Statewide Report Card

An Annual Report to the Legislature on Oregon Public Schools

2013-2014

OREGON DEPARTMENT OF EDUCATION

Rob Saxton, Deputy Superintendent of Public Instruction

www.ode.state.or.us

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://www.ode.state.or.us/search/page/?id=1779.

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The Oregon Statewide Report Card is also posted on the Department of Education's website at:
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Dear Oregonians,

I am pleased to present the 2013-14 edition of the Oregon Statewide Report Card. This annual report provides a statewide look at our education system including key data on our students, teachers, and schools. While no report can sum up education in our state, it is my hope that the information contained here will contribute to the conversations Oregonians are having about these important topics.

The 2013-14 Statewide Report Card includes:

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

Our state has embraced ambitious educational goals to increase opportunities and outcomes for all of our students. We have put into place a number of efforts designed to improve education in our state, and I feel incredibly fortunate to be involved in this work at such an exciting time of transformation and change.

Highlights of the 2013-14 School Year

This last school year saw the continuation of many of the state's key education reform efforts. Schools and districts aligned instruction to the rigorous Common Core State Standards which more fully prepare students for success in college and the workplace. Selected schools participated in the field test of the Smarter Balanced Assessment which will be used this spring to test student's mastery of these new, higher standards. Kindergarteners participated in the Statewide Kindergarten Assessment which provides information on the skills our youngest learners have upon kindergarten entry. We submitted our plans around educator effectiveness and evaluations to the U.S. Department of Education, and continued to invest in key leverage areas through Strategic Initiative grants to schools, districts, and community based organizations. All of this work contributes to our overarching goal of preparing students for high school graduation and success in college or workplace training programs.

Improving our education system from early childhood through higher education will take all of us, and I want to thank everyone involved in this work – from the educators and policy makers to the students and parents – for their continued dedication to these efforts. I look forward to working with you all in the months and years to come as we continue to move this forward.

Sincerely,

Rob Saxton
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
Minority Student Population 4
Language Diversity 5
Minority Students and Teachers 6

OREGON STAFF **7**

Experienced, Highly Educated Workforce 7
Percentage of Positions held by Women 7
All School Staff 8
Annual Instructional Hours 8
Historical Salary Charts 9

SCHOOL FUNDING **11**

School Resources 11
Student Enrollment 12
History of School Funding Responsibility in Oregon 13
Operating Revenues by Source (Historical) 14

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) **15**

Federal Programs 15
Elementary and Secondary Education Act (ESEA) Flexibility Waiver 16
Elementary and Secondary Education Act – Highly Qualified Teachers (HQT) 17
Elementary and Secondary Education Act – Persistently Dangerous Schools 18
Discipline Incidents by Grade Level 18
Discipline Incidents by Subgroup 19

ANNUAL MEASURABLE OBJECTIVES (AMO) **20**

AMOs for Reading and Mathematics 20
AMOs for Graduation 20
Academic Achievement Details 21
Graduation Details 22
Participation Details 25

SCHOOL AND DISTRICT REPORT CARDS **26**

Number of Schools Receiving Each Overall Rating by Year 26
Detailed Ratings 27
Historical Ratings 27

GROWTH MODEL **28**

HOMELESS STUDENTS IN OREGON **29**

Homeless Student Counts 30
2012-13 Percent Met or Exceeded Standard 31
McKinney-Vento Subgrant Projects 32

FREE AND REDUCED PRICE LUNCH **33**

STUDENT SUCCESS **34**

Scores Required to Meet or Exceed Standards on Statewide Assessments (cut scores) 34
Grade 3 Percent Meeting Standards 35
Grade 4 Percent Meeting Standards 37
Grade 5 Percent Meeting Standards 39
Grade 6 Percent Meeting Standards 41
Grade 7 Percent Meeting Standards 43
Grade 8 Percent Meeting Standards 45
High School Percent Meeting Standards 47

NATIONAL COMPARISON OF STUDENT ACHIEVEMENT **50**

National Assessment of Educational Progress: Reading 51
National Assessment of Educational Progress: Mathematics 54
National Assessment of Educational Progress: Science 57

COLLEGE ADMISSION TESTS **60**

American College Testing Program (ACT) 60
SAT Reasoning Test 60
Advanced Placement (AP) Exams 61
Tests by AP Subject 61

THE OREGON DIPLOMA **62**

Personalized learning 62
Freshmen On-Track 63
Essential Skills 64

OREGON GRADUATION RATES **66**

Statewide High School Graduation and Completion Rates, 2008-09 High School Cohort 66
Statewide High School Graduation and Completion Rates, 2009-10 High School Cohort 67
Four-year Cohort Graduation Rate Trends for Disadvantaged Subgroups 68

DROPOUT RATES **69**

Oregon Statewide Dropout Rate Calculation 69
Oregon High School Dropout Rates 69
Oregon Dropout Rates by Gender 70

ATTENDANCE AND ABSENTEEISM **71**

Percent of Students Not Chronically Absent 71
Statewide Total Attendance and Chronic Absenteeism Rates 71
Outcomes Five Years After Entering High School vs. Freshman Year Attendance 72

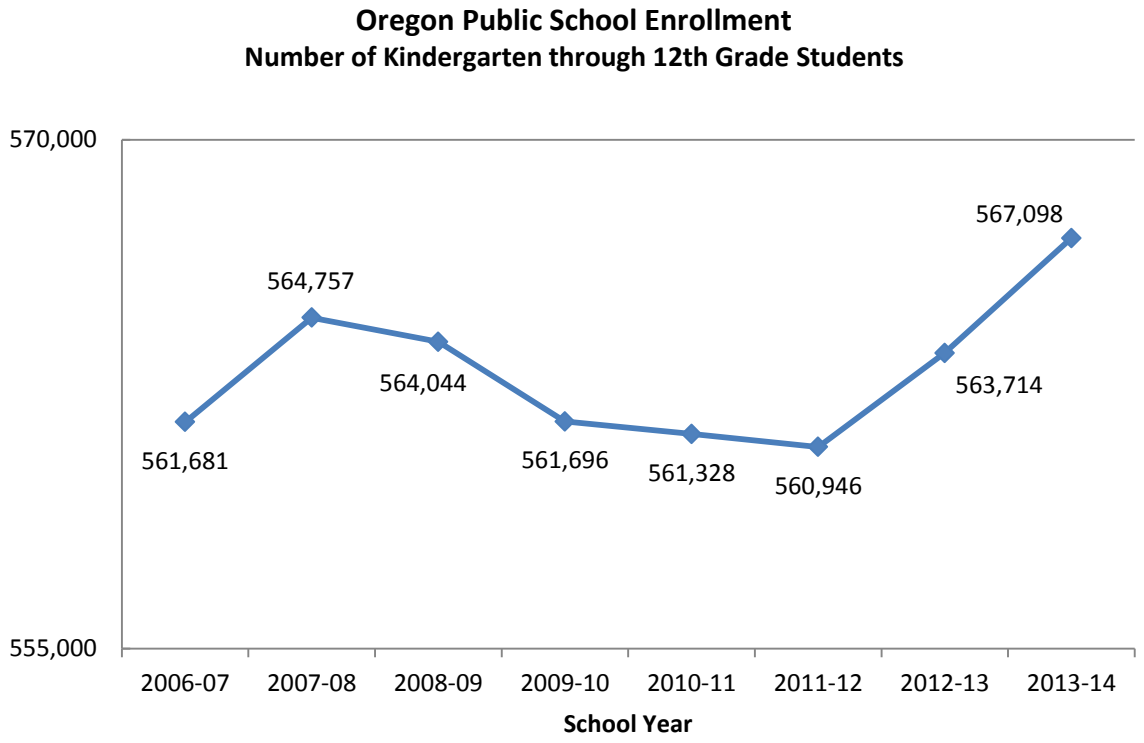
SPECIAL PROGRAMS **73**

Special Education 73
Early Childhood - Oregon Head Start Pre-Kindergarten (OHS PreK) Programs 75
Talented and Gifted (TAG) 76
Alternative Education Programs 77

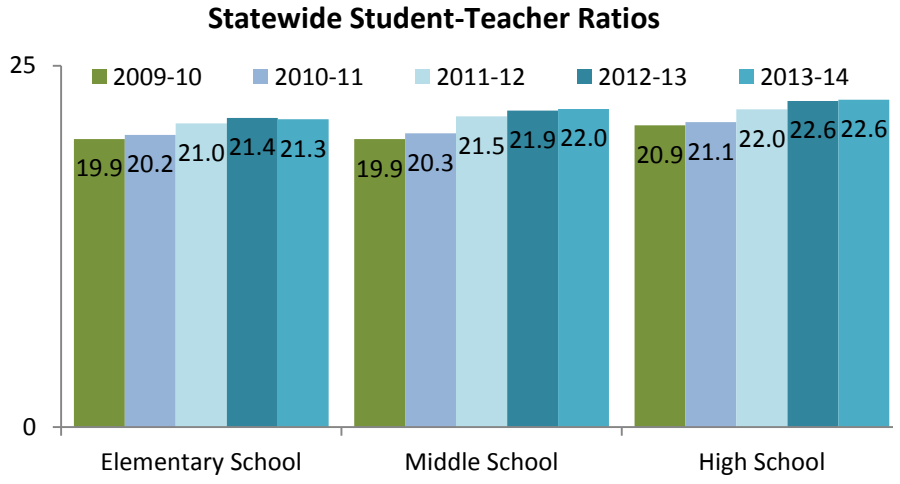
RESOURCES **80**

OREGON STUDENTS

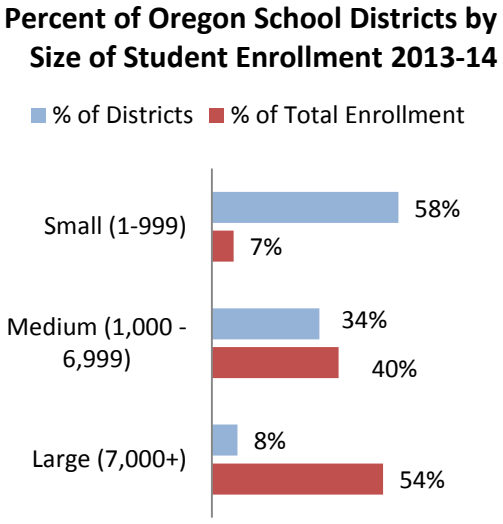
There were 567,098 students enrolled in Oregon public schools on the first school day in October, 2013. Although student enrollment had declined from 2007-08 to 2011-12, it rose again in 2012-13 and 2013-14, with an total increase of 6,152 students (just over 1%) over two years. Based on intercensal estimates from the US Census Bureau, Population Division, in each year included in the chart below 75-77% of Oregon's school aged (5-19) population was receiving publicly funded K-12 education.[1]



The figures in this chart are based on October 1 Student Membership (enrollment) for each year.
For more data, including school and district enrollment counts, see http://www.ode.state.or.us/search/page/?=3225. For data from school years 2008-2009 and earlier, see report #73 under Students at http://www.ode.state.or.us/data/reports/toc.aspx.
Note: Report #73 includes some PK students, who have not been included in the graph to the left.
See page 75 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 intercensal population estimates.



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



Statewide student-teacher ratios rose steadily over recent years—largely due to a decrease in the full time equivalence (FTE) of teachers employed—but have levelled off since last year. See page 7 for more information on teacher employment counts.

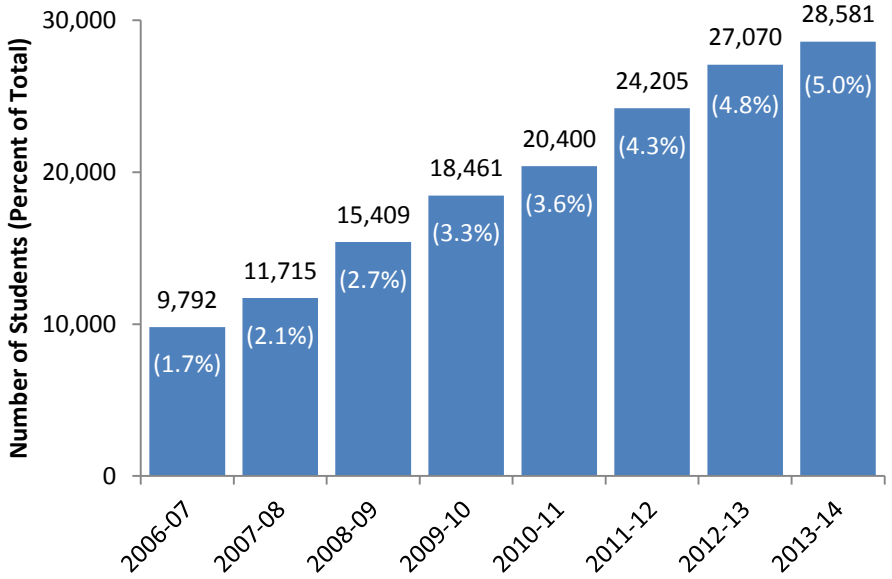
Oregon Public Charter School Enrollment

Public charter school student enrollment has risen from 1.7 percent of the total enrollment in 2006-07 and now represents 5 percent of the total students enrolled.

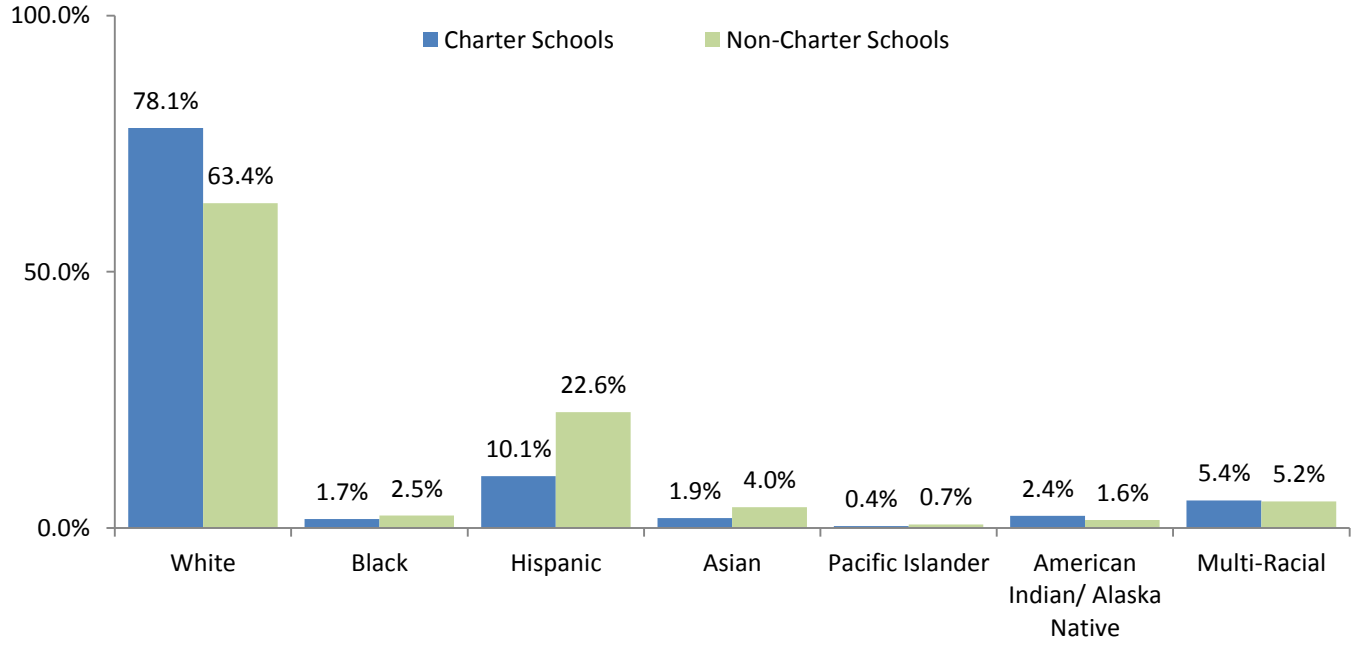
Charter schools, authorized by legislation in 1999, were designed to create new, innovative, and more flexible ways of educating all children within the public school system. In Oregon, all charter schools are public schools.

In the 2013-14 school year, there were 124 charter schools, one more than in 2012-13. The average charter enrolled about 230 students.[1]

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



Charter School Enrollment by Ethnicity 2013-14



Source: Fall Membership 2013-14
Note: Multi-Racial does not include students who reported Hispanic Ethnicity – those students are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

In 2013-14:

- 2.4% of students attending charter schools were identified as Talented and Gifted (TAG), compared with 7.2% in non-charter schools. See page 76 for more information on TAG students.
- 11.4% of students attending charter schools were identified as receiving special education services, compared with 14.2% in non-charter schools. See page 73 for more information on special education.

Source: Spring Membership 2013-14

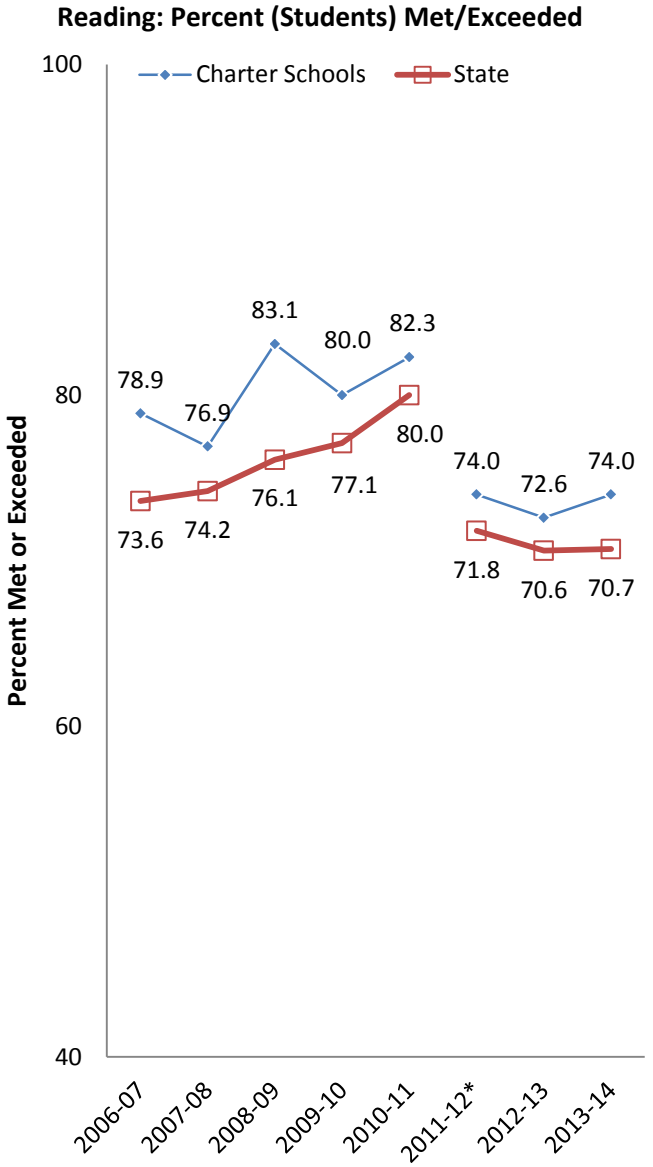
[1]Excluding two charters who enrolled only students receiving the majority of their instruction from a non-charter school.

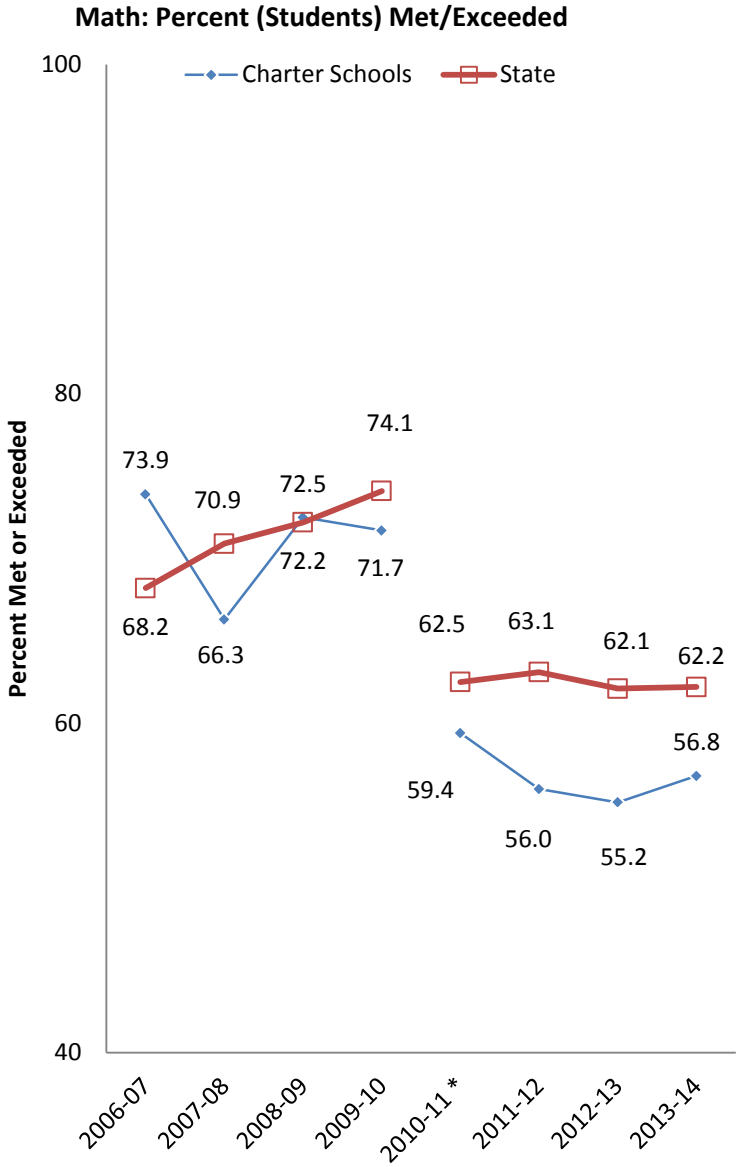
Oregon Public Charter School Performance

In 2011-12, Oregon received an ESEA 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. One school was identified as a Model school for 2012-13, the same year that it became a charter school.

In 2013-14, Oregon identified a new set of Model schools for the 2014-15 school year. Of the 28 schools identified as Model schools in 2013-14, two were charters.

For more information on Priority, Focus, and Model Schools, see page 16 or http://www.ode.state.or.us/search/page/?id=3742.





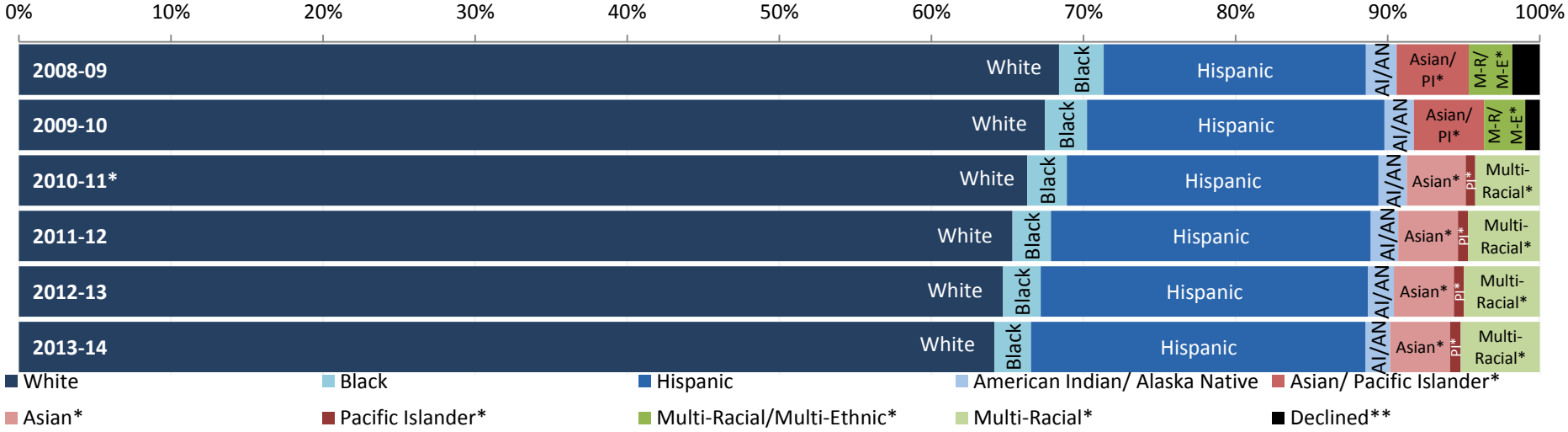
*Reading Standards Increased from 2010-11 to 2011-12, and Math Standards increased from 2009-10 to 2010-11. See page 34 for details.
Assessment data by school and district available via the Education Data Explorer, http://www.ode.state.or.us/apps/Navigation/Navigation.Web/#/PAGR.

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

Minority Student Population

In 2009-10, the definitions used in collecting race/ethnicity data changed per new federal requirements. "Hispanic" includes all students of Hispanic ethnicity, although students who identify as Hispanic also report at least one race. In 2010-11, "Declined to Report" was removed from the reporting categories and "Asian/Pacific Islander" was split into two separate categories, "Asian" and "Pacific Islander."

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	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Multi-racial/ Multi-ethnic	Multi-Racial	Declined	Total
2008-09	385,807	16,512	97,287	26,775	N/A*	N/A*	11,349	16,136	N/A*	10,179	564,064
2009-10	379,036	15,485	109,842	25,927	N/A*	N/A*	10,850	15,190	N/A*	5,366	561,696
2010-11*	372,194	14,599	115,102	N/A*	21,720	3,513	10,406	N/A*	23,794	N/A**	561,328
2011-12	366,470	14,182	118,017	N/A*	22,048	3,657	10,131	N/A*	26,441	N/A**	560,946
2012-13	364,792	13,969	121,372	N/A*	22,215	3,741	9,577	N/A*	28,048	N/A**	563,714
2013-14	363,770	13,699	124,701	N/A*	22,344	3,907	9,161	N/A*	29,516	N/A**	567,098

Source: Fall Membership

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – those students are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

*"Asian/Pacific Islander" was divided into "Asian" and "Pacific Islander" beginning in 2010-11. Students reported as both "Asian" and "Pacific Islander" are included in the "Multi-Racial" category beginning in 2010-11.

** Declined to Report was removed from the reporting categories in 2010-11.

See enrollment reports available at http://www.ode.state.or.us/search/page/?=3225 for more information, including ethnicity breakdowns by school and district.

Contact for this section: Andrew Holbrook, 503-947-5831, andrew.holbrook@state.or.us

Language Diversity

According to data from the Limited English Proficient (LEP) Collection for 2013-14, 57,376 English Learners* (10.24% of all K-12 students) reported a language of origin other than English.

Most Common Languages of Origin of Students in Oregon Public Schools
(K-12 Students)
2013-14

Language of Origin	Number of Enrolled Students by Language of Origin*	Number of English Learners**	Percent of Total Spring Enrollment*** (Total: 560,482)	Percent of Total English Learner Enrollment*** (Total: 57,376)
English	438,865	993	78.30%	1.73%
Spanish	80,872	44,341	14.43%	77.28%
Russian	4,722	1,995	0.84%	3.48%
Vietnamese	4,390	1,594	0.78%	2.78%
Chinese	3,060	995	0.55%	1.73%
Arabic	1,272	822	0.23%	1.43%
Ukrainian	1,060	398	0.19%	0.69%
Korean	1,056	390	0.19%	0.68%
Somali	1,012	737	0.18%	1.28%
Romanian	796	314	0.14%	0.55%
Japanese	720	278	0.13%	0.48%
Chuukese	679	479	0.12%	0.83%
Hmong	607	242	0.11%	0.42%
Tagalog	551	208	0.10%	0.36%
Marshallese	420	321	0.07%	0.56%
Hindi	345	94	0.06%	0.16%
Lao	334	104	0.06%	0.18%
Persian	281	102	0.05%	0.18%
Telugu	281	49	0.05%	0.09%
German	277	56	0.05%	0.10%
Thai	263	136	0.05%	0.24%
Nepali	253	199	0.05%	0.35%
Amharic	224	118	0.04%	0.21%
Karen	217	208	0.04%	0.36%
French	213	58	0.04%	0.10%
Burmese	179	118	0.03%	0.21%
Tamil	178	23	0.03%	0.04%
Other or N/A	17,355	2,004	3.10%	3.49%

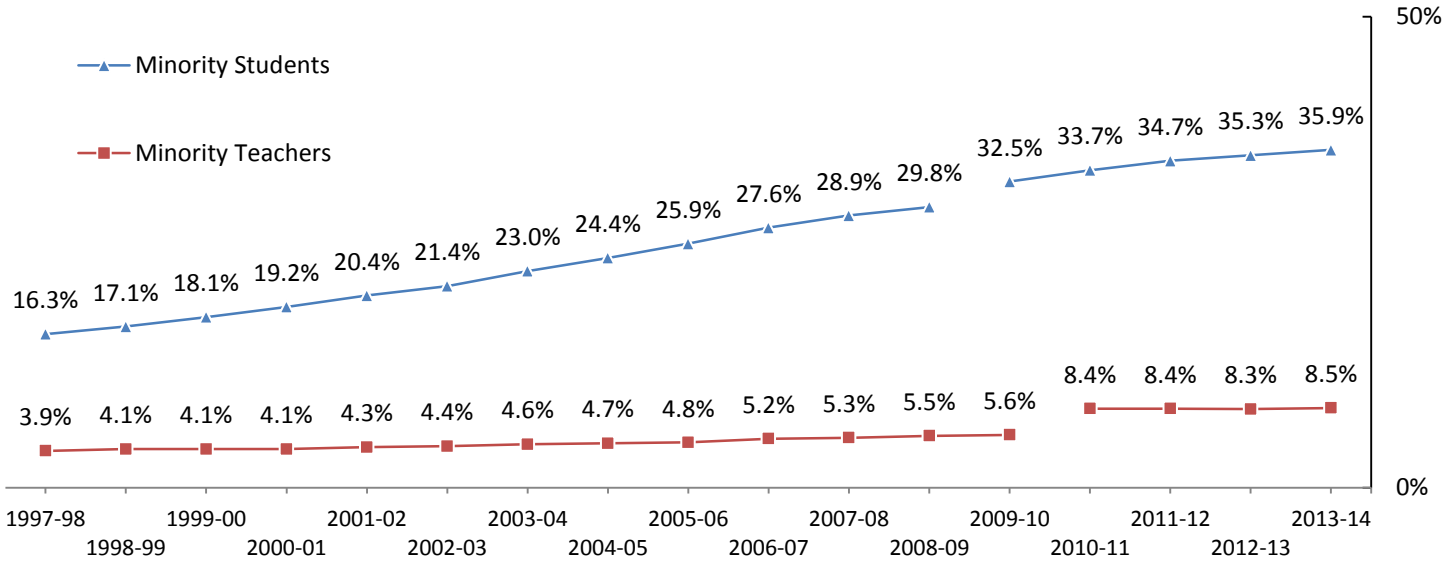
[1] Source: Spring Membership 2014
[2] Source: Unduplicated Limited English Proficient Collection, 2013-14, excluding students determined not to be eligible for ESL services.
[3] Percentage columns do not sum to 100% due to rounding.
[4] Native American/Alaska Native students may qualify for English 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.ode.state.or.us/search/page/?id=3408 for more details on English Learner performance.

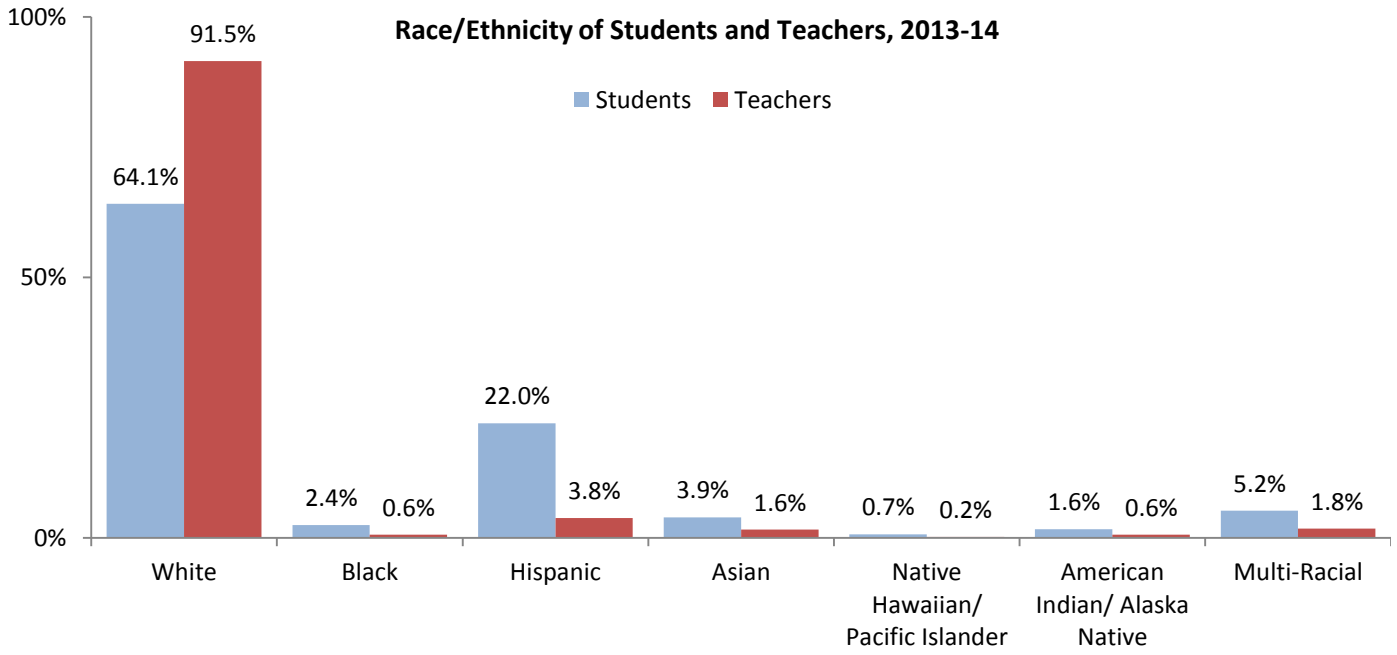
Minority Students and Teachers

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://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 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://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

The difference between teacher and student race/ethnicity proportions were most noticeable for Hispanics: 22.0% of students were Hispanic, compared with only 3.8% of teachers. 91.5% of teachers were White, compared with only 64.1% of students.

OREGON STAFF

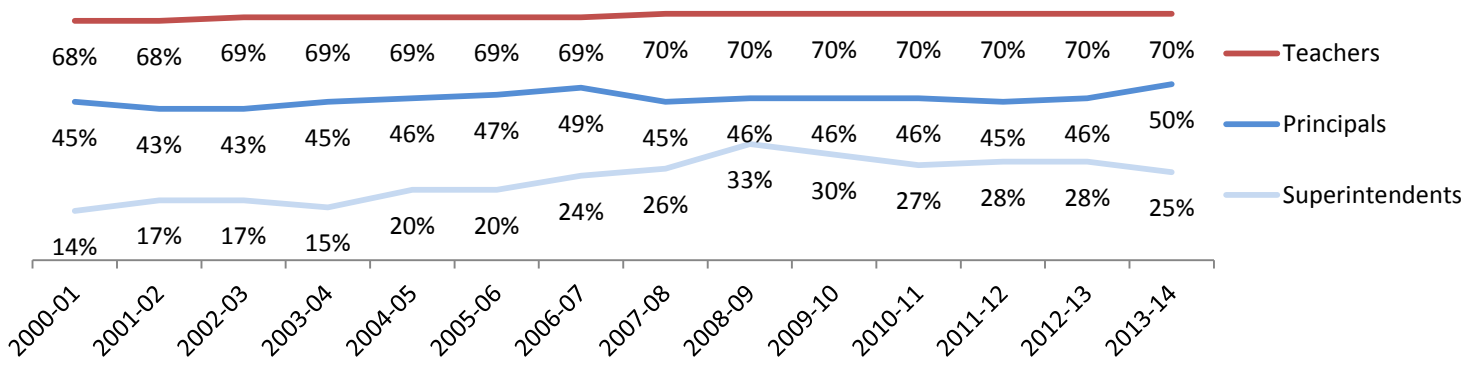
Experienced, Highly Educated Workforce

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.

	Average Age	Average Years of Experience		
		2012-13	2013-14	Change
Teachers	43.70	13.06	12.79	-2.07%
Administrators	48.43	19.08	18.66	-2.22%

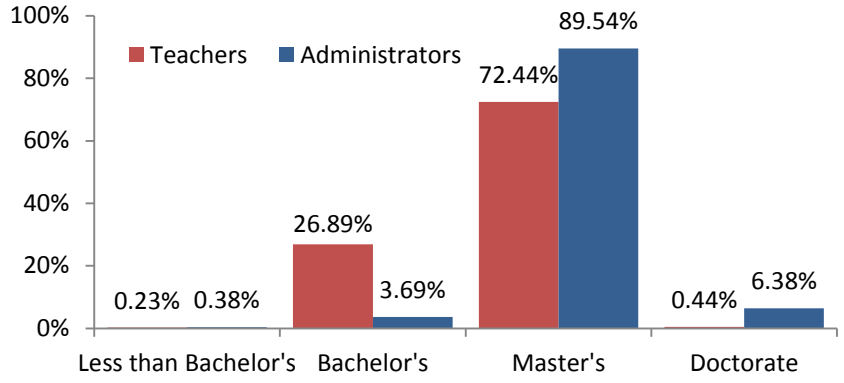
Source: Staff Position

Percentage of Positions held by Women



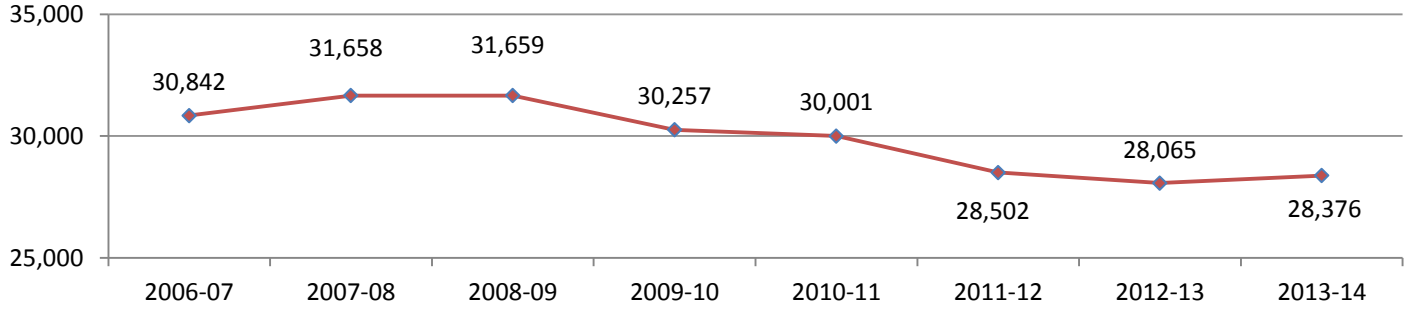
Source: Staff Position
Includes assistant principals and assistant superintendents

2013-14 Highest Degree Held



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 17.

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



Source: Staff Position
Includes some pre-kindergarten teachers

Contact for this section: Andrew Holbrook, 503-947-5831, andrew.holbrook@state.or.us

All School Staff

In the last year, the total number of full-time equivalent (FTE) school employees stayed almost constant, decreasing by 0.09%, from 59,908.23 in 2012-13 to 59,853.99 in 2013-14, a negligible difference of about 54 FTE. Teacher FTE increased for the first time since 2008-09. School administrator FTE increased as well, though both numbers are still less than the 2011-12 totals. Guidance Counselor FTE is the only group to surpass its 2011-12 sum, posting an increase of about 18.5 FTE (almost 2%) since 2012-13 and 15.3 FTE (about 1.6%) since 2011-12. Library and Media staff FTE fell by only 1.02%, potentially signaling an end to its precipitous decline–Librarian FTE has decreased by 20% since 2009-10. Special Education Specialist FTE showed the greatest decrease at about 3.5%.

Oregon School Employees
(Full-Time Equivalent Positions)

	2012-13 (revised)		2013-14	
	Number	**Percent**	**Number**	**Percent**
Teachers	26,442.87	44.14%	26,749.77	44.69%
Educational Assistants	9,269.18	15.47%	9,235.45	15.43%
District Administrators	430.90	0.72%	427.70	0.71%
School Administrators	1,510.00	2.52%	1,540.01	2.57%
Guidance Counselors	939.01	1.57%	957.47	1.60%
Library and Media	825.16	1.38%	816.71	1.36%
Support Staff	18,645.65	31.12%	18,346.29	30.65%
Special Education Specialists	1,845.46	3.08%	1,780.60	2.97%
Total	**59,908.23**	**100.00%**	**59,853.99**	**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 increased slightly this year, but remains under 45%. In 2011, Oregon was one of only four 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) 2013-14
Kindergarten	405
Grades 1-3	810
Grades 4-8	900
Grades 9-12	990

Historical Salary Charts
for Teachers, Principals, Assistant Principals, and Superintendents

Oregon Average Actual & Inflation-Adjusted Salaries 2007-08 to 2013-14
Superintendents, Principals, Assistant Principals, and Teachers

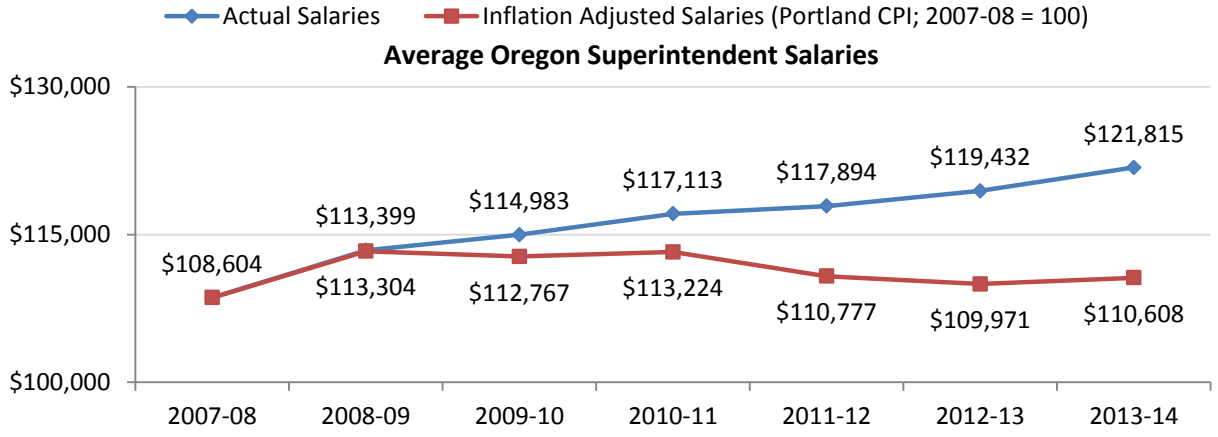
	Actual Salary			Inflation-Adjusted Salary		
	2007-08	2013-14	Percent Change	2007-08	2013-14	Percent Change
Superintendent	$108,604	$121,815	12.2%	$108,604	$110,608	1.8%
Principal	$92,281	$101,778	10.3%	$92,281	$92,414	0.1%
Assistant Principal	$85,003	$92,780	9.1%	$85,003	$84,244	-0.9%
Teacher	$52,333	$58,595	12.0%	$52,333	$53,204	1.7%

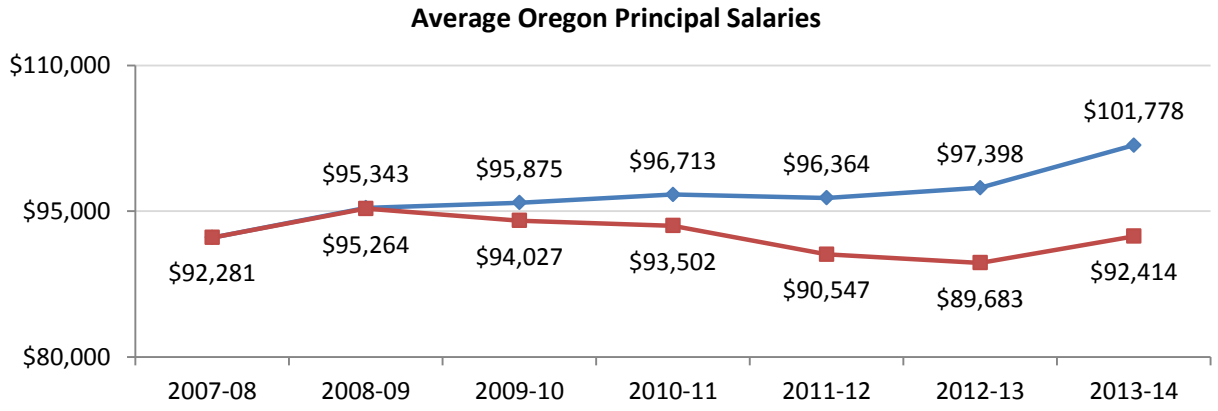
Source: ODE Staff Position Data Collection

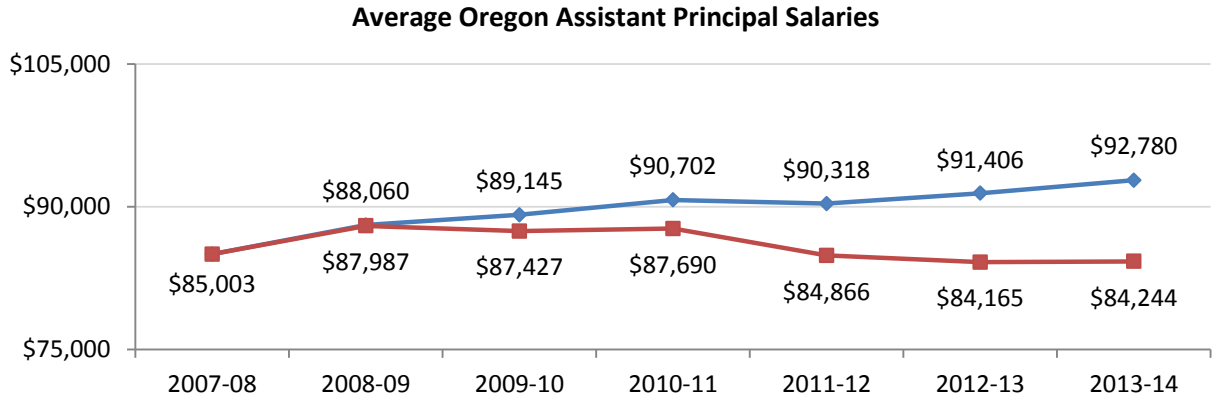
The Staff Position Data Collection expanded in 2010-11 to collect contracted staff and extra duty or coaching contracts. Data for teacher salaries in 2013-14 may include additional extra duty pay and thus not be perfectly comparable to previous years.

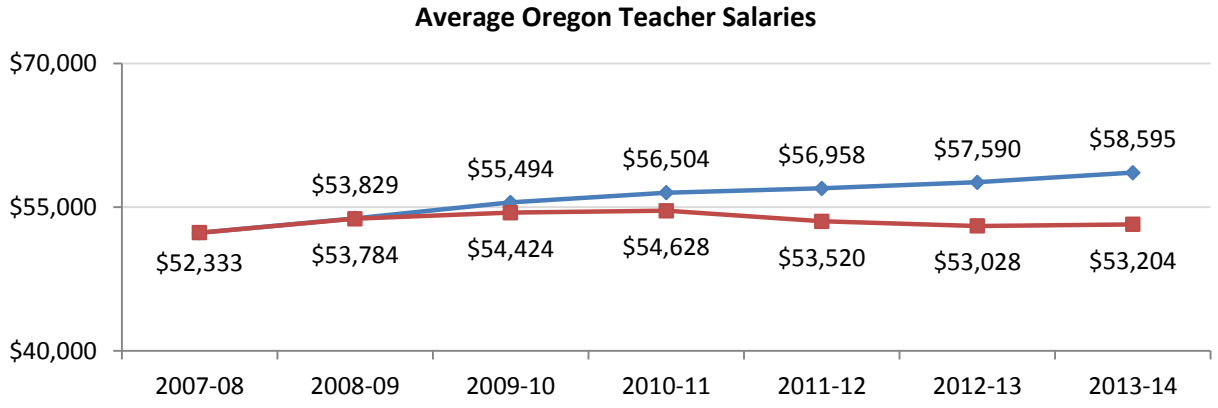
Adjusted for inflation, the average teacher or administrator makes about the same as they did six years ago.

Average Salaries for Teachers and Administrators in Oregon: 2007-08 to 2013-14









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.

Operating Expenditures per Student

Where Dollars Were Spent	2010-11	%	2011-12	%	2012-13	%
Direct Classroom	$5,514	56%	$5,495	56%	$5,492	55%
Classroom Support	$2,025	20%	$1,983	20%	$1,983	20%
Building Support	$1,931	19%	$1,943	20%	$1,970	20%
Central Support	$462	5%	$477	5%	$460	5%
TOTAL*	$9,933	100%	$9,898	100%	$9,905	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

Not only have school resources per student not kept pace with inflation over the decade, but school districts have also experienced cost increases above the inflation rate.

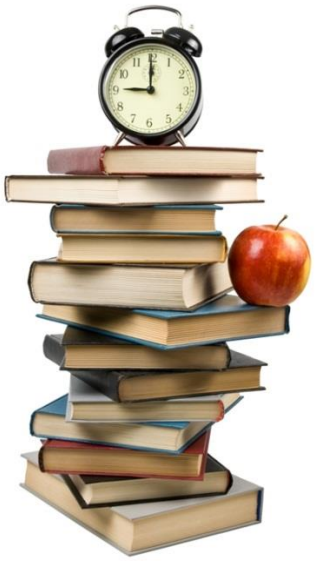
- Staff salaries increased at about the rate of inflation during the 1990's, but health care benefit costs have greatly increased.
- Changing student demographics and declining student enrollment in a majority of school districts have also driven costs up.
- Growth rates for Special Education students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

Oregon's quality education model (QEM) suggests adequate per pupil funding should be $12,068 in 2013-14. 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.



Average Daily Membership – Weighted (ADMw): This count is the basis for funding in Oregon. Resident average daily membership 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	2008-09	2009-10	2010-11	2011-12	2012-13 (Revised)	2013-14 (Preliminary)
Average Daily Membership – ADMr	534,142	533,407	532,972	532,357	533,923	537,175
Weighted Average Daily Membership – ADMw	661,507	662,137	660,322	662,252	659,950	662,725
Fall Membership (Enrollment on October 1)**	564,064	561,698	561,331	560,951	563,714	567,100
Average Daily Attendance (ADA)*	499,168	497,763	499,411	498,448	499,720	504,727

* 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.
**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)

	2003-05	2005-07	2007-09**	2009-11***	2011-13	2013-15
Local	$2.3	$2.7	$2.9	$2.9*	$3.0	$3.1
State	$4.9	$5.2	$5.7	$5.6*	$5.7	$6.7
Total	$7.2	$7.9	$8.5	$8.4*	$8.7	$9.7

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		State		Federal		TOTAL	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
2005-06	$1,657.8	32.6%	$161.3	3.2%	$2,731.7	53.8%	$529.7	10.4%	$5,080.5	100%
2006-07	$1,741.8	32.9%	$101.7	1.9%	$2,901.9	54.8%	$546.7	10.3%	$5,292.1	100%
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	100.00%

Source: Actuals from audited financial reports of School Districts and Education Service Districts

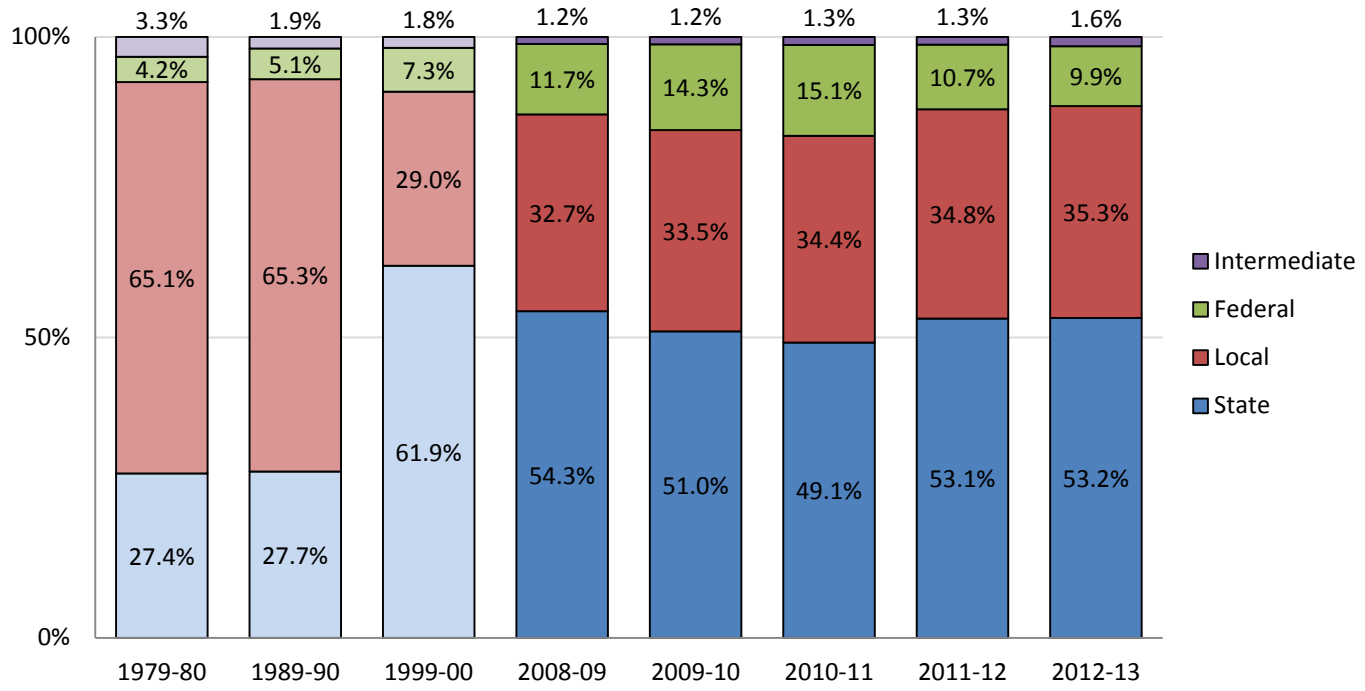
Columns may not sum to total due to rounding

For more information on Oregon school funding, see the most recent report produced by the Quality Education Commission: http://www.ode.state.or.us/superintendent/priorities/final-2014-qem-report-volume-i-(2).pdf.

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

Operating Revenues by Source (Historical)

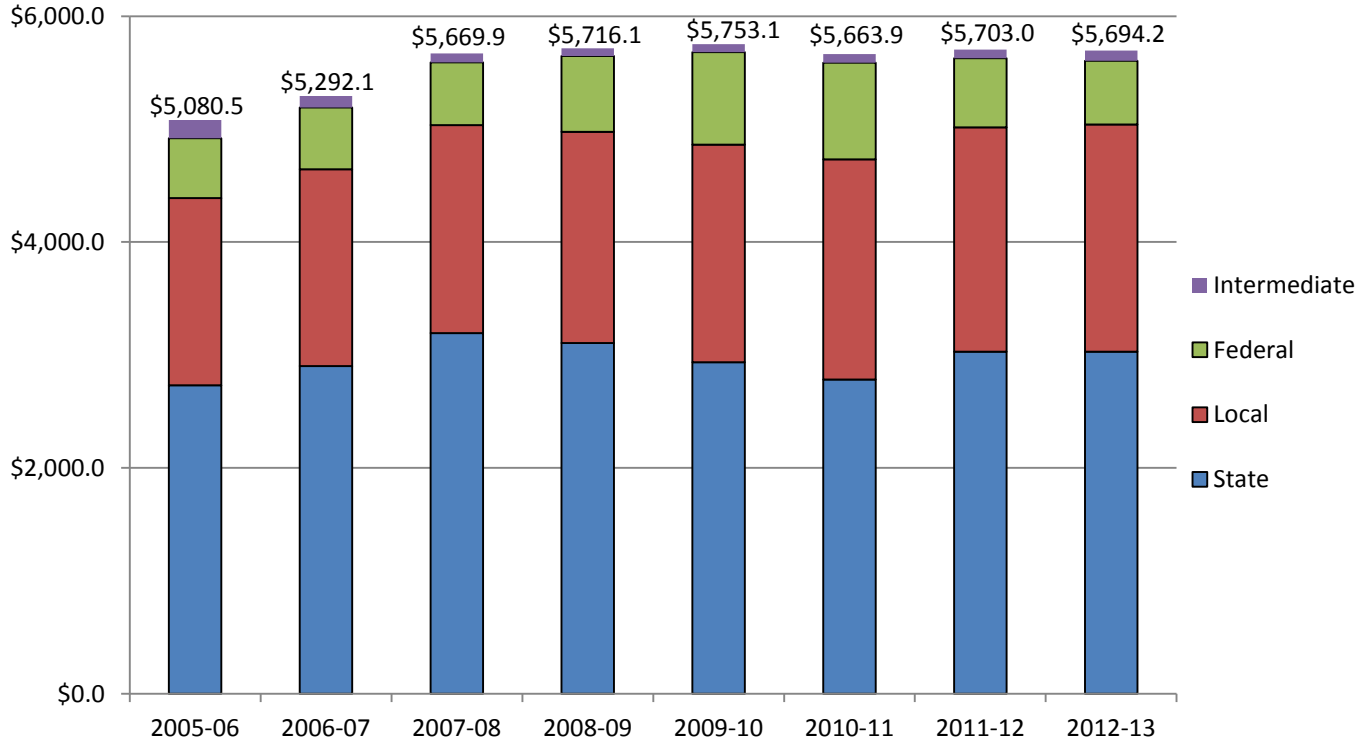
The graph below illustrates the dramatic shift from a locally-funded school system to a system that is primarily state-funded. Pale bars are historical – darker bars display more current data.



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.

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

(Dollars in Millions)



ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA)

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 ESEA federal 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 I-B1 Reading First
Title I-B2 Early Reading First
Title I-B3 Even Start Family Literacy Program
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-C Troops to Teachers
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.

In 2012, Oregon received approval for a waiver of certain requirements of the ESEA. See page 16 for more information.

Elementary and Secondary Education Act (ESEA) 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, 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. With this approval, Oregon is able to tailor the mechanisms of the ESEA to create a more accountable and responsive system that meets the needs of Oregon students and strengthens Oregon schools.

As part of the federal ESEA Flexibility application, Oregon developed a new accountability system which uses multiple measures to rate schools. For high schools these measures include academic achievement, academic growth, subgroup growth, graduation rates, and subgroup graduation rates. For elementary and middle schools, only the first three measures are used. Schools receive an overall rating based on how well they are doing in each of these areas.

Oregon used this system to identify 96 Oregon schools in 2012-13 (36 Priority Schools and 60 Focus Schools) to receive additional supports and interventions from the state to help increase student achievement and close persistent achievement gaps. Priority schools represent the lowest 5% of high-poverty schools (Title 1) in the state according the new accountability system, while Focus schools are additional schools in the lowest 15% of high-poverty schools in the state that have achievement gaps. The accountability system also identified 30 high-poverty Model schools for 2012-13. These Model schools have been identified as examples of successful student outcomes and will serve as models and mentors to other schools around the state.

	2012-13 ESEA Flexibility Designations				
	Number of Schools	**Number of Title I Schools**	**Priority Schools**	**Focus Schools**	**Model Schools**
All Schools	1253	585	36	60	30
Elementary/Middle	922	533	19	57	28
High Schools	331	52	17	3	2

	2013-14 ESEA Flexibility Designations				
	Number of Schools	**Number of Title I Schools**	**Priority Schools[1]**	**Focus Schools[1]**	**Model Schools**
All Schools	1246	574	33	60	27
Elementary/Middle	913	523	19	57	25
High Schools	333	51	14	3	2

	2014-15 ESEA Flexibility Designations				
	Number of Schools	**Number of Title I Schools**	**Priority Schools[1]**	**Focus Schools[1]**	**Model Schools**
All Schools	1239	567	33	58	28
Elementary/Middle	909	515	19	55	27
High Schools	330	52	14	3	1

[1]Priority and Focus designations from 2012-13 remain in effect for four years. Changes after 2012-13 are the result of school closures.

Oregon's ESEA Flexibility Waiver Request is available online at: http://www.ode.state.or.us/search/page/?id=3475

Elementary and Secondary Education Act – Highly Qualified Teachers (HQT)

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 (English, reading or language arts, mathematics, science, foreign languages, social studies, and the arts) must meet the definition of a highly qualified teacher. 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; in Oregon, elementary students in high-poverty schools are more likely to be taught by highly qualified teachers than students in low-poverty schools.

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 Classes Taught by Highly Qualified Teachers 2013-14

	All Schools		High Poverty Schools		Low Poverty Schools	
Type of Class	**Percent of Classes Taught by Highly Qualified Teachers**	**Percent of Classes NOT Taught by Highly Qualified Teachers**	**Percent of Classes Taught by Highly Qualified Teachers**	**Percent of Classes NOT Taught by Highly Qualified Teachers**	**Percent of Classes Taught by Highly Qualified Teachers**	**Percent of Classes NOT Taught by Highly Qualified Teachers**
All	98.3%	1.7%	98.0%	2.0%	98.2%	1.9%
Self-Contained	99.5%	0.5%	99.4%	0.6%	99.3%	0.7%
English	98.0%	2.0%	97.8%	2.3%	97.8%	2.2%
Foreign Languages	97.4%	2.6%	93.9%	6.1%	98.0%	2.0%
The Arts	99.1%	0.9%	98.9%	1.1%	99.2%	0.8%
Science	98.2%	1.8%	97.2%	2.8%	98.5%	1.5%
Math	97.8%	2.2%	97.6%	2.4%	96.8%	3.2%
Social Sciences	98.2%	1.8%	98.5%	1.5%	98.4%	1.6%

Source: Staff Assignment (Highly Qualified Teachers) Data Collection 2013-14

School Type	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes NOT Taught by Highly Qualified Teachers
Elementary Level		
High Poverty	99.1%	0.9%
Low Poverty	96.6%	3.4%
All Elementary	98.4%	1.6%
Secondary Level		
High Poverty	97.6%	2.4%
Low Poverty	98.6%	1.5%
All Secondary	98.1%	1.9%

School Type	Percentage of Core Academic Classes Taught by Highly Qualified Teachers	Percentage of Core Academic Classes NOT Taught by Highly Qualified Teachers
Elementary Level		
High Minority	97.5%	2.5%
Low Minority	98.3%	1.7%
All Elementary	98.4%	1.6%
Secondary Level		
High Minority	98.2%	1.8%
Low Minority	98.4%	1.6%
All Secondary	98.1%	1.9%

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.

Contact for this section: Leah Thorp, 503-947-2561, leah.thorp@state.or.us

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

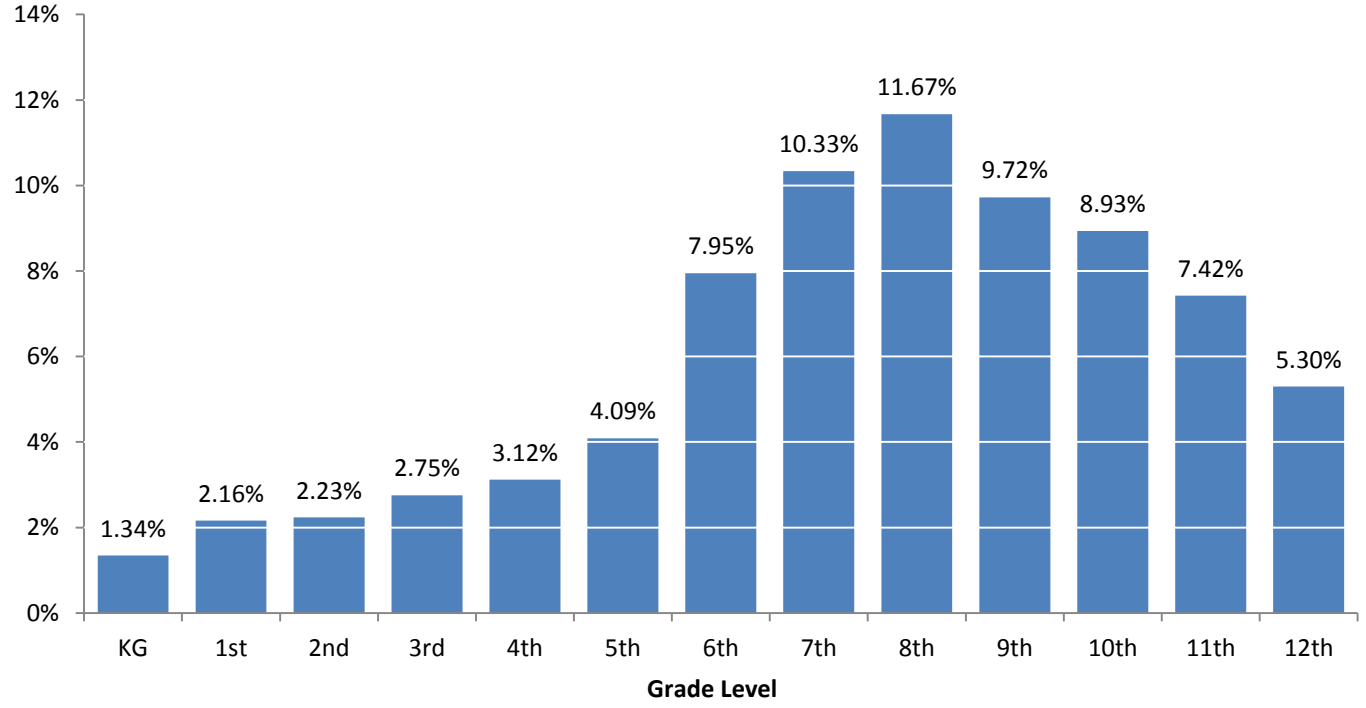
Between 2009-10 and 2013-14, Oregon did not identify any schools meeting the criteria for being placed on "watch status." Oregon also did not identify any schools as "persistently dangerous" for exceeding the threshold for three or more consecutive years.

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.ode.state.or.us/opportunities/grants/nclb/title_iv/a_drugfree/unsafeschchoiceoption.doc
http://www.ode.state.or.us/search/results/?id=107
http://www.ode.state.or.us/search/page/?id=1319

Discipline Incidents by Grade Level

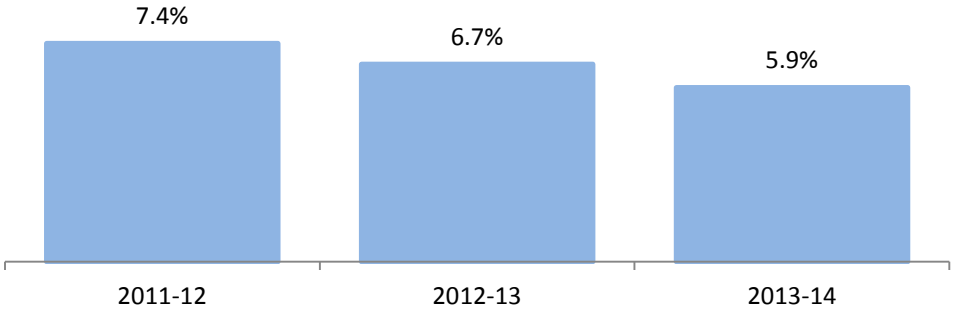
Percent of Students with One or More Suspensions or Expulsions in the 2013-14 School Year
by Enrolled Grade on May 1, 2014



Source: Spring Membership 13-14, Discipline Incidents 13-14

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

The number of discipline incidents reported decreased significantly in 2013-14, both for students as a whole and for each subgroup listed below.



Discipline Incidents by Subgroup – Suspensions and Expulsions

Subgroup	Percent of Students enrolled on May 1, 2014 with One or More Discipline Incidents in the 2013-14 School Year
Total	5.9%
Gender	
Male	8.5%
Female	3.3%
Ethnicity	
Asian	1.7%
Black/African American	11.0%
Hispanic/Latino	7.2%
American Indian/Alaska Native	10.3%
Multi-Racial	6.2%
Native Hawaiian/Pacific Islander	6.5%
White	5.4%
Other Subgroups	
Economically Disadvantaged	8.2%
Not Economically Disadvantaged	3.4%
TAG	2.4%
Not TAG	6.2%
English Learners[1]	5.1%
Not English Learners	6.0%
Special Education	11.3%
Not Special Education	5.0%

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 ODE's Searchable Discipline Tool: http://www.ode.state.or.us/apps/Navigation/Navigation.Web/default.aspx#/Discipline.

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 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 (AMO)

Annual Measurable Objectives (AMOs) are targets set for student achievement in the subjects of reading and math, as well as for graduation, attendance, and participation. Oregon's ESEA Flexibility Waiver revised the AMOs for reading and math and also changed the way these AMOs are used in school accountability. School and district Adequate Yearly Progress (AYP) is no longer reported. Instead, the new Oregon Report Card provides a 5-level rating for each school (see page 24 for a full description of the school rating system). AMO targets are incorporated into the Achievement, Graduation, and Subgroup Graduation ratings, as described below.

- **Participation**: Target remains at 95% participation rates in statewide assessments in reading and math.
- **Attendance**: Target remains at 92% attendance rates. (Applies only to elementary/middle schools.)

AMOs for Reading and Mathematics

Schools meeting the targets below will receive a Level 4 or Level 5 rating in Achievement on the new Report Card.

AMOs for Elementary and Middle Schools

Subject	Accountability Year					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading	69%	72%*	75%	78%	81%	84%
Math	66%	69%*	72%	75%	78%	81%

AMOs for High Schools

Subject	Accountability Year					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Reading	82%	85%*	87%	89%	91%	92%
Math	67%	70%*	73%	76%	79%	81%

*The AMOs would have been 100% in 2013-14 if Oregon had not received a waiver. See page 16 for details.

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 new Report Card.

Graduation Rate	Accountability Year					
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Four-year rate	67%	69%	72%	75%	78%	81%
Five-year rate	72%	74%	77%	80%	82%	84%

For more information, see: http://www.ode.state.or.us/search/page/?id=3881.

Academic Achievement Details

Elementary (Grades 3-5)

Reading	2012-13		2013-14		Combined	
Student Subgroup	**Tests**	**Percent**	**Tests**	**Percent**	**Tests**	**Percent**
All Students	121,973	71.0	121,785	70.5	243,758	70.7
Economically Disadvantaged	68,615	60.3	67,904	59.1	136,519	59.7
English Learners[1]	20,129	41.5	20,570	40.6	40,699	41.0
Students with Disabilities	19,965	43.0	19,739	41.8	39,704	42.4
Underserved Races/Ethnicities	33,075	52.9	33,393	51.5	66,468	52.2
American Indian/Alaska Native	1,898	57.4	1,801	57.6	3,699	57.5
Native Hawaiian/Pacific Islander	820	59.1	859	54.8	1,679	56.9
Black/African American	2,777	55.2	2,735	52.6	5,512	53.9
Hispanic/Latino	27,580	52.1	27,998	50.9	55,578	51.5
Asian	4,782	79.5	4,872	79.2	9,654	79.4
White	77,711	77.8	76,783	77.7	154,494	77.7
Multi-Racial[2]	6,405	76.0	6,737	75.7	13,142	75.8

Mathematics	2012-13		2013-14		Combined	
Student Subgroup	**Tests**	**Percent**	**Tests**	**Percent**	**Tests**	**Percent**
All Students	122,021	62.2	121,244	62.0	243,265	62.1
Economically Disadvantaged	68,637	50.3	67,612	49.6	136,249	49.9
English Learners[1]	20,153	39.3	20,481	38.9	40,634	39.1
Students with Disabilities	19,976	33.8	19,637	33.3	39,613	33.5
Underserved Races/Ethnicities	33,107	45.1	33,245	44.5	66,352	44.8
American Indian/Alaska Native	1,899	47.3	1,801	48.5	3,700	47.9
Native Hawaiian/Pacific Islander	819	46.5	858	49.0	1,677	47.8
Black/African American	2,775	42.6	2,715	38.9	5,490	40.7
Hispanic/Latino	27,614	45.2	27,871	44.6	55,485	44.9
Asian	4,786	79.7	4,822	78.5	9,608	79.1
White	77,725	68.0	76,482	68.4	154,207	68.2
Multi-Racial[2]	6,403	65.8	6,695	64.9	13,098	65.3

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://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

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

Middle (Grades 6-8)

Reading	2012-13		2013-14		Combined	
Student Subgroup	**Tests**	**Percent**	**Tests**	**Percent**	**Tests**	**Percent**
All Students	124,188	69.1	123,051	69.7	247,239	69.4
Economically Disadvantaged	66,315	57.5	65,123	57.8	131,438	57.7
English Learners[1]	13,703	30.6	12,958	29.5	26,661	30.1
Students with Disabilities	18,761	31.5	18,727	30.5	37,488	31.0
Underserved Races/Ethnicities	32,263	51.2	32,475	52.5	64,738	51.9
American Indian/Alaska Native	2,136	55.7	1,987	55.1	4,123	55.4
Native Hawaiian/Pacific Islander	797	52.6	803	55.5	1,600	54.1
Black/African American	3,047	50.3	2,866	50.6	5,913	50.4
Hispanic/Latino	26,283	50.9	26,819	52.5	53,102	51.7
Asian	4,945	78.4	4,997	79.8	9,942	79.1
White	80,668	75.4	79,158	75.8	159,826	75.6
Multi-Racial[2]	6,312	73.2	6,421	73.6	12,733	73.4

Mathematics	2012-13		2013-14		Combined	
Student Subgroup	**Tests**	**Percent**	**Tests**	**Percent**	**Tests**	**Percent**
All Students	124,128	62.1	122,730	62.2	246,858	62.1
Economically Disadvantaged	66,269	50.0	65,015	49.5	131,284	49.7
English Learners[1]	13,720	33.7	12,936	32.0	26,656	32.9
Students with Disabilities	18,744	23.4	18,663	22.3	37,407	22.9
Underserved Races/Ethnicities	32,253	46.2	32,399	46.4	64,652	46.3
American Indian/Alaska Native	2,132	46.2	1,981	45.7	4,113	46.0
Native Hawaiian/Pacific Islander	797	51.7	796	52.5	1,593	52.1
Black/African American	3,042	40.2	2,856	39.3	5,898	39.7
Hispanic/Latino	26,282	46.7	26,766	47.0	53,048	46.9
Asian	4,948	80.7	4,973	81.2	9,921	81.0
White	80,617	67.1	78,964	67.3	159,581	67.2
Multi-Racial[2]	6,310	65.1	6,394	64.6	12,704	64.8

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://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

High (Grade 11)

	2012-13		2013-14		Combined	
Student Subgroup	**Tests**	**Percent**	**Tests**	**Percent**	**Tests**	**Percent**
All Students	38,906	85.7	38,476	85.6	77,382	85.6
Economically Disadvantaged	17,573	78.2	17,037	77.5	34,610	77.9
English Learners[1]	1,934	35.3	1,542	31.3	3,476	33.5
Students with Disabilities	4,433	50.7	4,465	48.4	8,898	49.5
Underserved Races/Ethnicities	9,042	73.7	9,199	74.1	18,241	73.9
American Indian/Alaska Native	662	79.9	606	80.9	1,268	80.4
Native Hawaiian/Pacific Islander	229	74.7	241	72.2	470	73.4
Black/African American	939	66.7	909	65.8	1,848	66.2
Hispanic/Latino	7,212	74.0	7,443	74.6	14,655	74.3
Asian	1,699	86.1	1,698	86.2	3,397	86.2
White	26,401	89.7	25,812	89.4	52,213	89.6
Multi-Racial[2]	1,764	88.0	1,767	87.9	3,531	87.9

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://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

Mathematics	2012-13		2013-14		Combined	
Student Subgroup	**Tests**	**Percent**	**Tests**	**Percent**	**Tests**	**Percent**
All Students	38,630	70.2	38,176	70.7	76,806	70.4
Economically Disadvantaged	17,424	59.0	16,879	58.8	34,303	58.9
English Learners[1]	1,913	28.9	1,547	27.4	3,460	28.2
Students with Disabilities	4,383	25.6	4,429	25.1	8,812	25.3
Underserved Races/Ethnicities	8,960	55.0	9,144	55.8	18,104	55.4
American Indian/Alaska Native	654	58.1	595	58.5	1,249	58.3
Native Hawaiian/Pacific Islander	229	56.3	240	56.7	469	56.5
Black/African American	921	42.3	902	41.8	1,823	42.1
Hispanic/Latino	7,156	56.3	7,407	57.3	14,563	56.8
Asian	1,696	84.6	1,699	84.6	3,395	84.6
White	26,218	74.3	25,592	75.0	51,810	74.6
Multi-Racial[2]	1,756	72.3	1,741	72.3	3,497	72.3

Graduation Details

Student Subgroup	Four-year Cohort Graduation Rate	Five-year Cohort Graduation Rate
All Students	68.7%	73.2%
Economically Disadvantaged	60.4%	67.2%
English Learners[1]	49.1%	58.9%
Students with Disabilities	37.2%	43.9%
Underserved Races/Ethnicities	59.7%	65.1%
American Indian/Alaska Native	51.7%	55.7%
Native Hawaiian/Pacific Islander	63.6%	69.7%
Black/African American	57.1%	59.4%
Hispanic/Latino	60.8%	67.0%
Asian	83.8%	84.9%
White	71.0%	75.2%
Multi-Racial[2]	67.2%	73.6%

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://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

See pages 34 and 66 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%

Reading	Participation		Non Participation		Participation Rate
Student Subgroup	**2012-13**	**2013-14**	**2012-13**	**2013-14**	
All Students	295,614	295,524	1,995	2,140	99.3%
Economically Disadvantaged	159,095	15,7182	984	1,056	99.4%
English Learners[1]	37,846	37,491	199	236	99.4%
Students with Disabilities	44,720	44,592	778	788	98.3%
Underserved Races/Ethnicities	77,608	78,873	582	575	99.3%
American Indian/Alaska Native	4,938	4,643	53	55	98.9%
Native Hawaiian/Pacific Islander	1,966	2,033	10	7	99.6%
Black/African American	7,214	6,984	93	95	98.7%
Hispanic/Latino	63,490	65,213	426	418	99.3%
Asian	11,950	12,095	66	98	99.3%
White	191,030	188,954	1,241	1,355	99.3%
Multi-Racial[2]	15,026	15,602	106	112	99.3%

Mathematics	Participation		Non Participation		Participation Rate
Student Subgroup	**2012-13**	**2013-14**	**2012-13**	**2013-14**	
All Students	295,240	295,204	2,319	2,455	99.2%
Economically Disadvantaged	158,870	157,001	1,163	1,218	99.3%
English Learners[1]	37,846	37,544	206	184	99.5%
Students with Disabilities	44,649	44,513	841	876	98.1%
Underserved Races/Ethnicities	77,530	78,805	650	635	99.2%
American Indian/Alaska Native	4,922	4,627	64	71	98.6%
Native Hawaiian/Pacific Islander	1,964	2,033	12	8	99.5%
Black/African American	7,185	6,972	123	102	98.4%
Hispanic/Latino	63,459	65,173	451	454	99.3%
Asian	11,941	12,112	74	82	99.4%
White	190,756	188,715	1,471	1,600	99.2%
Multi-Racial[2]	15,013	15,572	124	138	99.2%

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://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

Detailed AMO reports for Oregon public schools are available online at:
http://www.ode.state.or.us/data/reportcard/reports.aspx.
Additional Performance and Participation Data available online at:
http://www.ode.state.or.us/apps/BulkDownload/BulkDownload.Web/default.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 1 of each year. Per Oregon Revised Statutes (ORS) 329.105 and 329.115, these report cards contained 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 convey how schools are doing at ensuring students achieve 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 RC Steering Committee met twice per month from September 2012 to March 2013. Staff from ODE attended each committee meeting in an advisory capacity. In addition to school and district data as required by Oregon's ESEA flexibility waiver and other federal/state laws, the new school and district report cards include the recommendations from the RC Steering Committee (e.g., school principal/district superintendent letters, school/district demographic profiles, comparison school ratings, school performance data, student outcome data, and curriculum and learning environment data).

The overall school rating is a critical feature of the school report card and is a requirement of Oregon's ESEA flexibility waiver. The rating consists of five levels that indicate how schools perform as compared to all schools statewide on a combination of rating components (i.e., achievement, growth, subgroup growth, graduation, and subgroup graduation). The five school rating levels refer to the following:

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

Number of Schools Receiving Each Overall Rating by Year

Overall Rating	2011-12	2012-13	2013-14
Level 1	57	60	61
Level 2	124	113	123
Level 3	355	356	395
Level 4	568	557	515
Level 5	128	114	110
Not Rated[1]	21	46	35[2]

[1]Small schools and newly opened/reconfigured schools are not eligible to receive an overall rating.
[2]Many schools did not receive a rating because of the Smarter Balanced Field Test. See http://www.ode.state.or.us/search/page/?id=4136 for more information.

Detailed Ratings

	2012-13						2013-14					
School Type	Not Rated	1	2	3	4	5	Not Rated	1	2	3	4	5
Elementary	33	14	70	199	331	78	27	18	72	236	291	76
Middle	0	0	10	60	100	18	0	1	8	65	94	21
High	13	46	33	97	126	18	8	42	43	94	130	13
Total	**46**	**60**	**113**	**356**	**557**	**114**	**35**	**61**	**123**	**395**	**515**	**110**

Historical Ratings

The first report cards were produced in 2000 and included a five-tiered rating system for all schools. These report cards have been revised over the years to accommodate new state and federal requirements. The first major revision came with the passage of the federal No Child Left Behind Act in 2001, which mandated additional data elements. The 2003-2004 report cards were the first to be issued that complied with these new reporting requirements.

The next significant change was prompted by the 2007 Oregon Legislature. House Bill 2263 changed the required data elements on the report cards and the data elements that had to be used in the school rating system. It also reduced the rating system from a five-tiered to a three-tiered rating. These changes were first implemented with the 2008-2009 school report cards, and this rating system was used from 2008-2009 to 2011-2012.

Overall Rating	2005-06	2006-07	2007-08
Exceptional	147	157	129
Strong	436	457	414
Satisfactory	463	472	555
Low	24	24	20
Unacceptable	5	9	12

Overall Rating	2008-09	2009-10	2010-11*	2011-12**
Outstanding	399	426	333	364
Satisfactory	711	684	751	678
In Need of Improvement	61	45	98	113

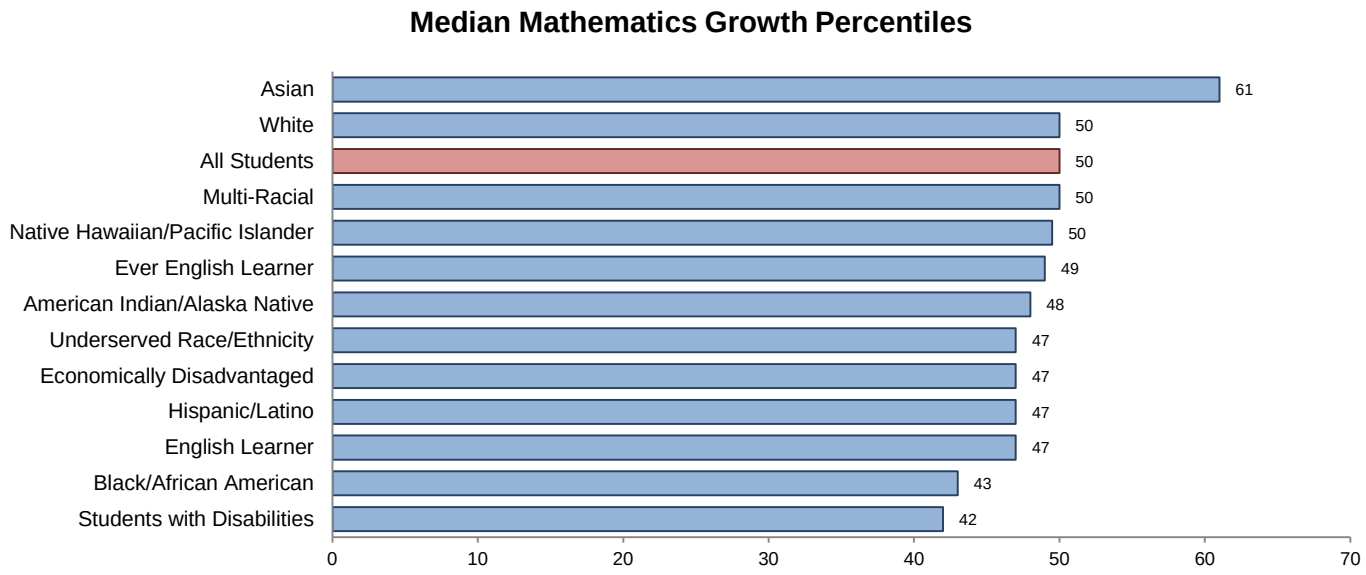
* Math cut scores increased from 2009-10 to 2010-11, see http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=7001&TypeID=4.
**Reading cut scores increased from 2010-11 to 2011-12, see http://www.ode.state.or.us/go/readingachievement or page 34. The rating cut scores were adjusted to take this change into account.

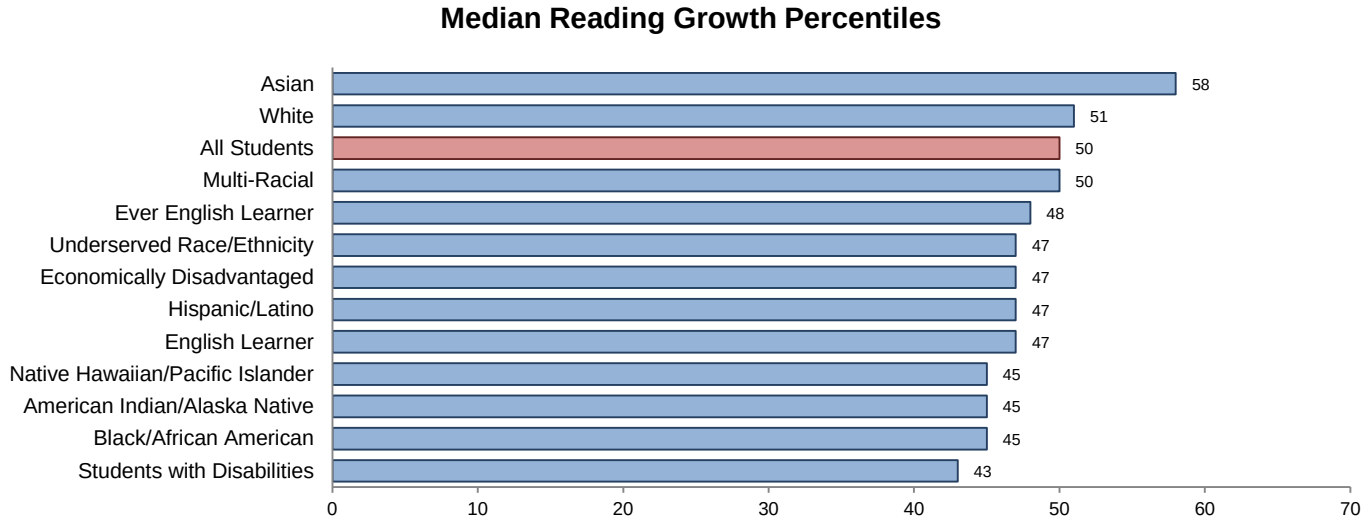
To view specific district or school report cards, go to: http://www.ode.state.or.us/data/reportcard/reports.aspx.

GROWTH MODEL

An important new feature of the annual school report card is the inclusion of student achievement growth as part of the school's overall rating. Student achievement growth refers to a student's progress on mathematics and reading assessments from year to year. Oregon uses a growth model that calculates an estimate of achievement growth using current and past achievement scores. The growth model expresses a student's achievement growth as a percentile which reflects a student's achievement growth relative to his or her academic peers (i.e., students in the same grade who have similar past achievement 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 achievement growth equal to or greater than 55 percent of 7th grade students with similar past achievement scores.

The figures below show the 2013-14 median mathematics and reading growth percentiles by subgroup.





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
2011-12	2,533	16,151	1,798	900
2012-13*	1,793	13,964	1,600	808
2013-14	1,836	14,275	1,842	949

* 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 2013-14
PK*	1,570
KG	1,714
1	1,625
2	1,501
3	1,398
4	1,417
5	1,326
6	1,244
7	1,264
8	1,306
9	1,248
10	1,201
11	1,334
12	2,324

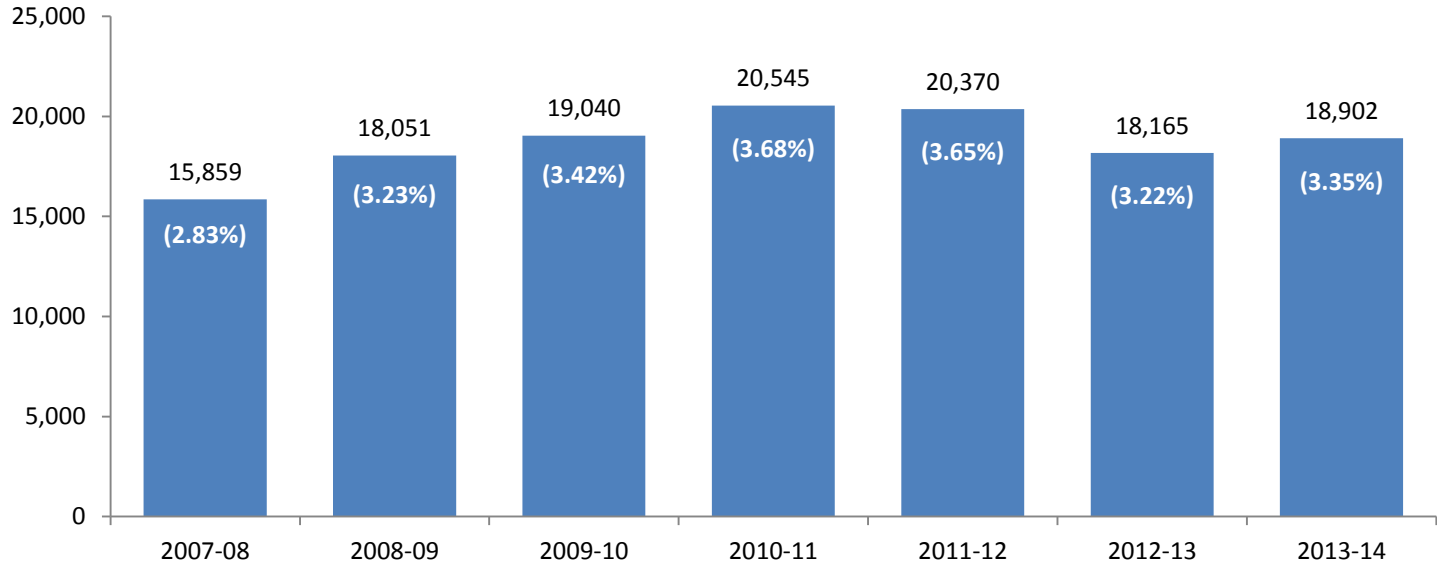
*Includes 456 students counted outside the online collection.

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

What are the trends in poverty and homelessness?

The total number of homeless students appears to have dropped from 2011-12 to 2012-13; however major changes in the methodology of the count are likely to have caused at least some reduction of numbers. Of all K-12 homeless students reported who were enrolled in public schools during 2013-14, 3,101 were considered "unaccompanied minors." District Homeless Liaisons often act as an emergency contact for homeless youths who do not have a parent or guardian looking after their educational best interests.

Homeless Student Counts, K-12
(Percent of Total K-12 Enrollment)
2007-08 to 2013-14



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 2013-14	% of enrollment 2013-14
Beaverton SD 48J	1,291	3.27%
Portland SD 1J	1,238	2.63%
Reynolds SD 7	1,227	10.50%
Medford SD 549C	1,200	8.84%
Salem-Keizer SD 24J	853	2.11%
Eugene SD 4J	701	4.16%
Bend-LaPine SD 1	650	3.86%
Springfield SD 19	580	5.28%

Districts with the Highest % of Homeless Students

District	K-12 Total Homeless 2013-14	% of enrollment 2013-14
Butte Falls SD 91	41	29.29%
Mapleton SD 32	34	20.00%
Culver SD 4	126	18.64%
Ukiah SD 80R	7	17.50%
McKenzie SD 68	35	15.63%
Central Curry SD 1	69	14.74%
Jordan Valley SD 3	10	12.82%
Marcola SD 79J	25	11.79%
Port Orford-Langlois SD 2CJ	27	11.64%
Ontario SD 8C	283	11.59%
Reynolds SD 7	1,227	10.50%
Lincoln County SD	519	10.02%

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.

Homeless Students by County of Enrollment, 2013-14

County	Total Enrolled, K-12
Baker	142
Benton	228
Clackamas	1,211
Clatsop	121
Columbia	179
Coos	461
Crook	52
Curry	96
Deschutes	1,225
Douglas	383
Gilliam	*
Grant	9
Harney	25
Hood River	30
Jackson	1,784
Jefferson	240
Josephine	509
Klamath	479
Lake	6
Lane	2,154
Lincoln	519
Linn	859
Malheur	425
Marion	1,319
Morrow	49
Multnomah	3,797
Polk	130
Sherman	*
Tillamook	141
Umatilla	229
Union	155
Wallowa	21
Wasco	122
Washington	2,005
Wheeler	*
Yamhill	547

*Suppressed; 5 or fewer students

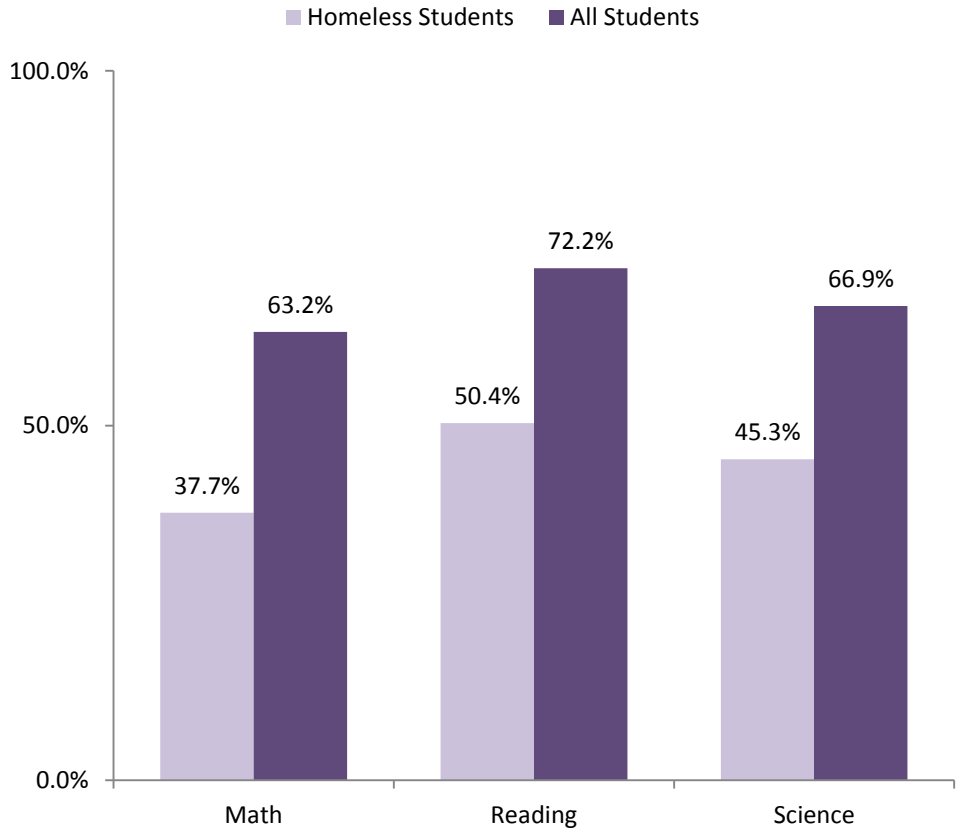
NOTE: Students enrolled in a district that contains schools in more than one county are included in the total of the county where the district administrative office is located.

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, Runaway & Homeless Youth Programs, and the Oregon Coalition on Homelessness and Housing. 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.

2013-14 Percent Met or Exceeded Standard, All Grades



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

McKinney-Vento Subgrant Projects

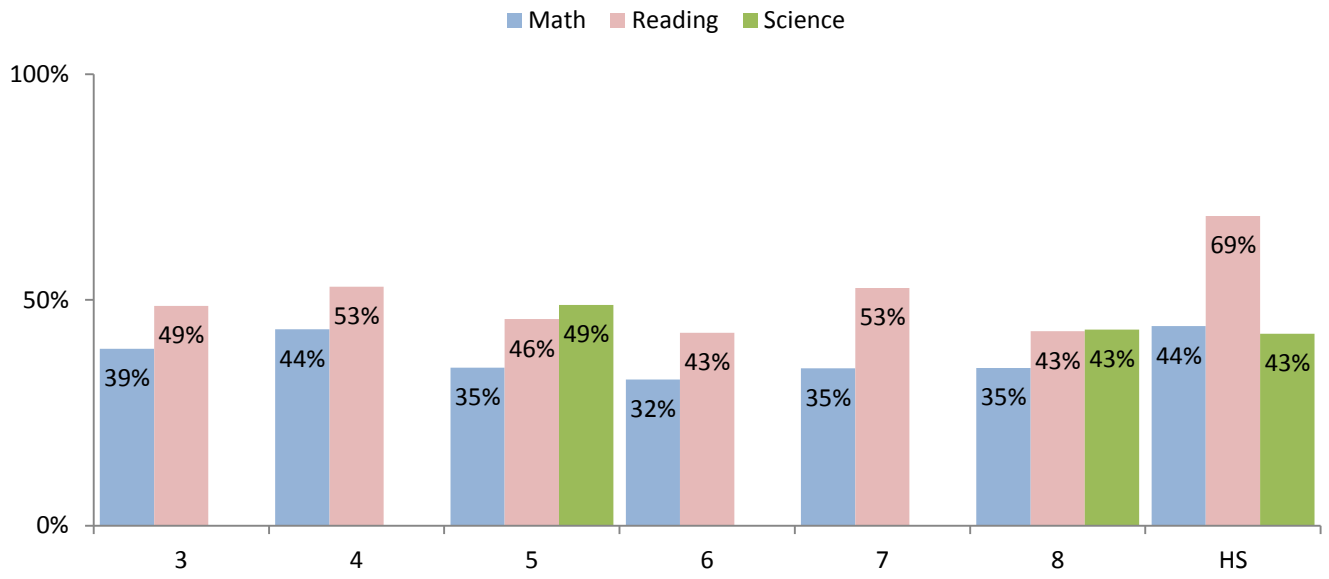
Oregon received $657,555 in federal McKinney-Vento Act funds in 2013-14 to serve homeless students. More than 75% of this amount went to districts in the form of competitive subgrants. During the 2013-14 school year, 41 local districts were served by ten subgrant projects from this program.

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.

	Math			Reading			Science		
Grade Level	NUMBER OF HOMELESS STUDENTS TESTED IN MATH 2013-14	PERCENT OF **HOMELESS** STUDENTS WHO MET OR EXCEEDED STANDARD **2012-13***	PERCENT OF **HOMELESS** STUDENTS WHO MET OR EXCEEDED STANDARD **2013-14**	NUMBER OF HOMELESS STUDENTS TESTED IN READING 2013-14	PERCENT OF **HOMELESS** STUDENTS WHO MET OR EXCEEDED STANDARD **2012-13***	PERCENT OF **HOMELESS** STUDENTS WHO MET OR EXCEEDED STANDARD **2013-14**	NUMBER OF HOMELESS STUDENTS TESTED IN SCIENCE 2013-14	PERCENT OF **HOMELESS** STUDENTS WHO MET OR EXCEEDED STANDARD **2012-13***	PERCENT OF **HOMELESS** STUDENTS WHO MET OR EXCEEDED STANDARD **2013-14**
3	1,213	**42.82%**	**39.16%**	1,230	**49.00%**	**48.70%**			
4	1,220	**44.34%**	**43.52%**	1,216	**58.43%**	**52.96%**			
5	1,168	**35.58%**	**35.02%**	1,176	**48.23%**	**45.75%**	1,164	**48.25%**	**48.88%**
6	1,097	**35.74%**	**32.36%**	1,098	**41.70%**	**42.71%**			
7	1,109	**34.26%**	**34.90%**	1,113	**53.88%**	**52.65%**			
8	1,156	**36.83%**	**34.95%**	1,160	**41.95%**	**43.10%**	1,079	**43.98%**	**43.47%**
HS	993	**43.94%**	**44.21%**	1,017	**68.68%**	**68.63%**	837	**42.19%**	**42.53%**

* Homeless Student collection methodology changed in 2012-13. See page 29 for details.

2013-14 Percent of Homeless Students Who Met or Exceeded 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: www.ode.state.or.us/Go/HomelessEd.

FREE AND REDUCED PRICE LUNCH

Oregon Public Schools Number and Percent of All Students Eligible

October 1, 2013 Enrollment

School Type and Level	Total Number of Students Eligible for Free and Reduced Price Lunch	Total Number of All Students 10/1/2013[1]	Free and Reduced Price Lunch Eligible Students as a Percent of All Students in Participating Schools
REGULAR			
Elementary	148,036	257,961	57%
Middle/Jr. High	54,745	100,454	54%
High	77,717	159,137	49%
Combined[2]	2,019	5,204	39%
ALTERNATIVE			
Elementary	285	800	36%
Middle	--	--	--
High	1,538	2,602	59%
Combined[2]	469	1,089	43%
CHARTER			
Elementary	3,032	7,569	40%
Middle	181	486	37%
High	1,192	2,160	55%
Combined[2]	3,429	7,534	46%
ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, CHARTER, and others noted below)			
Elementary	151,353	266,330	57%
Middle	54,926	100,940	54%
High	80,447	163,899	49%
Combined[2]	5,917	13,827	43%
Total	292,643	544,996	54%

Source: Oregon Department of Education

[1]Note: Includes October 1 Membership (column B) for the 1,188 schools and programs in the 2013-14 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.

Contact for this section: Heidi Dupuis, 503-947-5893, heidi.dupuis@state.or.us

STUDENT SUCCESS

Indicators of Achievement

The Oregon 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.

In 2010, the State Board of Education adopted more rigorous achievement standards in mathematics for grades 3-8, effective for the 2010-11 school year. In 2011, the Oregon State Board of Education increased science and reading achievement standards for grades 3-8, effective for the 2011-12 school year. As a result of these changes, the percent of students meeting the standards in years after the cut score changed is not comparable to the percent in years before the cut score changed.

Note: In 2008-09, ODE suspended the double scoring system for writing in grades 4 and 7 due to budgetary shortfalls. This may affect the comparability of writing scores to previous years. See http://www.ode.state.or.us/news/announcements/announcement.aspx?ID=4626&TypeID=4 for more information.

Scores Required to Meet or Exceed Standards on Statewide Assessments (cut scores)

2013-14

	Reading/ Literature		Math		Science		Writing	
Grade Level	Meet	Exceed	Meet	Exceed	Meet	Exceed	Meet	Exceed
Grade 3	211	224	212	219	*N/A*	*N/A*	*N/A*	*N/A*
Grade 4	216	226	219	227	*N/A*	*N/A*	*N/A*	*N/A*
Grade 5	221	230	225	234	226	239	*N/A*	*N/A*
Grade 6	226	237	227	237	*N/A*	*N/A*	*N/A*	*N/A*
Grade 7	229	241	232	242	*N/A*	*N/A*	*N/A*	*N/A*
Grade 8	232	242	234	245	235	247	*N/A*	*N/A*
High School	236	247	236	251	240	252	40	50

Data from http://www.ode.state.or.us/search/results/?id=223.

Information about Oregon academic standards can be found at the following link:
http://www.ode.state.or.us/search/results/?id=53.
Test score data is online at:
http://www.ode.state.or.us/apps/BulkDownload/BulkDownload.Web/default.aspx.

Grade 3 Percent Meeting Standards

In 2013-14, third grade students were tested in reading and in mathematics.

Grade 3 All Students

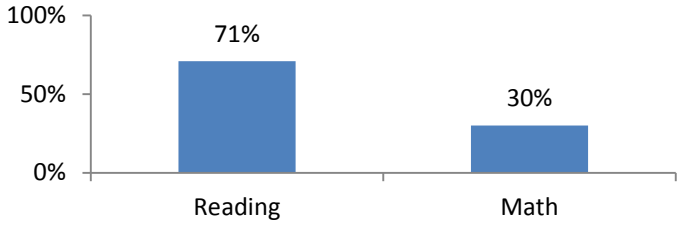
Statewide Percent Meeting or Exceeding Standards

	2011-12	2012-13	2013-14
Reading	70%	66%	66%
Mathematics	64%	61%	60%

Source: Oregon Assessment of Knowledge and Skills

Grade 3 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2013-14



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

Grade 3 Reading

Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	70%	66%	66%
Students with Disabilities	36%	33%	32%
Asian/Pacific Islander	78%	74%	72%
Asian	81%	78%	76%
Native Hawaiian/Pacific Islander	61%	56%	50%
Black (not of Hispanic origin)	53%	50%	48%
Hispanic origin	50%	45%	45%
American Indian/Alaska Native	58%	55%	54%
White (not of Hispanic origin)	77%	74%	74%
Multi-racial	76%	72%	71%
Economically Disadvantaged	59%	55%	54%
English Learners*	36%	32%	31%

Grade 3 Mathematics

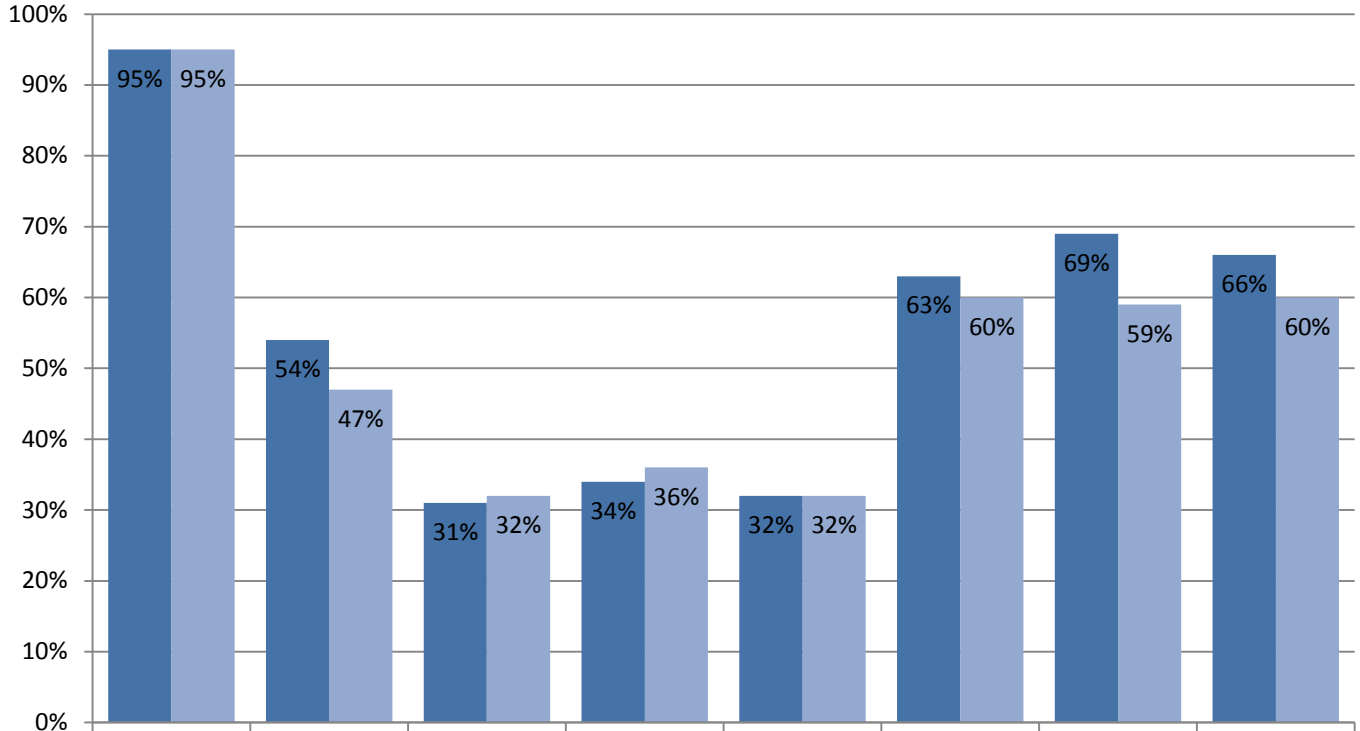
Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	64%	61%	60%
Students with Disabilities	36%	34%	32%
Asian/Pacific Islander	75%	73%	70%
Asian	79%	78%	75%
Native Hawaiian/Pacific Islander	51%	50%	45%
Black (not of Hispanic origin)	42%	40%	38%
Hispanic origin	47%	43%	41%
American Indian/Alaska Native	52%	48%	46%
White (not of Hispanic origin)	70%	68%	67%
Multi-racial	67%	65%	62%
Economically Disadvantaged	53%	50%	47%
English Learners*	38%	34%	32%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

Grade 3 Students by Subgroup

Percent Meeting or Exceeding Standards in 2013-14



	TAG	Economically Disadvantaged	English Learners*	Migrant	Students with Disabilities	Male	Female	All Students
Reading	95%	54%	31%	34%	32%	63%	69%	66%
Math	95%	47%	32%	36%	32%	60%	59%	60%

Note: Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.
*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.

Grade 4 Percent Meeting Standards

In 2013-14, fourth grade students were tested in reading and mathematics.

Grade 4 All Students

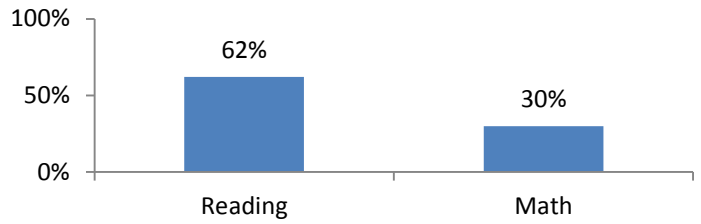
Statewide Percent Meeting or Exceeding Standards

	2011-12	2012-13	2013-14
Reading	74%	73%	72%
Mathematics	66%	64%	64%

Source: Oregon Assessment of Knowledge and Skills

Grade 4 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2013-14



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

Grade 4 Reading

Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	74%	73%	72%
Students with Disabilities	38%	36%	37%
Asian/Pacific Islander	80%	79%	77%
Asian	82%	81%	81%
Native Hawaiian/Pacific Islander	64%	62%	55%
Black (not of Hispanic origin)	56%	57%	53%
Hispanic origin	56%	54%	53%
American Indian/Alaska Native	62%	60%	62%
White (not of Hispanic origin)	80%	80%	79%
Multi-racial	78%	78%	77%
Economically Disadvantaged	64%	63%	61%
English Learners*	40%	38%	35%

Grade 4 Mathematics

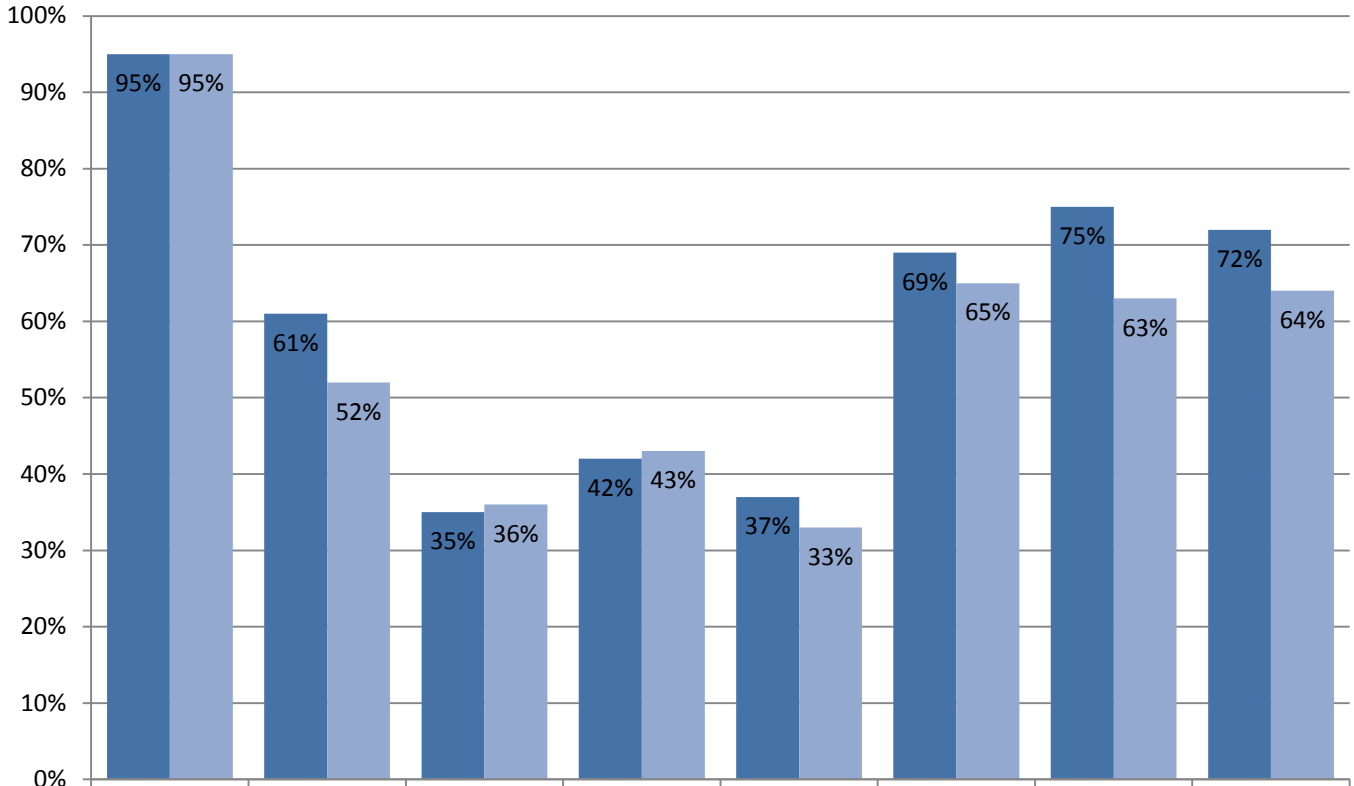
Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	66%	64%	64%
Students with Disabilities	35%	32%	33%
Asian/Pacific Islander	79%	76%	75%
Asian	83%	80%	80%
Native Hawaiian/Pacific Islander	54%	49%	51%
Black (not of Hispanic origin)	46%	43%	40%
Hispanic origin	51%	48%	47%
American Indian/Alaska Native	52%	49%	50%
White (not of Hispanic origin)	71%	69%	70%
Multi-racial	68%	66%	66%
Economically Disadvantaged	55%	52%	52%
English Learners*	41%	37%	36%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

Grade 4 Students by Subgroup

Percent Meeting or Exceeding Standards in 2013-14



	TAG	Economically Disadvantaged	English Learners*	Migrant	Students with Disabilities	Male	Female	All Students
Reading	95%	61%	35%	42%	37%	69%	75%	72%
Math	95%	52%	36%	43%	33%	65%	63%	64%

Note: Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.
*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.

Grade 5 Percent Meeting Standards

In 2013-14, fifth grade students were tested in reading, mathematics, and science.

Grade 5 All Students

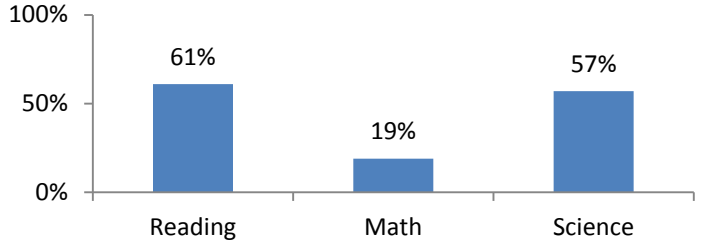
Statewide Percent Meeting or Exceeding Standards

	2011-12	2012-13	2013-14
Reading	69%	68%	68%
Mathematics	59%	58%	59%
Science	69%	67%	69%

Source: Oregon Assessment of Knowledge and Skills

Grade 5 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2013-14



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

Grade 5 Reading

Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	69%	68%	68%
Students with Disabilities	31%	30%	28%
Asian/Pacific Islander	74%	73%	74%
Asian	78%	77%	78%
Native Hawaiian/Pacific Islander	53%	54%	50%
Black (not of Hispanic origin)	48%	48%	49%
Hispanic origin	51%	50%	48%
American Indian/Alaska Native	56%	51%	51%
White (not of Hispanic origin)	75%	74%	75%
Multi-racial	74%	72%	73%
Economically Disadvantaged	58%	56%	55%
English Learners*	21%	19%	18%

Grade 5 Mathematics

Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	59%	58%	59%
Students with Disabilities	26%	24%	24%
Asian/Pacific Islander	74%	73%	73%
Asian	78%	79%	79%
Native Hawaiian/Pacific Islander	46%	39%	45%
Black (not of Hispanic origin)	37%	38%	34%
Hispanic origin	44%	42%	42%
American Indian/Alaska Native	41%	41%	44%
White (not of Hispanic origin)	65%	64%	65%
Multi-racial	62%	63%	62%
Economically Disadvantaged	47%	45%	46%
English Learners*	24%	21%	20%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

Grade 5 Science

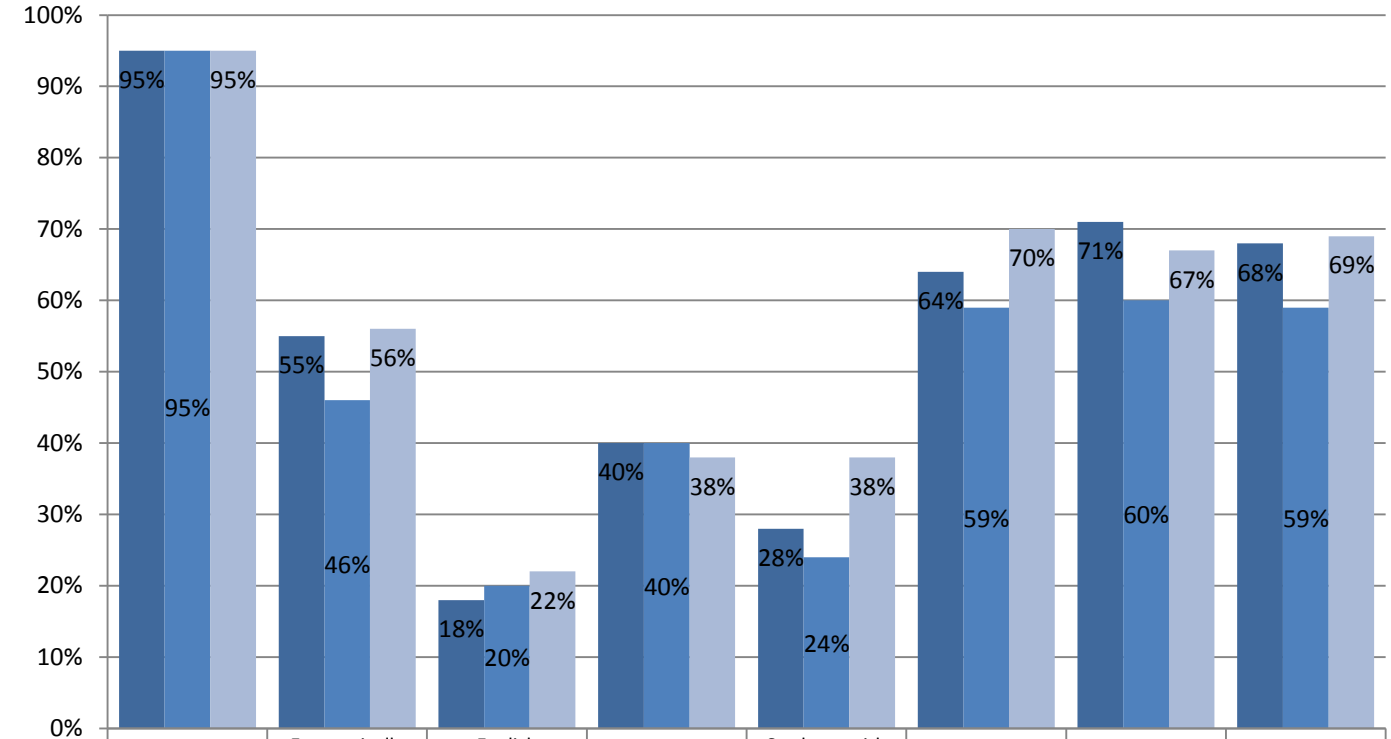
Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	69%	67%	69%
Students with Disabilities	40%	37%	38%
Asian/Pacific Islander	72%	70%	73%
Asian	76%	74%	78%
Native Hawaiian/Pacific Islander	48%	47%	46%
Black (not of Hispanic origin)	45%	45%	46%
Hispanic origin	46%	44%	46%
American Indian/Alaska Native	58%	51%	55%
White (not of Hispanic origin)	77%	75%	77%
Multi-racial	75%	72%	74%
Economically Disadvantaged	57%	54%	56%
English Learners*	22%	20%	22%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

Grade 5 Students by Subgroup

Percent Meeting or Exceeding Standards in 2013-14



	TAG	Economically Disadvantaged	English Learners*	Migrant	Students with Disabilities	Male	Female	All Students
Reading	95%	55%	18%	40%	28%	64%	71%	68%
Math	95%	46%	20%	40%	24%	59%	60%	59%
Science	95%	56%	22%	38%	38%	70%	67%	69%

Note: Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.
*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.

Grade 6 Percent Meeting Standards

In 2013-14, sixth grade students were tested in reading and mathematics.

Grade 6 All Students

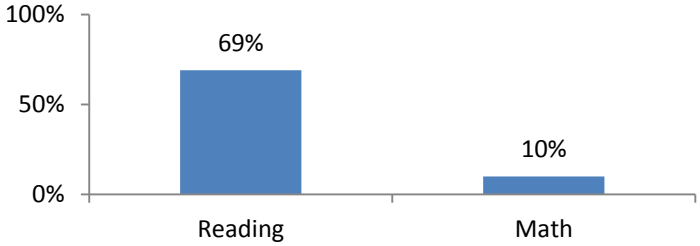
Statewide Percent Meeting or Exceeding Standards

	2011-12	2012-13	2013-14
Reading	65%	63%	65%
Mathematics	59%	59%	59%

Source: Oregon Assessment of Knowledge and Skills

Grade 6 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2013-14



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

Grade 6 Reading

Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	65%	63%	65%
Students with Disabilities	24%	23%	23%
Asian/Pacific Islander	72%	70%	71%
Asian	75%	74%	75%
Native Hawaiian/Pacific Islander	50%	47%	50%
Black (not of Hispanic origin)	42%	42%	46%
Hispanic origin	45%	44%	46%
American Indian/Alaska Native	49%	51%	48%
White (not of Hispanic origin)	71%	70%	72%
Multi-racial	70%	66%	68%
Economically Disadvantaged	52%	51%	51%
English Learners*	9%	8%	9%

Grade 6 Mathematics

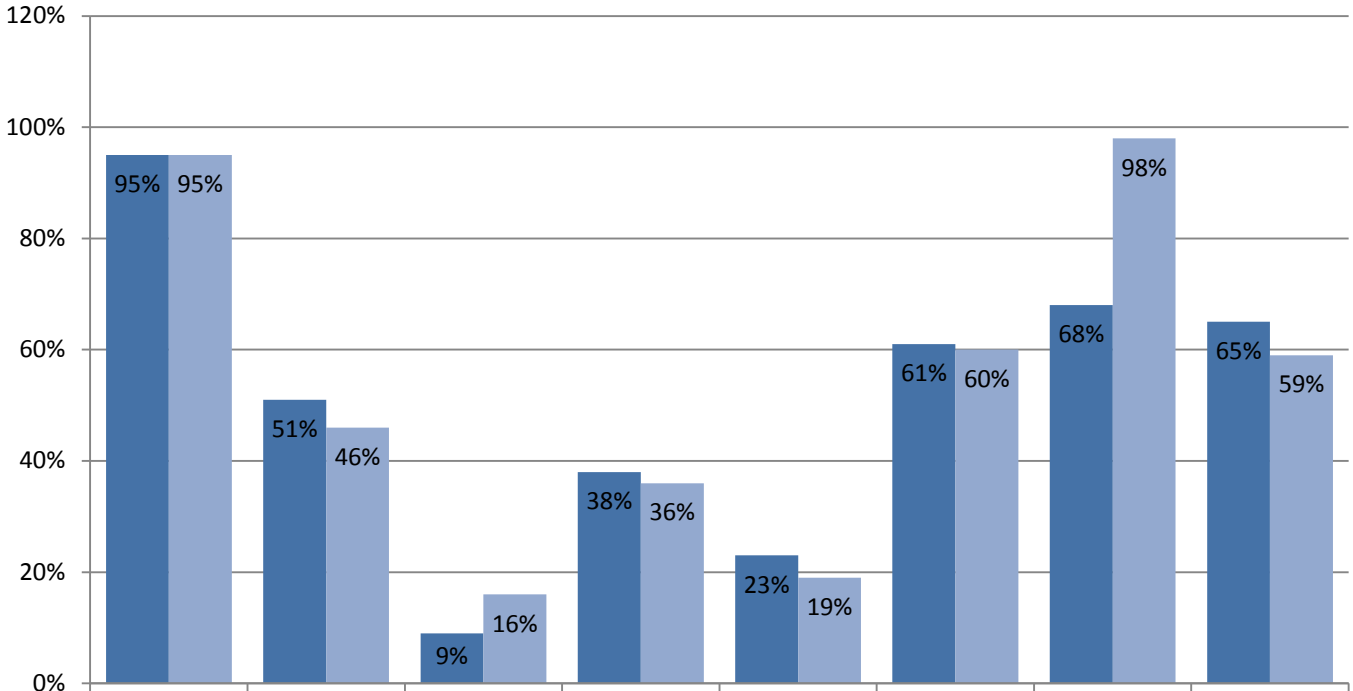
Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	59%	59%	59%
Students with Disabilities	22%	21%	19%
Asian/Pacific Islander	75%	76%	75%
Asian	79%	80%	80%
Native Hawaiian/Pacific Islander	51%	51%	47%
Black (not of Hispanic origin)	37%	36%	37%
Hispanic origin	44%	44%	43%
American Indian/Alaska Native	43%	45%	41%
White (not of Hispanic origin)	64%	64%	64%
Multi-racial	63%	62%	61%
Economically Disadvantaged	47%	47%	46%
English Learners*	19%	17%	16%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

Grade 6 Students by Subgroup

Percent Meeting or Exceeding Standards in 2013-14



	TAG	Economically Disadvantaged	English Learners*	Migrant	Students with Disabilities	Male	Female	All Students
Reading	95%	51%	9%	38%	23%	61%	68%	65%
Math	95%	46%	16%	36%	19%	60%	98%	59%

Note: Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.
*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.

Grade 7 Percent Meeting Standards

In 2013-14, seventh grade students were tested in reading and mathematics.

Grade 7 All Students

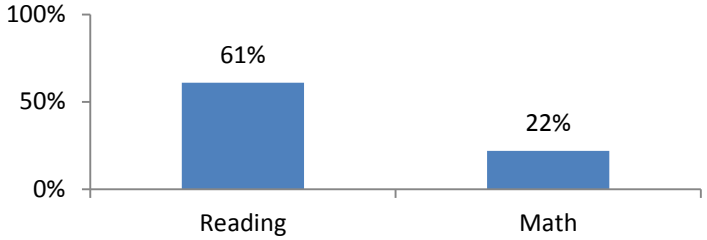
Statewide Percent Meeting or Exceeding Standards

	2011-12	2012-13	2013-14
Reading	75%	73%	74%
Mathematics	63%	61%	63%

Source: Oregon Assessment of Knowledge and Skills

Grade 7 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2013-14



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

Grade 7 Reading

Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	75%	73%	74%
Students with Disabilities	32%	30%	29%
Asian/Pacific Islander	79%	80%	81%
Asian	83%	83%	83%
Native Hawaiian/Pacific Islander	57%	63%	64%
Black (not of Hispanic origin)	55%	54%	54%
Hispanic origin	57%	57%	58%
American Indian/Alaska Native	63%	57%	62%
White (not of Hispanic origin)	80%	79%	79%
Multi-racial	80%	79%	77%
Economically Disadvantaged	64%	62%	63%
English Learners*	15%	11%	11%

Grade 7 Mathematics

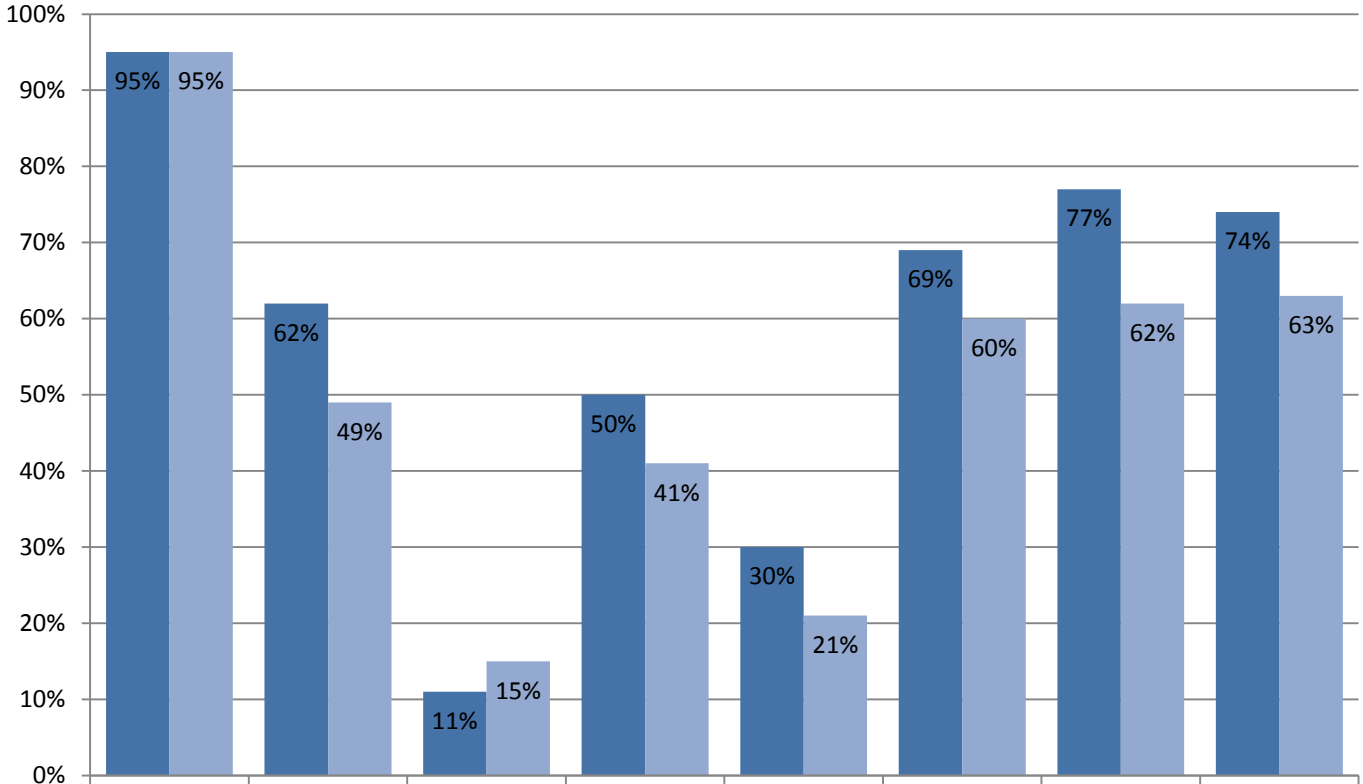
Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	63%	61%	63%
Students with Disabilities	24%	21%	21%
Asian/Pacific Islander	76%	76%	78%
Asian	80%	80%	82%
Native Hawaiian/Pacific Islander	49%	52%	51%
Black (not of Hispanic origin)	42%	39%	40%
Hispanic origin	48%	45%	48%
American Indian/Alaska Native	48%	44%	46%
White (not of Hispanic origin)	67%	66%	68%
Multi-racial	68%	65%	64%
Economically Disadvantaged	51%	49%	50%
English Learners*	21%	15%	15%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

Grade 7 Students by Subgroup

Percent Meeting or Exceeding Standards in 2013-14



	TAG	Economically Disadvantaged	English Learners*	Migrant	Students with Disabilities	Male	Female	All Students
Reading	95%	62%	11%	50%	30%	69%	77%	74%
Math	95%	49%	15%	41%	21%	60%	62%	63%

Note: Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.
*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.

Grade 8 Percent Meeting Standards

In 2013-14, eighth grade students were tested in reading, mathematics, and science.

Grade 8 All Students

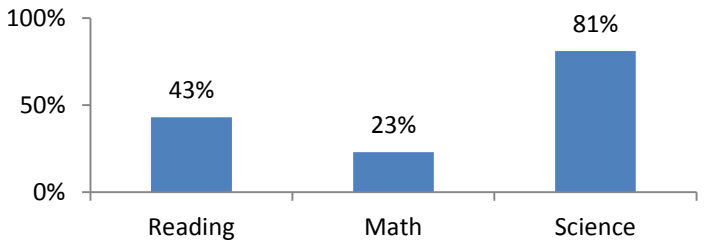
Statewide Percent Meeting or Exceeding Standards

	2011-12	2012-13	2013-14
Reading	68%	67%	66%
Mathematics	65%	63%	62%
Science	66%	66%	65%

Source: Oregon Assessment of Knowledge and Skills

Grade 8 Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2013-14



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

Grade 8 Reading

Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	68%	67%	66%
Students with Disabilities	25%	24%	21%
Asian/Pacific Islander	74%	71%	74%
Asian	76%	76%	78%
Native Hawaiian/Pacific Islander	57%	44%	49%
Black (not of Hispanic origin)	50%	46%	45%
Hispanic origin	50%	48%	49%
American Indian/Alaska Native	54%	52%	50%
White (not of Hispanic origin)	73%	73%	72%
Multi-racial	71%	71%	71%
Economically Disadvantaged	56%	54%	54%
English Learners*	9%	6%	4%

Grade 8 Mathematics

Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	65%	63%	62%
Students with Disabilities	25%	22%	20%
Asian/Pacific Islander	78%	76%	77%
Asian	81%	81%	81%
Native Hawaiian/Pacific Islander	61%	49%	56%
Black (not of Hispanic origin)	45%	40%	37%
Hispanic origin	52%	49%	48%
American Indian/Alaska Native	51%	46%	46%
White (not of Hispanic origin)	69%	67%	67%
Multi-racial	67%	65%	65%
Economically Disadvantaged	54%	51%	50%
English Learners*	22%	18%	15%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

Grade 8 Science

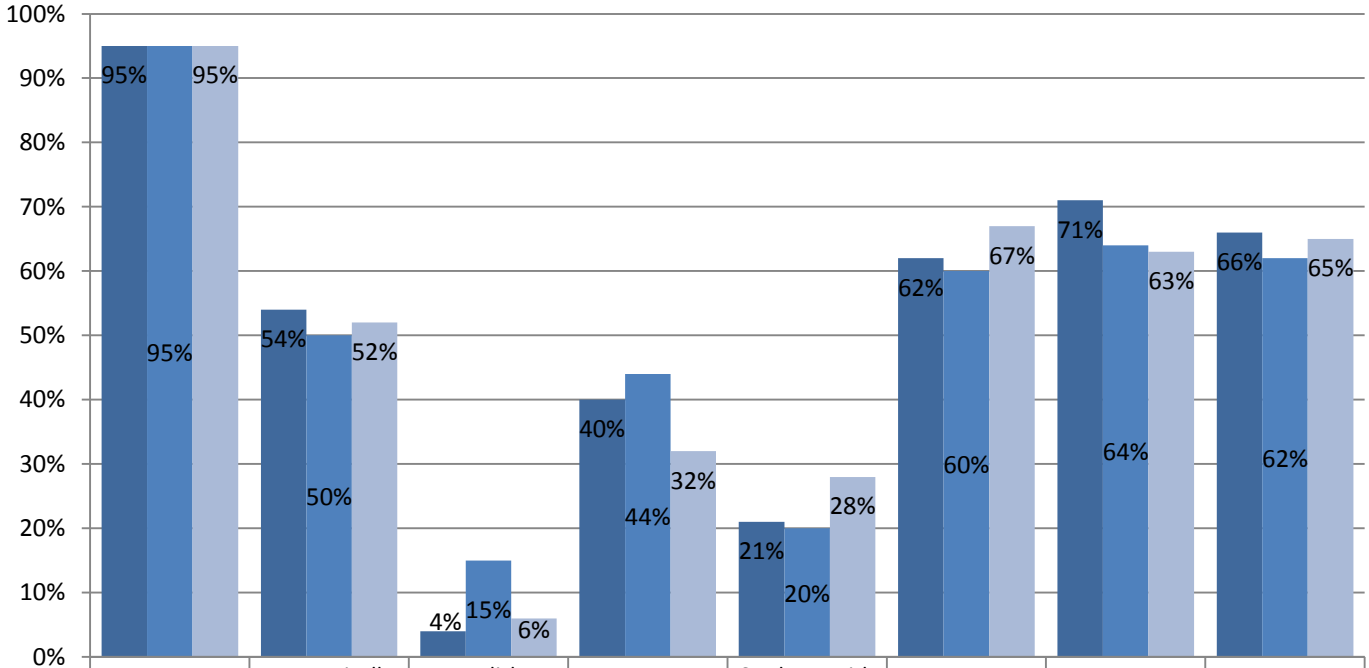
Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	66%	66%	65%
Students with Disabilities	31%	30%	28%
Asian/Pacific Islander	72%	69%	69%
Asian	75%	73%	74%
Native Hawaiian/Pacific Islander	50%	43%	45%
Black (not of Hispanic origin)	40%	37%	37%
Hispanic origin	45%	45%	44%
American Indian/Alaska Native	55%	52%	51%
White (not of Hispanic origin)	73%	73%	73%
Multi-racial	70%	71%	69%
Economically Disadvantaged	54%	53%	52%
English Learners*	12%	9%	6%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

Grade 8 Students by Subgroup

Percent Meeting or Exceeding Standards in 2013-14



	TAG	Economically Disadvantaged	English Learners*	Migrant	Students with Disabilities	Male	Female	All Students
Reading	95%	54%	4%	40%	21%	62%	71%	66%
Math	95%	50%	15%	44%	20%	60%	64%	62%
Science	95%	52%	6%	32%	28%	67%	63%	65%

Note: Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.
*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.

High School Percent Meeting Standards

In 2013-14, eleventh grade students were tested in reading, writing, mathematics, and science.

High School All Students

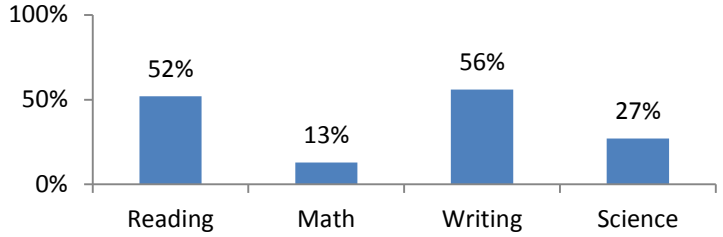
Statewide Percent Meeting or Exceeding Standards

	2011-12	2012-13	2013-14
Reading	84%	85%	84%
Mathematics	66%	69%	70%
Writing	67%	60%	59%
Science	64%	63%	62%

Source: Oregon Assessment of Knowledge and Skills

High School Extended Assessment Students

Percent Meeting or Exceeding Alternate Standards in 2013-14



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

High School Reading

Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	84%	85%	84%
Students with Disabilities	45%	45%	44%
Asian/Pacific Islander	82%	84%	84%
Asian	84%	86%	86%
Native Hawaiian/Pacific Islander	72%	74%	70%
Black (not of Hispanic origin)	65%	65%	63%
Hispanic origin	71%	73%	73%
American Indian/Alaska Native	75%	79%	79%
White (not of Hispanic origin)	88%	88%	88%
Multi-racial	86%	87%	87%
Economically Disadvantaged	75%	77%	76%
English Learners*	21%	17%	18%

High School Mathematics

Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	66%	69%	70%
Students with Disabilities	21%	23%	24%
Asian /Pacific Islander	79%	80%	81%
Asian	83%	84%	84%
Native Hawaiian/Pacific Islander	50%	55%	55%
Black (not of Hispanic origin)	41%	40%	41%
Hispanic origin	50%	55%	56%
American Indian/Alaska Native	51%	56%	57%
White (not of Hispanic origin)	70%	73%	74%
Multi-racial	68%	71%	71%
Economically Disadvantaged	53%	58%	58%
English Learners*	20%	18%	19%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

Contact for this section: Cindy Barrick, 503-947-5822, cindy.barrick@state.or.us

High School Writing

Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	67%	60%	59%
Students with Disabilities	22%	19%	18%
Asian/Pacific Islander	70%	66%	65%
Asian	72%	68%	67%
Native Hawaiian/Pacific Islander	54%	48%	44%
Black (not of Hispanic origin)	47%	39%	41%
Hispanic origin	49%	43%	43%
American Indian/Alaska Native	53%	47%	46%
White (not of Hispanic origin)	72%	64%	64%
Multi-racial	69%	64%	63%
Economically Disadvantaged	54%	47%	46%
English Learners*	14%	10%	10%

High School Science

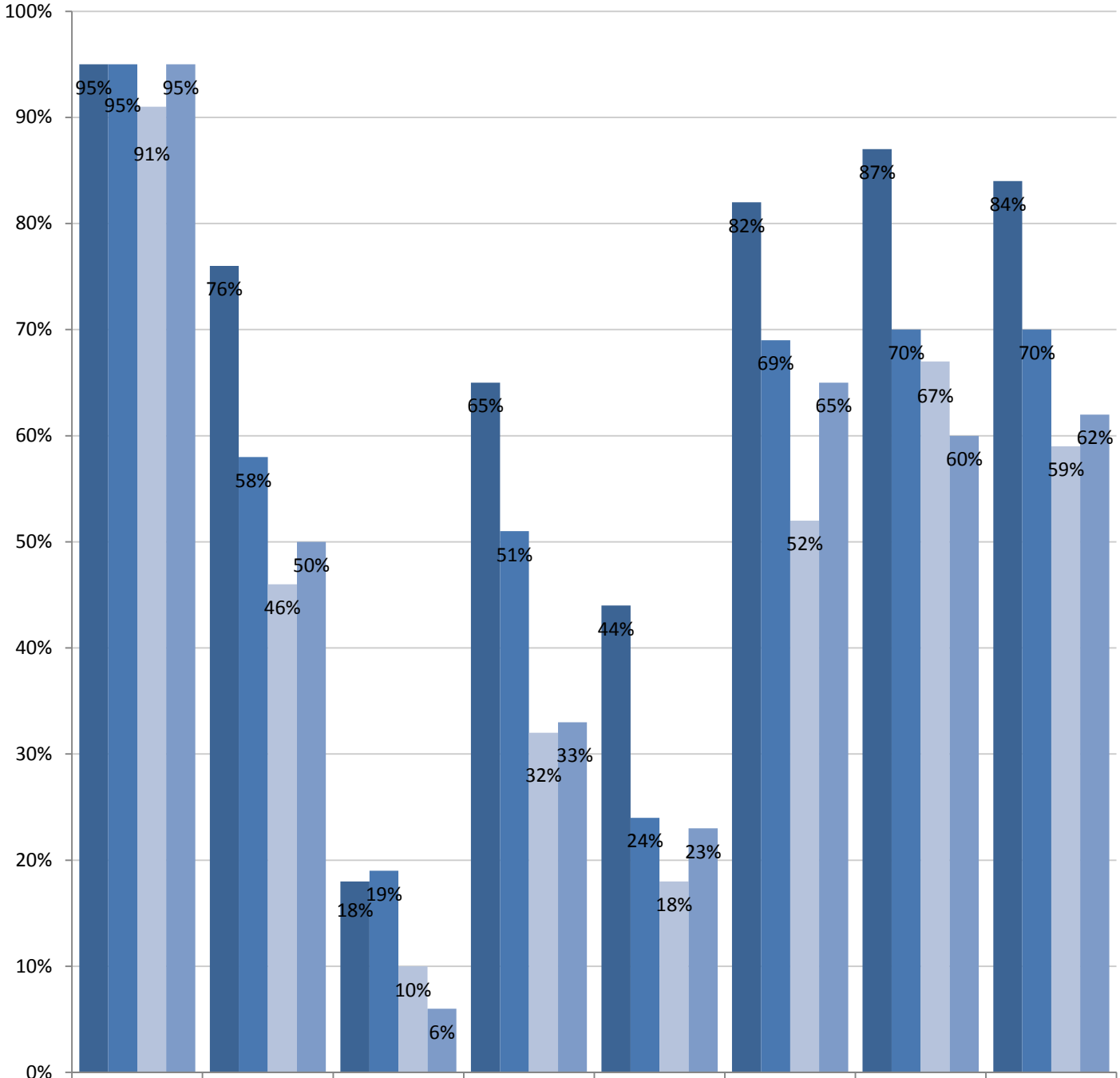
Percent of Students Meeting or Exceeding Standard 2012 - 2014

	2011-12	2012-13	2013-14
All Students	64%	63%	62%
Students with Disabilities	26%	25%	23%
Asian/Pacific Islander	67%	66%	63%
Asian	72%	69%	68%
Native Hawaiian/Pacific Islander	38%	47%	38%
Black (not of Hispanic origin)	35%	30%	32%
Hispanic origin	40%	40%	41%
American Indian/Alaska Native	52%	52%	50%
White (not of Hispanic origin)	71%	70%	69%
Multi-racial	67%	67%	65%
Economically Disadvantaged	50%	50%	50%
English Learners*	7%	4%	6%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

High School Students by Subgroup

Percent Meeting or Exceeding Standards in 2013-14



	TAG	Economically Disadvantaged	English Learners*	Migrant	Students with Disabilities	Male	Female	All Students
Reading	95%	76%	18%	65%	44%	82%	87%	84%
Math	95%	58%	19%	51%	24%	69%	70%	70%
Writing	91%	46%	10%	32%	18%	52%	67%	59%
Science	95%	50%	6%	33%	23%	65%	60%	62%

Note: Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.
*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.

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 OAKS

Unlike Oregon's Assessment of Knowledge and Skills (OAKS), 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 all personally identifiable information about students is removed from test booklets at the school on the day of the assessment.

There are other important differences between NAEP and OAKS assessments. NAEP produces state results only for 4th and 8th graders, while OAKS reports results for students in grades 3-8 and high school. The content tested in a NAEP assessment is determined by a national panel of experts convened by the National Assessment Governing Board. OAKS tests the knowledge and skills laid out in the content standards adopted by the Oregon State Board of Education.

NAEP Assessment Schedule

In 2013-2014, NAEP conducted national assessments in civics, geography, U.S. history, and technology and engineering literacy at grade 8. Results from these assessments will be released in 2015. This report includes results from the 2012-2013 NAEP state assessments in math and reading at grades 4 and 8, along with the most recent science assessment results from 2009 and 2011. In 2014-2015, NAEP will conduct national assessments in math, reading, and science at grades 4, 8, and 12 as well as state assessments in math, reading, and science at grades 4 and 8. Results from these assessments will be included in the 2014-2015 Oregon Statewide Report Card.

National Assessment of Educational Progress: Reading, Grade 4, 2013

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

2013 NAEP Grade 4 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	9	25	32	34	98
	United States	8	26	33	33	97
Economically Disadvantaged	Oregon	3	17	32	47	~
	United States	3	17	34	47	~
English Learners	Oregon	1	5	23	71	93
	United States	1	6	24	69	92
Students with Disabilities	Oregon	2	7	17	74	85
	United States	1	8	18	72	83
Female	Oregon	10	27	32	30	~
	United States	9	28	33	30	~
Male	Oregon	7	22	33	38	~
	United States	7	24	33	36	~
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	4	18	30	48	~
Asian (not of Hispanic origin)	Oregon	20	29	27	24	~
	United States	18	34	28	19	~
Black (not of Hispanic origin)	Oregon	2	9	32	56	~
	United States	2	15	32	50	~
Hispanic origin	Oregon	3	14	29	55	~
	United States	3	17	33	48*	~
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	5	19	31	44	
Two or more races (not of Hispanic origin)	Oregon	14	30	27	28	~
	United States	10	28	32	29	~
White (not of Hispanic origin)	Oregon	10	28	34	27	~
	United States	11	33*	34	21*	~

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, 2013

2013 NAEP Grade 8 Reading Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	4	33	42	21	99
	United States	4	31	42	23*	98*
Economically Disadvantaged	Oregon	1	22	47	30	~
	United States	1	19*	46	34*	~
English Learners	Oregon	#	1	22	77	93
	United States	#	3	26	70	90
Students with Disabilities	Oregon	#	8	32	60	90
	United States	#	6	29	65	84*
Female	Oregon	6	38	41	16	~
	United States	5	35	41	19*	~
Male	Oregon	2	28	44	26	~
	United States	2	27	43	27	~
American Indian/Alaska Native (not of Hispanic origin)	Oregon	2	21	51	26	~
	United States	1	18	44	37	~
Asian (not of Hispanic origin)	Oregon	11	36	34	18	~
	United States	10	42	34	14	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	15	44	40	~
Hispanic origin	Oregon	1	16	46	36	~
	United States	1	20	46	33	~
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	25	42	31	~
Two or more races (not of Hispanic origin)	Oregon	5	39	40	16	~
	United States	5	33	41	21	~
White (not of Hispanic origin)	Oregon	5	39	41	15	~
	United States	5	39	41	15	~

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

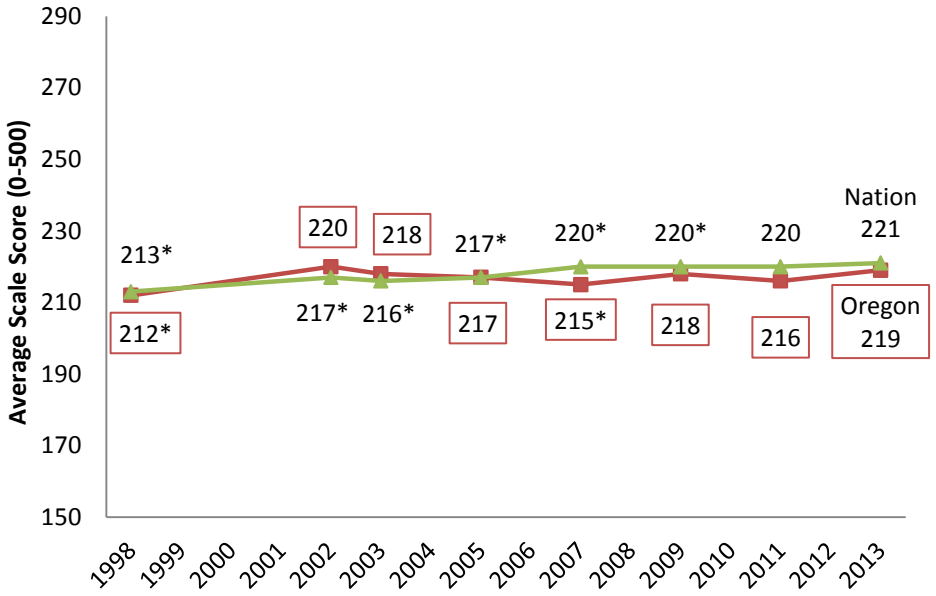
Achievement level results from the 2013 NAEP reading assessment show that, for two student reporting groups, larger percentages of Oregon 4th graders performed at the "Below Basic" level than their peers in the nation's public schools. This was true for the Hispanic and White student groups. Also, in comparison with their peers in the nation as a whole, a smaller percentage of Oregon White 4th graders performed at the "Proficient" level.

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 the Economically Disadvantaged and Female student groups. A larger percentage of Economically Disadvantaged 8th graders in Oregon performed at the "Proficient" level than their peers in the nation's public schools. Also, a larger percentage of Oregon's 8th graders with disabilities participated in the assessment than their peers in the nation's public schools.

National Assessment of Educational Progress: Reading

Grade 4 Average Scale Scores 1998 - 2013: Oregon and the Nation

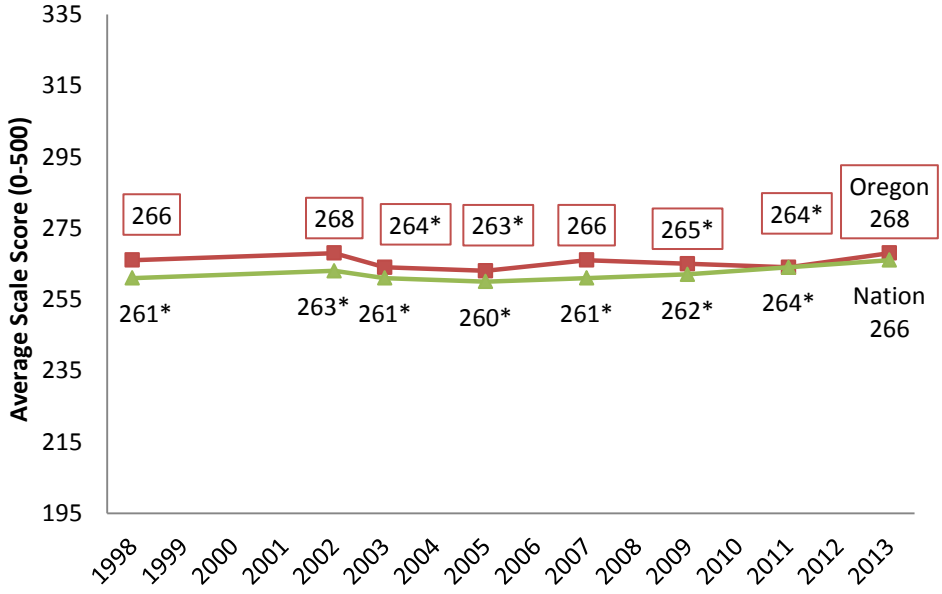
In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2013, Oregon's 4th graders scored 219, which was statistically no different from 4th graders in the nation's public schools (221).



* Value is significantly different from the value for the same jurisdiction in 2013.
Values for Oregon are indicated with a box around the label.

Grade 8 Average Scale Scores 1998 - 2013: Oregon and the Nation

In 1998, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2013, Oregon's 8th graders scored 268, which was statistically higher than 8th graders in the nation's public schools (266).



* Value is significantly different from the value for the same jurisdiction in 2013.
Values for Oregon are indicated with a box around the label.

National Assessment of Educational Progress: Mathematics, Grade 4, 2013

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

2013 NAEP Grade 4 Math Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	8	33	41	19	98
	United States	8	34	41	18	98*
Economically Disadvantaged	Oregon	3	24	46	28	~
	United States	2	23	47	27	~
English Learners	Oregon	1	9	41	48	96
	United States	1	13	45	41	96
Students with Disabilities	Oregon	3	15	35	47	87
	United States	2	14	36	47	90
Female	Oregon	6	33	43	19	~
	United States	7	34	42	18	~
Male	Oregon	10	33	38	19	~
	United States	8	34	40	18	~
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	22	46	30	~
Asian (not of Hispanic origin)	Oregon	25	38	28	9	~
	United States	24	42	26	7	~
Black (not of Hispanic origin)	Oregon	1	16	44	39	~
	United States	1	17	48	34	~
Hispanic origin	Oregon	3	18	44	36	~
	United States	2	24*	47	27*	~
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	4	27	45	23	~
Two or more races (not of Hispanic origin)	Oregon	10	33	39	18	~
	United States	9	36	41	14	~
White (not of Hispanic origin)	Oregon	8	38	40	14	~
	United States	10*	43*	37	9*	~

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, 2013

2013 NAEP Grade 8 Math Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	8	26	39	27	99
	United States	8	26	39	27	98
Economically Disadvantaged	Oregon	2	18	42	38	~
	United States	3	17	41	39	~
English Learners	Oregon	#	#	15	85	97
	United States	1	4	25	69*	93
Students with Disabilities	Oregon	1	6	22	71	90
	United States	1	6	25	69	89
Female	Oregon	7	25	41	27	~
	United States	7	26	40	27	~
Male	Oregon	9	27	37	27	~
	United States	9	26	38	27	~
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	18	38	40	~
Asian (not of Hispanic origin)	Oregon	24	38	23	15	~
	United States	27	36	26	12	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	12	38	49	~
Hispanic origin	Oregon	2	14	40	44	~
	United States	3	18	41	38*	~
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	4	20	42	34	
Two or more races (not of Hispanic origin)	Oregon	9	30	34	28	~
	United States	10	27	38	24	~
White (not of Hispanic origin)	Oregon	10	30	40	20	~
	United States	11	33	39	17*	~

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

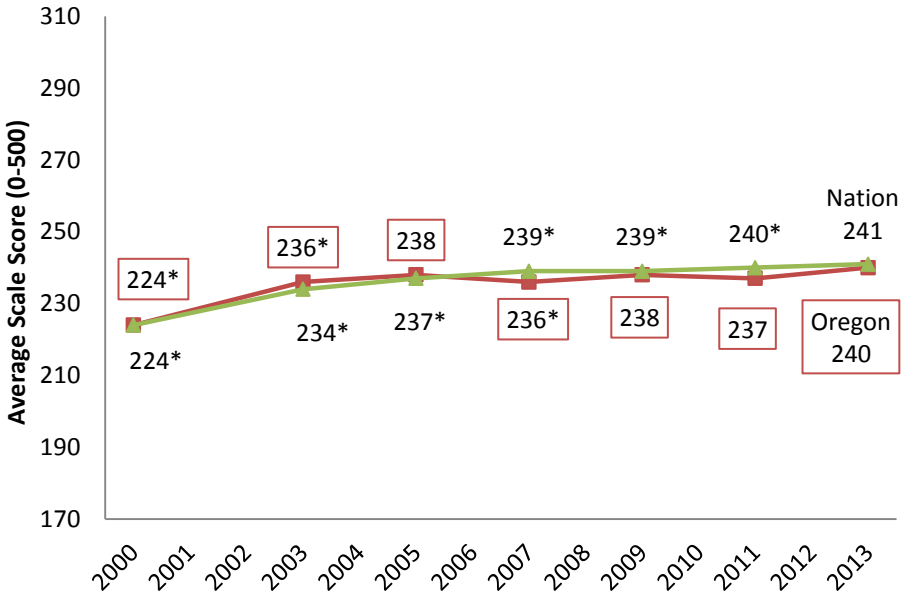
Achievement level results from the 2013 NAEP math assessment show that, for two student reporting groups, larger percentages of Oregon 4th graders performed at the "Below Basic" level than their peers in the nation's public schools. This was true for the Hispanic and White student groups. Smaller percentages of Oregon Hispanic and White 4th graders performed at the "Proficient" level than their peers in the nation's public schools, and a smaller percentage of Oregon White students performed at the "Advanced" level than their peers in the nation as a whole.

In 8th grade, larger percentages of Oregon's English Learner, Hispanic, and White student groups performed at the "Below Basic" level than their peers in the nation's public schools.

National Assessment of Educational Progress: Mathematics

Grade 4 Average Scale Scores 2000 - 2013: Oregon and the Nation

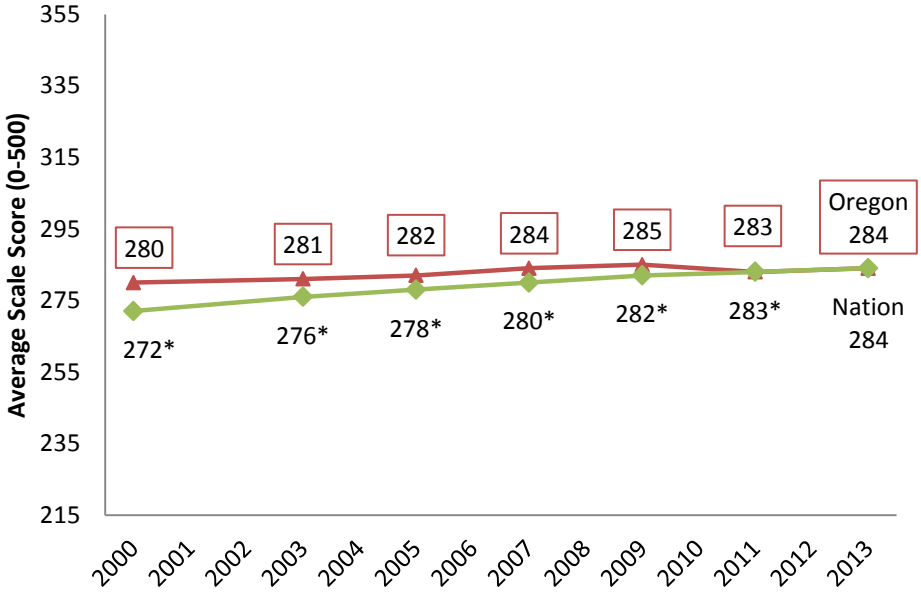
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2013, Oregon's 4th graders scored 240, which was statistically no different from 4th graders in the nation's public schools (241).



* Value is significantly different from the value for the same jurisdiction in 2013.
Values for Oregon are indicated with a box around the label.

Grade 8 Average Scale Scores 2000 - 2013: Oregon and the Nation

In 2000, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2013, Oregon's 8th graders scored 284; 8th graders in the nation's public schools also scored 284.



* Value is significantly different from the value for the same jurisdiction in 2013.
Values for Oregon are indicated with a box around the label.

National Assessment of Educational Progress: Science, Grade 4, 2009

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. Therefore, trend data is not included in this section.

2009 NAEP Grade 4 Science Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	1	33	40	27	97
	United States	1	32	39	29	98
Economically Disadvantaged	Oregon	#	19	41	40	~
	United States	#	16	40	44	~
English Learners	Oregon	#	4	31	65	94
	United States	#	5	28	67	93
Students with Disabilities	Oregon	#	20	34	45	83
	United States	#	15*	33	51*	87
Female	Oregon	#	33	40	26	~
	United States	#	31	40	29	~
Male	Oregon	1	33	39	27	~
	United States	1	33	38	29	~
American Indian/Alaska Native (not of Hispanic origin)	Oregon	#	25	40	35	~
	United States	#	19	41	40	~
Asian/Pacific Islander (not of Hispanic origin)	Oregon	3	41	36	20	~
	United States	2	43	36	20	~
Black (not of Hispanic origin)	Oregon	#	12	40	47	~
	United States	#	10	36	54	~
Hispanic origin	Oregon	#	12	35	53	~
	United States	#	13	39	48	~
Two or more races (not of Hispanic origin)	Oregon	1	39	39	21	~
	United States	1	33	42	24	~
White (not of Hispanic origin)	Oregon	1	39	41	20	~
	United States	1	45*	40	14*	~

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, 2011

2011 NAEP Grade 8 Science Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	2	34	35	30	98
	United States	2	29*	34	36*	98
Economically Disadvantaged	Oregon	#	23	35	41	~
	United States	#	16*	32	52*	~
English Learners	Oregon	#	1	10	89	96
	United States	#	2	14	83	94
Students with Disabilities	Oregon	1	11	24	64	88
	United States	#	9	22	68	87
Female	Oregon	1	31	37	31	~
	United States	1	27*	35	38*	~
Male	Oregon	2	36	33	29	~
	United States	2	32	32	34*	~
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	18	33	48	~
Asian (not of Hispanic origin)	Oregon	2	41	32	25	~
	United States	3	39	33	25	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	#	9	27	64	~
Hispanic origin	Oregon	#	13	32	54	~
	United States	#	16	32	52	~
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	#	17	34	49	
Two or more races (not of Hispanic origin)	Oregon	2	36	40	22	~
	United States	3	31	35	31	~
White (not of Hispanic origin)	Oregon	2	41	35	22	~
	United States	2	40	36	21	~

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

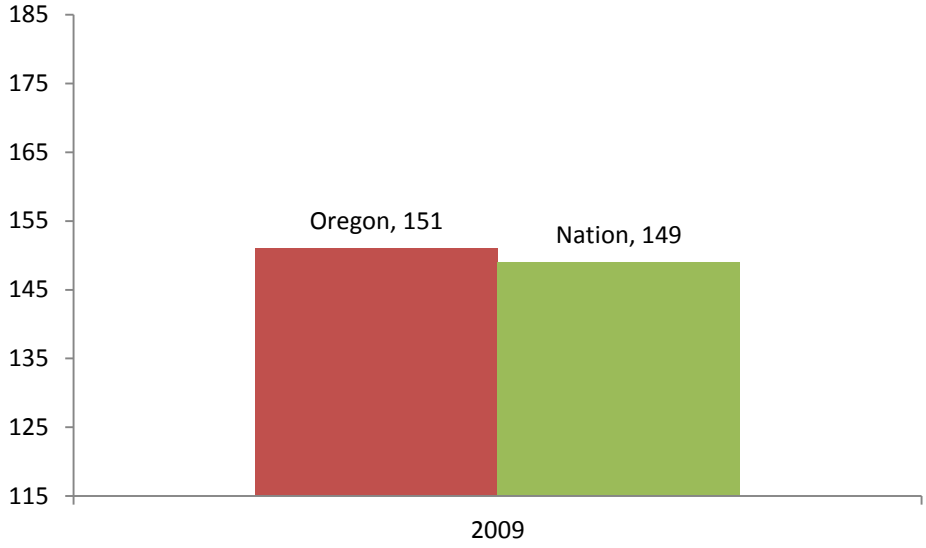
Achievement level results from the 2009 NAEP grade 4 science assessment show that, in comparison with their peers in the nation as a whole, a smaller percentage of Oregon 4th grade Students with Disabilities performed at the "Below Basic" level and a larger percentage performed at the "Proficient" level. However, a larger percentage of Oregon White 4th graders performed at the "Below Basic" level and a smaller percentage at the "Proficient" level, than White students in the nation as a whole.

Achievement level results from the 2011 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 Female students reached the "Proficient" level than their peers in the nation as a whole.

National Assessment of Educational Progress: Science

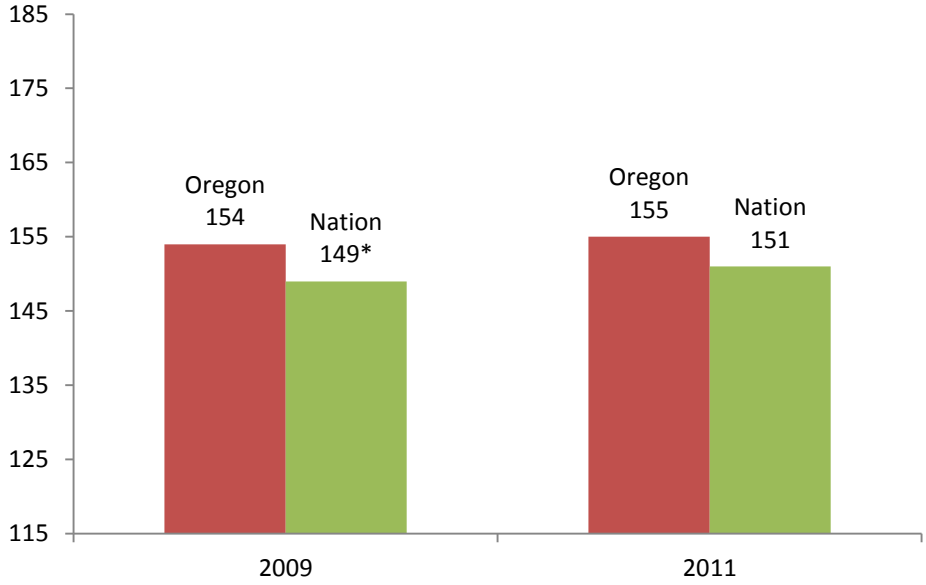
Grade 4 Average Scale Scores 2009: Oregon and the Nation

In 2009, Oregon's 4th graders scored statistically higher than the nation's 4th graders.



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

In 2009, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2011, Oregon's 8th graders scored 155, which was statistically higher than 8th graders in the nation's public schools (151).



* Value is significantly different from the value for the same jurisdiction in 2011.

College Admission Tests

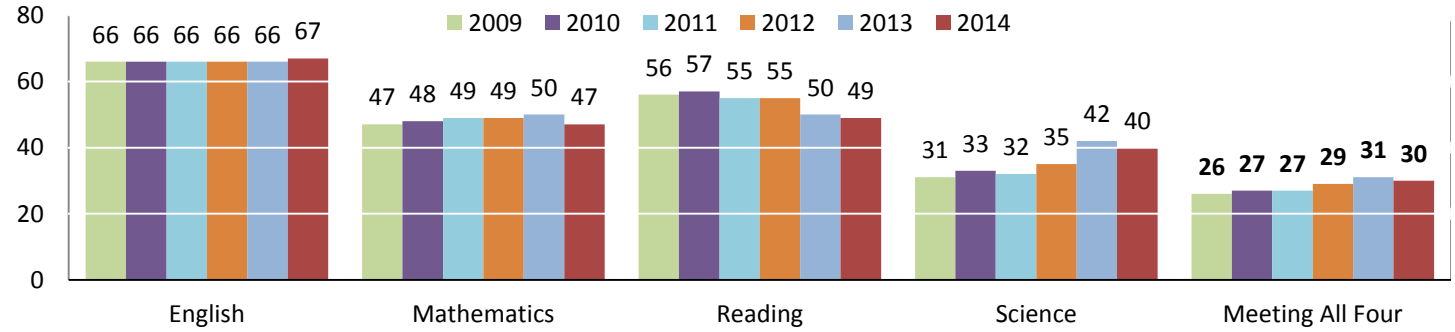
Students preparing for admission to various post-secondary programs take a variety of tests or go through other screening procedures. Two of the most widely established college admissions tests are the ACT (American College Testing Program) and the SAT Reasoning Test.

American College Testing Program (ACT)

The number of Oregon high school graduates who took the ACT college admission and placement exam increased slightly in 2014. A total of 13,568 students in the Oregon graduating class of 2014 took the ACT, the highest Oregon total ever.

In 2014, Oregon's average ACT score returned to its 2012 number, 21.4 – down slightly from 21.5 in 2013. The percent of students meeting all of the ACT's benchmarks also decreased slightly, from 31% to 30%. The national average score increased slightly, from 20.9 to 21.0, with 26% of students meeting all four ACT benchmarks.

Percent Meeting ACT College Readiness Benchmarks
Oregon students who took the ACT exam, 2009-2014

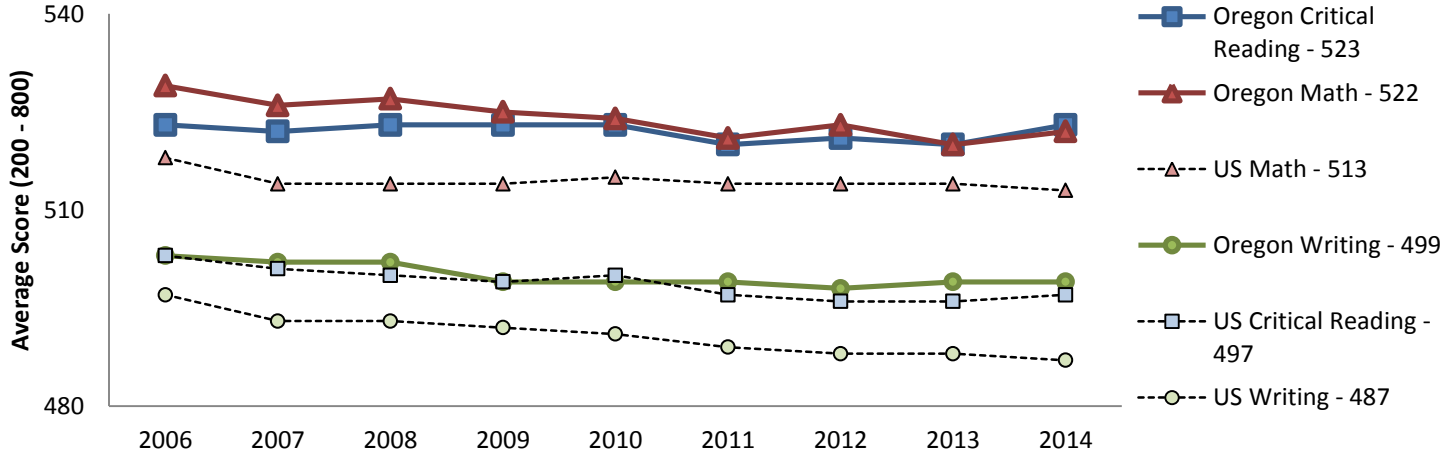


The ACT tests student knowledge of English, math, reading, and science reasoning. Possible scores range from 1 to 36. ACT data is posted at http://www.act.org/newsroom/data/.

SAT Reasoning Test

17,849 graduating seniors took the SAT in Oregon in 2014, a decrease from 2013 when 18,440 graduating seniors took the test. 15,480 of those were public school students.

Oregon and United States SAT Scores – Most Recent Scores in Legend
2006-2014



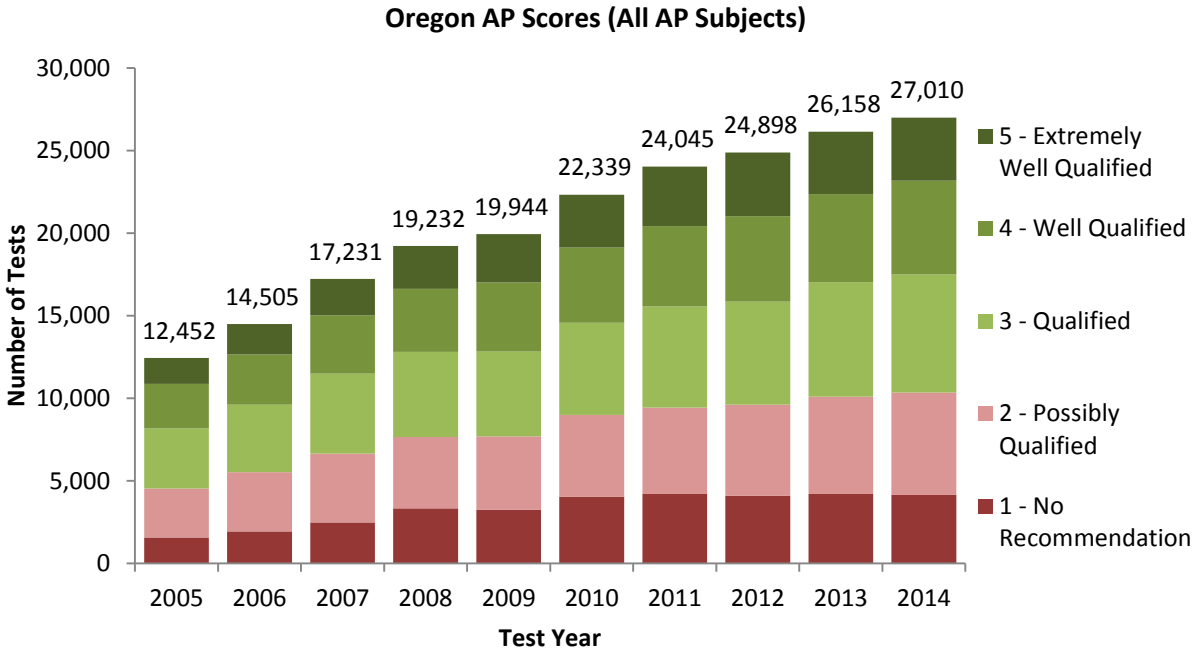
Critical Reading test replaced Verbal in 2007
Source: The College Board
SAT data for the 2013-14 Statewide Report Card includes all students from the Oregon report at: https://secure-media.collegeboard.org/digitalServices/pdf/sat/OR_14_03_03_01.pdf.

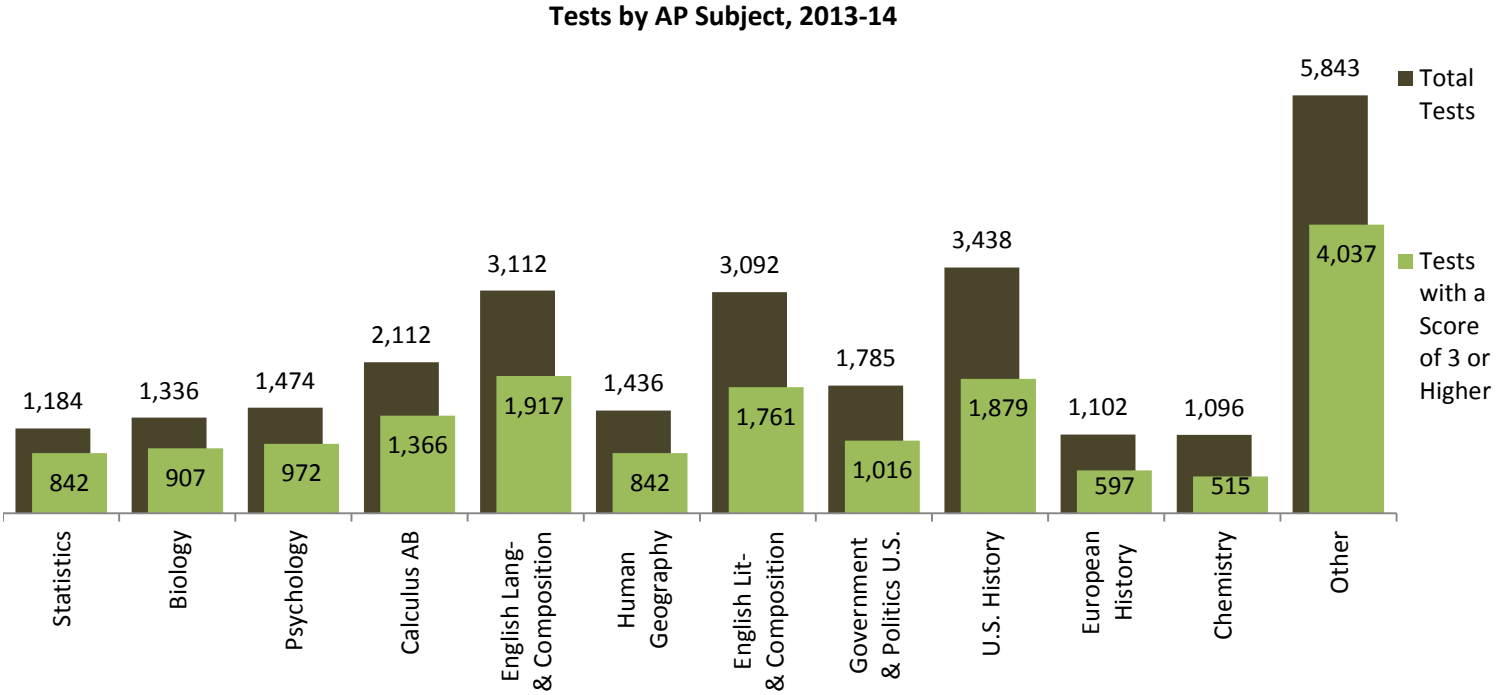
Advanced Placement (AP) Exams

Although these 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 2005, 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 22 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 & Phase-In

Subject Areas*	Cohort Year 2008-09** (expected graduation in 2012)	Cohort Year 2010-11** (expected graduation in 2014)
English/Language Arts	4	4
Mathematics	3	3 - Algebra I & above*
Science	3 - Scientific Inquiry & Lab Experiences*◆	3
Social Sciences	3	3
Physical Education	1	1
Health	1	1
Second Language	3	3
The Arts		
Career &Technical Ed		
Electives	6	6
Total Credits	24	24

*Applied and integrated courses aligned to standards can meet credit requirements.
◆ Lab experiences (2 credits) can take place outside of the school in field-based experiences.

Credit for Proficiency
This provides students the opportunity to earn graduation credits within Oregon's standards-based system by demonstrating what they know and can do. Students may demonstrate proficiency through classroom work or documentation of learning experiences outside of school, or through a combination of these means. 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.

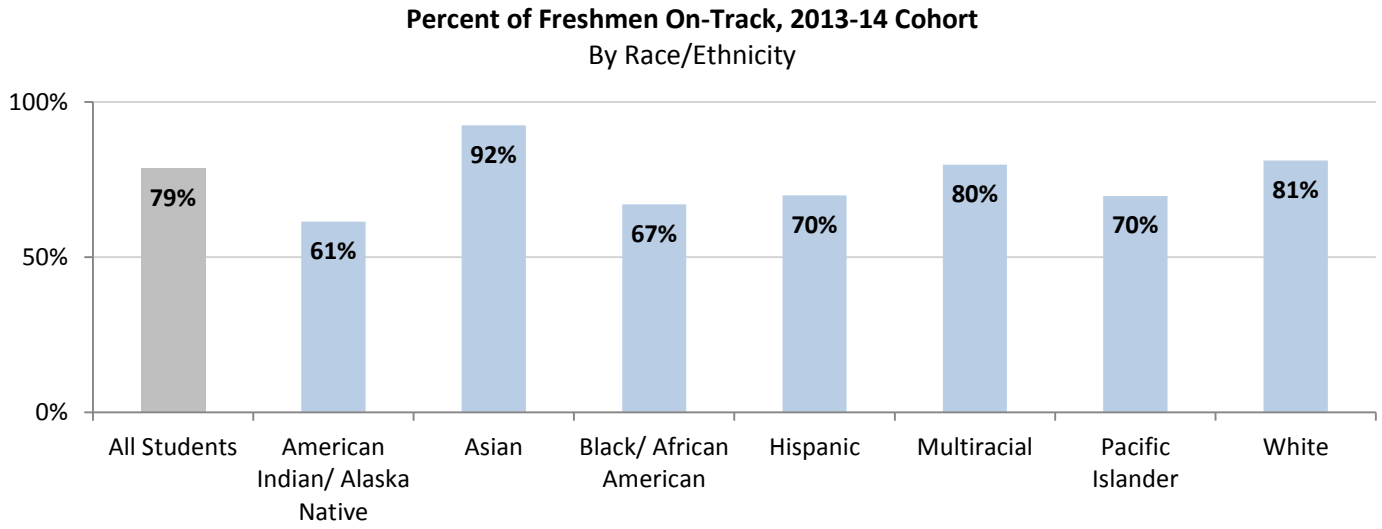
Career-Related Learning Experiences: Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.

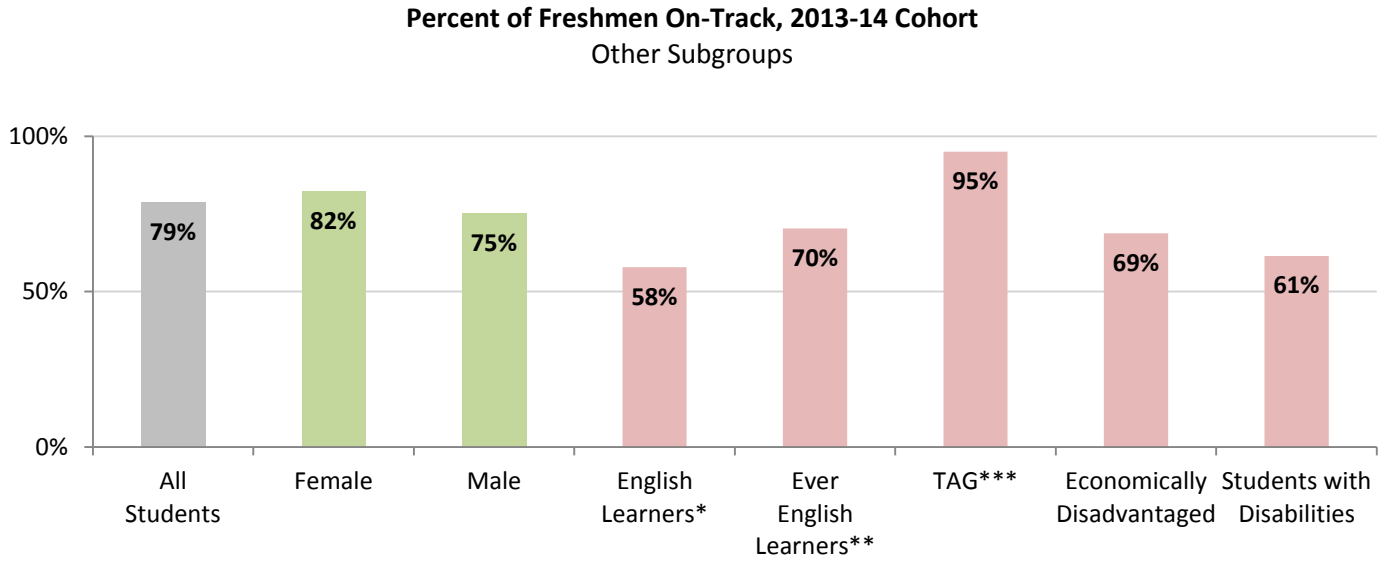
Extended Application: Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

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

In 2013-14, ODE began collecting student level data on students in their first year of high school who had accrued at least 25% of the credits required for high school graduation before the beginning of their second year of high school. This included credits awarded for advanced work before beginning high school, credits earned during the freshman year, and credits earned during the summer after the freshman year. Students were considered "On-Track" if they had earned 6 credits, or 25% of the credits required for a regular diploma by their high school, whichever was greater.





Freshman On-Track rates are calculated based on students who were enrolled in an Oregon public school district on the first school day in May and who were enrolled in that district for at least half of the school year. Only students in their first year of high school were included. Students repeating 9th grade were not included in the calculation. Demographic and subgroup identifiers were based on the student's Spring Membership record with the exception of English Learners and Ever English Learners which were based on the Limited English Proficiency Collection.

*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.
***Talented and gifted (TAG) subgroup percent is actually greater than 95% but the exact percent is not displayed to protect student confidentiality.

Essential Skills

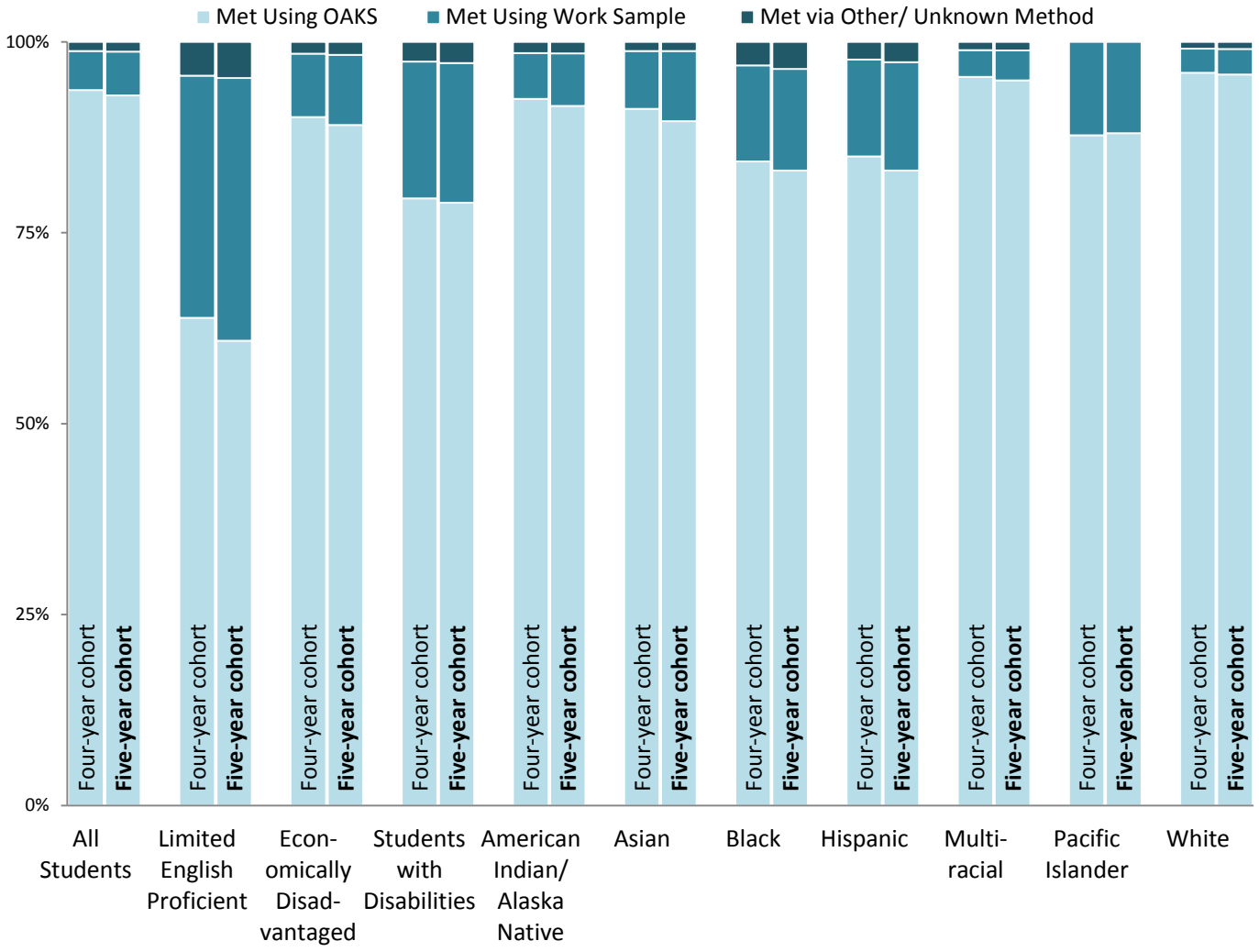
Beginning in 2012 (2011 for early graduates), students must demonstrate proficiency in identified Essential Skills. These are 21st century skills needed for success in college, the workplace, and civic life. The State Board approved three assessment options for students to demonstrate Essential Skill proficiency: (1) state test, or (2) local performance assessments consistent with state criteria, or (3) other approved standardized test (SAT, ACT, PLAN, PSAT, Work Keys, Compass, ASSET).

Essential Skills Required Starting With Cohort Year*	Essential Skills to be Phased In over Subsequent Years (timeline yet to be determined)
2008-09: Read and comprehend a variety of texts **2009-10**: Write clearly and accurately **2010-11**: 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

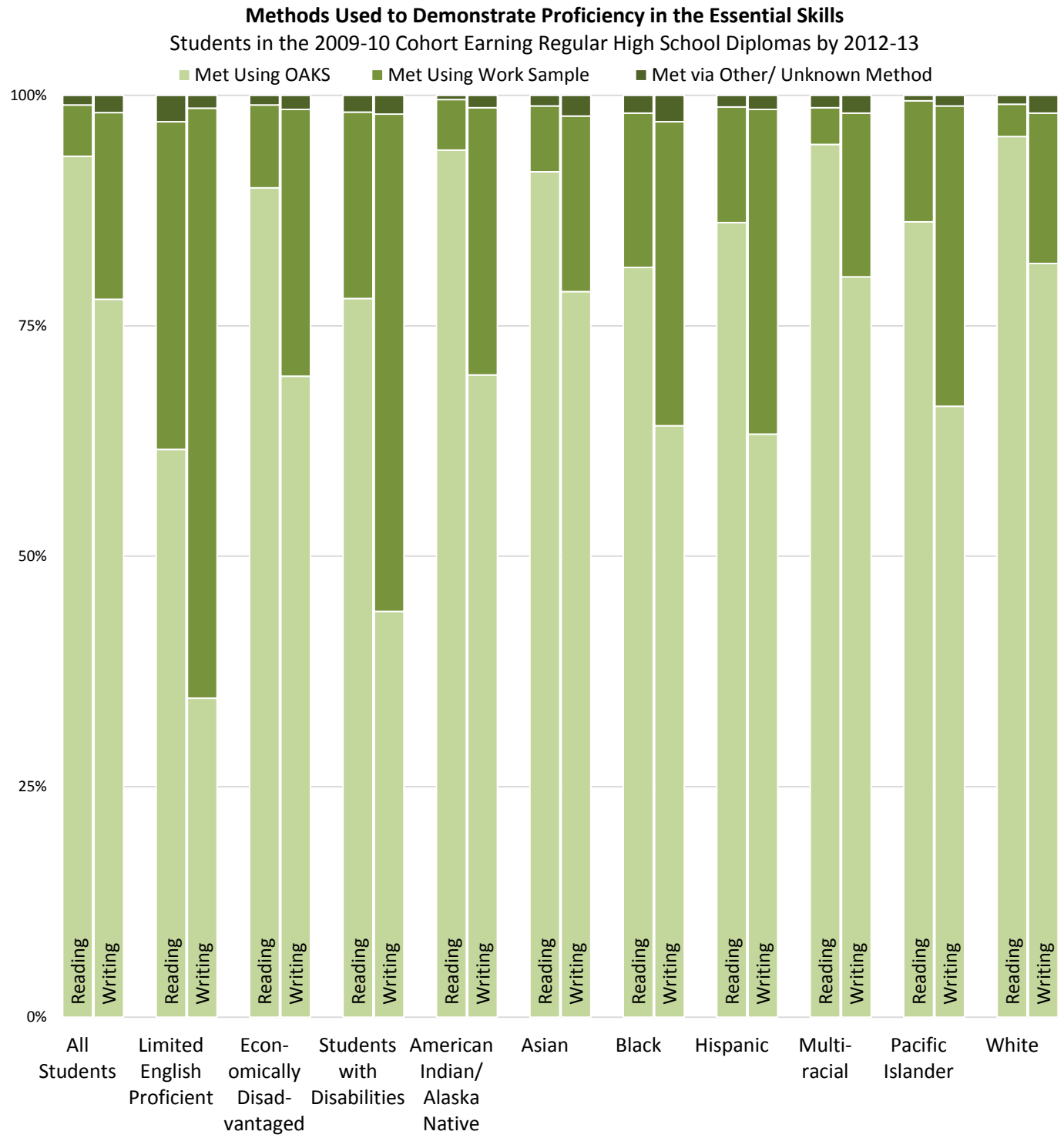
*Cohort year is the school year of the student's first enrollment in any high school grade.

Methods Used to Demonstrate Proficiency in the Essential Skill of Reading
Students in the 2008-09 Cohort Earning Regular High School Diplomas

"Four-year cohort" includes the students who earned a diploma during or before 2011-12. "Five-year cohort" includes the students who earned a diploma during or before 2012-13, including those who are also four-year graduates.



More data available in ODE's Essential Skills Report: http://www.ode.state.or.us/search/page/?id=3960.



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. The table on page 64 shows the Essential Skills graduation requirements based on when the student first enrolled in high school.

Students whose first enrollment in high school was during the 2008-09 school year are required to demonstrate proficiency in the Essential Skill of reading. Students whose first enrollment in high school was during the 2009-10 school year are required to demonstrate proficiency in the Essential Skills of reading and writing.

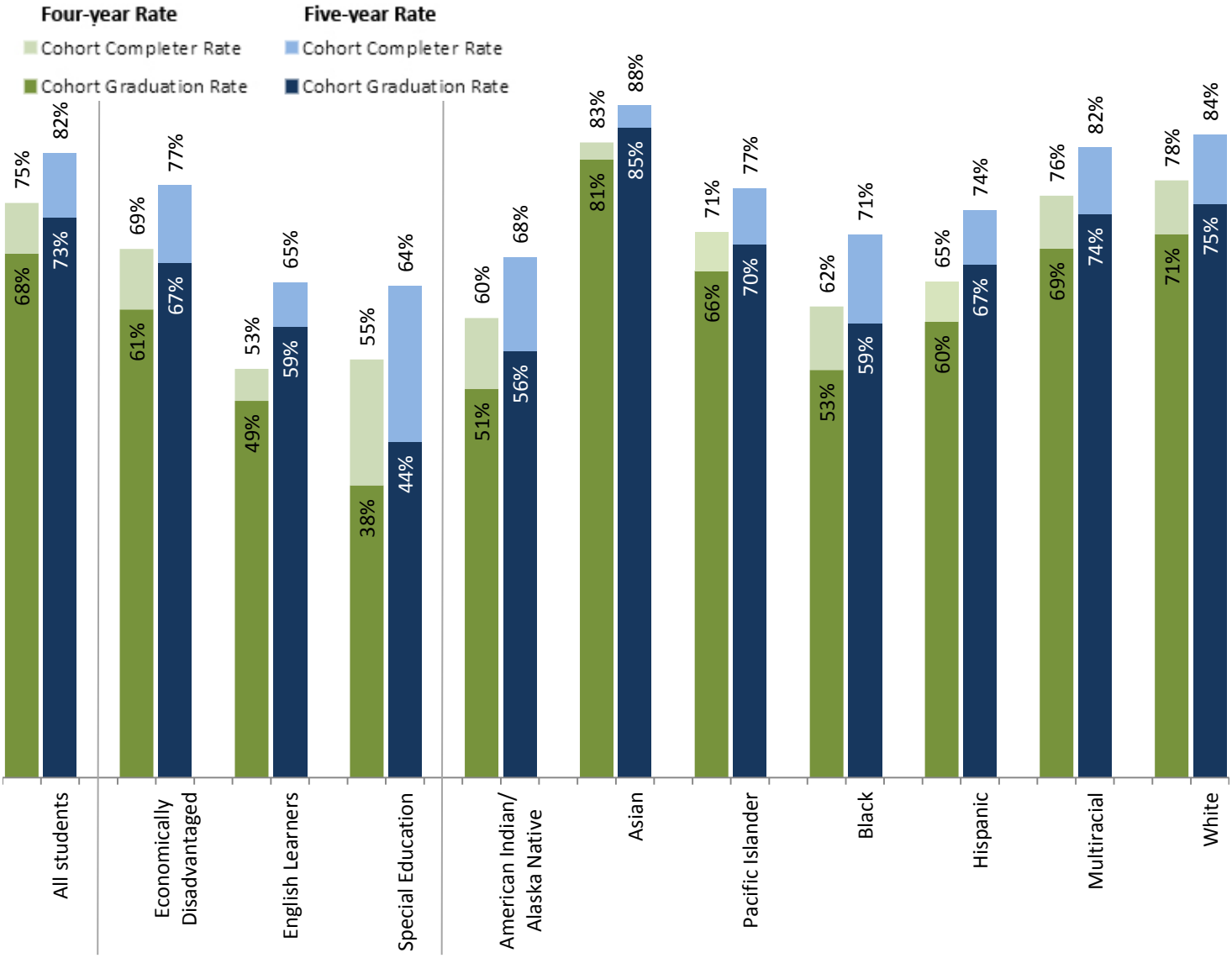
OREGON GRADUATION RATES

Summary of Cohort Graduation Rates

The cohort below consists of the students who first entered high school in 2008-09. The cohort is adjusted for students who move into or out of the system, emigrate, or are deceased. The cohort graduation rate is calculated by taking the number of students in the cohort who graduated with a regular diploma within four (or five) years and dividing that by the total number of students in the cohort. The four-year rate consists of outcomes as of the end of the 2011-12 school year. The five-year rate consists of outcomes for the same cohort, as of the end of the 2012-13 school year.

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. Although these students may have met all of the requirements to be awarded a regular high school diploma by the end of the their fourth year of high school, they are not included as graduates in the cohort rate until the diploma is awarded. Districts may not claim state school funding for enrollment following the award of a regular high school diploma.[1]

Statewide High School Graduation and Completion Rates, 2008-09 High School Cohort



Source: Cohort Media Files, http://www.ode.state.or.us/search/page/?id=2644. The file also provides district and school-level data, including counts of students with other outcomes, such as modified diplomas or continuing enrollment.

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See memo for more information.

[1]See http://www.ode.state.or.us/search/results/?id=350 for information about Oregon's Expanded Options program, one of the programs students exercising this option may be participating in.

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

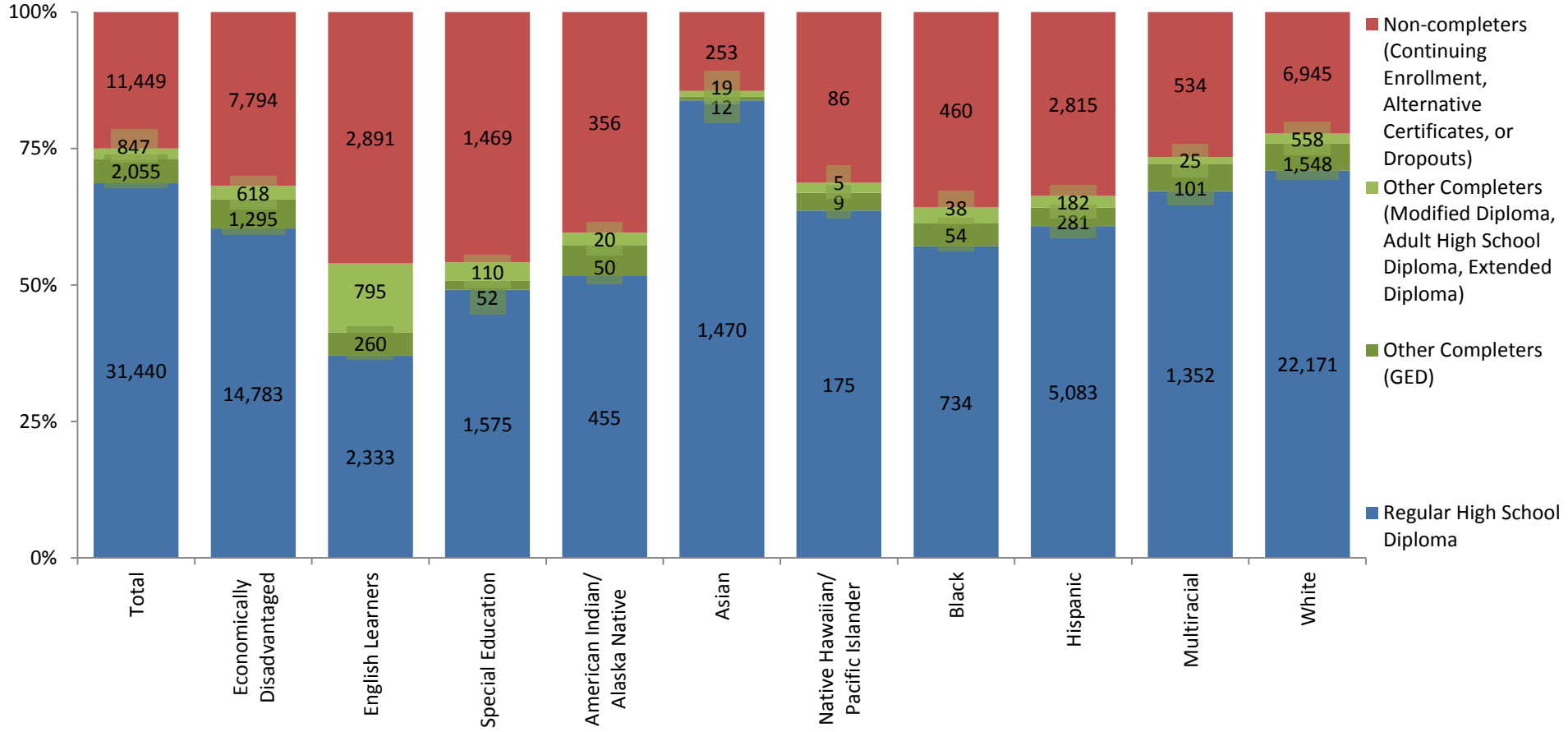
Statewide High School Graduation and Completion Rates, 2009-10 High School Cohort

Outcomes as of the end of the 2012-13 school year

The four-year cohort graduation rate is the percentage of students in the adjusted cohort who graduated with a regular diploma within four years of entering high school. The cohort completer rate shown below includes those students who graduated with a regular diploma, as well as those who earned a modified, extended, or adult high school diploma, or a GED within the same time period. Students who earned multiple credentials are not counted more than once.

Regular Diploma: Diploma earned when students have fulfilled all school district requirements and state requirements as described in ORS 329.451 and OAR 581-022-1130. See page 62 for details.

Modified Diploma, Extended Diploma, Alternative Certificate: Diploma/credential received by students who have met the requirements as defined in ORS 329.451 and OAR 581-022-1133 through 1135.

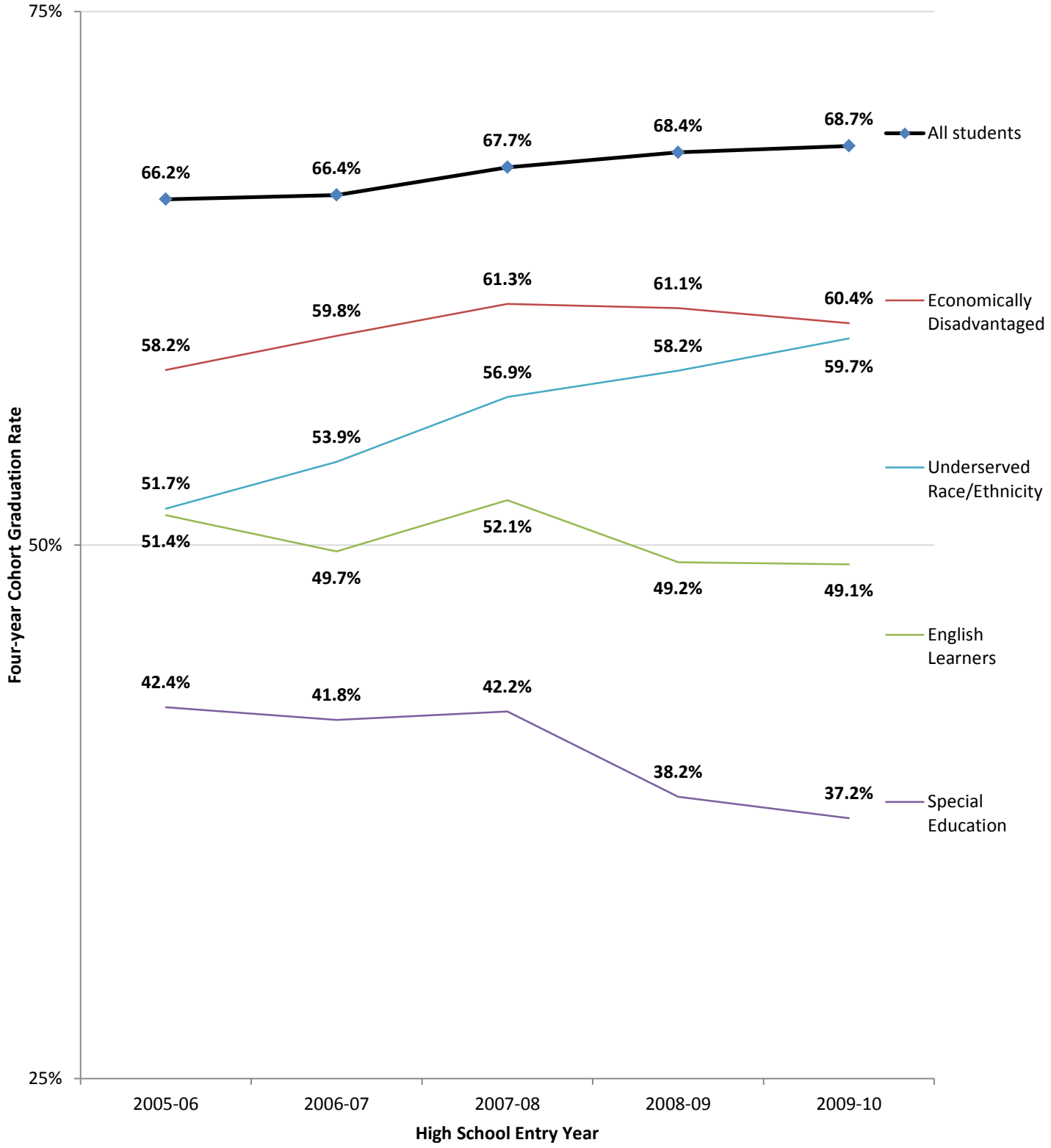


Source: Oregon Department of Education, Cohort Media File (more details available at http://www.ode.state.or.us/search/page/?id=2644)

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

Four-year Cohort Graduation Rate Trends for Disadvantaged Subgroups

Oregon has seen steady improvement in graduation rates for students belonging to historically underserved racial or ethnic groups, but Special Education students continue to decline.



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

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 on the October 1 Membership (Enrollment) Data Collection for grades 9-12.

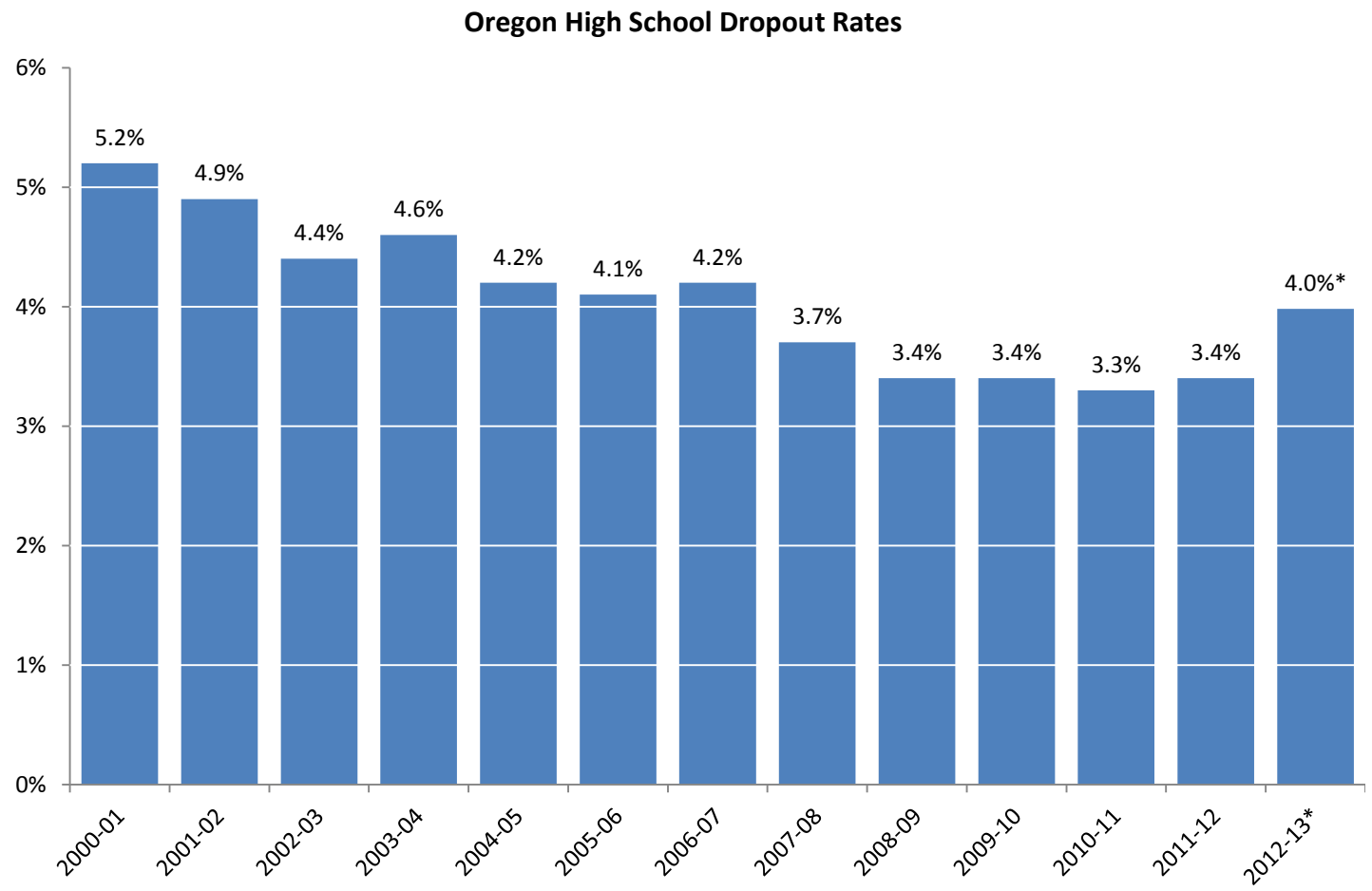
Note that unlike the cohort graduation rates, the dropout rate includes all events within a *single year*, irrespective of the year a student began high school.

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://www.ode.state.or.us/search/page/?id=1

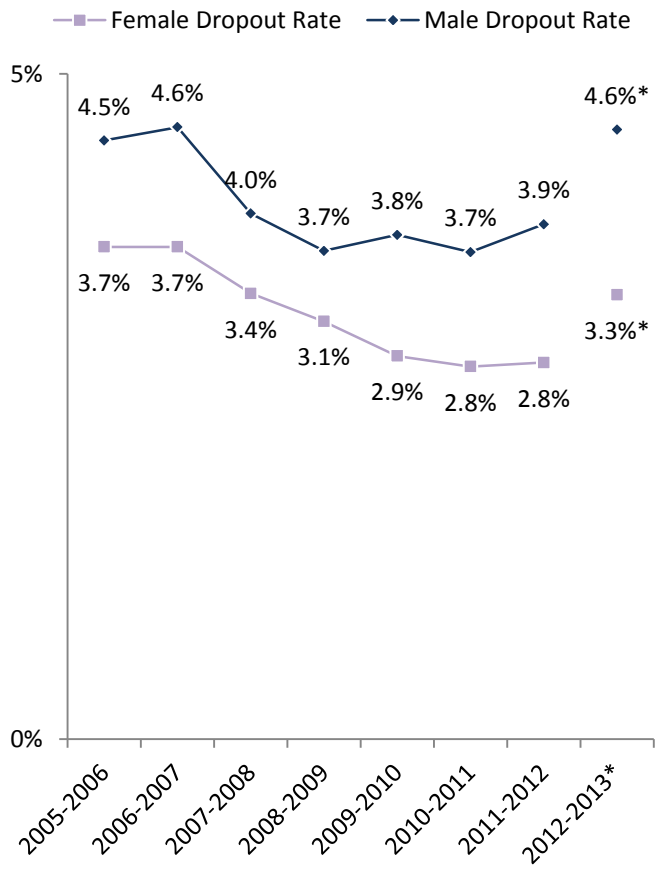


*Methodology changed in 2012-13; includes a wider date range for dropout outcomes than previous years.

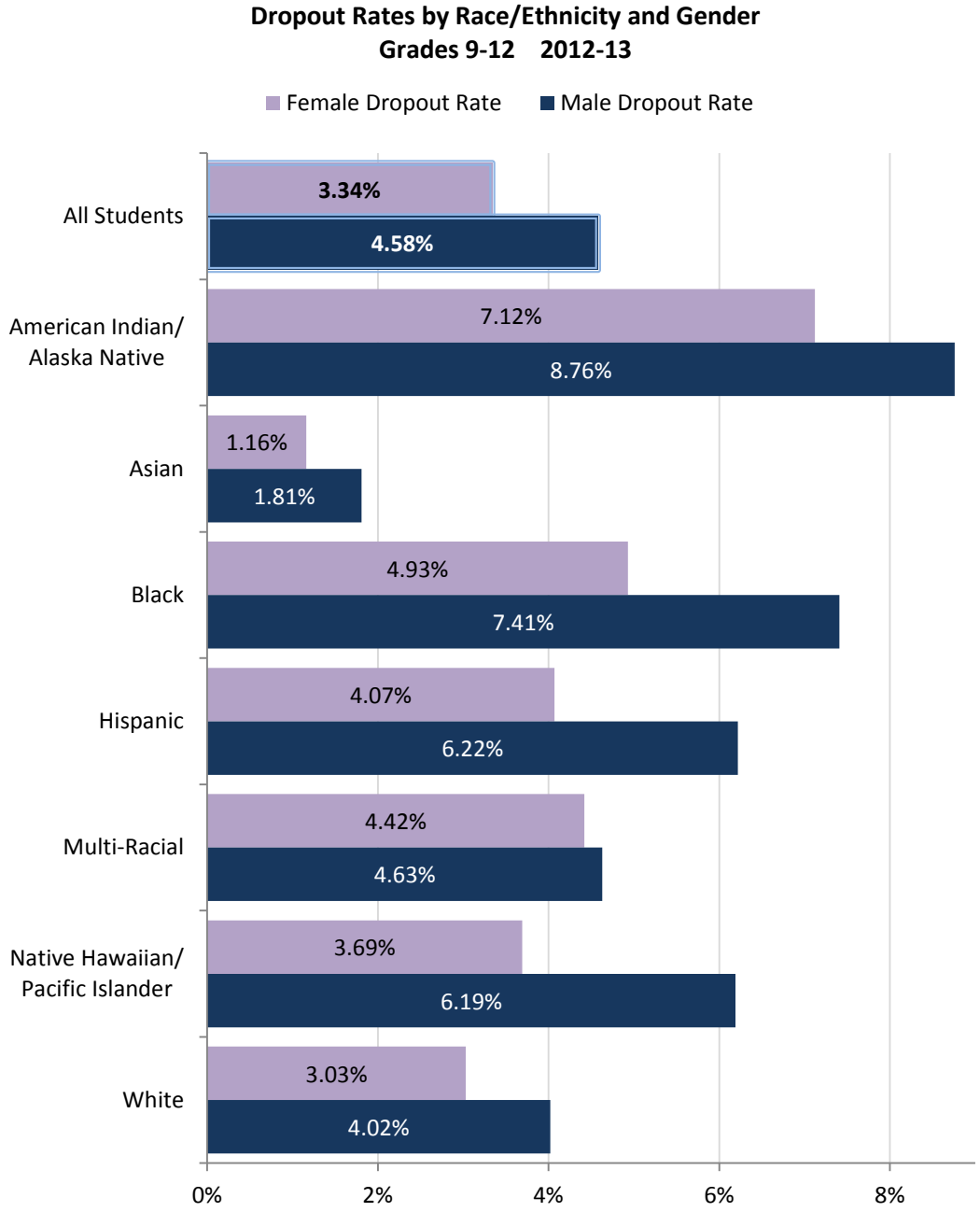
Oregon Dropout Rates by Gender

Male students in 2012-13, as in prior years, dropped out at a higher rate than female students. Male students of every ethnicity dropped out at a higher rate than female students of the same ethnicity.

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.



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



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

ATTENDANCE AND ABSENTEEISM

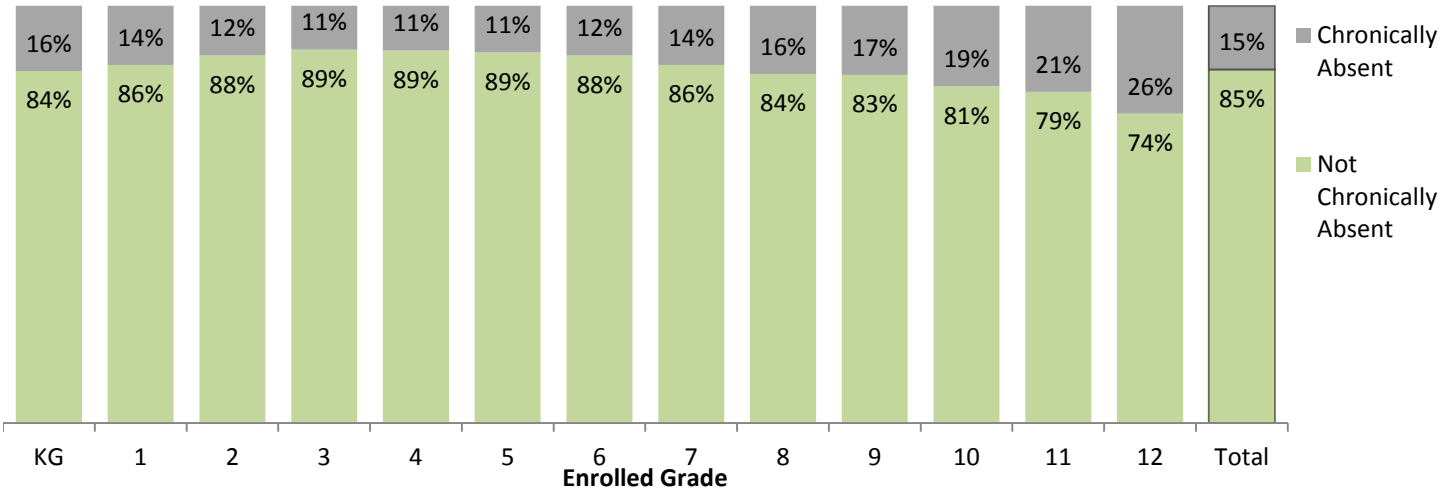
Oregon measures attendance in two ways. The first, the Attendance Rate, is a measure of the average percentage of enrolled students who were present on any given school day. This rate is one of Oregon's Annual Measurable Objectives (AMO). See http://www.ode.state.or.us/search/page/?id=471 or page 20 for more information. Attendance rates for all grades were between 91 and 96% in 2013-14.

Enrolled Grade	Attendance Rate
KG	94.3%
1	94.5%
2	95.0%
3	95.3%
4	95.3%
5	95.2%
6	95.1%
7	94.6%
8	94.1%
9	93.8%
10	93.0%
11	92.6%
12	91.1%

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://www.ode.state.or.us/data/reportcard/reports.aspx.

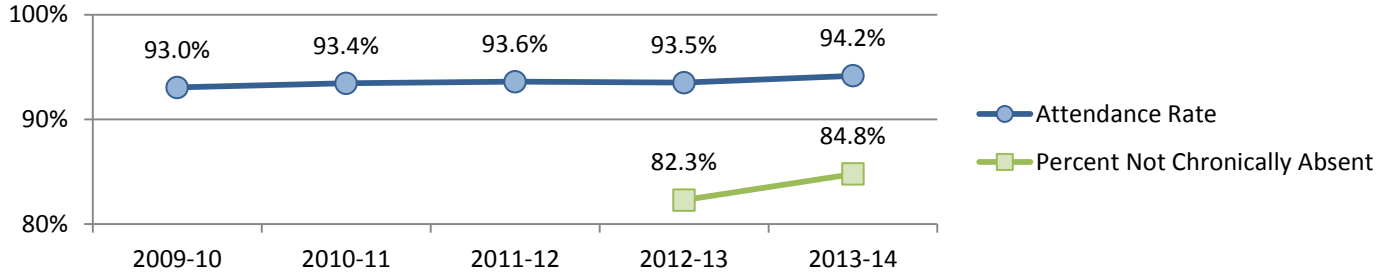
Note that both rates include only students in standard enrollment, whose attendance is tracked on a daily basis. Students taking college coursework, part-time online courses, or some types of alternative education programs are not included.

Percent of Students Not Chronically Absent
By Grade Level, 2013-14



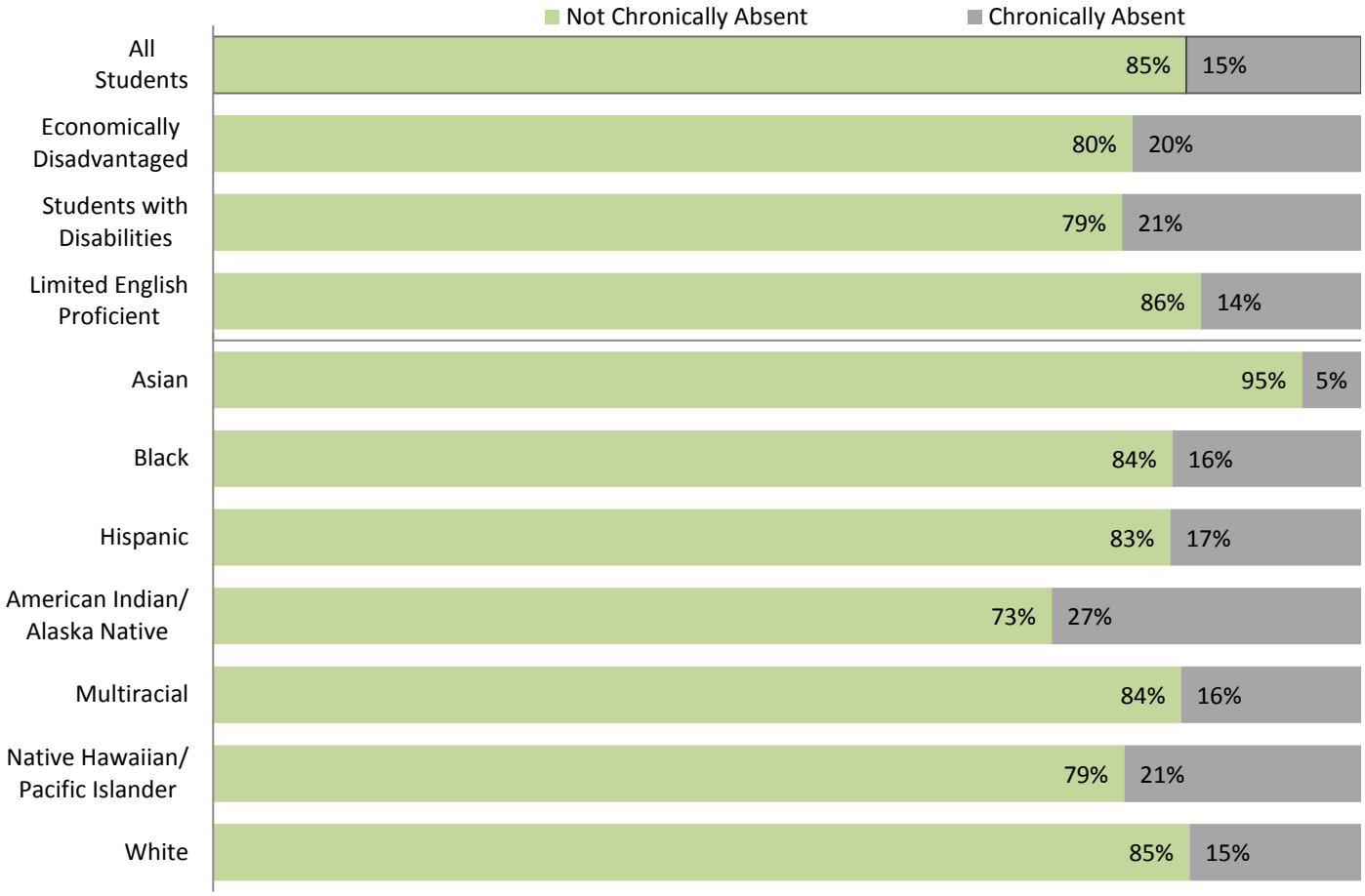
Chronic absenteeism increases significantly in high school grades, particularly 12th grade.

Statewide Total Attendance and Chronic Absenteeism Rates



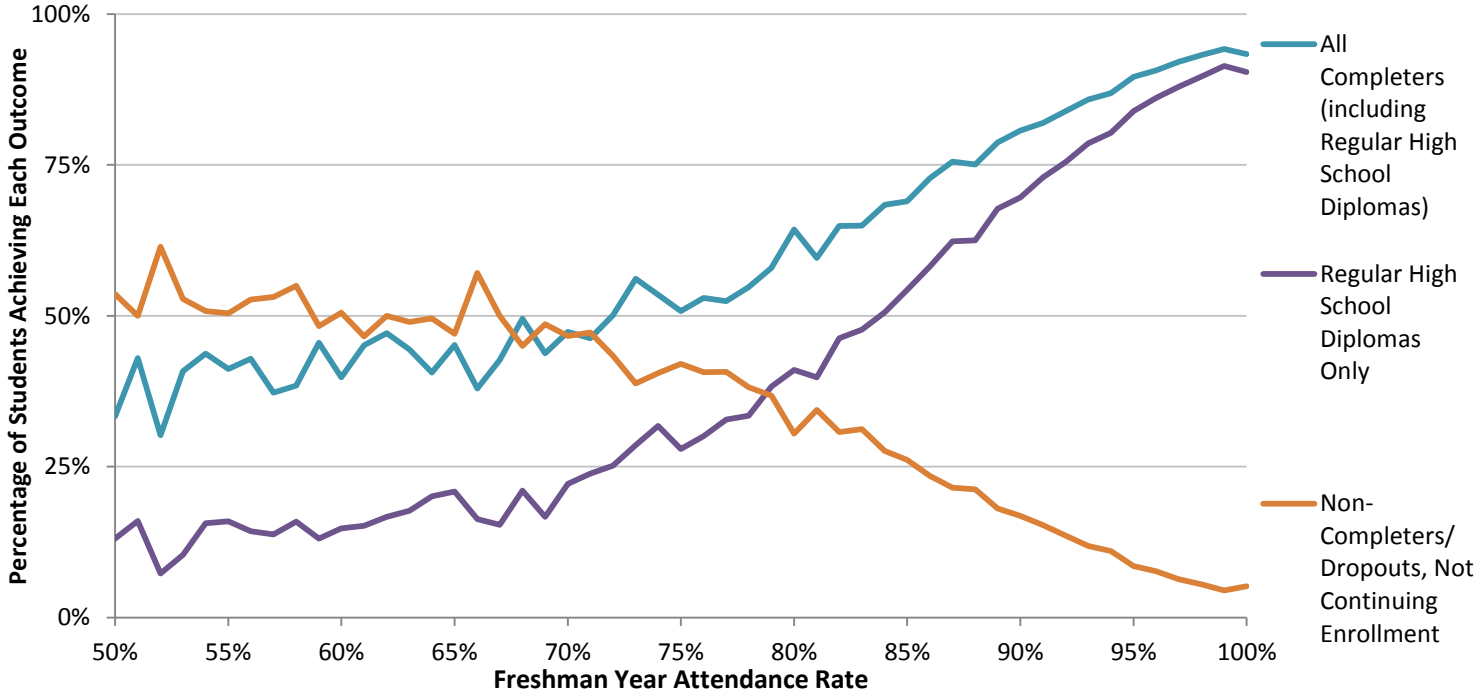
Percent of Students Not Chronically Absent

By Subgroup, 2013-14



Outcomes Five Years After Entering High School vs. Freshman Year Attendance

06-07 through 08-09 Cohorts, All Students Enrolled in Oregon Public Schools as a Freshman



See page 66 for more information on graduation and completer rates.

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

SPECIAL PROGRAMS

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

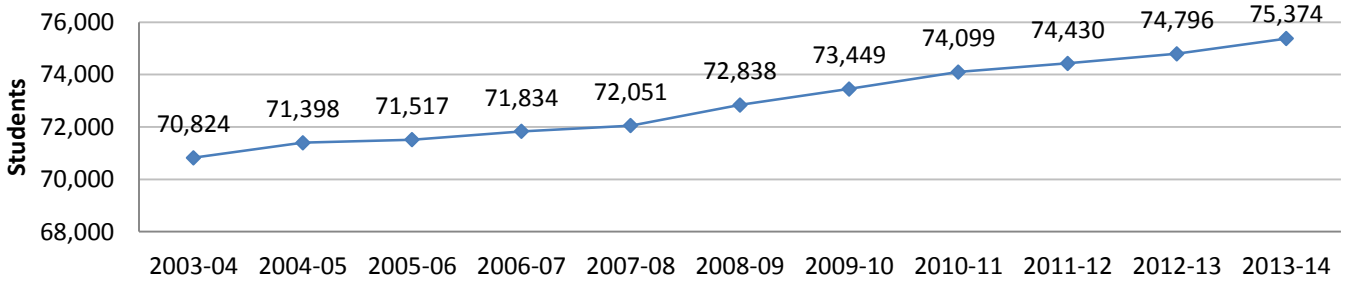
Special Education

The number of Oregon students receiving special education services through the federal *Individuals with Disabilities Education Act* (IDEA) has averaged 13.22% of total enrollment over the last five years.

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Special Education	70,824	71,398	71,517	71,834	72,051	72,838	73,449	74,099	74,430	74,796	75,374
Total Enrollment	551,410	552,339	559,254	562,828	566,067	564,064	561,698	561,331	560,946	563,714	567,098
% of Total Enrollment	12.8%	12.9%	12.8%	12.8%	12.7%	12.9%	13.1%	13.2%	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.

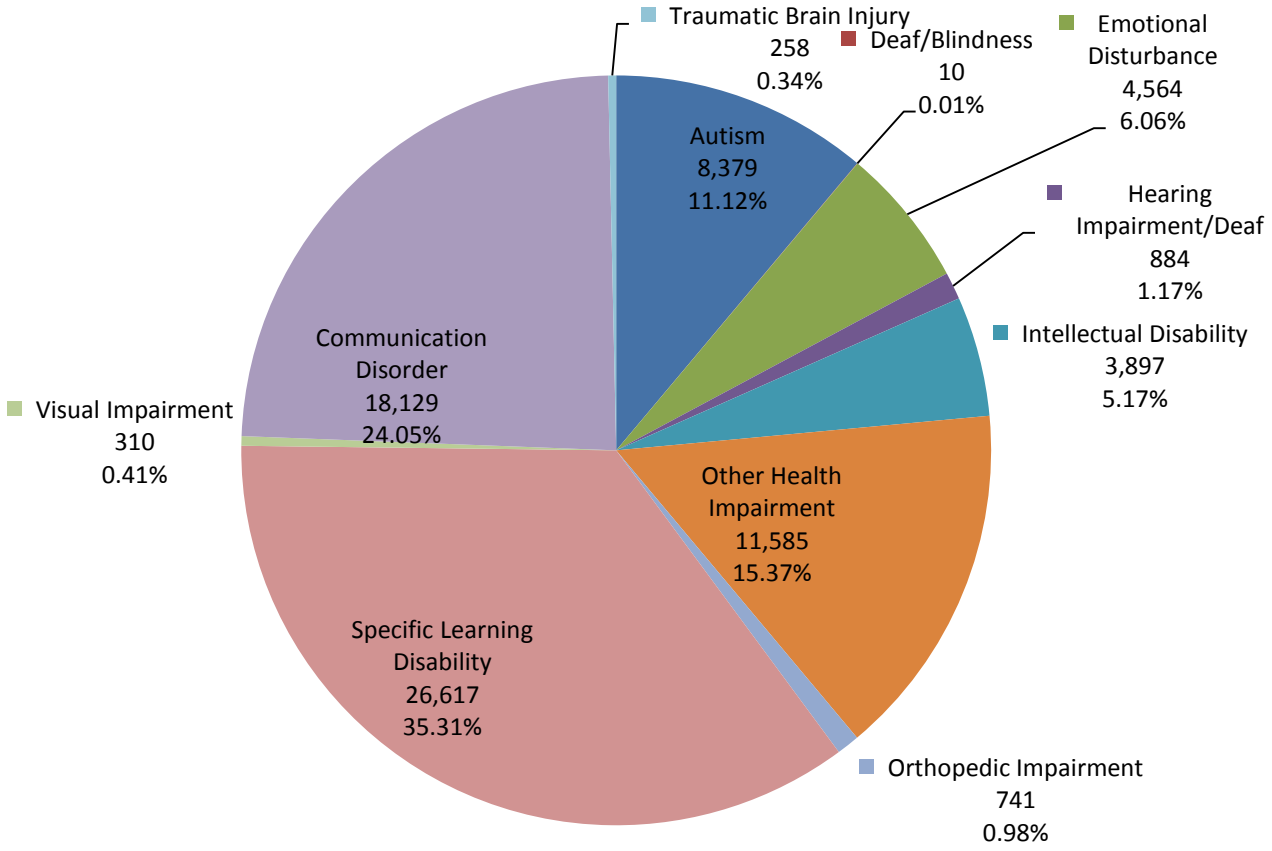
Over time, several disability categories have shown an increase in the number of identified students. These changing percentages reflect trends in the field and require that the Department of Education, Office of Learning (Student Services Unit) keep up with the ever-changing needs of Oregon's children.

Number of Students with Disabilities (Ages 5-21)

Type of Disability	2009-10 Number of Students	2013-14 Number of Students	Percent Change
Autism	7,324	8,379	14.4%
Deaf/Blindness	9	10	11.1%
Emotional Disturbance	4,689	4,564	-2.7%
Hearing Impairment/Deaf	879	884	0.6%
Intellectual Disability*	4,052	3,897	-3.8%
Other Health Impairment	9,578	11,585	21.0%
Orthopedic Impairment	776	741	-4.5%
Specific Learning Disability	27,659	26,617	-3.8%
Visual Impairment	331	310	-6.3%
Communication Disorder	17,865	18,129	1.5%
Traumatic Brain Injury	287	258	-10.1%
Total	73,449	75,374	2.6%

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

School Age Students with Disabilities Receiving Special Education Services
2013-14 School Year
Total: 75,374 Students



Placement of School Age Special Education Students by Disability – 2013-14

	Regular Class 80% or Greater	Regular Class 40% -79%	Regular Class < 40%	Other*
Autism	50.35%	16.85%	30.38%	2.42%
Deaf/Blindness	40.00%	0.00%	50.00%	10.00%
Emotional Disturbance	56.66%	16.06%	20.03%	7.25%
Hearing Impairment/Deaf	63.12%	12.22%	10.97%	13.69%
Intellectual Disability**	14.11%	31.05%	52.94%	1.90%
Other Health Impairment	73.06%	15.10%	9.72%	2.12%
Orthopedic Impairment	32.93%	16.19%	46.29%	4.59%
Specific Learning Disability	82.48%	15.27%	1.41%	0.84%
Visual Impairment	57.74%	9.68%	24.52%	8.06%
Communication Disorder	89.66%	5.57%	2.61%	2.16%
Traumatic Brain Injury	51.94%	23.25%	21.32%	3.49%
Total Special Education Population	73.16%	13.93%	10.71%	2.20%

* 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 (OHS PreK) Programs

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.

In 2013-14, the Oregon Legislature-approved budget for Oregon Prekindergarten was $61,069,891, which funded 7,290 enrollment slots for children in Oregon Head Start Prekindergarten (OHS PreK) programs. When combined with Federal and other funding sources, total OHS PreK funded enrollment for 2013-2014 was 13,321. An estimated 12,293 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	19,605	10,686	8,919	54.5%	43.5%
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%

* 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 (TAG)

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 2013-14 Statewide
Total: 38,720 Students*

State-defined:

- **Intellectually Gifted**: 17,963
- **Academically Talented**:
  - Reading: 17,028
  - Math: 16,724

District-defined:

- **Potential** to Perform at the 97th Percentile: 6,008

District Option to Identify**:

- **Creativity**: 62
- **Leadership**: 68
- **Visual and Performing Arts**: 40

*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://www.ode.state.or.us/news/announcements/announcement.aspx?=4630 for more information.

Subgroup	Number of TAG Students	Percent of TAG Students	Number of All Students	Percent of All Students	Percent of Subgroup Identified as TAG
Total	38,720	100.00%	560,482	100.00%	6.91%
Gender					
Male	20,558	53.09%	287,367	51.27%	7.15%
Female	18,162	46.91%	273,115	48.73%	6.65%
Race/Ethnicity					
White	28,107	72.59%	359,089	64.07%	7.83%
Hispanic	3,539	9.14%	123,222	21.99%	2.87%
American Indian/Alaska Native	225	0.58%	8,803	1.57%	2.56%
Asian	3,803	9.82%	22,409	4.00%	16.97%
African American	452	1.17%	13,538	2.42%	3.34%
Pacific Islander	128	0.33%	3,903	0.70%	3.28%
Multi-Racial	2,466	6.37%	29,518	5.27%	8.35%
Other					
Economically Disadvantaged	9,032	23.33%	292,892	52.26%	3.08%
Not Economically Disadvantaged	29,688	76.67%	267,590	47.74%	11.09%
Special Education* **	1,328	3.43%	78,531	14.01%	1.69%
Not Special Education	37,392	96.57%	481,951	85.99%	7.76%

Complete TAG Oregon Revised Statute and Oregon Administrative Rule information is available from the Oregon Department of Education website at: http://www.ode.state.or.us/go/TAG

School Year	TAG Graduates	All Graduates
2009-10 (06-07 cohort)	4,258 (90.1%)	32,951 (66.4%)
2010-11 (07-08 cohort)	4,222 (90.6%)	32,587 (67.6%)
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%)

Source: Cohort Graduation Rates: http://www.ode.state.or.us/search/page/?id=2644

Alternative Education Programs

An "alternative education program" is 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 2013. Districts report that on average they serve an estimated 15,000 students in alternative education statewide.

Alternative Education Services in Oregon

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

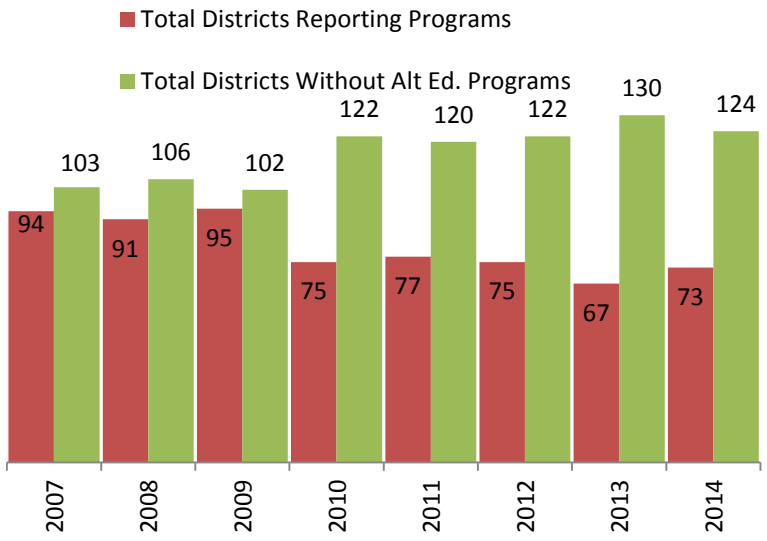
	2012		2013		2014	
Type of Operation	**Number of Students**	**Percentage of Students**	**Number of Students**	**Percentage of Students**	**Number of Students**	**Percentage of Students**
Resident School District	11,835	77.21%	12,196	81.77%	12,231	81.99%
Another School District	10	0.07%	16	0.11%	9	0.06%
Private Program	2,060	13.44%	1,591	10.67%	1,579	10.58%
Community College	1,075	7.01%	828	5.55%	852	5.71%
Educational Service District (ESD)	296	1.93%	227	1.52%	178	1.19%
Other Program	42	0.27%	57	0.38%	69	0.46%
Terminated Program	10	0.07%	0	0.00%	0	0.00%
Total	15,328		14,915		14,918	

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. Some school districts have begun disaggregating educational program data and information about these programs of choice in achievement compacts required under Oregon's next generation system of accountability. 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).

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



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 (47%), but a consistent percentage of alternative program services have been offered by private organizations (25%) and community colleges (13%), 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.

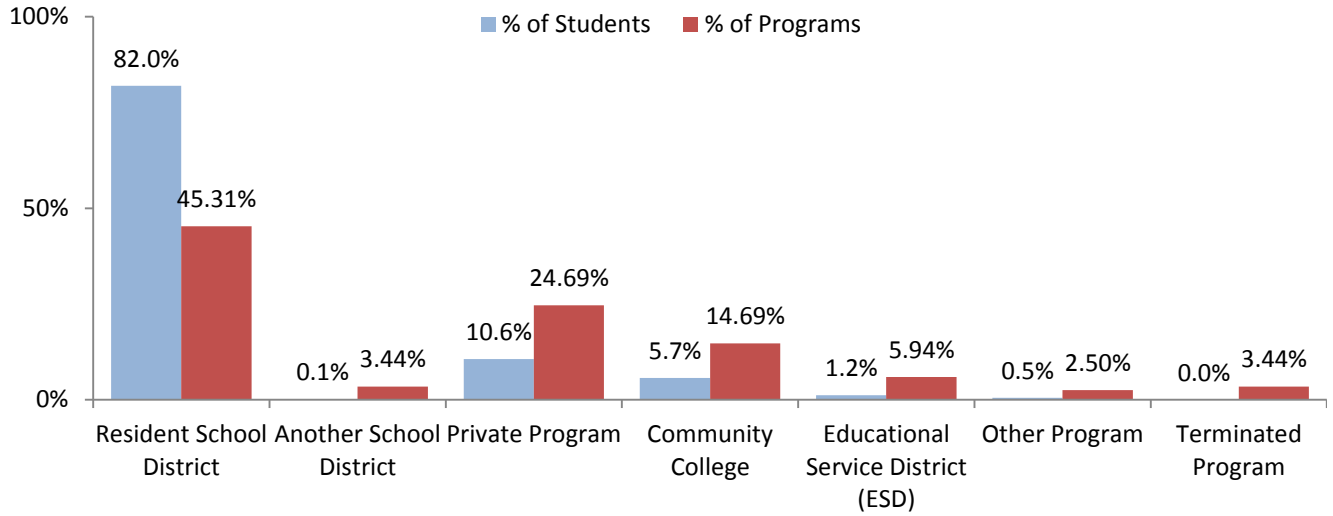
Alternative Education Services in Oregon

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

	2012		2013		2014	
Type of Operation	**Number of Programs**	**Percent of Programs**	**Number of Programs**	**Percent of Programs**	**Number of Programs**	**Percent of Programs**
Resident School District	168	43.75%	153	46.79%	145	45.31%
Another School District	11	2.86%	10	3.06%	11	3.44%
Private Program	101	26.30%	81	24.77%	79	24.69%
Community College	58	15.10%	42	12.84%	47	14.69%
Educational Service District (ESD)	296	6.51%	227	6.73%	178	5.94%
Other Program	7	1.82%	6	1.83%	8	2.50%
Terminated Program	14	3.65%	13	3.98%	11	3.44%
Total	384		327		320	

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 two years, federal School Improvement Grants (SIG) have provided significant resources to alternative schools. Common issues have emerged with the "transformation model" for improvement chosen by these 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 2010	Number of Services Provided 2011	Number of Services Provided 2012	Number of Services Provided 2013	Number of Services Provided 2014
Students with at-risk Behaviors	296	281	262	216	217
Remedieation, Credit Recovery, or GED	270	240	247	209	207
Pregnant or Parenting Students	95	85	91	77	80
Students Advanced Beyond Standards	73	67	62	54	54
Other Programs	29	29	27	33	41
Total	763	702	689	589	599

Source: ODE Alternative Education Data Collection

Alternative Education Services in Oregon

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

Grade Range	Number of Students Using Services 2010	Number of Students Using Services 2011	Number of Students Using Services 2012	Number of Students Using Services 2013	Number of Students Using Services 2014
Secondary	13,519	11,993	13,764	13,049	13,455
Elementary	1,860	1,581	1,564	1,866	1,463
Total Services	15,379	13,574	15,328	14,915	14,918

Source: ODE Alternative Education Data Collection

Links to Reference Documents

Oregon Alternative Education: http://www.ode.state.or.us/go/AlternativeEd

RESOURCES

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

School and District Accountability

Elementary and Secondary Education Act
http://www.ode.state.or.us/search/results/?id=75

Unsafe School Choice Option (USCO) and Persistently Dangerous Schools
http://www.ode.state.or.us/search/page/?id=1319

Oregon School & District Report Cards and Annual Measurable Objectives (AMO)
http://www.ode.state.or.us/data/reportcard/reports.aspx

Quality Education Model
http://www.ode.state.or.us/search/results/?id=166

Next Generation of Accountability
http://www.ode.state.or.us/go/NextGen

Accountability Reports
http://www.ode.state.or.us/go/AsmtRpt

Report Cards
http://www.ode.state.or.us/go/ReportCard

School Funding and Finance

State School Fund
http://www.ode.state.or.us/search/results/?id=168

K-12 Stimulus (ARRA)
http://stimulus.k12partners.org/

Special Education Funding
http://www.ode.state.or.us/search/page/?id=894

Student Information

Fall Membership Report
http://www.ode.state.or.us/search/page/?=3225

Historical Student Enrollment and Demographics
http://www.ode.state.or.us/data/reports/toc.aspx#Students

English Learners
http://www.ode.state.or.us/search/results/?id=106

School Nutrition/Free and Reduced Price Lunch
http://www.ode.state.or.us/search/results/?id=207

Teacher Information

Teacher Licensure
http://www.oregon.gov/tspc/Pages/index.aspx

Highly Qualified Teachers
http://www.ode.state.or.us/search/results/?id=102

Resources for Teachers
http://www.ode.state.or.us/go/teachers

Special Programs and Information

Alternative Education
http://www.ode.state.or.us/go/AlternativeEd

Charter Schools
http://www.ode.state.or.us/go/CharterSchools

Early Childhood
http://www.ode.state.or.us/search/results/?=252

Homeless Students
http://www.ode.state.or.us/go/HomelessEd

Special Education Programs
http://www.ode.state.or.us/go/SpecialEducation

Talented and Gifted
http://www.ode.state.or.us/go/TAG

Title I

Title I-A : Improving Basic Programs
http://www.ode.state.or.us/search/results/?id=95

Title I-B1: Reading First
http://www.ode.state.or.us/search/results/?id=96

Title I-B2: Early Reading First
http://www.ode.state.or.us/search/results/?id=97
Administered by U.S. Dept. of Education, not ODE

Title I-C: Migrant Education
http://www.ode.state.or.us/search/results/?id=99

Title I-D: Neglected and Delinquent or At-Risk Children
http://www.ode.state.or.us/search/results/?id=100

Student Achievement

Oregon Statewide Assessment
http://www.ode.state.or.us/go/Assessment

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

National Assessment of Education Progress (NAEP)
http://www.ode.state.or.us/go/NAEP
http://nces.ed.gov/nationsreportcard

Oregon University System
http://www.ous.edu/

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://www.ode.state.or.us/search/page/?id=2644

Dropout Reports
http://www.ode.state.or.us/search/page/?id=1

Essential Skills
http://www.ode.state.or.us/search/page/?id=2042

Data Collections

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

Other Resources and Topic Area Information

http://search.ode.state.or.us/default.aspx
http://www.ode.state.or.us/search/topics/