



BOARD OF EDUCATION
August 12, 2019
Administration Center Board Room
640 A Street • Springfield, OR 97477

7:00 pm Board Meeting

AGENDA		TAB
1.	Call Meeting to Order and Flag Salute	Chair Bessett
2.	Approval of the Agenda	Chair Bessett
3.	Introduction of New Administrators	David Collins/Suzanne Price/Dustin Reese
4.	Public Comments (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.)	
5.	Consent Agenda	
	A. July 10, 2019 Special Board Meeting Minutes	1
	B. July 22, 2019 Organizational Board Meeting Minutes	2
	C. Personnel Action, Resolution #19-20.003	Dustin Reese 3
	D. 2018-2019 Restraint & Seclusion Report	Brian Megert 4
	E. 2017-2018 Oregon English Language Learner Report	David Collins 5
6.	Reports and Discussion	
	A. Summer Planning Meeting Agenda Items	Chair Bessett
	B. Superintendent Communication	Supt. Todd Hamilton
	C. Board Communication	Chair Bessett
	• Process for Position 5 Board Appointment	Chair Bessett
7.	Other Business	
8.	Next Meeting: Summer Planning Session to be determined September 9, 2019, 7:00 pm, Business Meeting	
9.	Adjournment	Chair Bessett

SPECIAL BUSINESS MEETING MINUTES

1/A Special Board Meeting of the Lane County School District No. 19 Board of Education was held on July 10, 2019.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education meeting to order at 5:07pm in the EMC Training Center located at 525 Mill Street, Springfield.

Attendance

Board Members present included Board Chair Zach Bessett, Dr. Emilio Hernandez, Todd Mann and Naomi Raven.

District staff and community members identified included Jenna McCulley, David Collins, Judy Bowden, Terry Rutledge, Melissa Stalder, Joan Bolls, Don Lamb and Kelsey Raven. Perry Elyaderani and Hoby Lasko from KMTR.

2. OATH OF OFFICE

Board Chair Zach Bessett administered the Oath of Office to Naomi Raven and Todd Mann.

3. ACTION ITEMS

A. Declaration of Emergency Riverbend Elementary School HVAC Vandalism, Resolution #19-20.001

Terry Rutledge shared the Springfield Police Department received a report that there were people on the roof at Riverbend Elementary School on July 2, 2019. When police arrived, they found three juveniles on the roof and extensive damage to the HVAC systems. The district needed to declare an emergency because the lead time to have new units manufactured was approximately twelve weeks. With expedited service, it would still be thirty business days for completion of the units, plus transit time which would push the timeline right to the beginning of school. Two of the four units were beyond repair and would need to be replaced. One unit would be repaired and the fourth unit was still functional, which meant that several wings in the school were without circulating air. Unfortunately, all units are outside of the warranty period. Mr. Rutledge expressed concern that we would have to move classes if we were unable to get the new units received and installed prior to the beginning of school.

This would be an insurance claim with a \$25,000 deductible. Mr. Rutledge said that he had received a \$263,000 preliminary estimate for replacement of the units, but he was hoping the number would come down.

Declaration of Emergency Riverbend Elementary School HVAC Vandalism

RELEVANT DATA:

On July 2, 2019 significant damage occurred at Riverbend Elementary School (320 N. 51st Street, Springfield, Oregon 97478) due to vandalism. Upon initial investigation it appears there is extensive damage to air handler unit 1, air handler unit 2, the IDF split system, air handler unit 3, air handler unit 4, REF #6, the boiler exhaust stack, and the access ladders. Until further investigation is performed, neither the extent of the damage nor the extent of repair is fully known. Insurance has been contacted and an adjuster is being assigned. At this

time a mechanical contractor will need to be secured and the initial estimate of damage will likely exceed \$100,000.

RECOMMENDATION:

WHEREAS, by adoption of Resolution #19-20.001, the Springfield School District (the “District”) Board of Directors (the “Board”) was established as the District’s Local Contract Review Board (the “LCRB”) pursuant to Oregon Revised Statutes (“ORS”) 279A.060;

WHEREAS, ORS 279A.010 defines “Emergency” as including circumstances that could not have been reasonably foreseen; create a substantial risk of loss, damage or interruption of services or a substantial threat to property, public health, welfare or safety; and require prompt execution of a contract to remedy the condition; and

WHEREAS, ORS 279C.320 and the District’s adopted Administrative Rules, OAR 137-047-0280 (1) permit the LCRB to waive standard competitive bid requirements and enter into emergency contracts for construction work pursuant to ORS 279B.080;

WHEREAS, ORS 279B.080 provides that emergency procurement of construction services are not public improvements, and the contracting agency shall ensure competition for a contract for the emergency work that is reasonable and appropriate under the emergency circumstances; and

WHEREAS, the District staff have presented the findings related to the vandalism and damage to the Riverbend Elementary School HVAC system, to declare an emergency;

BE IT RESOLVED, that this resolution shall become effective immediately upon its adoption; and

BE IT FURTHER RESOLVED, That the Chief Operations Officer or designee shall have authority to authorize expenditures related to this incident.

Motion: Mr. Mann moved, seconded by Ms. Raven, for approval of Resolution #19-20.001, Declaration of Emergency Riverbend Elementary School HVAC Vandalism.

Chair Bessett called for any discussion regarding the resolution as presented by Mr. Rutledge.

Dr. Hernandez asked for more information about the specific structural damage to the units. Mr. Rutledge provided an overview of the damage. He added that until further investigation was performed, neither the extent of the damage nor the extent of the repair would be fully known. At this time, Mr. Rutledge believed that units #2 and #3 would need to be replaced. Unit # 1 was still functioning and unit #4 would need to be repaired.

Ms. Raven asked for clarification around the 30-day timeline. Was the 30 business days to get the equipment manufactured and sent to the district for installation? Mr. Rutledge responded that it would be 30 business days to manufacture the equipment plus additional time for transit and to get equipment in place for installation of the units, such as a crane to place the units on the roof. He continued by saying that the urgency for this request is not to have a cool building for students and staff when they return to school, but to have functioning air handlers circulating the fresh air throughout the building so that there would not be a dangerous CO build up in the building.

Chair Bessett called for the vote. The resolution passed unanimously, 4:0.

3. NEXT MEETING

Mr. Bessett said the next Board meeting was scheduled for July 22, 2019 at 5:00pm. This would be an organizational business meeting.

4. ADJOURNMENT

Mr. Bessett adjourned the meeting at 5:17pm.

(Minutes recorded by Judy Bowden)

ORGANIZATIONAL MEETING MINUTES

2/ An Organizational Meeting of the Lane County School District No. 19 Board of Education was held on July 22, 2019.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education meeting to order in the Board Room of the District Administration Building at 5:07 pm and led the Pledge of Allegiance.

Attendance

Board Members present included Board Chair Zach Bessett, Dr. Emilio Hernandez, Todd Mann and Naomi Raven.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Judy Bowden, Mike Eyster, Michelle Webber, Kristen Denmark and Lydia Dysart.

CHANGES OR ADDITIONS TO THE AGENDA

There were no changes made to the agenda.

2. ELECTION OF OFFICERS

Chair Zach Bessett called for nominations for the position of Board Chair.

Dr. Hernandez voiced his opinion that a chair should have at least a couple of years of experience. That being said, he nominated Mr. Bessett for Board Chair.

MOTION: Ms. Raven moved, seconded by Dr. Hernandez to nominate Zach Bessett for Board Chair.

The motion passed 4:0.

There were no other nominations or discussion, so Mr. Bessett closed the nominations and called for the vote.

Mr. Bessett was unanimously elected to the position of Board Chair, 4:0.

Chair Bessett called for nominations for the position of Board Vice Chair.

Mr. Mann nominated Ms. Raven for the position of Vice Chair.

MOTION: Mr. Hernandez moved, seconded by Mr. Mann to nominate Naomi Raven for Board Vice Chair.

The motion passed 4:0.

There were no other nominations or discussion, so Chair Bessett closed the nominations and called for the vote.

Ms. Raven was unanimously elected to the position of Board Vice Chair, 4:0.

3. PUBLIC COMMENT

There were no public comments.

4. CONSENT AGENDA

A. June 24, 2019 Board Meeting Minutes

B. Personnel Action, Resolution #19-20.002

New Hires

Monica Darnall
Tim Eastland
Kylie Fitzgerald
Angie Lamie
Stephen Nothum
Amy Tuski
Miranda Wilborn
Sarah Vera Felt
Pedro Martinez-O.T.

Leaves of Absence

Holly Ellingson
Amber Ketchum
Clifton Lydane

Resignations

Kimberly Ingram
Erica Milkovich
Sheila Minney
Eric Orton
Sun Saeterun
Stacey Whaley

Motion: Ms. Raven moved, seconded by Mr. Mann for approval of the Consent Agenda. The motion carried 4:0.

5. NEXT MEETING

Chair Bessett said there would be a Business Meeting on August 12, 2019 beginning at 7:00pm.

Dr. Hernandez wanted to take some time to talk about the data on student graduation rates and student diversity that was provided at the preconference workshop that the Board members and Superintendent Hamilton attended at the OSBA Summer Conference. He said the numbers were incorrect and when they met with the Caucus of Color, they found out the real numbers. Dr. Hernandez thought that it would be helpful for them to publically talk about the issue. He understood that the mistake was not Mr. Collins' fault, but wanted to make sure that the board was aware of the real numbers. Mr. Bessett agreed that they needed to find a time to talk about that and thought that the August work session would be a good place for everyone to share what they had learned.

Superintendent Hamilton suggested that at the August work session it would be a good idea to debrief the OSBA Summer Conference and what was learned. Prior to the meeting, he said he would share the data with Mr. Collins. Dr. Hernandez thought that would be a good idea. Mr. Collins added that any additional information the Board would like to share would be appreciated. Mr. Bessett added he thought it would be helpful to discuss some of the services that OSBA provided and how they could help the Board with its work. Dr. Hernandez shared that he would be happy to make himself available for discussions with Mr. Collins and Mr. Reese prior to the next work session.

Dr. Hernandez asked about the process for the appointment for Position 5. He wanted to be sure that the process would be open and transparent. Superintendent Hamilton said that would be an agenda item for the August 12th Board meeting and the process would be clearly articulated at that meeting. Dr. Hernandez thanked Superintendent Hamilton for his comments.

6. ADJOURNMENT

With no other business, Mr. Bessett adjourned the meeting at 5:19 pm.

(Minutes recorded by Lydia Dysart)

PERSONNEL ACTION

RELEVANT DATA:

Each month the Board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hires and resignations. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number preceding the name and it will be withdrawn pending further instruction from the Board. Dustin Reese is available for questions.

RECOMMENDATION:

It is recommended the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- New Hires
- Resignations

SUBMITTED BY:

Dustin Reese
Director of Human Resources

APPROVED BY:

Todd Hamilton
Superintendent

NO	NAME	CURRENT BUILDING ASSIGNMENT	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES					
1	RYAN BECK	RIVERBEND ELEMENTARY	PROBATIONARY 1 ADMINISTRATOR	FT	08/01/2019	NEW HIRE
2	ANNA MCMULLEN	DOUGLAS GARDENS ELEMENTARY	PROBATIONARY 1	PT	08/27/2019	NEW HIRE
3	MINDY MELENDREZ	CENTENNIAL ELEMENTARY	TEMPORARY TEACHER	FT	08/27/2019	NEW HIRE
4	MICHELLE MOLONY	THURSTON MIDDLE SCHOOL	PROBATIONARY 1	FT	08/27/2019	NEW HIRE
5	GERARDO VARGAS	SPRINGFIED HIGH SCHOOL	PROBATIONARY 1	FT	08/27/2019	NEW HIRE
6	MATTHEW WEBER	AGNES STEWART MIDDLE SCHOOL	PROBATIONARY 1	FT	08/27/2019	NEW HIRE
	RESIGNATIONS					
7	ALEXA HUSCHKA-TOENNIS	RIVERBEND ELEMENTARY	POBATIONARY 3	FT	07/16/2019	RESIGNED
8	JASON KOCH	BRIGGS/HAMLIN	TEACHER CONTRACT	FT	08/01/2019	RESIGNED
9	REBECCA KROP	A3	PROBATIONARY 2	FT	07/10/2019	RESIGNED
10	JOCELYN MENDELSSOHN	THURSTON ELEMENTARY	TEACHER CONTRACT	FT	08/01/2019	RESIGNED
11	KRISTEN NESS	MAPLE ELEMENTARY	TEACHER CONTRACT	FT	07/09/2019	RESIGNED

REPORTING REQUIREMENTS FOR THE USE OF RESTRAINT & SECLUSION

RELEVANT DATA:

This is year seven of the restraint and seclusion reporting requirements that took affect in July, 2012. The wording of the OAR has been adjusted on more than one occasion in the last few years, but the substance of the physical restraint and seclusion law has remained consistent. As part of the law, the district must make available to the board and to the public all incidents of restraint and seclusion during the school year. Additionally, specific demographic information pertaining to the students involved in the incidents of restraint and seclusion must be made available. The attached report provides the applicable OARs and the required information. This report will be kept on file at the district office and will be available on our website. In some cases, the demographic information potentially reveals student identifiable information and that portion has been redacted. For specific information regarding the number of restraint and seclusions, please see pages three and four of the attached report.

Brian Megert will be available to answer any questions.

SUBMITTED BY:

Brian Megert, D.Ed.
Special Programs Director

APPROVED BY:

Todd Hamilton
Superintendent

Summary Report: 2018-19

Use of Physical Restraint and Seclusion in Springfield Public Schools

581-021-0559

Reporting Requirements for the Use of Physical Restraint and Seclusion

(1) Each entity that has jurisdiction over a public education program must prepare and submit to the Superintendent of Public Instruction an annual report detailing the use of physical restraint and seclusion for the preceding school year, including, at a minimum:

- (a) The total number of incidents involving physical restraint;
- (b) The total number of incidents involving seclusion;
- (c) The total number of seclusions in a locked room;
- (d) The total number of students placed in physical restraint;
- (e) The total number of students placed in seclusion;
- (f) The total number of seclusion rooms available; and a description, including the location of those rooms, designated solely for seclusion;
- (g) The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of physical restraint or seclusion;
- (h) The number of students who were placed in physical restraint or seclusion more than 10 times in the course of a school year and an explanation of what steps have been taken by the public education program to decrease the use of physical restraint and seclusion for each student;
- (i) The number of incidents in which the personnel of the public education program administering physical restraint or seclusion were not trained; and
- (j) The demographic characteristics of all students upon whom physical restraint or seclusion was imposed, including race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

(2) Each entity that has jurisdiction over a public education program shall make its annual report about physical restraint and seclusion available to:

- (a) The public at the entity's main office and the website of the entity;
- (b) The school board or governing body overseeing the entity;
- (c) If the entity is an education service district, the component school districts of the education service district;

Summary Report: 2018-19

Use of Physical Restraint and Seclusion in Springfield Public Schools

- (d) If the entity is a public charter school, the sponsor of the public charter school;
- (e) Parents and guardians of students in a public education program, who shall be advised at least once each school year about how to access the report.

Stat. Auth. 326.051

Stats. Implemented: 2011 OL Ch. 665 (Enrolled HB 2939)

Hist.: ODE 12-2012, f. 3-30-12, cert. ef. 5-1-12; ODE 13-2014, f. & cert. ef. 2-19-14; ODE 15-2014, f. & cert. ef. 3-4-14

Definitions: As used in OAR 581-021-0550 to 581-021-0566:

“Physical restraint” means the restriction of a student's movement by one or more persons holding the student or applying physical pressure upon the student.

“Physical restraint” may not be used for discipline, punishment or convenience of personnel of the public education program.

“Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. “Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving.

Physical restraint or seclusion may be used on a student in a public education program only if:

- (A) The student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or others; and,
- (B) Less restrictive interventions would not be effective.

Summary Report: 2018-19

Use of Physical Restraint and Seclusion in Springfield Public Schools

Total Incidents of Physical Restraint and Seclusion:

Total number of incidents involving physical restraint:	<u>12</u>
Total number of incidents involving seclusion:	<u>11</u>
Total number of seclusions in a locked room:	<u>1</u>
Total number of students placed in physical restraint:	<u>0</u>
Total number of students placed in seclusion:	<u>11</u>
	<u>1</u>

Demographic characteristics:

Race:

African American	1
Asian	0
Multi-Racial	2
Native American/American Indian	1
White	8

Ethnicity:

Hispanic	1
Non-Hispanic	11

Gender:

Female	2
Male	10

Disability Status:

Identified as Disabled under IDEA or Section 504:	
	6
Non-Disabled:	
	6

Migrant Status: 0

English Proficiency:

0 Students receiving ELL services.

Status as Economically Disadvantaged:

10 Students eligible for free and reduced lunch.

Summary Report: 2018-19

Use of Physical Restraint and Seclusion in Springfield Public Schools

Total number of incidents that resulted in **injuries or death** to students or personnel as a result of the use of physical restraint or seclusion: 0 incidents resulted in reported injuries to staff.

Number of students placed in physical restraint or seclusion **more than 10** times in the 2011-12 school year: 0

Steps taken to reduce the use of physical restraint for each student:

In each case, the team debriefed the incident, reviewed the behavior support plan, identified triggers and consequences for behavior, and determined next steps.
Following the meeting, the team implemented strategies based on the information collected with the team, including the parents and team members from outside the school system. While the information is confidential, each incident was thoroughly documented as part of the required, formal process.

Number of incidents in which personnel administering physical restraint or seclusion were not trained: 1

OREGON ENGLISH LANGUAGE LEARNER REPORT

RELEVANT DATA:

The 2017-18 Oregon English Language Learner Report is an annual publication required by law ([ORS 327.016](#)). This report is intended to provide the Oregon State Legislature and interested stakeholders information on the current state of English language learners (ELLs) enrolled in Oregon public schools.

The report identifies two groups of ELL students, one being current ELLs identified as qualified for an EL program during the 2017-18 school year and former ELLs who were qualified for an ELL program in a prior school year but not in 2017-18. Overall, for 2017-18 the Department identified 51,962 students as current ELLs (9% of overall enrollment) and 53,329 former ELLs (9.3% of overall enrollment). ELLs in Oregon speak 66 different home languages with Spanish and Russian the most frequent languages of origin. To provide context for the key indicators, additional data is provided, including year-to-year comparisons, breakouts of districts identified as target and transformation districts as part of work around House Bill 3499, and comparisons to students identified as never English language learners.

The report consists of 25 indicators divided into four parts:

- Part A of this report identifies the total amount of funding allocated to the districts from the State School Fund for students who are eligible for and enrolled in an English Language Learner Program as provided by in ORS 327.013.
- Part B of this report is an overview of the demographics and basic information about current and former ELLs in the State of Oregon such as dual identifications, the average number of years students have been enrolled in English Language Learner programs and the average number of years the students have attended their current schools.
- Part C summarizes measures of student success for current and former English language learners. This includes assessment data for the English Language Proficiency Assessment for the 21st Century (ELPA21), Smarter Balance Assessment Data, the 5-year graduation rate and post-secondary enrollment.
- Part D of this report provides additional data related to current and former ELLs in the state of Oregon. These data, not categorized elsewhere in the report, look at the breakdown of ELLs by grade, percent of ELLs who exit ELL Programs by grade, regular attenders, 9th grade on track, discipline incidents and the Oregon State Seal of Biliteracy.

Key Findings

- In the aggregate, school districts spent the same amount on ELL programs as they received for those programs through Oregon's school funding formula: \$190.7 million in revenue and \$190.2 million in spending. However, 86 districts spent less than they received through the funding formula and 55 districts spent more. Those spending less spent only 76 percent of their ELL formula revenue on programs for ELL students, while those spending more spent 116 percent. Most of the funding was used directly for ELL programs (78 percent) with the remainder spent on related services for ELL students such as transportation and student support services.

- Current ELLs are identified as more likely to be economically disadvantaged (89 percent) than former ELLs (80 percent) while both are significantly more likely to be economically disadvantaged than students identified as never ELLs (47 percent).
- Current ELLs were identified as being more likely to be homeless (5 percent) than both former and never ELLs (both less than 5 percent).
- Statewide in 2017-18 students dually identified as a current or former ELL and as having a disability and receiving special education services fell significantly from prior years with 15.4 percent of current and less than 5 percent of former ELLs being dually-identified.
- For both the math and English language arts assessment, former ELLs perform dramatically higher than current ELLs. For the math assessment, the largest gap is in elementary schools while for the English language arts assessment the largest gap is in high schools.
- For growth in math assessment scores, current ELLs in grades 6 through 8 are in the 46th percentile, slightly below the median for all students, while former ELLs are in the 53rd percentile, slightly above the median.
- Statewide, 65 percent of current ELLs graduate within 5 years. In contrast, a much higher percentage of former ELLs—83 percent—graduate within five years, 3 percentage points above the 80 percent rate for never ELLs.
- After high school, 38 percent of current ELLs and 49 percent of former ELLs enrolled in a post-secondary institution within 16 months of graduation. The rate for all students was 64 percent.
- Nearly 70 percent of all ELLs are in kindergarten through 5th grade. Nearly half exit ELL status by the end of 4th grade, while 80 percent exit by the time they reach high school.
- Current ELLs are also equivalent to the statewide average for never ELLs (both 80 percent) for regular attendance (attending more than 90% of school days) while 77 percent of former ELLs are regular attenders.
- 70 percent of current ELLs were on-track to graduate high school within four years by the end of their 9th grade year while 84 percent of former ELLs were on-track, just one percentage point below the on-track rate for never ELLs.
- Former ELLs drop out of high school at a lower rate than both current ELLs and never ELLs.
- Of the 1,621 students who received the Oregon Biliteracy Seal, 885 were current or former ELLs whose primary language was not English and 708 were native English speakers who learned another language (data was missing for 28 students).

SUBMITTED BY:
David Collins
Assistant Superintendent

APPROVED BY:
Todd Hamilton
Superintendent

The 2017-18 Oregon English Language Learner Report

June 2019



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Oregon Department of Education

Colt Gill

Director of the Oregon Department of Education

Carmen Xiomara Urbina

Deputy Director of the Oregon Department of Education

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Executive Summary

The 2017-18 Oregon English Language Learner Report is an annual publication required by law ([ORS 327.016](#)). This report is intended to provide the Oregon State Legislature and interested stakeholders information on the current state of English language learners (ELLs) enrolled in Oregon public schools.

The report identifies two groups of ELL students, one being current ELLs identified as qualified for an EL program during the 2017-18 school year and former ELLs who were qualified for an ELL program in a prior school year but not in 2017-18. Overall, for 2017-18 the Department identified 51,962 students as current ELLs (9% of overall enrollment) and 53,329 former ELLs (9.3% of overall enrollment). ELLs in Oregon speak 66 different home languages with Spanish and Russian the most frequent languages of origin. To provide context for the key indicators, additional data is provided, including year-to-year comparisons, breakouts of districts identified as target and transformation districts as part of work around House Bill 3499, and comparisons to students identified as never English language learners.

The report consists of 25 indicators divided into four parts:

- Part A of this report identifies the total amount of funding allocated to the districts from the State School Fund for students who are eligible for and enrolled in an English Language Learner Program as provided by in ORS 327.013.
- Part B of this report is an overview of the demographics and basic information about current and former ELLs in the State of Oregon such as dual identifications, the average number of years students have been enrolled in English Language Learner programs and the average number of years the students have attended their current schools.
- Part C summarizes measures of student success for current and former English language learners. This includes assessment data for the English Language Proficiency Assessment for the 21st Century (ELPA21), Smarter Balance Assessment Data, the 5-year graduation rate and post-secondary enrollment.
- Part D of this report provides additional data related to current and former ELLs in the state of Oregon. These data, not categorized elsewhere in the report, look at the breakdown of ELLs by grade, percent of ELLs who exit ELL Programs by grade, regular attenders, 9th grade on track, discipline incidents and the Oregon State Seal of Biliteracy.

Key Findings

- In the aggregate, school districts spent the same amount on ELL programs as they received for those programs through Oregon's school funding formula: \$190.7 million in revenue and \$190.2 million in spending. However, 86 districts spent less than they received through the funding formula and 55 districts spent more. Those spending less spent only 76 percent of their ELL formula revenue on programs for ELL students, while those spending more spent 116 percent. Most of the funding was used directly for ELL programs (78 percent) with the remainder spent on related services for ELL students such as transportation and student support services.

- Current ELLs are identified as more likely to be economically disadvantaged (89 percent) than former ELLs (80 percent) while both are significantly more likely to be economically disadvantaged than students identified as never ELLs (47 percent).
- Current ELLs were identified as being more likely to be homeless (5 percent) than both former and never ELLs (both less than 5 percent).
- Statewide in 2017-18 students dually identified as a current or former ELL and as having a disability and receiving special education services fell significantly from prior years with 15.4 percent of current and less than 5 percent of former ELLs being dually-identified.
- For both the math and English language arts assessment, former ELLs perform dramatically higher than current ELLs. For the math assessment, the largest gap is in elementary schools while for the English language arts assessment the largest gap is in high schools.
- For growth in math assessment scores, current ELLs in grades 6 through 8 are in the 46th percentile, slightly below the median for all students, while former ELLs are in the 53rd percentile, slightly above the median.
- Statewide, 65 percent of current ELLs graduate within 5 years. In contrast, a much higher percentage of former ELLs—83 percent—graduate within five years, 3 percentage points above the 80 percent rate for never ELLs.
- After high school, 38 percent of current ELLs and 49 percent of former ELLs enrolled in a post-secondary institution within 16 months of graduation. The rate for all students was 64 percent.
- Nearly 70 percent of all ELLs are in kindergarten through 5th grade. Nearly half exit ELL status by the end of 4th grade, while 80 percent exit by the time they reach high school.
- Current ELLs are also equivalent to the statewide average for never ELLs (both 80 percent) for regular attendance (attending more than 90% of school days) while 77 percent of former ELLs are regular attenders.
- 70 percent of current ELLs were on-track to graduate high school within four years by the end of their 9th grade year while 84 percent of former ELLs were on-track, just one percentage point below the on-track rate for never ELLs.
- Former ELLs drop out of high school at a lower rate than both current ELLs and never ELLs.
- Of the 1,621 students who received the Oregon Biliteracy Seal, 885 were current or former ELLs whose primary language was not English and 708 were native English speakers who learned another language (data was missing for 28 students).

About this Report

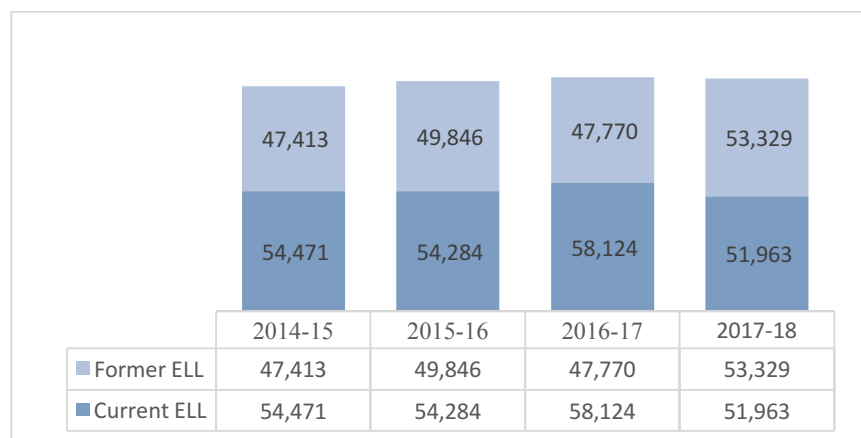
The Oregon English Language Learner Report is an annual publication required by law ([ORS 327.016](#)). This report provides financial information for English language learner (ELL) programs, the objectives and needs of students eligible for and enrolled in an English language learner program, and information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

In addition, this report aims to make data on English language learners accessible to researchers, media, students and parents. Collecting and analyzing this data allows us to better serve historically underserved students and communities and help every student graduate high school with a plan for their future.

English Language Learner Definition

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

In most sections of this report, data are presented for current and former English language learners (ELL). This provides information on the full academic trajectory of students who participate in an ELL program at any time in their academic careers. For this report, current ELLs are defined as students who qualified for English language learner services during the 2017-2018 school year. Former ELLs are defined as students who did not qualify for English language services during the 2017-2018 school year but did in a prior year. Never ELLs are defined as students who have never been enrolled in English language services. These determinations were made using data from the ESEA Title III Data Collection, which contains data from the 2006-2007 school year forward. The chart below shows that for the 2017-2018 School Year 51,963 students were considered current ELLs while 53,329 were considered former ELLs based on the above definitions. For Current ELLs this is a decrease compared to the 2016-17 count of 58,124 ELLs, which corresponds to the increase in former ELLs from 2016-17 to 2017-18.



Data Suppression

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

Data Summarization

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

Additional Indicator Data

The 2017-2018 report contains new indicators that have been expanded to include additional data. Eight indicators within the report have been expanded to include a multi-year comparison of the statewide average spanning the 2014-15 school year to the 2017-18 school year. Likewise, eight indicators include graphs showing the averages for districts identified as either being Target or Transformation districts by the department as part of House Bill 3499 ([HB3499](#)). Four of the indicators have been expanded for both categories. Under HB 3499 the Department first identified Transformation Districts as those districts most in need of higher support funds. Transformation Districts each received \$180,000 to transform their program for emerging bilinguals. Target districts were then identified as having similar, but not as intensive of needs, and each received \$90,000 for similar purposes.

Expanded Data Tables

As with the previous years, the 2017-2018 report includes only summary data graphs in this document. Expanded data tables that include the data for each district are available upon request and are subject to all applicable suppressions rules consistent with department practice and the format of this report. Requests should be sent to blake.whitson@oregon.gov.

Data Sources

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

Part A: Financial Data

Part A of this report identifies the total amounts of funding allocated to the districts from the State School Fund for students who are eligible for and enrolled in an English Language Learner Program as provided by in ORS 327.013. This section also provides the ratio of funds expended as compared to funds allocated for each district. Finally, the expenditures are broken down by category of expenditure as identified and defined by the State Board of Education by rule.

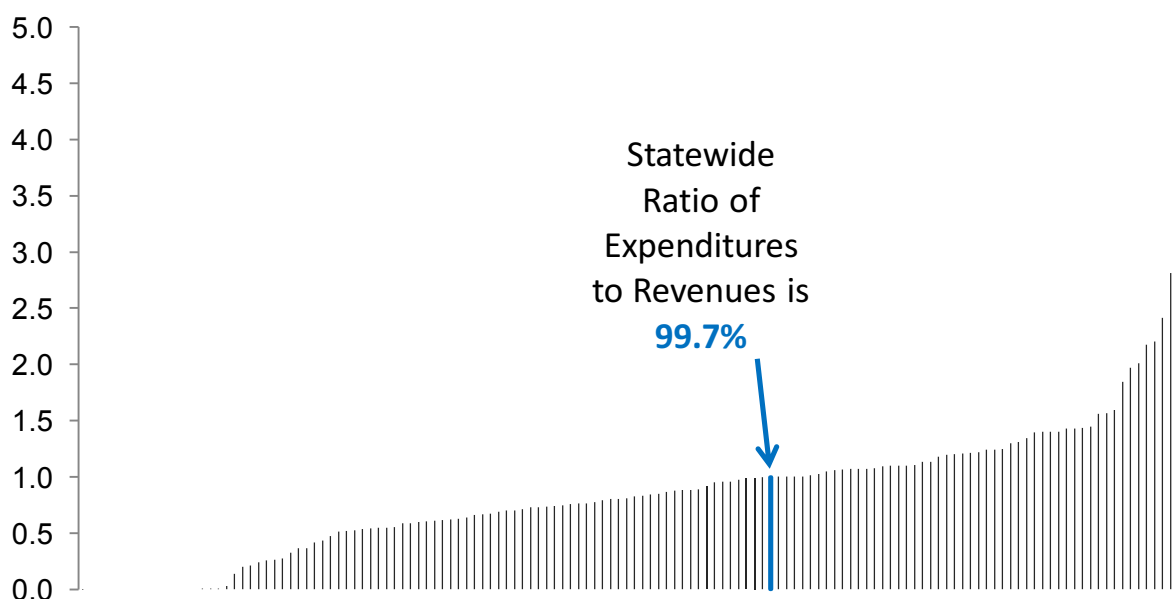
Part A Section Summary:

- Section 1 identifies that a total of \$190,662,947 has been allocated via the State School Fund with essentially all (\$190,188,457) ELL revenue expended by districts on programs for ELL students. However, of the 141 districts that received ELL formula funding in 2017-18, 86 reported spending less than the revenue received, while 55 districts reported spending more.
- Section 2 breaks down the expenditures identified in section 1 by function and area of responsibility. Overall most of the spending on ELL students is directly for ELL Programs (78%), while the remainders is spent on related serves for ELL students such as transportation and student support services.

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

The first indicator shows the relationship between ELL revenues allocated to districts via the State School Fund Formula and total ELL expenditures from the General Fund in districts' accounting financial reports as submitted to ODE. For the 2017-18 school year \$190,662,947 was allocated via the state school fund. Graph 1 shows the ratio of these expenditures to revenues by district. Statewide, the ratio of expenditures to revenues is 0.997, meaning that 99.7 percent of the funds allocated to districts via the State School Fund Formula are accounted for as being spent on ELLs. This equates to \$190,188,457 of the allocated amount listed above was spent by districts. The expenditure ratios by district range from 0 to 3.79.

Graph 1: Ratio of ELL Expenditures to Revenues by District

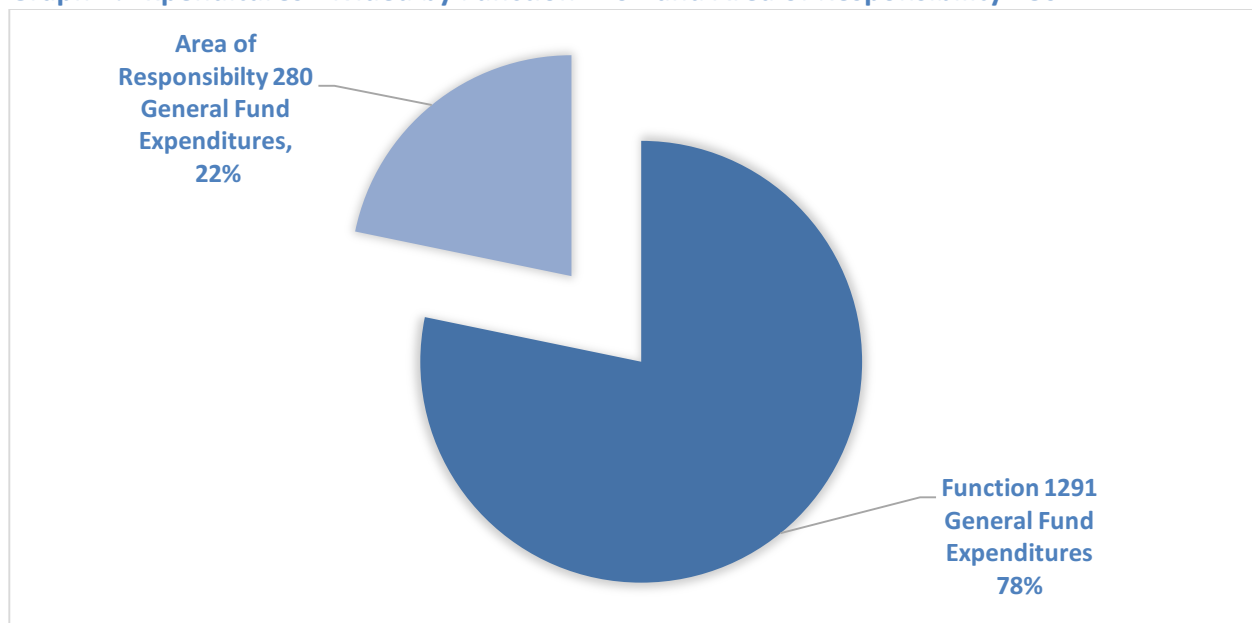


Source: School District Audited Financial Reports.

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 280.¹ 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). Graph 2 shows that about 78 percent of the expenditures for ELLs, representing \$148.8 Million of total ELL General Fund Expenditures, are accounted for using Function 1291, while the remaining 22 percent, representing \$41.4 million of total ELL General Fund Expenditures, are accounted for in Area of Responsibility 280.

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



Source: School District Audited Financial Reports.

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

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

Part B of this report is an overview of the demographics and basic information about current and former ELLs in the State of Oregon such as dual identifications, the average number of years students have been enrolled in English Language Learner programs and the average number of years the students have attended their current schools. Key takeaways in this section are that 89 percent of current and 80 percent of former ELLs are considered economically disadvantaged while only 47 percent of never ELLs are identified as such.

Part B Section Summary:

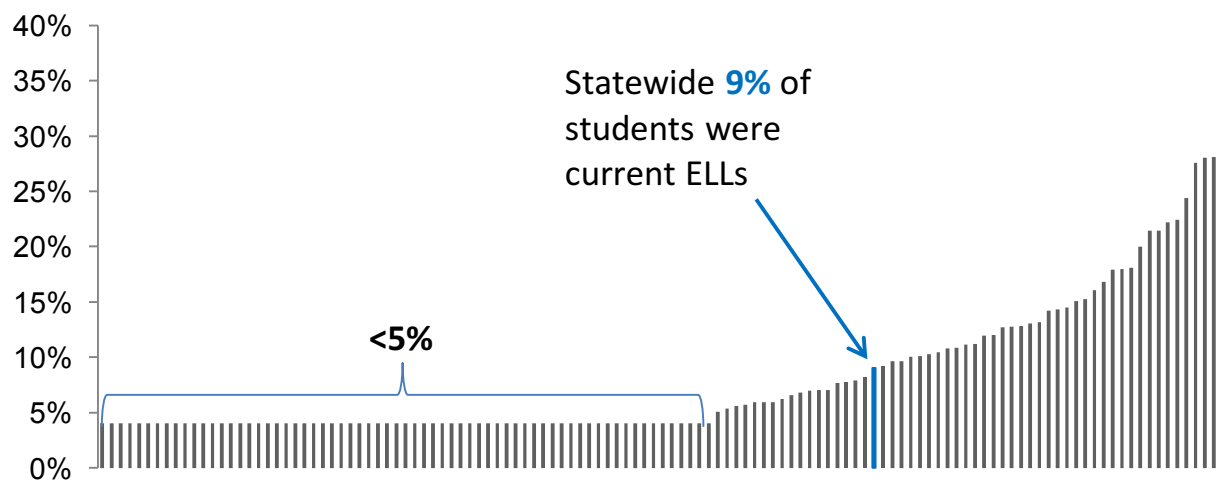
- Section 3 looks at the number of current and former ELLs and provides that as a percentage of total students enrolled. For 2017-18 51,962 students were identified as current ELLs (9 percent of enrolled students) while 53,329 students were identified as former ELLs (9.3 percent of enrolled students).
- Section 4 shows the percent of current and former ELLs identified as economically disadvantaged. As mentioned above, 89 percent of current and 80 percent of former ELLs are identified as economically disadvantaged compared to 47 percent of never ELLs.
- Section 5 identifies that 12 percent of current and 8 percent of former ELLs are consider mobile which is defined as students attending multiple schools or having significant gaps in enrollment in a school year.
- Section 6 provides data on current and former ELLs who are homeless. In Oregon, current ELLs are considered homeless (5 percent) at a higher rate than both former and never ELLs (both less than 5 percent).
- Section 7 identifies 15 percent of current and 10 percent of former ELL students as migrant students. Migrant students are defined as having moved with their families in the previous 36 months to seek temporary or seasonal employment.
- Section 8 identifies that 9.1 percent of current ELLs are recent arrivers (born outside the United States and Puerto Rico) who have been educated in the United States for fewer than three consecutive years.
- Section 9 provides the Small Area Income and Poverty Estimates (SAIPE) for children aged 5 to 17. In Oregon, 14.5 percent of children between 5 and 17 are estimated to be living in poverty.
- Section 10 identified the top 15 languages of origin spoken by ELLs in Oregon out of over 60 different languages spoken by Oregon ELLs.
- Section 11 provides the average number of years ELL students have been enrolled in an ELL Program, which is 3.5 years for Oregon ELLs with students in Grade 6 through 9 averaging over 5 years in an ELL program.
- Section 12 indicates the average number of years current and former ELLs where enrolled in the same school.
- Section 13 shows ELLs who have been dually-identified as having a disability and receiving special education services. Statewide, 15.4 percent of current and less than 5 percent of former ELLs are dually-identified representing a significant drop from 9.3 percent for former ELLs in 2016-17.

Section 3: Number and Percent of English Language Learners

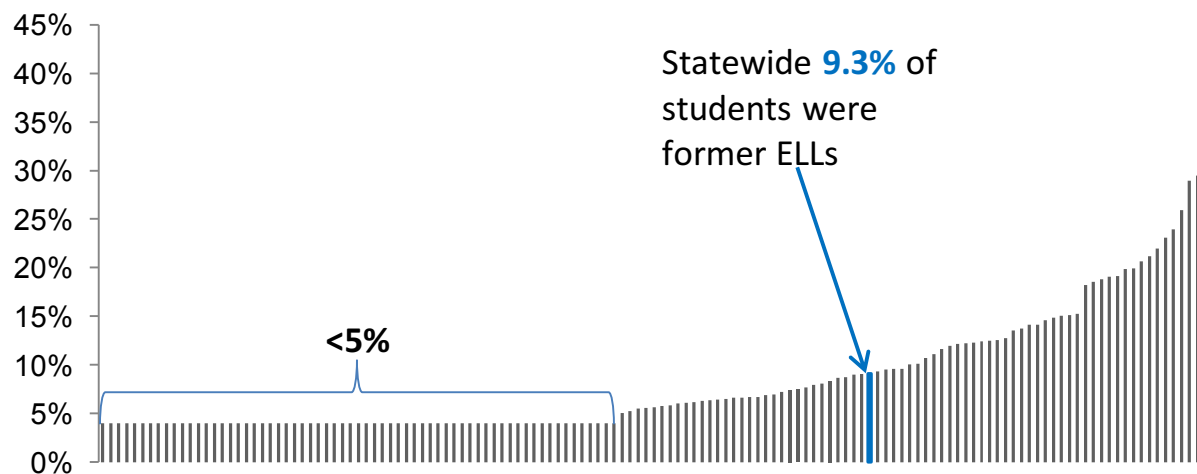
In 2017-2018 there were 51,963 students enrolled (9 percent) who were classified as current ELLs with an additional 53,329 (9.3 percent) classified as former ELLs.

Students who qualified for English language services during the 2017-2018 school year and who appeared in the Spring Membership data set are considered current ELLs. Former ELLs are students who qualified for English language services prior to the 2017-2018 school year and appeared in the Spring Membership collection. District percentages of current ELLs ranged from less than 5 percent to 32 percent with the statewide average at 9 percent (Graph 3a). District percentages for former ELLs ranged from less than 5 percent to 38 percent with a statewide average of 9.3 percent (graph 3b).

Graph 3a: Percentage of Current ELLs by District, 2017-18

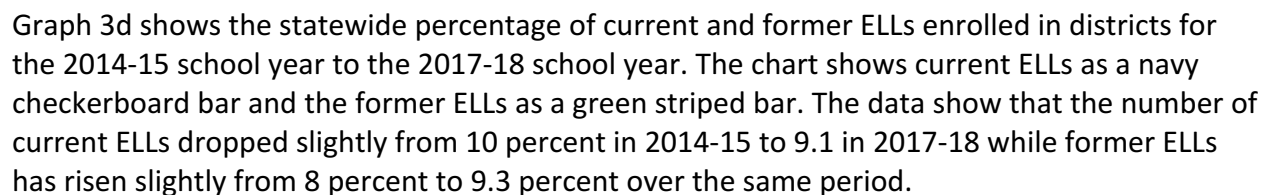


Graph 3b: Percentage of Former ELLs by District, 2017-18



Source: Spring Membership and Limited English Proficient Collection.

Graph 3c: Percentage of Current ELLs for HB 3499 Target and Transformation Districts, 2017-18



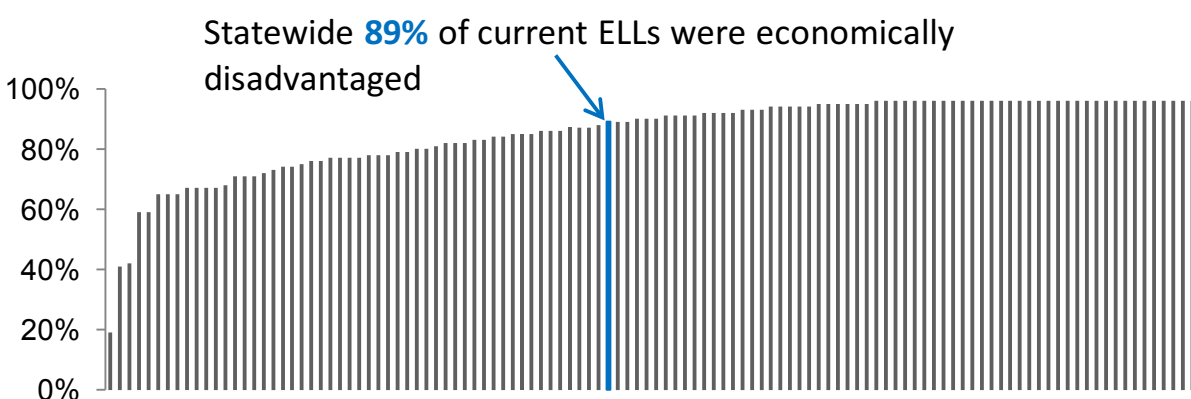
A bar chart comparing the percentage of 'Current' and 'Former' respondents across four time periods. The Y-axis represents the percentage, ranging from 0.0% to 12.0% in 2.0% increments. The X-axis lists the periods: 2014-2015, 2015-2016, 2016-2017, and 2017-2018. For each period, there are two bars: a blue hatched bar for 'Current' and a red hatched bar for 'Former'. The values are labeled above each bar.

Period	Current (%)	Former (%)
2014-2015	10.0%	8.0%
2015-2016	9.6%	8.4%
2016-2017	10.0%	8.0%
2017-2018	9.1%	9.3%

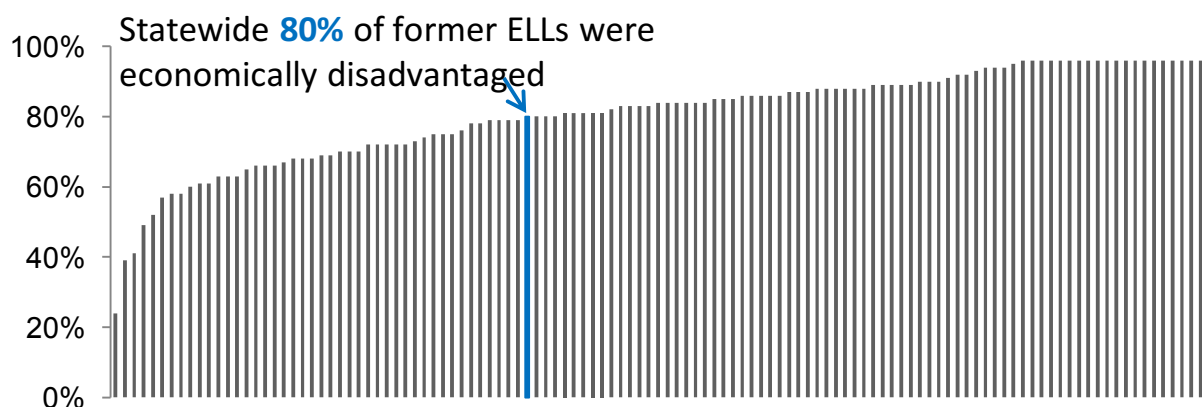
Section 4: Economically Disadvantaged English Language Learners

Graph 4a shows that statewide about 89 percent (n = 46,246) of current ELLs were economically disadvantaged, with district averages ranging from 19 percent to more than 95 percent. Graph 4b shows that statewide about 80 percent (n= 42,663) of former ELLs were economically disadvantaged, with district values ranging from 17 percent to more than 95 percent. For never ELLs, the statewide average is 47 percent of students identified as economically disadvantaged with districts ranging from less than 5 percent to greater than 95 percent. Economically disadvantaged status is measured by the number of students who are eligible for free and reduced price lunch².

Graph 4a: Percentage of Current ELLs by District who were Economically Disadvantaged, 2017-18



Graph 4b: Percentage of Former ELLs by District who were Economically Disadvantaged, 2017-18

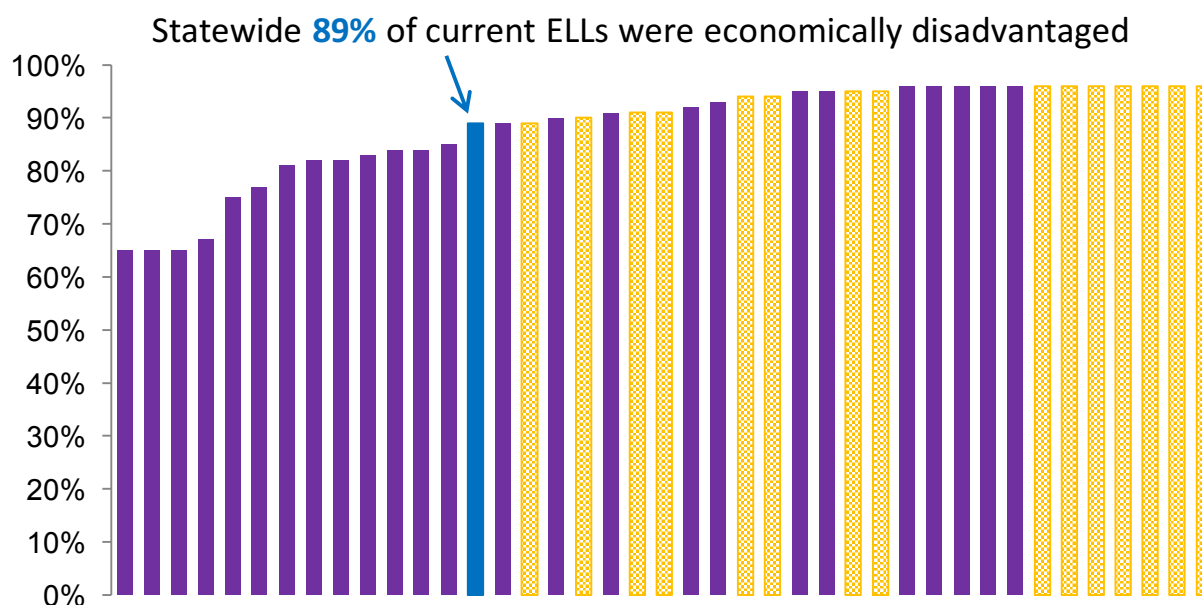


Source: Spring Membership

² The Community Eligibility Provision that allows high poverty schools and districts the ability offer free breakfast and lunch to all students regardless of family eligibility has reduced the accuracy of this measure as an effective proxy for determining economic disadvantage.

For districts identified as part of HB3499, ELL demographics are comparable to statewide averages, with the highest-needs districts serving greater proportions of economically disadvantaged ELLs (Graph 4c). In the graph, target districts are shown as solid purple shaded bars while the transformation districts are the yellow checker board pattern bars. Target districts range from 65 percent of current ELLs considered economically disadvantaged to over 95 percent considered economically disadvantaged. Transformation districts ranged from 89 percent of current ELLs considered economically disadvantaged to more than 95 percent.

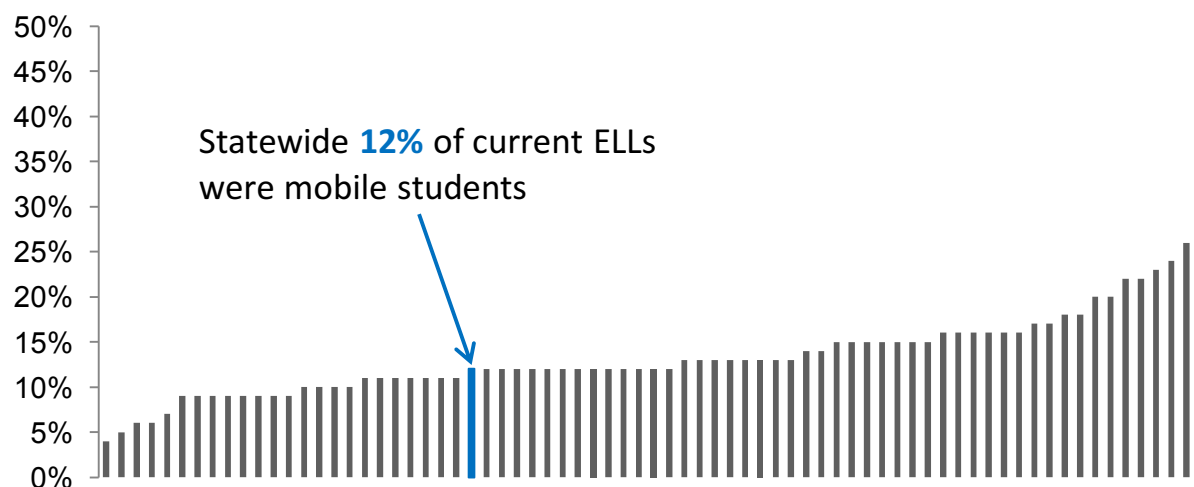
Graph 4c: Percentage of Current ELLs for HB 3499 Districts Who Were Economically Disadvantaged, 2017-18



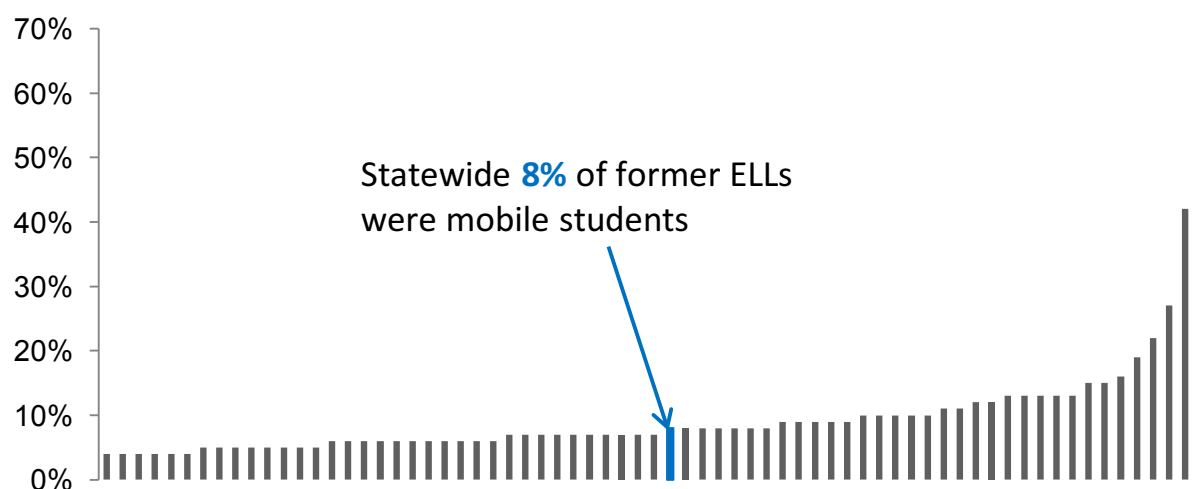
Section 5: Mobile English Language Learners

For this report, 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 percent of current ELLs (n= 6,235) were mobile, with district averages ranging from less than 5 percent to 39 percent. Graph 5b shows that statewide 8 percent of former ELLs (n = 4,266) were mobile, with district averages ranging from less than 5 percent to 60 percent.

Graph 5a: Percentage of Mobile Students who were Current ELLs by District, 2017-18



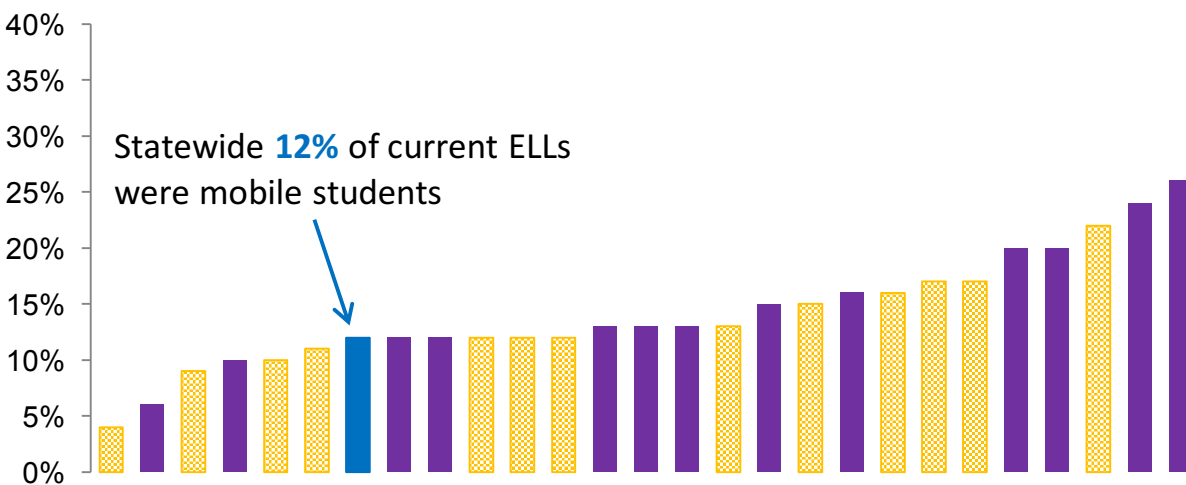
Graph 5b: Percentage of Mobile Students who were Former ELLs by District, 2017-18



Source: Average Daily Membership Collection

Graph 5c shows the percentage of students identified as mobile in districts identified as part of HB 3499 as either target or transformation districts. It should be noted that 14 of the 40 districts are not included in the graph due to suppression rules. For the districts displayed, the percentage of mobile students ranged from less than 5 percent to 26 percent in target and transformation districts. 20 of the HB 3499 districts are above the state average of 12 percent of ELLs being classified as mobile.

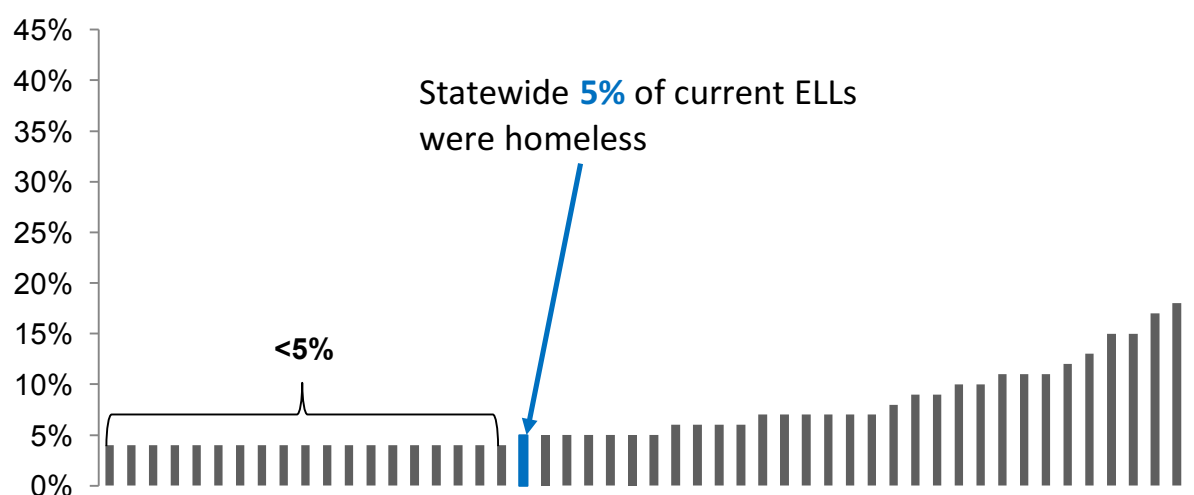
Graph 5c: Percentage of Mobile Students who were Current ELLs In HB 3499 Districts, 2017-18



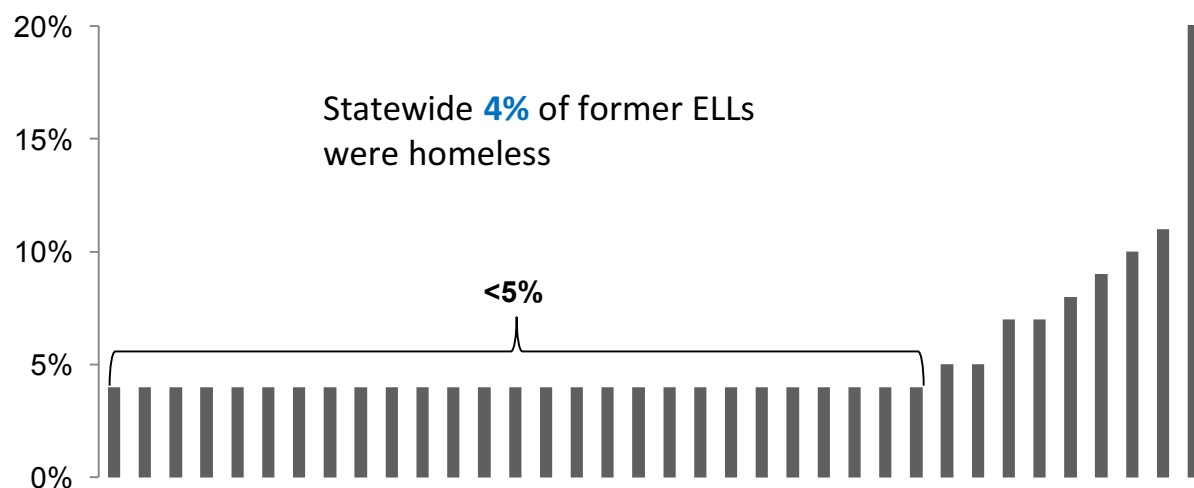
Section 6: Homeless English Language Learners

Data is provided on current and former ELL students who were classified as homeless as defined by the federal McKinney-Vento Act at any point during the 2017-2018 school year. Graph 6a shows that statewide, 5 percent of current ELLs (n = 2,598) were classified as experiencing homelessness and 6b shows that statewide, 4 percent of former ELLs experienced homelessness. It should be noted that in both Graph 6a and 6b, the majority of districts in Oregon do not appear due to either not having homeless ELL students or an N-Size requiring the data has been suppressed to comply with student privacy standard. Statewide for never ELLs, less than 5 percent of students were identified as homeless with districts ranging from less than 5 percent to 21 percent of never ELL students identified as homeless.

Graph 6a: Percentage of Current ELLs who were Homeless by District, 2017-18



Graph 6b: Percentage of Former ELLs who were Homeless by District, 2017-18

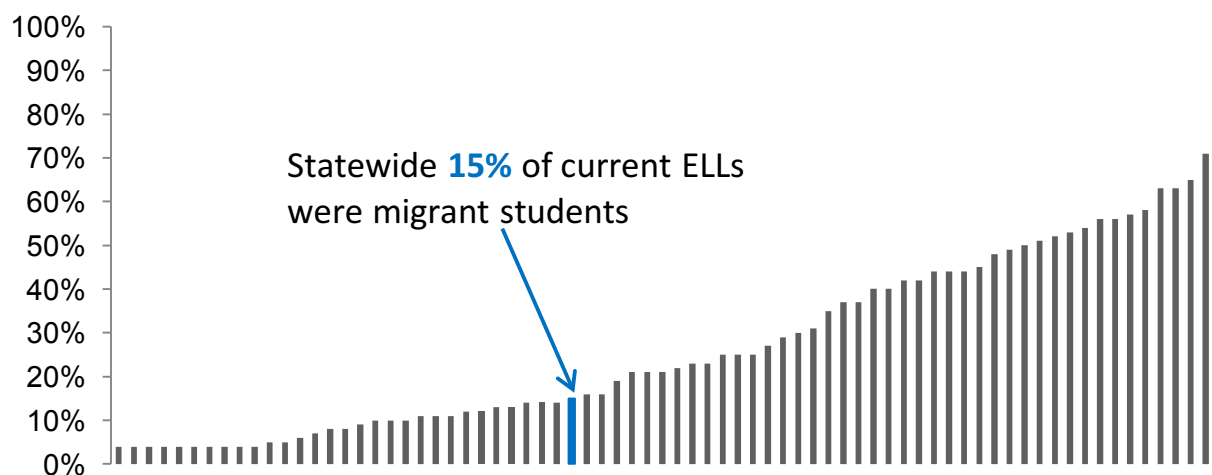


Source: ESEA Title X Homeless and Spring Membership

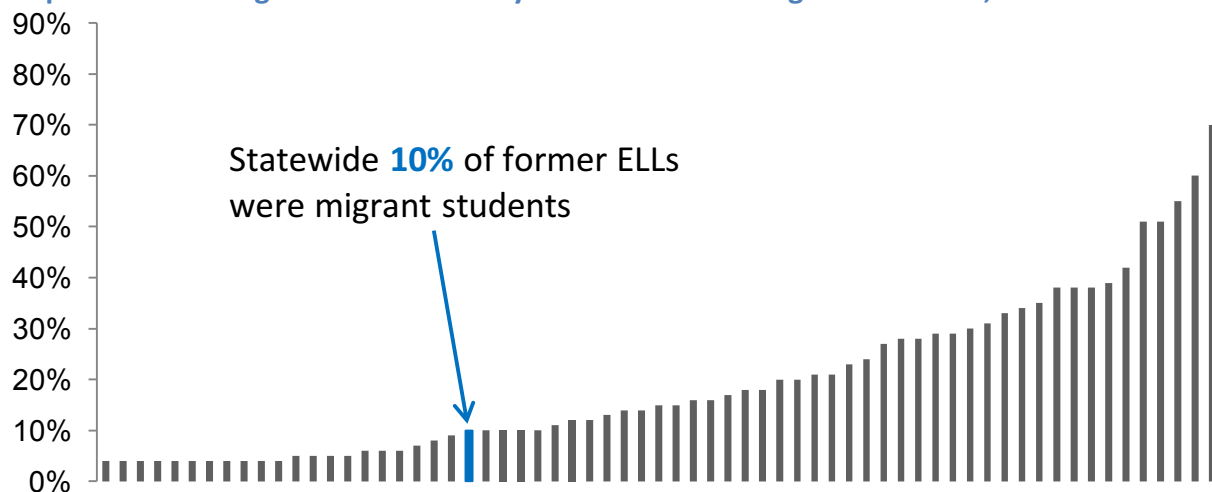
Section 7: Migrant English Language Learners

Migrant students are defined as students who have moved with their families in the previous 36 months to seek temporary or seasonal employment in the agriculture or fishing industries. It is important to note that migrant student status is not limited to students born outside of the United States. Section 8 below provides information on those students who recently immigrated to the United States, which can also include migrant students. Graph 7a shows that statewide 15 percent of current ELLs are migrant students, with district averages ranging from less than 5 percent to 90 percent. Graph 7b shows statewide that 10 percent of former ELLs are migrant students with district averages ranging from less than 5 percent to 87 percent.

Graph 7a: Percentage of Current ELLs by District who are Migrant Students, 2017-18



Graph 7b: Percentage of Former ELLs by District who are Migrant Students, 2017-18

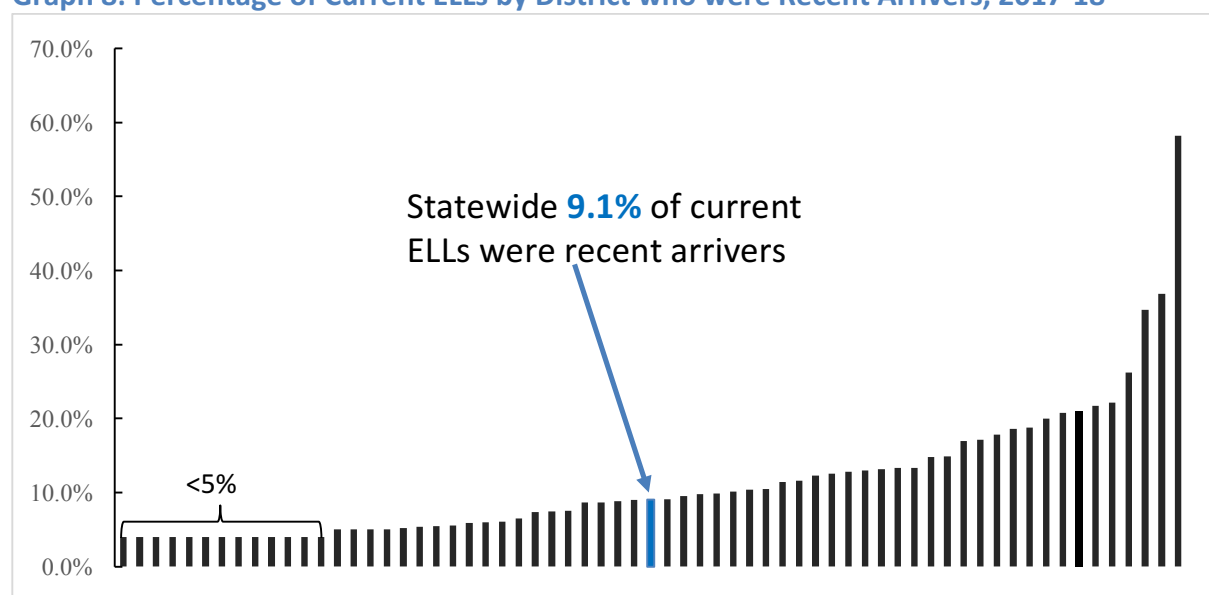


Source: Title I-C Migrant Data Collection and Spring Membership

Section 8: Recent Arriver English Language Learners

Recent arrivers are students who were born outside of the U.S. and Puerto Rico and who have been educated in the U.S. for fewer than three cumulative years. As discussed in Section 7 above, recent arrivers are those students who have recently immigrated to the U.S. and may also be considered migrant in addition to a recent arriver. The two designations are distinct and are not interchangeable. Graph 8 shows that statewide 9.1 percent of current ELLs were recent arrivers, with districts ranging from less than 5 percent to 58.2 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 12 percent of former ELLs who are recent arrivers.

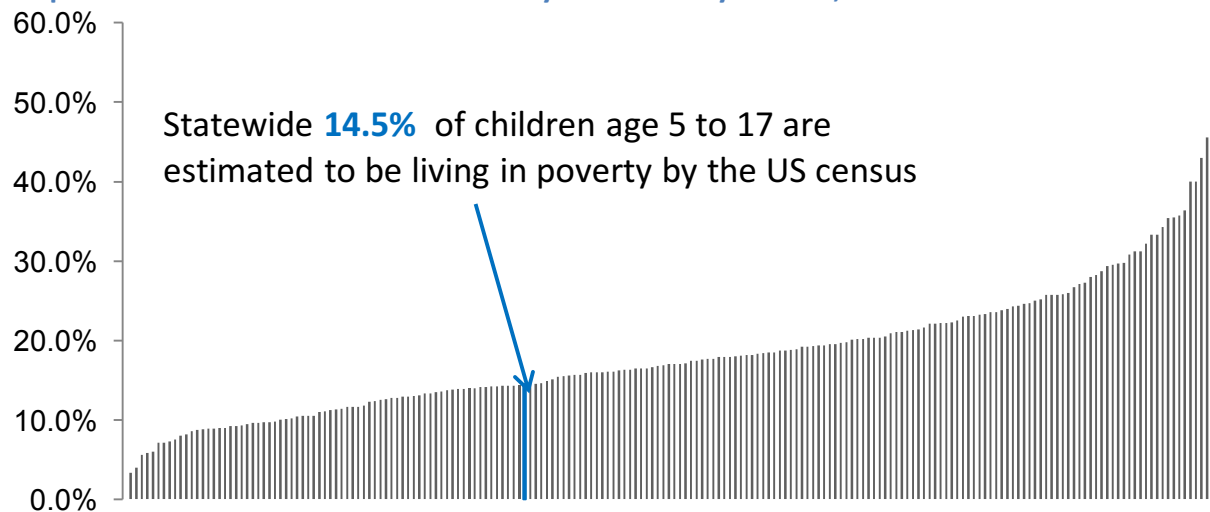
Graph 8: Percentage of Current ELLs by District who were Recent Arrivers, 2017-18



Section 9: Small Area Income and Poverty Estimates

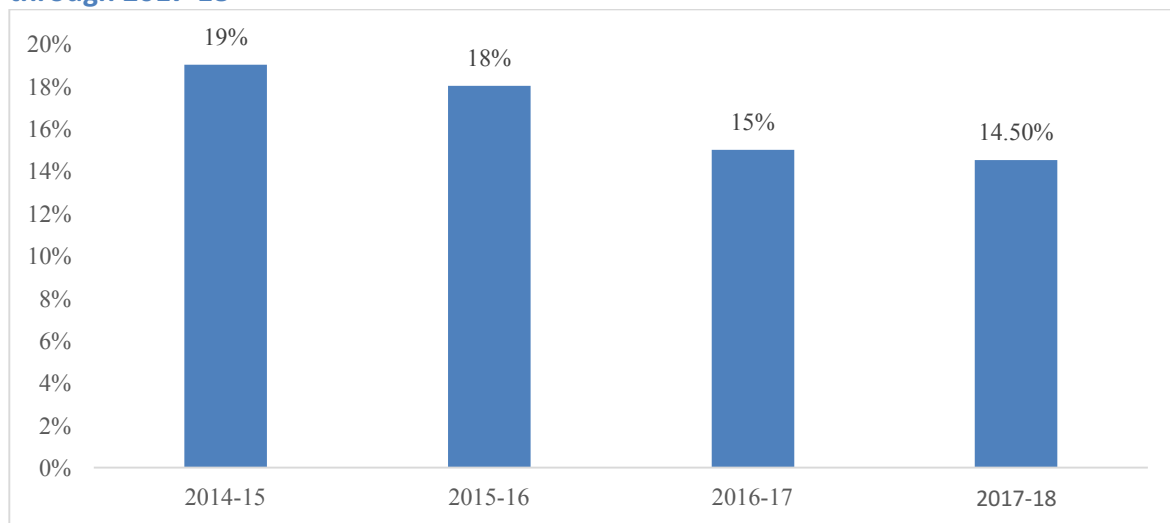
The U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE) measure provides an estimate of the poverty rate for children from ages 5-17 years in each school district. Graph 9a shows that statewide, 14.5 percent of children ages 5 to 17 years are living in poverty. Districts ranged from having less than 5 percent to 48.3 percent of students ages 5-17 living in poverty. Graph 9b shows the statewide Small Area Income Poverty Estimates for school years 2014-2015 through 2017-2018. It shows that the percent of children age 5 to 17 living in poverty has decreased from 19 percent in 2014-15 to the current level of 14.5 percent in 2017-18.

Graph 9a: Small Area Income and Poverty Estimates by District, 2017-18



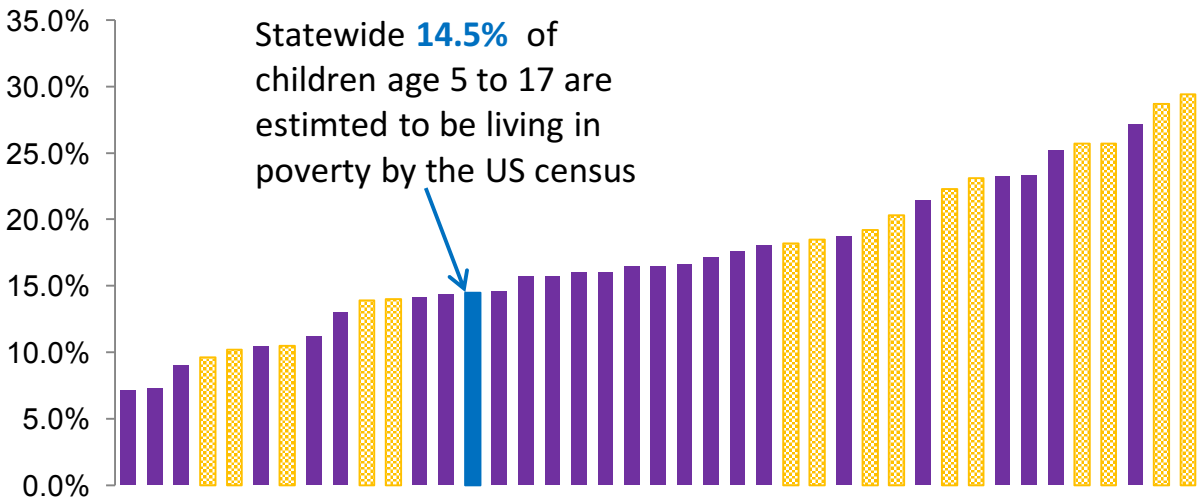
Source: US Census Bureau, data available at <https://www.census.gov/did/www/saipe/>.

Graph 9b: Statewide Small Area Income and Poverty Estimates for School Years 2014-15 through 2017-18



Graph 9c shows the Small Area Income and Poverty Estimates for districts designated as target and transformation districts. The percent of children age 5 to 17 ranged from 7.1 percent to 29.4 percent. Of the identified districts, 27 have an estimate above that of the statewide average of 14.5 percent.

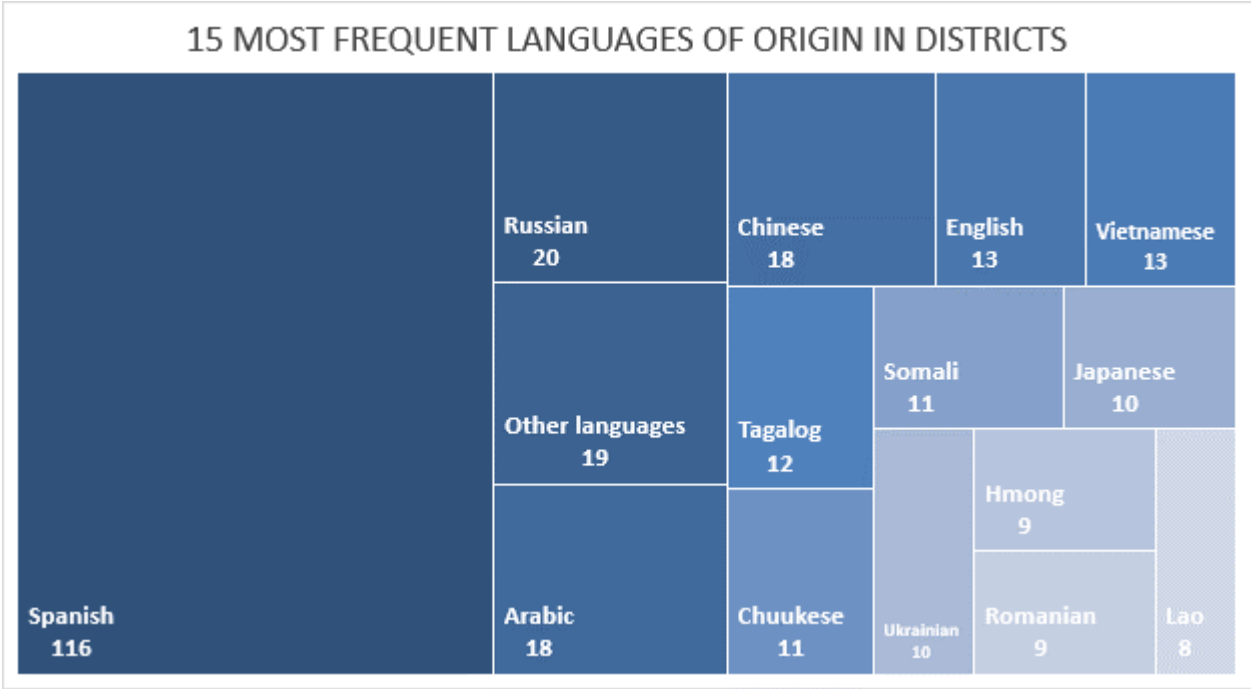
Graph 9c: Small Area Income and Poverty Estimates by HB 3499 District, 2017-18



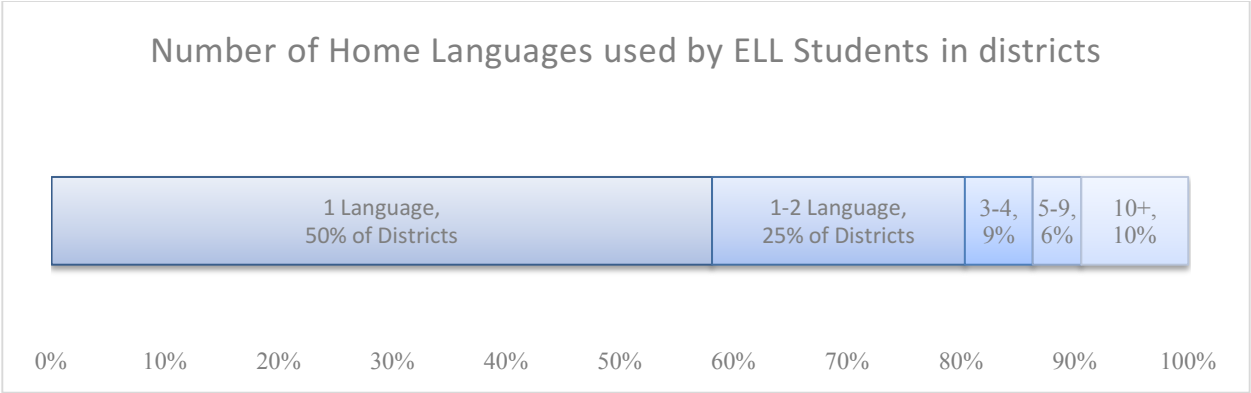
Section 10: Most Common Home Languages Spoken by English Language Learners

Statewide, ELLs speak 66 different languages. Graph 10 shows the 15 most frequently reported home languages spoken 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 116 districts. It should also be noted that 13 districts reported 6 or more students whose home language was reported as English. This is due to American Indian/Alaskan Native students who are able to qualify as English Learners.

Graph 10a: 15 Most Frequent Home Languages for English Language Learners as reported by Number of Districts, 2017-18



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



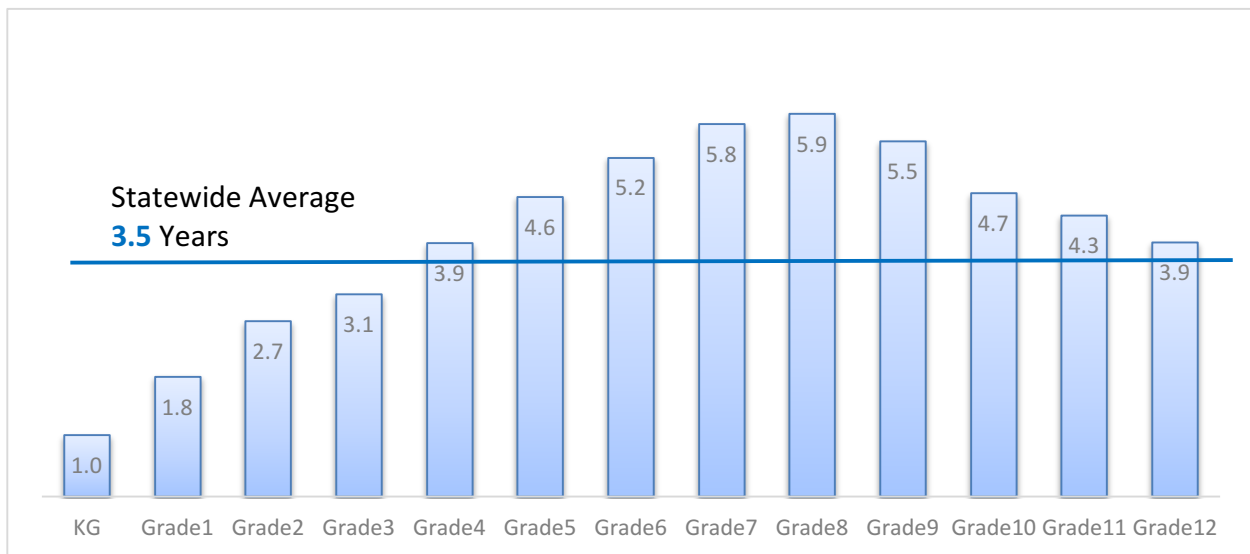
Source: ESEA Title III Collection and Spring Membership

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

Graph 11 shows that, statewide, 6th through 8th grade ELLs average between 5.2 and 5.9 years of ELL enrollment, with the highest average in the state being 8th grade with 5.9 years.

Statewide across all grades, the average numbers years enrolled as an ELL is 3.5. This average was calculated using the total years of English Language Learner instruction from the Oregon Department of Education (ODE)'s Average Daily Membership Data Collection

Graph 11: Average Number of Years Students have been Enrolled as an ELL, Statewide Averages, 2017-18



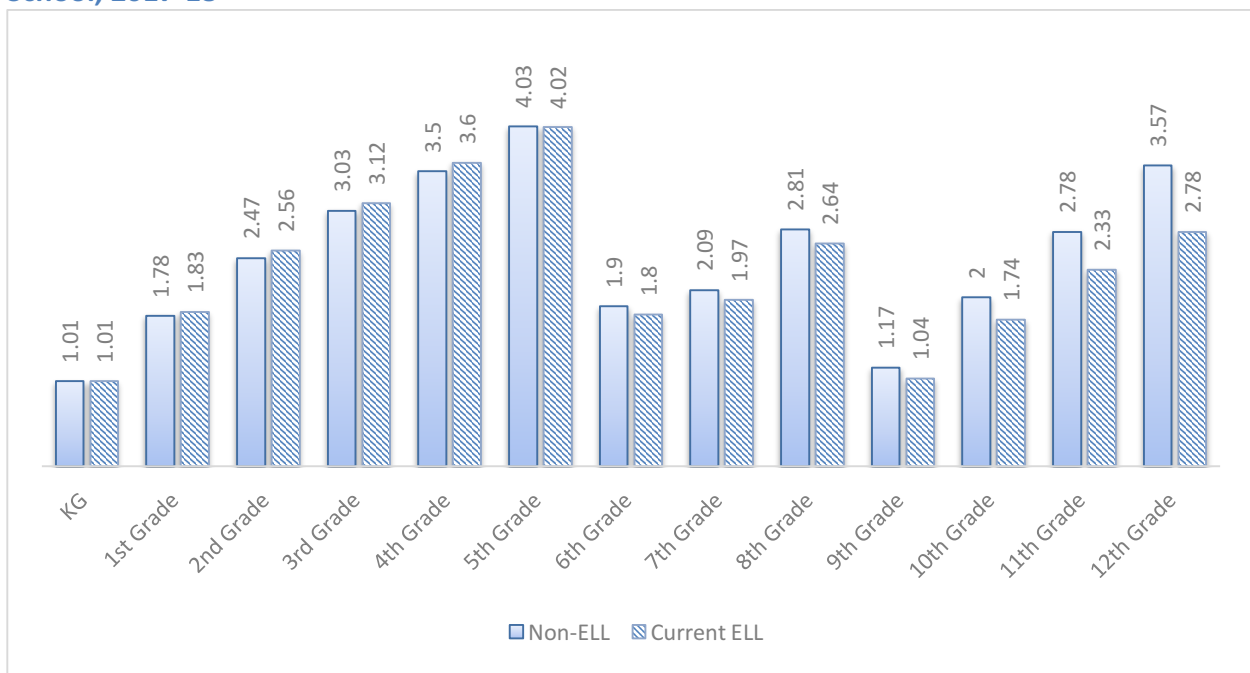
Source: Average Daily Membership Collection

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

This section shows the statewide average number of years current ELL students are enrolled in their current school by grade. District level data is available in the expanded data tables.

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

Graph 12: Statewide Average Number of Years Non-ELLs and Current ELLs are Enrolled in a School, 2017-18

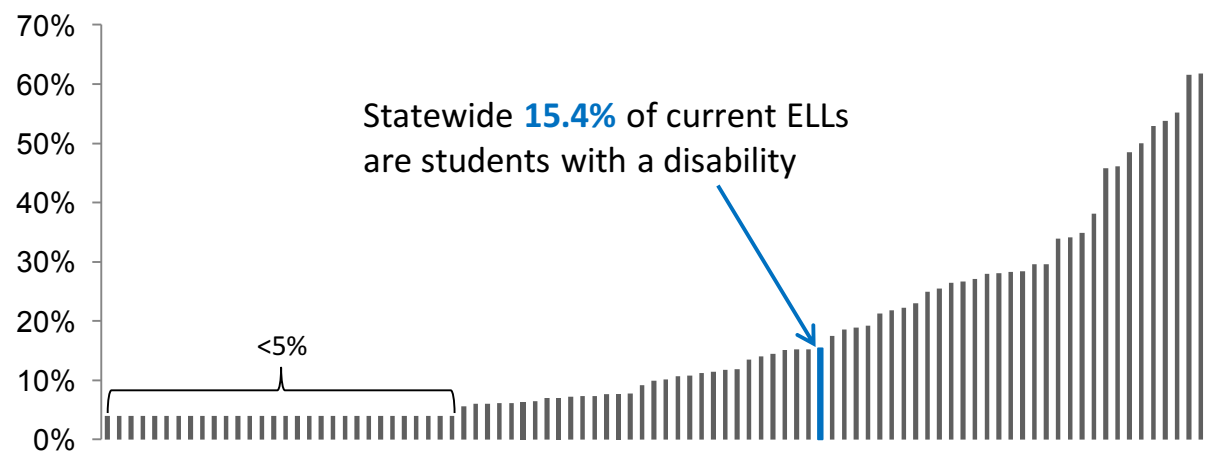


Source: Average Daily Membership Collection

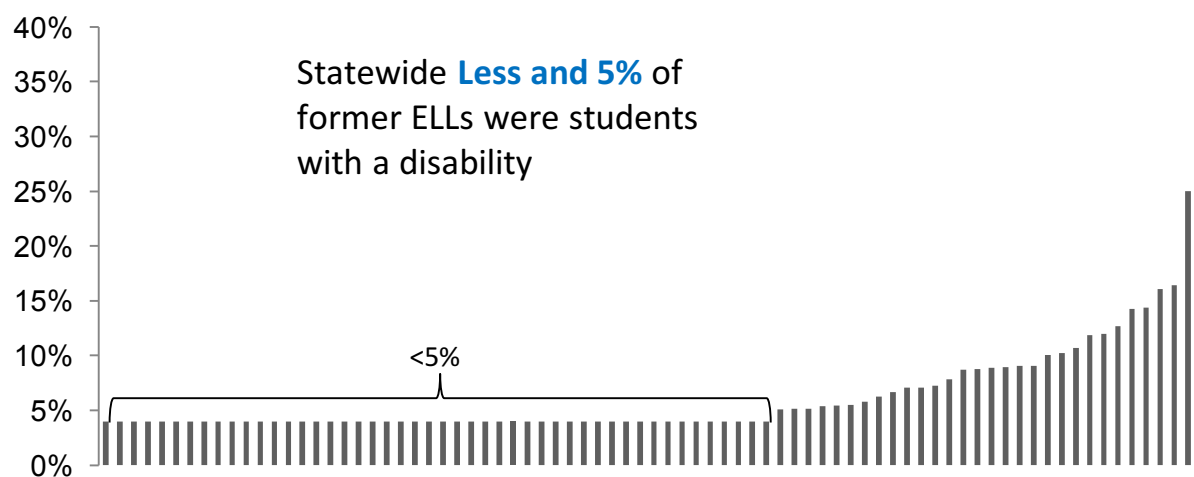
Section 13: English Language Learners Dually-Identified as Students with a Disability and Receiving Special Education Services

Graph 13a shows that 15.4 percent of current ELLs (n = 7,975) statewide are also identified as having a disability and receiving special education and related services, with district percentages ranging from less than 5 percent to 62 percent. Graph 13b shows that less than 5 percent of former ELLs (n= 2536) are identified as students with a disability who are also receiving special education and related services, with district percentages ranging from less than 5 percent to 37 percent.

Graph 13a: Percent of Current ELLs Dually-Identified as Having a Disability who also Receive Special Education and Related Services by District, 2017-18



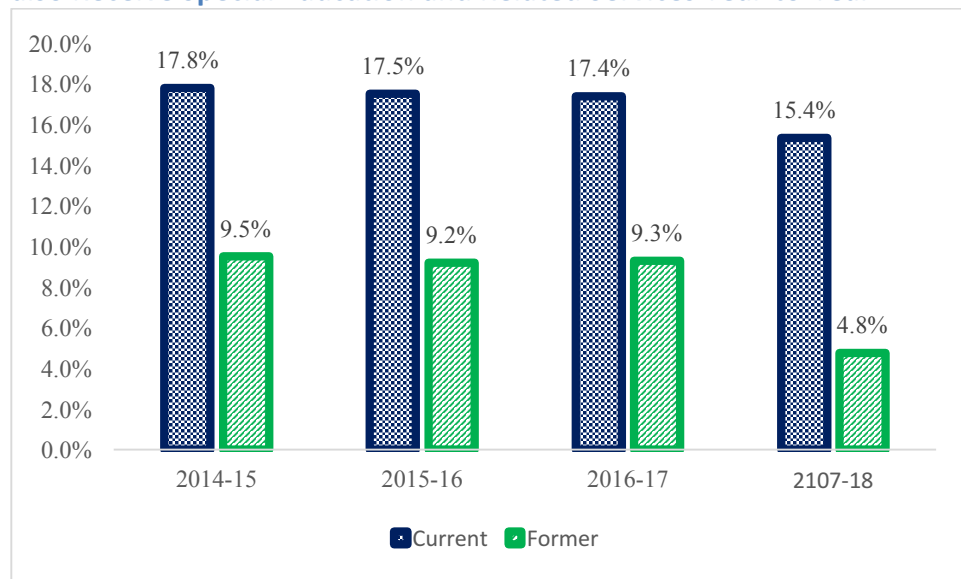
Graph 13b: Percent of Former ELLs Dually-Identified as Having a Disability who also Receive Special Education and Related Services by District, 2017-18



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

Graph 13c shows the year-to-year comparison of the statewide average of current and former ELLs identified as having a disability and receiving special education services. For current ELLs, 17.8 percent statewide were identified as having a disability and receiving special education services in 2014-15 compared to 15.4 percent in 2017-18. For former ELLs, the statewide average remained around 9.5 percent until 2017-18 where the percent of former ELLs identified as having a disability and receiving special education services fell to 4.8 percent.

Graph 13c: Percent of Current and Former ELLs Dually-Identified as Having a Disability who also Receive Special Education and Related Services Year-to-Year



Part C: Student Achievement

Section C summarizes measures of student success for current and former English Language Learners. This includes assessment data for the English Language Proficiency Assessment for the 21st Century (ELPA21), Smarter Balanced Assessment, the 5-year graduation rate and post-secondary enrollment. One of the key takeaways from this section is that former ELLs graduate within 5 years at 83 percent, which is higher than the never ELL rate of 80 percent.

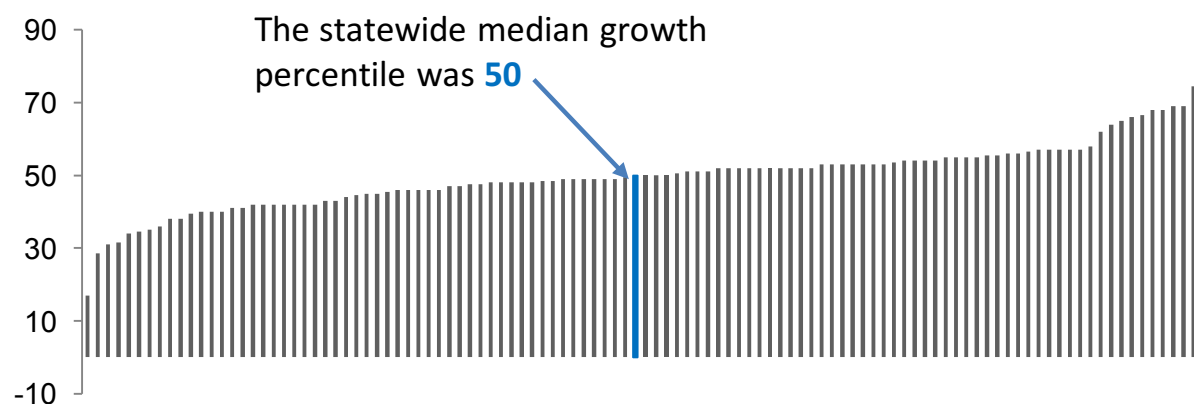
Part C Section Summary:

- Section 14 summarizes the performance of current ELLs on the ELPA21, which is used to test the language proficiency of ELLs in the domains of reading, writing, listening and speaking. Statewide the median growth score across all domains was 50 meaning the median student showed growth greater than or equal to 50 percent of all students taking the assessment.
- Section 15 has the median growth percentile for current and former ELLs in grade 6 – 8 on the Smarter Balanced mathematics assessment. Current ELLs are in the 46th percentile of growth in math, and former ELLs are in the 53rd percentile. This indicates that current ELLs are showing growth slightly below the median for all students and former ELLs are showing growth slightly above the median for all students.
- Section 16 looks at the percent of current and former ELLs meeting achievement standards on the mathematics and the English language arts assessments. For both the math and English language arts assessments, former ELLs perform dramatically better than current ELLs. The gap is biggest in elementary school for math and in high school for English language arts. Additionally, there is a lot of variation across districts.
- Section 17 provides the 5-year cohort graduation rate for current and former ELLs. Statewide for current ELLs, 65 percent graduated with a regular or modified diploma within five years. Former ELLs graduated within five years at a significantly higher rate of 83 percent, which is higher than the statewide rate for never ELLs (80 percent).
- Section 18 shows the post-secondary enrollment rate for current and former ELLs. This is defined as students who graduated within 4 years and enrolled in a post-secondary institution with 16 months of graduation. Statewide current ELLs, 38 percent of those who graduated enrolled in a post-secondary institution compared to 49 percent for former ELLs.

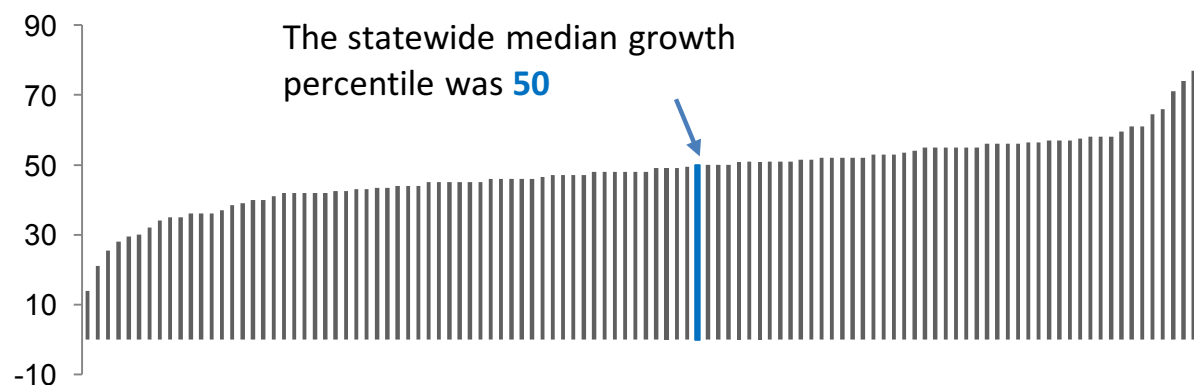
Section 14: Growth on the English Language Proficiency Assessment for the 21st Century (ELPA21)

The State of Oregon uses ELPA21 to test the language proficiency of ELLs. ELPA21 is taken only by current ELLs and students who are identified as possibly needing ELL services. The graphs in this section show the median growth percentile of current ELLs who took ELPA21 in the 2017-2018 school year in each of the four tested domains (i.e., reading, writing, listening and speaking). The statewide median growth percentile was 50 across all domains. This means that the median student showed growth greater than or equal to 50 percent of all students taking ELPA21 with similar past test scores.

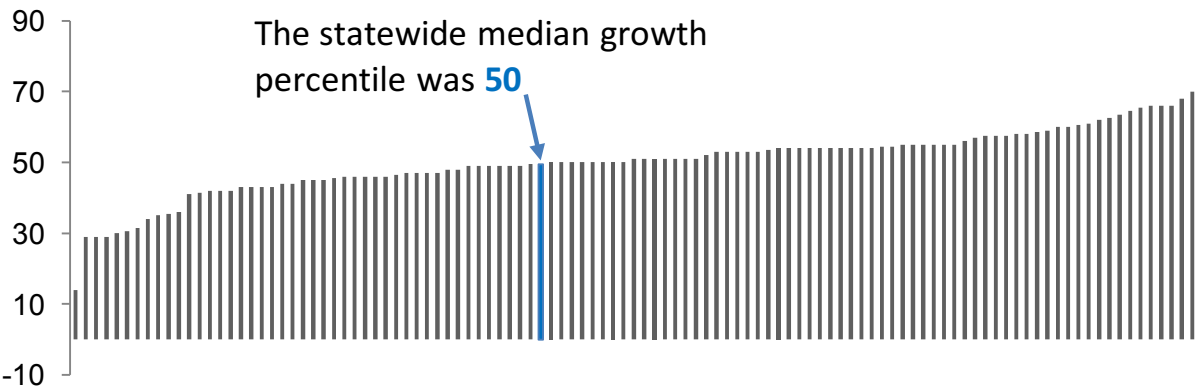
Graph 14a: Median Growth Percentile on ELPA21 by District for Reading, 2017-18



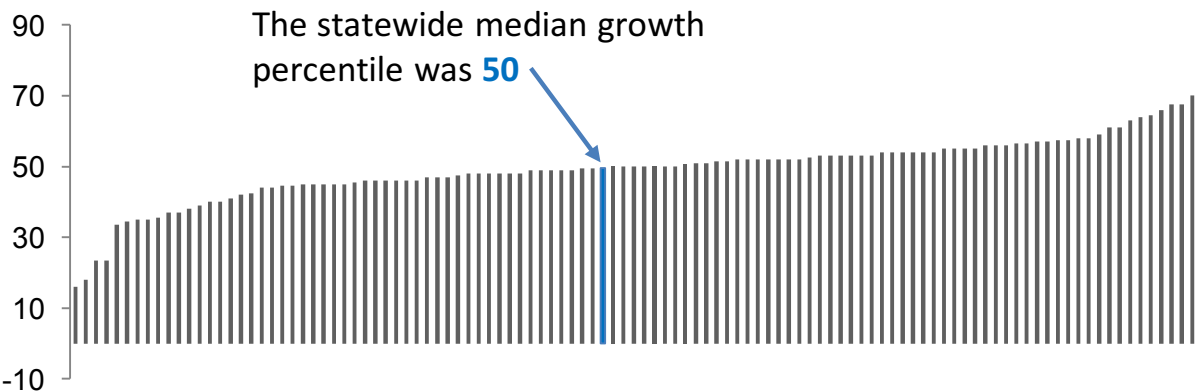
Graph 14b: Median Growth Percentile on ELPA21 by District for Writing, 2017-18



Graph 14c: Median Growth Percentile on ELPA21 by District for Listening, 2017-18

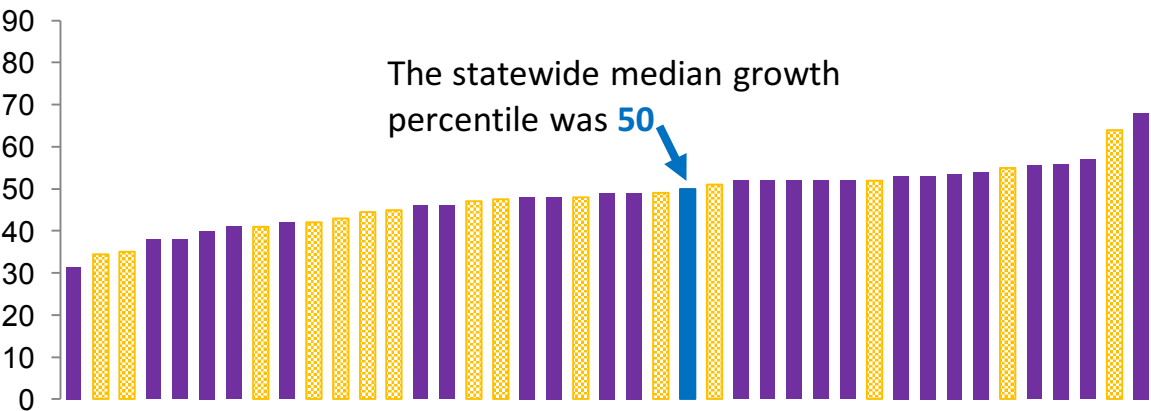


Graph 14d: Median Growth Percentile on ELPA21 by District for Speaking, 2017-18

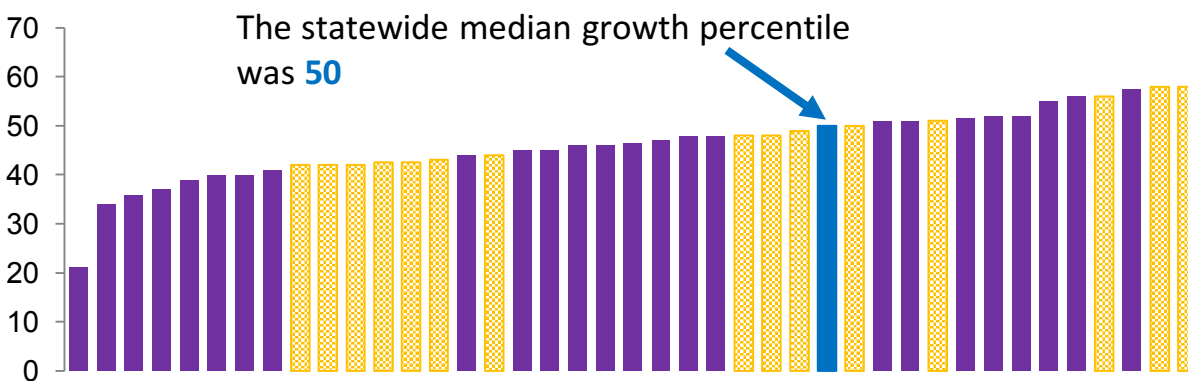


Source: Oregon Student ELPA21 Scores

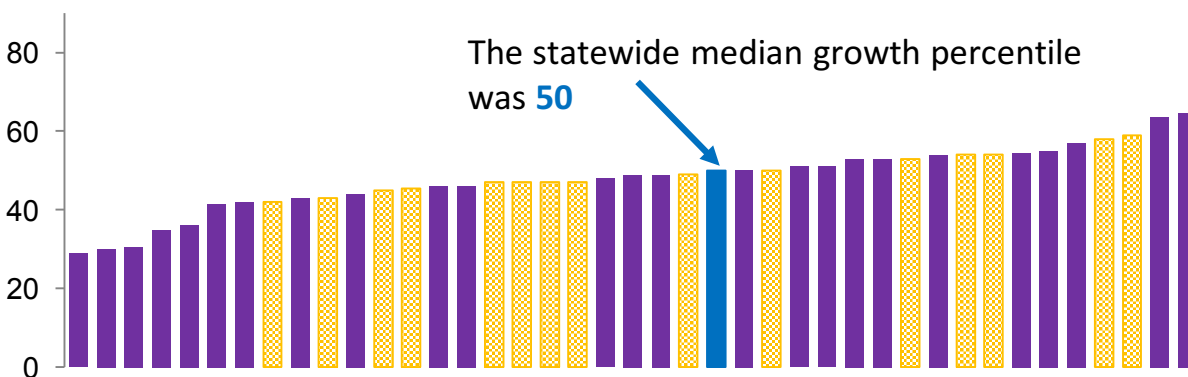
Graph 14e: Median Growth Percentile on ELPA21 by HB 3499 Districts for Reading, 2017-18



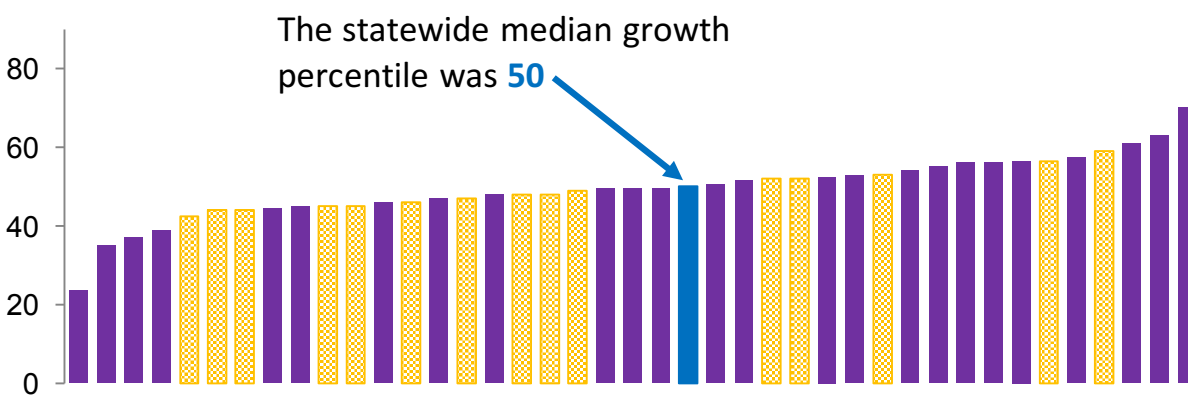
Graph 14f: Median Growth Percentile on ELPA21 by HB 3499 Districts for Writing, 2017-18



Graph 14g: Median Growth Percentile on ELPA21 by HB 3499 Districts for Listening, 2017-18



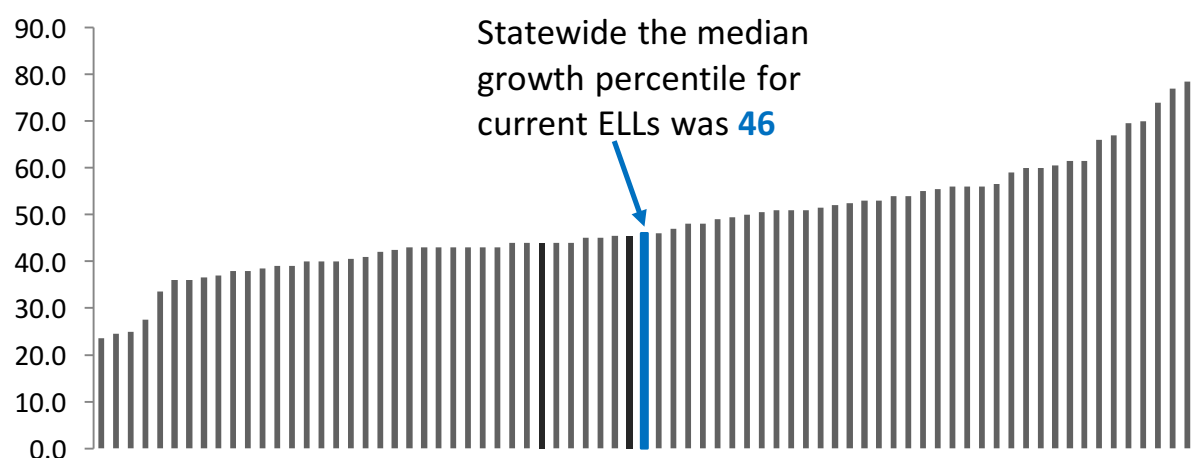
Graph 14h: Median Growth Percentile on ELPA21 by HB 3499 Districts for Speaking, 2017-18



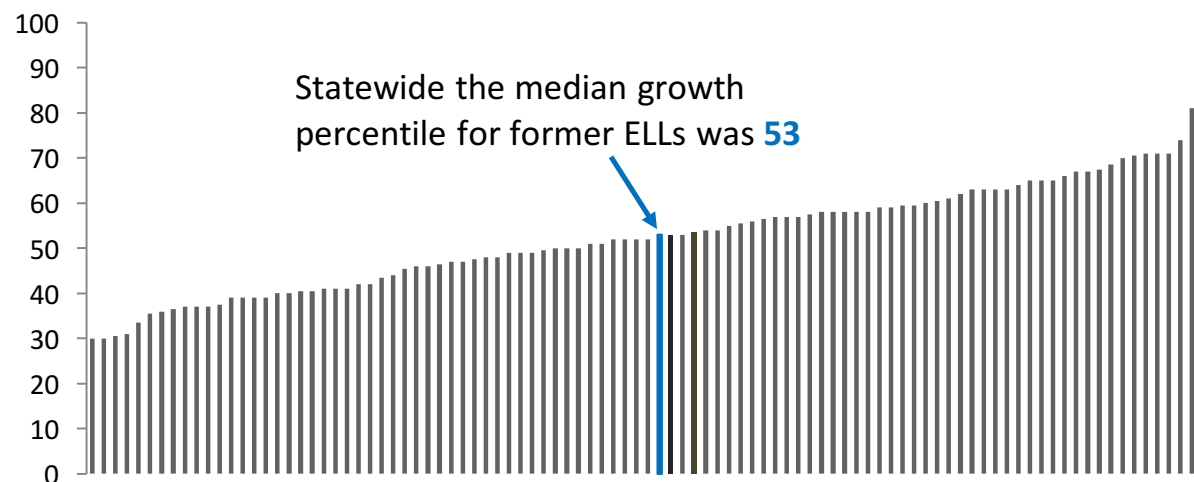
Section 15: Median Mathematics Growth Percentile, 6th-8th Grade

The Oregon Department of Education uses growth model to express a student's achievement growth as a percentile, which reflects a student's growth relative to his or her academic peers. For example, the median student from a district with a mathematics growth percentile of 42 showed growth equal to or greater than 42 percent of students with similar past scores. Graph 15a shows the statewide median mathematics growth percentile for 6th-8th graders who are current ELLs was 46, with district medians ranging from 23.5 to 83. Graph 15b shows the statewide median mathematics growth percentile for 6th-8th graders who were former ELLs was 53, with district medians ranging from 30 to 86.5.

Graph 15a: Median Mathematics Growth Percentile, 6th-8th Grade by District for Current ELLs, 2017-18



Graph 15b: Median Mathematics Growth Percentile, 6th-8th Grade by District for Former ELLs, 2017-18

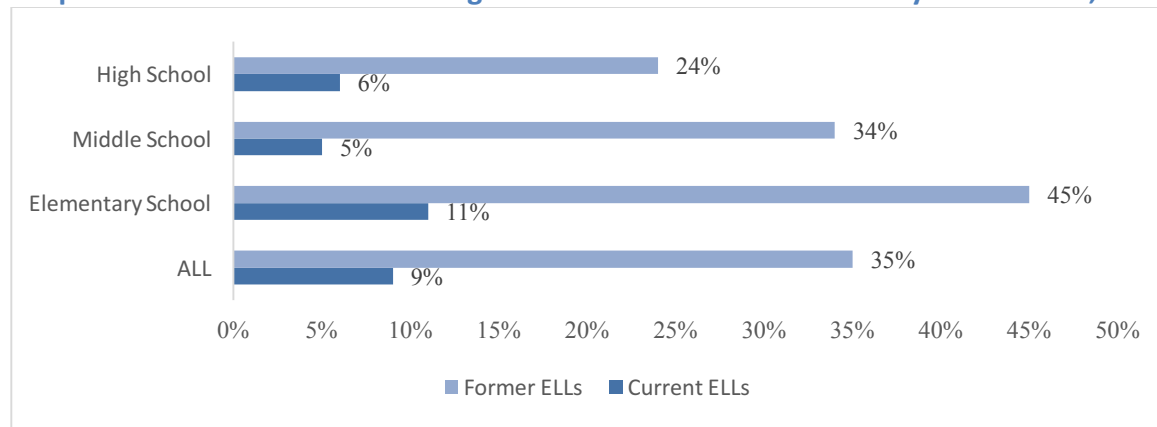


Source: Oregon Students Mathematics Test Scores

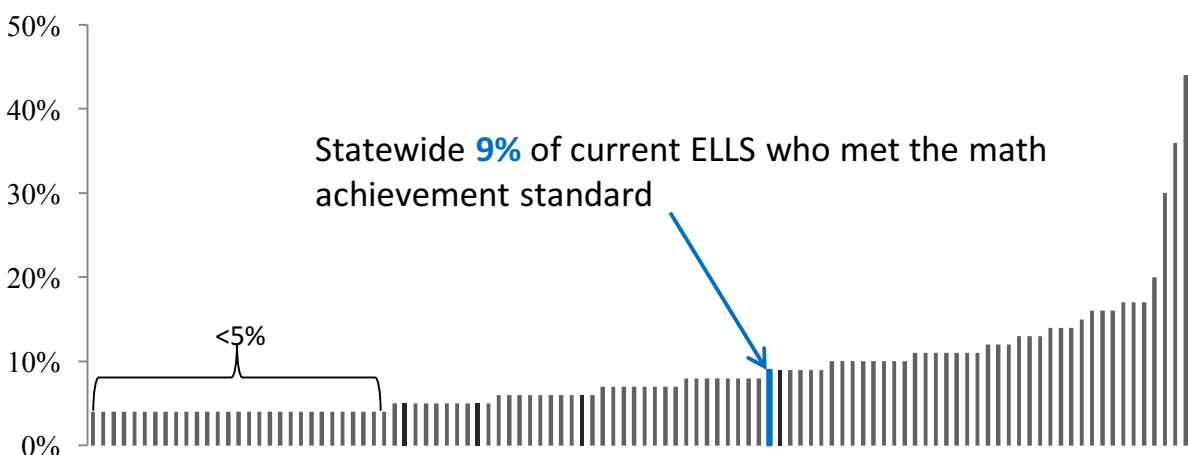
Section 16: Percent of English Language Learners Meeting Achievement Standards

Graph 16a shows the percentage of students meeting math achievement standards by grade band for current and former ELL students. For current ELLs, it's in middle school grades where math achievement is lowest while for former ELLs, high school has the lowest achievement percentage. Elementary school has the highest percentage of current and former ELLs meeting achievement standards. Graph 16b shows across districts, between less than 5 percent and 46 percent of current ELLs met the mathematics achievement standards with a statewide average of 9 percent (n = 4,676) for current ELLs. This compares to a statewide average of 46 percent of never ELLs meeting the achievement standards. Graph 13c shows that across districts between 9 percent and 81 percent of former ELLs met mathematics achievement standards with a state average of 35 percent (n = 18,665). For never ELLs districts ranged from 5 percent to 88 percent of never ELL students meeting the math achievement standards

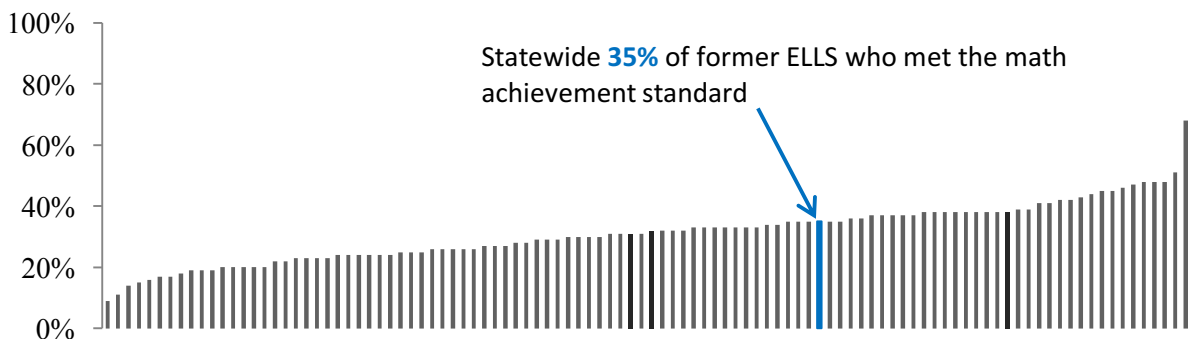
Graph 16a: Percent of ELLs Meeting Math Achievement Standards by Grade Level, 2017-18



Graph 16b: Percent of Current ELLs Meeting Math Achievement Standards for all Grade Levels by district, 2017-18

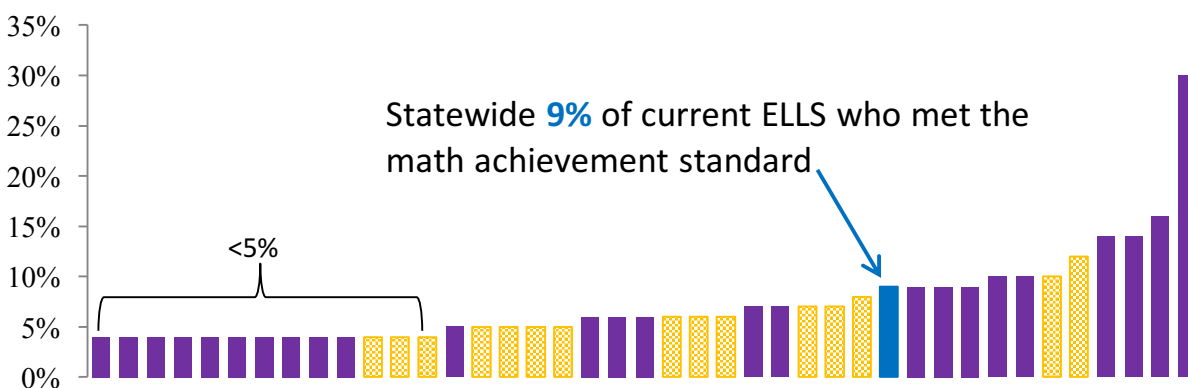


Graph 16c: Percent of Former ELLs Meeting Math Achievement Standards for all Grade Levels by District, 2016-17

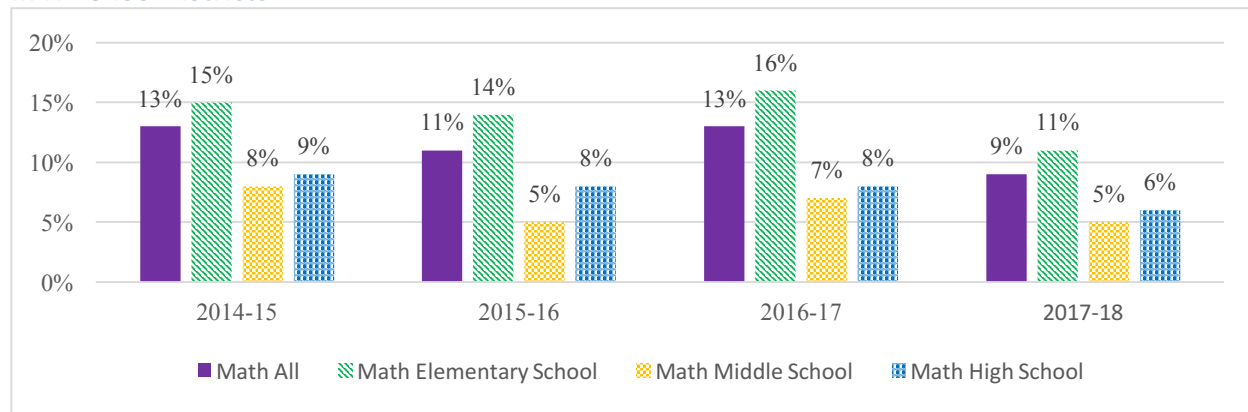


Graph 16d shows the percent of current ELLs in HB 3499 districts who are meeting the math achievement standards. The range is from less than 5 percent to 30 percent with 11 districts above the statewide average of 9 percent. Chart 16e shows the year-to-year comparison by grade band for current ELLs meeting the math achievement standards.

Graph 16d: Percent of Current ELLs Meeting Math Achievement Standards for all Grade Levels in HB 3499 Districts

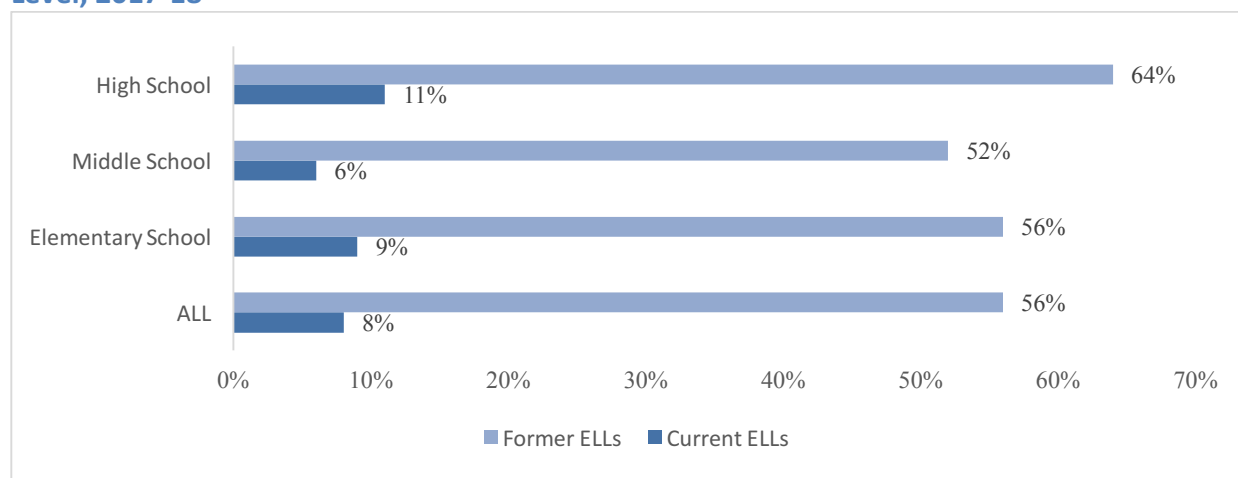


Graph 16e: Percent of Current ELLs Meeting Math Achievement Standards for all Grade Levels in HB 3499 Districts

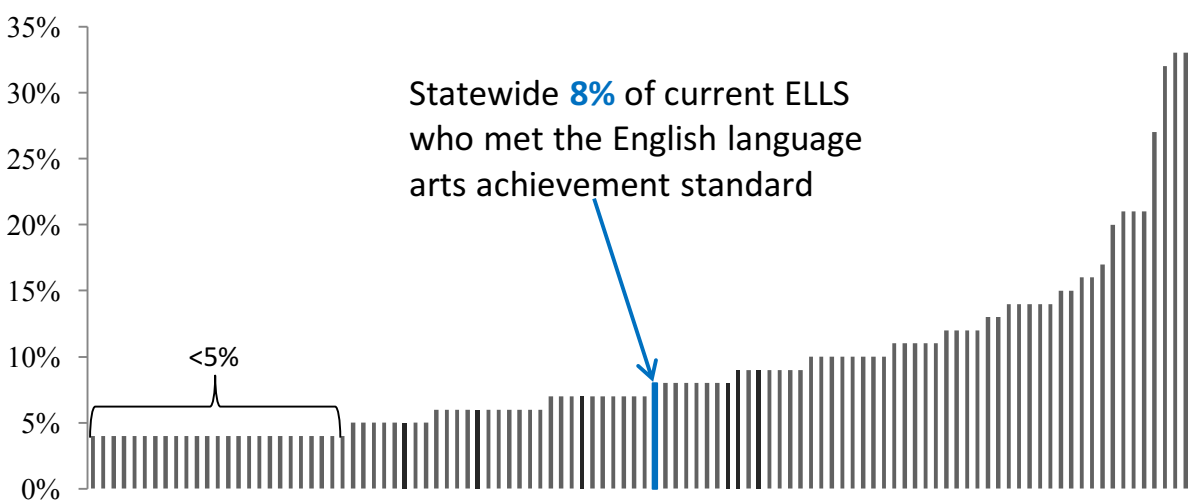


Graph 16f shows the breakdown by grade band of the percent of current and former ELLs meeting English language arts achievement standards. For current and former ELLs, the lowest percent meeting standards is in middle school. The largest percentage of both current and former ELLs meeting English language arts achievement standards is in high school. Graph 16g shows that between less than 5 percent and 33 percent of current ELLs met the English language arts achievement standard with a statewide average of 8 percent (n = 4,156). This compares to 61 percent for never ELLs. Graph 16h shows that between 20 and 88 percent of former ELLs met English language arts achievement standards with a statewide average of 56% (n = 29,864). Statewide, the percentage of never ELLs meeting the English language arts achievement standards ranged from 5 percent to 95 percent.

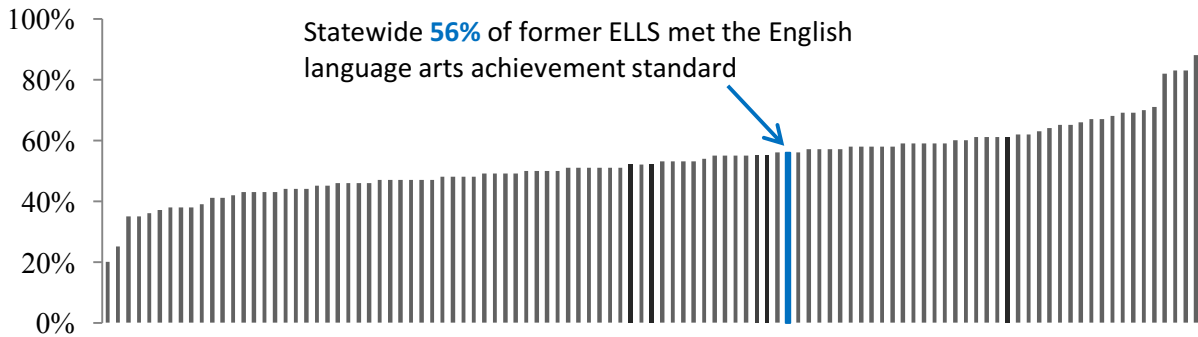
Graph 16f: Percent of ELLs Meeting English Language Arts Achievement Standards by Grade Level, 2017-18



Graph 16g: Percent of Current ELLs Meeting English Language Arts Achievement Standards for all Grade Levels by District, 2017-18

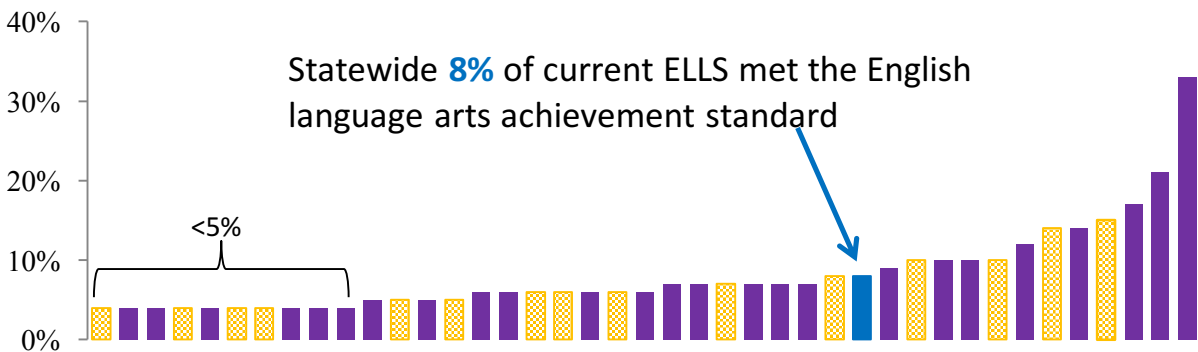


Graph 16h: Percent of Former ELLs Meeting English Language Arts Achievement Standards for all Grade Levels by District, 2017-18

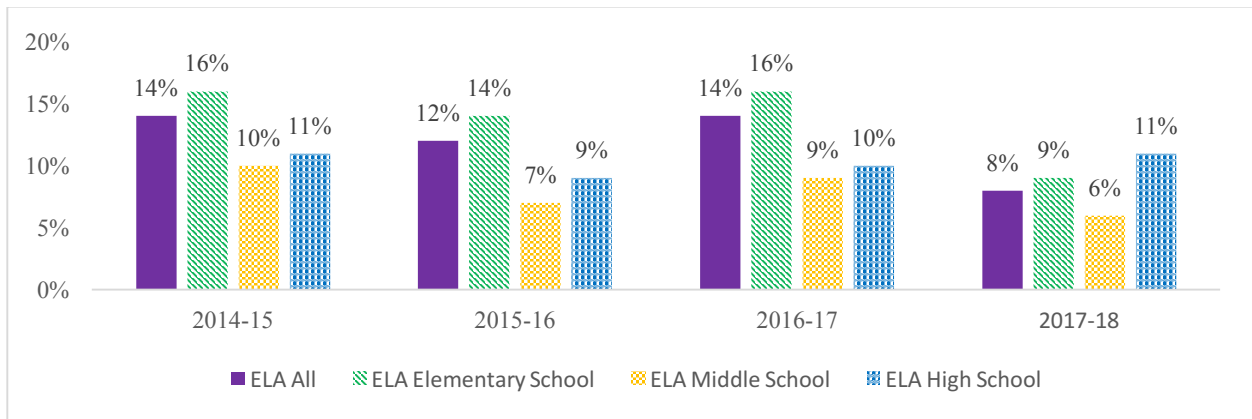


Graph 16i shows the percent of current ELLs in HB 3499 districts who are meeting the English language arts achievement standards. The range is from less than 5 percent to 33 percent with 12 districts above the statewide average of 9 percent. Chart 16e shows the year-to-year comparison by grade band for current ELLs meeting the English language arts achievement standards.

Graph 16i: Percent of Current ELLs Meeting English Language Arts Achievement Standards for all Grade Levels in HB 3499 Districts



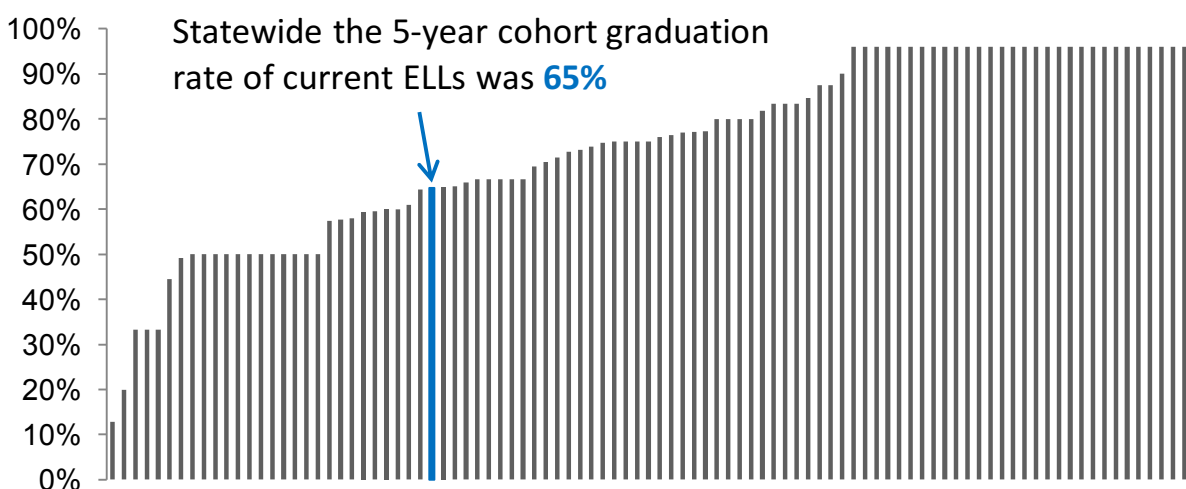
Graph 16j: Percent of Current ELLs Meeting English Language Arts Achievement Standards for all Grade Levels in HB 3499 Districts



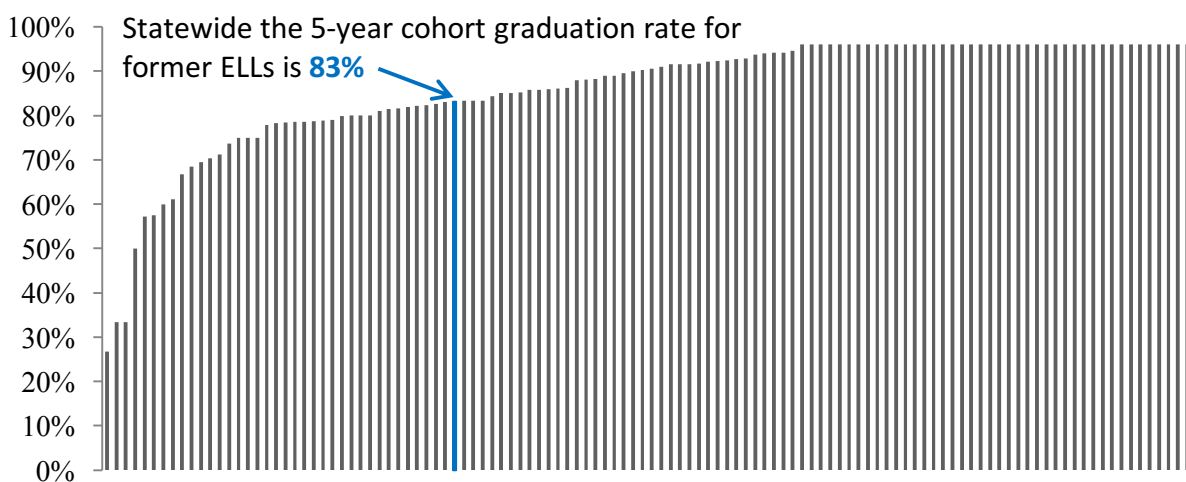
Section 17: 5-Year Cohort Graduation Rate for English Language Learners

Students in this 5-Year graduation cohort first entered high school in the 2013-2014 school year. The cohort is adjusted for students who move into or out of the system, emigrate or are deceased. The cohort graduation rate is calculated as the number of students in the cohort who graduated with a regular or modified diploma within five years as a percent of the total number of students in the cohort. Graph 17a shows that the statewide 5-year cohort graduation rate for current ELLs was 65 percent, with district averages ranging from 12.7 percent to more than 95 percent. Graph 17b shows that the statewide 5-year cohort graduation rate for former ELLs was 83 percent, with district averages ranging from 26 percent to more than 95 percent. For students identified as never ELLs, the statewide 5-year cohort graduation rate was 80 percent with districts ranging from 21 percent to more than 95 percent

Graph 17a: 5-Year Cohort Graduation Rate by District for Current ELLs, 2017-18



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



Source: Cohort Graduation Rate

Graph 17c shows the 5-Year Cohort Graduation Rate for Current ELLs in HB 3499 Districts. Rates range from 12.77 percent to above 95 percent. Of the 40 target and transformation districts, 24 are above the state 5-Year Cohort Graduation rate of 65 percent for Current ELLs with 9 of the 40 districts above 95 percent.

Graph 17c: 5-Year Cohort Graduation Rate for Current ELLs in HB 3499 Districts, 2017-18

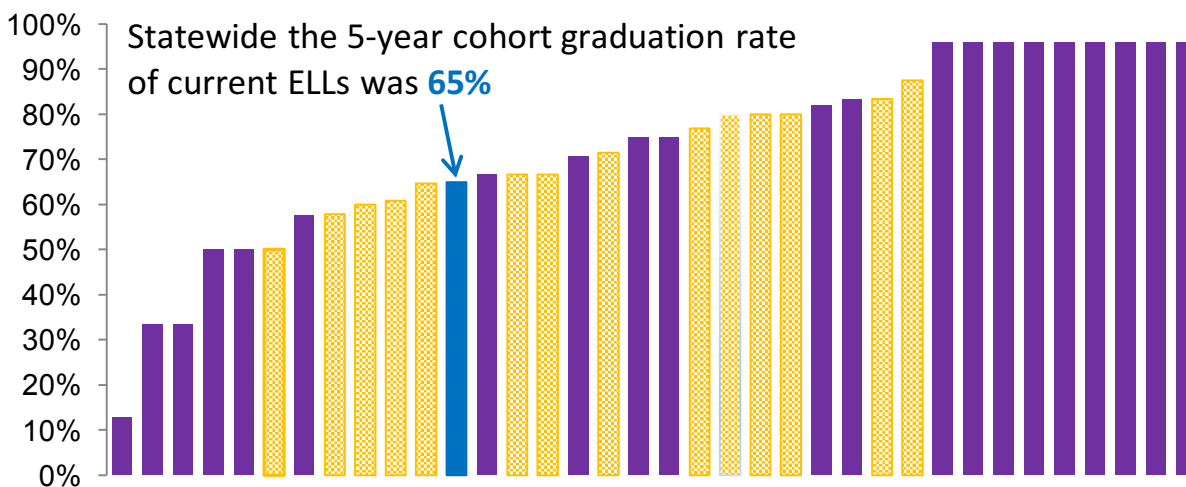
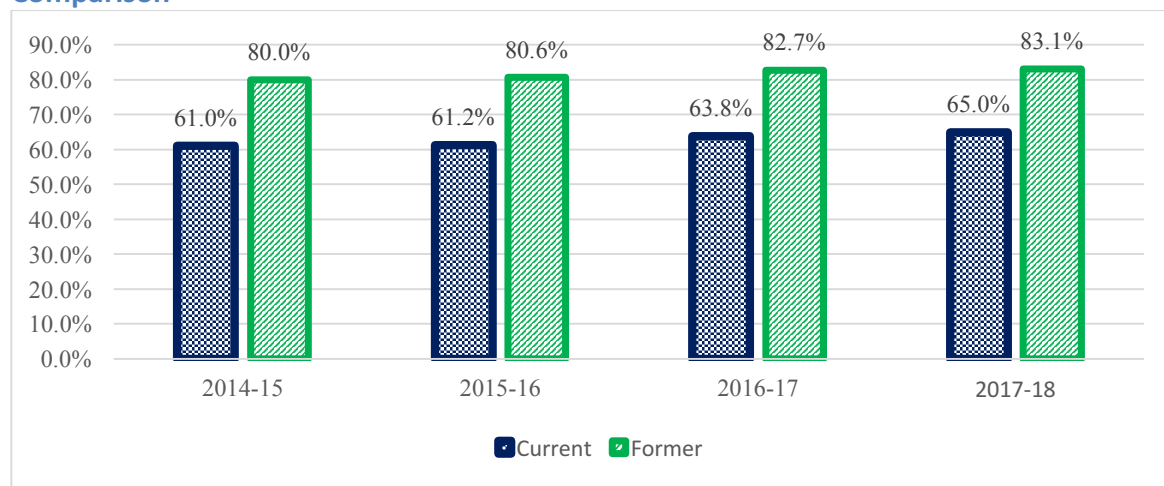


Chart 17d shows the year-to-year comparison of the 5-Year Graduation Cohort Rate. For 2014-15, the 5-year cohort graduation rate was 61 percent for current ELLs and 80 percent for former ELLs. The data indicate a slight upward trend in the 5-year cohort graduation rate with increases in each year with the most current year data showing 65 percent of current ELLs and 83.1 percent of former ELLs graduating within 5 years.

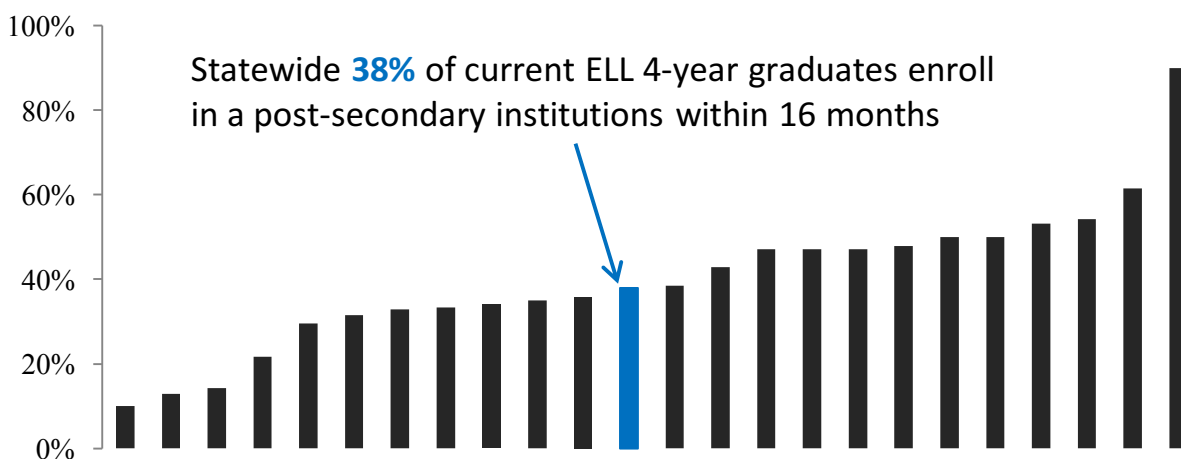
Graph 17d: 5-Year Cohort Graduation Rate for Current and Former ELLs Year-to-Year Comparison



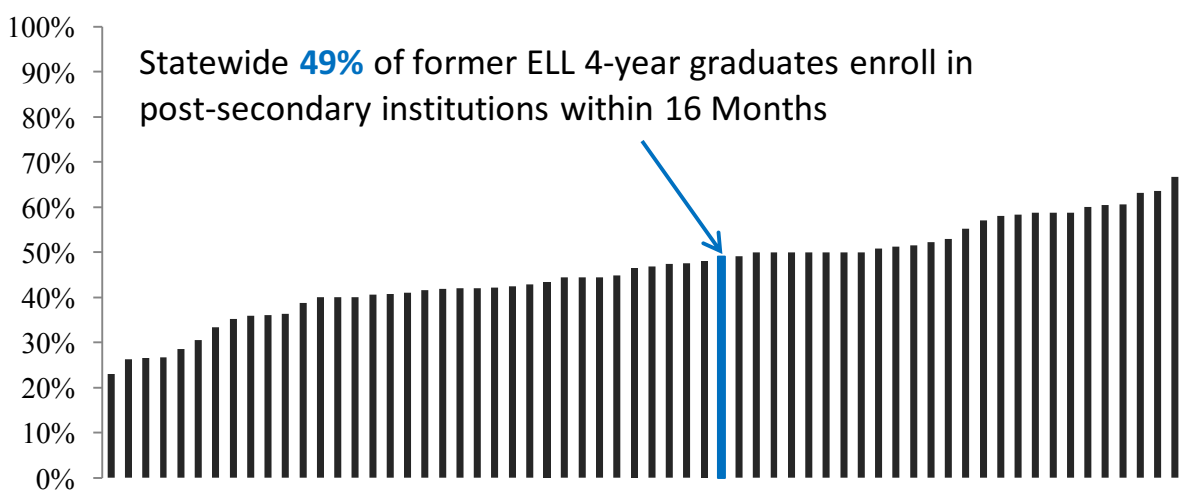
Section 18: Post-Secondary Enrollment

The post-secondary enrollment rate is the share of students who graduated from high school in four years and enrolled in a post-secondary institution within 16 months of high school graduation. For the high school class of 2015-16, graph 18a shows that statewide, 38 percent of current ELLs who graduate high school in four years enter a post-secondary institution within 16 months. District averages ranged from 19 percent to 89 percent. Graph 18b 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 ranged from 22 percent to 86 percent. For all students who graduate high school in four years, 64 percent enter a post-secondary institution within 16 months.

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



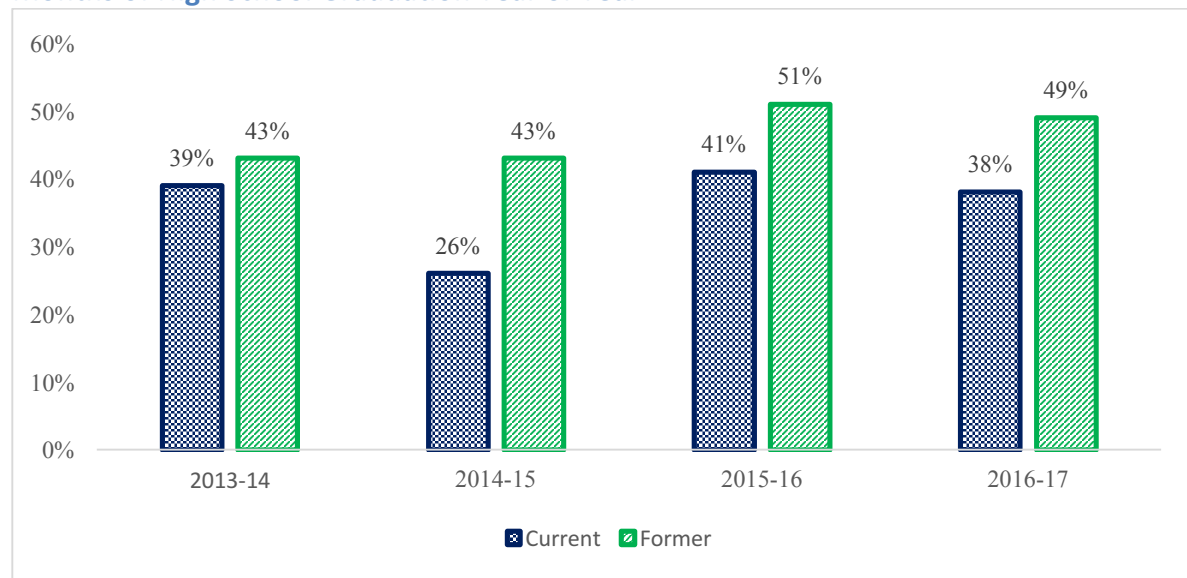
Graph 18b: Post-secondary enrollment of 4-Year Graduate Former ELLs within 16 Months of High School Graduation



Source: National Clearinghouse Data Collection and Cohort Graduation Rate

Chart 18c shows the post-secondary enrollment for current and former ELLs within 16 months of their high graduation year for 4-year graduates. The graph indicates that in 2013-14, 39 percent of current ELLs who graduated within four years enrolled in a post-secondary institution. This increased to 41 percent in 2015-16 but went back to 38 percent for 2016-17. For former ELLs, 43 percent who graduated within four years enrolled in a post-secondary institution in 2013-14 compared to 49 percent in 2016-17, which is still down slightly from the 51 percent reported in 2015-16.

Graph 18c: Post-Secondary Enrollment of 4-Year Graduate Current and Former ELLs within 16 Months of High School Graduation Year of Year



Part D: Other Information on English Language Learner Students

Part D of this report provides additional data points related to current and former ELLs in the state of Oregon. These data not categorized elsewhere in the report look at the breakdown of ELLs by grade, percent of ELLs who exit EL Programs by grade, regular attenders, 9th grade on track, discipline incidents and the Oregon State Seal of Biliteracy.

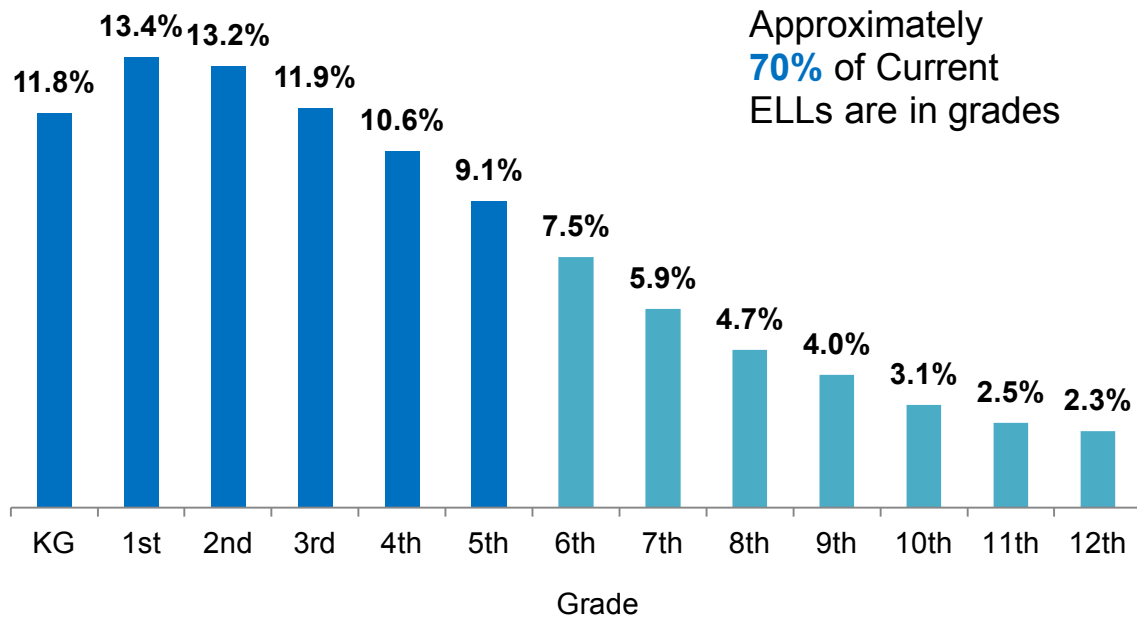
Part D Section Summary:

- Section 19 breaks down current English language learners by grade. Statewide, approximately 70 percent of ELLs are in grades K-5.
- Section 20 shows the percent of ELLs who exit by grade. Nearly half of all ELLs exit by the 4th grade and 88 percent exit ELL programs by the 9th grade.
- Section 21 shows the percent of current and former ELLs who are regular attenders. Statewide for current ELLs, 80 percent are considered to be regular attenders which is comparable to the statewide never ELL rate of 80 percent. Former ELLs are slightly lower with 77 percent considered to be regular attenders. (Regular attending is defined as missing less than 10 percent of instructional days in a school year)
- Section 22 shows the percent of current and former ELLs on-track to graduation at the end of their 9th grade year. Statewide 70 percent of current ELLs were on-track at the end of their 9th grade year while 84 percent of former ELLs were considered on-track. The former ELLs are less than a percent lower than the statewide average for never ELL with 85 percent of never ELLs being on track at the end of 9th grade.
- Section 23 shows the dropout rate for current and former ELLs. Statewide, current ELLs had a dropout rate of 5.26 percent, which is higher than statewide dropout rate of 3.51 percent for never ELLs. However, former ELLs have a dropout rate of 3.18 percent which is less than the statewide never ELL rate.
- Section 24 covers current and former ELLs with one or more discipline incident. Statewide, 11 percent of current ELLs have at least 1 discipline incident while 9.5 percent of former ELLs have at least one incident.
- Section 25 provides information about students who have received the Oregon Biliteracy Seal. In 2017-18, 1,621 students received the seal, which is an increase over the 990 students who received the seal the prior year. Statewide, more current and former ELLs (885) whose primary language was not English were awarded the seal than never ELLs (708).

Section 19: English Language Learners by Grade

Graph 19 illustrates that for 2017-18, most current ELLs were in kindergarten through 5th grades. The highest concentration of English language learners occurred in the 1st and 2nd grade where 13 percent of students enrolled in those grades were identified as Current ELLs.

Graph 19: Percent of English Language Learners by Grade, 2017-18

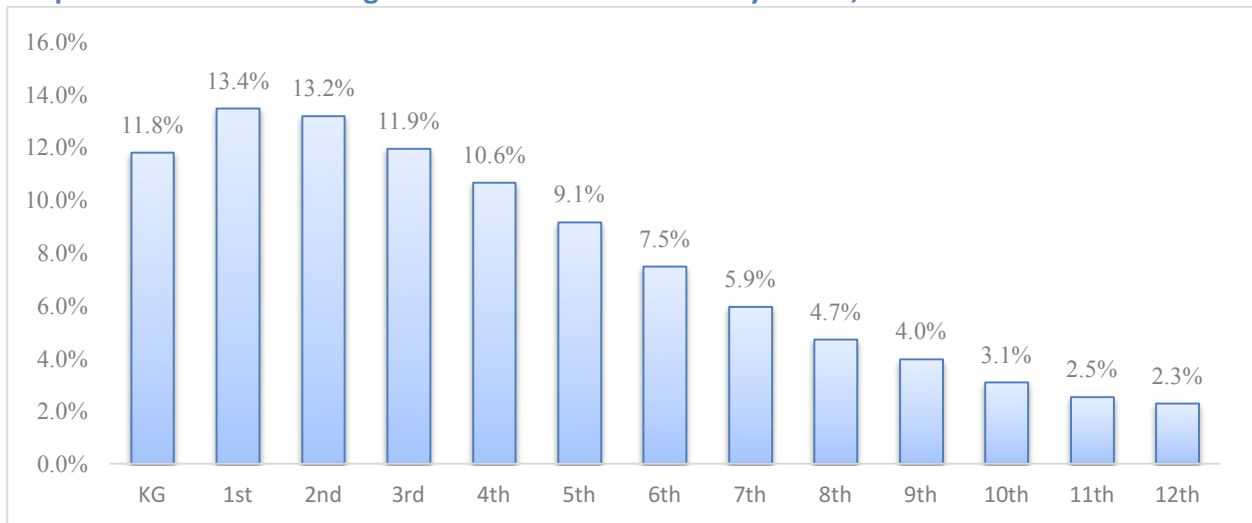


Source: Oregon Department of Education Spring Membership data collection

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

To successfully exit the English language program, a student must score as proficient on Oregon's English Language Proficiency Assessment for the 21st Century (ELPA 21). Once a student exits the English language program, they continue to be monitored for four additional years to ensure they are successful in the regular classroom and that the student was not prematurely exited from the English language program. Graph 20 shows that statewide, more than half of ELLs exit ELL status prior to the 4th grade and around 88 percent exit ELL status by 9th grade.

Graph 20: Statewide Average Percent of ELLs who Exit by Grade, 2017-18

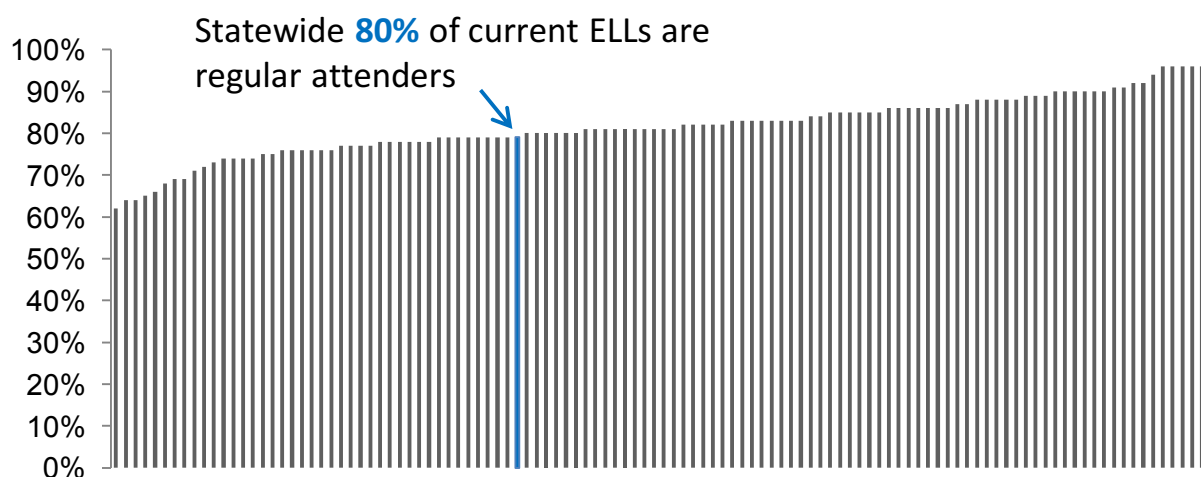


Source: Oregon Department of Education Spring Membership data collection

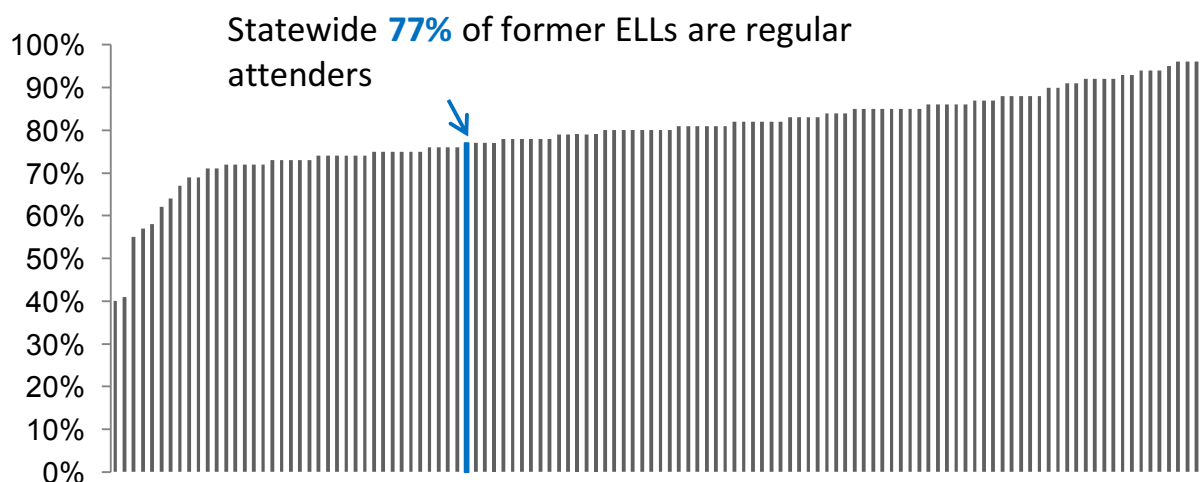
Section 21: English Language Learners who are Regular Attenders

Regular attenders are those students who attend school more than 90 percent of their enrolled days in a school year. Graph 21a shows that statewide, 80 percent of current ELLs are considered regular attenders, with district averages ranging from 62 percent to greater than 95 percent. Graph 21b shows that statewide, 77 percent of former ELLs are regular attenders, with district averages ranging from 40 percent to greater than 95 percent. Statewide, 80 percent of never ELLs were identified as being regular attenders. District percentages ranged from 46 percent to more than 95 percent of students identified as never ELL being regular attenders.

Graph 21a: Percent of Current ELLs who are Regular Attenders by District, 2017-18



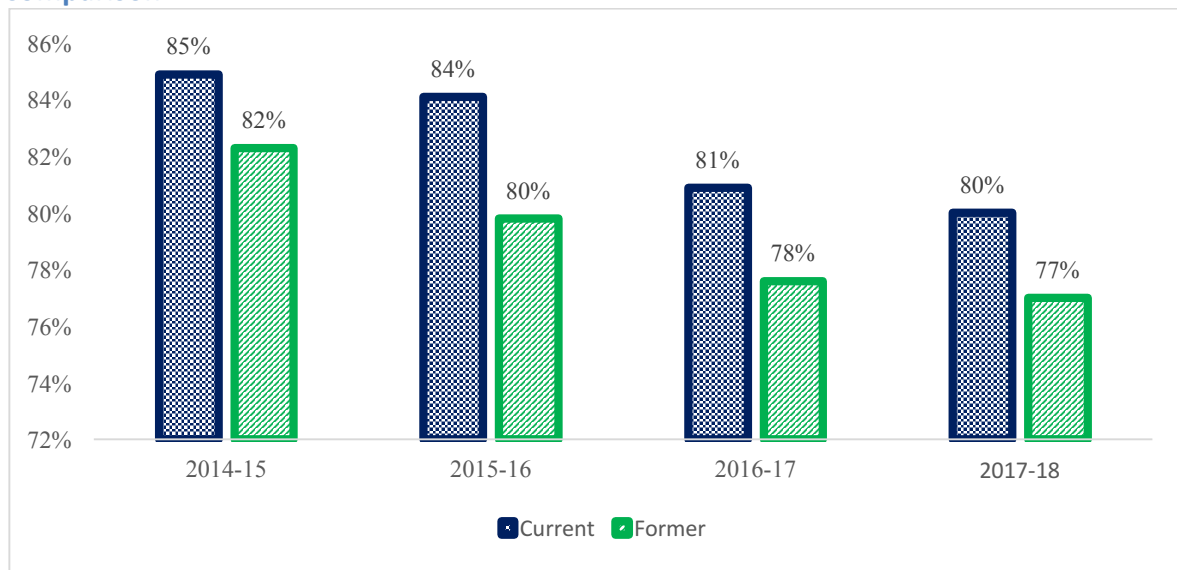
Graph 21b: Percent of Former ELLs who are Regular Attenders by District, 2017-18



Source: Average Daily Membership Collection

Graph 21c shows the year-to-year comparison for current and former ELLs considered to be regular attenders. For 2014-15, 84.9 percent of current ELLs and 82.3 percent of former ELLs were considered to be regular attenders. The data does show a slight downward trend year over year with 80 percent of current ELLs and 77 percent of former ELLs classified as regular attenders in 2017-18

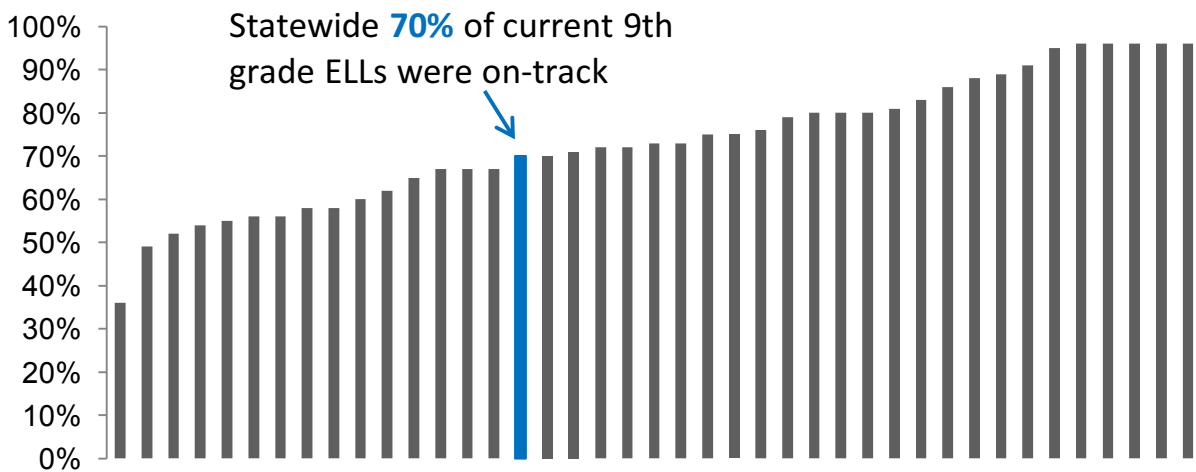
Graph 21c: Percent of Current and Former ELLs who are Regular Attenders Year-to-Year Comparison



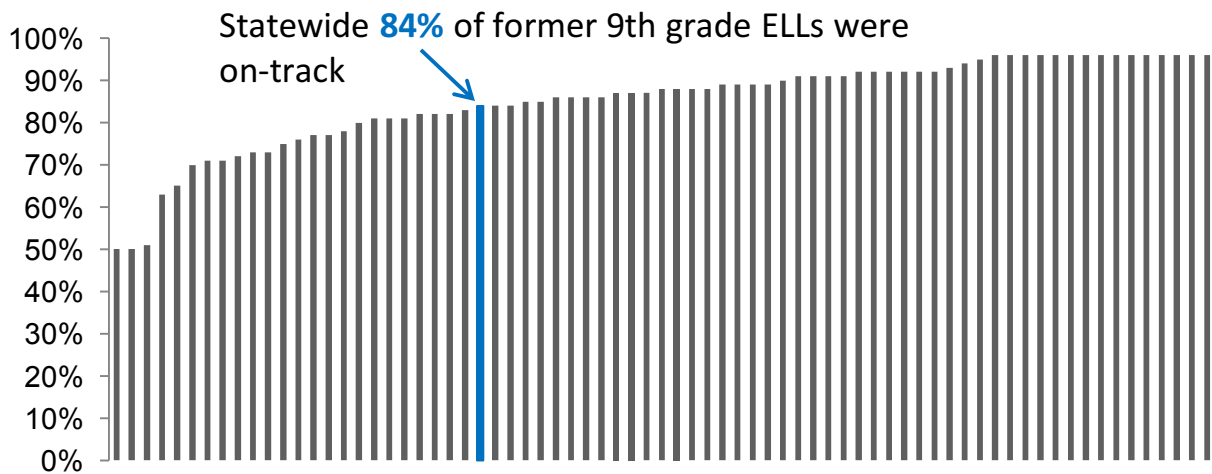
Section 22: Percent of English Language Learners who Met the Ninth Grade On-Track Criteria

To be considered on-track to graduate in four years, 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 their first year of high school. Graph 22a shows that statewide, 70 percent of current ELLs met the ninth grade on-track criteria, with district averages ranging from 36 percent to greater than 95 percent. Graph 22b shows that statewide, 84 percent of former ELLs met the ninth grade on-track criteria, with district averages ranging from 50 percent to greater than 95 percent. Statewide, 85 percent of never ELLs were identified as being on-track at the end of their ninth-grade year. District percentages range from 29 percent to more than 95 percent of students identified as never ELL being on-track at the end of ninth grade.

Graph 22a: Percent of Current ELLs who were On-Track by District, 2017-18



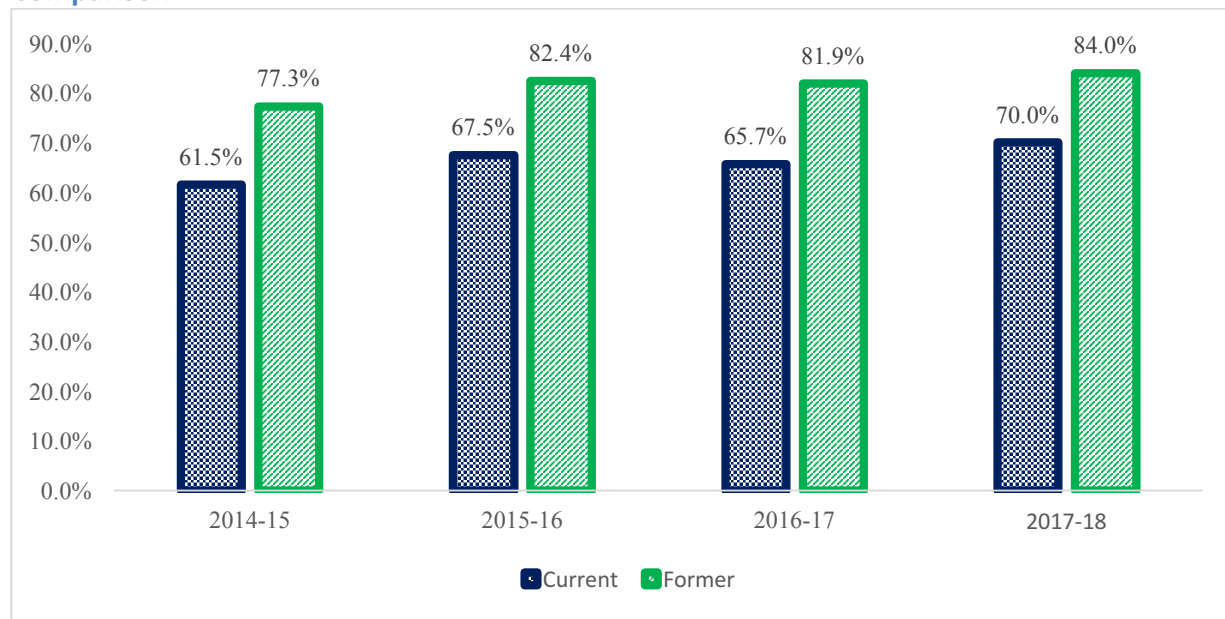
Graph 22b: Percent of Former ELLs who were On-Track by District, 2017-18



Source: Freshman On-Track Collection and Spring Membership

Graph 22c shows the year over year comparison for ninth grade on-track. For 2014-15, 61.5 percent of current ELLs were on-track to graduate by the end of their ninth grade year and 77.3 percent of former ELLs were on-track to graduation. The data shows a slight upward trend year over year, with the exception of a slight dip in 2016-17, with 70 percent of current ELLs considered on-track at the end of their ninth grade year and 84 percent of former ELLs on-track at the end of their ninth grade year.

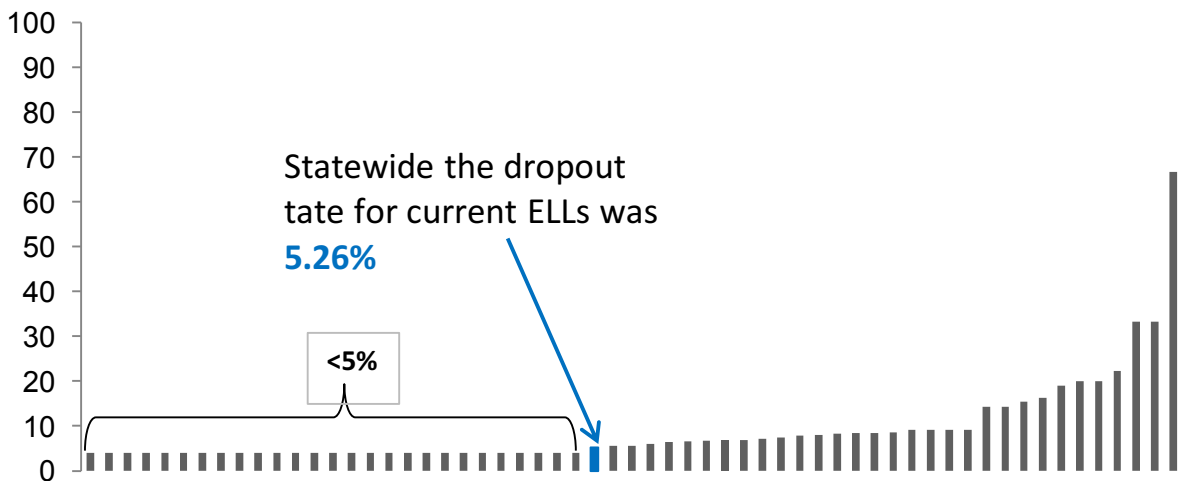
Graph 22c: Percent of Current and Former ELLs who were On-Track by District, Year-to-Year Comparison



Section 23: Dropout Rates for English Language Learners

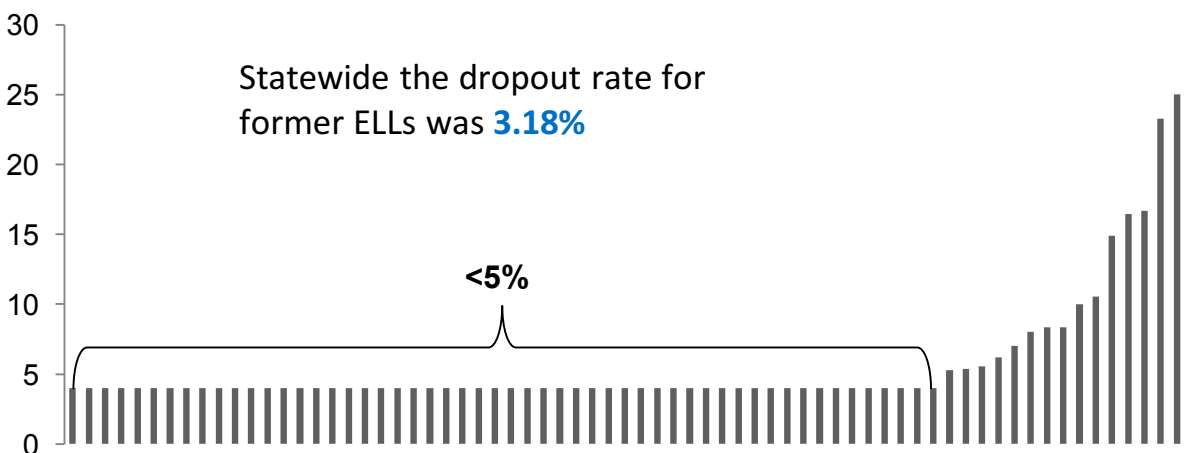
The one-year dropout rate is calculated by dividing the number of dropouts (grades 9-12) by the number of students reported on the October 1 Membership (Enrollment) Data Collection for grades 9-12. Graph 23a shows the statewide dropout rate for current ELLs was 5.26 percent, with district averages ranging 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 27 percent. For students identified as never ELLs, the statewide dropout rate was 3.51 percent with districts ranging from less than 5 percent to 49 percent

Graph 23a: Dropout Rate for Current ELLs by District, 2017-18



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

Graph 23b: Dropout Rate for Former ELLs by District, 2017-18

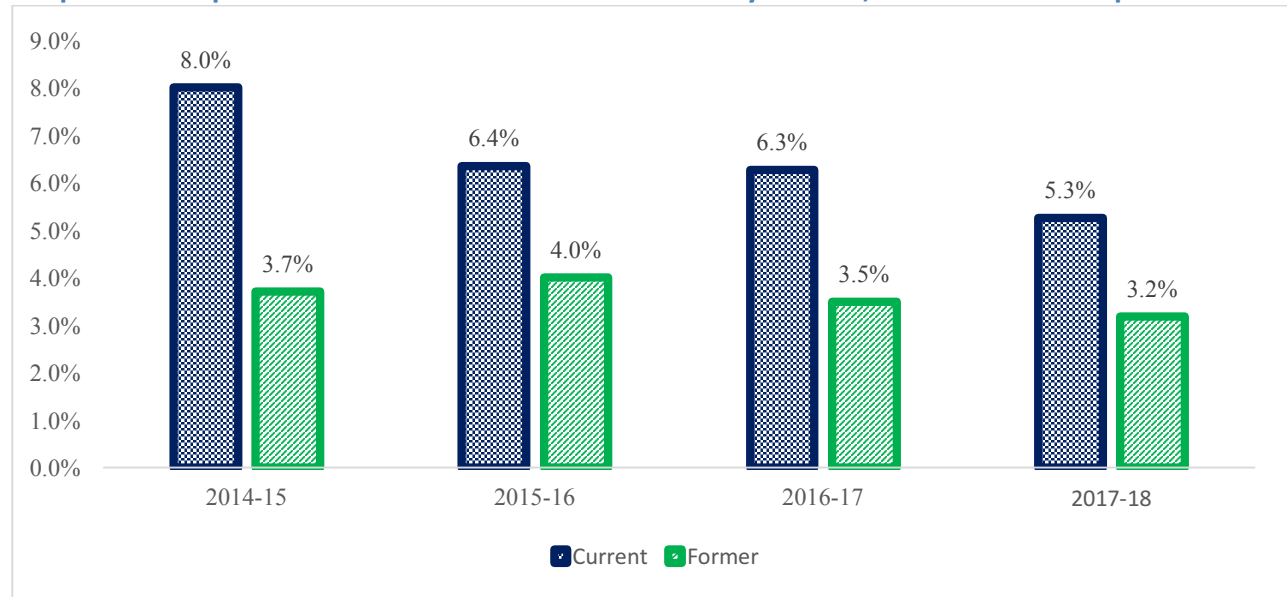


*Only districts with more than 6 former ELLs are represented on the graph.

Source: NCES Dropout Collection

Graph 23c shows the dropout rate year-to-year with 8 percent of current ELLs and 3.7 percent of former ELLs dropping out in 2014-15 to 5.3 percent of current ELLs and 3.2 percent of former ELLs dropping out in 2017-18

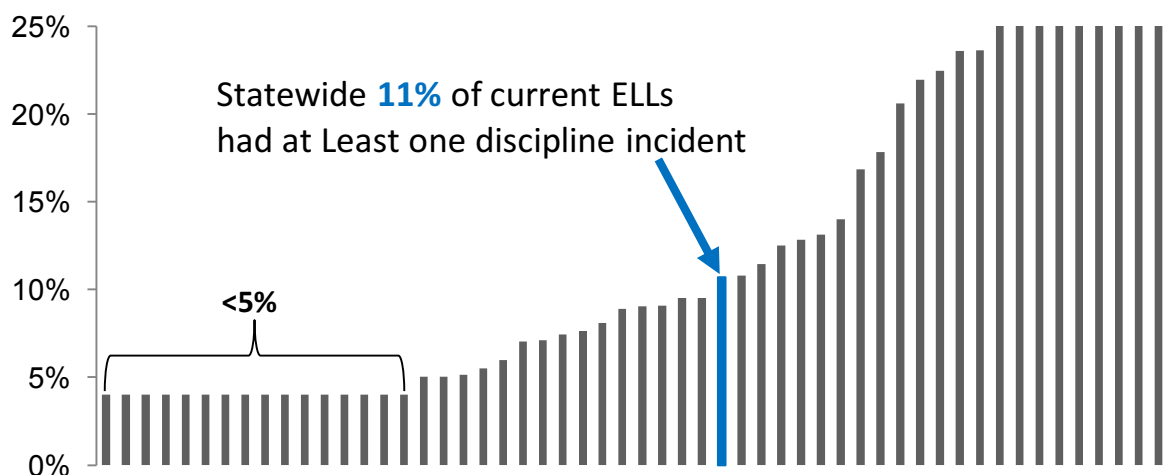
Graph 23c: Dropout Rate for Current and Former ELLs by District, Year-to-Year Comparison



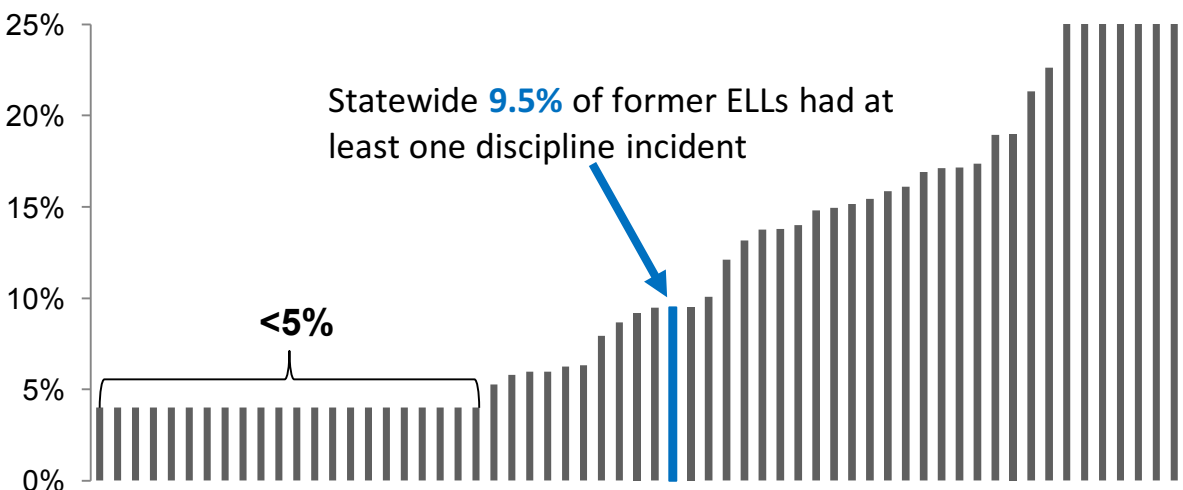
Section 24: English Language Learners with Discipline Incidents

A discipline incident is defined as a violation of school rules or policies that results in the student receiving an in-school suspension, out-of-school suspension or an expulsion. A student may have multiple incidents with increasingly severe outcomes within a single school year. 11 percent of current ELLs had a discipline incident, with graph 24a showing that district percentages ranged from less than 5 percent to 56 percent. About 9.5 percent of former ELLs had a discipline incident, with Graph 24b showing that district percentages ranged from less than 5 percent to 86 percent.

Graph 24a: Percent of Current ELLs who had at Least One Discipline Incident by District, 2017-18



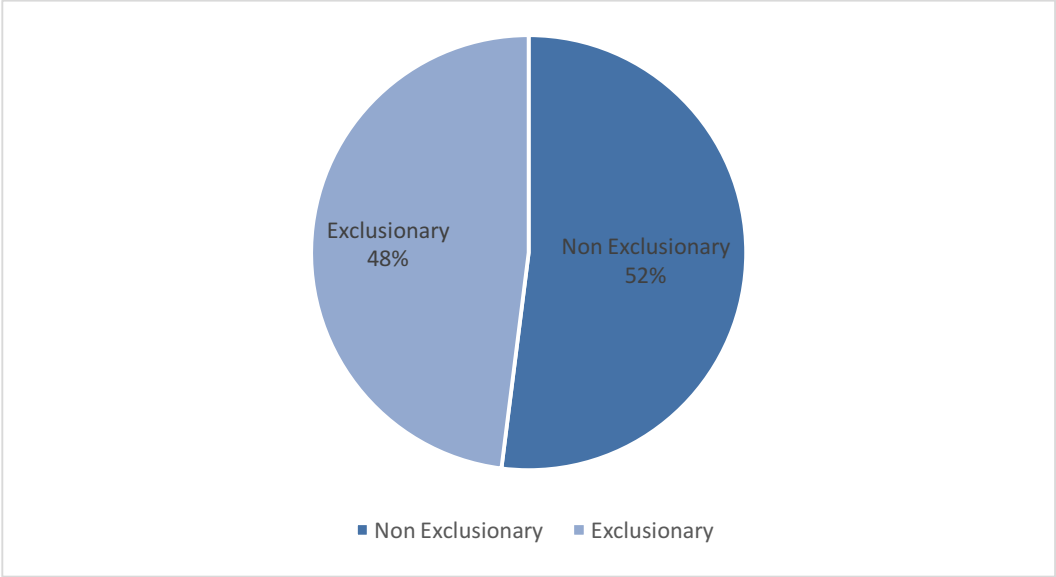
Graph 24b: Percent of Former ELLs who had at Least One Discipline Incident by District, 2017-18



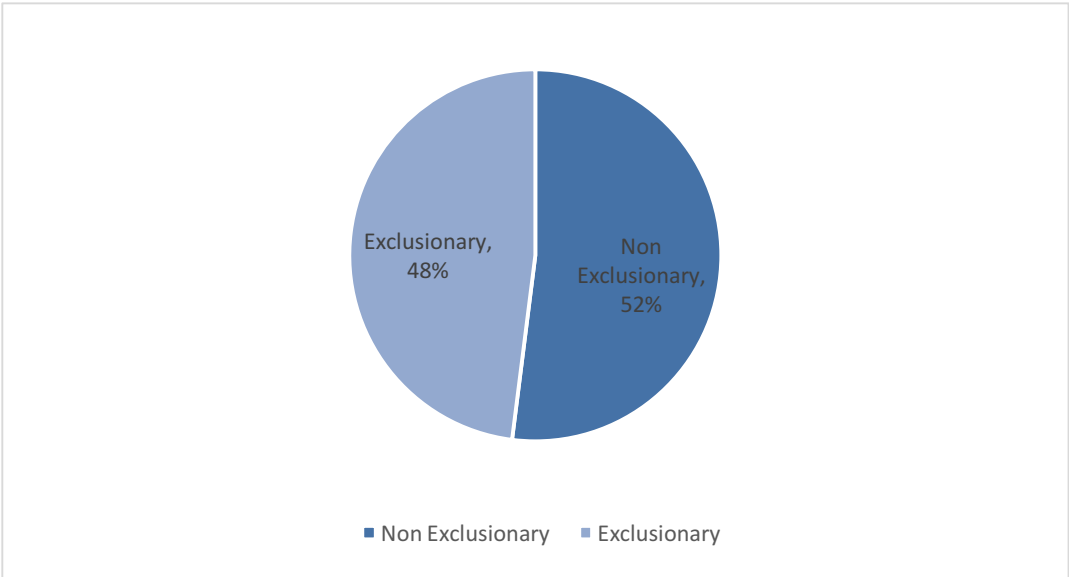
Source: Discipline Incidents Collection and Spring Membership

Graphs 24a and 24b show the shares of exclusionary discipline outcomes, defined as an out-of-school suspension or expulsion, and the less exclusionary in-school suspension. Graph 24c shows that 48 percent of current ELL students disciplined had a discipline incident resulting in an exclusionary outcome while 52 percent received a non-exclusionary discipline outcome. Graph 24d indicates that for former ELLs who had a discipline incident, 48 percent received an exclusionary outcome.

Graph 24c: Percent of Current ELLs who had at Least One Discipline Incident, Exclusionary and Non-Exclusionary discipline types, 2017-18



Graph 24d: Percent of Former ELLs who had at Least One Discipline Incident Exclusionary and Non-Exclusionary discipline types, 2017-18



Source: Discipline Incidents Collection

Section 25: Oregon State Seal of Biliteracy

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

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

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

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

Table 25 shows a breakdown by District of the 1,621 students statewide who earned the Biliteracy Seals in the following languages: Arabic, Bosnian, Chinese (all), Filipino, French, German, Japanese, Romanian, Russian, Spanish, Ukrainian and Vietnamese. Students who earned the Biliteracy Seal came from the following districts:

Table 25: Number of Biliteracy Seals awarded by District, 2017-18

District Name	Number of Students who earned the Biliteracy Seal	District Name	Number of Students who earned the Biliteracy Seal
Banks	1	McMinnville	19
Baker Web Academy	1	Medford	37
Beaverton	248	Mt. Angel	9
Bend-La Pine	6	North Clackamas	159
Bethel	10	Ontario	16
Canby	16	Oregon City	11
Cascade	1	Portland Public	297
Centennial	20	Reynolds	5
Corvallis	74	Roseburg	6
Dallas	2	Salem Academy	1
Eagle Point	1	Salem-Keizer	211
Eugene	181	Silver Falls	4
Forest Grove	9	St. Paul	4
Gervais	1	Tigard-Tualatin	40
Greater Albany	15	Tillamook	1
Hillsboro	52	West Linn-Wilsonville	42
Jefferson	1	Woodburn	112
Chemeketa C.C.	1	TOTAL	1621

Many of the recipients of the Biliteracy Seal are English language learners; however, two-thirds of the students who earned the Biliteracy Seal have never been English language learners. ODE began collecting data in 2016-2017 on students who earned the Biliteracy Seal in three categories: current English learners (still in ELD programs), former English learners (exited from ELD programs) or students who have never been English learners. The numbers for 2017-2018 are:

- 47 current English learners
- 690 former English learners
- 856 never English learners
- (Missing data for 28 students)

However, when considering the primary (first) language of the students who earned the Biliteracy Seal, the numbers change. For current, former and never ELL students whose primary language was not English, 885 earned the Biliteracy Seal. For students who were never ELLs whose primary language was English 708 earned the Biliteracy Seal.



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