



BOARD OF DIRECTORS  
Karina Guzmán Ortiz, Chair  
Osvaldo Avila, 1<sup>st</sup> Vice Chair  
Ashley Carson Cottingham, 2<sup>nd</sup> Vice Chair  
Cynthia Richardson, Satya Chandragiri, Krissy Hudson, María Hinojos Pressey  
PO Box 12024, Salem, Oregon 97309-0024 • 503-399-3001

Andrea Castañeda, Superintendent

## AGENDA

### BOARD MEETING

5:15 p.m. Executive Session (non-public session)

6:00 p.m. Business Session (public session)

August 8, 2023

*This meeting will be held virtually. Board members, participants, and public viewing access will be virtual only.*

#### **Public access is available online:**

English: <https://youtube.com/live/dSk4zG5AxpM?>

Spanish: [https://youtube.com/live/h\\_mMcXeMsr4?](https://youtube.com/live/h_mMcXeMsr4?)

ASL: Services provided during meeting.

Spanish audio interpretation: via Interactio app. Launch the app and use event code: **SKPS2023**

Meeting broadcast on CC:Media, channel 21. Closed caption in English through CC:Media television and YouTube.

1. **CALL TO ORDER** Chairperson
  - a. Attendance
  
2. **EXECUTIVE SESSION (non-public session)** Chairperson

The board will meet in executive session under the following Oregon Revised Statute (ORS):

  - a. ORS 192.660(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations.

Representatives of the news media are allowed to attend executive sessions, except for those sessions held in regard to expulsions. All other audience members are excluded from executive sessions and are asked to exit the meeting area. Representatives of the news media are specifically directed not to report on any of the deliberations during executive sessions, except to state the general subject of the session as listed on the agenda. No recording of executive sessions is allowed without express permission from the board.
  
3. **RECONVENE 6 p.m. (public session)** Chairperson
  - a. Land Acknowledgement
  - b. Pledge of Allegiance
  - c. Agenda Modifications
  
4. **COMMUNITY PARTNERSHIP HIGHLIGHTS** Chairperson
  - a. United Way of the Mid-Willamette Valley and Salem-Keizer Schools Partnership
  
5. **REPORTS/PRESENTATIONS** Superintendent
  - a. Superintendent's Report
  
6. **PUBLIC COMMENT** Chairperson

Public comment will be accepted by calling in, joining online, or in writing, (sign-up using the online form is required). The link to sign up to provide public comment opens when the agenda is posted and **closes at 3 p.m. Monday**. Please [click here](#) to sign up. Directions for all types of public comment are included in the sign-up form.

A lottery system will be used to select speakers at random. Depending on the number of people who signed up to comment, we may not be able to hear from everyone. For this meeting, **thirty (30) minutes** will be designated for public comment. Each speaker will be allowed up to three (3) minutes. Electronic mechanisms are utilized online and in the meeting room for translation

purposes. The board will receive the written public comment prior to the board meeting, and the written comment will be posted on the district website.

- 7. **ACTION ITEMS** Chairperson
  - a. Adopt Resolution No. 202324-1 Safe and Welcoming Schools
  - b. Adopt AP/IB Science & Music Curriculum
  - c. Approve Board and Superintendent Communication Norms
  
- 8. **CONSENT CALENDAR** Chairperson
  - a. Acceptance of Grants
  - b. Personnel Actions
  
- 9. **INFORMATION/STANDARD REPORTS (written form only)** Superintendent
  - a. Summer Graduation Report 2023
  - b. Oregon English Language Learner Report 2021-22
  - c. Board/Budget Meeting Calendar
  
- 10. **BOARD REPORTS** Chairperson

Board reports are to share the work from formal committee assignments and activities of the board related to youth programs and school district activities.
  
- 11. **ADJOURNMENT** Chairperson

**RESOLUTION NO. 202324-1  
SAFE AND WELCOMING SCHOOLS**

**Background/Discussion**

The intent of the policy is to clearly convey to students, staff, and community the school board's ongoing commitment to providing a safe and welcoming environment for our students. This resolution was first initiated as part of policy in January 2017, with the action to include annual affirmation of the resolution.

The board and district have since worked to revise the resolution to include more explicit language about eradicating all forms of racism and commitment to fostering a more equitable and inclusive environment for students, staff members, parents, and community members. This resolution is voted on at the beginning of each school year as we want our students, their families, and our community to understand our commitment as the school year begins.

**Recommendation/Board Action**

Staff recommends the board adopt Resolution No. 202324-1 Safe and Welcoming Schools.



**RESOLUTION NO. 202324-1  
SAFE AND WELCOMING SCHOOLS**

**WHEREAS** the Salem-Keizer Public Schools Board of Directors was elected by the people to provide leadership and vision for Salem-Keizer schools by enacting policies and promoting educational practices that lead directly to the educational and life success of all K-12 students; and

**WHEREAS** Salem-Keizer Public Schools is committed to providing safe and welcoming spaces where all students are able to focus on education, secure in the knowledge that the district will support their safety and well-being while providing access and opportunity to high-quality education; and

**WHEREAS** this commitment means that student success will not be predicted nor predetermined by race, national origin, religion, ethnic and religious dress, ability, economic circumstance, mobility, native language, sexual orientation, immigration status, gender identity, or level of proficiency upon entering school; and

**WHEREAS** the school board is committed to protecting students' constitutional rights, including their Fourth Amendment right to be free from unreasonable searches and seizures and to access a free public education; and

**WHEREAS** the school board believes that federal immigration law enforcement activities at Salem-Keizer Public Schools, on transportation routes, on district property and/or during school activities will significantly interfere with the district's ability to provide safe and welcoming spaces and interfere with Salem-Keizer students' rights; and

**WHEREAS** the school board does not tolerate any form of discrimination, hate speech, racist remarks, including discrimination against ethnic and religious dress, hazing, harassment, intimidation, bullying, cyberbullying or menacing against students; and children exposed to violence and trauma may not feel safe or ready to learn; and these traumatized children's experiences may have impact on other students, adults on district campuses, and the school community who interact or work with them; and

**WHEREAS** the school board recognizes that community, state, and national events can have an impact on our students, educators, and all district staff, impacting their sense of safety and belonging. Salem-Keizer Public Schools has a shared responsibility to respond to these circumstances on behalf of all Salem-Keizer Public Schools educational professionals, students and families to promote healing, harmony, psychological safety and reconciliation in our community;

**NOW, THEREFORE, BE IT RESOLVED** the school board expects the district shall do everything in its lawful power to protect Salem-Keizer students' confidential information and ensure that their learning environments are not disrupted by immigration enforcement actions, including, but not limited to, the following:

The district will continue its practice to not ask for, collect, or maintain any information about Salem-Keizer students' or their families' immigration status.

Any request by a federal immigration official (a) for entry into any district school or other district property, (b) to communicate with any student while that student is under the supervision of the district during any school activity or while using district transportation, or (c) for any information about Salem-Keizer students shall immediately be forwarded to the district's legal counsel.

In responding to such requests, the district's legal counsel will not share information or provide access to Salem-Keizer students unless required by law and will direct the district to protect the constitutional and legal rights of Salem-Keizer students. The district's legal counsel will not grant access to Salem-Keizer students unless presented with a valid arrest warrant issued by a federal or state judge or magistrate.

**BE IT FURTHER RESOLVED** that the district shall provide training and additional resources if needed for existing crisis and emergency response teams in order to help ensure the safety and well-being of Salem-Keizer students who may be impacted by immigration enforcement actions; and

**BE IT FURTHER RESOLVED** all district staff are diligent in recognizing and addressing discrimination, racism, hazing, harassment, intimidation, bullying, cyberbullying or menacing as per administrative policy (Instruction-A003); staff are informed of and follow the administrative policy (Instruction-A035) related to dealing with non-local law enforcement, including immigration officials who enter any district property, and the administrative policy and procedure related to the handling of complaints (Administrative-ADOS and P008); and

All district staff maintain an organizational culture that treats students and their families with respect, dignity and courtesy and strive to create and nurture an inclusive and welcoming environment for all students, families; and

The superintendent maintains, develops, communicates, and implements administrative policies and procedures that foster a culture that is safe, inclusive, welcoming and celebrates the rich diversity and beliefs found within the Salem-Keizer community; and

The superintendent takes appropriate action to prevent and/or correct conditions, procedures, actions, or decisions that are unlawful, unethical, unsafe, disrespectful, disruptive, undignified or in violation of board or administrative policy; and

The school board is committed to identifying and correcting practices and policies that cause and contribute to opportunity gaps, success gaps and racism in all areas of the district and the school board. The school board acknowledges the trauma caused by systemic racism and acts of racism. The school board commits to learning about the trauma caused by racism, ways to eradicate all forms of racism, and learning about its own biases. The school board further commits to fostering an equitable and inclusive environment for every student, employee, family, and people in our communities.

**BE IT FURTHER RESOLVED** that the Salem-Keizer Public Schools Board of Directors is fully committed to this resolution and will review, revise if appropriate, and reaffirm this resolution annually.

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Karina Guzmán Ortiz, Chairperson  
Board of Directors, Salem-Keizer Public Schools

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Date

**IMPLEMENTATION OF *Advanced Placement and International Baccalaureate* CURRICULAR MATERIALS  
GRADES 9-12  
BEGINNING THE 2023-2024 SCHOOL YEAR**

**Background/Discussion**

In July 2023, the Salem-Keizer School Board approved a curriculum adoption process for Advanced Placement (AP) and International Baccalaureate (IB) materials. As an addendum to AP and IB curriculum adoption, the board is presented with IB Science and IB Music materials for discussion and action.

AP and IB materials are not selected by the Oregon Department of Education; therefore, these are considered independent adoptions. Adoptions of materials not designated by the Oregon Department of Education Materials Adoption process follow the district procedure outlined in [CUR-P001](#) 3.5: *For electives, AP, and IB courses without approved ODE curriculum option(s).*

The current or planned educator of the IB Courses and a minimum of one additional content expert (may include Program Associates, content area department lead, or the Curriculum AP) evaluated instructional materials using rubrics locally developed from the criteria on the ODE Materials Rubrics for the content area. All materials met the accessibility (NIMAS) standards, per district policy and Division 22 regulations. All materials have online components for student and teacher use. The materials were piloted, using multiple data points in the selection and feedback process in order to mitigate bias. Materials were put on display in school offices for the public to review after notifications from the school sites to all parents through ParentSquare, and through teacher email notification to parents of students in the course. Feedback was collected from families, students, staff, and community before the final recommendation was submitted.

The final recommendations for each program area are:

Course	Publisher/Text/Date
IB Biology	Oxford University Press, Oxford Resources for IB DP Biology: Course Book, 2023
IB Chemistry	Pearson, Higher Level Chemistry for the IB Diploma, 2023
IB Physics	Oxford University Press, Oxford Resources for IB DP Physics: Course Book, 2023
IB Music	Norton, Soundscapes: Exploring Music in a Changing World (3 <sup>rd</sup> Edition), 2015 Norton, Concise History of Western Music (5 <sup>th</sup> Edition), 2020

**Adoption Process Timeline:**

March	IB introduces scope of planned updates to course syllabi for IB Science. New IB courses forecasted in school master schedules.
April	Director of Curriculum and Instruction initiates adoption process. Needs collected from IB teachers.
May-June	IB Pilots
May-August	Materials on review at school sites. Data review and scoring of materials.
August	Final Recommendations Submitted. Board Adoption.

### **Feedback and Data Review:**

During the implementation of the pilots, pilot teachers, students in pilots, students projected to be in the course (IB Music at North Salem HS), and community were provided Google forms for feedback. Every student and teacher who completed the pilot was asked to complete an evaluation of the materials. This data informed the process for the final selection of textbook materials.

In June-August of 2023, teachers reviewed and interpreted the feedback from both the pilots and other stakeholders. They came to the recommendation of textbooks listed above due to the following factors: complete coverage of content/standards for the IB Exams; quality of scaffolds/supports for students; organization and efficiency of the content and accessibility for student use; and relevancy of real-life examples for engagement and applicability of the standards. Additionally, IB Music recommends two texts be adopted due to the nature of the course content, wherein Western and Global music traditions are compared. Having two source texts most adequately provides the content and supports needed to facilitate this instruction in pursuit of course goals. The specific materials recommended for IB Music were also selected due to the online tools that facilitate listening skill development/comprehension and the breadth of musical genres available in those online materials.

### **Recommendation/Board Action**

The district recommends the Board vote to approve the adoption of the materials for the listed high school International Baccalaureate curriculum.

**BOARD AND SUPERINTENDENT COMMUNICATION NORMS**

**Background/Discussion**

Beginning in the 2021-22 school year, the board began working toward updating board policies and drafting a board operating agreement. As part of negotiation and hiring of a new superintendent, the Board included a contract provision that requires the establishment of a communication agreement.

“In accordance with BSL-3, no later than August 1, 2023, the Board and the Superintendent shall meet to discuss and agree on the process and procedures for how they will communicate and work together. Annually thereafter, the Board and Superintendent shall review the agreed-upon process and procedures for how they will communicate and work together and determine whether any changes are needed to the agreed-upon process and procedures for how they will communicate and work together.”

To meet this requirement, the superintendent met individually with each member of the board to understand their perspective on Board/Superintendent and Board/District communication. The superintendent also reviewed all adopted board policy related to communication and working expectations. Finally, the superintendent reviewed a sample of working agreements from other districts to ensure that Salem-Keizer’s norms reflected local and national models.

An initial draft of these communication agreements were reviewed and discussed during the July 29, 2023, Board Retreat.

**Recommendation/Board Action**

This item is recommended for a vote of approval as presented.





## **Board member and Superintendent/Staff Communication Norms**

The following norms describe communication expectations between Board members and the superintendent, executive team, and broader Salem-Keizer Public Schools staff. These norms will help prevent miscommunication, create common expectations, and provide a reference tool to address and resolve communication concerns. They complement the expectations already defined in the Board policy manual.

### **Both the Board members and superintendent will:**

1. Prioritize transparency, candor, and respect in their communications.
2. Adhere to a policy of “no surprises.”
3. Recognize the importance of addressing stakeholder and constituent questions and concerns. They also jointly recognize that not all constituent concerns can be resolved.

### **As it relates to Board communications with the superintendent and staff, the Board should:**

1. Expect timely and accurate answers to reasonable questions that fit within the role of the Board.
2. Expect reasonable responses to questions and concerns about meeting agendas items prior to the meeting provided that they raised their issues in a timely manner.
3. Expect regular communication from the superintendent through a combination of whole-group updates and individual connections.
4. Expect timely invitations to important district and school-based events.
5. Expect that the superintendent will keep them informed of emergent issues as soon as possible and at a level of detail that is prudent and practicable.
6. Direct questions and concerns to the superintendent. She, in turn, may refer Board members to the appropriate executive team member for follow-up. If Board members bypass the superintendent for executive team support, they should expect the executive team to redirect them back to the superintendent.
7. Expect support for reasonable requests related to school-level issues and for requesting and scheduling school visits.
8. Expect timely responses to reasonable constituent questions and concerns.
9. Refer constituent questions and concerns to the [contact us form](#) on the website. If Board members choose to raise the issue personally, they should share it with the superintendent.

### **As it relates to Board communications with the superintendent and staff, the Board should not:**

1. Directly contact district staff with individual requests for information, access, support, or action. These requests should go directly to the superintendent.
2. Directly contact schools for answers to questions or with constituent questions or concerns.
3. Visit schools during the school day unannounced and without engaging the superintendent’s office. Exceptions include family and parenting responsibilities, public events, and district-organized volunteering.

### **As it relates to Board and superintendent and staff communications, the superintendent should:**

1. Expect timely responses from Board members to reasonable questions that impact meeting planning, Board member responsibilities, and effective governance.

**APPROVAL OF GRANT ACCEPTANCE**

**Background/Discussion**

Grant funds for special projects, which are consistent with district goals and objectives, are recognized as desirable funding sources. Each year millions of dollars in grant fund budgets are submitted to the school board for approval.

**GH923 IDEA Part B, Section 611**

**Student Services**

IDEA funds provide for the excess costs of special education and related services to students with disabilities. This grant primarily supports special education staffing, professional development and supplies/equipment needed to serve students with disabilities.

Funding Breakdown:		\$8,516,227
Instruction	\$4,725,633	
Support Services	\$3,790,594	

Funding Source:  
ODE

**GF423 Title I-C Migrant Summer Program**

**Migrant Education Program**

This grant will provide a summer school program for elementary, middle, and high school migrant students.

Funding Breakdown:		\$912,570
Instruction	\$849,924	
Support Services	\$62,646	

Funding Source:  
ODE

**GF024 Perkins**

**CTE Department**

This grant provides funding for start-up CTE programs, professional development, curriculum development and technology. All planned strategies and activities were developed through integrated guidance.

Funding Breakdown:		\$540,267
Instruction	\$22,662	
Support Services	\$517,605	

Funding Source:  
ODE

**GY923 Health and Well-Being Initiative**

**Transportation Department**

This grant is to promote and foster the health and well-being of SK Transportation employees, especially bus drivers. The funds will be used to create small comfortable, quiet spaces for de-stressing and promote physical activity with the purchase of minimal equipment, classes, and signage.

Funding Breakdown:		\$10,000
Support Services	\$10,000	

Funding Source:  
    OEA Choice Trust

**GY824 Oregon Geography, Native American History and Cultural Lifeways**

**Native Education Program**

The grant will provide a three-week summer program for American Indian/Alaska Native students. This program will deliver academic enrichment with a focus of the geography of Oregon, through various subject matters including, but not limited to, the study of Native American history and present-day contributions, cultural lifeways, arts (drawing painting, music culinary, etc.), professionals (firefighters, building contractors, doctors, etc.), and the present use of land and its resources. To promote healthy living, wellness activities are incorporated daily in the form of field sports, Native dance and/or swimming lessons. The summer program is available to Native American students enrolled in SKPS Native Education Program who will be entering grades 1<sup>st</sup> the 12<sup>th</sup> in the fall of 2023. Additionally, this grant includes a geography-based family enrichment program that meets several times through the school year and will reinforce what students have learned during the previous summer program.

Funding Breakdown:		\$30,000
Instruction	\$28,812	
Support Services	\$1,188	

Funding Source:  
    Gray Family Foundation

**Recommendation/Board Action**

Staff recommends the board approve the grant/contract budgets and authorize the director of budget and financial services to enter into a contract with the organizations in the above listed grant/contract awards. Additionally, the board is requested to authorize an inter-fund loan, if necessary, from the General Fund to the Special Revenue Fund for the period between program expenditures and the receipt of program reimbursement. Money so loaned will be returned to the General Fund.

PERSONNEL ACTIONS

Licensed Actions

Last	First	Location	Start Date	End Date	Status
Reed	Noelle	Brush College Elementary	8/29/23	6/17/24	Less than half-time

Last	First	Location	Start Date	End Date	Status
Berry	Greg	South Salem High School	8/29/23	6/17/24	Temporary part-time
Boyer	Haley	Lamb Elementary	8/29/23	6/17/24	Temporary part-time
Gaupo	Elizabeth	Washington Elementary	8/29/23	6/17/24	Temporary part-time

Last	First	Location	Start Date	End Date	Status
Brown	Patrick	Roberts Structured Learning Center	8/29/23	6/17/24	Temporary full-time
Caruso-Loss	Elizabeth	Stephens Middle School	8/29/23	11/17/23	Temporary full-time
Cavette	Nacole	Hayesville Elementary	8/29/23	11/3/23	Temporary full-time
Collister	Daniel	South Salem High School	8/29/23	2/2/24	Temporary full-time
Cox	Robert	Stephens Middle School	8/29/23	11/3/23	Temporary full-time
Decker	Irma	Washington Elementary	8/29/23	6/17/24	Temporary full-time
Falchetta	John	McNary High School	8/29/23	11/10/23	Temporary full-time
Golden	Kelsey	Lamb Elementary	8/29/23	11/28/23	Temporary full-time
Jaeger	Samuel	Early Childhood Education	8/29/23	11/17/23	Temporary full-time
Johnson	Madeline	West Salem High School	8/29/23	6/17/24	Temporary full-time
Johnson	Trevor	Hallman Elementary	8/29/23	6/17/24	Temporary full-time
Lang	Sydney	Scott Elementary	8/29/23	6/17/24	Temporary full-time
Martichuski	Charles	Walker Middle School	8/29/23	6/17/24	Temporary full-time
Nash	Rebecca	Houck Middle School	8/29/23	6/17/24	Temporary full-time
Nebeker	Kristen	Pringle Elementary	8/29/23	6/17/24	Temporary full-time
Prevo	Priscilla	Early Childhood Education	8/29/23	6/17/24	Temporary full-time
Regalado	Ronald	Student Services	8/29/23	6/17/24	Temporary full-time
Saparto	Ryan	Leslie Middle School	8/29/23	12/15/23	Temporary full-time
Senger	Karen	McKinley Elementary	8/29/23	6/17/24	Temporary full-time
Valencia-Acosta	Andrea	Lamb Elementary	8/29/23	6/17/24	Temporary full-time
Vazquez Gonzalez	Alejandro	Waldo Middle School	8/29/23	6/17/24	Temporary full-time
Wahl	Carolyn	Claggett Creek Middle School	8/29/23	6/17/24	Temporary full-time
Williams	Suzette	Leslie Middle School	9/5/23	12/14/23	Temporary full-time
Wilson	Tristen	Stephens Middle School	8/29/23	6/17/24	Temporary full-time

Last	First	Location	Start Date	End Date	Status
Pace	Kelsey	Judson Middle School	8/29/23	6/17/24	First year probation part-time

Last	First	Location	Start Date	End Date	Status
Andress	Lindsey	Hallman Elementary / Hoover Elementary	8/29/23	6/17/24	First year probation full-time
Aufdemberg-Larivee	Dana	Student Services	8/29/23	6/17/24	First year probation full-time
Cabrera	Isabel	Waldo Middle School	8/29/23	6/17/24	First year probation full-time
Cromwell	Emma	Eyre Elementary	8/29/23	6/17/24	First year probation full-time
Delmarter	Josh	Crossler Middle School	8/29/23	6/17/24	First year probation full-time
Ebbs	Rebecca	Walker Middle School	8/29/23	6/17/24	First year probation full-time
Elliott	Rebecca	South Salem High School	8/29/23	6/17/24	First year probation full-time
Fledderjohann	Heather	Liberty Elementary / Pringle Elementary	8/29/23	6/17/24	First year probation full-time
Gallegos	Jennifer	Houck Middle School	8/29/23	6/17/24	First year probation full-time
Grossen	Henry	North Salem High School	8/29/23	6/17/24	First year probation full-time
Guitierrez	Xochitl	Student Services	8/29/23	6/17/24	First year probation full-time
Huerta-Cortez	Diana	McNary High School	8/29/23	6/17/24	First year probation full-time
LeDuc	Sara	McNary High School	8/29/23	6/17/24	First year probation full-time
Little	Madison	Salem Heights Elementary / Schirle Elementary	8/29/23	6/17/24	First year probation full-time
Lockhart	Caryn	Waldo Middle School	8/29/23	6/17/24	First year probation full-time

PERSONNEL ACTIONS

Lopez Mahecha	Juan Sebastian	Leslie Middle School	8/29/23	6/17/24	First year probation full-time
Medrando	Maya	Leslie Middle School	8/29/23	6/17/24	First year probation full-time
Meras	Inez	Crossler Middle School	8/29/23	6/17/24	First year probation full-time
Namik	Amber	Parrish Middle School	8/29/23	6/17/24	First year probation full-time
Ochoa	Esmeralda	Parrish Middle School	8/29/23	6/17/24	First year probation full-time
Rack	Catherine	Waldo Middle School	8/29/23	6/17/24	First year probation full-time
Ramirez Torres	Lizbeth	Walker Middle School	8/29/23	6/17/24	First year probation full-time
Reukauf	Addison	West Salem High School	8/29/23	6/17/24	First year probation full-time
Sproed	Audra	Student Services	8/29/23	6/17/24	First year probation full-time
St. Clair	Kathryn	Student Services	8/29/23	6/17/24	First year probation full-time
Vidana	Beth	Community Transition Program	8/29/23	6/17/24	First year probation full-time

Last	First	Location	Start Date	End Date	Status
Fairley	Aleda	Student Services	8/29/23	6/17/24	Second year probation full-time
Hannah	Madeleine	West Salem High School	8/29/23	6/17/24	Second year probation full-time
Schlichting	Jacob	Waldo Middle School	8/29/23	6/17/24	Second year probation full-time
Shewmaker	Joel	North Salem High School	8/29/23	6/17/24	Second year probation full-time

Last	First	Location	Start Date	End Date	Status
Kern	Madison	West Salem High School	8/29/23	6/17/24	Third year probation full-time
Ramos Nunez	Teodulo	Parrish Middle School	8/29/23	6/17/24	Third year probation full-time

Last	First	Location	Start Date	End Date	Status
Diaz	Abigail	South Salem High School	8/29/23	6/17/24	Contract full-time
Evans	Daniel	Harritt Elementary	8/29/23	6/17/24	Contract full-time
Larkin	Jeffrey	Parrish Middle School	8/29/23	6/17/24	Contract full-time
Mashos	Vicki	North Salem High School	8/29/23	6/17/24	Contract full-time
Morris	Amy	Highland Elementary / Weddle Elementary	8/29/23	6/17/24	Contract full-time

Administrator

Last	First	Location	Eff. Date	Action	
Carbajal	Tracy	Parrish Middle School	7/21/23	6/27/24	First year probation full-time
Handley	Derick	North Salem High School	7/21/23	6/27/24	First year probation full-time
Hendricks	Nicole	South Salem High School	7/31/23	6/27/24	First year probation full-time
Mendez Alvarez	Rebeca	Swegle Elementary	8/1/23	6/27/24	Temporar full-time
Valencia	Joe	Curriculum & Instruction	7/21/23	6/27/24	Temporary part-time

Resignation

Last	First	Location	Eff. Date	Action
Ayala	Esteban	Richmond Elementary	7/10/23	Resignation
Bissell	Gillian	Waldo Middle School	7/7/23	Resignation
Breton-Guillen	Blandy Elizabeth	Chavez Elementary	7/14/23	Resignation
Brockway	Stephanie	Liberty Elementary	8/1/23	Resignation
Brown	Paul	Crossler Middle School	7/5/23	Resignation
Carlton	Celine	Hallman Elementary	7/5/23	Resignation
Chamberlin	Kathleen	Claggett Creek Middle School	8/19/23	Resignation
Craig	Jensen	Highland Elementary	7/6/23	Resignation
Douglass	Emily	Waldo Middle School	7/14/23	Resignation
Gilray	Clarice	North Salem High School	8/11/23	Resignation
Heidemann	Jacqueline	Houck Middle School	9/22/23	Resignation
Henderson	Jennifer	Lee Elementary	7/19/23	Resignation
Henry	Taylor	Sprague High School	7/31/23	Resignation
Jacobsen	Gladys	North Salem High School	7/3/23	Resignation

PERSONNEL ACTIONS

Keppinger	Tiffany	Battle Creek Elementary	7/18/23	Resignation
Linde	Nicole	Wright Elementary	7/26/23	Resignation
Minyard	Jack	Sprague High School	7/24/23	Resignation
Moore	Alicia	Stephens Middle School	7/6/23	Resignation
Murphy	Lon	Cummings Elementary	9/22/23	Resignation
Neliton	Sara	Forest Ridge Elementary	7/28/23	Resignation
Ortiz Palafox	Mario	Lee Elementary	7/13/23	Resignation
Perez	Andrea	Hallman Elementary	7/31/23	Resignation
Rochetto	Tamra	Salem Heights Elementary	7/7/23	Resignation
Rockey	Kevin	Pringle Elementary	7/14/23	Resignation
Rost	Annette	Miller Elementary	8/6/23	Resignation
Sattari	Chantel	Parrish Middle School	7/31/23	Resignation
Silbernagel	Justin	Whiteaker Middle School	7/21/23	Resignation
Sullivan	Kari	Sprague High School	7/7/23	Resignation
Thomas	Seth	McKay High School	12/14/23	Resignation
Wilkerson	Haley	Straub Middle School	7/10/23	Resignation
Williams	Suzette	Stephens Middle School	8/18/23	Resignation
Worley	Ashley	Miller Elementary	7/6/23	Resignation

Retirement

Last	First	Location	Eff. Date	Action
Spiegel	Karen	Curriculum & Instruction	8/31/23	Retirement

Change of status Carrie Hare, LRC teacher at Leslie Middle School, from Third year probation full-time to Third year probation part-time; effective 8/29/2023.

Change of status Jennifer South, Physical Education teacher at Battle Creek Elementary, from Third year probation full-time to Third year probation part-time; effective 8/29/2023.

**SUMMER GRADUATION 2023**

**Background/Discussion**

Over the summer, 45 additional Salem-Keizer students earned their diplomas, while another 8 earned their GEDs.

It should go without saying that we are proud of the grit and commitment that these students demonstrated to graduate or complete their GED. We congratulate the graduates, GED completers, their families and the staff that worked with them during our summer school program. Congratulations to the summer class of 2023!

**DTLC**

Graduates: 8 GED (117 Total)

**McKay High School**

Graduates: 3 (503 Total)

**McNary High School**

Graduates: 6 (482 Total)

**North Salem High School**

Graduates: 3 (418 Total)

**Roberts at Chemeketa**

Graduates: 6 (86 Total)

**South Salem High School**

Graduates: 14 (503 Total)

**Sprague High School**

Graduates: 4 (380 Total)

**West Salem**

Graduates: 9 (409 Total)

**Recommendation/Board Action**

This report is provided to the board for information only.

## 2021-2022 Oregon English Language Learner Report

Here is the [link](#) to the web page where ODE has posted this report.

Districts are required to share this report with their school boards and post this report to their district web pages by September 1<sup>st</sup> annually. Please contact Reza or Josh if you have questions regarding this report.

### [2021-2022 Oregon English Language Learner Report \(English version\)](#)

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. Annual reports dating back to 2014-15 are available by emailing [Reza Norouzian](#), or [Josh Rew](#).



# English Learners in Oregon

Annual Report 2021-22

June 2023



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## Executive Summary

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives. This report is also available on [ODE's legislative reports webpage](#). Any member of the public can contact the Government Relations and External Affairs Director to request a copy of this report.

### 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 label 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 English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual learners who bring valuable linguistic and cultural assets.

The ODE annually reports 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 2021-22 school year<sup>1</sup>. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Ever English learners are the combination of both current 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 2021-22 school year.

### Nearly 100,000 students in Oregon are current or former English learners.

As of May 1, 2022, 546,726 students enrolled in Oregon public schools and districts. Among those students, 10.4 percent were current English learners (56,683 students), 7.8 percent were former English learners (42,770 students), and 81.8 percent were never English learners (447,273 students). Both current and former English learners (i.e., ever English learners constituting 18.2 percent of students) were an incredibly diverse student population in 2021-22.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2021-22 school year. Woodburn School district served the highest percentage of current English learners, with 41.5 percent of students learning English in an ELD program as of May 1, 2022. On the other hand, 67.5 percent of Oregon districts either had no current English learners or very few (i.e., less than 5% of all students).

Other key features of the English learner student population in the 2021-22 school year include the following:

- The majority of current English learners were in elementary grades (61.1%) while the majority of former English learners were in high school grades.

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<sup>1</sup> 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

- The number of recently arrived current English learners (i.e., new immigrant students) declined from 4,373 in 2020-21 to 4,145 students in 2021-22.
- Spanish was the predominant home language of current English learners (76.6%), but overall there were 199 documented unique home languages (an increase of 18 languages from 2020-21) spoken by current English learners. Other prevalent languages include Russian, Vietnamese, Chinese, Arabic, Chuukese, and Somali; each being the home language of about 2 percent of current English learners.
- Approximately 77 percent of current English learners were Latino/a/x, and 31.7 percent of Latino/a/x students were current English learners. A similar percentage of Native Hawaiian/Pacific Islander students (30.3%) 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: free or reduced price meals, special education, migrant education, and the talented and gifted (TAG) program.

Key findings include the following:

- A higher percentage of current English learners received special education services and supports as compared to never English learners (20.3 vs. 15.4%); however, ever English learners and never English learners had similar percentages of students receiving special education services and supports (14.5 vs. 15.4%).
- Almost 9.0 percent of current English learners received services in migrant education programs (i.e., 5,131 students). Additionally, 51.4 percent of the students in migrant education programs were current English Learners
- While across Oregon 6.5 percent of never English learners participated in TAG programs, this figure was 4.9 percent for former English learners and just 0.4 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 or not current English learners are on-track to attain English language proficiency within seven years. More than half of current English learners (53.2%) in elementary school grades were on track. In contrast, current English learners in middle or high school grades as well as current English learners with disabilities were much less likely to be on track.

### **Very few current English learners are meeting state standards in English Language Arts and Mathematics.**

A substantially smaller percentage of current English learners in elementary schools (7.0%) versus former (38.7%) and never English learners (47.8%) met or exceeded state standards in English Language Arts in 2021-22. A similar trend is observed at middle and high schools.

Similarly, a substantially smaller percentage of current English learners in elementary schools (7.1%) versus former (36.9%) and never English learners (39.2%) met or exceeded state standards in mathematics in 2021-22. A similar trend is observed at middle and high schools.

### **Attendance tends to be higher in elementary grades, particularly among former English learners**

Former and never English learners have the highest levels of regular attendance (76.1 and 68.7%) in elementary school grades. Current English learners have rates of regular attendance substantially lower in elementary (60.3%), middle (56.1%), and high school (43.5%) grades. Regular attendance rates decline for current, former, and never English learners in middle and high school grades.

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

Former English learners graduated at rates better than never English learners (86.4 vs. 81.7%) in 2021-22; however, substantially fewer current English learners graduated in four years (65.3%). Moreover, current English learners that graduated in four years were over 2.7 times more likely to receive a modified rather than a regular diploma compared to that for never English learners. This ratio increased to 3.4 times for the cohorts that graduated in five years.

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

Postsecondary enrollment rates for former English learners were comparable to those of never English learners; in both cases, about 55 percent of high school graduates enroll in college within 16 months of graduation. On the other hand, current English learners were less likely to enroll in postsecondary education institutions. About 38 percent of current English learners went on to college within 16 months of high school graduation.

### **District revenues and expenditures**

As in reports from previous years, this report summarizes the ratio of expenditures to revenues. In 2021-22, that ratio was 0.86, decreased from 0.95 in 2020-21.

## Introduction

In 2021-22, students who received English language instruction, supports, and services in an English language development (ELD) program as well as students who exited the ELD program prior to the 2021-22 school year made up 18.2 percent of all students in Oregon public schools and districts (as of the first school day in May 2022). They form a vital part of our student communities and bring a variety of cultural and linguistic assets that enrich our schools and districts. This report describes this diverse population of students, examines their academic progress and achievement, and summarizes information about key aspects of the education they receive in our state.

### 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 provide a summary of district and state progress towards meeting their needs and objectives in 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, the annual report must include 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.

Each annual report looks back at the prior school year, which for this year is the 2021-22 school year. This report will be available on the ODE website, submitted to House and Senate Education Committees, and provided to district school boards. State law requires the report to be available to the public at each district's main office and on district websites.

### 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 label 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 English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual and value their linguistic and cultural assets.

The ODE annually reports 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

2021-22 school year<sup>2</sup>. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Ever English learners are the combination of both current 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 2021-22 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. For example, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services from an ELD program). Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve high percentages of certain types of students (e.g., students participating in migrant education programs). Finally, this year's report provides data insights into Student Academic Outcomes in English Language Arts and Mathematics that were not available during the period impacted by the COVID-19 pandemic.

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<sup>2</sup> 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.



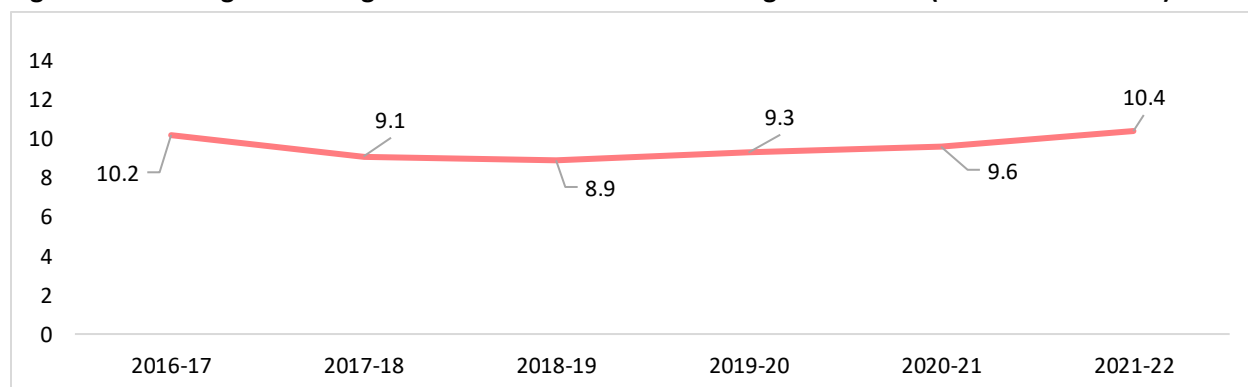
## Section 1: Demographics of English Learners in Oregon in 2020-21

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2022, 546,726 students enrolled in Oregon public schools and districts. Among those students, 10.4 percent were current English learners (56,683 students), 7.8 percent were former English learners (42,770 students), and 81.8 percent were never English learners (447,273 students). Both current and former English learners were an incredibly diverse student population in 2021-22 (representing 18.2 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 who are learning English in an ELD program during the school year<sup>3</sup>. They receive English language instruction, supports, and services because they are 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. In 2021-22, 56,683 of Oregon’s 546,726 K-12 students, or 10.4 percent, were current English learners<sup>4</sup> (see figure 1).

**Figure 1. Percentage of all Oregon students who were current English Learners (2016-17 to 2021-22)**



A smaller number of students in 2021-22 (42,770 or 7.8%) were former English learners. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Research does suggest, however, that former 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). Districts are required to monitor the academic progress for four years following an English learner exiting as proficient from the English language development program per ESSA Title III. Given its importance, during its monitoring process, ODE reviews

<sup>3</sup> 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.

<sup>4</sup> The data for this portion of the report relies on student enrollments as of the first school day in May 2022.

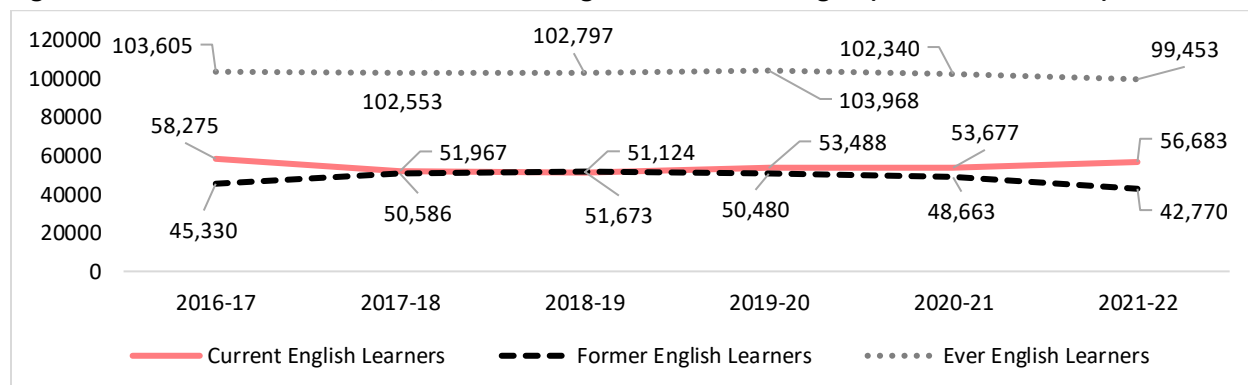
## English Learners in Oregon

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, former, ever, and never 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 approximately 100,000 English learners (former 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 103,605 in 2016-17 and, after increasing and declining for a couple years, reaching 99,453 students in 2021-22.

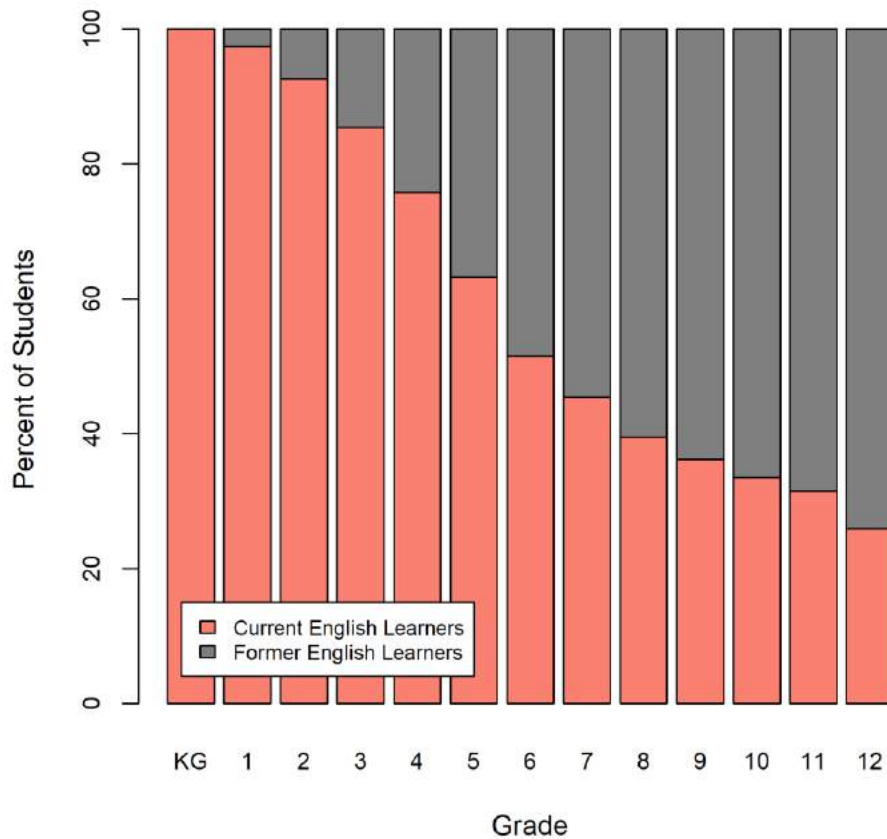
**Figure 2. Number of current, former, and ever English Learners in Oregon (2016-17 to 2021-22)**



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

Although there were current English learners at every grade level, approximately two-thirds (61.1%) were in kindergarten through fifth grade. Far fewer current English learners were in middle school (grades 6-8; 19.7%) or in high school (grades 9-12; 19.2%). Figure 3 shows the percent of current and former English learners by grade in 2021-22. As the grade level increases from kindergarten to twelfth grade, the percent of current English learners decreases as they attain English proficiency and exit their ELD programs (subsequently, this results in an increase of former English learners). For example, across the elementary grades, the percentage of elementary students who are English learners ranges from 63.2 percent to 100 percent, while in the secondary grades it ranges from 39.5 percent to 51.5 percent, and in high school it ranges from 25.9 percent to 36.2 percent.

**Figure 3. Comparison of the percentage of current and former English learners by grade in 2021-22**



**English Learner enrollment was not uniform across Oregon districts.**

Oregon has 197 school districts. In 2021-22, 146 districts provided English language instruction, supports, and services to current English learners. Over 80 districts participate in Title III funds in a consortium as these districts have fewer than 65 identified English learners and therefore do 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 enrolled across several grade levels, may have different English language proficiency levels, or may have limited ELD teachers. The remaining districts in Oregon currently do not have any enrolled English learners.

Figure 4 shows the distribution of current English learners across Oregon districts in 2021-22. There were eight districts with more than 2,000 current English learners. Thus, in 2021-22, 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.

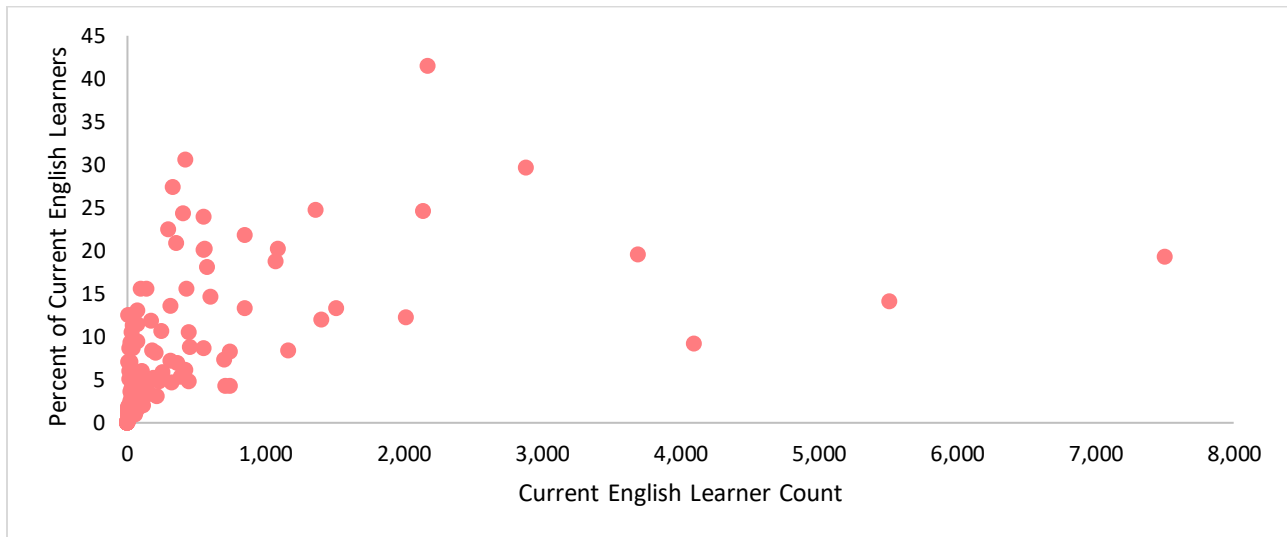
Statewide, about a quarter of Oregon districts (n = 46) provided English language instruction, supports, and services to between 1 and 19 current English learners. This suggests these districts have too few current English learners to be independently eligible for specific improvement efforts under state and federal

## English Learners in Oregon

accountability initiatives. However, such districts can always form or join a consortium of districts to become eligible for the improvement efforts under state and federal accountability initiatives.

A sizable proportion of Oregon districts did not have any current English learner enrollments in 2021-22. The 47 districts not currently serving English learners tended to be small in overall population (median 142 students).

**Figure 4. Comparison of the number and percentage of current English learners by district in 2021-22**



This variation across districts is also evident in table 1, which shows the ten districts with the highest numbers of current English learners.

**Table 1. Districts with the highest number of current English learners in 2021-22**

District Name	Number of Current English Learners
Salem-Keizer SD	7,499
Beaverton SD	5,510
Portland SD	4,100
Hillsboro SD	3,693
Reynolds SD	2,878
Woodburn SD	2,173
David Douglas SD	2,140
North Clackamas SD	2,012
Gresham-Barlow SD	1,505
Tigard-Tualatin SD	1,404

In addition, table 2 shows the 10 districts with the highest percentage of current English learners. Note that Woodburn and Reynolds appear on both lists.

**Table 2. Districts with the highest percentage of current English learners in 2021-22**

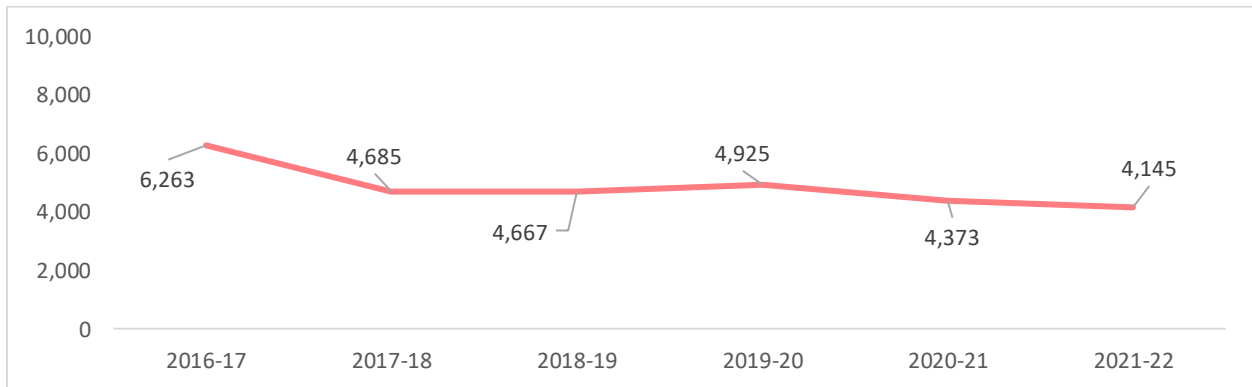
District Name	Percentage of Current English Learners
Woodburn SD	41.5%
Umatilla SD	30.7%
Reynolds SD	29.7%
Nyssa SD	27.5%
Centennial SD	24.8%
David Douglas SD	24.6%
Milton-Freewater Unified SD	24.4%
Morrow SD	24.0%
Gervais SD	22.5%
Hood River County SD	21.8%

**The number of recent arrivers declined in 2021-22.**

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 2021-22, 4,145 current English learners were recent arrivers. This number represents the smallest count of recent arrivers over the last six years and continues the reduction (likely due to the COVID pandemic) from 2019-20 (4,925; see figure 5).

**Figure 5. Number of current English learners who were recent arrivers in Oregon (2016-17 to 2021-22)**



Most recent arrivers (60.1%) were in the elementary grades, while 16.5 percent were in grades 6-8 and 22.4 percent were in high school. Current English learners who are recent arrivers in middle and high school contend with significant challenges, since they have to 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 2021-22 was 1,614. Not all districts provided English language instruction, support, and services to adolescent newcomers; however, five Oregon districts with the largest population of such students in 2021-22 are shown in Table 3.

**Table 3. Districts with the largest population of adolescent newcomers in 2021-22**

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton SD 48J	254
Salem-Keizer SD 24J	166
Reynolds SD 7	120
David Douglas SD 40	100
Portland SD 1J	83

### **In 2021-22, districts reported 795 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.<sup>5</sup>

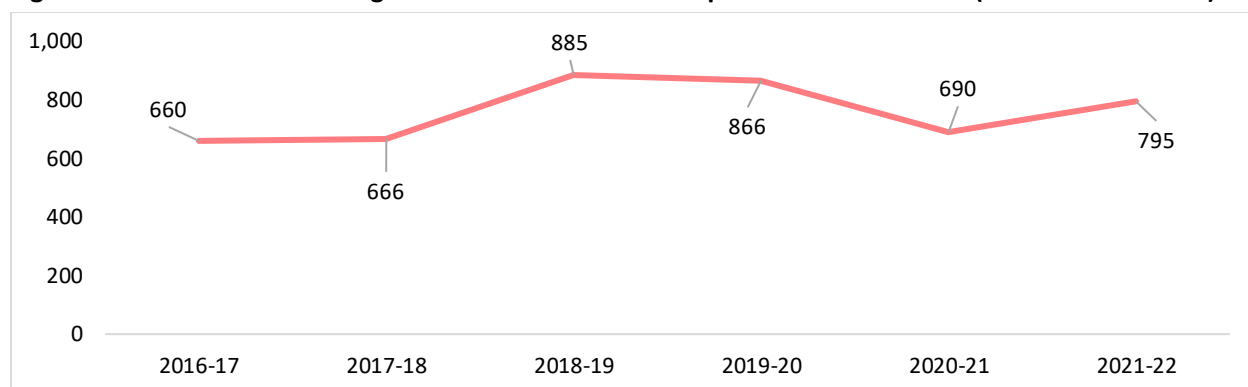
SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including 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 2021-22 school year, districts reported 795 current English learners with limited or interrupted formal education (about 1.4 percent of all current English learners). As figure 6 illustrates, the number of students with limited or interrupted formal education increased from 2016-17 to 2019-20 but decreased in 2020-21 and once again increased in 2021-22.

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

**Figure 6. Number of current English learners with an interrupted formal education (2016-17 to 2021-22)**



Most students with limited or interrupted formal education were in high school (60.8%). Another 27.7 percent were in the middle school grades (grades 6-8), and only 11.6 percent were in the elementary grades.

In 2021-22, 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. Eight 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 2021-22. These eight districts alone enrolled 81 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 numbers 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 2021-22**

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro SD 1J	235
Hermiston SD 8	106
Portland SD 1J	81
Beaverton SD 48J	70
Reynolds SD 7	56
Woodburn SD 103	45
Morrow SD 1	30
South Lane SD 45J3	21

**Current English learners across the state spoke 199 unique home languages.**

Statewide, current English learners spoke about 199 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 76.3 percent of all current English learners. The four next most common languages were Russian, Vietnamese, Chinese, and Arabic. Taken together, these top five languages represent 84.7 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.

## English Learners in Oregon

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 2021-22, districts reported an unidentified home language for 1,348 students, suggesting a need for more training and support in this area.

**Table 5. Most prevalent home languages among current English learners in 2021-22**

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	43,419	76.6%
Russian	1,345	2.37%
Vietnamese	1,251	2.21%
Chinese	1,200	2.12%
Arabic	830	1.46%
Chuukese	688	1.21%
Somali	600	1.06%
English <sup>6</sup>	561	0.99%
Ukrainian	417	0.74%
Japanese	367	0.65%
Marshallese	352	0.62%
Korean	269	0.47%

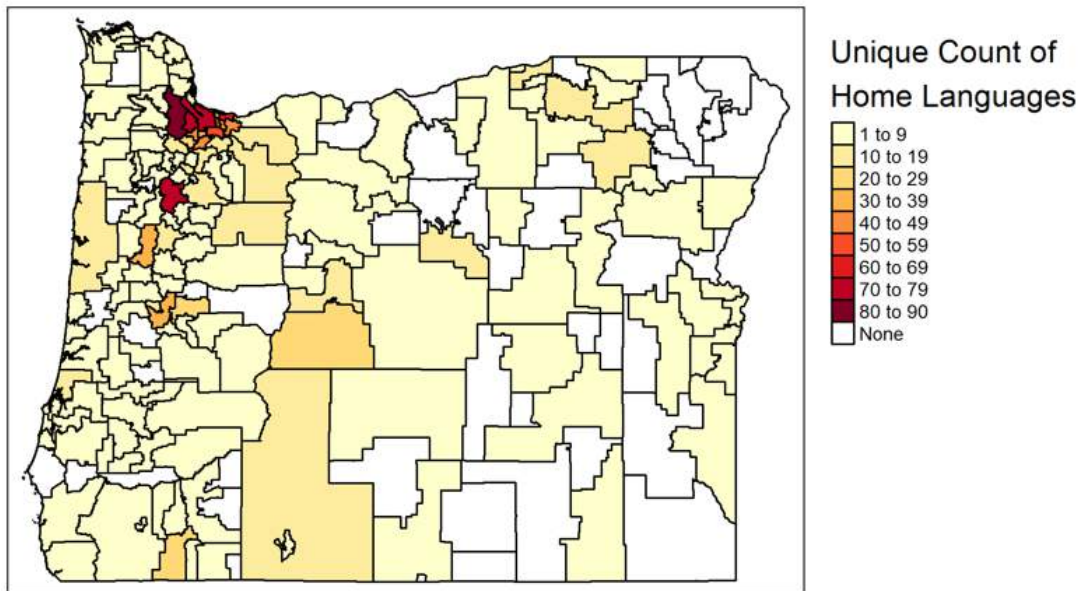
Home languages other than Spanish tend to concentrate in a few districts. Figure 6 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and Salem, provide English language instruction, supports, and services to students with over 60 unique home languages.

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<sup>6</sup> All 561 current English Learners with English as the home language were American Indian/Alaska Native students.



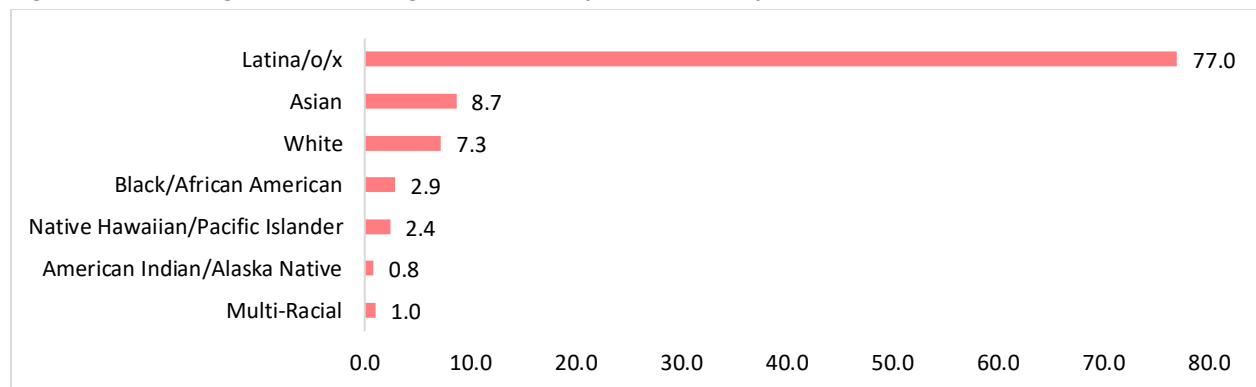
**Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2021-22**



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

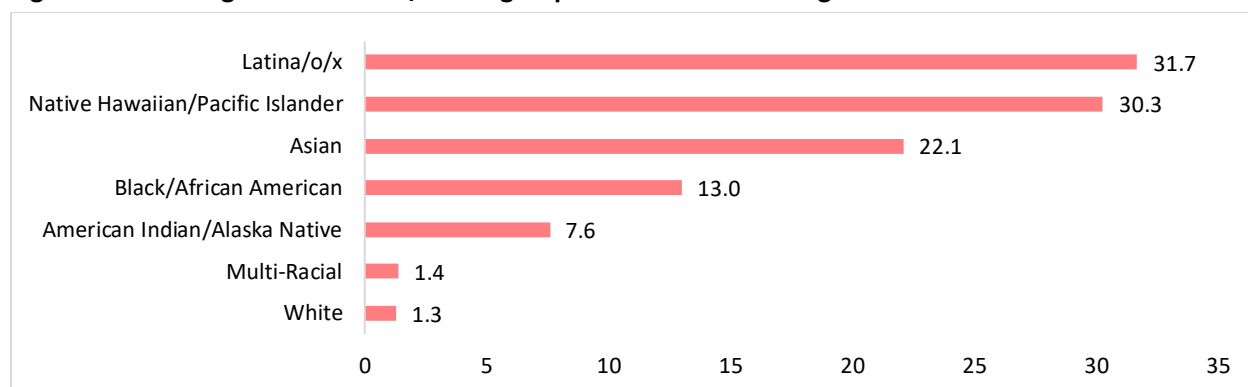
Of the 56,683 current English learners in Oregon during the 2021-22 school year, 43,629 (77%) were Latina/o/x. About 7.3 percent were White and 8.6 were Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see figure 8).

**Figure 8. Percentage of current English learners by race/ethnicity in 2021-22**



It is important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to figure 9, only 31.7 percent of Latina/o/x students were current English learners in 2021-22. Moreover, 30.3 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 2021-22**



## 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 free or 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 2021-22 school year.

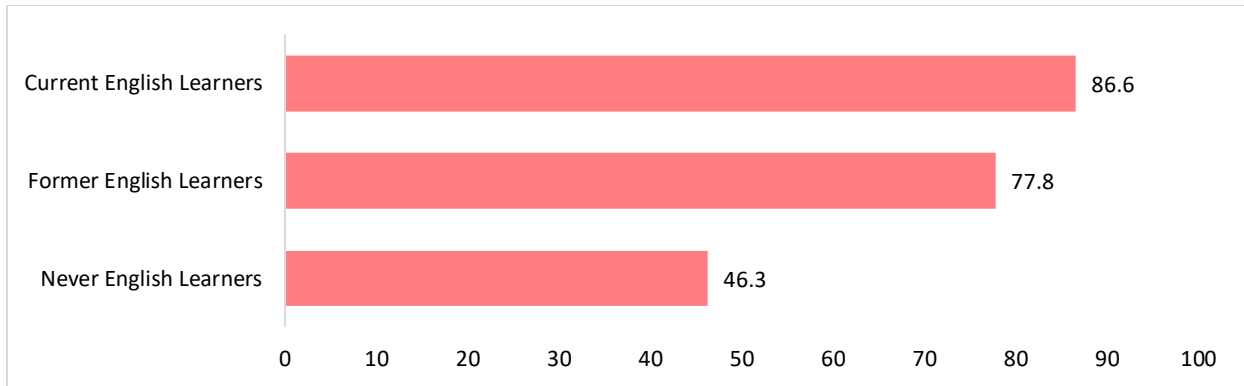
### Free or Reduced Price Meals

Students who come from low-income families (those earning below 185 percent of the federal poverty line) are eligible for free or reduced price meals. The percentage of students receiving free or reduced price meals is an estimate of the level of poverty or economic disadvantage in a school. It is an imprecise measure, since some eligible students and families never apply to the program; however, it provides the best data currently available to compare poverty and economic disadvantage levels across schools and districts.

However, as mentioned in the statewide annual report card (2022), “due to COVID-19, USDA issued a suite of waivers for the School Nutrition Program for the 2020-21 and 2021-22 school years that allowed meals to be served at no cost to all children and eliminated the need for schools to collect Free and Reduced Price Lunch eligibility data. Therefore, there is no accurate eligibility data available for 2021-22” (p. 54).

As a reminder, however, the latest data prior to the COVID-19 pandemic (2019-20) are provided in figure 10. According to the figure, current and former English learners were much more likely than never English learners to be eligible for free or reduced price meals. This suggested that households for current and former English learners were more likely to experience poverty and economic disadvantage. Overall, 86.6 percent of current English learners came from economically disadvantaged households.

**Figure 10. Percentage of current, former, and never English learners receiving free or reduced price meals in 2019-20**



## Special Education

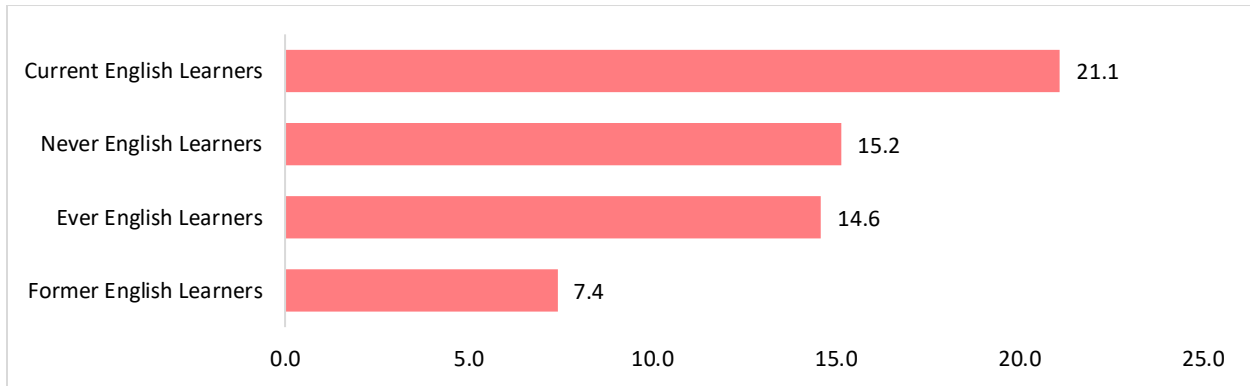
Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

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 prevalent not only in Oregon but across the United States (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez & Damico, 2007; Umansky, Thompson, & Díaz, 2017).

### **Ever English learners and never English learners received special education services and supports at about the same rate.**

As figure 11 illustrates, a far higher rate of current English learners (21.1%) received special education services and supports as compared to former (7.4%) and never English learners (15.2%). However, the percentage of ever English learners (the combination of current and former English learners) receiving services and supports is very similar to that for never English learners.

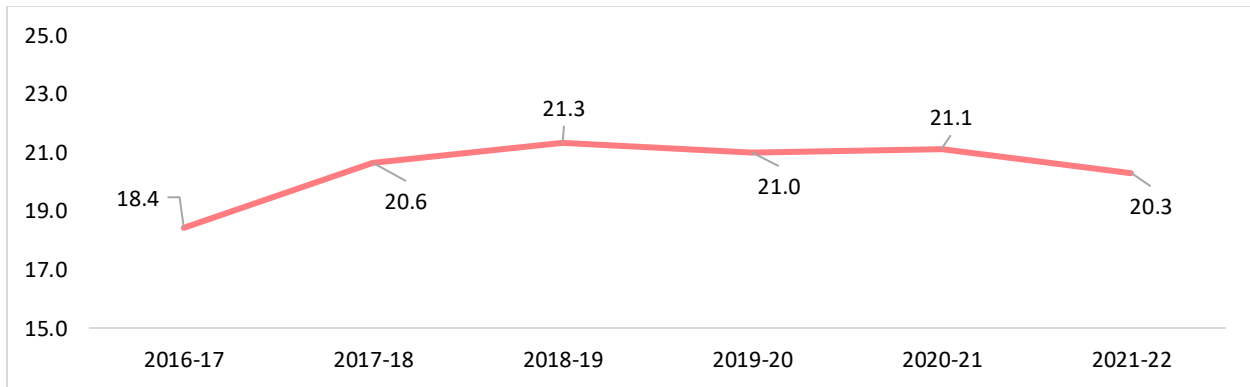
**Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2021-22**



**The percentage of current English learners receiving special education remained consistent in 2021-22.**

In 2021-22, 11,508 current English learners (20.3%) were receiving special education supports and services. The number of current English learners receiving special education services and supports in 2021-22 represents a slight decrease from the year before, when 21.1 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 (2016-17 to 2021-22)**



Most English learners with a disability in 2021-22 had a specific learning disability (3,590 students) or a speech or communication disorder (2,992 students) as their primary disability.<sup>7</sup> Other primary disabilities, in order of frequency in 2021-22, included other health impairments, autism, intellectual disability, emotional behavior disability, deaf or hard of hearing, orthopedic impairment, visual impairments including blindness, traumatic brain injury, and deaf-blindness.

<sup>7</sup> 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 are eligible for migrant education programs if students aged 3-21 can qualify for the Title 1-C program, or/and 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 percent of current English learners were eligible for Title 1-C Migrant Education Programs services in 2021-22.

Oregon has one of the largest migratory student populations nationally. Across the state in the 2021-22, 5,114 current English learners participated in migrant education programs. That number translates to 9.0 percent of all current English learners. It also means that more than half (51.4 percent) of the 9,947 students in migrant education programs were current English Learners in 2021-22. Moreover, 37.4 percent of students in migrant education programs in 2021-22 were former English learners. This also implies that 88.8 percent of the 9,947 students who received services from migrant education programs were ever English learners.<sup>8</sup>

Approximately 97 districts received federal funds in the 2021-22 school year to support their migrant education programs. Districts that did not receive federal funding in 2021-22 did not have eligible students enrolled in their schools and programs. Ten districts with the largest population of English learners participating in their migrant education program in 2021-22 (see table 6).

**Table 6. Districts with the largest number of English learners participating in migrant education programs in 2021-22**

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer SD 24J	513	Klamath County SD	164
Woodburn SD 103	426	Hood River County SD	149
Hillsboro SD 1J	386	Phoenix-Talent SD 4	145
Medford SD 549C	360	Eagle Point SD 9	142
Forest Grove SD 15	280	Beaverton SD 48J	138

## Talented and Gifted

The state requires that all school districts establish policies and procedures to identify students to participate in TAG programs. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas. 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).

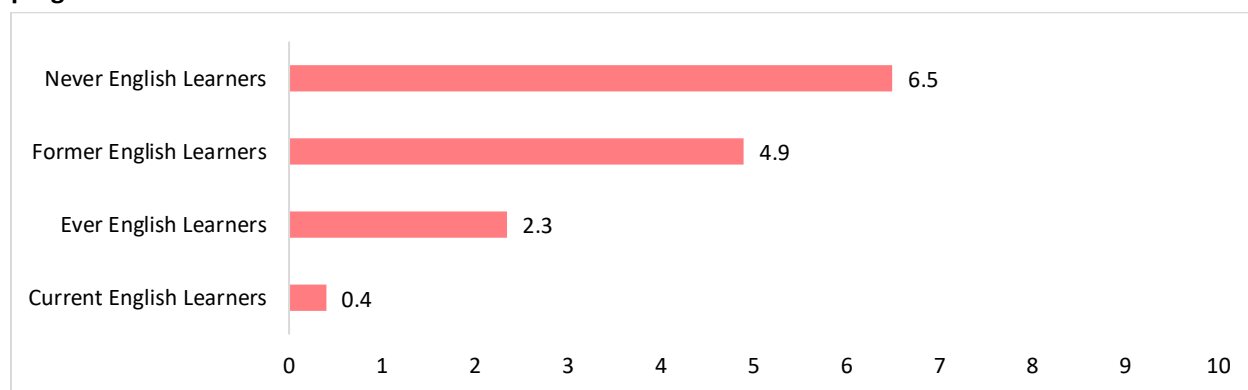
<sup>8</sup> The data for this portion of the report relies on student enrollments as of the first school day in May 2022.

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. Recent findings from the ODE suggest that approximately 10 percent of TAG students drop out of high school (Allen, 2016).

### **Current English Learners were rarely identified for TAG Programs.**

According to figure 13, 6.5 percent of never English learners (29,092 students) were eligible for TAG programs in 2021-22. While 4.9 percent of former English learners were eligible (2,107 students) and 5.3 percent of ever English learners were eligible (2,336 students), less than 1 percent (0.4%) of current English learners were eligible for TAG programs in 2021-22 (229 students). Never English learners were over 16.2 times more likely to be eligible for TAG programs than current English learners in 2021-22.

**Figure 13. Percentage of current, former, ever, and never English learners who participated in a TAG program in 2021-22**



## **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**

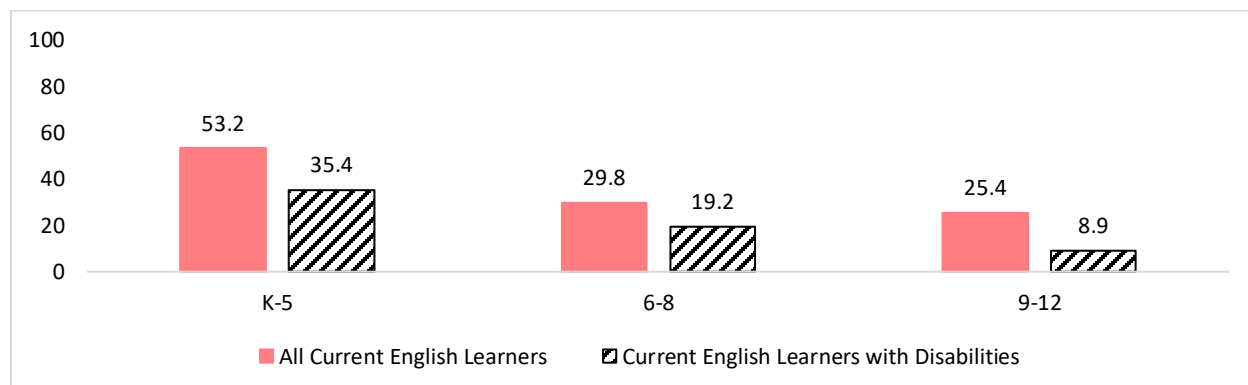
Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student's proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four 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, &

## English Learners in Oregon

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).

According to figure 14, as the grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 53.2 percent in elementary school grades to 25.4 percent in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities where the percentage decreases from 35.4 percent in elementary school grades to 8.9 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. 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 2021-22**



### **Long-term current English learners made up 21.2 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 2021-22, most current English learners (78.8%) were not long-term current English learners; however, this means that 21.2 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 39.8 percent of current English learners with disabilities received English language instruction, supports, and services for more than seven years in 2021-22.

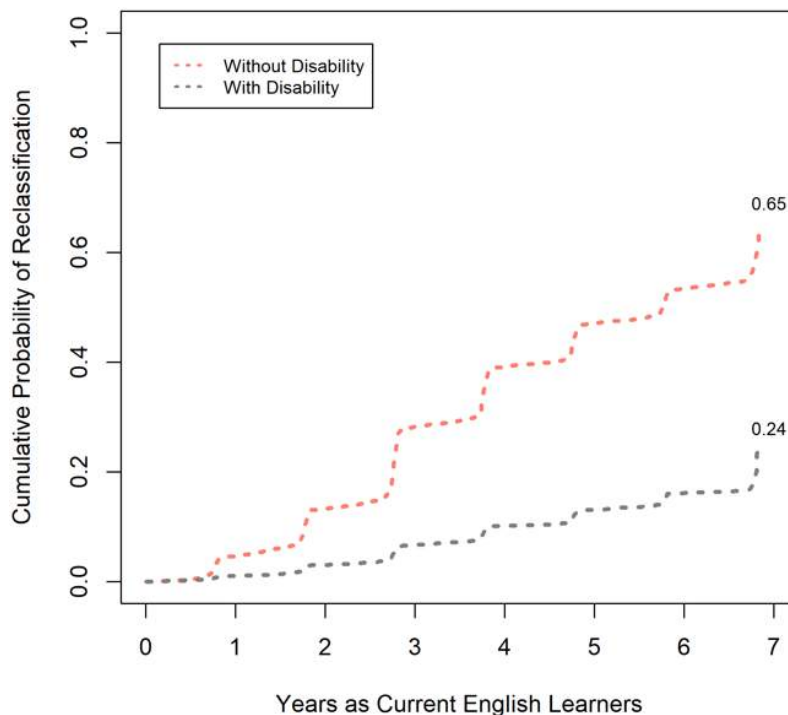
**Approximately 24 percent of current English learners receiving special education services and supports developed English language proficiency in six years.**

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 2021-22 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 2022 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2022).

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, 2015, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after six years is 0.65 (or, after multiplying by 100, 65%). That is, 65 percent of the current English learners without disabilities attained English language proficiency and exited an ELD program within six years. On the other hand, only 24 percent of current English learners with disabilities attained English language proficiency and exited an ELD program with six years. Succinctly put, ELs without a disability are, on average, over twice as much likely to exit the EL program within six years than their EL peers with a disability.

**Figure 15. Probability of reclassification for current English learners with and without disabilities within six years (July 1, 2016 to June 30, 2022)**





## 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. These assessments, offered in English, 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.

### **Former ELs performed similarly or slightly below never ELs in English language arts, while few current ELs met or exceeded state standards.**

At the elementary level (grade 3-5), 7.0 percent of current ELs met or exceeded state standards in English language arts. In contrast, 50.5 percent of former ELs in elementary hit this benchmark. This was close to the percentage of never ELs meeting or exceeding standards, 47.8 percent. In fact in many districts (74), a higher percentage of former ELs, compared to never ELs, met benchmark in elementary English language arts.

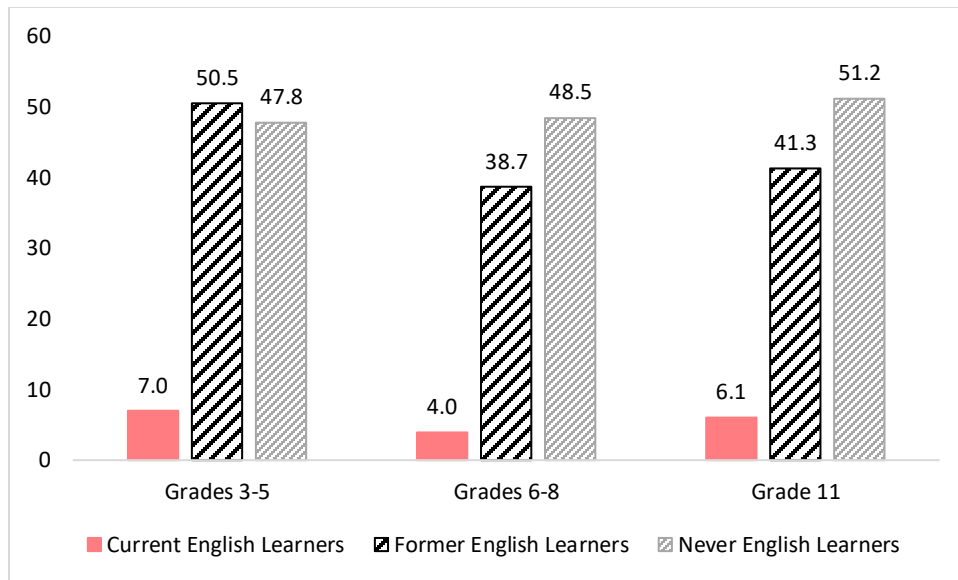
At the middle school level (grades 6-8), 4.0 percent of current ELs met or exceeded state standards in English language arts. Additionally, 38.7 percent of former ELs and 48.5 percent of never ELs met or exceeded standards. In 39 districts, a higher percentage of former ELs, compared to never ELs, met benchmark.

Among high school students (grade 11), 6.1 percent of current ELs, 41.3 percent for former ELs, and 51.2 percent of never ELs met or exceeded state standards. At the high school level, there were 39 districts<sup>9</sup> in which a higher percentage of former ELs than never ELs met the benchmark in English language arts.

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<sup>9</sup> These districts include: Baker SD, Gladstone SD, Astoria SD, Coquille SD, Bandon SD, Elkton SD, City SD, Phoenix-Talent SD, Ashland SD, Central Point SD, Eagle Point SD, Culver SD, Baker SD, Gladstone SD, Astoria SD, Coquille SD, Bandon SD, Elkton SD, Prairie City SD, Phoenix-Talent SD, Ashland SD, Central Point SD, Eagle Point SD, Culver SD, Three Rivers/Josephine County SD, Klamath, Falls City Schools, Klamath County SD, Fern Ridge SD, Creswell SD, Bethel SD, Siuslaw SD, Harrisburg SD, Scio SD, Santiam Canyon SD, Adrian SD, Vale SD, Gervais SD, Jefferson SD, Parkrose SD, Reynolds SD, Centennial SD, David Douglas SD, Dallas SD Milton-Freewater Unified SD, Stanfield SD, Powder SD, Gaston SD, Mitchell SD, Sheridan SD, Knappa SD, Ione SD.

**Figure 16. Percentage of current, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2021-22<sup>10</sup>**



**In math, former ELs performed below never ELs, especially in middle and high school, while less than 10 percent of current EL met or exceeded state standards.**

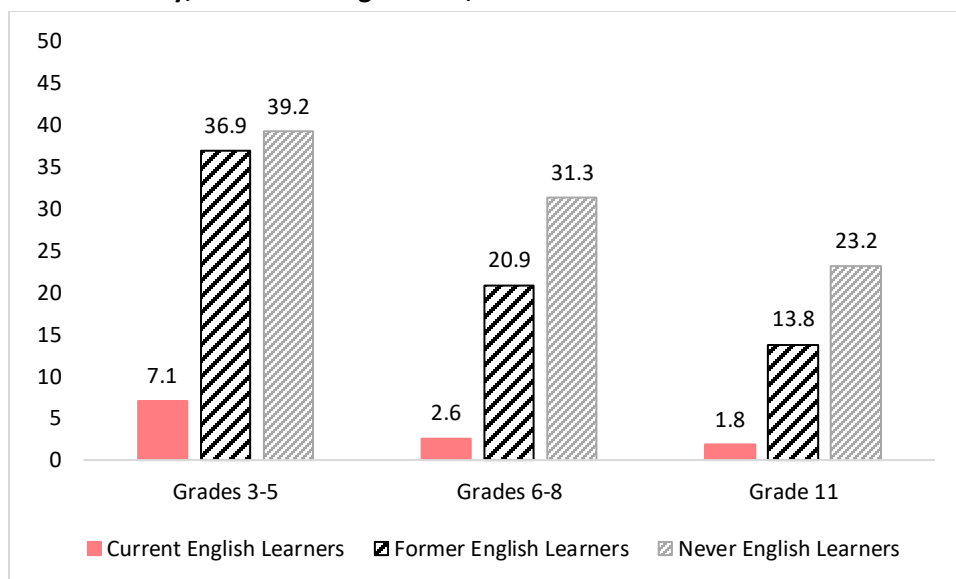
At the elementary level, 7.1 percent of current ELs met or exceeded standards in math (Figure 17). In addition, 36.9 percent of former ELs met or exceeded standards in math. The percentage of never ELs meeting or exceeding standards was somewhat higher, 39.2 percent.

Among middle school students, 2.6 percent of current ELs met or exceeded standards in math, compared to 20.9.2 percent of former ELs and 31.3 percent of never ELs.

Among students in grade 11, 1.8 percent of current ELs, 13.8 percent of former ELs, and 23.2 percent of never ELs met or exceeded standards in math. At all levels and among all groups, fewer students met or exceeded standards in math than in English language arts.

<sup>10</sup> 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.

**Figure 17. Percentage of current, former and never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2021-22<sup>11</sup>**



## 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 postsecondary enrollment.

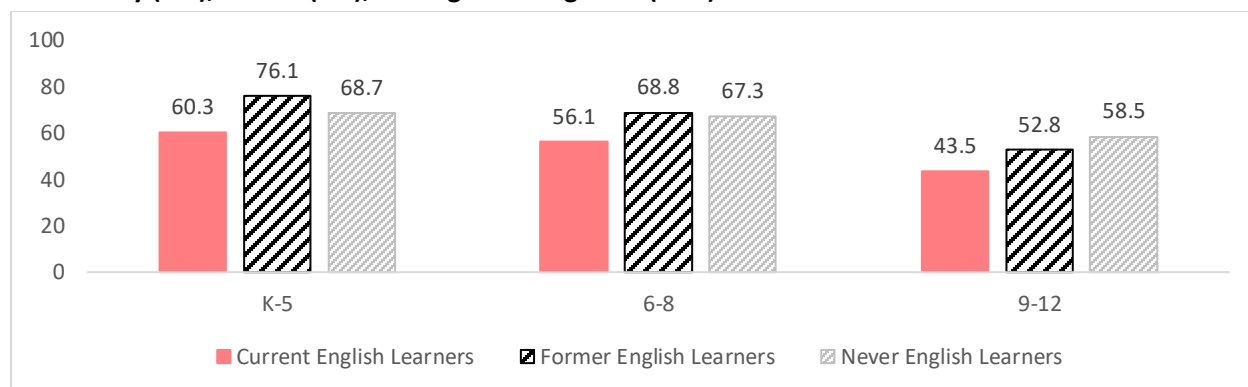
### Regular Attendance

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.

Among elementary grades in 2021-22, former and never English learners have the highest levels of regular attendance (see figure 18). Current English learners, on the other hand, have lower rates of regular attendance in elementary, middle, and high school grades. In fact, regular attendance rates decline considerably for current, former, and never English learners in middle and high school grades (with current and former English learners declining by approximately 17 and 23 percentage points between elementary and high school grades).

<sup>11</sup> Also in this chart, the group “current EL” includes only students who were classified as current ELs at the time of testing.

**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 2021-22**



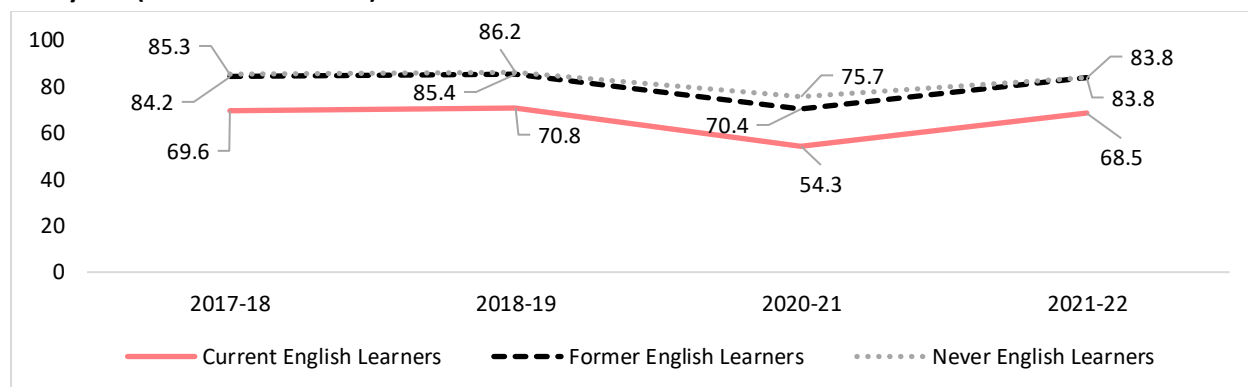
## On Track to Graduate

Around the country, states and districts track whether students in the 9<sup>th</sup> grade are on track to graduate within four years. 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. In Oregon, students in the 9<sup>th</sup> 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 is limited to the number of credits earned and not the specific courses credits earned. From 2016-17 to 2021-22, a higher percentage of former and never English learners were on-track to graduate compared to current English learners.<sup>12</sup>

According to figure 19, former and never English learners in 9<sup>th</sup> grade are on track to graduate at substantially higher percentages than current English learners from 2017-18 to 2021-22. Former and never English learners have very similar percentages. Their gap shrinks from 1.1 percentage points in 2017-18 to 0.8 percentage points in 2018-19. Indeed, the gap between former and never English learners completely closes in 2021-22. From 2017-18 to 2018-19, current, former, and never English learners exhibited some improvement in the percentage of students on-track to graduate. Current English learners’ rates improves by 1.2 percentage points. Despite a considerable decline in 2020-21 due to the impact of the COVID-19 pandemic, all three groups of students experience a sizeable improvement in 2021-22 with the current and former English learners increasing by 14.2 and 13.4 percentage points since 2020-21. It must be noted also that as part of Senate Bill 744 passed in 2021, these students were not required to demonstrate proficiency for three of the nine essential skills as one of their non-credit graduation requirements.

<sup>12</sup> 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 9<sup>th</sup> grade current, former, and never English learners on track to graduate within four years (2017-18 to 2021-22)**



### Four-Year Graduation

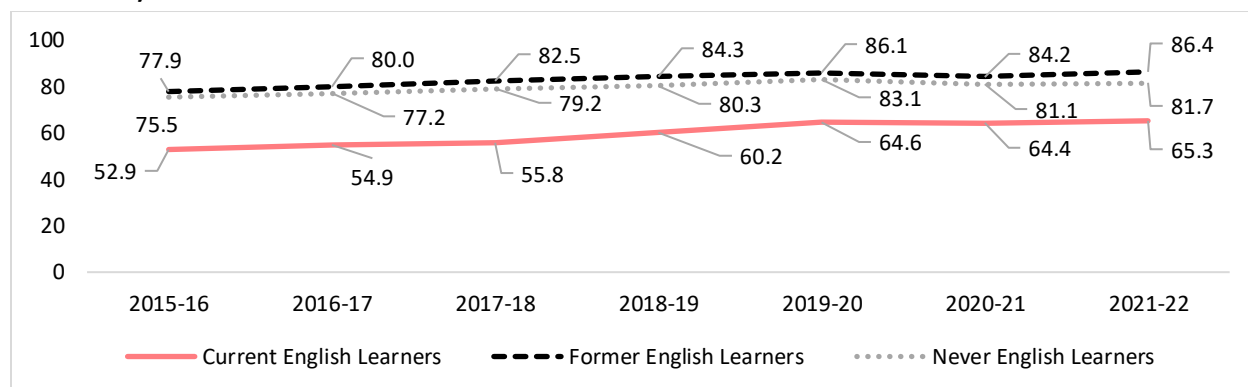
The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting 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. 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. 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.

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 and never English learners graduate in four years at relatively similar rates; however, although similar, the rate for former English learners was higher from 2015-16 to 2021-22. Indeed, consistently since years 2015-16, the four-year graduation rate for former English learners was higher than the rate for never English learners.

Current English learners, on the other hand, graduated in four years at lower rates than former and never English learners; however, it is important to note that the four-year graduation rate for current English learners has grown considerably from 2015-16 to 2021-22 (an increase of 12.4 percentage points).

**Figure 20. Percentage of current, former, and never English learners graduating within four years (2015-16 to 2021-22).**



### Current English learners graduating in four years were over 2.7 times more likely to receive a modified diploma

Modified diplomas are designed for students who meet certain criteria listed in OAR 581-022-2010. Modified diplomas require fewer credits to graduate compared to a regular high school diploma. Among the current English learners who graduated in four years in 2021-22 (i.e., 1,841 students), 202 students (11%) received a modified diploma (see table 7). By contrast, among the former English learners that graduated in 4 years in 2021-22 (i.e., 5,435 students), 117 students (2.2%) received a modified diploma. Finally, among the never English learners who graduated in four years in 2021-22 (i.e., 30,535 students), 1,216 students (4%) received a modified diploma.

In addition, among the students that graduated in four years in 2021-22, current English learners were more than 2.7 times (11 percent ÷ 4%) more likely to receive a modified diploma compared to that for never English learners. Indeed, this ratio increases to 3.4 times (15.4 percent ÷ 4.5%) for cohorts that graduated in five years.

**Table 7. Percentage of students receiving regular vs. modified diplomas**

Student (Diploma Type)	Four-Year Cohort	Five-Year Cohort
Current English Learners (Modified)	11%	15.4%
Former English Learners (Modified)	2.2%	2.7%
Never English Learners (Modified)	4.0%	4.5%
Current English Learners (Regular)	89.0%	84.6%
Former English Learners (Regular)	97.8%	97.3%
Never English Learners (Regular)	96.0%	95.5%

### Oregon State Seal of Biliteracy

The Seal of Biliteracy offers recognition of the many cognitive, academic, and economic benefits of bilingualism. Students can earn a Seal of Biliteracy on their diplomas if they meet the following requirements:

- Meet all graduation requirements, and

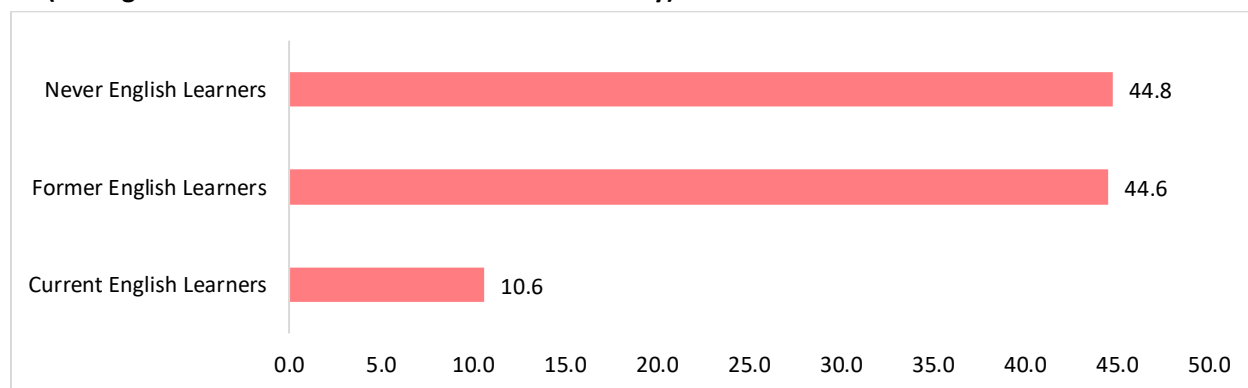
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

The data for this section rely on students who graduated in 2021-22 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners<sup>13</sup> who earned the Seal of Biliteracy in 2021-22.

### **The majority of students who earned the Seal of Biliteracy in 2021-22 were ever English learners and never English learners who are native speakers of languages in addition to English.**

Of the 37,814 students who graduated in 2021-22, 2,078 students (about 5.5%) also earned the Seal of Biliteracy. Among those 2,078 students, 44.8 percent were never English learners, 44.6 percent were former English learners, and 10.6 percent were current English learners (see figure 21). In other words, 55.2 percent of those who earned the Seal of Biliteracy were ever English learners. Note that the majority of students who earn the Seal of Biliteracy are (1) ever English learners and (2) never English learners who are native speakers of languages in addition to English.

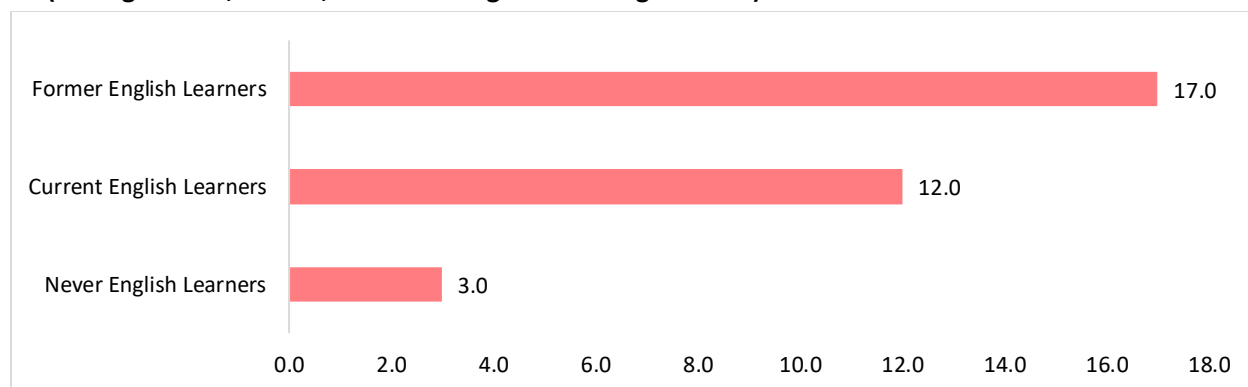
**Figure 21. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2021-22 (among all students who earned the Seal of Biliteracy)**



According to figure 22, among former English learners who graduated in 2021-22, 17 percent earned the Seal of Biliteracy. Moreover, 12 percent of current English learner graduates earned the Seal of Biliteracy in 2021-22. This means that, among ever English learners who graduated in 2021-22, 29 percent also earned the Seal of Biliteracy.

<sup>13</sup> 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.

**Figure 22. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2021-22 (among current, former, and never English learner graduates)**



**Students earned the Seal of Biliteracy for their knowledge of 20 different partner languages; however, Spanish was the most common partner language.**

More than three-quarters of students earning the Seal of Biliteracy (78.2%) had Spanish as their partner language. The next three partner languages, in order of the number of students, were French, Chinese, and Korean, all with 50 or more students earning the Seal of Biliteracy in that language. Spanish, Chinese, Korean, and Russian were the partner languages with the most current and former English learners earning the Seal of Biliteracy. On the other hand, the top three partner languages among never English learners who earned the Seal of Biliteracy in 2021-22 were Spanish, French, Japanese, and Chinese.

**Nine districts had 50 or more students earning the Seal of Biliteracy.**

In 2021-22, nine districts had 50 or more students earning the Seal of Biliteracy (see table 7). Moreover, among Woodburn’s students who graduated in 2021-22, 53.6 percent earned the Seal of Biliteracy. Three other districts in 2021-22 had 10 percent or more of their high school graduates earning the Seal of Biliteracy.

**Table 7. Districts with 50 or more students earning the Seal of Biliteracy in 2021-22<sup>14</sup>**

District	Number of Students	District	Number of Students
Portland SD 1J	344	Corvallis SD 509J	91
Beaverton SD 48J	330	North Clackamas SD 12	81
Salem-Keizer SD 24J	193	Hillsboro SD 1J	79
Woodburn SD 103	156	West Linn-Wilsonville SD 3J	68
Eugene SD 4J	93		

**Postsecondary Enrollment**

The ODE annually examines and publicly reports the percentage of high school graduates who enroll in postsecondary education institutions in Oregon and across the U.S. (e.g., public and private, 2-year and 4-

<sup>14</sup> Note that the counts in this table reflect students who graduated in 2021-22 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy. There were students who earned the Seal of Biliteracy in 2021-22 but were part of the five-year cohort or another cohort.



year, etc.). A postsecondary education affords students a wide range of advantages, including greater employment opportunities, financial security, opportunities to contribute in their community, and greater life satisfaction. The data for this measure uses students who graduated in 2018-19 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations.<sup>15</sup> Moreover, this portion of the report will examine the count and percentage of current, former, and never English learners<sup>16</sup> who enrolled in a postsecondary education institution within 16 months after graduation.

### **Never English learners were more likely to enroll in postsecondary education institutions than current English learners; however, former English learners had comparable postsecondary enrollment rates as never English learners.**

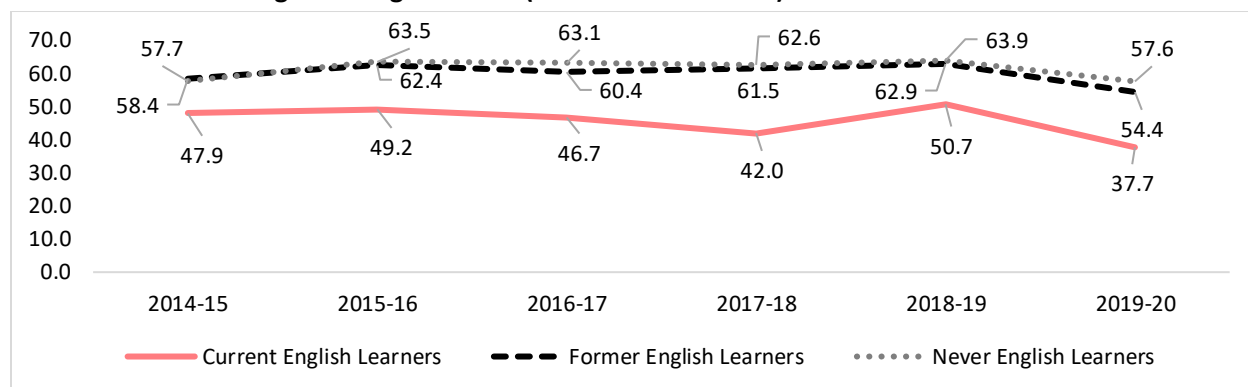
Figure 23 shows the postsecondary enrollment rates by graduation year for three groups of Oregon students. The postsecondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 57.7 to 57.6 percent from 2014-15 to 2019-20. The salmon line displays the same information for students who were current English Learners. Current English learners enrolled in postsecondary institutions at substantially lower rates than never and former English learners. The postsecondary enrollment rates for current English learners annually increased from 47.9 percent in 2014-15 to 49.2 percent in 2015-16; however, they decreased in both 2016-17 and 2018-19 to levels similar to 2014-15. The black dashed line shows the postsecondary enrollment rates for former English learners. The postsecondary enrollment rates for former English learners increased from 58.4 percent in 2014-15 to 62.4 percent in 2015-16. Moreover, since 2015-16, former English learners had postsecondary enrollment rates that were reasonably comparable to never English learners.

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<sup>15</sup> Post-secondary enrollment data for current, former, and never English learners who graduated from high school in 2019-20 were unavailable as of the publication of this report.

<sup>16</sup> 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.

**Figure 23. Percentage of current, former, and never English learners enrolling in postsecondary institutions within 16 months of high school graduation (2014-15 to 2019-20<sup>17</sup>)**



## Section 5: State Revenues and Expenditures for Current English Learners

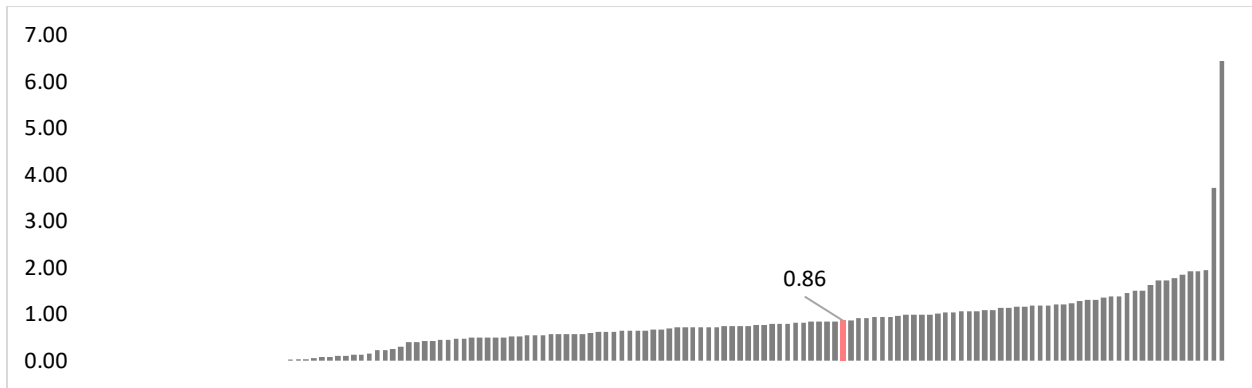
Each year, Oregon’s State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2021-22 was \$9,167.<sup>18</sup> In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is  $0.5 \times \$9,167$  or \$4,584 per current English learner. Altogether, the state allocated \$228,013,853 for these additional English learner funds in the 2021-22 school year.

Figure 24 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 2021-22 was 0.86, meaning that district expenditures on current English learners reflected 86 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts spent more than this percentage (up to 644%), while others reported spending less (as little as 0%). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

<sup>17</sup> The year (e.g., 2019-20) represents the school year in which students graduated from high school.

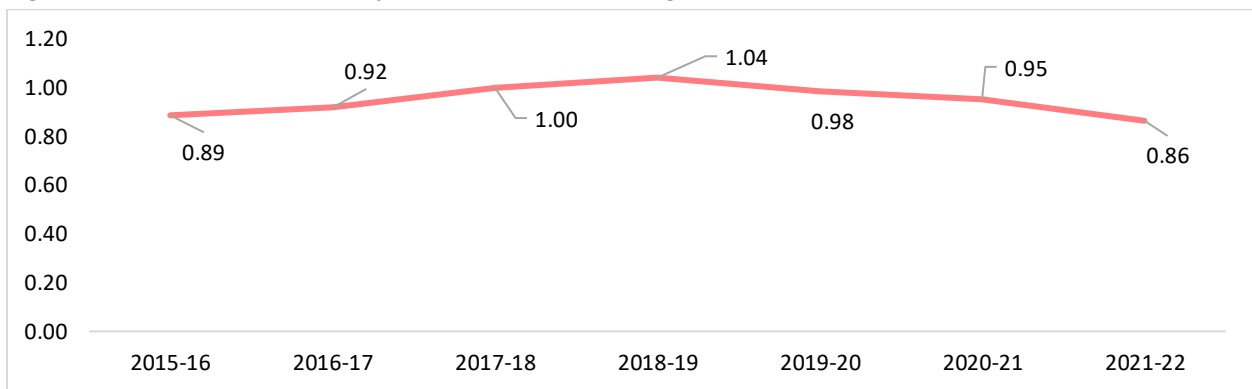
<sup>18</sup> While \$9,167 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

**Figure 24. Ratio of current English learner expenditures to revenues across districts in 2021-22**



As figure 25 illustrates, the statewide ratio increased steadily from 2015-16 to 2018-19; however, in 2019-20 through 2021-22, the ratio decreased below 1.0.

**Figure 25. Ratio of statewide expenditures on current English learners to revenues (2015-16 to 2021-22)**



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 (other supports for current English learners, such as interpretation services or transportation).<sup>19</sup>

Current English learner expenditures for 2021-22 totaled \$196,738,499. Districts accounted for approximately 83.3 percent of the expenditures (\$163,859,331) using Function 1291 and 16.7 percent of the expenditures (\$32,879,169) using Area of Responsibility 280.

In addition to this state funding, districts with at least 69 current English learners may access federal Title III grants, which in 2021-22 provided an additional \$137.29 per student for supplemental current English learner services<sup>20</sup>. Additional information on the grant amounts is available on the [ODE website under Title III Allocations](#).

<sup>19</sup> For a more detailed description of the accounting system categories, see [Oregon’s Program Budgeting and Accounting Manual](#).

<sup>20</sup> Districts with fewer than 69 students can join other districts in a consortium to access these grants.

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## English Learners in Oregon

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**Board / Budget Committee Meeting Dates  
2023-24**

July 11 – Regular Board Meeting (Business Session)
July 25 – Work Session
July 29 – Board Retreat
August 8 – Regular Board Meeting (Business Session)
August 22 – Work Session
September 12 – Regular Board Meeting (Business Session)
September 26 – Work Session
October 10 – Regular Board Meeting (Business Session)
October 24 – Work Session
November 14 – Regular Board Meeting (Business Session)
December 12 – Regular Board Meeting (Business Session)
January 9 – Regular Board Meeting (Business Session)
January 23 – Work Session
February 13 – Regular Board Meeting (Business Session)
February 27 – Work Session
March 12 – Regular Board Meeting (Business Session)
April 9 – Regular Board Meeting (Business Session)
April 23 – Work Session
May 1 (Wednesday) – Budget Committee Meeting (Superintendent’s Budget Message)
May 7 – Regular Board Meeting (Business Session)
May 14 – Budget Committee Meeting
May 20 – Budget Committee Meeting
May 21 – Budget Committee Meeting (Tentative)
May 22 – Budget Committee Meeting (Tentative)
June 11 – Regular Board Meeting (Business Session)
June 25 – Work Session

- ~ Meetings are subject to change.
- ~ Meeting are 6 p.m. unless otherwise posted on the website/agenda.
- ~ Work session (no action items) may be changed to business sessions (with action items)
- ~ Meeting notifications and agendas are posted prior to meetings as required by Oregon Revised Statutes (ORS).
- ~ The board typically hears public comment at regular business meetings or special meetings with action items, but not typically at work sessions.
- ~ Meetings Already Occurred