

American Indian/Alaska Native Students in Oregon: A Review of Key Indicators

March 2020



The American Indian/Alaska Native Students in Oregon Report is produced by the Oregon Department of Education for distribution to Oregon state and federal legislators, Tribal Governments, public schools, school districts, education service districts and members of the public.

The Oregon Department of Education hereby gives permission to reproduce and distribute any portion of this document, or in its entirety.

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 Director of the Oregon Department of Education.

Oregon Department of Education

Colt Gill, Director
Carmen Xiomara Urbina, Deputy Director
Cindy Hunt, Chief of Staff

Acknowledgements

April Campbell, Indian Education Advisor, Office of Indian Education
Ramona Halcomb, Indian Education Specialist – Office of Indian Education
Brian Reeder, Assistant Superintendent – Office of Child Nutrition, Research, Accountability, Fingerprinting, and Pupil Transportation
C. Blake Whitson, Operations & Policy Analyst – Office of Education, Innovation & Improvement
Josh Rew, Education Program Specialist – Office of Child Nutrition, Research, Accountability, Fingerprinting, and Pupil Transportation
Amelia Vargas, Program Director – Educator Advancement Council

March 2020

Table of Contents

About this Report 3

Executive Summary 4

 Summary of Key Indicators..... 4

Part A: About American Indian/Alaska Native Students 6

 Section 1: Oregon Senate Bill 13: Tribal History/Shared History 7

 Section 2: Number of American Indian/Alaska Native Students 8

 Graph 1: Percent of Students who Identify as American Indian/Alaska Native 8

 Graph 2: Number of American Indian/Alaska Native Students Enrolled..... 9

 Section 3: Talented and Gifted American Indian/Alaska Native Students..... 10

 Graph 3: Percent of Students in Talented and Gifted Education Programs 10

 Section 4: Geographic Distribution of American Indian/Alaska Native Students..... 11

 Map 1: American Indian/Alaska Native - Combination as a Percent of Total Students by District 2018-2019 11

 Map 2: American Indian/Alaska Native - Alone as a Percent of Total Students by District 2018-2019 12

 Map 3: American Indian/Alaska Native + Latino/a/x as a Percent of Total Students by District 2018-2019 12

 Map 4: American Indian/Alaska Native + Multi-Racial as a Percent of Total Students by District 2018-2019 13

 Section 5: Mobile American Indian/Alaska Native Students 14

 Graph 4: Percent of American Indian/Alaska Native Students Identified as Mobile 14

 Section 6: Emergent Bilingual American Indian/Alaska Native Students 15

 Graph 5: Percent of American Indian/Alaska Native Students Identified as Emergent Bilinguals 15

 Section 7: Economically Disadvantaged Status among American Indian/Alaska Native Students 16

 Graph 6: Percent of Students Identified as Economically Disadvantaged..... 16

 Section 8: Homelessness American Indian/Alaska Native Students..... 17

 Graph 7: Percent of American Indian/Alaska Native Students Identified as Homeless 17

 Section 9: American Indian/Alaska Native Students with a Disability Receiving Special Education Services 18

 Graph 8: Percent of Students with a Disability Receiving Special Education Services 18

 Graph 9: Percent of Students found Eligible for Special Education Services..... 19

Graph 10: Percent of Students Found Eligible and Whose Parent(s) Consented to Special Education Services.....	19
Part B: Assessment.....	20
Section 10: Percent of American Indian and Alaska Native Students Meeting Achievement Standards for the English Language Arts Assessment	21
Graph 10: Percent of Students at a Level 3 or above on the English Language Arts Assessment by Year	21
Graph 11: Percent of Students at a Level 3 or above on the English Language Arts Assessment for 2018-2019 by Grade.....	22
Section 11: Percent of American Indian and Alaska Native Students Meeting Achievement Standards for the Mathematics Assessment.....	23
Graph 12: Percent of Students at a Level 3 or above on the Mathematics Assessment by Year	23
Graph 13: Percent of Students at a Level 3 or above on the Mathematics Assessment for 2018-2019 by Grade.....	23
Part C: American Indian/Alaska Native Student Outcomes.....	24
Section 12: American Indian/Alaska Native Ninth Grade On-Track Data	25
Graph 14: Percent of American Indian/Alaska Native Students On-Track by the End of Ninth Grade.....	25
Section 13: Attendance among American Indian/Alaska Native Students	26
Graph 15: Percent of American Indian/Alaska Native Students who are Regular Attenders.....	26
Graph 16: Percent of American Indian/Alaska Native Regular Attenders by Grade, 2018-2019.....	27
Section 14: American Indian/Alaska Native Students and Discipline Incidents	29
Graph 17: Percent of Students with 1 or More Discipline Incidents.....	29
Graph 18: 2018-2019 Percent of Students with 1 or more Discipline Incident by Grade	30
Section 15: High School Graduation and Completer Rates	31
Graph 19: Four-Year Cohort Graduation Rate	31
Graph 20: Four-year Cohort Completer Rate	32
Graph 21: Five-year Cohort Graduation Rate	32
Graph 22: Five-year Cohort Completer Rate	33
Section 16: Post-Secondary Enrollment	34
Graph 23: Post-Secondary Enrollment of Four-Year Graduates within 16 Months of High School Graduation by High School Graduation Year.....	34

About this Report

In 2017, the Oregon Department of Education (ODE) released the first iteration of the American Indian/Alaska Native Students in Oregon Report. That report was prepared for the ODE Office of Indian Education and made available to the public and interested parties to further conversations about improving outcomes for Oregon's Native student populations.

After feedback and discussions with various parties, including tribal representatives from the nine federally recognized tribes, ODE has updated this report to include additional information and indicators. **Further, in an effort to provide a more accurate picture of American Indian/Alaska Native students in Oregon, we are not using the traditional Race/Ethnicity categories to identify students which can lead to undercounting students who identify as American Indian and obscuring of students' complex and diverse identities.**¹ Instead we are using more detailed data to group students in the following categories:²

1. American Indian/Alaska Native – Alone (AI/AN – Alone) – Sum of students who identify as Non-Latino/a/x and Non-Multi-Racial American Indian/Alaska Native. This means the students' sole selected race/ethnicity is American Indian/Alaska Native. In other reports issued by ODE these students are those identified as American Indian/Alaska Native.
2. American Indian/Alaska Native + Latino/a/x (AI/AN + Latino/a/x) – The sum of students who identify as American Indian/Alaska Native as well as Hispanic/Latino. In other reports issued by ODE, these students would be counted as Hispanic/Latino.
3. American Indian/Alaska Native + Multi-Racial (AI/AN + Multi-Racial) – The sum of students identified as American Indian/Alaska Native and one or more additionally identified races such as White, African American/Black, Asian, or Pacific Islander/Native Hawaiian. In other reports issued by ODE, these would be counted as Multi-Racial.
4. American Indian/Alaska Native - Combination (AI/AN – Combination) – Sum of all students who identify in any way as American Indian/Alaska Native regardless of any additionally identified races or ethnicity (the sum of categories 1, 2, and 3).
5. Non-Native Identified (Non – AI/AN) – Sum of all students who do not identify as American Indian/Alaska Native or as American Indian/Alaska Native in combination with any other race or ethnicity.

Due to the way students have been grouped together in this particular report, the data as presented will not align with other reports published by ODE in which a different methodology is used to identify and report American Indian/Alaska Native students. Within this report, the group identified as American Indian/Alaska Native – Alone (AI/AN – Alone) aligns with what has been traditionally reported in other ODE reports and presentation as American Indian/Alaska Native (AI/AN).

¹ Obscured Identities: Improving the Accuracy of Identification of American Indian and Alaska Native Students – Education Northwest <http://educationnorthwest.org/sites/default/files/resources/obscured-identities-report.pdf>

² The five categories of race/ethnicity reporting are based off of the way race and ethnicity data is reported by the U.S. Census Bureau, including language to define the definition for each group as well as the group labels.

Executive Summary

The Oregon Department of Education has prepared this 2020 report on American Indian/Alaska Native (AI/AN) Students in Oregon after feedback on the original report issued in November 2017 from Oregon's nine federally recognized tribes in Oregon and other parties. This report includes additional indicators such as homelessness, mobility and Talented and Gifted Education. Further, this report includes data on students who identify as AI/AN + Multi-Racial and AI/AN + Latino/a/x. In other department reports these students would be included in the counts and percentages only for Hispanic/Latino and Multi-Racial and did not have their native identity counted. Therefore, this report presents each indicator broken down into five detailed race/ethnicity categories:

1. AI/AN – Alone – Students who just identify as AI/AN with no other identified race/ethnicity.
2. AI/AN + Latino/a/x – Students who identify as AI/AN and Hispanic Latino. On other reports these students are counted as Hispanic/Latino.
3. AI/AN + Multi-Racial – Students who identify as AI/AN and one or more additional racial identities. On other reports these students are counted as Multi-Racial.
4. AI/AN – Combination – Any student who identifies as AI/AN or AI/AN in combination with any other race or ethnicity (the sum of categories 1, 2, and 3).
5. Non-Native Identified (Non – AI/AN) – These students do not identify as AI/AN.

Summary of Key Indicators

The following summary is a selection of key indicators related to the identification and outcomes for American Indian/Alaska Native students in Oregon. Selected indicators provide information on the number of AI/AN Students in Oregon, multiple identification of AI/AN students for other programs and services, and for educational outcomes for AI/AN Students.

- In 2018-2019 Oregon reported 7,101 students as AI/AN – Alone representing a 1.2 percent of students enrolled in Oregon public schools. However, when including AI/AN students who additionally identified as Latino/a/x or Multi-Racial that number increases to 53,159, representing 9.2 percent of students enrolled in Oregon. This is the fifth year of decline for AI/AN identified students in Oregon which accounted for over 11 percent of enrolled students in 2014-2015.
- 78.6 percent of AI/AN – Combination students identified as economically disadvantaged in 2018-2019. AI/AN + Latino/a/x had the largest percent of economically disadvantaged students at 84.9 percent while AI/AN + Multi-Racial had the lowest at 62.8 percent. For AI/AN – Combination students, this is the third year of decline in the percent of students identified as economically disadvantaged with slight declines across all AI/AN identified groups.
- We identified 20.3 percent of AI/AN – Alone students in 2018-2019 =as having a disability and receiving special education services, the highest of all AI/AN identified students. AI/AN + Latino/a/x had the lowest with 14.7 percent. However, while

consistent with national trends in Special Education participation, the rate has held steady over the last five years with slight fluctuations.

- 6.2 percent of AI/AN – Alone students were considered homeless in 2018-2019; almost double the percent of Non – AI/AN students of which 3.5 percent were considered homeless. AI/AN + Latino/a/x had the lowest percent of homeless identified students at 3.4 percent, below the Non – AI/AN rate. The rate of homelessness for AI/AN – Alone students has been increasing over the last three years.
- 47.5 percent of AI/AN + Multi-Racial students met or exceeded the state standard for the English Language Arts assessment in 2018-2019, the highest of any AI/AN identified group. AI/AN + Latino/a/x had the lowest with 34.6 percent meeting or exceeding. For AI/AN – Combination, there is an 18 point gap in the percentages meeting or exceeding standards compared to Non – AI/AN students. The same gap is seen on the Mathematics assessment where again AI/AN + Multi-Racial students had the highest percent meeting or exceeding standards with 32.3 percent.
- 69.4 percent of AI/AN – Alone students were considered to be Regular Attenders in 2018-2019. This is the lowest of all AI/AN identified groups. AI/AN + Latino/a/x had the highest percentage at 75.2 percent. However, this is still below the Non-AI/AN regular attender rate of 80.4 percent. The percent of AI/AN Combination has been steadily declining over the last five years, particularly with AI/AN + Multi Racial and AI/AN + Latino/a/x students while AI/AN – Alone has held more consistent.
- 12.8 percent of AI/AN – Alone students had one or more discipline incidents in 2018-2019 with 22.3 percent of AI/AN – Alone students in the 7th grade having one or more discipline incidents. For AI/AN – Alone students, this is more than double the percent of Non-AI/AN students with one or more discipline incidents which was 6.3 percent in 2018-2019. The percent of students with one or more discipline incidents has been rising over the last three years across all groups both Non- AI/AN and all AI/AN identified groups.
- 71.4 percent of AI/AN – Alone students graduated within four years in 2017-2018 while 77.6 percent of AI/AN – Combination students graduated within four years. This is an increase of more than 10 percentage points over the last five years, which is a quicker rate of increase in the graduation rate than for Non-AI/AN Students which only increased 5.5 percentage points over the same period.

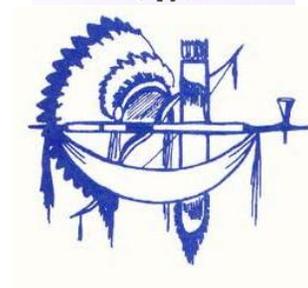
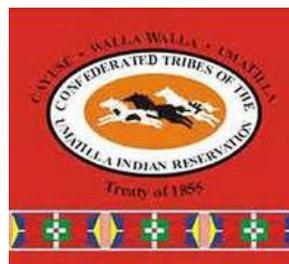
Part A: About American Indian/Alaska Native Students

Part A of this report looks at the demographics of American Indian/Alaska Native students in Oregon. This section looks at the number of students, their geographic distribution, the socio-economic status and dual identification for other programs and services such as Special Education and Emergent Bilingual/English Language Learner programs.

Part A includes:

- Section 1: Oregon Senate Bill 13: Tribal History/Shared History
- Section 2: Number of American Indian/Alaska Native Students in Oregon
- Section 3: Talented And Gifted American Indian/Alaska Native Students
- Section 4: Geographic Distribution of American Indian/Alaska Native Students
- Section 5: Mobile American Indian/Alaska Native Students
- Section 6: Emergent Bilingual American Indian Alaska Students
- Section 7: Economically Disadvantaged status among American Indian/Alaska Native Students
- Section 8: Homeless American Indian/Alaska Native Students
- Section 9: American Indian/Alaska Native Students with a Disability Receiving Special Education Services

The nine federally recognized tribes of Oregon



Section 1: Oregon Senate Bill 13: Tribal History/Shared History

In 2017 Oregon enacted legislation directing ODE to create K-12 Native American curriculum for use in Oregon Public Schools.

In 2017, the Oregon Legislature enacted and Governor Brown signed [Senate Bill 13, now known as Tribal History/Shared History](#). This law directs ODE to create K-12 Native American curriculum for use in Oregon public schools, while also providing professional development to educators. The curriculum emphasizes the past and current contributions of American Indians/Alaskan Natives to the history, development and culture of Oregon. The lesson plans are designed and intended for use across the disciplines and include curriculum for English language arts, mathematics, health, science, and social science. Lesson plans are available on the [Tribal History/Shared History webpage](#) and districts will select a minimum of 15 lessons-- five lessons per grade level in grades 4, 8 and 10 to teach each year. Senate Bill 13 requires school districts to fully implement the curriculum by 2020-2021. Many districts have begun implementing the required five lessons per grade level minimum, and are building toward the required full implementation for the 2020-2021 school year.

ODE partnered with representatives of the nine federally recognized tribal governments in Oregon to create nine [Essential Understandings](#) of Native Americans in Oregon. These [Essential Understandings](#) serve as an introduction to the vast diversity of the Oregon Native American experience and are integrally connected to the lesson plans. In addition to ODE's [Tribal History/Shared History lesson plans](#), each of the nine federally recognized tribal governments have created place-based lessons which are available by [contacting individual tribes](#). In keeping with our commitment to provide professional training, ODE convened a train-the-trainer event on December 12, 2019 with an additional [train-the-trainer event](#) scheduled for March 19, 2020.



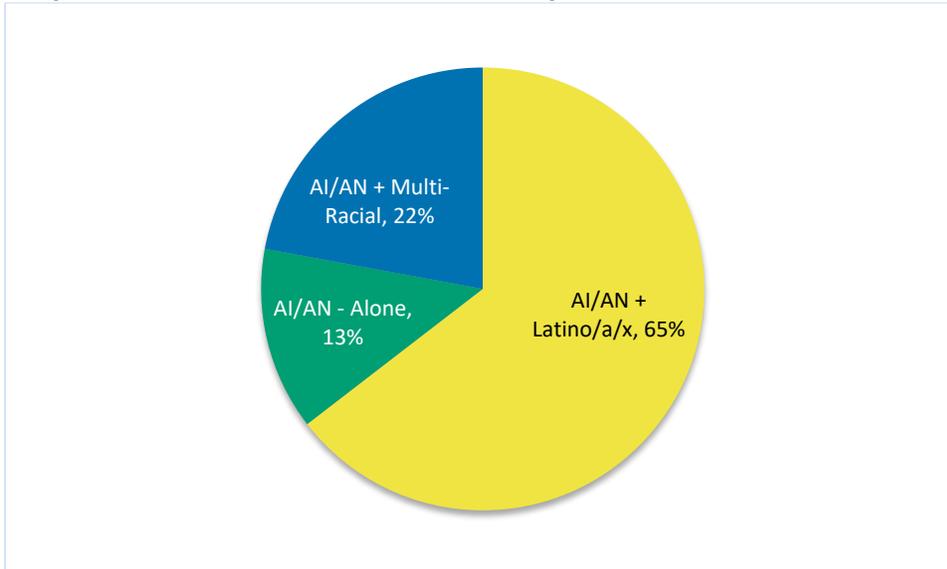
Section 2: Number of American Indian/Alaska Native Students

87 percent of Oregon’s American Indian Alaska Native Students are reported as a race/ethnicity other than American Indian/Alaska Native.

For the first time in this report, the Oregon Department of Education has looked beyond the federally required seven race/ethnicity categories as used in other reports prepared by the department. In addition to the normally reported American Indian/Alaska Native – Alone grouping, this report utilizes the additional background race/ethnicity information to identify Latino/a/x and Multi-Racial American Indian/Alaska Native students. The combination of these three groups is presented in this report as “American Indian/Alaska Native – Combination.” Further definition about these categories is available in the ‘About this Report’ section as well as in the Executive Summary of the report.

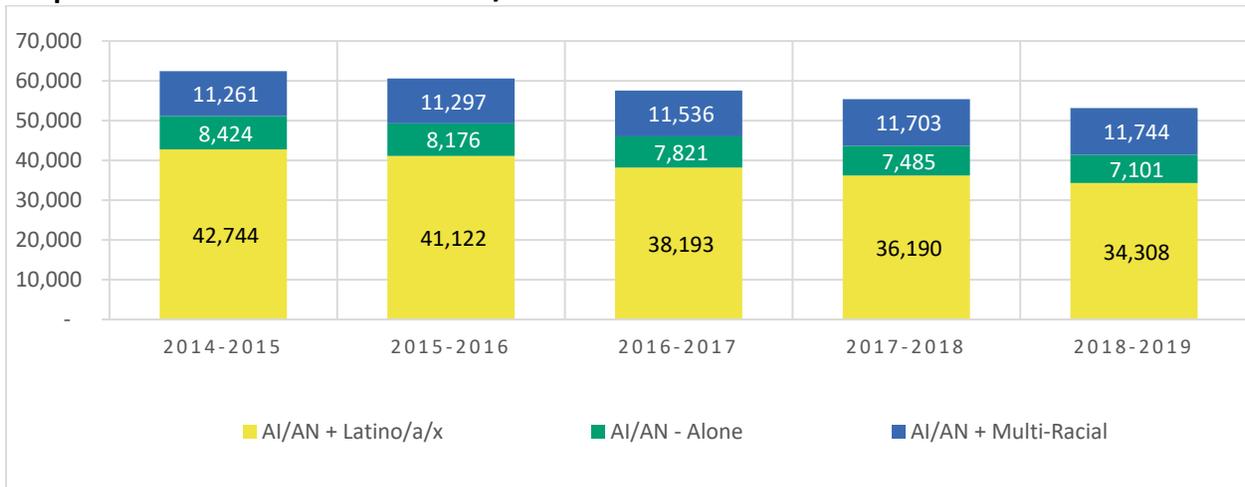
When looking at American Indian/Alaska Native (AI/AN) identified students enrolled during the 2018-2019 school year, 7,101 students identified as AI/AN – Alone which is the federally recognized and reported race/ethnicity category for American Indian/Alaska Native students. Additionally, 11,744 students identified as AI/AN + Multi-Racial and an additional 34,308 students identified as AI/AN + Latino/a/x. When using the federally recognized AI/AN – Alone however, only 13 percent of Oregon’s AI/AN Students are identified as reported, leaving 87 percent of Oregon AI/AN Students reported in categories that do not recognize their AI/AN identity.

Graph 1: Percent of Students who Identify as American Indian/Alaska Native



In addition to the issue of masked identities in other reports, the number of AI/AN students in Oregon has continued to decline over the last five years, going from 62,429 AI/AN – Combination students in 2014-2015 to 53,153 in 2018-2019. However, we do see a slight increase over the same period in the number of students identified as AI/AIN – Multi-Racial. Overall AI/AN – Combination students accounted for 9.2 percent of students enrolled in public schools in Oregon in 2018-2019.

Graph 2: Number of American Indian/Alaska Native Students Enrolled

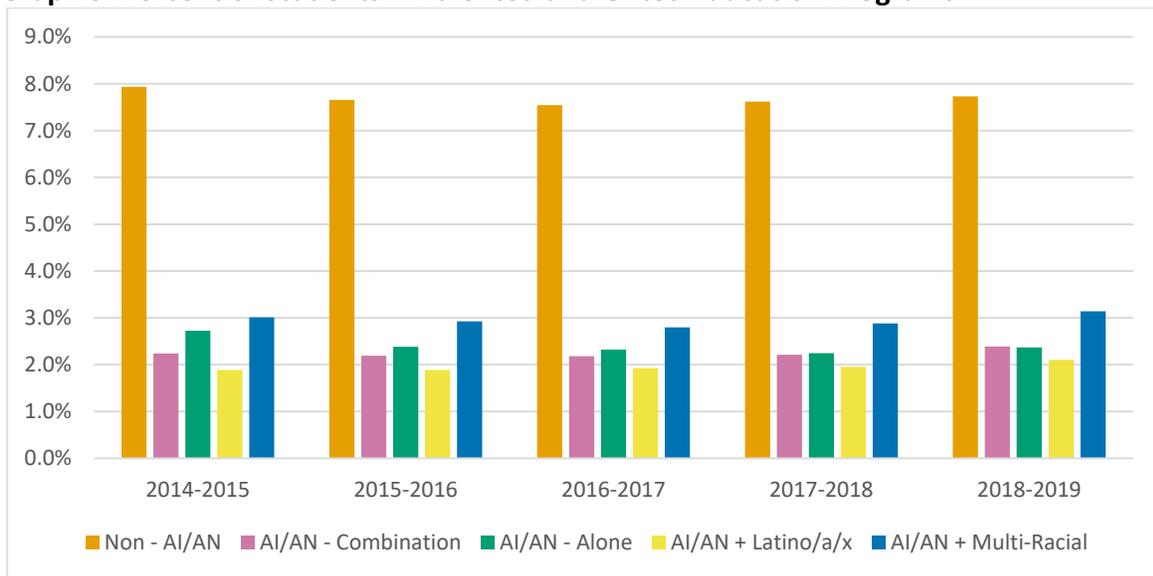


Section 3: Talented and Gifted American Indian/Alaska Native Students

2.4 Percent of American Indian/Alaska Native – Combination students were in Talented and Gifted Education Programs in 2018-2019.

Talented and Gifted Education Programs are “needs-based” instructional programming for identified students. For 2018-2019, 2.4 percent of AI/AN - Combination students were taking part in TAG programs which is a slight increase over the 2.2 percent of AI/AN – Combination students in TAG programs over the prior four years. However, this is well below the percent of Non – AI/AN students taking part in TAG programs during 2018-2019. Among AI/AN students, AI/AN + Multi-Racial students had the higher percent of students in TAG Programs with 3.1 percent.

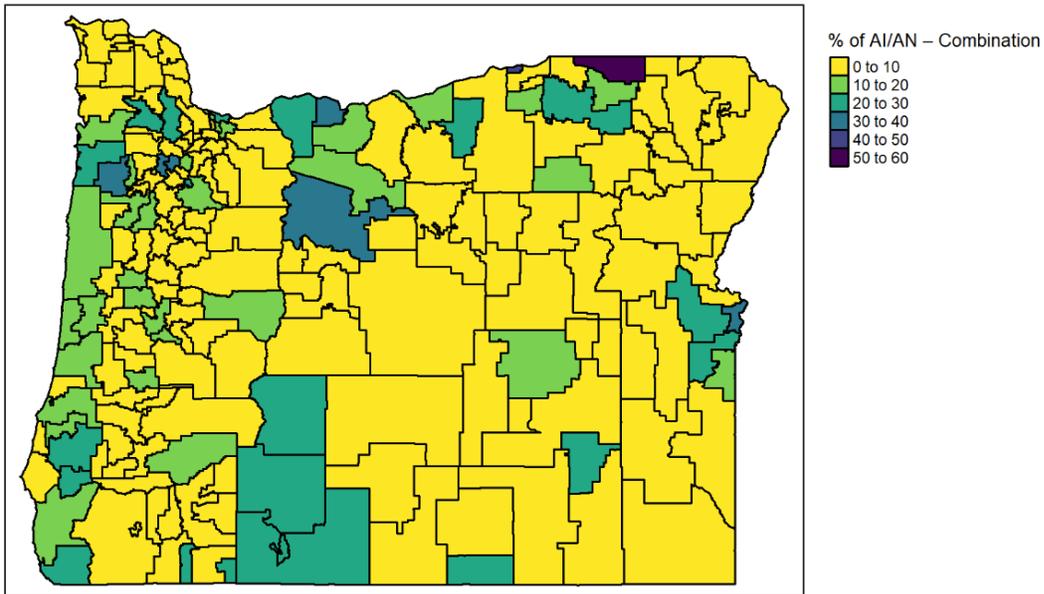
Graph 3: Percent of Students in Talented and Gifted Education Programs



Section 4: Geographic Distribution of American Indian/Alaska Native Students

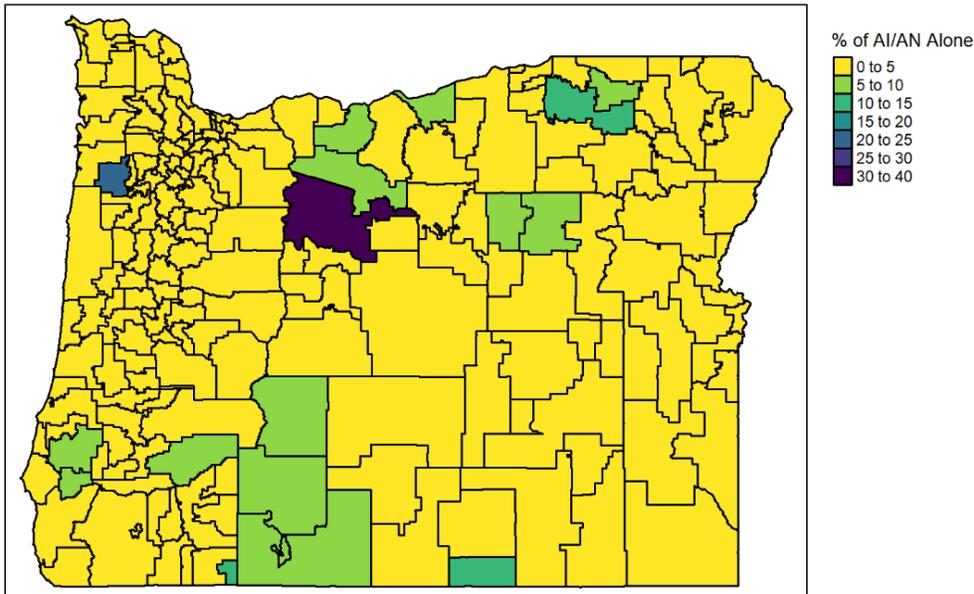
As covered in the previous section for 2018-2019, AI/AN – Combination students accounted for 9.2 percent of all students enrolled in Oregon. When breaking that down into the various AI/AN student groups, AI/AN – Alone accounted for 1.2 percent of all students enrolled, AI/AN + Latino/a/x accounted for six percent of students enrolled, and AI/AN + Multi-Racial students accounted for two percent of students. The following maps show the geographic distribution of AI/AN – Combination students throughout the state.

Map 1: American Indian/Alaska Native - Combination as a Percent of Total Students by District 2018-2019



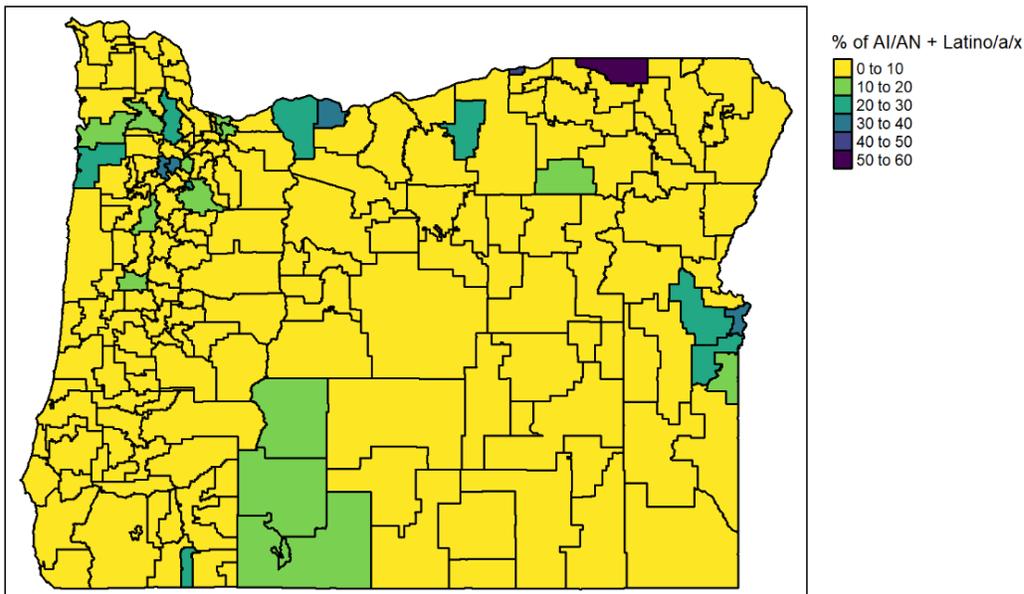
For AI/AN – Combination students, districts range from less than one percent in Riverdale School District to 54.2 percent of students in the Milton-Freewater Unified School District. A total of 72 districts have a higher percentage of AI/AN Combination Students than the statewide 9.2 percent.

Map 2: American Indian/Alaska Native - Alone as a Percent of Total Students by District 2018-2019



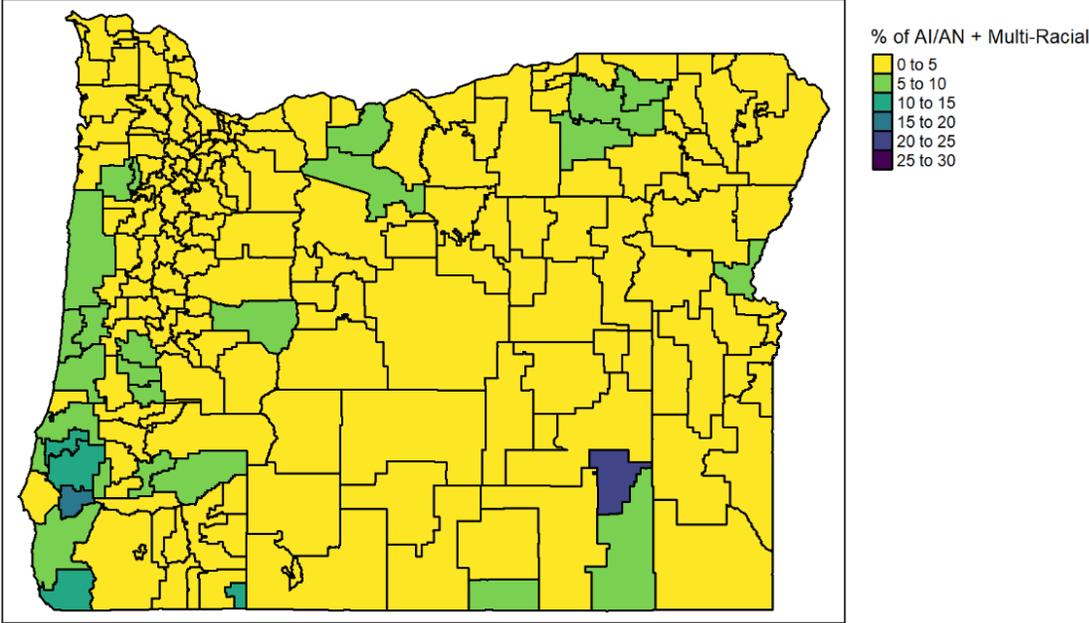
For AI/AN – Alone students, districts range from less than one percent in a number of districts to 33.5 percent in Jefferson County School District.

Map 3: American Indian/Alaska Native + Latino/a/x as a Percent of Total Students by District 2018-2019



For AI/AN + Latino/a/x students, districts range from less than one percent in a number of districts to 53.6 percent in Milton-Freewater Unified School District.

Map 4: American Indian/Alaska Native + Multi-Racial as a Percent of Total Students by District 2018-2019



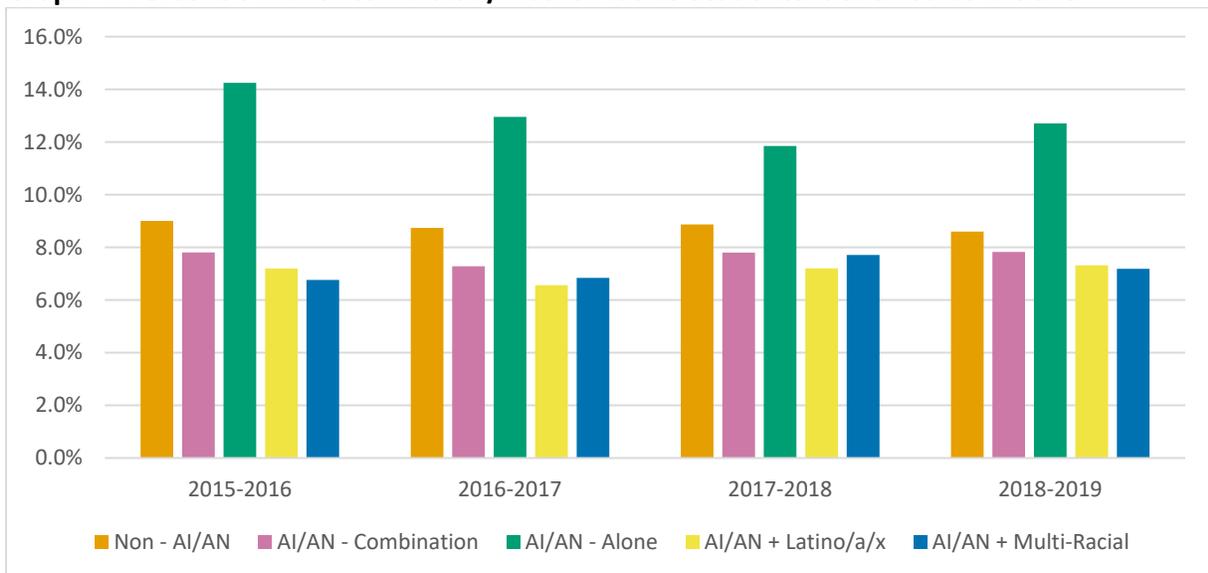
For AI/AN + Multi-Racial students, districts range from less than one percent in a number of districts to 20 percent in Diamond School District.

Section 5: Mobile American Indian/Alaska Native Students

For 2018-2019 AI/AN – Combination students have a lower mobility rate than Non-AI/AN students by nearly one percentage point. However, AI/AN – Alone students have a mobility rate of 12.7 percent, nearly four points higher than Non-AI/AN Students.

The student mobility rate is defined as the percentage of students who have had one or more within-year school changes between July 1 and May 1 of the following year, and/or a gap in enrollment in an Oregon public school of at least 10 consecutive days. Looking over the last four years, AI/AN – Combination identified students have a mobility rate that is slightly lower than that of Non-AI/AN Identified students. However, the mobility rate for AI/AN – Alone students is nearly four percentage points higher than the rate for Non-AI/AN students (although that gap has been closing over the last four years).

Graph 4: Percent of American Indian/Alaska Native Students Identified as Mobile



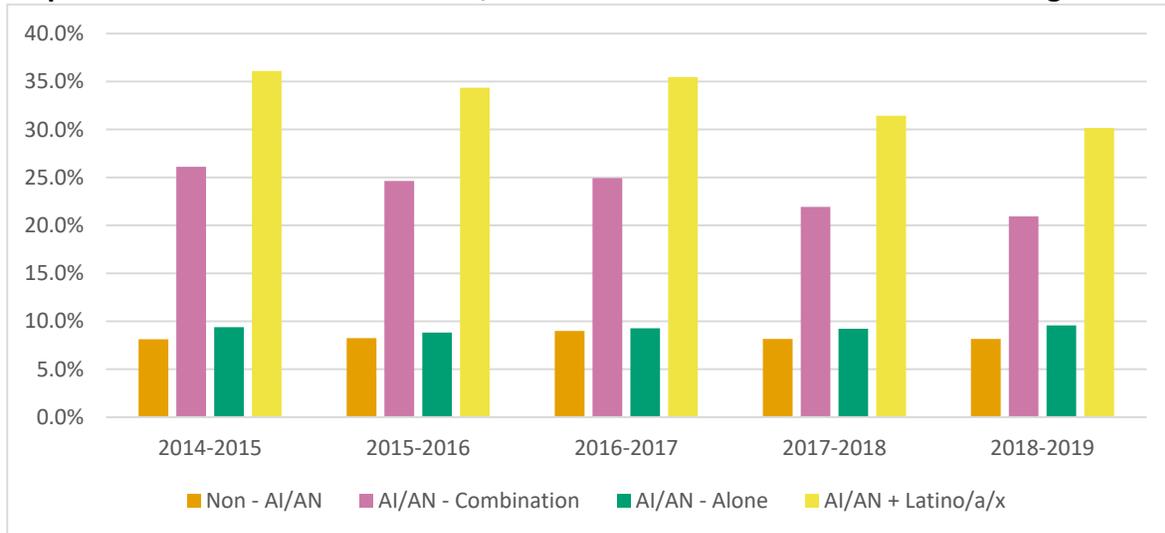
Section 6: Emergent Bilingual American Indian/Alaska Native Students

AI/AN – Alone students are identified as Emergent Bilingual at slightly higher rates than Non-AI/AN Students while 30 percent of AI/AN + Latino/a/x are identified as Emergent Bilingual.

AI/AN students are eligible for English Language Learner (ELL) services under certain conditions. The first condition is if the students' primary language is their heritage language. These students are the only group who may have English as a primary language and still be eligible for ELL services. The Elementary and Secondary Education Act allows this due to the historical practice of educating AI/AN students utilizing a non-standard version of English that creates barriers to success.

Over the last five years the percentage of AI/AN - Combination students identified as Emergent Bilinguals has dropped from 26 percent in 2014-2015 to just under 21 percent in 2018-2019. This is due to the percent of students identified as AI/AN + Latino/a/x and emergent bilingual declining from 36.1 percent to 30.2 percent. Comparatively, the percent of AI/AN alone students identified as Emergent Bilinguals has remained steady at just around 9.6 percent which is slightly higher than the percent of Non-AI/AN students identified as Emergent Bilinguals at 8.2 percent.

Graph 5: Percent of American Indian/Alaska Native Students Identified as Emergent Bilinguals



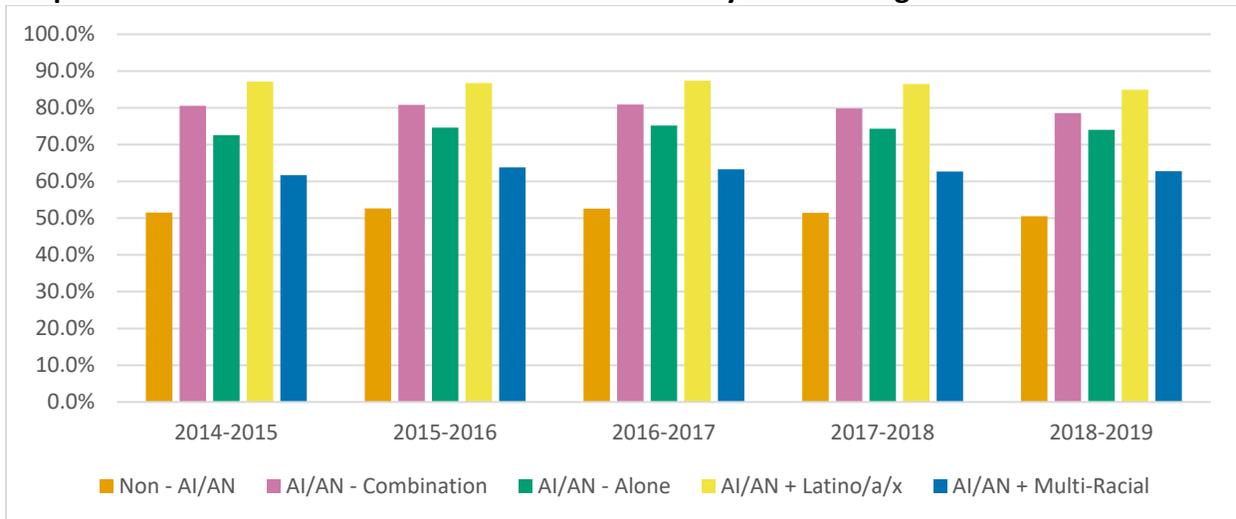
Section 7: Economically Disadvantaged Status among American Indian/Alaska Native Students

Despite a slight decrease in the percent of students identified as economically disadvantaged, a persistent socio economic gap persists between Non-AI/AN students and AI/AN – Combination Students.

In Oregon, a student’s economically disadvantaged status is determined by their eligibility for free and reduced-price lunch. This metric is complicated by the Community Eligibility Provision which allows all students in a district to be free and reduced eligible if a certain percent of the population is determined to be in poverty. Looking longitudinally over five years of data there is a persistent gap between the percent of Non-AI/AN and AI/AN – Combination students identified as economically disadvantaged of nearly 28 percentage points. This is especially concerning when considering the links between a student’s socioeconomic status (SES) and educational outcomes. The American Psychological Association³ has found that students from lower SES backgrounds have higher rates of discipline, lower test scores and higher rates of non-completion, which are trends identified in this report.

When looking at the breakout identities for AI/AN students, those who identified as AI/AN + Latino/a/x has decreased from 87.1 percent economically disadvantaged in 2014-2015 to 84.9 percent in 2018-2019, while the percent of students considered economically disadvantaged for both AI/AN - Alone and AI/AN + Multi-Racial has slightly increased over the same period. The largest increase was among AI/AN – Alone students, who went from 72.6 percent considered economically disadvantaged in 2014-2015 to 74.0 percent in 2018-2019.

Graph 6: Percent of Students Identified as Economically Disadvantaged



³Education and Socioeconomic Status: <https://www.apa.org/pi/ses/resources/publications/education>

Section 8: Homelessness American Indian/Alaska Native Students

6.2 percent of AI/AN – Alone students are considered homeless, nearly double that of Non-AI/AN identified students.

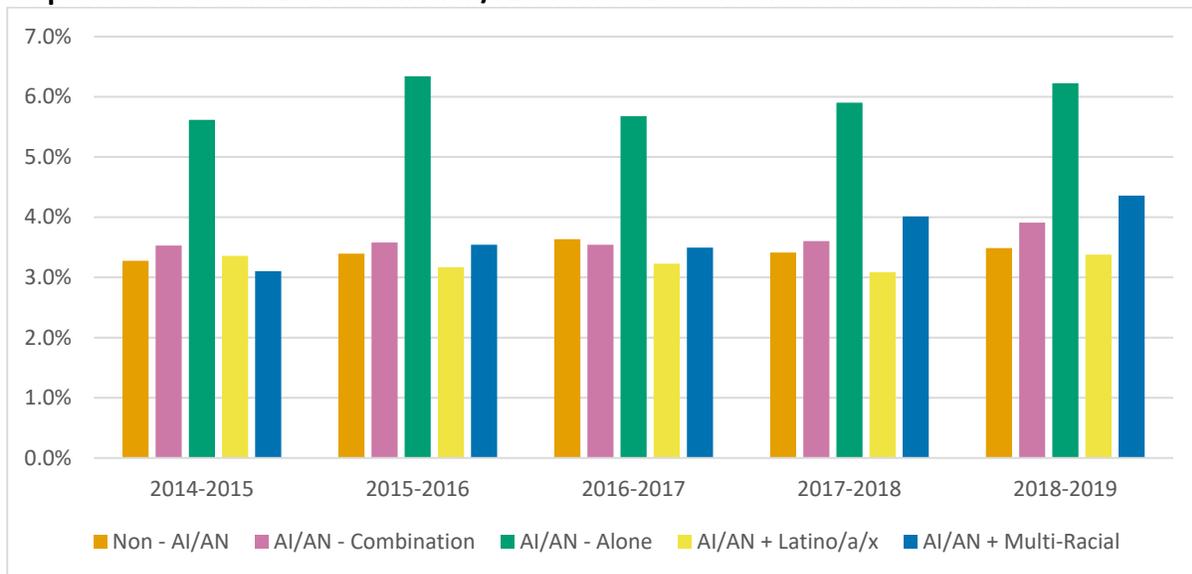
The McKinney-Vento Act ensures that homeless children and youth are provided a free, appropriate public education despite their lack of a fixed place of residence. The act defines homelessness as “individuals who lack a fixed, regular and adequate nighttime residence.”

Examples provided include:

- Children sharing housing due to economic hardship or loss of housing.
- Children living in motels, hotels, trailer parks or camp grounds due to lack of alternative accommodations.
- Children living in emergency or transitional shelters.
- Children whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation.
- Children living in cars, parks, public spaces, abandoned buildings and substandard housing, bus or train stations.

In 2018-2019, 3.9 percent of AI/AN - Combination students were considered to be homeless, slightly higher than the 3.5 percent of Non-AI/AN identified students. However, when looking at AI/AN – Alone students, 6.2 percent were considered to be homeless which has been increasing since a low of 5.7 percent in 2016-2017. Students identified as AI/AN – Latino/a/x have the lowest identified rate of homelessness and have had a lower percentage of homelessness than Non-AI/AN Identified Students since 2015-2016.

Graph 7: Percent of American Indian/Alaska Native Students Identified as Homeless



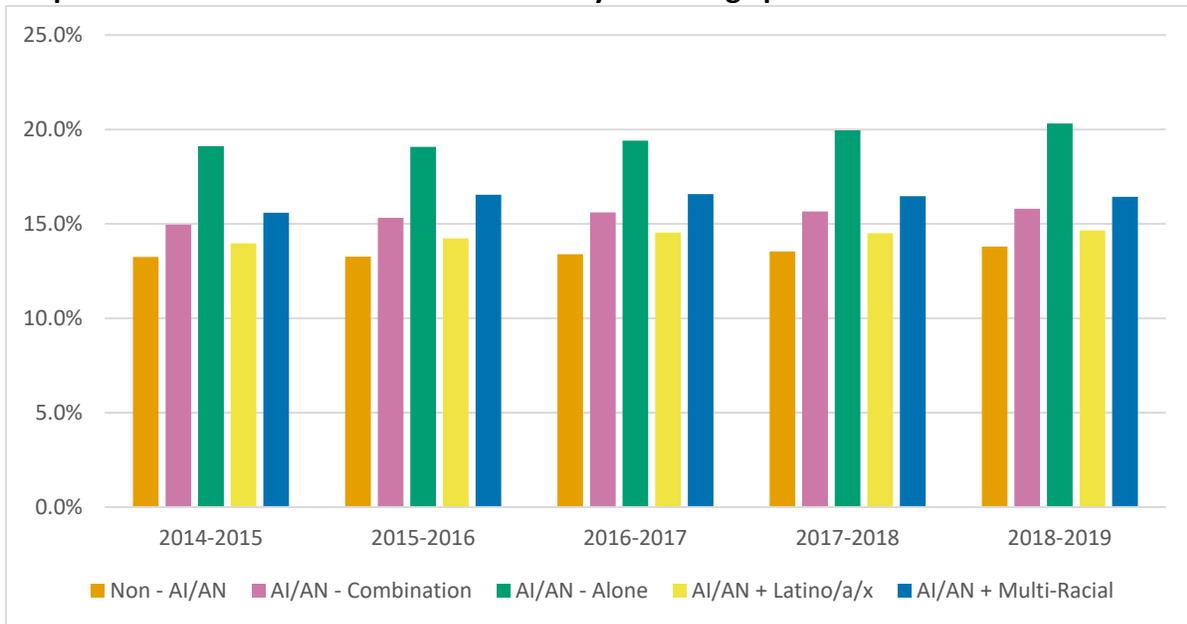
Section 9: American Indian/Alaska Native Students with a Disability Receiving Special Education Services

A higher percentage of AI/AN students are eligible for and receiving special education services than Non-AI/AN Students.

Students with a disability receiving special education services under the Individuals with Disabilities Education Act (IDEA) make up approximately 15.8 percent of AI/AN - Combination students in Oregon for 2018-2019. For all Non-AI/AN students in Oregon, that number was 13.8 percent. When looking at the various breakouts, AI/AN – Alone students have the highest rate, with nearly 20 percent of students so identified. These numbers closely align with national trends seen in Special Education where 14 percent of all students and 18 percent of AI/AN – Alone students were receiving special education services.⁴

Among AI/AN Students, the lowest rate of students with a disability receiving special education services is among AI/AN + Latino/a/x students, with 14.7 percent identified as having a disability and receiving special education services. Across all groups however, the percent of students identified as having a disability and receiving special education services has increased slightly from 2014-2015.

Graph 8: Percent of Students with a Disability Receiving Special Education Services

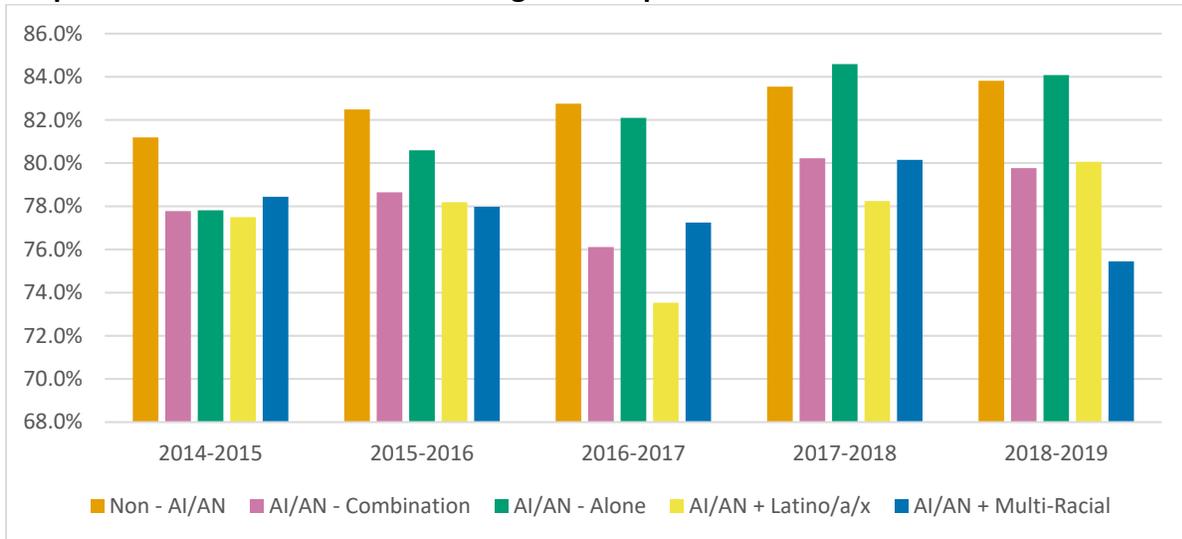


Before a student receives services under IDEA, they must first be identified and evaluated for eligibility. When looking at the Child Find data we observe that despite the higher rate of all

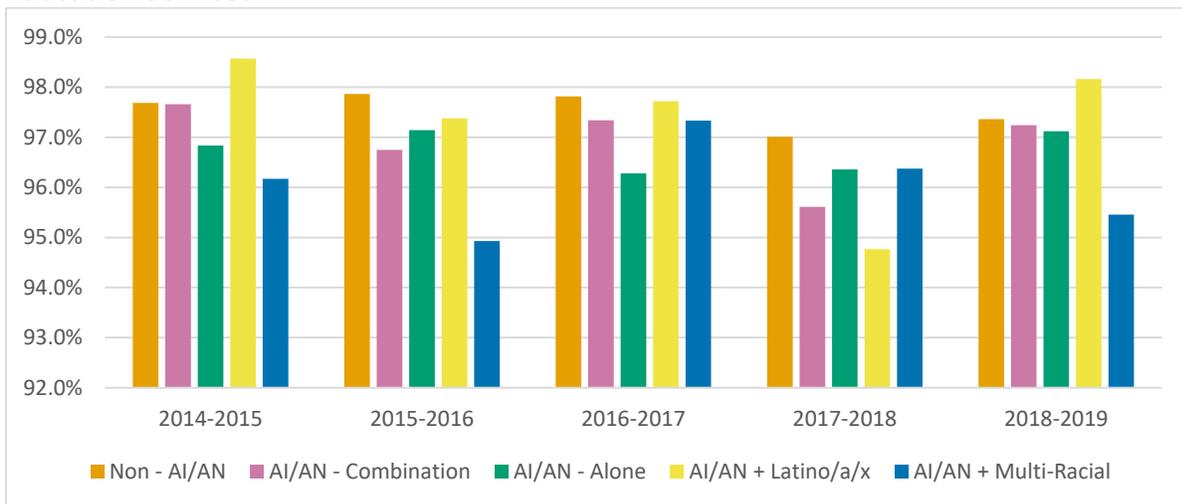
⁴ The Condition of Education: Children and Youth with Disabilities – National Center for Education Statistics Updated May 2019 https://nces.ed.gov/programs/coe/indicator_cgg.asp

AI/AN groups identified as having a disability and receiving special education services, AI/AN – Combination, AI/AN + Latino/a/x and AI/AN + Multi-Racial students are found eligible at a lower rate than Non-AI/AN Students. Students who are identified as AI/AN – Alone are found eligible at almost the same rate as Non-AI/AN students. In addition to being found eligible, a student’s parents must provide consent for services. Again we observe that AI/AN students with the exception of AI/AN + Latino/a/x students’ parents provide consent at a slightly lower rate than Non – AI/AN Students parents.

Graph 9: Percent of Students found Eligible for Special Education Services



Graph 10: Percent of Students Found Eligible and Whose Parent(s) Consented to Special Education Services

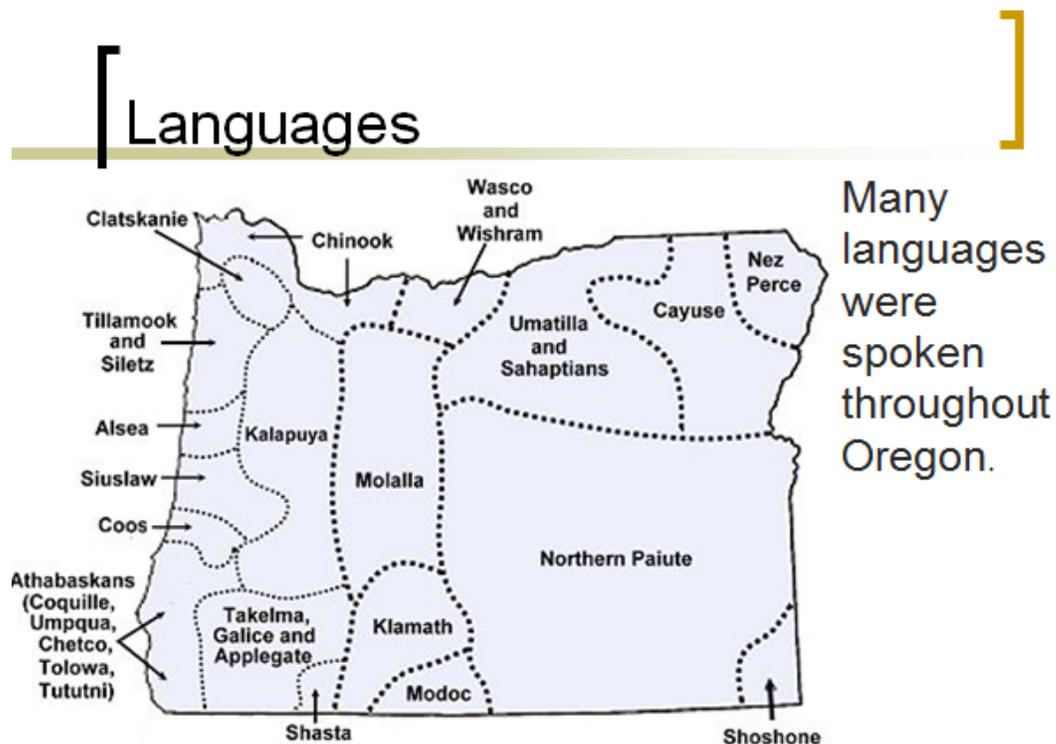


Part B: Assessment

Part B of this report focuses on assessment achievement results for American Indian/Alaska Native students in Oregon. For Sections 9 and 10, the Oregon Statewide Summative Assessment results will be shown for the 2014-2015 through the 2018-2019 school years.

Part B includes:

- Section 10: Percent of American Indian/Alaska Native Students Meeting Achievement Standards for the English Language Arts Assessment
- Section 11: Percent of American Indian/Alaska Native Students Meeting Achievement Standards for the Mathematics Assessment

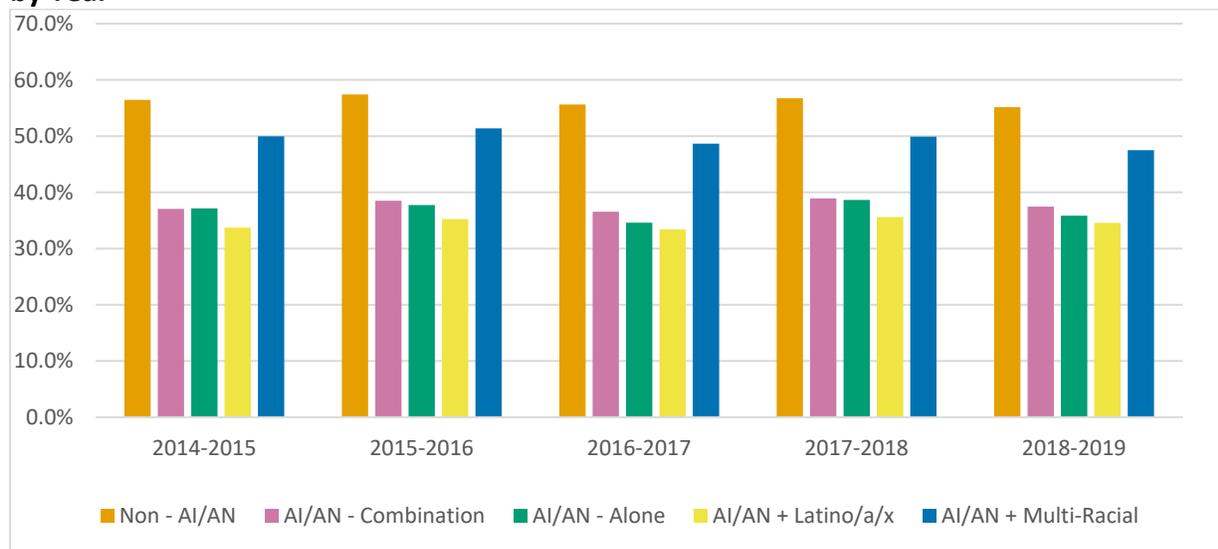


Section 10: Percent of American Indian and Alaska Native Students Meeting Achievement Standards for the English Language Arts Assessment

AI/AN + Multi-Racial Students meet or exceed standards at a higher rate than other AI/AN identified groups, but persistent achievement gaps remain.

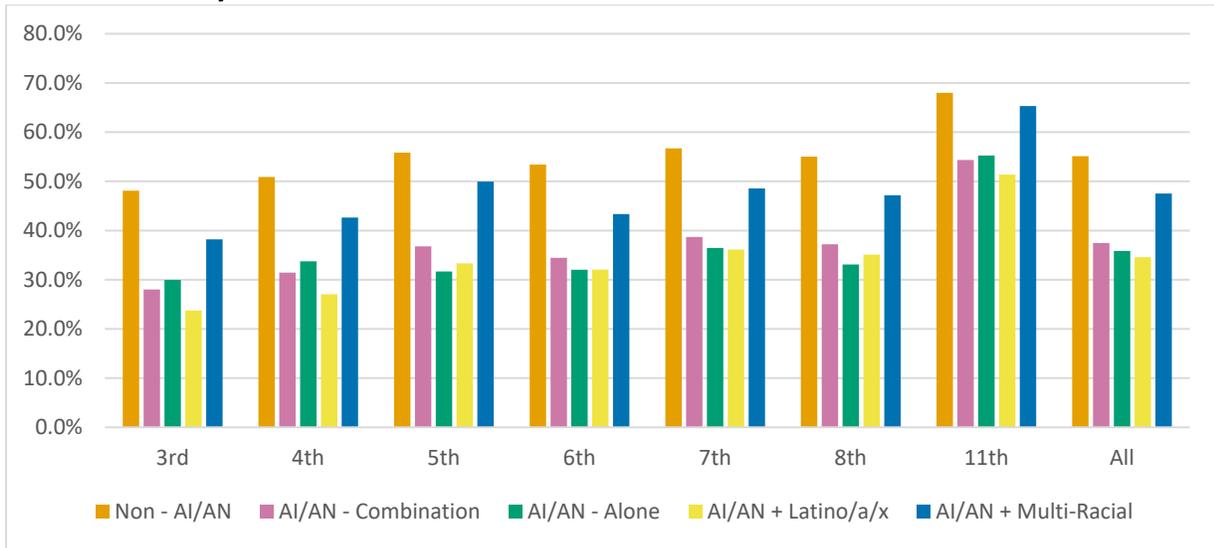
Since 2014-2015, Students in the 3rd through 8th grade and in the 11th grade take the Smarter Balanced Assessment for English Language Arts and Mathematics. Over the last five years the percent of AI/AN – Combination students meeting or exceeding standards has remained steady at a little over 37 percent while the percent of Non-AI/AN Students meeting or exceeding standards has decreased over the same period of time. Within the data we observe a consistent 18 point achievement gap between AI/AN Students and Non-AI/AN students on the English Language Arts Assessment. The one notable exception however is that AI/AN + Multi-Racial students are performing better than other AI/AN identified groups by nearly 10 percentage points while only having a 7 point achievement gap compared to Non-AI/AN students.

Graph 10: Percent of Students at a Level 3 or above on the English Language Arts Assessment by Year



When breaking down the assessment results by grade, the percent of students meeting or exceeding state standards gradually increases each grade level with students in the 11th grade having the highest percentage meeting or exceeding standards. This is also true of AI/AN students, with the achievement gap closing to less than 15 points between AI/AN - Combination and Non – AI/AN students who meet or exceed the standards. When looking at AI/AN + Multi-Racial vs Non – AI/AN students, the gap is less than three points. Graph 11 shows the breakouts for each grade level taking the assessment and the percent of students meeting or exceeding.

Graph 11: Percent of Students at a Level 3 or above on the English Language Arts Assessment for 2018-2019 by Grade

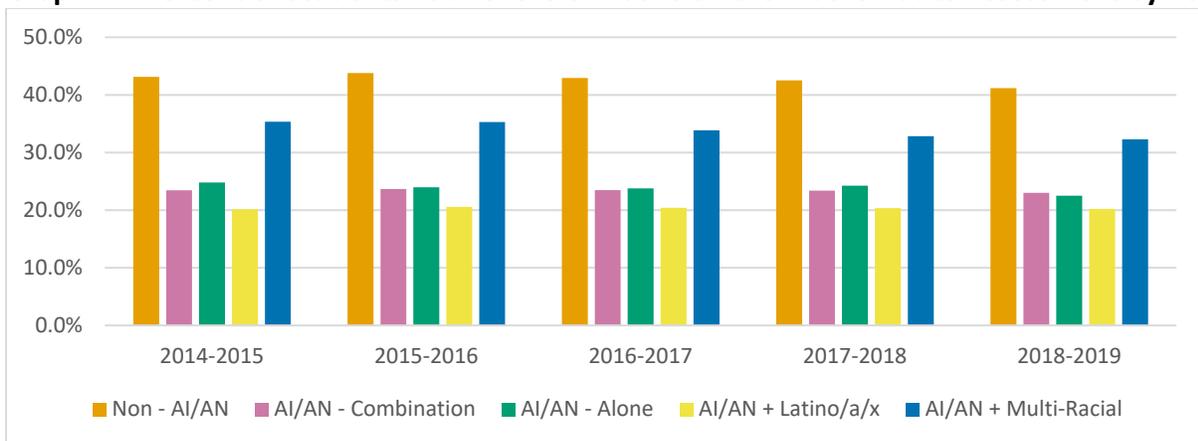


Section 11: Percent of American Indian and Alaska Native Students Meeting Achievement Standards for the Mathematics Assessment

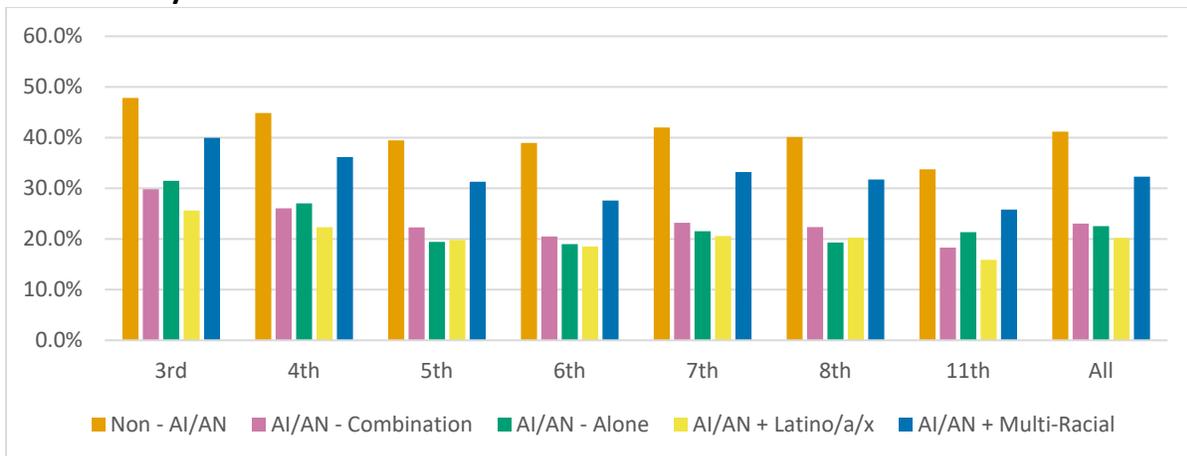
AI/AN + Multi-Racial Students meet or exceed standards at a higher rate than other AI/AN identified groups, but persistent achievement gaps remain.

As with the English Language Arts Assessment detailed in the previous section, students in 3rd through 8th and the 11th grade are given the mathematics assessment. Overall we see a lower percentage of students meeting or exceeding state standards across all demographic groupings, and the same 18 point gap between AI/AN – Combination and Non-AI/AN. Once again we observe that gap is smaller between AI/AN + Multi-Racial and Non-AI/AN students than in other AI/AN identified groups. However, unlike with the English Language Arts Assessment, students in the 3rd grade had the highest percentage meeting or exceeding state math standards across all demographic groups.

Graph 12: Percent of Students at a Level 3 or above on the Mathematics Assessment by Year



Graph 13: Percent of Students at a Level 3 or above on the Mathematics Assessment for 2018-2019 by Grade



Part C: American Indian/Alaska Native Student Outcomes

This section looks at outcomes for American Indian/Alaska Native students in Oregon. It provides overviews in the sections listed below of attendance, graduation and non-completion and post-secondary enrollment. This section also includes a look at discipline and discipline outcomes.

Part C includes:

- Section 12: American Indian/Alaska Native Ninth Grade on Track
- Section 13: Chronic Absenteeism Among American Indian/Alaska Native Students
- Section 14: American Indian/Alaska Native Students and Discipline Incidents
- Section 15: Graduation and Non-Completer Rates
- Section 16: Post-Secondary Enrollment



Section 12: American Indian/Alaska Native Ninth Grade On-Track Data

The percent of AI/AN students on track to graduate at the end of their ninth-grade year has increased at a faster pace than that of Non-AI/AN students.

To be considered on-track for graduation by the end of ninth grade, a student must have earned at least six credits or 25 percent of the number of credits required for high school graduation, whichever is greater.

Over the last five years the percent of AI/AN – Combinations students on-track to graduate by the end of their ninth-grade year has increased from 68.6 percent in 2014-15 to 76 percent in 2018-19. This represents a 7.4 percentage point increase in student’s on-track to graduate which is greater than the 5 percentage point increase seen by Non-AI/AN students over the same period. The greatest increase however is observed among AI/AN – Alone student on-track to graduate which went from 59.6 percent in 2014-15 to 71.7 percent in 2018-19 representing a 12 point increase, the highest of any AI/AN identified group. Students identified as AI/AN + Latino/a/x also increased at a higher rate than Non-AI/AN identified students going from 68.5 percent to 77.2 percent, which is the highest percent of any AI/AN identified group of students considered on-track at the end of their ninth grade year.

Graph 14: Percent of American Indian/Alaska Native Students On-Track by the End of Ninth Grade

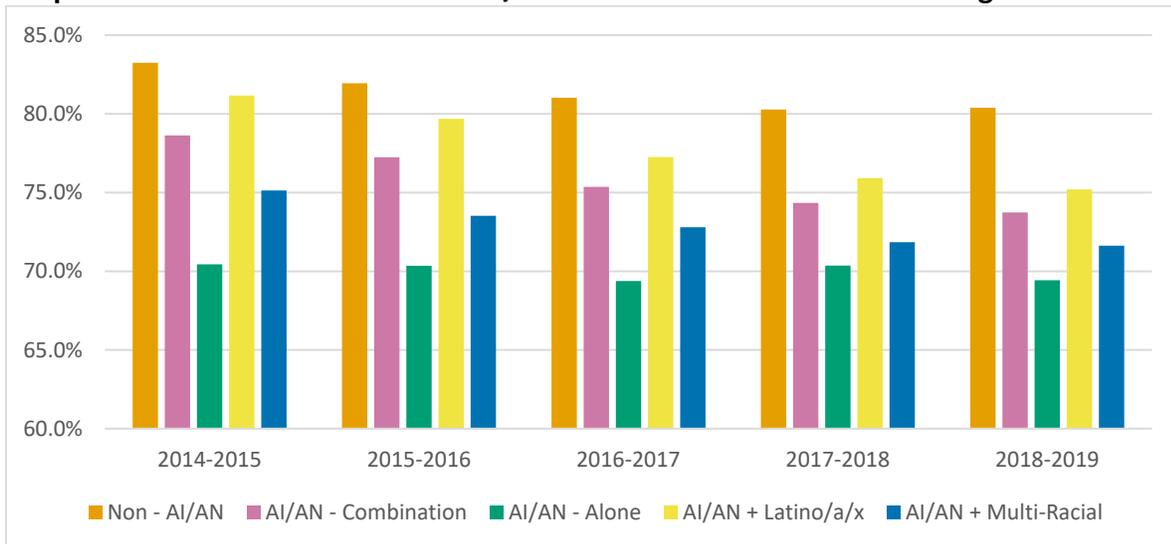


Section 13: Attendance among American Indian/Alaska Native Students

The percent of students considered to be regular attenders continues to be lower for AI/AN identified students than it does for Non-AI/AN identified students.

The State of Oregon defines being a regular attender as being present for 90 percent or more of school days the student is enrolled. For AI/AN – Combination, 73.7 percent were identified as being regular attenders. This is the fifth year of decline from the 78.6 percent considered to be regular attenders in 2014-2015. For Non – AI/AN students, we observe the same decline from 83.2 percent to 80.4 percent during the same time period. This decline is reflected across the other demographic groupings as well with AI/AN + Latino/a/x students taking the largest drop from 2014-2015 to 2018-2019 going from 81.2 to 75.2 percent.

Graph 15: Percent of American Indian/Alaska Native Students who are Regular Attenders



Tribal Attendance Promising Practices

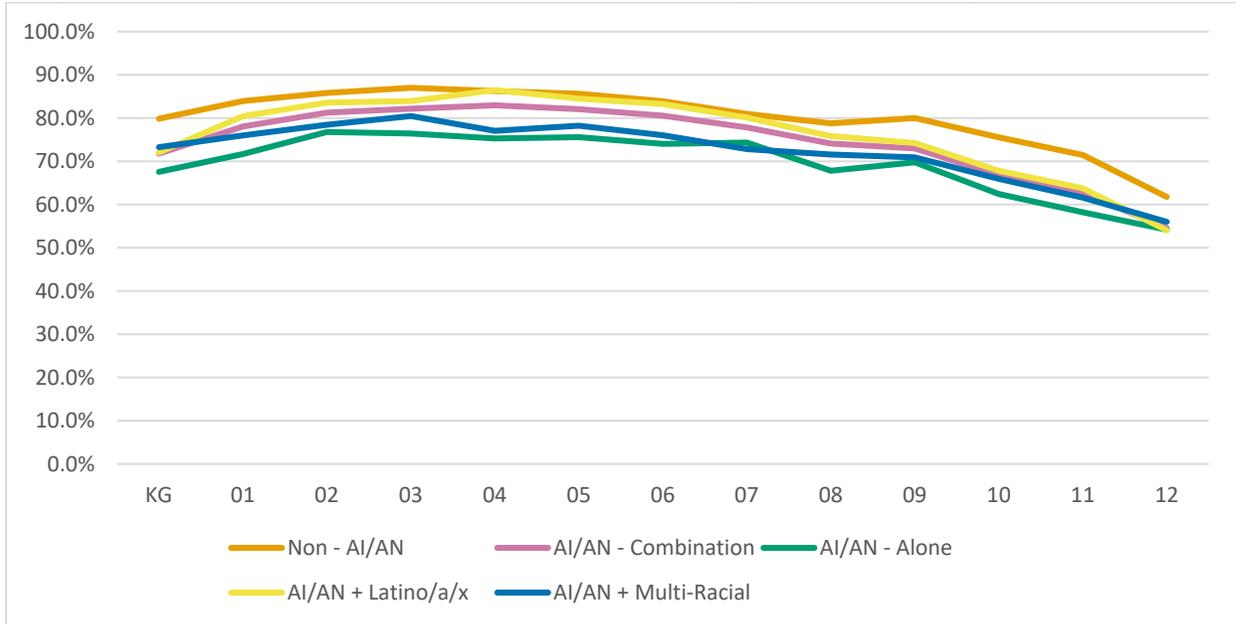


Following the release of a study from the Chalkboard Project, the Government to Government Education Cluster created a Policy Option Package to reduce chronic absenteeism of AI/AN – Alone students in nine preselected Oregon schools. The intent is to strengthen the links between Oregon Tribes and schools that serve enrolled tribal members. This project is now known as the Tribal Attendance Promising Practices (TAPP), previously titled Tribal Attendance Pilot Project. Participating districts

received additional resources to hire a family advocate and create a school-wide initiative to reduce chronic absenteeism. More information on TAPP can be found on the [TAPP webpage](#).

When looking at the data above, prior to TAPP funding the percent of AI/AN – Alone students considered regular attenders was 69.4 percent and 75.4 percent for AI/AN – Combination students. The following year in 2017-18, 70.4 percent of AI/AN - Alone students and 74.3 percent of AI/AN – Combination students were considered regular attenders. However the year following (2018-2019) the percent of AI/AN – Alone students considered to be regular attenders dropped back to 69.4 percent while the percent of AI/AN - Combination students continued to drop to 73.7 percent considered to be regular attenders.

Graph 16: Percent of American Indian/Alaska Native Regular Attenders by Grade, 2018-2019



When looking at the percent of regular attenders by grade, the 4th and 5th grade appear to be the peak school years for the percent of students identified as regular attenders. All demographic groups then start to have the percent of students identified as regular attenders decline through the completion of high school in the 12th grade. When looking at the different demographic groupings, Non-AI/AN Students have the higher percentage of regular attenders across all grades. However, between the 5th and 7th grades the percent of AI/AN - Combination students and AI/AN + Latino/a/x students considered to be regular attenders is almost the same as Non-AI/AN students before diverging lower in the 8th grade onwards. Since TAPP is a school-wide effort some of the non-AI/AN student regular attenders could have been impacted by TAPP strategies.

It would be important to look at attendance in the context of other key reports such as [The Condition of Education for Members of Oregon’s Indian Tribes](#) report which states:

- 75 percent of Oregon tribe-enrolled students are eligible for free-and reduced-price lunch. By contrast, 50 percent of All Other students are eligible for the lunch programs in 2011-2012.

- Almost one-third of Oregon tribe-enrolled students are enrolled in schools that are deemed underperforming through federal and state rules and are targeted for management intervention. By contrast, only 6.6 percent of all Oregon students are enrolled in priority or focus schools in 2011-2012.
- Across all grades, Oregon tribe-enrolled students were slightly – 7.7 percent – more likely to have a novice teacher (one with less than three years’ experience) in the 2011-12 school year than all other students across the state.

Attendance is a symptom or indicator of a larger systematic problem that exists and warrants analysis. Therefore, regular attendance may improve as Oregon addresses the school system holistically and ensures there is the same opportunity for Oregon tribe-enrolled students to attend high performing schools taught by highly qualified teachers and addressing the impacts poverty has on learning. Research shows poverty impedes children’s ability to learn, can contribute to poor health and mental health. ⁵

⁵ Impact of Poverty on Teaching and Learning
<http://performancepyramid.miamioh.edu/node/1148>

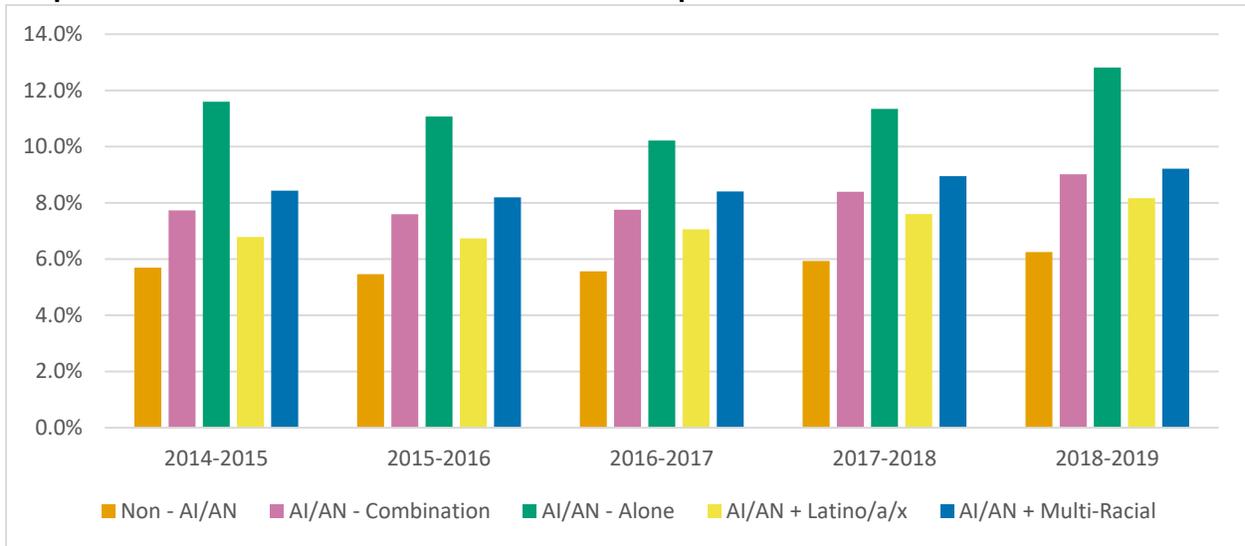
Section 14: American Indian/Alaska Native Students and Discipline Incidents

Percent of AI/AN - Alone Students with one or more discipline incidents nearly double that of Non-AI/Students with over 20% of AI/AN – Alone 7th graders having one or more discipline incidents.

ODE collects data on student discipline incidents which result in either an expulsion, out-of-school suspension or an in-school suspension. For the 2018-2019 school year, nine percent of AI/AN – Combination students received one or more discipline incidents during the school year while 6.3 percent of Non – AI/AN students received one or more discipline incidents. The highest rate of discipline incidents is among AI/AN – Alone students with 12.8 percent of students having one or more discipline incidents in 2018-2019.

Since 2011-12, we have observed a decline in the percent of AI/AN –Combination students with one or more discipline incidents. But starting in 2016-2017 the percent across all AI/AN identified groups started increasing, with the largest increase being with AI/AN – Alone students going from 10.2 percent of students in 2016-2017 to 12.8 percent in 2018-2019. AI/AN + Latino/a/x and AI/AN + Multi-Racial students also have slight increases over the same period of time.

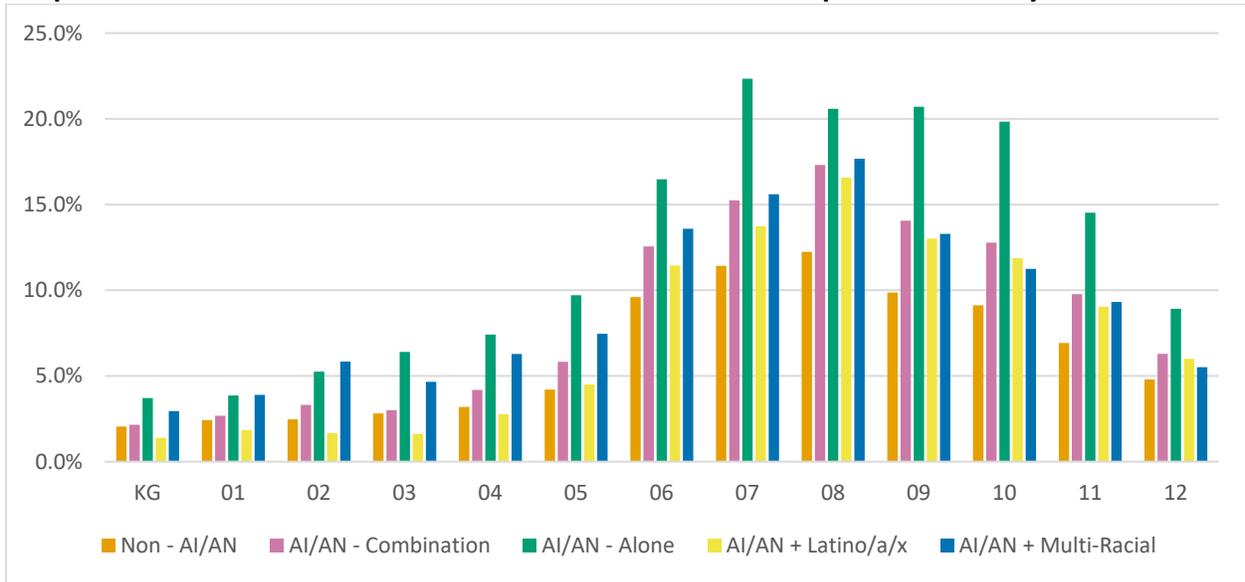
Graph 17: Percent of Students with 1 or More Discipline Incidents



When looking across grade levels we see for all groups that grades 6-8 have the highest level of discipline incidents. Graph 18 on the following page shows the percent of students with one or more discipline incidents by grade. For AI/AN – Combination, the percent of students with one or more discipline incidents peaks during the 8th grade with 17.3 percent of identified students having one or more discipline incidents. For Non – AI/AN students, the percent of students with one or more discipline incidents also peaks in the 8th grade at 12.2 percent.. For AI/AN + Latino/a/x, the percent of students with one or more discipline incidents peaks in the 8th grade

with 16.6 percent, and AI/AN + Multi-Racial also peaks in the 8th grade at 17.7 percent. However when looking at AI/AN – Alone students, the percent with one or more discipline incidents peaks in the 7th grade at 22.3 percent of students having one or more discipline incidents, although their percentage in 8th grade is relatively high as well.

Graph 18: 2018-2019 Percent of Students with 1 or more Discipline Incident by Grade



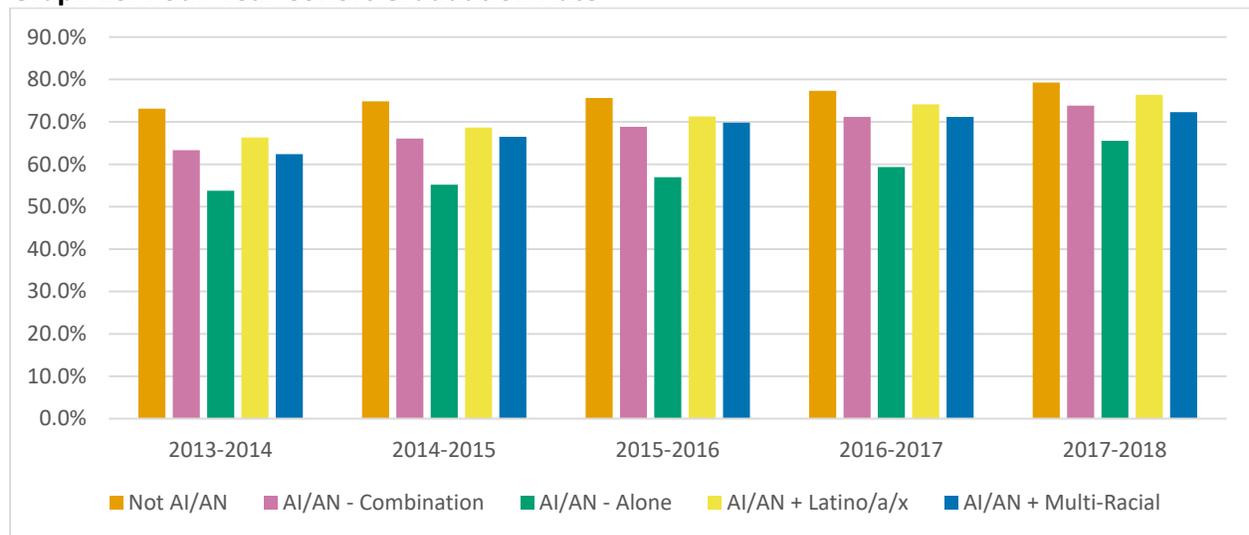
Section 15: High School Graduation and Completer Rates

The percent of AI/AN - Alone Students graduating within four years is increasing faster than the percent of Non-AI/AN students over the last five years.

The vast majority of Oregon students graduate within four years of entering high school. However, there are students who take longer than four years to obtain a high school diploma. By reporting both a four-year cohort graduation rate as well as a five-year cohort graduation rate, the department is better able to reflect the successes of certain groups of students in earning their diplomas. In calculating these rates, the cohorts are adjusted for students who move into or out of the school system, students who emigrate and students who are deceased. The cohort graduation rate is calculated as the number of students in the cohort who graduated with a regular or modified diploma—within either four or five years—as a percent of the total number of students in the adjusted cohort. Graduation Cohort Data is typically available the year AFTER the student graduates. As a result, the most current year of graduation data is for students who graduated in 2017-2018 which was reported during the 2018-2019 school year.

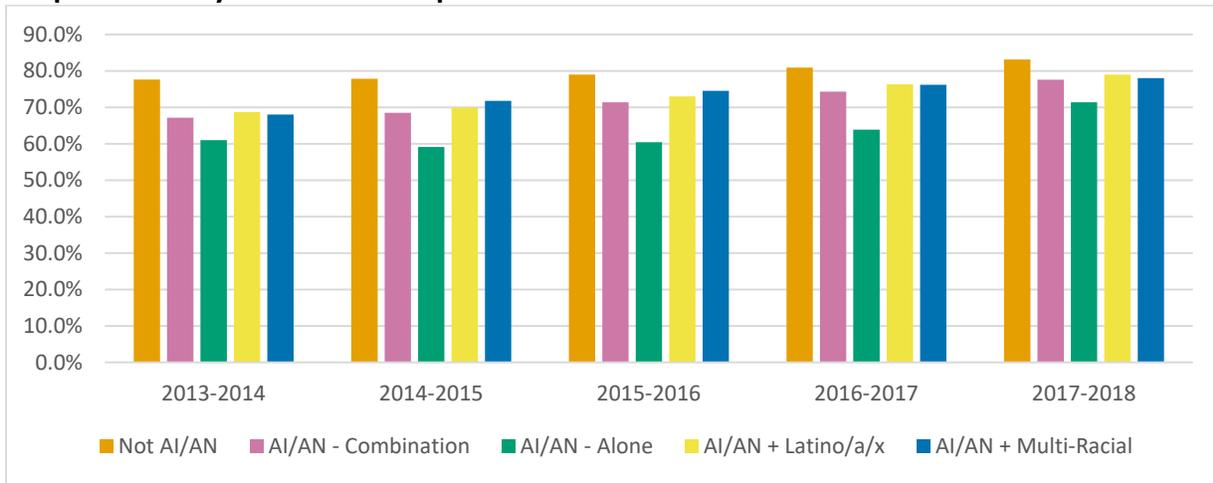
Over the last five years, Oregon has seen continuous improvement in the four-year graduation cohort rate, including for AI/AN students. For AI/AN – Combination students, 63.3 percent of students graduated from high school within four years in 2013-2014. This has increased to 73.8 percent in 2017-2018, a larger increase than for Non-AI/AN students. Looking at the AI/AN breakouts, AI/AN – Alone has the lowest four-year graduation rate of 65.5 percent in 2017-2018, which is up from 53.7 percent in 2013-2014. For AI/AN + Latino/a/x, 76.4 percent graduated within four years in 2017-2018 with a less than three percentage point gap with Non-AI/AN students.

Graph 19: Four-Year Cohort Graduation Rate



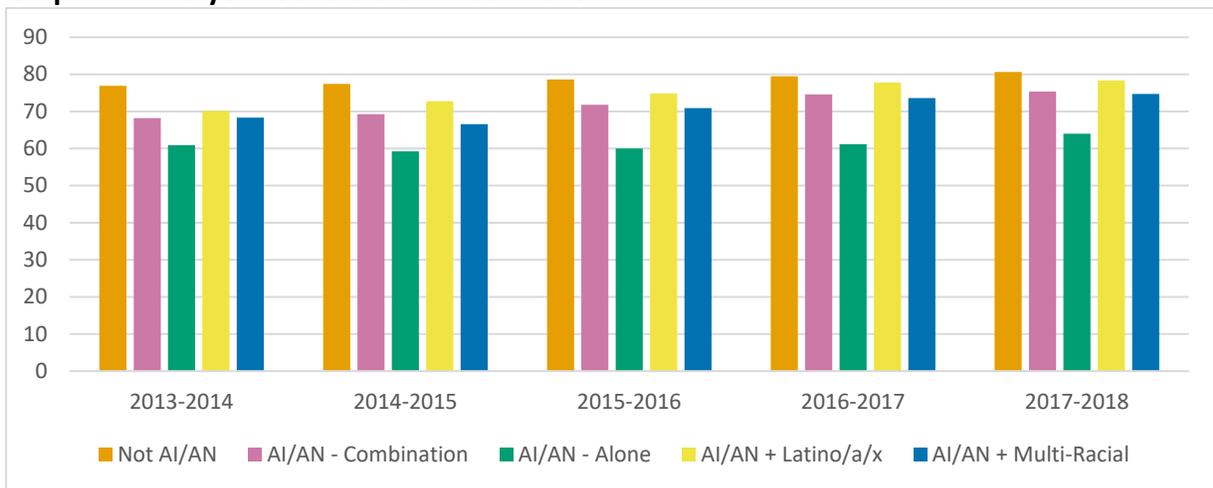
The four-year completer rate is similar to the graduation rate, but the numerator includes students who earned other completion credentials, such as an extended and adult high school diploma or a GED along with those who obtained a regular or modified diploma. For 2017-2018 AI/AN – Combination students, 77.6 percent completed within four years of entering high school increasing from 67.2 percent in 2013-2014. The percent of AI/AN + Latino/a/x and AI/AN + Multi Racial completers has remained slightly above the completer rate for AI/AN – Combination. The completer rate for AI/AN – Alone has been increasing from 61 percent in 2013-2014 to 71.4 percent in 2017-2018.

Graph 20: Four-year Cohort Completer Rate

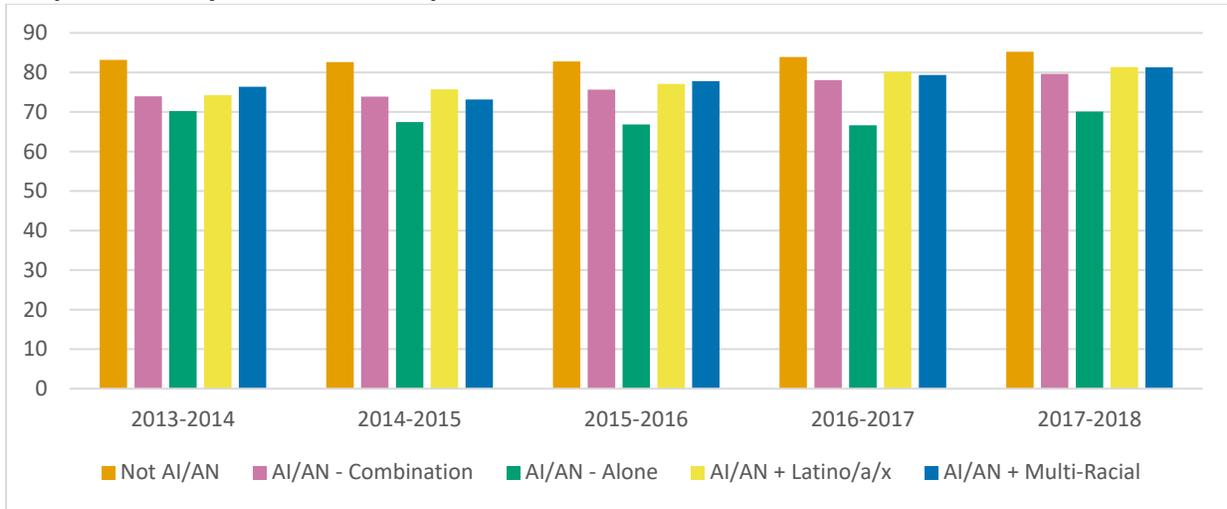


Graph 21 shows the five-year cohort graduation rate for the four categories of AI/AN students in Oregon. As discussed above, these are students who graduate within five years of entering high school. For AI/AN–Combination students, 75.3 percent graduated within five years in 2017-2018 compared to 73.8 percent who graduated within four years. As with the four year graduation rate, the five-year cohort graduation rate has been improving across all groups over the past four years.

Graph 21: Five-year Cohort Graduation Rate



Graph 22: Five-year Cohort Completer Rate



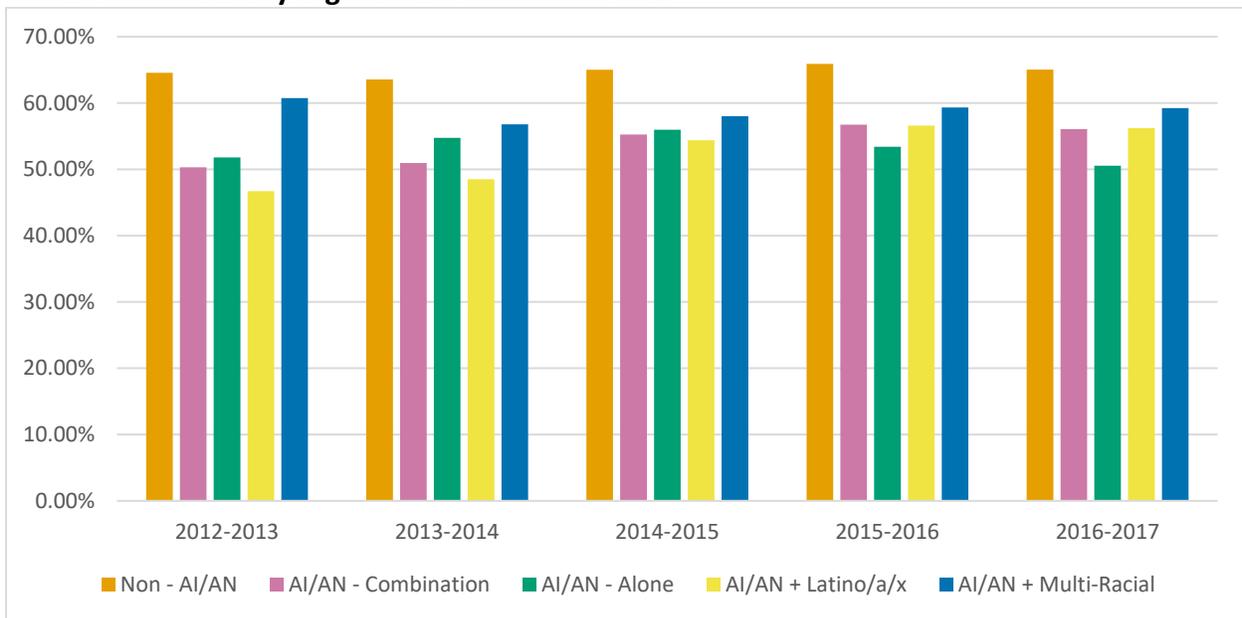
As with the four-year completer rate, the five-year completer rate shows AI/AN + Latino/a/x and AI/AN + Multi-Racial students completing at a higher rate than AI/AN– Alone students. For AI/AN – Alone students, we actually observe a decline in the completion rate from 2013-2014 to 2016-2017, going from 70.2 percent to 66.6 percent, then rising again in 2017-2018 to 70.1 percent.

Section 16: Post-Secondary Enrollment

The percent of AI/AN – Combination students enrolled in a post-secondary institution has increased by six percentage points over the last five years.

For AI/AN – Combination students, 56.07 percent were enrolled in a post-secondary institution within 16 months of their graduation from high school in 2016-2017. This compares to 65.05 percent for Non-AI/AN students from the same graduating year. The highest percentage of AI/AN identified graduates enrolled in post-secondary institutions are AI/AN + Multi-Racial students at 59.23 percent. Over the last four years, the percent of AI/AN + Latino/a/x and AI/AN + Multi-Racial in post-secondary education has been slightly increasing. However, this same increase has not been seen in AI/AN-Alone graduates. The percent of those students enrolling in post-secondary education has been slowly declining over the last three years from 55.96 percent in 2014-2015 to 50.54 percent in 2016-17.

Graph 23: Post-Secondary Enrollment of Four-Year Graduates within 16 Months of High School Graduation by High School Graduation Year





OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!