

A Summary to the Legislature of the  
Annual Report to the Legislature on  
English Language Learners  
2014-2015  
Oregon Department of Education

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**Revised 8/4/2016**

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### **Acknowledgements**

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## About this Report

The Summary to the Legislature of the Oregon English Language Learner Report is a biennial publication required by law (ORS 327.016), which summarizes financial information for English language learner 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. Typically this report will summarize the two most recent reports prepared under subsection (1) of ORS 327.016 prior to January 1 of each odd-number year. However, only one year has lapsed since the passage of this legislation. Therefore, this summary only comprises one year of data.

### English Language Learner Definition

ORS 336.079 defines “English language learner” to mean 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 (ELLs) to give readers information on the full academic trajectory of students who participate in an English language learner program at any time in their academic career. Current ELLs were students who qualified for English language services during the 2014-2015 school year. Former ELLs were students who did not qualify for English language services during the 2014-2015 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.

### Protecting Student Privacy

In order to protect student privacy, data cells with fewer than 6 students are suppressed. This is indicated with an “\*”. Similarly, percentages greater than 95% and fewer than 5% are not reported precisely, but rather using “>95%” and “<5%” respectively.

### Data Summarization

Many sections begin with a graph that illustrates and summarizes the measure highlighted. Some graphs summarize the data using statewide averages. Other graphs compare district averages. However, only districts with values that are not suppressed are included in these comparisons. Districts with values of fewer than 5% appear on the graph as 4%. Districts with values of greater than 95% appear on the graph as 96%.

### Data Sources

Most sections in this report identify current and former ELLs by using information from the ESEA Title III Data Collection. 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 graph that summarizes district data.

## **Part A Summary: Financial Data Summary**

This section summarizes Part A of the Oregon English Language Learner Report. Part A of the Oregon English Language Learner Report fulfills the requirements of ORS 327.016(a) by identifying the total amounts 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.

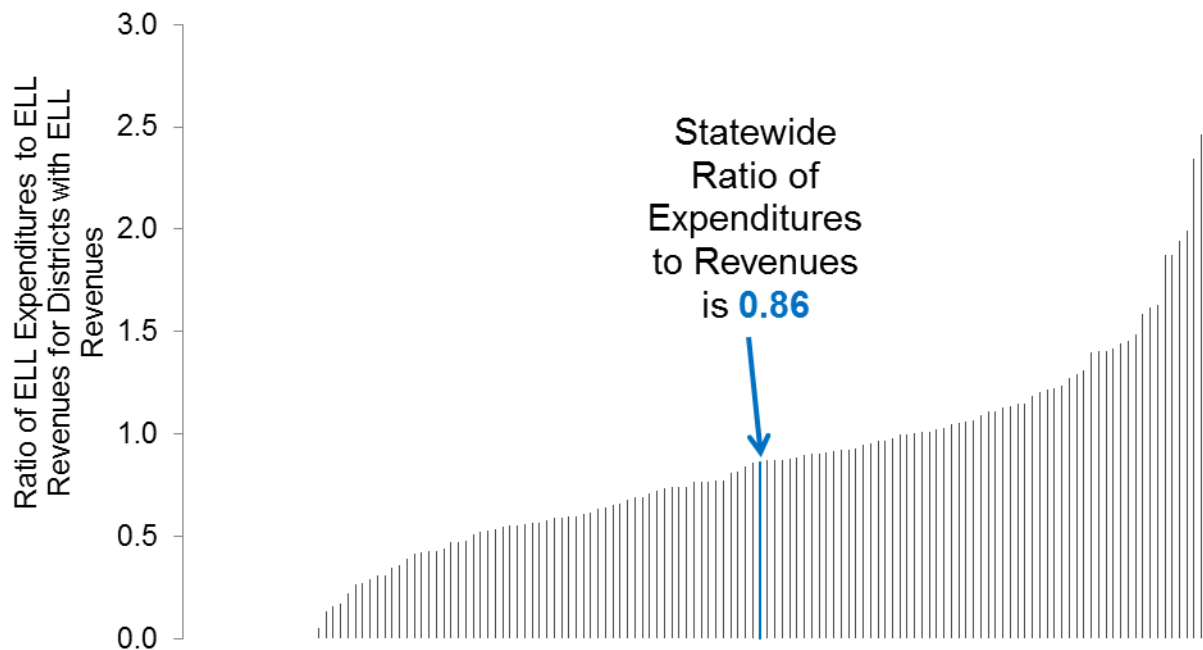
It includes two sections:

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

## 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 the 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 0.86, meaning that 86% of the funds allocated to districts via the State School Fund Formula are accounted for as being spent on ELLs. The ratios by district ranges from 0 to 2.90.

**Graph 1: Ratio of ELL Expenditures to Revenues by District**



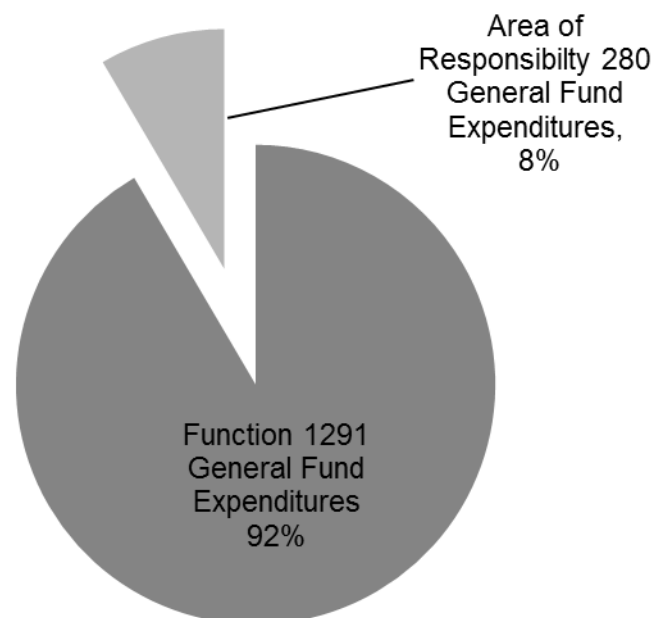
Source: School District Audited Financial Reports



## 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 in school districts' audited financial data. 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 ELLs on an educational field trip would be recorded as Area of Responsibility 280 under Function 2550 (Student Transportation).<sup>1</sup> Graph 2 shows that about 92% of the expenditures for ELLs are accounted for using Function 1291, while the remaining 8% 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

<sup>1</sup> For a more detailed description of the accounting system categories, see Oregon's Program Budgeting and Accounting Manual at <http://www.ode.state.or.us/search/page/?=1605>.

## **Summary of Part B: Objectives and Needs of Students Eligible for and Enrolled in English Language Learner Programs**

This section summarizes Part B of the Oregon English Language Learner Report. Part B of the Oregon English Language Learner Report shows 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.

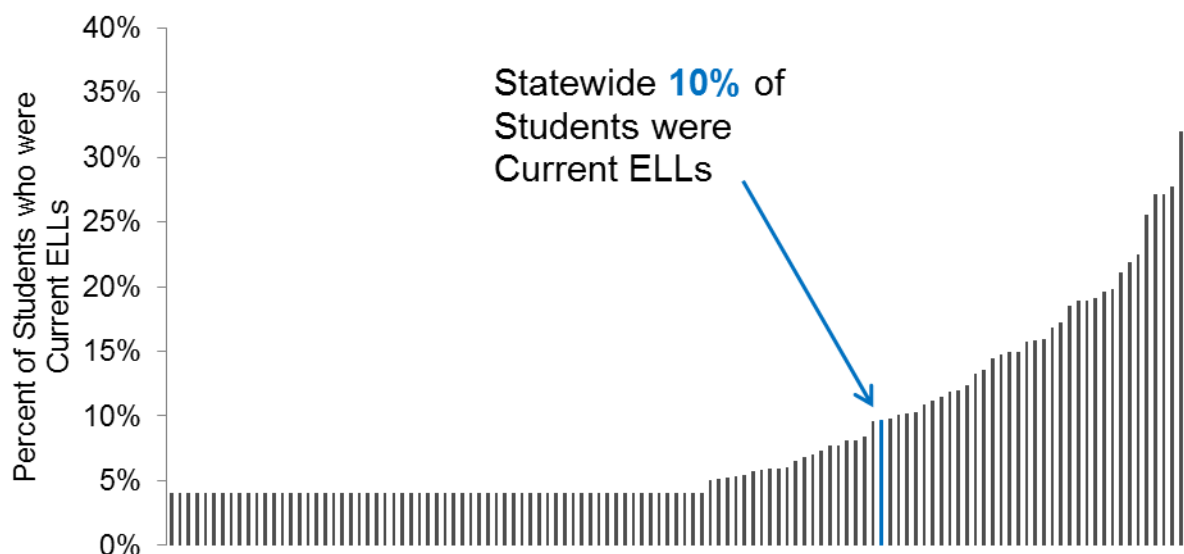
The sections in Part B include:

- 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: Growth on the English Language Proficiency Assessment (ELPA),
- Section 12: Median Mathematics Growth Percentile, 6th-8th Grade
- Section 13: 5 Year Cohort Graduation Rate, and
- Section 14: Post-Secondary Enrollment.

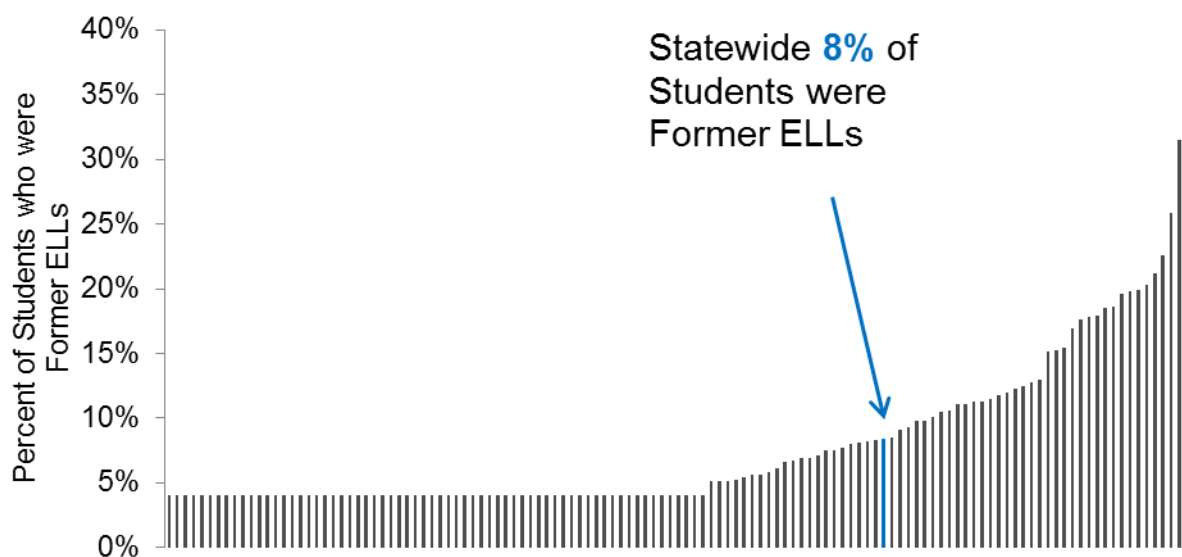
### Section 3: Number of English Language Learners

This section summarizes the percent of current and former ELLs as a percent of the total student population. Current ELLs were identified as students who qualified for English language services during the 2014-2015 school year and appeared in the Spring Membership Collection. Former ELLs were identified as students who qualified for English language services prior to the 2014-2015 school year, but not in 2014-2015, and appeared in the Spring Membership collection. Graphs 3a and 3b show that about 10% of students statewide were current ELL students and 8% were former ELL students. District values range from fewer than 5% to 38% for current ELLs and fewer than 5% to 33% for former ELLs.

**Graph 3a: Percent of Current ELLs by District**



**Graph 3b: Percent of Former ELLs by District**

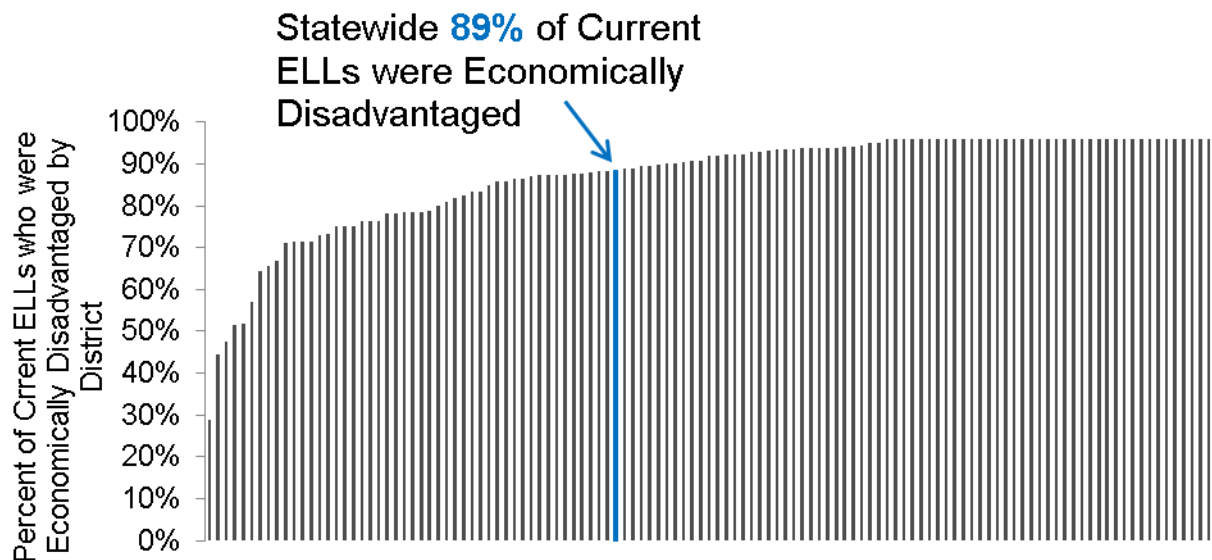


Source: Spring Membership Collection

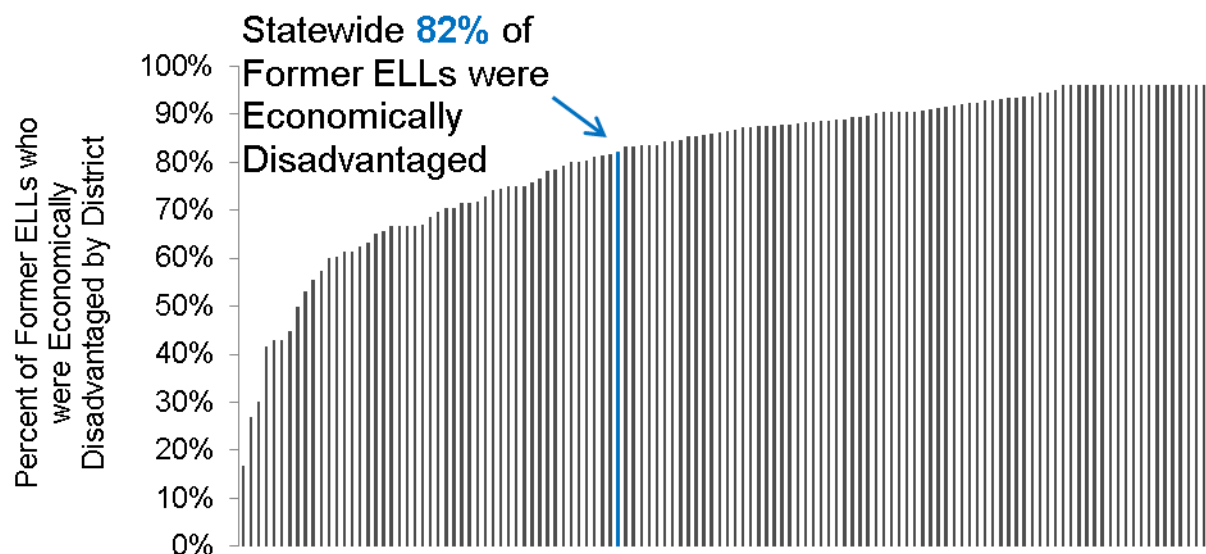
## Section 4: Economically Disadvantaged English Language Learners

This section summarizes the percent of current and former ELLs who were economically disadvantaged. Graph 4a shows that statewide about 89% of current ELLs were economically disadvantaged, with district averages ranging from 29% to more than 95%. Graph 4b shows that statewide about 82% of former ELLs were economically disadvantaged, with district values ranging from 17% to more than 95%.

**Graph 4a: Percent of Current ELLs who were Economically Disadvantaged by District**



**Graph 4b: Percent of Former ELLs who were Economically Disadvantaged by District**

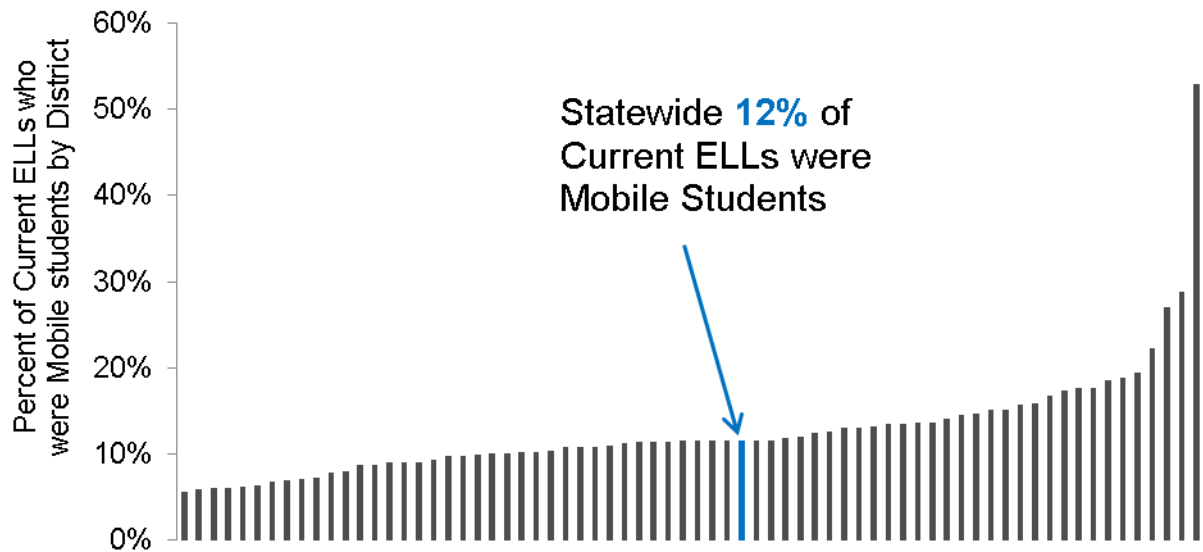


Source: Spring Membership Collection

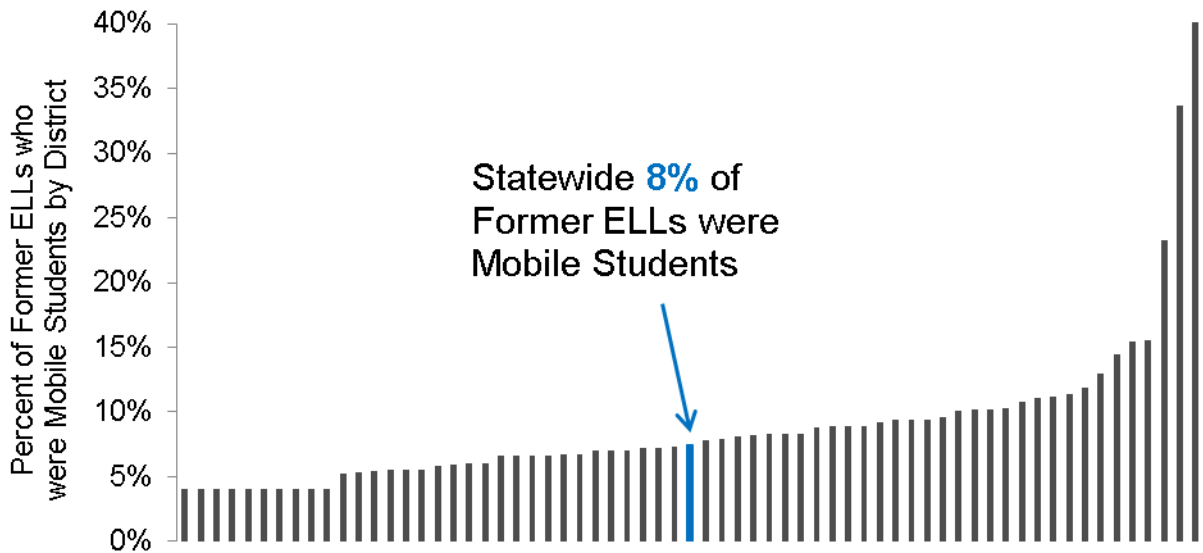
Section 5: Mobile English Language Learners

This section summarizes the percent of current and former ELLs who were mobile. 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 12% of current ELLs were mobile, with district averages ranging from 6% to 53%. Graph 5b shows that statewide 8% of former ELLs were mobile, with district averages ranging from fewer than 5% to 40%.

Graph 5a: Mobile Students who were Current ELLs by District



Graph 5b: Mobile Students who were Former ELLs by District

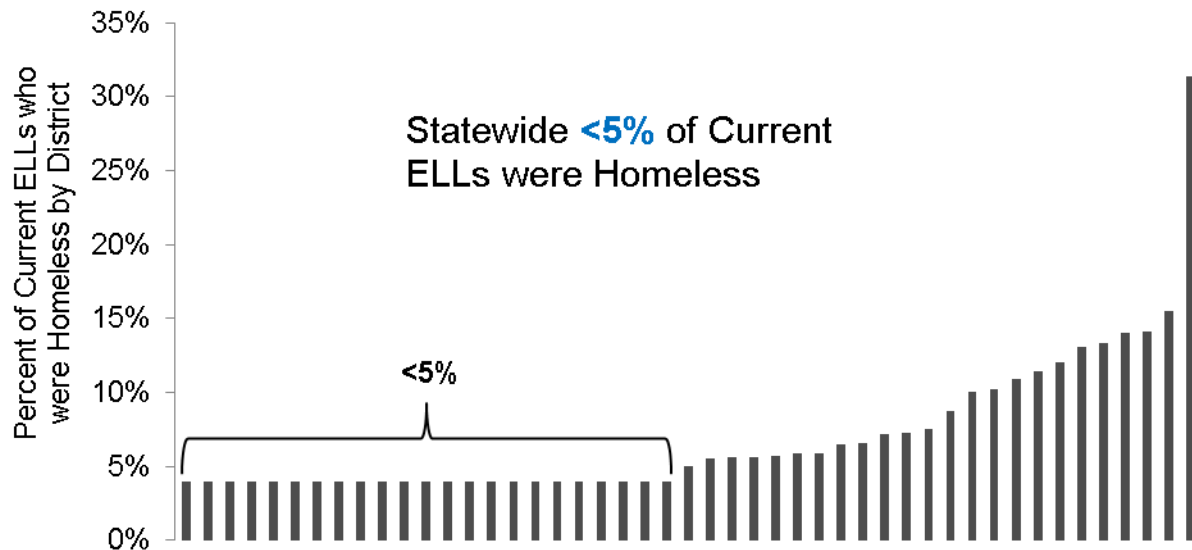


Source: Average Daily Membership Collection and Cohort Graduation Rate Collection

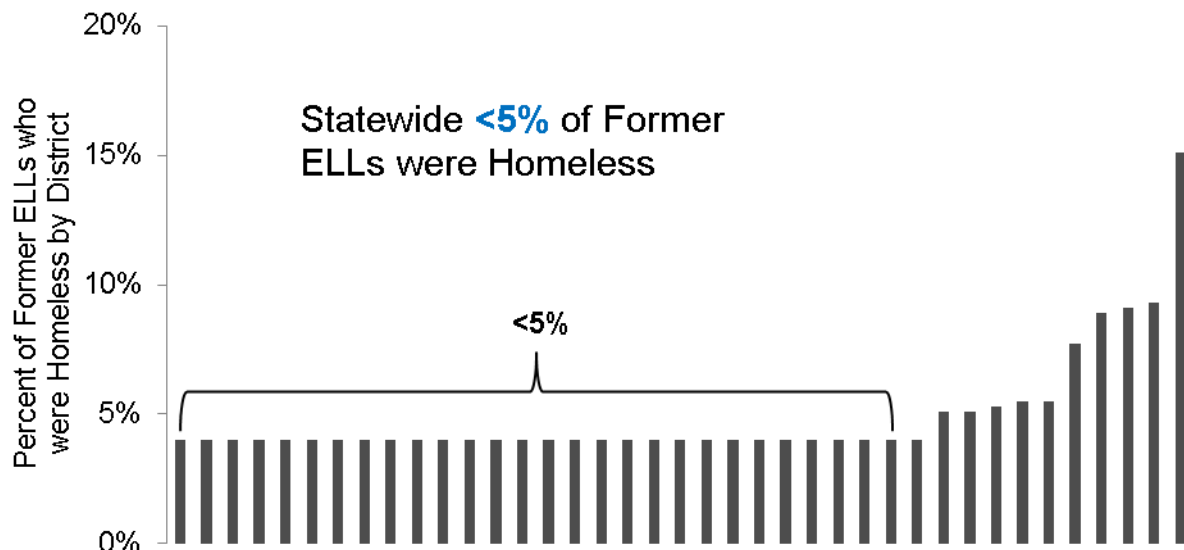
## Section 6: Homeless English Language Learners

This section summarizes data on current and former ELLs who were classified as homeless at some point during the 2014-2015 school year as defined by McKinney-Vento Act. Graphs 6a and 6b show that statewide, fewer than 5% of ELLs were homeless. District values for current ELLs ranged from fewer than 5% to 31%. District values for former ELLs ranged from fewer than 5% to 15%.

**Graph 6a: Fewer than 5% of Current ELLs were Homeless by District**



**Graph 6b: Fewer than 5% of Former ELLs were Homeless by District**

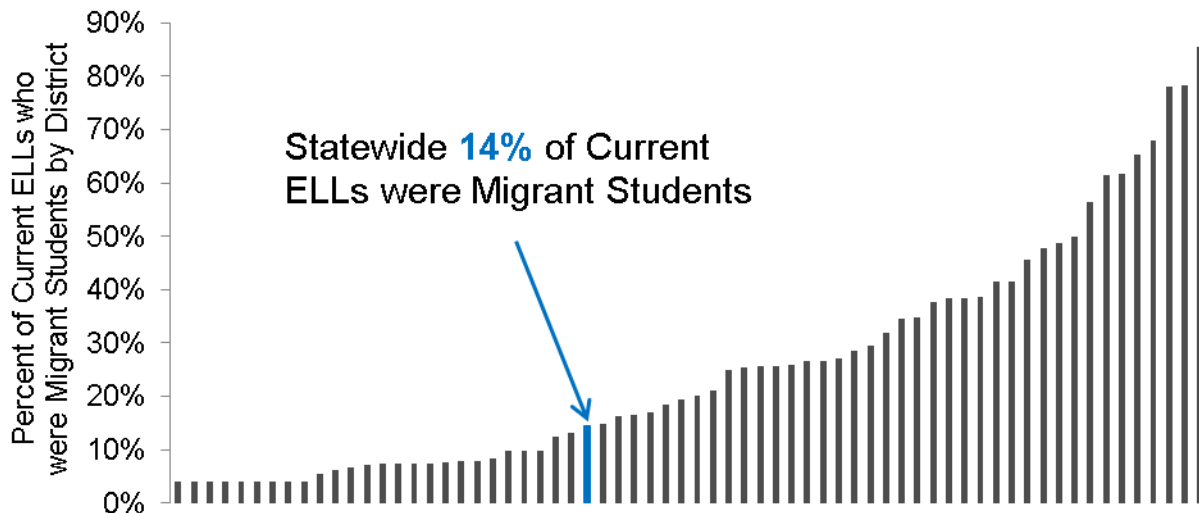


Source: ESEA Title X Homeless and Spring Membership Collection

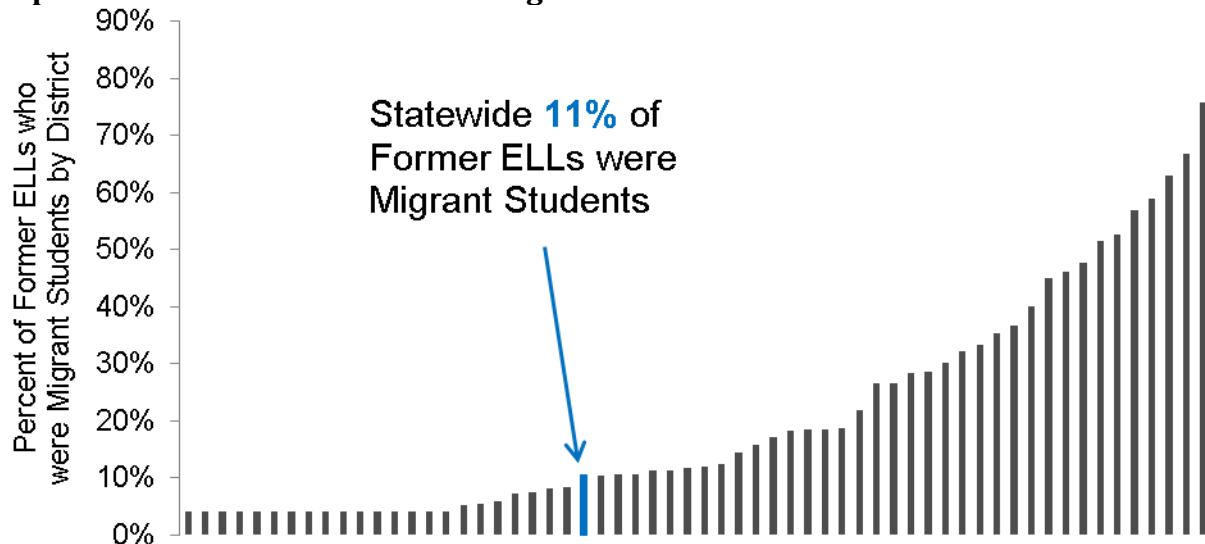
## Section 7: Migrant English Language Learners

This section summarizes data on current and former ELLs who were migrant students. Migrant students are students who have moved with their family within the previous 36 months for the purpose of seeking temporary or seasonal employment in the agriculture or fishing industries. Graph 7a shows that 14% of current ELLs are migrant students, with district averages ranging from fewer than 5% to 85%. Graph 7b shows that 11% of former ELLs are migrant students with district averages ranging from fewer than 5% to 76%.

**Graph 7a: Percent of ELLs who are Migrant Students**



**Graph 7b: Percent of ELLs who are Migrant Students**

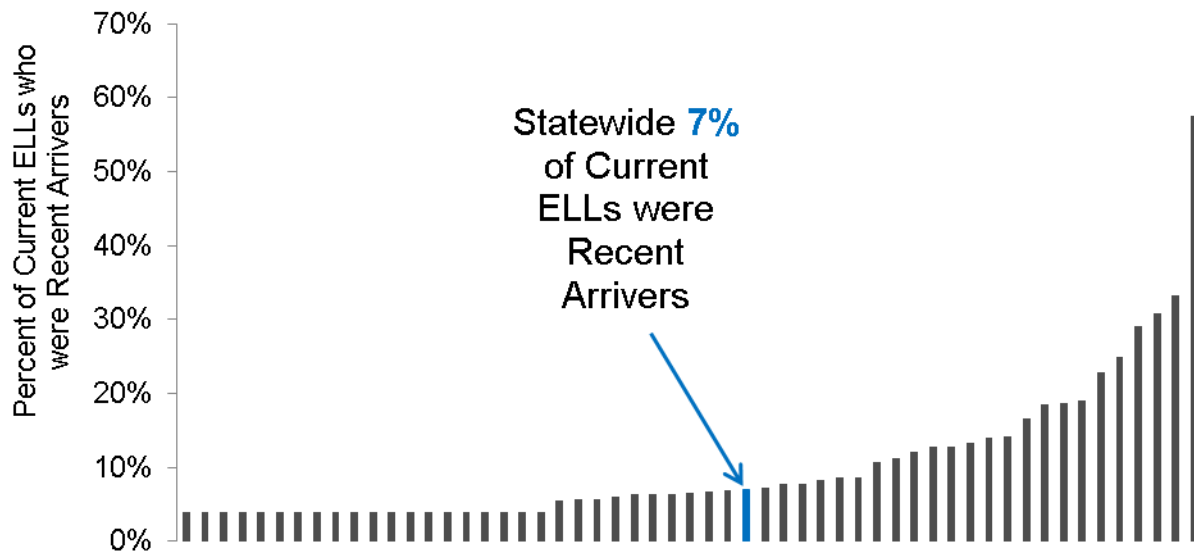


Source: Title I-C Migrant Data Collection and Spring Membership Collection

## Section 8: Recent Arriver English Language Learners

This section summarizes data on current and former ELLs who were recent arrivers. Recent arrivers are students who were born outside of the US and Puerto Rico and who have been educated in the US for fewer than 3 cumulative years. Graph 8 shows that about 7% of current ELLs were recent arrivers, with districts ranging from fewer than 5% to 58%. 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 fewer than 5% to 7% of former ELLs who were recent arrivers.

**Graph 8: Percent of Current ELLs who were Recent Arrivers**



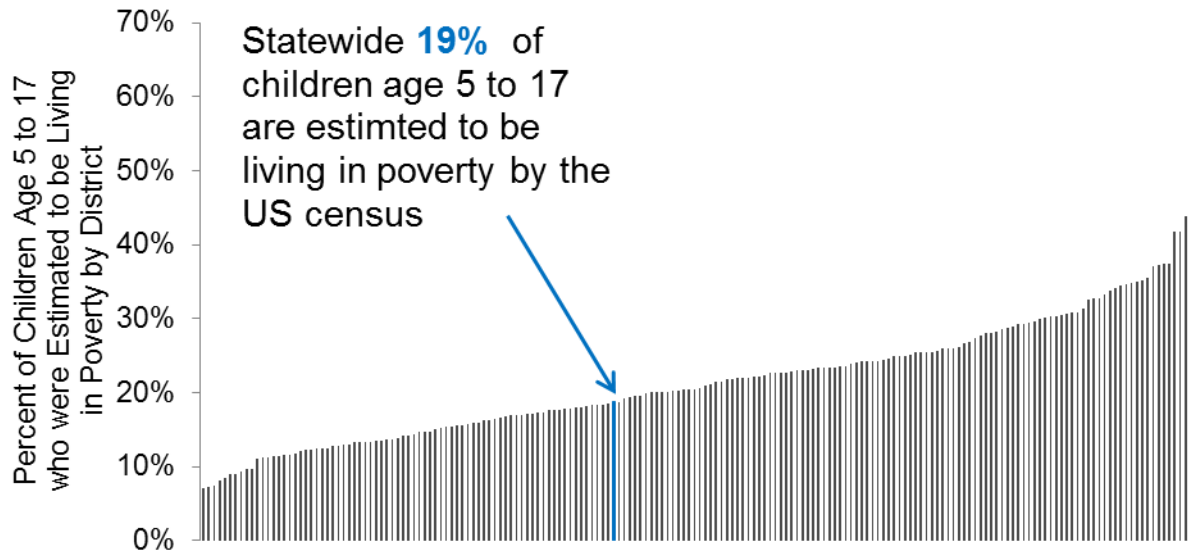
Source: ESEA Title III Collection and Spring Membership Collection



## Section 9: Small Area Income and Poverty Estimates

The US Census Bureau's Small Area Income and Poverty Estimates (SAIPE) measure provides an estimate of the poverty rate for children from ages 5-17 in each school district. Graph 9 shows that statewide 19% of children age 5 to 17 are living in poverty, with district values ranging from 7% to 59%.

**Graph 9: Small Area Income and Poverty Estimates by District**

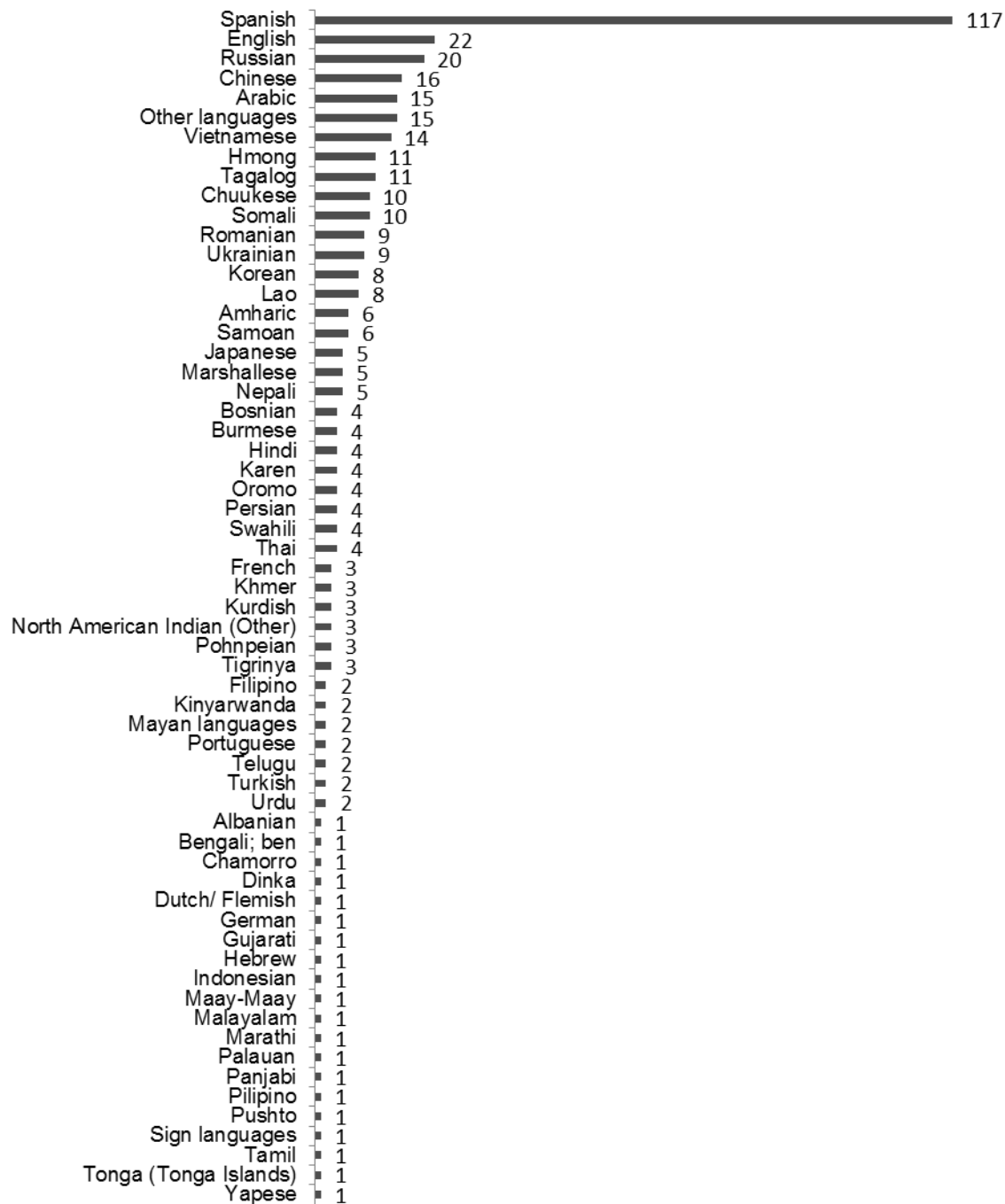


Source: US Census Bureau

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

This section summarizes the home languages reported by English Language Learners. Languages that were reported by 6 or more students are included.

**Graph 10: Number of Districts Reporting Six or More Students who Speak a Particular Home Language**

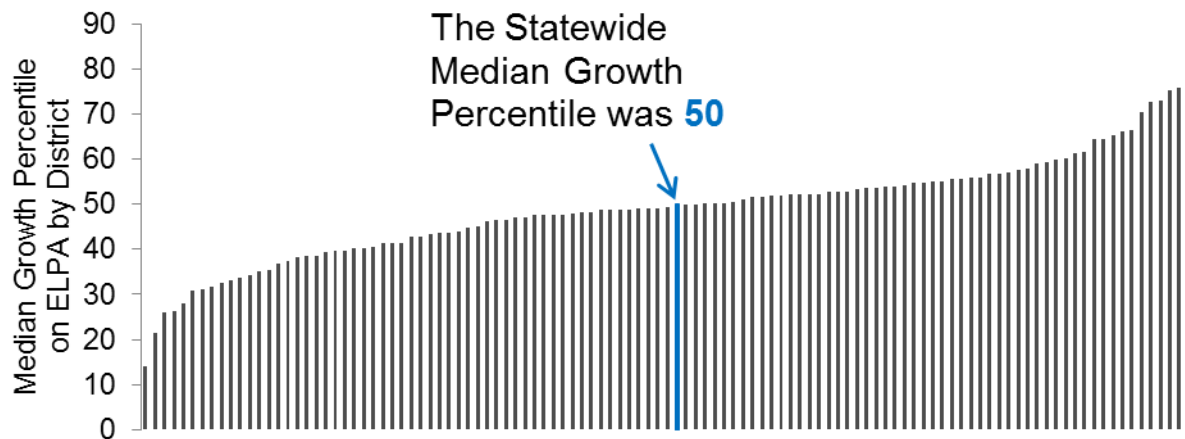


Source: ESEA Title III Collection and Spring Membership Collection

## Section 11: Growth on the English Language Proficiency Assessment (ELPA)

This section summarizes the performance of current ELLs on the English Language Proficiency Assessment (ELPA). ELPA is the assessment used by the State of Oregon to test language proficiency of ELLs. ELPA is only taken by current ELLs. Graph 11 shows the median growth percentile of current ELLs who took ELPA in the 2014-2015 school year. The statewide median growth percentile was 50. This means that the median student showed growth greater than or equal to 50% of all students taking ELPA with similar past test scores. District percentiles ranged from 14.1 to 90.3.

**Graph 11: Median Growth Percentile on ELPA by District**

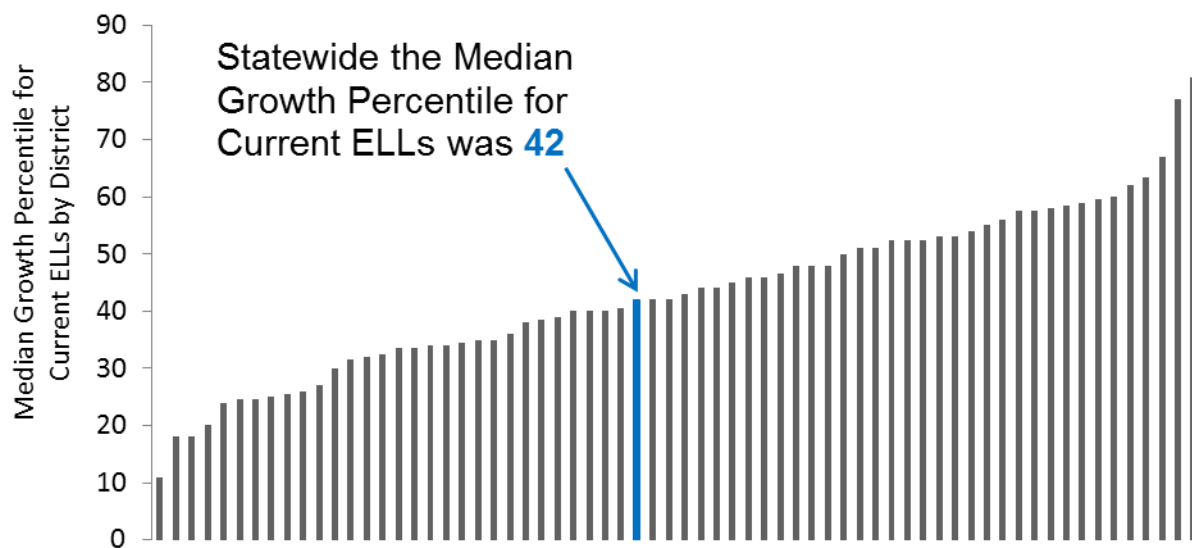


Source: Oregon Student ELPA Scores

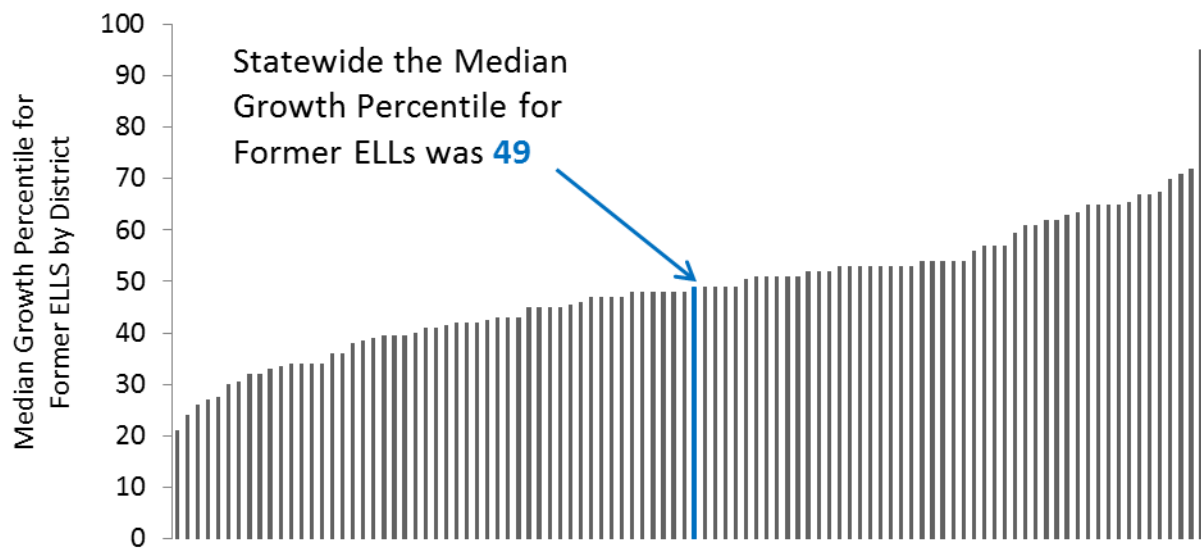
## Section 12: Median Mathematics Growth Percentile, 6<sup>th</sup>-8<sup>th</sup> Grade

This section summarizes the median mathematics growth percentile for current and former ELLs from 6<sup>th</sup> to 8<sup>th</sup> grade. The growth model expresses a student's growth in achievement 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 median mathematics growth percentile of 42 showed growth equal to or greater than 42% of students with similar past scores. Graph 12a shows the statewide median mathematics growth percentile for 6<sup>th</sup>-8<sup>th</sup> graders who are current ELLs was 42, with district medians ranging from 11 to 81. Graph 12b shows the statewide median mathematics growth percentile for 6<sup>th</sup>-8<sup>th</sup> graders who were former ELLs was 49, with district medians ranging from 21 to 95.

**Graph 12a: Median Mathematics Growth Percentile, 6<sup>th</sup> -8<sup>th</sup> Grade for Current ELLs**



**Graph 12b: : Median Mathematics Growth Percentile, 6<sup>th</sup> -8<sup>th</sup> Grade for Former ELLs**

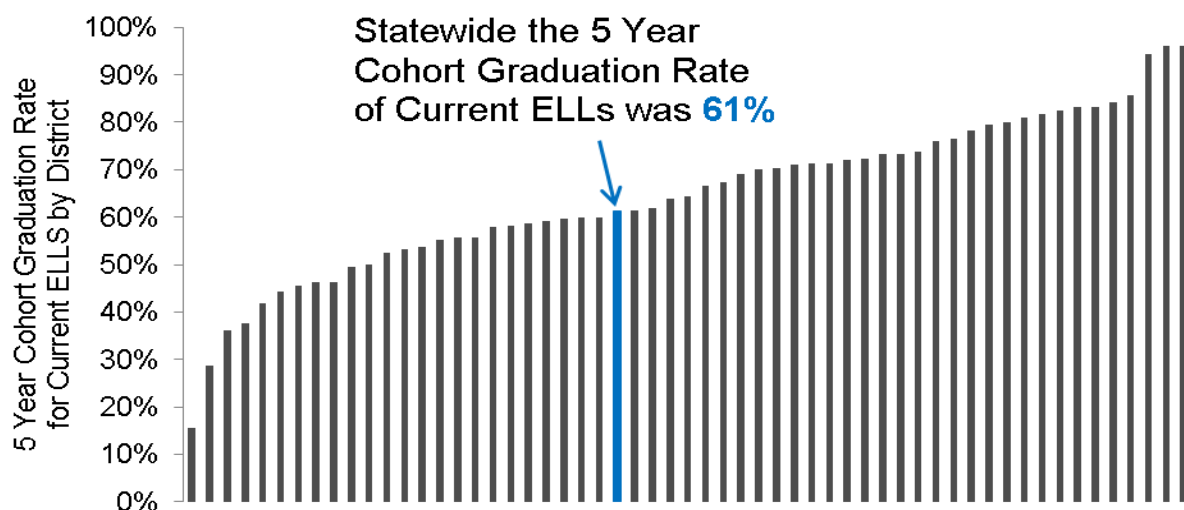


Source: Oregon Students Mathematics Test Scores

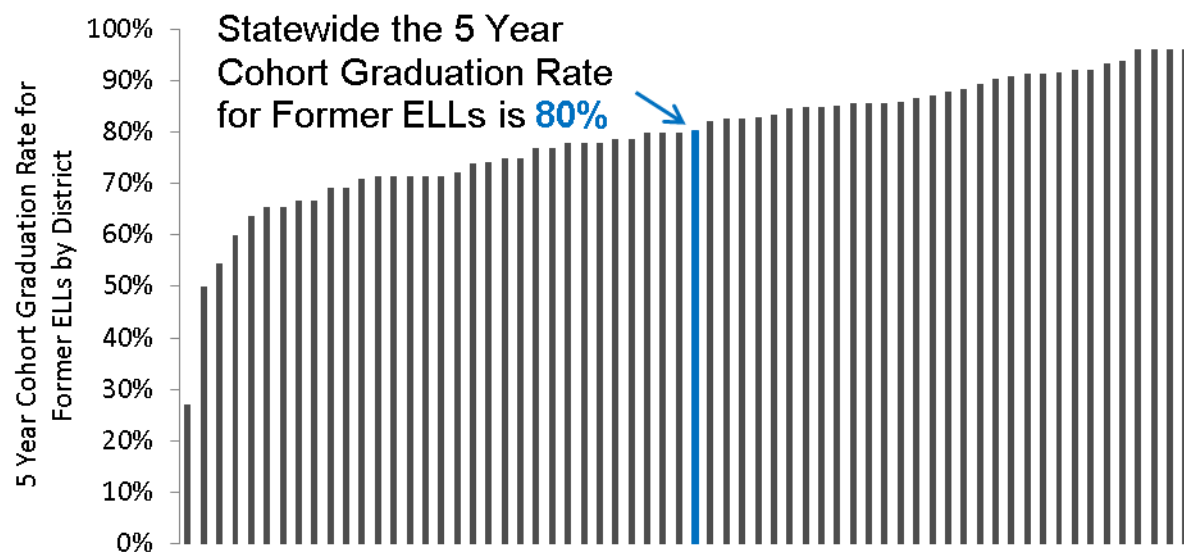
### Section 13: 5 Year Cohort Graduation Rate for English Language Learners

This section summarizes the 5 year graduation rates for current and former ELLs for the 2014-2015 school year. Students in this cohort first entered high school in the 2010-2011 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 and as a percent of the total number of students in the cohort. Graphs 13a shows that the statewide 5 Year Cohort Graduation Rate for current ELLs was 61%, with district averages ranging from 16% to more than 95%. Graph 13b shows that statewide the 5 Year Cohort Graduation Rate for former ELLs was 80%, with district averages ranging from 27% to more than 95%.

**Graph 13a: 5 Year Cohort Graduation Rate for Current ELLs**



**Graph 13b: 5 Year Cohort Graduation Rate for Former ELLs**

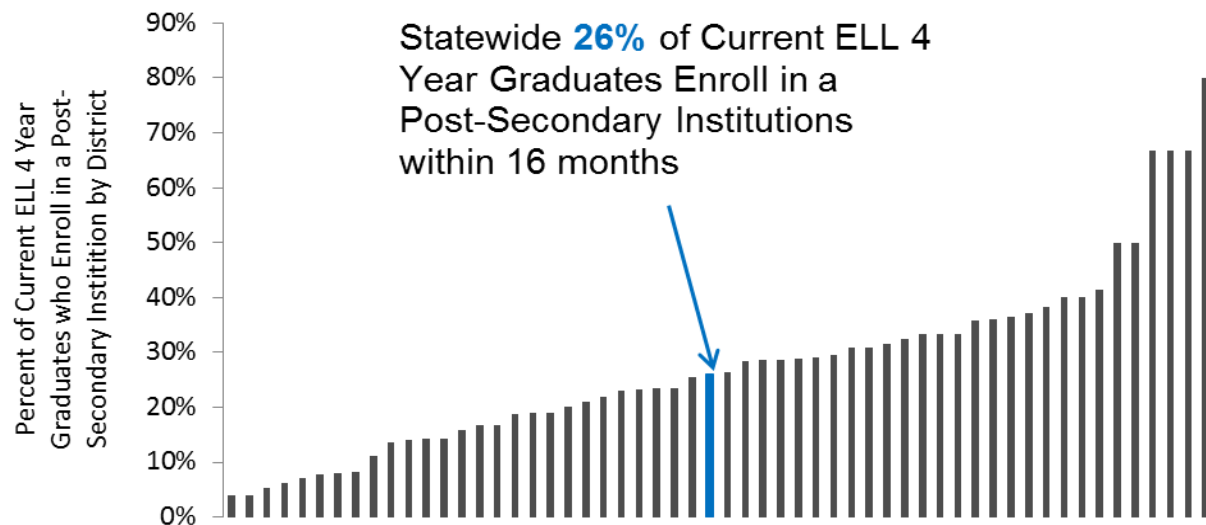


Source: Cohort Graduation Rate Collection

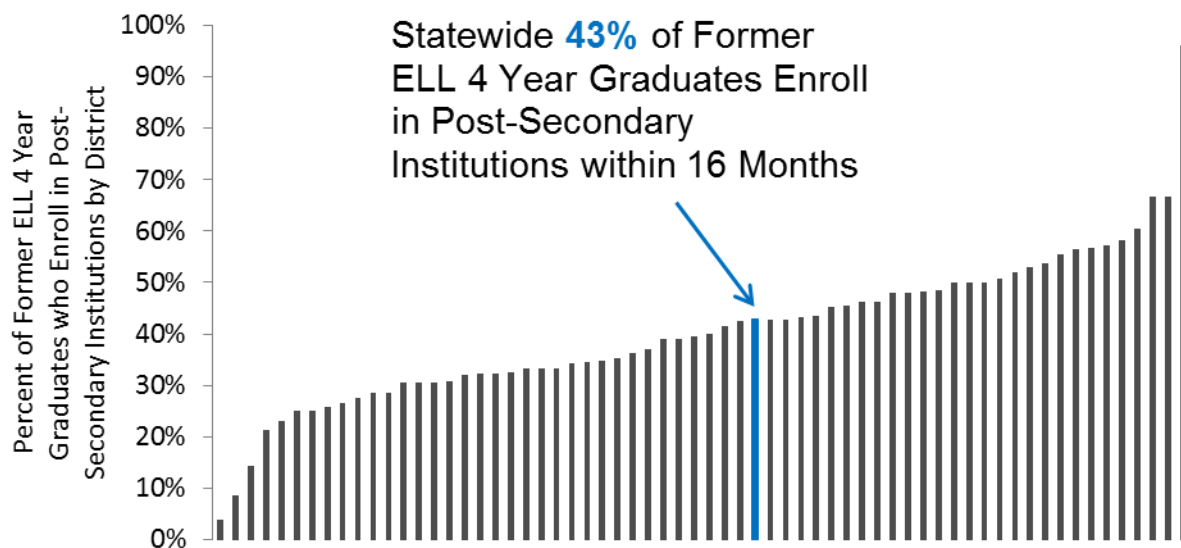
## Section 14: Post-Secondary Enrollment

This section summarizes post-secondary enrollment of 4 Year Cohort High School Graduates within 16 months of high school graduation for current and former ELLs. Graph 14a shows that statewide 26% of current ELLs who graduate high school in 4 years enter a post-secondary institution within 16 months. District averages range from fewer than 5% to 80%. Graph 14b shows that statewide 43% of former ELLs who graduate high school in 4 years enter a post-secondary institution within 16 months. District averages range from fewer than 5% to more than 95%.

**Graph 14a: Post-Secondary Enrollment of 4 Year Graduate Current ELLs within 16 Months of High School Graduation**



**Graph 14b: Post-Secondary Enrollment of 4 Year Graduate Former ELLs within 16 Months of High School Graduation**



Source: National Clearinghouse Data Collection and Cohort Graduation Rate Collection

## **Summary of Part C: Demographics of Students in English Language Learner Programs**

This part summarizes Part C of the Oregon English Language Learner Report. Part C of the Oregon English Language Learner report 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 an 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 C include:

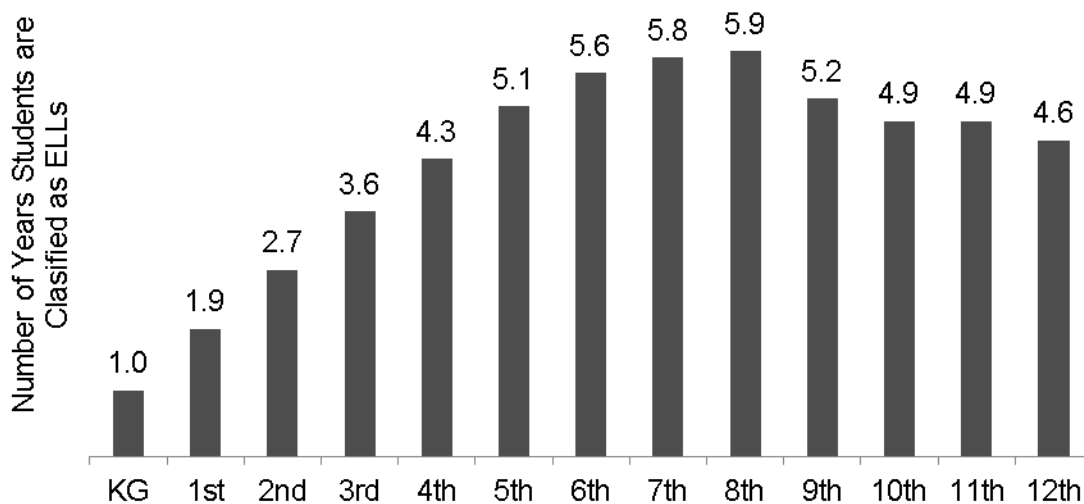
- Section 15: Average Number of Years Students have been Enrolled as an ELL,
- Section 16: Average Number of Years ELLs are Enrolled in a School, and
- Section 17: English Language Learners who also Receive Special Education Services



## Section 15: Average Number of Years Students have been Enrolled as an ELL

This section summarizes 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 ODE's Average Daily Membership Data Collection. Graph 15 shows that, statewide, 8<sup>th</sup> Grade ELLs average 5.9 years of ELL instruction, the highest average in the state by grade.

**Graph 15: Average Number of Years Students have been Enrolled as an ELL, Statewide Averages**



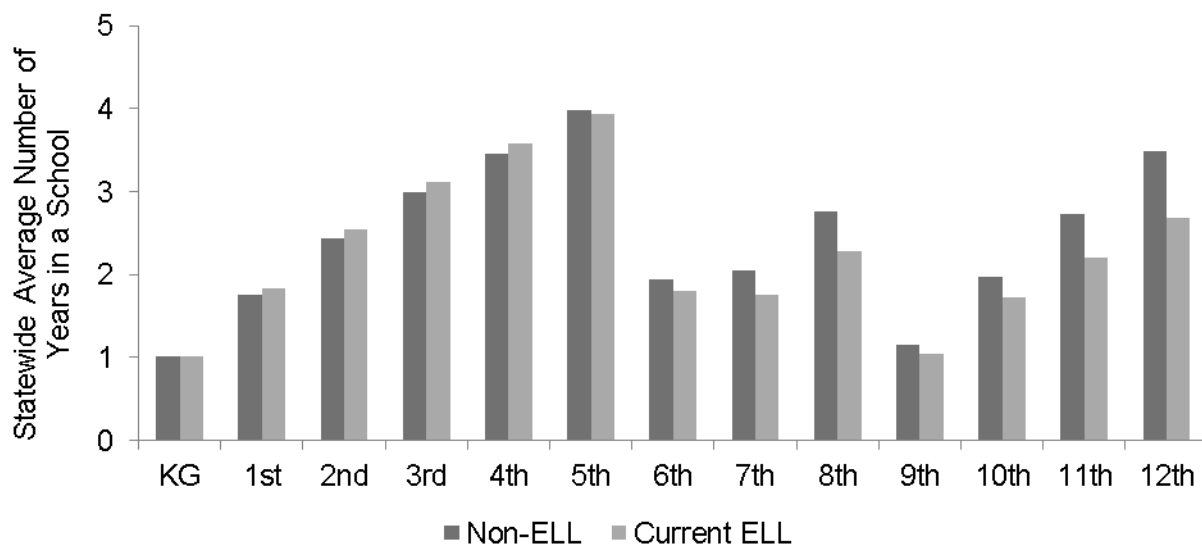
Source: Average Daily Membership Collection

## Section 16: Average Number of Years ELLs are Enrolled in a School

This section summarizes the average number of years current ELLs 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 16 shows that non-ELLs and current ELLs have a similar average number of years in their current school in the early grades. In 1<sup>st</sup>-4<sup>th</sup> grade, current ELLs average a longer tenure in a single school than non-ELLs. This trend changes in 5<sup>th</sup> grade and the gap increases as students reach high school age.

**Graph 16: Statewide Average Number of Years Non-ELLs and Current ELLs are Enrolled in a School**

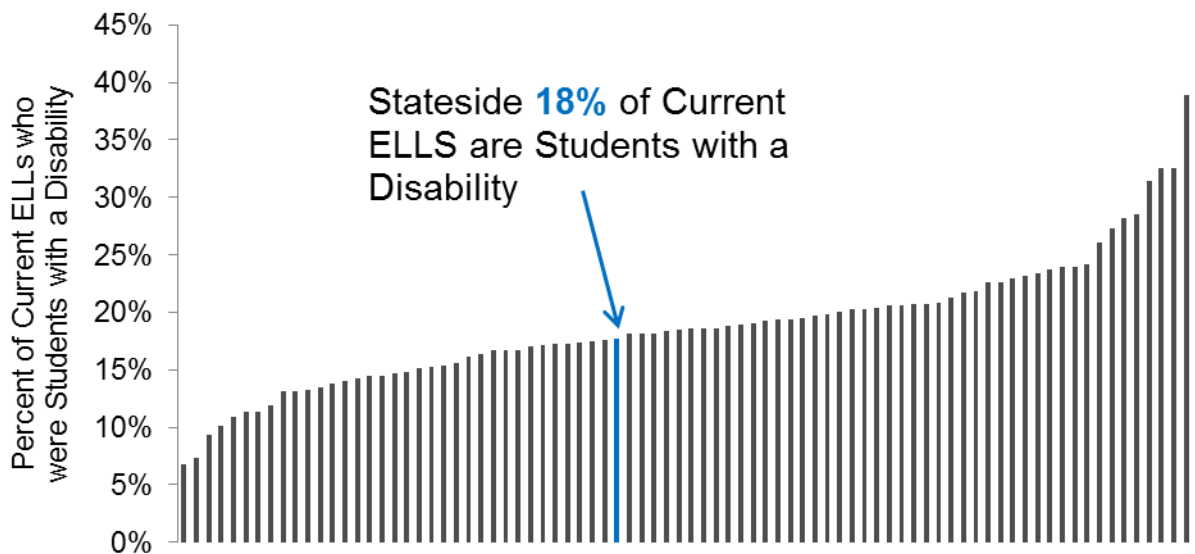


Source: Average Daily Membership Collection

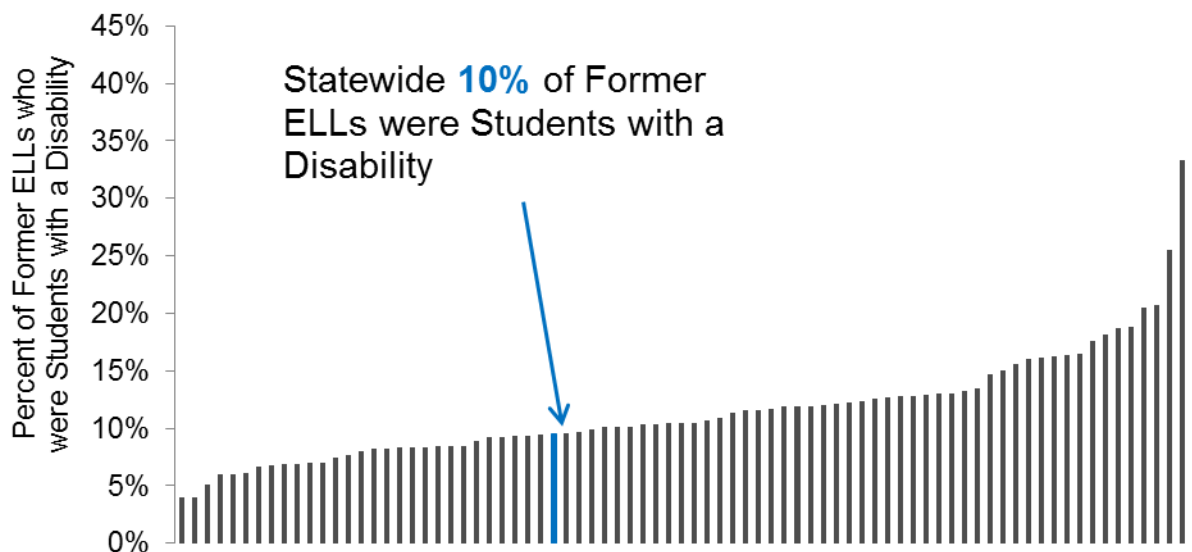
## Section 17: English Language Learners who also Receive Special Education Services

This section summarizes the percentage of current and former ELLs who also receive special education and related services. Graph 17a shows that 18% of current ELLs statewide are also identified as students with a disability, with district percentages ranging from 7% to 40%. Graph 17b shows that 10% of former ELLs are also identified as students with a disability, with district percentages ranging from fewer than 5% to 42%.

**Graph 17a: Percent of Current ELLs who also Receive Special Education and Related Services by District**



**Graph 17b: Percent of Former ELLs who also Receive Special Education and Related Services by District**



Source: SECC December 1<sup>st</sup> Child Count and Spring Membership Collection.

## **Summary of Part D: Other Information on English Language Learner Students**

This section summarizes Part D of the Oregon English Language Learner Report. Part D of the Oregon English Language Learner Report 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.

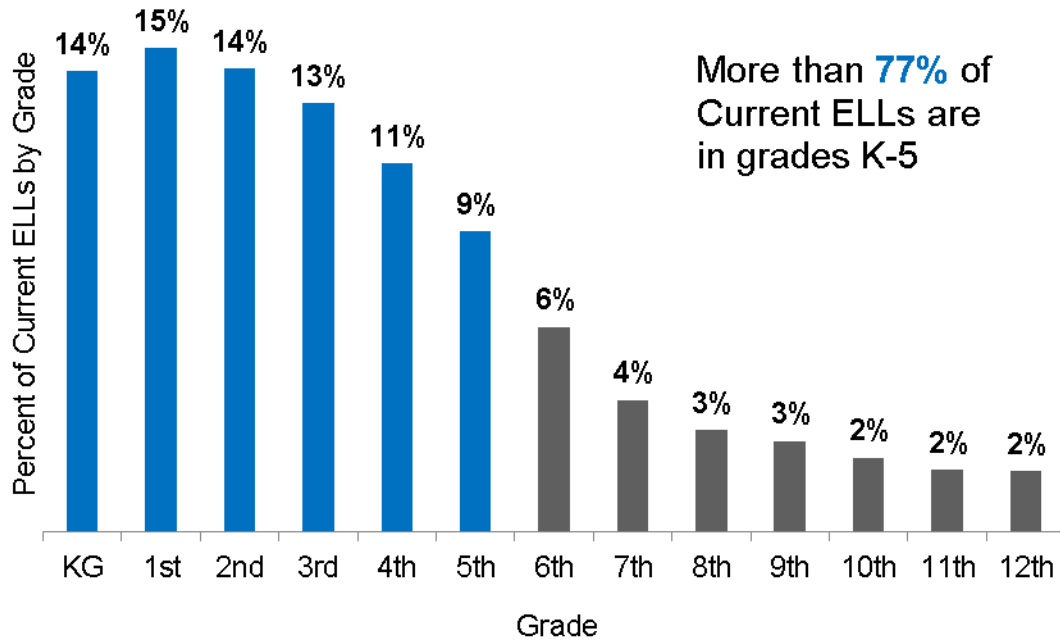
The sections in Part D include:

- Section 18: English Language Learners by Grade,
- Section 19: Percent of English Language Learners who Exit by Grade,
- Section 20: Not Chronically Absent English Language Learners,
- Section 21: Percent of English language Learners who Met the Freshman On-Track Criteria,
- Section 22: Dropout Rates for English Language Learners,
- Section 23: English Language Learners with Discipline Incidents, and
- Section 24: Oregon State Seal of Biliteracy.

## Section 18: English Language Learners by Grade

This section shows the distribution of ELLs by grade. Graph 18 illustrates that most current ELLs were in grades Kindergarten through 5<sup>th</sup> grade.

**Graph 18: Percent of English Language Learners by Grade**

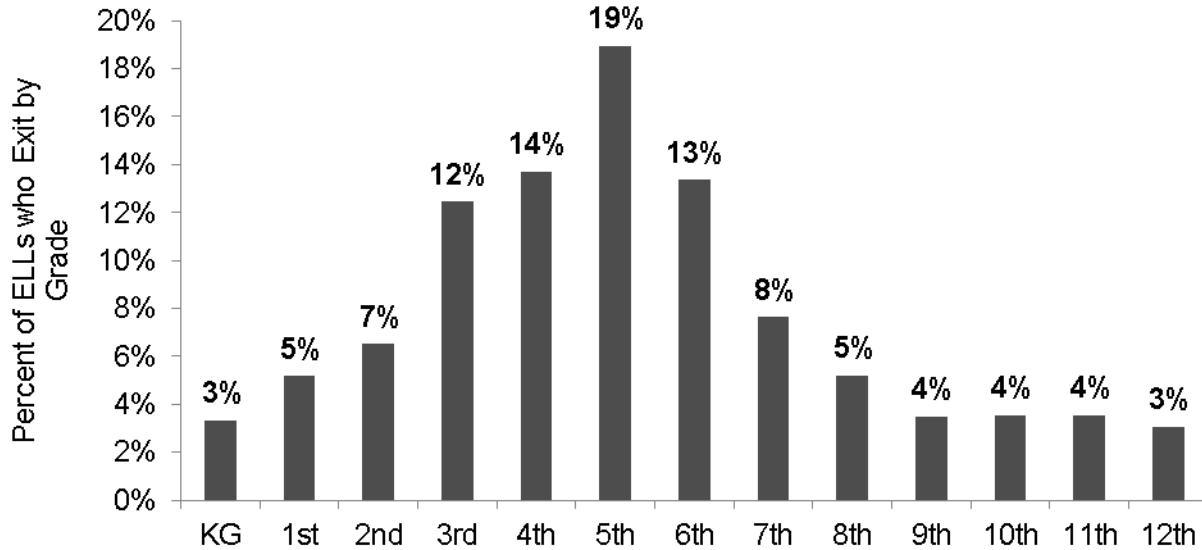


Source: Spring Membership Collection

## Section 19: Percent of English Language Learners who Exit by Grade

This section summarizes the percent of current ELLs who exit by grade. Graph 19 shows that statewide 19% of ELLs who exit ELL status are 5<sup>th</sup> graders.

**Graph 19: Statewide Average Percent of ELLs who Exit by Grade**

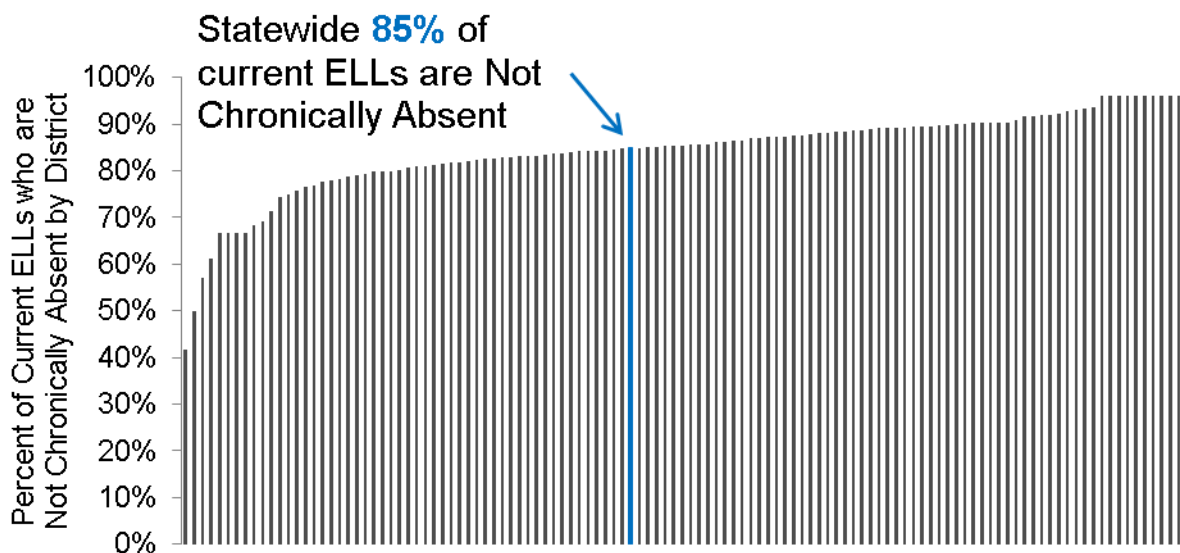


Source: Spring Membership Collection

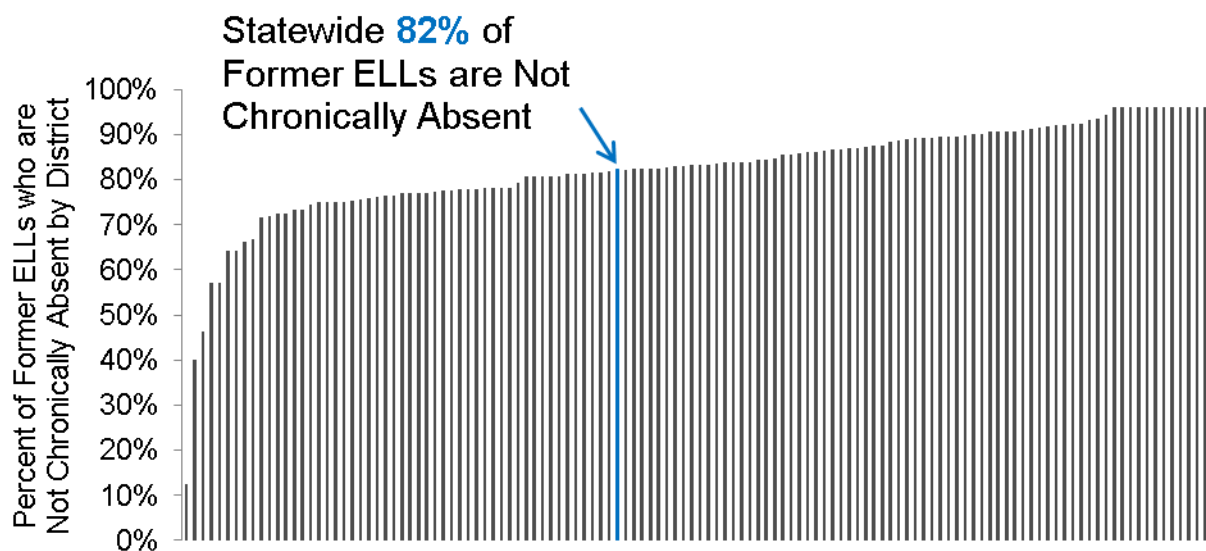
## Section 20: Not Chronically Absent English Language Learners

This section summarizes the percent of current and former ELLs who are 'Not Chronically Absent.' Oregon defines chronic absenteeism as missing more than 10% of enrolled school days in a school year. Thus, 'Not Chronically Absent' students attend school 90% or more of their enrolled days. Graph 20a shows that statewide 85% of current ELLs are 'Not Chronically Absent', with districts averages ranging from 42% to greater than 95%. Graph 20b shows that statewide 82% of former ELLs are 'Not Chronically Absent', with district averages ranging from 13% to greater than 95%.

**Graph 20a: Percent of Current ELLs who are Not Chronically Absent**



**Graph 20b: Percent of Former ELLs who are Not Chronically Absent**

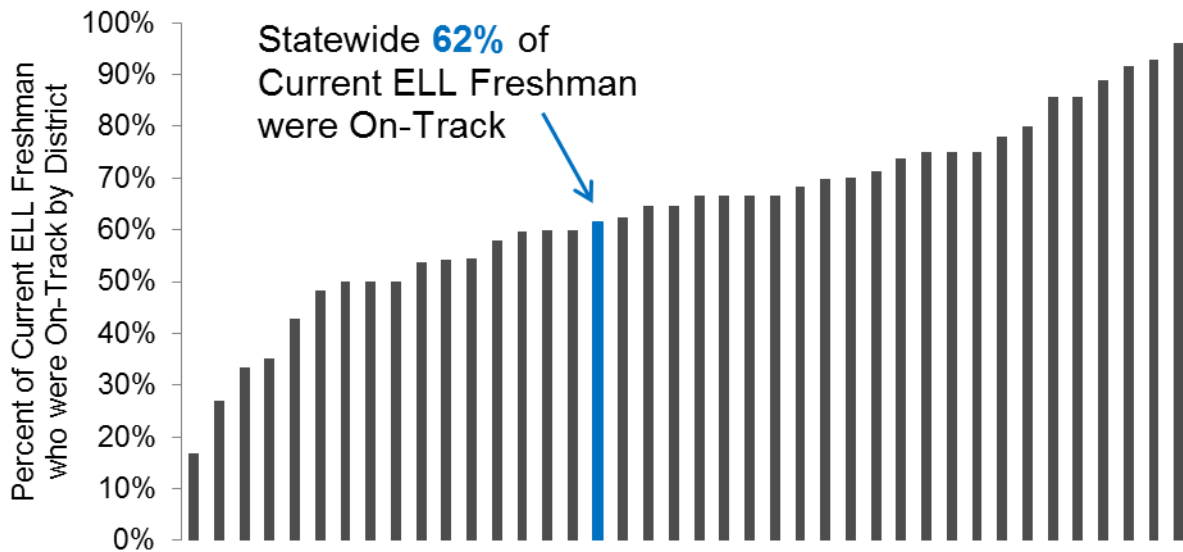


Source: Average Daily Membership Collection

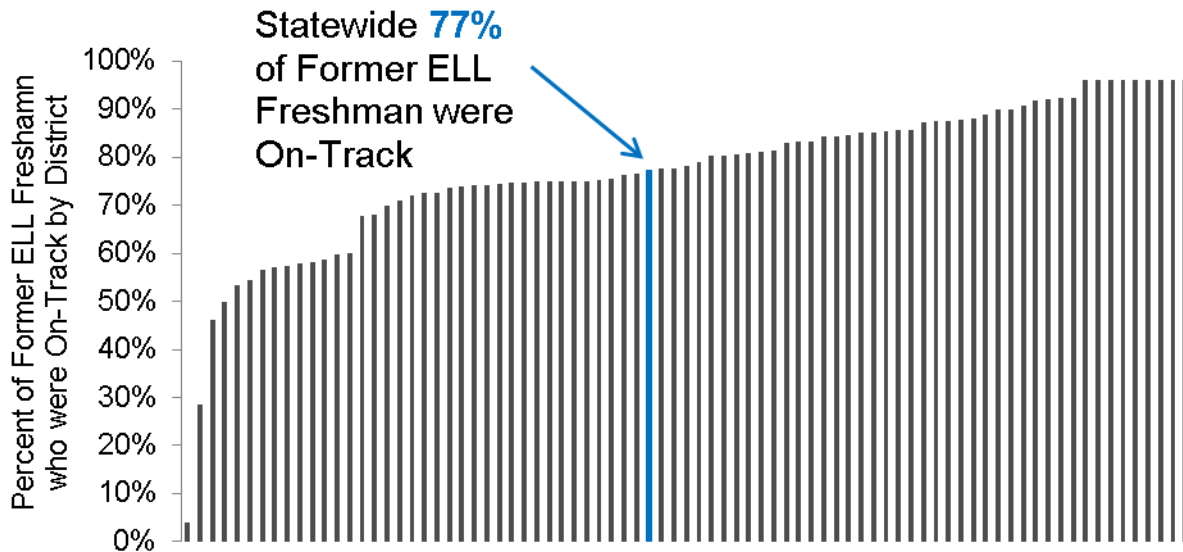
**Section 21: Percent of English language Learners who Met the Freshman On-Track Criteria**

This section summarizes the percent of current and former ELLs who met the freshman on-track criteria. To be considered a freshman on-track a student must have earned at least 6 credits or 25% of the number required for high school graduation, whichever is higher, by the end of their first year of high school. Graph 21a shows that statewide 62% of current ELLs met the freshman on-track criteria, with district averages ranging from 17% to greater than 95%. Graph 21b shows that statewide 77% of former ELLs met the freshman on-track criteria, with district averages ranging from fewer than 5% to greater than 95%.

**Graph 21a: Percent of Current ELL Freshman who were on Track by District**



**Graph 21b: Percent of Former ELL Freshman who were On-Track by District**



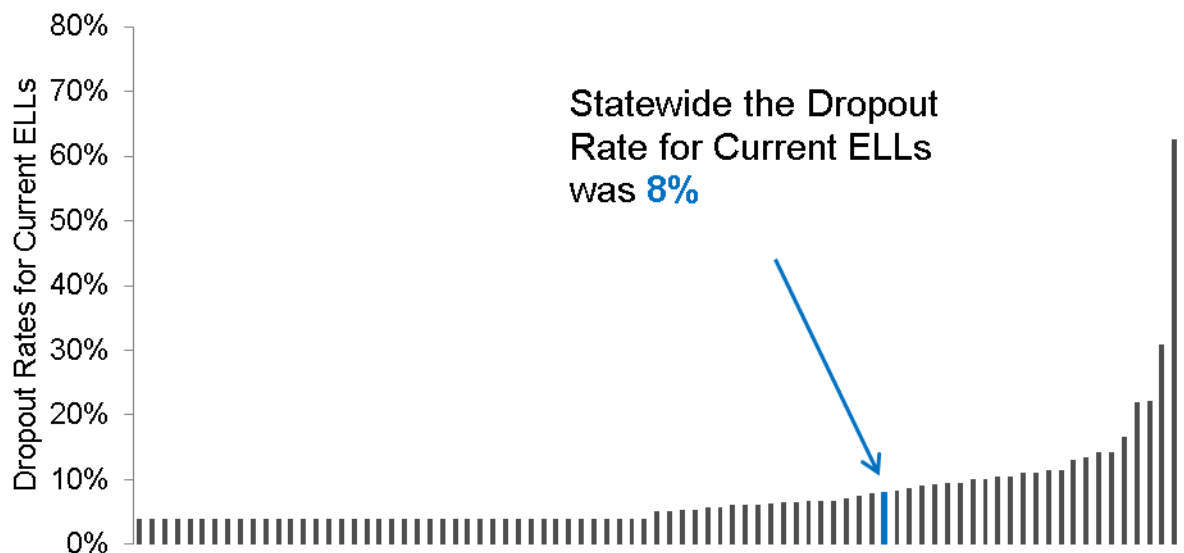
Source: Freshman On-Track Collection and Spring Membership Collection



## Section 22: Dropout Rates for English Language Learners

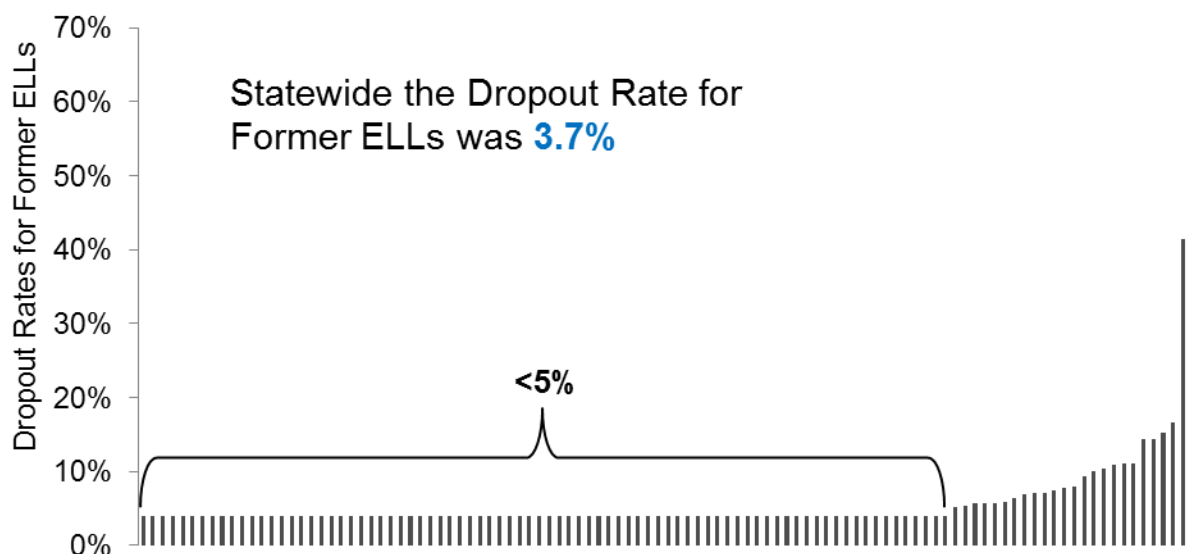
This section summarizes the dropout rate for current and former ELLs. The one-year dropout rate is calculated by dividing the number of dropouts (grades 9-12) by the number of students reported on the October 1 Membership (Enrollment) Data Collection for grades 9-12. Graph 22a shows the statewide dropout rate for current ELLs was 8%, with district averages ranging from fewer than 5% to 73%. Graph 22b shows the statewide dropout rate for former ELLs was fewer than 5%, with district averages ranging from fewer than 5% to 63%.

**Graph 22a: Dropout Rate for Current ELLs by District**



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

**Graph 22b: Dropout Rate for Former ELLs by District**

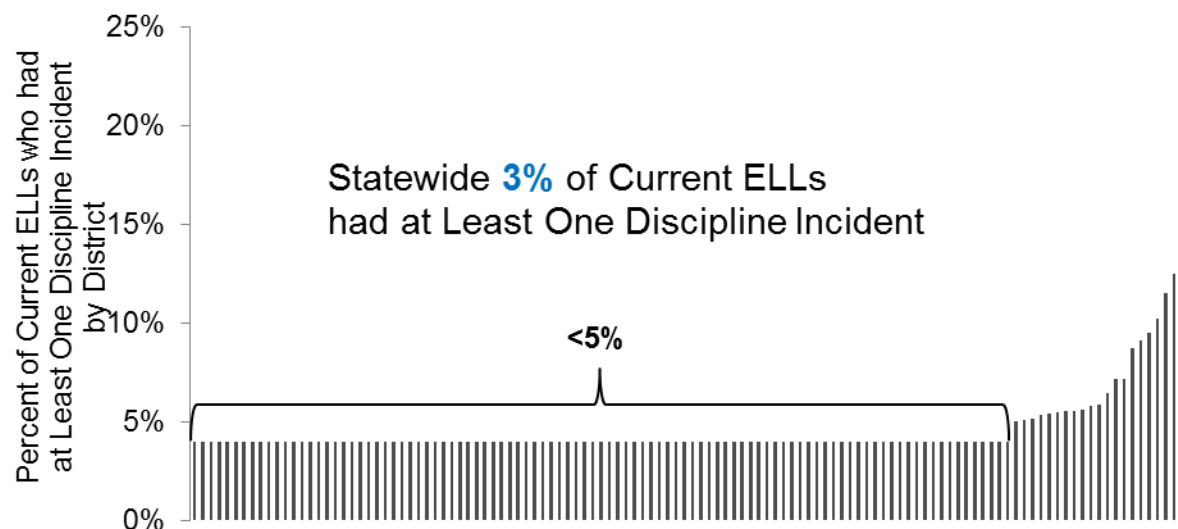


\*Only districts with more than 6 former ELLs are represented on the graph. Source: NCES Dropout Collection

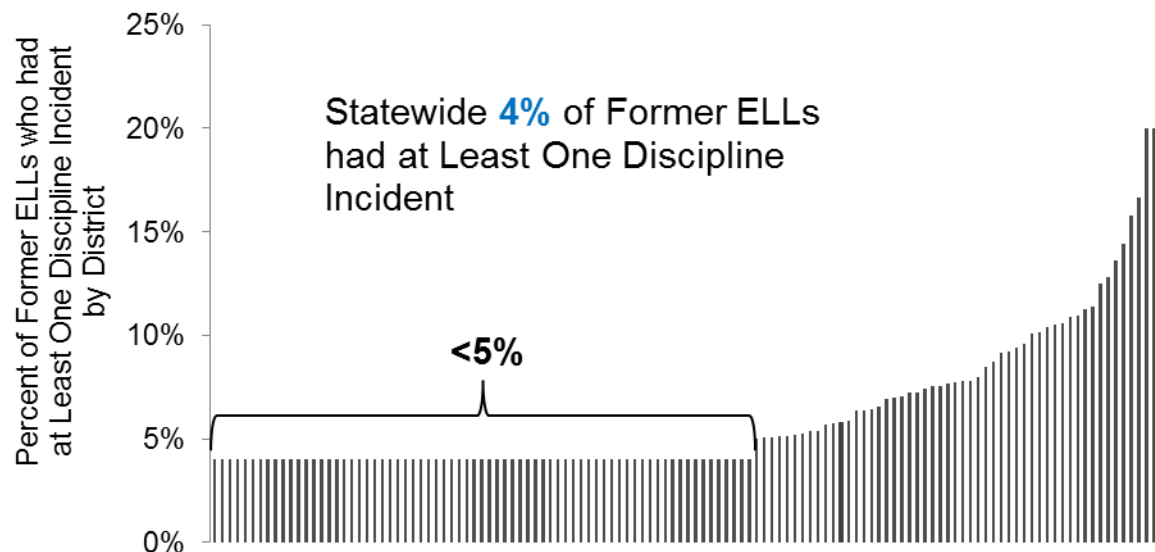
## Section 23: English Language Learners with Discipline Incidents

This section summarizes the percent of current and former ELLs who had at least one discipline incident during the 2014-2015 school year. A discipline incident is defined as an in school suspension, out of school suspension, or an expulsion. Graph 23a shows that fewer than 5% of current ELLs had a discipline incident, with districts ranging from fewer than 5% to 14%. Graph 23b shows that about 4% of former ELLs had a discipline incident, with districts ranging from fewer than 5% to 24%.

**Graph 23a: Percent of Current ELLs who had at Least One Discipline Incident by District**



**Graph 23b: Percent of Former ELLs who had at Least One Discipline Incident by District**



Source: Discipline Incidents Collection and Spring Membership Collection

## Section 24: Oregon State Seal of Biliteracy

The Oregon State Seal of Biliteracy has been in the design process for two years. The program was piloted during the 2014-2015 school year. The State Board of Education adopted the final rules for the Seal in April 2016. The full rollout of the State Seal of Biliteracy will begin in summer of 2016.

The Oregon State Seal of Biliteracy is an award students can earn by proving 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, and
- Score at the accepted level on the Partner Language Proficiency Assessment or provide a portfolio of evidence.

The assessment and/or portfolio must assess the four language domains of listening, speaking, reading, and writing. The award is in the form of a certificate and an embossed seal that can be affixed to the graduating students' diplomas. The seal will also be noted on students' transcripts for post-secondary applications.

Table 24 shows the 10 districts and one charter school that reported awarding Biliteracy Seals during the 2014-2015 school year. Statewide, 350 Biliteracy Seals were awarded in Spanish, Russian, Chinese, Ukrainian, Japanese, French, German, Somali, Vietnamese, and Persian. These Biliteracy Seals may have been awarded to students who were never English Language Learners.

**Table 24: Number of Biliteracy Seals awarded statewide and by District, a Pilot Year**

District ID	District Name	Number of Students who earned the Biliteracy Seal
999	State of Oregon	350
2243	Beaverton SD 48J	10
2191	Central SD 13J	30
1901	Corvallis SD 509J	34
4040	Four Rivers Community School*	7
2239	Hillsboro SD 1J	16
2048	Medford SD 549C	5
1924	North Clackamas SD 12	55
2180	Portland SD 1J	84
2142	Salem-Keizer SD 24J	58
1922	West Linn-Wilsonville SD 3J	9
2146	Woodburn SD 103	42

\*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