



District Data 2024-2025

Inspire and Empower Each Student
August 21, 2025



Agenda

01
Literacy Data

03
Attendance




02
Math Data

04
**Emerging Multilingual
Learners**



Gresham-Barlow Board Conditions 2024-2025

SAFETY	An environment in which physical security, emotional support, and intellectual freedom coexist through shared accountability, care, and respect.	
BELONGING	The connection of students, staff, and community to their schools and to each other, recognizing that each individual is a valuable part of our educational community.	
OPPORTUNITY	An awareness of and unhindered access to quality instruction and breadth of experiences that ignite curiosity and develop skills to launch students toward personal fulfillment and positive contributions to society.	
ACHIEVEMENT	The intentional, determined, and confident pursuit of individual and collective excellence through the development of critical thinking, creativity, and problem-solving skills.	



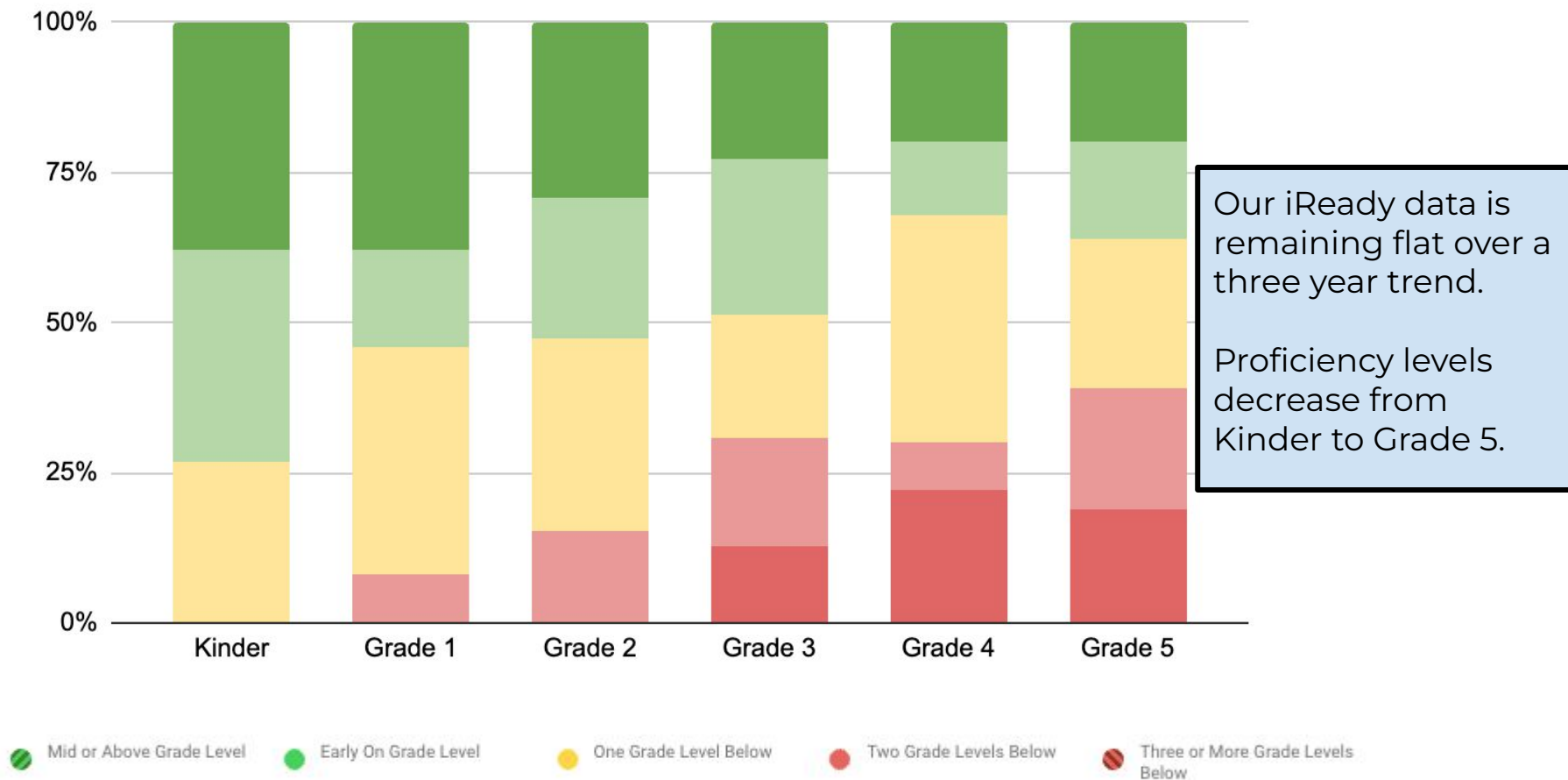
01

Literacy

- Spring iReady & STAR Literacy data
- Literacy data by EML Status, Sped Status, & Race/Ethnicity
- Literacy Achievement Improvement Strategies



iReady Reading Spring 2025

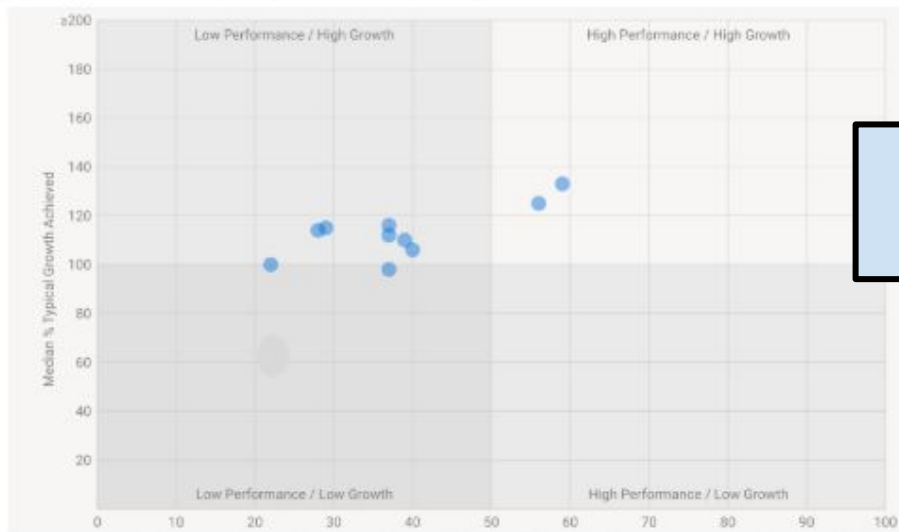


How Did Students in Schools Across the District Grow from Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

Growth

Median percent of typical growth achieved, differentiated by fall placement levels



Performance

Median student performance relative to 22-23 National Norms
(50th percentile is the national median)

The majority of our schools are achieving high growth.



iReady Reading by Domain

Our data shows higher proficiency with phonological awareness, phonics, and high-frequency words. These three domains measure word decoding.

iReady Reading Spring 2025 Diagnostic Results



iReady Reading by EML Status

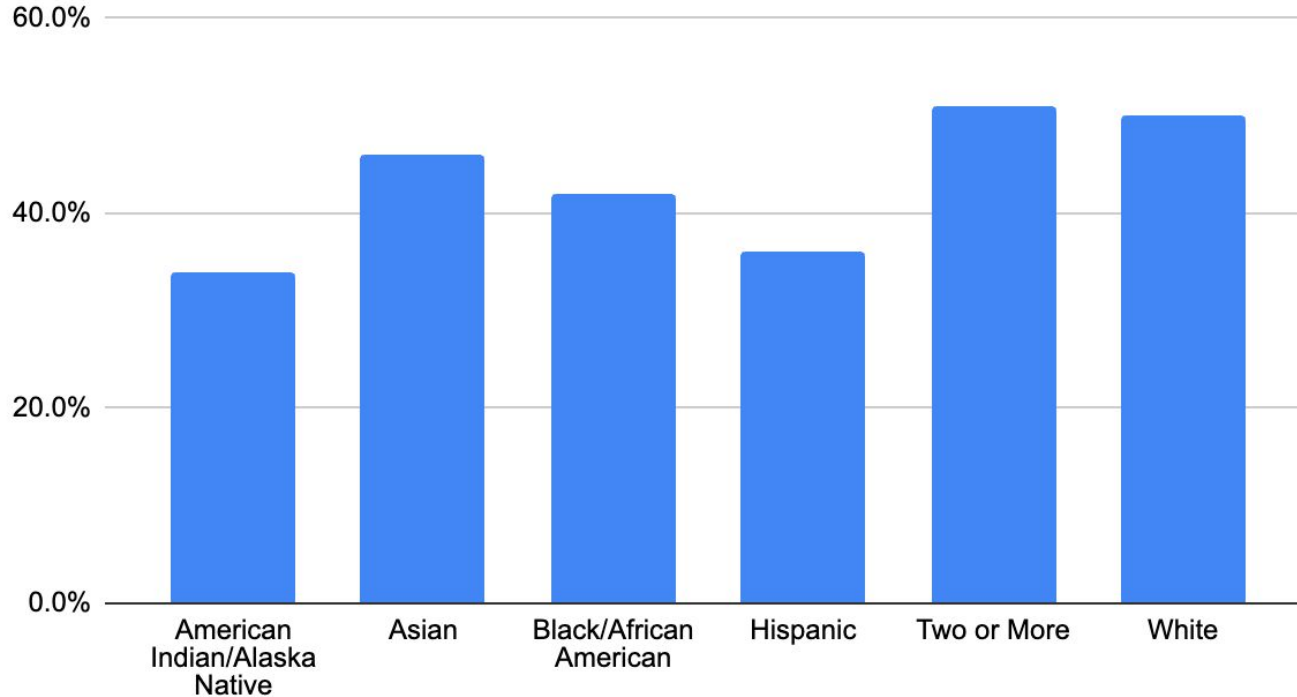
23% of GBSD EMLS are at or above grade level, compared to 56% of non EMLs.

iReady Reading Spring 2025 Diagnostic Results



iReady Reading by Special Education Status
25% of GBSD Students with IEPs are at or above grade level, compared to 53% students who do not have IEPs.

Early on to Above Grade Level - K-5 Students iReady Reading



iReady Reading by Race/Ethnicity

White students, and students who identify as two-or-more races measure higher proficiency than their peers.

DLI Spring 2025 mCLASS Lectura Data

	At/above	At/above in at least 1 language	District-wide at/above	DLI EML at/above in at least 1 language	District-wide EML at/above
K - Sp	48%		67%	39%	60%
1st - Sp	15%		63%	8%	47%
2nd - Sp	40%	48%			
2nd - Eng	34%		63%	49%	42%
3rd - Sp	41%	51%			
3rd - Eng	39%		54%	43%	33%
4th - Sp	31%	49%			
4th - Eng	30%		50%	37%	29%
5th - Sp	41%	51%			
5th - Eng	32%		56%	42%	26%

DLI Literacy Data

A higher percentage of EMLs in the GBSD DLI program measure at or above grade level in Spanish or English as compared to their peers who are not in a DLI program.

Elementary Literacy Strategies

Embedded with common instructional strategies/routines to support EMLs & students with disabilities.

Comprehension

Literacy Labs, teacher supported planning, & walkthroughs to deepen implementation of our talk-cite-write routine with a focus on transferring the cognitive load.

Foundational Skills

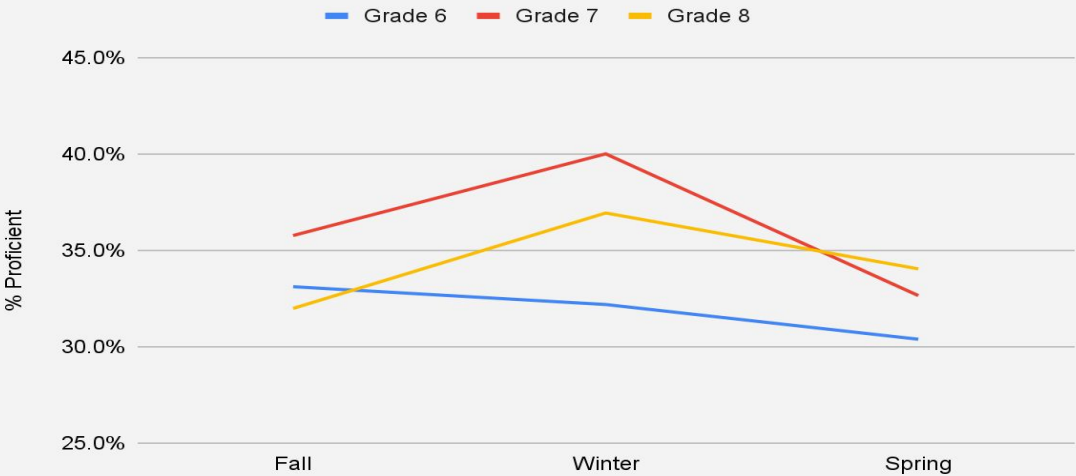
Deepen implementation of foundational skills instruction. Ongoing walkthroughs, professional learning, & coaching. Three additional literacy coaches focused on additional supports (*funded through Early Literacy Grant*).

Partner Reading & Vocabulary Routine

Deepen implementation & Increase the time students spend reading text from their core reading lessons.



STAR Reading 2024-25

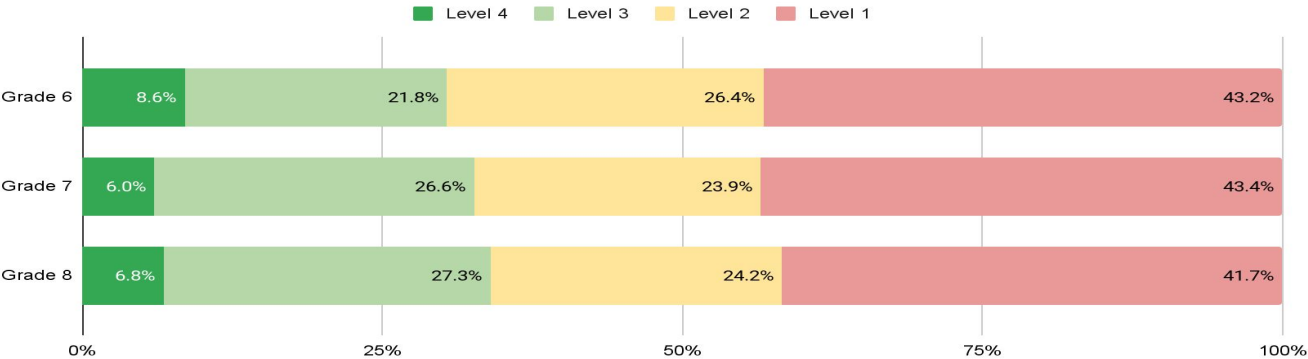


STAR Reading by Grade Level

The growth trends that we saw in the winter were not sustained into the spring.

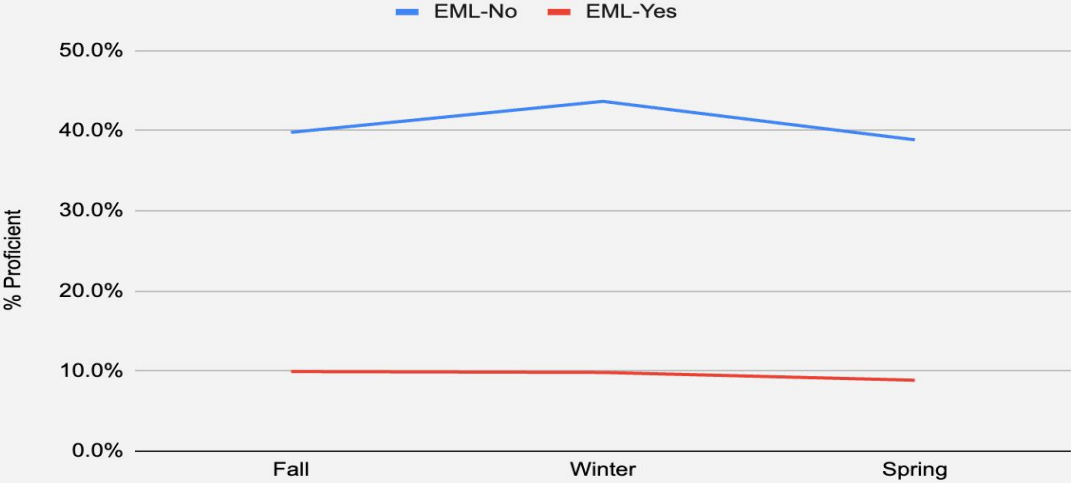
Proficiency levels are fairly consistent across grade bands

STAR Reading Proficiency Levels - Spring 2025



Level 4	Above Grade Level
Level 3	At Grade Level
Level 2	Below Grade Level
Level 1	Well Below Grade Level

STAR Reading by EML Status 2024-25

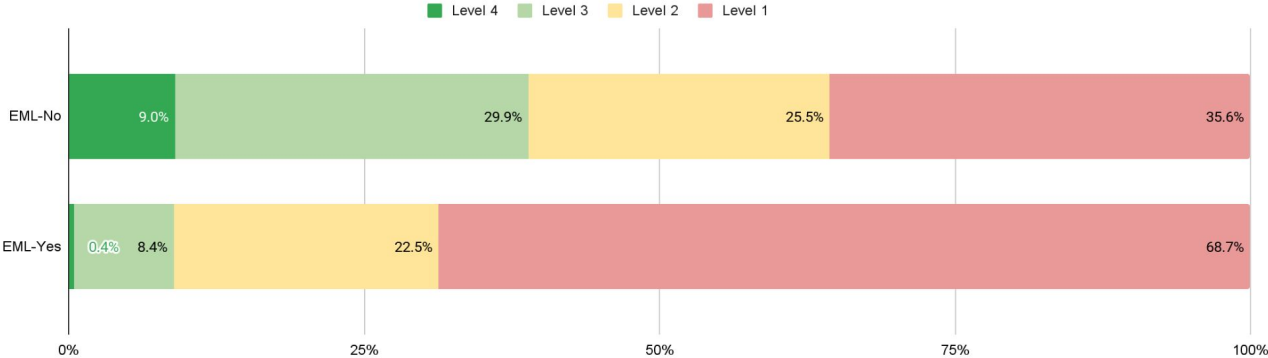


STAR Reading by Emergent Multi-Lingual (EML) Status

There is a persistent gap in proficiency levels between EML and non-EML students.

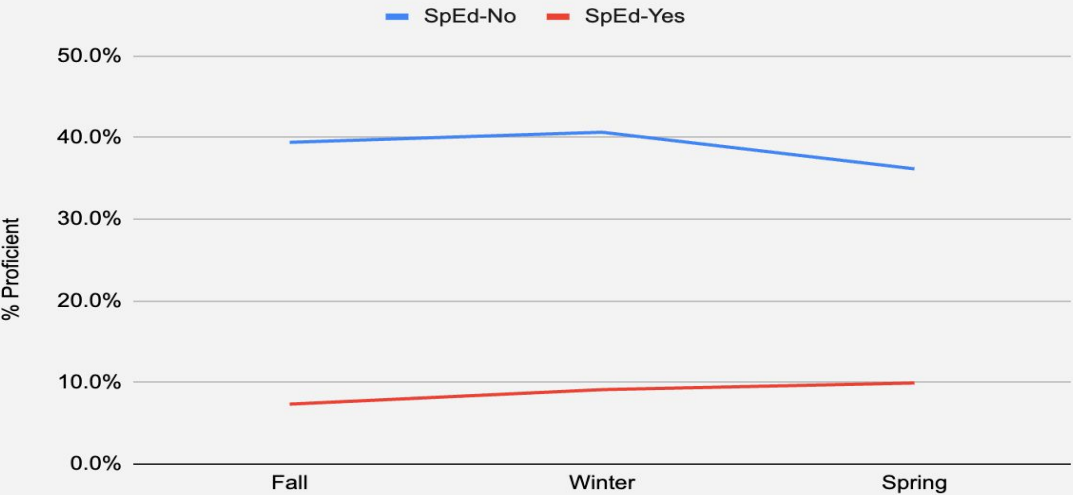
The overall trend in proficiency was similar for both groups.

STAR Reading Proficiency Levels by EML Status - Spring 2025



Level 4	Above Grade Level
Level 3	At Grade Level
Level 2	Below Grade Level
Level 1	Well Below Grade Level

STAR Reading by SpEd Status 2024-25

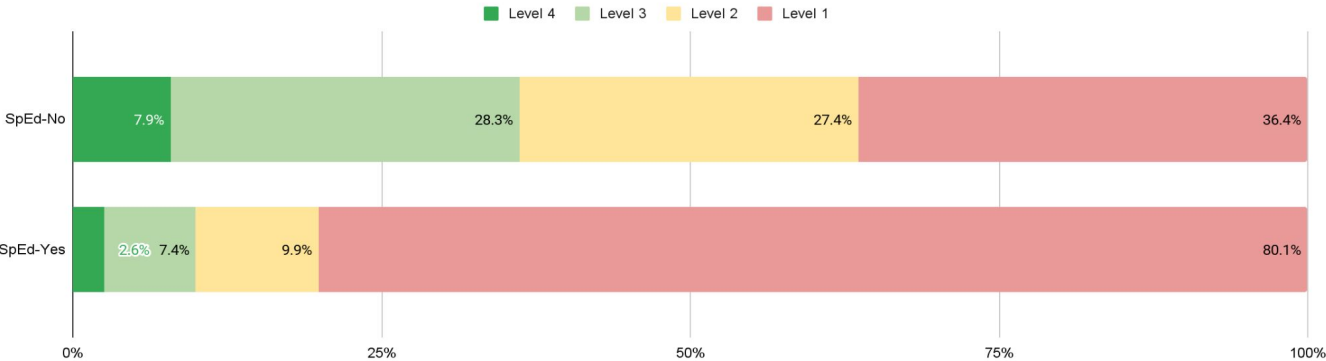


STAR Reading by Special Education (SpEd) Status

While the general population showed a decrease in the % of students demonstrating proficiency, SpEd students showed moderate improvement.

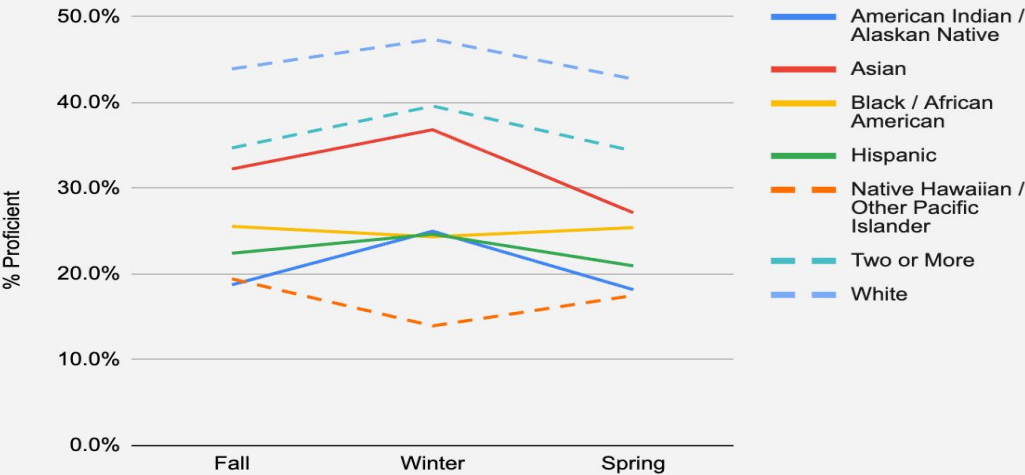
There is a significant gap in proficiency levels between SpEd and non-SpEd students.

STAR Reading Proficiency Levels by SpEd Status - Spring 2025



Level 4	Above Grade Level
Level 3	At Grade Level
Level 2	Below Grade Level
Level 1	Well Below Grade Level

STAR Reading by Race/Ethnicity - 2024-25

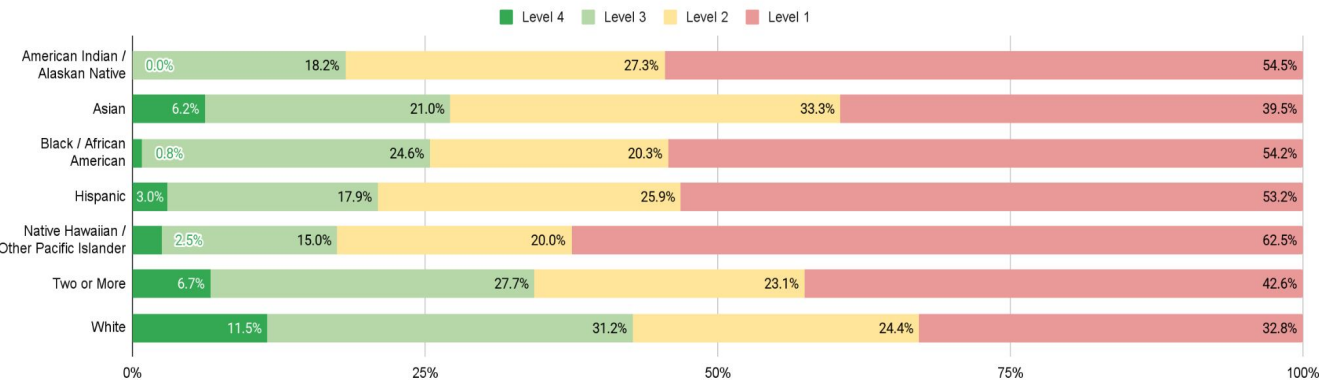


STAR Reading by Race / Ethnicity

While most groups saw a decrease in proficiency between the winter and spring assessments, Black and Pacific Islanders demonstrated growth.

White students, Asian students, and students who identify as two-or-more races have consistently higher proficiency rates than their peers.

STAR Reading Proficiency Levels by Race / Ethnicity - Spring 2025



Level 4	Above Grade Level
Level 3	At Grade Level
Level 2	Below Grade Level
Level 1	Well Below Grade Level

Secondary Literacy Strategies

Embedded with common instruction strategies to support EMLs & students with disabilities.

Adolescent Literacy Framework

We will be working with our administrators and teachers to unpack the newly released [Oregon Adolescent Literacy Framework](#).

Literacy Strategies

- Developing vocabulary routines in all grade levels / content areas.
- Partner reading
- Summarization

Co-Planning / Co-Teaching

Continue our work with TSI schools with a focus on co-planning / co-teaching by grade level & content area.





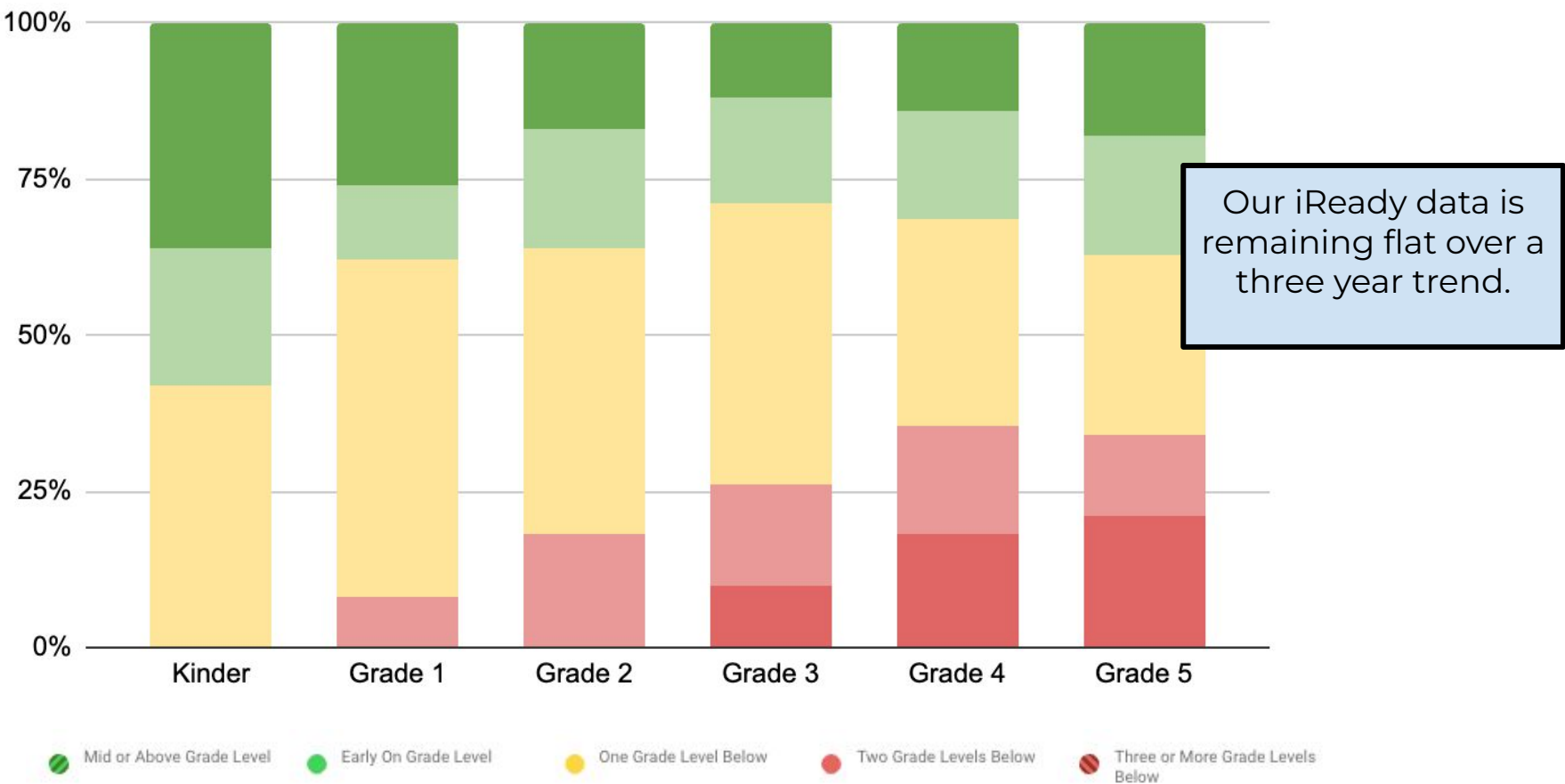
02

Math

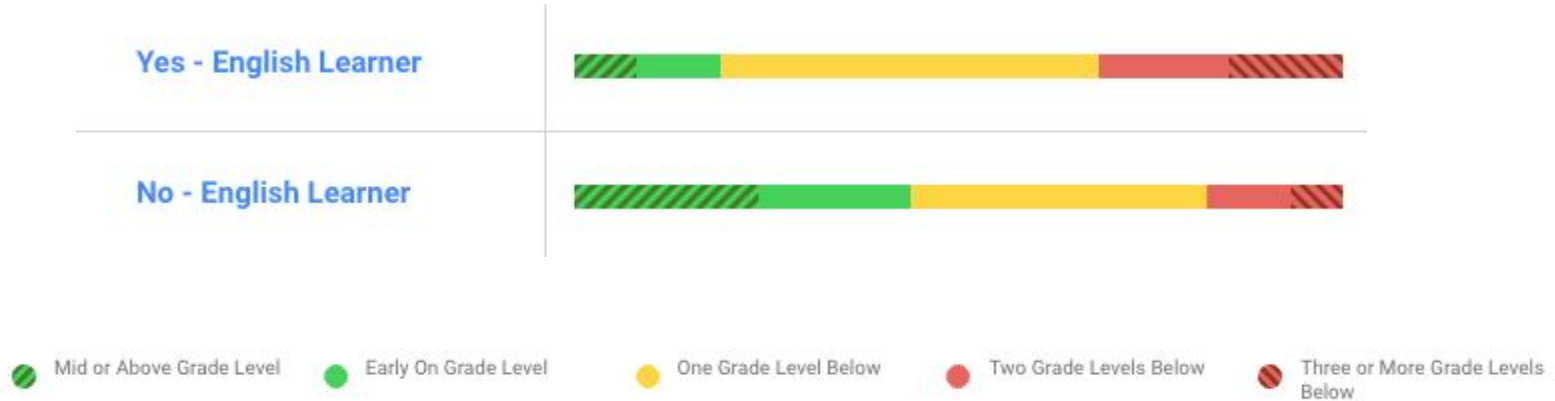
- Spring iReady & STAR Math data
- Math data by EML Status, Sped Status, & Race/Ethnicity
- Math Achievement Improvement Strategies



iReady Math Spring 2025



iReady Math Spring 2025 Diagnostic Results



iReady Math by EML Status

19% of GBSD EMLS are at or above grade level, compared to 44% of non EMLs.

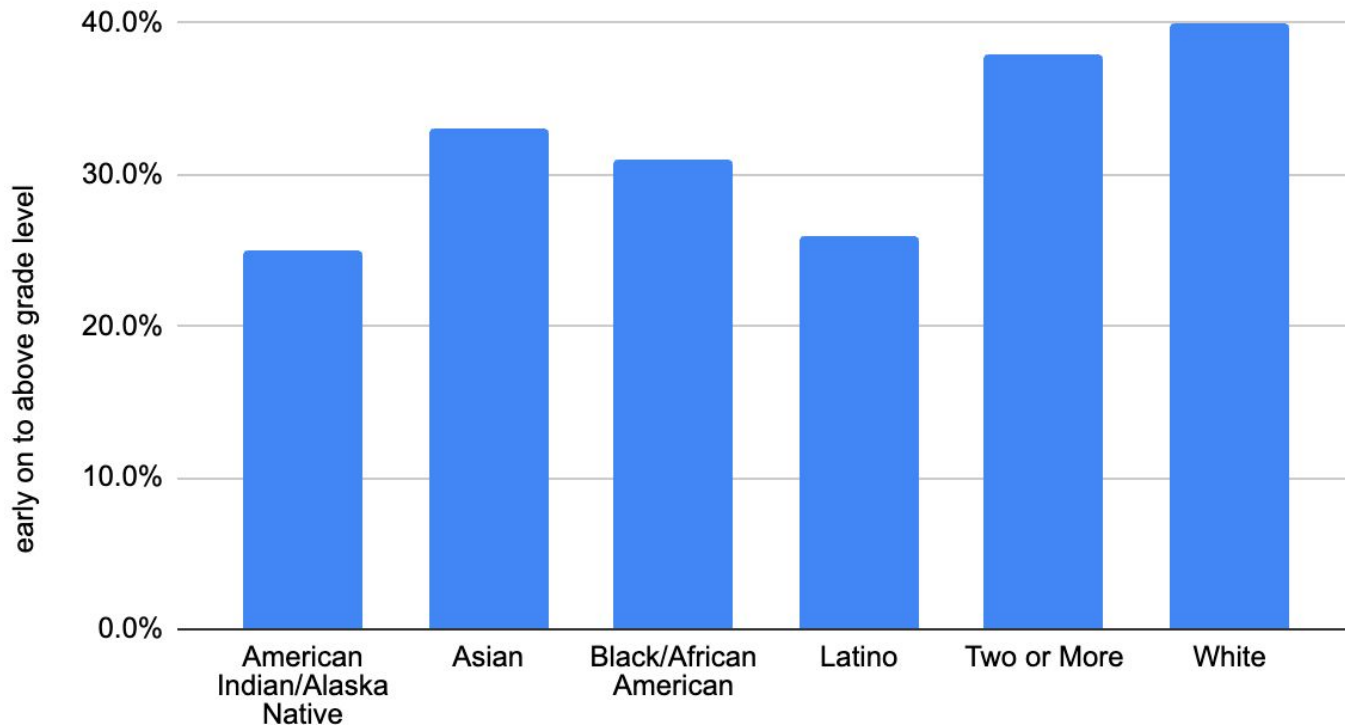
iReady Math Spring 2025 Diagnostic Results



iReady Math by Special Education Status

18% of GBSD Students with IEPs are at or above grade level, compared to 41% students who do not have IEPs.

Early on to Above Grade Level - K-5 Students iReady Math

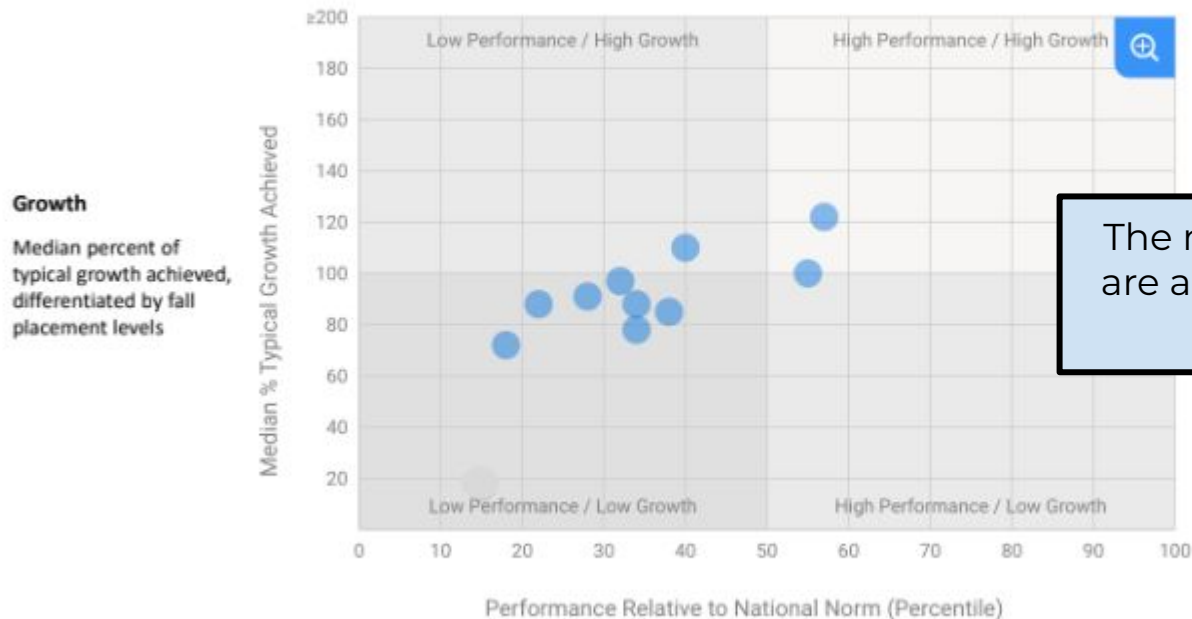


iReady Math by Race/Ethnicity

White students, and students who identify as two-or-more races measure higher proficiency than their peers.

How Did Students in Schools Across the District Grow from Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth



The majority of our schools are achieving low growth & low performance.

Elementary Math Strategies

Embedded with common instructional strategies/routines to support EMLs & students with disabilities.

Conceptual Understanding

Math labs/planning focused on math practices that lead to conceptual understanding.

students carry the cognitive load.

Instructional Leadership

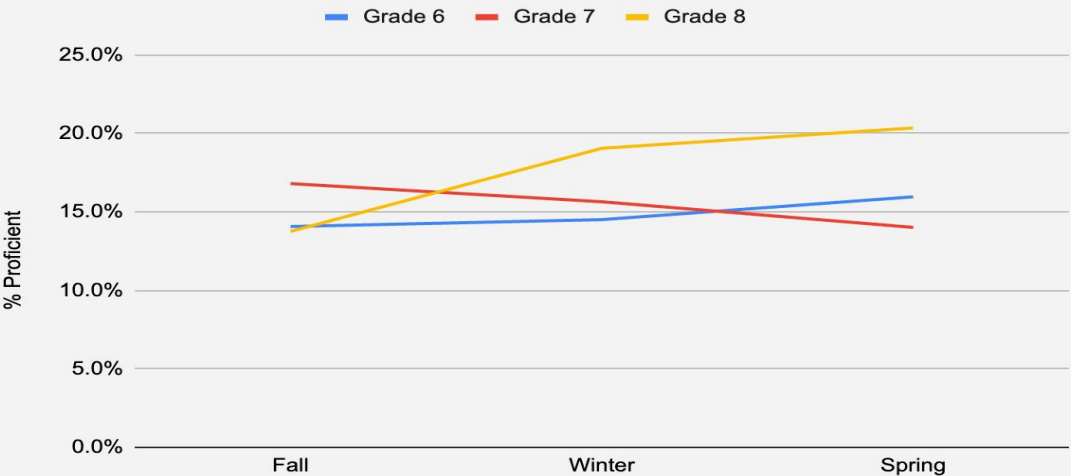
Principals will lead a series of PDs focused on the try-discuss-connect routine. Principals will participate in math walkthroughs alongside an iReady coach.

Increase Focused Planning

Evaluate meeting structures leading to increased teacher math PLCs.



STAR Math 2024-25

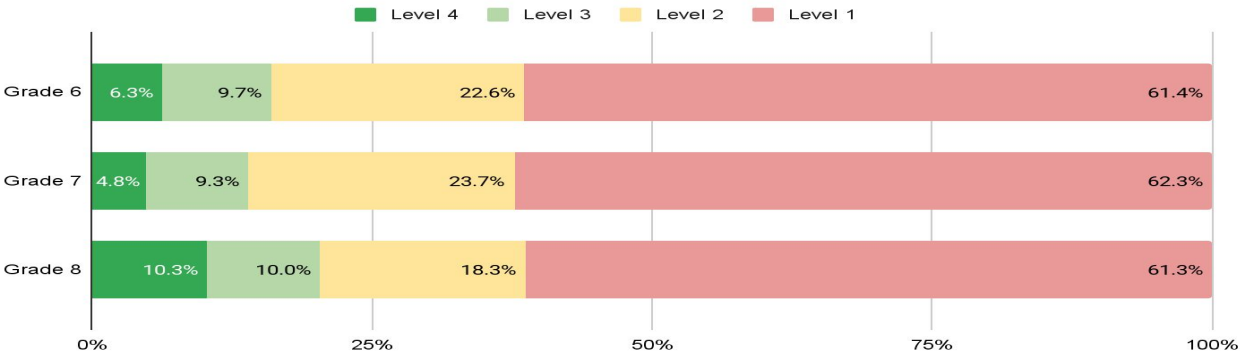


STAR Math by Grade Level

Students in grades 6 and 8 demonstrated growth in math proficiency.

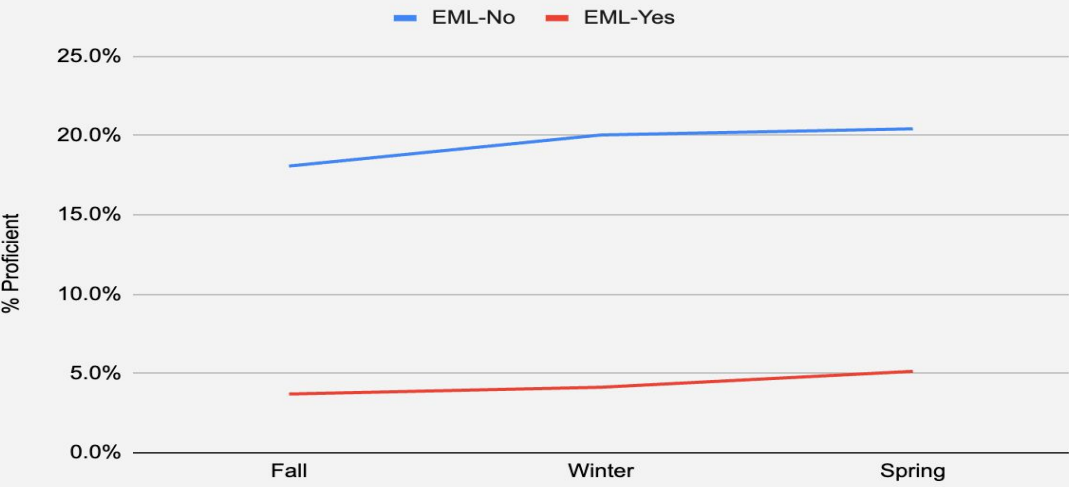
Proficiency levels are fairly consistent across grade bands

STAR Math Proficiency Levels - Spring 2025



Level 4	Above Grade Level
Level 3	At Grade Level
Level 2	Below Grade Level
Level 1	Well Below Grade Level

STAR Math by EML Status 2024-25

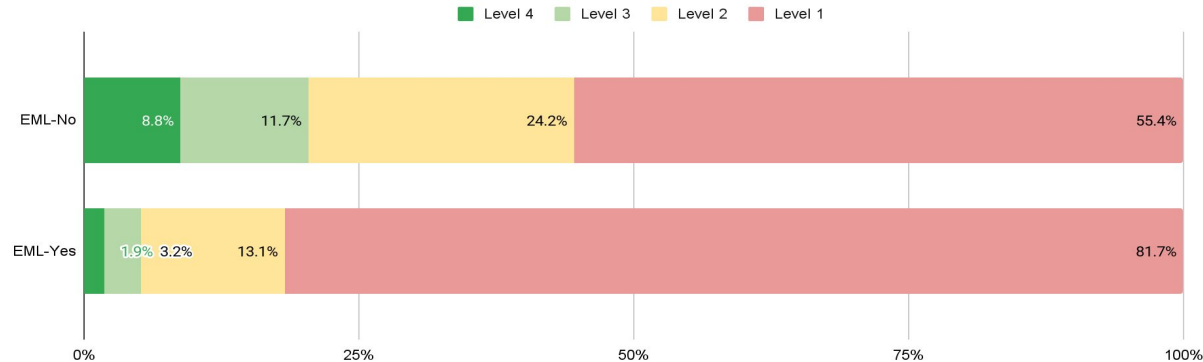


STAR Math by Emergent Multi-Lingual (EML) Status

Students in both groups demonstrated growth in math proficiency.

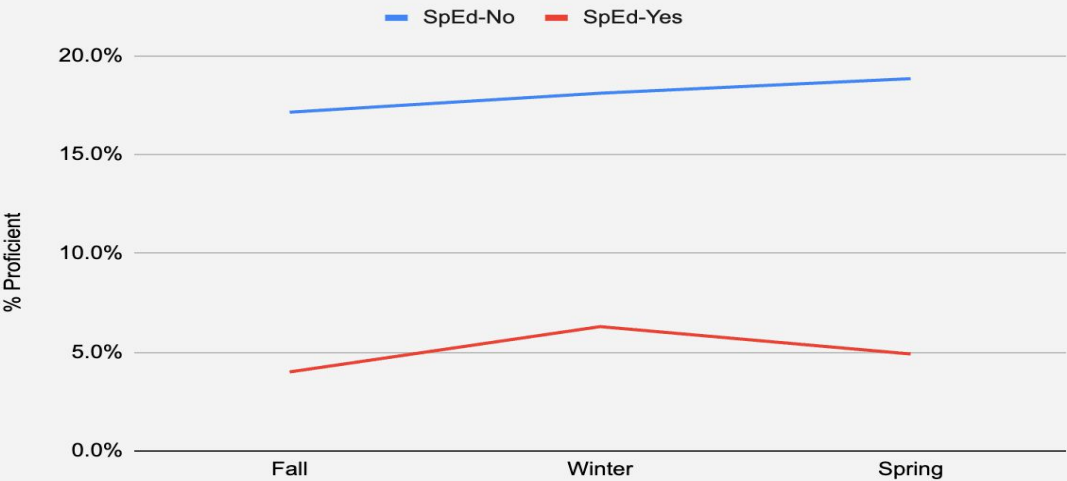
There is still a significant gap in proficiency levels between the two groups.

STAR Math Proficiency Levels by EML Status - Spring 2025



Level 4	Above Grade Level
Level 3	At Grade Level
Level 2	Below Grade Level
Level 1	Well Below Grade Level

STAR Math by SpEd Status 2024-25

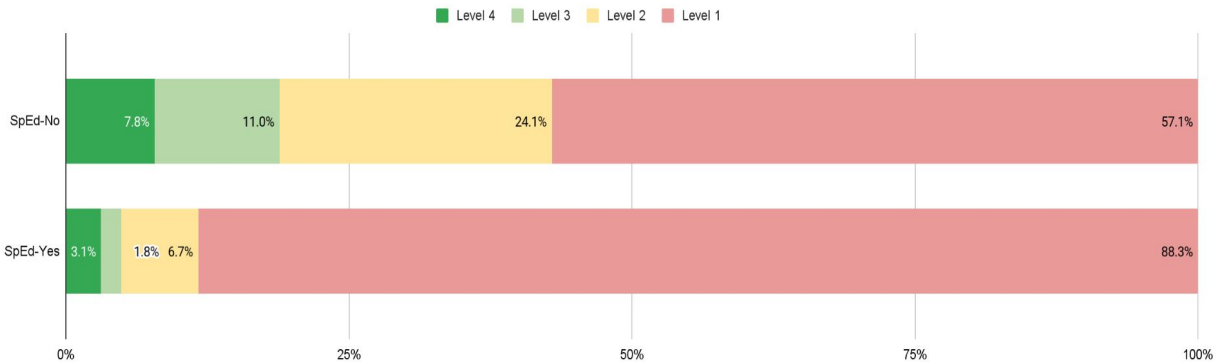


STAR Math by Special Education (SpEd) Status

While non-SpEd students showed consistent growth from Fall to Spring, this trend was not mirrored by our SpEd students.

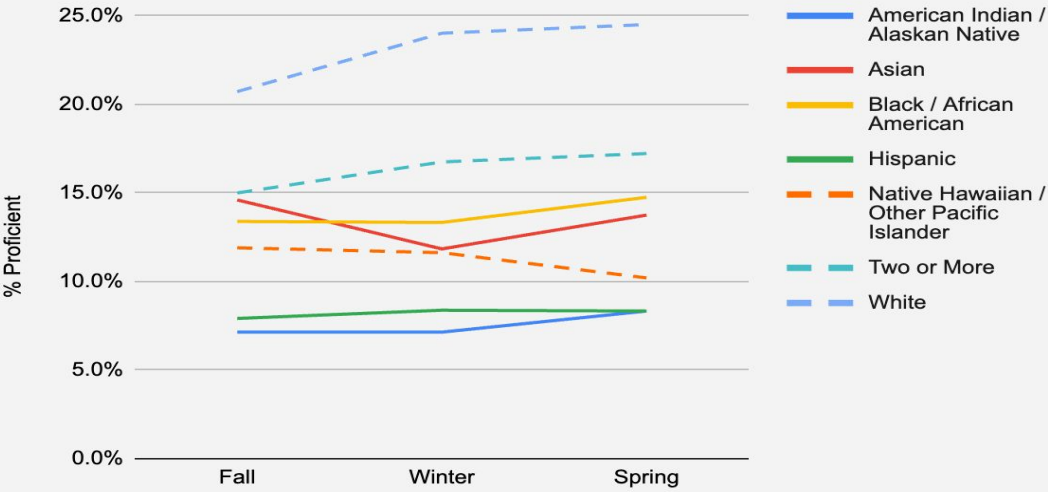
There is still a significant gap in proficiency levels between the two groups.

STAR Math Proficiency Levels by SpEd Status - Spring 2025



Level 4	Above Grade Level
Level 3	At Grade Level
Level 2	Below Grade Level
Level 1	Well Below Grade Level

STAR Math by Race/Ethnicity - 2024-25

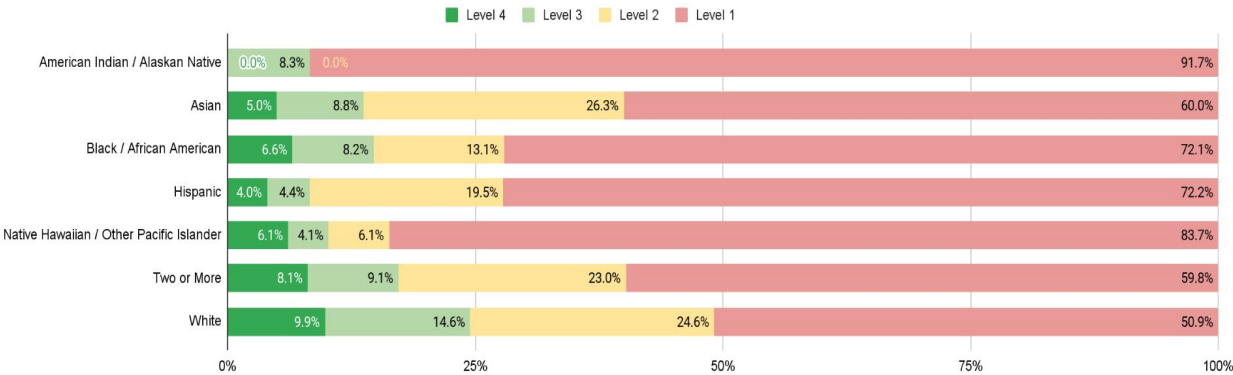


STAR Math by Race/Ethnicity

Most of the student groups showed growth in their math proficiency with the exception of our Pacific Islanders.

White students, and students who identify as two-or-more races have consistently higher proficiency rates than their peers.

STAR Math Proficiency Levels by Race / Ethnicity - Spring 2025



Level 4	Above Grade Level
Level 3	At Grade Level
Level 2	Below Grade Level
Level 1	Well Below Grade Level

Secondary Math Strategies

Embedded with common instruction strategies to support EMLs & students with disabilities.

STAR Training

Continued work on how to utilize results from the STAR assessment to inform instruction.

Create student ownership of their data.

Building Thinking Classrooms

Professional learning around strategies that center student thinking and elevate discourse.

Co-Planning / Co-Teaching

Continue our work with TSI schools with a focus on co-planning / co-teaching by grade level & content area.







03

Attendance

- 8 Year Trends by Level
- Attendance by Race/Ethnicity by Level
- Attendance Improvement Strategies



Gresham-Barlow Board Conditions 2024-2025

SAFETY	An environment in which physical security, emotional support, and intellectual freedom coexist through shared accountability, care, and respect.	
BELONGING	The connection of students, staff, and community to their schools and to each other, recognizing that each individual is a valuable part of our educational community.	
OPPORTUNITY	An awareness of and unhindered access to quality instruction and breadth of experiences that ignite curiosity and develop skills to launch students toward personal fulfillment and positive contributions to society.	
ACHIEVEMENT	The intentional, determined, and confident pursuit of individual and collective excellence through the development of critical thinking, creativity, and problem-solving skills.	

On-Track Attendees

(student attending 90% of more of days, source Panorama June 2025)

3.2% Increase

5 of 7 sub-groups sorted by Race/Ethnicity increased the number of student on-track by an average of 3.2%.

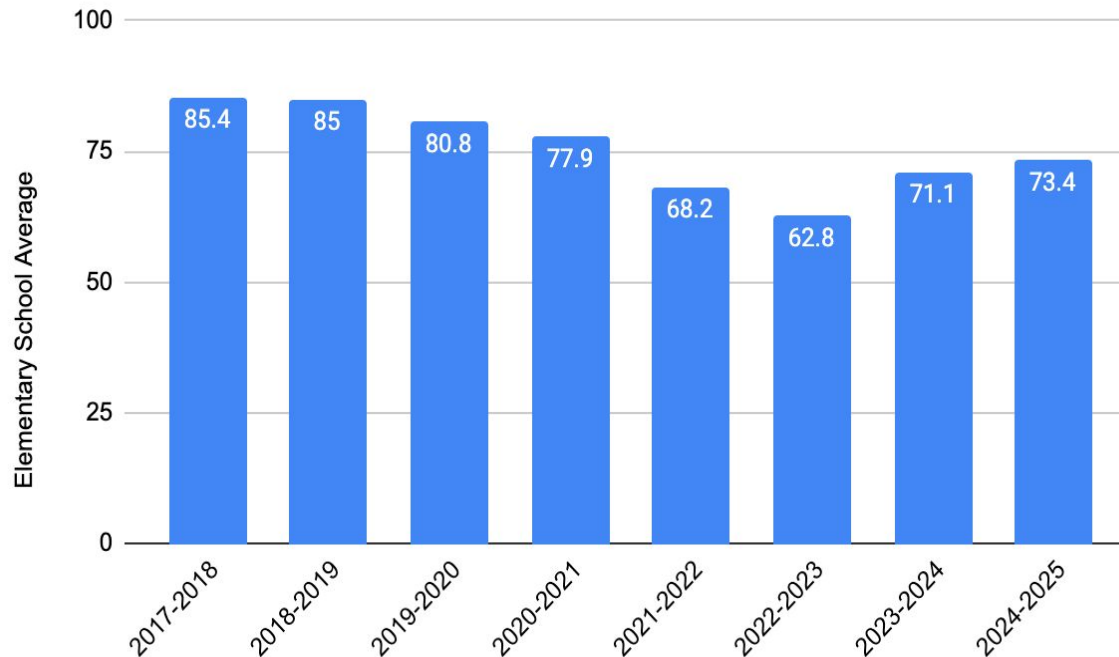
5% Increase

Overall district-wide attendance increased by 5% over the past 2 years.

Staff collective efforts to improve student attendance are moving the dial!

Percentage of Students on-track for Attendance

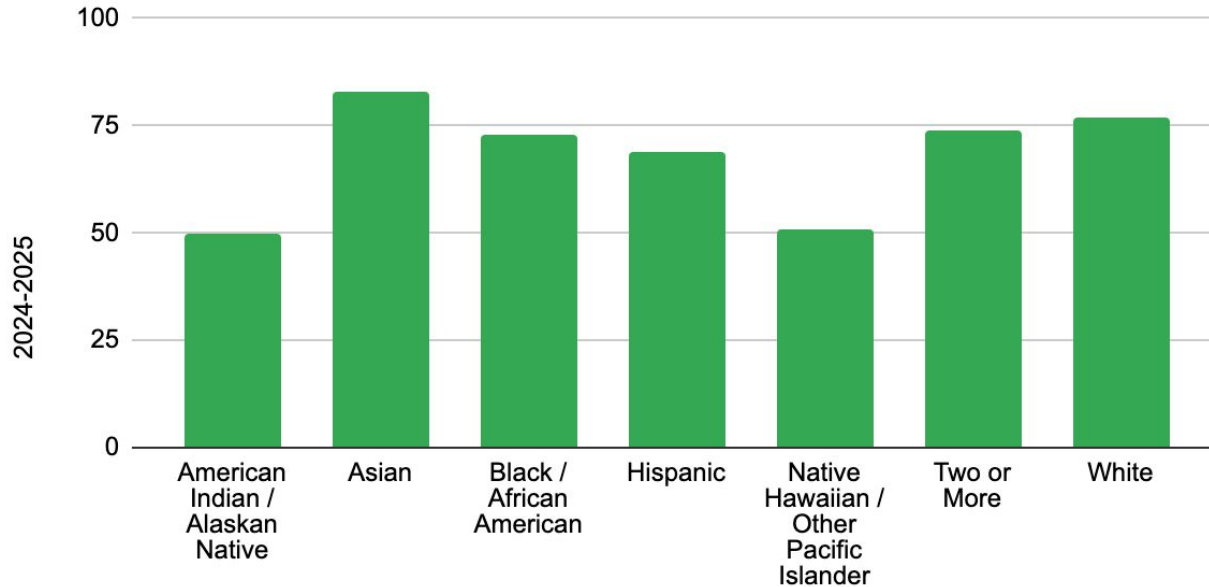
Elementary School Average - Data from Panorama



Elementary attendance is improving.

Percentage of Students on-track for Attendance

Elementary Attendance by Race/Ethnicity

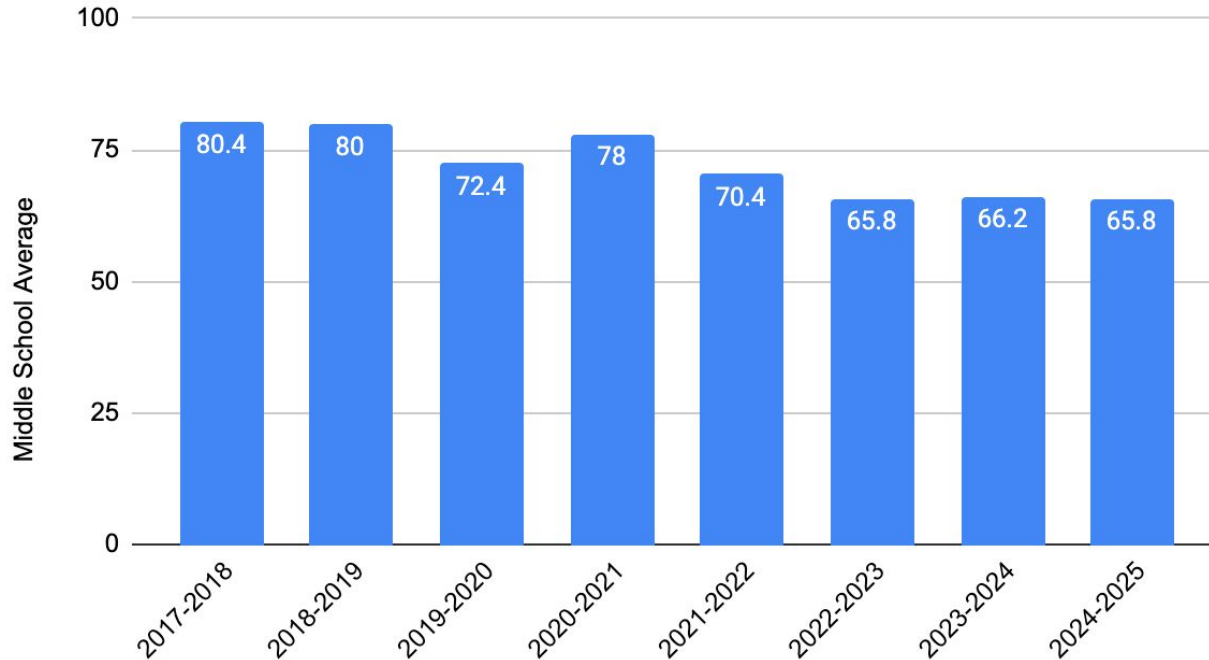


Elementary attendance for 6 of 7 subgroups is improving

Elementary Attendance by Race/Ethnicity

Percentage of Students on-track for Attendance

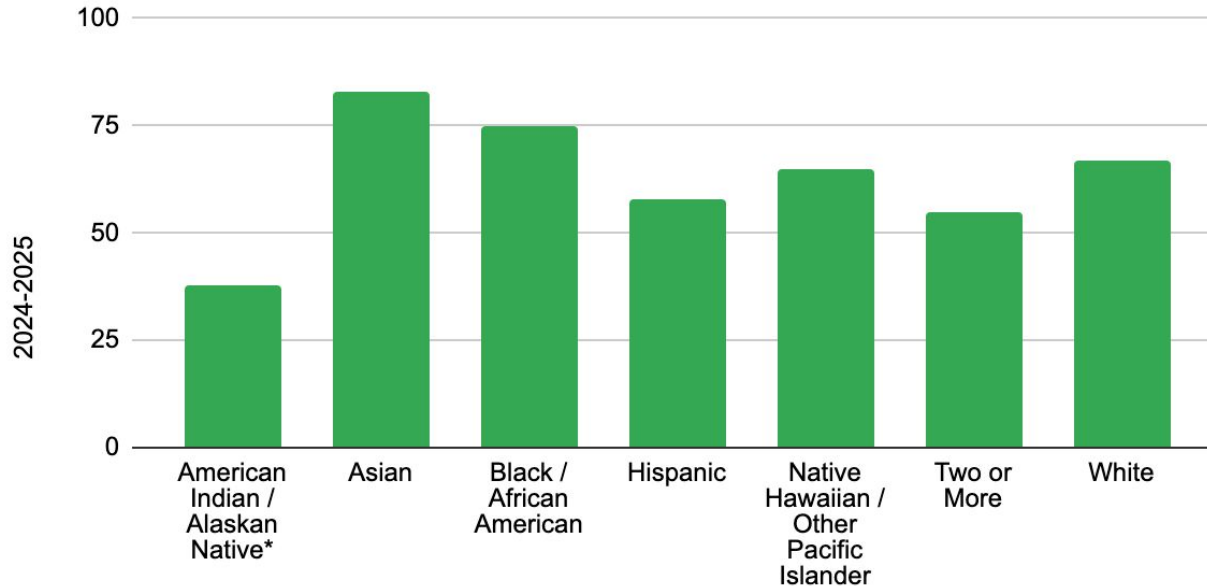
Middle School Average - Data from Panorama



Growth in Middle School attendance remains flat.

Middle School attendance by Race/Ethnicity.

Middle School Attendance by Race/Ethnicity

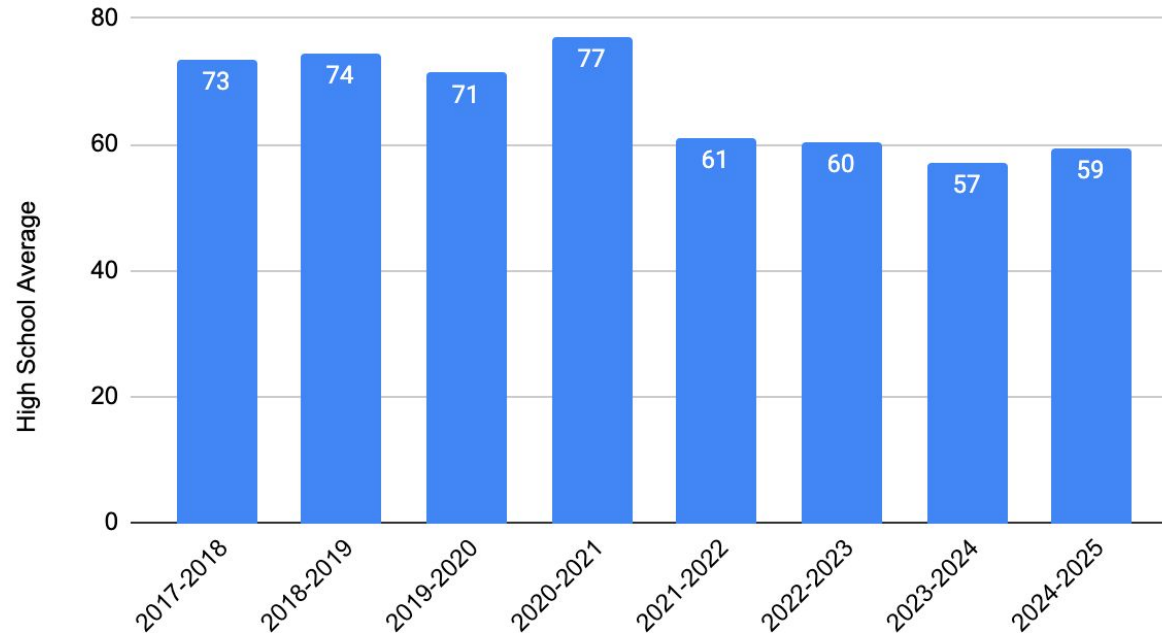


Growth in sub groups remains flat.

Middle School Attendance by Race/Ethnicity

Percentage of Students on-track for Attendance

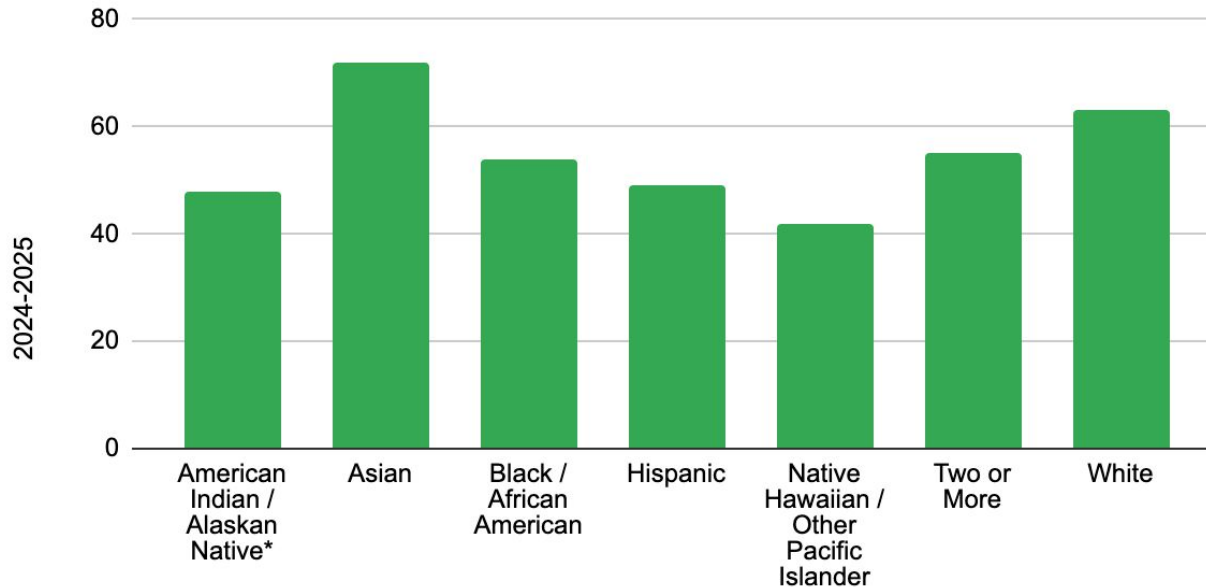
High School Average - Data from Panorama



Growth in high school attendance remains flat.

High School attendance by Race/Ethnicity.

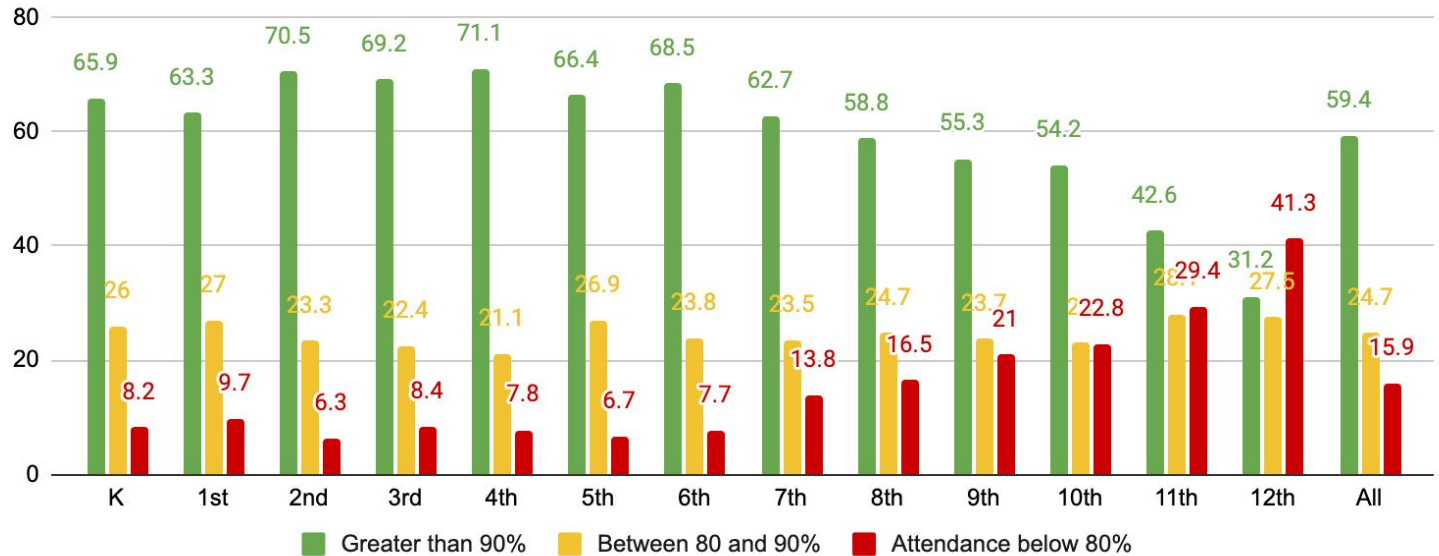
High School Attendance Ethnicity Data



Growth in sub groups remains flat.

Attendance Distribution by Grade Level

Attendance by Grade and Zone: 6/13/2025



Layered Attendance Strategies 2025-2026

Attendance Framework

Guides tiered supports for school teams.

Increase Belonging

Transformative SEL implementation promotes belonging.

Classroom Engagement

PBIS Teams focus classroom engagement strategies.

State-wide Collaboration

Directors collaborate with others across the state.

Be Here!

Strive for fewer than 8 absences a year.





04 Emerging Multilingual Learners

2023-2024



Gresham-Barlow Board Conditions 2024-2025

SAFETY	An environment in which physical security, emotional support, and intellectual freedom coexist through shared accountability, care, and respect.	
BELONGING	The connection of students, staff, and community to their schools and to each other, recognizing that each individual is a valuable part of our educational community.	
OPPORTUNITY	An awareness of and unhindered access to quality instruction and breadth of experiences that ignite curiosity and develop skills to launch students toward personal fulfillment and positive contributions to society.	
ACHIEVEMENT	The intentional, determined, and confident pursuit of individual and collective excellence through the development of critical thinking, creativity, and problem-solving skills.	

English Learners in Oregon

Annual Report 2023-24

June 2025



Multilingual Learners

- **Current Emergent Multilinguals** are students who were learning English in an ELD program during the 2023-24 school year.
 - Newcomers are students who have **recently arrived from another country** and are **still learning English**
 - Students with Limited or Interrupted Education (SLIFE)
 - Long Term as students who have been receiving English Language Development (ELD) services for the **majority of their schooling**, specifically more than **five years**
- **Monitor** EMLs are a subset of former English learners who are monitored for four years after exiting the EL services.
- **Former** are multilingual students who demonstrated English proficiency and exited an ELD program over four years prior to the 2023-24 school year
- **Ever English learners** are the combination of current, monitored, and former English learners.

Table 1. Districts with the highest number of current English learners in 2023-24.

District Name	Percentage of Current English Learners	Number of Current English Learners
Salem-Keizer SD 24J	22.0	8,349
Beaverton SD 48J	16.6	6,320
Portland SD 1J	10.0	4,369
Hillsboro SD 1J	21.2	3,969
Reynolds SD 7	33.7	3,260
David Douglas SD 40	28.3	2,467
Woodburn SD 103	45.8	2,427
North Clackamas SD 12	13.7	2,307
Gresham-Barlow SD 10J	16.1	1,841
Centennial SD 28J	28.2	1,539

Multilingual Students District-Wide

- 67% Spanish
- 7% Russian
- 4% Arabic
- 3% Ukrainian

On Trak to English Language Proficiency

Figure 2: Trajectory Expectations by Year for English Learners Who are Not SIFE and/or SWD

Years Identified as an English Learner (Not SWD or SIFE)								
Initial Domain Proficiency	<1.5	1.5 to <2	2 to <3	3 to <4	4 to <5	5 to <6	6 to <7	7 or More
1	Not Included	1	2	2	3	3	3	4 or 5
2	Not Included	2	3	3	3	4 or 5		
3	Not Included	3	3	3	4 or 5			
4 or 5	4 or 5							

On Trak to English language Proficiency

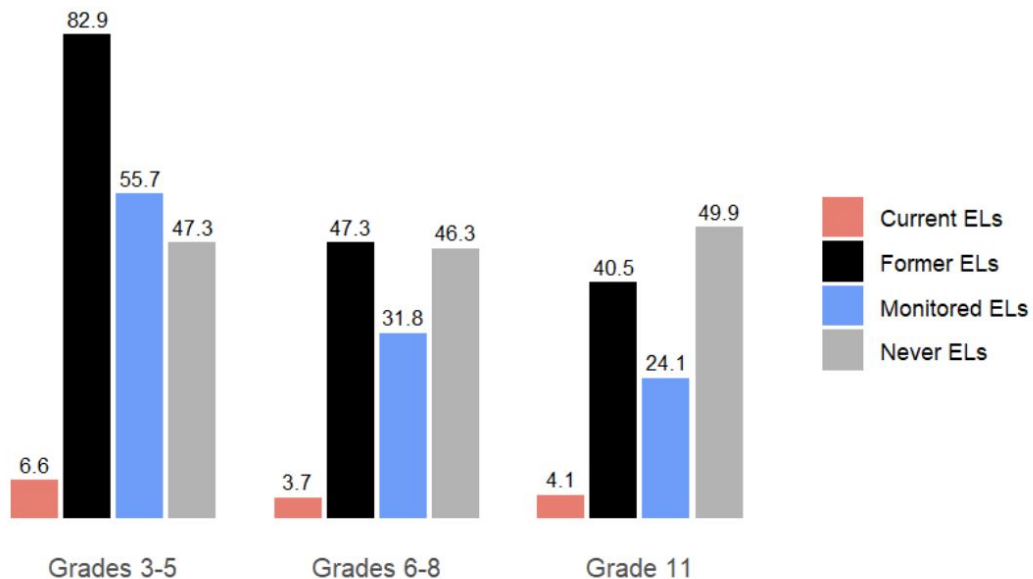
Grade	Total Number of EMLs	Total MLs On Track to EL	% of MLs On Track to ELP	% of MLs On Track To ELP in OR
ALL	1519	659	43%	
ES	765	461	60%	60%
MS	325	111	34%	32%
HS	429	87	20%	26%

Multilingual Learners with Disabilities

Grade Group	Total Number of Students	Total MLs On Track to ELP	% of MLs On Track to ELP	% of MLs On Track to ELP in OR
ALL	321	74	23%	
ES	136	56	41%	42%
MS	67	11	16%	18%
HS	118	7	6%	9%

Example

Figure 16. Percentage of current, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2023-24¹¹



States Revenue and Expenditure for Current English Language Learners

- On average, the per-pupil funding amount in 2023-24 was \$10,104.23
- In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is $0.5 \times \$10,104$ or \$5,051.99 per current English learner.
- Altogether, the state allocated \$272,834,469 for these additional English learner funds in the 2023-24 school year as a part of the state school fund.

What are we doing to support our EMLs?

- Common use of instructional strategies and routines to support EMLs and students experiencing disabilities.
- We continue to expand Co-planning & Co-teaching models to promote equitable access for all learners (Scaffolding for Success)
- We continue to expand our DLI program to serve our growing Spanish speaking population in a culturally responsive way as we enrich the linguistic repertoire of all students.



Thank you!



Inspire, Empower, THRIVE