

Oregon Statewide Report Card 2018-2019



An Annual Report to the
Legislature on Oregon Public
Schools

Colt Gill,
Director of the Department
of Education
www.oregon.gov/ode

The Oregon Statewide Report Card is an annual publication required by law (ORS 329.115), which reports on the state of public schools and their progress towards the goals of the Oregon Educational Act for the 21st Century. The purpose of the Oregon Statewide Report Card is to monitor trends among school districts and Oregon's progress toward achieving the goals referred to in ORS 329.015.

In addition, this report provides a tool that makes education data accessible to researchers, media, students and families and creates a clear, complete and factual picture of the state of education in Oregon.

The Oregon Department of Education (ODE) also publishes an [Annual Performance Progress Report](#) (APPR) which describes ODE's yearly progress in fulfilling its mission to increase achievement for all students. The APPR tracks performance on each of ODE's key performance measures, which monitor ODE's work pertaining to the Oregon K-12 education enterprise and ODE's internal operational efficiency.



Published November 26, 2019

The 2018-19 Oregon Statewide Report Card was produced by the Oregon Department of Education for distribution to Oregon state and federal legislators, public schools, school districts, education service districts, and members of the public.

The Oregon Statewide Report Card is also posted on Oregon the Department of Education’s [website](#).

The Oregon Department of Education hereby gives permission to reproduce and distribute any or all of this document.

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, religion, sex, sexual orientation, national origin, marital status, age or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Deputy Superintendent of Public Instruction at the Oregon Department of Education.

Acknowledgements

Jon Wiens, Director, Accountability Reporting
Elyse Bean, Research Analyst, Accountability Reporting
Josh Rew, Education Program Specialist, Psychometrics/Measurement
Surbhi Singh, Administrative Specialist, Accountability Reporting
Amelia Vargas, Research Analyst, Accountability Reporting
Marc Siegel, Communications Director

Alternative Education	Annie Marges
Measures of Interim Progress (MIP) and Assessment.....	Cindy Barrick
Career and Technical Education.....	Lauren Dressen
Charter Schools	Kate Pattison
Diploma Requirements	Alexa Pearson
Discipline Incidents	Lisa Bateman
Enrollment and Membership.....	Robin Stalcup
English Learners	Deb Lange
Essential Skills	Cristen McLean
Finance & School Funding.....	Brian Reeder
Free & Reduced Price Lunch	Heidi Dupuis and Jeremy Eaton
Graduates and Dropouts.....	Beth Blumenstein
Homeless Students	Dona Bolt
NAEP Test Results	Beth LaDuca
Pre-Kindergarten & Early Childhood.....	Michael Connor
School & District Accountability.....	Jon Wiens
School & District Staff Data.....	Ryan Clark and Brian Reeder
Special Education	Jackie McKim
Talented and Gifted (TAG)	Angela Allen



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Colt Gill

Director of the Oregon Department of Education

Dear Oregonians,

I am pleased to present the 2018-19 edition of the Oregon Statewide Report Card. This annual report is a snapshot of our state's education system that includes important statewide data about our students, teachers and schools. Education is the key to moving our state forward, and we are collectively committed to partnering with our school districts and community partners to deepen our practice in ways that foster equitable learning outcomes for the students we serve. The information in this report provides a clear overview of the challenges we face and the opportunities for excellence ahead of us.

The 2018-19 Oregon Statewide Report Card includes:

- Graduation and dropout rates
- Early childhood data
- Attendance and regular attender data
- Student demographics and information on specific student groups
- School funding and staff information
- Assessment results
- Charter school data
- Information on alternative education programs

Highlights of the 2018-19 school year include our rising high school graduation rate, passage of the Student Success Act and the launch of our Every Day Matters campaign.

4-Year Graduation Rate Continues Climbing For All Student Groups

In January 2019 we reported that the 4-year graduation rate for the class of 2017-2018 rose two points from the 2016-2017 class. The jump marked a 6.7 point bump over four years. Between the 2016-2017 and 2017-2018 school years, all student groups saw gains, and the increase meant an additional 950 students graduated from high school.

One of the additional bright spots of the 2017-2018 graduation data is that the hard work our educators do in welcoming and helping students with non-English speaking backgrounds pays off greatly for our state. Students who exited English Learner programs before high school graduated at a rate nearly four percentage points higher than the statewide average.

Historic Investment In Oregon Schools

The Student Success Act, passed by the Oregon legislature in May of 2019, marks a turning point for education in Oregon. The law is rooted in equity, authentic community engagement and shared accountability for student success. When fully implemented, our state will see an additional \$1 billion in schools annually, including funding for early childhood education. The new funds provide opportunities for every student in our state, particularly students who have been historically underserved. The bulk of the funds will be distributed in July 2020 and it will take several years to fully measure the impacts of this historic legislation.

Launching The Every Day Matters Campaign

The department launched the Every Day Matters Campaign in October 2018 to highlight the importance that regular attendance plays in a student's education. Increasing regular attendance is a key piece in Governor Kate Brown's vision for having 90 percent of students graduate within four years of starting freshman year of high school, either with a diploma or with a GED. More information about the campaign can be found at www.Every-Day-Matters.org. The website offers a best practice guide, flyers, and yard signs, banners and posters that can be used by districts, families and communities to raise awareness about the importance of regular attendance.

Sincerely,



Colt Gill
Director
Oregon Department of Education

TABLE OF CONTENTS

OREGON STUDENTS	1
OREGON PUBLIC SCHOOL ENROLLMENT.....	1
DIVERSE STUDENT POPULATIONS.....	1
PERCENT OF OREGON SCHOOL DISTRICTS BY SIZE OF STUDENT ENROLLMENT.....	1
HOMELESS STUDENTS IN OREGON	2
CLASS SIZE	6
GENDER DIVERSITY	7
LANGUAGE DIVERSITY	9
THE OREGON STATE SEAL OF BILITERACY	10
STUDENTS AND TEACHERS OF COLOR.....	11
OREGON STAFF	12
PERCENTAGE OF POSITIONS HELD BY WOMEN	12
ALL SCHOOL STAFF	13
ANNUAL INSTRUCTIONAL HOURS.....	13
HISTORICAL SALARY CHARTS.....	14
SCHOOL FUNDING	15
SCHOOL RESOURCES	15
STUDENT ENROLLMENT	16
HISTORY OF SCHOOL FUNDING RESPONSIBILITY IN OREGON.....	17
OPERATING REVENUES BY SOURCE (HISTORICAL).....	18
ELEMENTARY AND SECONDARY EDUCATION ACT	19
FEDERAL PROGRAMS.....	19
OREGON DISCIPLINE INCIDENTS DATA	20
ACCOUNTABILITY AND SUPPORT UNDER THE EVERY STUDENT SUCCEEDS ACT	23
ESSA ACCOUNTABILITY SYSTEM.....	24
MEASURES OF INTERIM PROGRESS	25
MIP INDICATOR DEFINITIONS	25
2018-19 ENGLISH LANGUAGE ARTS ACHIEVEMENT DETAILS.....	27
2018-19 MATHEMATICS ACHIEVEMENT DETAILS.....	29
2018-19 ACADEMIC GROWTH.....	31
2018-19 REGULAR ATTENDERS DETAILS.....	32
2018-19 9 TH GRADE ON-TRACK DETAILS	34
2017-18 FOUR-YEAR COHORT GRADUATION DETAILS.....	36
2017-18 FIVE-YEAR COMPLETERS DETAILS	37
2018-19 ON TRACK TO ENGLISH LANGUAGE PROFICIENCY (ELP) DETAILS.....	40
2018-19 ENGLISH LANGUAGE ARTS PARTICIPATION DETAILS	41
2018-19 MATHEMATICS PARTICIPATION DETAILS.....	43
ASSESSMENT NON-PARTICIPATION.....	45
STUDENT SUCCESS	46
SCORES REQUIRED TO MEET ACHIEVEMENT LEVELS ON STATEWIDE ASSESSMENTS (CUT SCORES).....	46
STUDENT PERFORMANCE IN 2018-19.....	47
GRADE 3.....	47
GRADE 4.....	47
GRADE 5.....	48
GRADE 6.....	48
GRADE 7.....	49
GRADE 8.....	49
HIGH SCHOOL.....	50

NATIONAL COMPARISON OF STUDENT ACHIEVEMENT 51
THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS 51
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: READING 52
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: MATHEMATICS 55

FREE AND REDUCED PRICE LUNCH..... 58

THE OREGON DIPLOMA..... 59
PERSONALIZED LEARNING..... 59
9TH GRADE ON-TRACK..... 60
ESSENTIAL SKILLS..... 61

OREGON GRADUATION RATES 63
COHORT GRADUATION RATES OVER TIME (ALL STUDENTS) 63
OREGON CAREER AND TECHNICAL EDUCATION (CTE) INFORMATION: 2018 GRADUATION RESULTS 65

DROPOUT RATES 66
OREGON STATEWIDE DROPOUT RATE CALCULATION 66
OREGON HIGH SCHOOL DROPOUT RATES 66
OREGON DROPOUT RATES BY GENDER 67

REGULAR ATTENDERS..... 68

OREGON PUBLIC CHARTER SCHOOLS..... 71
OREGON PUBLIC CHARTER SCHOOLS ENROLLMENT 71
OREGON PUBLIC CHARTER SCHOOL PERFORMANCE 72

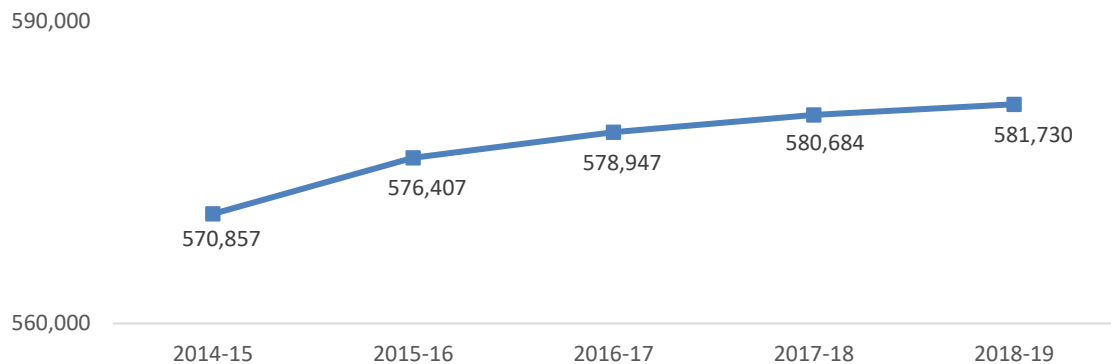
SPECIAL PROGRAMS..... 73
SPECIAL EDUCATION (IDEA) - AGES 5-21 73
EARLY LEARNING DIVISION PROGRAMS..... 75
TALENTED AND GIFTED 76
ALTERNATIVE EDUCATION PROGRAMS..... 69

RESOURCES 72

OREGON STUDENTS

There were 581,730 students enrolled in Oregon public schools on the first school day in October, 2018. There has been a gradually slowing increase in the overall public school enrollment since 2014-15, with a total increase of 10,873 students (1.9 percent) over five years. Based on estimates from the U.S. Census Bureau, Population Division, 79 percent of Oregon’s school aged (5-19) population was receiving publicly funded K-12 education.¹

Oregon Public School Enrollment
Number of Kindergarten through 12th Grade Students



Diverse Student Populations

Of the 581,730 students enrolled in 2018-19, 221,533 (38.08%) were students not identified as “White.” This represents slightly less than one-half of a percentage point increase from last year’s rate of 37.59 percent.

School Year	American Indian/Alaska Native	Asian	Black/African American	Hispanic/Latino	Multi-Racial	Native Hawaiian/Pacific Islander	White	Total
2014-15	8,650	22,440	13,673	127,845	31,111	3,983	363,155	570,857
2015-16	8,305	22,726	13,744	129,410	32,597	4,032	365,593	576,407
2016-17	8,184	23,067	13,654	131,089	34,200	4,172	364,581	578,947
2017-18	7,724	23,324	13,509	133,822	35,677	4,232	362,396	580,684
2018-19	7,280	23,267	13,301	136,186	37,136	4,363	360,197	581,730

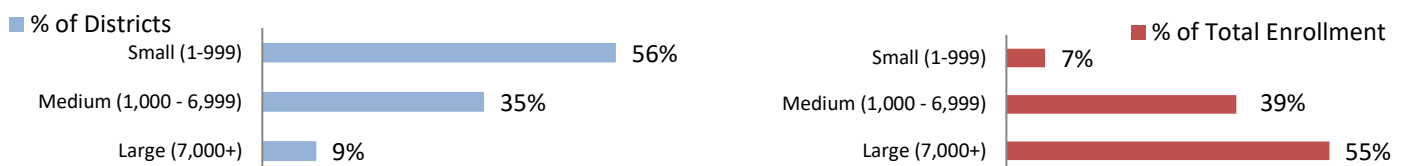
Enrollment is not increasing at the same rate for every racial/ethnic group. Asian, Hispanic/Latino, Multi-Racial, and Native Hawaiian/Pacific Islander student enrollment has increased since 2014-2015, but American Indian/Alaska Native, Black/African American, and White student group enrollment has declined. Similar enrollment patterns are also found [nationally](#).

¹See the [United States Census webpage](#) for more information on population estimates. Data source for the above figures are the Fall Membership Reports. [See enrollment reports](#) for more information, including breakdowns by school and district. See page 66 for more information on public pre-kindergarten programs and enrollment.

Race/Ethnicity	Percent Difference since 2014-15
American Indian/Alaskan Native	-15.84
Asian	3.69
Black/African American	-2.72
Hispanic/Latino	6.52
Multi-Racial	19.37
Native Hawaiian/Pacific Islander	9.54
White	-0.81

Percent of Oregon School Districts by Size of Student Enrollment

There are 197 School Districts in Oregon. The majority are small districts, comprised of less than 1,000 students total. However, the majority of students in Oregon attend large school districts, comprised of 7,000 or more students total.



Homeless Students in Oregon

The right of homeless children and youth to have equal access to the same free, appropriate public education provided to other children is ensured under the federal McKinney-Vento Homeless Assistance Act, Education of Homeless Children and Youth Program. ODE’s commitment to equity in education for under-represented populations includes families and unaccompanied youths in homeless living situations. Each district designates a Homeless Liaison to identify and provide services to homeless students and to contribute to the annual data collection. Eligible students reside in living situations that are not fixed, regular, and/or adequate. Liaisons work to ensure homeless children and youth are provided with immediate school enrollment and access to education services, despite lack of a permanent residence, a supervising parent or legal guardian, or lack of records from a previous school. To reduce frequent school changes, districts are required to stabilize homeless students in their school of origin, even though the transportation route might involve crossing district boundaries.

How is “Homeless” Defined?

For the purposes of this program, homeless children and youth “lack a fixed, regular, and adequate nighttime residence.” A homeless family could live in an emergency shelter or transitional housing unit, share housing with others due to loss of housing or economic hardship, reside in motels, or live in tents or trailers for lack of alternative, adequate housing. Unaccompanied children and youth who are not living with parents or legal guardians – for whatever the reason - are also eligible for educational rights and services as homeless students.

What are the Living Situations of K- 12 Homeless Students in Oregon?

School Year	In Shelters	Sharing Housing	Unsheltered	Motels
2014-15	1,853	15,298	2,272	1,101
2015-16	1,926	16,163	2,377	1,210
2016-17	1,999	17,210	2,515	1,124
2017-18	1,817	16,399	2,549	1,236
2018-19	1,701	16,903	2,569	1,041

How are Homeless Students Counted?

Since 2012-13, each district provides the Secure Student ID (SSID) of each homeless student served and two additional pieces of information:

- 1) living situation (Shelter, Unsheltered, Sharing Housing, Motel/Hotel);
- 2) unaccompanied status

In addition to providing count data for required federal reports, results are used to assist districts with homeless student needs assessments in attendance, academic performance and dropout prevention. ODE initiatives such as High School Success, Career and Technical Education, Trauma-Informed Practice, Early Learning and Successful School Transitions are particularly helpful in retaining homeless students through graduation and into college and career.

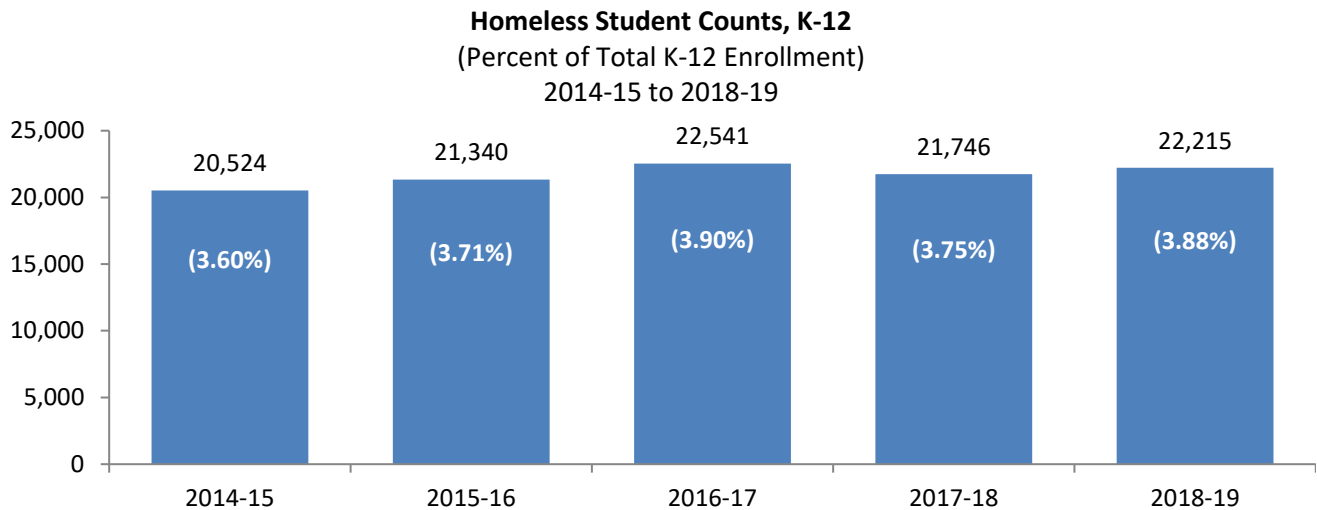
How many homeless students attend public schools in Oregon?

Grade Level	Count 2018-19
PK*	1,822
KG	1,728
1	1,686
2	1,587
3	1,596
4	1,704
5	1,762
6	1,584
7	1,504
8	1,435
9	1,675
10	1,596
11	1,747
12	2,611
Total	22,215

* PK enrollment is optional

What are the trends in poverty and homelessness?

Counts of homeless students in high-rent districts are dropping, while many rural districts are seeing increases, as families move seeking more affordable housing.



K-12 Students enrolled in Oregon School Districts only. Excludes students enrolled in ESDs, correctional programs, and other non-school district run programs.

Districts with the Highest Number of Homeless Students

District	K-12 Total Homeless 2018-19	Percent of enrollment 2018-19
Beaverton SD 48J	1,971	4.80%
Medford SD 549C	1,251	8.69%
Portland SD 1J	1,217	2.50%
Salem-Keizer SD 24J	1,164	2.78%
Lincoln Co. SD	943	16.97%
Reynolds SD 7	862	7.82%
Eugene SD 4J	811	4.72%
Grants Pass SD 7	518	8.39%
Hillsboro SD 1J	493	2.40%
Coos Bay SD 9	453	13.85%

Districts with the Highest Percent of Homeless Students

District	K-12 Total Homeless 2018-19	Percent of enrollment 2018-19
Mapleton SD 32	45	28.66%
Reedsport SD 105	154	22.45%
Long Creek SD 17	7	21.21%
Port Orford-Langlois SD 2CJ	41	19.34%
Glendale SD 77	58	19.33%
McKenzie SD 68	37	18.78%
Arlington SD 3	30	18.40%
Butte Falls SD 91	39	17.89%
Lincoln County SD	943	16.97%
Alesea SD 7J	38	16.81%

While districts with fewer students often have “volatile” data, note that the districts with the highest percentages of homeless students in the state are mainly rural and some distance from the I-5 corridor. Increasing homelessness in Oregon and other western states is attributed to a lack of sufficient affordable housing to meet the demands of a growing and mobile population. Districts also recorded a record 3,704 unaccompanied homeless students in 2018-19.

Homeless Students by County of Enrollment, 2018-19

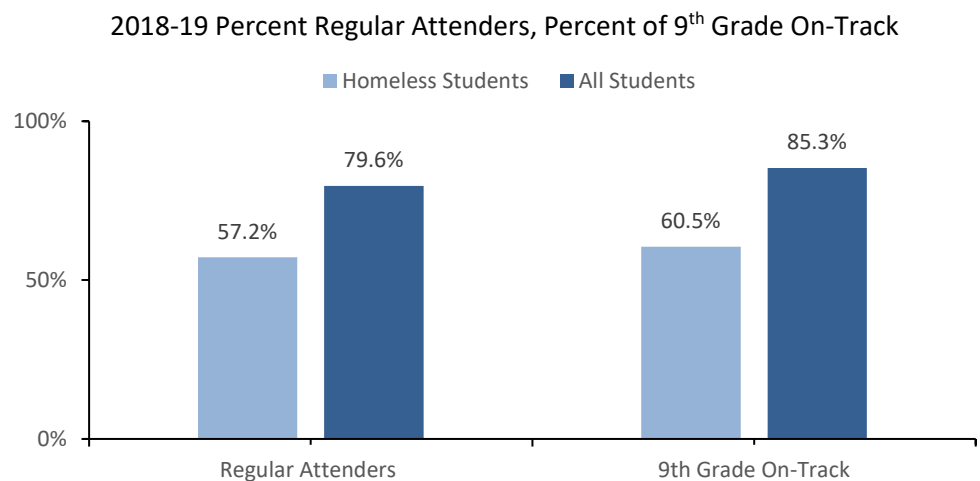
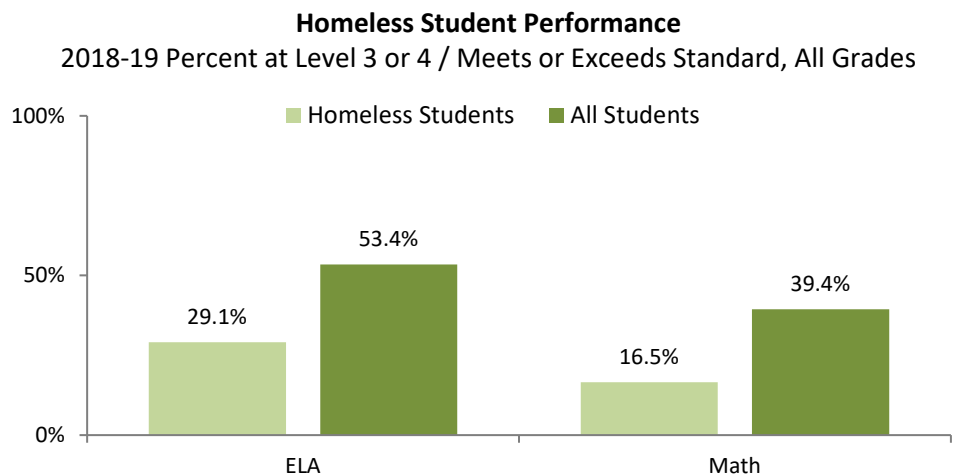
County	Total Enrolled, K - 12
Multnomah	3,310
Washington	2,857
Lane	2,316
Jackson	2,224
Marion	1,835
Linn	1,182
Clackamas	1,113
Josephine	951
Lincoln	943
Coos	699
Douglas	674
Yamhill	647
Deschutes	587
Klamath	545
Clatsop	362
Benton	328
Malheur	282
Tillamook	243
Columbia	218
Baker	198
Polk	196
Umatilla	196
Union	176
Curry	138
Wasco	131
Morrow	130
Jefferson	113
Crook	58
Harney	48
Hood River	45
Lake	34
Gilliam	30
Wheeler	18
Sherman	16
Wallowa	13
Grant	12

NOTE: Students enrolled in a district that contains schools in more than one county are included in the total of the county where the district administrative office is located.

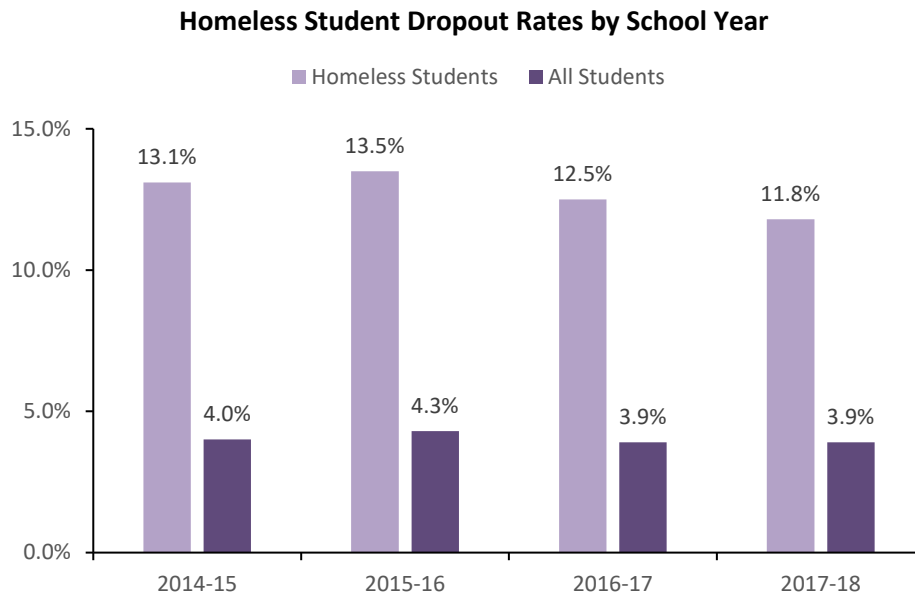
How do public school programs serve homeless students?

Services and accommodations for homeless students may include school transportation, tutoring, extended-day and summer school programs, shoes, clothing and hygiene supplies and referrals to social services and housing programs. Local district general funds may be supplemented by Title I-A funds, McKinney-Vento competitive subgrants, community agencies and local donations. Many districts receive donations from community sponsors, foundations and local businesses to help provide resources for homeless students such as dental and medical care, glasses, mentoring, family support and other services.

Partnerships extend across the state between school districts, communities and county agencies working to end homelessness. Many liaisons are involved in county Continuum of Care Committees and Homeless Councils, Oregon Pre-Kindergarten Programs and Runaway & Homeless Youth Programs. Liaisons find collaboration and assistance from non-profit agencies, coalitions and faith-based service organizations. The role of the Homeless Liaison in school districts, as well as the role of school districts in statewide efforts to prevent and end homelessness, has become an imperative. It is hoped that these collaborations will eventually help reduce the number of homeless students in Oregon.



While the statewide dropout rate of homeless students is decreasing, this group of students continuously has the highest dropout rate of all cohorts.



McKinney-Vento Subgrant Projects

Oregon received \$832,536 in federal McKinney-Vento Act funds in 2018-19 to coordinate the state program and provide grants to local education agencies to provide supplemental services for homeless students. More than 75 percent of these funds went to districts and ESDs in the form of competitive subgrants. During the 2018-19 school year, 32 local districts were served by 10 subgrant projects from this program. For more information about the ODE Education of Homeless Children and Youth Program, contact [Dona Bolt](#), Coordinator, or visit the [McKinney-Vento Act: Homeless Education Program](#) webpage.

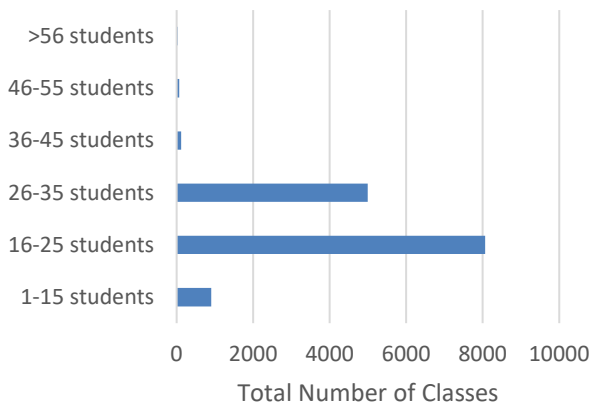
Class Size

Class enrollments are counted on the first school day in May for all self-contained or departmentalized core subject classes in all grade levels K-12. [Data from 2014-15 through 2017-18 are available.](#)

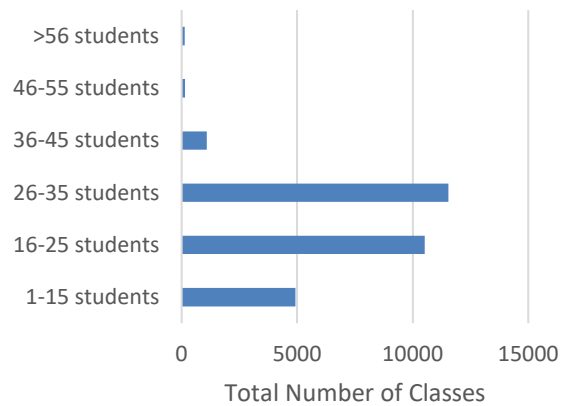
Departmentalized courses (those offering instruction in specific core content subjects) comprise most of the courses reported to the Oregon Department of Education. The median class sizes vary by subject, ranging from 24 students (Math, English Language Arts, and World Languages) to 26 students (Science and Social Studies). More classes are offered in [assessed subjects](#), and fewer in subjects that are not required for assessment or to earn a [high school diploma](#).

Median Class Size across school type has not changed since 2017-18. The statewide class median (median = 25) is driven by high school data as these schools report more classes than other school types. The statewide class median for all school types, and the medians for high schools and middle schools, have not changed since the inception of class size reporting in 2014-15. The median class size for elementary schools decreased from 25 to 24 in 2015-16. Combined schools represent a small number of schools in Oregon. While their numbers have slightly increased since class size reporting began, they tend to be smaller schools. Their median class size decreased by one beginning in 2016-17 until 2017-18 to their current median of 15.

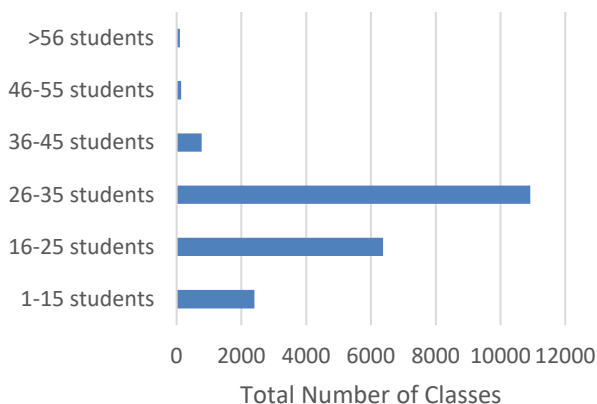
Class Size in Elementary Schools
(Median = 24)



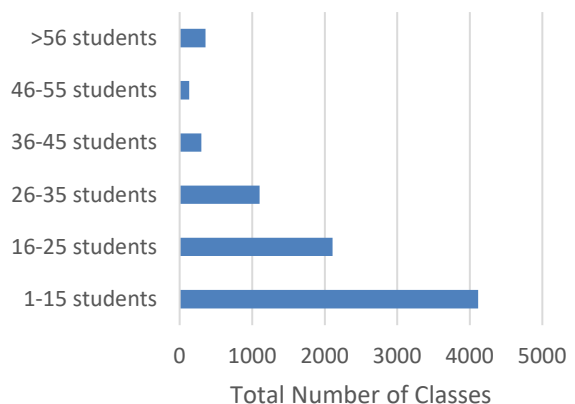
Class Size in Middle Schools
(Median = 27)



Class Size in High Schools
(Median = 25)



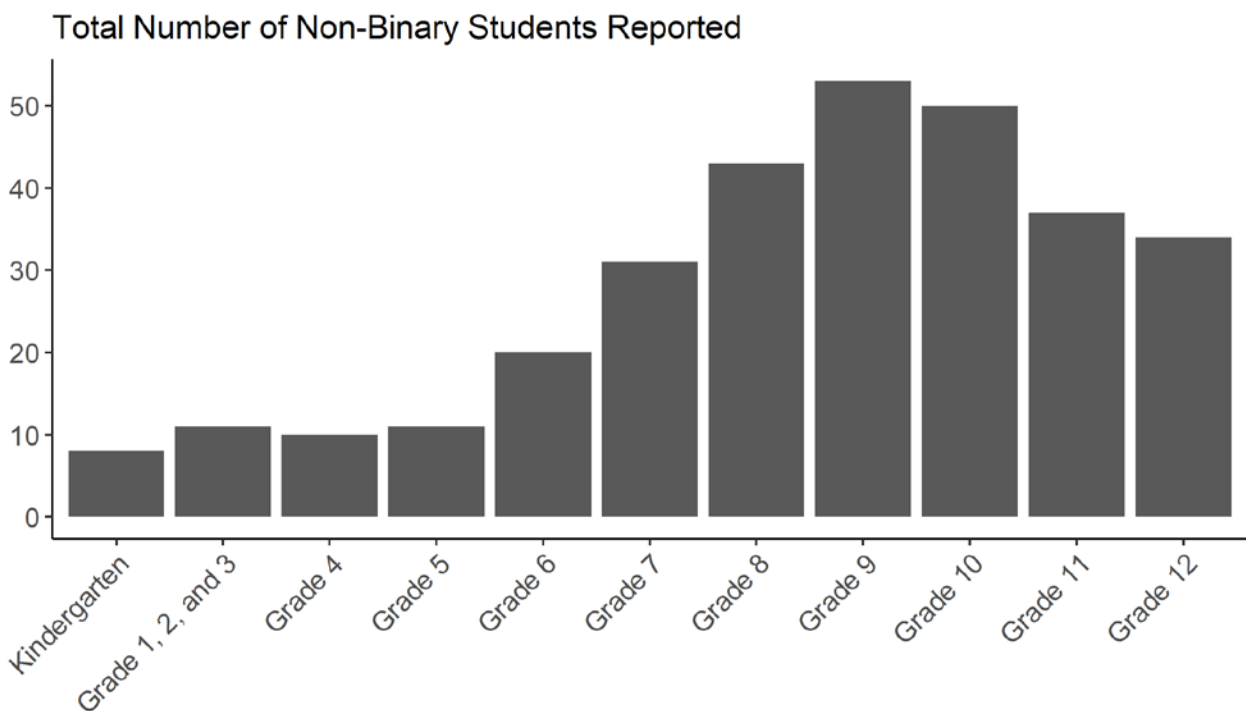
Class Size in Combined Schools
(Median = 15)



Gender Diversity

Recognizing and allowing for non-binary gender options is an important step toward gender inclusivity.¹ ODE implemented a new gender code in 2018-19 student and staff data collections that provides non-binary, intersex, and gender-fluid individuals with an option to identify their gender as non-binary. For the purpose of collecting and reporting this gender demographic the current practice is to use the term **non-binary**.

In the May 1st, 2019 student enrollment snapshot, a total of 308 non-binary students are reported. This is an increase from the 182 non-binary students reported in the October 1st, 2019 student enrollment snapshot. Both counts represent less than 0.1 percent of what the actual non-binary student population proportion could be closer to. For example, according to the [2017 Oregon Healthy Teens survey](#) the population is estimated to be around 5.6 percent of youths which means that there may actually be 13,000 non-binary students in grade eight or higher who are not identified in the public school system.



Data source: 2018-19 Spring Membership

ODE anticipates that the total number of non-binary students reported by school districts may continue to increase each school year. This could be a result of more districts updating their registration forms or student information systems so that parents, students, and staff can easily select the non-binary gender option. In the meantime, as we work towards equitable implementation across all districts, it is still possible to analyze the data that are being reported to get a better idea of what the reported numbers mean for this vulnerable student population.

In the external literature and student surveys from other states, the reported proportions that include youth who identified as gender non-conforming or "I'm not sure/I don't know" varies from about 1 to 6 percent (see table on next page).

Preliminary analysis of Oregon's non-binary students looked at the 2018-19 Fall and Spring Membership data for schools that included middle and high school grade students² in the context of other research reports published on gender proportions of youth. Research analysts in Oregon estimated that a proportion of 32 percent to 68 percent of schools

¹ For additional background, see [ODE Executive Memo 008-2017-18](#)

² Of these schools, a total of 369 out of 451 schools reported zero non-binary students in their student population.

had reported zero non-binary students regardless of whether or not they had any, and that schools that did not seem to be misreporting in that way reported that just over 0.1% of their student populations were non-binary, on average³.

Year	Organization	Reported Proportion ⁴
2017	Oregon Health Authority – Healthy Teens Survey	5.3 - 5.8%
2016	Minnesota Student Survey	2.7%
2014	LA Foster Youth Study	1.3 - 3.2%

Safety concerns may inhibit gender diverse individuals from selecting the non-binary gender option. ODE convened work groups with stakeholders from [GLSEN](#), [Basic Rights Oregon](#), [Bradley Angle](#) and seven school districts⁵. In addition to surfacing safety concerns, all stakeholders encouraged more guidance, analysis, and communication to continue on behalf of supporting gender diversity in Oregon’s schools.

Ensuring that our public reports protect the privacy of students is an obligation that requires ODE to continue conversations with stakeholders⁶. The conversations reveal the ways that our data and understanding of the data are accurate or incomplete. Furthermore, it helps us to work towards using appropriate statistical methods to avoid having our smaller student groups unintentionally misrepresented, if they are represented at all.

In this year’s Annual Statewide Report Card the discipline incidents and Talented and Gifted sections include data about the reported non-binary students. The 95 percent confidence interval is provided for these data. **This interval was chosen to communicate the uncertainty that we have in our state level aggregates of students reported as non-binary.** As this work continues in the 2019-20 school year and beyond, ODE anticipates a more accurate representation of this student group in Oregon’s student and staff data collections. ODE hopes that it is a reflection of supports and gender inclusivity efforts reaching more students and staff across the state.

ODE is currently creating a FAQ sheet to provide further guidance to districts and partners. To submit questions or for more information about the FAQs, please contact Emily Nazarov with ODE’s Government and Legal Affairs team at 503-947-5637 or Emily.nazarov@state.or.us.

A separate report on non-binary students will be published by the analysts when it is complete. If you would like to discuss the details or provide information in support of this study, please contact Amelia Vargas.

³ This analysis was completed in collaboration with Dr. Antonio R. Vargas, research analyst with the Division of Financial Regulation in the Department of Consumer and Business Services. Contact 503-947-7210 or antonio.r.vargas@oregon.gov

⁴ Although the Minnesota and Los Angeles studies do not focus on the exact corresponding non-binary student population in Oregon, these studies do provide useful approximate estimates. In the Minnesota Student Survey, the reported proportion includes students who identified as transgender, gender-fluid, or gender nonconforming. In the LA Foster Youth study, the reported proportion is an estimate that the authors of that study provide of the proportion of youth and young adults in the U.S. population who identify with a transgender status. The authors of the LA Foster Youth study operationally defined transgender as a youth whose current gender identity is transgender, or current gender is different from their sex at birth, or who responded to the current gender question with “I am not sure yet.”

⁵ School districts able to participate included 4 mid-sized districts, 2 large districts (more than 20,000 enrolled students), and 1 small school district (less than 5,000 enrolled students).

⁶ The Family Educational Rights and Privacy Act’s ([FERPA](#)) confidentiality standard prohibits the release of information that would permit a "reasonable person in the school community...to identify [an individual] with reasonable certainty." [34 CFR §99.3](#).

Language Diversity

According to data from the ESEA Title III: English Learner Collection for 2018-19, there were 53,559 English Learners* (about 9.24% of all K-12 students). In addition to the languages listed below, 1,408 students did not list a specific language (non-applicable to reporting); only five of these students participated in English Learner programs. 1,438 students were also listed as “Other Language;” 685 of these students participated in English Learner programs.

Most Common Languages of Origin of Students in Oregon Public Schools (K-12 Students) 2018-19

Language of Origin	Number of Enrolled Students by Language of Origin ¹	Number of English Learner Students ²	Percent of Enrollment ³ (Total: 579,629)	Percent of English Learner Student Enrollment ³ (Total: 53,559)
English ⁴	454,100	833	78.3%	1.6%
Spanish	89,407	40,405	15.4%	75.4%
Russian	4,655	1,564	0.8%	2.9%
Vietnamese	4,341	1,114	0.7%	2.1%
Chinese	3,778	1,091	0.7%	2.0%
Arabic	1,977	963	0.3%	1.8%
Somali	1,214	700	0.2%	1.3%
Korean	1,072	299	0.2%	0.6%
Chuukese	1,058	623	0.2%	1.2%
Japanese	1,004	401	0.2%	0.7%
Ukrainian	998	354	0.2%	0.7%
Romanian	747	229	0.1%	0.4%
Tagalog	658	221	0.1%	0.4%
Marshallese	584	372	0.1%	0.7%
Telugu	569	96	0.1%	0.2%
Hindi	543	112	0.1%	0.2%
Hmong	519	165	0.1%	0.3%
German	377	59	0.1%	0.1%
French	376	99	0.1%	0.2%
Persian	369	173	0.1%	0.3%
Tamil	367	36	0.1%	0.1%
Amharic	335	143	0.1%	0.3%
Mayan languages	328	306	0.1%	0.6%
Thai	314	110	0.1%	0.2%
Swahili	311	214	0.1%	0.4%
Lao	285	79	0.0%	0.1%
Karen	271	182	0.0%	0.3%
Sign languages	243	16	0.0%	0.0%

¹ Source: Spring Membership 2019

² Source: Unduplicated ESEA Title III: English Learner Collection, 2018-19, excluding students determined not to be currently eligible for English Learner Services.”

³ Percentage columns may not sum to 100 due to rounding.

⁴ Native American/Alaska Native students may qualify for English learner services even though these students have English as their language of origin.

*English Learners is the new term for students qualifying to receive instruction in English language acquisition.

See the [Title III English Learners and Immigrant Youth](#) webpage for more details on English Learner performance.

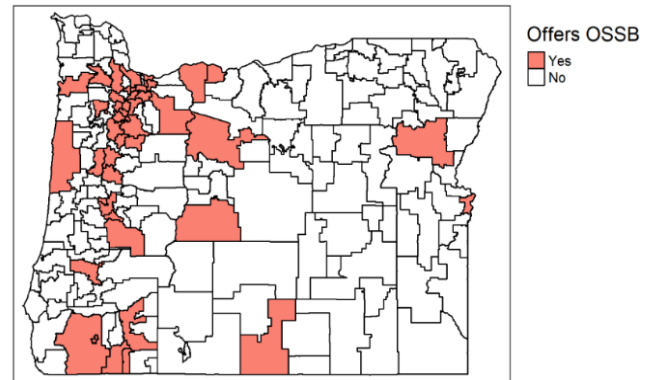
The Oregon State Seal of Bilingualism

The Oregon State Seal of Bilingualism (OSSB) was established in April of 2016 in order to:

- Recognize the world language literacy skills arriving students bring to their English education.
- Recognize the world language literacy skills native English speaking students gain when studying world languages.
- Recognize students that are literate in two or more languages.

There are three criteria students meet to earn the OSSB:

- Meet all graduation requirements by the spring of the student's graduating year.
- Meet the district's Essential Skills requirement in English for reading and writing.
- Pass an approved, partner (world) language assessment at the Intermediate High level of proficiency in the reading, writing, listening and speaking domains.



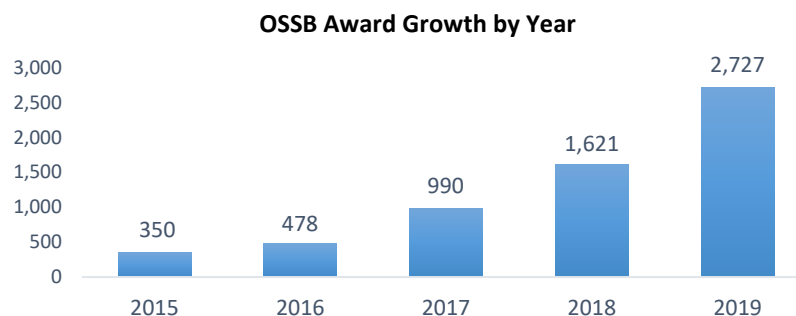
Forty-seven districts, two charter schools, and Chemeketa Community College offer the OSSB

Oregon students who earned an OSSB for 2019 spoke 38 different languages, including English. Some of these students spoke a world language at home and gained proficiency in English in school, while others spoke English at home and learned a world language in school. Both methods of meeting the OSSB proficiency requirements are celebrated.

Data for the 2019 graduating year reflects that:

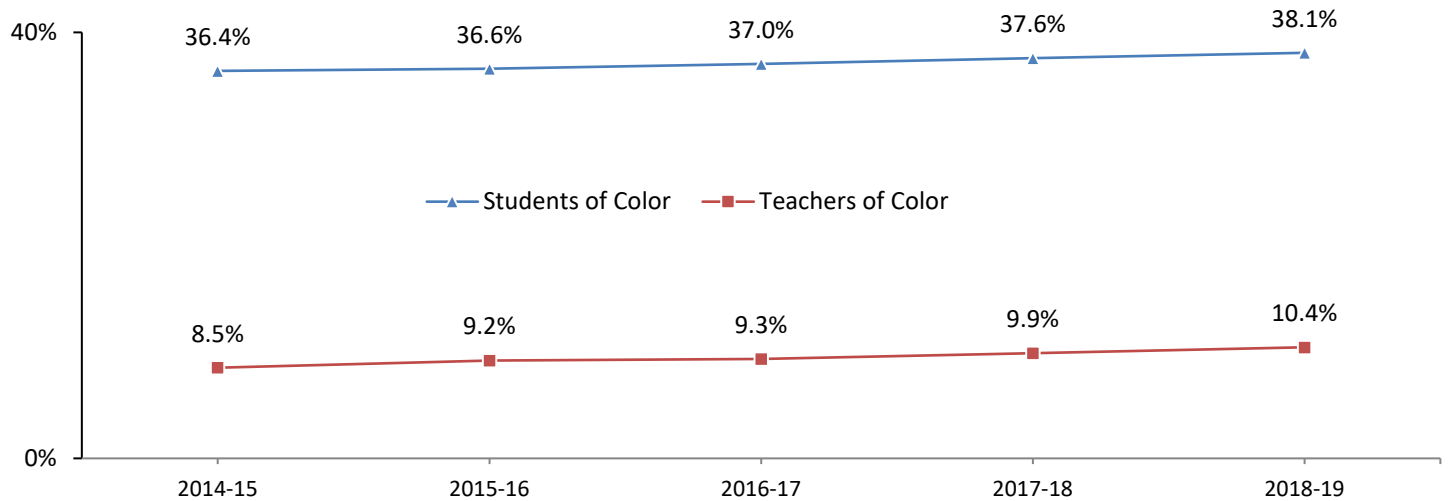
- 55 percent of the students earning the OSSB were Never English Learners
 - 84 percent spoke English as their primary language
 - 16 percent spoke a language other than English as their primary language
- 45 percent of the students earning the OSSB were English Learners, either currently or formerly
- 47 students earned the OSSB in three languages
- 2 students earned the OSSB in four languages

The Oregon State Seal of Bilingualism has grown by **679 percent** since its pilot year. As depicted by the graph below, the program has grown every year of implementation and is on track to grow even more with the addition of American Sign Language (ASL), language opportunities through a greater variety of assessments, and the expansion throughout the state and in post-secondary institutions. It is the hope that the value of speaking other languages will be promoted in all grade levels, as Oregon students grow up and contribute to a more global society.



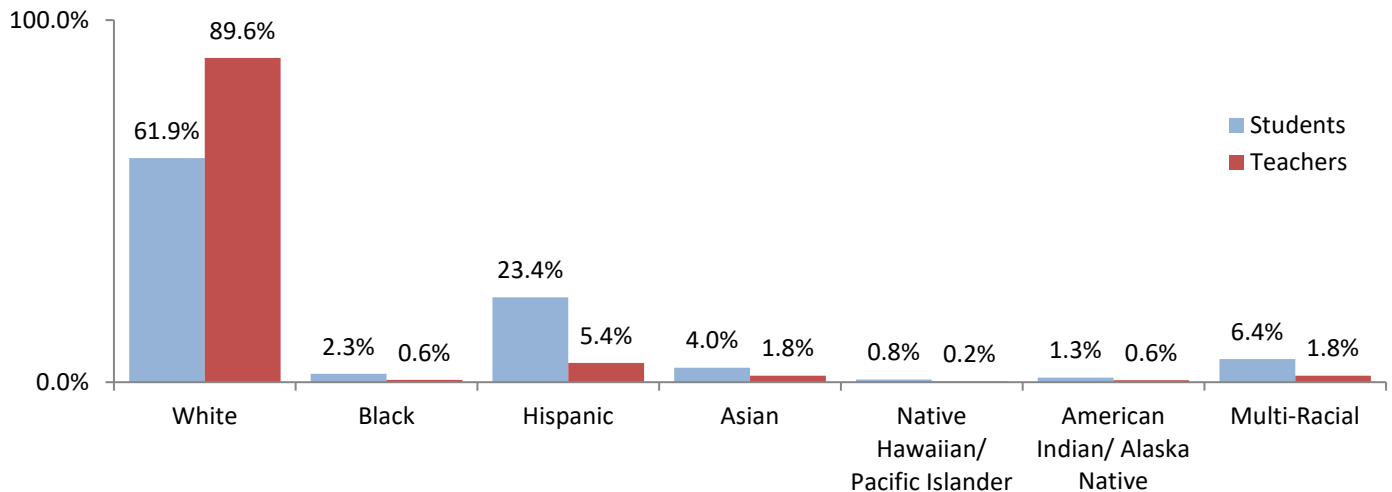
Students and Teachers of Color

Oregon has made some progress in hiring and retaining more racially and ethnically diverse teachers. In the 2018-19 school year teachers of color made up over 10 percent of the teacher population for the first time. However, this progress has not decreased the gap that exists between students and teachers of color.



Sources: Fall Membership and Staff Position Collections

Race/Ethnicity of Students and Teachers, 2018-19



Source: Fall Membership and Staff Position Collections

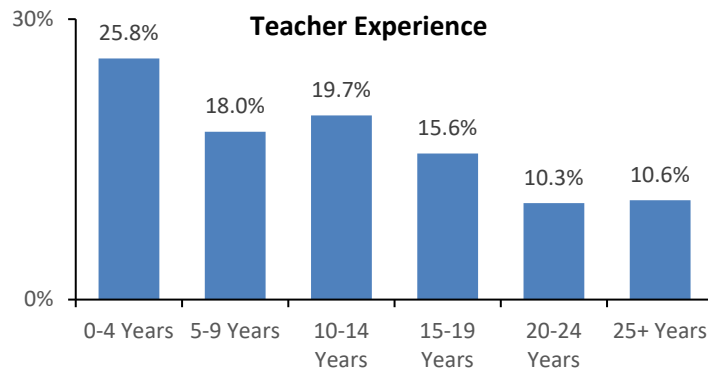
Note: Multi-Racial does not include students or staff who reported Hispanic Ethnicity – they are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

The difference between teacher and student race/ethnicity proportions were most noticeable for Hispanics: 23.4 percent students were Hispanic, compared with only 5.4 percent of teachers. Comparing these figures to the 2017-2018 school year shows a similar increase in both Hispanic students 23.0 percent in 17-18 to 23.4 percent in 18-19 and Hispanic teachers: 4.9 percent in 17-18 to 5.4 percent in 18-19. In the 18-19 school year, 89.6 percent of teachers were White, compared with only 61.9 percent of students.

OREGON STAFF

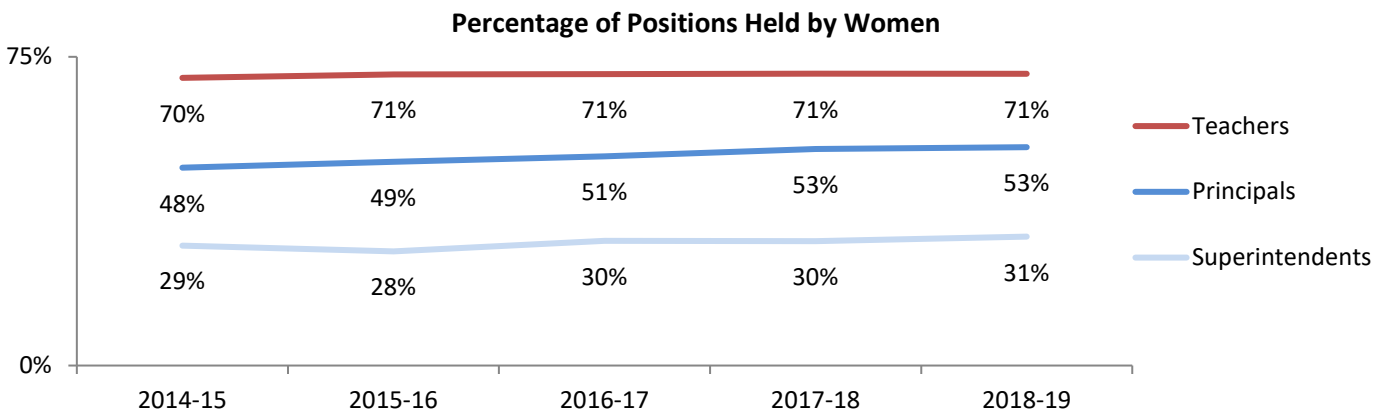
Experienced, Highly Educated Workforce

Oregon continues to boast an experienced teacher cohort. Nearly 75 percent of teachers have five or more years of experience teaching (74.2 percent). Of those experienced teachers, 20.9 percent have twenty or more years of experience.

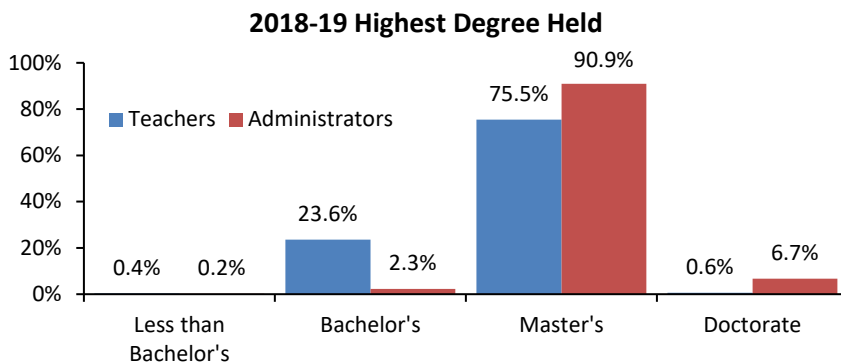


Source: Staff Position

While women made substantial progress moving into superintendent positions between 2000 and 2008, there has been little change over the last five years, and women are still the minority in superintendent representation at only 31 percent in the 18-19 school year. In contrast, over the last four years women have represented 71 percent of staff members reported as teachers. For staff members reported as a principal, there has been a gradual increase in the proportion of women. In the 14-15 school year women made up 48 percent of principals in the state whereas in the 18-19 school year women now make up 53 percent of principals in the state.

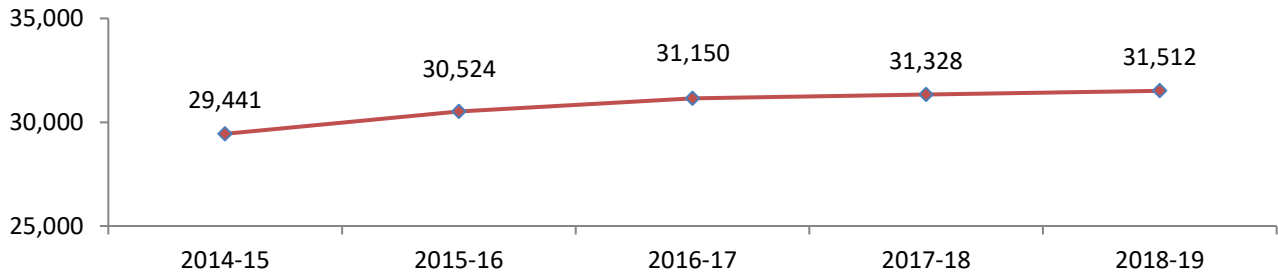


Source: Staff Position. Includes assistant principals and assistant superintendents



Oregon teachers are required to: hold a bachelor's degree or higher, be fully licensed, and hold the proper endorsement for the course being taught. More information about requirements can be found on the [Teacher Standards and Practices Commission website](https://www.oregon.gov/ode).

Total Number of Teachers (NOT FTE) Employed by Oregon Districts and ESDs



Source: Staff Position. Includes some pre-kindergarten teachers

All School Staff

In the last year, the total number of full-time equivalent (FTE) school employees increased by 3.3 percent, which is a significant increase in staff from last year's 0.64 percent increase. Every staff category increased FTE between 2017-18 and 2018-19. The largest increase was in Support Staff (7.45 %). Other notable increases were seen in Special Education Specialists (4.32%), Guidance Counselors (5.28%), and District Administrators (3.38%). Previous iterations of this report grouped Licensed Library and Media staff together with unlicensed Library and Media Support Staff. Starting with the 2018-19 Statewide Report Card, Licensed Library and Media Staff and Library Media Support Staff will be counted as separate staff categories in the table below. Psychologists have also been split into their own staff category. On previous reports, Psychologists were included in either the Support Staff category or the Special Education Specialists category.

Oregon School Employees (Full-Time Equivalent Positions)

	2017-18 Number	2017-18 Percent	2018-19 Number	2018-19 Percent
Teachers	29,946.21	43.6%	30,175.88	42.6%
Educational Assistants	11,611.57	16.9%	11,884.06	16.8%
District Administrators	483.61	0.7%	499.98	0.7%
School Administrators	1,742.69	2.5%	1,775.19	2.5%
Guidance Counselors	1,256.25	1.8%	1,322.58	1.9%
Licensed Library and Media	158.64	0.2%	164.73	0.2%
Library and Media Support	686.26	1.0%	696.57	1.0%
Psychologists	354.68	0.5%	369.70	0.5%
Support Staff	20,667.12	30.1%	22,206.82	31.3%
Special Education Specialists	1,731.11	2.5%	1,805.90	2.5%
Total	68,638.14	100%	70,901.41	100%

Includes all grade levels and institution types. Both years of data make adjustments for partial year employment. All data above reflects employment as of December 1 of the school year.

The proportion of total FTE positions held by teachers in Oregon's public schools decreased slightly this year, and remains under 45 percent. In 2014, Oregon was one of only six states where teachers comprised less than 45 percent of total staff.¹

¹[Teachers and Pupil/Teacher Ratios](#)

Annual Instructional Hours

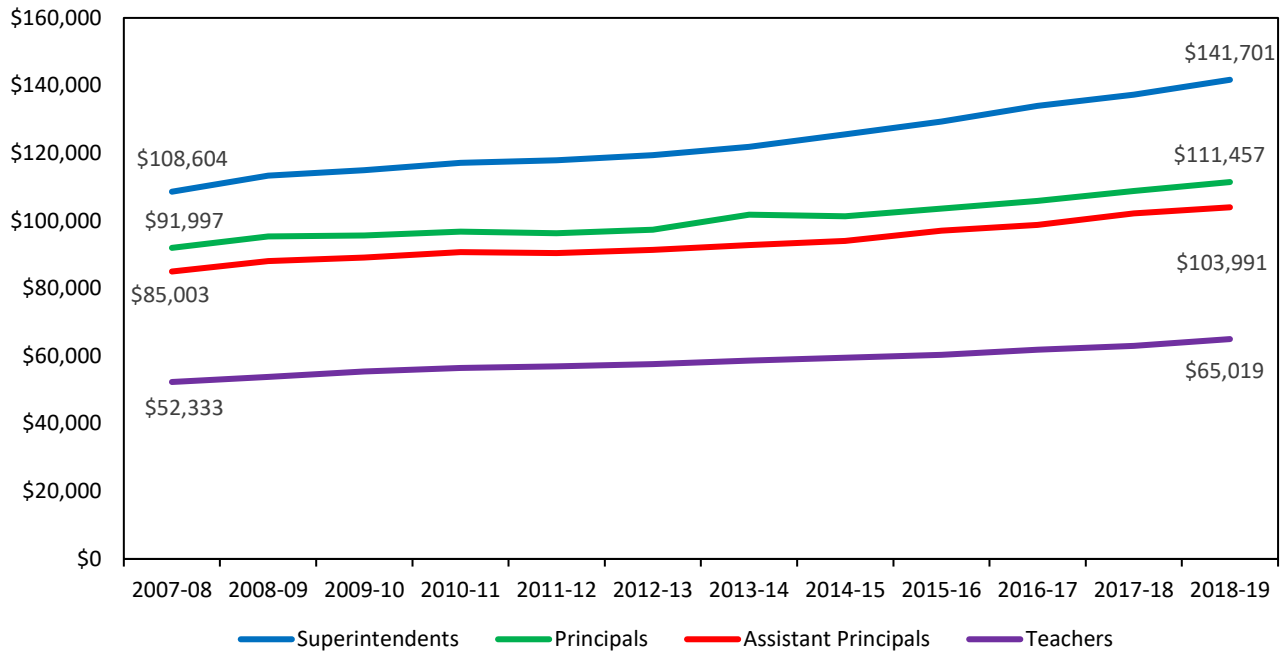
The minimum number of instructional hours districts must offer each school year, by grade level, are specified in [OAR 581-022-2320](#) - Required Instructional Time.

	Instructional Hours Required to be Offered Each Year (Minimum) 2018-19
Kindergarten (half day)	450
Kindergarten (full day)	900
Grades 1-8	900
Grades 9-11	990
Grade 12	966

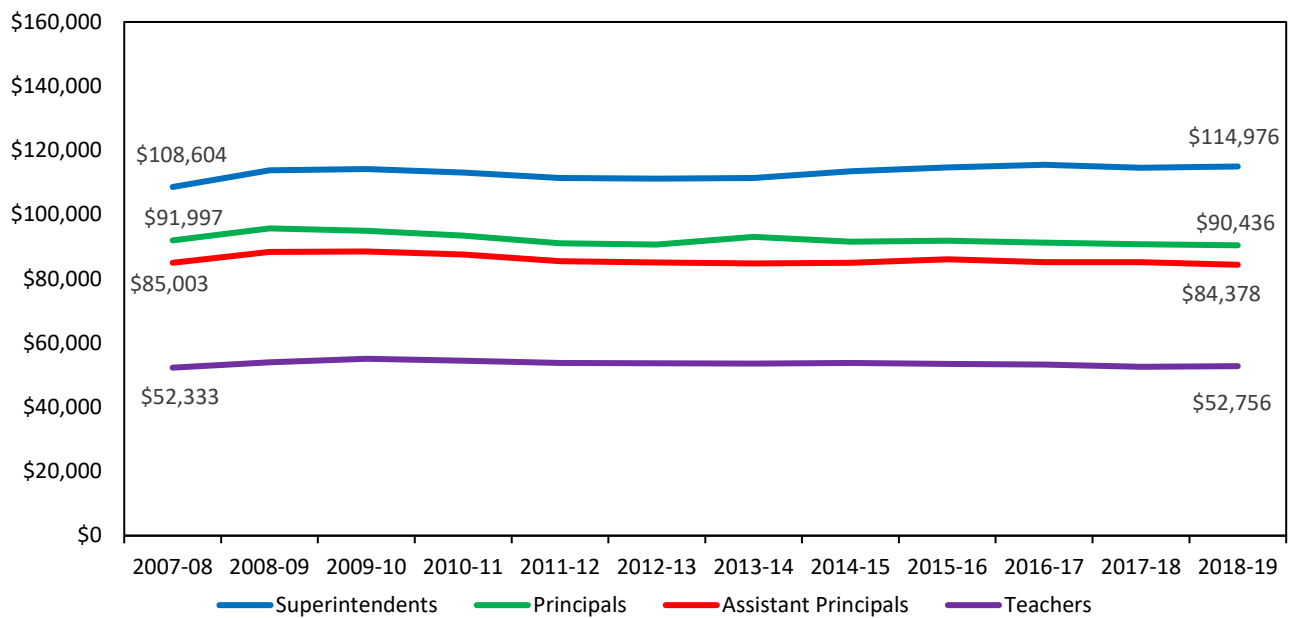
Historical Salary Charts

While salaries of administrators and teachers have grown over time, meaningful trends in salaries can only be made after adjusting for inflation. Adjusted for inflation, the average salary of superintendents has grown slightly over time, while salaries of assistant principals, principals, and teachers have essentially been flat.

Average Salaries by Staff Category in Oregon



**Inflation Adjusted Average Salaries by Staff Category in Oregon
2007-08 Dollars (West Region CPI; 2007-08 = 100)**



Source: ODE Staff Position Data Collection

Note: The Office of Economic Analysis moved to the West Region CPI starting with the 1st Quarter 2019 Economic Forecast. Inflation-adjusted salaries for the 2018-19 Statewide Report Card were calculated using the West Region CPI. Prior year Oregon Statewide Report Cards used the Portland-Salem Urban Area CPI.

SCHOOL FUNDING

The majority of spending in Oregon school districts is allocated to classroom expenses. About 95 percent of spending is concentrated in school buildings and services to students with five percent spent on central support services, such as district office administration and support services.

Operating Expenditures per Student

Where Dollars Were Spent	2015-16	Percent	2016-17	Percent	2017-18	Percent
Direct Classroom	\$6,322	56%	\$6,607	56%	\$7,008	56%
Classroom Support	\$2,294	20%	\$2,401	20%	\$2,560	21%
Building Support	\$2,123	19%	\$2,191	19%	\$2,300	19%
Central Support	\$502	4%	\$516	4%	\$551	4%
TOTAL*	\$11,241	100%	\$11,715	100%	\$12,418	100%

*Figures may not sum to TOTAL, due to rounding.

Note: Per student calculation excludes students in state-run programs because spending on those students is not included.

Source: School District and Education Service District (ESD) Audits

School Resources

Since the passage of Measure 5 in 1990, school resources per student did not kept pace with education cost increases until the 2017-19 biennium, when Oregon’s legislature appropriated substantially more funds as revenue increased with economic growth. With the added revenue from Oregon’s new corporate activities tax, inflation-adjusted per student funding is expected to continue to increase.

- Staff salaries increased at about the rate of inflation during the 1990s, but health care benefits and pension costs have greatly increased.
- Changing student demographics and declining student enrollment in a majority of school districts have also driven costs up.
- Growth rates for Special Education students and English Learner students have been far more rapid than the growth rate for all students, and these students are more expensive to educate than students without special needs.
- The average age of Oregon’s school buildings is more than 40 years. The cost of operating and maintaining school facilities comes from general fund dollars and reduces the amount available to spend on instruction.

The 2018 Final Report from Oregon’s [Quality Education Commission](#) (QEC) states, “The State School Fund requirement to fund K-12 schools at a level recommended by the QEC is estimated at \$10.734 billion in the 2019-21 biennium, \$1.963 billion more than the funding required to maintain the Current Service Level—that is, to simply keep up with inflation and enrollment growth. This funding gap rose from the prior biennium (2017-19), when it was \$1.771 billion.” The appropriation from Oregon’s 2019 legislature, which provided an increase for the State School Fund plus additional revenue through the Fund for Student Success, will reduce the estimated funding gap in the 2019-21 biennium to \$880 million and in the 2021-23 biennium to \$421 million.

¹Final Reports from the Quality Education Commission are issued every two years.

Student Enrollment

Student enrollment is counted in several ways because it is used for a variety of purposes related to school funding:

Average Daily Membership – Resident (ADMr): This is the annual average of daily student enrollment for students residing within the district. Some resident students may attend school in another district. Kindergarten students are counted as half-time students through 2014-15. Starting in 2015-16, they are counted as full-time students when students attend a full day.

Average Daily Membership – Weighted (ADMw): This count is the basis for K-12 school funding in Oregon. Resident average daily membership is weighted to compensate for special student needs and uncontrollable cost factors, including Special Education students, English Language Learners, students in poverty, teen parents, neglected and delinquent youth and small school correction factors.

October 1 Student Membership (Enrollment): Used for federal reporting purposes, this is the headcount of students enrolled on October 1 of every year.

Average Daily Attendance (ADA): This is the annual average of daily student attendance for students residing within the district. It is collected by the federal government and is used as the basis for funding in some states, but not in Oregon.

Measures of Student Enrollment	2014-15	2015-16	2016-17	2017-18 (Revised)	2018-19 (Preliminary)
Average Daily Membership – ADMr	542,903	568,642	571,775	572,856	574,033
Weighted Average Daily Membership – ADMw	671,863	701,613	707,233	706,296	703,747
Fall Membership (Enrollment on October 1)**	570,857	576,407	578,947	580,684	581,730
Average Daily Attendance (ADA)*	507,656	531,055	532,613	531,850	532,671

* ADA includes students who are counted based on instructional hours. ADA for those students is estimated by multiplying the ADM of those students by the ratio of ADA to ADM for "regular" students (Type 1 records in the ADM collection). Kindergarteners are counted as 0.5 in ADM and ADA through 2014-15, then as 1.0.

**Fall Membership reported here includes some PK students.

History of School Funding Responsibility in Oregon

Historically, the largest source of revenue for public schools in Oregon has been local property taxes. Measure 5, which passed in 1990, changed that dramatically by lowering the amount of property taxes schools could raise. By 1995-96, with local property taxes for education limited to \$5 per \$1,000 of assessed valuation, the full impact of Measure 5 was felt. In 1997, Measure 50 further limited local property taxes for schools. Measure 5 required the state legislature to offset lost property tax revenue with money from the state general fund, which is composed primarily of state income taxes. As a result, Oregon schools are increasingly supported by state, not local, dollars.

In 2019, Oregon's legislature passed the Student Success Act (House Bill 3427), which provided substantially more revenue for education from a corporate activity tax on Oregon corporations. Revenue from that tax is projected to provide about \$800 million in added funding for K-12 school districts and ESDs in the 2019-21 biennium and nearly \$1.5 billion in the 2021-23 biennium.

Oregon uses a formula to provide financial equity among school districts. Each school district receives (in combined state and local funds) an allocation per student, plus an additional amount for each student enrolled in more costly programs such as Special Education or English as a Second Language. The purpose of the formula weights is to provide sufficient added funding to districts with students with greater needs to allow districts to close the opportunity gaps between groups of students with different needs. While the opportunity gaps for historically underserved student groups have diminished in recent years, they still remain substantial. This suggests the current weights in Oregon's funding formula should be reviewed to determine if they actually provide sufficient added revenue to close these opportunity gaps.

Biennial Formula Revenue

(In Billions of Dollars, not adjusted for inflation)

	2011-13	2013-15	2015-17	2017-19	2019-21**
Local	\$2.96	\$3.38*	\$3.67*	\$3.91	\$4.20
State	\$5.71	\$6.65	\$7.38	\$8.20	\$9.00
Total	\$8.67	\$10.03	\$11.05	\$12.11	\$13.20

Source: State School Fund Distribution Formula.

Includes School Districts and Education Service Districts. Note: Totals may not equal the sum of State and Local amounts due to rounding.

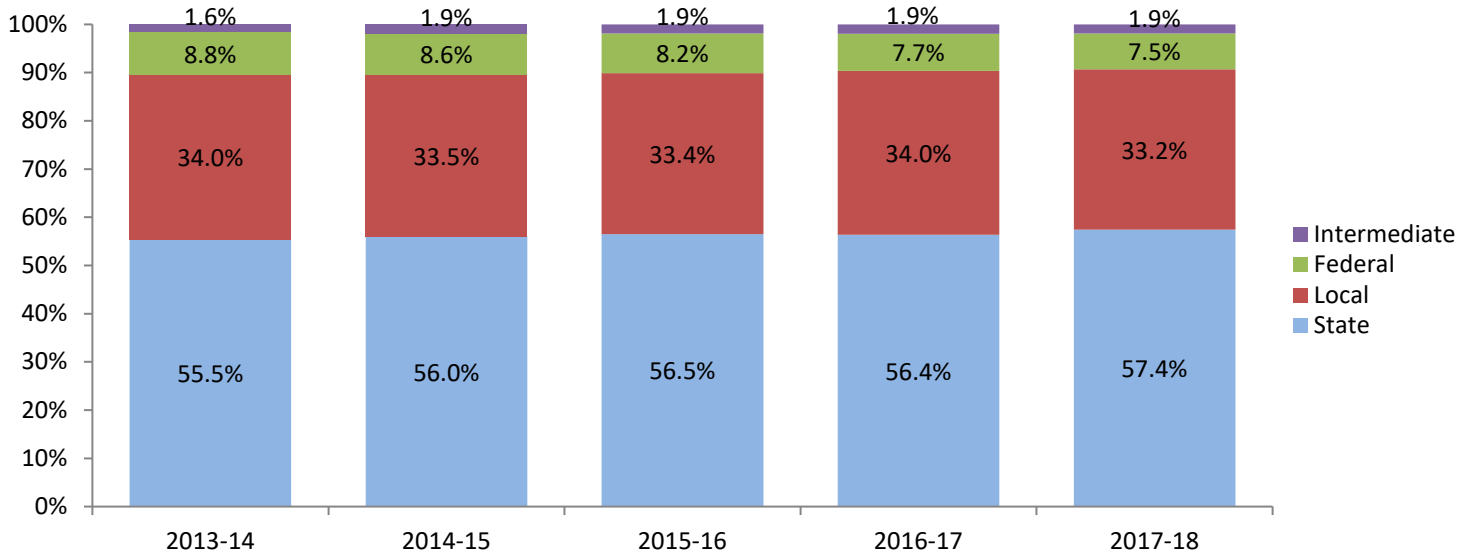
*Revised

** Projected

The table above includes only funds distributed through the state's equalization formula. Districts also receive federal, state and local funds that are not distributed through the formula. Total Operating Revenues, which include those dollars, are shown in the charts on the following page.

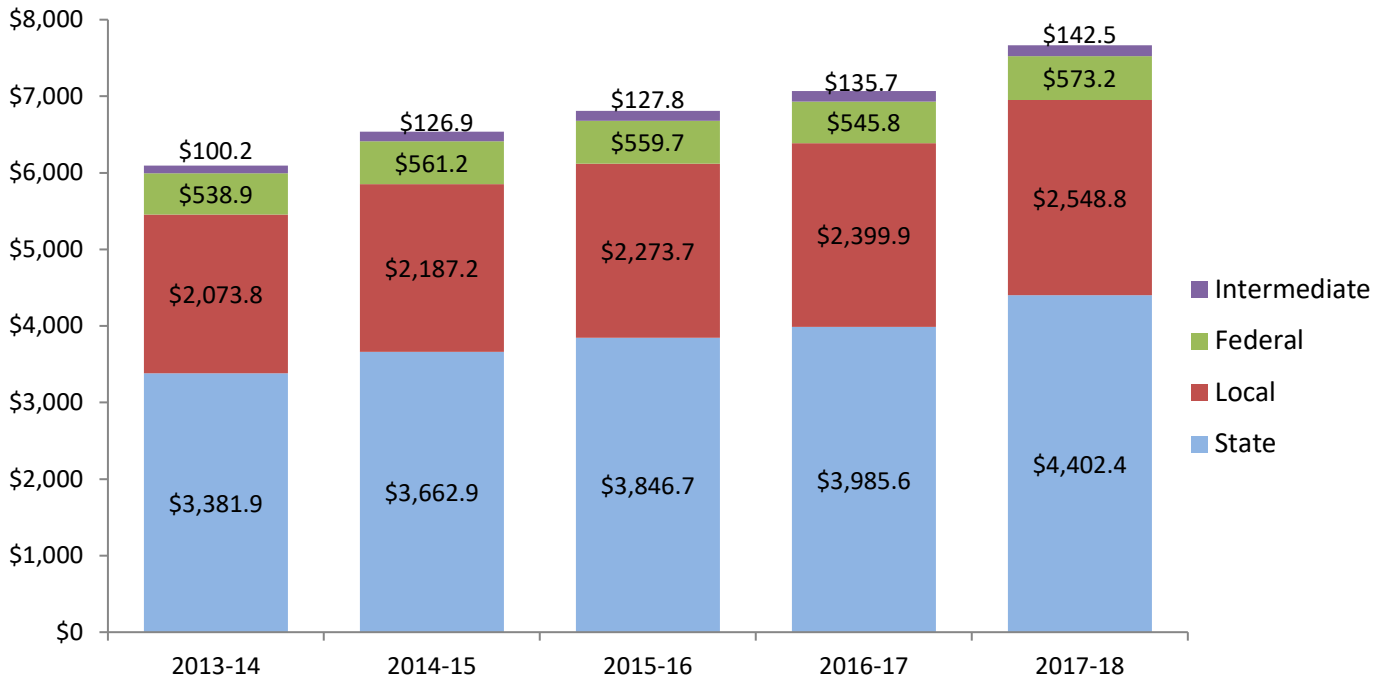
For more information on Oregon school funding, visit the [Quality Education Commission page](#).

Operating Revenues by Source (Historical)



In the decade following the passage of Ballot Measure 5 in 1990, there was a dramatic shift in sources of public school funds. As a result, Oregon schools are now supported primarily by State, not local, dollars. With the added state revenue from the new corporate activities tax starting in 2019-20, the state share is expected to grow to 59 percent and the local share to decline to 32 percent. The limits on assessed value growth for local property taxes imposed by Measure 50 in 1997 means that the state's share of revenue will continue to grow even further over time. Note that Intermediate refers to revenues from other levels of government, such as county or city.

Audited Operating Revenues for Public Elementary and Secondary Schools and ESDs by Source of Funds (Dollars in Millions, not adjusted for inflation)



ELEMENTARY AND SECONDARY EDUCATION ACT

Federal Programs

Through the Elementary and Secondary Education Act (ESEA), the Oregon Department of Education receives and distributes federal education funds to eligible school districts throughout Oregon. These supplemental funds support district efforts in meeting federal and state requirements and in implementing programs that improve the ability of all students to receive a well-rounded education and meet high academic standards. The Oregon Department of Education continues its commitment to develop processes that ensure that federal ESEA funds contribute to these opportunities.

Oregon students are served through the following programs provided through the Elementary and Secondary Education Act:

Title I-A	Improving the Academic Achievement of the Disadvantaged
Title I-C	Education of Migrant Children
Title I-D	Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II-A	Supporting Effective Instruction
Title III	Language Instruction for English Learners and Immigrant Students
Title IV-A	Student Support and Academic Enrichment Grants
Title IV-B	21 st Century Community Learning Centers
Title V-B	Rural Education Initiative
Title VI	Indian, Native Hawaiian, and Alaska Native Education
Title IX-A	Homeless Children and Youths

In addition to the management of federal funds, the Office of Enhancing Student Opportunities provides ongoing guidance, technical assistance, promising practices and monitoring to ensure school districts have systems in place in order for all students to receive these opportunities for academic success.

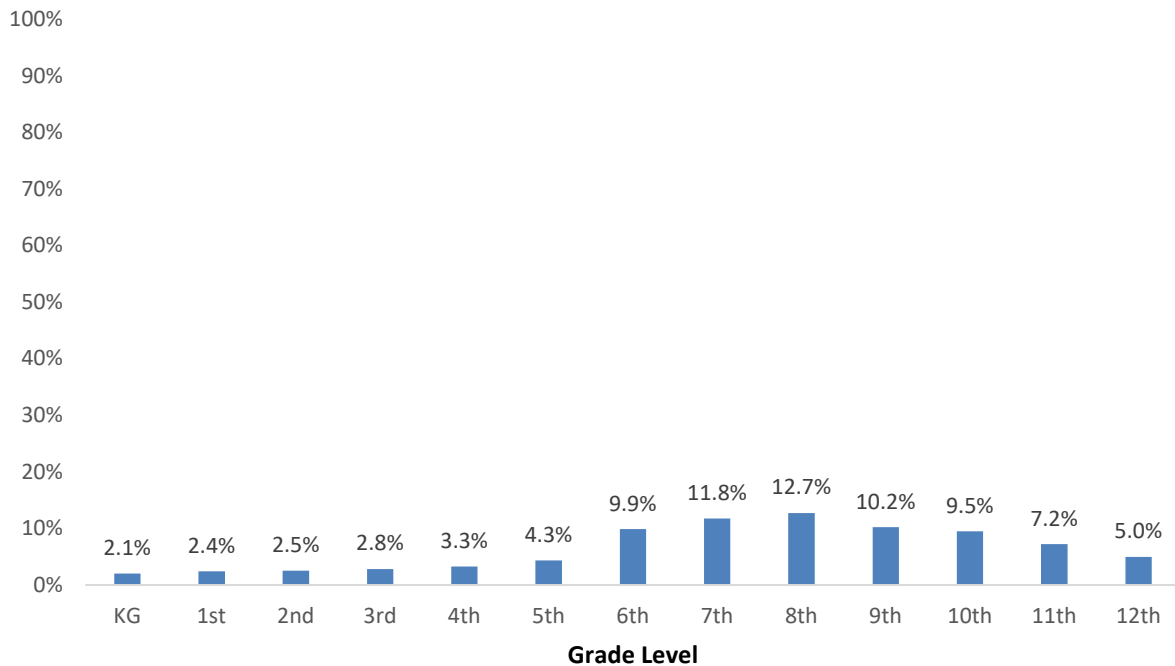
On December 10, 2015, President Barack Obama signed the *Every Student Succeeds Act* (ESSA) which reauthorized ESEA and signaled the end to ESEA flexibility waivers. ESSA replaces the *No Child Left Behind Act* (NCLB) of 2001, and its aim is to supplement public school funding to support the learning needs of students living in poverty, English Learners, and other students who have been educationally disadvantaged. ESSA allows states to design their own plans for improving schools so that every student receives the best education. It encourages states and schools to innovate, while at the same time maintains a focus on equity and accountability. In place of the NCLB one-size-fits-all approach, states have the ability to set their own goals for improving student achievement and graduation rates. States also have more flexibility in how they identify and support struggling schools and districts. See the [ESSA](#) page for more information. Oregon's ESSA [State Plan](#) was approved by the U.S. Department of Education on August 30, 2017.

Oregon Discipline Incidents Data

The Oregon discipline incidents data set includes all discipline incidents that resulted in suspension (in-school or out-of-school) or expulsion. Through collecting and examining student discipline data, we are able to identify and act on trends that require shifts in practice to assure high quality educational experiences for all students. The Oregon Department of Education is committed to improving practices statewide in ways that foster equitable outcomes for each and every student in Oregon.

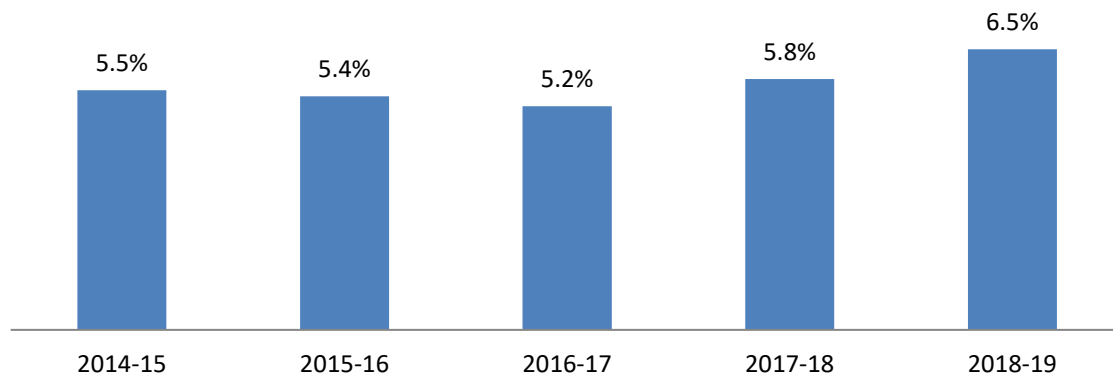
Discipline Incidents by Grade Level

Percent of Students with One or More Suspensions or Expulsions in the 2018-2019 School Year by Enrolled Grade on May 1, 2019



Source: Spring Membership 2018-19, Discipline Incidents 2018-19

Percent of Students Enrolled on May 1 with One or More Discipline Incidents



Discipline Incidents by Student Group – Suspensions and Expulsions

Student Group	Percent of Students enrolled on May 1, 2019 with One or More Discipline Incidents in the 2018-19 School Year
Total	6.5%
Male	9.2%
Female	3.7%
Non-Binary ¹	4.2% to 9.9%
Asian	1.8%
Black/African American	12.6%
Hispanic/Latino	7.4%
American Indian/Alaska Native	12.8%
Multi-Racial	7.0%
Native Hawaiian/Pacific Islander	8.2%
White	6.0%
Economically Disadvantaged	8.8%
Not Economically Disadvantaged	3.9%
Talented and Gifted (TAG)	2.7%
Not TAG	6.8%
English Learners ²	6.4%
Not English Learners	6.5%
Special Education ³	11.9%
Not Special Education	5.6%

Source: Spring Membership, Discipline Incidents, Title III: English Learner.

Includes only discipline incidents resulting in suspension (in school or out of school) or expulsion.

¹Due to the recent addition of collecting Non-Binary data and the first-year reporting of this data by students and districts, the 95 percent confidence interval for the reported population is provided.

²English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.

³Special Education is the count of students who were receiving services at the time of their discipline incident compared to the number of students receiving Special Education services at any point up to May 1.

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

For more data regarding discipline incidents, please see the [School Discipline, Bullying, and Restraint and Seclusion](#) page.

The Every Student Succeeds Act (ESSA) – Unsafe School Choice Option (USCO)

The Unsafe School Choice Option (USCO) is required by the Every Student Succeeds Act (ESSA) to ensure students attending a persistently dangerous school have the option to enroll in another school. Under this option, a school can be deemed unsafe as a whole or for an individual student who is a victim of a violent criminal offense. Should either of these occur, parents may exercise their right to move their student to a different school within the same local education agency.

Oregon’s Goal for USCO

It is imperative that every student within Oregon learns in a welcoming, safe and inclusive educational environment. USCO is one means by which the Oregon Department of Education (ODE) works to assure this reality for all of Oregon’s students. However, ODE is not interested in assigning labels like ‘unsafe’ to schools as a means of promoting shame, blame or judgment. Rather, it is our desire to name existing inequities in order to support local education agencies in meeting the needs of all learners.

In Oregon, a public elementary or secondary school is considered “persistently dangerous” if the school exceeds a certain threshold of expulsions for specific reasons (see expulsion types below) for three consecutive years. The table to the right describes this threshold, which varies depending on school size.

Expulsions fall within the following two categories:

1. Expulsions for firearms or dangerous weapons.
2. Expulsions for students arrested for violent criminal offenses on school grounds, on school-sponsored transportation, and/or during school-sponsored activities.

Criteria for Watch Status	Number of Expulsions for Weapons and/or Arrests for Violent Criminal Behavior
Schools with FEWER than 300 Students	9 or more within a school year
Schools with 300 or MORE Students	3 for every 100 students per school year

Source: Oregon Department of Education

Between 2009-10 and 2018-19, Oregon did not identify any schools meeting the criteria for monitoring. Oregon also did not identify any schools as “persistently dangerous” for exceeding the threshold for three or more consecutive years.

ACCOUNTABILITY AND SUPPORT UNDER THE EVERY STUDENT SUCCEEDS ACT

Under Title IA of the Every Student Succeeds Act (ESSA), federal education law requires states to develop an accountability model that meaningfully differentiates schools for structured supports to target improvement. Given that all school districts and schools have areas for growth, Oregon’s accountability model strategically uses multiple data points to appropriately target the right schools for support. With a key commitment to advancing equity, the new accountability model intentionally provides the highest support to schools whose students of color, students learning English, students with disabilities and students experiencing poverty are not yet experiencing high levels of success.

Under Oregon’s revised accountability and support model, school improvement will take an approach that aims to support schools in the context of a larger district system. In partnership with Oregon Department of Education, school districts will lead, support, and monitor the improvement efforts in eligible schools. While still committed to improvement at the school level, our approach to improvement will engage districts as primary partners in the assessment of needs, crafting of improvement plans, and strategic implementation of evidence based practices that will enhance learning for students and result in equitable student outcomes.

Oregon is committed to providing well-rounded and equitable educational experiences for all students, and will continue to leverage local measures to inform adjustments to improvement strategies and needed supports. These efforts will be bolstered by emphasizing the need for school districts to engage more broadly with educators, students, families and community members during the planning and implementation phases. Including more voices and perspectives in developing improvement strategies and plans fosters partnership and shared accountability for improving learning opportunities for Oregon’s most underserved students.

As we study the best levers for system change and impact, the [continuous improvement process](#) provides a powerful mechanism for promoting shifts in educator behaviors that will lead to improved learning for students. The continuous improvement process and plans will serve as the primary mechanism for accountability and differentiated support. While engaging in continuous improvement work, districts and schools will be charged with the quarterly examination of local data and local context as a way to examine progress (leading indicators of growth) on the way to achieving long-term (lagging) outcomes as summarized on annual state report cards.

Over the past year, districts and schools identified for ESSA support have engaged in the development of improvement plans and are in the early phases of implementation. Annually, ODE will provide updates to school and district progress in improving outcomes.

The 2018-19 School Year in Review

Fall 2018

- ODE leadership made personal phone calls inviting school districts to partner in this new approach.
- ODE [hosted a webinar](#) to introduce the accountability model and approach to supports with over 200 school and district leaders participating.

Winter & Spring 2019

- ODE staff conducted 15 District Engagement Protocols designed to help school districts jump start the needs assessment and improvement planning process.
- ODE staff visited over 50 school districts to provide on-site support to help clarify process and planning requirements.
- ODE staff hosted nine workshops across the state, providing in-person support to over 60 school districts.

Summer 2019

- ODE staff worked alongside school district and school leaders to develop and approve plans to support CSI & TSI schools, with nearly 50 percent of eligible districts having plans approved.
- ODE staff continued to support school districts with continuous improvement plan development by hosting another series of workshops across the state, engaging with over 350 school district and school leaders representing over 150 school districts.

ESSA Accountability System

Following extensive stakeholder and advisory group outreach, Oregon established the current ESSA accountability system based on multiple measures of school success, and without an overall rating. The measures, or accountability indicators, used are:

- Regular Attenders
- Achievement in English Language Arts
- Achievement in Mathematics
- Growth in English Language Arts (grades 3 through 8)
- Growth in Mathematics (grades 3 through 8)
- Progress of English learners
- 9th Grade On-Track
- Four-year Graduation rates
- Five-year Completion rates

Under ESSA, school-level outcomes are calculated for the following student groups only if the minimum n-size of 20 is met when using the current or most recent three years of school accountability data:

- All Students
- Students with Disabilities
- English Learners
- Economically Disadvantaged (students with access to Free/Reduced Price Lunch)
- Race/Ethnicity

If the American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander student groups are not rated on at least five of the indicators, the **Underserved Race/Ethnicity** is added as a student group for the purposes of calculating school-level outcomes. As defined in [Oregon’s Consolidated State Plan](#), the Underserved Race/Ethnicity student group consists of American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander students.

For the student groups defined above, each of the accountability indicators is rated on a scale of one to five, with five being the highest. Level 1 indicates that a school or student group is in the lowest 10 percent of schools in the state, and a Level 5 indicates that the school or student group has met the state long-term goal for the indicator.

In 2017-18 schools with sufficient data to be rated on at least five indicators were identified for comprehensive supports if the overall graduation rate for the All Students group was below 67 percent, or if the school is Title I and at least 50 percent of the indicators for the All Students group were Level 1. No new schools are identified for comprehensive supports following 2017-18. In 2018-19, schools not identified for comprehensive supports are identified for targeted support if they have any student group that is rated on at least five indicators and at least 50 percent of the rated indicators are Level 1, or if they were previously identified for targeted support in 2017-18 following this same [methodology](#).

As of 2018-19, there are a total of 151 Title 1 and 117 non-Title 1 schools with comprehensive or targeted levels of support identified. This includes schools identified for support in either 2017-18 or 2018-19.

Current Level of ESSA Support and Number of Schools Identified¹

Level of Support	2018-19 Title I Status	2017-18 Identification	2018-19 Newly Identified	Total Counts as of 2018-19
Comprehensive	Title I	46	None	46
Comprehensive	Not Title I	48	None	48
Targeted	Title I	58	47	105
Targeted	Not Title I	46	23	69
None	Title I	464	446	417
None	Not Title I	591	588	568

Source: [Accountability Measures](#), School Year 2018-2019 Accountability Details Media File.
Changes to Title I status, new schools, or school closures may impact the total number of schools reported year to year.

¹ Data on specific schools can be found on the [School and District Profiles](#) web page.

MEASURES OF INTERIM PROGRESS

Measures of Interim Progress (MIP) are annual targets for the Every Student Succeeds Act (ESSA) accountability indicators described in the previous section. Assessment participation does not have a MIP, however, it does have an annual goal of 94.5 percent for all student groups.

ODE has not revised the baseline values, MIP or long-term goals for achievement and graduation, however ODE intends to review the number of years to attain the long-term goal. The 2017-18 MIP for the 'All Students' student group is the target for all student group ratings used on the 2017-18 and 2018-19 Accountability Details reports. For a breakdown of the annual MIP targets by indicator and student group, see the [MIP Summary](#).

MIP Indicator Definitions

English Language Arts Academic Achievement

The percentage of students who meet the standard on the state English Language Arts assessment. Grade band definitions are as follows:

- Elementary – Grades 3-5
- Middle – Grades 6-8
- High – Grade 11

Mathematics Academic Achievement

The percentage of students who meet the standard on the state Mathematics assessment. Grade band definitions are as follows:

- Elementary – Grades 3-5
- Middle – Grades 6-8
- High – Grade 11

Academic Growth

An important feature of the school and district accountability system under the Every Student Succeeds Act (ESSA) is academic growth as measured by the median growth percentile for English language arts and mathematics. The median growth percentile refers to the relative ranking of current achievement for the median (or typical) student in the student group, school, district or state as compared to academic peers. Academic peers are students in the same grade who have similar prior achievement scores for the same academic subject.

For instance, a median mathematics growth percentile of 50 indicates that the typical student (in the respective student group or aggregation) has a current mathematics achievement score greater than or equal to 50 percent of students in the same grade with similar prior mathematics achievement scores.

For more information concerning the growth model, please see pages 13-15 of the [2018-19 Accountability Details Policy and Technical Manual](#).

English Language Arts Academic Growth

The median growth percentile of students on the English Language Arts assessment. Grade band definitions are as follows:

- Elementary – Grades 3-5
- Middle – Grades 6-8

Mathematics Academic Growth

The median growth percentile of students on the Mathematics assessment. Grade band definitions are as follows:

- Elementary – Grades 3-5
- Middle – Grades 6-8

Regular Attenders

The percentage of students who attended more than 90 percent of their enrolled days. Grade band definitions are as follows:

- Elementary – Grades K-5
- Middle – Grades 6-8
- High – Grades 9-10

9th Grade On-Track

The percentage of students who earned at least one fourth of graduation credits during their 9th grade year.

Four-Year Cohort Graduation

The percentage of students who earned a regular or modified diploma within four years of entering 9th grade in 2014-15.

Five-Year Completers

The percentage of students who earned a regular or modified diploma, or earn a GED, extended diploma or adult high school diploma within five years of entering 9th grade in 2013-14.

English Language Proficiency

The percentage of students who are meeting progress expectations on the state English Language Proficiency Assessment. Grade band definitions are as follows:

- Elementary – Grades K-5
- Middle – Grades 6-8
- High – Grades 9-12

Notes on the MIP data graphs and tables on the next pages.

Data details are representative of the most current school year available (2018-19 for all indicators with exception of graduation). For all indicators, with exception of English Language Proficiency, the data are organized by two categories of student groups:

- Race/Ethnicity
- Student Populations

When viewing the data by Race/Ethnicity, please note the following:

- Multi-racial includes any student reported with more than one of the 6 federally defined race demographics but who are not reported with Hispanic ethnicity. All students who reported Hispanic ethnicity are included under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

When viewing the data by Student Populations, please note the following:

- The English Learners student group includes current English Learners as well as monitored English Learners (four years).
- The Underserved Race/Ethnicity student group consists of American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander students.
- Economically Disadvantaged includes students eligible for free and reduced price lunch. Schools and districts that do not administer school lunch programs may identify economically disadvantaged students by other means.

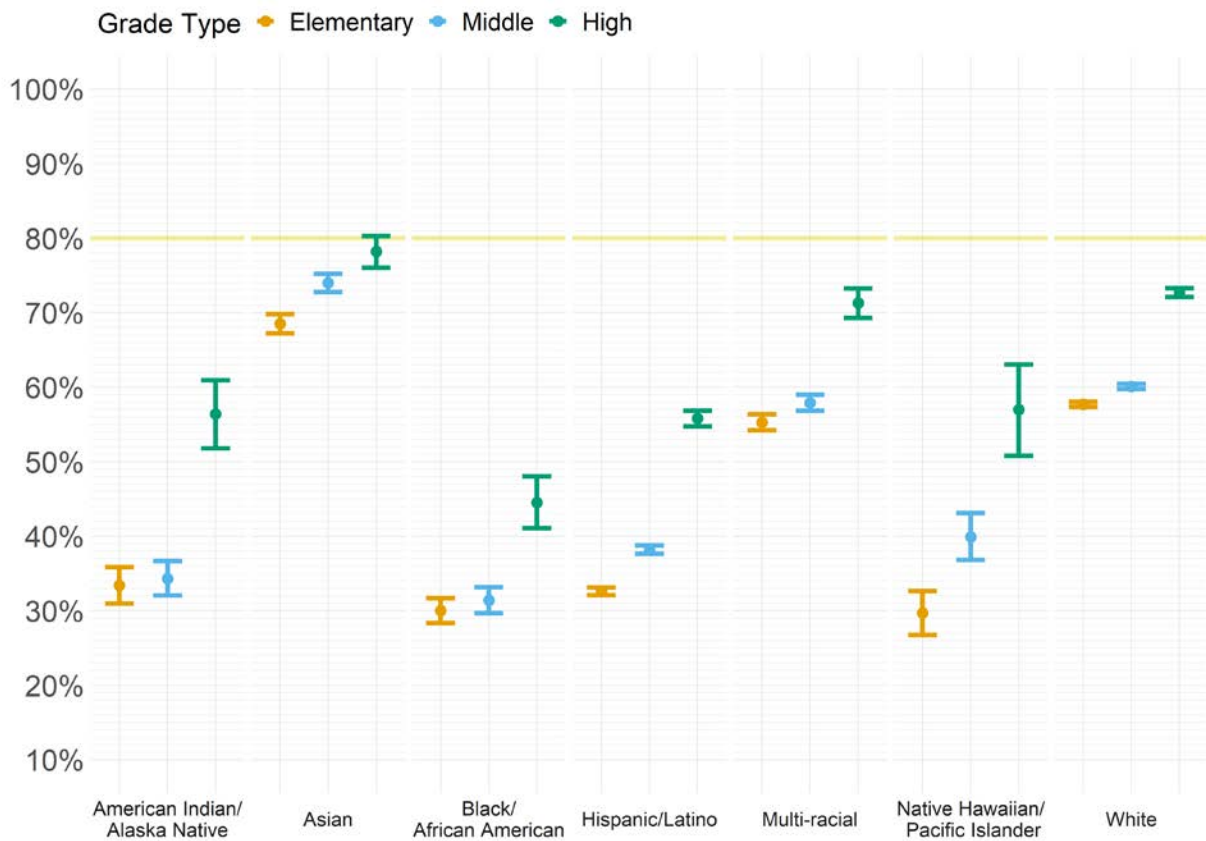
The 95% confidence intervals provided are calculated as *CI Boundaries = proportion +/- 1.96*proportion standard error*. The Agresti and Coull correction referenced in Gelman and Hill (2007) is used to calculate the proportion standard error.

To view detailed data tables for the 2015-16, 2016-17, and 2017-18 school years, see the Measures of Interim Progress section in the [2017-18 Statewide Annual Report Card](#). Further information about MIPs are on the [Report Card Policy](#) page.

2018-19 English Language Arts Achievement Details

By Race and Ethnicity

The State long-term goal in 2024-25 is 80 percent. The data displayed in the graphic and table below are aggregated by Elementary, Middle, and High School grade bands. See the Student Success section for details on assessment results by individual grades.



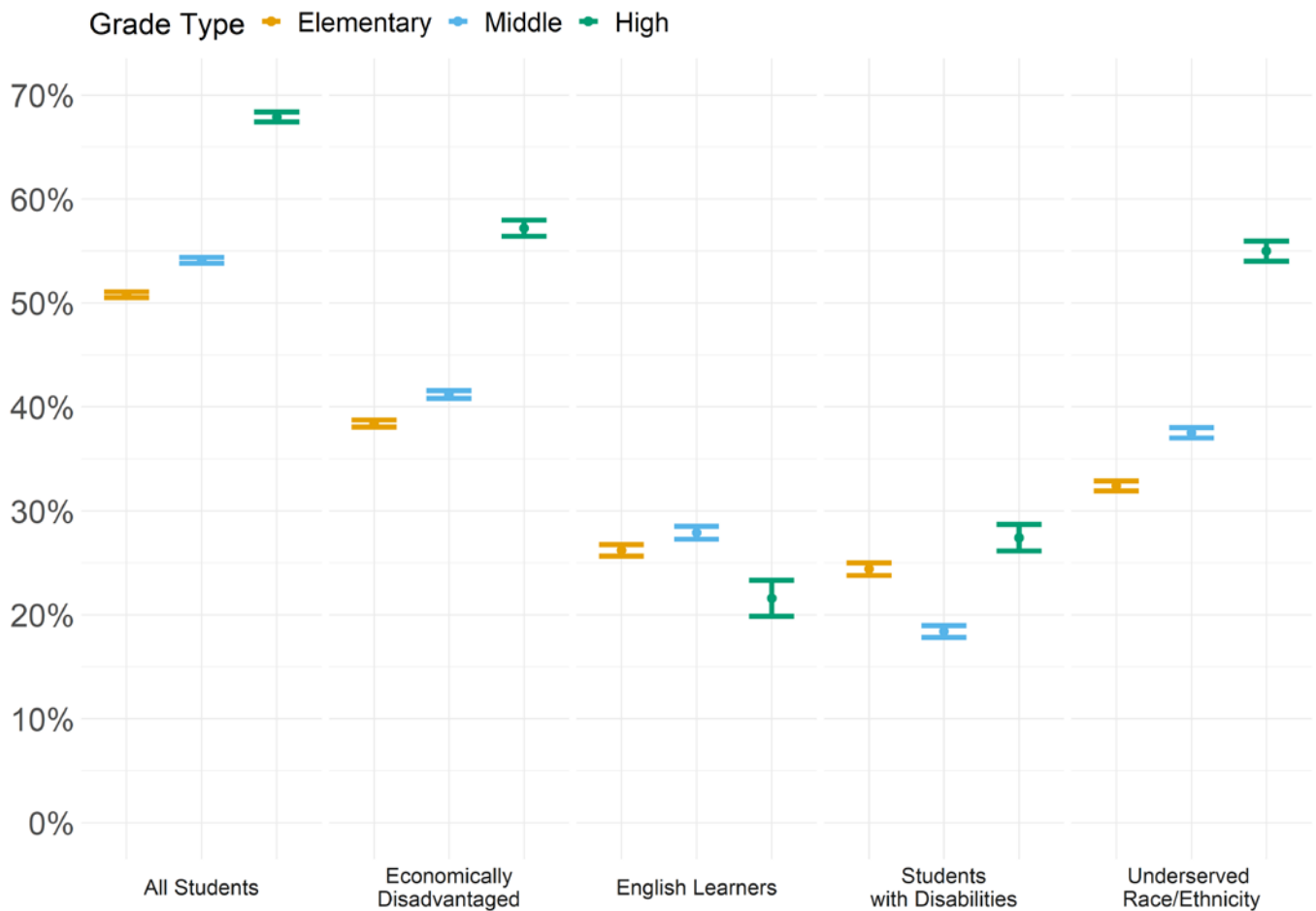
Student Group	Elementary	Middle	High
American Indian/Alaska Native	31% to 35.9%, n = 1,425	32% to 36.7%, n = 1,614	51.8% to 60.9%, n = 454
Asian	67.2% to 69.8%, n = 4,931	72.8% to 75.2%, n = 5,103	76% to 80.2%, n = 1,444
Black/African American	28.4% to 31.7%, n = 2,902	29.7% to 33.2%, n = 2,714	41.1% to 48%, n = 784
Hispanic/Latino	32.1% to 33.1%, n = 30,787	37.7% to 38.7%, n = 30,861	54.7% to 56.9%, n = 8,502
Multi-racial	54.2% to 56.4%, n = 8,382	56.8% to 59%, n = 7,963	69.2% to 73.2%, n = 1,981
Native Hawaiian/Pacific Islander	26.8% to 32.7%, n = 927	36.8% to 43.1%, n = 934	50.8% to 62.9%, n = 251
White	57.4% to 58%, n = 77,306	59.8% to 60.4%, n = 76,592	72.1% to 73.3%, n = 22,285

The percentages shown are the 95 percent confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

2018-19 English Language Arts Achievement Details

By Student Populations

The State long-term goal in 2024-25 is 80 percent (not displayed – note the change in scale from the previous graphs). The data displayed in the graphic and table below are aggregated by Elementary, Middle, and High School grade bands. See the Student Success section for details on assessment results by individual grades.



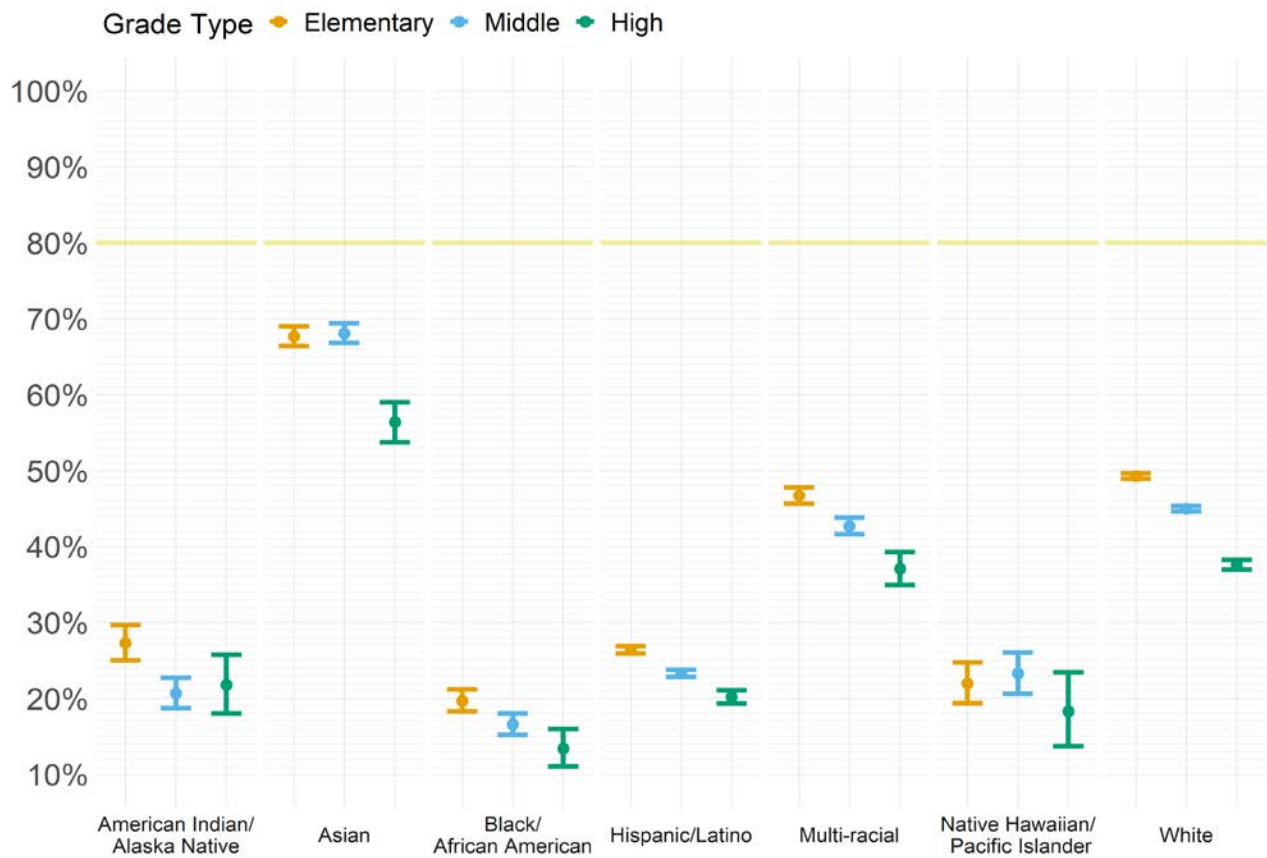
Student Group	Elementary	Middle	High
All Students	50.5% to 51.1%, n = 126,660	53.8% to 54.4%, n = 125,781	67.4% to 68.4%, n = 35,701
Economically Disadvantaged	38.1% to 38.7%, n = 75,348	40.8% to 41.6%, n = 68,107	56.4% to 58%, n = 16,263
English Learners	25.6% to 26.8%, n = 22,998	27.3% to 28.5%, n = 20,763	19.9% to 23.4%, n = 2,178
Students with Disabilities	23.8% to 25%, n = 19,899	17.8% to 19%, n = 18,269	26.1% to 28.7%, n = 4,590
Underserved Race/Ethnicity	31.9% to 32.9%, n = 36,041	37% to 38%, n = 36,123	54% to 56%, n = 9,991

The percentages shown are the 95 percent confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

2018-19 Mathematics Achievement Details

By Race and Ethnicity

The State long-term goal in 2024-25 is 80 percent. The data displayed in the graphic and table below are aggregated by Elementary, Middle, and High School grade bands. See the Student Success section for details on assessment results by individual grades.



Student Group	Elementary	Middle	High
American Indian/Alaska Native	25% to 29.7%, n = 1,418	18.8% to 22.7%, n = 1,605	18.2% to 25.9%, n = 441
Asian	66.4% to 69%, n = 4,924	66.8% to 69.4%, n = 5,079	53.7% to 59%, n = 1,373
Black/African American	18.3% to 21.2%, n = 2,886	15.2% to 18.1%, n = 2,664	11.2% to 16.1%, n = 752
Hispanic/Latino	25.9% to 26.9%, n = 30,725	22.8% to 23.8%, n = 30,735	19.3% to 21.1%, n = 8,289
Multi-racial	45.6% to 47.8%, n = 8,362	41.6% to 43.8%, n = 7,879	35% to 39.3%, n = 1,903
Native Hawaiian/Pacific Islander	19.4% to 24.8%, n = 923	20.6% to 26.1%, n = 929	13.9% to 23.6%, n = 246
White	48.9% to 49.7%, n = 77,071	44.6% to 45.4%, n = 76,112	37% to 38.2%, n = 21,525

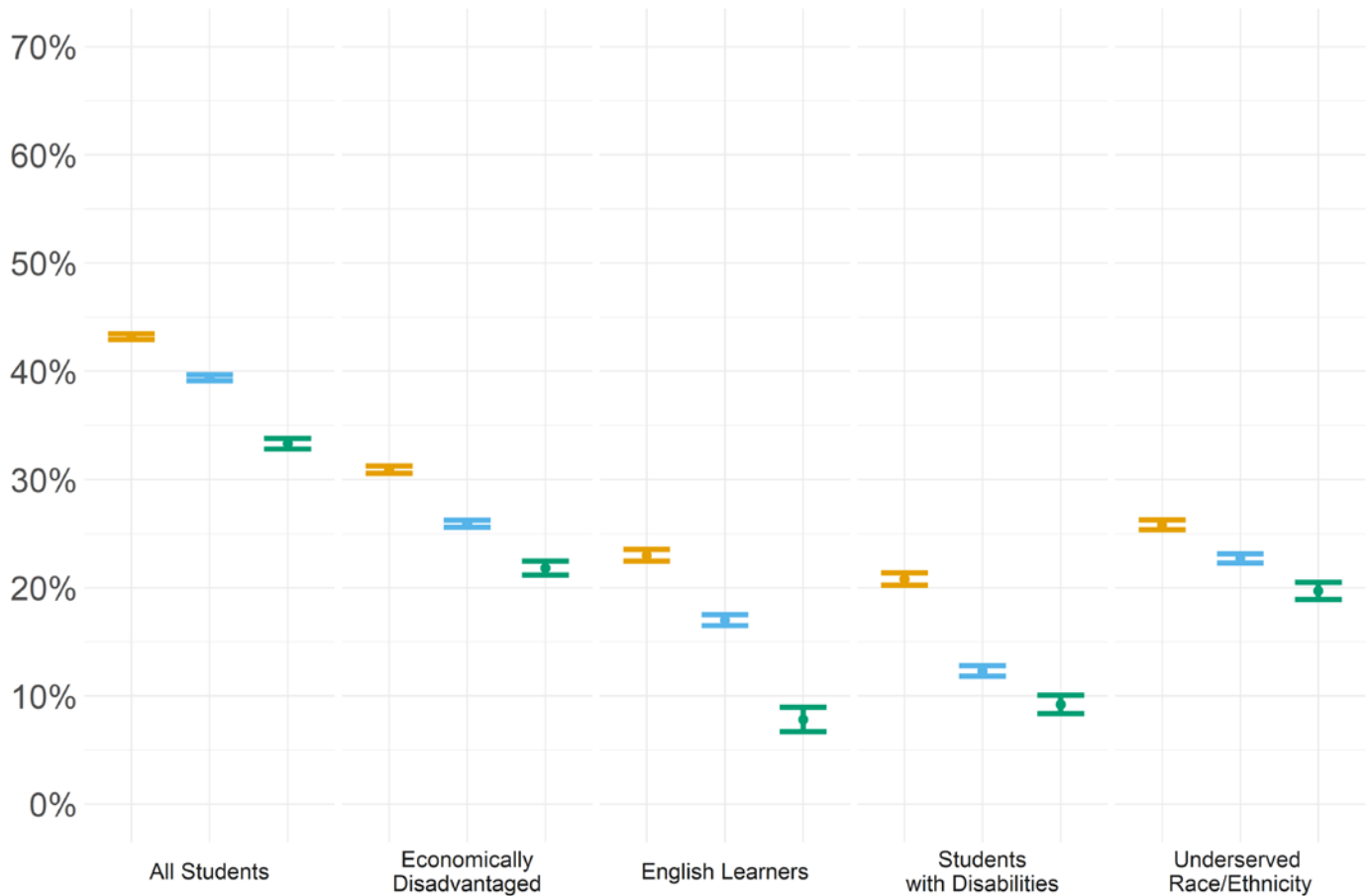
The percentages shown are the 95 percent confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

2018-19 Mathematics Achievement Details

By Student Populations

The State long-term goal in 2024-25 is 80 percent (not displayed – note the change in scale from the previous graphs). The data displayed in the graphic and table below are aggregated by Elementary, Middle, and High School grade bands. For details on assessment results by individual grade bands, see the Student Success section.

Grade Type ◆ Elementary ◆ Middle ◆ High



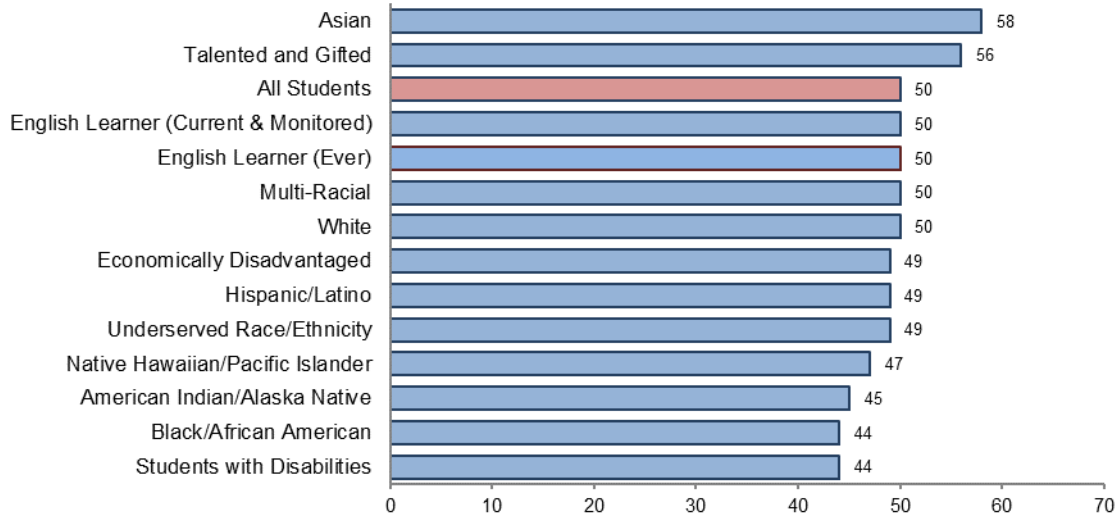
Student Group	Elementary	Middle	High
All Students	42.9% to 43.5%, n = 126,309	39.1% to 39.7%, n = 125,003	32.8% to 33.8%, n = 34,529
Economically Disadvantaged	30.6% to 31.2%, n = 75,093	25.6% to 26.2%, n = 67,629	21.2% to 22.5%, n = 15,824
English Learners	22.5% to 23.6%, n = 22,968	16.5% to 17.5%, n = 20,702	6.7% to 9%, n = 2,131
Students with Disabilities	20.2% to 21.4%, n = 19,808	11.8% to 12.8%, n = 18,100	8.4% to 10.1%, n = 4,478
Underserved Race/Ethnicity	25.4% to 26.3%, n = 35,952	22.3% to 23.1%, n = 35,933	18.9% to 20.5%, n = 9,728

The percentages shown are the 95 percent confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

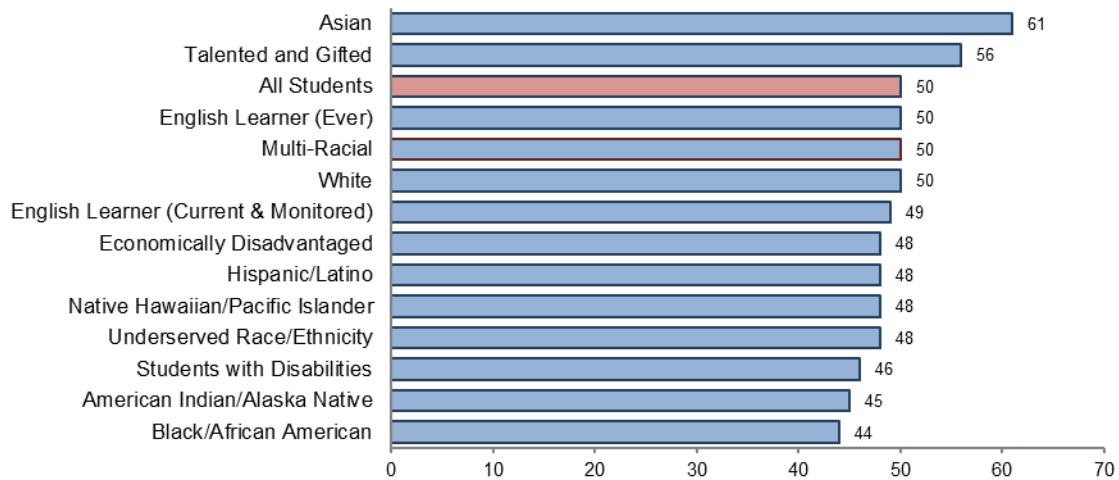
2018-19 Academic Growth

The figures below show the 2018-19 median English language arts and mathematics growth percentiles by student group at the state level for students in 4th through 8th grades.

Median English Language Arts Growth Percentiles



Median Mathematics Growth Percentiles

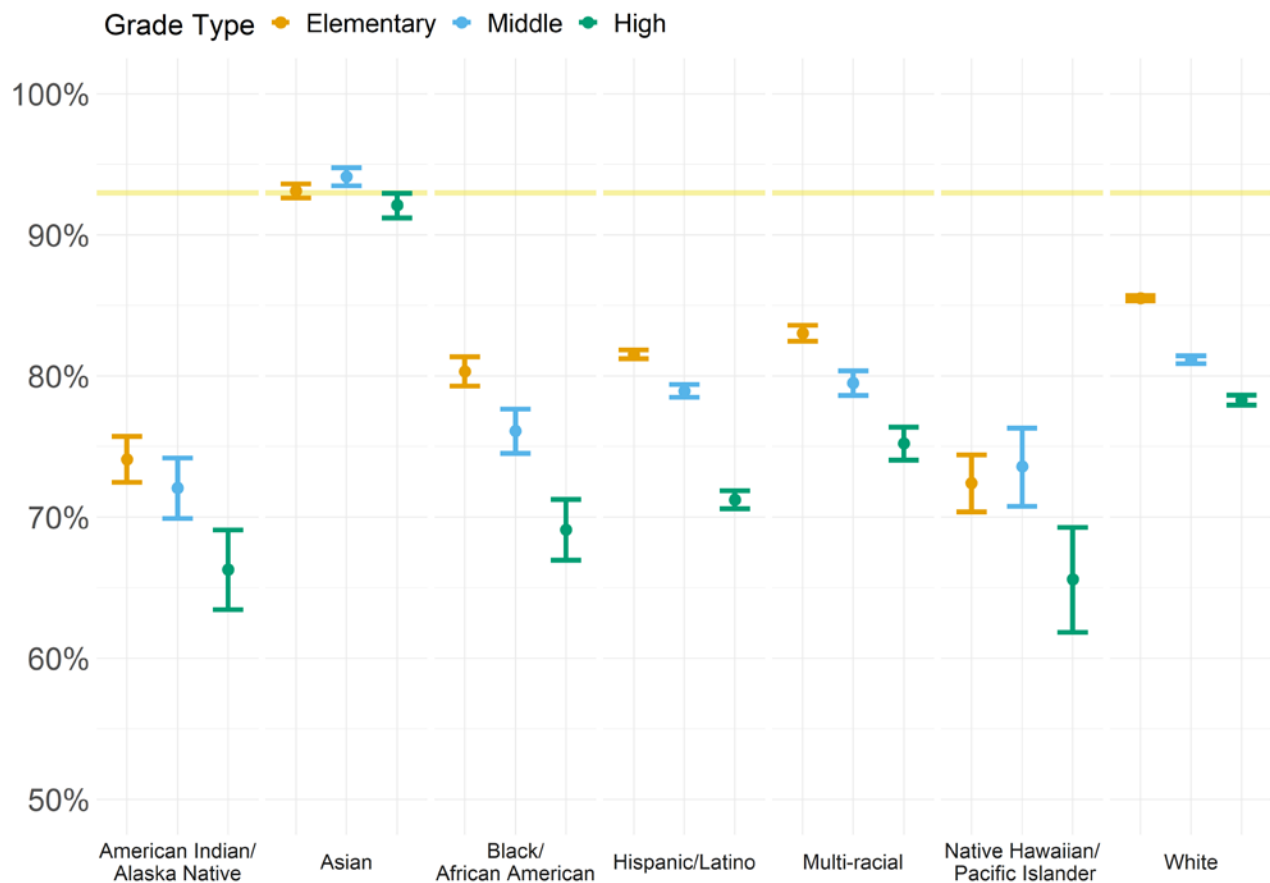


Note: “English Learner (Ever)” includes students who were ever eligible for or participating in a program to acquire academic English. “English Learner (Current & Monitored)” includes students who have been eligible for or participated in a program to acquire academic English in the current or prior four years.

2018-19 Regular Attenders Details

By Race and Ethnicity

The State long-term goal in 2024-25 is 93 percent. The data displayed in the graphic and table below are aggregated by Elementary, Middle, and High School grade bands. For details on assessment results by individual grade bands, see the Student Success section.



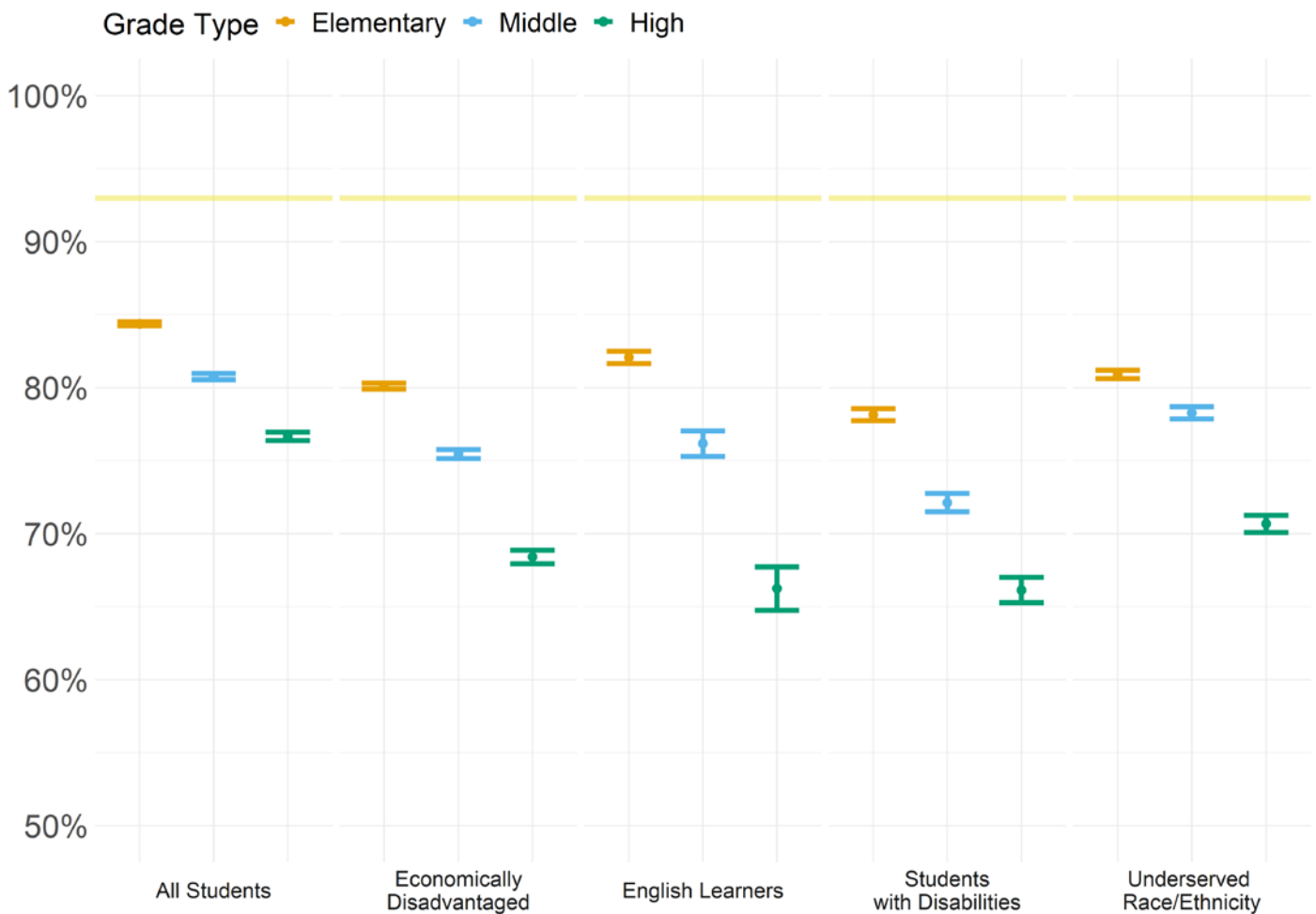
Student Group	Elementary	Middle	High
American Indian/Alaska Native	72.4% to 75.7%, n = 2,811	69.9% to 74.2%, n = 1,697	63.4% to 69.1%, n = 1,074
Asian	92.6% to 93.6%, n = 9,931	93.5% to 94.7%, n = 5,256	91.2% to 92.9%, n = 3,687
Black/African American	79.3% to 81.3%, n = 5,726	74.5% to 77.6%, n = 2,854	66.9% to 71.2%, n = 1,781
Hispanic/Latino	81.2% to 81.9%, n = 60,343	78.5% to 79.4%, n = 31,784	70.6% to 71.9%, n = 19,374
Multi-racial	82.5% to 83.6%, n = 17,022	78.6% to 80.4%, n = 8,321	74% to 76.4%, n = 5,237
Native Hawaiian/Pacific Islander	70.4% to 74.4%, n = 1,896	70.7% to 76.3%, n = 973	61.8% to 69.2%, n = 625
White	85.3% to 85.7%, n = 156,790	80.9% to 81.4%, n = 80,313	77.9% to 78.6%, n = 53,085

The percentages shown are the 95% confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

2018-19 Regular Attenders Details

By Student Populations

The State long-term goal in 2024-25 is 93 percent. The data displayed in the graphic and table below are aggregated by Elementary, Middle, and High School grade bands. For details on assessment results by individual grade bands, see the Student Success section.



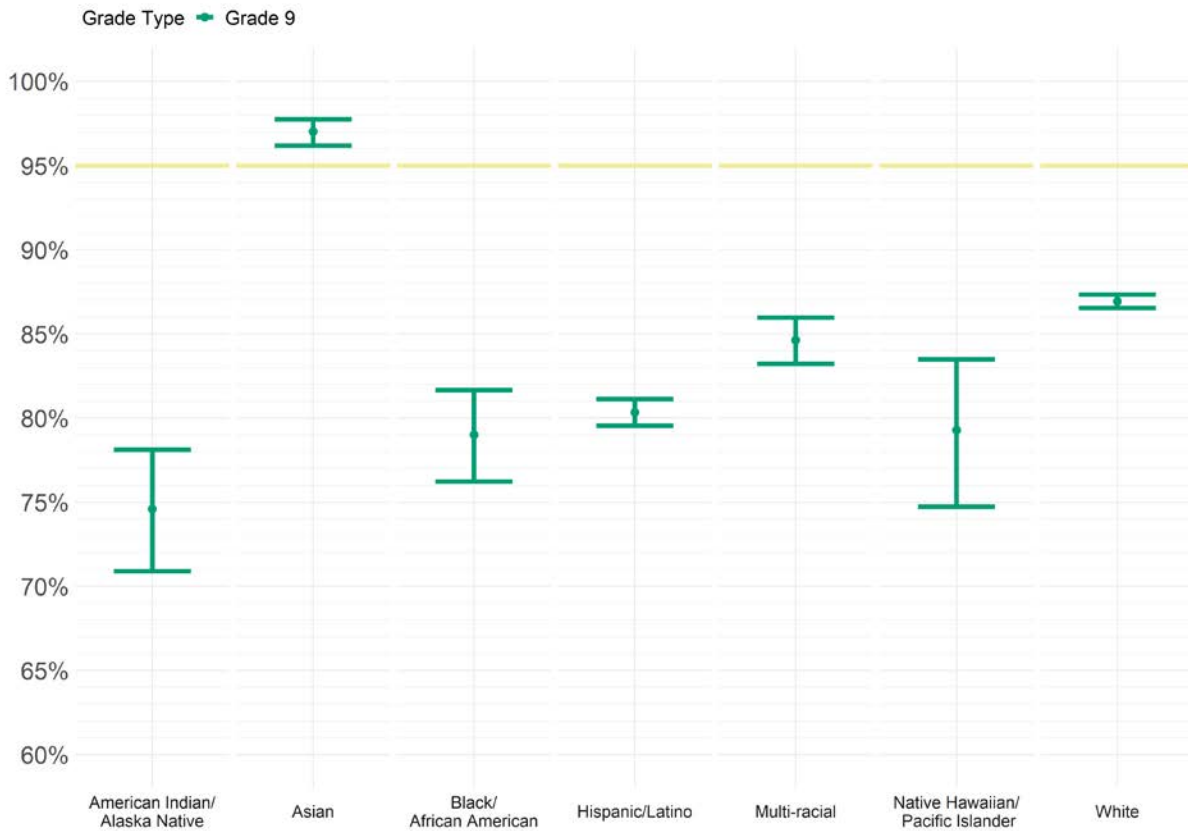
Student Group	Elementary	Middle	High
All Students	84.2% to 84.5%, n = 254,519	80.5% to 81%, n = 131,198	76.4% to 76.9%, n = 84,863
Economically Disadvantaged	79.9% to 80.3%, n = 146,452	75.1% to 75.8%, n = 70,376	67.9% to 68.9%, n = 39,784
English Learners	81.7% to 82.5%, n = 33,185	75.3% to 77%, n = 9,170	64.8% to 67.7%, n = 3,887
Students with Disabilities	77.7% to 78.6%, n = 38,596	71.5% to 72.7%, n = 19,675	65.3% to 67%, n = 11,504
Underserved Race/Ethnicity	80.6% to 81.2%, n = 70,776	77.9% to 78.7%, n = 37,308	70.1% to 71.3%, n = 22,854

The percentages shown are the 95% confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

2018-19 9th Grade On-Track Details

By Race and Ethnicity

The State long-term goal in 2024-25 is 95 percent. The data displayed in the graphic and table below are aggregated for students in Grade 9.



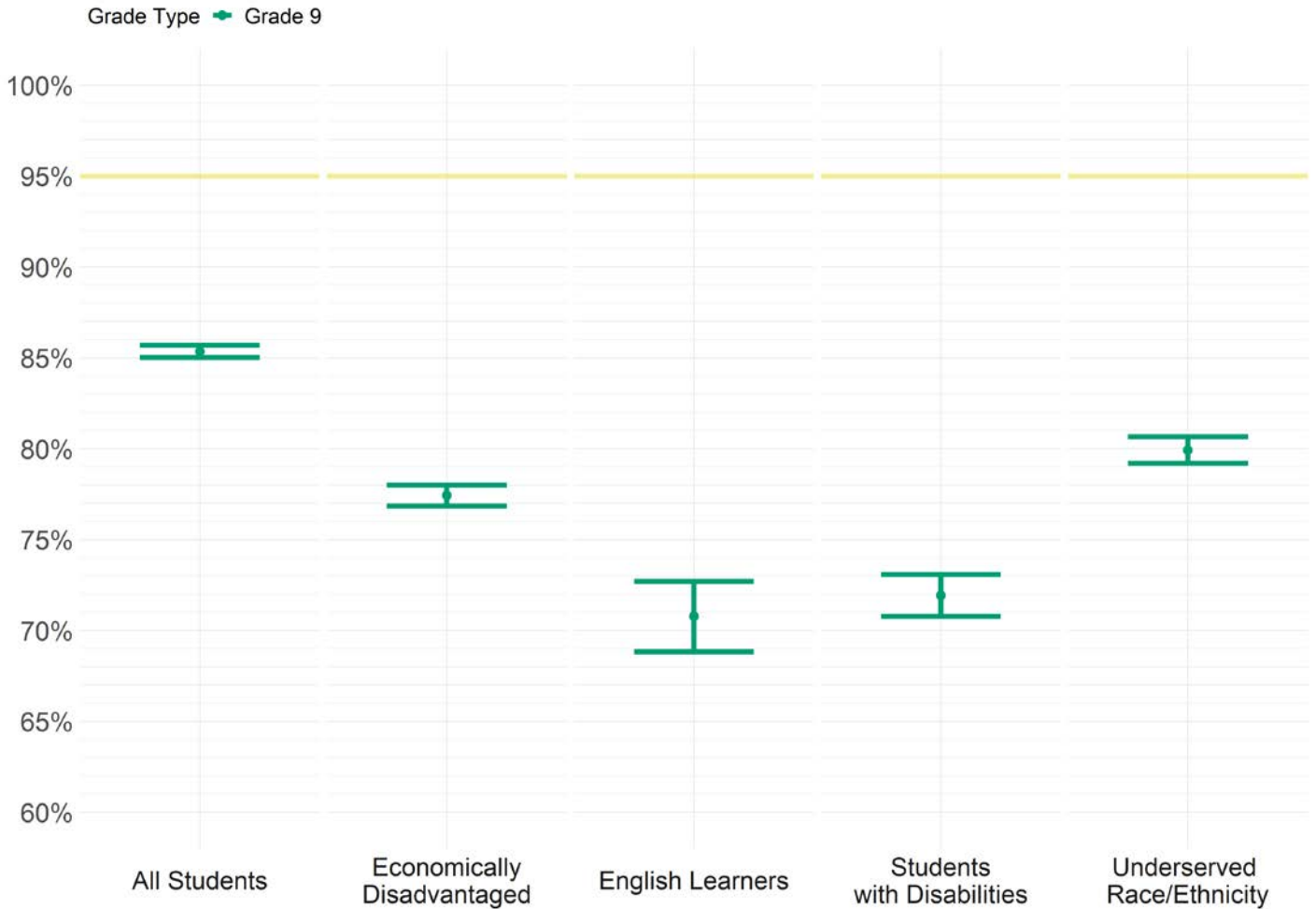
Student Group	Grade 9
American Indian/Alaska Native	70.8% to 78%, n = 559
Asian	96.1% to 97.7%, n = 1,842
Black/African American	76.2% to 81.6%, n = 867
Hispanic/Latino	79.5% to 81.1%, n = 9,735
Multi-racial	83.2% to 85.9%, n = 2,691
Native Hawaiian/Pacific Islander	74.6% to 83.3%, n = 333
White	86.5% to 87.3%, n = 27,059

The percentages shown are the 95% confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

2018-19 9th Grade On-Track Details

By Student Populations

The State long-term goal in 2024-25 is 95 percent. The data displayed in the graphic and table below are aggregated for students in Grade 9.



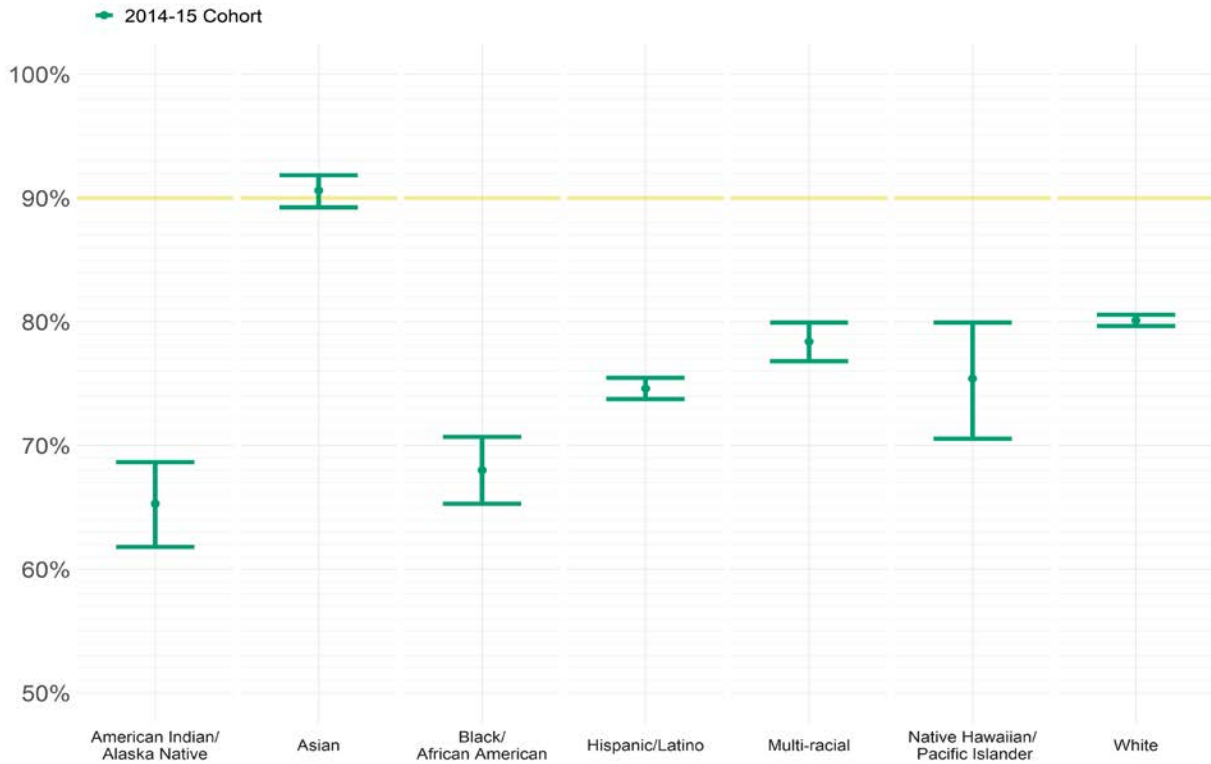
Student Group	Grade 9
All Students	85% to 85.7%, n = 43,086
Economically Disadvantaged	76.8% to 78%, n = 20,415
English Learners	68.8% to 72.7%, n = 2,115
Students with Disabilities	70.8% to 73.1%, n = 5,906
Underserved Race/Ethnicity	79.2% to 80.6%, n = 11,494

The percentages shown are the 95% confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

2017-18 Four-Year Cohort Graduation Details

By Race and Ethnicity

The State long-term goal in 2024-25 is 90 percent. The data displayed in the graphic and table below are the cohort of students entering high school (9th grade) for the first time in the 2014-2015 school year. The graduation rate represents the expected class of the 2017-2018 school year. For more details on graduation, see the Oregon Graduation Rates section.



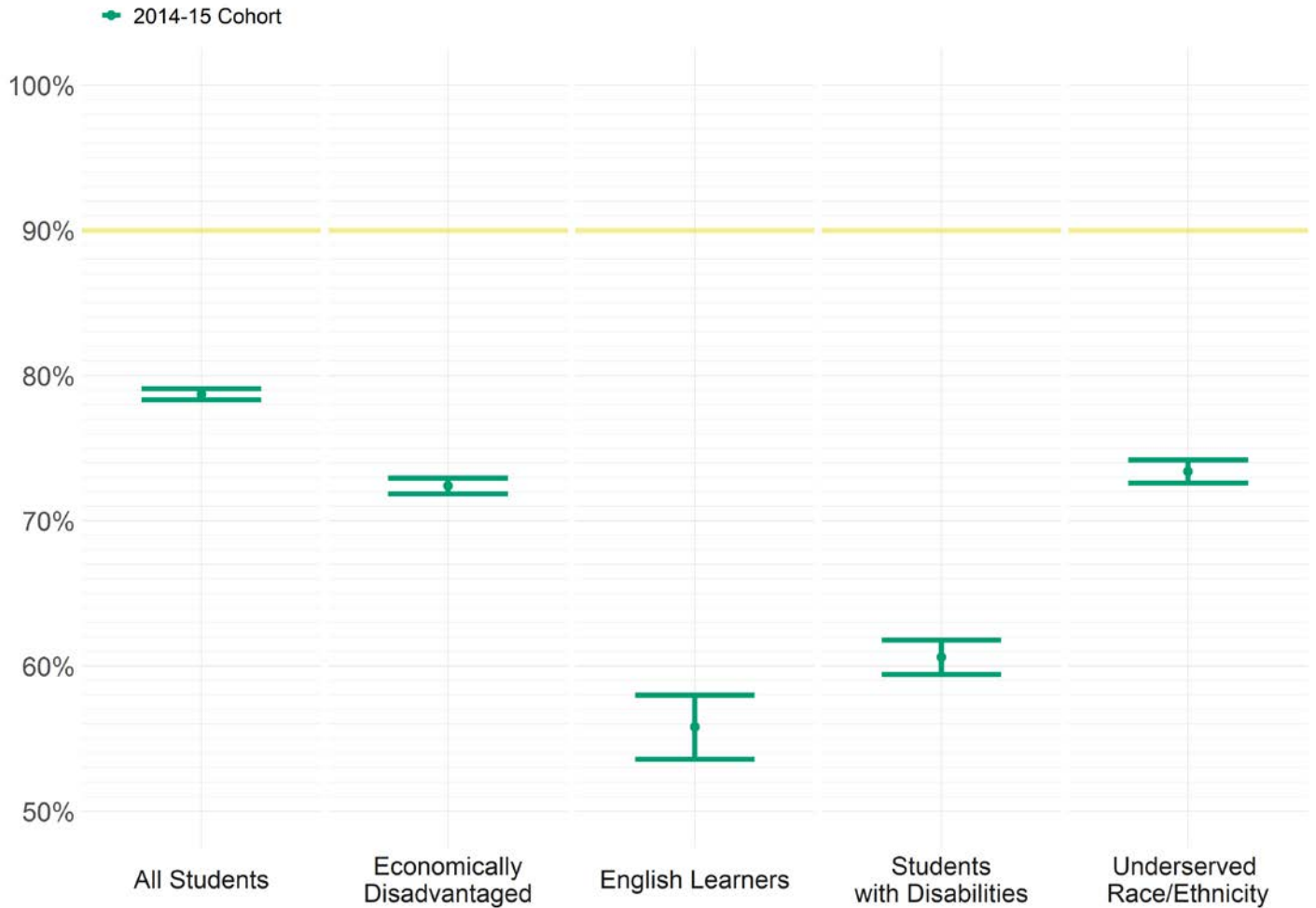
Student Group	2014-15 Cohort
American Indian/Alaska Native	61.8% to 68.6%, n = 740
Asian	89.2% to 91.8%, n = 1,945
Black/African American	65.3% to 70.7%, n = 1,154
Hispanic/Latino	73.7% to 75.5%, n = 9,935
Multi-racial	76.8% to 79.9%, n = 2,661
Native Hawaiian/Pacific Islander	70.4% to 79.8%, n = 325
White	79.6% to 80.6%, n = 29,321

The percentages shown are the 95% confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

2017-18 Four-Year Cohort Graduation Details

By Student Populations

The State long-term goal in 2024-25 is 90 percent. The data displayed in the graphic and table below are the cohort of students entering high school (9th grade) for the first time in the 2014-2015 school year. The graduation rate represents the expected class of the 2017-2018 school year. For more details on graduation, see the Oregon Graduation Rates section.



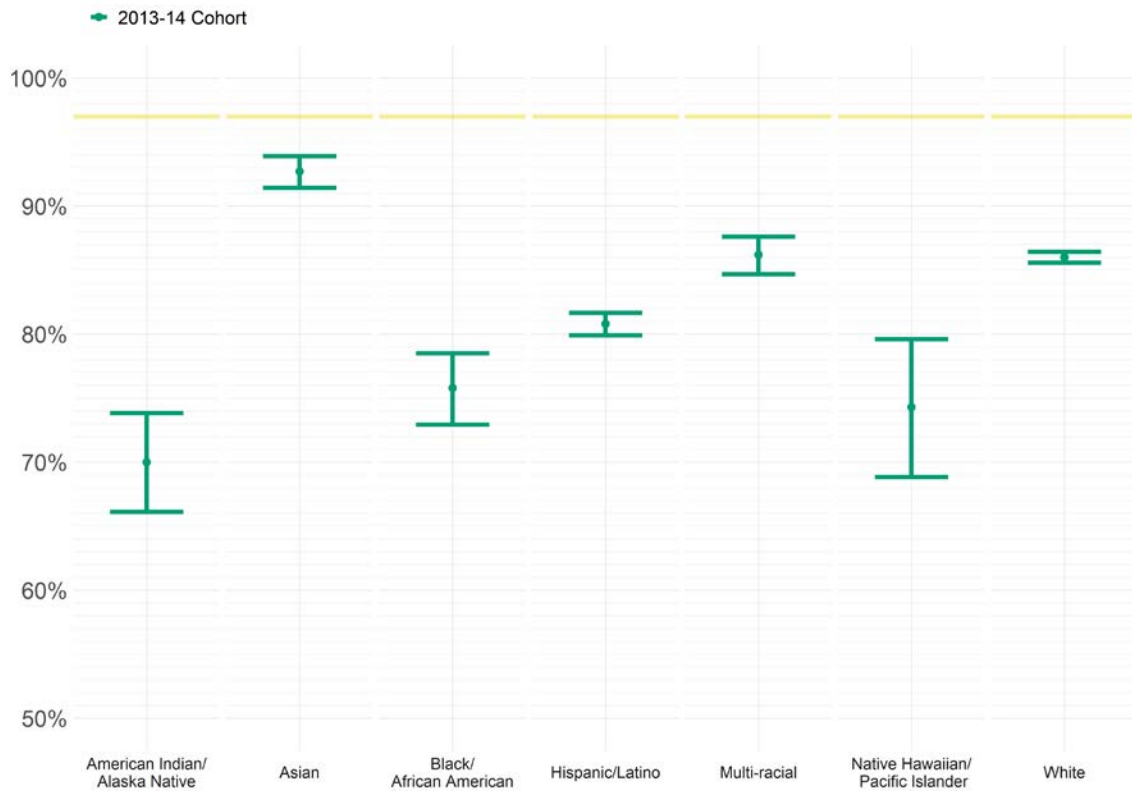
Student Group	2014-15 Cohort
All Students	78.3% to 79.1%, n = 46,081
Economically Disadvantaged	71.9% to 72.9%, n = 26,364
English Learners	53.6% to 58%, n = 1,945
Students with Disabilities	59.4% to 61.8%, n = 6,654
Underserved Race/Ethnicity	72.6% to 74.2%, n = 12,154

The percentages shown are the 95% confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

2017-18 Five-Year Completers Details

By Race and Ethnicity

The State long-term goal in 2024-25 is 90 percent. The data displayed in the graphic and table below are the cohort of students entering high school (9th grade) for the first time in the 2013-2014 school year. For more details on graduation, see the Oregon Graduation Rates section.



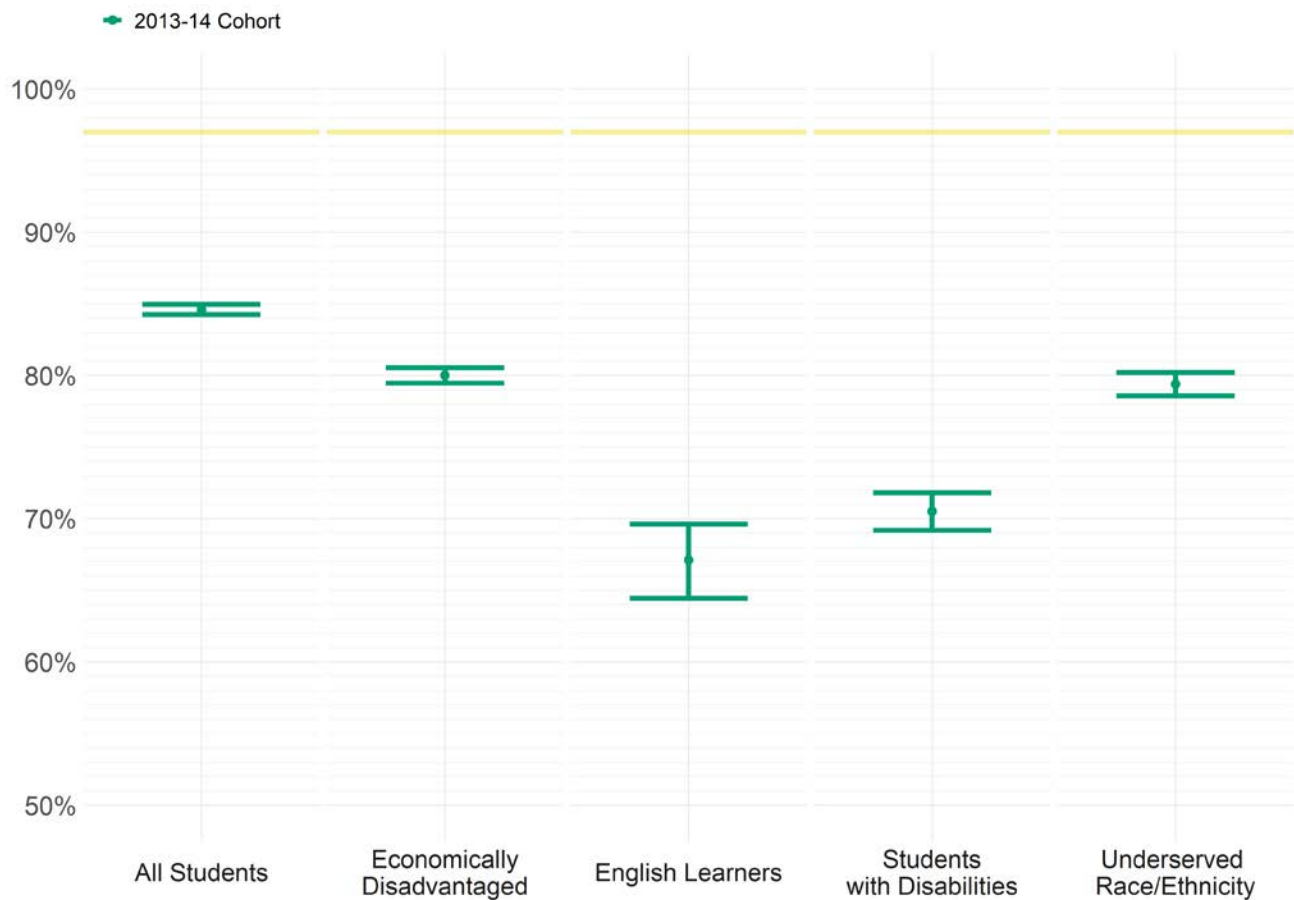
Student Group	2013-14 Cohort
American Indian/Alaska Native	66.1% to 73.8%, n = 541
Asian	91.4% to 93.9%, n = 1,703
Black/African American	72.9% to 78.4%, n = 912
Hispanic/Latino	79.9% to 81.7%, n = 7,658
Multi-racial	84.7% to 87.6%, n = 2,149
Native Hawaiian/Pacific Islander	68.7% to 79.4%, n = 254
White	85.6% to 86.4%, n = 25,781

The percentages shown are the 95% confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

2017-18 Five-Year Completers Details

By Student Populations

The State long-term goal in 2024-25 is 90 percent. The data displayed in the graphic and table below are the cohort of students entering high school (9th grade) for the first time in the 2013-2014 school year. For more details on graduation, see the Oregon Graduation Rates section.



Student Group	2013-14 Cohort
All Students	84.2% to 85%, n = 38,998
Economically Disadvantaged	79.5% to 80.5%, n = 21,042
English Learners	64.4% to 69.6%, n = 1,266
Students with Disabilities	69.2% to 71.8%, n = 4,627
Underserved Race/Ethnicity	78.6% to 80.2%, n = 9,365

The percentages shown are the 95% confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

**2018-19 On Track to English Language Proficiency (ELP) Details
for Elementary (Grades K-5)**

Long Term Goal¹: 80 percent

Student Group	School Year 2016-17	School Year 2017-18	School Year 2018-19	3-year Average
All Students	67.0%	65.8%	66.0%	66.3%

**On Track to English Language Proficiency (ELP) Details
for Middle (Grades 6-8)**

Long Term Goal¹: 80 percent

Student Group	School Year 2016-17	School Year 2017-18	School Year 2018-19	3-year Average
All Students	43.5%	35.9%	38.8%	39.4%

**On Track to English Language Proficiency (ELP) Details
for High (Grades 9-12)**

Long Term Goal¹: 80 percent

Student Group	School Year 2016-17	School Year 2017-18	School Year 2018-19	3-year Average
All Students	40.5%	36.9%	36.2%	37.6%

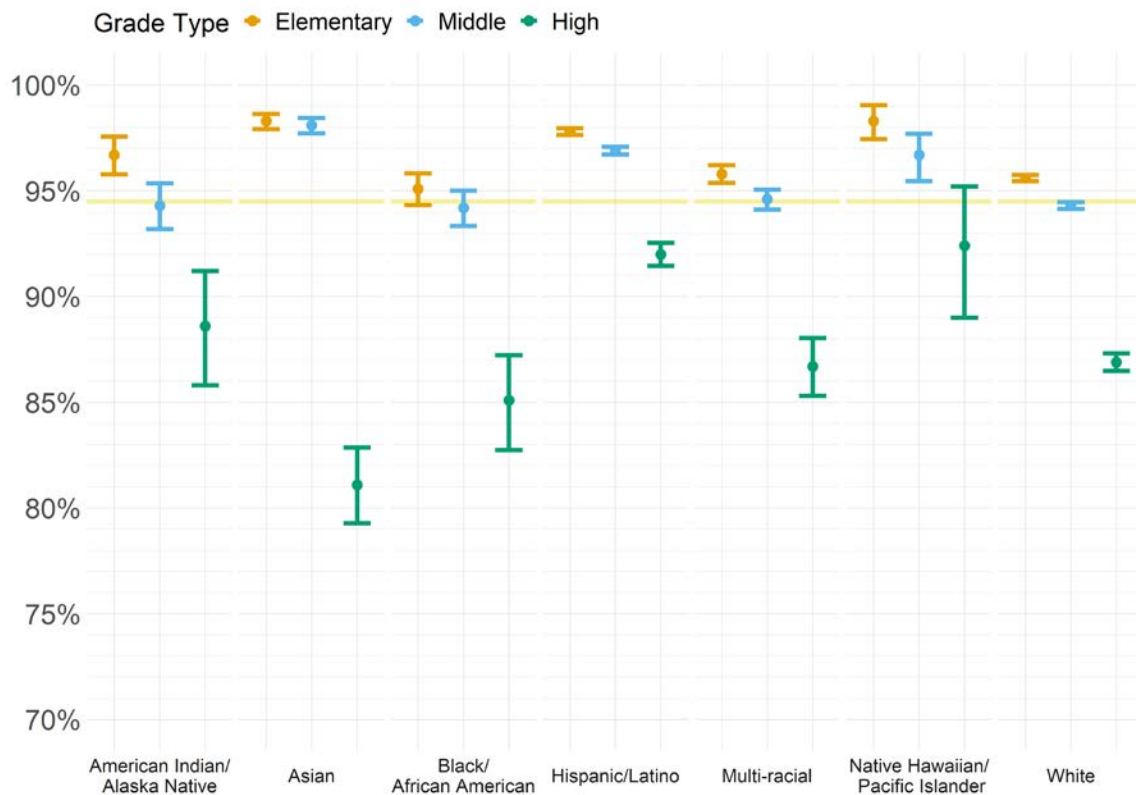
Notes:

¹ The State long-term goal in 2024-25

2018-19 English Language Arts Participation Details

By Race and Ethnicity

Assessment participation has an annual goal of 94.5 percent. The data displayed in the graphic and table below are aggregated by Elementary, Middle, and High School grade bands. In the participation graphs, the vertical axis scale has been changed in comparison to the previous assessment achievement graphs. The purpose of this change is to provide a zoomed in view.



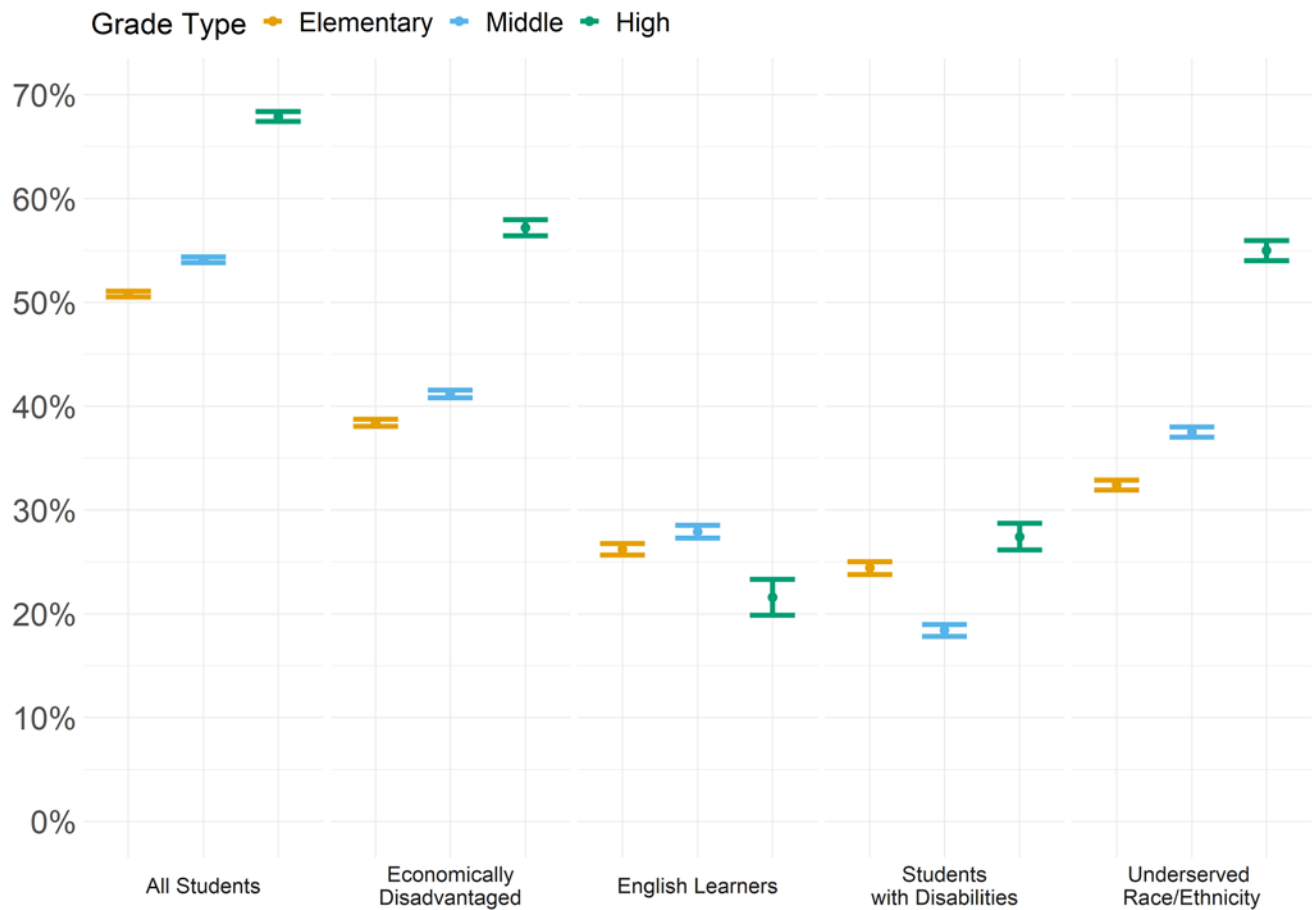
Student Group	Elementary	Middle	High
American Indian/Alaska Native	95.7% to 97.5%, n = 1,555	93.1% to 95.3%, n = 1,779	85.7% to 91.1%, n = 537
Asian	97.9% to 98.6%, n = 5,270	97.7% to 98.4%, n = 5,369	79.3% to 82.8%, n = 1,842
Black/African American	94.3% to 95.8%, n = 3,205	93.3% to 95%, n = 3,032	82.7% to 87.2%, n = 977
Hispanic/Latino	97.6% to 98%, n = 32,666	96.7% to 97.1%, n = 32,897	91.4% to 92.5%, n = 9,641
Multi-racial	95.4% to 96.2%, n = 9,020	94.1% to 95.1%, n = 8,698	85.3% to 88%, n = 2,376
Native Hawaiian/Pacific Islander	97.3% to 99%, n = 1,022	95.4% to 97.6%, n = 1,020	88.7% to 95%, n = 289
White	95.5% to 95.7%, n = 83,057	94.1% to 94.5%, n = 83,460	86.5% to 87.3%, n = 26,471

The percentages shown are the 95% confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

2018-19 English Language Arts Participation Details

By Student Populations

Assessment has an annual goal of 94.5 percent. The data displayed in the graphic and table below are aggregated by Elementary, Middle, and High School grade bands. In the participation graphs, the vertical axis scale has been changed in comparison to the previous assessment achievement graphs. The purpose of this change is to provide a zoomed in view.



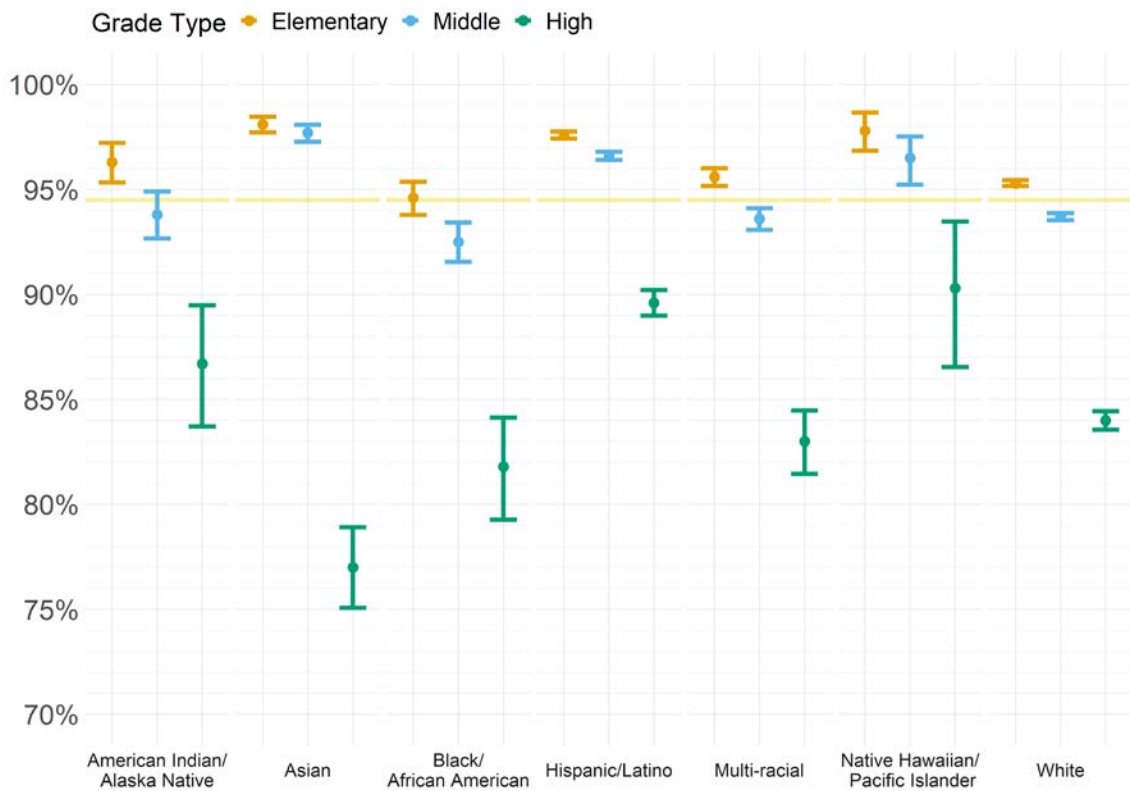
Student Group	Elementary	Middle	High
All Students	96.1% to 96.3%, n = 135,795	95% to 95.2%, n = 136,255	87.5% to 88.1%, n = 42,133
Economically Disadvantaged	96.6% to 96.8%, n = 80,885	95.2% to 95.5%, n = 74,037	89% to 89.8%, n = 19,017
English Learners	98.3% to 98.6%, n = 24,519	97.9% to 98.3%, n = 22,078	90.3% to 92.4%, n = 2,619
Students with Disabilities	89.8% to 90.6%, n = 22,669	90.1% to 90.9%, n = 20,792	85.2% to 87%, n = 5,576
Underserved Race/Ethnicity	97.3% to 97.7%, n = 38,448	96.4% to 96.8%, n = 38,728	90.7% to 91.7%, n = 11,444

The percentages shown are the 95% confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

2018-19 Mathematics Participation Details

By Race and Ethnicity

Assessment has an annual goal of 94.5 percent. The data displayed in the graphic and table below are aggregated by Elementary, Middle, and High School grade bands. In the participation graphs, the vertical axis scale has been changed in comparison to the previous assessment achievement graphs. The purpose of this change is to provide a zoomed in view.



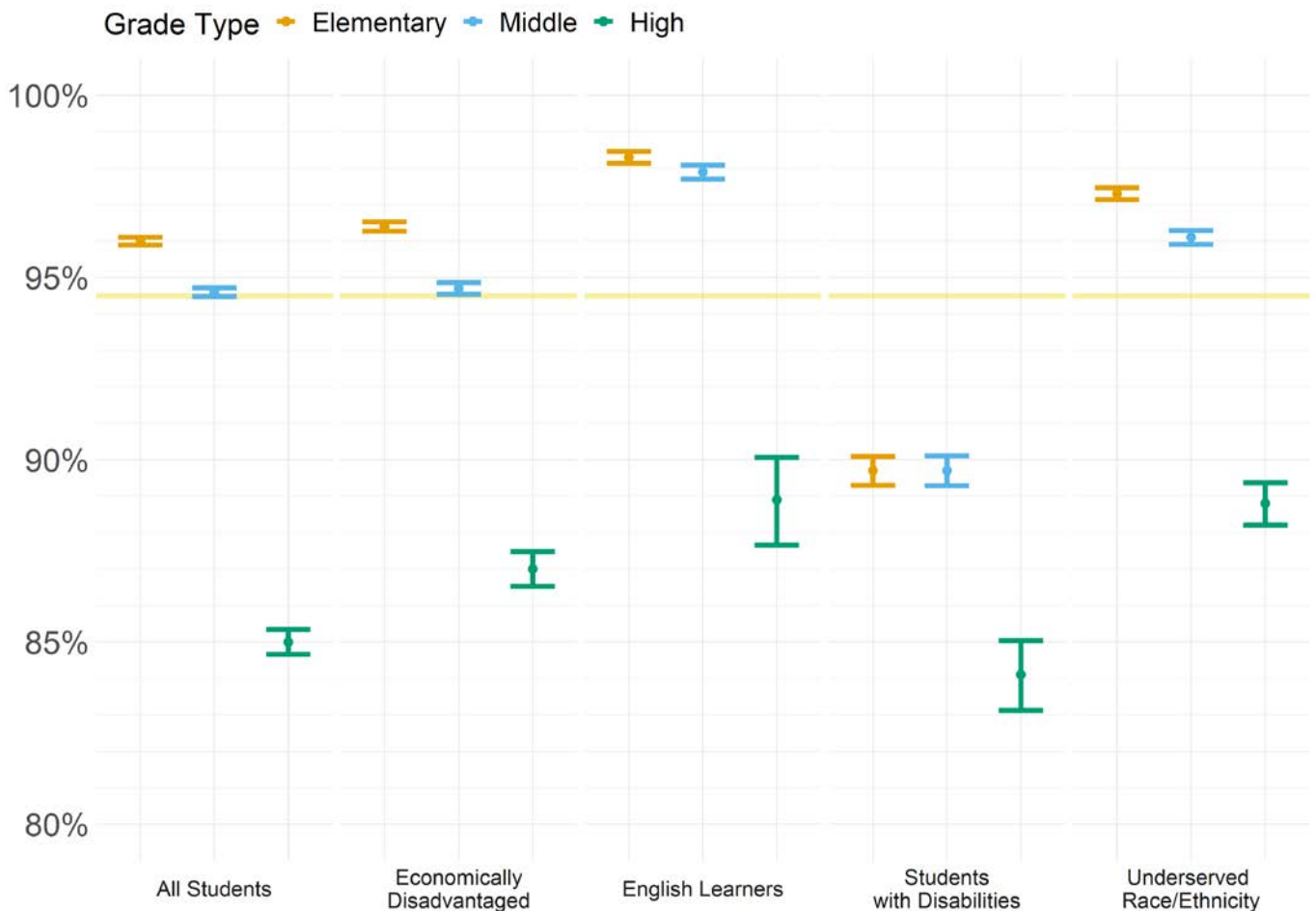
Student Group	Elementary	Middle	High
American Indian/Alaska Native	95.3% to 97.2%, n = 1,554	92.6% to 94.9%, n = 1,782	83.6% to 89.4%, n = 535
Asian	97.7% to 98.4%, n = 5,270	97.3% to 98.1%, n = 5,370	75% to 78.9%, n = 1,841
Black/African American	93.8% to 95.3%, n = 3,205	91.5% to 93.4%, n = 3,031	79.2% to 84.1%, n = 976
Hispanic/Latino	97.4% to 97.8%, n = 32,654	96.4% to 96.8%, n = 32,891	89% to 90.2%, n = 9,637
Multi-racial	95.2% to 96%, n = 9,016	93.1% to 94.1%, n = 8,697	81.4% to 84.4%, n = 2,375
Native Hawaiian/Pacific Islander	96.7% to 98.6%, n = 1,021	95.1% to 97.5%, n = 1,019	86.3% to 93.2%, n = 288
White	95.2% to 95.4%, n = 83,046	93.5% to 93.9%, n = 83,474	83.6% to 84.4%, n = 26,443

The percentages shown are the 95% confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

2018-19 Mathematics Participation Details

By Student Populations

Assessment has an annual goal of 94.5 percent. The data displayed in the graphic and table below are aggregated by Elementary, Middle, and High School grade bands. In the participation graphs, the vertical axis scale has been changed in comparison to the previous assessment achievement graphs. The purpose of this change is to provide a zoomed in view.



Student Group	Elementary	Middle	High
All Students	95.9% to 96.1%, n = 135,766	94.5% to 94.7%, n = 136,264	84.7% to 85.3%, n = 42,095
Economically Disadvantaged	96.3% to 96.5%, n = 80,859	94.5% to 94.9%, n = 74,043	86.5% to 87.5%, n = 18,996
English Learners	98.1% to 98.5%, n = 24,515	97.7% to 98.1%, n = 22,073	87.6% to 90%, n = 2,618
Students with Disabilities	89.3% to 90.1%, n = 22,668	89.3% to 90.1%, n = 20,788	83.1% to 85%, n = 5,570
Underserved Race/Ethnicity	97.1% to 97.5%, n = 38,434	95.9% to 96.3%, n = 38,723	88.2% to 89.4%, n = 11,436

The percentages shown are the 95% confidence interval for the student group's outcome, rounded to the nearest tenth; n refers to the number of students in the denominator.

Assessment Non-participation

Students who are eligible to take Oregon’s statewide summative assessments may not participate for different reasons. A student may be absent during the testing period. Parents also have the ability to refuse their child’s participation in state tests for religious or disability-related reasons. Beginning with the 2015-16 school year, House Bill 2655 (effective as of January 1, 2016) permitted parents and adult students to annually “opt out” of Oregon’s statewide summative tests in English Language Arts and Mathematics. The following tables show non-participation rates for different types and assessments from the 2014-2015 school year through the 2018-2019 school year.

English Language Arts - Non-participation Rates for Eligible Students 2014-15 to 2018-19

Non-Participant Type	2014-15	2015-16	2016-17	2017-18	2018-19	Number of non-participants in 2018-19
Absent	0.0	0.1	0.0	0.0	0.1	201
Parent Refused Child Participation	1.4	0.0	0.0	0.0	0.0	9
Opt Out	0.0	2.8	3.5	2.8	3.0	9,367
Non-Participant Reason Unknown	2.6	1.6	1.9	3.3	2.3	7,312
Any of the above	4.1	4.5	5.4	6.1	5.4	16,889

In 2018-19, the total number of students eligible to take the English Language Arts assessment was 314,232.

Mathematics - Non-participation Rates for Eligible Students 2014-15 to 2018-19

Non-Participant Type	2014-15	2015-16	2016-17	2017-18	2018-19	Number of non-participants in 2018-19
Absent	0.0	0.1	0.0	0.1	0.1	303
Parent Refused Child Participation	1.5	0.0	0.0	0.0	0.0	7
Opt Out	0.0	3.3	3.6	3.3	3.3	10,409
Non-Participant Reason Unknown	2.9	1.9	2.7	3.5	2.7	8,525
Any of the above	4.5	5.2	6.3	6.9	6.1	19,244

In 2018-19, the total number of students eligible to take the Mathematics assessment was 314,174.

In 2018-19, 3.0 percent of students opted out of Oregon’s statewide summative English Language Arts assessment. This represented an increase of two tenths of a percent from the 2017-18 school year. On the other hand, the percentage of students who opted out of Oregon’s statewide summative Mathematics assessment remained relatively static at 3.3 percent. The percent of non-participants for unknown reasons decreased to 2.3 percent of students in English Language Arts and 2.7 percent in Mathematics in the 2018-19 school year. For more information about student assessment and the option to opt-out of statewide summative assessments visit the [student assessment page](#).

STUDENT SUCCESS

Indicators of Achievement

The Statewide Report Card provides statewide results of academic achievement along with other indicators of student success. Oregon measures student performance and progress in several ways: through statewide assessments at grades 3, 4, 5, 6, 7, 8 and 11; through national and international achievement tests such as the National Assessment of Educational Progress (NAEP) and the Trends in International and Science Study (TIMSS). Graduation and dropout rates, as well as school and district report cards, provide useful measures of student performance and progress.

Statewide Tests Measure Standards

Oregon tests students statewide in English language arts and mathematics in grades 3, 4, 5, 6, 7, 8 and 11 and in science at grades 5, 8, and 11. Statewide tests are “criterion-referenced,” meaning student performance is evaluated against predetermined standards.

Oregon Department of Education (ODE) completed a successful operational science assessment in the spring of 2019 and the initial standard setting process in August 2019; however, we need to address limitations we encountered in our recruiting efforts for that standard setting. We are engaging in additional community partner engagement with several race/ethnicity affinity groups to ensure that we are hearing from educators who represent our historically underrepresented populations in a manner that respects their perspectives. ODE is committed to ensuring that a substantial community engagement process occurs before our summative science scores are made public.

For ELA & Mathematics and Oregon Extended, levels 3 and 4 are considered proficient for purposes of state and federal accountability.

Scores Required to Meet Achievement Levels on Statewide Assessments (cut scores) for 2018-2019

English Language Arts	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Level 2	2367	2416	2442	2457	2479	2487	2493
Level 3	2432	2473	2502	2531	2552	2567	2583
Level 4	2490	2533	2582	2618	2649	2668	2682

Mathematics	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Level 2	2381	2411	2455	2473	2484	2504	2543
Level 3	2436	2485	2528	2552	2567	2586	2628
Level 4	2501	2549	2579	2610	2635	2653	2718

Oregon Extended (Alternate)

English Language Arts	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Level 2	192	200	202	205	208	213	899
Level 3	213	213	220	220	222	224	920
Level 4	228	228	232	233	236	236	927

Mathematics	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Level 2	192	193	193	204	207	208	901
Level 3	201	206	206	208	209	212	907
Level 4	218	219	220	222	223	226	922

Science	Grade 5	Grade 8	High School
Level 2	506	810	901
Level 3	517	820	914
Level 4	530	831	929

Data from [Achievement/Performance Standards](#).

Find information about Oregon [academic standards](#) online.

Find [test score data](#) online. Find cut scores required to meet [Essential Skills graduation requirements](#) online.

Student Performance in 2018-19
Percent of Students at Level 3 or 4 / Meets or Exceeds

Grade 3

	English Language Arts (ELA)	Mathematics	Science
All Students	46.5%	46.4%	N/A
Economically Disadvantaged	33.6%	33.8%	N/A
English Learners*	7.9%	14.0%	N/A
Students with Disabilities	21.7%	22.6%	N/A
American Indian/Alaska Native	29.9%	31.4%	N/A
Asian (not of Hispanic origin)	63.8%	70.2%	N/A
Black (not of Hispanic origin)	26.3%	22.7%	N/A
Hispanic origin	28.1%	29.8%	N/A
Multi-racial	50.7%	49.7%	N/A
Native Hawaiian/Pacific Islander	26.6%	24.4%	N/A
White (not of Hispanic origin)	53.3%	52.3%	N/A
Extended Assessment**	38.2%	40.6%	N/A
Indian Education	33.7%	34.0%	N/A
Migrant Education	18.0%	24.2%	N/A
Homeless	23.8%	21.2%	N/A
Military-connected	47.7%	49.6%	N/A

Grade 4

	English Language Arts (ELA)	Mathematics	Science
All Students	49.2%	43.2%	N/A
Economically Disadvantaged	36.7%	30.9%	N/A
English Learners*	8.0%	8.7%	N/A
Students with Disabilities	20.5%	18.2%	N/A
American Indian/Alaska Native	33.7%	27.0%	N/A
Asian (not of Hispanic origin)	67.1%	67.3%	N/A
Black (not of Hispanic origin)	27.8%	19.2%	N/A
Hispanic origin	31.3%	25.9%	N/A
Multi-racial	52.8%	45.8%	N/A
Native Hawaiian/Pacific Islander	27.9%	23.0%	N/A
White (not of Hispanic origin)	56.2%	49.8%	N/A
Extended Assessment**	45.0%	28.5%	N/A
Indian Education	35.9%	28.1%	N/A
Migrant Education	22.2%	20.9%	N/A
Homeless	28.0%	22.6%	N/A
Military-connected	56.8%	51.3%	N/A

Student Performance in 2018-19
Percent of Students at Level 3 or 4

Grade 5

	English Language Arts (ELA)	Mathematics	Science
All Students	54.0%	37.8%	N/A
Economically Disadvantaged	42.0%	25.8%	N/A
English Learners*	6.2%	< 5.0%	N/A
Students with Disabilities	20.7%	13.2%	N/A
American Indian/Alaska Native	31.6%	19.6%	N/A
Asian (not of Hispanic origin)	73.1%	64.7%	N/A
Black (not of Hispanic origin)	32.8%	15.5%	N/A
Hispanic origin	36.2%	21.8%	N/A
Multi-racial	58.6%	41.3%	N/A
Native Hawaiian/Pacific Islander	30.7%	15.8%	N/A
White (not of Hispanic origin)	61.1%	43.7%	N/A
Extended Assessment**	41.9%	41.2%	N/A
Indian Education	36.6%	24.4%	N/A
Migrant Education	28.0%	17.3%	N/A
Homeless	32.0%	16.2%	N/A
Military-connected	58.1%	45.5%	N/A

Grade 6

	English Language Arts (ELA)	Mathematics	Science
All Students	51.5%	37.1%	N/A
Economically Disadvantaged	38.8%	24.3%	N/A
English Learners*	5.2%	< 5.0%	N/A
Students with Disabilities	15.4%	9.9%	N/A
American Indian/Alaska Native	32.1%	19.0%	N/A
Asian (not of Hispanic origin)	72.4%	65.8%	N/A
Black (not of Hispanic origin)	27.8%	13.7%	N/A
Hispanic origin	35.5%	21.4%	N/A
Multi-racial	53.9%	38.7%	N/A
Native Hawaiian/Pacific Islander	40.6%	23.0%	N/A
White (not of Hispanic origin)	57.7%	42.8%	N/A
Extended Assessment**	42.8%	41.2%	N/A
Indian Education	35.1%	21.1%	N/A
Migrant Education	27.9%	16.6%	N/A
Homeless	27.6%	15.0%	N/A
Military-connected	52.7%	41.2%	N/A

Student Performance in 2018-19
Percent of Students at Level 3 or 4

Grade 7

	English Language Arts (ELA)	Mathematics	Science
All Students	54.9%	40.1%	N/A
Economically Disadvantaged	41.8%	26.2%	N/A
English Learners*	5.2%	< 5.0%	N/A
Students with Disabilities	16.0%	9.7%	N/A
American Indian/Alaska Native	36.4%	21.5%	N/A
Asian (not of Hispanic origin)	74.0%	68.7%	N/A
Black (not of Hispanic origin)	32.4%	18.1%	N/A
Hispanic origin	39.3%	24.0%	N/A
Multi-racial	58.7%	43.9%	N/A
Native Hawaiian/Pacific Islander	39.6%	21.9%	N/A
White (not of Hispanic origin)	60.9%	45.7%	N/A
Extended Assessment**	41.3%	36.5%	N/A
Indian Education	40.0%	24.7%	N/A
Migrant Education	31.6%	18.2%	N/A
Homeless	30.9%	16.8%	N/A
Military-connected	59.8%	44.0%	N/A

Grade 8

	English Language Arts (ELA)	Mathematics	Science
All Students	53.2%	38.3%	N/A
Economically Disadvantaged	40.3%	24.6%	N/A
English Learners*	< 5.0%	< 5.0%	N/A
Students with Disabilities	13.7%	7.9%	N/A
Asian (not of Hispanic origin)	74.2%	68.3%	N/A
Black (not of Hispanic origin)	31.0%	31.0%	N/A
Hispanic origin	37.9%	37.9%	N/A
Multi-racial	57.5%	57.7%	N/A
Native Hawaiian/Pacific Islander	35.8%	35.8%	N/A
American Indian/Alaska Native	33.0%	19.3%	N/A
White (not of Hispanic origin)	58.8%	43.5%	N/A
Extended Assessment**	35.5%	35.4%	N/A
Indian Education	34.6%	24.5%	N/A
Migrant Education	32.5%	18.1%	N/A
Homeless	28.1%	15.1%	N/A
Military-connected	59.1%	43.8%	N/A

Student Performance in 2018-19
Percent of Students at Level 3 or 4

High School

Percent of Students at Level 3 or 4

	English Language Arts (ELA)	Mathematics	Science
All Students	66.5%	32.1%	N/A
Economically Disadvantaged	55.6%	20.4%	N/A
English Learners*	7.5%	< 5.0%	N/A
Students with Disabilities	21.9%	< 5.0%	N/A
American Indian/Alaska Native	55.3%	21.3%	N/A
Asian (not of Hispanic origin)	77.1%	55.8%	N/A
Black (not of Hispanic origin)	42.6%	11.9%	N/A
Hispanic origin	54.7%	19.3%	N/A
Multi-racial	69.4%	35.5%	N/A
Native Hawaiian/Pacific Islander	56.3%	17.6%	N/A
White (not of Hispanic origin)	71.3%	36.3%	N/A
Extended Assessment**	50.3%	43.0%	N/A
Indian Education	56.4%	20.1%	N/A
Migrant Education	45.5%	15.8%	N/A
Homeless	41.8%	11.2%	N/A
Military-connected	68.1%	35.8%	N/A

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

* English Learners is the term for students identified as having a language other than English. This group only includes students eligible for or participating in an English Learner program in the current school year.

** Extended assessments are alternatives to grade-level assessments for students with significant cognitive impairments. They are scored on an alternate scale.

NATIONAL COMPARISON OF STUDENT ACHIEVEMENT

The National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), also known as "[The Nation's Report Card](#)," has conducted national assessments since 1969 in many content areas, including social studies and the arts. Since 1990, NAEP has produced reports on student achievement at the state as well as the national level in mathematics, reading, science and writing. The [National Center for Education Statistics](#) within the U.S. Department of Education is responsible for carrying out NAEP. The independent, non-partisan [National Assessment Governing Board](#) oversees and sets policy for NAEP.

Differences between NAEP and Oregon State Assessments

Unlike Oregon state assessments, NAEP does **not** provide individual scores for students, schools or districts in Oregon for several reasons:

- NAEP is a survey assessment, so results are based on samples of students representative of the state or nation;
- Each student takes a small part of the overall assessment, so only when the scores are aggregated for groups of students are the data considered valid and reliable estimates of what students know and can do in the content area;
- Federal law requires that NAEP data remain confidential, so no personally identifiable information about students is linked to the NAEP assessment data.

There are other important differences between NAEP and Oregon state assessments. NAEP produces state results only for 4th and 8th graders, while Oregon state assessments report results for students in elementary, middle and high school grade levels. The content tested in a NAEP assessment is determined by a national panel of experts convened by the National Assessment Governing Board. Oregon state assessments test the knowledge and skills laid out in the content standards adopted by the Oregon State Board of Education.

NAEP Assessment Schedule

This report includes results from the 2018-2019 NAEP state mathematics and reading assessments. Results from the 2014-2015 NAEP state science assessment are available in the [2017-2018 Statewide Report Card](#). For 2019-2020, NAEP will conduct national long-term trend assessments in mathematics and reading.

National Assessment of Educational Progress: Reading, Grade 4, 2019

NAEP reports achievement levels and average scale scores. Average scale scores for reading are expressed on a 0-500 scale. NAEP has three achievement levels: NAEP Basic, NAEP Proficient and NAEP Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

NAEP Achievement Levels:

NAEP Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for performance at the NAEP Proficient level
NAEP Proficient	Solid academic performance for each NAEP assessment. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter
NAEP Advanced	Superior performance beyond NAEP Proficient

2019 NAEP Grade 4 Reading Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below Basic %	Participating %
All Students	Oregon	9	25	30	36	99
	United States	9	26	31	35	98*
Economically Disadvantaged	Oregon	4	19	31	46	~
	United States	3	18	31	48	~
English Learners	Oregon	#	2	14	84	97
	United States	1	8*	25*	65*	94*
Students with Disabilities	Oregon	3	10	16	71	94
	United States	2	8	16	74	88*
Female	Oregon	10	26	30	33	99
	United States	10	27	31	31	98*
Male	Oregon	8	23	30	39	99
	United States	7	24	30	38	97*
American Indian/Alaska Native (not of Hispanic origin)	Oregon	4	15	25	55	97
	United States	3	17	30	50	97
Asian (not of Hispanic origin)	Oregon	16	30	24	30	~
	United States	22	35	25	18	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	15	30	53	97
Hispanic origin	Oregon	3	14	30	52	99
	United States	4	19*	31	46*	97*
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	4	20	31	45	~
Two or more races (not of Hispanic origin)	Oregon	13	34	27	26	99
	United States	11	29	32	28	98
White (not of Hispanic origin)	Oregon	11	28	31	31	99
	United States	12	32*	31	24*	99*

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

National Assessment of Educational Progress: Reading, Grade 8, 2019

2019 NAEP Grade 8 Reading Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below Basic %	Participating %
All Students	Oregon	5	29	39	27	99
	United States	4	29	39	28	98*
Economically Disadvantaged	Oregon	2	22	41	36	~
	United States	1	18	40	40*	~
English Learners	Oregon	#	1	14	85	94
	United States	#	3	24*	73*	92
Students with Disabilities	Oregon	#	5	27	68	93
	United States	#	6	25	69	89*
Female	Oregon	6	33	37	24	99
	United States	5	33	39	23	99*
Male	Oregon	3	26	40	31	98
	United States	3	25	39	34	98*
American Indian/Alaska Native (not of Hispanic origin)	Oregon	1	30	37	33	99
	United States	1	19	41	40	98
Asian (not of Hispanic origin)	Oregon	12	41	32	14	~
	United States	13	43	30	13	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	14	39	47	98
Hispanic origin	Oregon	2	19	40	40	98
	United States	1	20	40	38	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	23	38	38	~
Two or more races (not of Hispanic origin)	Oregon	8	34	38	20	99
	United States	5	31	40	24	99
White (not of Hispanic origin)	Oregon	5	34	39	22	99
	United States	5	36	39	19	98*

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

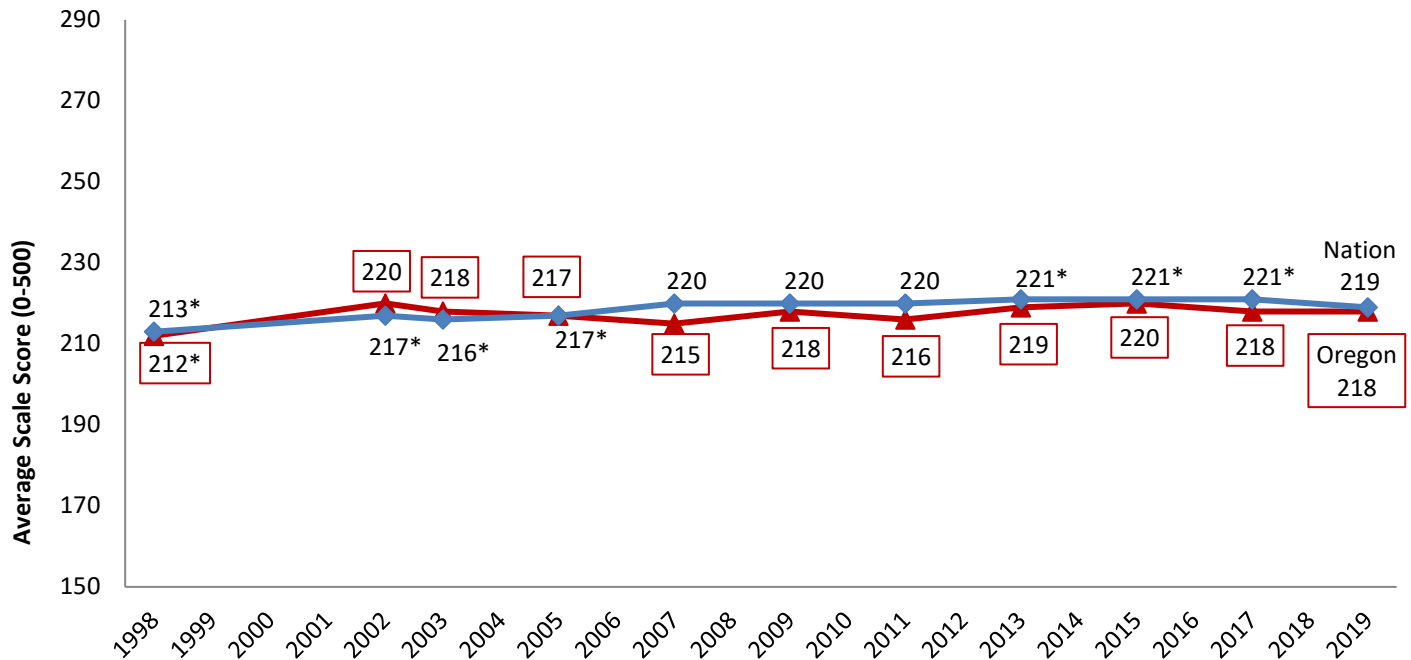
Achievement level results from the 2019 NAEP reading assessment revealed very similar outcomes for most groups of Oregon 4th graders compared to 4th graders in the nation's public schools. However, larger percentages of Oregon English Learners, Hispanic students and White students performed at the "Below Basic" level and smaller percentages performed at the "NAEP Proficient" level than their peers nationally. Also, a smaller percentage of Oregon English Learners scored at the "NAEP Basic" level than English Learners in the nation's public schools.

In 8th grade, most Oregon student groups had outcomes very similar to 8th graders in the nation's public schools. However, a smaller percentage of Oregon Economically Disadvantaged students performed at the "Below Basic" level than their peers nationally. A larger percentage of Oregon English Learners performed at the "Below Basic" level and a smaller percentage scored at the "NAEP Basic" level in comparison with their peers in the nation's public schools.

National Assessment of Educational Progress: Reading

Grade 4 Average Scale Scores 1998 - 2019: Oregon and the Nation

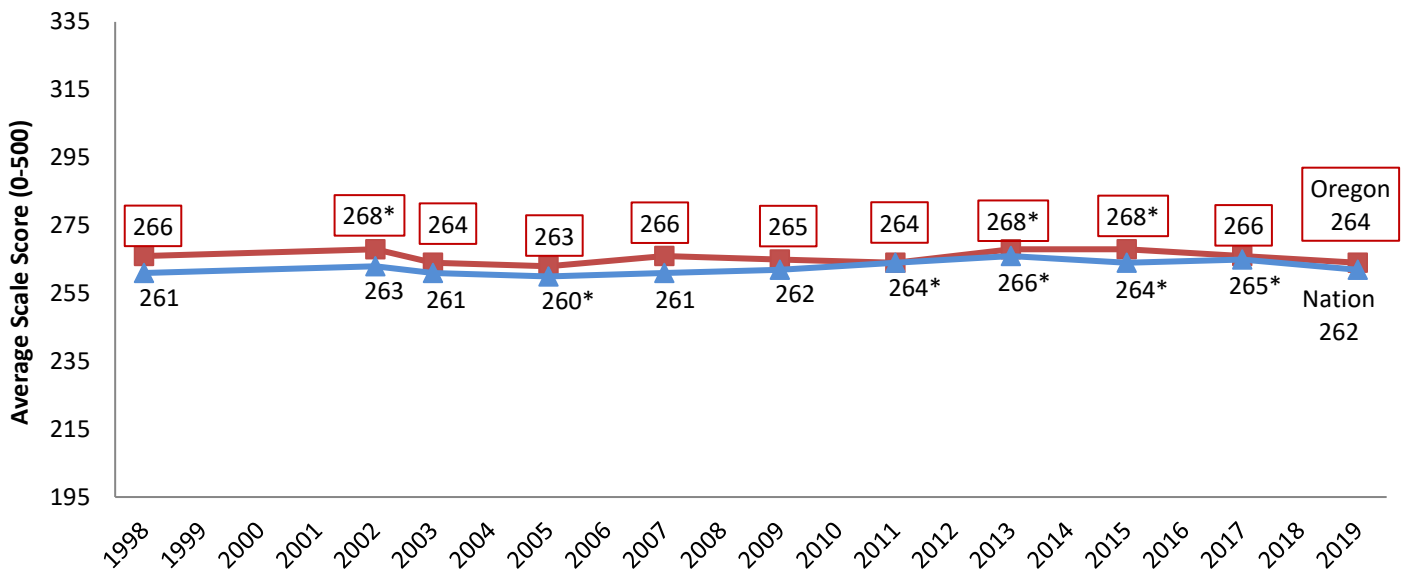
In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2019, Oregon's 4th graders scored 218, which was statistically the same as 4th graders in the nation's public schools (219).



* Value is significantly different from the value for the same jurisdiction in 2019. Values for Oregon are indicated with a box around the label.

Grade 8 Average Scale Scores 1998 - 2019: Oregon and the Nation

In 1998, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2019, Oregon's 8th graders scored 264, which was statistically the same as 8th graders in the nation's public schools (262).



* Value is significantly different from the value for the same jurisdiction in 2019. Values for Oregon are indicated with a box around the label.

National Assessment of Educational Progress: Mathematics, Grade 4, 2019

NAEP reports achievement levels and average scale scores. Average scale scores for math are expressed on a 0-500 scale. NAEP has three achievement levels: NAEP Basic, NAEP Proficient and NAEP Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

NAEP Achievement Levels:

NAEP Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for performance at the NAEP Proficient level
NAEP Proficient	Solid academic performance for each NAEP assessment. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter
NAEP Advanced	Superior performance beyond NAEP Proficient

2019 NAEP Grade 4 Math Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below Basic %	Participating %
All Students	Oregon	9	29	38	25	99
	United States	9	32*	40	20*	98*
Economically Disadvantaged	Oregon	4	22	41	33	~
	United States	3	23	45*	29*	~
English Learners	Oregon	#	4	27	68	96
	United States	1	15*	43*	41*	95
Students with Disabilities	Oregon	3	13	28	56	93
	United States	2	12	31	55	89*
Female	Oregon	6	28	40	26	99
	United States	7	31	42	20*	99
Male	Oregon	11	29	36	24	99
	United States	10	33	38	20*	97*
American Indian/Alaska Native (not of Hispanic origin)	Oregon	1	19	34	46	100
	United States	4	22	43	32	99*
Asian (not of Hispanic origin)	Oregon	26	36	28	11	~
	United States	29	41	23	7	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	18	45	35	98
Hispanic origin	Oregon	3	16	38	42	97
	United States	3	24*	45*	27*	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	5	24	40	30	~
Two or more races (not of Hispanic origin)	Oregon	4	22	45	28	100
	United States	10*	34*	40	17*	99*
White (not of Hispanic origin)	Oregon	11	34	38	17	99
	United States	12	40*	36	12*	99

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

National Assessment of Educational Progress: Mathematics, Grade 8, 2019

2019 NAEP Grade 8 Math Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below Basic %	Participating %
All Students	Oregon	10	22	36	33	99
	United States	10	23	35	32	98
Economically Disadvantaged	Oregon	4	16	36	44	~
	United States	3	15	36	46	~
English Learners	Oregon	#	1	10	89	93
	United States	1	4	22*	73*	93
Students with Disabilities	Oregon	1	4	21	74	91
	United States	1	5	20	74	91
Female	Oregon	9	22	36	32	99
	United States	9	24	36	31	99
Male	Oregon	10	21	35	34	98
	United States	10	23	34	33	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	4	9	47	40	96
	United States	3	13	37	48	99
Asian (not of Hispanic origin)	Oregon	32	25	26	17	~
	United States	33	31	24	12	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	11	33	54	98
Hispanic origin	Oregon	3	11	31	55	98
	United States	3	16*	37*	43*	98
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	4	15	34	47	~
Two or more races (not of Hispanic origin)	Oregon	15	25	35	24	98
	United States	11	25	36	28	99
White (not of Hispanic origin)	Oregon	11	27	38	25	99
	United States	13	30*	36	21*	99

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

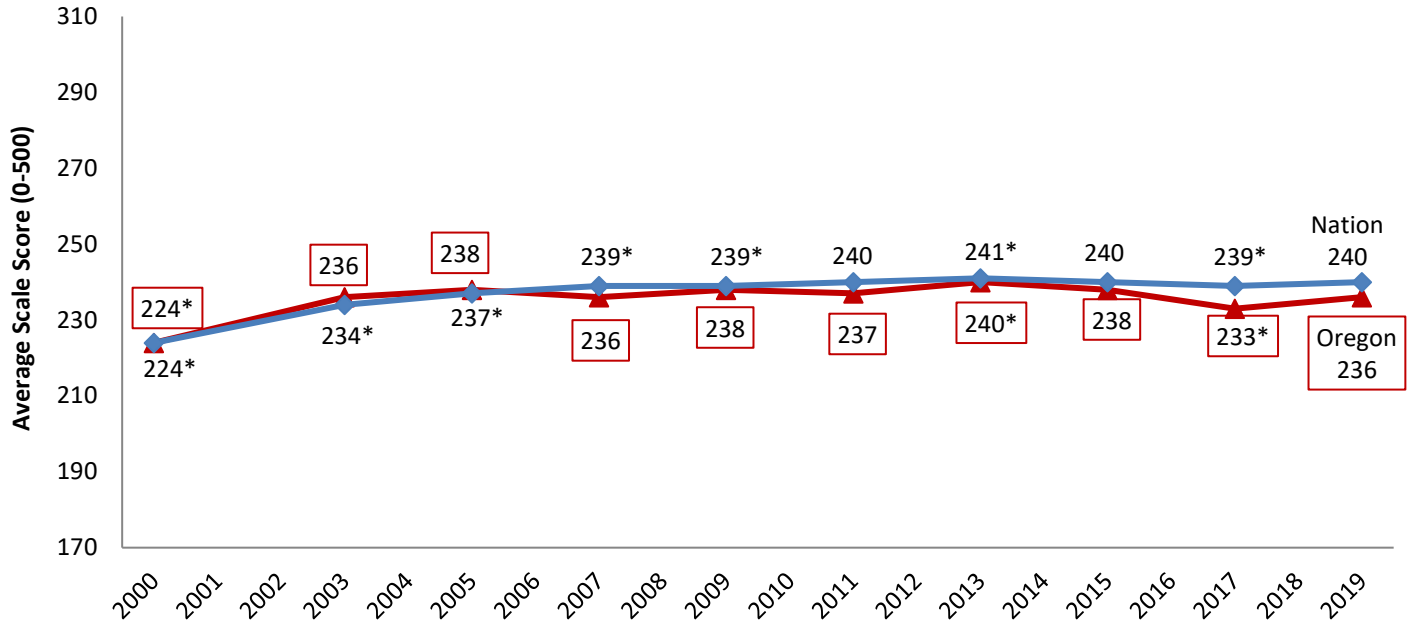
Achievement level results from the 2019 NAEP mathematics assessment show that larger percentages of all Oregon 4th graders, Economically Disadvantaged students, English Learners, Female students, Male students, Hispanic students, students of two or more races, and White students performed at the "Below Basic" level than their peers in the nation's public schools. Smaller percentages of Oregon Economically Disadvantaged students, English Learners and Hispanic students scored at the "NAEP Basic" level than their peers nationally. Smaller percentages of all Oregon 4th graders, English Learners, Hispanic students, students of two or more races, and White students performed at the "NAEP Proficient" level, and a smaller percentage of Oregon students of two or more races scored at the "NAEP Advanced" level, than their peers in the nation's public schools.

In 8th grade, larger percentages of Oregon English Learners, Hispanic students, and White students performed at the "Below Basic" level than their peers in the nation's public schools. Smaller percentages of Oregon English Learners and Hispanic students scored at the "NAEP Basic" level, and smaller percentages of Oregon Hispanic students and White students performed at the "NAEP Proficient" level, than their peers nationally.

National Assessment of Educational Progress: Mathematics

Grade 4 Average Scale Scores 2000 - 2019: Oregon and the Nation

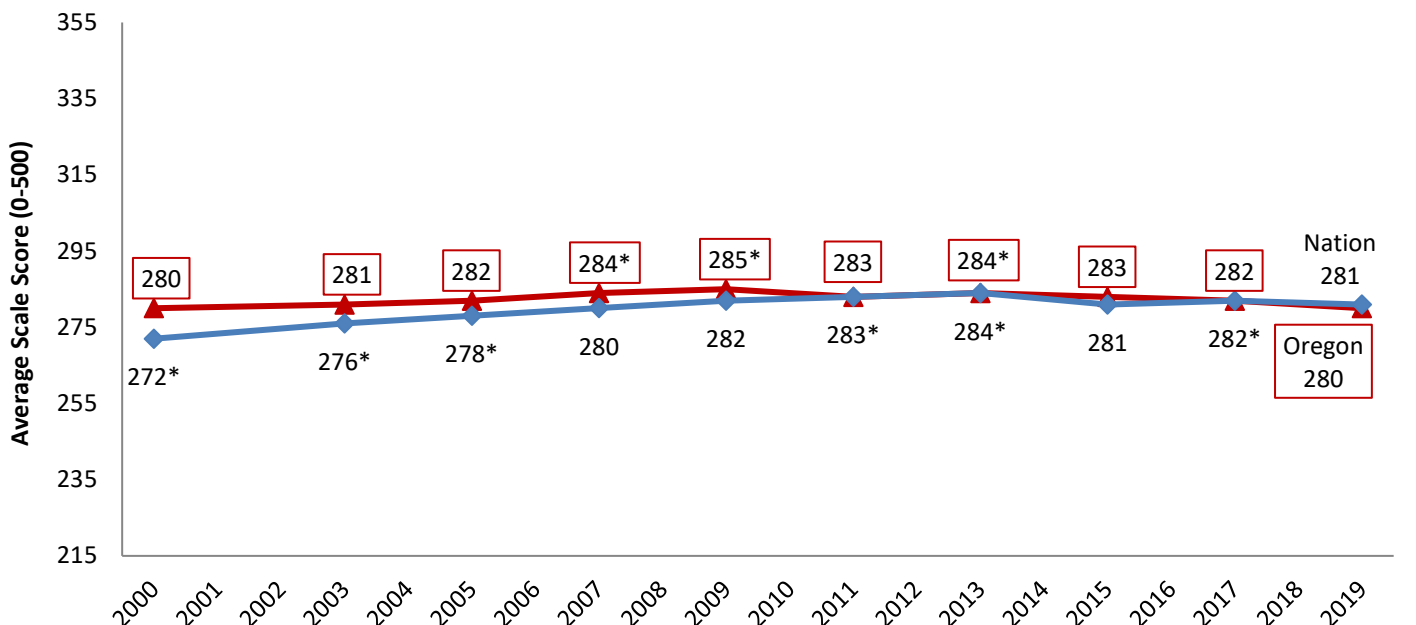
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2019, Oregon's 4th graders scored 236, which was statistically lower than 4th graders in the nation's public schools (240).



* Value is significantly different from the value for the same jurisdiction in 2019. Values for Oregon are indicated with a box around the label.

Grade 8 Average Scale Scores 2000 - 2019: Oregon and the Nation

In 2000, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2019, Oregon's 8th graders scored 280, which was statistically the same as 8th graders in the nation's public schools (281).



* Value is significantly different from the value for the same jurisdiction in 2019. Values for Oregon are indicated with a box around the label.

FREE AND REDUCED PRICE LUNCH

The School Nutrition Programs – breakfast, lunch and snacks – support the physical, social, emotional and academic development of all students. All meals receive federal reimbursement. The level of reimbursement increases for meals served to students in low income families. The data of students eligible for free and reduced price meals can be used as an indicator of poverty to access additional funding for programs and services to communities and schools with economic need. A higher percentage of low income children attend regular elementary schools. Alternative and Charter schools serving teens have a higher rate of students experiencing low income than those serving elementary students. Overall, more elementary students are in families experiencing low income.

Oregon Public Schools Number and Percent of All Students Eligible

October 1, 2018 Enrollment

School Type and Level	Total Number of Students Eligible for Free and Reduced Price Lunch	Total Number of All Students 10/1/2018	Free and Reduced Price Lunch Eligible Students as a Percent of All Students
REGULAR			
Elementary	135,394	257,510	53%
Middle/Jr. High	53,227	106,972	50%
High	68,134	158,752	43%
Combined ¹	2,858	6,923	41%
ALTERNATIVE			
Elementary	327	676	48%
Middle/Jr. High	--	--	--
High	1,980	2,819	70%
Combined ¹	559	1,194	47%
CHARTER			
Elementary	3,013	7,881	38%
Middle/Jr. High	75	394	19%
High	765	1,276	60%
Combined ¹	3,378	7,117	47%
ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, CHARTER, and others noted below)			
Elementary	138,734	266,067	52%
Middle/Jr. High	53,302	107,366	50%
High	70,879	162,847	44%
Combined ¹	6,795	15,234	45%
Total	272,608	553,433	49%

Source: Oregon Department of Education

Note: Includes October 1 Membership for the schools and programs in the [2018-19 Report](#) which reported at least one student eligible for free or reduced lunch. **Students attending schools that did not report free/reduced lunch data are not included in the totals.**

¹Combined schools serve high school grades as well as grades 7 and below.

THE OREGON DIPLOMA

In June 2008, the State Board of Education adopted graduation requirements that are designed to prepare each student for success in post-secondary opportunities and careers. The intent of these requirements is to provide an equitable education for all students. To earn a diploma, students need to successfully meet credit requirements, demonstrate essential skills and complete personalized learning requirements.

In addition to the Oregon Diploma, districts must also offer the Modified Diploma. Students are eligible for a Modified diploma only if they are unable to meet the full set of academic content standards for the Oregon diploma even with reasonable modifications and accommodations. The requirements for the Modified Diploma are also included in the table below.

Credit Requirements

Subject Areas*	Credit Requirements	Modified Diploma
English/Language Arts	4	3
Mathematics	3 - Algebra I & above*	2
Science	3 - Scientific Inquiry & Lab Experiences**	2
Social Sciences	3	2
Physical Education	1	1
Health	1	1
World Language	3	1
The Arts		
Career & Technical Ed		
Electives	6	12***
Total Credits	24**	24

*Applied and integrated courses aligned to standards can meet credit requirements.

** These are the minimum graduation requirements set by the state. Individual districts may have additional requirements. Please check with your school district to confirm local graduation requirements.

***School districts and public charter schools shall be flexible in awarding the remaining 12 credits which can include professional technical education, electives, career development, demonstrated proficiency in an area, or can include credits from other regular or modified courses.

♦ Lab experiences (2 credits) can take place outside of the school in field-based experiences.

Credit For Proficiency

Students can earn credits by successfully demonstrating knowledge and skills defined by standards that meet or exceed defined levels of performance. The State Board adopted revised [OAR 581-022-2025](#) Credit Options in July of 2017 which removed barriers to credit attainment by allowing multiple ways for students to demonstrate proficiency.

Essential Skills

All students must demonstrate proficiency in the [Essential Skills](#) before earning a diploma. Students demonstrate mastery of these skills by scoring at or above a cut score on one of the approved assessment options in their district.

Personalized Learning

The following requirements personalize the diploma for each student and help prepare them for their post-high school goals.

Education Plan and Profile: Students develop an Education Plan and Profile in grades 7-12 to guide their learning and document academic achievement and progress toward their personal, career and post-high school goals.

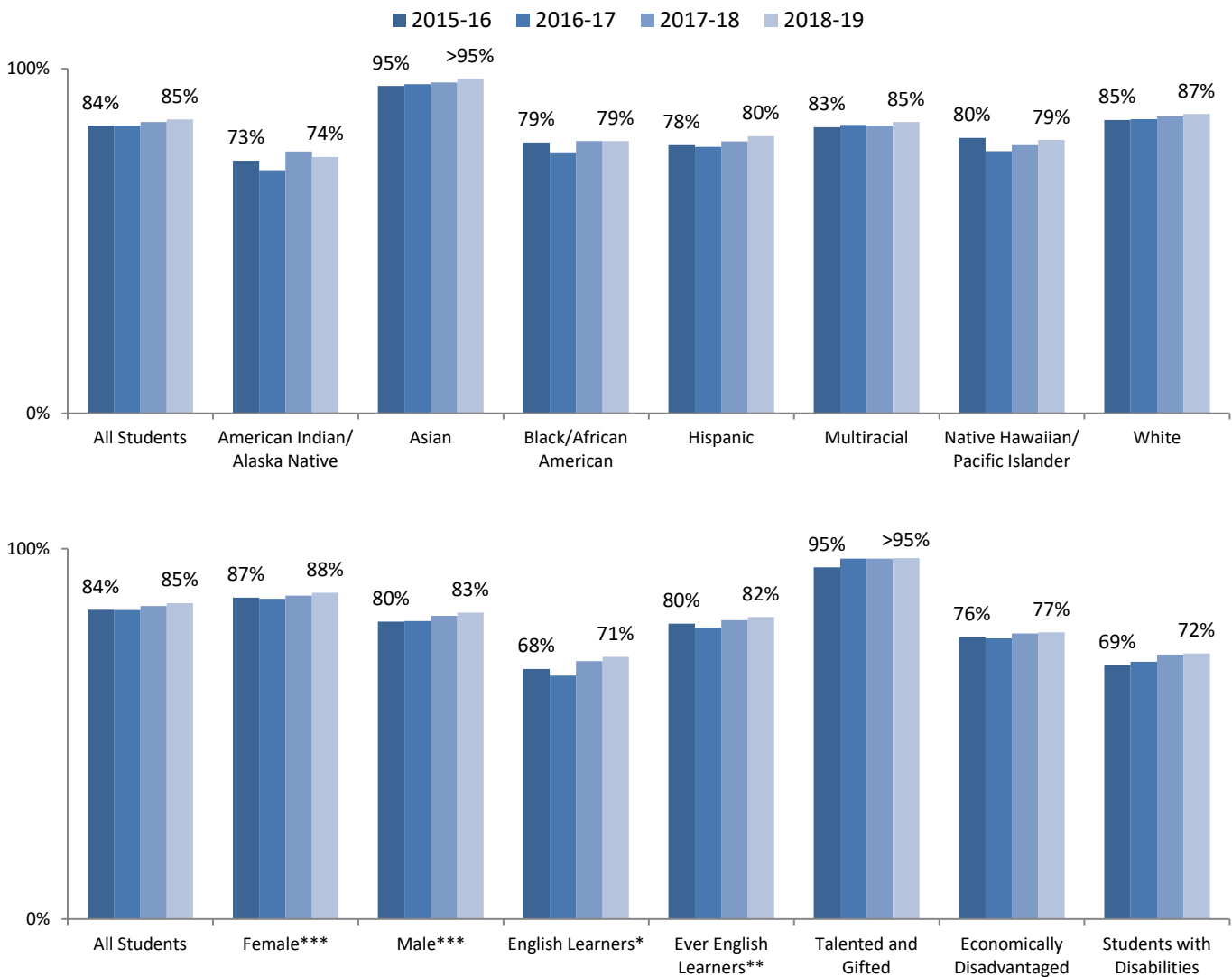
Extended Application: Students apply and extend their knowledge in new and complex situations related to their personal and career interests and post-high school goals through critical thinking, problem solving or inquiry in real-world context.

9th Grade On-Track

Students in their first year of high school, who have been enrolled in the same district for at least half of the school year, are considered on-track when they have accrued at least 25 percent of the credits required for high school graduation. This includes credits awarded for advanced work before beginning high school, credits earned during the 9th grade year, and credits earned during the summer after the 9th grade year.

Ninth Grade On-Track data are displayed at the school and district level on Oregon’s [At-A-Glance School and District Profiles](#). In 2018-19, the Ninth Grade On-Track indicator was added to ODE’s accountability system. ODE established [measures of interim progress](#) (MIP) for the indicator and a statewide long-term goal of 95 percent. Over the last four years, the percent of students on-track to graduate increased for most student groups.

Percent 9th Grade On-Track by Student Group



*English Learners is defined as students eligible for participating in a program to acquire academic English in the current school year.

**Ever English Learners is defined as students who have ever been English Learners, in the present school year or in past school years beginning in 2006-07.

***In the 2018-19 School year, ODE started collecting data on Non-Binary students. These data are not displayed in this report as there is only one year of data available.

>95 indicates that the student group percentage is greater than 95 percent but the exact percentage is not displayed to protect student confidentiality.

Essential Skills

In order to graduate, students must pass tests demonstrating their reading, writing, and math skills. This graduation requirement is known as the Essential Skills. When the Essential Skills requirement was implemented in 2008 the State Board of Education established different test options (examples below) so students would be able to provide their best evidence of what they know and can do.

Tests approved for use in meeting the Essential Skills requirement:

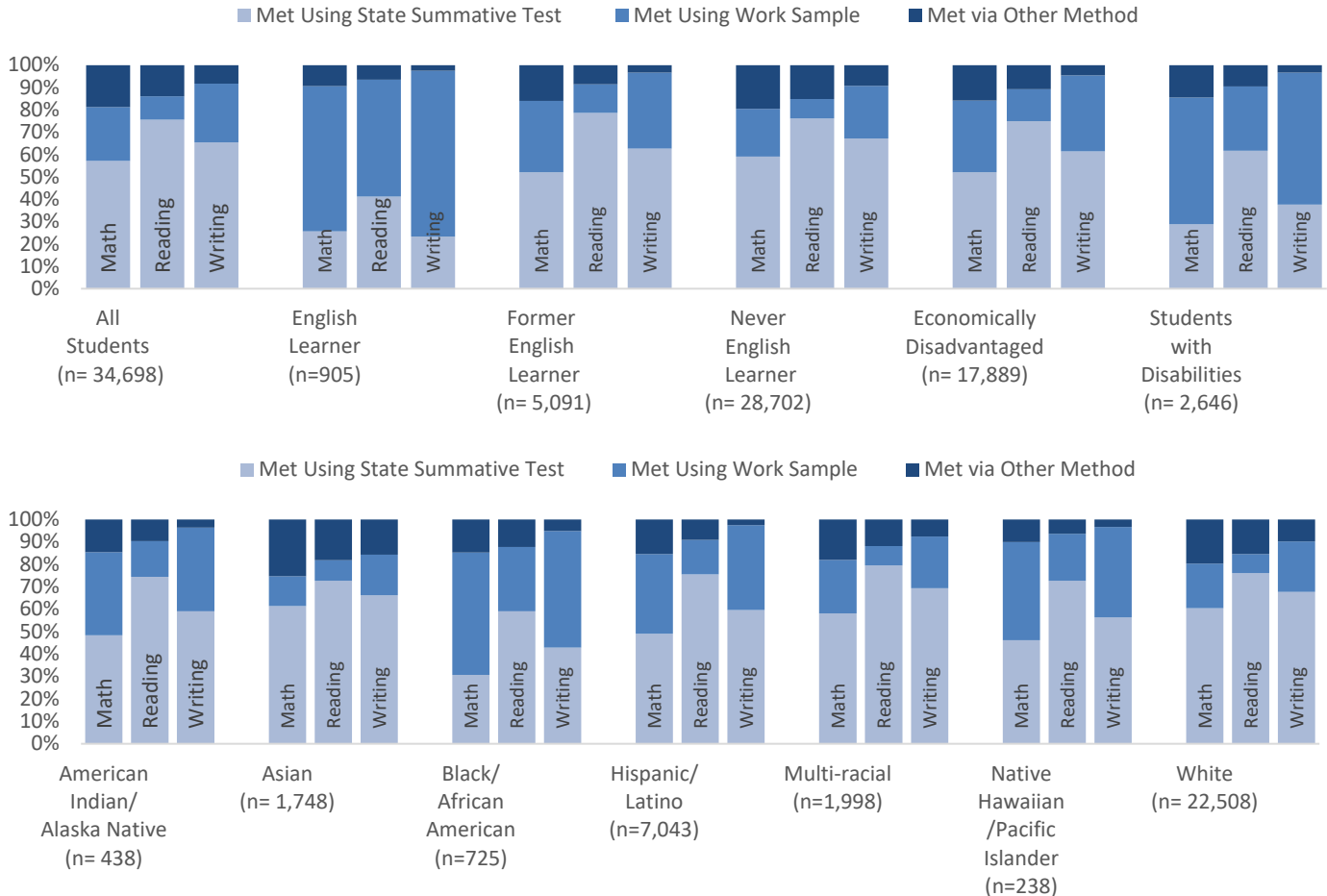
- (1) State summative test*
- (2) Local performance assessments scored against official state scoring guides (known as Work Samples)*
- (3) Other approved standardized assessments* (e.g., SAT, ACT, etc.)

* as long as the student scores at or above the required level

Each spring, grade 11 students participate in the English Language Arts and math state summative tests. For the majority of the total student population, the Essential Skills graduation requirement goes unnoticed because the student scored high enough on the state summative test that the district can use these results to show the student completed their Essential Skills requirements.

For various reasons some students may not fully demonstrate what they know and can do in reading, writing and/or math on a state summative assessment. In these cases, most students meet Essential Skills requirements through local performance assessments, known as Work Samples. Work Samples may be developed locally to provide greater relevance for students and can be administered in the classroom or school setting.

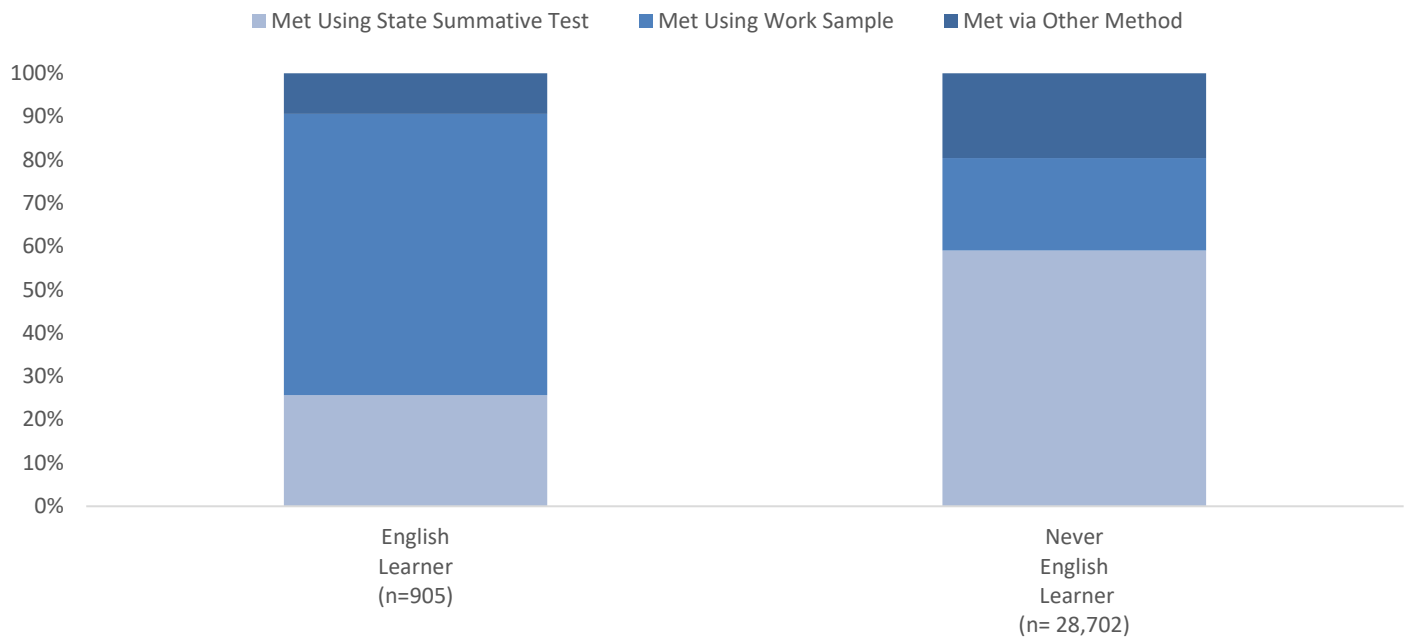
**Methods Used to Demonstrate Proficiency in the Math, Reading, and Writing Essential Skills
2014-15 Four-year Cohort Earning Regular High School Diplomas**



Educational equity means that each student receives the necessary resources, exemplified by providing students with appropriate supports during testing and instruction. Properly implemented testing supports remove barriers that are irrelevant to the knowledge or skills being measured and free students to show their true abilities. Examples of accessibility supports on a math test might include reading the math prompt aloud to students; enabling them to speak rather than write their math reasoning; providing translations of the test content into a language other than English; or providing additional time or a separate setting, free from distractions.

Accessibility supports vary by test so it is important to provide a range of testing options for the Essential Skills requirement. For example, at present, the state summative math test is available in two languages (English and Spanish), whereas districts may choose to develop and score Work Samples in any language. This serves the double purpose of acknowledging students’ linguistic diversity and assessing math skills independently of English language skills. As shown in the graph below, proportionately fewer English Learners use the state summative test to satisfy the Math Essential Skills requirement than students who are not English Learners. Work Samples can sometimes help these students more fully demonstrate their knowledge and skills by assessing them in a different way.

**Methods Used to Demonstrate Proficiency in the Math Essential Skills
2014-15 Four-year Cohort Earning Regular High School Diplomas**



Accessibility supports are a vital ingredient in supporting educational equity. For more detail about accessibility supports, see the [Oregon Accessibility Manual](#) for the state tests and Appendix B: Accessibility Support for Work Samples (within the [Essential Skills Manual](#)). Both include extensive options for supporting students in demonstrating proficiency.

Find information on [Essential Skills assessment](#) options online.

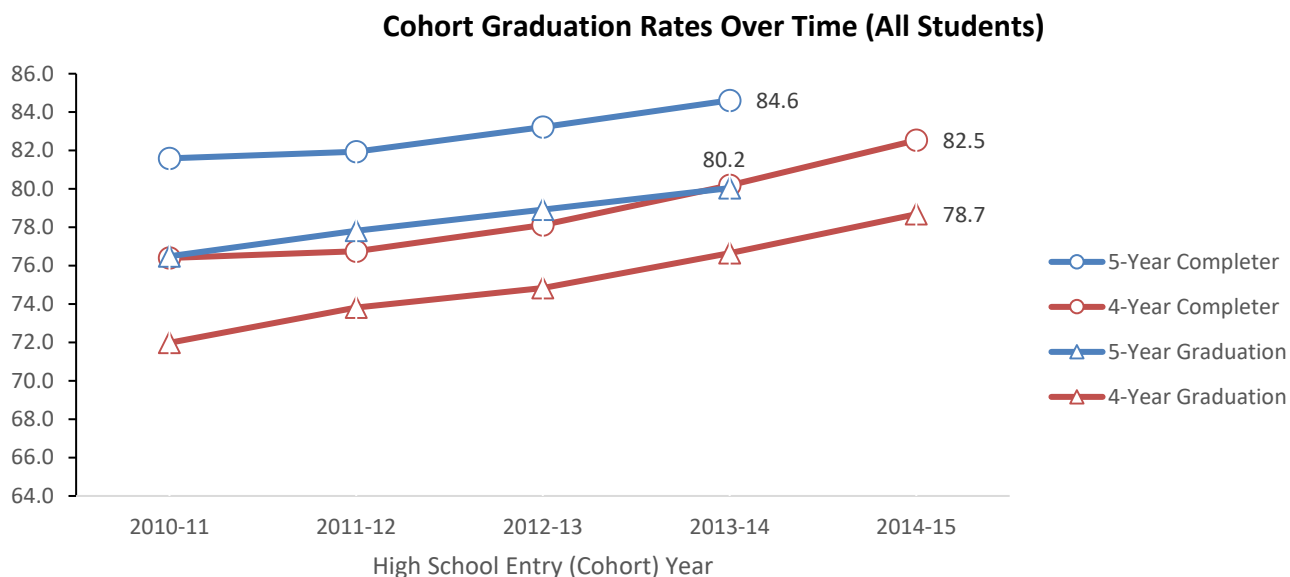
OREGON GRADUATION RATES

Summary of Cohort Graduation Rates

Cohort graduation rates begin with a group of students entering high school for the first time in a given school year. The cohort is adjusted for students who move into or out of the system, emigrate or are deceased. The graduation rate is calculated by taking the number of students in the cohort who earned a regular or modified diploma within four years and dividing that by the total number of students in the cohort.

Oregon schools increasingly offer the option to remain enrolled in high school for a fifth year in order to pursue college credit options through partnerships with community colleges and universities. [Legislation](#) that took effect in the 2016-17 school year placed limits on this practice. Beginning with the 2013-14 cohort graduation rates, students who had met all requirements for an Oregon (regular) or Modified Diploma were counted as graduates, even if the diploma was not awarded, in order to allow the student to remain enrolled for a fifth year. Because of this significant change, rates from 2013-14 and later are not comparable to rates prior to 2013-14. For four and five year rates by all student groups, and historical data, see the [Cohort Media Files](#). The files also provide district and school-level data, including counts of students with other outcomes, such as GEDs or continuing enrollment.

The chart below shows the increase in 4 and 5 year graduation and completer rates based on the students' first year in high school. The rate of 78.7 in this chart shows that 78.7 percent of students who began their high school career in the 2014-15 school year graduated within four years (by the end of the 2017-18 school year).



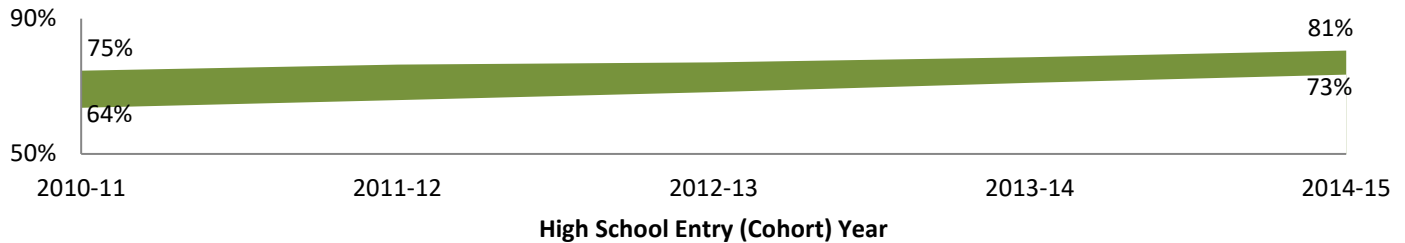
¹See [Expanded Options Program](#) page for information about Oregon's Expanded Options program, one of the programs students exercising this option may be participating in.

Opportunity Gaps

In cohort graduation rates, the gap between students of historically underserved races/ethnicities (Black/African American, Hispanic, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander) and other students (White, Asian, and Multiracial) has continued to decrease (by 3.8% in five years).

Four-year Cohort Graduation Rate

Underserved Race/Ethnicity



Graduation rate gaps for students who are economically disadvantaged are also decreasing (by 2.6% in five years), but this gap still remains wide with rates about 15 points lower than the rates for students who were not economically disadvantaged in high school.

Four-year Cohort Graduation Rate

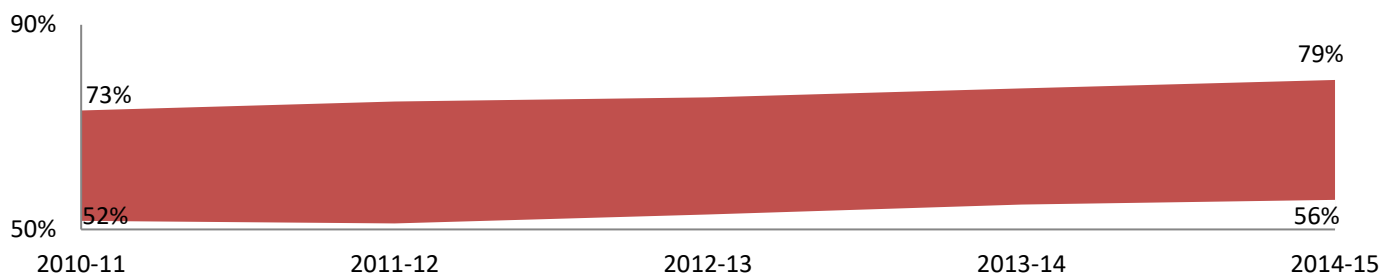
Economically Disadvantaged



Some graduation rate gaps have widened. Rates for students who are not yet proficient in English by the time they enroll in high school are almost 23 percentage points below rates for students who were never enrolled in English Learner programs, and this gap has increased by 1.8 percent over the last five years. However, a new student group was calculated for the 2017-18 graduation rates that show students who became proficient in English before they entered high school (Former English Learners) graduated at a rate 3 points higher (82.5%) than those students who were never an English Learner (79.2%).

Four-year Cohort Graduation Rate

English Learners

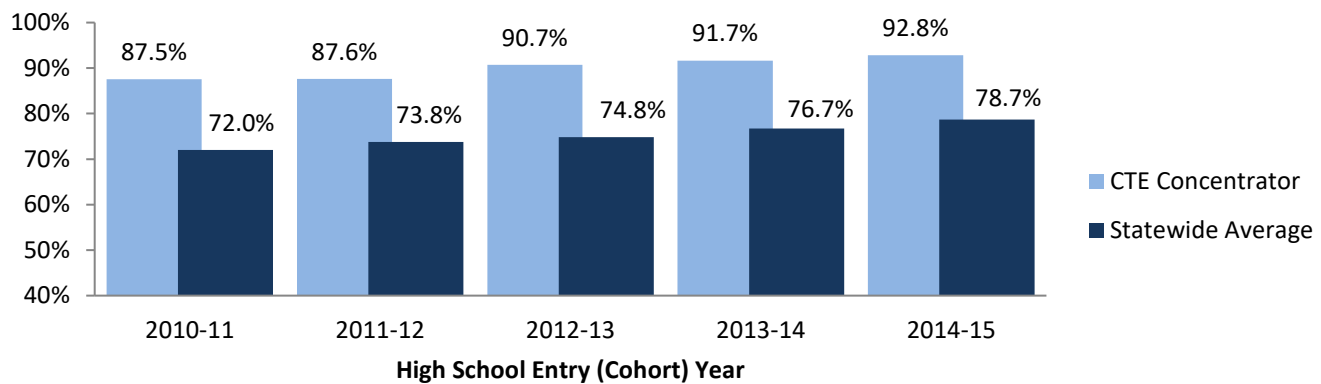


Oregon Career and Technical Education (CTE) Information: 2018 Graduation Results

The Oregon Department of Education (ODE) collects data from Oregon schools and community colleges on the enrollment and performance of students who complete courses in [state-approved Career and Technical Education \(CTE\) Programs of Study](#). CTE means content, programs and instructional strategies based on business and industry workplace skills and technical skill sets and needs. Instruction incorporates standards-based academic content, technical skills and workplace behaviors necessary for success in careers of the 21st century. The CTE instruction reflected in Oregon’s published results happens exclusively in the context of ODE approved Programs of Study and State Recognized Programs. CTE Programs of Study are designed by secondary and postsecondary partners to be a series of complete, yet non-duplicative career focused courses.

Descriptive analysis of this data reveals consistently higher graduation rates among CTE concentrators¹ relative to all students statewide.² Among students beginning secondary school in 2014-2015, CTE concentrators were 14 percentage points more likely to graduate high school in four years than students statewide.

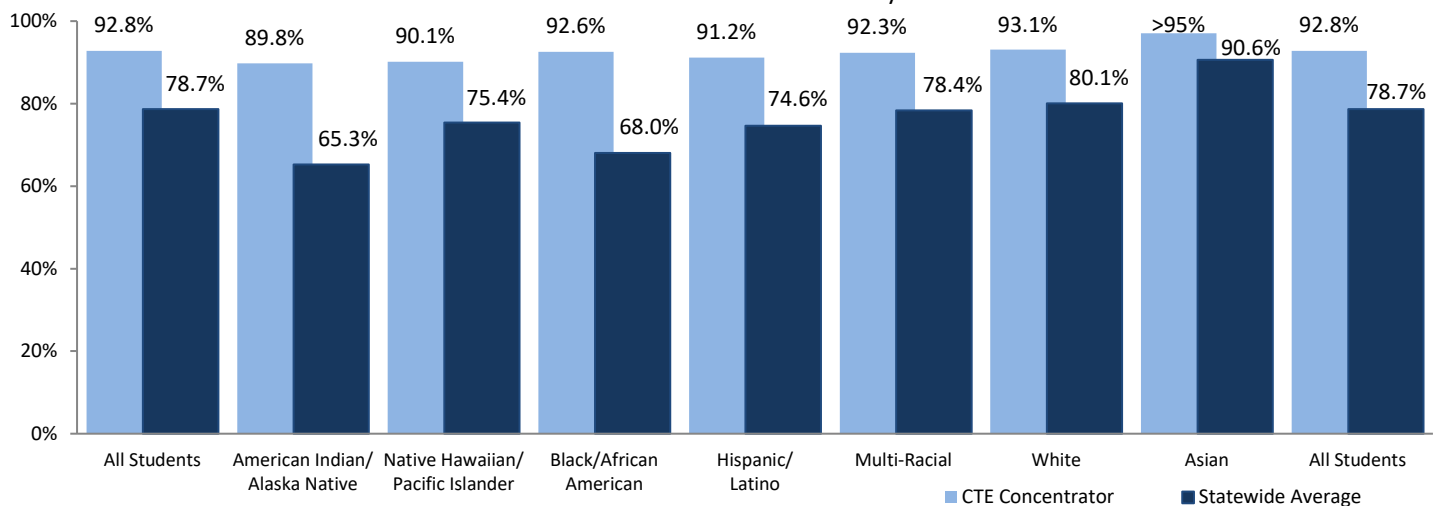
CTE Concentrator and Statewide Four-Year Cohort Graduation Rates over Time



Not only did CTE concentrators graduate at higher rates than students in the same population statewide, they graduated above the statewide average of 78.7 percent in every racial/ethnic student population measured.

CTE and Statewide Four-Year Graduation Rates, 2014-15 High School Cohort

Outcomes as of the 2017-18 school year



¹ A CTE concentrator is defined as, “[a]ny secondary student who has earned one or more credits in technical skill-based courses as part of an Oregon state-approved CTE program, of which at least one-half credit must be designated as a required course.” For more information, go to the [Secondary CTE Data Collection and Reporting](#) webpage.

² CTE graduation rates and statewide graduation are not perfectly comparable. As noted in the “CTE Report Card” “Oregon statewide cohort graduation rates include every first year student (net of students moving into/out of the state, etc.).” CTE graduation rates include students who meet the definition of a CTE concentrator (see footnote one).

DROPOUT RATES

Dropout Rate Formula: The one-year statewide dropout rate calculation is made by dividing the number of dropouts (for grades 9-12) by the number of students reported as enrolled on the first school day in October in grades 9-12.

Note that unlike the cohort graduation rates, the dropout rate includes all events within a *single year*, irrespective of the year a student began high school.

Oregon Statewide Dropout Rate Calculation

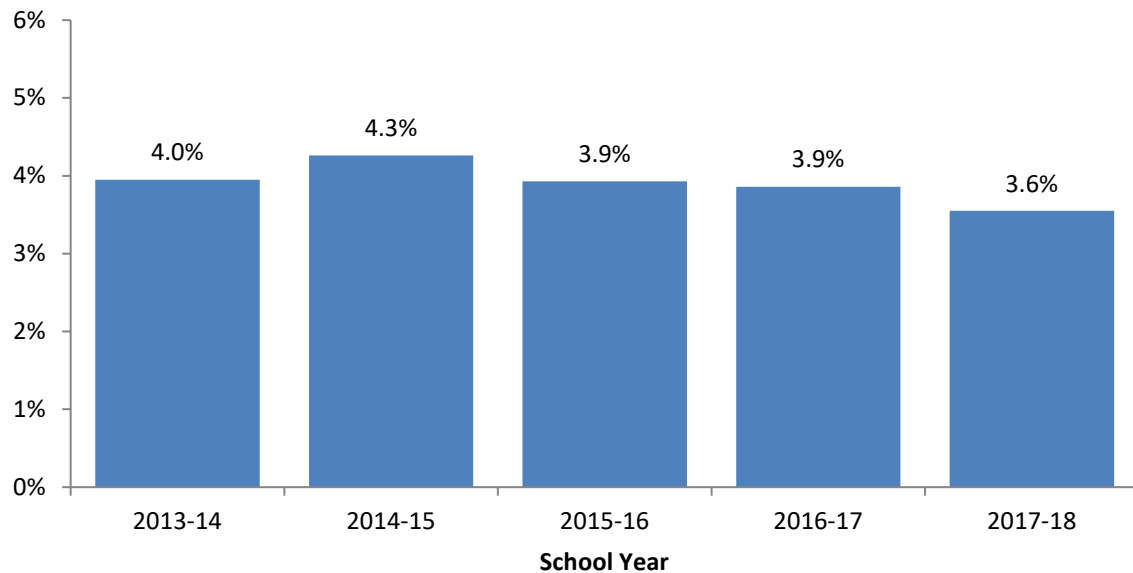
For a given school year:

$$\frac{\text{Number of Dropouts for Grades 9 – 12}}{\text{First School Day in October Enrollment for Grades 9 – 12}}$$

Dropout rates are also calculated for schools and districts.

More information is available on the [Dropout Rates in Oregon High Schools](#) webpage.

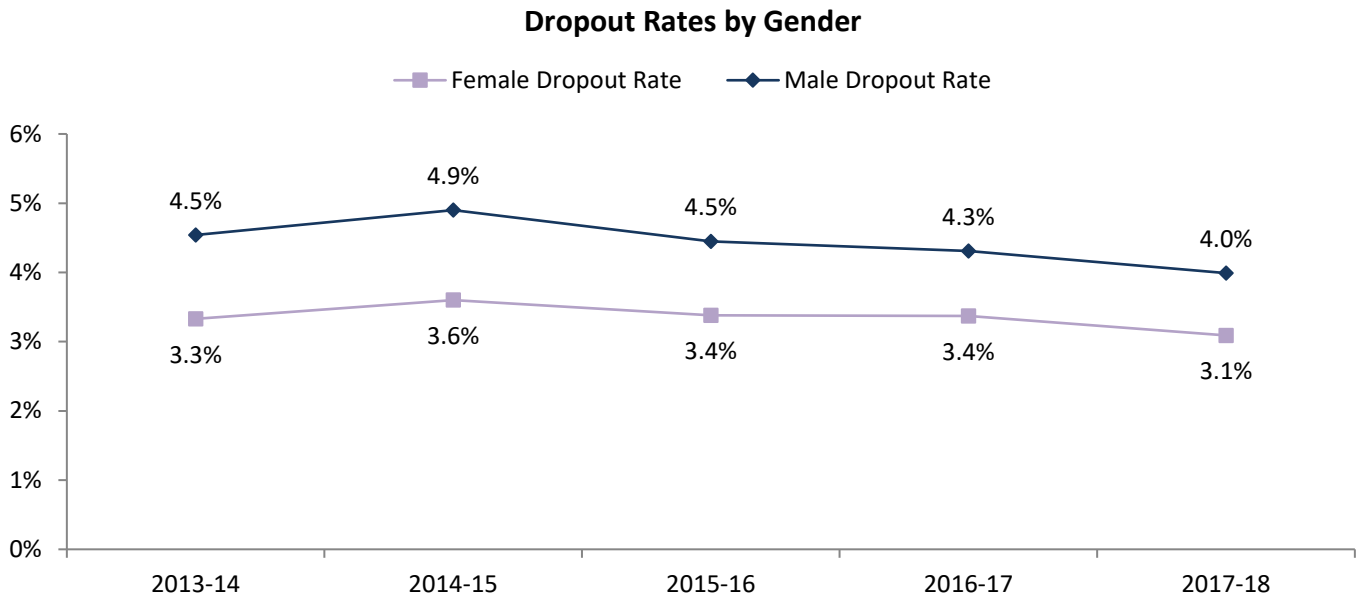
Oregon High School Dropout Rates



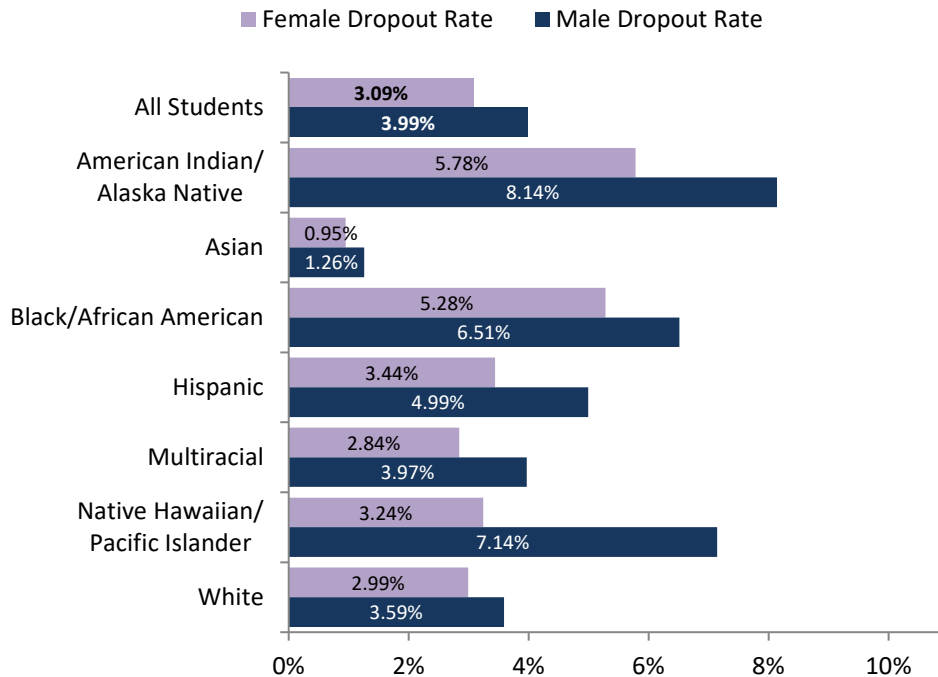
Oregon Dropout Rates by Gender

Male students in 2017-18, as in prior years, dropped out at a higher rate than female students. Male students of every ethnicity dropped out at a higher rate than female students of the same ethnicity. American Indian/Alaska Native and Black/African American male students have the highest dropout rates, while Asian male and female students have the lowest rates.

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.



Dropout Rates by Race/Ethnicity and Gender Grades 9-12, 2017-18

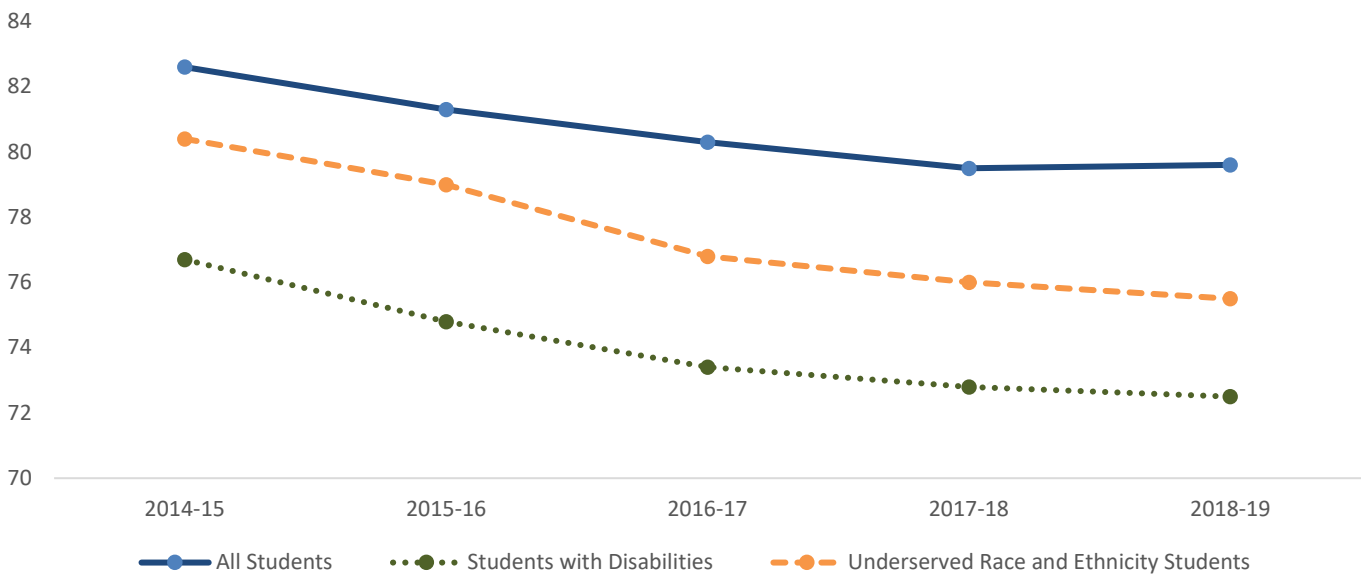


REGULAR ATTENDERS

Regular Attenders (formerly Not Chronically Absent) is the measure of the percent of students who were present for more than 90 percent of their total enrolled days. Conversely, a student is considered to be chronically absent if they are absent for 10 percent or more of their total enrolled days. Note that the definition of Regular Attenders was updated in 2016-17 to align with Oregon’s chronic absenteeism plan. In prior years, students were considered a regular attender if they were present for 90 percent or more of their total enrolled days (as opposed to more than 90 percent starting in 2016-17). Regular Attenders data is displayed at the school and district level on Oregon’s [At-A-Glance School and District Profiles and Detail Sheets](#). The Regular Attender measure is included in ODE’s accountability system. In the 2017-18 school year, the ODE established measures of interim progress (MIP) for the indicator and a statewide long-term goal of 93 percent.

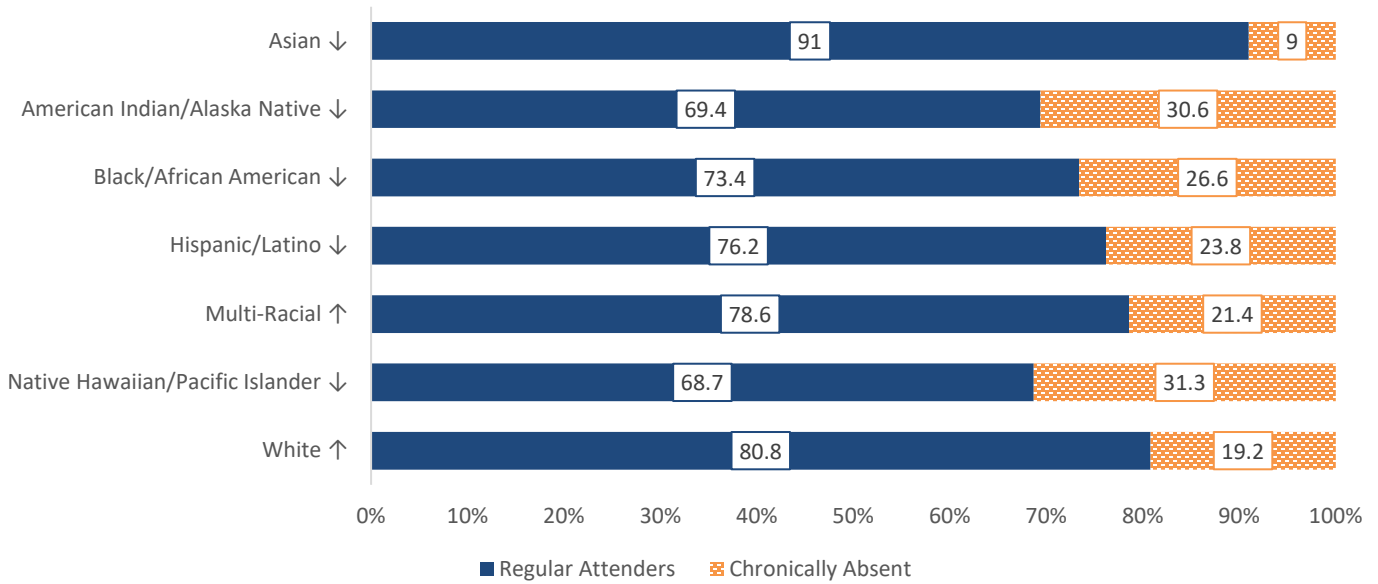
The Regular Attenders rate includes students in programs with attendance being tracked on a daily basis—hourly programs such as tutorial instruction are not included. Being enrolled on the first school day in May and for at least 75 days by that date for the 2018-19 school year are the other requirements for inclusion in this rate.

**Percentage of Students that Attend Regularly
By Year and Student Population**



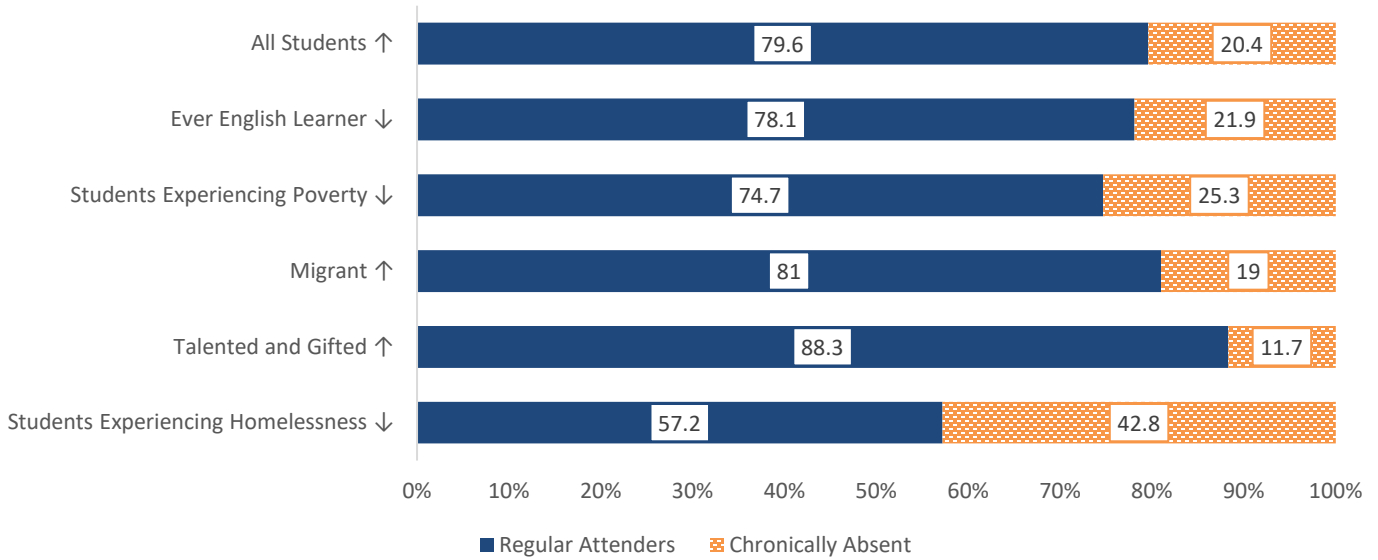
There was a definition change of Regular Attenders in 2016-17 that changed from 90 percent of days present being the cutoff to 90.1 percent being the cutoff to meet the national definition of Chronically Absent as students missing 10 percent or more of their enrolled days.

**Percentage of Students that Attend Regularly or are Chronically Absent
By Race and Ethnicity, 2018-19**



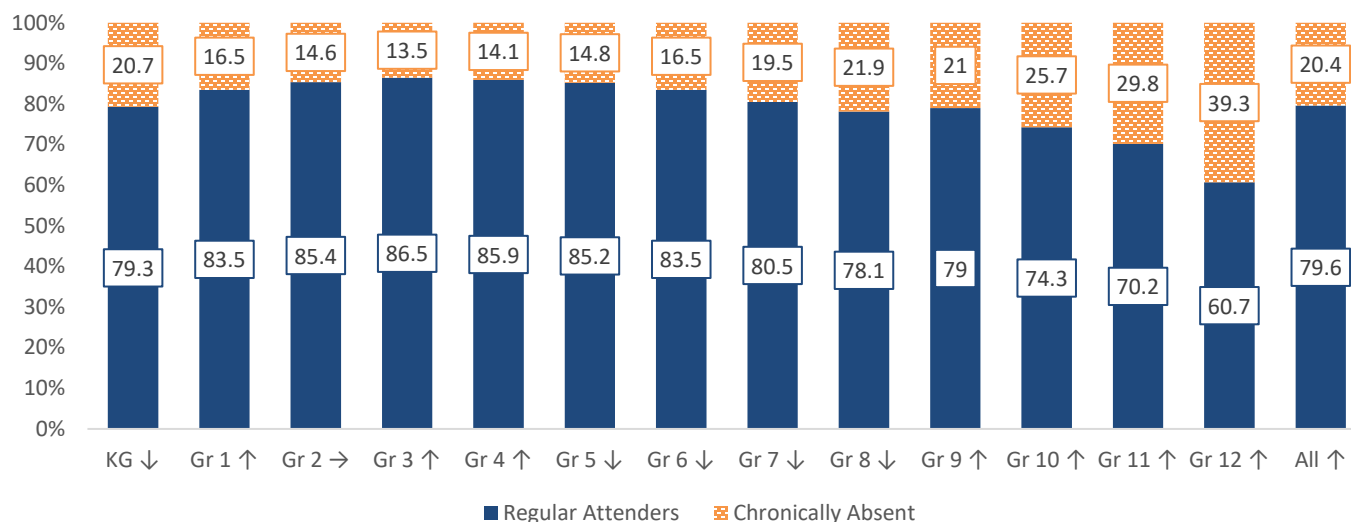
↑ Indicates an increase in regularly attending students for this student population from 2017-18 to 2018-19. ↓ Indicates a decrease in regularly attending students for this student population from 2017-18 to 2018-19.

**Percentage of Students that Attend Regularly or are Chronically Absent
By Student Population, 2018-19**



↑ Indicates an increase in regularly attending students for this student population from 2017-18 to 2018-19. ↓ Indicates a decrease in regularly attending students for this student population from 2017-18 to 2018-19. Students Experiencing Poverty is synonymous with Economically Disadvantaged Students.

Percentage of Students that Attend Regularly or are Chronically Absent By Grade Level, 2018-19



↑ Indicates an increase in regularly attending students for this grade level from 2017-18 to 2018-19. ↓ Indicates a decrease in regularly attending students for this grade level from 2017-18 to 2018-19. → Indicates that there was not a change for this grade level from 2017-18 to 2018-19.

Regular Attendance is the focus of the [Chronic Absenteeism Statewide Plan](#), which was put into action in school districts and Education Service Districts in the 2018-19 school year. This year marked a change in a former downward trend in regular attenders for all students, which is likely a positive effect of the work that has begun around the state. The focus for the first year in this work was on accurate reporting and use of attendance data, building strong attendance teams, and implementing positive, two-way communication processes with parents, caregivers and schools. Using these strategies, schools and districts were able to be proactive in identifying students who were not attending school on a regular basis and to develop supports for those students. Paired with a statewide campaign to highlight the importance of regular attendance, these efforts appear to have had the greatest effect for white students, military-connected students, migrant students and high school students.

With the [Every Day Matters](#) Initiative, school districts are encouraged to perform root-cause analysis of the climate and culture of each school to develop strong supports for students and families from historically underserved populations. Data shows these were populations that continued to decrease in regular attendance in the 2018-19 school year.

The [Tribal Attendance Promising Practices](#) (TAPP) work began in 2016-17, and is centered in 17 schools (within nine school districts) throughout Oregon. This work is a collaboration between schools and the nine federally recognized tribes in Oregon to increase regular attendance and, ultimately, graduation and completion rates for all students in these schools and American Indian and Alaska Native students specifically. Although the regular attendance rate for American Indian and Alaska Native students statewide decreased in 2018-19, 11 of the 17 TAPP schools saw increases in regular attendance for all students in 2018-19 and five of the 17 schools saw increases in regular attendance for American Indian and Alaska Native students. It is important to note, when TAPP began the regular attenders rate for American Indian and Alaska Natives students was 67 percent. At this same time their peers were regularly attending 81 percent of the time. Therefore, the current numbers reflect an increase in regular attenders among American Indian / Alaska Native students and a decrease for their peers for the same timeframe. TAPP's strategies are school-wide and therefore, may positively impact the Regular Attendance rate of all students in TAPP schools.

OREGON PUBLIC CHARTER SCHOOLS

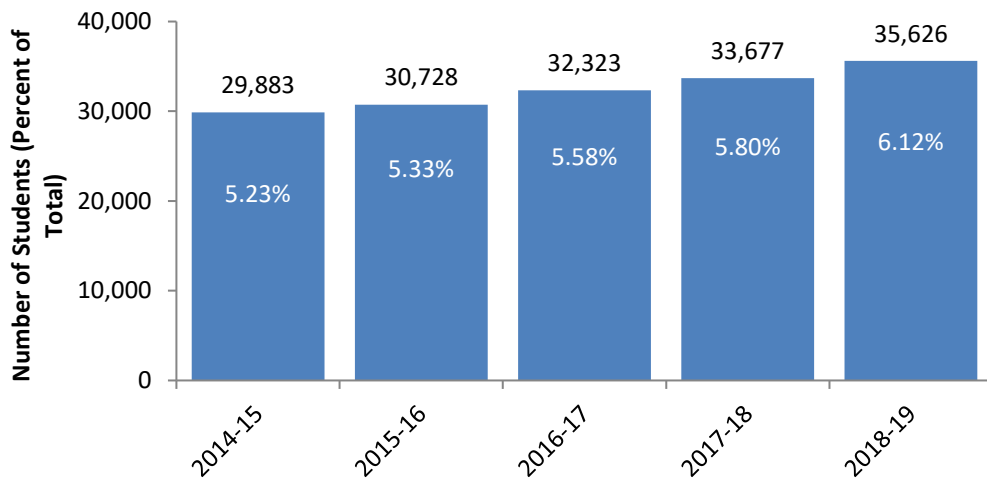
Oregon Public Charter Schools Enrollment

Charter school enrollment has risen from 1.7 percent of the total public school enrollment in 2006-07 and now represents 6.1 percent of enrolled students.

Charter schools, authorized by legislation in 1999, were designed to create new, innovative and more flexible ways of educating all children within the public school system. In Oregon, all charter schools are public schools.

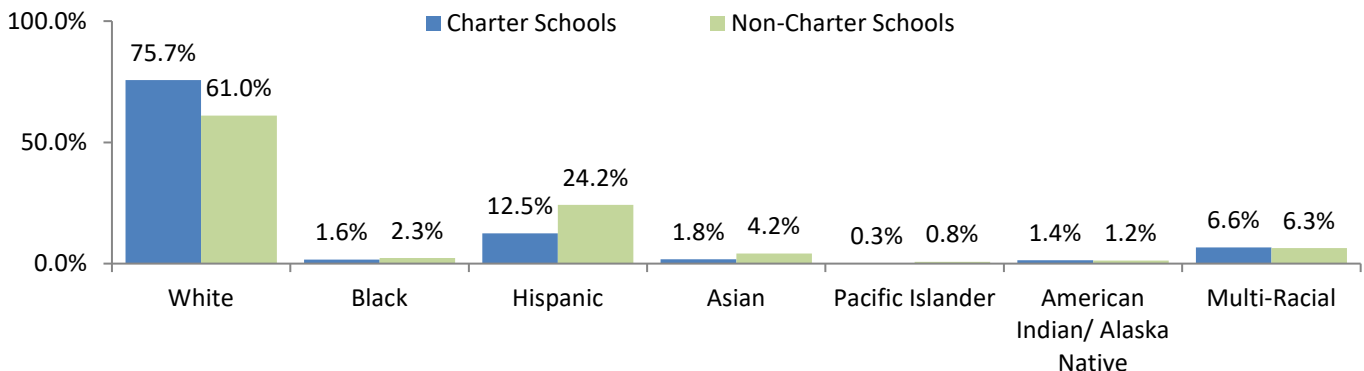
In the 2018-19 school year, there were 132 charter schools. The average charter school enrolled about 270 students.

**Charter School Enrollment
Counts and Percent of Total Public School Enrollment**
Fall Membership Data Collection



In 2015-16, the Oregon Department of Education began tracking virtual status for all schools. In 2018-19, a total of 19 charter schools (14 percent of all charters) identified themselves as fully or primarily virtual, as compared to about 1 percent of non-charter schools. This relatively small number of virtual charters enrolled 36 percent of all charter school students, whereas less than 1 percent of non-charter students were enrolled in non-charter virtual schools.

Charter School Enrollment by Ethnicity 2018-19



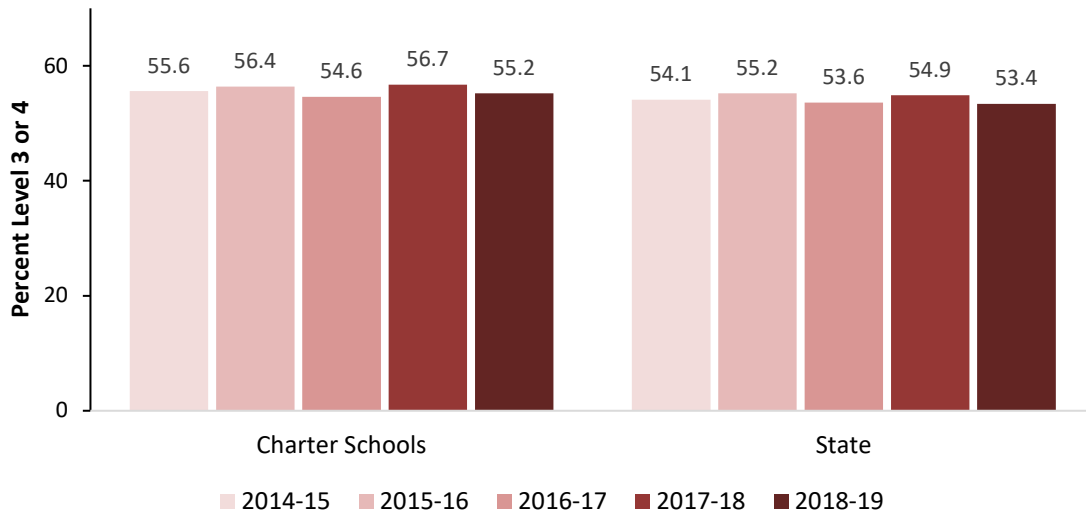
Source: Fall Membership 2018-19

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – those students are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

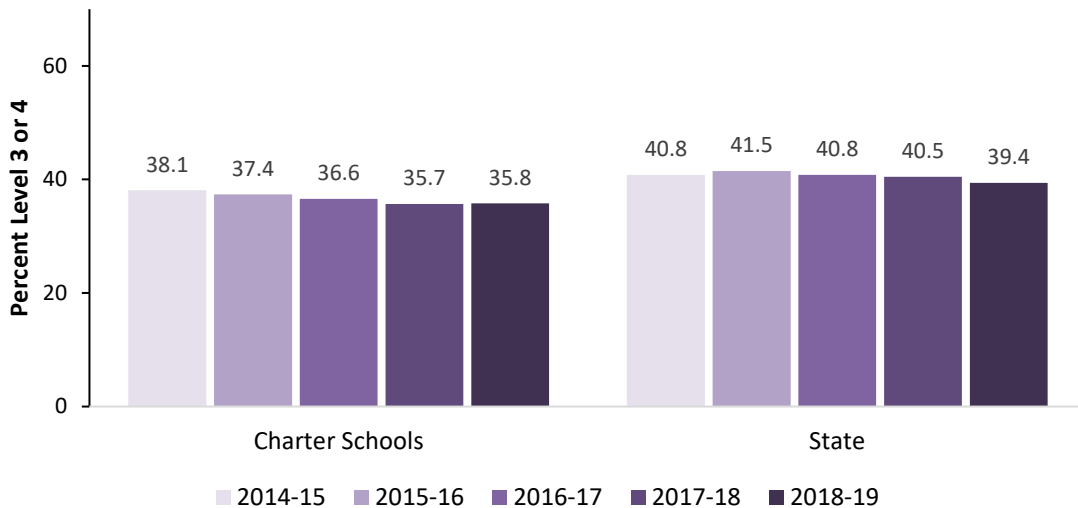
Oregon Public Charter School Performance

In 2014-15, ODE replaced its previous state tests in reading, writing and mathematics with the Oregon Statewide Summative Assessments in English Language Arts (ELA) and mathematics. Results on these assessments cannot be compared to results on previous state tests. For ELA and mathematics, levels 3 and 4 are considered proficient for purposes of state and federal accountability.

ELA: Percent (Students) Level 3 or 4



Mathematics: Percent (Students) Level 3 or 4



Note: Each year above includes the schools that were operating charter schools in that year.

SPECIAL PROGRAMS

Many Oregon students receive additional services through special programs to assist them in school.

Special Education (IDEA) - Ages 5-21

The Individuals with Disabilities Education Act (IDEA) makes a free appropriate public education available to eligible students with disabilities and ensures special education and related services to those students.

The State of Oregon, its communities, school districts, and schools all share a responsibility for the success of each student. Building this capacity includes systems that are inclusive and collaborative, and responsive to the needs of students with disabilities. The following provides an overview about school age students with disabilities who received special education services under IDEA in Oregon.

Special Education Students Statewide

The percentage of Oregon students receiving special education services under IDEA has averaged 13.5 percent of total enrollment over the last five years. The following table shows the five year trend for special education students as compared to total enrollment.

	2014-15	2015-16	2016-17	2017-18	2018-19
Special Education	75,927	76,820	77,964	78,867	80,436
Total Enrollment	570,857	576,407	578,947	580,684	581,730
% of Total Enrollment	13.3%	13.3%	13.5%	13.6%	13.8%

Sources: December Special Education Child Count, Fall Membership

Special Education Students by Disability

Each school age special education student in Oregon has at least one of 11 different disabilities under IDEA. The following table shows the trends by disability category.

Number of Students with Disabilities (Ages 5-21)

Type of Disability	2014-15 Number of Students	2018-19 Number of Students	Percent Change
Autism	8,720	10,191	16.9%
Communication Disorder	18,215	18,493	1.5%
Deaf/Blindness	6	14	133.3%
Emotional Disturbance	4,616	5,331	15.5%
Hearing Impairment/Deaf	901	906	0.6%
Intellectual Disability	3,916	4,201	7.3%
Orthopedic Impairment	716	647	-9.6%
Other Health Impairment	12,025	14,866	23.6%
Specific Learning Disability	26,234	25,195	-4.0%
Traumatic Brain Injury	257	304	18.3%
Visual Impairment	321	288	-10.3%
Total	75,927	80,436	5.9%

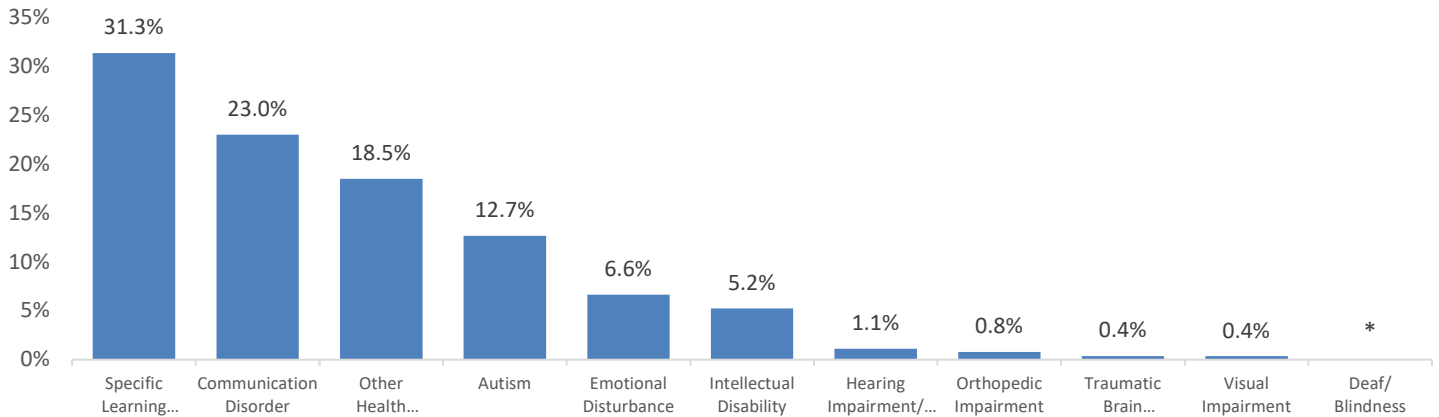
Source: December Special Education Child Count

Over time, several disability categories have shown an increase in the number of identified students. These changing percentages reflect trends in the field and require that the Department of Education, Office of Enhancing Student Opportunities keep up with the ever-changing needs of Oregon’s children.

School Age Students with Disabilities Receiving Special Education Services

2018-19 School Year

Total: 80,436 Students

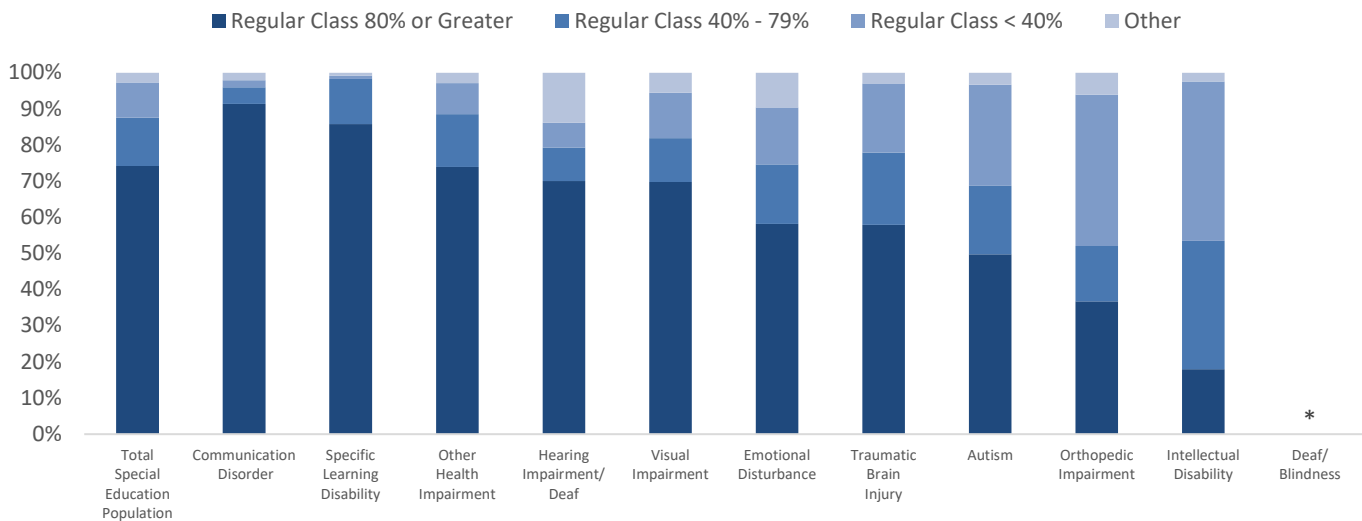


*Percentage rounded down due to small student count.

Placement of School Age Special Education Students by Disability – 2018-19

The following graph represents the placement options along the continuum for Regular Class with Regular Class 80 percent or Greater being the least restrictive placement decision by an Individualized Education Program (IEP) team. The categories are:

- **Regular Class 80 percent or Greater:** Children who received special education and related services outside the regular classroom for less than 21 percent of the school day.
- **Regular Class 40 -79 percent:** Children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.
- **Regular Class < 40 percent:** Children who received special education and related services outside the regular classroom for more than 60 percent of the school day.
- **Other:** This category includes all other placements, including those determined and not determined by the IEP team, i.e. students in corrections, home school by parent, separate schools, parentally placed in private schools, hospital programs, homebound, public and private facilities.



Percentages reflect the portion of students with the listed disability in each placement. *Percentages suppressed due to small student count.

Early Learning Division Programs

The Early Learning Division (ELD) administers programs serving young children and their families.

- Oregon Head Start Pre-Kindergarten (OHS PreK) is a high-quality, comprehensive, early childhood program serving children ages three to five from families living at or below the federal poverty level. The program offers integrated services to support school readiness in the areas of:
 - Early childhood education and development
 - Child health and nutrition
 - Parent education and family support
- Preschool Promise is a model for a publicly-funded, high-quality preschool program. Preschool Promise leverages high-quality, local and culturally-relevant early child care and education programs and makes them available to children living at 200 percent of the poverty level. By incorporating a mixed delivery approach which recognizes that high quality early learning experiences can take place in a wide variety of settings, Preschool Promise provides opportunities for families to access and choose the preschool setting which best meets their needs. Preschool Promise is offered through nine different Early Learning Hub regions.

ELD funds 28 (OHS PreK) grantees and nine Preschool Promise programs. Together, these programs serve children in all 36 counties in Oregon. Programs receive funding from the Federal Office of Head Start, the Oregon Department of Education or both. A state and federal partnership agreement allows grantees to blend funding to provide a seamless, integrated program that is tailored to meet the needs of children and families in their community.

OHS PreK programs serve children with the highest needs from families living at or below the federal poverty level. Children ages 3-5 living in poverty are considered eligible for Head Start. Children in foster care and children who are homeless are automatically income eligible. At least 10 percent of enrollment is reserved for children with disabilities. While federal law allows up to 10 percent of Head Start slots to be filled by children from over-income families who meet locally based need criteria, OHS PreK services are free for qualifying children.

The 2018-2019 legislatively approved budget for Oregon Prekindergarten and Preschool Promise was \$93,194,674. ELD funded 9,430 enrollment slots for children in OHS PreK programs, and nine Early Learning Hubs coordinating services with 93 Preschool Promise programs. When combined with Federal and other funding sources, total OHS PreK and Preschool Promise funded enrollment for 2018-2019 was 13,802. An estimated 11,444 of the enrollment slots were filled by age eligible children living at or below the federal poverty level. The remaining slots were filled by children with other identified risk factors.

School Year	Number of Children Eligible for Services*	Number of Eligible Children Served	Percent of Eligible Children Served
2014-2015	22,150	12,257	55.3%
2015-2016	20,695	12,201	59.0%
2016-2017	19,613	12,215	62.3%
2017-2018	17,721	11,184	63.1%
2018-2019	16,304	11,444	70.2%

* State population and poverty rates for children ages 3-4 were provided by Kanhaiya Vaidya, Senior Demographer for the Office of Economic Analysis, Department of Administrative Services.

Source: Oregon Department of Education, Early Learning Division
Oregon Head Start Prekindergarten Annual Estimates of Eligible 3 and 4 Year-Olds

Talented and Gifted

Talented and Gifted (TAG) children are defined by the State of Oregon as “those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential” in one of the recognized areas of giftedness (ORS 343.391). [Oregon statutes and administrative rules](#) require school districts to identify TAG students and to provide TAG students with instruction that is designed to meet their assessed levels of learning and accelerated rates of learning (OAR 581-022-2500).

School districts are required to identify TAG students in the categories of Intellectually Gifted, Academically Talented—Reading, Academically Talented—Mathematics and Potential to Perform at the 97th Percentile. The definition of Potential to Perform at the 97th Percentile may be determined locally by individual districts. The Oregon Department of Education defines the categories Intellectually Gifted and Academically Talented in either Reading or Mathematics. Districts also have the option to identify students in three other areas: creativity, leadership and visual and performing arts. All TAG identification is based on a body of evidence and multiple data points. Individual Students may be identified in multiple areas of TAG.

Oregon Talented and Gifted Students Statewide

State-defined:

- **Intellectually Gifted:**
16,355
- **Academically Talented:**
 - Reading: 15,939
 - Math: 16,246

District-defined:

- **Potential to Perform at the 97th Percentile:** 6,077

District Option to Identify:

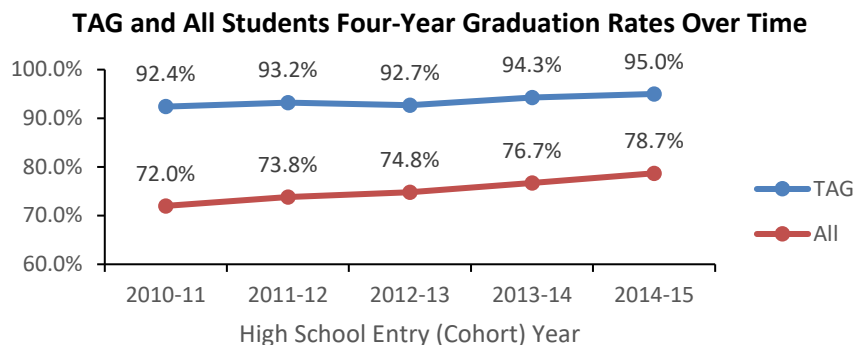
- **Creativity:** 56
- **Leadership:** 34
- **Visual and Performing Arts:** 22

Student Group	Number of TAG Students	Percent of TAG Students	Percent of Student Group Identified as TAG
Total	39,097	100.0%	6.8%
Female	18,230	46.6%	6.5%
Male	20,827	53.3%	7.0%
Non-Binary*	40	0.1% to 0.14%	9.6% to 17.2%
American Indian/Alaska Native	158	0.4%	2.2%
Asian	4,303	11.0%	18.5%
Black/African American	424	1.1%	3.2%
Hispanic/Latino	4,258	10.9%	3.2%
Multiracial	3,059	7.8%	8.3%
Native Hawaiian/Pacific Islander	118	0.3%	2.7%
White	26,777	68.5%	7.5%
Economically Disadvantaged	10,076	25.8%	3.3%
Not Economically Disadvantaged	29,021	74.2%	10.8%
Special Education**	1,519	3.9%	1.8%
Not Special Education	37,578	96.1%	7.7%

*Due to the recent addition of collecting Non-Binary data and the first-year reporting of this data by students and districts, the 95 percent confidence intervals for the reported population is provided.

**Students may be TAG-identified while also be identified for Special Education.

Source: Spring Membership 2018-19



Source: [Cohort Graduation Rates](#)

Alternative Education Programs

An “alternative education program” means a school or separate class group designed to best serve students' educational needs and interests and assist students in achieving the academic standards of the school district and the state (ORS 336.615).

School districts provide alternative education programs for students who need

- additional academic supports because they do not meet state academic standards,
- additional academic supports because they are exceeding academic standards, or
- additional behavioral supports.

Alternative education programs are also provided for students who

- are pregnant or are parenting,
- have been expelled from school,
- have left school before graduating, or are at risk of leaving school before graduating,
- need additional supports to earn a diploma.

In general, Oregon student enrollment in alternative education remained at similar levels compared to past years, while there continued to be a decline in the number of programs and services. Districts report that on average they serve an estimated 13,300 students in alternative education statewide. We anticipate changes in this data collection over the next year as we continue to work with districts and sites to ensure that accurate data is reported.

Alternative Education Services in Oregon By Type of Program Service -- Number of *Students*

Type of Operation	2015	2016	2017	2018	2019
Resident School District	12,547	13,855	11,255	11,126	11,401
Another School District	121	29	67	92	173
Private Program	1,487	1,279	1,443	1,077	965
Community College	1,054	819	847	843	857
Educational Service District (ESD)	177	101	63	56	63
Other Program	304	256	133	97	127
Terminated Program	150	0	0	0	60
Total	15,840	16,339	13,808	13,808	13,646

Source: ODE Alternative Education Data Collection

District alternative schools and programs, such as small learning communities (programs within schools), charter and magnet schools, and programs of choice are utilized to meet individualized student learning and socio-emotional needs. School report cards report summative data for students enrolled at these schools and districts. Some districts may offer a variety of guidance and career counseling services, tutoring, small-group instruction, online/blended learning, career related learning and proficiency credit options to support improved student achievement according to their education plan.

Alternative education is included in school district improvement planning and goal setting as we continue to support schools in need. Private or charter alternative schools are annually evaluated by their contracting districts to assure they are comprehensive, aligned with content standards and essential skills and offering the courses required for high school graduation. An annual evaluation and site visit is required to result in Division 22 assurances that support school boards in their annual approval of programs. A growing number of annual program evaluations are making use of a more formative evaluation method that seeks to support "quality" academic and scheduling programming. These evaluations are required to include the review of an annual statement of expenditures to ensure that the program enhances the ability of the district and its students to achieve district and state standards (ORS 336.655).

Alternative Education Services in Oregon
by Type of Program Service -- Number of Programs

Type of Operation	2015	2016	2017	2018	2019
Resident School District	145	138	120	121	124
Another School District	12	11	6	5	5
Private Program	64	60	46	31	30
Community College	45	39	32	29	26
Educational Service District (ESD)	18	14	10	9	9
Other Program	4	4	3	3	4
Terminated Program	12	12	11	11	13
Total	300	278	228	209	211

Source: ODE Alternative Education Data Collection

The majority of alternative education in Oregon is estimated to occur in schools and programs operated by the student's resident school district, but a consistent number of alternative program services have been offered by community colleges, whereas there has been a consistent decline in alternative program services offered by private organizations. The remaining programs are operated by the Education Service District (ESD) or in another district, school or program.

Type of Program Services Statewide

Alternative education programs must continue to be designed and evaluated for quality as well as compliance to assure they address the diverse student needs and the social behaviors they are designed to address. Alternative programs need to address the development of knowledge/skills with a level of rigor that will enable youth to be successful in post-secondary education and careers. The National Alternative Education Association (NAEA) describes youth attending alternative education programs as students who were found to have not been succeeding in the traditional education setting. Traditional school staff are left to respond to the needs of an increased number of students that might benefit from alternative programs and attempt to do so through personalized learning experiences in accordance with a student's education plan and profile. A number of school districts have responded by offering differing types of online/blended learning and intervention programs on site at traditional schools (schools within schools) which accounts for the decrease in the number of programs. Alternative schools offer innovative and non-traditional approaches to teaching and learning which helps to prevent these students from becoming dropouts and assists the state and district in serving all students.

Alternative Education Services in Oregon
By Type of Program Service -- Number of Services

Types of Program Services Statewide	Number of Services Provided 2015	Number of Services Provided 2016	Number of Services Provided 2017	Number of Services Provided 2018	Number of Services Provided 2019
Students with at-risk Behaviors	196	177	140	124	131
Remediation, Credit Recovery, or GED	204	172	138	124	123
Pregnant or Parenting Students	70	58	51	50	51
Students Advanced Beyond Standards	48	54	50	44	45
Other Programs	39	34	34	25	27
Total	557	495	413	367	377

Source: ODE Alternative Education Data Collection

Alternative Education Services in Oregon
By Grade Range – Number of *Students*

	Number of Students Using Services 2015	Number of Students Using Services 2016	Number of Students Using Services 2017	Number of Students Using Services 2018	Number of Students Using Services 2019
Secondary	13,714	14,056	11,392	11,037	11,467
Elementary	2,126	2,283	2,416	2,254	2,179
Total	15,840	16,339	13,808	13,291	13,646

Source: ODE Alternative Education Data Collection

Links to Reference Documents
[Oregon Alternative Education](#)

RESOURCES

Visit the webpages below for additional information on key education topics.

Data Collections

[Data Collection Catalog](#)

School and District Accountability

[Elementary and Secondary Education Act](#)

[Oregon School & District Profiles](#)

[Quality Education Model](#)

[Accountability Reports](#)

School Funding and Finance

[State School Fund](#)

[Special Education Funding](#)

Special Programs

[Alternative Education](#) [Charter Schools](#)

[Early Childhood](#)

[Homeless Students](#)

[Special Education Programs](#)

[Talented and Gifted](#)

Student Achievement

[Oregon Statewide Assessment](#)

[Statewide Test Results](#)

[National Assessment of Education Progress \(NAEP\)](#)

[Cohort Graduation Rate](#)

[Dropout Reports](#)

[Essential Skills](#)

Student Information

[Fall Membership Report](#)

[English Learners](#)

[School Nutrition/Free and Reduced Price Lunch](#)

Teacher Information

[Teacher Licensure](#)

[Highly Qualified Teachers](#)

[Resources for Teachers](#)

Title I

[Title I-A: Improving Basic Programs](#)

[Title I-C: Migrant Education](#)

[Title I-D: Neglected and Delinquent or At-Risk Children](#)