



# An Annual Report to the Legislature on English Language Learners



OREGON  
DEPARTMENT OF  
EDUCATION

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## 2015-16

## Oregon Department of Education

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### **Oregon Department of Education**

Salam A. Noor, Ph.D.  
Deputy Superintendent of Public Instruction

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Brian Reeder, Assistant Superintendent, Research and Analysis  
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Josh Rew, Education Program Specialist, Accountability, Research and Information Services  
Kim Miller, Education Program Specialist, Teaching, Learning, and Assessment  
Taffy Carlisle, Education Program Specialist, Equity, Diversity and Inclusion  
Jackie McKim, Research Analyst, Student Services

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\*NOTE: . A separate excel file containing the full data tables for each section disaggregated by district will be available on the ODE Website at <http://www.oregon.gov/ode/reports-and-data/LegReports/Pages/default.aspx>.

## About this Report

The Oregon English Language Learner Report is an annual publication required by law (ORS 327.016), which reports on 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 provides 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 learners” 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 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 careers. **Current** ELLs are students who qualified for English language services during the 2015-2016 school year. **Former** ELLs are students who did not qualify for English language services during the 2015-2016 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 Summarization

Many sections of this report begin with a graph that illustrates and summarizes the measure highlighted. 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 on the graph as 4 percent. Districts with values of greater than 95 percent appear on the graph as 96 percent.

## Expanded Data Tables

For the 2015-2016 Report, only the data summary graphs have been included in this document. A separate addendum excel file containing the full data tables disaggregated by district will be available on the ODE Website. In order to maintain student privacy, any cell size less than six (6) will be suppressed and represented with an asterisk (\*). Additionally, any percentage less than 5 percent or greater than 95 percent will be represented as <5 percent and >95 percent, respectively.

## Data Sources

Most tables in this report identify current and former ELLs by using information from the Elementary and Secondary Education Act (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 table that summarizes 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.

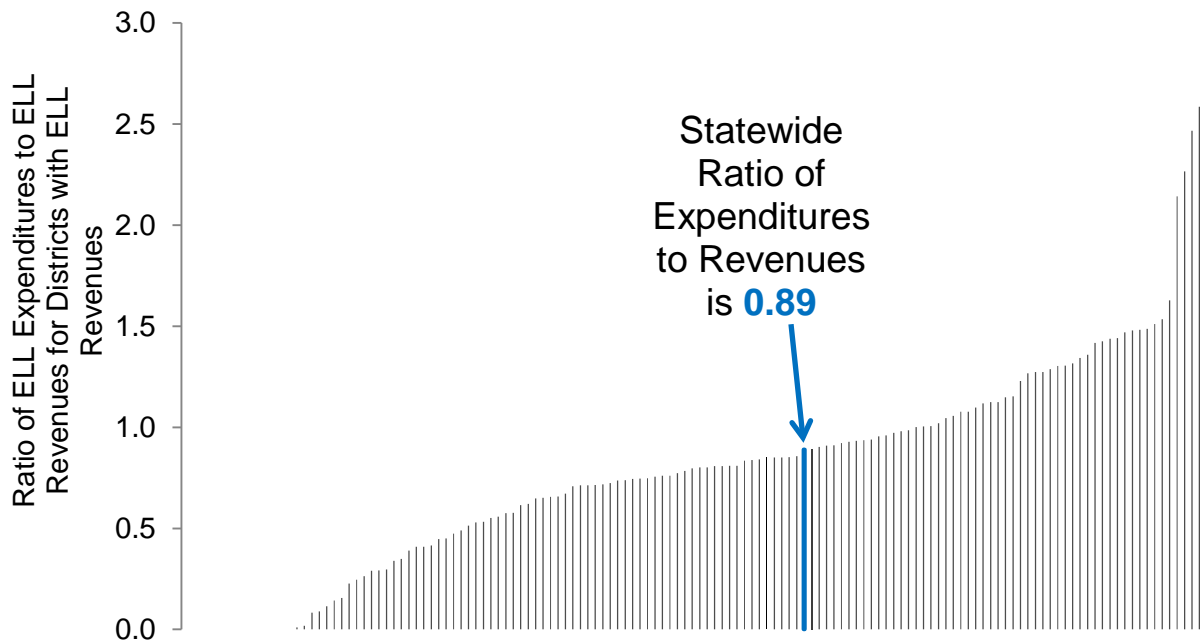
This part includes two sections:

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

## 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 0.89, meaning that 89 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 3.43.

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

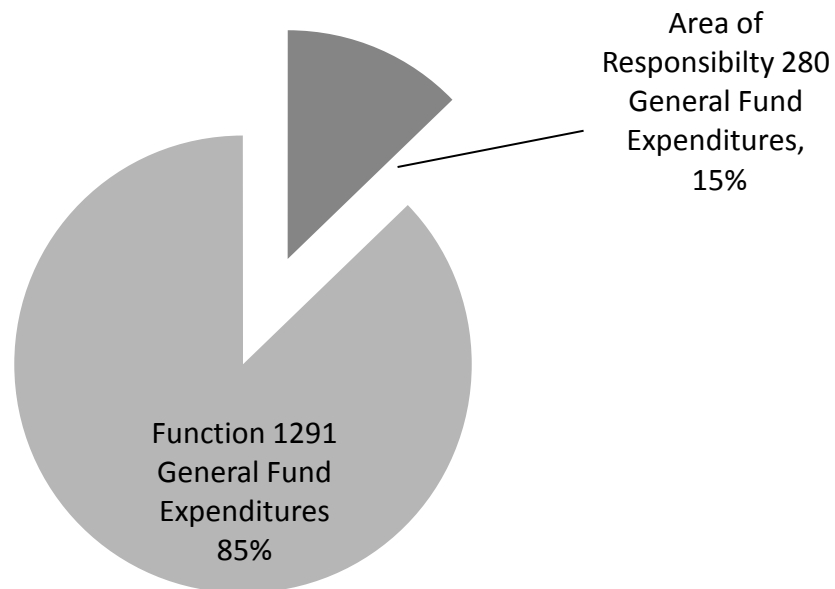


Source: School District Audited Financial Reports.

## 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).<sup>1</sup> 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 .

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<sup>1</sup> 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: Objectives and Needs of Students Eligible for and Enrolled in English Language Learner Programs**

Sections 3-14 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.

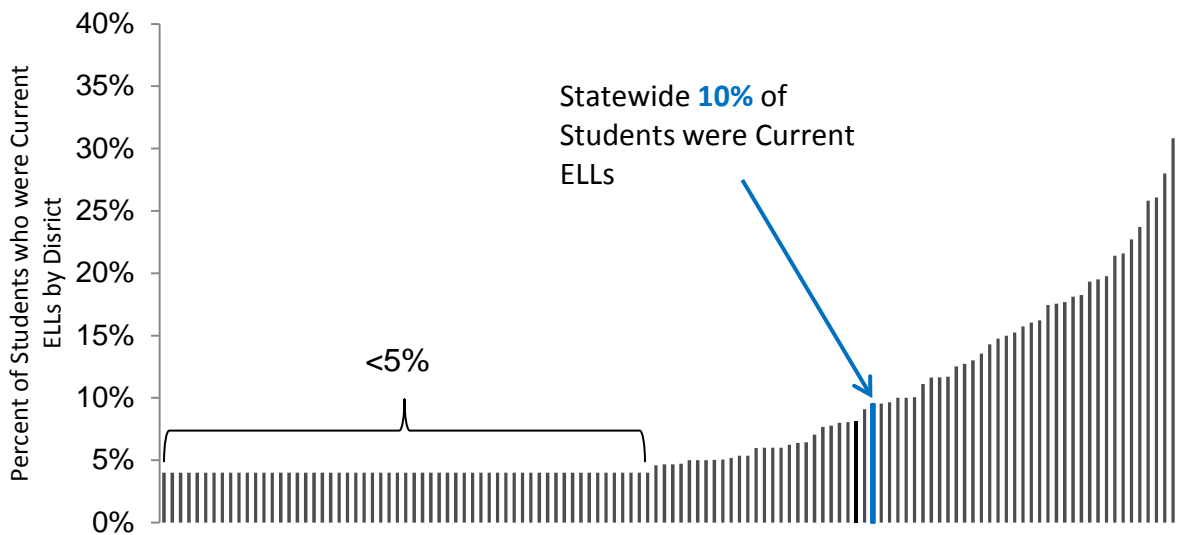
The sections in Part B include:

- 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 for the 21<sup>st</sup> Century (ELPA21)
- Section 12: Median Mathematics Growth Percentile, 6th-8th Grade
- Section 13: Percent of English Language Learners Meeting Achievement Standards, 6th-8th Grade
- Section 14: 5-Year Cohort Graduation Rate
- Section 15: Post-Secondary Enrollment

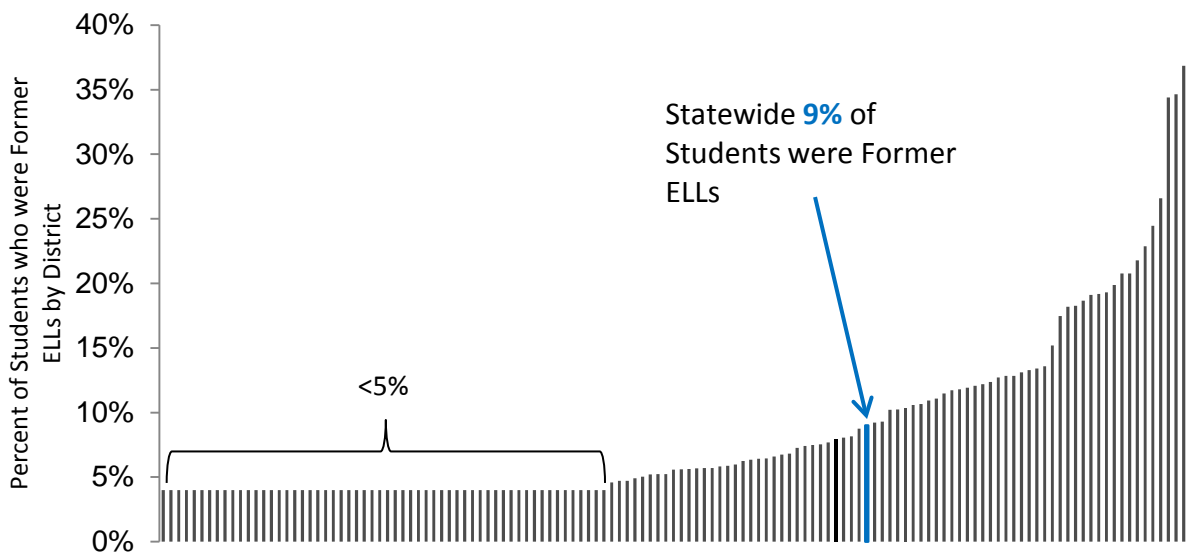
### Section 3: Number of English Language Learners

This section summarizes the number of current and former ELL students as a percent of the total student population. Current ELLs were identified as students who qualified for English language services during the 2015-2016 school year and appeared in the Spring Membership data set. Former ELLs were identified as students who qualified for English language services prior to the 2015-2016 school year and appeared in the Spring Membership collection. Graphs 3a and 3b show that about 10 percent of students statewide were current ELL students and 9 percent were former ELL students.

**Graph 3a: Percentage of Current ELLs by District, 2015-16**



**Graph 3b: Percentage of Former ELLs by District, 2015-16**

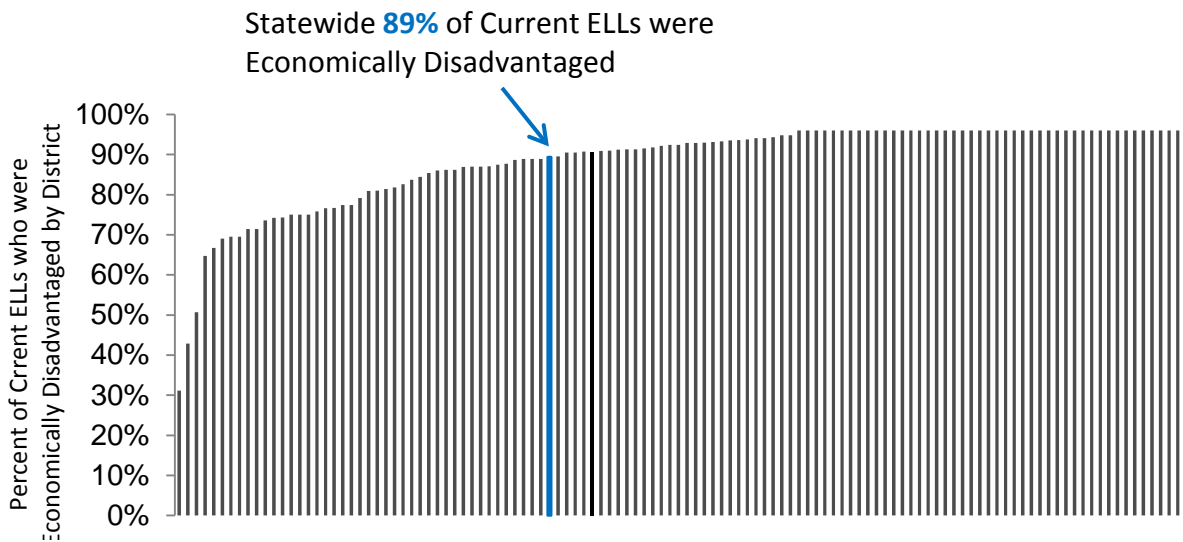


Source: Spring Membership and Limited English Proficient Collection.

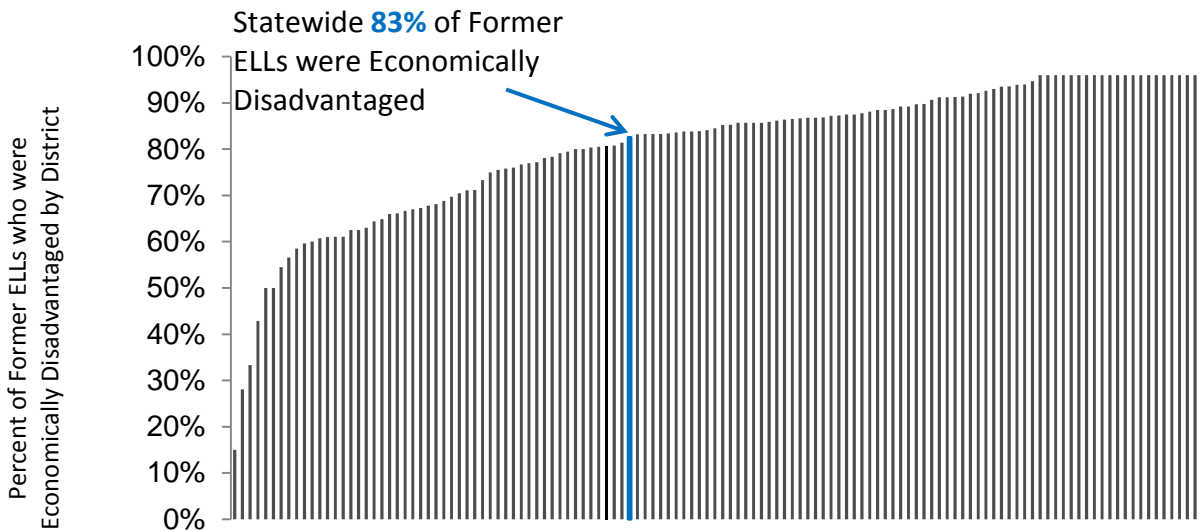
## Section 4: Economically Disadvantaged English Language Learners

This section summarizes the percent of current and former ELL students who were economically disadvantaged. Graph 4a shows that statewide about 89 percent of current ELLs were economically disadvantaged, with district averages ranging from 31 percent to more than 95 percent. Graph 4b shows that statewide about 83 percent of former ELLs were economically disadvantaged, with district values ranging from 15 percent to more than 95 percent.

**Graph 4a: Percentage of Current ELLs by District who were Economically Disadvantaged, 2015-16**



**Graph 4b: Percentage of Former ELLs by District who were Economically Disadvantaged, 2015-16**



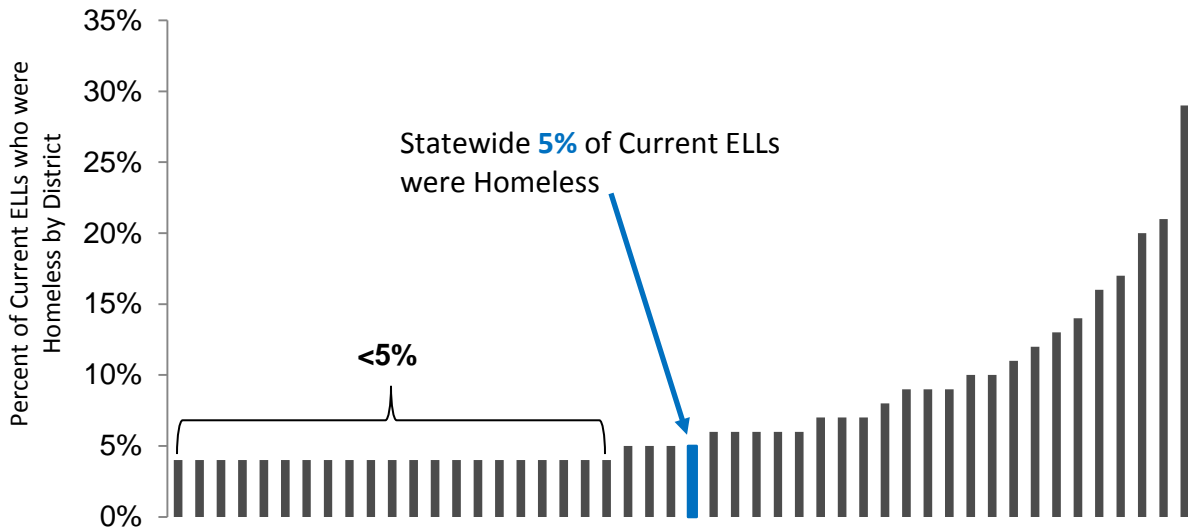
Source: Spring Membership



## Section 6: Homeless English Language Learners

This section summarizes data on current and former ELL students who were classified as homeless at some point during the 2015-2016 school year as defined by the federal McKinney-Vento Act. Graph 6a shows that statewide 5 percent of current ELLs were classified as homeless and 6b shows that statewide, less than 5 percent of former ELLs are homeless.

**Graph 6a: Percentage of Current ELLs who were Homeless by District, 2015-16**

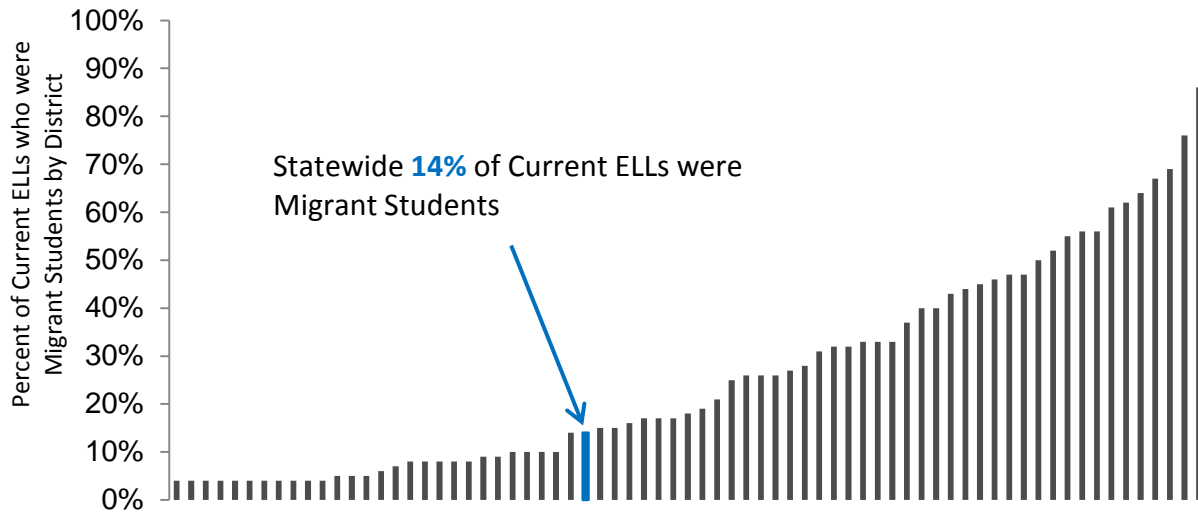




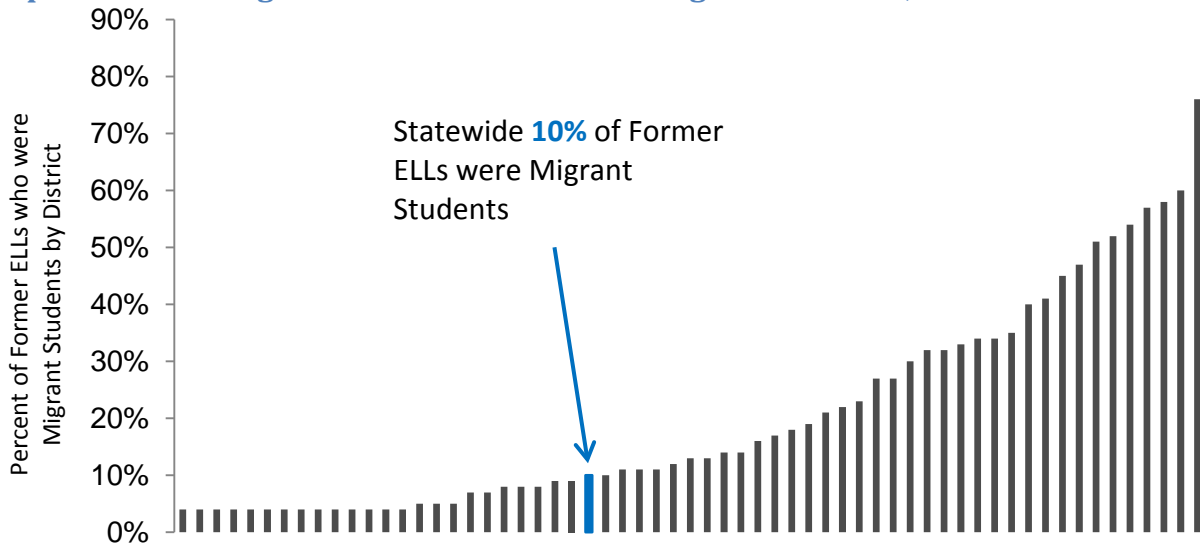
## Section 7: Migrant English Language Learners

This section summarizes data on current and former ELL students who were migrant students. **Migrant** students are students who have moved with their families within the previous 36 months for the purpose of seeking temporary or seasonal employment in the agriculture or fishing industries. Graph 7a shows that statewide 14 percent of current ELLs are migrant students, with district averages ranging from less than 5 percent to 86 percent. Graph 7b shows statewide that 10 percent of former ELLs are migrant students with district averages ranging from less than 5 percent to 76 percent.

**Graph 7a: Percentage of Current ELLs who are Migrant Students, 2015-16**



**Graph 7b: Percentage of Former ELLs who are Migrant Students, 2015-16**

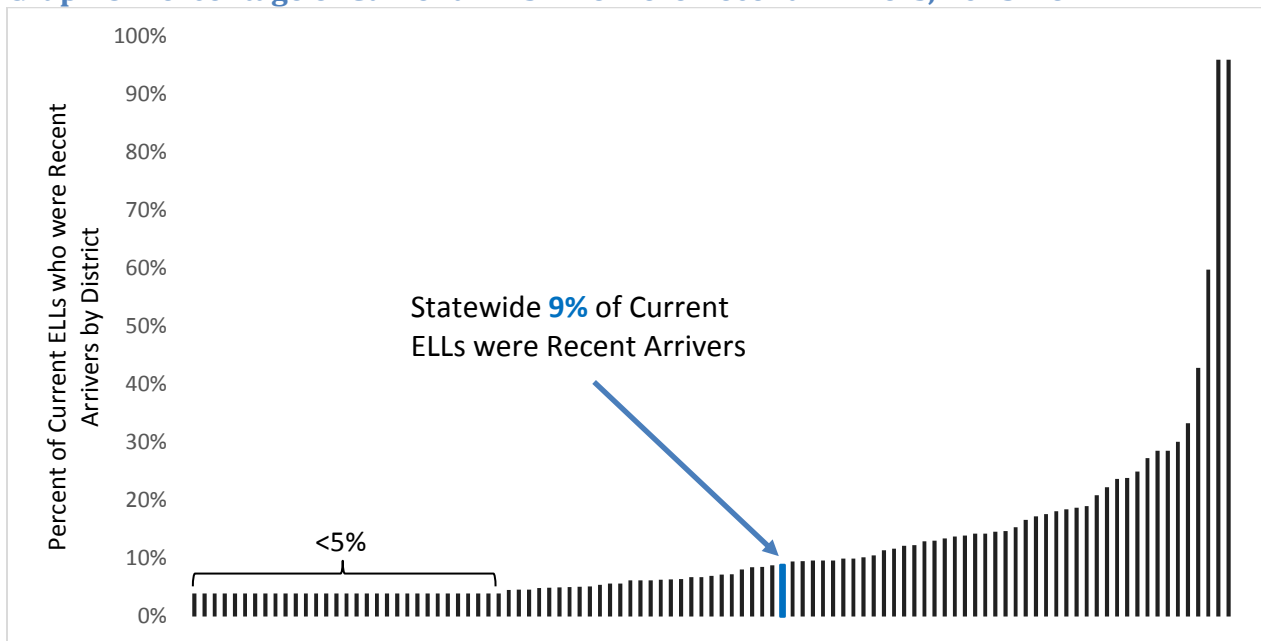


Source: Title I-C Migrant Data Collection and Spring Membership

### 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. Graph 8 shows that statewide 9 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 67 percent of former ELLs who are recent arrivers.

**Graph 8: Percentage of Current ELLs who were Recent Arrivers, 2015-16**

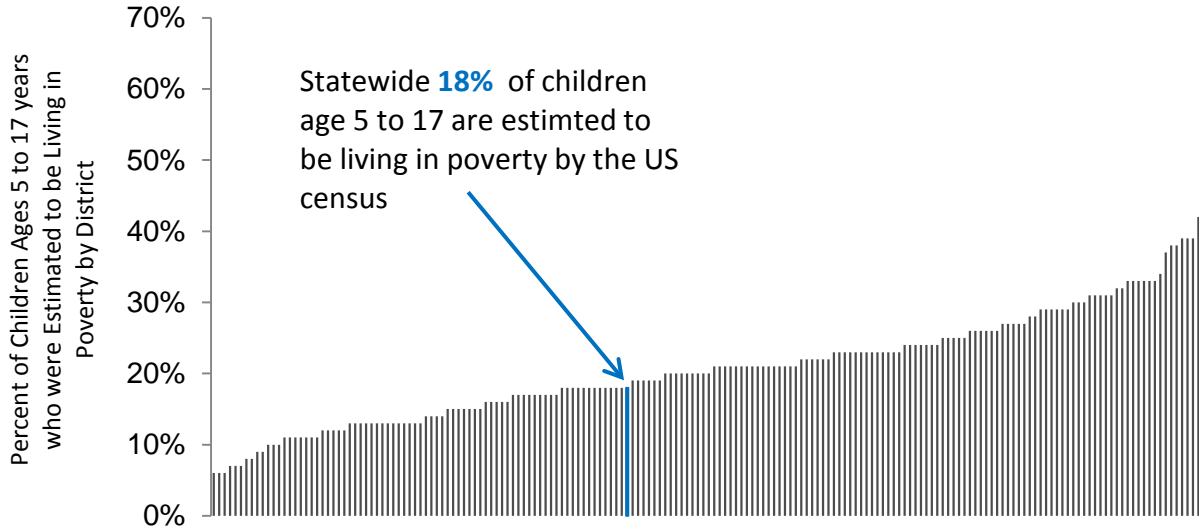


Source: ESEA Title III Collection and Spring Membership

## 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, 18 percent of children ages 5 to 17 years are living in poverty.

**Graph 9: Small Area Income and Poverty Estimates by District, 2015-16**

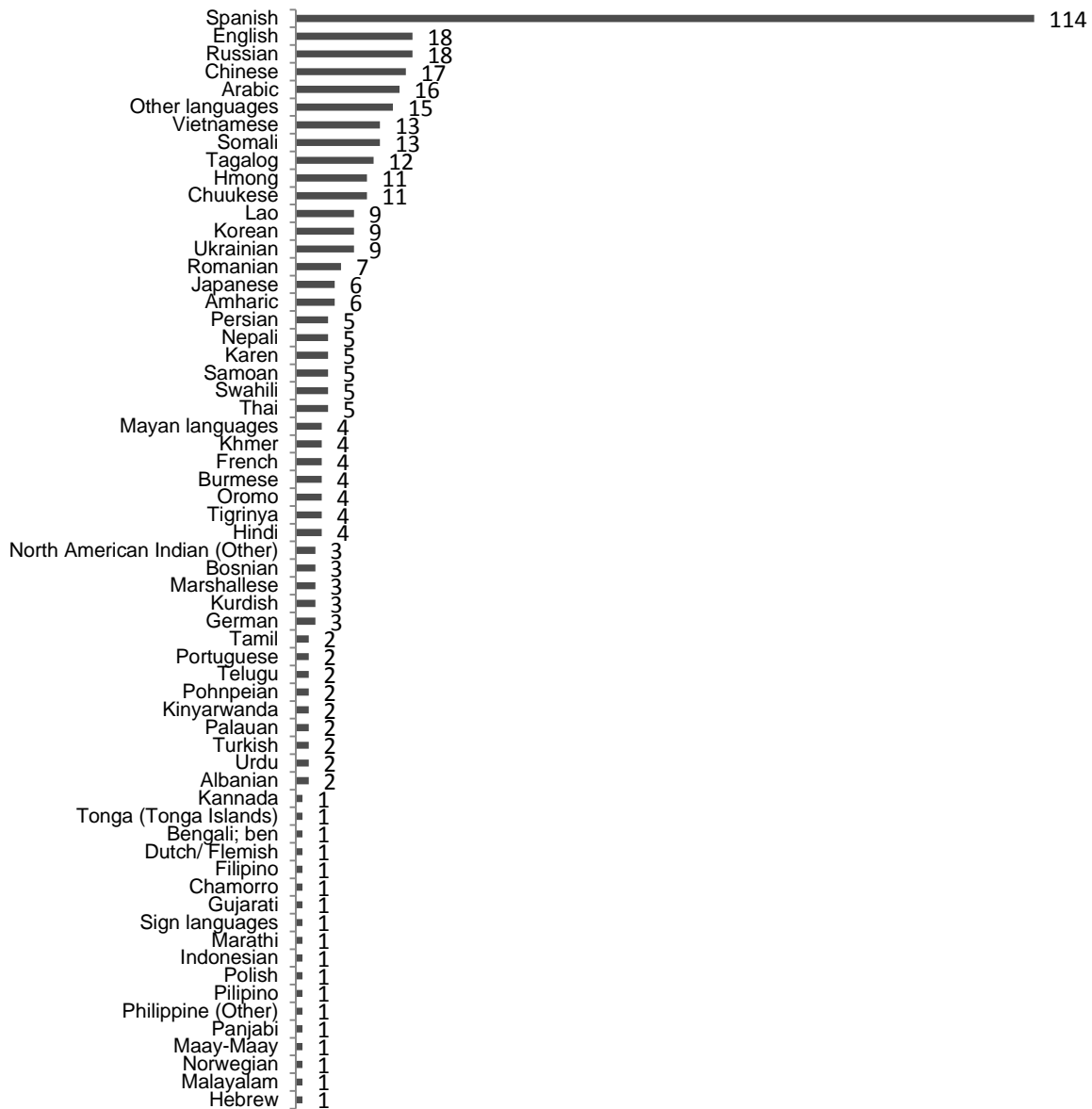


Source: US Census Bureau, data available at <https://www.census.gov/did/www/saipe/>.

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

This section summarizes the home languages reported by English Language Learners. 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 114 Districts. It should also be noted that 18 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 10: English Language Learners Home Languages as reported by District, 2015-16**

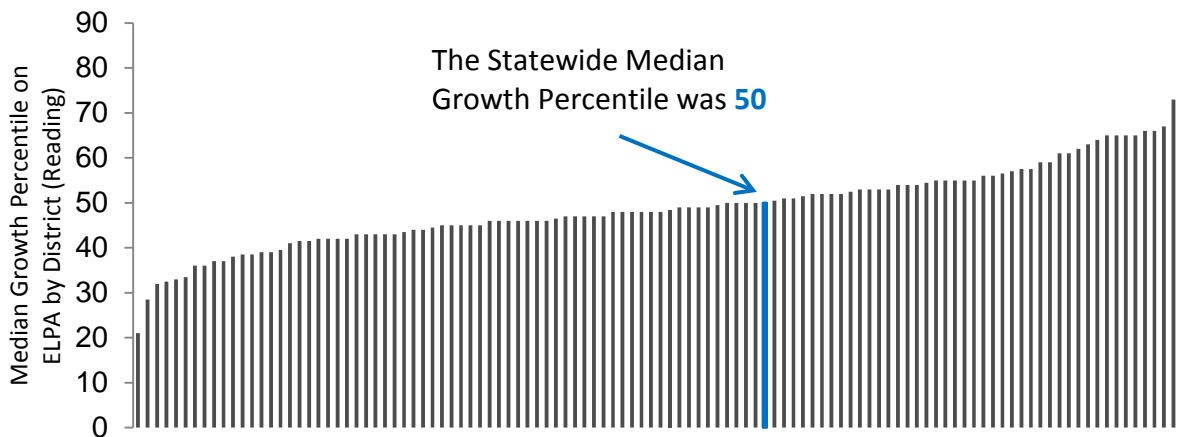


Source: ESEA Title III Collection and Spring Membership

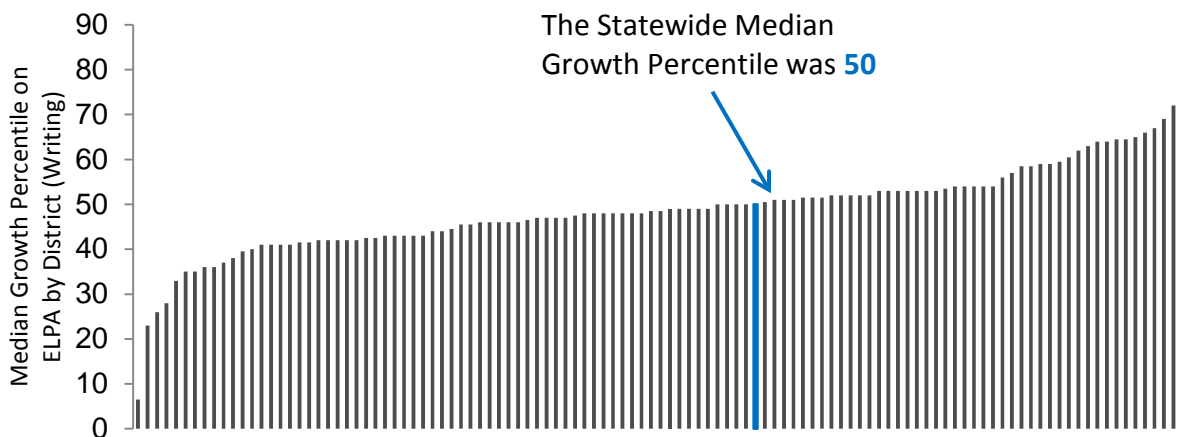
## Section 11: Growth on the English Language Proficiency Assessment for the 21st Century (ELPA21)

This section summarizes the performance of current ELL students on the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21). ELPA21 is the assessment used by the State of Oregon to test language proficiency of ELLs. ELPA21 is only taken 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 2015-2016 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.

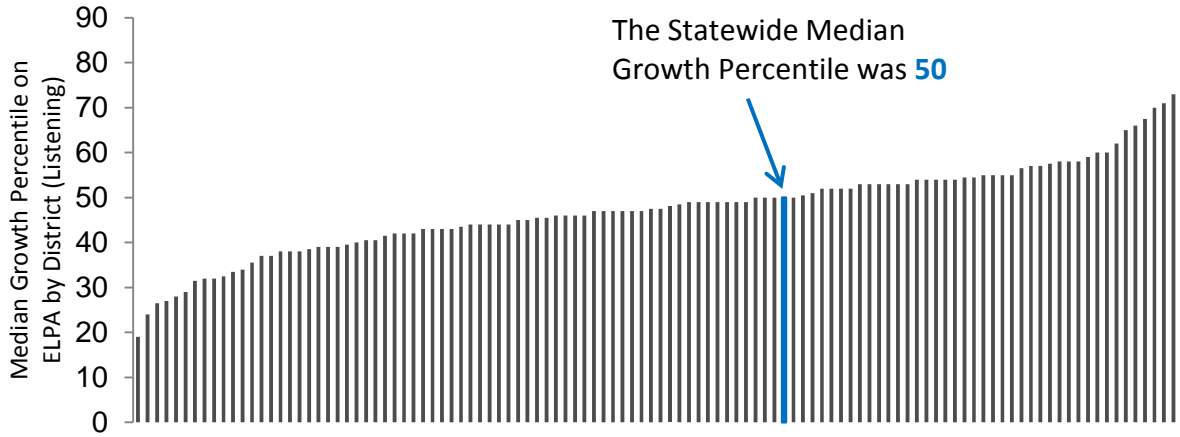
**Graph 11.a: Median Growth Percentile on ELPA21 by District for Reading, 2015-16**



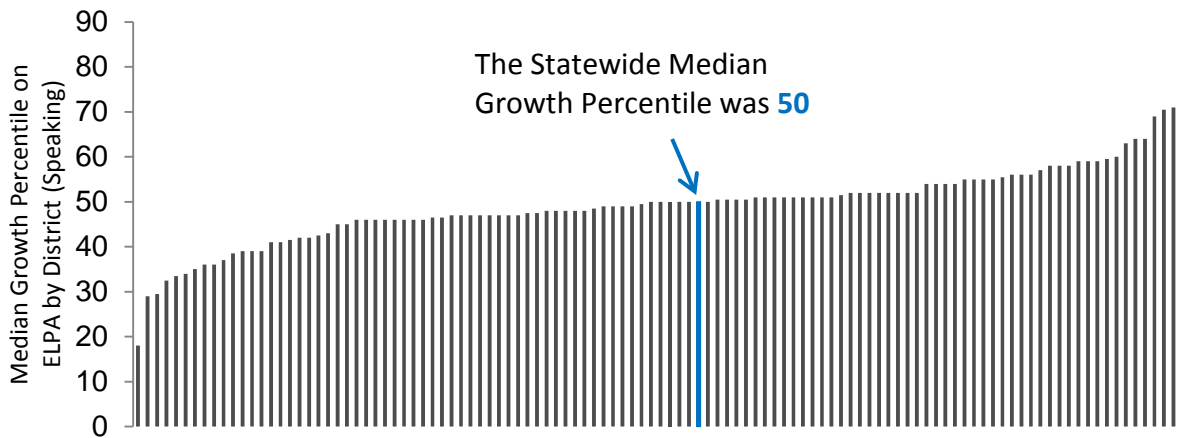
**Graph 11.b: Median Growth Percentile on ELPA21 by District for Writing, 2015-16**



**Graph 11.c: Median Growth Percentile on ELPA21 by District for Listening, 2015-16**



**Graph 11.d: Median Growth Percentile on ELPA21 by District for Speaking, 2015-16**

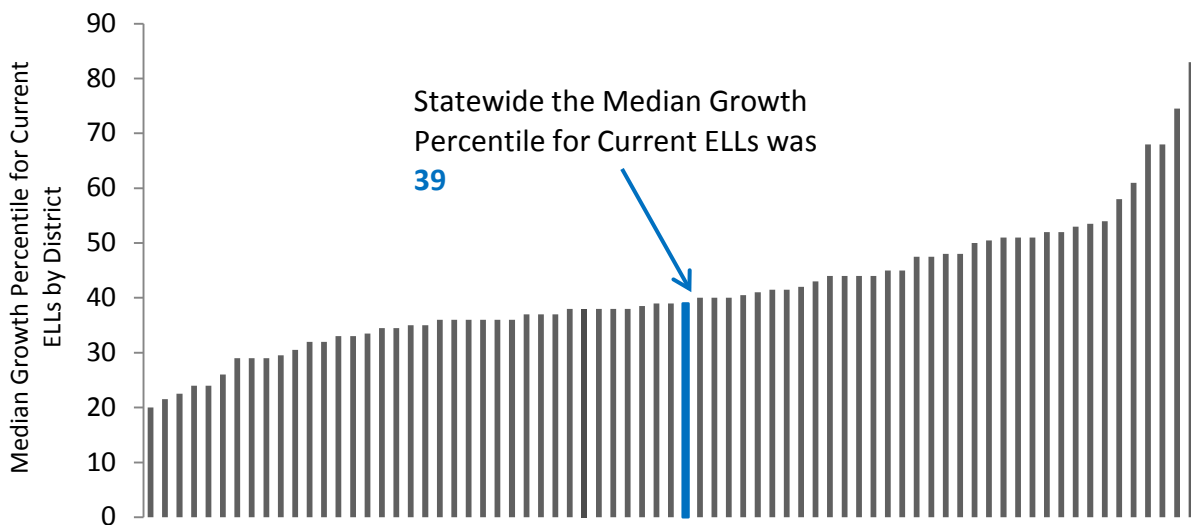


Source: Oregon Student ELPA Scores

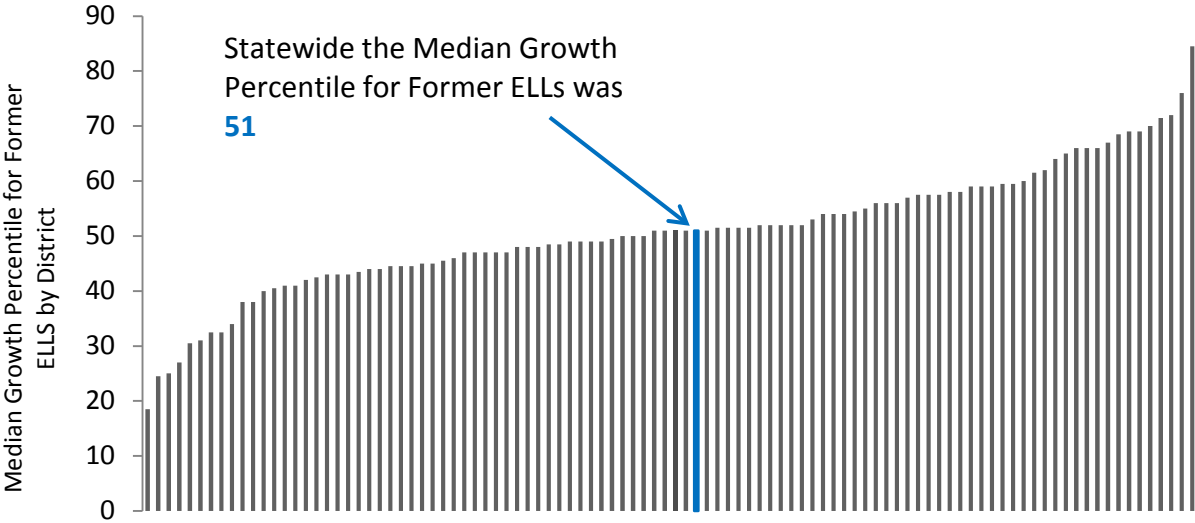
## Section 12: Median Mathematics Growth Percentile, 6th-8th Grade

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 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 median mathematics growth percentile of 42 showed growth equal to or greater than 42 percent 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 39, with district medians ranging from 20 to 83. Graph 12b shows the statewide median mathematics growth percentile for 6<sup>th</sup>-8<sup>th</sup> graders who were former ELLs was 51, with district medians ranging from 18 to 84.

**Graph 12a: Median Mathematics Growth Percentile, 6th -8th Grade for Current ELLs, 2015-16**



**Graph 12b: Median Mathematics Growth Percentile, 6th -8th Grade for Former ELLs, 2015-16**



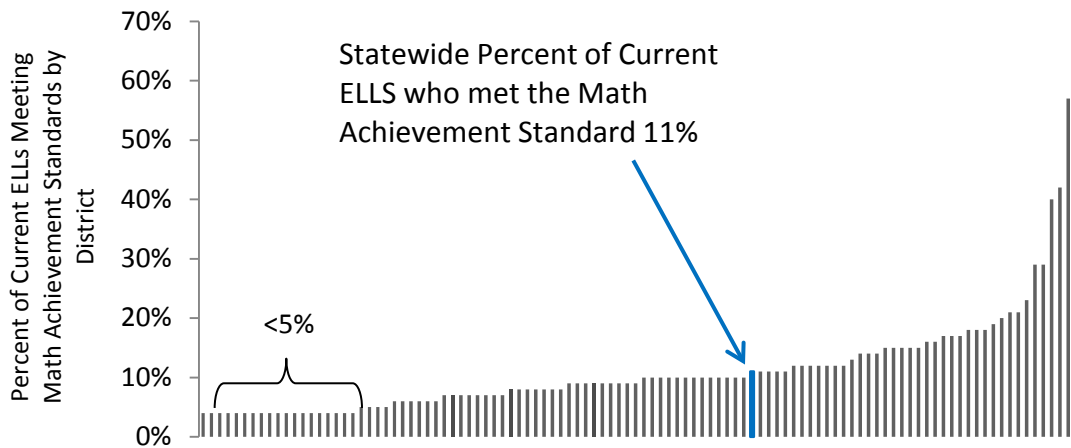
Source: Oregon Students Mathematics Test Scores



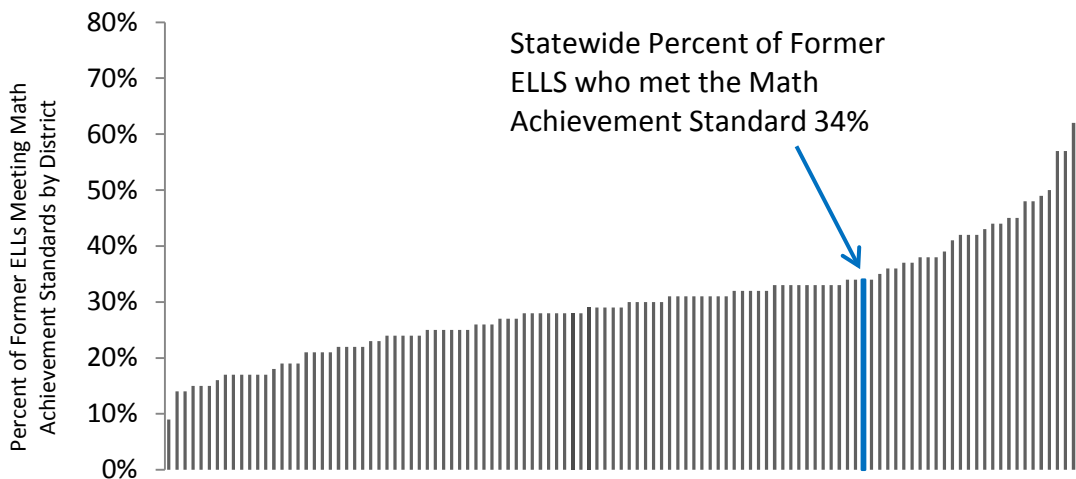
### Section 13: Percent of English Language Learners Meeting Achievement Standards, 6th-8th Grade

This section summarizes the percent of current and former ELLs for the 2015-2016 school year who met the achievement standard for mathematics and English language arts. Graph 13a shows that between less than 5 percent and 62 percent of current ELLs met the Mathematics achievement standard with a statewide average of 11 percent. Graph 13b shows that between 9 percent and 73 percent of Former ELLs met Mathematics achievement standard. Graph 13c shows that between less than 5 percent and 33 percent of current ELLs met the English Language achievement standard with a statewide average of 11 percent. Graph 13d shows that between 7 percent and 83 percent of Former ELLs met English Language Arts achievement standard with a statewide average of 55 percent.

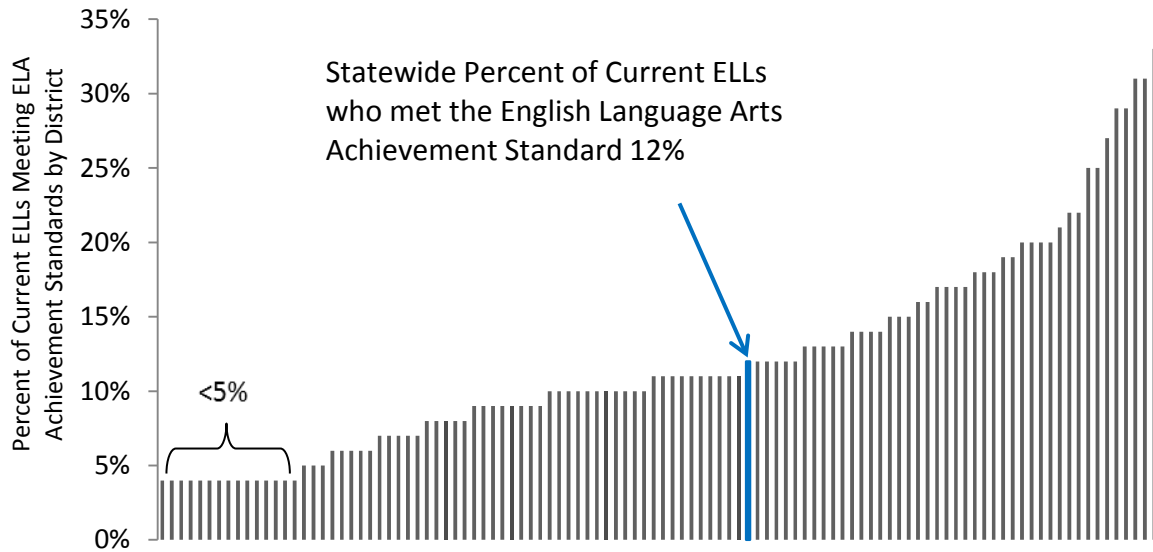
**Graph 13a: Percent of Current ELLs Meeting Math Achievement Standards 6th - 8th Grade for Current ELLs, 2015-16**



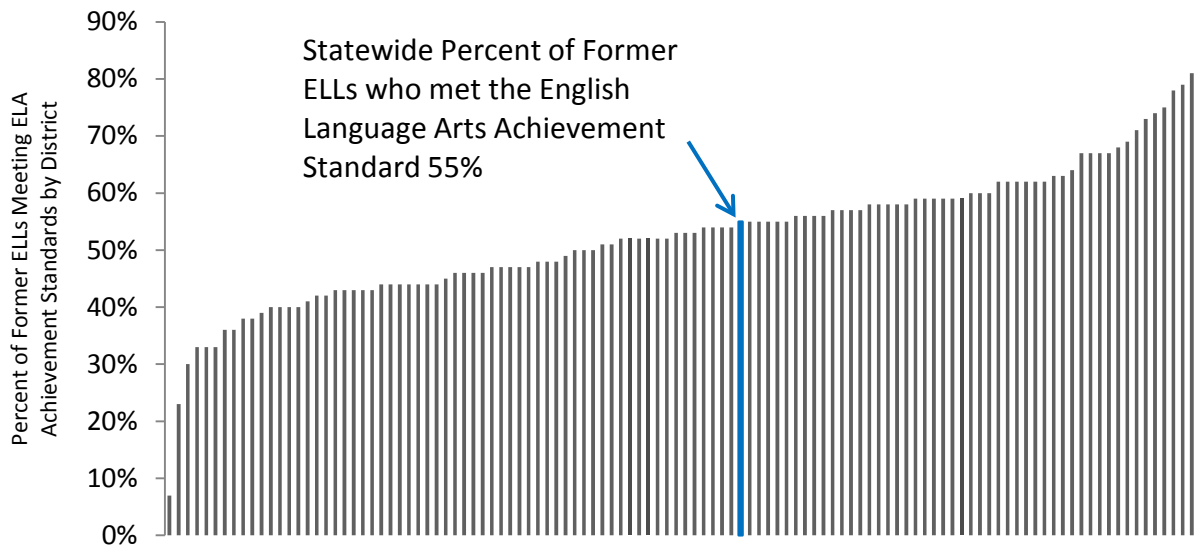
**Graph 13b: Percent of Former ELLs Meeting Math Achievement Standards 6th - 8th Grade, 2015-16**



**Graph 13c: Percent of Current ELLs Meeting English Language Arts Achievement Standards 6th - 8th Grade, 2015-16**



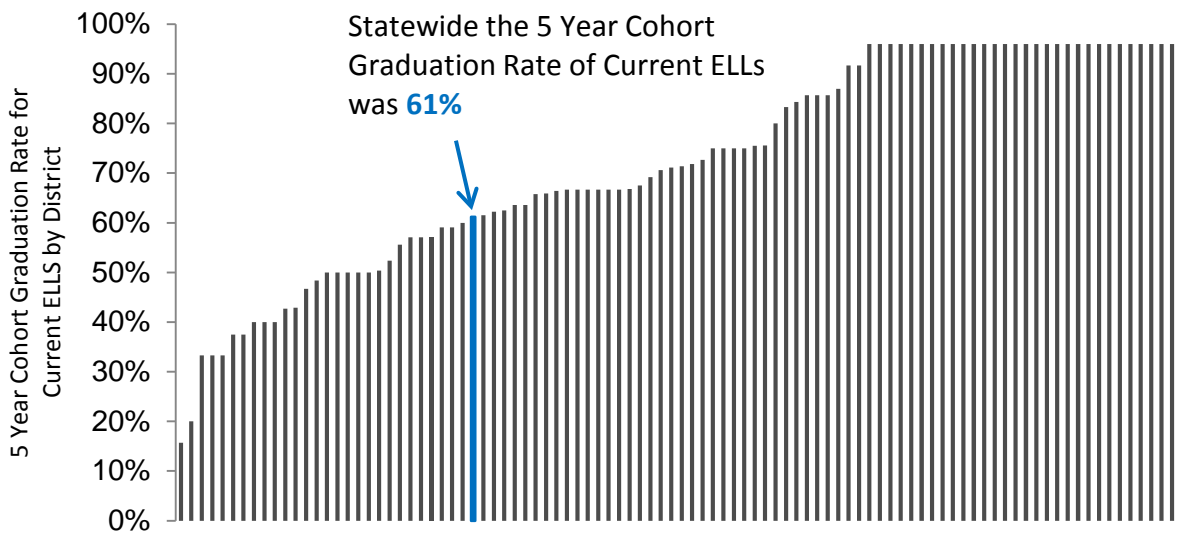
**Graph 13d: Percent of Former ELLs Meeting English Language Arts Achievement Standards 6th - 8th Grade, 2015-16**



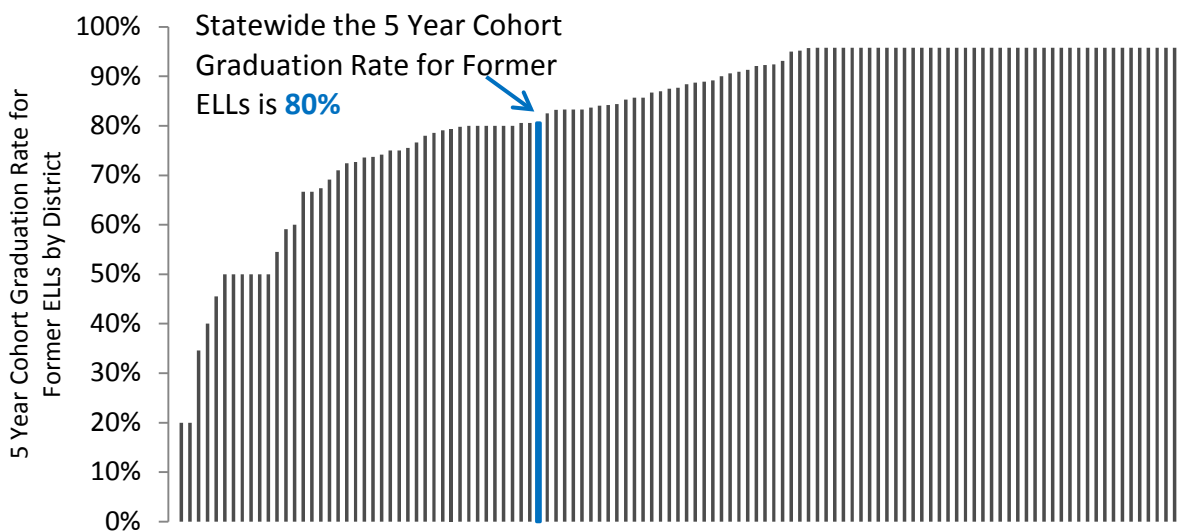
### Section 14: 5-Year Cohort Graduation Rate for English Language Learners

This section summarizes the 5-year graduation rates for current and former ELL students for the 2015-2016 school year. Students in this cohort first entered high school in the 2011-2012 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 14a shows that the statewide 5-Year Cohort Graduation Rate for current ELLs was 61 percent, with district averages ranging from 16 percent to more than 95 percent. Graph 14b shows that the statewide 5-Year Cohort Graduation Rate for former ELLs was 80 percent, with district averages ranging from 20 percent to more than 95 percent.

**Graph 14a: 5-Year Cohort Graduation Rate for Current ELLs, 2015-16**



**Graph 14b: 5-Year Cohort Graduation Rate for Former ELLs, 2015-16**

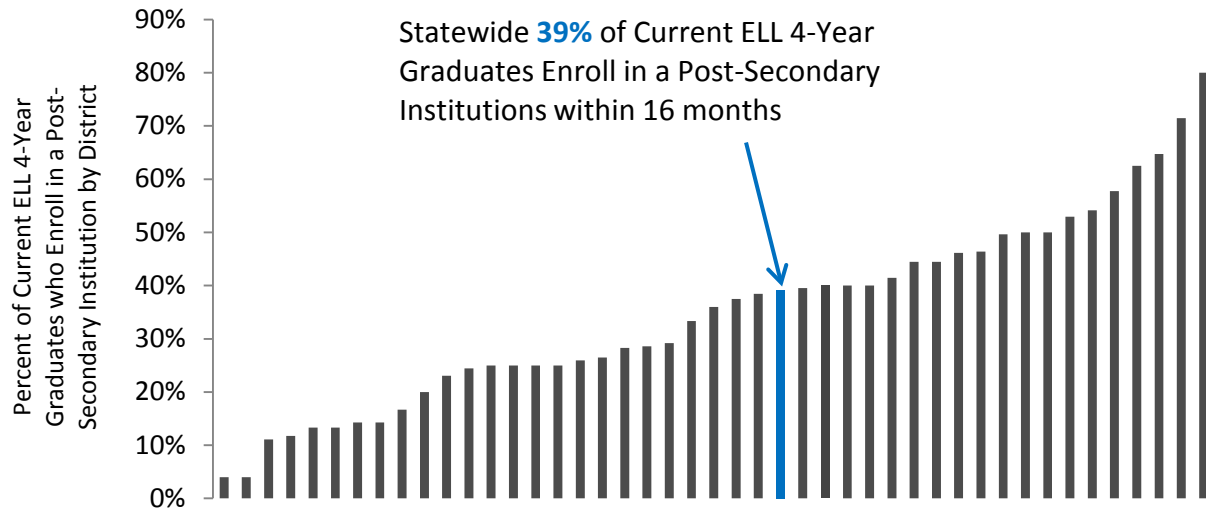


Source: Cohort Graduation Rate

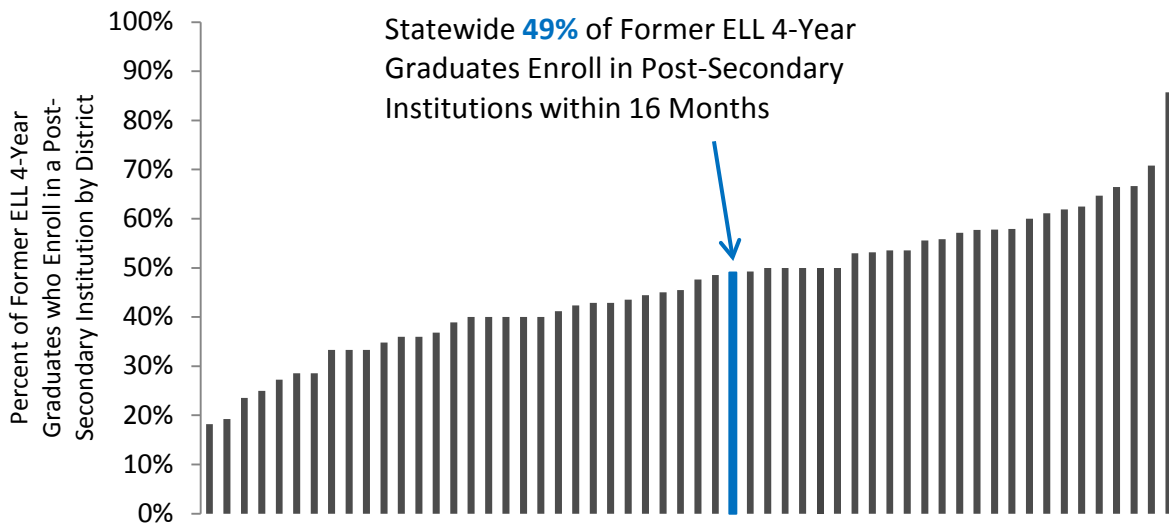
## Section 15: Post-Secondary Enrollment

This section summarizes post-secondary enrollment of 4-Year Cohort High School Graduates within 16 months of high school graduation for current and former ELL students. Graph 15a shows that statewide, 39 percent of current ELLs who graduate high school in four years enter a post-secondary institution within 16 months. District averages range from less than 5 percent to 80 percent. Graph 15b shows that statewide, 49 percent of former ELLs who graduate high school in four years enter a post-secondary institution within 16 months. District averages range from less than 5 percent to 86 percent.

**Graph 15a: Post-secondary enrollment of 4-Year Graduate Current ELLs within 16 Months of High School Graduation**



**Graph 15b: 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

## **Part C: Demographics of Students 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.

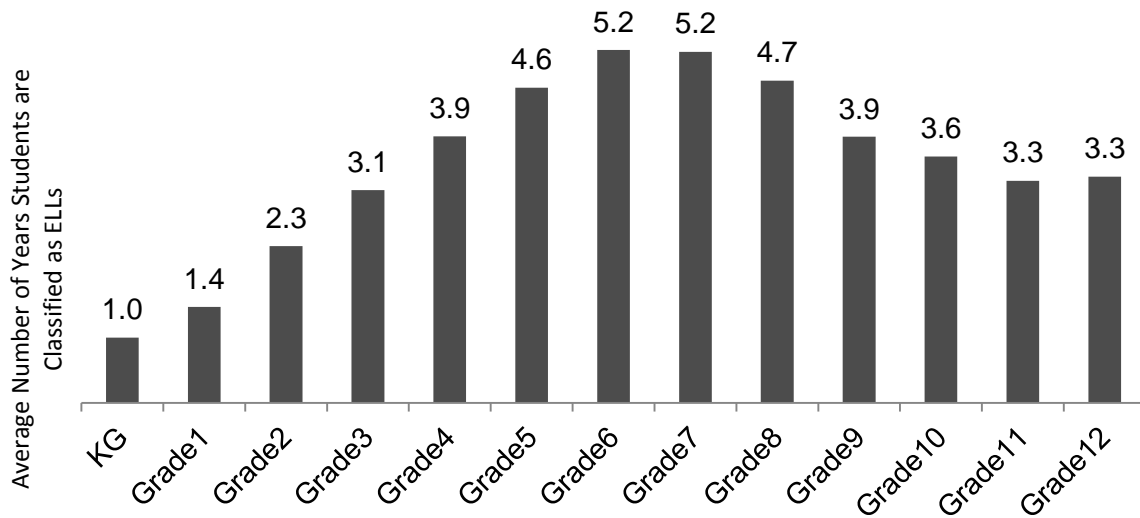
The sections in Part C include:

- Section 16: Average Number of Years Students have been Enrolled as an ELL
- Section 17: Average Number of Years ELLs are Enrolled in a School
- Section 18: English Language Learners who also Receive Special Education Services

### Section 16: 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 16 shows that, statewide, 6<sup>th</sup> and 7<sup>th</sup> Grade ELLs average 5.2 years of ELL instruction, the highest average in the state by grade. Statewide across all grades, the average numbers years enrolled as an ELL is 3.03.

**Graph 16: Average Number of Years Students have been Enrolled as an ELL, Statewide Averages, 2015-16**



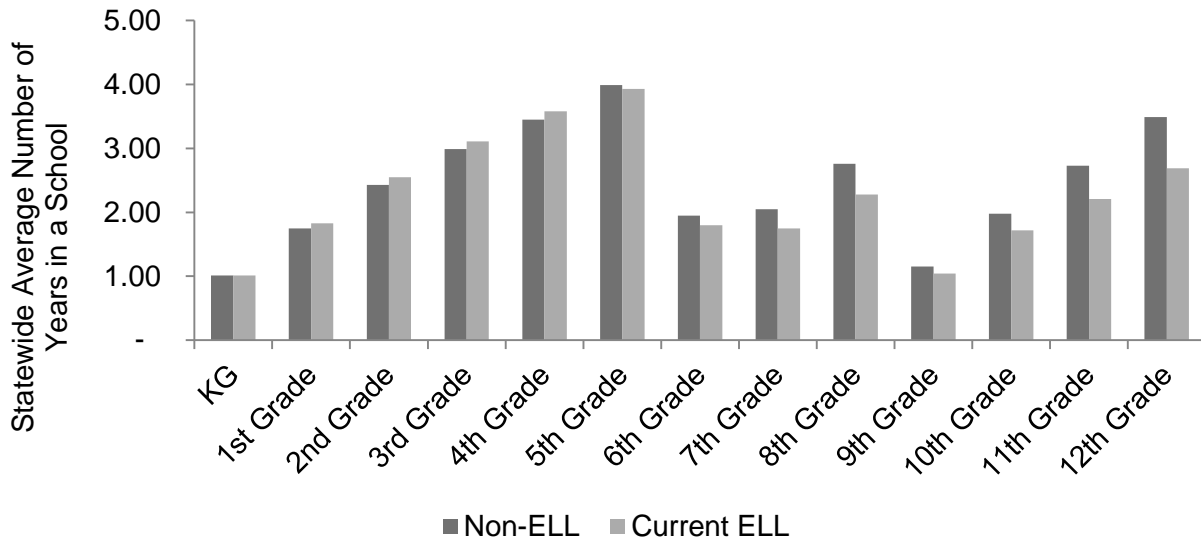
Source: Average Daily Membership Collection

### Section 17: 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 17 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 17: Statewide Average Number of Years Non-ELLs and Current ELLs are Enrolled in a School, 2015-16**

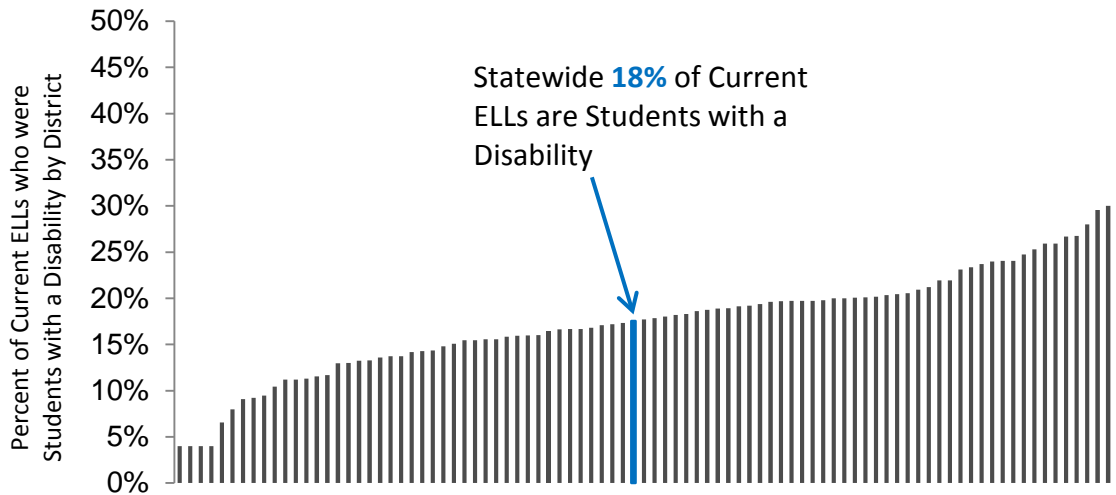


Source: Average Daily Membership Collection

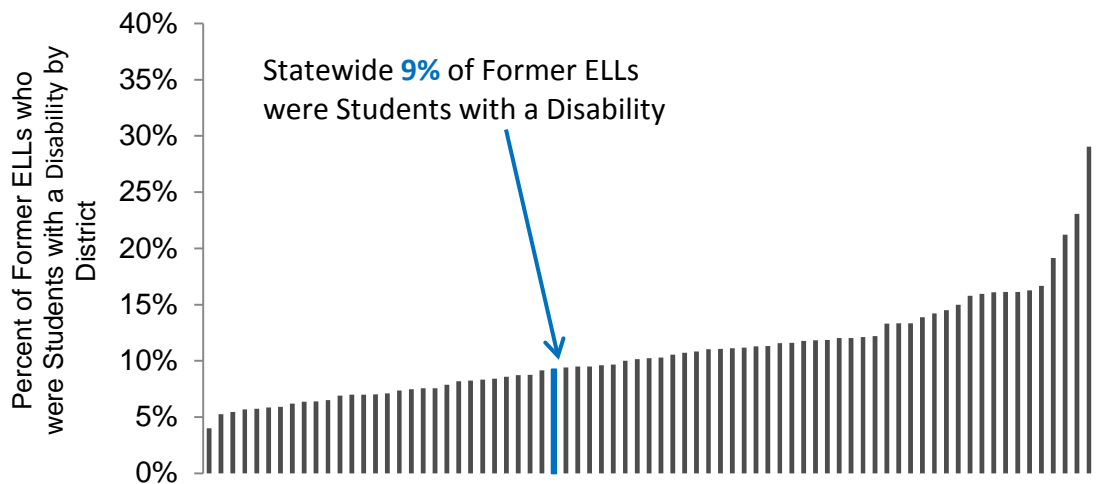
## Section 18: English Language Learners who also Receive Special Education Services

This section summarizes the percentage of current and former ELL students who also receive special education and related services. Graph 18a shows that 18 percent of current ELLs statewide are also identified as students with a disability, with district percentages ranging from less than 5 percent to 47 percent. Graph 18b shows that 9 percent of former ELLs are also identified as students with a disability, with district percentages ranging from less than 5 percent to 37 percent.

**Graph 18a: Percent of Current ELLs who also Receive Special Education and Related Services by District, 2015-16**



**Graph 18b: Percent of Former ELLs who also Receive Special Education and Related Services by District, 2015-16**



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



## **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.

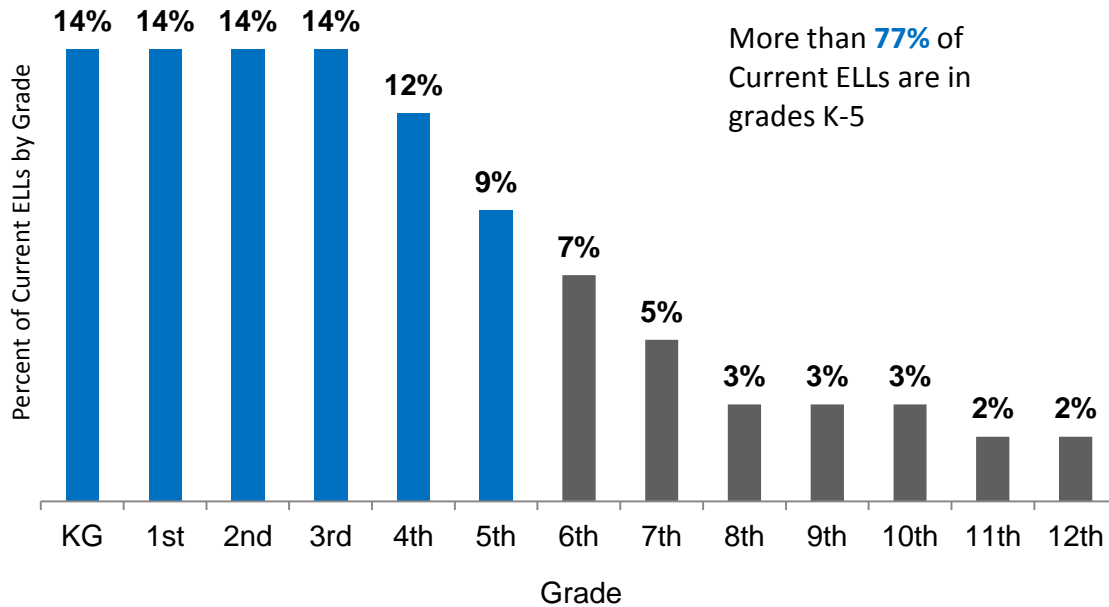
The sections in Part D include:

- 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

## Section 19: English Language Learners by Grade

This section shows the distribution of ELL students by grade. Graph 19 illustrates that for 2015-16, most current ELLs were in grades Kindergarten through 5<sup>th</sup> grade.

**Graph 19: Percent of English Language Learners by Grade, 2015-16**

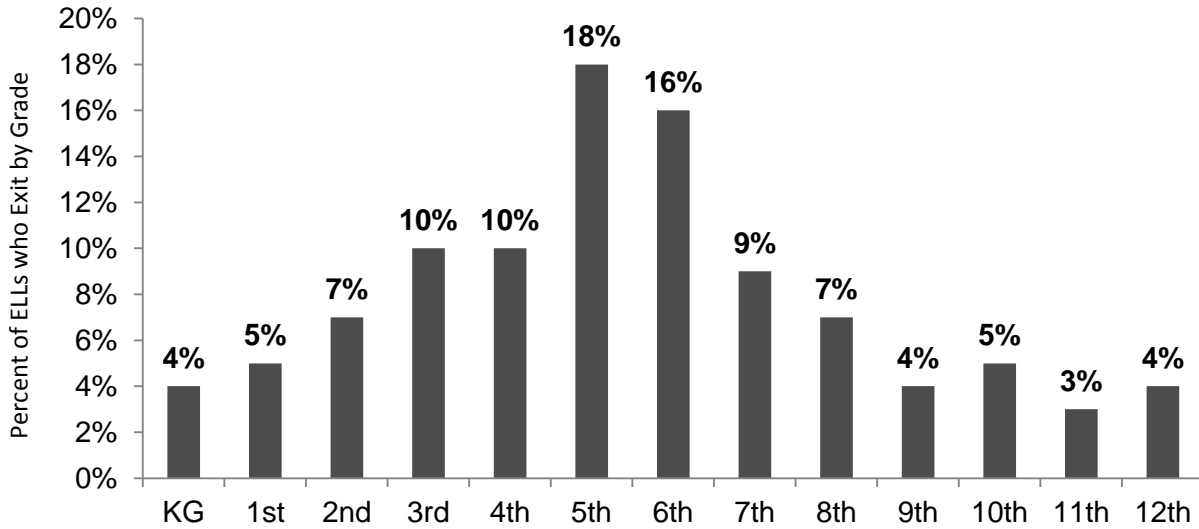


Source: Spring Membership

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

This section summarizes the percentage of current ELLs who exit by grade. Graph 20 shows that statewide 18 percent of ELLs who exit ELL status are 5<sup>th</sup> graders and an additional 16 percent exit in the 6<sup>th</sup> grade.

**Graph 20: Statewide Average Percent of ELLs who Exit by Grade, 2015-16**

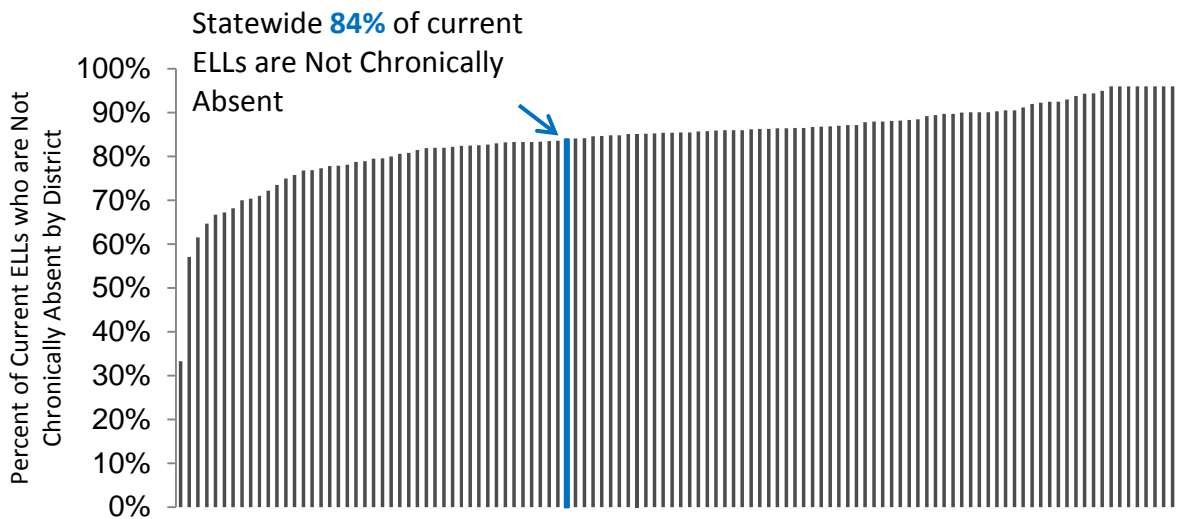


Source: Spring Membership

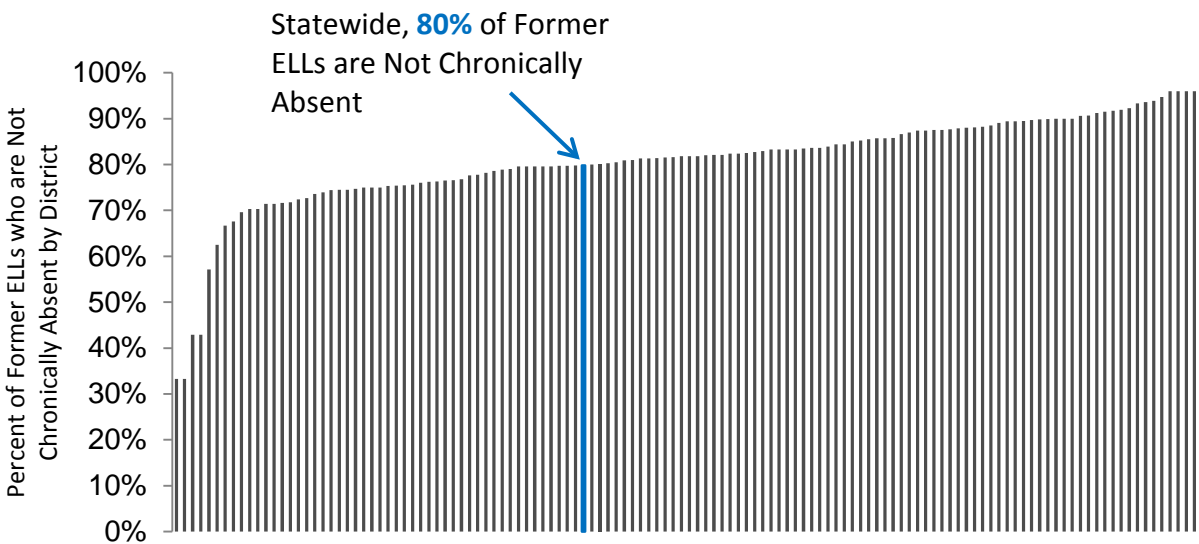
## Section 21: Not Chronically Absent English Language Learners

This section summarizes the percent of current and former ELL students who are Not Chronically Absent. Oregon defines chronic absenteeism as missing more than 10 percent of enrolled school days in a school year. Thus, **Not Chronically Absent** students attend school 90 percent or more of their enrolled days. Graph 21a shows that statewide, 84 percent of current ELLs are Not Chronically Absent, with districts averages ranging from 33 percent to greater than 95 percent. Graph 21b shows that statewide 80 percent of former ELLs are 'Not Chronically Absent', with district averages ranging from 33 percent to greater than 95 percent.

**Graph 21a: Percent of Current ELLs who are Not Chronically Absent, 2015-16**



**Graph 21b: Percent of Former ELLs who are Not Chronically Absent, 2015-16**

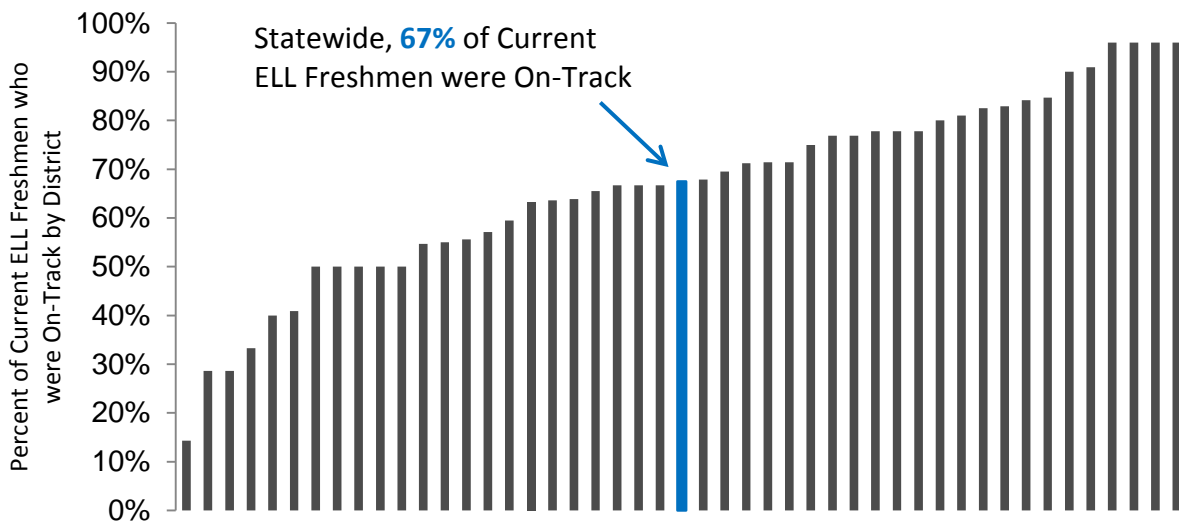


Source: Average Daily Membership Collection

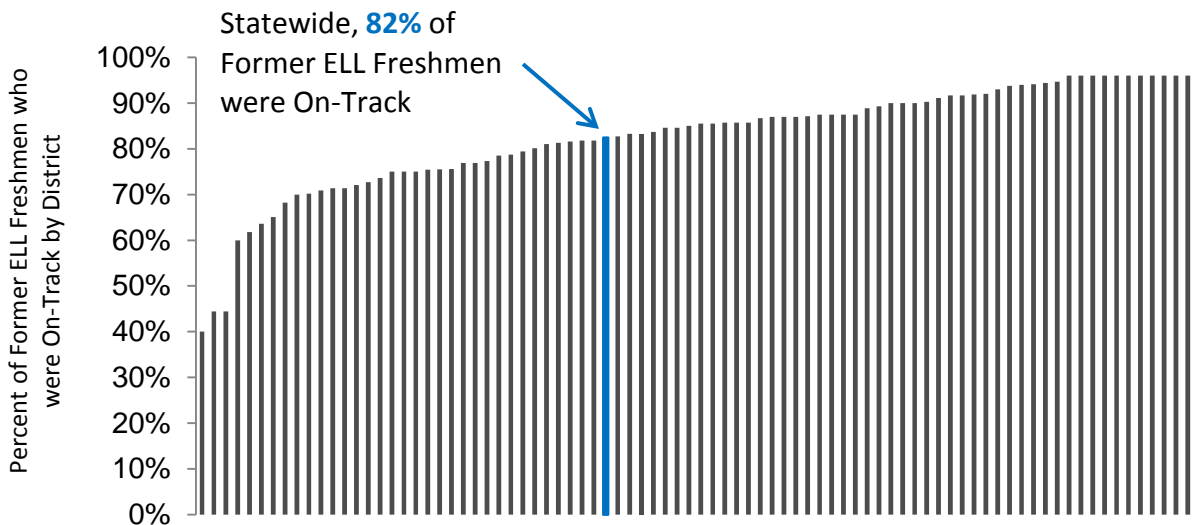
## Section 22: Percent of English Language Learners who Met the Freshman On-Track Criteria

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, 67 percent of current ELLs met the freshman on-track criteria, with district averages ranging from 14 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 40 percent to greater than 95 percent.

**Graph 22a: Percent of Current ELL Freshmen who were On-Track by District, 2015-16**



**Graph 22b: Percent of Former ELL Freshmen who were On-Track by District, 2015-16**

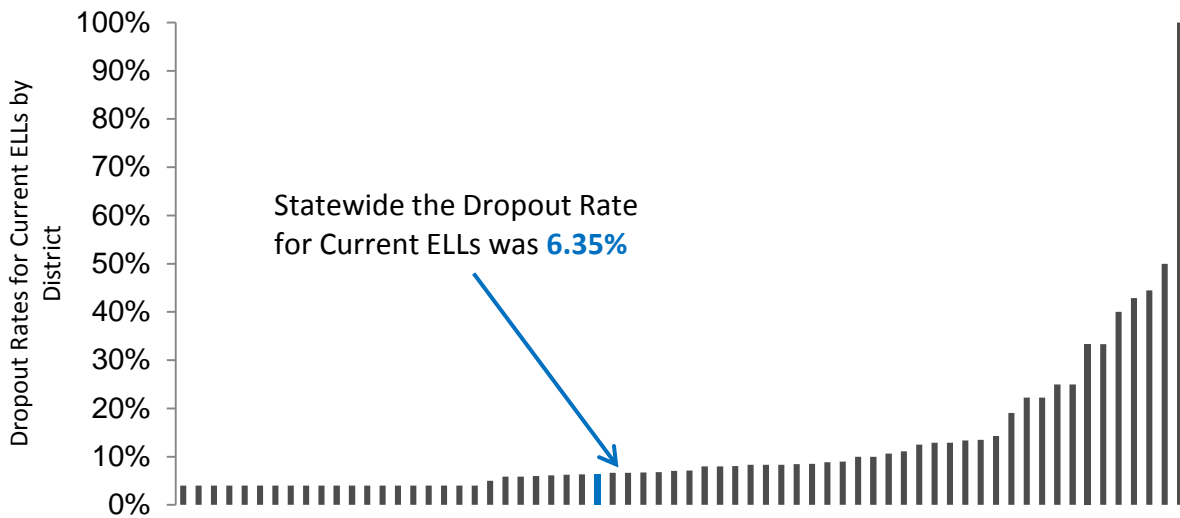


Source: Freshman On-Track Collection and Spring Membership

### Section 23: Dropout Rates for English Language Learners

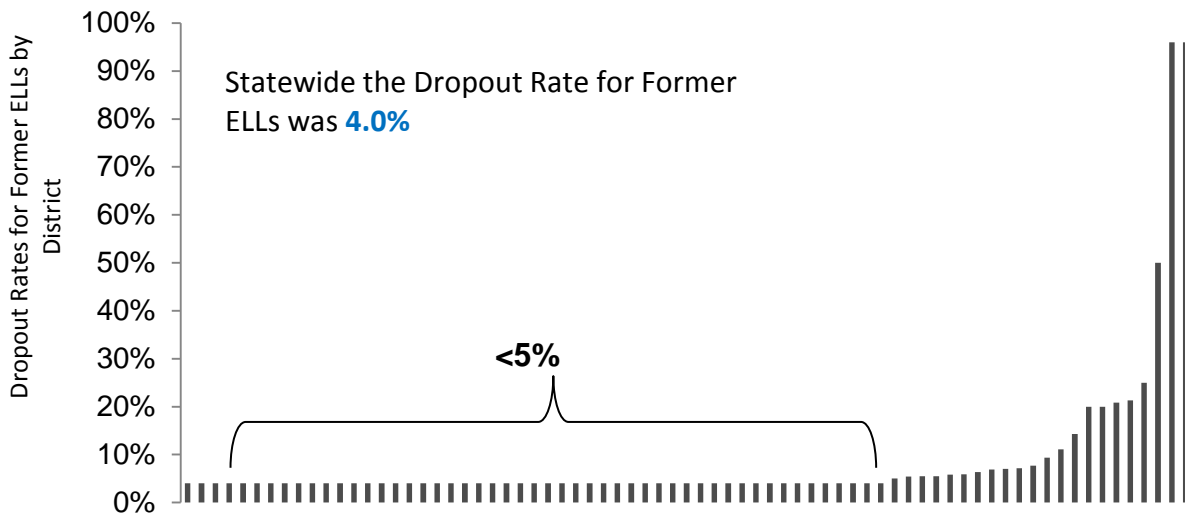
This section summarizes the dropout rate for current and former ELL students. The **one-year dropout rate** is calculated by dividing the number of dropouts (grades 9-12) by the number of students reported on the October 1 Membership (Enrollment) Data Collection for grades 9-12. Graph 23a shows the statewide dropout rate for current ELLs was 6.35 percent, with district averages ranging from less than 5 percent to more than 95 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 more than 95 percent.

#### Graph 23a: Dropout Rate for Current ELLs by District, 2015-16



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

#### Graph 23b: Dropout Rate for Former ELLs by District, 2015-16



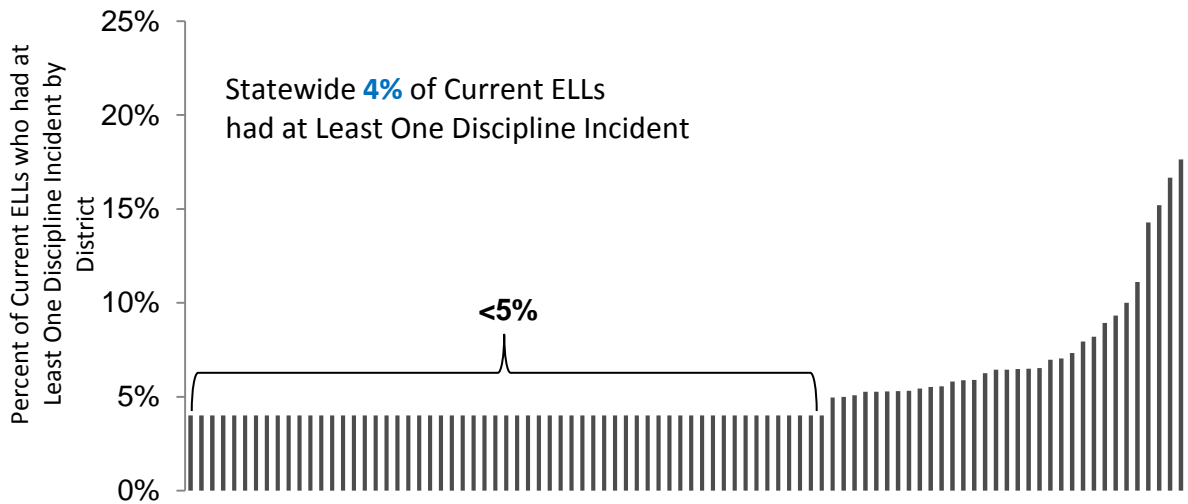
\*Only districts with more than 6 former ELLs are represented on the graph.

Source: NCES Dropout Collection

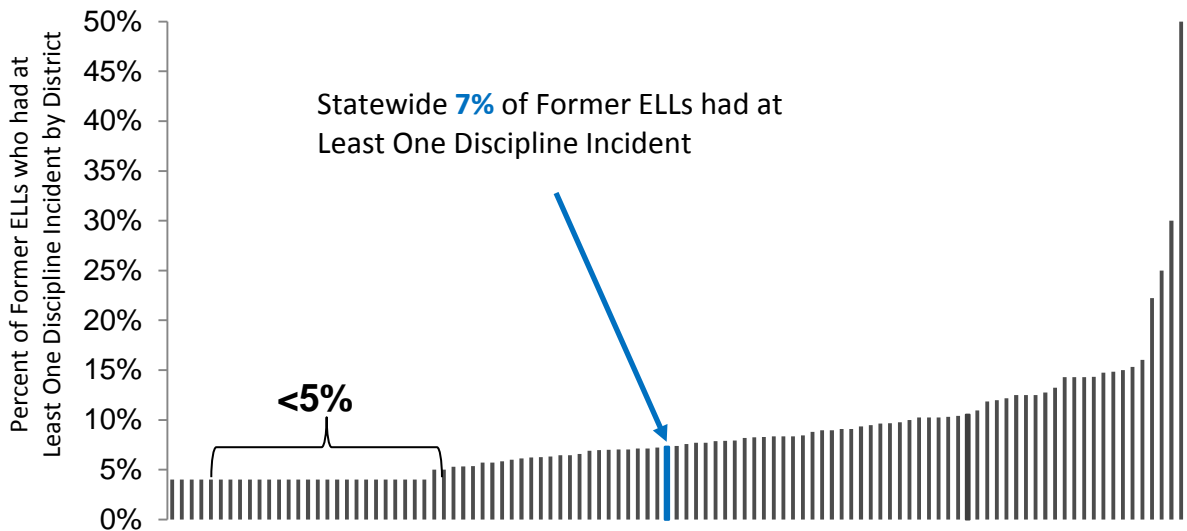
## Section 24: English Language Learners with Discipline Incidents

This section summarizes the percentage of current and former ELL students who had at least one discipline incident during the 2015-2016 school year. A **discipline incident** is defined as an in-school suspension, out-of-school suspension or an expulsion. About 4 percent of current ELLs had a discipline incident, with Graph 24a showing that district percentages ranged from less than 5 percent more than 95 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 50 percent.

**Graph 24a: Percent of Current ELLs who had at Least One Discipline Incident by District, 2015-16**



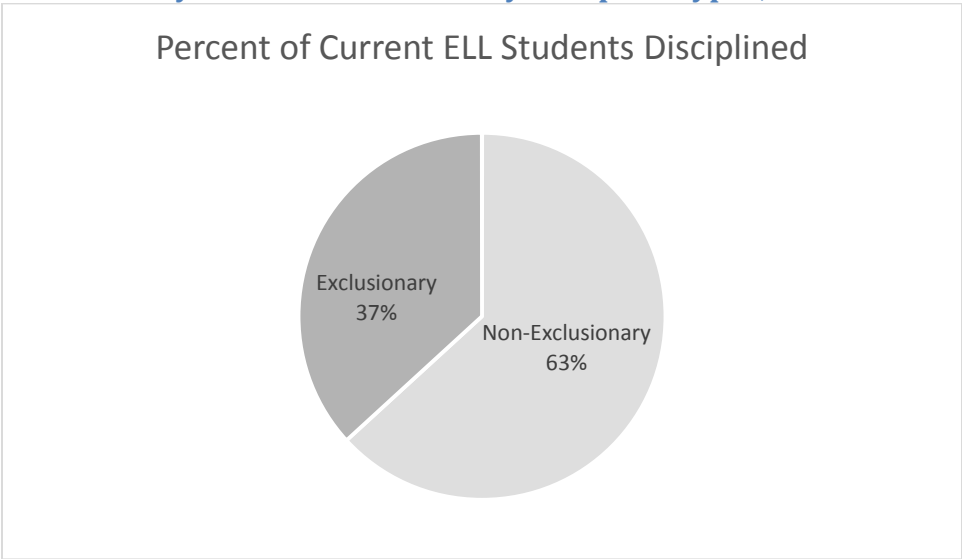
**Graph 24b: Percent of Former ELLs who had at Least One Discipline Incident by District, 2015-16**



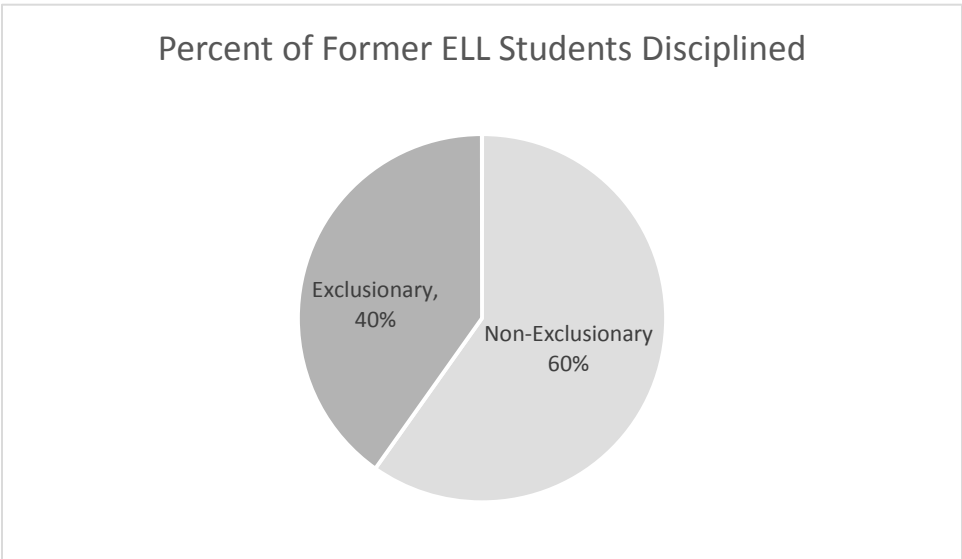
Source: Discipline Incidents Collection and Spring Membership

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 37 percent of current ELL students disciplined had a discipline incident resulting in an exclusionary outcome while 63 percent received a non-exclusionary discipline outcome. Graph 24d indicates that for former ELLs who had a discipline incident, 40 percent received an exclusionary outcome.

**Graph 24c: Percent of Current ELLs who had at Least One Discipline Incident, Exclusionary and Non-Exclusionary discipline types, 2015-16**



**Graph 24d: Percent of Former ELLs who had at Least One Discipline Incident Exclusionary and Non-Exclusionary discipline types, 2015-16**



Source: Discipline Incidents Collection



## Section 25: Oregon State Seal of Biliteracy

The Oregon State Seal of Biliteracy has been in full implementation for two years. The program was piloted during the 2015-2016 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.

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
- 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 25 shows the 10 districts and one charter school that reported awarding Biliteracy Seals during the 2015-2016 school year. Statewide, 498 Biliteracy Seals were awarded in Spanish, Russian, Chinese, Ukrainian, Japanese, French, German, Somali, Vietnamese and Persian. Many of the recipients of the Biliteracy Seal are English Language Learners, however, others have never been English Language Learners

**Table 25: Number of Biliteracy Seals awarded Statewide and by District, 2015-16**

District ID	District Name	Number of Students who earned the Biliteracy Seal
999	State of Oregon	498
2243	Beaverton SD 48J	10
2185	Centennial SD	30
1901	Corvallis SD 509J	57
4040	Four Rivers Community School*	7
2239	Hillsboro SD 1J	16
2048	Medford SD 549C	5
1924	North Clackamas SD 12	83
2180	Portland SD 1J	102
2142	Salem-Keizer SD 24J	114
1922	West Linn-Wilsonville SD 3J	32
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.



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