



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting - 6:00 PM

Thursday, September 4, 2025

In-Person at Phoenix Elementary School

<https://us02web.zoom.us/j/83359419395?pwd=V8LEbn3ReMuLXMfjyc2AF3HwO5xRs8.1>

Password: 347634

Agenda Español

Minutas Español

AGENDA

- A. **Executive Session - 5:15 p.m. - This session is closed to the public under ORS 192.660 (2)(e)(f)**
- B. **Regular Session Call to Order**
- C. **Student Representative Report**
- D. **Accentuate the Positive**
- E. **Citizen Comments**
- F. **Superintendent Report**
- G. **Consent Agenda**
 - 1. Approval of Agenda
 - 2. Approval of Minutes from 8/14/25
 - 3. Personnel Report
- H. **Information and Discussion**
 - 1. **Legislative / OSBA Update**
 - 2. **Committee Reports**
 - 3. **Superintendent Goals for 25-26**
 - 4. **OSBA Legislative Policy Committee**
 - 5. **Review Budget Committee Applications**
 - 6. **Review Budget Calendar for 2026-2027 Budget**
 - 7. **Boundary Change Discussion**
 - 8. **ACCS Discussion**
- I. **Recess**
- J. **Action Items**
 - 1. **Establish Meal Prices**
 - 2. **Board Guiding Principles**
 - 3. **Resolution 25-11 – Community Renewable Energy Grant for PES & PHS**
- K. **Review of the Next Meeting Agenda**
- L. **Adjournment**

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Rogue Valley Transportation District

101 S Front Street, Medford, Oregon 97501

Phone: 541-779-5821 | Fax: 541-773-2877 | rvtd.org

August 11, 2025

Phoenix School District Office of the Superintendent

Mr. Brent Barry,

RVTD is saddened to announce that due to delays with our federal funding combined with the failure of a state transportation package, we are planning major service reductions to begin on September 2, 2025. We are informing you of this situation so you can anticipate how it may affect your students' and employees' ability to continue using RVTD's services. The Federal Transit Administration has informed us that our funds this year and next will be delayed, and we should plan accordingly in our budgeting process. The State of Oregon is still in limbo with a transportation package which we had hoped would increase transit funds. We can assure you that our Board and staff are doing our best to navigate this challenging and unprecedented situation.

In response, RVTD is planning a reduction of approximately 60% of our service, including the elimination of Saturday service, a shortened operating day during weekdays and the elimination of several routes. Decisions on what to preserve relied on ridership and connectivity. The routes that will remain in service carry more than 80% of our current ridership and provide the most coverage to our community. Specific details of the service changes can be found on our website at www.rvtd.org.

Our staff are working to provide public notice through several sources including alerts posted at every bus stop, displays in each bus, public meetings and open houses, website and phone app alert banners and local news coverage. Transit riders can also call us for assistance with trip planning. We understand the disruption this will cause for our riders. Please partner with us to help make their transition to the new transit system model successful.

If transit service is not available we encourage riders to use other alternatives. A free carpool matching site called Get There Oregon is a good resource. Bicycling for shorter trips may also be an option. However, not everyone will find alternative transportation and we hope that by making you aware of the upcoming service changes it allows you to prepare.

Sincerely,

A handwritten signature in blue ink that reads 'Julie Brown'.

Julie Brown, RVTD General Manager

English Learners in Oregon

Annual Report 2023-24

June 2025



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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.

Office of Teaching, Learning, and Assessment

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

English Learner Advisory Group

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

Office of Finance and Information Technology

Kai Turner, Assistant Superintendent
Lauren Holstein, Business Analyst

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

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

Executive Summary

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

Definitions

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

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

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

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

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

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

English Learners in Oregon

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

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

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

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

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

Key findings include the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Introduction

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

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

Why this report?

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

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

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

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

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

Definitions

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

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

Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

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

Section 5: State Revenues and Expenditures for English Learners

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

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

English Learners in Oregon

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

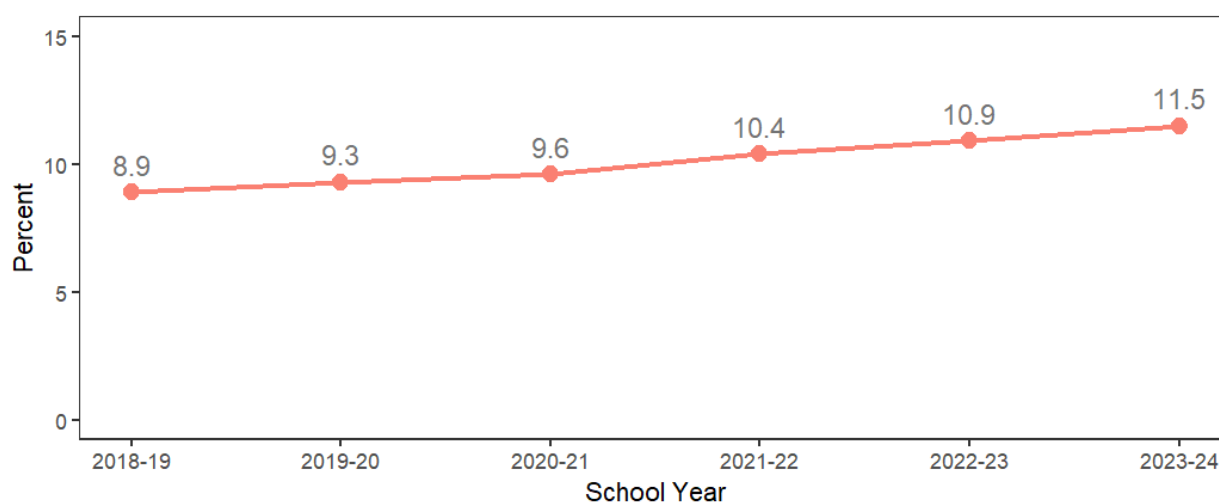
Section 1: Demographics of English Learners in Oregon in 2023-24

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

Current and Former English Learners

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

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



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

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

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

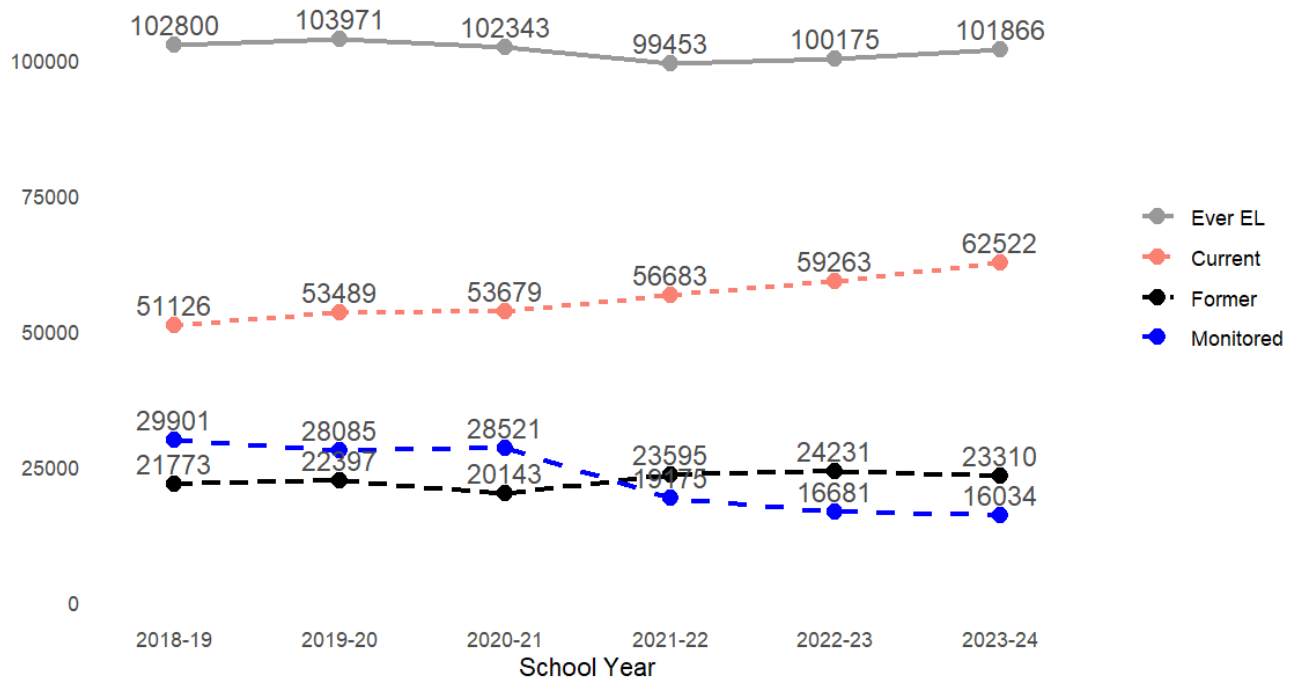
English Learners in Oregon

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

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

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

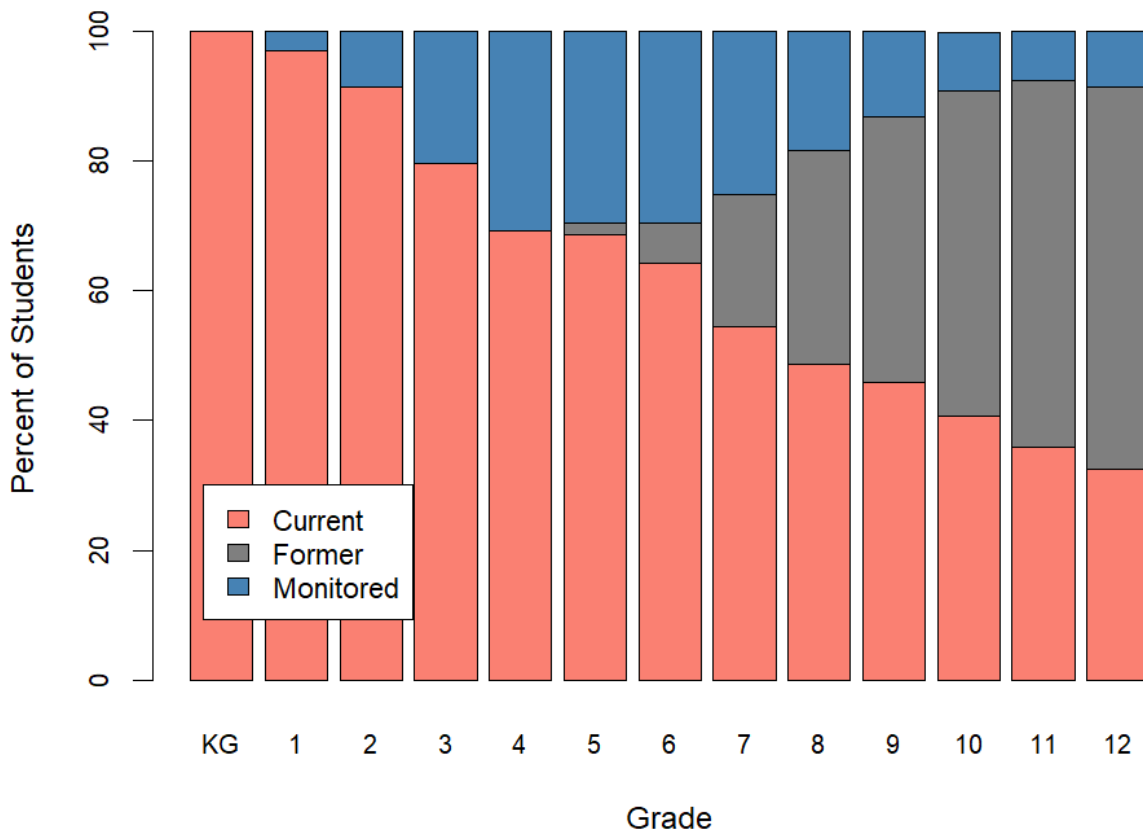
Figure 2. Number of current, monitored, former, and ever English Learners in Oregon (2018-19 to 2023-24)



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

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

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



English Learner enrollment varied across Oregon districts.

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

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

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

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

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

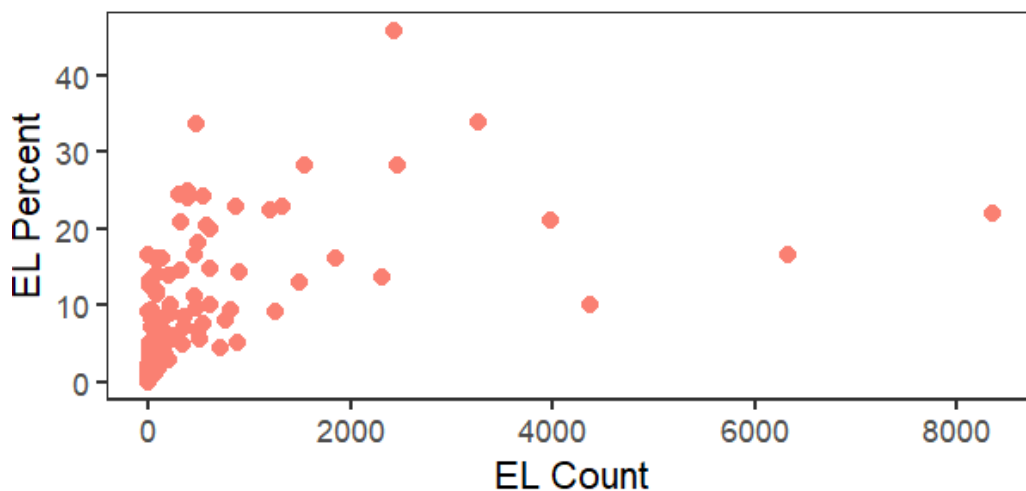


Table 1. Districts with the highest number of current English learners in 2023-24.

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

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

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

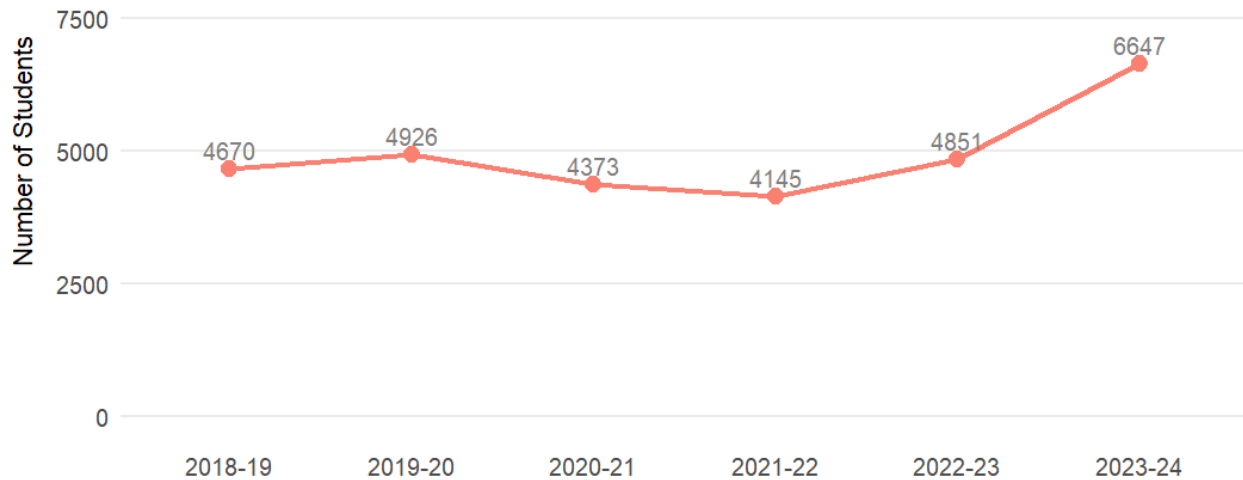
District Name	Number of Current English Learners	Percentage of Current English Learners
Woodburn SD 103	2,427	45.8
Reynolds SD 7	3,260	33.7
Umatilla SD 6R	473	33.6
David Douglas SD 40	2,467	28.3
Centennial SD 28J	1,539	28.2
Milton-Freewater Unified SD 7	386	24.9
Gervais SD 1	306	24.4
Morrow SD 1	538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

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

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

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

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



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

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

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

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

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

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

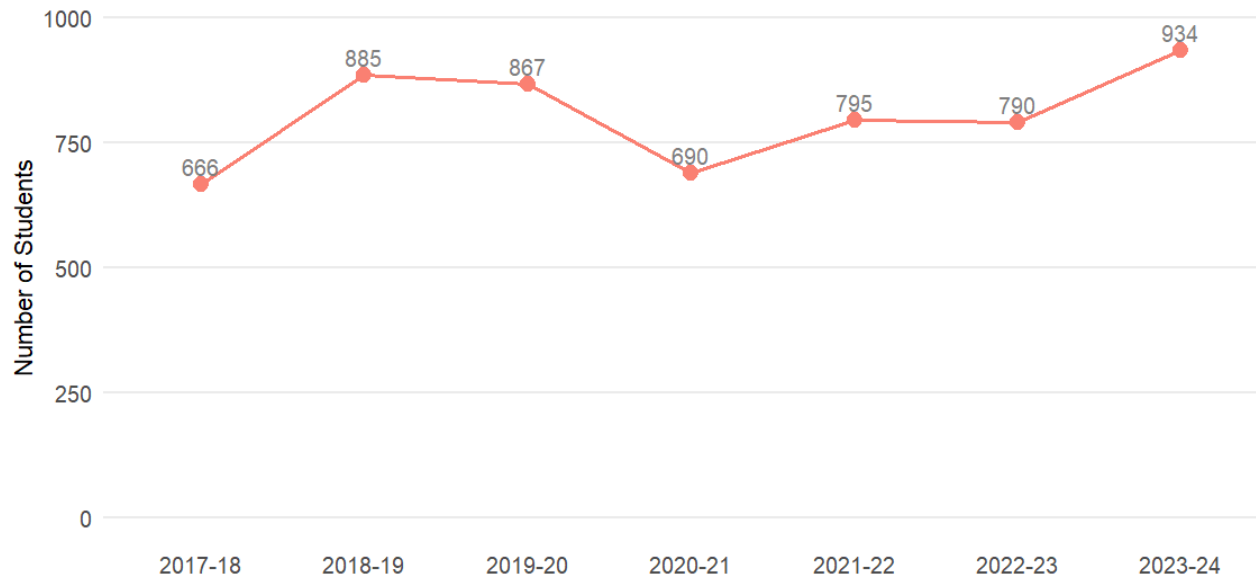
- a. Have at least two fewer years of schooling than their peers of the same age,
- b. Function at least two years below grade level expectations in reading and mathematics, and
- c. Are preliterate in their native language.⁵

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

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

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

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



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

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

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

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

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

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

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

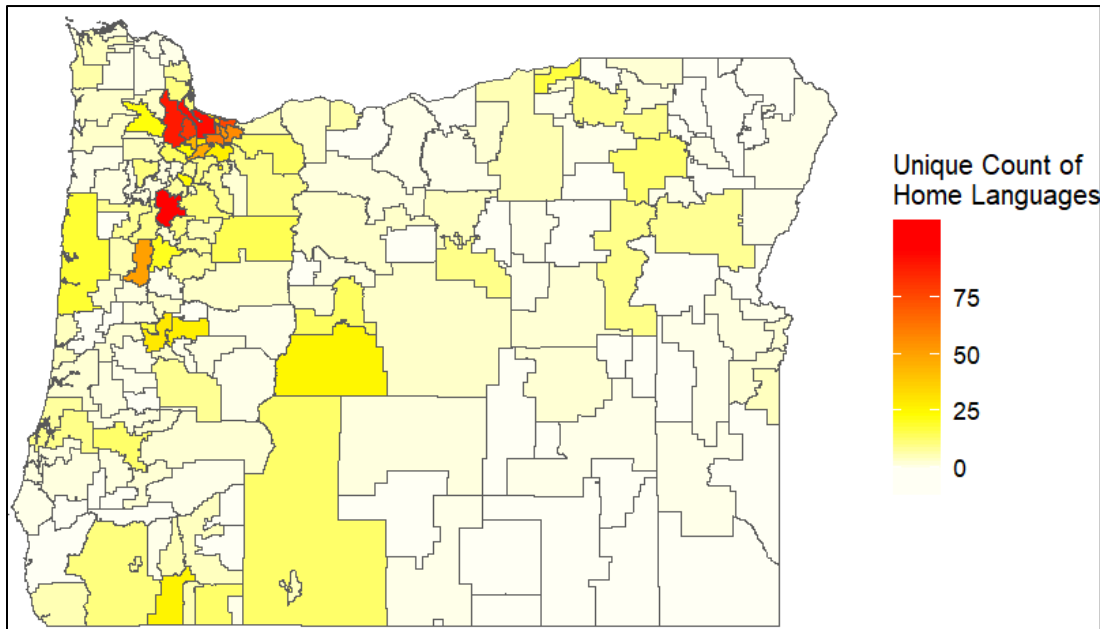
Table 5. Most prevalent home languages among current English learners in 2023-24.

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

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

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

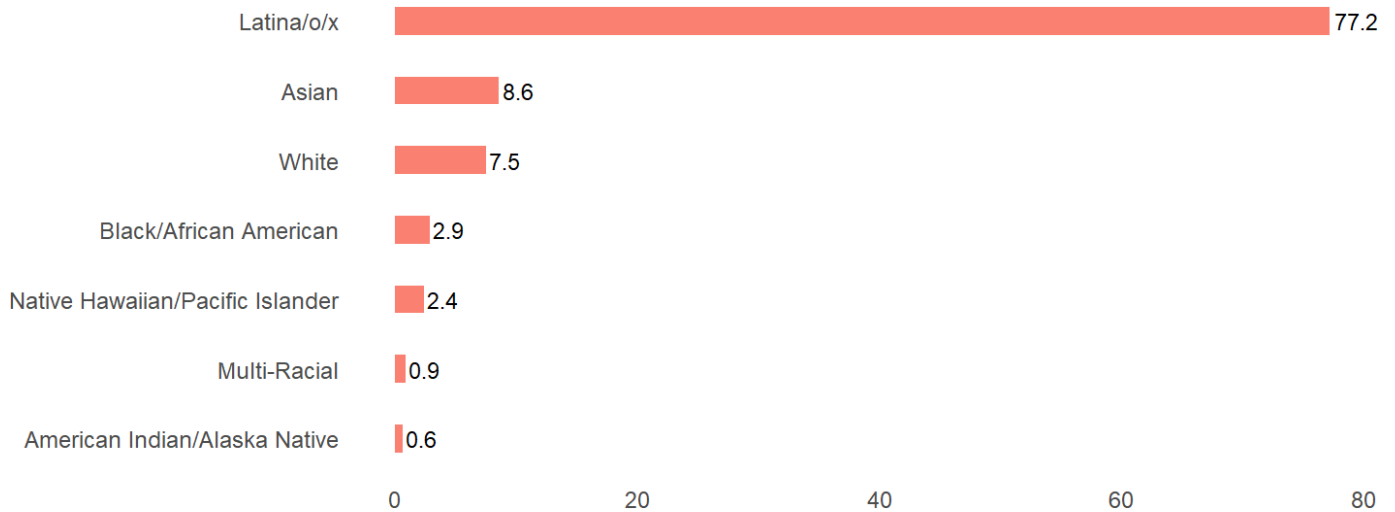
Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2023-24



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

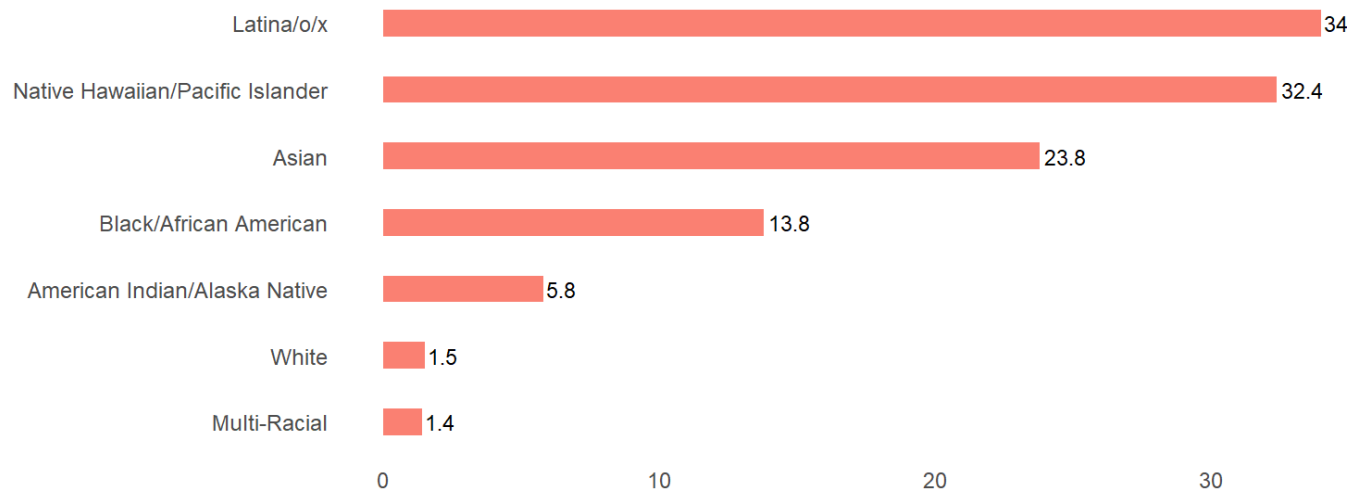
In the 2023–24 school year, Oregon served 62,522 current English learners (ELs), the vast majority of whom—48,243 students, or 77.2 percent—identified as Latina/o/x. This reflects the continuing trend in Oregon and nationally, where Latina/o/x students make up the largest share of the EL population.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

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



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

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



Section 2: Participation in Targeted Programs

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

Students Experiencing Poverty

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

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

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

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



Special Education

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

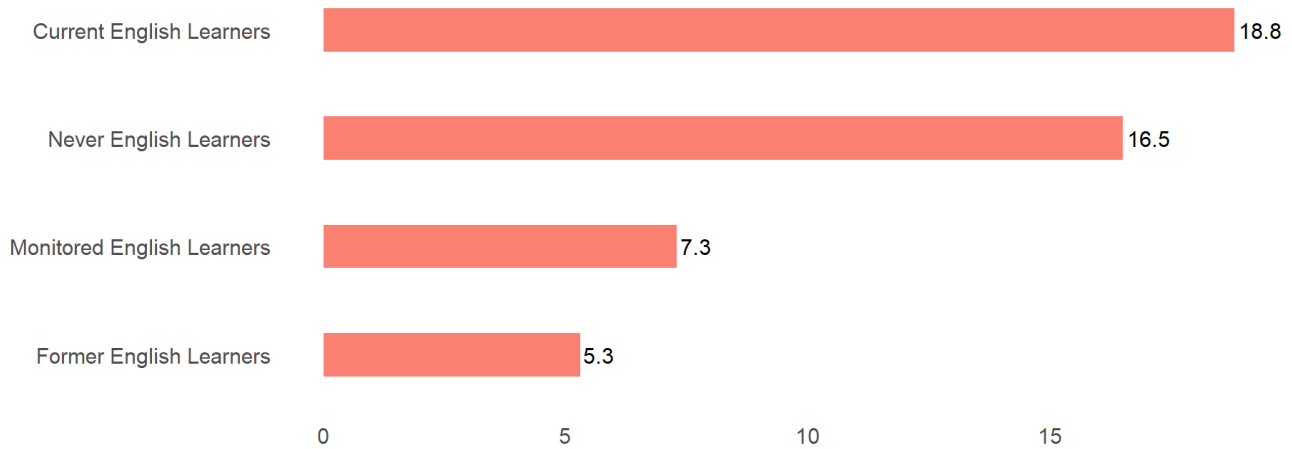
There is concern in the field about the difficulty of accurately identifying current English learners who need special education services and supports. Schools may incorrectly identify current English learners as having a learning disability when, in fact, it is their developing English proficiency that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

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

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

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

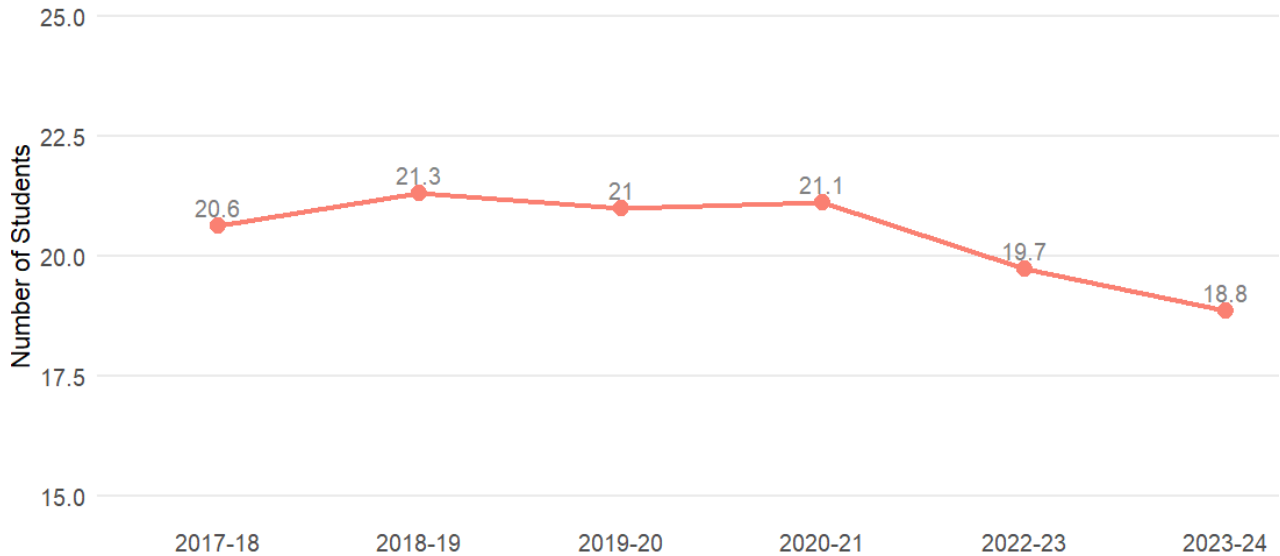
Figure 11. Percentage of current, former, monitored, and never English learners receiving special education services and supports in 2023-24.



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

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

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



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

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

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

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

Migrant Education

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

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

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

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

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

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

Talented and Gifted

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

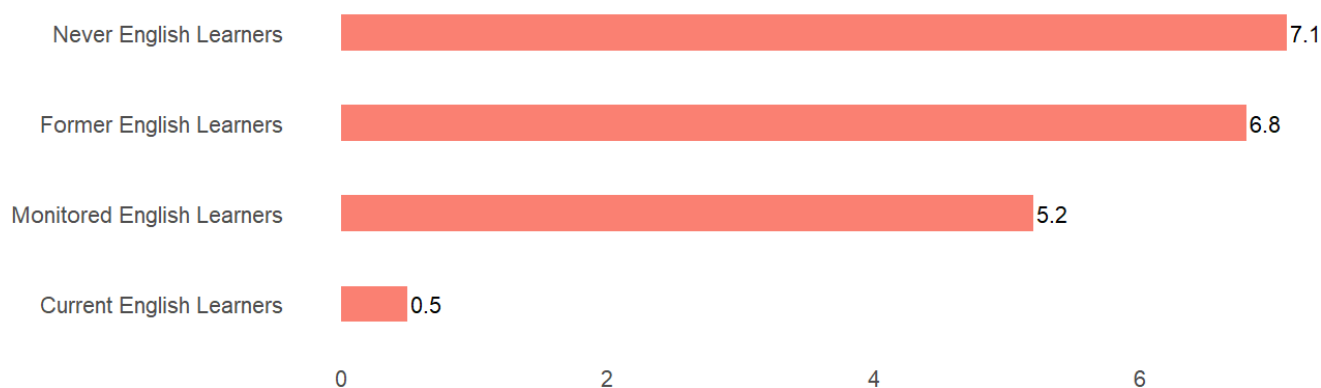
Correctly identifying students for TAG programs and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure. Others engage only selectively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

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

Current English Learners were rarely identified for TAG Services.

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

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



Section 3: Language Development and Academic Outcomes for English Learners

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

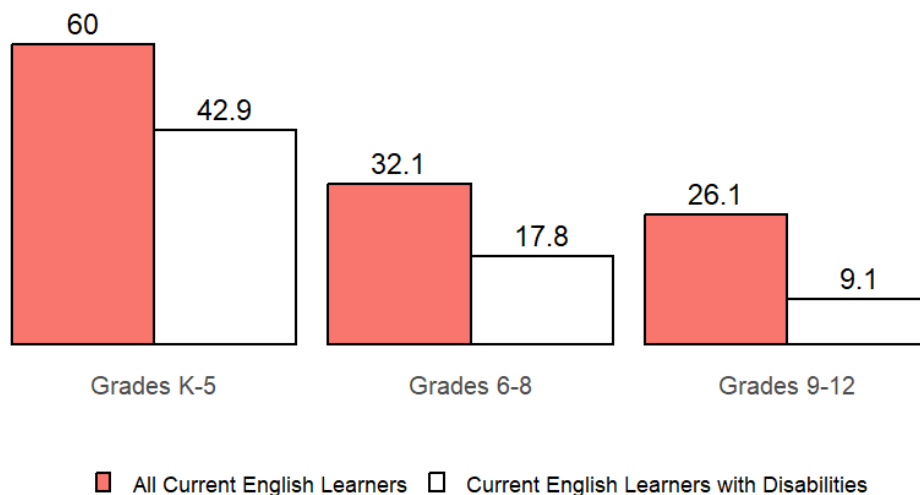
Progress towards English Language Proficiency

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

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

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

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



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

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

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

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

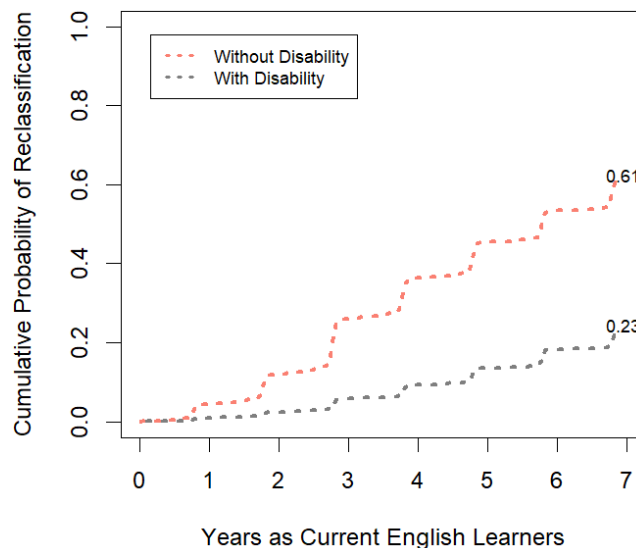
Approximately 23 percent of current English learners receiving special education services and supports developed English language proficiency in seven years.

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

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

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

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



Student Academic Outcomes in English Language Arts and Mathematics

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

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

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

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

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

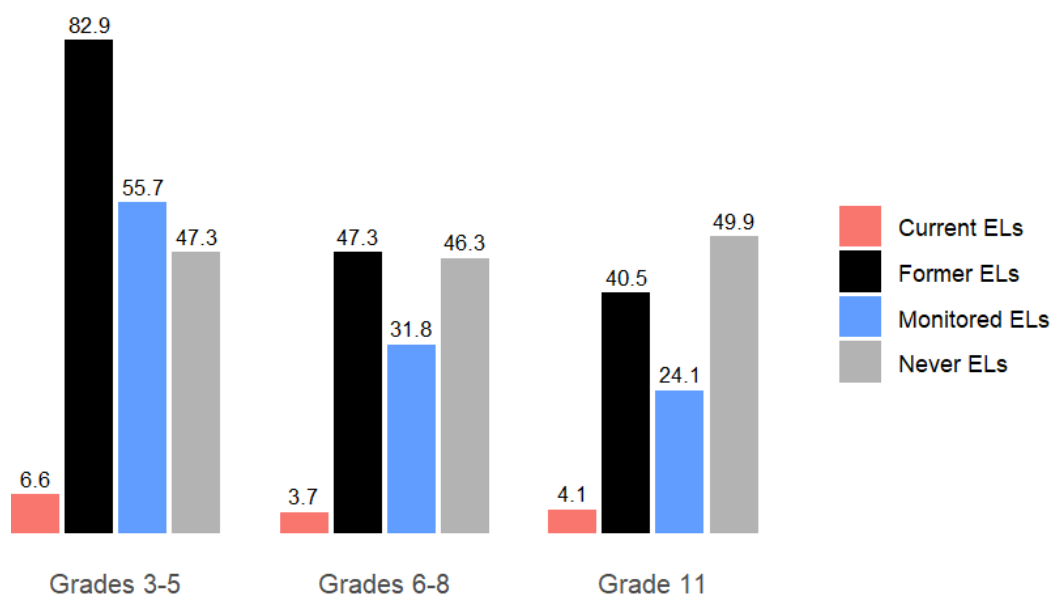
Never ELs, students who have never been classified as English Learners, generally outperform Current and Monitored ELs but underperform Former ELs in elementary grades. Their percentages remain relatively stable across grades: 47.3% (Grades 3–5), 46.3% (Grades 6–8), and 49.9% (Grade 11).

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

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

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

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



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

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

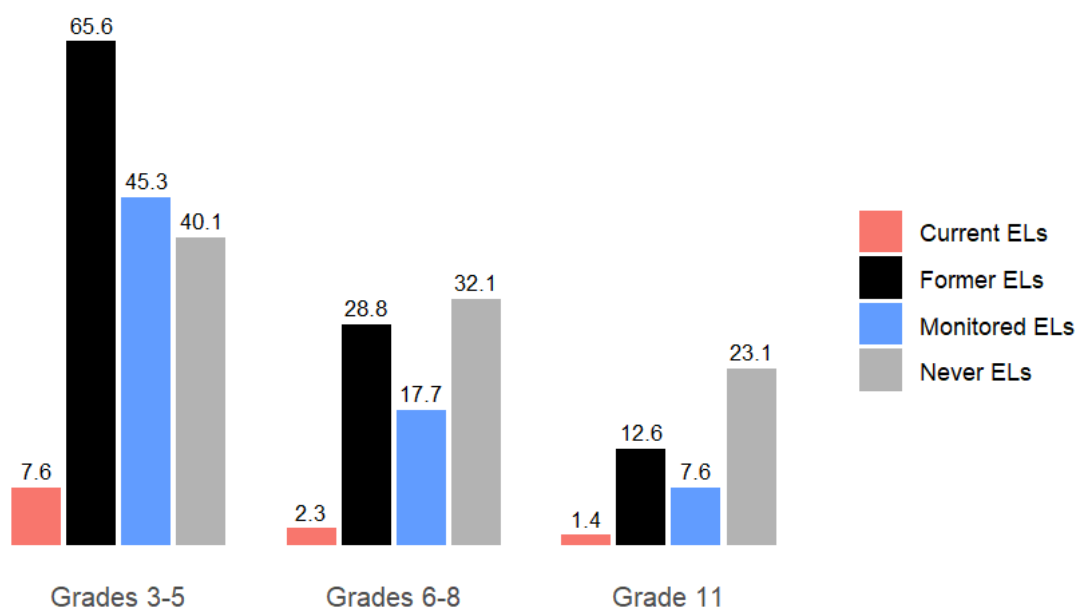
Former ELs show relatively strong performance, especially in elementary grades, where 65.6% meet or exceed standards—surpassing all other groups. However, their performance declines with grade level, dropping to 28.8% in Grades 6–8 and 12.6% in Grade 11. This pattern suggests diminishing returns over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

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

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

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

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



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

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

Regular Attendance

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

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

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

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

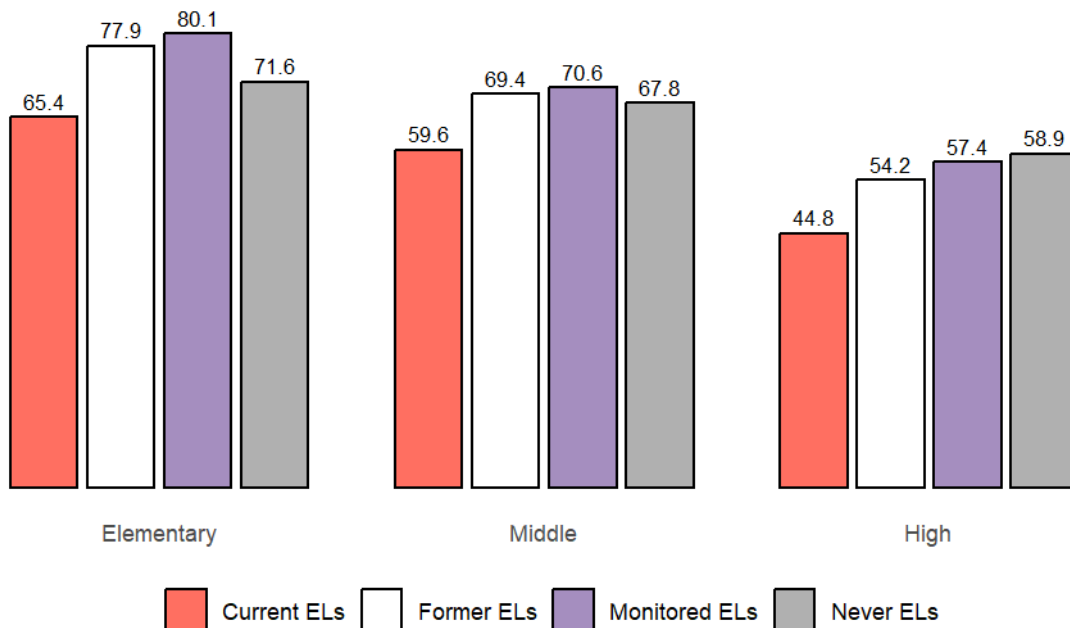
As shown in figure 18, across all grade levels, Current ELs consistently exhibit the lowest rates of regular attendance compared to former and never English learners, beginning with 65.4% in elementary school, declining to 59.6% in middle school, and reaching a low of 44.8% in high school.

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

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

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

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



On Track to Graduate

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

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

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

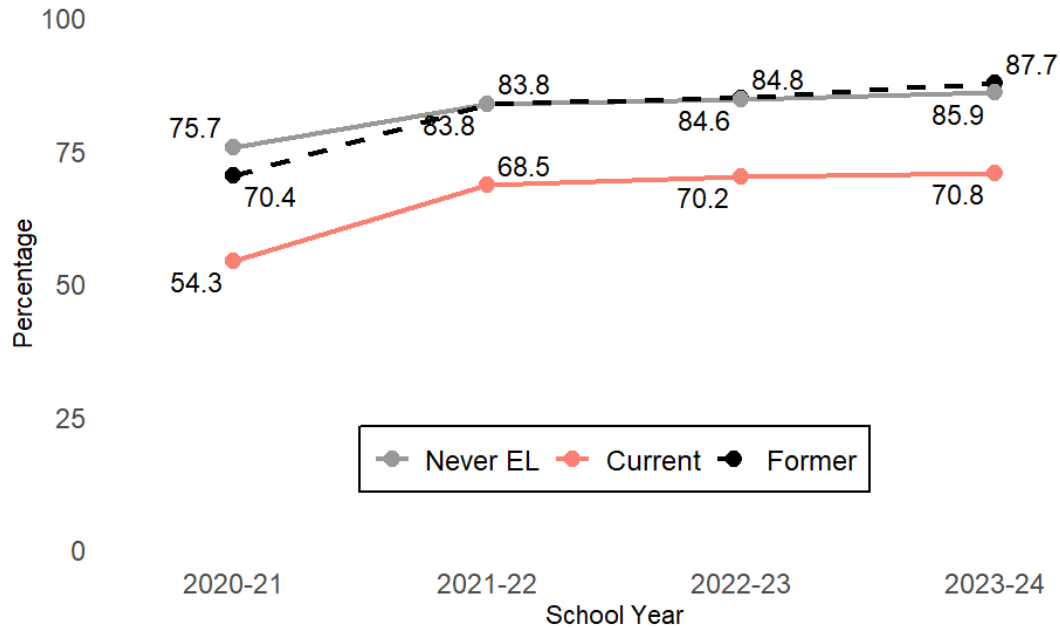
Current EL students had the lowest on-track rates across all years, though they showed improvement from 54.3% in 2020–21 to 70.8% in 2023–24—a 16.5 percentage point gain. While this progress is encouraging, the persistent gap between Current ELs and the other two groups (approximately 15–17 percentage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

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

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

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

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



Four-Year Graduation

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

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

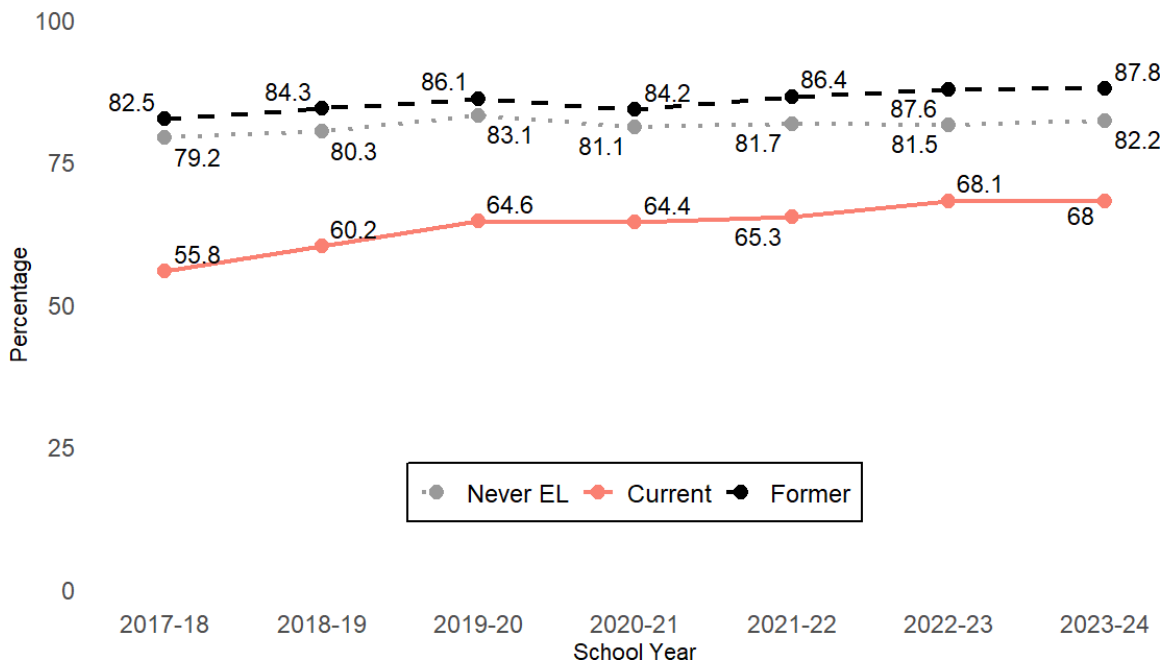
Never EL students followed a relatively stable trend, with graduation rates hovering between 79.2% and 83.1%, and ending at 82.2% in 2023–24. Although this group generally performs well, they have been consistently outpaced by Former EL students since the beginning of the trend.

English Learners in Oregon

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

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

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



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

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

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

¹⁶ For the list of the criteria please visit:

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

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

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

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

Oregon State Seal of Biliteracy

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

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

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

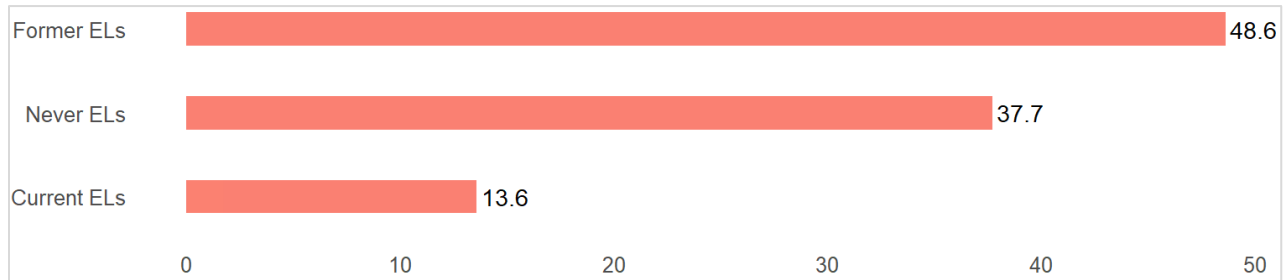
The majority of students who earned the Seal of Biliteracy in 2023-24 were ever English learners.

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

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

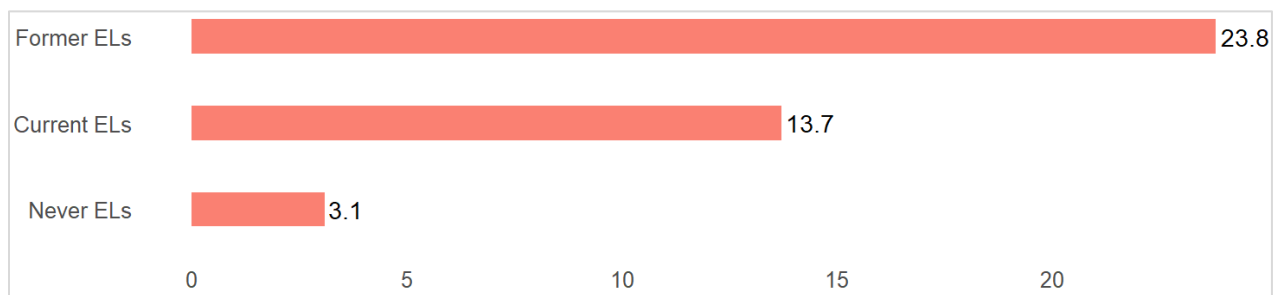
learners). The majority of students who earn the Seal of Biliteracy are (1) ever English learners or (2) never English learners who are native speakers of languages in addition to English.

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



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

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



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

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

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

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

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

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

Postsecondary Enrollment

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

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

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

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

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

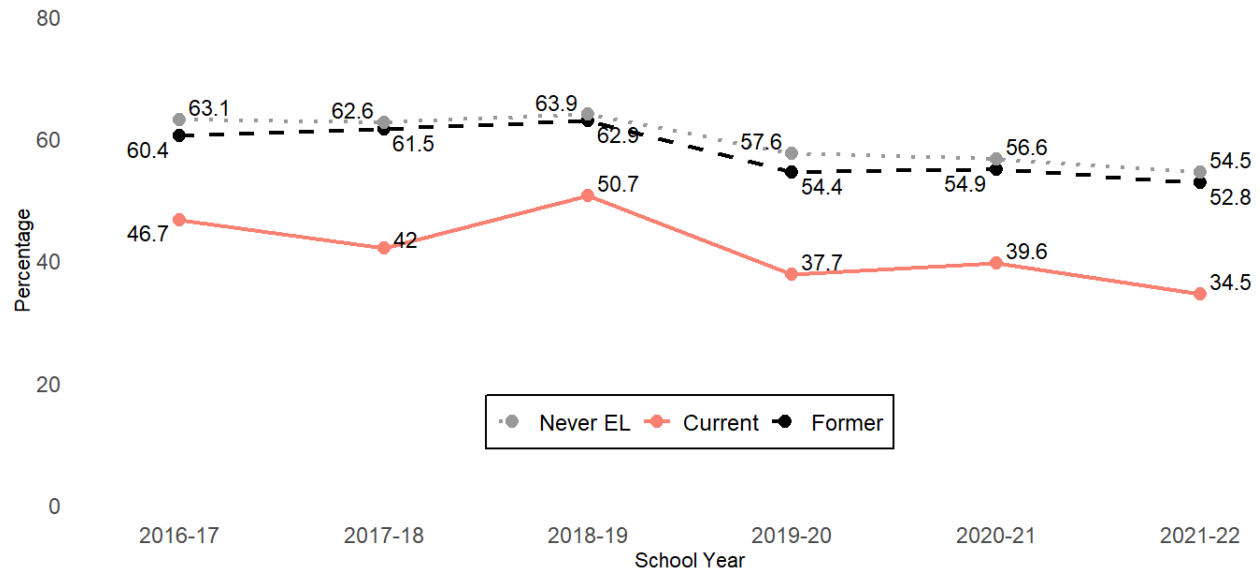
Across all years, Never EL and Former EL students consistently had higher post-secondary enrollment rates than Current ELs. Never EL students began at 63.1% in 2016–17 and declined steadily to 54.5% by 2021–22. Similarly, Former ELs started at 60.4% in 2016–17 and decreased to 52.8% in 2021–22. Despite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

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

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

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

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



Dual Language Bilingual Education Programs

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

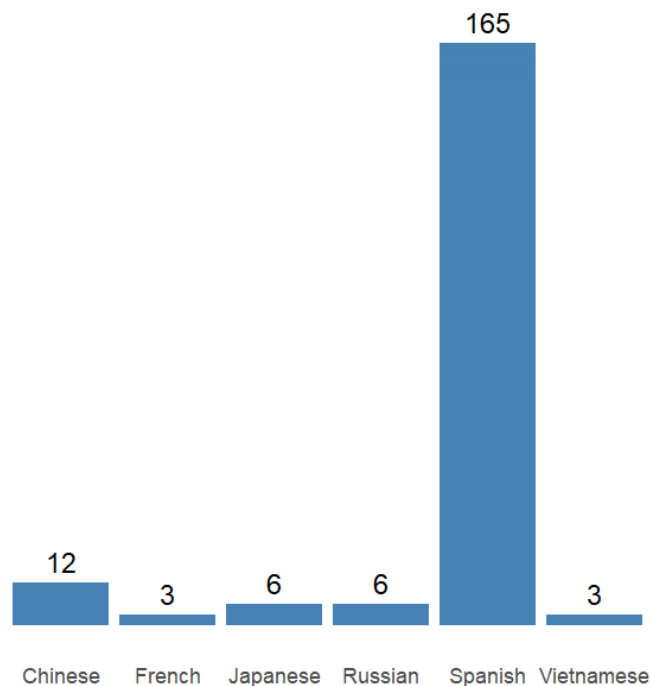
Despite their empirical appeal, there is limited up-to-date information available about DLBE programs in Oregon. While a valuable [DLBE directory](#) was publicly introduced in 2023 by Oregon State University (OSU), the information it contains reflects an earlier snapshot of program features and may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

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

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

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

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



DLBE programs are offered in various school types.

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

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

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

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

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

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

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

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

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

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

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

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

English Learners' Access to Core Content

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

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

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

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

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

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

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

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

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

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

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

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

English Learners' Sense of Belonging

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

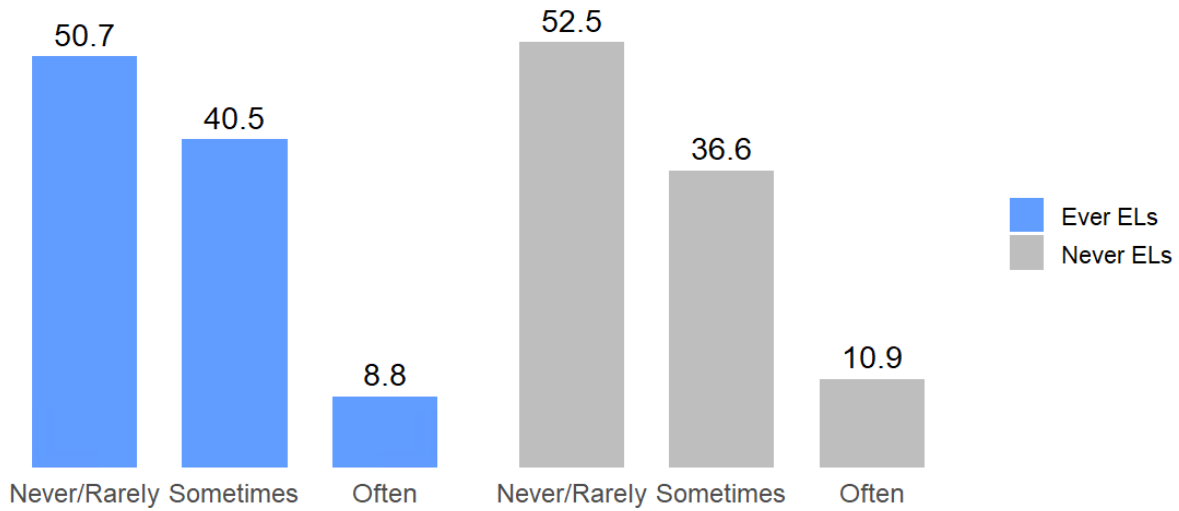
In Oregon, the *Student Educational Equity Development* (SEED) Survey captures students' voices on their school experiences, including how supported and connected they feel. In 2023-24, about 15% of the 169,000 SEED respondents were ELs. By monitoring EL students’ sense of belonging, Oregon takes a critical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

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

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

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

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



Feeling welcome at school varies significantly across English learner groups.

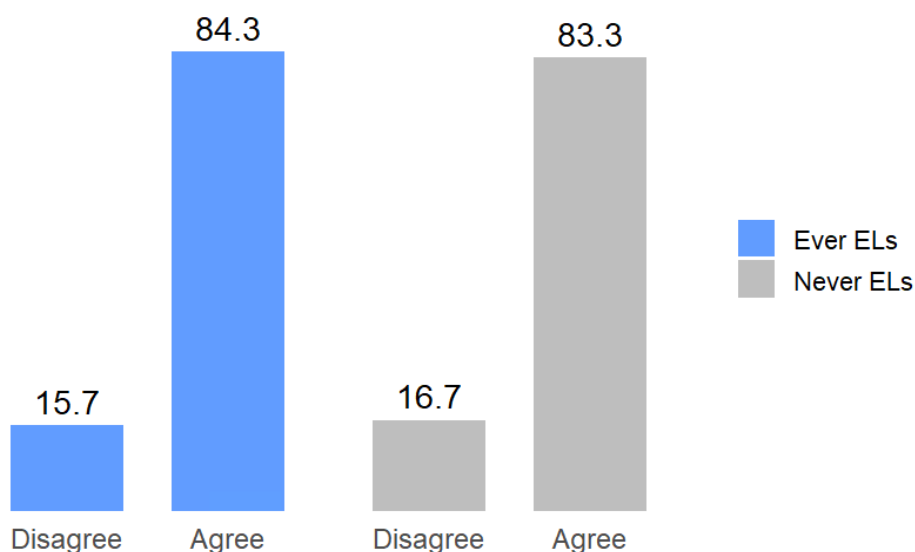
Figure 26 presents the results from the 2023-24 Student Educational Equity Development (SEED) Survey, specifically student responses to the item: *“Think about this school year and the people at your school. How much do you agree with each statement? I feel welcome at my school.”* Once again, this data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

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

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

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

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



Section 5: State Revenues and Expenditures for Current English Learners

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

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

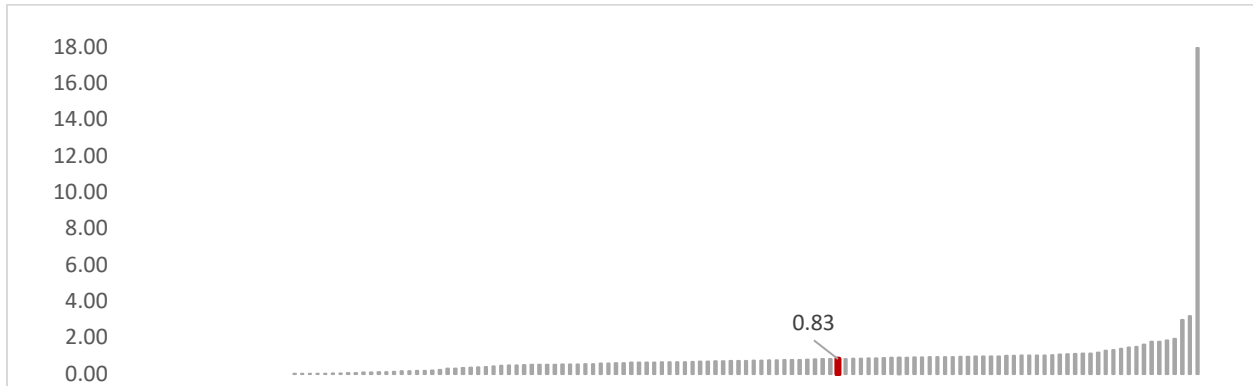
²² Percentages exclude respondents who skipped the item and may not sum to 100 due to rounding.

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

English Learners in Oregon

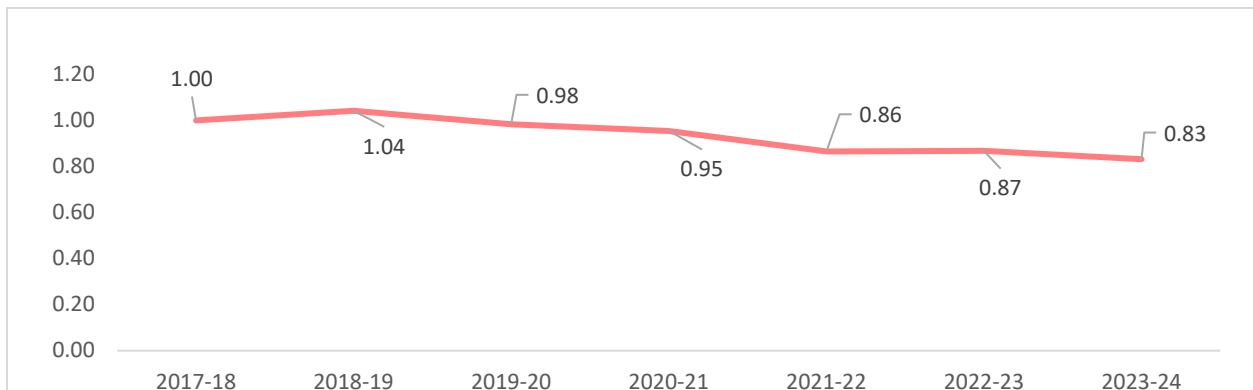
programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

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



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

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



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

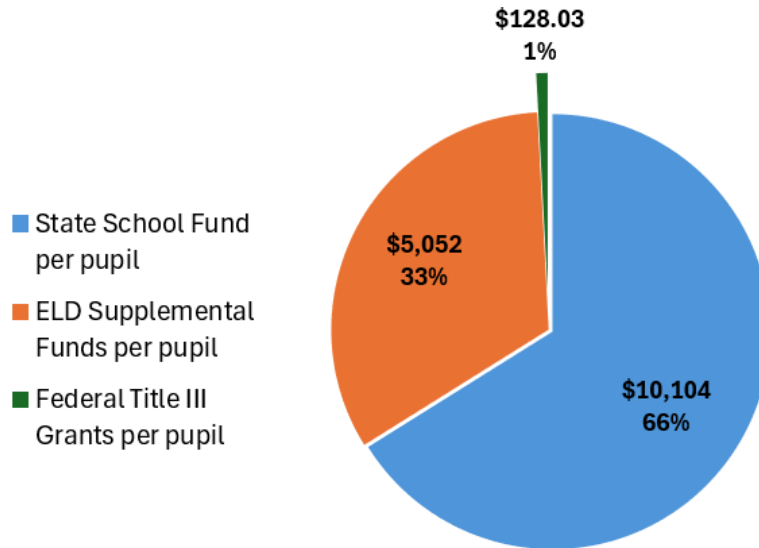
Current English learner expenditures for 2023-24 totaled \$226,409,301. Districts accounted for approximately 84.8 percent of the expenditures (\$191,943,630) using Function 1291 and 15.2 percent of the expenditures (\$34,465,671) using Area of Responsibility 280.

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

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

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

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



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

Conclusion

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

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

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

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

English Learners in Oregon

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

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

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

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

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

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PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

September 3, 2025

Dear Friends of PTS Rising,

Wow! Where does the time go? As I reflect on where we were five years ago, sometimes it feels like it was yesterday and sometimes it feels like it was a lifetime ago. As we approach the five-year anniversary of the Almeda fire, I want to again on behalf of all of PTS Rising express my sincere gratitude for your support.

As I prepared to write this letter I pulled out the list of donations that flooded in after the fire and was once again floored by the generosity of this community. We knew when we set up the fundraising campaign that folks would step up, but I'm still amazed at just how much – \$2.2 million in cash and gift cards alone! And most of those donations were from regular folks and small businesses. You and your neighbors, in other words. Incredible!

Bringing families back to our community:

We are still over 350 students short of where we were at pre-Almeda, but there are positive signs that the number of families we serve may finally be on the rebound. Early registration numbers heading into the 2025-26 school year were ahead of where they've been since the fire and, as you've probably noticed, a number of local housing projects have laid the groundwork for a fast-growing community. Just recently, Pacific Flats, a 72-unit multifamily development, opened in Phoenix. That project followed a few others of similar scale, and soon the Gateway Project is expected to enter its next phase, which will mean yet more affordable housing.

It's also exciting to know that a report issued by the U.S. Census Bureau in May of 2024 indicated that Phoenix was the fifth fastest-growing city in Oregon after netting a 5% population increase (about 220 people) between 2022 and 2023. Talent experienced a 2% population growth (137 people) over the same time period. That may not sound like much,

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Phone: Business Office – (541) 535-1517 / Superintendent - (541) 535-1511

Web: www.phoenix.k12.or.us

but it is a great sign and the thought that some of those families are former PTSers who are finally returning to this wonderful place brings a smile to my face.

Supporting the students of PTS Rising

As the rebuilding effort marches on we will continue to do everything we can to ensure the students and families who call PTS home have their needs met:

- Our Community Care program was created in 2022 when PTS was one of only four school districts in the state selected to take part in a federal initiative which provided all of the startup funding. One look at the number of referrals and the reasons they are issued shows that this program is not just valuable, it is essential. Our Community Care staff last school year fielded 780 referrals, with the greatest share of those (28%) filling requests for basic essentials such as food and clothing. Our CC staff also oversaw the opening of the district's first preschool, the PTS Rising Early Learning Center, began opening up a CC resource center once a month for families in need, partnered with Jackson Care Connect to host the very well attended Healthy Start Block Party last month and helped organize a jog-a-thon that raised \$10,000 for Orchard Hill Elementary.
- Our School-Based Health Centers, thanks to an incredible partnership with La Clinica, now have a home in every school building in our district and the services they provide are helping to ease the burden on many of our families, which in turn allows those students to concentrate on school. Our efforts to remove barriers that stand between our families and essential health services has had a powerful impact in both homes and classrooms, so it did not come as a surprise when our district nurse Carrie McDonald was named Oregon's 2025 School Nurse of the Year by the Oregon School Nurses Association. We also announced some exciting news just last week as Phoenix High School recently became Oregon's first Project ADAM Heart Safe School by implementing a sudden cardiac arrest program of awareness, training and training.
- PTS continues to offer programming that connects students to school via Career and Technical Education (CTE) programs, activities/athletics, and clubs in which every student truly belongs and is connected. The genesis of the CTE upgrade goes back to the 2017 bond when we heard your voices ask for those programs loud and clear as we considered how that money could be used. The success of those programs has truly exceeded our wildest expectations in the years since Almeda and it's clear that the students who take advantage of those opportunities will have a leg up over many of their peers after leaving PHS.

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Again, I want to emphasize that your support, which came with no strings attached at a time when our families and staff were in desperate need of a helping hand, has had a lasting impact in PTS Rising and will not be forgotten. As our district continues to navigate the long road back, facing obstacles that challenge all districts in addition to those unique to PTS that became part of our story beginning on September 8, 2020, we continue to draw inspiration from the knowledge that when times get tough we have a whole community that will stand beside us.

When I wrote to you four years ago about how we were poised to bounce back from that devastating fire and pandemic combination, I leaned mostly on hope. Today, though, thanks in part to your generosity and so many relationships that were strengthened by adversity, my optimism is based on the very real progress we continue to see in Phoenix and Talent.

I can't express enough the gratitude I feel for the partnerships and generous donations by many across the globe! As I shared with our staff, we are primed to catapult from this pandemic and the fire, strengthened by the relationships we have forged with our students, families and community, the people we have on staff, and state-of-the-art facilities! Your support provided much-needed support to our families and truly allowed us to be in this position!

With sincere gratitude,

Brent Barry, Superintendent

401 W. 4th Street – PO Box 698 – Phoenix, Oregon 97535

Phone: Business Office – (541) 535-1517 / Superintendent - (541) 535-1511

Web: www.phoenix.k12.or.us



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 6:00 PM
Thursday, September 4, 2025
In-Person at Phoenix Elementary School

<https://us02web.zoom.us/j/83359419395?pwd=V8LEbn3ReMuLXMfyjc2AF3HwO5xRs8.1>

Meeting ID: **833 5941 9395** Passcode: **347634**

AGENDA

- A. Executive Session – 5:15 p.m. – **This session is closed to the public under ORS 192.660 (2)(e)(f)**
- B. Regular Session Call to Order - 6:00 p.m.
- C. Student Representative Report
- D. Accentuate the Positive
- E. Citizen Comments
- F. Superintendent Report
- G. Consent Agenda
 - 1. Approval of Agenda
 - 2. Approval of Minutes from 8/14/25
 - 3. Personnel Report
- H. Information and Discussion
 - 1. Legislative / OSBA Update
 - 2. Committee Reports
 - 3. Supt Goals for 25-26
 - 4. OSBA Legislative Policy Committee
 - 5. Review Budget Committee Applications
 - 6. Review Budget Calendar for 2026-2027 Budget
 - 7. Boundary Change Discussion
 - 8. ACCS Discussion
- I. Recess
- J. Action Items
 - 1. Establish Meal Prices
 - 2. Board Guiding Principles
 - 3. Resolution 25-11 – Community Renewable Energy Grant for PES & PHS
- K. Review of the Next Meeting Agenda
- L. Adjournment

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PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Regular Board Meeting
Thursday, August 14, 2025 6:00 PM Pacific

Orchard Hill Elementary School
1011 La Loma Drive
Medford, OR 97540

Michael Campbell:	Present	Diana Rasmussen:	Present
Nancy Castillo-McKinnis:	Absent	Dawn Watson:	Present
Polly Farrimond:	Present	Rebecca Weathers:	Present
Rick Nagel:	Absent	Present: 5, Absent: 2	

A. **Executive Session** - This session is closed to the public under ORS 192.660 (2)(a)(e)(f)

B. **Regular Session Call to Order** - Chair Campbell called the meeting to order at 6:05 pm.

C. **Accentuate the Positive**

OHES Principal Kent Vallier shared the following:

- Mr. Vallier thanked Jon McCalip and the maintenance crew for giving the office a facelift. We have some new carpet, flooring, and the desks will arrive at the beginning of next week.
- Mr. Vallier also thanked Jessica Hamlin and Tiffany Britton for their help with all of our hiring over the summer, and we're doing quite a bit now. I know that they're processing a lot of documents and helping me get ourselves staffed for the first day of school.

TES Principal Heather Lowe shared the following:

- Ms. Lowe gave an update on the summer program and said that we served 134 of our elementary kiddos this summer. Fifty-three were really focused on the first and second grade literacy focus, and we had 81 in a migrant program. We did a lot of fun things, and it was definitely the highlight of my summer. We went to Wild Life Images, the movies, splash pads, and some of the kids got to go to the house of mystery.
- Ms. Lowe expressed her appreciation to Jon and his maintenance team. TES has a new parking lot and some paint on our exterior walls and it all looks great. From the maintenance team, to the summer crew, to our custodians, they keep everything nice, cleaned up and ready to go. In addition, Ms. Lowe appreciates Jon working with our safety committee to install those extra cameras on campus.

TMS Principal Casey Olmstead shared the following:

- Mr. Olmstead said that he is coming into his second year and it feels like a completely different experience. He is excited to have the opportunity to jump into his second year with Phoenix Talent and at Talent Middle School. He is super-pumped to be a part of this team and Talent Middle School, and even though we have got a lot of work ahead, I'm lucky to be principal here.

- Mr. Olmstead gave a shout-out to his office manager, Deanne Tanner. He appreciates her support and how she keeps him organized.
- Mr. Olmstead gave a shout-out to Derek Rodman, who is jumping into the Athletic Director role and hitting the ground running. We are very close to having all the fall sports full. Our volleyball staff is official, and so is cross-country and football. I am truly appreciative of how he has jumped in, and I am grateful for that.
- Mr. Olmstead gave a shout-out to Jessica Hamlin. She is just always there to give support when needed.
- Mr. Olmstead also gave a shout-out to our custodial team, Stephen McCormick, Ana Leal De Lopez, and Mike Copeland for all the hard work they did over the summer to have our building and classrooms ready for staff and students.
- Mr. Olmstead is grateful for our newest addition to the district - our goats. They have been a fun addition and have been doing quite the clean-up here at TMS.

PHS Principal Kalin Cross shared the following:

- Ms. Cross said that over the summer, we had credit retrieval that we hosted at the end of June, and we also had secondary summer school that Allison Haas and the team came to PHS and hosted. We're just really impressed by the work that happens throughout the summer. We had freshmen earn 10.5 credits, sophomores earned 12.25 credits, and juniors earned 22.5 credits. Over the summer, we were able to graduate six additional seniors. We are still hard at work with two more, which would make a total of eight additional, and we are really proud to say that we've engaged two additional students who will finish a fifth year with us, and so we're really proud of that re-engagement work.
- Ms. Cross gave a shout-out to Jon and his facilities crew. Including Allan Tappan and our custodial crew at the high school. Our building looks phenomenal. It's shiny, it's bright, and it's ready for kids and teachers to come in and fill it up.
- We have lots of activities and athletics happening. We are really proud of our FFA. Just a couple of days ago, they hosted a leadership camp with their officers, and that was a really great opportunity to reflect on years past and build for the future. We had a JPAL football camp the last couple of days, and to hear that our football athletes are engaging with our young students, and that our freshmen primarily did a lot of the work with those younger kids was great. Cheer just got back from OSU at a really exciting camp, and they're ready to teach us new things and just share spirit and legacy. Our marching band and Color Guard are hard at work right now at their band camp, getting everything ready for fall.
- Ms. Cross thanked the HR team for helping us bring on some awesome new staff.
- Ms. Cross thanked instructional coach, Allison Barber, who's helping a lot of our new staff integrate into PLCs, and making sure that's a really seamless transition. We are just really excited to get started.

PTRA Principal Aaron Santi shared the following:

- Mr. Santi said that PTRA is excited to welcome their new middle school teacher for this year. Shannon Harley has recently moved to the area from Arizona. She has a wealth of online teaching experience as well as traditional in-person teaching experience. I think she's going to really reinvigorate our team and our kids at the middle school level.

- Mr. Santi announced that PTRA is pleased to announce that our offices and classrooms will be housed at OHES this year. We have been at Phoenix elementary for four years. They have been a great home for us, great partners and the staff there have treated us like family. We have also had some space challenges at PES, and we've had to share space with a lot of different programs, so it will be a good move to Orchard Hill this year. We are looking forward to building some new relationships over there with the fine folks at Orchard Hill.

D. Citizen Comments

- Jodi Fahy spoke to the board about her property that borders the district's Bear Creek property. She shared her concerns about the process and the impact of the project that may affect her property and her neighbor's property.

E. Superintendent Report

- Supt. Barry said that an email went out to all staff and the board regarding our welcome back event at the high school. We will have a guest speaker that day, and it will be in the commons. Our new staff will join us the week prior to our all staff inservice.
- Supt. Barry said that our new tennis courts at PHS made the cover of the Oregon Schools Facility Management Association (OSFMA) news magazine along with an article. Jon is currently the vice president of that organization, and has been in a leadership role with that organization for the last several years.
- Supt. Barry shared a couple of out-of-state student travel events:
 - **8/29/25**, the PHS Cross Country Boys & Girls teams are @ Shasta College Course, hosted by Central Valley High School in Redding, CA.
 - **9/5/25**, the JV & Varsity Football teams will be traveling to Brookings (via 199 through CA).
- Supt. Barry shared some good news regarding our PERS account. The board made an investment to qualify for the Employer Incentive Fund of \$1 million dollars a few years ago, and then added \$500,000, which was basically money from interest that had accrued. On July 1, we submitted the application for the EIF match, and it was awarded. So, in addition to that \$1.5 million, we've received from the state an additional \$375,000. So, \$1.875 million will be deposited into the existing cash-side account, and that will give us a higher rate credit through 2037.
- Supt. Barry thanked all of our staff and others who helped in our first reunification drill we had on Monday. It was a lot of work and coordination and I really appreciate the students, the families, the staff, our first responders, and the partners that participated in that drill.
- Supt. Barry asked Vice Chair Rebecca Weathers to speak about her recent attendance at a safety conference.
- Vice Chair Weathers said that she attended the 21st annual safety conference for the Oregon School Resource Officer Association. One of the very first speakers that they had was a man named Jermaine Galloway, and he spoke mostly about new and old drugs, addictions and youth. There were a lot of excellent breakout sessions and one of them that I went to was called enhancing school safety and student well-being. It was run by Jen Johnson and Dr. Dan Weiner from ODE. They presented on school safety and prevention intervention, behavioral safety, suicide prevention, bullying, harassment,

intimidation, sexual violence, cyberbullying and prevention. Ms. Weathers spoke about a safety tip line called Safe Oregon, and information regarding the Take it Down Act. Ms. Weathers attended several presentations and one included a parent of a Sandy Hook child who spoke about learning safety as a life skill. It was a great conference, and she was glad she went.

- Supt. Barry said that it was the first time we had sent a board member to that conference, and he was glad that Rebecca went.
- Supt. Barry said that we had applied for an opioid recovery grant through the state and over the next three years, we will receive about \$500,000. The funds will help us to start getting some preventative measures in place, rather than just being responsive, or reactive.

F. Program Report: Strategic Plan Update

Javier del Rio, Director of Instructional Improvement and Strategic Plan Coordinator, shared a presentation with the board on our district strategic plan in the following four areas:

- **Attend School Regularly** - The goal is for 85% of students to attend 90% or more of each school year.
- **Success in English Language Arts and Mathematics** - The goal is for 45% of students in 3rd on grade-level Language Arts and 35% of students in 8th grade on grade-level Mathematics
- **On Track by Grade 10 to graduate** - The goal is for every student at the completion of 9th grade to have six or more credits.
- **High School Graduation** - The goal is for 96% of all students to graduate on time with a regular or modified diploma within four years of starting in high school

Mr. del Rio gave an update based on last school year's data on where we were in relation to our goals in each category. There were questions and discussions at the end regarding teacher and classroom performance and the summer school program participation. Chair Campbell acknowledged the staff for their hard work in trying to get the students excited and performing their best. Attendance is clearly an issue, especially at the high school level, and this is something that the entire education system is experiencing. We really need to understand what the barriers are that are keeping the students from attending. Supt. Barry said that we do have a new tool for this year for parent notification for absences. Ms. Cross said that they have held listening sessions and, in the past, we have relied on people instead of systems to do this work. We are also looking at different ways for students to access course credit.

G. Consent Agenda

I move to approve the consent agenda as presented. This motion, made by Rebecca Weathers and seconded by Diana Rasmussen, Carried. There being no objections, the consent agenda was approved as presented.

- G.1. Approval of Revised Agenda
- G.2. Approval of 7/10/25 & 7/24/25 Minutes
- G.3. Personnel Report

H. Information and Discussion

H.1. Legislative / OSBA Update

- Director Dawn Watson said that our region has one LPC position available. It will start January 1st and go through the end of the year. There are several people in our region that are interested in that position.
- In January, there will be an open board of directors' position and then that position will be appointed by the OSBA Board of Directors. There was a question regarding the duties of the board position and Ms. Watson explained both for OSBA and LPC.
- Chair Campbell asked if anyone wanted to share their experience from the OSBA conference. Chair Campbell spoke about the cell phone policy, which was a hot topic, stating that there was discussion about the executive order and a sample policy was provided. Chair Campbell is working with Supt. Barry and Principal Cross to have a listening session with staff during inservice. There are so many unknowns at this time, including how this policy will be enforced. Although OSBA has sent out a sample policy to all the districts, ODE has not decided on the rules yet, so it will be some time for all to fall into place. Further discussion ensued.
- Director Watson said there was a regional meeting and there was great attendance with robust conversations. There was discussion about having another Regional Legislative Reception and several volunteered to help with coordinating the event.

H.2. Review District Employee Handbook

Chair Campbell asked how the cell phone policy for staff would be addressed in the Employee Handbook and that we will most likely need to revise our current board policy as well. Jessica Hamlin said that we will revise it once we have the policy in place.

H.3. Establish Meal Prices

Chair Campbell said that we do not charge for the students' first meal, and it is recommended not to increase prices for the student's second meal. The adult price did increase slightly. This item will be up for action at the next meeting.

H.4. Budget Committee Vacancies

Chair Campbell said that we have three budget committee vacancies and Denise has reached out to all three members to ask if they would like to be re-appointed for another three-year term. She has heard back from one person stating they do not want to apply again at this time. The vacancies notice will be posted on the website and we will accept applications through the end of August or until filled. It was suggested to reach out to the members of the Equity Committee for their interest in applying for a position.

H.5. Agenda Structure Discussion

There were suggestions to move the Student Representative Report before Accentuate the Positive and those present agreed.

H.6. Board Guiding Principles

Supt. Barry said that the suggestions from the work session are in red and the highlighted ones were ones that Brent and Denise worked on per Chair Campbell's request. Chair Campbell suggested waiting until the next meeting when we will take action to make decisions on the other choices hoping that all members will be present.

H.7. Superintendent Goals for 25-26

- Supt. Barry said that he had outlined his goals based on our discussions from our work session in July and based on our strategic plan showing focus areas. Supt. Barry also used his evaluation from last year and tried to highlight some areas where you would like to see improvement and some growth. It was suggested to bring this agenda item back again so that Rick and Nancy could have the participate in the discussion and so everyone could have time to read through them and make suggestions.

H.8. Bear Creek Property Next Steps Discussion

- Chair Campbell said that we had talked about several legal questions at the work session and Supt. Barry said that if the board wanted to continue with the project, Mike and his team said that they could create an MOU stating that he would seek the grants and funding and then his fees would come out of that. The other option would be that if we want to use our own resources, then we go out for an RFP. Chair Campbell said that if we go with the MOU process that we will work with Mike to ensure that we have input from the neighbors and that the board would have oversight. Supt. Barry said that he could work with our attorney to create the MOU and bring it back a future meeting.
- Director Farrimond said that she would like to ensure that we do have input from the neighbors and Director Watson is concerned that we have a timeline that makes sense for everyone and that final plans are made being mindful of the financial investment that it would take.

H.9. RFP for Pre-school at OHES Discussion

- Supt. Barry said that we are still in the process of deciding whether we want to proceed. There is a huge need, and we have partners that want to open a preschool. We hope to make the decision by the end of September. We have families that need preschool and then extended care for after hours, so this would be part of the RFP requirements. Supt. Barry mentioned several organizations that would want to be partners.

H.10. Resolution 25-11 – Community Renewable Energy Grant for PES & PHS

- Supt. Barry said that in order to apply for the grant, we need the School Board's approval to submit two applications to the Oregon Department of Energy's Community Renewable Energy Grant Program (C-REP) during the upcoming application window (August 11-September 19, 2025).
Per program requirements, we must provide written authorization from the governing body, specifically allowing submission of the applications and naming the authorized representative. The two proposed projects are:

1. **Phoenix High School** - Battery Energy Storage System to tie into existing solar array (with potentially additional solar)
2. **Phoenix Elementary School** - Roof-mounted solar + Battery Energy Storage System

I. Recess - None

J. Action Items

J.1. Declaration of IT Surplus

I move to declare the items listed in the IT memo as presented as surplus. This motion, made by Polly Farrimond and seconded by Diana Rasmussen, Carried.

Rick Nagel: Absent, Michael Campbell: Yea, Nancy Castillo-McKinnis: Absent, Polly Farrimond: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 5, Nay: 0, Absent: 2

J.2. Board-Superintendent Operating Agreement

I move to adopt the Board-Superintendent Operating Agreement as presented. This motion, made by Diana Rasmussen and seconded by Rebecca Weathers, Carried.

Rick Nagel: Absent, Michael Campbell: Yea, Nancy Castillo-McKinnis: Absent, Polly Farrimond: Yea, Diana Rasmussen: Yea, Dawn Watson: Yea, Rebecca Weathers: Yea
Yea: 5, Nay: 0, Absent: 2

K. Review of the Next Meeting Agenda

L. Adjournment - The meeting was adjourned at 7:35 pm.

Michael Campbell, Chair

Brent Barry, Superintendent

NOMINATION FORM

OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

REGIONAL MEMBER

Date _____

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

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

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

Dear Dawn Watson:

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

LPC CANDIDATE INFORMATION

Name: _____

District/ESD/Community College: _____

Address: _____

City: _____ Oregon ZIP: _____

E-mail: _____ Phone: _____

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

(date)

(Board Chair signature)

Board Chair name: _____

District: _____

Address: _____

City, State, Zip: _____

BUDGET CALENDAR

2026-2027 Budget Year

APRIL 7, 2026	Administrative Team	Complete Formulating 2026–27 Budget Guidelines and Priorities
APRIL 14, 2026	Administrative Team	Budgets Due to Business Office
APRIL 15, 2026	Business Office	Notice of Budget Committee Meeting to Newspaper.
APRIL 22, 2026	Business Office	Publish First Notice of Budget Committee Meeting
APRIL 29, 2026	Business Office	Publish Second Notice of Budget Committee Meeting
MAY 8, 2026	Business Office	Complete Budget Document Printing
MAY 12, 2026 6:00 p.m. at PHS	Budget Committee Meeting	Budget Message
MAY 19, 2026 6:00 p.m. - PHS	Budget Committee	Optional 2 nd Meeting, If Needed
MAY 20, 2026	Business Office	Notice of Budget Hearing to Newspapers
MAY 22, 2026	Business Office	Budget Document Completed
MAY 27, 2026	Business Office	Publish Notice of Budget Hearing
JUNE 4, 2026	School Board	Hearing—Board Adopts Budget, Levies Taxes, Makes Appropriations
JULY 9, 2026	Business Office	Submit Budget to Assessor



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

August 11, 2025

To: Phoenix-Talent School Board
From: Amy Honts and Yazmin Karabinas
RE: 2025-2026 SY Meal Prices

Adult Meal Prices

USDA and ODE guidelines require adult meal prices to exceed the sum of the Free Reimbursement Rate and the Entitlement Commodity Rate:

- **Breakfast:** \$2.94 (Severe Need Breakfast rate) + \$0.45 (commodity rate) = **\$3.39 minimum**
- **Lunch:** \$4.71 (Severe Need Lunch & Certified Menu rate) + \$0.45 (commodity rate) = **\$5.16 minimum**

Currently, adult meals are priced at \$3.30 for breakfast and \$5.00 for lunch.

Recommendation: Increase prices for 2025–26 school year to **\$3.50** for breakfast and **\$5.25** for lunch.

Student Meal Prices

The District is approved for **CEP** (free breakfast and lunch for all students) for the 2025–26 school year; therefore, prices apply only to second meals.

- **2024–25 Second Meal Prices:**
 - Second Breakfast (K–12): \$1.75
 - Second Lunch: K–5: \$2.75 | 6–8: \$3.00 | 9–12: \$3.25
- **Recommendation:** No increase to second meal prices for 2025–26.

Milk: Price remains **\$0.75** (no change from 2024–25).



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

BOARD GUIDING PRINCIPLES

2025/2026

- The Board is committed to fostering a diverse and inclusive school environment in which all ~~of our~~ students, families, and staff members ~~feel~~ **experience a sense of being** valued, respected, and welcomed.
- The Board condemns all acts of discrimination towards individuals or groups, and in turn will celebrate diversity by fostering an environment that treats all people with dignity and respect while supporting efforts that sustain equity within the field of education. We are committed to include diverse people, ideas, cultures and traditions in all areas of our work.
- The Board shall make decisions based on factors that assure the best possible learning environment for all students with emphasis on ~~minimum~~ **ideal** class sizes, varied curriculum and student achievement for all.
- The Board shall encourage and support the Superintendent and Staff in **efficiently managing district resources and delivering quality education, while regularly recognizing the outstanding contributions of students, families, staff, and community members to the district's success.** ~~continuing the efficient operation of the school district and strive, individually and collectively, to recognize the outstanding efforts and growth of all staff on a regular basis.~~
- The Board shall make balanced decisions and policies mindful of the best interest of all members of the school district including the students, ~~parents/guardians~~ **families**, educators and the citizens of the community.
- The Board shall evaluate, periodically, all programs and attempt to continue, modify or restore as many disciplines as practical to provide **an innovative, diverse,** broad-based education for all students.
- The Board shall ~~increase and~~ **and enhance** educational opportunities for student success through **data-driven appropriate curriculum decisions and personalized learning, prioritizing student needs within available resources.** ~~with classroom flexibility on an individual basis, when warranted and resources are available.~~

****maybe combine the two bullet points above into one.**

- ***The Board shall periodically evaluate all programs to provide an innovative, diverse, and broad-based education for all students by increasing, monitoring, and enhancing educational opportunities through data-driven curriculum decisions and personalized learning—prioritizing student needs within available resources and allowing classroom flexibility on an individual basis when warranted.***
- The Board shall be knowledgeable about District activities and functions and shall encourage and support students, staff and community by attending and participating in District activities and functions when and as often as possible. In addition, the board is committed to various forms of community engagement opportunities, including listening sessions and attending school/community events.
- The Board shall encourage appropriate communication pathways with students, ~~parents/guardians~~ **families**, community members, and District staff, while maintaining the highest code of ethics and professional behavior.



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

- The Board shall **promote sustainable and efficient management** ~~encourage the conservative use~~ of all resources, both natural and man-made, making strategic decisions that prioritize. ~~Strategic decisions should be made with consideration for~~ longevity, fiscal responsibility, and sustainability.

***Or, another suggestion for above:**

The Board is committed to the responsible and efficient use of all resources, natural and manmade. Strategic decisions shall reflect a commitment to long term sustainability, fiscal stewardship and enduring value.

- The Board shall ~~continue to affirm our~~ **its** commitment to the community ~~using~~ **by leveraging capital improvement funds, grants, and donations, in order to sustain and enhance a premium educational environment through strategic property and building improvements.** ~~resources to build a premium education environment in our region.~~

Revised 7/25/24

**BEFORE THE BOARD OF DIRECTORS OF THE
PHOENIX TALENT SCHOOLS**

RESOLUTION NO. 25-11

**A RESOLUTION OF THE BOARD APPROVING THE PHOENIX-TALENT SCHOOLS
APPLICATION FOR THE COMMUNITY RENEWABLE ENERGY GRANT PROGRAM**

On motion by:

Duly seconded by:

The following resolution is hereby adopted:

WHEREAS, the Board believes that a sustainable community seeks to ensure that its environmental, economic, and social objectives are equitable and mutually beneficial; and

WHEREAS, the Phoenix-Talent School District strives to be stewards of the environment through conservation and sustainable practices and the creation of environments that are energy efficient and that produce cost savings for future generations; and

WHEREAS, the Oregon Department of Energy Community Renewable Grant Program will help the Phoenix-Talent School District invest in renewable energy and work towards a better environment for all residents in our district by reducing energy usage.

WHEREAS, the Phoenix-Talent School District No. 4 has completed their application for planning activities for a renewable and resilient project consisting of solar energy and a solar energy storage system for Phoenix Elementary School and Phoenix High School; and

NOW THEREFORE, BE IT RESOLVED, that the Board of Directors of the Phoenix-Talent School District #4, hereby approve the application for the Oregon Department of Energy Community Renewable Grant Program and resolve that the proper District officials are hereby authorized and directed to execute, sign, and submit the grant application to the Oregon Department of Energy.

BE IT FURTHER RESOLVED, that a copy of this resolution shall be included with the grant application.

ADOPTED by the Board of Directors of the Phoenix-Talent School District No. 4 of the County of Jackson, State of Oregon, this 4th day of September, 2025 by the following vote:

Ayes:

Noes:

Absent:

Abstain:

JACKSON COUNTY SCHOOL DISTRICT NO. 4

By: _____
Michael Campbell, Board Chair

And by: _____
Rebecca Weathers, Vice-Chair



PHOENIX-TALENT SCHOOLS

EXCELLENCE *for* EVERYONE

Board Meeting - 6:00 PM
Thursday, September 18, 2025
In-Person at Phoenix Elementary School

ZOOM: <https://us02web.zoom.us/j/85715693664?pwd=kBjPoxyywx8b5fWm7D8jwLf8GDPZOM.1>

Meeting ID: 857 1569 3664 Passcode: 219370

AGENDA

- A. Executive Session – 5:45 p.m. – **This session is closed to the public under ORS 192.660 (2)(a)**
- B. Regular Session Call to Order - 6:00 p.m.
- C. Student Representative Report
- D. Accentuate the Positive
- E. Citizen Comments
- F. Superintendent Report
- G. Program Report: So. Oregon Career Center Update
- H. Consent Agenda
 1. Approval of Agenda
 2. Approval of Minutes from 9/4/25
 3. Personnel Report
- I. Information and Discussion
 1. Legislative / OSBA Update
 2. Financial Report
 3. Enrollment Report
 4. PTEA/OSEA Association Updates
 5. Waiver for Higher Ed & Career Path Skills Course Requirement
 6. Board Policies on Personal Electronic Devices
- J. Recess
- K. Action Items
 1. Interview/Appoint Budget Committee Applicants
 2. Adopt Budget Calendar for 2026-2027 Budget
 3. Legislative Policy Committee Nomination
- L. Review of the Next Meeting Agenda
- M. Adjournment

Phoenix-Talent School District #4 is an Equal Opportunity Employer and, in accordance with Federal and State Legislation, does not discriminate on the basis of race, sex, religion, age, national origin, or marital status, physical or mental disability in employment practices or education programs. **If you need special accommodations for language interpretation or because of a disability**, please contact the District Office Executive Assistant two days prior to meeting at 541-535-1511 Voice/TD.