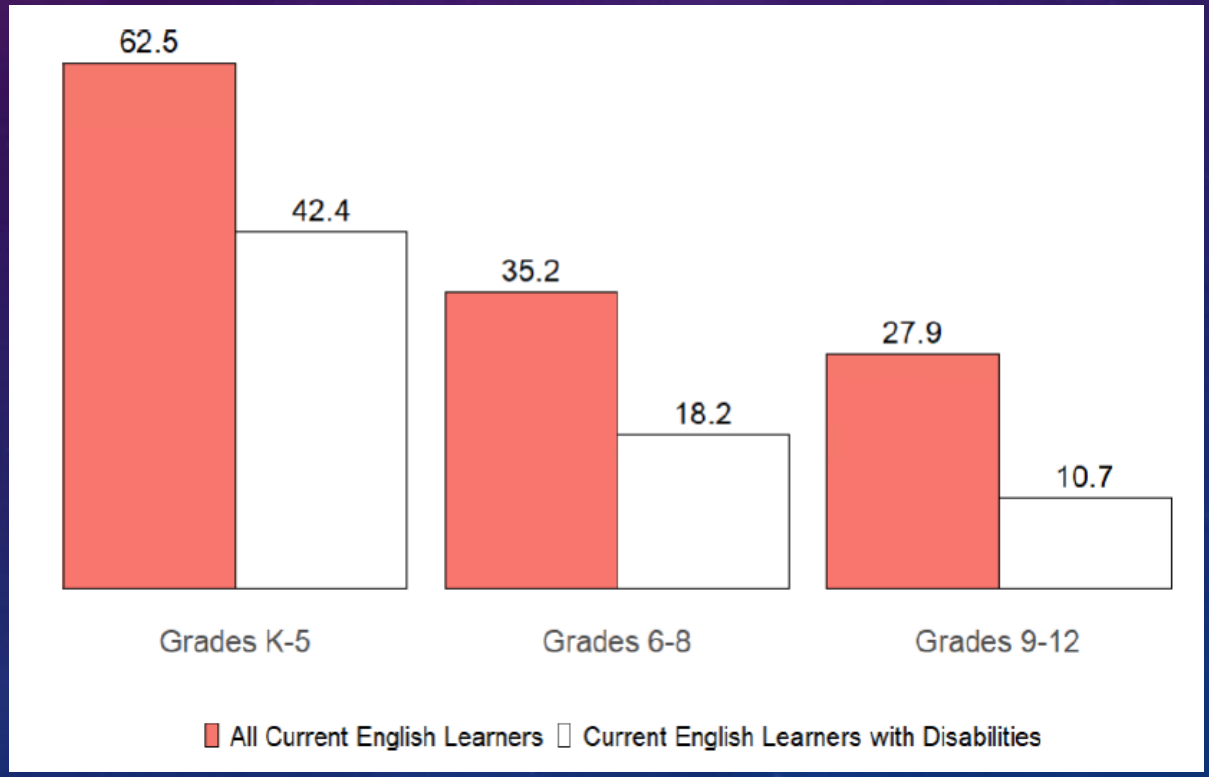
STATE GRADUATION RATES

According to figure 19, across all years, Former EL students consistently outperform current and Never ELs for being on track to graduate. Their rates rose steadily, marking a 5.7 percentage point increase over four years. Never ELs also demonstrated consistent improvement.

Figure 19. Percentage of 9th grade Current, Former, and Never English learners on track to graduate within four years (2020-21 to 2023-24).



OREGON STUDENTS- ON TRACK TO ENGLISH LANGUAGE PROFICIENCY



ASHLAND- ON TRACK TO ENGLISH LANGUAGE PROFICIENCY (24-25)

ELs in SPED	62.50%
ELs without SPED	97%

LANGUAGES IN ASD (FROM 24-25 SCHOOL YEAR)

Spanish	49.3%
Ukrainian	17.4%
Russian	5.8%
Vietnamese	4.3%
Portuguese	2.9%
Thai	2.9%
Korean	2.9%
Gujarati	2.9%
Hindi	2.9%
German	2.9%
Romanian	1.4%
Chinese	1.4%
Hebrew	1.4%
Punjabi	1.4%

CONCLUSION

- Notable progress is evident in several areas. ELs who have exited EL services are increasingly earning the Seal of Biliteracy, graduating at higher rates than previous years, and enrolling in postsecondary education.
- Despite these successes, the persistent gaps highlighted in this report represent the need for investment and reform. Current ELs face significant academic disparities. To begin to address these challenges, ODE has created an action plan, which can be accessed here:

The Oregon Multilingual Learner Strategic Plan