

An Annual Report to the Legislature on Oregon Public Schools



Statewide Report Card | 2014-15

OREGON DEPARTMENT OF EDUCATION

Salam Noor, Deputy Superintendent of Public Instruction

www.ode.state.or.us

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

The purpose of the Oregon Report Card is to monitor trends among school districts and Oregon's progress toward achieving the goals referred to in ORS 329.015.

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

The Oregon Department of Education (ODE) also publishes an Annual Performance Progress Report (APPR) which describes ODE's yearly progress in fulfilling its mission to increase achievement for all students. The APPR tracks performance on each of ODE's key performance measures, which monitor ODE's work pertaining to the Oregon K-12 education enterprise, as well as ODE's internal operational efficiency. The APPR report is posted at: <http://www.ode.state.or.us/search/page/?id=1779>.



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Dear Oregonians,

I am pleased to present the 2014-15 edition of the Oregon Statewide Report Card. This annual report provides a look at our state's education system including key state-wide data on our students, teachers, and schools. Education is a topic that touches all of us, and it is my hope that the information in this report will help to paint a picture of the challenges, opportunities, trends, and transitions in education in our state.

The 2014-15 Statewide Report Card includes:

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

Our state is committed to improving the opportunities afforded to our kids and boosting student achievement and outcomes so that each and every child leaves our schools with the knowledge and skills needed for future success. As I reflect on the 2014-15 school year, I am proud of all that our educators have accomplished, and I am excited by the work underway to continue to improve education in our state.

Highlights of the 2014-15 School Year

Oregon has set ambitious goals designed to transform our educational system and better support students from birth through higher education. There are a number of ongoing initiatives designed to move us toward these goals including [higher standards](#) which more fully prepare students for success in college and the workplace, new [assessments](#) aligned to these higher standards, and [strategic investments](#) in key leverage areas designed to better support both students and teachers. In July, we received approval of our federal flexibility waiver and our plans around [educator effectiveness and evaluations](#), allowing us freedom to better support students, schools, and educators in a home-grown accountability system.

I am honored to be involved in all of this work and I look forward to continuing to partner with educators and community leaders around the state in the months and years to come as we work to better serve our students, families, teachers, schools, and districts. While no report can capture everything there is to know about a topic as complex as education, I hope that this document will serve as a valuable resource to those interested in learning more about our educational system and a starting point for conversations about what we aspire to become as a system and a state.

Sincerely,

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

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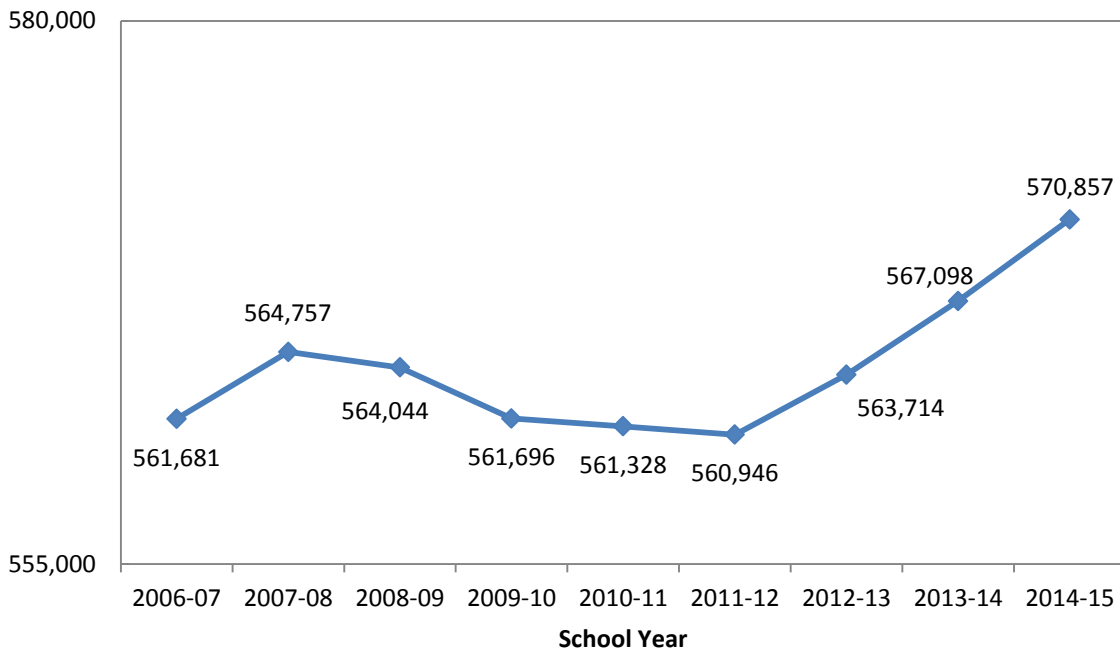
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OREGON STUDENTS

There were 570,857 students enrolled in Oregon public schools on the first school day in October, 2014. Although student enrollment had declined from 2007-08 to 2011-12, it has steadily increased since then, with a total increase of 9,911 students (about 1.8%) over three years. Based on estimates from the US Census Bureau, Population Division, 75-77% of Oregon's school aged (5-19) population was receiving publicly funded K-12 education.¹

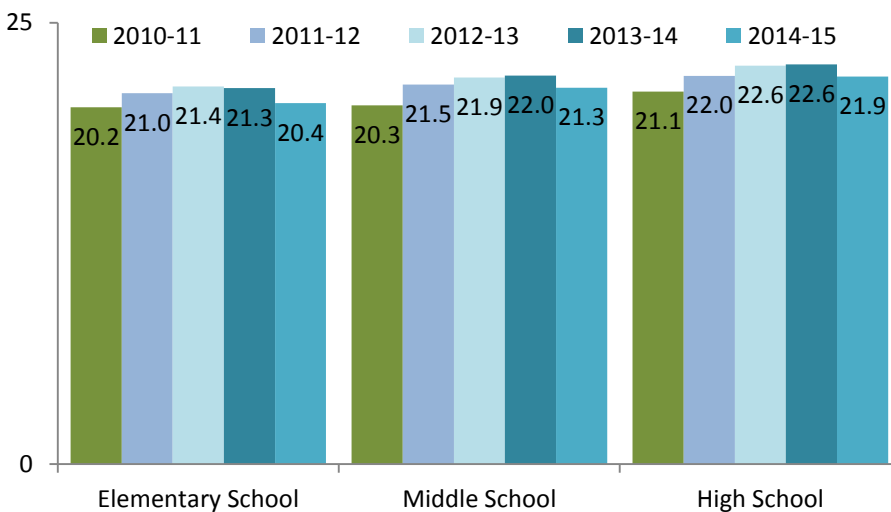
Oregon Public School Enrollment
Number of Kindergarten through 12th Grade Students



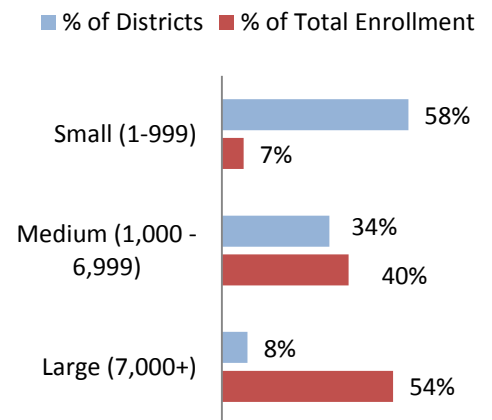
For more data, including school and district enrollment counts, see <http://www.ode.state.or.us/search/page/?=3225>. For data from school years 2008-2009 and earlier, see report #73 under Students at <http://www.ode.state.or.us/data/reports/toc.aspx>. Note: Report #73 includes some PK students, who have not been included in the graph to the left. See page 73 for information on public pre-kindergarten programs and enrollment.¹ See <http://www.census.gov/pop est/data/intercensal/state/S T-EST00INT-02.html> for more information on population estimates.

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

Statewide Student-Teacher Ratios



Percent of Oregon School Districts by Size of Student Enrollment 2014-15



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

Statewide student-teacher ratios decreased this year, largely due to an increase in the full time equivalence (FTE) of teachers employed. See page 7 for more information on teacher employment counts.

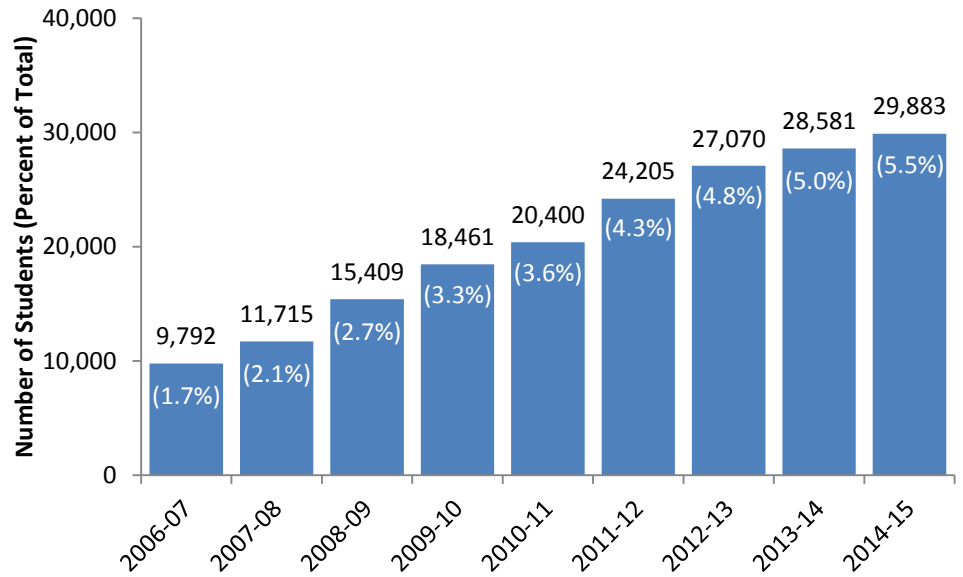
Oregon Public Charter School Enrollment

Charter school enrollment has risen from 1.7 percent of the total public school enrollment in 2006-07 and now represents 5.5 percent of enrolled students.

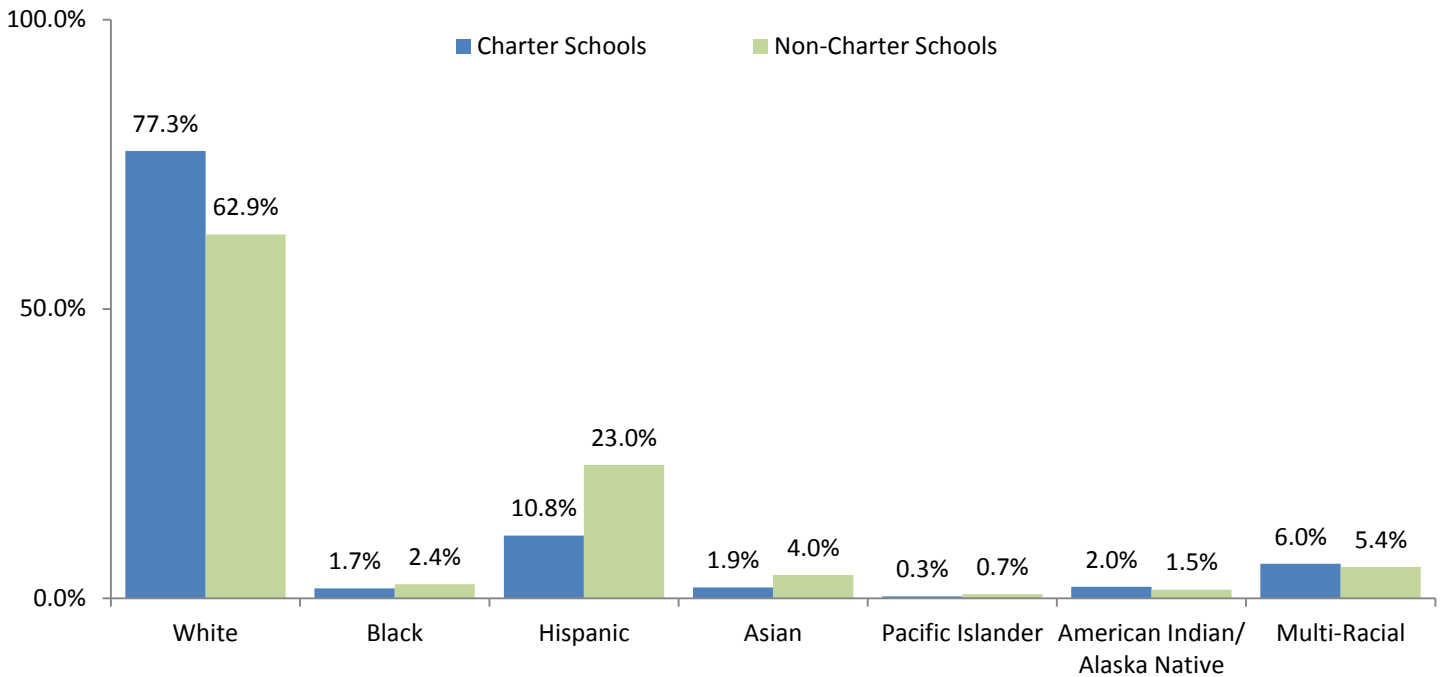
Charter schools, authorized by legislation in 1999, were designed to create new, innovative, and more flexible ways of educating all children within the public school system. In Oregon, all charter schools are public schools.

In the 2014-15 school year, there were 126 charter schools, two more than in 2013-14. The average charter school enrolled about 243 students¹.

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



Charter School Enrollment by Ethnicity 2014-15



Source: Fall Membership 2014-15

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

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

Oregon Public Charter School Performance

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

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

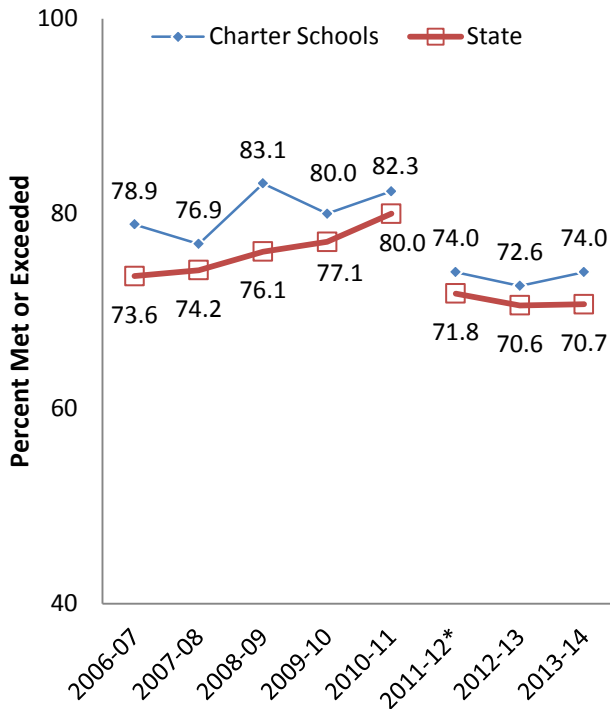
Achievement Level	ELA		Math	
	Charter Schools	State	Charter Schools	State
1	20.1%	21.6%	31.5%	29.5%
2	24.3%	24.3%	30.4%	29.7%
3	33.8%	31.9%	23.0%	22.7%
4	21.8%	22.2%	15.1%	18.1%

In 2014-15, Model schools (including two charter schools) retained their ESEA designation from the 2014-15 school year.

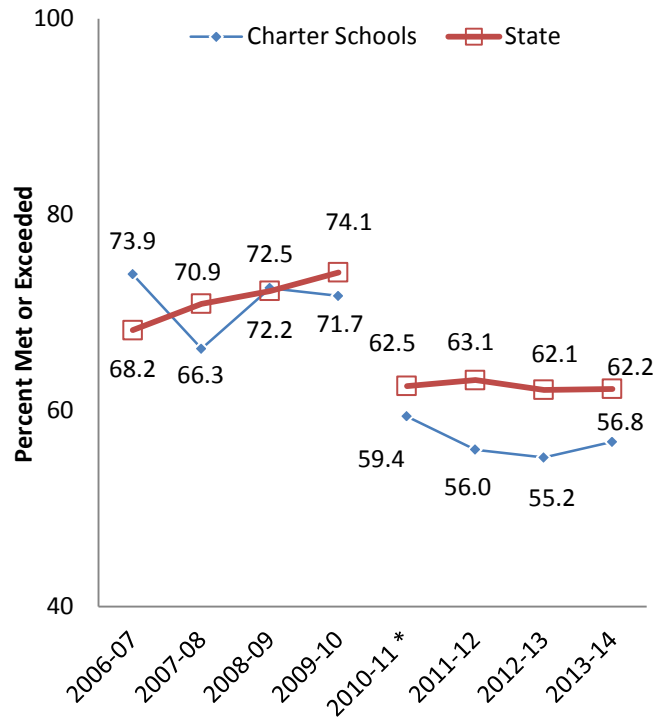
For more information on Priority, Focus, and Model Schools, see page 16 or <http://www.ode.state.or.us/search/page/?id=3742>.

Historical Charter School Performance

Reading: Percent (Students) Met/Exceeded



Math: Percent (Students) Met/Exceeded



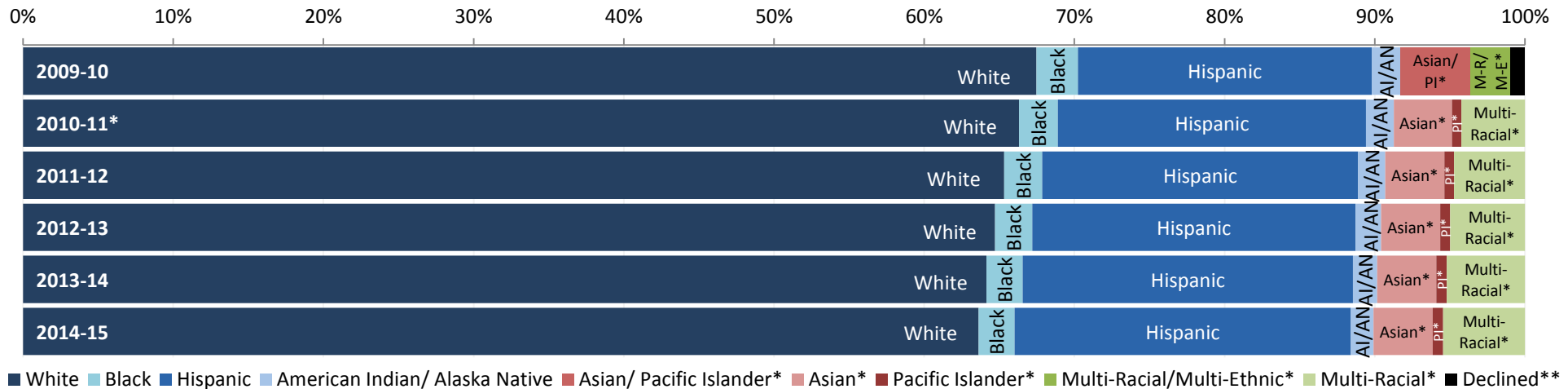
*Reading Standards Increased from 2010-11 to 2011-12, and Math Standards increased from 2009-10 to 2010-11. See page 33 for details. Assessment data by school and district available via the Education Data Explorer, <http://www.ode.state.or.us/apps/Navigation/Navigation.Web/#/PAGR>.

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

Diverse Student Populations

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

Oregon K-12 Public School Enrollment by Race/Ethnicity



Source: Fall Membership

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

School Year	White	Black	Hispanic	Asian/ Pacific Islander	Asian	Native Hawaiian/ Pacific Islander	American Indian/ Alaska Native	Multi-racial/ Multi-ethnic	Multi-Racial	Declined	Total
2009-10	379,036	15,485	109,842	25,927	N/A*	N/A*	10,850	15,190	N/A*	5,366	561,696
2010-11*	372,194	14,599	115,102	N/A*	21,720	3,513	10,406	N/A*	23,794	N/A**	561,328
2011-12	366,470	14,182	118,017	N/A*	22,048	3,657	10,131	N/A*	26,441	N/A**	560,946
2012-13	364,792	13,969	121,372	N/A*	22,215	3,741	9,577	N/A*	28,048	N/A**	563,714
2013-14	363,770	13,699	124,701	N/A*	22,344	3,907	9,161	N/A*	29,516	N/A**	567,098
2014-15	363,155	13,673	127,845	N/A*	22,440	3,983	8,650	N/A*	31,111	N/A**	570,857

Source: Fall Membership

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

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

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

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

Language Diversity

According to data from the Limited English Proficient (LEP) Collection for 2014-15, there were 57,153 English Learners* (about 10% of all K-12 students).

Most Common Languages of Origin of Students in Oregon Public Schools (K-12 Students) 2014-15

Language of Origin	Number of Enrolled Students by Language of Origin ¹	Number of Limited English Proficient Students ²	Percent of Enrollment ³ (Total: 564,818)	Percent of Limited English Proficient Enrollment ³ (Total: 57,153)
English ⁴	441,543	931	78.17%	1.63%
Spanish	82,292	44,143	14.57%	77.24%
Russian	4,716	1,895	0.83%	3.32%
Vietnamese	4,412	1,453	0.78%	2.54%
Chinese	3,099	993	0.55%	1.74%
Arabic	1,456	967	0.26%	1.69%
Somali	1,083	778	0.19%	1.36%
Ukrainian	1,061	393	0.19%	0.69%
Korean	1,017	324	0.18%	0.57%
Romanian	779	284	0.14%	0.50%
Japanese	751	272	0.13%	0.48%
Chuukese	706	520	0.12%	0.91%
Hmong	596	226	0.11%	0.40%
Tagalog	555	211	0.10%	0.37%
Marshallese	451	343	0.08%	0.60%
Hindi	355	101	0.06%	0.18%
Telugu	324	64	0.06%	0.11%
Lao	321	106	0.06%	0.19%
German	292	47	0.05%	0.08%
Persian	285	110	0.05%	0.19%
Thai	265	119	0.05%	0.21%
Nepali	256	181	0.05%	0.32%
Karen	254	229	0.04%	0.40%
French	250	85	0.04%	0.15%
Amharic	225	120	0.04%	0.21%
Tamil	215	25	0.04%	0.04%
Burmese	195	134	0.03%	0.23%
Other or N/A ⁵	17,064	2,099	3.02%	3.67%

¹ Source: Spring Membership 2015

² Source: Unduplicated Limited English Proficient Collection, 2014-15, excluding students determined not to be eligible for ESL services.

³ Percentage columns do not sum to 100% due to rounding.

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

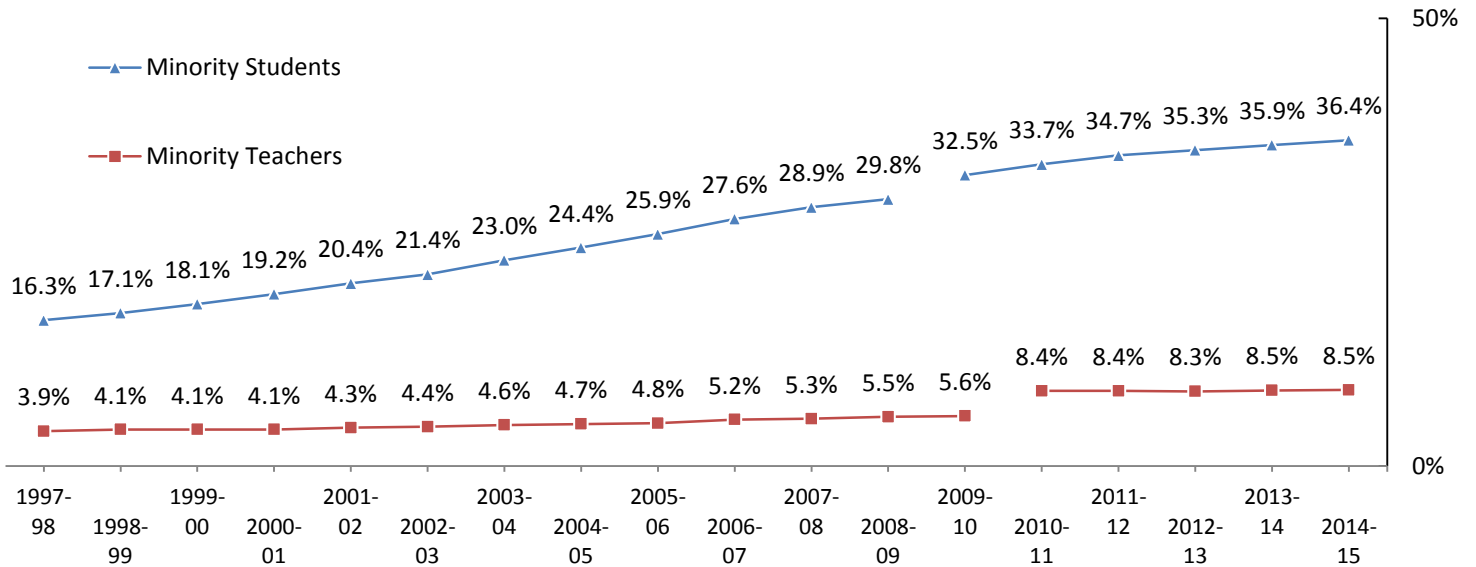
⁵ Includes students reported with an uncommon language of origin, as well as students reported with "Other" or "Not Applicable" as their language of origin.

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

See <http://www.ode.state.or.us/search/page/?id=3408> for more details on English Learner performance.

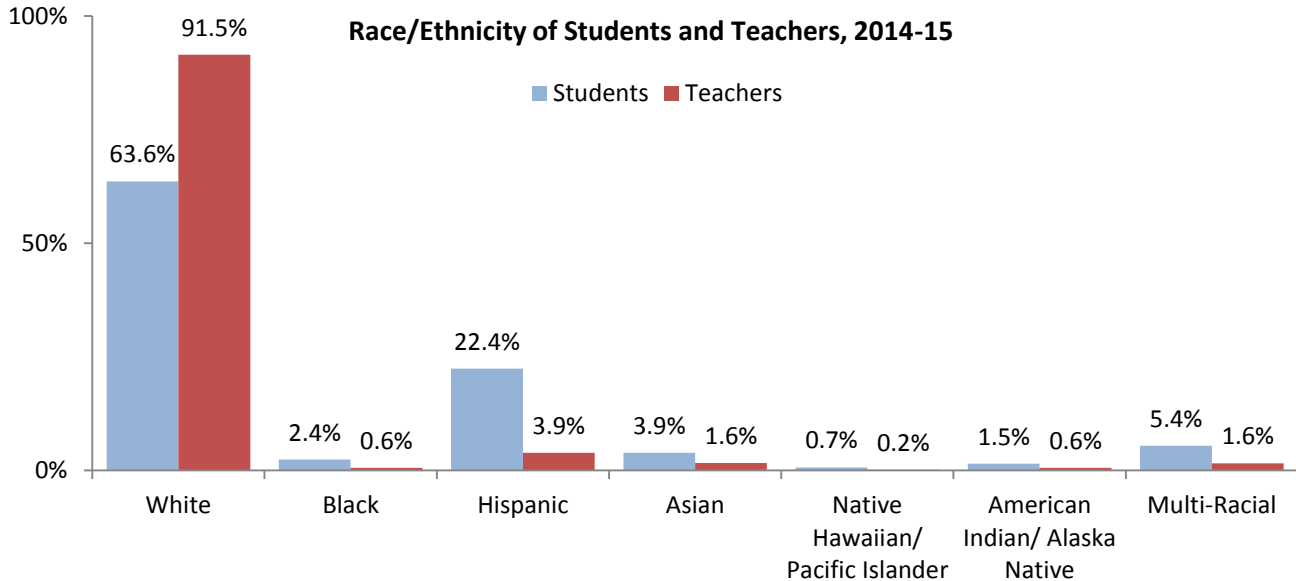
Students and Teachers of Color

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



Sources: Fall Membership and Staff Position Collections

Note that in 2009-10 for students, and 2010-11 for teachers, the guidelines for reporting race/ethnicity changed – see <http://www.ode.state.or.us/news/announcements/announcement.aspx?=#4630> for details. These data may not be comparable to prior years.



Source: Fall Membership and Staff Position Collections

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

The difference between teacher and student race/ethnicity proportions were most noticeable for Hispanics: 22.4% of students were Hispanic, compared with only 3.9% of teachers. 91.5% of teachers were White, compared with only 63.6% of students.

OREGON STAFF

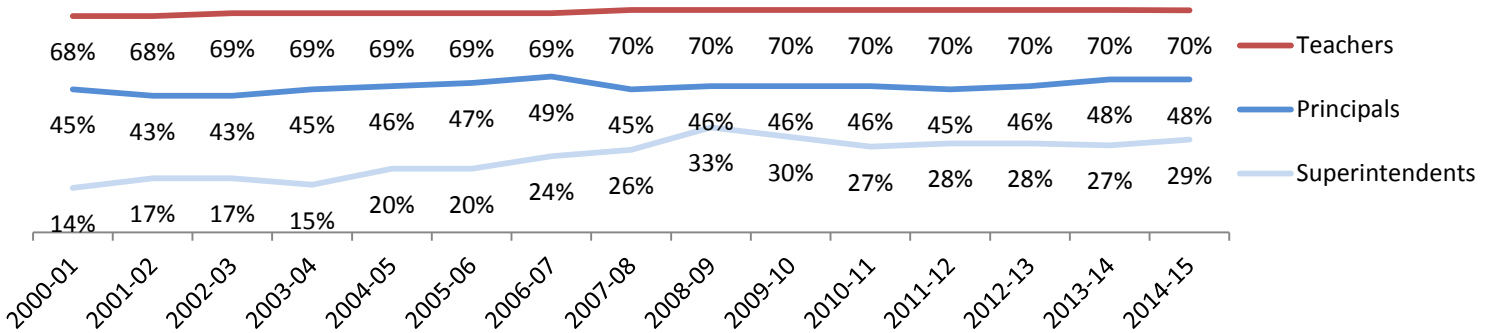
Experienced, Highly Educated Workforce

Women made substantial progress moving into superintendent positions between 2000 and 2008, but the proportion of superintendent positions held by women has declined by several percentage points since 2008. The percentage of principals and teachers who are women has remained fairly constant over the last decade.

	Average Age	Average Years of Experience		
		2013-14	2014-15	Change
Teachers	42.37	13.45	13.04	-3.04%
Administrators	47.05	20.15	20.37	1.06%

Source: Staff Position

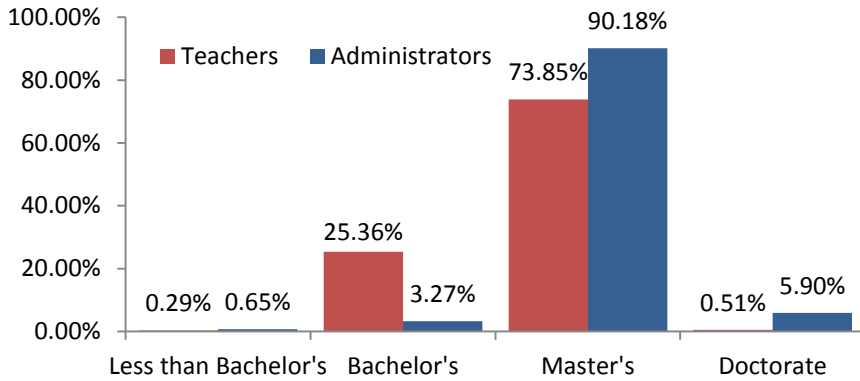
Percentage of Positions held by Women



Source: Staff Position

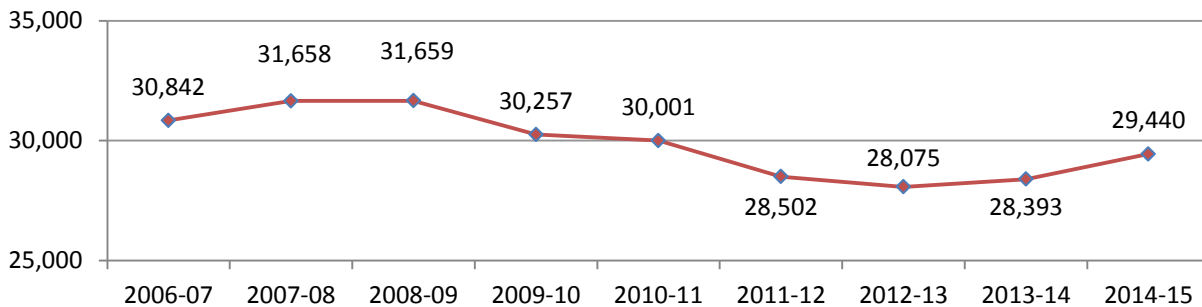
Includes assistant principals and assistant superintendents

2014-15 Highest Degree Held



Oregon teachers are required to: hold a bachelor's degree or higher, be fully licensed, and meet state requirements to demonstrate mastery of subject knowledge. Subject knowledge can be demonstrated either by passing a rigorous state exam, having a major in the core academic area, or holding a graduate degree in the core academic area. All teachers of core academic subjects must meet the definition of a highly qualified teacher. For more information, see the "Highly Qualified Teachers" section, page 17.

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



Source: Staff Position

Includes some pre-kindergarten teachers

All School Staff

In the last year, the total number of full-time equivalent (FTE) school employees increased by 5.34%, from 59,853.99 in 2013-14 to 63,049.48 in 2014-15, a sizable increase of about 3,200 FTE. Each employee group increased in size. Last year, teacher FTE increased for the first time since 2008-09, and this year saw an even bigger gain, though the proportion of the school workforce made up of teachers declined slightly. Guidance Counselor FTE increased the most this year, breaking 1000 FTE for the first time in years. Library and Media staff FTE showed the smallest increase at 3.91%, but this is the first increase in that category since 2007-08.

Oregon School Employees (Full-Time Equivalent Positions)

	2013-14		2014-15	
	Number	Percent	Number	Percent
Teachers	26,749.77	44.69%	27,860.42	44.19%
Educational Assistants	9,235.45	15.43%	9,727.13	15.43%
District Administrators	427.70	0.71%	451.58	0.72%
School Administrators	1,540.01	2.57%	1,607.78	2.55%
Guidance Counselors	957.47	1.60%	1,039.78	1.65%
Library and Media	816.71	1.36%	848.63	1.35%
Support Staff	18,346.29	30.65%	19,660.93	31.18%
Special Education Specialists	1,780.60	2.97%	1,853.24	2.94%
Total	59,853.99	100.00%	63,049.48	100.00%

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

The proportion of total FTE positions held by teachers in Oregon's public schools decreased slightly this year, and remains under 45%. In 2012, Oregon was one of only six states where teachers comprised less than 45% of total staff.¹

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

Annual Instructional Hours

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

	Instructional Hours Required to be Offered Each Year (Minimum) 2014-15
Kindergarten (half day)	450
Kindergarten (full day)	900
Grades 1-8	900
Grades 9-11	990
Grade 12	966

Historical Salary Charts

Oregon Average Actual & Inflation-Adjusted Salaries 2008-09 to 2014-15 Superintendents, Principals, Assistant Principals, and Teachers

	Actual Salary			Inflation-Adjusted Salary		
	2008-09	2014-15	Percent Change	2008-09	2014-15	Percent Change
Superintendent	\$113,399	\$125,529	10.7%	\$113,399	\$114,316	0.8%
Principal	\$95,343	\$101,329	6.3%	\$95,343	\$92,277	-3.2%
Assistant Principal	\$88,060	\$94,067	6.8%	\$88,060	\$85,664	-2.7%
Teacher	\$53,829	\$59,477	10.5%	\$53,829	\$54,164	0.6%

Source: ODE Staff Position Data Collection

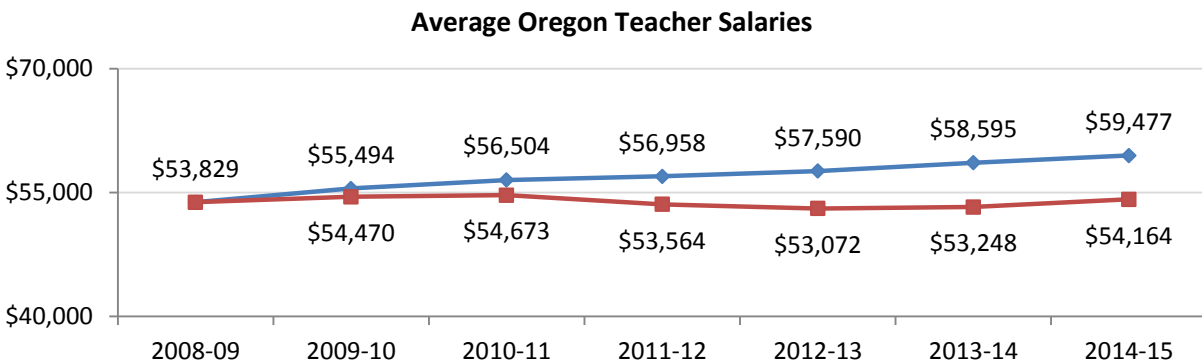
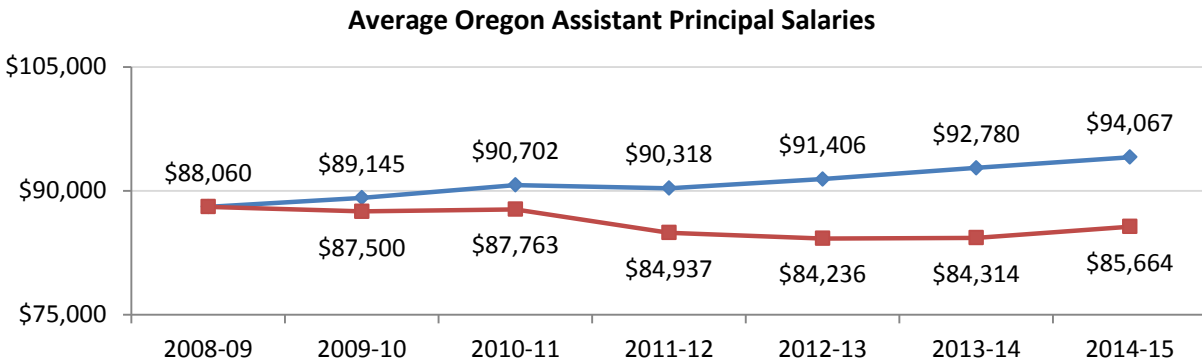
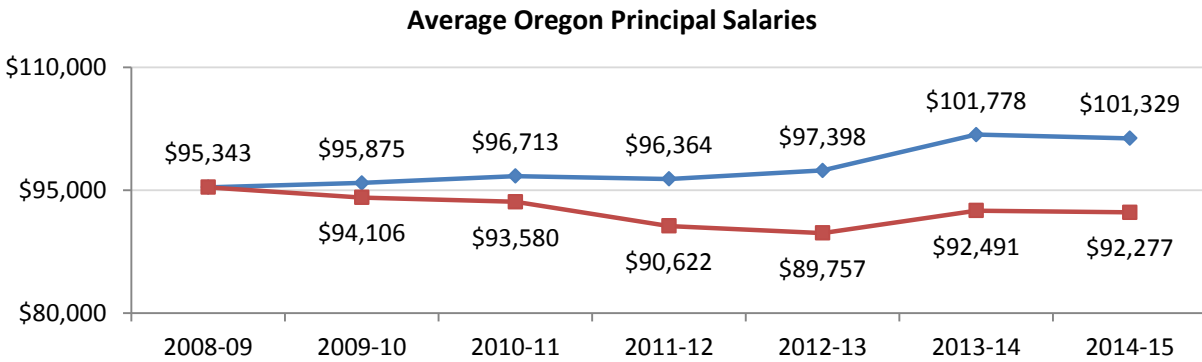
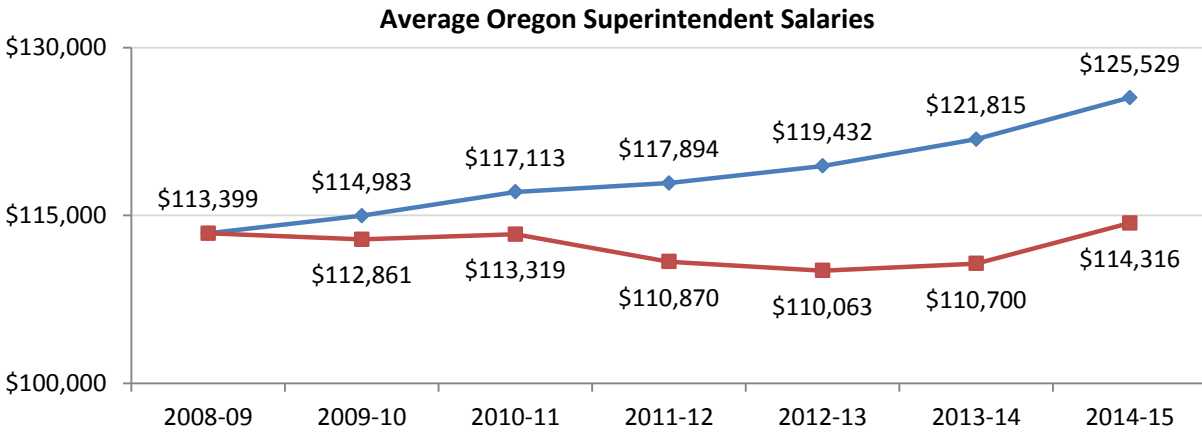
The Staff Position Data Collection expanded in 2010-11 to collect contracted staff and extra duty or coaching contracts. Data for teacher salaries in 2014-15 may include additional extra duty pay and thus not be perfectly comparable to previous years.

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



Average Salaries for Teachers and Administrators in Oregon: 2008-09 to 2014-15

◆ Actual Salaries ■ Inflation Adjusted Salaries (Portland CPI; 2008-09 = 100)



SCHOOL FUNDING

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

Operating Expenditures per Student

Where Dollars Were Spent	2011-12	%	2012-13	%	2013-14	%
Direct Classroom	\$5,492	56%	\$5,474	56%	\$5,755	56%
Classroom Support	\$1,982	20%	\$1,976	20%	\$2,043	20%
Building Support	\$1,941	20%	\$1,965	20%	\$2,022	20%
Central Support	\$476	5%	\$445	5%	\$482	5%
TOTAL*	\$9,891	100%	\$9,860	100%	\$10,302	100%

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

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

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

School Resources

Since the passage of Measure 5 in 1990, school resources per student have not kept pace with education cost increases.

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



Oregon's quality education model (QEM) suggests adequate per pupil funding should be \$12,035 in 2014-15. See [the Quality Education Commission page](#) for more information.

Student Enrollment

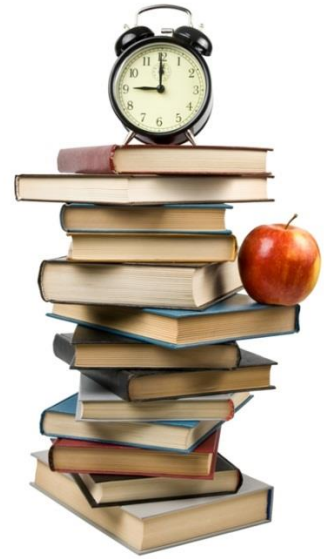
Student enrollment is counted in several ways because it is used for a variety of purposes:

Average Daily Membership – Resident (ADMr): This is the annual average of daily student enrollment for students residing within the district. Some resident students may attend school in another district. Kindergarten students are counted as half-time students.

Average Daily Membership – Weighted (ADMw): This count is the basis for funding in Oregon. Resident average daily membership 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	2009-10	2010-11	2011-12	2012-13	2013-14 (Revised)	2014-15 (Preliminary)
Average Daily Membership – ADMr	533,407	532,972	532,357	533,923	538,389	542,842
Weighted Average Daily Membership – ADMw	662,137	660,322	662,252	659,950	663,123	670,627
Fall Membership (Enrollment on October 1)**	561,698	561,331	560,951	563,714	567,100	570,857
Average Daily Attendance (ADA)*	497,763	499,411	498,448	499,720	505,177	507,604

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

**Fall Membership reported here includes some PK students.

History of School Funding Responsibility in Oregon

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

Oregon uses a formula to provide financial equity among school districts. Each school district receives (in combined state and local funds) an allocation per student, plus an additional amount for each student enrolled in more costly programs such as Special Education or English as a Second Language.

Biennial Formula Revenue (In Billions of Dollars, not adjusted for inflation)

	2005-07	2007-09**	2009-11***	2011-13	2013-15	2015-17
Local	\$2.70	\$2.90 *	\$2.87	\$2.96	\$3.31	\$3.58
State	\$5.20	\$5.70	\$5.56	5.713	\$6.65	\$7.38
Total	\$7.90	\$8.50	\$8.43	8.671	\$9.96	\$10.96

Source: State School Fund Distribution Formula.

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

*Revised

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

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

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

Annual District and ESD Operating Revenues by Source (Dollars in Millions)

Year	Local		Intermediate ¹		State		Federal		TOTAL	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
2006-07	\$1,741.8	32.9%	\$101.7	1.9%	\$2,901.9	54.8%	\$546.7	10.3%	\$5,292.1	100%
2007-08	\$1,841.8	32.5%	\$80.3	1.4%	\$3,193.4	56.3%	\$554.4	9.8%	\$5,669.9	100%
2008-09	\$1,870.5	32.7%	\$69.4	1.2%	\$3,106.1	54.3%	\$670.1	11.7%	\$5,716.1	100%
2009-10	\$1,928.0	33.5%	\$70.9	1.2%	\$2,934.2	51.0%	\$820.1	14.3%	\$5,753.1	100%
2010-11	\$1,949.9	34.4%	\$75.1	1.3%	\$2,782.4	49.1%	\$856.5	15.1%	\$5,663.9	100%
2011-12	\$1,987.2	34.8%	\$74.6	1.3%	\$3,028.9	53.1%	\$612.3	10.7%	\$5,703.0	100%
2012-13	\$2,009.7	35.3%	\$88.9	1.6%	\$3,030.4	53.2%	\$565.3	9.9%	\$5,694.2	100%
2013-14	\$2,073.8	34.0%	\$100.2	1.6%	\$3,381.9	55.5%	\$538.9	8.8%	\$6,094.8	100%

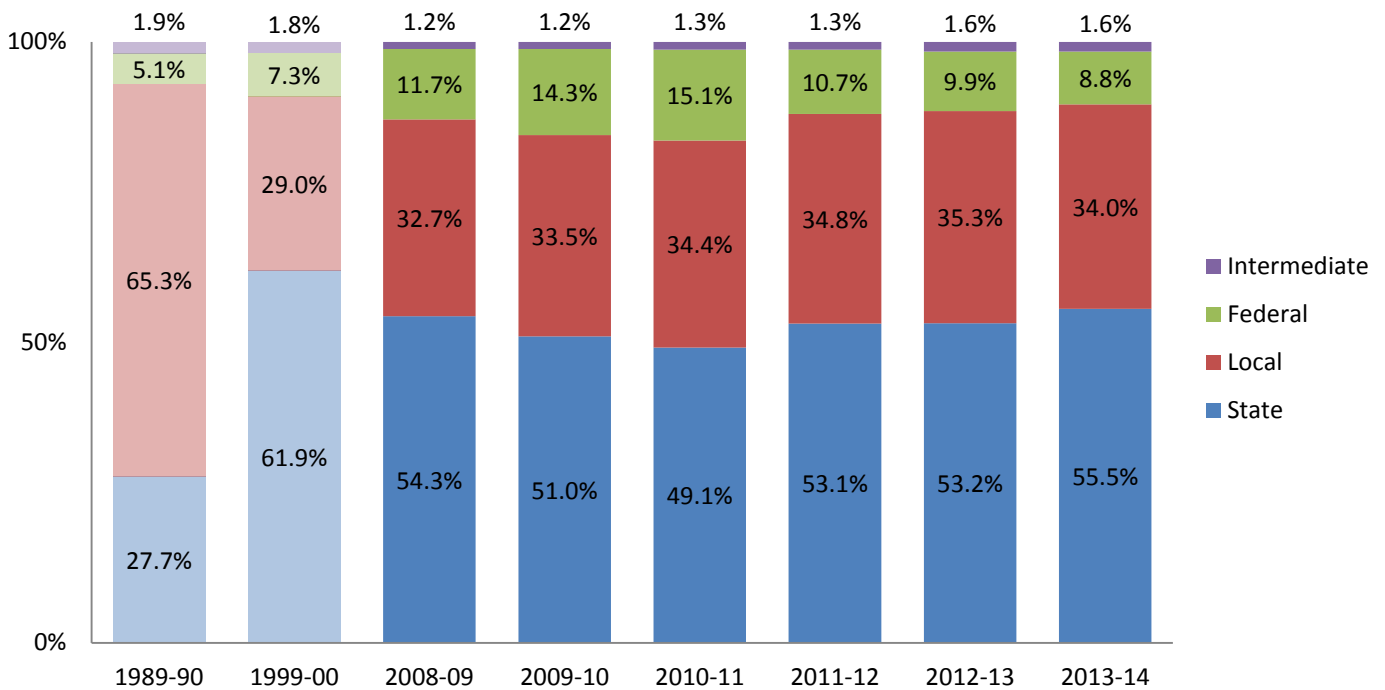
Source: Actuals from audited financial reports of School Districts and Education Service Districts Columns may not sum to total due to rounding

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

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

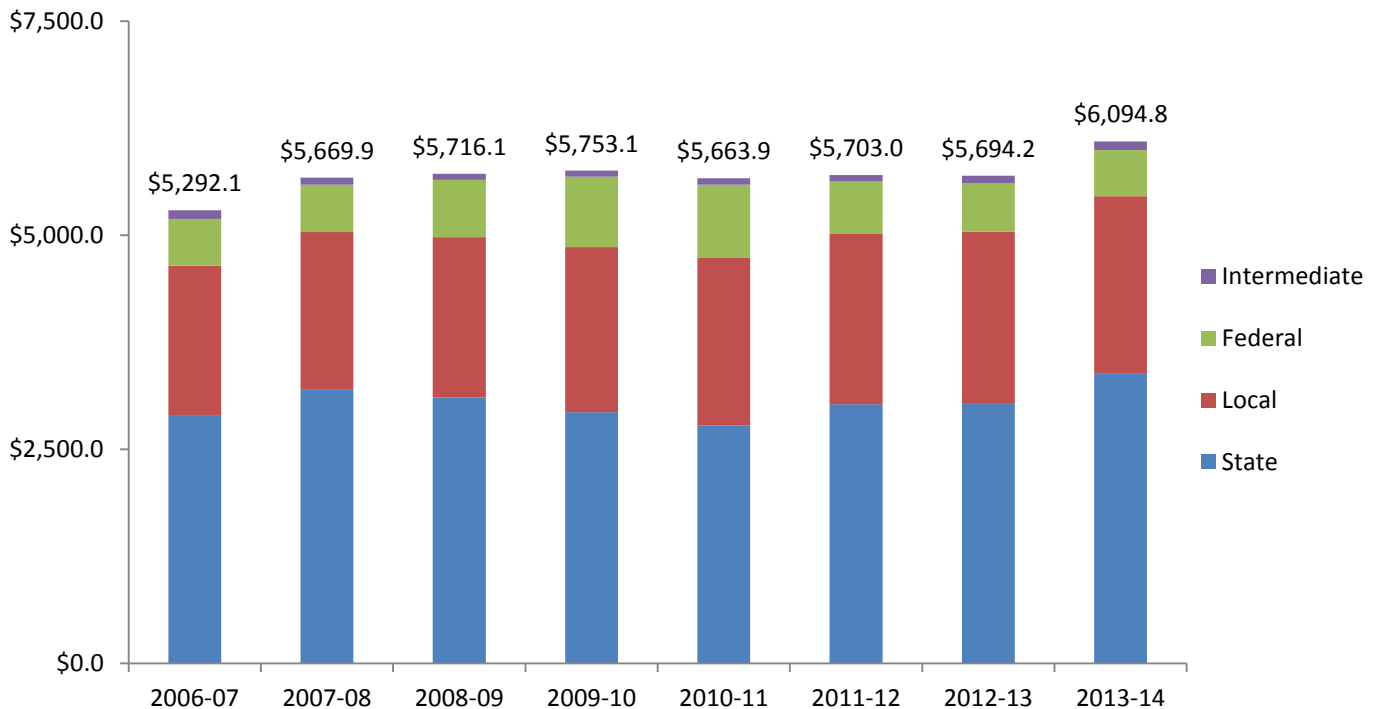
Operating Revenues by Source (Historical)

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



In the decade following the passage of Ballot Measure 5, the Property Tax Limitation Measure which was passed in 1990, there was a dramatic shift in sources of public school funds. As a result, Oregon schools are now supported primarily by State, not local, dollars. Note that Intermediate refers to revenues from other levels of government, such as county or city.

Audited Operating Revenues for Public Elementary and Secondary Schools and ESDs by Source of Funds (Dollars in Millions)



ELEMENTARY AND SECONDARY EDUCATION ACT

Federal Programs

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

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

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

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

In 2012, Oregon received approval for a waiver of certain requirements of the ESEA. See page 16 and 20 for more information.

Elementary and Secondary Education Act Flexibility Waiver

The Elementary and Secondary Education Act (ESEA) was passed in 1965 as a part of the “War on Poverty.” The federal *No Child Left Behind Act* of 2001 was signed into law on January 8, 2002. This legislation reauthorized the ESEA and mandated new requirements for state-level funding, professional development of teachers, assessment of student performance, and reporting student and school information to parents and communities.

In September 2011, the U.S. Department of Education invited states to request flexibility regarding specific requirements of the *No Child Left Behind Act* of 2001 in exchange for rigorous and comprehensive state-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. Oregon submitted its ESEA Flexibility Request in January 2012, and the request received federal approval in July 2012. With this approval, Oregon is able to tailor the mechanisms of the ESEA to create a more accountable and responsive system that meets the needs of Oregon students and strengthens Oregon schools.

As part of the federal ESEA Flexibility application, Oregon developed a new accountability system which uses multiple measures to rate schools. For high schools these measures include academic achievement, academic growth, subgroup growth, graduation rates, and subgroup graduation rates. For elementary and middle schools, only the first three measures are used. Schools receive an overall rating based on how well they are doing in each of these areas. Oregon used this system to identify 96 Oregon schools in 2012-13 (36 Priority Schools and 60 Focus Schools) to receive additional supports and interventions from the state to help increase student achievement and close persistent achievement gaps. Priority schools represent the lowest 5% of high-poverty schools (Title 1) in the state according to the new accountability system, while Focus schools are additional schools in the lowest 15% of high-poverty schools in the state that have achievement gaps. The accountability system also identified 30 high-poverty Model schools for 2012-13. These Model schools have been identified as examples of successful student outcomes and will serve as models and mentors to other schools around the state.

ESEA Flexibility Designations

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

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

²The U. S. Department of Education has given the State of Oregon approval to temporarily suspend the assignment of school ratings during the transition from the Oregon Assessment of Knowledge and Skills (OAKS) to the new college and career readiness assessments. As part of this approval, Title 1 schools retained their ESEA designations from 2014-15.

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

Elementary and Secondary Education Act – Highly Qualified Teachers

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

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

Percent of Classes Taught by Highly Qualified Teachers 2014-15

Type of Class	All Schools		High-Poverty Schools		Low-Poverty Schools	
	Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes NOT Taught by Highly Qualified Teachers	Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes NOT Taught by Highly Qualified Teachers	Percent of Classes Taught by Highly Qualified Teachers	Percent of Classes NOT Taught by Highly Qualified Teachers
All	98.0%	2.0%	97.6%	2.4%	98.9%	1.1%
Self-Contained	99.2%	0.8%	99.3%	0.7%	99.5%	0.5%
English	98.2%	1.8%	97.7%	2.3%	99.0%	1.0%
Foreign Languages	98.0%	2.0%	95.9%	4.1%	99.0%	1.0%
The Arts	98.7%	1.3%	98.8%	1.2%	99.4%	0.6%
Science	97.9%	2.1%	96.6%	3.4%	98.8%	1.2%
Math	96.6%	3.4%	96.6%	3.4%	98.0%	2.0%
Social Sciences	98.3%	1.7%	97.5%	2.5%	98.9%	1.1%

Source: Staff Assignment (Highly Qualified Teachers) Data Collection 2014-15

School Type	Percent of Core Academic Classes Taught by Highly Qualified Teachers	Percent of Core Academic Classes NOT Taught by Highly Qualified Teachers
Elementary Level		
High-Poverty	98.3%	1.7%
Low-Poverty	98.7%	1.3%
All Elementary	97.7%	2.3%
Secondary Level		
High-Poverty	97.4%	2.6%
Low-Poverty	98.9%	1.1%
All Secondary	98.2%	1.8%

School Type	Percent of Core Academic Classes Taught by Highly Qualified Teachers	Percent of Core Academic Classes NOT Taught by Highly Qualified Teachers
Elementary Level		
High-Minority	97.5%	2.5%
Low-Minority	97.0%	3.0%
All Elementary	97.7%	2.3%
Secondary Level		
High-Minority	98.8%	1.2%
Low-Minority	97.9%	2.1%
All Secondary	98.2%	1.8%

Source: Oregon Department of Education. Percentages may not sum to 100% due to rounding.

High and low poverty schools are, respectively, the highest and lowest 25% of schools ranked by percentage of students eligible for free or reduced-priced lunches. High and low minority schools are the highest and lowest 25% of schools ranked by percentage of students identified as minority races or ethnicities.

Elementary and Secondary Education Act – Persistently Dangerous Schools

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

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

Expulsions fall within the following two categories:

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

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

Source: Oregon Department of Education

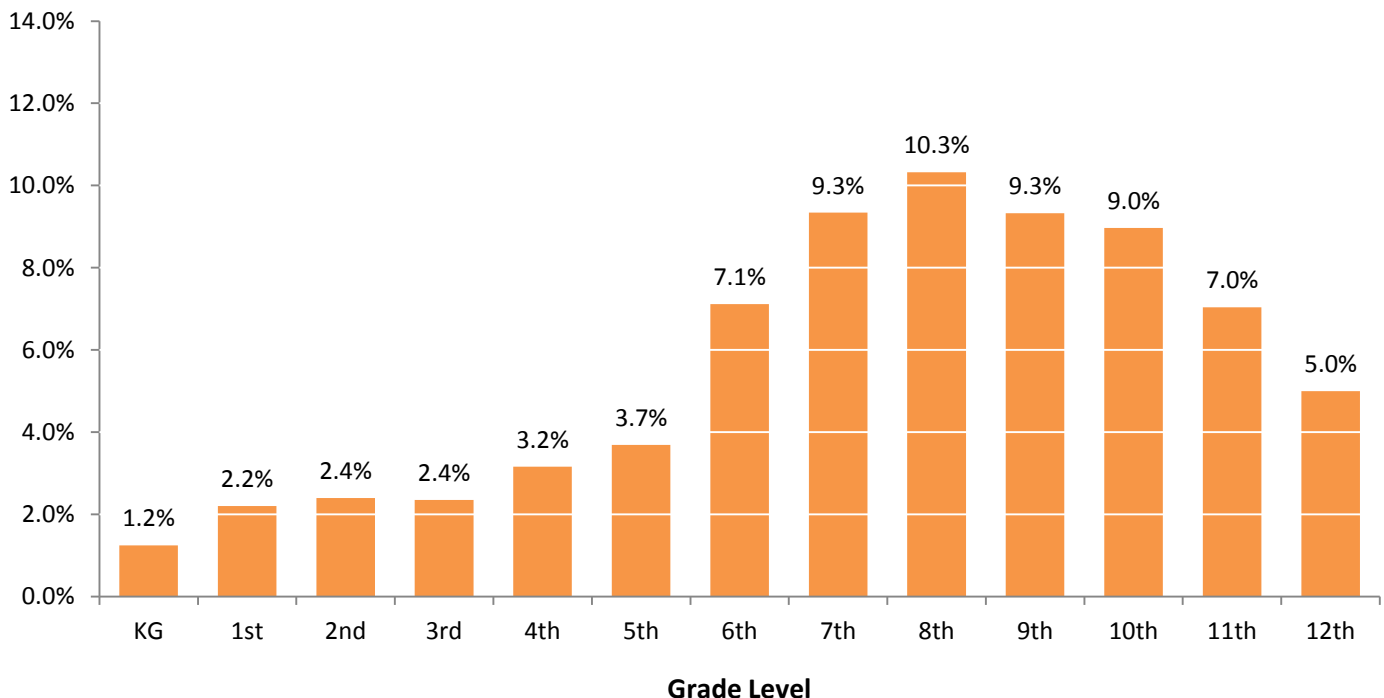
Between 2009-10 and 2014-15, Oregon did not identify any schools meeting the criteria for being placed on “watch status.” Oregon also did not identify any schools as “persistently dangerous” for exceeding the threshold for three or more consecutive years.

It should be noted that a school with a higher than average number of expulsions may indicate a safer climate than a school with a lower rate, because the school is confronting the issue of school safety.

ESEA Unsafe School Choice Option:
http://www.ode.state.or.us/opportunities/grants/nclb/title_iv/a_drugfree/unsafeschchoiceoption.doc
<http://www.ode.state.or.us/search/results/?id=107>
<http://www.ode.state.or.us/search/page/?id=1319>

Discipline Incidents by Grade Level

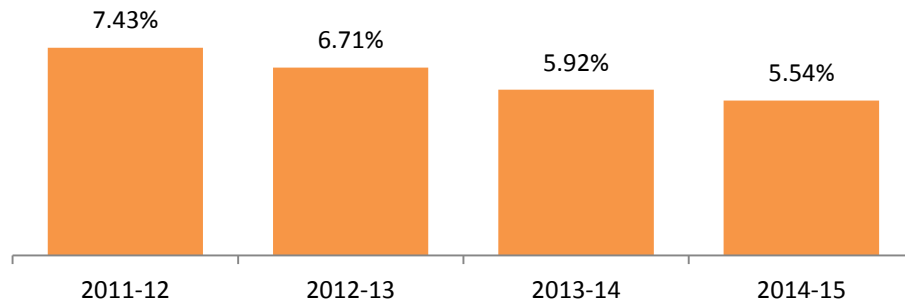
Percent of Students with One or More Suspensions or Expulsions in the 2014-15 School Year by Enrolled Grade on May 1, 2015



Source: Spring Membership 14-15, Discipline Incidents 14-15

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

The number of discipline incidents reported decreased in 2014-15, both for students as a whole and for each student group listed below.



Discipline Incidents by Student Group – Suspensions and Expulsions

Student Group	Percent of Students enrolled on May 1, 2015 with One or More Discipline Incidents in the 2014-15 School Year
Total	5.5%
Gender	
Male	7.9%
Female	3.0%
Ethnicity	
Asian	1.5%
Black/African American	9.7%
Hispanic/Latino	6.3%
American Indian/Alaska Native	10.7%
Multi-Racial	5.9%
Native Hawaiian/Pacific Islander	6.4%
White	5.2%
Other Student Groups	
Economically Disadvantaged	7.6%
Not Economically Disadvantaged	3.1%
TAG	2.4%
Not TAG	5.8%
English Learners ¹	4.6%
Not English Learners	5.6%
Special Education	10.8%
Not Special Education	4.7%

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

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

For more data regarding discipline incidents, please see ODE's Searchable Discipline Tool:

<http://www.ode.state.or.us/apps/Navigation/Navigation.Web/default.aspx#/Discipline>.

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

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

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

ANNUAL MEASURABLE OBJECTIVES

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

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

AMO targets are incorporated into the Achievement, Graduation, and Subgroup Graduation ratings, as described below.

AMOs for English Language Arts and Mathematics

In 2014-15, the U.S. Department of Education gave the state of Oregon approval to temporarily suspend the assignment of school ratings during the transition from the Oregon Assessment of Knowledge and Skills (OAKS) to the new college and career readiness assessments. The AMO targets for 2014-15 were based on the median school performance but were not used to set Levels for schools or subgroups. AMO targets for 2015-16 and beyond will be determined by winter 2016 and will be based on initial Smarter Balanced results.

AMOs for Elementary, Middle, and High Schools

Subject	Accountability Year			
	2014-15	2015-16	2016-17	2017-18
English Language Arts	54.5%	TBD	TBD	TBD
Mathematics	40.0%	TBD	TBD	TBD

AMOs for Graduation

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

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

AMOs for Participation

Participation Rate AMOs were not changed by the waiver. The target remains at 95% participation in statewide assessments in English language arts and mathematics.

AMOs for Attendance

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

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

Academic Achievement Details

Elementary (Grades 3-5)

English Language Arts	2014-15	
Student Group	Number of Tests	Percent Meeting Level 3 or 4
All Students	122,592	51.1
Economically Disadvantaged	75,353	39.2
English Learners ¹	21,124	24.1
Students with Disabilities	19,356	27.1
Underserved Races/Ethnicities	34,443	33.3
American Indian/Alaska Native	1,753	35.0
Native Hawaiian/Pacific Islander	888	38.4
Black/African American	2,647	32.4
Hispanic/Latino	29,155	33.1
Asian	4,825	67.6
White	76,223	57.6
Multi-Racial ²	7,101	57.0

Mathematics	2014-15	
Student Group	Number of Tests	Percent Meeting Level 3 or 4
All Students	122,349	44.8
Economically Disadvantaged	75,185	32.6
English Learners ¹	21,097	20.8
Students with Disabilities	19,306	23.8
Underserved Races/Ethnicities	34,389	26.6
American Indian/Alaska Native	1,750	30.2
Native Hawaiian/Pacific Islander	885	28.1
Black/African American	2,642	23.3
Hispanic/Latino	29,112	26.6
Asian	4,816	66.9
White	76,067	51.2
Multi-Racial ²	7,077	49.3

Notes:

1. English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.
2. Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630> for more information.

Middle (Grades 6-8)

English Language Arts	2014-15	
	Number of Tests	Percent Meeting Level 3 or 4
Student Group		
All Students	121,019	56.4
Economically Disadvantaged	67,539	43.8
English Learners ¹	13,271	20.6
Students with Disabilities	18,196	19.5
Underserved Races/Ethnicities	32,546	39.4
American Indian/Alaska Native	1,757	37.8
Native Hawaiian/Pacific Islander	785	44.8
Black/African American	2,696	37.2
Hispanic/Latino	27,308	39.5
Asian	4,986	74.8
White	76,935	62.1
Multi-Racial ²	6,552	60.9

- Notes:
1. English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.
 2. Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/new/announcements/announcement.aspx?=4630> for more information.

Mathematics	2014-15	
	Number of Tests	Percent Meeting Level 3 or 4
Student Group		
All Students	120,734	42.5
Economically Disadvantaged	67,363	29.4
English Learners ¹	13,259	13.0
Students with Disabilities	18,133	14.5
Underserved Races/Ethnicities	32,481	25.1
American Indian/Alaska Native	1,752	25.3
Native Hawaiian/Pacific Islander	784	31.1
Black/African American	2,676	22.2
Hispanic/Latino	27,269	25.3
Asian	4,980	69.1
White	76,747	47.8
Multi-Racial ²	6,526	45.9

High (Grade 11)

English Language Arts	2014-15	
	Number of Tests	Percent Meeting Level 3 or 4
Student Group		
All Students	35,844	68.5
Economically Disadvantaged	17,022	58.2
English Learners ¹	1,272	18.7
Students with Disabilities	4,316	29.5
Underserved Races/Ethnicities	8,920	54.8
American Indian/Alaska Native	531	59.3
Native Hawaiian/Pacific Islander	241	53.5
Black/African American	766	46.5
Hispanic/Latino	7,382	55.4
Asian	1,550	77.7
White	23,607	72.9
Multi-Racial ²	1,767	71.6

- Notes:
1. English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.
 2. Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=-4630> for more information.

Mathematics	2014-15	
	Number of Tests	Percent Meeting Level 3 or 4
Student Group		
All Students	35,263	31.6
Economically Disadvantaged	16,749	20.6
English Learners ¹	1,273	10.1
Students with Disabilities	4,248	9.7
Underserved Races/Ethnicities	8,794	17.0
American Indian/Alaska Native	521	19.0
Native Hawaiian/Pacific Islander	237	22.8
Black/African American	737	13.2
Hispanic/Latino	7,299	17.0
Asian	1,515	56.9
White	23,213	35.3
Multi-Racial ²	1,741	34.2

Graduation Details

Student Group	2013-14 Graduation Rates	
	Four-year Cohort	Five-year Cohort
All Students	72.0	75.9
Economically Disadvantaged	64.2	69.7
English Learners ¹	51.7	62.5
Students with Disabilities	51.1	56.4
Underserved Races/Ethnicities	63.7	69.0
American Indian/Alaska Native	53.5	60.7
Native Hawaiian/Pacific Islander	68.8	72.3
Black/African American	60.2	66.0
Hispanic/Latino	64.9	70.3
Asian	85.9	89.0
White	74.2	77.7
Multi-Racial ²	69.8	73.6

Notes:

1. English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.
2. Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630> for more information.

See pages 33 and 64 for details on assessment results and graduation rates, respectively.



Participation Details

Participation Target: 95%

<i>English Language Arts</i>	2014-15 Counts		Participation Rate
	Number of Participants	Number of Non-participants	
Student Group			
All Students	288,843	12,203	95.9
Economically Disadvantaged	166,037	5,521	96.8
English Learners ¹	37,852	591	98.5
Students with Disabilities	43,168	2,939	93.6
Underserved Races/Ethnicities	78,971	2,491	96.9
American Indian/Alaska Native	4251	181	95.9
Native Hawaiian/Pacific Islander	2,067	62	97.1
Black/African American	6522	459	93.4
Hispanic/Latino	66,131	1,789	97.4
Asian	11,832	358	97.1
White	182,127	8,561	95.5
Multi-Racial ²	15,913	793	95.3

<i>Mathematics</i>	2014-15 Counts		Participation Rate
	Number of Participants	Number of Non-participants	
Student Group			
All Students	287,668	13,432	95.5
Economically Disadvantaged	165,364	6,219	96.4
English Learners ¹	37,783	672	98.3
Students with Disabilities	42,959	3,143	93.2
Underserved Races/Ethnicities	78,696	2,780	96.6
American Indian/Alaska Native	4,232	203	95.4
Native Hawaiian/Pacific Islander	2,057	71	96.7
Black/African American	6,468	517	92.6
Hispanic/Latino	65,939	1,989	97.1
Asian	11,785	413	96.6
White	181,348	9,367	95.1
Multi-Racial ²	15,839	872	94.8

- Notes:
- English Learners is the new term for students identified as having a language other than English. ODE made this change to be consistent with other state reports and guidance.
 - Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?=4630> for more information.

Detailed AMO reports for Oregon public schools are available online at:

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

Additional Performance and Participation Data available online at:

<http://www.ode.state.or.us/apps/BulkDownload/BulkDownload.Web/default.aspx>.

SCHOOL AND DISTRICT REPORT CARDS

The Oregon Legislature created the school and district report cards in 1999. This legislation required the Oregon Department of Education (ODE) to produce and issue a report card to all public schools and districts in the state of Oregon prior to December 1 of each year. Per Oregon Revised Statutes (ORS) 329.105 and 329.115, these report cards contain data from the most recent school year (if available) that met the requirements of state and federal laws. The aim of these report cards was to provide clear, meaningful, and relevant information to parents, educators, and communities concerning public school and district performance, improvement, and accountability.

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

The overall school rating is a critical feature of the school report card and is a requirement of Oregon's ESEA flexibility waiver. However, as part of this waiver the U.S. Department of Education gave Oregon a one year pause in ratings as we transition assessment systems. Due to this pause, there are no ratings on the 2014-15 report cards. The rating consists of five levels that indicate how schools perform as compared to all schools statewide on a combination of rating components (i.e., achievement, growth, subgroup growth, graduation, and subgroup graduation). The five school rating levels refer to the following:

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

Number of Schools Receiving Each Overall School Rating by Year

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

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

¹Small schools and newly opened/reconfigured schools are not eligible to receive an overall rating.

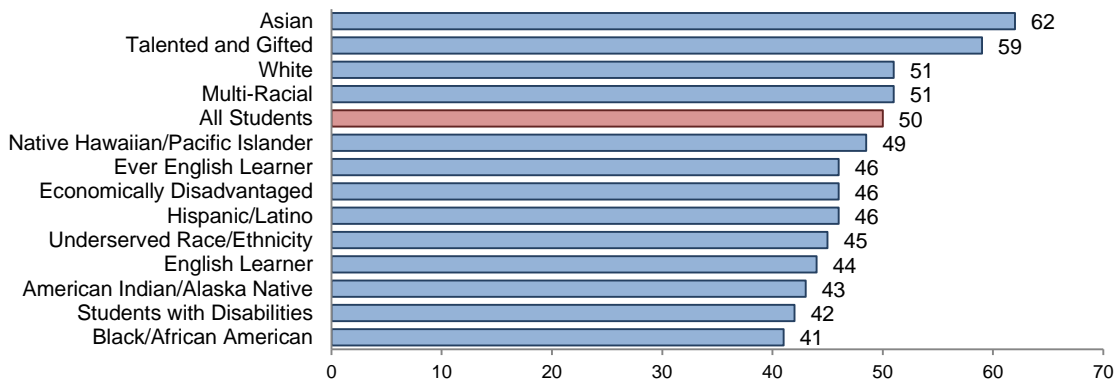
²Many schools did not receive a rating because of the Smarter Balanced Field Test. See <http://www.ode.state.or.us/search/page/?id=4136> for more information.

GROWTH MODEL

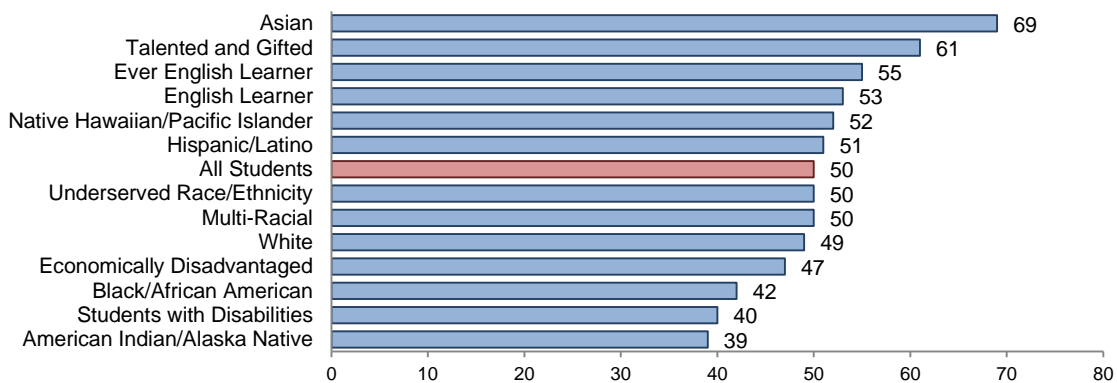
An important feature of the annual school and district report cards is the inclusion of student achievement growth as part of the school’s overall rating. The Oregon Department of Education did not assign overall school ratings in 2014-15 due to the transition from OAKS to college and career readiness assessments; however, it did display student growth for schools and districts by subject, student group, and grade band (districts only) on the report card rating details report. Student achievement growth refers to a student’s progress on mathematics and English language arts assessments from year to year. Oregon uses a growth model that calculates an estimate of achievement growth using current and past test scores. The growth model expresses a student’s achievement growth as a percentile which reflects a student’s growth relative to his or her academic peers (i.e., students in the same grade who have similar past test scores for the same subject). For instance, a 7th grade student with a growth percentile of 55 in mathematics indicates that he or she exhibited growth equal to or greater than 55 percent of 7th grade students with similar past test scores.

The figures below show the 2014-15 median mathematics and reading growth percentiles by student group.

Median Mathematics Growth Percentiles



Median English Language Arts Growth Percentiles



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

HOMELESS STUDENTS IN OREGON

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

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

How is “Homeless” Defined?

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

What are the Living Situations of Homeless Students in Oregon?

School Year	In Shelters	Sharing Housing	Unsheltered	Motels
2012-13*	1,793	13,964	1,600	808
2013-14	1,836	14,275	1,842	949
2014-15	1,853	15,298	2,272	1,101

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

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

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

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

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

How many homeless students attend public schools in Oregon?

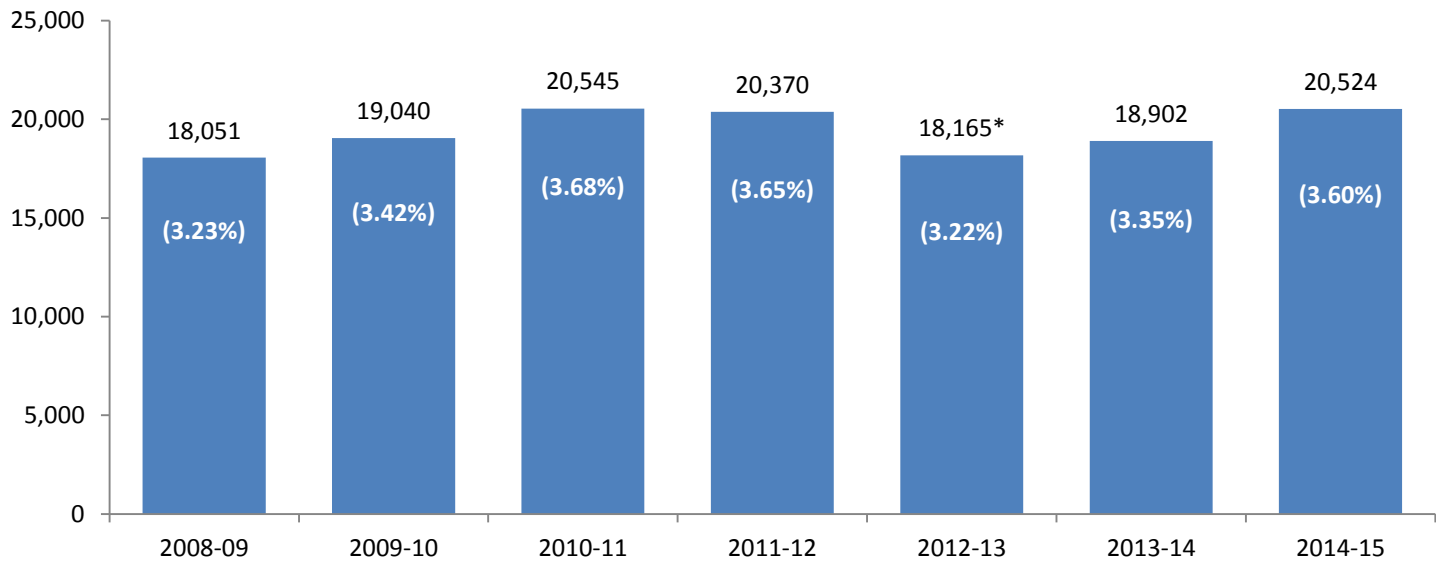
Grade Level	Count 2014-15
PK	1,314*
KG	1,695
1	1,862
2	1,717
3	1,641
4	1,460
5	1,466
6	1,275
7	1,333
8	1,331
9	1,416
10	1,403
11	1,480
12	2,445
Total	21,838

* PK enrollment is optional

What are the trends in poverty and homelessness?

Counts of homeless students are at pre-recession highs, despite Oregon's improved economy.

Homeless Student Counts, K-12
(Percent of Total K-12 Enrollment)
2008-09 to 2014-15



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

* Collection methodology changed in 2012-13. See page 28 for details.

Districts with the Highest Number of Homeless Students

District	K-12 Total Homeless 2014-15	% of enrollment 2014-15
Beaverton SD 48J	1,380	3.47%
Reynolds SD 7	1,350	11.54%
Portland SD 1J	1,325	2.78%
Medford SD 549C	1,206	8.85%
Salem-Keizer SD 24J	971	2.39%
Eugene SD 4J	722	4.24%
Bend-LaPine SD 1	680	3.97%
Lincoln County SD	571	10.90%

While districts with fewer students often have “volatile” data, note that the districts with the highest percentages of homeless student in the state are mainly rural and some distance from the I-5 corridor. Their homeless counts are attributed to unemployment, lack of family-wage jobs, and lack of affordable housing in their regions.

Districts with the Highest % of Homeless Students

District	K-12 Total Homeless 2014-15	% of enrollment 2014-15
Butte Falls SD 91	42	29.37%
McKenzie SD 68	44	19.73%
Culver SD 4	131	18.85%
Mapleton SD 32	23	15.44%
Dayville SD 16J	8	15.38%
Falls City SD 57	22	15.38%
Port Orford-Langlois SD	32	15.24%
Central Linn SD 552	89	13.69%
Prospect SD 59	30	12.35%
Marcola SD 79J	27	12.22%
Reynolds SD 7	1,350	11.54%
Adrian SD 61	30	11.28%

Homeless Students by County of Enrollment, 2014-15

County	Total Enrolled, K-12
Baker	140
Benton	261
Clackamas	1,259
Clatsop	213
Columbia	176
Coos	408
Crook	97
Curry	131
Deschutes	1,264
Douglas	502
Gilliam	*
Grant	8
Harney	43
Hood River	45
Jackson	2,218
Jefferson	210
Josephine	637
Klamath	394
Lake	16
Lane	2,156
Lincoln	571
Linn	989
Malheur	381
Marion	1,618
Morrow	42
Multnomah	4,069
Polk	144
Sherman	11
Tillamook	137
Umatilla	118
Union	216
Wallowa	37
Wasco	94
Washington	2,150
Wheeler	*
Yamhill	494

*Suppressed; 5 or fewer students

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

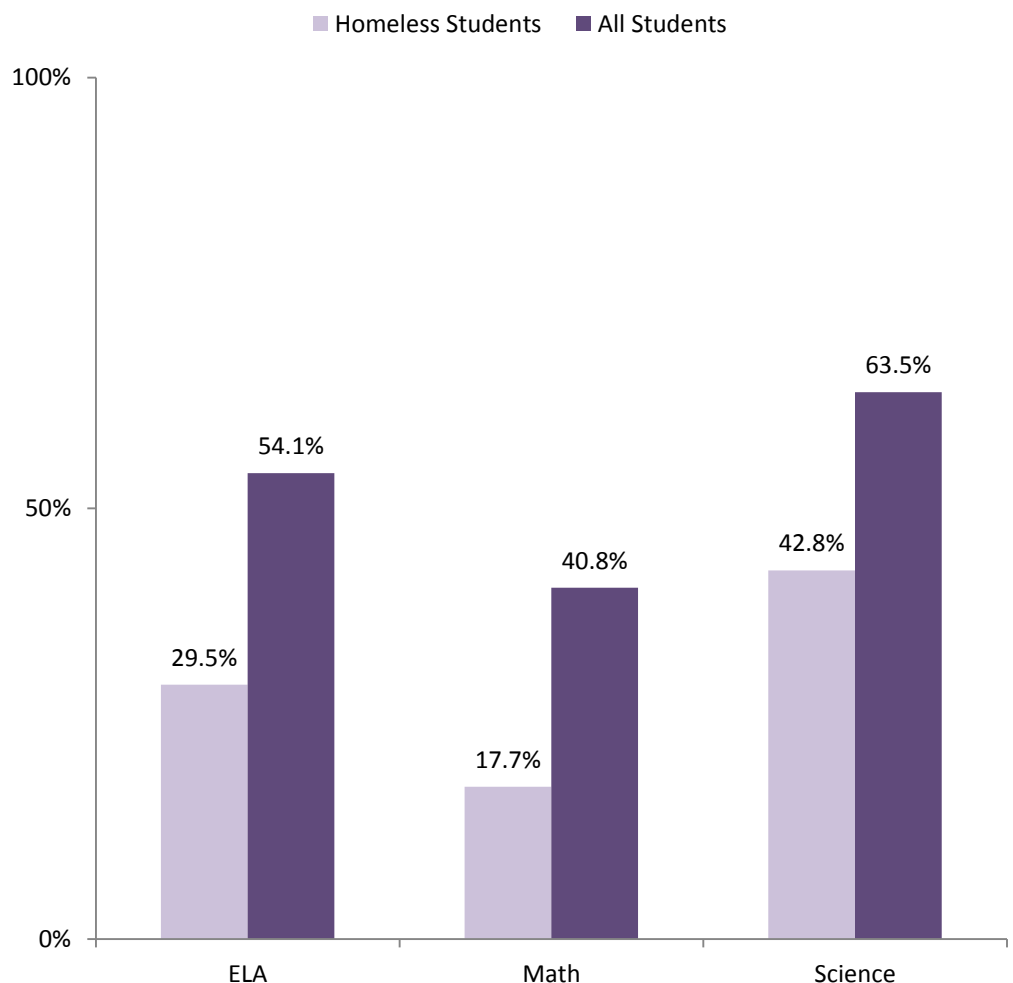
How do public school programs serve homeless students?

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

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

Homeless Student Performance

2014-15 Percent at Level 3 or 4 / Meets or Exceeds Standard, All Grades



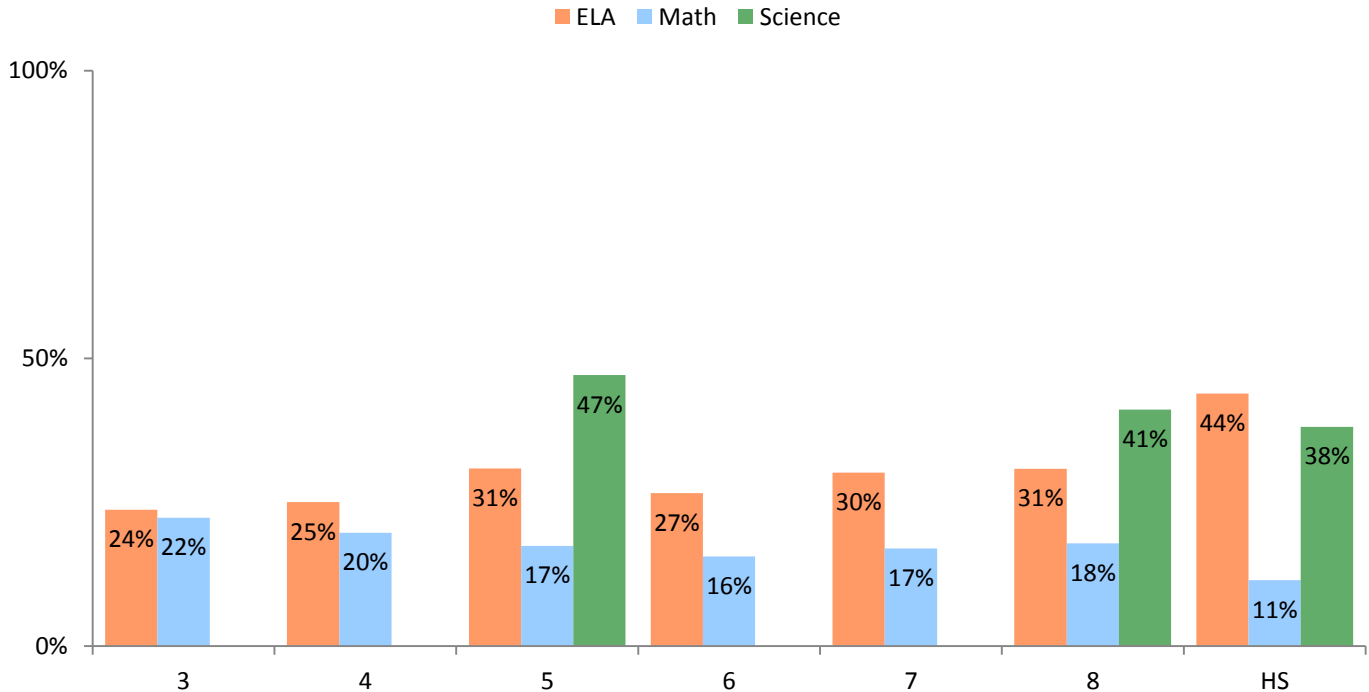
McKinney-Vento Subgrant Projects

Oregon received \$657,555 in federal McKinney-Vento Act funds in 2014-15 to serve homeless students. More than 75% of this amount went to districts in the form of competitive subgrants. During the 2014-15 school year, 41 local districts were served by ten subgrant projects from this program.

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

Grade Level	English Language Arts		Mathematics		Science	
	NUMBER OF HOMELESS STUDENTS TESTED IN ELA 2014-15	PERCENT OF HOMELESS STUDENTS AT LEVEL 3/4 2014-15	NUMBER OF HOMELESS STUDENTS TESTED IN MATH 2014-15	PERCENT OF HOMELESS STUDENTS AT LEVEL 3/4 2014-15	NUMBER OF HOMELESS STUDENTS TESTED IN SCIENCE 2014-15	PERCENT OF HOMELESS STUDENTS WHO MET OR EXCEEDED STANDARD 2014-15
3	1,417	23.71%	1,408	22.30%		
4	1,259	25.02%	1,249	19.70%		
5	1,286	30.87%	1,273	17.44%	1,293	47.10%
6	1,086	26.61%	1,078	15.58%		
7	1,121	30.15%	1,113	16.98%		
8	1,100	30.82%	1,091	17.87%	1,041	41.11%
HS	927	43.91%	915	11.48%	798	38.10%

2014-15 Percent of Homeless Students at Level 3 or 4 / Meets or Exceeds Standard, by Grade Level



For more information about the ODE Education of Homeless Children and Youth Program: Contact Dona Bolt, Coordinator: dona.bolt@state.or.us or visit the Homeless Education webpage on the ODE website at the following link: www.ode.state.or.us/Go/HomelessEd.

FREE AND REDUCED PRICE LUNCH

Oregon Public Schools Number and Percent of All Students Eligible

October 1, 2014 Enrollment

School Type and Level	Total Number of Students Eligible for Free and Reduced Price Lunch	Total Number of All Students 10/1/2014 ¹	Free and Reduced Price Lunch Eligible Students as a Percent of All Students in Participating Schools
REGULAR			
Elementary	147,044	260,528	56%
Middle/Jr. High	53,113	99,598	53%
High	75,661	160,007	47%
Combined ²	2,447	5,885	42%
ALTERNATIVE			
Elementary	290	633	46%
Middle	--	--	--
High	1,586	2,297	69%
Combined ²	555	1,457	38%
CHARTER			
Elementary	2,647	6,495	41%
Middle	241	618	39%
High	1,253	1,878	67%
Combined ²	3,369	6,531	52%
ALL SCHOOLS (Includes REGULAR, ALTERNATIVE, CHARTER, and others noted below)			
Elementary	149,981	267,656	56%
Middle	53,354	100,216	53%
High	78,500	164,182	48%
Combined ²	6,371	13,873	46%
Total	288,206	545,927	53%

Source: Oregon Department of Education

¹Note: Includes October 1 Membership (column B) for the schools and programs in the 2014-15 report at <http://www.ode.state.or.us/sfda/reports/r0061Select.asp> which reported at least one student eligible for free or reduced lunch. **Students attending schools that did not report free/reduced lunch data are not included in the totals.**

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

STUDENT SUCCESS

Indicators of Achievement

The Statewide Report Card provides statewide results of academic achievement along with other indicators of student success. Oregon measures student performance and progress in several ways: through statewide assessments at grades 3, 4, 5, 6, 7, 8, and 11; through national and international achievement tests; and through performance on college admissions tests such as the SAT and ACT. In addition, graduation and dropout rates, as well as school and district report cards, provide useful measures of student performance and progress.

Statewide Tests Measure Standards

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

For the 2014-15 school year, we replaced our previous state tests in reading, writing, and mathematics with the new Smarter Balanced assessments in English language arts (ELA) and mathematics. On January 22, 2015, the State Board of Education adopted Smarter Balanced achievement levels to be used for systems accountability purposes. Achievement levels for ELA, mathematics, and science are provided in the table below. For ELA and mathematics, levels 3 and 4 are considered proficient for purposes of state and federal accountability.

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

2014-15

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

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

Information about Oregon academic standards can be found at the following link:

<http://www.ode.state.or.us/search/results/?id=53>.

Test score data is online at:

<http://www.ode.state.or.us/search/page/?=5387>.

For cut scores required to meet Essential Skills graduation requirements, please visit:

<http://www.ode.state.or.us/search/page/?id=2042>.

Grade 3 Performance

In 2014-15, third grade students were tested in English language arts (ELA) and in mathematics.

Grade 3 All Students

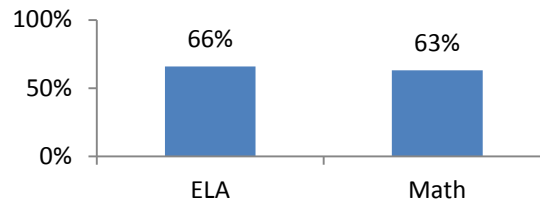
Statewide Percent at Level 3 or 4

	2012-13	2013-14	2014-15
ELA	*	*	46%
Mathematics	*	*	46%

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

Grade 3 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2014-15



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

Grade 3 English Language Arts

Percent of Students at Level 3 or 4

	2012-13	2013-14	2014-15
All Students	*	*	46%
Students with Disabilities	*	*	19%
Asian/Pacific Islander	*	*	58%
Asian	*	*	63%
Native Hawaiian/Pacific Islander	*	*	34%
Black (not of Hispanic origin)	*	*	28%
Hispanic origin	*	*	27%
American Indian/Alaska Native	*	*	28%
White (not of Hispanic origin)	*	*	52%
Multi-racial	*	*	53%
Economically Disadvantaged	*	*	33%
English Learners	*	*	13%

Grade 3 Mathematics

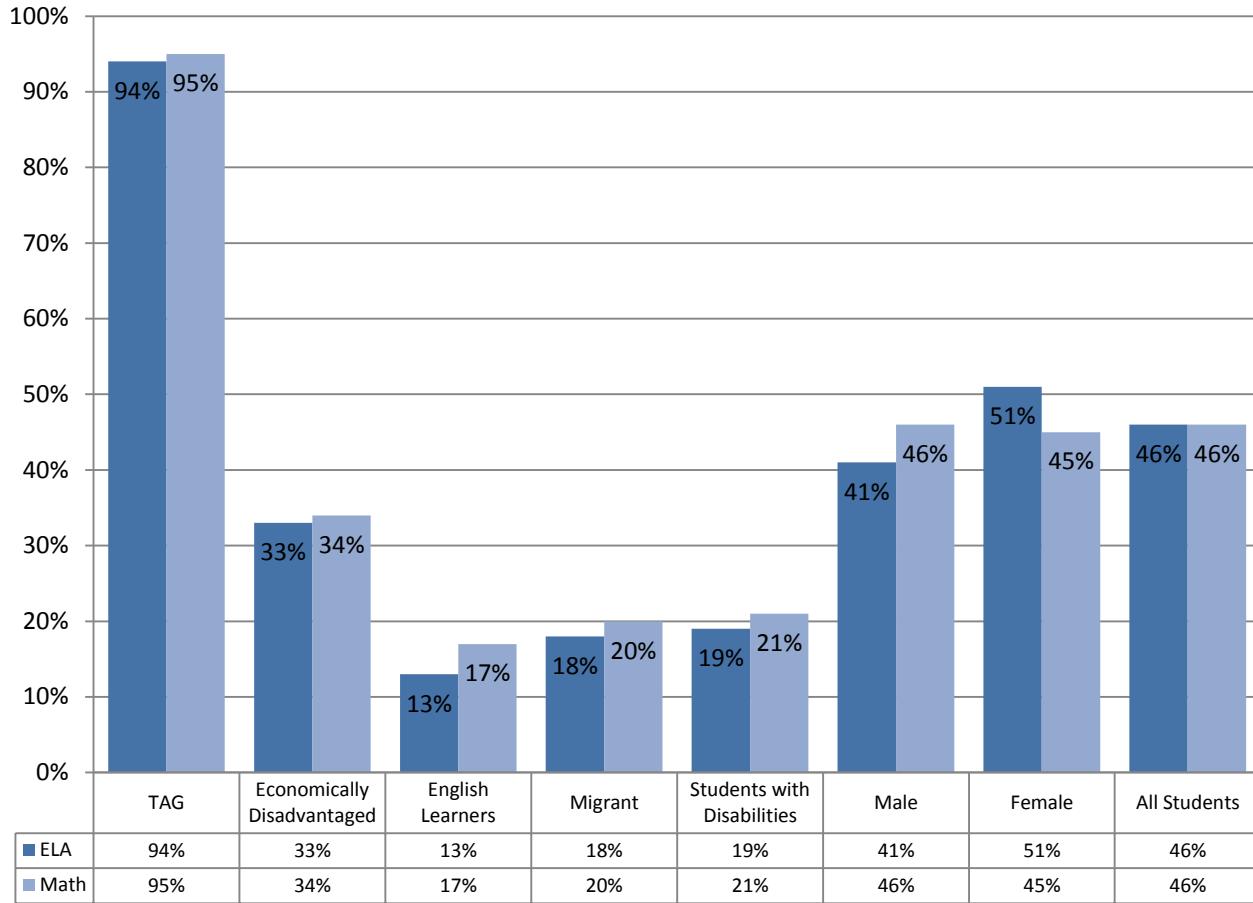
Percent of Students at Level 3 or 4

	2012-13	2013-14	2014-15
All Students	*	*	46%
Students with Disabilities	*	*	21%
Asian/Pacific Islander	*	*	61%
Asian	*	*	68%
Native Hawaiian/Pacific Islander	*	*	27%
Black (not of Hispanic origin)	*	*	25%
Hispanic origin	*	*	27%
American Indian/Alaska Native	*	*	29%
White (not of Hispanic origin)	*	*	52%
Multi-racial	*	*	51%
Economically Disadvantaged	*	*	34%
English Learners ¹	*	*	17%

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?4630> for more information. English Learners is the new term for students identified as having a language other than English.

Grade 3 Students by Student Group

Percent at Level 3 or 4 in 2014-15



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



Grade 4 Performance

In 2014-15, fourth grade students were tested in English language arts (ELA) and mathematics.

Grade 4 All Students

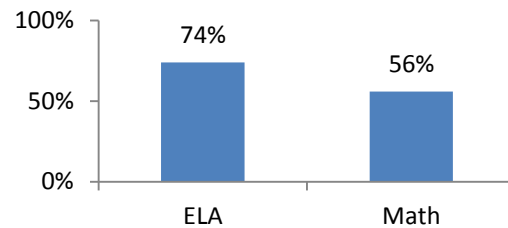
Statewide Percent at Level 3 or 4

	2012-13	2013-14	2014-15
ELA	*	*	49%
Mathematics	*	*	44%

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

Grade 4 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2014-15



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

Grade 4 English Language Arts

Percent of Students at Level 3 or 4

	2012-13	2013-14	2014-15
All Students	*	*	49%
Students with Disabilities	*	*	18%
Asian/Pacific Islander	*	*	63%
Asian	*	*	67%
Native Hawaiian/Pacific Islander	*	*	38%
Black (not of Hispanic origin)	*	*	30%
Hispanic origin	*	*	31%
American Indian/Alaska Native	*	*	31%
White (not of Hispanic origin)	*	*	56%
Multi-racial	*	*	53%
Economically Disadvantaged	*	*	37%
English Learners	*	*	12%

Grade 4 Mathematics

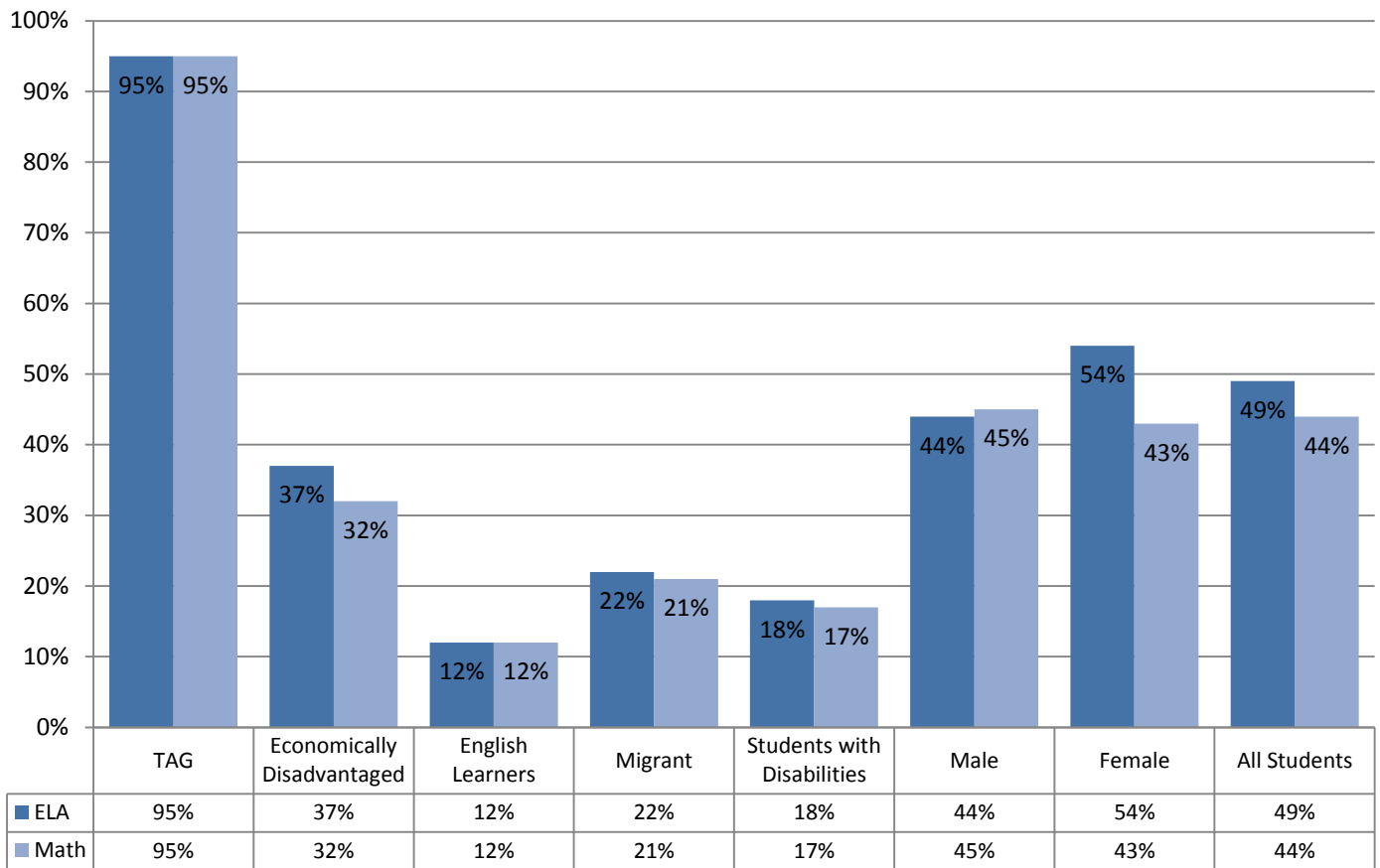
Percent of Students at Level 3 or 4

	2012-13	2013-14	2014-15
All Students	*	*	44%
Students with Disabilities	*	*	17%
Asian/Pacific Islander	*	*	61%
Asian	*	*	67%
Native Hawaiian/Pacific Islander	*	*	29%
Black (not of Hispanic origin)	*	*	21%
Hispanic origin	*	*	25%
American Indian/Alaska Native	*	*	28%
White (not of Hispanic origin)	*	*	50%
Multi-racial	*	*	47%
Economically Disadvantaged	*	*	32%
English Learners	*	*	12%

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

Grade 4 Students by Student Group

Percent at Level 3 or 4 in 2014-15



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



Grade 5 Performance

In 2014-15, fifth grade students were tested in English language arts (ELA), mathematics, and science.

Grade 5 All Students

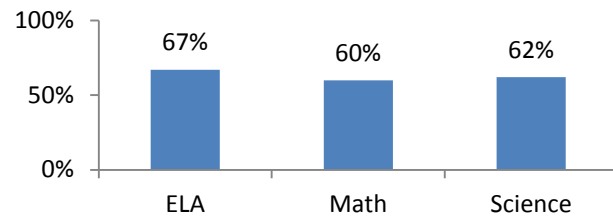
Statewide Percent Level 3 or 4 / Meets or Exceeds

	2012-13	2013-14	2014-15
ELA	*	*	54%
Mathematics	*	*	41%
Science	67%	69%	66%

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

Grade 5 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2014-15



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

Grade 5 English Language Arts

Percent of Students at Level 3 or 4

	2012-13	2013-14	2014-15
All Students	*	*	54%
Students with Disabilities	*	*	18%
Asian/Pacific Islander	*	*	65%
Asian	*	*	69%
Native Hawaiian/Pacific Islander	*	*	40%
Black (not of Hispanic origin)	*	*	33%
Hispanic origin	*	*	36%
American Indian/Alaska Native	*	*	37%
White (not of Hispanic origin)	*	*	60%
Multi-racial	*	*	58%
Economically Disadvantaged	*	*	41%
English Learners	*	*	10%

Grade 5 Mathematics

Percent of Students at Level 3 or 4

	2012-13	2013-14	2014-15
All Students	*	*	41%
Students with Disabilities	*	*	14%
Asian/Pacific Islander	*	*	58%
Asian	*	*	64%
Native Hawaiian/Pacific Islander	*	*	24%
Black (not of Hispanic origin)	*	*	18%
Hispanic origin	*	*	23%
American Indian/Alaska Native	*	*	27%
White (not of Hispanic origin)	*	*	47%
Multi-racial	*	*	44%
Economically Disadvantaged	*	*	28%
English Learners	*	*	7%

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

Grade 5 Science

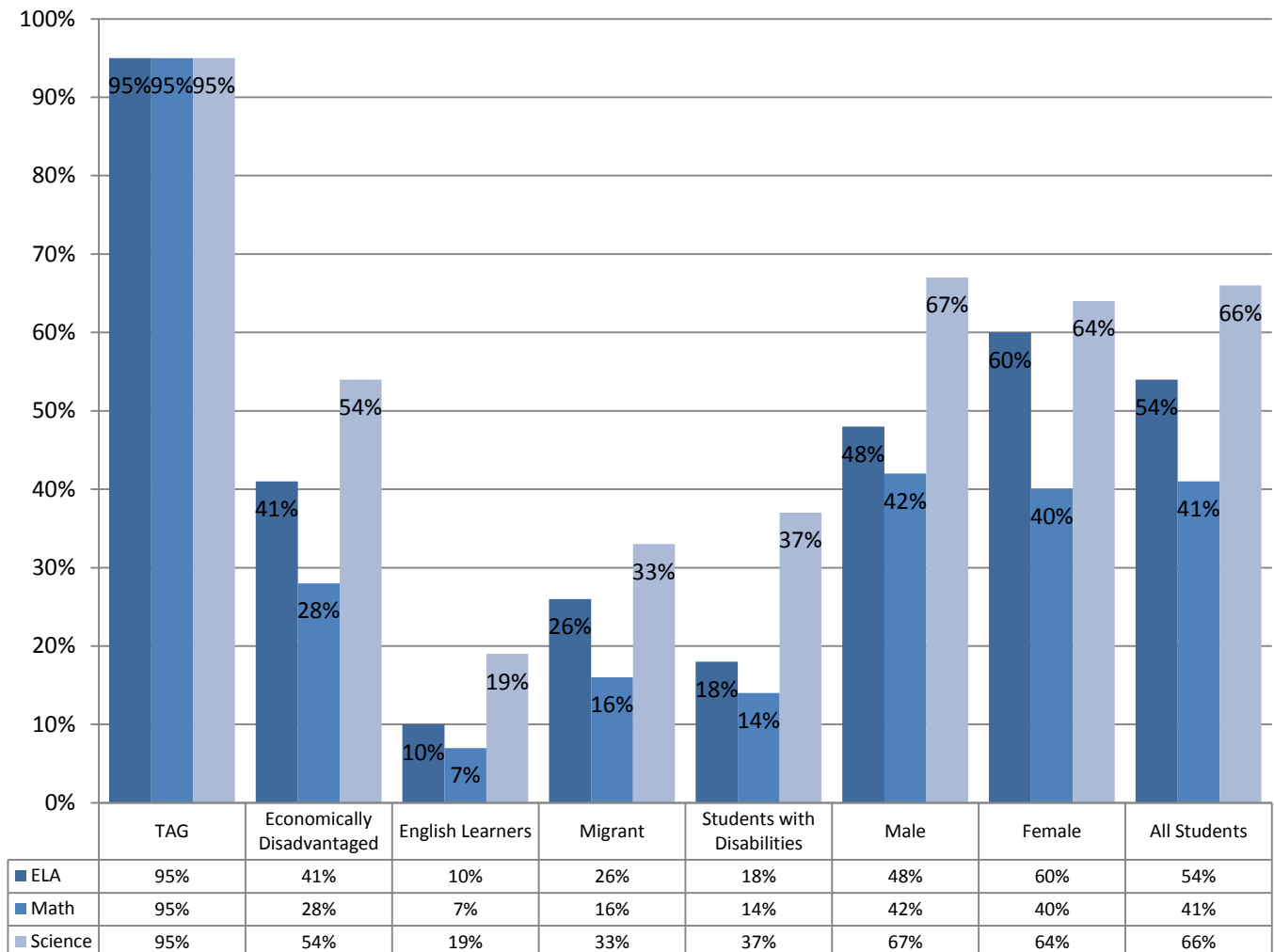
Percent of Students Meeting or Exceeding Standard 2013 - 2015

	2012-13	2013-14	2014-15
All Students	67%	69%	66%
Students with Disabilities	37%	38%	37%
Asian/Pacific Islander	70%	73%	70%
Asian	74%	78%	74%
Native Hawaiian/Pacific Islander	47%	46%	47%
Black (not of Hispanic origin)	45%	46%	36%
Hispanic origin	44%	46%	43%
American Indian/Alaska Native	51%	55%	53%
White (not of Hispanic origin)	75%	77%	74%
Multi-racial	72%	74%	72%
Economically Disadvantaged	54%	56%	54%
English Learners	20%	22%	19%

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

Grade 5 Students by Student Group

Percent at Level 3 or 4 / Meeting or Exceeding Standards in 2014-15



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

Grade 6 Performance

In 2014-15, sixth grade students were tested in English language arts (ELA) and mathematics.

Grade 6 All Students

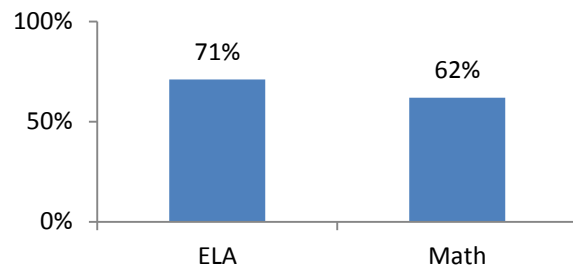
Statewide Percent at Level 3 or 4

	2012-13	2013-14	2014-15
ELA	*	*	53%
Mathematics	*	*	38%

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

Grade 6 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2014-15



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

Grade 6 English Language Arts

Percent of Students at Level 3 or 4

	2012-13	2013-14	2014-15
All Students	*	*	53%
Students with Disabilities	*	*	14%
Asian/Pacific Islander	*	*	68%
Asian	*	*	73%
Native Hawaiian/Pacific Islander	*	*	42%
Black (not of Hispanic origin)	*	*	35%
Hispanic origin	*	*	35%
American Indian/Alaska Native	*	*	30%
White (not of Hispanic origin)	*	*	59%
Multi-racial	*	*	58%
Economically Disadvantaged	*	*	40%
English Learners	*	*	6%

Grade 6 Mathematics

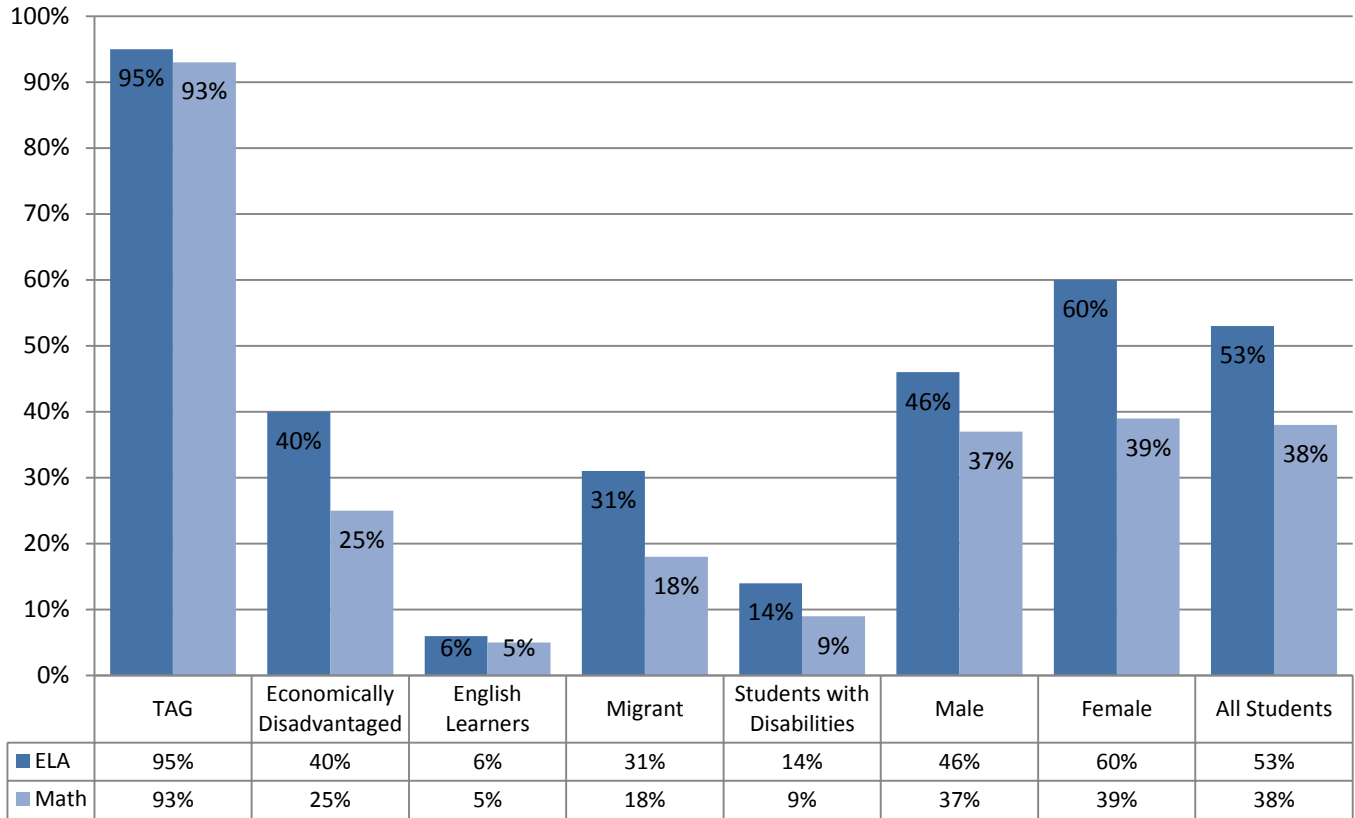
Percent of Students at Level 3 or 4

	2012-13	2013-14	2014-15
All Students	*	*	38%
Students with Disabilities	*	*	9%
Asian/Pacific Islander	*	*	57%
Asian	*	*	62%
Native Hawaiian/Pacific Islander	*	*	25%
Black (not of Hispanic origin)	*	*	16%
Hispanic origin	*	*	21%
American Indian/Alaska Native	*	*	19%
White (not of Hispanic origin)	*	*	44%
Multi-racial	*	*	42%
Economically Disadvantaged	*	*	25%
English Learners	*	*	< 5%

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

Grade 6 Students by Student Group

Percent at Level 3 or 4 in 2014-15



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



Grade 7 Performance

In 2014-15, seventh grade students were tested in English language arts (ELA) and mathematics.

Grade 7 All Students

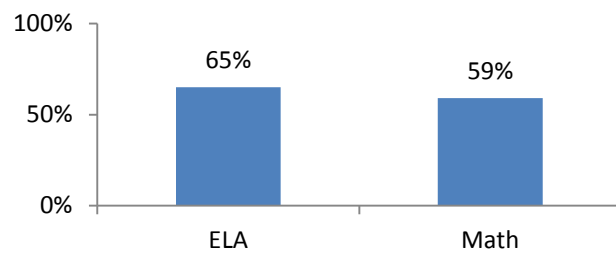
Statewide Percent at Level 3 or 4

	2012-13	2013-14	2014-15
ELA	*	*	56%
Mathematics	*	*	43%

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

Grade 7 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2014-15



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

Grade 7 English Language Arts

Percent of Students at Level 3 or 4

	2012-13	2013-14	2014-15
All Students	*	*	56%
Students with Disabilities	*	*	14%
Asian/Pacific Islander	*	*	70%
Asian	*	*	74%
Native Hawaiian/Pacific Islander	*	*	44%
Black (not of Hispanic origin)	*	*	34%
Hispanic origin	*	*	38%
American Indian/Alaska Native	*	*	36%
White (not of Hispanic origin)	*	*	62%
Multi-racial	*	*	61%
Economically Disadvantaged	*	*	42%
English Learners	*	*	< 5%

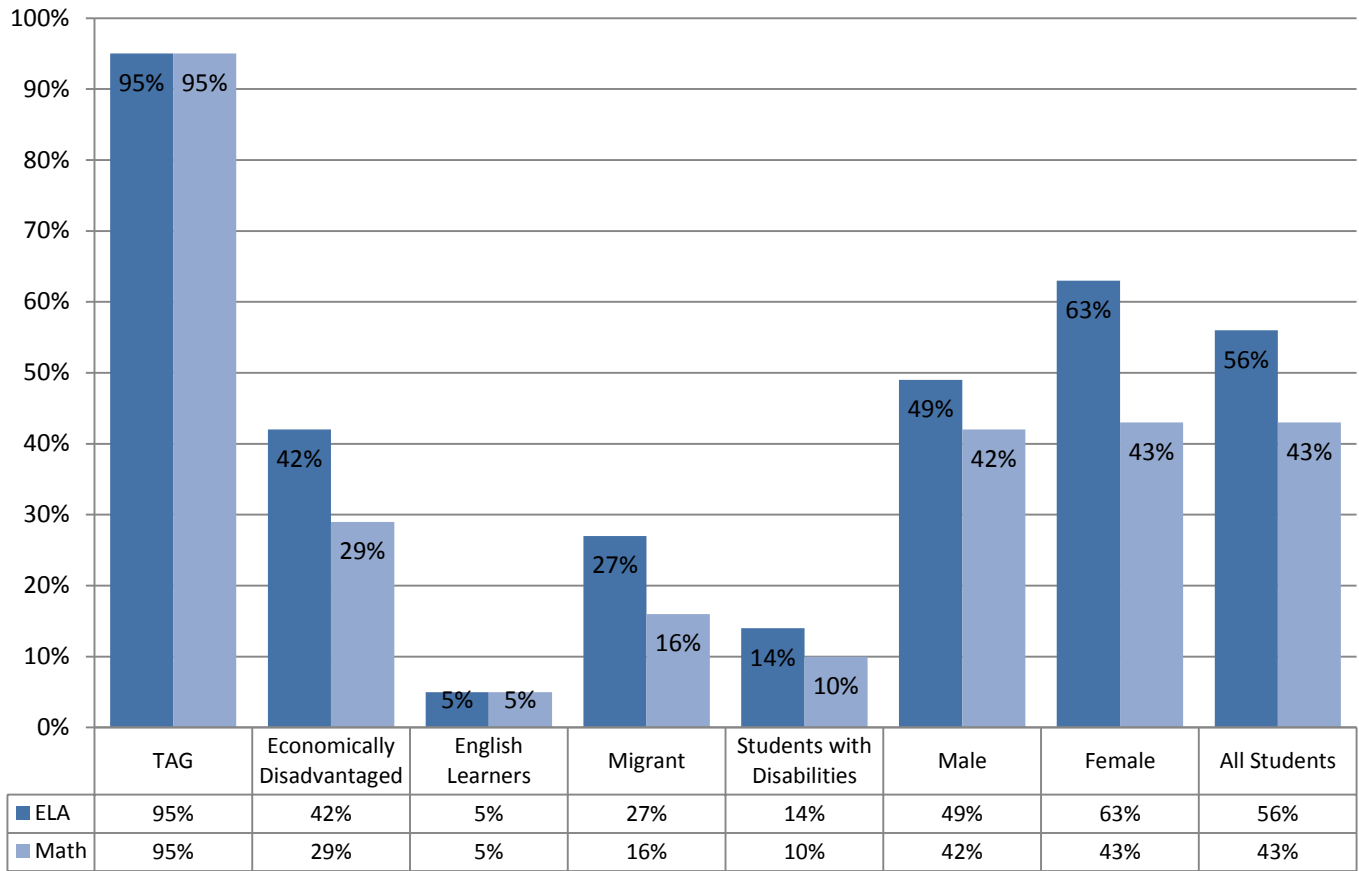
Grade 7 Mathematics

Percent of Students at Level 3 or 4

	2012-13	2013-14	2014-15
All Students	*	*	43%
Students with Disabilities	*	*	10%
Asian/Pacific Islander	*	*	65%
Asian	*	*	71%
Native Hawaiian/Pacific Islander	*	*	32%
Black (not of Hispanic origin)	*	*	20%
Hispanic origin	*	*	25%
American Indian/Alaska Native	*	*	26%
White (not of Hispanic origin)	*	*	48%
Multi-racial	*	*	48%
Economically Disadvantaged	*	*	29%
English Learners	*	*	< 5%

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

Grade 7 Students by Student Group
 Percent at Level 3 or 4 in 2014-15



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



Grade 8 Performance

In 2014-15, eighth grade students were tested in English language arts (ELA), mathematics, and science.

Grade 8 All Students

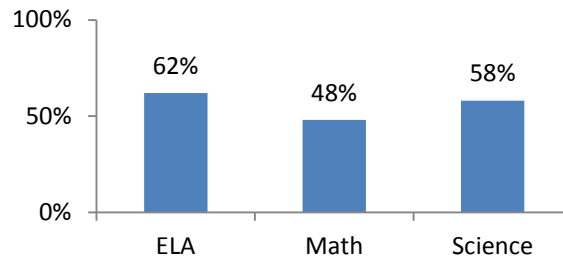
Statewide Percent at Level 3 or 4 / Meets or Exceeds

	2012-13	2013-14	2014-15
ELA	*	*	57%
Mathematics	*	*	43%
Science	66%	65%	64%

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

Grade 8 Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2014-15



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

Grade 8 English Language Arts

Percent of Students at Level 3 or 4

	2012-13	2013-14	2014-15
All Students	*	*	57%
Students with Disabilities	*	*	14%
Asian/Pacific Islander	*	*	71%
Asian	*	*	75%
Native Hawaiian/Pacific Islander	*	*	43%
Black (not of Hispanic origin)	*	*	36%
Hispanic origin	*	*	41%
American Indian/Alaska Native	*	*	41%
White (not of Hispanic origin)	*	*	62%
Multi-racial	*	*	60%
Economically Disadvantaged	*	*	45%
English Learners	*	*	< 5%

Grade 8 Mathematics

Percent of Students at Level 3 or 4

	2012-13	2013-14	2014-15
All Students	*	*	43%
Students with Disabilities	*	*	9%
Asian/Pacific Islander	*	*	67%
Asian	*	*	72%
Native Hawaiian/Pacific Islander	*	*	33%
Black (not of Hispanic origin)	*	*	23%
Hispanic origin	*	*	27%
American Indian/Alaska Native	*	*	25%
White (not of Hispanic origin)	*	*	48%
Multi-racial	*	*	45%
Economically Disadvantaged	*	*	30%
English Learners	*	*	5%

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

Grade 8 Science

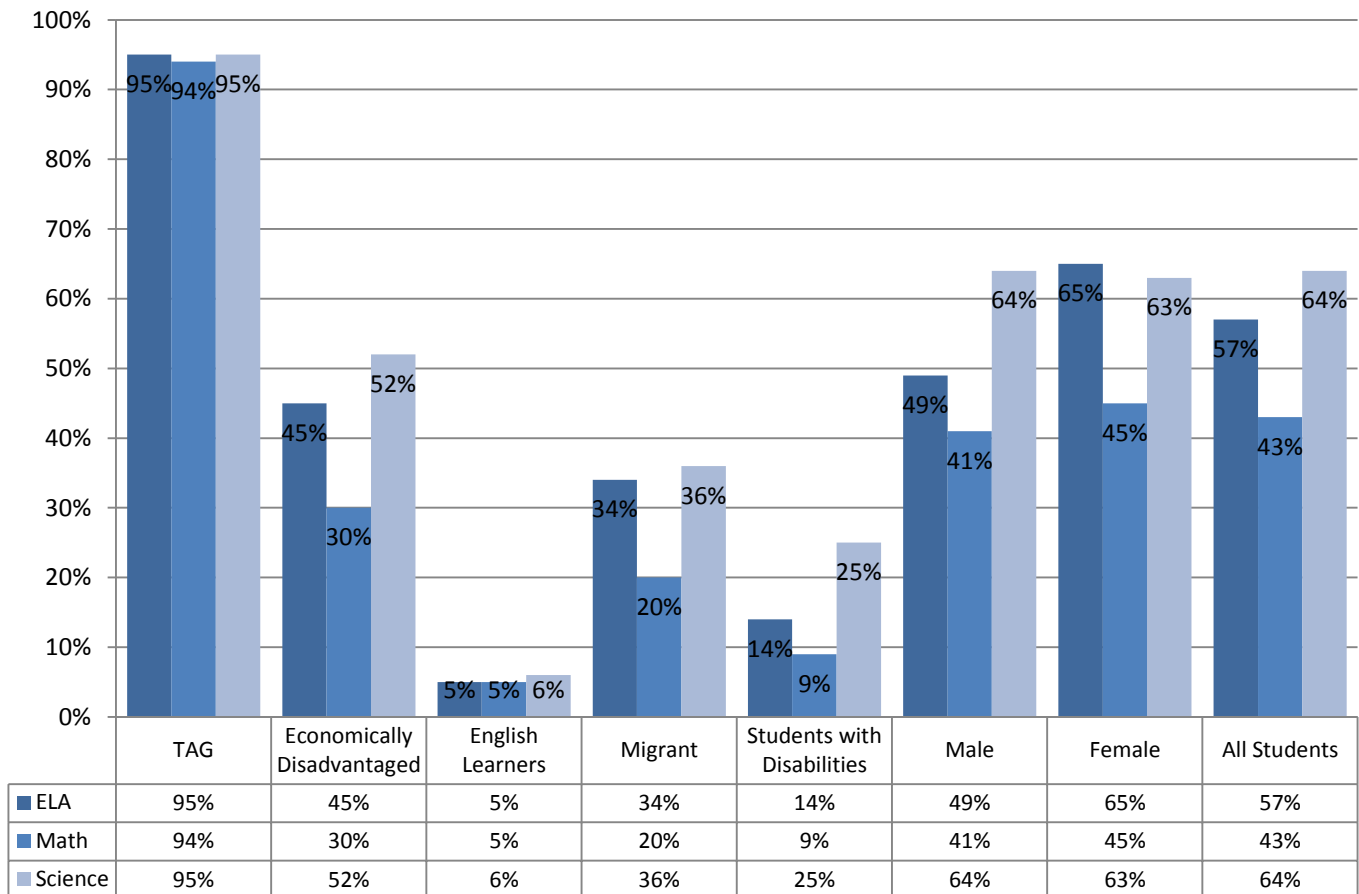
Percent of Students Meeting or Exceeding Standards 2013 - 2015

	2012-13	2013-14	2014-15
All Students	66%	65%	64%
Students with Disabilities	30%	28%	25%
Asian/Pacific Islander	69%	69%	67%
Asian	73%	74%	72%
Native Hawaiian/Pacific Islander	43%	45%	42%
Black (not of Hispanic origin)	37%	37%	34%
Hispanic origin	45%	44%	44%
American Indian/Alaska Native	52%	51%	48%
White (not of Hispanic origin)	73%	73%	71%
Multi-racial	71%	69%	66%
Economically Disadvantaged	53%	52%	52%
English Learners	9%	6%	6%

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

Grade 8 Students by Student Group

Percent at Level 3 or 4 / Meeting or Exceeding Standards in 2014-15



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

High School Performance

In 2014-15, eleventh grade students were tested in English language arts (ELA), mathematics, and science.

High School All Students

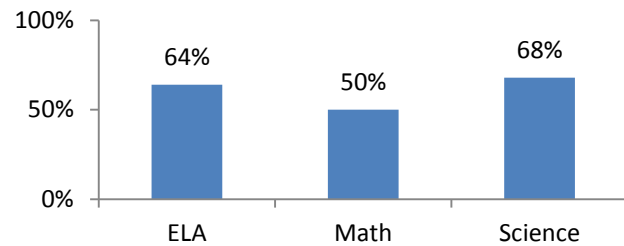
Statewide Percent at Level 3 or 4 / Meets or Exceeds

	2012-13	2013-14	2014-15
ELA	*	*	67%
Mathematics	*	*	31%
Science	63%	62%	61%

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

High School Extended Assessment Students

Percent at Level 3 or 4 on Alternate Standards in 2014-15



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

High School English Language Arts

Percent of Students at Level 3 or 4

	2012-13	2013-14	2014-15
All Students	*	*	67%
Students with Disabilities	*	*	24%
Asian/Pacific Islander	*	*	73%
Asian	*	*	77%
Native Hawaiian/Pacific Islander	*	*	52%
Black (not of Hispanic origin)	*	*	45%
Hispanic origin	*	*	54%
American Indian/Alaska Native	*	*	58%
White (not of Hispanic origin)	*	*	72%
Multi-racial	*	*	71%
Economically Disadvantaged	*	*	57%
English Learners	*	*	7%

High School Mathematics

Percent of Students at Level 3 or 4

	2012-13	2013-14	2014-15
All Students	*	*	31%
Students with Disabilities	*	*	5%
Asian /Pacific Islander	*	*	52%
Asian	*	*	56%
Native Hawaiian/Pacific Islander	*	*	22%
Black (not of Hispanic origin)	*	*	12%
Hispanic origin	*	*	16%
American Indian/Alaska Native	*	*	18%
White (not of Hispanic origin)	*	*	34%
Multi-racial	*	*	34%
Economically Disadvantaged	*	*	19%
English Learners	*	*	5%

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

High School Science

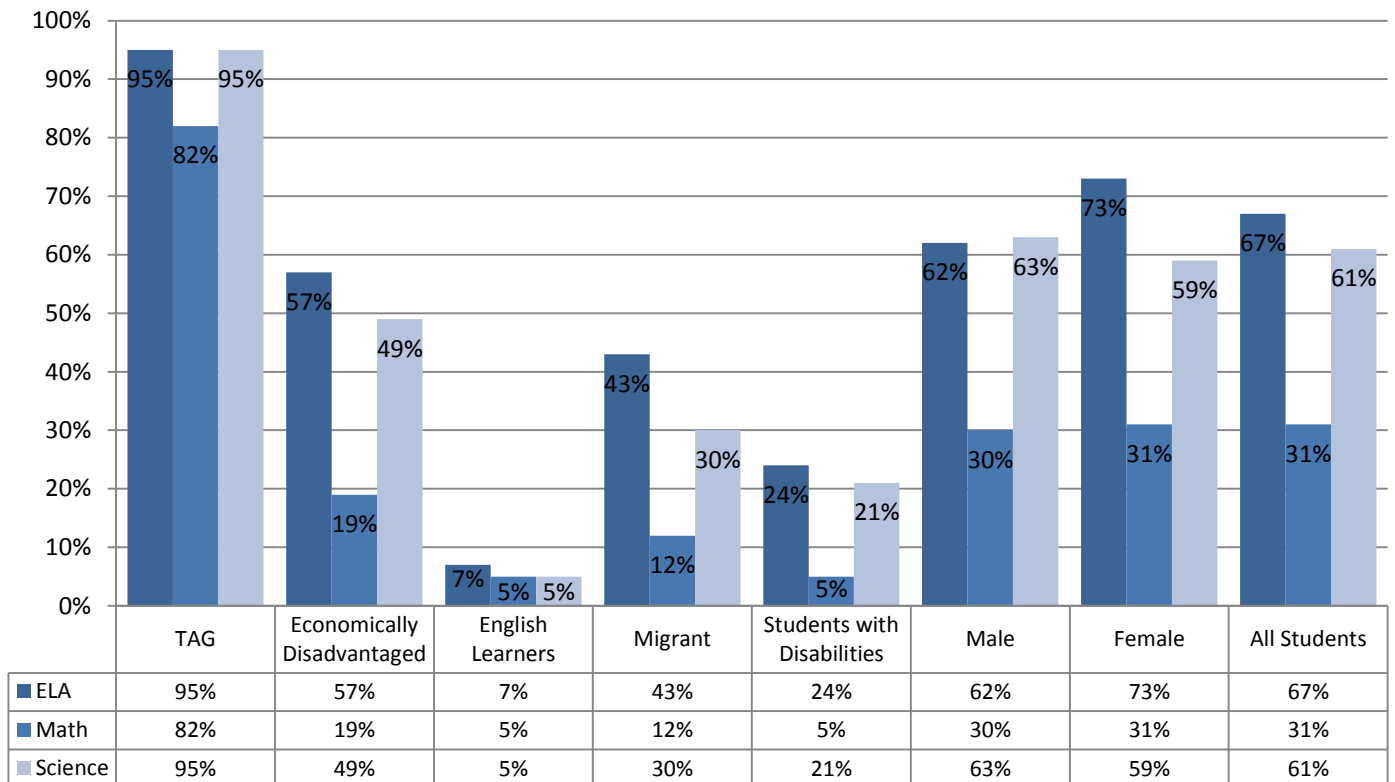
Percent of Students Meeting or Exceeding Standard 2013 - 2015

	2012-13	2013-14	2014-15
All Students	63%	62%	61%
Students with Disabilities	25%	23%	21%
Asian/Pacific Islander	66%	63%	67%
Asian	69%	68%	71%
Native Hawaiian/Pacific Islander	47%	38%	42%
Black (not of Hispanic origin)	30%	32%	33%
Hispanic origin	40%	41%	40%
American Indian/Alaska Native	52%	50%	52%
White (not of Hispanic origin)	70%	69%	67%
Multi-racial	67%	65%	64%
Economically Disadvantaged	50%	50%	49%
English Learners	< 5%	6%	5%

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

High School Students by Student Group

Percent at Level 3 or 4 / Meeting or Exceeding Standards in 2014-15



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

NATIONAL COMPARISON OF STUDENT ACHIEVEMENT

The National Assessment of Educational Progress

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

Differences between NAEP and Oregon State Assessments

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

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

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

NAEP Assessment Schedule

This report includes results from the 2014-2015 NAEP state assessments in math and reading at grades 4 and 8, along with the most recent science assessment results from 2009 and 2011. For 2015-2016, NAEP will conduct a national arts assessment at grade 8.



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

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

NAEP Achievement Levels:

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

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

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

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

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

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

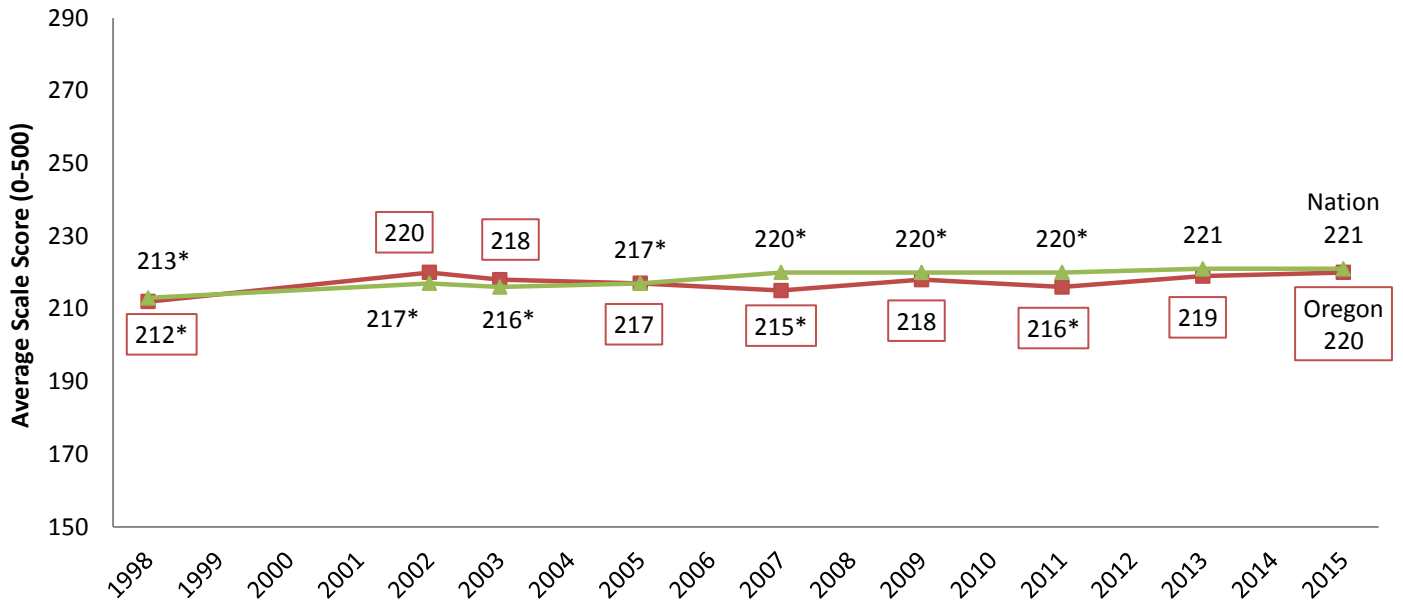
Achievement level results from the 2015 NAEP reading assessment show that a larger percentage of Oregon White 4th graders performed at the "Below Basic" level and a smaller percentage at the "Proficient" level than their peers in the nation's public schools. Also, a smaller percentage of Oregon English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

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

National Assessment of Educational Progress: Reading

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

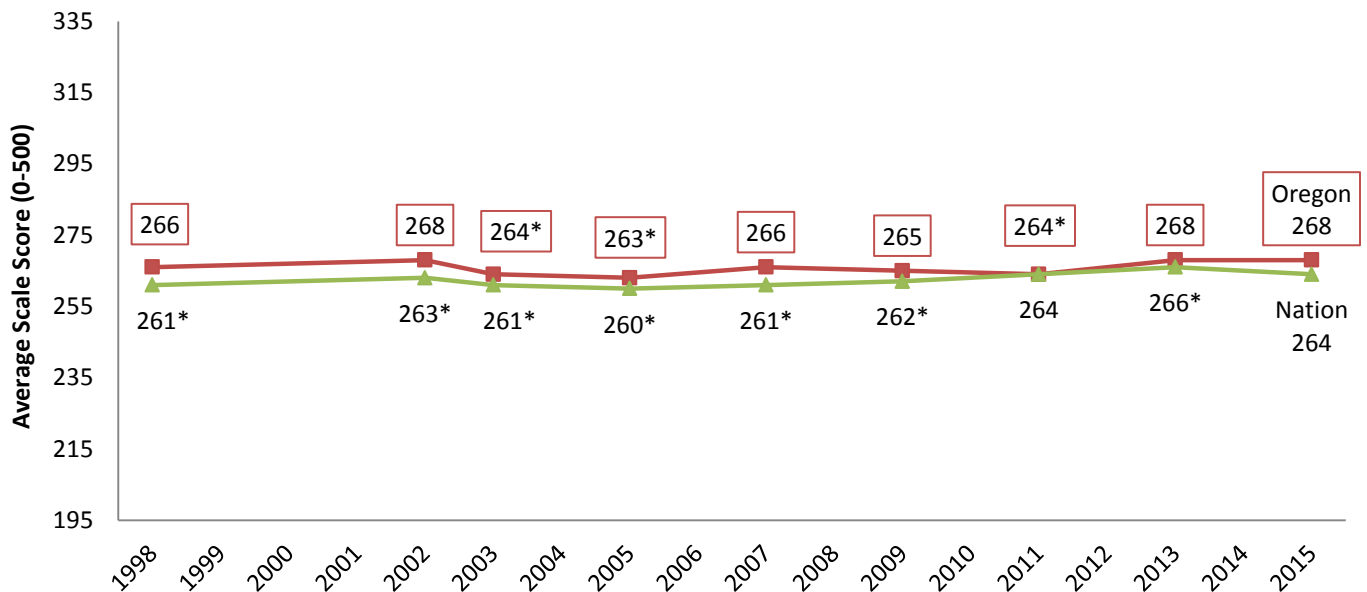
In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2015, Oregon's 4th graders scored 220, which was statistically the same as 4th graders in the nation's public schools (221).



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

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

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



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

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

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

NAEP Achievement Levels:

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

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

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

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

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

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

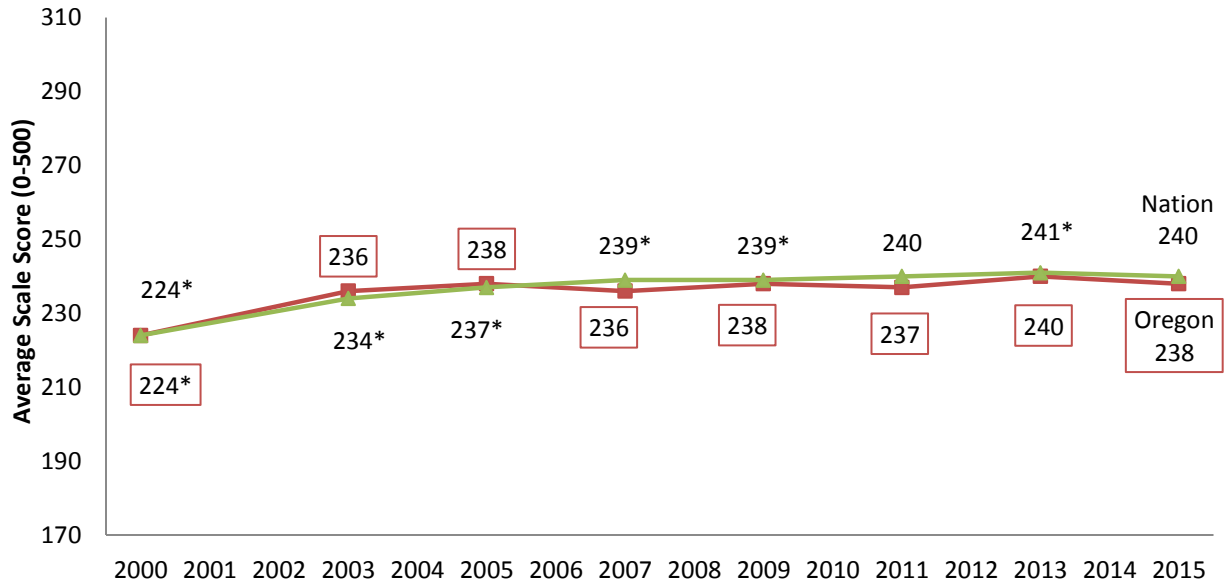
Achievement level results from the 2015 NAEP math assessment show that larger percentages of Oregon Students with Disabilities, Hispanic students, and White students in 4th grade performed at the "Below Basic" level than their peers in the nation's public schools. A smaller percentage of Oregon Students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

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

National Assessment of Educational Progress: Mathematics

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

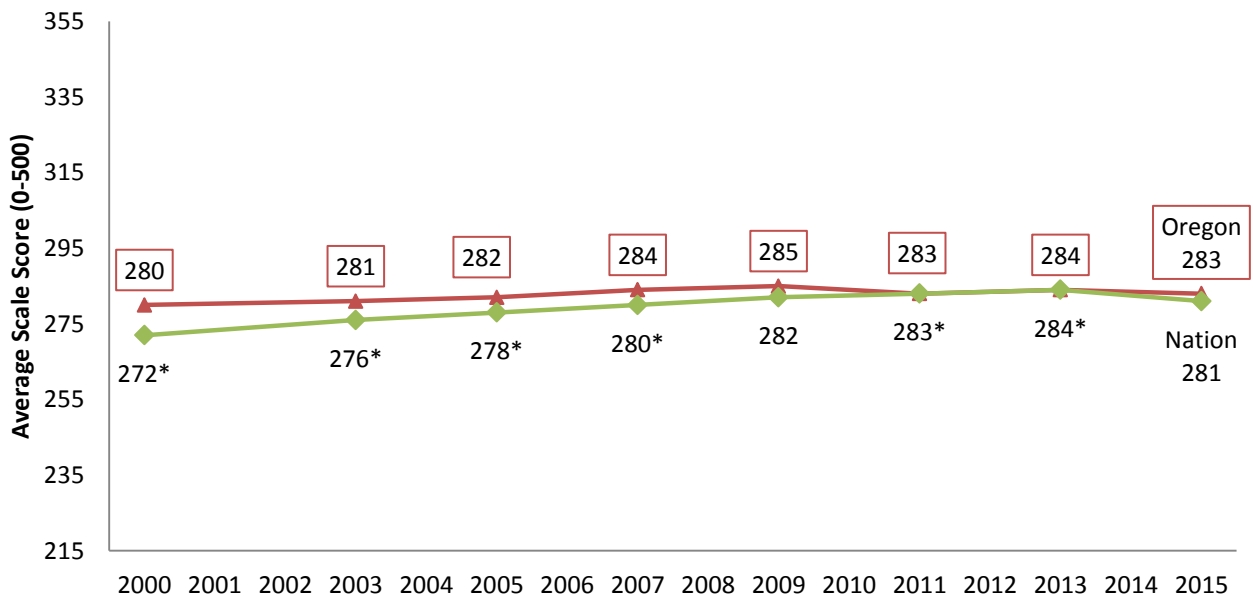
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2015, Oregon's 4th graders scored 238, which was statistically the same as 4th graders in the nation's public schools (240).



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

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

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



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

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

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

NAEP Achievement Levels:

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

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

2009 NAEP Grade 4 Science Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	1	33	40	27	97
	United States	1	32	39	29	98
Economically Disadvantaged	Oregon	#	19	41	40	~
	United States	#	16	40	44	~
English Learners	Oregon	#	4	31	65	94
	United States	#	5	28	67	93
Students with Disabilities	Oregon	#	20	34	45	83
	United States	#	15*	33	51*	87
Female	Oregon	#	33	40	26	98
	United States	#	31	40	29	98
Male	Oregon	1	33	39	27	96
	United States	1	33	38	29	97
American Indian/Alaska Native (not of Hispanic origin)	Oregon	#	25	40	35	97
	United States	#	19	41	40	97
Asian/Pacific Islander (not of Hispanic origin)	Oregon	3	41	36	20	~
	United States	2	43	36	20	~
Black (not of Hispanic origin)	Oregon	#	12	40	47	93
	United States	#	10	36	54	98*
Hispanic origin	Oregon	#	12	35	53	96
	United States	#	13	39	48	97
Two or more races (not of Hispanic origin)	Oregon	1	39	39	21	98
	United States	1	33	42	24	99
White (not of Hispanic origin)	Oregon	1	39	41	20	98
	United States	1	45*	40	14*	99*

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

National Assessment of Educational Progress: Science, Grade 8, 2011

2011 NAEP Grade 8 Science Results Achievement Levels & Participation Rates		Advanced %	Proficient %	Basic %	Below Basic %	Participating %
All Students	Oregon	2	34	35	30	98
	United States	2	29*	34	36*	98
Economically Disadvantaged	Oregon	#	23	35	41	~
	United States	#	16*	32	52*	~
English Learners	Oregon	#	1	10	89	96
	United States	#	2	14	83	94
Students with Disabilities	Oregon	1	11	24	64	88
	United States	#	9	22	68	87
Female	Oregon	1	31	37	31	99
	United States	1	27*	35	38*	99
Male	Oregon	2	36	33	29	98
	United States	2	32	32	34*	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	18	33	48	98
Asian (not of Hispanic origin)	Oregon	2	41	32	25	~
	United States	3	39	33	25	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	#	9	27	64	98
Hispanic origin	Oregon	#	13	32	54	98
	United States	#	16	32	52	98
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	#	17	34	49	~
Two or more races (not of Hispanic origin)	Oregon	2	36	40	22	100
	United States	3	31	35	31	99*
White (not of Hispanic origin)	Oregon	2	41	35	22	99
	United States	2	40	36	21	99

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

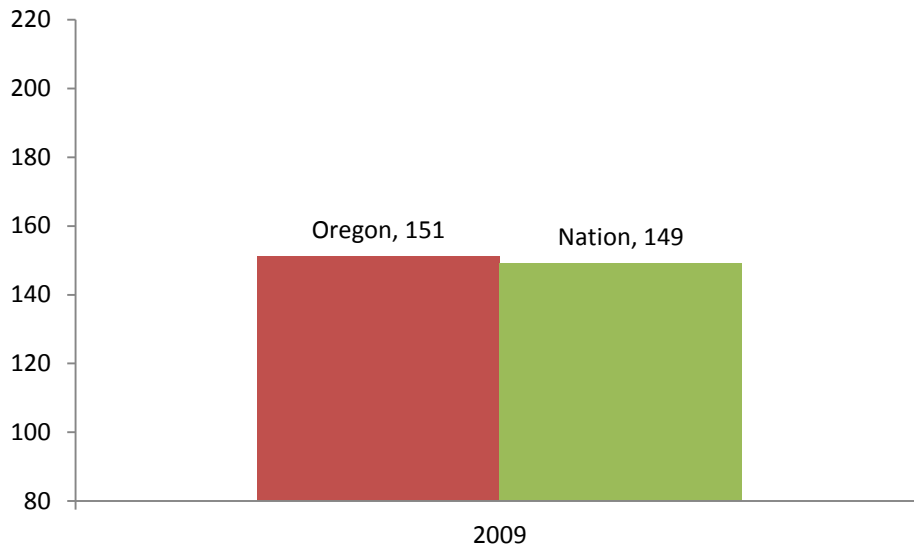
Achievement level results from the 2009 NAEP grade 4 science assessment show that, in comparison with their peers in the nation as a whole, a smaller percentage of Oregon 4th grade Students with Disabilities performed at the "Below Basic" level and a larger percentage performed at the "Proficient" level.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

Achievement level results from the 2011 NAEP grade 8 science assessment show that smaller percentages of all Oregon 8th graders as well as Economically Disadvantaged, Female, and Male students performed "Below Basic" than their peers in the nation as a whole. Larger percentages of all Oregon 8th graders as well as Economically Disadvantaged and Female students reached the "Proficient" level than their peers in the nation as a whole.

National Assessment of Educational Progress: Science

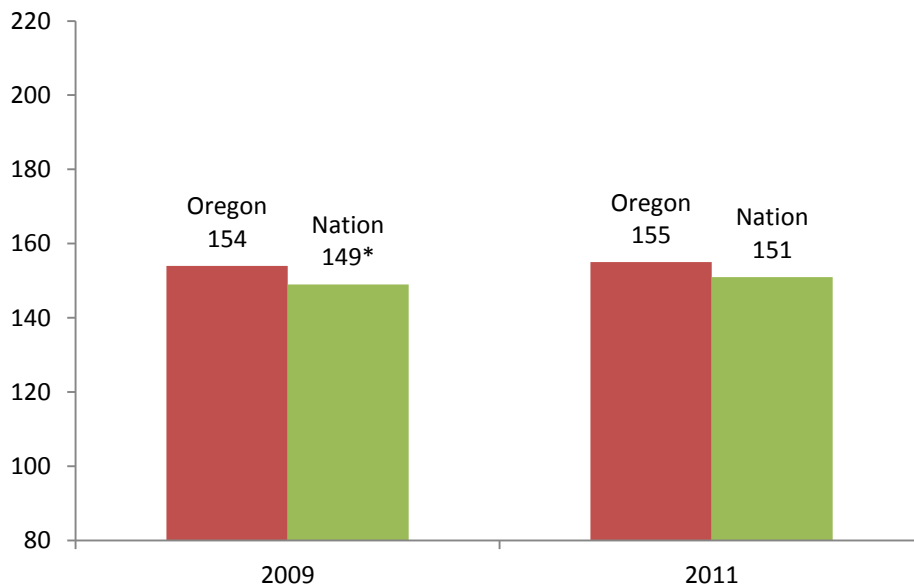
Grade 4 Average Scale Scores 2009: Oregon and the Nation

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



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

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



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

COLLEGE ADMISSION TESTS

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

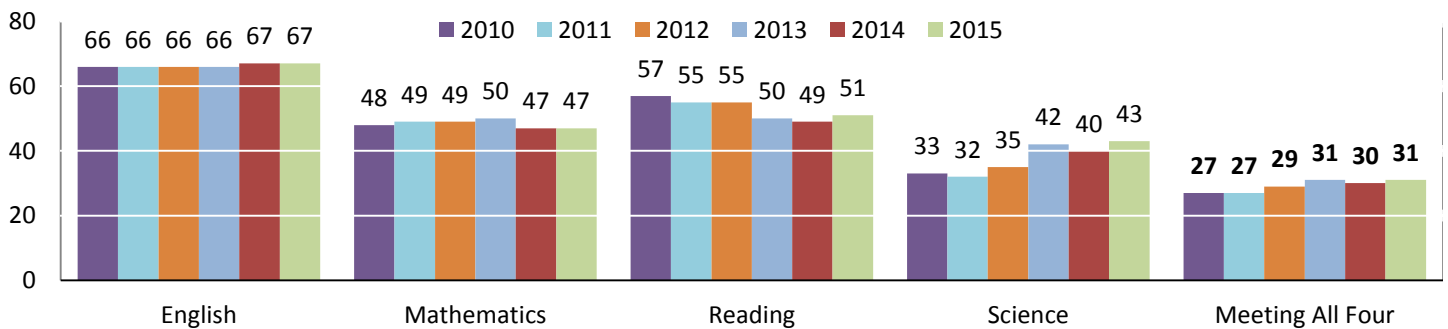
American College Testing Program

The number of Oregon high school graduates who took the American College Testing Program (ACT) college admission and placement exam increased slightly in 2015. A total of 14,198 Oregon students¹ took the ACT, the highest Oregon total ever.

Oregon's average score has hovered between 21.4 and 21.5 since 2011. The national average score has also remained relatively constant, between 20.9 and 21.1, over the same time period. ACT has set college and career readiness benchmarks in four subject areas and in 2015, 31% of Oregon students who took the ACT met all four benchmarks. This is higher than the national average of 28%.

¹Includes students who indicated that they expected to complete high school in 2015.

**Percent Meeting ACT College Readiness Benchmarks
Oregon students who took the ACT exam, 2010-2015**

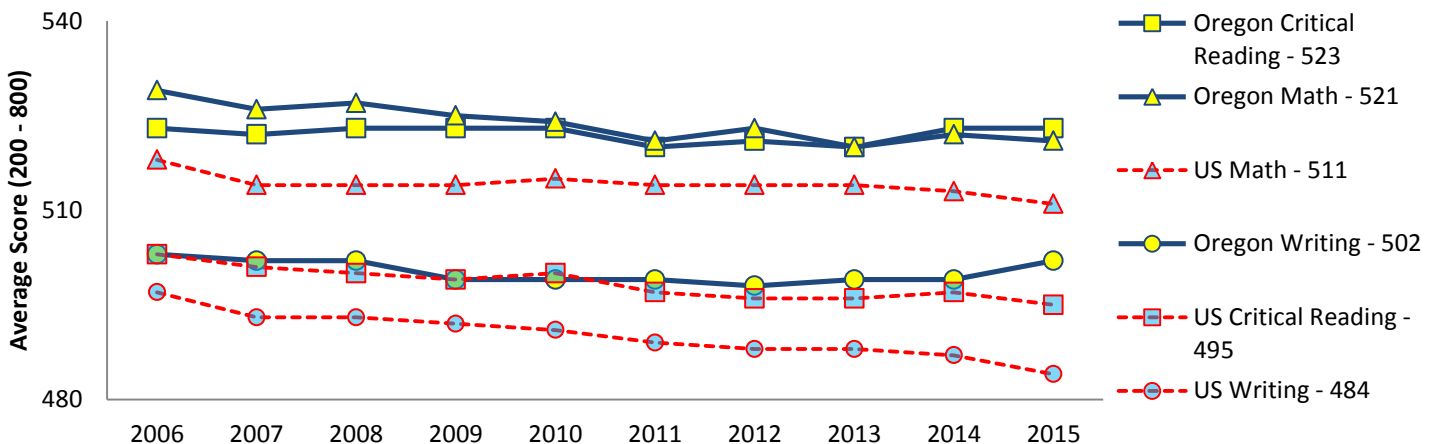


The ACT tests student knowledge of English, math, reading, and science reasoning. Possible scores range from 1 to 36. ACT data is posted at <http://www.act.org/newsroom/data/>.

SAT Reasoning Test

17,405 graduating seniors took the SAT in Oregon in 2015, a decrease from 2014 when 17,849 graduating seniors took the test. 15,016 of those were public school students.

**Oregon and United States SAT Scores – Most Recent Scores in Legend
2006-2015**



Critical Reading test replaced Verbal in 2007.

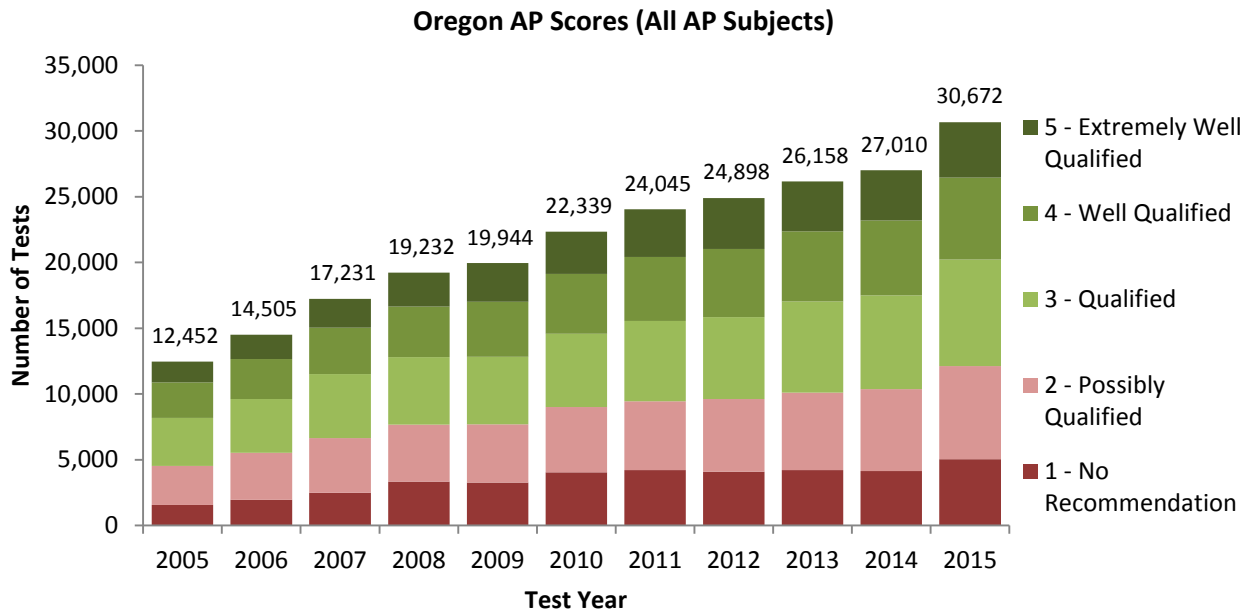
Source: The College Board. SAT data for the 2014-15 Statewide Report Card includes all students from the Oregon report at: https://secure-media.collegeboard.org/digitalServices/pdf/sat/OR_15_03_03_01.pdf.

Advanced Placement Exams

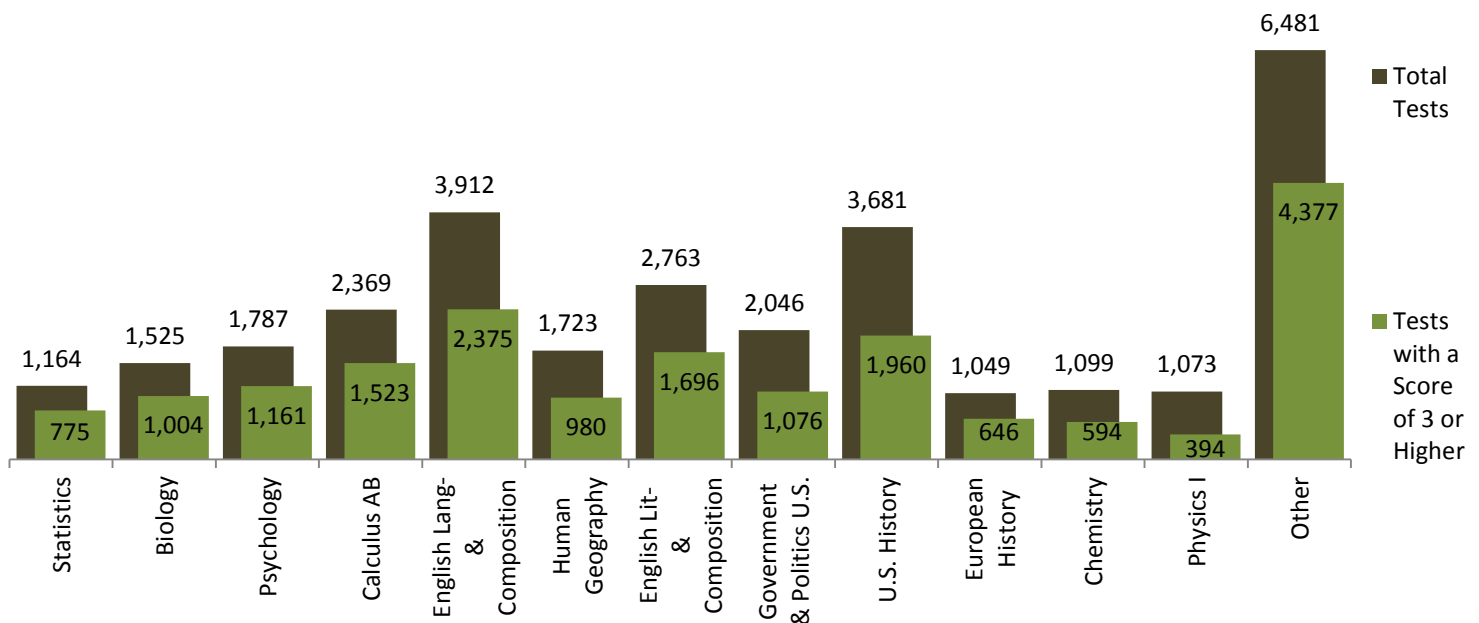
Although these Advanced Placement (AP) exams are not required for college admission, students may choose to take them while in high school. Many colleges and universities offer course credit for certain scores on AP exams. The number of exams taken by Oregon students has more than doubled since 2005, according to data provided by the College Board. Oregon’s average score has been between 2.9 and 3.0 for the last 10 years, slightly above the national average.

AP Scores

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



Tests by AP Subject, 2014-15



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

THE OREGON DIPLOMA

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

Credit Requirements & Phase-In

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

Credit for Proficiency

Students can earn credits by successfully demonstrating knowledge and skills defined by standards that meet or exceed defined levels of performance. The State Board adopted revised OAR 581-022-1131 Credit Options in April 2009.

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

** These are the minimum graduation requirements set by the state. Individual districts may have additional requirements. Please check with your school district to confirm local graduation requirements.

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

Personalized learning

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

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

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

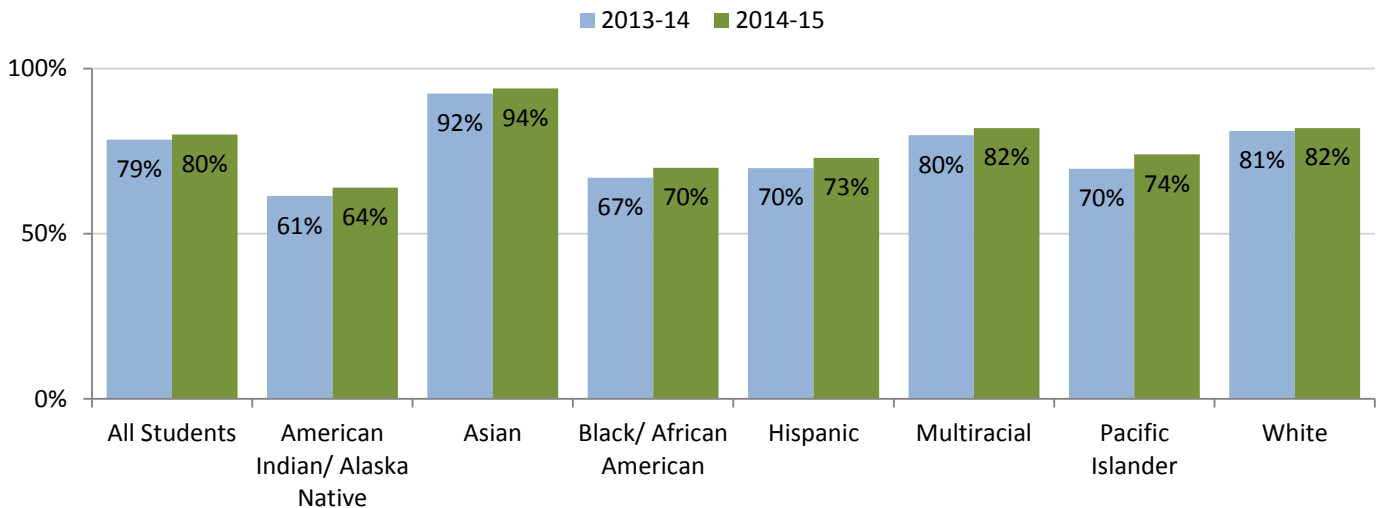
Extended Application: Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.

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

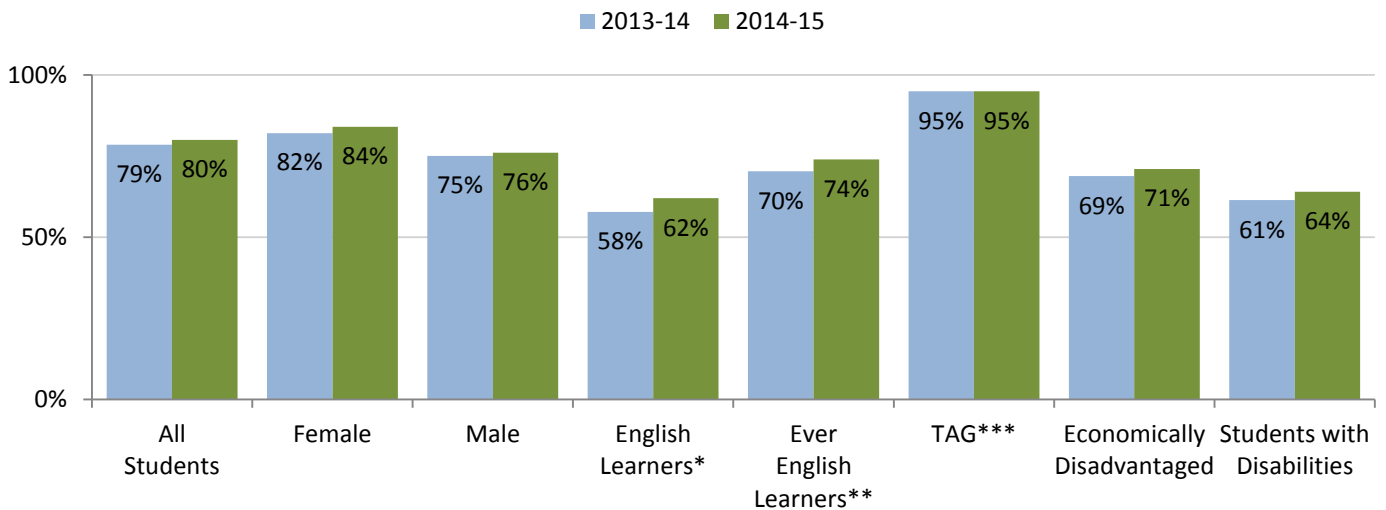
Freshmen On-Track

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

**Percent of Freshmen On-Track
By Race/Ethnicity**



**Percent of Freshmen On-Track
Other Student Groups**



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

*English Learners is defined as students eligible for participating in a program to acquire academic English in the current school year.

**Ever English Learners is defined as students who have ever been English Learners, in the present school year or in past school years beginning in 2006-07.

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

Essential Skills

The Essential Skills are cross-disciplinary skills necessary for success in college and career. They are embedded in the content standards and skill sets that guide Oregon education and students build these skills across their school experiences. The Essential Skills graduation requirement was phased in based on the year a student first enrolled in high school. There are nine Essential Skills; the first three are already incorporated into the graduation requirements, with the specific requirements determined by the year the student first enrolled in grade nine.

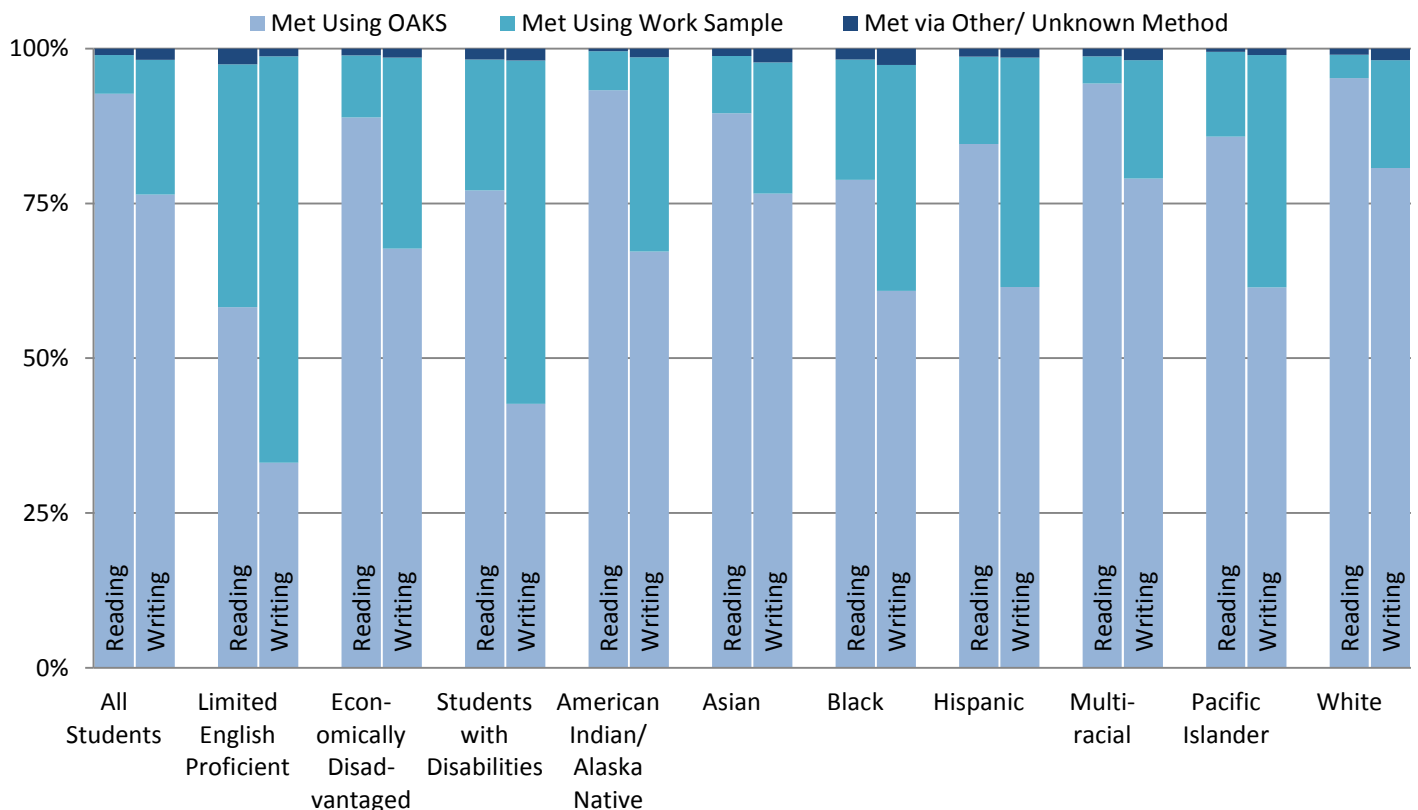
The State Board of Education approved four assessment options for students to demonstrate Essential Skill proficiency: (1) state test (OAKS or Smarter Balanced assessments), (2) work samples (local performance assessments scored against official state scoring guides; two required), (3) other approved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

Required Essential Skills: Determined by year of first enrollment in grade nine.	Remaining Essential Skills: Timeline for phasing in to be determined.
2008-09: <ul style="list-style-type: none"> Read and comprehend a variety of texts 2009-10: <ul style="list-style-type: none"> Read and comprehend a variety of texts Write clearly and accurately 2010-11 and later: <ul style="list-style-type: none"> Read and comprehend a variety of texts Write clearly and accurately Apply mathematics in a variety of settings 	<ul style="list-style-type: none"> Think critically and analytically Use technology to learn, live, and work Demonstrate civic and community engagement Demonstrate global literacy Demonstrate personal management and teamwork skills Listen actively and speak clearly and coherently

For information on Essential Skills assessment options, visit: <http://www.ode.state.or.us/search/page/?id=2042>

Methods Used to Demonstrate Proficiency in the Essential Skills of Reading and Writing 2009-10 Five-year Cohort* Earning Regular High School Diplomas

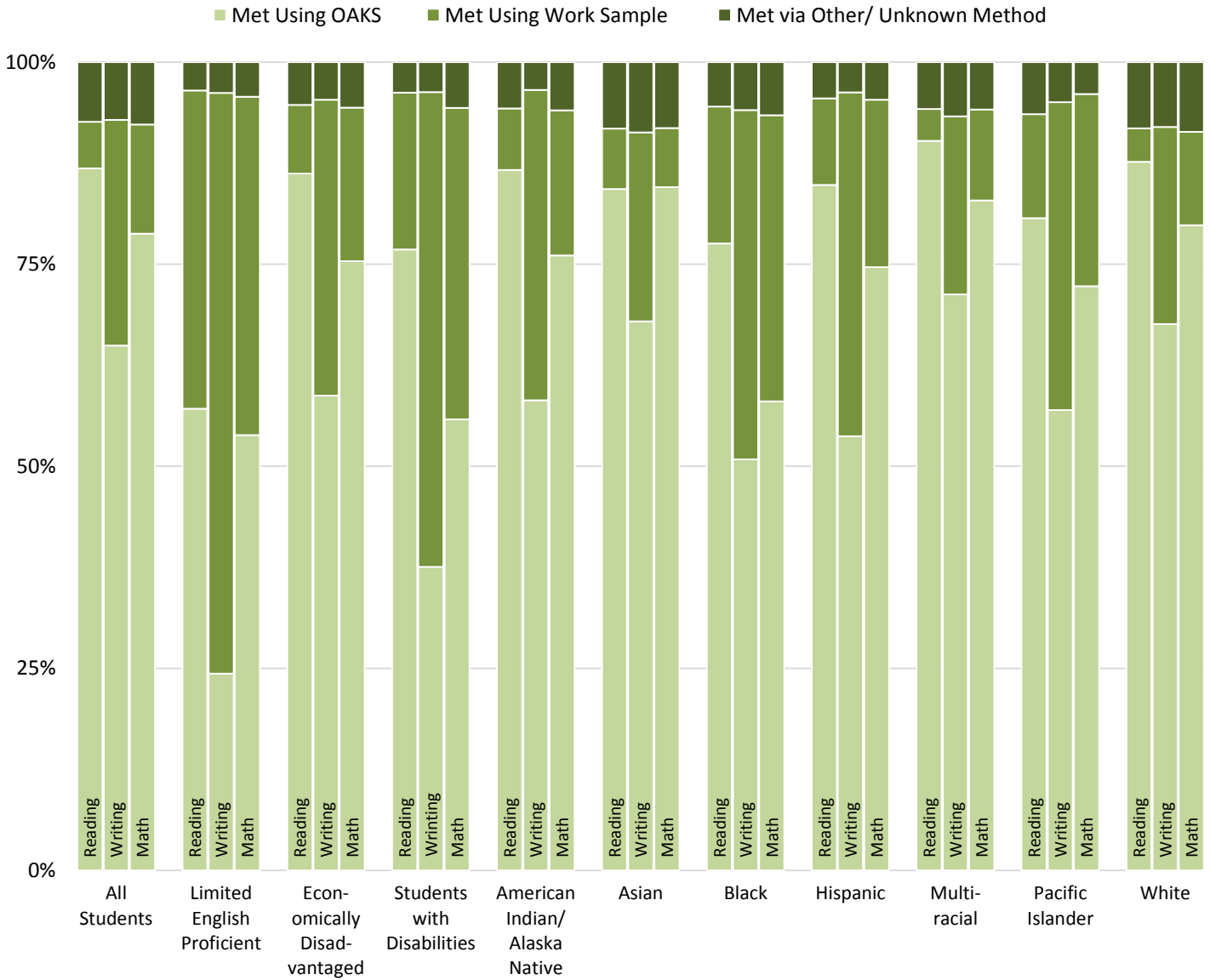
* The Five-year Cohort includes the students who earned a diploma during or before 2013-14, includes four-year graduates.



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

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

* The Four-year Cohort includes the students who earned a diploma during or before 2013-14, includes four-year graduates.



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

OREGON GRADUATION RATES

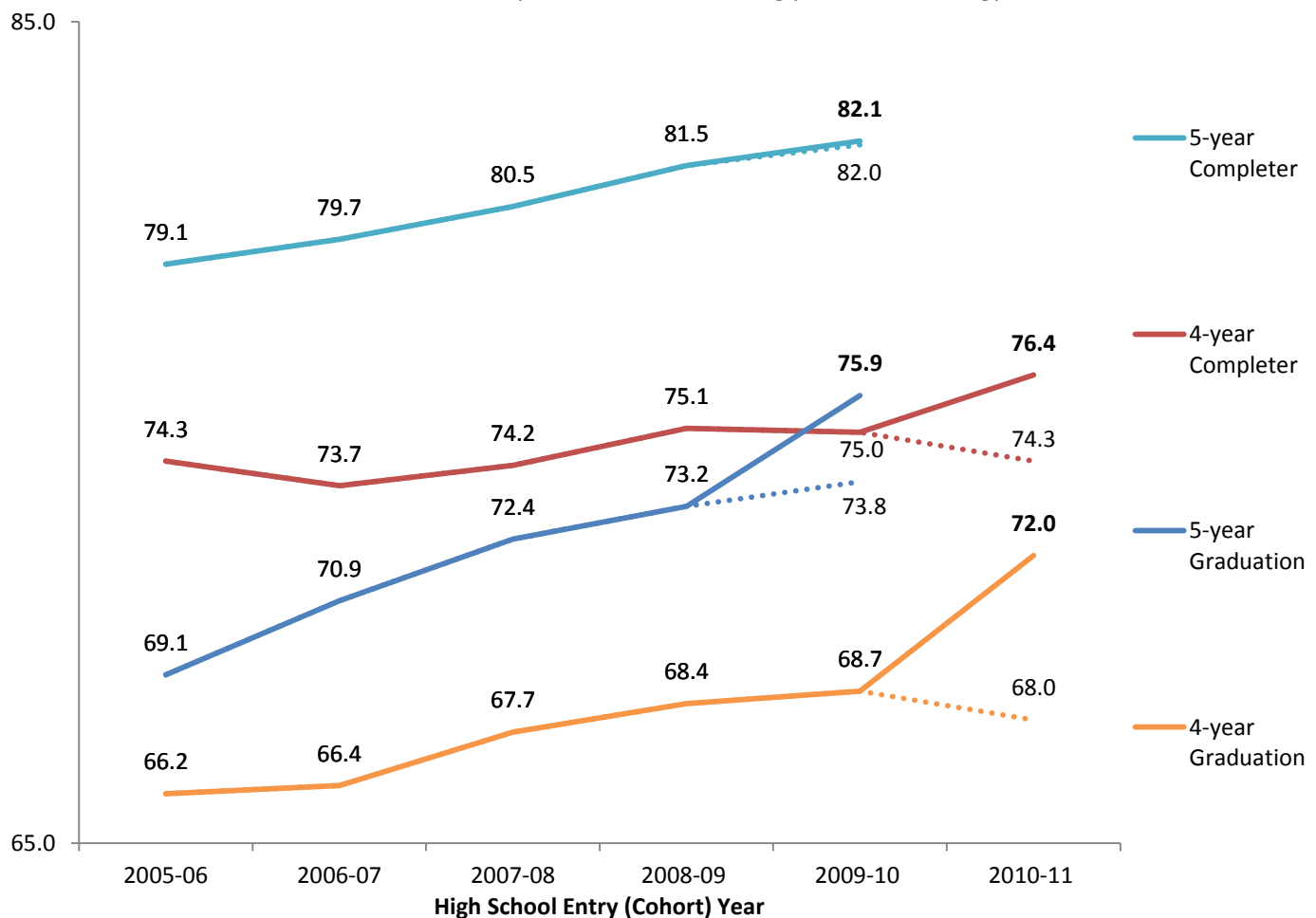
Summary of Cohort Graduation Rates

The cohort below consists of the students who first entered high school in 2010-11. The cohort is adjusted for students who move into or out of the system, emigrate, or are deceased. The cohort graduation rate is calculated by taking the number of students in the cohort who graduated with a regular diploma within four years and dividing that by the total number of students in the cohort. The four-year rate consists of outcomes as of the end of the 2013-14 school year.

Oregon schools increasingly offer the option to remain enrolled in high school for a fifth year in order to pursue college credit options through partnerships with community colleges and universities. Districts may not claim state school funding for enrollment following the award of a regular high school diploma.¹ Beginning with the 2013-14 cohort graduation rates, students who had met all requirements for an Oregon (regular) or Modified Diploma were counted as graduates, even if the diploma was not awarded in order to allow the student to remain enrolled for a fifth year. Because of this significant change, rates from 2013-14 and later are not comparable to rates prior to 2013-14.

For four and five year rates by all student groups, and historical data, see the Cohort Media Files at <http://www.ode.state.or.us/search/page/?id=2644>. The files also provide district and school-level data, including counts of students with other outcomes, such as GEDs or continuing enrollment.

Cohort Graduation Rates Over Time (All Students)
Dotted lines represent estimates using prior methodology

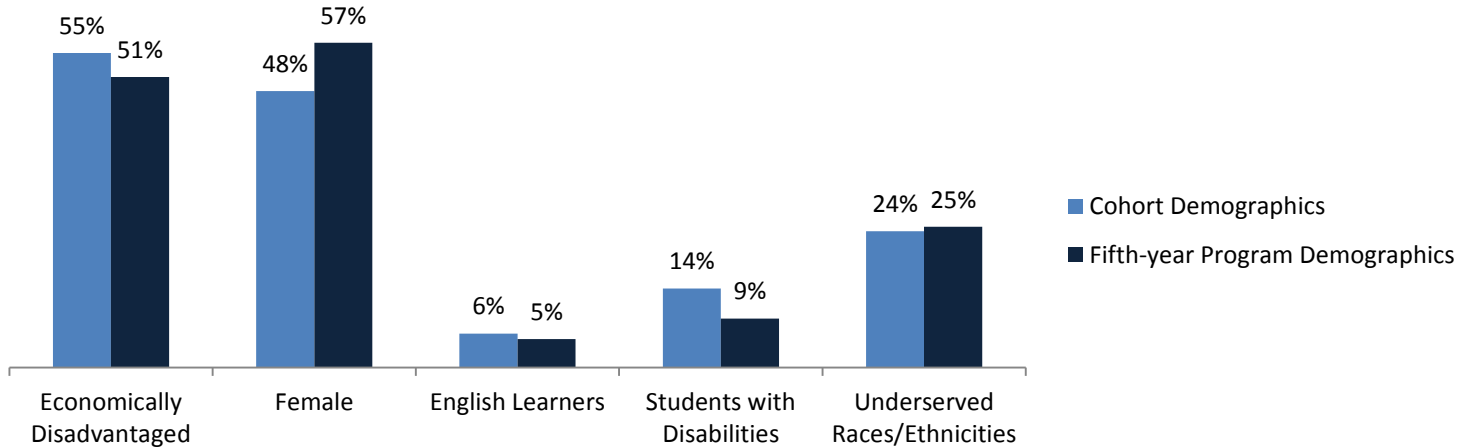


¹See <http://www.ode.state.or.us/search/results/?id=350> for information about Oregon's Expanded Options program, one of the programs students exercising this option may be participating in.

Fifth-year Programs

2013-14 was the first time the Oregon Department of Education collected data on students who had met diploma requirements but were not awarded a diploma. Of students continuing for a fifth year of enrollment, one in five could have graduated after their fourth year. Most students who did not earn a credential after four years do not continue their enrollment.

Fifth-year Program Demographics

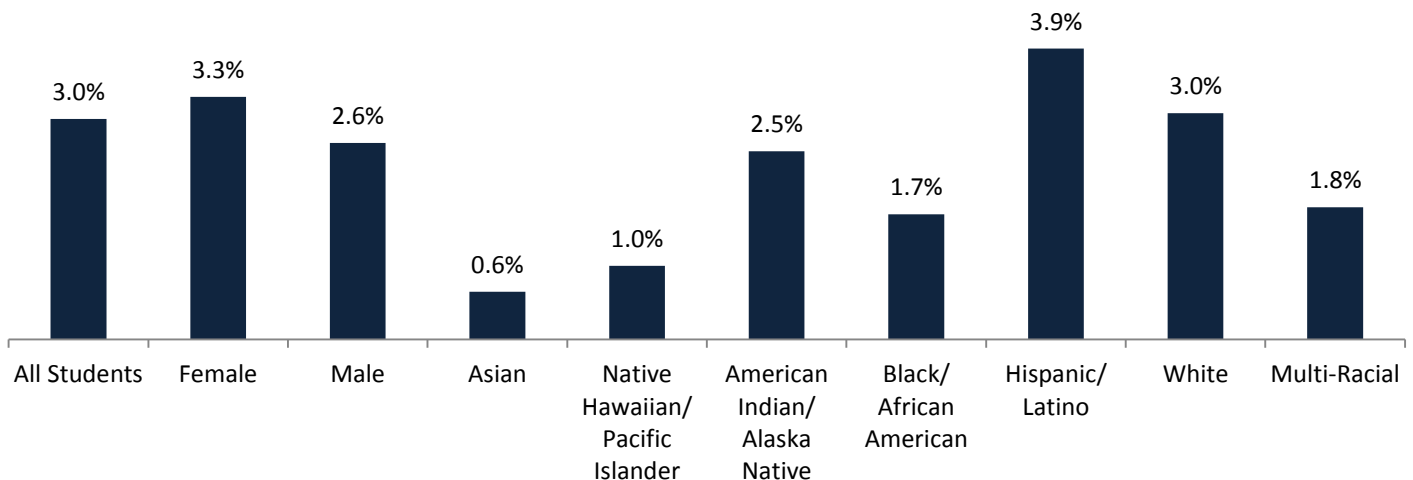


Note: "Fifth-year Program" includes only students who had already met diploma requirements. Many students remained enrolled for a fifth year in order to meet basic diploma requirements. Those students are included in the Cohort demographics, but not in the fifth-year program demographics. Underserved Races/Ethnicities includes students of Black, Hispanic, American Indian/Alaska Native, or Native Hawaiian/Pacific Islander race/ethnicity.

Of students who met diploma requirements, 3% opted to continue enrollment for a fifth year. Students who could have graduated were more likely to stay and participate in fifth year programs if they were female or of Hispanic ethnicity. Economically disadvantaged students who had met diploma requirements (3.1%) were very slightly more likely to participate in fifth-year programs than non-economically disadvantaged students (2.8%), but due to the disparities in graduation rates between these groups, economically disadvantaged students are still underrepresented in fifth-year programs.

948 total students continued enrollment for a fifth year after completing their diploma requirements in four years. Only 5% of those students were English Learners, and 9% were Students with Disabilities, but both of these groups earn regular diplomas at a lower rate than their counterparts.

Percent of Students Earning a Regular Diploma by 2013-14 who continued their enrollment into 2014-15



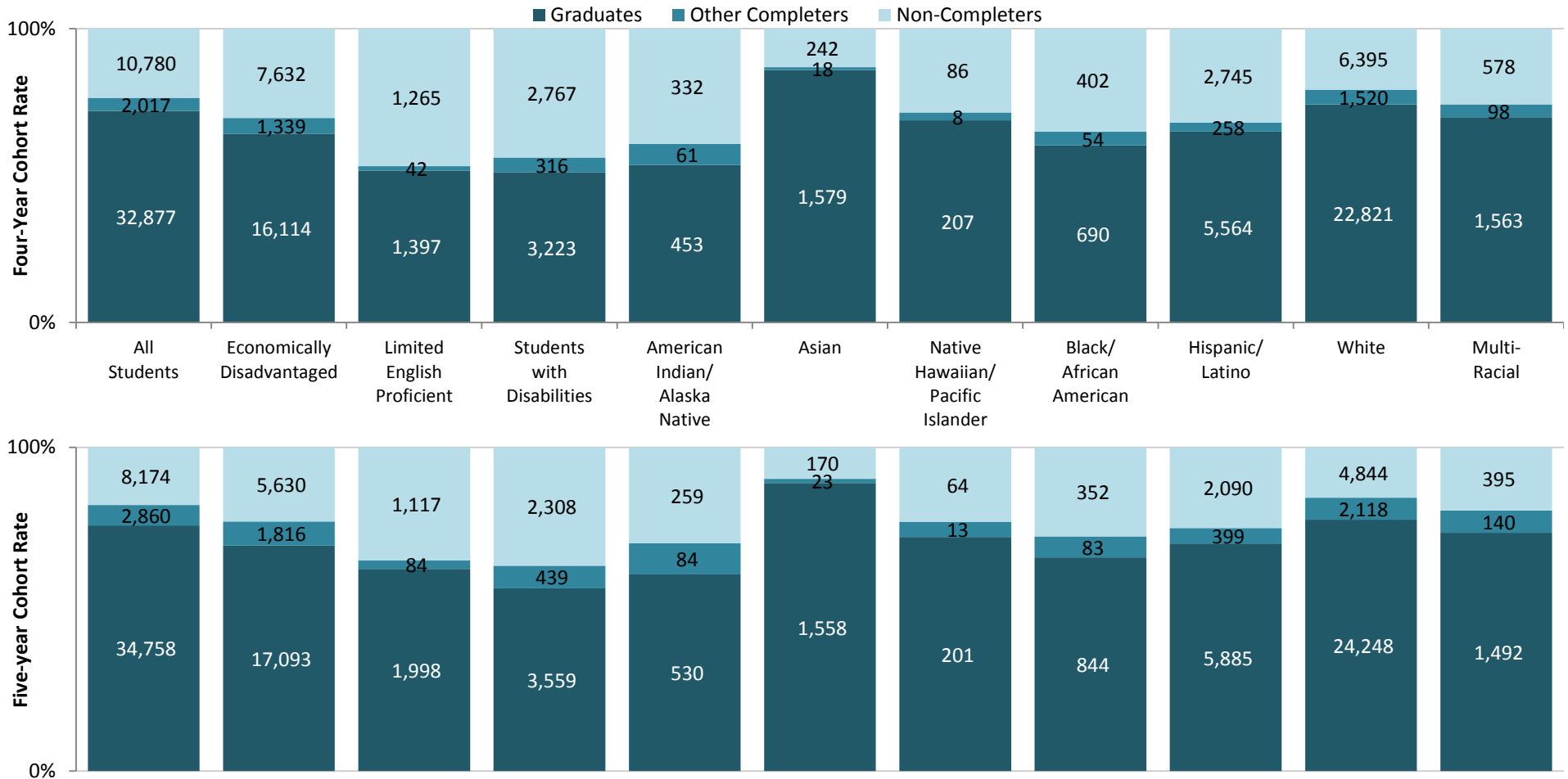
Statewide High School Graduates and Completers, 2009-10 and 2010-11 High School Cohorts

Outcomes as of the end of the 2014-15 school year

Graduates: Students who have earned an Oregon or Modified diploma by fulfilling all school district requirements and state requirements as described in [ORS 329.451](#) and [OAR 581-022-1130](#). See page 60 for details. This category also includes students who have earned a diploma which has not yet been awarded, as described on page 64.

Other Completers: Students who earned an Extended or Adult High School Diploma as defined in [ORS 329.451](#) and [OAR 581-022-1133 through 1135](#), or a GED.

Non-Completers: Students who have not yet earned one of the credentials listed above, including students continuing for an additional year of enrollment or who have left school with an alternative certificate.



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

DROPOUT RATES

Dropout Rate Formula: The one-year statewide dropout rate calculation is made by dividing the number of dropouts (for grades 9-12) by the number of students reported on the October 1 Membership (Enrollment) Data Collection for grades 9-12.

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

Oregon Statewide Dropout Rate Calculation

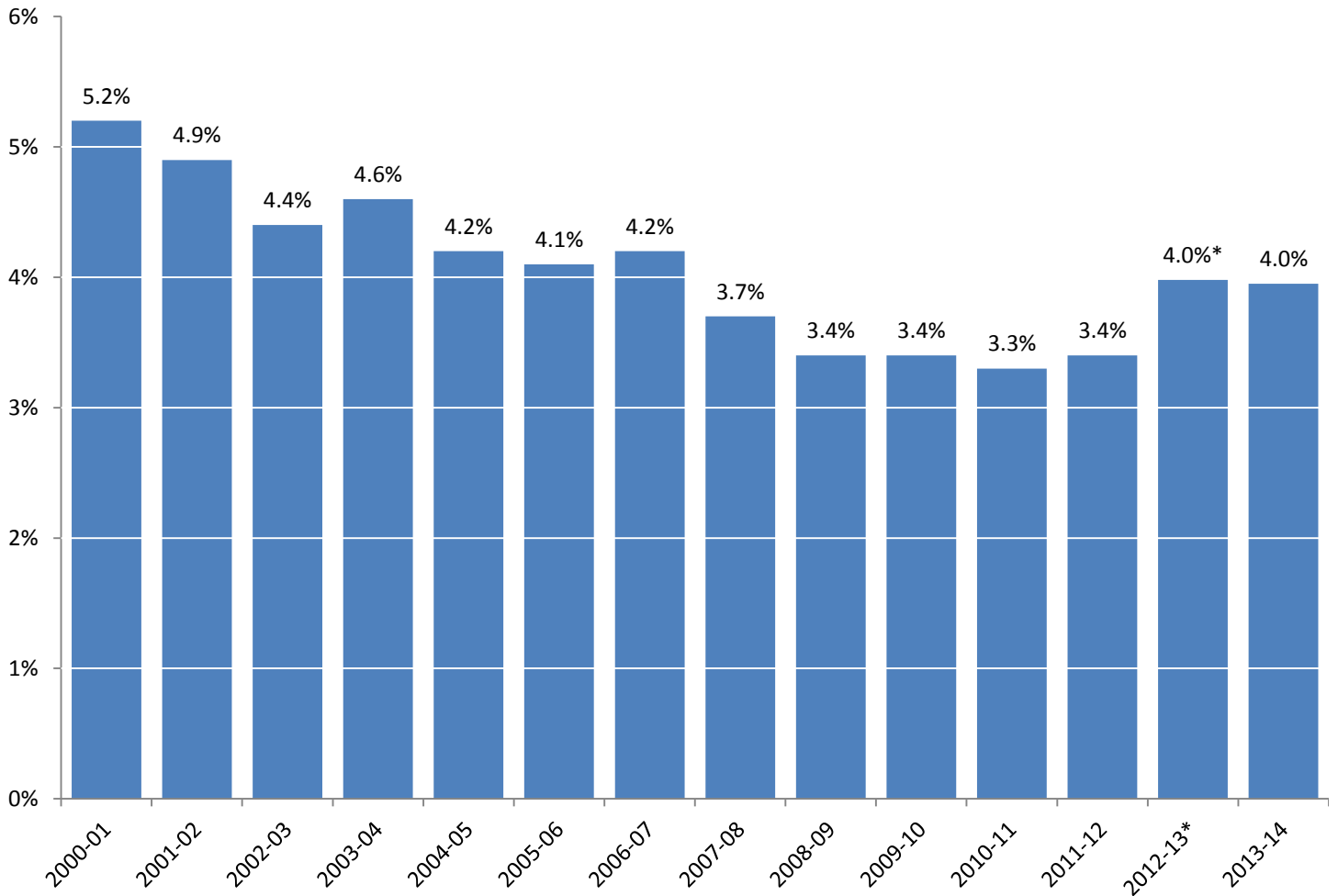
For a given school year:

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

Dropout rates are also calculated for schools and districts.

For more information, access the following webpage: <http://www.ode.state.or.us/search/page/?id=1>

Oregon High School Dropout Rates

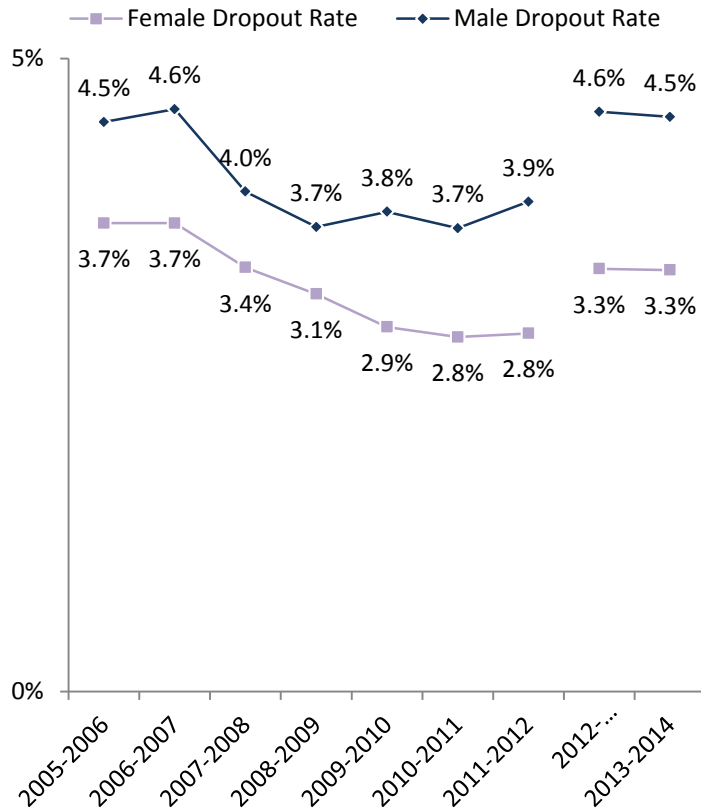


*Methodology changed in 2012-13; includes a wider date range for dropout outcomes than previous years.

Oregon Dropout Rates by Gender

Male students in 2013-14, as in prior years, dropped out at a higher rate than female students. Male students of every ethnicity dropped out at a higher rate than female students of the same ethnicity. American Indian and Black male students have the highest dropout rates, while Asian male and female students have the lowest rates.

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

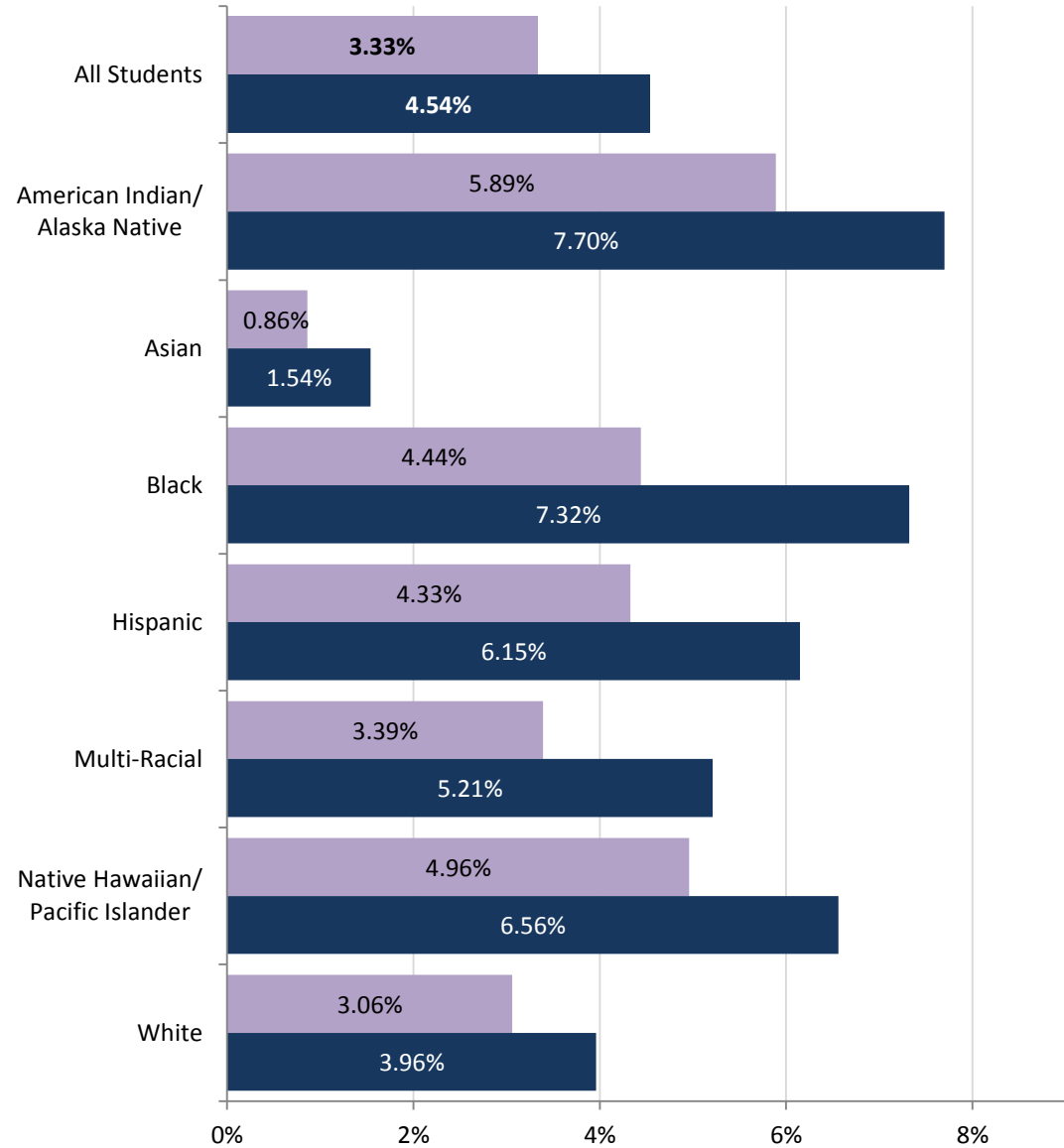


*Methodology changed in 2012-13; includes a wider date range for dropout outcomes than previous years.

Dropout Rates by Race/Ethnicity and Gender

Grades 9-12 2013-14

Female Dropout Rate Male Dropout Rate



ATTENDANCE AND ABSENTEEISM

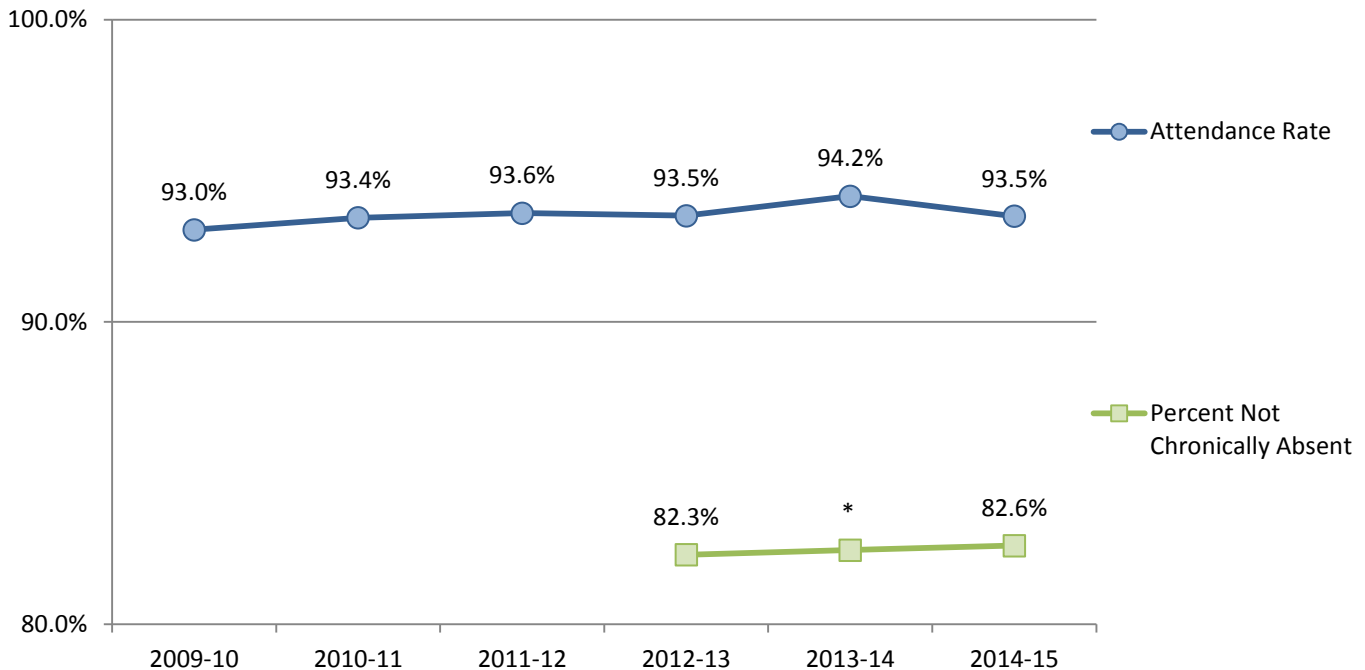
Oregon measures attendance in two ways. The first, the Attendance Rate, is a measure of the average percentage of enrolled students who were present on any given school day. This rate is one of Oregon’s Annual Measurable Objectives (AMO). See <http://www.ode.state.or.us/search/page/?id=471> or page 20 for more information. Attendance rates for all grades were between 89% and 95% in 2014-15.

The other, newer measure, is Chronic Absenteeism. This is usually displayed as “Percent of Students Not Chronically Absent,” or “Regular Attenders,” and is a measure of the percent of students who were present for 90% or more of their total enrolled days. It is displayed at the school and district level on Oregon’s school and district report cards, available at <http://www.ode.state.or.us/data/reportcard/reports.aspx>.

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

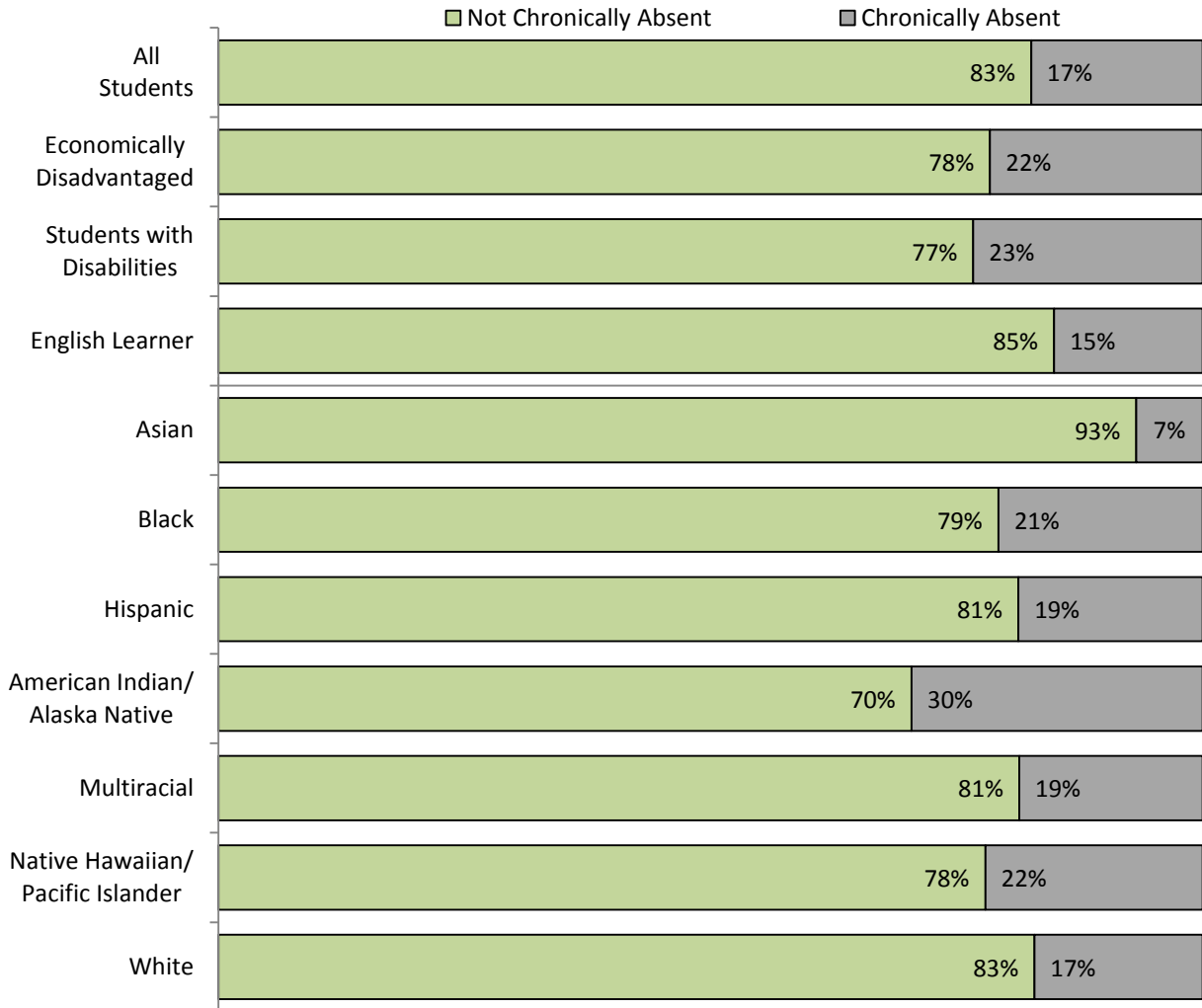
Enrolled Grade	Attendance Rate
KG	93.7%
1	93.9%
2	94.4%
3	94.8%
4	94.9%
5	94.8%
6	94.7%
7	94.0%
8	93.5%
9	93.3%
10	92.2%
11	91.6%
12	89.6%

Statewide Total Attendance
By Year

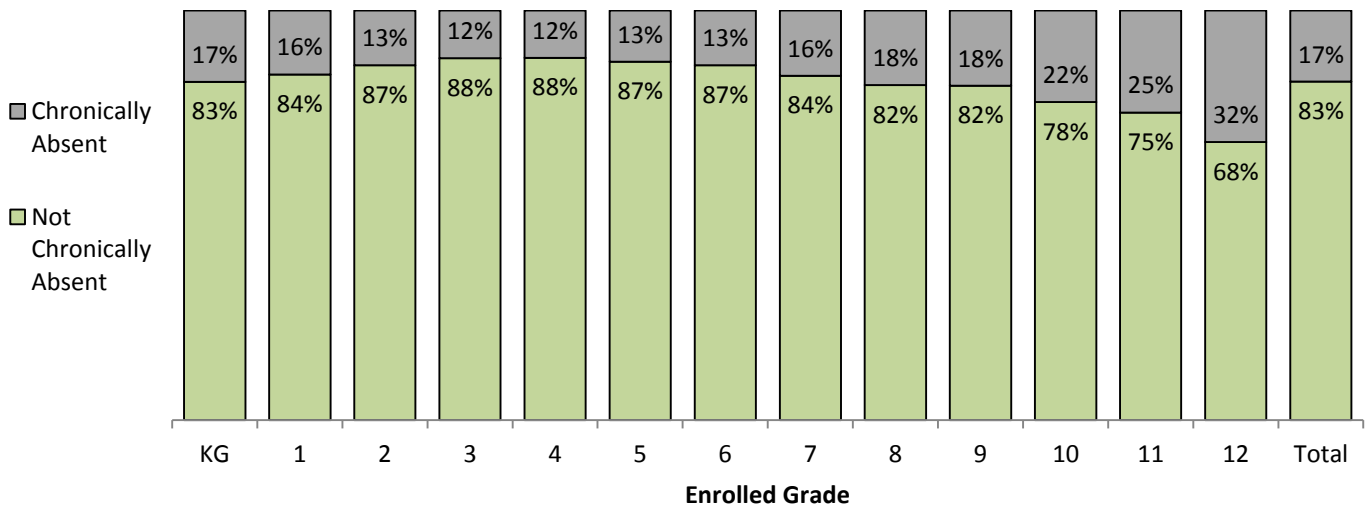


* Due to data quality concerns, the percent not chronically absent is not reported for the 2013-14 year. The place holder represents the mean of the two years reported.

Percent of Students Not Chronically Absent By Student Group, 2014-15



Percent of Students Not Chronically Absent By Grade Level, 2014-15



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

SPECIAL PROGRAMS

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

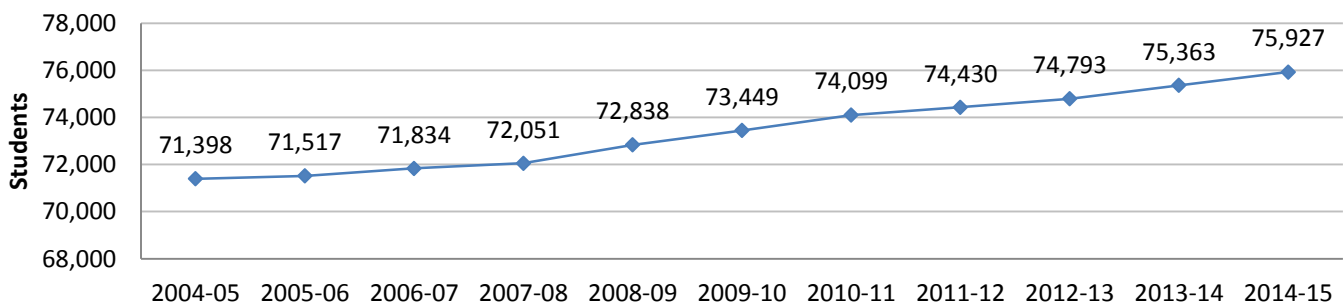
Special Education

The number of Oregon students receiving special education services through the federal *Individuals with Disabilities Education Act* (IDEA) has averaged 13.28% of total enrollment over the last five years.

	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Special Education	71,398	71,517	71,834	72,051	72,838	73,449	74,099	74,430	74,793	75,363	75,927
Total Enrollment	552,339	559,254	562,828	566,067	564,064	561,698	561,331	560,946	563,714	567,098	570,857
% of Total Enrollment	12.9%	12.8%	12.8%	12.7%	12.9%	13.1%	13.2%	13.3%	13.3%	13.3%	13.3%

Sources: December Special Education Child Count, Fall Membership

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



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

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

Number of Students with Disabilities (Ages 5-21)

Type of Disability	2010-11 Number of Students	2014-15 Number of Students	Percent Change
Autism	7,719	8,720	13.0%
Deaf/Blindness	10	6	-40.0%
Emotional Disturbance	4,670	4,616	-1.2%
Hearing Impairment/Deaf	874	901	3.1%
Intellectual Disability*	3,968	3,916	-1.3%
Other Health Impairment	10,060	12,025	19.5%
Orthopedic Impairment	767	716	-6.6%
Specific Learning Disability	27,284	26,234	-3.8%
Visual Impairment	333	321	-3.6%
Communication Disorder	18,142	18,215	0.4%
Traumatic Brain Injury	272	257	-5.5%
Total	74,099	75,927	2.5%

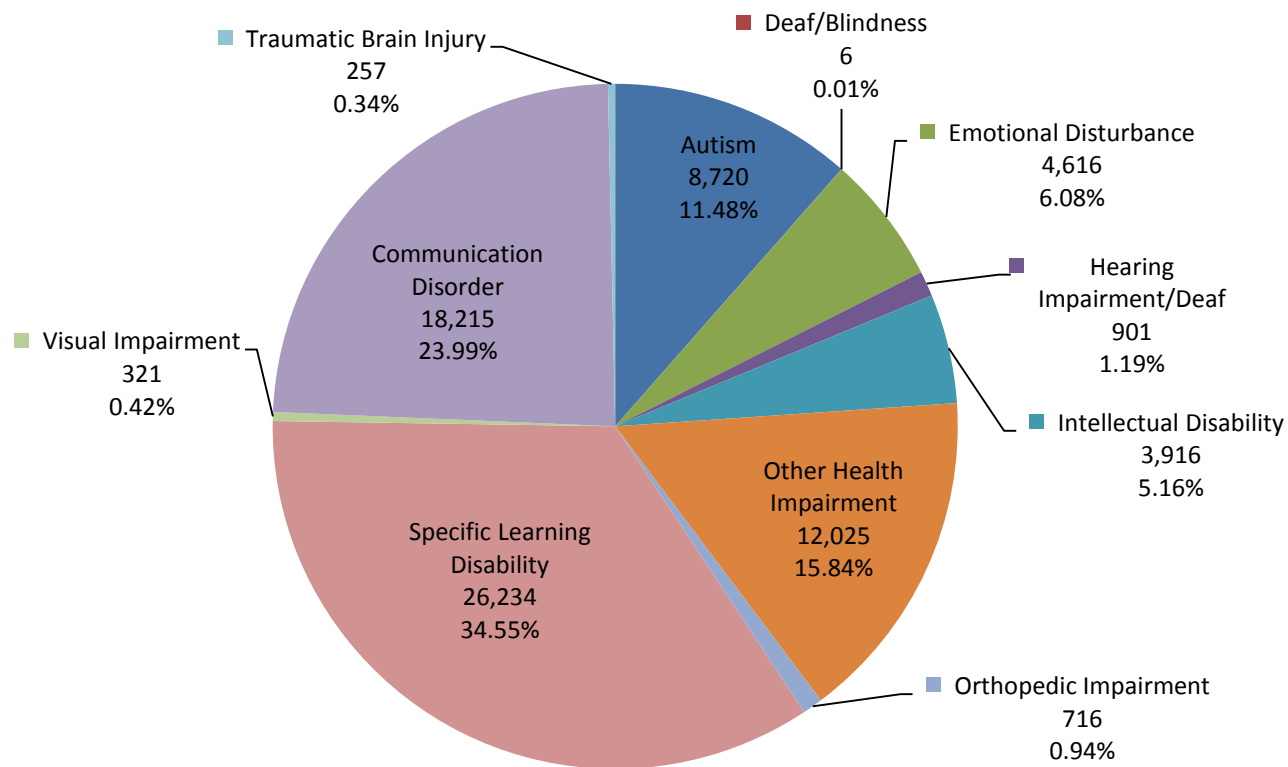
Source: December Special Education Child Count

*Before 2010-11, this category was labeled "Mental Retardation"

School Age Students with Disabilities Receiving Special Education Services

2014-15 School Year

Total: 75,927 Students



Placement of School Age Special Education Students by Disability – 2014-15

	Regular Class 80% or Greater	Regular Class 40% -79%	Regular Class < 40%	Other*
Autism	49.39%	17.19%	30.22%	3.20%
Deaf/Blindness	33.33%	16.67%	50.00%	0.00%
Emotional Disturbance	56.04%	15.23%	19.69%	9.03%
Hearing Impairment/Deaf	63.71%	12.21%	10.65%	13.43%
Intellectual Disability**	14.07%	31.82%	52.22%	1.89%
Other Health Impairment	72.57%	15.23%	9.60%	2.59%
Orthopedic Impairment	30.31%	18.02%	46.51%	5.17%
Specific Learning Disability	83.29%	14.53%	1.32%	0.87%
Visual Impairment	58.88%	12.15%	23.36%	5.61%
Communication Disorder	90.02%	5.23%	2.59%	2.16%
Traumatic Brain Injury	54.09%	21.79%	21.01%	3.11%
Total Special Education Population	73.15%	13.67%	10.70%	2.49%

* This category includes students in corrections, home school, separate schools, parentally placed in private schools, hospital programs, homebound, public and private facilities.

**Before 2010-11, this category was labeled "Mental Retardation"

Percentages reflect the portion of students with the listed disability in each placement. Previous years' report cards used the total number of special education students as the denominator.

Note: not all rows sum to total due to rounding.

Early Childhood - Oregon Head Start Pre-Kindergarten Programs

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

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

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

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

The 2014-15 legislatively approved budget for Oregon Prekindergarten was \$66,263,178, and this year it funded 7,662 enrollment slots for children in OHS PreK programs. When combined with Federal and other funding sources, total OHS PreK funded enrollment for 2014-15 was 13,574. An estimated 12,257 of the enrollment slots were filled by age eligible children living at or below the federal poverty level. The remaining slots were filled by children with other identified risk factors.

School Year	Number of Children Eligible for Services*	Number of Eligible Children Served	Number of Eligible Children Not Served	Percent of Eligible Children Served	Percent of Eligible Children Not Served
2006-2007	17,249	9,793	7,456	57.0%	43.0%
2007-2008	18,154	11,325	6,829	62.4%	37.6%
2008-2009	18,444	12,582	5,862	68.2%	31.8%
2009-2010**	17,894	11,938	5,956	66.7%	33.3%
2010-2011	17,894	11,368	6,526	63.5%	36.5%
2011-2012	19,605	12,523	7,082	63.9%	36.1%
2012-2013	25,161	12,545	12,092	50.0%	50.0%
2013-2014	24,766	12,293	12,473	49.6%	50.4%
2014-2015	22,150	12,257	9,893	55.3%	44.7%

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

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

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

Talented and Gifted

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

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

Oregon Talented and Gifted Students 2014-15 Statewide

Total: 38,417 Students*

State-defined:

- **Intellectually Gifted:** 17,231
- **Academically Talented:**
 - Reading: 15,868
 - Math: 15,986

District-defined:

- **Potential to Perform at the 97th Percentile:** 4,798

District Option to Identify**:

- **Creativity:** 71
- **Leadership:** 73
- **Visual and Performing Arts:** 37

*It is possible for individual students to have multiple areas of TAG identification.

**Districts may choose to identify students in these TAG categories. It is permissible for a student to be identified in one of these three optional categories who was not in one of the four required TAG identifications. Source: Spring Student Membership TAG data.

***Students may be TAG-identified while also being identified for Special Education, or “Dual-Identified”

Source: All student data based on Spring Student Membership

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

Student Group	Number of TAG Students	Percent of TAG Students	Number of All Students	Percent of All Students	Percent of Student Group Identified as TAG
Total	38,417	100.00%	564,809	100.00%	6.80%
Gender					
Male	20,558	53.17%	290,101	51.36%	7.04%
Female	17,990	46.83%	274,708	48.64%	6.55%
Race/Ethnicity					
White	27,556	71.73%	358,642	63.50%	7.68%
Hispanic	3,703	9.64%	126,510	22.40%	2.93%
American Indian/ Alaska Native	214	0.56%	8,424	1.49%	2.54%
Asian	3,884	10.11%	22,532	3.99%	17.24%
African American	403	1.05%	13,620	2.41%	2.96%
Pacific Islander	125	0.33%	3,966	0.70%	3.15%
Multi-Racial	2,532	6.59%	31,115	5.51%	8.14%
Other					
Economically Disadvantaged	9,032	23.33%	292,892	52.26%	3.08%
Not Economically Disadvantaged	29,688	76.67%	267,589	47.74%	11.09%
Special Education***	1,332	3.47%	80,448	14.24%	1.66%
Not Special Education	37,085	96.53%	484,361	85.76%	7.66%

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

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

School Year	TAG Graduates	All Graduates
2010-11 (07-08 cohort)	4,222 (90.6%)	32,587 (67.6%)
2011-12 (08-09 cohort)	4,125 (90.9%)	31,962 (68.4%)
2012-13 (09-10 cohort)	3,997 (90.5%)	31,440 (68.7%)
2013-14* (10-11 cohort)	3,920 (92.4%)	31,077 (72.0%)*

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

* Graduation rates from 2013-14 and later are not comparable to rates prior to 2013-14 due to rate calculation changes. See <http://www.ode.state.or.us/search/page/?id=2644>

Alternative Education Programs

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

School districts provide alternative education programs for students who need

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

Alternative education programs are also provided for students who

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

In general, Oregon student enrollment in alternative education remained at similar levels as compared with past years, while there continued to be a decline in the number of programs and services statewide. Reductions in district resources are likely the primary reason for the decrease in the number of alternative education programs and services in 2015. Districts report that on average they serve an estimated 15,800 students in alternative education statewide.

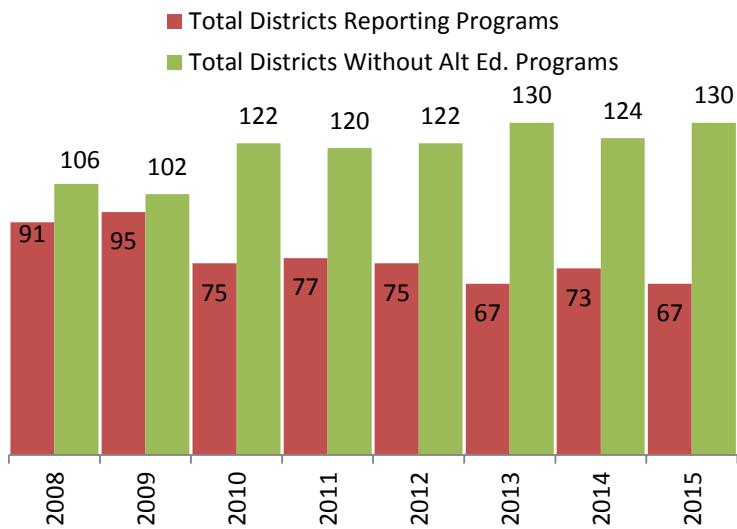
Alternative Education Services in Oregon
By Type of Program Service -- Number of *Students*

Type of Operation	2013		2014		2015	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Resident School District	12,196	81.77%	12,231	81.99%	12,547	79.21%
Another School District	16	0.11%	9	0.06%	121	0.76%
Private Program	1,591	10.67%	1,579	10.58%	1,487	9.39%
Community College	828	5.55%	852	5.71%	1,054	6.65%
Educational Service District (ESD)	227	1.52%	178	1.19%	177	1.12%
Other Program	57	0.38%	69	0.46%	304	1.92%
Terminated Program	0	0.00%	0	0.00%	150	0.95%
Total	14,915		14,918		15840	

Source: ODE Alternative Education Data Collection

District alternative schools and programs, smaller learning communities, programs within schools, as well as a variety of alternative, charter, and magnet schools are utilized to meet individualized student learning needs. School report cards report summative data for all students enrolled at these schools and districts. Districts offer a variety of guidance and career counseling services, tutoring, small-group instruction, online/blended learning, career related learning, and proficiency credit options to support improved student achievement according to their education plan.

Alternative education is included in school district improvement planning and goal setting. Often alternative schools are regionally accredited as “special purpose schools.” Alternative schools are annually evaluated by their contracting districts to assure they are comprehensive, aligned with content standards and essential skills, and offering the courses required for high school graduation. At least annual evaluation and site visits are required and result in “compliance” information that supports school boards in their annual approval of programs. A growing number of annual program evaluations are making use of a more formative evaluation method that seeks to determine “quality” 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).



Source: ODE Alternative Education Data Collection

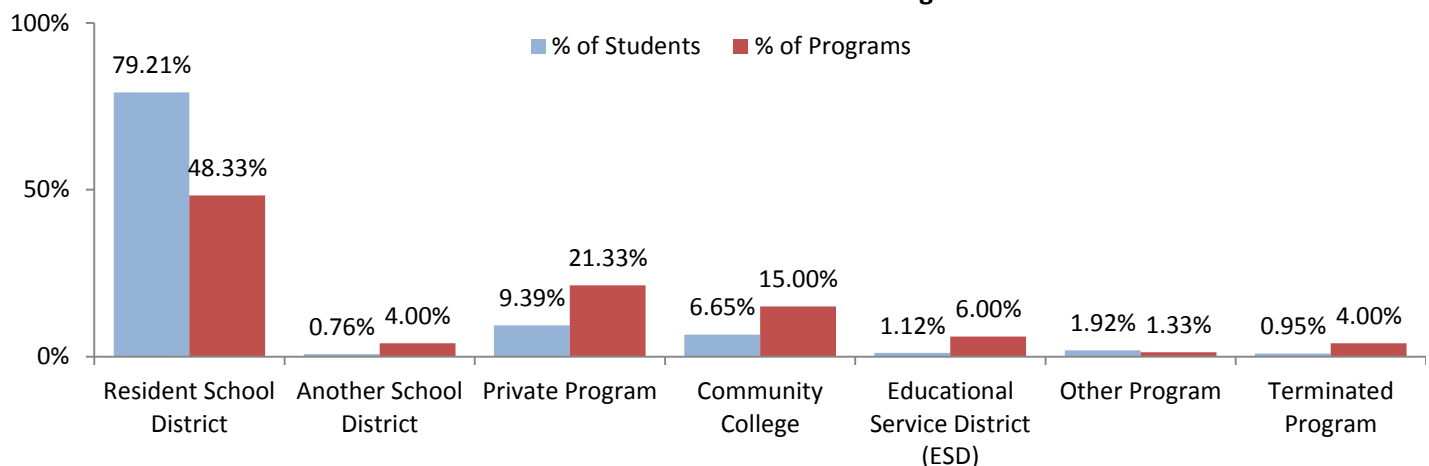
The majority of alternative education in Oregon is estimated to occur in schools and programs operated by the student's resident school district (48%), but a consistent percentage of alternative program services have been offered by private organizations (21%) and community colleges (15%), with the rest occurring in programs operated by the Education Service District (ESD) or in another district, school, or program. In general, with statewide reductions in funding, school districts have continued the trend of being selective about additional services they are able to provide and programs where they place students.

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

Type of Operation	2013		2014		2015	
	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs	Number of Programs	Percent of Programs
Resident School District	153	46.79%	145	45.31%	145	48.33%
Another School District	10	3.06%	11	3.44%	12	4.00%
Private Program	81	24.77%	79	24.69%	64	21.33%
Community College	42	12.84%	47	14.69%	45	15.00%
Educational Service District (ESD)	22	6.73%	19	5.94%	18	6.00%
Other Program	6	1.83%	8	2.50%	4	1.33%
Terminated Program	13	3.98%	11	3.44%	12	4.00%
Total	327		320		300	

Source: ODE Alternative Education Data Collection

Alternative Education Services in Oregon



Type of Program Services Statewide

Alternative education programs must continue to be designed and evaluated for quality as well as compliance in order to assure they address the diverse student needs and the social behaviors they are designed to address. Alternative programs need to address the development of knowledge/skills with a level of rigor that will enable youth to be successful in post-secondary education and careers. The National Alternative Education Association (NAEA) describes youth attending alternative education programs as students who were found to have not been succeeding in the traditional education setting. Traditional school staff is left to respond to the needs of an increased number of students that might benefit from alternative programs and attempt to do so through personalized learning experiences in accordance with a student's education plan and profile. A number of school districts have responded by offering differing types of online/blended learning and intervention programs on site at traditional schools (schools within schools) which accounts for the decrease in the number of programs. Alternative schools offer innovative and non-traditional approaches to teaching and learning which helps to prevent these students from becoming dropouts and assists the state and district in serving all students.

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

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

Types of Program Services Statewide	Number of Services Provided 2011	Number of Services Provided 2012	Number of Services Provided 2013	Number of Services Provided 2014	Number of Services Provided 2015
Students with at-risk Behaviors	281	262	216	217	196
Remediation, Credit Recovery, or GED	240	247	209	207	204
Pregnant or Parenting Students	85	91	77	80	70
Students Advanced Beyond Standards	67	62	54	54	48
Other Programs	29	27	33	41	39
Total	702	689	589	599	557

Source: ODE Alternative Education Data Collection

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

Grade Range	Number of Students Using Services 2011	Number of Students Using Services 2012	Number of Students Using Services 2013	Number of Students Using Services 2014	Number of Students Using Services 2015
Secondary	11,993	13,764	13,049	13,455	13,714
Elementary	1,581	1,564	1,866	1,463	2,126
Total Services	13,574	15,328	14,915	14,918	15,840

Source: ODE Alternative Education Data Collection

Links to Reference Documents

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

RESOURCES

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

School and District Accountability

Elementary and Secondary Education Act

<http://www.ode.state.or.us/search/results/?id=75>

Unsafe School Choice Option (USCO) and Persistently Dangerous Schools

<http://www.ode.state.or.us/search/page/?id=1319>

Oregon School & District Report Cards and Annual Measurable Objectives (AMO)

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

Quality Education Model

<http://www.ode.state.or.us/search/results/?id=166>

Next Generation of Accountability

<http://www.ode.state.or.us/go/NextGen>

Accountability Reports

<http://www.ode.state.or.us/go/AsmtRpt>

Report Cards

<http://www.ode.state.or.us/go/ReportCard>



School Funding and Finance

State School Fund

<http://www.ode.state.or.us/search/results/?id=168>

Special Education Funding

<http://www.ode.state.or.us/search/page/?id=894>



Student Information

Fall Membership Report

<http://www.ode.state.or.us/search/page/?=3225>

Historical Student Enrollment and Demographics

<http://www.ode.state.or.us/data/reports/toc.aspx#Students>

English Learners

<http://www.ode.state.or.us/search/results/?id=106>

School Nutrition/Free and Reduced Price Lunch

<http://www.ode.state.or.us/search/results/?id=207>



Teacher Information

Teacher Licensure

<http://www.oregon.gov/tspc/Pages/index.aspx>

Highly Qualified Teachers

<http://www.ode.state.or.us/search/results/?id=102>

Resources for Teachers

<http://www.ode.state.or.us/go/teachers>



Special Programs and Information

Alternative Education

<http://www.ode.state.or.us/go/AlternativeEd>

Charter Schools

<http://www.ode.state.or.us/go/CharterSchools>

Early Childhood

<http://www.ode.state.or.us/search/results/?=252>

Homeless Students

<http://www.ode.state.or.us/go/HomelessEd>

Special Education Programs

<http://www.ode.state.or.us/go/SpecialEducation>

Talented and Gifted

<http://www.ode.state.or.us/go/TAG>

Title I

Title I-A : Improving Basic Programs

<http://www.ode.state.or.us/search/results/?id=95>

Title I-C: Migrant Education

<http://www.ode.state.or.us/search/results/?id=99>

Title I-D: Neglected and Delinquent or At-Risk Children

<http://www.ode.state.or.us/search/results/?id=100>



Student Achievement

Oregon Statewide Assessment

<http://www.ode.state.or.us/go/Assessment>

2014-15 Statewide Test Results

<http://www.ode.state.or.us/search/page/?=5387>

Oregon's Education Data Explorer

<http://www.ode.state.or.us/apps/Navigation/Navigation.Web/#/PAGR>

National Assessment of Education Progress (NAEP)

<http://www.ode.state.or.us/go/NAEP>
<http://nces.ed.gov/nationsreportcard>

Oregon University System

<http://www.ous.edu/>

SAT Reasoning Test

<http://research.collegeboard.org/programs/sat/data>

American College Testing (ACT)

<http://www.act.org/research-policy/>

Advanced Placement (AP)

<http://research.collegeboard.org/programs/ap/data>

Cohort Graduation Rate

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

Dropout Reports

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

Essential Skills

<http://www.ode.state.or.us/search/page/?id=2042>

Data Collections

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

Other Resources and Topic Area Information

<http://search.ode.state.or.us/default.aspx>

<http://www.ode.state.or.us/search/topics/>

