

Regular Meeting
Wednesday, September 24, 2025 5:30 PM
Pacific

Hillside Elementary School
185 E Main Street
Eagle Point, OR 97524

1. **Call to Order**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Agenda Adoption**
5. **Reports and Public Forum**
 - 5.A. **Public Forum**
 - 5.B. **Student Representative Report**

SEPTEMBER!

Back into school!

EAGLE CAMP!

EAGLE CAMP WAS ALL AROUND A MAJOR SUCCESS. EAGLE CAMP WAS RAN BY MR TOVAR (OUR ELD TEACHER). OUR ASB PRESIDENT, VIANNA GARCIA WAS INVOLVED THIS YEAR. OUR FRESHMEN CLASS IS VERY LARGE AND THEY EVEN ALMOST BEAT THE SENIORS IN A "CHANT COMPETITION" AT OUR FIRST ASSEMBLY!



FIRST DAY OF SCHOOL!

We kicked off our school year on Sept. 5th after Labor Day!

Seniors met on the field at 6:45 am for Senior sunrise as we celebrated our last “first day” of school!



Students were taught the PBIS school expectations in each class period and our schedules included having NEST everyday, just for the first week!



HALL OF FAME INDUCTION

THE INDUCTEES WERE:

KIM HORN, CLASS OF 1972 CONTRIBUTOR
CATEGORY

KIM BRITT (AYRES) CLASS OF 1987
CONTRIBUTOR CATEGORY

RJ JOSEPHSON 1996 FOOTBALL AND WRESTLING



TYRONE HOLMES 2012 FOOTBALL, BASKETBALL,
TRACK AND FIELD

1989 STATE WRESTLING CHAMPIONS

UPCOMING EVENTS:

CRATER GAME (9/26)

HOMECOMING (10/3)

SPIRIT WEEK (NEXT WEEK)

TURKEY BASKETS (THANKSGIVING)

SPIRIT WEEK THEMES:

Monday: PJ day

Tuesday: Twin Day

Wednesday: Animal Print

Thursday: Jersey Day

Friday: Frat vs. Sorotity

FALL SPORTS GAMES!

Volleyball is 3 - 5

Football is 0-4

Boys soccer is 3-2-2

Girls Soccer is 1-4-2

And Cross Country will be competing in races each weekend around the state!

OUR MISSION THIS YEAR...

To keep building our Eagle Spirit by making sure our events are well planned and well attended. We want to keep students engaged and make more traditions for our school!

How will we do this?

- More opportunities to vote as school
- Bring back much loved traditions that were diminished by Covid
- Asking for EVERYONE'S opinion; not just staff not just students
- Including staff in more games and activities
- Building a strong school leadership team



5.C. Employee's Association Representative Report

5.D. Superintendent Report



**Superintendent Report: Eagle Point School District
 September 24, 2025**

Find the EPSD9 Community Newsletter [HERE!](#)

Enrollment:

EPSD9 began the school year with 3,665 students which is 18 students less than we began the 2024-2025 year indicating that we are continuing our long-term decline in student numbers. However, this drop is significantly less than the loss of 85 students at the beginning of the last year (2024-2025). Our monthly enrollment going back to the 2007-08 school year is as follows:

Monthly Enrollment History										
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2025-2026	3665									
2024-2025	3683	3692	3672	3662	3648	3650	3628	3620	3608	3561
2023-2024	3767	3758	3732	3710	3673	3700	3665	3643	3620	3597
2022-2023	3766	3765	3755	3754	3736	3721	3710	3704	3686	3672
2021-2022	3817	3792	3778	3774	3746	3759	3769	3753	3737	3736
2020-2021	3691	3689	3674	3677	3662	3698	3721	3713	3703	3687
2019-2020	3851	3853	3868	3848	3824	3838	3819	3815	3815	3814
2018-2019		3894	3868	3852	3826	3822	3817	3818	3775	3777
2017-2018	3943	3955	3940	3892	3868	3860	3865	3858	3834	3796
2016-2017	3854	3853	3847	3839	3823	3823	3821	3815	3799	3772
2015-2016	3847	3858	3851	3841	3811	3826	3832	3808	3815	3768
2014-2015	3938	3891	3882	3838	3804	3785	3808	3809	3783	3774
2013-2014	3953	3935	3947	3897	3863	3901	3901	3916	3902	3869
2012-2013	4058	4076	4075	4044	3999	4009	3955	3928	3869	3876
2011-2012	4133	4172	4167	4140	4057	4107	4093	4077	4052	3986
2010-2011	4220	4255	4211	4188	4170	4175	4166	4132	4114	4071
2009-2010	4232	4243	4241	4200	4146	4167	4158	4170	4129	4108
2008-2009	4343	4302	4265	4272	4224	4226	4215	4230	4211	4196
2007-2008	4307	4302	4272	4251	4220	4271	4294	4246	4235	4209

With no changes in the other variables affecting EPSD9’s financial status, this yearly decline in enrollment will require a downward adjustment in staffing prior to next year.

Class Sizes:

Each year, following the first ten-day drop period, the District reviews class sizes. EPSD9 uses the following chart as a target for working to balance its class loads.

<u>Class Size</u>	<u>Preferred</u>	<u>Max</u>
Kindergarten	18	24
Grades 1-2	22	25
Grades 3-5	24	28
Middle	25	29

This year our District has experienced minimal areas of concern. Some of these areas of concern are at EPMS where enrollment is up sharply due to our closing the middle school at Shady Cove as well as an influx of out-of-district students. Our special education classrooms, especially our PALs program, continue to experience high numbers.

Our kinder classrooms at Shady Cove and overall increase at Lake Creek Learning Center are higher than anticipated. The elementary classroom data as of 9/15/25 are as follows:

	K	1st	2nd	3rd	4th	5th	6th		
Eagle Rock Elementary									
ERE A	24	30	28	23	28	29			
ERE B	23			22	26	29			
ERE Blend		26							
ERE Total	47	38	46	45	55	58		ERE Total	289
Hillside Elementary									
HES A	21	22	23	21	23	25			
HES B	21	21	22	21	23	25			
HES C	20	21	22	20	23	22			
HES D									
HES Total	62	64	67	62	69	72		HES Total	396
Lake Creek Learning Center									
LCLC Total	11	9	14	20	5	6		LCLC Total	65
	34			31					
Shady Cove School									
SCS A	19	18	23	18	17	18	20		
SCS B									
SCS Blend	18			19					
SC Total	28	27	23	29	25	18	20	SC Total	170
Table Rock Elementary									
TRE A - DL	22	23	20	21	23	18			
TRE B - DL	21	22	19	19	23	16			
TRE C - GE Only	23	25	22	20	26	21			
TRE D - GE Only	22	24	22	19	25	19			
TRE E - GE Only			22	18	25	18			
TRE F									
TRE Total	88	94	106	98	122	92		TRE K-5 Total	600
				28		29		District Total	1,520

Economic Outlook:

Oregon's first quarter Economic Forecast was released earlier this month. Economic growth is slowing, but a recession does not appear imminent. The net General Fund and Lottery resources available for the 2025-27 biennium is down \$954.7 million (-2.4%) from the close of the legislative session.

The drop in state revenues is largely due in part to the recent passage of federal legislation (H.R. 1 - President Trump's bill) and the tax cuts contained in the bill. Put simply, Oregon's personal and business income tax rules are connected to the federal tax system and calculations of federal taxable income (note: Oregon is one of five states tied to the definition of Federal Taxable Income). When taxable income is reduced due to changes in the federal tax code (lower tax rates and new or increased credits and deductions), Oregon's taxable income is reduced and this results in reduced state tax collections. Additionally, Oregon's unemployment rate has ticked up to 5%, the highest since 2021 and above the national data.

The forecast shows the state's reserve accounts contain \$3.419 billion. The Education Stability Fund holds \$1.26 billion and the Rainy Day Fund holds \$2.15 billion which is roughly equivalent to 9.8% of the General Fund Budget.

The Corporate Activity Tax forecast for the 2025-27 biennium (which is the funding source for the Student Success Act) saw a drop in projected revenue by \$4.3 million compared to the June Forecast. Heading into this forecast, the Student Success Act had a reserve of \$100 million that does not require action from the Governor or Legislature to access.

Further information can be found at:

[September 2025 Economic and Revenue Forecast](#)
[Office of Economic Analysis Presentation to the Revenue Committee](#)
[Legislative Revenue Office Forecast Summary](#)

D9 Foundation:

The D9 Foundation is hosting a Golf Tournament on September 26th, followed by a Dinner and Auction on September 27th. The D9 Foundation is excited to announce that this year's dinner has sold out! This annual event plays a significant role in raising funds for D9 student scholarships. We sincerely thank the EPSD9 community for their ongoing support and participation in making this event a success. d9foundation.com

2025-2026 Calendar:

Our student calendar for this year can be found [here](#).

5.E. District Administrator's Report

5.E.1. Business Office

5.E.2. Human Resources Office

5.F. HB 3499 Annual EL Outcomes

Eagle Point School District 9
Board of Directors

Date:	<u>09/24/2025</u>	Presented By:	<u>Dr. Shunk</u>
Subject:	<u>HB3499 Annual English Language Outcomes Report</u>	Attachment(s)	<u>Yes</u>

Information

BACKGROUND INFORMATION:

The Oregon English Language Learner Report is an annual publication required by law (ORS 327.016), which reports on financial information for English language learner programs, the objectives and needs of students eligible for and enrolled in an English language learner program, as well as provides information on the demographics of students in English language learner programs in each school district. In addition, this report provides a tool that makes data on English language learners accessible to researchers, media, students, and parents.

A document is included in the board packet to describe [HB3499](#).

Link to the English version of the annual report:

<https://www.oregon.gov/ode/schools-and-districts/MME/Documents/Oregon%20English%20Learners%20Report%202024-25%20Final%20Eng.pdf>

Note: The report is from 2023-2024 and it's the most current version. Released June 2025

RECOMMENDATION: None at this time, this report is for information only

BOARD ACTION REQUIRED: No action required by the Board at this time

English Learners in Oregon

Annual Report 2023-24

June 2025



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Table of Contents

Acknowledgements	2
Executive Summary	3
Introduction.....	7
Why this report?	7
Structure of this report	8
Section 1: Demographics of English Learners in Oregon in 2023-24	10
Current and Former English Learners.....	10
Section 2: Participation in Targeted Programs.....	20
Students Experiencing Poverty	21
Special Education	21
Migrant Education	24
Talented and Gifted	25
Section 3: Language Development and Academic Outcomes for English Learners	26
Progress towards English Language Proficiency	26
Student Academic Outcomes in English Language Arts and Mathematics	29
Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond.	31
Regular Attendance	31
On Track to Graduate	33
Four-Year Graduation	34
Oregon State Seal of Biliteracy	36
Postsecondary Enrollment.....	38
Dual Language Bilingual Education Programs.....	40
English Learners’ Access to Core Content.....	43
English Learners’ Sense of Belonging.....	45
Section 5: State Revenues and Expenditures for Current English Learners	47
Conclusion.....	49
References.....	51

Acknowledgements

We extend our appreciation to colleagues from across Oregon Department of Education who contributed to this report through data sharing, data analysis, and review of the findings.

Office of Teaching, Learning, and Assessment

Alexa Pearson, Assistant Superintendent
Mary Martinez-Wenzl, Director
Reza Norouzian, Research Analyst
Kim Miller, Education Program Specialist
Holly Carter, Operations and Policy Analyst

English Learner Advisory Group

Maranda Turner, George Fox University
Elena Collazo Santiago, Portland Public Schools
Manuel Vazquez Cano, Education Northwest
Jason Echeverria, Malheur Education Service District
Jessica Dougherty, Western Oregon University
Yannett Ayala, West Linn- Wilsonville School District
Araceli Farias, Gresham-Barlow School District
Marcianne Koetje, Corvallis School District
Creighton Helms, Gervais School District
Norma Ramirez Gonzalez, EUVALCREE - Ontario
Stacey Lee, Greater Albany Public Schools
Tereza Bottman, Portland Public Schools
Bill Rhoades, Teacher Standards and Practices Commission
David Contreras-Machado, Latino Network
Arcema Tovar, Hillsboro School District

Office of Finance and Information Technology

Kai Turner, Assistant Superintendent
Lauren Holstein, Business Analyst

Office of Research, Assessment, Data, Accountability, and Reporting

Dan Farley, Assistant Superintendent
Jon Wiens, Director
Andrea Lockard, Director
Ben Wolcott, Education Program Specialist
W. Joshua Rew, Psychometrician
Greg Houser, Research Analyst
Evan Fuller, Research Analyst
Stephanie Evers, Research Analyst
Kai Tyler, Research Analyst

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 intention 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 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 to ensure equity and success for all multilingual learners in Oregon's public schools. This report is also available on [ODE's legislative reports 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 order to comply with ORS 327.016, it is important to recognize that these students are multilingual learners who bring valuable linguistic and cultural assets.

The 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 2023-24 school year¹. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2023-24 school year. Monitored English learners are a subset of former English learners who are monitored for four years after exiting the EL services. 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 2023-24 school year.

Nearly 102,000 students in Oregon are Ever English learners.

As of May 1, 2024, 542,735 students were enrolled in Oregon public schools and districts. Among those students, 11.5 percent were current English learners (62,522 students), 4.3 percent were former English learners (23,310 students), 3 percent were monitored English learners (16,034 students), and 81.2 percent were never English learners (440,869 students). Both current, monitored, and former English learners (i.e., Ever English learners, constituting 18.8 percent of students) represent an incredibly diverse student population in 2023–24.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2023–24 school year. Woodburn School District served the highest percentage of current English learners, with 45.8 percent of students learning English in an ELD program as of May 1, 2024. On the other hand, about

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.

English Learners in Oregon

65 percent of Oregon districts either had no current English learners or very few (i.e., fewer than 5 percent of all students).

Other key features of the English learner student population in the 2023-24 school year include the following:

- The majority of current English learners were in elementary grades (59.2 percent), while the majority of former English learners were in high school grades (55.6 percent).
- The population of English learners has been increasing while the overall student population has shown a decreasing trend.
- The number of recently arrived current English learners (i.e., new immigrant students) increased from 4,851 in 2022-23 to 6,647 students in 2023–24.
- Spanish was the predominant home language of current English learners (76 percent), but overall, there were 247 documented unique home languages (an increase of 25 languages from the previous year) spoken by current English learners. Other prevalent languages include Russian, Chinese, Vietnamese, Arabic, Chuukese, and Ukrainian.
- Approximately 77.2 percent of current English learners were Latino/a/x, and 34 percent of Latino/a/x students were current English learners. A similar percentage of Native Hawaiian/Pacific Islander students (32.4 percent) were current English learners.

English learners are overrepresented in special education and underrepresented 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 (52.8, 38.4, and 39.9 percent respectively vs. 30.1 percent).
- A higher percentage of current English learners received special education services and supports compared to never English learners (18.8 vs. 16.5 percent); however, former and monitored English learners had lower rates (5.3 and 7.3 percent, respectively).
- About 9.9 percent of current English learners (6,206 students) received services in migrant education programs. Additionally, 60.4 percent of the students in migrant education programs were current English learners, 16.8 percent were former English learners, and 12.2 percent were monitored English learners. In total, 89.4 percent of students in migrant education programs were Ever English learners.
- While across Oregon, 7.1 percent of Never English learners participated in TAG programs, this figure was 6.8 percent for former English learners, 5.2 percent for monitored English learners, and just 0.5 percent 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 are on track to attain English language proficiency. In the 2023–24 school year, approximately 60 percent of ELs in elementary grades were on track to meet this goal. In contrast, only 26.1 percent of ELs in high school were on track, reflecting a significant decline as students progress through the grade levels. Among high school ELs with disabilities, the percentage was substantially lower—9.1 percent were on track.

Current English learners are meeting state standards in English Language Arts and Mathematics at substantially lower rates.

A substantially smaller percentage of current English learners in elementary schools (6.6 percent) met or exceeded state standards in English Language Arts in 2023–24, compared to 82.9 percent of former English learners, 55.7 percent of monitored English learners, and 47.3 percent of never English learners. A similar trend is observed at middle and high schools: in grades 6–8, 3.7 percent of current ELs, 47.3 percent of former ELs, 31.8 percent of monitored ELs, and 46.3 percent of never ELs met or exceeded standards; in grade 11, these rates were 4.1, 40.5, 24.1, and 49.9 percent, respectively.

Similarly, a substantially smaller percentage of current English learners in elementary schools (7.6 percent) met or exceeded state standards in mathematics in 2023–24, compared to 65.6 percent of former English learners, 45.3 percent of monitored English learners, and 40.1 percent of never English learners. In grades 6–8, 2.3 percent of current ELs, 28.8 percent of former ELs, 17.7 percent of monitored ELs, and 32.1 percent of never ELs met standards. In grade 11, the figures were 1.4, 12.6, 7.6, and 23.1 percent, respectively.

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

Monitored and former English learners had the highest levels of regular attendance in elementary school grades (80.1 and 77.9 percent, respectively), compared to 71.6 percent for never ELs. Current English learners had lower rates of regular attendance across all grade levels: 65.4 percent in elementary, 59.6 percent in middle, and 44.8 percent in high school. For middle school, monitored ELs had a regular attendance rate of 70.6 percent and 69.4 percent for former ELs, while never ELs were at 67.8 percent. In high school, monitored and former ELs had rates of 57.4 and 54.2 percent, respectively, compared to 58.9 percent among never ELs.

Current English learners are more likely to graduate with a modified diploma.

Former English learners graduated at rates better than never English learners (87.8 vs. 82.2 percent) in 2023–24; however, substantially fewer current English learners graduated in four years (68.0 percent). Moreover, current English learners who graduated in four years were over 2.5 times more likely to receive a modified rather than a regular diploma compared to never English learners.

Students designated as English learners in high school are less likely to go to college than their peers.

Post-secondary enrollment rates for former English learners were comparable to those of never English learners (52.8 vs. 54.5 percent). On the other hand, current English learners were less likely to enroll in post-secondary education institutions. About 34.5 percent of current English learners went on to college within 16 months of high school graduation.

The average expenditures-to-revenues ratio decreased in 2023-24.

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 2023-24, this ratio is 0.83, which is lower than 0.87 for 2022-23.

Introduction

In the 2023–24 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 18.8 percent of all students enrolled in Oregon public schools and districts (as of the first school day in May 2024). 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 [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 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’s intention is to describe 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. 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 for this year is the 2023-24 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 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.

The 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 2023-24 school year². Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program over four years prior to the 2023-24 school year. Monitored English learners are a subset of former English learners who are monitored for four years after exiting the EL services. 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 eligible to receive English language instruction, supports, and services in an ELD program before or during the 2023-24 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 the reports the ODE issued in previous years. These changes are informed by the latest [Multilingual Learner Strategic Plan](#). The plan provides a clear roadmap for addressing various challenges faced by English learners, with priority areas emphasizing community engagement, transformative educators, culturally responsive practices that lead to various pathways multilingualism. To that end, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services from an ELD program). Also, monitored English learners are now distinguished from former English learners. Additionally, new sections on Dual Language Bilingual Education (DLBE) programs, access to core content, and students’ sense of belonging are added to the report. 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).

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.

English Learners in Oregon

Similar to last year, this year's report provides data insights into Student Academic Outcomes in English Language Arts and Mathematics as well. Finally, districts can access their district-level information for the 2023-24 school year via [District Data Profiles](#).

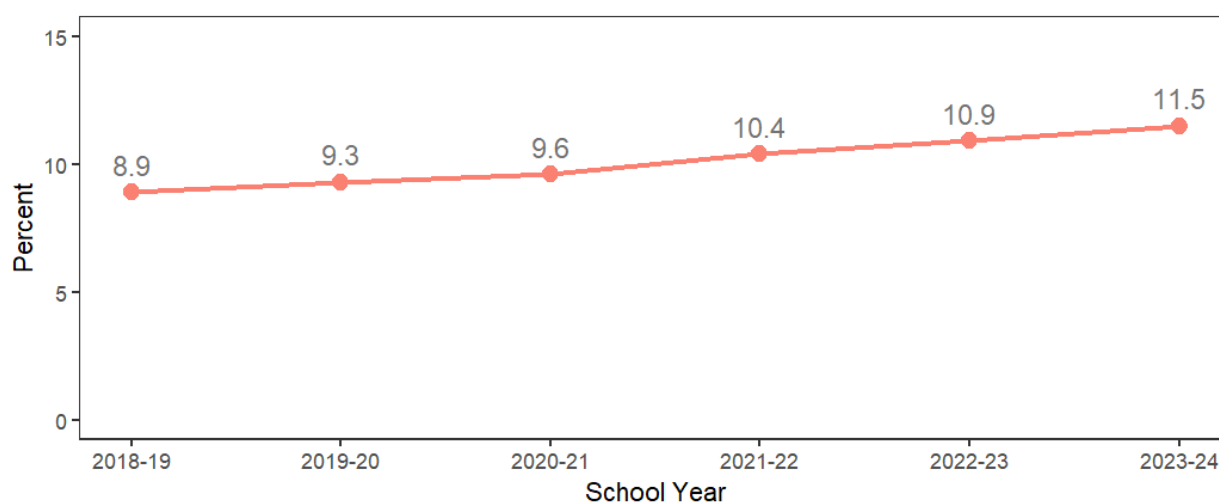
Section 1: Demographics of English Learners in Oregon in 2023-24

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2024, 542,735 students enrolled in Oregon public schools and districts. Among those students, 11.5 percent were current English learners (62,522 students), 4.3 percent were former English learners (23,310 students), 3 percent were monitored English learners (16,034 students), and 81.2 percent were never English learners (440,869 students). Current, monitored, and former English learners were an incredibly diverse student population in 2023-24 (representing 18.8 percent of all students). 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

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, who are learning English in an ELD program during the school year³. They receive English language instruction, supports, and services to help them become proficient in English. Identification of English learners is done using a Language Use Survey (LUS) as well as an English Language Proficiency Assessment (ELPA) screener. Figure 1 shows the increasing percentage of current English learners from 2018-19 to 2023-24 school years⁴.

Figure 1. Percentage of all Oregon students who were current English Learners (2018-19 to 2023-24)



A smaller number of students in 2023-24 (23,310 or 4.3 percent) were former or monitored (16,034 or 3 percent) English learners. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2023-24 school year. Monitored English learners are a

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.

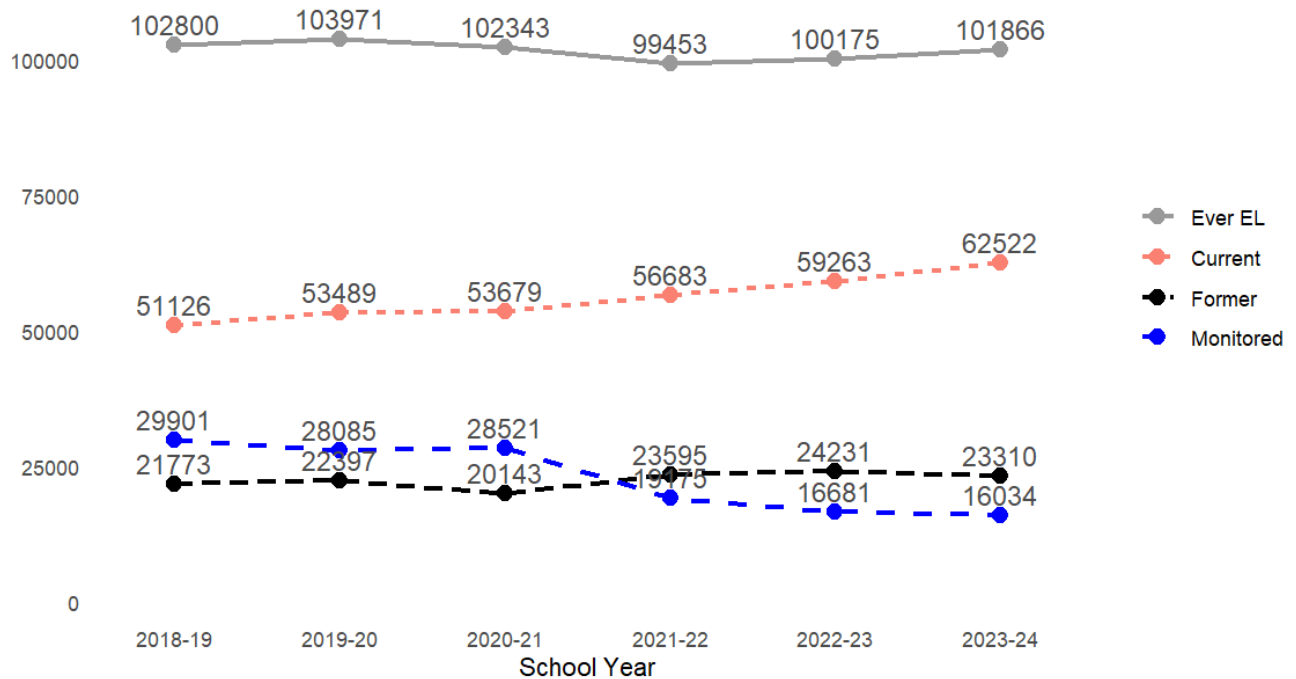
English Learners in Oregon

subset of former English learners who are monitored for four years after exiting the EL services. Research does suggest, however, that these English learners may still need support to develop high levels of proficiency in academic English (i.e., the language students need in order to be successful in school; see de Jong 2004; Flores, Batalova & Fix, 2012). Given its importance, during its Title III monitoring process, ODE reviews the ways in which the districts monitor the progress of former English learners and provides them with feedback to enhance the districts' ability to support former English learners' continued progress.

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).

Oregon has had a largely stable population of about 100,000 English learners (former, monitored, and current) over the past several 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 102,800 in 2018-19 and, after increasing and declining for a couple years, reaching 101,866 students in 2023-24.

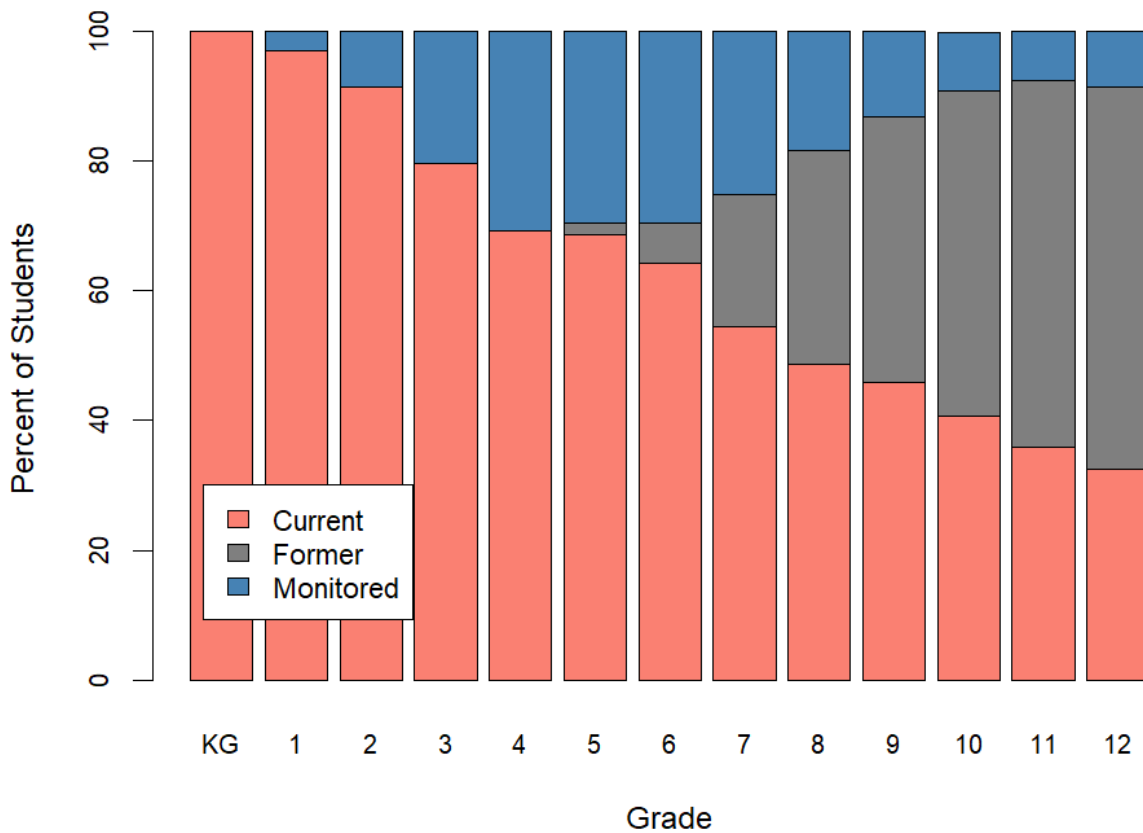
Figure 2. Number of current, monitored, former, and ever English Learners in Oregon (2018-19 to 2023-24)



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

Figure 3 illustrates the distribution of Current English Learners (CEL), Former English Learners (FEL), and Monitored English Learners (MEL) across different grade levels. In early grades, such as Kindergarten (KG) and Grade 2, the majority of students (over 90%) are classified as Current English Learners (CEL), indicating that they are still in the process of acquiring English proficiency. This population is not static, and each grade also includes newcomers who may have schooling experiences from outside of the U.S. As students progress to upper elementary and middle school grades (Grades 4-7), the proportion of CELs decreases (54.4%), while the percentage of Former English Learners (20.4%) and Monitored English Learners (25.2%) gradually increases, reflecting the transition of students who have met proficiency criteria. By Grade 8 and beyond, the percentage of CELs drops below 50%, with a significant rise in FELs and MELs (combined nearly 70%), suggesting that most students have exited EL services. This pattern indicates that while younger students require more language support, a substantial number of students reach English proficiency as they move through middle and high school, transitioning into monitored or former EL status.

Figure 3. Comparison of the percentage of current, monitored, and former English learners by grade in 2023-24



English Learner enrollment varied across Oregon districts.

Oregon has 197 school districts, and 80 percent of them are serving students designated as English learners. In 2023-24, 157 districts provided English language instruction, supports, and services to current English learners. Of these districts, 69 districts received Title III funds as part of a consortium as these districts had fewer than 80 identified English learners and therefore did not generate the federally required \$10,000 minimum Title III sub-grant. These districts with small EL populations may experience challenges with the students being distributed across several grade levels and having different English language proficiency levels, as well as having limited access to ELD teachers. The remaining districts in Oregon (n = 40) did not have any enrolled English learners.

Figure 4 shows the distribution of current English learners across Oregon districts in 2023-24. There were eight districts with more than 2,000 current English learners. Thus, in 2023-24, districts differed in terms of both the number of current English learners and/or the percentage of their student population who received English language instruction, supports, and services.

A sizable proportion of Oregon districts did not have any current English learner enrollments in 2023-24. The 40 districts not currently serving English learners tended to be small in overall population (median 124 students).

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

Figure 4. Comparison of the number and percentage of current English learners by district in 2023-24

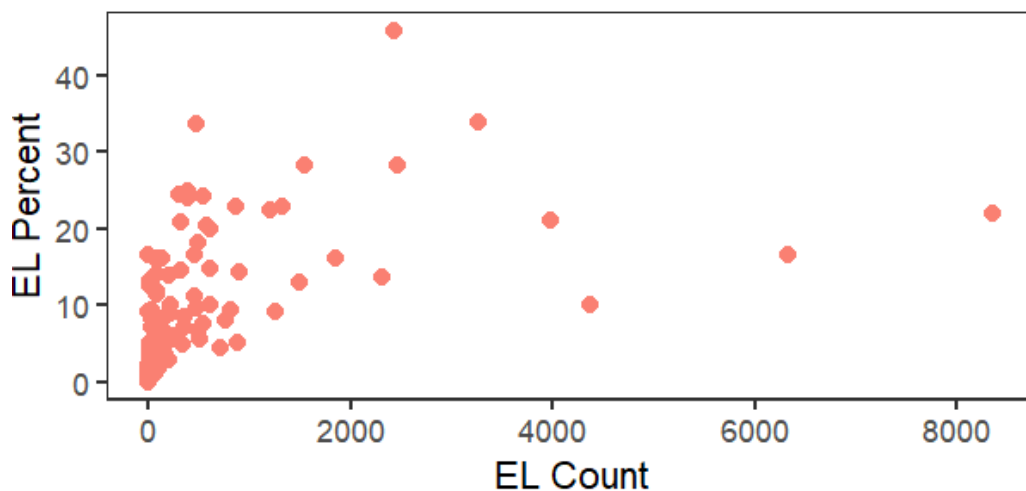


Table 1. Districts with the highest number of current English learners in 2023-24.

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

In addition, table 2 shows the ten districts with the highest percentage of current English learners. Note that some districts (Woodburn SD, Reynolds SD, David Douglas SD, Centennial SD) appear on both lists. This means that not only do these districts rank high on the number of current English learners in the state, but their current English learners also make up a notable portion of their overall student population.

Table 2. Districts with the highest percentage of current English learners in 2023-24.

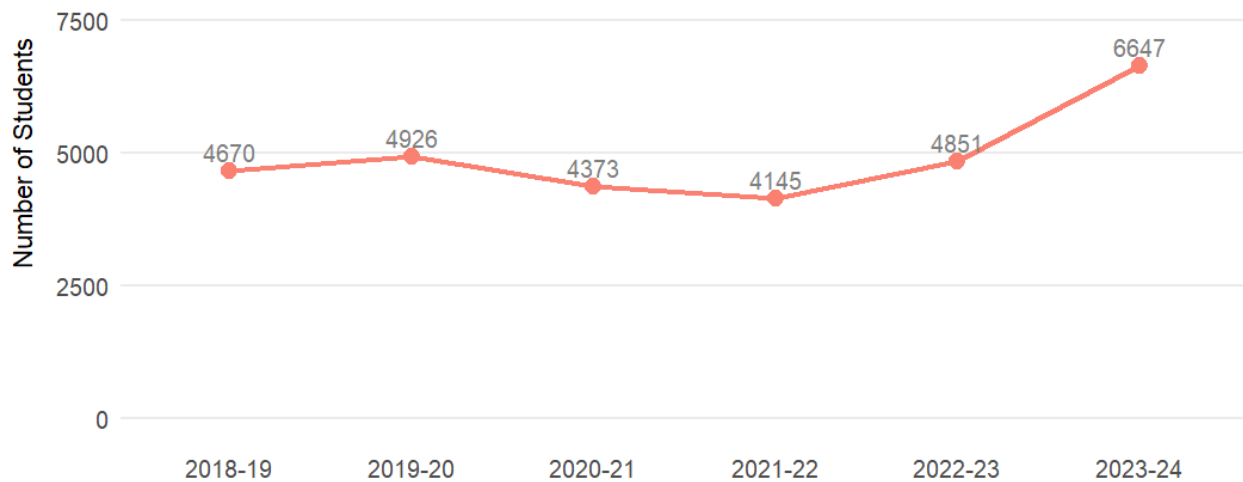
District Name	Number of Current English Learners	Percentage of Current English Learners
Woodburn SD 103	2,427	45.8
Reynolds SD 7	3,260	33.7
Umatilla SD 6R	473	33.6
David Douglas SD 40	2,467	28.3
Centennial SD 28J	1,539	28.2
Milton-Freewater Unified SD 7	386	24.9
Gervais SD 1	306	24.4
Morrow SD 1	538	24.3
North Marion SD 15	388	24.0
Forest Grove SD 15	1,318	23.0

The number of recently arrived English learners significantly increased by 37 percent in 2023-24.

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.

In 2023-24, 6,647 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 (2018-19 to 2023-24).



Most recently arrived English Learners (57.2 percent) were in the elementary grades, while 19.6 percent were in grades 6-8 and 23.2 percent 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 2023-24 was 2,846. Five Oregon districts with the largest population of adolescent newcomers in 2023-24 are shown in Table 3.

Table 3. Districts with the largest population of adolescent newcomers in 2023-24.

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton SD 48J	414
Salem-Keizer SD 24J	362
David Douglas SD 40	227
Portland SD 1J	186
Reynolds SD 7	138

In 2023-24, districts reported 934 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 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:

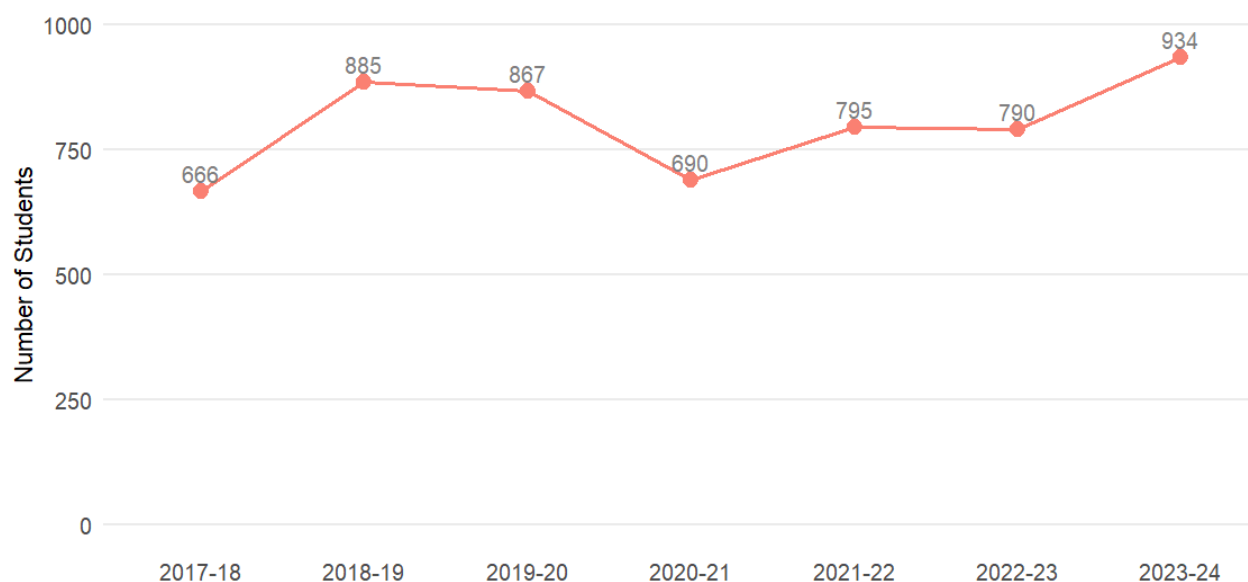
- a. Have at least two fewer years of schooling than their peers of the same age,
- b. Function at least two years below grade level expectations in reading and mathematics, and
- c. Are preliterate in their native language.⁵

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).

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2023-24 school year, districts reported 934 current English learners with limited or interrupted formal education (about 1.5 percent of all current English learners). As figure 6 illustrates, the number of students with limited or interrupted formal education increased from 2017-18 to 2019-20 but decreased in 2020-21 and once again increased in 2021-22 and 2023-24.

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

Figure 6. Number of current English learners with an interrupted formal education (2017-18 to 2023-24).



Most students with limited or interrupted formal education were in high school (56.2 percent). Another 24.4 percent were in the middle school grades (grades 6-8), and only 19.4 percent were in the elementary grades.

In 2023-24, 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. Nine districts in Oregon, identified in table 4, provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2023-24. These nine districts alone enrolled 83.3 percent of all SLIFE students in Oregon. Note that three of the eight districts serving many adolescent newcomers (see table 3) also enroll a significant number of current English learners with interrupted formal education (i.e., Portland, Beaverton, and Reynolds).

Table 4. Districts serving at least 20 current English learners with interrupted formal education in 2023-24

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro SD 1J	404
Beaverton SD 48J	121
Hermiston SD 8	84
Portland SD 1J	77
Woodburn SD 103	54
South Lane SD 45J3	26
Reynolds SD 7	26

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

Statewide, current English learners spoke about 247 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 76.0 percent 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 percent 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 2023-24, districts⁶ reported an unidentified home language (listed as ‘*other languages*’ in Table 5) for 908 English learners, suggesting a need for continued training and support in this area.

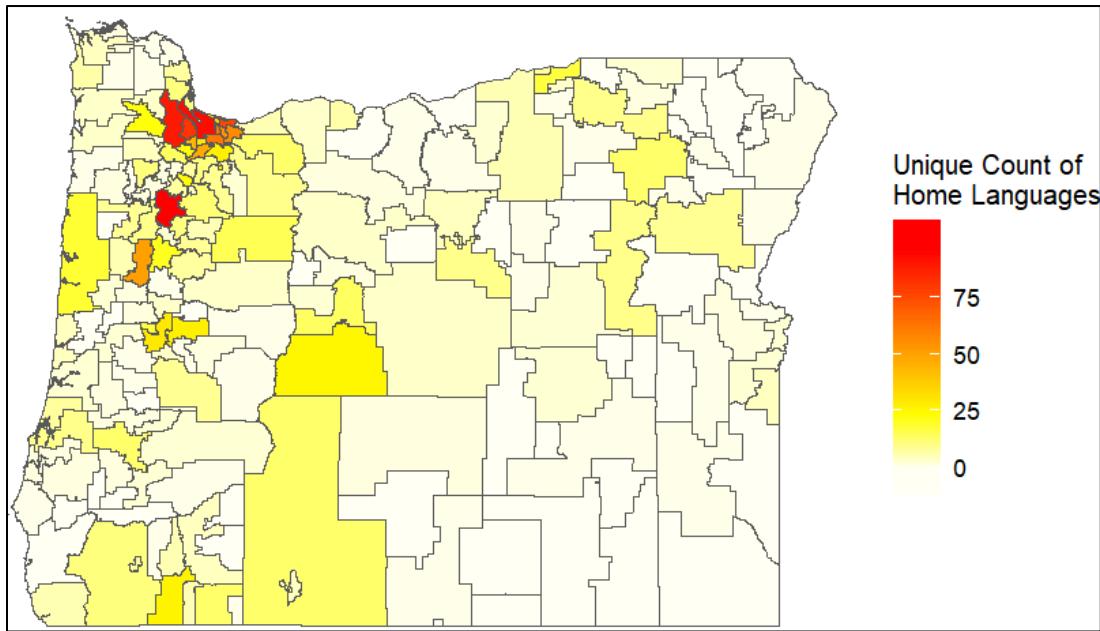
Table 5. Most prevalent home languages among current English learners in 2023-24.

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	47,529	76.00%
Russian	1,657	2.70%
Chinese	1,213	1.90%
Vietnamese	1,170	1.90%
Other languages	908	1.50%
Arabic	829	1.30%
Ukrainian	820	1.30%
Chuukese	811	1.30%
Somali	542	0.90%

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, Cascade SD 5, Centennial SD 28J, Coos Bay SD 9, Corvallis SD 509J, David Douglas SD 40, Estacada SD 108, Eugene SD 4J, Forest Grove SD 15, Fossil SD 21J, Greater Albany Public SD 8J, Gresham-Barlow SD 10J, Hillsboro SD 1J, Hood River County SD, Klamath County SD, McMinnville SD 40, Morrow SD 1, North Clackamas SD 12, North Santiam SD 29J, Oregon City SD 62, Oregon Trail SD 46, Parkrose SD 3, Philomath SD 17J, Portland SD 1J, Prairie City SD 4, Redmond SD 2J, Reynolds SD 7, Salem-Keizer SD 24J, Scio SD 95, Siuslaw SD 97J, Tigard-Tualatin SD 23J, Warrenton-Hammond SD 30, West Linn-Wilsonville SD 3J, Woodburn SD 103.

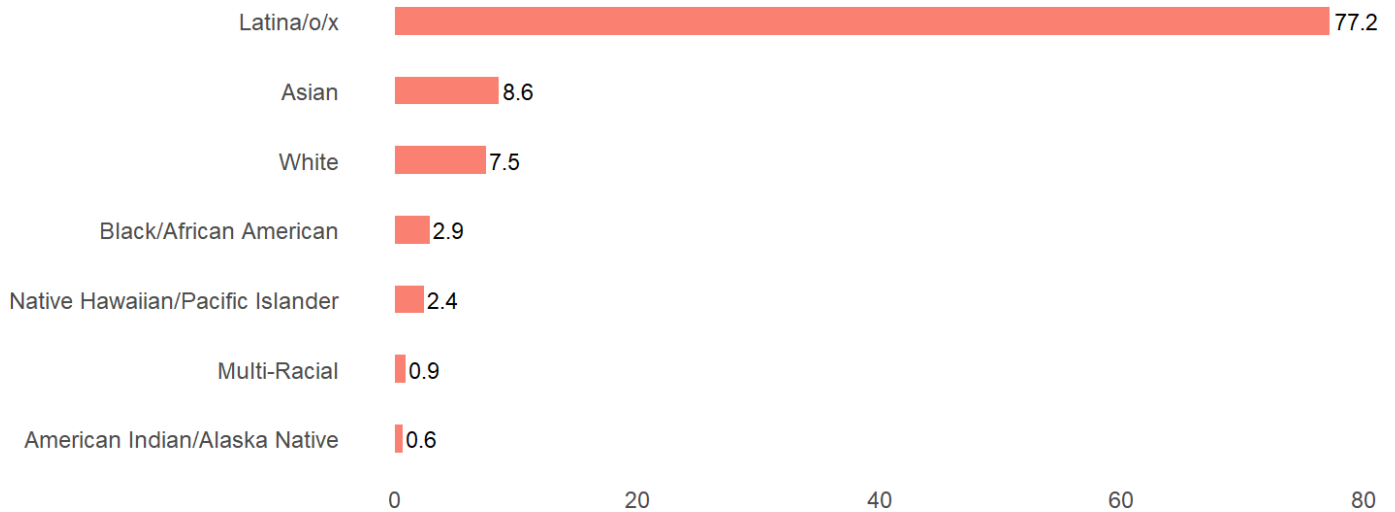
Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2023-24



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

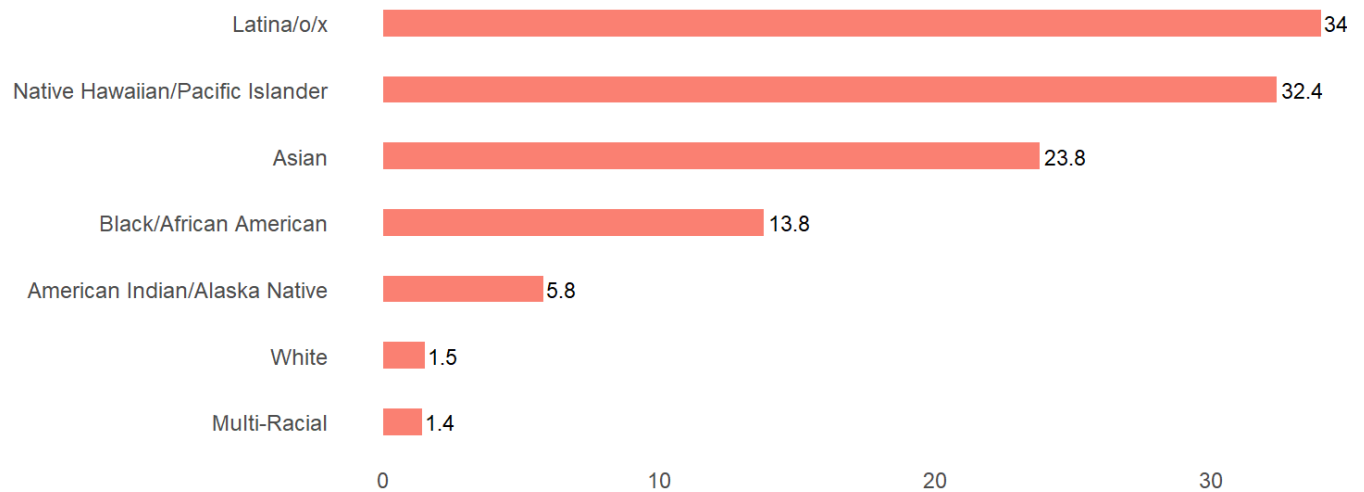
In the 2023–24 school year, Oregon served 62,522 current English learners (ELs), the vast majority of whom—48,243 students, or 77.2 percent—identified as Latina/o/x. This reflects the continuing trend in Oregon and nationally, where Latina/o/x students make up the largest share of the EL population. Asian students comprised the second-largest racial/ethnic group among ELs at 8.6 percent, followed by White students at 7.5 percent. Other racial and ethnic groups were represented in smaller proportions: Black/African American students accounted for 2.9 percent of current ELs, while Native Hawaiian/Pacific Islander students made up 2.4 percent. Students who identified as Multi-Racial represented 0.9 percent, and American Indian/Alaska Native students accounted for just 0.6 percent of the EL population. These data highlight the linguistic and cultural diversity of Oregon’s EL community, while also emphasizing the disproportionate representation of Latina/o/x students in EL 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 EL population and may face different access or inclusion challenges in school systems.

Figure 8. Percentage of current English learners by race/ethnicity in 2023-24.



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 percent of Latina/o/x students were current English learners in 2023-24. Moreover, 32.4 percent of Native Hawaiian/Pacific Islander students were current English learners.

Figure 9. Percentage of each racial/ethnic group who were current English learners in 2023-24.



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 2023-24 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).

In the 2023-24 school year, the 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 (SEP) within four English Learner groups for the 2023–24 school year. The data reveals that Current English Learners are the most affected, with 52.8% identified as experiencing poverty, followed by Monitored English Learners (39.9%) and Former English Learners (38.4%). The group with the lowest SEP rate is Never English Learners, at 30.1%.

Figure 10. Percentage of current, former, monitored, and never English learners experiencing poverty in 2023-24.



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 and special education).

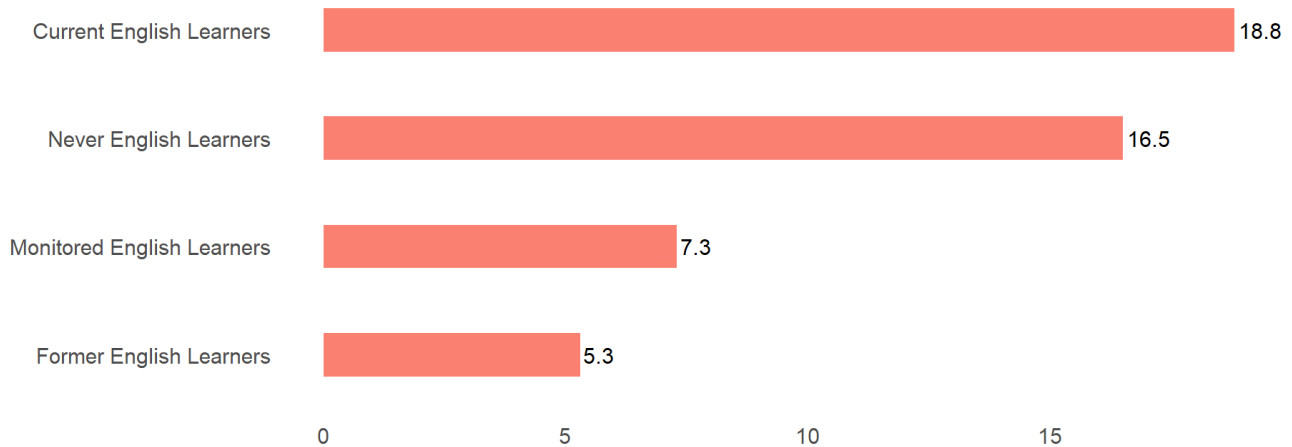
There is concern in the field about the difficulty of accurately identifying current English learners who need special education services and supports. Schools may incorrectly identify current English learners as having a learning disability when, in fact, it is their developing English proficiency that adversely influences their educational progress. On the other hand, some schools may overlook genuine disabilities, assuming that current English learners just need more time to learn English. Both identification challenges are present not

only in Oregon but across the United States (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 (EL) subgroups receiving special education services in Oregon during the 2023–24 school year. Current ELs had the highest rate at 18.8%, followed by never ELs at 16.5%. Monitored ELs and Former ELs had lower rates, at 7.3% and 5.3% respectively. These patterns suggest a higher identification of special education needs among students currently classified as English learners, highlighting the importance of careful evaluation practices to differentiate language needs from learning disabilities.

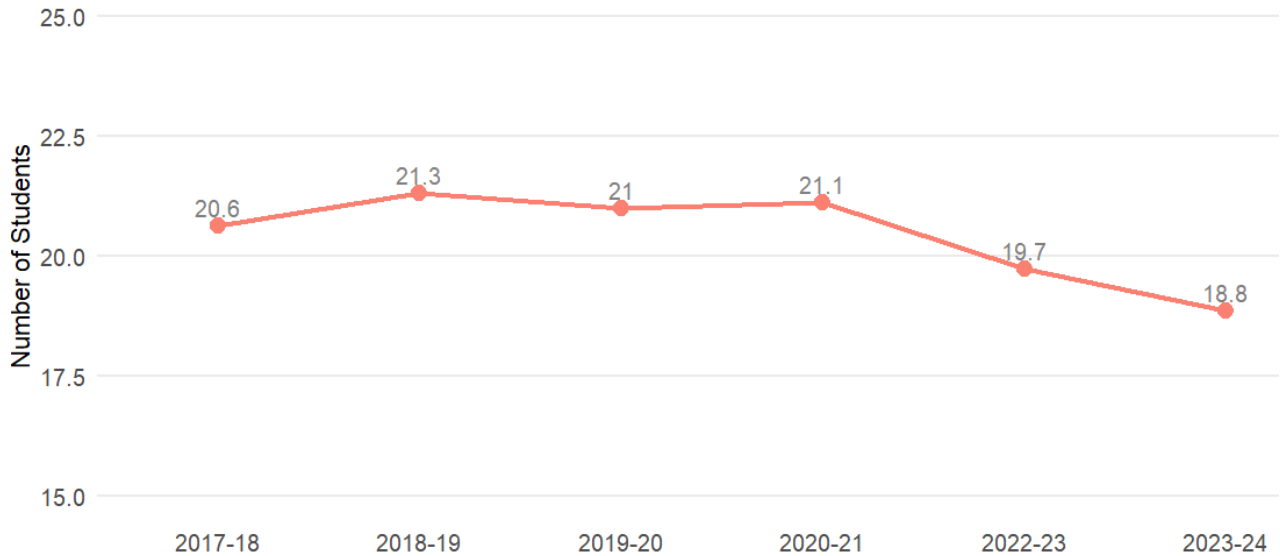
Figure 11. Percentage of current, former, monitored, and never English learners receiving special education services and supports in 2023-24.



The percentage of current English learners receiving special education decreased in 2023-24.

In 2023-24, 11,785 current English learners (18.8 percent) were receiving special education supports and services. Despite their higher rate of identification for special education services, the number of current English learners receiving special education services and supports in 2023-24 represents a slight decrease from the year before, when 19.7 percent of current English learners received special education services and supports (see figure 12).

Figure 12. Percentage of current English learners receiving special education services and supports (2017-18 to 2023-24).



Most current English learners with a disability in 2023-24 had a specific learning disability (3,643 students) or a speech or Language Impairment (2,683 students) as their primary disability.⁷ Other primary disabilities, with 100 or more current English learners in 2023-24, 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 4.3 percent (2,682 students) of dually identified current ELs reported a Speech/Language Impairment which is over 1 percentage point higher than that for never ELs (3.1 percent).

Table 6. Primary disabilities involving 100 or more current English learners in 2023-24.

Disability Type	Number of Current English Learners	Percent of Current English Learners
Specific Learning Disability	3,643	5.8
Speech/Language Impairment	2,683	4.3
Autism Spectrum Disorder	1,260	2.0
Other Health Impairments	1,101	1.8
Developmental Delay 3-9yr	892	1.4
Intellectual Disability	703	1.1
Emotional Behavior Disability	242	0.4
Deaf or Hard of Hearing	161	0.3

⁷ A specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or using language that may manifest itself in difficulties in listening, thinking, speaking, reading, writing, spelling, or doing math calculations. A speech or language impairment refers to a communication disorder such as stuttering, impaired articulation, or a language or voice impairment that adversely affects a students’ learning or educational performance.

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 experienced 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 are able to receive supports necessary to succeed academically.

9.9 percent of current English learners received services from Migrant Education Programs in 2023-24.

Oregon has one of the largest migratory student populations nationally. As of first school day in May 2024, 6,206 current English learners participated in migrant education programs. That number translates to 9.9 percent of all current English learners. It also means that more than half (60.4 percent) of the 10,274 students in migrant education programs were current English Learners in 2023-24. Moreover, 16.8 percent of students in migrant education programs were former English learners, and 12.2 percent were monitored English learners. Overall, 89.4 percent of the 10,274 students who received services from migrant education programs were ever English learners.

During the 2023-24 school year, Oregon's Migrant Education Program was administered by 19 local subgrantees, known as MEP Regions. This program is federally funded through Title I, Part C for migrant education, and Regions receive federal funds based on federal and state allocation formulas for the local identification of migratory students and provision of MEP services in approximately 102 districts across the state. In 2023-24, Salem-Keizer SD had the largest number of migratory English Learners in the state, with 944 students, followed by Southern Oregon ESD, which had 898 migratory English Learners. (see table 7).

Table 7. Regions that participated as subgrantees of migrant education programs as of the first school day in May 2024.

MEP Regions	Current English Learners identified for MEP
Salem-Keizer SD	944
Southern Oregon ESD	898
Intermountain ESD	637
Willamette ESDL/Linn/Benton/Lincoln/Polk/Yamhill Counties	494
Woodburn	368
Lane ESD/Douglas County	348
Forest Grove SD	314
Hillsboro SD	312
Hood River County	277
High Desert ESD/ Wheeler Counties	255
Columbia George ESD	253
Beaverton SD	209
East Multnomah County	189
Clackamas ESD	173
Ontario/Annex SDs	155
Northwest Regional ESD/Carlton SD	140
Nyssa/Adrian/Vale SDs	131
Portland SD	84
Adrian/Vale	16

Talented and Gifted

The state requires that all school districts establish policies and procedures to identify students to participate in Talented and Gifted (TAG) services⁸. 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 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).

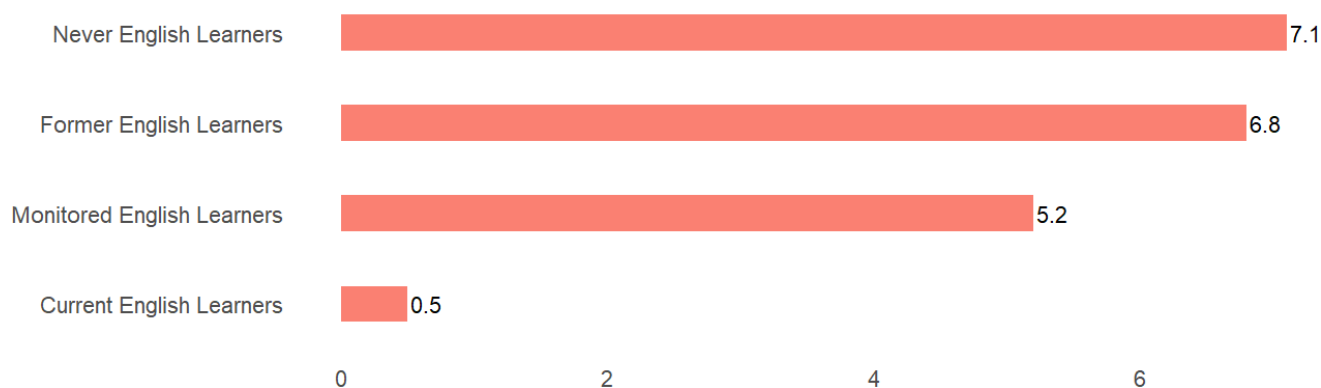
Correctly identifying students for TAG programs and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure. Others engage only selectively at school and have high levels of absenteeism. Findings from the ODE suggest that approximately 10 percent of TAG students drop out of high school (Allen, 2016).

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

Current English Learners were rarely identified for TAG Services.

According to figure 13, 7.1 percent of never English learners (32,225 students) were identified for TAG services in 2023-24. While 6.8 percent of former English learners were identified (1,594 students), 5.2 percent of monitored English learners were identified (836 students), and only 0.5 percent of current English learners were identified for TAG programs in 2023-24 (283 students). Never English learners were over 14 times ($7.1 \div 0.5$) more likely to be identified for TAG programs than current English learners in 2023-24.

Figure 13. Percentage of current, former, ever, and never English learners who participated in a TAG program in 2023-24.



Section 3: Language Development and Academic Outcomes for English Learners

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 other students 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).

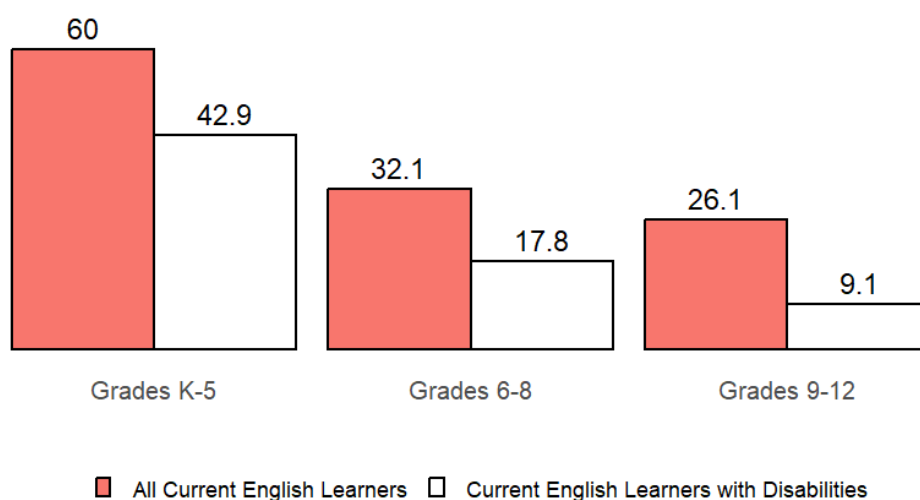
Progress towards English Language Proficiency

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, the ODE monitors whether current English learners are on track to attain English language proficiency using a trajectory expectation model. 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 an 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 SIFE, 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 the Oregon’s ESSA Consolidated State Plan (2017) for Oregon’s trajectory expectations (pp. 43-44).

As illustrated in figure 14, as the grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 60 percent in elementary school grades to 26.1 percent in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities where the percentage decreases from 42.9 percent in elementary school grades to 9.1 percent 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 a surprise due to the annual exiting of current English learners and the annual enrollment of new ELs. 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 use 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 2023-24.



Long-term current English learners made up 21.9 percent of all current English learners.

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. The 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.

In 2023-24, most current English learners (77.7 percent) were not long-term English learners; however, this means that 21.3 percent of current English learners received English language instruction, supports, and

services for more than seven years. 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 40.8 percent of current English learners with disabilities in 2023-24 were long-term English learners.

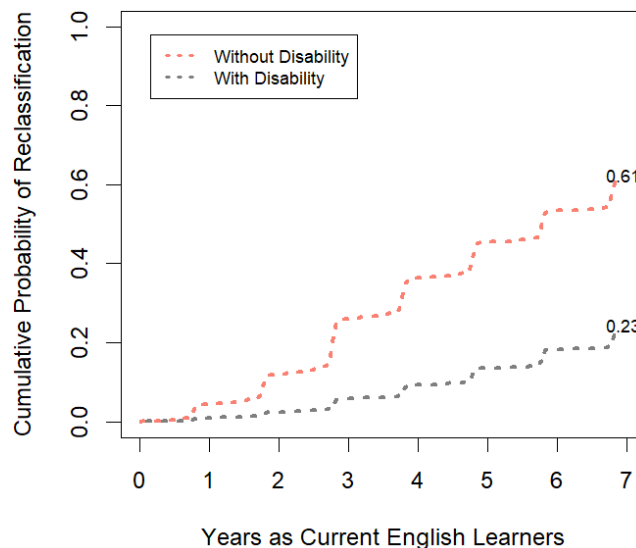
Approximately 23 percent of current English learners receiving special education services and supports developed English language proficiency in seven years.

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 2023-24 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 2024 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2024).

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, 2017, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after seven years is 0.61 (or, after multiplying by 100, 61 percent). That is, 61 percent of the current English learners without disabilities attained English language proficiency and exited EL services in seven years. On the other hand, 23 percent of current English learners with disabilities attained English language proficiency and exited an ELD program in seven years. Succinctly put, ELs without a disability are, on average, about three times as likely to exit the EL program in 7 years than their EL peers with a disability.

Figure 15. Probability of reclassification for current English learners with and without disabilities after seven years (July 1, 2017 to June 30, 2024).



Student Academic Outcomes in English Language Arts and Mathematics

Each year, all Oregon students in grades 3-8 and 11 take state assessments in English language arts and mathematics. Some of these assessments such as English Language Arts which are offered only in English⁹, may be especially challenging for ELs who are still developing proficiency. For both subjects, a performance level of three or higher meets the state standards. Overall, statewide, most Oregon students are not meeting our proficiency standards.

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.

According to figure 16, across all grade levels, Current ELs have the lowest percentage of students meeting or exceeding standards, with only 6.6% in Grades 3–5, 3.7% in Grades 6–8, and 4.1% in Grade 11.

Former ELs, on the other hand, perform significantly better, especially in Grades 3–5, where 82.9% meet or exceed standards—the highest percentage across all groups and grade levels. Their performance decreases in later grades, with 47.3% in Grades 6–8 and 40.5% in Grade 11, but remains notably higher than that of Current and Monitored ELs.

Monitored ELs, who are reclassified from EL status within the past four years, demonstrate moderate performance. In Grades 3–5, 55.7% meet or exceed standards, which declines to 31.8% in Grades 6–8 and further to 24.1% in Grade 11. This downward trend suggests that some reclassified ELs may struggle to maintain academic proficiency as curriculum demands increase.

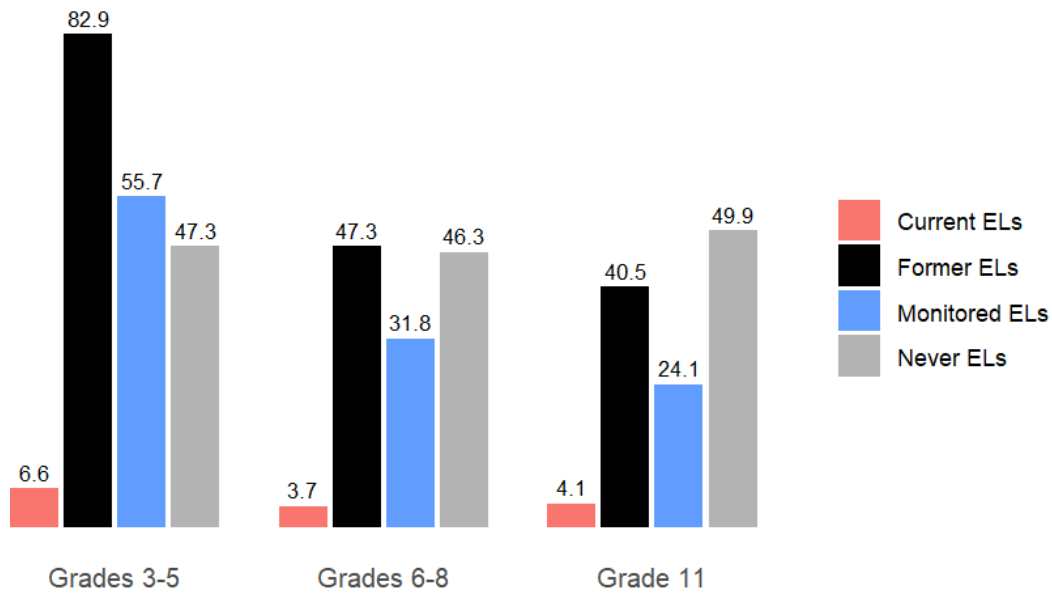
Never ELs, students who have never been classified as English Learners, generally outperform Current and Monitored ELs but underperform Former ELs in elementary grades. Their percentages remain relatively stable across grades: 47.3% (Grades 3–5), 46.3% (Grades 6–8), and 49.9% (Grade 11).

Overall, the data indicate that while Current ELs face the greatest challenges in ELA, students who successfully exit EL status—especially in early grades—can achieve or exceed proficiency at rates higher than their never-EL peers, underscoring the importance of effective EL instruction and support¹⁰.

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.

¹⁰ In addition to state assessments, in the 2023–24 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, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2023-24¹¹



In Math, Former ELs outperformed Never ELs in elementary grades while current ELs met standards across all grades at a significantly lower rate.

Based on figure 17, across all grade levels, Current ELs consistently exhibit the lowest achievement in mathematics. Only 7.6% of Current ELs in Grades 3–5 meet or exceed standards, and this percentage declines sharply to 2.3% in Grades 6–8 and 1.4% in Grade 11. This trend highlights the significant challenges faced by Current ELs in mastering mathematical concepts and academic language.

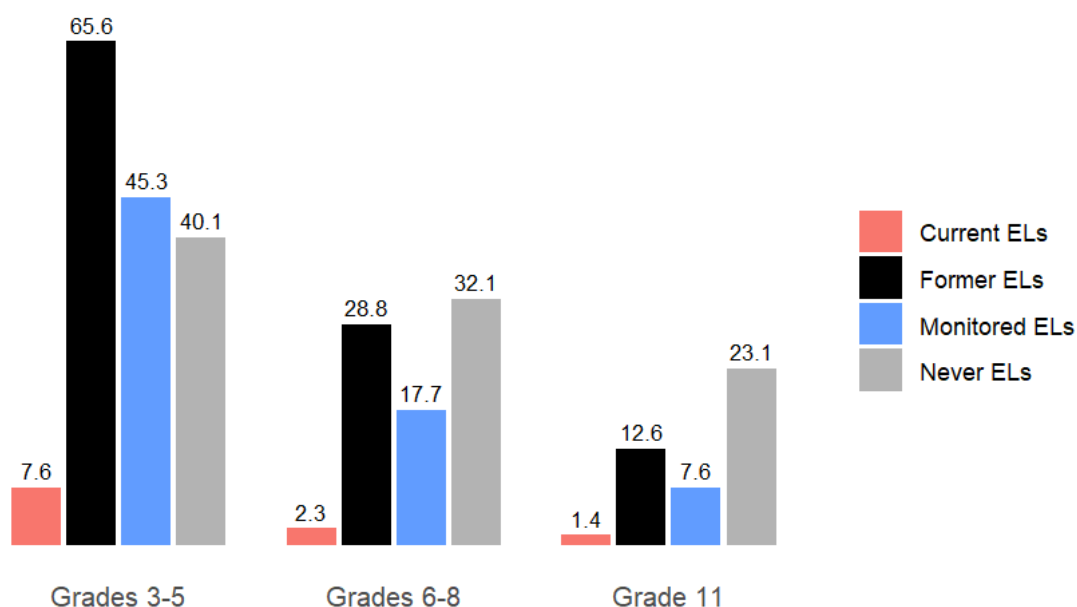
Former ELs show relatively strong performance, especially in elementary grades, where 65.6% meet or exceed standards—surpassing all other groups. However, their performance declines with grade level, dropping to 28.8% in Grades 6–8 and 12.6% in Grade 11. This pattern suggests diminishing returns over time or increasing difficulty in advanced math content for reclassified students.

Monitored ELs, who recently exited EL status, outperform Current ELs at every level but do not consistently surpass Never ELs. In Grades 3–5, 45.3% of Monitored ELs meet standards, compared to 40.1% of Never ELs. However, this advantage disappears in later grades, with Monitored ELs trailing Never ELs in Grades 6–8 (17.7% vs. 32.1%) and Grade 11 (7.6% vs. 23.1%).

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.

Overall, the data reveal a persistent achievement gap in mathematics for Current ELs and indicate that early gains among Former and Monitored ELs may decrease over time, highlighting a need for sustained academic support throughout students’ educational trajectories¹².

Figure 17. Percentage of current, former, monitored and never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2023-24¹³



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

This section of the report examines several important outcomes for English learners. These are attendance, ninth grade progress towards graduation, four-year graduation, earning a Seal of Biliteracy, 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 percent of school days during the school year.

¹² In addition to state assessments, the 2023–24 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.

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

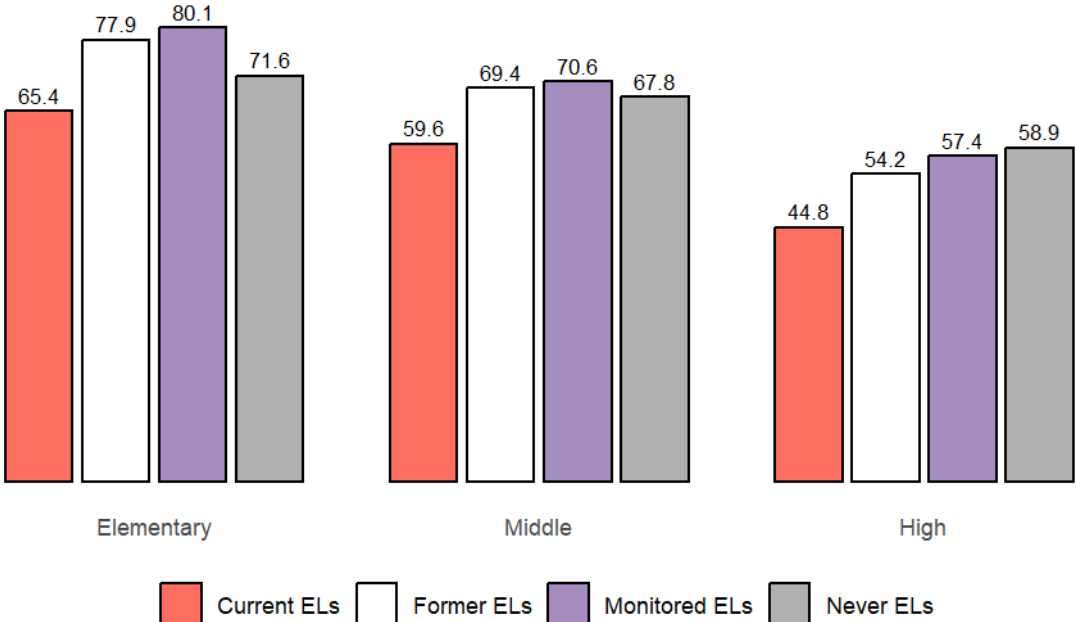
As shown in figure 18, across all grade levels, Current ELs consistently exhibit the lowest rates of regular attendance compared to former and never English learners, beginning with 65.4% in elementary school, declining to 59.6% in middle school, and reaching a low of 44.8% in high school.

Former ELs and Monitored ELs demonstrate the highest rates of regular attendance in elementary and middle school, with Monitored ELs leading at 80.1% in elementary and 70.6% in middle school. Former ELs follow closely with 77.9% and 69.4%, respectively. These figures suggest that students who have exited EL services, especially recently monitored ones, are more engaged with school in the earlier grades.

By high school, attendance declines across all groups, but Former ELs (54.2%) and Monitored ELs (57.4%) still maintain higher attendance rates than Current ELs. Notably, Never ELs show a steadier attendance pattern, with 71.6% in elementary, 67.8% in middle, and 58.9% in high school.

Overall, the data highlight the need for targeted attendance interventions, particularly for Current ELs—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, former, and never English learners regularly attending school by elementary (K-5), middle (6-8), and high school grades (9-12) in 2023-24



On Track to Graduate

Around the country, states and districts track whether students in the 9th grade are on track to graduate within four years¹⁴. They do this because ninth 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 percent of the credits their district requires for graduation. However, one should note that ODE's data only captures the number of the credits earned and not the specific courses associated with those credits. From 2018-19 to 2023-24, a higher percentage of former and never English learners were on-track to graduate compared to current English learners.¹⁵

According to figure 19, across all years, Former EL students consistently outperform the current and never ELs in terms of being on track to graduate. Their rates rose steadily from 70.4% in 2020–21 to 87.7% in 2023–24, marking a 17.3 percentage point increase over four years. This pattern may reflect differences in the educational opportunities and support systems afforded to students once they exit EL services. Former ELs may benefit from access to broader academic opportunities not always available to Current ELs. These systemic differences in resources, expectations, or placement may contribute to their higher on-track rates.

Never EL students also demonstrated consistent improvement, increasing from 75.7% in 2020–21 to 85.9% in 2023–24. Though they started higher than Former ELs in 2020–21, they were eventually surpassed by Former ELs beginning in 2021–22, highlighting the exceptional progress of the latter group.

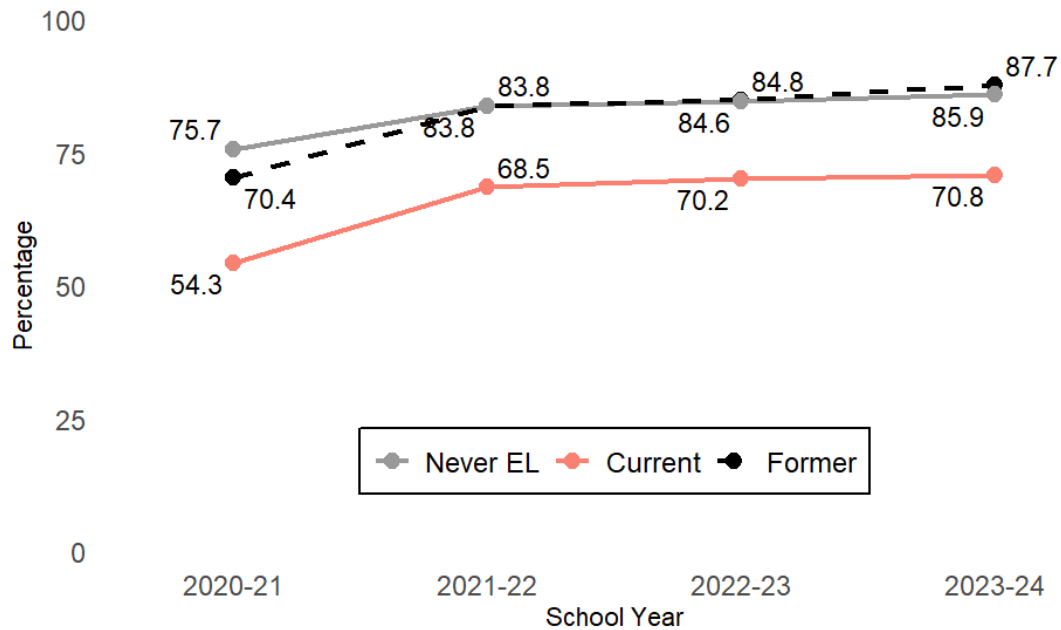
Current EL students had the lowest on-track rates across all years, though they showed improvement from 54.3% in 2020–21 to 70.8% in 2023–24—a 16.5 percentage point gain. While this progress is encouraging, the persistent gap between Current ELs and the other two groups (approximately 15–17 percentage points in 2023–24) signals a continued need for targeted support and resources.

Overall, the data reveal positive trends for all groups, especially for Former EL students. However, the ongoing disparities highlight the importance of addressing the specific challenges that Current EL students face to ensure equitable outcomes in graduation readiness.

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).

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

The 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 EL students consistently had the highest graduation rates, increasing from 82.5% in 2017–18 to 87.8% in 2023–24. Their rates remained above both other groups each year, reflecting strong long-term outcomes for students who have exited English learner services. Graduation rates ranged from 0% to 100% across districts, with the caveat that the rates closer to 100% were more common among districts with smaller current and former EL graduation adjusted cohorts.

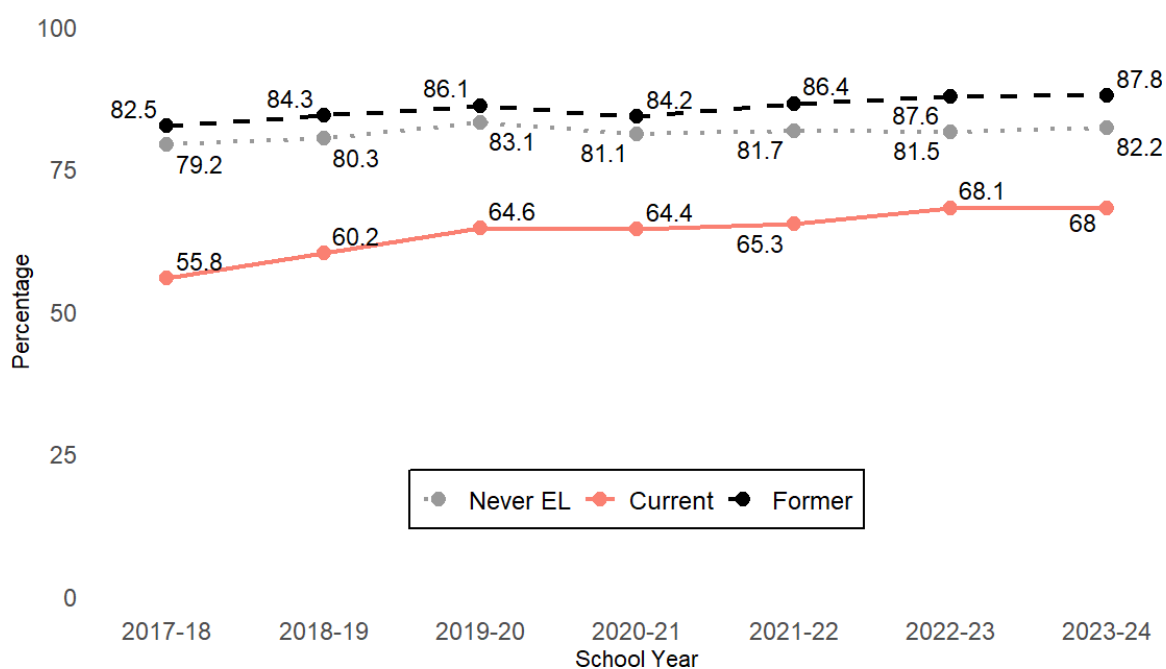
Never EL students followed a relatively stable trend, with graduation rates hovering between 79.2% and 83.1%, and ending at 82.2% in 2023–24. Although this group generally performs well, they have been consistently outpaced by Former EL students since the beginning of the trend.

English Learners in Oregon

Current EL students showed steady improvement, rising from 55.8% in 2017–18 to 68% in 2023–24—a 12.2 percentage point increase. While this represents meaningful progress, a large gap (nearly 20 percentage points) remains between Current ELs and their peers, signaling persistent inequities.

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

Figure 20. Percentage of current, former, and never English learners graduating within four years (2017-18 to 2023-24).



Current English learners graduating in four years were over 2.5 times more likely to receive a modified diploma

Modified diplomas are designed for students who meet certain criteria listed in OAR 581-022-2010¹⁶. Modified diplomas require fewer credits to graduate compared to a regular high school diploma. Among the current English learners who graduated in four years in 2023-24 (i.e., 2,548 students), 249 students (9.8 percent) received a modified diploma (see table 8). By contrast, among the former English learners that graduated in 4 years in 2023-24 (i.e., 5,238 students), 91 students (1.7 percent) received a modified diploma. Finally, among the never English learners who graduated in four years in 2023-24 (i.e., 30,984 students), 1,195 students (3.9 percent) received a modified diploma.

In addition, among the students that graduated in four years in 2023-24, current English learners were more than 2.5 times (9.8 percent ÷ 3.9 percent) more likely to receive a modified diploma compared to that for

¹⁶ For the list of the criteria please visit:

<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=323056>

never English learners. This ratio slightly decreases to 2.6 times (11.4 percent ÷ 4.3 percent) for cohorts that graduated in five years.

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

Student (Diploma Type)	Four-Year Cohort	Five-Year Cohort
Current English Learners (Modified)	9.80%	11.40%
Former English Learners (Modified)	1.70%	2.30%
Never English Learners (Modified)	3.90%	4.30%
Current English Learners (Regular)	90.20%	88.60%
Former English Learners (Regular)	98.30%	97.70%
Never English Learners (Regular)	96.10%	95.70%

Oregon State Seal of Biliteracy

Bi- and multilingualism offer many cognitive, academic, and economic benefits. The Oregon State Seals of Biliteracy and Multiliteracy recognize student proficiency in two or more languages. Students are eligible to earn a Seal of Biliteracy or Multiliteracy if they meet the following requirements:

- 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 learners¹⁷ who earned the Seal of Biliteracy in 2023-24.

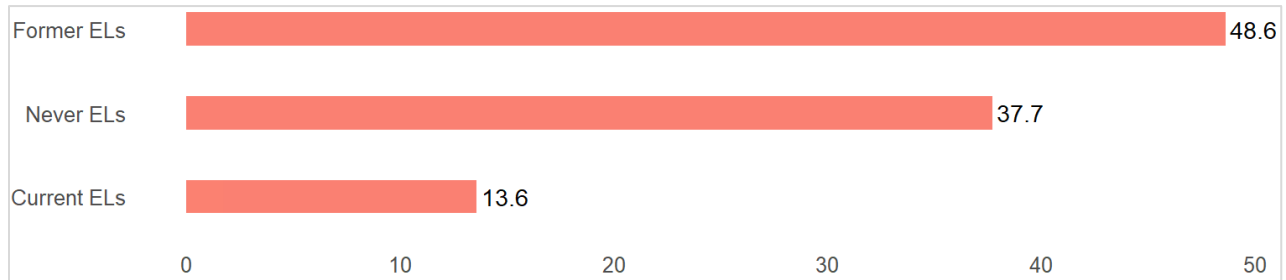
The majority of students who earned the Seal of Biliteracy in 2023-24 were ever English learners.

Of the 38,773 students who graduated in 2023-24, 2,567 students (about 6.6 percent) also earned the Seal of Biliteracy. Among those 2,567 students, 37.7 percent were never English learners, 48.6 percent were former English learners, and 13.6 percent were current English learners (see figure 21). In other words, 62.2 percent of those who earned the Seal of Biliteracy were ever English learners (i.e., current plus former English

¹⁷ 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 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.

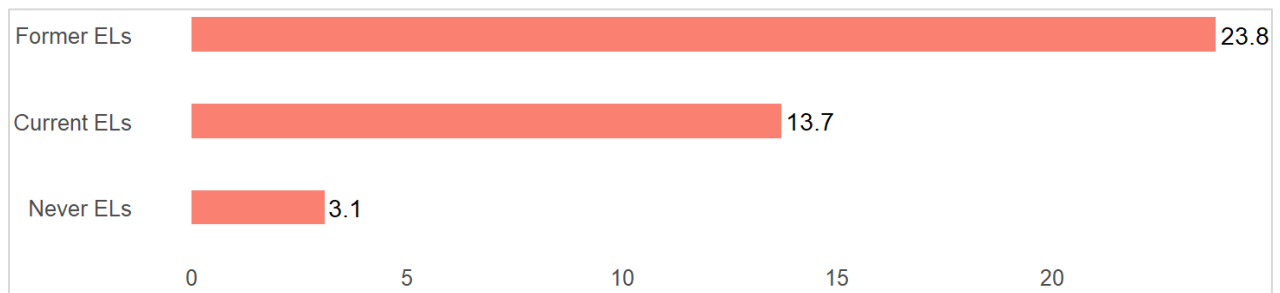
learners). The majority of students who earn the Seal of Biliteracy are (1) ever English learners or (2) never English learners who are native speakers of languages in addition to English.

Figure 21. Percentage of current, former, and never English learners graduating with the Seal of Biliteracy in 2023-24 (among all students who graduated with the Seal of Biliteracy).



According to figure 22, among former English learners who graduated in 2023-24, 23.8 percent earned the Seal of Biliteracy. Moreover, 13.7 percent of current English learner graduates earned the Seal of Biliteracy in 2023-24. Among ever English learners who graduated in 2023-24, 20.5 percent also earned the Seal of Biliteracy.

Figure 22. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2023-24 (among current, former, and never English learner graduates).



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

Students who graduated with a Seal of Biliteracy (2,567 students) demonstrated proficiency in a combination of languages. English-Spanish was the most common combination of those languages (85 percent). Other notable combinations of languages in which students demonstrated their proficiency included English-French (4 percent), English-Japanese (2 percent), and English-Chinese (1 percent).

Graduating students across Oregon achieved recognition for biliteracy in 2023–24.

Table 9 highlights the ten Oregon districts with the highest number of 2023–24 graduates earning the Seal of Biliteracy. Beaverton SD 48J leads with 366 students, followed by Salem-Keizer SD 24J with 329 students. It is important to note that while large districts, like Beaverton and Salem-Keizer SD 24J, had large graduating cohorts, other typically smaller districts achieved higher percentages of graduates earning the Seal of Biliteracy (e.g., St Paul SD 45: 37%; Umatilla SD 6R: 21.3%).

Table 9. Ten Oregon districts with the highest numbers of 2023-24¹⁸ graduates earning the Seal of Biliteracy.

District	Student Count	District	Student Count
Beaverton SD 48J	366	Bend-LaPine Administrative SD 1	113
Salem-Keizer SD 24J	329	North Clackamas SD 12	106
Woodburn SD 103	213	Corvallis SD 509J	80
Eugene SD 4J	165	Lake Oswego SD 7J	71
Hillsboro SD 1J	124	Medford SD 549C	69

Postsecondary Enrollment

The 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, 2-year and 4-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. The data for this measure uses students who graduated in 2020-21 (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 learners¹⁹ who enrolled in a post-secondary education institution within sixteen months after graduation.

¹⁸ Note that the counts in this table reflect students who graduated in 2023-24 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy.

¹⁹ 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.

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 23 displays the percentage of Current, Former, and Never English Learners (ELs) enrolling in post-secondary institutions within 16 months of high school graduation from 2016–17 to 2021–22.

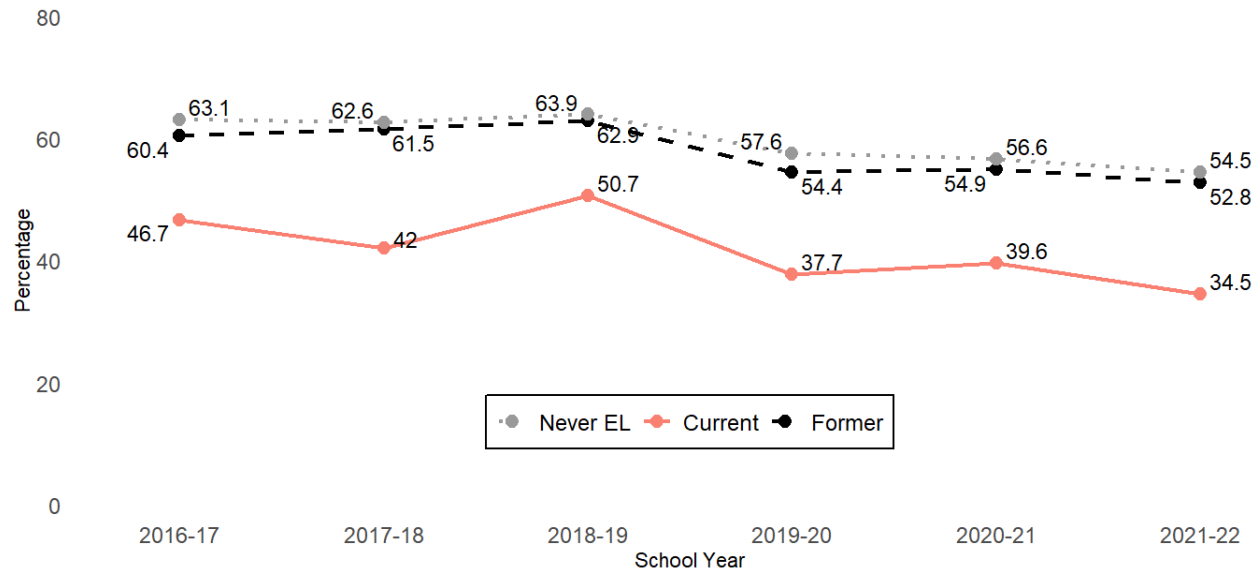
Across all years, Never EL and Former EL students consistently had higher post-secondary enrollment rates than Current ELs. Never EL students began at 63.1% in 2016–17 and declined steadily to 54.5% by 2021–22. Similarly, Former ELs started at 60.4% in 2016–17 and decreased to 52.8% in 2021–22. Despite relatively small year-to-year fluctuations, both 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 over 12 percentage points since 2016–17.

Current EL students consistently had the lowest enrollment rates and experienced the sharpest decline. From a starting point of 46.7% in 2016–17, their enrollment dropped to 34.5% by 2021–22—a 12.2 percentage point decrease. Notably, their rate peaked at 50.7% in 2018–19, briefly narrowing the gap, but then fell dramatically 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 2021–22, the gap between current ELs and their peers had widened considerably, particularly when compared to former ELs (18.3 percentage points). This suggests a pressing need for targeted supports Current EL 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 23. Percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2016-17 to 2021-22²⁰).



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 ELs 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 EL success and a priority under the Oregon’s ML strategic plan.

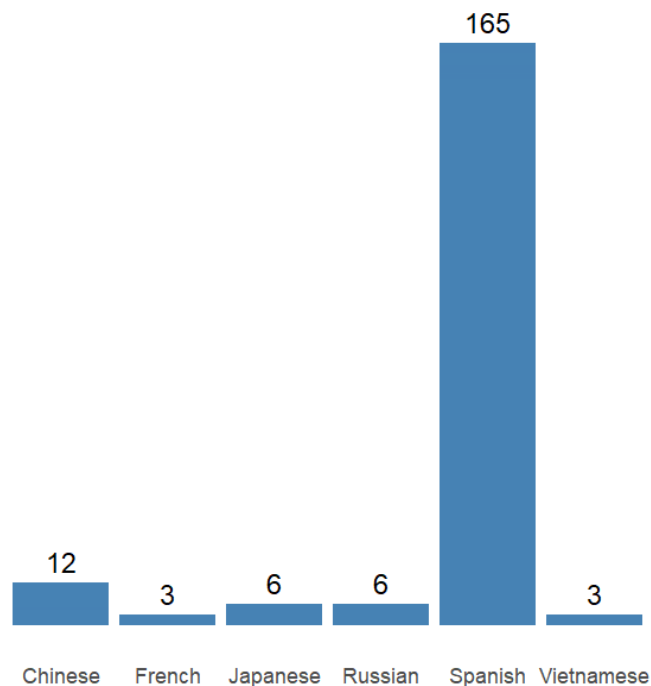
Despite their empirical appeal, there is limited up-to-date information available about DLBE programs in Oregon. While a valuable [DLBE directory](#) was publicly introduced in 2023 by Oregon State University (OSU), the information it contains reflects an earlier snapshot of program features and may not fully represent recent developments. To address this, the Oregon Department of Education (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 195 schools across 39 school districts offering DLBE programs, based on the DLBE directory.

²⁰ The year (e.g., 2021-22) represents the school year in which students graduated from high school.

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

As shown in Figure 24, Dual Language Bilingual Education programs in Oregon span six distinct partner languages. Of the 195 schools offering DLBE programs across the state, Spanish is used as the partner language in 165 programs, accounting for approximately 84.6% of all DLBE offerings. The second most common partner language is Chinese, featured in 12 programs, representing 6.2% of the total. Japanese and Russian are each used in 6 DLBE programs statewide, comprising 3.1% respectively. Finally, French and Vietnamese are the least represented, with 3 programs each—1.5% of the total.

Figure 24. Distribution of DLBE programs by partner languages (2023-24).



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 96 schools—representing 49.2% of all DLBE schools statewide—serving as the foundational entry point for dual language education.

Middle schools account for 52 of the 195 DLBE schools, or 26.7% 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 a smaller portion of DLBE participation, with 36 schools (18.5%) offering 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 11 schools (5.6%) 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 (2023-24)

School Type	Number of Schools
Elementary	96
Middle School	52
High School	45
Other	11

DLBE programs narrow the opportunity gap between ever and never English learners in Oregon.

Dual Language Bilingual Education programs are a powerful tool for narrowing opportunity gaps between students who were ever classified as English learners and those who were never ELs. For example, empirical evidence (Vazquez Cano & Motamedi, 2024) from Beaverton School District shows that DLBE programs play a significant role in closing academic opportunity gaps between students who are current or former English learners and those who have never been classified as English learners. English learners participating in DLBE programs demonstrated stronger performance on state assessments in English language arts and mathematics compared to 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 outcomes suggest that DLBE programs not only support academic success but also advance educational equity by providing linguistically and culturally responsive instruction that affirms the identities and strengths of multilingual learners.

DLBE programs are superior to other instructional models in promoting English proficiency in Oregon.

In addition to their impact on academic outcomes, Dual Language Bilingual Education programs consistently outperform other instructional models, such as pull-out, ELD class periods, co-teaching, in supporting English language proficiency among English learner students. Research (Motamedi, et al., 2019) indicates that EL students in DLBE programs make significantly greater grade-to-grade growth in reading, writing, listening, and speaking compared to those in pull-out programs or whose families waived EL services. Interestingly, although students in pull-out programs entered school with higher English proficiency, those in DLBE

programs caught up and often 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 quantity of daily EL instruction time—beyond 50 minutes—did not correlate with improved English proficiency, and in some cases was associated with lower performance. These findings highlight the effectiveness of DLBE programs in promoting long-term English development.

English Learners' Access to Core Content

Ensuring that English learners have access to core academic content is essential for promoting equitable educational outcomes and long-term success (Umansky, Shin, Thompson, Avelar, & Bovee, 2024; Vazquez Cano, Umansky, & Thompson, 2021). Core content courses serve as foundational gateways for graduation, college readiness, and career opportunities. However, systemic barriers—including restrictive course placement policies, language support structures that limit course enrollment, and misconceptions about ELs' academic potential—often exclude ELs from full participation. Access to core content is not only a matter of educational equity but a civil right. Schools, districts, and state education agencies must actively dismantle policies and practices that limit access and instead implement evidence-based strategies to expand opportunity. 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 a way to measure their course access, the next section explores various groups of English Learners' participation in Advanced Placement or International Baccalaureate (AP/IB) as well as Career and Technical Education (CTE) courses.

Former English Learners enrolled in the Advanced Placement or International Baccalaureate courses at the highest rate while current English Learners had the lowest rate.

The data presented in Table 11 highlights an important disparity in access to Advanced Placement (AP) and International Baccalaureate (IB) courses for English Learners. In the 2023–24 academic year, only 2.4% of ELs were enrolled in AP/IB classes, a stark contrast to 22.6% of former ELs, 5.2% of monitored ELs, and 8.0% of students who were never classified as ELs.

This significant underrepresentation could suggest that ELs face systemic barriers that inhibit their full participation in advanced academic pathways. These barriers may include restrictive course placement policies, insufficient language support structures, and prevailing misconceptions about ELs' academic readiness and potential.

Table 11. The number and percentage of current, former, monitored, and never English Learners enrolled in an AP/IB class (2023-24)

Description	Count	Total in EL Status	Percent
ELs in an AP/IB Class	1597	65,965	2.4
Former ELs in an AP/IB Class	5521	24,467	22.6
Monitor ELs in an AP/IB Class	843	16364	5.2
Never ELs in an AP/IB Class	34564	433885	8.0

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 course participation, Table 12 reveals that English Learners (ELs) are also significantly underrepresented in Career and Technical Education (CTE) courses compared to their peers. In the 2023-24 academic year, only 11.6% of ELs were enrolled in a CTE class, whereas 49.5% of former ELs, 14.3% of monitor ELs, and 18.5% of students who were never ELs participated in CTE. This disparity suggests that ELs may face structural obstacles such as limited access to information, scheduling conflicts, language-related barriers, or insufficient guidance in navigating course options. CTE courses provide critical opportunities for students to gain hands-on experience and build skills aligned with workforce demands.

The low participation rate among current ELs raises equity concerns, as it limits their access to pathways that support high school completion, career readiness, and economic mobility. Schools and districts must take proactive steps to ensure ELs have equitable access to CTE programs by addressing systemic 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 (2023-24)

Description	Students Enrolled	Total in EL Status	Percent
ELs in a CTE Class	7,628	65,965	11.6%
Former ELs in a CTE Class	12,116	24,467	49.5%
Monitor ELs in a CTE Class	2,339	16,364	14.3%
Never ELs in a CTE Class	80,432	433,885	18.5%

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 ELs, 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).

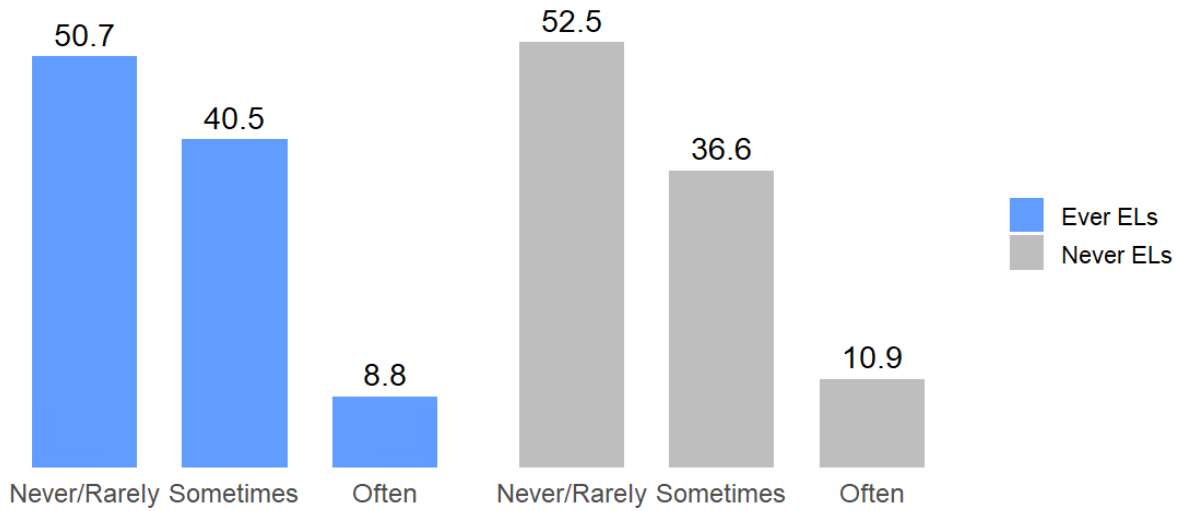
In Oregon, the *Student Educational Equity Development* (SEED) Survey captures students' voices on their school experiences, including how supported and connected they feel. In 2023-24, about 15% of the 169,000 SEED respondents were ELs. By monitoring EL students’ sense of belonging, Oregon takes a critical 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 EL’s 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 25 presents data from the 2023–24 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 English Learner (EL) status: Current ELs, Former ELs, Monitored ELs, and Never ELs. Over half of both groups responded “Never/Rarely” (50.7% for Ever ELs, 52.5% for Never ELs), while fewer than 11% in either group selected “Often.” However, Ever ELs reported slightly more frequent identity representation than Never ELs, with a higher percentage selecting “Sometimes” (40.5% vs. 36.6%) and “Often” (8.8% vs. 10.9%).

These findings suggest that EL students, particularly those no longer receiving support, often do not see themselves or their families reflected in classroom content. This underrepresentation may contribute to feelings of alienation, lower academic engagement, and weakened sense of belonging. The results point to a critical 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 25. Response rates²¹ (%) for identity representation in school assignments among ever and never English Learners (2023-24)



Feeling welcome at school varies significantly across English learner groups.

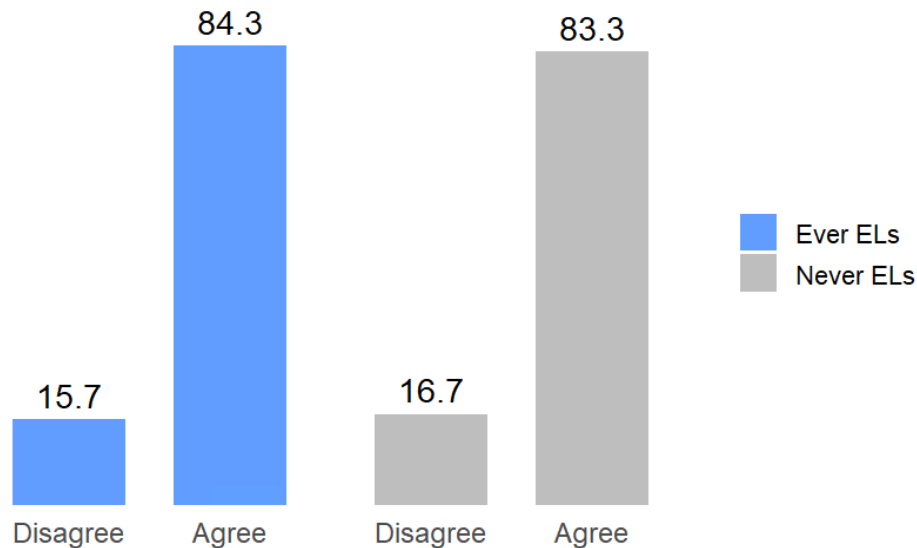
Figure 26 presents the results from the 2023-24 Student Educational Equity Development (SEED) Survey, specifically student responses to the item: *“Think about this school year and the people at your school. How much do you agree with each statement? I feel welcome at my school.”* Once again, this data is disaggregated by English Learner (EL) status: Current ELs, Former ELs, Monitored ELs, and Never ELs.

The responses reveal notable differences in students’ sense of belonging. Vast majority of students, regardless of English Learner status, reported feeling welcome at school. Among Ever ELs, 84.3% agreed with the statement, compared to 83.3% of Never ELs. The percentage who disagreed was also similar—15.7% for Ever ELs and 16.7% for Never ELs.

These patterns suggest that while many students feel welcomed, Current ELs may face unique challenges that impact their school experience. These disparities highlight the need for targeted support to foster inclusive environments for linguistically diverse students, particularly those still navigating English language development programs.

²¹ Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

Figure 26. Response rates²² (%) for feeling welcome at school among ever and never English Learners (2023-24)



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

Figure 27 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 2023-24 was 0.83, meaning that district expenditures on current English learners reflected 83 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts (n=47) spent about average or more than this percentage (up to about 1800 percent), while others (n=93) reported spending less (as little as 0 percent). 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

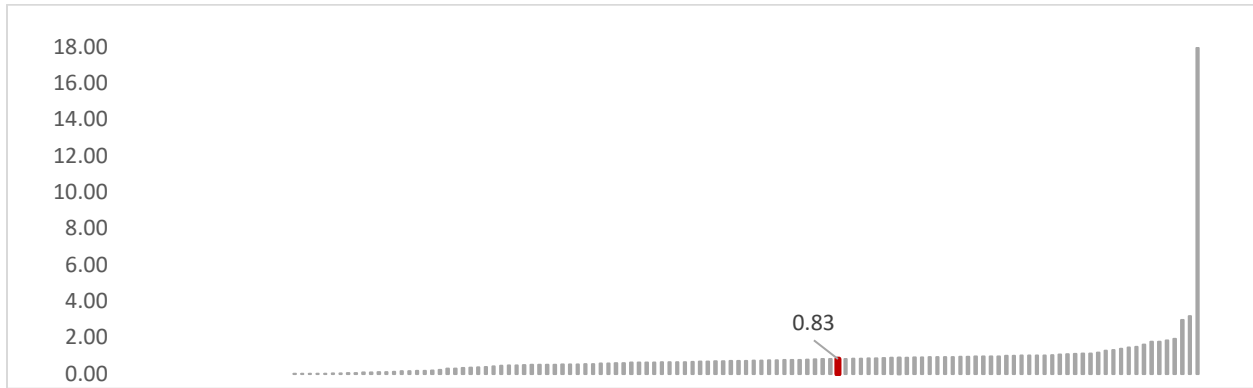
²² Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

²³ While \$10,104 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

English Learners in Oregon

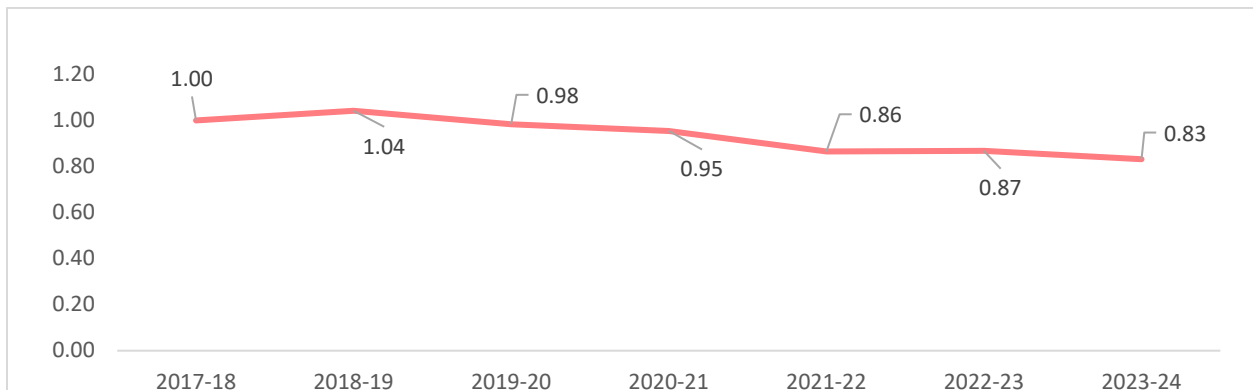
programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

Figure 27. Ratio of current English learner expenditures to revenues across districts in 2023-24.



As figure 28 illustrates, the statewide ratio increased from 2017-18 to 2018-19; however, in 2019-20 through 2023-24, the ratio decreased below 1.0.

Figure 28. Ratio of statewide expenditures on current English learners to revenues (2017-18 to 2023-24).



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).²⁴

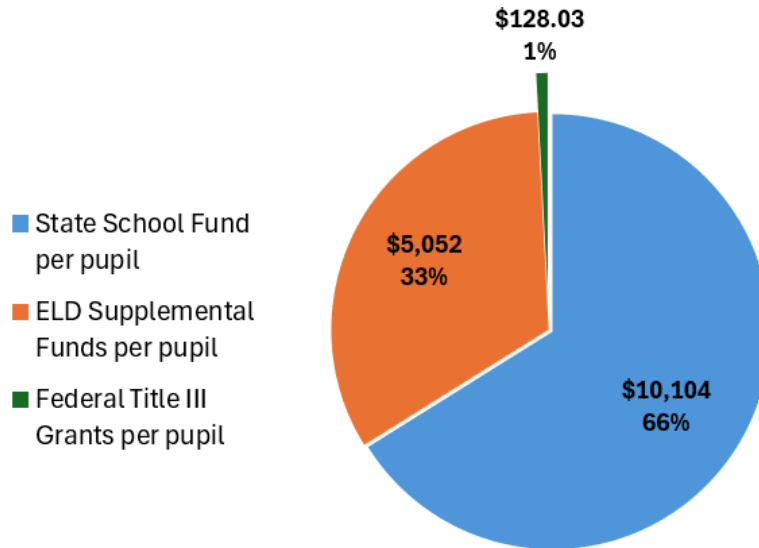
Current English learner expenditures for 2023-24 totaled \$226,409,301. Districts accounted for approximately 84.8 percent of the expenditures (\$191,943,630) using Function 1291 and 15.2 percent of the expenditures (\$34,465,671) using Area of Responsibility 280.

In addition to this state funding, districts with at least 80 current English learners may access federal Title III grants, which in 2023-24 provided an additional \$128.03 per student for supplemental current English learner

²⁴ For a more detailed description of the accounting system categories, see [Oregon's Program Budgeting and Accounting Manual](#).

services²⁵. Figure 29 summarizes the percentage of the state and federal per-pupil funding for English Learners in 2023-24 school years.

Figure 29. Percentage of state and federal per-pupil funding for English Learners in 2023-24



As Figure 29 indicates, overall, about 99 percent (66 percent + 33 percent) of the funding allocated to ELs comes from the state which in turn reflects a strong state-level commitment to education equity for EL 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. Nearly 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-EL peers, demonstrating the long-term benefits of effective English Language Development (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 EL 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-ELs, 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 percent meet state standards in English Language Arts or Mathematics, and their regular attendance and on-time graduation rates lag considerably

²⁵ Districts with fewer than 80 students could join other districts in a consortium to access these grants.

English Learners in Oregon

behind those of other student groups. Furthermore, English learners remain underrepresented in Talented and Gifted (TAG) programs and are more likely to receive modified diplomas, signaling 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 ELs—continue to receive academic support as they navigate the demands of advanced coursework and postsecondary preparation.

In 2024, Oregon Department of Education 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, culturally responsive practices that lead to various pathways multilingualism. Actions outlined in the plan, such as expanding pathways to academic and linguistic success, fostering inclusive school environments, 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 ELs, 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.

References

- Allen, A. (2016). *Examining best practices in gifted education to identify and serve culturally and linguistically diverse students*. Presentation at the Oregon Association of Bilingual Educators, Happy Valley, Oregon, June 24, 2016.
- Allensworth, E., & Evans, S. (2016). Tackling absenteeism in Chicago. *Phi Delta Kappan*, 98(2), 16-21.
<https://doi.org/10.1177/0031721716671900>
- Artiles, A., & Ortiz, A. (Eds.). (2002). *English language Learners with special education needs: Assessment, identification, and instruction*. Washington, DC: Center for Applied Linguistics.
- Browder, C. T. (2014). *English Learners with limited or interrupted formal education: Risk and resilience in educational outcomes*. University of Maryland: dissertation.
- De Jong, E.J. (2004). After exit: Academic achievement patterns of former English language Learners. *Education Policy Analysis Archives*, 12 (50). Downloaded from <https://epaa.asu.edu/ojs/article/view/205/331>
- Ebert, K. D., & Reilly, M. (2022). Predictors of language proficiency in school-age Spanish–English bilingual children with and without developmental language disorder. *Bilingualism: Language and Cognition*, 25(2), 296-306.
- Flores, S. M., Batalova, J., & Fix, M. (2012). *The Educational trajectories of English language learners in Texas*. Washington DC: Migration Policy Institute.
- García, O. (2009). Emergent bilinguals and TESOL: What's in a name? *TESOL Quarterly*, 43(2), 322-326.
<https://doi.org/10.1002/j.1545-7249.2009.tb00172.x>
- Ginsburg, A., Jordan, P., & Chang, H. (2014). *Absences add up: How school attendance affects student success*. Attendance Works. Downloaded from https://www.attendanceworks.org/wp-content/uploads/2017/05/Absenses-Add-Up_September-3rd-2014.pdf
- Motamedi, J. G., Vazquez, M., Gandhi, E., & Holmgren, M. (2019). *English language development minutes, models, and outcomes*. Education Northwest.
- Gubbins, E. J., Siegle, D., Peters, P. M., Carpenter, A. Y., Hamilton, R., McCoach, D. B., ... & Long, D. (2020). Promising practices for improving identification of English learners for gifted and talented programs. *Journal for the Education of the Gifted*, 43(4), 336-369.
- Jacoby, I. (2023, October). *Student sense of belonging in schools: Connection to outcomes*.
<https://www.oregon.gov/ode/educator-resources/assessment/Documents/SenseofBelongingOutcomes.pdf>
- Hamayan, E., Marler, B., Sanchez Lopez, C., & Damico, J. (2007). *Special education considerations for English language Learners: Delivering a continuum of services*. Philadelphia: Caslon.

English Learners in Oregon

Hopkins, M., Thompson, K. D., Linqanti, R., Hakuta, K., & August, D. (2013). Fully accounting for English learner performance: A key issue in ESEA reauthorization. *Educational Researcher*, 42(2), 101–108.

<https://doi.org/10.3102/0013189X12471426>

Menken, K., & Kleyn, T. (2009). The difficult road for long-term English Learners. *Educational Leadership*, 66(7), 26-29.

ODE ESSA Plan (2017). *Oregon’s Consolidated State Plan Under the Every Student Succeeds Act*. Available at:

https://www.oregon.gov/ode/rules-and-policies/ESSA/Documents/APPROVED%20OR_ConsolidatedStateplan8-30-17.pdf

ODE (2021). *Cohort Graduation Rate Policy and Technical Manual*. Available at:

https://www.oregon.gov/ode/reports-and-data/students/Documents/cohort-graduation-rate-policy-manual_202021.pdf

ODE (2024). *Oregon Statewide Report Card*. Available at: <https://www.oregon.gov/ode/schools-and-districts/reportcards/Documents/rptcd2024.pdf>

Short, D. J., & Fitzsimmons, S. (2007). *Double the work: Challenges and solutions to acquiring language and academic literacy for adolescent English language learners: A report to Carnegie Corporation of New York*. Alliance for Excellent Education.

Thompson, K. D., Umansky, I. M., & Rew, W. J. (2022). Improving understanding of English learner education through an expanded analytic framework. *Educational Policy*. <https://doi.org/10.1177/08959048221087214>

Umansky, I. M., Shin, N., Thompson, K. D., Avelar, J., & Bovee, J. (2024). English Learners' Access to Core Content: Academic Course Enrollment in High School. *National Research and Development Center to Improve Education for Secondary English Learners at WestEd*.

Vazquez Cano, M., Umansky, I.M., & Thompson, K.D. (2021). How State, District, and School Levers Can Improve the Course Access of Students Classified as English Learners in Secondary Schools. *National Research and Development Center to Improve Education for Secondary English Learners at WestEd*.

House Bill 3499 English Language Learner Strategic Plan

78th Oregon Legislative Assembly – 2015 Regular Session

House Bill 3499 directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for English Language Learners who are in our K-12 education system. The plan will address disparities experienced by English Language Learners in every indicator of academic success, from the historical practices leading to disproportionate outcomes for the students to the educational needs of the students from K-12 education, by examining and applying culturally appropriate best practices.

As part of the plan, HB 3499 requires the following:

- Directs the Department of Education to develop and implement a statewide plan to support students eligible for and enrolled in an English language learner program. Creates the Statewide English Language Learner (ELL) Program Account for statewide activities related to English language learner programs. Funds account with an ongoing \$12.5 million "carve out" from the State School Fund each biennium (funding found in HB 5017).
- Directs Oregon Department of Education to convene an advisory group and adopt rules related to developing uniform budget coding requirements and uniform reporting requirements to provide budget transparency for the spending of moneys received by school districts as provided by the poverty weight in the State School Fund. The State Board of Education is directed to adopt coding administrative rules no later than January 1, 2016.
- Directs ODE to convene a work group related to the English language learner program policy. The work group must consist of educators, parents, community stakeholders, experts on English language learner policy and experts in collecting and analyzing data. The work group shall identify criteria for determining if a school district is not meeting the needs of students and needs targeted assistance; how school districts shall expend the funds received; and identify culturally appropriate best practices.
- Directs ODE to adopt rules regarding school interventions no later than January 1, 2016 and on long term best practices no later than January 1, 2017.
- Directs school districts to annually report, by September 1 of each year, allocations and expenditures related to English language learner programs; student demographics and progress. Directs ODE to report on data collected from school districts prior to January 1 of odd numbered years.

For more information about House Bill 3499 and the English Language Learner Strategic Plan please contact Project Coordinator – Rudyane Rivera-Lindstrom at rudyane.lindstrom@ode.state.or.us or 503-947-5617.

5.G. 24-25 Integrated Planning Annual Report

2024-25 Eagle Point School District Integrated Programs Annual Report

Annual Report Questions

Question	Context/Guidance
<p>1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?</p> <p>Discuss at least one Outcome where you have seen progress in implementation.</p>	<p>EPSD response:</p> <p>One strategy under Outcome-A (EPSD 9 will close achievement gaps for all students by implementing a growth model to identify barriers that prevents them from reaching grade level success) that made an immediate impact was hiring a special education teacher to serve students at our alternative secondary school and relieve numbers on a large caseload at one of our middle schools. All other strategies in Outcome-A remained funded with the exception of Transition Kinder; that program was discontinued with the 24-25 school year. As well, we were not able to fund the 2nd grade assistants from Early Literacy therefore, the match was not needed.</p> <p>Strategies under Outcome-B (EPSD9 will create a highly focused culture of exploration and learning through opportunities that encourage students K - 12 to identify and pursue the college and career pathways they desire) remained consistent with industry partners continuing to be a large part of keeping students' interest. As well, supplies were purchased to maintain robust CTE and STEAM offerings and allowed for expenditures for STEAM competitions at the state and national level. Dual credit and certifications were funded by braiding with HSS funds.</p> <p>Support for strategies in Outcome-C (EPSD9 will partner with the community to ensure all students and staff are supported through social emotional learning systems developed through the four Ds (define, design, deliver, demonstrate) and integrated with multi-tiered</p>

systems of support) was reduced by 2 FTE; the district is utilizing outside agencies such as Jackson County Mental Health to fill the gaps.

Outcome-D (EPSD9 will provide a safe and student-centered learning environment focused on building relationships with trust and integrity and encouraging each and every student to reach their full potential) continues to be funded. Ongoing engagement and collaboration with staff occurred on six full days during the 24-25 school year in preparation for PLC's starting in 25-26. Summer programming yielded significant numbers of students K - 12 attending. The focus for the high school was credit retrieval for sophomores and juniors. URCEO, our alternative school, graduated one additional student before the August deadline.

A full analysis of the Longitudinal Performance Growth Targets for EPSD is discussed in Annual Review Question #3.

CLA Response:

Outcome A: Ensuring that all students will report a satisfactory level of belonging and safety at school

Outcome Identifier:

A1 - Implement professional supports for daily instruction which enables equitable learning outcomes for all.

A2- Implement student supports which provides equitable access to campus and services to ensure attendance.

We've implemented a comprehensive strategy to increase relational capacity between staff and scholars. We've added new K-8 and High School leadership roles: Assistant Directors/MTSS Leads focused on academics, relationships, and staff/student support. To enrich student experiences and strengthen their relationships with one another and with staff, we've increased industry tours and grade-level fieldtrips, organized by our HS Academic Administrator. For a consistent K-12 approach, our Student Services

	<p>Director now has more responsibilities related to attendance.</p> <p>At the site level, we've increased one-on-one support and tutoring, which not only boost academic achievement but also build stronger relationships. Staff members now get bi-weekly check-ins with their direct supervisor and Student Services Manager, focusing on improving relational capacity and instructional practices. At the scholar level, our CLA High School Academic Administrator and Middle School Teachers lead "Vibe Check" meetings to get direct feedback from middle and high school students on their sense of belonging, safety, and school culture.</p>
<p>2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?</p> <p>Discuss at least one Outcome where you have seen challenges or barriers to implementation.</p>	<p>EPSD response:</p> <p>Outcome C (EPSD9 will partner with the community to ensure all students and staff are supported through social emotional learning systems developed through the four Ds (define, design, deliver, demonstrate) and integrated with multi-tiered systems of support) C2 Strategy: Increase and ensure equitable access to counseling and mental health supports for students in grades 6-12. Certain SIA funded positions that were shared with grades 6 to 8 for Social Emotional Learning and mental health supports were eliminated and “approved program” staff that were previously funded by general fund were moved into SIA. As a result, Social Emotional Learning and mental health supports were reduced but CTE programs and a high school counselor were retained. The declining enrollment trend across the state and EPSD is contributing to this and is a barrier to keeping SIA positions intact.</p> <p>CLA response:</p> <p>Outcome C: Increase access and retention of all students in our college/career pathways programs,</p>

with attention to students who are currently or historically underserved.

Outcome Identifier:

C1 - Provide administrative supports at the high school level to better develop staff to implement equitable learning outcomes for all students.

We've encountered several barriers to our strategies aimed at providing equitable learning opportunities and culturally responsive support for all students. Our primary challenges include staffing limitations, which make it difficult to consistently showcase diverse role models and pair students with culturally similar mentors. Additionally, we've struggled with inconsistent family involvement in college and career planning, despite our efforts with workshops and meetings. Despite these barriers, we have been able to implement personalized goal-setting sessions and highlight diverse career pathways through events like industry tours and student spotlights.

To overcome these obstacles, we are seeking support in a few key areas. We need help building partnerships with organizations that can consistently provide diverse mentors and role models. We also need assistance in creating and implementing workshops that specifically address the challenges faced by students from underrepresented backgrounds and their families, particularly with complex application processes and financial aid. With this support, we can strengthen our one-on-one advising and family engagement initiatives to ensure all students feel supported and prepared for their future careers and educational journeys.

3. 2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

EPSD Response:

The final 4 year cohort graduate rate as of 9/17/25 was 81.33% for the district. Our LPGT* goal was 84%. The 5 year cohort completers as of 9/17/25 for the district were at 87.30% with the LPGT goal of 86.10%. 9th on track far surpassed the LPGT goal of 75.50% with a rate of 86.8%. The 3rd grade ELA Proficiency final determination was 29%, the LPGT goal was 26.8% and the state proficiency rate was 41%. Our regular attenders came in significantly lower at 66.7% against the LPGT goal of 81.7%.

Overall, Eagle Point School District lags behind the state proficiency percentage in Math and Science. In Language Arts, Eagle Point School District lags behind the state proficiency at all grade levels with the exception of 11th grade. Eagle Point School District 11th has a 50% passing rate compared to the state proficiency of 46%.

All data points include Crater Lake Academy's performance in the average.

As a comparison by schools governed by EPSD, EPHS' graduation rate was 96.67% and the 4 year completer rate was 97.14 as of 9/17/25. URCEO graduation rate was 23.55% with a 40.63% 4 year completer rate as of 9/17/25. EPHS' 5 year completer rate was 99.06% and URCEO's was 47.06% as of 9/17/25. Ninth grade on track for EPHS: 90.5% and URCEO: 43.5%.

The final 4 and 5 year completer rate will not be 100% accurate until after the 1st quarter ADM is reported, but since this is due by 9/30/25, the numbers as of 9/17/25 were used.

Preliminary [OSAS results with breakdown of EPSD schools and CLA.](#)

Source: ODE Achievement Data Insight 24-25, ODE TIDE 24-25

*Longitudinal Performance Growth Targets; CLA's targets are included in EPSD.

Local Optional Metrics (LOM) were reviewed at length and submitted as part of the 25-27 Integrated Application. That document can be read [here](#).

The district has a detailed strategic plan for (24-27) developed by a large representation of employees from the district. Plans are in place to address and increase the 4 year cohort graduations, the 5 year cohort completers, as well as OSAS at all grade levels. This will be done through effective Professional Learning Communities with a late start Wednesday providing the common time for staff to meet.

CLA Response:

Outcome - Achieves at least 93% graduation rate across all demographic groups

Outcome Identifier:

B2 - Reduce class size to close the opportunity and achievement gap.

In our previously created LPGT, we established the need to achieve at least a 93% graduation rate across all demographic groups. When this goal was created in 2022, CLA had a graduation rate of 89.1%. We do recognize this average is above the state average for all students; however, there is growth needed. In our analysis, we found that our male students (87%), students experiencing mobility (75%), and students with disability (66.7%) were our focal groups that averaged below our school-wide average.

CLA has made extraordinary progress toward meeting this goal as we are projecting a 100% on-time graduation rate for the 2024/25 school year. The activities to support this improvement are contributed to adding additional staff to lower class and small group sizes and adding an Academic Review every three weeks for all High School students. CLA has been able to increase daily intervention time each afternoon for all students not passing a course with the additional staffing. We have also increased the awareness of

	<p>transcripts and grad plans to families and students through advisory meetings, family informational nights and family conferences. At the student level, all scholars create digital portfolios, including their own personal grad planning and goal setting, improving self-awareness.</p>
--	--

6. Board Action Items

6.A. Consent Agenda

Eagle Point School District 9
Eagle Point School District 9

Code:

JFCEB_AR

Revised/Reviewed: 1/12/05

Readopted: 12/17/09; 9/10/14

Adopted: 9/24/25

Personal Electronic Devices and Social Media^{*/}**

~~Students may~~ {This policy is required by ORS 336.840 and EO 25-09. EO 25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

~~Student~~ [possession or] use and possess of a personal electronic devices devices on district grounds subject to the following: device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. must be powered off and securely stored beginning when students enter the school building until they exit the school building at the end of the school day, unless expressly allowed under the exceptions listed below. This applies to all district property and district-sponsored activities during the school day. Explicitly stated, PEDs may not be used during passing periods or on-campus lunch. [Personal electronic devices shall not can be used in a manner that disrupts the educational process, when students are not on school programs or activities, or in a manner that violates law, Board policy, administrative regulation or grounds and are not under the supervision of school rules;†personnel (other than a school bus driver)².]

- ~~1. Unless as authorized in advance by the principal or designee for health or safety reasons, or in the event of an emergency situation that involves imminent physical danger, devices shall be turned on and operated only before and after the regular school day. Personal electronic devices may be used during the student's lunch break. They may not be used at any time in the proximity of any class, school activity or event that may be in session or in progress during those times;~~
- ~~2. Personal electronic devices which have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or at district-sponsored events unless as expressly authorized in advance by the principal or designee;~~
- ~~3. The district shall not be responsible for loss, theft or damage to personal electronic devices brought to district property or district-sponsored events;~~

¹The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

² If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE's guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

~~Personal electronic devices may be used as electronic study aids during the school day if provided as a part of a~~ Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.³ This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;⁴ When required by a licensed medical provider for a student’s health condition;
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan (IEP), or if permission is developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);⁵
- 1-3. A written exemption provided for the student based on a request received from the student’s teacher; in JFCEB-AR. School administration will respond to such a request within {ten} school days.⁶—The use of personal

Personal electronic devices [must be placed in any way to send district-provided pouches or receive messages, data storage] [may be kept by students in lockers or information that would pose a threat to academic integrity, contribute to or constitute academic dishonesty is strictly prohibited; The use of backpacks, but personal electronic devices in any manner that would violate are not to be stored on the confidentiality or privacy rights of another individual is strictly prohibited; student’s person or in the student’s clothing] [may be stored on the student’s person, but may not be used] during regular instructional hours.

~~Students shall comply with any additional school rules as established by the principal and classroom rules as approved by the principal concerning the~~ Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include {detention, Saturday school, a change to storage requirements, etc. {⁷}}. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁸ [Steps may will include:

³ [ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]

⁴ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

⁵ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

⁶ JFCEB-AR must be submitted to the building administrator.

⁷ {Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.}

⁸ For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

-
- ~~1. First instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;~~ **First Offense: Student loses PED for the day. PED must be picked up in the main office after school.**
 - ~~2. Personal electronic devices used in violation of law, Board policy, administrative regulation or approved school rules~~ **Noncompliance: the device will be temporarily confiscated, turned in to the school office and returned to the student at the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;** **Second Offense: Student loses PED for the day and serves two days of lunch detention. Parent/guardian will be notified and must pick up the PED in the main office after school.**
 - ~~3. Third Instance of Noncompliance: the device will again be temporarily held, and parents or parent following parent notification, conference, detention, suspension, expulsion and/or referral to law enforcement officials as guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;~~ **Third Offense: Student loses PED for the day and serves three days of lunch detention. Parent/guardian must pick up the PED in the main office after school and sign a PED Contract.**
 - ~~4. Beyond Third Instance of Noncompliance: In non-compliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning.~~ **Subsequent Offenses: Student will be referred for Defiance (see Discipline Matrix).**

~~Students may not access social media websites using district equipment;~~ Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district property or at district sponsored personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices¹⁰ that support academic activities ~~unless the~~ and independent communications¹¹, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These

⁹ ~~{From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}~~

¹⁰ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

¹¹ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

applications must be free of charge if students who do not use their own devices have access is approved by a district representative.~~free of charge.~~

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR, Request for Personal Electronic Devices Exemption. Appeals can be filed [with the superintendent][in accordance with KL-AR(1) – Public Complaint Procedure].

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

[This policy takes effect on ~~January 1, 2026.~~ September 24, 2025.

END OF POLICY

Legal Reference(s):

ORS 332.107

ORS 336.840

Oregon Executive Order 25-09

Eagle Point School District 9

Code: JFCEB-AR

Adopted: 9/24/25

Revised/Reviewed: 9/24/2025

Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the-{principal} or designee:

Name of Student _____ Date _____

School _____

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, this form is not required.

This request is:

- in compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- to accommodate the individual circumstances of the student;
- to further specific educational outcomes for the student.

Exemption Requested (describe the requested possession and/or use of a personal electronic device to be allowed and reason for the requested exemption): _____

Duration for Requested Exemption: _____

Signed _____ Date _____

Parent/Guardian Name _____

Parent/ Guardian Phone _____ Email _____

FOR COMPLETION BY SCHOOL ADMINISTRATION

Request	<input type="checkbox"/>	Granted	Expiration of Exemption _____
	<input type="checkbox"/>	Denied	Reason for Denial _____
	<input type="checkbox"/>	More information needed. Please submit by _____(date) for reconsideration. _____	

Signed _____ Date _____

School administration decisions will be issued and communicated to the parent or guardian within {ten} school days of receipt and can be appealed {with the superintendent} in accordance with KL-AR(1) – Public Complaint Procedure} within ten school days of issuance. {The superintendent’s decision will be final.} Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. [Exemptions should only be approved for {clearly documented} needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with any limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy;
6. Exemptions should minimize disruption to other students, staff and the educational environment.]

6.B. Unfinished Business

6.C. OSBA Update and Nominations

Eagle Point School District 9
Board of Directors

Date: 9/24/25 Presented By: Mrs. McIntire & Ms. Watson
Subject: OSBA Elections Attachment(s): yes

Information

BACKGROUND INFORMATION:

The Oregon School Board Association Board of Directors Legislative Policy Committee position for our area, Region 5, is open.

Nominations

Serving on the OSBA Legislative Policy Committee provides an opportunity to develop leadership skills and impact issues at the state and federal levels. Board members interested in running for a position on the OSBA Legislative Policy Committee need to be nominated by a member board within their region. Nominations require official board action.

Action for individual board members: If you want to run for a seat on the OSBA Legislative Policy Committee, ask your local board or another member board in your region to nominate you.

Action for district staff: Please consult your board about adding an agenda item to its September board meeting asking if any of your board members would like to serve on the OSBA Board and providing the opportunity to take official board action to nominate an interested board member.

Candidate nomination materials for the OSBA Board are due in the OSBA offices by **5 p.m., Tuesday, September 30th**. An election calendar is attached listing all the nomination and election dates.

Other resources

- [Essential duties of LPC members](#)
- [Nomination Form for OSBA Legislative Policy Committee Member](#)
- [OSBA Legislative Policy Committee Member Candidate Questionnaire](#)

RECOMMENDATION:

BOARD ACTION REQUIRED

Suggested Resolution - "I move that the Eagle Point School District 9 Board of Directors nominate _____ for Position 5 on the Legislative Policy Committee."



Loris Fenner <fennerl@eaglepnt.k12.or.us>

OSBA Elections - Nomination reminder

1 message

OSBA Information <info@osba.org>
To: Loris Fenner <fennerl@eaglepnt.k12.or.us>

Wed, Aug 20, 2025 at 10:18 AM

Dear Loris Fenner:

If your board has not already nominated someone for the OSBA Board of Directors or the Legislative Policy Committee (LPC), there is still time. Nominations for all even-numbered OSBA Board of Director positions, plus OSBA Board positions 7 and 11, and all OSBA LPC positions, can be submitted until **Tuesday, September 30, 2025**.

Nominations:

School Board members interested in running for a position on the OSBA Board or LPC need to be nominated by a member board within their region. Nominations require official board action. Sample language is available on the OSBA Elections Resources webpage to assist in making a motion or resolution to nominate a candidate.

Action for individual school board members:

If you want to run for a seat on the OSBA Board or OSBA LPC, ask your local board or another member board in your region to nominate you and send a completed questionnaire and resume packet to OSBA.

Action for district staff:

Please consult your board chair about adding an agenda item to your next board meeting to see if any of your board members would like to serve on the OSBA Board of Directors or the OSBA Legislative Policy Committee and providing the opportunity to take official board action to nominate an interested board member.

Materials:

Candidate nomination materials and candidate questionnaire and resume, linked below, are due in the OSBA offices by **5 p.m. on Tuesday, September 30, 2025**, by email elections@osba.org, or mail to Oregon School Boards Association, Attention: Executive Assistant, [1201 Court Street NE STE 400, Salem, OR 97301](#).

Forms:

[Nomination Form for OSBA Board of Directors Regional Member](#)
[OSBA Board of Directors Candidate Questionnaire](#)
[Nomination Form for OSBA Legislative Policy Committee Member](#)
[OSBA Legislative Policy Committee Member Candidate Questionnaire](#)

Other resources

[Essential duties of OSBA Board members](#)
[OSBA Board of Directors Calendar of Events](#)
[Essential duties of LPC members](#)

Sincerely,
Dawn Watson
OSBA Vice President
elections@osba.org

NOMINATION FORM

OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

REGIONAL MEMBER

Date _____

TO: Dawn Watson, OSBA President-
Elect Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: elections@osba.org

**Nominations are due by 5 pm,
September 30, 2025.**

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the _____ Region, Position # _____.

LPC CANDIDATE INFORMATION

Name: _____

District/ESD/Community College: _____

Address: _____

City: _____ Oregon ZIP: _____

E-mail: _____ Phone: _____

This nomination was approved by official action of our board of directors at a duly called meeting on

(date)

(Board Chair signature)

Board Chair name: _____

District: _____

Address: _____

City, State, Zip: _____

7. New Business

7.A. McPherson & Jacobson - Superintendent Search

7.B. Policy JFCEB - Cell Phone Policy

Eagle Point School District 9
Board of Directors

Date:	<u>September 24, 2025</u>	Presented By:	<u>Mrs. Shehorn</u>
Subject:	<u>Personal Electronic Devices</u>	Attachment(s)	<u>JFCEB</u>

Information

BACKGROUND INFORMATION:

In response to Oregon Executive Order 25-09, all school districts are required to adopt and implement policies regulating student use of personal electronic devices (PEDs) during the school day. The executive order aims to reduce student distraction, support social-emotional development, and improve academic engagement.

The updated Board Policy JFCEB reflects this mandate. The changes were developed to align with the mandate including discipline for violations and the implementation timeline provided in the executive order, requiring board adoption by October 31, 2025, and policy implementation by January 1, 2026.

RECOMMENDATION:

Approve the updated Policy JFCEB – Personal Electronic Devices, as revised to meet the requirements of Executive Order 25-09 . The updated policy will take effect on September 24, 2025, with immediate implementation.

BOARD ACTION REQUIRED

Suggested Resolution: *"I move that the Board approve the revised Policy JFCEB – Personal Electronic Devices, as presented, in accordance with Oregon Executive Order 25-09.*

Eagle Point School District 9

Code: ~~Eagle Point School District 9~~

JFCEB

Adopted: ~~4/12/05XX/XX/XX09~~ 24/2025

Readopted: ~~12/17/09; 9/10/14~~

Personal Electronic Devices */**

~~{This policy is required by ORS 336.840 and Social Media **EO 25-09. EO 25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}~~

~~Student [possession or] use of a personal electronic devices devices device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. must be powered off and securely stored beginning when students enter the school building until they exit the school building at the end of the school day, unless expressly allowed under the exceptions listed below. This applies to all district property and district-sponsored activities during the school day. Explicitly stated, PEDs may not be used during passing periods or on-campus lunch. [Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)]¹.~~

~~Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.[²] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.~~

~~Personal electronic devices may be used when use complies with the terms of:~~

- ~~1. The student’s medical provider’s order for the care and treatment of a medical condition;³ When required by a licensed medical provider for a student’s health condition;~~
- ~~2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);⁴~~

~~¹ If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}~~

~~² [ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]~~

~~³ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.~~

~~⁴ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.~~

3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [ten] school days.⁵

Personal electronic devices ~~[must be placed in district property, in district facilities provided pouches or storage]~~ ~~[may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student's person or in the student's clothing]~~ ~~[may be stored on the student's person, but may not be used]~~ during regular instructional hours.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include ~~[detention, Saturday school, a change to storage requirements, etc. ^{6}]~~. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁷ ~~[Steps may will include:~~

1. ~~First instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices; First Offense: Student loses PED for the day. PED must be picked up in the main office after school.~~
2. ~~Second Instance of Noncompliance: the device will be temporarily confiscated and held and the front office until the end of the school day. Parents or guardians will be notified, and while a meeting with school administration may be scheduled to discuss ways to support the student; Second Offense: Student loses PED for the day and serves **two days of lunch detention**. Parent/guardian will be notified and must pick up the PED in the main office after school.~~
- 2.3. ~~Third Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance; Third Offense: Student loses PED for the day and serves **three days of lunch detention**. Parent/guardian must pick up the PED in the main office after school and sign a **PED Contract**.~~
4. ~~Beyond Third Instance of Noncompliance: In non-compliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning. ^{8} Subsequent Offenses: Student will be referred for Defiance (see Discipline Matrix).~~

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is ~~in attendance at~~ posted on the district website and made available to ~~district-sponsored activities may be permitted subject to the limitations set forth in this~~

⁵ JFCEB-AR must be submitted to the building administrator.

⁶ ~~[Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.]~~

⁷ ~~[For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.]~~

⁸ ~~[From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.]~~

policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

~~A “personal electronic device (PED)” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.~~

~~“Independent communication” means communication~~In accordance with ORS 336.840, students may be allowed to use personal electronic devices⁹ that does not require assistance or interpretation by an individual who is not part of the communication but that may require the use or assistance of an electronic device.

~~Personal electronic devices shall be turned off during instructional or class time or at any other time where such use of the device would cause a disruption of school activities. Devices which have the capability to take photographs or record video or audio can be used for such purposes while on district property or while a student is engaged in district-sponsored activities, unless expressly unauthorized in advance by the principal or designee. Computers, tablets, iPads or similar devices brought to school will be support academic activities and independent communications.~~

~~If the district implements a¹⁰, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum that uses technology, students may be allowed, but not required to use their own personal electronic devices to access for that portion of the curriculum. Students who are allowed to use using their own devices to access the curriculum will be device must be granted access to any application applications or electronic materials when they that are available to students who do not use their own personal electronic devices, or provided. These applications must be free of charge to if students who do not use their own devices, for curriculum, have access free of charge. *{MOVED FROM EARLIER IN POLICY.}*~~

~~A process for responding to a student’s request to use a personal electronic device, including an appeal process if the request is denied, will be provided.~~

~~The district will not be liable for personal electronic devices brought to district property and district-sponsored activities. Requests for exemptions to this policy can be processed in accordance with JFCEB-AR, Request for Personal Electronic Devices Exemption. Appeals can be filed {with the superintendent} in accordance with KL-AR(1) – Public Complaint Procedure.~~

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

⁹ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

¹⁰ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

~~[This policy takes effect on January 1, 2026.]~~September 24, 2025.

~~Students may access social media websites using district equipment, while on district property or at district-sponsored activities as long as it is approved by a district representative. The district will not be liable for information/ or comments posted by students on social media websites.~~

~~Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons or when use is provided for in a student's individualized education program (IEP).~~

~~Students are subject to disciplinary action up to and including expulsion for using a personal electronic device in any manner that is academically dishonest, illegal or violates the terms of this policy¹¹. A referral to law enforcement officials may also be made. Personal electronic devices brought to district property or used in violation of this policy are subject to confiscation and will be released to the student's parent or property owner, as appropriate.~~

~~The superintendent shall ensure that the Board's policy and any subsequent school rules developed by building administrators are reviewed and approved in advance to ensure consistency with this policy and that pertinent provisions of policy and school rules are communicated to staff, students and parents through building handbooks and other means.~~

END OF POLICY

Legal Reference(s):

~~[ORS 332.107](#)~~

~~[ORS 332.107](#)~~

~~[ORS 336.840](#)~~

~~Copyrights, 17 U.S.C. §§ 101-1332; 19
C.F.R. Part 133 (2006).~~

¹¹The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

Eagle Point School District 9

Code: JFCEB
Adopted: XX/XX/XX09/24/2025

Personal Electronic Devices */**

~~{This policy is required by ORS 336.840 and EO 25-09. EO 25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}~~

~~Student [possession or] use of a personal electronic devices device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. must be powered off and securely stored beginning when students enter the school building until they exit the school building at the end of the school day, unless expressly allowed under the exceptions listed below. This applies to all district property and district-sponsored activities during the school day. Explicitly stated, PEDs may not be used during passing periods or on-campus lunch. {Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)}¹.~~

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.^[2] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

- ~~1. The student’s medical provider’s order for the care and treatment of a medical condition;³~~ **When required by a licensed medical provider for a student’s health condition;**
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);⁴
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [ten] school days.⁵

¹ If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here. }

² [ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]

³ JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

⁴ If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

⁵ ~~JFCEB-AR must be submitted to the building administrator.~~

Personal electronic devices ~~[must be placed in district-provided pouches or storage]~~ may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student's person or in the student's clothing ~~[[may be stored on the student's person, but may not be used]]~~ during regular instructional hours.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include ~~[detention, Saturday school, a change to storage requirements, etc.]{⁶}]~~. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.⁷ ~~[Steps may~~ **will** include:

1. ~~First instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;~~ **First Offense: Student loses PED for the day. PED must be picked up in the main office after school.**
2. ~~Second Instance of Noncompliance: the device will be temporarily confiscated and held in the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;~~ **Second Offense: Student loses PED for the day and serves two days of lunch detention. Parent/guardian will be notified and must pick up the PED in the main office after school.**
3. ~~Third Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;~~ **Third Offense: Student loses PED for the day and serves three days of lunch detention. Parent/guardian must pick up the PED in the main office after school and sign a PED Contract.**
4. ~~Beyond Third Instance of Noncompliance: In non-compliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning.]{⁸}]~~ **Subsequent Offenses: Student will be referred for Defiance (see Discipline Matrix).**

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

⁶ ~~{Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.}~~

⁷ ~~{For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.}~~

⁸ ~~{From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}~~

In accordance with ORS 336.840, students may be allowed to use personal electronic devices⁹ that support academic activities and independent communications¹⁰, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge. ~~{MOVED FROM EARLIER IN POLICY.}~~

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR, Request for Personal Electronic Devices Exemption. Appeals can be filed ~~{with the superintendent}~~ in accordance with KL-AR(1) – Public Complaint Procedure.

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

{This policy takes effect on ~~January 1, 2026.~~ **September 24, 2025.**
END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

⁹ The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

¹⁰ “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

7.C. Upper Table Rock Gymnasium Rehab Grant Project

Eagle Point School District No. 9
2025-26 Resolution No. 1
Approval of Engineering Firm for the Upper Table Rock Elementary School
Gymnasium Seismic Rehabilitation Project

WHEREAS:

1. Pursuant to ORS Chapter 279C, including but not limited to ORS 279C.110, Qualifications Based on Selection for Professional Services, and other applicable provisions of Oregon Public Contracting Law, the Eagle Point School District No. 9 (“District”) is authorized to procure professional engineering services through a competitive Request for Proposals (RFP) process; and
2. On the 8th day of August, 2025, the District, acting through its duly authorized agents, issued an RFP soliciting proposals from qualified firms to provide professional engineering services for Upper Table Rock Elementary School Gym Seismic Rehabilitation Project (“Project”), in accordance with the standards and procedures set forth in ORS Chapter 279C and the District’s Public Contracting Rules, Board Policy DJC; and
3. The District received one proposal on or before the deadline stated in the RFP and thereafter, in conformity with ORS 279C.110 and the District’s Public Contracting Rules, duly appointed an evaluation committee to review, score, and rank the proposals according to the evaluation criteria specified in the RFP; and
4. After careful review of the proposal, it was determined that the proposal submitted by ZCS Engineering and Architecture was advantageous to the District, considering the evaluation criteria and the best interests of the public; and
5. District Administration has recommended to the Board that the public contract for professional engineering services for the Project be awarded to ZCS Engineering and Architecture, and the District finds that such award is in full compliance with ORS Chapter 279C and is in the best interests of the District and the public it serves.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EAGLE POINT SCHOOL DISTRICT No. 9 THAT:

1. The District hereby awards the public contract for professional engineering services for the Upper Table Rock Elementary Gymnasium Seismic Rehabilitation Project to ZCS Engineering and Architecture, as the most advantageous proposer under the RFP issued on August 8, 2025, consistent with the requirements of ORS Chapter 279C and the District’s Public Contracting Rules.
2. The Superintendent of the District, or the Superintendent’s designee, is hereby authorized and directed to negotiate, execute, and deliver on behalf of the District a professional services agreement with ZCS Engineering and Architecture substantially in the form presented to the

Board, with such modifications as are approved by the Superintendent or designee and legal counsel, and to take all actions necessary to implement the intent of this Resolution.

3. This Resolution shall be in full force and effect from and after its adoption by the Board of Directors.

ADOPTED by roll call vote of the Board of Directors at their regular meeting, held September 24, 2025.

Chairman of the Board

Attest:

_____ Superintendent-District Clerk

8. Future Board Meeting Agenda Items

8.A. Work Session

8.B. Regular Meeting

9. Acknowledgments

2025-26 Board Acknowledgements 9/24/25

Roger Petery	Upper Rogue Center for Educational Opportunities	Teacher	Roger is a rock for our school, our staff, and our students. He consistently goes above and beyond the call of duty to help with whatever is required. He takes on a lot of weighty tasks here at URCEO (School Attendance, Summer School, etc.) and does it with calmness and professionalism. He is an asset to our school and district and I am honored to celebrate him!
Sheila Fortman-Craun	Hillside Elementary	Library Coordinator	Sheila worked diligently in our schools library to get iPads out to students as well as setting up the library. Thank you Sheila for all that you do for our Huskies!
Kevin Watson	Shady Cove School	Plant Engineer	Kevin started as our Plant Engineer in July and got right to work. In a very short time he had this school looking like a park. Kevin takes pride in his work on a daily basis. He is a self starter and takes care of our school like he would his own home. We have had so many complements on how well our grounds look since he has been with us. Everyone on our staff feels he deserves recognition.
Gina Porter	Eagle Rock Elementary	Library Coordinator	Mrs. Porter did a top to bottom overhaul of our library resource center. It is organized and beautiful and inviting. She has begun a book curation to ensure our library has up to date informational resources as well as exciting literary selections. On top of all of this, she seamlessly pulled and processed out all old iPads and just as seamlessly put new ones into the hands of all our students and staff. And, did I mention...she did all of this while welcoming students for libray time...and she always had a smile!

10. Adjournment