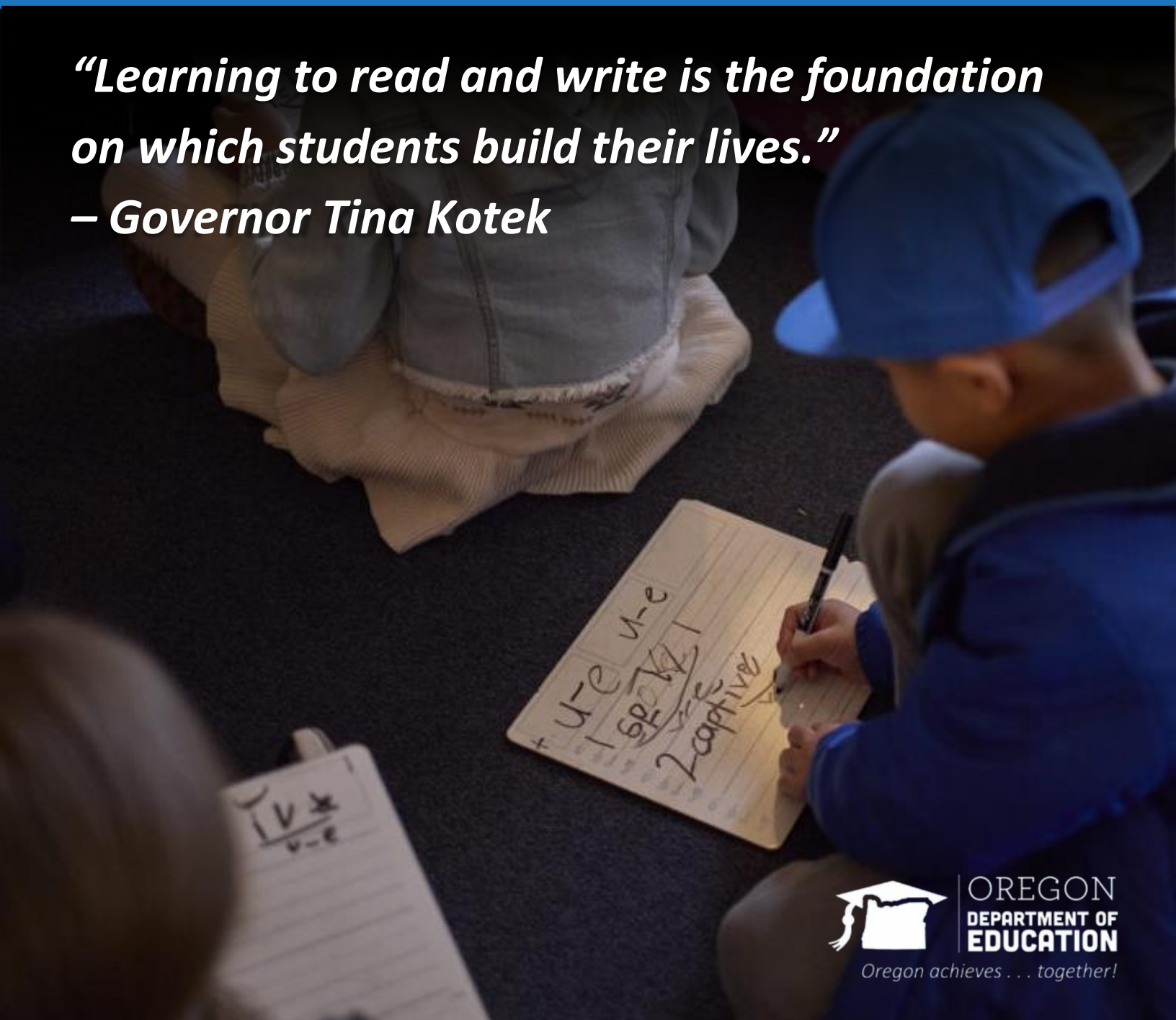# Early Literacy Success School District Grants

Report to the Legislature
2024-25

"Learning to read and write is the foundation on which students build their lives."
– Governor Tina Kotek

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Cover photo: Students from Arleta Elementary School in Portland Public School District, taken during ODE's 2024-25 Literacy Tour

EXECUTIVE SUMMARY

In summer 2023, the Oregon Legislature elevated early literacy as a statewide priority through the passage of HB 3198, establishing four programs: School District Grants, Community Grants, Tribal Grants, and the Birth – 5 Literacy Plan. Together, the four grants create a foundation for comprehensive literacy improvement across the state.

For the 2023–25 biennium, $90 million of funding was provided through the School District Grants to almost every district and public charter school to improve literacy outcomes for students in grades PreK – 5 through five key strategies:

- Adopting and implementing research-aligned curriculum;
- Providing Professional Development and Coaching in research-aligned literacy strategies;
- Hiring literacy specialists, coaches, or interventionists;
- Implementing High-Dosage Tutoring; and
- Implementing Extended Learning programming.

"Because of the investment we made during the 2024–25 school year with early literacy dollars, I predict our 3rd grade ELA scores will continue to rise. We invested in high-quality instructional materials and in training teachers, and that work is just beginning to show."

— Jessica Durrant, Director of K–8 Curriculum and Instruction, Three Rivers SD

This legislative report specifically summarizes implementation of the Early Literacy Success School District Grants in the 2024-25 school year (July 1, 2024-June 30, 2025), as required per ORS 327.825–327.845. Additionally, where applicable, it includes activities occurring during 2023-24 (October 1, 2023 - June 30, 2024) to illustrate the impact and progress across the first full biennium of implementation.

Key Findings Tell a Story of Building Momentum & Impact

Literacy efforts continued to build momentum in the second year of the biennium, with grantees moving more fully into implementation and refinement of early literacy systems and programming. Five key findings illustrate successes and opportunities from the second year of implementation:

KEY FINDING 1: Grantees invested $50M more in 2024-25 than the previous year, with a focus on literacy core instruction.

- Spending increased from $19 million in 2023-24[1] to **$60.6 million in 2024-25[2].**
- In 2024-25, grantees invested:
    - $18.0M in Hiring of Specialized Literacy Staff
    - $13.3M in Professional Development and Coaching

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[1] In the 2023-24 report, grantee spending was reported as $16.8 million, based on the finalized reports available on December 1st, 2024. This figure has been updated to $19 million to include final spending for the 2023-24 year.

[2] 2024-25 figures represent $60.6 million in expenditures from 193 grantees who submitted approved reports. An additional $8.3 million of expenditures have been incurred by grantees who did not finalize their reports by the December 1st, 2025, deadline. ODE is continuing to work with those grantees to complete and submit their annual report.

- o $12.3M in research-aligned Curriculum and Instructional Materials
- o $11.4M in High-Dosage Tutoring, and
- o $3.9M in Extended Learning
- ➢ The combined investment of **$37.9M in Curriculum and Professional Development and Coaching,** more than any other category, reflects a **strong commitment to strengthening core literacy instruction.**

KEY FINDING 2: **Student literacy outcomes are improving.**

The second year of implementation of the grants coincides with:

- ➢ An **increase of 1 percentage point for 3rd grade ELA proficiency** on the state summative assessment, the **largest year-over-year increase since the pandemic**
- ➢ **One of only two post-pandemic years** in which 3rd grade proficiency increased.
- ➢ **66 districts showing growth of at least 3 points** (triple the statewide growth) in the percentage of proficient 3rd graders, the largest number of districts showing that much growth since 2016.
- ➢ The lowest percentage of 3rd grade students scoring at the lowest reading proficiency level since the end of the pandemic.
- ➢ **72 districts** increasing the percentage of 3rd graders performing above the lowest reading level by at least 3 percentage points, the **largest number of districts demonstrating this level of improvement since 2018.**

KEY FINDING 3: **Grantees have invested in specialized literacy staff and prioritized professional development.**

- ➢ **171 (88%) grantees funded 324** literacy coaches, interventionists, specialists, and tutors.
- ➢ **74% of teachers** in K-5 assignments received Professional Development and Coaching **aligned to the science of reading.**[3]
- ➢ This represents **5,373 K-5 teachers** out of the 7,307 assigned to K-5 literacy positions.[3]
- ➢ **119 Pre-K teachers** received Professional Development and Coaching aligned to the science of reading

KEY FINDING 4: **More districts are adopting high-quality instructional materials, but implementation needs to be stronger.**

- ➢ **170 school districts[4] (89%) have adopted a State Board-approved core curriculum** aligned to the science of reading and writing.
- ➢ This is an **increase of about 9%** from 2023-24.
- ➢ **196,779 students** are in districts or charter schools **using high-quality core curricula for early literacy**, representing 83% of the state's 236,327 K–5 students.

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[3] 2024-25 data refer to 117 reports from grantees implementing Early Literacy Professional Development and Coaching using grant funds.

[4] Grantees referenced in this section include 3 consortia, comprising 11 school districts. The list of districts can be found in Appendix A.

- High-quality core **curriculum implementation** is an opportunity for growth.
  - **About 60% of teachers received coaching or professional development** on core curricula monthly or every few months.
  - **52% of grantees** reported that **observation tools were specifically aligned** to their adopted core curricula.

KEY FINDING 5: High-Dosage Tutoring is scaling up and having an impact.

- **160 grantees implemented High-Dosage Tutoring** programming, a **39% increase** from 115 grantees in 2023-24.
- **17,709 students participated in High-Dosage Tutoring,** compared to 14,688 students in 2023-24
- **Nearly 75% of students** who participated in High-Dosage Tutoring **demonstrated literacy growth on local assessments**—an increase of nearly 24 percentage points from 2023-24.
- Gains were observed at **every grade level** from K-5, **with increases of 20 percentage points or more** across all grades compared to the prior year.
- **Significant year-over-year gains on local literacy assessments** from 2023–24 to 2024–25 were observed among the following **focal student groups**:
  - American Indian and Alaska Native students: growth increased from 19% to 84%
  - Foster students: growth increased from 47% to 84%.
  - Migratory students: growth increased from 30% to 69%.
- Some focal student groups participated in High-Dosage Tutoring at **significantly higher rates than their enrollment**:
  - Hispanic & Latino Students (35.3% served vs. 28.4% population)
  - Students with Disabilities (20.2% served vs. 17.7% population)
  - English Language Learners (24.1% served vs. 17.4% population)

Across Oregon, Early Literacy Success School District Grants, Community Grants, and Tribal Grants are helping grantees move toward more comprehensive, coherent, evidence-based systems of literacy instruction, serving as a catalyst for system-wide improvement and student learning. By 2024-25, School District grantees gained greater clarity about the core drivers of improvement - high-quality materials, strong instruction, skilled educators, and sustained student supports - and reported promising early indicators of impact.

Looking Forward to What's Next

Oregon continues to see indicators of a statewide shift towards literacy gains but has yet to see the full impact of these landmark investments in early literacy unfold. Oregon Department of Education (ODE) anticipates state summative assessments will continue to demonstrate an upward trajectory in statewide literacy outcomes.

As Oregon looks ahead at what is needed to improve implementation, the lessons from the first biennium provide a strong foundation for refining ODE's efforts to support high-quality early literacy instruction:

- Continue to support the full implementation in the 2025-27 biennium.
- Provide robust guidance and criteria for evidence-based literacy practices.
- Support implementation of high-quality instructional materials as a lever to improve core instruction.

- Support science of reading training statewide.
- Provide additional High-Dosage Tutoring funding and support improvement of High-Dosage Tutoring programming.
- Align summer learning and early literacy guidance and support.

There are additional investments and policies that the state could undertake to accelerate improvements in literacy:

- o Establish and fund a statewide literacy coaching network
- o Establish sustainable statewide Curriculum-Based Professional Learning Opportunities
- o Fund efforts to improve teacher licensure requirements

The Early Literacy Success School District Grants, in coordination with Community Grants, Tribal Grants, and the Birth – 5 Plan, anchor Oregon's broader literacy efforts. Additionally, Comprehensive Literacy State Development Grants, Summer Learning Grants, and the High-Dosage Tutoring Supplement Grants provide supplemental funding for Oregon's highest need schools. Together, these efforts build on the systems, practices, and capacity established through the Early Literacy Success Initiative. This coordinated statewide approach ensures that investments across programs reinforce one another, strengthening statewide coherence and expanding access to evidence-based literacy instruction and support for students across Oregon. While 2024-25 findings tell a clear story of the success of the program's first years, it also shows that early literacy improvement is a long-term effort that requires sustained commitment, not a short-term remedy. Continued progress depends on ongoing state professional learning and implementation support to realize every student's full literacy potential.

Student from Gervais Elementary School in Gervais School District, taken during ODE's 2024-25 Literacy Tour

INTRODUCTION

Background & Setting the Stage

Literacy is a cornerstone of educational equity, expanding access to lifelong opportunities for students. Oregon's Early Literacy Framework recognizes literacy as a civil right and affirms that every child, regardless of race, language, disability, geography, or background, deserves access to joyful and rigorous literacy experiences that honor their identity, culture, and lived experiences. Grounded in the belief that children are capable, curious learners and that families and communities are essential partners, the Framework calls for shared responsibility across systems to ensure early literacy success. Under Governor Kotek's leadership and legislative action, Oregon made a deliberate, statewide commitment to improving early literacy, moving from fragmented efforts to a coherent, funded strategy rooted in evidence-based practices, educator capacity-building, and sustained supports so that all students develop strong literacy skills and the confidence to learn, contribute, and thrive.

In summer 2023, the Oregon Legislature elevated early literacy as a statewide priority through the passage of HB 3198 (2023), now enacted as Oregon Revised Statute (ORS) 327.825–327.845, which established the Early Literacy Success Initiative. The initiative includes four state-funded grant programs:

(1) Early Literacy Success School District Grants;
(2) Early Literacy Success Tribal Grants;
(3) Early Literacy Success Community Grants; and the
(4) Birth through Five Literacy Plan.

The first three programs are administered by the Oregon Department of Education (ODE), with the Birth through Five Literacy Plan administered by the Department of Early Learning and Care. The information in this report pertains to the Early Literacy Success School District Grants.

The Legislature allocated $90 million to the Early Literacy Success School District Grants for the 2023–25 biennium, providing funding to almost every district and public charter school. Every eligible district or public charter who applied for 2023-25 funds received funding. ODE distributed funds using a formula based on K-5 weighted Average Daily Membership (ADMw[5]), including a minimum allocation of $85,082 for districts with an ADMw below 289, per ORS 327.831 and Oregon Administrative Rule (OAR) 581-017-0809. The median grant award was $94,903. Figure 1 illustrates the distribution of funds across all grantees. For additional descriptive statistics on the distribution of funds, see Appendix A.

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[5] The Average Daily Membership is the data by which ODE allocates funds to districts on a per-student basis. The weighted Average Daily Membership, or ADMw, measures the differences in students' educational needs. For example, a student who is not in any of the additional-weight categories would generate up to 1 weight, depending on full-time/full-year enrollment status. A student experiencing poverty who is also an English language learner would generate a combined weight of 1.75.

Note that the vertical axis is logarithmic to accommodate large differences in magnitude. ADMw is K-5, 2023.
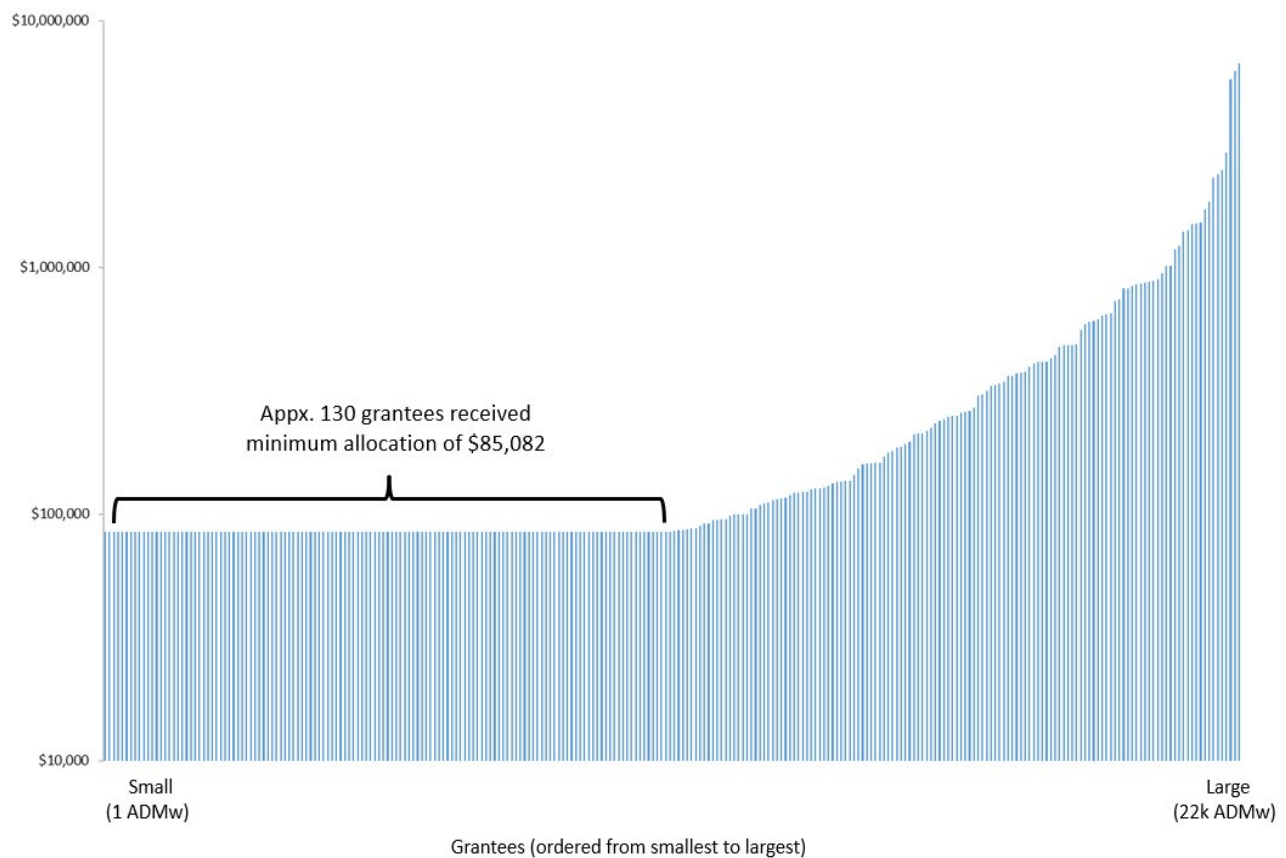
Grant funds support specific literacy activities grounded in the science of reading and writing. The five allowable uses of the Early Literacy Success School District Grants are among the most effective research-based strategies for improving literacy instructional practice and outcomes systemically. Grantees are allowed to use funds for the following:

- Adopting and implementing research-aligned curriculum;
- Providing professional development and coaching in research-aligned literacy strategies;
- Hiring literacy specialists, coaches, or interventionists;
- Implementing high-dosage tutoring; and
- Implementing extended learning programming.

This report provides key findings related to how grantees spent funds on these research-aligned literacy activities during the 2023-25 biennium.

Scope of the Early Literacy Success School District Grants Legislative Report

As required by ORS 327.835, this legislative report summarizes implementation of the Early Literacy Success School District Grants program in 2024-25 (July 1, 2024-June 30, 2025). Additionally, where applicable, it includes activities occurring during 2023-24 (October 1, 2023 - June 30, 2024) to illustrate the impact and progress across the first full biennium of implementation.

The report is informed by grantees' annual reports submitted to ODE by November 30, 2025, and qualitative data from ODE's work with grantees. Table 1 summarizes and describes each of the data sources used in this report. The data provide a clear picture of how grant funds were used to strengthen early literacy instruction and highlight statewide trends, implementation progress, and areas where additional support may further improve outcomes.

"Nearly 90% of our K–3 teaching staff has been trained in Orton-Gillingham and the science of reading, and that work is now extending into preschool."

— Christine Beck, Director of Education, Central Point SD

Table 1: Early Literacy 2024-25 Legislative Report Data Sources

Data Source	Description	Use within this Report
Early Literacy Success School District Grantee Annual Reports	As required by ORS 327.835, each grantee must submit an annual report that includes: ● Progress towards goals outlined in grantees' early literacy plans[6]; ● Inventories of literacy assessments, instructional materials, curricula, and digital resources; ● Evidence of fidelity to research-aligned literacy practices; ● Professional Development and Coaching for teachers and administrators; ● Teacher participation in Professional Development and Coaching, disaggregated by grade level; ● Student participation and outcomes for High-Dosage Tutoring; and ● Student participation and outcomes for Extended Learning programs.	Determination of Key Findings

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[6] Not required for the 2023-2025 biennium per ORS 327.837.

Data Source	Description	Use within this Report
Qualitative Interviews	ODE identified grantees who received Early Literacy Success School District Grants funds and showed significant growth in 3rd grade achievement data in the 2023-24 and 2024-25 school year. ODE collected information from grantees via short interviews, as well as email and survey responses regarding key programming elements they implemented that resulted in that growth. Quotes from these grantees are noted throughout the report.	Illustrate the use and impact of funding
Early Literacy Grantee Site Visits	ODE visited 11 grantees during the 2023-25 biennium to observe implementation of the Early Literacy Success School District Grants funds in action. ODE interviewed grantees' staff and students, and data was compiled in short videos. Quotes from these interviews are noted throughout the report.	Illustrate the use and impact of funding

Building the Foundation

The 2023-25 biennium was referred to as the "Jumpstart Biennium" to serve as an on-ramp for grantees to begin to implement early literacy changes and provide space for collective statewide learning, adjustment, and growth. The first year of the biennium (2023-24) focused on launching the Early Literacy Success School District Grants, including establishing grant administration systems, developing Oregon Administrative Rules, awarding grants, and supporting early implementation planning.

The second year of the biennium (2024-25) built on that foundation, with grantees moving more fully into implementation and refinement of early literacy systems and programming. Grantees focused on:

- Improving everyday classroom teaching by helping teachers consistently use strong, high-quality lessons and materials;
- Deepening the use of research-aligned literacy practices;
- Expanding Professional Development and Coaching to build educator expertise;
- Leveraging High-Dosage Tutoring to accelerate learning; and
- Using data for reflection, mid-course adjustments, and continuous improvement.

ODE shifted its grantee support toward implementation, fostering shared learning, and statewide alignment, while Education Service Districts continued to play a key role in technical assistance, cross-grantee collaboration, and capacity building.

Together, the coordinated efforts of grantees, ODE, Education Service Districts, educators, students, and families advanced the initiative's overarching goal: ensuring every child in Oregon develops strong reading and writing skills for long-term success.

2024-2025 KEY FINDINGS

KEY FINDING 1: Grantees invested $50M more in 2024-25 than the previous year, with a focus on literacy core instruction.

Grantees spent most of their biennial allocation in 2024-25 and invested largely in activities to support literacy core instruction, focusing on educator capacity and high-quality instructional materials. These investments continue to build upon the foundation established in 2023-24 and set the stage for strong implementation in future biennia.

1.1 Grantees spent a majority of their biennial allocation in 2024-25.

Spending increased from $19 million in 2023-24[7] to $60.6 million in 2024-25[8], as shown in Figure 2.[9] This type of increase in spending is consistent across all allowable uses as shown in Figure 3.

The sharp increase in spending is likely attributable to the release of funds in March 2024, which was nearly the end of the 2023-24 school year, leaving grantees a very short timeline for implementation in the first year of the biennium. (See the 2024 Legislative Report for more details on the timeline of 2023-24.) Additionally, many small grantees chose to expend the entirety of their biennial allocation (approximately $86,000) in 2024-25 so that they could hire a full-time staff member to lead their literacy programming. After reviewing this data, and gathering feedback from grantees, ODE raised the minimum allocation for small grantees for the 2025-27 biennium from $85,082 to approximately $120,000 so that small grantees could maintain staff and provide continuity with the allowable activities.

Figure 2: Total Expenditures for All Grantees, 2023-24 and 2024-25[9]

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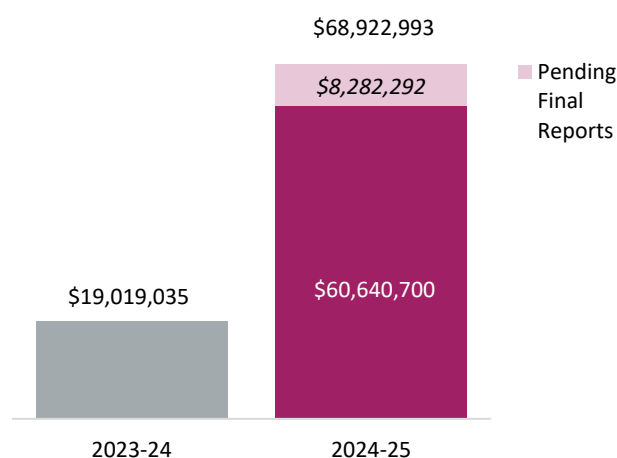
[7] In the 2023-24 report, grantee spending was reported as $16.8 million, based on the finalized reports available on December 1st, 2024. This figure has been updated to $19 million to include final spending for the 2023-24 year.

[8] 2024-25 figures represent $60.6 million in expenditures from 193 grantees who submitted approved reports. An additional $8.3 million of expenditures have been incurred by grantees who did not finalize their reports by the December 1st, 2025, deadline. ODE is continuing to work with those grantees to complete and submit their annual report.

[9] 2024-25 expenditure data based on 193 grantees with approved reports as of 12/01/2025. 2023-24 expenditure data is based on all 248 grantees.

Figure 3: Expenditures Across All Allowable Use Categories for 2023-24 and 2024-25[10]

Category	2024-25	2023-24
Hiring	$18.0M	$3.8M
Professional Dev. & Coaching	$13.3M	$4.7M
Curriculum and Materials	$12.3M	$4.8M
High-Dosage Tutoring	$11.4M	$4.3M
Extended Learning	$3.9M	$1.0M
Administrative Costs	$1.7M	$0.5M
Pending Final Reports	$8.3M	$0

■ 2024-25 ■ 2023-24
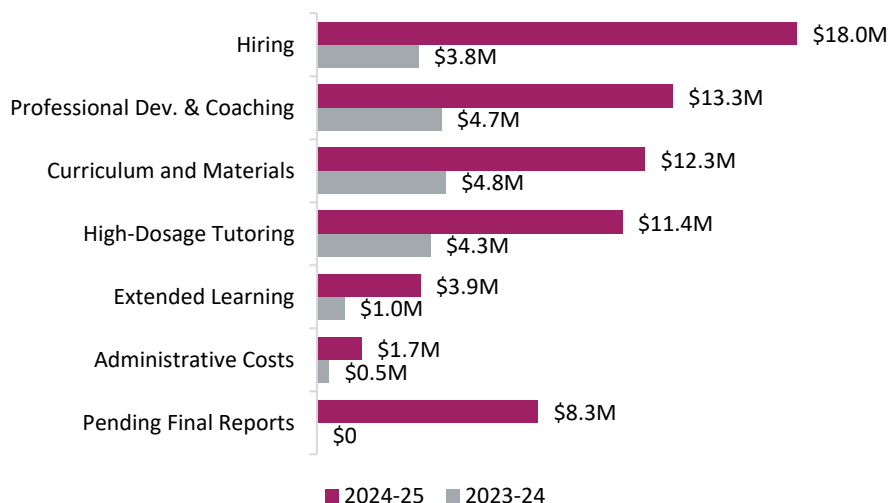
1.2 Grantees invested largely in activities to support literacy core instruction.

High-quality, evidence-based core instruction means whole-group classroom instruction that is aligned to grade-level standards, scaffolded for students' success and informed by research and culturally responsive practices to meet students' strengths and individual needs. These components of a rigorous literacy program ensure that all students can develop foundational literacy skills. Grantee spending was concentrated primarily on activities that strengthen core instruction, as shown in Figure 4, with spending increasing across all categories in 2024-25. Spending on Curriculum and Professional Development and Coaching totaled $37.9M, more than any other category, reflecting a strong commitment to strengthening the foundation of early literacy instruction.

Figure 4: Biennial Spending by Allowable Use Category[10]

Administrative Costs, $2.1M, 2%
Pending Final Reports, $8.3M, 9%
Extended Learning, $4.9M, 6%
Hiring, $21.8M, 25%
High-Dosage Tutoring, $15.7M, 18%
Professional Development and Coaching, $18.0M, 20%
Curriculum and Materials, $17.1M, 19%

"You can't intervene your way out of a core instructional problem. This funding allowed us to finally focus on strengthening the core."

— Tim Crider, Superintendent, North Bend SD

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[10] 2024-25 expenditure data based on 193 grantees with approved reports as of 12/01/2025. 2023-24 expenditure data is based on all 248 grantees.
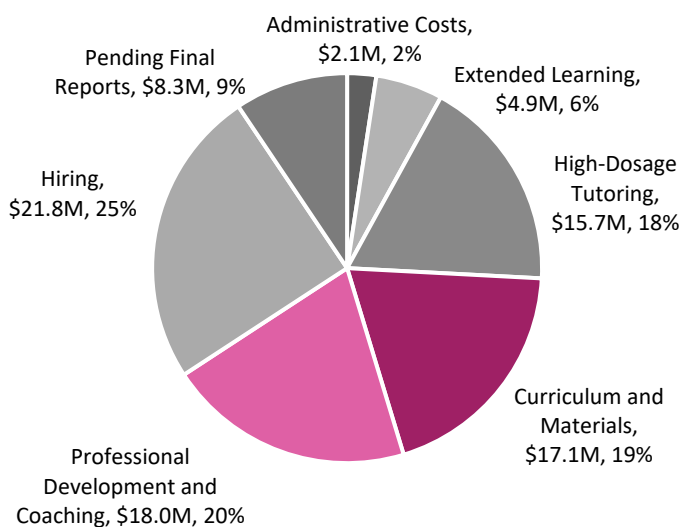
KEY FINDING 2: Student literacy outcomes are improving.

The early literacy efforts of grantees have correlated with improvements in 3rd grade English Language Arts (ELA) proficiency on the state summative assessment.[11] Results in 2024-25 show that overall proficiency is increasing and fewer students are performing at the lowest reading proficiency level. These results strongly suggest that grantee efforts and the Early Literacy Success School District Grants are having an impact.

2.1 Improvement in 3rd grade ELA proficiency correlates with early literacy efforts.

Although 3rd grade ELA proficiency on the state summative assessment remains below pre-pandemic levels, proficiency increased by 1 percentage point between the 2023–24 and 2024–25 school years. This represents the largest year-over-year increase since the pandemic and is one of only two post-pandemic years in which proficiency increased, as shown in Figure 5. While multiple factors may have contributed to this improvement, the increase coincides with the first full year of implementation of the Early Literacy Success School District Grants (2024-25).

Also, 66 districts showed growth of at least 3 points (triple the statewide growth) in the percentage of proficient 3rd graders in 2025; this is the largest number of districts showing that much growth since 2016.

Such progress by individual districts is illustrated with various success stories, for all students as well as for focal student groups.[12] "Spotlights" and quotes are included from specific districts that have shown notable growth in 2024-25 from their prior three-year average for 3rd grade proficiency.

Spotlight: Hermiston SD In 2024–25, Hermiston SD demonstrated gains of **10.9 percentage points for Students with Disabilities** compared to the previous three-year average.	*"Early Literacy Success Initiative funds supported several key areas:* • *Purchasing instructional materials for Tier 1 [core] and Tier 2 [intervention] instruction* • *Purchasing Tier 3 [intensive] interventions for our most at-risk readers* • *Providing professional development and training on material use* • *Supporting high-dosage tutoring, including staffing and training."* *— Dr. Tricia Mooney, Superintendent, Hermiston SD*

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[11] Oregon's Statewide Assessment System (OSAS) includes summative assessments administered annually by subject matter and grade. Pursuant to federal and state accountability requirements, Oregon public schools test students in English language arts (ELA) in grades 3 through 8 and 11. The ELA test assesses students' mastery of reading, writing, listening, and research skills aligned with Oregon's standards for grades 3 through 8 and 11.

[12] Throughout this report, "focal student groups" and "student groups who have been historically underserved" includes students that are identified under the Early Literacy Success School District Grants, which are defined in ORS 327.825 as students from racial or ethnic groups that have historically experienced disparities (American Indian and Alaska Native Students, Black and African American Students, Hispanic and Latino Students, Asian Students, Native Hawaiian and Pacific Islander Students, or Multiracial Students), or are student groups that have historically experienced disparities (Students with Disabilities, English Language Learners, Foster Students, Students Who Are Homeless, or Migratory Students). ORS 327.825 reporting requirements named that grantees must disaggregate and report data on students who are "Economically Disadvantaged," among other focal student groups. However, due to student confidentiality laws, grantees do not have full access to this data to report accurately; for that reason, this data has not been included in this report.

Other districts demonstrating notable gains in 3rd grade ELA percentage point growth in 2024-25 compared to their previous three-year average include:

- Jefferson County SD 509J - 27.5 percentage points for Students with Disabilities
- Elgin SD - 23.3 percentage point growth for all students.
- Seaside SD - 11.8 percentage point growth for Hispanic/Latino students
- Winston-Dillard SD - 11.5 percentage point increase for all students.
- Central Point SD - 11.4 percent for Students with Disabilities

Spotlight: Gervais SD

In 2024–25, Gervais SD demonstrated gains of **11.1 percentage points for all students** and **13.6 percentage points for Hispanic/Latino students** compared to the previous three-year average.

They attribute this to multiple funding streams and cohesive actions in supporting early literacy, such as:

- Hiring a K-5 Reading TOSA (Teacher on Special Assignment)
- Adopting a new ELA curriculum
- Hiring additional instructional aides to expand small group instruction
- Adopting an aligned Pre-K curriculum and developing strong planning between K and Pre-K teachers.
- Adjusting support for English Learners to be more engaging
- Holding Literacy Nights for families and students
- Aligning summer programming to core curriculum

Figure 5: Percentage of 3rd Grade Students Proficient on the ELA State Summative Assessment, by Year[13]

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[13] ELA State Summative Assessment is based on all Oregon 3rd Graders.

"Sometimes the amount of English language arts instruction a student received was dependent upon their zip code, and we made that standard across all of our schools. Access to core instruction and intervention no longer depends on where you live.

Also, access to intervention didn't take students out of core instruction. We made it clear: here's what happens here, here, and here—it's very systematized."

— Jessica Durrant, Director of K-8 Curriculum and Instruction, Three Rivers SD

2.2 Fewer students are performing at the lowest reading proficiency level.

Results from the 2024–25 state summative assessment show the lowest percentage of 3rd grade students scoring at the lowest reading proficiency level (Level 1 – "Below Proficient") and the largest decrease in the proportion of students at this level since the end of the pandemic, as illustrated in Figure 6.

Additionally, many districts made meaningful progress in moving students out of the lowest level of reading proficiency. In 2024–25, 72 districts increased the percentage of 3rd graders performing above Level 1 ("Below Proficient") by at least 3 percentage points, indicating that more students transitioned from the lowest proficiency level into Level 2 or higher. This represents the largest number of districts demonstrating this level of improvement since 2018, and the second highest since 2016. These improvements show promising growth for Oregon's students furthest from proficiency in the year following the launch of the grants.

Figure 6: Percent of 3rd Graders at Level 1 ("Below Proficient") on the ELA State Summative Assessment, by Year[14]

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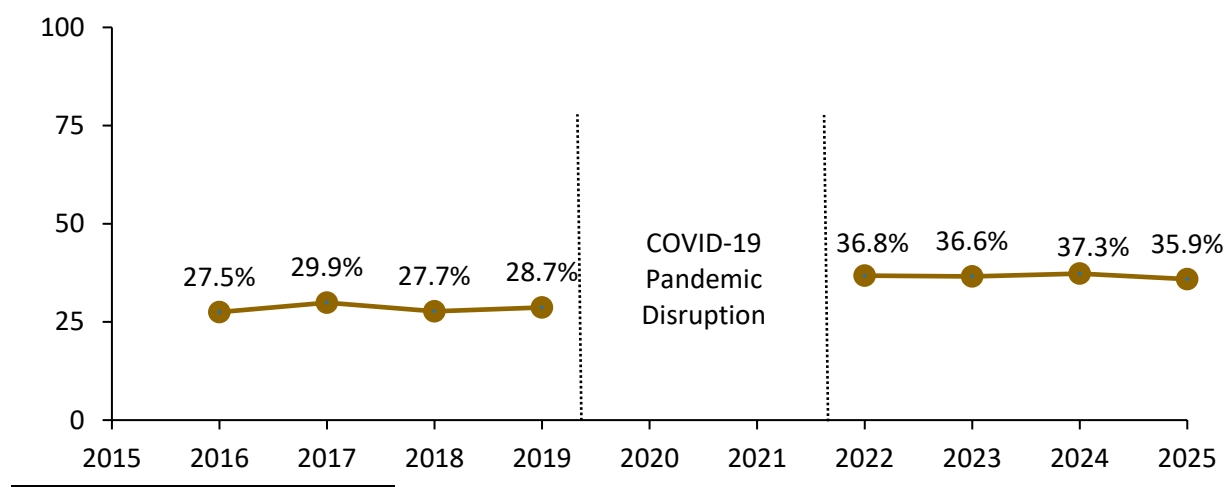
[14] ELA State Summative Assessment is based on all Oregon 3rd Graders.

KEY FINDING 3: Grantees have invested in specialized literacy staff and prioritized professional development.

Grantees hired specialized staff to build and support literacy programs and provided research-aligned Professional Development and Coaching on instructional practices for educators and leaders. Together, these activities accounted for almost half of all reported expenditures across the biennium, highlighting the fact that the level of literacy expertise in districts receiving Early Literacy Success School District funds is increasing.

"A big focus for us has been investing in staffing and training around the science of reading—making sure we have the right people in place and that they're deeply trained to support early literacy in our classrooms."

— Jennifer Meckley, Superintendent, Lebanon School District

3.1 Grantees hired specialized staff to support literacy programs and coach educators.

Grantees focused on hiring roles that are critical to strengthening literacy instruction and systems: literacy specialists, interventionists, coaches, and tutors. These roles support teachers and literacy-focused staff by modeling instruction, providing non-evaluative feedback, facilitating professional learning, and expanding capacity for small-group instruction, High-Dosage Tutoring, and differentiated student support.

In 2024-25, 171 (88%) reporting grantees indicated that they used grant funds to support 324 positions across the state, over half of which were literacy coaches, literacy interventionists, and literacy specialists, as shown in Table 2.

Table 2*:* Literacy Educators Funded Using Grant Funds[15]

Position	2023-24 Number of Funded Positions	2023-24 Amount Spent	2024-25 Number of Funded Positions	2024-25 Amount Spent
Literacy Coach	37	$2,982,360	66	$7,892,243
Literacy Interventionist	39	$1,471,407	52	$4,930,107
Literacy Specialist	32	$ 1,831,606	63	$9,415,548
Other (e.g. qualified tutors or admin)	135	$ 3,296,695	143	$11,549,681
Total	**243**	**$9,582,068**	**324**	**$33,787,579**

[15] Funded positions were calculated from financial data. 2024-25 data is based on 193 approved reports.

"The majority of 2024-25 Early Literacy funds support an Early Literacy Coach—a 30-year Sweet Home School District veteran teacher with extensive experience in classroom instruction, Title I services, and literacy intervention. Additional grant funds have been used to support professional development aligned to early literacy priorities.

Our central strategy has been to improve the quality and consistency of Tier 1 instruction across all primary classrooms. We recognized early that improving core instruction would have the greatest long-term impact on student outcomes and reduce the need for intensive interventions."

– Barbi Riggs, Director of Teaching and Learning, Sweet Home SD

3.2 Grantees prioritized research-aligned Professional Development and Coaching for Pre-K-5 teachers.

Grantees continued to prioritize high-quality, evidence-based professional learning as a key driver of improved literacy instruction. Grantees implemented Professional Development and Coaching to strengthen educator knowledge of the science of reading and writing, support effective implementation of high-quality instructional materials, and build consistent, research-aligned literacy practices across classrooms.

As seen in Figure 7, nearly three-quarters (74%) of teachers in K-5 assignments received Professional Development and Coaching aligned to the science of reading.[16] This represents 5,373 K-5 teachers out of the 7,307 assigned to literacy positions. Importantly, the investment in Professional Development and Coaching reached across all grade bands. Additionally, 119 Pre-K teachers received Professional Development and Coaching in 2024-25.[17]

While grantees generally focused on Professional Development for teachers in early grades, many also provided important opportunities for teachers in fourth and fifth grade classrooms, representing nearly one-quarter of all teachers who received support, as seen in Figure 8. Figure 9 demonstrates a majority (61%) of grantees provided Professional Development and Coaching to at least 75% of their teachers, indicating that grantees are prioritizing training most or all of their K-5 literacy teachers.

Figure 7: 2024-25 K-5 Literacy Teachers Receiving Professional Development and Coaching[16]

Did Not Receive Professional Development and Coaching 26%

Received Professional Development and Coaching 74%

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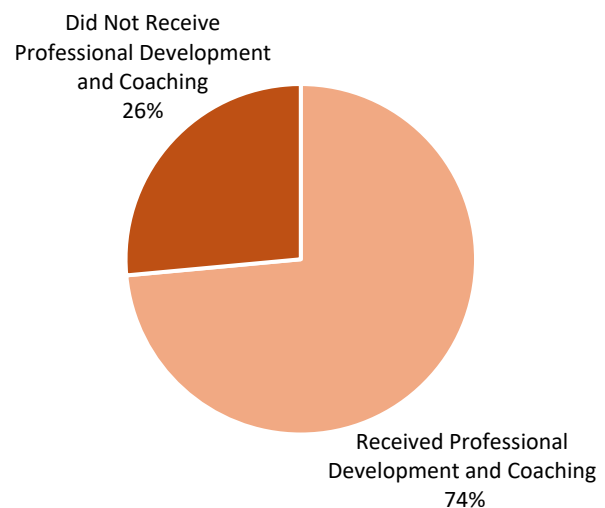
[16] 2024-25 data refer to 117 reports from grantees implementing Early Literacy Professional Development and Coaching using grant funds.
[17] Percentages are not provided for Pre-K teachers for Figures 7 – 9 as ODE does not collect staff assignment data for Pre-K.

"At Jefferson County SD, instructional coaches [in schools] work to create professional development plans for the needs of their individual schools. Coaches and specialists meet weekly with educational assistants to provide ongoing, just in time, professional development. Educational assistants are an integral part of classroom instruction, so keeping them up-to-date and trained in supporting students is important."

–Billie White, Director of Curriculum and Instruction, Jefferson County SD 509J

Figure 8: Percentage of K-5 Teachers Who Received Professional Development and Coaching, by Grade Level[18]
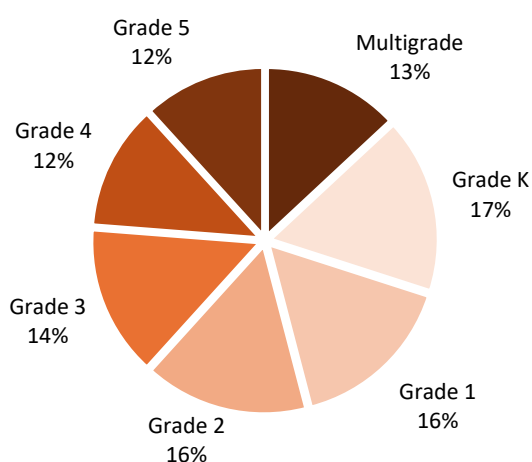
Figure 9: Percentage of K-5 Teachers Who Received Professional Development and Coaching[18]
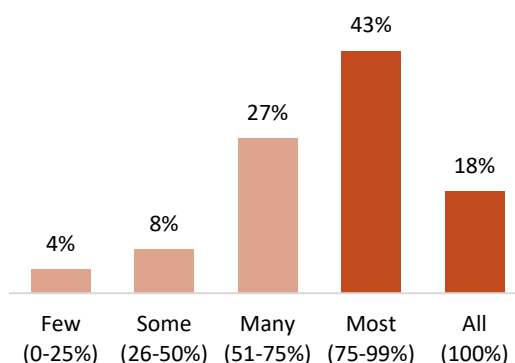
"Winston-Dillard Schools used the Early Literacy Success School District funding to hire an Early Literacy Teacher on Special Assignment (TOSA). The TOSA and administrators are constantly working closely to train and support instructional assistants in the science of reading, Enhanced Core Reading Instruction, intervention programs, district instructional strategies, data collection and interpretation.

The TOSA is also developing teacher and instructional assistants' understanding of data collection, progress monitoring, and how to apply the science of reading to the data to drive instruction."

– Kristal Plikat, Early Literacy TOSA, Winston-Dillard SD

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[18] 2024-25 data refer to 117 reports from grantees implementing Early Literacy Professional Development and Coaching using grant funds.

KEY FINDING 4: More districts are adopting high-quality instructional materials, but implementation needs to be stronger.

State Board of Education-approved core curricula are now widely adopted across the state, and strong implementation of high-quality instructional materials remains a key opportunity for impact. At the same time, a wide range of supplemental materials are still used, which can create incoherent experiences for students and limits the targeted support ODE can provide to grantees on supplemental materials. These findings indicate that adoption and implementation of high-quality instructional materials is a growing part of grantees' approach to improving literacy, with opportunities for continued improvement.

4.1 State Board of Education-approved core curricula are widely adopted across the state, coinciding with an increase in spending on instructional materials.

As of the end of the 2024-25 school year, 170 school districts[19] (89%) had adopted a State Board-approved core curriculum aligned to the science of reading and writing. This is an increase of about 9% from 2023-24, when approximately 80% of districts used State Board of Education-approved core curricula. An additional 28 charter schools also use a State Board of Education-approved core curriculum for literacy, which is 44% of eligible charter schools. Combined, these grantees serve 196,779 students who have access to high-quality core curricula for early literacy, representing 83% of the state's 236,327 K–5 students.

"We realized that variability was holding us back. Once we were clear that everyone would use the same core materials during the literacy block, teachers could focus on how to teach well—not what to teach."

— Candice Henkin, K–12 Literacy Specialist, Oregon City SD

This growth in adoption coincides with a significant increase in grantees' investment in instructional materials as shown in Figure 3 in Key Finding #1. This increase reflects multiple factors, including ODE's strengthened emphasis on adopting high-quality instructional materials as a key lever for improving instruction, and that, for the first time, grantees were required to report the curriculum in use, year of adoption, and planned changes, increasing awareness and accountability and supporting more informed adoption decisions. ODE's Early Literacy Instructional Materials Dashboard provides a public-facing inventory of curricula, as well as literacy assessments and digital resources used in Pre-K to 5th grade classrooms for every grantee.

The widespread use of curricula from a common, State Board of Education-approved list of instructional materials, as opposed to engaging in an independent local adoption, enables more coherent and effective technical assistance and professional learning provided by ODE, as well as stronger regional and cross-grantee collaboration and shared learning. This alignment is central to ODE's strategy for increasing student achievement through improved implementation of high-quality instructional materials. Figure 10 illustrates the number of school districts using each State-Board approved core curriculum.

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[19] Grantees referenced in this section include 3 consortia, comprising 11 school districts. The list of districts can be found in Appendix A.

Figure 10: Number & Percentage of School Districts Using State Board of Education-Approved Core Curricula for English Language Arts, Grades K-5[20]

Wonders (McGraw Hill): 28% (49) Grades K-2, 28% (48) Grades 3-5
Into Reading (HMH): 24% (42) Grades K-2, 23% (40) Grades 3-5
Core Knowledge Language Arts (Amplify): 15%(27) Grades K-2, 16% (28) Grades 3-5
Benchmark Advance (Benchmark Education): 13% (23) Grades K-2, 13% (23) Grades 3-5
myView / Words Their Way (Savvas): 10% (17) Grades K-2, 11% (19) Grades 3-5
Wit and Wisdom with Fundations, Geodes (Great Minds): 7% (13) Grades K-2, 6% (11) Grades 3-5
LearnZillion/ EL Education (Imagine Learning/Edgenuity): 2% (4) Grades K-2, 2% (3) Grades 3-5
EL Education Language Arts (Open Up Resources): 1% (1) Grades 3-5

Legend: ■ Grades K-2   ■ Grades 3-5

"We utilize multiple funding streams, and with the Early Literacy Success School District Grant, we were finally able to adopt K–12 Language Arts materials… That made a significant difference in providing teachers with relevant curriculum, instructional supports, and aligned professional development."

– Dandy Stevens, Superintendent, Gervais SD

4.2 Strong implementation of high-quality core curricula remains a key opportunity for impact.

While access to and adoption of high-quality core literacy curricula is widespread, consistent and effective implementation remains an area for growth. Ensuring that teachers have the knowledge, skills, and instructional support necessary to implement high-quality literacy curricula effectively is critical to meeting students' learning needs.

ELA achievement outcomes do not currently reflect strong implementation of high-quality curricula and materials, and indicate that, while selecting and purchasing high-quality materials is a necessary foundation, it is not sufficient on its own to drive sustained improvements in student achievement and teacher impact. There is a need to deepen and better align implementation supports such as coaching,

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[20] District-level core curriculum implementation represents 190 school districts reporting 348 State Board of Education-approved curricular programs. Charter schools are not included in this data set.

observation, and professional learning tied directly to core curricula, in order to translate access to high-quality materials into stronger instructional practice and improved student outcomes. For example:

➢ Only 62% of teachers received coaching on core curricula monthly or every few months, and 57% received professional development at the same frequency as shown in Figure 11.

➢ 53% of grantees reported using an observation rubric or implementation tool at least every few months as shown in Figure 12.

➢ Only 52% of grantees reported that those tools were specifically aligned to their adopted core curricula, either through grantee-developed tools or publisher-provided resources, as shown in Appendix B, Table B5.

➢ The most commonly reported professional learning formats for both teachers and administrators were stand-alone workshops and professional learning communities, as seen in Appendix C, Figure C1. While stand-alone workshops are widely used, they are generally less effective at supporting sustained instructional change unless follow-up coaching and support are provided. Professional learning communities have strong potential, and their impact depends on intentional design with a clear focus on teaching grade-level standards using high-quality core materials.

Figure 11: Frequency of Professional Development and Coaching in Core Curriculum for K-5 Literacy Teachers[21]
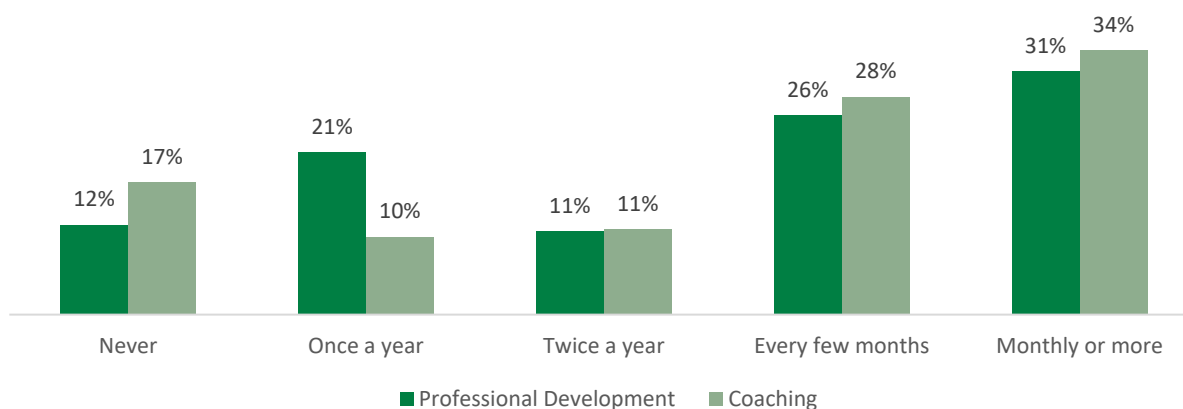
Taken together, these signal a need for increased attention to instructional practice and fidelity of implementation. In October 2024, Oregon was selected to join the Instructional Materials and Professional Development Network, facilitated by the Council of Chief State School Officers, which focuses on strengthening implementation of core instructional materials through a series of professional learning opportunities and state leader coaching.

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[21] Unless otherwise noted, core curriculum implementation data represent 632 grantee responses in the curriculum inventory from all 247 grantees. Grantees may have more than one submitted core curriculum. For more information, please see Appendix B.

Figure 12: Frequency of Core Curriculum Implementation Monitoring with Observation Tool[22]

Pie chart segments:
- Monthly or more often 28%
- Every few months 26%
- Twice a year 8%
- Once a year 12%
- Never 3%
- No assessment tool available 17%
- No Answer 6%
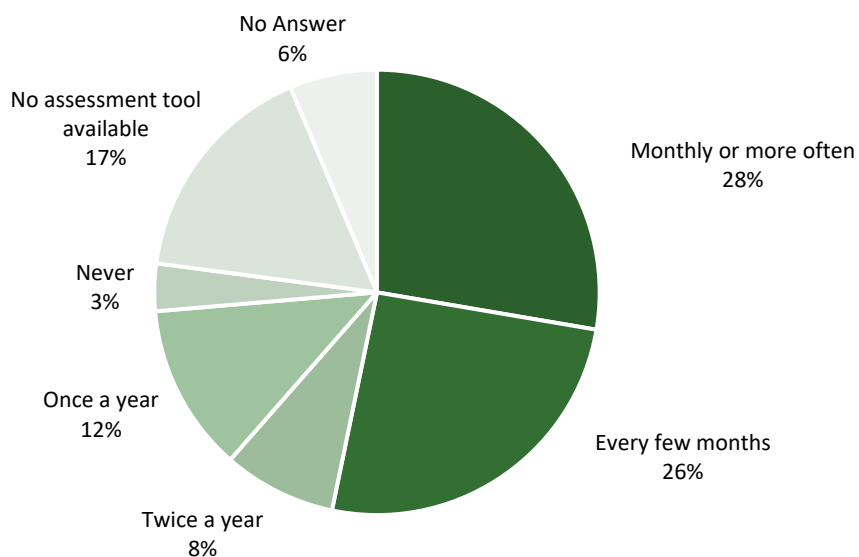
4.3 A wide range of supplemental materials in use limits the impact and support provided to grantees.

In addition to core curricula, grantees commonly use additional materials to support instruction, including intervention programs, assessments, and supplemental resources for foundational skills. All materials reported by grantees may be found in the Early Literacy Instructional Materials Dashboard. While some materials are used frequently across the state, as shown in Figure 13, there are hundreds of different supplemental materials in use statewide, as reflected in Table 3 .[23] Greater consolidation and alignment of these supplemental materials is needed to create more coherent experiences for students, as well as strengthen grantee support and achieve the same progress and momentum of core curriculum adoption.

Table 3: Number of Unique Materials and Publishers Used[23]

Type of Materials	Number of Unique Materials/Titles	Number of Unique Publishers
Assessments	164	79
Other	20	10
Supplemental	275	136

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[22] Unless otherwise noted, core curriculum implementation data represent 632 grantee responses in the curriculum inventory from all 247 grantees. Grantees may have more than one submitted core curriculum. For more information, please see Appendix B.

[23] Instructional materials implementation data represent responses in the curriculum inventory from all 247 grantees. Grantees submitted multiple types of supplemental instructional materials. For more information, please see Appendix B.

Figure 13: Early Literacy Instructional Materials Used by at Least 10% (25) of Grantees[24]

Assessment
- DIBELS — 163
- i-Ready Reading — 74
- STAR Reading — 55
- easy CBM — 54
- MAP Growth — 39

Intervention
- Phonics for Reading — 56
- Heggerty — 55
- Read Naturally — 37
- Really Great Reading — 33
- Rewards — 33
- Reading Mastery — 30
- UFLI — 30

Supplemental
- Heggerty — 86
- UFLI — 43
- ECRI — 27
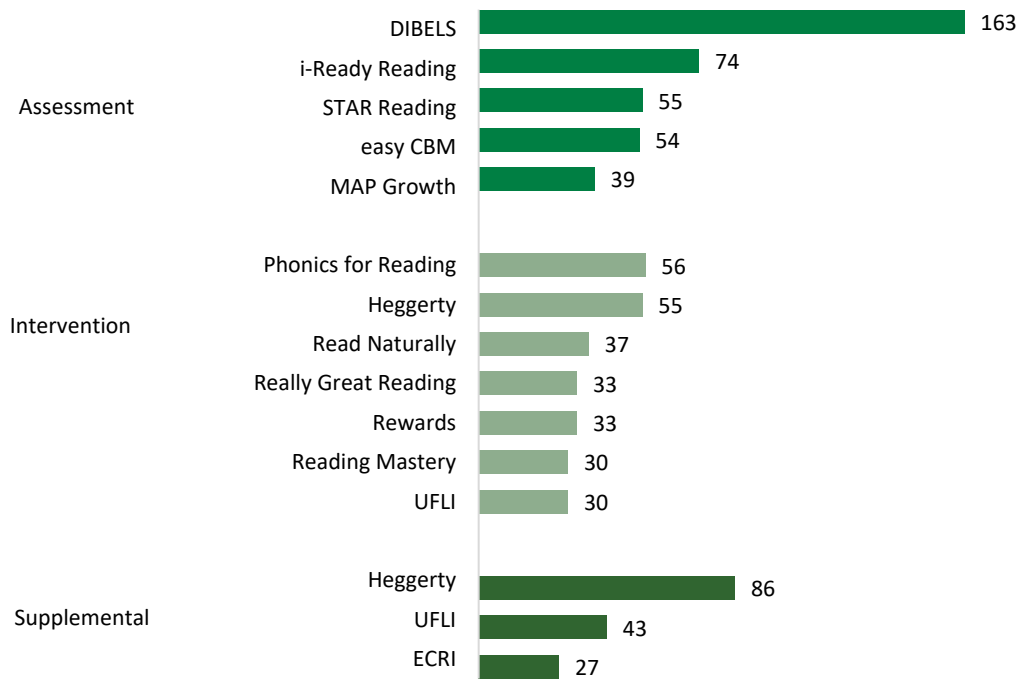
Students from Eastside School in Coos Bay School District, taken during ODE's 2024-25 Literacy Tour

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[24] Instructional materials implementation data represent responses in the curriculum inventory from all 247 grantees. Grantees submitted multiple instructional materials. For more information, please see Appendix B.

KEY FINDING 5: High-Dosage Tutoring is scaling and having an impact.

High-Dosage Tutoring is a support provided in addition to core instruction (referenced in Key Finding #1), which allows students extra time and support to practice grade-level skills in small groups or one-on-one with a highly trained tutor. These programs have increased significantly since the start of the Early Literacy Success School District Grants, resulting in improved literacy learning for students. High-Dosage Tutoring has been shown to especially benefit students from focal student groups, underscoring it as an important strategy of equitable literacy instruction.

5.1 High-Dosage Tutoring implementation has increased significantly.

In 2024-25, 160 grantees implemented High-Dosage Tutoring programming, a 39% increase from 115 grantees in 2023-24. Grantees report a total of 17,709 students participated in High-Dosage Tutoring, compared to 14,688 students in 2023-24. This growth demonstrates grantees' commitment to building capacity and implementing rigorous High-Dosage Tutoring programming. As a result, more grantees delivered evidence-based tutoring, which accelerated literacy learning for students.[25]

5.2 Students participating in High-Dosage Tutoring show growth on local assessments.[26]

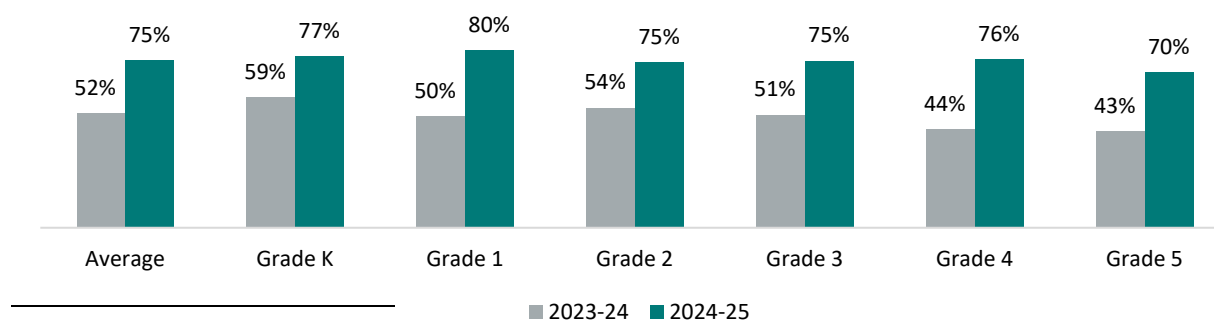The measurable impact of High-Dosage Tutoring in 2024-25 was evident in local student growth assessments statewide. Nearly three-quarters (75%) of students who participated in High-Dosage Tutoring during 2024-25 demonstrated literacy growth on local assessments—an increase of nearly 24 percentage points from 2023-24, when just over half (52%) of participating students showed growth. As seen in Figure 14, gains were observed at every grade level from K-5, with increases of 20 percentage points or more across all grades compared to the prior year. Fourth grade students experienced the largest improvement, with the percentage demonstrating growth rising from 44% in 2023-24 to 76% in 2024-25, a 32-percentage-point increase. These results underscore that when High-Dosage Tutoring is aligned to ODE-published criteria and paired with sustained implementation support, it can deliver consistent and meaningful results.

Figure 14: Students Participating in High-Dosage Tutoring Showing Growth on Local Student Growth Assessments, by Grade Level[27]

Bar chart showing, for each category, percentages for 2023-24 (gray) and 2024-25 (teal):
- Average: 52%, 75%
- Grade K: 59%, 77%
- Grade 1: 50%, 80%
- Grade 2: 54%, 75%
- Grade 3: 51%, 75%
- Grade 4: 44%, 76%
- Grade 5: 43%, 70%

Legend: ■ 2023-24 ■ 2024-25

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[25] For data on all student groups, see Appendix D.

[26] Grantees use a variety of local assessments to measure growth in literacy. They report the number of students showing growth on those assessments based on the technical guidelines of each assessment vendor. While these do not provide valid cross-district comparisons in the way state summative assessment data do, they can give an indication of the impact of programs in each district. Additionally, the common interim assessments established by SB 141 (2025) to be operationalized in the 2026-2027 school year will help grantees meet the student growth assessment requirement of the grant and reduce the variety of assessments being used across the state.

[27] Data reported on student growth attributed to High-Dosage Tutoring is not reported by all implementing grantees. For 2024-25, analysis of student growth is based on 151 reports. For 2023-24, analysis is of 76 reports.

5.3 Participation in High-Dosage Tutoring is effectively reaching focal student groups.

A primary goal of the Early Literacy Success School District Grants is to reduce early literacy academic disparities for student groups that have historically experienced inequities. The 2024-25 data show strong participation among several focal student groups.[28] The percentage of program participants from identified student groups surpassed the percentage of those students within the total grantee population, as shown in Figure 15. Notably, the following focal student groups were served at significantly higher rates:

"At Hermiston, our high-dosage tutoring focused on front loading content rather than remediation. We pre-teach a week ahead of core instruction. Teachers tell us those students are now the first ones to raise their hands because they've already seen the material—they feel confident."

– Dr. Jerad Farley, Director of Elementary Education, Hermiston SD

- Hispanic & Latino Students (35.3% served vs. 28.4% population)

- Students with Disabilities (20.2% served vs. 17.7% population)

- English Language Learners (24.1% served vs. 17.4% population)

Additionally, for several focal groups, the percentage of students served far surpassed the average participation rate for all students, 9.9%. For example, American Indian and Alaska Native students participated at a rate of 21.7%. These numbers underscore one of the ways in which High-Dosage Tutoring serves as a lever of equity for student groups who have been historically underserved. For more participation rates, see Appendix D.

Students from Eagle Charter School in Salem-Keizer School District, taken during ODE's 2024-25 Literacy Tour

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[28] For data on all student groups, see Appendix D.

Figure 15: Representation of Students in Focal Student Groups Participating in High-Dosage Tutoring Compared to Representation in Grantee Population (2024-25)[29]

Hispanic and Latino Students: 35.3%, 28.4%
American Indian and Alaska Native Students: 1.6%, 0.7%
Native Hawaiian and Pacific Islander Students: 1.6%, 1.1%
Black and African American Students: 3.4%, 3.2%
Multiracial Students: 6.5%, 8.2%
Asian Students: 2.5%, 5.1%

English Language Learners: 24.1%, 17.4%
Students with Disabilities: 20.2%, 17.7%
Migratory Students: 2.2%, 1.6%
Students in Foster Care: 0.6%, 0.5%
Students Who Are Homeless: 3.0%, 3.1%

■ % of High-Dosage Tutoring Participants   ■ % of Overall Student Body

5.4 There has been an increase in literacy improvement on local assessments for students in some focal groups.

As seen in Figure 16, the most dramatic year-by-year academic gains on local assessments from 2023-24 to 2024-25 were seen among American Indian and Alaska Native students, where the percentage demonstrating growth increased from 19% to 84%. Foster Students showed similar academic gains, with growth increasing from 47% to 84%, and Migratory Students experienced an increase from 30% to 69%. These outcomes indicate that High-Dosage Tutoring is not only effective at scale, but particularly powerful in closing opportunity gaps for focal student groups.[30]

Local assessment data signals that High-Dosage Tutoring is improving early literacy achievement across the state. As implementation capacity has grown, so have gains in participation and literacy outcomes across grades and student groups. Continued investment is critical to sustain momentum, expand access, and ensure more students benefit from high-quality tutoring. ODE will work to strengthen implementation in future biennia through continued professional learning and technical assistance.

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[29] Unless otherwise noted, data for 2024-25 high-dosage tutoring programs represent 160 grantees. Data for 2023-24 represent 115 grantees.
[30] For data on all student groups, see Appendix D.

Figure 16: Percent of Students Participating in High-Dosage Tutoring Demonstrating Growth in Literacy on Local Assessments, by Focal Group (2023-24 & 2024-25)[31]

Focal Group	2023-24	2024-25
American Indian and Alaska Native Students	20%	84%
Multiracial Students	66%	77%
Native Hawaiian and Pacific Islander Students	57%	77%
Hispanic and Latino Students	45%	75%
Asian Students	63%	68%
Black and African American Students	58%	63%
Foster Students	47%	84%
Students with Disabilities	44%	74%
Migratory Students	30%	69%
English Language Learners	41%	69%
Students Who Are Homeless	33%	58%
Average Growth of Participants	52%	75%

■ 2023-24   ■ 2024-25

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[31] Data reported on student growth attributed to High-Dosage Tutoring is not reported by all implementing grantees. For 2024-25, analysis of student growth is based on 151 reports. For 2023-24, analysis is of 76 reports.

WHAT'S NEXT

Within the context of existing funding, initiatives, and legislation, ODE is taking strategic steps to continue and improve implementation of the Early Literacy School District Grants:

Support implementation in the 2025-27 biennium.

The second-year findings of the Early Literacy Success School District Grants demonstrate that Oregon's investment in early literacy is building momentum for positive change. Grantees across the state have moved from planning to implementation, using grant funds to build stronger instructional systems, increase educator capacity, and improve literacy outcomes for students. The data and experiences reflected in this report show growing coherence in instruction, wider use of research-aligned practices, and measurable early gains through strategies such as High-Dosage Tutoring and targeted professional learning.

Oregon continues to see indicators of a statewide shift towards literacy gains but has yet to see the full impact of these landmark investments in early literacy unfold. ODE anticipates learning from important data gathered as part of the upcoming state summative assessments, which are expected to continue to demonstrate the upward trend in statewide literacy outcomes. Upcoming state and local assessment data, as well as student and staff experiences, which spotlight successes and opportunities, will continue to inform, improve, and refine how this program is administered at the state level and implemented locally.

"We've been building for a couple of years, when the initiative came out, and now we're starting to see the fruits of that labor. We see the trend lines and how amazing this initiative is. We're reaching kids—it's working, and we've only just begun."

– Ryan Hawkins, Superintendent, Nyssa SD

While 2024-25 findings tell a clear story of the success of the program's first years, it also shows that early literacy improvement is a long-term effort that requires sustained commitment, not a short-term remedy. While the Early Literacy Success School District Grants have proven to be a powerful catalyst, continued progress depends on ongoing state professional learning and implementation support to fully implement all required components. As school funding continues to constrict, investments in the Early Literacy Success School District Grants should continue to be a cornerstone for student growth and achievement.

As Oregon looks ahead at what is needed to improve implementation, the lessons from the first biennium provide a strong foundation for refining our technical assistance and professional development, strengthening supports, and ensuring that every grantee has the tools needed to deliver high-quality early literacy instruction. The following elements represent ODE's plan to support grantees' implementation of research-based literacy components in the current biennium.

Provide robust guidance and criteria for evidence-based literacy practices.

To support strong implementation of research-aligned early literacy instruction, ODE released a suite of professional learning resources aligned to Oregon's Early Literacy Framework in August 2024. Shortly thereafter, in January 2025, ODE released a variety of criteria to strengthen implementation in the 2025-27 biennium and beyond, including criteria for high-quality High-Dosage Tutoring, Extended Learning programming, and for evaluating and selecting supplemental instructional materials. Additionally, ODE

reviewed and approved providers of high-quality Professional Development and Coaching and High-Dosage Tutoring. In February 2025, ODE released the allowable use guide to support high-quality implementation, which detailed best practices within small, medium, and large districts, as well as tools to support grantees in evaluating the quality of their programming and phase of implementation. These resources set high expectations for grantees and provided resources to support high-quality programming, which are all required to be used by grantees in the 2025-27 biennium and beyond. ODE will continue to support grantee implementation of programming by providing professional learning and technical assistance on these resources in future biennia.

Support implementation of high-quality instructional materials as a lever to improve core instruction.

"By focusing first on strengthening and aligning Tier 1 literacy instruction, we significantly reduced the number of students needing intensive intervention. When core instruction is strong and consistent, more students access high-quality literacy learning and fewer require intervention."

– Dr. Jerad Farley, Director of Elementary Education, Hermiston SD

Grantees emphasized the importance of early literacy core instruction as the foundation for student success. These experiences reflected national research: when core literacy instruction is strong, the need for intensive intervention decreases and access to high-quality literacy learning becomes more equitable. ODE is taking intentional steps to strengthen implementation support, including participating in the nationwide Instructional Materials and Professional Development Network to learn from other states that have experienced significant achievement gains. To support grantees across the state in improving core instruction in the next biennium, ODE will utilize lessons learned from the Instructional Materials and Professional Development Network and a portion of the funds allocated to ODE from the legislature in the 2025 session to support literacy programming. This includes hosting numerous statewide curriculum-based professional learning summits for school and district administrators and leadership teams. These summits will serve as a key lever for strengthening the implementation of State Board-approved early literacy instructional materials, with a focus on building coherent literacy systems and practices, practical leadership skills, and a shared commitment for excellence in core literacy instruction.

Support science of reading training statewide.

In 2023, as a part of the Executive Order 23-12, the Educator Preparation Program Council put forth recommendations to revise Oregon's Educator Preparation Program Standards to align with Oregon's Early Literacy Framework. These standards were approved by the Teacher Standards and Practices Commission in July of 2024 and will be implemented by all Oregon Educator Preparation Programs in fall 2026, which will ensure that all pre-service teachers trained in Oregon receive training that is evidence-based during their Educator

Taking Action with High-Quality Instructional Materials

Oregon is part of the national **Instructional Materials & Professional Development Network** through which ODE has a strategic plan with concrete steps to **improve HQIM implementation** and impact through:
- Strong Communications
- Signaling HQIM Selection & Implementation
- Curriculum-Based Professional Learning
- Alignment with Educator Preparation Programs
- Informative Data Collection.

Preparation Program. Additionally, ODE, in collaboration with Teacher Standards and Practices Commission, is exploring ways in which a no-cost science of reading training can be provided to currently practicing teachers throughout the state, ensuring that every teacher has access to foundational literacy instruction skills.

Provide additional High-Dosage Tutoring funding and support improvement of High-Dosage Tutoring programming.

"We had at least two days for all elementary teachers to be trained on the science of reading as an introduction before our adoption, to really look at why we are picking a curriculum that follows the science of reading."

– Vicki DiStefano, Literacy Coach, Three Rivers /Josephine County SD

The 2024-25 outcomes demonstrate that High-Dosage Tutoring can produce meaningful literacy gains for a wide range of students, including focal student groups, when implemented with fidelity, integrity, and aligned to classroom instruction. It is important to note that while tutoring has been shown to benefit literacy learning, it is not a stand-alone solution and is one component of a comprehensive literacy system supported by training, data use, and instructional alignment.

The legislature and ODE have continued to understand the benefit of High-Dosage Tutoring and strengthened investments and support of local programs. In July 2025, the legislature invested $12M in additional funding for the 2025-27 biennium to provide High-Dosage Tutoring programming to Oregon's highest need districts. To support grantees who receive the supplemental High-Dosage Tutoring funding, ODE is requiring districts receiving funds to participate in a community of practice focused on successful implementation of High-Dosage Tutoring that meets all required ODE High-Dosage Tutoring Criteria. To support strong implementation, ODE began hosting Communities of Practice and webinars to support grantees in successful implementation of High-Dosage Tutoring, ensuring that grantees receive support in planning as they use this new funding to strengthen their programs. In the past year, the Community of Practice modality has been shown to be effective, with the most recent High-Dosage Tutoring Community of Practice having 82 registered participants, representing 54 grantees, Education Service Districts, and education leaders across the state. ODE will continue implementing this impactful lever for promoting research-based, high-quality High-Dosage Tutoring.

"Districts around the state are implementing HDT and are in all stages of implementation. It's wonderful to hear and learn from the process of others and know that you have partners you can reach out to."

– Participant, High-Dosage Tutoring Community of Practice

Increase minimum allocation to support small districts.

Feedback from grantees expressed that the minimum allocation for the 2023-25 biennium (approximately $43,000 per year for grantees with fewer than 1650 ADMw) was not enough funding to hire a full-time literacy-focused staff position in the first year of the biennium. In response, ODE adjusted the minimum allocation for the 2025-27 biennium to approximately $60,000 per year to ensure that small grantees had sufficient funds each year for staffing. This will increase spending in 2025-26, so all grantees will have enough funding to hire full-time literacy staff.

Align summer learning and early literacy guidance and support.

ODE is collaborating to develop aligned implementation supports for the Early Literacy Success School District Grants and the State Summer Learning Grants. Because State Summer Learning Grants include a focus on literacy programming, it is imperative that ODE guidance supports grantees in understanding how to use both grants to build aligned programming that offers students a coherent and robust experience with literacy learning. Research shows that coherent instructional ecosystems are powerful levers of academic growth. When instructional strategies, materials, and content are aligned across the school day, school year, and summer, students benefit from continuity of instruction and increased time engaged in high-quality literacy learning. A preliminary report on State Summer Learning Grants shows early indications of literacy gains, and the full report will be available in February 2026. Aligning guidance between the Early Literacy Success School District Grants and State Summer Learning Grants will help districts extend evidence-based literacy instruction beyond the school year, reduce learning loss, and accelerate progress for students most in need of additional support.

> *"We're practicing on doing nouns and verbs, making a sentence. I'm being a better reader and I'm proud of that."*
>
> *– Cali, 4th Grade Student*

There are additional investments and policies that the state could undertake to accelerate the improvements in literacy Oregon is beginning to see:

Establish and fund a statewide literacy coaching network

While early versions of HB 3040 (2025) charged ODE with establishing a state-led regional coaching network to support literacy, the final version ultimately did not include this element. Such a network would follow proven models from other states, such as Mississippi, which put literacy coaches in the highest-need schools and districts across the state to support curriculum implementation, strong literacy instruction, and data informed decision-making.

Fund efforts to improve teacher licensure requirements

As mentioned above, ODE and TSPC are continuing efforts to improve teacher knowledge of the science of reading and writing. Many states have revised teacher licensure requirements to ensure that every educator has the foundational knowledge and skills to teach early literacy. However, the pathways to doing so (i.e. additional coursework and/or professional exams) often place a financial burden on individual teachers. Other states have subsidized such cost as a major lever to increase teacher effectiveness and training.

CLOSING

Across Oregon, Early Literacy Success School District Grants funds are helping grantees move toward more coherent, evidence-based systems of literacy instruction, serving as a catalyst for system-wide improvement and student learning. By 2024-25, grantees gained greater clarity about the core drivers of improvement - strong instruction, aligned materials, skilled educators, and sustained student supports - and reported promising early indicators, including increased instructional coherence, educator confidence, and student growth associated with High-Dosage Tutoring. As a result of this grant program, more students across the state are showing progress in their literacy achievement.

At the same time, grantees, particularly small rural districts, emphasized that limited funding and staffing capacity constrained full implementation of all required components. These limitations force districts to make difficult decisions between competing priorities and limit their ability to deliver consistent support at the scale and intensity needed to accelerate student learning.

Spotlight: Rogue River

Rogue River experienced significant growth on their **3rd Grade ELA state summative assessment.** The number of students proficient **grew 21 percentage points** from 2023-24 to 2024-25.

"All of our Early Literacy Success School District Grant funds support our literacy coach... She works with teachers in each grade level to support lesson planning, co-teaching, and classroom modeling. She also works with and trains our instructional assistants who lead small-group interventions. This funding is critical for our district—without it, we would not be able to fund our literacy coach or get the results that we're getting right now."

– Ashtyn James, Principal, Rogue River Elementary

These findings underscore the need for stable funding and continued technical assistance to fully support equitable, statewide implementation and long-term sustainability of literacy efforts. Because of the near universal reach of the Early Literacy Success School District Grants funding, the grant establishes a shared baseline, common framework, and a strong foundation for ongoing literacy improvement across the state. Continued state funding can leverage these first investments to sustain momentum and growth.

The Early Literacy Success School District Grants anchor Oregon's broader literacy efforts within a coherent State Literacy Plan, to be published by summer 2026. This plan will provide grantees with guidance and tools across initiatives to support high-quality literacy programming, including strengthening the implementation of High-Quality Instructional Materials, Comprehensive Literacy State Development Grants, Summer Learning Grants, Community & Tribal Grants, and the High-Dosage Tutoring Supplement Grants. Together, these efforts build on the systems, practices, and capacity established through the Early Literacy Success School District Grants. This coordinated statewide approach ensures that investments across programs reinforce one another, strengthening statewide coherence and expanding access to evidence-based literacy instruction and support for students across Oregon.

With sustained investment and coordinated support, Oregon is well positioned to build on current momentum and advance equitable reading and writing outcomes for all students.

High-Dosage Tutoring Supplement Grants

Comprehensive Literacy State Development Grants

Summer Learning Grants

Additional literacy funding to support high-need school districts

Early Literacy Success Initiative (District, Tribal, Community Grants & Birth - 5 Plan)

The foundation for statewide literacy programming

High-Quality Instructional Materials

Professional Development and Coaching

Specialized Staff

High-Dosage Tutoring

Extended Learning Opportunities
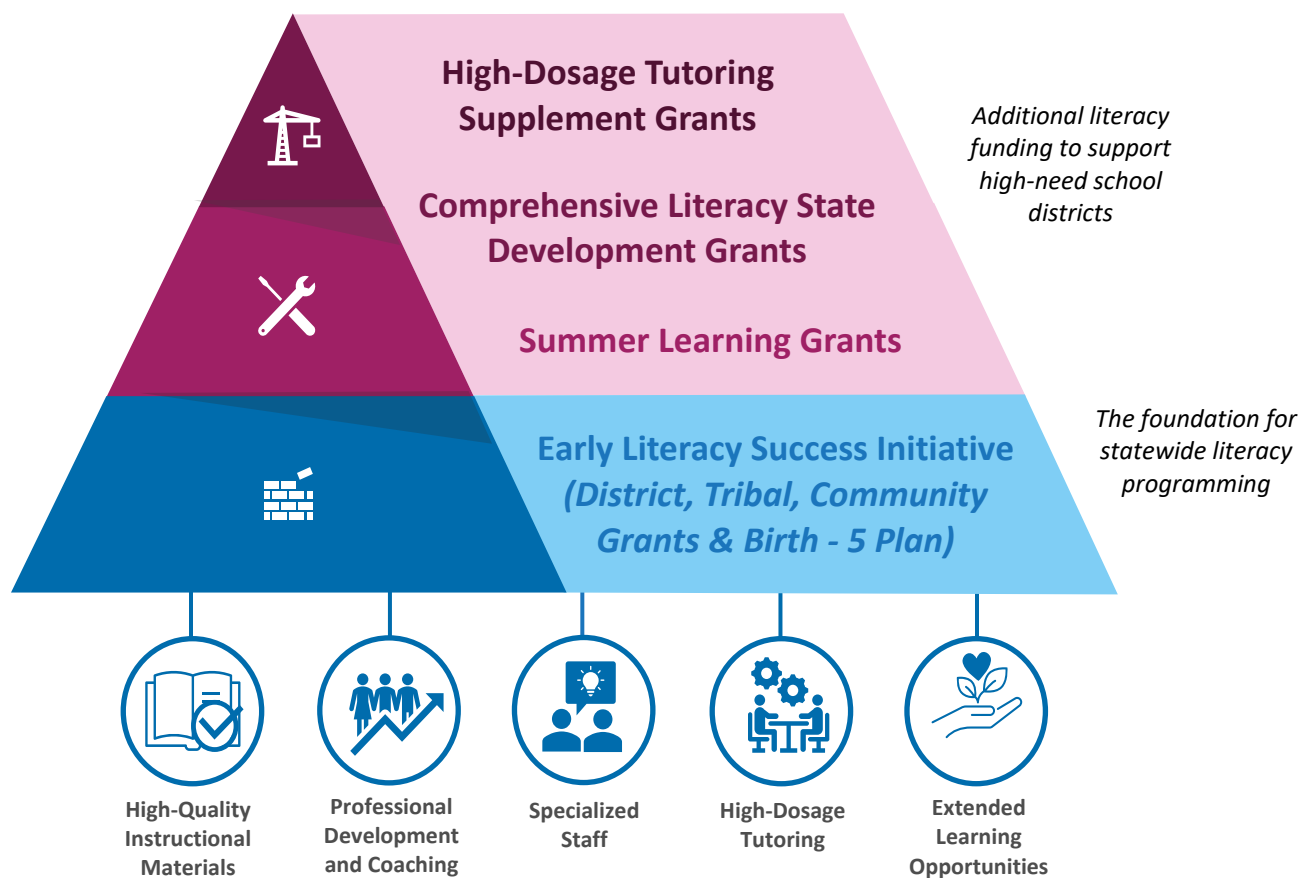
APPENDICES

Appendix A: Early Literacy Success School District Grants Grantee Data

The Early Literacy Success School District grantees include 247 school districts and public charter schools with students in Pre-K to 5th grade. Only three eligible districts, representing 1,654 students, opted not to complete the application; therefore, they did not receive funding.[32] Several districts participated as part of approved consortia. These include the Harney 3 Monroe Consortium, the Harney Region Consortium, and the Malheur Education Service District Region 14 Consortium.[33] Public charter schools were treated as individual grantees and submitted an application for the 2023–25 biennium. All eligible charter schools elected to apply.[34] Virtual charter schools were not eligible for the grant.

Unless otherwise noted, the 2024-25 expenditure data is based on the 193 grantees with approved reports as of December 1, 2025. 2023-24 expenditure data is based on all grantees.

Table A1: Count of 2024-25 Grantees by Category[35]

Type of Entity	Count of Participants
School District Grantees	180
Charter Schools Grantees	64
Consortia[33]	3
Total Grantees	**247**

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[32] Eligible districts that chose not to pursue funding are Cove School District 15, Culver School District 4, and Harney County School District 4. Districts that were not eligible are Harney County Union High School District 1J and Ashwood School District 8, as neither had students in the grades supported. Fossil School District 21 will join the ELSSDG grant in 2025.

[33] The Harney 3 Monroe Consortium consists of Slater Elementary School and the Monroe School from Harney School District 3. The Harney Region Consortium consists of Diamond, Double O, Drewsey, Frenchglen, Pine Creek, South Harney, and Suntex School Districts. The Malheur ESD Region 14 Consortium consists of Arock School District 81, Juntura School District 12, and McDermitt School District 51.

[34] One charter school closed following the 2023–24 school year and is therefore not included in the 2024–25 analysis (Kids Unlimited Academy, White City)

[35] See 2024-25 Early Literacy Allocations for a full list of grantees.

Table A2: Allocation Amounts for Various Size Districts

Allocation Sizes	Size of District (K-5 ADMw)	2023-24	2024-25	Total Biennium (October 1, 2023, through June 30, 2025)
Floor Allocation	289	$41,690	$43,392	$85,082
Median Funding Allocation	322	$46,233	$48,670	$94,903
Average Allocation	1,231	$177,038	$186,459	$363,497
Mid-size Allocation (75th percentile)	12,668	$746,349	$830,396	$1,576,745
Maximum Allocation	22,989	$3,281,866	$3,508,245	$6,790,111

Table A3: Comparison of Grantees Included and Excluded from Expenditure Analysis

Included in this Report	Number of Grantees	Percent of Grantees	Number of K-5 Students	Percent of all K-5 students	Number of K-5 students in focal student groups[36]	Percent of K-5 Students in focal student groups
Yes	193	78%	185,051	76%	124,557	76%
No	54	22%	57,745	24%	39,059	24%
Total	**247**	–	**242,796**	–	**163,616**	–

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[36] "Focal student groups" are defined in ORS 327.825 as students from racial or ethnic groups that have historically experienced disparities (American Indian and Alaska Native Students, Black and African American Students, Hispanic and Latino Students, Asian Students, Native Hawaiian and Pacific Islander Students, or Multiracial Students), or are student groups that have historically experienced disparities (Students with Disabilities, English Language Learners, Foster Students, Students Who Are Homeless, or Migratory Students). ORS 327.825 reporting requirements named that grantees must disaggregate and report data on students who are "Economically Disadvantaged," among other focal student groups. However, due to student confidentiality laws, grantees do not have full access to this data to report accurately; for that reason, this data has not been included in most of this report.
For Table A3, students are counted individually, regardless of the number of focal groups in which they may be identified. Students Experiencing Poverty are included since this data was aggregated at the state level.

Table A4: Approved Reports: Spending by Allowable Use Category (2023-24 vs 2024-25)[37]

Category	2023-24 Spent (Approved)	2024-25 Spent (Approved)	Absolute Change	Percent Change
Administrative Costs	$448,491.79	$1,672,147.61	$1,223,655.82	273%
Curriculum and Materials	$4,821,872.60	$12,305,937.73	$7,484,065.13	155%
Extended Learning	$1,031,252.28	$3,872,015.81	$2,840,763.53	275%
High-Dosage Tutoring	$4,250,161.13	$11,447,894.74	$7,197,733.61	169%
Hiring	$3,799,684.53	$18,001,225.32	$14,201,540.79	374%
Professional Development and Coaching	$4,667,572.56	$13,341,478.91	$8,673,906.35	186%
Total	**$19,018,034.89**	**$60,640,699.12**	**$41,622,664.23**	**219%**

[37] Unless otherwise noted, 2024-25 expenditure data based on 193 grantees with approved reports as of 12/01/2025. 2023-24 expenditure data is based on all 248 grantees.

Appendix B. Core Curricula Adoption and Implementation

Data on curricula adoption and implementation are drawn from the Early Literacy Inventory submitted by grantees as part of the Integrated Programs Application and updated during the Annual Report. Grantees may report multiple materials, resulting in a broad range of listed core curricula. For K-5 literacy core curricula, 247 grantees submitted 632 entries.[38] This reflects an average of 3 core curricula per charter school grantee and 2.3 core curricula per district grantee, with districts counted individually within consortia. All analyses are conducted at the curriculum level (n=632). Elementary curricula are primarily reported for grades K–2 or grades 3–5 and are analyzed accordingly in the sections below.

Table B1: Core Curricula Adoption Type for Districts and Charter Schools[39]

Core Curriculum Adoption Type	Grantee Type	Count of Grantees	Number of K-5 Students Served
State Board of Education-approved	District	170	191,895
Independent Adoption or not indicated	District	21	29,780
State Board of Education-approved	Charter	28	4,884
Independent Adoption or not indicated	Charter	36	5,974

Table B2: Core Curricula in Use by Adoption Type[40]

Data for this table was generated by answers from grantees to this question: *Was this Core Curriculum adopted from the 2022 SBE Adopted Materials for English Language Arts (ELA) and Literacy list or through an Independent Adoption?*

Adoption Type	Pre-K	K-2	3-5
State Board of Education-approved list	6[41]	218	217
Independent or not indicated	18	175	148

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[38] Please note that from the original 699 grantee responses, 67 individual books listed by a single charter school were grouped together as one "grantee made curriculum" so as not to distort the implementation information, resulting in 632 curricula.

[39] Seven Oregon school districts with a total of 5,121 students are not represented in this data as they did not receive grant funding in the 2023-25 biennium. K-5 students enrolled in charter schools who did not apply for individual grants are not included in this count.

[40] Unless otherwise noted, 2024-25 curriculum implementation data represent 247 grantee reports listing 632 core curricula. In specific district level analysis, all school districts are counted. In other implementation analysis, as in report-wide analysis, consortia are counted as one grantee per group.

[41] Six grantees reported a designated K-2 curriculum approved by the State Board of Education for their Pre-K programs.

Table B3: Teacher Access to Core Curricula[42]

Data for this table was generated by answers from grantees to this question: *Approximately what percentage of early elementary teachers who are required to use this material have access to it?*

Percentage Range of Teachers with Access to Core Materials	Percentage of Responses
0-25%	3%
26-50%	3%
51-75%	2%
76-100%	84%
Not Indicated	9%

Table B4: Type of Core Curricula Implementation Monitoring Tools[42]

Data for this table was generated by answers from grantees to this question: *Which of the following observation tools or processes for continuous improvement do you use to assess implementation of this material?*

Core Curriculum Monitoring Tool	Percentage of Responses
Publisher created tool/process.	23%
District created tool/process specific to this instructional material.	12%
District created tool/process general to teaching/learning/instruction.	33%
We do not yet have a tool or process to assess implementation of this instructional material.	18%
Not Indicated*	14%

Please note that due to a data collection issue, 13 responses that provided monitoring frequency data rather than monitoring tools responses in this section have been included in the category of "not indicated."

Table B5: Fidelity of Use Policies for Literacy Core Curricula[42]

Data for this table was generated by answers from grantees to this question: *What best describes the district policy regarding the use of these instructional materials?*

Grantee Curriculum Policy, as Indicated by Grantee	Percentage of Responses
Educators must use the materials with a high degree of fidelity as described by district guidelines.	36%

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[42] Unless otherwise noted, 2024-25 curriculum implementation data represent 247 grantee reports listing 632 core curricula. In specific district level analysis, all school districts are counted. In other implementation analysis, as in report-wide analysis, consortia are counted as one grantee per group.

Grantee Curriculum Policy, as Indicated by Grantee	Percentage of Responses
Educators are encouraged to adhere to the materials as designed but may make adjustments as necessary to suit their students' needs.	31%
We don't currently have a policy regarding the flexibility of use for this instructional material.	13%
Educators can use them with a high degree of flexibility including making significant changes or opting not to use them.	13%
Not Indicated	7%

Appendix C. Professional Development and Coaching

Data on professional development and coaching funded through the Early Literacy Student Success District Grants are collected through two reporting components. In the annual report, grantees indicate the number of teachers who participated in professional development and coaching aligned with research-based literacy strategies. Grantees also identify individual teachers who received professional development and coaching and compare this group with their full population of literacy teachers, representing 7,307 teachers statewide. In addition, grantees report on both administrator and teacher professional development and coaching associated with their literacy curriculum materials through the Early Literacy Inventory Fidelity of Implementation questions. These responses are reported by core curricula and reflect training associated with 632 curricula.

Figure C1: Literacy Core Curricula Learning Opportunities for Teachers and Administrators[43]

Data for this figure was generated by answers from grantees to this question: *What learning opportunities do teachers and/or administrators have access to related to this material?*

Teachers
- Stand-alone Professional Development: 16%
- Professional Learning Communities: 16%
- Collaborative Lesson Preparation: 14%
- Coaching (Non-evaluative): 14%
- Pre-Service (Summer) Training: 12%
- Mentoring (by Implementation Lead): 10%
- Asynchronous Training: 10%
- New Hire Orientation: 6%
- None: 2%

Administrators
- Stand-alone Professional Development: 20%
- Professional Learning Communities: 15%
- Collaborative Lesson Preparation: 9%
- Coaching (Non-evaluative): 9%
- Pre-Service (Summer) Training: 13%
- Mentoring (by Implementation Lead): 12%
- Asynchronous Training: 12%
- New Hire Orientation: 4%
- None: 5%

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[43] Unless otherwise noted, professional development and coaching data for 2024-25 represent 247 grantee reports of training per listed core curriculum, n= 632.

Figure C2: Frequency of Teacher and Administrator Literacy Core Curricula Professional Development and Coaching[44]

Data for this figure was generated by answers from grantees to this question: *How often do teachers and/or administrators engage in professional development specific to implementing this material?*
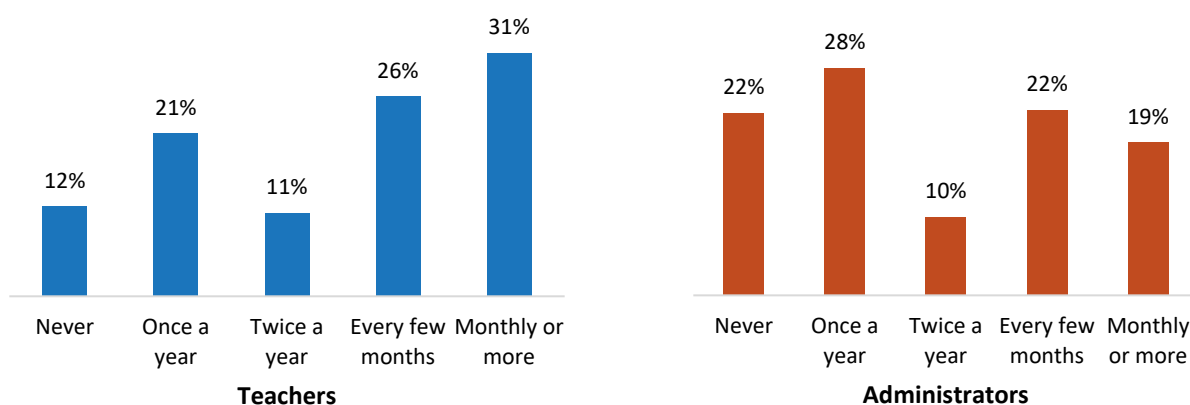

Teachers

Never	Once a year	Twice a year	Every few months	Monthly or more
12%	21%	11%	26%	31%

Administrators

Never	Once a year	Twice a year	Every few months	Monthly or more
22%	28%	10%	22%	19%

Figure C3: Frequency and Percentage of Teachers Receiving Literacy Core Curricula Coaching[40]

Data for this figure was generated by answers from grantees to these questions: *How often do teachers receive coaching specific to implementing this material? Approximately what percentage of your early elementary (Pre-K to 5) teachers receive coaching specific to implementing this material?*

Frequency

Never	Once a year	Twice a year	Every few months	Monthly or more often
17%	10%	11%	28%	34%

Percentage Receiving

None at this time	1-25%	26-50%	51-75%	76-100%
15%	10%	11%	12%	53%

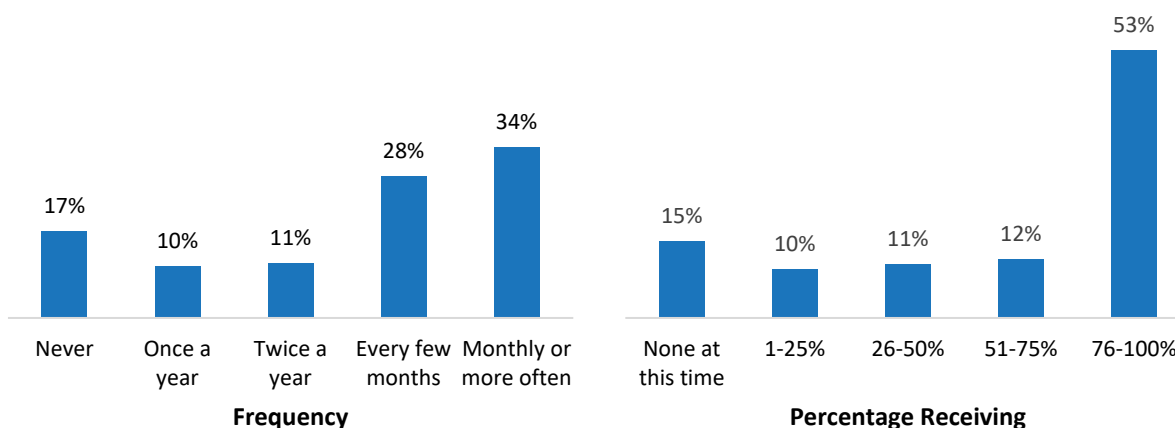## Table C4: Pre-Kindergarten Teachers Receiving Literacy Core Curriculum Professional Development and Coaching by Reporting Year[44]

Reporting Year	Pre-K Teachers
2023-24	100
2024-25	119

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[44] Unless otherwise noted, professional development and coaching data for 2024-25 represent 247 grantee reports of training per listed core curriculum, n= 632.

Appendix D. High-Dosage Tutoring

Grantees report district-level data on student participation and outcomes for High-Dosage Tutoring (HDT) activities that are partially or fully funded through Early Literacy Success School District Grant funds. Footnotes indicate the number of records included in each analysis, as grantee participation varies by year and activity and not all grantees reported student participant growth based on their local assessment tools. ORS 327.835 requires disaggregated reporting for students experiencing poverty; however, due to student confidentiality laws, grantees do not have full access to the data needed to report this information accurately, and therefore these data are not included in this report. Data from the 2023–24 school year reflect final reports for all grantees (115 reporting), while data from 2024–25 may represent partial reporting at the time of analysis (160 reporting).[45]

Table D1: High-Dosage Tutoring Participants by Student Group at Grantees [46]

Student Group	2023-24 Number of Students Participating	2024-25 Number of Students Participating	2024-25 Total Statewide Student Count
All Students	14,688	17,709	236,327
American Indian and Alaska Native	612	278	2,448
Asian Students	188	447	9,757
Black and African American Students	160	607	6,036
Hispanic and Latino Students	3,710	6,252	63,033
Multiracial Students	818	1,156	18,576
Native Hawaiian and Pacific Islander	76	275	2,152
White Students[47]	9,124	8,694	134,325
English Language Learners	2,022	4,263	43,509
Foster Students	64	99	1,669

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[45] Year 1 and Year 2 results should be interpreted with caution, as the number of students included (n-size) differs across years.
[46] Unless otherwise noted, data for 2024-25 high-dosage tutoring programs represent 160 grantees. Data for 2023-24 represent 115 grantees.
[47] Throughout this report, data for White Student participation and reported growth were derived from other reported response categories, as statute and OARs do not require separate reporting for White Students.

Student Group	2023-24 Number of Students Participating	2024-25 Number of Students Participating	2024-25 Total Statewide Student Count
Migratory Students	267	398	4,094
Students Who Are Homeless	253	537	8,389
Students with Disabilities	2,784	3,576	42,491

Table D2: High-Dosage Tutoring Participants by Grade Level[48]

Student Group	2023-24 Number Participating	2024-25 Number Participating
Kindergarten	S2,405	2,706
Grade 1	2,889	3,479
Grade 2	3,190	3,753
Grade 3	2,881	3,617
Grade 4	1,613	2,052
Grade 5	1,487	1,878

Figure D3: High-Dosage Tutoring Participants by Grade Level[48]
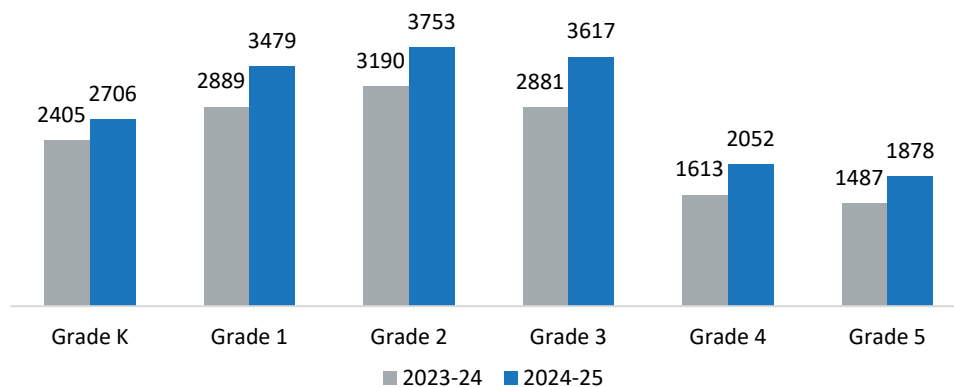
[48] Unless otherwise noted, data for 2024-25 high-dosage tutoring programs represent 160 grantees. Data for 2023-24 represent 115 grantees.

Table D4: High-Dosage Tutoring Participants Demonstrating Significant Growth by Student Group[49]
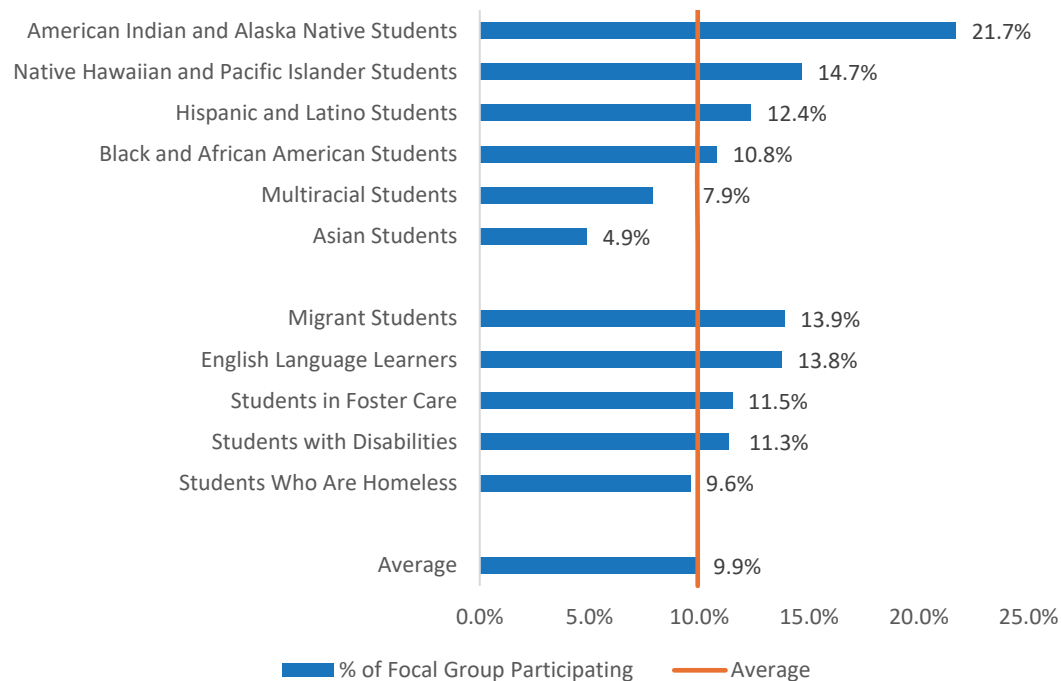
Student Group	2023-24 Number Demonstrating Significant Growth	2024-25 Number Demonstrating Significant Growth	2023-24 Percent Demonstrating Significant Growth	2024-25 Percent Demonstrating Significant Growth
All Students	7,573	13,348	52%	75%
American Indian and Alaska Native Students	120	235	20%	85%
Asian Students	119	305	63%	68%
Black and African American Students	92	382	58%	63%
Hispanic and Latino Students	1,680	4,669	45%	75%
Multiracial Students	537	895	66%	77%
Native Hawaiian and Pacific Islander Students	43	212	57%	77%
White Students	4982	6650	55%	76%
English Language Learners	824	2,936	41%	69%
Foster Students	30	83	47%	84%
Migratory Students	80	275	30%	69%
Students Who Are Homeless	84	309	33%	58%
Students with Disabilities	1,226	2,646	44%	74%

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[49] Not all grantees implementing high-dosage tutoring reported student growth data. The 2024–25 analysis is based on 151 approved reports, while the 2023–24 analysis is based on 76 approved reports.

Table D5: High-Dosage Tutoring Participants Demonstrating Significant Growth by Grade Level[50]

Student Group	2023-24 Number Demonstrating Significant Growth	2024-25 Number Demonstrating Significant Growth	2023-24 Percent Demonstrating Significant Growth	2024-25 Percent Demonstrating Significant Growth
Kindergarten	1,413	2,091	59%	77%
Grade 1	1,454	2,785	50%	80%
Grade 2	1,725	2,802	54%	75%
Grade 3	1,466	2,722	51%	75%
Grade 4	715	1,559	44%	76%
Grade 5	646	1,319	43%	70%

Table D6: Percentage of High-Dosage Tutoring Participants by Focal Group Compared to Average Student Participation[51]

American Indian and Alaska Native Students — 21.7%
Native Hawaiian and Pacific Islander Students — 14.7%
Hispanic and Latino Students — 12.4%
Black and African American Students — 10.8%
Multiracial Students — 7.9%
Asian Students — 4.9%

Migrant Students — 13.9%
English Language Learners — 13.8%
Students in Foster Care — 11.5%
Students with Disabilities — 11.3%
Students Who Are Homeless — 9.6%

Average — 9.9%

0.0% 5.0% 10.0% 15.0% 20.0% 25.0%

■ % of Focal Group Participating   — Average

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[50] Not all grantees implementing high-dosage tutoring reported student growth data. The 2024–25 analysis is based on 151 approved reports, while the 2023–24 analysis is based on 76 approved reports.
[51] Unless otherwise noted, data for 2024-25 high-dosage tutoring programs represent 160 grantees. Data for 2023-24 represent 115 grantees.

Appendix E. Extended Learning

Grantees report district-level data on student participation and outcomes for extended learning activities that are partially or fully funded through Early Literacy programs. Footnotes indicate the number of records included in each analysis, as grantee participation varies by year and activity and not all grantees reported student participant growth based on their local assessment tools. ORS 327.835 requires disaggregated reporting for students experiencing poverty; however, due to student confidentiality laws, grantees do not have full access to the data needed to report this information accurately, and therefore these data are not included in this report. Data from the 2023–24 school year reflect final reports for all grantees, while data from 2024–25 may represent partial reporting at the time of analysis.[52]

While ORS 327.835 requires extended learning reporting at the school level, participation in school-level reported programs represented only 1 percent of students statewide. To protect student confidentiality, school-level data is not included in this report.

Table E1: Extended Learning Participants by Student Group[53]

Student Group	2023-24 Number Participating	2024-25 Number Participating	2024-25 Total Statewide Student Count
All Students	5,819	6,697	236,327
American Indian and Alaska Native Students	321	115	2,448
Asian Students	126	220	9,757
Black and African American Students	87	306	6,036
Hispanic and Latino Students	1,694	1,696	63,033
Multiracial Students	333	518	18,576
Native Hawaiian and Pacific Islander Students	40	44	2,152
White Students	3,218	3898	134,325
English Language Learners	1,080	1,095	43,509

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[52] Year 1 and Year 2 results should be interpreted with caution, as the number of students included (n-size) differs across years.
[53] Unless otherwise indicated, data for 2024-25 extended learning programs represent 60 grantees and data for 2023-24 represent 54 grantees.

Student Group	2023-24 Number Participating	2024-25 Number Participating	2024-25 Total Statewide Student Count
Foster Students	26	15	1,669
Migratory Students	187	58	4,094
Students Who Are Homeless	180	177	8,389
Students with Disabilities	994	1,522	42,491

Table E2: Extended Learning Participants Demonstrating Significant Growth by Grade Level, 2024-25[54]

Student Group	2024-25 Number Participating	2024-25 Number Demonstrating Significant Growth	2024-25 Percent Demonstrating Significant Growth
Pre-Kindergarten	722	392	54%
Kindergarten	1,163	518	45%
Grade 1	1,400	762	54%
Grade 2	1,513	785	52%
Grade 3	1,369	892	65%
Grade 4	362	240	66%
Grade 5	219	135	62%

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[54] Unless otherwise indicated, data for 2024-25 Extended Learning programs represent 60 grantees. Extended Learning participation and growth metrics at grade level for 2023-24 are not sufficient to compare to 2024-25.

Table E3: Extended Learning Participants Demonstrating Significant Growth by Student Group[55]

Student Group	2023-24 Number Demonstrating Significant Growth	2024-25 Number Demonstrating Significant Growth	2023-24 Percent Demonstrating Significant Growth	2024-25 Percent Demonstrating Significant Growth
All Students	1,383	3,715	64%	55%
American Indian and Alaska Native Students	46	55	27%	48%
Asian Students	73	105	81%	48%
Black and African American Students	22	107	58%	35%
Hispanic and Latino Students	232	869	48%	51%
Multiracial Students	93	262	70%	51%
Native Hawaiian and Pacific Islander Students	10	14	59%	32%
White Students	907	2303	73%	59%
English Language Learners	167	524	55%	48%
Foster Students	< 10	10	38%	67%
Migratory Students	< 10	37	13%	64%
Students Who Are Homeless	< 10	67	19%	38%
Students with Disabilities	76	750	24%	49%

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[55] Not all implementing grantees reported Extended Learning student growth data on student growth. For the 2024–25 reporting year, analyses are based on data submitted by 55 grantees; for 2023–24, analyses are based on data from 19 grantees.