

Public Comment

The Board welcomes virtual and in-person public comments during its meetings. It has set aside 25 minutes for public comments. Up to eight people will be invited to speak for up to three minutes each.

Four spots are reserved for virtual comments. Four spots are reserved for in-person comments. Any virtual comment spots that are not filled will become available for in-person comments.

Written Public Comment

The written public comment window closes at 2 p.m. on the day of the board meeting. Comments and materials are collected via email at public.comment@springfield.k12.or.us

Commenters are asked to clearly label the subject line as “Written Public Comment” and provide:

- Name (first and last name or last name initial)
- District residency
- Email address and/or phone number (optional) so that staff can follow up, if necessary.
- Agenda item or topic

Oral Public Comment – In-Person, or Virtual

The window to sign up to present oral public comments opens on Thursday at noon prior to the board meeting and closes at 2 p.m. on the day of the board meeting. Requests are collected via email at public.comment@springfield.k12.or.us

People requesting to speak are asked to provide:

- Name (first and last name or last name initial)
- District residency
- Email address and/or phone number, so staff can confirm details for speaking to the board
- Agenda item or topic
- Commenting “in-person” or “virtually”

Four spots are reserved for virtual comments. If more than four requests to comment are received, speakers will be selected as described below. Selected virtual commenters are notified by email on the afternoon of the meeting and provided with a Zoom link and instructions. Please see commenting guidelines below.

Four spots are reserved for in-person comments. Any virtual comment spots that are not filled will become available for in-person comments for a total of eight speakers.

Space permitting, the Board may allow additional in-person comments. Meeting attendees may fill out a speaker card before the meeting begins. Cards are available at the board room door. If more people submit requests to speak than there are spots available, the Board Chair will select the speakers.

Commenting Guidelines

Groups with a common purpose are encouraged to designate a spokesperson. If a group spokesperson will cover your comments, please indicate so when your name is called.

The Board will not hear comments regarding any school personnel. Please refrain from using names and titles of school personnel. Any complaints regarding a particular employee must be processed through the procedure set forth in Board policy KL, which requires complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues. A compliment involving a staff member should be sent to the superintendent, who will then forward it to the employee, their supervisor and the Board.

Speakers are reminded that their public comments will be limited to three minutes.



Comentario Público

La Junta Directiva agradece los comentarios públicos virtuales y presenciales durante sus reuniones. Ha reservado 25 minutos para comentarios públicos. Se invitará a un máximo de ocho personas a hablar durante un máximo de tres minutos cada una.

Cuatro espacios están reservados para comentarios virtuales. Cuatro lugares están reservados para comentarios en persona. Los espacios de comentarios virtuales que no estén ocupados estarán disponibles para comentarios en persona.

Comentario público por escrito

La ventana de comentarios públicos por escrito cierra a las 2 p.m. el día de la reunión de la junta. Los comentarios y materiales se recopilan por correo electrónico en public.comment@springfield.k12.or.us

Se pide a los comentaristas que etiqueten claramente la línea de asunto como "Comentario público escrito" y proporcionen:

- Nombre (nombre y apellido o inicial del apellido)
- Residencia distrital
- Dirección de correo electrónico y/o número de teléfono (opcional) para que el personal pueda hacer un seguimiento, si es necesario.
- Punto o tema del orden del día

Comentarios Públicos Orales: En persona o Virtuales

La ventana para inscribirse para presentar comentarios públicos orales se abre el jueves al mediodía antes de la reunión de la junta y se cierra a las 2 p.m. el día de la reunión de la junta. Las solicitudes se recogen por correo electrónico en public.comment@springfield.k12.or.us.

A las personas que soliciten hablar se les pide que proporcionen:

- Nombre (nombre y apellido o inicial del apellido)
- Residencia distrital
- Dirección de correo electrónico y/o número de teléfono, para que el personal pueda confirmar los detalles para hablar con la junta
- Punto o tema del orden del día
- Comentar "en persona" o "virtualmente"

Cuatro espacios están reservados para comentarios virtuales. Si se reciben más de cuatro solicitudes para formular observaciones, se seleccionarán los oradores como se describe a continuación. Los comentaristas virtuales seleccionados son notificados por correo electrónico la tarde de la reunión y se les proporciona un enlace de Zoom e instrucciones. Consulte las pautas de comentarios a continuación.

Cuatro lugares están reservados para comentarios en persona. Los espacios de comentarios virtuales que no estén ocupados estarán disponibles para comentarios en persona para un total de ocho oradores.

Si el espacio lo permite, la Junta Directiva puede permitir comentarios adicionales en persona. Los asistentes a la reunión pueden completar una tarjeta de orador antes de que comience la reunión. Las tarjetas están disponibles en la puerta de la sala de juntas. Si más personas presentan solicitudes para hablar que lugares disponibles, el Presidente de la Junta seleccionará a los oradores.

Pautas para Comentar

Se anima a los grupos con un propósito común a designar un portavoz. Si un portavoz del grupo va a cubrir sus comentarios, indíquelo cuando se le llame por su nombre.

La Junta no escuchará comentarios sobre el personal de la escuela. Por favor, absténgase de usar nombres y títulos del personal de la escuela. Cualquier queja relacionada con un empleado en particular debe procesarse a través del procedimiento establecido en la política KL de la Junta, que requiere que las quejas se presenten por escrito al Superintendente. Este procedimiento debe seguirse antes de que la Junta Directiva se involucre en tales asuntos. Se debe enviar un cumplimiento que involucre a un miembro del personal al superintendente, quien luego lo enviará al empleado, a su supervisor y a la Junta.

Se recuerda a los oradores que sus comentarios públicos se limitarán a tres minutos.



SPRINGFIELD

PUBLIC SCHOOLS

Every Student, Every Day

BOARD OF EDUCATION
August 11, 2025
Administration Building Board Room
640 A Street, Springfield, OR 97477

[En español](#)

6:15 PM Executive Session

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

7:00 PM Board Meeting

Streaming Meeting URL: <http://www.vimeo.com/SpringfieldPS>

AGENDA

TAB

- | | |
|---|----------------------------|
| 1. Call Meeting to Order | Board Chair Jonathan Light |
| A. Pledge of Allegiance | Chair Light |
| B. Land Acknowledgement | Ken Kohl |
| 2. Approval of the Agenda | Chair Light |
| 3. Public Comments (Three (3) minutes each; maximum time 25 minutes. Speakers may not yield their time to other speakers.) | |
| 4. Action Items | |
| A. Approve Consent Agenda | |
| 1. June 9, 2025 Budget Hearing and Board Minutes | |
| 2. June 23, 2025 Board Special Meeting Minutes | |
| 3. July 1, 2025 Board Organizational Minutes | |
| 4. Personnel Report, Resolution #25-26.003 | Dustin Reese |
| 5. 2023-24 Oregon English Language Learner Report | Brian Megert |
| 6. Approve OSAA Cooperative Sponsorship, Springfield HS and Mohawk HS Swim Team, Resolution #25-26.005 | David Collins |
| B. Approve Oregon School Employees Association (OSEA) Contract, Resolution #25-26.004 | Brett Yancey |
| 5. Discussion | |
| A. School Board Representation | Chair Light |
| B. Future Agenda Items | Chair Light |
| 6. Reports and Information | |
| A. OSBA Summer Conference Highlights | Chair Light |
| B. Superintendent Communication | Superintendent Hamilton |
| C. Board Communication and Comments | Chair Light |
| 7. Next Meetings: | |
| August 25, 2025 - Board Special Meeting at 5:30 PM | |
| September 8, 2025 – Board Business Meeting at 7:00 PM | |
| 8. Adjournment | Chair Light |



JUNTA DE EDUCACIÓN
11 de agosto de 2025
Sala de Juntas del Edificio de Administración
640 A Street, Springfield, OR 97477

[In English](#)

6:15 PM Executive Session

ORS 192.660 (2) (d) para llevar a cabo deliberaciones con personas designadas por el cuerpo directivo para llevar a cabo negociaciones laborales.

7:00 PM Reunión de la Junta Directiva

URL de la reunión de streaming: <http://www.vimeo.com/SpringfieldPS>

AGENDA

PESTAÑA

- | | |
|--|---------------------------------------|
| 1. Llamar a la reunión para ordenar | Presidente de la Junta Jonathan Light |
| A. Juramento de lealtad | Presidente Light |
| B. Reconocimiento de tierras | Ken Kohl |
| 2. Aprobación del orden del día | Presidente Light |
| 3. Comentarios públicos (Tres (3) minutos cada uno; tiempo máximo 25 minutos. Los oradores no pueden ceder su tiempo a otros oradores). | |
| 4. Elementos de acción | |
| A. Aprobar la agenda de consentimiento | |
| 1. 9 de junio de 2025 Audiencia presupuestaria y actas de la Junta | |
| 2. 23 de junio de 2025 Acta de la reunión especial de la Junta | |
| 3. 1 de julio de 2025 Minutos del Acta de organización de la Junta Directiva | |
| 4. Informe de personal, Resolución #25-26.003 | Dustin Reese |
| 5. Informe de Estudiantes del Idioma Inglés de Oregon | Brian Megert |
| 6. Approve OSAA Cooperative Sponsorship, Springfield HS and Mohawk HS Swim Team, Resolution #25-26.005 | David Collins |
| B. Aprobar el contrato de la Asociación de Empleados Escolares de Oregon (OSEA), Resolución #25-26.004 | Brett Yancey |
| 5. Discusión | |
| A. Representación en la Junta Escolar | Presidente Light |
| B. Temas futuros de la agenda | Presidente Light |
| 6. Informes e información | |
| A. Aspectos destacados de la conferencia de verano de OSBA | |
| B. Comunicación del superintendente | Superintendente Hamilton |
| C. Comunicación y comentarios de la Junta Directiva | Presidente Light |
| 7. Próximas reuniones: | |
| 25 de agosto de 2025 - Reunión especial de la Junta a las 5:30 PM | |
| 8 de septiembre de 2025 – Reunión de negocios de la Junta a las 7:00 PM | |
| 8. Aplazamiento | Presidente Light |

Las Escuelas Públicas de Springfield son un educador y empleador que ofrece igualdad de oportunidades.

Las personas que tengan preguntas o solicitudes de necesidades especiales y alojamiento en las reuniones de la Junta deben comunicarse con la Oficina del Superintendente;

640 A Street, Springfield, OR 97477; Teléfono: (541) 726-3201. El contacto debe hacerse con 72 horas de anticipación al evento.

BUDGET HEARING MINUTES

1. CALL MEETING TO ORDER

Chair De Graff welcomed everyone and called the Budget Public Hearing to order at 6:45 p.m. on Monday, June 9, 2025.

Board Members in Attendance:

Board Members attending the meeting included Board Chair Nicole De Graff, Board Vice Chair Heather Quaas-Annsa, Director Ken Kohl, and Director Jonathan Light

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Brett Yancey, Martie Steigleder, Brian Richardson, Jeff Michna, Lesa Haley, Kimberlee Pelster, Jose da Silva, Brenda Holt, Andy Price, Melissa Stalder, Joan Bolls, Laura Farrelly, Nikki Danner, Patty Morrison, Katie Dawson, Jerami Wood, Amanda Koen, John Andersen, Jody Barnhart, Troy Barnhart, Amber Langworthy, Midori Rakestraw, Wyatt Gauche, Mathew Hansen, Brian Watson, Jonathan Gault, John & Toni Rakestraw, and Kim Weston.

2. PUBLIC COMMENTS

No request(s) to publicly speak had been submitted.
No written statement(s) for the Board's consideration had been received.

3. CLOSING OF HEARING

Having no person come forward to speak publicly, Chair Light adjourned the meeting at 7:00 p.m.

(Minutes Recorder Trenay Ryan, (LCOG))

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No.19 Board of Education was held on June 9, 2025.

1. CALL MEETING TO ORDER, FLAG SALUTE AND LAND ACKNOWLEDGEMENT

Board Chair Nicole De Graff called the Springfield Board of Education meeting to order at 7:00 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, Director Quaas-Annsa read the following Land Acknowledgement:

We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.

Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.

The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.

This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.

Attendance

Board Members in attendance included Board Chair Nicole De Graff, Board Vice Chair Heather Quaas-Annsa, Director Ken Kohl, and Director Jonathan Light.

District staff and community members in attendance included Superintendent Todd Hamilton, Brett Yancey, Brian Megert, Joan Bolls, Jeff Michna, Brian Richardson, David Collins, Martie Steigleder, Dustin Reece, Christina San Filippo, Anna Filippo, Lesa Haley, Kimberlee Pelster, Jose da Silva, Brenda Holt, Andy Price, Melissa Stalder, Joan Bolls, Laura Farrelly, Nikki Danner, Patty Morrison, Katie Dawson, Jerami Wood, Amanda Koen, John Andersen, Jody Barnhart, Troy Barnhart, Amber Langworthy Midori Rakestraw, Wyatt Gauche, Mathew Hansen, Brian Watson, Jonathan Gault, John Rakestraw, Toni Rakestraw, and Kim Weston.

2. APPROVAL OF THE AGENDA

Chair De Graff asked for a motion to approve the June 9, 2025 agenda as presented.

MOTION: Director Quaas-Annsa moved, seconded by Director Kohl, to approve the June 9, 2025 agenda as presented.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they supported the motion in favor of approving the June 9, 2025 agenda as presented: Director Quaas-Annsa – Yes, Director Kohl – Yes, Director De Graff– Yes, and Director Light – Yes.

Motion passed, 4:0.

3. PRESENTATIONS

A. Springfield Education Foundation

Executive Director, Christina San Filippo presented an oversized check in the amount of \$80,523.73 to Springfield Public Schools. The donation was funded entirely by community contributions.

- The foundation supported 36 projects across 15 schools, creating over 6,000 new learning opportunities.
- Grants included 27 Innovative Educator awards ranging from \$350 to \$4,000, six Frank Sherman grants for physical education, health, and outdoor education, and three Social Emotional Learning (SEL) grants. The grant cycle runs from December 1st - April 1st, with over 60 applications totaling about \$200,000.
- Recent initiatives included BookFest, held at three elementary schools, provided 2,415 books to 483 students, and included a bilingual book distribution to all first graders.
- The foundation also received three significant grants for the Chinook Native Youth Center's camps, which totaled \$78,000 from various foundations.
- Further details are available on the SEF website.

Upcoming Fundraising Events

- The Summer Celebration - June 28, 2025
Adult tickets \$25 and Children's tickets \$10
- Night of 11,000 Stars - October 18, 2025
To be held at the University of Oregon, Ford Alumni Center

San Filippo acknowledged the retirement of Board Chair Justin Martin and welcomed Stephanie Lovdokken as the new SEF board chair.

4. PUBLIC COMMENT

Chair De Graff shared: This is the portion of our agenda for public comment. The Board provides three ways for community members to share public comment: written public comment, in person oral public comment and virtual public comment. Written public comment is received via email. Public comment received via email for this evening has been reviewed by the Board and has also been posted on the District's website. The deadline for submitting a request for oral public comment was today at 2:00 p.m. Those who requested an opportunity to speak this evening were notified by the board secretary about their request.

Time permitting, the board may also hear public comment from individuals who signed up in person at the Administration Office before the meeting.

We encourage groups with a common purpose to designate a spokesperson. If your comments will be covered by a group spokesperson, please indicate so when your name is called. I want to remind those members of the public who have indicated a desire to make comments that our policy provides for a limitation of three (3) minutes per person.

The Board will not hear comments regarding any school personnel. We ask those speaking to refrain from using names and titles of school personnel. Any complaints regarding a particular employee must be processed through the procedure set forth in Board policy KL, which requires

that complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues. A complaint involving a staff member should be sent to the superintendent, who will forward it to the employee, their supervisor and the Board.

Speakers are reminded that their public comments will be limited to three (3) minutes.

Springfield High School student Madori Rakestraw, expressed concerns about the new bell schedule for next year, particularly the length of the lunch period and the passing time between classes.

Teacher Mandi K, discussed school staffing and support challenges, particularly when managing student behaviors. Better funding and support was requested.

English teacher Laura Farrelly, expressed concerns over the District's management style and the impact of staff cuts on students and teachers.

5. ACTION ITEMS

A. Approve Consent Agenda

1. April 28, 2025 Special Meeting Minutes
2. May 12, 2025 Board Meeting Minutes
3. Financial Statement, Resolution #24-25.056 Brett Yancey
4. Personnel Report, Resolution #24-25.057 Dustin Reese
5. 2025-2026 Nutrition Services Dairy, Resolution #24-25.058 Brett Yancey
6. 2025-2026 Nutrition Services Bakery, Resolution #24-25.059 Brett Yancey
7. 2025-2026 Nutrition Services Supplies, Resolution #24-25.060 Brett Yancey
8. 2025-2026 Nutrition Services Produce, Resolution #24-25.061 Brett Yancey
9. Transportation Supplemental Plan, Resolution #24-25.062 Brett Yancey
10. 2024-2025 Budget Appropriation Transfer, Resolution #24-25.063 Brett Yancey
11. OSAA Cooperative Sponsorship, Girls Soccer, Springfield High & Mohawk High, Resolution #24-25.064 David Collins
12. 2025-2026 Board Calendar Schedule, Resolution, #24-25.065 Chair De Graff
13. Superintendent Contract Extension, Res #24-25.070 Chair De Graff

Chair De Graff asked for a motion to approve the Consent Agenda for June 9, 2025 as presented.

MOTION: *Director Kohl moved, Director Light seconded the motion to approve the Consent Agenda.*

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they supported the motion in favor of approving the Consent Agenda for June 9, 2025: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

Motion passed, 4:0.

- ### **B. Approve 2025-2026 Designation of District Officers, Clerks, Depositories and Contract Review Board, Resolution #24-25.066**
- Brett Yancey

It is recommended that the Board of Directors approve the resolution designating District officers, clerks, and agents, including the depositories for District funds as listed on the attached documents for the 2025-2026 fiscal year.

MOTION: *Director Quaas-Annsa moved, Director Kohl seconded the motion to approve the resolution designating District officers, clerks, and agents, including the depositories for District funds as listed on the attached documents for the 2025-2026 fiscal year.*

Chair De Graff asked if there was any discussion.

Director Kohl inquired of the amount being proposed for insurance coverage.
— Yancey replied \$1 million.

Director Kohl asked what the total property and liability amount was for the current year.
— Yancey replied that for 2024-25 it was \$1,290,058. For 2025-26 it is \$1,499,100.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve the resolution designating District officers, clerks, and agents, including the depositories for District funds as listed on the attached documents for the 2025-2026 fiscal year: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

Motion passed, 4:0.

C. Approve 2025-2026 Property and Liability Insurance, Worker's Compensation Insurance, Resolution #24-25.067

Brett Yancey

It is recommended that the Board of Directors approve the resolution designating District officers, clerks, and agents, including the depositories for District funds as listed on the attached documents for the 2025-2026 fiscal year.

MOTION: *Director Light moved, Director Quaas-Annsa seconded the motion to approve the resolution designating District officers, clerks, and agents, including the depositories for District funds as listed on the attached documents for the 2025-2026 fiscal year.*

Chair De Graff asked if there was any discussion.

Director Kohl asked for current levels of coverage.
—Yancey noted that a detailed list had been emailed to all Board members.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve the resolution designating District officers, clerks, and agents, including the depositories for District funds as listed on the attached documents for the 2025-2026 fiscal year: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

Motion passed, 4:0.

D. Approve 2025-2026 Designation of District Legal Counsel and Municipal Auditor, Res #24-25.068

Brett Yancey

It is recommended that the Board of Directors approve the resolution designating District agents as listed on the attached documents for the 2025-2026 fiscal year.

MOTION: *Director Light moved, Director Quaas-Annsa seconded the motion to approve the resolution designating District agents as listed on the attached documents for the 2025-2026 fiscal year.*

Chair De Graff asked if there was any discussion.

Director Koh questioned the frequency of sourcing these services and on the length of contracts.

— Yancey answered that the last RFP for legal services was issued in 2017, and that legal services are considered personal services under Oregon procurement law.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve the resolution designating District agents as listed on the attached documents for the 2025-2026 fiscal year: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

Motion passed, 4:0.

E. Adopt 2025-2026 Budget, Resolution #24-25.069

Brett Yancey

It is recommended that the Board of Directors adopt the 2025-2026 Budget Resolution as presented

MOTION: *Director Kohl moved, Director Light seconded the motion to adopt the 2025-2026 Budget Resolution as presented on the attached sheet.*

Chair De Graff asked if there was any discussion.

There was none.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve the 2025-2026 Budget Resolution as presented: Director Quaas-Annsa – Yes, Director Light – Yes, Director Kohl – Yes, and Director De Graff – Yes.

Motion passed, 4:0.

F. Action on Complaint Discussed in Executive Session

Chair De Graff

It is recommended that the Board of Directors take action on a complaint, deciding whether or not to hear the complaint in Executive Session and whether the Board will take action or delegate the authority to do so.

MOTION: *Director Quaas-Annsa moved, Director Kohl seconded the motion to decline to hear the complaint that will be discussed in Executive Session and motion to delegate authority to the Board Chair.*

Chair De Graff asked if there was any discussion.

There was none.

Chair De Graff called for a roll call vote. Chair De Graff asked each Board member to indicate if they approve the motion to decline to hear the complaint discussed in Executive Session and delegate authority to the Board Chair: Director Quaas-Annsa – Yes, Director Light – Recused, Director Kohl – Yes, and Director De Graff – Yes.

Motion passed, 3:0.

Director Light recused himself due to a personal relationship.

6. Reports and Information

A. Superintendent Communication

Superintendent Hamilton

- Recognized the efforts of administrators and high school principals for their coordination of transition activities and graduation ceremonies.
- Praised the high school principals from A3, Gateway, Springfield, and Thurston for their work in preparing students for graduation.
- Acknowledged the facilities team for their behind-the-scenes efforts in making the graduation venues look beautiful.
- Thanked the teachers and staff for their continued efforts throughout the school year.

B. Board Communication and Comments

Chair De Graff

Director De Graff shared personal experiences from volunteering at BookFest and having attended the graduations, expressing appreciation for the community, inspiring speeches and music.

Director Light highlighted the excitement of the Springfield Education Foundation's grant distribution and the creative projects it supports. Light echoed gratitude for the coordination and efforts required for the graduation ceremonies.

Director Kohl expressed appreciation for attending graduation ceremonies and recognizing community transitions.

Director Quaas-Annsa shared her excitement for a recent promotion and for being able to attend this year's graduation ceremonies.

7. NEXT MEETINGS

June 23, 2025 - Board Special Meeting at 5:30 p.m.

Chair De Graff thanked everyone for attending.

8. ADJOURNMENT

Having concluded all business, Chair De Graff adjourned the meeting at 7:46 p.m.

(Minutes recorded by Trenay Ryan, LCOG)

SPECIAL MEETING MINUTES

A Special Meeting of the Springfield School District No. 19 Board of Education was held on June 23, 2025.

1. CALL MEETING TO ORDER

Board Chair Nicole De Graff called the Springfield Board of Education Special Meeting to order at 5:31p.m.

A. Chair De Graff led the Pledge of Allegiance

B. Director Kohl shared the following Land Acknowledgement:

We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.

Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.

The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.

This information is shared out of a responsibility to prevent the erasure of Native culture, heritage, and people and to ensure a quality contemporary education for future generations.

Attendance

Board Members in attendance included, Board Chair Nicole De Graff, Vice Chair Heather Quaas-Annsa, Director Ken Kohl, and Director Jonathan Light.

District staff and community members identified included David Collins, Dustin Reese, Whitney McKinley, Martie Steigleder, Brian Richardson, Jeff Michna, Nicole Nakayama, Joyce Johnson, Carla Smith, Lacey McDonald, Megan Knight, Andy Price, Karen Yancey, Kim Weston, Josh Donaldson, Joan Bolls, Moriah Shanahan, and Mindy La Roux.

2. Presentation

Chair De Graff

A. Data Literacy – Student Success

Instruction Team

Assistant Superintendent Dave Collins introduced Director of Elementary Education Joyce Johnson, who introduced fellow presenters and elementary principals Carla Smith from Douglas Gardens, Lacey McDonald from Ridgeview, and Megan Knight from Maple. The meeting focused on student performance and literacy improvements in elementary schools, as well as performance metrics, focusing on literacy and math proficiency. The implementation and impact of embedded collaboration in education was highlighted.

Key Points:

- Overview and implementation of Oregon Response to Instruction and Intervention projects (RTIs) support for over 100 school districts and their role in providing training and technical assistance.
- Explanation of the multi-tiered system of support (MTSS) and the five pillars of reading:
 - Phonemic Awareness, Phonics, Fluency and Vocabulary
 - Comprehension, Oral Language, and Written Expression
- Structured Literacy, explicit instruction, and how assessment drives instruction.

Literacy Plan and Core Instruction

- The Literacy Plan and the impact of the pandemic on literacy scores.
- Team engagement from each of the 12 schools to develop a strong core program.
- Use of initial assessments from Oregon RTI and implementation rubrics to self-evaluate reading programs.
- Professional learning on Tier-1 core instruction and the development of English Language Arts curriculum maps.

Implementation of New Programs and Assessments

- Introduction of Wonders at K-5 and the identification of a supplemental program. Magnetic addresses early literacy skills, with 57% of second graders now reading at benchmark.
- Establishment of two professional learning communities (PLCs) for embedded collaboration on planning, assessment, and responsive instruction.
- Introduction of the Science of Reading instruction for K-2 teachers and specialists.
- Revision of curriculum maps based on teacher feedback and the additional high-dosage tutoring and after-school literacy camps.

Data Analysis and Future Plans

- New core review process with grade-level teams analyzing student data and making adjustments.
- Introduction of Tier-2 for students needing more than core instruction.
- ECBM - easyCBM is a web-based district assessment system that includes both benchmarking and progress monitoring assessments combined with a comprehensive array of reports.
- Presentation of ECBM reading proficiency data for K-5, showing incremental growth over the past years.
- Discussion on the importance of setting a high benchmark for proficiency and the impact of the pandemic on data collection.

Detailed School-Level Data

- Presentation of ECBM data by school and grade, showing trends and areas for improvement.
- Discussion on the impact of the supplemental adoption process and the role of the committee in making decisions.
- Explanation of the subtexts in ECBM and their predictive value for future reading.

- Analysis of the growth in different skills and the impact of the new curriculum on student performance.

Director Kohl wondered how the ECBM compared to state test results.

— Johnson and Le Roux provided an explanation of the differences between ECBM, growth trends, and state assessments over the past 3-4 years, adding that they will follow up in October to review the state assessment results when they become available.

Director Collins added that they will provide more historical data on the district's reading assessments, including pre-Covid performance, to better understand the trends.

Chair De Graff asked about defining proficiency.

— Johnson explained the use of percentiles and the importance of national norming.

SCHOOL PERFORMANCE METRICS

DOUGLAS GARDENS (DG) - Principal Carla Smith - Literacy Success

- Top Performer with 68.2% proficiency. 91% reading proficiency in kindergarten.
- Surpassed district performance at every grade level, with 91% proficient in kindergarten. Continued focus on continued improvement, quality instruction, instructional coaching, aligning closely with the district's goals.
- Long-term investments in professional development, with teachers and classified staff engaging in ongoing professional learning every early-release Friday.
- Instructional practices grounded in the science of reading, professional development, data-driven instruction, responsive teaching, and embedded collaboration (EC) were explained.
- Equity and strategic action in closing the equity gap, with a commitment to improvement rooted in a culture of collaboration and professional development.
- Serving a high-poverty community while focusing on equity ensures every student has access to high-quality instruction.
- The strengthening of high-quality, Tier-1 reading practices and instruction, including the framework were explained.

Director Quaas-Annsa asked about best practices from DG being implemented in other schools. Smith shared best practices with the Board.

Chair De Graff inquired of grades 3-5 acceleration focus and the Wonders early literacy gap or use of a supplemental addition.

Smith answered that she has a plan to accelerate growth in grades 3-5 at DG, while maintaining momentum in K-2 and would develop it, then return to share it with the Board.

RIDGEVIEW- Principal Lacey McDonald - Literacy Growth

- 61.1% students are proficient in reading. 80% mastery on fifth-grade assessments. The goal - to ensure all students have access to high-quality instruction.
- The importance of embedded collaboration in driving literacy success, with teachers meeting weekly to review data and adjust instruction.
- The use of Day-5 assessments to improve core instruction and intervention.
- Significant gains seen in student proficiency, with teachers able to make informed decisions based on data.

- Step-by-step approach of new material adoptions, ensuring teachers are well-prepared and supported and the importance of thorough implementation.
- Teachers receive ongoing training and support, with instructional coaches modeling effective instruction and providing ongoing data-driven training.
- The involvement of the principal, coach, and grade-level team in embedded collaborations (ECs), which began in 2023 and led to significant growth in student performance. In 2024 two ECs per week were being used.
- An explanation of school groupings based on student needs, schools with low-income students, less scarcity of food, and mid-level student needs.
- A focus on accelerating growth in grades 3-5, while maintaining momentum in K-2.
- The seven stages of Professional Learning Teams (PLC) in embedded collaboration was outlined, emphasizing the importance of using formative assessments to change instruction.
- The process of copying best practices from one year to the next, allowing for continuous improvement and the importance of replicating the success across schools.
- The role of principals in setting up maps for teachers at the beginning of the year, ensuring a smooth transition.
- Full-time PE, music, and library positions enable the creation of dedicated time for ECs.
- Next steps in the implementation plan, including initial implementation and refining practices based on year-one experiences.
- The impact of integration of complex text in science and literature, and the excitement around the science of reading modules.
- The expansion of modules to grades 3-5, a cohesive approach across grade levels.
- The role of the team in creating science units and the integration of science topics with literacy materials.

MAPLE - Principal Megan Knight - Math Growth and Proficiency

- The focus on math in addition to literacy was highlighted, with early adopters dedicating one embedded collaboration session to professional learning in math.
- The use of iReady diagnostics for assessing student performance and providing personalized learning paths.
- The use of district-adopted materials, such as iReady Math ensures equitable access to high-quality resources.
- The use of slides from the publisher to guide teachers and students through the curriculum, enhancing instruction and engagement.
- ECs once a month were crucial for grade-level teams to monitor iReady, MyPath, and lesson planning.
- Checking and adjusting the pacing guide was critical to ensure all grades completed priority standards by the end of the year.
- The importance of using only district-adopted materials like iReady Math. The school achieved 100% use of iReady materials. Some supplemental materials were used, but efforts were made to find them within the iReady Math materials.
- The teacher toolbox and instructional coaches helped in navigating and finding necessary materials.
- The spring iReady diagnostics showed a 46.7% proficiency rate, up from 37.8% the previous year.

- The median annual typical growth increased from 83% to 104%.
- Next steps include focusing on using only district-adopted materials, math manipulative, and instructional routines.
- Implementation of the Try, Discuss, Connect Routine was explained. The goal - to make this a consistent part of instruction, improving student engagement and understanding.
- The school improvement process involves staff and leadership, who identify targets and professional learning needs.

Director Light mentioned he would be interested in reviewing median income data and behavioral data per school.

— Collins and Johnson indicated they would contact Joan Bolls for more information, gathering that data per school. Looking internally at the CEP number is another way data is gathered.

Chair De Graff asked about the time management for ECs.

— McDonald explained the allocation of 45-minute sessions and addition of agendas and topics of focus.

Next Steps for Elementary

- All elementary schools have set instructional targets and professional goals in the area of mathematics for the 25/26 school year.
- K-2 professional learning on two early-release days.
- Ongoing, embedded professional learning provided by Curriculum Associates for instructional staff and Elementary Administrators.
- Minimum of days per month during ECs to focus on lesson structure, planning, and responding to formative assessments.

GRADUATION RATES AND FUTURE PLANS

Director Dave Collins introduced High School Director Mindy La Roux who shared graduation data from Springfield, Thurston, and Gateways High Schools.

- Springfield had 214 graduates. Thurston had 219 graduates. Gateways had 55, with some students attending summer school.
- Detailed updates on graduation rates and other metrics will be provided in the fall.

Chair De Graff requested information on student ACT and SAT scores.

— Johnson replied that the results become available every December or January and she will be happy to share those with the Board.

Director Collins summarized the following Board Follow-Ups (to be provided to the Board)

ACTION ITEMS:

- Continue monitoring use of only district-adopted math materials
- Ensure availability of necessary math manipulatives
- Monitor 45 minutes of iReady My Path instruction per week
- Teach and reinforce instructional routines to support increased student math talk
- Provide professional learning for K-2 teachers on math modules
- Provide professional learning for teachers grades 3-5 on science of reading modules

- Continue embedded professional learning with Curriculum Associates
- Ensure at least one day per month for grade-level teams to focus on math lesson planning and formative assessment

3. NEXT MEETINGS:

July 1, 2025 – Organizational Meeting at 6:00 p.m.

August 11, 2025 – Board Business Meeting at 7:00 p.m.

August 25, 2025 – Special Meeting at 5:30 p.m.

4. ADJOURNMENT

With no further business, Chair De Graff adjourned the Special Meeting at 7:25 p.m.

(Minutes prepared by Trenay Ryan (LCOG))

SPECIAL MEETING MINUTES

An Organizational Meeting of the Springfield School District No. 19 Board of Education was held on July 1, 2025.

1. CALL MEETING TO ORDER

Board Chair Nicole De Graff called the Springfield Board of Education organizational meeting to order at 6:00 p.m.

A. Chair De Graff led the Pledge of Allegiance.

B. Vice Chair Quaas-Annsa shared the following Land Acknowledgement:

We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.

Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.

The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.

This information is shared out of a responsibility to prevent the erasure of Native culture, heritage, and people and to ensure a quality contemporary education for future generations.

Attendance

Board Members in attendance included Board Chair Nicole De Graff, Board Vice Chair Heather Quaas-Annsa, Director Ken Kohl, Director Jonathan Light and Director Amber Langworthy.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Dustin Reese, Martie Steigleder, Taylor Madden, Brian Richardson, Jeff Michna, Craig Annsen, Joan Bolls, Melissa Blomquist, and Josh Donaldson.

2. OATH OF OFFICE

Superintendent Hamilton

A. Amber Langworthy

B. Jonathan Light

C. Heather Quaas-Annsa

Superintendent Hamilton administered the Oath of Office to Amber Langworthy, Jonathan Light and Heather Quaas-Annsa.

3. ELECTION OF OFFICERS

Chair De Graff

A. Board Chair

Chair De Graff called for nominations for the position of Board Chair.

Director Kohl nominated Heather Quaas-Annsa for Board Chair.
Heather Quaas-Annsa nominated Nicole De Graff for Board Chair.
Director Langworthy nominated Jonathan Light for Board Chair.

Chair De Graff asked if there were any other nominations for the position of Board Chair.
There were no other nominations made.

Chair De Graff closed the nominations. The Board voted in the order of each nomination, with each of the three nominees confirming they would accept their nominations.

MOTION: *Chair De Graff called for a roll call vote in favor of Heather Quaas-Annsa for the position of Board Chair: Chair De Graff – No, Director Quaas-Annsa – Yes, Director Light - No, Director Kohl – Yes, and Director Langworthy - No.*

Motion failed, 2:3.

MOTION: *Chair De Graff called for a roll call vote in favor of Nicole De Graff for the position of Board Chair: Chair De Graff – Yes, Director Quaas-Annsa – Yes, Director Light - No, Director Kohl – No, and Director Langworthy - No.*

Motion failed, 2:3.

MOTION: *Chair De Graff called for a roll call vote in favor of Jonathan Light for the position of Board Chair: Chair De Graff – No, Director Quaas-Annsa – No, Director Light - Yes, Director Kohl – No, and Director Langworthy - Yes.*

Motion failed, 2:3.

Superintendent Hamilton advised the Board of the next steps in the voting process. To end the stalemate, a Board member vote was held, with each voicing the name of the individual they would vote for. The individual with a quorum of three wins the vote, in the event this does not occur, the individual nominee with the fewest votes is eliminated and the process is repeated, and so forth.

Chair De Graff again asked the three nominees if they wished to continue in being considered for the position of Board Chair.

Directors Quaas-Annsa, De Graff, and Light each indicated that they wished to continue being considered for the position of Board Chair.

Chair De Graff asked if there were any other nominations for the position of Board Chair.

There were no other nominations made.

MOTION: *Chair De Graff called for a Board vote, with each member to indicate the person they would vote for, for the position of Board Chair: Chair De Graff – Self, Director Quaas-Annsa – Nicole De Graff, Director Light - Self, Director Kohl – Heather Quaas-Annsa, and Director Langworthy - Director Light.*

Jonathan Light - 2 votes, Nicole De Graff - 2 votes, and Heather Quaas-Annsa - 1 vote.

Motion failed. Neither of the nominees had a quorum of three.

MOTION: Chair De Graff called for a roll call vote in favor of Nicole De Graff (or) Jonathan Light for the position of Board Chair: Chair De Graff – *Nicole De Graff* (Self), Director Quaas-Annsa – *Nicole De Graff*, Director Light - *Director Light* (Self), Director Kohl – *Jonathon Light*.

Motion passed, 3:2 in favor of Jonathan Light.

Jonathan Light was elected to the position of Board Chair.

Director De Graff passed the gavel to newly elected Board Chair Jonathan Light, who presided over the remainder of the meeting.

B. Board Vice Chair

Chair Light called for nominations for the position of Vice Chair.

Director De Graff nominated Nicole De Graff (self) for Vice Chair.

Chair Light nominated Ken Kohl for Vice Chair.

Chair Light asked if there were any other nominations. Having no other nominations, Chair Light closed the nominations for Vice Chair.

MOTION: Chair Light closed the nominations and called for a roll call vote in favor of Nicole De Graff for the position of Vice Chair: Chair Quaas-Annsa – Yes, Director Kohl – No, Director De Graff - Yes, Chair Light – No, and Director Langworthy – No.

Motion failed, 2:3.

MOTION: Chair Light called for a roll call vote in favor of Ken Kohl for the position of Vice Chair: Vice Chair Quaas-Annsa – Yes , Director Kohl – Yes, Director De Graff - No, Chair Light – Yes, and Director Langworthy – Yes.

Motion passed, 4:1 in favor of Ken Kohl.

Ken Kohl was elected to the position of Board Vice Chair.

5. NEXT MEETINGS:

August 11, 2025 - Business Meeting at 7:00 p.m.

August 25, 2025 - Special Meeting at 5:30 p.m.

6. ADJOURNMENT

Having concluded all business, Chair Light adjourned the meeting at 6:16 p.m.

(Minutes prepared by Trenay Ryan, LCOG)

PERSONNEL ACTION

RELEVANT DATA:

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hires and resignations. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number and it will be withdrawn pending further instruction from the Board. Dustin Reese is available for questions.

RECOMMENDATION:

It is recommended the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- New Hires
- Resignations

SUBMITTED BY:

Dustin Reese
Director of Human Resources

APPROVED BY:

Todd Hamilton
Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES				
1	ABBE, JESSICA A	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
2	BARRETT, BENJAMIN	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
3	BARTRAM, NATALIE B	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
4	BERLIN, HOLDEN G	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
5	BOETTCHER, JENNIFER	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
6	BRANLUND, FRANCHESSCA	PROBATIONARY 1	PT	08/26/2025	NEW HIRE
7	CEDROS, LAURYN	PROBATIONARY 1	PT	08/26/2025	NEW HIRE
8	DAVIS, ANGELA	PROBATIONARY 1	PT	08/26/2025	NEW HIRE
9	FRANKLIN, ELORA	PROBATIONARY 1	FT	08/26/2025	REHIRE FROM TEMPORARY
10	GONZALEZ, ISLEY	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
11	HAGER, ZANE K	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
12	HALPAIN, TRINA L	PROBATIONARY 2	FT	08/26/2025	REHIRE FROM TEMPORARY
13	HAYES, HUNTER	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
14	HENDRIX, TAYLOR	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
15	HOLMAN, ERIN N	PROBATIONARY 1	PT	08/26/2025	NEW HIRE
16	HOWELL, RYN	PROBATIONARY 1	FT	08/26/2025	NEW HIRE

17	JONES, REGAN P	PROBATIONARY 2	PT	08/26/2025	REHIRE FROM TEMPORARY
18	KORICAN, MELINA	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
19	LAWRENCE, FAITH A	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
20	LOOMIS, HENRY	TEMPORARY	FT	08/26/2025	TEMPORARY NEW HIRE
21	LOPEZ MERAZ, SARAY	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
22	LUNA, JACQUELINE	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
23	LYDON, SHELBY	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
24	MAGYAR, ALLISON G	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
25	MCLAUGHLIN, MICHELLE L	PROBATIONARY 1	PT	08/26/2025	REHIRE FROM TEMPORARY
26	MOTLAGH, ROCCO	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
27	MOWREY, AMBER	PROBATIONARY 1	FT	08/26/2025	REHIRE FROM TEMPORARY
28	OSBORNE, MATTHEW J	PROBATIONARY 2	PT	08/26/2025	REHIRE FROM TEMPORARY
29	PLAISANCE, EMILY L	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
30	POZOS, SARAI	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
31	SAVOLAINEN, NICOLE A	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
32	SHERLEY, MADALYN	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
33	SNODGRASS, KATELYN M	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
34	SWEARENGIN, MICHAELA M	PROBATIONARY 1	FT	08/26/2025	NEW HIRE

35	TAKEI, CHRISTINA	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
36	TAYLOR, TASHA	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
37	WIBSTAD, TINA M	PROBATIONARY 1	FT	08/26/2025	REHIRE FROM TEMPORARY
38	WOLLARD, KELLY L	PROBATIONARY 1	FT	08/26/2025	NEW HIRE
39	WOOD, VICTORIA E	PROBATIONARY 1	FT	08/26/2025	REHIRE FROM TEMPORARY
	RESIGNATIONS				
40	1322427	CONTRACT TEACHER	FT	07/11/2025	RESIGNATION
41	1126679	CONTRACT TEACHER	FT	07/02/2025	RESIGNATION
42	1491377	CONTRACT TEACHER	FT	06/13/2025	RESIGNATION
43	2431173	CONTRACT TEACHER	FT	08/01/2025	RESIGNATION
44	1903829	PROBATIONARY 1	FT	06/17/2025	RESIGNATION
45	2759657	CONTRACT TEACHER	FT	07/21/2025	RESIGNATION
46	230871	PROBATIONARY 1	FT	06/19/2025	RESIGNATION
47	2861747	PROBATIONARY 1	FT	07/11/2025	RESIGNATION
48	1229559	CONTRACT TEACHER	FT	07/09/2025	RESIGNATION
49	394912	CONTRACT TEACHER	FT	07/29/2025	RESIGNATION

ODE REPORT TO BOARD

DATE: August 11, 2025

English Language Learners in Oregon
Annual Report 2023-24 (June 2025)

BACKGROUND INFORMATION:

The Oregon English Language Learner Report is an annual publication required by law (ORS 327.016), which reports on financial information for English language learner programs, the objectives and needs of students eligible for and enrolled in an English language learner program, as well as provides information on the demographics of students in English language learner programs in each school district.

The Oregon Department of Education shall prepare this annual report and provide a copy to each school district board by September 1.

SUBMITTED BY:

David Collins
Assistant Superintendent

English Learners in Oregon

Annual Report 2023-24

June 2025



OREGON
DEPARTMENT OF
EDUCATION

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Acknowledgements

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

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Executive Summary

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

Definitions

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

The ODE annually reports on four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2023-24 school year¹. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2023-24 school year. Monitored English learners are a subset of former English learners who are monitored for four years after exiting the EL services. Ever English learners are the combination of current, monitored, and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2023-24 school year.

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

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

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

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

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

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

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

English learners are overrepresented in special education and underrepresented in TAG programs.

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

Key findings include the following:

- A higher percentage of current, former, and monitored English learners experienced poverty compared to never English learners (52.8, 38.4, and 39.9 percent respectively vs. 30.1 percent).
- A higher percentage of current English learners received special education services and supports compared to never English learners (18.8 vs. 16.5 percent); however, former and monitored English learners had lower rates (5.3 and 7.3 percent, respectively).
- About 9.9 percent of current English learners (6,206 students) received services in migrant education programs. Additionally, 60.4 percent of the students in migrant education programs were current English learners, 16.8 percent were former English learners, and 12.2 percent were monitored English learners. In total, 89.4 percent of students in migrant education programs were Ever English learners.
- While across Oregon, 7.1 percent of Never English learners participated in TAG programs, this figure was 6.8 percent for former English learners, 5.2 percent for monitored English learners, and just 0.5 percent for current English learners.

Younger English learners are more likely to be on track to English Language Proficiency than their older peers.

Oregon monitors whether current English learners are on track to attain English language proficiency. In the 2023–24 school year, approximately 60 percent of ELs in elementary grades were on track to meet this goal. In contrast, only 26.1 percent of ELs in high school were on track, reflecting a significant decline as students progress through the grade levels. Among high school ELs with disabilities, the percentage was substantially lower—9.1 percent were on track.

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

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

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

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

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

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

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

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

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

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

As in reports from previous years, this report summarizes the ratio of total current English learner expenditures to revenues districts receive for these students. In 2023-24, this ratio is 0.83, which is lower than 0.87 for 2022-23.

Introduction

In the 2023–24 school year, students who received English language instruction, supports, and services through an English Language Development (ELD) program—as well as those who exited such programs in prior years—represented 18.8 percent of all students enrolled in Oregon public schools and districts (as of the first school day in May 2024). These multilingual learners are an essential part of our school communities, contributing rich cultural and linguistic assets that enhance learning environments across the state. Their diverse lived experiences, languages, and heritage knowledge are invaluable to both current and future generations of Oregonians.

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

Why this report?

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report’s intention is to describe the population of English learners in Oregon and provides a summary of district and state progress towards meeting English learners’ needs and objectives through ELD programs. ORS 327.016 requires ODE to include the following information in the annual report:

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

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

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

This annual report looks back at the prior school year, which for this year is the 2023-24 school year. This report will be available on the ODE website. State law requires the report to be available to the public at each district’s main office and on district websites. In addition to the annual reporting requirement to the public, ORS 327.016 also requires ODE to “submit to the interim legislative committees on education a summary of the two most recent reports prepared” prior to “January 1 of each odd-numbered year.”

Definitions

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

The ODE annually reports four groups of English learners: current, former, monitored, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2023-24 school year². Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program over four years prior to the 2023-24 school year. Monitored English learners are a subset of former English learners who are monitored for four years after exiting the EL services. Ever English learners are the combination of current, monitored, and former English learners. Finally, never English learners are monolingual or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2023-24 school year.

Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

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

Section 5: State Revenues and Expenditures for English Learners

Several aspects of this year’s report differ from the reports the ODE issued in previous years. These changes are informed by the latest [Multilingual Learner Strategic Plan](#). The plan provides a clear roadmap for addressing various challenges faced by English learners, with priority areas emphasizing community engagement, transformative educators, culturally responsive practices that lead to various pathways multilingualism. To that end, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services from an ELD program). Also, monitored English learners are now distinguished from former English learners. Additionally, new sections on Dual Language Bilingual Education (DLBE) programs, access to core content, and students’ sense of belonging are added to the report. Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve large numbers of certain types of students (e.g., students graduating with a state seal of biliteracy).

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

English Learners in Oregon

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

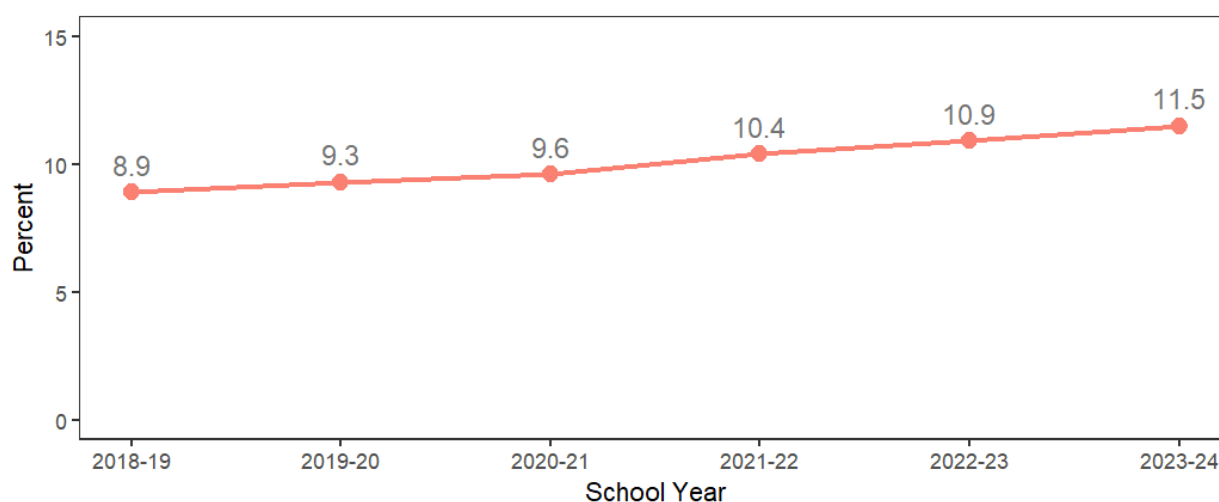
Section 1: Demographics of English Learners in Oregon in 2023-24

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2024, 542,735 students enrolled in Oregon public schools and districts. Among those students, 11.5 percent were current English learners (62,522 students), 4.3 percent were former English learners (23,310 students), 3 percent were monitored English learners (16,034 students), and 81.2 percent were never English learners (440,869 students). Current, monitored, and former English learners were an incredibly diverse student population in 2023-24 (representing 18.8 percent of all students). These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities. This section summarizes the demographics of Oregon's English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

Current and Former English Learners

Current English learners are multilingual students for whom English is not their native language, or who come from an environment where a language other than English has had a significant impact on their English proficiency, who are learning English in an ELD program during the school year³. They receive English language instruction, supports, and services to help them become proficient in English. Identification of English learners is done using a Language Use Survey (LUS) as well as an English Language Proficiency Assessment (ELPA) screener. Figure 1 shows the increasing percentage of current English learners from 2018-19 to 2023-24 school years⁴.

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



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

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

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

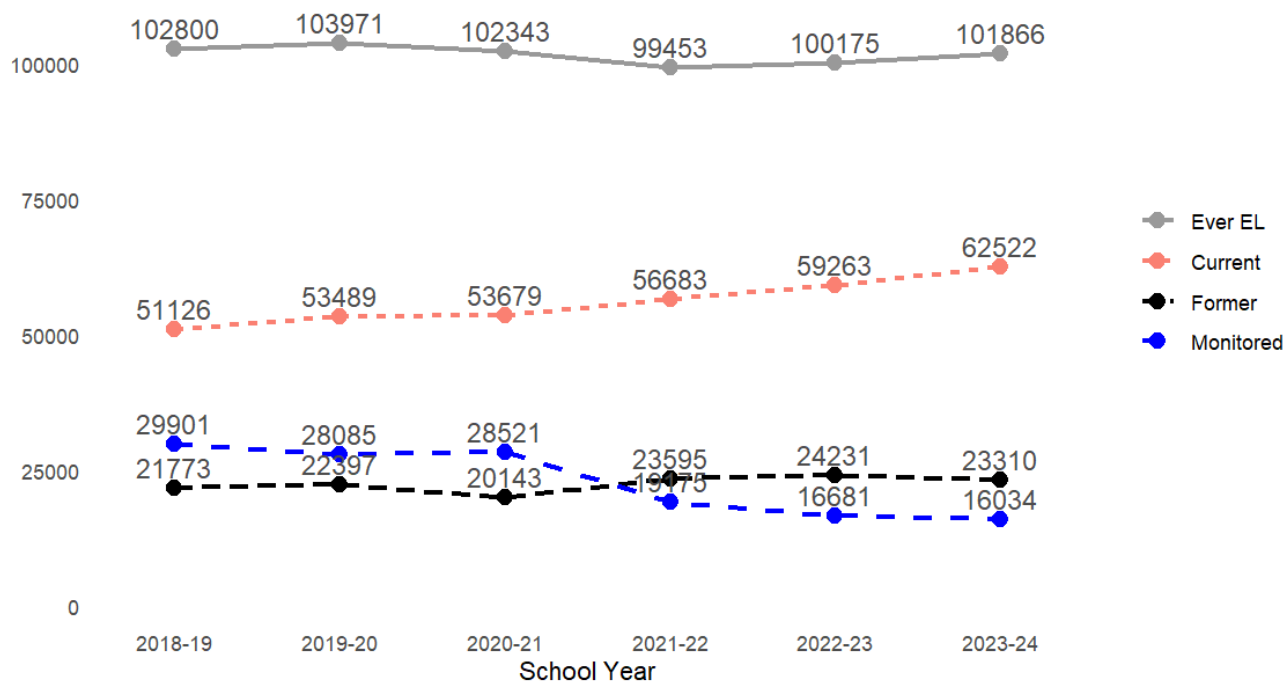
English Learners in Oregon

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

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

Oregon has had a largely stable population of about 100,000 English learners (former, monitored, and current) over the past several years. Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last six school years. In general, it displays a slightly fluctuating population of ever English learners in Oregon, starting at 102,800 in 2018-19 and, after increasing and declining for a couple years, reaching 101,866 students in 2023-24.

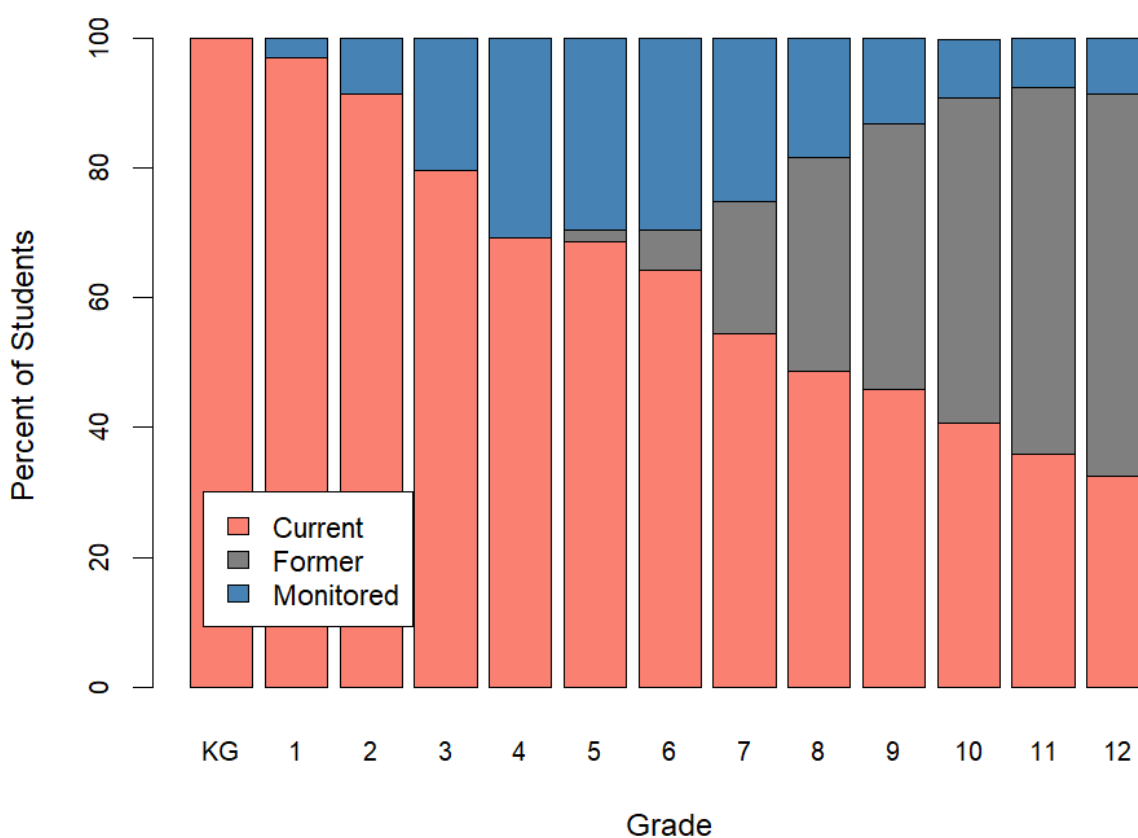
Figure 2. Number of current, monitored, former, and ever English Learners in Oregon (2018-19 to 2023-24)



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

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

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



English Learner enrollment varied across Oregon districts.

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

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

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

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

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

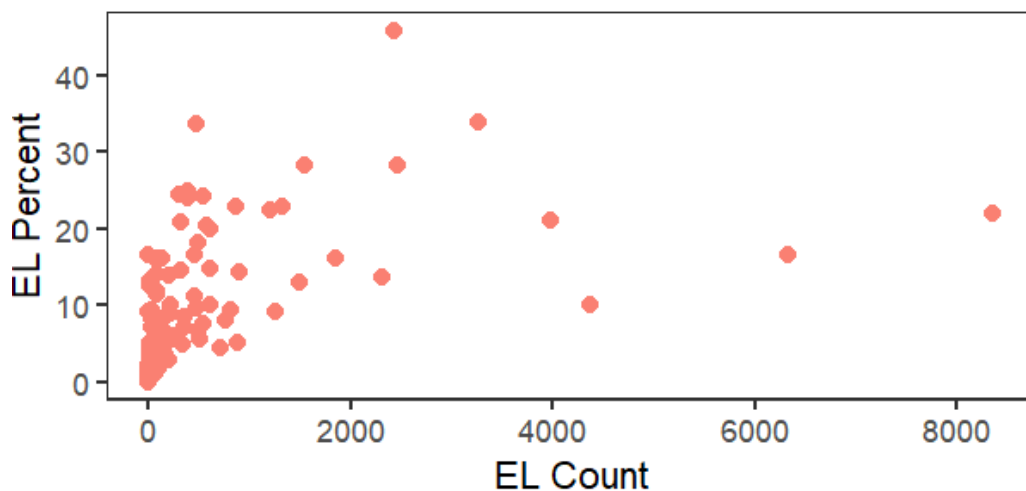


Table 1. Districts with the highest number of current English learners in 2023-24.

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

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

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

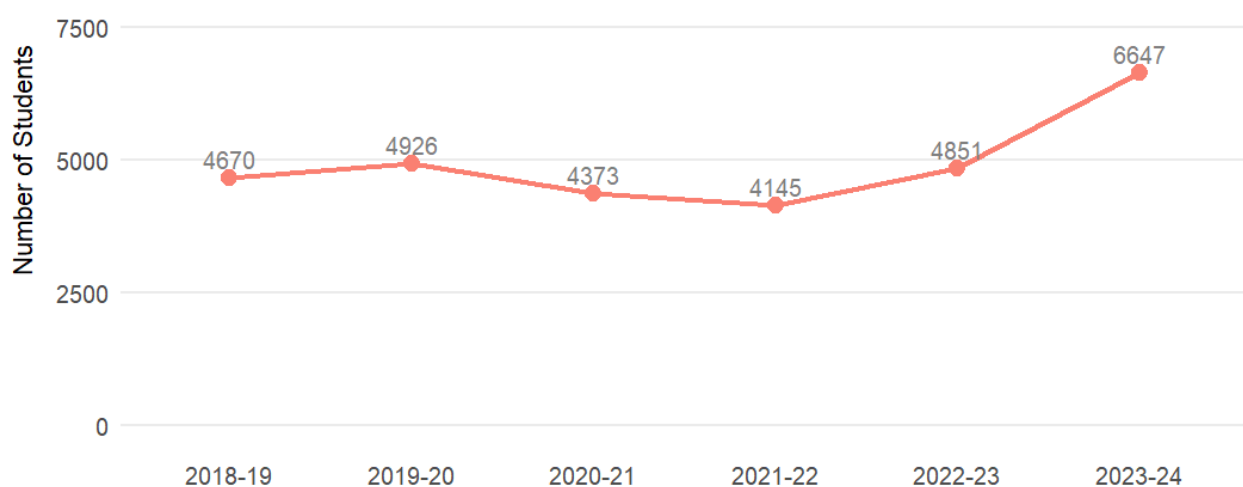
District Name	Number of Current English Learners	Percentage of Current English Learners
Woodburn SD 103	2,427	45.8
Reynolds SD 7	3,260	33.7
Umatilla SD 6R	473	33.6
David Douglas SD 40	2,467	28.3
Centennial SD 28J	1,539	28.2
Milton-Freewater Unified SD 7	386	24.9
Gervais SD 1	306	24.4
Morrow SD 1	538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

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

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

In 2023-24, 6,647 current English learners were recent arrivers. This number represents the largest count of recent arrivers over the last six years (see figure 5).

Figure 5. Number of current English learners who were recent arrivers in Oregon (2018-19 to 2023-24).



Most recently arrived English Learners (57.2 percent) were in the elementary grades, while 19.6 percent were in grades 6-8 and 23.2 percent were in high school. Current English learners who are recent arrivers in middle and high school contend with significant challenges, since they must learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2023-24 was 2,846. Five Oregon districts with the largest population of adolescent newcomers in 2023-24 are shown in Table 3.

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

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

In 2023-24, districts reported 934 current English learners had experienced interruptions in their education.

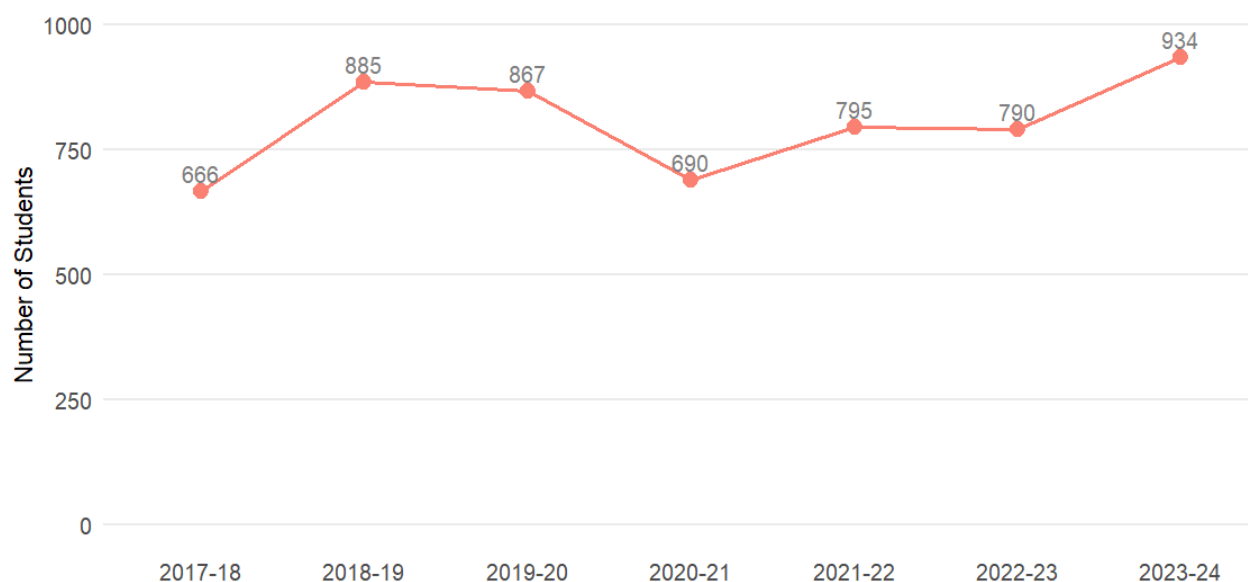
Some current and former English learners had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from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

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

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

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

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

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

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

In 2023-24, the distribution of current English learners with limited or interrupted formal education was not uniform across Oregon districts. Instead, current English learners with limited or interrupted formal education were, for the most part, concentrated in a few districts. Nine districts in Oregon, identified in table 4, provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2023-24. These nine districts alone enrolled 83.3 percent of all SLIFE students in Oregon. Note that three of the eight districts serving many adolescent newcomers (see table 3) also enroll a significant number of current English learners with interrupted formal education (i.e., Portland, Beaverton, and Reynolds).

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

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

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

Statewide, current English learners spoke about 247 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 76.0 percent of all current English learners. The four next most common languages were Russian, Chinese, Vietnamese, and Arabic. Taken together, these top five languages represent 84.0 percent of home languages among current English learners (see Table 5). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages has been increasing.

In 2020, ODE expanded the language of origin reporting options to include an additional 384 languages; many of which were Mesoamerican languages such as Mam, Q'anjobal, and K'iche. This was intended to reduce the prevalence of districts reporting an unknown home language. However, in 2023-24, districts⁶ reported an unidentified home language (listed as '*other languages*' in Table 5) for 908 English learners, suggesting a need for continued training and support in this area.

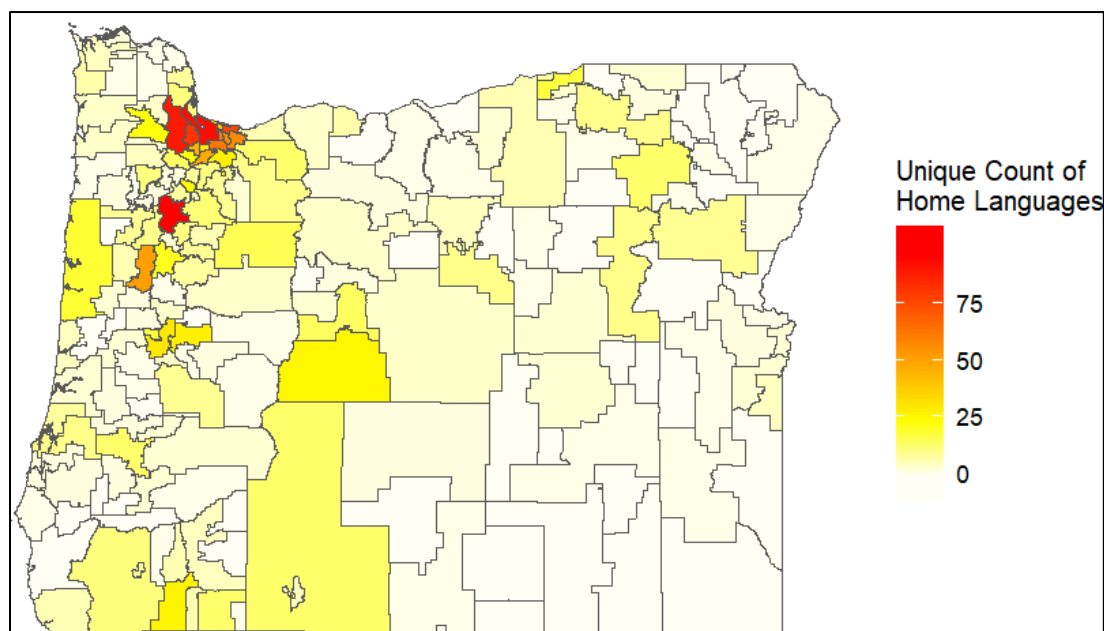
Table 5. Most prevalent home languages among current English learners in 2023-24.

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

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

⁶ These districts in alphabetical order included: Beaverton SD 48J, Bend-LaPine Administrative SD 1, Bethel SD 52, Canby SD 86, Cascade SD 5, Centennial SD 28J, Coos Bay SD 9, Corvallis SD 509J, David Douglas SD 40, Estacada SD 108, Eugene SD 4J, Forest Grove SD 15, Fossil SD 21J, Greater Albany Public SD 8J, Gresham-Barlow SD 10J, Hillsboro SD 1J, Hood River County SD, Klamath County SD, McMinnville SD 40, Morrow SD 1, North Clackamas SD 12, North Santiam SD 29J, Oregon City SD 62, Oregon Trail SD 46, Parkrose SD 3, Philomath SD 17J, Portland SD 1J, Prairie City SD 4, Redmond SD 2J, Reynolds SD 7, Salem-Keizer SD 24J, Scio SD 95, Siuslaw SD 97J, Tigard-Tualatin SD 23J, Warrenton-Hammond SD 30, West Linn-Wilsonville SD 3J, Woodburn SD 103.

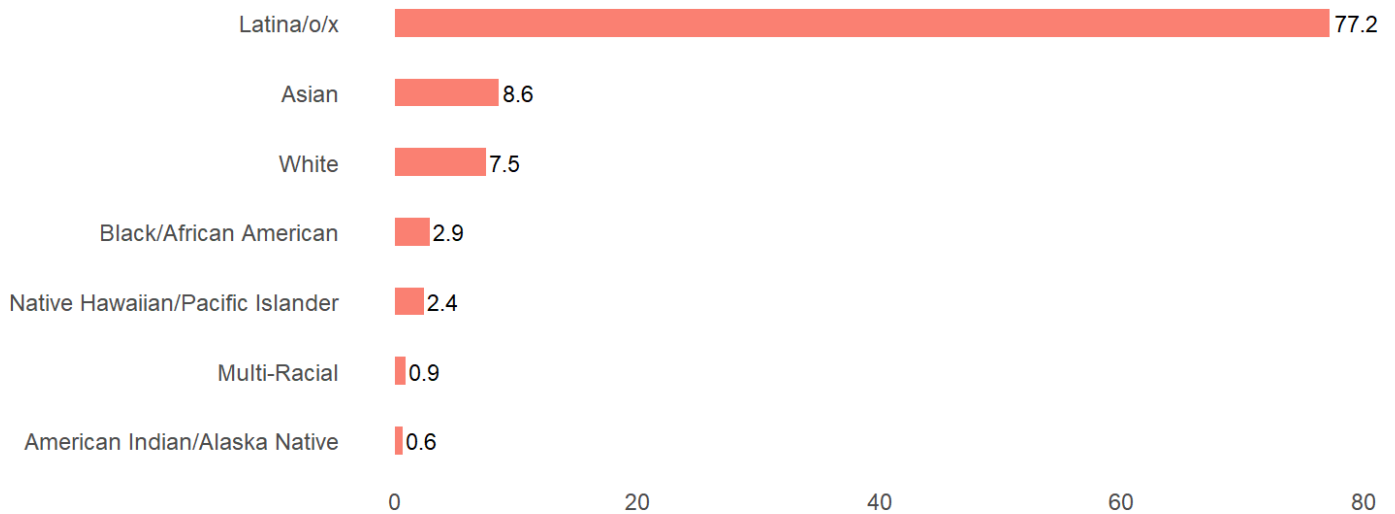
Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2023-24



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

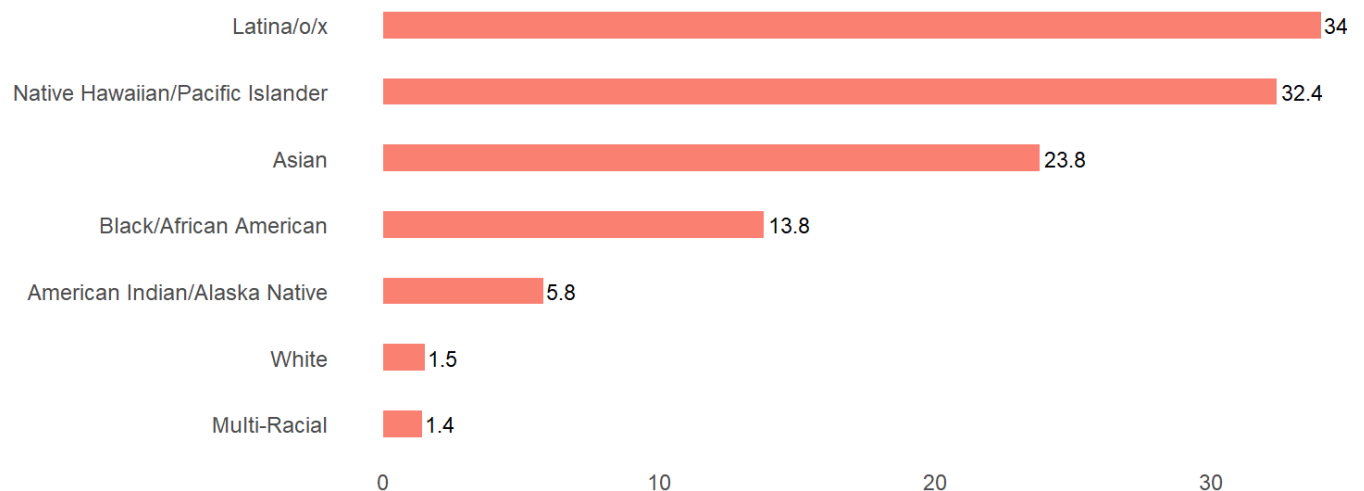
In the 2023–24 school year, Oregon served 62,522 current English learners (ELs), the vast majority of whom—48,243 students, or 77.2 percent—identified as Latina/o/x. This reflects the continuing trend in Oregon and nationally, where Latina/o/x students make up the largest share of the EL population.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

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



It is also important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to figure 9, only 34 percent of Latina/o/x students were current English learners in 2023-24. Moreover, 32.4 percent of Native Hawaiian/Pacific Islander students were current English learners.

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



Section 2: Participation in Targeted Programs

Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include students experiencing economic disadvantages (previously measured via free and reduced-price meals), special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only state funding. This section of the report describes the participation of English learners in each of these programs during the 2023-24 school year.

Students Experiencing Poverty

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

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

Figure 10 illustrates the percentage of students identified as experiencing poverty (SEP) within four English Learner groups for the 2023–24 school year. The data reveals that Current English Learners are the most affected, with 52.8% identified as experiencing poverty, followed by Monitored English Learners (39.9%) and Former English Learners (38.4%). The group with the lowest SEP rate is Never English Learners, at 30.1%.

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



Special Education

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

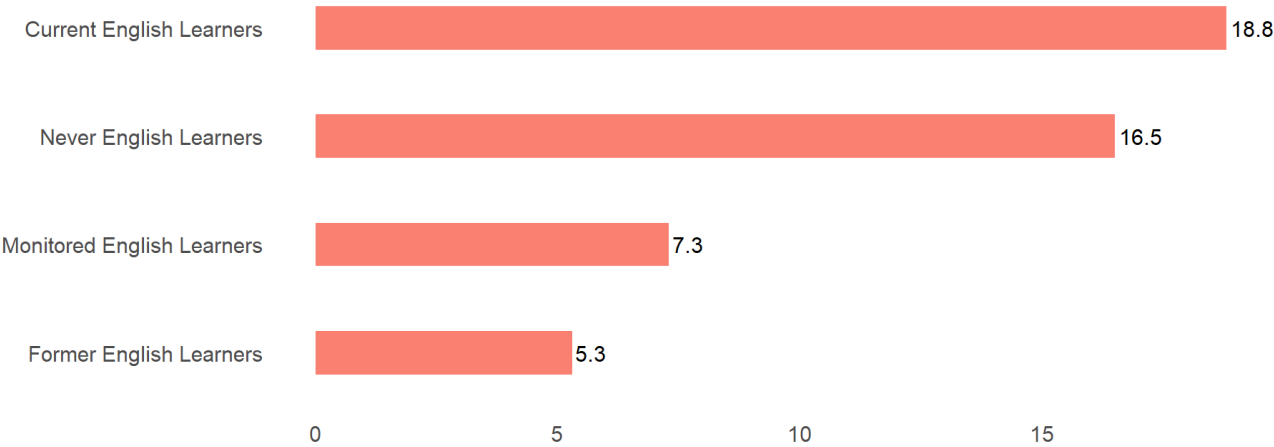
There is concern in the field about the difficulty of accurately identifying current English learners who need special education services and supports. Schools may incorrectly identify current English learners as having a learning disability when, in fact, it is their developing English proficiency that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

only in Oregon but across the United States (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez & Damico, 2007; Umansky, Thompson, & Díaz, 2017).

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

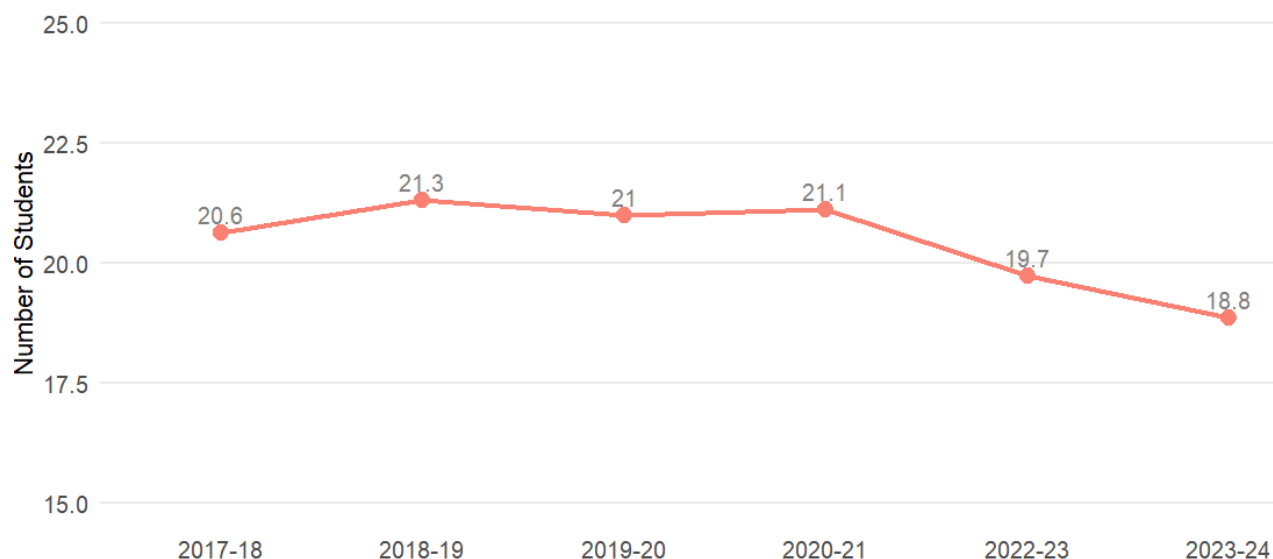
Figure 11 shows the percentage of English learner (EL) subgroups receiving special education services in Oregon during the 2023–24 school year. Current ELs had the highest rate at 18.8%, followed by never ELs at 16.5%. Monitored ELs and Former ELs had lower rates, at 7.3% and 5.3% respectively. These patterns suggest a higher identification of special education needs among students currently classified as English learners, highlighting the importance of careful evaluation practices to differentiate language needs from learning disabilities.

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



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

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

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

Most current English learners with a disability in 2023-24 had a specific learning disability (3,643 students) or a speech or Language Impairment (2,683 students) as their primary disability.⁷ Other primary disabilities, with 100 or more current English learners in 2023-24, included autism spectrum disorder, other health impairments, developmental delay, intellectual disability, emotional behavior disability, and deaf or hard of hearing (see Table 6). It is also worth noting that 4.3 percent (2,682 students) of dually identified current ELs reported a Speech/Language Impairment which is over 1 percentage point higher than that for never ELs (3.1 percent).

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

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

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

Migrant Education

Some English learners also participate in migrant education programs. Students ages 3-21 can qualify for Title I-C migrant education programs (MEP) if they or their parents are engaging in qualifying agricultural or fishing work, and they have moved within the past 36 months to obtain or seek this type of work. Many migrant children experienced poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intent of migrant education programs is to ensure that migrant children receive the support that addresses their unique situations and are able to receive supports necessary to succeed academically.

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

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

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

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

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

Talented and Gifted

The state requires that all school districts establish policies and procedures to identify students to participate in Talented and Gifted (TAG) services⁸. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas (Gubbins et al., 2020). State law requires districts to develop a plan to provide programs and services beyond regular school programs in order to ensure that eligible students can develop and realize their potential (OAR 581-022-2500).

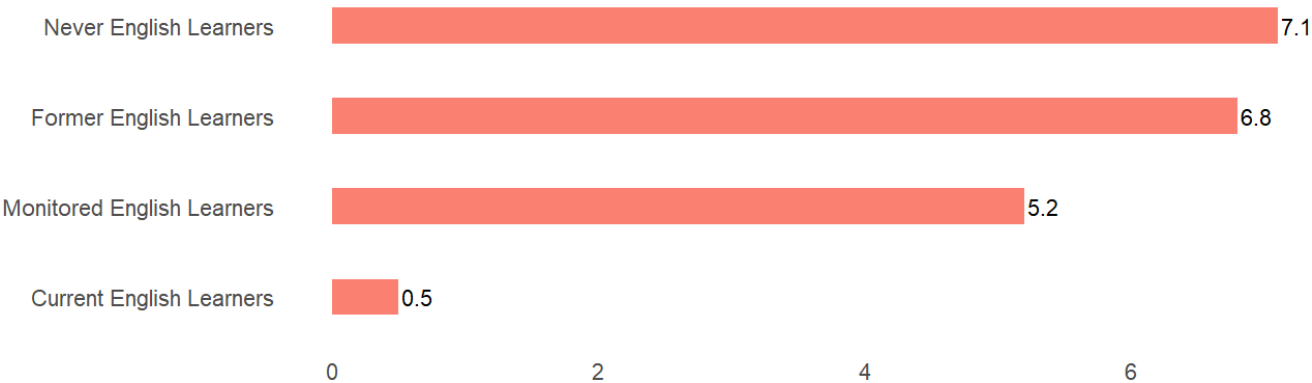
Correctly identifying students for TAG programs and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure. Others engage only selectively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

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

Current English Learners were rarely identified for TAG Services.

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

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



Section 3: Language Development and Academic Outcomes for English Learners

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

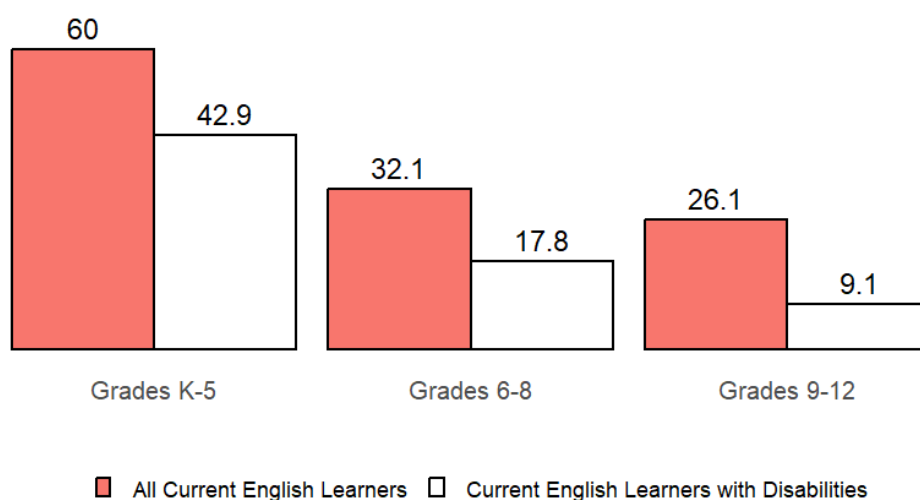
Progress towards English Language Proficiency

Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student’s proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four ELPA domains are ready to exit the ELD program. Since 2017-18, the ODE monitors whether current English learners are on track to attain English language proficiency using a trajectory expectation model. Current English learners are on track if their current ELPA domain performance meets or exceeds trajectory expectations given (1) initial ELPA domain performance, (2) years identified as a current English learner, and (3) disability and/or an interrupted formal education status. These expectations are in line with trajectory expectations indicated by research on English learners (see Hakuta, Goto Butler, & Witt, 2000; Robinson, Cimpian, Thompson, & Umansky, 2016; Umansky & Reardon, 2014), as well as SIFE, and dual-identified English learners (see Burke, Morita-Mullaney, & Singh, 2016; Conger, 2009; Kieffer & Parker, 2016; Thompson, 2015; Umansky &

Reardon, 2014). Interested readers are also referred to the Oregon's ESSA Consolidated State Plan (2017) for Oregon's trajectory expectations (pp. 43-44).

As illustrated in figure 14, as the grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 60 percent in elementary school grades to 26.1 percent in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities where the percentage decreases from 42.9 percent in elementary school grades to 9.1 percent in high school grades. To some extent, the decrease in the percentage of current English learners on track to attain English language proficiency from elementary to high school grades is not a surprise due to the annual exiting of current English learners and the annual enrollment of new ELs. This has a considerable impact on the composition of current English learners across grade levels. Thus, inferences and comparisons across grade levels and between groups of current English learners (e.g., those with and without disabilities) must use caution.

Figure 14. Percentage of all current English learners and current English learners with disabilities on track to attain English language proficiency by elementary (K-5), middle (6-8), and high school grades (9-12) in 2023-24.



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

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

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

services for more than seven years. This is a concern because slower development of English language proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009; Danahy Ebert & Reilly, 2022). An important point to consider is the ability of Oregon's schools and districts to meet the needs of current English learners. This is particularly salient given that 40.8 percent of current English learners with disabilities in 2023-24 were long-term English learners.

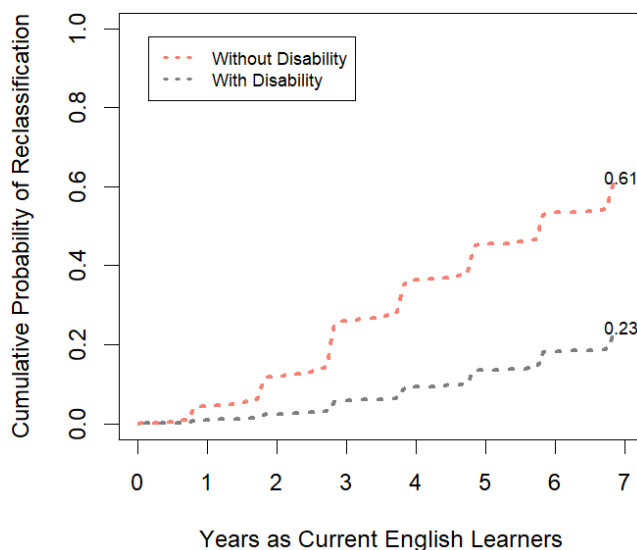
Approximately 23 percent of current English learners receiving special education services and supports developed English language proficiency in seven years.

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

This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2023-24 regardless of the length, start, or end of enrollment. While most of the data in this report rely on the first school day in May 2024 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2024).

Figure 15 addresses this question for current English learners with and without disabilities. For current English learners without disabilities who began receiving English language instruction, supports, and services on or after July 1, 2017, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after seven years is 0.61 (or, after multiplying by 100, 61 percent). That is, 61 percent of the current English learners without disabilities attained English language proficiency and exited EL services in seven years. On the other hand, 23 percent of current English learners with disabilities attained English language proficiency and exited an ELD program in seven years. Succinctly put, ELs without a disability are, on average, about three times as likely to exit the EL program in 7 years than their EL peers with a disability.

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



Student Academic Outcomes in English Language Arts and Mathematics

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

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

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

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

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

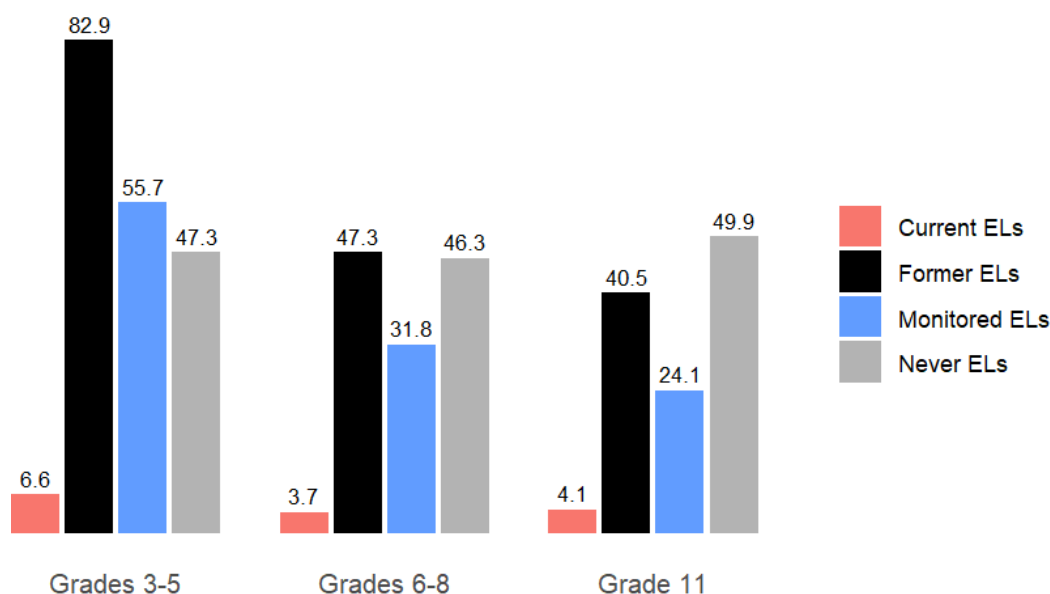
Never ELs, students who have never been classified as English Learners, generally outperform Current and Monitored ELs but underperform Former ELs in elementary grades. Their percentages remain relatively stable across grades: 47.3% (Grades 3–5), 46.3% (Grades 6–8), and 49.9% (Grade 11).

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

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

¹⁰ In addition to state assessments, in the 2023–24 National Assessment of Educational Progress (NAEP) ELA assessment in Oregon, English learners showed significantly lower performance compared to all students. In 4th grade, only 1% of ELs reached proficiency, compared to 19% of all students, and 93% of ELs scored below basic. In 8th grade, 1% of ELs were proficient, with 86% scoring below basic, while 24% of all students were proficient.

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



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

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

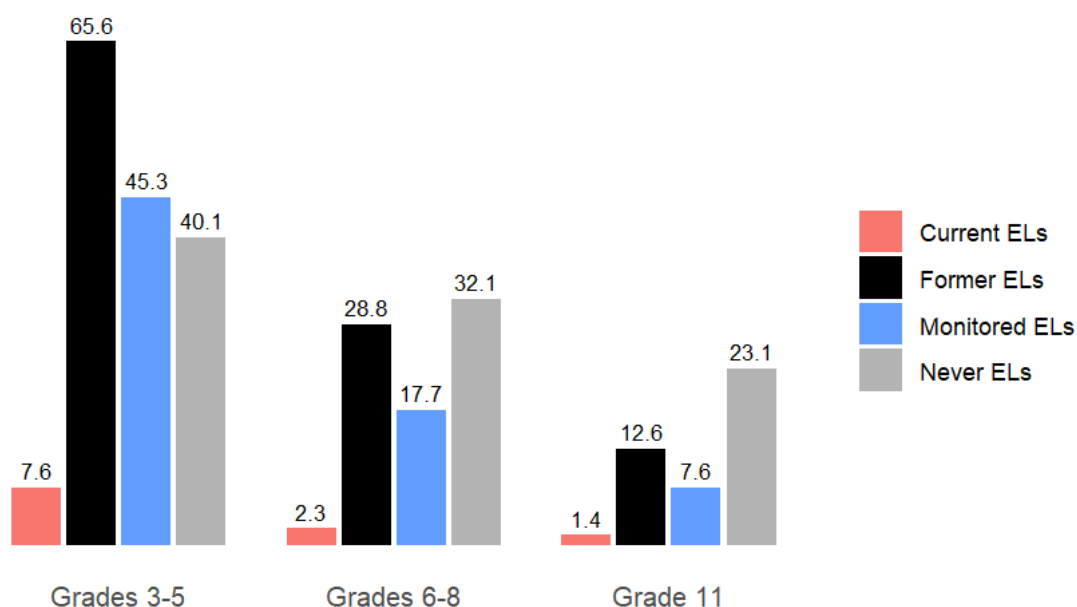
Former ELs show relatively strong performance, especially in elementary grades, where 65.6% meet or exceed standards—surpassing all other groups. However, their performance declines with grade level, dropping to 28.8% in Grades 6–8 and 12.6% in Grade 11. This pattern suggests diminishing returns over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

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

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

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

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



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

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

Regular Attendance

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

¹² In addition to state assessments, the 2023–24 National Assessment of Educational Progress (NAEP) for Oregon, English learners (ELs) scored significantly lower than all students. In 4th grade, only 4% of ELs reached the proficient level compared to 25% of all students, with 70% of ELs scoring below basic. The disparity was even greater in 8th grade: just 1% of ELs were proficient, while 90% scored below basic, compared to 45% of all students.

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

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

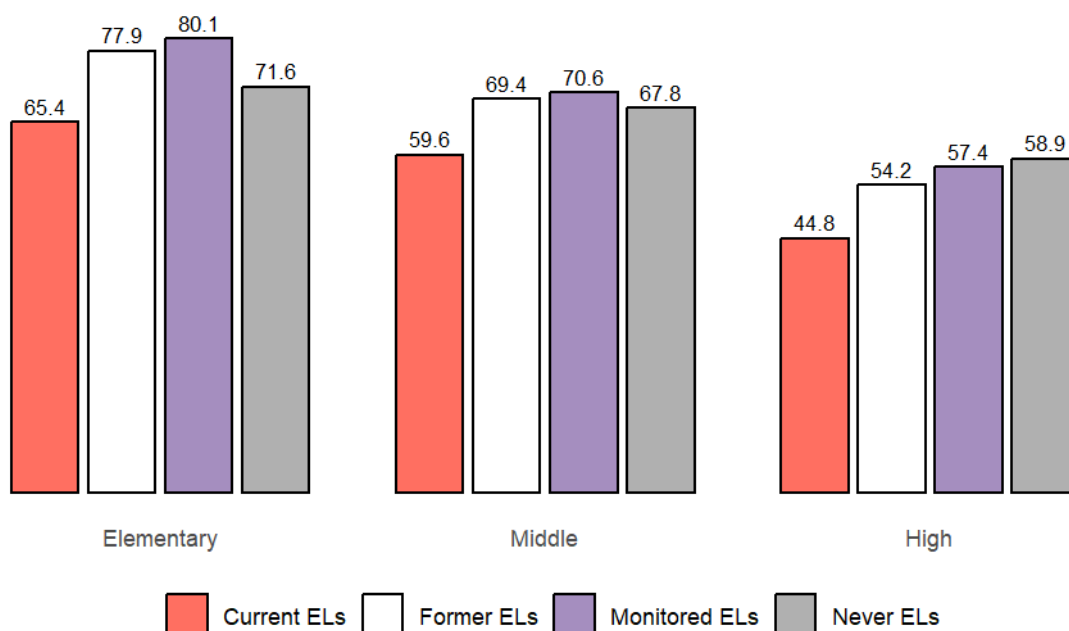
As shown in figure 18, across all grade levels, Current ELs consistently exhibit the lowest rates of regular attendance compared to former and never English learners, beginning with 65.4% in elementary school, declining to 59.6% in middle school, and reaching a low of 44.8% in high school.

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

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

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

Figure 18. Percentage of current, former, and never English learners regularly attending school by elementary (K-5), middle (6-8), and high school grades (9-12) in 2023-24



On Track to Graduate

Around the country, states and districts track whether students in the 9th grade are on track to graduate within four years¹⁴. They do this because ninth grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide supports and interventions to help keep students in school and progressing towards graduation. Note that In Oregon, students in the 9th grade are on track to graduate if they earn at least six credits or 25 percent of the credits their district requires for graduation. However, one should note that ODE's data only captures the number of the credits earned and not the specific courses associated with those credits. From 2018-19 to 2023-24, a higher percentage of former and never English learners were on-track to graduate compared to current English learners.¹⁵

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

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

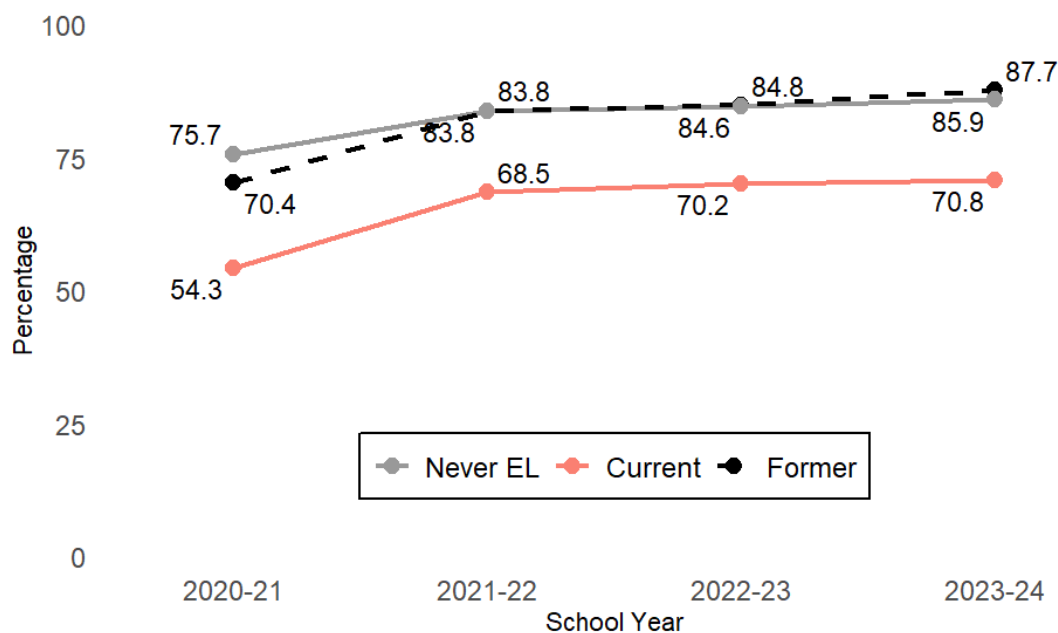
Current EL students had the lowest on-track rates across all years, though they showed improvement from 54.3% in 2020–21 to 70.8% in 2023–24—a 16.5 percentage point gain. While this progress is encouraging, the persistent gap between Current ELs and the other two groups (approximately 15–17 percentage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

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

¹⁴ Note that the data in for 9th grade on track defines former English learners as multilingual students who attained English language proficiency and exited an ELD program which also includes monitored English Learners.

¹⁵ Data representing the percentage of current, former, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

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



Four-Year Graduation

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

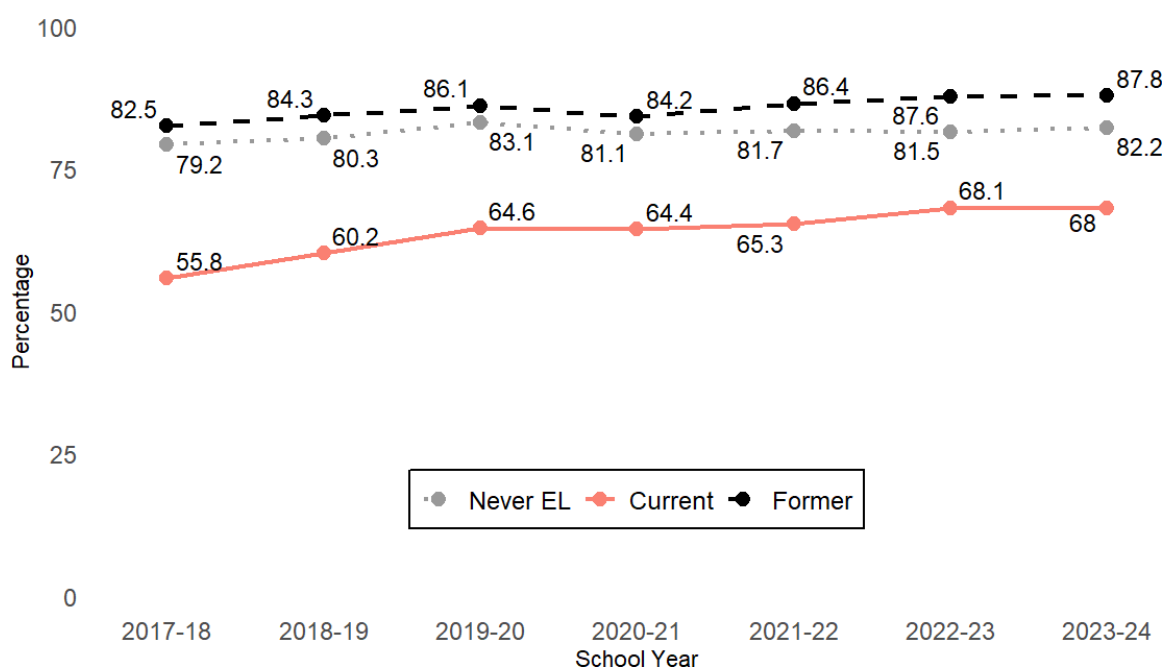
Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years. According to figure 20, former EL students consistently had the highest graduation rates, increasing from 82.5% in 2017–18 to 87.8% in 2023–24. Their rates remained above both other groups each year, reflecting strong long-term outcomes for students who have exited English learner services. Graduation rates ranged from 0% to 100% across districts, with the caveat that the rates closer to 100% were more common among districts with smaller current and former EL graduation adjusted cohorts.

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

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

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

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



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

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

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

¹⁶ For the list of the criteria please visit:
<https://secure.sos.state.or.us/oard/viewSingleRule.action?ruleVrsnRsn=323056>

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

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

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

Oregon State Seal of Biliteracy

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

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

The data for this section relies on students who graduated in 2023-24 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners¹⁷ who earned the Seal of Biliteracy in 2023-24.

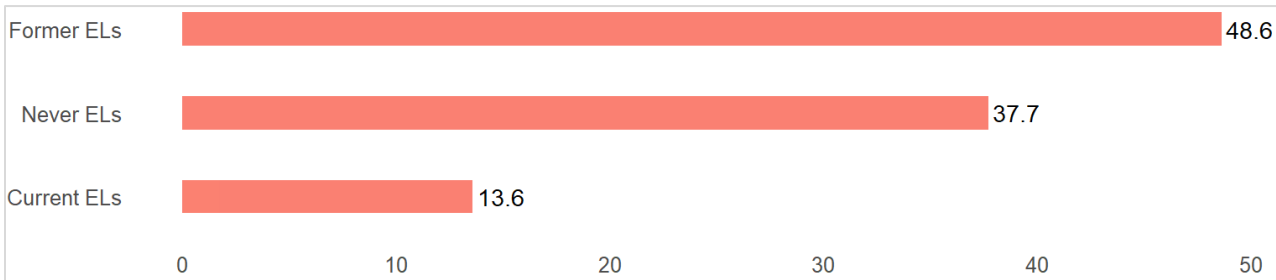
The majority of students who earned the Seal of Biliteracy in 2023-24 were ever English learners.

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

¹⁷ For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

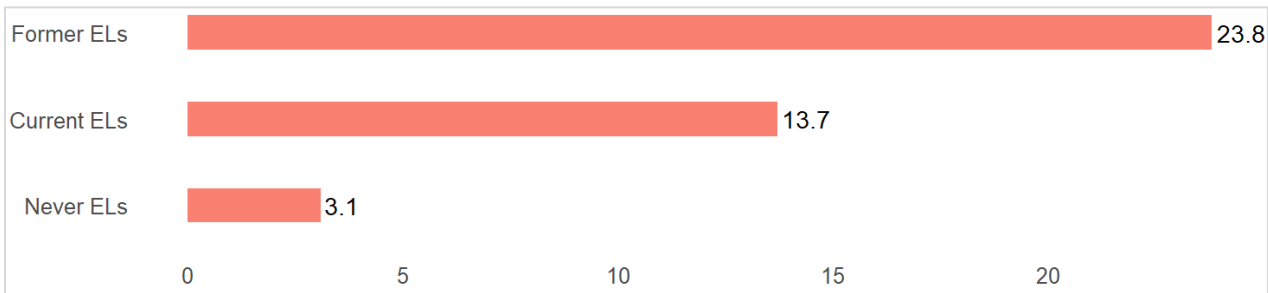
learners). The majority of students who earn the Seal of Biliteracy are (1) ever English learners or (2) never English learners who are native speakers of languages in addition to English.

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



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

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



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

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

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

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

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

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

Postsecondary Enrollment

The ODE annually examines and publicly reports the percentage of high school graduates who enroll in post-secondary education institutions in Oregon and across the U.S. (e.g., public and private, 2-year and 4-year, etc.). A post-secondary education affords students a wide range of advantages, including greater employment opportunities, financial security, opportunities to contribute to their community, and greater life satisfaction. The data for this measure uses students who graduated in 2020-21 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this portion of the report examines the count and percentage of current, former, and never English learners¹⁹ who enrolled in a post-secondary education institution within sixteen months after graduation.

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

¹⁹ For the purposes of reporting post-secondary enrollment data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

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

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

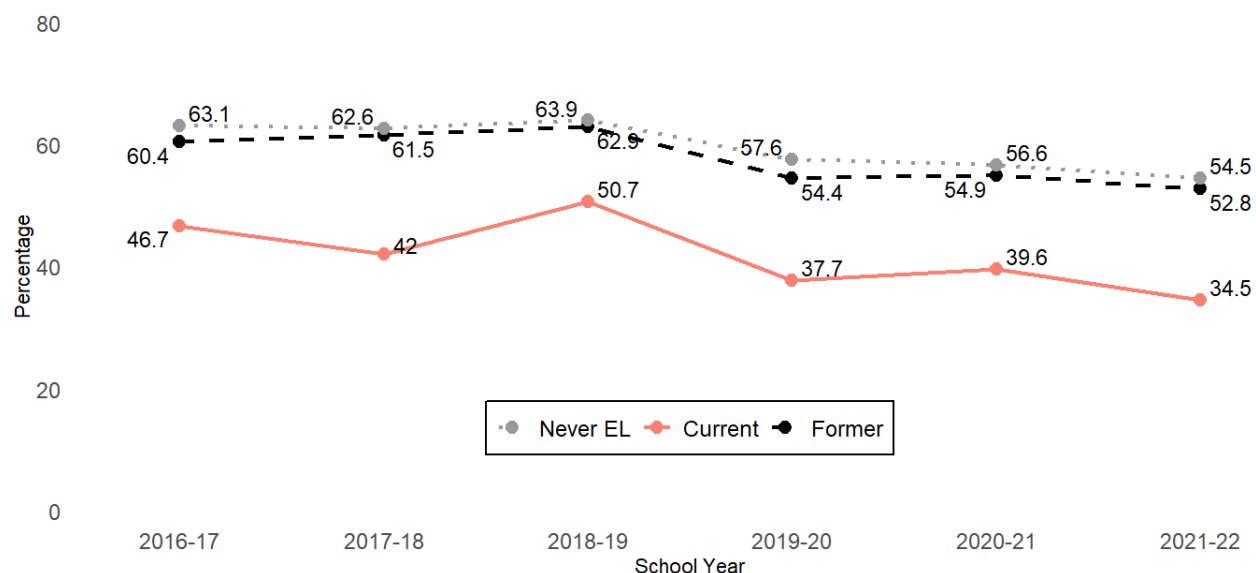
Across all years, Never EL and Former EL students consistently had higher post-secondary enrollment rates than Current ELs. Never EL students began at 63.1% in 2016–17 and declined steadily to 54.5% by 2021–22. Similarly, Former ELs started at 60.4% in 2016–17 and decreased to 52.8% in 2021–22. Despite relatively small year-to-year fluctuations, both groups show a clear downward trend, reflecting an overall decline in post-secondary enrollment during this period.

Current English Learners faced the steepest decline in college enrollment, dropping over 12 percentage points since 2016–17.

Current EL students consistently had the lowest enrollment rates and experienced the sharpest decline. From a starting point of 46.7% in 2016–17, their enrollment dropped to 34.5% by 2021–22—a 12.2 percentage point decrease. Notably, their rate peaked at 50.7% in 2018–19, briefly narrowing the gap, but then fell dramatically in subsequent years. The COVID-19 pandemic likely exacerbated existing barriers to enrollment for this group, such as limited access to college guidance, financial challenges, and language-related hurdles.

By 2021–22, the gap between current ELs and their peers had widened considerably, particularly when compared to former ELs (18.3 percentage points). This suggests a pressing need for targeted supports Current EL students navigate the transition to post-secondary education and address the long-term decline in enrollment observed across all groups especially newcomers who have significant gaps in their schooling.

Figure 23. Percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2016-17 to 2021-22²⁰).



Dual Language Bilingual Education Programs

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

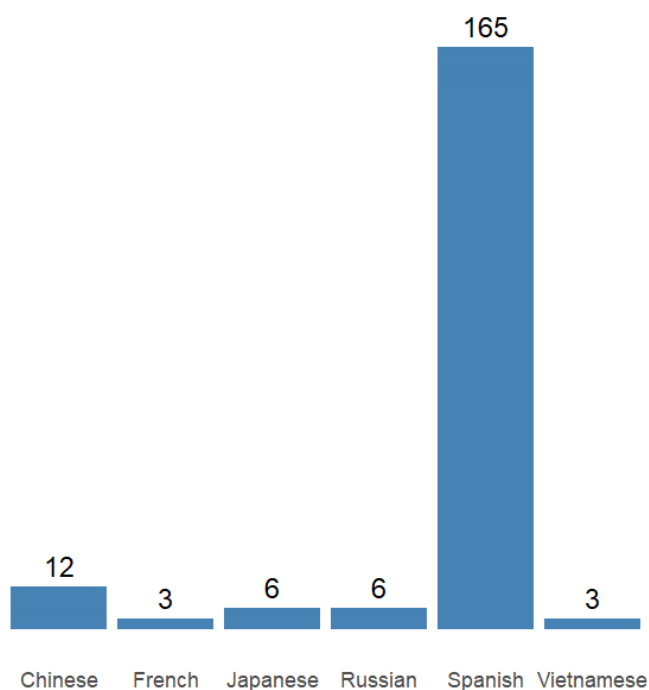
Despite their empirical appeal, there is limited up-to-date information available about DLBE programs in Oregon. While a valuable [DLBE directory](#) was publicly introduced in 2023 by Oregon State University (OSU), the information it contains reflects an earlier snapshot of program features and may not fully represent recent developments. To address this, the Oregon Department of Education (ODE) recently launched an effort to update OSU’s directory. This involved reaching out to multilingual program leaders across the state and inviting them to review and revise their program data. The following provides a brief overview of the languages and school types represented among the 195 schools across 39 school districts offering DLBE programs, based on the DLBE directory.

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

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

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

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



DLBE programs are offered in various school types.

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

The majority of DLBE offerings are found in elementary schools, with 96 schools—representing 49.2% of all DLBE schools statewide—serving as the foundational entry point for dual language education.

Middle schools account for 52 of the 195 DLBE schools, or 26.7% of the total. These programs frequently serve as the second stage of a K-12 pathway, continuing language and content instruction in the partner language for students who began in elementary DLBE.

High schools represent a smaller portion of DLBE participation, with 36 schools (18.5%) offering dual language instruction. These programs typically emphasize biliteracy and academic content in the partner language, with course offerings such as language arts, social studies, and language-specific electives.

Finally, the remaining 11 schools (5.6%) classified as “Other” include K-8 schools, charter schools, and alternative educational settings that span multiple grade levels or use non-traditional organizational structures.

Table 10. The number of DLBE programs by school type (2023-24)

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

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

Dual Language Bilingual Education programs are a powerful tool for narrowing opportunity gaps between students who were ever classified as English learners and those who were never ELs. For example, empirical evidence (Vazquez Cano & Motamedi, 2024) from Beaverton School District shows that DLBE programs play a significant role in closing academic opportunity gaps between students who are current or former English learners and those who have never been classified as English learners. English learners participating in DLBE programs demonstrated stronger performance on state assessments in English language arts and mathematics compared to their peers in English-only programs. They also showed faster academic growth and were more likely to be on track to graduate by grade 9. Notably, participation in DLBE programs reduced the achievement gap between ever-English learners and never-English learners by nearly half by middle school. These outcomes suggest that DLBE programs not only support academic success but also advance educational equity by providing linguistically and culturally responsive instruction that affirms the identities and strengths of multilingual learners.

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

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

programs caught up and often surpassed their peers by the end of elementary school. Furthermore, DLBE students demonstrated stronger outcomes on standardized English language arts assessments, even when matched with demographically similar peers. In contrast, increasing the quantity of daily EL instruction time—beyond 50 minutes—did not correlate with improved English proficiency, and in some cases was associated with lower performance. These findings highlight the effectiveness of DLBE programs in promoting long-term English development.

English Learners' Access to Core Content

Ensuring that English learners have access to core academic content is essential for promoting equitable educational outcomes and long-term success (Umansky, Shin, Thompson, Avelar, & Bovee, 2024; Vazquez Cano, Umansky, & Thompson, 2021). Core content courses serve as foundational gateways for graduation, college readiness, and career opportunities. However, systemic barriers—including restrictive course placement policies, language support structures that limit course enrollment, and misconceptions about ELs' academic potential—often exclude ELs from full participation. Access to core content is not only a matter of educational equity but a civil right. Schools, districts, and state education agencies must actively dismantle policies and practices that limit access and instead implement evidence-based strategies to expand opportunity. When English learners are fully included in academic pathways, they are more likely to thrive academically and participate meaningfully in the broader educational landscape.

As a way to measure their course access, the next section explores various groups of English Learners' participation in Advanced Placement or International Baccalaureate (AP/IB) as well as Career and Technical Education (CTE) courses.

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

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

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

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

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

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

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

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

Table 12. The number and percentage of current, former, monitored, and never English Learners enrolled in a CTE class (2023-24)

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

English Learners' Sense of Belonging

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

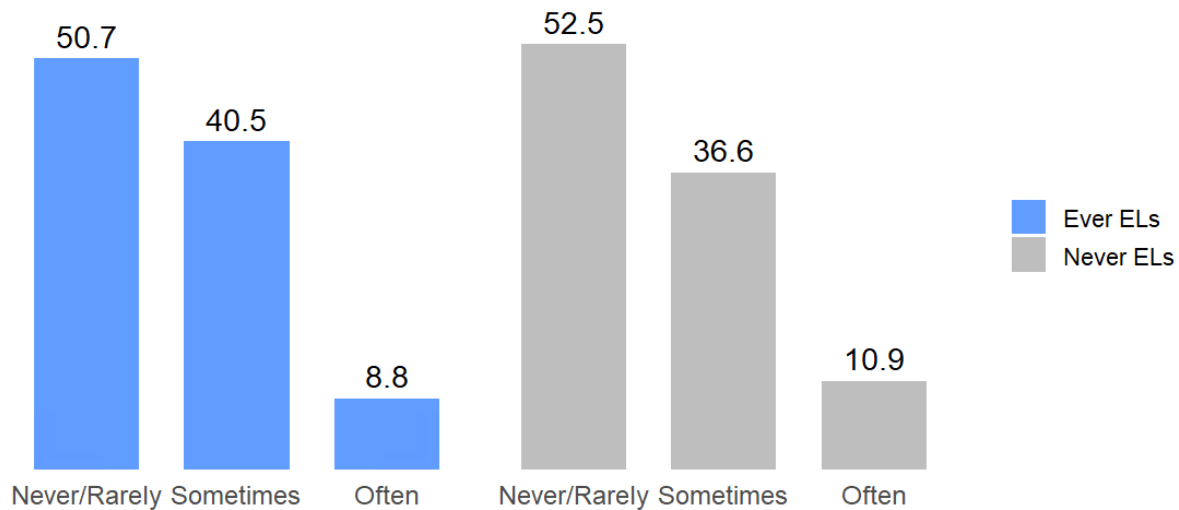
In Oregon, the *Student Educational Equity Development* (SEED) Survey captures students' voices on their school experiences, including how supported and connected they feel. In 2023-24, about 15% of the 169,000 SEED respondents were ELs. By monitoring EL students’ sense of belonging, Oregon takes a critical step toward ensuring that every student, regardless of language background, experiences school as a place of safety, connection, and inclusion. The SEED Survey included items assessing both social identity (e.g., identity representation in curriculum) and emotional connection (e.g., feeling welcome at school). In the following, we explore two survey items that examine how often EL’s social identity and emotional connection is represented in schools and how it compares to that by other groups of English Learners.

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

Figure 25 presents data from the 2023–24 SEED Survey, which captures perceptions of identity representation in curriculum among Oregon students in grades 3–11. The survey item asked: *“Think about your assignments from this school year. How often did they have pictures or stories of people who are like you and your family?”* Responses are disaggregated by English Learner (EL) status: Current ELs, Former ELs, Monitored ELs, and Never ELs. Over half of both groups responded “Never/Rarely” (50.7% for Ever ELs, 52.5% for Never ELs), while fewer than 11% in either group selected “Often.” However, Ever ELs reported slightly more frequent identity representation than Never ELs, with a higher percentage selecting “Sometimes” (40.5% vs. 36.6%) and “Often” (8.8% vs. 10.9%).

These findings suggest that EL students, particularly those no longer receiving support, often do not see themselves or their families reflected in classroom content. This underrepresentation may contribute to feelings of alienation, lower academic engagement, and weakened sense of belonging. The results point to a critical need for schools to incorporate culturally responsive curriculum materials that reflect and affirm students’ diverse identities and lived experiences, especially those from multilingual backgrounds.

Figure 25. Response rates²¹ (%) for identity representation in school assignments among ever and never English Learners (2023-24)



Feeling welcome at school varies significantly across English learner groups.

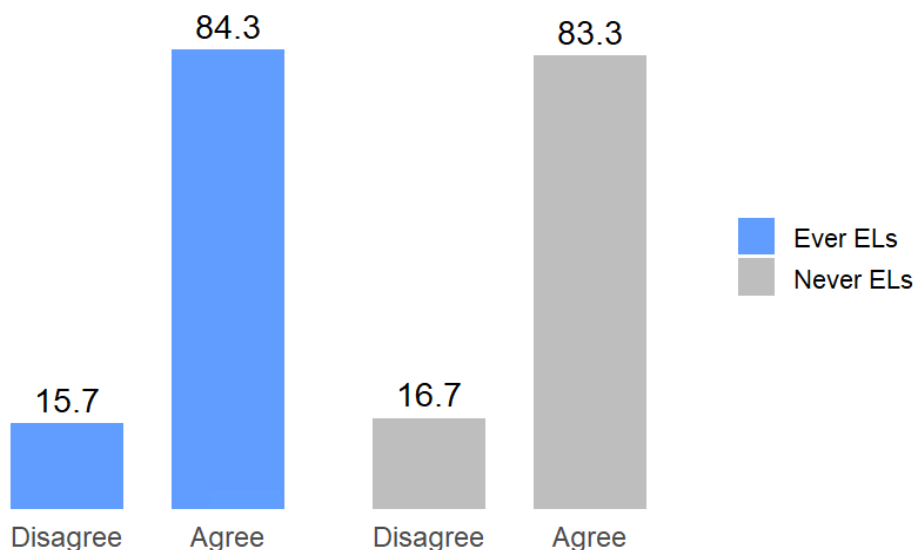
Figure 26 presents the results from the 2023-24 Student Educational Equity Development (SEED) Survey, specifically student responses to the item: *“Think about this school year and the people at your school. How much do you agree with each statement? I feel welcome at my school.”* Once again, this data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

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

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

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

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



Section 5: State Revenues and Expenditures for Current English Learners

Each year, Oregon’s State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2023-24 was \$10,104.²³ In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is $0.5 \times \$10,104$ or \$5,051.99 per current English learner. Altogether, the state allocated \$272,834,469 for these additional English learner funds in the 2023-24 school year.

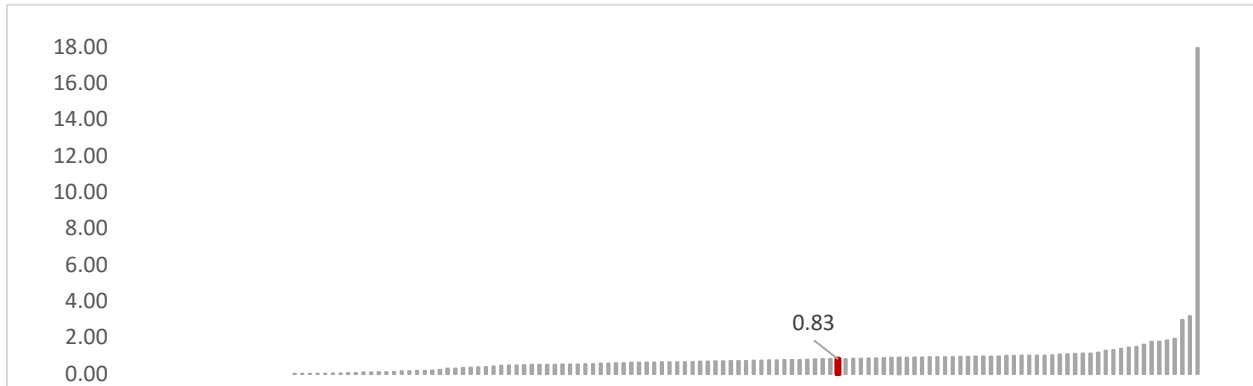
Figure 27 depicts the relationship between current English learner revenues the state allocated to districts via the State School Fund Formula and the total current English learner expenditures from the General Fund expressed as a ratio. Statewide, the ratio of expenditures to revenues in 2023-24 was 0.83, meaning that district expenditures on current English learners reflected 83 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts (n=47) spent about average or more than this percentage (up to about 1800 percent), while others (n=93) reported spending less (as little as 0 percent). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language

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

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

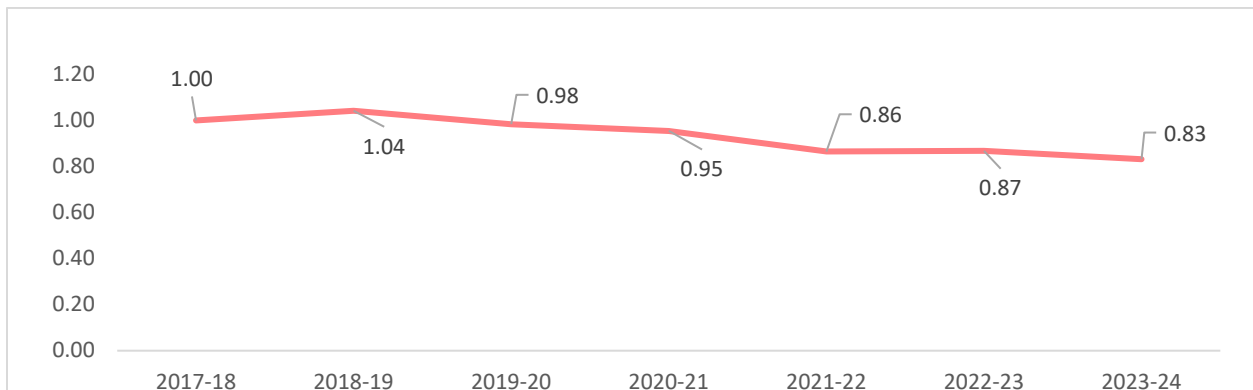
programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

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



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

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



Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (covering other supports for current English learners, such as interpretation services or transportation).²⁴

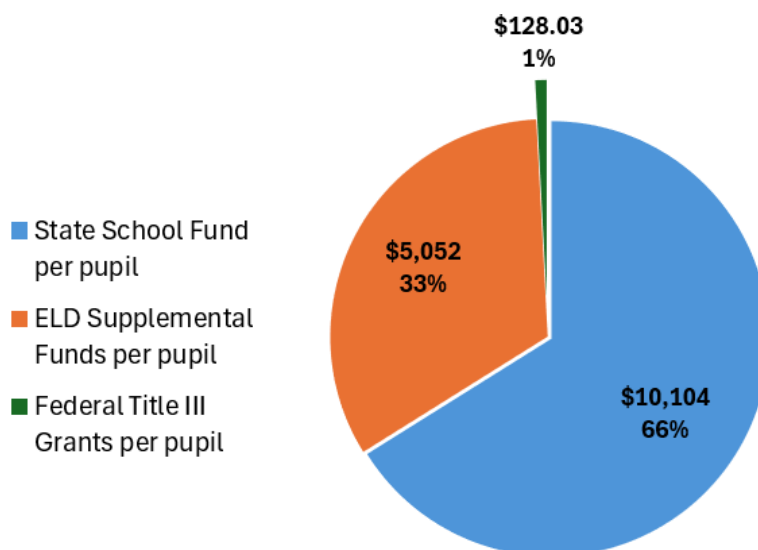
Current English learner expenditures for 2023-24 totaled \$226,409,301. Districts accounted for approximately 84.8 percent of the expenditures (\$191,943,630) using Function 1291 and 15.2 percent of the expenditures (\$34,465,671) using Area of Responsibility 280.

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

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

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

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



As Figure 29 indicates, overall, about 99 percent (66 percent + 33 percent) of the funding allocated to ELs comes from the state which in turn reflects a strong state-level commitment to education equity for EL students. Additional information on the grant amounts is available on the [ODE website under Title III Allocations](#).

Conclusion

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

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

Despite these successes, persistent gaps underscore the need for continued investment and reform. Current English learners face significant academic disparities. Fewer than 10 percent meet state standards in English Language Arts or Mathematics, and their regular attendance and on-time graduation rates lag considerably

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

behind those of other student groups. Furthermore, English learners remain underrepresented in Talented and Gifted (TAG) programs and are more likely to receive modified diplomas, signaling inequities in both access and expectation. Another key concern is the overrepresentation of English learners in special education, raising questions about accurate identification practices.

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

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

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

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

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OSAA Cooperative Sponsorship

RELEVANT DATA:

Full member schools, located in the same geographic area, may apply for cooperative sponsorship for an OSAA activity when a school has difficulty sponsoring the activity by itself.

For the 2025-26 academic year, the following program is applying for cooperative sponsorship:

- Girls Swimming – Springfield High School and Mohawk High School

Support for this application will make activities available for students that would not be available in their resident school because of a lack of numbers if joint sponsorship did not occur.

RECOMMENDATION:

It is recommended that the Board of Directors support the OSAA Cooperative Sponsorship Application for Girls Swimming between: Springfield High School and Mohawk High School.

SUBMITTED

David Collins
Assistant Superintendent

RECOMMENDED BY

Todd Hamilton
Superintendent

RESOLUTION #25-26.004

DATE: AUGUST 11, 2025

**AGREEMENT BETWEEN
OREGON SCHOOL EMPLOYEES ASSOCIATION (OSEA)
AND
SPRINGFIELD SCHOOL DISTRICT NO. 19**

RELEVANT DATA:

The District and OSEA bargaining teams met during spring and summer 2025 to reopen the final year of the 2022-2025 collective bargaining agreement (extended through 2025-2026) for classified employees to negotiate compensation and insurance contributions, as well as to discuss up to three (3) articles per team. The school board is being asked to approve the terms of the final year of the current agreement. Brett Yancey is available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the terms of the final year of the 2022-2026 agreement between Springfield Public Schools and Oregon School Employees Association, effective July 1, 2025 through June 30, 2026.

SUBMITTED BY:

Bretty Yancey
Chief Operations Officer

APPROVED BY:

Todd Hamilton
Superintendent



School Board Representation – 2025-26

<u>Local Organizations</u>	<u>Address</u>	<u>Board Member</u>
Lane Council of Governments (LCOG) 4 th Thursday of February, April, June, September, December 6:00-8:00 PM	LCOG 859 Willamette St., Ste 500	Ken Kohl
Springfield Education Foundation 2 nd Tuesday of the month, (not July, August, December) 5:30-7:00 PM	SPS Board Room, 640 A Street	Nicole De Graff
Wildish Theater 3 rd Thursday of the Month 4:30-6:00 PM	Wildish Theater, 630 Main Street	Heather Quaas-Annsa
<u>District Committees</u>		
Budget Committee Scheduled by Business Operations Thursdays 6:00-8:00 PM	SPS Board Room, 640 A Street	All Board Members