

Results Policy Report: Four-Year Cohort Graduation

February 10, 2026

Status Overview

Status: Did Not Meet Annual Target

- The Four-Year Cohort Graduation indicator measures the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, who earn a standard or modified diploma within four years of entering high school (Source: Oregon Department of Education).
- 79.7% of students (2,772 out of 3,479 students) earned a standard or modified diploma within four years of entering high school.
- This represents an improvement of 0.3 percentage points over the prior year.

School Highlights

- McKay High School had the largest increase, improving by 5.4 percentage points to reach 83.1%.
- West Salem High School increased to 94.4%, an improvement of 1.4 percentage points.
- These school-level gains contributed to the district's overall increase in graduation rate.

Demographic Breakdown

Graduation rates are reported by student demographic groups to monitor progress and equity across student populations. These groups include race and ethnicity, gender, and student program groups.

Overall, the district experienced a slight increase in the four-year graduation rate compared to the previous year. Detailed demographic data are used internally to guide targeted supports and improvement strategies.

Key Data Highlights

- The district graduation rate increased slightly compared to the prior year.
- Individual schools demonstrated meaningful growth, including significant improvement at McKay High School.
- Despite progress, the district did not meet the annual target for the Four-Year Cohort Graduation indicator.

Strategy Progress and Next Steps

Current Progress

- Schools continue monitoring cohort progress to identify students at risk of not graduating within four years.
- Targeted academic supports and credit recovery opportunities are provided to students who need additional assistance.
- Staff regularly analyze cohort data to inform interventions and graduation planning.

Next Steps

- Strengthen early identification systems for students who may need additional support.
- Expand credit recovery and alternative pathway options.
- Maintain a strong focus on equitable access to coursework and graduation supports.

Appendix

Ninth Grade Earned Expected Core Credits

Note: This data was pulled on February 6, 2026.

An asterisk (*) indicates data suppressed to protect student privacy.