Oregon Statewide Report Card 2021-2022

OREGON DEPARTMENT OF EDUCATION

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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. The purpose of the 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 2021-22 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 Statewide Report Card is also posted on the Oregon Department of Education's website.

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Oregon

Kate Brown, Governor

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Colt Gill
Director of the Oregon Department of Education

Dear Oregonians,

The Oregon Department of Education (ODE) is pleased to present the Oregon Statewide Report Card for the 2021-22 school year. This annual report acts as a snapshot of our state's education system that includes important statewide data about our students, teachers and schools from the 2021-22 school year. The data routinely archived in this report continues to be impacted by the statewide response to the COVID-19 pandemic. You can find more information in this letter as well as in each applicable section where data was impacted.

The 2021-22 school year was one of reconnection and growth. Together, we lifted up lessons learned. We prioritized mental health and well-being as well as learning and academic growth for all of Oregon's children and youth.

And we did so by strengthening social and emotional supports; creating greater access to a well-rounded curriculum, adding additional time for learning, including extracurricular activities and resources that jumpstart students' connection with peers and caring adults; and we focused on unleashing the power of partnership.

We've navigated pivotal moments in the COVID-19 pandemic.
Since the first case of COVID-19 was identified in February 2020, Oregon's students, families, teachers and staff have faced unprecedented challenges and hardship. Many communities experienced disproportionate impact, including tribes here in Oregon and Indigenous, Black, Latinx, Asian, and Pacific Islander communities, LGBTQ2SIA+ students, and students with disabilities, those navigating poverty and many living in Oregon's rural communities. For the first time in decades, we had a necessary and collective focus on public health. This called on each one of us to have greater awareness about COVID-19 and take action to protect ourselves and the people around us—especially the most vulnerable. While the 2021-22 school year (of which this report represents) marks an important turning point fully back to in-person instruction, it's worth noting the key events that impacted Oregon's education system.

About the 2021-22 School Year

ODE's North Star Goal for the 2021-22 school year was to safely and reliably provide in-person instruction every day, all year long. In order to uphold this North Star goal, ODE worked closely with the Oregon Health Authority to develop and update requirements and recommendations for school districts that meet our obligations for health, safety, equity, and quality instruction across the state. Each school, under the direction of their school district, worked to submit an *Operational Blueprint for Reentry* to ODE that meets the guidelines to safely operate their schools. In addition, ODE supported the roll-out of Pediatric vaccines, and kept schools up to date by issuing regular School Health Advisories.

Before the official first day of school, the focus was on summer learning programs, thanks to a critical legislative investment. A $250 million state General Fund investment, along with $21.2 million of federal resources went to support initiatives for academic and enrichment for school aged students and preschoolers during the summer of 2021.

To kick off the start of the school year, ODE encouraged schools and school districts to emphasize Care and Connection the first few weeks of school, and continue prioritizing Care and Connection for the entire school year.

The Care and Connection effort is an opportunity for school leaders, staff, students and families to foster care, connection and community, and to create a healthy foundation for the school year.

Many school leaders devoted their first full week of the school year to activities that:

- **Promoted a sense of community and togetherness.**
    - Astoria School District opened a family resource center for students and families.
- **Welcomed students, families and staff back to school, and fostered relationships and community.**
    - Port Orford-Langlois School District initiated partnerships with their community to provide gardening instruction during the school year as well as during the summer enrichment programs.
- **Connected to equity and mental health/health promotion and prevention that is strengths-based, equity-centered, and trauma and social emotional learning informed.**
    - Phoenix-Talent SD made School Based Health Centers accessible to all students in an equitable manner in which they can meet the needs of mental and physical health.
- **Brought us together to renew our relationships, cultivate care, connection and community.**
    - South Umpqua School District developed an Artist in Residence Program along with other Field Trips and Interactive Assemblies for Grades K-12, with a focus on the performing and visual arts and STEAM.

ODE continued to distribute federal relief funds to address the impact that COVID-19 has had, and continues to have. The addition of $1.62 billion of ESSER III funds provided stable funding and continuity in instruction and staffing for school districts.

The work of the Student Success Act (SSA) is firmly underway. Signed into law in 2019, the SSA invests $1 billion into Oregon schools each biennium. Despite the pandemic, the SSA has hit key implementation milestones, with much more to be accomplished. What's most important to know is that the SSA is making a difference. Over half of the funds in the SSA encompass the Student Investment Account (SIA) which holds critical momentum for community engagement and deep investments in student well-being. Another portion is providing our youngest learners access to preschool programs across the state. These are just a small portion of how the funds are being used to support Oregon's children and youth.

About the Data in this Report

While useful to share this annual report, the data does not adequately reflect the efforts or resiliency shown consistently by educators, students and families.

Information presented in previous issues of the Statewide Report Card was notably impacted by the COVID-19 pandemic and the extended time students spent receiving instruction virtually, through distance learning. The data and information tell a story and mark a point in time where Oregon schools and its education system was impacted by the COVID-19 pandemic. All data and information presented here for the 2021-22 school year has been fully restored, with the following notes and exceptions:

- The Economically Disadvantaged student group is larger in 2021-22 than in prior years due to the expansion of the criteria for students eligible for free or reduced-price school meals through the federal USDA's COVID-19 waivers. This report contains notes on every page where data for the economically disadvantaged student group is reported.
- ODE resumed identifying schools for Targeted or Comprehensive supports under the Every Student Succeeds Act (ESSA) for the first time since 2018-19. ODE did not rerun the accountability system to identify additional new schools for support in 2019-20 or 2020-21 due to the COVID-19 pandemic and the U.S. Department of Education's assessment and accountability waivers.
- This report includes Measures of Interim Progress (MIP) data for all of the indicators included in the ESSA accountability system.

- Updated NAEP data resumes after a national pause due to the COVID-19 pandemic.

Data Highlights

- Students demonstrated significant progress toward being on track by ninth grade. Ninth Grade On-Track data rebounded 9.2 percent from 73.5 percent in the 2020-21 school year to 82.8 percent in the 2021-22 school year.
- Foster care information is included for the first time. Data included are for the ELA and Math performance, regular attendance, and 9th Grade On-Track to graduate.
- For the third year in a row, reporting of non-binary students increased as represented in the fall membership enrollment.
- The number of women serving as superintendents increased from 30 percent in 2017-18 to 36 percent in 2021-22.

Ongoing Efforts

Our schools are strongest when diverse viewpoints are present and more community members are involved. Only by hearing from everyone can we serve everyone. As a state agency, we are committed to continuing to deepen trust through equity-centered priorities that center collaboration and open communication. Additional efforts for the 2021-22 school year included:

- The Oregon State Board of Education and ODE have made guidance, educational resources, and toolkits available to support safe and inclusive schools. The resolution affirms that symbolism of pride and Black Lives Matters slogans and insignia are statements of love and affirmation, and indicate support and solidarity for students.
- The Early Learning Division and ODE launched a plan to reimagine Oregon's kindergarten assessment.
- Recognizing the unique strengths and assets of Oregon's students through the implementation of House Bill 2845, Oregon's Ethnic Studies Curriculum.
- Responding to Senate Bill 744, which gives Oregon a chance to update and innovate its outdated graduation requirements and rebuild an education system in a way that equitably serves Oregon's Black, Latino, Latina, Latinx, Indigenous, Asian, Pacific Islander, and Tribal students, as well as students who are LGBTQ2SIA+; emerging bilingual; and those navigating foster care, houselessness, and poverty.

Thank You

Thank you to the education community of teachers, staff, principals, business managers, superintendents and school boards who supported school operations and upheld a high quality, equity-focused education for all students.

These two years have shown us what we're capable of. It is a strong reminder of the spirit of engagement and partnership, and working toward a shared goal. ODE is honored to work alongside school leaders, health officials, educators, and families to meet the challenges and opportunities of this moment.

I sincerely appreciate your contributions, energy, and patience as we work together to keep students safe, engaged, and learning.

Sincerely,

Colt Gill
Director
Oregon Department of Education

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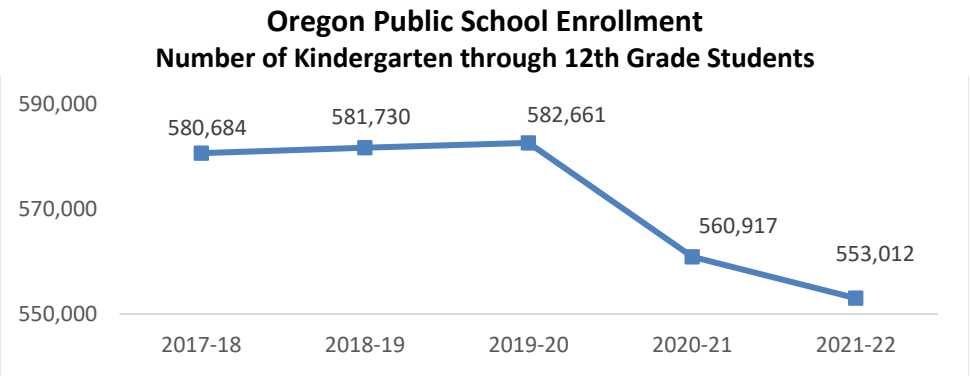
OREGON STUDENTS

There were 553,012 students enrolled in Oregon public schools on the first school day in October 2021. Oregon's K-12 public schools experienced a dramatic, unprecedented enrollment decline during the 2020-21 school year and again in the 2021-22 school year. This decline in enrollment is attributed to the COVID-19 pandemic. In 2020, Oregon saw 21,744 fewer students enrolled in K-12 public school, relative to the prior year. One year later, on the first day of school in October 2021, Oregon saw an additional decline of 7,905 students. Combined together, Oregon's public schools now serve 27,672 fewer students (-4.7 percent) than it did in 2017-18.



Diverse Student Populations

Of the 553,012 students enrolled in 2021-22, 223,018 (40.3 percent) were students of color. This represents an almost one percentage point increase from the 2020-21 rate of 39.6 percent.

School Year	American Indian/ Alaska Native	Asian	Black/African American	Hispanic/Latino	Multi-Racial	Native Hawaiian/ Pacific Islander	White	Total
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
2019-20	7,010	23,208	13,176	138,273	38,306	4,431	358,257	582,661
2020-21	6,570	22,733	13,021	137,101	38,629	4,335	338,528	560,917
2021-22	6,357	22,145	12,731	138,112	39,219	4,454	329,994	553,012

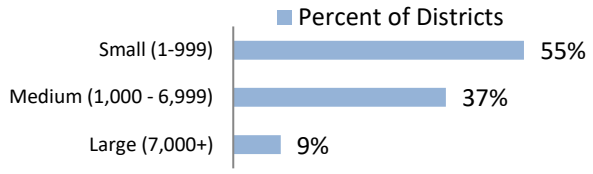
See enrollment reports for more information, including breakdowns by school and district.

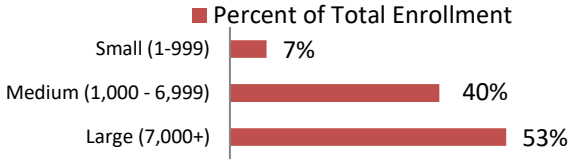
Enrollment decreased in 2021-22. Asian student enrollment shows an overall decrease, while Hispanic/Latino, Multi-Racial, and Native Hawaiian/Pacific Islander student enrollment has continued to increase since 2017-18. American Indian/Alaska Native, Black/African American, and White student enrollments continue to decline.

Race/Ethnicity	Percent Difference since 2017-18
American Indian/Alaskan Native	-17.7%
Asian	-5.1%
Black/African American	-5.8%
Hispanic/Latino	3.2%
Multi-Racial	9.9%
Native Hawaiian/Pacific Islander	5.2%
White	-8.9%

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. However, the majority of students in Oregon attend large school districts, comprised of 7,000 or more students.



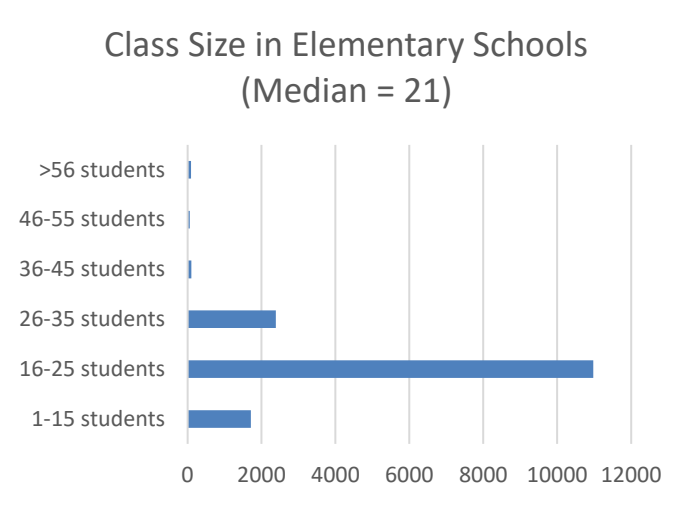


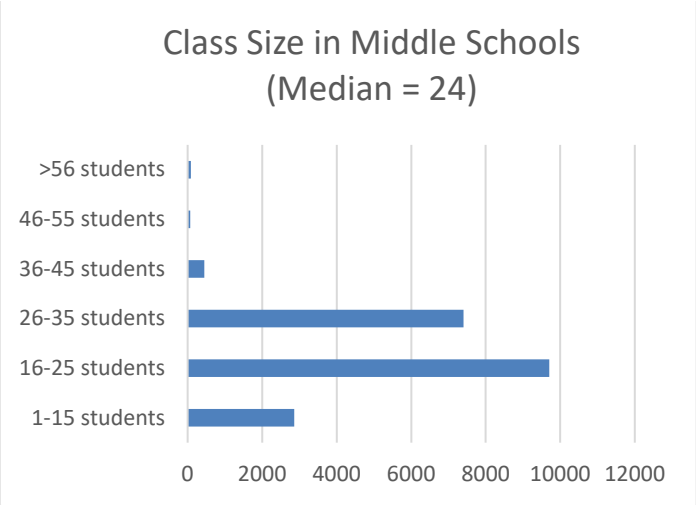
Class Size

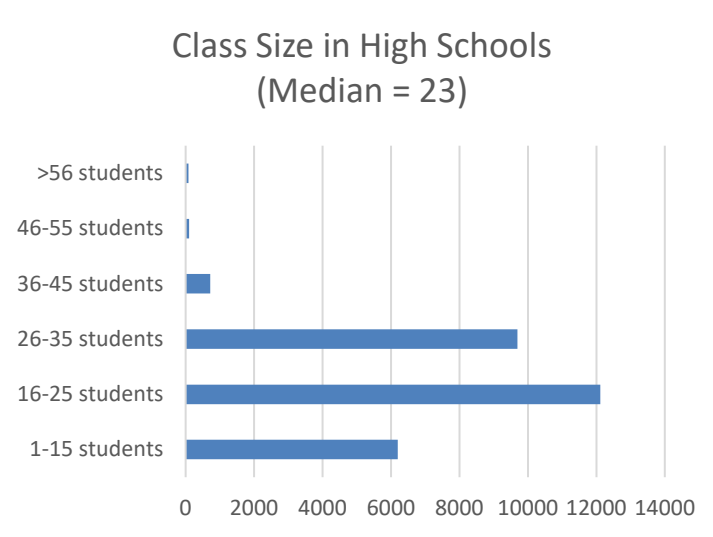
Class enrollments are counted on the first weekday in May for all self-contained or departmentalized core subject classes in all grade levels, kindergarten through grade 12. Data from 2014-15 through 2018-19, and then resuming in 2020-21 and 2021-22, are available.

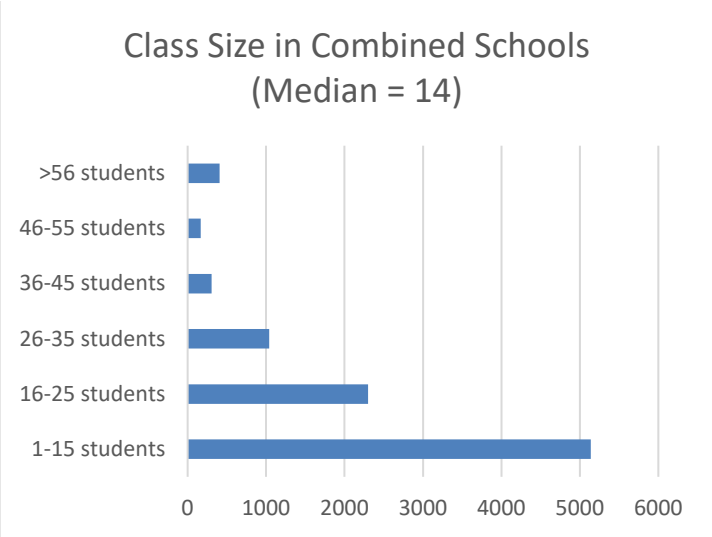
Departmentalized courses (those offering instruction in specific core content subjects) comprise most of the courses reported to the Oregon Department of Education. More classes are offered in assessed subjects, with fewer classes in subjects that are not required for assessment or to earn a high school diploma. Between 2014-15 and 2018-19 median class sizes varied by subject and median class sizes did not change over time. After pandemic-related safety measures were implemented, median class sizes decreased by seven to nine students per class in 2020-21. Median class sizes increased by four students for all class subjects in 2021-22 as pandemic safety measures were lifted.

Median Class Size across school type reflect the impact of easing pandemic safety measures leading to larger cohorts for in-person enrollments. The statewide class size median of 22 is driven by high school data as these schools report more classes than other school types. The median class size for elementary schools increased from 20 to 21 between 2020-21 and 2021-22. 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. The combined school median class size began decreasing in 2016-17 but held steady at 15 students per class in 2018-19. However, combined schools showed another decline in class size to 12 students per class in 2020-21, but has increased to 14 in 2021-22.









Students Who Are Experiencing Houselessness in Oregon

The McKinney-Vento Homeless Assistance Act, Education of Homeless Children and Youth ensures that students who are unaccompanied or experiencing houselessness have equal access to the same free, appropriate public education as their peers. Under McKinney-Vento, each district designates a liaison to identify and provide services to eligible students. For the purposes of this program, to qualify for services, a student must "lack a fixed, regular, and adequate nighttime residence." A 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 reason – are also eligible for educational rights and services. Liaisons work to ensure that students are provided with immediate school enrollment and access to education services. To reduce frequent school changes, districts are required to stabilize students who are unaccompanied or experiencing houselessness in their school of origin, even though the transportation route might involve crossing district boundaries.

Living Situations of K- 12 Students Experiencing Houselessness

School Year	In Shelters	Sharing Housing	Unsheltered	Motels
2017-18	1,817	16,399	2,549	1,236
2018-19	1,701	16,903	2,569	1,041
2019-20	1,584	15,868	2,514	1,114
2020-21	1,376	12,814	2,306	1,197
2021-22	1,685	13,037	2,491	1,470

How are Students Counted?

Each district provides the Secure Student ID (SSID) of each student who is unaccompanied or experiencing houselessness served and two additional pieces of information:

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

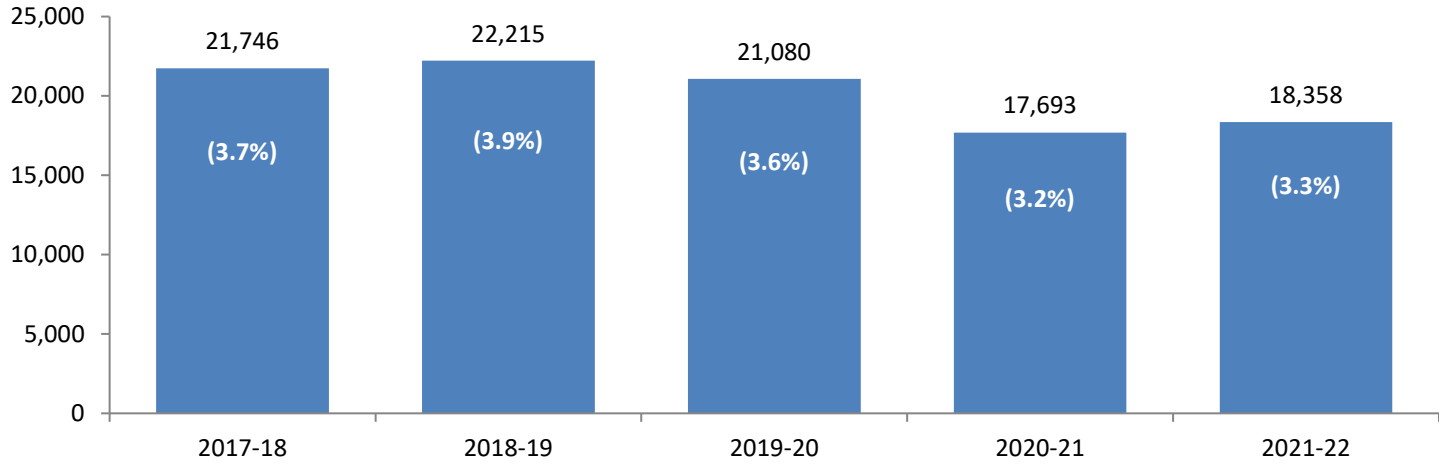
In addition to providing count data for required federal reports, results are used to assist districts in providing services and supports for students. This includes providing extra support to ensure consistent attendance, strong academic performance, and high school completion. ODE initiatives such as High School Success, Career and Technical Education, Trauma-Informed Practice, Early Learning and Successful School Transitions are particularly helpful in supporting students experiencing houselessness or who are unaccompanied through graduation and into a college or career pathway.

Count of Students Experiencing Houselessness Attending Public Schools

Grade Level	Count 2021-22
PK*	349
KG	1,257
1	1,250
2	1,381
3	1,366
4	1,398
5	1,353
6	1,179
7	1,231
8	1,342
9	1,461
10	1,453
11	1,559
12	2,128
Total	**18,358**

* PK enrollment is optional

Students Experiencing Houselessness Count, K-12
(Percent of Total K-12 Enrollment)
2017-18 to 2021-22



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

While the overall statewide number of students experiencing houselessness, or who are unaccompanied, decreased, the COVID-19 pandemic and the closure of schools provided challenges for districts to identify and re-engage youth and students who are experiencing houselessness and provide services. The Oregon Department of Education is working with liaisons, district leaders, and community organizations to provide support and resources to ensure that we are identifying and re-engaging youth who are experiencing houselessness in our schools. These supports are provided through the McKinney-Vento grant program as well as through funds provided by the American Rescue Plan.

Districts with the Highest Number of Students Experiencing Houselessness

District	K-12 Total Homeless 2021-22	Percent of enrollment 2021-22
Beaverton SD 48J	1,221	3.1%
Medford SD 549C	1,039	7.4%
Salem-Keizer SD 24J	826	2.1%
Portland SD 1J	785	1.7%
Eugene SD 4J	660	4.0%
Lincoln County SD	630	12.1%
Reynolds SD 7	517	5.2%
Bend-LaPine Administrative SD 1	498	2.9%
Hillsboro SD 1J	455	2.4%
Phoenix-Talent SD 4	448	20.0%

Districts with the Highest Percent of Students Experiencing Houselessness

District	K-12 Total Homeless 2021-22	Percent of enrollment 2021-22
McKenzie SD 68	43	25.8%
Butte Falls SD 91	43	23.0%
Arlington SD 3	36	22.5%
Phoenix-Talent SD 4	448	20.0%
Mapleton SD 32	26	19.3%
Warrenton-Hammond SD 30	141	14.4%
Port Orford-Langlois SD 2CJ	32	14.4%
Coos Bay SD 9	410	13.6%
Oakridge SD 76	65	13.0%
South Wasco County SD 1	29	12.9%

Students Experiencing Houselessness by County of Enrollment, 2021-22

County	Total Enrolled, K - 12
Baker	211
Benton	421
Clackamas	860
Clatsop	264
Columbia	94
Coos	684
Crook	83
Curry	80
Deschutes	725
Douglas	337
Gilliam	36
Grant	25
Harney	25
Hood River	49
Jackson	2,086
Jefferson	131
Josephine	809
Klamath	499
Lake	63
Lane	2,006
Lincoln	630
Linn	996
Malheur	372
Marion	1,528
Morrow	97
Multnomah	2,465
Polk	140
Sherman	*
Tillamook	161
Umatilla	241
Union	115
Wallowa	25
Wasco	84
Washington	2,102
Wheeler	38
Yamhill	550

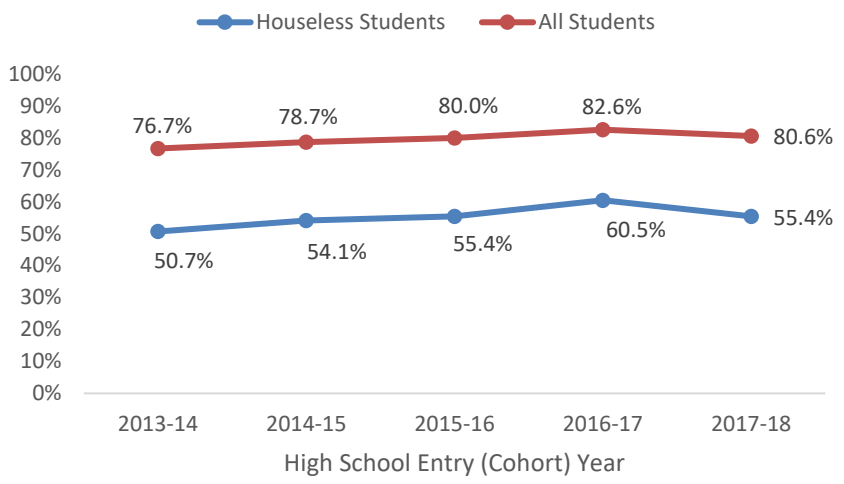
NOTE: Students enrolled in a district that contains schools in more than one county are included in the total of the county where the district administrative office is located.
* Values under 10 are suppressed.

How Do Public School Programs Serve Students Experiencing Houselessness?
Services and accommodations for students experiencing houselessness, or who are unaccompanied, may include school transportation, tutoring, extended-day and summer school programs. Schools and districts can also use funding to purchase shoes, clothing and hygiene supplies as well as make 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 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 McKinney-Vento Liaison in school districts, as well as the role of school districts in statewide efforts to prevent and end homelessness, is imperative.

The statewide four-year graduation rate of students experiencing houselessness, or who are unaccompanied, increased for the 2013-14 through the 2016-17 cohort. But the rate declined for the 2017-18 cohort. Services and supports are needed to meet the strengths and needs of our youth to ensure they remain in school and graduate.

Students Experiencing Houselessness Four-Year Graduation Rates

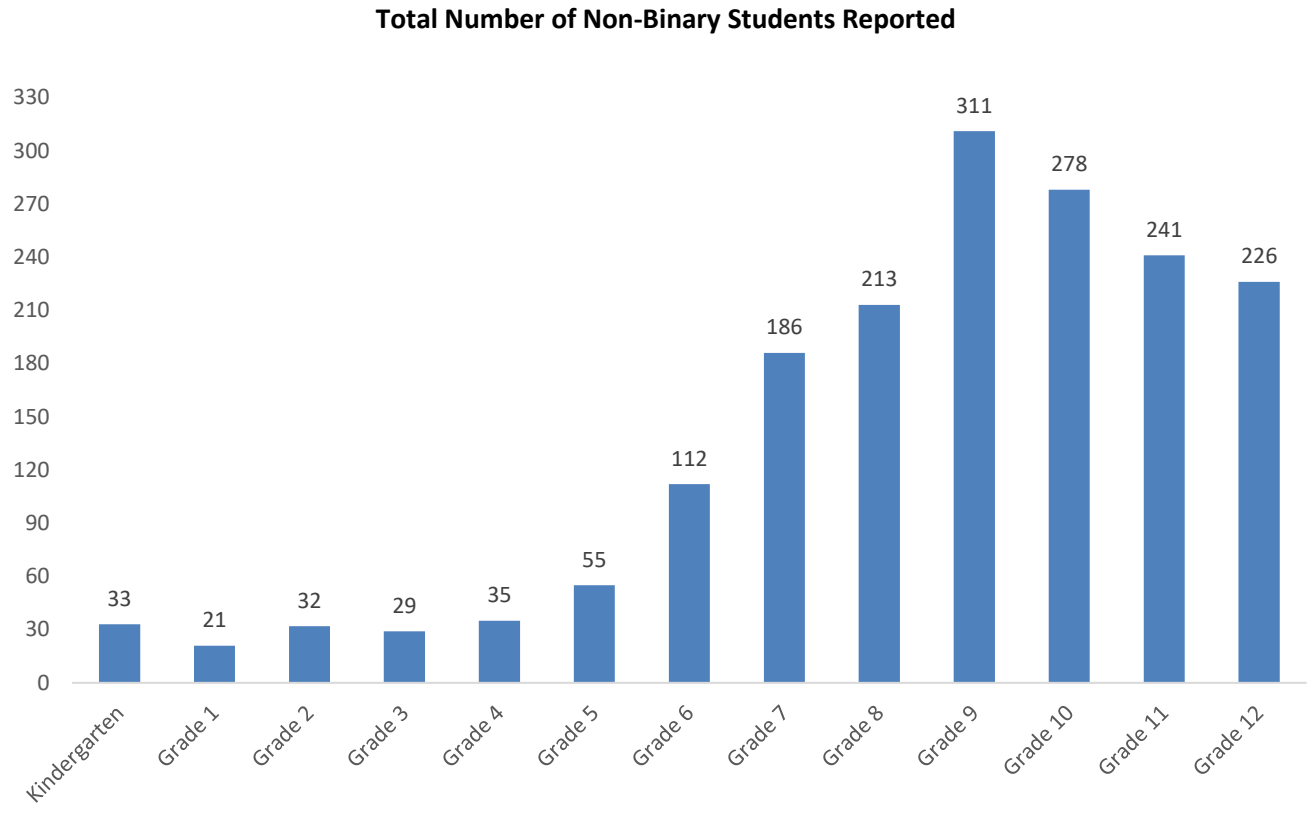


McKinney-Vento Subgrant Projects
Oregon received $895,694 in federal McKinney-Vento Act funds for 2022-23 to coordinate the state program and provide grants to local education agencies to provide supplemental services for students experiencing houselessness, or who are unaccompanied. During the 2022-23 school year, 12 subgrant projects will serve youth experiencing houslessness across the state. For more information about the ODE Education of Homeless Children and Youth Program, visit the McKinney-Vento Act: Homeless Education Program webpage.

Gender Diversity

Recognizing and allowing for non-binary gender options in data reporting is an important step toward gender inclusivity*. The Oregon Department of Education (ODE) implemented a new gender code in the 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 October 1st, 2021 student enrollment snapshot, a total of 1,772 non-binary students are reported. This is an increase from the 836 non-binary students reported in the October 1st, 2020 student enrollment snapshot.



Data source: 2021-22 Fall Membership.

Safety concerns may inhibit gender diverse individuals from selecting the non-binary gender option. 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.

* For additional background, see ODE Executive Memo 008-2017-18

Language Diversity

According to data from the ESEA Title III: English Learner Collection for 2021-22, there were 59,704 English Learners (almost 11 percent of all K-12 students). In addition to the languages listed below, 467 students did not list a specific language (non-applicable to reporting). 1,348 students were also listed as "Other Language"; 771 of these students participated in English Learner programs.

Most Common Languages of Origin of Students in Oregon Public Schools
(K-12 Students)
2021-22

Language of Origin	Number of Enrolled Students by Language of Origin[1]	Number of English Learner Students[2]	Percent of Enrollment[3] (Total: 551,780)	Percent of English Learner Student Enrollment[3] (Total: 59,704)
English[4]	432,989	616	78.5%	1.0%
Spanish	86,445	45,440	15.7%	76.1%
Vietnamese	3,726	1,292	0.7%	2.2%
Chinese	3,552	1,230	0.6%	2.1%
Russian	3,491	1,458	0.6%	2.4%
Arabic	1,807	886	0.3%	1.5%
Other languages	1,348	771	0.2%	1.3%
Chuukese	1,125	767	0.2%	1.3%
Japanese	1,029	399	0.2%	0.7%
Somali	1,025	647	0.2%	1.1%
Korean	956	302	0.2%	0.5%
Ukrainian	875	460	0.2%	0.8%
Tagalog	560	220	0.1%	0.4%
Romanian	555	221	0.1%	0.4%
Marshallese	554	373	0.1%	0.6%
Telugu	551	142	0.1%	0.2%
Hindi	507	130	0.1%	0.2%
Hmong	420	174	0.1%	0.3%
Tamil	378	82	0.1%	0.1%
Amharic	367	177	0.1%	0.3%
Swahili	361	254	0.1%	0.4%
French	305	94	0.1%	0.2%
Persian	296	198	0.1%	0.3%
Mayan languages	293	271	0.1%	0.5%
Karen	289	199	0.1%	0.3%

[1] Source: Spring Membership 2021-22
[2] Source: Unduplicated ESEA Title III: English Learner Collection, 2021-22, 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 if the student has English as their language of origin.

See the Title III English Learners and Immigrant Youth webpage for more details on English Learner performance.

The Oregon State Seal of Biliteracy

The Oregon State Seal of Biliteracy (OSSB) was established 2016 and updated in 2022 in order to:

- Honor and recognize the multiple language literacy skills arriving students bring to their Oregon education.
- Honor and recognize the indigenous language and literacy skills of American Indian/Alaska Native students.
- Honor and recognize the language literacy skills native English speaking students gain when studying world languages.

There are three criteria students meet to earn the OSSB:

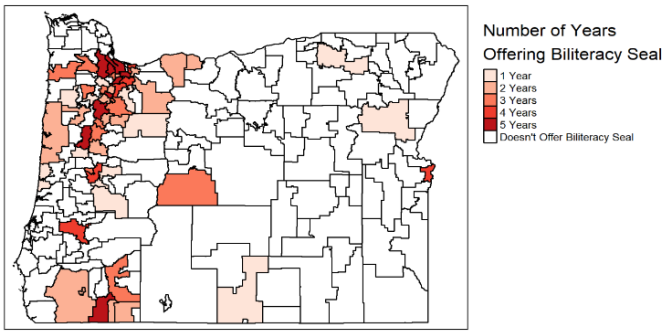
- Meet all graduation requirements by the spring of the student's graduating year.
- Pass any two or more approved language assessments at the Intermediate High level of proficiency in the reading, writing, listening and speaking domains for any two or more languages.

The State of Oregon honors the languages and culture of its people and celebrates that there are over 166 languages spoken by students in its schools. Oregon students who earned the OSSB for 2021-22 spoke 47 different heritage languages, including English. Some of these students spoke a world language at home and gained proficiency in English in a school setting, while others spoke English at home and learned a world language in school. Both methods of meeting the OSSB proficiency requirements are celebrated.

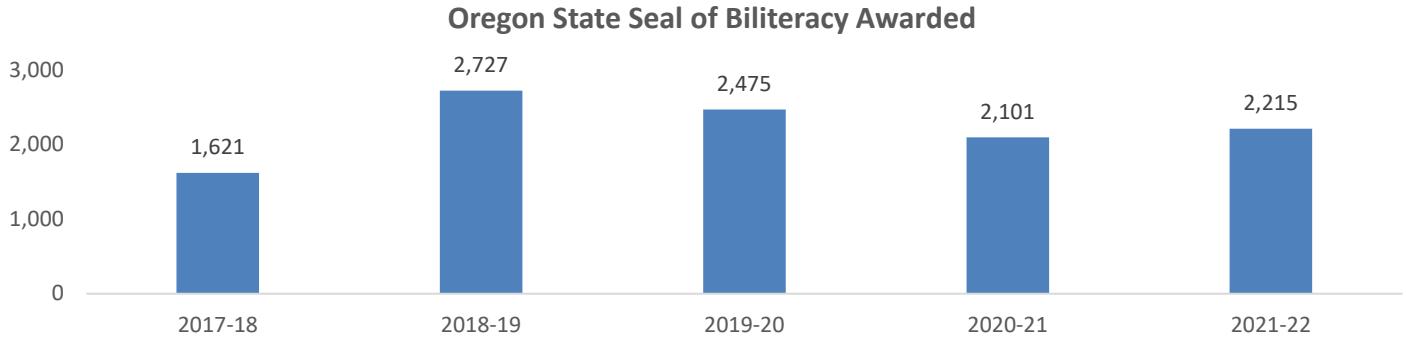
Data for the 2021-22 graduating year reflect that:
2,215 students earned the OSSB, speaking 47 different heritage languages and earning the OSSB in 30 different world languages

- 63 percent of the students spoke a language other than English as their primary language.
- 37 percent of the students spoke English as their primary language.

- 56 percent of the students earning the OSSB were English Learners, either currently or formerly.
- 32 students earned the OSSB in two languages, in addition to English.
- <5 students earned the OSSB in the Umatilla and Weyiiletpuu (Nez Perce) languages.
- Seven students earned the OSSB in American Sign Language.



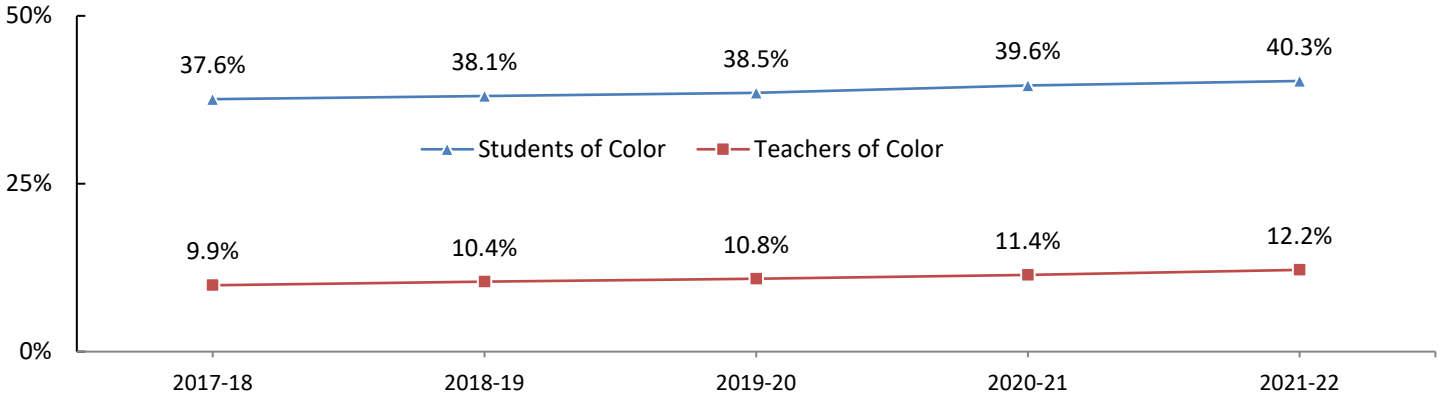
Data includes 58 districts, one private school, one online school, one charter school, and two post-secondary institutions offered the OSSB.



The OSSB has grown over the years through the recognition of the American Indian/Alaska Native languages, American Sign Language, Post-Secondary partnerships, and expanded participation of districts across the state.

Students and Teachers of Color

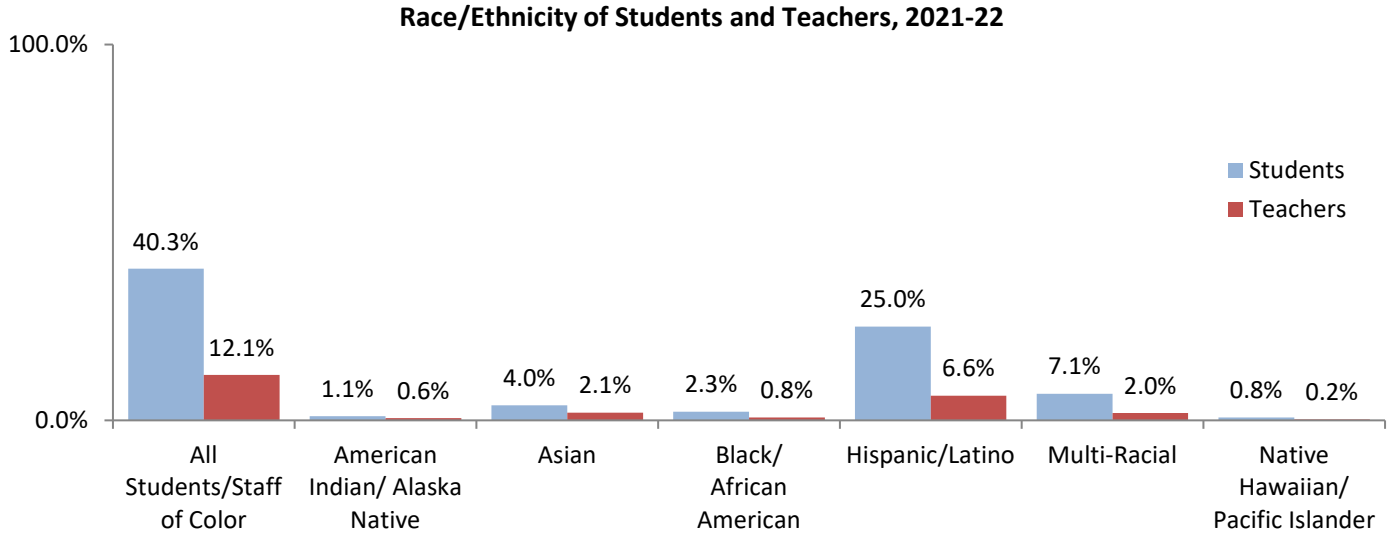
In the 2021-22 school year, the proportion of both teachers and students of color increased at nearly identical rates. Students of color increased to 40.3 percent, an increase of 0.7 percent from the 2020-21 school year, and teachers of color increased to 12.2 percent, an increase of 0.8 percent from 2020-21.



Sources: Fall Membership and Staff Position Collections

Towards Increased Racial Equity and Representation in Oregon's Educator Workforce

Created in 2017 through the passage of Senate Bill 182, the Educator Advancement Council (EAC) is an innovative partnership aimed at helping Oregon staff every classroom with high-quality, well-supported and culturally-responsive public educators. The Educator Advancement Council is working towards implementing the legislative goals and initiatives established in the Minority Teacher Act passed in 1991 (OAR 581-018-0416), Senate Bill 755 passed in 2013, and House Bill 3375 passed in 2015, which replaced the word "minority" with "diverse." To learn more about the history and ongoing data strategies visit the EAC homepage and read through the EAC's annual Educator Equity Reports.



Source: Fall Membership and Staff Position Collections

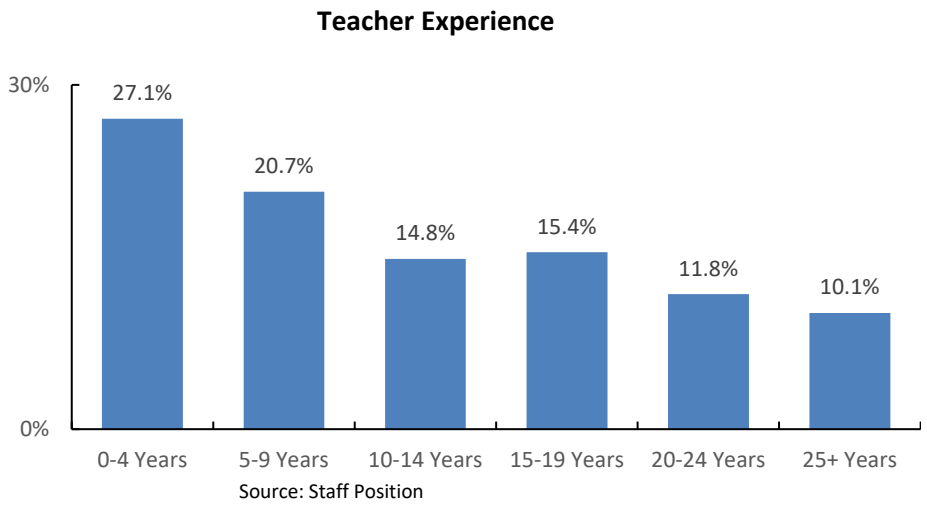
Note: Multi-Racial does not include students or staff who reported Hispanic Ethnicity – they are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

The largest difference between historically underserved student populations and teachers of the same race/ethnicity is Hispanic/Latino: 25 percent of students were reported as Hispanic/Latino, compared with only 6.6 percent of teachers. In contrast, 87.9 percent of teachers were White, compared with only 59.7 percent of students in 2021-22.

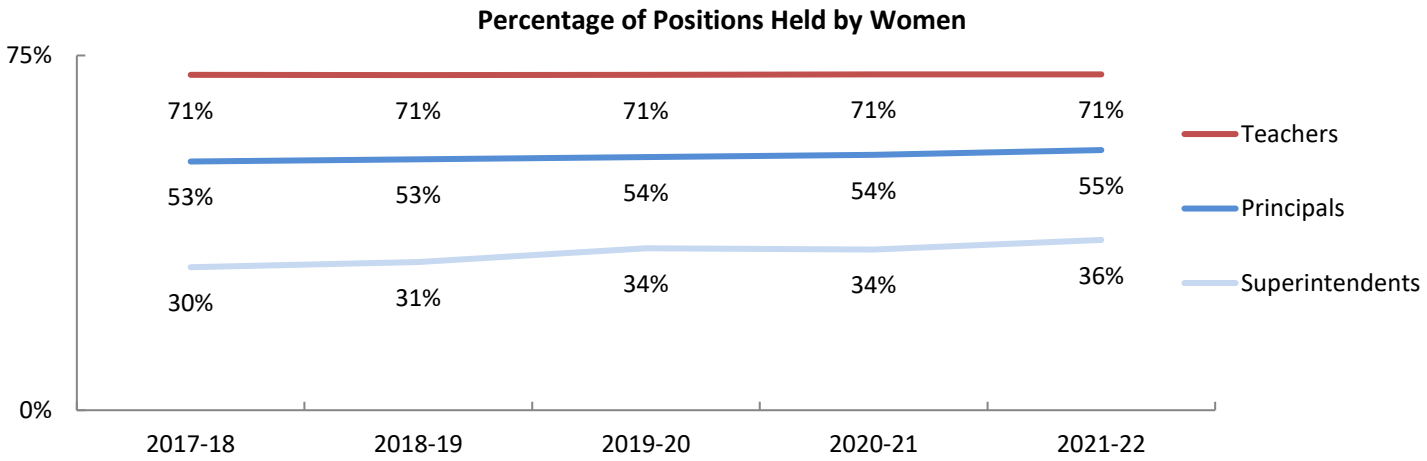
OREGON STAFF

Experienced, Highly Educated Workforce

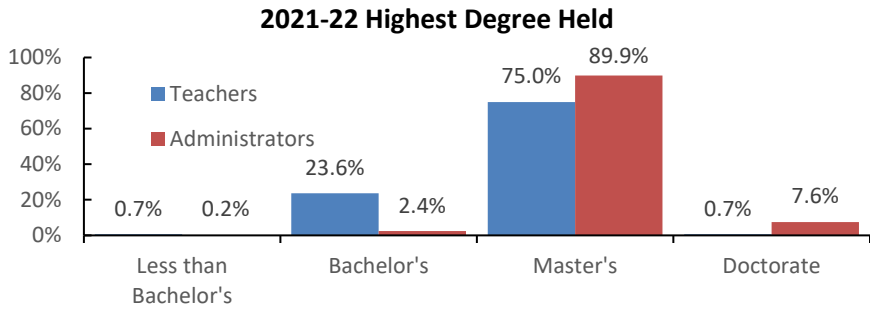
While Oregon still has an experienced teacher cohort with 21.9 percent of licensed teachers having 20 or more years of experience, the number of new teachers (0-4 Years of experience) increased significantly from 24.1 percent in 2020-21 to 27.1 percent in the 2021-22 school year.



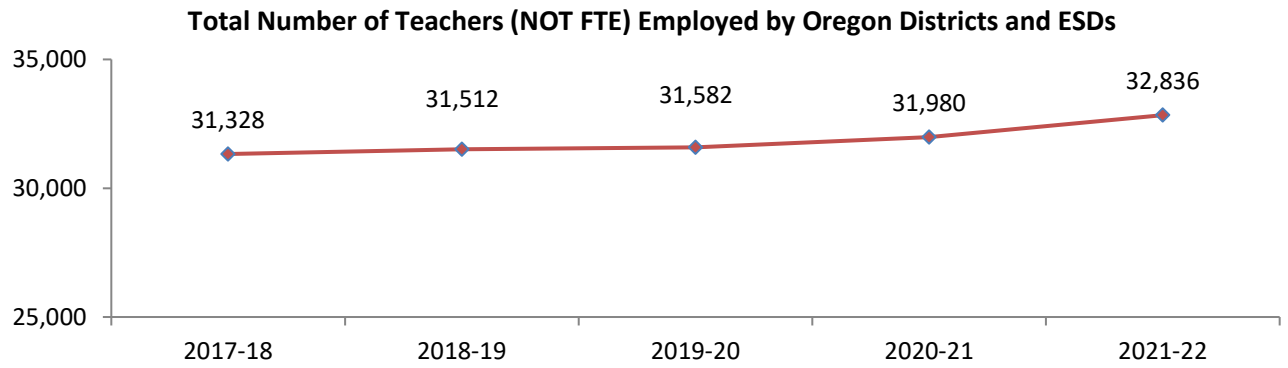
Over the last five years there has been slow growth in the number of women reported as superintendents (36 percent of superintendents were women in 2021-22). Among staff reported as principals, 55 percent were women, a slight increase from the 2020-21 school year. The proportion of women reported as teachers remains unchanged over the last five years.



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.



Source: Staff Position. Includes some pre-kindergarten teachers

All School Staff

The total number of full-time equivalent (FTE) school employees in 2021-22 increased from 2020-21 by approximately 5.1 percent statewide. There were also some notable changes within position groups between 2020-21 and 2021-22. For example, the percentage of School Counselors increased by approximately 8.8 percent. Nearly all position groups saw an increase in FTE between 2020-21 and 2021-22. District Administrators, School Administrators, School Counselors, Licensed Library and Media, and Support Staff all saw increases in FTE by more than five percent of their 2020-21 totals. The proportion of total FTE positions held by teachers in Oregon's public schools increased slightly this year, but remains under 45 percent.

Oregon School Employees
(Full-Time Equivalent Positions)

	2020-21 Number	2020-21 Percent	2021-22 Number	2021-22 Percent
Teachers	30,767.1	43.9%	31,650.3	43.0%
Educational Assistants	11,170.1	15.9%	11,775.8	16.0%
District Administrators	501.7	0.7%	547.7	0.7%
School Administrators	1,854.4	2.6%	1,974.9	2.7%
School Counselors	1,501.5	2.1%	1,633.3	2.2%
Licensed Library and Media	146.7	0.2%	158.4	0.2%
Library and Media Support	667.6	1.0%	680.0	0.9%
Psychologists	395.4	0.6%	390.5	0.5%
Support Staff	21,160.6	30.2%	22,836.8	31.0%
Special Education Specialists	1,946.8	2.8%	2,005.4	2.7%
Total	70,111.8	100.0%	73,653.0	100.0%

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.

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) 2021-22
Kindergarten (half day)	450
Kindergarten (full day)	900
Grades 1-8	900
Grades 9-11	990
Grade 12	966

Teacher Qualifications

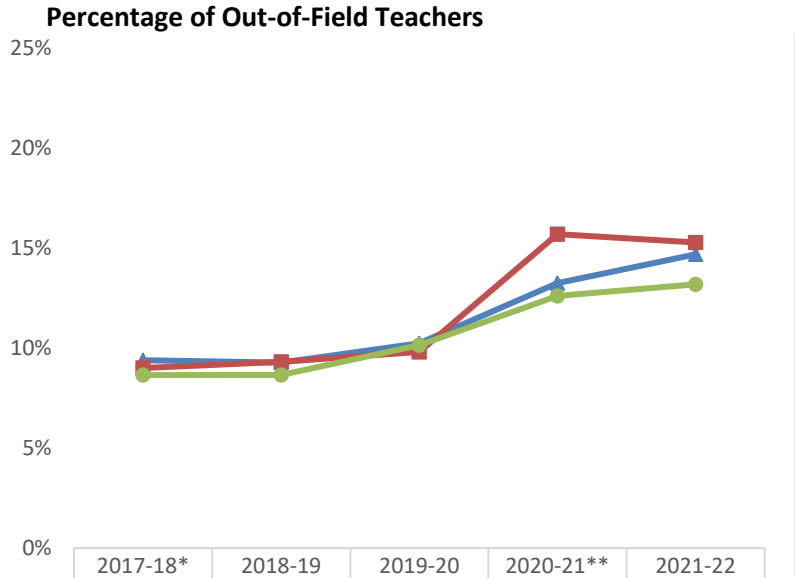
Beginning in the 2017-18 school year, teacher qualification measures changed due to updates in federal definitions. Teacher qualifications metrics no longer used the No Child Left Behind (NCLB) Highly Qualified Teacher (HQT) determination, but instead shifted to use the current Every Student Succeeds Act (ESSA) determinations of out-of-field or in-field teachers and emergency/provisional licensed or not emergency/provisional licensed teachers.

An out-of-field teacher is defined as a teacher teaching a subject area (course) in which they have neither a full Oregon teaching license and the proper endorsement, nor a License for Conditional Assignment (LCA). The specific courses that are allowable for a specific teaching endorsement can be found in the Course to Endorsement Catalog. Fully licensed teachers are allowed to teach up-to 10 hours per week in a single out-of-field subject area. See OAR 584-210-0160 for more details.

An emergency/provisional licensed teacher is defined as a teacher teaching with a less than full Oregon teaching license e.g., Limited Teaching, Emergency Teaching, and Restricted Teaching licenses. All emergency/provisional licensed teachers are considered out-of-field teachers too, regardless of their specific teaching endorsements.
More information about Oregon teacher licenses and endorsements can be found on the Teacher Standards and Practices website.

The data include all reported public school teachers who provide instruction to students, in all subjects and all grades, and are measured in Full Time Equivalency (FTE) derived from their hours of instruction. The purpose of the data is to ascertain if schools with high percentages of students experiencing poverty have a disproportionate rate of teachers that are out-of-field, or teaching with an emergency/provisional license.

High and low poverty schools are determined by the quartile of the percentage of Free and Reduced Lunch (FRL) eligible students attending the school i.e., the 25 percent of schools with the highest percentage of FRL eligible students are in the high poverty school category, and the 25 percent of schools with the lowest percentage of FRL eligible students are in the low poverty school category.



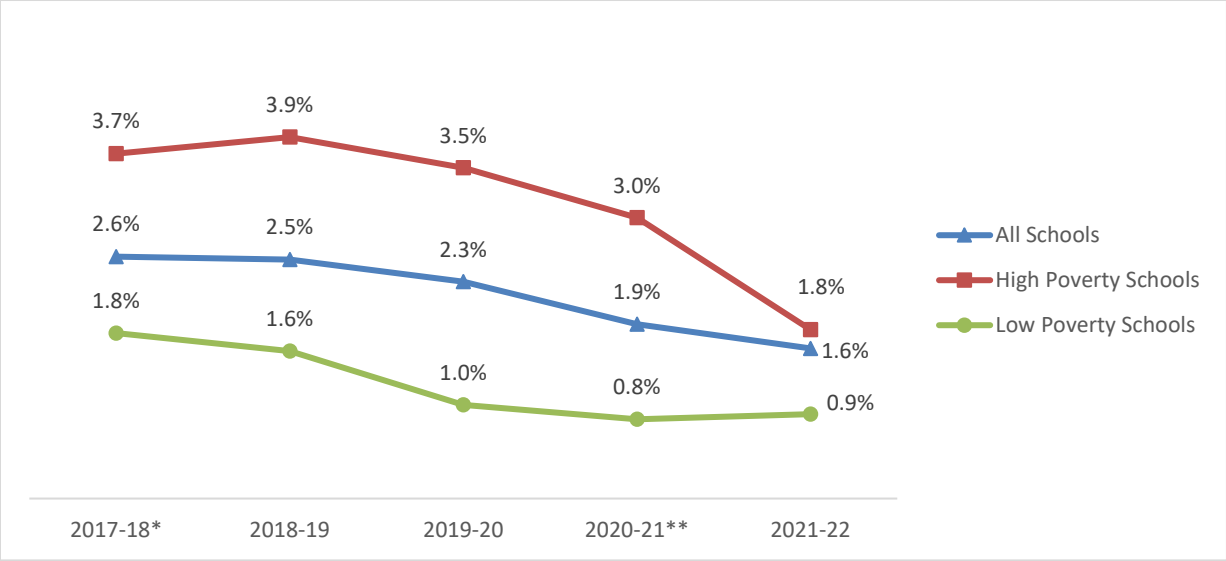
	2017-18*	2018-19	2019-20	2020-21**	2021-22
All Schools	9.4%	9.3%	10.2%	13.3%	14.7%
High Poverty Schools	9.0%	9.3%	9.8%	15.7%	15.3%
Low Poverty Schools	8.7%	8.7%	10.2%	12.6%	13.2%

Source: Staff Position Data Collection

* The 2017-18 school year was the first year of the Staff Assignment data collection in its current iteration, thus the data for that year should be interpreted with additional caution.

** The high/low poverty school categories are normally calculated annually, however due to impacts of COVID-19 on the Free and Reduced Price Lunch (FRL) data for 2020-21, the 2019-20 FRL data and high/low school poverty school determinations were used for 2020-21.

Percentage of Teachers with an Emergency/Provisional License



Source: Staff Position Data Collection

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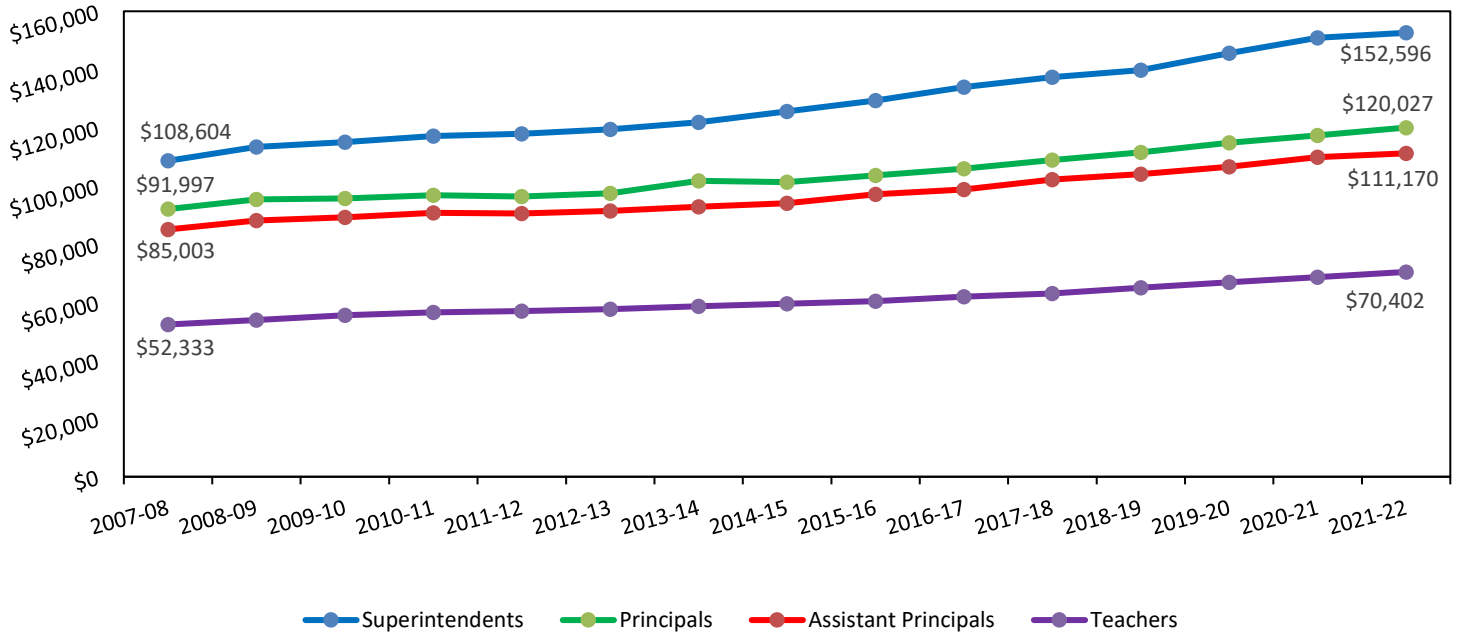
** The high/low poverty school categories are normally calculated annually, however due to impacts of COVID-19 on the Free and Reduced Price Lunch (FRL) data for 2020-21, the 2019-20 FRL data and high/low school poverty school determinations were used for 2020-21.

Since the first year of the current iteration of collecting data on teacher qualifications, the rates of out-of-field and emergency/provisional teachers decreased year-over-year for all school groups, until 2020-21. While emergency/provisional licensed teacher rates continued its slight decline, the rate of out-of-field teachers increased dramatically for all school groups in 2020-21 and slightly increased again in 2021-22. Out-of-field teacher rates in the prior years had been relatively even between high and low poverty schools, but widened to a 2.1 percentage point difference in 2021-22. Even though emergency/provisional licensed teacher rates decreased for schools over the time period, high poverty schools continue to have a higher rate of emergency/provisional licensed teachers compared to low poverty schools.

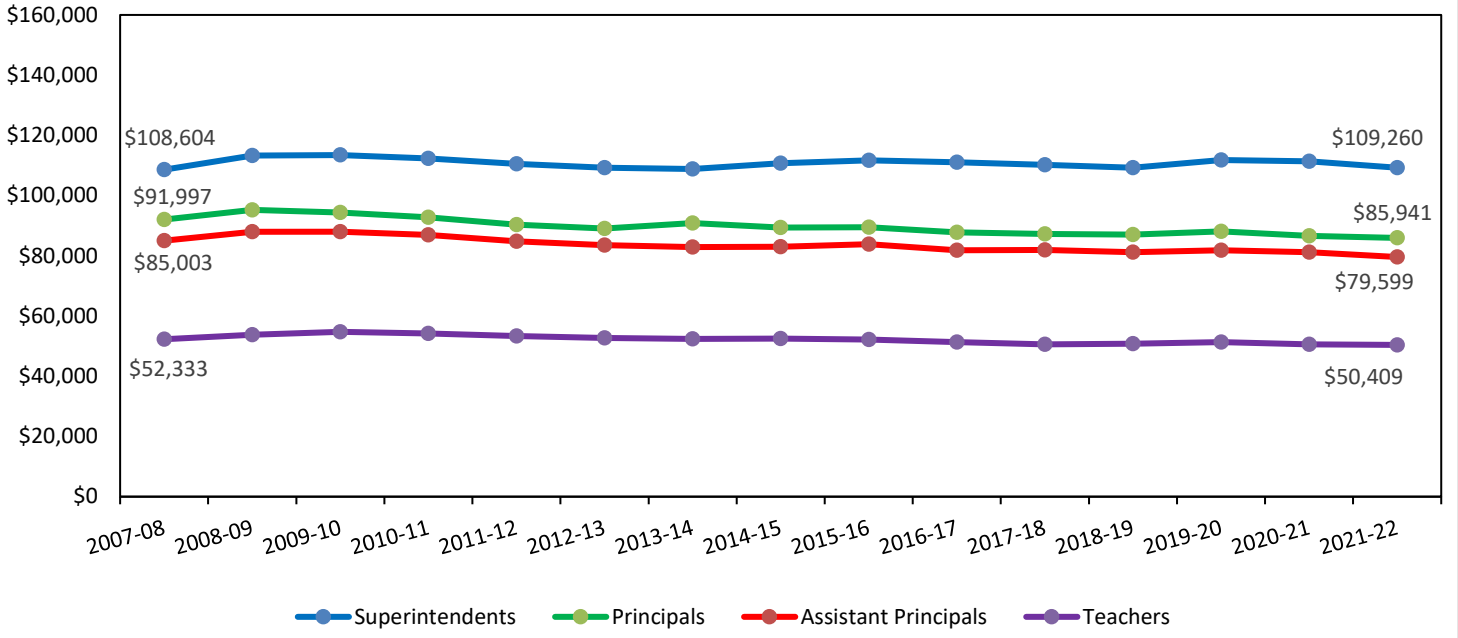
Historical Salary Charts

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 Statewide Report Card were calculated using the West Region CPI starting in 2019-20. Prior year Oregon Statewide Report Cards used the Portland-Salem Urban Area CPI.

EDUCATION INITIATIVES ROOTED IN EQUITY, RACIAL EQUITY AND ANTIRACISM

The Oregon Department of Education (ODE) is committed to upholding educational equity throughout Oregon's public schools. This involves recognizing the historical and ongoing trauma inflicted specifically on Native tribes, Indigenous, Black, and Persons of Color[1] through our nation's education systems, and responding with conscious, persistent, and collective actions rooted in equity, racial justice, and antiracism. It also requires humility, acknowledging that Oregon is *part of* a global movement working to educate about the harmful impacts of anti-Blackness, white supremacy, systemic discrimination, and all forms of hatred that impact our students and communities.

ODE is working in partnership with school communities to guide actionable ways of tending to the real and divisive impacts of fear, hate, bias and racialized trauma. This entails supporting school districts in educating students, staff, educators, and school community members about the nation's many ethnic cultures and histories, fostering safe and supportive school environments for transgender students, and affirming that Black Lives Matter and Every Student Belongs. Learn more about ODE's Equity Decision Toolkit.

"ODE is committed to ensuring that Oregon's schools are safe and inclusive for all students and staff, and that means conclusively and repeatedly saying, 'Yes, we affirm the dignity and humanity of Black people.' That's what Black Lives Matter means, as a statement of love and justice. And love and justice are the side of history we all need to be on."
– Colt Gill on the Oregon State Board passing the Black Lives Matter resolution.

Student Visibility

Student demographic data are typically reported using the federally defined race/ethnicity groups.
Federal reporting guidelines require states to report students who identify as Hispanic or Latino/a/x as such, even if the student also holds other racial identities. Similarly, if a student does not identify as Hispanic or Latino/a/x and holds more than one racial identity, under federal reporting guidelines, that student is categorized as Multiracial.

The intent of the federally defined race/ethnicity groups is to provide consistency in demographic reporting across states. However, these federal guidelines also mask the diversity of Oregon students. The American Indian/Alaska Native (AI/AN), the African American/Black (AA/B), and the Pacific Islander/Native Hawaiian (PI/NH) student groups illustrate how the federal reporting race/ethnicity groups may not be inclusive of all students.

The American Indian/Alaska Native+ count of students is inclusive of all racially-identified American Indian/Alaska Native students. This specifically includes American Indian/Alaska Native, American Indian/Alaska Native and Hispanic/Latino, and American Indian/Alaska Native-Multiracial students. Under the federal reporting guidelines the American Indian/Alaska Native student group makes up 1.1 percent of Oregon's total student enrollment. The expanded American Indian/Alaska Native+ student group makes up 8.2 percent of Oregon's student enrollment.

AI/AN	AI/AN and Hispanic/Latino	AI/AN-Multiracial	AI/AN+	AI/AN Proportion of total Student Enrollment	AI/AN+ Proportion of total Student Enrollment
6,357	27,410	11,601	45,368	1.1%	8.2%

Similar patterns can be found for the African American/Black and the Pacific Islander/Native Hawaiian student groups. Where under the federal reporting guidelines the student groups make up a small proportion of the total student compared to the expanded student groups.

AA/B	AA/B and Hispanic/Latino	AA/B -Multiracial	AA/B +	AA/B Proportion of total Student Enrollment	AA/B+ Proportion of the total Student Enrollment
12,731	4,872	13,052	30,655	2.3%	5.4%

PI/NH	PI/NH and Hispanic/Latino	PI/NH -Multiracial	PI/NH +	PI/NH Proportion of total Student Enrollment	PI/NH+ Proportion of the total Student Enrollment
4,454	2,414	5,300	12,168	0.8%	2.2%

Source: Fall Membership

[1] Persons of Color does not fully capture the diverse cultures and identities of all who are referred to by this terminology. When discussing student groups in this section, Persons of Color refers to all students other than those whose only reported race is White.

Student Success

During the 2019 legislative session Oregonians affirmed their commitment to Oregon's children, families, communities, educators, schools, and our collective future by passing House Bill 3427 - the Student Success Act (SSA). Through the SSA's Statewide Education Initiatives Account, ODE is investing in the implementation and expansion of new or existing programs that serve American Indian/Alaska Native, Black/African American, Latino/a/x, and Mesoamerican students. These initiatives aim to empower and invite empathy and community-based actions that honor the diversity, strength, brilliance, and resilience of Oregon's youth.

American Indian/Alaska Native Education

Government-to-Government relationships at the tribal, state, and federal levels are essential to sustaining improved educational policies and practices for American Indian/Alaska Native students. In 1996, Oregon formally established State Government-to-Government Relations with the nine federally recognized tribes in Oregon. And for more than 20 years, Oregon has been dedicated to facilitating statewide implementation of the American Indian/Alaska Native Education State Plan. In 2017, the Oregon Legislature enacted Tribal History/Shared History (Senate Bill 13); a law that directs ODE to create K-12 Native American Curriculum for inclusion in Oregon public schools and provide professional development to educators on the Essential Understanding of Native Americans in Oregon.

In 2019, the newly revised five-year American Indian/Alaska Native Student Success Plan was codified into law under the SSA. The American Indian/Alaska Native Student Success Plan reaffirms actionable strategies for working with communities across the state toward the fulfillment of shared goals aligned with specific priorities designed to meet the needs of American Indian/Alaska Native students in the state of Oregon. The SSA provides an additional $3.2 million for grant funding based on this plan. See also the recently released Tribal Consultation Toolkit Guide 1.0 for guidance on tribal consultation requirements under the Every Student Succeeds Act (ESSA).

African American/Black Student Success

In 2015, the Oregon Legislature enacted House Bill 2016, which directs ODE to develop and implement a statewide education plan for African American/Black students in early childhood through postsecondary education programs. Established in 2017, the African American/Black Student Success Plan seeks to address and mend the historic and persistent educational debts that African American/Black students have endured. Similarly to the American Indian/Alaska Native plan, the African American/Black Student Success Plan is developed and implemented in partnership and relationship with culturally competent, expert community based organizations, school districts, ESDs, early learning providers, and institutions of higher education. Furthermore, the plan builds on existing student supports and wraparound services. The SSA provides an additional $3.8 million for grant funding based on this plan.

Latino/a/x Student Success

The Latino/a/x Student Success Plan, initiated under the SSA, focuses on enhancing investments in, and partnerships with, community based organizations, school districts, early learning providers, and higher education. The plan's successful and sustainable implementation is a vital component in addressing the historic and ongoing systemic inequities experienced by Oregon's Latino/a/x and Mesoamerican Indigenous students. During the 2020-21 school year, ODE will provide funding for ODE's first cohort of Latino/a/x Student Success Grant recipients.

LGBTQ2SIA+ Student Success

The SSA also brought forth community members to develop a statewide education plan for lesbian, gay, bisexual, non-binary, transgender, gender queer, two-spirit, intersex, asexual (+) (LBGTQ2SIA+) students. The LGBTQ2SIA+ Student Success Plan provides strategies and goals to create educational and social-emotional support for Oregon's K-12 LGBTQ2SIA+ students, while also recognizing how race and ethnicity intersect for many of Oregon's LGBTQ2SIA+ students. It addresses the need for professional learning among Oregon educators, equitable access to appropriate educational curriculum, facilities and activities, and necessary data collection through an annual climate survey and student advisory group to inform future decision making regarding this student population.

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	2018-19	Percent	2019-20	Percent	2020-21	Percent
Direct Classroom	$7,311	56%	$7,604	57%	$8,382	57%
Classroom Support	$2,713	21%	$2,789	21%	$2,996	21%
Building Support	$2,404	18%	$2,413	18%	$2,532	17%
Central Support	$583	4%	$628	5%	$703	5%
TOTAL*	$13,011	100%	$13,433	100%	$14,613	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 have not kep 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, passed by the 2019 Legislature, 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, making them more costly to maintain than newer buildings. The cost of operating and maintaining school facilities comes from general fund dollars and reduces the amount available to spend on instruction.

The 2022[1] Final Report from Oregon's Quality Education Commission (QEC) states, "The Commission estimates that the total state funding necessary to enact the Fully-Implemented Quality Education Model Recommendation in the 2023-25 biennium will be $13.228 billion, which, after adjustment for projected Student Success Act grant to district funds, would require a State School Fund Appropriation of $11.889 billion, $2.517 billion dollars greater than the amount required to maintain the current service level." This increase is partially due to heightened inflation and partially due to the Commission revising its recommendations. Some of these updated assumptions reflect changes in the professional judgment of the commission from the prior biennia, such as additional staffing allocations for librarians, school nurses, and counselors, and funding for summer school expansion, while others are adjustments to better reflect current costs for services and resources, including substitute teachers, computers, and unreimbursed supplies.

[1]Final 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 full-time students when they 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.

Average Daily Membership, Fall Membership and Average Daily Attendance fell sharply in 2020-21 and remained lower than normal in 2021-22 in response to the Coronavirus pandemic. Weighted Average Daily Membership remained relatively unchanged.

Measures of Student Enrollment	2017-18	2018-19	2019-20	2020-21 (Revised)	2021-22 (Preliminary)
Average Daily Membership – ADMr	572,856	573,825	573,222	552,074	546,120
Weighted Average Daily Membership – ADMw	706,296	703,747	704,285	703,269	705,379
Fall Membership (Enrollment on October 1)**	580,690	581,730	582,662	560,917	577,745
Average Daily Attendance (ADA)*	531,850	532,671	522,041	457,404	454,115

* 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 the Corporate Activities Tax on Oregon corporations. Revenue from that tax was initially 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, but reduced economic activity from the coronavirus pandemic has diminished the added revenue from the new Corporate Activities Tax and the Personal Income Tax. Given the length of the pandemic, it is uncertain when revenue growth will resume.

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)

	2013-15	2015-17	2017-19	2019-21*	2021-23**
Local	$3.38	$3.67	$4.03	$4.27	$4.68
State	$6.65	$7.38	$8.20	$9.30	$9.17
Total	$10.03	$11.05	$12.23	$13.57	$13.85

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.

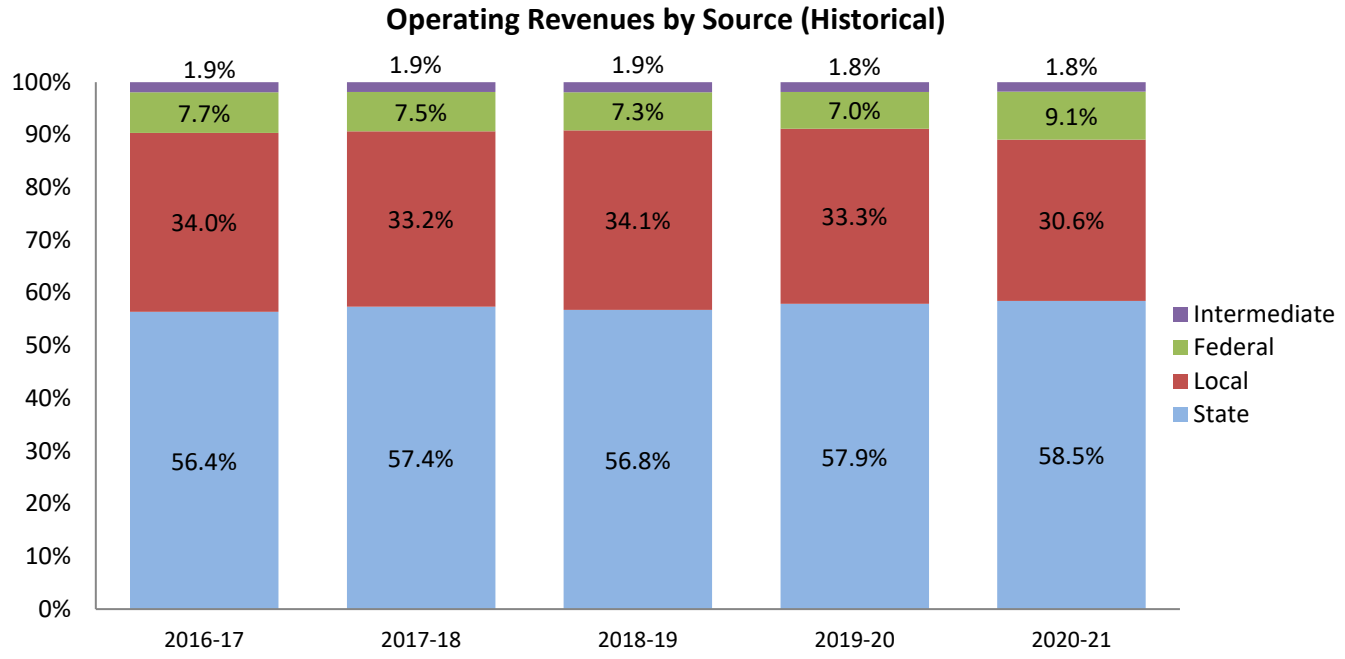
*Revised

** 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.

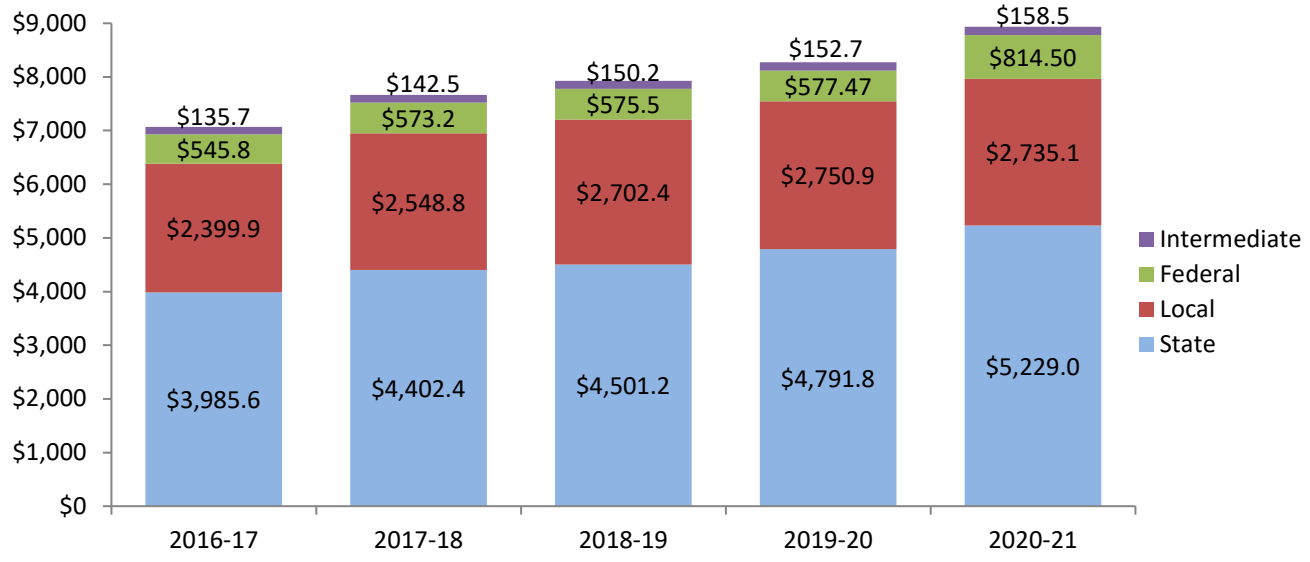
Contact for this section: Evan Fuller, Evan.Fuller@ode.oregon.gov



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 when the tax is fully phased in. 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 counties and cities.

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 challenging 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	21st Century Community Learning Centers
Title V-B	Rural Education Initiative
Title VI	Indian, Native Hawaiian, and Alaska Native Education
Title IX-A	Mckinney-Vento and the Education of Homeless Children and Youths

In addition to the management of federal funds, the Federal Systems team as well as the Multilingual and Migrant Education teams within the Office of Teaching Learning and Assessment provide 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.

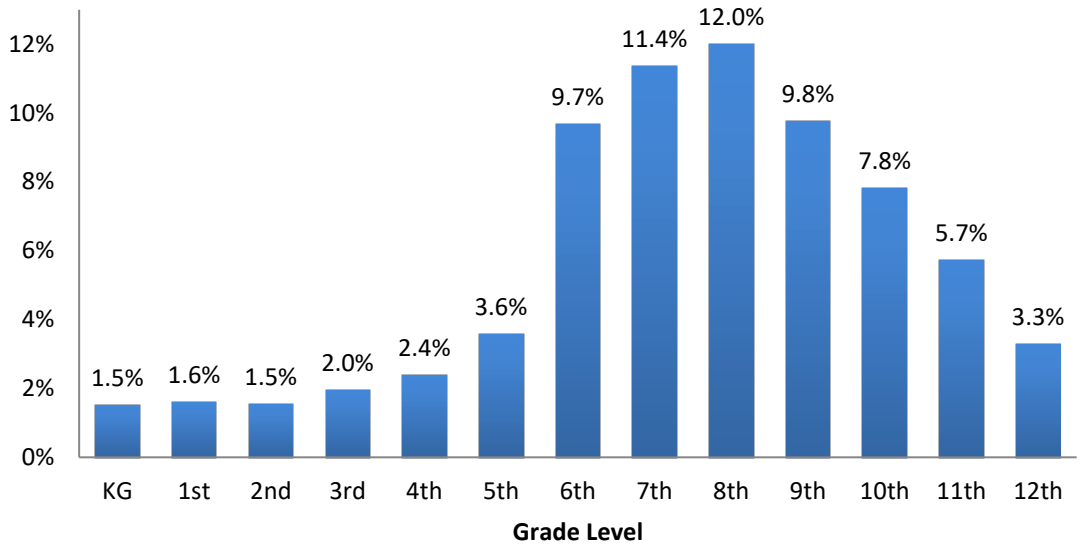
The Every Student Succeeds Act (ESSA) enacted in 2015, ensures that the work of ESEA is grounded in equity so that all students have access to and achieve success through public education. ESSA protects student civil rights to an education, and upholds critical protections for students who are historically underserved. Title programs create additional opportunities for family and community engagement, before and after school programming, preschool, academic intervention, and social emotional learning. The law allows for additional flexibility in supporting students. Each state creates a comprehensive plan to close achievement gaps, increase equity, and improve outcomes for students. Oregon's ESSA State Plan was approved by the U.S. Department of Education. More information is available on ODE's ESSA website.

Oregon Discipline Incidents Data

The Oregon discipline incidents data set includes all discipline incidents that resulted in a removal (in-school suspension, out-of-school suspension or expulsion). Through collecting and examining student discipline data, we can 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

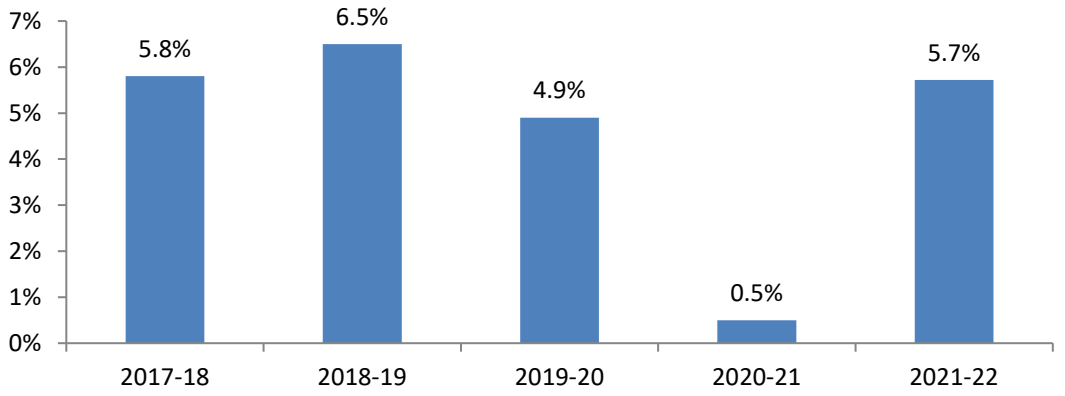
Percent of students with one or more suspensions or expulsions in the 2021-22 school year by enrolled grade.



Source: 2021-22 Spring Membership Approximation, Discipline Incidents Collection

Please note, the number of in-person school days in the 2019-20 and 2020-21 school years were reduced in some locations due to COVID-19. **Please use caution when comparing data across school years.**

Percent of Enrolled Students with One or More Discipline Incidents



Source: 2021-22 Spring Membership Approximation, Discipline Incidents Collection

The number of in-person school days was reduced in some locations during the 2019-20 and 2020-21 school years due to COVID-19. This explains the reduction in the rate of discipline incidents during those years. **Please use caution when comparing data across school years.**

Discipline Incidents by Student Group – Suspensions and Expulsions

Student Group	Percent of Students enrolled on May 1, 2022 with One or More Discipline Incidents in the 2021-22 School Year
Total	5.7%
Gender	
Male	7.7%
Female	3.6%
Non-Binary	6.8%
Race/Ethnicity	
Asian	1.6%
Black/African American	11.0%
Hispanic/Latino	6.6%
American Indian/Alaska Native	9.6%
Multi-Racial	6.2%
Native Hawaiian/Pacific Islander	8.3%
White	5.2%
Other Groups	
Economically Disadvantaged[1]	6.0%
Not Economically Disadvantaged	5.0%
TAG	2.3%
Not TAG	5.9%
English Learners	6.2%
Not English Learners	5.7%
Special Education[2]	9.6%
Not Special Education	5.1%

Source: 2021-22 Spring Membership, Discipline Incidents Collection.

Discipline Data includes only discipline incidents resulting in a removal (in-school suspension, out-of-school suspension or expulsion).
[1] The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.

[2]Special 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 during the school year up to May 1.

Note: Multi-Racial does not include students reported as Hispanic Ethnicity. See the Federal Race and Ethnicity Reporting Assistance Manual for more information about race and ethnicity reporting requirements.

For more data regarding discipline incidents, please see the Discipline, Restraint and Seclusion Collections 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. Oregon unapologetically believes Every Student Belongs. 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.

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

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.

Between 2009-10 and 2021-22, 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 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 accountability and support model, school improvement takes an approach that aims to support schools in the context of a larger district system. In partnership with Oregon Department of Education, school districts lead, support, and monitor the improvement efforts in eligible schools. While still committed to improvement at the school level, our approach to improvement engages 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 are 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 are 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.

ODE resumed federal school improvement requirements following the 2021-22 school year, which requires states to "exit" and identify Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) schools. The Department requested progress updates from CSI and TSI schools identified in 2018 and 2019. These updates provide the local context and information vital to understanding the impact of improvement efforts and were reviewed alongside the refreshed accountability data. Approximately 60% of the previously identified schools demonstrated sufficient progress to exit CSI or TSI status. Schools that did not make sufficient progress towards exiting status will work in partnership with the department and with Education Service Districts (ESDs) to revise plans and strategies, recommitting to community engagement and needs assessment processes to support focal students. Newly identified schools will also embark on community engagement and needs assessment processes under the Aligning for Student Success – Integrated Guidance.

ESSA Accountability System

The Oregon Department of Education (ODE) received authority from the U.S. Department of Education to suspend 2019-20 and 2020-21 accountability determinations in response to COVID-19. Schools previously identified for Comprehensive or Targeted supports continued to receive support through the 2021-22 school year.

Identification of schools for Comprehensive or Targeted support through ODE's ESSA accountability system resumed in the fall 2022. In order to restart the ESSA accountability system, ODE made updates through the U.S. Department of Education's Accountability Addendum. Adjustments to Oregon's ESSA Consolidated State Plan and the accountability system included shifting out long term goals for each indicator by two years, adjusting the number of years used for each indicator, and temporarily replacing the English Language Arts and Math academic growth indicators with an alternate measure.

The English Language Arts and Math academic growth indicators typically used in Oregon's accountability system was significantly impacted by the COVID-19 pandemic and could not be calculated in 2021-22. Through the Accountability Addendum, ODE temporarily replaced those indicators with the English Language Arts and Math Average Gap Score change indicators.

The measures, or accountability indicators, used in the ESSA accountability system are:

English Language Arts Academic Achievement
The percentage of students who meet the standard on the state English language arts assessment.

Mathematics Academic Achievement
The percentage of students who meet the standard on the state mathematics assessment.

English Language Arts Average Gap Score Change
The change in average English Language Arts scores at the school from the 2018-19 to the 2021-22 school year.

Mathematics Average Gap Score Change
The change in average English Language Arts scores at the school from the 2018-19 to the 2021-22 school year.

Regular Attenders
The percentage of students who attended more than 90% of their enrolled days.

9th Grade On-Track to Graduate
The percentage of students who earned at least one fourth of graduation credits during their 9th grade year.

Four-Year Graduation
The percentage of students who earned a regular or modified diploma within four years of entering 9th grade.

Five-Year Completers
The percentage of students who earned a regular or modified diploma, GED, extended diploma, or adult high school diploma within five years of entering 9th grade.

On-Track to English Language Proficiency
The percentage of students who are meeting progress expectations on the state English Language Proficiency Assessment.

Under ESSA, school-level outcomes are calculated for the following student groups only if the minimum n-size of 20 is met when using a multi-year average of school accountability data:

- All Students
- Students with Disabilities

- English Learners
- Economically Disadvantaged (students eligible for 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 are 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's 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 was Title I and at least 50 percent of the rated indicators for the All Students group were Level 1. Schools were identified for Targeted supports if at least 50 percent of the rated indicators for any of the student groups were Level 1.

In 2018-19, no additional schools were identified for Comprehensive supports. Additional schools were identified for Targeted supports.

In 2021-22, schools previously identified for Comprehensive and Targeted supports in 2017-18 or 2018-19 were eligible to exit that status. Previously identified schools that did not meet the exit criteria had their support status held over. Additional schools were identified for Comprehensive and Targeted supports. For more information about the exit review process see Accountability and Support under the Every Student Succeeds Act.

Current Level of ESSA Support and Number of Schools Exited or Identified

Level of Support	2021-22 Title I Status	2017-18 Identification	2018-19 Identification	2021-22 Identification
Comprehensive	Title I	48	48	22
Comprehensive	Not Title I	40	40	31
Targeted	Title I	57	76	77
Targeted	Not Title I	44	48	53
None	Title I	458	437	462
None	Not Title I	631	625	629

Source: 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. Data on specific schools can be found on the School and District Profiles web page.

Measures of Interim Progress

Each indicator included in the ESSA accountability system has a long-term goal established through Oregon's ESSA Consolidated State Plan. Oregon's ESSA state plan originally set 2024-25 as the target year for each indicator to reach its long-term goal. However, due to the impact of COVID-19 and the resulting disruption on school performance, ODE elected to amend the timeline to meet the long-term goals to 2026-27 through the U.S. Department of Education's Accountability Addendum.

In order to monitor the state's progress towards meeting the long-term goals for each indicator Measures of Interim Progress (MIP) were set. MIPs are annual targets for school accountability indicators as required by ESSA. Assessment participation does not have a MIP, however, it does have an annual goal of 94.5 percent for all student groups. The below tables include the state-level data for each indicator included in 2021-22 ESSA accountability system by grade group.

English Language Arts Academic Achievement Details
for Elementary (Grades 3-5)

Long Term Goal[1]: 80%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	50.8%	43.5%	47.2%
Economically Disadvantaged[2]	38.4%	43.4%	40.9%
English Learners	26.2%	18.5%	22.4%
Students with Disabilities	24.4%	21.8%	23.1%
American Indian/Alaska Native	33.4%	23.7%	28.6%
Black/African American	30.0%	24.6%	27.3%
Hispanic/Latino	32.6%	25.2%	28.9%
Native Hawaiian/Pacific Islander	29.7%	24.4%	27.1%
Underserved Race/Ethnicity[3]	32.4%	25.1%	28.8%
Asian	68.5%	61.9%	65.2%
White	57.7%	50.9%	54.3%
Multi-racial[4]	55.3%	48.4%	51.9%

Mathematics Academic Achievement Details
for Elementary (Grades 3-5)

Long Term Goal[1]: 80%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	43.2%	35.7%	39.5%
Economically Disadvantaged[2]	30.9%	35.6%	33.3%
English Learners	23.0%	15.1%	19.1%
Students with Disabilities	20.8%	18.7%	19.8%
American Indian/Alaska Native	27.3%	16.7%	22.0%
Black/African American	19.7%	16.0%	17.9%
Hispanic/Latino	26.4%	18.4%	22.4%
Native Hawaiian/Pacific Islander	22.0%	14.5%	18.3%
Underserved Race/Ethnicity[3]	25.8%	18.1%	22.0%
Asian	67.7%	59.6%	63.7%
White	49.3%	42.4%	45.9%
Multi-racial[4]	46.7%	39.5%	43.1%

Notes:

[1] The State long-term goal in 2026-27

[2] The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.

[3] The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

[4] 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 Language Arts Academic Achievement Details for Middle (Grades 6-8)

Long Term Goal[1]: 80%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	54.1%	44.3%	49.2%
Economically Disadvantaged[2]	41.2%	44.3%	42.8%
English Learners	27.9%	16.1%	22.0%
Students with Disabilities	18.4%	16.1%	17.3%
American Indian/Alaska Native	34.3%	27.6%	31.0%
Black/African American	31.4%	25.4%	28.4%
Hispanic/Latino	38.2%	27.9%	33.1%
Native Hawaiian/Pacific Islander	39.9%	25.9%	32.9%
Underserved Race/Ethnicity[3]	37.5%	27.7%	32.6%
Asian	74.0%	66.7%	70.4%
White	60.1%	50.8%	55.5%
Multi-racial[4]	57.9%	50.1%	54.0%

Mathematics Academic Achievement Details for Middle (Grades 6-8)

Long Term Goal[1]: 80%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	39.4%	28.4%	33.9%
Economically Disadvantaged[2]	25.9%	28.3%	27.1%
English Learners	17.0%	8.7%	12.9%
Students with Disabilities	12.3%	10.6%	11.5%
American Indian/Alaska Native	20.7%	13.7%	17.2%
Black/African American	16.6%	12.5%	14.6%
Hispanic/Latino	23.3%	14.0%	18.7%
Native Hawaiian/Pacific Islander	23.3%	11.2%	17.3%
Underserved Race/Ethnicity[3]	22.7%	13.8%	18.3%
Asian	68.1%	57.7%	62.9%
White	45.0%	33.4%	39.2%
Multi-racial[4]	42.7%	32.5%	37.6%

Notes:

[1] The State long-term goal in 2026-27

[2] The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.

[3] The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

[4] 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 Language Arts Academic Achievement Details
for High (Grade 11)

Long Term Goal[1]: 80%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	67.9%	47.4%	57.7%
Economically Disadvantaged[2]	57.2%	47.4%	52.3%
English Learners	21.6%	12.4%	17.0%
Students with Disabilities	27.4%	17.9%	22.7%
American Indian/Alaska Native	56.4%	35.8%	46.1%
Black/African American	44.5%	25.2%	34.9%
Hispanic/Latino	55.8%	34.2%	45.0%
Native Hawaiian/Pacific Islander	57.0%	30.3%	43.7%
Underserved Race/Ethnicity[3]	55.0%	33.7%	44.4%
Asian	78.2%	61.3%	69.8%
White	72.7%	53.6%	63.2%
Multi-racial[4]	71.3%	50.0%	60.7%

Mathematics Academic Achievement Details
for High (Grade 11)

Long Term Goal[1]: 80%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	33.3%	21%	27.2%
Economically Disadvantaged[2]	21.8%	21%	21.4%
English Learners	7.8%	4.1%	6.0%
Students with Disabilities	9.2%	6.1%	7.7%
American Indian/Alaska Native	21.8%	13.7%	17.8%
Black/African American	13.4%	6.6%	10.0%
Hispanic/Latino	20.2%	10.2%	15.2%
Native Hawaiian/Pacific Islander	18.3%	5.3%	11.8%
Underserved Race/Ethnicity[3]	19.7%	10.0%	14.9%
Asian	56.4%	42.5%	49.5%
White	37.6%	25.2%	31.4%
Multi-racial[4]	37.1%	23.4%	30.3%

Notes:
[1] The State long-term goal in 2026-27
[2] The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.
[3] The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
[4] 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 Language Arts Average Gap Score Change Details for Elementary (Grades 3-5)

Long Term Goal[1]: NA

Student Group	School Year 2018-19	School Year 2021-22	Change in Average
All Students	-3	-20	-17
Economically Disadvantaged[2]	-31	-20	11
English Learners	-57	-81	-24
Students with Disabilities	-72	-81	-9
American Indian/Alaska Native	-44	-67	-23
Black/African American	-54	-67	-13
Hispanic/Latino	-43	-63	-20
Native Hawaiian/Pacific Islander	-46	-71	-25
Underserved Race/Ethnicity[3]	-44	-64	-20
Asian	41	24	-17
White	11	-3	-14
Multi-racial[4]	8	-8	-16

Mathematics Average Gap Score Change Details for Elementary (Grades 3-5)

Long Term Goal[1]: NA

Student Group	School Year 2018-19	School Year 2021-22	Change in Average
All Students	-19	-39	-20
Economically Disadvantaged[2]	-45	-40	5
English Learners	-63	-93	-30
Students with Disabilities	-84	-96	-12
American Indian/Alaska Native	-53	-87	-34
Black/African American	-78	-93	-15
Hispanic/Latino	-55	-81	-26
Native Hawaiian/Pacific Islander	-65	-94	-29
Underserved Race/Ethnicity[3]	-57	-83	-26
Asian	41	20	-21
White	-6	-23	-17
Multi-racial[4]	-11	-30	-19

Notes:

[1] Average Gap Score Change is a temporary indicator included only in the 2021-22 ESSA accountability system and does not have a long-term goal.

[2] The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.

[3] The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

[4] 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 Language Arts Average Gap Score Change Details for Middle (Grades 6-8)

Long Term Goal[1]: NA

Student Group	School Year 2018-19	School Year 2021-22	Change in Average
All Students	4	-19	-23
Economically Disadvantaged[2]	-27	-19	8
English Learners	-58	-90	-32
Students with Disabilities	-90	-101	-11
American Indian/Alaska Native	-43	-62	-19
Black/African American	-55	-69	-14
Hispanic/Latino	-34	-59	-25
Native Hawaiian/Pacific Islander	-34	-64	-30
Underserved Race/Ethnicity[3]	-36	-60	-24
Asian	54	39	-15
White	18	-3	-21
Multi-racial[4]	13	-6	-19

Mathematics Average Gap Score Change Details for Middle (Grades 6-8)

Long Term Goal[1]: NA

Student Group	School Year 2018-19	School Year 2021-22	Change in Average
All Students	-37	-69	-32
Economically Disadvantaged[2]	-74	-69	5
English Learners	-103	-143	-40
Students with Disabilities	-139	-152	-13
American Indian/Alaska Native	-93	-120	-27
Black/African American	-115	-135	-20
Hispanic/Latino	-82	-117	-35
Native Hawaiian/Pacific Islander	-84	-133	-49
Underserved Race/Ethnicity[3]	-85	-119	-34
Asian	48	18	-30
White	-20	-51	-31
Multi-racial[4]	-26	-55	-29

Notes:

[1] Average Gap Score Change is a temporary indicator included only in the 2021-22 ESSA accountability system and does not have a long-term goal.

[2] The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.

[3] The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

[4] 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.

Regular Attenders Details
for Elementary (Grades K-5)

Long Term Goal[1]: 93%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	84.4%	67.7%	76.1%
Economically Disadvantaged[2]	80.1%	67.6%	73.9%
English Learners	82.1%	60.3%	71.2%
Students with Disabilities	78.1%	60.6%	69.4%
American Indian/Alaska Native	74.1%	49.9%	62.0%
Black/African American	80.4%	61.4%	70.9%
Hispanic/Latino	81.6%	58.9%	70.3%
Native Hawaiian/Pacific Islander	72.4%	45.6%	59.0%
Underserved Race/Ethnicity[3]	80.9%	58.4%	69.7%
Asian	93.1%	86.4%	89.8%
White	85.5%	70.9%	78.2%
Multi-racial[4]	83.1%	68.6%	75.9%

Regular Attenders Details
for Middle (Grades 6-8)

Long Term Goal[1]: 93%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	80.8%	66.5%	73.7%
Economically Disadvantaged[2]	75.5%	66.5%	71.0%
English Learners	76.2%	56.1%	66.2%
Students with Disabilities	72.2%	56.9%	64.6%
American Indian/Alaska Native	72.1%	52.8%	62.5%
Black/African American	76.0%	58.1%	67.1%
Hispanic/Latino	79.0%	60.3%	69.7%
Native Hawaiian/Pacific Islander	73.6%	50.3%	62.0%
Underserved Race/Ethnicity[3]	78.3%	59.6%	69.0%
Asian	94.1%	89.2%	91.7%
White	81.2%	68.4%	74.8%
Multi-racial[4]	79.5%	66.9%	73.2%

Notes:
[1] The State long-term goal in 2026-27
[2] The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.
[3] The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
[4] 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.

Regular Attenders Details
for High (Grades 9-10)

Long Term Goal[1]: 93%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	76.6%	61.6%	69.1%
Economically Disadvantaged[2]	68.4%	61.6%	65.0%
English Learners	66.3%	46.7%	56.5%
Students with Disabilities	66.1%	50.6%	58.4%
American Indian/Alaska Native	66.1%	46.6%	56.4%
Black/African American	69.0%	51.0%	60.0%
Hispanic/Latino	71.3%	53.1%	62.2%
Native Hawaiian/Pacific Islander	65.4%	43.8%	54.6%
Underserved Race/Ethnicity[3]	70.7%	52.5%	61.6%
Asian	92.1%	85.9%	89.0%
White	78.3%	64.3%	71.3%
Multi-racial[4]	75.2%	62.2%	68.7%

9th Grade On-Track Details

Long Term Goal[1]: 95%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	85.3%	82.8%	84.1%
Economically Disadvantaged[2]	77.4%	83.0%	80.2%
English Learners	70.8%	68.5%	69.7%
Students with Disabilities	71.7%	72.3%	72.0%
American Indian/Alaska Native	74.4%	73.7%	74.1%
Black/African American	79.0%	76.6%	77.8%
Hispanic/Latino	80.4%	77.1%	78.8%
Native Hawaiian/Pacific Islander	79.3%	72.1%	75.7%
Underserved Race/Ethnicity[3]	79.9%	76.8%	78.4%
Asian	97.0%	95.8%	96.4%
White	86.9%	84.9%	85.9%
Multi-racial[4]	84.5%	82.9%	83.7%

Notes:

[1] The State long-term goal in 2026-27

[2] The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.

[3] The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

[4] 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.

Four-Year Cohort Graduation Details

Long Term Goal[1]: 90%

Student Group	Cohort Year 2015-16	Cohort Year 2016-17	Cohort Year 2017-18	3-year Average
All Students	80%	82.6%	80.6%	81.1%
Economically Disadvantaged[2]	74.4%	77.6%	77%	76.3%
English Learners	60.2%	64.6%	64.4%	63.2%
Students with Disabilities	63.4%	68%	66.1%	65.8%
American Indian/Alaska Native	67.7%	67.2%	67%	67.3%
Black/African American	70.4%	76.3%	73.5%	73.3%
Hispanic/Latino	76.2%	79.5%	77%	77.6%
Native Hawaiian/Pacific Islander	77.6%	76.6%	69.8%	74.5%
Underserved Race/Ethnicity[3]	75.2%	78.6%	76.1%	76.6%
Asian	92.3%	92.2%	91.9%	92.1%
White	81.3%	84%	82.1%	82.4%
Multi-racial[4]	79.9%	81%	79.3%	80%

Five-Year Completers Details

Long Term Goal[1]: 97%

Student Group	Cohort Year 2014-15	Cohort Year 2015-16	Cohort Year 2016-17	3-year Average
All Students	86.3%	87.2%	87.8%	87.1%
Economically Disadvantaged[2]	82.1%	83.7%	83.8%	83.2%
English Learners	67.8%	70.5%	71.8%	70.1%
Students with Disabilities	72%	74.9%	76%	74.3%
American Indian/Alaska Native	76.5%	78.9%	77%	77.5%
Black/African American	77.7%	80.5%	81.6%	79.9%
Hispanic/Latino	82.6%	83.7%	84.5%	83.6%
Native Hawaiian/Pacific Islander	82.6%	83.7%	81%	82.4%
Underserved Race/Ethnicity[3]	81.8%	83.1%	83.8%	82.9%
Asian	94%	95.7%	95.4%	95%
White	87.6%	88.4%	89.1%	88.3%
Multi-racial[4]	86.8%	87.5%	86.8%	87%

Notes:

[1] The State long-term goal in 2026-27

[2] The number of students included in the Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. The expansion of criteria may have impacted the Four-Year Graduation 2018-18 cohort and the Five-Year Completers 2016-17 cohort. See Free and Reduced Price Lunch Eligibility for details.

[3] The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

[4] 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.

On-Track to English Language Proficiency Details
for Elementary (Grades K-5)

Long Term Goal[1]: 80%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	66%	53.2%	60%

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

Long Term Goal[1]: 80%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	38.8%	29.8%	34%

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

Long Term Goal[1]: 80%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	36.2%	25.4%	29.6%

Notes:
[1] The State long-term goal in 2026-27.

English Language Arts Participation Details
for Elementary (Grades 3-5)

Annual Goal[1]: 94.5%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	96.2%	92.5%	94.4%
Economically Disadvantaged[2]	96.7%	92.7%	94.7%
English Learners	98.5%	96.4%	97.5%
Students with Disabilities	90.2%	85.5%	87.9%
American Indian/Alaska Native	96.7%	89.7%	93.2%
Black/African American	95.1%	91.7%	93.4%
Hispanic/Latino	97.8%	95.2%	96.5%
Native Hawaiian/Pacific Islander	98.3%	94.7%	96.5%
Underserved Race/Ethnicity[3]	97.5%	94.7%	96.1%
Asian	98.3%	96.3%	97.3%
White	95.6%	91.2%	93.4%
Multi-racial[4]	95.8%	92.3%	94.1%

Mathematics Participation Details
for Elementary (Grades 3-5)

Annual Goal[1]: 94.5%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	96%	92%	94%
Economically Disadvantaged[2]	96.4%	92.2%	94.3%
English Learners	98.3%	96.1%	97.2%
Students with Disabilities	89.7%	84.7%	87.2%
American Indian/Alaska Native	96.3%	89.1%	92.7%
Black/African American	94.6%	91%	92.8%
Hispanic/Latino	97.6%	94.7%	96.2%
Native Hawaiian/Pacific Islander	97.8%	94.2%	96%
Underserved Race/Ethnicity[3]	97.3%	94.2%	95.8%
Asian	98.1%	96.2%	97.2%
White	95.3%	90.7%	93%
Multi-racial[4]	95.6%	91.8%	93.7%

Notes:
[1] Assessment participation has an annual goal of 94.5%
[2] The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.
[3] The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.
[4] 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 Language Arts Participation Details
for Middle (Grades 6-8)

Annual Goal[1]: 94.5%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	95.1%	88.4%	91.8%
Economically Disadvantaged[2]	95.4%	88.7%	92.1%
English Learners	98.1%	95%	96.6%
Students with Disabilities	90.5%	82.9%	86.7%
American Indian/Alaska Native	94.3%	86%	90.2%
Black/African American	94.2%	86.8%	90.5%
Hispanic/Latino	96.9%	92.3%	94.6%
Native Hawaiian/Pacific Islander	96.7%	91.1%	93.9%
Underserved Race/Ethnicity[3]	96.6%	91.6%	94.1%
Asian	98.1%	94.6%	96.4%
White	94.3%	86.6%	90.5%
Multi-racial[4]	94.6%	87.3%	91%

Mathematics Participation Details
for Middle (Grades 6-8)

Annual Goal[1]: 94.5%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	94.6%	87%	90.8%
Economically Disadvantaged[2]	94.7%	87.2%	91%
English Learners	97.9%	94%	96%
Students with Disabilities	89.7%	81.2%	85.5%
American Indian/Alaska Native	93.8%	84.9%	89.4%
Black/African American	92.5%	85.1%	88.8%
Hispanic/Latino	96.6%	91%	93.8%
Native Hawaiian/Pacific Islander	96.5%	90.8%	93.7%
Underserved Race/Ethnicity[3]	96.1%	90.3%	93.2%
Asian	97.7%	94.1%	95.9%
White	93.7%	85%	89.4%
Multi-racial[4]	93.6%	86%	89.8%

Notes:

[1] Assessment participation has an annual goal of 94.5%

[2] The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.

[3] The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

[4] 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 Language Arts Participation Details
for High (Grade 11)

Annual Goal[1]: 94.5%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	87.8%	59.9%	73.9%
Economically Disadvantaged[2]	89.4%	60.2%	74.8%
English Learners	91.4%	69.5%	80.5%
Students with Disabilities	86.1%	55.7%	70.9%
American Indian/Alaska Native	88.6%	64.8%	76.7%
Black/African American	85.1%	47.5%	66.3%
Hispanic/Latino	92%	66.9%	79.5%
Native Hawaiian/Pacific Islander	92.4%	65.7%	79.1%
Underserved Race/Ethnicity[3]	91.2%	65.3%	78.3%
Asian	81.1%	56.1%	68.6%
White	86.9%	58.1%	72.5%
Multi-racial[4]	86.7%	54.5%	70.6%

Mathematics Participation Details
for High (Grade 11)

Annual Goal[1]: 94.5%

Student Group	School Year 2018-19	School Year 2021-22	2-year Average
All Students	85%	55.8%	70.4%
Economically Disadvantaged[2]	87%	56.1%	71.6%
English Learners	88.9%	62%	75.5%
Students with Disabilities	84.1%	51.5%	67.8%
American Indian/Alaska Native	86.7%	61.4%	74.1%
Black/African American	81.8%	43.6%	62.7%
Hispanic/Latino	89.6%	61.9%	75.8%
Native Hawaiian/Pacific Islander	90.3%	57.2%	73.8%
Underserved Race/Ethnicity[3]	88.8%	60.4%	74.6%
Asian	77%	50.8%	63.9%
White	84%	54.4%	69.2%
Multi-racial[4]	83%	51.3%	67.2%

Notes:

[1] Assessment participation has an annual goal of 94.5%

[2] The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.

[3] The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

[4] 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.

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. 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)

2021-22

English Language Arts

Level	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

Level	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

Science

Level	Grade 5	Grade 8	High School
Level 2	3131	3433	3735
Level 3	3162	3460	3755
Level 4	3198	3507	3788

Alternate Achievement Standards (Oregon Extended Assessment)

Extended English Language Arts

Level	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

Extended Mathematics

Level	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

Extended Science

Level	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.

Student Performance in 2021-22
Percent of Students at Level 3 or 4

Grade 3

Student Group	English Language Arts (ELA)	Mathematics
All Students	39%	39%
Economically Disadvantaged[1]	39%	39%
English Learners[2]	8%	11%
Students with Disabilities	20%	21%
American Indian/Alaska Native	21%	23%
Asian	57%	62%
Black/African American	21%	18%
Hispanic/Latino	21%	22%
Multi-racial	44%	43%
Native Hawaiian/Pacific Islander	20%	15%
White	47%	46%
Extended Assessment[3]	30%	29%
Indian Education	24%	22%
Migrant Education	13%	17%
Homeless	15%	16%
Military-connected	45%	40%
Students in Foster Care	23%	19%

Grade 4

Student Group	English Language Arts (ELA)	Mathematics
All Students	43%	36%
Economically Disadvantaged[1]	42%	36%
English Learners[2]	6%	6%
Students with Disabilities	19%	17%
American Indian/Alaska Native	22%	16%
Asian	62%	60%
Black/African American	25%	17%
Hispanic/Latino	24%	18%
Multi-racial	48%	41%
Native Hawaiian/Pacific Islander	24%	16%
White	50%	43%
Extended Assessment[3]	41%	29%
Indian Education	26%	19%
Migrant Education	14%	11%
Homeless	17%	12%
Military-connected	42%	32%
Students in Foster Care	17%	12%

[1]The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.
[2]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.
[3]Extended assessments are alternatives to grade-level assessments for students with significant cognitive impairments. They are scored on an alternate scale.

Grade 5

Student Group	English Language Arts (ELA)	Mathematics	Science
All Students	47%	30%	30%
Economically Disadvantaged[1]	47%	30%	30%
English Learners[2]	6%	< 5%	< 5%
Students with Disabilities	20%	12%	14%
American Indian/Alaska Native	27%	11%	14%
Asian	65%	55%	46%
Black/African American	26%	12%	12%
Hispanic/Latino	29%	15%	14%
Multi-racial	51%	33%	34%
Native Hawaiian/Pacific Islander	28%	12%	12%
White	54%	36%	37%
Extended Assessment[3]	31%	32%	43%
Indian Education	32%	16%	17%
Migrant Education	21%	11%	7%
Homeless	24%	11%	13%
Military-connected	50%	27%	29%
Students in Foster Care	27%	11%	13%

Grade 6

Student Group	English Language Arts (ELA)	Mathematics
All Students	41%	28%
Economically Disadvantaged[1]	41%	27%
English Learners[2]	< 5%	< 5%
Students with Disabilities	14%	9%
American Indian/Alaska Native	24%	13%
Asian	63%	55%
Black/African American	22%	11%
Hispanic/Latino	25%	13%
Multi-racial	46%	31%
Native Hawaiian/Pacific Islander	22%	10%
White	47%	33%
Extended Assessment[3]	38%	39%
Indian Education	27%	11%
Migrant Education	19%	12%
Homeless	19%	9%
Military-connected	43%	29%
Students in Foster Care	20%	11%

[1]The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.
[2]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.
[3]Extended assessments are alternatives to grade-level assessments for students with significant cognitive impairments. They are scored on an alternate scale.

Grade 7

Student Group	English Language Arts (ELA)	Mathematics
All Students	46%	30%
Economically Disadvantaged[1]	46%	30%
English Learners[2]	5%	< 5%
Students with Disabilities	15%	8%
American Indian/Alaska Native	28%	16%
Asian	69%	60%
Black/African American	25%	12%
Hispanic/Latino	29%	14%
Multi-racial	52%	34%
Native Hawaiian/Pacific Islander	30%	14%
White	53%	35%
Extended Assessment[3]	42%	48%
Indian Education	30%	13%
Migrant Education	19%	8%
Homeless	23%	11%
Military-connected	53%	31%
Students in Foster Care	19%	7%

Grade 8

Student Group	English Language Arts (ELA)	Mathematics	Science
All Students	44%	26%	27%
Economically Disadvantaged[1]	44%	26%	27%
English Learners[2]	< 5%	< 5%	< 5%
Students with Disabilities	12%	6%	9%
American Indian/Alaska Native	28%	11%	12%
Asian	67%	57%	48%
Black/African American	27%	12%	12%
Hispanic/Latino	28%	13%	13%
Multi-racial	51%	31%	32%
Native Hawaiian/Pacific Islander	25%	9%	10%
White	50%	30%	33%
Extended Assessment[3]	39%	36%	47%
Indian Education	29%	13%	15%
Migrant Education	23%	10%	9%
Homeless	23%	7%	12%
Military-connected	49%	30%	32%
Students in Foster Care	21%	7%	9%

[1]The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.

[2]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.

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

High School

Student Group	English Language Arts (ELA)	Mathematics	Science
All Students	47%	20%	32%
Economically Disadvantaged[1]	47%	20%	32%
English Learners[2]	6%	< 5%	< 5%
Students with Disabilities	14%	< 5%	10%
American Indian/Alaska Native	35%	13%	21%
Asian	61%	42%	42%
Black/African American	25%	6%	17%
Hispanic/Latino	34%	10%	19%
Multi-racial	49%	22%	35%
Native Hawaiian/Pacific Islander	30%	5%	17%
White	53%	25%	37%
Extended Assessment[3]	42%	32%	56%
Indian Education	35%	16%	23%
Migrant Education	32%	11%	15%
Homeless	31%	8%	20%
Military-connected	45%	16%	31%
Students in Foster Care	21%	< 5%	15%

[1]The 2021-22 Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.
[2]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.
[3]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 2021-22 NAEP state mathematics and reading assessments, which are the most recent NAEP state assessment results available. For 2022-23, NAEP plans to conduct national long-term trend assessments of thirteen-year-old students in mathematics and reading as well as field test for the state mathematics and reading assessments. NCES plans to release the results of the national long-term trend assessments of 13-year-olds during the 2022-23 school year.

National Assessment of Educational Progress: Reading, Grade 4, 2022

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 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

2022 NAEP Grade 4 Reading Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below NAEP Basic %	Participating %
All Students	Oregon	7	21	28	44	98
	United States	8	24	29	39*	98
Economically Disadvantaged[1]	Oregon	7	21	28	44	~
	United States	3*	16*	28	52*	~
English Learners	Oregon	#	4	11	85	96
	United States	1	9*	23*	67*	95
Students with Disabilities	Oregon	3	7	14	75	88
	United States	1	8	17	74	89
Female	Oregon	8	23	28	41	99
	United States	9	25	30	36*	99
Male	Oregon	6	19	28	47	98
	United States	8	23*	28	42*	97
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	15	25	57	98
Asian (not of Hispanic origin)	Oregon	13	27	29	32	~
	United States	24	34	25	18*	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	14	27	57	98
Hispanic origin	Oregon	2	11	22	65	97
	United States	4	17*	28	51*	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	5	16	28	50	~
Two or more races (not of Hispanic origin)	Oregon	8	23	28	41	97
	United States	9	27	31	33	98
White (not of Hispanic origin)	Oregon	8	25	30	37	99
	United States	11*	30*	31	28*	99

Legend

[1]The Economically Disadvantaged student group is not comparable across Oregon and the United States for the 2021-22 school year. Oregon categorized almost all students as Economically Disadvantaged due to an expansion of the criteria for student eligibility for free or reduced price meals. See Free and Reduced Price Lunch Eligibility for details.

~ 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, 2022

2022 NAEP Grade 8 Reading Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below NAEP Basic %	Participating %
All Students	Oregon	2	26	39	33	99
	United States	3*	26	39	32	98*
Economically Disadvantaged[1]	Oregon	2	26	39	33	~
	United States	1	17*	39	42*	~
English Learners	Oregon	#	2	12	85	95
	United States	#	5	26*	69*	93
Students with Disabilities	Oregon	#	4	21	75	94
	United States	#	6	24	70	90*
Female	Oregon	3	28	39	31	99
	United States	4	29	40	27	99*
Male	Oregon	2	24	40	35	99
	United States	3*	23	38	36	98*
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	17	37	45	99
Asian (not of Hispanic origin)	Oregon	7	36	30	28	~
	United States	12	44	30	14	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	14	37	48	98
Hispanic origin	Oregon	1	16	36	48	99
	United States	1	19	40	40*	97*
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	22	39	36	~
Two or more races (not of Hispanic origin)	Oregon	2	23	43	32	98
	United States	5	28	38	29	99
White (not of Hispanic origin)	Oregon	3	30	41	26	99
	United States	4*	32	40	23	99*

Legend

[1]The Economically Disadvantaged student group is not comparable across Oregon and the United States for the 2021-22 school year. Oregon categorized almost all students as Economically Disadvantaged due to an expansion of the criteria for student eligibility for free or reduced price meals. See Free and Reduced Price Lunch Eligibility for details.

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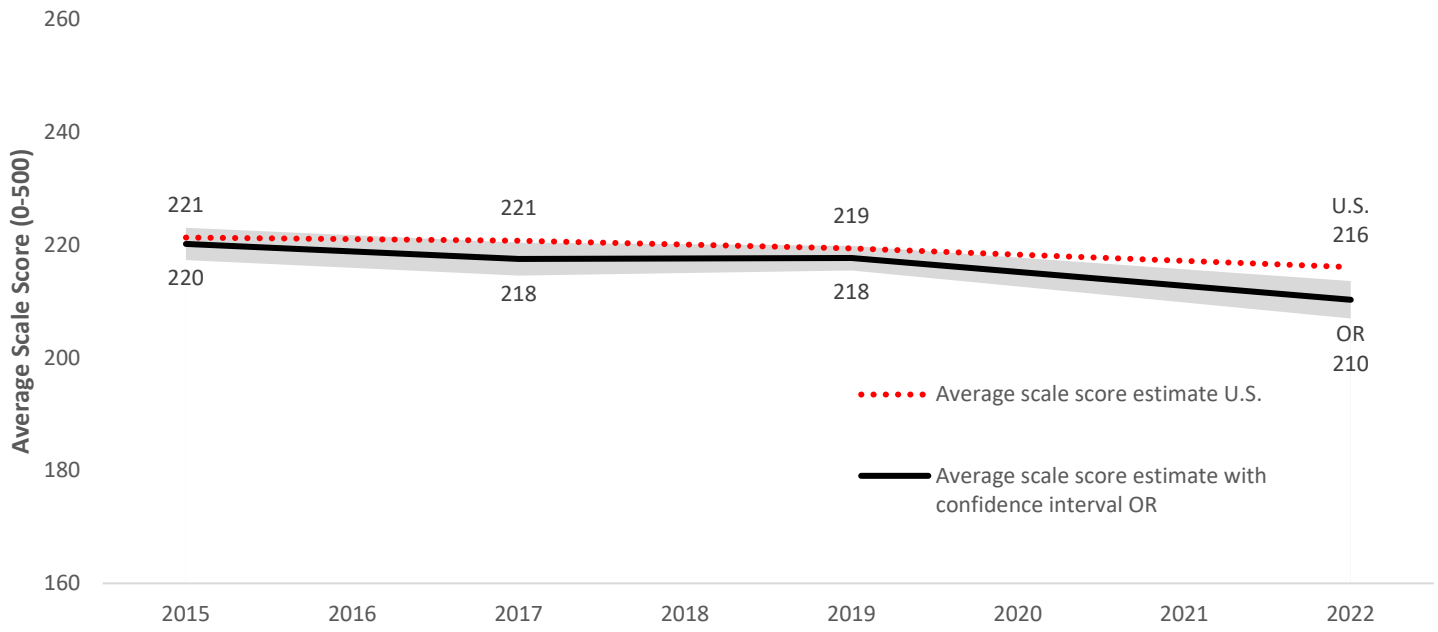
Rounds to zero

* Value is significantly different from OR

National Assessment of Educational Progress: Reading

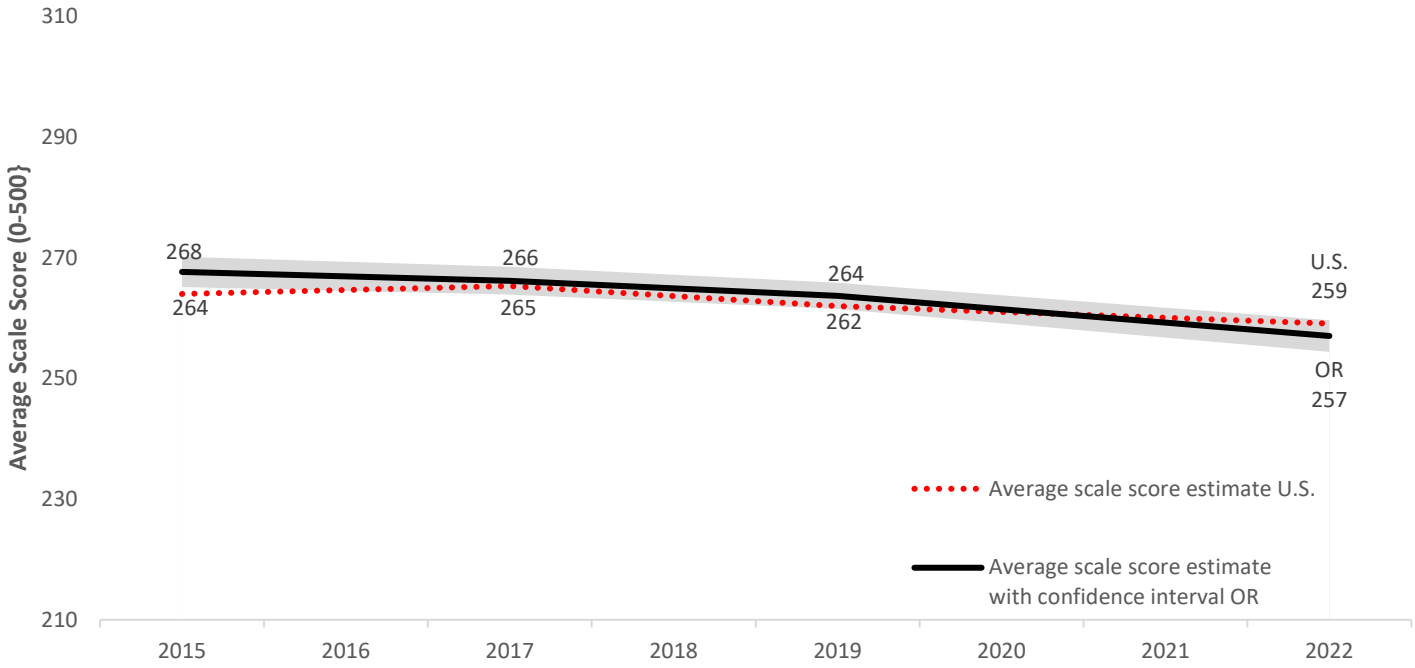
Reading Grade 4 Average Scale Scores 2015 - 2022: Oregon and the Nation

In 2015, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2022, Oregon's 4th graders scored 210, which was statistically lower than 4th graders in the nation's public schools (216).



Reading Grade 8 Average Scale Scores 2015 - 2022: Oregon and the Nation

In 2015, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2022, Oregon's 8th graders scored 257, which was statistically the same as 8th graders in the nation's public schools (259).



National Assessment of Educational Progress: Mathematics, Grade 4, 2022

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 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

2022 NAEP Grade 4 Math Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below NAEP Basic %	Participating %
All Students	Oregon	6	23	38	34	98
	United States	7*	28*	39	26*	98
Economically Disadvantaged[1]	Oregon	6	23	38	34	~
	United States	2*	18*	41*	38*	~
English Learners	Oregon	#	2	25	73	94
	United States	1	12	38*	48*	95
Students with Disabilities	Oregon	2	10	29	60	92
	United States	2	11	29	57	90
Female	Oregon	4	21	39	36	99
	United States	5	26*	41	28*	99
Male	Oregon	7	25	36	32	98
	United States	9*	30*	37	24*	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	16	40	42	99
Asian (not of Hispanic origin)	Oregon	17	29	33	20	~
	United States	25	39	27	9*	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	13	39	46	98
Hispanic origin	Oregon	1	11	38	50	98
	United States	2	19*	42	37*	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	16	42	40	~
Two or more races (not of Hispanic origin)	Oregon	4	21	42	33	99
	United States	9	29*	39	23*	98
White (not of Hispanic origin)	Oregon	7	28	38	28	99
	United States	10*	37*	38	15*	99

Legend

[1]The Economically Disadvantaged student group is not comparable across Oregon and the United States for the 2021-22 school year. Oregon categorized almost all students as Economically Disadvantaged due to an expansion of the criteria for student eligibility for free or reduced price meals. See Free and Reduced Price Lunch Eligibility for details.

~ 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, 2022

2022 NAEP Grade 8 Math Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below NAEP Basic %	Participating %
All Students	Oregon	5	17	35	43	98
	United States	7*	19	35	40	98
Economically Disadvantaged[1]	Oregon	5	17	35	43	~
	United States	2*	11*	33	54*	~
English Learners	Oregon	1	1	13	85	90
	United States	#	4	20	76	94
Students with Disabilities	Oregon	2	3	16	78	93
	United States	1	4	17	78	91
Female	Oregon	4	15	36	45	99
	United States	6	18*	36	40	99
Male	Oregon	6	19	35	40	98
	United States	8	19	34	39	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	10	33	56	98
Asian (not of Hispanic origin)	Oregon	26	27	29	18	~
	United States	27	31	28	14	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	8	29	62	98
Hispanic origin	Oregon	1	8	33	57	98
	United States	2	12*	34	52	98
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	5	10	31	54	~
Two or more races (not of Hispanic origin)	Oregon	9	21	32	37	99
	United States	6	21	36	37	99
White (not of Hispanic origin)	Oregon	5	21	37	37	99
	United States	9*	26*	38	28*	99

Legend

[1]The Economically Disadvantaged student group is not comparable across Oregon and the United States for the 2021-22 school year. Oregon categorized almost all students as Economically Disadvantaged due to an expansion of the criteria for student eligibility for free or reduced price meals. See Free and Reduced Price Lunch Eligibility for details.

Legend

~ Not reported by U.S. Department of Education

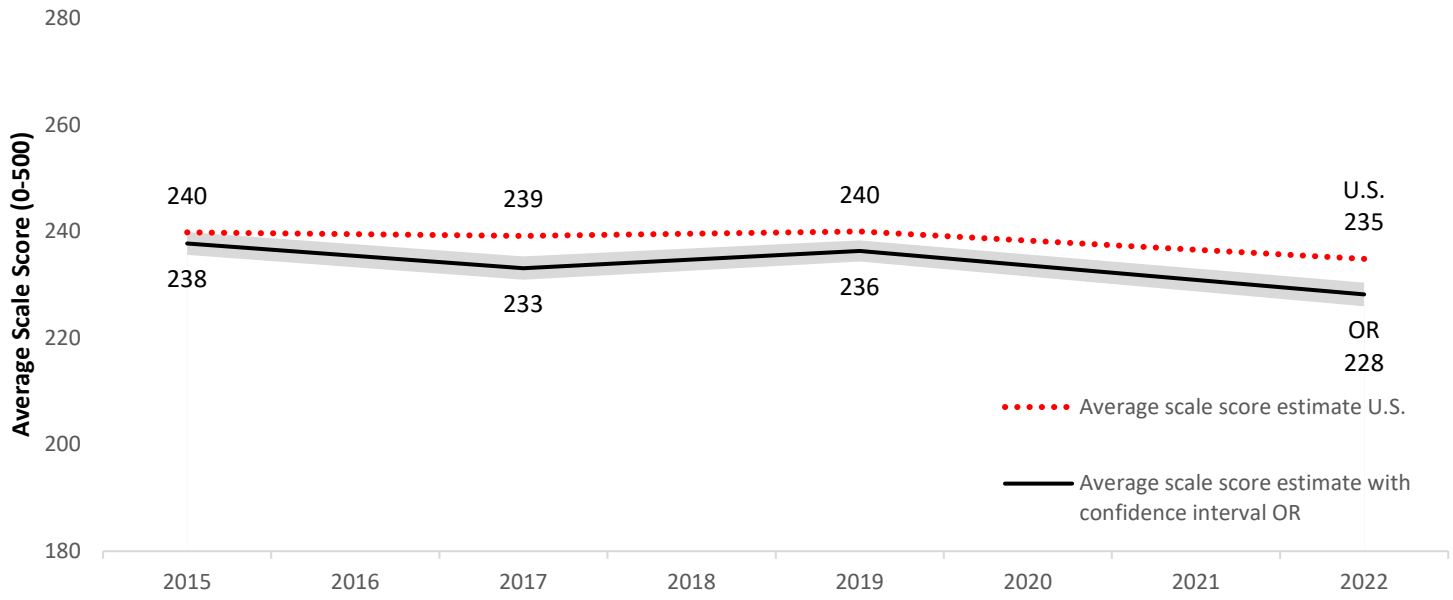
Rounds to zero

* Value is significantly different from OR

National Assessment of Educational Progress: Mathematics

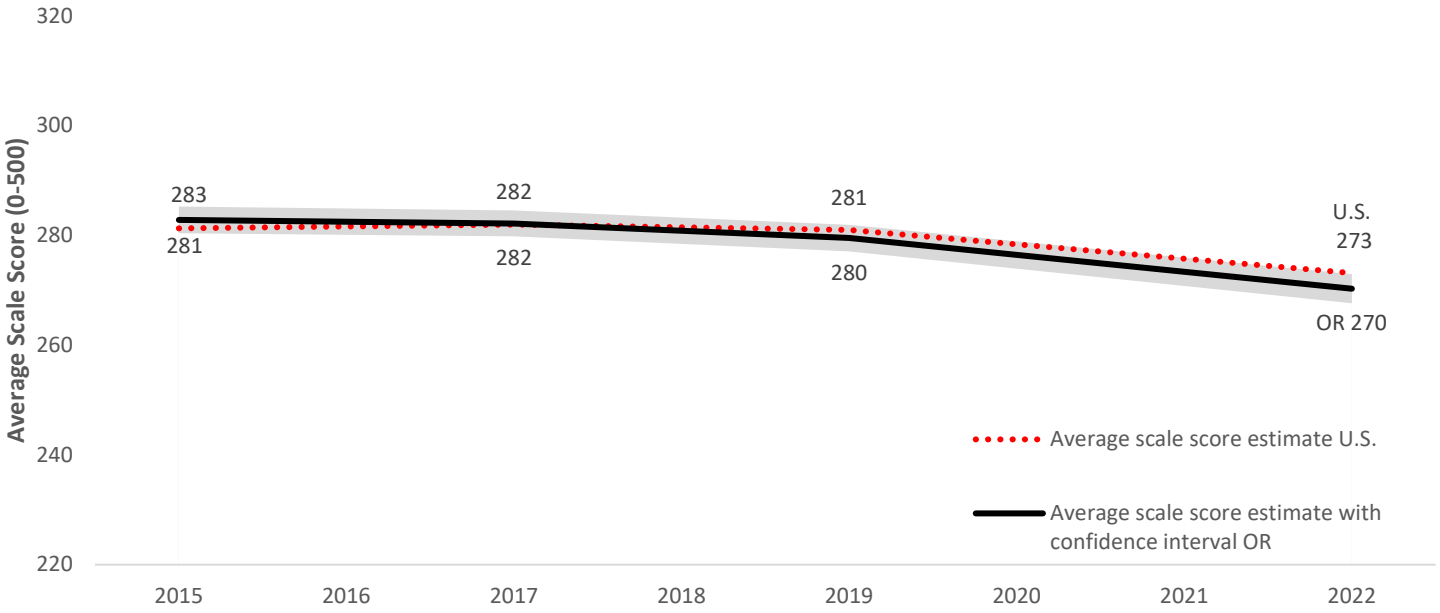
Math Grade 4 Average Scale Scores 2015 - 2022: Oregon and the Nation

In 2015, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2022, Oregon's 4th graders scored 228, which was statistically lower than 4th graders in the nation's public schools (235).



Math Grade 8 Average Scale Scores 2015 - 2022: Oregon and the Nation

In 2015, Oregon's 8th graders scored statistically the same as the nation's 8th graders. In 2022, Oregon's 8th graders scored 270, which was statistically lower than 8th graders in the nation's public schools (273).



FREE AND REDUCED PRICE LUNCH ELIGIBILITY

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 who qualify for free or reduced price meals according to the United States Department of Agriculture (USDA) guidelines. 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.

Due to COVID-19, USDA issued a suite of waivers for the School Nutrition Program for the 2020-21 and 2021-22 school years that allowed meals to be served at no cost to all children and eliminated the need for schools to collect Free and Reduced Price Lunch eligibility data. Therefore, there is no accurate eligibility data available for 2021-22.

Additionally, the Oregon Department of Education (ODE) uses information about a student's eligibility for free or reduced price meals to report if the student is economically disadvantaged or not. The USDA waivers allowed almost all schools to provide free meals to their students, resulting in almost all students being considered economically disadvantaged in 2021-22. The expansion of free school meals was a benefit for Oregon's students and families. However, it reduced the accuracy of relying on student eligibility for free or reduced price meals as a measure of a student's economic experience. ODE is working towards adopting a new definition for the Economically Disadvantaged student group that moves away from reliance on eligibility for free or reduced price school meals.

THE OREGON DIPLOMA

In June 2008, the State Board of Education adopted diploma requirements (OAR 581-022-2000) that are designed to prepare each student for success in post-secondary opportunities and careers. The Modified Diploma (OAR 581-022-2010) was added in 2012 as an option for students unable to meet the full set of academic content standards for a diploma even with reasonable modifications and accommodations. The graduation requirements can be grouped into three categories: Credits, Essential Skills, and Personalized Learning.

The rigorous credit requirements provide standards-aligned learning experiences, wherein students demonstrate the knowledge and skills for that discipline, as evaluated by a qualified educator. The subject-area credit requirements are listed below. The passage of Senate Bill 744 suspended the Assessment of Essential Skills diploma requirement through 2023-2024; therefore, students graduating in 2022 were not required to demonstrate proficiency in Reading, Writing, and Mathematics, through one of the approved testing options. The required Personalized Learning components, which include the Education Plan and Profile, Extended Application, and Career Related Learning Experiences, provide opportunities for students to plan for their future.

Credit Requirements by Subject Area

Subject Areas*	Diploma Credit Requirements	Modified Diploma Credit Requirements
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 The Arts Career &Technical Ed	3	1
Electives	6	12**
Total Credits	24	24

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

Options for Awarding Credit

Students earn credits (OAR 581-022-2025) by successfully demonstrating knowledge and skills defined by state standards. Following is a list of approved sources of evidence for awarding credit and educators may combine evidence from multiple sources.

- Successfully completing classroom or equivalent work (e.g., supervised independent study, career-related learning experiences, project-based learning), which demonstrates knowledge and skills defined by state standards.
- Successfully completing classroom or equivalent work designed to measure proficiency or mastery of identified standards (knowledge and skills) in class or out of class, where hours of instruction may vary.
- Successfully passing an appropriate exam designed to measure proficiency or mastery of identified standards (knowledge and skills).
- Providing a collection of work or other assessment evidence, which demonstrates proficiency or mastery of identified standards (knowledge and skills).
- Providing documentation of prior learning activities or experiences which demonstrates proficiency or mastery of identified standards (knowledge and skills) (e.g., certification of training, letters, diplomas, awards, etc.).

Ninth Grade On-Track

Ninth Grade On-Track is the percentage of students in their first year of high school that are on-track to graduate. This measure includes students who have been enrolled in the same district for at least half of the school year and 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 ninth grade year, and credits earned during the summer after the ninth grade year.

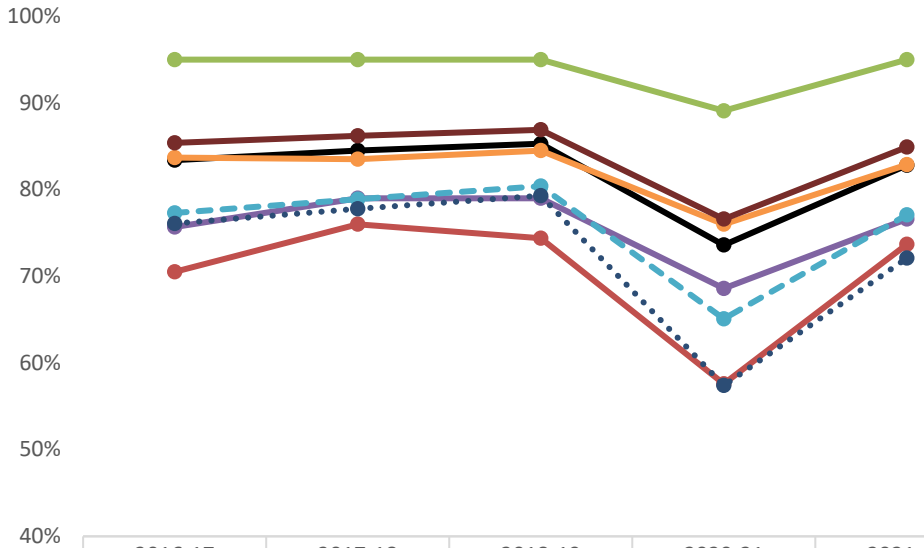
Ninth Grade On-Track data are displayed at the school and district level on Oregon's At-A-Glance School and District Profiles and are included in ODE's accountability system. The Oregon Department of Education (ODE) established measures of interim progress (MIP) for the indicator and a statewide long-term goal of 95 percent.

In the two years prior to the COVID-19 pandemic, the percent of students on-track to graduate increased for most student groups. **The 2019-20 rates for students on-track to graduate are not available as a result of the statewide transition to distance learning during the spring of 2020**.

The 2020-21 Ninth Grade On-Track data for all students showed an 11.7 percent decline since 2018-19. Individual student groups also show a decrease in on-track to graduate rates from 2018-19 to 2020-21. However, in 2021-22 the percent of students on-track to graduate increased for all student groups to near pre-pandemic levels. On-track rates for all students increased since 2020-21.

The American Indian/Alaska Native, Native American/Pacific Islander and Hispanic/Latino student groups reported an increase in on-track to graduate rates of 16.1, 14.7, 12 percentage points, respectively.

Percentage of Ninth Grade Students On-Track to Graduate by Race and Ethnicity



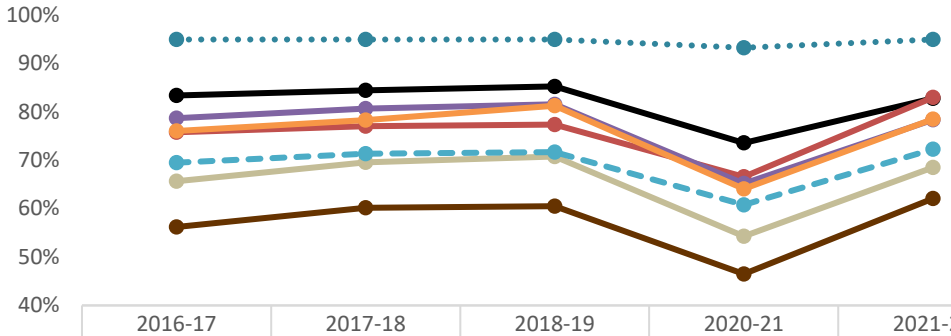
	2016-17	2017-18	2018-19	2020-21	2021-22
All Students	83.4%	84.5%	85.3%	73.6%	82.8%
American Indian/ Alaska Native	70.5%	76.0%	74.4%	57.6%	73.7%
Asian	>95%	>95%	>95%	89.1%	>95%
Black/African American	75.7%	79.0%	79.0%	68.6%	76.6%
Hispanic	77.3%	78.9%	80.4%	65.1%	77.1%
Multiracial	83.7%	83.5%	84.5%	76.0%	82.9%
Native Hawaiian/ Pacific Islander	76.1%	77.8%	79.3%	57.4%	72.1%
White	85.4%	86.2%	86.9%	76.6%	84.9%

Note: 2019-20 Ninth Grade On-Track data are not available.

The Migrant, English Learner and Houseless student groups also reported a larger decrease in rates of students on-track to graduate compared to the decrease in the statewide rate (14.4, 14.2 and 15.6 percentage points, respectively). While on-track rates for the Economically Disadvantaged student group increased to 83.0 percent, this increase is due in part to a change in the handling of students attending schools with USDA waivers that allowed schools to provide free meals to all students.

ODE began publishing outcomes for students in foster care for the 2021-22 school year. The On-Track rate for students in foster care was 66.5, which was more than 16 percentage points below the rate for all students. This student group is not included in the below graph as there is only one year of data available.

Percentage of Ninth Grade Students On-Track to Graduate by Student Group

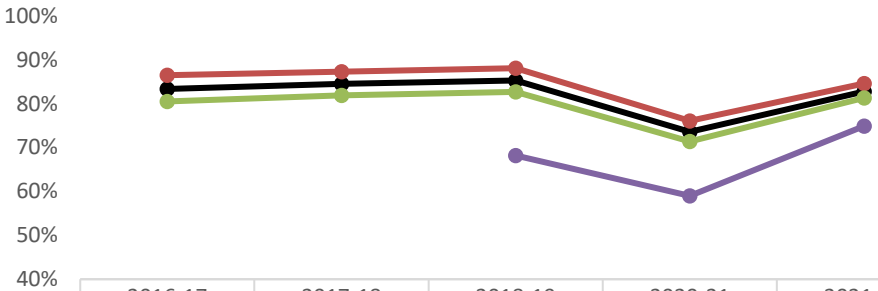


	2016-17	2017-18	2018-19	2020-21	2021-22
All Students	83.4%	84.5%	85.3%	73.6%	82.8%
Economically Disadvantaged*	75.8%	77.1%	77.4%	66.6%	83.0%
English Learner	65.7%	69.6%	70.8%	54.3%	68.5%
Ever English Learners	78.7%	80.7%	81.6%	65.2%	78.4%
Students with Disabilities	69.5%	71.4%	71.7%	60.8%	72.3%
Migrant	76.1%	78.3%	81.3%	64.1%	78.5%
Talented and Gifted	>95%	>95%	>95%	93.3%	>95%
Houseless	56.2%	60.2%	60.5%	46.5%	62.1%

Note: 2019-20 Ninth Grade On-Track data are not available.
**The Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.*

Non-Binary students reported an increase in the on-track to graduate rate of nearly 16 percent. Though this group of students is relatively small, the number of non-binary students reported each year has increased since 2018-19. See the Gender Diversity section for more information.

Percentage of Ninth Grade Students On-Track to Graduate by Gender



	2016-17	2017-18	2018-19	2020-21	2021-22
All Students	83.4%	84.5%	85.3%	73.6%	82.8%
Female	86.5%	87.3%	88.1%	76.1%	84.6%
Male	80.5%	81.9%	82.7%	71.4%	81.3%
Non-Binary**			68.2%	59.0%	74.9%

Note: 2019-20 Ninth Grade On-Track data are not available.
**ODE started collecting non-binary student group data in 2018-19. These data are not available for 2016-17 or 2017-18.

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.

During the 2021 legislative session, the Oregon Legislative Assembly passed Senate Bill 744 which directed the Oregon Department of Education to engage with community members and review state requirements for high school diploma options, as well as to review state requirements related to demonstrations of proficiency in Essential Skills. ODE has completed the SB 744 Report, Community-Informed Recommendations for Equitable Graduation Outcomes. The report provides recommendations for consideration by the Legislature and State Board of Education; it does not change any current policy. The Assessment of Essential Skills policy was therefore suspended by SB 744 from 2020-21 through 2023-24.

OREGON GRADUATION RATES

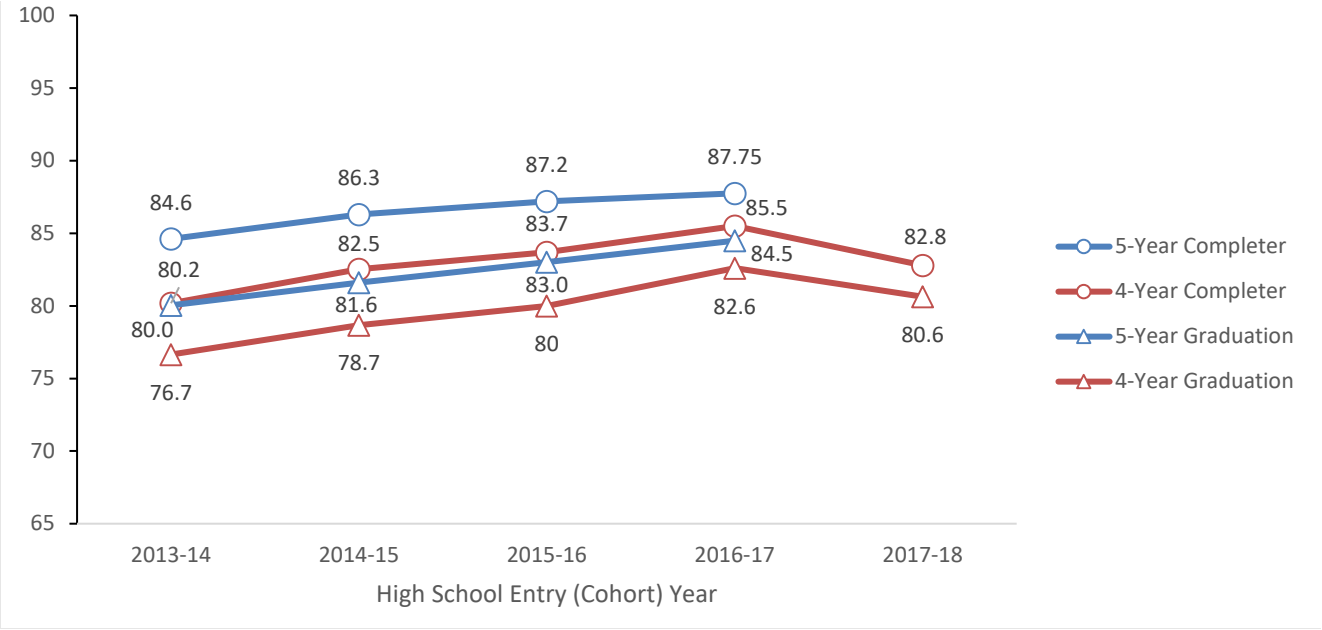
Summary of Cohort Graduation Rates

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. Completers are students in the cohort who achieve any completion credential (including regular, modified, and extended diplomas or a GED) within four or five years.

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 changes in four- and five-year graduation and completer rates based on the students' first year in high school. The rate of 80.6 in this chart shows that 80.6 percent of students who began their high school career in the 2017-18 school year graduated within four years (by the end of the 2020-21 school year). Some 84.5 percent of students who began their high school career in the 2016-17 school year had graduated within five years (by the end of the 2020-21 school year).

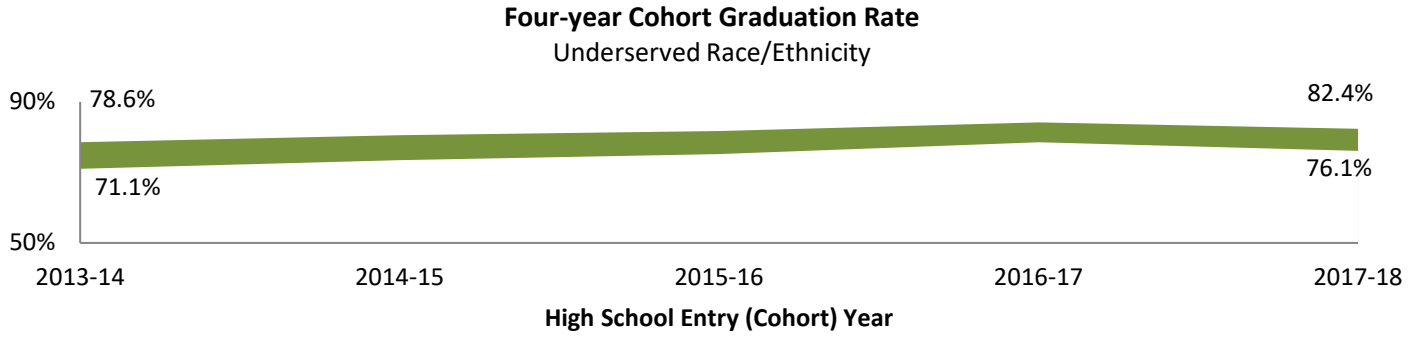
Cohort Graduation Rates



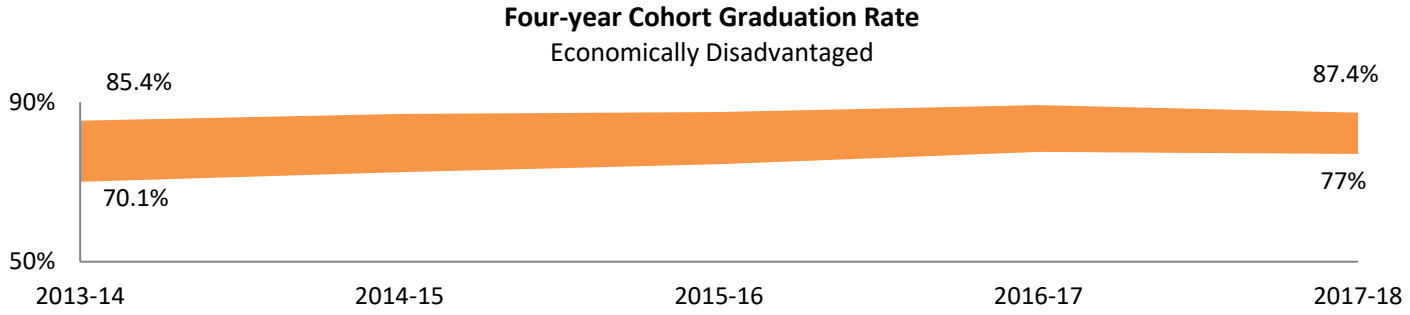
[1]See Expanded Options Program page for information about Oregon's Expanded Options program, one of the programs students exercising this option may be participating in.

Opportunity Gaps

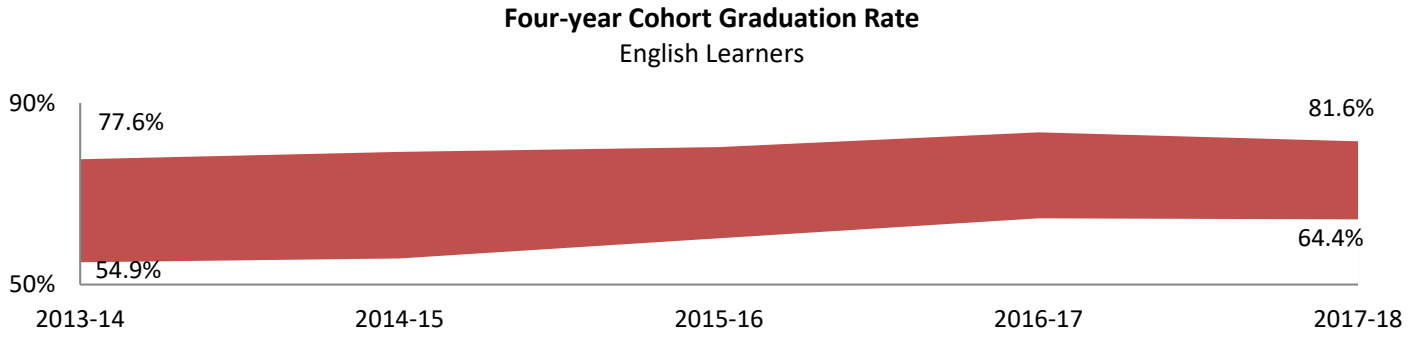
For cohort graduation rates, the gap between students of historically underserved races/ethnicities (Black/African American, Hispanic/Latino, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander) and other students (White, Asian, and Multiracial) has continued to decrease (by 1.2 percentage points in five years).



Graduation rate gaps for students who are economically disadvantaged are also decreasing (by 4 percentage points in five years), but this gap remains wide with rates about 10 percentage points lower than the rates for students who were not economically disadvantaged in high school.



Some graduation rate gaps are closing more slowly. Rates for students who are not yet proficient in English by the time they enroll in high school are about 17 percentage points below rates for students who were never enrolled in English Learner programs. This gap has decreased by almost 6 percentage points over the last five years. However, students who became proficient in English before they entered high school (Former English Learners) graduated at a rate 3.2 points higher (84.3 percent) than those students who were never an English Learner (81.1 percent).

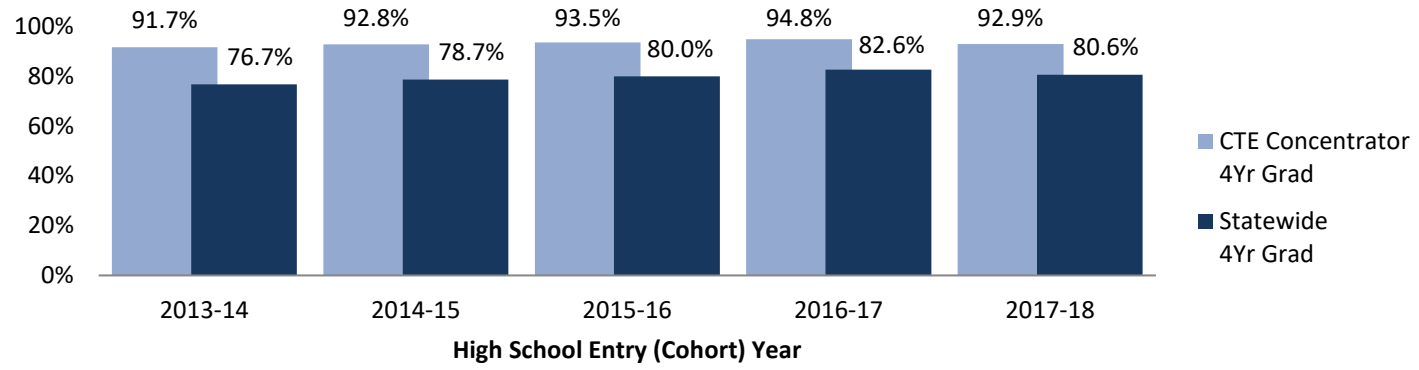


Oregon Career and Technical Education (CTE) Information: 2021 Graduation Results

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 approved CTE programs of study CTE coursework integrates rigorous academic knowledge with industry-validated employability and technical skills that culminates in the award of an industry- recognized credential, certificate, or an associate or baccalaureate degree. High school students may also have options to earn college credit that may be applied toward their postsecondary studies. A CTE Program of Study is a progressive, non-duplicative sequence of courses, developed by a partnering secondary school district and postsecondary institution that prepares students to seamlessly transition across education levels and into the workforce. The CTE instruction reflected in Oregon's published results happens exclusively in the context of ODE approved Programs of Study.

Descriptive analysis of this data reveals consistently higher graduation rates among CTE concentrators[1] relative to all students statewide.[2] Among students beginning high school in 2017-18, the four-year graduation rate was 12.3 percentage points higher for CTE concentrators than for all students statewide.

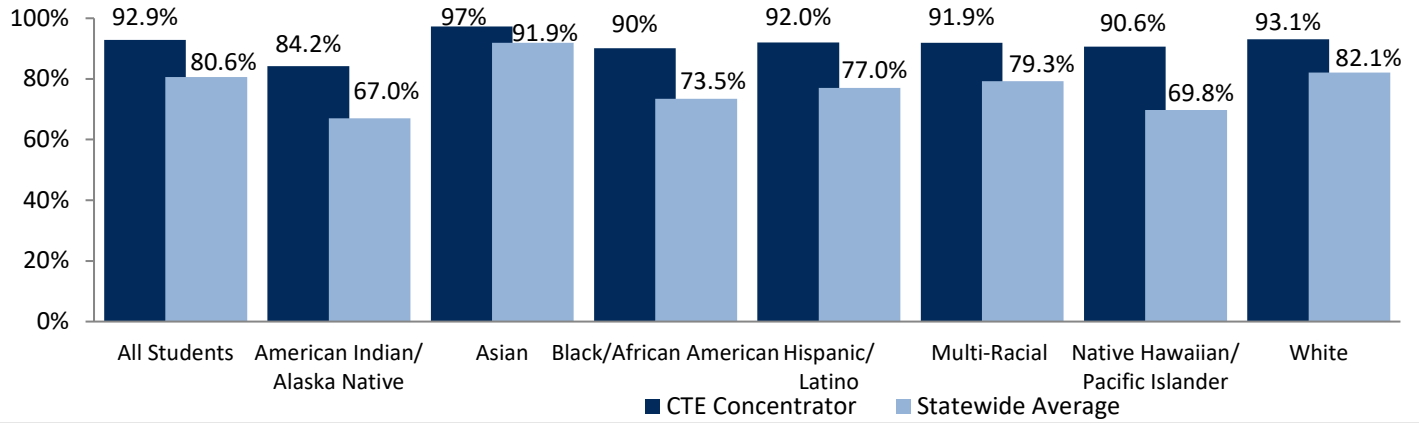
CTE Concentrator and Statewide Four-Year Cohort Graduation Rates over Time



Not only did CTE concentrators graduate at higher rates than students in the same population statewide, they graduated above the statewide average of 80.6 percent in every racial/ethnic student population measured.

CTE and Statewide Four-Year Graduation Rates, 2017-18 High School Cohort

Outcomes as of the 2020-21 school year



[1] A CTE concentrator is defined as, "[a] 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. Oregon statewide cohort graduation rates include every first year student (net of students moving into/out of the state, etc.).

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.

Dropout rates for 2019-20 were impacted by the pandemic and the shift to Distance Learning for All in the Spring of 2020. During that time, and to support efforts to continue to engage and serve students, districts were instructed to not drop students from enrollment without confirmation of a transfer to a different educational setting. This reduced the number of dropouts reported for the 2019-20 school year. As a result, **data from 2019-20 are not directly comparable to prior years.**

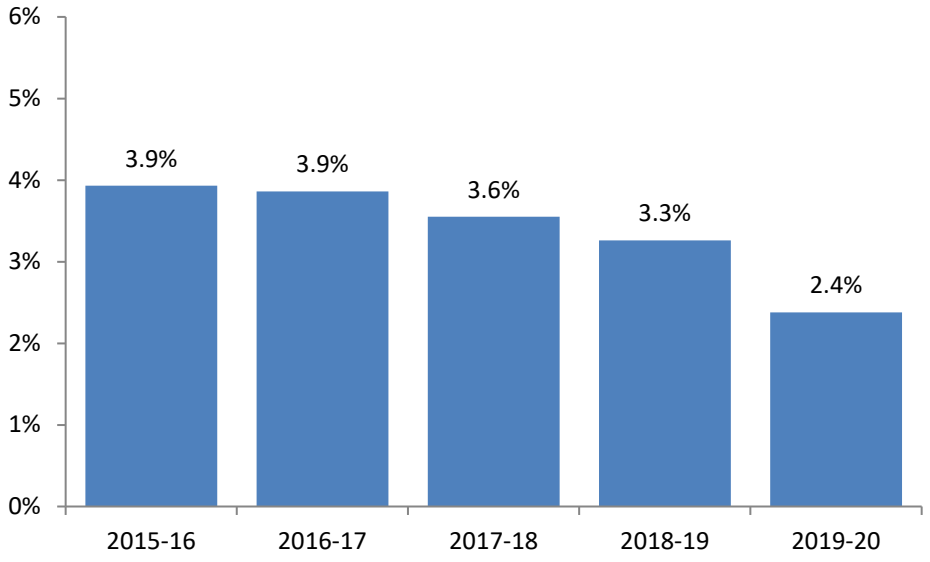
Oregon Statewide Dropout Rate Calculation

For a given school year:

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

Dropout rates are also calculated for schools and districts.
More information is available on the Dropout Rates in Oregon High Schools webpage.

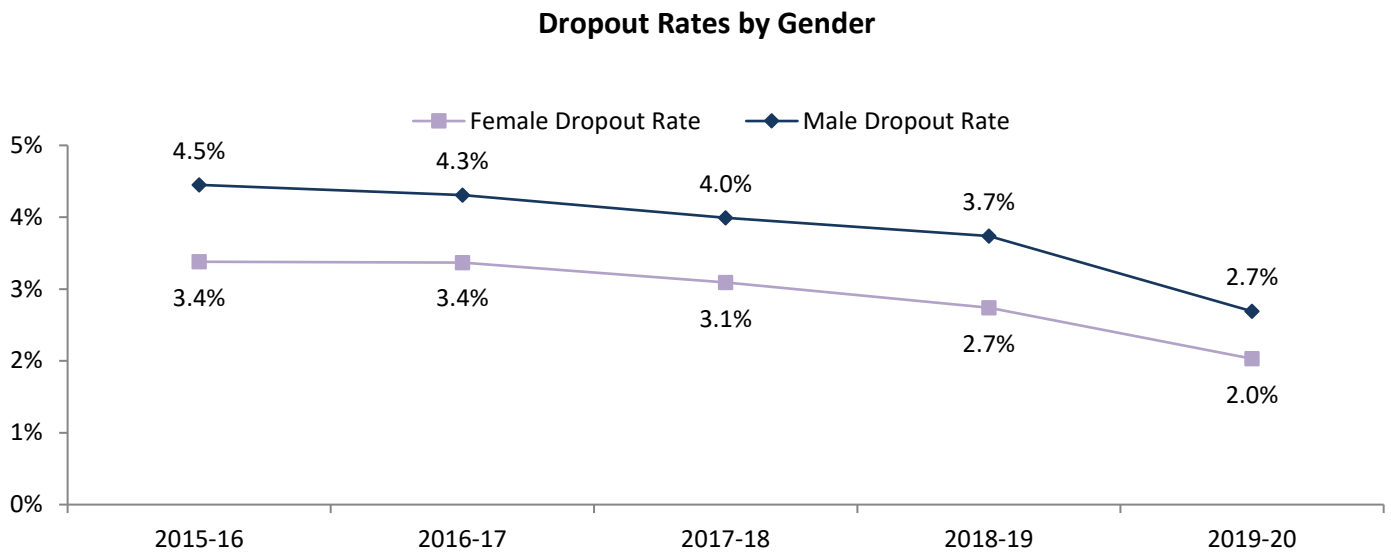
Oregon High School Dropout Rates

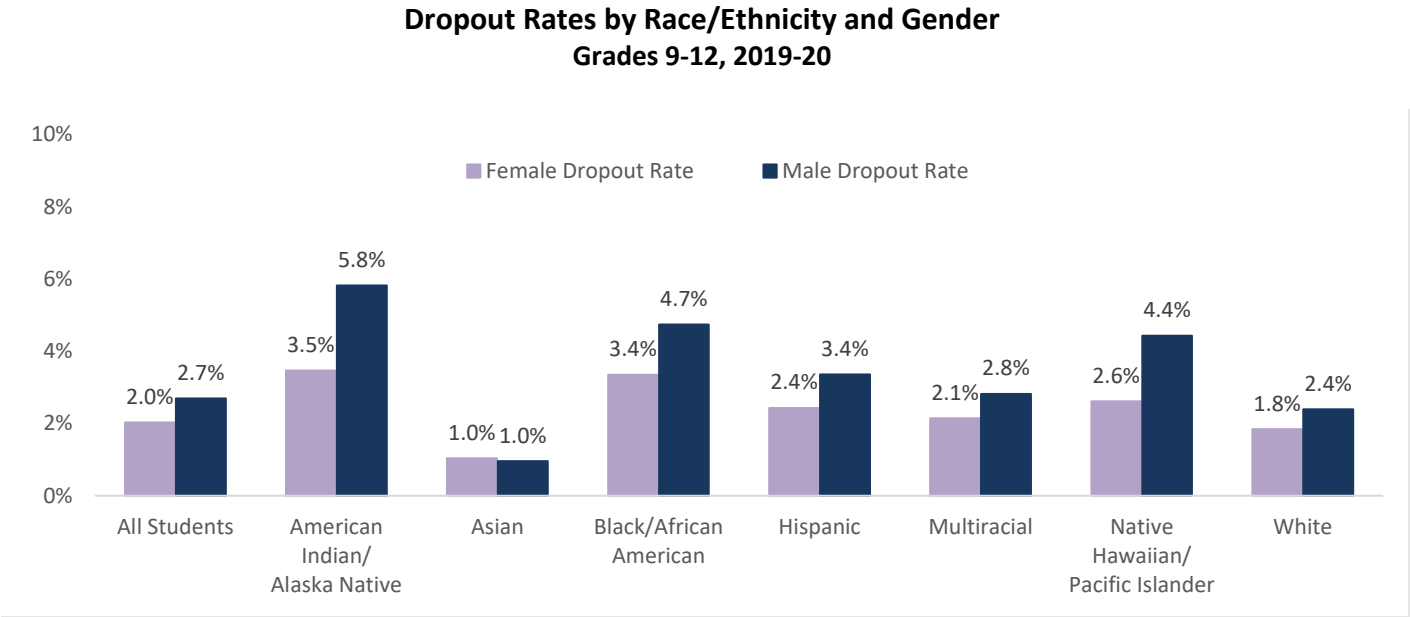


Oregon Dropout Rates by Gender

Male students in 2019-20, as in prior years, dropped out at a higher rate than female students. Male students of almost 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.



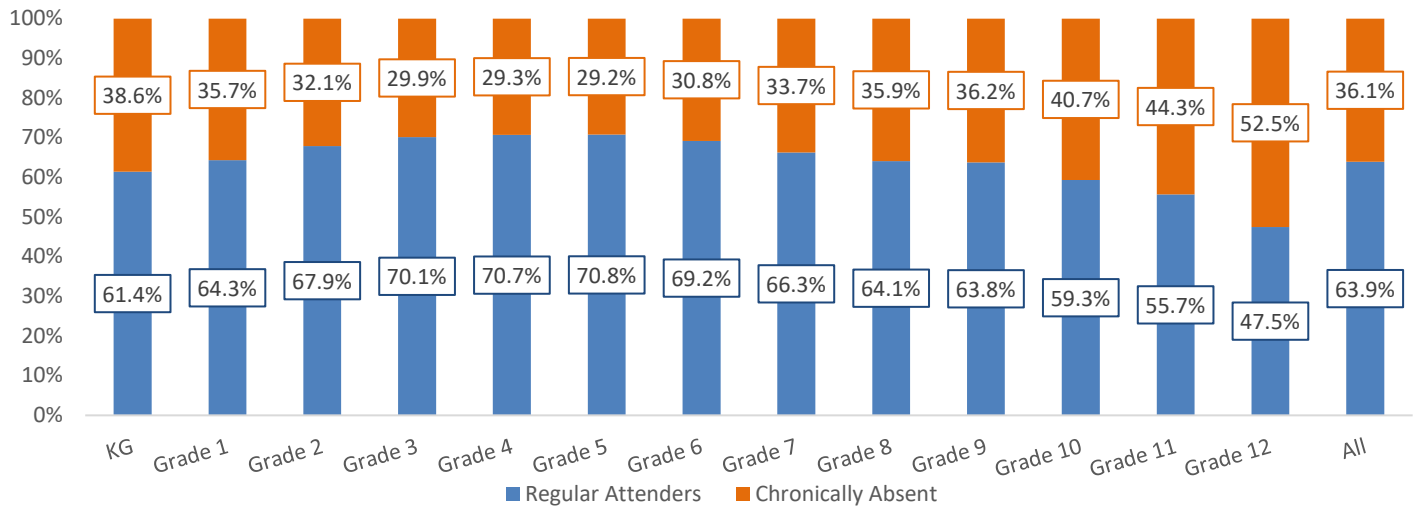


REGULAR ATTENDERS

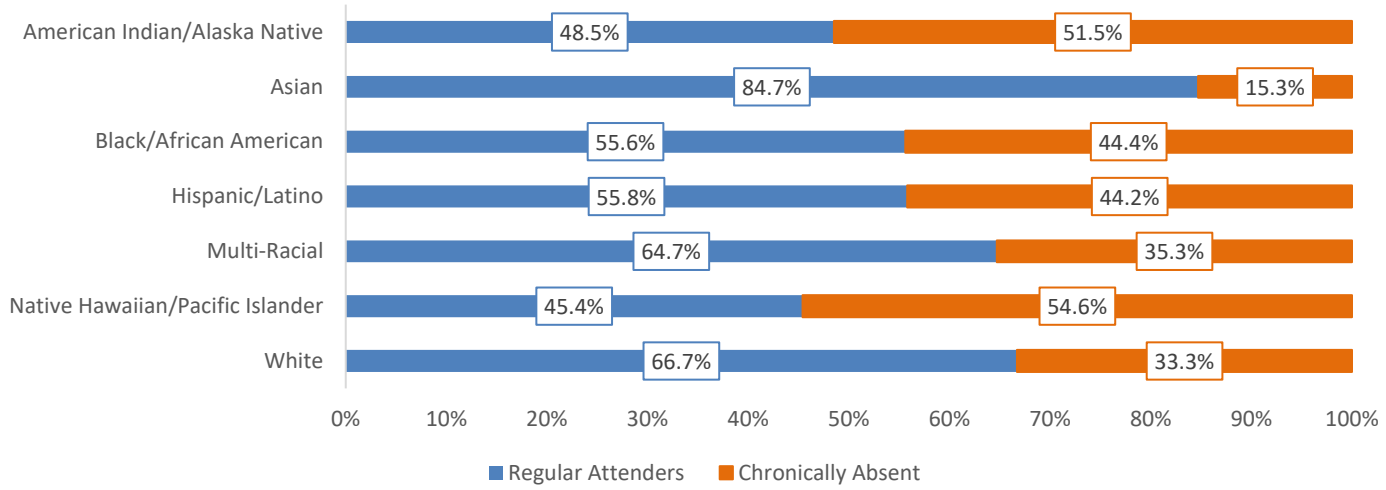
Regular Attenders (formerly Not Chronically Absent) is the measure of the percentage of students who were present for more than 90 percent of their total enrolled days in a school year. In the 2017-18 school year, the Oregon Department of Education (ODE) established measures of interim progress (MIP) for the indicator and a statewide long-term goal of 93 percent. The Regular Attender measure is typically displayed at the school and district level on Oregon's At-A-Glance School and District Profiles and included in ODE's accountability system. Requirements to identify suggested levels of support for schools and target improvement through ODE's accountability system were waived in 2020-21 due to ODE's accountability waiver from the U.S. Department of Education.

The Regular Attenders rate includes students in programs with attendance being tracked daily. 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 2021-22 school year are the other requirements for inclusion in this rate.

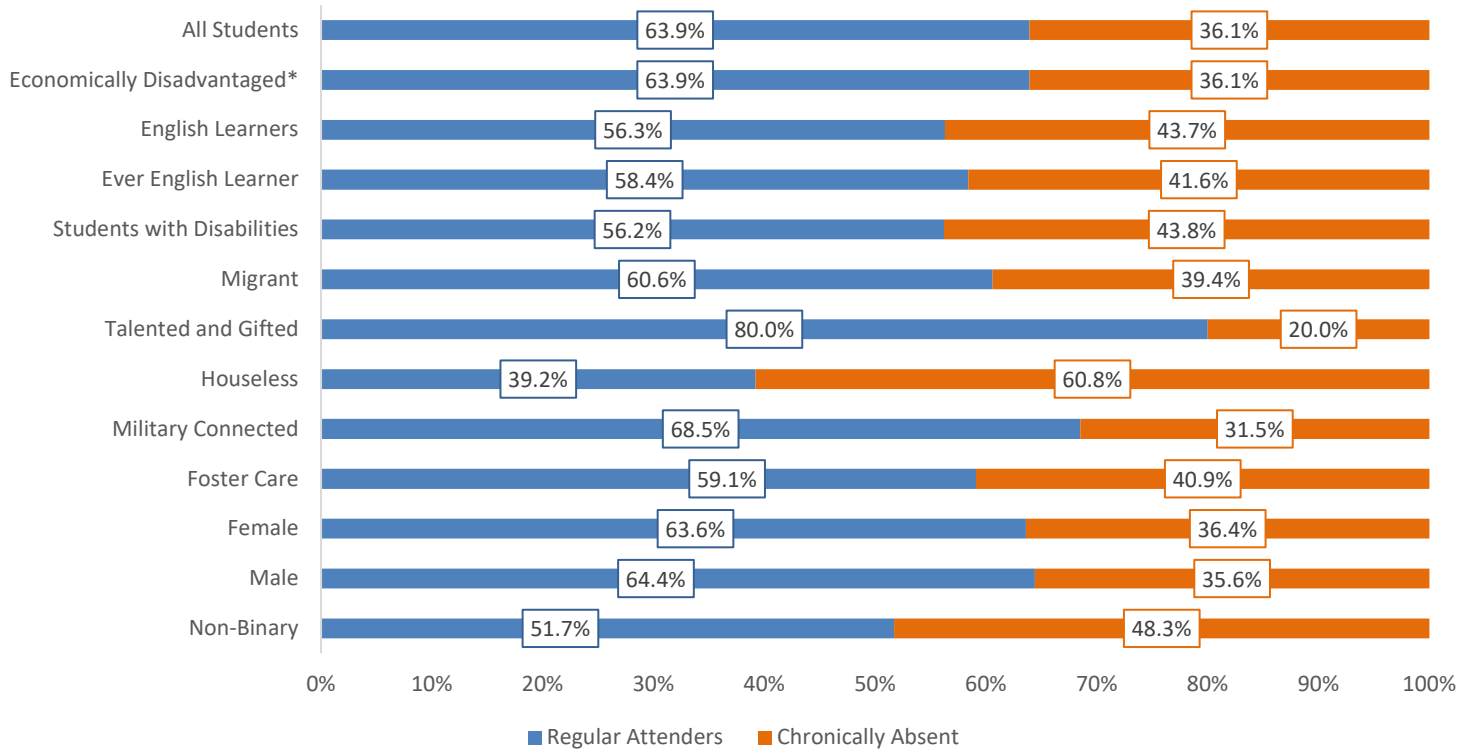
Percentage of Students that Attend Regularly or are Chronically Absent
By Grade Level, 2021-22



Percentage of Students that Attend Regularly or are Chronically Absent
By Race and Ethnicity, 2021-22



Percentage of Students that Attend Regularly or are Chronically Absent
By Student Population, 2021-22



*The Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.

There is an opportunity for examination of the data for trends and attributes related to individual student focal groups. The data show continuing widening gaps between the regular attender rates for individual student groups. The regular attender rate for houseless students is reported as the lowest regular attender rate for any student focal group, at 39.2 percent, while the Asian student focal group reports the highest rate at 84.7 percent.

The houseless, Native American/Pacific Islander, American Indian/Alaska Native, Black/African American, Hispanic/Latino, students with disabilities, English Learner, Ever English Learner, and non-binary student groups are reported to have less than 60 percent of students regularly attend school. This data continues to show gaps between the rate of regular attendance for all students and these student groups; the most significant differences are seen for houseless students (24.7 percentage points lower than the rate for all students), Native American/Pacific Islander (-18.5 percent), American Indian/Alaska Native students (-15.4 percent).

For the English Learner and Ever English Learner student groups, looking back to the pre-pandemic 2018-19 Regular Attender data, the gap between the regular attendance rate for all students and English Learner (EL) and Ever English Learner (Ever EL) has increased at greater rate than other groups. Prior to the COVID-19 pandemic, EL and Ever EL regular attender rates were close to the rate for all students; the EL student group showed a –1.2 percentage point difference and Ever EL group showed a –1.5 percentage point difference. In 2021-22, the data shows the EL group with a –6.3 percentage difference and the Ever EL group with a –3.7 percentage difference.

This data analysis reveals the continued need to address attendance barriers for Oregon's students of color and students experiencing houselessness. The Tribal Attendance Promising Practices (TAPP) and Every Day Matters (EDM) work uses this statewide data to focus support and investment in removing obstacles to students attending school regularly.

Every Day Matters addresses the root causes of chronic absenteeism through attention to student engagement, school culture, climate, and safety, culturally sustaining pedagogy, and family and community involvement. Every Day Matters is the foundation for the five other initiatives in the Aligning for Student Success: Integrated Guidance for 6 ODE Initiatives, which center on equity and community engagement, expanding well-rounded education, and strengthening systems and capacities. As the foundation for the Integrated Guidance, EDM seeks to expand systemic understanding and support to address the root causes of chronic absenteeism.

Tackling the root causes of chronic absenteeism involves the whole system – Education Service Districts (ESDs), districts, schools, families, communities, community-based organizations, state agencies, and more. Partnerships between school districts, students and caregivers, community-based organizations, and ESDs are the pathways that center students' sense of self, belonging, and well-being both within schools and the larger community. To deepen partnerships and alignment, EDM provides funding to all 19 ESDs for technical assistance, coaching, and additional support for school districts and charter schools, specifically focusing on student attendance, belonging, and engagement. This approach aims to address chronic absenteeism in ways that create relational conditions that build trust between families, communities, districts, and ESDs to address the root causes of chronic absenteeism.

The work to decrease Chronic Absenteeism continued with **Tribal Attendance Promising Practices** (TAPP) Grants at the ten TAPP school district sites. Participating districts continued to receive grant funding to hire a community advocate position with deep local connections to the tribal community to create a school-wide initiative to reduce chronic absenteeism and to eliminate the disparity in attendance data between American Indian/Alaska Native and non-Native student groups. It is important to note that nine out of the 10 TAPP district sites are school districts located the closest geographically to the tribal headquarters of the nine federally recognized tribes of Oregon. The 10 TAPP districts directly serve 19 percent of the total population of American Indian/Alaska Native students in Oregon at the designated TAPP schools. 47 percent of the American Indian/Alaska Native students in Oregon are enrolled in the 10 TAPP districts.

With school districts responding rapidly to the COVID-19 global pandemic since March of 2020, TAPP programs and TAPP school sites shifted from monitoring and responding to attendance data with pre-pandemic best practices, to leveraging the relationships made with their tribal partners to create new systems and structures to respond to the immediate needs of families in crisis. Delivering groceries, picking up medication for quarantined families, triaging and responding to technology needs related to virtual learning, connecting families with community-based organizations to help with housing and utilities assistance, became a Tier 1 intervention, as the intergenerational nature of households with Native American families - many with unvaccinated children and elders living under one roof.

The Office of Indian Education is continuing to pay close attention to COVID-19's impact on the educational experience of American Indian/Alaska Native students throughout the state of Oregon, to the unique nature of TAPP school district sites, and are continuing to shift resources and leverage their Government to Government partnership with tribes to fully understand and meet this need.

OREGON PUBLIC CHARTER SCHOOLS

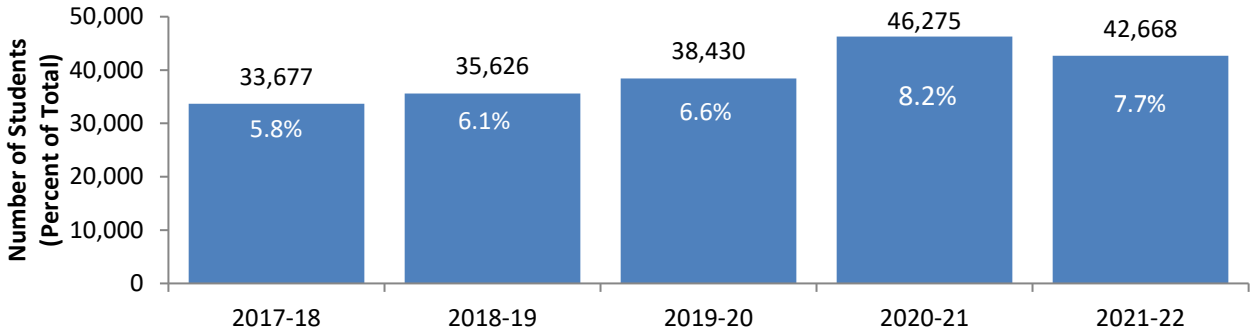
Oregon Public Charter Schools Enrollment

Charter school enrollment has steadily risen from 1.7 percent of the total public school enrollment in 2006-07 and now represents 7.7 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 2021-22 school year, there were 132 charter schools.

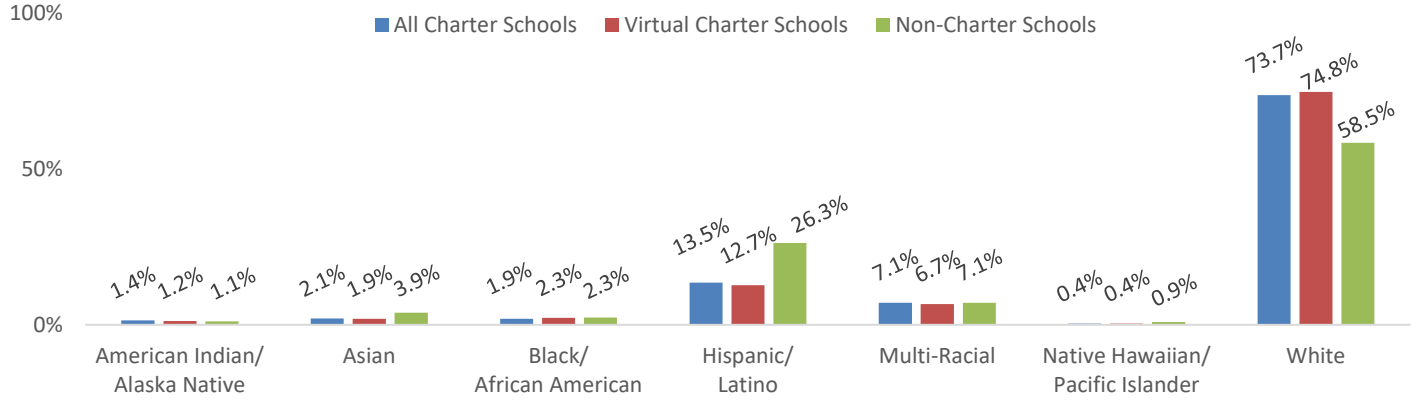
Charter School Enrollment
Counts and Percent of Total Public School Enrollment
Fall Membership Data Collection



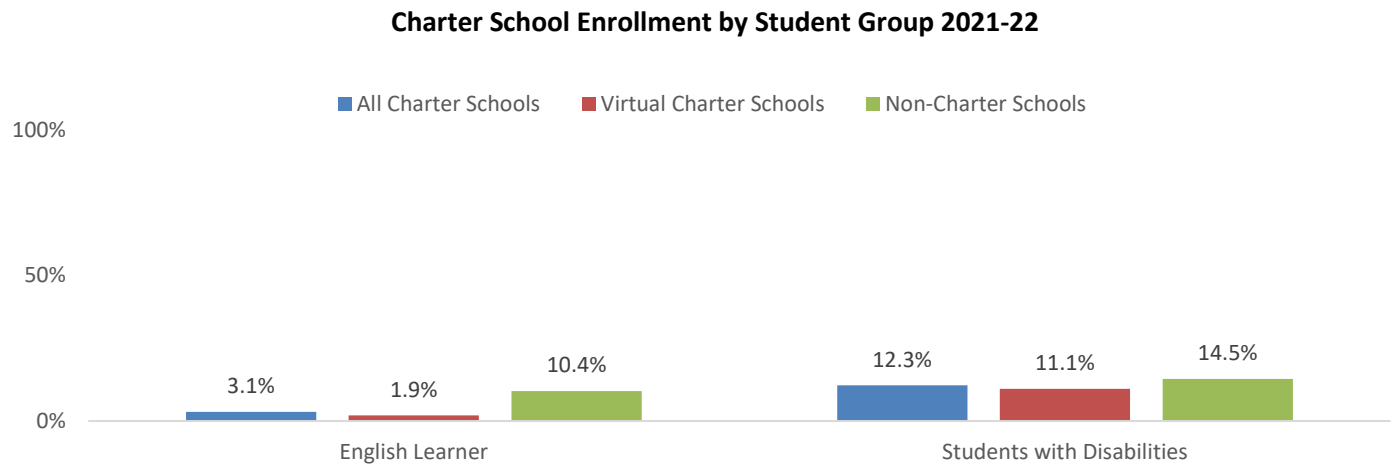
In 2015-16, the Oregon Department of Education began tracking virtual status for all schools. In 2021-22, a total of 19 charter schools (14 percent of all charters) identified themselves as fully or primarily virtual, as compared to about 3 percent of non-charter schools. This relatively small number of virtual charters enrolled 40 percent of all charter school students, whereas 2 percent of non-charter students were enrolled in non-charter virtual schools. The average enrollment of virtual public charter schools was 916, whereas the average enrollment of non-virtual charter schools was 224.

Note that fully or primarily virtual schools are those that have a permanent instructional model that is predominantly through online courses. The fully or primarily virtual classification does not apply to schools that shifted from in-person instruction to provide Comprehensive Distance Learning during the COVID-19 pandemic.

Charter School Enrollment by Race/Ethnicity 2021-22



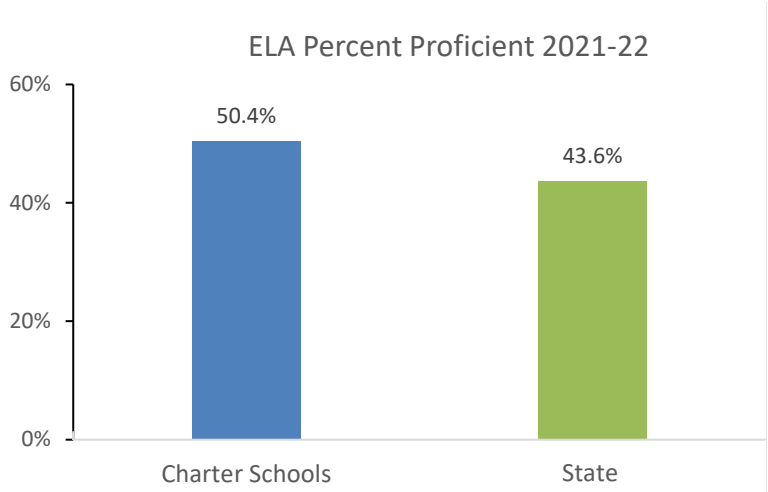
Contact for this Section: Kate Pattison, Kate.Pattison@ode.oregon.gov

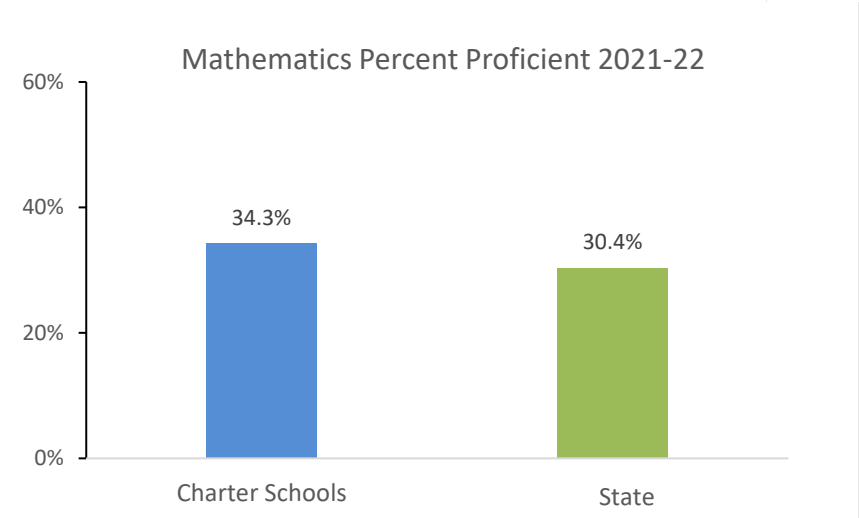


Source: Spring Membership 2021-22

Oregon Public Charter School Performance

For both the English Language Arts (ELA) and Math statewide summative assessments, charter schools reported a higher rate of students proficient compared to the state as a whole.





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 14.0 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.

	2017-18	2018-19	2019-20	2020-21	2021-22
Special Education	78,867	80,436	82,485	79,782	78,716
Total Enrollment	580,684	581,730	582,661	560,917	553,012
% of Total Enrollment	13.6%	13.8%	14.2%	14.2%	14.2%

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 12 different disabilities under IDEA. The following table shows the trends by disability category.

Number of Students with Disabilities (Ages 5-21)

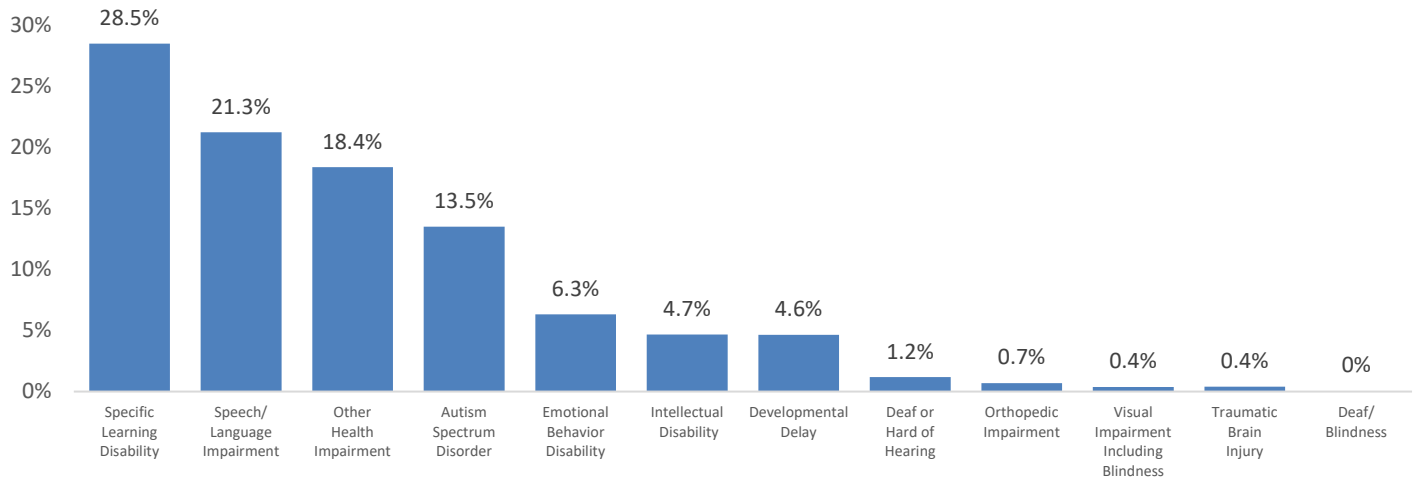
Type of Disability	2017-18 Number of Students	2021-22 Number of Students	Percent Change
Autism Spectrum Disorder	9,718	10,628	9.4%
Speech/Language Impairment	14	31	121.4%
Deaf/Blindness	895	928	3.7%
Developmental Delay*	NA	3,656	NA
Emotional Behavior Disability	5,156	4,985	-3.3%
Deaf or Hard of Hearing	4,140	3,671	-11.3%
Intellectual Disability	671	552	-17.7%
Orthopedic Impairment	14,121	14,479	2.5%
Other Health Impairment	25,304	22,442	-11.3%
Specific Learning Disability	18,264	16,735	-8.4%
Traumatic Brain Injury	291	313	7.6%
Visual Impairment Including Blindness	293	296	1.0%
Total	78,867	78,716	-0.2%

Source: December Special Education Child Count

*Note: Developmental Delay expanded to include school age students through age 9 in the school year 2019-20

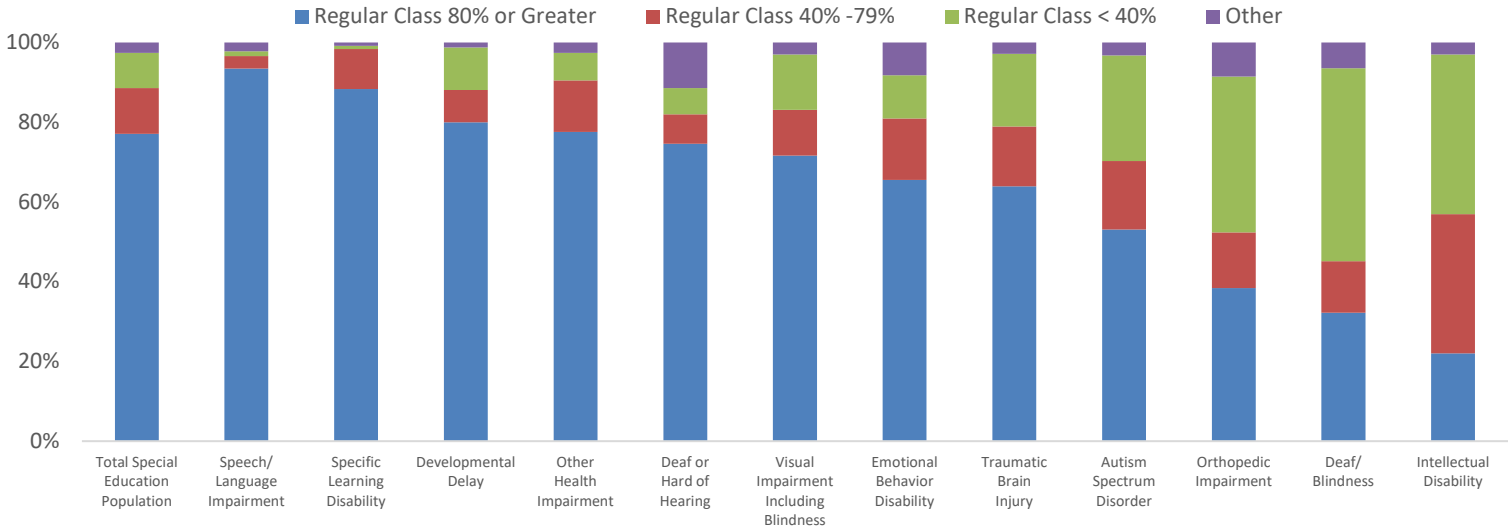
Over time, several disability categories have shown an increase or a decrease in the number of identified students. These changing percentages reflect trends in the special education field and require that the Department of Education's Office of Enhancing Student Opportunities to keep up with the ever-changing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

School Age Students with Disabilities Receiving Special Education Services
2021-22 School Year
Total: 78,716 Students



Placement of School Age Special Education Students by Disability – 2021-22
The following graph represents the placement options along the continuum with the "Regular Class 80 percent or Greater" category 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.

Early Learning Division Pre-Kindergarten Program

The Early Learning Division (ELD) administers two programs serving young children and their families, the first of which is the Oregon Pre-Kindergarten program (OPK).

The OPK program is a high-quality, comprehensive, early childhood program serving children ages 3-5 from families living at or below the federal poverty level. Children who receive public assistance, are in foster care, and children who are homeless are automatically categorically eligible. Grantees must ensure that at least 10 percent of children served are children with identified special education needs. Federal law also allows up to 10 percent (20 percent for the state-only funded programs) of slots to be filled by children from families with incomes above the federal poverty level who meet locally based need criteria. The program offers integrated services to support school readiness in the areas of: early childhood education and development, including social and emotional, child health, mental health, and nutrition; and parent education and family support.

The ELD funds 28 OPK preschool grantees located in all 36 counties across Oregon. Some OPK grantees also receive funding from the Federal Office of Head Start. 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. OPK grantees can also become grantees of the ELD's second preschool program, Preschool Promise.

Due to new early learning investments, in 2021-22 the ELD was able to enhance services in the OPK program by converting 1,400 part-day program slots to full-day. These enhancements are added to recent enhancements made in 2020-21 that included raising teacher and assistant teachers' salaries and increasing transportation services.

For the 2021-22 program year, the ELD funded 7,720 OPK slots and federal sources are estimated to have funded an additional 3,987 slots. When combined with Federal and other funding sources, the cumulative number of children served in OPK was 9,799. An estimated 7,613 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 qualifying circumstances. Total enrollment was low this year, as compared to funded enrollment, due to challenges related to the COVID-19 pandemic.

School Year	Number of Children Eligible for Services	Number of Eligible Children Served	Percent of Eligible Children Served
2017-18	17,721	11,184	63.1%
2018-19	16,304	11,444	70.2%
2019-20**	31,037	13,745*	44.3%
2020-21	12,397	7,335	59.2%
2021-22	11,287	7,613	67.4%

* Represents an estimated total number of children served based on the cumulative number served in Preschool Promise and total funded enrollment for OHS OPK.

** Eligible children defined as children ages 3 and 4 living in families at or below 100% federal poverty level (FPL) in all years except 2019-20. For 2019-20, eligible children were defined as children ages 3 and 4 living at or below 200% FPL.

Note: Eligible children served by the Preschool Promise program included in all years except 2020-21.

Source: Oregon Department of Education, Early Learning Division. State population of eligible children ages 3 & 4 estimated based on Table B17024 from the 2021 ACS 1-Year Estimates for children in families living at or below 100% FPL.

Early Learning Division Preschool Promise Program

The Early Learning Division (ELD) administers two programs serving young children and their families, the second of which is the Preschool Promise program.

Preschool Promise program offers free, high-quality preschool to Oregon families with incomes at or below 200% of the federal poverty level and children in foster care. The program serves children at least three years of age but not older than five years, as determined by the date used to assess kindergarten eligibility. Preschool Promise is a mixed delivery, publicly-funded program that recognizes high-quality early learning experiences that can take place in a wide variety of settings, such as in-home, centers, and school-based programs. Preschool Promise provides opportunities for families to access and choose the preschool setting which best meets their needs. Preschool Promise is offered in all 36 counties across Oregon.

The ELD funded 173 Preschool Promise grantees during the 2021-22 program year. Preschool Promise grantees include preschool centers, family childcare homes, Oregon Pre-Kindergartens, community-based organizations, public schools, education service districts, and Relief Nurseries. Preschool Promise providers offer full-day services in these diverse settings.

For the 2021-22 program year, the ELD funded 3,756 Preschool Promise slots. The cumulative number of children served in Preschool Promise was 3,567. Most of these slots were filled by eligible children living at or below 200% of the federal poverty level. The remaining slots were filled by children who met locally based need criteria. Total enrollment was low this year, as compared to funded enrollment, due to challenges related to the COVID-19 pandemic. Prior to the 2020-21 program year, Preschool Promise information was reported in a combined report with the Oregon Pre-Kindergarten program.

School Year	Number of Children Eligible for Services	Number of Eligible Children Served	Percent of Eligible Children Served
2020-21	31,037	2,833	9.1%
2021-22	28,668	3,567	12.4%

Source: Oregon Department of Education, Early Learning Division. State population of eligible children ages 3 & 4 estimated based on Table B17024 from the 2021 ACS 1-Year Estimates for children in families living at or below 200% FPL.

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). Due to the impact of COVID-19 and the shift to comprehensive distance learning for many districts, TAG identification was waived for the 2020-21 school year.

Student Group	Number of TAG Students	Percent of TAG Students	Percent of Student Group Identified as TAG
Total	31,428	100.0%	5.7%
Female	14,265	45.4%	5.4%
Male	16,861	53.6%	6.0%
Non-Binary	302	1.0%	13.3%
American Indian/Alaska Native	114	0.4%	1.8%
Asian	3,843	12.2%	17.3%
Black/African American	378	1.2%	3.0%
Hispanic/Latino	3,171	10.1%	2.3%
Multiracial	2,891	9.2%	7.4%
Native Hawaiian/Pacific Islander	87	0.3%	1.9%
White	20,944	66.6%	6.4%
Economically Disadvantaged[1]	20,303	64.6%	5.0%
Not Economically Disadvantaged	11,125	35.4%	7.7%
Special Education	1,318	4.2%	1.6%
Not Special Education	30,110	95.8%	6.5%

Source: Spring Membership 2021-22

[1]The Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. See Free and Reduced Price Lunch Eligibility for details.

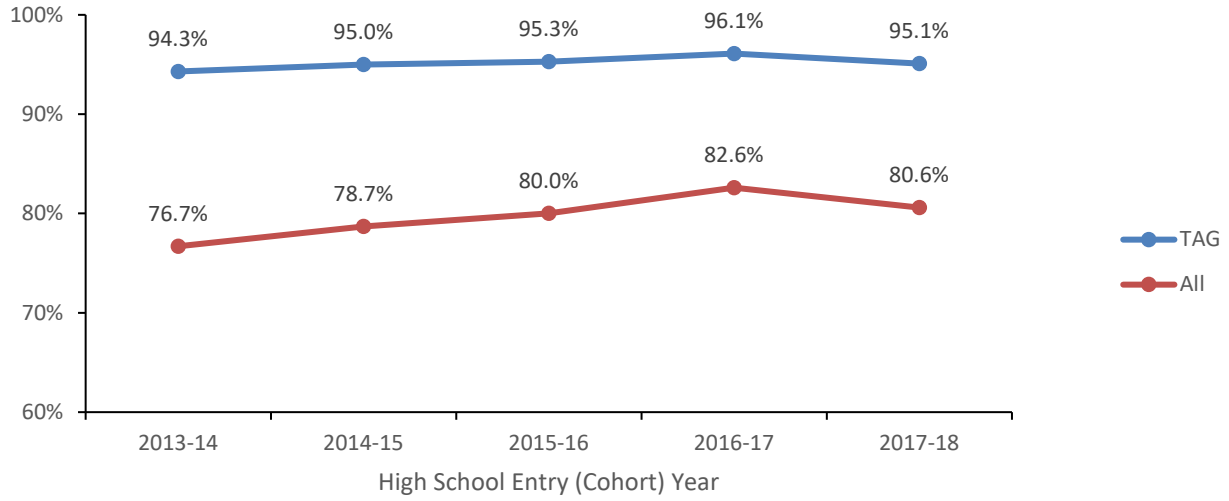
School districts are required to identify TAG students in the categories of Intellectually Gifted and Academically Talented. Districts also have the option to identify students in three other areas: creativity, leadership and visual and performing arts. All TAG identification is based on a body of evidence and multiple data points, both quantitative and qualitative. Individual Students may be identified in multiple areas of TAG.

Oregon Talented and Gifted Students Statewide

TAG Category	Number of Students
State Defined	
Intellectually Gifted	12,336
Academically Talented Reading	13,117
Academically Talented Math	13,095
District Defined	
Potential to Perform at the 97th Percentile	6,254
District Option to Identify	
Creativity	32
Leadership	23
Visual and Performing Arts	13

Source: Spring Membership 2021-22

TAG and All Students Four-Year Graduation Rates



Source: Cohort Graduation Rates

Alternative Schools and Education Programs

Alternative schools and education programs are defined as "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 may provide alternative education schools and 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 schools and 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

Student enrollment in alternative schools and programs, such as small learning communities (programs within schools), standalone public alternative schools or private contracted alternative programs and schools are utilized to meet individualized student learning and social-emotional needs. Some districts may offer a variety of services and options to support student achievement according to their education plan.

In the three years prior to the COVID-19 pandemic, Oregon student enrollment in alternative education remained at similar levels but there was a consistent decline in the number of programs and services. The 2019-20 Alternative Education data is not available as the data collection was suspended as part of the state's response to COVID-19. The data collection resumed for the 2020-21 school year, but the response rate from districts and sites was lower compared to previous years. The lower response rate helps to explain the decrease in reported enrolled students and number of programs and services in 2020-21. **Please use caution when comparing data across years**.

Alternative Education Services in Oregon

By Type of Program Service -- Number of ***Students***

Type of Operation	2016-17	2017-18	2018-19	2020-21*	2021-22
Resident School District	11,255	11,126	11,401	8,434	8,152
Another School District	67	92	173	103	38
Private Program	1,443	1,077	965	208	228
Community College	847	843	857	379	295
Educational Service District (ESD)	63	56	63	79	66
Other Program	133	97	127	76	288
Terminated Program	0	0	60	0	0
Total	**13,808**	**13,808**	**13,646**	**9,279**	**9,067**

Source: ODE Alternative Education Data Collection

*Note that 2019-20 Alternative Education data are not available. Please use caution when comparing data across years.

Alternative education is included in school district improvement planning and goal setting as we continue to support schools in need. Private 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	2016-17	2017-18	2018-19	2020-21*	2021-22
Resident School District	120	121	124	75	77
Another School District	6	5	5	4	9
Private Program	46	31	30	21	26
Community College	32	29	26	17	15
Educational Service District (ESD)	10	9	9	10	7
Other Program	3	3	4	4	6
Terminated Program	11	11	13	0	0
Total	**228**	**209**	**211**	**131**	**140**

Source: ODE Alternative Education Data Collection

*Note that 2019-20 Alternative Education data are not available. Please use caution when comparing data across years.

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 leaving school without graduating 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 2016-17	Number of Services Provided 2017-18	Number of Services Provided 2018-19	Number of Services Provided 2020-21*	Number of Services Provided 2021-22*
Students with at-risk Behaviors	140	124	131	76	82
Remediation, Credit Recovery, or GED	138	124	123	59	67
Pregnant or Parenting Students	51	50	51	25	31
Students Advanced Beyond Standards	50	44	45	31	37
Other Programs	34	25	27	22	30
Total	**413**	**367**	**377**	**213**	**247**

Source: ODE Alternative Education Data Collection

*Note that 2019-20 Alternative Education data are not available. Please use caution when comparing data across years.

Alternative Education Services in Oregon

By Grade Range – Number of ***Students***

	Number of Students Using Services 2016-17	Number of Students Using Services 2017-18	Number of Students Using Services 2018-19	Number of Students Using Services 2020-21*	Number of Students Using Services 2021-22
Secondary	11,392	11,037	11,467	8,383	8,146
Elementary	2,416	2,254	2,179	896	921
Total	**13,808**	**13,291**	**13,646**	**9,279**	**9,067**

Source: ODE Alternative Education Data Collection

*Note that 2019-20 Alternative Education data are not available. Please use caution when comparing data across years.

Links to Reference Documents

Oregon Alternative Education

Contact for this section: Annie Marges, Annie.Marges@ode.oregon.gov

RESOURCES

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

Data Collections

Data Collection Catalog

Equity Resources

DACAmented/Undocumented Toolkit

Emerging Bi/Multi-lingual students (English Learner initiatives)

Title I-C Migrant Education Program

School and District Accountability

Elementary and Secondary Education Act

Oregon School & District Profiles

Quality Education Model

Accountability Reports

At-A-Glance School and District Profiles

Accountability Details

Accountability Measures

School Funding and Finance

State School Fund

Special Education Funding

Special Programs

Alternative Education

Charter Schools

Early Childhood

Houseless 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