An Annual Report to the Legislature on Oregon Public Schools

STATEWIDE REPORT CARD

2015-2016

OREGON DEPARTMENT OF EDUCATION

Salam Noor, 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. The APPR report is posted at: http://oregon.gov/ode/reports-and-data/Pages/Annual-Performance-Progress-Reports.aspx.

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was produced by the Oregon Department of Education
for distribution to Oregon state and federal legislators, public schools, school districts,
education service districts, and members of the public.

The Oregon Statewide Report Card is also posted on the Department of Education's website at:
http://oregon.gov/ode/schools-and-districts/reportcards/Pages/Statewide-Annual-Report-Card.aspx.

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Dear Oregonians,

I am pleased to present the 2015-16 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 2015-16 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 2015-16 School Year

It was during the 2015-16 school year that the federal government replaced the No Child Left Behind education law with the Every Student Succeeds Act (ESSA). The new law extends the promise of an excellent, well-rounded education to every student and encourages states and schools to innovate, while maintaining a focus on equity and accountability. The flexibility we have under ESSA to create a plan for Oregon by Oregonians is fostering great collaboration with our education partners. I am proud that the work we are doing to expand our focus on equity, elevate teacher voice, and improve graduation rates, to name a few, places us in a position of leadership nationwide as other states look to emulate the great work we are accomplishing.

This report card also reflects the second year of the Smarter Balanced statewide summative assessments, which are aligned with our education standards. As I said when the assessment results were released, the progress made by students across the board, including those from groups that have historically performed at lower levels than their peers, is exciting. It shows how the combination of higher standards, dedication and hard work by our students and educators leads to ensuring all students in Oregon are successfully prepared for their next steps.

It is an honor to be a part of the collaboration of educators and community leaders around the state working hard to better serve our students, families, teachers, schools and districts. 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,

Salam A. Noor, Ph.D.
Deputy Superintendent of Public Instruction

TABLE OF CONTENTS

OREGON STUDENTS **1**

Oregon Public School Enrollment 1
Statewide Student-Teacher Ratios 1
Percent of Oregon School Districts by Size of Student Enrollment 1
Oregon Public Charter School Enrollment 2
Oregon Public Charter School Performance 3
Class Size 4
Diverse Student Populations 5
Language Diversity 6
Students and Teachers of Color 7

OREGON STAFF **8**

Percentage of Positions held by Women 8
All School Staff 9
Annual Instructional Hours 9
Historical Salary Charts 10

SCHOOL FUNDING **12**

School Resources 12
Student Enrollment 13
History of School Funding Responsibility in Oregon 14
Operating Revenues by Source (Historical) 15

ELEMENTARY AND SECONDARY EDUCATION ACT **16**

Federal Programs 16
Elementary and Secondary Education Act Flexibility Waiver 17
Elementary and Secondary Education Act – Highly Qualified Teachers 18
Elementary and Secondary Education Act – Persistently Dangerous Schools 19
Discipline Incidents by Grade Level 19
Discipline Incidents by Student Group 20

ANNUAL MEASURABLE OBJECTIVES **21**

AMOs for English Language Arts and Mathematics 21
AMOs for Graduation 21
Academic Achievement Details 22
Graduation Details 25
Participation Details 26

SCHOOL AND DISTRICT REPORT CARDS **27**

Number of Schools Receiving Each Overall School Rating by Year 27

GROWTH MODEL **28**

HOMELESS STUDENTS IN OREGON **29**

Homeless Student Counts 30
Homeless Student Performance 31
McKinney-Vento Subgrant Projects 32

FREE AND REDUCED PRICE LUNCH **33**

STUDENT SUCCESS **34**

Scores Required to Meet Achievement Levels on Statewide Assessments (cut scores) 34
Grade 3 Performance 35
Grade 4 Performance 37
Grade 5 Performance 39

Grade 6 Performance 41
Grade 7 Performance 43
Grade 8 Performance 45
High School Performance 47

NATIONAL COMPARISON OF STUDENT ACHIEVEMENT 49

National Assessment of Educational Progress: Reading 50
National Assessment of Educational Progress: Mathematics 53
National Assessment of Educational Progress: Science 56

COLLEGE ADMISSION TESTS 59

American College Testing Program 59
SAT Reasoning Test 59
Advanced Placement Exams 60
Tests by AP Subject 60

THE OREGON DIPLOMA 61

Personalized learning 61
Freshmen On-Track 62
Essential Skills 63

OREGON GRADUATION RATES 65

Cohort Graduation Rates Over Time (All Students) 65
Trends in Credentials Awarded 66

DROPOUT RATES 68

Oregon Statewide Dropout Rate Calculation 68
Oregon High School Dropout Rates 68
Oregon Dropout Rates by Gender 69
Dropout Rates by Race/Ethnicity and Gender 69

ATTENDANCE AND ABSENTEEISM 70

Statewide Total Attendance 70
Percent of Students Not Chronically Absent 71

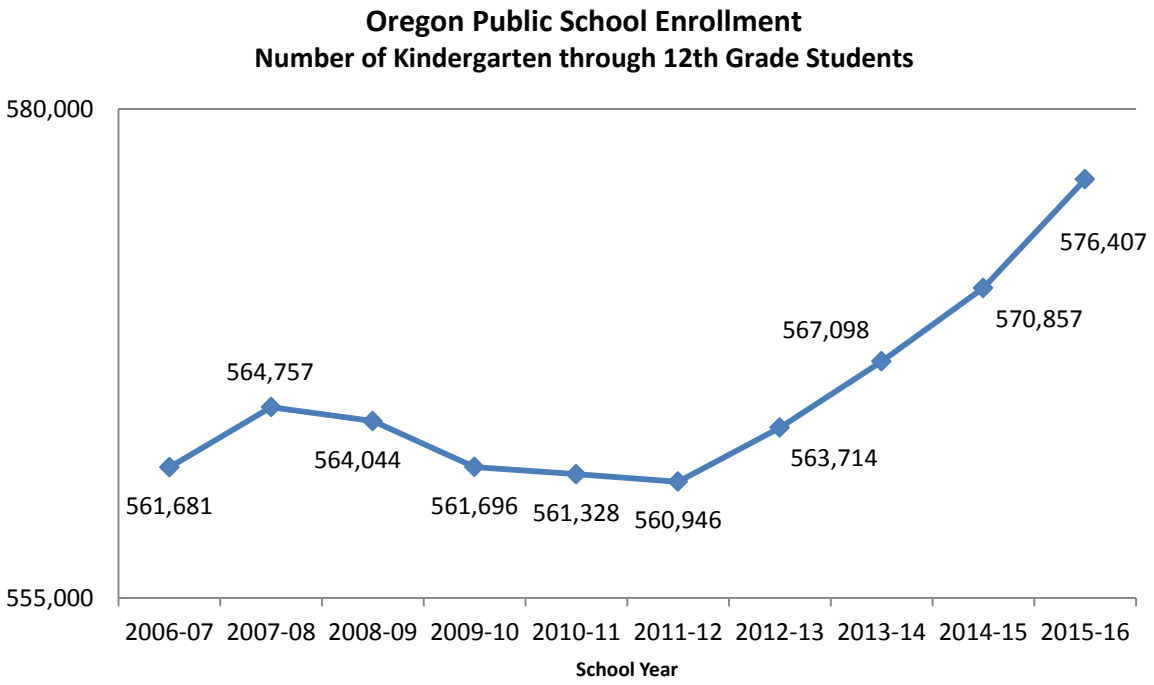
SPECIAL PROGRAMS 72

Special Education 72
Early Childhood - Oregon Head Start Pre-Kindergarten Programs 74
Talented and Gifted 75
Alternative Education Programs 76
Oregon Career and Technical Education (CTE) Information: 2015 Graduation Results 79

RESOURCES 80

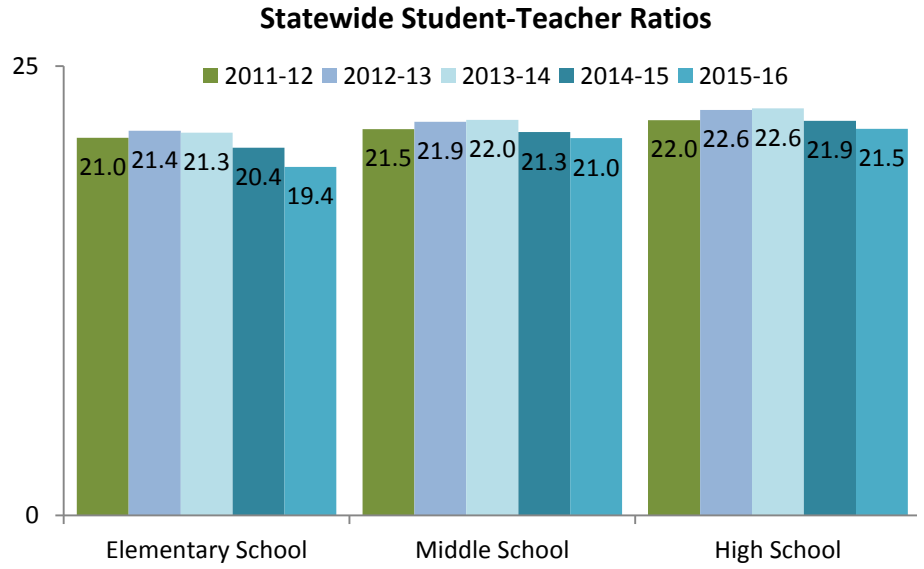
OREGON STUDENTS

There were 576,407 students enrolled in Oregon public schools on the first school day in October, 2015. 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 12,693 students (about 2.25%) over four years. Based on estimates from the US Census Bureau, Population Division, 75-78% of Oregon's school aged (5-19) population was receiving publicly funded K-12 education.[1]

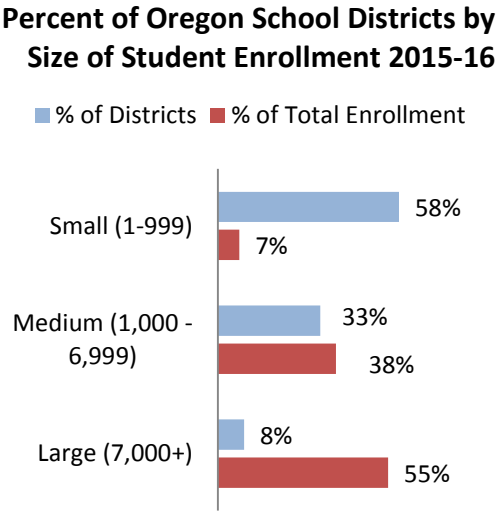


For more data, including school and district enrollment counts, see http://oregon.gov/ode/reports-and-data/students/Pages/Student-Enrollment-Reports.aspx. For data from school years 2008-2009 and earlier, see report #73 under Students at http://oregon.gov/ode/reports-and-data/Pages/Centralized-Online-Reports.aspx
Note: Report #73 includes some PK students, who have not been included in the graph to the left.
See page 74 for information on public pre-kindergarten programs and enrollment.
[1]See http://www.census.gov/popest/data/intercensal/state/ST-EST00INT-02.html for more information on population estimates.

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



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.

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

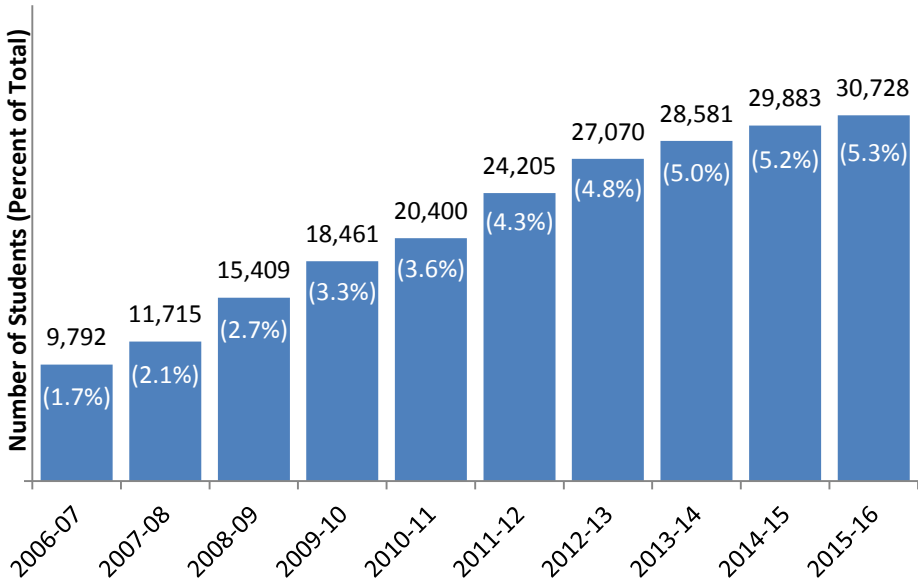
Oregon Public Charter School Enrollment

Charter school enrollment has risen from 1.7 percent of the total public school enrollment in 2006-07 and now represents 5.3 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.

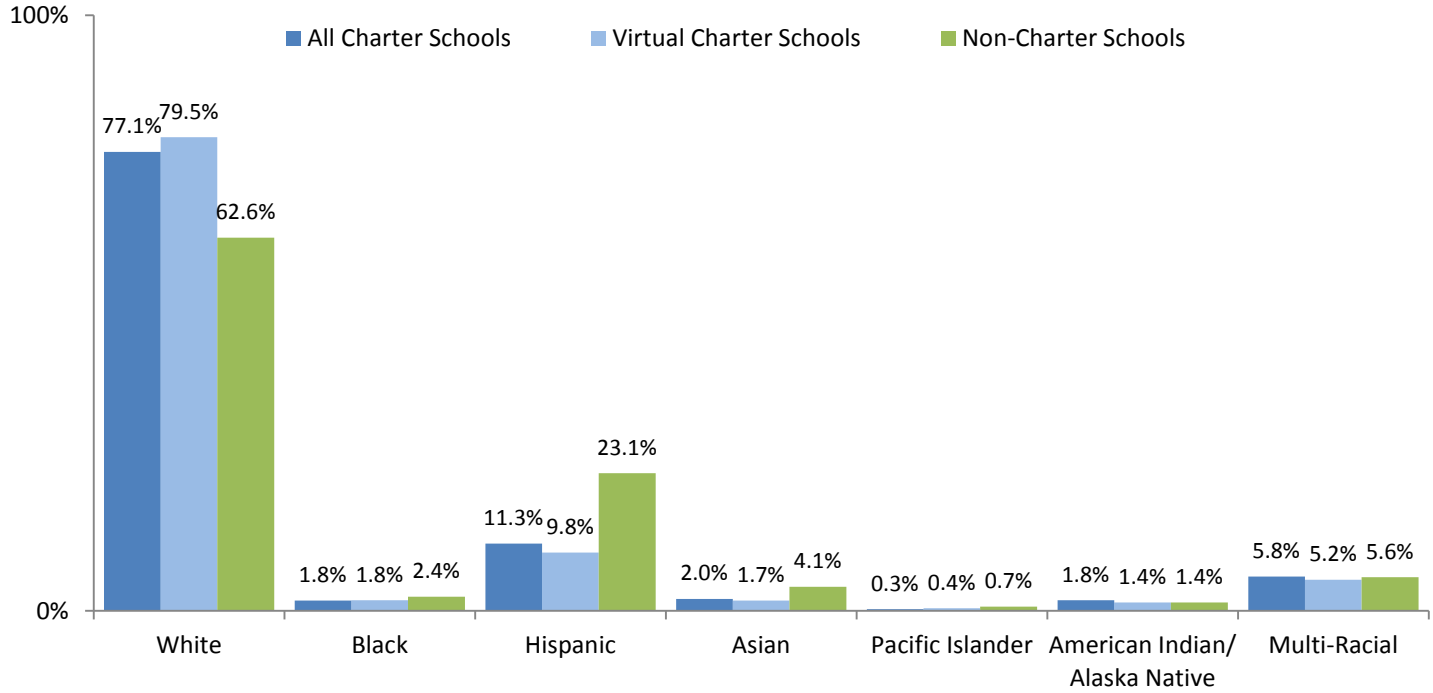
In the 2015-16 school year, there were 126 charter schools. The average charter school enrolled about 248 students. [1]

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. A total of 14 charter schools (11% 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 nearly 30% 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 2015-16



Source: Fall Membership 2015-16
Note: Multi-Racial does not include students who reported Hispanic Ethnicity – those students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.

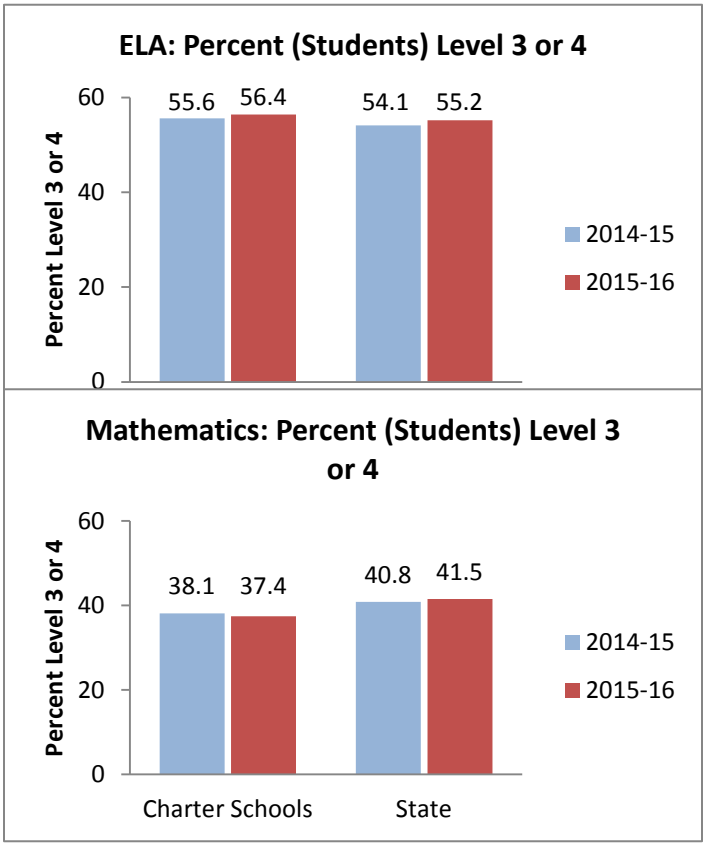
[1]Excluding two charters who enrolled only students receiving the majority of their instruction from a non-charter school.

Oregon Public Charter School Performance

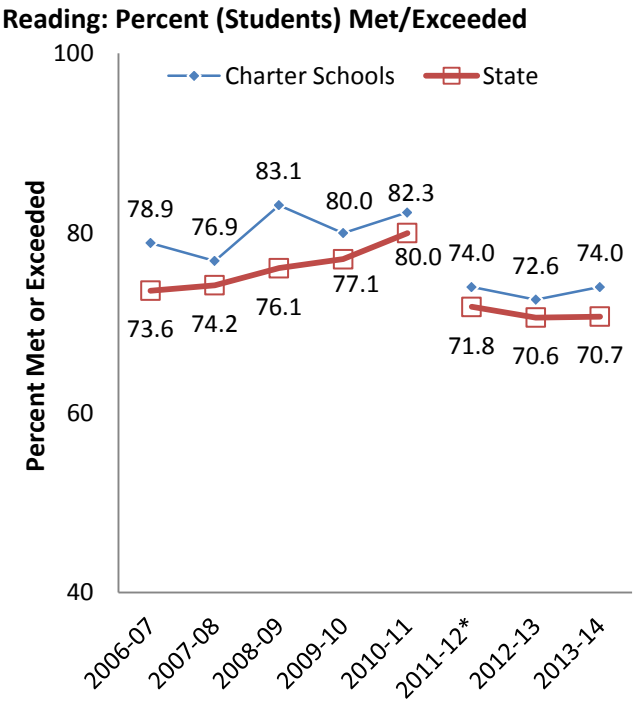
For the 2015-16 school year, we replaced our previous state tests in reading, writing, and mathematics with the new Smarter Balanced assessments in English language arts (ELA) and mathematics. Results on these assessments cannot be compared to results on previous state tests. For ELA and mathematics, levels 3 and 4 are considered proficient for purposes of state and federal accountability.

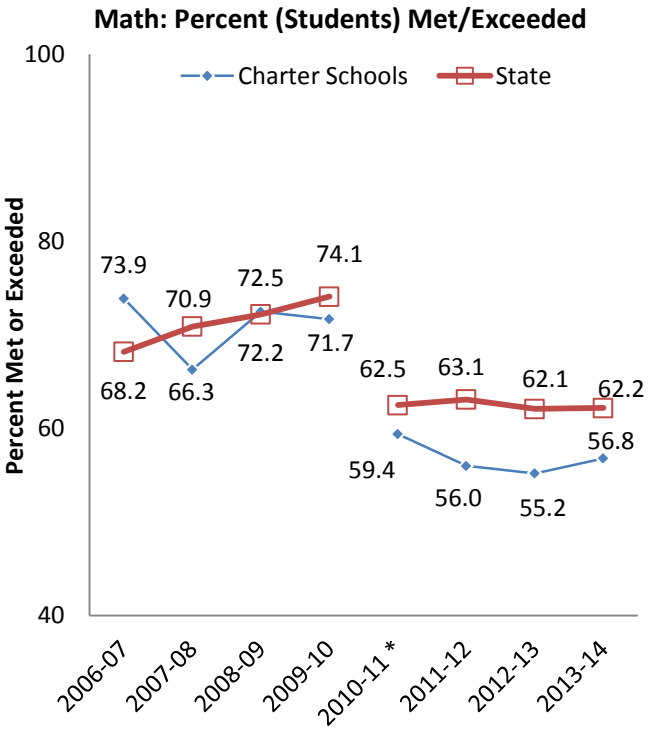
In 2011-12, Oregon received a federal flexibility waiver and replaced AYP (adequate yearly progress) determinations with Priority, Focus, and Model school determinations. Of the 34 schools identified as Priority Schools for 2012-13, three were charters. No charter schools were identified as Focus schools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

For more information on Priority, Focus, and Model Schools, see page 17 or http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/IA/Pages/Priority-Focus-Model-Schools-Archives.aspx.



Historical Charter School Performance





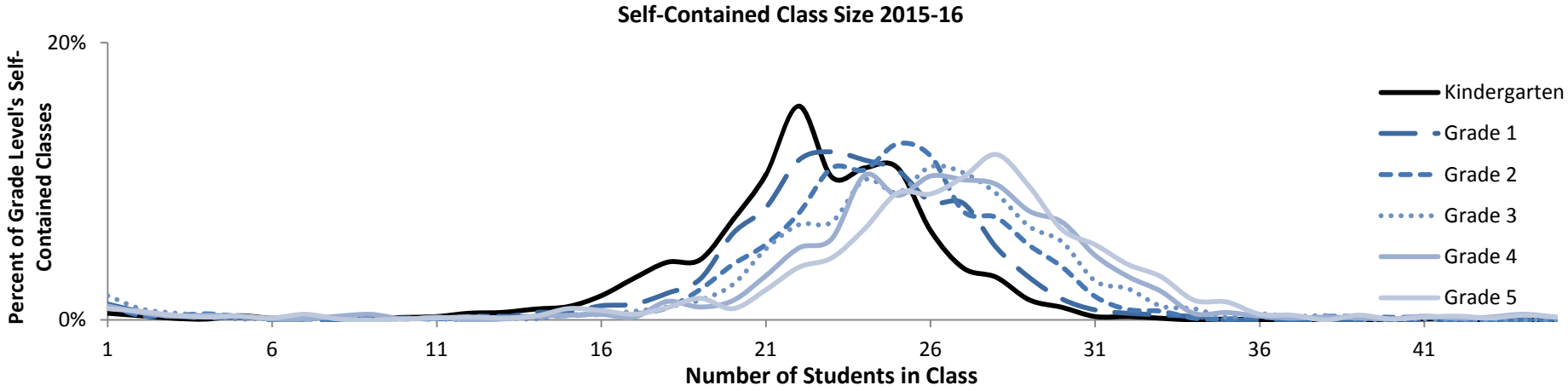
*Reading Standards Increased from 2010-11 to 2011-12, and Math Standards increased from 2009-10 to 2010-11. See page 34 for details.
Assessment data by school and district available via the OAKS Test Results application, http://www.ode.state.or.us/apps/BulkDownload/BulkDownload.Web/.

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

Contact for this section: Kate Pattison, 503-947-5691, kate.pattison@state.or.us

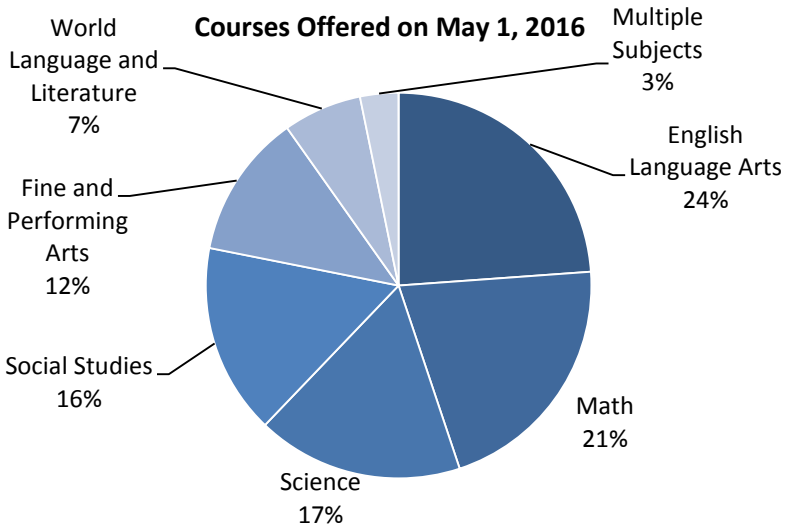
Class Size

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. The new methodology counts core class enrollments on the first school day in May for all self-contained or core classes in all grade levels K-12. Data from 2014-15 and 2015-16 are available at http: http://oregon.gov/ode/reports-and-data/Pages/Class-Size-Report.aspx.



Class sizes in elementary grades rise steadily from a median of 24 students in kindergarten to a median of 27 by grade 5. In addition to the students included in the chart above, a number of students were enrolled in self-contained blended classrooms spanning more than one grade level of instruction. The median blended class has 24 students, and most commonly spanned only two grade levels (e.g. blends of grade 4 and grade 5 instruction). Blended classes spanning higher grade levels had sizes similar to the size of non-blended instruction at the same grade levels.

Departmentalized Class Size



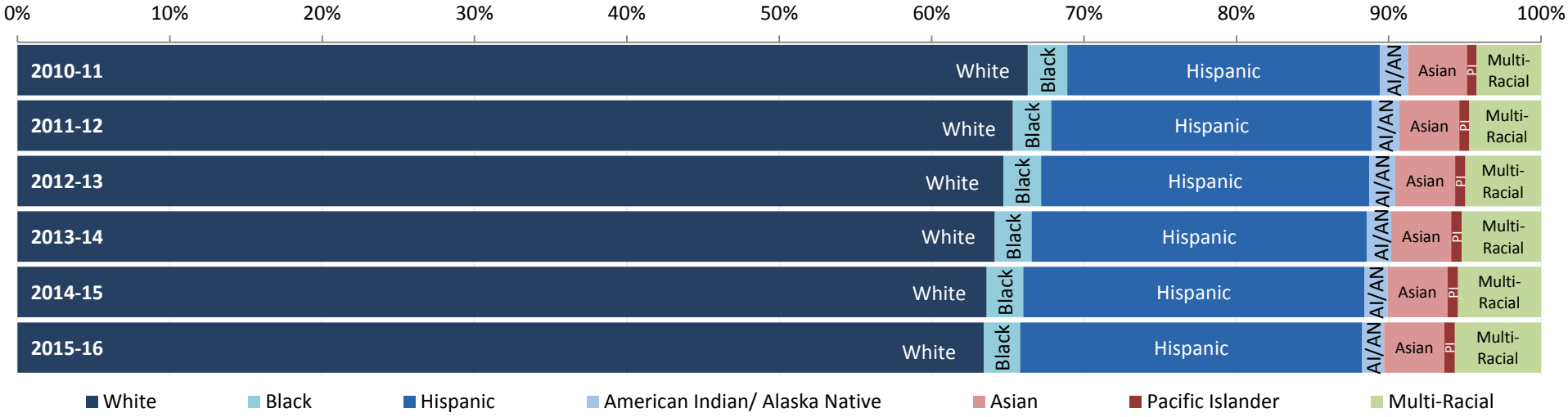
Departmentalized courses (those offering instruction in only specific core content subjects) comprise most of the courses reported to the department. The median class sizes vary slightly by subject, ranging from 24 students (Math, English Language Arts, and World Languages) to 27 students (Social Studies).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

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

Diverse Student Populations

In 2015-16, there were 576,407 K-12 students enrolled in Oregon's public schools. Of these students, 210,814 (36.6 percent) were students of color. This represents less than a 1 percentage point increase from last year's rate of 36.4 percent.

Oregon K-12 Public School Enrollment by Race/Ethnicity



Source: Fall Membership

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

School Year	White	Black	Hispanic	Asian	Pacific Islander	American Indian/ Alaska Native	Multi-Racial	Total
2010-11	372,194	14,599	115,102	21,720	3,513	10,406	23,794	561,328
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

Source: Fall Membership

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – those students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.

See enrollment reports available at http://oregon.gov/ode/reports-and-data/students/Pages/Student-Enrollment-Reports.aspx for more information, including ethnicity breakdowns by school and district.

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

Language Diversity

According to data from the Limited English Proficient (LEP) Collection for 2015-16, there were 56,845 English Learners* (about 9.9% of all K-12 students).

Most Common Languages of Origin of Students in Oregon Public Schools
(K-12 Students)
2015-16

Language of Origin	Number of Enrolled Students by Language of Origin[1]	Number of Limited English Proficient Students[2]	Percent of Enrollment[3] (Total: 574,049)	Percent of Limited English Proficient Enrollment[3] (Total: 56,845)
English[4]	439,590	853	76.6%	1.5%
Spanish	88,750	43,537	15.5%	76.6%
Russian	5,013	1,852	0.9%	3.3%
Vietnamese	4,596	1,406	0.8%	2.5%
Chinese	3,321	992	0.6%	1.7%
Arabic	1,747	1,028	0.3%	1.8%
Somali	1,279	810	0.2%	1.4%
Korean	1,109	300	0.2%	0.5%
Ukrainian	1,089	384	0.2%	0.7%
Japanese	905	311	0.2%	0.5%
Chuukese	871	556	0.2%	1.0%
Romanian	837	277	0.1%	0.5%
Tagalog	637	214	0.1%	0.4%
Hmong	618	220	0.1%	0.4%
Marshallese	500	322	0.1%	0.6%
Hindi	442	99	0.1%	0.2%
Telugu	405	71	0.1%	0.1%
German	338	56	0.1%	0.1%
Lao	334	109	0.1%	0.2%
Persian	334	130	0.1%	0.2%
French	296	86	0.1%	0.2%
Thai	294	120	0.1%	0.2%
Karen	276	230	0.0%	0.4%
Nepali	269	161	0.0%	0.3%
Amharic	260	113	0.0%	0.2%
Tamil	257	35	0.0%	0.1%
Burmese	231	148	0.0%	0.3%
Other or N/A[5]	19,453	2,427	3.4%	4.3%

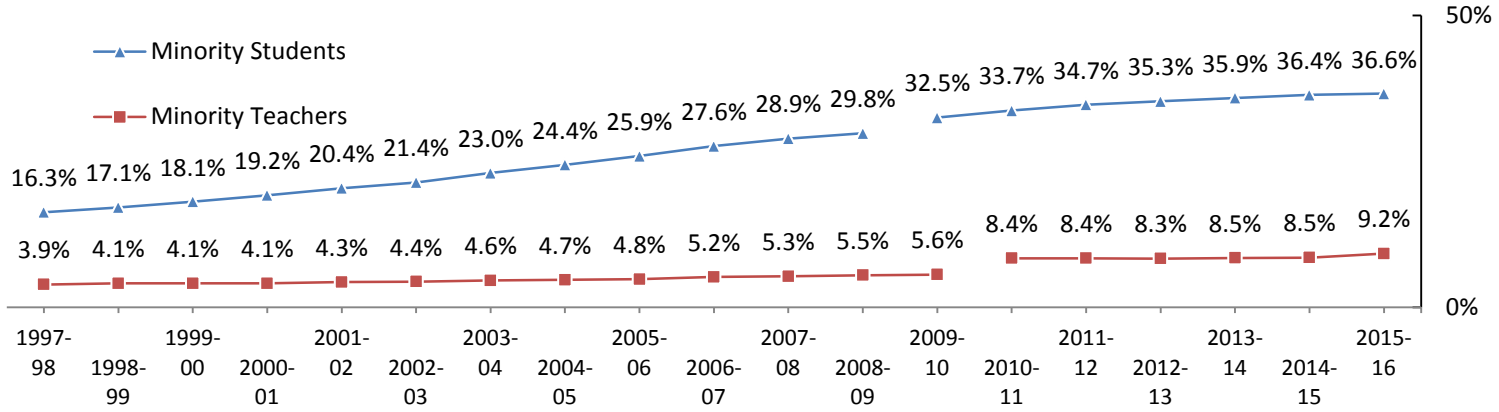
[1] Source: Spring Membership 2016
[2] Source: Unduplicated Limited English Proficient Collection, 2015-16, excluding students determined not to be currently eligible for ESL services.
[3] Percentage columns do not sum to 100% due to rounding.
[4] Native American/Alaska Native students may qualify for 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 identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.

See http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/EL/Pages/default.aspx for more details on English Learner performance.

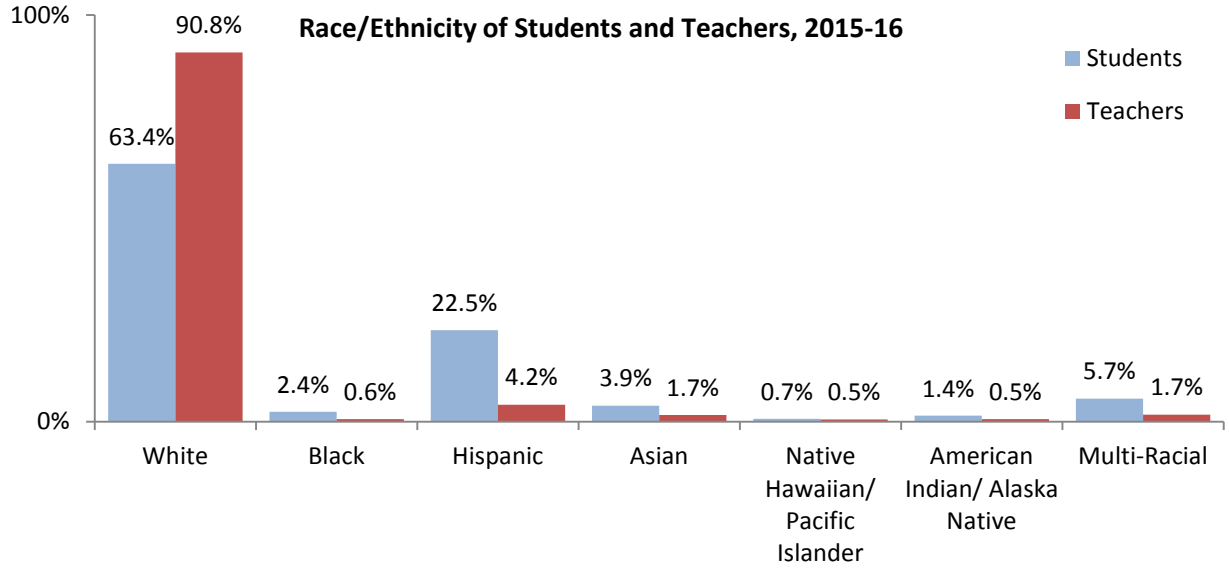
Students and Teachers of Color

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 http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for details. These data may not be comparable to prior years.



Source: Fall Membership and Staff Position Collections

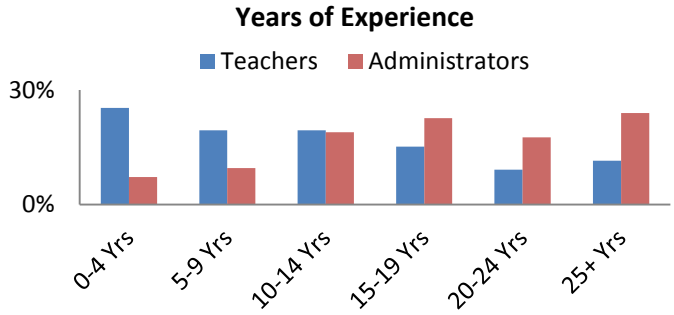
Note: Multi-Racial does not include students or staff who reported Hispanic Ethnicity – they are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.

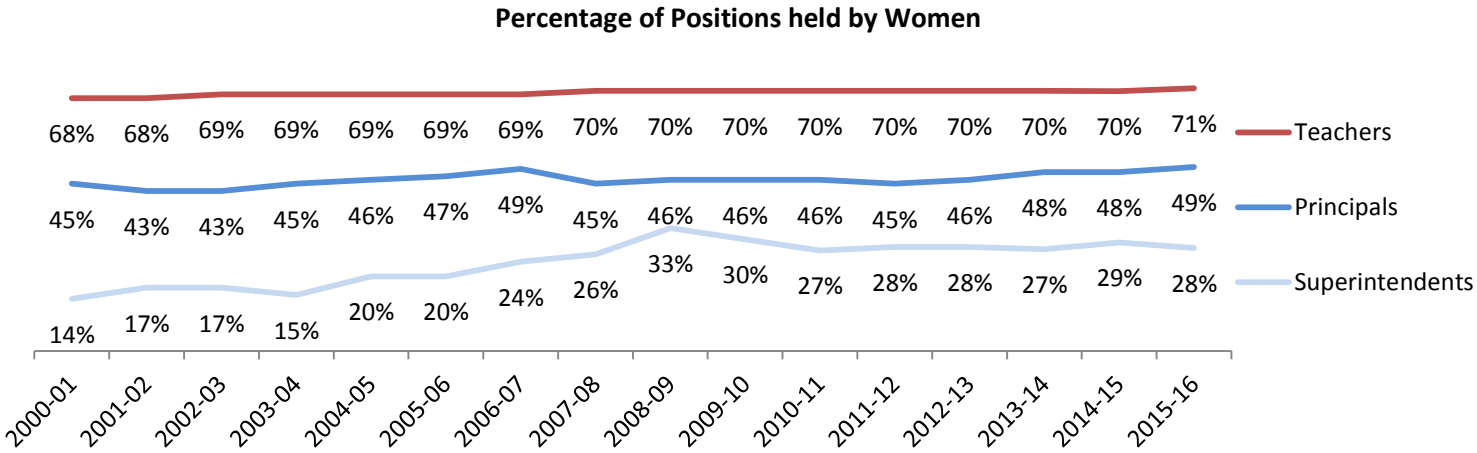
The difference between teacher and student race/ethnicity proportions were most noticeable for Hispanics: 22.5% of students were Hispanic, compared with only 4.2% of teachers. Fully 90.8% of teachers were White, compared with only 63.4% of students.

OREGON STAFF

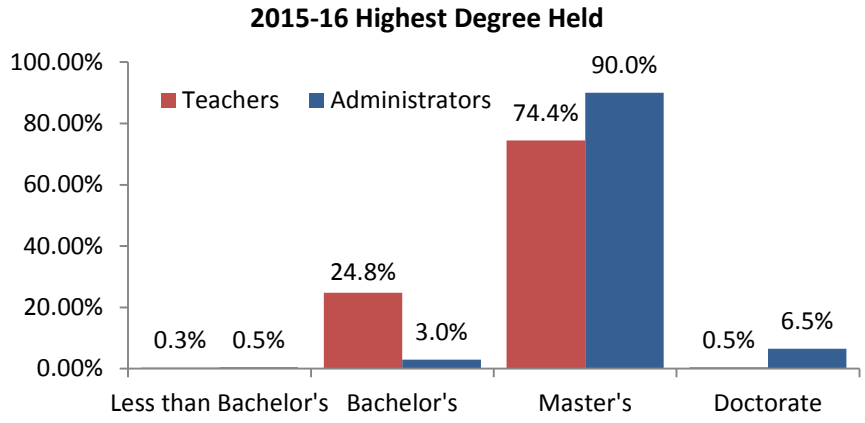
Experienced, Highly Educated Workforce

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. The percentage of principals and teachers who are women has remained fairly constant over the last decade.

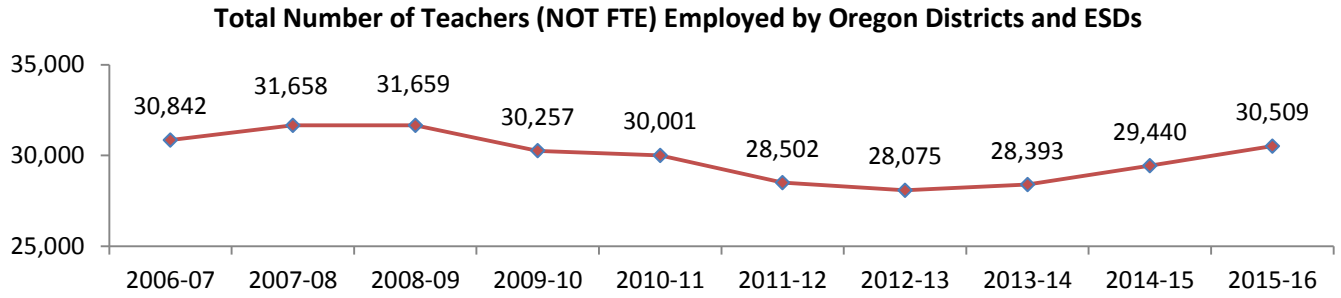




Source: Staff Position
Includes assistant principals and assistant superintendents



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. All teachers of core academic subjects must meet the definition of a highly qualified teacher. For more information, see the "Highly Qualified Teachers" section, page 18.



Source: Staff Position
Includes some pre-kindergarten teachers

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All School Staff

In the last year, the total number of full-time equivalent (FTE) school employees increased by 4.72%, from 63,083.41 in 2014-15 to 66,061.22 in 2015-16, a sizable increase of about 3,000 FTE. Each employee group increased in size. 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 8.44%, breaking 10,000 FTE for the first time in years. School Administrators showed the smallest gain at 2.89%.

Oregon School Employees
(Full-Time Equivalent Positions)

	2014-15		2015-16	
	Number	**Percent**	**Number**	**Percent**
Teachers	27,879.13	44.19%	29,104.46	44.06%
Educational Assistants	9,733.18	15.43%	10,554.30	15.98%
District Administrators	451.62	0.72%	467.72	0.71%
School Administrators	1,609.49	2.55%	1,656.05	2.51%
Guidance Counselors	1,039.82	1.65%	1,099.21	1.66%
Library and Media	848.65	1.35%	889.59	1.35%
Support Staff	19,668.31	31.18%	20,357.11	30.82%
Special Education Specialists	1,853.21	2.94%	1,932.78	2.93%
Total	63,083.41	100.00%	66,061.22	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%. In 2012, Oregon was one of only six states where teachers comprised less than 45% of total staff.[1]

[1] http://nces.ed.gov/programs/coe/indicator_clr.asp

Annual Instructional Hours

The minimum number of instructional hours districts must offer each school year, by grade level, are specified in OAR 581-022-1620 - Required Instructional Time.

	Instructional Hours Required to be Offered Each Year (Minimum) 2015-16
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 2009-10 to 2015-16
Superintendents, Principals, Assistant Principals, and Teachers

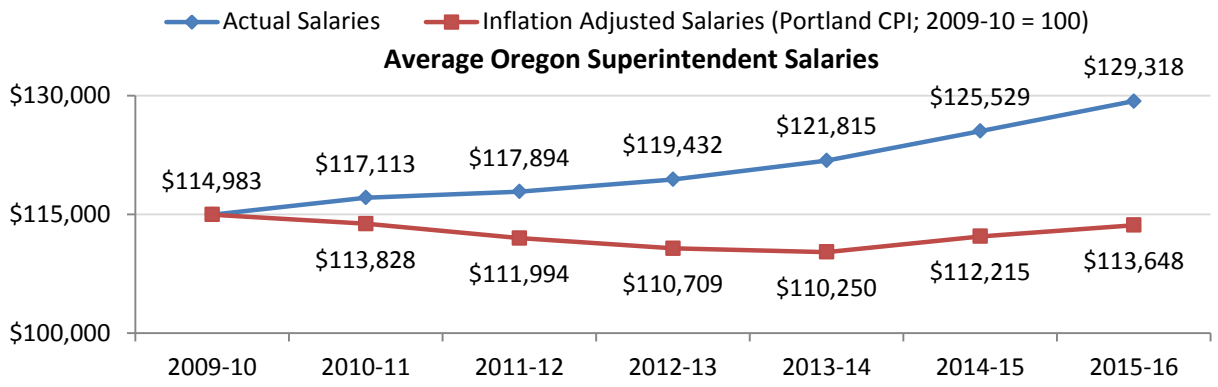
	Actual Salary			Inflation-Adjusted Salary		
	2009-10	2015-16	Percent Change	2009-10	2015-16	Percent Change
Superintendent	$114,983	$129,318	12.5%	$114,983	$113,648	-1.2%
Principal	$95,875	$103,609	8.1%	$95,875	$91,054	-5.0%
Assistant Principal	$89,145	$97,090	8.9%	$89,145	$85,325	-4.3%
Teacher	$55,494	$60,359	8.8%	$55,494	$53,045	-4.4%

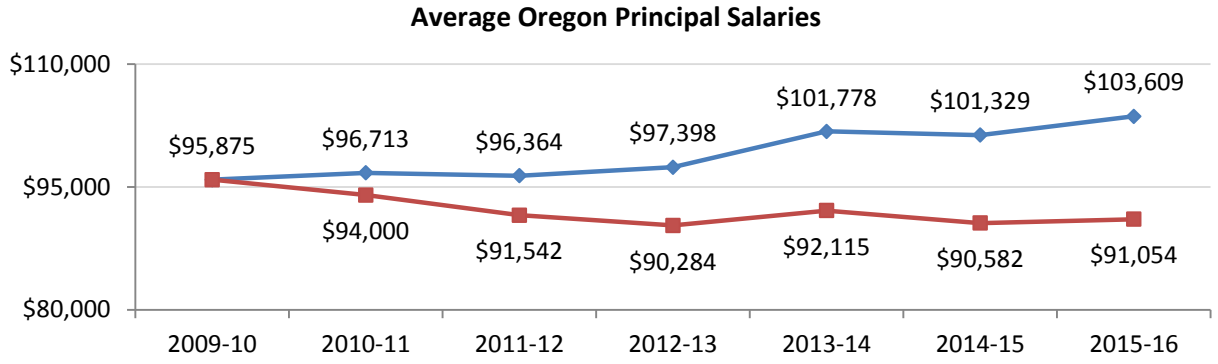
Source: ODE Staff Position Data Collection

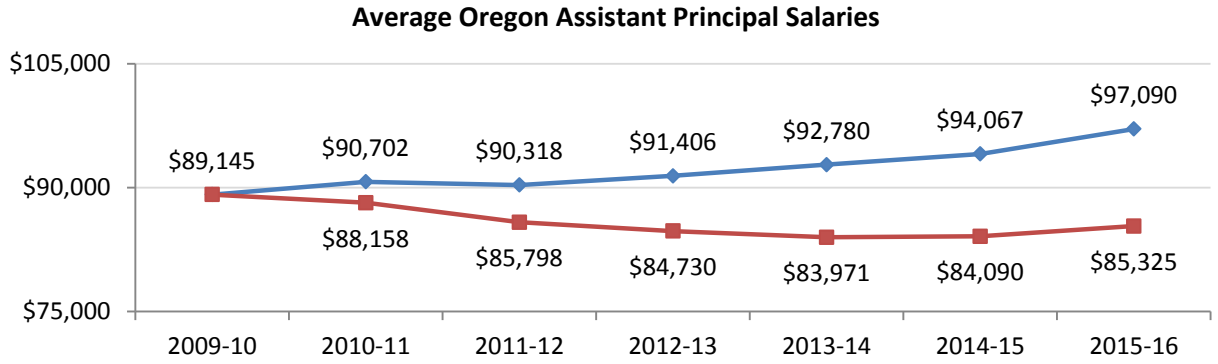
The Staff Position Data Collection expanded in 2010-11 to collect contracted staff and extra duty or coaching contracts. Data for teacher salaries in 2015-16 may include additional extra duty pay and thus not be perfectly comparable to previous years.

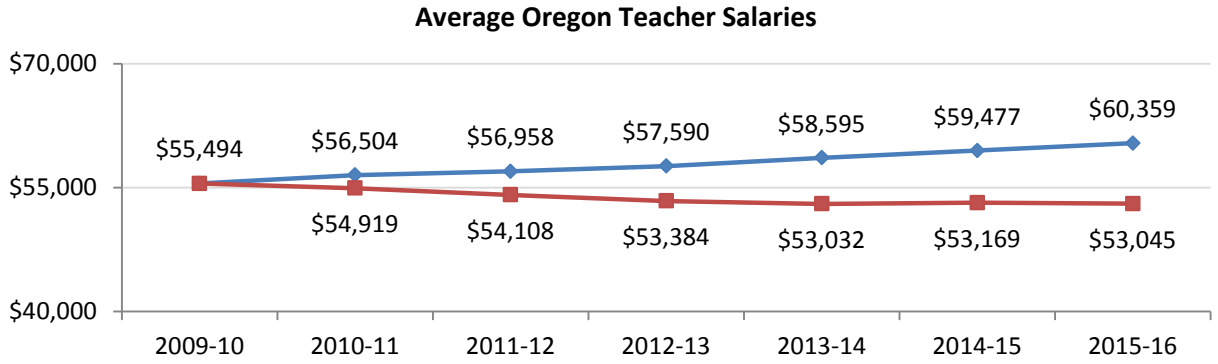
Adjusted for inflation, the average teacher or administrator makes about the same or less than they did six years ago.

Average Salaries for Teachers and Administrators in Oregon: 2009-10 to 2015-16









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 school and district office administration and support services.

Operating Expenditures per Student

Where Dollars Were Spent	2012-13	%	2013-14	%	2014-15	%
Direct Classroom	$5,474	56%	$5,755	56%	$6,063	56%
Classroom Support	$1,976	20%	$2,043	20%	$2,196	20%
Building Support	$1,965	20%	$2,022	20%	$2,077	19%
Central Support	$445	5%	$482	5%	$491	5%
TOTAL*	$9,860	100%	$10,302	100%	$10,827	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.

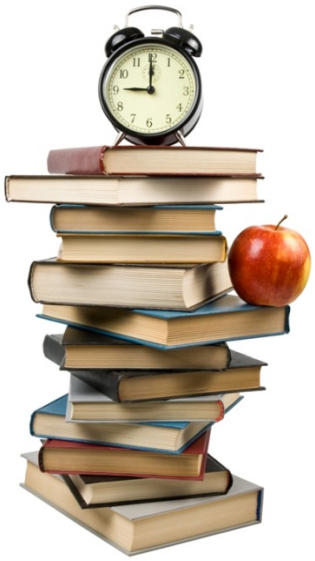
- Staff salaries increased at about the rate of inflation during the 1990's, but health care benefit costs have greatly increased.
- Changing student demographics and declining student enrollment in a majority of school districts have also driven costs up.
- Growth rates for Special Education students and English as a Second Language (ESL) 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 Final Report 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.

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	2010-11	2011-12	2012-13	2013-14	2014-15 (Revised)	2015-16 (Preliminary)
Average Daily Membership – ADMr	532,972	532,357	533,923	538,389	542,903	568,459
Weighted Average Daily Membership – ADMw	660,322	662,817	660,002	663,123	671,940	700,930
Fall Membership (Enrollment on October 1)**	561,331	560,951	563,714	567,100	570,857	576,407
Average Daily Attendance (ADA)*	499,411	498,448	499,720	505,177	507,656	529,877

* 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 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)

	2005-07	2007-09**	2009-11***	2011-13	2013-15	2015-17
Local	$2.70	$2.90 *	$2.87	$2.96	$3.38*	$3.65
State	$5.20	$5.70	$5.56	5.713	$6.65	$7.38
Total	$7.90	$8.50	$8.43	8.671	$10.03	$11.03

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)

Year	Local		Intermediate[1]		State		Federal		TOTAL	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
2007-08	$1,841.8	32.5%	$80.3	1.4%	$3,193.4	56.3%	$554.4	9.8%	$5,669.9	100%
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%

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.

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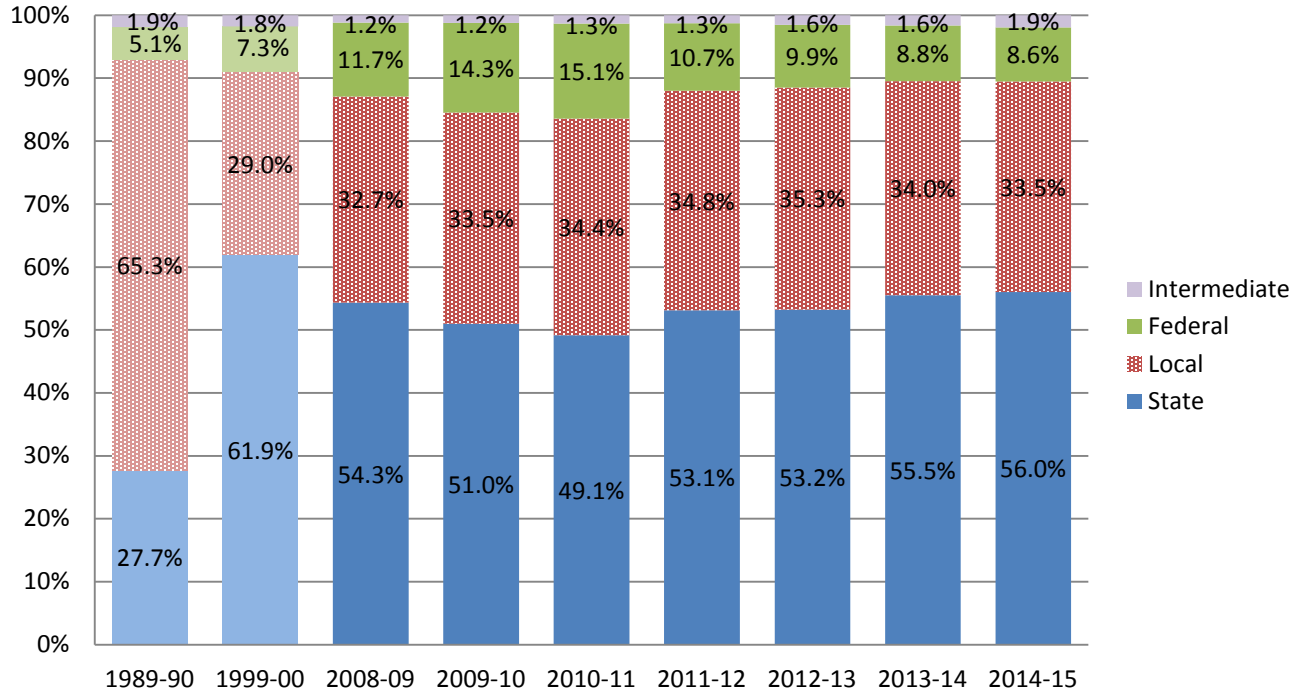
Operating Revenues by Source (Historical)

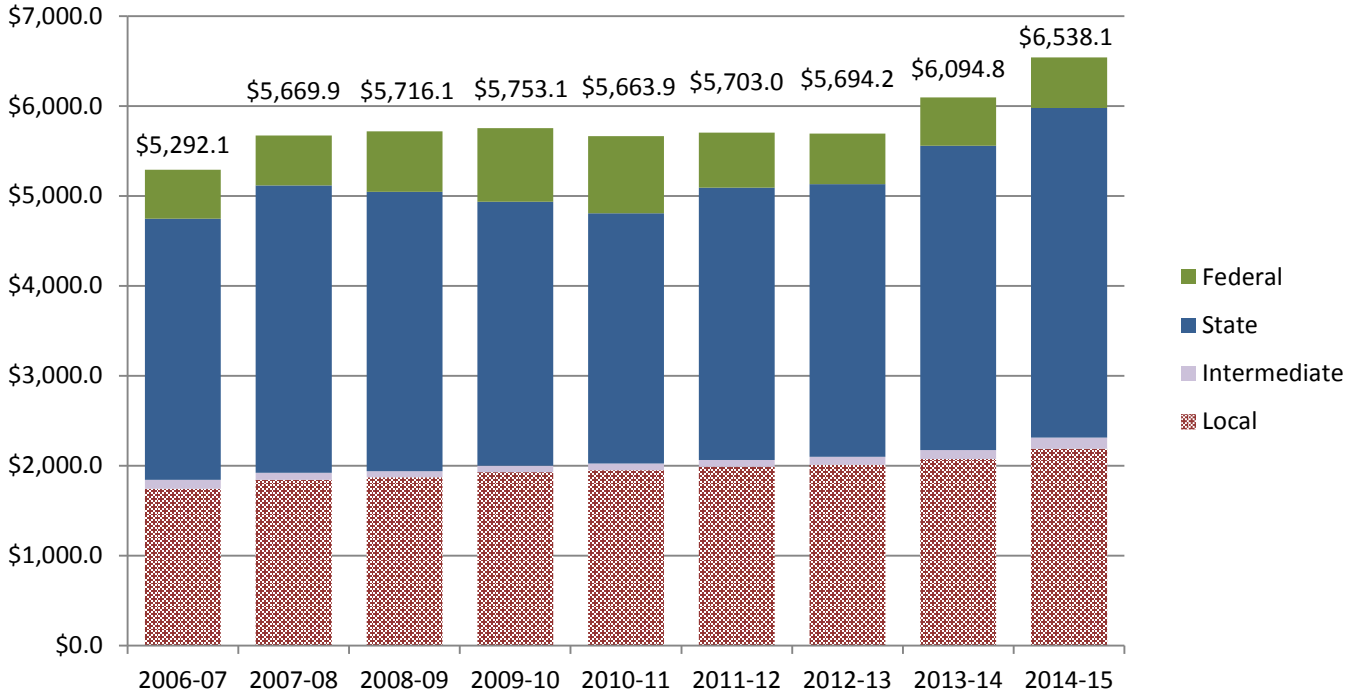
The graph below illustrates the dramatic shift from a locally-funded school system to a system that is primarily state-funded.



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)



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 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 Basic Programs
Title IC Education of Migratory Children
Title ID Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
Title II-A Preparing, Training, and Recruiting High Quality Teachers and Principals
Title II-B Mathematics & Science Partnerships
Title II-D Enhancing Education Through Technology
Title III Language Instruction for Limited English Proficient and Immigrant Students
Title IV-A Safe and Drug-Free Schools and Communities
Title IV-B 21st Century Community Learning Centers
Title V-A Innovative Programs
Title V-B Charter Schools
Title VI-A Funding Flexibility
Title VI-B Rural Education Initiative
Title VII Indian, Native Hawaiian, and Alaskan Native Education
Title X McKinney-Vento Homeless Education Assistance Improvements

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

Oregon received approval in 2012 for a waiver of certain requirements of the ESEA. See page 17 and 20 for more information concerning Oregon's ESEA flexibility waiver.

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 http://oregon.gov/ode/rules-and-policies/ESSA/Pages/default.aspx for more information concerning ESSA.

Elementary and Secondary Education Act Flexibility Waiver

The Elementary and Secondary Education Act (ESEA) was passed in 1965 as a part of the "War on Poverty." The federal *No Child Left Behind Act* of 2001 was signed into law on January 8, 2002. This legislation reauthorized the ESEA and mandated new requirements for state-level funding, professional development of teachers, assessment of student performance, and reporting student and school information to parents and communities. In September 2011, the U.S. Department of Education invited states to request flexibility regarding specific requirements of the *No Child Left Behind Act* of 2001 in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. Oregon submitted its ESEA Flexibility Request in January 2012, and the request received federal approval in July 2012.

The *Every Student Succeeds Act* (ESSA) was signed on December 10, 2015 and Oregon's ESEA flexibility waiver expired on August 1, 2016. Given the implementation of ESSA in the 2017-18 school year, the 2016-17 school year will represent a transition year where the ODE will continue to provide supports to schools that were originally identified for supports. As part of this transition, the ODE modified the school designation to reflect the progress of each school using tiers of support. For more information concerning ESEA tiers of support, please see the following: http://www.oregon.gov /ode/schools-and districts/grants/ESEA/IA/Documents/priority_focus_tiers_transition_august_29.pdf .

ESEA Flexibility Designations

	Number of Schools	Number of Title I Schools	Priority Schools[1]	Focus Schools[1]	Model Schools
2012-13					
All Schools	1253	585	36	60	30
Elementary/Middle	922	533	19	57	28
High Schools	331	52	17	3	2
2013-14					
All Schools	1246	574	33	60	27
Elementary/Middle	913	523	19	57	25
High Schools	333	51	14	3	2
2014-15					
All Schools	1239	567	33	58	28
Elementary/Middle	909	515	19	55	27
High Schools	330	52	14	3	1
2015-16[2]					
All Schools	1237	573	33	58	28
Elementary/Middle	908	516	19	55	27
High Schools	329	57	14	3	1

ESEA Tiers of Support

	Number of Schools	Number of Title I Schools	Tier 1	Tier 2	Tier 3
2016-17					
All Schools	1239	572	12	43	20
Elementary/Middle	912	516	10	41	18
High Schools	327	56	2	2	2

[1]Priority and Focus designations from 2012-13 remain in effect for four years. Changes after 2012-13 are the result of school closures.
[2] The U. S. Department of Education gave the State of Oregon approval to temporarily suspend the assignment of school ratings during the transition to the new college and career readiness assessments. As part of this approval, Title 1 schools retained their ESEA designations from 2014-15.

Oregon's ESEA Flexibility Waiver is available online at: http://oregon.gov/ode/schools-and districts/grants/ESEA /Pages/default.aspx.

Elementary and Secondary Education Act – Highly Qualified Teachers

Oregon requires teachers to hold at a minimum a bachelor's degree, be fully licensed, and meet state requirements to demonstrate mastery of subject knowledge, either by rigorous state exam, major in the core academic area, or graduate degree in the core academic area. All teachers of core academic subjects (English, reading or language arts; mathematics; science; foreign languages; social studies; and the arts) must meet the definition of a highly qualified teacher (HQT). The federal designation of "highly qualified" is given when a teacher's assignment matches the area of preparation, licensure, and credentials.

As a requirement of the Elementary Secondary Education Act, if a school receives funds from the federal government because of the high poverty levels of its students under Title IA Improving Basic Programs, the school is required to send letters to the parents of students who are being taught for four or more weeks by a teacher who is not designated as highly qualified. Throughout the United States, students in high-poverty schools are less likely than other students to be taught by a highly qualified teacher. The Oregon Department of Education requires each district to conduct an annual assessment of staff and explain how it will increase the number of highly qualified teachers, either through re-assignment of its teachers or continued professional development.

Percent of Core Classes Taught by Highly Qualified Teachers 2015-16

	All Schools		High-Poverty Schools		Low-Poverty Schools	
Type of Class	**Percent of All Core Classes Taught by Highly Qualified Teachers**	**Percent of All Core Classes NOT Taught by Highly Qualified Teachers**	**Percent of Core Classes Taught by Highly Qualified Teachers**	**Percent of Core Classes NOT Taught by Highly Qualified Teachers**	**Percent of Core Classes Taught by Highly Qualified Teachers**	**Percent of Core Classes NOT Taught by Highly Qualified Teachers**
All	97.1%	2.9%	95.8%	4.2%	98.0%	2.1%
Self-Contained	97.6%	2.4%	98.2%	1.8%	98.5%	1.5%
English	96.5%	3.5%	95.1%	4.9%	97.3%	2.7%
Foreign Languages	96.3%	3.7%	94.2%	5.8%	97.8%	2.2%
The Arts	98.5%	1.5%	98.5%	1.5%	98.7%	1.3%
Science	96.8%	3.2%	93.2%	6.8%	98.2%	1.8%
Math	96.9%	3.2%	95.9%	4.1%	97.3%	2.7%
Social Sciences	97.1%	2.9%	95.1%	4.9%	97.2%	2.8%

Source: Staff Assignment (Highly Qualified Teachers) Data Collection 2015-16

School Type	Percent of Core Academic Classes Taught by Highly Qualified Teachers	Percent of Core Academic Classes NOT Taught by Highly Qualified Teachers
Elementary Level		
High-Poverty	97.0%	3.0%
Low-Poverty	97.8%	2.2%
All Elementary	96.2%	3.8%
Secondary Level		
High-Poverty	95.4%	4.6%
Low-Poverty	98.0%	2.0%
All Secondary	97.4%	2.7%

School Type	Percent of Core Academic Classes Taught by Highly Qualified Teachers	Percent of Core Academic Classes NOT Taught by Highly Qualified Teachers
Elementary Level		
High-Minority	96.2%	3.8%
Low-Minority	95.7%	4.3%
All Elementary	96.2%	3.8%
Secondary Level		
High-Minority	97.0%	3.1%
Low-Minority	96.5%	3.5%
All Secondary	97.4%	2.7%

Source: Oregon Department of Education. Percentages may not sum to 100% due to rounding.
High and low poverty schools are, respectively, the highest and lowest 25% of schools ranked by percentage of students eligible for free or reduced-priced lunches.
High and low minority schools are the highest and lowest 25% of schools ranked by percentage of students identified as minority races or ethnicities.

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

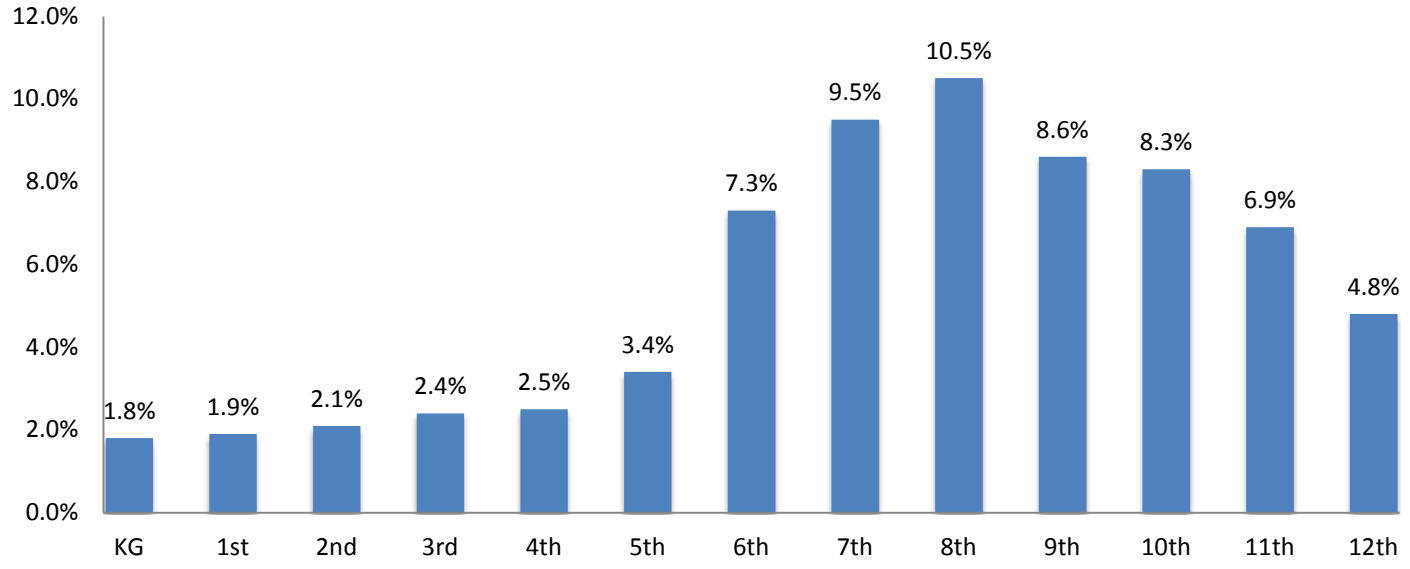
Between 2009-10 and 2015-16, Oregon did not identify any schools meeting the criteria for being placed on "watch status." Oregon also did not identify any schools as "persistently dangerous" for exceeding the threshold for three or more consecutive years.

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.

ESEA Unsafe School Choice Option:
http://www.oregon.gov/ode/students-and-family/healthsafety/Pages/Safe-and-Drug-Free-Schools.aspx
http://oregon.gov/ode/students-and-family/healthsafety/Documents/disciplinecollectionmanual.pdf

Discipline Incidents by Grade Level

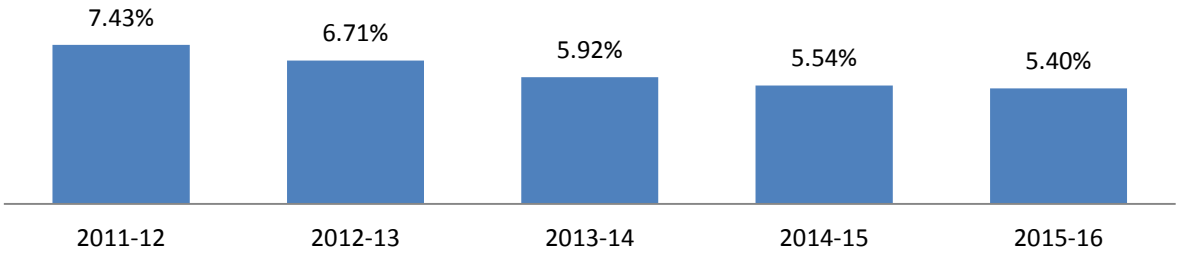
Percent of Students with One or More Suspensions or Expulsions in the 2015-2016 School Year by Enrolled Grade on May 1, 2016



Source: Spring Membership 2015-16, Discipline Incidents 2015-16

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

The number of discipline incidents reported slightly decreased in 2015-16



Discipline Incidents by Student Group – Suspensions and Expulsions

Student Group	Percent of Students enrolled on May 1, 2016 with One or More Discipline Incidents in the 2015-16 School Year
Total	5.4%
Gender	
Male	7.7%
Female	2.9%
Ethnicity	
Asian	1.5%
Black/African American	10.1%
Hispanic/Latino	6.1%
American Indian/Alaska Native	10.2%
Multi-Racial	5.6%
Native Hawaiian/Pacific Islander	7.1%
White	5.0%
Other Student Groups	
Economically Disadvantaged	7.3%
Not Economically Disadvantaged	2.9%
TAG	2.1%
Not TAG	5.6%
English Learners[1]	4.4%
Not English Learners	5.5%
Special Education	10.5%
Not Special Education	4.5%

Source: Spring Membership, Discipline Incidents, Title III: Limited English Proficiency.

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

For more data regarding discipline incidents, please see: http://www.oregon.gov/ode/students-and-family/healthsafety/Pages/School-Discipline%2c-Bullying%2c-Restraint-and-Seclusion.aspx

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx 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.

ANNUAL MEASURABLE OBJECTIVES

Annual Measurable Objectives (AMOs) are targets set for student achievement in the subjects of English language arts and mathematics, as well as for graduation, attendance, and participation. In 2011-12, Oregon's ESEA Flexibility Waiver revised the AMOs for achievement and also changed the way these AMOs are used in school accountability. The Oregon Report Card provided a 5-level rating for each school. The overall rating for a school was a combination of the ratings received in each of the following five indicators:

- Achievement
- Growth
- Subgroup Growth
- Graduation (high schools only)
- Subgroup Graduation (high schools only)

AMO targets were incorporated into the Achievement, Graduation, and Student Group Graduation ratings on the school and district report cards. In 2015-16, the ODE did not assign overall school ratings due to the passage of ESSA and the expiration of Oregon's ESEA flexibility waiver on August 1, 2016. The implementation of ESSA in 2017-18 will require the ODE to establish long term goals and annual targets for each indicator (e.g., English language arts and mathematics achievement, graduation, etc.).

AMOs for English Language Arts and Mathematics

The AMO targets for 2015-16 were based on the median school performance in 2014-15.

AMOs for Elementary, Middle, and High Schools

Subject	Accountability Year	
	2014-15	2015-16
English Language Arts	54.5%	54.5%
Mathematics	40.0%	40.0%

AMOs for Graduation

Graduation Rate AMOs were not changed by the waiver. Schools meeting these targets will earn a Level 3 or higher in Graduation on the report card.

Graduation Rate	Accountability Year			
	2012-13	2013-14	2014-15	2015-16
Four-year rate	67%	69%	72%	75%
Five-year rate	72%	74%	77%	80%

AMOs for Participation

Participation Rate AMOs were not changed by the waiver. The target remains at 94.5% participation in statewide assessments in English language arts and mathematics.

AMOs for Attendance

Attendance Rate AMOs were not changed by the waiver. The target remains at 92% attendance and only applies to elementary/middle schools.

For more information, see: http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/default.aspx

Academic Achievement Details

Elementary (Grades 3-5)

English Language Arts	**2015-16**	
Student Group	**Number of Tests**	**Percent Meeting Level 3 or 4**
All Students	125,055	52.4
Economically Disadvantaged	78,120	40.7
English Learners[1]	22,038	25.0
Students with Disabilities	19,009	25.0
Underserved Races/Ethnicities	35,569	34.1
American Indian/Alaska Native	1,707	35.5
Native Hawaiian/Pacific Islander	904	40.4
Black/African American	2,753	31.5
Hispanic/Latino	30,205	34.1
Asian	4,797	69.9
White	77,158	59.2
Multi-Racial[2]	7,531	57.1

Mathematics	**2015-16**	
Student Group	**Number of Tests**	**Percent Meeting Level 3 or 4**
All Students	124,721	44.9
Economically Disadvantaged	77,871	32.9
English Learners[1]	22,012	20.4
Students with Disabilities	18,945	22.1
Underserved Races/Ethnicities	35,488	26.3
American Indian/Alaska Native	1,705	28.7
Native Hawaiian/Pacific Islander	899	29.4
Black/African American	2,742	21.6
Hispanic/Latino	30,142	26.5
Asian	4,794	68.0
White	76,930	51.7
Multi-Racial[2]	7,509	48.3

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 http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.

Middle (Grades 6-8)

English Language Arts	2015-16	
Student Group	**Number of Tests**	**Percent Meeting Level 3 or 4**
All Students	121,401	56.7
Economically Disadvantaged	68,132	44.1
English Learners[1]	13,792	20.0
Students with Disabilities	18,118	20.1
Underserved Races/Ethnicities	32,860	39.3
American Indian/Alaska Native	1,738	38.9
Native Hawaiian/Pacific Islander	846	43.3
Black/African American	2,726	34.4
Hispanic/Latino	27,550	39.7
Asian	4,985	75.5
White	76,749	62.6
Multi-Racial[2]	6,807	61.0

Mathematics	2015-16	
Student Group	**Number of Tests**	**Percent Meeting Level 3 or 4**
All Students	120,493	42.8
Economically Disadvantaged	67,626	29.5
English Learners[1]	13,751	12.2
Students with Disabilities	17,924	14.6
Underserved Races/Ethnicities	32,662	24.8
American Indian/Alaska Native	1,724	25.1
Native Hawaiian/Pacific Islander	846	29.0
Black/African American	2,694	20.6
Hispanic/Latino	27,398	25.0
Asian	4,967	70.0
White	76,119	48.5
Multi-Racial[2]	6,745	46.4

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 http://oregon.gov/ode/reports-and data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.

High (Grade 11)

English Language Arts	2015-16	
Student Group	**Number of Tests**	**Percent Meeting Level 3 or 4**
All Students	36,531	70.0
Economically Disadvantaged	17,695	59.5
English Learners[1]	1,220	17.6
Students with Disabilities	4,490	29.5
Underserved Races/Ethnicities	9,472	56.0
American Indian/Alaska Native	568	54.8
Native Hawaiian/Pacific Islander	246	53.7
Black/African American	894	43.8
Hispanic/Latino	7,764	57.6
Asian	1,561	76.1
White	23,579	74.8
Multi-Racial[2]	1,919	74.8

Mathematics	2015-16	
Student Group	**Number of Tests**	**Percent Meeting Level 3 or 4**
All Students	35,449	34.2
Economically Disadvantaged	17,337	23.1
English Learners[1]	1,214	10.5
Students with Disabilities	4,398	10.4
Underserved Races/Ethnicities	9,332	19.1
American Indian/Alaska Native	557	17.2
Native Hawaiian/Pacific Islander	239	19.2
Black/African American	862	13.1
Hispanic/Latino	7,674	19.9
Asian	1,506	56.3
White	22,767	38.6
Multi-Racial[2]	1,844	39.5

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 http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.

Graduation Details

Student Group	2014-15 Graduation Rates	
	Four-year Cohort	Five-year Cohort
All Students	73.8	76.5
Economically Disadvantaged	66.4	70.0
English Learners[1]	51.2	61.2
Students with Disabilities	52.7	58.4
Underserved Races/Ethnicities	65.9	70.0
American Indian/Alaska Native	55.0	59.2
Native Hawaiian/Pacific Islander	63.2	72.4
Black/African American	62.6	67.2
Hispanic/Latino	67.4	71.4
Asian	87.5	90.0
White	76.0	78.1
Multi-Racial[2]	72.7	74.1

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 http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.

See pages 34 and 65 for details on assessment results and graduation rates, respectively.

Contact for this section: Josh Rew, 503-947-5845, josh.rew@state.or.us

Participation Details

Participation Target: 95%

English Language Arts Student Group	2015-16 Counts		Participation Rate
	Number of Participants	Number of Non-participants	
All Students	292,010	13,589	95.6
Economically Disadvantaged	170,121	6,148	96.5
English Learners[1]	39,170	579	98.5
Students with Disabilities	42,922	3,601	92.3
Underserved Races/Ethnicities	80,868	2,317	97.2
American Indian/Alaska Native	4,217	199	95.5
Native Hawaiian/Pacific Islander	2,133	58	97.4
Black/African American	6,711	368	94.8
Hispanic/Latino	67,807	1,692	97.6
Asian	11,833	418	96.6
White	182,552	10,040	94.8
Multi-Racial[2]	16,757	814	95.4

Mathematics Student Group	2015-16 Counts		Participation Rate
	Number of Participants	Number of Non-participants	
All Students	289,574	15,957	94.8
Economically Disadvantaged	168,931	7,287	95.9
English Learners[1]	39,106	639	98.4
Students with Disabilities	42,546	3,960	91.5
Underserved Races/Ethnicities	80,426	2,750	96.7
American Indian/Alaska Native	4,185	230	94.8
Native Hawaiian/Pacific Islander	2,119	72	96.7
Black/African American	6,628	451	93.6
Hispanic/Latino	67,494	1,997	97.1
Asian	11,765	483	96.1
White	180,796	11,743	93.9
Multi-Racial[2]	16,587	981	94.4

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 http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.

Detailed AMO reports for Oregon public schools are available online at:
http://oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/default.aspx.
Additional Performance and Participation Data available online at:
http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports-for-2014-2015-and-2015-2016.aspx.

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
Level 1	57	60	61	0	0
Level 2	124	113	123	0	0
Level 3	355	356	395	0	0
Level 4	568	557	515	0	0
Level 5	128	114	110	0	0
Not Rated[1]	21	46	35[2]	1,237[3]	1,239

To view specific district or school report cards, go to: http://oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/default.aspx.

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 has begun the process of working with stakeholders to develop a state plan which will include 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. This new state plan will be effective in the 2017-18 school year.

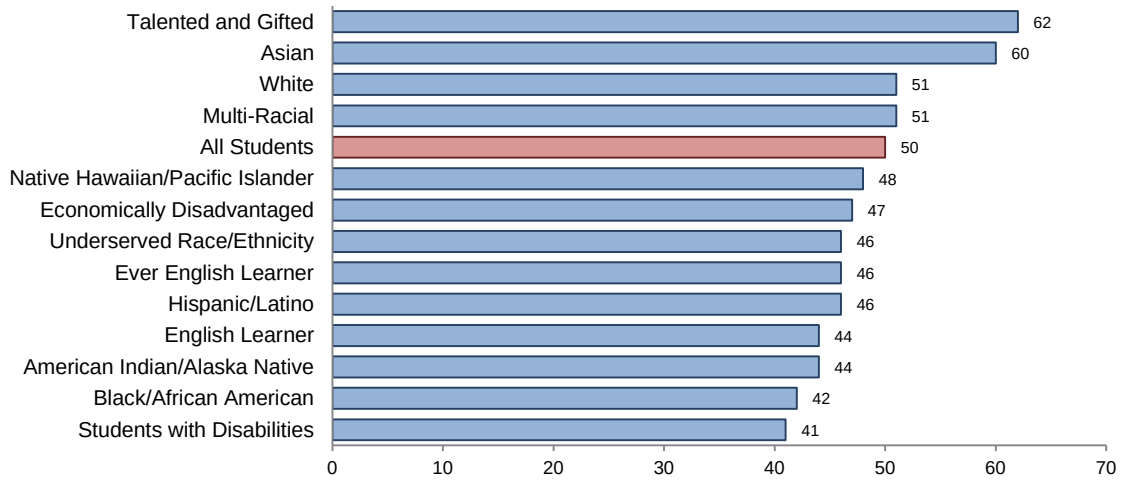
[1]Small schools and newly opened/reconfigured schools are not eligible to receive an overall school rating.
[2]Many schools did not receive a rating because of the Smarter Balanced Field Test.
[3]Schools did not receive an overall school rating because of the transition from OAKS to Smarter Balanced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

GROWTH MODEL

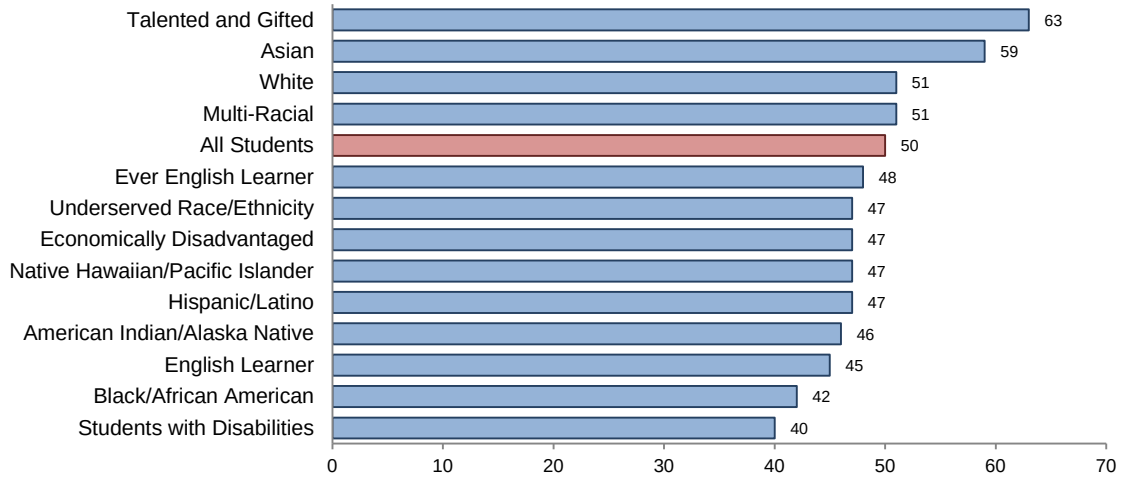
An important feature of the annual school and district report cards is the inclusion of student achievement growth as part of the school's overall rating. The Oregon Department of Education did not assign overall school ratings in 2015-16 due to the passage of ESSA and the expiration of Oregon's ESEA 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 2015-16 median mathematics and reading growth percentiles by student group.

Median Mathematics Growth Percentiles



Median English Language Arts Growth Percentiles



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?

School Year	In Shelters	Sharing Housing	Unsheltered	Motels
2013-14	1,836	14,275	1,842	949
2014-15	1,853	15,298	2,272	1,101
2015-16	1,926	16,163	2,377	1,210

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

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 2015-16
PK	1,929*
KG	1,794
1	1,737
2	1,824
3	1,762
4	1,650
5	1,457
6	1,480
7	1,345
8	1,406
9	1,439
10	1,462
11	1,546
12	2,450
Total	21,352

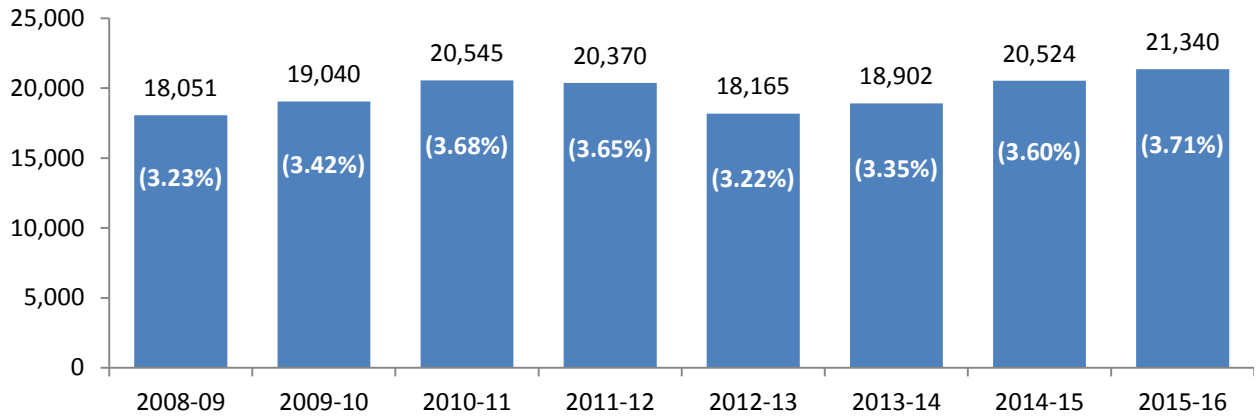
* PK enrollment is optional

Contact for this section: Dona Bolt, 503-947-5781, dona.bolt@state.or.us

What are the trends in poverty and homelessness?

Counts of homeless students continue to rise, despite Oregon's improving economy. A lack of affordable housing throughout the state is considered the chief cause.

Homeless Student Counts, K-12
(Percent of Total K-12 Enrollment)
2008-09 to 2015-16



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 29 for details.

Districts with the Highest Number of Homeless Students

District	K-12 Total Homeless 2015-16	% of enrollment 2015-16
Portland SD 1J	1434	2.96%
Beaverton SD 48J	1382	3.41%
Medford SD 549C	1365	9.87%
Reynolds SD 7	1128	9.76%
Salem-Keizer SD 24J	1120	2.73%
Eugene SD 4J	810	4.71%
Lincoln County SD	768	14.17%
Bend-LaPine Administrative SD 1	576	3.29%
Bethel SD 52	524	9.24%
Central Point SD 6	484	10.53%

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. Their homeless counts are attributed to unemployment, lack of family-wage jobs, and lack of affordable housing in their regions.

Districts with the Highest % of Homeless Students

District	K-12 Total Homeless 2015-16	% of enrollment 2015-16
Butte Falls SD 91	52	35.62%
Dayville SD 16J	10	20.00%
Falls City SD 57	35	19.66%
Myrtle Point SD 41	108	18.69%
Mapleton SD 32	30	18.29%
Marcola SD 79J	37	17.05%
Monument SD 8	10	16.13%
Lincoln County SD	768	14.17%
Port Orford-Langlois SD 2CJ	28	13.86%
Warrenton-Hammond SD 30	130	13.00%
McKenzie SD 68	24	12.97%
Riddle SD 70	45	11.22%

Homeless Students by County of Enrollment, 2015-16

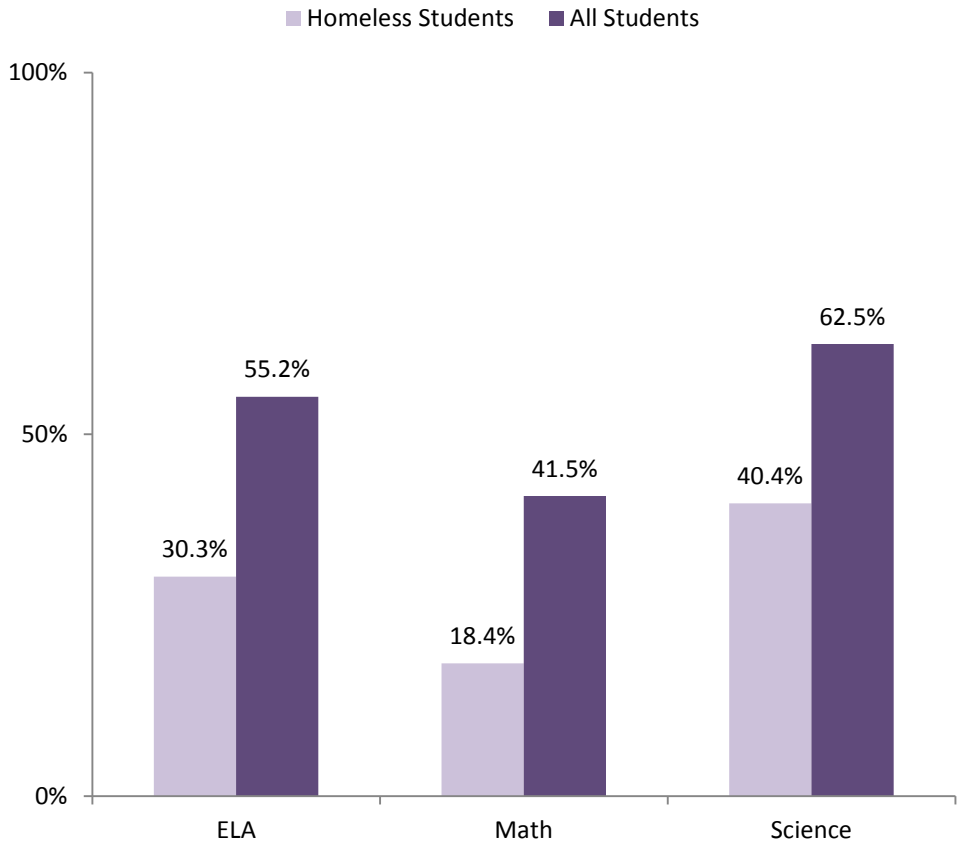
County	Total Enrolled, K - 12
Baker	129
Benton	290
Clackamas	1,392
Clatsop	287
Columbia	209
Coos	569
Crook	84
Curry	141
Deschutes	1,007
Douglas	472
Gilliam	*
Grant	28
Harney	39
Hood River	18
Jackson	2,452
Jefferson	130
Josephine	610
Klamath	265
Lake	23
Lane	2,388
Lincoln	768
Linn	976
Malheur	286
Marion	1,740
Morrow	46
Multnomah	4,064
Polk	177
Sherman	*
Tillamook	204
Umatilla	161
Union	190
Wallowa	37
Wasco	116
Washington	2,202
Wheeler	*
Yamhill	632

*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
2015-16 Percent at Level 3 or 4 / Meets or Exceeds Standard, All Grades



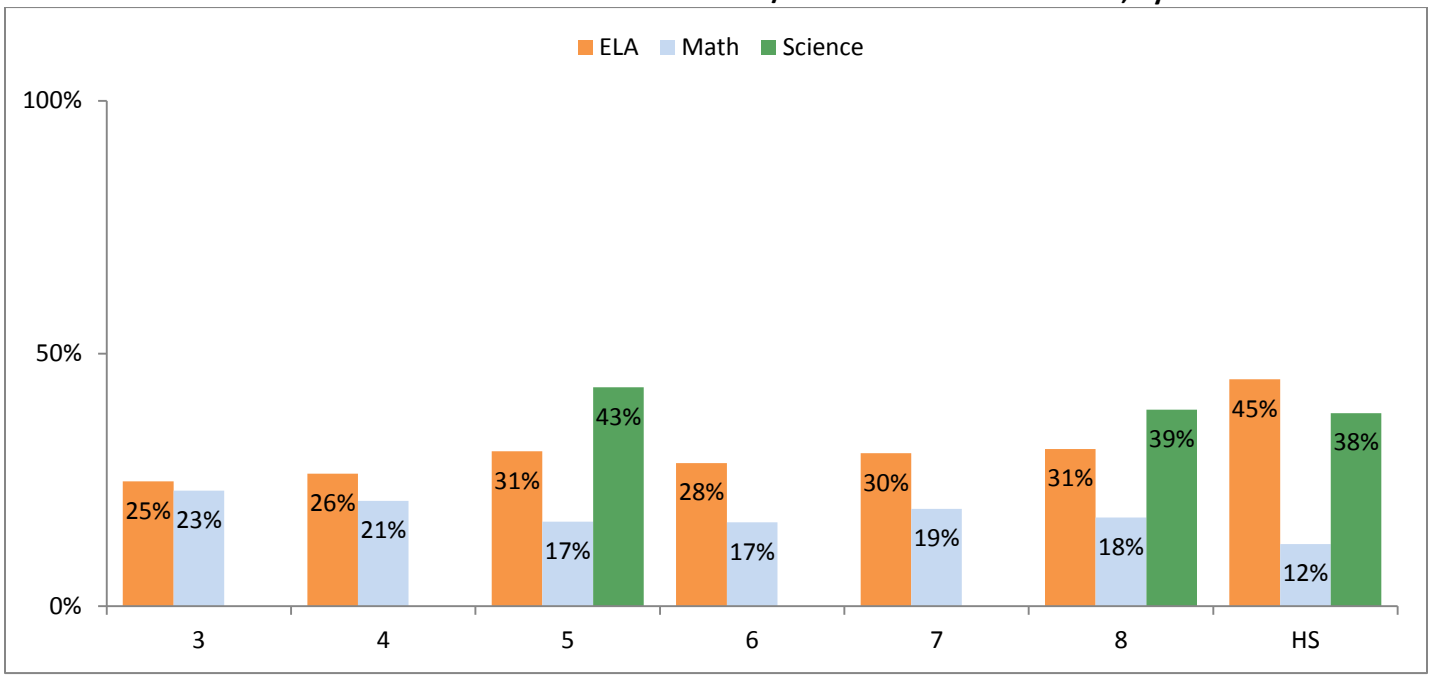
McKinney-Vento Subgrant Projects

Oregon received $613,967 in federal McKinney-Vento Act funds in 2015-16 to serve homeless students. More than 75% of this amount went to districts in the form of competitive subgrants. During the 2015-16 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 2015-16	PERCENT OF HOMELESS STUDENTS AT LEVEL 3/4 2014-15	PERCENT OF HOMELESS STUDENTS AT LEVEL 3/4 2015-16	NUMBER OF HOMELESS STUDENTS TESTED IN MATH 2015-16	PERCENT OF HOMELESS STUDENTS AT LEVEL 3/4 2014-15	PERCENT OF HOMELESS STUDENTS AT LEVEL 3/4 2015-16	NUMBER OF HOMELESS STUDENTS TESTED IN SCIENCE 2015-16	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2014-15	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2015-16
3	1,486	**23.71%**	**24.70%**	1,471	**22.30%**	**22.91%**			
4	1,422	**25.02%**	**26.23%**	1,406	**19.70%**	**20.84%**			
5	1,265	**30.87%**	**30.67%**	1,253	**17.44%**	**16.76%**	1,265	**47.10%**	**43.32%**
6	1,278	**26.61%**	**28.33%**	1,257	**15.58%**	**16.63%**			
7	1,110	**30.15%**	**30.27%**	1,100	**16.98%**	**19.27%**			
8	1,179	**30.82%**	**31.13%**	1,168	**17.87%**	**17.55%**	1,098	**41.11%**	**38.89%**
HS	1,053	**43.91%**	**44.92%**	1,006	**11.48%**	**12.33%**	866	**38.10%**	**38.22%**

2015-16 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 Homeless Education webpage on the ODE website at the following link: http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/McKinney-Vento/Pages/default.aspx.

FREE AND REDUCED PRICE LUNCH

Oregon Public Schools Number and Percent of All Students Eligible

October 1, 2015 Enrollment

School Type and Level	Total Number of Students Eligible for Free and Reduced Price Lunch	Total Number of All Students 10/1/2015	Free and Reduced Price Lunch Eligible Students as a Percent of All Students
REGULAR			
Elementary	145,549	261,913	56%
Middle/Jr. High	51,702	100,788	51%
High	73,179	161,106	45%
Combined[2]	2,151	5,677	38%
ALTERNATIVE			
Elementary	345	760	45%
Middle	--	--	--
High	1,923	3,161	61%
Combined[2]	308	804	38%
CHARTER			
Elementary	3,137	7,853	40%
Middle	192	532	36%
High	1,209	1,974	61%
Combined[2]	3,146	6,153	51%
ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, CHARTER, and others noted below)			
Elementary	149,031	270,526	55%
Middle	51,894	101,320	51%
High	76,311	166,241	46%
Combined[2]	5,605	12,634	44%
Total	**282,841**	**550,721**	**51%**

Source: Oregon Department of Education

[1]Note: Includes October 1 Membership (column B) for the schools and programs in the 2015-16 report at http://www.ode.state.or.us/sfda/reports/r0061Select.asp 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.

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 OAKS Extended in ELA, mathematics, and science). Achievement levels for ELA, mathematics, and science are provided in the tables below. For Smarter Balanced and OAKS 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)
2015-16

	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

	OAKS 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 http://oregon.gov/ode/educator-resources/standards/Pages/Achievement-Performance-Standards.aspx.

Information about Oregon academic standards can be found at the following link:
http://oregon.gov/ode/educator-resources/standards/Pages/default.aspx.
Test score data is online at:
http://oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Group-Reports-for-2014-2015-and-2015-2016.aspx.
For cut scores required to meet Essential Skills graduation requirements, please visit:
http://oregon.gov/ode/educator-resources/essentialskills/Pages/default.aspx.

Grade 3 Performance

In 2015-16, third grade students were tested in English language arts (ELA) and in mathematics.

Grade 3 All Students

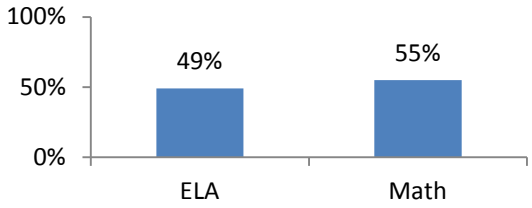
Statewide Percent at Level 3 or 4

	2013-14	2014-15	2015-16
ELA	*	46%	47%
Mathematics	*	46%	48%

* 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness.

Grade 3 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2015-16



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

	2013-14	2014-15	2015-16
All Students	*	46%	47%
Students with Disabilities	*	19%	20%
Asian/Pacific Islander	*	58%	62%
Asian	*	63%	66%
Native Hawaiian/Pacific Islander	*	34%	36%
Black (not of Hispanic origin)	*	28%	26%
Hispanic origin	*	27%	28%
American Indian/Alaska Native	*	28%	32%
White (not of Hispanic origin)	*	52%	55%
Multi-racial	*	53%	51%
Economically Disadvantaged	*	33%	36%
English Learners**	*	13%	14%

Grade 3 Mathematics

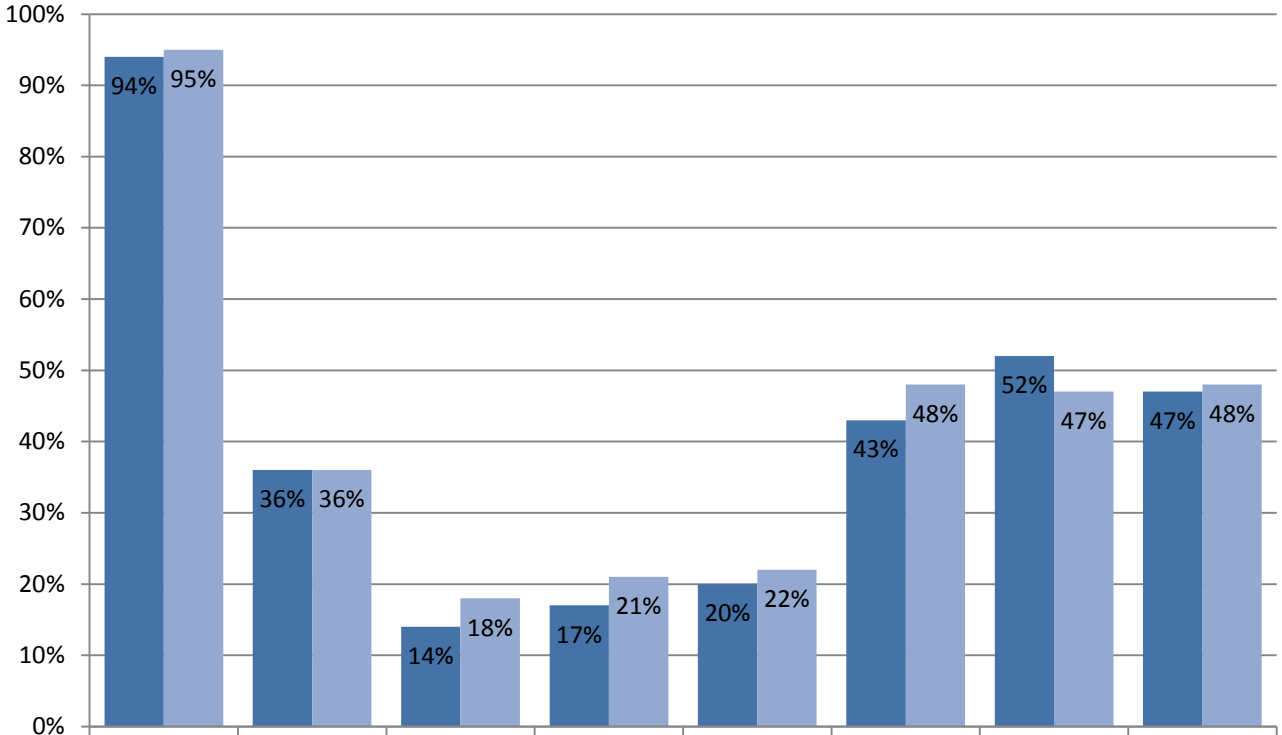
Percent of Students at Level 3 or 4

	2013-14	2014-15	2015-16
All Students	*	46%	48%
Students with Disabilities	*	21%	22%
Asian/Pacific Islander	*	61%	65%
Asian	*	68%	71%
Native Hawaiian/Pacific Islander	*	27%	32%
Black (not of Hispanic origin)	*	25%	22%
Hispanic origin	*	27%	29%
American Indian/Alaska Native	*	29%	32%
White (not of Hispanic origin)	*	52%	55%
Multi-racial	*	51%	50%
Economically Disadvantaged	*	34%	36%
English Learners**	*	17%	18%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.
** English Learners is the new term for students identified as having a language other than English. This group only includes students eligible for or participating in a Limited English Proficiency program in the current school year.

Grade 3 Students by Student Group

Percent at Level 3 or 4 in 2015-16



	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	94%	36%	14%	17%	20%	43%	52%	47%
Math	95%	36%	18%	21%	22%	48%	47%	48%

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

Grade 4 Performance

In 2015-16, fourth grade students were tested in English language arts (ELA) and mathematics.

Grade 4 All Students

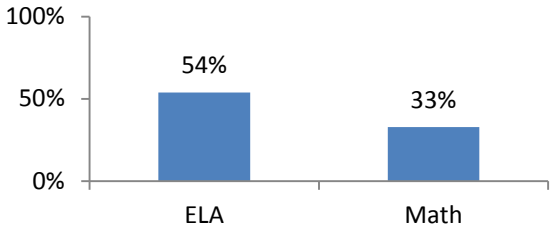
Statewide Percent at Level 3 or 4

	2013-14	2014-15	2015-16
ELA	*	49%	50%
Mathematics	*	44%	44%

* 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness.

Grade 4 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2015-16



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

	2013-14	2014-15	2015-16
All Students	*	49%	50%
Students with Disabilities	*	18%	19%
Asian/Pacific Islander	*	63%	63%
Asian	*	67%	68%
Native Hawaiian/Pacific Islander	*	38%	37%
Black (not of Hispanic origin)	*	30%	30%
Hispanic origin	*	31%	31%
American Indian/Alaska Native	*	31%	33%
White (not of Hispanic origin)	*	56%	57%
Multi-racial	*	53%	57%
Economically Disadvantaged	*	37%	38%
English Learners**	*	12%	12%

Grade 4 Mathematics

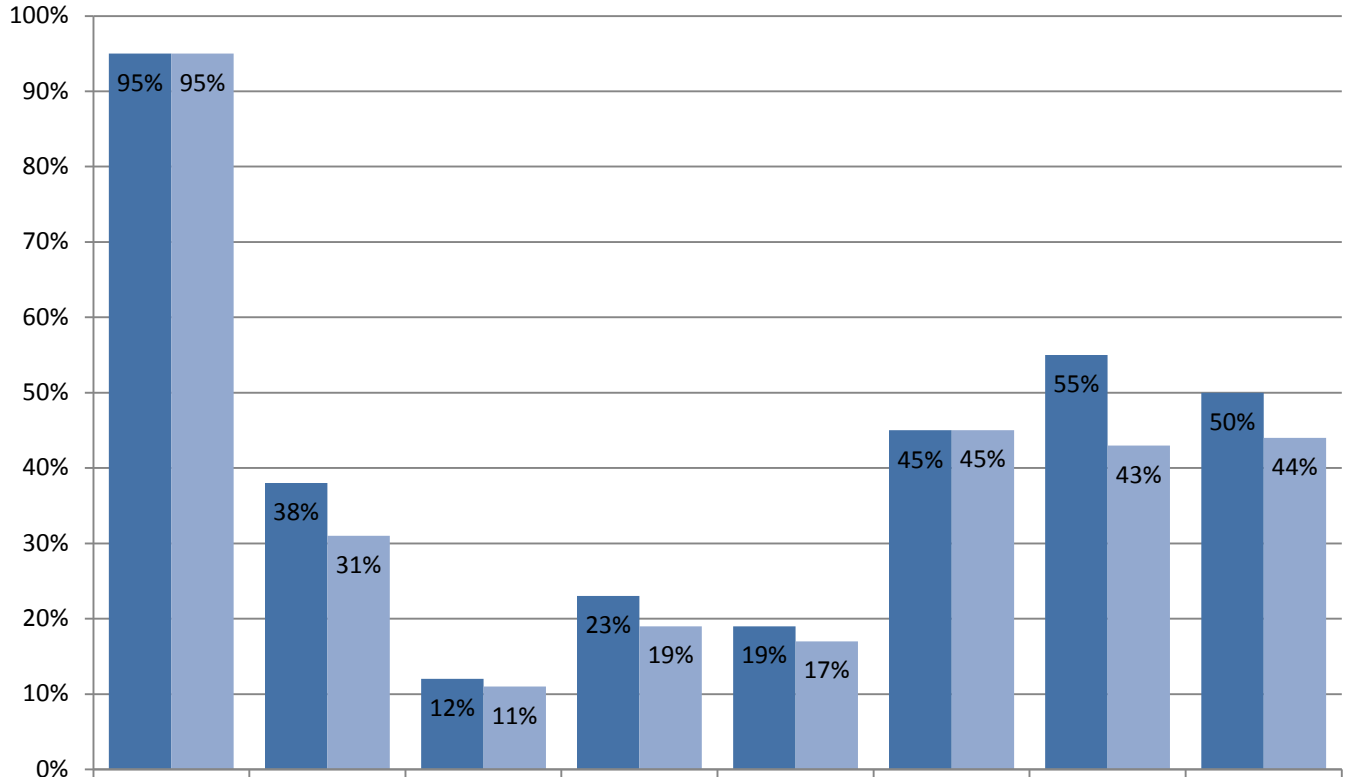
Percent of Students at Level 3 or 4

	2013-14	2014-15	2015-16
All Students	*	44%	44%
Students with Disabilities	*	17%	17%
Asian/Pacific Islander	*	61%	60%
Asian	*	67%	67%
Native Hawaiian/Pacific Islander	*	29%	26%
Black (not of Hispanic origin)	*	21%	21%
Hispanic origin	*	25%	25%
American Indian/Alaska Native	*	28%	28%
White (not of Hispanic origin)	*	50%	50%
Multi-racial	*	47%	49%
Economically Disadvantaged	*	32%	31%
English Learners**	*	12%	11%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.
** English Learners is the new term for students identified as having a language other than English. This group only includes students eligible for or participating in a Limited English Proficiency program in the current school year.

Grade 4 Students by Student Group

Percent at Level 3 or 4 in 2015-16



	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	95%	38%	12%	23%	19%	45%	55%	50%
Math	95%	31%	11%	19%	17%	45%	43%	44%

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

Grade 5 Performance

In 2015-16, fifth grade students were tested in English language arts (ELA), mathematics, and science.

Grade 5 All Students

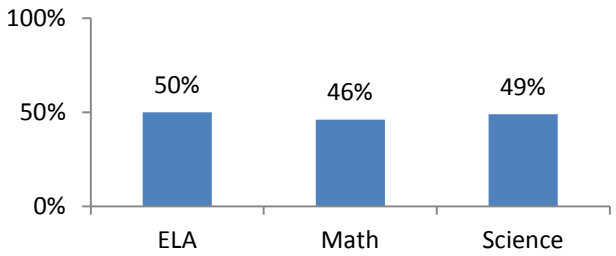
Statewide Percent Level 3 or 4 / Meets or Exceeds

	2013-14	2014-15	2015-16
ELA	*	54%	57%
Mathematics	*	41%	40%
Science	69%	66%	66%

* 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness.

Grade 5 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2015-16



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

	2013-14	2014-15	2015-16
All Students	*	54%	57%
Students with Disabilities	*	18%	20%
Asian/Pacific Islander	*	65%	69%
Asian	*	69%	74%
Native Hawaiian/Pacific Islander	*	40%	45%
Black (not of Hispanic origin)	*	33%	34%
Hispanic origin	*	36%	40%
American Indian/Alaska Native	*	37%	38%
White (not of Hispanic origin)	*	60%	63%
Multi-racial	*	58%	60%
Economically Disadvantaged	*	41%	45%
English Learners**	*	10%	13%

Grade 5 Mathematics

Percent of Students at Level 3 or 4

	2013-14	2014-15	2015-16
All Students	*	41%	40%
Students with Disabilities	*	14%	14%
Asian/Pacific Islander	*	58%	59%
Asian	*	64%	65%
Native Hawaiian/Pacific Islander	*	24%	28%
Black (not of Hispanic origin)	*	18%	18%
Hispanic origin	*	23%	23%
American Indian/Alaska Native	*	27%	23%
White (not of Hispanic origin)	*	47%	47%
Multi-racial	*	44%	43%
Economically Disadvantaged	*	28%	28%
English Learners**	*	7%	7%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.
** English Learners is the new term for students identified as having a language other than English. This group only includes students eligible for or participating in a Limited English Proficiency program in the current school year.

Grade 5 Science

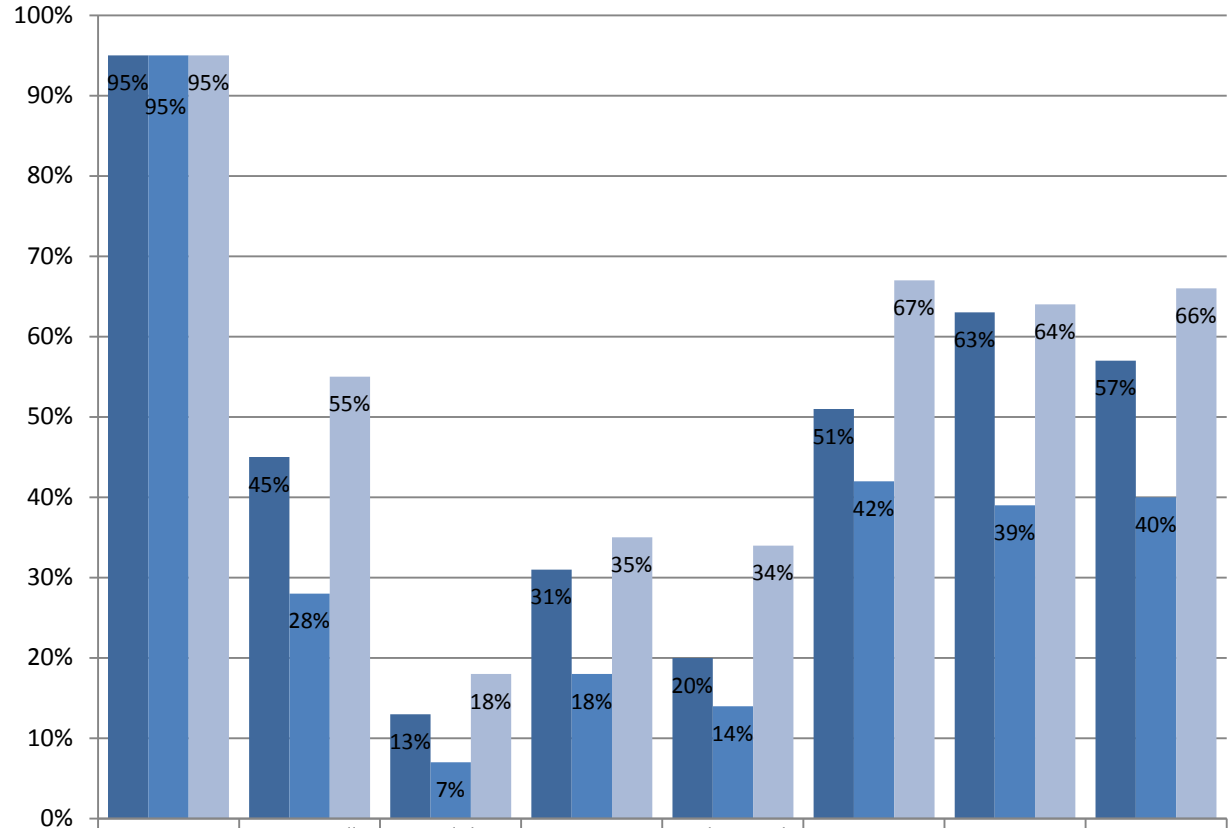
Percent of Students Meeting or Exceeding Standard 2014 - 2016

	2013-14	2014-15	2015-16
All Students	69%	66%	66%
Students with Disabilities	38%	37%	34%
Asian/Pacific Islander	73%	70%	71%
Asian	78%	74%	75%
Native Hawaiian/Pacific Islander	46%	47%	45%
Black (not of Hispanic origin)	46%	36%	40%
Hispanic origin	46%	43%	44%
American Indian/Alaska Native	55%	53%	50%
White (not of Hispanic origin)	77%	74%	74%
Multi-racial	74%	72%	69%
Economically Disadvantaged	56%	54%	55%
English Learners**	22%	19%	18%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.
** English Learners is the new term for students identified as having a language other than English. This group only includes students eligible for or participating in a Limited English Proficiency program in the current school year.

Grade 5 Students by Student Group

Percent at Level 3 or 4 / Meeting or Exceeding Standards in 2015-16



	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	95%	45%	13%	31%	20%	51%	63%	57%
Math	95%	28%	7%	18%	14%	42%	39%	40%
Science	95%	55%	18%	35%	34%	67%	64%	66%

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

Grade 6 Performance

In 2015-16, sixth grade students were tested in English language arts (ELA) and mathematics.

Grade 6 All Students

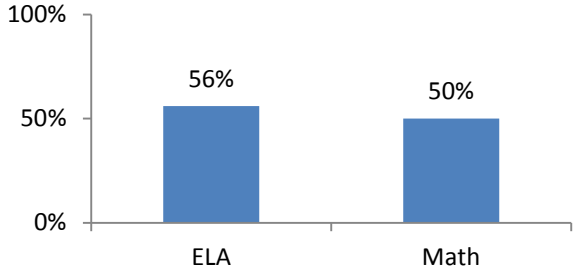
Statewide Percent at Level 3 or 4

	2013-14	2014-15	2015-16
ELA	*	53%	53%
Mathematics	*	38%	39%

* 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness.

Grade 6 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2015-16



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

	2013-14	2014-15	2015-16
All Students	*	53%	53%
Students with Disabilities	*	14%	15%
Asian/Pacific Islander	*	68%	67%
Asian	*	73%	72%
Native Hawaiian/Pacific Islander	*	42%	39%
Black (not of Hispanic origin)	*	35%	32%
Hispanic origin	*	35%	36%
American Indian/Alaska Native	*	30%	34%
White (not of Hispanic origin)	*	59%	59%
Multi-racial	*	58%	56%
Economically Disadvantaged	*	40%	40%
English Learners**	*	6%	7%

Grade 6 Mathematics

Percent of Students at Level 3 or 4

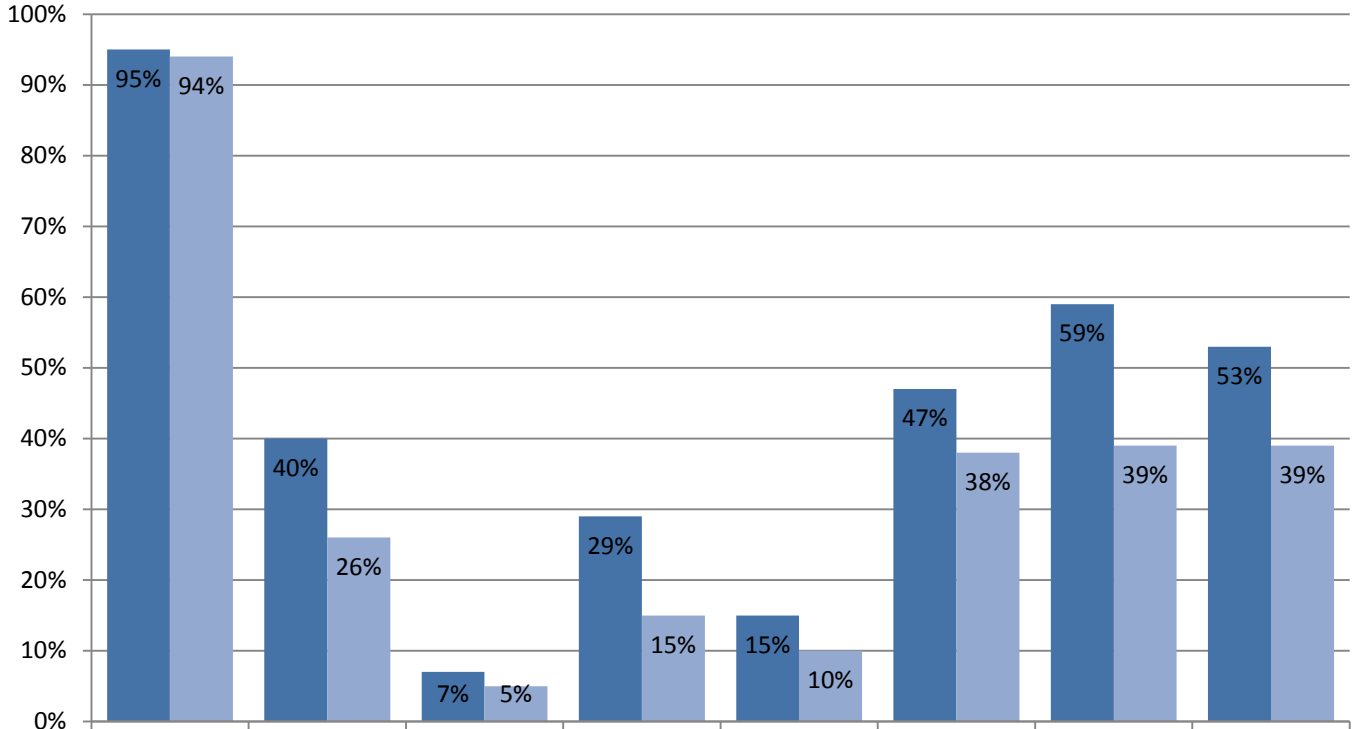
	2013-14	2014-15	2015-16
All Students	*	38%	39%
Students with Disabilities	*	9%	10%
Asian/Pacific Islander	*	57%	59%
Asian	*	62%	66%
Native Hawaiian/Pacific Islander	*	25%	25%
Black (not of Hispanic origin)	*	16%	18%
Hispanic origin	*	21%	21%
American Indian/Alaska Native	*	19%	22%
White (not of Hispanic origin)	*	44%	44%
Multi-racial	*	42%	40%
Economically Disadvantaged	*	25%	26%
English Learners**	*	< 5%	< 5%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.

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

Grade 6 Students by Student Group

Percent at Level 3 or 4 in 2015-16



	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	95%	40%	7%	29%	15%	47%	59%	53%
Math	94%	26%	5%	15%	10%	38%	39%	39%

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

Grade 7 Performance

In 2015-16, seventh grade students were tested in English language arts (ELA) and mathematics.

Grade 7 All Students

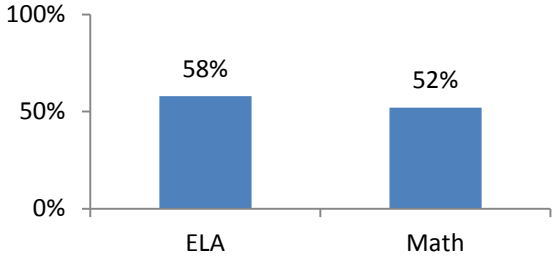
Statewide Percent at Level 3 or 4

	2013-14	2014-15	2015-16
ELA	*	56%	56%
Mathematics	*	43%	44%

* 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness.

Grade 7 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2015-16



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

	2013-14	2014-15	2015-16
All Students	*	56%	56%
Students with Disabilities	*	14%	15%
Asian/Pacific Islander	*	70%	70%
Asian	*	74%	75%
Native Hawaiian/Pacific Islander	*	44%	42%
Black (not of Hispanic origin)	*	34%	32%
Hispanic origin	*	38%	38%
American Indian/Alaska Native	*	36%	35%
White (not of Hispanic origin)	*	62%	62%
Multi-racial	*	61%	61%
Economically Disadvantaged	*	42%	43%
English Learners**	*	< 5%	< 5%

Grade 7 Mathematics

Percent of Students at Level 3 or 4

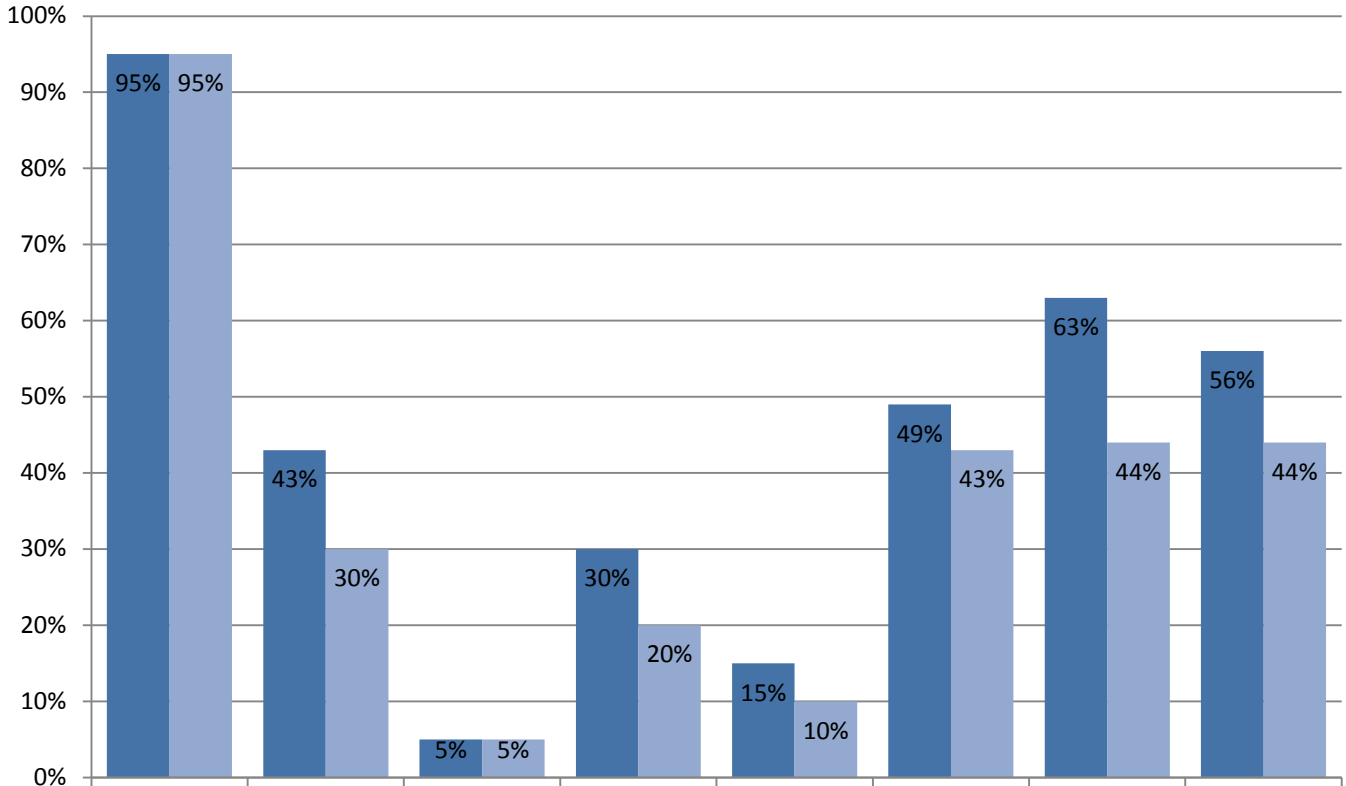
	2013-14	2014-15	2015-16
All Students	*	43%	44%
Students with Disabilities	*	10%	10%
Asian/Pacific Islander	*	65%	64%
Asian	*	71%	70%
Native Hawaiian/Pacific Islander	*	32%	27%
Black (not of Hispanic origin)	*	20%	21%
Hispanic origin	*	25%	25%
American Indian/Alaska Native	*	26%	22%
White (not of Hispanic origin)	*	48%	50%
Multi-racial	*	48%	48%
Economically Disadvantaged	*	29%	30%
English Learners**	*	< 5%	< 5%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.

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

Grade 7 Students by Student Group

Percent at Level 3 or 4 in 2015-16



	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	95%	43%	5%	30%	15%	49%	63%	56%
Math	95%	30%	5%	20%	10%	43%	44%	44%

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

Grade 8 Performance

In 2015-16, eighth grade students were tested in English language arts (ELA), mathematics, and science.

Grade 8 All Students

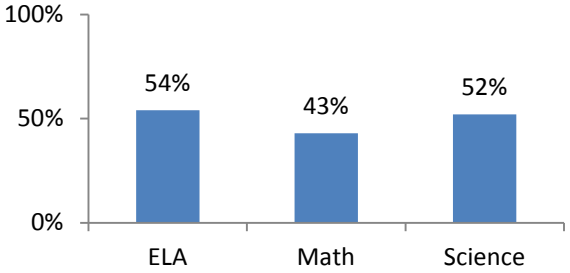
Statewide Percent at Level 3 or 4 / Meets or Exceeds

	2013-14	2014-15	2015-16
ELA	*	57%	57%
Mathematics	*	43%	42%
Science	65%	64%	63%

* 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness.

Grade 8 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2015-16



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

Grade 8 English Language Arts

Percent of Students at Level 3 or 4

	2013-14	2014-15	2015-16
All Students	*	57%	57%
Students with Disabilities	*	14%	14%
Asian/Pacific Islander	*	71%	72%
Asian	*	75%	77%
Native Hawaiian/Pacific Islander	*	43%	43%
Black (not of Hispanic origin)	*	36%	35%
Hispanic origin	*	41%	42%
American Indian/Alaska Native	*	41%	41%
White (not of Hispanic origin)	*	62%	62%
Multi-racial	*	60%	62%
Economically Disadvantaged	*	45%	45%
English Learners**	*	< 5%	< 5%

Grade 8 Mathematics

Percent of Students at Level 3 or 4

	2013-14	2014-15	2015-16
All Students	*	43%	42%
Students with Disabilities	*	9%	9%
Asian/Pacific Islander	*	67%	66%
Asian	*	72%	72%
Native Hawaiian/Pacific Islander	*	33%	30%
Black (not of Hispanic origin)	*	23%	19%
Hispanic origin	*	27%	26%
American Indian/Alaska Native	*	25%	26%
White (not of Hispanic origin)	*	48%	47%
Multi-racial	*	45%	48%
Economically Disadvantaged	*	30%	30%
English Learners**	*	5%	< 5%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.
** English Learners is the new term for students identified as having a language other than English. This group only includes students eligible for or participating in a Limited English Proficiency program in the current school year.

Grade 8 Science

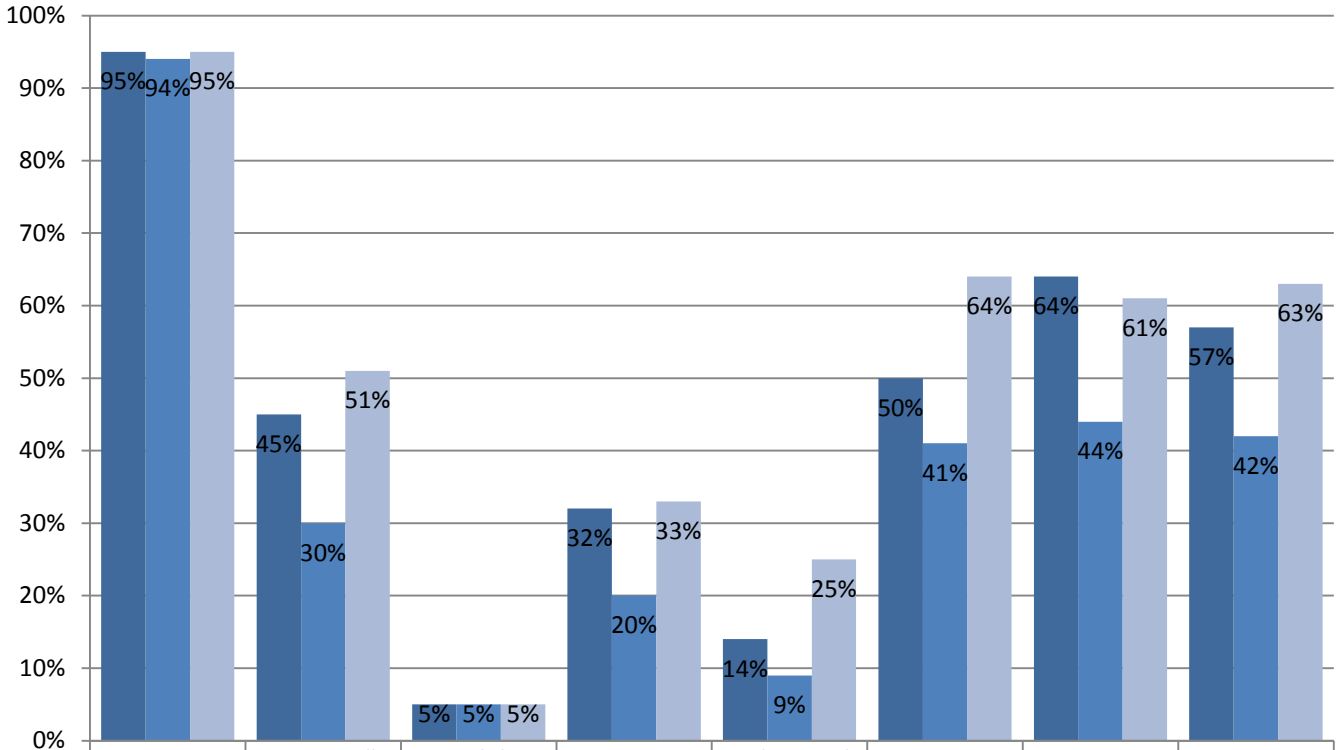
Percent of Students Meeting or Exceeding Standards 2014 - 2016

	2013-14	2014-15	2015-16
All Students	65%	64%	63%
Students with Disabilities	28%	25%	25%
Asian/Pacific Islander	69%	67%	68%
Asian	74%	72%	73%
Native Hawaiian/Pacific Islander	45%	42%	47%
Black (not of Hispanic origin)	37%	34%	35%
Hispanic origin	44%	44%	43%
American Indian/Alaska Native	51%	48%	47%
White (not of Hispanic origin)	73%	71%	70%
Multi-racial	69%	66%	68%
Economically Disadvantaged	52%	52%	51%
English Learners**	6%	6%	5%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.
** English Learners is the new term for students identified as having a language other than English. This group only includes students eligible for or participating in a Limited English Proficiency program in the current school year.

Grade 8 Students by Student Group

Percent at Level 3 or 4 / Meeting or Exceeding Standards in 2015-16



	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	95%	45%	5%	32%	14%	50%	64%	57%
Math	94%	30%	5%	20%	9%	41%	44%	42%
Science	95%	51%	5%	33%	25%	64%	61%	63%

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

High School Performance

In 2015-16, eleventh grade students were tested in English language arts (ELA), mathematics, and science.

High School All Students

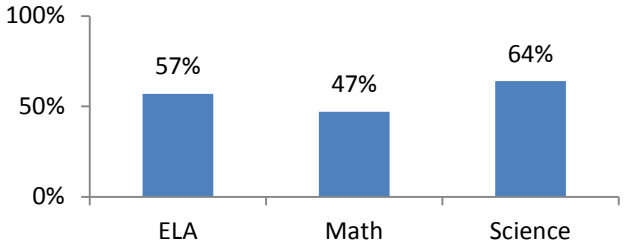
Statewide Percent at Level 3 or 4 / Meets or Exceeds

	2013-14	2014-15	2015-16
ELA	*	67%	69%
Mathematics	*	31%	33%
Science	62%	61%	59%

* 2014-15 is the first operational year of English language arts and mathematics assessments that measure college/career readiness.

High School Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2015-16



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

	2013-14	2014-15	2015-16
All Students	*	67%	69%
Students with Disabilities	*	24%	23%
Asian/Pacific Islander	*	73%	73%
Asian	*	77%	76%
Native Hawaiian/Pacific Islander	*	52%	53%
Black (not of Hispanic origin)	*	45%	42%
Hispanic origin	*	54%	56%
American Indian/Alaska Native	*	58%	52%
White (not of Hispanic origin)	*	72%	73%
Multi-racial	*	71%	73%
Economically Disadvantaged	*	57%	58%
English Learners**	*	7%	6%

High School Mathematics

Percent of Students at Level 3 or 4

	2013-14	2014-15	2015-16
All Students	*	67%	33%
Students with Disabilities	*	24%	5%
Asian /Pacific Islander	*	73%	51%
Asian	*	77%	56%
Native Hawaiian/Pacific Islander	*	52%	19%
Black (not of Hispanic origin)	*	45%	12%
Hispanic origin	*	54%	19%
American Indian/Alaska Native	*	58%	16%
White (not of Hispanic origin)	*	72%	37%
Multi-racial	*	71%	38%
Economically Disadvantaged	*	57%	22%
English Learners**	*	7%	5%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.
** English Learners is the new term for students identified as having a language other than English. This group only includes students eligible for or participating in a Limited English Proficiency program in the current school year.

High School Science

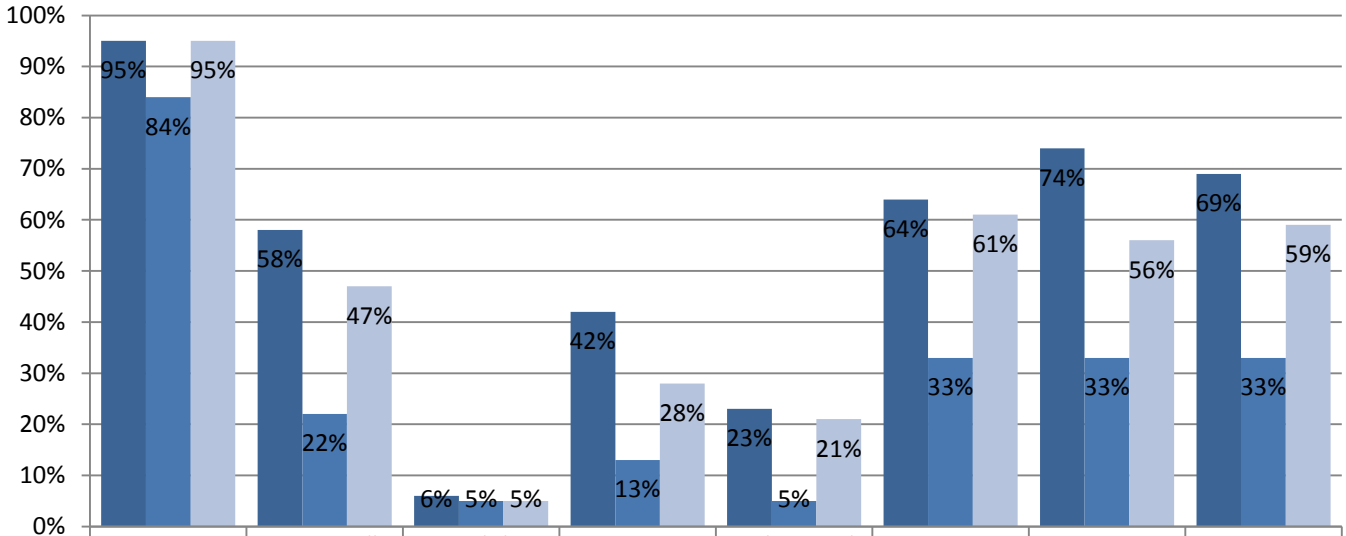
Percent of Students Meeting or Exceeding Standard 2014 - 2016

	2013-14	2014-15	2015-16
All Students	62%	61%	59%
Students with Disabilities	23%	21%	21%
Asian/Pacific Islander	63%	67%	62%
Asian	68%	71%	66%
Native Hawaiian/Pacific Islander	38%	42%	39%
Black (not of Hispanic origin)	32%	33%	29%
Hispanic origin	41%	40%	39%
American Indian/Alaska Native	50%	52%	43%
White (not of Hispanic origin)	69%	67%	65%
Multi-racial	65%	64%	62%
Economically Disadvantaged	50%	49%	47%
English Learners**	6%	5%	< 5%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.
** English Learners is the new term for students identified as having a language other than English. This group only includes students eligible for or participating in a Limited English Proficiency program in the current school year.

High School Students by Student Group

Percent at Level 3 or 4 / Meeting or Exceeding Standards in 2015-16



	TAG	Economically Disadvantaged	English Learners	Migrant	Students with Disabilities	Male	Female	All Students
ELA	95%	58%	6%	42%	23%	64%	74%	69%
Math	84%	22%	5%	13%	5%	33%	33%	33%
Science	95%	47%	5%	28%	21%	61%	56%	59%

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. For 2016-2017, NAEP will again conduct state assessments in math and reading at grades 4 and 8, as well as a national writing assessment at grades 4 and 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

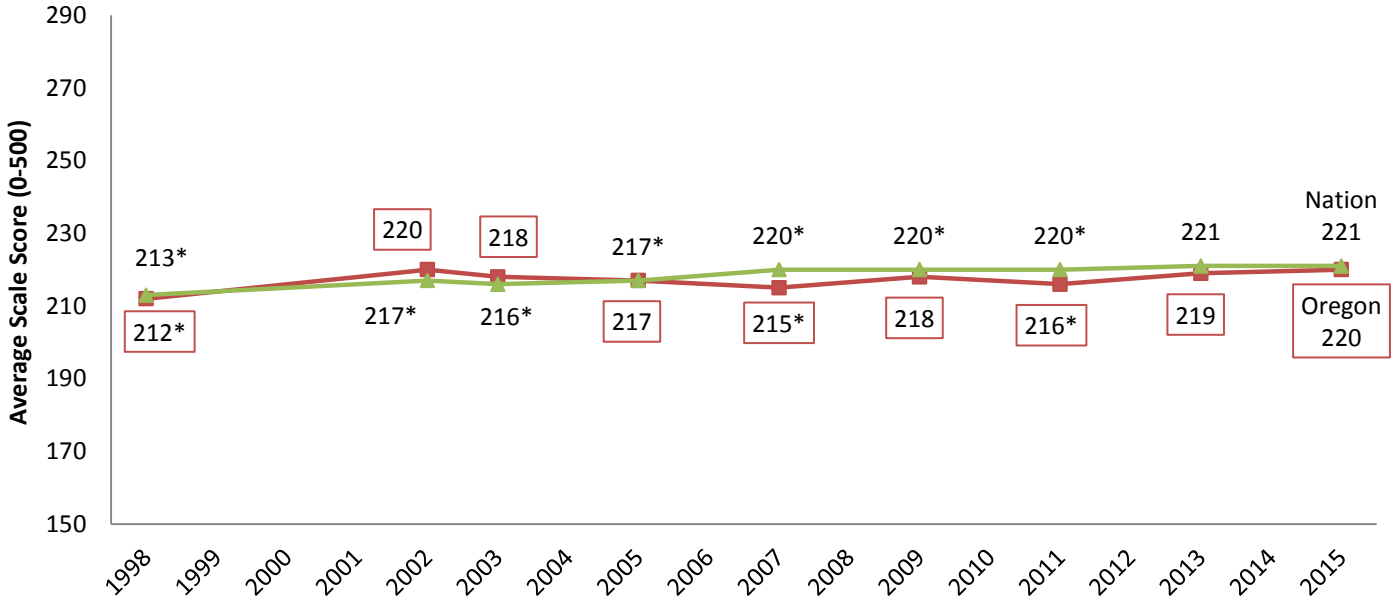
Achievement level results from the 2015 NAEP reading assessment show that a larger percentage of Oregon White 4th graders performed at the "Below Basic" level and a smaller percentage at the "Proficient" level than their peers in the nation's public schools. Also, a smaller percentage of Oregon English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

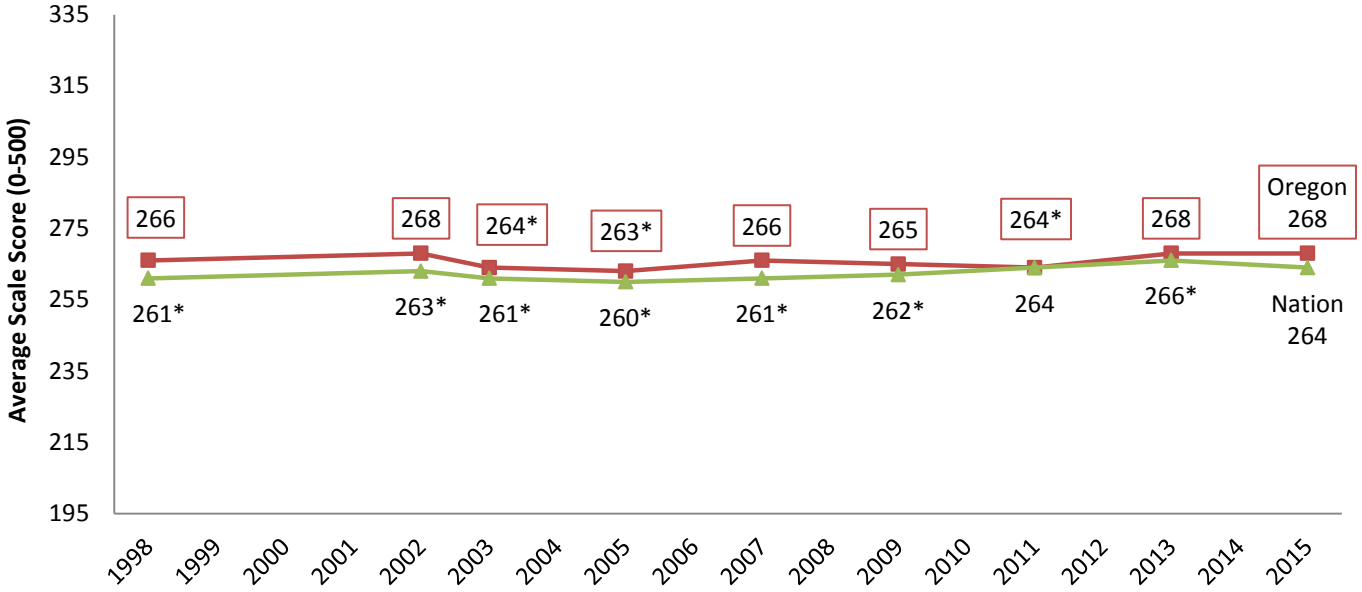
In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2015, Oregon's 4th graders scored 220, which was statistically the same as 4th graders in the nation's public schools (221).



* 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

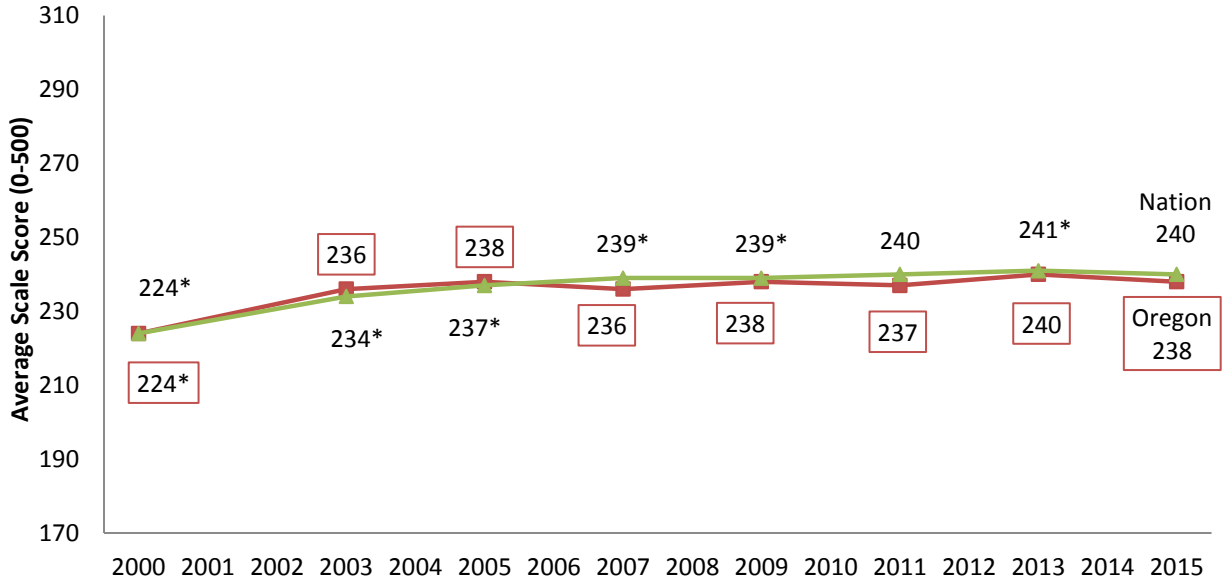
Achievement level results from the 2015 NAEP math assessment show that larger percentages of Oregon Students with Disabilities, Hispanic students, and White students in 4th grade performed at the "Below Basic" level than their peers in the nation's public schools. A smaller percentage of Oregon Students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

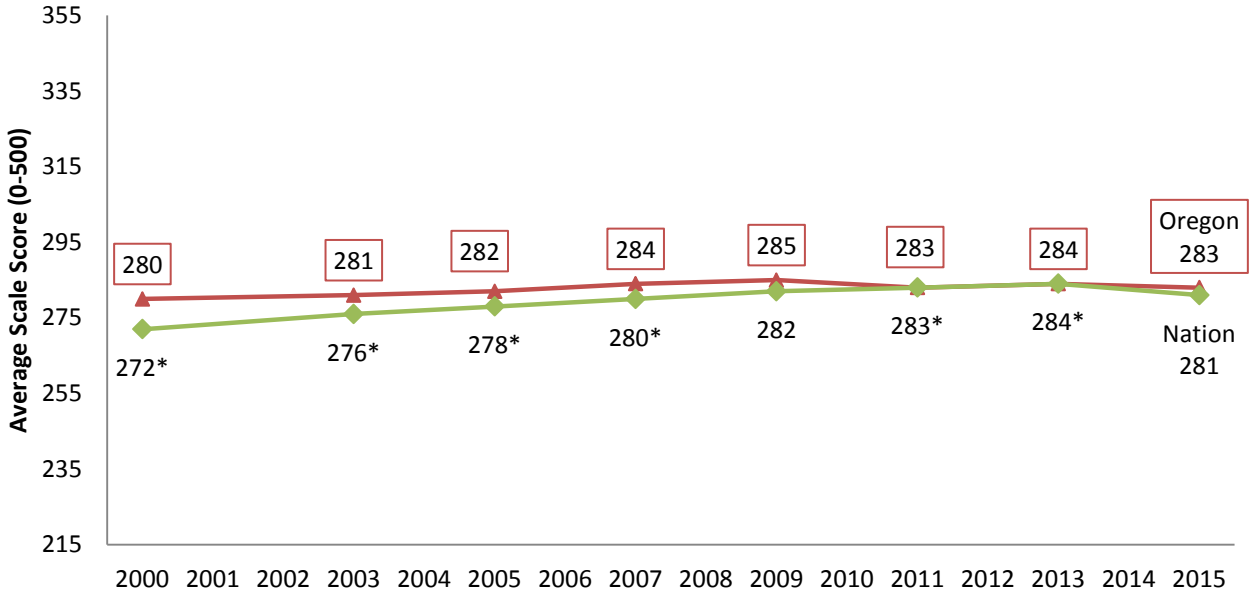
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2015, Oregon's 4th graders scored 238, which was statistically the same as 4th graders in the nation's public schools (240).



* 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

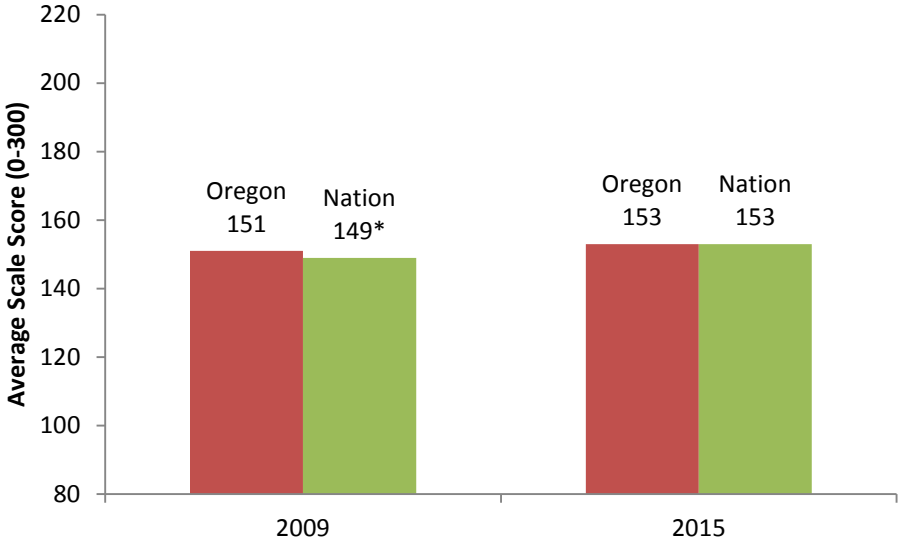
Achievement level results from the 2015 NAEP grade 4 science assessment show that, in comparison with their peers in the nation as a whole, a smaller percentage of Oregon 4th grade Economically Disadvantaged students performed at the "Below Basic" level. However, larger percentages of Oregon Hispanic 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.

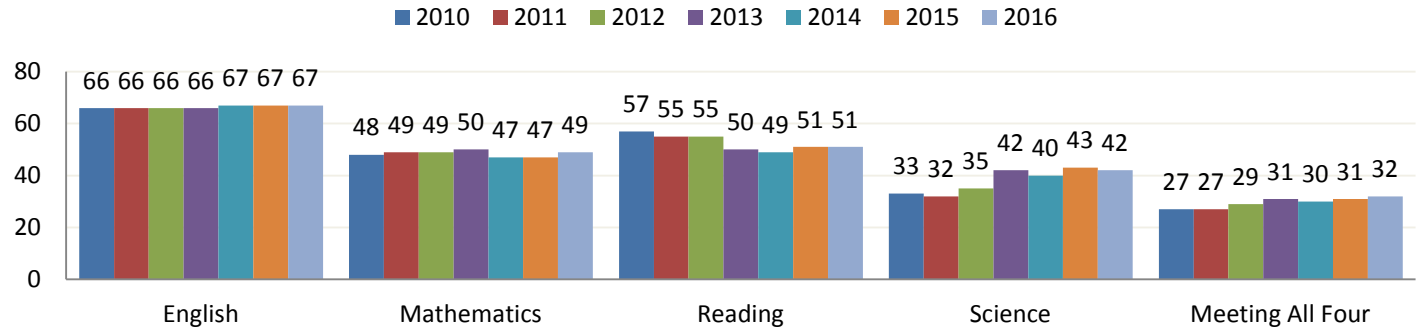
American College Testing Program

The number of Oregon high school graduates who took the American College Testing Program (ACT) college admission and placement exam increased by 526 students in 2016 to a total of 14,724 students. This is an unprecedented number of ACT test takers in Oregon.

Relative to the last five years, Oregon's average ACT Composite score slightly increased to a record high for the state at 21.7. This compares to a national average of 20.8, which represents a slight decline from previous scores over the last five years. The ACT has set college and career readiness benchmarks in four subject areas and in 2016, 32% of Oregon students who took the ACT met all four benchmarks. This is higher than the national average of 26%.

[1]Includes students who indicated that they expected to complete high school in 2016.

Percent Meeting ACT College Readiness Benchmarks
Oregon students who took the ACT exam, 2010-2016

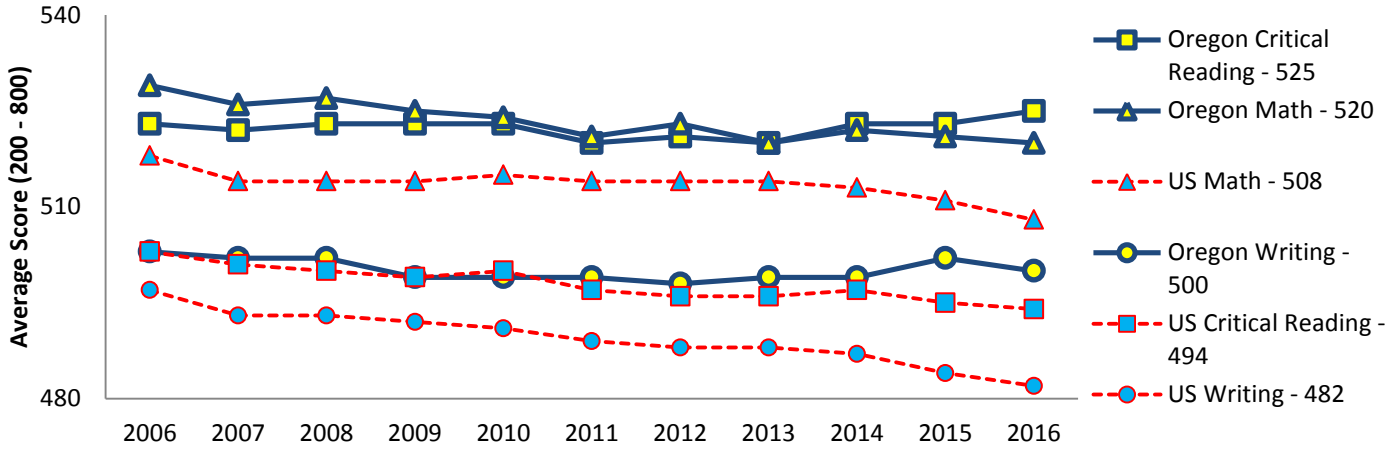


The ACT tests student knowledge of English, math, reading, and science reasoning. Possible scores range from 1 to 36. ACT data is posted at http://www.act.org/newsroom/data/.

SAT Reasoning Test

There were 16,703 graduating seniors who took the SAT in Oregon in 2016, a decrease from 2015 when 17,405 graduating seniors took the test. Of those who took the SAT, a total of 14,570 were public school students.

Oregon and United States SAT Scores – Most Recent Scores in Legend, 2006-2016

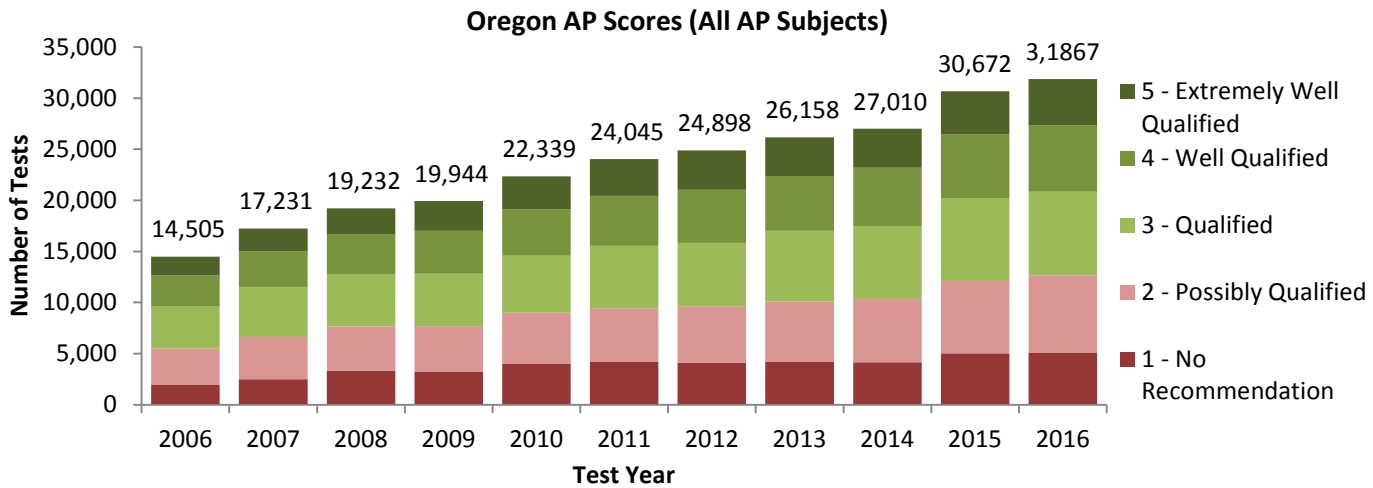


Critical Reading test replaced Verbal in 2007. Source: The College Board. SAT data for the 2014-16 Statewide Report Card includes all students from the Oregon report at: https://secure-media.collegeboard.org/digitalServices/pdf/sat/OR_15_03_03_01.pdf.

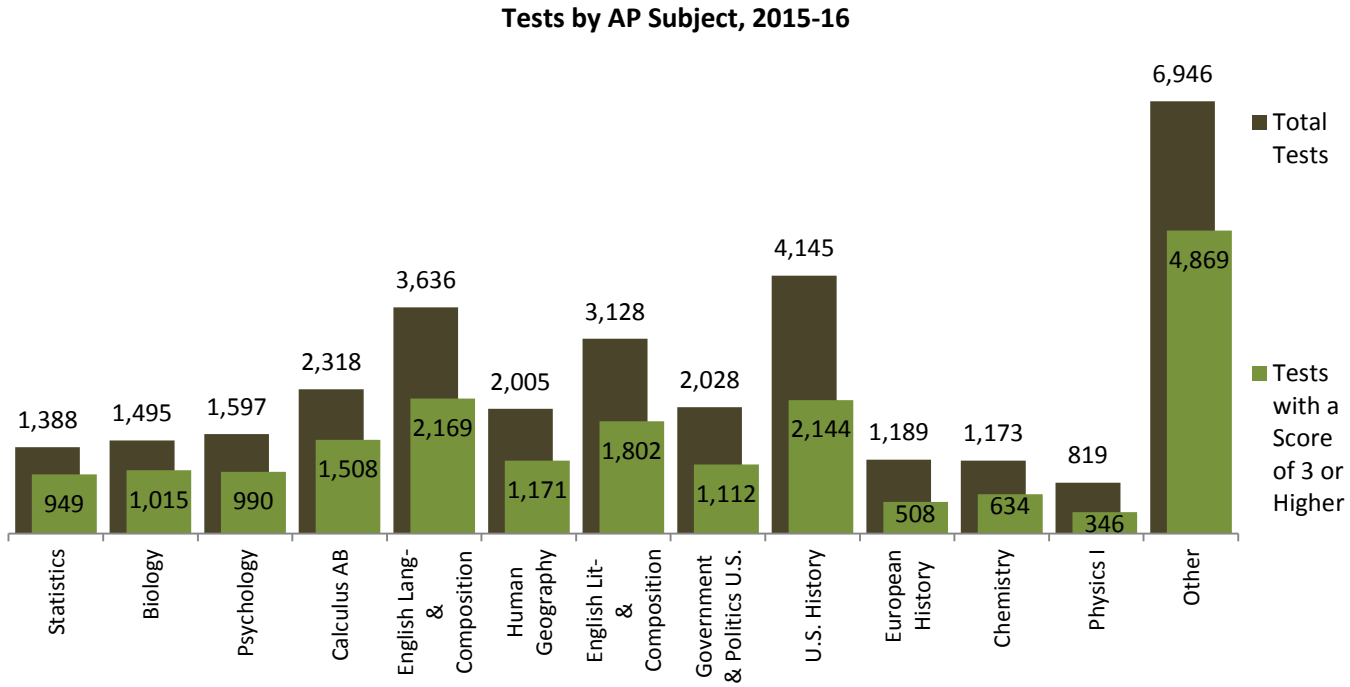
Advanced Placement Exams

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 2006, 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



"In general, the AP composite score cutpoints 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.



"Other" includes 23 subjects with fewer than 1,000 total tests taken. See http://research.collegeboard.org/programs/ap/data for more information and counts for all subjects.

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.

Credit Requirements

Subject Areas*	Credit Requirements
English/Language Arts	4
Mathematics	3 - Algebra I & above*
Science	3 - Scientific Inquiry & Lab Experiences*◆
Social Sciences	3
Physical Education	1
Health	1
Second Language	3
The Arts	
Career &Technical Ed	
Electives	6
Total Credits	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.
◆ 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 581-022-1131 Credit Options in April 2009.

Personalized learning

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

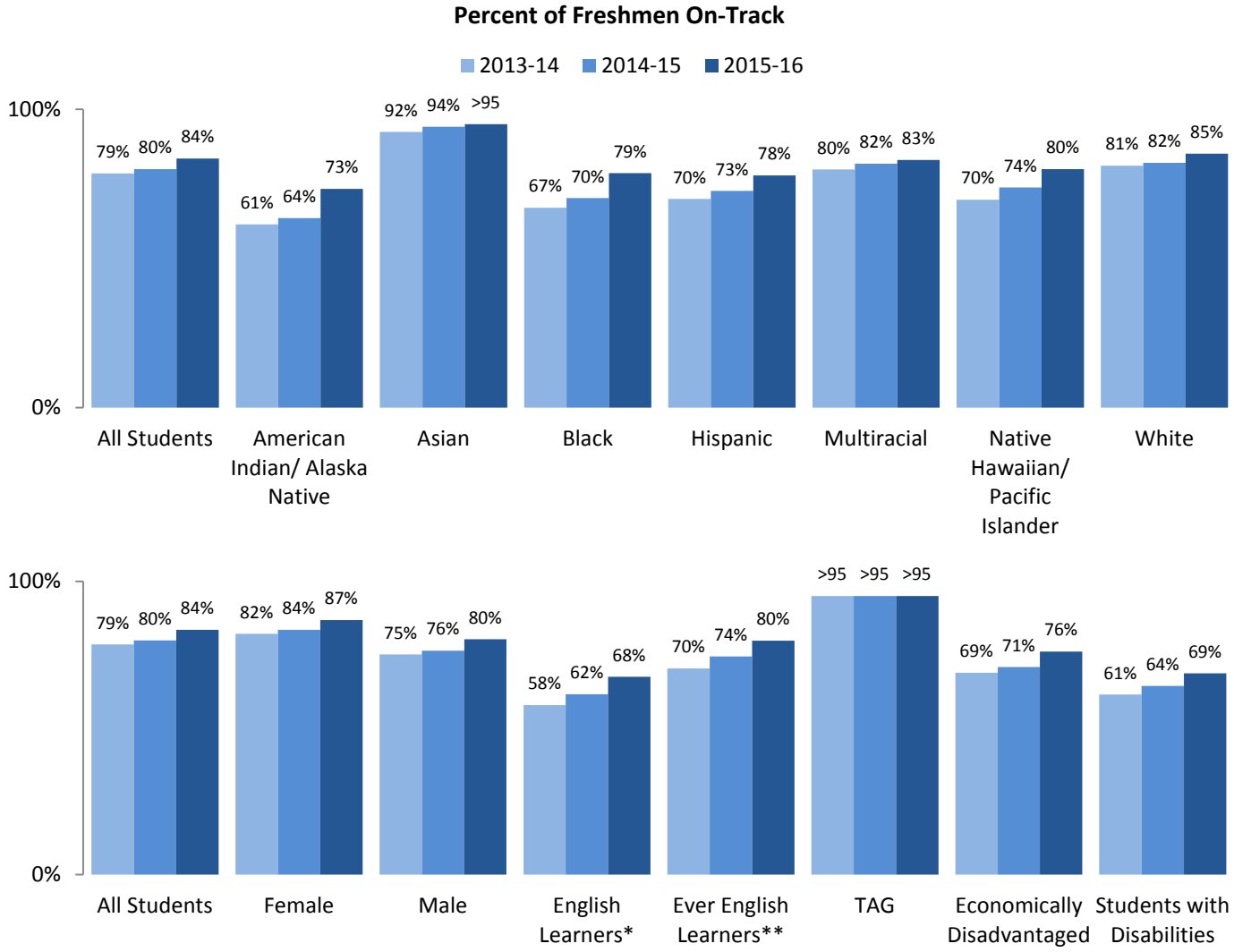
Education Plan and Profile: Students develop an Education Plan and Profile to guide their learning and document academic achievement and progress toward their personal, career, and post-high school goals.

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.

Career-Related Learning Standards (CRLS): Students demonstrate personal management, communication, problem solving, teamwork, employment foundations, and career development. The CRLS merged with the Essential Skills in 2012.

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. Since the first collection of this measure in 2013-14, the rate has risen substantially for all student groups.



The achievement gap for black students has decreased by more than half over just two years, from 12 percentage points in 2013-14 to only 5 percentage points below the All Students rate in 2015-16. Gaps for other historically disadvantaged groups have also shrunk.

*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. The Essential Skills graduation requirement was phased in based on the year a student first enrolled in high school. There are nine Essential Skills; the first three are already incorporated into the graduation requirements, with the specific requirements determined by the year the student first enrolled in grade nine.

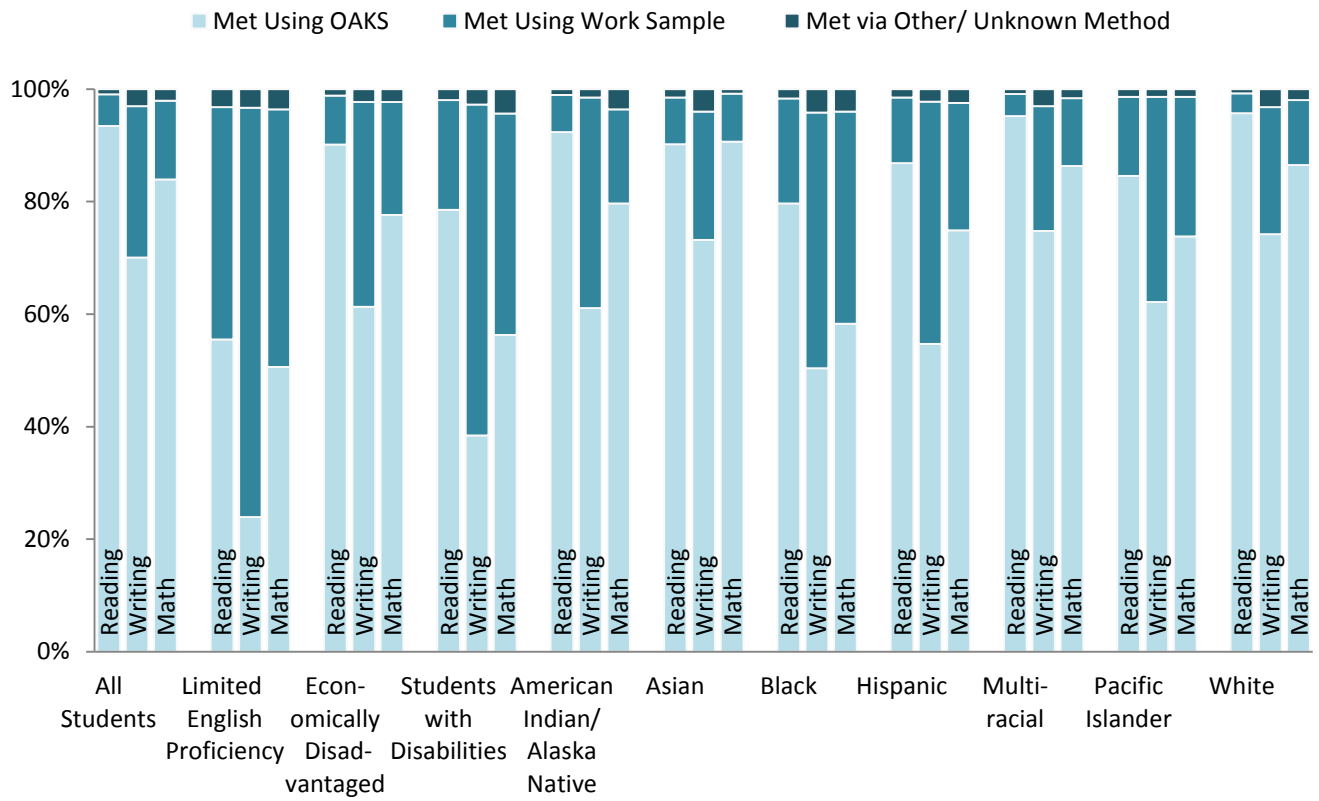
Required Essential Skills: Determined by year of first enrollment in grade nine.	**Remaining Essential Skills**: Timeline for phasing in to be determined.
2008-09: • Read and comprehend a variety of texts **2009-10**: • Read and comprehend a variety of texts • Write clearly and accurately **2010-11 and later**: • 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.

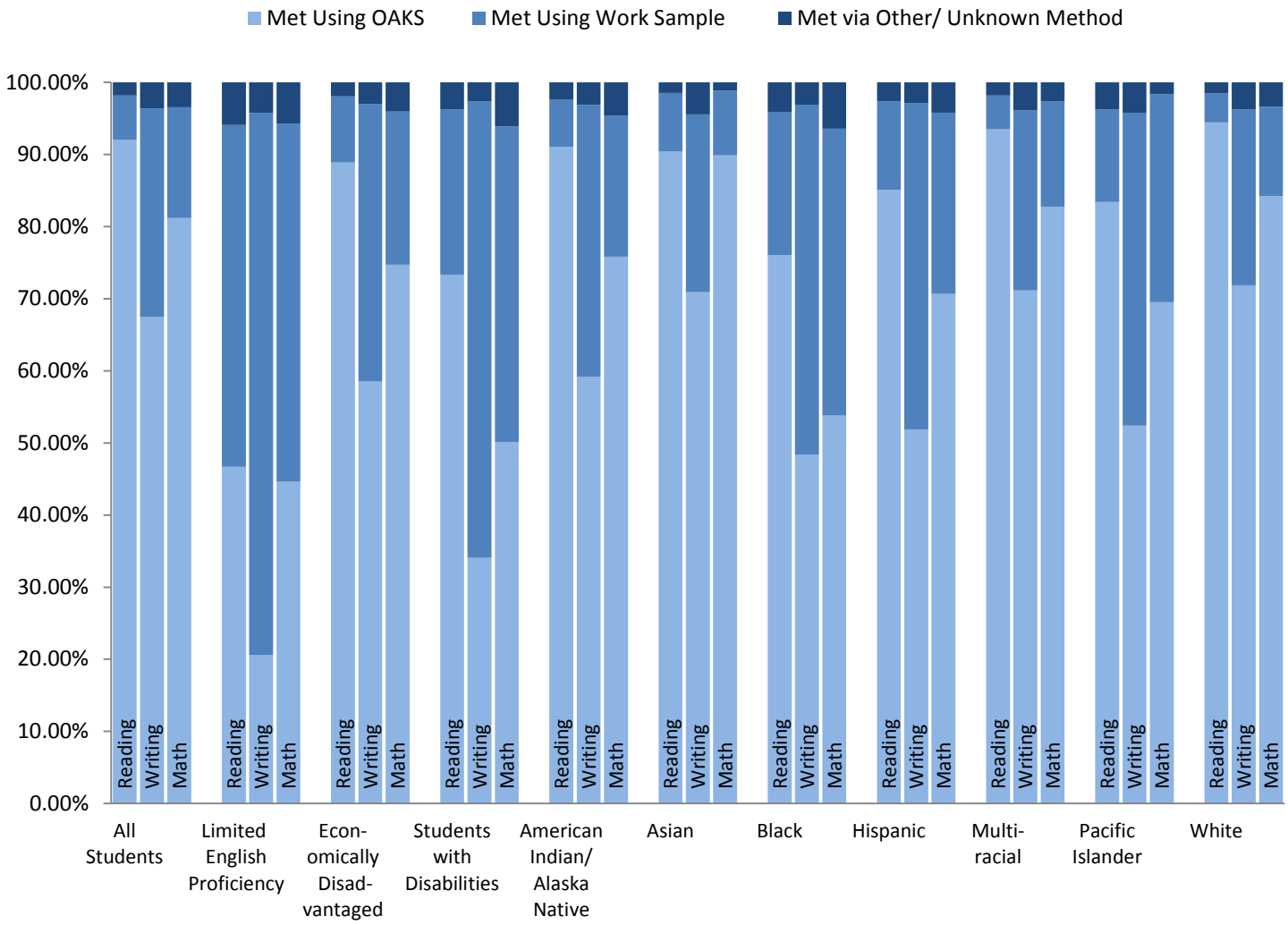
For information on Essential Skills assessment options, visit: http://oregon.gov/ode/educator-resources/essentialskills/Pages/default.aspx. For more data on Essential Skills, visit: http://oregon.gov/ode/educator-resources/essentialskills/Pages/default.aspx

Methods Used to Demonstrate Proficiency in the Essential Skills of Reading, Writing, and Math
2010-11 Five-year Cohort* Earning Regular High School Diplomas

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



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



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

More data available in ODE's Essential Skills Report: http://oregon.gov/ode/educator-resources/essentialskills/Pages/default.aspx .

OREGON GRADUATION RATES

Summary of Cohort Graduation Rates

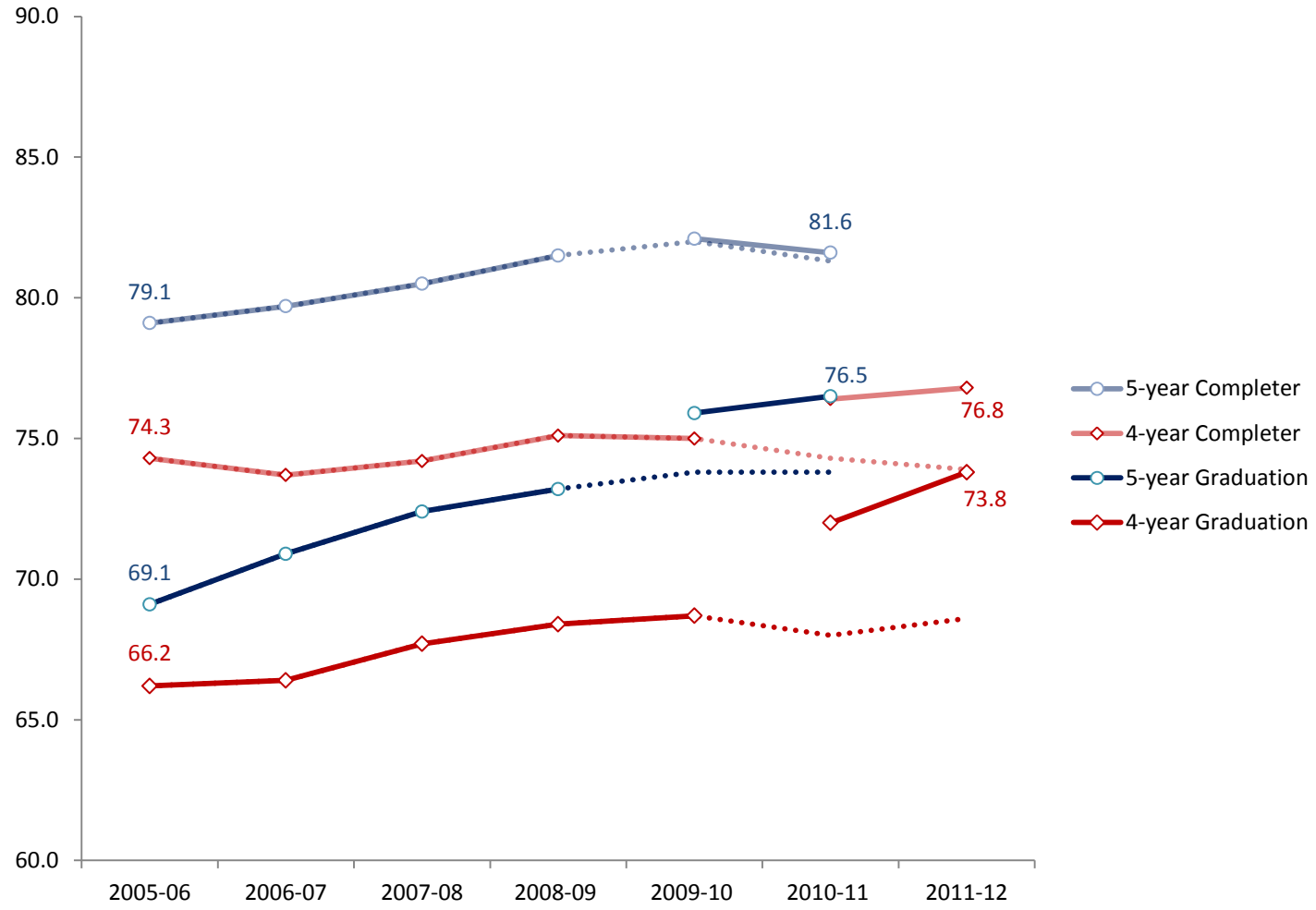
Cohort graduation rates begin with a group of students entering high school for the first time in a given school year. The cohort is adjusted for students who move into or out of the system, emigrate, or are deceased. The graduation rate is calculated by taking the number of students in the cohort who 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. New legislation taking effect for the 2016-17 school year places limits on this practice; details are available at http://www.oregon.gov/ode/schools-and-districts/grants/Pages/Post-Graduate-Scholar-Programs.aspx. 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 at http://oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx. 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 http://www.oregon.gov/ode/learning-options/CTE/resources/Pages/Expanded-Options-Program.aspx for information about Oregon's Expanded Options program, one of the programs students exercising this option may be participating in.

Trends in Credentials Awarded

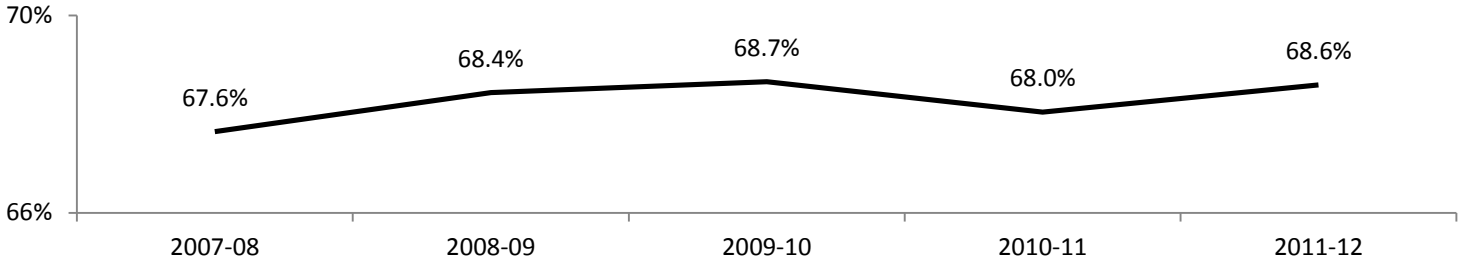
Beginning in 2013-14 (four-year cohort graduation rates for students entering high school in 2010-11), the Oregon Department of Education revised the definition of "graduate" to include both students who earned a modified diploma and students who met requirements for an Oregon diploma but opted to continue their enrollment rather than receive the diploma they had earned. These students joined those who were awarded Oregon diplomas and exited the cohort graduation rate calculation.

The changes were announced during the summer of 2014, after most of the credentials in question had been awarded for that year. In 2014-15 (four-year cohort graduation rates for students entering high school in 2011-12), following the announcement, Oregon saw increases in the rates at which many of these credentials were awarded.

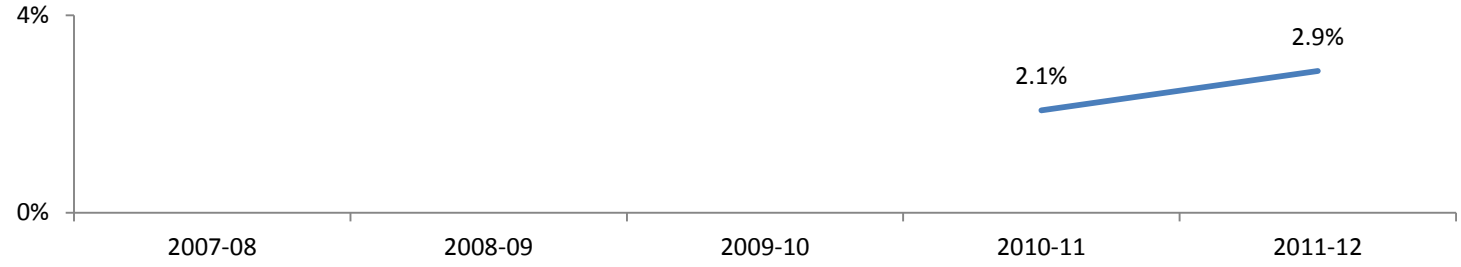
In the same year, changes to the GED test went into effect, which lowered the rate at which that credential was awarded.

Percent of Students in the Four-year Cohort, by Outcome Type and High School Entry Year

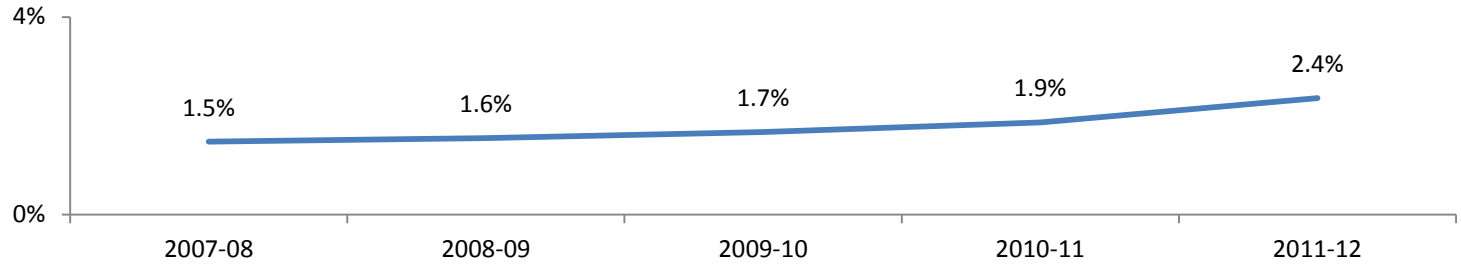
Oregon Diploma Awarded



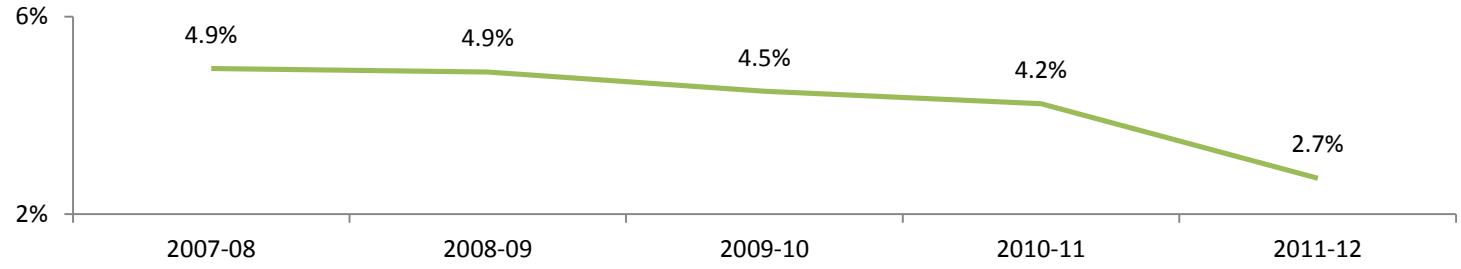
Oregon Diploma Earned but Not Awarded



Modified High School Diploma

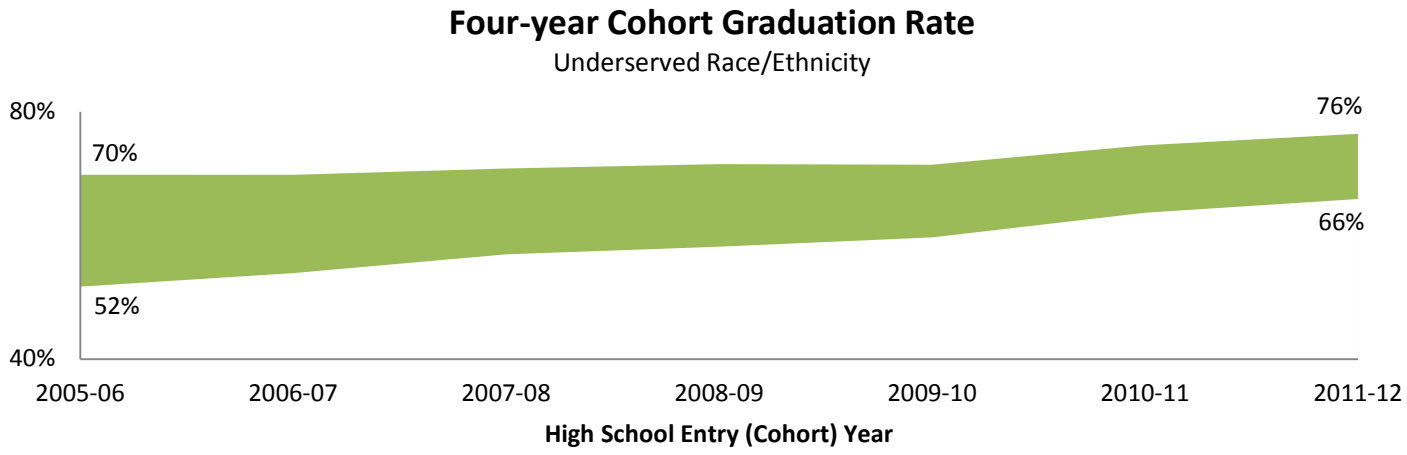


GED

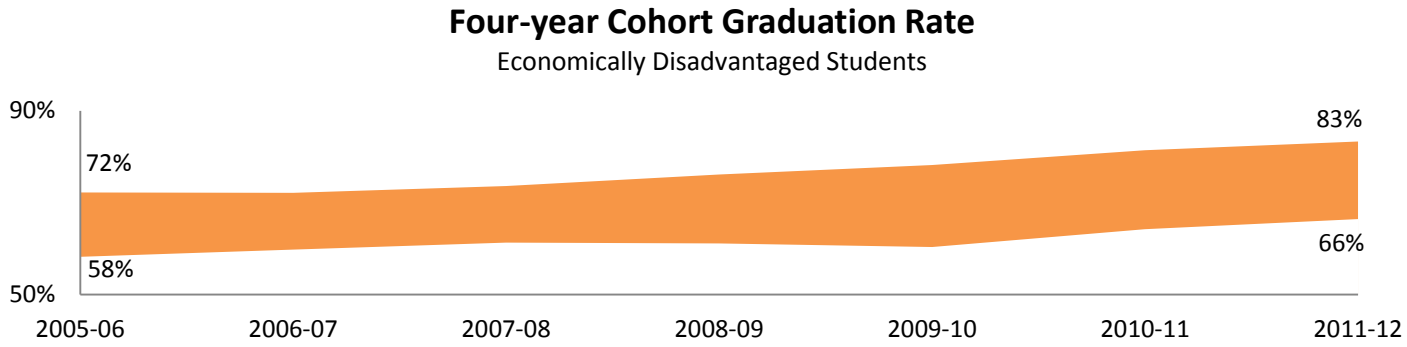


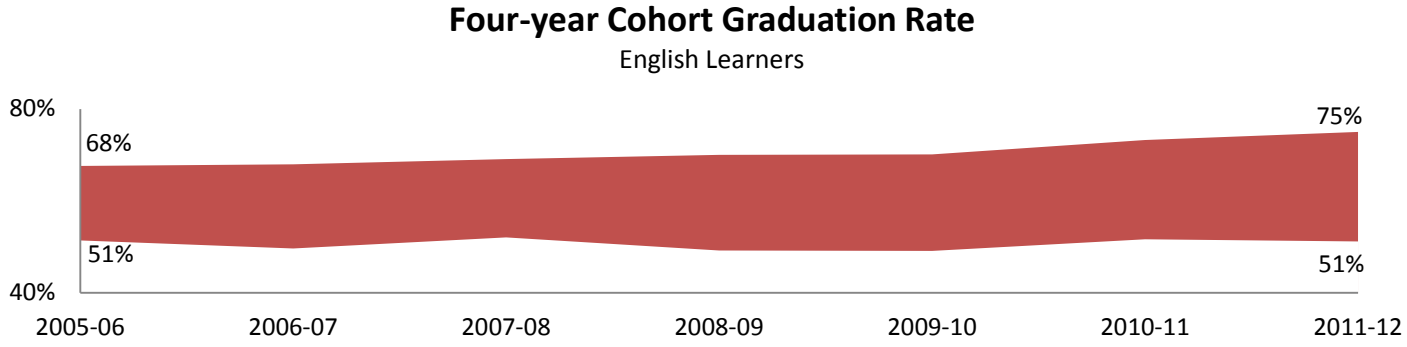
Achievement Gaps

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 narrowed considerably, going from more than 18 percentage points to a little over 10.



Other gaps have remained stubbornly wide (economically disadvantaged students graduate at rates about 17 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.

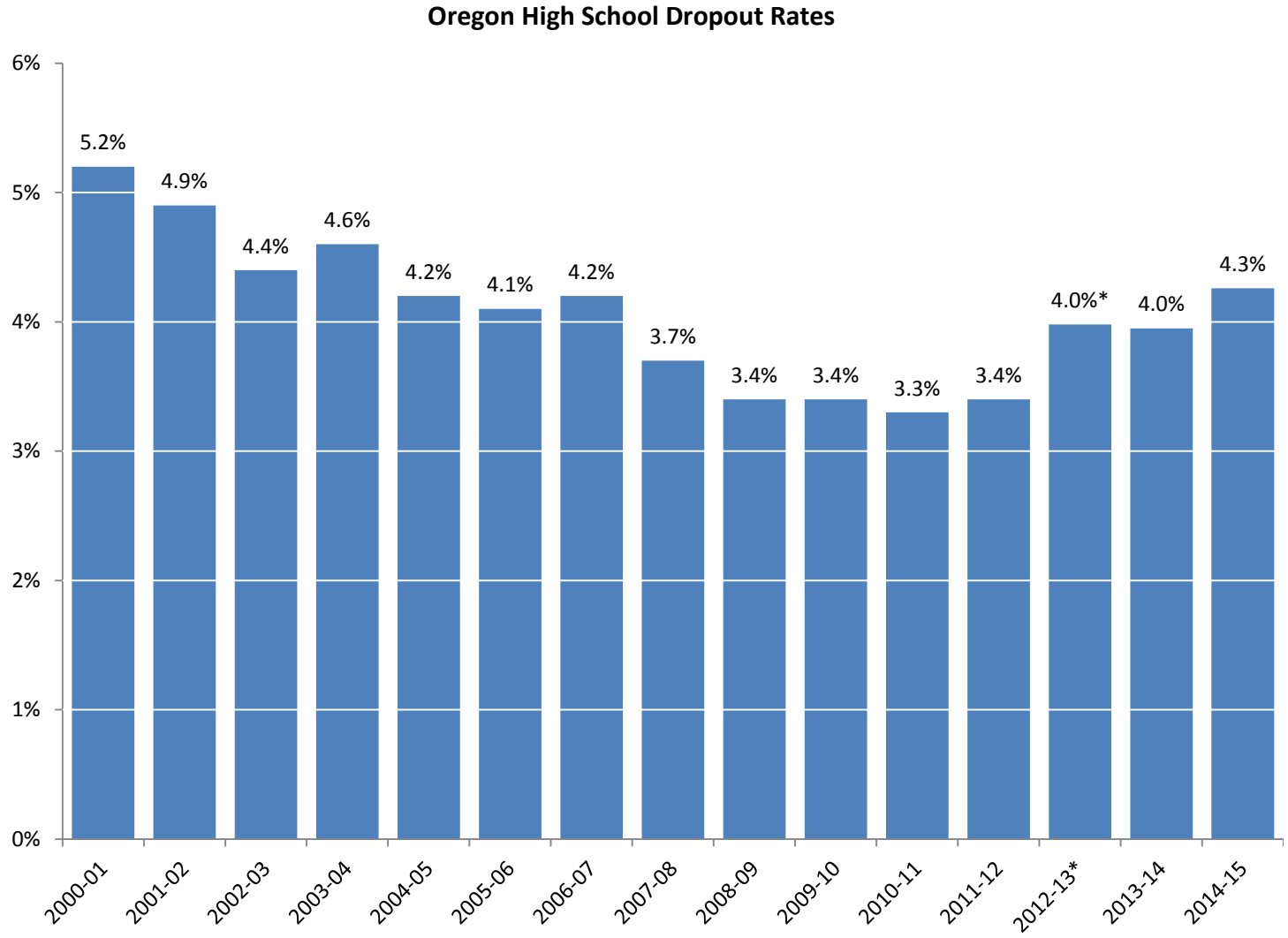
Note that unlike the cohort graduation rates, the dropout rate includes all events within a *single year*, irrespective of the year a student began high school.

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.
For more information, access the following webpage: http://oregon.gov/ode/reports-and-data/students/Pages/Dropout-Rates.aspx

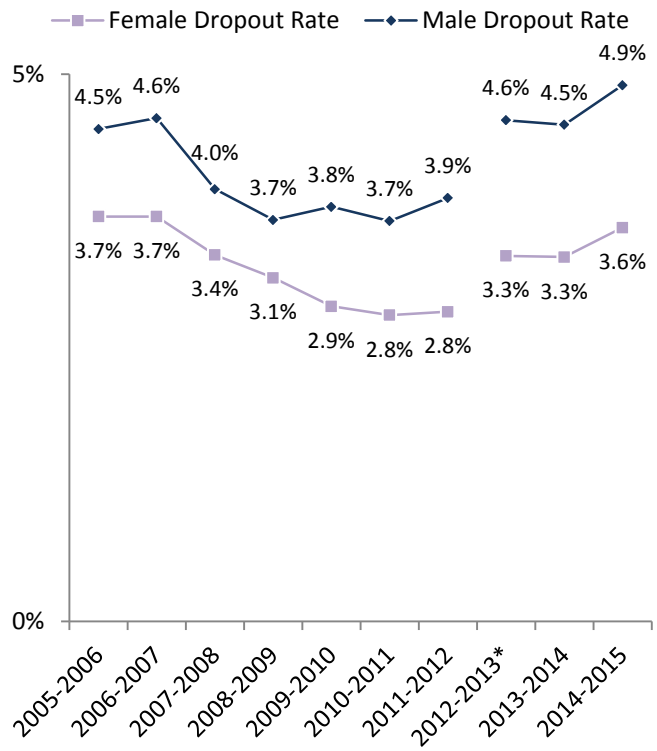


*Methodology changed in 2012-13; includes a wider date range for dropout outcomes than previous years.

Oregon Dropout Rates by Gender

Male students in 2014-15, as in prior years, dropped out at a higher rate than female students. With the exception of multiracial 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.

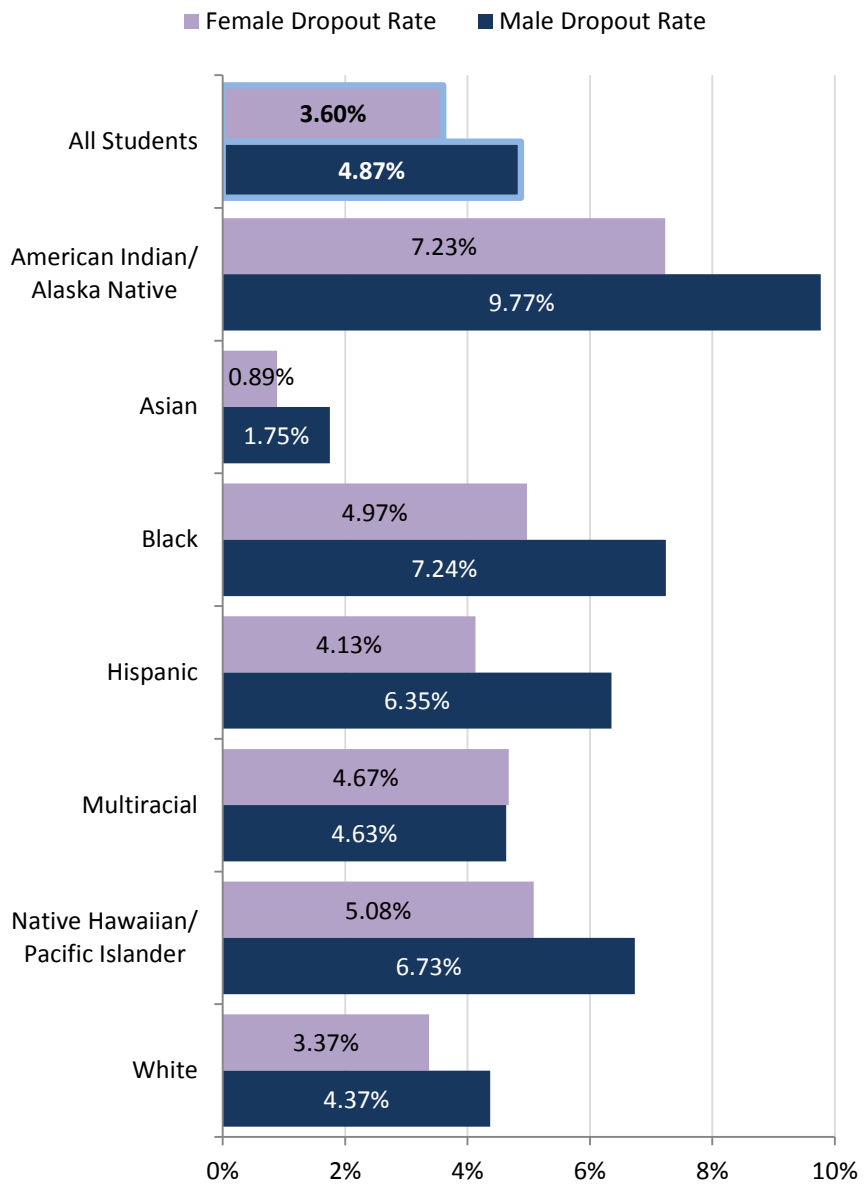
Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.



*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 2014-15



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

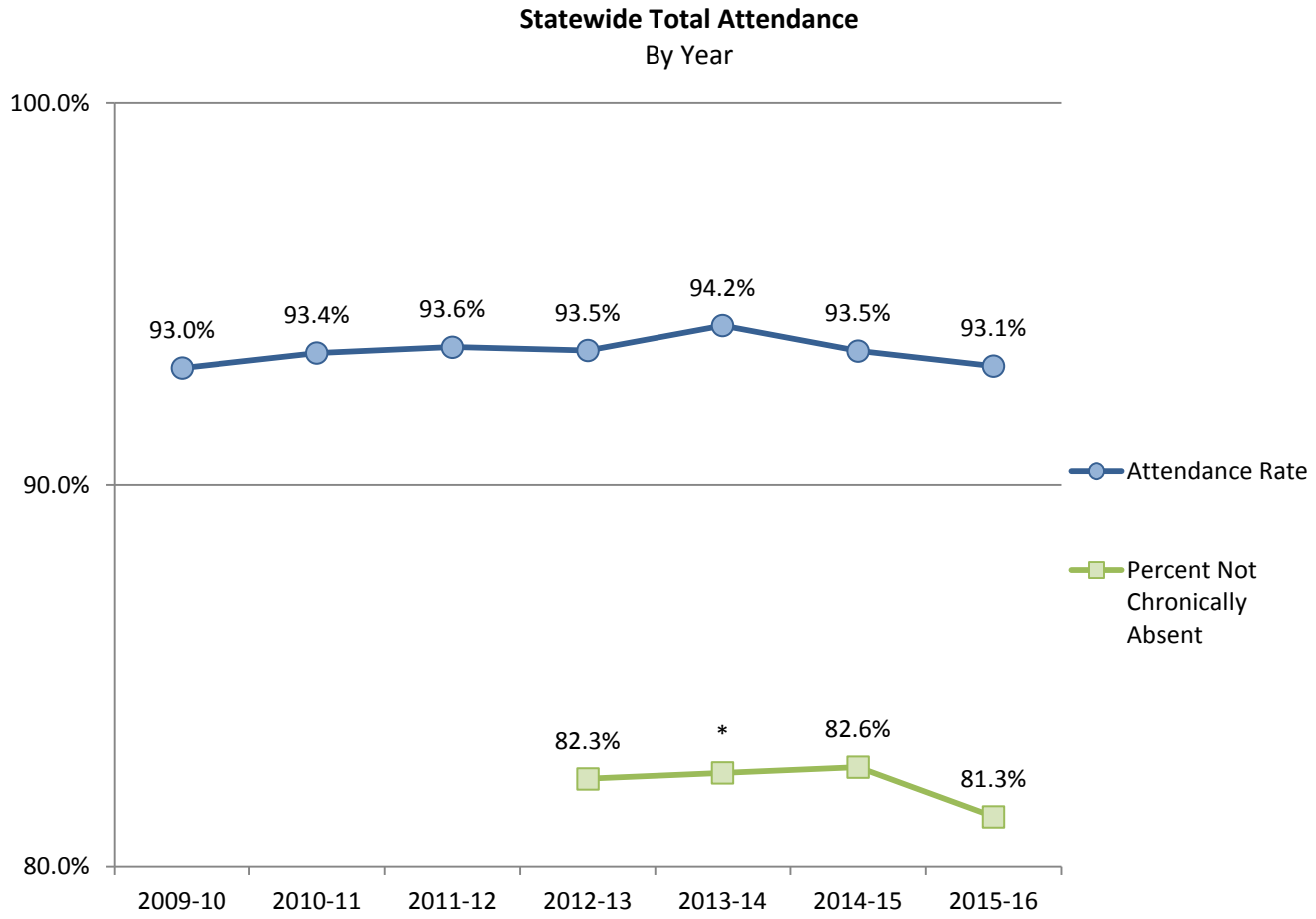
ATTENDANCE AND ABSENTEEISM

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. This rate is one of Oregon's Annual Measurable Objectives (AMO). See http://oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx or page 21 for more information. Attendance rates for all grades were between 88% and 95% in 2015-16.

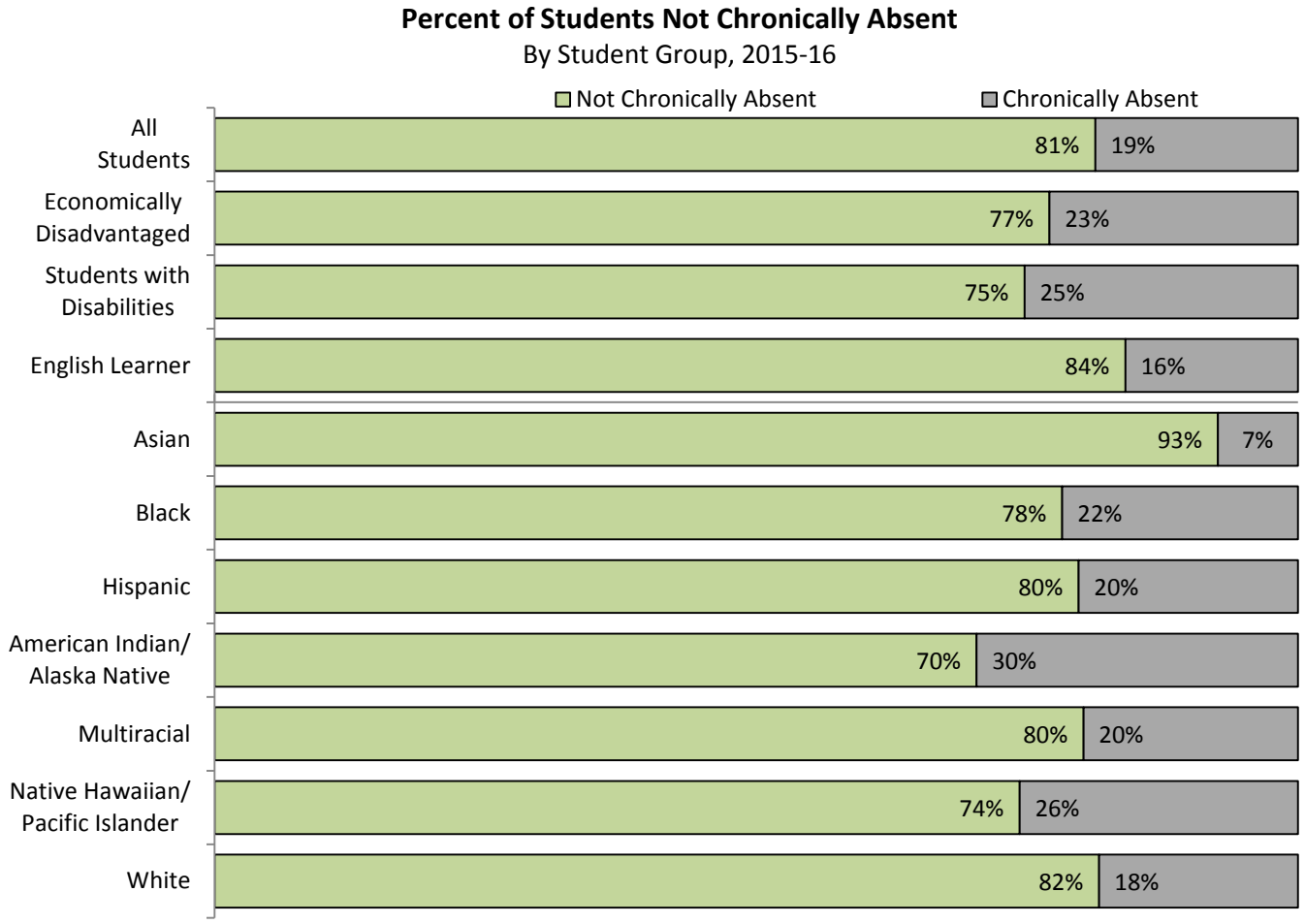
Enrolled Grade	Attendance Rate
KG	93.2%
1	94.0%
2	94.4%
3	94.6%
4	94.7%
5	94.7%
6	94.4%
7	93.8%
8	93.3%
9	92.8%
10	91.6%
11	90.6%
12	88.5%

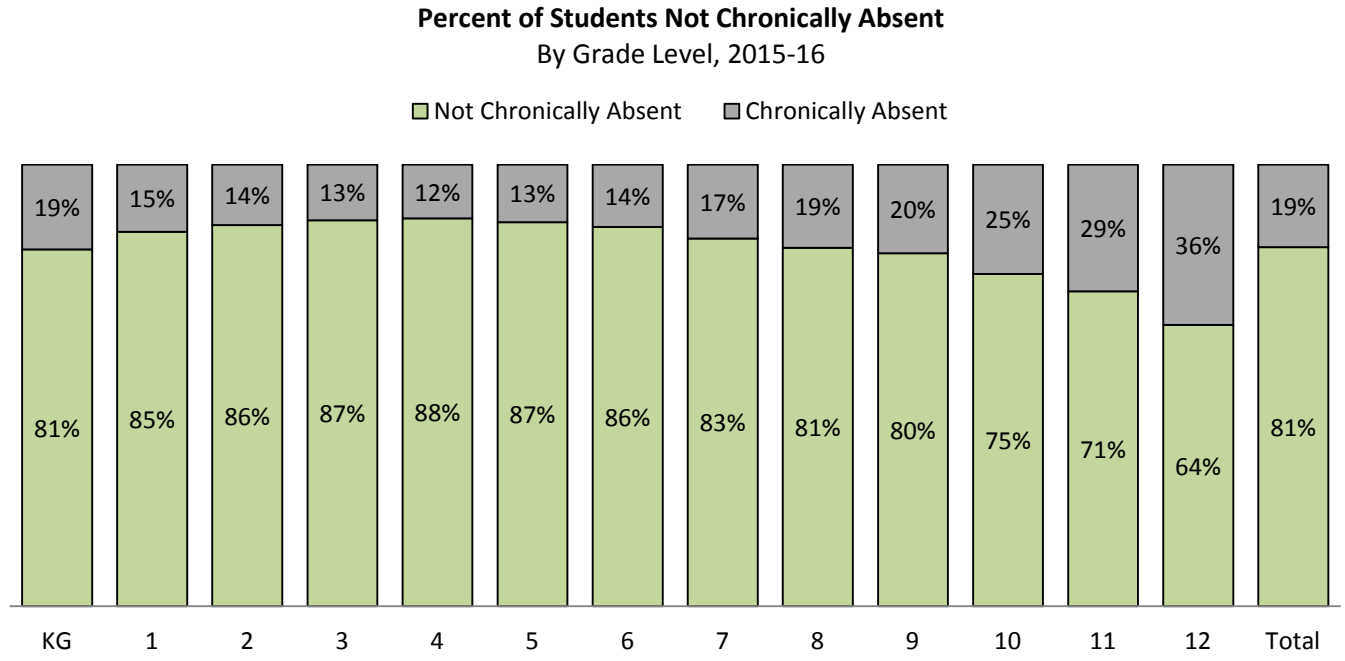
The other, newer measure, is Chronic Absenteeism. This is usually displayed as "Percent of Students Not Chronically Absent," or "Regular Attenders," and is a measure of the percent of students who were present for 90% or more of their total enrolled days. It is displayed at the school and district level on Oregon's school and district report cards, available at http://oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/default.aspx.

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.



* 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.

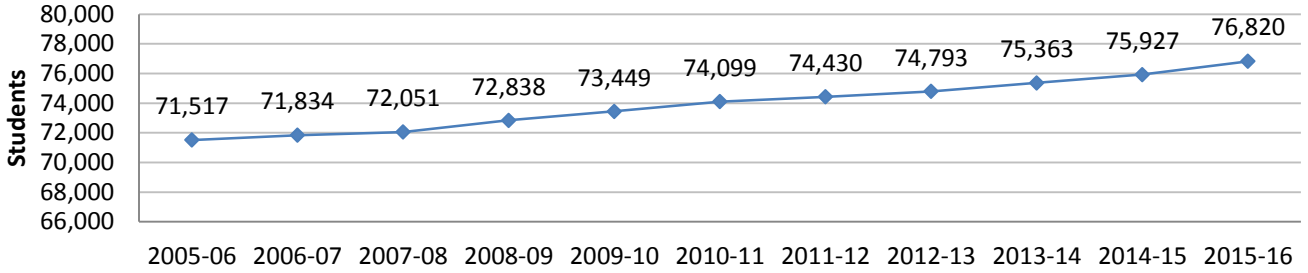
Special Education

The number of Oregon students receiving special education services through the federal Individuals with Disabilities Education Act (IDEA) has averaged 13.29% of total enrollment over the last five years.

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Special Education	71,517	71,834	72,051	72,838	73,449	74,099	74,430	74,793	75,363	75,927	76,820
Total Enrollment	559,254	562,828	566,067	564,064	561,698	561,331	560,946	563,714	567,098	570,857	576,407
% of Total Enrollment	12.8%	12.8%	12.7%	12.9%	13.1%	13.2%	13.3%	13.3%	13.3%	13.3%	13.3%

Sources: December Special Education Child Count, Fall Membership

Number of Special Education Students – School Age (Ages 5 – 21)



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.

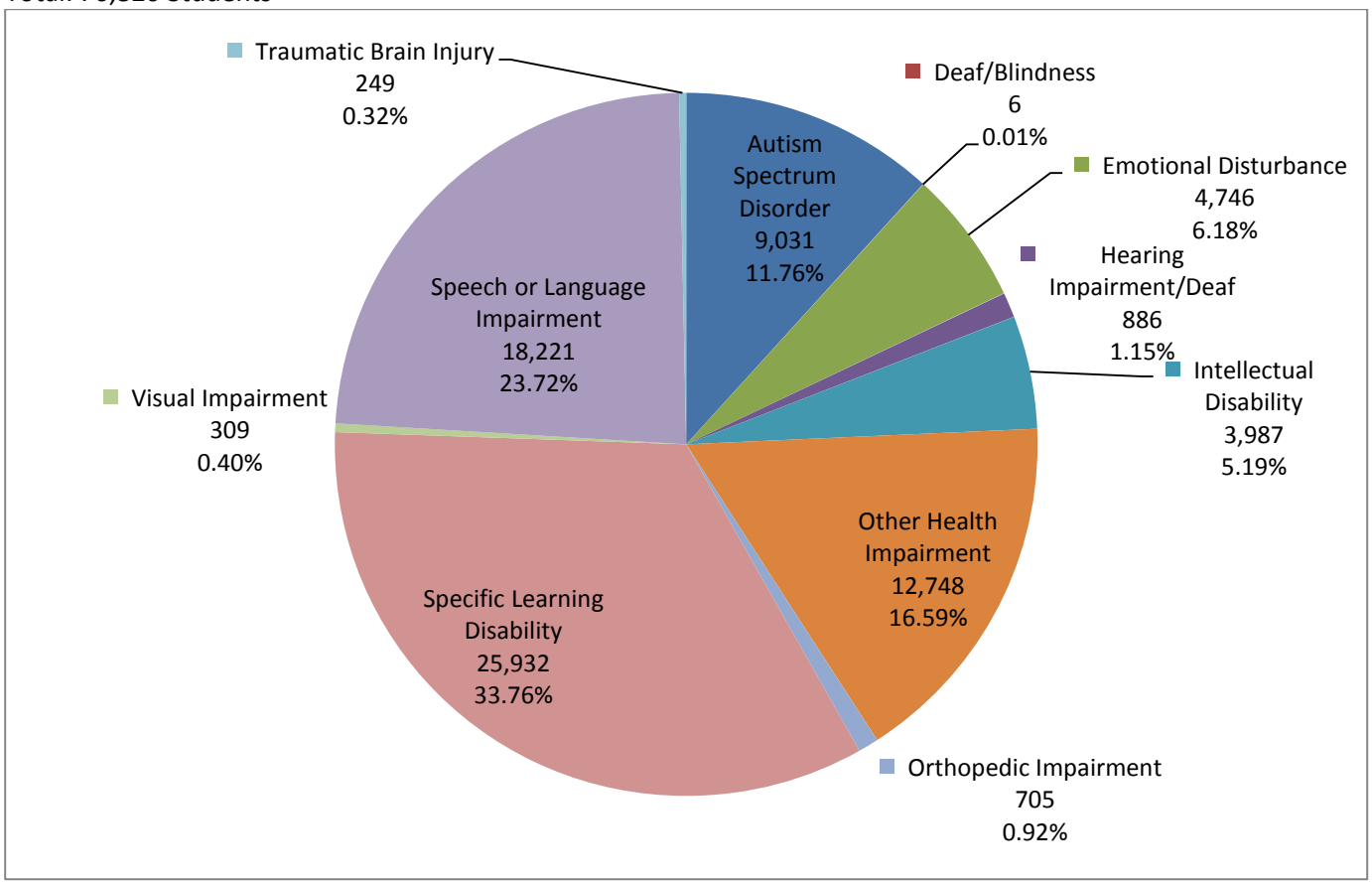
Over time, several disability categories have shown an increase in the number of identified students. These changing percentages reflect trends in the field and require that the Department of Education, Office of Student Learning and Partnerships keep up with the ever-changing needs of Oregon's children.

Number of Students with Disabilities (Ages 5-21)

Type of Disability	2011-12 Number of Students	2015-16 Number of Students	Percent Change
Autism Spectrum Disorder	7,949	9,031	13.6%
Deaf/Blindness	13	6	-53.8%
Emotional Disturbance	4,606	4,746	3.0%
Hearing Impairment/Deaf	854	886	3.7%
Intellectual Disability*	3,878	3,987	2.8%
Other Health Impairment	10,484	12,748	21.6%
Orthopedic Impairment	790	705	-10.8%
Specific Learning Disability	27,074	25,932	-4.2%
Visual Impairment	330	309	-6.4%
Speech or Language Impairment	18,182	18,221	0.2%
Traumatic Brain Injury	274	249	-9.1%
Total	74,434	76,820	3.2%

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

School Age Students with Disabilities Receiving Special Education Services
2015-16 School Year
Total: 76,820 Students



Placement of School Age Special Education Students by Disability – 2015-16

	Regular Class 80% or Greater	Regular Class 40% -79%	Regular Class < 40%	Other*
Autism Spectrum Disorder	50.37%	17.86%	29.33%	2.44%
Deaf/Blindness	*	*	*	*
Emotional Disturbance	58.03%	16.20%	17.99%	7.77%
Hearing Impairment/Deaf	65.24%	10.95%	9.48%	14.33%
Intellectual Disability**	15.55%	34.61%	47.86%	1.98%
Other Health Impairment	73.60%	14.79%	9.18%	2.42%
Orthopedic Impairment	33.76%	20.14%	41.56%	4.54%
Specific Learning Disability	83.65%	14.44%	1.11%	0.80%
Visual Impairment	63.75%	11.97%	19.42%	4.85%
Speech or Language Impairment	90.28%	5.34%	2.50%	1.88%
Traumatic Brain Injury	56.22%	22.89%	19.68%	1.20%
Total Special Education Population	73.68%	13.93%	10.17%	2.22%

* 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) programs receiving state funds. 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 2015-16 legislatively approved budget for Oregon Prekindergarten was $69,999,910, and this year it funded 7858 enrollment slots for children in OHS PreK programs. When combined with Federal and other funding sources, total OHS PreK funded enrollment for 2015-16 was 13,641. An estimated 12,201 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
2006-2007	17,249	9,793	7,456	57. 0%	43.0%
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%

* 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). The needs of identified TAG students are met through a combination of classroom instruction and enrichment programming.

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 2015-16 Statewide
Total: 37,640 Students*

State-defined:

- **Intellectually Gifted**: 16,761
- **Academically Talented**:
  - Reading: 15,514
  - Math: 16,091

District-defined:

- **Potential** to Perform at the 97th Percentile: 4,619

District Option to Identify**:

- **Creativity**: 71
- **Leadership**: 106
- **Visual and Performing Arts**: 41

*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

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://oregon.gov/ode/reports-and-data/dataresources/Pages/Federal-Race-Ethnicity-Reporting-Assistance-Manual.aspx for more information.

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	37,640	100.00%	569,621	100.00%	6.61%
Gender					
Male	20,075	53.33%	292,928	51.43%	6.85%
Female	17,565	46.67%	276,693	48.57%	6.35%
Race/Ethnicity					
White	26,661	70.83%	360,111	63.22%	7.40%
Hispanic	3,745	9.95%	128,409	22.54%	2.92%
American Indian/ Alaska Native	181	0.48%	8,176	1.44%	2.21%
Asian	3,968	10.54%	22,832	4.01%	17.38%
African American	374	0.99%	13,605	2.39%	2.75%
Pacific Islander	122	0.32%	4,020	0.71%	3.03%
Multi-Racial	2,589	6.88%	32,468	5.70%	7.97%
Other					
Economically Disadvantaged	10,317	27.41%	316,995	55.65%	3.25%
Not Economically Disadvantaged	27,323	72.59%	252,626	44.35%	10.82%
Special Education* **	1,327	3.53%	81,540	14.31%	1.63%
Not Special Education	36,313	96.47%	488,081	85.69%	7.44%

Complete TAG Oregon Revised Statute and Oregon Administrative Rule information is available from the Oregon Department of Education website at: http://www.oregon.gov/ode/learning-options/TAG/Pages/default.aspx

School Year	TAG Graduates	All Graduates
2011-12 (08-09 cohort)	4,125 (90.9%)	31,962 (68.4%)
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%)

Source: Cohort Graduation Rates: http://oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx
* 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 2015. Districts report that on average they serve an estimated 15,800 students in alternative education statewide.

Alternative Education Services in Oregon

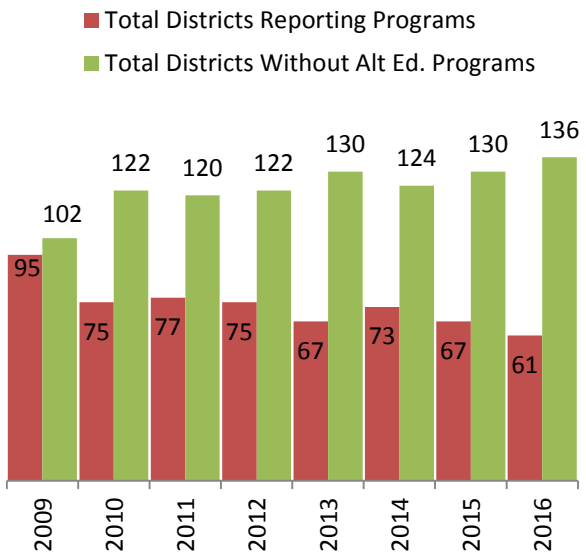
By Type of Program Service -- Number of ***Students***

	2014		2015		2016	
Type of Operation	**Number of Students**	**Percentage of Students**	**Number of Students**	**Percentage of Students**	**Number of Students**	**Percentage of Students**
Resident School District	12,231	81.99%	12,547	79.21%	13855	84.80%
Another School District	9	0.06%	121	0.76%	29	0.18%
Private Program	1,579	10.58%	1,487	9.39%	1279	7.83%
Community College	852	5.71%	1,054	6.65%	819	5.01%
Educational Service District (ESD)	178	1.19%	177	1.12%	101	0.62%
Other Program	69	0.46%	304	1.92%	256	1.57%
Terminated Program	0	0.00%	150	0.95%	0	0.00%
Total	14,918		15840		16,339	

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. 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 (48%), but a consistent percentage of alternative program services have been offered by private organizations (21%) and community colleges (15%), 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.

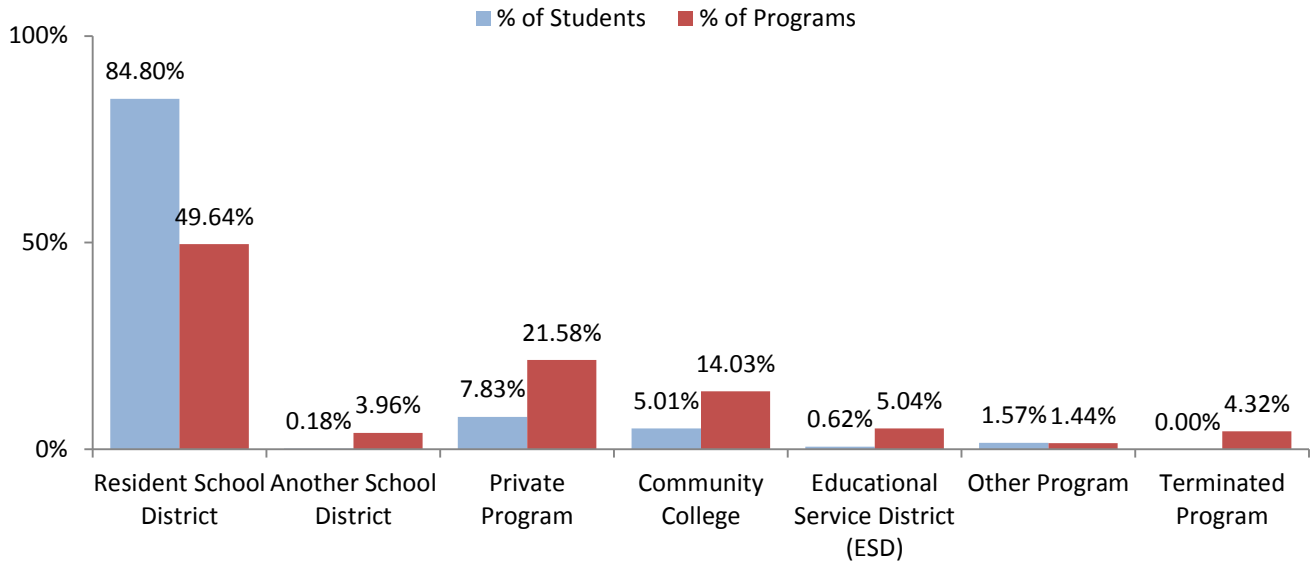
Alternative Education Services in Oregon

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

	2014		2015		2016	
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	45.31%	145	48.33%	138	49.64%
Another School District	11	3.44%	12	4.00%	11	3.96%
Private Program	79	24.69%	64	21.33%	60	21.58%
Community College	47	14.69%	45	15.00%	39	14.03%
Educational Service District (ESD)	19	5.94%	18	6.00%	14	5.04%
Other Program	8	2.50%	4	1.33%	4	1.44%
Terminated Program	11	3.44%	12	4.00%	12	4.32%
Total	320		300		278	

Source: ODE Alternative Education Data Collection

Alternative Education Services in Oregon



Contact for this section: Bob Salazar, 503-947-5981, bob.salazar@state.or.us

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 2012	Number of Services Provided 2013	Number of Services Provided 2014	Number of Services Provided 2015	Number of Services Provided 2016
Students with at-risk Behaviors	262	216	217	196	177
Remedieation, Credit Recovery, or GED	247	209	207	204	172
Pregnant or Parenting Students	91	77	80	70	58
Students Advanced Beyond Standards	62	54	54	48	54
Other Programs	27	33	41	39	34
Total	689	589	599	557	495

Source: ODE Alternative Education Data Collection

Alternative Education Services in Oregon

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

Grade Range	Number of Students Using Services 2012	Number of Students Using Services 2013	Number of Students Using Services 2014	Number of Students Using Services 2015	Number of Students Using Services 2016
Secondary	13764	13049	13455	13714	14056
Elementary	1564	1866	1463	2126	2283
Total	15328	14915	14918	15840	16339

Source: ODE Alternative Education Data Collection

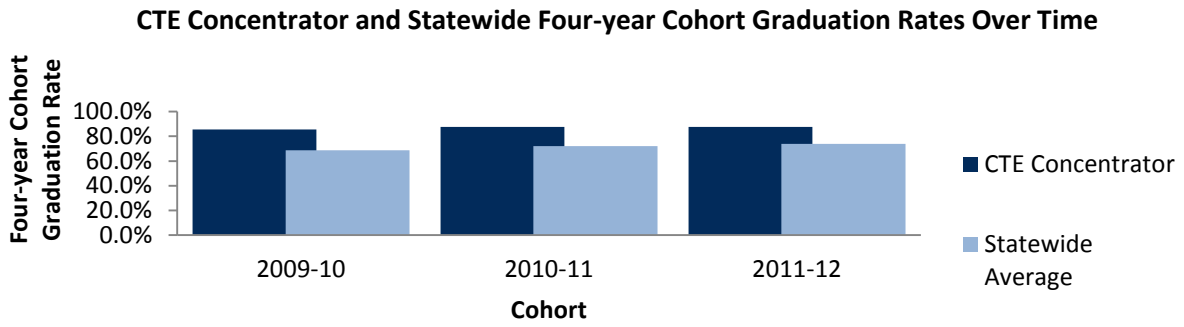
Links to Reference Documents

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

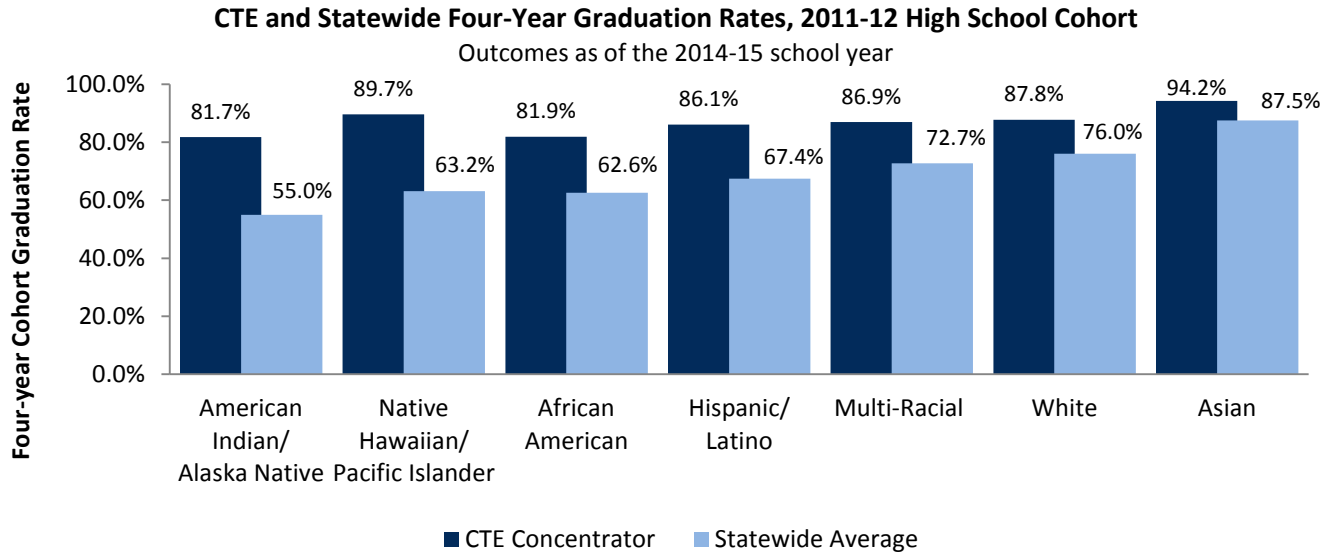
Contact for this section: Bob Salazar, 503-947-5981, bob.salazar@state.or.us

Oregon Career and Technical Education (CTE) Information: 2015 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. Descriptive analysis of this data reveals consistently higher graduation rates[1] among CTE concentrators[2] relative to all students statewide.[3] In 2013, CTE concentrators were 17.0 percentage points more likely to graduate high school in four years than students statewide; in 2014, CTE concentrators were 15.5 points more likely to graduate; and in 2015 they were 13.7 points more likely to graduate than students statewide in Oregon.



CTE concentrators across every racial/ethnic student population graduated at levels higher than the statewide average of 73.8% and the increase in graduation rates for CTE concentrators is greatest for historically underserved students (Native Hawaiians/Pacific Islanders, African Americans, Hispanics, and American Indian/Native Americans).



[1]Note that graduation methodology changed in 2014-14. 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: http://www.oregon.gov/ode/learning-options/CTE/data/Pages/default.aspx.

[3] 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).

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://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://oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/default.aspx

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

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

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

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

School Funding and Finance

State School Fund
http://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://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://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/students-and-family/SpecialEducation/IDEA/Pages/default.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://oregon.gov/ode/educator-resources/assessment/Pages/default.aspx

2014-15 Statewide Test Results
http://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/research-policy/

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

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

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

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

Data Collections

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