



An Annual Report to the Legislature on English Language Learners



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2016-17

Oregon Department of Education

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Oregon Department of Education

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*NOTE: A separate data tool has been created this year for districts to utilize. The excel workbook reports data on each measure from the 22 report sections that can be used to compare values simultaneously across 4 user-selected districts of interest and the state of Oregon. That tool is available at the following link:

[https://www.oregon.gov/ode/reports-and-data/LegReports/Documents/District Comparisons Supplement to 2016-17 ELL Report.xlsx](https://www.oregon.gov/ode/reports-and-data/LegReports/Documents/District_Comparisons_Supplement_to_2016-17_ELL_Report.xlsx)

*Requires Microsoft Excel 2010 or later

About this Report

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

In addition, this report serves as a tool that makes data on English language learners accessible to researchers, media, students and parents.

English Language Learner Definition

ORS 336.079 defines “English language learner” as a student who (a) has limited English language proficiency because English is not the native language of the student or the student comes from an environment where a language other than English has had a significant impact on the student’s level of English language proficiency; and (b) meets any other criteria established by the State Board of Education by rule.

In most sections of this report, measures are presented for current and former English language learners (ELL). This provides information on the full academic trajectory of students who participate in an ELL program at any time in their academic careers.

Current ELLs are students who qualified for English language services during the 2016-2017 school year. **Former** ELLs are students who did not qualify for English language services during the 2016-2017 school year, but did in a prior year. These determinations were made using data from the ESEA Title III Data Collection, which contains data from the 2006-2007 school year forward.

Data Suppression

In order to maintain student privacy, any cell size less than six (6) has been suppressed. Districts with values that have been suppressed are not included in the comparisons. These districts are included in the expanded data tables with suppressed values represented by an asterisk (*). Districts with values of less than 5 percent appear in the comparison graphs as 4 percent. Districts with values of greater than 95 percent appear in the comparison graphs as 96 percent. These percentages are represented in the expanded data tables as “<5%” and “>95%”.

Data Summarization

The measures included in the reports are accompanied by graphs that illustrate and summarize the measure highlighted as well as brief narrative summaries of the provided data. Some graphs summarize the data using statewide averages, while other graphs compare district averages. Districts with values that have been suppressed are not included in these comparisons. Districts with values of less than 5 percent appear in graphs as 4 percent. Districts with values of greater than 95 percent appear in graphs as 96 percent.

Expanded Data Tables

As with the previous year, the 2016-2017 report includes only summary data graphs in this document. A separate data tool has been created this year for districts to utilize. The excel workbook reports data on each measure from the 22 report sections that can be used to compare values simultaneously across 4 user-selected districts of interest and the state of Oregon.

Data Sources

Most tables in this report use information from the Elementary and Secondary Education Act (ESEA) Title III Data Collection to identify current and former ELLs. See the English Language Learner Definition section above to learn more about how students are classified as current or former ELLs. Other data sources used are noted at the end of each section, following the table summarizing district data.

Part A: Financial Data

Part A of this report fulfills the requirements of ORS 327.016(a) by identifying the total amounts of funding that are:

- (A) Allocated to the school district from the State School Fund for students eligible for and enrolled in an English language learner program as provided by ORS 327.013 (1)(c)(A)(ii);
- (B) Expended from the amounts identified in subparagraph (A) of this paragraph for students in average daily membership who are eligible for and enrolled in an English language learner program; and
- (C) Expended as described in subparagraph (B) of this paragraph by category of expenditure, as identified and defined by the State Board of Education by rule.

Part A includes two sections:

- Section 1: State School Fund Formula Revenues and General Fund Expenditures for English Language Learners
- Section 2: General Fund Expenditures on English Language Learners

*NOTE: A separate data tool has been created this year for districts to utilize. The excel workbook reports data on each measure from the 22 report sections that can be used to compare values simultaneously across 4 user-selected districts of interest and the state of Oregon. That tool is available at the following link:

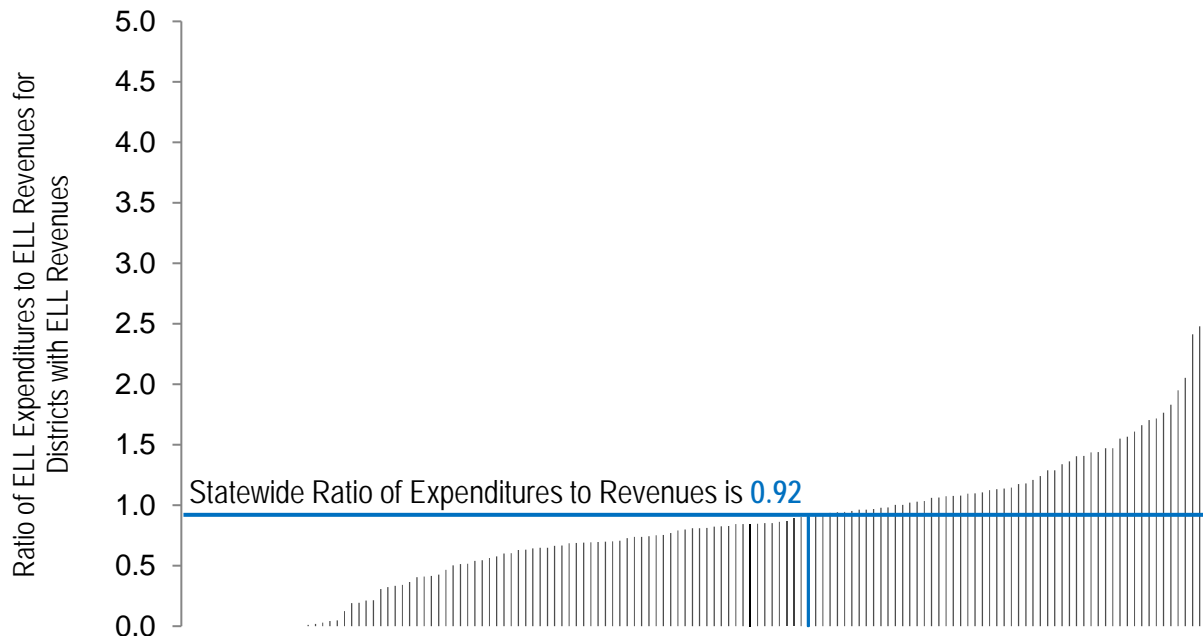
[https://www.oregon.gov/ode/reports-and-data/LegReports/Documents/District Comparisons Supplement to 2016-17 ELL Report.xlsx](https://www.oregon.gov/ode/reports-and-data/LegReports/Documents/District_Comparisons_Supplement_to_2016-17_ELL_Report.xlsx)

*Requires Microsoft Excel 2010 or later

Section 1: State School Fund Formula Revenues and General Fund Expenditures for English Language Learners

Graph 1 shows the relationship between ELL revenues allocated to districts via the State School Fund Formula and total ELL expenditures from the General Fund in districts' accounting financial reports. Graph 1 shows the ratio of these expenditures to revenues by district. Statewide, the ratio of expenditures to revenues is 0.92, meaning that 92 percent of the funds allocated to districts via the State School Fund Formula are accounted for as being spent on ELLs. The ratios by district range from 0 to 4.39.

Graph 1: Ratio of ELL Expenditures to Revenues by District

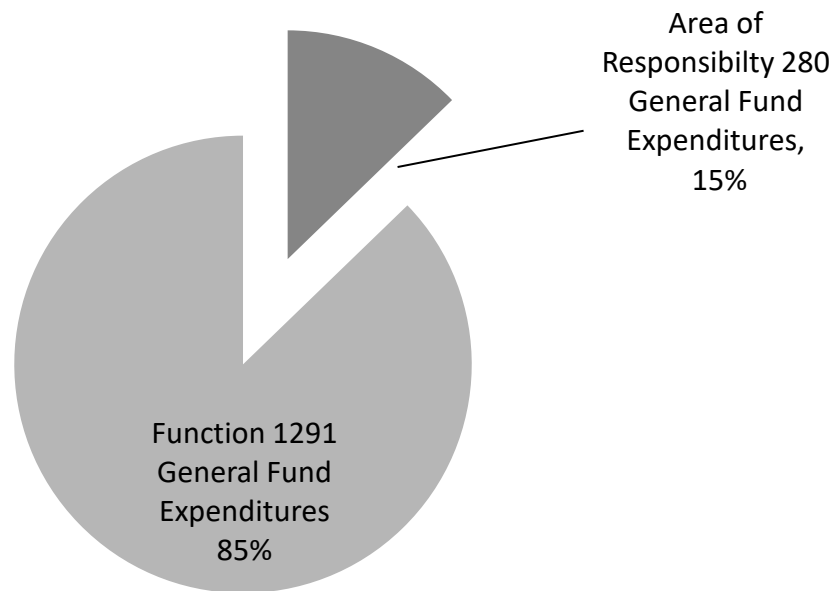


Source: School District Audited Financial Reports.

Section 2: General Fund Expenditures on English Language Learners

Expenditures from the General Fund on ELL students are accounted for using Function 1291 and Area of Responsibility 280. Function 1291 includes expenditures for instruction in English as a Second Language Programs. Area of Responsibility 280 includes expenditures for Functions **other than** Function 1291 that are for the benefit of ELLs. For example, transportation expenditures to take ELL students on an educational field trip would be recorded as Area of Responsibility 280 under Function 2550 (Student Transportation).¹ Graph 2 shows that about 85 percent of the expenditures for ELLs are accounted for using Function 1291, while the remaining 15 percent are accounted for in Area of Responsibility 280.

Graph 2: Expenditures Divided by Function 1291 and Area of Responsibility 280



Source: School District Audited Financial Reports.

¹ For a more detailed description of the accounting system categories, see Oregon's Program Budgeting and Accounting Manual at <http://www.oregon.gov/ode/schools-and-districts/grants/Pages/Financial-Budgeting-and-Accounting.aspx>.

Part B: Demographics of Students Eligible for and Enrolled in English Language Learner Programs

This section fulfills 327.016(c)(A, B, C) by providing information on the demographics of students in English Language Learner programs in each school district, including:

- (A) The average number of years students have been enrolled in English language learner programs;
- (B) The average number of years the students have attended their current schools;
- (C) The percentage of students who also receive special education and related services.

The sections in Part B include:

- Section 3: Number of English Language Learners
- Section 4: Economically Disadvantaged English Language Learners
- Section 5: Mobile English Language Learners
- Section 6: Homeless English Language Learners
- Section 7: Migrant English Language Learners
- Section 8: Recent Arriver English Language Learners
- Section 9: Small Area Income and Poverty Estimates
- Section 10: Most Common Home Languages Spoken by English Language Learners
- Section 11: Average Number of Years Students have been Enrolled as an ELL
- Section 12: Average Number of Years ELLs are Enrolled in a School
- Section 13: English Language Learners as Students with a Disability and Receiving Special Education Services

*NOTE: A separate data tool has been created this year for districts to utilize. The excel workbook reports data on each measure from the 22 report sections that can be used to compare values simultaneously across 4 user-selected districts of interest and the state of Oregon. That tool is available at the following link:

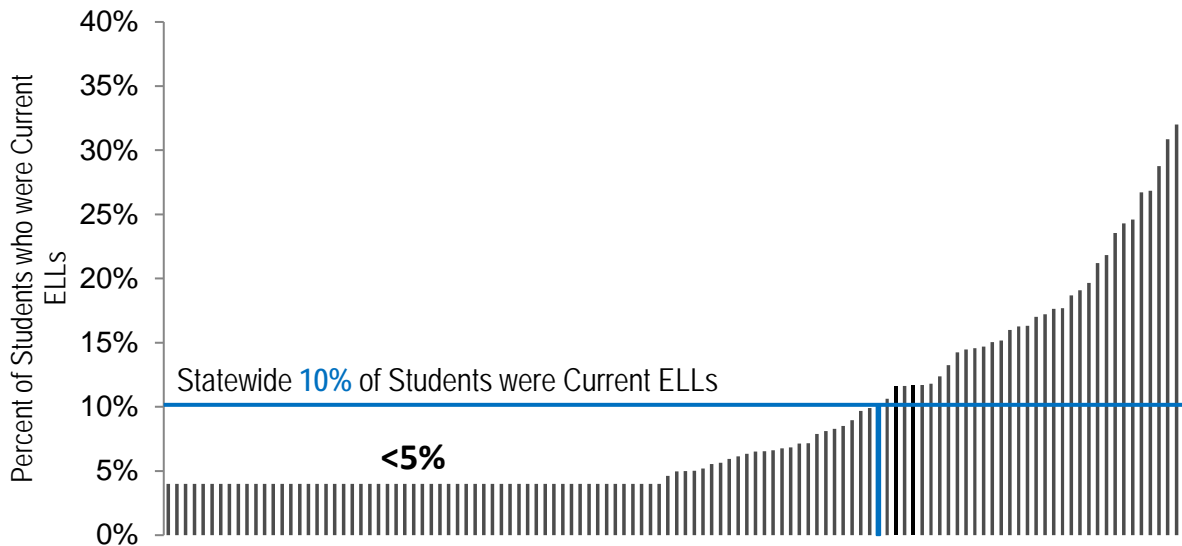
[https://www.oregon.gov/ode/reports-and-data/LegReports/Documents/District Comparisons Supplement to 2016-17 ELL Report.xlsx](https://www.oregon.gov/ode/reports-and-data/LegReports/Documents/District_Comparisons_Supplement_to_2016-17_ELL_Report.xlsx)

*Requires Microsoft Excel 2010 or later

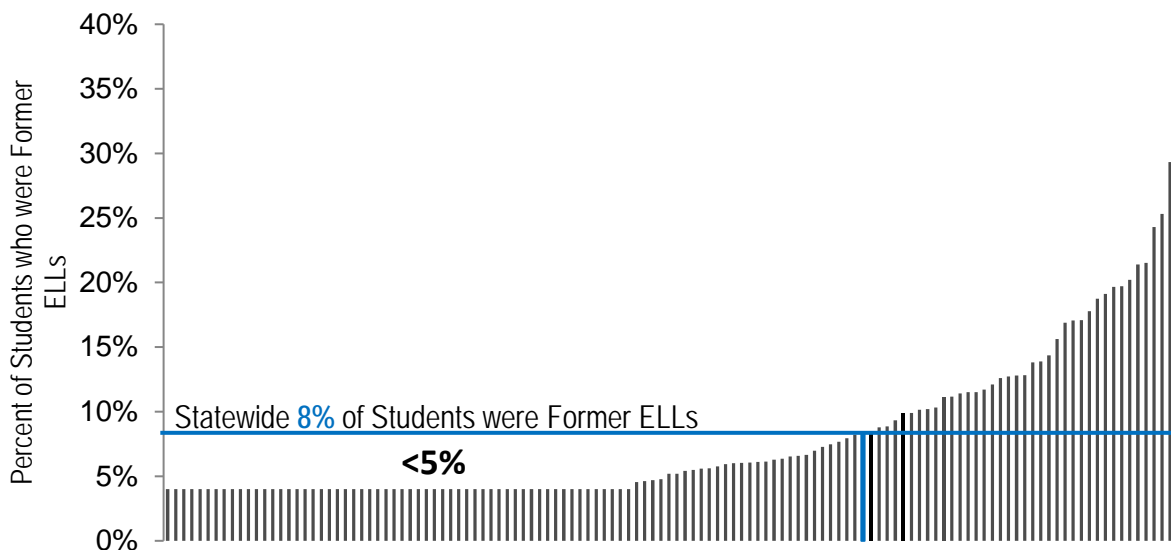
Section 3: Number of English Language Learners

This section summarizes the number of current and former ELL students as a percent of the total student population. Students who qualified for English language services during the 2016-2017 school year and appeared in the Spring Membership data set are considered Current ELLs. Former ELLs are students who qualified for English language services prior to the 2016-2017 school year and who appeared in the Spring Membership collection. Graphs 3a and 3b show that about 10 percent of students statewide were identified as current ELL students while 8 percent were identified as former ELL students.

Graph 3a: Percentage of Current ELLs by District, 2016-17



Graph 3b: Percentage of Former ELLs by District, 2016-17



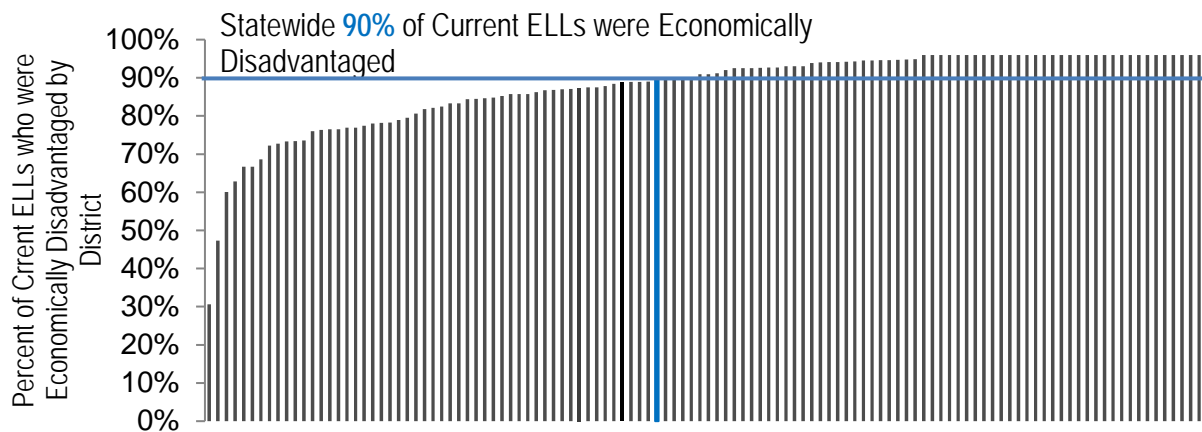
Source: Spring Membership and Limited English Proficient Collection.

Section 4: Economically Disadvantaged English Language Learners

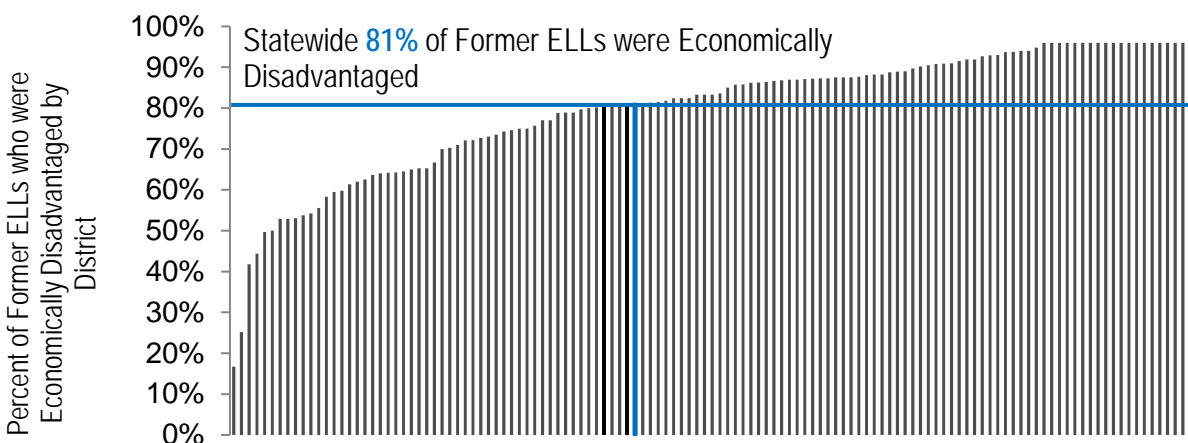
This section summarizes the percent of current and former ELL students who were economically disadvantaged in 2016-17. Economically disadvantaged status is measured by the number of students who are eligible for free and reduced lunch. However, the Community Eligibility Provision which allows high poverty schools and districts the ability offer free breakfast and lunch to all students regardless of family eligibility has reduced the accuracy of this measure as an effective proxy for determine economic disadvantage.

Graph 4a shows that statewide about 90 percent of current ELLs were economically disadvantaged, with district averages ranging from 25 percent to more than 95 percent. Graph 4b shows that statewide about 81 percent of former ELLs were economically disadvantaged, with district values ranging from 17 percent to more than 95 percent.

Graph 4a: Percentage of Current ELLs by District who were Economically Disadvantaged, 2016-17



Graph 4b: Percentage of Former ELLs by District who were Economically Disadvantaged, 2016-17

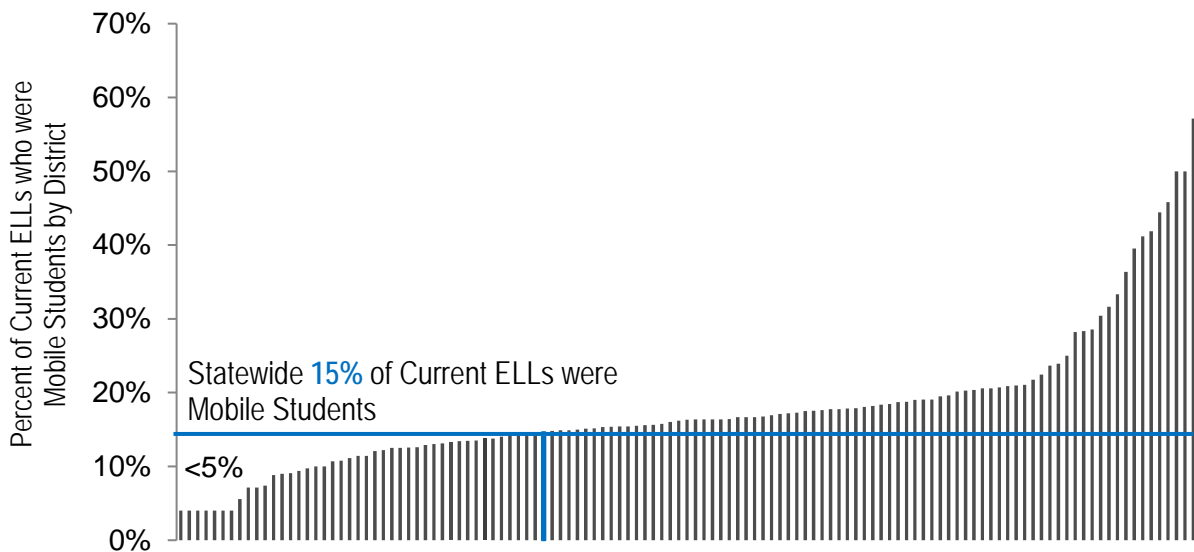


Source: Spring Membership

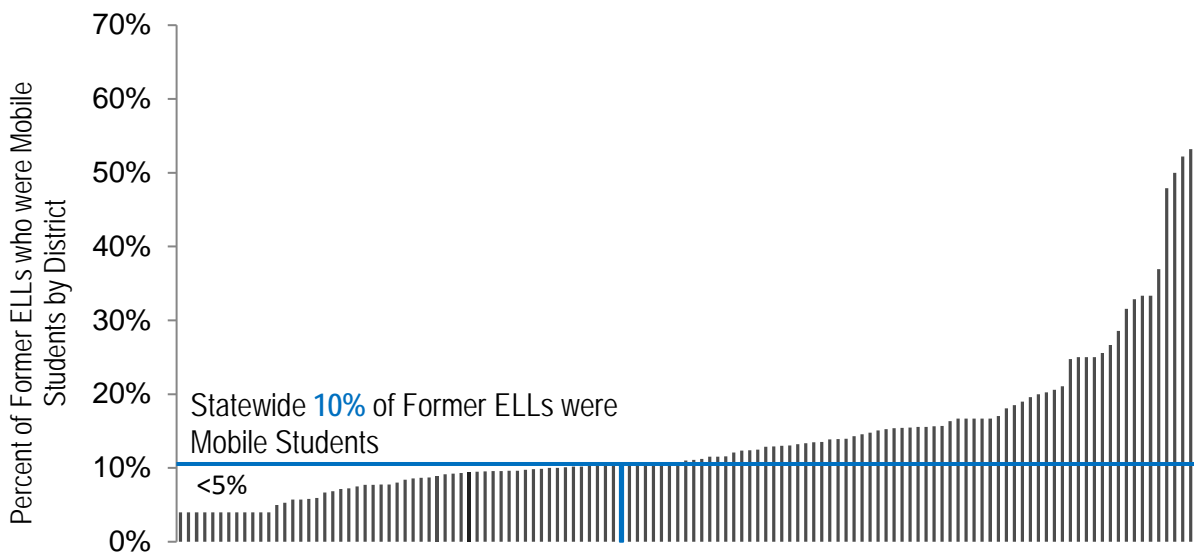
Section 5: Mobile English Language Learners

This section summarizes the percent of current and former ELLs who were mobile in 2016-17. A **mobile** student is defined as a student who attended more than one school between July 1 and May 1, entered the Oregon public education system after October 1, exited the Oregon education system before May 2 without earning a diploma or certificate, or had significant gaps in enrollment of 10 consecutive school days or more. Graph 5a illustrates that statewide, 15 percent of current ELLs were mobile, with district averages ranging from less than 5 percent to 57 percent. Graph 5b shows that statewide 10 percent of former ELLs were mobile, with district averages ranging from less than 5 percent to 63 percent.

Graph 5a: Percentage of Mobile Students who were Current ELLs by District, 2016-17



Graph 5b: Percentage of Mobile Students who were Former ELLs by District, 2016-17

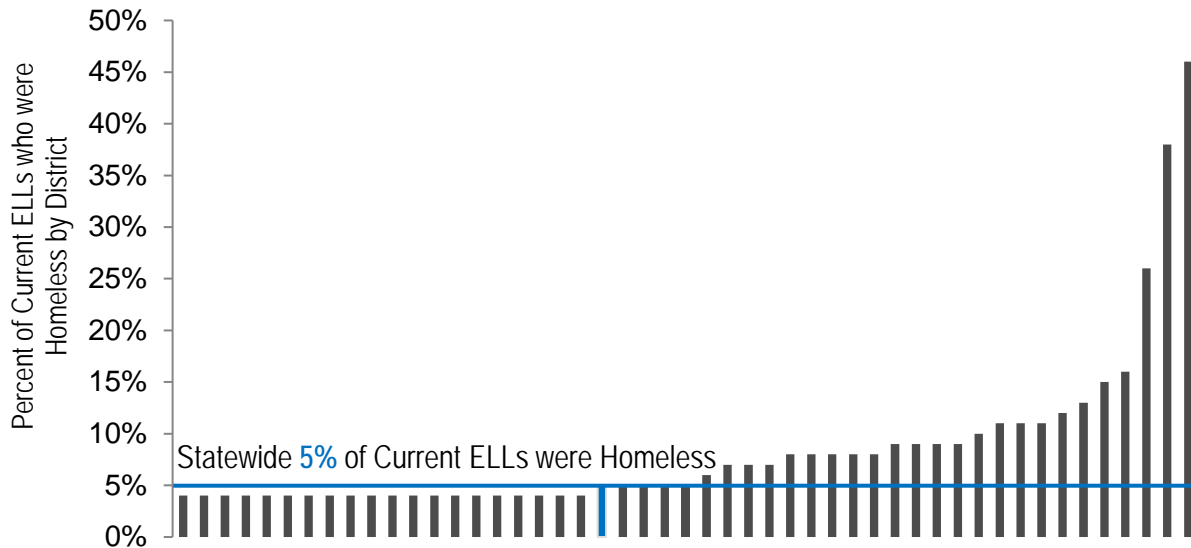


Source: Average Daily Membership Collection

Section 6: Homeless English Language Learners

This section summarizes data on current and former ELL students who were classified as homeless as defined by the federal McKinney-Vento Act at any point during the 2016-2017 school year. Graph 6a shows that statewide 5 percent of current ELLs were classified as experiencing homelessness and 6b shows that statewide, less than 5 percent of former ELLs experienced homelessness.

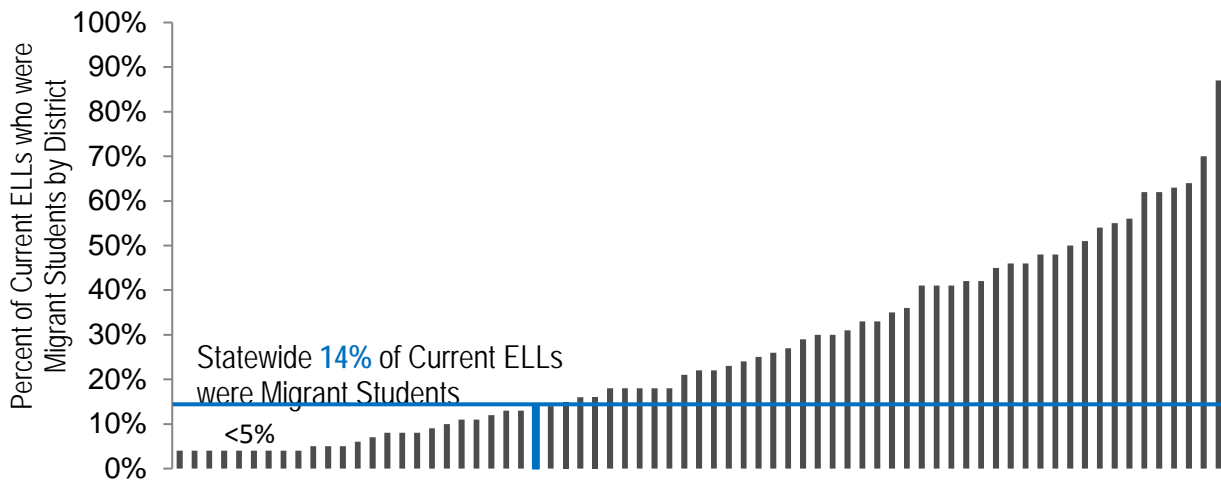
Graph 6a: Percentage of Current ELLs who were Homeless by District, 2016-17



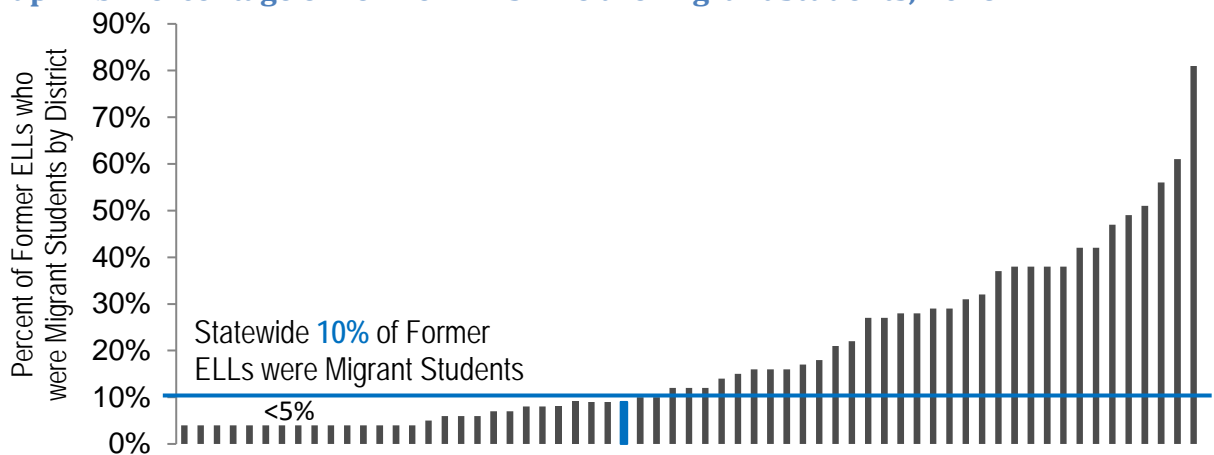
Section 7: Migrant English Language Learners

This section summarizes data on current and former ELL students who were considered to be migrant students. **Migrant** students are defined as students who have moved with their families in the previous 36 months to seek temporary or seasonal employment in the agriculture or fishing industries. It is important to note that migrant student status is not limited to students born outside of the United States. Indicator 8 provides information on those students who recently immigrated to the United States, which can also include migrant students. Graph 7a shows that statewide 14 percent of current ELLs are migrant students, with district averages ranging from less than 5 percent to 87 percent. Graph 7b shows statewide that 10 percent of former ELLs are migrant students with district averages ranging from less than 5 percent to 81 percent.

Graph 7a: Percentage of Current ELLs who are Migrant Students, 2016-17



Graph 7b: Percentage of Former ELLs who are Migrant Students, 2016-17

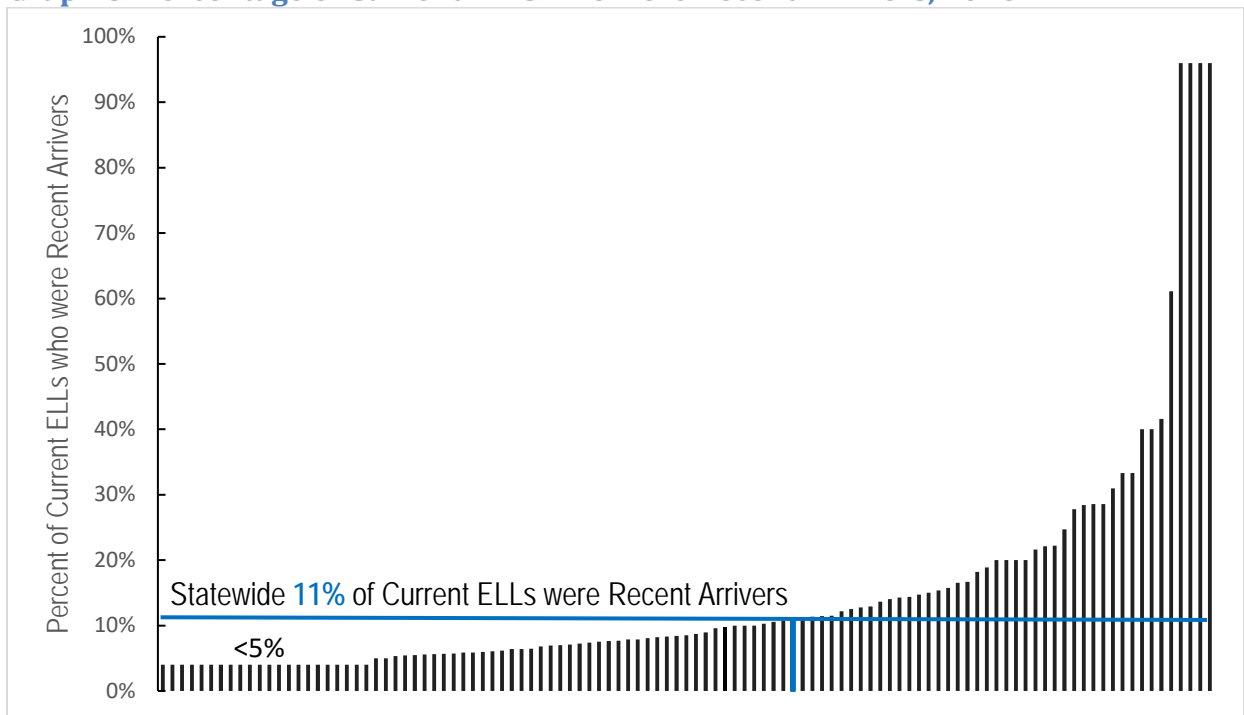


Source: Title I-C Migrant Data Collection and Spring Membership

Section 8: Recent Arriver English Language Learners

This section summarizes data on current and former ELL students who were recent arrivers. **Recent arrivers** are students who were born outside of the U.S. and Puerto Rico and who have been educated in the U.S. for fewer than three cumulative years. As discussed in indicator 7 above, recent arrivers are those students who have recently immigrated to the U.S. and may also be considered migrant in addition to a recent arriver. The two designations are distinct and are not interchangeable. Graph 8 shows that statewide 11 percent of current ELLs were recent arrivers, with districts ranging from less than 5 percent to more than 95 percent. A graph for former ELLs who were recent arrivers is not included due to the small number of districts that have non-suppressed data available. Districts range from having less than 5 percent to 25 percent of former ELLs who are recent arrivers.

Graph 8: Percentage of Current ELLs who were Recent Arrivers, 2016-17

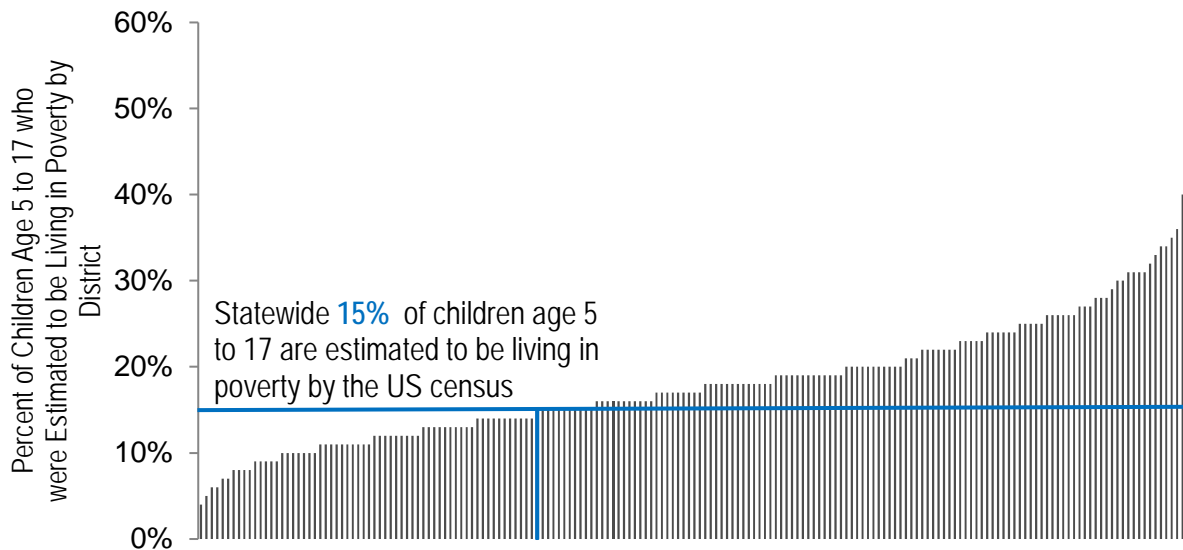


Source: ESEA Title III Collection and Spring Membership

Section 9: Small Area Income and Poverty Estimates

The U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE) measure provides an estimate of the poverty rate for children from ages 5-17 years in each school district. Graph 9 shows that statewide, 15 percent of children ages 5 to 17 years are living in poverty. Districts range from have less than 5 percent to 56 percent of students ages 5-17 living in poverty.

Graph 9: Small Area Income and Poverty Estimates by District, 2016-17

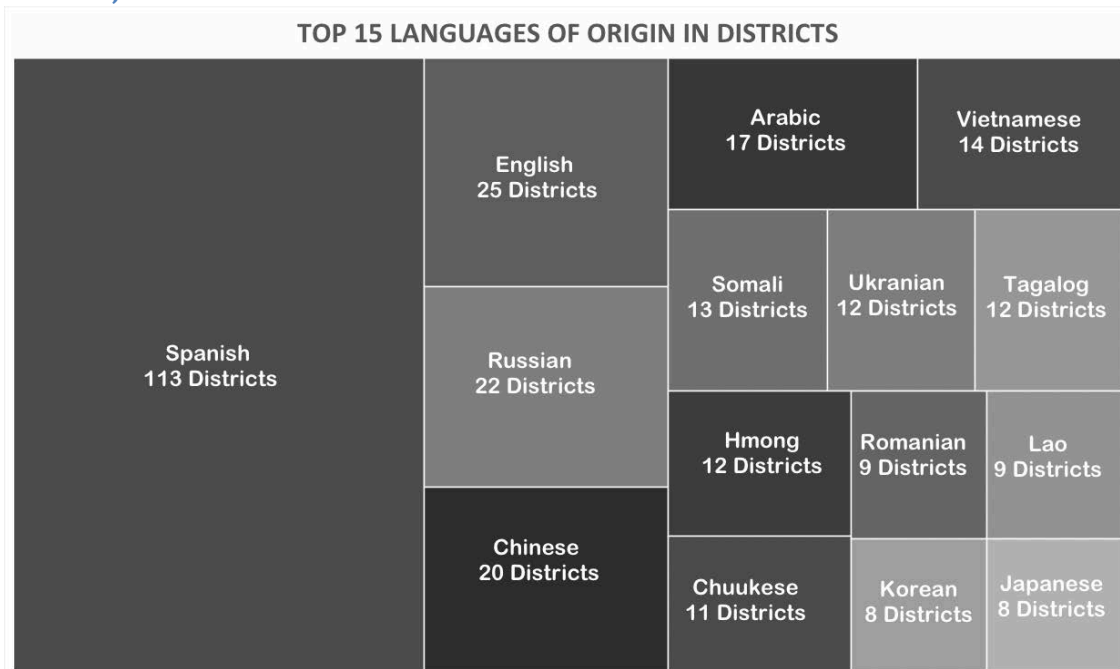


Source: US Census Bureau, data available at <https://www.census.gov/did/www/saipe/>.

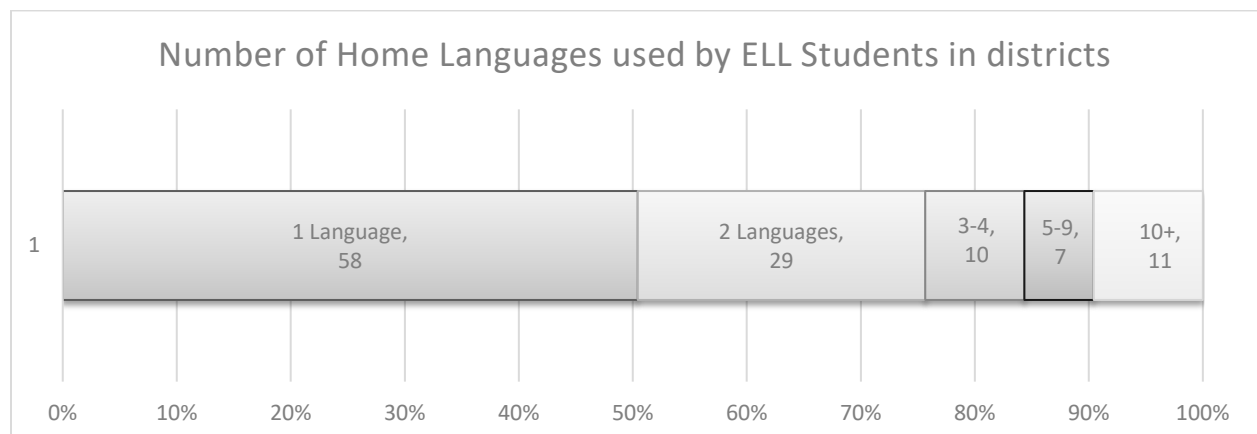
Section 10: Most Common Home Languages Spoken by English Language Learners

This section summarizes the home languages reported by ELL students. Graph 10 shows the languages that were reported by six or more students and the number of districts reporting that language. For example, Spanish was reported as a home language for six or more students in 113 Districts. It should also be noted that 25 districts reported 6 or more students whose home language was reported as English. This is due to American Indian/Alaskan Native students who are able to qualify as English Learners.

Graph 10a: Top 15 Home Languages for English Language Learners as reported by Districts, 2016-17



Graph 10b: The Number of Languages Spoken by Six or More Students in a District

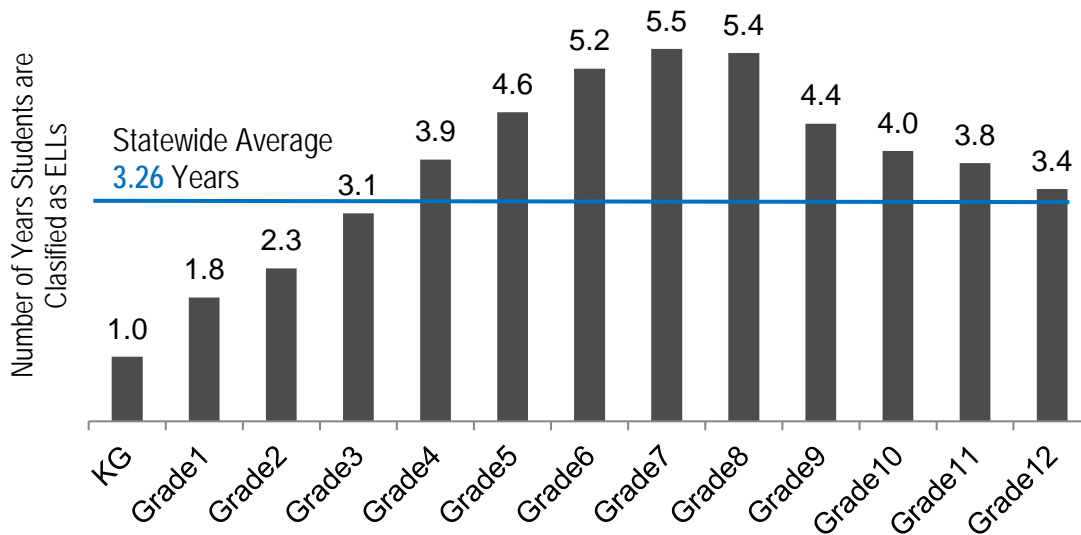


Source: ESEA Title III Collection and Spring Membership

Section 11: Average Number of Years Students Have Been Enrolled as an ELL

This section provides the average number of years students have been enrolled as an ELL by grade. This average was calculated using the total years of English Language Learner instruction from the Oregon Department of Education (ODE)'s Average Daily Membership Data Collection. Graph 11 shows that, statewide, 6th through 8th Grade ELLs average between 5.2 and 5.5 years of ELL instruction, with the highest average in the state being 7th grade with 5.5 years. Statewide across all grades, the average numbers years enrolled as an ELL is 3.26.

Graph 11: Average Number of Years Students have been Enrolled as an ELL, Statewide Averages, 2016-17



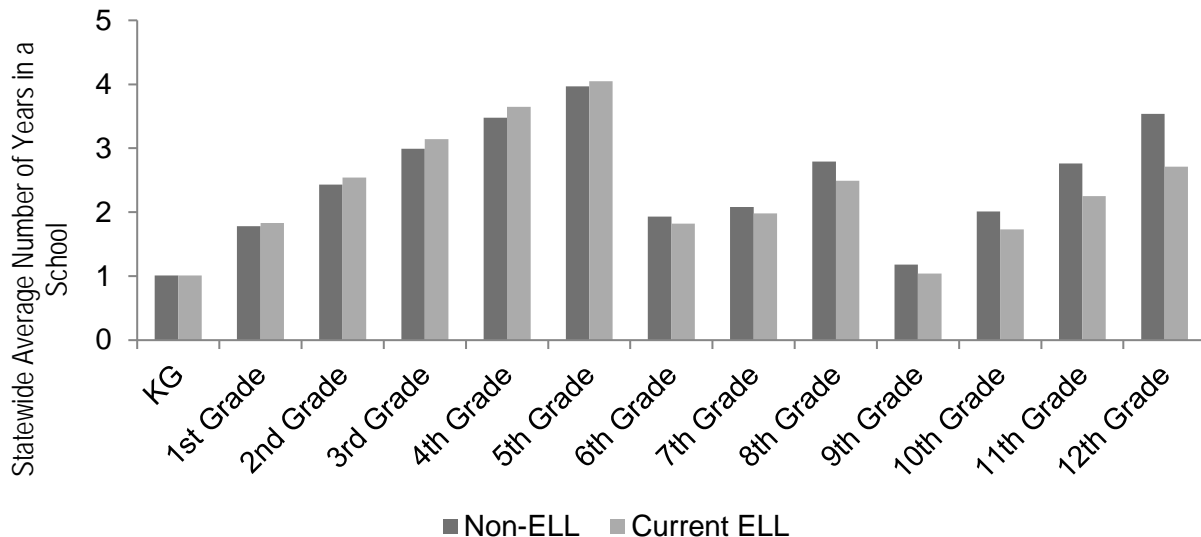
Source: Average Daily Membership Collection

Section 12: Average Number of Years ELLs are Enrolled in a School

This section shows the average number of years current ELL students are enrolled in their current school, aggregated to the district level. Oregon public schools' grade compositions vary widely both within and between districts. For example, some grade combinations include K-3, K-5, K-6, K-12, 6-8, 7-8, and 9-12. Due to this variation, it is not reasonable to directly compare districts on the average number of number of years students are enrolled. For this reason, non-ELLs are included in the graph below as a comparison group for ELLs.

Graph 12 shows that non-ELLs and current ELLs have a similar average number of years in their current school in the early grades. In 1st-5th grade, current ELLs average a longer tenure in a single school than non-ELLs. This trend changes in 6th grade and the gap increases as students reach high school age.

Graph 12: Statewide Average Number of Years Non-ELLs and Current ELLs are Enrolled in a School, 2016-17

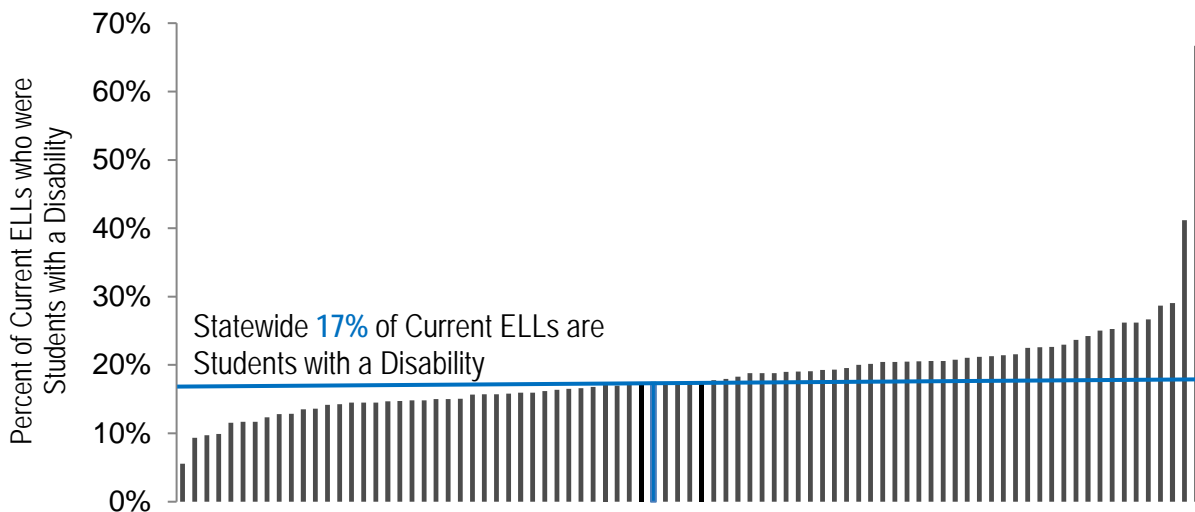


Source: Average Daily Membership Collection

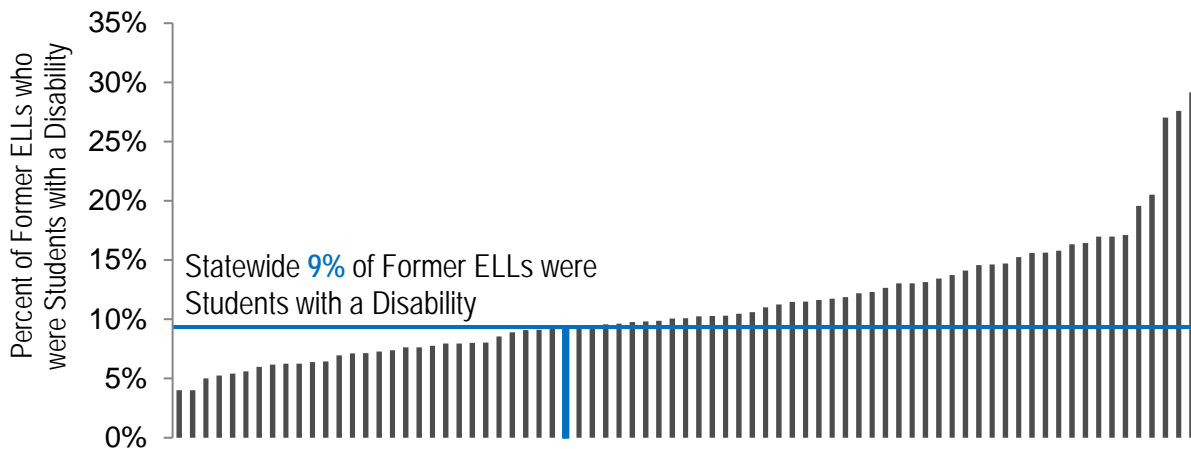
Section 13: English Language Learners Identified as Students with a Disability and Receiving Special Education Services

This section summarizes the percentage of current and former ELL students who are identified as having a disability and also receive special education and related services. Graph 13a shows that 17 percent of current ELLs statewide are also identified as students with a disability who are also receiving special education and related services, with district percentages ranging from 6 percent to 67 percent. Graph 13b shows that 9 percent of former ELLs are also identified as students with a disability who are also receiving special education and related services, with district percentages ranging from less than 5 percent to 29 percent.

Graph 13a: Percent of Current ELLs Identified as Having a Disability who also Receive Special Education and Related Services by District, 2016-17



Graph 13b: Percent of Former ELLs Identified as Having a Disability who also Receive Special Education and Related Services by District, 2016-17



Source: SECC December 1st Child Count and Spring Membership.

Part C: Student Achievement

Sections 14-18 summarize the progress of each school district on meeting objectives and the needs of students eligible for and enrolled in an English Language Learner program as required by ORS 327.016 (b). These are the same measures used to identify school districts as described under ORS 327.016.

The sections in Part C include:

- Section 14: Growth on the English Language Proficiency Assessment for the 21st Century (ELPA21)
- Section 15: Median Mathematics Growth Percentile, 6th-8th Grade
- Section 16: Percent of English Language Learners Meeting Achievement Standards, 6th-8th Grade
- Section 17: 5-Year Cohort Graduation Rate
- Section 18: Post-Secondary Enrollment

*NOTE: A separate data tool has been created this year for districts to utilize. The excel workbook reports data on each measure from the 22 report sections that can be used to compare values simultaneously across 4 user-selected districts of interest and the state of Oregon. That tool is available at the following link:

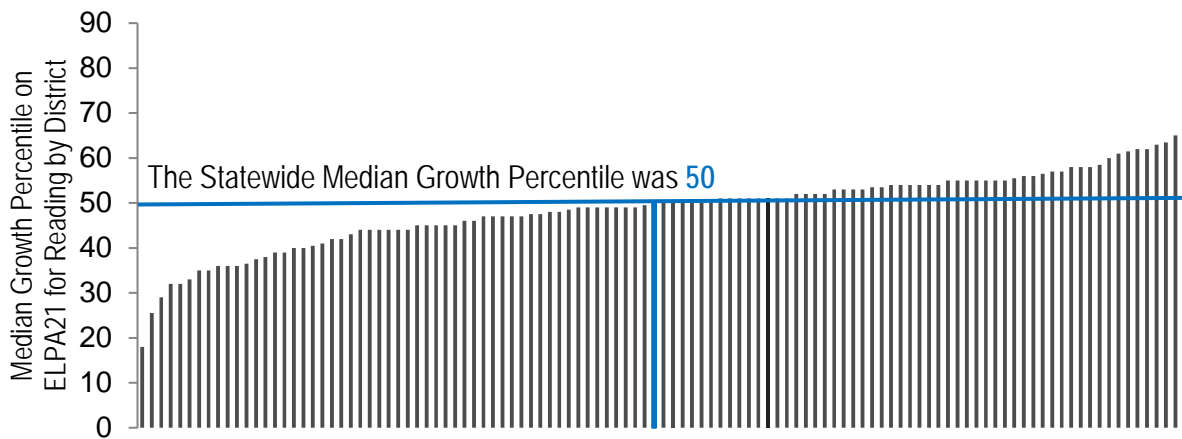
[https://www.oregon.gov/ode/reports-and-data/LegReports/Documents/District Comparisons Supplement to 2016-17 ELL Report.xlsx](https://www.oregon.gov/ode/reports-and-data/LegReports/Documents/District_Comparisons_Supplement_to_2016-17_ELL_Report.xlsx)

*Requires Microsoft Excel 2010 or later

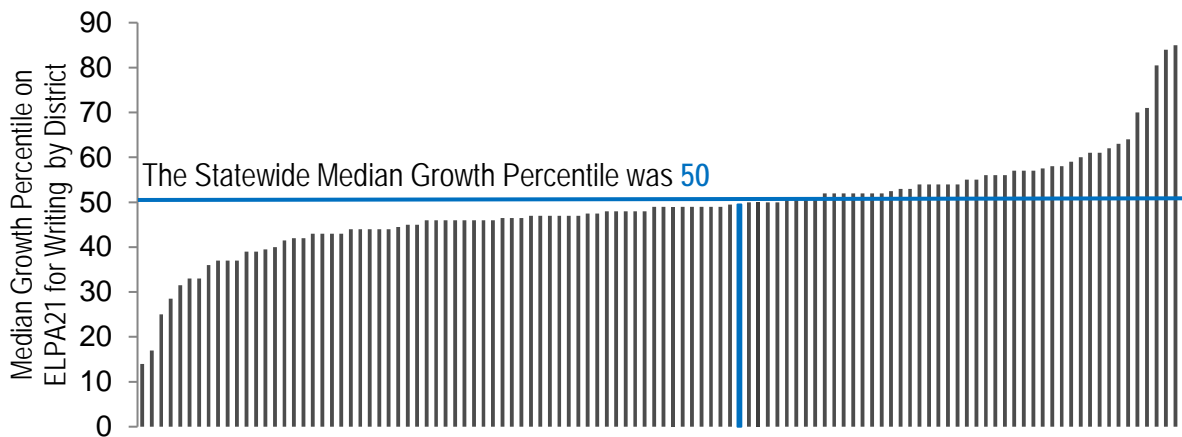
Section 14: Growth on the English Language Proficiency Assessment for the 21st Century (ELPA21)

This section summarizes the performance of current ELL students on the English Language Proficiency Assessment for the 21st Century (ELPA21). The State of Oregon uses ELPA21 to test the language proficiency of ELLs. ELPA21 is taken only by current ELLs and students who are identified as possibly needing ELL services. The graphs in this section show the median growth percentile of current ELLs who took ELPA21 in the 2016-2017 school year in each of the four tested domains (i.e., reading, writing, listening, and speaking). The statewide median growth percentile was 50 across all domains. This means that the median student showed growth greater than or equal to 50 percent of all students taking ELPA21 with similar past test scores.

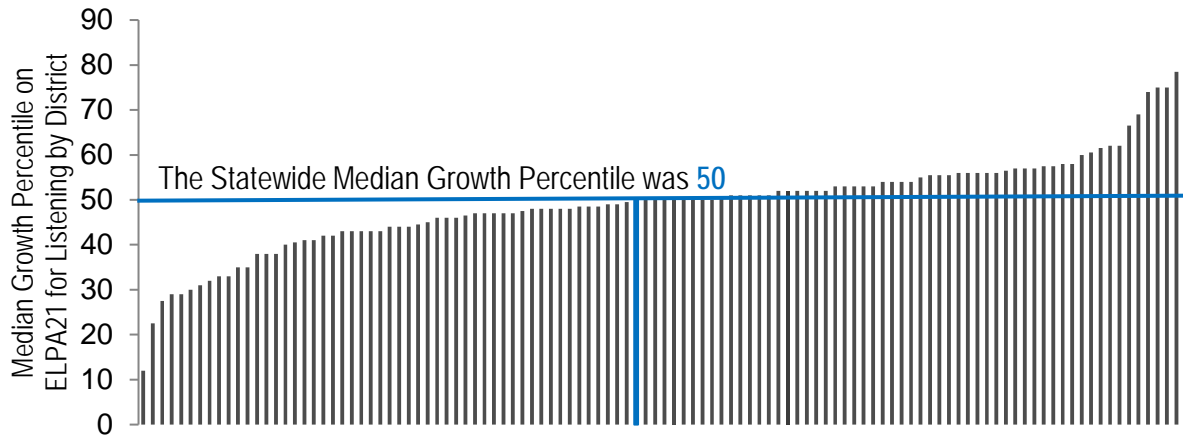
Graph 14a: Median Growth Percentile on ELPA21 by District for Reading, 2016-17



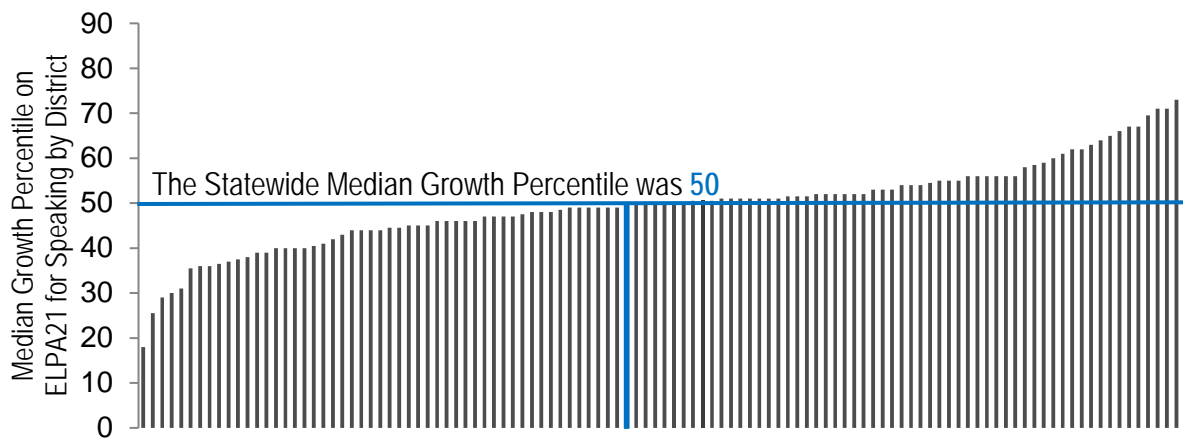
Graph 14b: Median Growth Percentile on ELPA21 by District for Writing, 2016-17



Graph 14c: Median Growth Percentile on ELPA21 by District for Listening, 2016-17



Graph 14d: Median Growth Percentile on ELPA21 by District for Speaking, 2016-17

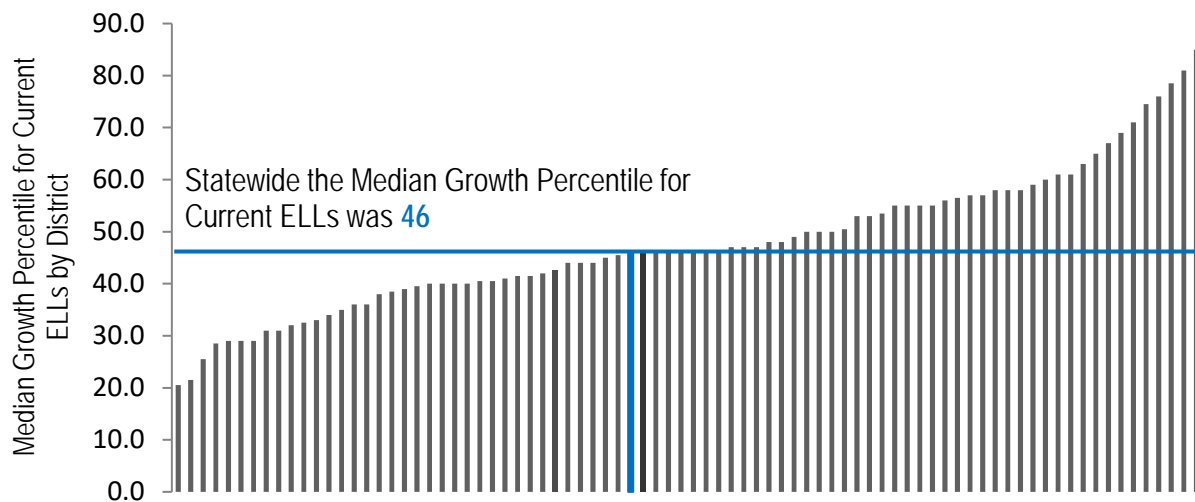


Source: Oregon Student ELPA21 Scores

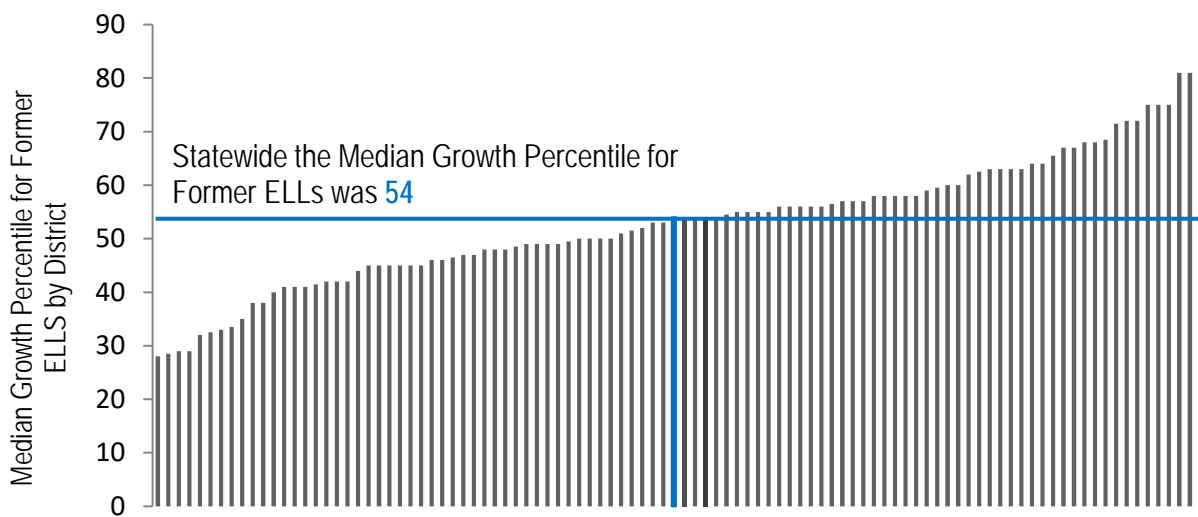
Section 15: Median Mathematics Growth Percentile, 6th-8th Grade

This section summarizes the median mathematics growth percentile for current and former ELLs from 6th to 8th grade. The growth model expresses a student's achievement growth as a percentile which reflects a student's growth relative to his or her academic peers. For example, the median student from a district with a mathematics growth percentile of 42 showed growth equal to or greater than 42 percent of students with similar past scores. Graph 15a shows the statewide median mathematics growth percentile for 6th-8th graders who are current ELLs was 46, with district medians ranging from 20.5 to 85. Graph 15b shows the statewide median mathematics growth percentile for 6th-8th graders who were former ELLs was 54, with district medians ranging from 28 to 85.

Graph 15a: Median Mathematics Growth Percentile, 6th -8th Grade for Current ELLs, 2016-17



Graph 15b: Median Mathematics Growth Percentile, 6th -8th Grade for Former ELLs, 2016-17

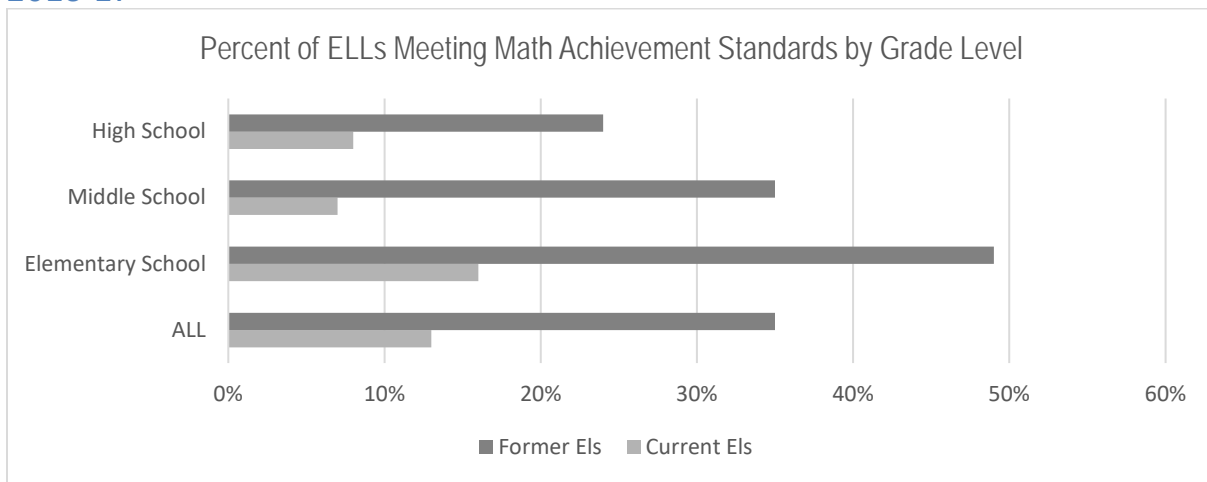


Source: Oregon Students Mathematics Test Scores

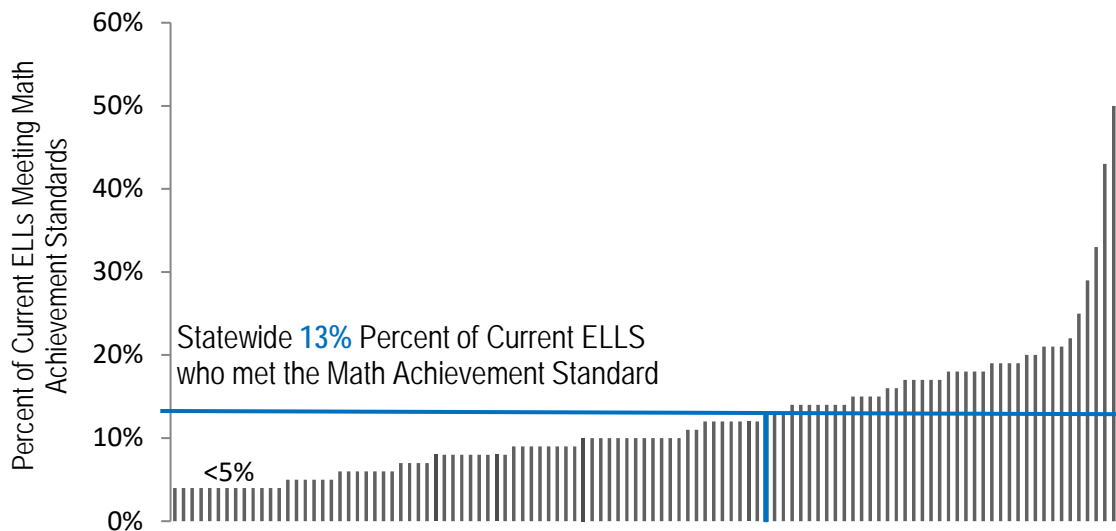
Section 16: Percent of English Language Learners Meeting Achievement Standards

This section summarizes the percent of current and former ELLs who met the achievement standards for mathematics and English language arts during the 2016-2017 school year. Graph 16a shows the percentage of students meeting math achievement standards by grade band for current and former ELL students. For current ELLs, it's in middle school grades where math achievement is lowest while for former ELLs, high school has the lowest achievement percentage. Elementary School has the highest percentage of current and former ELLs meeting achievement standards. Graph 16b shows between less than 5 percent and 54 percent of current ELLs met the Mathematics achievement standards with a statewide average of 11 percent. Graph 13c shows that between less than 5 percent and 74 percent of Former ELLs met Mathematics achievement standards.

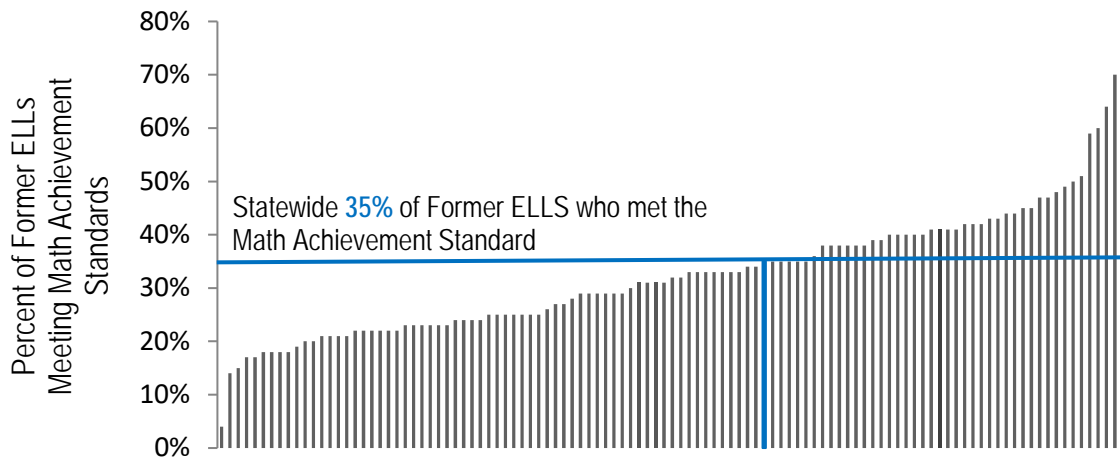
Graph 16a: Percent of ELLs Meeting Math Achievement Standards by Grade Level, 2016-17



Graph 16b: Percent of Current ELLs Meeting Math Achievement Standards for all Grade Levels by district, 2016-17

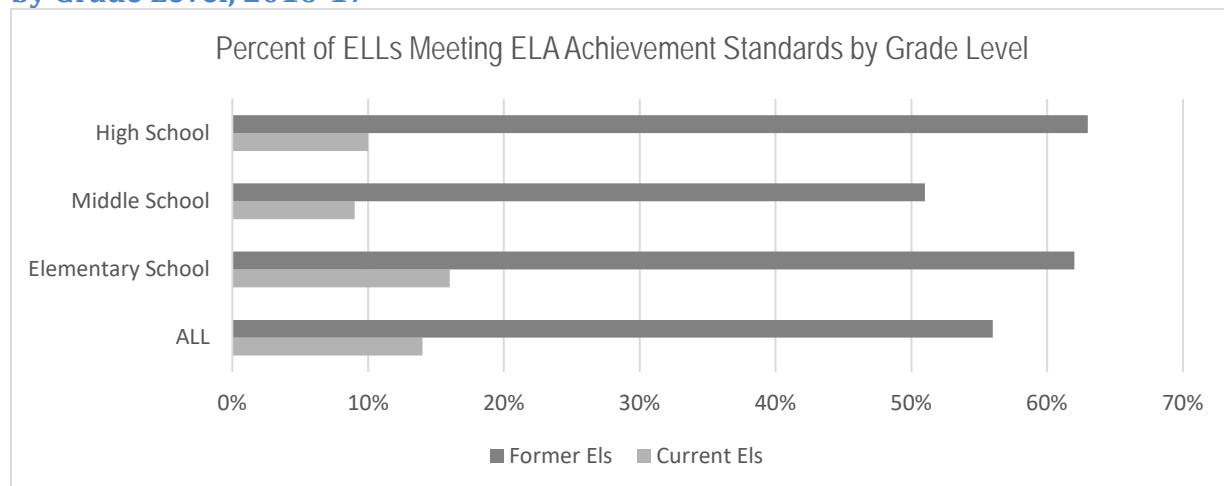


Graph 16c: Percent of Former ELLs Meeting Math Achievement Standards for all Grade Levels by District, 2016-17

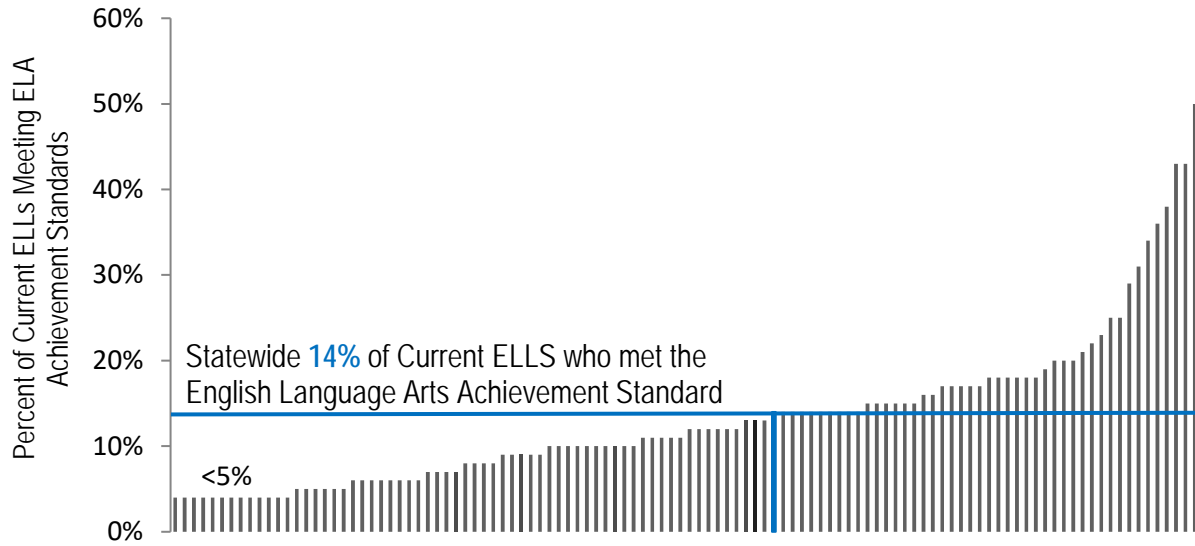


Graph 16d shows the breakdown by grade band of the percent of current and former ELLs meeting English Language Arts achievement standards. For current and former ELLs, the lowest percent meeting standards is in middle school. Elementary School has the highest percentage of current ELLs meeting achievement standards while the largest percentage of former ELLs meet English Language Arts achievement standards in High School. Graph 16e shows that between less than 5 percent and 50 percent of current ELLs met the English Language Arts achievement standard with a statewide average of 14 percent. Graph 16f shows that between 22 and 80 percent of Former ELLs met English Language Arts achievement standards.

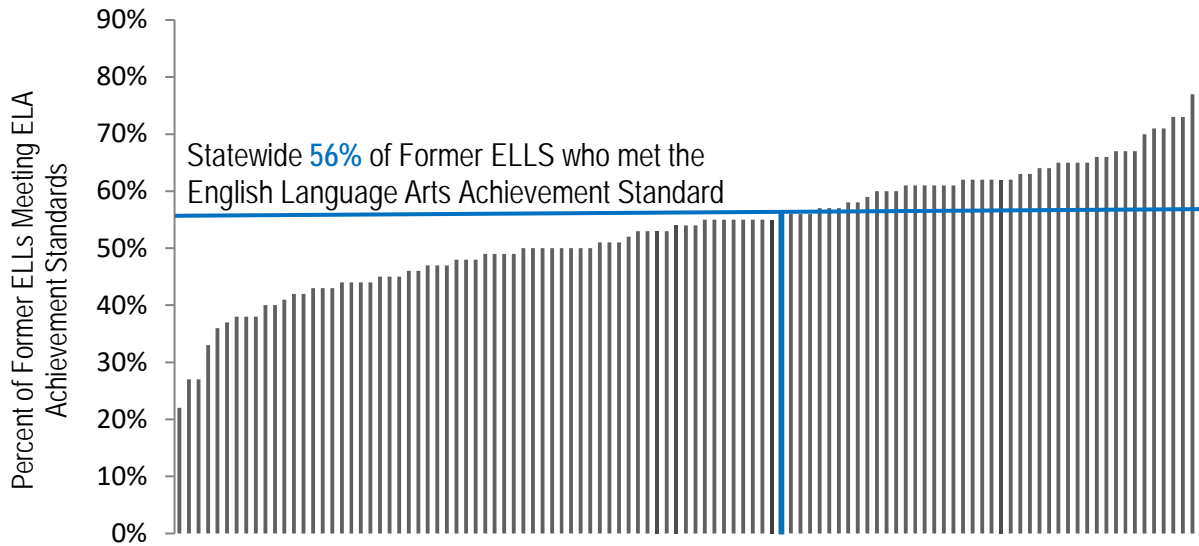
Graph 16d: Percent of ELLs Meeting English Language Arts Achievement Standards by Grade Level, 2016-17



Graph 16e: Percent of Current ELLs Meeting English Language Arts Achievement Standards for all Grade Levels by District, 2016-17



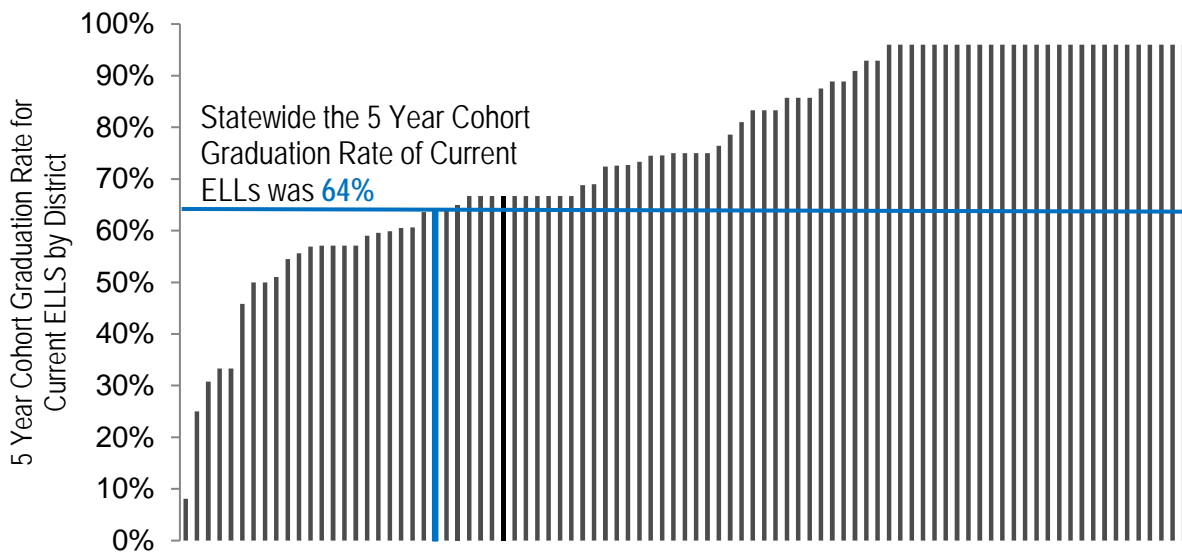
Graph 16f: Percent of Former ELLs Meeting English Language Arts Achievement Standards for all Grade Levels by District, 2016-17



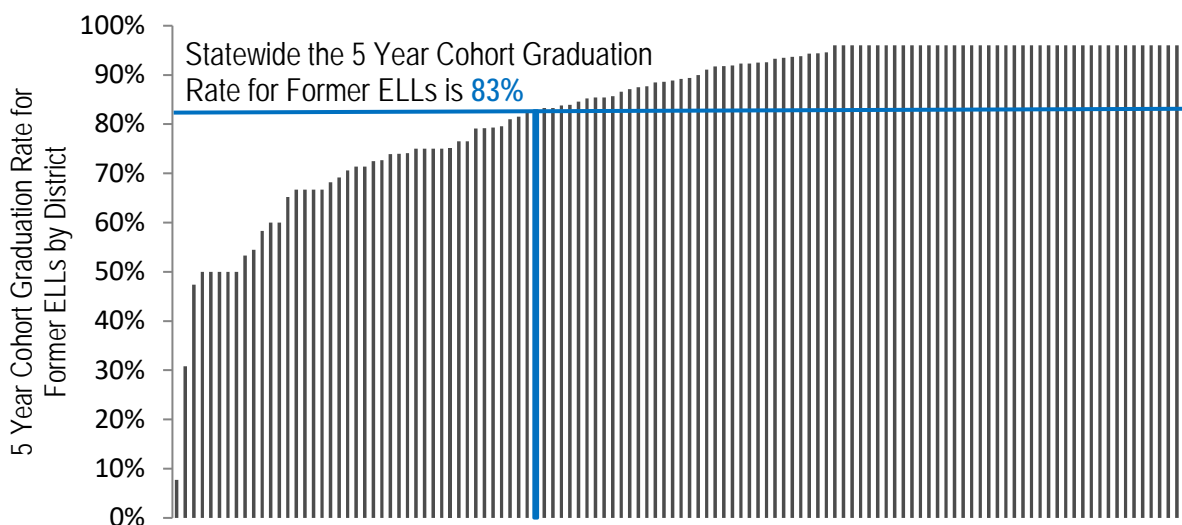
Section 17: 5-Year Cohort Graduation Rate for English Language Learners

This section summarizes the 5-year graduation rates for current and former ELL students for the 2016-2017 school year. Students in this cohort first entered high school in the 2012-2013 school year. The cohort is adjusted for students who move into or out of the system, emigrate or are deceased. The cohort graduation rate is calculated as the number of students in the cohort who graduated with a regular or modified diploma within five years as a percent of the total number of students in the cohort. Graph 17a shows that the statewide 5-Year Cohort Graduation Rate for current ELLs was 64 percent, with district averages ranging from 8 percent to more than 95 percent. Graph 17b shows that the statewide 5-Year Cohort Graduation Rate for former ELLs was 83 percent, with district averages ranging from 8 percent to more than 95 percent.

Graph 17a: 5-Year Cohort Graduation Rate for Current ELLs, 2016-17



Graph 17b: 5-Year Cohort Graduation Rate for Former ELLs, 2016-17

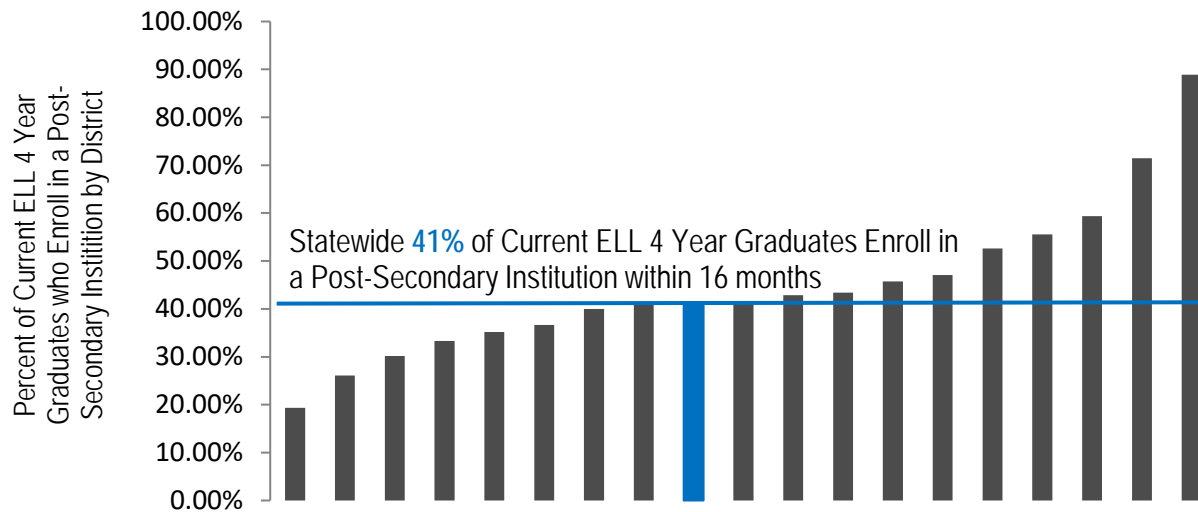


Source: Cohort Graduation Rate

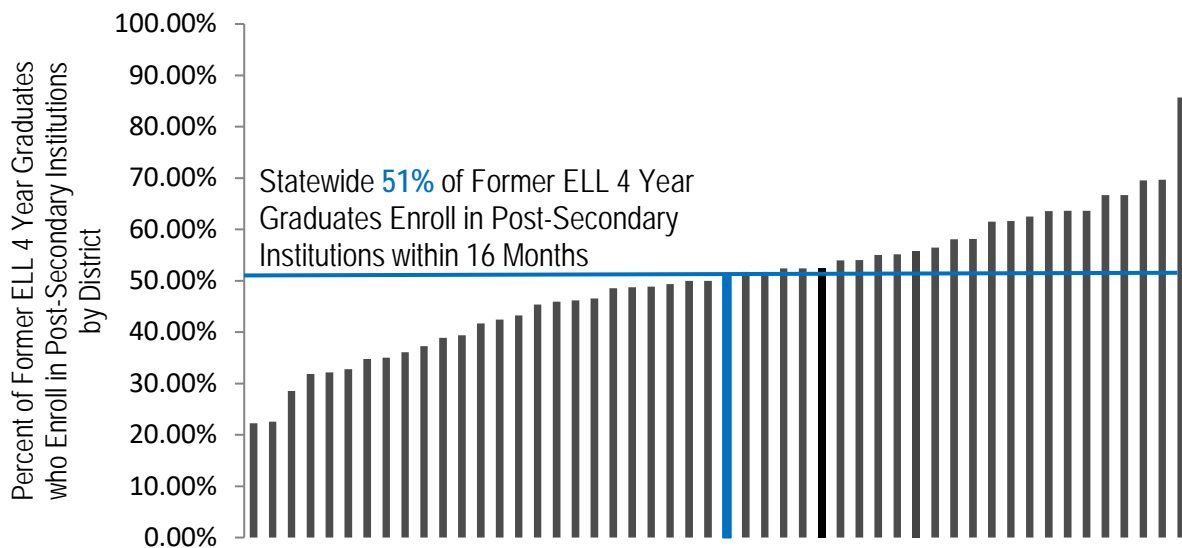
Section 18: Post-Secondary Enrollment

This section summarizes post-secondary enrollment of 4-Year Cohort High School Graduates for the high school class of 2015-16 within 16 months of graduation for current and former ELL students. Graph 18a shows that statewide, 41 percent of current ELLs who graduate high school in four years enter a post-secondary institution within 16 months. District averages range from 19 percent to 89 percent. Graph 18b shows that statewide, 51 percent of former ELLs who graduate high school in four years enter a post-secondary institution within 16 months. District averages range from 22 percent to 86 percent.

Graph 18a: Post-secondary enrollment of 4-Year Graduate Current ELLs within 16 Months of High School Graduation



Graph 18b: Post-secondary enrollment of 4-Year Graduate Former ELLs within 16 Months of High School Graduation



Part D: Other Information on English Language Learner Students

This section fulfills 327.016(c)(D) by providing information on other demographics of students in English Language Learner programs in each school district and other information.

The sections in Part D include:

- Section 19: English Language Learners by Grade
- Section 20: Percent of English Language Learners Who Exit by Grade
- Section 21: Not Chronically Absent English Language Learners
- Section 22: Percent of English language Learners Who Met the Freshman On-Track Criteria
- Section 23: Dropout Rates for English Language Learners
- Section 24: English Language Learners with Discipline Incidents
- Section 25: Oregon State Seal of Biliteracy

*NOTE: A separate data tool has been created this year for districts to utilize. The excel workbook reports data on each measure from the 22 report sections that can be used to compare values simultaneously across 4 user-selected districts of interest and the state of Oregon. That tool is available at the following link:

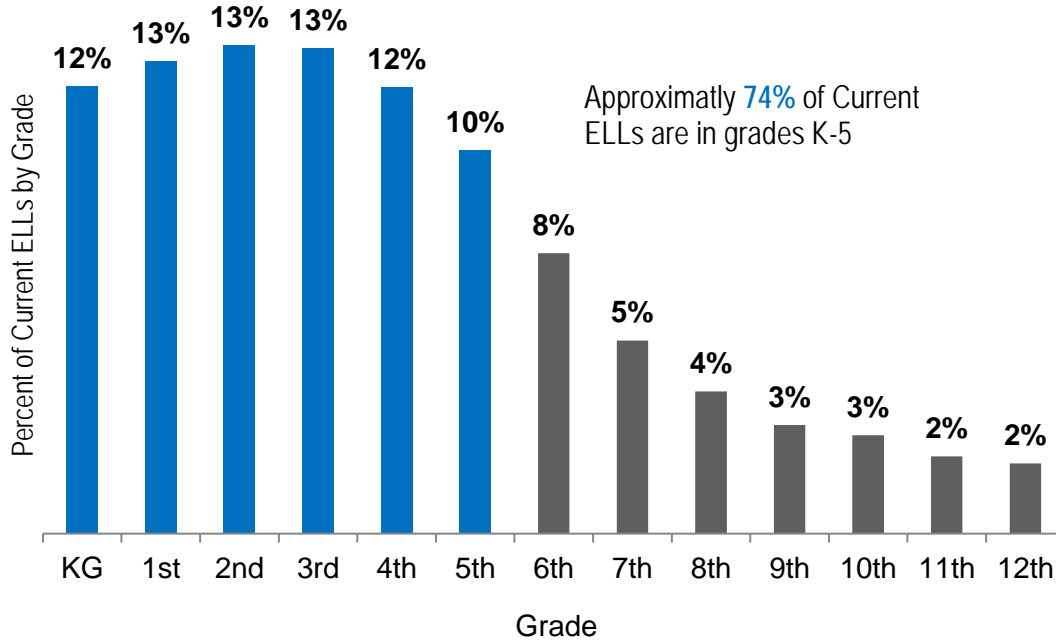
https://www.oregon.gov/ode/reports-and-data/LegReports/Documents/District_Comparisons_Supplement_to_2016-17_ELL_Report.xlsx

*Requires Microsoft Excel 2010 or later

Section 19: English Language Learners by Grade

This section shows the distribution of ELL students by grade. Graph 19 illustrates that for 2016-17, most current ELLs were in grades Kindergarten through 5th grade.

Graph 19: Percent of English Language Learners by Grade, 2016-17

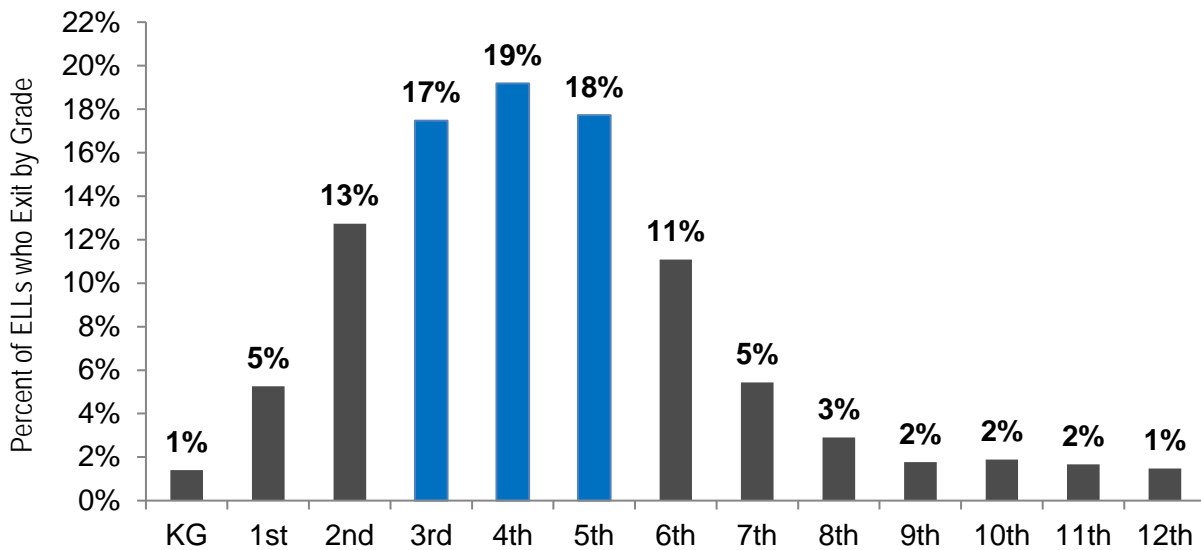


Source: Spring Membership

Section 20: Percent of English Language Learners who Exit by Grade

This section summarizes the percentage of current ELLs who exit by grade. To successfully exit the English Language program a student must score as proficient on Oregon’s English Language Proficiency Assessment for the 21st Century (ELPA 21). Once a student exits the exit English Language program they continue to be monitored for four additional years to ensure they are successful in the regular classroom that the student was not prematurely exited from the exit English Language program. Graph 20 shows that statewide over half of ELLs who exit ELL status are between the 3rd and 5th grades.

Graph 20: Statewide Average Percent of ELLs who Exit by Grade, 2016-17

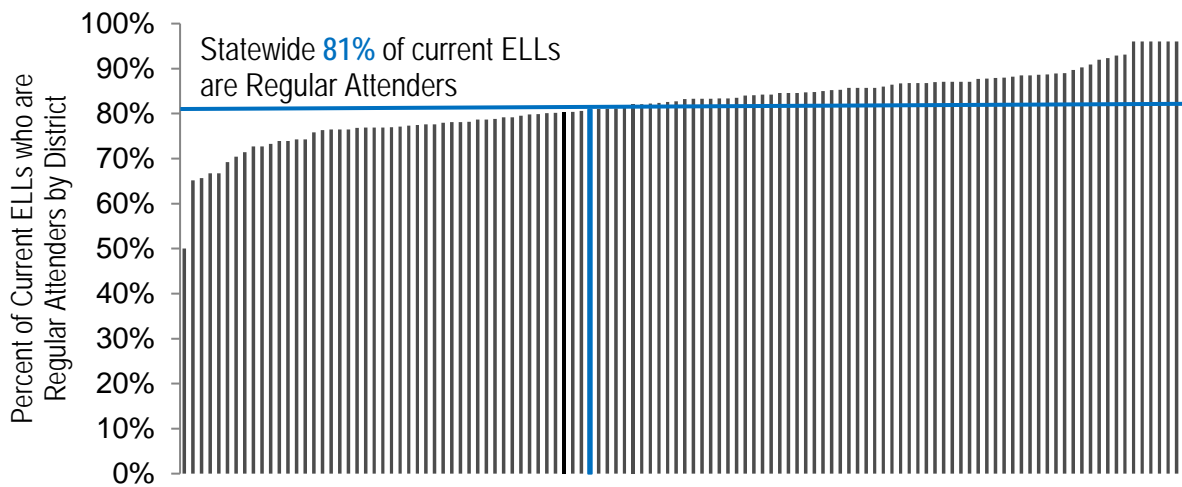


Source: Spring Membership

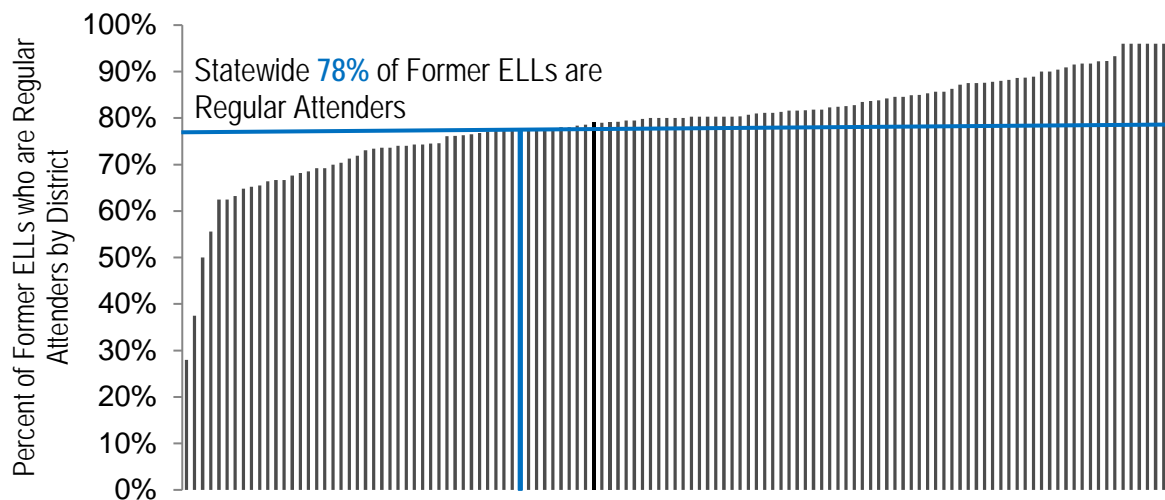
Section 21: English Language Learners who are Regular Attenders

This section summarizes the percent of current and former ELL students who are Not Chronically Absent. Oregon defines chronic absenteeism as missing 10 percent or more of enrolled school days in a school year. Thus, **regular attenders** are those students who attend school more than 90 percent of their enrolled days. Graph 21a shows that statewide, 81 percent of current ELLs are considered regular attenders, with districts averages ranging from 50 percent to greater than 95 percent. Graph 21b shows that statewide 78 percent of former ELLs are regular attenders, with district averages ranging from 28 percent to greater than 95 percent.

Graph 21a: Percent of Current ELLs who are Regular Attenders, 2016-17



Graph 21b: Percent of Former ELLs who are Regular Attenders, 2016-17

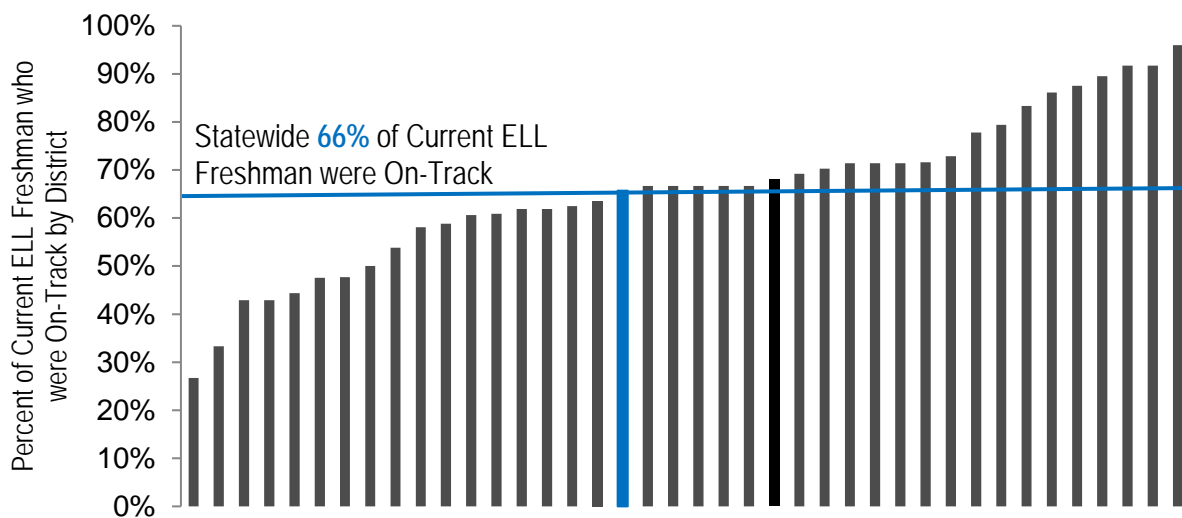


Source: Average Daily Membership Collection

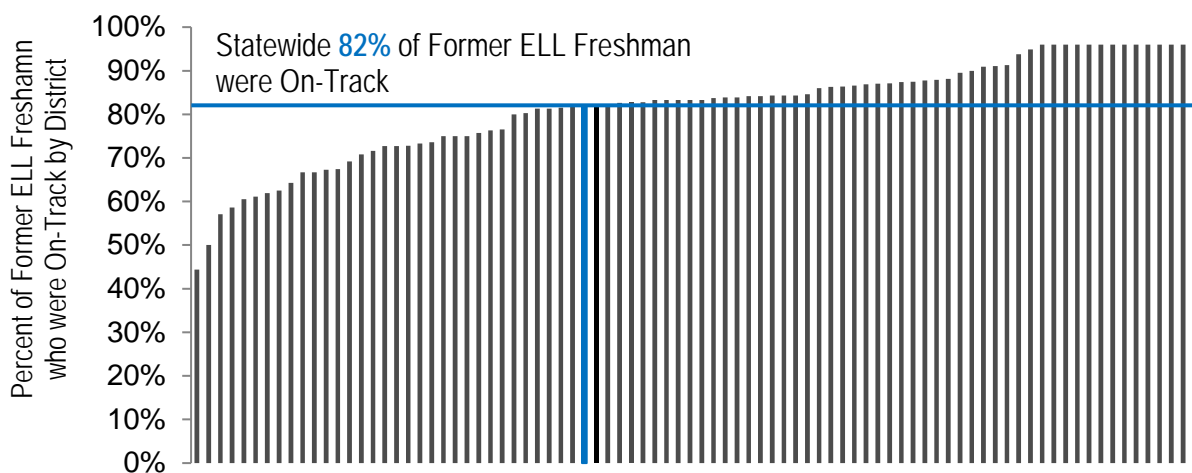
Section 22: Percent of English Language Learners who Met the Freshman On-Track Criteria

This section summarizes the percentage of current and former ELL students who met the freshman on-track criteria. To be considered a **freshman on-track**, a student must have earned at least six credits or 25 percent of the number required for high school graduation, whichever is higher, by the end of his or her first year of high school. Graph 22a shows that statewide, 66 percent of current ELLs met the freshman on-track criteria, with district averages ranging from 27 percent to greater than 95 percent. Graph 22b shows that statewide, 82 percent of former ELLs met the freshman on-track criteria, with district averages ranging from 44 percent to greater than 95 percent.

Graph 22a: Percent of Current ELL Freshmen who were On-Track by District, 2016-17



Graph 22b: Percent of Former ELL Freshmen who were On-Track by District, 2016-17

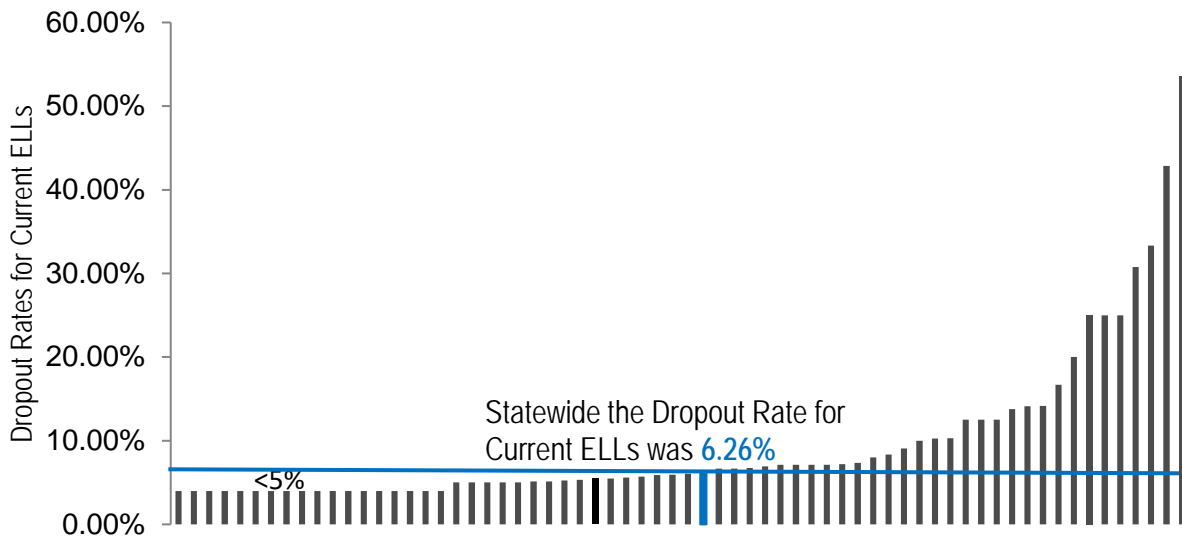


Source: Freshman On-Track Collection and Spring Membership

Section 23: Dropout Rates for English Language Learners

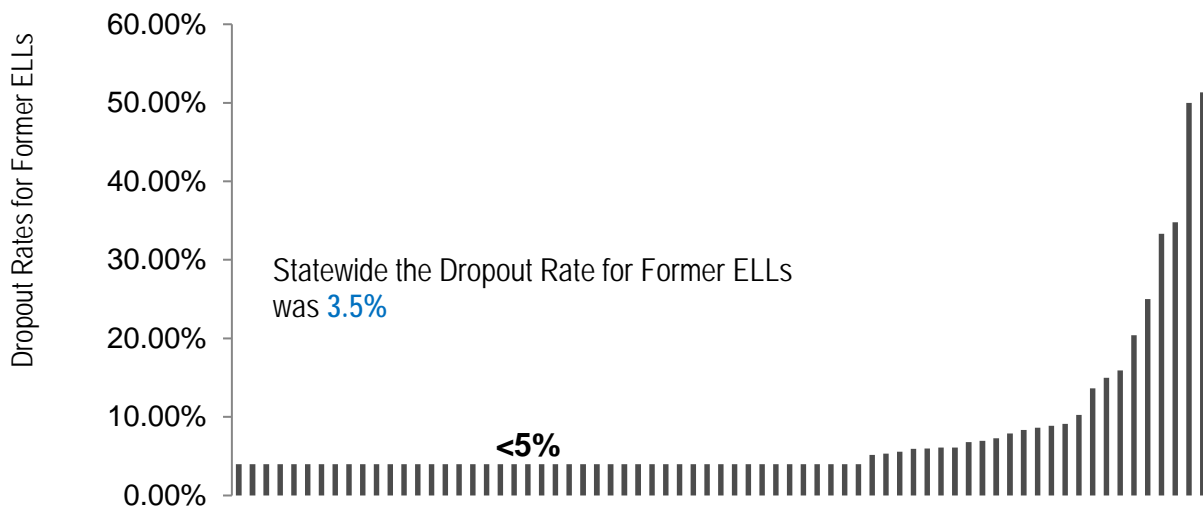
This section summarizes the dropout rate for current and former ELL students. The **one-year dropout rate** is calculated by dividing the number of dropouts (grades 9-12) by the number of students reported on the October 1 Membership (Enrollment) Data Collection for grades 9-12. Graph 23a shows the statewide dropout rate for current ELLs was 6.26 percent, with district averages ranging from less than 5 percent to 54 percent. Graph 23b shows the statewide dropout rate for former ELLs was less than 5 percent, with district averages ranging from less than 5 percent to 52 percent.

Graph 23a: Dropout Rate for Current ELLs by District, 2016-17



*Only districts with more than 6 current ELLs are represented on the graph.

Graph 23b: Dropout Rate for Former ELLs by District, 2016-17



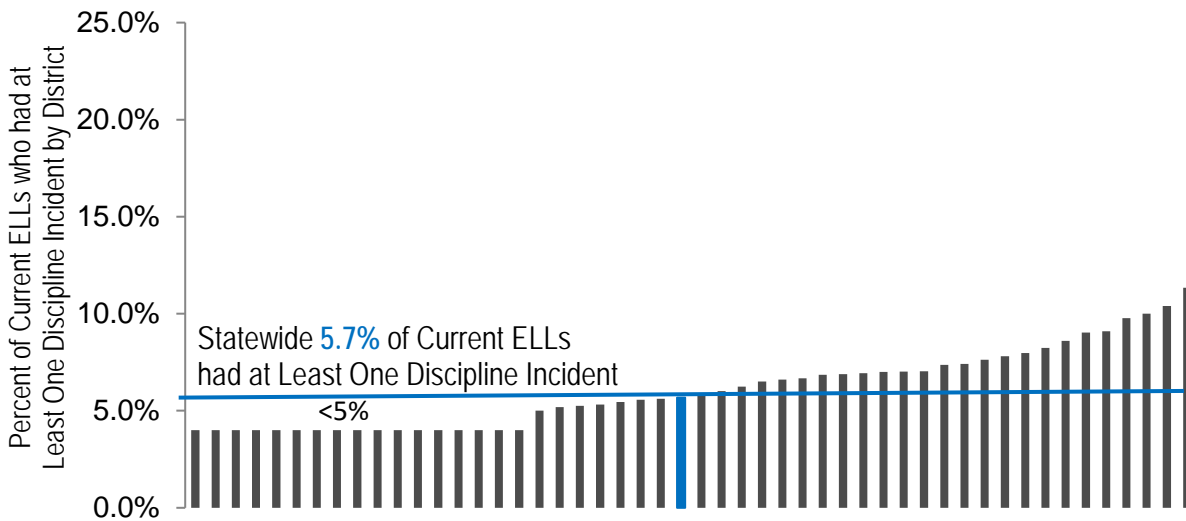
*Only districts with more than 6 former ELLs are represented on the graph.

Source: NCES Dropout Collection

Section 24: English Language Learners with Discipline Incidents

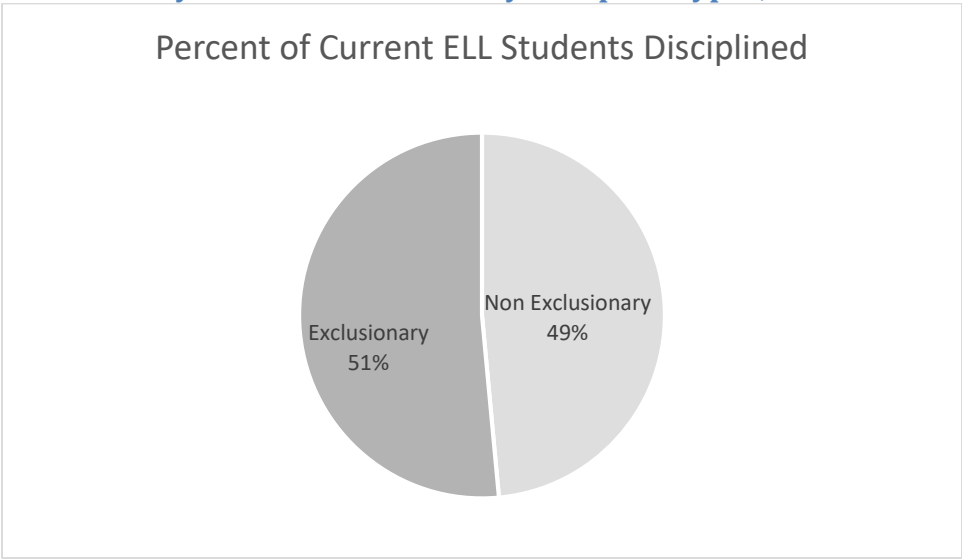
This section summarizes the percentage of current and former ELL students who had at least one discipline incident during the 2016-2017 school year. A **discipline incident** is defined as an in-school suspension, out-of-school suspension or an expulsion. 5.7 percent of current ELLs had a discipline incident, with Graph 24a showing that district percentages ranged from less than 5 percent to 11.3 percent. About 7 percent of former ELLs had a discipline incident, with Graph 24b showing that districts percentages ranged from less than 5 percent to 21.6 percent.

Graph 24a: Percent of Current ELLs who had at Least One Discipline Incident by District, 2016-17

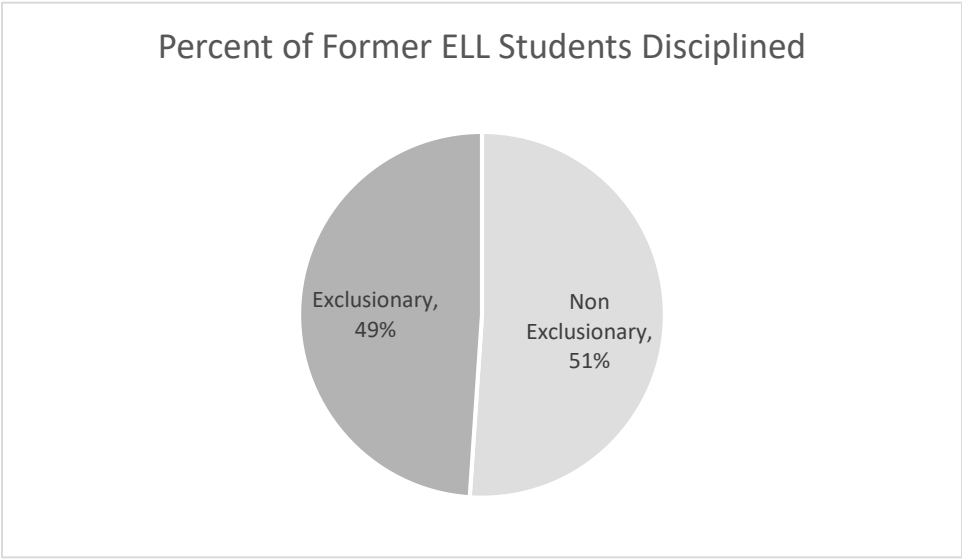


Graphs 24a and 24b represent a combination of both exclusionary discipline outcomes, defined as an out-of-school suspension or expulsion and the less exclusionary in-school suspension. Graph 24c shows that 51 percent of current ELL students disciplined had a discipline incident resulting in an exclusionary outcome while 49 percent received a non-exclusionary discipline outcome. Graph 24d indicates that for former ELLs who had a discipline incident, 49 percent received an exclusionary outcome.

Graph 24c: Percent of Current ELLs who had at Least One Discipline Incident, Exclusionary and Non-Exclusionary discipline types, 2016-17



Graph 24d: Percent of Former ELLs who had at Least One Discipline Incident Exclusionary and Non-Exclusionary discipline types, 2016-17



Source: Discipline Incidents Collection

Section 25: Oregon State Seal of Biliteracy

The Oregon State Seal of Biliteracy is an award students can earn by demonstrating language proficiency in both English and another partner language. Students must meet three criteria for the seal:

- Satisfy all regular graduation requirements
- Meet Essential Skills in English in Reading and Writing
- Score at the accepted level on the Partner Language Proficiency Assessment or provide a portfolio of evidence, assessing the four language domains of listening, speaking, reading and writing.

The award is in the form of a certificate and an embossed sticker seal that can be affixed to the graduating students' diplomas. The seal is also noted on students' transcripts for post-secondary applications.

The Oregon State Seal of Biliteracy has been in full implementation for three years. The program's pilot was during the 2014-2015 school year and the State Board of Education adopted the final rules for the Seal in April 2016. The full rollout of the State Seal of Biliteracy began in the spring of 2016.

Table 25 breakdown by District, the 990 students statewide who earned the Biliteracy Seals in the following languages: Amharic, Arabic, Burmese, Chinese (all), Czechoslovakian, French, German, Japanese, Maay-Maay, Oromo, Persian, Russian, Somali, Spanish, Swahili, Turkish, Ukrainian and Vietnamese. Students who earned the Biliteracy Seal came from the following districts:

Table 25: Number of Biliteracy Seals awarded by District, 2016-17

District Name	Number of Students who earned the Biliteracy Seal	District Name	Number of Students who earned the Biliteracy Seal
Beaverton	56	Ontario/Four Rivers*	7
Canby	1	Oregon City	5
Centennial	25	Portland Public	324
Corvallis	51	Reynolds	1
Eugene	155	Roseburg	2
Hillsboro	18	Salem Keizer	48
Medford	16	West Linn/Wilsonville	40
North Clackamas	177	Woodburn	64

*Four Rivers Community School is a charter school that does not belong to a school district.

Source: Voluntary Reporting to the Oregon Department of Education.

Many of the recipients of the Biliteracy Seal are English Language Learners; however, 2/3 of the students who earned the Biliteracy Seal have never been English Language Learners. ODE began to collect data in 2016-2017 on students who earned the Biliteracy Seal: are they current English Learners (still in ELD programs), former English Learners (exited from ELD programs) or students who have never been English Learners. The numbers for 2016-2017 are:

- 26 – Currently served English Learners
- 336 – Former English Learners
- 628 – Never English Learners



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