

# APPENDIX B: TARGETED UNIVERSALISM & SNAPSHOTS OF FOCAL STUDENT GROUPS

## BRIDGING REALITIES

Targeted universalism works from an essential understanding that sameness is not fairness while finding common cause in shared success and universal prosperity. The initiatives operationalized in this guidance have their best opportunity for success when we share an understanding that every student benefits and every community wins when every student belongs and every student finds well-being and academic success.

## APPLYING TARGETED UNIVERSALISM

Professor John A. Powell is credited with naming and cultivating the development of practices and policies referred to as “targeted universalism”. Targeted universalism means setting universal aims that are pursued by universal and targeted *processes* to achieve those aims.

For example, the outcomes and strategies set forward in this guidance, along with the complexities of setting Longitudinal Performance Growth Targets, can and should be developed to be inclusive of each and every student. And to reach those outcomes, Oregon policies offer focused processes to identify, engage, and design targeted approaches for each group in service of those universal aims.

Applying targeted universalism provides an operational pathway to lead for educational change in a way that bridges relationships and perspectives while maintaining a dedicated and precise attention on focal students and their families.



## WHY TARGETED UNIVERSALISM?

“Many policy disagreements are framed by familiar debates about the role of government and the nature or extent of the problem, as well as pragmatic concerns about how to structure or formulate policy for sustainable impact. More than differences of ideology or disagreement over facts, however, underlie these divides. Political polarization is fueled by a growing feeling of unfairness and the perception that policy is a zero-sum game. If one group benefits, or benefits disproportionately, then other groups may feel left behind or overlooked. The insistence that government and other public institutions remain neutral is eroded by a sense that the government is taking sides or has taken the wrong side. In an era of political polarization and fiscal austerity, policy debates too readily become trapped in a binary of either universal responses or targeted solutions. Universal responses enjoy a degree of legitimacy in a diverse and pluralistic society, but they may also be viewed as unaffordable and overly ambitious, while also inadequate at helping those most in need. Therefore, the most marginalized people are often the most skeptical of ostensibly universal policies. Targeted policies may be more efficient and less costly, but by targeting a particular group, these approaches are often viewed as unfairly helping one group over another, seeding hostility and resentment.

There is a hunger for fresh approaches and urgent demand for novel policy methods that can break through our political gridlock, address the problems of our time and create new avenues for thriving individuals and communities. Targeted universalism is an approach that supports the needs of the particular while reminding us that we are all part of the same social fabric.

[Targeted Universalism Primer, May 2019](#)<sup>72</sup>”

### What does applying targeted universalism look like in practice?

Step in Targeted Universalism	Example In State Practice	Example In District/Community/School
1) Establish universal goal based on shared aspiration or recognition of a problem	Improve high school graduates’ readiness for college and career	Improve high school graduates’ readiness for college and career
2) Assess general population performance relative to the universal goal	State-level reporting on 9th-grade on-track, 4-year graduation, 5-year completion, data on how Oregon students engage in college, career, and workforce opportunities	District, school, or regional data on 9th-grade on-track, 4-year graduation, 5-year completion, data on how students engage in college, career, and workforce opportunities in region, general school climate or other assessment data
3) Identify group and places that are performing different with respect to the goal and disaggregate them	Review disaggregated state-level data and any qualitative or quantitative research	Review unsuppressed <sup>73</sup> disaggregated school, district, and “street-level” data alongside information from students, community, and educators
4) Assess and understand the structures that support or impede each group or community from achieving the universal goal	The work of the bi-partisan joint committee on Student Success in 2018-2019	Regular meetings of educators and administrators at the school level, district level reviews, work with ESDs
5) Develop and implement targeted strategies for each group to reach the universal goal	The programs and policies put forward in this integrated guidance	The school or district level processes and plans developed in use of this guidance

72 powell, john, Stephen Menendian and Wendy Ake, “Targeted universalism: Policy & Practice.” Haas Institute for a Fair and Inclusive Society, University of California, Berkeley, 2019. [haasinstitute.berkeley.edu/targeteduniversalism](http://haasinstitute.berkeley.edu/targeteduniversalism).

73 Districts have access to secure information about smaller student groups that is not published at state-level.

## UNIVERSAL TRENDS

The data and trends presented for all students illuminate increases, decreases, and missing information for each of the metrics. Missing information is the result of COVID-19 disruptions on educational systems. This information sets a humbling foundation to support realistic understanding of these statewide performance measures, also referred to in this guidance as “common metrics”. The [2022-23 Statewide Report Card](#) has additional information.

All Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders <sup>75</sup>	79.6%	na	71.9% <sup>76</sup>	63.9%	61.9%
3rd Grade Reading (ELA)	46.5%	na	42.5 <sup>77</sup>	39.4% <sup>78</sup>	39.4% <sup>79</sup>
9th Grade On Track	85.3%	na	73.6%	82.8%	83.6%
4-year Graduation	80.0%	82.6%	80.6%	81.3%	81.3%
5-year Completion	86.3%	87.2%	87.8%	86.5%	86.8%

## SNAPSHOTS OF FOCAL STUDENT GROUPS

Engagement of focal student groups presents a unique opportunity and vital resource for collecting high impact community data to inform the practices that impact those same populations. Focal student groups and their families must be engaged in planning under this guidance and there must be demonstrated evidence and artifacts for how engagement strategies/activities impacted your chosen outcomes, priorities, strategies, and activities.

Focal student groups are defined within the [Student Success Act](#) as “students of color; students with disabilities; emerging bilingual students; and students navigating poverty, houselessness, and foster care; and other students who have historically experienced disparities in our schools”. This list has been expanded in rule to include migratory students<sup>80</sup>, students recently arrived, justice involved youth<sup>81</sup>, and students who identify as LGBTQ2SIA+. <sup>82</sup>

**Throughout the Integrated Guidance, “focal students” will be used to replace the Federal Perkins V (CTE) term, “special populations.”**

Snapshots of each focal student group are presented to bring depth, humanity, and some reality to whom these laws and programs are designed. These snapshots will be inadequate as there is not a sufficient way to capture the beauty, resilience, and strength within each group. The information provided is offered as an effort to give some voice and visualization to the experiences these initiatives are aimed at meeting.

74 2019-20 data collections were impacted by the state of emergency resulting from the onset of the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

75 Regular Attenders rates vary significantly by grade level.

76 Note changes in data collection due to the COVID-19 pandemic make this rate not comparable to prior years. See <https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Regular-Attenders-2021.aspx> for details.

77 Low participation rate; may not be representative.

78 Participation below 95%; may not be representative.

79 Participation below 95%; may not be representative.

80 Name change from “migrant students” is pending approval by the SBE in Spring 2024

81 Name change from “students with experience of incarceration or detention” is pending approval by the SBE in Spring 2024

82 [OAR 581-014-0019](#)

## FOCAL STUDENT GROUPS<sup>83</sup>

Language and terminology are vital tools to understanding and addressing issues of inequity. Frequently, language creates unhealthy narratives of current and historically marginalized students (for example, the term “underrepresented” can be used in a way that subtly suggests that students choose not to represent themselves, instead of shedding light on systematic barriers in schools despite attempts to participate). The decision to use “focal student groups” was an intentional choice based on the historic decentering of underserved students and families, and the decision in the Student Success Act in 2018 to center and make these students the primary focus.

## MARKING DIFFERENTIATION BETWEEN FOCAL STUDENT GROUP ENGAGEMENT & PREPARATION OF LONGITUDINAL PERFORMANCE GROWTH TARGETS

ODE recognizes that the “common metrics” used for setting Longitudinal Performance Growth Targets (LPGTs) are not captured, at this time, for every focal student group for all of the last five years. Namely, we do not have reported data for the LGBTQ2SIA+ focal student group, and the data collection for students navigating foster care only dates back to 2020-21. Applicants are only required to put forward LPGTs for focal groups where data collections currently exist. However, for the purposes of engagement and planning, applicants are expected to use the most robust list of focal student groups (and their families). For groups without ODE data (currently or historically), this may mean utilizing local data collections or relying on other national sources of data to focus and guide engagement efforts.

## STUDENTS NAVIGATING POVERTY<sup>84</sup>

State law and rule define students navigating poverty as students who meet one or more of the following qualifications: participating in Supplemental Nutrition Assistance Program, participating in the Temporary Assistance for Needy Families program, are foster students, are migrant students, or are students who are houseless. This definition is new starting with 2023-24 data, and the group of students identified under this definition is expected to differ substantially from the students identified under the previous definition. For this reason, data for students navigating poverty are not included in this iteration of the document, though they are anticipated to be included in future editions.<sup>85</sup>

83 In Perkins V, a federal program, focal student groups are referred to as special populations and include individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

84 This student group is referred to as “economically disadvantaged students” in [OAR 581-014-0001](#)

85 The updated definition of “economically disadvantaged students” in [OAR 581-014-0001](#) went into effect on July 1, 2023. This change is expected to be reflected in aggregated data with the 2023-24 school year. For prior years of data, this measure used USDA income eligibility guidelines charting free and reduced lunch.

What we know is that many of Oregon’s students are experiencing one or more generations of chronic poverty and the impacts that come from food instability, multiple transitions between school programs, navigating what can be socially isolating, and mental health impacts overtime. We also know, from state and national research, that young people and their families experiencing poverty also possess many assets and strengths and no limitations on what they can academically achieve if the right conditions are created for engagement and stability. There are students experiencing significant poverty in every racial and ethnic group in Oregon. Students experiencing poverty who are in additional focal student groups experiencing disparities often face compounding challenges.

## STUDENTS OF COLOR

Students of color represent more than 40% of the total student population in Oregon’s K-12 education system - a system that is responsible for seeing assets and possibilities while confronting where it has fallen short in creating welcoming, nourishing, and accountable learning environments.

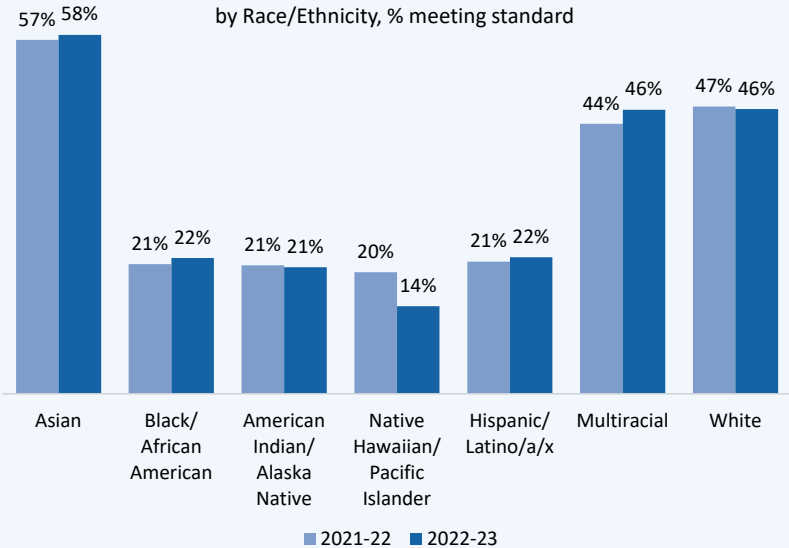
Laws and rules under this guidance describe students of color as including but not limited to American Indian and Alaska Native students, Black and African American students, Hispanic and Latino students, Asian students, Native Hawaiian and Pacific Islander students, multiracial students, and any other racial or ethnic group identified by the school district as having historically experienced academic disparities.

Racial identity and the term "students of color" are both imperfect ways of describing complex, multifaceted, and diverse experiences. Some students may more closely identify with some terms/identities over others. What is important is to listen to how they wish to be acknowledged while being clear about the data, trends, and patterns we have about different racial and ethnic groups. The term is intended to be used intentionally and inclusively while honoring many different lived experiences and realities.

The data presented with disaggregations by race and ethnicity use the [current federal definitions](#) of race and ethnicity, where a student is included in one category only. For these categories, students who identified as Hispanic, no matter what race(s) they identify, are displayed as Hispanic (for example, if a student identifies as both American Indian/Alaskan Native and Hispanic, only the Hispanic ethnicity will show when collecting data for federal purposes). Students who did not identify as Hispanic are included as Multiracial if more than one race was identified, and are included in the other race categories if they identified as a single race and did not identify as Hispanic. Using Race/Ethnicity categories, as defined by federal reporting definitions, to identify students leads to undercounting students and obscuring students' complex and diverse identities.



**Figure 1: 3rd Grade English Language Arts by Race/Ethnicity, % meeting standard**





Asian Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	91.0%	na	88.9% <sup>87</sup>	84.7%	80.3%
3rd Grade Reading (ELA)	63.8%	na	69.1% <sup>88</sup>	57.3%	58.1%
9th Grade On Track	>95.0%	na	89.1%	>95.0%	>95.0%
4-year Graduation	92.3%	92.2%	91.9%	92.1%	92.1%
5-year Completion	94.0%	95.7%	95.4%	95.0%	94.5%

Black/African American Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	73.4%	na	59.5% <sup>90</sup>	55.6%	56.4%
3rd Grade Reading (ELA)	26.3%	na	36.1% <sup>91</sup>	21.0% <sup>92</sup>	22.0% <sup>93</sup>
9th Grade On Track	79.0%	na	68.6%	76.6%	75.7%
4-year Graduation	70.4%	76.3%	73.5%	73.7%	73.1%
5-year Completion	77.7%	80.5%	81.6%	80.4%	82.2%

American Indian/ Alaska Native Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	69.4%	na	55.1% <sup>95</sup>	48.5%	50.8%
3rd Grade Reading (ELA)	29.9%	na	21.6% <sup>96</sup>	20.8% <sup>97</sup>	20.5% <sup>98</sup>
9th Grade On Track	74.4%	na	57.6%	73.7%	71.3%
4-year Graduation	67.7%	67.2%	67.0%	68.9%	68.2%
5-year Completion	76.5%	78.9%	77.0%	76.2%	76.2%

86 2019-20 data collections were impacted by the state of emergency resulting from the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

87 Not comparable to prior years; see previous footnotes for details.

88 Low participation rate; may not be representative.

89 2019-20 data collections were impacted by the state of emergency resulting from the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

90 Not comparable to prior years; see previous footnotes for details.

91 Low participation rate; may not be representative.

92 Based on less than 95% participation; may not be representative.

93 Based on less than 95% participation; may not be representative.

94 2019-20 data collections were impacted by the state of emergency resulting from the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

95 Not comparable to prior years; see previous footnotes for details.

96 Low participation rate; may not be representative.

97 Based on less than 95% participation; may not be representative.

98 Based on less than 95% participation; may not be representative.

Native Hawaiian/ Pacific Islander Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	68.7%	na	52.4% <sup>100</sup>	45.4%	44.6%
3rd Grade Reading (ELA)	26.6%	na	27.9% <sup>101</sup>	19.7% <sup>102</sup>	14.2% <sup>103</sup>
9th Grade On Track	79.3%	na	57.4%	72.1%	68.2%
4-year Graduation	77.6%	76.6%	69.8%	74.6%	75.9%
5-year Completion	82.6%	83.7%	81.0%	76.1%	81.6%

Hispanic/Latino/a/x Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	76.2%	na	63.2% <sup>105</sup>	55.8%	54.7%
3rd Grade Reading (ELA)	28.1%	na	24.3% <sup>106</sup>	21.4%	22.1%
9th Grade On Track	80.4%	na	65.1%	77.1%	77.9%
4-year Graduation	76.2%	79.5%	77.0%	78.7%	78.6%
5-year Completion	82.6%	83.7%	84.5%	82.8%	84.4%

Multiracial Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	78.6%	na	72.5% <sup>108</sup>	64.7%	61.8%
3rd Grade Reading (ELA)	50.7%	na	46.3% <sup>109</sup>	43.7% <sup>110</sup>	46.0% <sup>111</sup>
9th Grade On Track	84.5%	na	76.0%	82.9%	83.4%
4-year Graduation	79.9%	81.0%	79.3%	79.7%	79.8%
5-year Completion	86.8%	87.5%	86.8%	85.5%	85.4%

99 2019-20 data collections were impacted by the state of emergency resulting from the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

100 Not comparable to prior years; see previous footnotes for details.

101 Low participation rate; may not be representative.

102 Based on less than 95% participation; may not be representative.

103 Based on less than 95% participation; may not be representative.

104 2019-20 data collections were impacted by the state of emergency resulting from the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

105 Not comparable to prior years; see previous footnotes for details.

106 Low participation rate; may not be representative.

107 2019-20 data collections were impacted by the state of emergency resulting from the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

108 Not comparable to prior years; see previous footnotes for details.

109 Low participation rate; may not be representative.

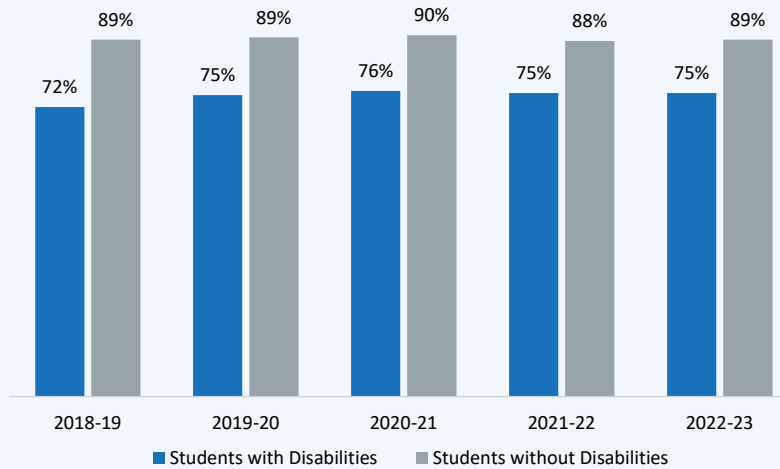
110 Based on less than 95% participation; may not be representative.

111 Based on less than 95% participation; may not be representative.

## STUDENTS WITH DISABILITIES

Formally defined within both state and federal law, students experiencing disability are learners who have a legally-protected right to accommodations and/or special education services.

Figure 2: Five-year Cohort Completion Rates



Students with Disabilities (IEP)	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	72.5%	na	63.0% <sup>113</sup>	56.2%	54.4%
3rd Grade Reading (ELA) <sup>114</sup>	21.7%	na	19.8% <sup>115</sup>	19.6% <sup>116</sup>	19.8% <sup>117</sup>
9th Grade On Track	71.7%	na	60.8%	72.3%	74.7%
4-year Graduation	63.4%	68.0%	66.1%	67.5%	68.6%
5-year Completion	72.0%	74.9%	76.0%	75.4%	75.4%

112 2019-20 data collections were impacted by the state of emergency resulting from the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

113 Not comparable to prior years; see previous footnotes for details.

114 Based on less than 95% participation in all years; may not be representative.

115 Low participation rate; may not be representative.

116 Based on less than 95% participation; may not be representative.

117 Based on less than 95% participation; may not be representative.

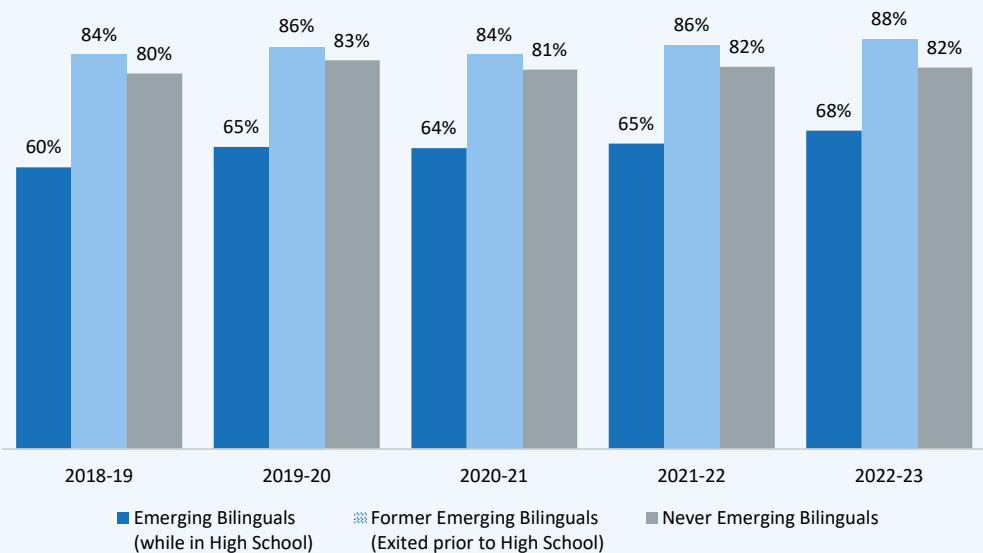


## STUDENTS WHO ARE EMERGING BILINGUALS

Students who are emerging bilinguals includes students who are eligible for English language acquisition support through English Language Development programs within their K-12 learning experience until they can demonstrate proficiency. Dual or multi-lingual learning is a powerful asset to be cultivated. In addition, emerging bilingual students provide richness, cultural assets, and worldviews to Oregon classrooms. This student group is heterogeneous and diverse; they must be considered in a manner that encompasses the assets and impacts of their varying intersectional identities which are often expansive and reach across a multitude of racial, ethnic, cultural, and cognitive identities.



Figure 3: Four-year Cohort Graduation Rates



Emerging Bilingual Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	78.4%	na	63.0% <sup>119</sup>	56.3%	55.0%
3rd Grade Reading (ELA)	7.9%	na	6.1% <sup>120</sup>	7.7%	7.5%
9th Grade On Track	70.8%	na	54.3%	68.5%	70.2%
4-year Graduation	60.2%	64.6%	64.4%	65.3%	68.1%
5-year Completion	67.8%	70.5%	71.8%	72.6%	73.3%

118 2019-20 data collections were impacted by the state of emergency resulting from the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

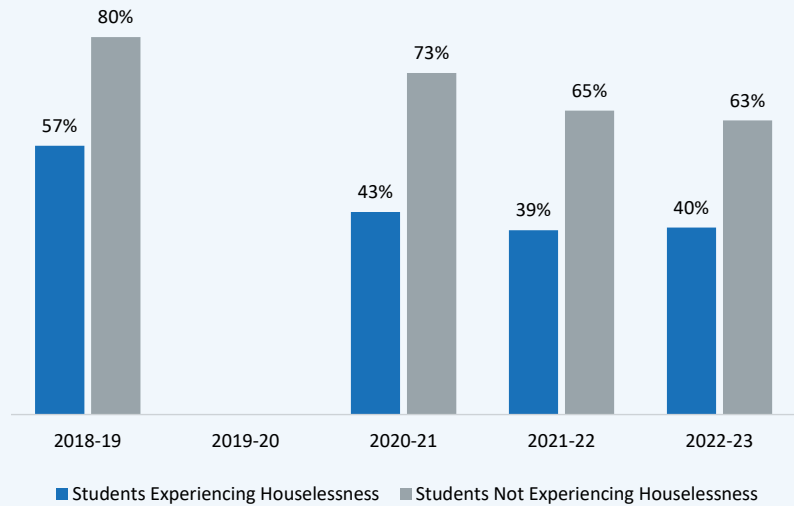
119 Not comparable to prior years; see previous footnotes for details.

120 Low participation rate; may not be representative.

## STUDENTS NAVIGATING HOUSELESSNESS

Students navigating houselessness are students who lack a fixed, regular, or adequate nighttime residence. Formally defined by the description within [The McKinney-Vento Homeless Assistance Act](#), students may be living in parks, motels, cars, shelters, or other settings not designed or ordinarily used for regular sleeping accommodations for human beings.

Figure 4: Regular Attendance Rates



Students Navigating Houselessness	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	57.2%	na	43.1% <sup>122</sup>	39.2%	39.8%
3rd Grade Reading (ELA)	23.8%	na	20.6% <sup>123</sup>	15.4% <sup>124</sup>	15.6% <sup>125</sup>
9th Grade On Track	60.5%	na	46.5%	62.1%	59.3%
4-year Graduation	55.4%	60.5%	55.4%	58.6%	60.6%
5-year Completion	68.4%	68.8%	69.7%	66.5%	68.6%

121 2019-20 data collections were impacted by the state of emergency resulting from the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

122 Not comparable to prior years; see previous footnotes for details.

123 Low participation rate; may not be representative.

124 Based on less than 95% participation; may not be representative.

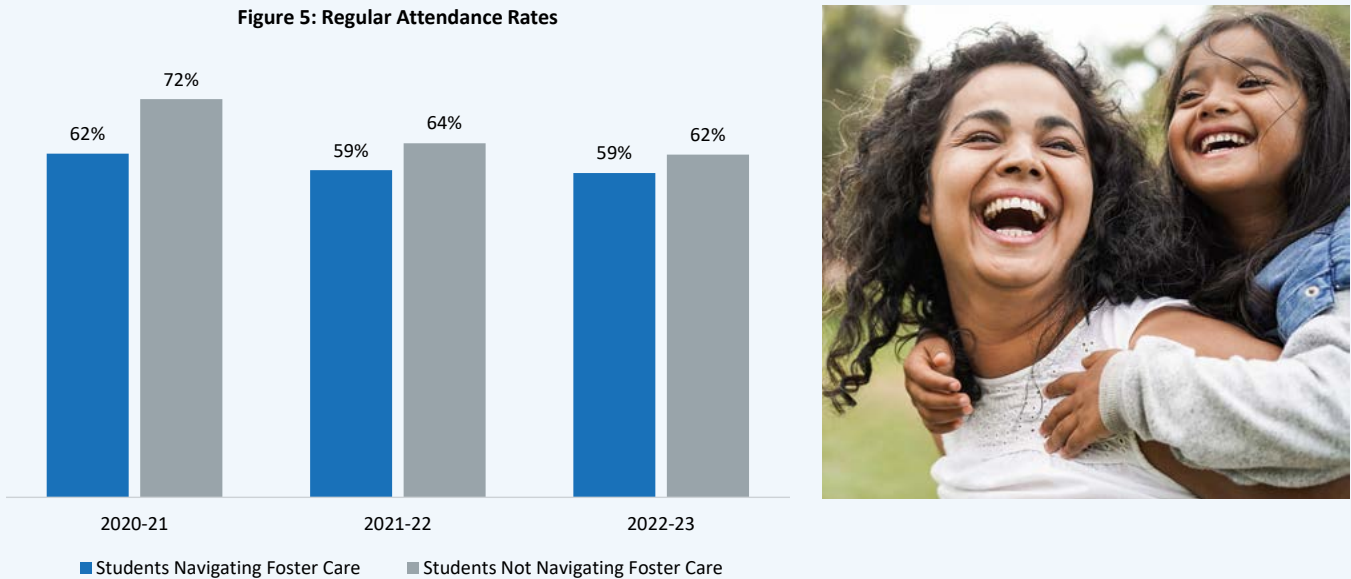
125 Based on less than 95% participation; may not be representative.

## STUDENTS NAVIGATING FOSTER CARE

Foster care is a temporary or permanent living situation for children whose parents or family cannot take care of them and whose need for care has come to the attention of child welfare agency staff. While in foster care, children may live with relatives, with foster families or in group facilities. Over half of children who enter foster care return to their families. Formally, students experiencing foster care are identified by [ORS 30.297](#).

Due to high mobility and increased likelihood of adverse childhood experiences, it is crucial for students in foster care to experience minimal disruption to their educational experience. School is often one of the most consistent and familiar environments to these students, which is why both federal and state laws emphasize the importance of educational stability. Academic outcomes also show improvement when students in foster care are able to stay connected to their schools communities.

Figure 5: Regular Attendance Rates



Students Navigating Foster Care	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	na	na	62.1% <sup>128</sup>	59.1%	58.6%
3rd Grade Reading (ELA)	na	na	na	22.5% <sup>129</sup>	12.2% <sup>130</sup>
9th Grade On Track	na	na	55.2%	66.5%	61.4%
4-year Graduation	na	43.9%	47.8%	48.4%	46.9%
5-year Completion	na	64.3%	60.5%	63.0%	60.1%

126 Data was not available for this group in this year.

127 2019-20 data collections were impacted by the state of emergency resulting from the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

128 Not comparable to prior years; see previous footnotes for details.

129 Based on less than 95% participation; may not be representative.

130 Based on less than 95% participation; may not be representative.

## LGBTQ2SIA+ STUDENTS



This focal student group includes students with a range of gender identities and sexual orientations including lesbian, gay, bisexual, pansexual, transgender, nonbinary, queer, questioning, Two Spirit, intersex, and asexual. The plus sign (“+”) recognizes and includes the myriad ways to describe system-impacted gender identities and sexual orientations.<sup>131</sup> It is also important to recognize that the challenges and barriers for students who are lesbian, gay, bisexual, pansexual, asexual, and queer can be different from the challenges and barriers faced by students with gender expansive identities and expressions. Questioning or LGBTQ2SIA+ students who have not yet asserted their identities in their school communities may have [additional support and safety needs](#).

While total ODE nonbinary (X) student populations are increasing each year since the addition of this required collection [in 2018-19](#), these have challenges for use, including: widespread suppression for student safety and privacy; potential for inaccuracy and missing data when gender/sex marker data are submitted by parents rather than students themselves; missing binary transgender and other gender-expansive student data for students for whom this marker does not fit; and a total lack of sexual orientation data collected by ODE. In order to consider the needs of this focal student population,<sup>132</sup> ODE expects applicants to seek out additional sources of LGBTQ2SIA+ youth data at the local, state, or national level.

According to self-reported 6th, 8th, and 11th grade data from the 2022 Oregon Health Authority (OHA) [Student Health Survey](#), about 12% of Oregon youth are transgender, gender expansive, or unsure of their gender identity and 1 in 3 Oregon youth are LGBQ, pansexual, asexual, aromantic, something else, multiple identities, or unsure of their sexual orientation. While not representative of every school district in the state, this report indicates that Oregon LGBTQ2SIA+ youth are at higher risk of bullying, suicidal thoughts and attempts, sexual assault, fear-based absences, and houselessness. The [LGBTQ2SIA+ Student Success Plan](#) equips Oregon communities with strategies and skills needed to increase supportive educators, schools, families, friends, and communities; such supportive measures are shown to increase academic success, feelings of belonging, and reduce negative mental health outcomes.<sup>133</sup>

Additional sources of Oregon and national LGBTQ2SIA+ data as well as recommendations for improving local LGBTQ2SIA+ data collection through school climate surveys can be found on the [ODE LGBTQ2SIA+ Resources webpage](#), outlined throughout the [LGBTQ2SIA+ Student Success Plan](#), and within the [Supporting Gender Expansive Students: Guidance for Schools](#) webpage and supplemental resources.

131 This definition comes from ODE [Supporting Gender Expansive Students: Guidance for Schools \(2023\)](#) and [OAR 581-017-0747](#)

132 As added by [OAR 581-014-0019](#)

133 As outlined in national and local data sources: [OHA 2022 Student Health Survey](#), [GLSEN 2021 Oregon State Snapshot](#), [Trevor Project 2023 U.S. National Survey on the Mental Health of LGBTQ Young People](#), [GLSEN 2020 Erasure and Resilience: The Experiences of LGBTQ Students of Color Reports](#)

## STUDENTS RECENTLY ARRIVED

This focal student group consists of students who were born outside the US and US territories (including military bases) - anyone without a US birth certificate who has had less than three cumulative years of education in the US. Foreign exchange students are excluded from the calculation where possible.

Students who have recently arrived include many diverse populations with widely varying lived experiences, languages, cultures, and educational backgrounds. Efforts should be made to ensure that engagement efforts are responsive to the cultural and linguistic backgrounds of families and students who have recently arrived.

Figure 6: Five-year Cohort Completion Rates



Students Recently Arrived	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	83.4%	na	71.6% <sup>136</sup>	66.3%	63.5%
3rd Grade Reading (ELA)	37.3%	na	45.2% <sup>137</sup>	32.0% <sup>138</sup>	29.3% <sup>139</sup>
9th Grade On Track	89.5%	na	72.2%	81.9%	85.7%
4-year Graduation	64.6%	66.9%	65.8%	65.5%	63.3%
5-year Completion	70.3%	75.5%	74.1%	74.5%	74.5%

134 2019-20 data collections were impacted by the state of emergency resulting from the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

135 This group was impacted by travel restrictions due to the COVID-19 pandemic in 2020-21, and is smaller than usual for this year. Data may not be comparable to prior years.

136 Not comparable to prior years; see previous footnotes for details.

137 Low participation rate; may not be representative.

138 Based on less than 95% participation; may not be representative.

139 Based on less than 95% participation; may not be representative.

## MIGRATORY STUDENTS<sup>140</sup>

This focal group consists of students who themselves are a migratory worker or whose parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and who has moved due to economic necessity between school districts in the last thirty-six months, and is eligible to be part of the Title 1-C Migrant Education Program<sup>141</sup>.

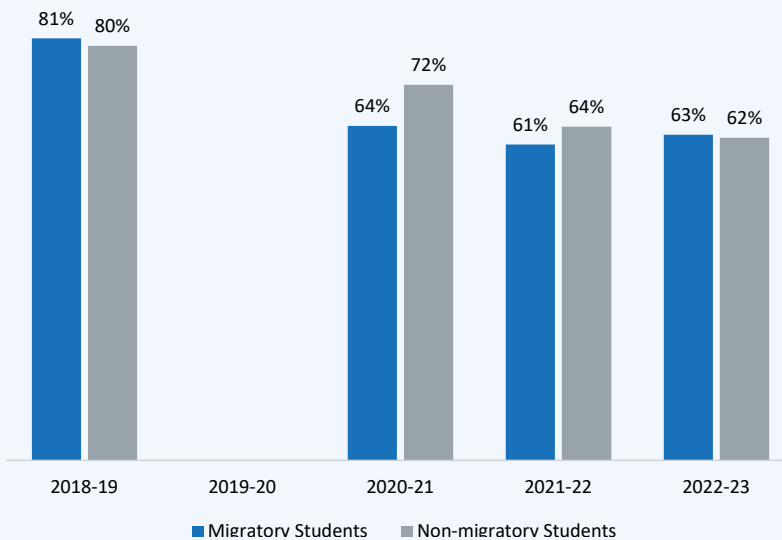
Educational interruption caused by migratory movements significantly penalizes the trajectory of this student group.

Due to these regular migratory movements related to the agriculture and fishing industries, students can face difficulty enrolling in school, suffer educational disruption and loss of academic credit, struggle with transportation to attend regular and summer classes, lack a regular and adequate nighttime residence, and experience social isolation due to difficulties in adapting to new living and school environments. These migratory movements require greater collaboration among ODE, Migrant Education local staff, teachers, schools, and school districts. Results from focus groups and surveys<sup>142</sup> show the need for increased awareness about the program and its students' particular obstacles. There is also a need for more support within the different Educational Service Districts to increase the collaboration between the program local staff and the different school districts, particularly regarding the application of data-sharing agreements and authorized access to school buildings.

Effective implementation of the Migrant Education Program requires collaboration with other programs working with the same student group. Latino/Hispanic students represent 99% of migratory students across Oregon, and during SY 2022-23, 53% of migratory students in K-12 were identified as current English learners and 29% as former English learners. Furthermore, farmworker families' constant mobility and living conditions increase the chances for these students to experience inadequate nighttime residence and qualify for the McKinney-Vento program.

More information and resources about the Oregon Migrant Education Program and the local teams are available on the Title I-C Migrant Education website and through the [Multilingual and Migrant Education Newsletter](#).

Figure 7: Regular Attendance Rates



140 Change in the name of this focal student group from “migrant students” to “migratory students” is pending State Board of Education approval in Spring 2024

141 More information and further illustration of the experiences of these students is available in this [US federal program manual](#)

142 Comprehensive Needs Assessment Report 2024 of the Oregon Migrant Education Program will be available in March 2024.

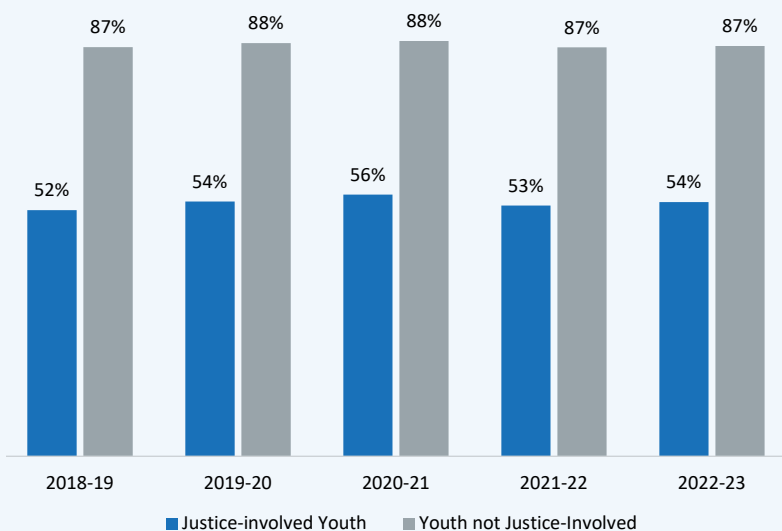


Migratory Students	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	81.0%		64.2% <sup>144</sup>	60.6%	62.5%
3rd Grade Reading (ELA)	18.0%		14.4% <sup>145</sup>	12.8%	13.2%
9th Grade On Track	81.3%		64.1%	78.5%	80.2%
4-year Graduation	79.4%	79.9%	78.3%	81.4%	81.6%
5-year Completion	81.9%	86.4%	84.3%	83.5%	85.8%

## JUSTICE INVOLVED YOUTH<sup>146</sup>

“Justice involved youth” includes students who are pre or post adjudication, have been or are currently detained in a secure juvenile justice facility, and/or who have been or are currently placed in a community juvenile justice program. Schools have a powerful opportunity to receive, welcome, and engage students who have experience with incarceration or detention. School district personnel are encouraged to collaborate with their Oregon Youth Authority or County Juvenile Department professionals to supplement and complement services to help ensure the success of students in this focal group. The data below reflects information from students currently incarcerated or detained as well as students who were previously incarcerated or detained.

Figure 8: Five-year Cohort Completion Rates



143 2019-20 data collections were impacted by the state of emergency resulting from the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

144 Not comparable to prior years; see previous footnotes for details.

145 Low participation rate; may not be representative.

146 Change to this focal student group name from “students with experience of incarceration or detention” to “justice involved youth” is pending State Board of Education approval in Spring 2024

Justice-involved Youth	2018-19	2019-20	2020-21	2021-22	2022-23
Regular Attenders	52.3%	na	37.0% <sup>149</sup>	40.6%	41.3%
3rd Grade Reading (ELA) <sup>150</sup>	na	na	na	na	na
9th Grade On Track	30.6%		29.9%	39.9%	41.0%
4-year Graduation	27.2%	33.1%	31.2%	34.3%	35.8%
5-year Completion	52.4%	54.3%	55.7%	53.4%	54.1%

*Important and additional detail on evaluation of performance under this guidance and further technical support, including how to set gap closing targets and develop local optional metrics are provided in [Appendix P: Detailed Guidance on Longitudinal Performance Growth Targets \(LPGT\)](#).*

## THERE IS ALWAYS MORE TO THE STORY

The limited snapshots provided here won't do justice to the lived experiences of Oregon's students and families. The knowledge, wisdom, needs, and strengths of each member of the learning community is needed to help vision and develop the plans and investments called for in this Integrated Guidance. This information is provided as one input, among many, to help bring to life what is possible when we work together.

<sup>147</sup> Students with enrollment in a YCEP or JDEP within the current or any prior school year.

<sup>148</sup> 2019-20 data collections were impacted by the state of emergency resulting from the COVID-19 pandemic. Regular attenders, 9th Grade On-Track, and Assessment data are not available for this year.

<sup>149</sup> Not comparable to prior years; see previous footnotes for details.

<sup>150</sup> No formerly incarcerated students took the 3rd grade reading assessment due to the higher age group of these students.