

Oregon Statewide Report Card 2020-2021



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EDUCATION

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An Annual Report to the
Legislature on Oregon Public
Schools

Colt Gill,
Director of the Department
of Education

www.oregon.gov/ode

The Oregon Statewide Report Card is an annual publication required by law (ORS 329.115), which reports on the state of public schools and their progress towards the goals of the Oregon Educational Act for the 21st Century. The purpose of the Statewide Report Card is to monitor trends among school districts and Oregon's progress toward achieving the goals referred to in ORS 329.015.

In addition, this report provides a tool that makes education data accessible to researchers, media, students and families and creates a clear, complete and factual picture of the state of education in Oregon.

The 2020-21 Statewide Report Card was produced by the Oregon Department of Education for distribution to Oregon state and federal legislators, public schools, school districts, education service districts, and members of the public.

The Statewide Report Card is also posted on Oregon the Department of Education's [website](#).

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Oregon

Kate Brown, Governor



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Colt Gill

Director of the Oregon Department of Education

Dear Oregonians,

It is as important as ever to present the 2020-21 edition of the Oregon Statewide Report Card. This annual report acts as a snapshot of our state's education system that includes important statewide data about our students, teachers and schools from the 2020-21 school year. The data routinely archived in this report continues to be impacted by the statewide response to the COVID-19 pandemic. You can find more information in this letter as well as in each applicable section where data was impacted.

About the 2020-21 School Year

The 2020-21 school year was like no other school year in history. The vast majority of Oregon's schools started the 2020-21 school year in distance learning due to the global COVID-19 pandemic.

For students and families, this looked like a blended world of school, home life and work responsibilities. The disruption to regular school-based learning posed complex challenges. Some of our children experienced the loss or suffering of a family member or friend due to COVID-19. All of our kids experienced some isolation from personal connection with their peers and trusted adults as they transitioned to school in a fully-online space. For educators and school staff, this meant no longer connecting with their students in-person. It meant learning new technology and platforms for online learning. Teachers modified curriculum and instruction, prioritized touch points and communication with families, and worked tirelessly to ensure students' received the support and services needed.

To prioritize staff and student health and safety and mitigate the spread of COVID-19 during the academic year, ODE issued updates to the Ready Schools, Safe Learners guidance, outlining a set of health and safety protocols. Face coverings, physical distancing, cohorts, symptom screening, handwashing and many more created protection for everyone. The unsung heroes of this work are the school staff like bus drivers, kitchen staff, counselors, paraprofessionals, front office staff, teachers and others. Together, school staff played essential roles in helping to foster a learning environment where clear processes and protocols kept COVID-19 cases low in schools and minimized learning disruptions.

During the winter and spring of 2021, Oregonians watched the roll-out of COVID-19 vaccinations across the state and nationwide. In Oregon, Governor Kate Brown prioritized educators to be vaccinated in the earliest waves in order to restart in-person learning.

The federal government provided funds to help schools cope with additional expenses caused by the pandemic. In total, Oregon received more than \$1.7 billion from the Elementary and Secondary School Emergency Relief (ESSER) Fund to be used in a number of ways: improving ventilation in schools, supporting unfinished learning, purchasing cleaning supplies, providing social emotional and mental health supports, and prioritizing in-person learning during the school year and over the summer, etc. The largest portion of that funding, \$1.1-billion, required the state to create an [overall ESSER Plan](#) and for districts to develop their own plans for spending the funds. State government also stepped in, authorizing

\$195.6 million in grant funding to participating school districts for academic summer school to support high school students facing academic credit loss, summer enrichment programs and wrap-around child care.

Data in this Report

Information not on last year's release that has returned includes:

- Class Size
- Language Diversity of Students
- Student Achievement on Statewide Summative Assessments
- Ninth Grade on Track to Graduate
- Regular Attenders
- Talented and Gifted
- Alternative Education

Some data included in this report was impacted by widespread Comprehensive Distance Learning. These impacts included incomplete data or data that are not comparable to other school years. These impacts are noted in each section.

In addition, there is information never before included in a Statewide Annual Report Card. This new section includes state level rates for percentage of teachers with an Emergency/Provisional License and percentage of teachers teaching Out-of-Field. Both rates are calculated for all, high-poverty and low-poverty schools.

The highlights of the 2020-21 school year extend beyond the data in this report. Our collective efforts highlight how we center equity through a crisis, and how we navigate complexities and overcome challenges together.

- [The Every Student Belongs rule](#) passed by the State Board of Education went into effect in September 2020. The rule is an important step in creating safe and inclusive school climates where all who participate in our school communities feel welcome. This rule was codified into statute through HB 2697.
- **Senate Bill 52** passed by the Oregon Legislature in June 2021 codifies some of the [recommendations of ODE's LGBTQ2SIA+ Advisory Group](#).
- **House Bill 2166**, also passed in the 2021 legislative session incorporates social emotional learning into all academic content standards as part of an integrated model of mental and emotional health, with the explicit goal being to promote antiracism and educational equity and to create conditions for all students to thrive.
- **House Bill 2052** ensured our students could wear tribal regalia and objects of cultural significance at school events and graduation ceremonies.
- **House Bill 2056 A** revises statutes related to credits, standards, instruction, Essential Skills, accelerated college credits, and statewide assessment development and administration to update English (or English language arts) with "language arts, which includes reading, writing, and other communication in any language, including English." This bill advances multilingual education for Oregon students by embracing Language Arts rather than strictly English as a part of core instruction and as a required part of instruction and will make Oregon a leader in this area.
- **Senate Bill 732** establishes Equity Advisory Committees in every school district to advise local school district boards and superintendents on equity matters impacting students in the school community.

Thank You

I am deeply grateful for your service and want to take a moment to reflect on the impressive grit and determination of our students, families and educators.

To Oregon's school and district leaders: you have been and continue to be the leader your staff, your students, your families, and your community needs in this time. We have experienced extreme hardships. Many of us have experienced some painful failures and/or harsh criticism. Many of us have also seen our personal health take a toll with the long hours, the stress, and the many challenges of leading in this time.

Thank you for getting-up each day. Thank you for facing the challenge head on. Thank you for the deep care you hold for your students, your employees, and your community. I believe, without doubt, that our students and staff have been at the forefront of your decisions this year and our communities are in a better place because of your service.

To Oregon's students and families: This has been a difficult and challenging oath to navigate. State education leaders and health officials hold deep appreciation for your courage and resilience. For many of you, this has meant balancing childcare and the needs for your own family.

Your willingness to be flexible, while also continuing to advocate for what you need has helped move us forward. We cannot thank you enough for centering compassion, grace, and love as we navigate the impacts in our ever-changing reality.

Sincerely,



Colt Gill
Director
Oregon Department of Education

TABLE OF CONTENTS

OREGON STUDENTS	3
OREGON PUBLIC SCHOOL ENROLLMENT.....	3
DIVERSE STUDENT POPULATIONS.....	3
PERCENT OF OREGON SCHOOL DISTRICTS BY SIZE OF STUDENT ENROLLMENT.....	3
CLASS SIZE	4
STUDENTS WHO ARE EXPERIENCING HOUSELESSNESS IN OREGON	5
GENDER DIVERSITY	8
LANGUAGE DIVERSITY	9
THE OREGON STATE SEAL OF BILITERACY	10
STUDENTS AND TEACHERS OF COLOR.....	11
OREGON STAFF	12
PERCENTAGE OF POSITIONS HELD BY WOMEN	12
ALL SCHOOL STAFF	13
ANNUAL INSTRUCTIONAL HOURS.....	13
TEACHER QUALIFICATIONS	14
HISTORICAL SALARY CHARTS.....	16
EDUCATION INITIATIVES ROOTED IN EQUITY, RACIAL EQUITY AND ANTIRACISM	17
SCHOOL FUNDING	19
SCHOOL RESOURCES	19
STUDENT ENROLLMENT	20
HISTORY OF SCHOOL FUNDING RESPONSIBILITY IN OREGON.....	21
OPERATING REVENUES BY SOURCE (HISTORICAL).....	22
ELEMENTARY AND SECONDARY EDUCATION ACT	23
FEDERAL PROGRAMS.....	23
OREGON DISCIPLINE INCIDENTS DATA	24
ACCOUNTABILITY AND SUPPORT UNDER THE EVERY STUDENT SUCCEEDS ACT	27
ESSA ACCOUNTABILITY SYSTEM.....	28
MEASURES OF INTERIM PROGRESS.....	28
STUDENT SUCCESS	29
ENGLISH LANGUAGE ARTS GRADE 3	31
ENGLISH LANGUAGE ARTS GRADE 6.....	31
ENGLISH LANGUAGE ARTS GRADE 7	32
ENGLISH LANGUAGE ARTS GRADE 11.....	32
MATHEMATICS GRADE 4	33
MATHEMATICS GRADE 7	33
MATHEMATICS GRADE 8	34
MATHEMATICS GRADE 11	34
SCIENCE GRADE 5.....	35
SCIENCE GRADE 8.....	35
NATIONAL COMPARISON OF STUDENT ACHIEVEMENT	36
THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS	36
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: READING	37
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: MATHEMATICS	40
FREE AND REDUCED PRICE LUNCH	43
THE OREGON DIPLOMA	44
NINTH GRADE ON-TRACK	45

ESSENTIAL SKILLS..... 47

OREGON GRADUATION RATES 48

COHORT GRADUATION RATES 48

OREGON CAREER AND TECHNICAL EDUCATION (CTE) INFORMATION: 2020 GRADUATION RESULTS 50

DROPOUT RATES 51

OREGON STATEWIDE DROPOUT RATE CALCULATION 51

OREGON HIGH SCHOOL DROPOUT RATES 51

OREGON DROPOUT RATES BY GENDER 52

REGULAR ATTENDERS..... 53

OREGON PUBLIC CHARTER SCHOOLS..... 56

OREGON PUBLIC CHARTER SCHOOLS ENROLLMENT 56

SPECIAL PROGRAMS 58

SPECIAL EDUCATION (IDEA) - AGES 5-21 58

EARLY LEARNING DIVISION PRE-KINDERGARTEN PROGRAM 60

EARLY LEARNING DIVISION PRESCHOOL PROMISE PROGRAM 61

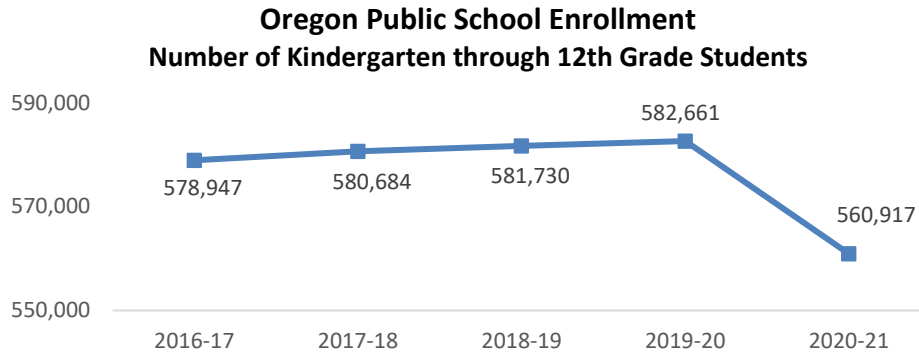
TALENTED AND GIFTED 62

ALTERNATIVE SCHOOLS AND EDUCATION PROGRAMS 63

RESOURCES 66

OREGON STUDENTS

There were 560,917 students enrolled in Oregon public schools on the first school day in October 2020. There had been a gradually slowing increase in the overall public school enrollment between 2016-17 and 2019-20, but pandemic conditions led to a drop in enrollment with a total decrease of 18,030 students (-3.1 percent) over five years.



Diverse Student Populations

Of the 560,917 students enrolled in 2020-21, 222,389 (39.6 percent) were students not identified as “White.” This represents slightly more than one percentage point increase from the 2019-20 rate of 38.5 percent.

School Year	American Indian/ Alaska Native	Asian	Black/African American	Hispanic/Latino	Multi-Racial	Native Hawaiian/ Pacific Islander	White	Total
2016-17	8,184	23,067	13,654	131,089	34,200	4,172	364,581	578,947
2017-18	7,724	23,324	13,509	133,822	35,677	4,232	362,396	580,684
2018-19	7,280	23,267	13,301	136,186	37,136	4,363	360,197	581,730
2019-20	7,010	23,208	13,176	138,273	38,306	4,431	358,257	582,661
2020-21	6,570	22,733	13,021	137,101	38,629	4,335	338,528	560,917

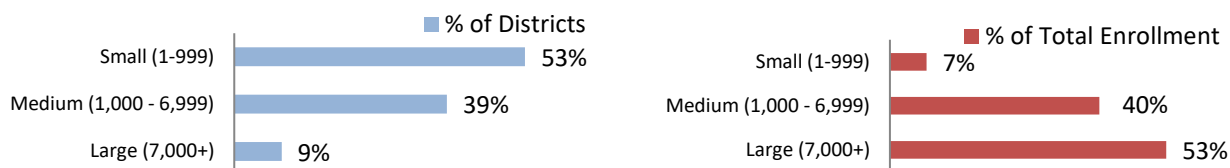
[See enrollment reports](#) for more information, including breakdowns by school and district.

Enrollment decreased significantly in 2020-21. Asian student enrollment shows an overall decrease, while Hispanic/Latino Multi-Racial, and Native Hawaiian/Pacific Islander student enrollment has continued to increase since 2016-17. American Indian/Alaska Native, Black/African American, and White student enrollments continue to decline.

Race/Ethnicity	Percent Difference since 2016-17
American Indian/Alaskan Native	-19.7%
Asian	-1.4%
Black/African American	-4.6%
Hispanic/Latino	4.6%
Multi-Racial	13.0%
Native Hawaiian/Pacific Islander	3.9%
White	-7.1%

Percent of Oregon School Districts by Size of Student Enrollment

There are 197 School Districts in Oregon. The majority are small districts, comprised of less than 1,000 students total. However, the majority of students in Oregon attend large school districts, comprised of 7,000 or more students total.



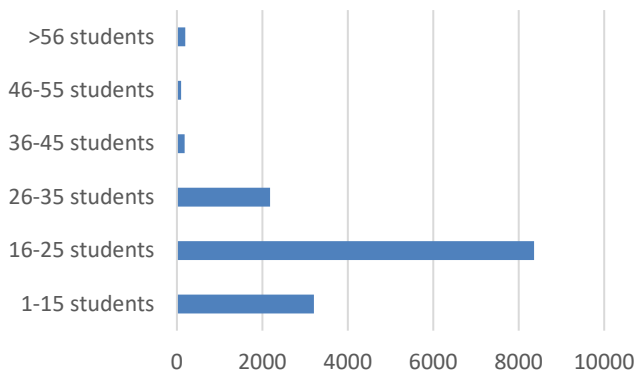
Class Size

Class enrollments are counted on the first weekday in May for all self-contained or departmentalized core subject classes in all grade levels K-12. [Data from 2014-15 through 2018-19, and then resumed 2020-21, are available.](#)

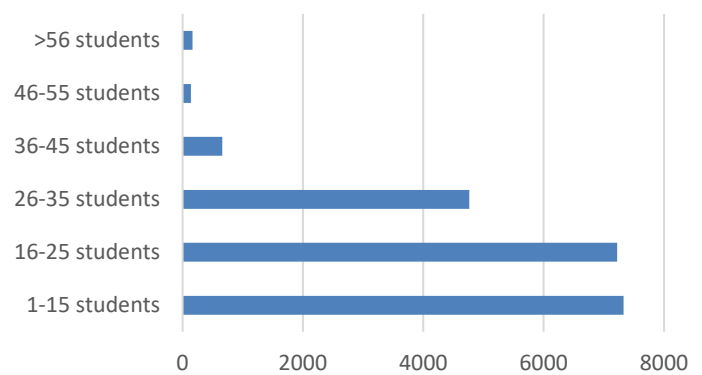
Departmentalized courses (those offering instruction in specific core content subjects) comprise most of the courses reported to the Oregon Department of Education. More classes are offered in [assessed subjects](#), and fewer classes in subjects that are not required for assessment or to earn a [high school diploma](#). Between 2014-15 and 2018-19 median class sizes varied by subject and median class sizes did not change over time. After pandemic-related safety measures were implemented, median class sizes decreased by 7-9 students per class. Multiple Subjects was the only subject that did not experience change between 2018-19 and 2020-21 (19 for both years).

Median Class Size across school type reflect the impact of 2020-21 pandemic safety measures due to smaller cohorts and possibly due to lower enrollments. The statewide class size median of 18 is driven by high school data as these schools report more classes than other school types. The median class size for elementary schools decreased from 24 to 20 between 2018-19 and 2020-21. Combined schools represent a small number of schools in Oregon. While their numbers have slightly increased since class size reporting began, they tend to be smaller schools. The combined school median class size began decreasing in 2016-17 but held steady at 15 students per class in 2018-19. However, combined schools showed another decline in class size to 12 students per class in 2020-21.

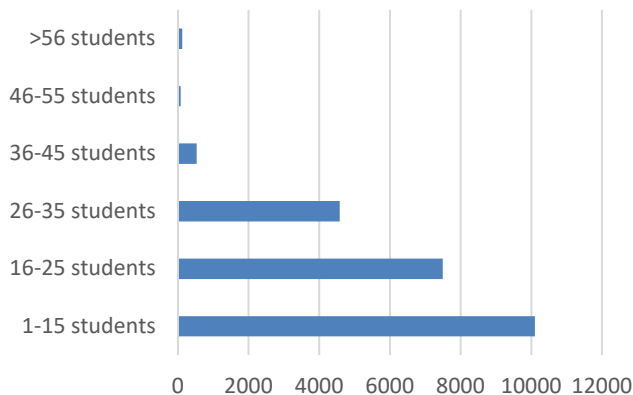
Class Size in Elementary Schools
(Median = 20)



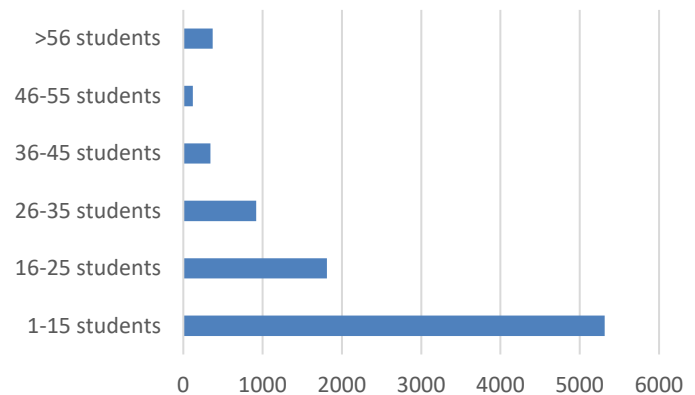
Class Size in Middle Schools
(Median = 19)



Class Size in High Schools
(Median = 17)



Class Size in Combined Schools
(Median = 12)



Students Who Are Experiencing Houselessness in Oregon

The McKinney-Vento Homeless Assistance Act, Education of Homeless Children and Youth ensures that students who are unaccompanied or experiencing houselessness have an equal access to the same free, appropriate public education as their peers. Under McKinney-Vento, each district designates a Liaison to identify and provide services to eligible students. For the purposes of this program, to qualify for services, a student must “lack a fixed, regular, and adequate nighttime residence.” A family could live in an emergency shelter or transitional housing unit, share housing with others due to loss of housing or economic hardship, reside in motels, or live in tents or trailers for lack of alternative, adequate housing. Unaccompanied children and youth who are not living with parents or legal guardians – for whatever the reason - are also eligible for educational rights and services. Liaisons work to ensure that students are provided with immediate school enrollment and access to education services. To reduce frequent school changes, districts are required to stabilize students who are unaccompanied or experiencing houselessness in their school of origin, even though the transportation route might involve crossing district boundaries.

Living Situations of K- 12 Students Experiencing Houselessness

School Year	In Shelters	Sharing Housing	Unsheltered	Motels
2016-17	1,999	17,210	2,515	1,124
2017-18	1,817	16,399	2,549	1,236
2018-19	1,701	16,903	2,569	1,041
2019-20	1,584	15,868	2,514	1,114
2020-21	1,376	12,814	2,306	1,197

How are Students Counted?

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

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

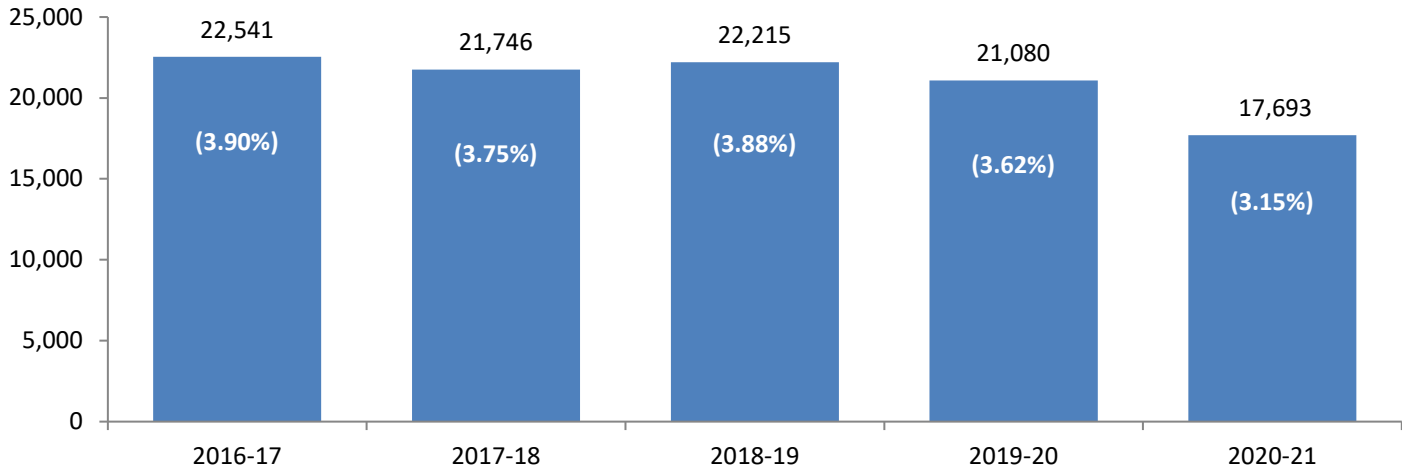
In addition to providing count data for required federal reports, results are used to assist districts in providing services and supports for students. This includes providing extra support to ensure consistent attendance, strong academic performance, and high school completion. ODE initiatives such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

Count of Students Experiencing Houselessness Attending Public Schools

Grade Level	Count 2020-21
PK*	127
KG	1,122
1	1,302
2	1,420
3	1,330
4	1,298
5	1,329
6	1,259
7	1,308
8	1,269
9	1,324
10	1,338
11	1,455
12	1,939
Total	17,693

* PK enrollment is optional

Students Experiencing Houselessness Count, K-12
 (Percent of Total K-12 Enrollment)
 2016-17 to 2020-21



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

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

Districts with the Highest Number of Students Experiencing Houselessness

District	K-12 Total Homeless 2020-21	Percent of enrollment 2020-21
Beaverton SD 48J	1,029	2.60%
Medford SD 549C	984	7.06%
Portland SD 1J	797	1.70%
Reynolds SD 7	779	7.46%
Lincoln County SD	773	15.45%
Phoenix-Talent SD 4	735	30.70%
Salem-Keizer SD 24J	600	1.50%
Eugene SD 4J	575	3.45%
Three Rivers/Josephine County SD	420	9.45%
Grants Pass SD 7	412	7.24%

Districts with the Highest Percent of Students Experiencing Houselessness

District	K-12 Total Homeless 2020-21	Percent of enrollment 2020-21
McKenzie SD 68	153	81.38%
Phoenix-Talent SD 4	735	30.70%
Elkton SD 34	45	19.91%
Butte Falls SD 91	40	17.24%
North Powder SD 8J	40	16.39%
Warrenton-Hammond SD 30	150	15.87%
Lincoln County SD	773	15.45%
Port Orford-Langlois SD 2CJ	29	14.95%
Adrian SD 61	37	14.57%
Prospect SD 59	24	12.12%

Students Experiencing Houselessness by County of Enrollment, 2020-21

County	Total Enrolled, K - 12
Baker	236
Benton	270
Clackamas	841
Clatsop	267
Columbia	174
Coos	608
Crook	87
Curry	132
Deschutes	414
Douglas	433
Gilliam	16
Grant	*
Harney	34
Hood River	27
Jackson	2,371
Jefferson	98
Josephine	832
Klamath	485
Lake	37
Lane	1,872
Lincoln	773
Linn	984
Malheur	311
Marion	1,209
Morrow	87
Multnomah	2,405
Polk	116
Sherman	*
Tillamook	160
Umatilla	183
Union	156
Wallowa	12
Wasco	112
Washington	1,715
Wheeler	103
Yamhill	539

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

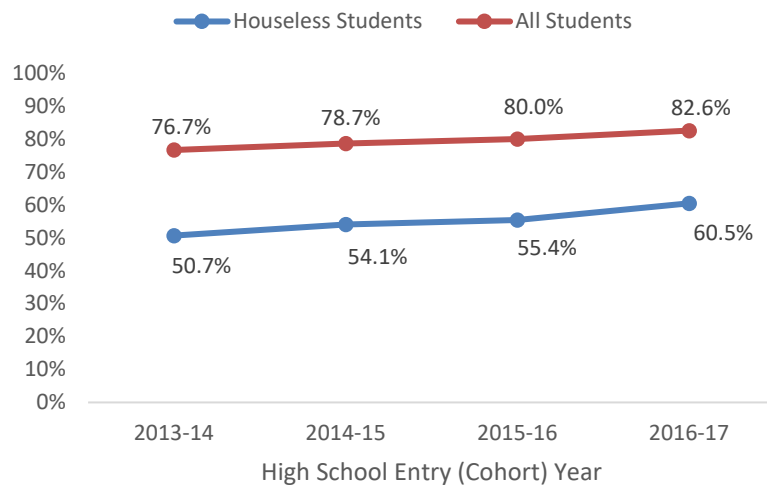
How Do Public School Programs Serve Students Experiencing Houselessness?

Services and accommodations for students experiencing houselessness, or who are unaccompanied, may include school transportation, tutoring, extended-day and summer school programs. Schools and districts can also use funding to purchase shoes, clothing and hygiene supplies as well as make referrals to social services and housing programs. Local district general funds may be supplemented by Title I-A funds, McKinney-Vento competitive subgrants, community agencies, and local donations. Many districts receive donations from community sponsors, foundations and local businesses to help provide resources such as dental and medical care, glasses, mentoring, family support and other services.

Partnerships extend across the state between school districts, communities, and county agencies working to end homelessness. Many liaisons are involved in county Continuum of Care Committees and Homeless Councils, Oregon Pre-Kindergarten Programs and Runaway & Homeless Youth Programs. Liaisons find collaboration and assistance from non-profit agencies, coalitions and faith-based service organizations. The role of the McKinney-Vento Liaison in school districts, as well as the role of school districts in statewide efforts to prevent and end homelessness, is imperative.

While the statewide four-year graduation rate of students experiencing houselessness, or who are unaccompanied, is increasing, services and supports are needed to meet the strengths and needs of our youth to ensure they remain in school and graduate.

Students Experiencing Houselessness Four-Year Graduation Rates



McKinney-Vento Subgrant Projects

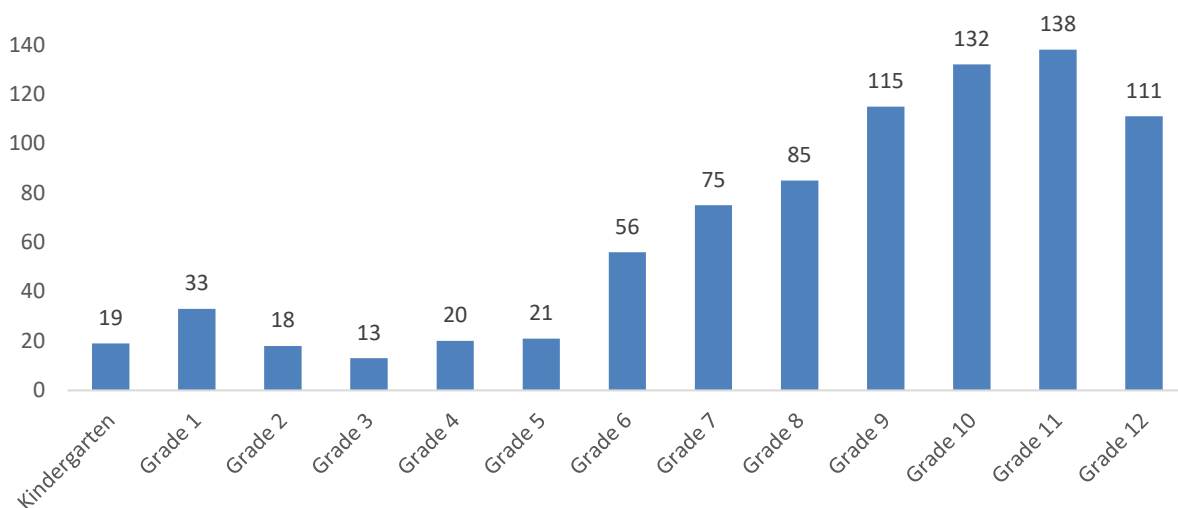
Oregon received \$907,854 in federal McKinney-Vento Act funds in 2020-21 to coordinate the state program and provide grants to local education agencies to provide supplemental services for students experiencing houselessness, or who are unaccompanied. More than 75 percent of these funds went to districts and ESDs in the form of competitive subgrants. During the 2020-21 school year, 42 local districts were served by 12 subgrant projects from this program. For more information about the ODE Education of Homeless Children and Youth Program, visit the [McKinney-Vento Act: Homeless Education Program](#) webpage.

Gender Diversity

Recognizing and allowing for non-binary gender options in data reporting is an important step toward gender inclusivity*. The Oregon Department of Education (ODE) implemented a new gender code in the 2018-19 student and staff data collections that provides non-binary, intersex, and gender-fluid individuals with an option to identify their gender as non-binary. For the purpose of collecting and reporting this gender demographic, the current practice is to use the term non-binary.

In the October 1st, 2020 student enrollment snapshot, a total of 836 non-binary students are reported. This is an increase from the 462 non-binary students reported in the October 1st 2019 student enrollment snapshot. The counts of non-binary students reported in the October enrollment snapshot represent far less than what the actual non-binary student population proportion could be. For the most recent analysis on non-binary students and reporting challenges, see the [2018-19 Statewide Report Card](#).

Total Number of Non-Binary Students Reported



Data source: [2020-21 Fall Membership](#).

Safety concerns may inhibit gender diverse individuals from selecting the non-binary gender option. ODE anticipates that the total number of non-binary students reported by school districts may continue to increase each school year. This could be a result of more districts updating their registration forms or student information systems so that parents, students, and staff can easily select the non-binary gender option.

* For additional background, see [ODE Executive Memo 008-2017-18](#)

Language Diversity

According to data from the ESEA Title III: English Learner Collection for 2020-21, there were 55,617 English Learners (almost 10 percent of all K-12 students). In addition to the languages listed below, 256 students did not list a specific language (non-applicable to reporting). 1,327 students were also listed as “Other Language”; 683 of these students participated in English Learner programs.

Most Common Languages of Origin of Students in Oregon Public Schools (K-12 Students) 2020-21

Language of Origin	Number of Enrolled Students by Language of Origin ¹	Number of English Learner Students ²	Percent of Enrollment ³ (Total: 557,727)	Percent of English Learner Student Enrollment ³ (Total: 55,617)
English ⁴	440,980	635	79.1%	1.1%
Spanish	86,822	41,964	15.6%	75.5%
Vietnamese	4,009	1,257	0.7%	2.3%
Russian	3,992	1,484	0.7%	2.7%
Chinese	3,610	1,134	0.6%	2.0%
Arabic	1,850	870	0.3%	1.6%
Somali	1,077	616	0.2%	1.1%
Chuukese	1,054	665	0.2%	1.2%
Japanese	1,020	359	0.2%	0.6%
Korean	958	280	0.2%	0.5%
Ukrainian	917	408	0.2%	0.7%
Romanian	643	217	0.1%	0.4%
Tagalog	602	229	0.1%	0.4%
Marshallese	560	357	0.1%	0.6%
Telugu	551	130	0.1%	0.2%
Hindi	506	127	0.1%	0.2%
Hmong	445	160	0.1%	0.3%
Tamil	390	87	0.1%	0.2%
Amharic	348	152	0.1%	0.3%
French	328	92	0.1%	0.2%
Swahili	328	223	0.1%	0.4%
Mayan languages	313	289	0.1%	0.5%
Karen	285	186	0.1%	0.3%
Thai	279	115	0.0%	0.2%
Nepali	253	117	0.0%	0.2%

¹ Source: Spring Membership 2020-21

² Source: Unduplicated ESEA Title III: English Learner Collection, 2020-21, excluding students determined not to be currently eligible for English Learner Services.

³ Percentage columns may not sum to 100 due to rounding.

⁴ Native American/Alaska Native students may qualify for English learner services even though these students have English as their language of origin.

See the [Title III English Learners and Immigrant Youth](#) webpage for more details on English Learner performance.

The Oregon State Seal of Biliteracy

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

- Honor and recognize the world language literacy skills arriving students bring to their English education.
- Honor and recognize the language literacy skills native English speaking students gain when studying world languages.
- Honor and recognize students who are highly literate in one or more languages.

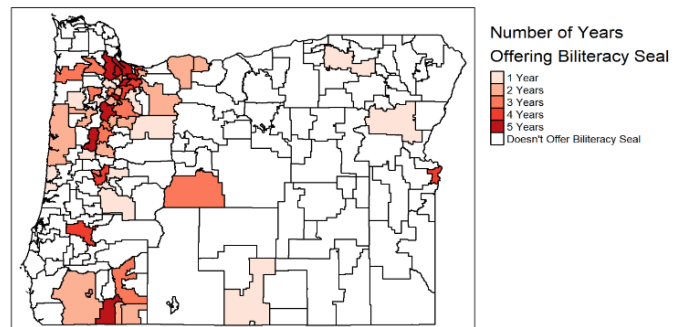
There are three criteria students meet to earn the OSSB:

- Meet all graduation requirements by the spring of the student's graduating year.
- Meet the district's Essential Skills requirement in English for reading and writing (this criterion was waived starting 2019-20 due to COVID-19).
- Pass an approved, partner (world) language assessment at the Intermediate High level of proficiency in the reading, writing, listening and speaking domains.

The State of Oregon honors the languages and culture of its people and celebrates that there are over 166 languages spoken by students in its schools. Oregon students who earned the OSSB for 2020-21 spoke 23 different first languages, including English. Some of these students spoke a world language at home and gained proficiency in English in school, while others spoke English at home and learned a world language in school. Both methods of meeting the OSSB proficiency requirements are celebrated.

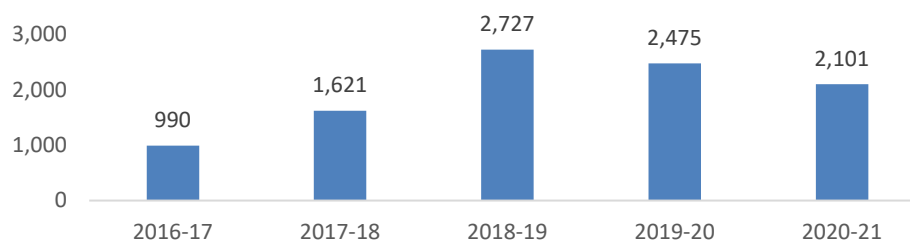
Data for the 2020-21 graduating year reflect that:

- 2,101 students earned the OSSB, speaking 37 different primary languages and earning the OSSB in 23 different world languages
 - 69 percent of the students spoke a language other than English as their primary language.
 - 31 percent of the students spoke English as their primary language.
- 54 percent of the students earning the OSSB were English Learners, either currently or formerly.
- 31 students earned the OSSB in two languages, in addition to English.
- Five American Indian/Alaska Native students earned the Biliteracy Seal in the Chinuk Wawa and Weyiiletpuu languages.
- Two students earned the OSSB in American Sign Language.



48 districts, one private school, Oregon School for the Deaf, Chemeketa Community College, and George Fox University offer the OSSB.

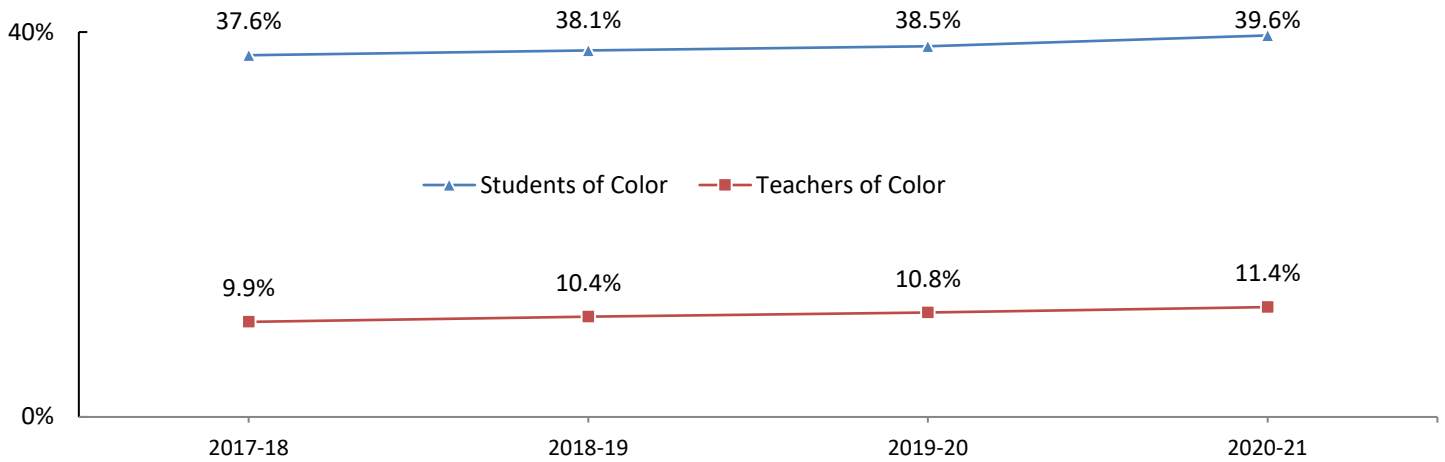
Oregon State Seal of Biliteracy Awarded Over Time



The OSSB has expanded from when it was first established through the recognition of the American Indian/Alaska Native languages, American Sign Language, Post-Secondary partnerships, and expanded participation of districts across the state. In 2020-21, with interruptions to student access to testing due to the impacts of COVID-19 and Comprehensive Distance Learning, Oregon can celebrate that there were still 2,101 students who earned the OSSB.

Students and Teachers of Color

In the 2020-21 school year, the proportion of both teachers and students of color increased from previous years. Because the growth rate for students was larger than the growth rate for teachers, however, the discrepancy between the number of students of color and teachers of color increased in the 2020-21 school year.

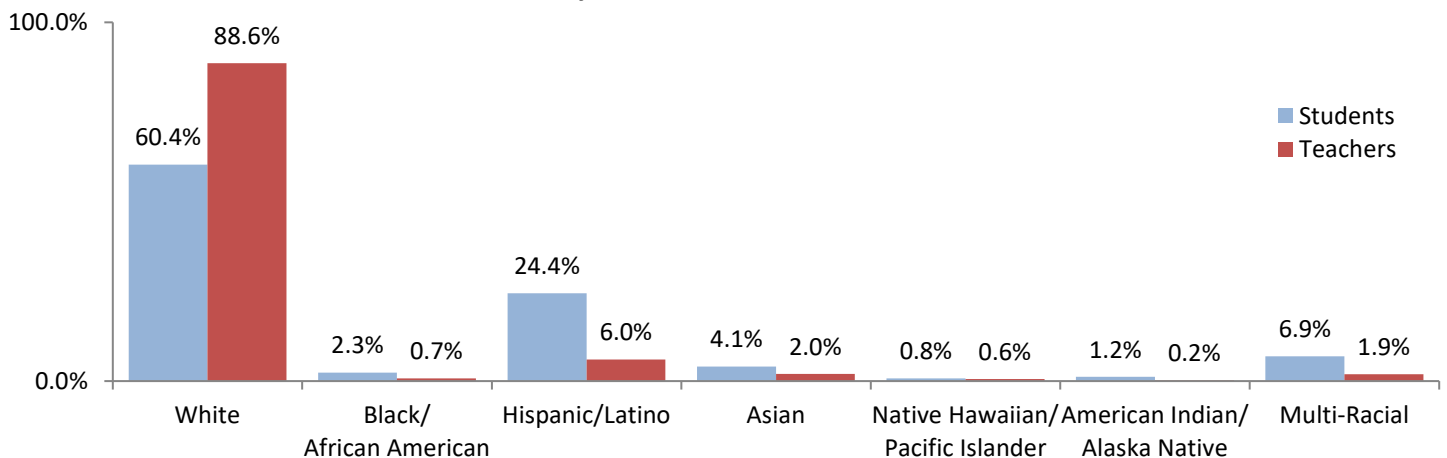


Sources: Fall Membership and Staff Position Collections

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

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

Race/Ethnicity of Students and Teachers, 2020-21



Source: Fall Membership and Staff Position Collections

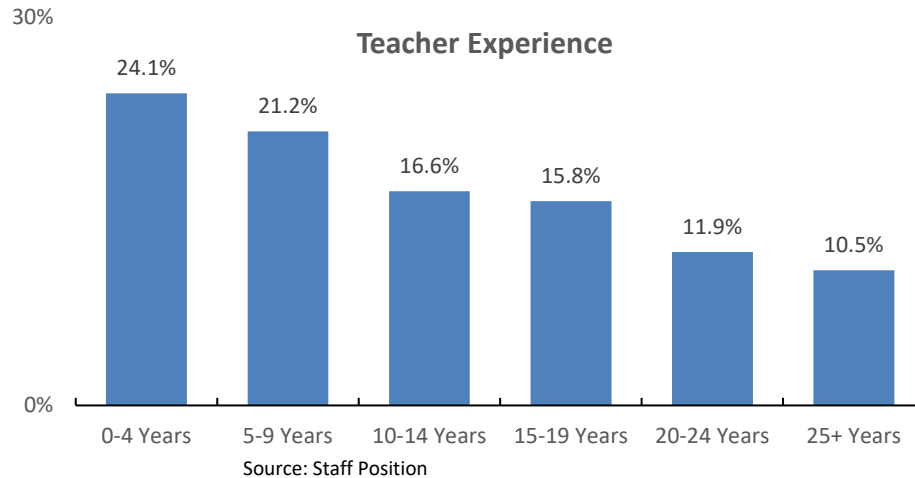
Note: Multi-Racial does not include students or staff who reported Hispanic Ethnicity – they are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

The largest difference between historically underserved student populations and teachers of the same race/ethnicity is Hispanic/Latino: 24.4 percent of students were reported as Hispanic/Latino, compared with only six percent of teachers. In contrast, 88.6 percent of teachers were White, compared with only 60.4 percent of students.

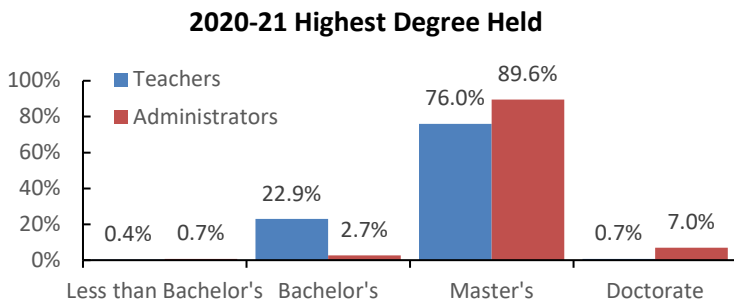
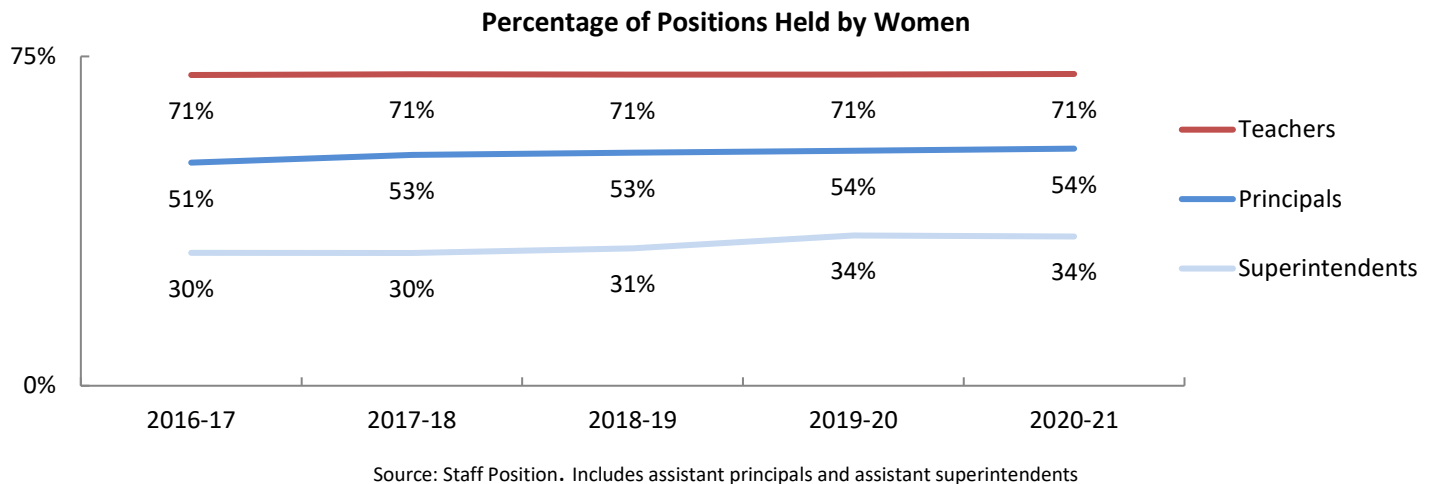
OREGON STAFF

Experienced, Highly Educated Workforce

Oregon continues to boast an experienced teacher cohort. More than 75 percent of teachers have five or more years of experience teaching (75.9 percent). Of those experienced teachers, 22.4 percent have 20 or more years of experience.

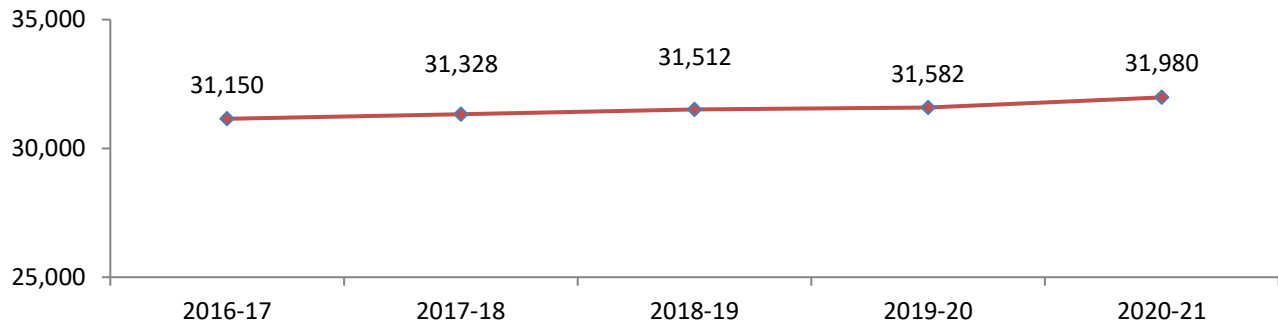


Over the last five years there has been slow growth in the number of women reported as superintendents, although that number held steady between 2019-20 and 2020-21. Among staff reported as principals, 54 percent were women, a slight increase from the 2017-18 and 2018-19 school years. The proportion of women reported as teachers remains unchanged over the last five years. In the 2020-21 school year, women represented 71 percent of staff reported as teachers.



Oregon teachers are required to: hold a bachelor's degree or higher, be fully licensed, and hold the proper endorsement for the course being taught. More information about requirements can be found on the [Teacher Standards and Practices Commission website](https://www.oregon.gov/ode).

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



Source: Staff Position. Includes some pre-kindergarten teachers

All School Staff

The total number of full-time equivalent (FTE) school employees in 2020-21 was nearly the same as it was in 2019-20 decreasing slightly by approximately 0.02 percent. There were some notable changes within position groups between 2020-21 and 2019-20. For example, the percentage of Guidance Counselors increased by approximately 10 percent. Similarly, Psychologists, Special Education Specialists, and District Administrators all saw increases in FTE by more than five percent of their 2019-20 totals. Alternatively, there were some position groups that saw a decrease in FTE. Education Assistants FTE decreased by approximately seven percent and Library and Media Support staff FTE decreased by six percent.

Oregon School Employees (Full-Time Equivalent Positions)

	2019-20 Number	2019-20 Percent	2020-21 Number	2020-21 Percent
Teachers	30,284.4	43.1%	30,813.0	43.9%
Educational Assistants	12,046.7	17.2%	11,176.5	15.9%
District Administrators	471.4	0.7%	503.3	0.7%
School Administrators	1,843.9	2.6%	1,857.4	2.6%
Guidance Counselors	1,363.1	1.9%	1,501.5	2.1%
Licensed Library and Media	151.9	0.2%	146.7	0.2%
Library and Media Support	710.8	1.0%	668.1	1.0%
Psychologists	368.9	0.5%	395.4	0.6%
Support Staff	21,115.6	30.1%	21,182.3	30.2%
Special Education Specialists	1,849.5	2.6%	1,945.0	2.8%
Total	70,206.0	100.0%	70,189.2	100.0%

Includes all grade levels and institution types. Both years of data make adjustments for partial year employment. All data above reflects employment as of December 1 of the school year.

The proportion of total FTE positions held by teachers in Oregon's public schools increased slightly this year, but remains under 45 percent.

Annual Instructional Hours

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

	Instructional Hours Required to be Offered Each Year (Minimum) 2020-21
Kindergarten (half day)	450
Kindergarten (full day)	900
Grades 1-8	900
Grades 9-11	990
Grade 12	966

Teacher Qualifications

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

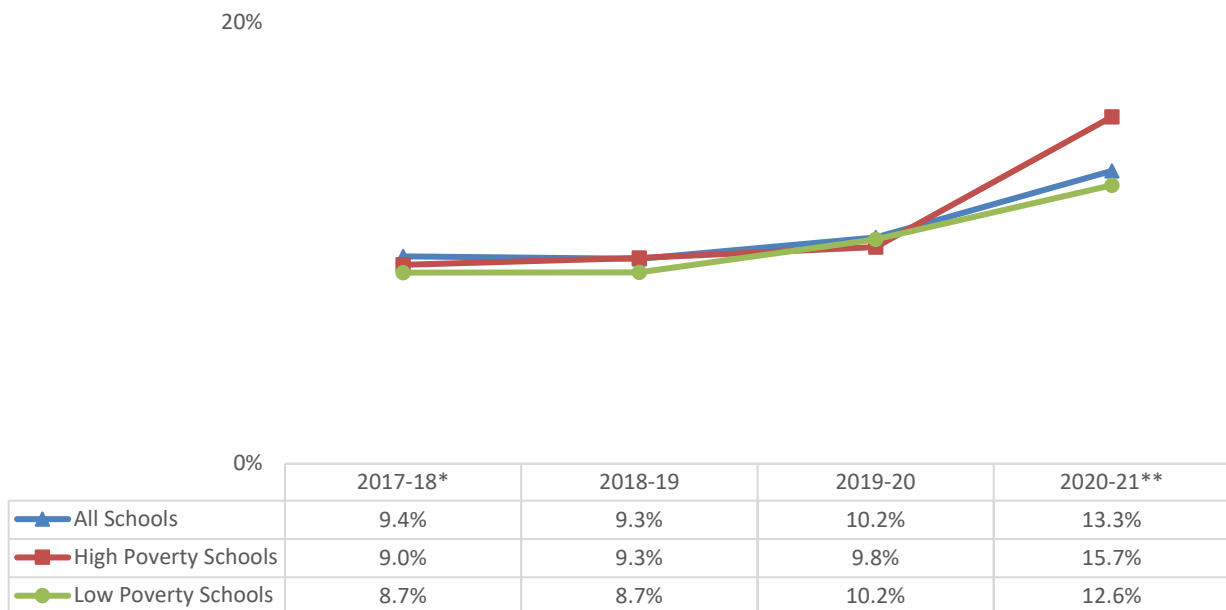
An out-of-field teacher is defined as a teacher teaching a subject area (course) in which they have neither a full Oregon teaching license and the proper endorsement, nor a License for Conditional Assignment (LCA). The specific courses that are allowable for a specific teaching endorsement can be found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

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

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

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

Percentage of Out-of-Field Teachers

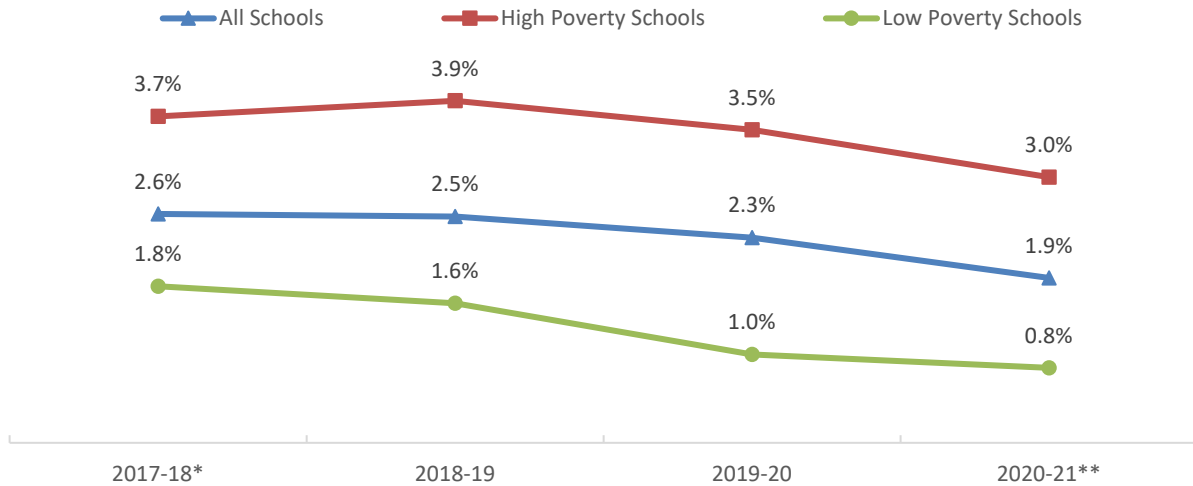


Source: Staff Assignment Data Collection

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

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

Percentage of Teachers with an Emergency/Provisional License



Source: Staff Assignment Data Collection

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

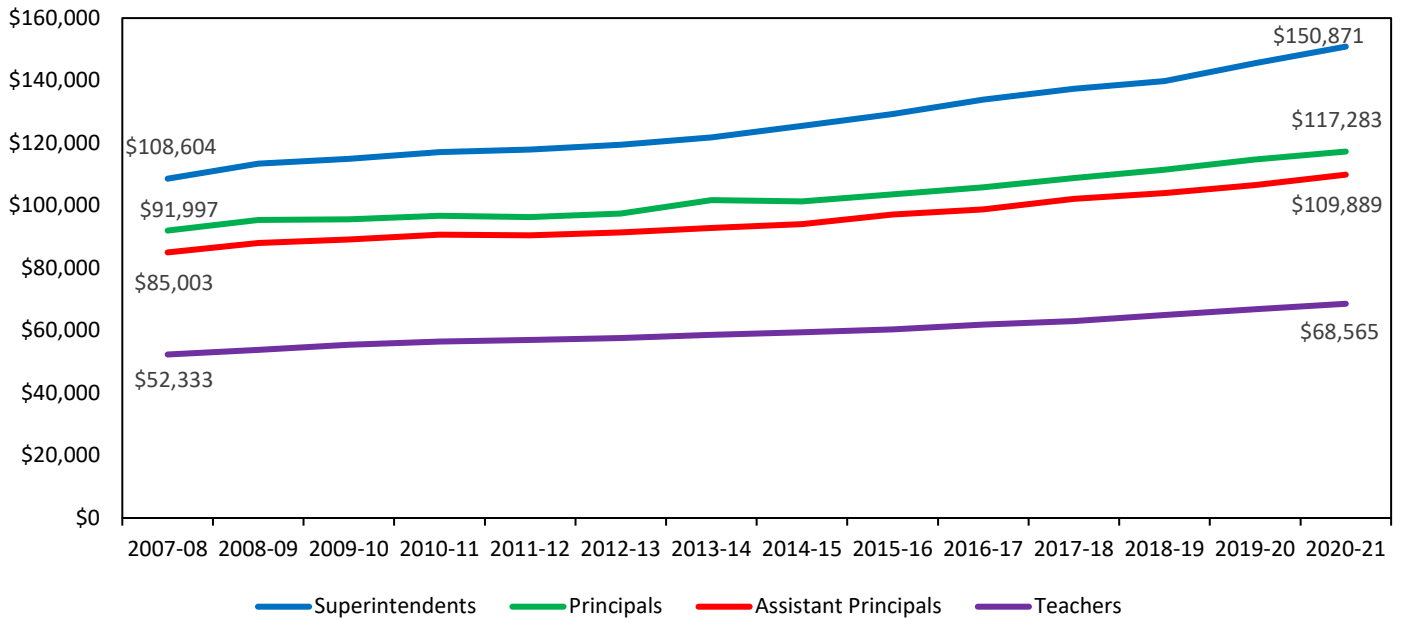
** The high/low poverty school categories are normally calculated annually, however due impacts of COVID-19 on the Free and Reduced Price Lunch (FRL) data for 2020-21, the 2019-20 FRL data and high/low school poverty school determinations were used for 2020-21.

Since the first year of the current iteration of collecting data on teacher qualifications, the rates of out-of-field and emergency/provisional teachers decreased year-over-year for all school groups, until 2020-21. While emergency/provisional licensed teacher rates continued its slight decline, the rate of out-of-field teachers increased dramatically for all school groups, with the largest increase in the high poverty schools of 5.9 percentage points. Out-of-field teacher rates in the prior years had been relatively even between high and low poverty schools, but widened to a 3.1 percentage point difference in 2020-21. Even though emergency/provisional licensed teacher rates decreased for schools over the time period, high poverty schools continue to have a higher rate of emergency/provisional licensed teachers compared to low poverty schools.

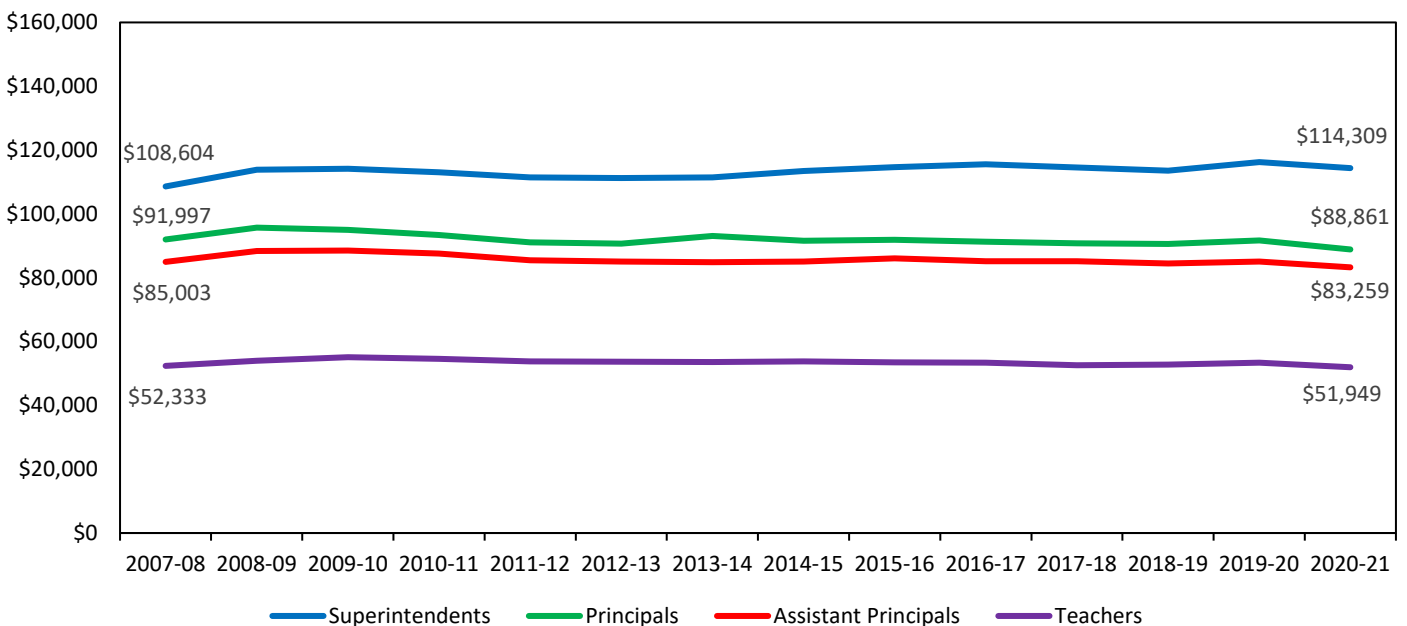
Historical Salary Charts

While salaries of administrators and teachers have grown over time, meaningful trends in salaries can only be made after adjusting for inflation. Adjusted for inflation, the average salary of superintendents has grown slightly over time, while salaries of assistant principals, principals, and teachers have essentially been flat.

Average Salaries by Staff Category in Oregon



Inflation Adjusted Average Salaries by Staff Category in Oregon 2007-08 Dollars (West Region CPI; 2007-08 = 100)



Source: ODE Staff Position Data Collection

Note: The Office of Economic Analysis moved to the West Region CPI starting with the 1st Quarter 2019 Economic Forecast. Inflation-adjusted salaries for the Statewide Report Card were calculated using the West Region CPI starting in 2019-20. Prior year Oregon Statewide Report Cards used the Portland-Salem Urban Area CPI.

EDUCATION INITIATIVES ROOTED IN EQUITY, RACIAL EQUITY AND ANTIRACISM

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

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

“ODE is committed to ensuring that Oregon’s schools are safe and inclusive for all students and staff, and that means conclusively and repeatedly saying, ‘Yes, we affirm the dignity and humanity of Black people.’ That’s what Black Lives Matter means, as a statement of love and justice. And love and justice are the side of history we all need to be on.”

– Colt Gill in ODE’s [news release](#) on the Oregon State Board passing the [Black Lives Matter resolution](#); October 15, 2020.

Student Visibility

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

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

The American Indian/Alaska Native+ count of students is inclusive of all racially-identified American Indian/Alaska Native ethnicities. This specifically includes American Indian/Alaska Native, American Indian/Alaska Native and Hispanic/Latino, and American Indian/Alaska Native-Multiracial students. Under the federal reporting guidelines the American Indian/Alaska Native student group makes up 1.2 percent of Oregon’s total student enrollment. The expanded American Indian/Alaska Native+ student group makes up 8.5 percent of Oregon’s student enrollment.

AI/AN	AI/AN and Hispanic/Latino	AI/AN-Multiracial	AI/AN+	AI/AN Proportion of total Student Enrollment	AI/AN+ Proportion of total Student Enrollment
6,570	29,670	11,687	47,927	1.2%	8.5%

Source: Fall Membership

The African American/Black+ count of students is inclusive of all racially-identified African American/Black ethnicities. This specifically includes African American/Black, African American/Black and Hispanic/Latino, and African American/Black-Multiracial students. Under the federal reporting guidelines the African American/Black student group makes up 2.3 percent of Oregon’s total student enrollment. The expanded African American/Black + student group makes up 5.4 percent of Oregon’s student enrollment.

AA/B	AA/B and Hispanic/Latino	AA/B -Multiracial	AA/B +	AA/B Proportion of total Student Enrollment	AA/B+ Proportion of the total Student Enrollment
13,021	4,528	12,825	30,374	2.3%	5.4%

Source: Fall Membership

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

Student Success

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

American Indian/Alaska Native Education

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

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

African American/Black Student Success

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

Latino/a/x Student Success

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

LGBTQ2SIA+ Student Success

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

SCHOOL FUNDING

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

Operating Expenditures per Student

Where Dollars Were Spent	2017-18	Percent	2018-19	Percent	2019-20	Percent
Direct Classroom	\$7,008	56%	\$7,311	56%	\$7,604	57%
Classroom Support	\$2,560	21%	\$2,713	21%	\$2,789	21%
Building Support	\$2,300	19%	\$2,404	18%	\$2,413	18%
Central Support	\$551	4%	\$583	4%	\$628	5%
TOTAL*	\$12,418	100%	\$13,011	100%	\$13,433	100%

*Figures may not sum to TOTAL, due to rounding.

Note: Per student calculation excludes students in state-run programs because spending on those students is not included.

Source: School District and Education Service District (ESD) Audits

School Resources

Since the passage of Measure 5 in 1990, school resources per student have not keep pace with education cost increases until the 2017-19 biennium, when Oregon’s legislature appropriated substantially more funds as revenue increased with economic growth. With the added revenue from Oregon’s new Corporate Activities Tax, passed by the 2019 Legislature, inflation-adjusted per student funding is expected to continue to increase.

- Staff salaries increased at about the rate of inflation during the 1990s, but health care benefits and pension costs have greatly increased.
- Changing student demographics and declining student enrollment in a majority of school districts have also driven costs up.
- Growth rates for Special Education students and English Learner students have been far more rapid than the growth rate for all students, and these students are more expensive to educate than students without special needs.
- The average age of Oregon’s school buildings is more than 40 years, making them more costly to maintain than newer buildings. The cost of operating and maintaining school facilities comes from general fund dollars and reduces the amount available to spend on instruction.

The 2020¹ Final Report from Oregon’s [Quality Education Commission](#) (QEC) states, “The State School Fund requirement to fund K-12 schools at a level recommended by the QEC is estimated at \$9.994 billion in the 2021-23 biennium, \$833.6 million more than the funding required to maintain the Current Service Level—that is, to simply keep up with inflation and enrollment growth. This funding gap fell dramatically from the prior biennium (2019-21), when it was expected to be \$1.773 billion.” This reduction resulted from action by Oregon’s 2019 legislature, which provided additional revenue through the Fund for Student Success.

¹Final Reports from the Quality Education Commission are issued every two years.

Student Enrollment

Student enrollment is counted in several ways because it is used for a variety of purposes related to school funding:

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

Average Daily Membership – Weighted (ADMw): This count is the basis for K-12 school funding in Oregon. Resident average daily membership is weighted to compensate for special student needs and uncontrollable cost factors, including Special Education students, English Language Learners, students in poverty, teen parents, neglected and delinquent youth and small school correction factors.

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

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

Measures of Student Enrollment	2016-17	2017-18	2018-19	2019-20 (Revised)	2020-21 (Preliminary)
Average Daily Membership – ADMr	571,775	572,856	573,825	573,222	571,018
Weighted Average Daily Membership – ADMw	707,233	706,296	703,747	704,285	706,398
Fall Membership (Enrollment on October 1)**	578,947	580,690	581,730	582,662	560,917
Average Daily Attendance (ADA)*	532,613	531,850	532,671	522,041	457,285

* ADA includes students who are counted based on instructional hours. ADA for those students is estimated by multiplying the ADM of those students by the ratio of ADA to ADM for "regular" students (Type 1 records in the ADM collection). Kindergarteners are counted as 0.5 in ADM and ADA through 2014-15, then as 1.0.

**Fall Membership reported here includes some PK students.

History of School Funding Responsibility in Oregon

Historically, the largest source of revenue for public schools in Oregon has been local property taxes. Measure 5, which passed in 1990, changed that dramatically by lowering the amount of property taxes schools could raise. By 1995-96, with local property taxes for education limited to \$5 per \$1,000 of assessed valuation, the full impact of Measure 5 was felt. In 1997, Measure 50 further limited local property taxes for schools. Measure 5 required the state legislature to offset lost property tax revenue with money from the state general fund, which is composed primarily of state income taxes. As a result, Oregon schools are increasingly supported by state, not local, dollars.

In 2019, Oregon’s legislature passed the Student Success Act (House Bill 3427), which provided substantially more revenue for education from the Corporate Activities Tax on Oregon corporations. Revenue from that tax was initially projected to provide about \$800 million in added funding for K-12 school districts and ESDs in the 2019-21 biennium and nearly \$1.5 billion in the 2021-23 biennium, but reduced economic activity from the coronavirus pandemic has diminished the added revenue from the new Corporate Activities Tax and the Personal Income Tax. Given the length of the pandemic, it is uncertain when revenue growth will resume.

Oregon uses a formula to provide financial equity among school districts. Each school district receives (in combined state and local funds) an allocation per student, plus an additional amount for each student enrolled in more costly programs such as Special Education or English as a Second Language. The purpose of the formula weights is to provide sufficient added funding to districts with students with greater needs to allow districts to close the opportunity gaps between groups of students with different needs. While the opportunity gaps for historically underserved student groups have diminished in recent years, they still remain substantial. This suggests the current weights in Oregon’s funding formula should be reviewed to determine if they actually provide sufficient added revenue to close these opportunity gaps.

Biennial Formula Revenue

(In Billions of Dollars, not adjusted for inflation)

	2013-15	2015-17	2017-19	2019-21*	2021-23**
Local	\$3.38	\$3.67	\$4.03	\$4.27	\$4.77
State	\$6.65	\$7.38	\$8.20	\$9.00	\$11.17
Total	\$10.03	\$11.05	\$12.23	\$13.27	\$15.94

Source: State School Fund Distribution Formula.

Includes School Districts and Education Service Districts. Note: Totals may not equal the sum of State and Local amounts due to rounding.

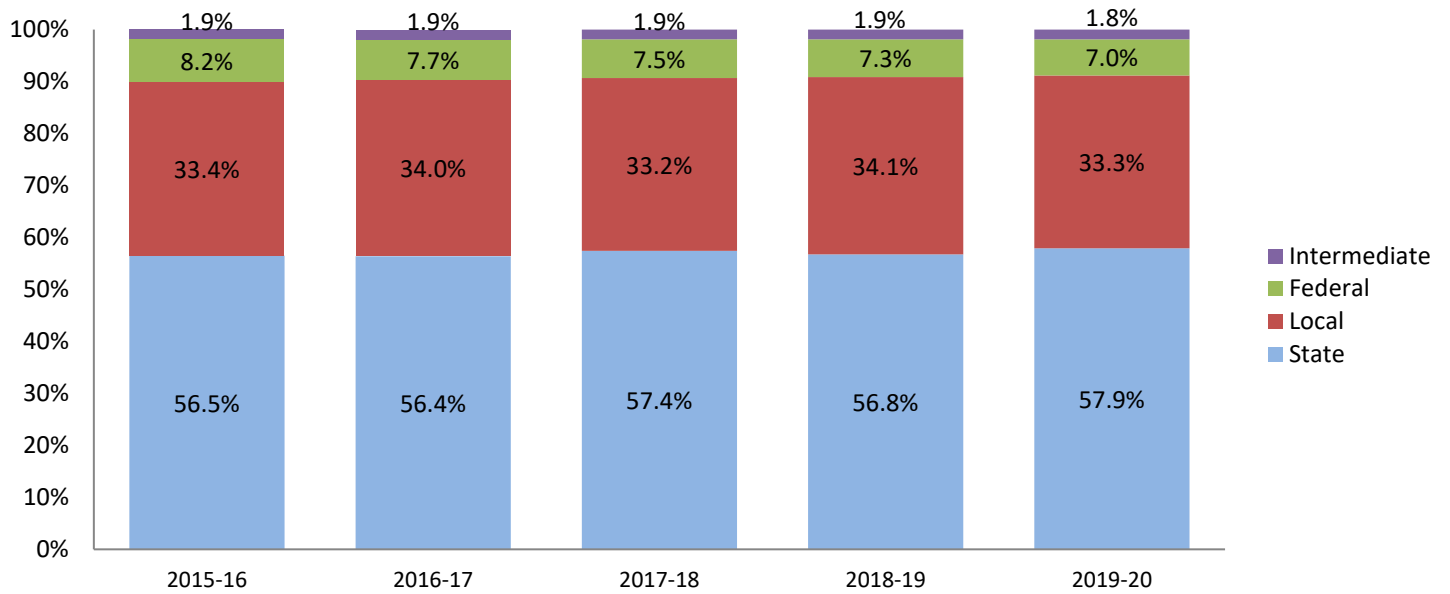
*Revised

** Projected

The table above includes only funds distributed through the state’s equalization formula. Districts also receive federal, state and local funds that are not distributed through the formula. Total Operating Revenues, which include those dollars, are shown in the charts on the following page.

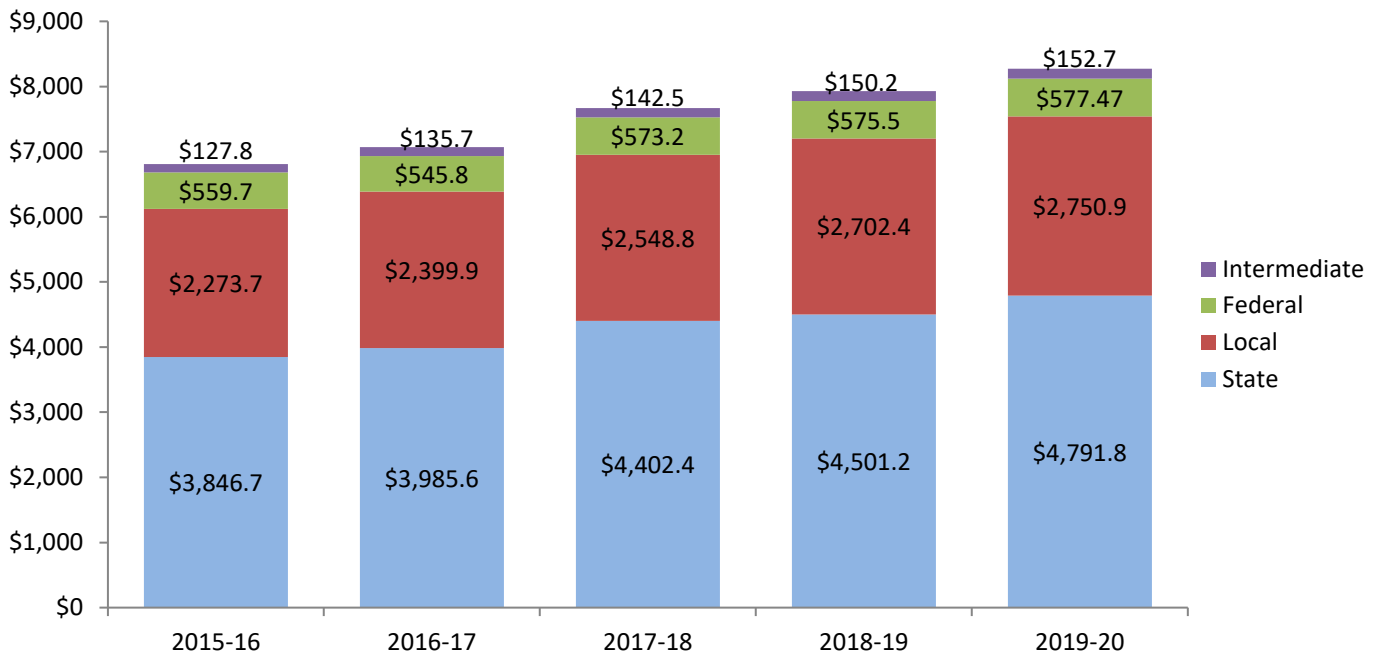
For more information on Oregon school funding, visit the [Quality Education Commission page](#).

Operating Revenues by Source (Historical)



In the decade following the passage of Ballot Measure 5 in 1990, there was a dramatic shift in sources of public school funds. As a result, Oregon schools are now supported primarily by State, not local, dollars. With the added state revenue from the new Corporate Activities Tax starting in 2019-20, the state share is expected to grow to 59 percent and the local share to decline to 32 percent when the tax is fully phased in. The limits on assessed value growth for local property taxes imposed by Measure 50 in 1997 means that the state’s share of revenue will continue to grow even further over time. Note that Intermediate refers to revenues from other levels of government, such as counties and cities.

Audited Operating Revenues for Public Elementary and Secondary Schools and ESDs by Source of Funds (Dollars in Millions, not adjusted for inflation)



ELEMENTARY AND SECONDARY EDUCATION ACT

Federal Programs

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

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

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

In addition to the management of federal funds, the Federal Systems team within the Office of Teaching Learning and Assessment provides ongoing guidance, technical assistance, promising practices and monitoring to ensure school districts have systems in place in order for all students to receive these opportunities for academic success.

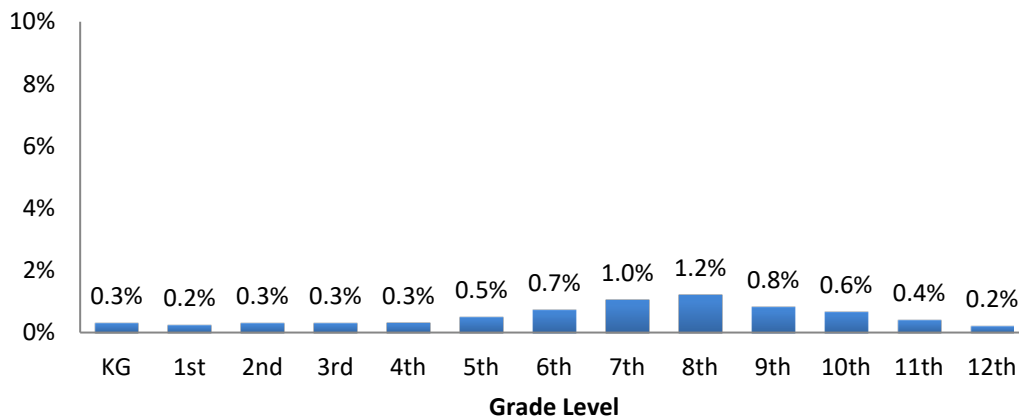
The Every Student Succeeds Act (ESSA) enacted in 2015, ensures that the work of ESEA is grounded in equity so that all students have access to and achieve success through public education. ESSA protects student civil rights to an education, and upholds critical protections for students who are historically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

Oregon Discipline Incidents Data

The Oregon discipline incidents data set includes all discipline incidents that resulted in suspension (in-school or out-of-school) or expulsion. Through collecting and examining student discipline data, we are able to identify and act on trends that require shifts in practice to assure high quality educational experiences for all students. The Oregon Department of Education is committed to improving practices statewide in ways that foster equitable outcomes for each and every student in Oregon.

Discipline Incidents by Grade Level

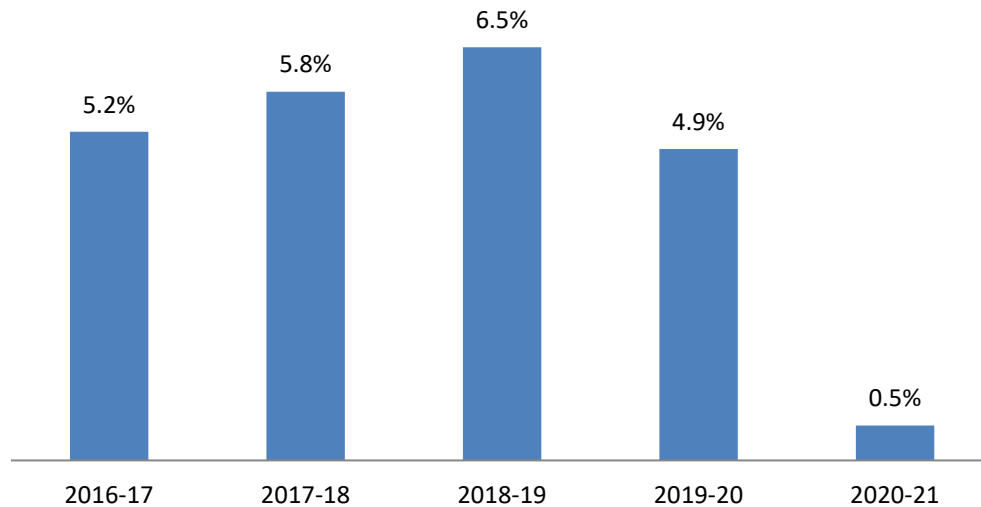
Percent of students with one or more suspensions or expulsions in the 2020-21 school year by enrolled grade.



Source: 2020-21 Spring Membership, Discipline Incidents Collection

Please note, the number of in-person school days in the 2019-20 and 2020-21 school years were reduced in some locations due to COVID-19. This explains the reduction in percent of students with one or more discipline incidents in 2019-20 and 2020-21 and the fluctuations in the data table on the next page. **Please use caution when comparing data across school years.**

Percent of Enrolled Students with One or More Discipline Incidents



Source: 2020-21 Spring Membership Approximation, Discipline Incidents Collection

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

Discipline Incidents by Student Group – Suspensions and Expulsions

Please note, the number of in-person school days in the 2019-20 and 2020-21 school years were reduced in some locations due to COVID-19. This explains the reduction in percent of students with one or more discipline incidents in 2019-20 and 2020-21 and the fluctuations in the data table on the next page. **Please use caution when comparing data across school years.**

Student Group	Percent of Enrolled Students with One or More Discipline Incidents in the 2020-21 School Year
Total	0.55%
Gender	
Male	0.78%
Female	0.30%
Non-Binary	0.35%
Race/Ethnicity	
Asian	0.06%
Black/African American	0.17%
Hispanic/Latino	0.43%
American Indian/Alaska Native	1.43%
Multi-Racial	0.54%
Native Hawaiian/Pacific Islander	0.14%
White	0.63%
Other Groups	
Economically Disadvantaged	0.66%
Not Economically Disadvantaged	0.36%
TAG	0.16%
Not TAG	0.57%
English Learners	0.31%
Not English Learners	0.57%
Special Education ¹	1.03%
Not Special Education	0.46%

Source: 2020-21 Spring Membership, Discipline Incidents Collection.

Discipline Data includes only discipline incidents resulting in suspension (in school or out of school) or expulsion.

¹Special Education is the count of students who were receiving services at the time of their discipline incident compared to the number of students receiving Special Education services at any point during the school year up to May 1.

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

For more data regarding discipline incidents, please see the [School Discipline, Bullying, and Restraint and Seclusion](#) page.

The Every Student Succeeds Act (ESSA) – Unsafe School Choice Option (USCO)

The Unsafe School Choice Option (USCO) is required by the Every Student Succeeds Act (ESSA) to ensure students attending a persistently dangerous school have the option to enroll in another school. Under this option, a school can be deemed unsafe as a whole or for an individual student who is a victim of a violent criminal offense. Should either of these occur, parents may exercise their right to move their student to a different school within the same local education agency.

Oregon’s Goal for USCO

It is imperative that every student within Oregon learns in a welcoming, safe and inclusive educational environment. USCO is one means by which the Oregon Department of Education (ODE) works to assure this reality for all of Oregon’s students. Oregon unapologetically believes [Every Student Belongs](#). However, ODE is not interested in assigning labels like ‘unsafe’ to schools as a means of promoting shame, blame or judgment. Rather, it is our desire to name existing inequities in order to support local education agencies in meeting the needs of all learners.

In Oregon, a public elementary or secondary school is considered “persistently dangerous” if the school exceeds a certain threshold of expulsions for specific reasons (see expulsion types below) for three consecutive years. The table to the right describes this threshold, which varies depending on school size.

Expulsions fall within the following two categories:

1. Expulsions for firearms or dangerous weapons.
2. Expulsions for students arrested for violent criminal offenses on school grounds, on school-sponsored transportation, and/or during school-sponsored activities.

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 2020-21, Oregon did not identify any schools meeting the criteria for monitoring. Oregon also did not identify any schools as “persistently dangerous” for exceeding the threshold for three or more consecutive years.

ACCOUNTABILITY AND SUPPORT UNDER THE EVERY STUDENT SUCCEEDS ACT

Under Title IA of the Every Student Succeeds Act (ESSA), federal education law requires states to develop an accountability model that meaningfully differentiates schools for structured supports to target improvement. Given that all school districts and schools have areas for growth, Oregon’s accountability model strategically uses multiple data points to appropriately target the right schools for support. With a key commitment to advancing equity, the new accountability model intentionally provides the highest support to schools whose students of color, students learning English, students with disabilities and students experiencing poverty are not yet experiencing high levels of success.

Under Oregon’s revised accountability and support model, school improvement will take an approach that aims to support schools in the context of a larger district system. In partnership with Oregon Department of Education, school districts will lead, support, and monitor the improvement efforts in eligible schools. While still committed to improvement at the school level, our approach to improvement will engage districts as primary partners in the assessment of needs, crafting of improvement plans, and strategic implementation of evidence based practices that will enhance learning for students and result in equitable student outcomes.

Oregon is committed to providing well-rounded and equitable educational experiences for all students, and will continue to leverage local measures to inform adjustments to improvement strategies and needed supports. These efforts will be bolstered by emphasizing the need for school districts to engage more broadly with educators, students, families and community members during the planning and implementation phases. Including more voices and perspectives in developing improvement strategies and plans fosters partnership and shared accountability for improving learning opportunities for Oregon’s most underserved students.

As we study the best levers for system change and impact, the [continuous improvement process](#) provides a powerful mechanism for promoting shifts in educator behaviors that will lead to improved learning for students. The continuous improvement process and plans will serve as the primary mechanism for accountability and differentiated support. While engaging in continuous improvement work, districts and schools will be charged with the quarterly examination of local data and local context as a way to examine progress (leading indicators of growth) on the way to achieving long-term (lagging) outcomes as summarized on annual state report cards.

The impact of COVID-19 has affected the measures used to mark annual progress as well as the ability to identify additional schools for Targeted Support and Improvement. Subsequently, ODE received a waiver from the US Department of Education to not identify additional TSI schools after the 2020-21 school year. ODE is continuing to support districts in adjusting improvement strategies and plans to better meet the needs of students and staff given the dynamic nature of teaching and learning at the current moment.

ESSA Accountability System

The Oregon Department of Education (ODE) received [authority](#) from the U.S. Department of Education to suspend 2019-20 and 2020-21 accountability determinations in response to COVID-19. As part of the waivers from the U.S. Department of Education, ODE did not identify new schools for Targeted Support based in 2019-20 or 2020-21. Schools that were previously identified for Comprehensive or Targeted Supports continued to receive support in 2020-21.

Following extensive stakeholder and advisory group outreach, Oregon established the current ESSA accountability system based on multiple measures of school success, and without an overall rating. The measures, or accountability indicators, used are:

- Regular Attenders
- Achievement in English Language Arts
- Achievement in Mathematics
- Growth in English Language Arts (grades 3 through 8)
- Growth in Mathematics (grades 3 through 8)
- Progress of English learners
- 9th Grade On-Track
- Four-year Graduation rates
- Five-year Completion rates

Under ESSA, school-level outcomes are calculated for the following student groups only if the minimum n-size of 20 is met when using the current or most recent three years of school accountability data:

- All Students
- Students with Disabilities
- English Learners
- Economically Disadvantaged (students eligible for Free/Reduced Price Lunch)
- Race/Ethnicity

If the American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander student groups are not rated on at least five of the indicators, the **Underserved Race/Ethnicity** is added as a student group for the purposes of calculating school-level outcomes. As defined in [Oregon's Consolidated State Plan](#), the Underserved Race/Ethnicity student group consists of American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander students.

For the student groups defined above, each of the accountability indicators is rated on a scale of one to five, with five being the highest. Level 1 indicates that a school or student group is in the lowest 10 percent of schools in the state, and a Level 5 indicates that the school or student group has met the state long-term goal for the indicator.

In 2017-18 schools with sufficient data to be rated on at least five indicators were identified for comprehensive supports if the overall graduation rate for the All Students group was below 67 percent, or if the school is Title I and at least 50 percent of the indicators for the All Students group were Level 1. In 2018-19, schools not identified for comprehensive supports were identified for targeted support if they had any student group that is rated on at least five indicators and at least 50 percent of the rated indicators are Level 1, or if they were previously identified for targeted support in 2017-18 following the same [methodology](#).

Please see the [2018-19 Statewide Report Card](#) for the count of schools identified for support in 2017-18 and 2018-19.

Measures of Interim Progress

Measures of Interim Progress (MIP) are annual targets for the ESSA accountability indicators described above. 2020-21 MIP data are not available as a result of the waivers from the U.S. Department of Education.

For a breakdown of the annual MIP targets by indicator and student group, see the [MIP Summary](#). Please see the [2018-19 Statewide Report Card](#) for prior years' MIP data.

STUDENT SUCCESS

Indicators of Achievement

The Statewide Report Card provides statewide results of academic achievement along with other indicators of student success. Oregon measures student performance and progress in several ways: through statewide assessments at grades 3, 4, 5, 6, 7, 8 and 11; through national and international achievement tests such as the National Assessment of Educational Progress (NAEP) and the Trends in International and Science Study (TIMSS). Graduation and dropout rates, as well as school and district report cards, provide useful measures of student performance and progress.

Statewide Tests Measure Standards

Oregon tests students statewide in English language arts and mathematics in grades 3, 4, 5, 6, 7, 8 and 11 and in science at grades 5, 8, and 11. Statewide tests are “criterion-referenced,” meaning student performance is evaluated against predetermined standards.

During the 2020-2021 school year, the number of in-person school days, instructional time, and the assessment conditions required for summative assessment to meet its purposes were substantially impacted by the COVID-19 pandemic, social and political unrest, and other factors.

In spring 2021, the Oregon Department of Education (ODE) received [approval](#) from the U.S. Department of Education to reduce the number of statewide assessments that were required to be administered in English language arts, mathematics, and science, as shown in the table below.

Families still had the option to opt their children out from English language arts and/or Math per [ORS 329.479](#) or from Science per [OAR 581-021-009](#). Families could also ask that their students access the assessments at optional grade levels.

Grades Required to Test in the 2020-21 School Year

Grade	English Language Arts	Mathematics	Science
3	Required	Optional	n/a
4	Optional	Required	n/a
5	Optional	Optional	Required
6	Required	Optional	n/a
7	Required	Required	n/a
8	Optional	Required	Required
11	Required	Required	Optional

Many students had only a very limited number of days of in-person instruction during the 2020-21 school year due to the impacts of the pandemic upon Oregon schools. Due to concerns related to the impacts on families, particularly those supporting emerging bilinguals and students experiencing disabilities, and the lack of available research to address item security concerns at the time, ODE did not support remote administration of statewide assessments. As a result, many districts prioritized instruction over test administration, and this led to low statewide participation rates, as shown in the below table. In this table, participation rates for required assessments are indicated by an asterisk (*).

Participation Rates in the 2020-21 School Year

Grade	English Language Arts	Mathematics	Science
3	37.5%*	4.7%	n/a
4	4.6%	37.5%*	n/a
5	3.3%	3.6%	37.3%*
6	33.9%*	4.3%	n/a
7	28.8%*	28.6%*	n/a
8	3.1%	26.5%*	27.6%*
11	11.1%*	11.1%*	5.2%

The low participation rates show that statewide assessment data for the 2020-21 school year are incomplete and are not representative of the state’s population.

Interpreting the Results

Assessment results may not be representative of a school, district, or the state when participation rates are low. Because of this, the following cautions must be in place to guard the 2020-21 state summative assessment results from misuse. These results:

- Should not be compared across schools, districts, or time
- Should not be compared across student groups
- May be used locally in schools/districts where at least 80% of eligible students participated and the sample was representative of the overall student population

When reporting assessment results, ODE usually reports the percentage of students who score proficient among those with a valid test score, which is the number proficient divided by the number of students tested. When testing rates are high (e.g., above 95%) these proficiency rates are reflective of the achievement of the school or student group. However, when participation rates are lower, we cannot be sure that the students tested are representative of the population as a whole. In these cases, the reported proficiency rates may not be valid indicators of the achievement of all students in the school or within a particular student group.

To reflect this uncertainty, the assessment data below include three proficiency rates:

- Observed Proficiency: the percentage of students proficient among those who tested.
- Minimum Proficiency: proficiency rate if all of the students who did not participate scored not-proficient.
- Maximum Proficiency: proficiency rate if all the students who did not participate scored proficient.

The width of the range is associated with participation rates, with narrow bands where high percentages of students participated and wide bands where low percentages of students participated.

Student Performance in 2020-21

English Language Arts Grade 3

Student Group	Number of Participants	Participation Rate	Minimum Proficiency	Maximum Proficiency	Observed Proficiency
All Students	15,459	37.5%	15.9%	78.5%	42.5%
Economically Disadvantaged	15,290	37.7%	16.0%	78.3%	42.4%
English Learners*	1,308	25.1%	< 5.0%	77.1%	6.1%
Students with Disabilities	2,128	32.1%	6.3%	74.3%	19.8%
American Indian/Alaska Native	236	52.7%	11.4%	58.6%	21.6%
Asian	579	34.4%	23.7%	89.4%	69.1%
Black/African American	124	13.1%	< 5.0%	91.9%	36.1%
Hispanic/Latino	3,028	29.9%	7.2%	77.5%	24.3%
Multi-racial	1,044	34.1%	15.7%	81.7%	46.3%
Native Hawaiian/Pacific Islander	63	20.2%	5.6%	85.4%	27.9%
White	10,385	42.2%	19.6%	77.5%	46.6%
Extended Assessment**	139	100%	NA	NA	28.8%
Indian Education	191	49.9%	10.2%	60.5%	20.5%
Migrant Education	485	45.9%	6.6%	60.7%	14.4%
Houseless	486	39.8%	8.2%	68.3%	20.6%
Military-connected	152	48.1%	21.2%	73.1%	44.1%

English Language Arts Grade 6

Student Group	Number of Participants	Participation Rate	Minimum Proficiency	Maximum Proficiency	Observed Proficiency
All Students	14,882	33.9%	15.1%	81.2%	44.6%
Economically Disadvantaged	14,711	34.0%	15.1%	81.1%	44.5%
English Learners*	-	-	-	-	< 5.0%
Students with Disabilities	2,170	30.3%	< 5.0%	73.7%	13.2%
American Indian/Alaska Native	202	40.2%	10.3%	70.2%	25.7%
Asian	528	30.0%	20.7%	91.0%	69.7%
Black/African American	124	11.9%	< 5.0%	92.7%	38.2%
Hispanic/Latino	3,148	28.4%	7.9%	79.6%	27.8%
Multi-racial	944	31.0%	15.0%	84.0%	48.4%
Native Hawaiian/Pacific Islander	46	13.7%	< 5.0%	89.7%	24.4%
White	9,890	37.9%	18.5%	80.6%	48.7%
Extended Assessment**	130	100%	NA	NA	43.8%
Indian Education	202	42.9%	11.3%	68.5%	26.4%
Migrant Education	516	46.1%	8.7%	62.6%	18.8%
Houseless	405	35.2%	8.0%	73.0%	22.9%
Military-connected	132	43.4%	19.2%	76.2%	44.6%

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

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

English Language Arts Grade 7

Student Group	Number of Participants	Participation Rate	Minimum Proficiency	Maximum Proficiency	Observed Proficiency
All Students	13,225	28.8%	13.5%	84.7%	46.9%
Economically Disadvantaged	13,076	28.9%	13.5%	84.6%	46.7%
English Learners*	596	17.5%	< 5.0%	84.1%	5.4%
Students with Disabilities	1,858	26.0%	< 5.0%	78.1%	15.6%
American Indian/Alaska Native	209	40.3%	10.4%	70.0%	25.8%
Asian	419	23.5%	17.3%	94.0%	74.3%
Black/African American	108	10.0%	< 5.0%	93.4%	34.3%
Hispanic/Latino	2,572	22.3%	7.1%	84.9%	32.1%
Multi-racial	857	26.7%	13.4%	86.7%	50.1%
Native Hawaiian/Pacific Islander	45	11.6%	< 5.0%	93.0%	37.2%
White	9,015	33.0%	16.5%	83.6%	50.2%
Extended Assessment**	136	100%	NA	NA	49.3%
Indian Education	169	34.4%	9.8%	75.4%	28.4%
Migrant Education	432	35.0%	9.2%	74.2%	26.2%
Houseless	335	27.5%	6.3%	78.7%	23.0%
Military-connected	116	37.9%	19.9%	82.0%	52.6%

English Language Arts Grade 11

Student Group	Number of Participants	Participation Rate	Minimum Proficiency	Maximum Proficiency	Observed Proficiency
All Students	4,885	11.1%	6.5%	> 95.0%	58.9%
Economically Disadvantaged	4,756	11.0%	6.4%	> 95.0%	58.6%
English Learners*	169	7.9%	< 5.0%	93.3%	8.1%
Students with Disabilities	646	11.1%	< 5.0%	91.2%	21.1%
American Indian/Alaska Native	111	19.4%	7.5%	88.1%	38.7%
Asian	139	7.3%	5.1%	> 95.0%	70.4%
Black/African American	45	4.7%	< 5.0%	> 95.0%	40.0%
Hispanic/Latino	982	9.4%	< 5.0%	94.8%	44.6%
Multi-racial	293	10.2%	6.0%	> 95.0%	58.0%
Native Hawaiian/Pacific Islander	25	7.2%	< 5.0%	> 95.0%	52.2%
White	3,290	12.2%	7.8%	> 95.0%	63.7%
Extended Assessment**	77	100%	NA	NA	54.5%
Indian Education	94	16.9%	6.7%	89.7%	39.4%
Migrant Education	213	19.5%	9.0%	89.5%	46.0%
Houseless	142	10.7%	< 5.0%	94.2%	44.9%
Military-connected	37	14.5%	10.2%	> 95.0%	70.3%

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

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

Mathematics Grade 4

Student Group	Number of Participants	Participation Rate	Minimum Proficiency	Maximum Proficiency	Observed Proficiency
All Students	15,714	37.5%	12.3%	74.7%	32.7%
Economically Disadvantaged	15,559	37.7%	12.3%	74.5%	32.6%
English Learners*	-	-	-	-	< 5.0%
Students with Disabilities	2,280	32.9%	< 5.0%	71.3%	12.8%
American Indian/Alaska Native	240	49.4%	5.8%	56.4%	11.7%
Asian	627	37.2%	24.8%	87.5%	66.5%
Black/African American	145	15.0%	< 5.0%	88.2%	20.8%
Hispanic/Latino	3,099	29.8%	< 5.0%	75.0%	16.2%
Multi-racial	1,022	33.8%	12.4%	78.6%	36.7%
Native Hawaiian/Pacific Islander	61	17.3%	< 5.0%	86.1%	21.3%
White	10,520	42.2%	15.1%	72.9%	35.8%
Extended Assessment**	164	100%	NA	NA	22.0%
Indian Education	223	55.9%	8.8%	52.9%	15.7%
Migrant Education	496	46.1%	< 5.0%	58.2%	9.7%
Houseless	489	41.2%	5.6%	64.0%	13.4%
Military-connected	139	44.4%	16.0%	71.5%	36.0%

Mathematics Grade 7

Student Group	Number of Participants	Participation Rate	Minimum Proficiency	Maximum Proficiency	Observed Proficiency
All Students	13,091	28.6%	8.4%	79.8%	29.4%
Economically Disadvantaged	12,945	28.7%	8.4%	79.7%	29.3%
English Learners*	-	-	-	-	< 5.0%
Students with Disabilities	1,824	25.5%	< 5.0%	76.5%	7.9%
American Indian/Alaska Native	203	39.2%	5.4%	66.2%	13.8%
Asian	422	23.7%	15.4%	92.0%	65.8%
Black/African American	107	9.9%	< 5.0%	91.8%	16.8%
Hispanic/Latino	2,529	22.0%	< 5.0%	81.4%	15.6%
Multi-racial	854	26.6%	9.5%	82.9%	35.6%
Native Hawaiian/Pacific Islander	42	10.8%	< 5.0%	92.2%	26.8%
White	8,934	32.7%	10.3%	77.6%	31.5%
Extended Assessment**	131	100%	NA	NA	51.1%
Indian Education	170	34.7%	5.1%	70.4%	14.7%
Migrant Education	430	34.9%	< 5.0%	68.8%	10.7%
Houseless	344	28.3%	< 5.0%	74.2%	9.9%
Military-connected	111	36.3%	12.1%	75.8%	33.3%

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

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

Mathematics Grade 8

Student Group	Number of Participants	Participation Rate	Minimum Proficiency	Maximum Proficiency	Observed Proficiency
All Students	12,277	26.5%	6.7%	80.2%	25.3%
Economically Disadvantaged	12,121	26.6%	6.7%	80.1%	25.1%
English Learners*	-	-	-	-	< 5.0%
Students with Disabilities	1,645	24.0%	< 5.0%	77.3%	5.1%
American Indian/Alaska Native	233	39.3%	< 5.0%	63.5%	7.3%
Asian	395	22.0%	14.4%	92.6%	66.1%
Black/African American	83	7.7%	< 5.0%	93.6%	16.9%
Hispanic/Latino	2,387	20.7%	< 5.0%	81.9%	12.6%
Multi-racial	772	24.9%	6.7%	81.8%	27.1%
Native Hawaiian/Pacific Islander	53	15.5%	< 5.0%	87.2%	18.9%
White	8,354	30.0%	8.2%	78.2%	27.5%
Extended Assessment**	113	100%	NA	NA	31.9%
Indian Education	204	37.8%	< 5.0%	65.2%	7.8%
Migrant Education	393	34.4%	< 5.0%	68.4%	8.1%
Houseless	314	26.8%	< 5.0%	75.5%	8.9%
Military-connected	82	29.8%	11.6%	81.8%	39.0%

Mathematics Grade 11

Student Group	Number of Participants	Participation Rate	Minimum Proficiency	Maximum Proficiency	Observed Proficiency
All Students	4,880	11.1%	< 5.0%	91.5%	23.8%
Economically Disadvantaged	4,759	11.0%	< 5.0%	91.6%	23.8%
English Learners*	-	-	-	-	< 5.0%
Students with Disabilities	-	-	-	-	< 5.0%
American Indian/Alaska Native	112	19.6%	< 5.0%	82.0%	8.0%
Asian	135	7.1%	< 5.0%	> 95.0%	58.8%
Black/African American	44	4.6%	< 5.0%	> 95.0%	13.6%
Hispanic/Latino	953	9.2%	< 5.0%	92.0%	12.7%
Multi-racial	293	10.2%	< 5.0%	92.5%	26.6%
Native Hawaiian/Pacific Islander	25	7.2%	< 5.0%	93.6%	8.3%
White	3,318	12.3%	< 5.0%	90.9%	26.2%
Extended Assessment**	76	100%	NA	NA	35.5%
Indian Education	101	18.2%	< 5.0%	83.1%	6.9%
Migrant Education	211	19.3%	< 5.0%	82.9%	11.4%
Houseless	145	11.0%	< 5.0%	89.8%	7.6%
Military-connected	39	15.3%	< 5.0%	88.2%	23.1%

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

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

Science Grade 5

Student Group	Number of Participants	Participation Rate	Minimum Proficiency	Maximum Proficiency	Observed Proficiency
All Students	15,953	37.3	11.7	74.4	31.5
Economically Disadvantaged	15,767	37.4	11.7	74.3	31.4
English Learners*	-	-	-	-	< 5.0%
Students with Disabilities	2,449	33.5	< 5.0%	70.6	12.2
American Indian/Alaska Native	228	50.2	8.1	57.9	16.2
Asian	568	33.7	18.5	84.6	54.6
Black/African American	124	11.9	< 5.0%	90.9	22.8
Hispanic/Latino	3,237	30.3	< 5.0%	73.9	14.0
Multi-racial	995	33.5	11.7	78.3	35.0
Native Hawaiian/Pacific Islander	65	17.9	< 5.0%	86.8	25.4
White	10,736	41.9	14.9	73.0	35.6
Extended Assessment**	160	100	NA	NA	51.3
Indian Education	217	49.2	7.9	58.7	16.1
Migrant Education	554	46.2	< 5.0%	57.6	8.3
Houseless	448	36.4	5.3	68.7	14.4
Military-connected	141	48.1	16.5	68.4	34.3

Science Grade 8

Student Group	Number of Participants	Participation Rate	Minimum Proficiency	Maximum Proficiency	Observed Proficiency
All Students	12,768	27.6	8.1	80.5	29.3
Economically Disadvantaged	12,615	27.7	8.1	80.4	29.2
English Learners*	-	-	-	-	< 5.0%
Students with Disabilities	1,690	24.6	< 5.0%	77.5	8.5
American Indian/Alaska Native	228	38.4	6.1	67.6	15.8
Asian	387	21.6	12.5	91.2	58.6
Black/African American	82	7.6	< 5.0%	94.1	23.2
Hispanic/Latino	2,463	21.4	< 5.0%	81.8	15.1
Multi-racial	793	25.6	7.3	81.7	28.6
Native Hawaiian/Pacific Islander	56	16.4	< 5.0%	87.2	23.2
White	8,759	31.5	10.2	78.8	32.5
Extended Assessment**	109	100	NA	NA	53.2
Indian Education	193	35.8	< 5.0%	67.2	8.3
Migrant Education	405	35.5	< 5.0%	67.1	7.4
Houseless	320	27.3	< 5.0%	76.2	13.4
Military-connected	95	34.5	13.1	78.5	37.9

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

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

NATIONAL COMPARISON OF STUDENT ACHIEVEMENT

The National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), also known as "[The Nation's Report Card](#)," has conducted national assessments since 1969 in many content areas, including social studies and the arts. Since 1990, NAEP has produced reports on student achievement at the state as well as the national level in mathematics, reading, science and writing. The [National Center for Education Statistics](#) within the U.S. Department of Education is responsible for carrying out NAEP. The independent, non-partisan [National Assessment Governing Board](#) oversees and sets policy for NAEP.

Differences between NAEP and Oregon State Assessments

Unlike Oregon state assessments, NAEP does **not** provide individual scores for students, schools or districts in Oregon for several reasons:

- NAEP is a survey assessment, so results are based on samples of students representative of the state or nation;
- Each student takes a small part of the overall assessment, so only when the scores are aggregated for groups of students are the data considered valid and reliable estimates of what students know and can do in the content area;
- Federal law requires that NAEP data remain confidential, so no personally identifiable information about students is linked to the NAEP assessment data.

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

NAEP Assessment Schedule

This report includes results from the 2018-19 NAEP state mathematics and reading assessments, which are the most recent NAEP state assessment results available. In 2020-21, the scheduled NAEP state mathematics and reading assessments were postponed due to COVID-19. For 2021-22, NAEP plans to conduct the rescheduled state mathematics and reading assessments at grades 4 and 8, as well as national assessments in civics and U.S. history at grade 8 and national long-term trend assessments of nine-year-old students in mathematics and reading. NCES plans to release the results of the NAEP 2022 assessments during the 2022-23 school year.

National Assessment of Educational Progress: Reading, Grade 4, 2019

NAEP reports achievement levels and average scale scores. Average scale scores for reading are expressed on a 0-500 scale. NAEP has three achievement levels: NAEP Basic, NAEP Proficient and NAEP Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

NAEP Achievement Levels:

NAEP Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for performance at the NAEP Proficient level
NAEP Proficient	Solid academic performance for each NAEP assessment. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter
NAEP Advanced	Superior performance beyond NAEP Proficient

2019 NAEP Grade 4 Reading Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below Basic %	Participating %
All Students	Oregon	9	25	30	36	99
	United States	9	26	31	35	98*
Economically Disadvantaged	Oregon	4	19	31	46	~
	United States	3	18	31	48	~
English Learners	Oregon	#	2	14	84	97
	United States	1	8*	25*	65*	94*
Students with Disabilities	Oregon	3	10	16	71	94
	United States	2	8	16	74	88*
Female	Oregon	10	26	30	33	99
	United States	10	27	31	31	98*
Male	Oregon	8	23	30	39	99
	United States	7	24	30	38	97*
American Indian/Alaska Native (not of Hispanic origin)	Oregon	4	15	25	55	97
	United States	3	17	30	50	97
Asian (not of Hispanic origin)	Oregon	16	30	24	30	~
	United States	22	35	25	18	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	15	30	53	97
Hispanic origin	Oregon	3	14	30	52	99
	United States	4	19*	31	46*	97*
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	4	20	31	45	~
Two or more races (not of Hispanic origin)	Oregon	13	34	27	26	99
	United States	11	29	32	28	98
White (not of Hispanic origin)	Oregon	11	28	31	31	99
	United States	12	32*	31	24*	99*

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

National Assessment of Educational Progress: Reading, Grade 8, 2019

2019 NAEP Grade 8 Reading Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below Basic %	Participating %
All Students	Oregon	5	29	39	27	99
	United States	4	29	39	28	98*
Economically Disadvantaged	Oregon	2	22	41	36	~
	United States	1	18	40	40*	~
English Learners	Oregon	#	1	14	85	94
	United States	#	3	24*	73*	92
Students with Disabilities	Oregon	#	5	27	68	93
	United States	#	6	25	69	89*
Female	Oregon	6	33	37	24	99
	United States	5	33	39	23	99*
Male	Oregon	3	26	40	31	98
	United States	3	25	39	34	98*
American Indian/Alaska Native (not of Hispanic origin)	Oregon	1	30	37	33	99
	United States	1	19	41	40	98
Asian (not of Hispanic origin)	Oregon	12	41	32	14	~
	United States	13	43	30	13	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	14	39	47	98
Hispanic origin	Oregon	2	19	40	40	98
	United States	1	20	40	38	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	23	38	38	~
Two or more races (not of Hispanic origin)	Oregon	8	34	38	20	99
	United States	5	31	40	24	99
White (not of Hispanic origin)	Oregon	5	34	39	22	99
	United States	5	36	39	19	98*

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

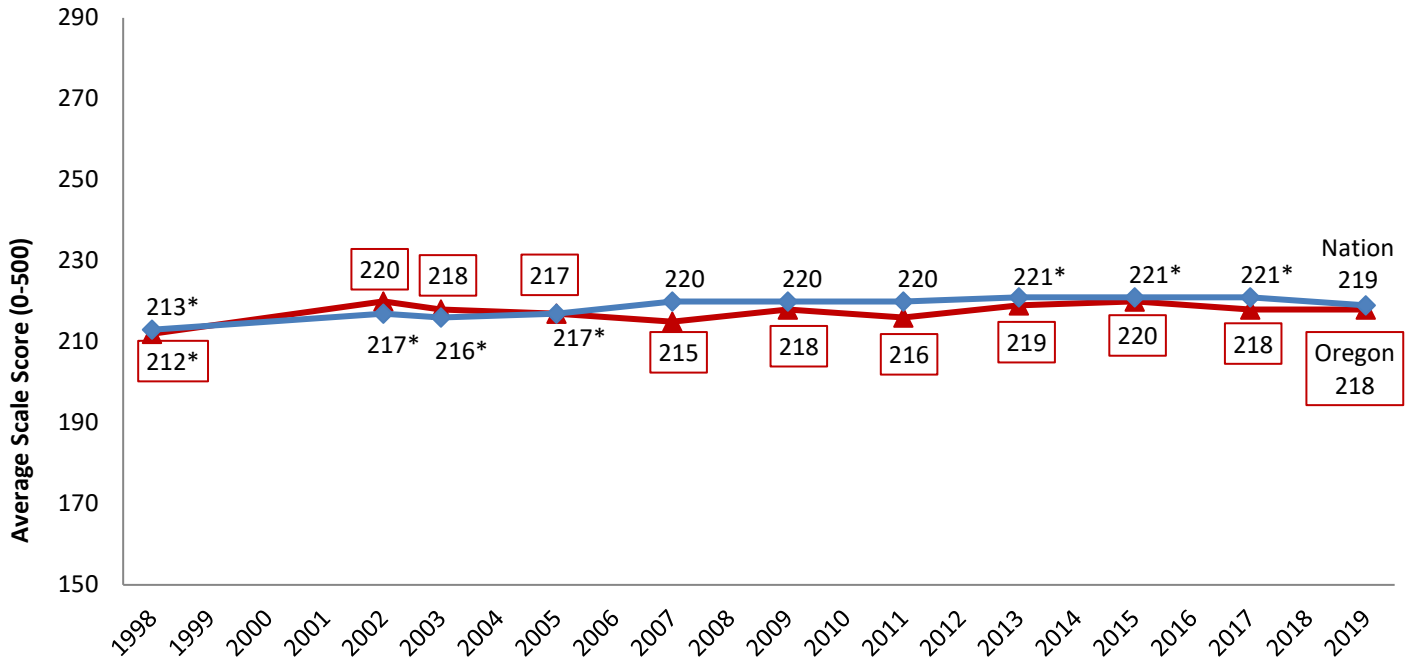
Achievement level results from the 2019 NAEP reading assessment revealed very similar outcomes for most groups of Oregon 4th graders compared to 4th graders in the nation's public schools. However, larger percentages of Oregon English Learners, Hispanic students and White students performed at the "Below Basic" level and smaller percentages performed at the "NAEP Proficient" level than their peers nationally. Also, a smaller percentage of Oregon English Learners scored at the "NAEP Basic" level than English Learners in the nation's public schools.

In 8th grade, most Oregon student groups had outcomes very similar to 8th graders in the nation's public schools. However, a smaller percentage of Oregon Economically Disadvantaged students performed at the "Below Basic" level than their peers nationally. A larger percentage of Oregon English Learners performed at the "Below Basic" level and a smaller percentage scored at the "NAEP Basic" level in comparison with their peers in the nation's public schools.

National Assessment of Educational Progress: Reading

Grade 4 Average Scale Scores 1998 - 2019: Oregon and the Nation

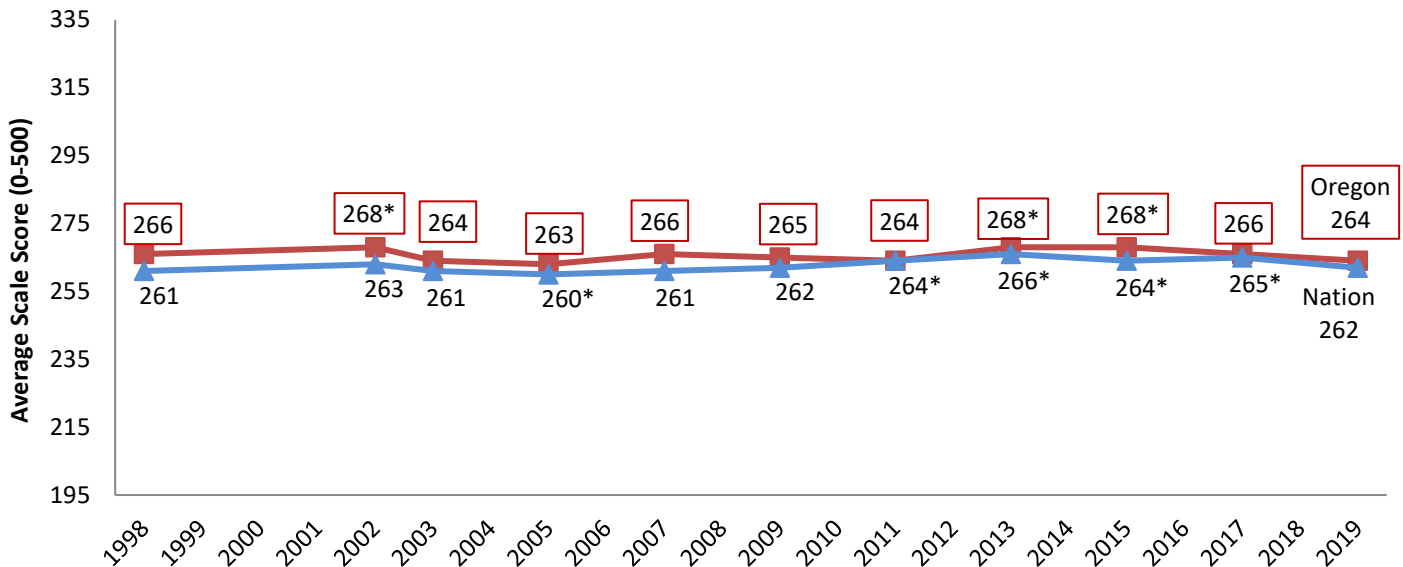
In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2019, Oregon's 4th graders scored 218, which was statistically the same as 4th graders in the nation's public schools (219).



* Value is significantly different from the value for the same jurisdiction in 2019. Values for Oregon are indicated with a box around the label.

Grade 8 Average Scale Scores 1998 - 2019: Oregon and the Nation

In 1998, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2019, Oregon's 8th graders scored 264, which was statistically the same as 8th graders in the nation's public schools (262).



* Value is significantly different from the value for the same jurisdiction in 2019. Values for Oregon are indicated with a box around the label.

National Assessment of Educational Progress: Mathematics, Grade 4, 2019

NAEP reports achievement levels and average scale scores. Average scale scores for math are expressed on a 0-500 scale. NAEP has three achievement levels: NAEP Basic, NAEP Proficient and NAEP Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

NAEP Achievement Levels:

NAEP Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for performance at the NAEP Proficient level
NAEP Proficient	Solid academic performance for each NAEP assessment. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter
NAEP Advanced	Superior performance beyond NAEP Proficient

2019 NAEP Grade 4 Math Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below Basic %	Participating %
All Students	Oregon	9	29	38	25	99
	United States	9	32*	40	20*	98*
Economically Disadvantaged	Oregon	4	22	41	33	~
	United States	3	23	45*	29*	~
English Learners	Oregon	#	4	27	68	96
	United States	1	15*	43*	41*	95
Students with Disabilities	Oregon	3	13	28	56	93
	United States	2	12	31	55	89*
Female	Oregon	6	28	40	26	99
	United States	7	31	42	20*	99
Male	Oregon	11	29	36	24	99
	United States	10	33	38	20*	97*
American Indian/Alaska Native (not of Hispanic origin)	Oregon	1	19	34	46	100
	United States	4	22	43	32	99*
Asian (not of Hispanic origin)	Oregon	26	36	28	11	~
	United States	29	41	23	7	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	18	45	35	98
Hispanic origin	Oregon	3	16	38	42	97
	United States	3	24*	45*	27*	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	5	24	40	30	~
Two or more races (not of Hispanic origin)	Oregon	4	22	45	28	100
	United States	10*	34*	40	17*	99*
White (not of Hispanic origin)	Oregon	11	34	38	17	99
	United States	12	40*	36	12*	99

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

National Assessment of Educational Progress: Mathematics, Grade 8, 2019

2019 NAEP Grade 8 Math Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below Basic %	Participating %
All Students	Oregon	10	22	36	33	99
	United States	10	23	35	32	98
Economically Disadvantaged	Oregon	4	16	36	44	~
	United States	3	15	36	46	~
English Learners	Oregon	#	1	10	89	93
	United States	1	4	22*	73*	93
Students with Disabilities	Oregon	1	4	21	74	91
	United States	1	5	20	74	91
Female	Oregon	9	22	36	32	99
	United States	9	24	36	31	99
Male	Oregon	10	21	35	34	98
	United States	10	23	34	33	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	4	9	47	40	96
	United States	3	13	37	48	99
Asian (not of Hispanic origin)	Oregon	32	25	26	17	~
	United States	33	31	24	12	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	11	33	54	98
Hispanic origin	Oregon	3	11	31	55	98
	United States	3	16*	37*	43*	98
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	4	15	34	47	~
Two or more races (not of Hispanic origin)	Oregon	15	25	35	24	98
	United States	11	25	36	28	99
White (not of Hispanic origin)	Oregon	11	27	38	25	99
	United States	13	30*	36	21*	99

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

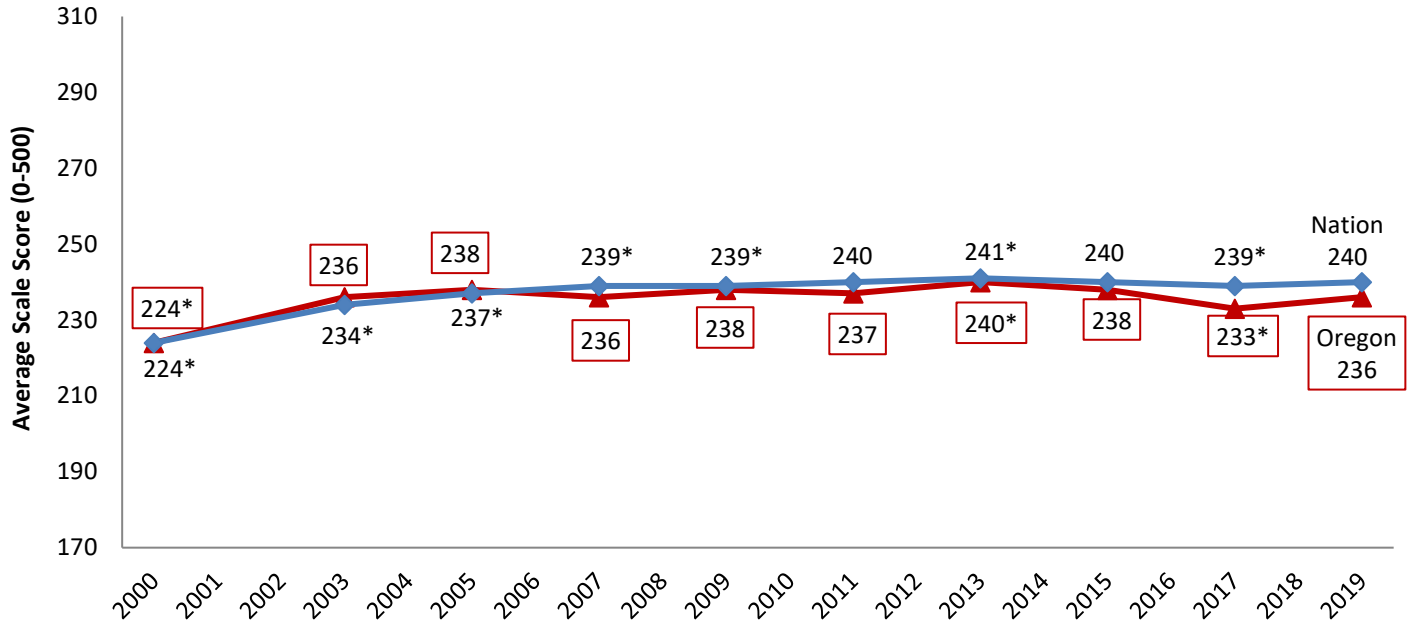
Achievement level results from the 2019 NAEP mathematics assessment show that larger percentages of all Oregon 4th graders, Economically Disadvantaged students, English Learners, Female students, Male students, Hispanic students, students of two or more races, and White students performed at the "Below Basic" level than their peers in the nation's public schools. Smaller percentages of Oregon Economically Disadvantaged students, English Learners and Hispanic students scored at the "NAEP Basic" level than their peers nationally. Smaller percentages of all Oregon 4th graders, English Learners, Hispanic students, students of two or more races, and White students performed at the "NAEP Proficient" level, and a smaller percentage of Oregon students of two or more races scored at the "NAEP Advanced" level, than their peers in the nation's public schools.

In 8th grade, larger percentages of Oregon English Learners, Hispanic students, and White students performed at the "Below Basic" level than their peers in the nation's public schools. Smaller percentages of Oregon English Learners and Hispanic students scored at the "NAEP Basic" level, and smaller percentages of Oregon Hispanic students and White students performed at the "NAEP Proficient" level, than their peers nationally.

National Assessment of Educational Progress: Mathematics

Grade 4 Average Scale Scores 2000 - 2019: Oregon and the Nation

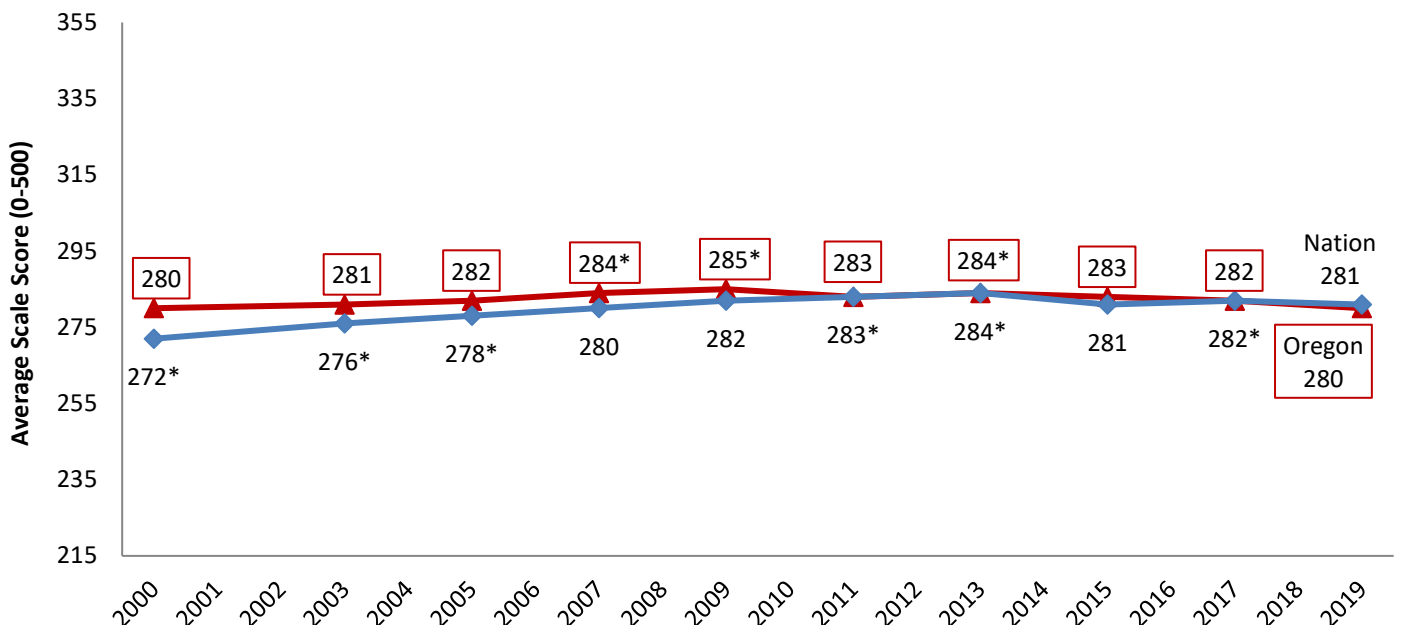
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2019, Oregon's 4th graders scored 236, which was statistically lower than 4th graders in the nation's public schools (240).



* Value is significantly different from the value for the same jurisdiction in 2019. Values for Oregon are indicated with a box around the label.

Grade 8 Average Scale Scores 2000 - 2019: Oregon and the Nation

In 2000, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2019, Oregon's 8th graders scored 280, which was statistically the same as 8th graders in the nation's public schools (281).



* Value is significantly different from the value for the same jurisdiction in 2019. Values for Oregon are indicated with a box around the label.

FREE AND REDUCED PRICE LUNCH

The School Nutrition Programs – breakfast, lunch and snacks – support the physical, social, emotional and academic development of all students. All meals receive federal reimbursement. The level of reimbursement increases for meals served to students who qualify for free or reduced price meals according to USDA guidelines. The data of students eligible for free and reduced price meals can be used as an indicator of poverty to access additional funding for programs and services to communities and schools with economic need.

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

THE OREGON DIPLOMA

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

The rigorous credit requirements provide standards-aligned learning experiences, wherein students demonstrate the knowledge and skills for that discipline, as evaluated by a qualified educator. The subject-area credit requirements are listed below. For students who graduated in 2021, the demonstration of proficiency in Reading, Writing, and Mathematics, via one of the approved testing options, for the Essential Skills was not required. This waiver of Essential Skills Assessment was put in place to mitigate the impact of COVID-19 and distance learning. The Personalized Learning components, which include the Education Plan and Profile, Extended Application, and Career Related Experiences, were also waived for the class of 2021.

Credit Requirements by Subject Area

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

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

**School districts and public charter schools shall be flexible in awarding the remaining 12 credits which can include professional technical education, electives, career development, demonstrated proficiency in an area, or can include credits from other regular or modified courses.

♦ Lab experiences (2 credits) can take place outside of the school in field-based experiences.

Options for Awarding Credit

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

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

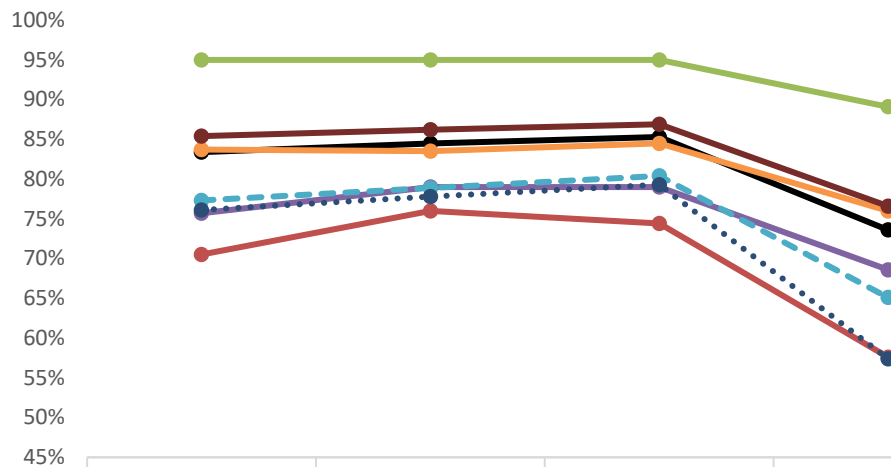
Ninth Grade On-Track

Ninth Grade On-Track is the percentage of students in their first year of high school that are on-track to graduate. This measure includes students who have been enrolled in the same district for at least half of the school year and have accrued at least 25 percent of the credits required for high school graduation. This includes credits awarded for advanced work before beginning high school, credits earned during the ninth grade year, and credits earned during the summer after the ninth grade year.

Ninth Grade On-Track data are displayed at the school and district level on Oregon’s [At-A-Glance School and District Profiles](#) and are typically included in ODE’s [accountability system](#). The Oregon Department of Education (ODE) established measures of interim progress (MIP) for the indicator and a statewide long-term goal of 95 percent. Requirements to identify suggested levels of support for schools and target improvement through ODE’s accountability system were waived in 2020-21 due to ODE’s [accountability waiver](#) from the U.S. Department of Education.

In the three years prior to the COVID-19 pandemic, the percent of students on-track to graduate increased for most student groups. **The 2019-20 rates for students on-track to graduate are not available as a result of the statewide transition to distance learning during the spring of 2020.** The 2020-21 Ninth Grade On-Track data for all students showed an 11.7 percent decline since 2018-19. Individual student groups also show a decrease in on-track to graduate rates from 2018-19 to 2020-21. However, the 2020-21 data demonstrate a disproportionate decrease for some student groups. The American Indian/Alaska Native and Native American/Pacific Islander reported a decrease in on-track to graduate rates of 16.8 and 21.9 percent respectively. The Migrant and English Learner student groups also reported a larger decrease in rates of students on-track to graduate compared to the decrease in the statewide rate (17.2 and 16.5 percent).

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

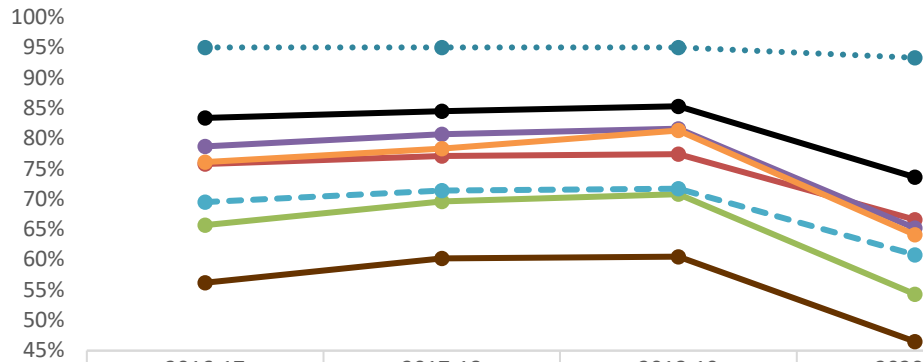


	2016-17	2017-18	2018-19	2020-21
All Students	83.4%	84.5%	85.3%	73.6%
American Indian/ Alaska Native	70.5%	76.0%	74.4%	57.6%
Asian	>95%	>95%	>95%	89.1%
Black/African American	75.7%	79.0%	79.0%	68.6%
Hispanic	77.3%	78.9%	80.4%	65.1%
Multiracial	83.7%	83.5%	84.5%	76.0%
Native Hawaiian/ Pacific Islander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

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

>95 indicates that the student group percentage is greater than 95 percent but the exact percentage is not displayed to protect student confidentiality.

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

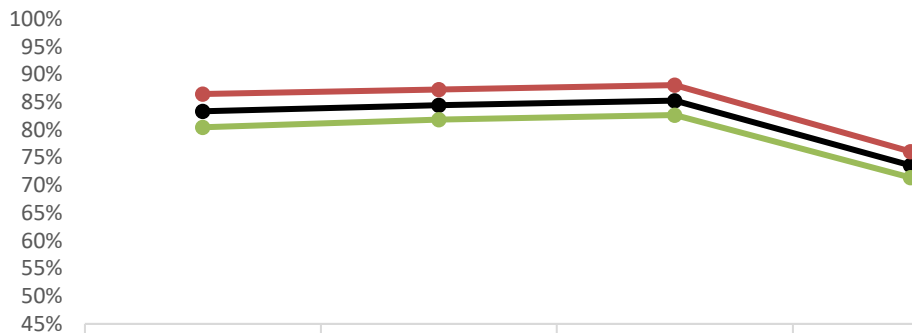


	2016-17	2017-18	2018-19	2020-21
All Students	83.4%	84.5%	85.3%	73.6%
Economically Disadvantaged	75.8%	77.1%	77.4%	66.6%
English Learner	65.7%	69.6%	70.8%	54.3%
Ever English Learners	78.7%	80.7%	81.6%	65.2%
Students with Disabilities	69.5%	71.4%	71.7%	60.8%
Migrant	76.1%	78.3%	81.3%	64.1%
Talented and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

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

>95 indicates that the student group percentage is greater than 95 percent but the exact percentage is not displayed to protect student confidentiality.

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



	2016-17	2017-18	2018-19	2020-21
All Students	83.4%	84.5%	85.3%	73.6%
Female	86.5%	87.3%	88.1%	76.1%
Male	80.5%	81.9%	82.7%	71.4%

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

Starting in the 2018-19 School year, ODE started collecting data on non-binary students. These data are not displayed in the above graph as there are only two years of data. The 2018-19 Percentage of non-binary students on-track to graduate was 68.2 percent. The 2020-21 percentage of non-binary students on-track to graduate was 59 percent.

Essential Skills

In order to graduate, students must pass tests demonstrating their reading, writing, and math skills. This graduation requirement is known as the Essential Skills. When the Essential Skills requirement was implemented in 2008 the State Board of Education established different test options (examples below) so students would be able to provide their best evidence of what they know and can do.

Tests approved for use in meeting the Essential Skills requirement:

- (1) State summative test*
- (2) Local performance assessments scored against official state scoring guides (known as Work Samples)*
- (3) Other approved standardized assessments* (e.g., SAT, ACT, etc.)

** as long as the student scores at or above the required level*

Each spring, grade 11 students participate in the English Language Arts and math state summative tests. For the majority of the total student population, the Essential Skills graduation requirement goes unnoticed because the student scored high enough on the state summative test that the district can use these results to show the student completed their Essential Skills requirements.

During the 2019-20 academic calendar, the Essential Skills requirement was suspended as part of the Oregon Department of Education's (ODE) Graduation Pathways 2020 guidance. This decision was influenced by Executive Order ([EO 20-08](#)) issued on March 17, 2020.

Note: During the 2021 Legislative Session, the Oregon Legislative Assembly passed [SB 744](#) which directs the ODE to review state requirements for high school diploma options, as well as to review state requirements related to demonstrations of proficiency in Essential Skills. Allowing for this review, students will not be required to show proficiency in Essential Skills as a condition of receiving a high school diploma during the 2021-2022, 2022-2023, and 2023-2024 school years.

OREGON GRADUATION RATES

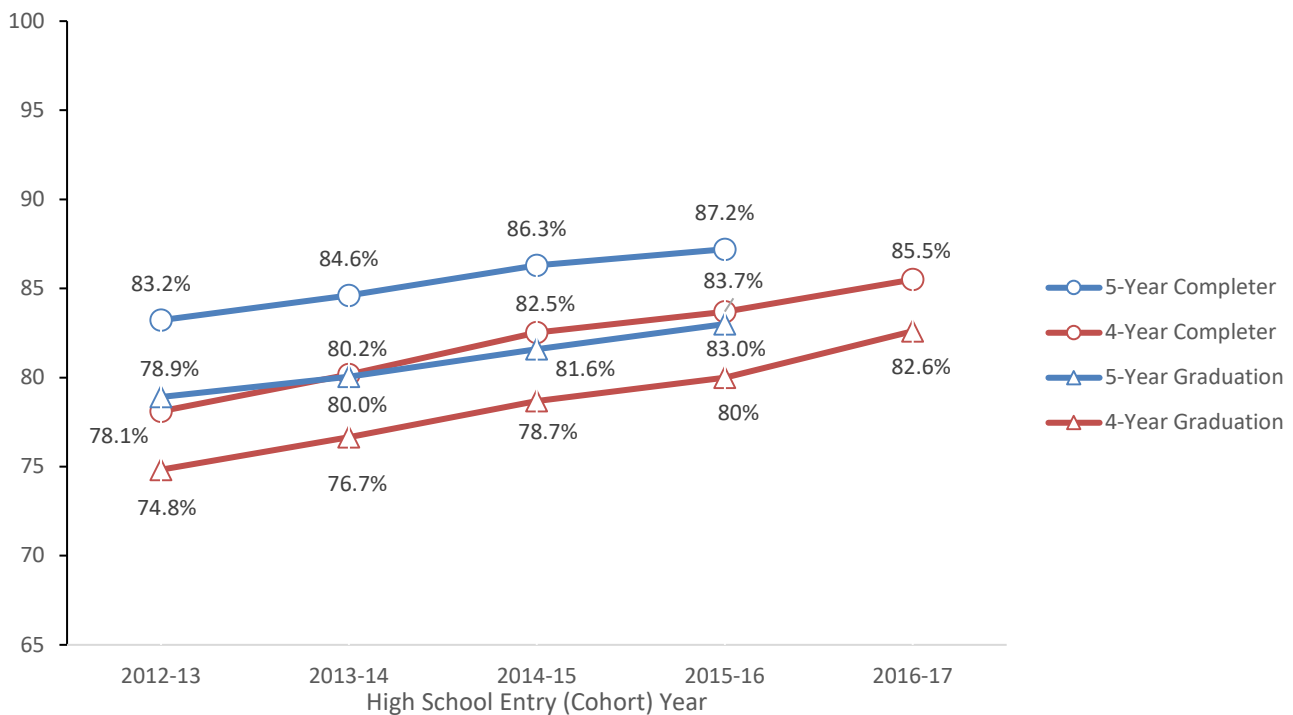
Summary of Cohort Graduation Rates

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

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

The chart below shows the increase in four and five-year graduation and completer rates based on the students' first year in high school. The rate of 82.6 in this chart shows that 82.6 percent of students who began their high school career in the 2016-17 school year graduated within four years (by the end of the 2019-20 school year).

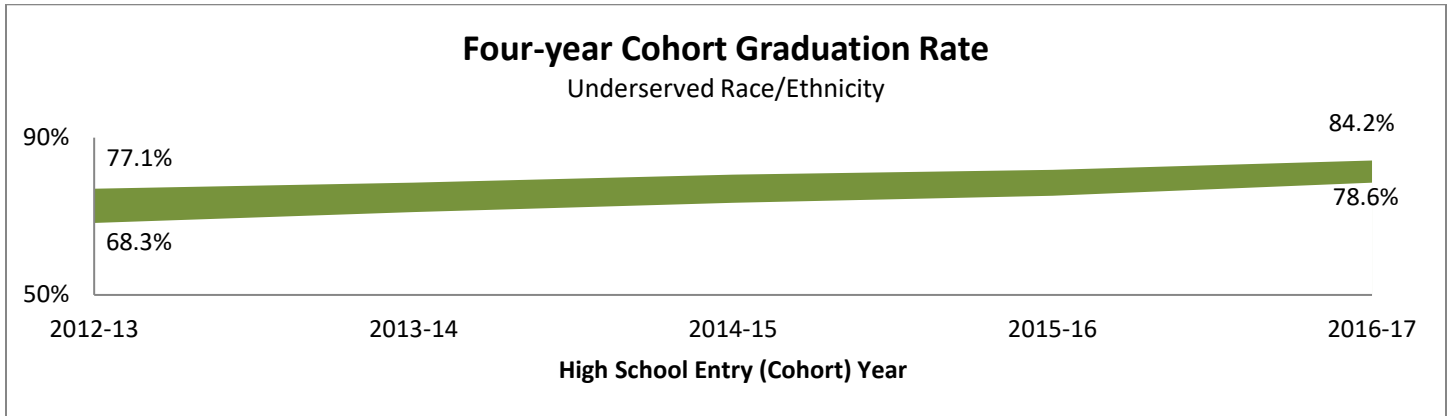
Cohort Graduation Rates



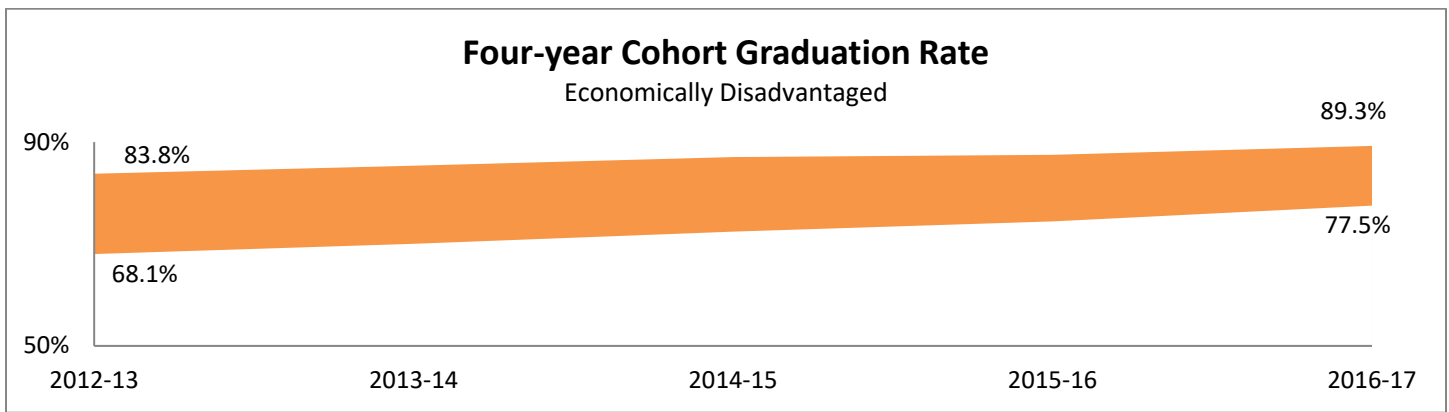
¹See [Expanded Options Program](#) page for information about Oregon's Expanded Options program, one of the programs students exercising this option may be participating in.

Opportunity Gaps

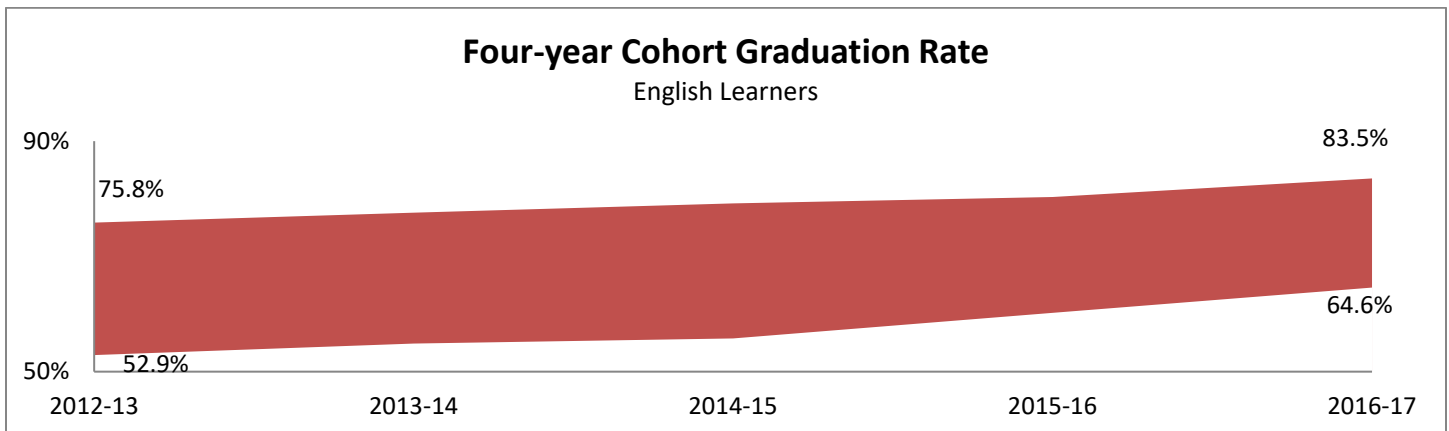
For cohort graduation rates, the gap between students of historically underserved races/ethnicities (Black/African American, Hispanic/Latino, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander) and other students (White, Asian, and Multiracial) has continued to decrease (by 3.1 percentage points in five years).



Graduation rate gaps for students who are economically disadvantaged are also decreasing (by 4 percentage points in five years), but this gap remains wide with rates about 12 points lower than the rates for students who were not economically disadvantaged in high school.



Some graduation rate gaps are closing more slowly. Rates for students who are not yet proficient in English by the time they enroll in high school are about 19 percentage points below rates for students who were never enrolled in English Learner programs. This gap has decreased by 4 percentage points over the last five years. However, students who became proficient in English before they entered high school (Former English Learners) graduated at a rate 3.1 points higher (86.2 percent) than those students who were never an English Learner (83.1 percent).

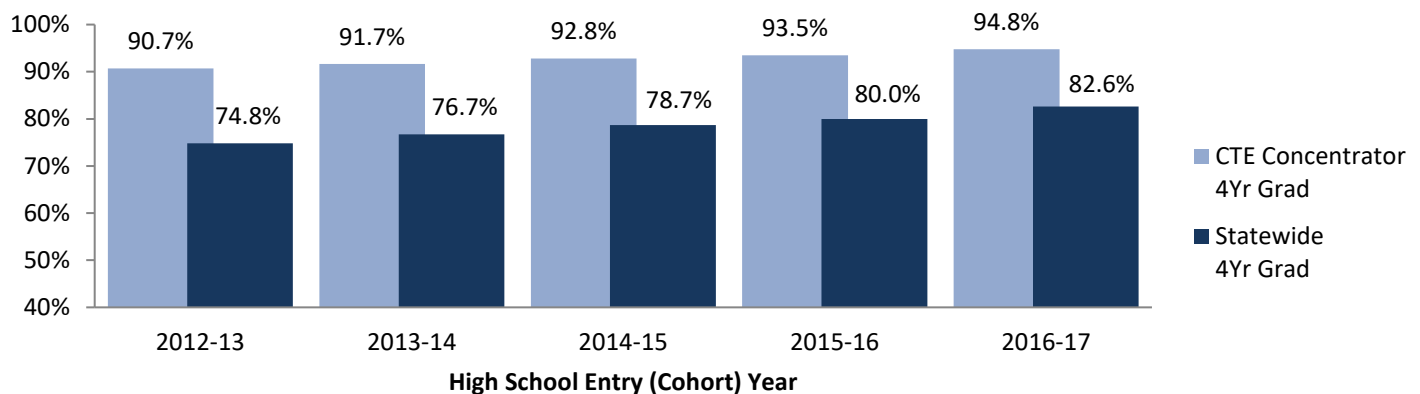


Oregon Career and Technical Education (CTE) Information: 2020 Graduation Results

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

Descriptive analysis of this data reveals consistently higher graduation rates among CTE concentrators¹ relative to all students statewide.² Among students beginning high school in 2016-17, the four-year graduation rate was 12.2 percentage points higher for CTE concentrators than for all students statewide.

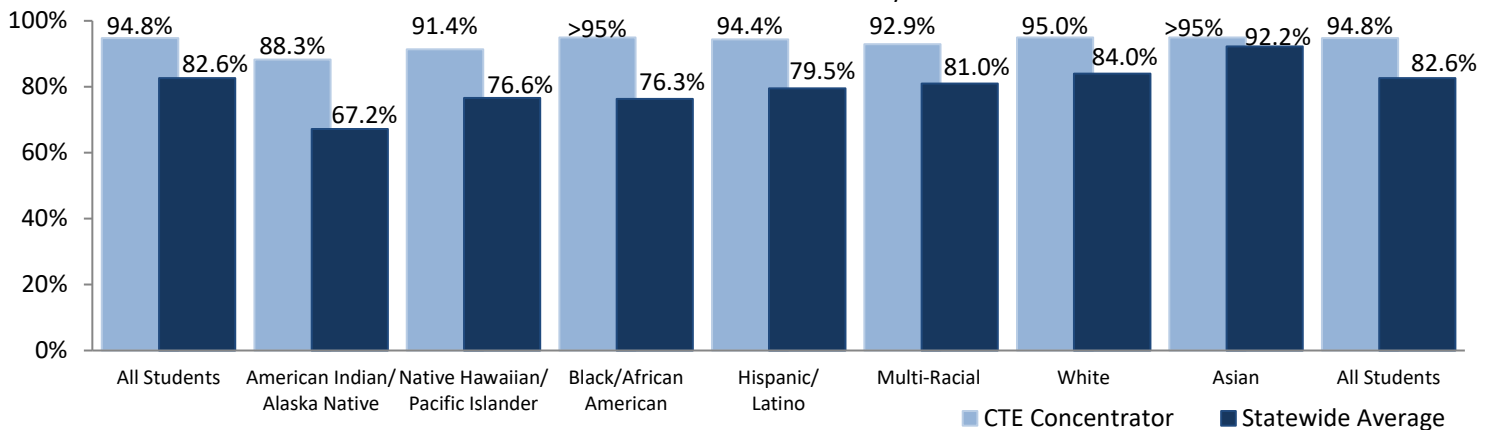
CTE Concentrator and Statewide Four-Year Cohort Graduation Rates over Time



Not only did CTE concentrators graduate at higher rates than students in the same population statewide, they graduated above the statewide average of 82.6 percent in every racial/ethnic student population measured.

CTE and Statewide Four-Year Graduation Rates, 2016-17 High School Cohort

Outcomes as of the 2019-20 school year



¹A CTE concentrator is defined as, “[a]ny secondary student who has earned one or more credits in technical skill-based courses as part of an Oregon state-approved CTE program, of which at least one-half credit must be designated as a required course.” For more information, go to the [Secondary CTE Data Collection and Reporting](#) webpage.

²CTE graduation rates and statewide graduation are not perfectly comparable. As noted in the “CTE Report Card” “Oregon statewide cohort graduation rates include every first year student (net of students moving into/out of the state, etc.)” CTE graduation rates include students who meet the definition of a CTE concentrator (see footnote one).

DROPOUT RATES

Dropout Rate Formula: The one-year statewide dropout rate calculation is made by dividing the number of dropouts (for grades 9-12) by the number of students reported as enrolled on the first school day in October in grades 9-12. Note that unlike the cohort graduation rates, the dropout rate includes all events within a *single year*, irrespective of the year a student began high school.

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

Oregon Statewide Dropout Rate Calculation

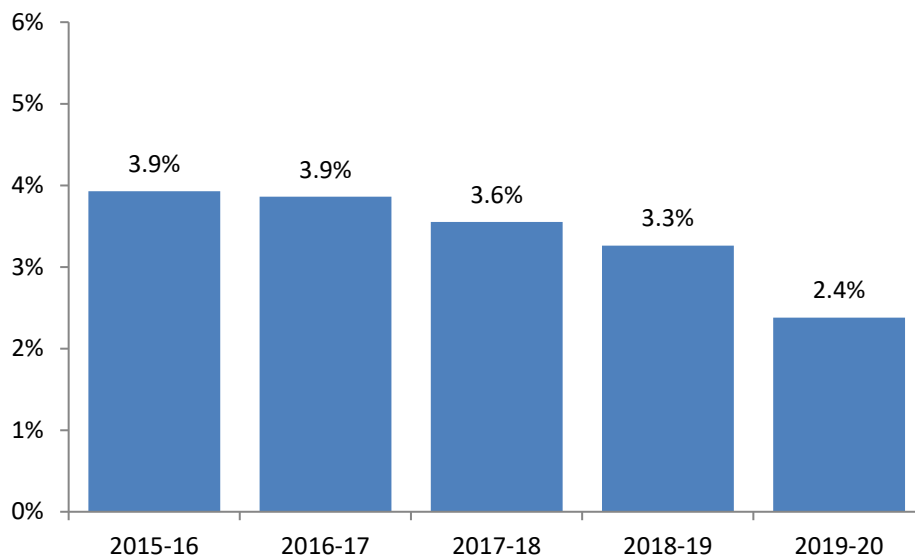
For a given school year:

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

Dropout rates are also calculated for schools and districts.

More information is available on the [Dropout Rates in Oregon High Schools](#) webpage.

Oregon High School Dropout Rates

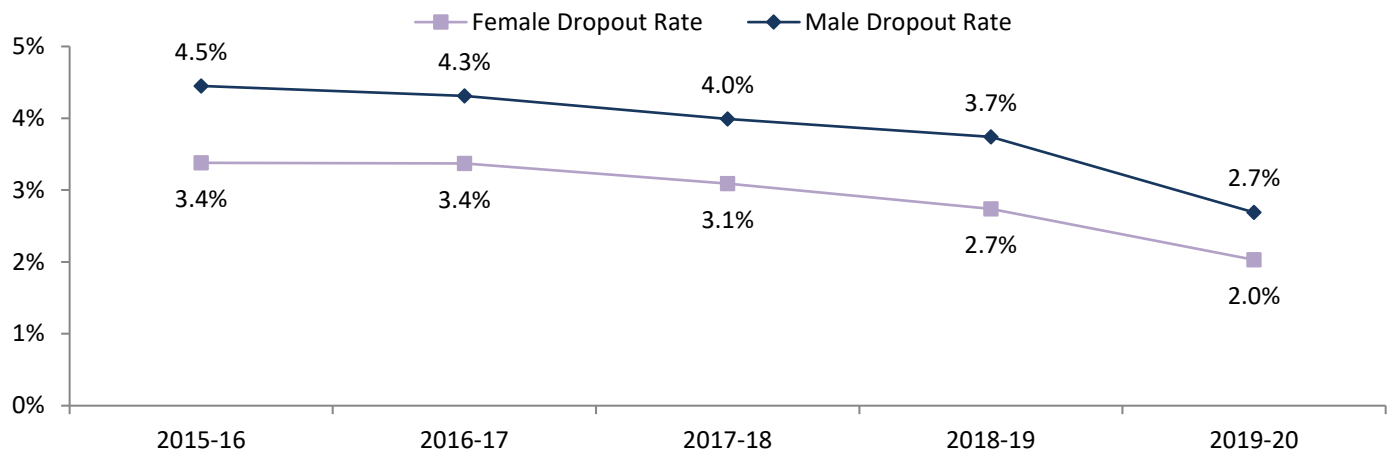


Oregon Dropout Rates by Gender

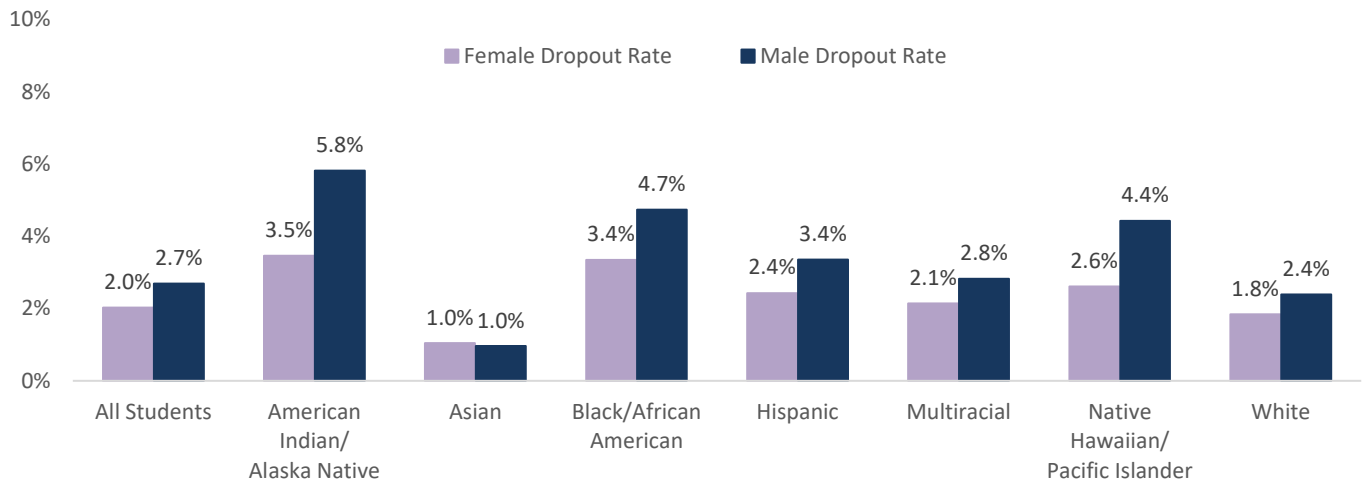
Male students in 2019-20, as in prior years, dropped out at a higher rate than female students. Male students of almost every ethnicity dropped out at a higher rate than female students of the same ethnicity. American Indian/Alaska Native and Black/African American male students have the highest dropout rates, while Asian male and female students have the lowest rates.

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

Dropout Rates by Gender



Dropout Rates by Race/Ethnicity and Gender Grades 9-12, 2019-20

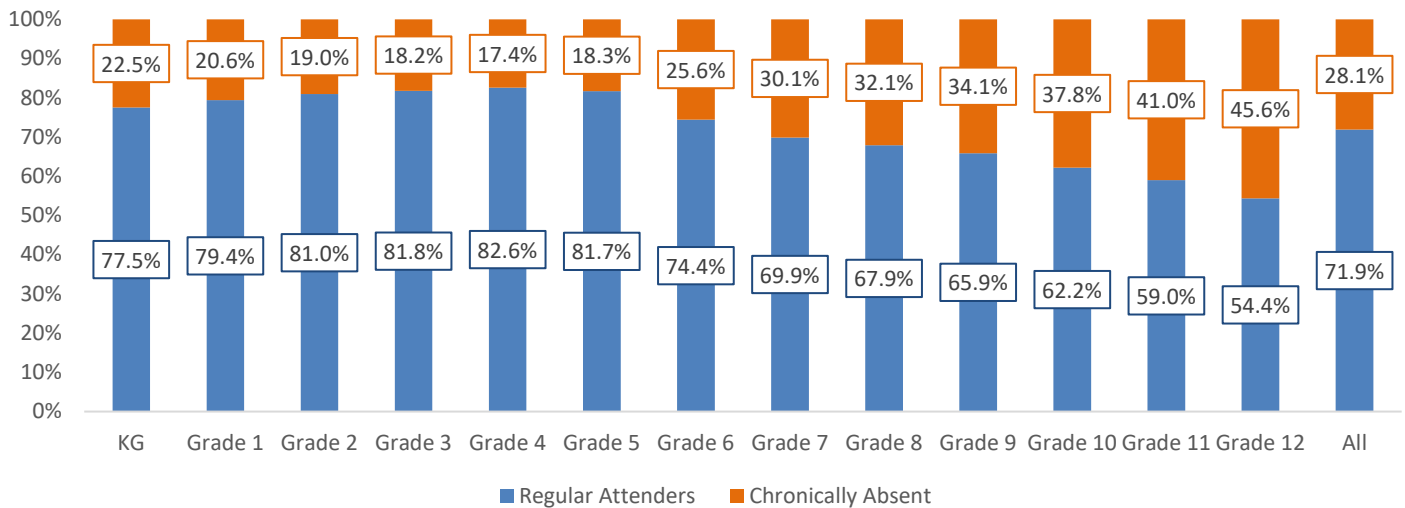


REGULAR ATTENDERS

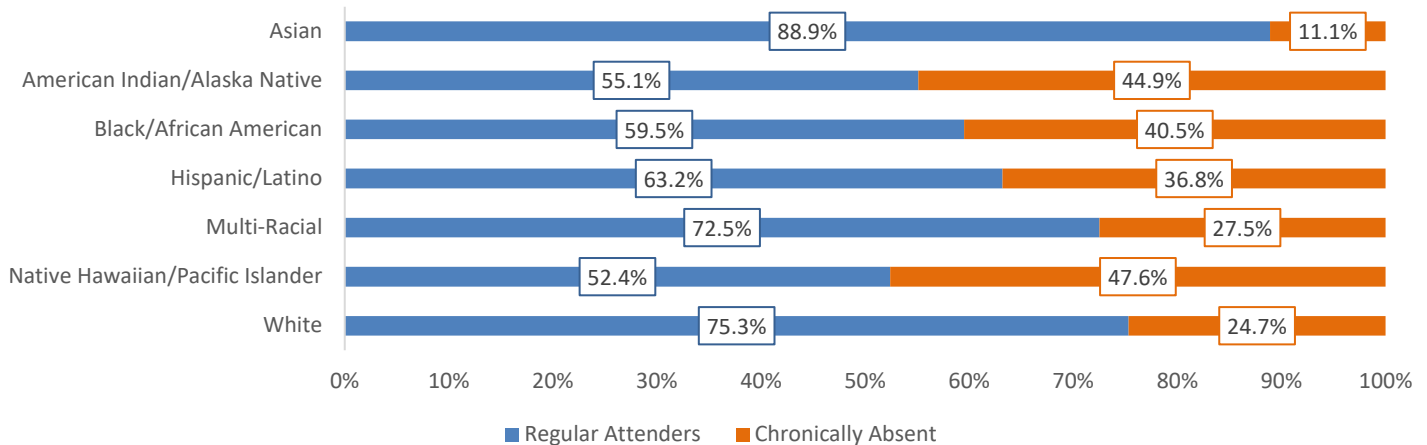
Regular Attenders (formerly Not Chronically Absent) is the measure of the percentage of students who were present for more than 90 percent of their total enrolled days in a school year. In the 2017-18 school year, the Oregon Department of Education (ODE) established measures of interim progress (MIP)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

Due to the continued impact of the COVID-19 in the 2020-21 school year, ODE’s Ready Schools, Safe Learners Guidance (RSSL) included new guidance to Oregon schools for recording and reporting students as present or absent. As a result of the [changes to attendance reporting](#) guidance from previous years, **Regular Attendance rates from the 2020-21 school year are not directly comparable to rates published for prior school years.**

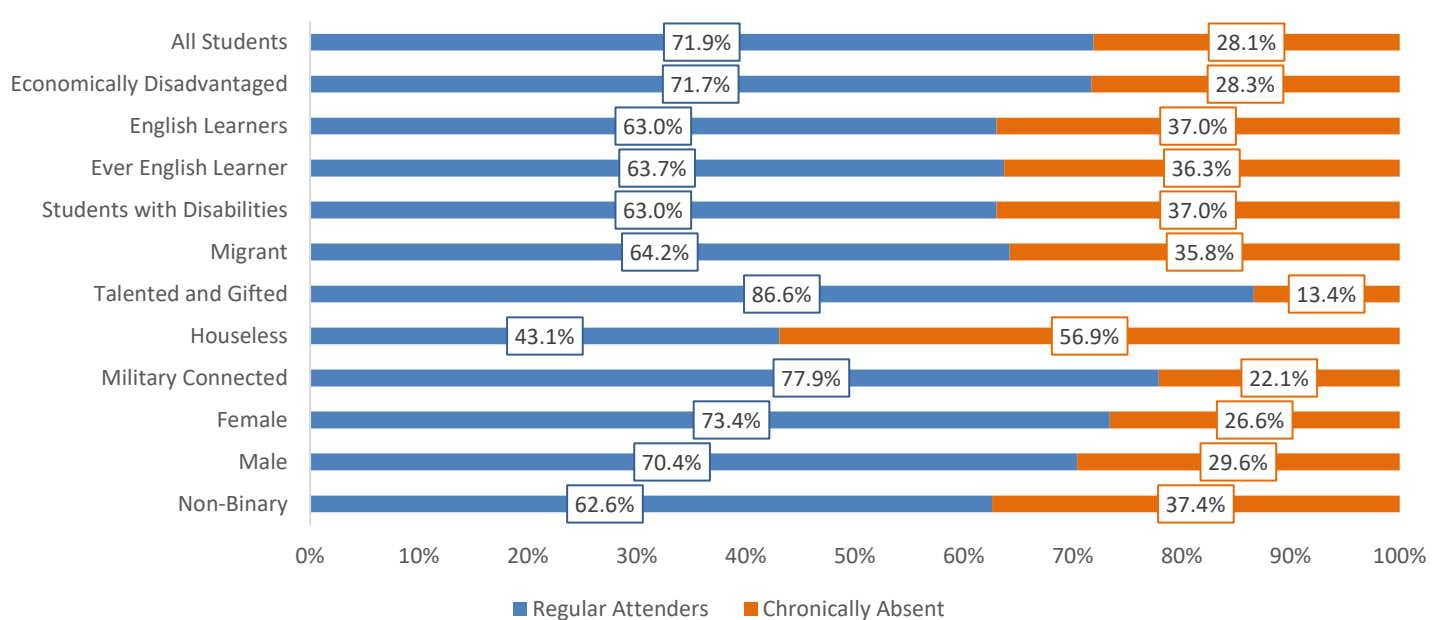
**Percentage of Students that Attend Regularly or are Chronically Absent
By Grade Level, 2020-21**



**Percentage of Students that Attend Regularly or are Chronically Absent
By Race and Ethnicity, 2020-21**



**Percentage of Students that Attend Regularly or are Chronically Absent
By Student Population, 2020-21**



While not taking the 2020-21 Regular Attender data in comparison with previous data reports, there is opportunity for important examination of the data for trends and attributes related to individual student focal groups. The data for Houseless students reports the lowest regular attender rate for any student focal group, at 43.1 percent, while the Asian student focal group reports the highest rate at 88.9 percent.

Native American/Pacific Islander, American Indian/Alaska Native, Black/African American, and Hispanic/Latino student groups are reported to have less than 60 percent of students regularly attend school. Additionally, this data demonstrates disproportionate decrease in regular attendance from the last reported data in 2018-19 for these four student focal groups. Analysis reveals that the decrease in regular attendance for the four student focal groups named above occurred at roughly two times (13 percent to 16.3 percent) in contrast to the decrease in regular attendance for all Oregon students of 7.7 percent. Also, the Migrant, Ever English Learner, and Houseless student populations are reported to have decreased the rate of regular attenders at roughly two times (14.1 percent to 16.8 percent) relative to the decrease for all Oregon students. It is also noted in the data that students identifying as Non-Binary are reported at 62.6 percent.

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

Since 2016, the [Tribal Attendance Promising Practices](#) (TAPP) work centered culturally sustaining practices in support of increasing the regular attender rates in 17 schools (within nine school districts) throughout Oregon. This work is a collaboration between schools and the nine federally recognized tribes in Oregon to increase Regular Attendance and, ultimately, graduation and completion rates for all students in these schools and American Indian and Alaska Native students specifically.

In the 2020-21 school year, TAPP’s ODE staff and Tribal Advocates working in communities became bridges between school and home, championing innovative strategies to restoratively reengage families, students, Tribes and school district staff including teachers, principals and superintendents. TAPP efforts established communication pathways between youth, families and school through Facebook, Zoom family education events, prerecorded videos, and Zooms

cultural and arts experiences to recognize attendance and engagement, bridge the gap of separation and facilitate a connection with families. Home visits increased during the 2020-21 school year, with TAPP staff checking in on families' physical and mental health. Focusing on family education and goal setting, TAPP supplied Chrome books, Hot Spots, and worked with both Community Based Organizations and businesses, many who supplied food and other resources to families.

The [Every Day Matters](#) Initiative, encourages root-cause analysis of the climate and culture of each school to develop strong supports for students and families from historically underserved populations. These historically underserved populations continued to decrease in Regular Attender rates in the 2018-19 school year. The work of the Every Day Matters initiative in consortia with Education Service Districts (ESD) showed positive results in the 2018-19 school year, with targeted district support and districts that received regional coaching increasing Regular Attender rates. This initiative continued through the 2019-20 school year with many school districts indicating increased attendance prior to the suspension of attendance data collection. Unfortunately, the program was suspended for the 2020-21 school year and that program's work to support students was decentralized and unfunded. It is difficult to say if that had a large effect for that year but it may explain some of the increase. With the renewal of that grant-in-aid for the 2021-23 biennium, this work will again occur across the state. This grant-in-aid focuses on building relationships, increasing support for students, and creating an inclusive school climate for all, with a focus on our historically underserved students.

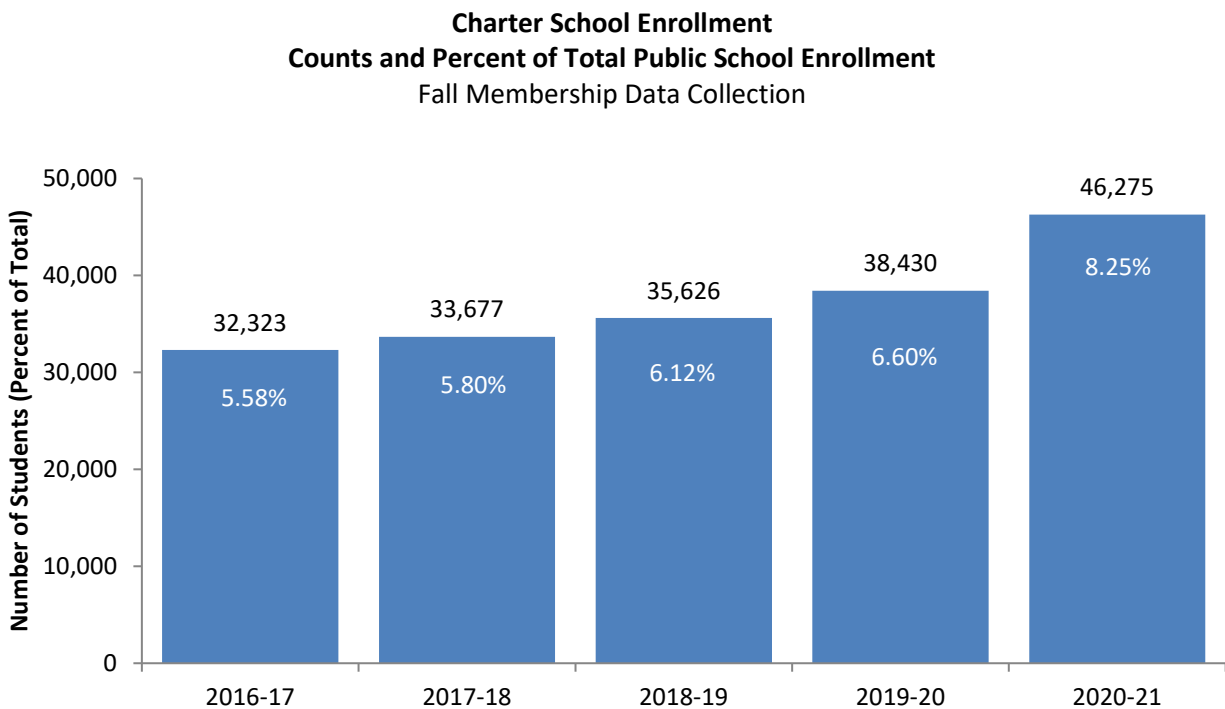
OREGON PUBLIC CHARTER SCHOOLS

Oregon Public Charter Schools Enrollment

Charter school enrollment has steadily risen from 1.7 percent of the total public school enrollment in 2006-07 and now represents 8.25 percent of enrolled students.

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

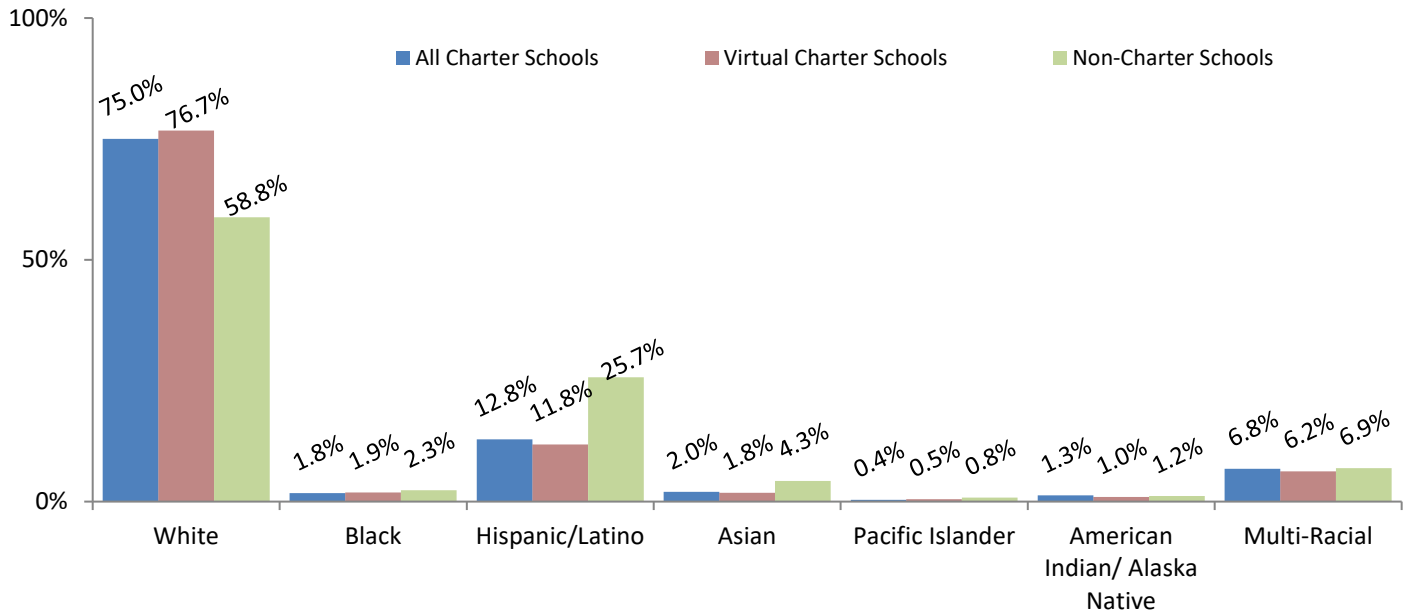
In the 2020-21 school year, there were 132 charter schools.



In 2015-16, the Oregon Department of Education began tracking [virtual status](#) for all schools. In 2020-21, a total of 19 charter schools (14 percent of all charters) identified themselves as fully or primarily virtual, as compared to about 2 percent of non-charter schools. This relatively small number of virtual charters enrolled 47 percent of all charter school students, whereas a little over 1 percent of non-charter students were enrolled in non-charter virtual schools. The average enrollment of virtual public charter schools was 1,142, whereas the average enrollment of non-virtual charter schools was 219.

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

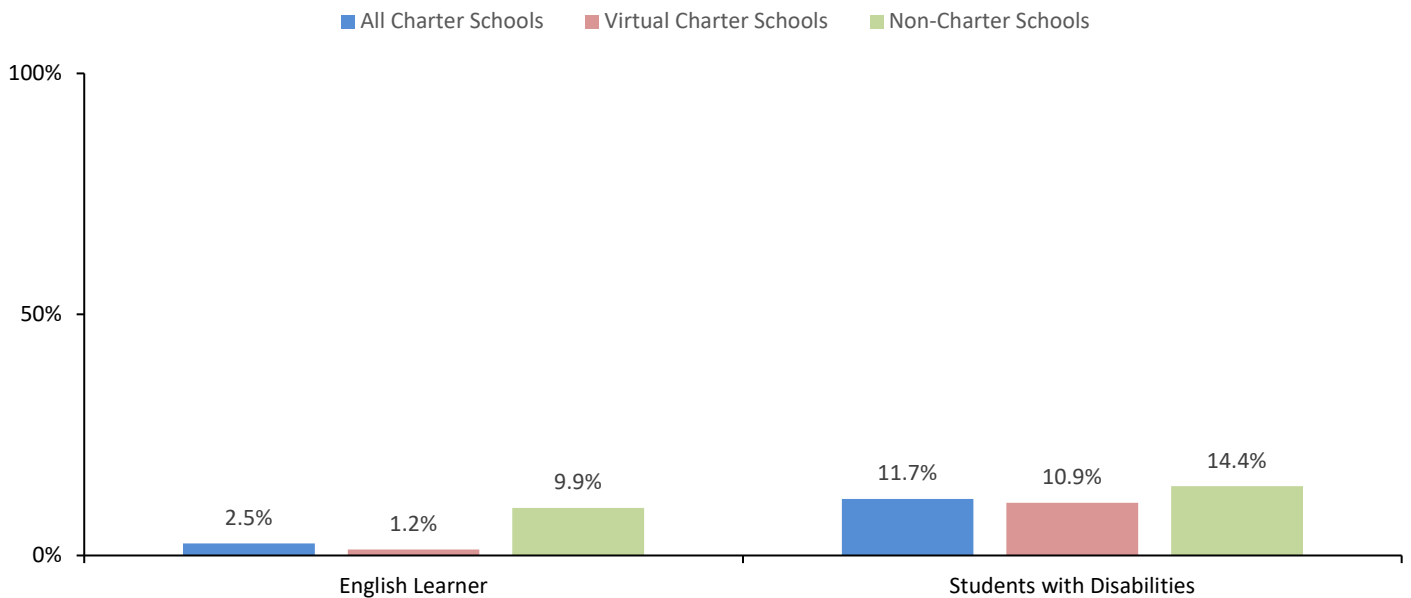
Charter School Enrollment by Race/Ethnicity 2020-21



Source: Fall Membership 2020-21

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

Charter School Enrollment by Student Group 2020-21



Source: Spring Membership 2020-21

SPECIAL PROGRAMS

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

Special Education (IDEA) - Ages 5-21

The Individuals with Disabilities Education Act (IDEA) makes a free appropriate public education available to eligible students with disabilities and ensures special education and related services to those students.

The State of Oregon, its communities, school districts, and schools all share a responsibility for the success of each student. Building this capacity includes systems that are inclusive and collaborative, and responsive to the needs of students with disabilities. The following provides an overview about school age students with disabilities who received special education services under IDEA in Oregon.

Special Education Students Statewide

The percentage of Oregon students receiving special education services under IDEA has averaged 13.9 percent of total enrollment over the last five years. The following table shows the five year trend for special education students as compared to total enrollment.

	2016-17	2017-18	2018-19	2019-20	2020-21
Special Education	77,964	78,867	80,436	82,485	79,782
Total Enrollment	578,947	580,684	581,730	582,661	560,917
% of Total Enrollment	13.5%	13.6%	13.8%	14.2%	14.2%

Sources: December Special Education Child Count, Fall Membership

Special Education Students by Disability

Each school age special education student in Oregon has at least one of 12 different disabilities under IDEA. The following table shows the trends by disability category.

Number of Students with Disabilities (Ages 5-21)

Type of Disability	2016-17 Number of Students	2020-21 Number of Students	Percent Change
Autism Spectrum Disorder	9,329	10,570	13.3%
Communication Disorder	18,188	17,237	-5.2%
Deaf/Blindness	8	25	212.5%
Developmental Delay*	NA	2,368	NA
Emotional Disturbance	4,996	5,425	8.6%
Hearing Impairment/Deaf	885	883	-0.2%
Intellectual Disability	4,113	3,896	-5.3%
Orthopedic Impairment	673	598	-11.1%
Other Health Impairment	13,503	14,822	9.8%
Specific Learning Disability	25,677	23,345	-9.1%
Traumatic Brain Injury	272	298	9.6%
Visual Impairment	320	315	-1.6%
Total	77,964	79,782	2.3%

Source: December Special Education Child Count

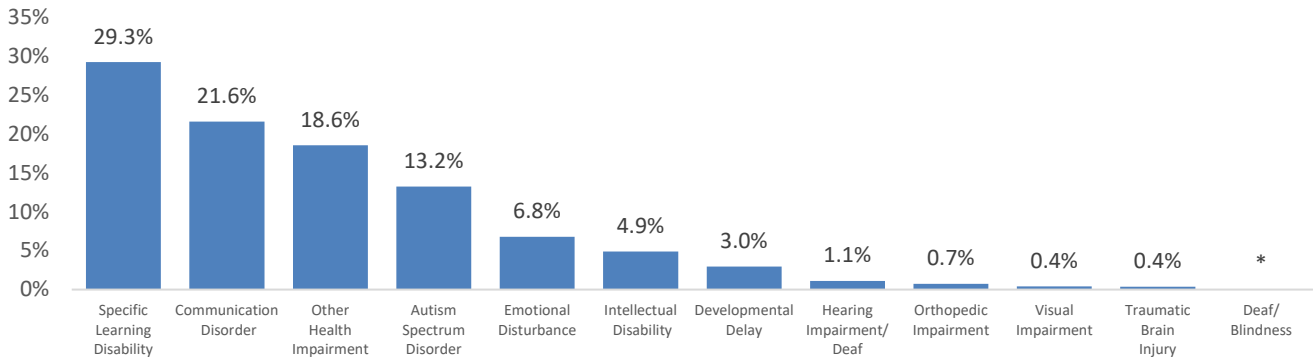
*Note: Developmental Delay expanded to include school age students through age 9 in the school year 2019-20

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

School Age Students with Disabilities Receiving Special Education Services

2020-21 School Year

Total: 79,782 Students

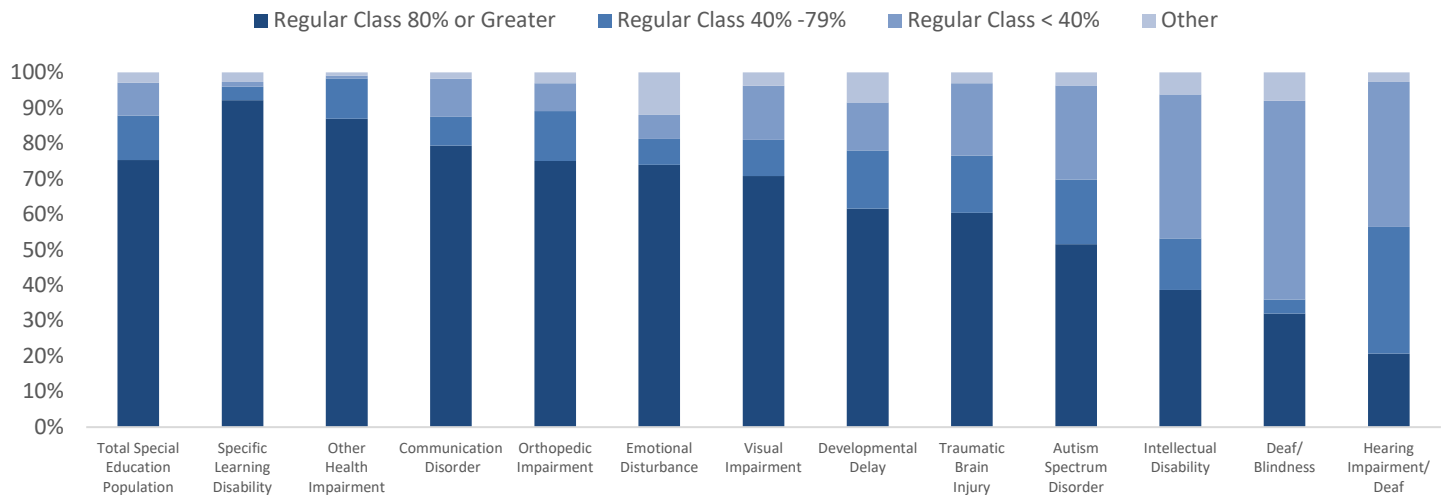


*Percentage rounded down due to small student count.

Placement of School Age Special Education Students by Disability – 2020-21

The following graph represents the placement options along the continuum with the “Regular Class 80 percent or Greater” category being the least restrictive placement decision by an Individualized Education Program (IEP) team. The categories are:

- **Regular Class 80 percent or Greater:** Children who received special education and related services outside the regular classroom for less than 21 percent of the school day.
- **Regular Class 40 -79 percent:** Children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.
- **Regular Class < 40 percent:** Children who received special education and related services outside the regular classroom for more than 60 percent of the school day.
- **Other:** This category includes all other placements, including those determined and not determined by the IEP team, i.e. students in corrections, home school by parent, separate schools, parentally placed in private schools, hospital programs, homebound, public and private facilities.



Percentages reflect the portion of students with the listed disability in each placement.

Early Learning Division Pre-Kindergarten Program

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

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

The ELD funds 28 OPK grantees located in all 36 counties across Oregon. OPK grantees 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. OPK grantees can also become grantees of the ELD’s second preschool program, Preschool Promise.

Due to new early learning investments as part of the Student Success Act, in 2020-2021 the ELD was able to enhance services in the OPK program by increasing the number of full day slots available, raising teacher and assistant teachers' salaries, and increasing transportation services.

The 2020-2021 legislatively approved budget for OPK was \$111,285,754.00. The ELD funded 7,731 OPK slots and federal sources are estimated to have funded an additional 4,885 slots. When combined with Federal and other funding sources, the cumulative number of children served in OPK was 9,656. An estimated 7,335 slots were filled by age eligible children living at or below the federal poverty level. The remaining slots were filled by children with other identified qualifying circumstances. Total enrollment was low this year, as compared to funded enrollment, due to challenges related to the COVID-19 pandemic.

School Year	Number of Children Eligible for Services	Number of Eligible Children Served	Percent of Eligible Children Served
2016-2017	19,613	12,215	62.3%
2017-2018	17,721	11,184	63.1%
2018-2019	16,304	11,444	70.2%
2019-2020**	31,037	13,745*	44.3%
2020-2021	12,397	7,335	59.2%

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

** Eligible children defined as children ages 3 and 4 living in families at or below 100% federal poverty level (FPL) in all years except 2019-2020. For 2019-2020, eligible children were defined as children ages 3 and 4 living at or below 200% FPL.

Note: Eligible children served by the Preschool Promise program included in all years except 2020-2021.

Source: Oregon Department of Education, Early Learning Division. State population of eligible children obtained from the ACS 1-Year Estimates – Public Use Microdata Sample 2019 for children ages 3 and 4 in families living at or below 100% FPL.

Early Learning Division Preschool Promise Program

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

Preschool Promise is a model for a publicly funded, high-quality preschool program. Preschool Promise leverages high-quality, local, and culturally-relevant early care and education programs and makes them available to children ages 3-5 living at or below 200 percent of the federal poverty level. Children in foster care are automatically income eligible. By incorporating a mixed delivery approach, which recognizes that high-quality early learning experiences can take place in a wide variety of settings, Preschool Promise provides opportunities for families to access and choose the preschool setting which best meets their needs. Preschool Promise is offered in all 36 counties across Oregon and is state funded.

Due to new early learning investments as part of the Student Success Act, the ELD funded 185 Preschool Promise providers during the 2020-2021 program year. Preschool Promise providers include preschool centers, family childcare homes, Oregon Pre-Kindergarten grantees, community-based organizations, public schools, education service districts, and Relief Nurseries. Preschool Promise providers offer full-day services in these diverse settings.

The 2020-2021 legislatively approved budget for Preschool Promise was \$49,728,031.00. The ELD funded 3,896 slots. The cumulative number of children served in Preschool Promise was 2,874. An estimated 2,833 slots were filled by eligible children living at or below 200% of the federal poverty level. The remaining slots were filled by children who met locally based need criteria. Total enrollment was low this year, as compared to funded enrollment, due to challenges related to the COVID-19 pandemic. Prior to this year, Preschool Promise information was reported in a combined report with the Oregon Pre-Kindergarten program.

School Year	Number of Children Eligible for Services	Number of Eligible Children Served	Percent of Eligible Children Served
2020-2021	31,037	2,833	9.1%

Source: Oregon Department of Education, Early Learning Division. State population of eligible children obtained from the ACS 1-Year Estimates – Public Use Microdata Sample 2019 for children ages 3 and 4 in families living at or below 200% FPL.

Talented and Gifted

Talented and Gifted (TAG) children are defined by the State of Oregon as “those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential” in one of the recognized areas of giftedness (ORS 343.391). [Oregon statutes and administrative rules](#) require school districts to identify TAG students and to provide TAG students with instruction that is designed to meet their assessed levels of learning and accelerated rates of learning (OAR 581-022-2500). Due to the impact of COVID-19 and the shift to comprehensive distance learning for many districts, TAG identification was waived for the 2020-21 school year. The State Board of Education adopted the [waiver](#) (OAR 581-022-0104) on October 21, 2021.

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. Individual Students may be identified in multiple areas of TAG.

Oregon Talented and Gifted Students Statewide

State-defined:

- **Intellectually Gifted:** 13,974
- **Academically Talented:**
 - Reading: 14,426
 - Math: 14,685

District-defined:

- **Potential to Perform at the 97th Percentile:** 6,834

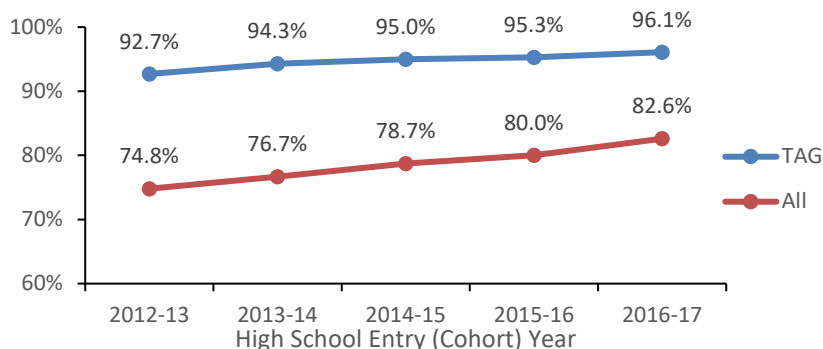
District Option to Identify:

- **Creativity:** 31
- **Leadership:** 13
- **Visual and Performing Arts:** 18

Student Group	Number of TAG Students	Percent of TAG Students	Percent of Student Group Identified as TAG
Total	35,509	100.0%	6.8%
Female	16,331	46.0%	6.1%
Male	19,014	53.5%	6.6%
Non-Binary	164	0.5%	14.5%
American Indian/Alaska Native	111	0.3%	1.7%
Asian	3,864	10.9%	17%
Black/African American	402	1.1%	3.1%
Hispanic/Latino	4,019	11.3%	2.9%
Multiracial	3,147	8.9%	8.1%
Native Hawaiian/Pacific Islander	106	0.3%	2.4%
White	23,860	67.2%	7.1%
Economically Disadvantaged	14,661	41.3%	4.2%
Not Economically Disadvantaged	20,848	58.7%	10.2%
Special Education	1,454	4.1%	1.7%
Not Special Education	34,055	95.9%	7.2%

Source: Spring Membership 2020-21

TAG and All Students Four-Year Graduation Rates



Source: Cohort Graduation Rates

Alternative Schools and Education Programs

“Alternative schools and education programs” are 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 left school before graduating, or are at risk of leaving school before graduating,
- need additional supports to earn a diploma

Student enrollment in alternative schools and programs, such as small learning communities (programs within schools), charter and magnet schools, or programs of choice are utilized to meet individualized student learning and socio-emotional needs. Some districts may 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.

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

Alternative Education Services in Oregon
By Type of Program Service -- Number of Students

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

Source: ODE Alternative Education Data Collection

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

Alternative education is included in school district improvement planning and goal setting as we continue to support schools in need. Private alternative schools are annually evaluated by their contracting districts to assure they are comprehensive, aligned with content standards and essential skills and offering the courses required for high school graduation. An annual evaluation and site visit is required to result in Division 22 assurances that support school boards in their annual approval of programs. A growing number of annual program evaluations are making use of a more formative evaluation method that seeks to support "quality" academic and scheduling programming. These evaluations are required to include the review of an annual statement of expenditures to ensure that the program enhances the ability of the district and its students to achieve district and state standards (ORS 336.655).

Alternative Education Services in Oregon
by Type of Program Service -- Number of ***Programs***

Type of Operation	2016-17	2017-18	2018-19	2020-21*
Resident School District	120	121	124	75
Another School District	6	5	5	4
Private Program	46	31	30	21
Community College	32	29	26	17
Educational Service District (ESD)	10	9	9	10
Other Program	3	3	4	4
Terminated Program	11	11	13	0
Total	228	209	211	131

Source: ODE Alternative Education Data Collection

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

The majority of alternative education in Oregon is estimated to occur in schools and programs operated by the student's resident school district, but a consistent number of alternative program services have been offered by community colleges, whereas there has been a consistent decline in alternative program services offered by private organizations. The remaining programs are operated by the Education Service District (ESD) or in another district, school or program.

Type of Program Services Statewide

Alternative education programs must continue to be designed and evaluated for quality as well as compliance to assure they address the diverse student needs and the social behaviors they are designed to address. Alternative programs need to address the development of knowledge/skills with a level of rigor that will enable youth to be successful in post-secondary education and careers. The National Alternative Education Association (NAEA) describes youth attending alternative education programs as students who were found to have not been succeeding in the traditional education setting. Traditional school staff are left to respond to the needs of an increased number of students that might benefit from alternative programs and attempt to do so through personalized learning experiences in accordance with a student's education plan and profile. A number of school districts have responded by offering differing types of online/blended learning and intervention programs on site at traditional schools (schools within schools) which accounts for the decrease in the number of programs. Alternative schools offer innovative and non-traditional approaches to teaching and learning which helps to prevent these students from leaving school without graduating and assists the state and district in serving all students.

Alternative Education Services in Oregon
By Type of Program Service -- Number of ***Services***

Types of Program Services Statewide	Number of Services Provided 2016-17	Number of Services Provided 2017-18	Number of Services Provided 2018-19	Number of Services Provided 2020-21*
Students with at-risk Behaviors	140	124	131	76
Remediation, Credit Recovery, or GED	138	124	123	59
Pregnant or Parenting Students	51	50	51	25
Students Advanced Beyond Standards	50	44	45	31
Other Programs	34	25	27	22
Total	413	367	377	213

Source: ODE Alternative Education Data Collection

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

Alternative Education Services in Oregon
By Grade Range – Number of ***Students***

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

Source: ODE Alternative Education Data Collection

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

Links to Reference Documents
[Oregon Alternative Education](#)

RESOURCES

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

Data Collections

[Data Collection Catalog](#)

Equity Resources

[DACAmended/Undocumented Toolkit](#)

[Emerging Bi/Multi-lingual students \(English Learner initiatives\)](#)

[Title I-C Migrant Education Program](#)

School and District Accountability

[Elementary and Secondary Education Act](#)

[Oregon School & District Profiles](#)

[Quality Education Model](#)

[Accountability Reports](#)

School Funding and Finance

[State School Fund](#)

[Special Education Funding](#)

Special Programs

[Alternative Education](#)

[Charter Schools](#)

[Early Childhood](#)

[Houseless Students](#)

[Special Education Programs](#)

[Talented and Gifted](#)

Student Achievement

[Oregon Statewide Assessment](#)

[Statewide Test Results](#)

[National Assessment of Education Progress \(NAEP\)](#)

[Cohort Graduation Rate](#)

[Dropout Reports](#)

[Essential Skills](#)

Student Information

[Fall Membership Report](#)

[English Learners](#)

[School Nutrition/Free and Reduced Price Lunch](#)

Teacher Information

[Teacher Licensure](#)

[Highly Qualified Teachers](#)

[Resources for Teachers](#)

Title I

[Title I-A: Improving Basic Programs](#)

[Title I-C: Migrant Education](#)

[Title I-D: Neglected and Delinquent or At-Risk Children](#)