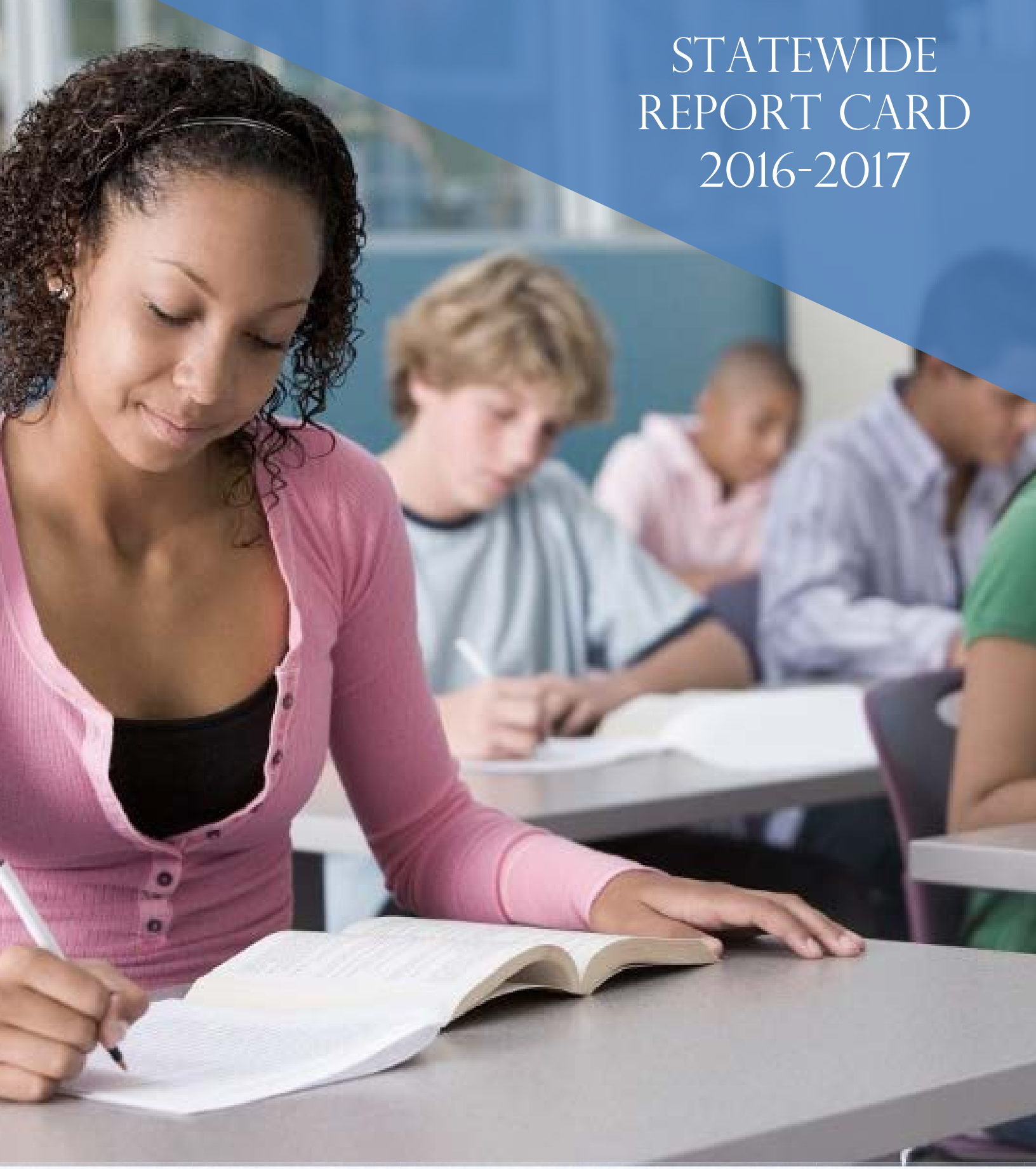
STATEWIDE REPORT CARD 2016-2017



OREGON DEPARTMENT OF EDUCATION

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AN ANNUAL REPORT TO THE LEGISLATURE ON OREGON PUBLIC SCHOOLS

Colt Gill,
Acting Deputy Superintendent
of Public Instruction
www.oregon.gov/ode

The Oregon Statewide Report Card is an annual publication required by law (ORS 329.115), which reports on the state of public schools and their progress towards the goals of the Oregon Educational Act for the 21st Century.

The purpose of the Oregon 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 parents and creates a clear, complete, and factual picture of the state of education in Oregon.

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

Published November 30, 2017

The 2016-17 Oregon Statewide Report Card
was produced by the Oregon Department of Education
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The Oregon Statewide Report Card is also posted on the Department of Education's website.

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School and District Staff Data ..... Brian Reeder and Beth Blumenstein
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Oregon

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Colt Gill
Acting Deputy Superintendent of Public Instruction

Dear Oregonians,

I am pleased to present the 2016-17 edition of the Oregon Statewide Report Card. This annual report is a snapshot of our state's education system that includes important statewide data about our students, teachers and schools. Education is the key to moving our state forward, and the information in this report provides a clear overview of the challenges we face and the opportunities for excellence ahead of us.

The 2016-17 Statewide Report Card includes:

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

Highlights of the 2016-17 School Year

In December 2015, Congress signed the Every Student Succeeds Act (ESSA) into law. This law is the broadest federal education law in the country; it replaced No Child Left Behind (NCLB) and required every state to develop a State Plan. Oregon's State Plan was approved by the U.S. Department of Education in August of 2017 and reflects a shared statewide vision for Oregon's students and schools. Our State Plan development process was grounded in extensive outreach and engagement efforts with thousands of Oregonians, including school and district leaders and staff, families and communities, tribal leaders, policymakers and state agency representatives to *Reimagine Education* in Oregon. Throughout this process, we encouraged educators and communities to think big, be bold, and to innovate. Central to Oregon's State Plan are the commitments generated by the voices of our community.

Our Commitments under Oregon's State Plan

- Prioritizing and advancing equity;
- Ensuring students have access to a well-rounded education;
- Strengthening district systems;
- Fostering ongoing engagement

This report card also reflects the third year of the Smarter Balanced statewide summative assessments, which are aligned to Oregon's instructional standards. Overall, the scores generally show fewer students proficient in English Language Arts (ELA) and math, as well as lower participation by students statewide. While these results are not where we had hoped, we know the test is just one measure of student progress and does not capture the hard work of teachers, schools, and districts across the state. This state report card is not intended to be a definitive look at education in our state, but rather a starting point for conversations about how we can continue to improve our education system for all students in the years to come.

Sincerely,

Colt Gill
Acting Deputy Superintendent of Public Instruction

255 Capitol St NE, Salem, OR 97310 | Voice: 503-947-5600 | Fax: 503-378-5156 |

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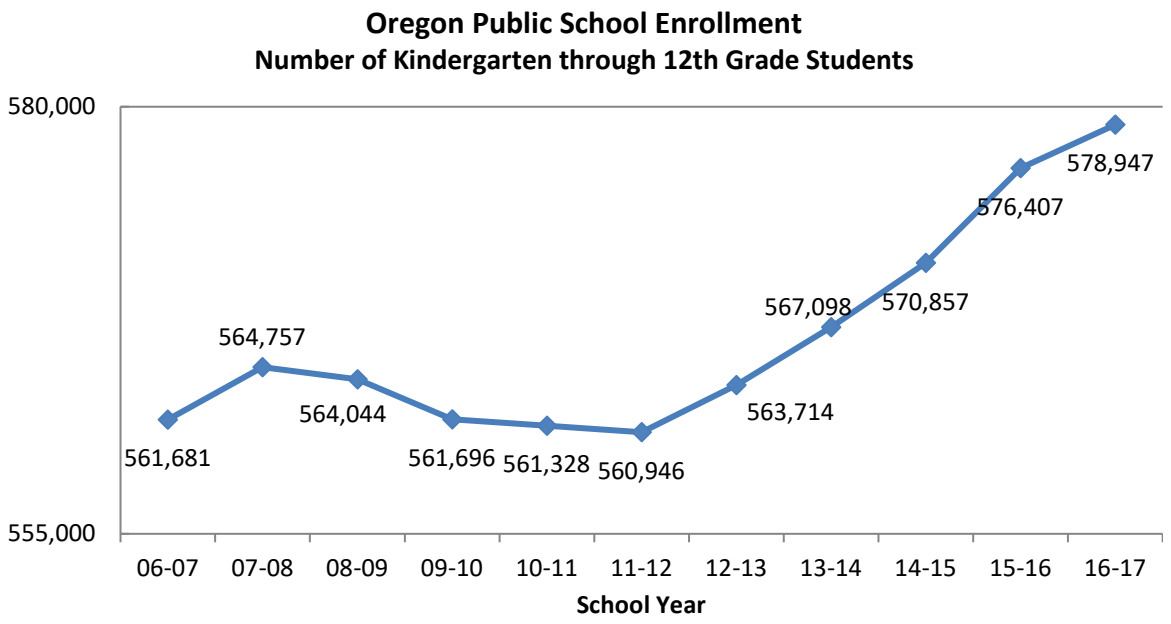
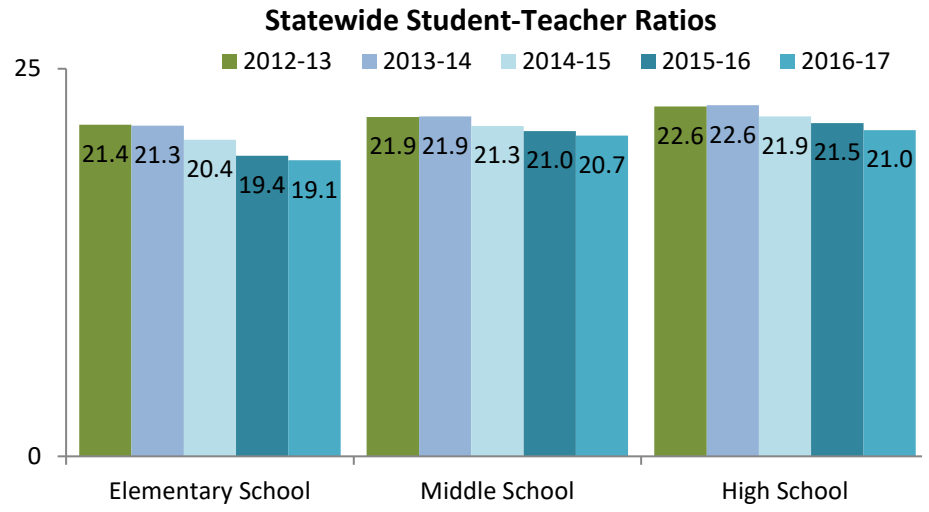
OREGON STUDENTS

There were 578,947 students enrolled in Oregon public schools on the first school day in October, 2016. Although student enrollment had declined from 2007-08 to 2011-12, it has steadily increased since then, with a total increase since 2011-12 of 18,001 students (about 3.21%) over five years. Based on estimates from the US Census Bureau, Population Division, 79 percent of Oregon's school aged (5-19) population was receiving publicly funded K-12 education.[1]

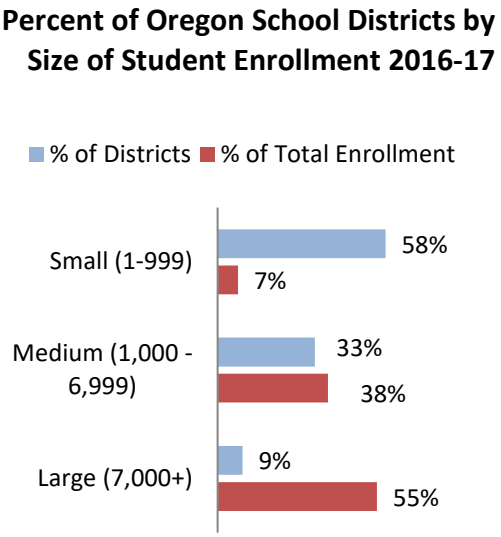


The figures in this chart are based on October 1 Student Membership (enrollment) for each year.

For more data, including school and district enrollment counts, see the ODE website. For data from school years 2008-2009 and earlier, see report #73 under Students on the ODE website
Note: Report #73 includes some PK students, who have not been included in the graph to the left.
See page 73 for information on public pre-kindergarten programs and enrollment.
[1]See the United States Census webpage for more information on population estimates.



The average student-teacher ratio above includes all teachers by full time equivalence (FTE) – music, art and physical education specialists in addition to the individual classroom teachers – whereas a calculation of average class size would only include individual classroom teachers. See page 4 for class sizes.



Although enrollment increased, statewide student-teacher ratios decreased this year, largely due to an increase in the full-time equivalence (FTE) of teachers employed. See page 8 for more information on teacher employment counts.

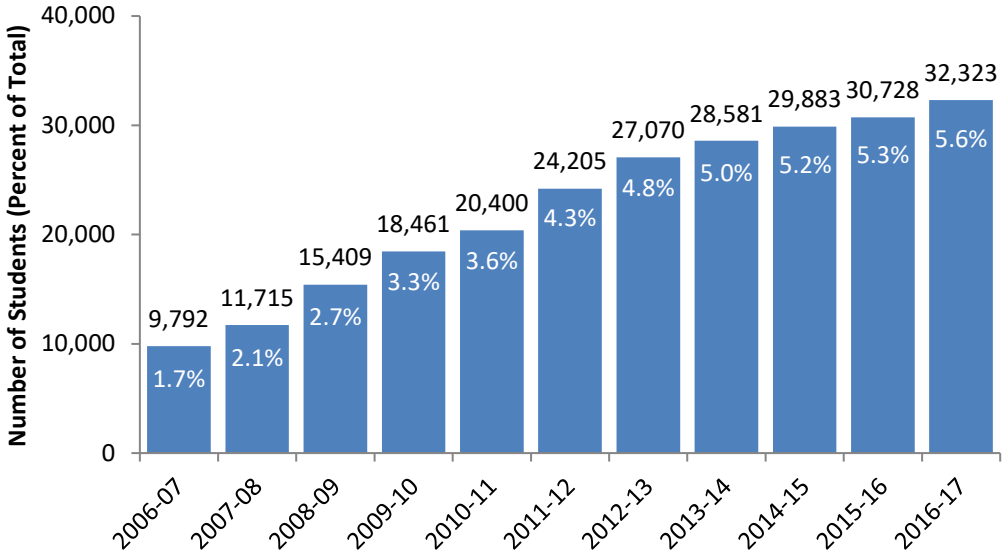
Oregon Public Charter School Enrollment

Charter school enrollment has risen from 1.7 percent of the total public school enrollment in 2006-07 and now represents 5.6 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.

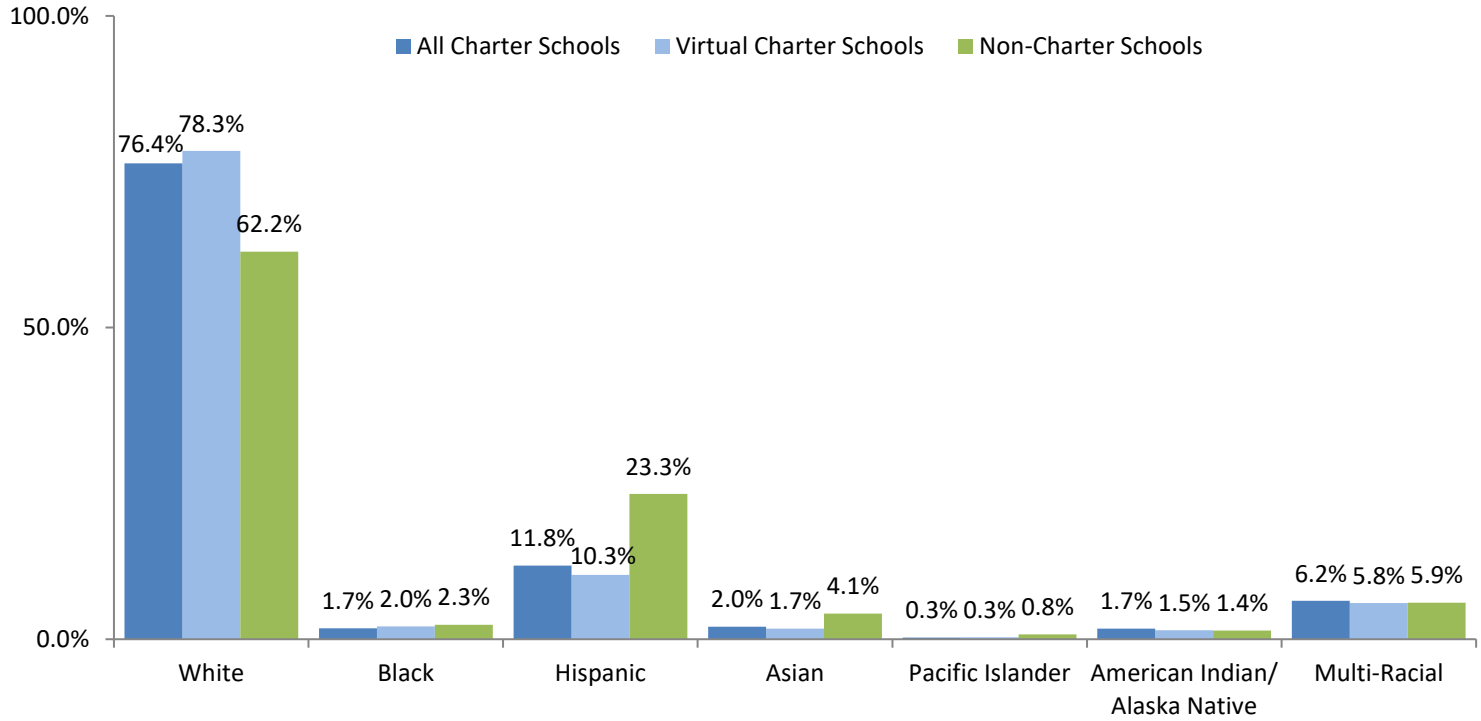
In the 2016-17 school year, there were 124 charter schools. The average charter school enrolled about 261 students.

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



In 2015-16, the Oregon Department of Education began tracking virtual status for all schools. In 2016-17, a total of 13 charter schools (10% of all charters) identified themselves as fully or primarily virtual, as compared to about 1% of non-charter schools. This relatively small number of virtual charters enrolled 31% of all charter school students, however, as compared to less than 1% of non-charter students who were enrolled in non-charter virtual schools.

Charter School Enrollment by Ethnicity 2016-17



Source: Fall Membership 2016-17

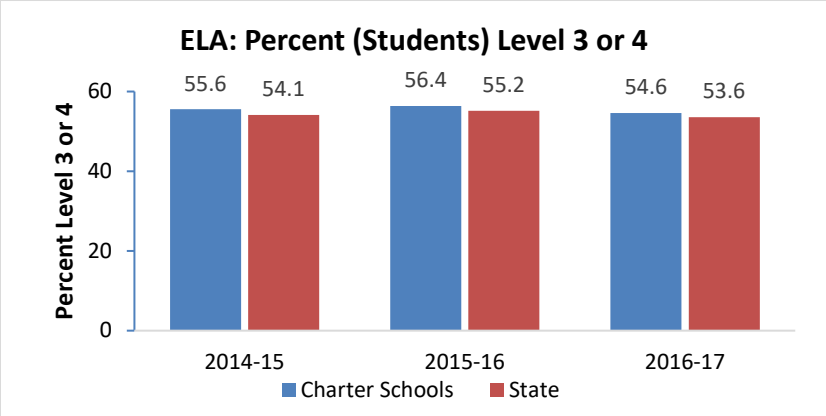
Note: Multi-Racial does not include students who reported Hispanic Ethnicity – those students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

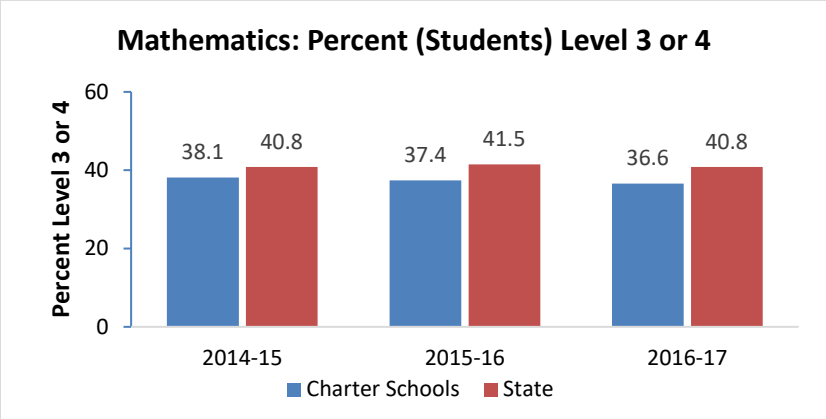
Oregon Public Charter School Performance

In 2014-15, we replaced our previous state tests in reading, writing, and mathematics with the new Smarter Balanced assessments in English language arts (ELA) and mathematics. Results on these assessments cannot be compared to results on previous state tests. For ELA and mathematics, levels 3 and 4 are considered proficient for purposes of state and federal accountability.

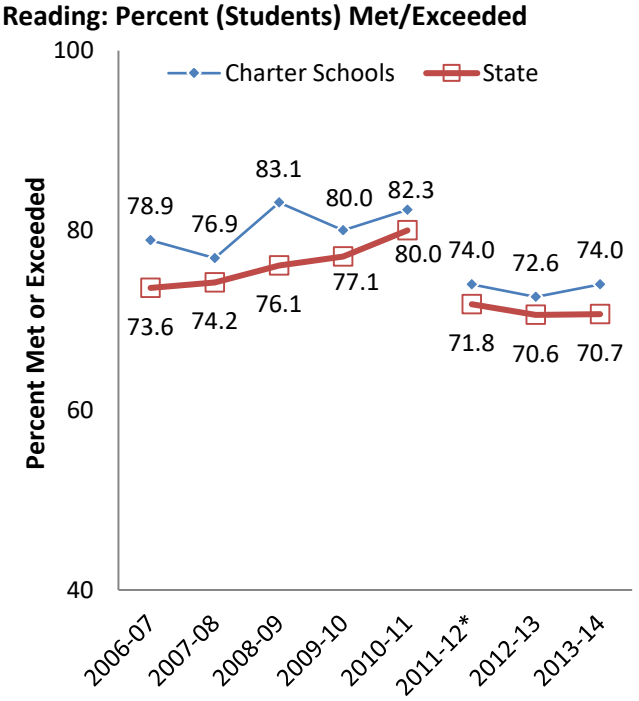
In 2011-12, Oregon received a federal flexibility waiver and replaced AYP (adequate yearly progress) determinations with Priority, Focus, and Model school determinations. Of the 34 schools identified as Priority Schools for 2012-13, three were charters. No charter schools were identified as Focus schools for 2012-13.

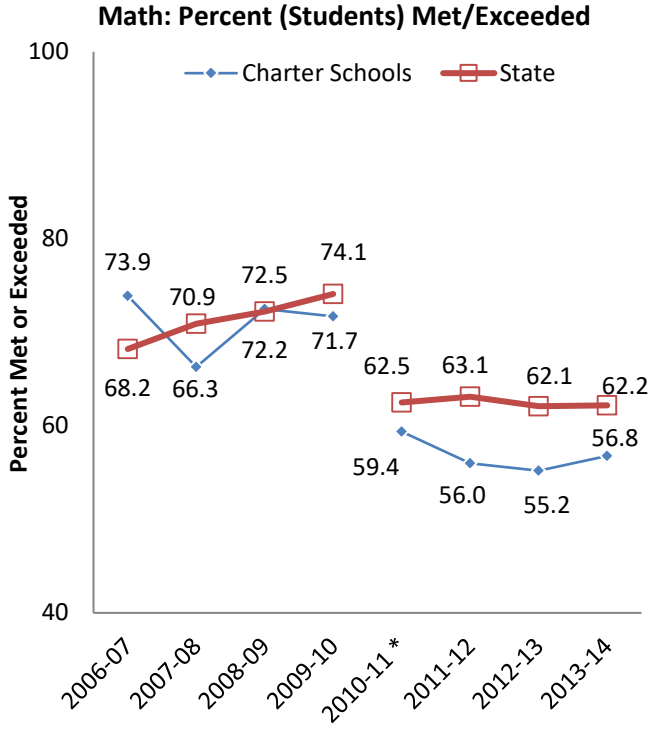
For more information on Priority, Focus, and Model Schools, see the Priority, Focus, and Model Schools Archives page.





Historical Charter School Performance



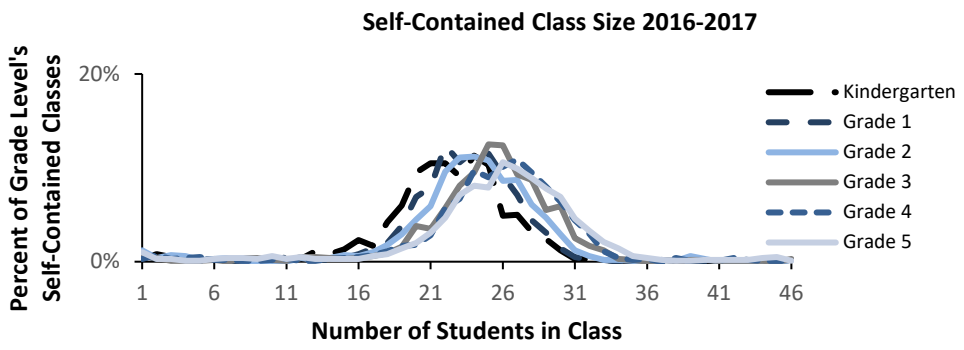


*Reading Standards Increased from 2010-11 to 2011-12, and Math Standards increased from 2009-10 to 2010-11. See page 33 for details.
Assessment data by school and district available via the OAKS Test Results application.

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

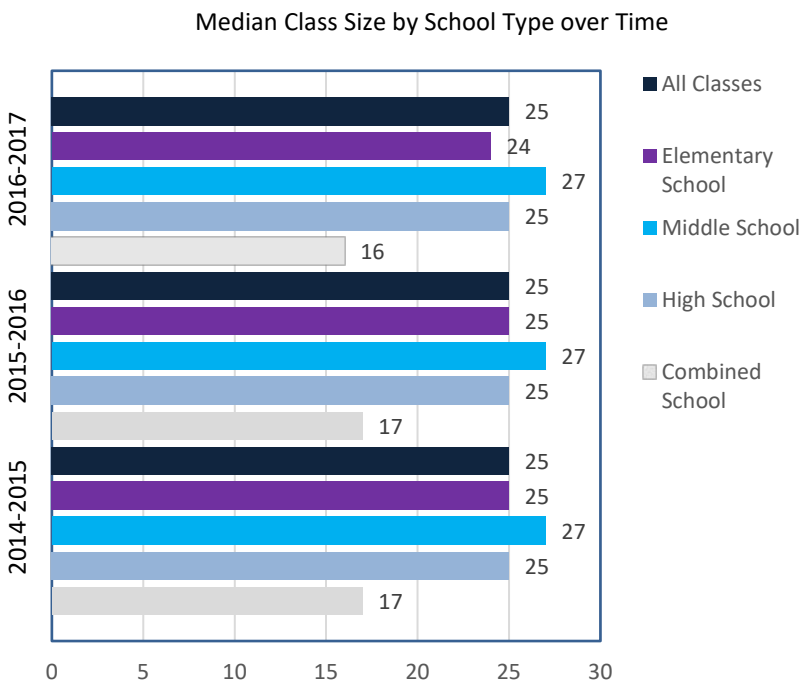
Class Size

In 2014-15, the Oregon Department of Education began a new class size report, using methodology based on a more detailed data source than in prior years. Class enrollments are counted on the first school day in May for all self-contained or core classes in all grade levels K-12. Data from 2014-15 through 2016-17 are available.

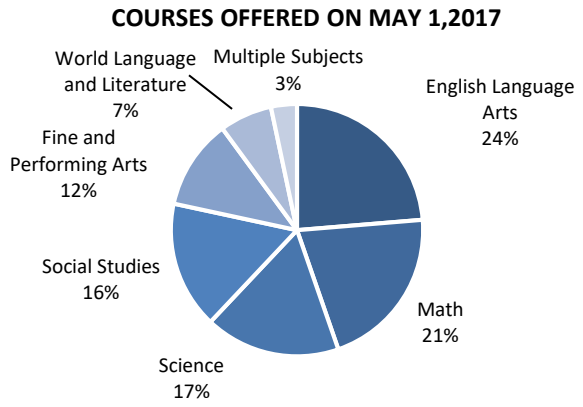


Class sizes in elementary grades rise steadily from a median of 22 students in kindergarten to a median of 26 by grade 4. In addition to the students included in the chart to the left, a number of students were enrolled in self-contained blended classrooms spanning more than one grade level of instruction. The median blended class has 23 students. Most blended classes are offered at schools with 300 or more students.

Median Class Size across school type has not changed over the last three school years.



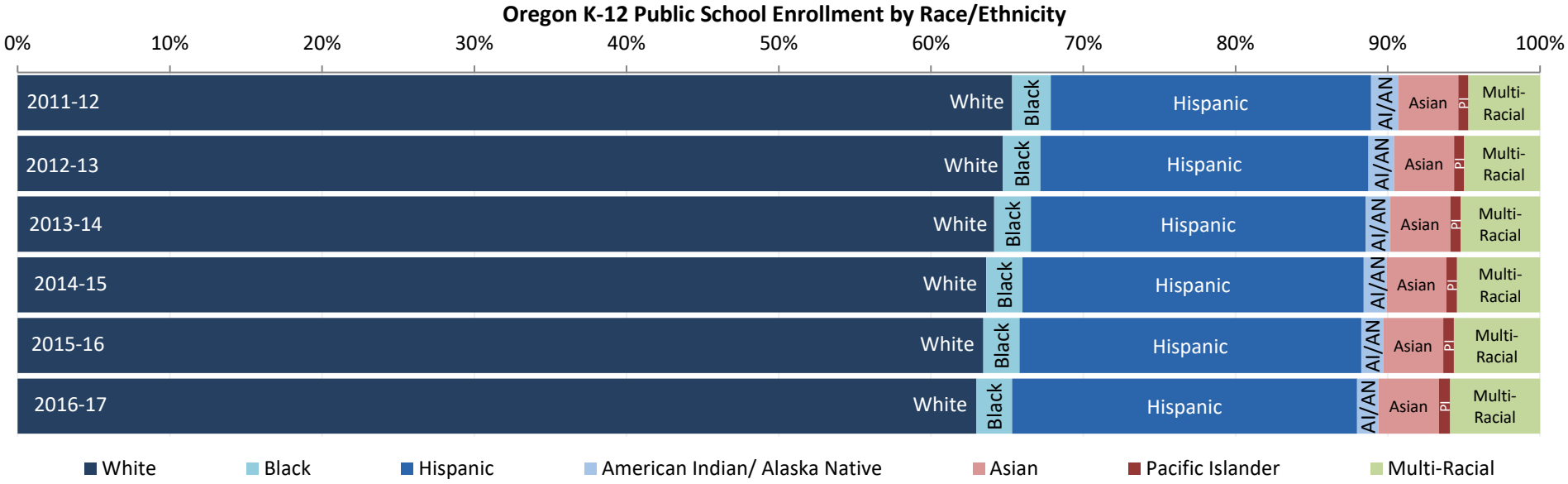
Departmentalized courses (those offering instruction in specific core content subjects) comprise most of the courses reported to the department. The median class sizes vary by subject, ranging from 24 students (Math, English Language Arts, and World Languages) to 27 students (Social Studies). More classes are offered in assessed subjects, and fewer in subjects that are not required for assessment or to earn a high school diploma.



Contact for this section: Robin Stalcup, 503-947-0849, robin.stalcup@state.or.us

Diverse Student Populations

In 2016-17, there were 578,947 K-12 students enrolled in Oregon's public schools. Of these students, 214,366 (37.03%) were students of color. This represents less than a 1 percentage point increase from last year's rate of 36.57%.



Source: Fall Membership

Fall Membership (October 1 Enrollment) in Oregon K-12 Public Schools
By Race/Ethnicity

Source: Fall Membership

School Year	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Multi-Racial	Total
2011-12	366,470	14,182	118,017	22,048	3,657	10,131	26,441	560,946
2012-13	364,792	13,969	121,372	22,215	3,741	9,577	28,048	563,714
2013-14	363,770	13,699	124,701	22,344	3,907	9,161	29,516	567,098
2014-15	363,155	13,673	127,845	22,440	3,983	8,650	31,111	570,857
2015-16	365,593	13,744	129,410	22,726	4,032	8,305	32,597	576,407
2016-17	364,581	13,654	131,089	23,067	4,172	8,184	34,200	578,947

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – those students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information. See enrollment reports or more information, including ethnicity breakdowns by school and district.

Contact for this section: Beth Blumenstein, 503-947-5767, beth.blumenstein@state.or.us

Language Diversity

According to data from the ESEA Title III: English Learner Collection for 2016-17, there were 60,676 English Learners* (about 10.52% of all K-12 students).

Most Common Languages of Origin of Students in Oregon Public Schools
(K-12 Students)
2016-17

Language of Origin	Number of Enrolled Students by Language of Origin[1]	Number of English Learner Students[2]	Percent of Enrollment[3] (Total: 577,022)	Percent of English Learner Student Enrollment[3] (Total: 60,676)
English[4]	439,990	853	76.3%	1.4%
Spanish	89,534	45,712	15.5%	75.3%
Russian	4,973	1,959	0.9%	3.2%
Vietnamese	4,570	1,503	0.8%	2.5%
Chinese	3,494	1,154	0.6%	1.9%
Arabic	1,956	1,235	0.3%	2.0%
Somali	1,346	893	0.2%	1.5%
Korean	1,100	343	0.2%	0.6%
Ukrainian	1,090	463	0.2%	0.8%
Japanese	957	361	0.2%	0.6%
Chuukese	943	641	0.2%	1.1%
Romanian	848	333	0.1%	0.5%
Tagalog	664	241	0.1%	0.4%
Hmong	578	219	0.1%	0.4%
Marshallese	543	361	0.1%	0.6%
Hindi	517	143	0.1%	0.2%
Telugu	486	110	0.1%	0.2%
German	348	67	0.1%	0.1%
Persian	339	147	0.1%	0.2%
Lao	305	113	0.1%	0.2%
Tamil	304	45	0.1%	0.1%
French	298	103	0.1%	0.2%
Thai	295	131	0.1%	0.2%
Amharic	287	137	0.0%	0.2%
Karen	284	231	0.0%	0.4%
Swahili	276	200	0.0%	0.3%
Nepali	256	145	0.0%	0.2%
Other or N/A[5]	20,443	2,833	3.5%	4.7%

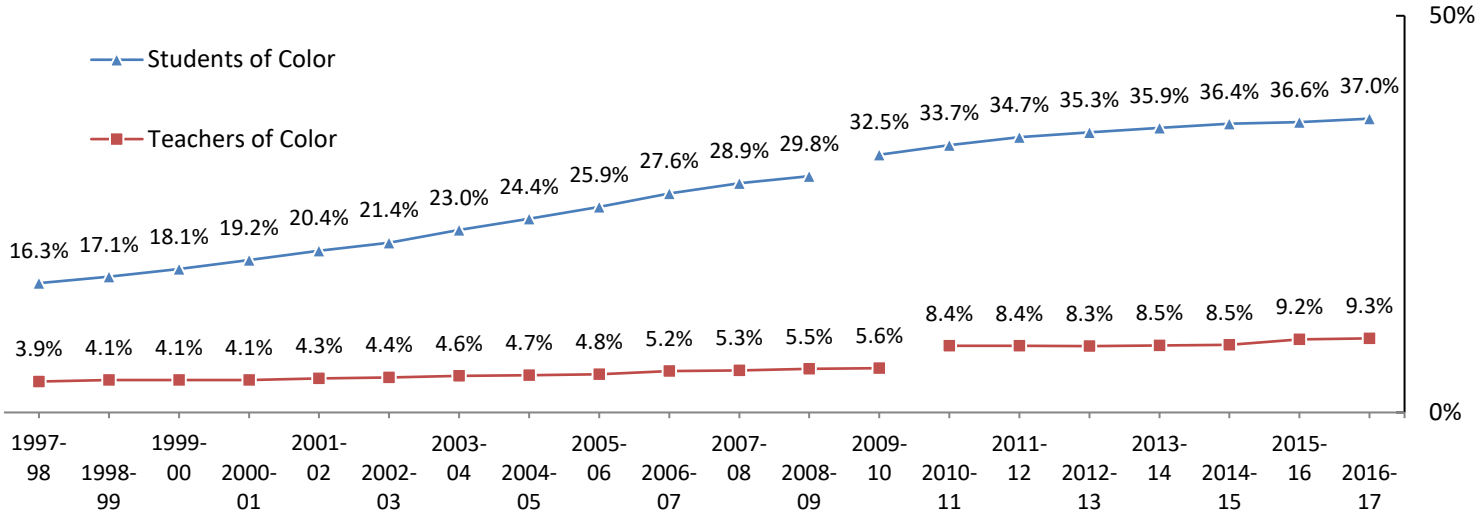
[1] Source: Spring Membership 2017
[2] Source: Unduplicated ESEA Title III: English Learner Collection, 2016-17, excluding students determined not to be currently eligible for ESL services.
[3] Percentage columns may not sum to 100% due to rounding.
[4] Native American/Alaska Native students may qualify for English learner services even though these students have English as their language of origin.
[5] Includes students reported with an uncommon language of origin, as well as students reported with "Other" or "Not Applicable" as their language of origin.

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

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

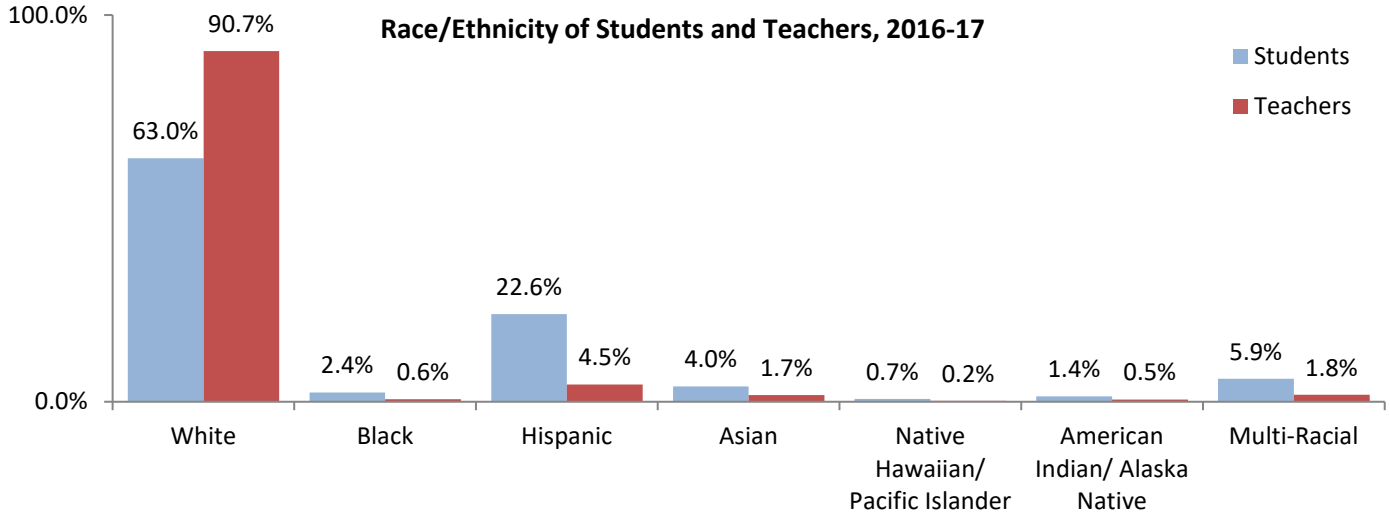
Students and Teachers of Color

Oregon has made some progress in hiring and retaining a more racially and ethnically diverse set of teachers, but this progress has not kept pace with the increasing diversity of Oregon's student population. Students of color now make up more than one-third of Oregon's K-12 population.



Sources: Fall Membership and Staff Position Collections

Note that in 2009-10 for students, and 2010-11 for teachers, the guidelines for reporting race/ethnicity changed – see the Federal Race and Ethnicity Reporting Assistance Manual for details. These data may not be comparable to prior years.



Source: Fall Membership and Staff Position Collections

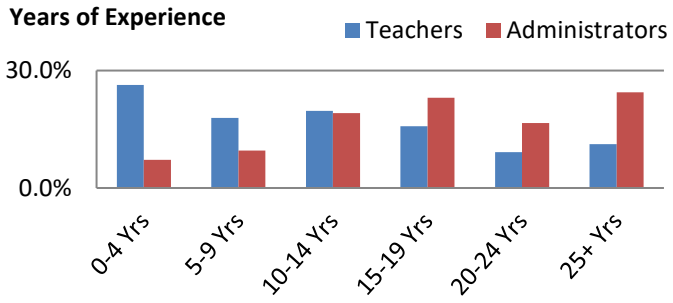
Note: Multi-Racial does not include students or staff who reported Hispanic Ethnicity – they are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

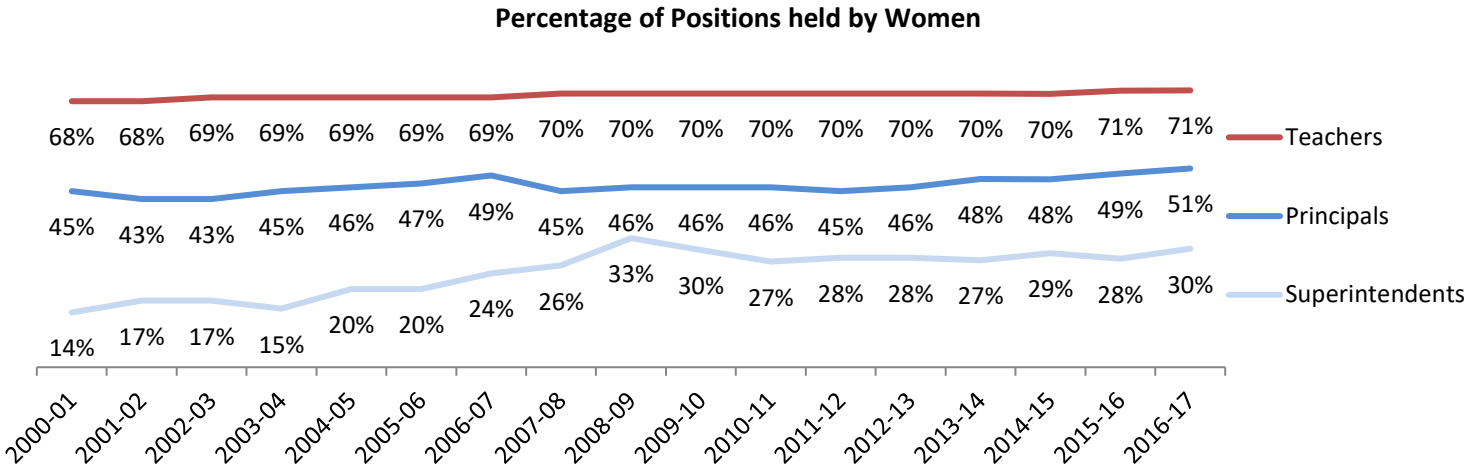
The difference between teacher and student race/ethnicity proportions were most noticeable for Hispanics: 22.6 percent of students were Hispanic, compared with only 4.5 percent of teachers. Fully 90.7 percent of teachers were White, compared with only 63.0 percent of students.

OREGON STAFF

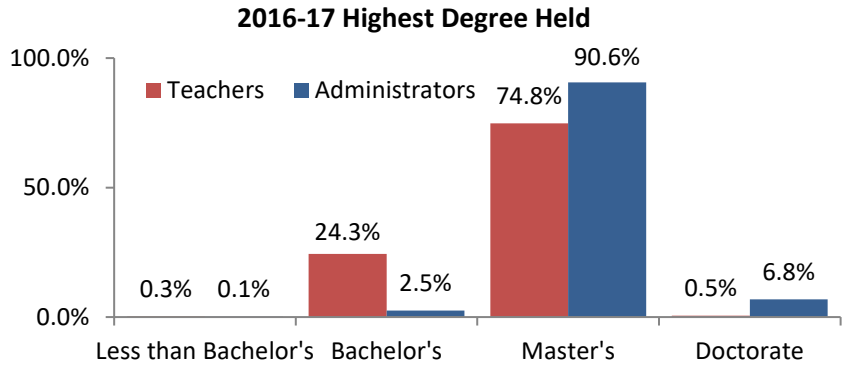
Experienced, Highly Educated Workforce

Women made substantial progress moving into superintendent positions between 2000 and 2008, but the proportion of superintendent positions held by women has declined by several percentage points since 2008. While the percentage of principals and teachers who are women has remained fairly steady over the last decade, this is the first time that women make up over half of all principals in the state since data became available.

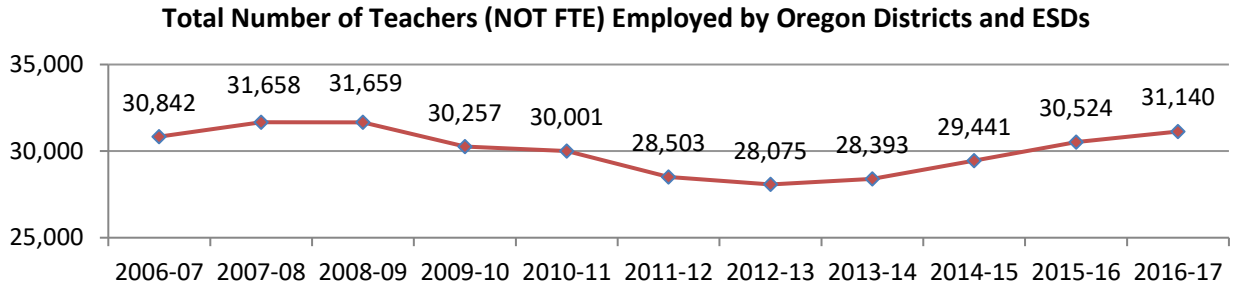




Source: Staff Position
Includes assistant principals and assistant superintendents



Oregon teachers are required to: hold a bachelor's degree or higher, be fully licensed, and meet state requirements to demonstrate mastery of subject knowledge. Subject knowledge can be demonstrated either by passing a rigorous state exam, having a major in the core academic area, or holding a graduate degree in the core academic area.



Source: Staff Position
Includes some pre-kindergarten teachers

All School Staff

In the last year, the total number of full-time equivalent (FTE) school employees increased by 3.21 percent, from 66,076.72 in 2015-16 to 68,194.14 in 2016-17, a sizable increase of about 2,000 FTE. Most employee groups increased in size except for librarian and media school employees. Steady increases in teacher FTE have been made since 2012-13, though the proportion of the school workforce made up of teachers has been declining slightly since 2013-14. Educational Assistants increased the most this year at 6.44 percent. Teachers showed the smallest gain at 2.29 percent, and Library and Media Staff showed a decrease at -2.29 percent.

Oregon School Employees
(Full-Time Equivalent Positions)

	2015-16		2016-17	
	Number	**Percent**	**Number**	**Percent**
Teachers	29,118.96	44.07%	29,784.93	43.68%
Educational Assistants	10,554.30	15.97%	11,233.91	16.47%
District Administrators	467.72	0.71%	489.70	0.72%
School Administrators	1,656.05	2.51%	1,716.61	2.52%
Guidance Counselors	1,099.21	1.66%	1,134.17	1.66%
Library and Media	889.59	1.35%	869.22	1.27%
Support Staff	20,357.11	30.81%	20,951.69	30.72%
Special Education Specialists	1,932.78	2.93%	2,013.91	2.95%
Total	66,075.72	100.00%	68,194.14	100.00%

Includes all grade levels and institution types. Both years of data make adjustments for partial year employment. Note that the Library and Media category combines the FTE of library/media specialists and library/media support. All data above reflects employment as of December 1 of the school year.

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

[1]Teachers and Pupil/Teacher Ratios

Annual Instructional Hours

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

	Instructional Hours Required to be Offered Each Year (Minimum) 2016-17
Kindergarten (half day)	450
Kindergarten (full day)	900
Grades 1-8	900
Grades 9-11	990
Grade 12	966

Historical Salary Charts

Oregon Average Actual & Inflation-Adjusted Salaries 2010-11 to 2016-17
Superintendents, Principals, Assistant Principals, and Teachers

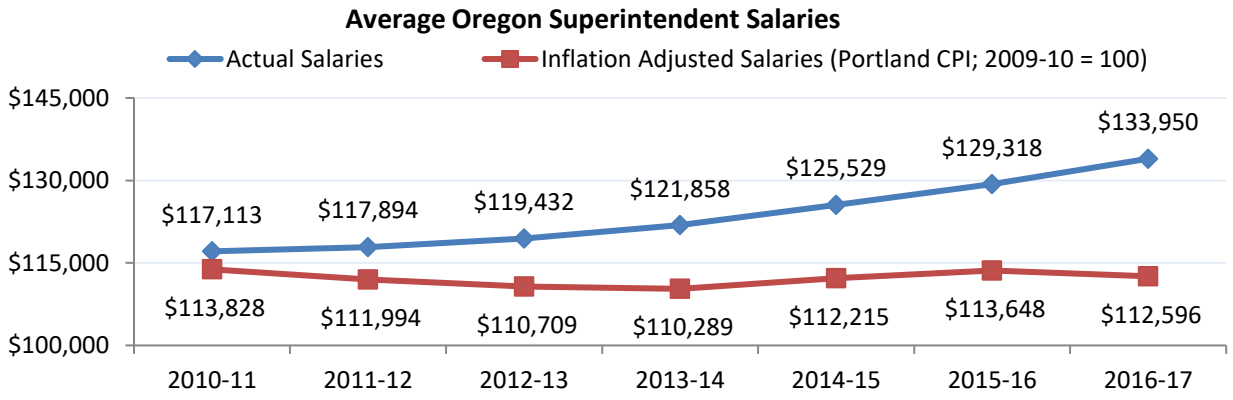
	Actual Salary			Inflation-Adjusted Salary		
	2010-11	**2016-17**	**Percent Change**	**2010-11**	**2016-17**	**Percent Change**
Superintendent	$117,113	$133,950	14.4%	$113,828	$112,596	-1.1%
Principal	$96,749	$105,889	9.4%	$94,035	$89,009	-5.3%
Assistant Principal	$90,702	$98,751	8.9%	$88,158	$83,009	-5.8%
Teacher	$56,482	$61,860	9.5%	$54,898	$51,999	-5.3%

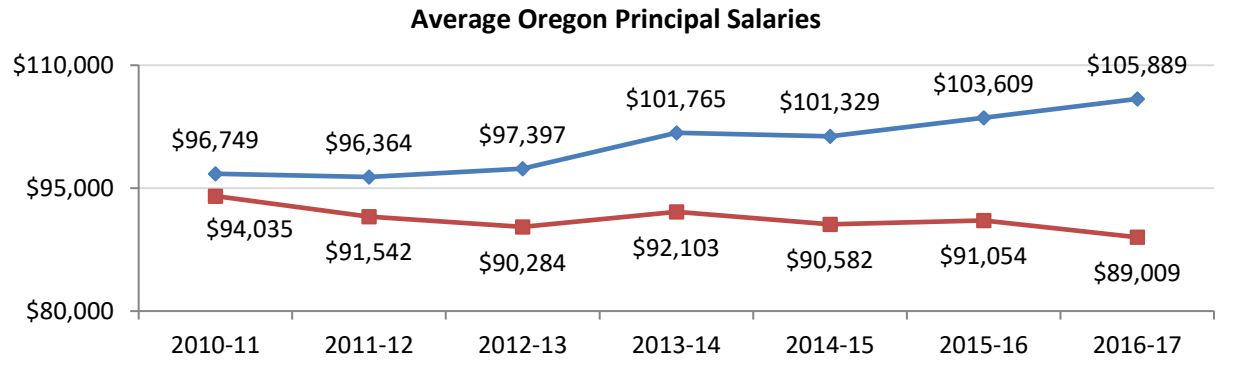
Source: ODE Staff Position Data Collection

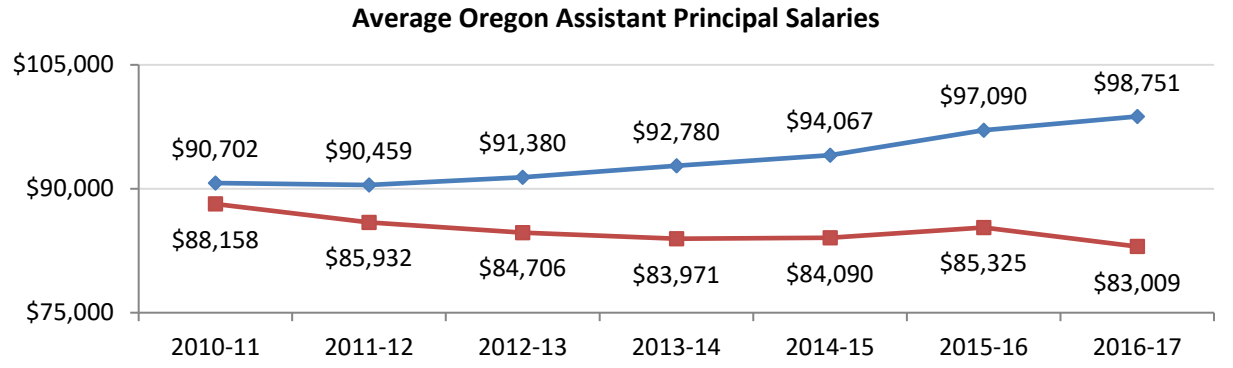
The Staff Position Data Collection expanded in 2010-11 to collect contracted staff and extra duty or coaching contracts. Data for teacher salaries in 2016-17 may include additional extra duty pay and thus not be perfectly comparable to previous years.

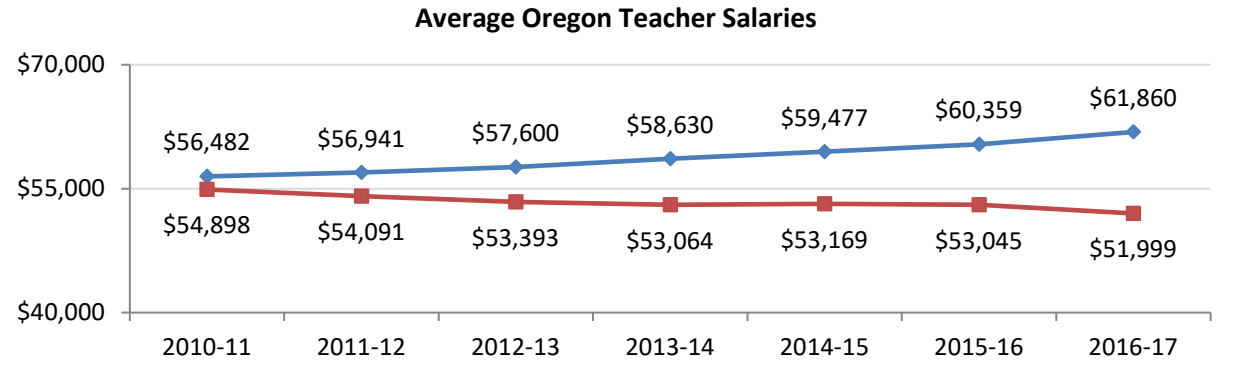
Adjusted for inflation, the average teacher or administrator makes about the same or less than they did six years ago.

Average Salaries for Teachers and Administrators in Oregon: 2010-11 to 2016-17









SCHOOL FUNDING

The majority of spending is allocated to classroom expenses. In Oregon, about 95 percent of spending is concentrated in school buildings and services to students with 5 percent spent on central support services, such as district office administration and support services.

Operating Expenditures per Student

Where Dollars Were Spent	2013-14	%	2014-15	%	2015-16	%
Direct Classroom	$5,755	56%	$6,063	56%	$6,322	56%
Classroom Support	$2,043	20%	$2,196	20%	$2,294	20%
Building Support	$2,022	20%	$2,077	19%	$2,123	19%
Central Support	$482	5%	$491	5%	$502	4%
TOTAL*	$10,302	100%	$10,827	100%	$11,241	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 kept pace with education cost increases.

- Staff salaries increased at about the rate of inflation during the 1990's, but health care benefit 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 over 40 years. The cost of operating and maintaining school facilities comes from general fund dollars and reduces the amount available to spend on instruction.

The 2016 Final Report[1] from Oregon's Quality Education Commission (QEC) states, "[t]he total cost of running K-12 schools at a level recommended by the QEC is estimated at $9.971 billion in the 2017-19 biennium, $1,992 billion more than the funding required to maintain the Current Service Level—that is, to simply keep up with inflation from the prior biennium…the gap between current state funding and the level recommended by the Quality Education Model… [rose] slightly to 25% in 2017-19". See the Quality Education Commission page for more information.

[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:

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

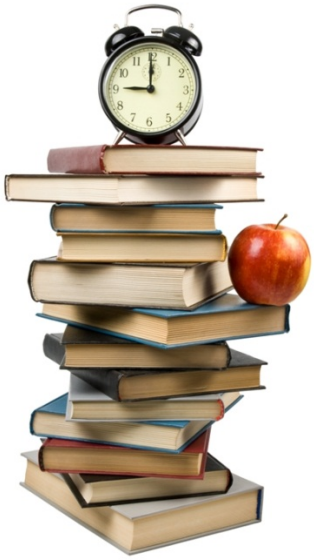
Average Daily Membership – Weighted (ADMw): This count is the basis for funding in Oregon. Resident average daily membership is weighted to compensate for special student needs and uncontrollable cost factors, including Special Education students, English Language Learners, students in poverty, teen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

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

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

Measures of Student Enrollment	2012-13	2013-14	2014-15	2015-16	2016-17 (Revised)	2017-18 (Estimated)
Average Daily Membership – ADMr	533,923	538,389	542,780	568,564	571,432	574,381
Weighted Average Daily Membership – ADMw	659,950	663,123	669,718	701,312	708,040	709,037
Fall Membership (Enrollment on October 1)**	563,714	567,100	570,857	576,407	578,947	N/A
Average Daily Attendance (ADA)*	499,720	505,177	507,656	530,041	531,637	N/A

* 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.

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.

Biennial Formula Revenue

(In Billions of Dollars, not adjusted for inflation)

	2007-09**	2009-11***	2011-13	2013-15	2015-17	2017-19
Local	$2.90 *	$2.87	$2.96	$3.38*	$3.67	$3.91
State	$5.70	$5.56	$5.71	$6.65	$7.38	$8.20
Total	$8.50	$8.43	$8.67	$10.03	$11.05	$12.11

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

**2007-09 State amount does not include $260 million appropriated to the School Improvement Fund or $115 million in federal stimulus funds.

***2009-11 includes $200 million in state funds triggered by economic conditions. It does not include $227 million in federal stimulus funds.

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 table below.

Annual District and ESD Operating Revenues by Source

(Dollars in Millions)

	Local		Intermediate[1]		State		Federal		TOTAL	
	Amount	**%**	**Amount**	**%**	**Amount**	**%**	**Amount**	**%**	**Amount**	**%**
2008-09	$1,870.5	32.7%	$69.4	1.2%	$3,106.1	54.3%	$670.1	11.7%	$5,716.1	100%
2009-10	$1,928.0	33.5%	$70.9	1.2%	$2,934.2	51.0%	$820.1	14.3%	$5,753.1	100%
2010-11	$1,949.9	34.4%	$75.1	1.3%	$2,782.4	49.1%	$856.5	15.1%	$5,663.9	100%
2011-12	$1,987.2	34.8%	$74.6	1.3%	$3,028.9	53.1%	$612.3	10.7%	$5,703.0	100%
2012-13	$2,009.7	35.3%	$88.9	1.6%	$3,030.4	53.2%	$565.3	9.9%	$5,694.2	100%
2013-14	$2,073.8	34.0%	$100.2	1.6%	$3,381.9	55.5%	$538.9	8.8%	$6,094.8	100%
2014-15	$2,187.2	33.5%	$126.9	1.9%	$3,662.9	56.0%	$561.2	8.6%	$6,538.1	100%
2015-16	$2,299.3	33.6%	$127.9	1.9%	$3,847.8	56.3%	$559.7	8.2%	$6,834.7	100%

Source: Actuals from audited financial reports of School Districts and Education Service Districts Columns may not sum to total due to rounding

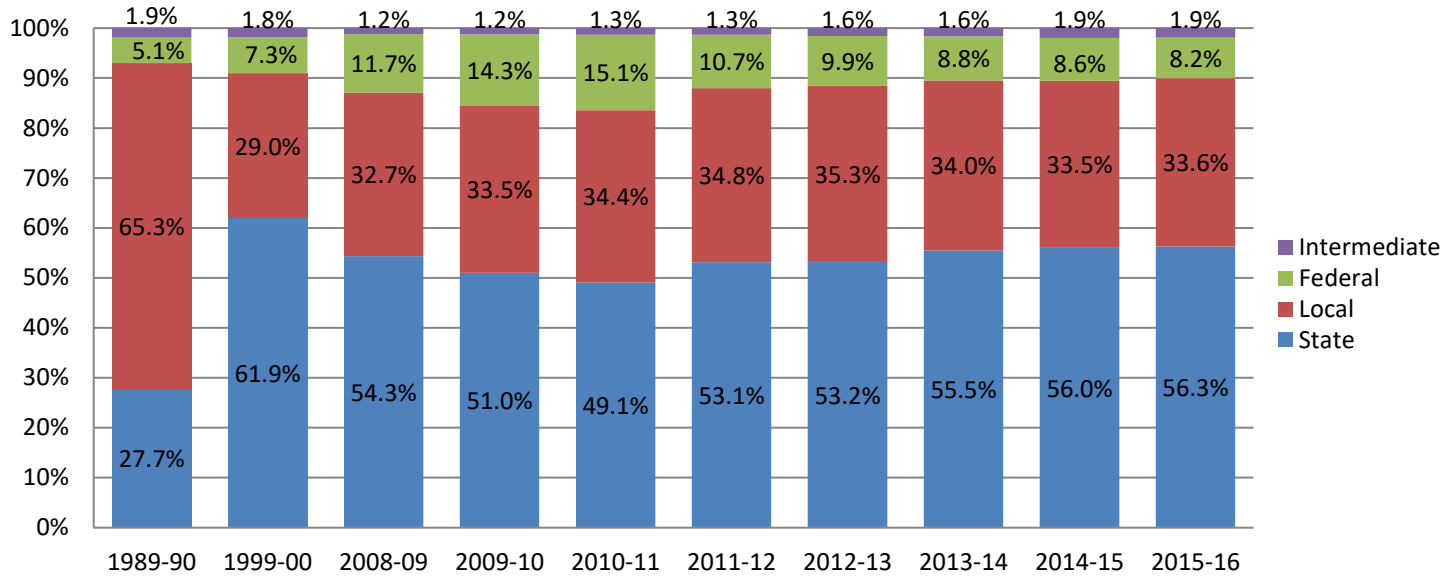
[1]Intermediate refers to revenue from other levels of government, such as county or city.

For more information on Oregon school funding, visit the Quality Education Commission page.

Contact for this section: Brian Reeder, 503-947-5670, brian.reeder@state.or.us

Operating Revenues by Source (Historical)

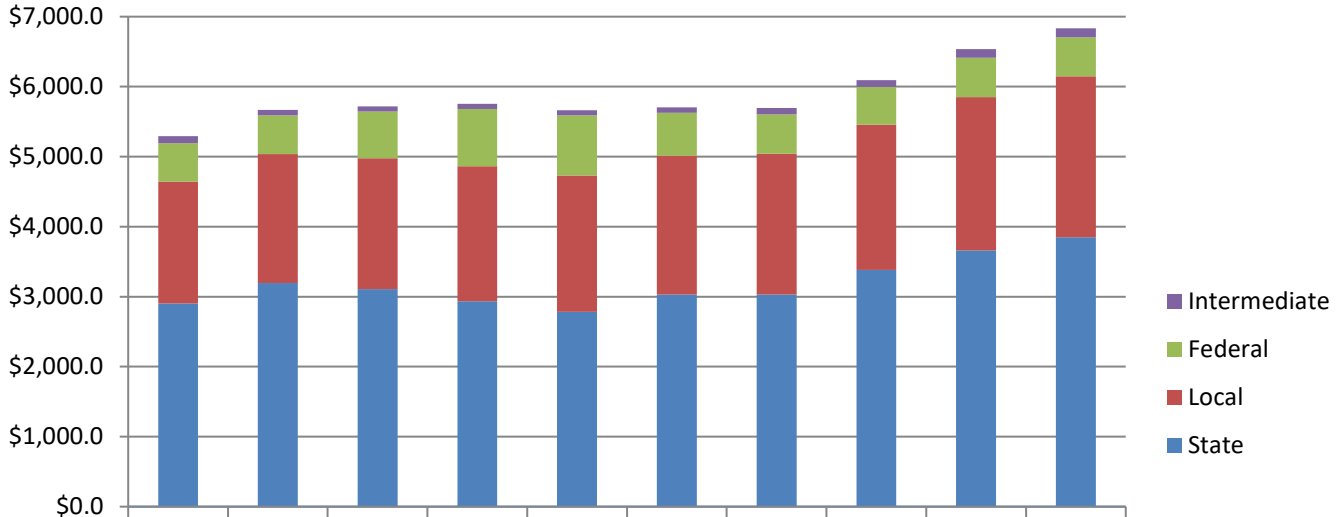
The graph below illustrates the dramatic shift from a locally-funded school system to a system that is primarily state-funded.



In the decade following the passage of Ballot Measure 5, the Property Tax Limitation Measure which was passed 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. Note that Intermediate refers to revenues from other levels of government, such as county or city.

Audited Operating Revenues for Public Elementary and Secondary Schools and ESDs by Source of Funds

(Dollars in Millions)



	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Intermediate	$101.7	$80.3	$69.4	$70.9	$75.1	$74.6	$88.9	$100.2	$126.9	$127.9
Federal	$546.7	$554.4	$670.1	$820.1	$856.5	$612.3	$565.3	$538.9	$561.2	$559.7
Local	$1,741.8	$1,841.8	$1,870.5	$1,928.0	$1,949.9	$1,987.2	$2,009.7	$2,073.8	$2,187.2	$2,299.3
State	$2,901.9	$3,193.4	$3,106.1	$2,934.2	$2,782.4	$3,028.9	$3,030.4	$3,381.9	$3,662.9	$3,847.8

ELEMENTARY AND SECONDARY EDUCATION ACT

Federal Programs

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

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

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

In addition to the management of federal funds, the Office of Teaching, Learning and Assessment provides ongoing guidance, technical assistance, promising practices, and monitoring to ensure that all students receive these opportunities for academic success.

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

Elementary and Secondary Education Act – Persistently Dangerous Schools

The Elementary and Secondary Education Act (ESEA) requires the state to provide options, at schools deemed "persistently dangerous," for students to attend a different school of choice. This is known as the Unsafe School Choice Option. A school can be deemed "persistently dangerous" as an entire entity or for an individual student who is the victim of a violent crime. Should either of these occur, parents may exercise their right to move their student to a different public school in the district.

Oregon identifies a school as "persistently dangerous" if the school exceeds a certain threshold of expulsions (see expulsion types below) for three consecutive years. The table to the right describes this threshold which varies depending on school size.

Expulsions fall within the following two categories:

1. Expulsions for weapons
2. Expulsions for students arrested for violent criminal offenses on school grounds

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

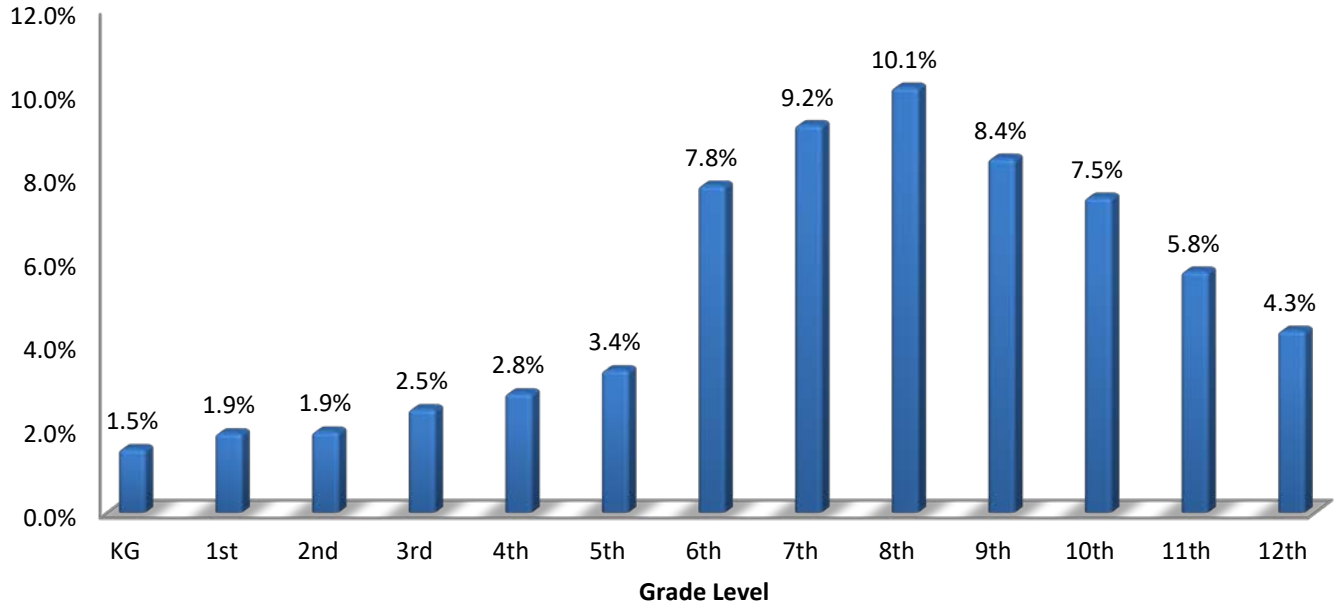
Source: Oregon Department of Education

Between 2009-10 and 2016-17, Oregon did not identify any schools meeting the criteria for being placed on "watch status." Oregon also did not identify any schools as "persistently dangerous" for exceeding the threshold for three or more consecutive years.

It should be noted that a school with a higher than average number of expulsions may indicate a safer climate than a school with a lower rate, because the school is confronting the issue of school safety. For more information about discipline incidents see the health, safety, and wellness page.

Discipline Incidents by Grade Level

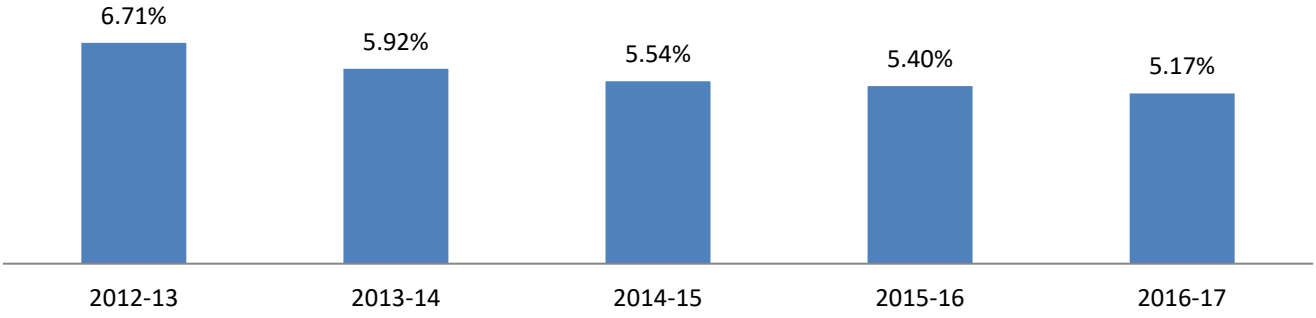
Percent of Students with One or More Suspensions or Expulsions in the 2016-2017 School Year by Enrolled Grade on May 1, 2017



Source: Spring Membership 2016-17, Discipline Incidents 2016-17

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

The number of discipline incidents reported slightly decreased in 2016-17



Discipline Incidents by Student Group – Suspensions and Expulsions

Student Group	Percent of Students enrolled on May 1, 2017 with One or More Discipline Incidents in the 2016-17 School Year
Total	5.2%
Gender	
Male	7.4%
Female	2.8%
Ethnicity	
Asian	1.4%
Black/African American	9.9%
Hispanic/Latino	5.9%
American Indian/Alaska Native	8.7%
Multi-Racial	5.5%
Native Hawaiian/Pacific Islander	6.7%
White	4.8%
Other Student Groups	
Economically Disadvantaged	7.0%
Not Economically Disadvantaged	2.9%
TAG	2.1%
Not TAG	5.4%
English Learners[1]	4.4%
Not English Learners	5.3%
Special Education	9.9%
Not Special Education	4.4%

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

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

For more data regarding discipline incidents, please see the School Discipline, Bullying, and Restraint and Seclusion page.

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.

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

Contact for this section: Elliot Field, 503-947-5797, Elliot.field@state.or.us

MEASURES OF INTERIM PROGRESS

Measures of Interim Progress (MIP) are annual targets for school accountability indicators as required by the Every Student Succeeds Act (ESSA). The MIP for English language arts (ELA) and mathematics achievement, English language progress (ELP), and graduation are ESSA requirements; however, Oregon intends to establish MIP for the other indicators (e.g., chronic absenteeism, 9th grade on track, etc.) that comprise Oregon's new school accountability system which the Oregon Department of Education (ODE) will implement in the 2017-18 school year.

The ODE does not expect revisions to the baseline values, MIP, or long-term goals for achievement and graduation; however, the ODE intends to review the number of years to attain the long-term goal and may revise if appropriate. The 2016-17 MIP for the 'All Students' student group is the target for all student groups on the 2016-17 Report Card Rating Details report. In 2017-18 and later years, the targets will be diversified by student group.

MIP for English Language Arts and Mathematics

The MIP targets for 2016-17 were based on the median school performance in 2015-16.

MIP for Elementary, Middle, and High Schools

Subject	Accountability Year	
	2015-16	2016-17
English Language Arts	54%	57%
Mathematics	43%	47%

MIP for Graduation

The MIP graduation targets for 2016-17 were based on the 2015-16 four-year adjusted cohort median graduation rate. Schools meeting these targets will earn a Level 3 or higher in graduation on the report card.

Graduation	Accountability Year	
	2015-16	2016-17
Four-year rate	74%	76%
Five-year rate	76%	78%

MIP for Participation

Assessment participation does not have a MIP; however, it does have an annual goal of 94.5 percent, which applies to all student groups.

Other Indicators

Oregon's school accountability system under ESSA will include several indicators in addition to achievement and graduation. These indicators include academic growth, ELP, chronic absenteeism, freshmen on track, and high school completion. The baseline values, MIP, and long-term goals for ELP and the five-year cohort completion rate are found on pages 136-137 in Appendix A of Oregon's consolidated state plan under ESSA. The ODE intends to establish the baseline values, MIP, and long-term goals for the remaining indicators during the 2017-18 school year.

For more information, see the School and District Report Cards page.

Academic Achievement Details

Elementary (Grades 3-5)

English Language Arts	2016-17	
Student Group	**Number of Tests**	**Percent Meeting Level 3 or 4**
All Students	127,451	49.6
Economically Disadvantaged	78,732	37.5
English Learners[1]	22,179	21.8
Students with Disabilities	18,999	23.4
Underserved Races/Ethnicities	36,373	30.8
American Indian/Alaska Native	1,626	30.4
Native Hawaiian/Pacific Islander	935	33.8
Black/African American	2,818	29.0
Hispanic/Latino	30,994	30.9
Asian	4,895	68.5
White	78,157	56.6
Multi-Racial[2]	8026	54.7

Notes:

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

Mathematics	2016-17	
Student Group	**Number of Tests**	**Percent Meeting Level 3 or 4**
All Students	127,071	43.6
Economically Disadvantaged	78,479	31.6
English Learners[1]	22,175	19.8
Students with Disabilities	18,911	21.1
Underserved Races/Ethnicities	36,306	25.4
American Indian/Alaska Native	1,627	26.6
Native Hawaiian/Pacific Islander	933	26.6
Black/African American	2,799	20.2
Hispanic/Latino	30,947	25.8
Asian	4,898	66.7
White	77,868	50.2
Multi-Racial[2]	7,999	47.5

Middle (Grades 6-8)

English Language Arts	2016-17	
Student Group	**Number of Tests**	**Percent Meeting Level 3 or 4**
All Students	121,532	55.2
Economically Disadvantaged	66,859	42.3
English Learners[1]	14,110	17.8
Students with Disabilities	17,592	18.6
Underserved Races/Ethnicities	33,369	38.1
American Indian/Alaska Native	1,655	35.6
Native Hawaiian/Pacific Islander	896	38.8
Black/African American	2,606	33.4
Hispanic/Latino	28,212	38.7
Asian	5,022	75.2
White	75,918	60.9
Multi-Racial[2]	7,223	59.3

Notes:

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

Mathematics	2016-17	
Student Group	**Number of Tests**	**Percent Meeting Level 3 or 4**
All Students	120,469	41.9
Economically Disadvantaged	66,300	28.4
English Learners[1]	14,073	11.2
Students with Disabilities	17,417	13.8
Underserved Races/Ethnicities	33,127	24.5
American Indian/Alaska Native	1,646	26.1
Native Hawaiian/Pacific Islander	895	27.2
Black/African American	2,557	19.2
Hispanic/Latino	28,029	24.8
Asian	4,999	68.9
White	75,182	47.5
Multi-Racial[2]	7,161	45.1

High (Grade 11)

English Language Arts	**2016-17**	
Student Group	**Number of Tests**	**Percent Meeting Level 3 or 4**
All Students	36,090	71.1
Economically Disadvantaged	17,370	60.6
English Learners[1]	1,270	14.3
Students with Disabilities	4,578	30.1
Underserved Races/Ethnicities	9,636	57.5
American Indian/Alaska Native	549	54.8
Native Hawaiian/Pacific Islander	257	53.7
Black/African American	798	45.4
Hispanic/Latino	8,032	59.0
Asian	1,554	79.0
White	22,840	76.0
Multi-Racial[2]	2,060	73.7

Notes:

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

Mathematics	**2016-17**	
Student Group	**Number of Tests**	**Percent Meeting Level 3 or 4**
All Students	35,011	35.3
Economically Disadvantaged	16,971	23.4
English Learners[1]	1,255	9.2
Students with Disabilities	4,487	10.7
Underserved Races/Ethnicities	9,398	20.0
American Indian/Alaska Native	537	18.6
Native Hawaiian/Pacific Islander	251	20.7
Black/African American	761	13.5
Hispanic/Latino	7,849	20.8
Asian	1,473	56.1
White	22,176	40.2
Multi-Racial[2]	1,964	37.7

Graduation Details

Student Group	2015-16 Graduation Rates	
	Four-year Cohort	Five-year Cohort
All Students	74.8	77.8
Economically Disadvantaged	68.1	72.0
English Learners[1]	52.9	61.2
Students with Disabilities	55.5	59.9
Underserved Races/Ethnicities	68.3	72.1
American Indian/Alaska Native	56.4	59.8
Native Hawaiian/Pacific Islander	70.1	69.2
Black/African American	66.1	69.9
Hispanic/Latino	69.4	73.6
Asian	88.0	90.9
White	76.6	79.3
Multi-Racial[2]	74.4	76.1

Notes:

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

See pages 33 and 65 for details on assessment results and graduation rates, respectively.

Contact for this section: Kia Sorensen, 503-947-5632, kia.sorensen@state.or.us

Participation Details

Participation Target: 95%

English Language Arts Student Group	2016-17 Counts		Participation Rate
	Number of Participants	Number of Non-participants	
All Students	294,332	16,960	94.6
Economically Disadvantaged	169,049	8,185	95.4
English Learners[1]	39,972	821	98.0
Students with Disabilities	42,373	4,590	90.2
Underserved Races/Ethnicities	82,423	3,073	96.4
American Indian/Alaska Native	4,004	259	93.9
Native Hawaiian/Pacific Islander	2,221	74	96.8
Black/African American	6,661	530	92.6
Hispanic/Latino	69,537	2,210	96.9
Asian	12,042	551	95.6
White	182,027	12,268	93.7
Multi-Racial[2]	17,840	1,068	94.4

Mathematics Student Group	2016-17 Counts		Participation Rate
	Number of Participants	Number of Non-participants	
All Students	291,602	19,630	93.7
Economically Disadvantaged	167,690	9,490	94.6
English Learners[1]	39,835	962	97.6
Students with Disabilities	41,997	4,957	89.4
Underserved Races/Ethnicities	81,785	3,703	95.7
American Indian/Alaska Native	3,978	285	93.3
Native Hawaiian/Pacific Islander	2,208	87	96.2
Black/African American	6,534	655	90.9
Hispanic/Latino	69,065	2,676	96.3
Asian	11,922	671	94.7
White	180,240	14,011	92.8
Multi-Racial[2]	17,655	1,245	93.4

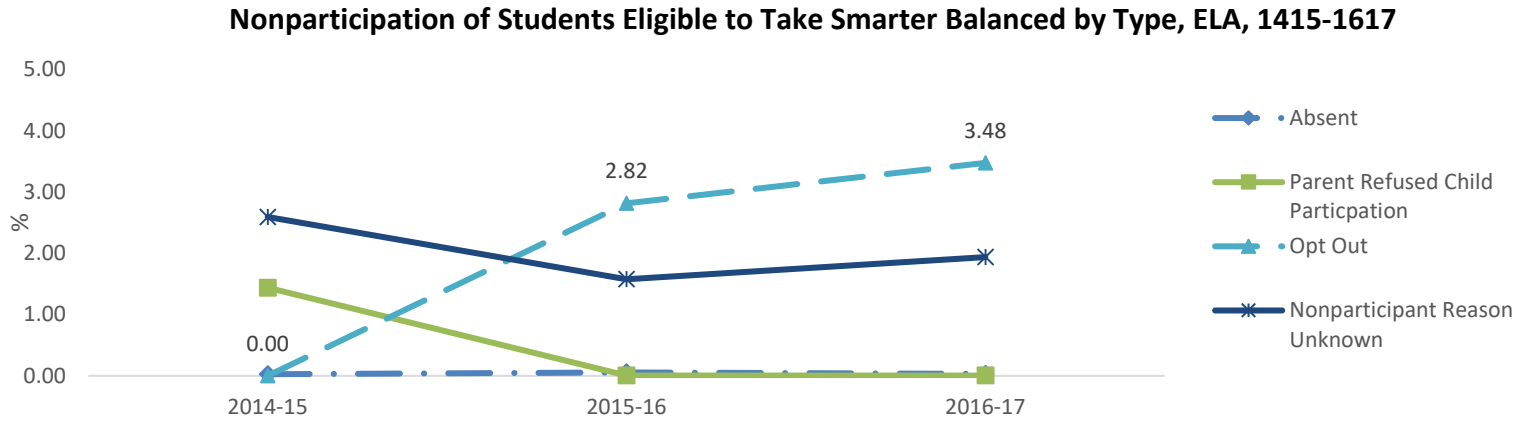
Notes:

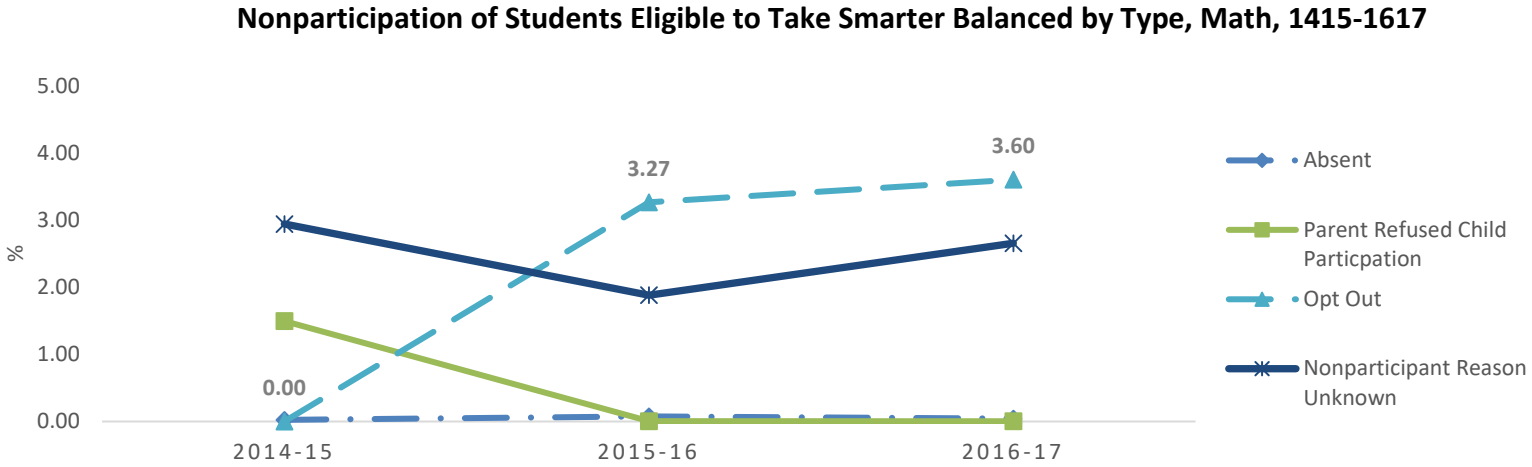
1. English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.
2. Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

Detailed MIP reports for Oregon public schools are available online on the School and District Report Card page. Additional Performance and Participation Data available online on the Assessment Group Reports for 2014-2015 and 2015-2016 page.

Assessment Nonparticipation

On June 22, 2015, House Bill 2655 was signed into law (effective January 1, 2016). Under House Bill 2655, parents and adult students were permitted to annually opt out of Oregon's statewide summative tests in English Language Arts (ELA) and Math. The following charts show types of nonparticipation from the 2014-2015 school year through the 2016-2017 school year. The opt-out option went into effect during the 2015-2016 school year.





Across both ELA and Math, there is a slight increase in the percentage of those who opted out of taking the Smarter Balanced assessment. In 2015-16, when the ability to opt out became an option, 2.82 percent of students opted out of ELA and 3.37 percent of students opted out in Math. This rose to 3.48 percent of students opting out in ELA and 3.6 percent in Math in the 2016-17 school year. For more information about student assessment and the option to opt-out of statewide summative assessments visit the student assessment page.

Contact for this section: Kia Sorensen, 503-947-5632, kia.sorensen@state.or.us

SCHOOL AND DISTRICT REPORT CARDS

The Oregon Legislature created the school and district report cards in 1999. This legislation required the Oregon Department of Education (ODE) to produce and issue a report card to all public schools and districts in the state of Oregon prior to December first of each year. Per Oregon Revised Statutes (ORS) 329.105 and 329.115, these report cards contain data from the most recent school year (if available) that met the requirements of state and federal laws. The aim of these report cards was to provide clear, meaningful, and relevant information to parents, educators, and communities concerning public school and district performance, improvement, and accountability.

In 2012, as part of Oregon's approved ESEA flexibility waiver, ODE redesigned the school and district report cards to better tell school and district stories and convey how schools are doing at supporting students on their path to college and career readiness. The purpose of the report card redesign was to (a) more accurately reflect student learning and growth, (b) incorporate key measures of college and career readiness, (c) align the report card with districts' achievement compacts, and (d) make the report cards more user friendly and accessible. The report card redesign included a stakeholder and public engagement process to make design, content, and methodology recommendations. This included public outreach efforts (i.e., focus groups and several online surveys) and the creation of a Report Card (RC) Steering Committee consisting of 17 members representing a diverse assortment of stakeholders throughout Oregon.

The overall school rating was a critical feature of the school report card and was a requirement of Oregon's ESEA flexibility waiver. However, the ODE did not assign overall school ratings in 2015-16 due to the passage of ESSA on December 10, 2015 and the expiration of Oregon's ESEA flexibility waiver on August 1, 2016. Before the passage of ESSA schools ratings from 2011-12 to 2015-16 consisted of five levels that indicated how schools performed as compared to all schools statewide on a combination of rating components (i.e., achievement, growth, student group growth, graduation, and student group graduation). The five school rating levels referred to the following:

- Level 1 = schools that were in the bottom approximately 5% of schools.
- Level 2 = schools that were between approximately 5% and 15% of schools.
- Level 3 = schools that were between approximately 15% and 44% of schools.
- Level 4 = schools that were between approximately 44% and 90% of schools.
- Level 5 = schools that were in the top approximately 10% of schools.

Number of Schools Receiving Each Overall School Rating by Year

Overall Rating	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Level 1	57	60	61	0	0	0
Level 2	124	113	123	0	0	0
Level 3	355	356	395	0	0	0
Level 4	568	557	515	0	0	0
Level 5	128	114	110	0	0	0
Not Rated[1]	21	46	35[2]	1,237[3]	1,239	1,240

Find specific district or school report cards online.

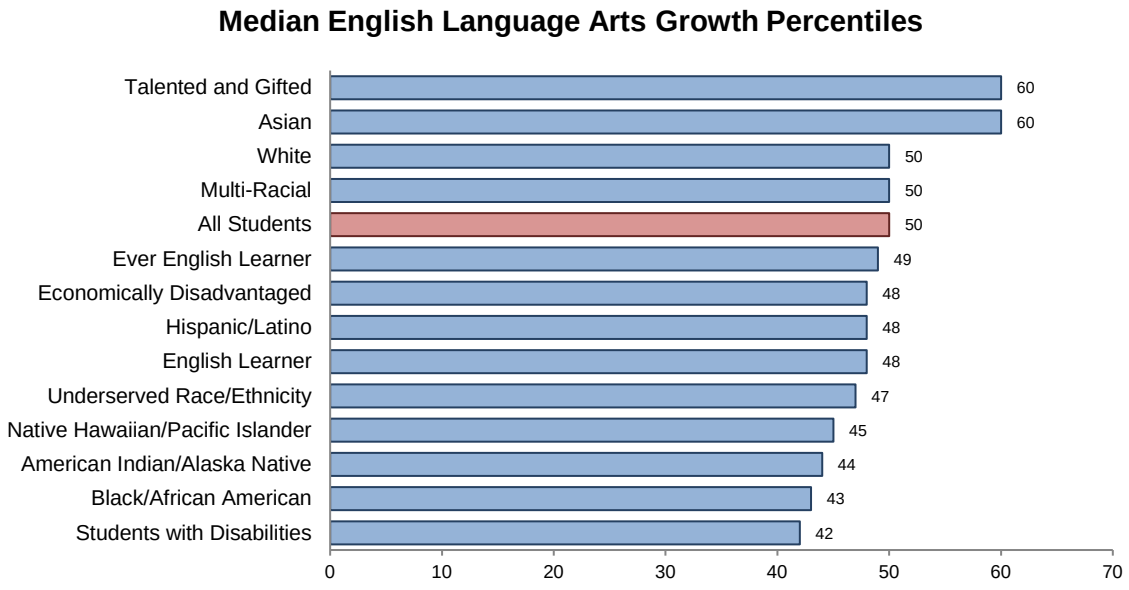
The reauthorization of ESEA via the passage of ESSA will require a new school accountability system and the redesign of the school and district report cards. The ODE is in the process of working with stakeholders to develop a new system of identifying Title I schools in need of intervention as well as a new venue to display school and district data, such as report cards. These changes will be effective in the 2017-18 school year.

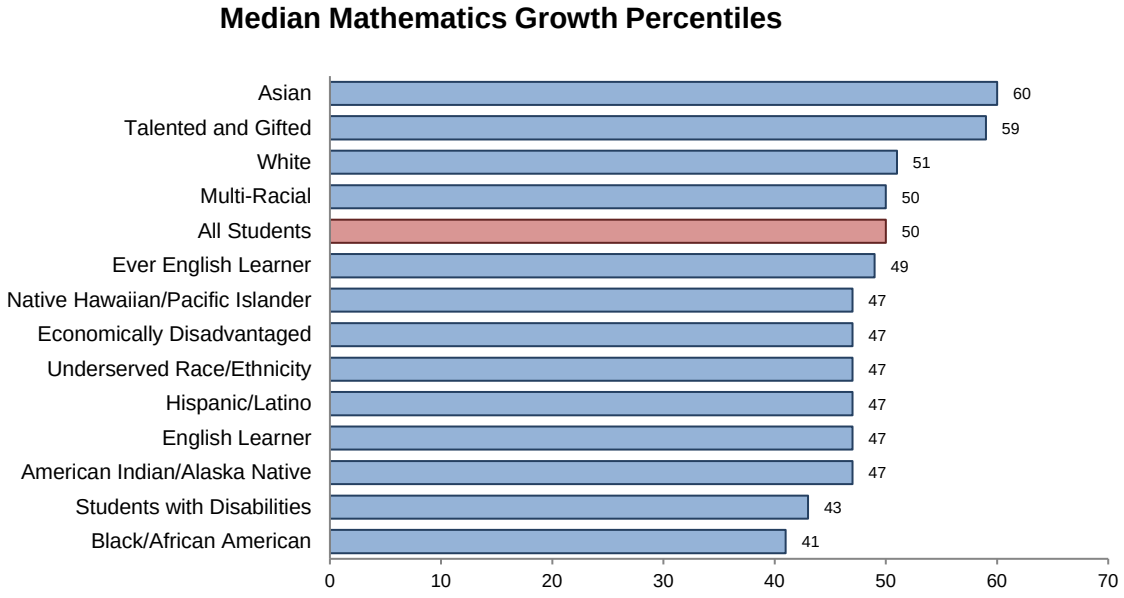
[1]Small schools and newly opened/reconfigured schools are not eligible to receive an overall school rating.
[2]Many schools did not receive a rating because of the Smarter Balanced Field Test.
[3]Schools did not receive an overall school rating because of the transition from OAKS to Smarter Balanced assessments.

GROWTH MODEL

An important feature of the annual school and district report cards is the inclusion of student achievement growth as part of the school's overall rating. The Oregon Department of Education did not assign overall school ratings in 2016-17 due to the passage of ESSA and the expiration of Oregon's ESEA flexibility waiver; however, it did display student growth for schools and districts by subject, student group, and grade band (districts only) on the report card rating details report. Student achievement growth refers to a student's progress on mathematics and English language arts assessments from year to year. Oregon uses a growth model that calculates an estimate of achievement growth using current and past test scores. The growth model expresses a student's achievement growth as a percentile which reflects a student's growth relative to his or her academic peers (i.e., students in the same grade who have similar past test scores for the same subject). For instance, a 7th grade student with a growth percentile of 55 in mathematics indicates that he or she exhibited growth equal to or greater than 55 percent of 7th grade students with similar past test scores.

The figures below show the 2016-17 median mathematics and reading growth percentiles by student group.





Note: "Ever English Learner" includes students who were ever eligible for or participating in a program to acquire academic English. "English Learner" includes students who have been eligible for or participated in a program to acquire academic English in the current or prior two years

HOMELESS STUDENTS IN OREGON

The right of homeless children and youth to have equal access to the same free, appropriate public education provided to other children is ensured under the federal McKinney-Vento Homeless Assistance Act, Subtitle VII-B, Education of Homeless Children and Youth Program, enacted in 1987. Students qualify for McKinney-Vento Homeless Program assistance when they reside in living situations that are not fixed, regular, and/or adequate. The Act requires that every district designate a Homeless Liaison to identify and provide services to homeless students and to contribute to the annual data collection on preschool (ages 3-5) through grade 12 public school-enrolled homeless children and youth.

The Education of Homeless Children and Youth Program works to ensure that school age-eligible homeless children and youth are provided with immediate school enrollment and access to education services, despite lack of a permanent residence, a supervising parent or legal guardian, or lack of records from a previous school. To reduce frequent school changes, districts are asked to stabilize homeless students in their school of origin, if feasible, even though the transportation route might involve crossing district boundaries.

How is "Homeless" Defined?

For the purposes of the Education of Homeless Children and Youth Programs under the Elementary and Secondary Schools Act, homeless children and youth "lack a fixed, regular, and adequate nighttime residence." A homeless family could live in an emergency shelter or transitional housing unit, share housing with others due to loss of housing or economic hardship, reside in motels, or live in tents or trailers for lack of alternative, adequate housing. Unaccompanied minors who have been abandoned by their parents or who have run away from home – whatever the reason - are also eligible for educational rights and services as homeless students.

What are the Living Situations of Homeless Students in Oregon?

* Collection methodology changed in 2012-13. See below for details.

School Year	In Shelters	Sharing Housing	Unsheltered	Motels
2014-15	1,853	15,298	2,272	1,101
2015-16	1,926	16,163	2,377	1,210
2016-17	1,999	17,210	2,515	1,124

How are Homeless Students Counted? Methodology Changes in 2012-13

From 2004-05 through 2011-12, annual data on homeless students was a district-based spreadsheet collection. In 2012-13, it became a student-based collection, with each district now responsible for recording the Secure Student ID (SSID) of each homeless student served and three additional pieces of information:

1) student's living situation (Shelter, Unsheltered, Sharing Housing, Motel/Hotel);
2) student's unaccompanied status;
3) whether the district is a federal homeless education subgrantee

Prior to 2012-13, only those districts receiving competitive subgrant funds were required to record homeless student SSIDs. With over 150 districts now involved, achievement data on many more students is now available. ODE will soon be able to extract socioeconomic data, graduation rates, and other relevant data on homeless students.

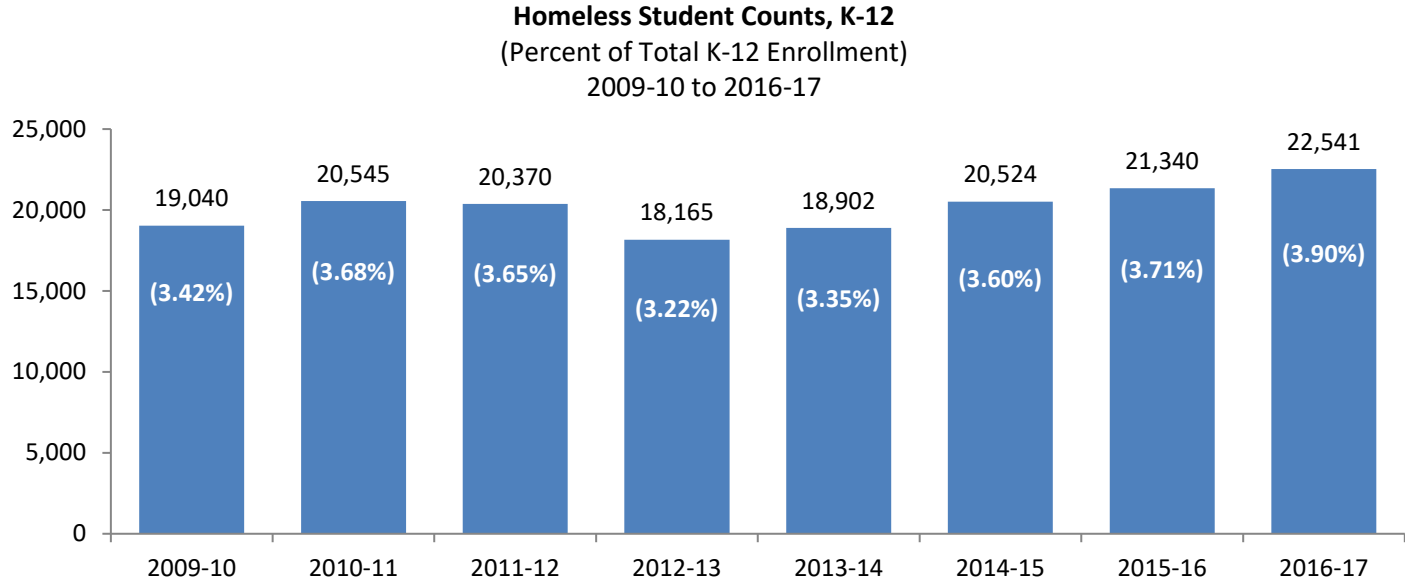
How many homeless students attend public schools in Oregon?

Grade Level	Count 2016-17
PK	1,776*
KG	1,692
1	1,777
2	1,787
3	1,906
4	1,828
5	1,717
6	1,508
7	1,592
8	1,347
9	1,551
10	1,638
11	1,677
12	2,542
Total	22,562

* PK enrollment is optional

What are the trends in poverty and homelessness?

Counts of homeless students remain high in Oregon, as in other west coast states. It is estimated that equivalent numbers of homeless children are ages 0-6, as are in grades K-12.



K-12 Students enrolled in Oregon School Districts only. Excludes students enrolled in ESDs, correctional programs, and other non-school district run programs.
* Collection methodology changed in 2012-13. See page 28 for details.

Districts with the Highest Number of Homeless Students

District	K-12 Total Homeless 2016-17	% of enrollment 2016-17
Beaverton SD 48J	1522	3.73%
Portland SD 1J	1509	3.13%
Medford SD 549C	1400	9.94%
Reynolds SD 7	1168	10.12%
Salem-Keizer SD 24J	1162	2.79%
Eugene SD 4J	835	4.80%
Lincoln County SD	644	11.79%
David Douglas SD 40	556	5.24%
Bethel SD 52	550	9.76%
Grants Pass SD 7	513	8.54%

While districts with fewer students often have "volatile" data, note that the districts with the highest percentages of homeless student in the state are mainly rural and some distance from the I-5 corridor. Increasing homelessness in Oregon and other western states is attributed to a lack of sufficient affordable housing to meet the demands of a growing and increasingly mobile population.

Districts with the Highest % of Homeless Students

District	K-12 Total Homeless 2016-17	% of enrollment 2016-17
Butte Falls SD 91	56	29.63%
Monument SD 8	12	20.34%
Port Orford-Langlois SD 2CJ	43	20.09%
Mapleton SD 32	30	19.74%
McKenzie SD 68	35	18.82%
Falls City SD 57	31	17.71%
North Lake SD 14	37	16.67%
Reedsport SD 105	113	16.12%
Alsea SD 7J	22	15.71%
Powers SD 31	16	13.45%
Rogue River SD 35	130	13.14%
Warrenton-Hammond SD 30	125	12.49%

Homeless Students by County of Enrollment, 2016-17

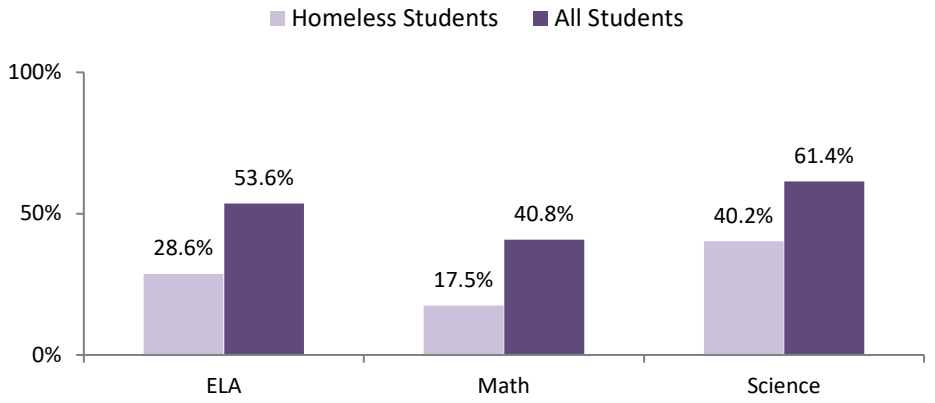
County	Total Enrolled, K - 12
Baker	169
Benton	381
Clackamas	1445
Clatsop	324
Columbia	261
Coos	507
Crook	81
Curry	199
Deschutes	895
Douglas	511
Gilliam	*
Grant	12
Harney	36
Hood River	28
Jackson	2377
Jefferson	140
Josephine	970
Klamath	296
Lake	44
Lane	2373
Lincoln	644
Linn	880
Malheur	318
Marion	1758
Morrow	74
Multnomah	4317
Polk	198
Sherman	*
Tillamook	271
Umatilla	211
Union	243
Wallowa	22
Wasco	155
Washington	2323
Wheeler	*
Yamhill	480

*Suppressed; 5 or fewer students
NOTE: Students enrolled in a district that contains schools in more than one county are included in the total of the county where the district administrative office is located.

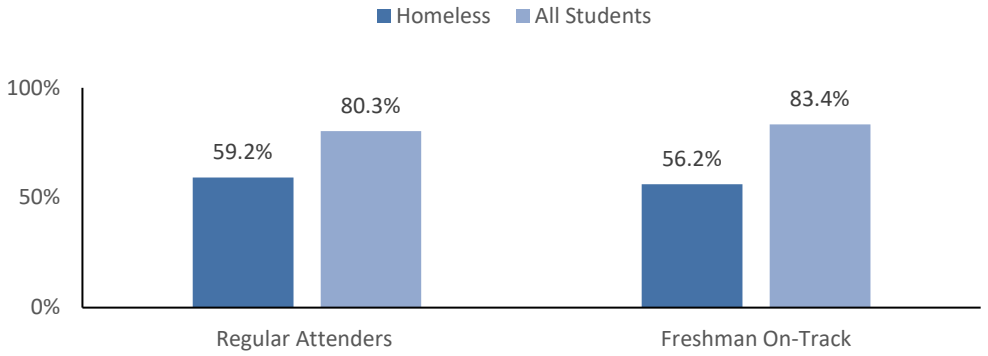
How do public school programs serve homeless students?
Services and accommodations for homeless students may include school transportation, tutoring, extended-day and summer school programs, shoes, clothing and hygiene supplies, and referrals to social services and housing programs. Local district general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

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

Homeless Student Performance
2016-17 Percent at Level 3 or 4 / Meets or Exceeds Standard, All Grades



Homeless Student Performance
2016-17 Percent Regular Attenders, Percent of Freshman On-Track



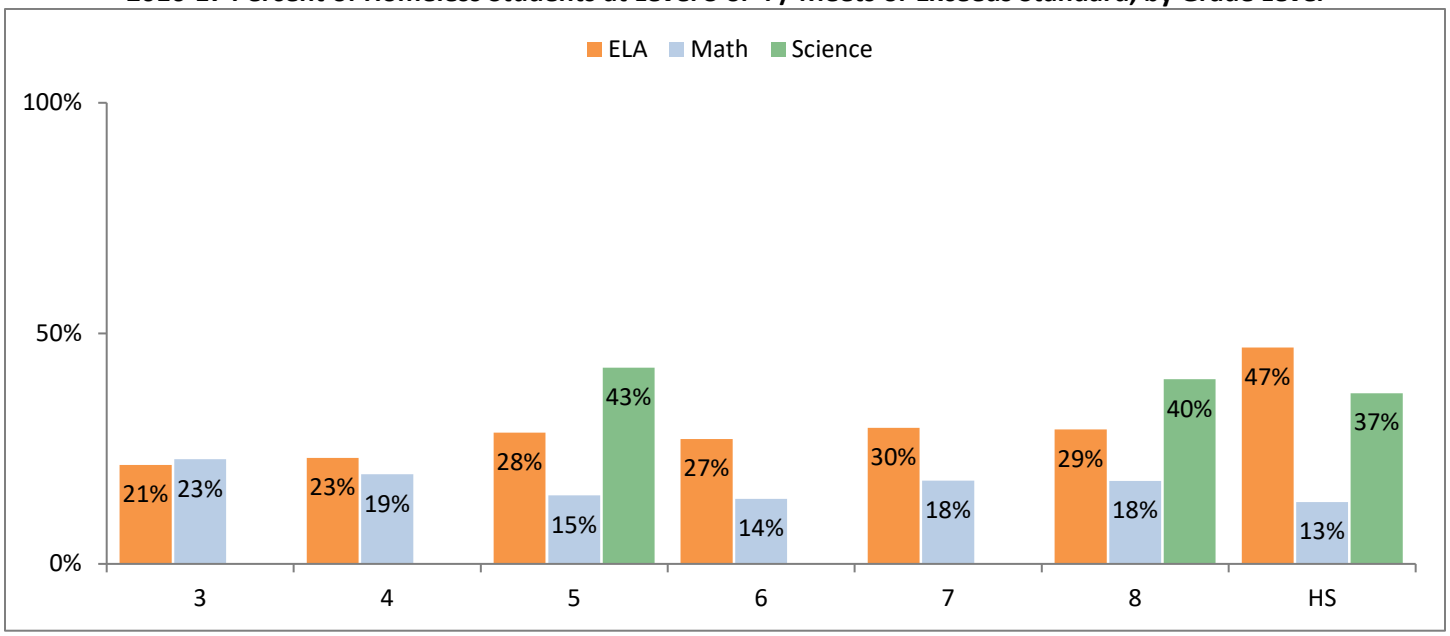
McKinney-Vento Subgrant Projects

Oregon received $670,644 in federal McKinney-Vento Act funds in 2016-17 to serve homeless students. More than 75 percent of this amount went to districts in the form of competitive subgrants. During the 2016-17 school year, 41 local districts were served by ten subgrant projects from this program.

McKinney-Vento Subgrant Projects were required to report results on Oregon State Achievement tests for the homeless students in their districts. Following are the results of those tests.

	English Language Arts			Mathematics			Science		
Grade Level	NUMBER OF HOMELESS STUDENTS TESTED IN ELA 2016-17	PERCENT OF **HOMELESS** STUDENTS AT LEVEL 3/4 **2015-16**	PERCENT OF **HOMELESS** STUDENTS AT LEVEL 3/4 **2016-17**	NUMBER OF HOMELESS STUDENTS TESTED IN MATH 2016-17	PERCENT OF **HOMELESS** STUDENTS AT LEVEL 3/4 **2015-16**	PERCENT OF **HOMELESS** STUDENTS AT LEVEL 3/4 **2016-17**	NUMBER OF HOMELESS STUDENTS TESTED IN SCIENCE 2016-17	PERCENT OF **HOMELESS** STUDENTS WHO MET OR EXCEEDED STANDARD **2015-16**	PERCENT OF **HOMELESS** STUDENTS WHO MET OR EXCEEDED STANDARD **2016-17**
3	1,615	24.70%	**21.49%**	1,600	22.91%	**22.69%**			
4	1,576	26.23%	**22.97%**	1,555	20.84%	**19.42%**			
5	1,429	30.67%	**28.48%**	1,412	16.76%	**14.87%**	1,434	43.32%	**42.54%**
6	1,254	28.33%	**27.11%**	1,243	16.63%	**14.08%**			
7	1,328	30.15%	**29.52%**	1,309	19.27%	**18.03%**			
8	1,097	30.82%	**29.17%**	1,068	17.55%	**17.98%**	1,029	38.89%	**40.04%**
HS	1,147	43.91%	**46.90%**	1,102	12.33%	**13.43%**	967	38.22%	**37.02%**

2016-17 Percent of Homeless Students at Level 3 or 4 / Meets or Exceeds Standard, by Grade Level



For more information about the ODE Education of Homeless Children and Youth Program:
Contact Dona Bolt, Coordinator: dona.bolt@state.or.us or visit the McKinney-Vento Act: Homeless Education Program webpage.

FREE AND REDUCED PRICE LUNCH

Oregon Public Schools Number and Percent of All Students Eligible

October 1, 2016 Enrollment

School Type and Level	Total Number of Students Eligible for Free and Reduced Price Lunch	Total Number of All Students 10/1/2016	Free and Reduced Price Lunch Eligible Students as a Percent of All Students
REGULAR			
Elementary	143,435	262,078	54.7%
Middle/Jr. High	51,829	103,167	50.2%
High	71,012	159,120	44.6%
Combined[2]	5,061	7,451	67.9%
ALTERNATIVE			
Elementary	319	719	44.4%
Middle	--	--	--
High	1850	2823	65.5%
Combined[2]	461	972	48.2%
CHARTER			
Elementary	3029	8512	35.6%
Middle	105	425	24.7%
High	1442	1996	72.2%
Combined[2]	3202	6643	48.2%
ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, CHARTER, and others noted below)			
Elementary	146,783	271,309	54.1%
Middle	51,934	103,592	50.1%
High	74,304	163,939	45.3%
Combined[2]	8,724	15,066	57.9%
Total	**281,745**	**553,906**	**50.9%**

Source: Oregon Department of Education

[1]Note: Includes October 1 Membership (column B) for the schools and programs in the 2016-17 report which reported at least one student eligible for free or reduced lunch. **Students attending schools that did not report free/reduced lunch data are not included in the totals.**

[2]Combined schools serve high school grades as well as grades 7 and below.

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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; and through performance on college admissions tests such as the SAT and ACT. In addition, 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 began testing students statewide in reading, writing, and mathematics in the spring of 1991. In 2001, science was added to the list of subjects tested for grades 8 and 10, and the following year it was expanded to include grade 5. Statewide tests are "criterion-referenced," meaning student performance is evaluated against predetermined standards. In 2010-11, the high school grade of accountability (the grade in which tests are generally given) was changed from 10th grade to 11th grade.

Beginning in the 2014-15 school year, we replaced our previous state tests in reading, writing, and mathematics with the new college and career-readiness assessments (Smarter Balanced in English language arts [ELA] and mathematics, and the Oregon Extended Assessment in ELA, mathematics, and science). Achievement levels for ELA, mathematics, and science are provided in the tables below. For Smarter Balanced and Oregon Extended, levels 3 and 4 are considered proficient for purposes of state and federal accountability.

Scores Required to Meet Achievement Levels on Statewide Assessments (cut scores)
2016-17

	Smarter Balanced						OAKS	
	English Language Arts			Mathematics			Science	
Grade Level	Level 2	Level 3	Level 4	Level 2	Level 3	Level 4	Meet	Exceed
Grade 3	2367	2432	2490	2381	2436	2501	N/A	N/A
Grade 4	2416	2473	2533	2411	2485	2549	N/A	N/A
Grade 5	2442	2502	2582	2455	2528	2579	226	239
Grade 6	2457	2531	2618	2473	2552	2610	N/A	N/A
Grade 7	2479	2552	2649	2484	2567	2635	N/A	N/A
Grade 8	2487	2567	2668	2504	2586	2653	235	247
High School	2493	2583	2682	2543	2628	2718	240	252

	Oregon Extended (Alternate)								
	English Language Arts			Mathematics			Science		
Grade Level	Level 2	Level 3	Level 4	Level 2	Level 3	Level 4	Level 2	Level 3	Level 4
Grade 3	192	213	228	192	201	218	N/A	N/A	N/A
Grade 4	200	213	228	193	206	219	N/A	N/A	N/A
Grade 5	202	220	232	193	206	220	506	517	530
Grade 6	205	220	233	204	208	222	N/A	N/A	N/A
Grade 7	208	222	236	207	209	223	N/A	N/A	N/A
Grade 8	213	224	236	208	212	226	810	820	831
High School	899	920	927	901	907	922	901	914	929

Data from Achievement/Performance Standards.

Find information about Oregon academic standards online.
Find test score data online.
Find cut scores required to meet Essential Skills graduation requirements online.

Grade 3 Performance

In 2016-17, third grade students were tested in English language arts (ELA) and in mathematics.

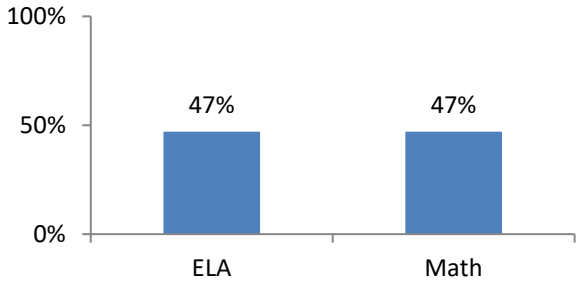
Grade 3 All Students

Statewide Percent at Level 3 or 4

	2014-15	2015-16	2016-17
ELA	46%	47%	45%
Mathematics	46%	48%	46%

Grade 3 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2016-17



Extended assessments are alternatives to grade-level assessments for students with significant cognitive impairments. They are scored on a special scale.

Grade 3 English Language Arts

Percent of Students at Level 3 or 4

	2014-15	2015-16	2016-17
All Students	46%	47%	45%
Economically Disadvantaged	33%	36%	33%
English Learners*	13%	14%	15%
Students with Disabilities	19%	20%	19%
American Indian/Alaska Native	28%	32%	25%
Asian (not of Hispanic origin)	63%	66%	64%
Black (not of Hispanic origin)	28%	26%	25%
Hispanic origin	27%	28%	26%
Multi-racial	53%	51%	52%
Native Hawaiian/Pacific Islander	34%	36%	24%
White (not of Hispanic origin)	52%	55%	52%

Grade 3 Mathematics

Percent of Students at Level 3 or 4

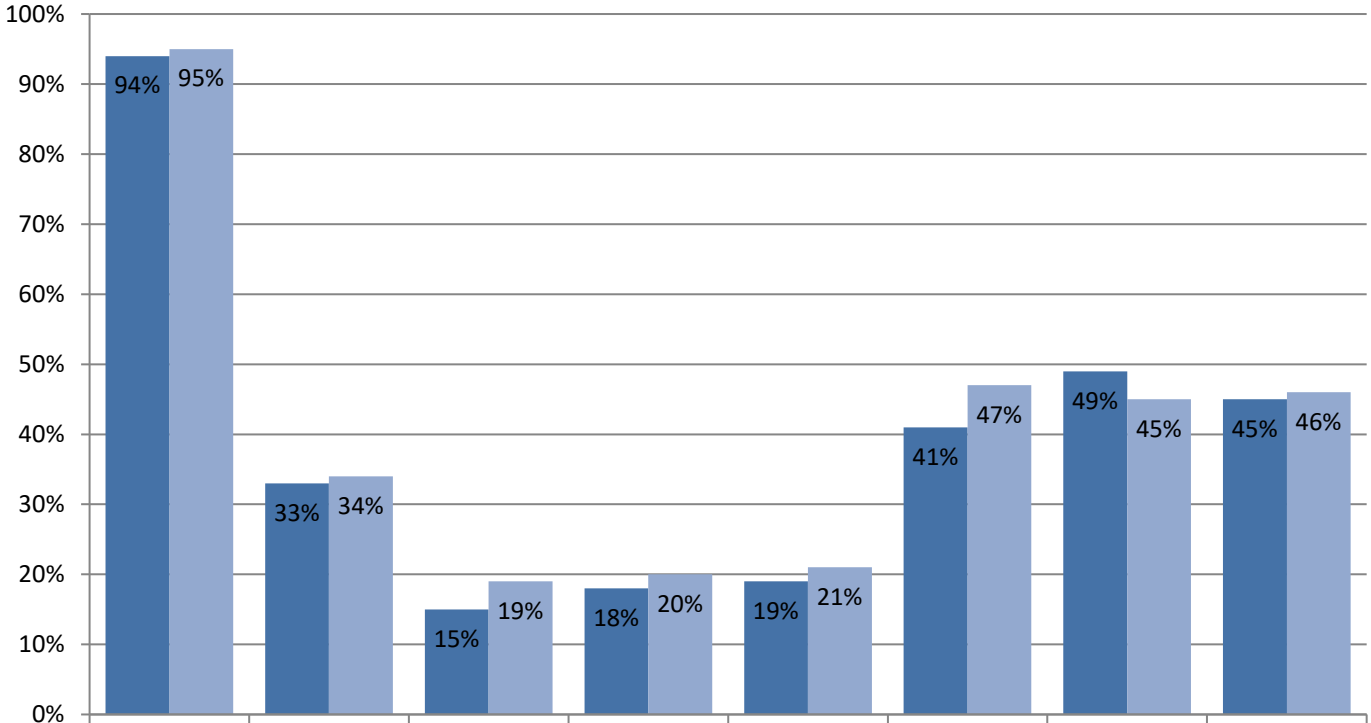
	2014-15	2015-16	2016-17
All Students	46%	48%	46%
Economically Disadvantaged	34%	36%	34%
English Learners*	17%	18%	19%
Students with Disabilities	21%	22%	21%
American Indian/Alaska Native	29%	32%	30%
Asian (not of Hispanic origin)	68%	71%	69%
Black (not of Hispanic origin)	25%	22%	22%
Hispanic origin	27%	29%	28%
Multi-racial	51%	50%	51%
Native Hawaiian/Pacific Islander	27%	32%	25%
White (not of Hispanic origin)	52%	55%	52%

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

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

Grade 3 Students by Student Group

Percent at Level 3 or 4 in 2016-17



	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	94%	33%	15%	18%	19%	41%	49%	45%
Math	95%	34%	19%	20%	21%	47%	45%	46%

Note: Percentages above 95% or below 5% are replaced with 95% or 5% to protect student confidentiality.

Grade 4 Performance

In 2016-17, fourth grade students were tested in English language arts (ELA) and mathematics.

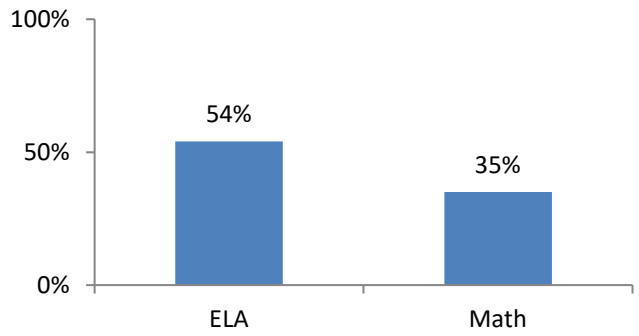
Grade 4 All Students

Statewide Percent at Level 3 or 4

	2014-15	2015-16	2016-17
ELA	49%	50%	48%
Mathematics	44%	44%	43%

Grade 4 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2016-17



Extended assessments are alternatives to grade-level assessments for students with significant cognitive impairments. They are scored on a special scale.

Grade 4 English Language Arts

Percent of Students at Level 3 or 4

	2014-15	2015-16	2016-17
All Students	49%	50%	48%
Economically Disadvantaged	37%	38%	36%
English Learners*	12%	12%	16%
Students with Disabilities	18%	19%	19%
American Indian/Alaska Native	31%	33%	29%
Asian (not of Hispanic origin)	67%	68%	69%
Black (not of Hispanic origin)	30%	30%	26%
Hispanic origin	31%	31%	30%
Multi-racial	53%	57%	50%
Native Hawaiian/Pacific Islander	38%	37%	37%
White (not of Hispanic origin)	56%	57%	55%

Grade 4 Mathematics

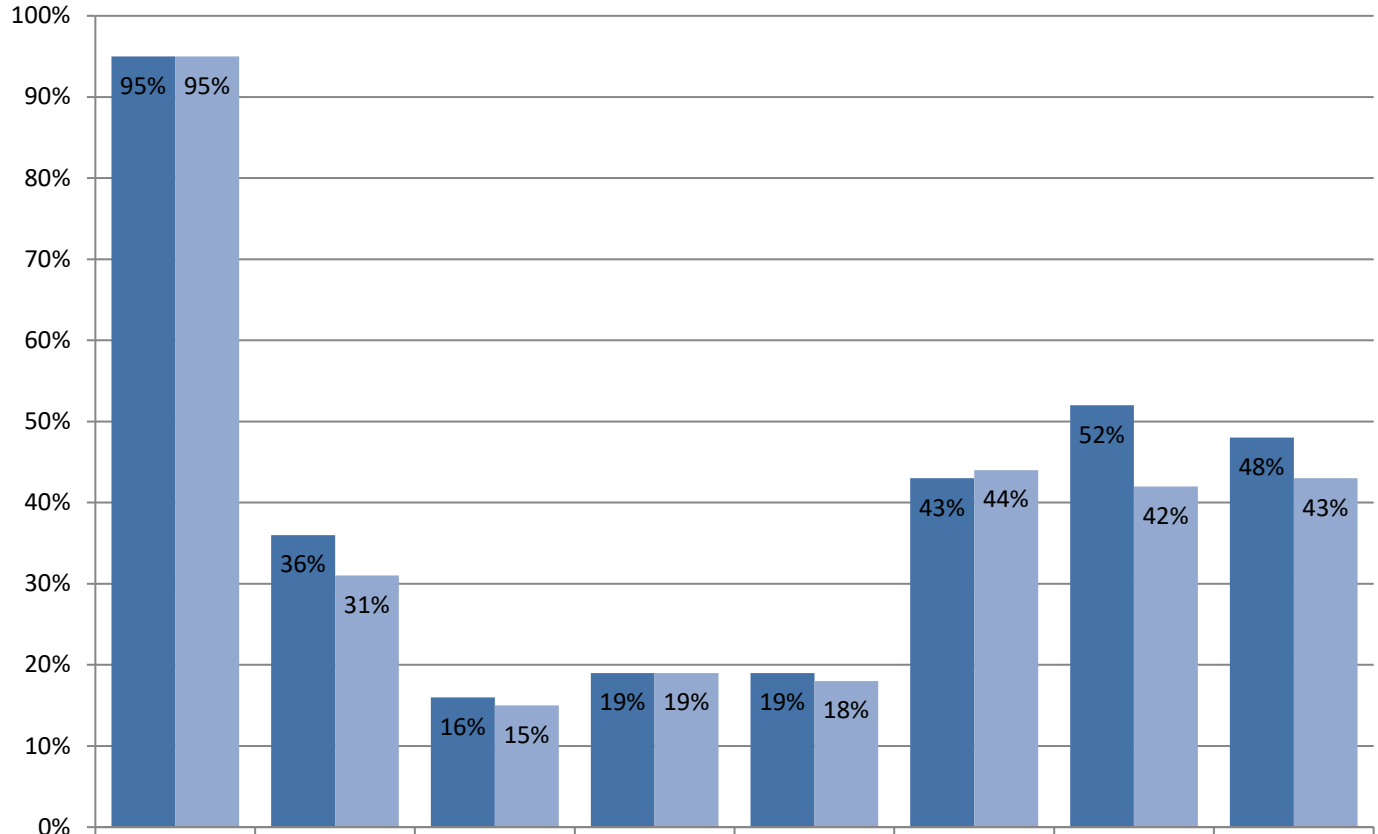
Percent of Students at Level 3 or 4

	2014-15	2015-16	2016-17
All Students	44%	44%	43%
Economically Disadvantaged	32%	31%	31%
English Learners*	12%	11%	15%
Students with Disabilities	17%	17%	18%
American Indian/Alaska Native	28%	28%	25%
Asian (not of Hispanic origin)	67%	67%	69%
Black (not of Hispanic origin)	21%	21%	20%
Hispanic origin	25%	25%	26%
Multi-racial	47%	49%	44%
Native Hawaiian/Pacific Islander	29%	26%	28%
White (not of Hispanic origin)	50%	50%	50%

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

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

Grade 4 Students by Student Group
Percent at Level 3 or 4 in 2016-17



	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	95%	36%	16%	19%	19%	43%	52%	48%
Math	95%	31%	15%	19%	18%	44%	42%	43%

Note: Percentages above 95% or below 5% are replaced with 95% or 5% to protect student confidentiality.

Grade 5 Performance

In 2016-17, fifth grade students were tested in English language arts (ELA), mathematics, and science.

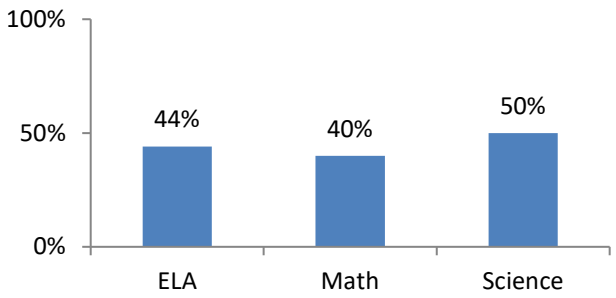
Grade 5 All Students

Statewide Percent Level 3 or 4 / Meets or Exceeds

	2014-15	2015-16	2016-17
ELA	54%	57%	53%
Mathematics	41%	40%	39%
Science	66%	66%	65%

Grade 5 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2016-17



Extended assessments are alternatives to grade-level assessments for students with significant cognitive impairments. They are scored on a special scale.

Grade 5 English Language Arts

Percent of Students at Level 3 or 4

	2014-15	2015-16	2016-17
All Students	54%	57%	53%
Economically Disadvantaged	41%	45%	41%
English Learners*	10%	13%	15%
Students with Disabilities	18%	20%	19%
American Indian/Alaska Native	37%	38%	33%
Asian (not of Hispanic origin)	69%	74%	70%
Black (not of Hispanic origin)	33%	34%	33%
Hispanic origin	36%	40%	35%
Multi-racial	58%	60%	59%
Native Hawaiian/Pacific Islander	40%	45%	38%
White (not of Hispanic origin)	60%	63%	60%

Grade 5 Mathematics

Percent of Students at Level 3 or 4

	2014-15	2015-16	2016-17
All Students	41%	40%	39%
Economically Disadvantaged	28%	28%	27%
English Learners*	7%	7%	9%
Students with Disabilities	14%	14%	13%
American Indian/Alaska Native	27%	23%	22%
Asian (not of Hispanic origin)	64%	65%	61%
Black (not of Hispanic origin)	18%	18%	16%
Hispanic origin	23%	23%	22%
Multi-racial	44%	43%	44%
Native Hawaiian/Pacific Islander	24%	28%	23%
White (not of Hispanic origin)	47%	47%	45%

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

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

Grade 5 Science

Percent of Students Meeting or Exceeding Standard

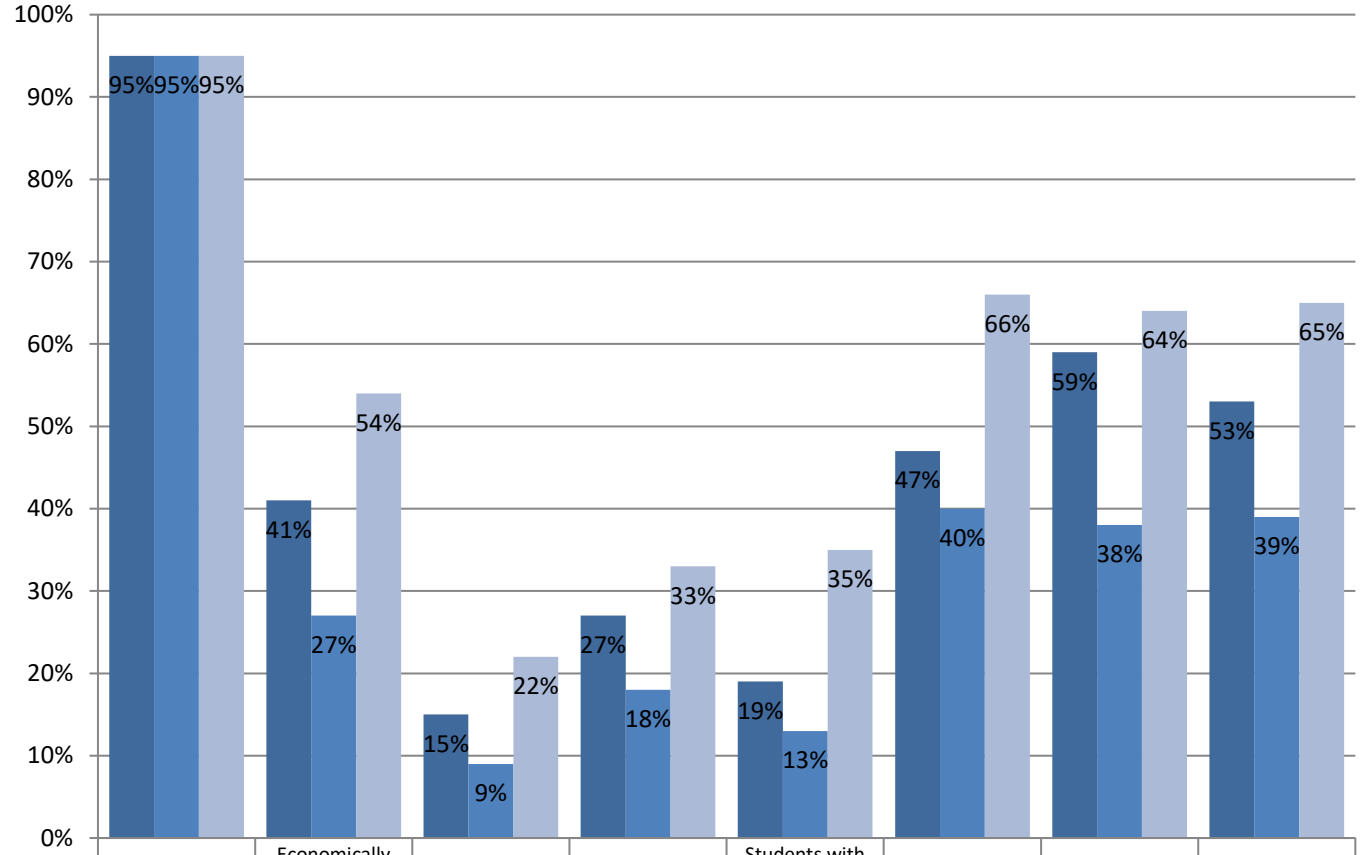
	2014-15	2015-16	2016-17
All Students	66%	66%	65%
Economically Disadvantaged	54%	55%	54%
English Learners*	19%	18%	22%
Students with Disabilities	37%	34%	35%
American Indian/Alaska Native	53%	50%	47%
Asian (not of Hispanic origin)	74%	75%	73%
Black (not of Hispanic origin)	36%	40%	40%
Hispanic origin	43%	44%	44%
Multi-racial	72%	69%	71%
Native Hawaiian/Pacific Islander	47%	45%	44%
White (not of Hispanic origin)	74%	74%	74%

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

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

Grade 5 Students by Student Group

Percent at Level 3 or 4 / Meeting or Exceeding Standards in 2016-17



	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	95%	41%	15%	27%	19%	47%	59%	53%
Math	95%	27%	9%	18%	13%	40%	38%	39%
Science	95%	54%	22%	33%	35%	66%	64%	65%

Note: Percentages above 95% or below 5% are replaced with 95% or 5% to protect student confidentiality.

Grade 6 Performance

In 2016-17, sixth grade students were tested in English language arts (ELA) and mathematics.

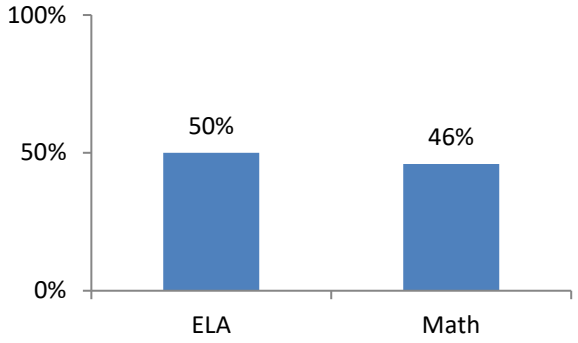
Grade 6 All Students

Statewide Percent at Level 3 or 4

	2014-15	2015-16	2016-17
ELA	53%	53%	52%
Mathematics	38%	39%	40%

Grade 6 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2016-17



Extended assessments are alternatives to grade-level assessments for students with significant cognitive impairments. They are scored on a special scale.

Grade 6 English Language Arts

Percent of Students at Level 3 or 4

	2014-15	2015-16	2016-17
All Students	53%	53%	52%
Economically Disadvantaged	40%	40%	39%
English Learners*	6%	7%	9%
Students with Disabilities	14%	15%	14%
American Indian/Alaska Native	30%	34%	33%
Asian (not of Hispanic origin)	73%	72%	73%
Black (not of Hispanic origin)	35%	32%	29%
Hispanic origin	35%	36%	36%
Multi-racial	58%	56%	56%
Native Hawaiian/Pacific Islander	42%	39%	36%
White (not of Hispanic origin)	59%	59%	58%

Grade 6 Mathematics

Percent of Students at Level 3 or 4

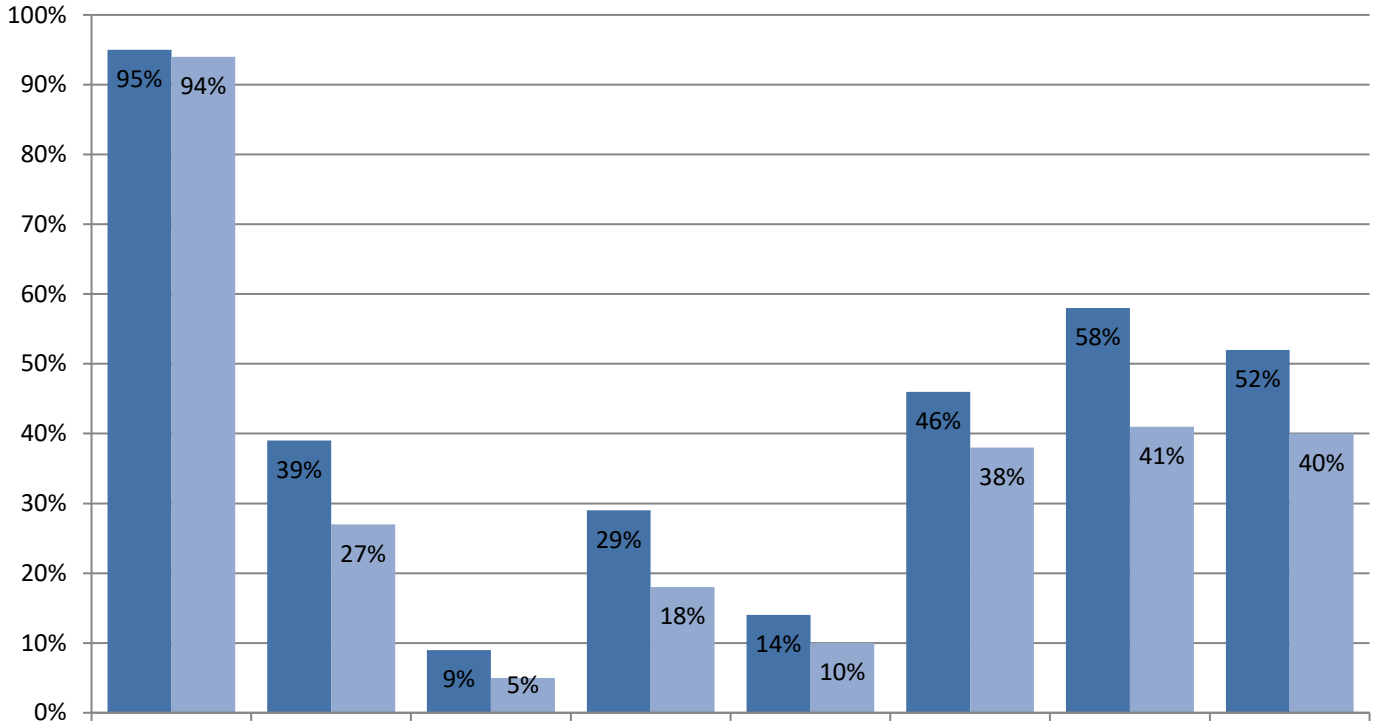
	2014-15	2015-16	2016-17
All Students	38%	39%	40%
Economically Disadvantaged	25%	26%	27%
English Learners*	< 5%	< 5%	5%
Students with Disabilities	9%	10%	10%
American Indian/Alaska Native	19%	22%	24%
Asian (not of Hispanic origin)	62%	66%	66%
Black (not of Hispanic origin)	16%	18%	16%
Hispanic origin	21%	21%	23%
Multi-racial	42%	40%	43%
Native Hawaiian/Pacific Islander	25%	25%	25%
White (not of Hispanic origin)	44%	44%	45%

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

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

Grade 6 Students by Student Group

Percent at Level 3 or 4 in 2016-17



	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	95%	39%	9%	29%	14%	46%	58%	52%
Math	94%	27%	5%	18%	10%	38%	41%	40%

Note: Percentages above 95% or below 5% are replaced with 95% or 5% to protect student confidentiality.

Grade 7 Performance

In 2016-17, seventh grade students were tested in English language arts (ELA) and mathematics.

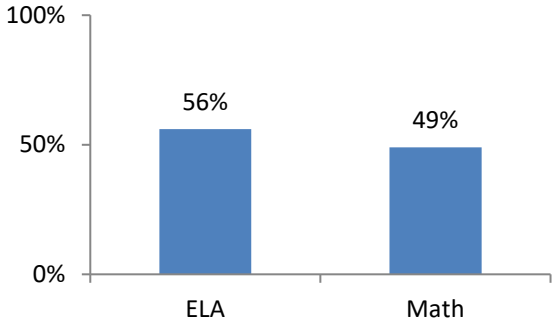
Grade 7 All Students

Statewide Percent at Level 3 or 4

	2014-15	2015-16	2016-17
ELA	56%	56%	56%
Mathematics	43%	44%	42%

Grade 7 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2016-17



Extended assessments are alternatives to grade-level assessments for students with significant cognitive impairments. They are scored on a special scale.

Grade 7 English Language Arts

Percent of Students at Level 3 or 4

	2014-15	2015-16	2016-17
All Students	56%	56%	56%
Economically Disadvantaged	42%	43%	42%
English Learners*	< 5%	< 5%	7%
Students with Disabilities	14%	15%	15%
American Indian/Alaska Native	36%	35%	36%
Asian (not of Hispanic origin)	74%	75%	76%
Black (not of Hispanic origin)	34%	32%	34%
Hispanic origin	38%	38%	39%
Multi-racial	61%	61%	59%
Native Hawaiian/Pacific Islander	44%	42%	41%
White (not of Hispanic origin)	62%	62%	61%

Grade 7 Mathematics

Percent of Students at Level 3 or 4

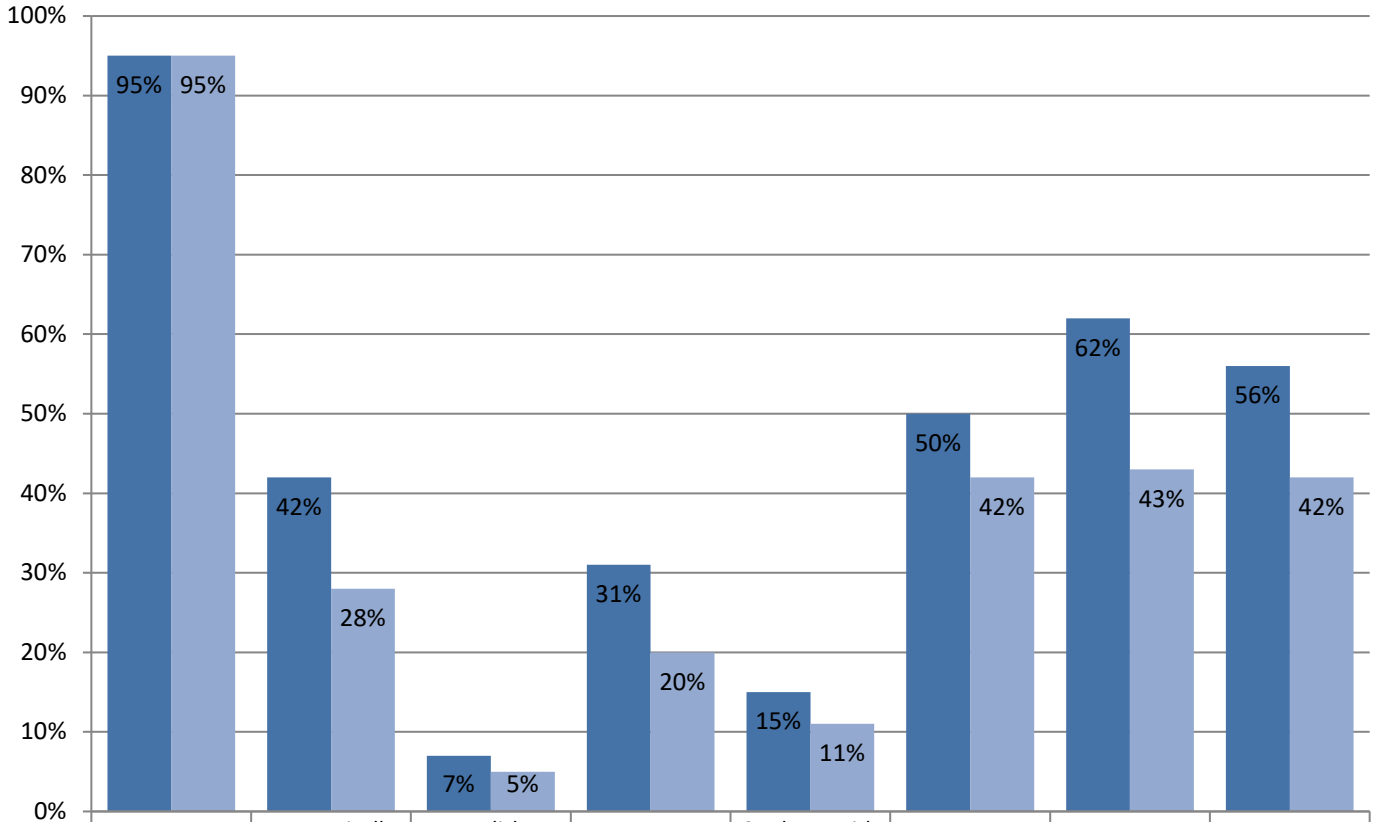
	2014-15	2015-16	2016-17
All Students	43%	44%	42%
Economically Disadvantaged	29%	30%	28%
English Learners*	< 5%	< 5%	5%
Students with Disabilities	10%	10%	11%
American Indian/Alaska Native	26%	22%	26%
Asian (not of Hispanic origin)	71%	70%	69%
Black (not of Hispanic origin)	20%	21%	19%
Hispanic origin	25%	25%	25%
Multi-racial	48%	48%	44%
Native Hawaiian/Pacific Islander	32%	27%	28%
White (not of Hispanic origin)	48%	50%	48%

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

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

Grade 7 Students by Student Group

Percent at Level 3 or 4 in 2016-17



	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	95%	42%	7%	31%	15%	50%	62%	56%
Math	95%	28%	5%	20%	11%	42%	43%	42%

Note: Percentages above 95% or below 5% are replaced with 95% or 5% to protect student confidentiality.

Grade 8 Performance

In 2016-17, eighth grade students were tested in English language arts (ELA), mathematics, and science.

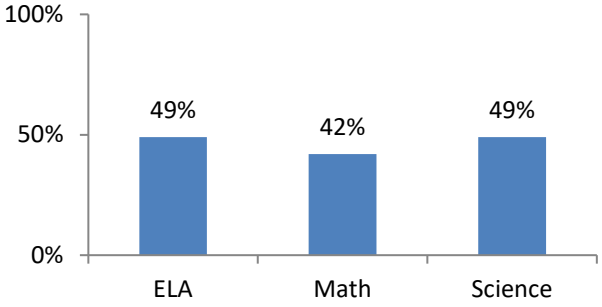
Grade 8 All Students

Statewide Percent at Level 3 or 4 / Meets or Exceeds

	2014-15	2015-16	2016-17
ELA	57%	57%	55%
Mathematics	43%	42%	41%
Science	64%	63%	62%

Grade 8 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2016-17



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Grade 8 English Language Arts

Percent of Students at Level 3 or 4

	2014-15	2015-16	2016-17
All Students	57%	57%	55%
Economically Disadvantaged	45%	45%	42%
English Learners*	< 5%	< 5%	5%
Students with Disabilities	14%	14%	14%
Asian (not of Hispanic origin)	75%	77%	75%
Black (not of Hispanic origin)	36%	35%	34%
Hispanic origin	41%	42%	39%
Multi-racial	60%	62%	58%
Native Hawaiian/Pacific Islander	43%	43%	37%
American Indian/Alaska Native	41%	41%	33%
White (not of Hispanic origin)	62%	62%	60%

Grade 8 Mathematics

Percent of Students at Level 3 or 4

	2014-15	2015-16	2016-17
All Students	43%	42%	41%
Economically Disadvantaged	30%	30%	28%
English Learners*	5%	< 5%	5%
Students with Disabilities	9%	9%	8%
Asian (not of Hispanic origin)	72%	72%	69%
Black (not of Hispanic origin)	23%	19%	20%
Hispanic origin	27%	26%	25%
Multi-racial	45%	48%	44%
Native Hawaiian/Pacific Islander	33%	30%	26%
American Indian/Alaska Native	25%	26%	23%
White (not of Hispanic origin)	48%	47%	46%

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

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

Grade 8 Science

Percent of Students Meeting or Exceeding Standards

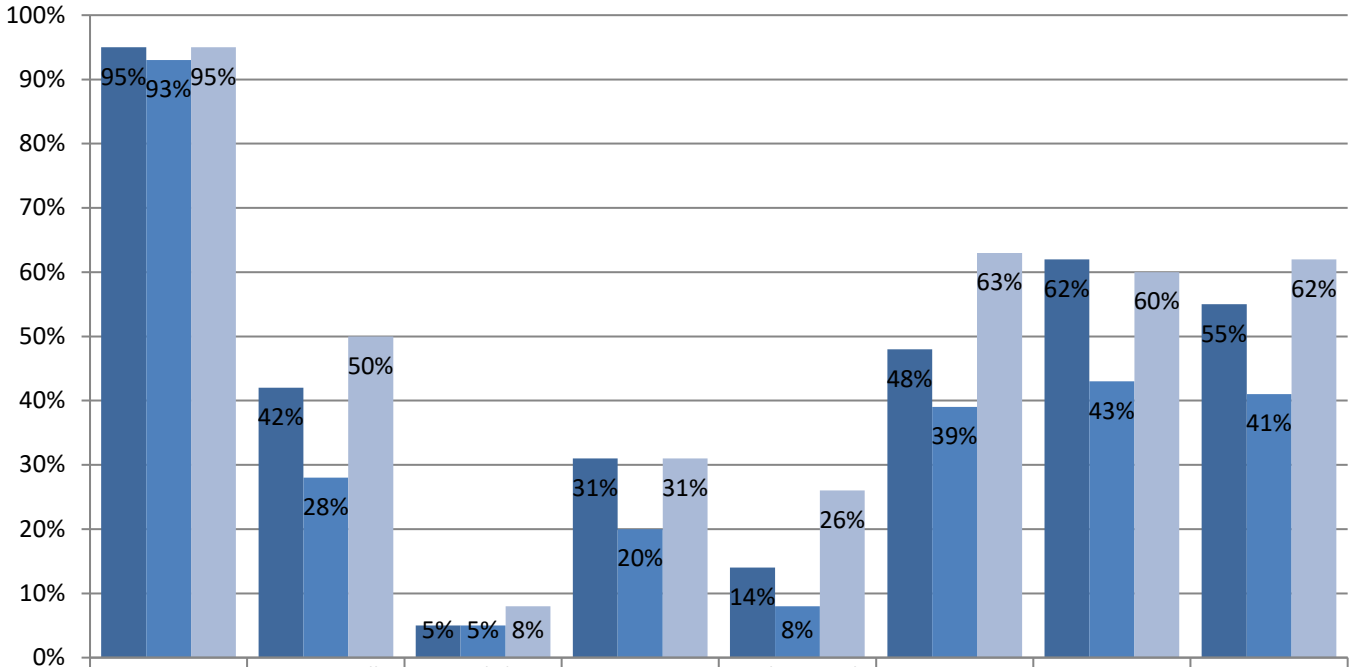
	2014-15	2015-16	2016-17
All Students	64%	63%	62%
Economically Disadvantaged	52%	51%	50%
English Learners*	6%	5%	8%
Students with Disabilities	25%	25%	26%
American Indian/Alaska Native	48%	47%	47%
Asian (not of Hispanic origin)	72%	73%	69%
Black (not of Hispanic origin)	34%	35%	33%
Hispanic origin	44%	43%	41%
Multi-racial	66%	68%	67%
Native Hawaiian/Pacific Islander	42%	47%	41%
White (not of Hispanic origin)	71%	70%	70%

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

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

Grade 8 Students by Student Group

Percent at Level 3 or 4 / Meeting or Exceeding Standards in 2016-17



	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	95%	42%	5%	31%	14%	48%	62%	55%
Math	93%	28%	5%	20%	8%	39%	43%	41%
Science	95%	50%	8%	31%	26%	63%	60%	62%

Note: Percentages above 95% or below 5% are replaced with 95% or 5% to protect student confidentiality.

High School Performance

In 2016-17, eleventh grade students were tested in English language arts (ELA), mathematics, and science.

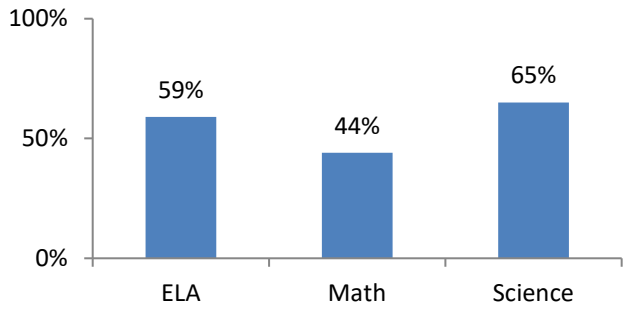
High School All Students

Statewide Percent at Level 3 or 4 / Meets or Exceeds

	2014-15	2015-16	2016-17
ELA	67%	69%	69%
Mathematics	31%	33%	34%
Science	61%	59%	56%

High School Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2016-17



Extended assessments are alternatives to grade-level assessments for students with significant cognitive impairments. They are scored on a special scale.

High School English Language Arts

Percent of Students at Level 3 or 4

	2014-15	2015-16	2016-17
All Students	67%	69%	69%
Economically Disadvantaged	57%	58%	59%
English Learners*	7%	6%	7%
Students with Disabilities	24%	23%	22%
American Indian/Alaska Native	58%	52%	53%
Asian (not of Hispanic origin)	77%	76%	79%
Black (not of Hispanic origin)	45%	42%	43%
Hispanic origin	54%	56%	57%
Multi-racial	71%	73%	73%
Native Hawaiian/Pacific Islander	52%	53%	52%
White (not of Hispanic origin)	72%	73%	74%

High School Mathematics

Percent of Students at Level 3 or 4

	2014-15	2015-16	2016-17
All Students	67%	33%	34%
Economically Disadvantaged	57%	22%	22%
English Learners*	7%	5%	5%
Students with Disabilities	24%	5%	5%
American Indian/Alaska Native	58%	16%	17%
Asian (not of Hispanic origin)	77%	56%	56%
Black (not of Hispanic origin)	45%	12%	11%
Hispanic origin	54%	19%	20%
Multi-racial	71%	38%	36%
Native Hawaiian/Pacific Islander	52%	19%	19%
White (not of Hispanic origin)	72%	37%	39%

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

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

High School Science

Percent of Students Meeting or Exceeding Standard

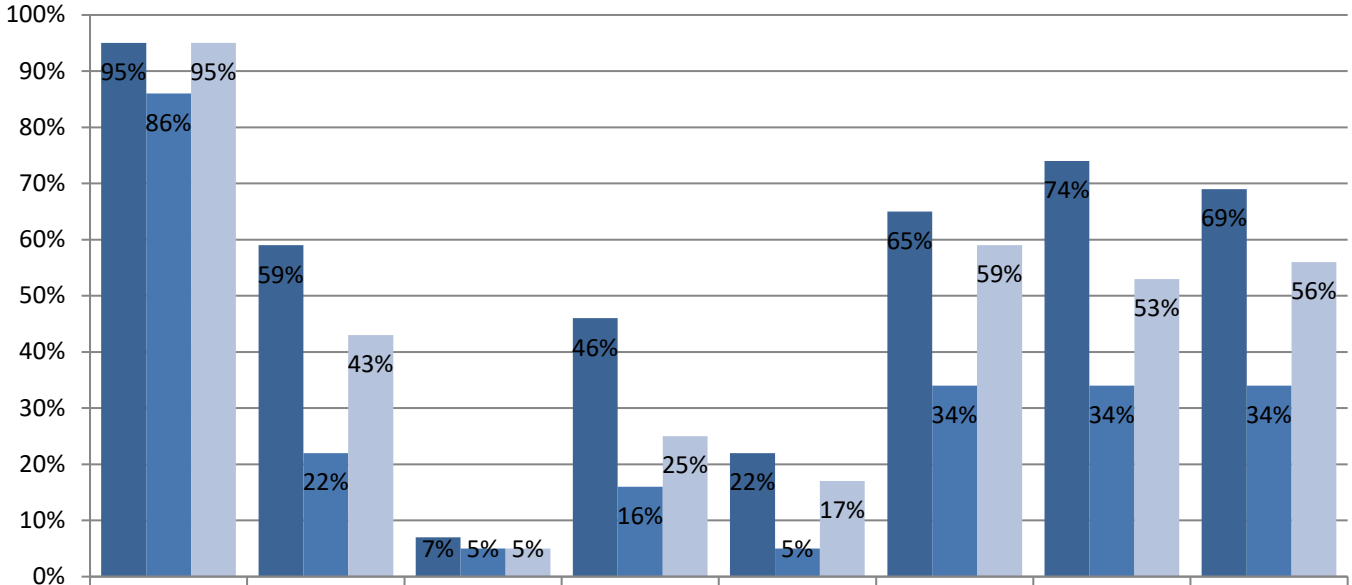
	2014-15	2015-16	2016-17
All Students	61%	59%	56%
Economically Disadvantaged	49%	47%	43%
English Learners*	5%	< 5%	5%
Students with Disabilities	21%	21%	17%
American Indian/Alaska Native	52%	43%	43%
Asian (not of Hispanic origin)	71%	66%	65%
Black (not of Hispanic origin)	33%	29%	23%
Hispanic origin	40%	39%	35%
Multi-racial	64%	62%	60%
Native Hawaiian/Pacific Islander	42%	39%	31%
White (not of Hispanic origin)	67%	65%	64%

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

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

High School Students by Student Group

Percent at Level 3 or 4 / Meeting or Exceeding Standards in 2016-17



	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	95%	59%	7%	46%	22%	65%	74%	69%
Math	86%	22%	5%	16%	5%	34%	34%	34%
Science	95%	43%	5%	25%	17%	59%	53%	56%

Note: Percentages above 95% or below 5% are replaced with 95% or 5% to protect student confidentiality.

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 2014-2015 NAEP state assessments in math, reading, and science at grades 4 and 8. Although NAEP administered state assessments in math and reading in 2017, the results will not be released until Winter 2018 due to the transition to digitally-based assessments. For 2017-2018, NAEP will conduct state assessments in civics, geography, technology and engineering literacy, and U.S. history at grade 8.

National Assessment of Educational Progress: Reading, Grade 4, 2015

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: Basic, Proficient, and Advanced. The National Assessment Governing Board defines the NAEP achievement levels as follows:

NAEP Achievement Levels:

Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade
Proficient	Solid academic performance for each grade assessed. 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
Advanced	Superior performance beyond proficient

2015 NAEP Grade 4 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	8	26	33	33	98
	United States	8	27	33	32	98
Economically Disadvantaged	Oregon	4	19	35	42	~
	United States	3	18	34	44	~
English Learners	Oregon	#	3	23	74	95
	United States	1	7*	24	68	93
Students with Disabilities	Oregon	2	9	20	70	84
	United States	2	9	20	70	87
Female	Oregon	10	28	33	29	98
	United States	10	28	33	29	98
Male	Oregon	6	24	34	36	97
	United States	7	25	33	35	97
American Indian/Alaska Native (not of Hispanic origin)	Oregon	4	11	21	64	99
	United States	4	17	31	47	98
Asian (not of Hispanic origin)	Oregon	16	34	26	23	~
	United States	21	35	28	17	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	16	33	49	97
Hispanic origin	Oregon	3	15	31	51	97
	United States	3	17	33	46	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	5	21	32	42	~
Two or more races (not of Hispanic origin)	Oregon	8	25	37	30	96
	United States	10	29	34	28	98
White (not of Hispanic origin)	Oregon	9	30	35	25	98
	United States	11	34*	33	21*	99

Legend
~ Not reported by U.S. Department of Education
# Rounds to zero
* Value is significantly different from OR

National Assessment of Educational Progress: Reading, Grade 8, 2015

2015 NAEP Grade 8 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	4	32	43	21	98
	United States	3	29	42	25*	98
Economically Disadvantaged	Oregon	2	23	47	29	~
	United States	1	19*	44	36*	~
English Learners	Oregon	#	1	10	89	77
	United States	#	3	25*	72*	90*
Students with Disabilities	Oregon	#	5	32	64	88
	United States	#	6	26	68	87
Female	Oregon	5	37	41	16	98
	United States	4	33*	41	21*	98
Male	Oregon	3	26	45	26	97
	United States	2	26	43	30	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	21	42	36	98
Asian (not of Hispanic origin)	Oregon	5	37	43	15	~
	United States	10	42	34	14	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	14	43	42	98
Hispanic origin	Oregon	1	17	47	35	97
	United States	1	19	45	35	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	21	42	35	~
Two or more races (not of Hispanic origin)	Oregon	5	37	39	19	98
	United States	4	31	41	23	98
White (not of Hispanic origin)	Oregon	5	38	42	16	98
	United States	4	38	42	16	99

Legend
~ Not reported by U.S. Department of Education
# Rounds to zero
* Value is significantly different from OR

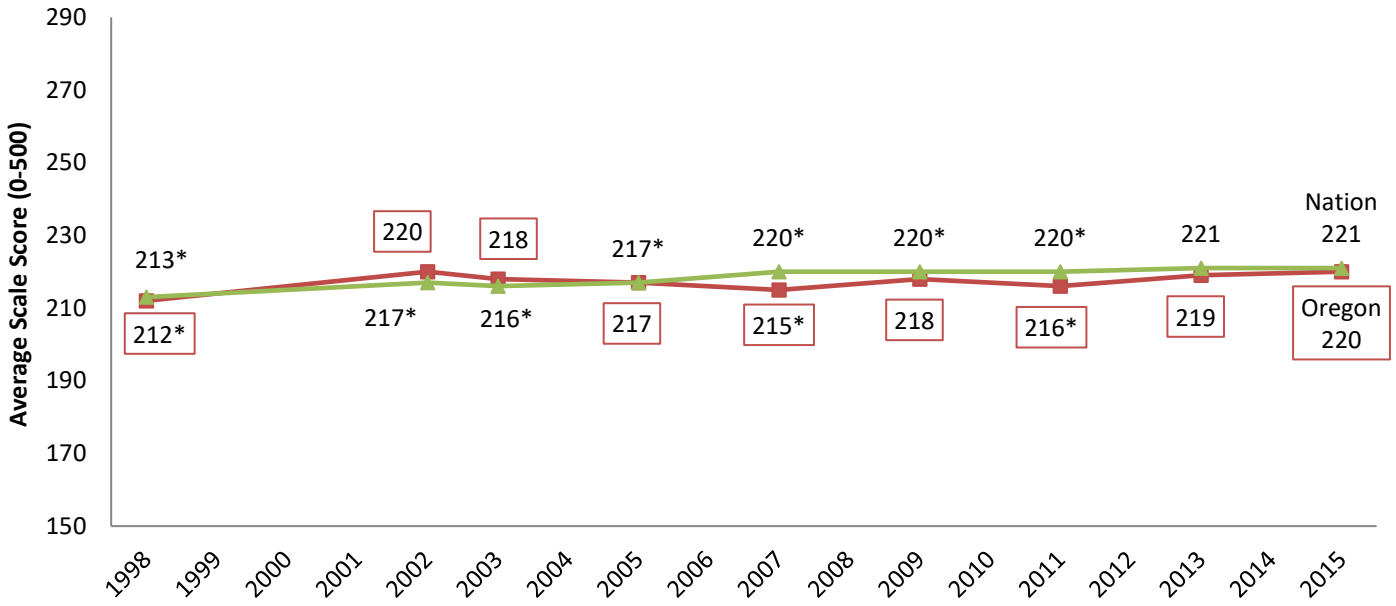
Achievement level results from the 2015 NAEP reading assessment show that a larger percentage of Oregon White 4th graders performed at the "Below Basic" level and a smaller percentage at the "Proficient" level than their peers in the nation's public schools. Also, a smaller percentage of Oregon English Learners in 4th grade performed at the "Proficient" level than their peers in the nation's public schools.

In 8th grade, a smaller percentage of all Oregon 8th graders performed at the "Below Basic" level than 8th graders in the nation's public schools. This was also true for Oregon Economically Disadvantaged and Female students. However, a larger percentage of Oregon English Learners performed at the "Below Basic" level and a smaller percentage performed at the "Basic" level than their peers in the nation's public schools. A larger percentage of Economically Disadvantaged and Female 8th graders in Oregon performed at the "Proficient" level in comparison with students in the nation's public schools.

National Assessment of Educational Progress: Reading

Grade 4 Average Scale Scores 1998 - 2015: Oregon and the Nation

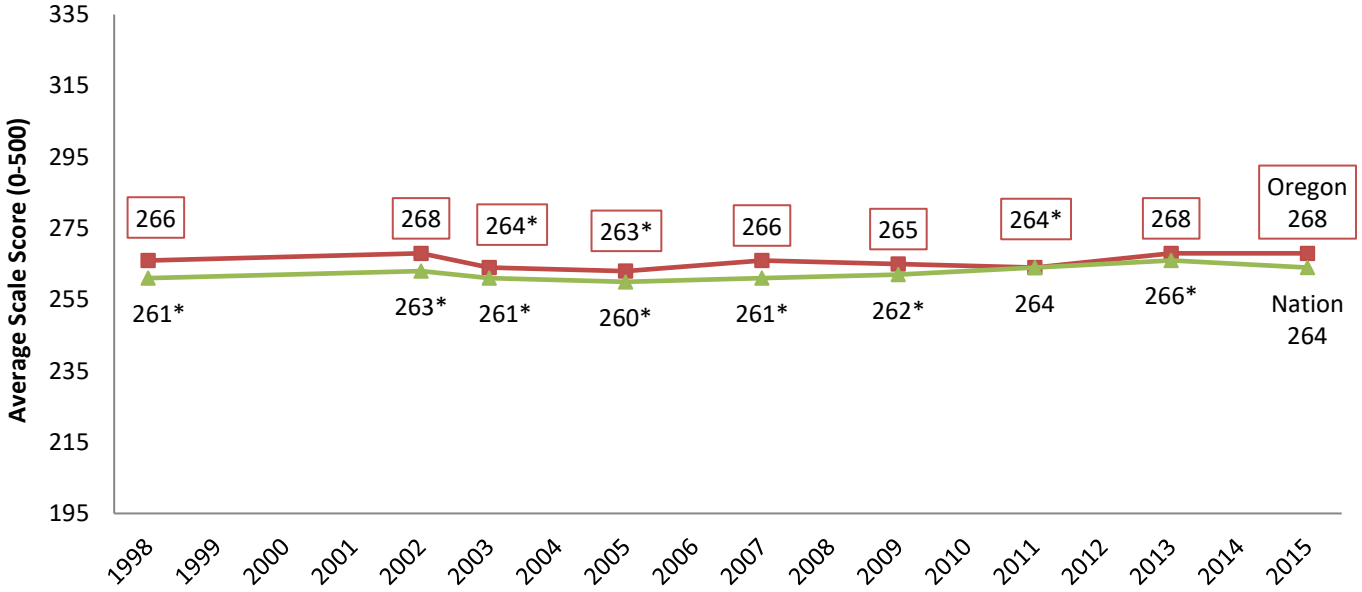
In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2015, Oregon's 4th graders scored 220, which was statistically the same as 4th graders in the nation's public schools (221).



* Value is significantly different from the value for the same jurisdiction in 2015.
Values for Oregon are indicated with a box around the label.

Grade 8 Average Scale Scores 1998 - 2015: Oregon and the Nation

In 1998, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2015, Oregon's 8th graders scored 268, which was statistically higher than 8th graders in the nation's public schools (264).



* Value is significantly different from the value for the same jurisdiction in 2015.
Values for Oregon are indicated with a box around the label.

National Assessment of Educational Progress: Mathematics, Grade 4, 2015

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: Basic, Proficient, and Advanced. The National Assessment Governing Board defines the NAEP achievement levels as follows:

NAEP Achievement Levels:

Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade
Proficient	Solid academic performance for each grade assessed. 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
Advanced	Superior performance beyond proficient

2015 NAEP Grade 4 Math Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	6	31	42	21	98
	United States	7	32	42	19	98*
Economically Disadvantaged	Oregon	3	24	45	28	~
	United States	2	22	48	28	~
English Learners	Oregon	#	8	42	50	96
	United States	1	13*	43	43	95
Students with Disabilities	Oregon	3	10	29	58	85
	United States	2	12	37*	49*	89*
Female	Oregon	5	29	44	21	98
	United States	6	32	43	19	99
Male	Oregon	7	33	40	21	97
	United States	8	33	40	19	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	21	47	30	98
Asian (not of Hispanic origin)	Oregon	15	36	42	7	~
	United States	23	41	28*	8	~
Black (not of Hispanic origin)	Oregon	1	17	38	45	96
	United States	1	17	46	35	98
Hispanic origin	Oregon	1	18	45	35	97
	United States	3	23*	47	27*	98
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	21	40	35	~
Two or more races (not of Hispanic origin)	Oregon	8	32	41	19	96
	United States	9	35	41	15	99
White (not of Hispanic origin)	Oregon	7	36	41	16	98
	United States	10*	41*	39	10*	99

Legend
~ Not reported by U.S. Department of Education
# Rounds to zero
* Value is significantly different from OR

National Assessment of Educational Progress: Mathematics, Grade 8, 2015

2015 NAEP Grade 8 Math Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	7	27	39	27	98
	United States	8	24	38	30	98*
Economically Disadvantaged	Oregon	3	19	41	38	~
	United States	2	15*	40	42*	~
English Learners	Oregon	~	~	~	~	81
	United States	1	5	26	69	93*
Students with Disabilities	Oregon	1	5	23	72	85
	United States	1	5	22	72	90
Female	Oregon	8	27	39	26	99
	United States	7	25	39	29	99
Male	Oregon	6	26	39	29	97
	United States	8	24	37	30	98*
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	16	38	43	99
Asian (not of Hispanic origin)	Oregon	29	27	32	13	~
	United States	26	34	27	12	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	11	35	53	98
Hispanic origin	Oregon	2	14	39	45	97
	United States	3	16	41	40	98
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	6	24	35	35	~
Two or more races (not of Hispanic origin)	Oregon	8	24	38	30	98
	United States	9	26	38	28	99
White (not of Hispanic origin)	Oregon	8	32	39	21	98
	United States	10*	32	39	19	99

Legend
~ Not reported by U.S. Department of Education
# Rounds to zero
* Value is significantly different from OR

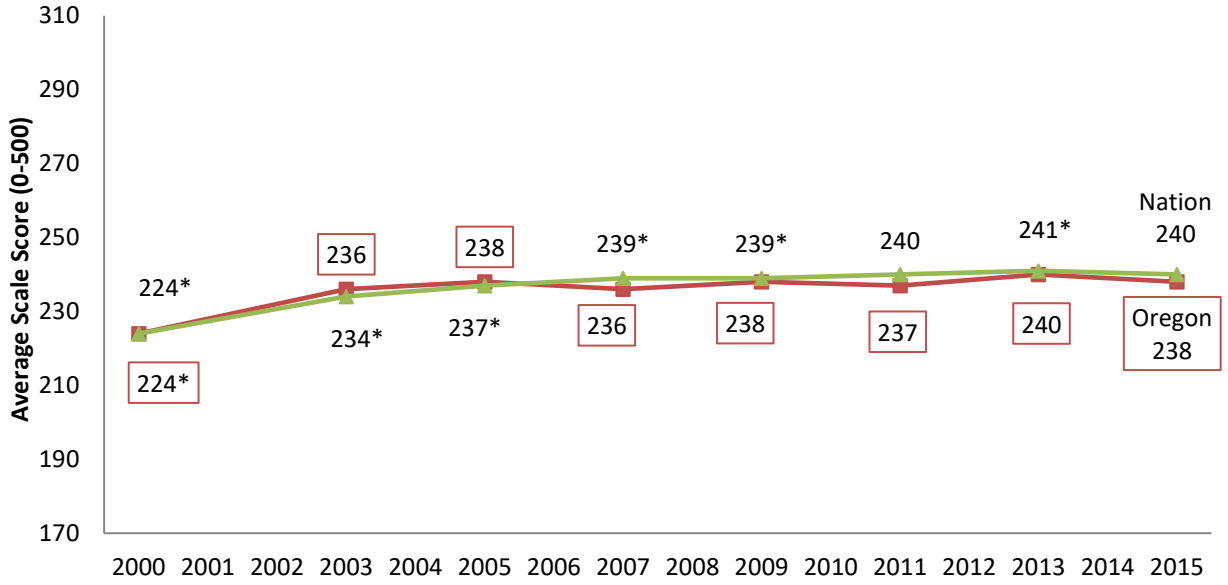
Achievement level results from the 2015 NAEP math assessment show that larger percentages of Oregon Students with Disabilities, Hispanic students, and White students in 4th grade performed at the "Below Basic" level than their peers in the nation's public schools. A smaller percentage of Oregon Students with Disabilities and a larger percentage of Oregon Asian students performed at the "Basic" level than their peers in the nation's public schools. Smaller percentages of Oregon English Learners, Hispanic students, and White students performed at the "Proficient" level, and a smaller percentage of White students performed at the "Advanced" level in comparison with students in the nation's public schools.

In 8th grade, a smaller percentage of Oregon Economically Disadvantaged students performed at the "Below Basic" level and a larger percentage at the "Proficient" level than their peers in the nation's public schools. A smaller percentage of Oregon White students performed at the "Advanced" level.

National Assessment of Educational Progress: Mathematics

Grade 4 Average Scale Scores 2000 - 2015: Oregon and the Nation

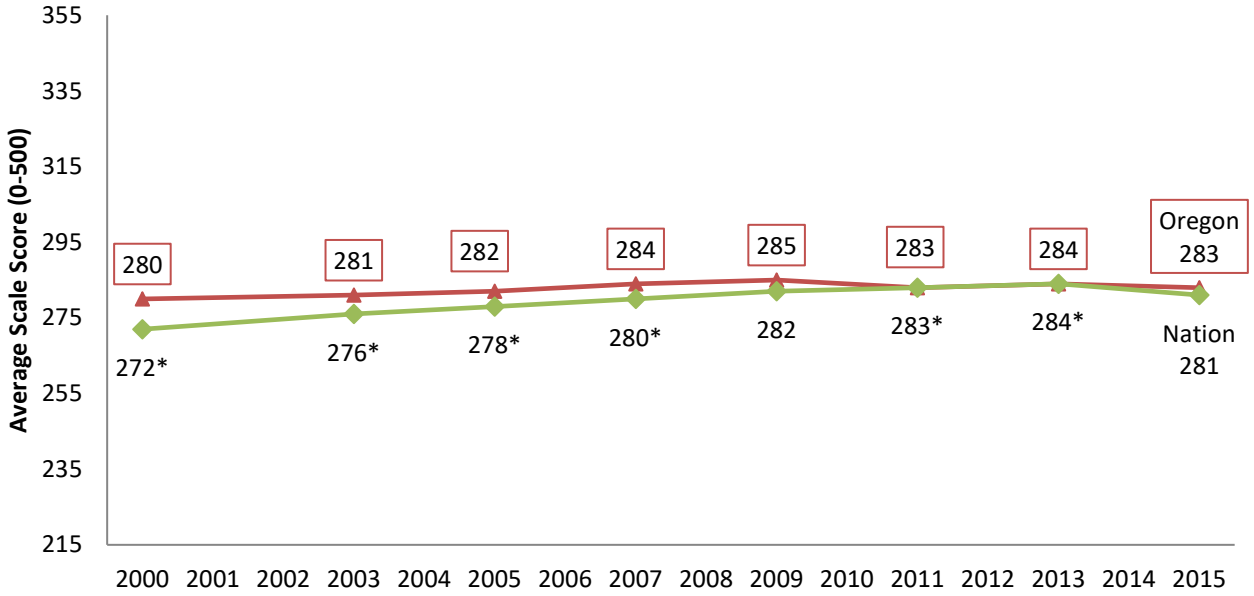
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2015, Oregon's 4th graders scored 238, which was statistically the same as 4th graders in the nation's public schools (240).



* Value is significantly different from the value for the same jurisdiction in 2015.
Values for Oregon are indicated with a box around the label.

Grade 8 Average Scale Scores 2000 - 2015: Oregon and the Nation

In 2000, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2015, Oregon's 8th graders scored 283, which was statistically the same as 8th graders in the nation's public schools (281).



* Value is significantly different from the value for the same jurisdiction in 2015.
Values for Oregon are indicated with a box around the label.

National Assessment of Educational Progress: Science, Grade 4, 2015

NAEP reports achievement levels and average scale scores. Average scale scores for science are expressed on a 0-300 scale. NAEP has three achievement levels: Basic, Proficient, and Advanced. The National Assessment Governing Board defines the NAEP achievement levels as follows:

NAEP Achievement Levels:

Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade
Proficient	Solid academic performance for each grade assessed. 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
Advanced	Superior performance beyond proficient

A new science framework was introduced in 2009, so testing results are not comparable to previous years.

2015 NAEP Grade 4 Science Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	1	36	39	25	98
	United States	1	36	39	25	98
Economically Disadvantaged	Oregon	#	23	43	34	~
	United States	#	22	41	37*	~
English Learners	Oregon	#	3	31	65	92
	United States	#	9*	32	59	96*
Students with Disabilities	Oregon	#	20	31	49	87
	United States	#	16	34	50	91
Female	Oregon	1	36	39	24	98
	United States	1	35	40	25	99
Male	Oregon	1	36	38	25	97
	United States	1	37	37	25	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	#	10	40	49	91
	United States	#	21	42	36	98*
Asian (not of Hispanic origin)	Oregon	2	48	32	17	~
	United States	3	51	32	13	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	#	14	39	47	98
Hispanic origin	Oregon	#	14	39	47	97
	United States	#	20*	41	39*	98
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	#	25	39	36	~
Two or more races (not of Hispanic origin)	Oregon	1	42	36	22	98
	United States	2	39	39	20	99
White (not of Hispanic origin)	Oregon	1	44	39	16	99
	United States	1	49*	38	12*	99

Legend
~ Not reported by U.S. Department of Education
# Rounds to zero
* Value is significantly different from OR

National Assessment of Educational Progress: Science, Grade 8, 2015

2015 NAEP Grade 8 Science Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	1	35	36	28	98
	United States	2	31*	34	33*	98
Economically Disadvantaged	Oregon	1	25	37	38	~
	United States	#	18*	33*	48*	~
English Learners	Oregon	#	2	8	90	89
	United States	#	3	15	82	92
Students with Disabilities	Oregon	#	11	24	65	87
	United States	#	8	21	71	90
Female	Oregon	1	32	38	29	98
	United States	1	29	35	35*	99
Male	Oregon	2	38	34	26	97
	United States	2	33*	32	32*	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	#	16	36	47	98
Asian (not of Hispanic origin)	Oregon	4	46	32	18	~
	United States	4	44	32	20	~
Black (not of Hispanic origin)	Oregon	#	14	27	58	95
	United States	#	11	29	60	98
Hispanic origin	Oregon	#	15	35	49	99
	United States	1	17	33	49	98
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	16	30	53	~
Two or more races (not of Hispanic origin)	Oregon	3	46	29	23	99
	United States	3	34	35	28	99
White (not of Hispanic origin)	Oregon	2	42	37	19	98
	United States	3	43	35	19	99*

Legend
~ Not reported by U.S. Department of Education
# Rounds to zero
* Value is significantly different from OR

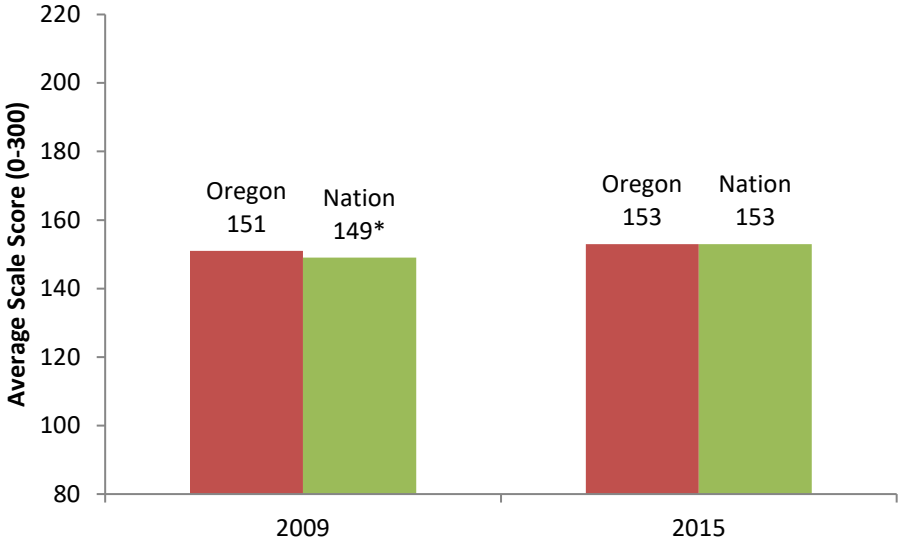
Achievement level results from the 2015 NAEP grade 4 science assessment show that, in comparison with their peers in the nation as a whole, a smaller percentage of Oregon 4th grade Economically Disadvantaged students performed at the "Below Basic" level. However, larger percentages of Oregon Hispanic 4th graders and White 4th graders performed at the "Below Basic" level and smaller percentages at the "Proficient" level than Hispanic and White students in the nation as a whole. Also, a smaller percentage of Oregon English Learners performed at the "Proficient" level than their peers in the nation's public schools.

Achievement level results from the 2015 NAEP grade 8 science assessment show that smaller percentages of all Oregon 8th graders as well as Economically Disadvantaged, Female, and Male students performed "Below Basic" than their peers in the nation as a whole. Larger percentages of all Oregon 8th graders as well as Economically Disadvantaged and Male students reached the "Proficient" level than their peers in the nation as a whole. A larger percentage of Oregon Economically Disadvantaged students performed at the "Basic" level than their peers in the nation's public schools.

National Assessment of Educational Progress: Science

Grade 4 Average Scale Scores 2009 and 2015: Oregon and the Nation

In 2009, Oregon's 4th graders scored statistically higher than the nation's 4th graders. In 2015, Oregon's 4th graders scored 153, the same as 4th graders in the nation's public schools.



* Value is significantly different from the value for the same jurisdiction in 2015.

Grade 8 Average Scale Scores 2009, 2011, and 2015: Oregon and the Nation

In 2009, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2015, Oregon's 8th graders scored 156, which was statistically higher than 8th graders in the nation's public schools (153).

* Value is significantly different from the value for the same jurisdiction in 2015.

College Admission Tests

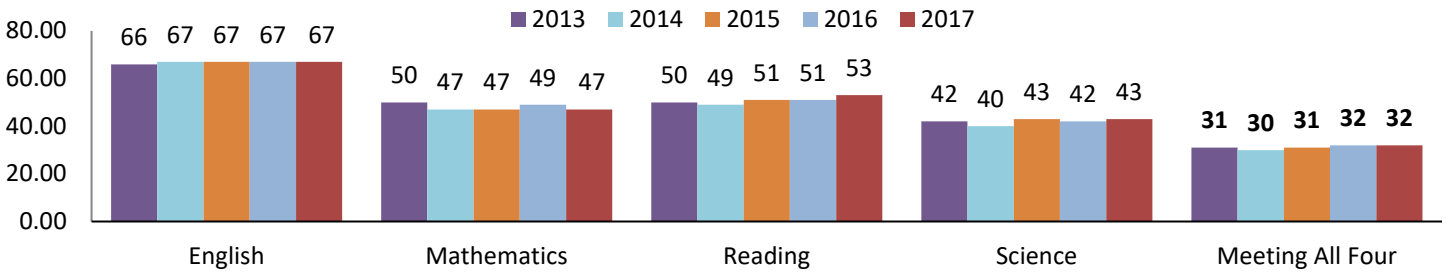
Students preparing for admission to various post-secondary programs take a variety of tests or go through other screening procedures. Two of the most widely established college admissions tests are the ACT (American College Testing Program) and the SAT Reasoning Test.

American College Testing Program

The number of Oregon high school graduates who took the American College Testing Program (ACT) college admission and placement exam decreased slightly from 2016 to 2017 from to a total of 14,724 students to 14,631. However, looking at the last four years, the number of Oregon high school graduates taking the ACT has increased by 14%.

Relative to the last five years, Oregon's average ACT Composite score slightly increased to a record high for the state at 21.8. This compares to a national average of 21.0. The ACT has set college and career readiness benchmarks in four subject areas and in 2017, 32 percent of Oregon students who took the ACT met all four benchmarks. This is higher than the national average of 27 percent.

Percent Meeting ACT College Readiness Benchmarks, Oregon High School Graduates, 2013-2017

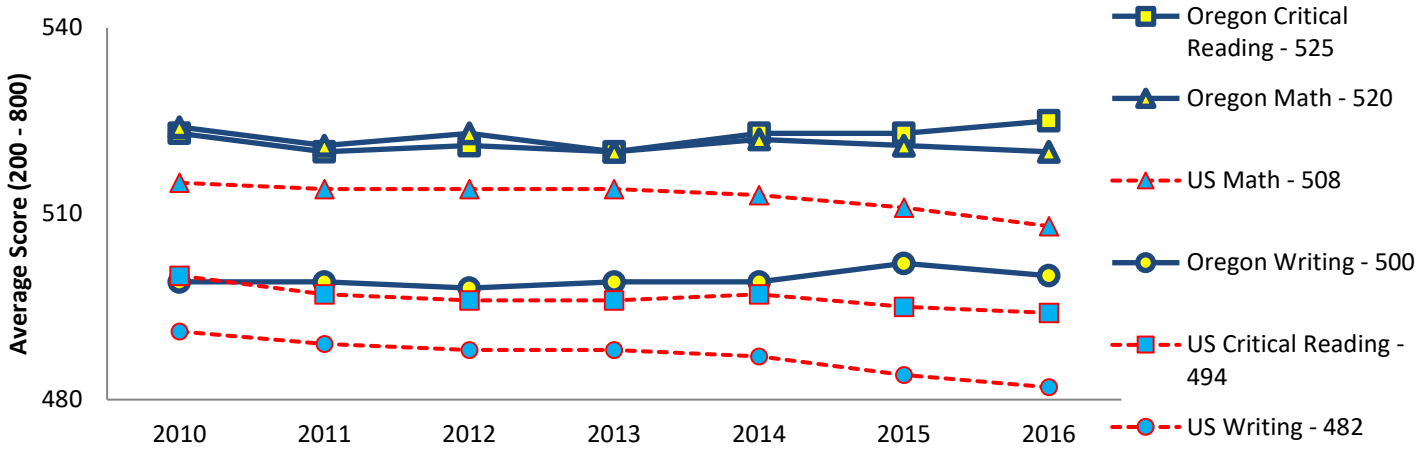


The ACT tests student knowledge of English, math, reading, and science reasoning. Possible scores range from 1 to 36. ACT data is posted on the ACT website.

SAT Reasoning Test

The College Board released a redesign of the SAT in March of 2014 which was taken for the first time in March of 2016. The new SAT is not comparable to the SAT test used last year because the College Board is using both a different score scale and new benchmarks.

Oregon and United States SAT Scores – Most Recent Scores in Legend, 2010-2016



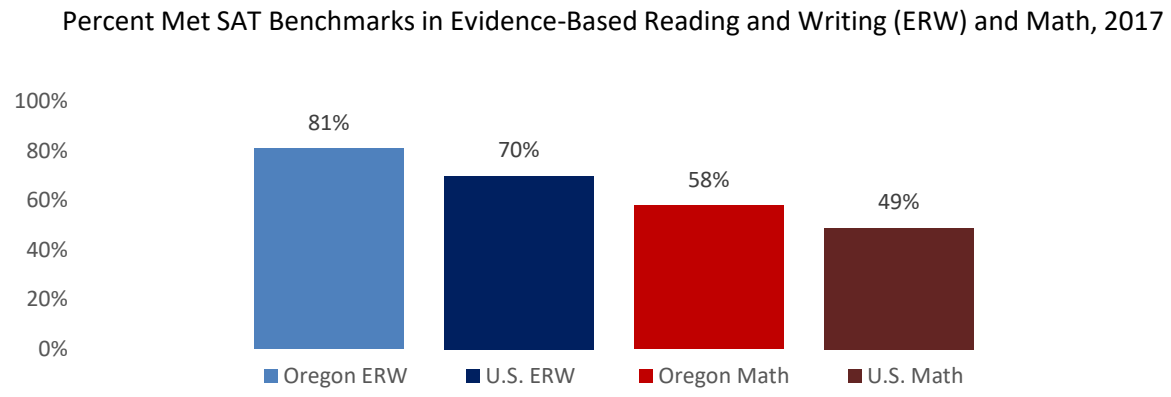
Critical Reading test replaced Verbal in 2007. Source: The College Board. SAT data for the 2015-16 Statewide Report Card includes all students from the Oregon SAT Suite of Assessments Annual Report.

SAT Reasoning Test

Oregon's graduating seniors outperformed the U.S. average on the SAT. While 81 percent of Oregon's graduating seniors who took the SAT met the Evidence-Based Reading and Writing (ERW) benchmark, only 70 percent of graduating seniors on average reached the benchmark in the U.S. overall. In math, 58 percent of Oregonians met the benchmark relative to the U.S. average of 49 percent.

There were 15,866 graduating seniors who took the SAT in Oregon in 2017, a decrease from 2015 when 17,405 graduating seniors took the test. For more information about the new SAT and the new benchmarks see this College Board report.

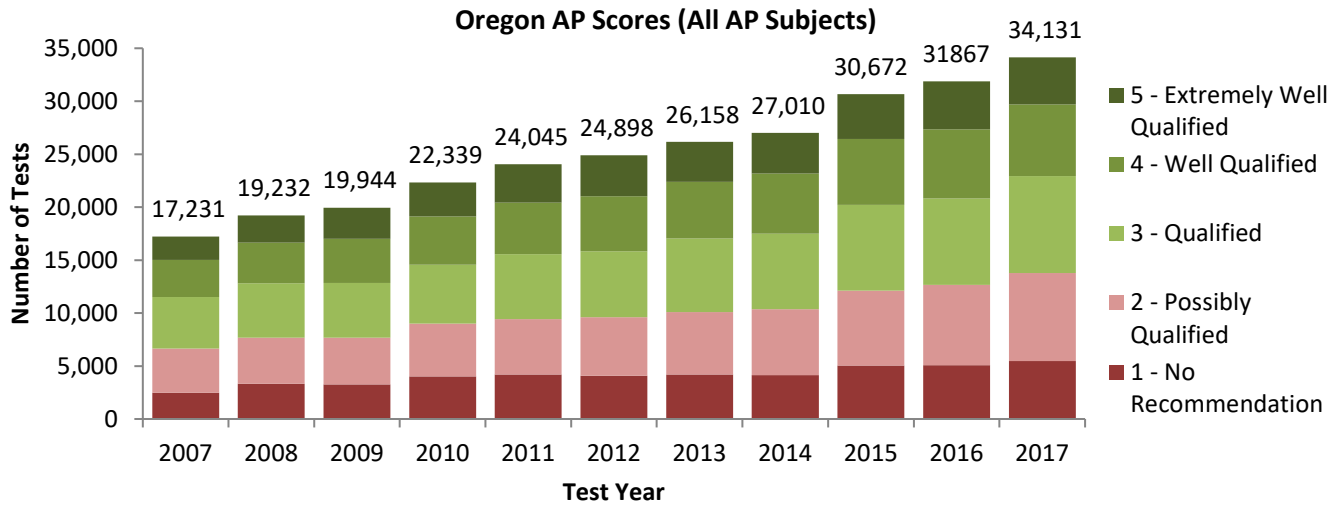
SAT Scores



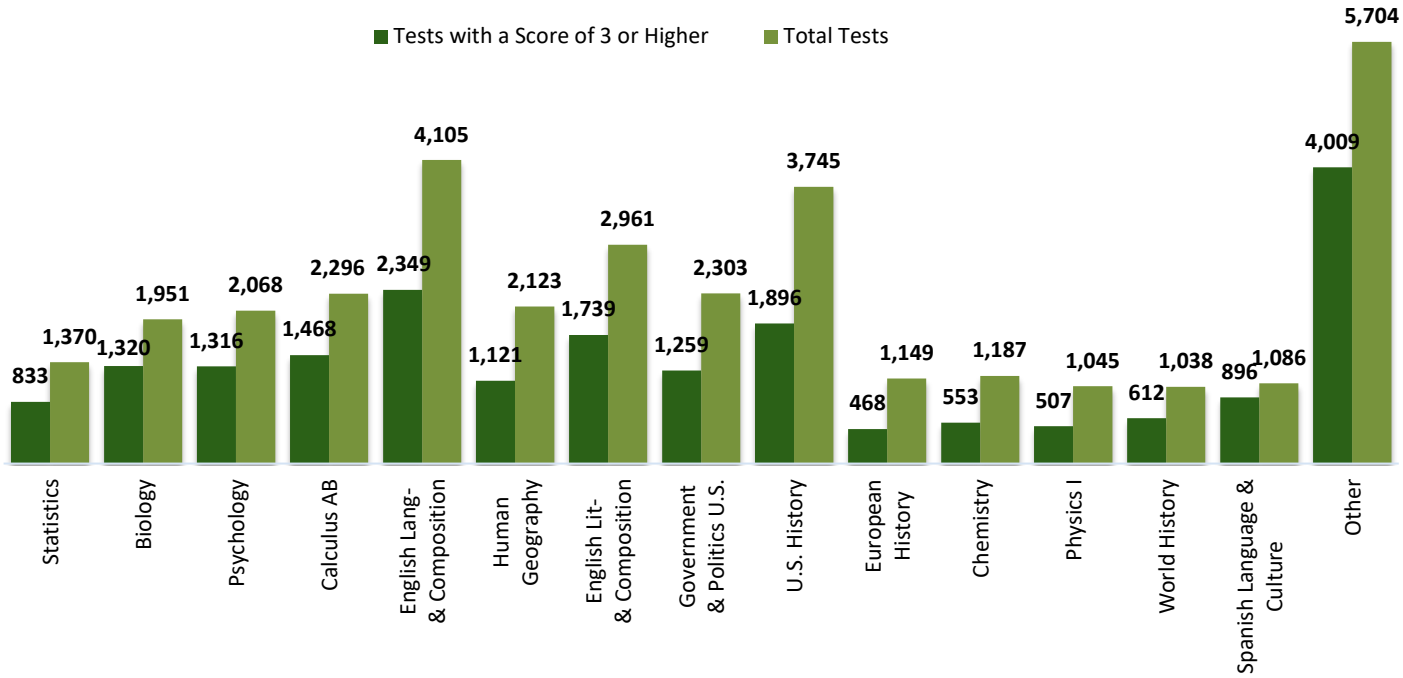
Advanced Placement Exams

Although these Advanced Placement (AP) exams are not required for college admission, students may choose to take them while in high school. Many colleges and universities offer course credit for certain scores on AP exams. The number of exams taken by Oregon students has more than doubled since 2007, according to data provided by the College Board. Oregon's average score has been between 2.9 and 3.0 for the last 10 years, slightly above the national average.

AP Scores



Tests by AP Subject, 2016-17 (Oregon)



"Other" includes 24 subjects with fewer than 1,000 total tests taken. See the AP Program Participation and Performance Data 2017 page for more information and counts for all subjects.

"In general, the AP composite score cut points are set so that the lowest composite score for an AP score of 5 is equivalent to the average score for college students earning scores of A. Similarly, the lowest composite scores for AP scores of 4, 3, and 2 are equivalent to the average scores for students with college scores of B, C, and D, respectively. Students who earn AP Exam scores of 3 or above are generally considered to be qualified to receive college credit and/or placement into advanced courses due to the fact that their AP Exam scores are equivalent to a college course score of "middle C " or above. However, the awarding of credit and placement is determined by each college or university and students should check with the institution to verify its AP credit and placement policies." – The College Board

THE OREGON DIPLOMA

In June 2008, the State Board of Education adopted new graduation requirements. These requirements are designed to better prepare each student for success in college, work, and citizenship. To earn a diploma, students will need to successfully complete the credit requirements, demonstrate proficiency in essential skills, and meet the personalized learning requirements. Students also have the option to earn credit by demonstrating proficiency.

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

Credit Requirements

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

*Applied and integrated courses aligned to standards can meet credit requirements.
** These are the minimum graduation requirements set by the state. Individual districts may have additional requirements. Please check with your school district to confirm local graduation requirements.
***School districts and public charter schools shall be flexible in awarding the remaining 12 credits which can include professional technical education, electives, career development, demonstrated proficiency in an area, or can include credits from other regular or modified courses.
◆ Lab experiences (2 credits) can take place outside of the school in field-based experiences.

Credit for Proficiency

Students can earn credits by successfully demonstrating knowledge and skills defined by standards that meet or exceed defined levels of performance. The State Board adopted revised OAR 581-022-2025 Credit Options in July of 2017.

Personalized learning

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

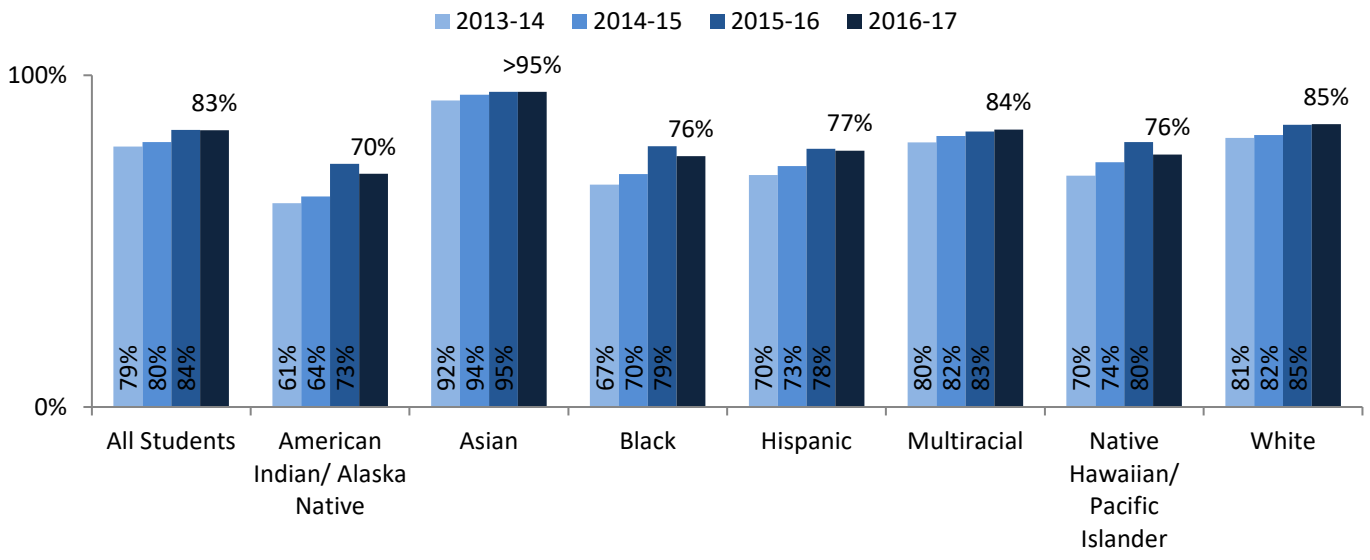
Education Plan and Profile: Students develop an Education Plan and Profile to guide their learning and document academic achievement and progress toward their personal, career, and post-high school goals.

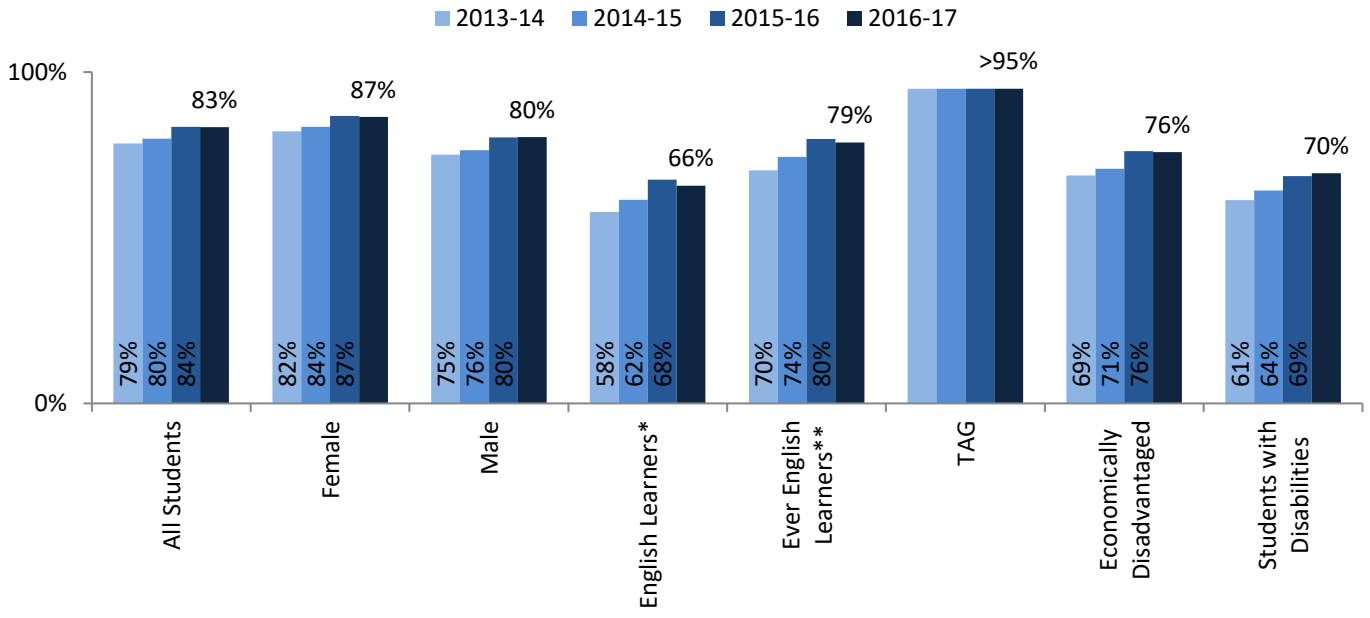
Extended Application: Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

Freshmen On-Track

Students in their first year of high school, who have been enrolled in the same district for at least half of the school year, are considered on-track when they have accrued at least 25% of the credits required for high school graduation. This includes credits awarded for advanced work before beginning high school, credits earned during the freshman year, and credits earned during the summer after freshman year. 2016-17 was the first year since the beginning of this collection that the state rate did not rise and several student group rates dropped.

Percent of Freshmen On-Track





*English Learners is defined as students eligible for participating in a program to acquire academic English in the current school year.
**Ever English Learners is defined as students who have ever been English Learners, in the present school year or in past school years beginning in 2006-07.
>95 indicates that the student group percentage is greater than 95% but the exact percentage is not displayed to protect student confidentiality.

Essential Skills

The Essential Skills are cross-disciplinary skills necessary for success in college and career. They are embedded in the content standards and skill sets that guide Oregon education and students build these skills across their school experiences. There are nine Essential Skills; the first three are already incorporated into the graduation requirements.

Required Essential Skills: Determined by year of first enrollment in grade nine.	**Remaining Essential Skills**: Timeline for phasing in to be determined.
• Read and comprehend a variety of texts • Write clearly and accurately • Apply mathematics in a variety of settings	• Think critically and analytically • Use technology to learn, live, and work • Demonstrate civic and community engagement • Demonstrate global literacy • Demonstrate personal management and teamwork skills • Listen actively and speak clearly and coherently

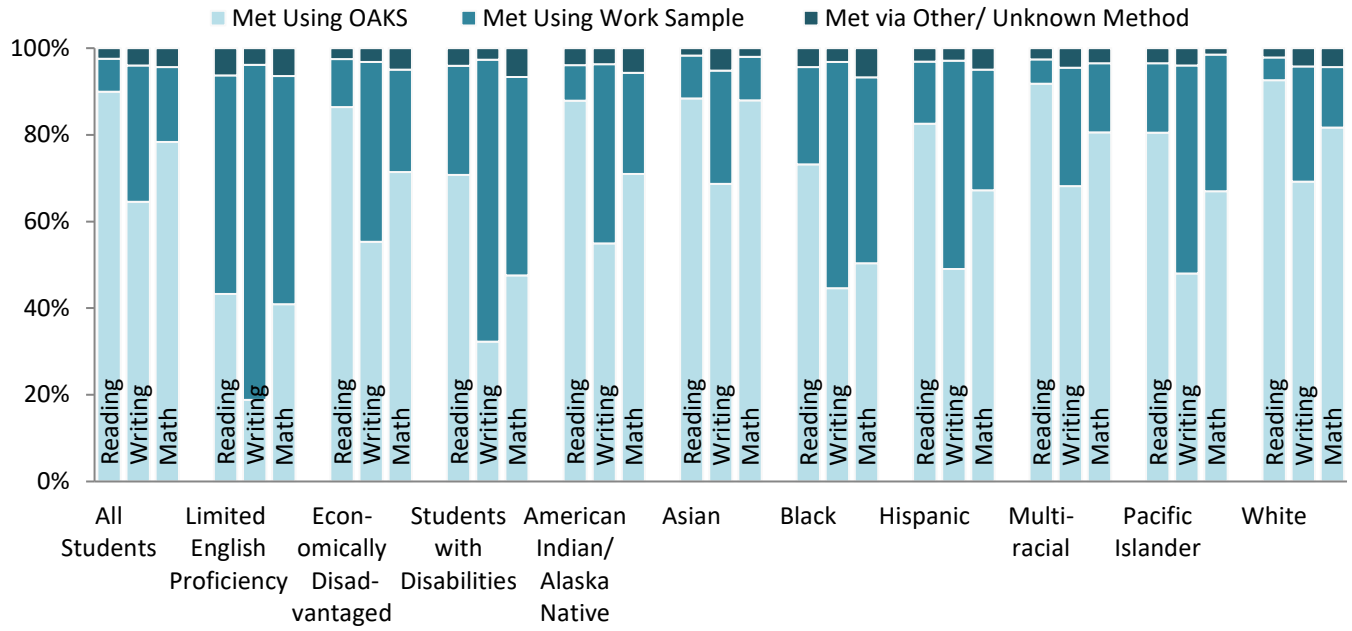
The State Board of Education approved four assessment options for students to demonstrate Essential Skill proficiency: (1) state test (OAKS or Smarter Balanced assessments), (2) work samples (local performance assessments scored against official state scoring guides; two required), (3) other approved standardized assessments, e.g., SAT, ACT, etc., or (4) local assessment option. Options 3 and 4 are collapsed with Unknown in the graphs due to the low number of students who use these options.

The report (data) can be referenced on the next page.

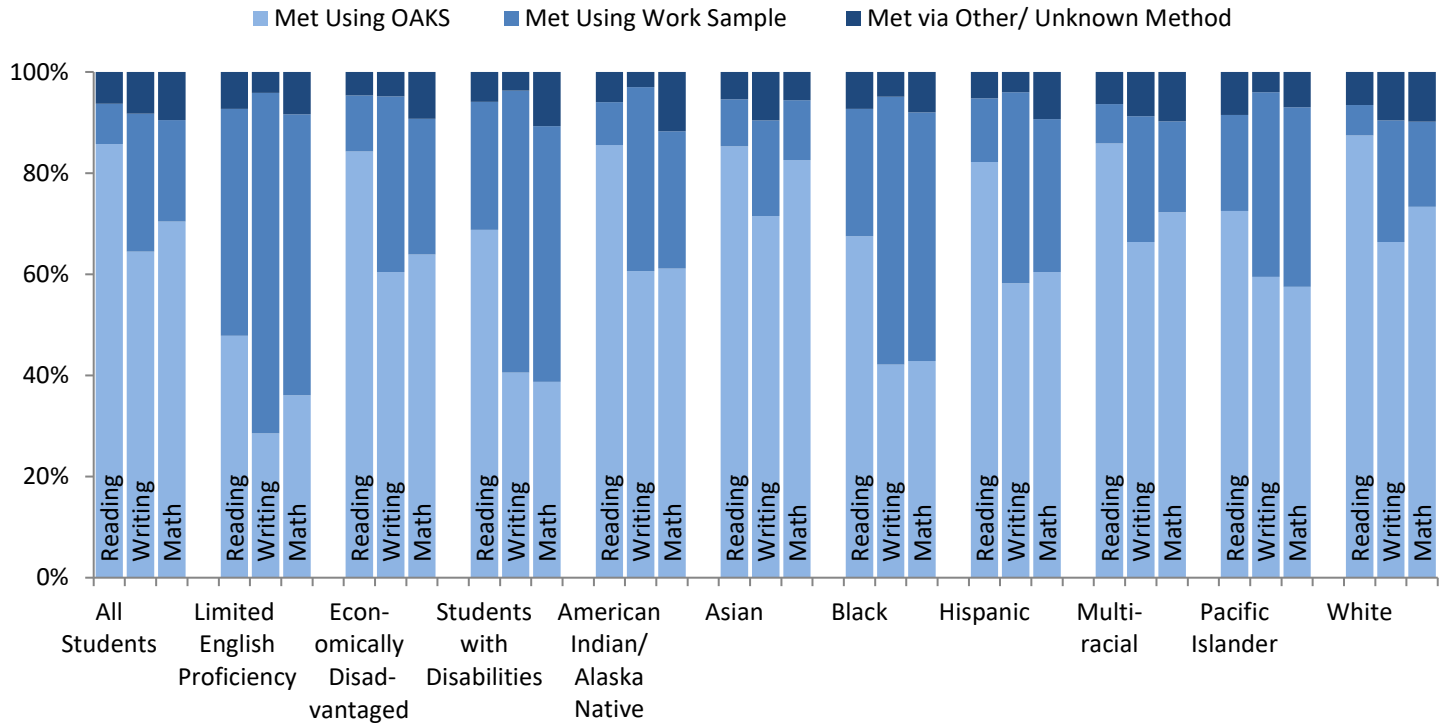
Find information on Essential Skills assessment options online.

Methods Used to Demonstrate Proficiency in the Essential Skills of Reading, Writing, and Math
2011-12 Five-year Cohort* Earning Regular High School Diplomas

* The Five-year Cohort includes the students who earned a diploma during or before 2015-16, including four-year graduates.



Methods Used to Demonstrate Proficiency in the Essential Skills of Reading, Writing, and Math
2012-13 Four-year Cohort* Earning Regular High School Diplomas



* The Four-year Cohort includes the students who earned a diploma during or before 2014-15, including four-year graduates.

Additional data is available in the annual Essential Skills Report.

OREGON GRADUATION RATES

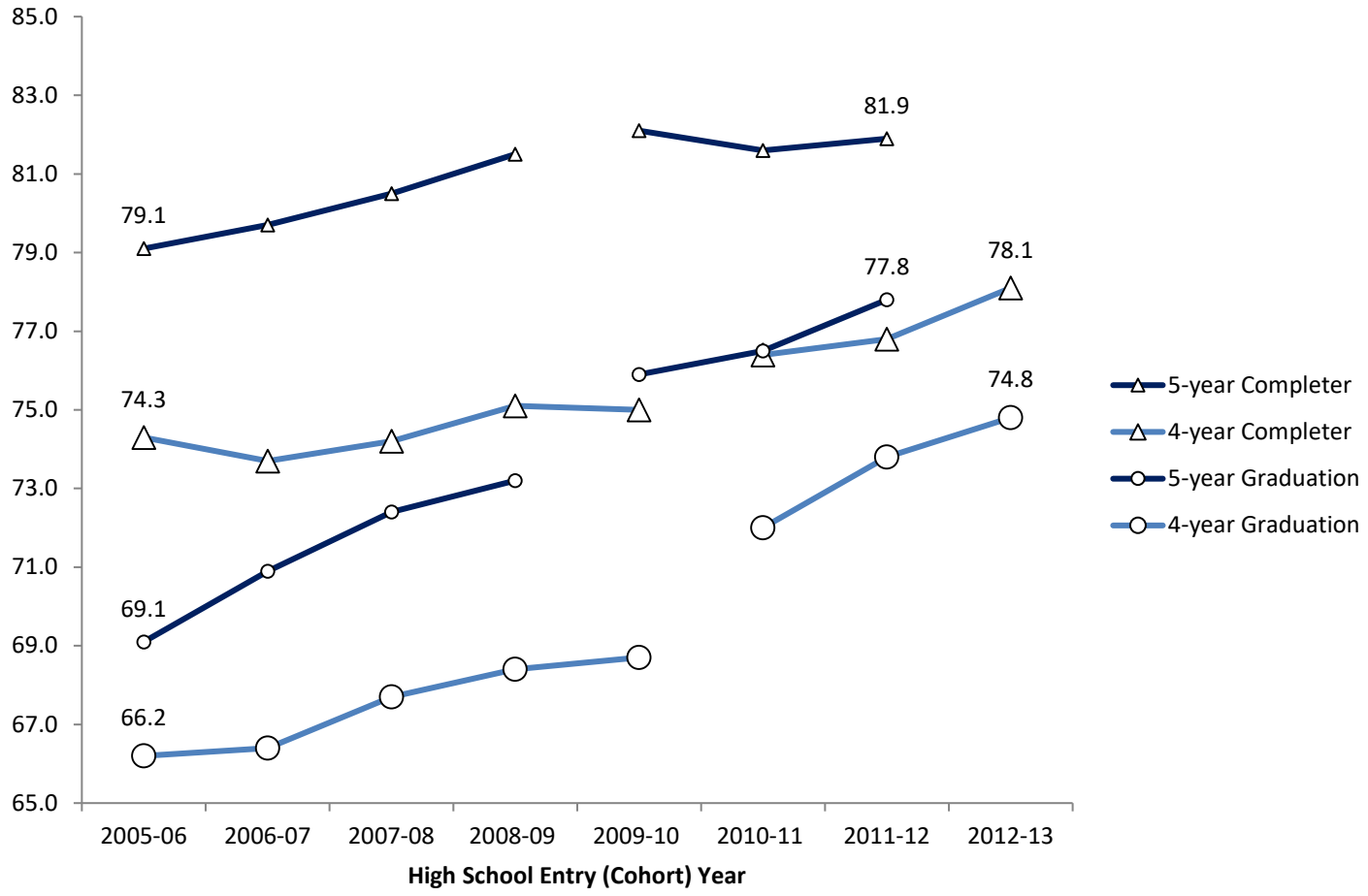
Summary of Cohort Graduation Rates

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

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

Cohort Graduation Rates Over Time (All Students)

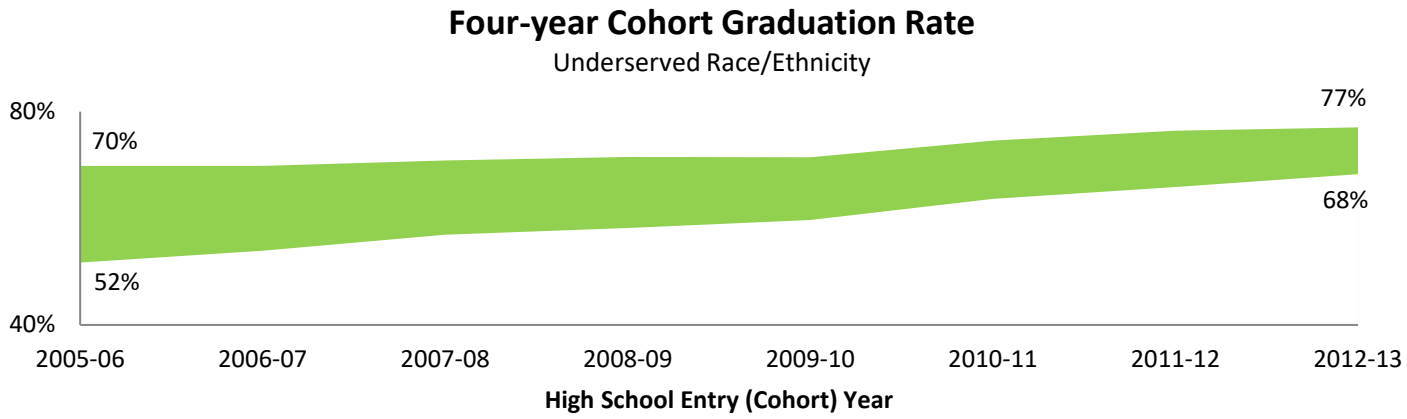
Dotted lines represent estimates using prior methodology



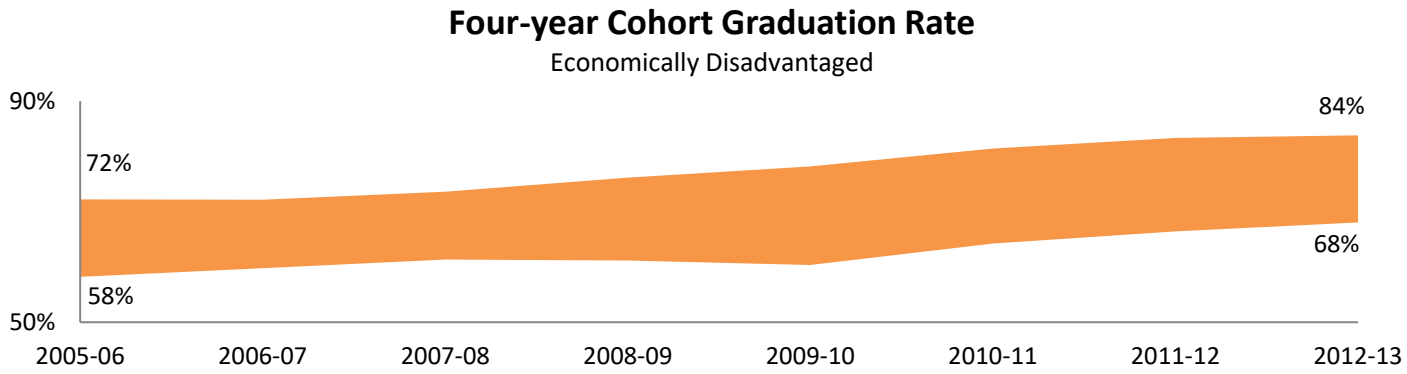
[1]See Expanded Options Program page for information about Oregon's Expanded Options program, one of the programs students exercising this option may be participating in.

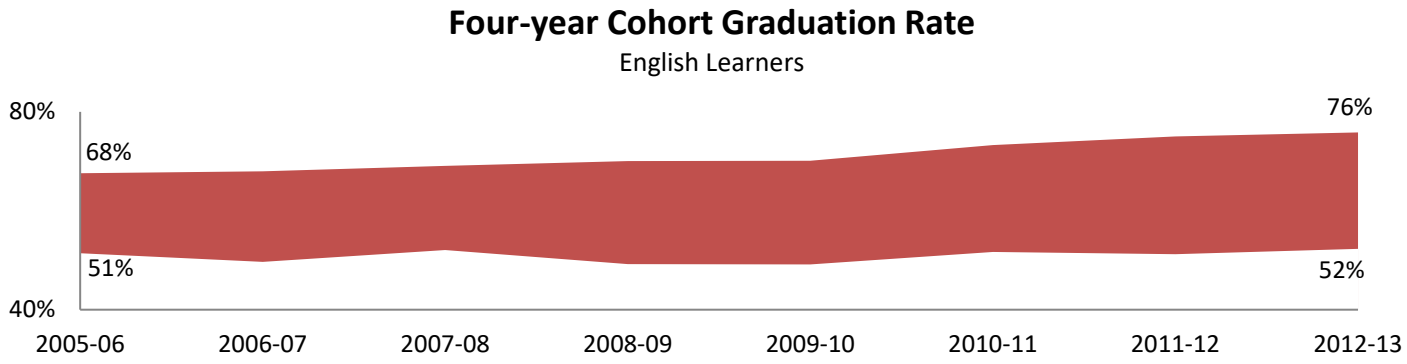
Achievement Gaps

In cohort graduation rates, the gap between students of historically underserved races/ethnicities (Black, Hispanic, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander) and other students (White, Asian, and Multiracial) has been cut in half, from more than 18 percentage points to less than 9 percentage points.



Other gaps have remained stubbornly wide (economically disadvantaged students graduate at rates about 16 points lower than the rates for students who were not economically disadvantaged in high school), or are broadening. Rates for students who are not yet proficient in English by the time they enroll in high school are almost 24 percentage points below rates for students with English proficiency, wider than the 16 percentage point gap six years earlier.





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 October 1 in grades 9-12.

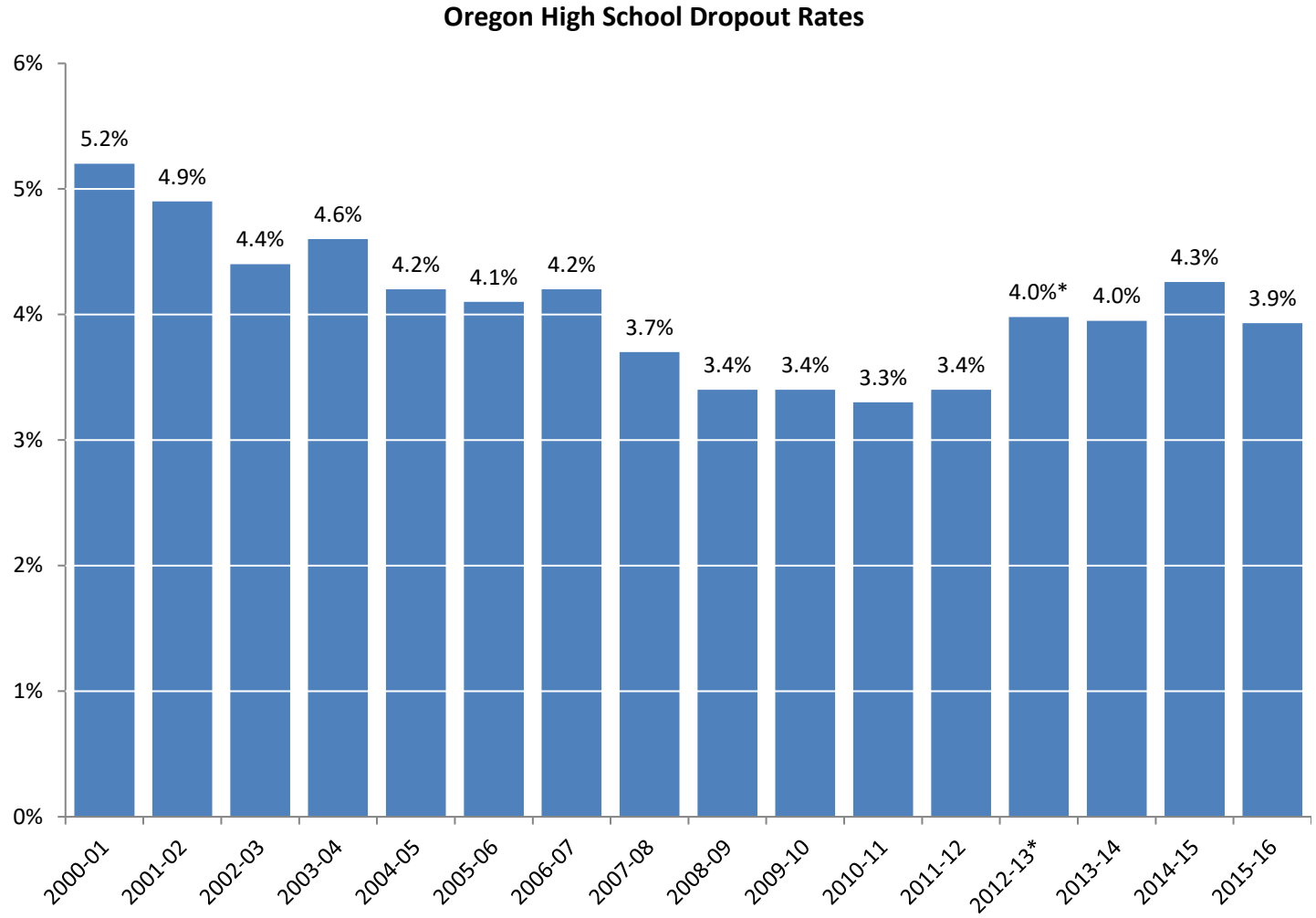
Note that unlike the cohort graduation rates, the dropout rate includes all events within a *single year*, irrespective of the year a student began high school.

Oregon Statewide Dropout Rate Calculation

For a given school year:

$$\frac{\textit{Number of Dropouts for Grades } 9-12}{\textit{October 1st Enrollment for Grades } 9-12}$$

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

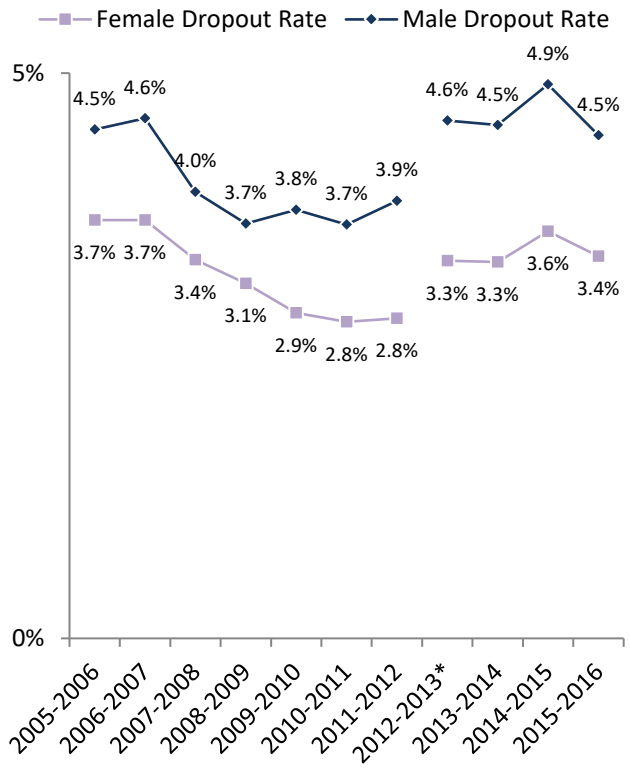


*Methodology changed in 2012-13; includes a wider date range for dropout outcomes than previous years.

Oregon Dropout Rates by Gender

Male students in 2015-16, as in prior years, dropped out at a higher rate than female students. With the exception of Native Hawaiian/Pacific Islander students, male students of every ethnicity dropped out at a higher rate than female students of the same ethnicity. American Indian/Alaska Native and Black male students have the highest dropout rates, while Asian male and female students have the lowest rates.

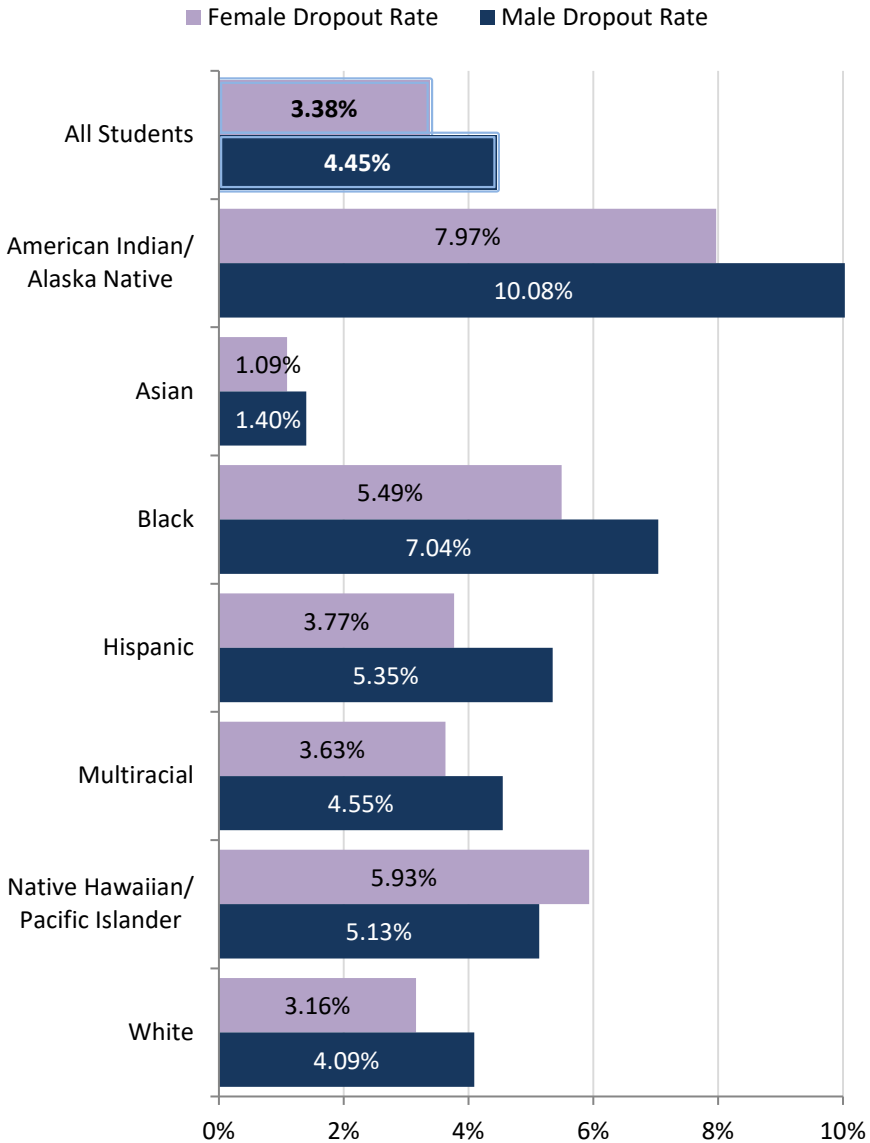
Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.



*Methodology changed in 2012-13; includes a wider date range for dropout outcomes than previous years.

Dropout Rates by Race/Ethnicity and Gender

Grades 9-12 2015-16



Contact for this Section: Isabella Jacoby, 503-947-5878, Isabella.jacoby@state.or.us

ATTENDANCE AND ABSENTEEISM

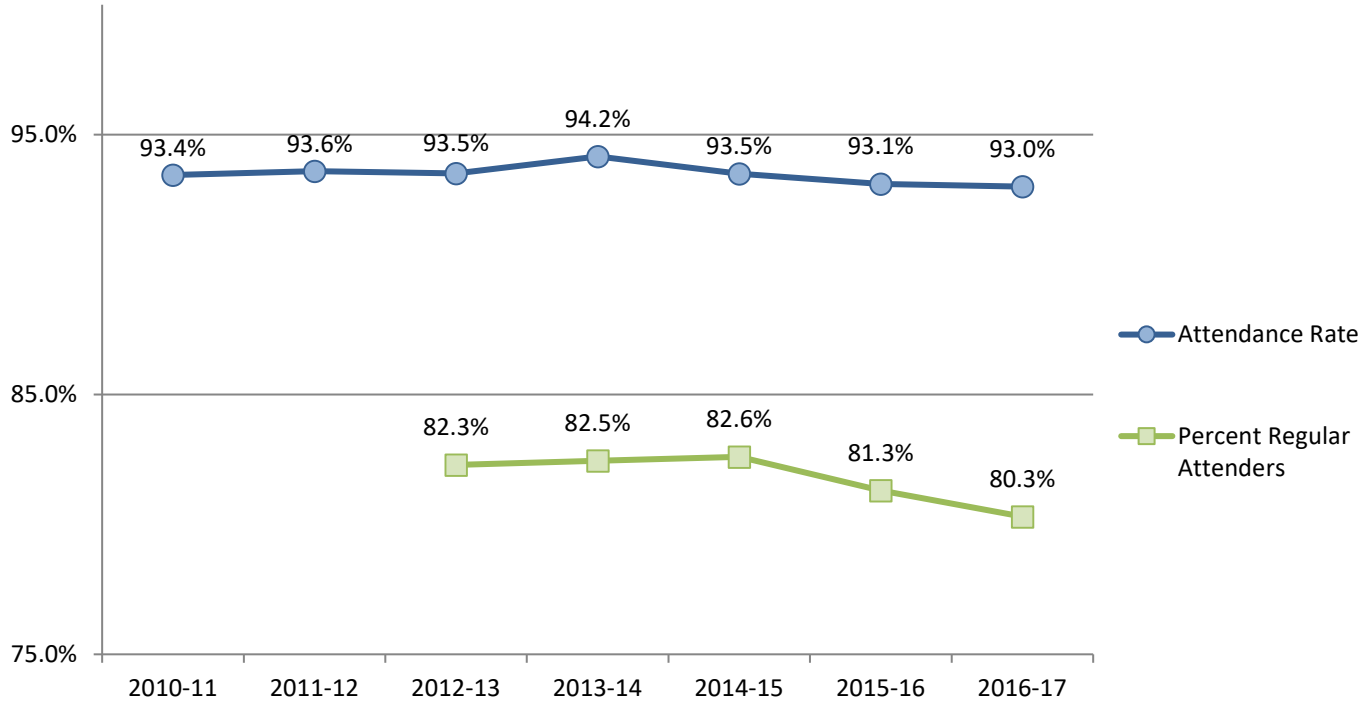
Oregon measures attendance in two ways. The first, the Attendance Rate, is a measure of the average percentage of enrolled students who were present on any given school day. Attendance rates for all grades were between 88 percent and 95 percent in 2016-17.

Enrolled Grade	Attendance Rate
KG	93.1%
1	93.9%
2	94.3%
3	94.4%
4	94.5%
5	94.5%
6	94.1%
7	93.6%
8	93.1%
9	92.8%
10	91.6%
11	90.6%
12	88.0%

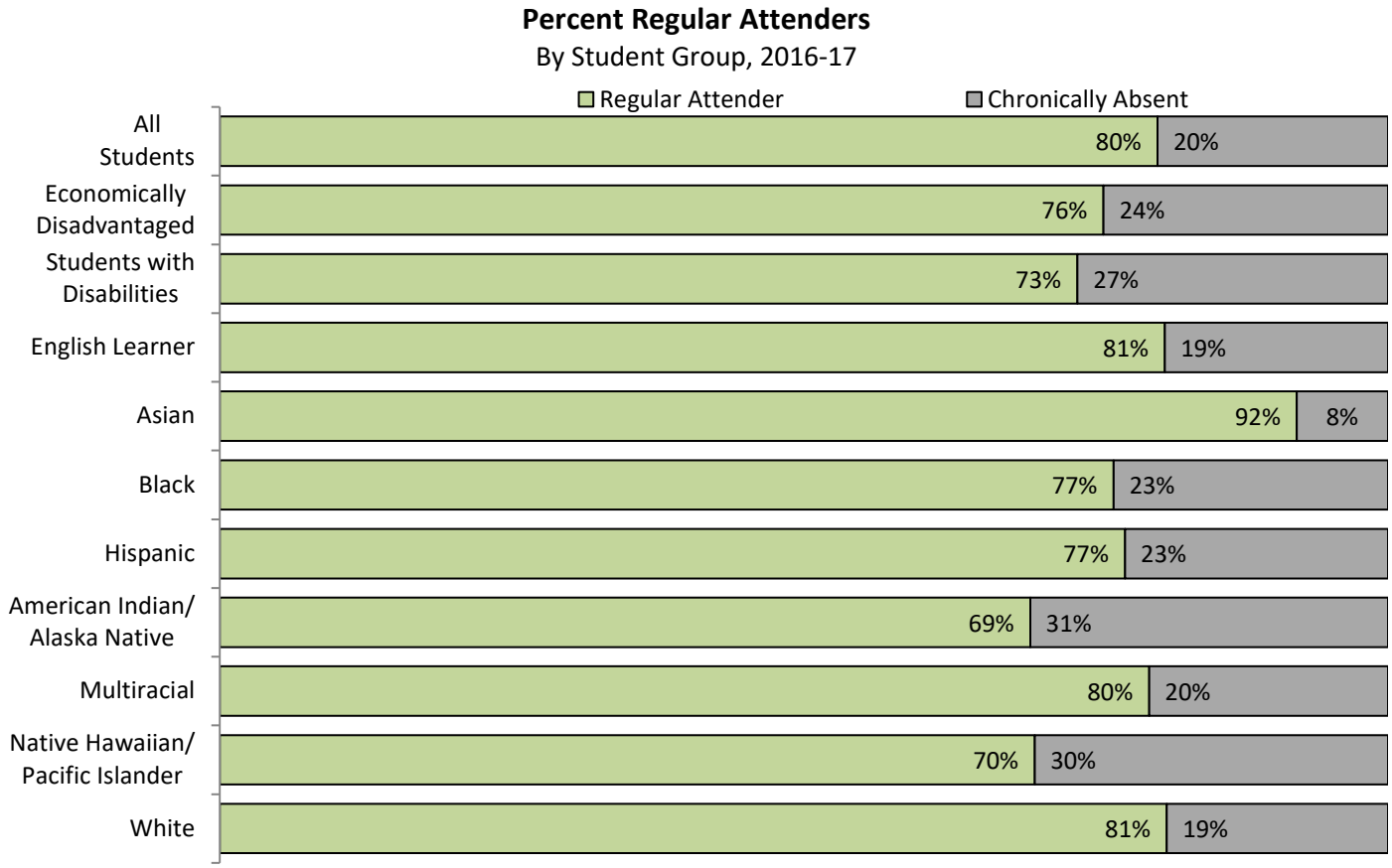
The other, newer measure, is Chronic Absenteeism. This is usually displayed as "Percent of Students Not Chronically Absent," or "Regular Attenders," and is a measure of the percent of students who were present for 90% or more of their total enrolled days. It is displayed at the school and district level on Oregon's school and district report cards. The Regular Attender measure will be included in the ODE's accountability system. The ODE intends to establish the baseline values, measures of interim progress (MIP), and long-term goals for the Regular Attender indicator during the 2017-18 school year.

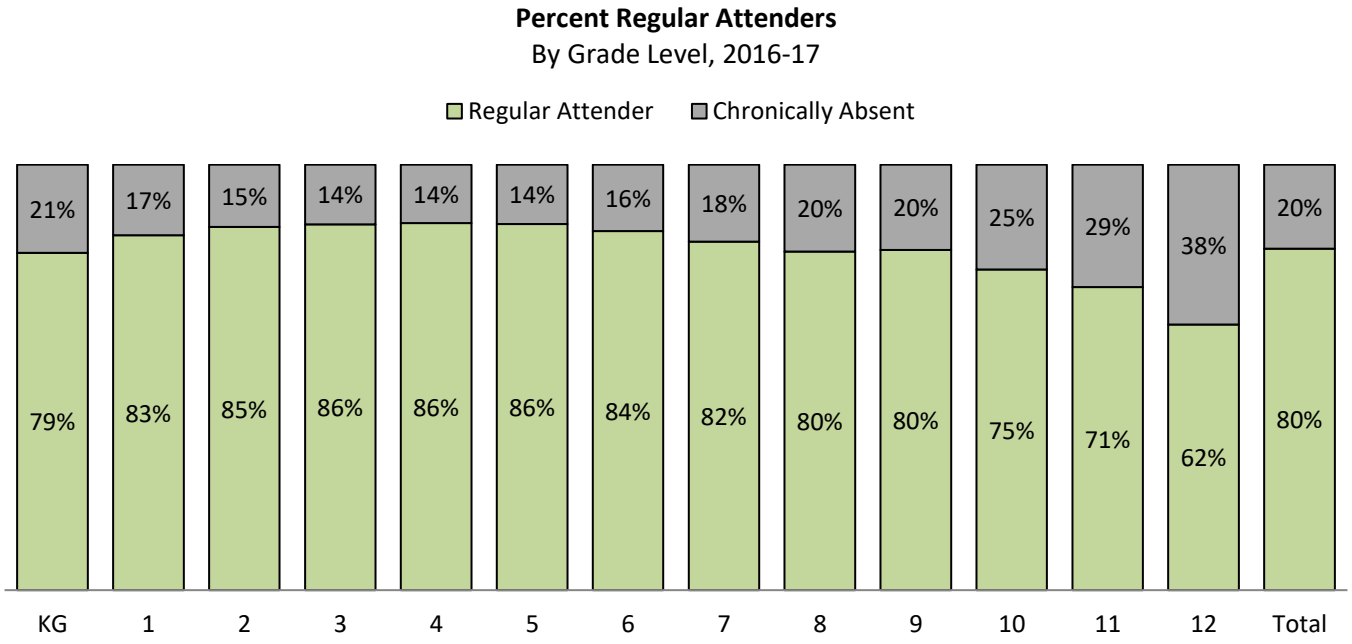
Note that both rates include only students in standard enrollment, whose attendance is tracked on a daily basis. Students taking college coursework, part-time online courses, or some types of alternative education programs are not included.

Statewide Total Attendance
By Year



* Due to data quality concerns, the percent not chronically absent is not reported for the 2013-14 year. The place holder represents the mean of the two years reported.





Chronic absenteeism increases significantly in high school grades, particularly 12th grade.

SPECIAL PROGRAMS

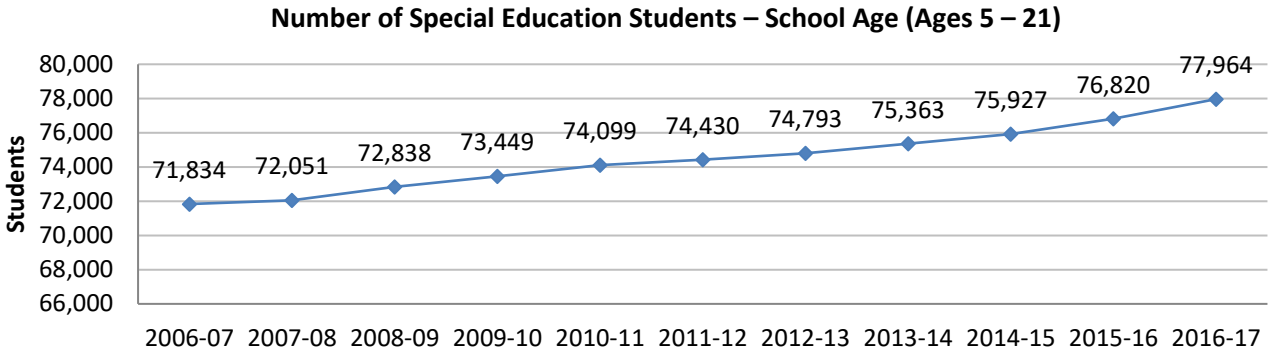
Many Oregon students receive additional services through special programs to assist them in school.

Special Education

The number of Oregon students receiving special education services through the federal Individuals with Disabilities Education Act (IDEA) has averaged 13.33% of total enrollment over the last five years.

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Special Education	71,834	72,051	72,838	73,449	74,099	74,430	74,793	75,363	75,927	76,820	77,964
Total Enrollment	562,828	566,067	564,064	561,698	561,331	560,946	563,714	567,098	570,857	576,407	578,947
% of Total Enrollment	12.8%	12.7%	12.9%	13.1%	13.2%	13.3%	13.3%	13.3%	13.3%	13.3%	13.5%

Sources: December Special Education Child Count, Fall Membership



Each special education student in Oregon has at least one of the eleven different disabilities listed for school age students in the federal Individuals with Disabilities Education Act.

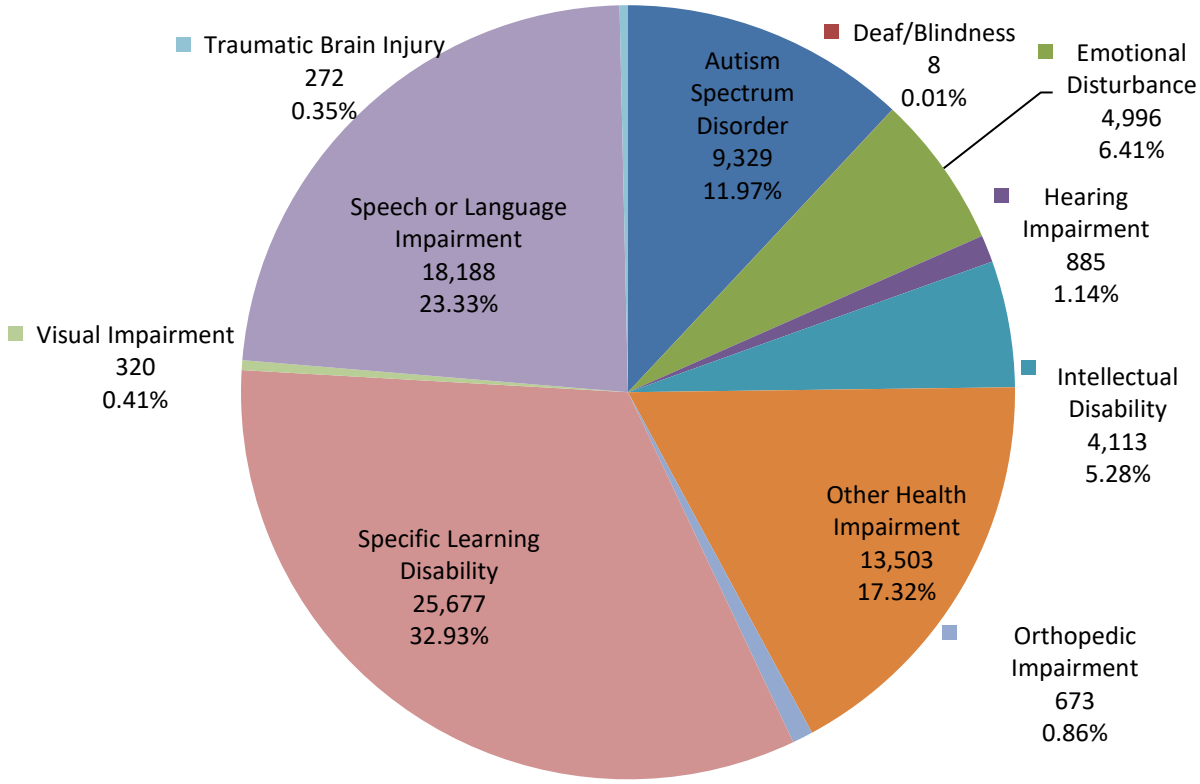
Over time, several disability categories have shown an increase in the number of identified students. These changing percentages reflect trends in the field and require that the Department of Education, Office of Student Services keep up with the ever-changing needs of Oregon's children.

Number of Students with Disabilities (Ages 5-21)

Type of Disability	2012-13 Number of Students	2016-17 Number of Students	Percent Change
Autism Spectrum Disorder	8,216	9,329	13.5%
Deaf/Blindness	11	8	-27.3%
Emotional Disturbance	4,550	4,996	9.8%
Hearing Impairment	864	885	2.4%
Intellectual Disability*	3,883	4,113	5.9%
Other Health Impairment	11,090	13,503	21.8%
Orthopedic Impairment	755	673	-10.9%
Specific Learning Disability	26,893	25,677	-4.5%
Visual Impairment	318	320	0.6%
Speech or Language Impairment	17,953	18,188	1.3%
Traumatic Brain Injury	260	272	4.6%
Total	74,793	77,964	4.2%

Source: December Special Education Child Count
*Before 2010-11, this category was labeled "Mental Retardation"

School Age Students with Disabilities Receiving Special Education Services
2016-17 School Year



Placement of School Age Special Education Students by Disability – 2016-17

	Regular Class 80% or Greater	Regular Class 40% -79%	Regular Class < 40%	Other*
Autism Spectrum Disorder	50.23%	18.79%	28.52%	2.45%
Deaf/Blindness	*	*	*	*
Emotional Disturbance	58.13%	17.31%	17.35%	7.21%
Hearing Impairment	65.08%	11.07%	9.83%	14.01%
Intellectual Disability**	16.63%	36.20%	45.51%	1.65%
Other Health Impairment	73.47%	15.09%	9.09%	2.36%
Orthopedic Impairment	34.92%	16.05%	44.28%	4.75%
Specific Learning Disability	84.25%	14.02%	0.96%	0.78%
Visual Impairment	90.74%	5.27%	2.19%	1.80%
Speech or Language Impairment	64.38%	11.56%	18.13%	5.94%
Traumatic Brain Injury	59.93%	19.12%	19.49%	1.47%
Total Special Education Population	73.77%	14.11%	9.97%	2.16%

* This category includes students in corrections, home school, separate schools, parentally placed in private schools, hospital programs, homebound, public and private facilities.
**Before 2010-11, this category was labeled "Mental Retardation"
Percentages reflect the portion of students with the listed disability in each placement. Previous years' report cards used the total number of special education students as the denominator.
Note: not all rows sum to total due to rounding.

Early Childhood - Oregon Head Start Pre-Kindergarten Programs

Oregon Head Start Pre-Kindergarten (OHS PreK) is a high-quality, comprehensive, early childhood program serving children ages three to five from families living at or below the federal poverty level. The program offers integrated services to support school readiness in the areas of:

- Early childhood education and development
- Child health and nutrition
- Parent education and family support

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

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

The 2016-17 legislatively approved budget for Oregon Prekindergarten and Preschool Promise was $87,541,354, and this year it funded 9,456 enrollment slots for children in OHS PreK and Preschool Promise programs. When combined with Federal and other funding sources, total OHS PreK and Preschool Promise funded enrollment for 2016-17 was 15,087. An estimated 12,215 of the enrollment slots were filled by age eligible children living at or below the federal poverty level. The remaining slots were filled by children with other identified risk factors.

School Year	Number of Children Eligible for Services*	Number of Eligible Children Served	Number of Eligible Children Not Served	Percent of Eligible Children Served	Percent of Eligible Children Not Served
2007-2008	18,154	11,325	6,829	62.4%	37.6%
2008-2009	18,444	12,582	5,862	68.2%	31.8%
2009-2010**	17,894	11,938	5,956	66.7%	33.3%
2010-2011	17,894	11,368	6,526	63.5%	36.5%
2011-2012	19,605	12,523	7,082	63.9%	36.1%
2012-2013	25,161	12,545	12,092	50.0%	50.0%
2013-2014	24,766	12,293	12,473	49.6%	50.4%
2014-2015	22,150	12,257	9,893	55.3%	44.7%
2015-2016	20,695	12,201	8,484	59.0%	41.0%
2016-2017	19,613	12,215	7,398	62.3%	37.7%

* State population and poverty rates for children ages 3-4 were provided by Kanhaiya Vaidya, Senior Demographer for the Office of Economic Analysis, based on age group numbers from the 2010 Decennial Census and poverty characteristics from the 2009 American Community Survey. Numbers for 2006-2007 through 2009-2010 were estimates based on data from the 2000 census. 2010-2011 data were revised when the 2010 census data became available and reflect an increase in the number of young children in Oregon living in poverty due to significant economic factors in the past several years.

** Starting in 2009-2010, the number of children served and the percent served/not served calculations do not include children from over-income families.

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

Talented and Gifted

Talented and Gifted (TAG) children are defined by the State of Oregon as "those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential" in one of the recognized areas of giftedness (ORS 343.391). Oregon statutes and administrative rules require school districts to identify TAG students and to provide TAG students with instruction that is designed to meet their assessed levels of learning and accelerated rates of learning (OAR 581-022-1330).

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

Oregon Talented and Gifted Students 2016-17 Statewide
Total: 37,462 Students*

State-defined:

- **Intellectually Gifted**: 16,446
- **Academically Talented**:
  - Reading: 15,445
  - Math: 16,116

District-defined:

- **Potential** to Perform at the 97th Percentile: 4,763

District Option to Identify**:

- **Creativity**: 57
- **Leadership**: 98
- **Visual and Performing Arts**: 21

*It is possible for individual students to have multiple areas of TAG identification.
**Districts may choose to identify students in these TAG categories. It is permissible for a student to be identified in one of these three optional categories who was not in one of the four required TAG identifications. Source: Spring Student Membership TAG data.
***Students may be TAG-identified while also being identified for Special Education, or "Dual-Identified" Source: All student data based on Spring Student Membership

Student Group	Number of TAG Students	Percent of TAG Students	Number of All Students	Percent of All Students	Percent of Student Group Identified as TAG
Total	37,462	100.00%	572,683	100.00%	6.54%
Gender					
Male	20,032	53.47%	294,464	51.42%	6.80%
Female	17,430	46.53%	278,219	48.58%	6.26%
Race/Ethnicity					
White	26,238	70.04%	359,207	62.72%	7.30%
Hispanic	3,826	10.21%	130,536	22.79%	2.93%
Native American	170	0.45%	7,821	1.37%	2.17%
Asian	4,084	10.90%	23,179	4.05%	17.62%
African American	361	0.96%	13,653	2.38%	2.64%
Pacific Islander	112	0.30%	4,173	0.73%	2.68%
Multi-Ethnic	2,671	7.13%	31,443	5.49%	8.49%
Other					
Economically Disadvantaged	10,147	27.09%	317,597	55.46%	3.19%
Not Economically Disadvantaged	27,315	72.91%	255,086	44.54%	10.71%
Special Education**	1,349	3.60%	82,088	14.33%	1.64%
Not Special Education	36,113	96.40%	490,595	85.67%	7.36%

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.
Complete TAG Oregon Revised Statute and Oregon Administrative Rule information is available from the Oregon Department of Education website.

School Year	TAG Graduates	All Graduates
2012-13 (09-10 cohort)	3,997 (90.5%)	31,440 (68.7%)
2013-14* (10-11 cohort)	4,022 (92.4%)	32,877 (72.0%)
2014-15 (11-12 cohort)	3,890 (93.2%)	33,347 (73.8%)
2015-16 (12-13 cohort)	3,888 (92.7%)	33,260 (74.8%)

Source: Cohort Graduation Rates.
* Graduation rates from 2013-14 and later are not comparable to rates prior to 2013-14 due to rate calculation changes. See http://oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx

Alternative Education Programs

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

School districts provide alternative education programs for students who need

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

Alternative education programs are also provided for students who

- are pregnant or are parenting,
- have been expelled from school,
- have dropped out of school, or are at risk of dropping out, or
- need additional supports to earn a diploma.

In general, Oregon student enrollment in alternative education remained at similar levels as compared with past years, while there continued to be a decline in the number of programs and services statewide. Reductions in district resources are likely the primary reason for the decrease in the number of alternative education programs and services in 2016-17. Districts report that on average they serve an estimated 13,808 students in alternative education statewide.

Alternative Education Services in Oregon

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

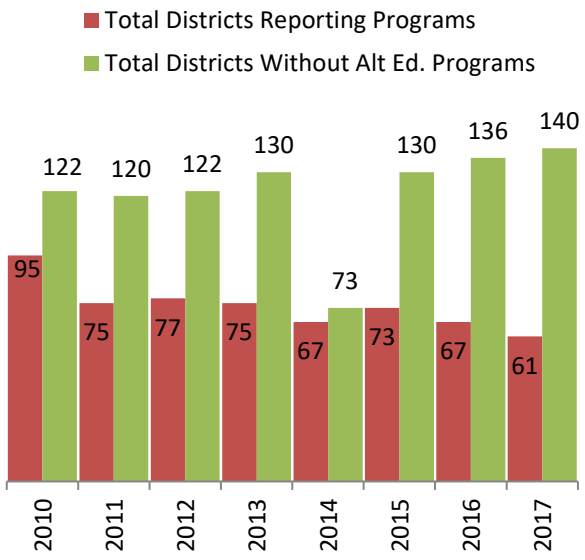
	2015		2016		2017	
Type of Operation	**Number of Students**	**Percentage of Students**	**Number of Students**	**Percentage of Students**	**Number of Students**	**Percentage of Students**
Resident School District	12,547	79.21%	13,855	84.80%	11,255	81.51%
Another School District	121	0.76%	29	0.18%	67	0.49%
Private Program	1,487	9.39%	1,279	7.83%	1,443	10.45%
Community College	1,054	6.65%	819	5.01%	847	6.13%
Educational Service District (ESD)	177	1.12%	101	0.62%	63	0.46%
Other Program	304	1.92%	256	1.57%	133	0.96%
Terminated Program	150	0.95%	0	0.00%	0	0.00%
Total	15,840	100.00%	16,339	100.00%	13,808	100.00%

Source: ODE Alternative Education Data Collection

District alternative schools and programs, smaller learning communities, programs within schools, as well as a variety of alternative, charter, and magnet schools are utilized to meet individualized student learning needs. Additionally, The GED/Option program is an element in the traditional school setting and Alternative Schools. It is a positive direction for students who are seeking post-secondary education opportunities with limited resources. School report cards report summative data for all students enrolled at these schools and districts. Districts offer a variety of guidance and career counseling services, tutoring, small-group instruction, online/blended learning, career related learning, and proficiency credit options to support improved student achievement according to their education plan.

Alternative education is included in school district improvement planning and goal setting. Often alternative schools are regionally accredited as "special purpose schools." 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. At least annual evaluation and site visits are required and result in "compliance" information that supports 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 determine "quality" programing. 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).

Source: ODE Alternative Education Data Collection



The majority of alternative education in Oregon is estimated to occur in schools and programs operated by the student's resident school district (53%), but a consistent percentage of alternative program services have been offered by private organizations (20%) and community colleges (14%), with the rest occurring in programs operated by the Education Service District (ESD) or in another district, school, or program. In general, with statewide reductions in funding, school districts have continued the trend of being selective about additional services they are able to provide and programs where they place students.

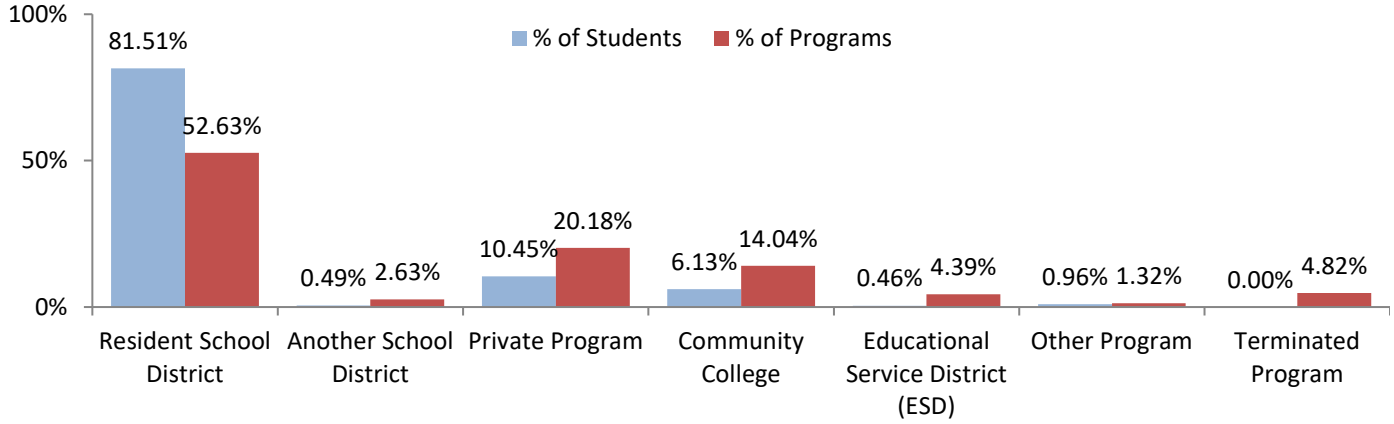
Alternative Education Services in Oregon

by Type of Program Service -- Number of ***Programs***

	2015		2016		2017	
Type of Operation	**Number of Programs**	**Percent of Programs**	**Number of Programs**	**Percent of Programs**	**Number of Programs**	**Percent of Programs**
Resident School District	145	48.33%	138	49.64%	120	52.63%
Another School District	12	4.00%	11	3.96%	6	2.63%
Private Program	64	21.33%	60	21.58%	46	20.18%
Community College	45	15.00%	39	14.03%	32	14.04%
Educational Service District (ESD)	18	6.00%	14	5.04%	10	4.39%
Other Program	4	1.33%	4	1.44%	3	1.32%%
Terminated Program	12	4.00%	12	4.32%	11	4.82%
Total	300		278		228	

Source: ODE Alternative Education Data Collection

Alternative Education Services in Oregon



Type of Program Services Statewide

Alternative education programs must continue to be designed and evaluated for quality as well as compliance in order 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 is left to respond to the needs of an increased number of students that might benefit from alternative programs and attempt to do so through personalized learning experiences in accordance with a student's education plan and profile. A number of school districts have responded by offering differing types of online/blended learning and intervention programs on site at traditional schools (schools within schools) which accounts for the decrease in the number of programs. Alternative schools offer innovative and non-traditional approaches to teaching and learning which helps to prevent these students from becoming dropouts and assists the state and district in serving all students.

For the past several years, federal School Improvement Grants (SIG) have provided significant resources to alternative schools. Eight alternative schools were among the sixteen schools statewide that received School Improvement Grant (SIG) funding and many have sustained growth in student achievement due, in part, to additional funding and focused attention.

Alternative Education Services in Oregon

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

Types of Program Services Statewide	Number of Services Provided 2013	Number of Services Provided 2014	Number of Services Provided 2015	Number of Services Provided 2016	Number of Services Provided 2017
Students with at-risk Behaviors	216	217	196	177	140
Remedieation, Credit Recovery, or GED	209	207	204	172	138
Pregnant or Parenting Students	77	80	70	58	51
Students Advanced Beyond Standards	54	54	48	54	50
Other Programs	33	41	39	34	34
Total	589	599	557	495	413

Source: ODE Alternative Education Data Collection

Alternative Education Services in Oregon

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

	Number of Students Using Services 2013	Number of Students Using Services 2014	Number of Students Using Services 2015	Number of Students Using Services 2016	Number of Students Using Services 2017
Secondary	13049	13455	13714	14056	11,392
Elementary	1866	1463	2126	2283	2,416
Total	14915	14918	15840	16339	13,808

Source: ODE Alternative Education Data Collection

Links to Reference Documents

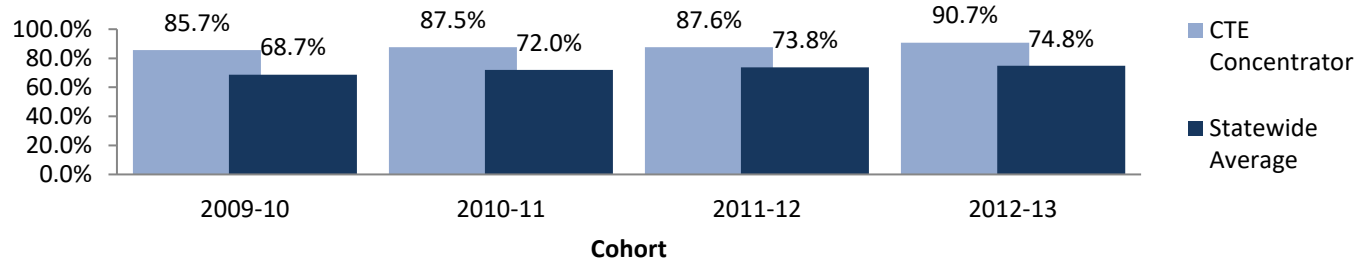
Oregon Alternative Education

Oregon Career and Technical Education (CTE) Information: 2016 Graduation Results

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

Descriptive analysis of this data reveals consistently higher graduation rates[1] among CTE concentrators[2] relative to all students statewide.[3] Among students beginning secondary school in 2009-2010 , CTE concentrators were 17.0 percentage points more likely to graduate high school in four years than students statewide; among students beginning in 2010-2011, CTE concentrators were 15.5 points more likely to graduate; among students beginning in 2011-2012 CTE concentrators were 13.8 points more likely to graduate; among students beginning in 2012-2013, CTE concentrators were 15.9 points more likely to graduate than students statewide in Oregon.

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

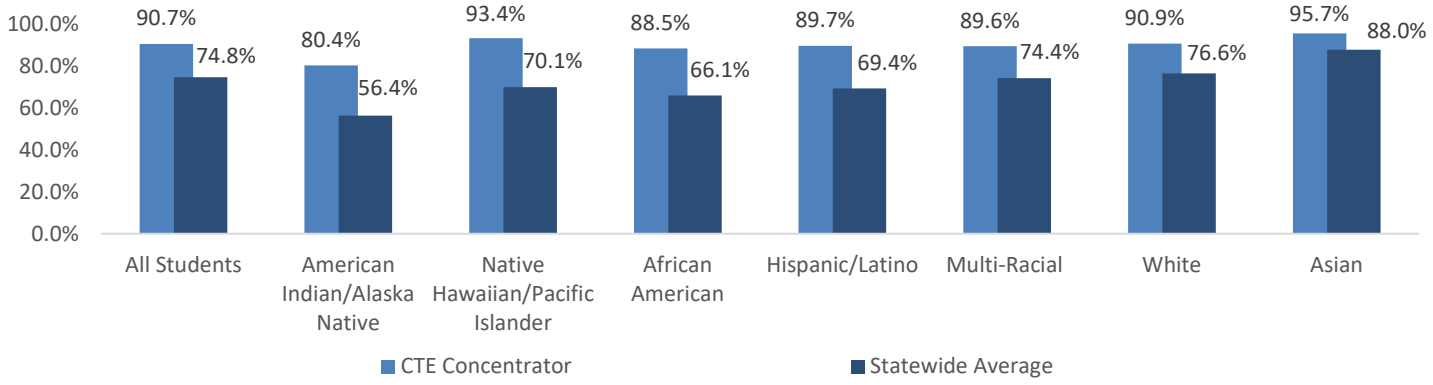


**The 2009-10 rate counted only regular diplomas awarded; later rates also included diplomas earned but not awarded and modified diplomas

Not only did CTE concentrators graduate at higher rates than students in the same population statewide, they graduated above the statewide average of 74.8% in every racial/ethnic student population measured.

CTE and Statewide Four-Year Graduation Rates, 2012-13 High School Cohort

Outcomes as of the 2015-16 school year



Note that graduation methodology changed in 2013-14. Rates from 2013-14 and later are not comparable to rates prior to 2013-14.

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

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

Contact for this section: Daniel Adams, 503-947-5685, daniel.adams@state.or.us

RESOURCES

Visit the webpages below for additional information on key education topics. Contacts for each area are generally listed at the bottom of each webpage.

School and District Accountability

Elementary and Secondary Education Act
http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Pages/default.aspx

Unsafe School Choice Option (USCO) and Persistently Dangerous Schools
http://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Safe-and-Drug-Free-Schools.aspx

Oregon School & District Report Cards and Annual Measurable Objectives (AMO)
http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/default.aspx

Quality Education Model
http://www.oregon.gov/ode/reports-and-data/taskcomm/Pages/QEMReports.aspx

Next Generation of Accountability
http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/next-generation-accountability-details.aspx

Accountability Reports
http://www.oregon.gov/ode/reports-and-data/dataresources/Pages/Quick-Links-to-Accountability-Information.aspx

Report Cards
http://www.oregon.gov/ode/schools-and-districts/reportcards/Pages/default.aspx

School Funding and Finance

State School Fund
http://www.oregon.gov/ode/schools-and-districts/grants/Pages/School-District-and-ESD-payment-Statements.aspx

Special Education Funding
http://www.oregon.gov/ode/schools-and-districts/Pages/Special-Education-Funding.aspx

Student Information

Fall Membership Report
http://www.oregon.gov/ode/reports-and-data/students/Pages/Student-Enrollment-Reports.aspx

Historical Student Enrollment and Demographics
http://www.oregon.gov/ode/reports-and-data/Pages/Centralized-Online-Reports.aspx

English Learners
http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/EL/Pages/default.aspx

School Nutrition/Free and Reduced Price Lunch
http://www.oregon.gov/ode/students-and-family/childnutrition/Pages/default.aspx

Teacher Information

Teacher Licensure
http://www.oregon.gov/ode/educator-resources/Pages/default.aspx

Highly Qualified Teachers
http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IIA/Pages/default.aspx

Resources for Teachers
http://www.oregon.gov/ode/educator-resources/Pages/default.aspx

Special Programs and Information

Alternative Education
http://www.oregon.gov/ode/learning-options/schooltypes/AltEd/Pages/default.aspx

Charter Schools
http://www.oregon.gov/ode/learning-options/schooltypes/charter/Pages/default.aspx

Early Childhood
http://www.oregon.gov/ode/students-and-family/SpecialEducation/earlyintervention/Pages/default.aspx

Homeless Students
http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Pages/default.aspx

Special Education Programs
http://www.oregon.gov/ode/rules-and-policies/Pages/Individuals-with-Disabilities-Education-Act.aspx

Talented and Gifted
http://www.oregon.gov/ode/learning-options/TAG/Pages/default.aspx

Title I

Title I-A: Improving Basic Programs
http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Pages/default.aspx

Title I-C: Migrant Education
http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/Migrant/Pages/default.aspx

Title I-D: Neglected and Delinquent or At-Risk Children
http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/ID/Pages/default.aspx

Student Achievement

Oregon Statewide Assessment
http://www.oregon.gov/ode/educator-resources/assessment/Pages/default.aspx

2014-15 Statewide Test Results
http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports-for-2014-2015-and-2015-2016.aspx

Oregon's Education Data Explorer
http://www.ode.state.or.us/apps/Navigation/Navigation.Web/#/PAGR

National Assessment of Education Progress (NAEP)
http://www.oregon.gov/ode/educator-resources/assessment/NAEP/Pages/default.aspx
http://nces.ed.gov/nationsreportcard

SAT Reasoning Test
http://research.collegeboard.org/programs/sat/data

American College Testing (ACT)
http://www.act.org/content/act/en/research.html

Advanced Placement (AP)
http://research.collegeboard.org/programs/ap/data

Cohort Graduation Rate
http://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx

Dropout Reports
http://www.oregon.gov/ode/reports-and-data/students/Pages/Dropout-Rates.aspx

Essential Skills
http://www.oregon.gov/ode/educator-resources/essentialskills/Pages/default.aspx

Data Collections

https://district.ode.state.or.us/apps/info/