



# Oregon

Tina Kotek, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

**Dr. Charlene Williams**  
Director of the Department of Education

**TO: Co-Chair Sollman, Co-Chair Ruiz, & Members of the Joint Subcommittee On Ways and Means On Education**

**DATE: Mar 12, 2025**

**FROM: Kai Turner, Assistant Superintendent Office of Finance & Information Technology**

**RE: Questions posed of the Oregon Department of Education's Presentation on March 10th**

Co-Chair Frederick, Co-Chair McLain, and Members of the Joint Subcommittee On Ways and Means Subcommittee On Education,

Thank you so much for the opportunity to provide additional information about SB 5515/5516 during Day 1 of our Presentation to the Joint Subcommittee On Ways and Means on Education. We are more than happy to continue providing information to you on our work and look forward to our continued partnership on behalf of all Oregon students. Please do not hesitate to reach out to me if you need further clarification.

With gratitude,  
Kai Turner

### **Questions & Answers**

**Question: What targeted efforts are happening to improve the graduation rates of the demographic categories mentioned (Native American, etc.), and what possible investments could (and are) supporting this?**

***Response:***

*All of ODE's Student Success Plans provide a variety of strategies to improve academic outcomes and lessen disparities for plan youth, across grade levels, including providing support for transitions to and through the middle and high school grades, as well as increasing participation in post-secondary education. Through the SSP grant programs, community-based organizations, school districts, ESDs, and post-secondary institutions partner with ODE and other entities in their communities to implement these strategies. While efforts to increase graduation rates may include a variety of interventions—starting from the earliest grades and through high school—some typical examples of the specific efforts aimed directly at increasing graduation rates include:*

- *Coaching, academic advocacy, and intensive mentorship for plan youth*
- *Family engagement sessions to ensure parents and caregivers understand the requirements and have the resources they need to navigate the educational system and support their child*
- *College campus visits for plan youth, as well as visits from, for example, HBCU graduates, to encourage youth to see themselves in advanced educational opportunities*
- *Career exploration and development opportunities to ensure plan youth see a future for themselves in their chosen career*
- *Culturally-responsive and trauma-informed supports to plan youth to ensure they stay in school and feel like they belong*

*The current cohort of SSP grantees in the Office of Equity, Diversity, and Inclusion are working toward developing free and open educational resources to be published in Oregon Open Learning, to support local education agencies in implementing the SSP strategies in their local area. This scaling up of the good work being done by grantees aims to improve outcomes for all Oregon students. Continued investment in the SSP grant programs will not only support ongoing development of these actionable resources, but the dissemination of resources and technical assistance to schools and districts as they strive to provide culturally relevant and responsive education to a diverse student population.*

**Question: Is there a report coming back to the committee on Recovery Schools?**

**Response:**

*The first official report to the Legislature is due before January 1, 2028. The report must be written in collaboration with the Recovery Schools Advisory Committee (336.680 Note). We've attached A preliminary report titled, 2025 March Informal Report to the Legislature on Recovery Schools, at the end of this memo.*

**Question: Provide more information on the requirements for high dosage tutoring. Does it require the science of reading?**

**Response:**

*[ORS 327.825](#) requires that all high-dosage tutoring administered with school district grant funds must use "a research-aligned tutoring model that is administered in a culturally responsive manner and that is combined with the training necessary for tutors to implement the model effectively." Additionally, [OAR 581-017-0811](#) required ODE to create a list of approved providers for Professional Development (PD), Coaching, and High-Dosage Tutoring in early literacy. This list helps districts identify effective, research-based programs that support high-quality early literacy implementation aligned with the science of reading and writing.*

*Each district determines how students are identified to participate in high-dosage tutoring. ODE's [Allowable Use Guide](#) provides best practices for districts to implement and make such decisions based on student data and need, including analyzing existing performance and growth data, such as interim*

assessments, progress monitoring and English language assessments, to help prioritize students who could benefit from high-dosage tutoring.

**Question: Provide more information on (and copies) of student growth assessments.**

**Response:**

*The Early Literacy School District Grants create no new standardized assessments. Districts are, however, required to have a student growth assessment in which to measure student growth in literacy in order to understand more specifically student growth and need in reading and writing, especially in grades K-2 for which there are no standardized statewide testing resources. Most districts already used some sort of student growth assessment in literacy prior to these grants.*

*A list of which assessments are used by each district for early literacy can be found on the [Early Literacy Instructional Materials Dashboard](#).*

*The following seven assessments/vendors account for a vast majority of literacy student growth assessments used across the state:*

- DIBELS
- easyCBM
- i-Ready Reading/Diagnostic Assessment
- MAP Reading/Growth
- Acadience Reading K-6
- STAR

**Question: Provide the list of approved high dosage tutoring vendors.**

**Response:**

*As part of the Early Literacy Success School District grants, OAR 581-017-0811 requires ODE to create a list of approved providers for Professional Development (PD), Coaching, and High-Dosage Tutoring in early literacy as part of the Early Literacy Success School District grants. This list helps districts identify effective, research-based programs that support high-quality early literacy implementation aligned with the science of reading and writing. The list can be found here: [Approved Provider Lists for Professional Development, Coaching, & High-Dosage Tutoring](#)*

**Question: Provide a list, including location, of grantees receiving the Community Literacy grants.**

**Response:**

<b>Grantee</b>	<b>City</b>
<i>Eastern Oregon University (Reading Clinic)</i>	<i>La Grande</i>
<i>Boys &amp; Girls Clubs of Bend</i>	<i>Bend</i>
<i>Metropolitan Family Service</i>	<i>Gresham</i>
<i>Open School, Inc.</i>	<i>Portland</i>
<i>Reading Results</i>	<i>Portland</i>
<i>Center for African Immigrants and Refugee Organization</i>	<i>Portland</i>
<i>Together We Are Greater Than</i>	<i>Portland</i>
<i>Genesis Reading Academy</i>	<i>Eugene</i>
<i>Pendleton Public Library</i>	<i>Pendleton</i>
<i>Self Enhancement, Inc.</i>	<i>Portland</i>
<i>Todos Juntos</i>	<i>Canby</i>
<i>Boys &amp; Girls Clubs of Corvallis</i>	<i>Corvallis</i>
<i>NW Early Learning Hub - Northwest Regional Education Service District</i>	<i>Hillsboro</i>

**Question: OSD Facilities Improvement Bonds has a budget of \$91.9 million in Other Funds. It was asked if this was the first phase and if the other phases will be discussed.**

**Response:**

*Our current plan has more details on the phases of the Long Range Facilities being presented on March 24th. That being said, the Long Range Facilities Plan outlines a 4-phase process and investments to make a generational update to the entire campus.*

- *Phase 1: New Residence Halls*
- *Phase 2: New Upper School*
- *Phase 3: Renovate existing Lower School*
- *Phase 4: New Athletic and Community Center*

**Question: What were the side boards and accountability measures to ensure Early Literacy Grants were used correctly in 23-25?**

**Response:**

*The statute required that “the first distributions of grants to school districts and public charter schools be made for the 2023-2024 school year.” In order to meet this timeline, ODE had to distribute funds to districts before the permanent rulemaking process could be completed, which provides more specificity and clarity around allowable uses of funding. Because the timeline for districts to apply for funds was so fast, we called the first biennium a “Jumpstart Biennium.” The implementation for the first year of the grant:*

- *Provided an on-ramp for districts to begin implementing early literacy changes and fostered collective statewide learning and growth.*
- *Ensured clarity while allowing time for public engagement and input through the State Board of Education’s rule-making process.*
- *Balanced community engagement and input with the urgency of legislative timelines.*
- *Acknowledged districts starting a new grant mid-year, laying the foundation for future alignment with Integrated Guidance.*

*During the Jumpstart Biennium, there were guidelines and accountability for the funds. ODE provided guidance for how districts could use funds as specifically as the statute allowed without permanent rules in place. Additionally, ODE ensured funds were both budgeted and spent according to the guidelines available through the following ways:*

- A. **Expenditure reporting:** *District application budgets were not approved if expenditures were not within the allowable uses. If districts budgeted a non-allowable expenditure, they had to revise their application to remove the expenditure. It is also true that the specificity of the allowable uses and additional rules governing them to assure even higher quality, will take effect in the second biennium. For example, in this previous biennium, a district could hire a literacy coach and only had to show that the coach was coaching teachers on literacy in order to be approved. In the next biennium, there’s a more robust set of requirements that a district must follow in order to fund that coach, such as ensuring that the coach has a literacy-focused endorsement, at least 3 years of K-3 teaching experience, and training in the science of reading and writing.*
- B. **Application process:** *Districts had to plan and describe how they would implement the five allowable uses, which was reviewed by ODE to ensure necessary elements as described in statute (e.g. high-dosage tutoring would last at least 10 weeks.)*
- C. **Assurances:** *Districts were required to sign a set of assurances that they would follow all statutory requirements for spending within the allowable uses.*

# Implementation Update on Recovery Schools

The first official report to the Legislature is due before January 1, 2028. The report must be written in collaboration with the Recovery Schools Advisory Committee. (336.680 Note)

HB 3699 (2025) directs ODE to study the statutory requirements for approved recovery schools and submit a report by September 15, 2026.

## Implementation Timeline:

November 2023	Establish Recovery Schools Advisory Committee
May 2024	State Board of Education adopts standards for approved recovery schools
June 2024	ODE published first recovery schools RFA
August 2024	ODE approved 3 recovery schools: <ol style="list-style-type: none"><li>1. Harmony Academy, Charter School in Lake Oswego SD</li><li>2. Rivercrest Academy, operated by MESD in NE Portland</li><li>3. Discovery Academy, operated by WESD in Salem (opening in April 2025)</li></ol>
December 2024	All ODE recovery school program staff hired
April 2025	Next RFA to be published for up to 3 schools depending on Legislative Budget
June 2025	First graduating class from Oregon's approved recovery schools
July 2025	Announce new approved recovery school(s)

## Approved Recovery Schools:

1. [Harmony Academy](#), a public charter school within Lake Oswego School District. Harmony Academy opened its doors in 2019 as the first recovery high school in Oregon. Now the school is accredited through the Association of Recovery Schools (ARS).

Harmony currently has about 30 students enrolled and projects to have 40 by the end of the year.

2. [Rivercrest Academy](#), operated by Multnomah Education Service District (MESD) and located in the Portland metropolitan area. Rivercrest is starting its second year as a recovery high school and transitioning from a program of MESD.

Rivercrest currently has about 25 students enrolled and projects to have 30 by the end of the year.

3. [Discovery Academy](#), will be operated by the Willamette Education Service District (WESD). Discovery Academy will be open to serve students in the mid-Willamette Valley in April of 2025.

Discovery is planning to open their doors with about 10 students enrolled.

## Community Outreach and Engagement:

ODE staff have engaged over 100 people through in-person and virtual regional meetings. Community engagement across multi-disciplinary organizations in the SUD continuum of care include:

- Coordinated Care Organizations
- Youth Mental Health and Substance Use Treatment Providers
- Alternative Peer Groups
- Youth-Oriented Recovery Organizations
- County Juvenile Justice Departments

- ESDs and School Districts

Each region below is planning to submit an application to open an approved recovery school in the next biennium.

- **Eastern Oregon:** La Grande SD in partnership with Elgin SD, Union County SD and Cove SD
- **Southern Oregon:** Southern Oregon ESD in partnership with Ashland SD, Douglas ESD, Eagle Point SD & Klamath Falls
- **Central Valley:** Lane ESD and Friends of Lane County Recovery Schools in partnership with Eugene & Bethel school districts.
- **North Coast:** NW Regional ESD in partnership with Clatskanie, Astoria & Seaside school districts

### **Recovery Schools Advisory Committee (RSAC)**

- Met 13 times since November 2023 virtually and in person.
- Worked on standards, funding formula, charter language, monitoring cycle, alternative peer groups, and school evaluation documents
- Engaged in subcommittees on satellite campuses, youth membership, and alternative peer groups
- Members have supported efforts to market schools and feedback on legislative fixes as needed
- Active recruitment for new terms begins in May 2025

### **Cross Agency Partnerships and Collaboration**

- Alcohol and Drug Policy Commission (ADPC)
  - Recovery Schools included in the Preliminary Report for Youth Treatment and Recovery 2024
- Oregon Health Authority (OHA)
  - Partnering on youth prevention and recovery school training opportunities
  - Reviewing opportunities for medicaid billing
- Association of Recovery Schools (ARS)
  - Providing technical assistance & expertise from national recovery school lens to school leadership at Oregon Approved Recovery Schools
  - Attend in-person site visits to schools and develop customized support plans for each school
  - Lead monthly meetings providing opportunities to learn from school leaders at Recovery Schools across the nation
- ODE Office of Education, Innovation & Improvement (OEII)
  - Outreach and marketing for Approved Recovery Schools
  - Support engaging CCOs and integrating educational and recovery staff
  - Networking with key partners and school personnel
  - Provide subject expertise on mental health language and best practices