



**September 11, 2023  
SCHOOL BOARD MEETING  
Regular Session  
5:30p.m.**

**MEETING LOCATION- 455 Adams Ave, Cottage Grove**  
**[Zoom Link Click Here](#)**

The South Lane School Board appreciates hearing from our citizens. We value the ideas, opinions, questions, concerns, suggestions and input from parents and community members. The Board of Directors allows time on their agenda for testimony regarding a published agenda item to its designated place on the agenda. A visitor may introduce another topic not on the published agenda during Public Comment. The Board Chair usually allows three minutes per speaker.

South Lane SD Board of Directors have now opened their Board Room to the Public to view their sessions with limited seating. Citizens are still invited to join the Board meeting online. Meetings will also be broadcast on South Lane Community Broadcasting 14.4. If you wish to speak to the Board, about an agenda item or another topic, please submit an email request to [public.comment@slane.k12.or.us](mailto:public.comment@slane.k12.or.us) to the Board Secretary before noon on the day of the Board meeting. You may also use the signup sheet outside the Board Room before the meeting. Request to speak must include the following:  
Full name, home address, email address, date, agenda item or topic. If you want to submit written testimony, either attach a separate document or include the message in the email request.

Board meetings by Oregon State statute are public for citizens to observe the Board conducting the district business. The meetings are not opportunities for the public to join the Board's discussion. For this reason, when public testimony is provided, Board members do not respond or interact with those providing testimony. This process is often confusing and feels like the Board is unresponsive, but this process is due to Public Meeting Law. If a question is asked, the Superintendent will follow up or ask a Cabinet member to follow up to respond on her behalf

For additional information contact: South Lane District Office at (541) 942-3381 (phone) \* (541) 942-8098 (fax)



Meeting Date: September 11, 2023

- I. Call to Order
- II. Agenda Review
- III. Consent Agenda (Action)
  1. 6-12 Draft Minutes
  2. 7-10 Draft Minutes
  3. Resolution 24-02 Bus Purchase
  4. Resignations/LOA/Retirements/New Hires \*Attached
- IV. Public Comment
- V. Reports/Discussion
  1. OSEA Representative Report
  2. SLEA Representative Report
  3. Oregon Learners Annual Report
  4. South Lane Online (SOLO) Update
  5. Change in Board Professional Development
  6. Community Care Coordination (Triple CCC) Year in View – [Video](#)
  7. Equity Stance
- VI. Administrative Reports/Discussion
  1. Superintendent Update
  2. Finance Office Update
- VII. Business (Action)
  1. English Language Development (ELD) Police and Practice- *Action*
  2. Policy Section G 1<sup>st</sup> Read
  3. Superintendent Goals & Evaluation –*Action*
- VIII. Upcoming Dates
  - September 25, 2023, Board Work Session
  - October 2, 2023, Board Regular Session
  - October 16, 2023, Board Work Session
- IX. Board Committee and School Events Reports
- X. Adjournment



## SOUTH LANE SCHOOL DISTRICT 45J3

Children Come First • Always Learning, Teaching, Caring • Safe, Respectful, and, Inclusive Schools & Community

### Meeting Minutes for Meeting on: June 12, 2023

#### [Agenda/Minutes/Meetings Published to View](#)

#### Board Members Present:

Colleen Valley  
Dustin Bengtson  
Gary Mort  
Jerry Settlemeyer  
Sherry Duerst-Higgins  
Tammy Hodgkinson  
Taylor Wilhour

#### **Call to Order and Flag Salute**

Board Chair Dustin Bengtson called the meeting to order and led the flag salute at 5:40 p.m.

#### **Public Welcome**

Chairman Bengtson welcomed the public and reviewed the Agenda.

#### **Budget Public Hearing**

Public Input on 2023-2024 Approved Budget

Public Comment -0- No Public Comment

Adjournment of Public Hearing



**Consent Agenda (Action)**

1. 5-1 Draft Minutes
2. 5-22 Draft Minutes
3. 6-1 Draft Minutes
4. Restricted Funds (Track) –Bank Account
5. Resolution 23-03 Adjusting Beginning Balance-Supplemental Budget
6. Resolution 23-04 Adoption of the 2023-2024 Budget
7. Resolution 23-05 & 23-06 Appropriations & Resolution 23- Imposing the Tax
8. Policy Section K/L- District-Community Relations\*Attached
9. Out of Country Cottage Grove High School –France/Germany
10. Resignations/LOA/Retirements/New Hires \*Attached

Board Member Wilhour made a motion to approve the Consent Agenda with Board Member Duerst-Higgins seconding the motion. Board Member Settlemeyer requested Items 6 and 7 be removed. The motion was passed with a unanimous vote excluding items 6 and 7 from the Consent Agenda.

\*Board Member Duerst-Higgins would like to add the first name to ‘Budget Member’ Valley for the May 22 minutes to be clear between Board/Budget Members.

Board Member Duerst-Higgins made a motion to approve the Consent Agenda items 6 and 7 with Board Member Hodgkinson seconding the motion. The motion passed with a 6-1 vote.

**Public Comment**

**Lindsey Parsons-** Spoke on 3 R’s Health.

**Bryan Parsons-** Spoke on suppression of speech.

**Bonnie Sanos-** Spoke on observations.

**Thea Peterson -** Spoke on health curriculum as a physician and parent.



### **Reports/Discussion**

*Click the link above to view all Representative Reports in detail.*

1. OSEA Representative Report- A letter was sent previously to the Board.
2. SLEA Representative Report- Emily Quindry shared appreciation for the care during the quarantine and gave Best Wishes to the Current Board.
3. Student Representative Report- Not Present

### **Chairman Bengston called for a 5 minute Break**

### **Administrative Reports/Discussion**

1. Superintendent Update- Dr. Curtis turned it over to Jeremy Smith to share the Professional Learning Community 'Wrap Up' for the Year.
2. Finance Office Update- Celia Gowing gave her department update.

### **Business (Action Items)**

1. Health Curriculum – Laura Gerick, Principal  
Board Member Wilhour made a motion to approve the Health Curriculum with Board Member Mort seconding the motion. The motion was passed with a unanimous vote.

2. Policy Re-Write OSBA  
Section E- Support Services  
Section F- Facilities  
Sections J- Students

Section G- Personnel was completed by the Policy Re-Write team with the last meeting on May 23, time did not allow the board to receive the first read edits for this meeting.

Board Member Bengtson made a motion to approve Policy sections E, F, and J per the linked board report along with Appendix D with Board Member Hodgkinson seconding the motion. The motion was passed with a unanimous vote.



## SOUTH LANE SCHOOL DISTRICT 45J3

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Board Member Wilhour brought policy BDDH-Public Comment up for discussion. The board agreed to edit the policy to allow two opportunities per year on the same topic, this will support staff, the community, and the work of the board.

Board Member Wilhour made a motion to revise Policy BDDH Public Comment to limit repeat Public Comment topics to two times per year with Board Member Mort seconding the motion. The motion was passed with a unanimous vote.

### Upcoming Dates

- July 10, Board Regular Session (TBD)
- August 7, 2023 Board Regular/Work Session 9:15-1:15 (?)
- August 21, 2023 Board Special Session
- September 11, 2023 Board Regular Session
- September 25, 2023 Board Special Session

### Board Committee and School Events Reports

*Click the link above to view the Board of Directors Reports.*

### Adjournment

Chairman Bengtson adjourned the meeting at 8:59 p.m.

Meeting minutes were prepared by Tonya Kerns, Secretary of the Board.

### Date:

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Dustin Bengtson, Board Chair

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Dr. Yvonne Curtis, Superintendent



## SOUTH LANE SCHOOL DISTRICT 45J3

Children Come First • Always Learning, Teaching, Caring • Safe, Respectful, and, Inclusive Schools & Community

### Meeting Minutes for Meeting on: July 10, 2023

#### [Agenda/Minutes/Meetings Published to View](#)

#### Board Members Present:

Colleen Valley

Duane Taddei

Joe Tucker

Sherry Duerst-Higgins

Tammy Hodgkinson

Taylor Wilhour

Tina Murphy

#### **Call to Order and Flag Salute**

Superintendent Curtis called the meeting to order and led the flag salute at 4:00 p.m.

Swearing in of New South Lane School Board of Directors

Tina Murphy

Duane Taddei

Joe Tucker

#### **Agenda Review**

##### **Election of Officers**

Board Member Duerst Higgins nominated Board Member Wilhour as Board Chair with Board Member Valley seconding the nomination. Board Member Hodgkinson nominated Board Member Valley as Vice Chair with Board Member Duerst-Higgins seconding the nomination. The nominations were passed with a unanimous vote.

The Meeting was then turned to newly elected Board Chair Taylor Wilhour.



Consent Agenda (Action)

1. Resolution 24-01 South Lane SD (2023-24) re-Organizational

Board Member Valley made a motion to approve the Consent Agenda with Board Member Hodgkinson seconding the motion. The motion was passed with a unanimous vote.

**Upcoming Dates**

- August 16, 2023, Board Work Session 1:00 p.m. ‘Professional Development’.
- September 5, 2023, District Welcome Back at Cottage Grove High 8:00 a.m.
- September 11, 2023, Board Regular Session
- September 25, 2023, Board Work Session

Board Member Taddei asked Chairman Wilhour to place the Equity Stance on an upcoming Agenda for discussion.

**Adjournment**

Chairman Wilhour adjourned the meeting at 4:20 p.m.

Meeting minutes were prepared by Tonya Kerns, Secretary of the Board.

**Date:**

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Taylor Wilhour, Board Chair

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Dr. Yvonne Curtis, Superintendent



**Date:** Sep 11, 2023  
**To:** SLSD School Board  
**From:** Celia Gowing, Director of Finance  
**Subject:** Bus Purchase and Financing Arrangement - Resolution 23-02

Background: The Federal Environmental Protection Agency (EPA) mandated that older buses be decommissioned from service. All buses built before 2007 need to be scrapped and replaced by January 1, 2025. We had 17 buses to replace. We have replaced 11 buses leaving us with 6 more to replace. We can receive funding from the Department of Environmental Quality (DEQ) up to \$50,000 per qualifying replacement bus.

Where we are now: Our budget for the current fiscal year provides for the purchase of 3 to 4 buses, depending on cost and grant funding from DEQ. We have 2 buses ready to purchase from Western Bus Sales for a combined cost of \$372,618. The 2 buses are 2023 Blue Bird All American 78 passenger school buses. We are working with DEQ for funding for both replacement buses. The buses being replaced are a 1992 Blue Bird 78 passenger bus and a 1993 Blue Bird 72 passenger bus.

We have received leasing terms from Santander Bank as follows:

	Date	Payment	Interest	Principal	Balance
Loan	09/15/2023		5.948%		372,618.00
1	10/15/2023	83,782.00	1,821.64	81,960.36	290,657.64
2	10/15/2024	83,782.00	17,288.32	66,493.68	224,163.96
3	10.15.2025	83,782.00	13,333.27	70,448.73	153,715.23
4	10/15/2026	83,782.00	9,142.98	74,639.02	79,076.21
5	10/15/2027	83,782.00	4,705.79	79,076.21	0.00
Totals		418,910.00	46,292.00	372,618.00	

Lease payments are made from the bus replacement fund, which is primarily funded by depreciation reimbursement from the State School Fund grant and general fund transfers.

The district currently has four lease obligations remaining with annual payments and due dates of:  
 \$22,387.89 due through July 15, 2024 (1 2018 bus, 3.25%)  
 \$61,420.28 due through July 15, 2025 (3 2019 buses, 3.47%)  
 \$49,996.38 due through July 15, 2026 (2 2019 micro buses & 1 2020 bus, 3.25%)  
 \$68,627.87 due through July 15, 2027 (4 2021 buses, 2.37%)

Staff Recommendation: Staff recommend that we purchase 2 buses and sign the lease agreement as presented. The district will decommission 2 existing buses as required and will dispose of the buses as per EPA and DEQ guidelines.

Attachments:

Lease Documents

[Proposed Lease Agreement](#)



**RESOLUTION 24-02**  
**(School Bus Purchase and Financing Arrangements)**

**WHEREAS**, the Board of Directors of the South Lane School District 45J3 are aware of federal environmental protection agency laws concerning the mandated replacement of school buses built before 2007 by January 1, 2025; and

**WHEREAS**, the Director of Finance has recommended that the district purchase these capital items through long-term financing arrangements; and

**WHEREAS**, lease payments are provided primarily through the State School Fund based on capital equipment depreciation reimbursements; and

**WHEREAS**, per district policy DJ – District Purchasing, purchases for which adequate appropriations exist must still be approved by the district’s Board of Directors if the purchase price exceeds \$150,000;

**BE IT RESOLVED** that the Board, recognizing a need in transportation and the necessity for long-term financing, authorizes the Director of Finance to enter into long-term financing agreement with Santander Bank and with the financing terms listed below for the purchase of 2 2023 Blue Bird All American 84 passenger school buses.

\_\_\_\_\_

Board Chair

\_\_\_\_\_

Date

\_\_\_\_\_

Superintendent

\_\_\_\_\_

Date

**Financing Terms as provided by Santander Bank**

	Date	Payment	Interest	Principal	Balance
Loan	09/15/2023		5.948%		372,618.00
1	10/15/2023	83,782.00	1,821.64	81,960.36	290,657.64
2	10/15/2024	83,782.00	17,288.32	66,493.68	224,163.96
3	10.15.2025	83,782.00	13,333.27	70,448.73	153,715.23
4	10/15/2026	83,782.00	9,142.98	74,639.02	79,076.21
5	10/15/2027	83,782.00	4,705.79	79,076.21	0.00
Totals		418,910.00	46,292.00	372,618.00	



**Date:** 9-11-2023  
**To:** SLSD School Board  
**From:** Human Resources  
**Subject:** Personnel Changes

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**STAFF RECOMMENDATION:**

Approve the personnel action for licensed employees as reflected below.

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**New Hires for 2023-2024**

New Hire, Andrew Coe, Physical Education Teacher, 1.0 FTE, HARR

New Hire, Jennifer Garcia, School Psych Intern, 1.0 FTE, District

New Hire, Sofie Borders, Elementary Teacher, 1.0 FTE, HARR

New Hire, Christopher Ferguson, Math Teacher, 1.0 FTE, CGHS

New Hire, William Bartram, School Nurse, 1.0 FTE, District

New Hire, Faith Falk, TEMP Language Arts/Social Studies Teacher, 1.0 FTE, LMS

New Hire, Peter Iten, TEMP GED Instructor, 0.5 FTE, AKHS

New Hire, Sergio Dussan, Math Teacher, 1.0 FTE, CGHS

New Hire, Clair Manley, ELD Teacher, 1.0 FTE, BOH

New Hire, Krystal Bowman, Elementary Teacher, 1.0 FTE, HARR

New Hire, Jennifer Lingenfelter, Electives Teacher, 1.0 FTE, LMS

New Hire, Daniel Bowman, Physical Education Teacher, 1.0 FTE, CGHS

New Hire, Madelyn Hatch, Elementary Teacher, 1.0 FTE, HARR

New Hire, Karah Mckay, Social Studies Teacher, 1.0 FTE, CGHS

New Hire, Angelina Kendoll, Elementary Teacher (6-8), 1.0 FTE, LON

New Hire, Cornelia Wonham, TEMP Counselor, 0.6 FTE, LMS

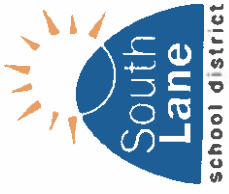
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**Resignations/Retirements**

Resignation, Autumn Maker, LA/SS Teacher, 1.0 FTE, LMS

\* for Website

## BOARD MEETING SPEAKER SIGN IN SHEET



Meeting Date: September 11, 2023

A Visitor May Speak on any topic **listed** on the agenda during Public Comment

\*Non agenda items may be introduced and considered

*There will be public comment after approval of the Consent Agenda for citizens to address the Board. If you wish to address the Board, you must sign-up before the meeting begins. Statements by members of the public should be brief and concise.*

- ✓ The Board Chair will call your name when it is your turn to speak.
  - ✓ You will address the Board with your public comment limited to 3 minutes for each individual. Due to time constraints, the board may limit the number of individual comments to those related to Agenda Items.
  - ✓ Please sign below, completing all sections. If not completed fully it may result in the inability of the board to call you for public to be heard.
  - ✓ When called, please state your name, relationship to district, place of residence and the subject which you will address.
  - ✓ \*If you would like to address the Board on a topic not on the Agenda Please submit a request in writing to the Board Secretary
- \*\*Public Comment Request-Non Agenda Item Form.

NAME	* ADDRESS	TOPIC	IS TOPIC ON AGENDA?
Christopher Bellenbaum	<del>XXXXXXXXXX</del>	Supportive hiring	Yes
Bohemia PTA	email		
Bryan Parsons	Email - letter - Sent to Board	10 am	
FIE DAVES	<del>XXXXXXXXXX</del>	email sent to board.	
Domiesano	<del>XXXXXXXXXX</del>	Troublemakers	NO
Quay Yoss	<del>XXXXXXXXXX</del>	London school	?

\* for Website

Ⓟ emailed to Board Members

To the South Lane School Board,

\* Recently [REDACTED] viewed a video containing sexually explicit material published by a teacher in our district, and stated on the news that it did not cross a line. If a teacher publishing sexually explicit content on a public forum is not considered crossing a line, then either we no longer care how a teacher may influence children to act, or we are saying that sexually explicit material is appropriate for young children. Neither of these conclusions should be true of a school district that claims to keep children first. Had I ever published something like that while working for the South Lane School District, I would have expected to be fired because of the agreements I signed with the district and TSPC regarding conduct.

Teachers influence children. For the 5 years I taught the middle school classroom at London, I understood that apart from their parents, I was the most influential person in my student's lives. The middle school classrooms at London and Dorena are unique. Those students are with one teacher all day, every day, every class period, for three years. No other teachers in the district have such an influential role. A teacher in those positions must be held to the highest standards of conduct.

Right now, students at London School are forced to make a particular moral or philosophical judgment without regard to their personal beliefs or the beliefs of their family of origin. To call a teacher by a preferred pronoun or prefix is compelled speech that disregards a child's own logic or judgment. What is more, to use preferred pronouns is lying since it denies physical reality. It also lacks compassion since it encourages a lifestyle that often comes with depression, suicidal ideation, surgeries, and life long medication with complications that range from permanent sterilization to increased risk for cancer.

It seems clear that many in the South Lane School District are promoting an agenda at the expense of children and their families. This agenda pervades our district to the very youngest ages. I have seen a preschool teacher applauding at the suggestion that we should gender transition children at school without informing parents.

This district will continue to hemorrhage families until drastic action is taken. South Lane must adopt a policy to check the social media accounts of all new hires and inform parents if a child transitions at school.

Thank you for your consideration.  
Bryan Parsons



**Date: 9-11-23**

**To:** SLSD School Board  
**From:** **Stephanie Rogers, OSEA Chapter 32 President**  
**Subject:** **Monthly Report for Classified**

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This year is off to a good start! There has been great communication between the District and our Union. I have met with the new HR Director, Reta Doland, and the Director of Finance, Celia Gowing, several times over the summer to work with classified employees regarding their changes in benefits to align with our contract. These meetings went very well and members were able to get their questions answered in a timely manner.

Reta has also reached out to Union leaders to get our input on the classified PLC's for the year. It feels good to be included on decisions that impact classified employees, which gives us hope for a brighter future!

SLEA Board Meeting Report Sep 11, 2023

My name is Emily Quindry , I have been an elementary special education teacher for 16 years. I currently lead the Hawks Nest Classroom at Harrison Elementary where our main objective is to increase inclusive practices in the school, create shared learning opportunities, and grow the virtue of acceptance in all of our Bobcat students.

I am the current President of the South Lane Education Association.

It's nice to see you all again and I look forward to a productive year of working as a team to educate and serve the children in and around the community of Cottage Grove.

Since this is a new school year and we have some new members here on the team, I thought it would be a good time to review language from Board Policies, common practice for School Board members in the state of Oregon, and the current Collective Bargaining Agreement.

First of all, I'm sure we can all agree that the people with microphones tonight are viewed as leaders among the groups we represent. As such, we have an obligation to conduct ourselves in a way that makes us worthy of the respect we are shown. Leaders are trusted to follow the contracts that we entered into with our position.

According to the Oregon School Boards Association a board member following the Codes of Conduct

Refuses to use board membership for personal or family gain or prestige. Announces conflicts of interest before board action is taken.

Refuses to bring personal or family problems into board considerations

Gives the staff the respect and consideration due skilled and professional employees.

Understands the chain of command and refers problems or complaints to the proper administrative office

Presents personal criticism of school system operations to the superintendent, not to staff or at a board meeting.

Insists that all board and district business is ethical and honest

Is open, fair, honest- has no hidden agenda

This makes it clear that,

the board does not directly supervise district employees and should be careful to act through the superintendent in personnel matters.

In Board policy Code: GBNA regarding

Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff It states that “the Board is committed to providing a positive and productive learning and working environment. Hazing , harassment, intimidation, bullying, menacing, and acts of cyberbullying of staff, students or third parties by staff, students or third parties is strictly prohibited and shall not be tolerated in the district.

Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise

participates in an investigation or inquiry is also strictly prohibited. Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or Board. Individuals may also be referred to law enforcement officials.”

As a special education teacher, I must comply with my contract for the safety of students and staff. If I don't, there will be consequences. Everyone in this meeting is under the same obligation.

This union will continue to monitor and take legal action, if necessary, to ensure members of the Board are held accountable for violations of their contract and our mutual compact to honor and value the respect and dignity of all students, which, in turn, covers all staff members of the district.

I received quite a number of alerts, emails, and messages from very upset certified members, then warnings from administrators, about disturbing words and actions in the community during the past couple of weeks and even since Board Elections took place in the spring. My role as president is to represent members, give them a voice, and ensure they are protected from all types of harm. Therefore, I was compelled to deliver this message to you tonight.

My hope is that School Board meetings don't become a public place for hateful or divisive rhetoric which in turn violates board policy.

As a union member and local leader, I abide by the tenet that “An injury to one, is an injury to all.”

Thank you for your time

# English Learners in Oregon

Annual Report 2021-22

June 2023



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## **Acknowledgements**

Appreciation is extended to the following ODE staff members who have assisted districts to submit data included in this report, built and maintained ODE data collection systems, aided in the analysis and interpretation of data, and provided thoughtful feedback on the report.

### **Office of Teaching, Learning, and Assessment**

Jennifer Patterson, Assistant Superintendent

Mary Martinez-Wenzl, Director

Reza Norouzian, Research Analyst

Kim Miller, Education Program Specialist

### **Office of Equity, Diversity, and Inclusion**

Deb Lange, Assistant Superintendent

Kelly Kalkofen, Education Program Specialist

Mirela Blekic, Education Program Specialist

Mariana Praschnik-Enriquez, Education Program Specialist

Ana Salas, Executive Support Specialist

Susy Mekarski, Education Program Specialist

### **Office of Finance and Information Technology**

Mike Mendez, Director

Lauren Holstein, Business Analyst

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

Dan Farley, Assistant Superintendent

Jon Wiens, Director

Andrea Lockard, Director

Ben Wolcott, Education Program Specialist

W. Joshua Rew, Psychometrician

Greg Houser, Research Analyst

Evan Fuller, Research Analyst

Stephanie Evers, Research Analyst

## 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.

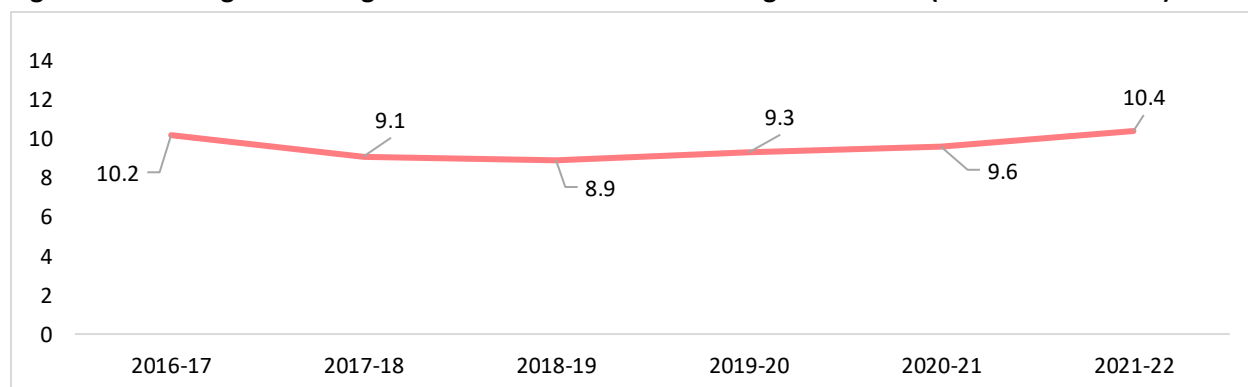
## Section 1: Demographics of English Learners in Oregon in 2020-21

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.

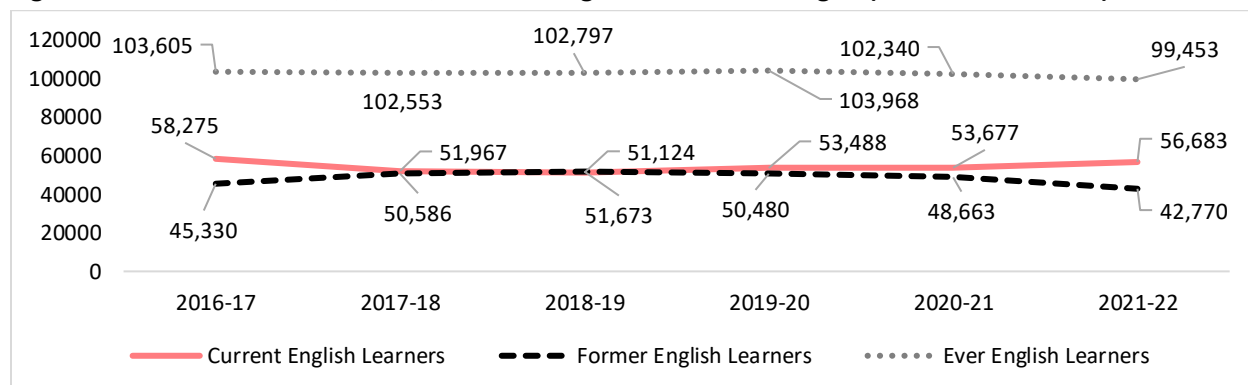
## English Learners in Oregon

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.

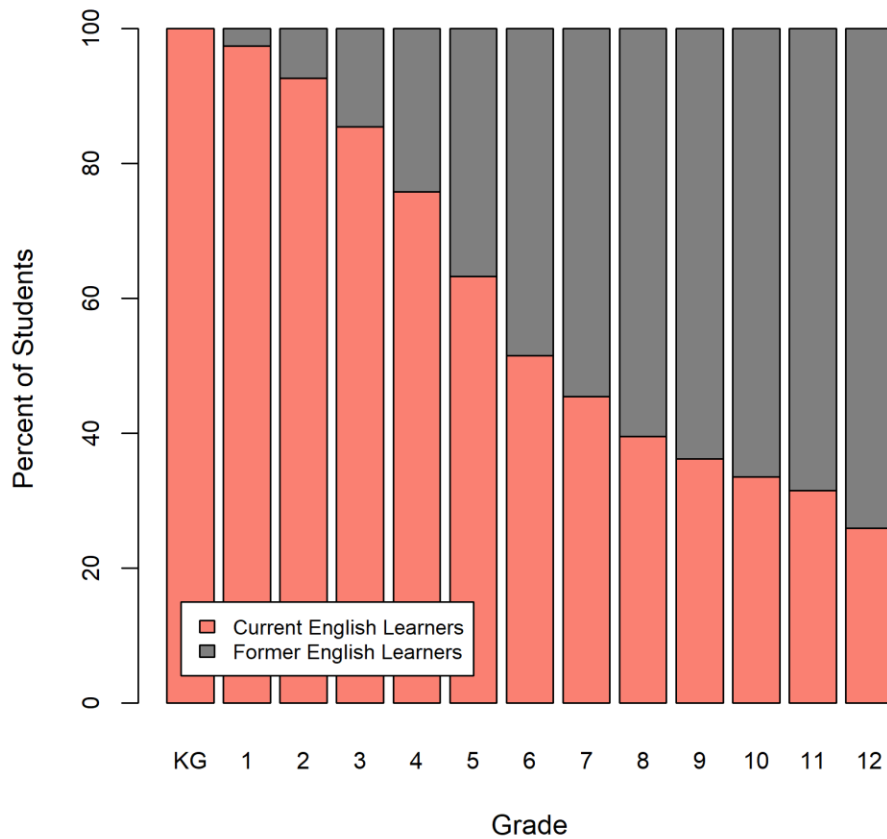
**Figure 2. Number of current, former, and ever English Learners in Oregon (2016-17 to 2021-22)**



### **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.

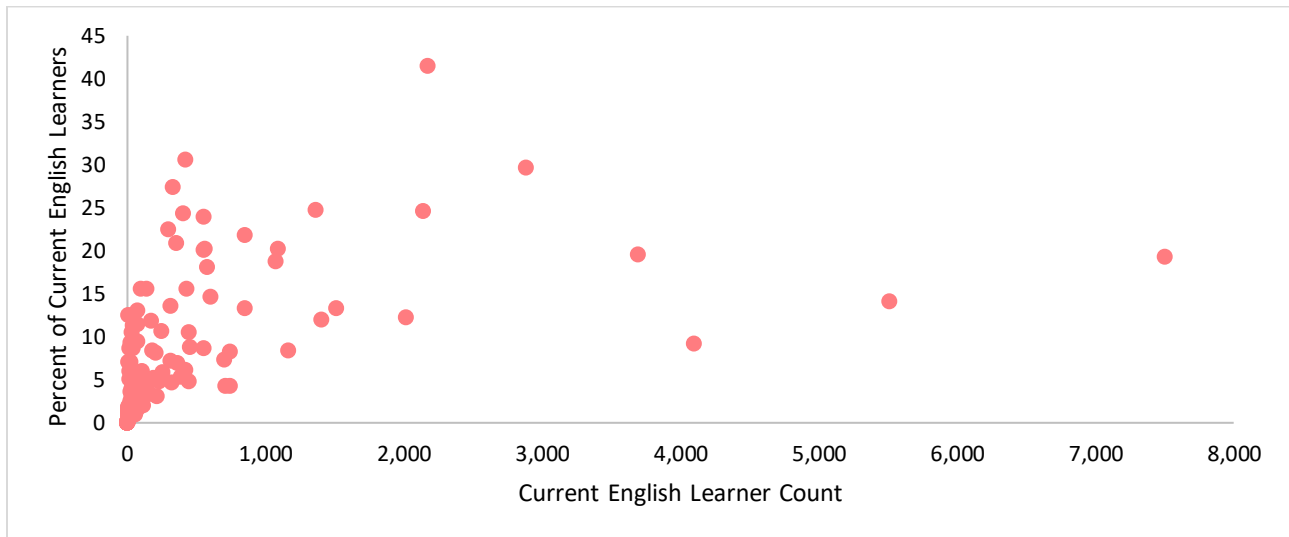
Statewide, about a quarter of Oregon districts (n = 46) provided English language instruction, supports, and services to between 1 and 19 current English learners. This suggests these districts have too few current English learners to be independently eligible for specific improvement efforts under state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

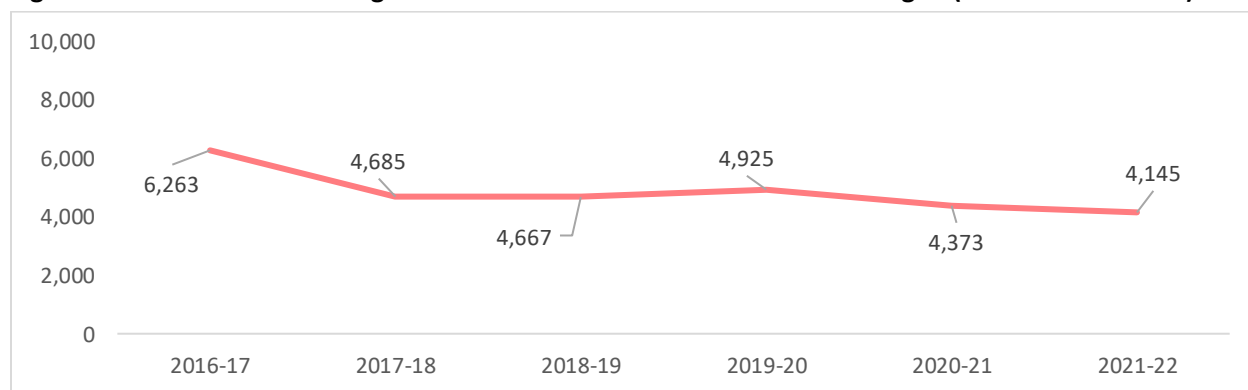
District Name	Percentage of Current English Learners
Woodburn SD	41.5%
Umatilla SD	30.7%
Reynolds SD	29.7%
Nyssa SD	27.5%
Centennial SD	24.8%
David Douglas SD	24.6%
Milton-Freewater Unified SD	24.4%
Morrow SD	24.0%
Gervais SD	22.5%
Hood River County SD	21.8%

**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>

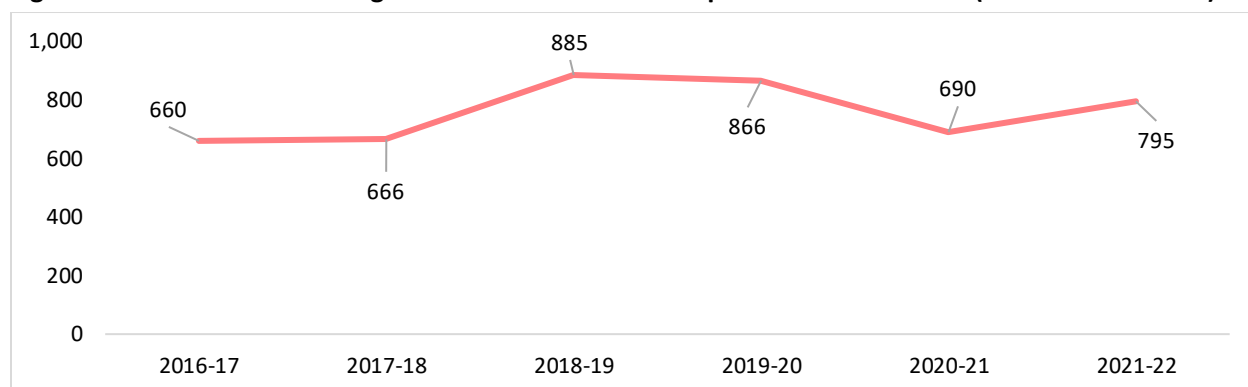
SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including 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**

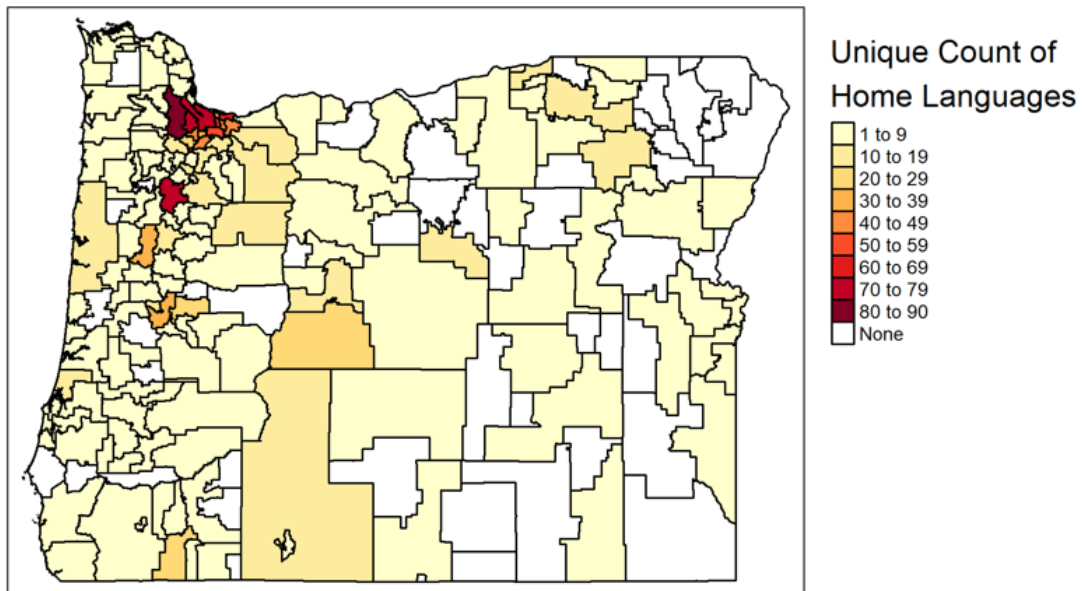
Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	43,419	76.6%
Russian	1,345	2.37%
Vietnamese	1,251	2.21%
Chinese	1,200	2.12%
Arabic	830	1.46%
Chuukese	688	1.21%
Somali	600	1.06%
English <sup>6</sup>	561	0.99%
Ukrainian	417	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.

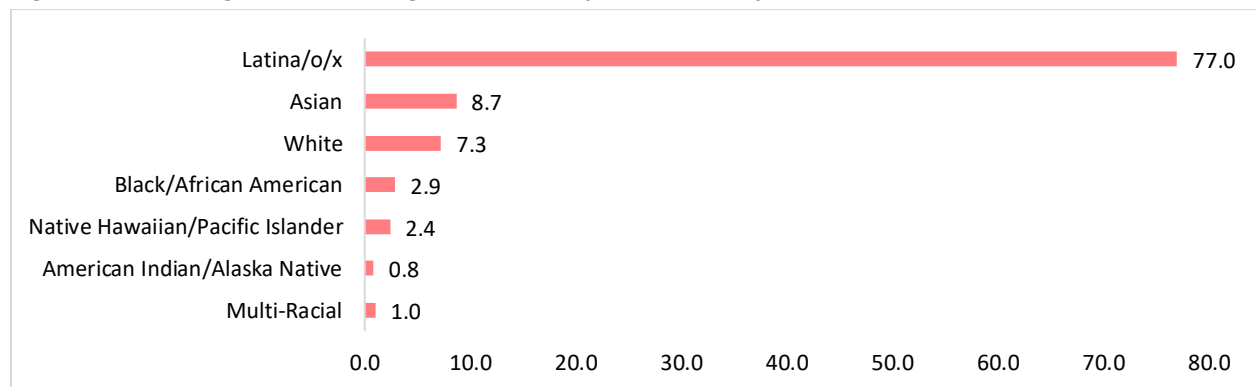
**Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2021-22**



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

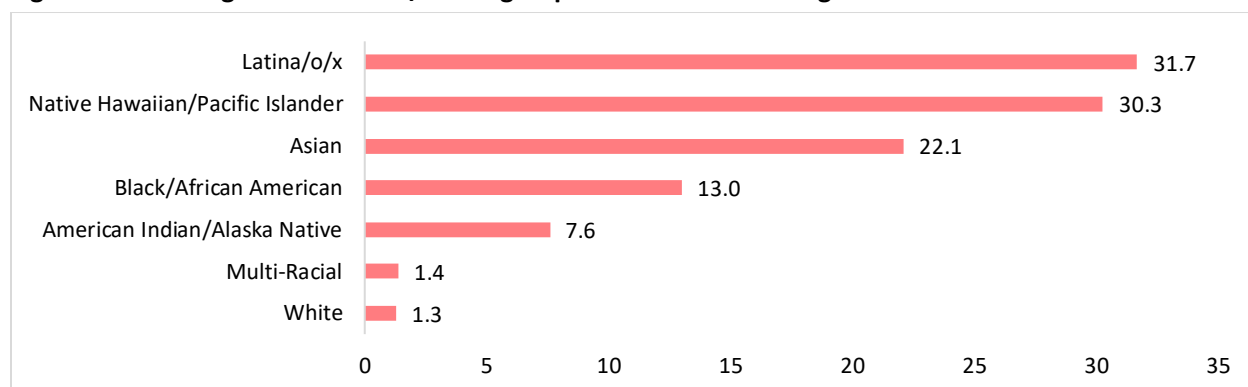
Of the 56,683 current English learners in Oregon during the 2021-22 school year, 43,629 (77%) were Latina/o/x. About 7.3 percent were White and 8.6 were Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see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

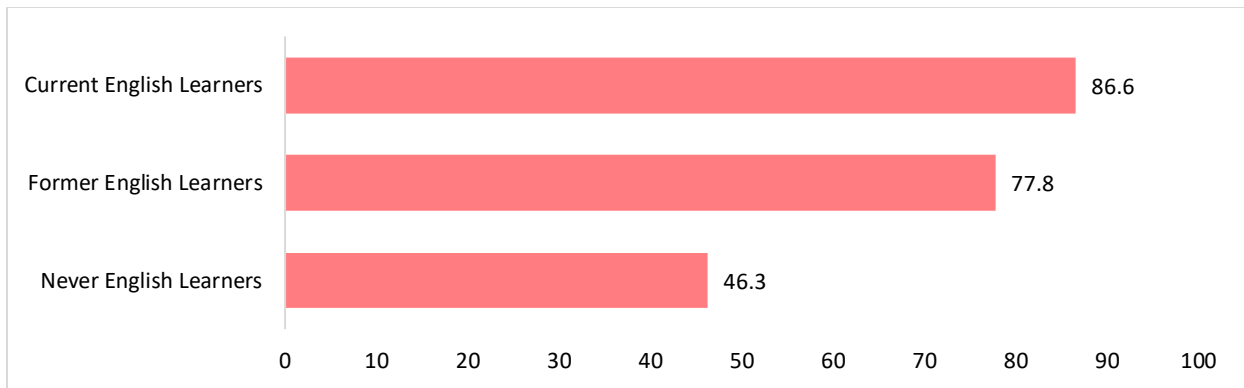
### Free or Reduced Price Meals

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

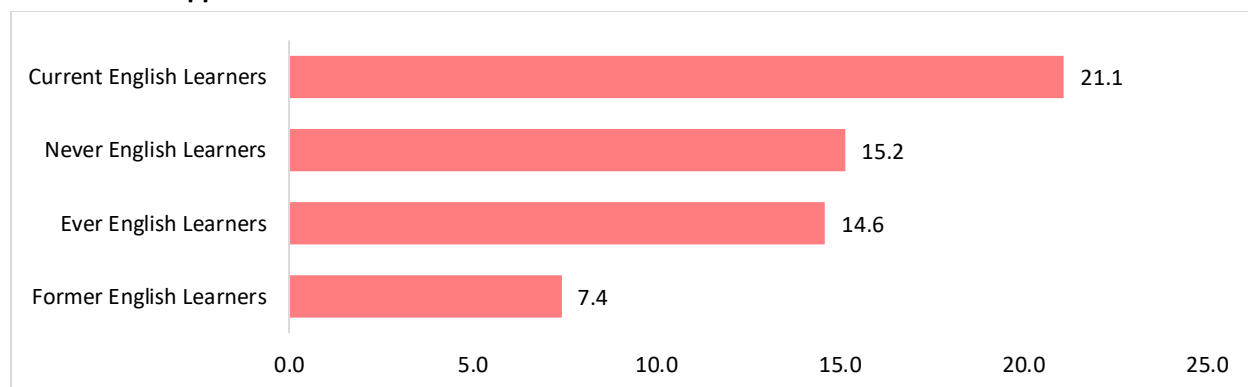
Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

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.

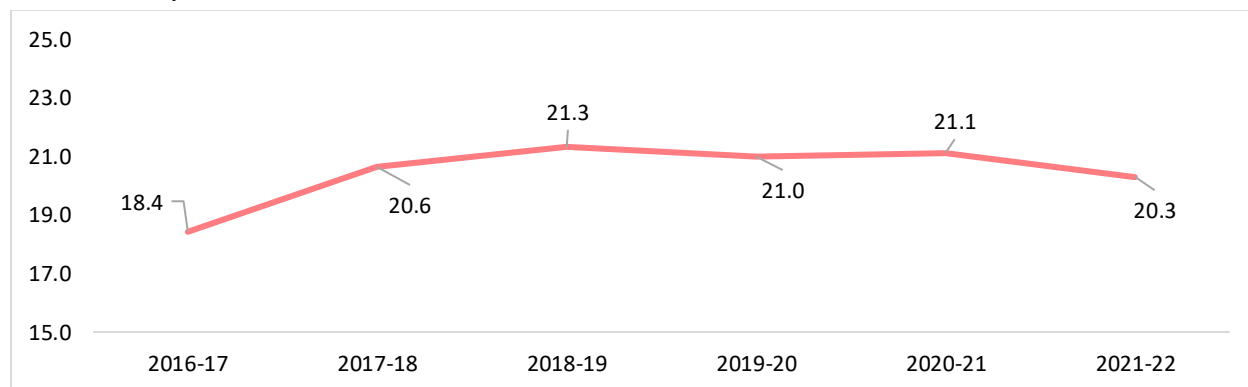
**Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2021-22**



**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).

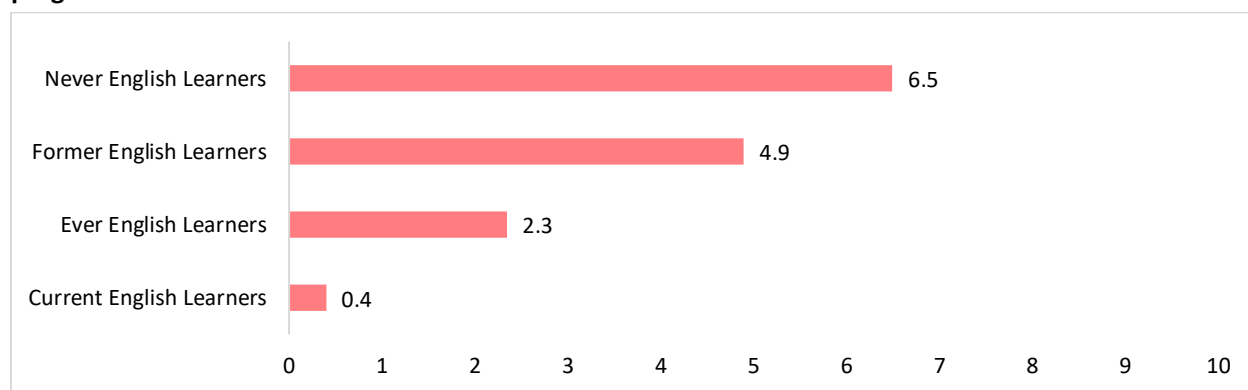
<sup>8</sup> The data for this portion of the report relies on student enrollments as of the first school day in May 2022.

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**

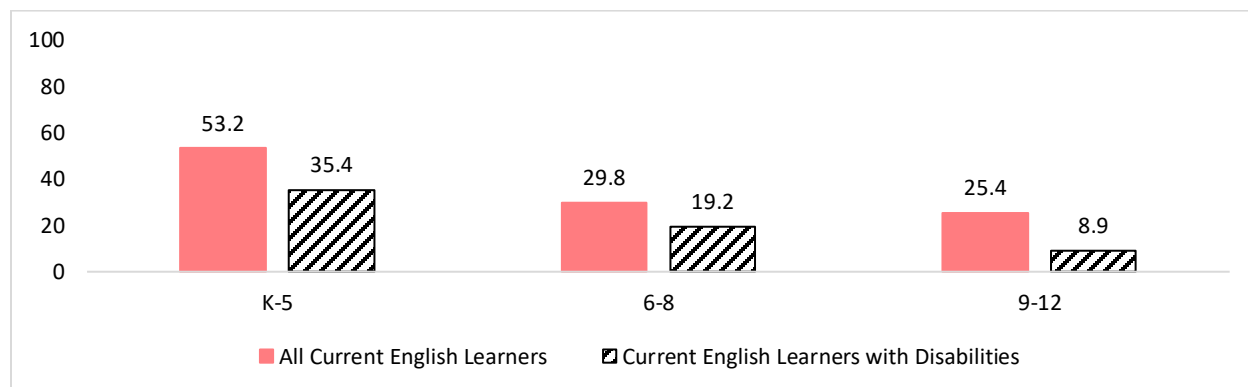
Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student's proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four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

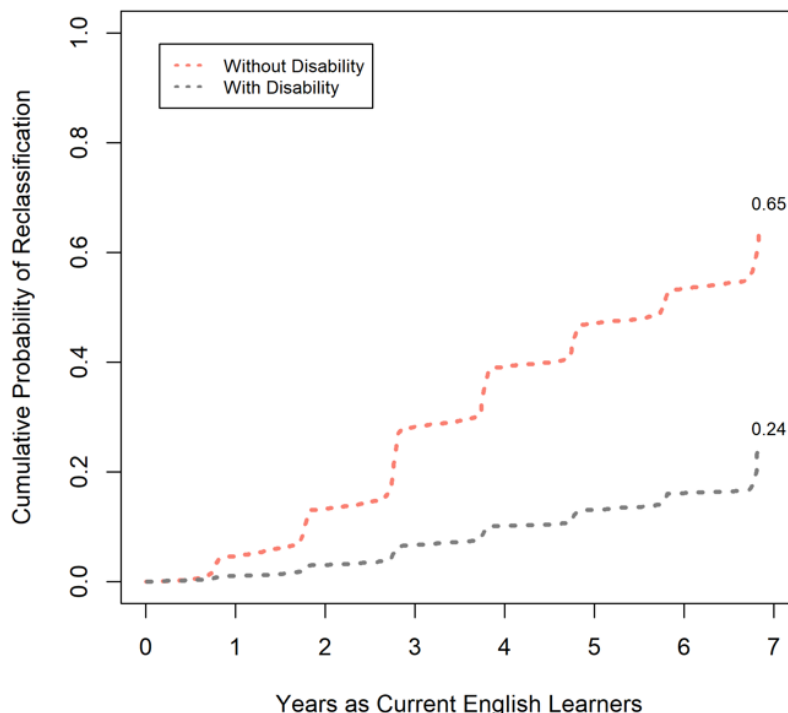
**Approximately 24 percent of current English learners receiving special education services and supports developed English language proficiency in six years.**

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.

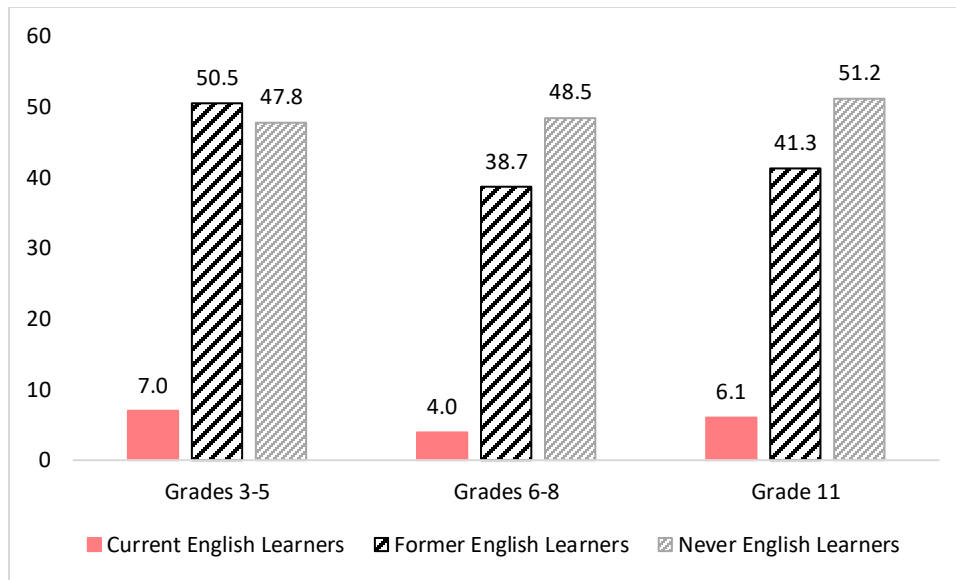
At the middle school level (grades 6-8), 4.0 percent of current ELs met or exceeded state standards in English language arts. Additionally, 38.7 percent of former ELs and 48.5 percent of never ELs met or exceeded standards. In 39 districts, a higher percentage of former ELs, compared to never ELs, met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

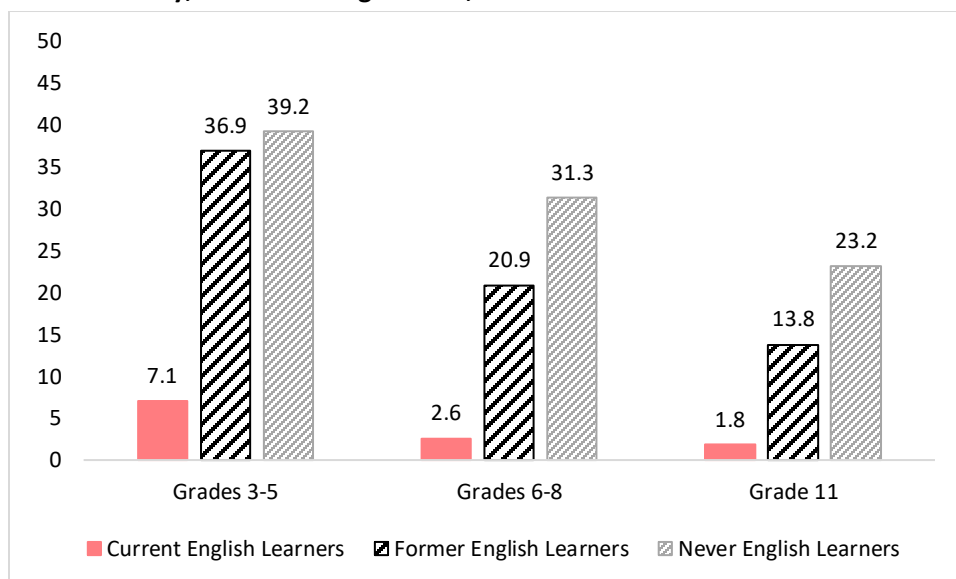
At the elementary level, 7.1 percent of current ELs met or exceeded standards in math (Figure 17). In addition, 36.9 percent of former ELs met or exceeded standards in math. The percentage of never ELs meeting or exceeding standards was somewhat higher, 39.2 percent.

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.

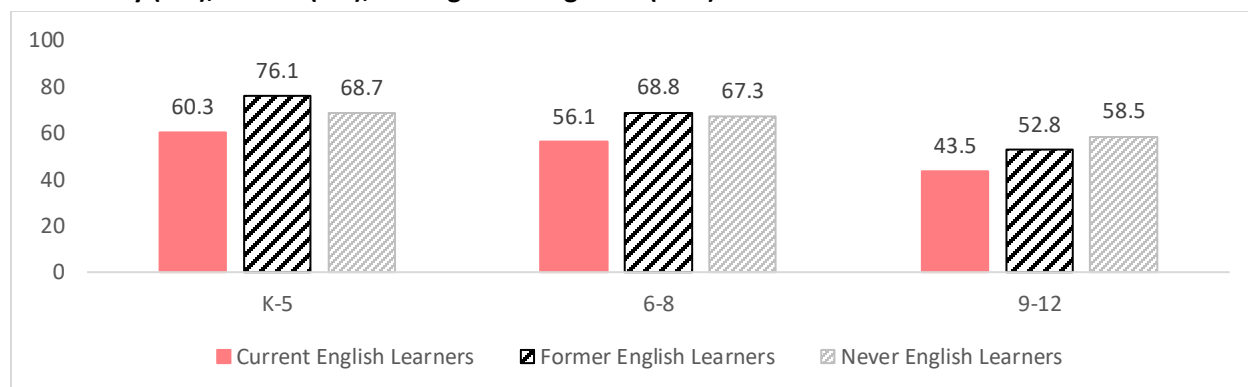
### Regular Attendance

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**



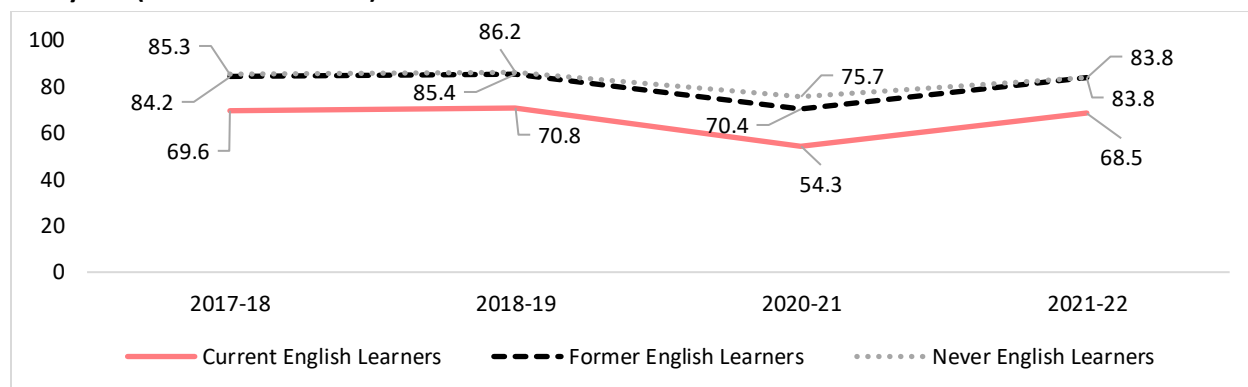
## On Track to Graduate

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

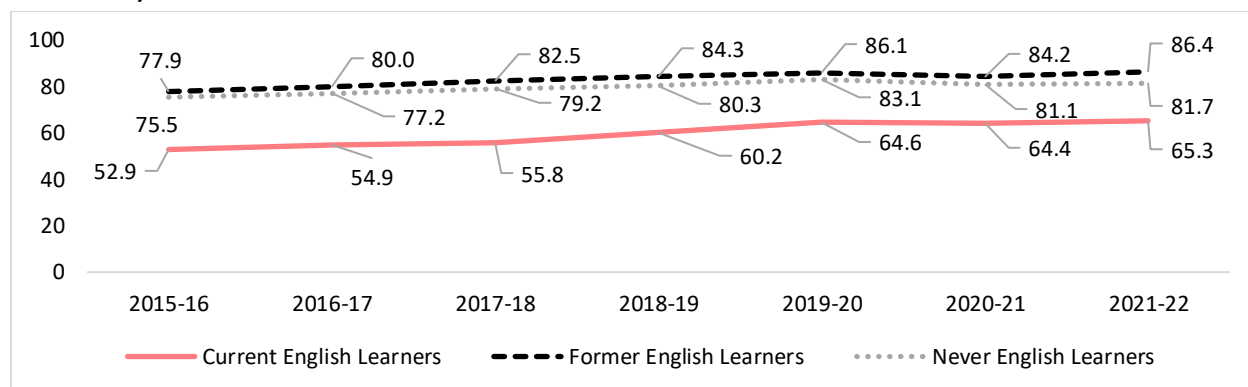
The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting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

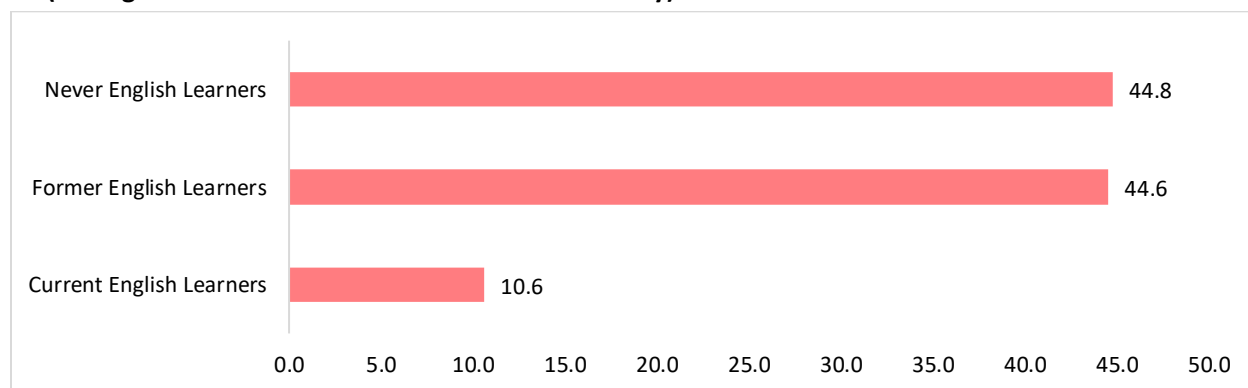
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

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.**

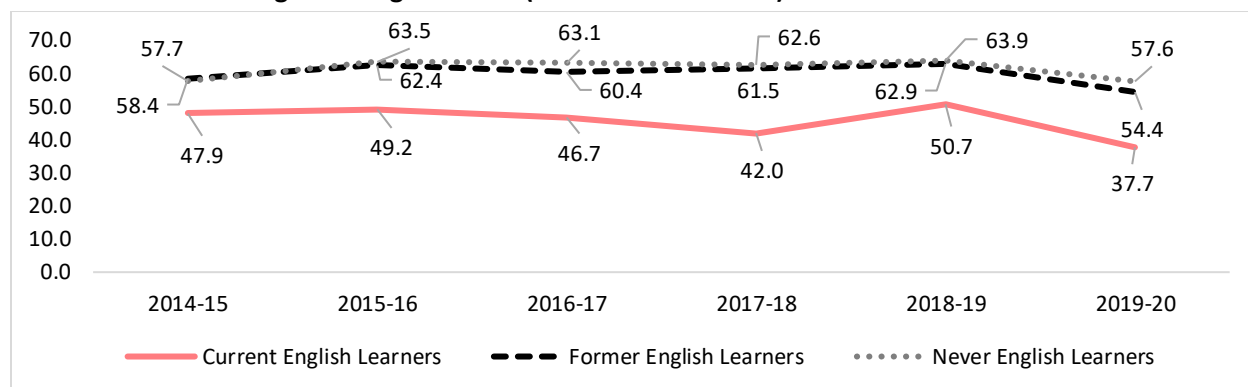
Figure 23 shows the postsecondary enrollment rates by graduation year for three groups of Oregon students. The postsecondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 57.7 to 57.6 percent from 2014-15 to 2019-20. The salmon line displays the same information 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

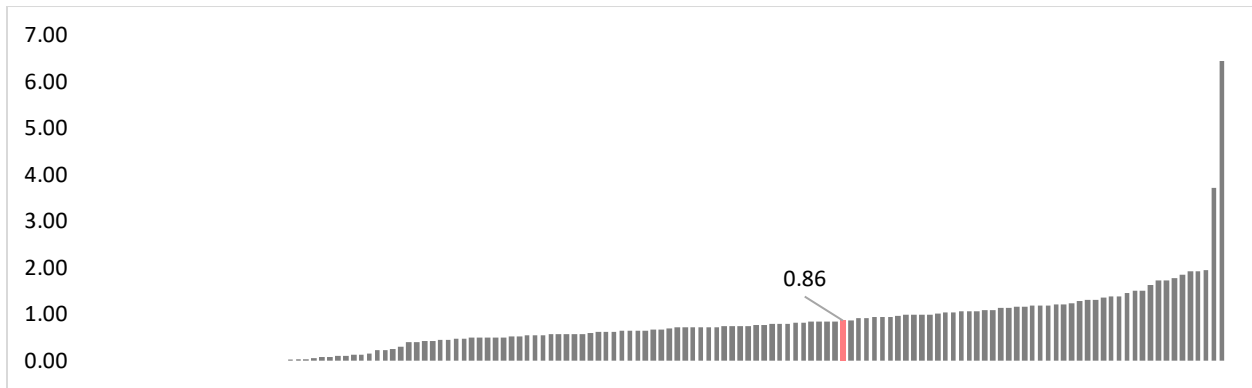
Each year, Oregon’s State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2021-22 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.

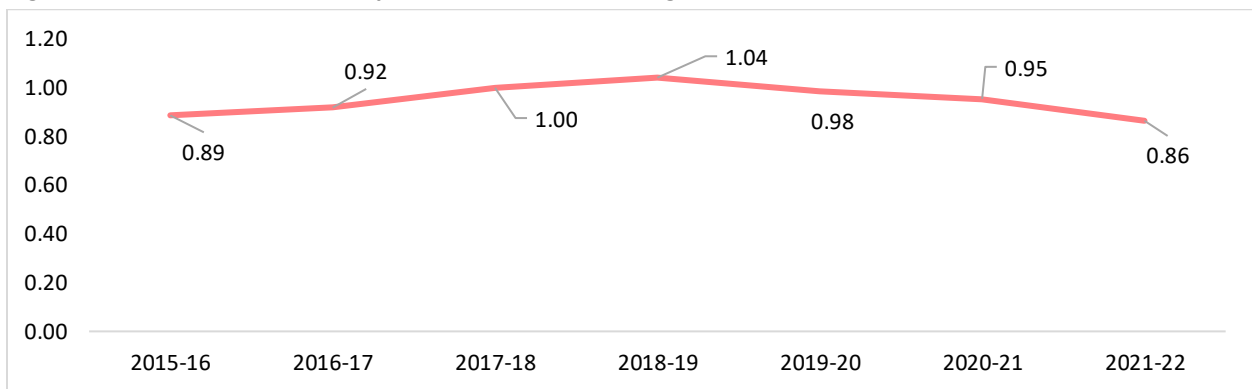
<sup>18</sup> While \$9,167 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

**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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**Date:** September 11, 2023  
**To:** SLSD School Board  
**From:** Jeremy Smith, Director of Teaching and Learning  
**Subject:** ELD Services: Request to Recommend Policies and Practices

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### **Background/Analysis of Situation:**

Students who are identified as Multilingual Learners (MLs) are often our most marginalized group - overcoming language and culture barriers, and oftentimes also in the category of economically disadvantaged. According to the [June 2023 English Learners in Oregon](#) report, SLSD has one of the highest percentages of Students with Interrupted Formal Education (SIFE). By adjusting our English Language Development (ELD) programming, we can get closer to creating a climate of care and connection as well as meeting high academic standards (district goals 1 and 2) for this group. Over the past two years our ELD Steering Committee has reviewed data, explored options for service model and professional development, and reflected on stories from families. This team created a [5 year plan](#) to improve outcomes for this group.

### **Current Situation:**

[Integrated Teaching](#): As part of the changes, we are working to demagnetize the ELD program at the elementary level. The first step in this is adopting a new approach at Bohemia Elementary called Integrated Teaching. Instead of pulling students out of the regular classroom, the ELD teachers now plan and teach alongside regular classroom teachers. This model is shown to be more effective and emphasizes the PLC concepts of collaboration and collective efficacy. To support staff, we are enrolling participating teachers in [Quality Teaching for English Learners](#) (QTEL). QTEL is a workshop series put on by a group called West Ed and is based on the work of [Aida Walqui](#).

### **General Next Steps:**

In an effort to demagnetize our ELD program, we are also starting to train teachers at Harrison Elementary. The goal is to have more robust services at Harrison so that students whose home school is Harrison can remain there if they so choose.

### **Action:**

[Policy Update](#): Over the past 20 years our ELD population and their needs have changed significantly. While we have made adjustments to our practice, we didn't always document those. We now have an [SLSD ELD Services](#) policy outlining our approach and have updated our [ELD Waiver](#) to reflect the current model.

*We request that the school board recommend the use and implementation of the practices and policies outlined in these documents.*

### **Attachments/Links:**

[June 2023 English Learners in Oregon](#)  
[SLSD 5 Year Plan Slideshow](#)

[SLSD ELD Services](#)  
[ELD Waiver](#)



**Date:** September 11, 2023  
**To:** SLSD School Board  
**From:** Superintendent  
**Subject:** Solo Update

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**Background:**

To ensure uninterrupted education for all students during the pandemic, South Lane School District created an online school we called SOLO. We funded this program with ESSER funds during the pandemic. Knowing that these funds were available only short-term, we planned for a smooth transition for students to return to school buildings when these funds were spent. We are at that point. It is now time to integrate this program into our schools. In looking at the students' work and records, we learned that most students were more successful in making academic progress and completing credits when they attended a brick and mortar school building. We decided to integrate the online option into our middle and high schools only. We wanted to continue offering an online learning option for one year to smooth out the transition for students who needed that option. We also wanted to encourage students to participate in a class or activity at their school during this transition. Middle school and high school counselors contacted the parents of our SOLO students to share options and learn who needed one more year of online education.

**Current State**

We request to end our separate school status for SOLO with ODE. The process is now complete.

We have two teachers that will serve as teachers in our online program. Each teacher has a period during the day dedicated to online learning. Students will have access to online tutoring, as well as virtual access to their teacher during the assigned period as well as before and after school.

There are 10 high school students, and 2 middle school students enrolled in our online program. Several of these students have chosen to attend both online and in-person classes. Many of the students who didn't continue with the online learning (from South Lane Online–SoLO) are returning to in-person classes. We will not be adding students to the online program for this year, as we have designated staff for the number of students we currently have enrolled.

**Future**

We know from past experience that there will be students throughout the year that may, due to their circumstances, need an online option. We have been in communication with Evergreen Virtual Academy, another online provider in Oregon. They are very willing to partner with us to provide this option and allow the students to stay enrolled in our District if it is needed on a limited basis. We look forward to exploring this option with Evergreen Virtual Academy this year, as it may be a very viable alternative for some of our students.



**Date:** September 11, 2023  
**To:** SLSD School Board  
**From:** Superintendent  
**Subject:** Equity Stance

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### **Background**

In the Spring of 2020, the Superintendent responded to a request from many teachers to develop an equity policy or equity stance. Because we already have a [Non-discrimination policy](#), we convened a team of students and teachers to develop an equity stance for the SLSD. The students requested to write our [SLSD Equity Stance](#) and asked teachers to then provide input and edit their draft. Once the stance was finalized, the entire group asked that we have the SLSD School Board adopt this stance.

In the fall of 2020, the Oregon State Board of Education drafted a policy for the legislature that was adopted in 2021 as *All Students Belong*, later renamed [Every Student Belongs](#). In the fall, the SLSD District formed an equity committee of 16 people with representation from the School Board, students, staff (elementary, middle and high), administrators and community members. The committee was charged with making recommendations to the School Board on both the policy and the stance. In this process, they asked staff for input on the stance and received encouragement to recommend the stance as written to the School Board. The policy became a required policy and was put before the full Board with the stance in January of 2021. Receiving unanimous support from the Board, both the *Every Student Belongs Policy* and the SLSD Equity/Anti-racist Stance has been in place since that time. The following year, teachers on the equity committee developed a video for training staff on this policy and the stance.

At our July meeting staff members and community members heard a Board member request that the stance be changed. Many members of our staff and community have reached out and asked us to respect our students' voices and experiences and not make any changes without including students.

### **Staff Recommendation**

The Oregon Department of Education has communicated a new Division 22 requirement to form a District Equity Committee with similar representation and a specific charge. This team is to be formed and must convene on or before September 15 2025. We are beginning preparations for this work as we develop our data cycle and practices for acquiring street data. We recommend that this task be given to our Equity Committee once formed. The committee could then host listening sessions of students and staff to learn about their experiences.



Students - Parents - Guardians - Families - Community

We the students, staff, teachers, administrators, and superintendent at South Lane School District recognize that we have not yet explicitly addressed issues of racism, equity, disproportionate outcomes among our students of color and those assigned to special education and the English Language Learning. As the tensions continue to escalate worldwide due to racism, institutional racism and systems of advantage and disadvantage, we commit to work together to be actively anti-racist and dismantle the systematic racism within our school district while also empowering Black, Indigenous, People of Color (BIPOC).

Active anti-racism is:

*“The active process of identifying and working to eliminate racism by changing systems organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.” - NAC International Perspectives: Women and Global Solidarity*

In the past, we have fallen short of this definition by being complacent regarding racist situations that have arisen within our schools. This will no longer be tolerated. Our new objectives are:

- Educating our staff by bringing in professionals to train us on how to respond to incidents of racism
- Prioritizing our students’ mental health by looking into resources and methods that better support all students
- Working collaboratively with our local agencies, Department of Human Services, South Lane Mental Health, Food for Lane County, the City Cottage Grove and our local police,

to clarify how our partnership with them can best serve all of our students, especially the most vulnerable and keep them all safe

- Expanding our curriculum K-12 to include the history of BIPOC, colonialism, and racism not only in our country but also specifically in Oregon
- Developing and consistently updating a network of resources available to the community containing the most current events and research on racism.
- Developing a district-wide equity plan that defines our actions
- Developing a SLSD equity committee that includes students, parents, staff and community who identifies our strategic actions and continually assesses our progress

By stating these objectives openly, we are inviting the community to join uniting our community and holding all of us accountable to this commitment. Additionally we ask the community to support us in taking these actions. This invitation includes a hope that our community will join with us in each doing our own part in making the culture of our district and all of Cottage Grove inclusive and anti-racist. We are actively starting the conversation with our students K-12 so we can create a clear pathway where every student feels confident they will be heard and supported by any member of the staff when they witness or experience discrimination on the basis of their race, gender, ethnicity, sexual orientation or otherwise.

The South Lane School District is determined to set a new standard that reflects the forward-looking actions and ideas that we want to be developed in our society today. As the harm caused by not actively dealing with incidents of racism by students, staff, parents, and community members is not acceptable and does not result in all of our students and families feeling safe, supported and valued. The intention of the district is to unite the community in a common effort to help eliminate the racism that negatively affects our students. This collaborative effort will better prepare our students to contribute to the building of a more just world. They can then step into the world as experienced young adults with hearts and eyes wide-open.

The South Lane School District Equity Team Stance

## **Superintendent Evaluation (Draft) 2023-2024**

### **GOALS**

*District Goal 1: Build a culture and climate of care and belonging by providing students and staff time, supports, and connection*

**Superintendent Goal 1:** Provide a culture of care and belonging by providing students and staff time, supports, and connection

*District Goal 2: Raise academic achievement by supporting district staff in becoming an effective Professional Learning Community*

**Superintendent Goal 2:** Provide staff time, support and professional development to effectively utilize Professional Learning Communities as the key strategy for collectively raising student achievement.

*District Goal 3: Bridge student strengths, passions and interests with the current skills and knowledge necessary to enter high wage/high demand careers reflective of the global marketplace.*

**Superintendent Goal 3:** Provide staff time, support and professional development to bridge student strengths, passions and interests with the current skills and knowledge necessary to enter high wage/high demand careers reflective of the global marketplace.

**Superintendent Goal 4:** Ensure the district is in compliance with all local, state and federal regulations and reports.

**Superintendent Goals 5:** (Shared with Board): Develop and implement a communication and engagement strategy for informing the community about the District achievement and current work.

### **EVALUATION DOCUMENTS**

1. Mid-year Progress on three District Goals
2. Superintendent Self-reflection on five goals
3. Targeted Survey on three goals
4. Narrative Summary written by Board Chair for Superintendent
5. Public statement for public meeting and Board vote.

### **CALENDAR**

**August 16 Retreat** - Superintendent & Board read and discuss the draft of *Superintendent Goals and Evaluation Process*.

**September 11** - Regular meeting - Board votes on Superintendent Goals and Evaluation Process

**January 8** - Board Secretary - sends a targeted survey out to randomly selected individuals from the groups with whom the superintendent works most closely.

**January 22** - Superintendent provides a Progress Report on her goals and a Self Reflection narrative to Board members to read prior to the next (executive) meeting

**February 5** meeting - Executive Session - Superintendent and Board walk-through and discuss progress report, self-reflection on goals and results of the survey. Board leadership takes notes and writes a summary

**February 20** - Prior to the Regular meeting, Board Leadership shares the summary document with the Superintendent and the summary statement to be read at the Board meeting.

**February 26** - The Board Chair reads the summary statement at the regular meeting and the Board votes to accept the statement.

\*Superintendent contract states that evaluation needs to be completed by March 1