HB 3499: EL Outcomes Program - District Data Profile Technical Manual

Technical Manual

2021 – 2025

TABLE OF CONTENTS

UPDATES & CHANGES

There are no updates or changes for 2022-2023, since this is the first technical manual for the District Data Profiles. Please note, every attempt is made to keep thresholds, indicators, levels, and ratings at a consistent level throughout the four years of cohort identification. Should there be a need for any updates or changes, they will appear here in future versions of this manual.

ODE STAFF RESPONSIBILITIES & CONTACT LIST

Topic	Name	E-mail Address
On-Track to English Language Proficiency	Josh Rew	Josh.rew@ode.oregon.gov
Regular Attenders	Paul Skomsvold	Paul.Skomsvold@ode.oregon.gov
Exclusionary Discipline	Lisa Joy Bateman	Lisajoy.Batemen@ode.oregon.gov
State ELA/Math Summative Assessments	Cindy Barrick	Cindy.Barrick@ode.oregon.gov
Least Restrictive Environment	Jackie McKim	Jackie.McKim@ode.oregon.gov
9th Grade On-Track	Paul Skomsvold	Paul.Skomsvold@ode.oregon.gov
Graduation & Completers	Paul Skomsvold	Paul.Skomsvold@ode.oregon.gov
Post-Secondary Enrollment	Paul Skomsvold	Paul.Skomsvold@ode.oregon.gov
Title III - Current, Former, Never EL Student Counts, Interrupted Formal Education (SIFE), Recent Arrivers, and Long-Term English Learners	Kim Miller	Kim.A.Miller@ode.oregon.gov
Economically Disadvantaged	Jon Wiens	Jon.wiens@ode.oregon.gov
Students with Disabilities	ODE.SpecialEducationQuestions@ode.oregon.gov	
Migrant Program Participation	Paolo Singer	Paolo.Singer@ode.oregon.gov
Houseless (McKinney Vento)	Chris James	Chris.James@ode.oregon.gov
Mobile Students	Josh Rew	Josh.Rew@ode.oregon.gov

EL Outcomes Program/EDI Staff

Office	Name	E-mail Address
Equity, Diversity, and Inclusion	Deb Lange, Assistant Superintendent	Deb.Lange@ode.oregon.gov
Equity, Diversity, and Inclusion	Laura Lien, Director	Laura.Lien@ode.oregon.gov
HB 3499 English Learner Outcomes Program	Mariana Praschnik-Enriquez	Mariana.Praschnik-Enriquez@ode.oregon.gov
	Mirela Blekic	Mirela.Blekic@ode.oregon.gov
	Kelly Kalkofen	Kelly.Kalkofen@ode.oregon.gov
Senior Strategy and Operations	Josh Rew	Josh.rew@ode.oregon.gov
Title III	Susan Mekarski	Susan.mekarski@ode.oregon.gov

INTRODUCTION

House Bill 3499 (HB 3499) directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for English Learners (ELs) who are in our K-12 education system. The plan addresses disparities experienced by English Language Learners in every indicator of academic success, from the historical practices leading to disproportionate outcomes to the educational needs of students, by examining and applying culturally appropriate best practices in K-12 education.

As part of the plan, HB 3499 requires the following:

- Directs the Department of Education to develop and implement a statewide plan to support students eligible for and enrolled in an English Language Development (ELD) program
- Creates the Statewide English Language Learner (ELL) Program Account for statewide activities related to ELL programs
- Directs Oregon Department of Education to convene an advisory group and adopt rules related to developing uniform budget coding requirements and uniform reporting requirements to provide budget transparency for the spending of moneys received by school districts as provided by the poverty weight in the State School Fund
- Directs ODE to convene a work group related to the ELD program policy
- Directs ODE to adopt rules regarding school interventions
- Directs school districts to annually report, by September 1 of each year, allocations and expenditures related to ELL programs, inclusive of student demographics and progress

The bill requires ODE to identify districts in need of HB 3499 supports, and the district data profiles provide transparency to districts about why they were identified, whether they have progressed, and if they are exiting status. The district data profiles are different and unique when compared to the English Learner (EL) Legislative Report (required under Senate Bill 1564), as they present current data with specific indicators under a consistent format and formula each year. These profiles not only identify district outcomes for English Learners, but also highlight areas where there is notable, some, and/or limited progress made by districts from year to year.

PURPOSE OF THE DATA PROFILES

The District Data Profiles provide an annual snapshot of district performance, improvement, and a district's identified level and determination based on outcomes for Current, Former, Ever, and Never English Learner students. These Data Profiles are used to identify districts that have made Notable progress, Some progress, Limited progress, or a combination of the three for EL students at the Elementary and Secondary levels. Once a district's levels of progress has been determined, the district may be included into the next cohort of districts needing to improve outcomes for EL students by being identified as a Target or Transformation district.

Elementary Progress Level	Secondary Progress Level	District Determination
Notable	Notable	None
Notable/Some	Some/Notable	None
Notable/Some	Limited	Target
Limited	Notable/Some	Target
Limited	Limited	Transformation
N-Size	N-Size	None due to N-Size

Note: N-Size refers to those districts with counts of current EL students that are fewer than 20. ODE will exclude districts from identification if they do not meet the minimum N-Size.

ACCOUNTABILITY STUDENT GROUPS

Student groups are assigned progress level ratings for each indicator, provided that each group meets the minimum number (N-size) of 20. The groups of students included in the accountability system are selected because these students are the subjects of the indicators and outcomes reported. English Learner (EL) student groups are assigned progress level ratings for each indicator. The first five bullets indicate the enrollment counts for the accountability groups of students (*see definitions for these accountability groups in the appendix*):

- Current English Learners
- Former English Learners
- Ever English Learners
- Never English Learners

The next section presents a demographic picture of current EL students (*see definitions for these demographics in the appendix):*

- Economically Disadvantaged
- Students with Disabilities
- Interrupted Formal Education
- Recent Arrivers
- Migrant Education participants
- Houseless
- Mobile
- Long-Term English Learner students

Note: Student counts and percentages reflect enrollments as of the 1st school day in May, the '*' suppresses counts less than 10 students, the < suppresses values less than 5 percent, and > 95 suppresses values greater than 95 percent.

INDICATORS AND LEVEL CUTS

Many data elements (e.g., achievement, growth, never exclusionary discipline, regular attendance, and 9th grade on track) may not be comparable to prior years due to the impact of the COVID-19 pandemic, low and uneven participation, and substantive policy changes to support remote learning. **Please use caution when using and interpreting the data.**

The 2021-2022 Data Profiles include data on the following indicators. The indicators included vary by school type. Please see the Data Profile Indicators section for more information about each indicator. Indicator data is calculated for the district as a whole and for each of the accountability student groups in the school type.

Indicators	Elementary	Secondary	Reporting Year
On-Track to ELP	K-5	6-12	2021-22
Regular Attendance	K-5	6-12	2021-22
Exclusionary Discipline	K-5	6-12	2021-22
ELA Achievement	3-8	Not Used	2021-22
ELA Growth	4-8	Not Used	2021-22
Math Achievement	3-8	Not Used	2021-22
Math Growth	4-8	Not Used	2021-22
Least Restrictive Environment	Not Used	6-12	2021-22
9th Grade On-Track	Not Used	9	2021-22
5-Year Graduation	Not Used	12	2021-22
Post-Secondary Enrollment	Not Used	12	2019-20

Data Profile: Page 1 – EL Enrollment Counts and Current EL Demographic Characteristics

The first page of the District Data Profile contains English Learner (EL) enrollment counts for each district, broken down into grade bands: Elementary (K-5), Middle (6-8), High (9-12), and a total of each grade band and category of students. These bands contain the student groups of: Current EL students either being served or who have waived services in English Language Development (ELD) programs, Former EL students who have exited from ELD programs, Ever students who make up a combination of Current and Former EL students, and Never EL students who have never qualified for the ELD program.

While these student counts are broken down into three grade groups, the Middle and High student grades are combined over the rest of each profile to inform Secondary student outcomes in each indicator. These counts reflect student enrollments as of the 1st school day in May of any year. To protect student confidentiality, the ODE uses an asterisk (*) to suppress counts with fewer than 10 students. Additionally, the ODE applies complementary suppression to non-sensitive values to support the suppression of sensitive values (e.g., values with counts fewer than 10). For instance, when a value has an *, the ODE will suppress an adjacent value with an interval such as 10-19.

District Name:

2022-2023

English Learner Enrollment Counts

English Learners	Elementary (K-5)	Middle (6-8)	High (9-12)	Total
Current	437	133	108	678
Former	97	230	284	611
Ever	534	363	392	1,289
Never	6,964	3,839	5,312	16,115
Total Students	7,498	4,202	5,704	17,404

Note. Student counts in this table reflect enrollments as of the 1st school day in May 2021. '*' suppresses counts less than 10 students. Intervals suppress counts as part of complementary suppression.

Current English Learner Demographic Characteristics

Characteristics	Count	Percent
Economically Disadvantaged	434	64.0
Students with Disabilities	138	20.4
Interrupted Formal Education	*	*
Recent Arrivers	*	*
Migrant	45	6.6
Houseless	*	*
Mobile	112	16.5
Long-term	140	20.6

Data Profile: Page 2 – Determination and Ratings

To calculate the ratings (i.e., the total weighted points earned in a district by school type), the level is added to any bonus points earned and then multiplied by the weighted amount for each indicator. The sum Total Weighted Points are then divided by the total points possible for the grade band, which then results in a percent of weighted points earned. Based upon the Indicator Ratings criteria, the district is then given a rating of Notable Progress, Some Progress, or Limited Progress. Together, the combined grade-level (i.e., elementary + secondary) ratings determine if a district is making Notable Progress, Some Progress, or Limited Progress in EL student outcomes. Please note: the '—' refers to not applicable due to small n-size, and the 'X' in a cell refers to the absence of growth data to make a subsequent calculation.

Determination and Ratings

Elementary Grades Indicator	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Weighted Points	Secondary Grades Indicators	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Weighted Points
On Track to ELP	2		2	2 × 30	On Track to ELP	3		3	3 × 15
Regular Attendance	2	0	2	2 × 15	Regular Attendance	1	0	1	1 × 10
Exclusionary Discipline	5	1	6	6 × 15	Exclusionary Discipline	5	1	6	6 × 10
ELA Achievement	1	0	1	1 × 10	Least Restrictive Environment	2	1	3	3 × 10
ELA Growth				× 10	9th Grade On-Track	2	0	2	2 × 15
Math Achievement	2	0	2	2 × 10	5-Year Graduation	3	0	3	3 × 30
Math Growth				× 10	Post-Secondary Enrollment	3	0	3	3 × 10
Total Weighted Points				195	Total Weighted Points				295
Total Weighted Points Available				400	Total Weighted Points Available				500
Percent of Weighted Points				60.0	Percent of Weighted Points				59.0
Elementary Grades Rating			Some Progress		Secondary Grades Rating			Some Progress	

Ratings Criteria:
Notable Progress: ≥ 75.0% of weighted points available
Some Progress: 50.0 to 74.9% of weighted points available
Limited Progress: < 50.0% of weighted points available

Note. Districts may earn a bonus point for each indicator if the value for Ever English Learners is greater than the value for Never English Learners. The bonus point does not apply to *On Track to ELP.* '--' refers to not applicable due to small n-size.

Determination: None

Transformation:
Limited Progress on both ratings

Target:
Limited Progress on one rating

None:
Some Progress or Notable Progress on both ratings

For identified Target or Transformation districts, the intent of the Data Profiles is to provide more up-to-date indicator progress and associated ratings to help district leaders reflect on current practices. As part of a larger group of resources and technical assistance provided to HB 3499 districts, the Data Profiles are helpful in evaluating outcomes against strategies outlined in District Action Plans to better implement measures for greater success for their EL students. Data Profiles are provided to approximately 160 districts of the 197 statewide which have EL students enrolled each year to provide district leaders the opportunity to examine, evaluate, and work on continuous improvement for EL outcomes prior to any future Target or Transformation identification.

Data Profile: Page 3 – Indicators, Values, Levels, and Ratings

Page 3 of each District Data Profile contains indicators (e.g., achievement, growth, exclusionary discipline, regular attendance, and 9th grade on track) and associated data used to determine EL student outcomes and progress for the HB 3499 program. There are seven indicators for both Elementary and Secondary school types – three of which are the same across type.

Note: For 2021-2022, the cells with an "X" in them represent those data components for which data was not d available. The English Learner group consists only of students currently qualified for ELD services; therefore, there is no count of the "Never" English Learners or bonus points for that indicator. There was no growth calculated for ELA or Math due to testing constraints during the COVID-19 pandemic years of 2020 and 2021.

Elementary Grades Indicators, Values, Levels, and Ratings

Indicator	Grades	English Learners	Never English Learners	Level (1-5)	Bonus (0 or 1)	Points (1-6)	Indicator Rating
On Track to ELP	K-5	64.9		2		2	Some Progress
Regular Attendance	K-5	69.1	85.9	1	0	1	Limited Progress
Exclusionary Discipline	K-5	>95	>95	5	1	6	Notable Progress
ELA Achievement	3-8	22.0	61.1	1	0	1	Limited Progress
ELA Growth	4-8						
Math Achievement	3-8	9.6	42.7	1	0	1	Limited Progress
Math Growth	4-8						

Note. On Track to ELP relies on Current English Learners as the focal student group. All other indicators use Ever English Learners as the focal student group. '*' suppresses counts less than 10 students, < 5 suppresses values less than 5 percent, and > 95 suppresses values greater than 95 percent. '--' refers to not applicable due to small n-size.

Secondary Grades Indicators, Values, Levels, and Ratings

Indicator	Grades	English Learners	Never English Learners	Level (1-5)	Bonus (0 to 1)	Points (1-6)	Indicator Rating
On Track to ELP	6-12	46.4		4		4	Notable Progress
Regular Attendance	6-12	52.3	74.5	1	0	1	Limited Progress
Exclusionary Discipline	6-12	>95	>95	5	1	6	Notable Progress
Least Restrictive Environment	6-12	74.5	77.7	2	0	2	Some Progress
9th Grade On-Track	9	70.8	77.2	1	0	1	Limited Progress
5-Year Graduation	12	78.2	83.8	2	0	2	Some Progress
Post-Secondary Enrollment	12	41.9	66.0	1	0	1	Limited Progress

<u>INDICATOR RATINGS:</u>
Notable Progress: Level + Bonus ≥ 4 points
Some Progress: Level + Bonus ≥ 2 and < 4 points
Limited Progress: Level + Bonus = 1 point

<u>Levels:</u> The level for each indicator corresponds to a value that is equal to or greater than a specific threshold:
- Level 5 threshold: ≥ 90th percentile
- Level 4 threshold: ≥ 75th percentile and <90th percentile
- Level 3 threshold: ≥ 50th percentile and <75th percentile
- Level 2 threshold: ≥ 25th percentile and <50th percentile
- Level 1 threshold: <25th percentile

Note: ODE freezes these thresholds for the four years of identification in order to monitor the progress of districts. ODE may change the thresholds if there are substantial changes to the calculation or if the indicator no longer exists.

Bonus : One (1) bonus point is awarded for each indicator **IF** the value for Ever English learners is ***greater than*** the value for Never English Learners. There are no bonus points awarded for the On Track to ELP indicator, as only current EL students are included in this calculation.

Points: The points earned adding together the level calculation with any bonus points earned

Indicator Rating: The indicator rating is the combination of the Level and Bonus points to arrive at the rating of Notable Progress, Some Progress, or Limited Progress.

THRESHOLDS BREAKDOWN BY INDICATORS - ELEMENTARY AND SECONDARY

ON TRACK TO ELP

On Track to ELP (K-5)	
Threshold	**Level**
≥ 78.65	5
73.25 to 78.64	4
69.55 to 73.24	3
62.25 to 69.54	2
<62.25	1

On Track to ELP (6-12)	
Threshold	**Level**
≥ 55.20	5
44.90 to 55.19	4
37.90 to 44.89	3
30.10 to 37.89	2
<30.10	1

Focal Group: Current English Learners
Reference Group: None
Data sources:
- 3rd Period Cumulative ADM 2021-22
- Unduplicated Spring Membership 2021-22 (from 3rd period Cumulative ADM 2021-22)
- ESEA Title III Spring English Learner 2021-22
- Unduplicated English Learner Extract 2021-22 (from ESEA Title III English Learner 2021-22)
- English Language Proficiency Assessment 2015-16 to 2021-22

Inclusion Rules:
- Same rules as Title I School and District Accountability

Calculation: ELs are on track to ELP if one or more of the following occur:
- English language program exit date in the current year
- English language proficiency demonstrated via current year ELPA summative assessment
- Meet ELP expectations on three or more ELPA domains
- Meet ELP expectations on all non-exempt ELPA domains if there is one or more domain exemption

The On-Track to ELP indicator includes the following inclusion rules for English Learners (ELs):
1. Currently served (or waived) ELs in the current year Spring ESEA Title III EL collection who are enrolled at the school on the first school day in May for a full academic year.
2. Current ELs who satisfy #1 and have an English language exit date (also known as the reclassification date) and/or English language proficiency via current year ELPA summative assessment.
3. Current ELs who satisfy #1 must satisfy all of the following if they don't satisfy #2:
    a. Initial ELPA test must occur before the current year
    b. Must be identified as an EL for 1.50 years
    c. Must be enrolled during the current school year's official ELPA testing window

The aggregate calculation is the following:
- Dominator: ELs who meet the inclusion rules
- Numerator: ELs who meet the inclusion rules and who are on-track to ELP
- Rate: (Numerator ÷ Denominator) x 100

Online resources:
On-Track to English Language Proficiency (OTELP) (state.or.us)
Accountability Details Technical Manual 2021-22

REGULAR ATTENDERS

Regular Attendance (K-5)	
Threshold	Level
≥ 94.34	5
88.40 to 94.33	4
83.70 to 88.39	3
80.10 to 83.69	2
<80.10	1

Regular Attendance (6-12)	
Threshold	Level
≥ 90.75	5
83.00 to 90.75	4
77.50 to 82.99	3
72.05 to 77.49	2
<72.05	1

Focal Group: Current English Learners
Reference Group: None
Data Sources:
- 3rd Period Cumulative ADM 2021-22
- Unduplicated Spring Membership 2021-22 (from 3rd period Cumulative ADM 2021-22)
- ESEA Title III Spring English Learner 2021-22
- Unduplicated English Learner Extract 2021-22 (from ESEA Title III English Learner 2021-22)
- English Language Proficiency Assessment 2015-16 to 2021-22

Calculation: Students are included in the denominator of the Regular Attenders calculation if:
- The student record on the first school day in May grade corresponds to the grade band selected.
- The total number of days present at the school or district divided by the total number of days enrolled is greater than 90%. The total number of *Days Enrolled* is calculated as *Days Present + Days Absent.*
     The ELs student group comes from the current year's spring EL collection

-

Inclusion Rules:
- Same rules as Title I School and District Accountability

Data Source:
- Regular attendance validation from the Achievement Data Insight

Online resources:
[Accountability Details Technical Manual 2021-22](#)

EXCLUSIONARY DISCIPLINE

Exclusionary Discipline – Elementary Grades	
Threshold	**Level**
≥ 97.00	5
94.00 to 96.99	4
91.00 to 93.99	3
88.00 to 90.99	2
<88.00	1

Exclusionary Discipline – Secondary Grades	
Threshold	**Level**
≥ 97.00	5
94.00 to 96.99	4
91.00 to 93.99	3
88.00 to 90.99	2
<88.00	1

Focal Group: Ever English Learners
Reference Group: Never English Learners
Data Sources:
- Unduplicated Spring Membership 2021-22 (from 3rd period Cumulative ADM 2021-22)
- Unduplicated English Learner Extract 2021-22 (from ESEA Title III English Learner 2021-22)
- Discipline Incidents 2021-22

Inclusion Rules:
- Enrollment on 1st school day in May

Calculation Rules:
- Exclusionary discipline refers to in-school suspension, out-of-school suspension, and expulsion
- Number not experiencing exclusionary discipline and meeting inclusion rules ÷ number meeting inclusion rules

Regarding exclusionary discipline, please note the following:
- Secondary grades exclusionary discipline includes grades 6-12.
- The student group is ever English learners.
- Exclusionary discipline includes in-school suspension, out-of-school suspension, and expulsion.
- The denominator is the total number of Ever English learners enrolled on the 1st school day in May 2022.
- The numerator is the total number of Ever English learners enrolled on the 1st school day in May 2022 who do not experience exclusionary discipline.

ELEMENTARY ONLY INDICATORS

ELA ACHIEVEMENT – Grades 3-8

ELA Achievement (3-8)	
Threshold	Level
≥ 78.65	5
73.25 to 78.64	4
69.55 to 73.24	3
62.25 to 69.54	2
<62.25	1

MATH ACHIEVEMENT – Grades 3-8

Math Achievement (3-8)	
Threshold	Level
≥ 29.58	5
25.25 to 29.57	4
20.80 to 25.24	3
16.60 to 20.79	2
<616.60	1

Grades: Elementary = 3-8
Focal Group: Ever English learners
Reference Group: Never English learners
Data sources:

- Unduplicated Spring Membership 2021-22 (from 3rd period Cumulative ADM 2021-22)
- Unduplicated English Learner Extract 2021-22 (from ESEA Title III English Learner 2021-22)
- ELA and Mathematics Statewide Summative Assessments 2021-22

Inclusion Rules:

- Enrollment on 1st school day in May, full academic year enrollment, as valid test
- Includes both regular and extended assessments

Calculation Rules:

- Regular class inclusion refers to students with IEPs inside the regular class for 80% or more of the day (i.e., Special Education Federal Placement Type Code = 30)
- Number with regular class inclusion and meeting inclusion rules ÷ number meeting inclusion rules

ENGLISH LANGUAGE ARTS GROWTH

ELA Growth (4-8)	
Threshold	Level
≥ 58.95	5
55.38 to 58.94	4
50.00 to 55.37	3
44.50 to 49.99	2
<44.50	1

MATH GROWTH

Math Growth (4-8)	
Threshold	Level
≥ 97.00	5
94.00 to 96.99	4
91.00 to 93.99	3
88.00 to 90.99	2
<88.00	1

These growth measures are not available for 2021-2022 due to the impact of the COVID-19 pandemic, los and uneven participation and substantive policy changes to support remote learning. .

SECONDARY ONLY INDICATORS

LEAST RESTRICTIVE ENVIRONMENT

Least Restrictive Environment (6-12)	
Threshold	Level
≥ 91.60	5
84.53 to 91.59	4
77.85 to 81.52	3
66.18 to 77.84	2
<66.18	1

Focal Group: Ever English learners
Reference Group: Never English learners
Data sources:
- Unduplicated English Learner Extract 2021-22 (from ESEA Title III English Learner 2021-22)
- December Special Education Child Count (SECC) 2021-22

Inclusion rules:
- Enrollment on 1st school day in December
- Special Education Record Type Code = 'A3' (i.e., active school age)
- Serving Agency Type Code < 80 (i.e., excludes students who exited, not claimed, or not receiving services—parentally placed in private institutions)

Calculation rules:
- Regular class inclusion refers to students with IEPs inside the regular class for 80% or more of the day (i.e., Special Education Federal Placement Type Code = 30)
- Number with regular class inclusion and meeting inclusion rules ÷ number meeting inclusion rules

9th GRADE ON-TRACK

9th Grade On-Track	
Threshold	Level
≥ 94.01	5
90.00 to 94.00	4
83.30 to 89.99	3
73.88 to 83.29	2
<73.88	1

Focal Group: Ever EL learners
Reference Group: Never EL learners
Data sources:
- 9th grade on track validation from the Achievement Data Insight

Inclusion rules:
- Same rules as Title I School and District Accountability

Calculation rules:
- Number on track to graduate and meeting inclusion indicator rules ÷ number meeting inclusion rules

Online resources:
Accountability Details Technical Manual 2021-22

5-YEAR GRADUATION

5-Year Graduation	
Threshold	**Level**
≥ 91.60	5
84.53 to 91.59	4
77.85 to 84.52	3
66.18 to 77.84	2
<66.18	1

Focal group: Ever EL students
Reference group: Never EL students
Data sources:
- 5-year adjusted cohort graduation validation from the Achievement Data Insight

Inclusion rules:
- Same rules as Title I School and District Accountability

Calculation rules:
- Number earning standard or modified diploma in 5 years and meeting inclusion rules ÷ number meeting inclusion rules

Online resources:
Accountability Details Technical Manual 2021-22

POST-SECONDARY ENROLLMENT

Post-Secondary Enrollment	
Threshold	**Level**
≥ 66.70	5
58.98 to 66.69	4
53.70 to 58.97	3
44.75 to 53.69	2
<44.75	1

Focal group: Ever English learners
Reference group: Never English learners
Data sources:
- National Student Clearinghouse NSC)
- 4-year adjusted cohort graduation validation from the Achievement Data Insight

Inclusion rules:
- Same rules as school and district At-A-Glance profiles (indicator is also known as college going)

Calculation rules:
- Number of high school graduates enrolled in a post-secondary institution between June 1, 2020 and October 1, 2021, and meeting inclusion rules ÷ number meeting inclusion rules

Online resources:
At-A-Glance Technical Manual 2021-22

DEFINITIONS

Demographics Enrollment Counts:

Current English Learners: Multilingual students with current English learner status. Note this includes (1) students who are currently receiving English language instruction, supports, and services in an English Language Development (ELD) program or (2) students whose parents waive English language instruction, supports, and services.

Ever English Learners: A combination of multilingual students with current or former English learner status

Former English Learners: Multilingual students with former English learner status. Note this includes students who attained English language proficiency (ELP) and exited an ELD program prior to the school year. This group includes EL student in monitor and post-monitor status.

Never English Learners: Monolingual English or multilingual students with never English learner status. Note this includes students who have never been eligible to receive English language instruction, supports, and services in Oregon.

Student Demographic Characteristics:

Economically Disadvantaged: Students who come from low-income families (those earning below 185 percent of the federal poverty line) and are eligible for free or reduced price meals.

Students with Disabilities: A student with an Individualized Education Program who is entitled to receive special education services. This comes from 3rd Period Cumulative ADM.

Students with Interrupted Formal Education (SIFE): SIFE students are those who meet at least one of the following categories:
1) Come from a home where a language other than English is spoken and enter a school in the U.S. after grade two;
2) Are immigrant students who enter a school in the United States after grade two AND meet the following conditions:
    a) Have had at least two years less schooling than their peers; **and**
    b) Function at least two years below expected grade level in reading and in mathematics; **and**
    c) May be pre-literate in their native language

Recent Arriver: Current English Learners who (a) were born outside of the United States and U.S. protectorates, and (b) attended school in the United States and Puerto Rico for fewer than three cumulative years.

Migrant Education Participation: Students whose families move across district boundaries within three (3) years for the express purpose of securing temporary or seasonal employment in an agricultural or fishing industry.

Houseless: For the purposes of this program, to qualify for services, a student must "lack a fixed, regular, and adequate nighttime residence." Unaccompanied children and youth who are not living with parents or legal guardians – for whatever the reason - are eligible for educational rights and services.

Mobile: Student mobility rate is the percentage of a school's students that had within-year school changes and/or enrollment gaps. (see StudentMobilityGuidance_060817.pdf (state.or.us))

Long-term English Learner: Current English Learners who have been eligible to receive English language instruction, supports, and services for more than five years, under ESSA.

Elementary Indicators

On Track to ELP: The percent of Current English Learners who meet or exceed performance level expectation for three or more domains given their initial domain proficiency, their years identified as Current English Learners; and whether they have an interrupted formal education and/or an IEP.

Regular Attenders: Students who attend school more than 90% of their enrolled days or absent less than 10% of the time.

Exclusionary Discipline: The percent of Ever English Learners (or Never English Learners) who did not experience suspension (in-school and out-of-school) or expulsion during the school year.

ELA Achievement: The percent of students, grades 3-8, who took and met achievement levels for the State English Language Arts Summative Assessment.

ELA Growth: The percent of students, grades 4-8, who make anticipated growth from one year to the next, using the State ELA Summative Assessment. There is no data for this indicator for 21-22, as students were not required to take the ELA Summative in the 20-21 school year.

Math Achievement: The percent of students, grades 3-8, who took and met achievement levels for the State Math Summative Assessment.

Math Growth: The percent of students, grades 4-8, who make anticipated growth from one year to the next, using the State Math Summative Assessment. There is no data for this indicator for 21-22, as students were not required to take the ELA Summative in the 20-21 school year.

Secondary Indicators:

On Track to ELP: The percent of Current English Learners who meet or exceed performance level expectation for three or more domains given their initial domain proficiency, their years identified as Current English Learners; and whether they have an interrupted formal education and/or an IEP.

Regular Attendance: Students who attend school more than 90% of their enrolled days or absent less than 10% of the time.

Exclusionary Discipline: The percent of Ever English Learners (or Never English Learners) who did not experience suspension (in school and out-of-school) or expulsion during the school year.

Least Restrictive Environment: The percent of Ever English Learners (or Never English Learners) with disabilities who are in a regular classroom with non-disabled peers for 80 percent or more of their school day.

9th Grade on Track: The percentage of students who are on-track to graduate by the end of their first year of high school earning one-fourth of the credits required for graduation. A student's credit totals includes credits earned awarded to students for advanced coursework before beginning high school, credits earned during the first year of high school, and credits earned during the summer after the first year of high school.

5 Year Graduation: The percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, that earn a standard diploma or other completion credentials within five (5) years of entering high school (e.g., Adult High School Diploma, Extended diploma, GED).

Post-Secondary Enrollment: Data reported from post-secondary institutions on students entering within two (2) years of graduation.

Additional Information:

Bonus Points: A district may earn one (1) bonus point per indicator (except for On Track to ELP) when the district rating is greater than the Never English Learner rating.

N-Size: When a district count for any indicator is fewer than 20 students, the term N-Size denotes the suppression of identifiable information.

" X ": English Language Arts Growth and Math Growth are not available because of uneven and low assessment participation during the data year.

Weighted Points: Each indicator is given a weight in calculating points for indicator ratings. The weighted points are then multiplied by the sum of the level and bonus points.

Total Weighted Points: This amount is calculated by adding each weighted point product together to arrive at the total amount of weighted points the district has earned.

Total Weighted Points Available: This amount is calculated from the maximum total points a district could earn for each indicator ((Level + Bonus+) x Weighted Points = Total Weighted Points Available).

Percentage of Weighted Points: This percentage is calculated by dividing the Total Weighted Points by the Total Weighted Points Available.

Rating: Districts receive a rating for each Total Weighted Points amount, either Notable Progress, Some Progress, or Limited Progress for each grade band.

Determination: From the ratings a district has earned, a Determination is made as to whether a district would be qualified for the English Learners Outcome Program (HB 3499 Cohort) as a Transformation or Target district.
- Transformation districts have earned a Limited Progress for both Elementary and Secondary grades.
- Target districts have earned a Limited Progress in one of the two grade bands, with the other being Notable or Some progress.