Greater Albany Public School District 8J
718 Seventh Avenue SW
Albany, OR 97321

REGULAR MEETING

Agenda

Monday, August 17, 2026 6:00 PM

Andy Gardner, Superintendent

Greater Albany Public School Board meetings are audio recorded to ensure accuracy of meeting minutes.

Mission:
Building bridges to lifelong learning and brighter futures.

Values and Beliefs:
Build lifelong learners
Respect individuals and community
Instruct at the highest level, preparing students for life
Design systems that represent all voices
Grow social, emotional, and physical well being
Engage multiple perspectives
Strengthen relationships

A. CALL TO ORDER (6:00 p.m.)
B. PLEDGE OF ALLEGIANCE
C. APPROVAL OF AGENDA
D. BOARD BUSINESS
- ***1. Board Member Oath of Office - Brad Wilson*** ***3***
- ***2. Board Governance Calendar - Approve - Brad Wilson*** ***4***
- ***3. Public Comment Discussion - Brad Wilson*** ***6***

E. DISTRICT LEADERSHIP TEAM UPDATES
- ***1. Superintendent Report - Andy Gardner*** ***10***
  - ***a. Class Size Report***
- ***2. Business Financial Report - Jane Nofziger*** ***17***
  - ***a. PERS Discussion***
- ***3. Human Resource Report - Susie Orsborn***
  - ***a. Literacy MOU / School Calendar Update - Susie Orsborn***

F. BOARD REPORTS
- ***1. Board Member Reports***
  - ***a. Long Range Facility Advisory Committee Update (LRFAC) - Stephanie Lunceford / Sean Taylor***

G. COMMITTEE, COMMUNITY AND SCHOOL PRESENTATIONS
- ***1. WAHS - Building a Culture of Belonging - Rich Engel*** ***25***

H. CONSENT AGENDA
- ***1. Personnel - Licensed*** ***37***
- ***2. Personnel - Classified*** ***38***
- ***3. Minutes - Regular Board Meeting - 6-15-26*** ***39***
- ***4. MOU - GAEA - Article 28 - Professional Development*** ***44***

I. OLD BUSINESS
- ***1. 2026-27 School Calendar - Update - Susie Orsborn*** ***46***

J. REPORTS

1. Accountability Report - Math/Reading - Bruce Schmidt ***48***

K. NEW BUSINESS

1. Curriculum Adoption - K-5 Health - Bruce Schmidt / Stacey Lee ***58***

L. OTHER BUSINESS (Information Only)

1. English Learners Report - Bruce Schmidt ***65***

M. COMMENTS FROM THE PUBLIC

1. In-Person or Virtual Public Comment - Brad Wilson

2. Written Public Comments - Brad Wilson

N. FUTURE AGENDA ITEMS

O. ADJOURN

DATES OF INTEREST TO THE SCHOOL BOARD
August 19 - PrePlanning @ District Office, 8:00 am*
September 14 - Regular Board Meeting @ District Office, 6:00 pm
October 19 - Listening Session @ District Office, 5:30 pm (Chair Wilson and Vice Chair Taylor)
October 19 - Regular Board Meeting @ District Office, 7:00 pm

*Executive Session and Pre-Planning meetings are not open to the public.

Meetings are open to the public either in person or virtually on the district's YouTube Channel.

ORS 192.640(1) The governing body of a public body shall provide for and give public notice, reasonably calculated to give actual notice to interested persons including news media which have requested notice, of the time and place for holding regular meetings. The notice shall also include a list of the principal subjects anticipated to be considered at the meeting, but this requirement shall not limit the ability of a governing body to consider additional subjects.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting to the Greater Albany Public School District, Chris Green (541) 967-4511.

Closed Captioning information is available at https://albany.k12.or.us/about/closed-captioning

Greater Albany School District 8J

Code: BBBB
Adopted: 6/28/21

Board Member Oath of Office

Any elected or appointed Board member must qualify by taking an oath of office before assuming the duties of office. The oath of office will be in the following form:

> I, _____, do solemnly swear (or affirm) that I will support the Constitution of the United States, the Constitution of the state of Oregon and the laws thereof, and the policies of the Greater Albany School District. During my term, I will faithfully and impartially discharge the responsibilities of the Office of School Board Member to the best of my ability.

END OF POLICY

Legal Reference(s):

ORS 332.005

2026-27 Board Governance Calendar (DRAFT)

Month/Date	Document due date	Board Business	Staff/Student Recognition	District Leadership Team Updates	Committee, Community and School Presentations	Consent Agenda	New/Old Business	Reports	Other Business Items
July - No meeting									
August 17	August 7	New Board Member (Oath of Office)		Superintendent Update - Class Size Report		Personnel Reports	Board Policy (as needed)	APC Reporting	Administrative Regulations
		Board Governance Calendar - Approve		Business Financial Update - PERS Discussion		Minutes	Curriculum Adoption - K-5 Health	Accountability Report - Math/Reading (Spring/previous year)	English Learners Report (R)
		Public Comment		Human Resources Update - Literacy MOU / Calendar Update		MOU - GAEA	School Calendar - Update		
September 14		Board Working Agreements	Athletics/Activities Recognition	Superintendent Update	SRO Report	Personnel Reports	Board Policy (as needed)	Restraint/Seclusion Report (R)	Administrative Regulations
				Superintendent Goals (2026-27)		Minutes		Special Programs	Summer School Report
				Business Financial Update - Unemployment costs				Operations Report	
October 19		Board Goals		Superintendent Update - Class Size Report	School Report - Oak	Personnel Reports	Board Policy (as needed)	Integrated Guidance Report	Administrative Regulations
(Listening Session)				Business Financial Update - Bond Financing	School Report - Periwinkle	Minutes		Division 22 (R)	
					LRFAC		Budget committee - draft calendar	Equity Update	
November 16		Budget Committee - Discuss/determine process		Superintendent Update	School Report - Tangent	Personnel Reports	Board Policy (as needed)	Health Services Report	Administrative Regulations
		OSBA Elections		Business Financial Update	School Report - Lafayette	Minutes	Budget committee - adopt calendar (R)	Accountability Report - Math/Reading (Fall)	
				Human Resource Update - Staffing Report	School Report - Waverly		LRFAC - Approve recommendations		
December 14		Budget Committee - Approve application / Appoint board members	Athletics/Activities Recognition	Superintendent Update		Personnel Reports	Board Policy (as needed)	School and District Data (Report Cards/Test Scores)	Administrative Regulations
(Listening Session)				Superintendent Goals Update	School Report - Sunrise	Minutes	SIA Grant Agreement w/ Public Comment	Bilingual Education Program (BEP)	
				Business Financial Update	School Report - Central/Takena		Audit Report (includes SIA audit)		
January 25			School Board Recognition Month	Superintendent Update	School Report - Meadow Ridge	Personnel Reports	Board Policy (as needed)	Operations Report	Administrative Regulations
				Business Financial Update	School Report - South Shore	Minutes	School Bus Plan/Purchase Request		
February 22		Budget Committee Appointments (R)		Superintendent Update - Class Size Report	School Report - Liberty	Personnel Reports	Board Policy (as needed)	Graduation Rates	Administrative Regulations
		Superintendent Evaluation - Discuss process		Business Financial Update	School Report - NAES	Minutes	LBL-ESD Local Services Plan (R)	Equity Update	
				Human Resource Update - Staffing Report	School Report - Oak Grove		School Calendar (R)		
							Interdistrict Transfers (R)		
March 8		Board Meeting Annual Calendar (R)	Athletics/Activities Recognition	Superintendent Update	School Report - Timber Ridge	Personnel Reports	Board Policy (as needed)	Accountability Report - Math/Reading (Winter)	Administrative Regulations
(Listening Session)		Superintendent Evaluation - Review/Approve Process		Business Financial Update	School Report - CMS	Minutes			
						Contract Renewals/Extensions (R)			
April 19			Athletics/Activities Recognition	Superintendent Update	School Report - MMS	Personnel Reports	Board Policy (as needed)		Administrative Regulations

2026-27 Board Governance Calendar (DRAFT)

				Superintendent Goals Update	School Report - NAMS	Minutes			
				Business Financial Update	School Report - AVA				
May 17		Superintendent Evaluation - Executive Session	Athletics/Activities Recognition	Superintendent Update	School Report - SAHS	Personnel Reports	Board Policy (as needed)	Operations Report	Administrative Regulations
(Executive Session)		Student Board Member Recognition		Business Financial Update	School Report - WAHS	Minutes	Nutrition Services Contract (R)		
					School Report - AOS				
June 21		Superintendent Evaluation - Summary Report	Athletics/Activities Recognition	Superintendent Update	SRO Report	Personnel Reports	Board Policy (as needed)	Equity Update	Administrative Regulations
(Listening Session)		Superintendent Contract		Business Financial Update		Minutes	Budget Hearing and Adopt Budget (R)		
		Chair/Vice Chair - Discuss					SRO Contract		
		Board Member Recognition (New/Outgoing) *							
		Certify Election Results *							

* Election years - odd number years

Greater Albany Public Schools 8J

Code: BDDH
Adopted: 2/11/19
Revised/Readopted: 6/28/21; 2/28/22; 4/24/23; 2/10/25
Orig. Codes(s): BDDH

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the program and operation of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

Public Comment Information that includes additional procedure information will be available on the district website and as a handout at Board Meetings.

Comments submitted may not warrant action by the Board or the Superintendent.

Procedures for In Person or Virtual Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.

2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will sign in on the public comment sheet provided for in person public comment or fill out the Public Comment Form available on the district website to request access to provide a virtual public comment.[1] A request to give public comment in-person or virtually does not guarantee time will be available.

3. A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda.

4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the district or work for the district, affiliation with the district (student, parent, staff or community member) and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

[1] When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. The Board chair has discretion to waive time limits or extend the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner.

6. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional comments to the Board using the Written Comments Procedures.

7. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date.

The Board may hear public comment at Board work sessions.

Procedures for Written Comment

Members of the public may submit written comments to the Board by filling out the Public Comment Form available on the district website. Comments submitted by noon on the Board meeting date will be provided to the Board before the Board meeting but will not be read at the Board meeting.

Comments Regarding Specific Student Groups or Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments criticizing specific student groups or individual district staff member. The Board chair, Board member or district staff will direct the visitor to the procedures in published complaint policy procedures for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee's rights will be followed.

END OF POLICY

Legal Reference(s):

ORS 165.535
ORS 165.540
ORS 192.610 - 192.690
ORS 332.057
ORS 332.107

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).
Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).
Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).
Oregon House Bill 2560 (2021).

Public Comment at School Board Meetings

Public Comment is an opportunity to share comments, ideas and opinions with the Board for students, parents, staff members, community members or community organizations.

Public Comment at Board Meetings will follow board policy BDDH. If you have questions about public comment, email Board Secretary Chris Green at chris.green@albany.k12.or.us.

Public Comment Information:

1. Public Comment will be available at the first meeting of each month unless there is a requirement for public comment prior to an action on an agenda item on a different meeting date. Public Comment will be at the end of the agenda and limited to 15 minutes.

2. Commenters will be limited to 3 minutes. Comments should be brief and concise. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to the Superintendent for response or follow up at a later date.

3. To provide Public Comment, you are required to provide the following information:
   - Your name, email address and phone number
   - If you reside within the district or work for the district
   - Affiliation with the District (student, parent, staff member, community member or community organization)
   - Topic you will be sharing with the Board

   The information you provide as well as your comments are matters of public record.

   Petitions, published articles and/or attachments are not to be submitted as part of a public comment.

4. Commenters may offer objective criticism of District operations and programs but the Board will not hear complaints criticizing specific student groups or individual district staff members.

   Concerns and Complaints will be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR(1), copies of which are available at meetings and online at ttps://policy.osba.org/albany/KL/index.asp

5. Undue interruption or other interference with the orderly conduct of Board business will not be allowed.
   - Defamatory or abusive remarks are always out of order.
   - The Board Chair will terminate the ability to continue providing the comment if, after being called to order, the commenter persists in improper conduct or remarks.
   - Commenter may lose future public comment privileges if commenter persists in improper conduct or remarks during public comment.

To provide public comment IN WRITING:

1. Review the Public Comment Information.
2. Fill out the Public Comment Form by noon on the board meeting date. (Scan QR code)
3. Public comments will be added to the board packet after the meeting and will be included in the updated board packet available on the website. Your email address or phone number will not be included in the public comment information in the board packet.
4. Written public comments will be read independently by the Board prior to the meeting but will not be summarized or read during the meeting.

   Public comments submitted that do not follow the policy or the Public Comment Information will not be entered into record.

To provide public comment IN PERSON:

1. Review the Public Comment Information handout.
2. Complete all of the information on the "Public Comment Sign In Sheet", which can be found on a table near the lobby entrance to the meeting room. If complete information is not provided, you will be unable to provide public comment.
3. The sign in sheet will be available 15 minutes before the beginning of the board meeting and will be collected by the board secretary at the start of the meeting.
4. When you provide public comment, begin by stating your name, state if you reside within the district or work for the district, your affiliation with the district and then share your public comment.

To provide public comment VIRTUALLY:

1. Review the Public Comment Information.
2. Fill out the Public Comment Form by noon on the board meeting date. (Scan QR code)
3. You will be provided detailed information by email on how to virtually access via telephone to provide your public comment.

GREATER ALBANY
PUBLIC SCHOOLS

Superintendent Updates

August 17, 2026

Superintendent Updates

- Class Size Report
- Long Range Facility Committee Process
- Enrollment Update
- Bargaining Updates
- Attendance Exploration

Long Range Facility Advisory Committee

Upcoming Dates:

Sept. 1	**LRFAC meeting**
Sept 11:	**LRFAC Catch-Up meeting @ noon**
Sept. 15	**LRFAC meeting–Final**
October 19:	**LRFAC presentation to the Board with Board Approval**
December 1:	**File LRFMP with ODE**
December 15:	**Apply for ODE OSCIM**
February 27:	**Board approves election resolution/ballot title**
March 18:	**SEL form due (Officially File for Election)**
May 18:	**Election Day**

Class Size Process Summary

1. **Procedures for Class Size Fund**
   - Reviewed procedures related to:
     - Semester enrollment changes.
     - Reallocation of support.
     - Timing of Class Size Committee requests.
2. **Shared Aid Considerations**
   - Discussed special education considerations related to class size calculations.
   - Reviewed teacher responsibilities when students receive intermittent special education support in general education settings.
3. **Exception Timesheet Protocols**
   - Identified the need for consistent, district-wide procedures for exception timesheets.

Class Size Process Summary

4. **Standardize Placement Process for Elementary Schools**
    - Presented standardized elementary classroom placement forms designed to support balanced class configurations.
    - Discussed the importance of:
        Providing clear implementation guidance.
        Establishing consistent expectations across elementary schools.
        Supporting balanced classroom placements district-wide.
5. **Mid-Year Class Size Fund Process**

Elementary Schools

- Discussed maintaining a year-long review process for monitoring class sizes and support needs.
- Class size concerns would continue to be reviewed as enrollment changes occur throughout the school year.

Secondary Schools

- Following the 10-day drop period in September during the first semester and Following the beginning of second semester.

Early look at Enrollment

- Registration is occurring across the District in August.
- Elementary Buildings report daily
- Enrollment is down slightly overall, many places are even.
- This tracking allows the District to be alert to two things:
  - Class size issues in buildings
  - Overall enrollment as an impact on funding

Bargaining Updates

- Classified Bargaining with the GA-ACE Committee scheduled for August 24 and September 11
- Discussions continue to be positive. We appreciate the great food that Classified Staff have provided at the meetings they host!

- PCB MOU Discussion Set for August 25

GREATER ALBANY
PUBLIC SCHOOLS

Business Financial Report

August 17, 2026

PERS Update

2025-2026

Total Salary Costs: $74M
($62M from General Fund)

PERS Costs: $23M



2026-2027 (Budgeted)

Salary Costs: $79M (Projected / Budgeted)

PERS Costs: $24.5M (Projected / Budgeted)



PERS Update - 2004 PERS BOND LEGACY

- **45.8 Million Borrowed**
  - Issued Pension Obligation Bonds in 2004 at a True Interest Cost (TIC) of 5.49%
- **17.8 Million Saved**
  - Generated rate credits through 2024 is investment returns above debt service interest
- **2027 Final Payment**
  - The original bond debt service will be fully paid off and reach end of life in 2027

GREATER ALBANY
PUBLIC SCHOOLS

Projected PERS Cost Changes

PERS Bond Rate Credit Come and Debt Service Payments both decrease and end in 2027



While losing $2.8M in annual debt service obligations provides budget relief, the concurrent reduction in rate credit (7% to 2%) creates a net operational increase of $4.3 million.

PERS Update - Do We Borrow Again???

- **Regional Collaboration**
  - Working alongside several Oregon school districts to combine the borrowings as was done in 2004
- **Hiring Experts**
  - Working with Carol Samuels of Piper Sandler to assist us through the process. Engaged ECOnorthwest to run rigorous “what if” modeling scenarios to evaluate risk versus reward under varying market yields.
- **Exploratory Status**
  - The District is currently in an investigatory status. The District has not obligated the district to a bond issuance commitment at this time. Moving forward with administrative requirements to position GAPS to act quickly if favorable interest rate opportunities emerge.
- **Board Transparency:**
  - Ensuring full governance alignment and financial analysis before bringing forward any decision request

PERS UPDATE - Next Steps

- **September**
  - Piper Sandler representative to present to the Board
  - By September 13 - District notify Piper/Hawkins what their maximum true interest cost would be if they were to purchase a bond -
    - For example - out maximum would be 5.25% TIC -
- **November**
  - 2025 PERS Valuation released by November 15 (provides additional information)
  - Districts adopt resolutions, file assessment and send to State Treasury
  - Districts send payoff requests to Milliman (if conditions are favorable)

PERS UPDATE - Next Steps

- **December**
  - Finalize documentation: disclosure, trust, intercept agreements
  - Rating and due diligence process
  - Update Board if all analysis are favorable for final opt-in or opt-out decision
- **January 2027**
  - Bond Sales Would Occur - Funds would be sent to PERS
- **March 2027**
  - **Payroll Rates Would be Reduced**

PERS UPDATE

QUESTIONS

West Albany High School

Building a Culture of Belonging

Committing to a culture where every student thrives

West Albany High School is committed to fostering a safe, welcoming, and inclusive learning environment where every student feels respected and a sense of belonging.

School Culture Action Plan

- **Strengthening staff capacity** through targeted development.
- **Reinforcing consistent response** to bias incidents.
- **Expanding partnerships** with student leaders & families.
- **Promoting expectations** for respectful schoolwide behavior.

Together, these efforts guide our journey toward continuous improvement.

Reflecting on 2025-26 to strengthen our future practices

During the 2025–26 school year, West Albany experienced several significant bias incidents that required a strong and coordinated response. These situations challenged our systems and reinforced the importance of timely investigation, clear communication, student support, and meaningful accountability.

Collaborative Reflections

Reflecting on experiences to guide future action

- Through collaboration with **students, families, district leadership** , and the **Linn-Benton NAACP** , we deeply reflected on these past experiences.
- Together, we successfully identified critical opportunities to strengthen and improve our district-wide practices moving forward.

4 Strategic Priorities for 2026-2027 School Year and Beyond

1. Training and Professional Development
2. Community and Student Engagement
3. Accountability and Bias Protocols
4. Key Pillars and Culture at West Albany

Priority 1: Training & Development

Staff PD

Training on 9/1 about identifying/interrupting microaggressions and bias incident reporting; periodic reviews throughout year during PLC time.

Coach Training

Annual OSAA racial equity and anti-discrimination training (in person), all coaches:
Fall: 8/23/26
Winter: 11/15/26
Spring: 2/28/27

Student-Athlete

Mandatory Implicit Bias and Bullying/Hazing courses at the start of each season for all athletes.

Priority 2: Community and Student Engagement

Affinity Groups

Monthly administrative rotation at BSU, LatinX, and AAPI meetings. Each administrator will visit at least one meeting monthly.

Community Forums

Collaborative community listening sessions- October 7th, February 24th, and April 14th.

Class Meetings

Quarterly grade-level sessions to reinforce Bulldog Standards of behavior.

Curriculum

Structured lessons, created with the Director of EDI on acceptable language and behavior via Dog Teams.

Priority 3: Accountability & Bias Protocols

Incident Response

Documentation and investigation of all bias incidents with family follow-up.

Transparency

Monthly reporting of bias data to school committees, at class meetings and community forums.

Equity Audit

Annual fall audit conducted by the Equity Team to inform future action plans.

Priority 4: Key Pillars and Culture

Bulldog Standards

Integration of respect as a core standard; hate speech and slurs strictly prohibited.

Equity in Action

New student leadership class focused on building an inclusive and empathetic school environment.

Admin Growth

Shared book study- *I'm Still Here* by Austin Channing Brown, and monthly EDI Director meetings to build skills and systems.

Committing to a Healthy Culture

Every student deserves to feel safe, valued, respected, and that they truly belong at West Albany High School.

The challenging experiences of the past year have informed meaningful, systemic improvements that will strictly guide our work this year as we build an inclusive school culture.

We remain deeply committed to continuous learning, transparent communication, and building an inclusive school culture where every single students has the opportunity to thrive.

Questions?

West Albany High School

Building a Culture of Belonging



Committing to a Healthy Culture

West Albany High School is committed to fostering a safe, welcoming, and inclusive learning environment where every student feels respected and a sense of belonging. The presentation provides an overview of West Albany's 2026-27 school culture action plan, which focuses on strengthening staff capacity, reinforcing consistent bias incident response practices, expanding student leadership and family partnerships, and promoting respectful schoolwide expectations. Together, these efforts reflect the school's ongoing commitment to continuous improvement and creating a positive learning environment for all students. The complete presentation will be available after the board meeting.

Licensed Personnel Recommendations

August 17, 2026

New Hires - 2026/2027 School Year

First Name	Last Name	Location	Position	FTE
Brimmer	Derek	CMS	MS Social Studies Teacher	1.00
Gabensky	Jade	NAMS	MS Math Teacher	1.00
Wang	Madison	MMS	MS Lang Arts Teacher	0.67
Geiger	Brandon	NAMS	Band Director	1.00
Marquardt	Aurora	WAHS	HS Lang Arts Teacher	1.00
Williams	Emma	CMS	MS Lang Arts Teacher	1.00
Winfield (Read)	Dawnielle	MR	Foundational Skills Classroom (FSC)	1.00
Roethler	Loraine	SAHS	HS Social Studies/ Lang Arts	1.00
Weinstein	Bryan	WAHS	Business/Accounting Teacher	0.50
Curiel	Victoria	SAHS	HS ELD Teacher	0.50
*Douglas	Jeff	WAHS	Secondary Marketing Teacher	0.50
Horvath	Anna	NAMS	School Resource Teacher	0.84
Paaske Wyrick	Lisa	FACT	School District Nurse	1.00
Nelson	Jolene	CMS	MS Math/ Math Intervention Teacher	0.67
Ponder	Ava	SAHS	HS Math/Science	1.00
Shimomura	Roberta (Ro)	CMS	School Resource Teacher	1.00
Nebeker	Tyler	SAHS	Foundational Skills Classroom (FSC)	1.00
Henry	Rebecca	Fairmount	School Psychologist	1.00
Shipley	Samantha	Central	Elementary teacher (AVA Online)	1.00
*Sullivan	Caroline	LAF	School Resource Teacher	1.00

* Internal hire

Leave of Absence

Last Name	First Name	Location	Leave Status	26/27 FTE
Duda	Suzanne	Oak Grove	FULL LOA	0.00

Classified Personnel Recommendations

August 17, 2026

New Hires - 2026/2027

Last Name	First Name	Location	Position	Hours
Angel	Claire	South Albany HS	Personal Care Asst	7.50
Brambila Ortega	Maria	Takena	SEA-Communications	7.00
Christoson *	Kadee	Transportation	Spec Needs Bus Driver	6.00
Coppage **	Sarah	Sunrise	SEA-PreSchool	7.50
Cuevas Ramos	Nayeli	South Shore	SEA - Gen Ed	4.25
Cuevas Ramos **	Nayeli	South Shore	SEA - Gen Ed	2.25
Diaz *	Angela	Timber Ridge	Cook Manager	8.00
Dougherty	Meghan	Memorial	SEA - Communications	7.00
Gomez Solano	Myrna	Periwinkle	Food Service Asst	4.00
Good	Katrina	Meadow Ridge	Personal Care Asst	7.50
Herzog **	Mikayla	South Shore	SEA - Gen Ed	6.50
Johnson	Janelle	South Albany HS	Asst Cheer Coach	will vary
Johnson	Todd	Transportation	Bus Driver	TBD
Judy	Elizabeth	FACT	Secretary II	8.00
Loveless	Alicia	North Albany Elementary	SEA - SpEd	7.00
Mansfield	Jessica	Liberty	SEA-Communications	7.00
Mansfield	Michael	Waverly	Food Service Asst	5.50
Miner *	Rodney	North Albany MS	BIC/SSC - SEA	7.50
Neumann	Jonathan	South Albany HS	Head Girls Basketball Coach	will vary
ONeal *	McKenzie	Liberty	SEA-Communications	7.00
Ortiz **	Maria	South Shore	SEA - Gen Ed	6.50
Pineda Knox	Aaliyah	Transportation	Bus Attendant	6.00
Rodriguez *	Georgiana	Special Programs	Secretary III	7.00
Roles	Allisa	Transportation	Bus Attendant	6.00
Salvatierra **	Shekinah	Lafayette	SEA - Gen Ed	5.50
Simpson	Alisha	Transportation	Bus Driver	TBD
Slamp	Diane	Memorial	Counseling Secretary	8.00
Smith *	Jade	Takena	SEA - Gen Ed	5.50
Stout **	Payton	Tangent	SEA - Gen Ed	6.00
Stout **	Payton	Tangent	Food Service Asst	0.50
Teem *	Tori	Periwinkle	BIC/SSC - SEA	7.50
Vitek *	Casey	Calapooia	Library Asst	7.00
Whitebird	Ashley	Calapooia	Food Service Asst	4.00
Wisner	Brian	South Albany HS	Personal Care Asst	7.50

* In District Move

** Temporary Employee

Leaves of Absence

None to Report

Retirements / Working Back

None to Report

REGULAR BOARD MEETING

Greater Albany Public Schools
718 SW 7th AVE
Albany, OR 97321

DRAFT - Minutes

June 15, 2026 7:00 p.m.

Andy Gardner, Superintendent

CALL TO ORDER

Acting Chair Wilson called the Regular Board Meeting of the School Board to order at 7:00 pm.

Brad Wilson	Vice Chair and Acting Chair
Stephanie Lunceford	Director
Kris McLaughlin	Director
Sean Taylor	Director
Andy Gardner	Superintendent
Bruce Schmidt	Assistant Superintendent
Dave Bolin	Executive Director of Operations
Kelsey Costales-Marshall	Executive Director of EDI
Jane Nofziger	Executive Director of Business
Susie Orsborn	Executive Director of HR
Chris Green	Board Secretary
Rich Engel	Principal, West Albany High School
Jon Wymore	School Resource Officer, Albany PD

PLEDGE OF ALLEGIANCE

Vice Chair and Acting Chair Wilson led the audience in the pledge of allegiance.

APPROVAL OF AGENDA

Vice Chair and Acting Chair Wilson requested approval of the agenda.

Action:

Director Taylor motioned to approve the agenda. Director Mclaughlin seconded the motion. MOTION PASSED UNANIMOUSLY.

STAFF/STUDENT RECOGNITION

South Albany High School

Bruce Schmidt shared information about the state choir. Certificates were presented by the Board.

West Albany High School

Rich Engel recognized the track and wind ensemble teams. Certificates were presented by the Board.

BUDGET HEARING

Proposed Budget Changes

Jane Nofziger presented changes to the proposed budget.

Questions from the Board

There were no questions from the Board.

Public Comment
There were 2 public comments:

- Megan Oliver
- Sara Ramos

2025-26 Budget Appropriation Resolution
Jane Nofizger explained the changes to the appropriation of the 2025-26 Budget Resolution.

Action:
Director Taylor motioned to approve the 2025-26 Budget Appropriation Resolution as presented. Director Lunceford seconded the motion. MOTION PASSED UNANIMOUSLY.

2025-26 GASB 103 Budgetary Comparison Resolution
Jane Nofziger explained the new requirement for GASB 103 from the auditor. The resolution defines the significant variance.

Action:
Director Taylor motioned to approve the GASB 103 Budgetary Comparison Resolution as presented. Director McLaughlin seconded the motion. MOTION PASSED UNANIMOUSLY.

2026-27 Budget Resolution
Jane Nofizger stated this resolution is required to adopt the budget to give expenditure authority for 2026-27.

Action:
Director Lunceford motioned to approve the 2026-27 Budget Resolution as presented. Director Taylor seconded the motion. MOTION PASSED UNANIMOUSLY.

Action #2:
Director Taylor motioned to approve the 2026-27 Budget Appropriations as presented. Director Lunceford seconded the motion. MOTION PASSED UNANIMOUSLY.

2026-27 GASB 54 Fund Balance
Jane Nofizger stated this resolution is required.

Action:
Director Lunceford motioned to approve the 2026-27 GASB Fund Balance as presented. Director Taylor seconded the motion. MOTION PASSED UNANIMOUSLY.

2026-27 Organizational Resolutions
Jane Nofiziger shared information about the Organizational Resolution.

Action:
Director McLaughlin motioned to approve the 2026-27 Organizational Resolutions as presented. Director Lunceford seconded the motion. MOTION PASSED UNANIMOUSLY.

2026-27 Insurance Renewals
Jane Nofizger shared information about the insurance increases and changes related to new reporting requirements on engineered roof trusses.

Action:
Director Lunceford motioned to approve the 2026-27 Insurance Renewals as presented. Director McLaughlin seconded the motion. MOTION PASSED UNANIMOUSLY.

BOARD BUSINESS

2026-27 Board Meeting Calendar - September meeting date
Acting Chair Brad Wilson shared changes to the 2026-27 Board Meeting Calendar.

Action:
Director McLaughlin motioned to approve the 2026-27 Board Meeting Calendar as presented. Director Lunceford seconded the motion. MOTION PASSED UNANIMOUSLY.

Public Comment Process
Acting Chair Brad Wilson shared information to consider at the August board meeting such as expanding time, prioritizing topics, etc.

Superintendent Evaluation - Summary Report
Acting Chair Brad Wilson reviewed the Superintendent Evaluation Summary Report.

Action:
Director Lunceford motioned to approve the 2025-26 Superintendent Evaluation - Summary Report as presented. Director Taylor seconded the motion. MOTION PASSED UNANIMOUSLY.

Superintendent Contract Extension
Acting Chair Brad Wilson shared information about the changes in the Superintendent and discussed update to board policy CBD.

Action:
Director Taylor motioned to approve the Superintendent Contract Extension as presented. Director McLaughlin seconded the motion. MOTION PASSED UNANIMOUSLY.

Board Member Roles
Acting Chair Brad Wilson shared information about the Board Member Roles.

Action:
Director Lunceford motioned to approve the Board Member Roles as presented. Director Taylor seconded the motion. MOTION PASSED UNANIMOUSLY.

Chair/Vice Chair Election
Acting Chair Brad Wilson

Action #1:
Director Taylor motioned to approve the Chair and Vice Chair roles as presented. Director Lunceford seconded the motion. MOTION PASSED UNANIMOUSLY.

Action #2:
Director Lunceford motioned to appoint Brad Wilson as Chair beginning July 1, 2026. Director Taylor seconded the motion. MOTION PASSED UNANIMOUSLY.

Action #3:
Director Lunceford motioned to appoint Sean Taylor as Vice Chair beginning July 1, 2026. Director McLaughlin seconded the motion. MOTION PASSED UNANIMOUSLY.

Board Member Appointment
Director Lunceford shared information about the board member appointment process and the recommendation to appoint. Discussion ensued about the candidates including ranking process.

Action #1:
Director Taylor motioned to appoint Dave Reece to the At Large #1 position effective August 17, 2026. Director Lunceford seconded the motion. Director McLaughlin voted no. MOTION PASSED WITH MAJORITY VOTE.

DISTRICT LEADERSHIP TEAM UPDATES
Superintendent Report
Superintendent Gardner shared his report that included PCB Update and Class Size - Multi-Grade Classrooms (including Hattie Visible Learning information).

His report is included in the updated board packet.

BOARD REPORTS
Board Member Reports
Directors shared about attending graduations. Director Taylor stated he is getting emails about association PCB test results and budget cuts. Acting Chair Wilson requested test results be posted on the district website, shared information about Listening Sessions, and expressed support for literacy training.

Directors Lunceford and Taylor shared information about the last Long Range Facility Advisory Committee meeting.

COMMITTEE, COMMUNITY AND SCHOOL PRESENTATIONS
School Resource Officer Report
Bruce Schmidt introduced Officer Wymore. Officer Wymore shared the end of the year report. Discussion ensued regarding students at aged 15, security at schools (vestibules, security cameras). Acting Chair Wilson expressed appreciation for APD support at graduation.

CONSENT AGENDA

- Personnel - Licensed
- Personnel - Classified
- Minutes - Work Session - 5-18-26
- Minutes - Regular Board Meeting - 5-18-26
- 2025-28 AAA Agreement
- 2025-28 Confidential Agreement

Action:
Director Lunceford motioned to approve the consent agenda as presented. Director McLaughlin seconded the motion. MOTION PASSED UNANIMOUSLY.

OLD BUSINESS
None

REPORTS
Equity Update
Kelsey Costales-Marshall shared an update including District Equity Committee (DEC), Black Student Success Grant (BSSG) Update, Black Excellence Symposium Feedback, Welcome Center Highlights, Bias Incident Response Update and Next Steps. Discussion ensued regarding incidents during sport events.

NEW BUSINESS
Board Policy

- GCPA Layoff/Recall
  Susie Orsborn explained the request for policy deletion. She stated that process is outlined in CBA and no other district in the area has this policy.

Action:
Director Taylor motioned to approve deletion of GCPA Layoff/Recall - Licensed Staff as presented. Director McLaughlin seconded the motion. MOTION PASSED UNANIMOUSLY.

OTHER BUSINESS (for information)
Administrative Regulations

- GCPA - Layoff/Recall
- IKG-AR - Artificial Intelligence

COMMENTS FROM THE PUBLIC
In-Person or Virtual Public Comment

- Gabriella Roesch-McNally
- Janene Tope-Lehn
- Jadie Wright
- Taylor Fullerton
- Liz Craig
- Megan Oliver

Written Public Comment
The following provided written public comment.

- Gabrielle Roesch-McNally
- Janene Tope-Lehn

FUTURE AGENDA ITEMS
None

ADJOURN
Action:
Director Lunceford motioned to adjourn the meeting. Director McLaughlin seconded the motion. MOTION PASSED UNANIMOUSLY.

Vice Chair and Acting Chair Wilson adjourned the meeting at 9:45 pm

Board meeting minutes submitted by Chris Green, Board Secretary

Approved at board meeting:

MEMORANDUM OF UNDERSTANDING (MOU)
Elementary Licensed Staff and 6-8 SPED case managers and literacy interventionists

Between: Greater Albany Education Association(GAEA) & Greater Albany Public Schools(GAPS)

Subject: GAPS Literacy Training and Professional Development Adjustments

Effective Date: 2026-2027 School Year

Purpose: This Memorandum of Understanding ("MOU") is entered into between GAEA and GAPS to outline agreed-upon adjustments to Professional Development (PD), training expectations, and related working conditions for licensed staff participating in Literacy Training.

Terms of Agreement:

1. Training Day Structure

All designated training days shall be limited to six (6) hours in duration.

2. Designated Professional Development Days

The District will coordinate three- six hour (6) Professional Development (PD) dates throughout the 2026-27 for CORE Learning Science of Reading Training.
The following dates shall be: October 22, Jan 15, and Feb 12

3. Attendance Expectations

All elementary literacy instructional staff and 6–8 Licensed staff (Special Education case managers and literacy interventionists) are expected to attend three days (3) of CORE Learning Science of Reading Training. The intent of this agreement is to include all elementary literacy instructional staff; however, the parties acknowledge that GAEA does not represent GA-ACE, and therefore this agreement does not bind those members.
If an employee has fully completed the first training of the CORE, they will be provided an alternative track.

4. Staff Provisions for Middle School Staff

Middle School staff agree to prepare substitute lesson plans for each designated training day. In exchange for attendance of all three days, 6–8 Licensed staff (Special Education case managers and literacy interventionists) who participate in the training will be granted one (1) additional Personal Day, for a total of four (4) Personal Days for the 2026-27 contract year. This additional Personal Day shall be subject to all provisions, rights, limitations, and benefits set forth in Article 14.2.A of the Collective Bargaining Agreement and shall be administered in the same manner as any other Personal Day provided under Article 14.2.A. Additional planned staff development that was previously scheduled for remaining staff will be optional for those attending the CORE Learning training.

5. Adjustments to Professional Development Language

The parties agree to amend prior existing language and language in the MOU in Article 28 and regarding Professional Development as follows for all staff attending CORE Literacy training to allow for the above mentioned Professional Development dates:

i. First Contract Week PD

In lieu of the previously identified fourteen (14) hours of Professional Development outlined in Article 28 5.i., six (6) hours, including the District Rally, of Staff Professional Development shall be scheduled during the first contract week.

ii. October Work Day Adjustment

October 23, 2026 shall be designated as a half grading/half work day for Elementary Licensed Staff and 6-8 SPED case managers and literacy interventionists.

This adjustment ensures licensed staff have adequate time to prepare for Parent-Teacher Conferences.

iii. January 4, 2027 Adjustment

Zero (0) hours of Staff Professional Development shall occur on January 4, 2027, resulting in a full work day (non-student contact day).

iv. April Work Day Adjustment

April 9, 2027 shall be designated as a half grading/half work day for Elementary Licensed Staff and 6-8 SPED case managers and literacy interventionists.

In consideration of the CORE Literacy Science of Reading Training, a full work day will replace the three (3) hours of Staff Professional Development (PD) that were formerly on the licensed teacher calendar.

v. Early Release Wednesday PD

Six (6) hours of Staff Professional Development shall be provided across the first Early Release Wednesdays in October, January, February, March, April, and May.

6. General Provisions

This MOU reflects the full agreement of the parties regarding CORE Learning Science of Reading Training and associated Professional Development adjustments.
All other provisions of the Collective Bargaining Agreement remain in full force and effect unless explicitly modified herein.
This agreement is non-precedential and applies only to the circumstances described above.
This MOU will remain in effect from August 31, 2026 to June 30, 2027.
Either party may request a review of this agreement at any time to address concerns or clarify terms.
Elementary licensed non-literacy staff (i.e. Counselors, PE, Music, Specialized Classrooms, Art, STEAM, SLP, etc.) must attend another district provided training on October 22, Jan 15 and Feb 12.
Modifications must be made in writing and agreed upon by both parties.
These changes are subject to School Board approval of the calendar change. If the necessary calendar changes are not approved in full, this MOU will not be valid and all current collective bargaining agreement provisions will stay in full effect.

_____ _____

Brad Wilson, Chairperson, Greater Albany Public Schools Board Member Date

_____ _____

Andy Gardner, Superintendent, Greater Albany Public Schools Date

_____ _____

Dana Lovejoy, President, Greater Albany Education Association Date

_____ _____

Max Nazarian, Vice President, Greater Albany Education Association Date

2026-2027 Calendar for Licensed Employees

GREATER ALBANY PUBLIC SCHOOLS

August						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 24-27 New Hire Induction Week

August 31 - Sept 3 Welcome Back all Licensed Staff

**** October Conferences: 4 hours evening/after school on 10/28, 12 hours on 10/29, no students / work on 10/30***

**** President's Day and the week after school is out are designated as potential inclement weather make up days***

September						
S	M	T	W	T	F	S
		1	2	3	**NC**	5
6	**H**	8	9	10	11	12
13	14	15	X	17	18	19
20	21	22	X	24	25	26
27	28	29	X			

October						
S	M	T	W	T	F	S
				1	2	3
4	5	6	**X**	8	9	10
11	12	13	X	15	16	17
18	19	20	X	22	**SD/G**	24
25	26	27	***X**	***C**	**NS**	31

November						
S	M	T	W	T	F	S
1	2	3	X	5	6	7
8	9	10	**H**	12	13	14
15	16	17	X	19	20	21
22	23	24	**NC**	**H**	**NC**	28
29	30					

December						
S	M	T	W	T	F	S
		1	X	3	4	5
6	7	8	X	10	11	12
13	14	15	X	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January						
S	M	T	W	T	F	S
					H	2
3	**SD/W**	5	**X**	7	8	9
10	11	12	X	14	15	16
17	**NC**	19	X	21	22	23
24	25	26	X	28	29	30
31						

February						
S	M	T	W	T	F	S
	G	**W**	**X**	4	5	6
7	8	9	X	11	12	13
14	***NC**	16	X	18	19	20
21	22	23	X	25	26	27
28						

March						
S	M	T	W	T	F	S
	1	2	**X**	4	5	6
7	8	9	X	11	12	13
14	15	16	X	18	19	20
21	22	23	24	25	26	27
28	29	30	X			

Key	
C	Conferences
EC	Elementary Conferences
G	Grading
H	Holiday
NC	Non-Contract Day
SD	Staff Development
W	Workday for Teachers
X	Early Release
NS	No School / No Work
ENS	No School / No Work Elem & TR

April						
S	M	T	W	T	F	S
				1	2	3
4	5	6	**X**	8	**SD/G**	10
11	12	13	***X**	***EC**	**ENS**	17
18	19	20	X	22	23	24
25	26	27	X	29	30	

**** April Elementary Conferences, 4 hours evening/after school on 4/14, 12 hours on 4/15, no students / work for Elementary & Timber on 4/16***

May						
S	M	T	W	T	F	S
						1
2	3	4	**X**	6	7	8
9	10	11	X	13	14	15
16	17	18	X	20	21	22
23	24	25	X	27	28	29
30	**H**					

June						
S	M	T	W	T	F	S
		1	X	3	4	5
6	7	8	X	10	11	12
13	14	15	16	17	**G**	19
20	21	22	23	24	25	26
27	28	29	30			

All shaded days are non-workdays.	
191	Teacher Contract Days

10/23 - 3 hrs SD, 4.5 hrs G
1/4 - 4 hrs SD, 3.5 hrs W
4/9 - 3 hrs SD, 4.5 hrs G

X = Building PD for the following Early Release Wednesdays:
October 7, January 6, February 3, March 3, April 7 and May 5

School Board approved 2/23/26

Elementary - 10/22, 1/15 & 2/12 = Literacy Training / No School for Elementary Students. In lieu of previously identified 14 hours of Staff Development during August In-Service, Elementary staff will have 6 hours of PD (including District Rally) that week and on 10/23, 1/4 & 4/9 = Work Days in place of Staff Development

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Andy Gardner <andy.gardner@albany.k12.or.us>

Training Days request attached

PAYNE Susan * ODE <Susan.Payne@ode.oregon.gov> Tue, Aug 4, 2026 at 9:19 AM
To: "andy.gardner@albany.k12.or.us" <andy.gardner@albany.k12.or.us>, Bruce Schmidt <bruce.schmidt@albany.k12.or.us>

Dear Superintendent Gardner,

Thank you for contacting the Instructional Time team with your request. The decision to reduce student instructional time following the release of EO 26-06 on April 15, 2026 will result in the district being out of compliance with OAR 581-022-2323 Preserving Student Instructional Time.

The district's proposed corrective action plan, as outlined in the letter sent to ODE on July 31, 2026, is approved as follows:

- The district will post a public justification for the decision to reduce time; and
- The district will restore the reduced time for grades K-5 in the 2027-28 SY to meet the minimum requirement of 1086 hours of student instructional time (calculated as bell-to-bell).

You should report out of compliance on OAR 581-022-2323 on your assurances in November.

Please let me know if you have any questions.

Best,

Susan

Susan Payne (she, her)

Education Standards & Systems Specialist

Education Program Standards| Office of Teaching, Learning, and Assessment

Cell Phone: 503-580-6814

Susan.Payne@ode.oregon.gov | www.oregon.gov/ode

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Education Accountability

Education Accountability Act (Senate Bill 141-2026)

AUGUST 17, 2026

Building bridges to lifelong learning and brighter futures

Big Picture Goals

01

Accountability

Build a stronger, equitable accountability system.

02

Efficiency

Reduce administrative burden through streamlined reporting.

03

Support

Provide meaningful, timely support to districts.

04

Trust

Increase transparency and public trust.

05

Outcomes

Remain focused on improving student academic and social-emotional outcomes.

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What's Changing

Performance Metrics

Adds new performance metrics including K-2 attendance, 8th-grade math, and local metrics.

Interim Assessments

Requires interim assessments in math and language arts in grades K-8.

Continuum of Supports

Requires the implementation of a new support model (coaching to directed support).

Grant Reporting

Directs ODE to streamline grant reporting to reduce administrative burdens.

Public Transparency

Improves visibility via new dashboards for financial, workforce, and accountability data.

ODE Realignment

Directs ODE to realign internally to better support the specific needs of school districts.

Statewide Performance Growth Targets

SB 141 & Performance Growth Targets

Under **SB 141**, Oregon's State Board of Education must establish clear, measurable statewide goals to guide and improve student outcomes across the system through performance growth targets.

The targets are intended to:

01 **Shared Direction:** Create a shared statewide direction for improvement.

02 **Accountability Decisions:** Provide a solid, clear basis for accountability decisions under SB 141.

03 **Clear Indicators:** Establish clear, measurable indicators that show the public progress.



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7 Common Metrics for PGTs

TABLE 1:	Statewide Performance Growth for the Common Metrics	
Metric	**2024-25 Statewide Actual Rate**	**2029-30 Statewide PGT**
K-2 Attendance	70.7%	82.0%
K-12 Attendance	66.5%	78.3%
3rd Grade English Language Arts	40.3%	52.6%
8th Grade Math	28.9%	52.0%
9th Grade On-Track	86.6%	94.9%
4-year Graduation	83.0%	92.3%
5-year Completion	87.4%	95.4%
Local Metric (Academic Growth)		

New State Metric

Choosing One Local Metric

District Requirement

Every district across the state needed to select **one local metric** to use as a means of demonstrating growth in an area identified by ODE.

- **Fifth Grade Science**
- ***Academic Growth***
- **Career and Workforce Readiness**
- **Multilingual Proficiency**
- **Post-Secondary Readiness**

Academic Growth

Definition & Scope

OAR 581-003-0001

Academic Growth measures changes in student performance over time using interim assessments in **Language Arts and Mathematics**.

Specifically tracks the progress of individual students from one testing window to the next.

Metrics & Rules

Local Metric: Based on the % of K–8 students **meeting or exceeding** vendor growth expectations between Fall and Spring using **iReady Benchmark Assessments**.

Eligibility: Students must meet enrollment and full academic year (FAY) requirements. First-year English learners are excluded.

Participation: Non-participants count as not meeting growth and remain in the denominator.

Targets & Status

ODE Status: Methodology and inclusion rules are currently being finalized by the state.

Because statewide and similar-district growth targets are not yet available, districts must establish their own Performance Growth Targets (PGTs) using historical data or local projections.

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iReady Reading for 2025-26 Mid+

Grade	SPRING 2025	FALL 2025	WINTER 2026	SPRING 2026 (Growth S25 to S26)
K	52	5	28	60 (+8)
1	46	9	27	47 (+1)
2	41	11	26	39 (-2)
3	35	16	28	38 (+3)
4	33	15	23	30 (-3)
5	23	14	19	27 (+4)
6	26	21	24	26 (+0)
7	28	19	24	29 (+1)
8	27	20	25	31 (+4)

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iReady Math 2025-26 Mid+

Grade	SPRING 2025	FALL 2025	WINTER 2026	SPRING 2026 (Growth S25 to S26)
K	52	6	29	60 (+8)
1	34	4	17	36 (+2)
2	26	3	11	28 (+2)
3	21	3	9	24 (+3)
4	31	4	10	31 (+0)
5	22	7	13	25 (+3)
6	13	5	12	16 (+3)
7	9	3	5	12 (+3)
8	13	5	7	14 (+1)

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Questions ?

Thank you for your time. Please feel free to ask any questions or share your feedback.

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Elementary (K-5) Health Curriculum Adoption

August 17, 2026

Instructional Materials

- There was only one option on the state approved list for **K-5 Health (2025-2032)**: ***The Great Body Shop*.**
- We are currently using these state-approved instructional materials.
  - We have the most up to-date physical copies of the teacher materials (2024).
  - We have been renewing our student subscriptions and teacher online licenses every year.
- We are seeking to officially (re)adopted them.

Adoption Procedure: IIA-AR(7)

Completed:

1. The curriculum coordinator met with representative K-2 and 3-5 teachers in May 2026 (total of 20 teachers from 12 schools).
2. The teacher committees discussed their criteria for health curriculum.
3. The committees reviewed the State-adopted instructional materials.
4. They recommended adoption of *The Great Body Shop*.

Next Steps:

5. The materials will be available for public review and input.
6. We will seek Board approval at the September meeting.
7. Provide professional development to all impacted teachers.

The Great Body Shop

Video Overview: https://www.thegreatbodyshop.net/curriculum/k-six/video

10 Monthly Student Issues

- annually reviewed and updated
- sent home for families
- thematic organization
- based on state & national standards



Teacher's Guide with additional activities and optional assessments

Statewide Annual Renewal Rate until 2032: **$9.03/student** ($37,023 for 2026-27)

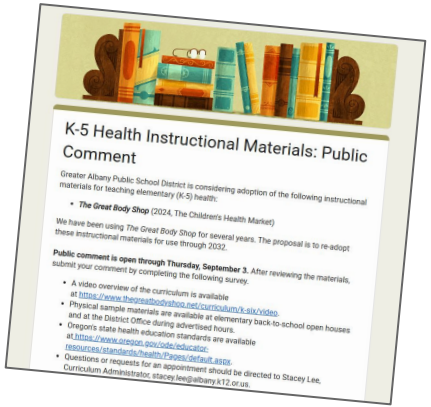
- We already have the most recent edition of the Teacher's Guide sets.

Committee Feedback

- **Inclusion and Engagement**: engaging, representative, variety of topics, discussion-based, available in Spanish
- **Academic Standards, Skills, and Concepts**: comprehensive, meets grade-level standards; teacher's edition doesn't list standards by unit activities (Our projection maps compensate for this.)
- **Assessments**: quizzes, performance tasks, and rubrics; may be wordy and longer than necessary; most teachers have not been using the assessments
- **Ease of Usage**: grab-and-go booklets that are very easy to use and break into parts; teacher edition's are wordy; unable to adjust order of booklets
- **Overall**: useful, manageable for the limited time we have to teach health

Public Review & Comment Plans

- announce via ParentSquare, district website, staff emails, and Facebook
- at each elementary's back-to-school open house event (week of 8/31)
- additional session at the District Office
- contact information for appointment requests/questions
- survey for comments



K-5 Health Instructional Materials: Public Comment

Greater Albany Public School District is considering adoption of the following instructional materials for teaching elementary (K-5) health:

- ***The Great Body Shop*** (2024, The Children's Health Market)

We have been using *The Great Body Shop* for several years. The proposal is to re-adopt these instructional materials for use through 2032.

Public comment is open through Thursday, September 3. After reviewing the materials, submit your comment by completing the following survey.

- A video overview of the curriculum is available at https://www.thegreatbodyshop.net/curriculum/k-six/video.
- Physical sample materials are available at elementary back-to-school open houses and at the District Office during advertised hours.
- Oregon's state health education standards are available at https://www.oregon.gov/ode/educator-resources/standards/health/Pages/default.aspx.
- Questions or requests for an appointment should be directed to Stacey Lee, Curriculum Administrator, stacey.lee@albany.k12.or.us.

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Questions?

English Learners in Oregon

Annual Report 2024-25

June 2026

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Acknowledgements

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Office of Equity, Diversity, and Inclusion
Michael Essien, Assistant Superintendent
Mary Martinez-Wenzl, Director
Reza Norouzian, Research Analyst
Kim Miller, Education Program Specialist
Jennifer Fontana, Education Program Specialist

English Learner Advisory Group
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Elena Collazo Santiago, Portland Public Schools
Manuel Vazquez Cano, Education Northwest
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Jessica Dougherty, Western Oregon University
Yannette Ayala, West Linn- Wilsonville School District
Araceli Farias, Gresham-Barlow School District
Kristen Rush, Teacher Standards and Practices Commission
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Executive Summary

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's purpose is to describe the population of English learners in Oregon and provide a summary of district and state progress towards meeting English learners' needs and the state's objectives to meet those needs. Pursuant to this statute, ODE has also developed the Multilingual Learner Strategic Plan, with priority areas emphasizing community engagement, transformative educators, culturally responsive practices, and pathways to multilingualism to ensure equity and success for all multilingual learners in Oregon's public schools. The current English learner report is also available on ODE's Public Transparency webpage.

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an English Language Development (ELD) program as English learners. While these students are learning English in an ELD program, the English learner designation only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the term "English learner" in alignment with ORS 327.016, it is important to recognize that these students are multilingual learners who bring valuable linguistic and cultural assets.

ODE annually reports on four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2024-25 school year[1]. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2024-25 school year. (Monitored English learners are a subset of former English learners who are monitored for four years after exiting an ELD program.) Ever English learners are the combination of current, monitored, and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2024-25 school year.

Oregon's English learner population continues to grow, driven in part by increases in recently arrived students.

As of May 1, 2025, 539,521 students were enrolled in Oregon public schools and districts. Among those students, 12% were current English learners (64,525 students), 4% were former English learners (21,760 students), 3% were monitored English learners (16,285 students), and 81% were never English learners (436,951 students). Collectively, current, monitored, and former English learners (i.e., Ever English learners, constituting over 102,000 or 19% of students) represent an incredibly diverse student population in 2024-25. Guided by Oregon's vision for multilingual learners, this report highlights student demographics, academic

[1] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

outcomes, educational experiences, and opportunities for current, former, and monitored English learners across the state.

What's New in the 2024-25 Report

Several notable changes occurred in the English learner student population and outcomes during the 2024-25 school year:

- The number of current English learners increased to 64,525 students, a 3.2% increase from 62,522 students in 2023-24, while overall statewide enrollment declined to 539,521 students.
- The number of recent arrivers in Oregon has more than doubled over the past five years. In 2024-25, 10,353 current English learners were recent arrivers, representing the highest count observed during the six-year period examined. Most of this growth occurred during the last two school years.
- Ever English learners represented 19% of Oregon's student population, up slightly from 18.8% in 2023-24.
- The average expenditures-to-revenues ratio increased from 0.87 in 2023-24 to 0.95 in 2024-25.
- To support future alignment with Oregon Senate Bill 141 (2025), this report includes additional analyses related to third-grade English language arts achievement, eighth-grade mathematics achievement, regular attendance, and five-year completion rates.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2024-25 school year. Woodburn School District served the highest percentage of current English learners, with 48.1% of students learning English in an ELD program as of May 1, 2025. On the other hand, 59 Oregon districts had less than 5% of their students learning English in an ELD program.

Other key features of the English learner student population in the 2024-25 school year include the following:

- Most current English learners were in elementary grades (55.3%) while the majority of former English learners were in high school grades (80.1%).
- Between 2019-20 and 2024-25, overall statewide enrollment declined by 6.7%, while the number of current English learners increased by 20.6%.
- The number of recently arrived current English learners (i.e., new immigrant students) increased by 56%, from 6,647 in 2023-24 to 10,353 students in 2024-25.
- Spanish was the predominant home language of current English learners (75.5%), but overall, there were 247 documented unique home languages (unchanged from the previous year) spoken by current English learners. Other prevalent languages include Russian, Chinese, Vietnamese, Ukrainian, Chuukese, and Arabic.
- Approximately 77% of current English learners were Latino/a/x, and 35% of Latino/a/x students were current English learners. A similar percentage of Native Hawaiian/Pacific Islander students (about 34%) were current English learners.

Current English learners were more likely to receive special education services and less likely to participate in TAG programs.

The report also examines the involvement of English learners in targeted federal and state programs: students experiencing poverty (SEP), special education, migrant education, and the talented and gifted (TAG) program.

Key findings include the following:

- A higher percentage of current, former, and monitored English learners experienced poverty compared to never English learners (approximately 52, 39, and 38%, respectively, vs. 30%).
- A higher percentage of current English learners received special education services and supports compared to never English learners (about 19 vs. 17%); however, former and monitored English learners had lower rates (about 5 and 7%, respectively).
- About 9% of current English learners (5,869 students) received services in migrant education programs. Additionally, about 63% of the students in migrant education programs were current English learners, 15% were former English learners, and over 11% were monitored English learners. In total, 90% of students in migrant education programs were ever English learners.
- While across Oregon, 7.6% of never English learners participated in TAG programs, this figure was 7.3% for former English learners, 6.9% for monitored English learners, and just 0.6% for current English learners.

Younger English learners are more likely to be on track to English language proficiency than their older peers.

Oregon monitors whether current English learners (ELs) are on track to attain English language proficiency. In 2024-25, approximately 62.5% of ELs in elementary grades (K-5) were on track to meet this goal. The percentage declined substantially in middle school (35.2%) and high school (27.9%), indicating that ELs in middle and high school grades were less likely to be on track to attain English language proficiency within seven years than ELs in elementary grades. Among ELs with disabilities, the percentages were considerably lower at every grade span, with only 10.7% of high school ELs with disabilities on track to attain English language proficiency.

Former English learners consistently met or exceeded state standards at the highest rates.

Although proficiency rates varied across student groups, English language arts (ELA) and mathematics achievement remained below 50% for many student groups and grade spans statewide. Current English learners had the lowest rates of meeting or exceeding state standards in both ELA and Mathematics across all grade levels in 2024-25. In ELA, only 6.3% of current ELs in grades 3-5 met or exceeded standards, compared to 79.9% of former ELs, 56.5%% of monitored ELs, and 47.6% of never ELs. Similar patterns were observed in middle school and high school, where only 4.1% of current ELs in grades 6-8 and 4.6% of current ELs in grade 11 met or exceeded ELA standards.

A similar achievement gap exists in Mathematics. In grades 3-5, only 7.0% of current ELs met or exceeded standards, compared to 68.3% of former ELs, 43.2% of monitored ELs, and 40.0% of never ELs. In grades 6-8, only 3.1% of current ELs met standards, while in grade 11, just 2.4% met standards. Across both subjects and all grade spans, former English learners consistently met or exceeded state standards at the highest rates among current, former, monitored, and never English learner groups.

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

Former and monitored English learners had the highest rates of regular attendance across most grade spans in 2024-25. At the elementary level, 87.1% of former ELs and 79.9% of monitored ELs were regular attenders, compared with 73.0% of never ELs and 65.9% of current ELs. Similar patterns were observed in middle school, where monitored ELs (73.7%) and former ELs (73.0%) had higher attendance rates than never ELs (68.7%) and current ELs (60.6%).

Attendance declined for all student groups in high school, but the decline was most pronounced among current ELs. Only 45.3% of current ELs in grades 9-12 were regular attenders, compared with 54.3% of former ELs, 61.6% of monitored ELs, and 59.3% of never ELs. Across all grades (K-12), current ELs had the lowest regular attendance rate at 60.0%.

Among graduates, current English learners were more likely to earn a modified diploma.

Among students who graduated, former English learners earned regular diplomas at the highest rates. In the four-year cohort, 98.0% of former English learner graduates earned a regular diploma, compared with 96.1% of never English learner graduates and 90.5% of current English learner graduates. Current English learner graduates were more likely to earn a modified diploma, with 9.5% of four-year cohort graduates and 9.7% of five-year cohort graduates earning modified diplomas, compared with 2.0% and 1.8% of former English learner graduates, respectively.

Students designated as English learners in high school are less likely to enroll in post-secondary education than their peers.

Post-secondary enrollment rates for former English learners were comparable to those of never English learners. In 2022-23 (as reported in 2024-25), 55.2% of former ELs enrolled in a post-secondary institution within 16 months of high school graduation, compared with 56.0% of never ELs. Current English learners enrolled at substantially lower rates relative to their population, with only 33.4% continuing to post-secondary education. Across the six years examined, former ELs consistently enrolled in post-secondary education at rates similar to or slightly higher than never ELs, while current ELs enrolled at markedly lower rates.

The average expenditures-to-revenues ratio increased in 2024-25.

As in reports from previous years, this report summarizes the ratio of total current English learner expenditures to revenues districts receive for these students. In 2024-25, this ratio is 0.95, which is higher than 0.87 for 2023-24.

Introduction

In the 2024-25 school year, students who received English language instruction, supports, and services through an English Language Development (ELD) program, as well as those who exited such programs in prior years, represented 19.0% of all students enrolled in Oregon public schools and districts (as of the first school day in May 2025). These multilingual learners are an essential part of our school communities, contributing rich cultural and linguistic assets that enhance learning environments across the state. Their diverse lived experiences, languages, and heritage knowledge are invaluable to both current and future generations of Oregonians.

Guided by our statewide vision as reflected in the Oregon Multilingual Learner Strategic Plan, this report is rooted in the belief that all adults share the responsibility of building educational systems where multilingual learners are recognized and celebrated. It highlights key data about this student population, tracks academic progress and achievement, and provides insight into the educational experiences and opportunities they encounter. Our mission calls us to transform Oregon's education system to ensure that all multilingual learners receive culturally and linguistically responsive instruction, access to rigorous academic programming, and clear pathways to reach their college, career, and life goals, including graduation with the Oregon State Seal of Biliteracy or Multiliteracy.

Why this report?

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report describes the population of English learners in Oregon and provides a summary of district and state progress towards meeting English learners' needs and objectives through ELD programs. Senate Bill 141 (2025) further amended ORS 327.016 to require reporting on English learner progress toward statewide performance growth targets, including measures related to academic achievement, attendance, and completion outcomes. ORS 327.016 requires ODE to include the following information in the annual report:

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

In addition, this annual report includes the following financial information:

- Allocations to each school district from the State School Fund for students enrolled in ELD programs;
- The extent to which districts expend these allocations for students enrolled in ELD programs; and
- The categories of expenditures for ELD program funding.

This annual report looks back at the prior school year, which is the 2024-25 school year. This report will be available on the ODE website. State law requires the report to be available to the public at each district's main office and on district websites. In addition to the annual reporting requirement to the public, ORS 327.016 also requires the ODE to "submit to the interim legislative committees on education a summary of the two most recent reports prepared" prior to "January 1 of each odd-numbered year."

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an ELD program as English learners. While these students are learning English in an ELD program, the English learner designation only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the term "English learner" in order to comply with ORS 327.016, it is important to recognize that these students are multilingual and value their linguistic and cultural assets.

ODE annually reports four groups of English learners: current, former, monitored, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2024-25 school year[2]. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program over four years prior to the 2024-25 school year. (Monitored English learners are a subset of former English learners who are monitored for four years after exiting an ELD program.) Ever English learners are the combination of current, monitored, and former English learners. Finally, never English learners are monolingual or multilingual students who were not designated to receive English language instruction, supports, and services in an ELD program before or during the 2024-25 school year.

Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

Section 5: State Revenues and Expenditures for English Learners

Several aspects of this year's report differ from reports issued in previous years. These changes are informed by Oregon's Multilingual Learner Strategic Plan, which envisions educational systems where multilingual learners are valued for the rich languages, cultures, lived experiences, and knowledge they bring to Oregon schools and communities. Consistent with that vision, this report highlights student demographics, academic outcomes, educational experiences, and opportunities for current, former, and monitored English learners across the state. The report also reflects the Strategic Plan's priority areas of authentic and responsive community engagement, systems and instructional improvements, transformative educators and administrators, and pathways to multilingualism. To that end, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services through an ELD program). Additionally, monitored English learners are now distinguished from former English learners. New sections on

[2] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

Dual Language Bilingual Education (DLBE) programs, access to core content, and students' sense of belonging have also been added.

Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve large numbers of certain types of students (e.g., students graduating with a state seal of biliteracy).

Similar to last year, this report provides insights into student academic outcomes in English language arts (ELA) and Mathematics. In addition, consistent with amendments to ORS 327.016 resulting from Oregon Senate Bill 141, the report includes information on newly established performance growth target indicators, including 3rd grade ELA achievement, 8th grade mathematics achievement, kindergarten through second-grade regular attendance, K-12 regular attendance, and five-year completion rates for multilingual learners and their peers. To provide additional context, Oregon has established statewide performance growth targets for the 2029-30 school year, including 82.0% for kindergarten through grade 2 attendance, 78.3% for kindergarten through grade 12 attendance, 52.6% for third-grade English language arts proficiency, 52.0% for eighth-grade mathematics proficiency, 94.9% for ninth-grade on-track status, 92.3% for four-year graduation, and 95.4% for five-year completion. These targets reflect the long-term outcomes Oregon is working toward achieving statewide.

Finally, districts can access district-level English learner demographic and outcome data for the 2024-25 school year through the District Data Profiles; however, the profiles do not currently include all the new statewide accountability indicators discussed in this report.

Section 1: Demographics of English Learners in Oregon in 2024-25

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2025, 539,521 students were enrolled in Oregon public schools and districts. Among those students, 12.0% were current English learners (64,525 students), 4.0% were former English learners (21,760 students), 3.0% were monitored English learners (16,285 students), and 81.0% were never English learners (436,951 students). Current, monitored, and former English learners, collectively referred to as ever English learners, represented 19.0% of all students (102,570 students) in 2024-25. These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities. This section summarizes the demographics of Oregon's English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

Current and Former English Learners

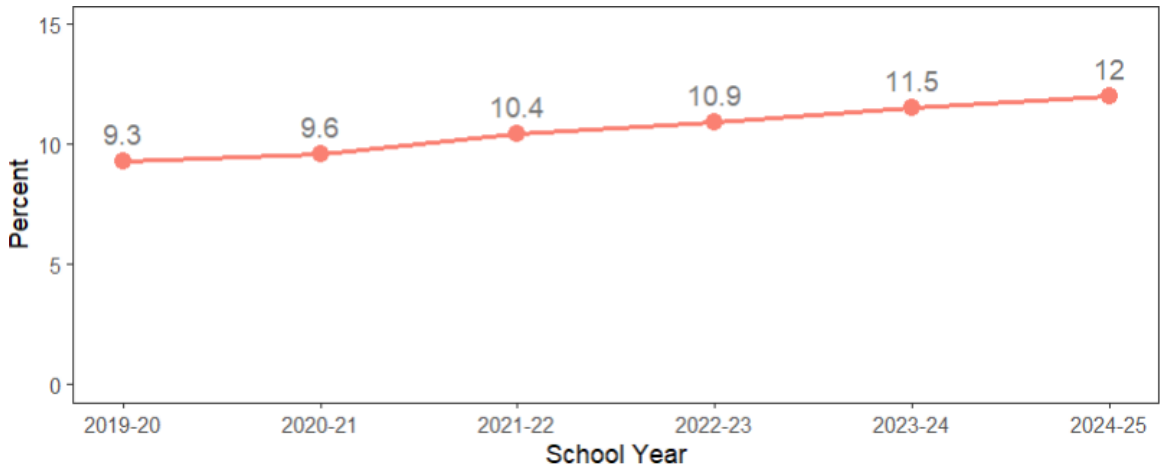
Comparisons between current, monitored, former, and ever English learners are useful to understand the experiences and outcomes of English learners over time, and to counter misperceptions about English learner achievement. Current English learners tend to perform at lower levels while still developing English, particularly on assessments of content knowledge that are administered in English, which can negatively impact their performance. However, once current English learners attain English language proficiency, they often perform academically at significantly higher levels than their peers, including monolingual English speakers, indicating the value of bilingualism (Thompson, Umansky, & Rew, 2022; Hopkins, Thompson, Linquanti, Hakuta, & August, 2013).

Current English learners are multilingual students for whom English is not their native language, or who come from an environment where a language other than English has had a significant impact on their English proficiency, and who are learning English in an ELD program during the school year[3]. They receive English language instruction, supports, and services to help them become proficient in English. Figure 1 shows the increasing percentage of current English learners from the 2019-20 to 2024-25 school years[4].

[3] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

[4] The data for this portion of the report relies on student enrollments as of the first school day in May 2024.

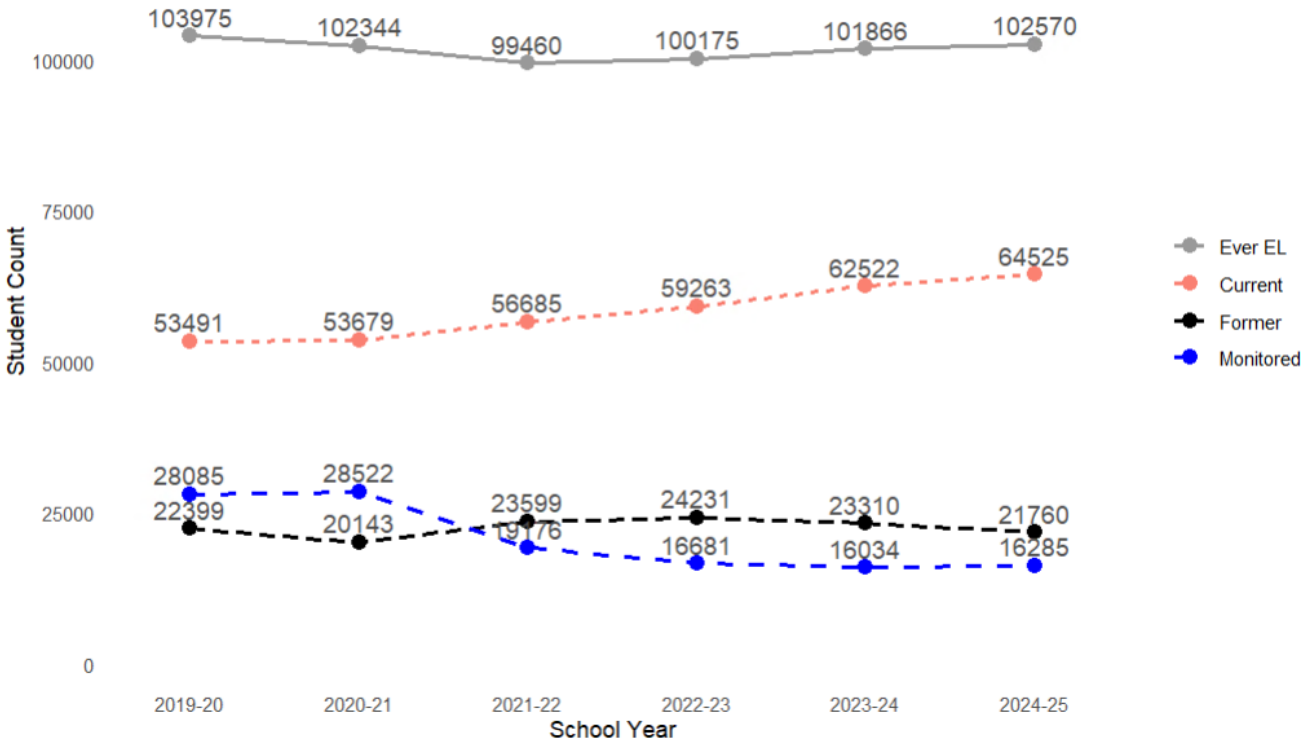
Figure 1. Percentage of all Oregon students who were Current English Learners (2019-20 to 2024-25)



Although a relatively small proportion of students in 2024-25 were former (21,760; 4%) or monitored (16,285; 3%) English learners, these remain important student groups for continued support and monitoring. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2024-25 school year. Monitored English learners are a subset of former English learners who are monitored for four years after exiting EL services. Research suggests that, even after attaining English proficiency, some former English learners may continue to need support in developing high levels of academic English necessary for success in school. Consistent with this need, ODE's Title III monitoring process includes reviewing how districts monitor the progress of former English learners and support their continued academic success.

Although the composition of the English learner population has changed over time, Oregon has maintained a relatively stable population of more than 100,000 ever English learners (current, former, and monitored English learners combined) over the past six years. Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last six school years. In general, it displays a slightly fluctuating population of ever English learners in Oregon, starting at about 104,000 in 2019-20 and, following a decline and increase for a few years, reaching over 102,000 students in 2024-25.

Figure 2. Number of Current, Monitored, Former, And Ever English Learners in Oregon (2019-20 to 2024-25)

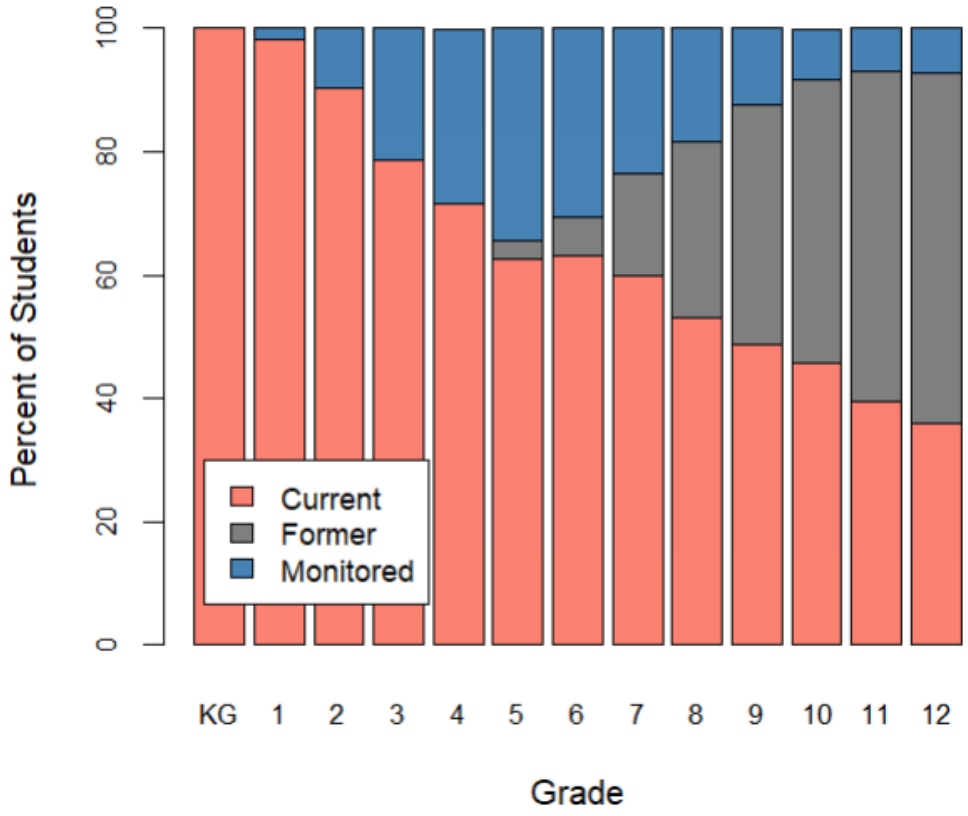


The majority of current English Learners were in the elementary grades.

Figure 3 illustrates the distribution of current English learners, former English learners, and monitored English learners across grade levels. In the early grades, nearly all ever English learners were classified as current English learners, with monitored English learners accounting for 100% of ever English learners in Kindergarten, 98.1% in Grade 1, and 90.3% in Grade 2. This population is not static, and each grade includes newcomers who may have schooling experiences from outside of the United States.

As students progress through elementary and middle school, the proportion of current English learners steadily declines while the percentages of former English learners and monitored English learners increase, reflecting students who have attained English proficiency and exited English learner services. By Grade 8, current English learners represented 53.2% of ever English learners, while former and monitored English learners combined accounted for 46.8%. By high school, current English learners comprised less than half of ever English learners, declining to 36.0% by Grade 12, while former and monitored English learners together represented 64.0%. This is because students attain English proficiency as they progress through the K-12 system and transition into monitored or former English learner status.

Figure 3. Comparison of the percentage of Current, Monitored, and Former English learners by grade in 2024-25

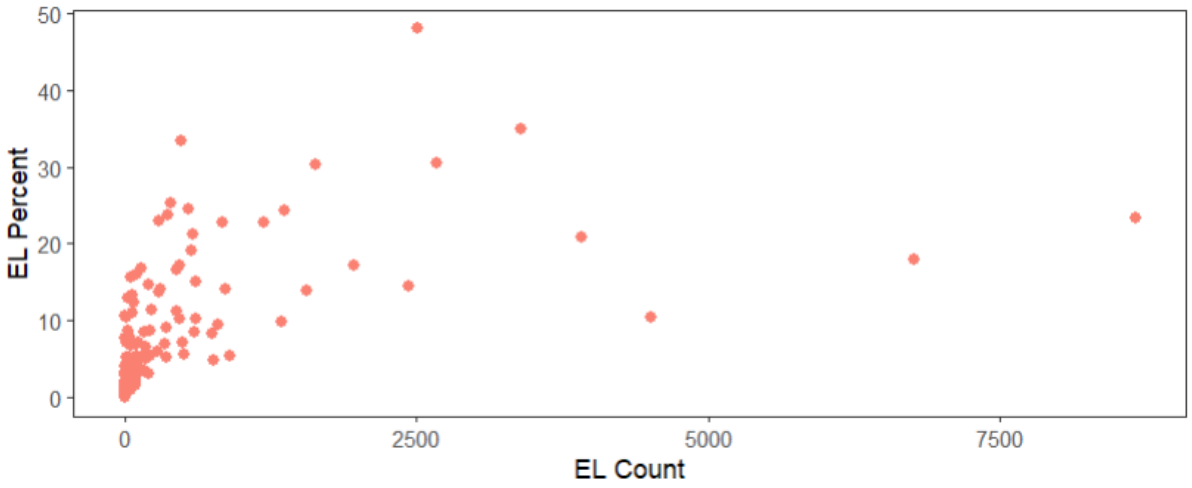


English Learner enrollment varied across Oregon districts.

Oregon has 197 school districts, and 80% of them are serving students designated as English learners. In 2024-25, 155 districts provided English language instruction, supports, and services to current English learners. Of these districts, 132 districts serving current English learners accessed federal Title III funding either directly or through a consortium, which in 2024-25 provided an additional $113 per student for supplemental English learner services. In contrast, 42 districts in Oregon did not have any enrolled English learners.

Figure 4 shows the distribution of current English learners across Oregon districts in 2024-25. There were eight districts with more than 2,000 current English learners. The figure illustrates substantial variation across districts in both the number and percentage of current English learners. While most districts served relatively small numbers of English learners and had English learner percentages below 10%, a smaller number of districts served either large numbers of English learners, high concentrations of English learners, or both. Notably, districts with the highest percentages of English learners were not always the districts with the largest English learner enrollments.

Figure 4. Comparison of the number and percentage of Current English learners by district in 2024-25



A sizable proportion of Oregon districts did not have any current English learner enrollments in 2024-25. The 42 districts not currently serving English learners tended to be small in overall population (median 108 students).

The variation in English learner's population across districts is also evident in Table 1, which shows the 10 districts with the highest numbers of current English learners.

Table 1. Districts with the highest number of Current English learners in 2024-25

District Name	Number of Current English Learners	Percentage of Current English Learners
Salem-Keizer SD 24J	8,663	23.4
Beaverton SD 48J	6,761	18
Portland SD 1J	4,514	10.5
Hillsboro SD 1J	3,909	20.9
Reynolds SD 7	3,397	34.9
David Douglas SD 40	2,677	30.6
Woodburn SD 103	2,508	48.1
North Clackamas SD 12	2,432	14.5
Gresham-Barlow SD 10J	1,966	17.3
Centennial SD 28J	1,638	30.4

In addition, Table 2 shows the 10 districts with the highest percentages of current English learners. Several districts, including Woodburn SD, Reynolds SD, David Douglas SD, Centennial SD, and Salem-Keizer SD, appear on both lists. This indicates that these districts not only serve large numbers of current English

learners, but that current English learners also comprise a substantial share of their overall student populations. Notably, nearly half of all students in Woodburn SD (48.1%) were current English learners, while current English learners represented more than one-third of students in Reynolds SD (34.9%) and approximately one-third of students in David Douglas SD (30.6%) and Centennial SD (30.4%).

Table 2. Districts with the highest percentage of Current English learners in 2024-25.

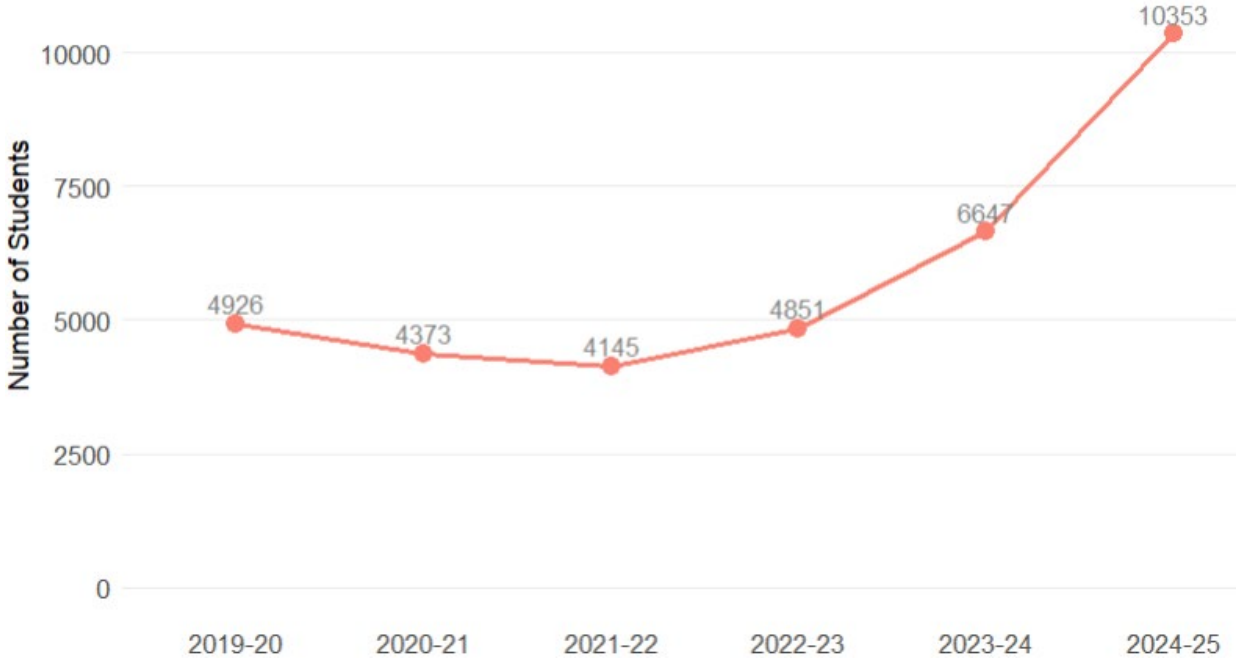
District Name	Number of Current English Learners	Percentage of Current English Learners
Woodburn SD 103	2,508	48.1
Reynolds SD 7	3,397	34.9
Umatilla SD 6R	487	33.4
David Douglas SD 40	2,677	30.6
Centennial SD 28J	1,638	30.4
Milton-Freewater Unified SD 7	391	25.4
Morrow SD 1	544	24.5
Forest Grove SD 15	1,373	24.3
North Marion SD 15	373	23.8
Salem-Keizer SD 24J	8,663	23.4

The number of recently arrived English learners increased substantially during the last two school years.

The term “recent arrivers” refers to students who were born outside of the U.S. and Puerto Rico, and who have been educated in the U.S. for fewer than three cumulative years (i.e., these students are recent immigrants). They can be current, former, or never English learners; however, the majority are current English learners.

The number of recent arrivers in Oregon has doubled in the past five years. In 2024-25, 10,353 current English learners were recent arrivers. This number represents the largest count of recent arrivers over the last six years (see figure 5).

Figure 5. Number of Current English learners who were recent arrivers in Oregon (2019-20 to 2024-25).



Most recently arrived English Learners (over 54%) were in the elementary grades, while about 21% were in grades 6-8 and over 24% were in high school. Current English learners who are recent arrivers in middle and high school contend with significant challenges, since they must learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2024-25 was 6,850. Five Oregon districts with the largest population of adolescent current EL newcomers in 2024-25 are shown in Table 3.

Table 3. Districts with the largest population of EL adolescent newcomers in 2024-25.

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Salem-Keizer SD 24J	577
Beaverton SD 48J	501
Portland SD 1J	436
David Douglas SD 40	373
Hillsboro SD 1J	256

In 2024-25, districts reported over 1,000 current English learners had experienced interruptions in their education.

Some current and former English learners had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from attending school for a period of time. These students are known as students with limited or interrupted formal education (often abbreviated as SIFE or SLIFE). Students are SLIFE if they are immigrant students or English learners who enter school in the U.S. after grade two and experience all of the following:

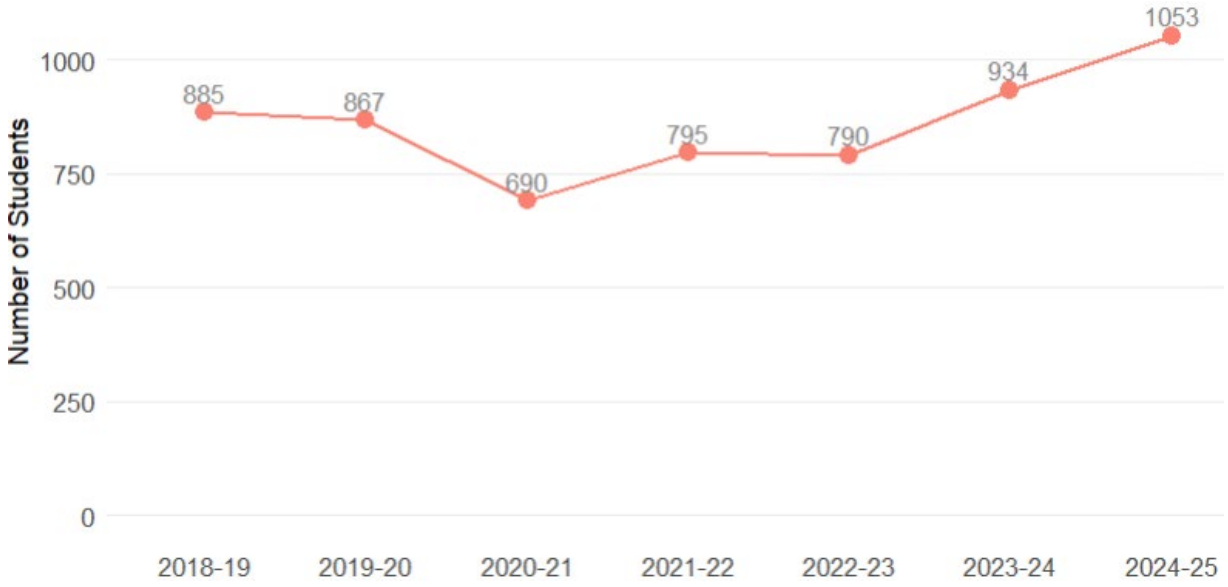
a. Have at least two fewer years of schooling than their peers of the same age,
b. Function at least two years below grade level expectations in reading and mathematics, and
c. Are preliterate in their native language.[5]

SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including never English learner peers, is a factor that appears to improve academic outcomes (Browder, 2014).

ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2024-25 school year, districts reported 1,053 current English learners with limited or interrupted formal education (over 1.6% of all current English learners). As figure 6 illustrates, the number of current English learner students with limited or interrupted formal education decreased from 2018-19 to 2022-23 but increased in 2023-24 and 2024-25.

[5] See ESEA Title III English Learner Definitions for more details.

Figure 6. Number of Current English learners with an interrupted formal education (2018-19 to 2024-25).



Most students with limited or interrupted formal education were in high school (over 57%). Another 25.7% were in the middle school grades (grades 6-8), and only 16.9% were in the elementary grades.

In 2024-25, the distribution of current English learners with limited or interrupted formal education was not uniform across Oregon districts. Instead, current English learners with limited or interrupted formal education were, for the most part, concentrated in a few districts. Table 4 identifies districts that provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2024-25. These districts alone enrolled the majority of all SLIFE students in Oregon. Note that some of the districts serving many adolescent newcomers (see Table 3) also enroll a significant number of current English learners with interrupted formal education (e.g., Portland and Beaverton).

Table 4. Districts serving at least 20 Current English learners with interrupted formal education in 2024-25

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro SD 1J	454
Beaverton SD 48J	143
McMinnville SD 40	79
Portland SD 1J	74
Hermiston SD 8	61
Woodburn SD 103	35
David Douglas SD 40	27
South Lane SD 45J3	23

Current English learners across the state spoke 247 unique home languages.

Statewide, current English learners spoke over 247 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by over 75% of all current English learners. The four next most common languages were Russian, Chinese, Vietnamese, and Arabic. Taken together, these top five languages represent 84.0% of home languages among current English learners (see Table 5). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages has been increasing.

In 2020, ODE expanded the language of origin reporting options to include an additional 384 languages, many of which were Mesoamerican languages such as Mam, Q'anjobal, and K'iche. This was intended to reduce the prevalence of districts reporting an unknown home language. However, in 2024-25, districts[6] reported an unidentified home language (listed as '*other languages*' in Table 5) for 861 English learners, suggesting a need for continued training and support in this area.

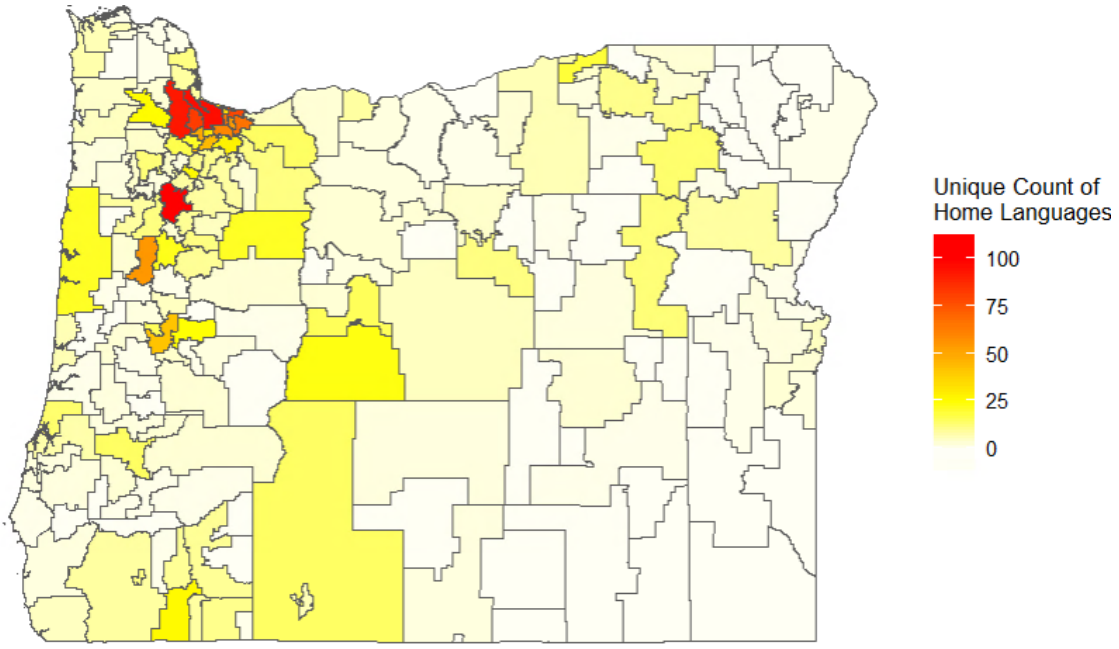
Table 5. Most prevalent home languages among current English learners in 2024-25.

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	48,740	75.50%
Russian	1,605	2.50%
Chinese	1,233	1.90%
Vietnamese	1,191	1.80%
Ukrainian	896	1.40%
Other languages	861	1.30%
Chuukese	835	1.30%
Arabic	820	1.30%
Somali	545	0.80%

Figure 7 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and Salem, provide English language instruction, supports, and services to students with over 60 unique home languages.

[6] These districts in alphabetical order included: Beaverton SD 48J, Bend-LaPine Administrative SD 1, Bethel SD 52, Canby SD 86, Centennial SD 28J, Coos Bay SD 9, Corvallis SD 509J, David Douglas SD 40, Eagle Point SD 9, Estacada SD 108, Eugene SD 4J, Greater Albany Public SD 8J, Gresham-Barlow SD 10J, Hillsboro SD 1J, Hood River County SD, Klamath County SD, Lake Oswego SD 7J, Lincoln County SD, McMinnville SD 40, Mitchell SD 55, Morrow SD 1, Mt. Angel SD 91, North Clackamas SD 12, Oregon City SD 62, Oregon Trail SD 46, Parkrose SD 3, Pendleton SD 16, Portland SD 1J, Prairie City SD 4, Redmond SD 2J, Reynolds SD 7, Riverdale SD 51J, Salem-Keizer SD 24J, Scio SD 95, Siuslaw SD 97J, Springfield SD 19, Tigard-Tualatin SD 23J, Warrenton-Hammond SD 30, and Woodburn SD 103.

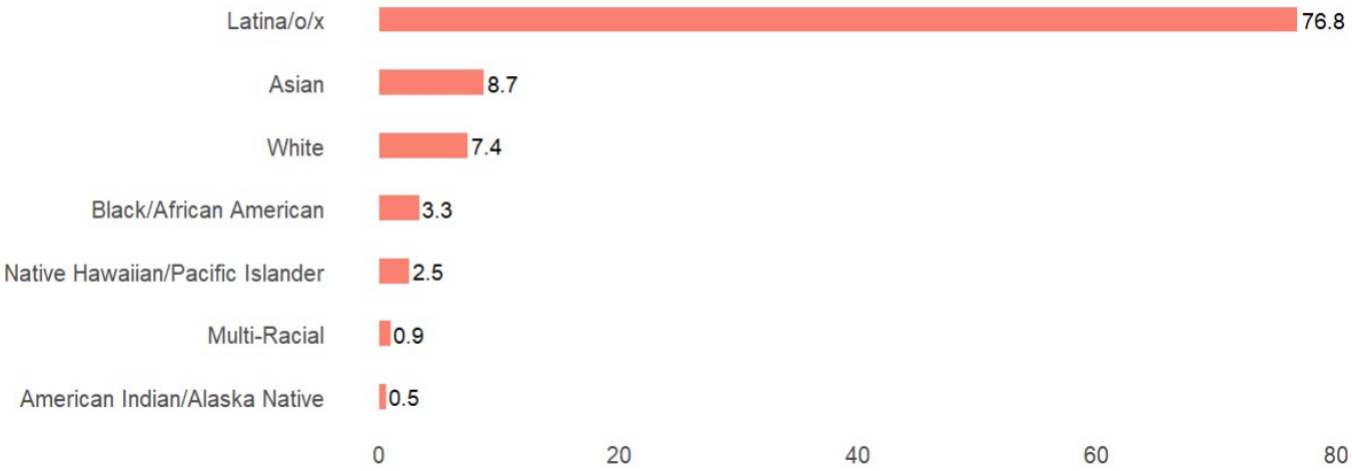
Figure 7. Geographic distribution Current English learner home languages across Oregon districts during 2024-25



The vast majority of current English learners were Latina/o/x.

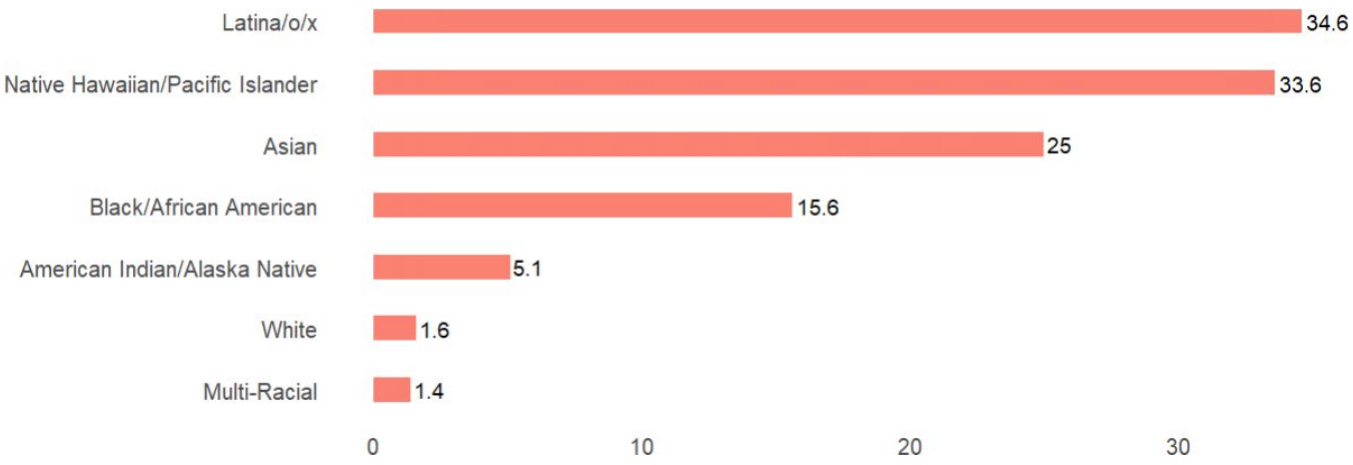
In the 2024-25 school year, Oregon served 64,525 current English learners (ELs), the vast majority of whom—49,555 students, or 76.8%, identified as Latina/o/x. This reflects the continuing trend in Oregon and nationally, where Latina/o/x students make up the largest share of the English learner population. Asian students comprised the second-largest racial/ethnic group among English learners at 8.7%, followed by White students at 7.4%. Other racial and ethnic groups were represented in smaller proportions: Black/African American students accounted for 3.3% of current English learners, while Native Hawaiian/Pacific Islander students made up 2.5%. Students who identified as multi-racial represented 0.9%, and American Indian/Alaska Native students accounted for 0.5% of the English learner population. These data highlight the linguistic and cultural diversity of Oregon's English learner community, while also emphasizing the high representation of Latina/o/x students in English learner programs. Understanding this demographic breakdown is important for tailoring supports, instructional models, and family engagement strategies that are responsive to students' backgrounds and needs. It also underscores the importance of culturally and linguistically responsive practices, especially for the groups that make up smaller shares of the English larner population and may face different access or inclusion challenges in school systems.

Figure 8. Percentage of Current English learners by race/ethnicity in 2024-25.



It is also important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to Figure 9, only 34.6% of Latina/o/x students were current English learners in 2024-25. Moreover, 33.6% of Native Hawaiian/Pacific Islander students were current English learners.

Figure 9. Percentage of each racial/ethnic group who were Current English learners in 2024-25.



Section 2: Participation in Targeted Programs

Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include students experiencing economic disadvantages (previously measured via free and reduced price meals), special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only state funding. This section of the report describes the participation of English learners in each of these programs during the 2024-25 school year.

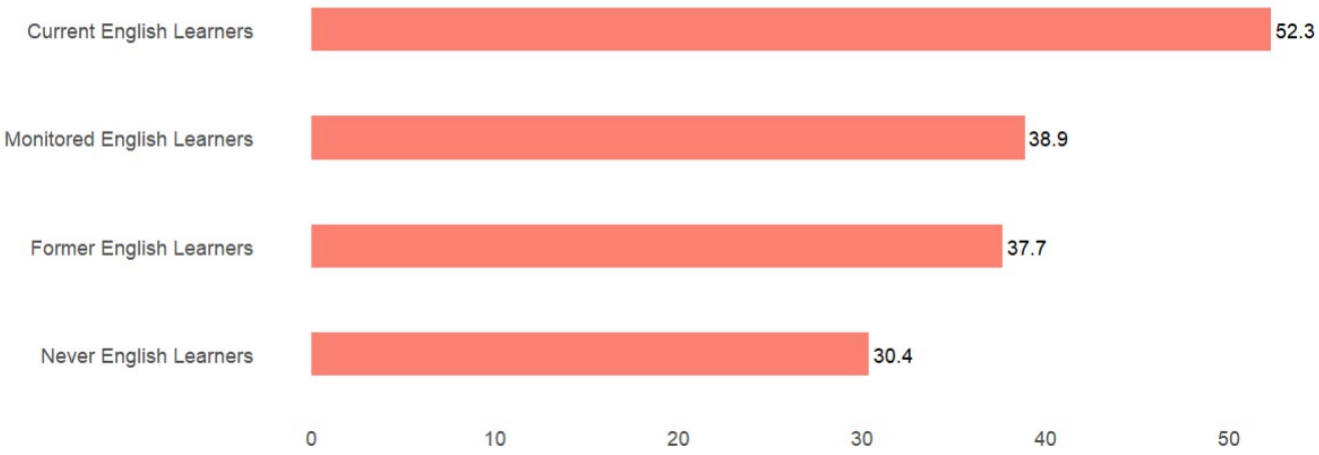
Students Experiencing Poverty

Prior to the 2023-24 school year, the identification of economically disadvantaged students relied on their eligibility for free and reduced price (FRP) school meals. FRP, however, provides an imprecise measure, since some eligible students and families never apply to the program. In addition, following the COVID-19 pandemic, some schools have continued to allow meals to be served at no cost to all students, further invalidating FRP as a reliable measure for determining students experiencing economic disadvantages (English Learners in Oregon Report, 2024).

Since the 2023-24 school year, ODE began adopting a new composite indicator, replacing FRP, called "Students Experiencing Poverty" (SEP, Oregon Statewide Report Card, 2024). SEP includes those students that experienced one or more disadvantages, including receiving Supplemental Nutrition Assistance (SNAP) or Temporary Assistance for Needy Families (TANF) benefits, being in foster care, experiencing homelessness, or receiving migrant education services.

Figure 10 illustrates the percentage of students identified as experiencing poverty within four English learner groups for the 2024-25 school year. The data reveal that Current English Learners are the most affected, with 52.3% identified as experiencing poverty, followed by Monitored English Learners (38.9%) and Former English Learners (37.7%). The group with the lowest SEP rate is Never English Learners, at 30.4%.

Figure 10. Percentage of Current, Monitored, Former, and Never English learners experiencing poverty in 2024-25.



Special Education

Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language development and special education).

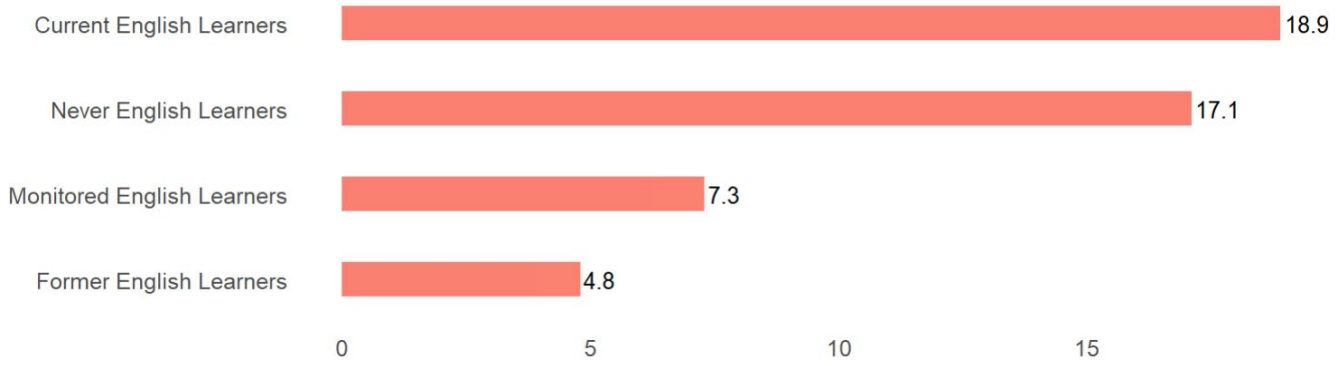
There is some concern in the field about the difficulty of accurately identifying current English learners who may need special education services and supports. Because students are simultaneously developing English proficiency and academic skills, it can be challenging to distinguish language acquisition processes from disability-related needs. As a result, some students may be incorrectly identified for special education services, while others with genuine disabilities may not be identified in a timely manner. These identification

challenges are present not only in Oregon but across the U.S. (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez, & Damico, 2007; Umansky, Thompson, & Díaz, 2017).

Current English learners received special education services and supports at a higher rate.

Figure 11 shows the percentage of English learner subgroups receiving special education services in Oregon during the 2024-25 school year. Current English learners had the highest rate at 18.9%, followed by never English learnersLs at 17.1%. Monitored English learners and former English larners had lower rates, at 7.3% and 4.8%, respectively. While current English learners had a slightly higher rate of special education participation than never English learners, the two groups had broadly similar rates. In contrast, fFormer and monitored English learners had substantially lower rates. These patterns highlight the importance of careful evaluation practices to distinguish language acquisition needs from disability-related needs.

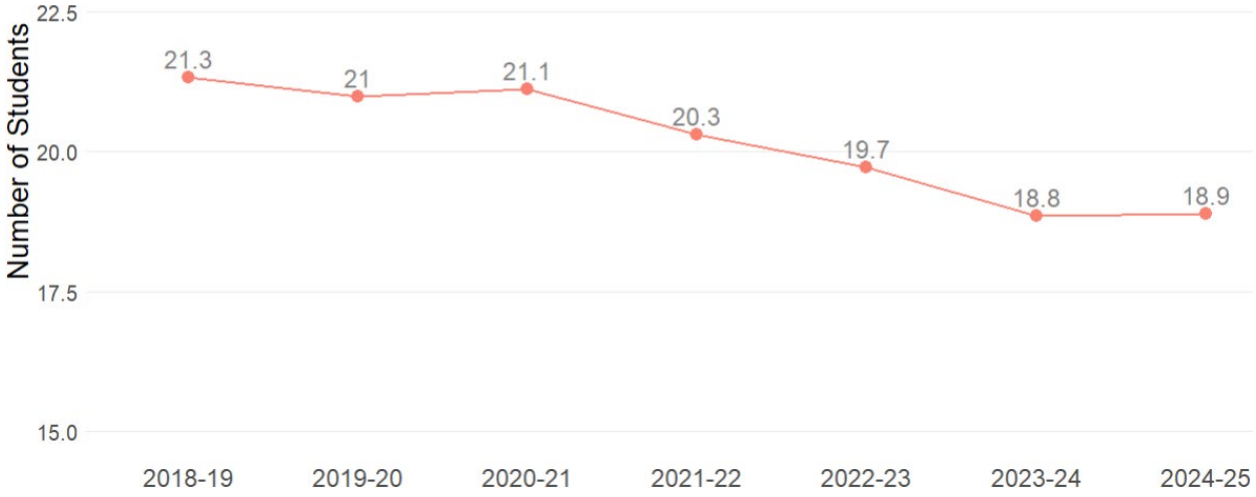
Figure 11. Percentage of Current, Monitored, Former, and Never English learners receiving special education services and supports in 2024-25.



The percentage of current English learners receiving special education decreased in 2024-25.

In 2024-25, 12,187 current English learners (18.9%) were receiving special education supports and services. Despite their higher rate of identification for special education services, the percentage of current English learners receiving special education services and supports remained relatively stable compared to the previous year, increasing slightly from 18.8% in 2023-24 (see Figure 12).

Figure 12. Percentage of Current English learners receiving special education services and supports (2018-19 to 2024-25).



Most current English learners with a disability in 2024-25 had a Specific Learning Disability (3,748 students) or a Speech/Language Impairment (2,625 students) as their primary disability. Other primary disabilities, with 100 or more current English learners in 2024-25, included Autism Spectrum Disorder, Other Health Impairments, Developmental Delay, Intellectual Disability, Emotional Behavior Disability, and Deaf or Hard of Hearing (see Table 6). It is also worth noting that 4.1% (2,625 students) of dually identified current English learners reported a Speech/Language Impairment, which remains over 1 percentage point higher than the rate observed among never English learners (about 3.0%).

Table 6. Primary disabilities involving 100 or more current English learners in 2024-25.

Disability Type	Number of Current English Learners	Percent of Current English Learners
Specific Learning Disability	3,748	5.8
Speech/Language Impairment	2,625	4.1
Autism Spectrum Disorder	1,459	2.3
Other Health Impairments	1,161	1.8
Developmental Delay 3-9yr	881	1.4
Intellectual Disability	697	1.1
Emotional Behavior Disability	290	0.4
Deaf or Hard of Hearing	174	0.3

Migrant Education

Some English learners also participate in migrant education programs. Students ages 3-21 can qualify for Title I-C migrant education programs (MEP) if they or their parents are engaging in qualifying agricultural or fishing work, and they have moved within the past 36 months to obtain or seek this type of work. Many migrant

children experience poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intent of migrant education programs is to ensure that migrant children receive the support that addresses their unique situations and can receive supports necessary to succeed academically.

Over 9% of current English learners received services from Migrant Education Programs in 2024-25.

Oregon has one of the largest migratory student populations nationally. As of the first school day in May 2025, 5,869 current English learners participated in MEPs. That number translates to 9.1% of all current English learners. It also means that more than half (63.2%) of the 9,287 students in MEPs were current English learners in 2024-25. Moreover, 15.6% of students in MEPs were former English learners, and 11.2% were monitored English learners. Overall, 90% of the 9,287 students who were identified for services from MEPs were ever English learners.

During the 2024-25 school year, Oregon's MEP was administered by 18 local subgrantees, known as MEP Regions. This program is federally funded through Title I, Part C for migrant education, and regional programs receive federal funds based on federal and state allocation formulas for the local identification of migratory students and provision of MEP services in approximately 117 districts across the state. In 2024-25, Salem-Keizer SD had the largest number of migratory English learners in the state, with 958 students, followed by Southern Oregon ESD, which had 803 migratory English learners (see Table 7).[7]

[7] In the 2024-25 school year, Oregon identified a total of 12,810 migratory students for the Migrant Education Program, as identification and provision of services with Title I-C funds continue throughout the summer session.

Table 7. Regions that participated as subgrantees of migrant education programs as of the first school day in May 2025.

MEP Regions	Current English Learners identified for MEP
Salem-Keizer SD	958
Southern Oregon ESD	803
Intermountain ESD	622
Willamette ESDL/Linn/Benton/Lincoln/Polk/Yamhill Counties	431
Woodburn	405
Lane ESD/Douglas County	371
Forest Grove SD	300
Hillsboro SD	278
Hood River County	254
High Desert ESD/ Wheeler Counties	248
Columbia George ESD	229
Beaverton SD	229
East Multnomah County	203
Clackamas ESD	176
Ontario/Annex SDs	154
Northwest Regional ESD/Carlton SD	105
Nyssa	91
Non-project Areas	12

Talented and Gifted

Research suggests that multilingual learners may possess strengths and talents that are not always recognized through traditional gifted identification processes. Nationally, English learners have historically been underrepresented in gifted and talented programs, prompting researchers and educators to examine more equitable approaches to identifying gifted potential among multilingual learners (Mun et al., 2021). Understanding participation in TAG programs among English learners can help districts ensure that advanced learning opportunities are accessible to all students. The state requires that all school districts establish policies and procedures to identify students to participate in Talented and Gifted (TAG) services[8]. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas (Gubbins et al., 2020). State law requires districts to develop a TAG plan to provide programs and services beyond regular school programs in order to ensure that eligible students can develop and realize their potential (OAR 581-022-2500).

Correctly identifying students for TAG programs and providing specialized services is important because multilingual learners may demonstrate giftedness in ways that are not always recognized through traditional

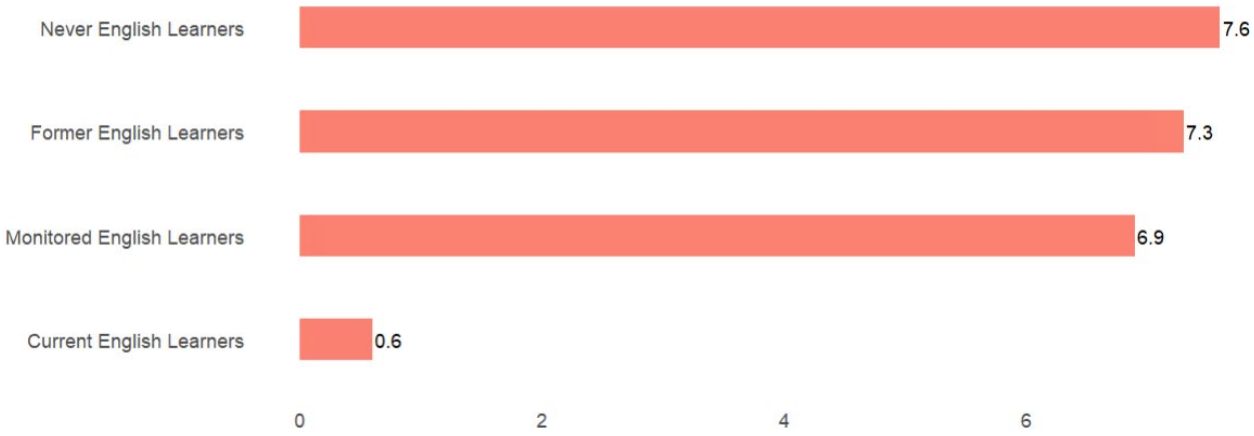
[8] These instructional services mainly include services to students identified as TAG in general education classrooms (push-in/full inclusion).

identification processes. English learners may be overlooked for TAG services when language proficiency is mistaken for a lack of advanced academic potential, resulting in underrepresentation in gifted programs (Mun et al., 2021). Ensuring equitable identification practices helps districts recognize the strengths, talents, and academic potential of multilingual learners and provide them with appropriate advanced learning opportunities. Findings from ODE suggest that approximately 10% of TAG students drop out of high school (Allen, 2016).

Current English Learners were rarely identified for TAG Services.

According to Figure 13, 7.6% of never English learners (34,311 students) were identified for TAG services in 2024-25. While 7.3% of former English learners were identified (1,583 students), 6.9% of monitored English learners were identified (1,123 students), and only 0.6% of current English learners were identified for TAG programs in 2024-25 (397 students). Never English learners were over 12 times more likely to be identified for TAG programs than current English learners in 2024-25.

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



Section 3: Language Development and Performance on State Assessments

Students who are current English learners have to develop proficiency in English. In addition, and at the same time, they must learn all the same academic content as never English learners in Oregon. This section of the report provides data about English language proficiency and academic outcomes of current English learners (with comparisons to former, ever, and never English learners).

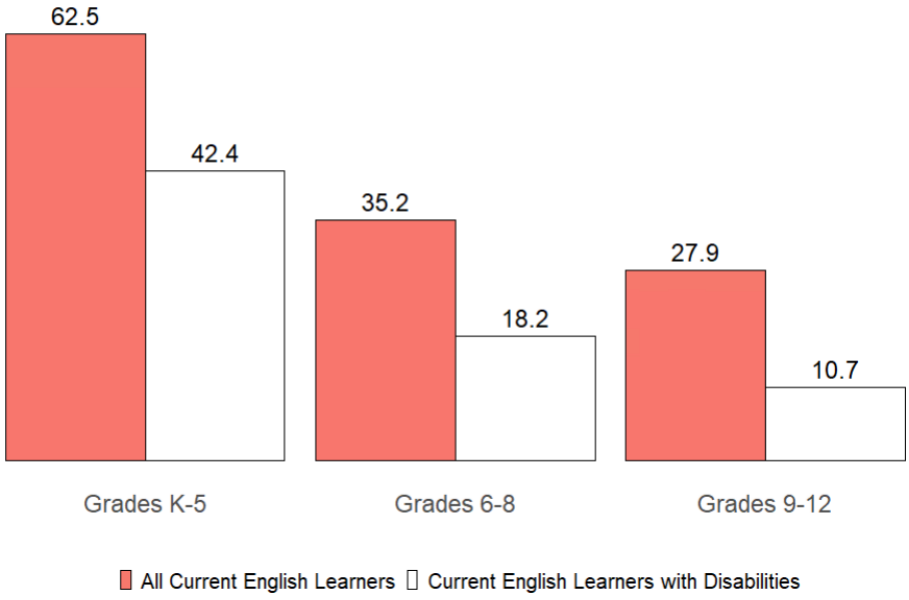
Progress Towards English Language Proficiency

Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student's proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four ELPA domains are ready to exit the ELD program. Since 2017-18, ODE monitors whether current English learners are on track to attain English language proficiency using a trajectory expectation model. Under this model, most current English learners are expected to attain English language proficiency within seven years, while

students with disabilities and/or limited or interrupted formal education are expected to attain proficiency within eight years. Current English learners are on track if their current ELPA domain performance meets or exceeds trajectory expectations given (1) initial ELPA domain performance, (2) years identified as a current English learner, and (3) disability and/or interrupted formal education status. These expectations are in line with trajectory expectations indicated by research on English learners (see Hakuta, Goto Butler, & Witt, 2000; Robinson, Cimpian, Thompson, & Umansky, 2016; Umansky & Reardon, 2014), as well as students with limited or interrupted formal education (SLIFE) and dual-identified English learners (see Burke, Morita-Mullaney, & Singh, 2016; Conger, 2009; Kieffer & Parker, 2016; Thompson, 2015; Umansky & Reardon, 2014). Interested readers are also referred to Oregon's ESSA Consolidated State Plan (2017, pp. 43-44) for additional information regarding Oregon's trajectory expectations.

As illustrated in Figure 14, as grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 62.5% in elementary school grades to 27.9% in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities, where the percentage decreases from 42.4% in elementary school grades to 10.7% in high school grades. To some extent, the decrease in the percentage of current English learners on track to attain English language proficiency from elementary to high school grades is not surprising due to the annual exiting of current English learners and the annual enrollment of new English learners. This has a considerable impact on the composition of current English learners across grade levels. Thus, inferences and comparisons across grade levels and between groups of current English learners (e.g., those with and without disabilities) must be made with caution.

Figure 14. Percentage of all Current English learners and Current English learners with disabilities on track to attain English language proficiency by elementary (K-5), middle (6-8), and high school grades (9-12) in 2024-25.



Long-term current English learners made up 22.5% of all current English learners.

ODE defines a long-term current English learner as a student who receives English language instruction, supports, and services in an ELD program for more than seven years. Parents and communities have concerns about the ability of Oregon's schools and districts to ensure current English learners attain English language proficiency and exit an ELD program within an appropriate amount of time. Current English learners who are unable to meet proficiency expectations after a period of time are known as long-term current English learners. In Oregon, the current average number of years in the English learner program is over 4.6 years (i.e., about 4 years and 8 months).

In 2024-25, most current English learners (77.5%) were not long-term English learners; however, this means that 22.5% of current English learners received English language instruction, supports, and services for more than seven years, which is similar to 2023-24 (23%). This is a concern because slower development of English language proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009; Danahy Ebert & Reilly, 2022). An important point to consider is the ability of Oregon's schools and districts to meet the needs of current English learners. This is particularly salient given that 39.4% of current English learners with disabilities in 2024-25 were long-term English learners.

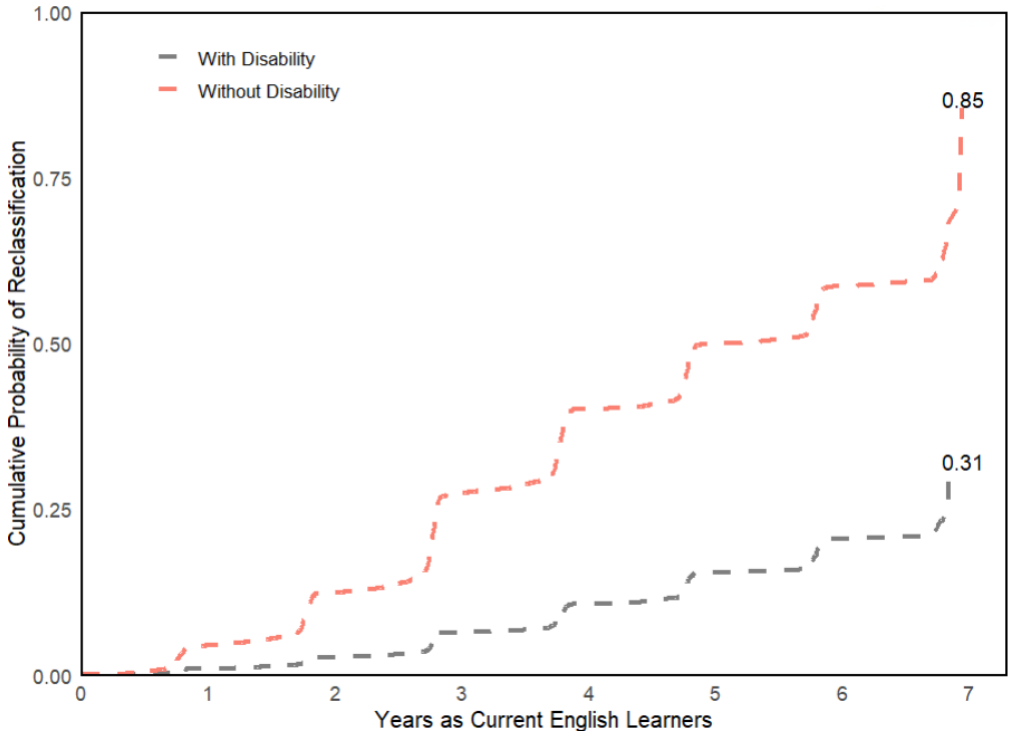
Approximately 31% of current English learners receiving special education services and supports developed English language proficiency in seven years.

It is also useful to look at the development of English language proficiency from another angle, namely, what proportion of current English learners develop proficiency within a particular amount of time?

This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2024-25 regardless of the length, start, or end of enrollment. While most of the data in this report rely on the first school day in May 2025 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2025).

Figure 15 addresses this question for current English learners with and without disabilities. For current English learners without disabilities who began receiving English language instruction, supports, and services on or after July 1, 2018, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after seven years is 0.85 (or 85%). That is, 85% of the current English learners without disabilities attained English language proficiency and exited English learner services in seven years. On the other hand, 31% of current English learners with disabilities attained English language proficiency and exited an ELD program in seven years. Succinctly put, English learners without a disability are, on average, nearly three times as likely to exit the English learner program in seven years than their English learner peers with a disability.

Figure 15. Probability of reclassification for Current English learners with and without disabilities after seven years (July 1, 2018 to June 30, 2025).



Performance on English Language Arts and Mathematics Assessments

Each year, all Oregon students in grades 3–8 and 11 take state assessments in English language arts (ELA) and mathematics. These assessments are a key measure of academic progress and help inform Oregon's statewide educational goals and accountability targets. In particular, literacy achievement is closely tied to Oregon's efforts to improve 3rd grade reading outcomes and long-term student success. ELA is assessed only in English, which may present additional challenges for English Learners who are still developing English proficiency. The math assessment is offered in English with language access supports available to eligible students[9].

Oregon has established statewide performance growth targets for the 2029-30 school year, including 82.0% for K-2 attendance, 78.3% for K-12 attendance, 52.6% for 3rd grade ELA proficiency, 52.0% for 8th grade mathematics proficiency, 94.9% for 9th grade on-track status, 92.3% for four-year graduation, and 95.4% for five-year completion. These targets provide a statewide benchmark for evaluating progress toward Oregon's long-term educational goals.

[9] It is worth noting that state mathematics summative tests allow for a Spanish-English toggle feature that may be set up by test administrators upon request prior to the test.

Former ELs outperformed or matched never ELs in ELA in early grades, while current ELs met state standards at significantly lower rates across all grades.

Consistent with Oregon Senate Bill 141, the Education Accountability Act, Figure 16 now includes ELA results for Grade 3 in addition to elementary, middle, and high school grades.

According to Figure 16, across all grade levels, current English learners had the lowest percentage of students meeting or exceeding standards, with only 6.3% in Grades 3-5, 6.0% in Grade 3, 4.1% in Grades 6-8, and 4.6% in Grade 11.

Former English learners, on the other hand, performed significantly better, especially in Grades 3-5, where 79.9% met or exceeded standards, the highest percentage across all groups and grade spans. This performance exceeded Oregon's 2029-30 statewide target of 52.6% for 3rd grade ELA proficiency. Although performance declined in later grades, with 50.5% in Grades 6-8 and 39.3% in Grade 11, former English learners continued to outperform current and monitored English learners.

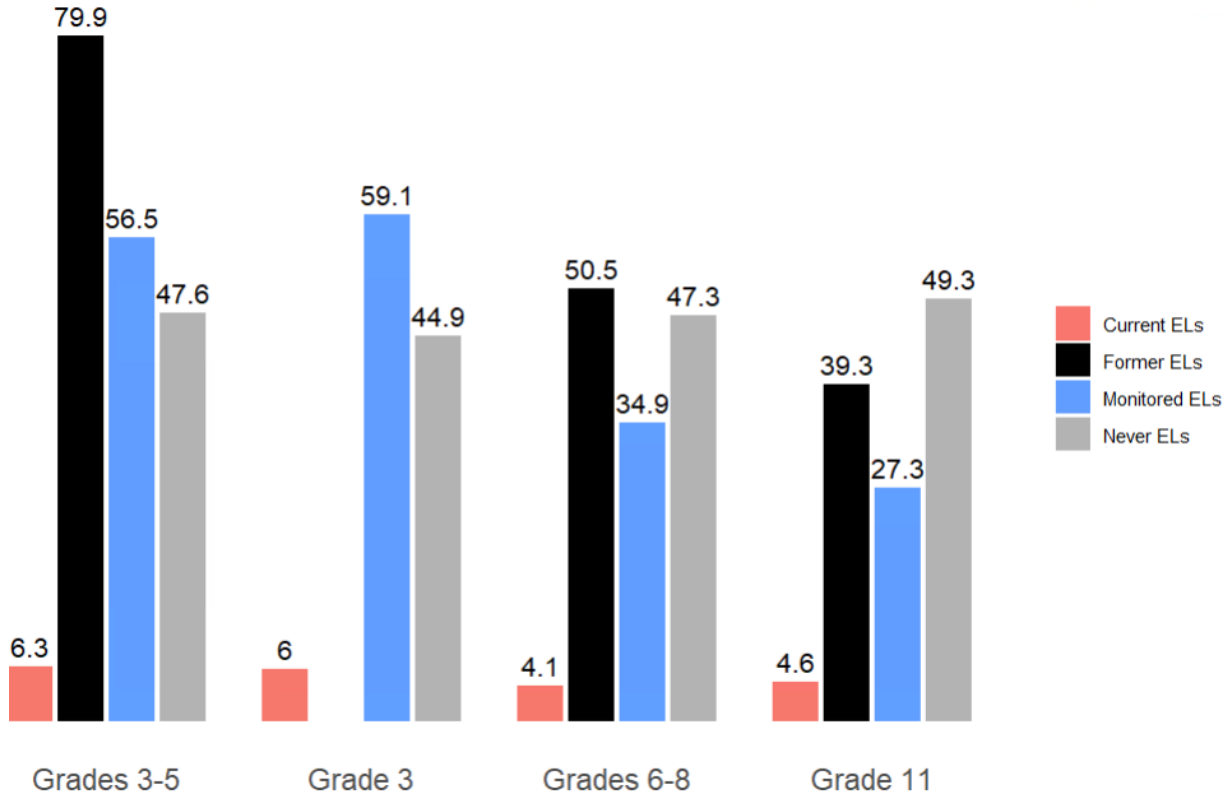
Monitored English learners who were reclassified from English learner status within the past four years demonstrated moderate performance. In Grades 3-5, 56.5% met or exceeded standards, increasing to 59.1% in Grade 3, before declining to 34.9% in Grades 6-8 and 27.3% in Grade 11. This downward trend suggests that some reclassified English learners may struggle to maintain academic proficiency as curriculum demands increase.

Never English learners generally outperformed current and monitored English learners but underperformed former English learners in elementary and middle school grades. Their percentages remained relatively stable across grade spans: 47.6% (Grades 3–5), 44.9% (Grade 3), 47.3% (Grades 6–8), and 49.3% (Grade 11).

Overall, the data indicate that current English learners face the greatest challenges in ELA, while former English learners, particularly in elementary grades, demonstrate higher rates of proficiency than other English learner groups and, in some cases, their never English learner peers. Relative to Oregon's 2029-30 statewide target of 52.6% for 3rd grade ELA proficiency, performance varied considerably across English learner groups, with former English learners in Grades 3-5 exceeding the target and current English learners remaining below it. These patterns highlight persistent differences in outcomes across student groups and underscore the importance of continued efforts to improve literacy achievement for English learners.[10]

[10] In addition to state assessments, in the 2024 National Assessment of Educational Progress (NAEP) ELA assessment in Oregon, English learners showed significantly lower performance compared to all students. In 4th grade, only 1% of ELs reached proficiency, compared to 19% of all students, and 93% of ELs scored below basic. In 8th grade, 1% of ELs were proficient, with 86% scoring below basic, while 24% of all students were proficient.

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]



In Math, Former ELs outperformed Never ELs in elementary and middle school grades, while Current ELs met standards across all grade levels at substantially lower rates.

Figure 17 now includes results for Grade 8 in addition to elementary, middle, and high school grades, which is one of Oregon's key student outcomes for accountability.

Based on Figure 17, across all grade levels, current English learners consistently exhibited the lowest achievement in mathematics. Only 7.0% of current English learners in Grades 3-5 met or exceeded standards, and this percentage declined sharply to 3.1% in Grades 6-8, 2.7% in Grade 8, and 2.4% in Grade 11. This trend highlights the significant challenges faced by current English learners in mastering mathematical concepts and navigating the language demands of mathematics assessments administered in English.

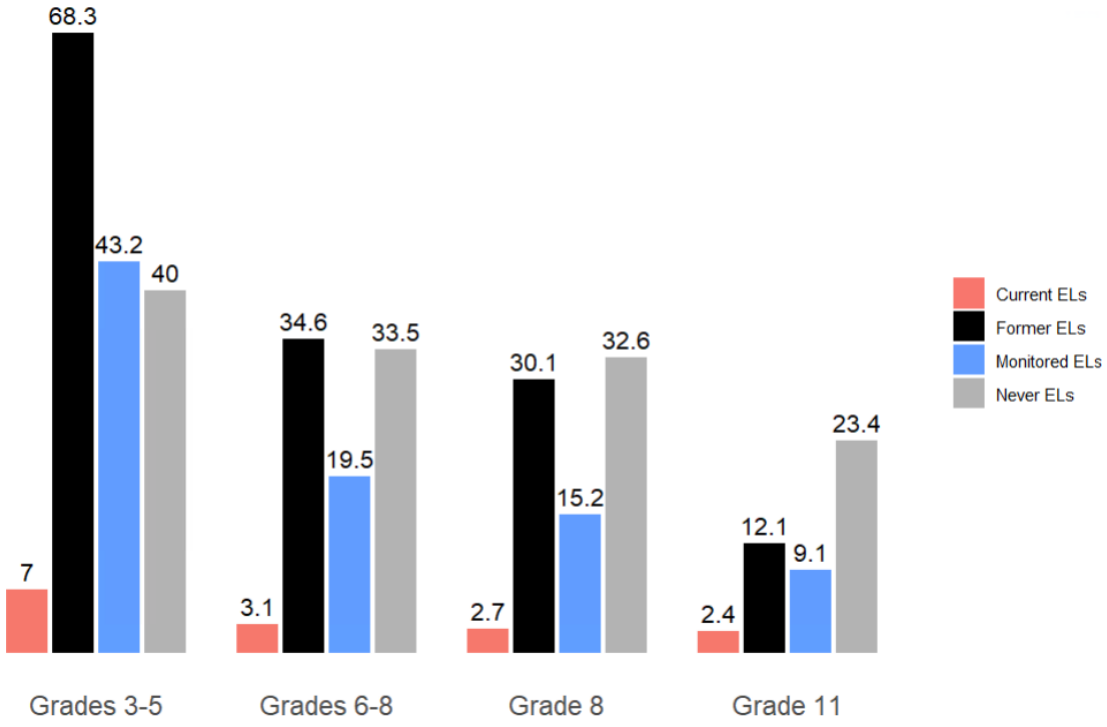
[11] In this chart, the group "current EL" includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

Former English learners showed relatively strong performance, especially in elementary grades, where 68.3% met or exceeded standards—surpassing all other groups. However, their performance declined with grade level, dropping to 34.6% in Grades 6-8, 30.1% in Grade 8, and 12.1% in Grade 11. This pattern suggests increasing challenges in maintaining mathematics achievement as academic expectations become more rigorous.

Monitored English learners who recently exited English learners status outperformed current English learners at every grade level but did not consistently surpass never English learners. In Grades 3-5, 43.2% of monitored English learners met standards, compared to 40.0% of never English learners. However, this advantage disappeared in later grades, with monitored English learners trailing never English learners in Grades 6-8 (19.5% vs. 33.5%), Grade 8 (15.2% vs. 32.6%), and Grade 11 (9.1% vs. 23.4%).

Overall, the data reveal a persistent achievement gap in mathematics for current English learners and indicate that early gains among former and monitored English learners may diminish over time, highlighting a need for sustained academic support throughout students' educational trajectories.[12].

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]



[12] In addition to state assessments, the 2024 National Assessment of Educational Progress (NAEP) for Oregon, English learners (ELs) scored significantly lower than all students. In 4th grade, only 4% of ELs reached the proficient level compared to 25% of all students, with 70% of ELs scoring below basic. The disparity was even greater in 8th grade: just 1% of ELs were proficient, while 90% scored below basic, compared to 45% of all students.

[13] Also in this chart, the group "current EL" includes only students who were classified as current ELs at the time of testing.

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

This section of the report examines several important outcomes for English learners. These are attendance, 9th grade progress towards graduation, four-year graduation, earning a Seal of Biliteracy/Multiliteracy, and post-secondary enrollment.

Regular Attendance

In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students' grades, performance on standardized assessments, graduation rates, and success in college (Allensworth & Evans, 2016; Ginsburg, Jordan, & Chang, 2014). In Oregon, students exhibit "regular attendance" at school if they attend more than 90% of school days during the school year.

Current English learners consistently have lower rates of regular attendance across all grade levels, with engagement declining considerably in high school.

Consistent with Oregon Senate Bill 141, Figure 18 includes regular attendance rates for K-2 and K-12 students (common metrics for statewide performance) in addition to elementary, middle, and high school grades.

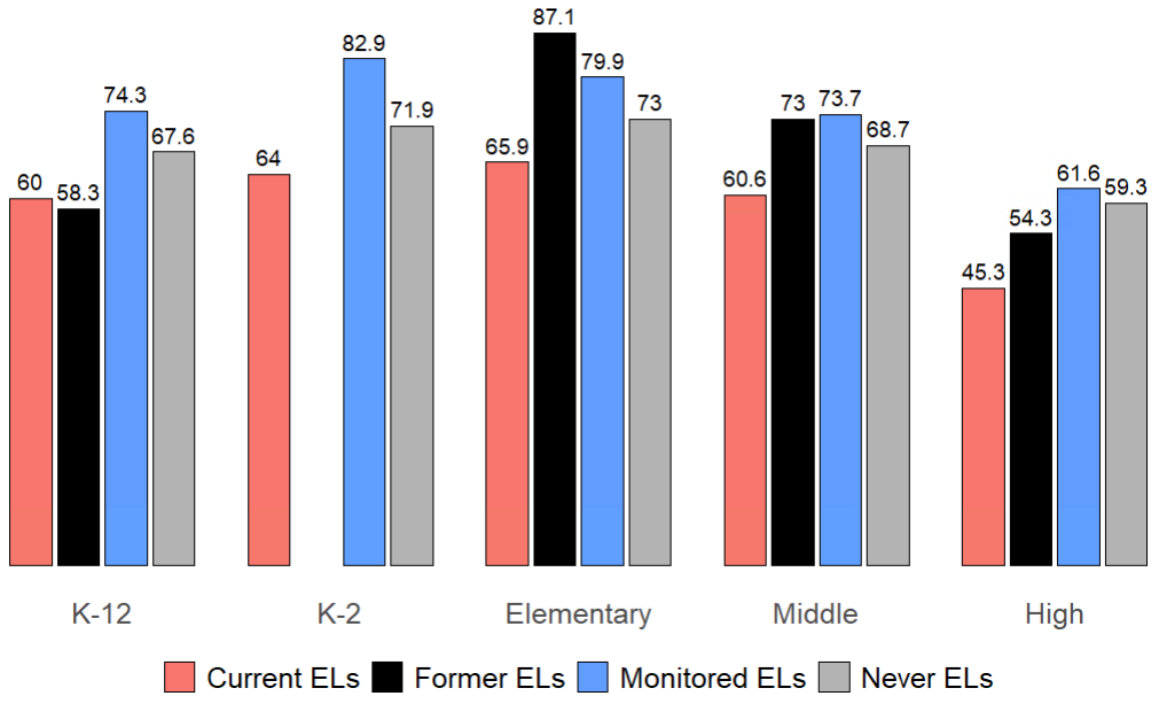
As shown in Figure 18, current English learners consistently exhibited the lowest rates of regular attendance compared to former, monitored, and never English learners, beginning with 65.9% in elementary school, declining to 60.6% in middle school, and reaching a low of 45.3% in high school. Across all grades (K-12), only 60.0% of current English learners were regular attenders.

Former monitored English learners demonstrated the highest rates of regular attendance in elementary and middle school, with former English learners leading at 87.1% in elementary school and 73.0% in middle school. Monitored English learners followed closely with 79.9% and 73.7%, respectively. In K-2 grades, monitored English learners had the highest attendance rate at 82.9%.

By high school, attendance declined across all groups, but former English learners (54.3%) and monitored English learners (61.6%) still maintained higher attendance rates than current English learners. Never English learners showed a steadier attendance pattern, with 73.0% in elementary school, 68.7% in middle school, and 59.3% in high school.

Overall, the data highlight the need for targeted attendance interventions, particularly for current English learners—whose engagement appears to decrease most significantly in secondary school. Supporting this group with culturally and linguistically responsive attendance strategies may be critical to improving long-term educational outcomes (also see the section on *sense of belonging*).

Figure 18. Percentage of Current, Monitored, Former, and Never English learners regularly attending school by elementary (K-5), middle (6-8), high school (9-12), K-2, and K-12 grades in 2024-25



On Track to Graduate

Around the country, states and districts track whether students in the 9th grade are on track to graduate within four years[14]. They do this because 9th grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide supports and interventions to help keep students in school and progressing towards graduation. Note that In Oregon, students in the 9th grade are on track to graduate if they earn at least six credits or 25% of the credits their district requires for graduation. However, one should note that ODE's data only captures the number of credits earned and not the specific courses associated with those credits. From 2021-22 to 2024-25, a higher percentage of former and never English learners were on track to graduate compared to current English learners.[15]

Former EL Students Show Strong and Consistent Growth in Ninth-Grade On-Track Rates

According to Figure 19, across all years, former English learner students consistently outperformed current and never English learner students in terms of being on track to graduate. Their rates increased steadily from

[14] Note that the data in for 9th grade on track defines former English learners as multilingual students who attained English language proficiency and exited an ELD program which also includes monitored English Learners.
[15] Data representing the percentage of current, former, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

83.8% in 2021-22 to 89.5% in 2024-5, marking a 5.7 percentage point increase over four years. While this rate remains below Oregon's statewide 2029-30 target of 94.9% for 9th grade on-track status, the upward trend reflects substantial progress toward that goal.

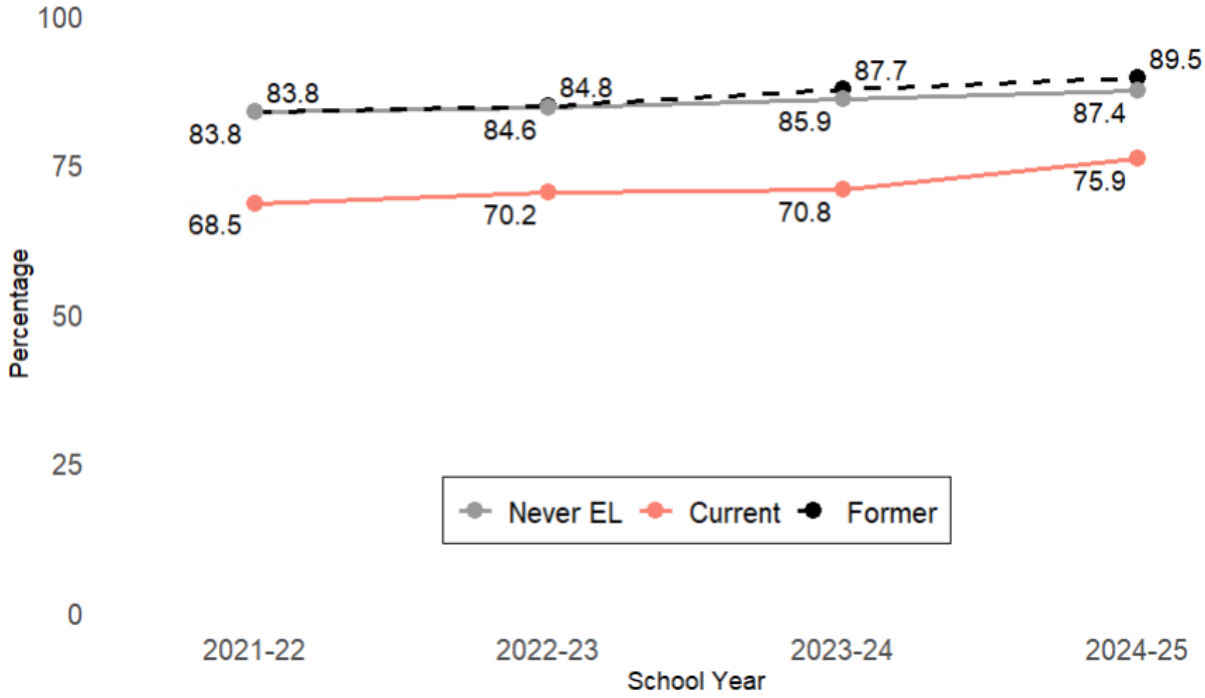
Never English learner students also demonstrated consistent improvement, increasing from 83.8% in 2021-22 to 87.4% in 2024-25. Although the two groups had identical rates in 2021-22, former English learners maintained a slight advantage in subsequent years, highlighting the strong performance of the former English learner group.

Current EL Students Increased Their On-Track Rates by More Than Seven Percentage Points

Current English learner students had the lowest on-track rates across all years, though they showed improvement from 68.5% in 2021-22 to 75.9% in 2024-25, a 7.4 percentage point gain. While this progress is encouraging, the persistent gap between current English learners and the other two groups (approximately 12-14 percentage points in 2024-25) signals a continued need for targeted support and resources.

Overall, the data reveal positive trends for all groups, especially for former English learner students. While former English learner students reached 89.5% in 2024-25, all groups remained below Oregon's statewide 2029-30 target of 94.9% for 9th grade on-track status. The persistent disparities between current English learner students and their peers highlight the importance of continued efforts to improve graduation readiness and support equitable outcomes for English learners.

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



Four-Year Graduation

ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting graduation data to the public, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school, which, for cohort-adjusted graduation rates, also includes monitored English learners (see Cohort Graduation Rate Policy and Technical Manual, 2021).

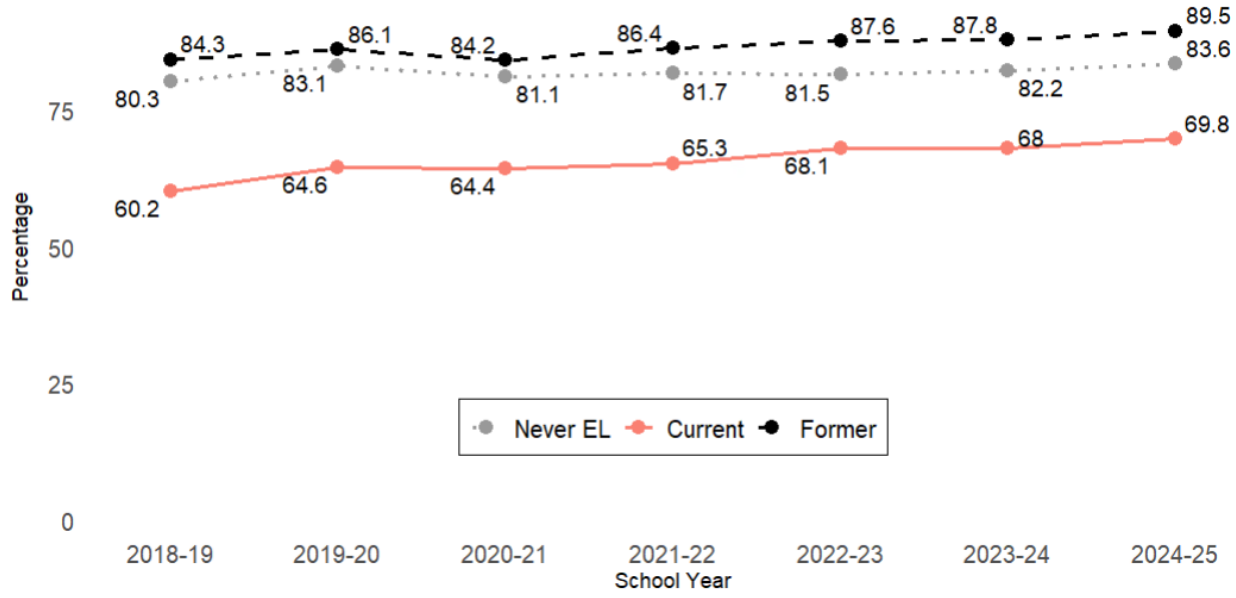
Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years. According to Figure 20, former English learner students consistently had the highest graduation rates, increasing from 84.3% in 2018-19 to 89.5% in 2024-25. At the current rate of improvement, former English learner students would be expected to meet or exceed Oregon's 2029-30 statewide four-year graduation target of 92.3%. Their rates remained above those of other groups each year, reflecting strong long-term outcomes for students who have exited English learner services.

Never English learner students followed a relatively stable trend, with graduation rates ranging between 80.3% and 83.6%, ending at 83.6% in 2024-25. While graduation rates remained relatively high, they were still below Oregon's statewide 2029-30 target of 92.3% and consistently lower than those of former English learner students.

Current English learner students showed steady improvement, rising from 60.2% in 2018-19 to 69.8% in 2024-25; a 9.6 percentage point increase. While this represents meaningful progress, a large gap (nearly 20 percentage points) remains between current English learner and their peers, signaling persistent inequities.

Overall, the data suggest that while graduation outcomes have improved across all groups, former English learners outperform both their peers who never received services and those currently receiving them. Continued focus is needed to close gaps for current English learners and support equitable graduation outcomes.

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



Five-Year Completer Rates

The five-year cohort completer rate is a measure of the percentage of students in an adjusted cohort who complete high school within five years, and is one of Oregon's common metrics for accountability under SB 141. Similar to the graduation rate, it tracks whether students successfully finish high school, but it uses a broader definition of completion. In addition to students earning a standard or modified diploma, the completer rate also includes students who earn other approved completion credentials, such as extended diplomas, adult high school diplomas, or GEDs. The adjusted cohort consists of students who first enrolled in high school together, plus students who transferred into the cohort, minus students who transferred out (Cohort Graduation Rate Manual, 2021).

Under SB 141, graduation and completion outcomes are included as part of the state's broader accountability framework focused on improving long-term student success. As part of this work, Oregon reports five-year

completion outcomes for English learner student groups, including current English learners, former English learners, and never English learners, within statewide accountability and reporting systems.

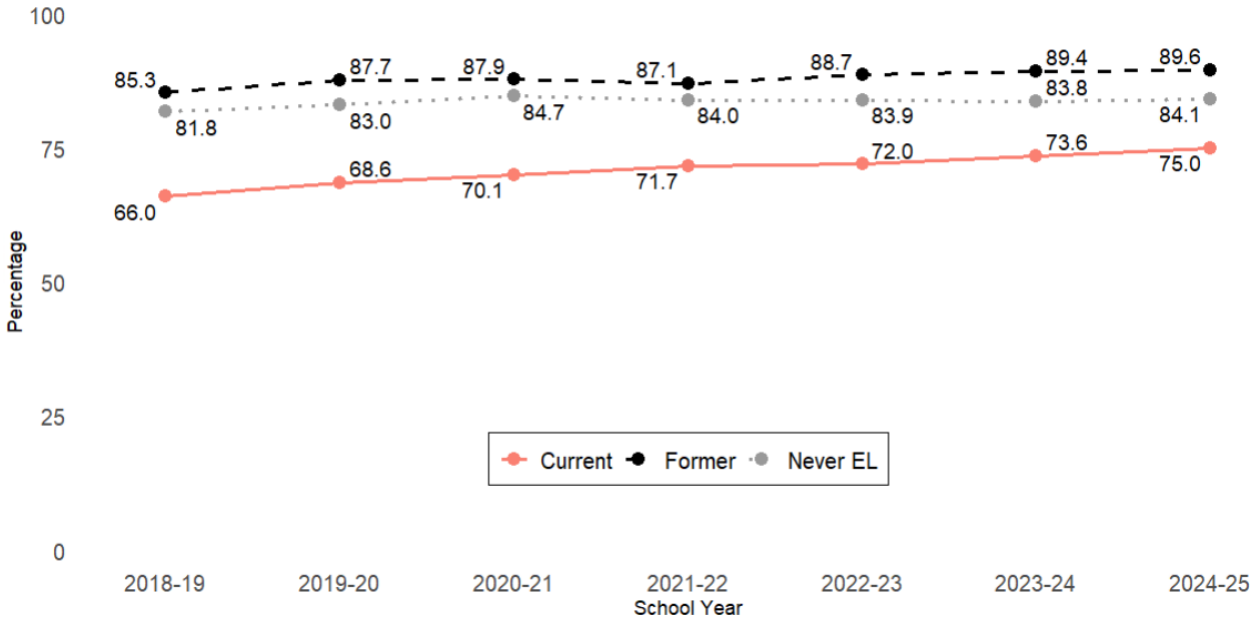
Figure 21 below presents Oregon's five-year completion rates for these groups from 2018-19 through 2024-25. Several important patterns emerge. Former English learners consistently had the highest completion rates across all years, increasing from 85.3% in 2018-19 to 89.6% in 2024-25. This indicates that students who successfully exited English learner services completed high school at very high rates over time.

Current English learners had substantially lower completion rates than former English learners, but demonstrated steady improvement throughout the period. Their five-year completion rate increased from 66.0% in 2018-19 to 75.0% in 2024-25, representing a 9.0 percentage point increase. This upward trend suggests a gradual improvement in high school completion outcomes among students who were still receiving English learner services.

Never English learner students also showed modest improvement over time, rising from 81.8% in 2018-19 to 84.1% in 2024-25. Across all years, never English learner completion rates remained below former English learner rates but above current English learner rates.

Overall, the data indicate that five-year completion outcomes improved over time, particularly among current English learners. However, substantial gaps between current English learners and former English learners remained across all years, highlighting the continued importance of academic, linguistic, and graduation supports for students who are still developing English proficiency while progressing through high school.

Figure 21. Five-year completion rates for Current, Former, and Never English learners (2018-19 to 2024-25).



Current English learners graduating in four and five years were more than twice as likely to receive a modified diploma.

Modified diplomas are designed for students who meet certain criteria listed in OAR 581-022-2010. Modified diplomas require fewer credits to graduate compared to a regular high school diploma. Among current English learners who graduated in four years in 2024-25, 9.5% received a modified diploma (see Table 8). By contrast, 2.0% of former English learners and 3.9% of never English learners who graduated in four years received a modified diploma.

In addition, among students who graduated in four years in 2024-25, current English learners were more than 2.4 times more likely to receive a modified diploma compared to never English learners. This ratio remained similar for cohorts that graduated in five years, where current English learners were more than twice as likely to receive a modified diploma than never English learners.

Table 8. Percentage of students receiving regular vs. modified diplomas

Student (Diploma Type)	Four-Year Cohort	Five-Year Cohort
Current English Learners (Modified)	9.5%	9.7%
Former English Learners (Modified)	2.0%	1.8%
Never English Learners (Modified)	3.9%	4.1%
Current English Learners (Regular)	90.5%	90.3%
Former English Learners (Regular)	98. 0%	98.2%
Never English Learners (Regular)	96.1%	95.9%

Oregon State Seal of Biliteracy/Multiliteracy

Multilingualism offers many cognitive, academic, and economic benefits. The Oregon State Seals of Biliteracy and Multiliteracy recognize student proficiency in two or more languages and are one of the local metrics districts may adopt under the Oregon's Education Accountability Act. Students are eligible to earn a Seal of Biliteracy or Multiliteracy if they:

- Meet all state and district graduation requirements, and
- Demonstrate ACTFL Intermediate High proficiency in listening, speaking, reading, and writing in any two or more languages.

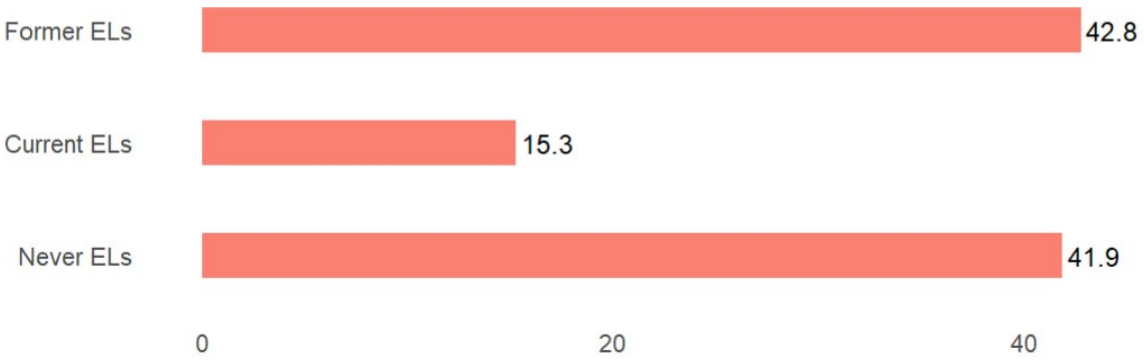
The data for this section relies on students who graduated in 2023-24 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners[16] who earned the Seal of Biliteracy in 2023-24.

[16] For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during

Seal of Biliteracy Participation Highlights Opportunities to Better Recognize Multilingual Students

Of the 3,073 students who earned the Seal of Biliteracy or Multiliteracy in 2024-25, 42.8% were former English learners and 13.6% were current English learners. Although ever English learners represented a majority (58.1%) of Seal recipients, these findings also suggest that many multilingual students, particularly former English learners who have already demonstrated English proficiency, may not be earning the Seal. This may represent an opportunity to expand awareness, access, and participation in the Seal of Biliteracy program among eligible students.

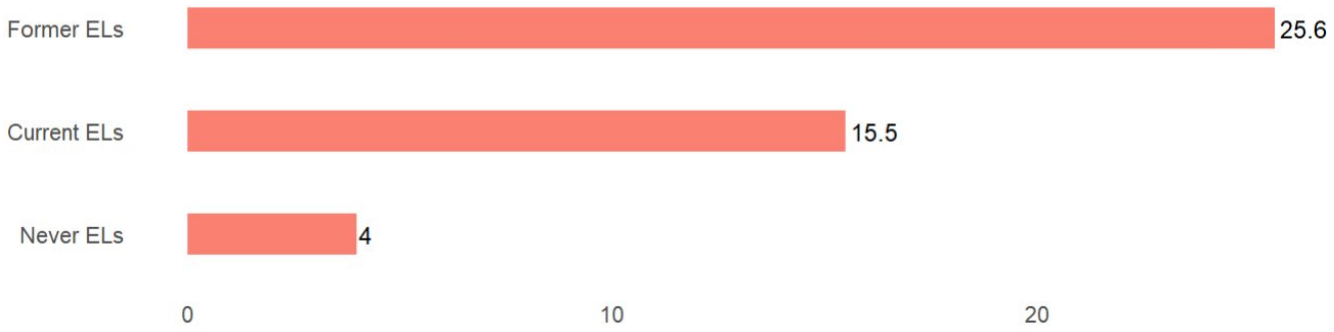
Figure 22. Percentage of Current, Former, and Never English learners graduating with the Seal of Biliteracy/Multiliteracy in 2024-25 (among all students who graduated with the Seal of Biliteracy)



According to Figure 23, among former English learners who graduated in 2024-25, 25.6% earned the Seal of Biliteracy. Moreover, 15.5% of current English learner graduates earned the Seal of Biliteracy in 2024-25. Among never English learners who graduated in 2024-25, 4.0% also earned the Seal of Biliteracy.

high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Figure 23. Percentage of Current, Former, and Never English learners earning the Seal of Biliteracy in 2024-25 (among Current, Former, and Never English learner graduates).



Students earned the Seal of Biliteracy/Multiliteracy in a diversity of language combinations; however, English-Spanish was the most common combination.

Students who graduated with a Seal of Biliteracy (3,073 students) demonstrated proficiency in a combination of languages. English-Spanish was the most common combination of those languages (83%). Other notable combinations of languages in which students demonstrated their proficiency included English-French (4%), English-Japanese (4%), and English-Chinese (2%).

Ever English Learner Graduates Across Oregon Achieved Recognition for Biliteracy in 2024–25.

Table 9 highlights the Oregon districts with the highest numbers of ever English learner graduates earning the Seal of Biliteracy in 2024-25. Salem-Keizer SD 24J led with 235 students, followed by Woodburn SD 103 with 208 students, and Hillsboro SD 1J with 165 students. These districts had the highest numbers of ever English learner graduates earning the Seal of Biliteracy. Examining Seal attainment among ever English learners provides insight into how multilingual students are being recognized for demonstrating proficiency in English and at least one additional language. District-level participation varied, reflecting differences in the size of multilingual student populations as well as local implementation and participation patterns.

Table 9. Ten Oregon districts with the highest numbers of 2024-25[17] Ever EL graduates earning the Seal of Biliteracy.

District	Student Count	District	Student Count
Salem-Keizer SD 24J	235	North Clackamas SD 12	76
Woodburn SD 103	208	Bend-LaPine Administrative SD 1	76
Hillsboro SD 1J	165	Forest Grove SD 15	69
Beaverton SD 48J	140	Tigard-Tualatin SD 23J	55
Reynolds SD 7	83	Portland SD 1J	54

Postsecondary Enrollment

ODE annually examines and publicly reports the percentage of high school graduates who enroll in post-secondary education institutions in Oregon and across the U.S. (e.g., public and private, two-year and four-year, etc.). A post-secondary education affords students a wide range of advantages, including greater employment opportunities, financial security, opportunities to contribute to their community, and greater life satisfaction. For the current report, the data for this measure uses students who graduated in 2022-23 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this portion of the report examines the count and percentage of current, former, and never English learners[18] who enrolled in a post-secondary education institution within 16 months after graduation.

Never English learners were more likely to enroll in post-secondary education institutions than Current English learners; however, Former English learners had comparable post-secondary enrollment rates as Never English learners.

Figure 24 displays the percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation from 2017-18 to 2022-23.

Across all years, never English learners and former English learner students consistently had higher post-secondary enrollment rates than current English learner students. Never English learner students began at 62.6% in 2017-18 and declined steadily to 56.0% by 2022-23. Similarly, former English learners started at 61.5% in 2017-18 and decreased to 55.2% in 2022-23. Despite relatively small year-to-year fluctuations, both

[17] Note that the counts in this table reflect students who graduated in 2024-25 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy.

[18] For the purposes of reporting post-secondary enrollment data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

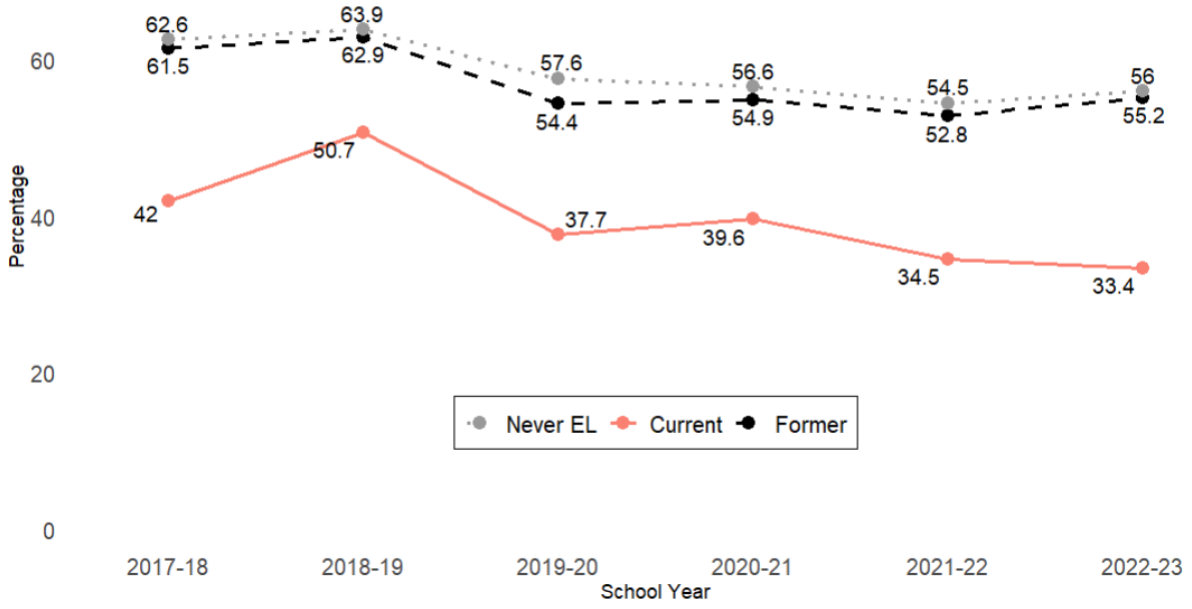
groups show a clear downward trend, reflecting an overall decline in post-secondary enrollment during this period.

Current English Learners faced the steepest decline in college enrollment, dropping nearly 9 percentage points since 2017–18.

Current English learner students consistently had the lowest enrollment rates and experienced the sharpest decline. From a starting point of 42.0% in 2017-18, their enrollment dropped to 33.4% by 2022-23—an 8.6 percentage point decrease. Notably, their rate peaked at 50.7% in 2018-19, briefly narrowing the gap, but then fell substantially in subsequent years. The COVID-19 pandemic likely exacerbated existing barriers to enrollment for this group, such as limited access to college guidance, financial challenges, and language-related hurdles.

By 2022-23, the gap between current English learners and their peers had widened considerably, particularly when compared to former English learners (21.8 percentage points). This suggests a pressing need for targeted supports to help current English learner students navigate the transition to post-secondary education and address the long-term decline in enrollment observed across all groups, especially newcomers who have significant gaps in their schooling.

Figure 24. Percentage of Current, Former, and Never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2017-18 to 2022-23[19]).



[19] The latest year shown (2022-23) represents the school year in which students graduated from high school constituting the latest data for the current report.

Dual Language Bilingual Education Programs

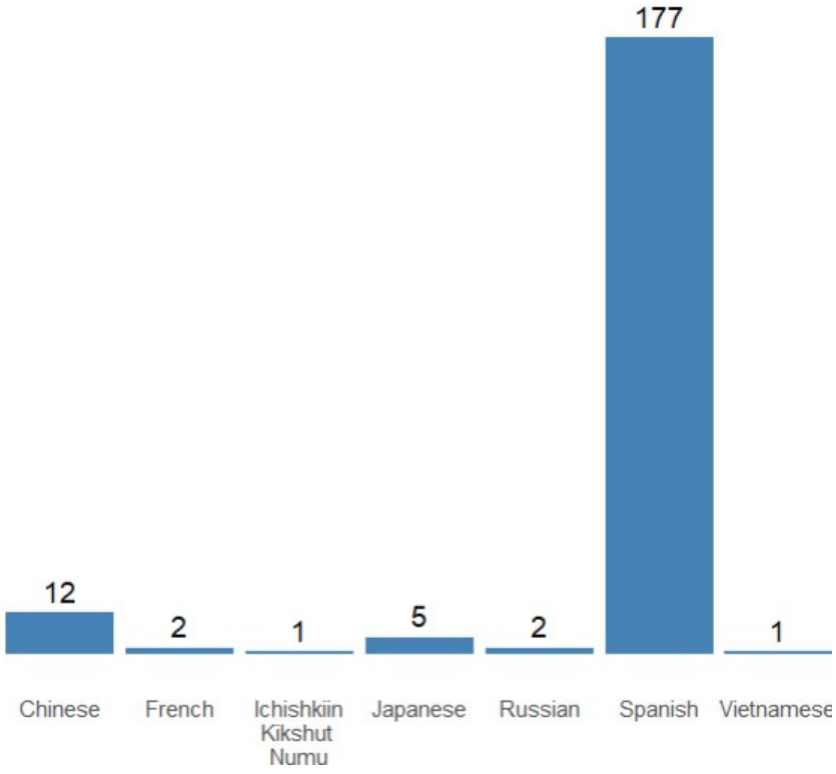
Dual Language Bilingual Education (DLBE) programs are a research-based approach to educating English learners that promote bilingualism, biliteracy, academic achievement, and cross-cultural understanding (Soltero, 2018). These programs provide instruction in both English and a partner language, allowing students to develop high levels of proficiency in both languages. For English learners, dual language education offers meaningful access to academic content while supporting continued development of their home language. Research consistently shows that English learners in DLBE programs outperform their peers in English-only settings on academic outcomes (Vazquez Cano & Motamedi, 2024). DLBE programs also have shown to be superior to other instructional models (e.g., Pull-out, ELD Class Period) in promoting English proficiency (Motamedi, et al., 2019). These programs also align with the state's goals for equity and inclusion by valuing multilingualism as an asset. Expanding access to high-quality dual language programs is a key strategy for supporting English learner success and a priority under Oregon's ML strategic plan.

Despite their empirical appeal, there is limited up-to-date information available about DLBE programs in Oregon. While a valuable DLBE directory was publicly introduced in 2023 by Oregon State University (OSU), the information it contains reflects an earlier snapshot of program features and may not fully represent recent developments. To address this, ODE recently launched an effort to update OSU's directory. This involved reaching out to multilingual program leaders across the state and inviting them to review and revise their program data. The following provides a brief overview of the languages and school types represented among the 200 schools across 38 school districts offering DLBE programs, based on the DLBE directory.

In Oregon, DLBE programs are available in multiple partner languages.

As shown in Figure 25, DLBE programs in Oregon span seven distinct partner languages. Of the 200 DLBE programs across the state, Spanish is used as the partner language in 177 programs, accounting for 88.5% of all DLBE offerings. The second most common partner language is Chinese, featured in 12 programs, representing 6.0% of the total. Japanese is used in five DLBE programs statewide (2.5%). French and Russian are each used in two programs (1.0% each), while Vietnamese and Ichishkiin Kiksht Numu are each represented in one program statewide (0.5% each).

Figure 25. Distribution of DLBE programs by partner languages (2024-25).



DLBE programs are offered in various school types.

The distribution of these programs by school type is presented in Table 10. This wide coverage reflects both the diversity of student populations and district-specific strategies for promoting bilingualism.

The majority of DLBE offerings are found in elementary schools, with 101 schools, representing 50.5% of all DLBE program offerings statewide, serving as the foundational entry point for dual language education.

Middle schools account for 40 of the 200 DLBE program offerings, or 20.0% of the total. These programs frequently serve as the second stage of a K-12 pathway, continuing language and content instruction in the partner language for students who began in elementary DLBE.

High schools represent 47 program offerings (23.5%) providing dual language instruction. These programs typically emphasize biliteracy and academic content in the partner language, with course offerings such as language arts, social studies, and language-specific electives.

Finally, the remaining 12 program offerings (6.0%) classified as “Other” include K-8 schools, charter schools, and alternative educational settings that span multiple grade levels or use non-traditional organizational structures.

Table 10. The number of DLBE programs by school type (2024-25)

School Type	Number of Schools
Elementary	101
Middle School	40
High School	47
Other	12

Research suggests that DLBE programs may help narrow opportunity gaps for English Learners.

Research from Oregon suggests that DLBE programs may help reduce opportunity gaps between English learners and their peers. While statewide Oregon student outcome data comparing DLBE and non-DLBE participants are not currently available, existing studies provide important insights into the potential benefits of these programs. For example, research by Vazquez Cano and Motamedi (2024) in the Beaverton School District found that DLBE programs played a significant role in narrowing academic opportunity gaps between current and former English learners and students who were never classified as English learners. English learners participating in DLBE programs demonstrated stronger performance on state assessments in English language arts and mathematics than their peers in English-only programs. They also showed faster academic growth and were more likely to be on track to graduate by grade 9. Notably, participation in DLBE programs reduced the achievement gap between ever English learners and never English learners by nearly half by middle school. These findings suggest that DLBE programs may support academic success while promoting educational equity through linguistically and culturally responsive instruction that affirms the identities and strengths of multilingual learners.

Research suggests that DLBE programs may support English language development.

Existing research indicates that students participating in DLBE programs often demonstrate strong English language development outcomes. While statewide Oregon data are not currently available to evaluate these outcomes across DLBE programs, existing studies provide important insights into the potential benefits of these programs.

In addition to their impact on academic outcomes, research suggests that DLBE programs may support English language proficiency more effectively than some other instructional models, such as pull-out services, stand-alone ELD class periods, or co-teaching approaches. For example, Motamedi et al. (2019) found that English learner students in DLBE programs demonstrated significantly greater grade-to-grade growth in reading, writing, listening, and speaking than students in pull-out programs or whose families waived English

learner services. Although students in pull-out programs entered school with higher levels of English proficiency, students in DLBE programs often caught up to and surpassed their peers by the end of elementary school. Furthermore, DLBE students demonstrated stronger outcomes on standardized English language arts assessments, even when matched with demographically similar peers. In contrast, increasing the amount of daily English learner instruction beyond 50 minutes was not associated with improved English proficiency and, in some cases, was associated with lower performance. Collectively, these findings suggest that DLBE programs may support long-term English language development while promoting bilingualism and biliteracy.

English Learners' Access to Core Content

Access to rigorous academic content is widely recognized as an important factor in promoting educational equity and long-term student success. Existing research provides important context for understanding why access to core academic content matters. Core content courses serve as foundational gateways to graduation, college readiness, and career opportunities (Umansky, Shin, Thompson, Avelar, & Bovee, 2024; Vazquez Cano, Umansky, & Thompson, 2021). However, systemic barriers, including restrictive course placement policies, language support structures that limit course enrollment, and misconceptions about English learners' academic potential, can reduce opportunities for participation. Schools, districts, and state education agencies can help address these barriers by implementing evidence-based strategies that expand access to rigorous coursework and academic pathways. When English learners are fully included in academic pathways, they are more likely to thrive academically and participate meaningfully in the broader educational landscape.

As one indicator of access to rigorous coursework, the next section examines English learners' participation in Advanced Placement or International Baccalaureate (AP/IB) and Career and Technical Education (CTE) courses in Oregon high schools.

Former English Learners in high school enrolled in Advanced Placement and International Baccalaureate courses at the highest rate, while Current English Learners had the lowest rate.

The data presented in Table 11 highlight important differences in participation in Advanced Placement (AP) and International Baccalaureate (IB) courses among high school English learner groups. In the 2024-25 academic year, 11.6% of current English learner high school students were enrolled in AP/IB classes, compared to 31.5% of former English learner high school students, 23.8% of monitored English learner high school students, and 24.8% of high school students who were never classified as English learners.

Current English learner high school students participated in AP/IB coursework at substantially lower rates than their peers. In contrast, former English learner high school students participated at rates exceeding both monitored and never English learner students. These differences may reflect barriers that limit access to advanced academic coursework for current English learners, including course placement practices, scheduling constraints, language support needs, and perceptions regarding students' academic readiness and potential.

Table 11. The number and percentage of Current, Monitored, Former and never English Learners enrolled in an AP/IB class (2024-25)

Description	Count	Total Highschoolers	Percent
ELs in an AP/IB Class	17,65	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%

Current English Learners are enrolled in the Career and Technical Education (CTE) courses at a lower rate than other students.

In addition to lower AP/IB participation, Table 12 shows that current English learner high school students participate in Career and Technical Education (CTE) courses at lower rates than other student groups. In 2024-25, 53.4% of current English learner high school students were enrolled in a CTE course, compared with 64.9% of former English learner high school students, 68.4% of monitored English learner high school students, and 58.1% of high school students who were never classified as English learners.

The lower participation rate among current English learner high school students may limit access to pathways that support high school completion, career readiness, and economic mobility. Schools and districts should continue working to ensure equitable access to CTE opportunities by addressing barriers and promoting inclusive enrollment practices.

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%

English Learners' Sense of Belonging

While academic outcomes like test scores, graduation rates, and similar measures offer important insights into student success, they do not capture the full picture, particularly for English learners. A growing body of research highlights the critical role that sense of belonging plays in students' academic and emotional wellbeing (Allen, Kern, Vella-Brodrick, Hattie, & Waters, 2018; Gillen-O'Neel, 2021). For English learners, feeling welcomed, valued, and represented in their school communities is especially important given the additional cultural, linguistic, and social transitions they often navigate. A strong sense of belonging can improve motivation, engagement, and resilience, and is linked to better attendance and higher academic achievement (Gillen-O'Neel, 2021; Jacoby, 2023).

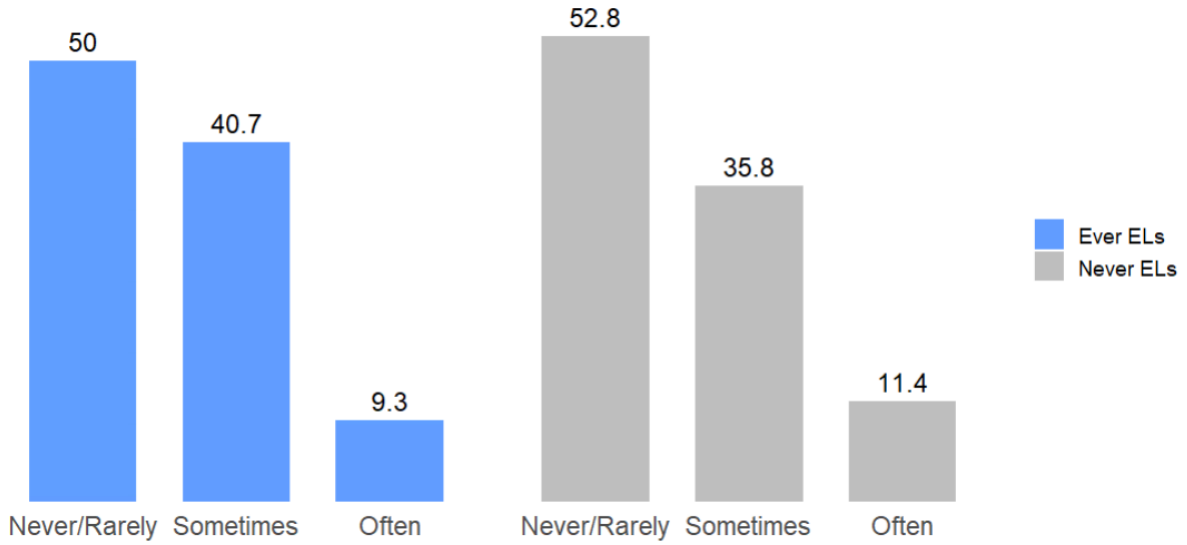
In Oregon, the *Student Educational Equity Development* (SEED) Survey captures students' voices on their school experiences, including how supported and connected they feel. In 2024-25, about 15% of the 180,076 SEED respondents were English learners. By monitoring English learner students' sense of belonging, Oregon takes a critical step toward ensuring that every student, regardless of language background, experiences school as a place of safety, connection, and inclusion. The SEED Survey included items assessing both social identity (e.g., identity representation in curriculum) and emotional connection (e.g., feeling welcome at school). In the following, we explore two survey items that examine how often English learners' social identity and emotional connection is represented in schools and how it compares to that by other groups of English learners.

English learners report low levels of identity representation in school assignments.

Figure 26 presents data from the 2024-25 SEED Survey, which captures perceptions of identity representation in curriculum among Oregon students in grades 3–11. The survey item asked: *"Think about your assignments from this school year. How often did they have pictures or stories of people who are like you and your family?"* Responses are disaggregated by ever English learner (Ever EL) status and never English learner (Never EL) status. About half of both groups responded "Never/Rarely" (50.0% for Ever ELs and 52.8% for Never ELs), while relatively few students selected "Often" (9.3% and 11.4%, respectively). Ever ELs reported slightly more frequent identity representation than Never ELs, with a higher percentage selecting "Sometimes" (40.7% vs. 35.8%).

These findings suggest that many students, including Ever ELs, do not regularly see themselves or their families reflected in classroom content. This underrepresentation may contribute to feelings of alienation, lower academic engagement, and a weaker sense of belonging. The results point to a continued need for schools to incorporate culturally responsive curriculum materials that reflect and affirm students' diverse identities and lived experiences, especially those from multilingual backgrounds.

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



Feeling welcome at school varies significantly across English learner groups.

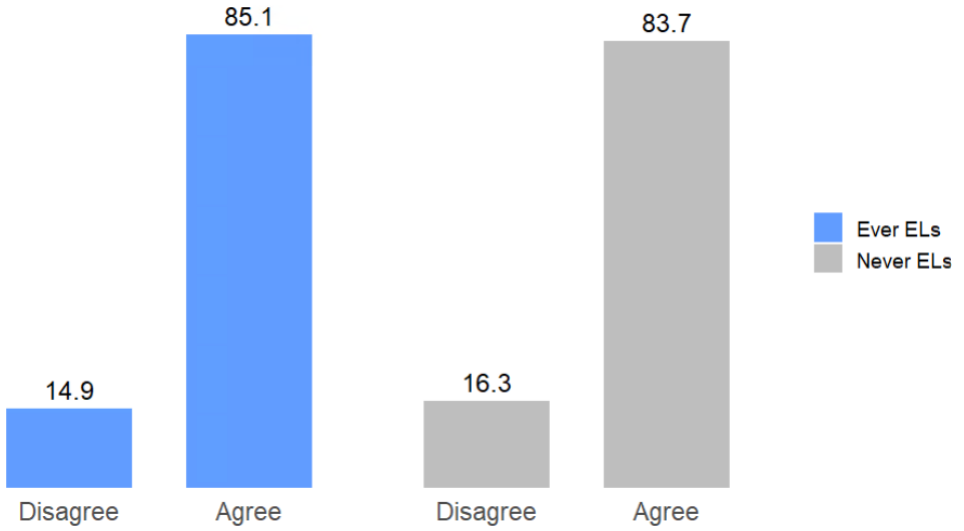
Figure 27 presents the results from the 2024–25 Student Educational Equity Development (SEED) Survey, specifically student responses to the item: *"Think about this school year and the people at your school. How much do you agree with each statement? I feel welcome at my school."* The data are disaggregated by ever English learner (Ever EL) status and never English learner (Never EL) status.

The responses reveal only minor differences in students' sense of belonging. The vast majority of students, regardless of English Learner status, reported feeling welcome at school. Among Ever ELs, 85.1% agreed with the statement, compared to 83.7% of Never ELs. The percentage who disagreed was similarly low, 14.9% for Ever ELs and 16.3% for Never ELs.

These patterns suggest that most students feel welcomed at school regardless of English learner status. While the results are generally positive, schools should continue fostering inclusive environments that support the belonging and engagement of multilingual learners and their peers.

[20] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

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



Section 5: State Revenues and Expenditures for Current English Learners

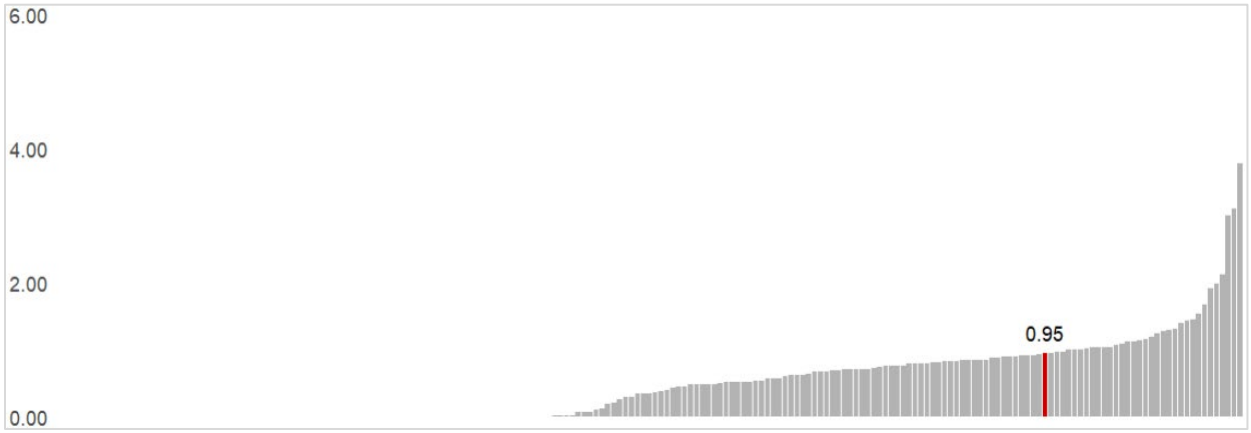
Each year, Oregon's State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 202425 was $10,596.[22] In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is 0.5 × $10,596 or $5,298 per current English learner. Collectively, the state allocated $285,570,839 for these additional English learner funds in the 2024-25 school year.

Figure 28 depicts the relationship between current English learner revenues the state allocated to districts via the State School Fund Formula and the total current English learner expenditures from the General Fund expressed as a ratio. Statewide, the ratio of expenditures to revenues in 2024-25 was 0.95, meaning that district expenditures on current English learners reflected 95% of the funds the state allocated to districts via the State School Fund Formula. Some districts (n=33) spent about average or more than this percentage (up to about 378%), while others (n=164) reported spending less (as little as 0%). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate

[21] Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.
[22] While $10,596 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

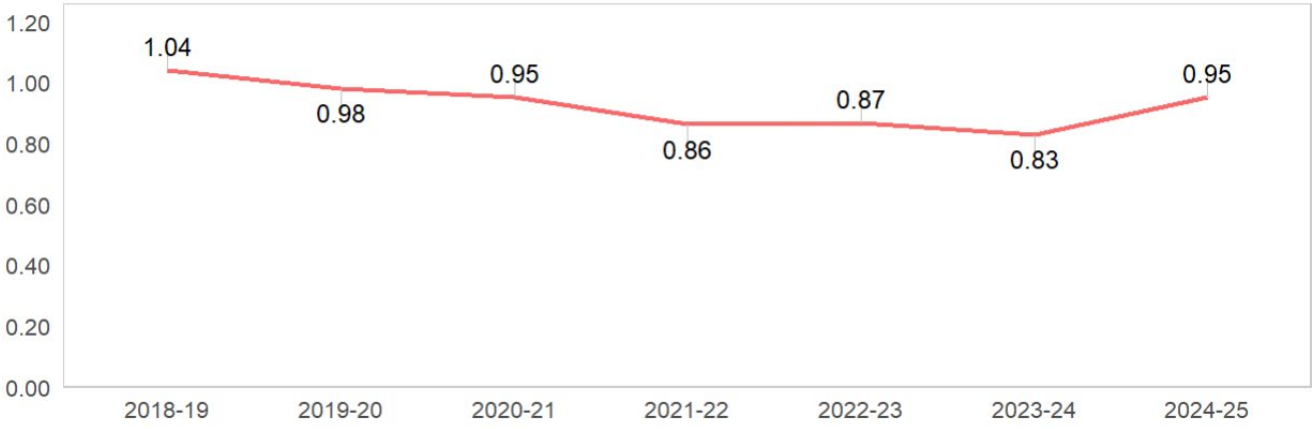
former and never English learners, rather than calculating the percentage spent solely on current English learners.

Figure 28. Ratio of Current English learner expenditures to revenues across districts in 2024-25.



As figure 29 illustrates, the statewide ratio decreased from 2018-19 to 2021-22; however, the ratio generally increased from 2021-22 to 2024-25.

Figure 29. Ratio of statewide expenditures on current English learners to revenues (2018-19 to 2024-25).



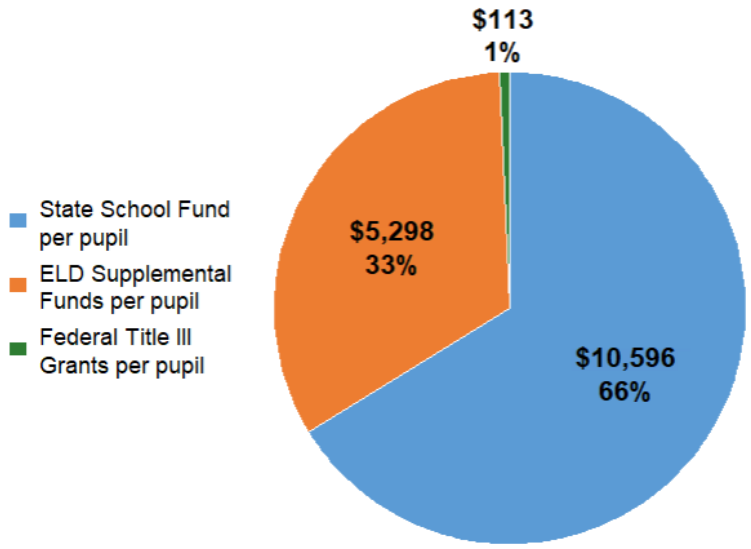
Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (covering other supports for current English learners, such as interpretation services or transportation). [23]

[23] For a more detailed description of the accounting system categories, see Oregon's Program Budgeting and Accounting Manual.

Current English learner expenditures for 2024-25 totaled $272,020,347. Districts accounted for approximately 87.1% of the expenditures ($236,837,340) using Function 1291 and 12.9% of the expenditures ($35,183,006) using Area of Responsibility 280.

In addition to state funding, 132 districts serving current English learners accessed federal Title III funding either directly or through a consortium, which in 2024-25 provided an additional $113 per student for supplemental English learner services. Figure 29 summarizes the percentage of the state and federal per-pupil funding for English learners in the 2024-25 school year.

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



As Figure 30 indicates, overall, about 99% (66% + 33%) of the funding allocated to English learners comes from the state, which in turn, reflects a strong state-level commitment to education equity for English learner students. Additional information on the grant amounts is available on the ODE website under Title III Allocations.

Conclusion

The data trends in this report underscore both meaningful progress and persistent challenges in supporting the state's multilingual students. Over 102,000 Oregon students are current, monitored, or former English learners, a testament to the state's growing linguistic diversity. Encouragingly, former and monitored English learners often achieve academic outcomes that meet or exceed those of their never English learner peers, demonstrating the long-term benefits of effective ELD services and the resilience of these students.

Notable progress is evident in several areas. For example, a growing share of English learners, particularly those who have exited English learner services, are earning the Oregon Seal of Biliteracy, highlighting bilingualism as both a personal asset and a statewide educational goal. Graduation rates for former English learners have improved steadily, outpacing never English learners, and additionally, postsecondary enrollment rates for these students now closely match those of their peers.

Despite these successes, persistent gaps underscore the need for continued investment and reform. Current English learners face significant academic disparities. Fewer than 10% meet state standards in English language arts or mathematics, and their regular attendance and on-time graduation rates lag considerably behind those of other student groups. Furthermore, English learners remain underrepresented in TAG programs and are more likely to receive modified diplomas, signaling potential inequities in both access and expectation. Another key concern is the overrepresentation of English learners in special education, raising questions about accurate identification practices.

Schools and districts should continue to strengthen culturally and linguistically responsive supports. Enhanced professional development, better data-driven decision-making, and equitable funding are essential. Additionally, sustained attention is needed to ensure students transitioning out of ELD programs, especially monitored English learners, continue to receive academic support as they navigate the demands of advanced coursework and postsecondary preparation.

In 2024, ODE introduced its latest Multilingual Learner Strategic Plan. The plan provides a clear roadmap for addressing these challenges, with priority areas emphasizing community engagement, transformative educators, and culturally responsive practices that lead to various multilingualism pathways. Actions outlined in the plan, such as expanding pathways to academic and linguistic success, fostering inclusive school environments, providing access to dual language education, and enhancing teacher training, are critical to addressing existing disparities.

By leveraging the strategies in the plan and aligning resources to meet the unique needs of English learners, Oregon can improve outcomes in future years, ensuring that every English learner has equitable opportunities to excel academically and linguistically to support their full participation and success in school and beyond.

Ultimately, Oregon's commitment to its multilingual learners should go beyond compliance; it must affirm their full academic potential and cultural contributions to our state.

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