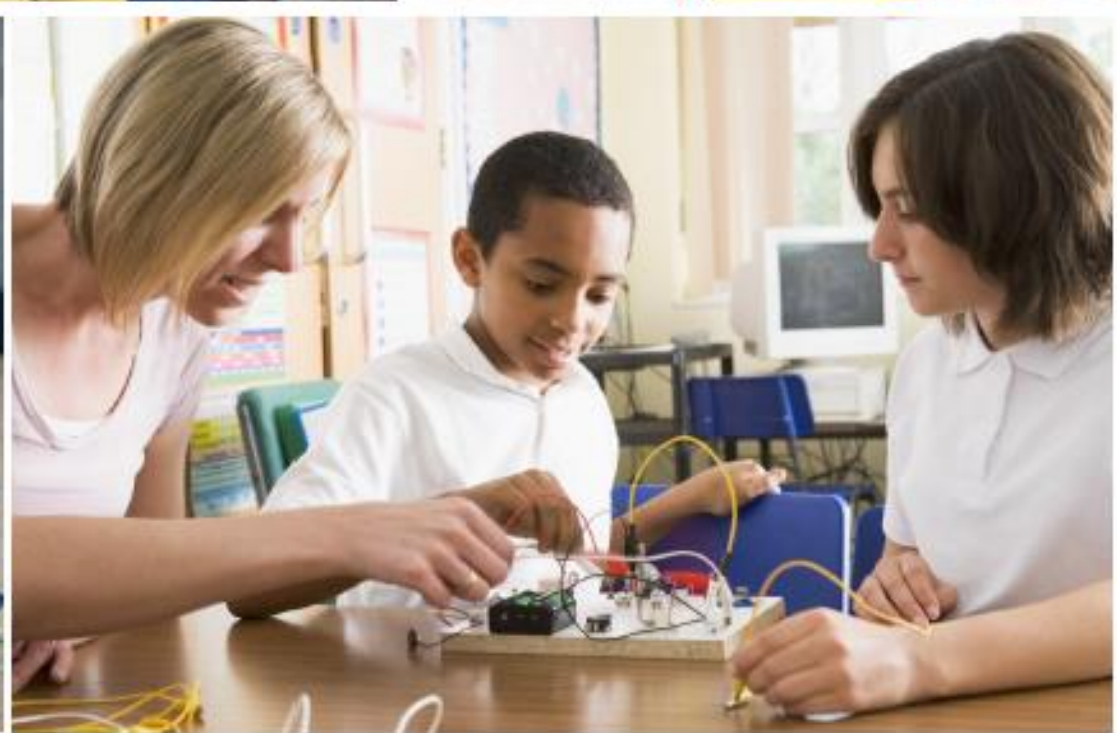


Oregon Statewide Report Card 2019-2020



An Annual Report to the
Legislature on Oregon Public
Schools

Colt Gill,
Director of the Department
of Education
www.oregon.gov/ode

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

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

The 2019-20 Statewide Report Card was produced by the Oregon Department of Education for distribution to Oregon state and federal legislators, public schools, school districts, education service districts, and members of the public.

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

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Published November 20, 2020



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Colt Gill

Director of the Oregon Department of Education

Dear Oregonians,

I am pleased to present the 2019-20 edition of the Oregon Statewide Report Card. This annual report acts as a snapshot of our state's education system that includes important statewide data about our students, teachers and schools from the 2019-20 school year. The data routinely archived in this report was impacted by the statewide response to COVID-19 (for a list of impacted data, see page 1). As a result of closing our school doors abruptly in March of 2020, our school leaders and staff had to shift how they offer instruction and services to students.

The highlights of the 2019-20 school year extend beyond the data in this report. Our collective efforts highlight how we center equity through a crisis, and how we navigate complexities and overcome challenges together. I am deeply grateful for your service and want to take a moment to reflect on the impressive grit and determination of our students, families and educators. Some of the many exemplary acts that occurred during the spring of 2020 include:

- An unwavering focus on student well-being and belonging. Our educators and families pulled off heroic efforts to provide care, connection, and continuity of learning for our students.
- Prioritizing nutritional services, providing hundreds of thousands of meals every day.
- Shifting to distance learning for all students. For our youngest learners this may have included using a Chromebook or computer for the first time to participate in classwork. For our high school seniors, this meant shifting requirements and holding alternate ceremonies to celebrate.

Together, we responded to a crisis, and provided essential support and services to Oregon families. We have done our part to save lives through slowing the spread of COVID-19. It has been stressful, challenging, and rewarding. As we continue to confront new challenges, ODE will continue to serve as a resource and a partner. We are with you and we support you.

In the 2019-20 Statewide Report Card you'll find data that includes:

- Student demographics and information on specific student groups
- Staff information
- Education initiatives rooted in equity and racial equity
- School funding
- Graduation and dropout rates from 2018-19 school year
- Early childhood data
- Charter school data
- Information on alternative education programs

The information that follows includes significant progress by Oregonians to: increase our four-year graduation rate, decrease our dropout rate, and prioritize education initiatives rooted in equity.

Graduation Rates For All Student Groups Continue To Increase.

- In January 2020 we reported that the four-year graduation rate for all students in the class of 2018-19 rose to 80 percent. That is the first time Oregon has reached an 80 percent graduation rate and represented a 1.3 percent point bump from the class of 2017-18.
- We saw the four-year graduation opportunity gap between our students of underserved races/ethnicities (Black/African American, Hispanic, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander) and other students (White, Asian, Multiracial) continue to shrink by 3.9 points over five years.
- Students who are Career and Technical Education (CTE) concentrators graduated at higher rates than the statewide average, 93.5 percent versus 80 percent for the cohort completing the 2018-19 academic year. Data suggest that this phenomenon is consistent regardless of a student's ethnicity, zip code, or whether they're experiencing disability.

Dropout Rates For Homeless Students Steadily Decreased

We continue to make progress toward keeping our Homeless students in school and on a path toward success. Despite having the highest dropout rates of the student groups reported, we saw a steady decrease from 13.1 percent in 2014-15 to 11.2 percent in 2018-19.

Education Programs Rooted In Equity And Anti-racism

The Oregon Department of Education is committed to promoting educational systems that support every child's identity, health and wellbeing, beauty, and strengths. The agency uses an equity-informed, anti-racist and anti-oppressive lens throughout our work. Several recent programs help the agency uphold this commitment.

Student Success Act

- [House Bill 3427](#) - the [Student Success Act](#) (SSA). Through the SSA's [Statewide Education Initiatives Account](#), ODE is investing in the implementation and expansion of new or existing programs that serve American Indian/Alaska Native, Black/African American, Latino/a/x, and Mesoamerican students. These initiatives aim to empower and invite empathy- and community-based actions that honor the diversity, strength, brilliance, and resilience of Oregon's youth.

American Indian / Alaska Native Education

- Advanced implementation of [Senate Bill 13](#), a law that directs ODE to create K-12 Native American Curriculum for inclusion in Oregon public schools and provide professional development to educators on the [Essential Understanding of Native Americans in Oregon](#).
- Released [Tribal Consultation Toolkit Guide 1.0](#) for guidance on tribal consultation requirements under the Every Student Succeeds Act (ESSA).

African American / Black Student Success

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

Latino/a/x Student Success

- The [Latino/a/x and Indigenous Student Success Plan](#), initiated under the SSA, focuses on enhancing investments in, and partnerships with, community based organizations, school districts, early learning providers, and higher

education. During the 2020-21 school year, ODE will provide funding for ODE's first cohort of Latino/a/x Student Success Grant recipients.

LGBTQ2SIA+ Student Success

- A statewide education plan for lesbian, gay, bisexual, non-binary, transgender, gender queer, two-spirit, intersex, asexual (+) (LGBTQ2SIA+) students. The [LGBTQ2SIA+ Student Success Plan](#) provides strategies and goals to create educational and social-emotional support for Oregon's K-12 LGBTQ2SIA+ students, while also recognizing how race and ethnicity intersect for many of Oregon's LGBTQ2SIA+ students.

Increased Racial Equity for Oregon's Educator Workforce

- The [Educator Advancement Council](#) is an innovative partnership aimed at helping Oregon staff every classroom with high-quality, well-supported and culturally-responsive public educators.

There is much work to do to create and sustain truly inclusive, respectful, diverse and equitable schools around the many compelling issues of race, gender identity, social class, immigration status, and ability that adversely affect our students. I can't say thank you enough for everything our educators and staff are doing to support our students, families, and their communities. Their leadership and efforts are deeply appreciated.

Sincerely,



Colt Gill
Director
Oregon Department of Education

TABLE OF CONTENTS

IMPACTS TO THE 2019-20 STATEWIDE REPORT CARD DUE TO COVID-19	1
OREGON STUDENTS	2
OREGON PUBLIC SCHOOL ENROLLMENT	2
DIVERSE STUDENT POPULATIONS	2
PERCENT OF OREGON SCHOOL DISTRICTS BY SIZE OF STUDENT ENROLLMENT	2
HOMELESS STUDENTS IN OREGON	3
GENDER DIVERSITY	6
THE OREGON STATE SEAL OF BILITERACY	7
STUDENTS AND TEACHERS OF COLOR	8
OREGON STAFF	9
PERCENTAGE OF POSITIONS HELD BY WOMEN	9
ALL SCHOOL STAFF	10
ANNUAL INSTRUCTIONAL HOURS	10
HISTORICAL SALARY CHARTS	11
EDUCATION INITIATIVES ROOTED IN EQUITY, RACIAL EQUITY AND ANTIRACISM	12
STUDENT SUCCESS	12
TOWARDS INCREASED RACIAL EQUITY AND REPRESENTATION IN OREGON'S EDUCATOR WORKFORCE	13
SCHOOL FUNDING	14
SCHOOL RESOURCES	14
STUDENT ENROLLMENT	15
HISTORY OF SCHOOL FUNDING RESPONSIBILITY IN OREGON	16
OPERATING REVENUES BY SOURCE (HISTORICAL)	17
ELEMENTARY AND SECONDARY EDUCATION ACT	18
FEDERAL PROGRAMS	18
OREGON DISCIPLINE INCIDENTS DATA	19
ACCOUNTABILITY AND SUPPORT UNDER THE EVERY STUDENT SUCCEEDS ACT	22
ESSA ACCOUNTABILITY SYSTEM	23
MEASURES OF INTERIM PROGRESS	23
NATIONAL COMPARISON OF STUDENT ACHIEVEMENT	24
THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS	24
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: READING	25
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS: MATHEMATICS	28
FREE AND REDUCED PRICE LUNCH	31
THE OREGON DIPLOMA	32
ESSENTIAL SKILLS	33
OREGON GRADUATION RATES	35
COHORT GRADUATION RATES OVER TIME	35
OREGON CAREER AND TECHNICAL EDUCATION (CTE) INFORMATION: 2019 GRADUATION RESULTS	37
DROPOUT RATES	38
OREGON STATEWIDE DROPOUT RATE CALCULATION	38
OREGON HIGH SCHOOL DROPOUT RATES	38
OREGON DROPOUT RATES BY GENDER	39
REGULAR ATTENDERS	40

OREGON PUBLIC CHARTER SCHOOLS.....41
OREGON PUBLIC CHARTER SCHOOLS ENROLLMENT 41

SPECIAL PROGRAMS.....42
SPECIAL EDUCATION (IDEA) - AGES 5-21 42
EARLY LEARNING DIVISION PROGRAMS..... 44
ALTERNATIVE SCHOOLS AND EDUCATION PROGRAMS 45

RESOURCES46

IMPACTS TO THE 2019-20 STATEWIDE REPORT CARD DUE TO COVID-19

Please be advised there are data normally published in the Statewide Report Card that cannot be included in 2019-20 due to the state's response to COVID-19. Please see the [2018-19 Statewide Report Card](#) for the most recent data for the following:

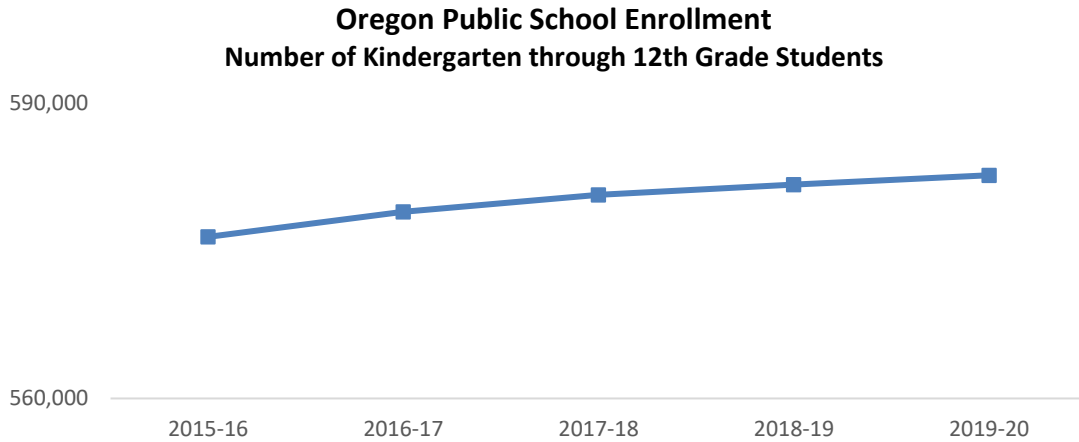
- Class Size
- Language Diversity
- Measures of Interim Progress
- Student Achievement on Statewide Summative Assessments
- Ninth Grade on Track
- Regular Attenders
- Talented and Gifted
- Alternative Education

In addition to data that cannot be included this year, some data in 2019-20 were impacted by the reduced number of in-person school days due to COVID-19 and the shift to Distance Learning for All. Please use caution when comparing these data across school years:

- Homeless Students
- Oregon State Seal of Biliteracy
- Discipline Incidents

OREGON STUDENTS

There were 582,661 students enrolled in Oregon public schools on the first school day in October, 2019. There has been a gradually slowing increase in the overall public school enrollment since 2015-16, with a total increase of 6,254 students (1.1 percent) over five years.



Diverse Student Populations

Of the 582,661 students enrolled in 2019-20, 224,404 (38.51 percent) were students not identified as “White.” This represents slightly less than one-half of a percentage point increase from last year’s rate of 38.08 percent.

School Year	American Indian/Alaska Native	Asian	Black/African American	Hispanic/Latino	Multi-Racial	Native Hawaiian/Pacific Islander	White	Total
2015-16	8,305	22,726	13,744	129,410	32,597	4,032	365,593	576,407
2016-17	8,184	23,067	13,654	131,089	34,200	4,172	364,581	578,947
2017-18	7,724	23,324	13,509	133,822	35,677	4,232	362,396	580,684
2018-19	7,280	23,267	13,301	136,186	37,136	4,363	360,197	581,730
2019-20	7,010	23,208	13,176	138,273	38,306	4,431	358,257	582,661

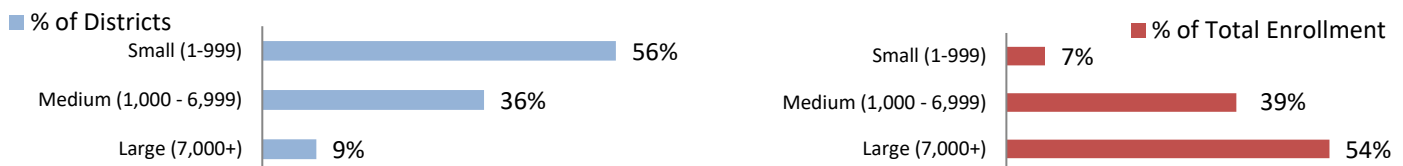
[See enrollment reports](#) for more information, including breakdowns by school and district.

Enrollment is not increasing at the same rate for every racial/ethnic group. Asian, Hispanic/Latino, Multi-Racial, and Native Hawaiian/Pacific Islander student enrollment has increased since 2015-16, but American Indian/Alaska Native, Black/African American, and White student group enrollment has declined. Similar enrollment patterns are also found [nationally](#).

Race/Ethnicity	Percent Difference since 2015-16
American Indian/Alaskan Native	-15.59
Asian	2.12
Black/African American	-4.13
Hispanic/Latino	6.85
Multi-Racial	17.51
Native Hawaiian/Pacific Islander	9.9
White	-2.01

Percent of Oregon School Districts by Size of Student Enrollment

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



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, Education of Homeless Children and Youth Program. The Oregon Department of Education’s (ODE) commitment to equity in education for under-represented populations includes families and unaccompanied youths in homeless living situations. Each district designates a Homeless Liaison to identify and provide services to homeless students and to contribute to the annual data collection. Eligible students reside in living situations that are not fixed, regular, and/or adequate. Liaisons work to ensure 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 required to stabilize homeless students in their school of origin, even though the transportation route might involve crossing district boundaries.

Please note, the number of in-person school days in the 2019-20 school year was reduced due to COVID-19 and the shift to Distance Learning for All. This helps explain the reduction in the count of students identified as homeless in 2019-20. **Please use caution when comparing data across school years.**

How is “Homeless” Defined?

For the purposes of this program, 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 children and youth who are not living with parents or legal guardians – for whatever the reason - are also eligible for educational rights and services as homeless students.

Living Situations of K- 12 Homeless Students in Oregon

School Year	In Shelters	Sharing Housing	Unsheltered	Motels
2015-16	1,926	16,163	2,377	1,210
2016-17	1,999	17,210	2,515	1,124
2017-18	1,817	16,399	2,549	1,236
2018-19	1,701	16,903	2,569	1,041
2019-20	1,584	15,868	2,514	1,114

Count of homeless students attending public schools

How are Homeless Students Counted?

Each district provides the Secure Student ID (SSID) of each homeless student served and two additional pieces of information:

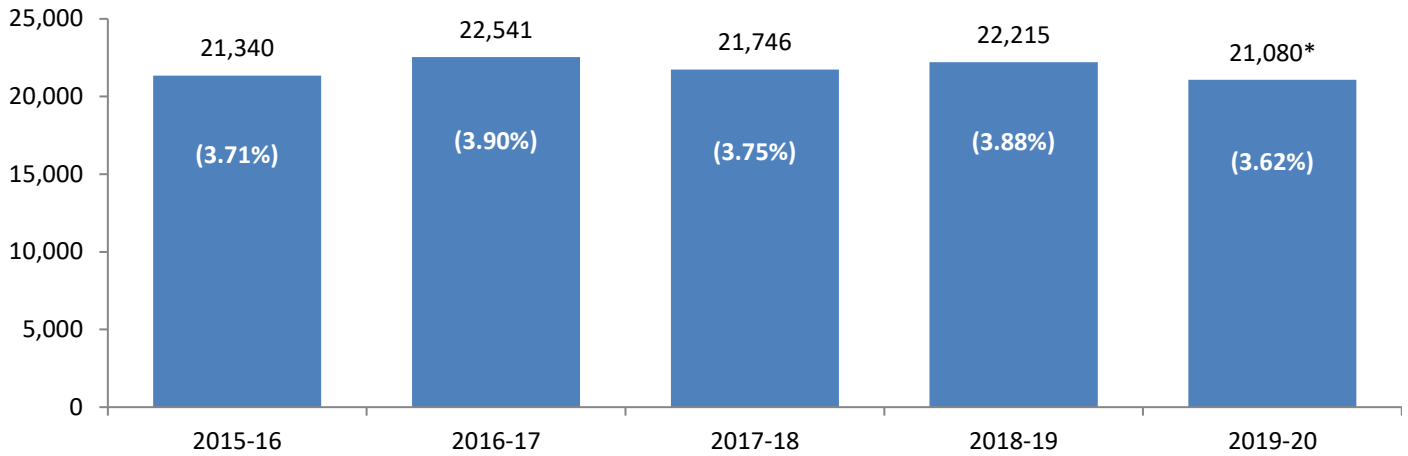
- 1) living situation (Shelter, Unsheltered, Sharing Housing, Motel/Hotel);
- 2) unaccompanied status

In addition to providing count data for required federal reports, results are used to assist districts with homeless student needs assessments in attendance, academic performance and dropout prevention. ODE initiatives such as High School Success, Career and Technical Education, Trauma-Informed Practice, Early Learning and Successful School Transitions are particularly helpful in retaining homeless students through graduation and into college and career.

Grade Level	Count 2019-20
PK*	1,281
KG	1,605
1	1,616
2	1,546
3	1,496
4	1,561
5	1,534
6	1,576
7	1,519
8	1,497
9	1,513
10	1,692
11	1,593
12	2,332
Total	21,080

* PK enrollment is optional

Homeless Student Counts, K-12
(Percent of Total K-12 Enrollment)
2015-16 to 2019-20



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

* The number of in-person school days was reduced in 2019-20 due to COVID-19. This helps explain the reduction in the count of students identified as homeless. Please use caution when comparing data across school years.

The overall number of homeless students statewide appears to be decreasing from last year; for example, the count of unaccompanied homeless youth dropped significantly from 3,704 in 2018-19 to 3,379 in 2019-20. However, the spring closure of schools due to COVID-19 and shift to Distance Learning for All appeared to cause a lapse in routine identification of eligible students. It is expected that students in families who lost their housing due to the pandemic were not identified as eligible by the end of the school year. Families and youth who were displaced by summer wildfires are also not represented in this data.

Districts with the Highest Number of Homeless Students

District	K-12 Total Homeless 2019-20	Percent of enrollment 2019-20
Beaverton SD 48J	1,871	4.54%
Medford SD 549C	1,207	8.34%
Salem-Keizer SD 24J	1,117	2.67%
Portland SD 1J	1,109	2.28%
Lincoln County SD	801	14.22%
Eugene SD 4J	707	4.08%
Reynolds SD 7	609	5.57%
Hillsboro SD 1J	515	2.54%
Springfield SD 19	486	4.60%
Grants Pass SD 7	480	7.72%

Districts with the Highest Percent of Homeless Students

District	K-12 Total Homeless 2019-20	Percent of enrollment 2019-20
Falls City SD 57	44	23.16%
Prospect SD 59	46	21.60%
Reedsport SD 105	133	21.18%
Glendale SD 77	63	21.07%
Annex SD 29	19	20.21%
Arlington SD 3	33	19.19%
Mapleton SD 32	29	18.35%
Warrenton-Hammond SD 30	172	16.73%
Elkton SD 34	39	16.53%
McKenzie SD 68	36	15.93%

While districts with fewer students often have volatile data, note that the districts with the highest percentages of homeless students in the state are mainly rural and are located some distance from the I-5 corridor.

Homeless Students by County of Enrollment, 2019-20

County	Total Enrolled, K - 12
Multnomah	3,169
Washington	2,781
Lane	2,503
Jackson	2,056
Marion	1,765
Clackamas	1,337
Linn	1,082
Josephine	903
Lincoln	849
Coos	800
Douglas	677
Klamath	647
Yamhill	627
Deschutes	622
Clatsop	339
Benton	284
Columbia	278
Baker	264
Malheur	260
Umatilla	229
Union	197
Polk	185
Morrow	173
Tillamook	171
Curry	153
Crook	123
Wasco	99
Jefferson	97
Lake	48
Wheeler	48
Harney	41
Hood River	35
Gilliam	33
Wallowa	11
Grant	*
Sherman	*

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

* Values under 10 are suppressed.

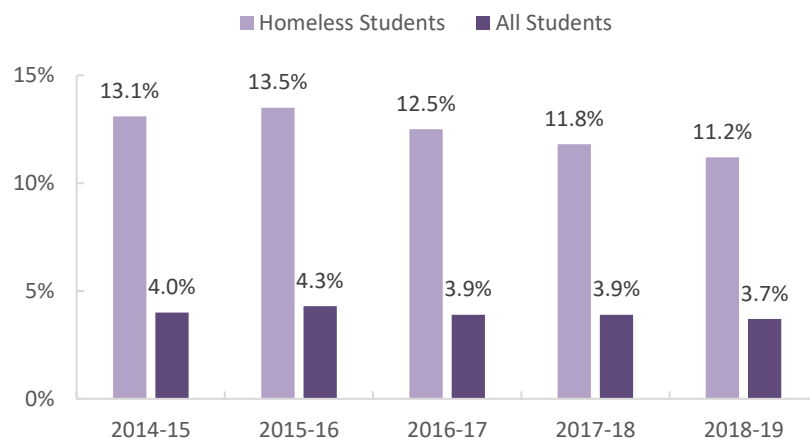
How do public school programs serve homeless students?

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.

While the statewide dropout rate of homeless students is decreasing, this group of students continuously has the highest dropout rate of all cohorts.

Homeless Student Dropout Rates by School Year



McKinney-Vento Subgrant Projects

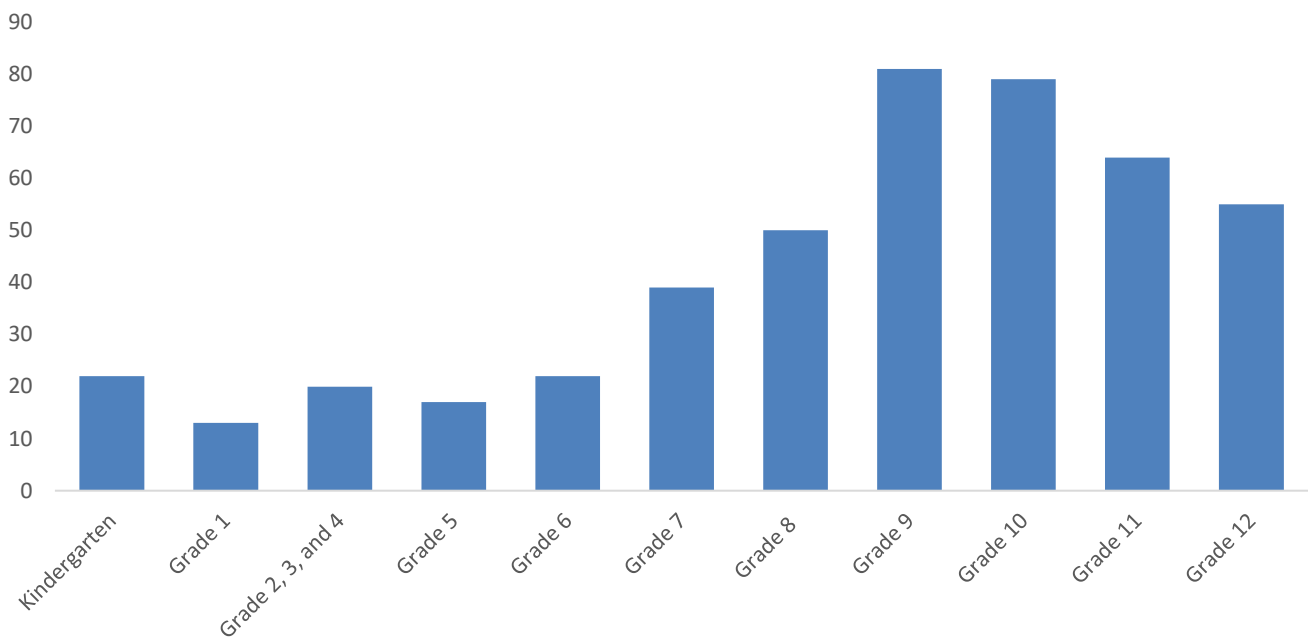
Oregon received \$907,854 in federal McKinney-Vento Act funds in 2019-20 to coordinate the state program and provide grants to local education agencies to provide supplemental services for homeless students. More than 75 percent of these funds went to districts and ESDs in the form of competitive subgrants. During the 2019-20 school year, 42 local districts were served by 12 subgrant projects from this program. For more information about the ODE Education of Homeless Children and Youth Program, visit the [McKinney-Vento Act: Homeless Education Program](https://www.oregon.gov/ode) webpage.

Gender Diversity

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

In the October 1st, 2019 student enrollment snapshot, a total of 462 non-binary students are reported. This is an increase from the 308 non-binary students reported in the May 1st 2019 student enrollment snapshot. The counts of non-binary students reported in the October enrollment snapshot represent far less than what the actual non-binary student population proportion could be closer to. For the most recent analysis on non-binary students and reporting challenges, see the [2018-19 Statewide Report Card](#).

Total Number of Non-Binary Students Reported



Data source: [2019 Fall Membership](#). The numbers reported for Grades 2, 3, and 4 are combined to protect individual student information across grades.

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

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

The Oregon State Seal of Bilingualism

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

- Recognize the world language literacy skills arriving students bring to their English education.
- Recognize the world language literacy skills native English speaking students gain when studying world languages.
- Recognize students that are literate in two or more languages.

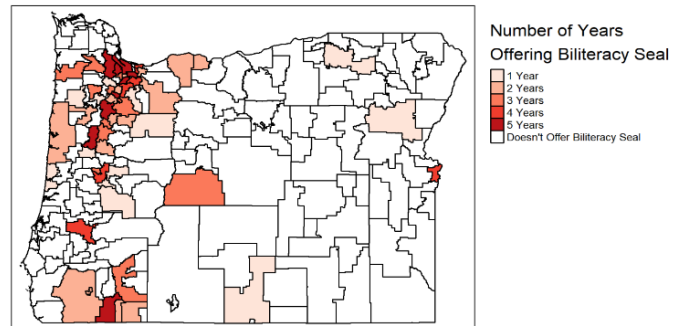
There are three criteria students meet to earn the OSSB:

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

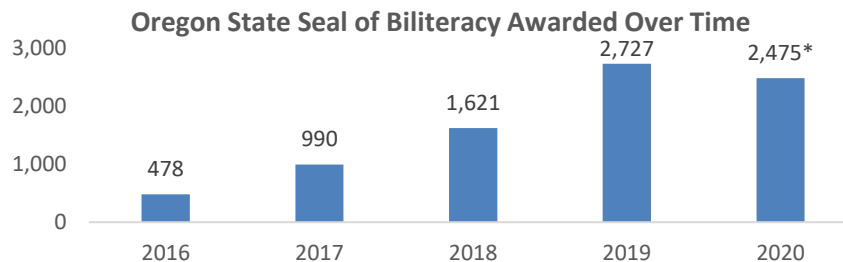
Oregon students who earned an OSSB for 2020 spoke 47 different languages, including English. Some of these students spoke a world language at home and gained proficiency in English in school, while others spoke English at home and learned a world language in school. Both methods of meeting the OSSB proficiency requirements are celebrated.

Data for the 2020 graduating year reflects that:

- 2,475 students earned the Oregon State Seal of Bilingualism, speaking 47 different home languages and earning the OSSB in 23 different world languages.
 - 56 percent spoke a language other than English as their primary language.
 - 44 percent spoke English as their primary language.
- 46 percent of the students earning the OSSB were English Learners, either currently or formerly.
- 31 students earned the OSSB in two languages, in addition to English.
- Eight American Indian/Alaska Native students earned the Bilingual Seal in the Chinuk Wawa, Nez Perce, and Umatilla languages.
- Seven students earned the OSSB in American Sign Language.



49 districts, two charter schools, Oregon School for the Deaf, Chemeketa Community College, George Fox University, and Western Oregon University offer the OSSB.

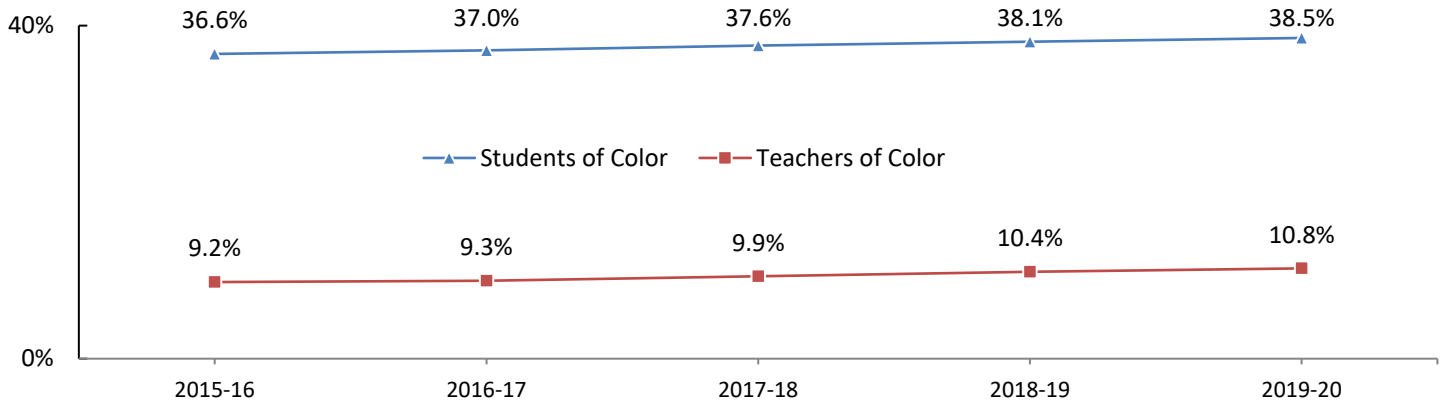


* The number of in-person school days was reduced in 2019-20 due to COVID-19. This helps explain the reduction in the number of OSSB awarded. Please use caution when comparing data across school years.

The OSSB has expanded from when it was first established through the recognition of American Indian/Alaska Native languages, American Sign Language, and now being offered by George Fox and Western Oregon University. This year, even with the interruption of in-person schooling, the number of OSSBs awarded is still high. ODE hopes that more students see the value of learning another language and culture, and will seek to become bilingual as they mature with a new sense of pride and are able to contribute to a more global society.

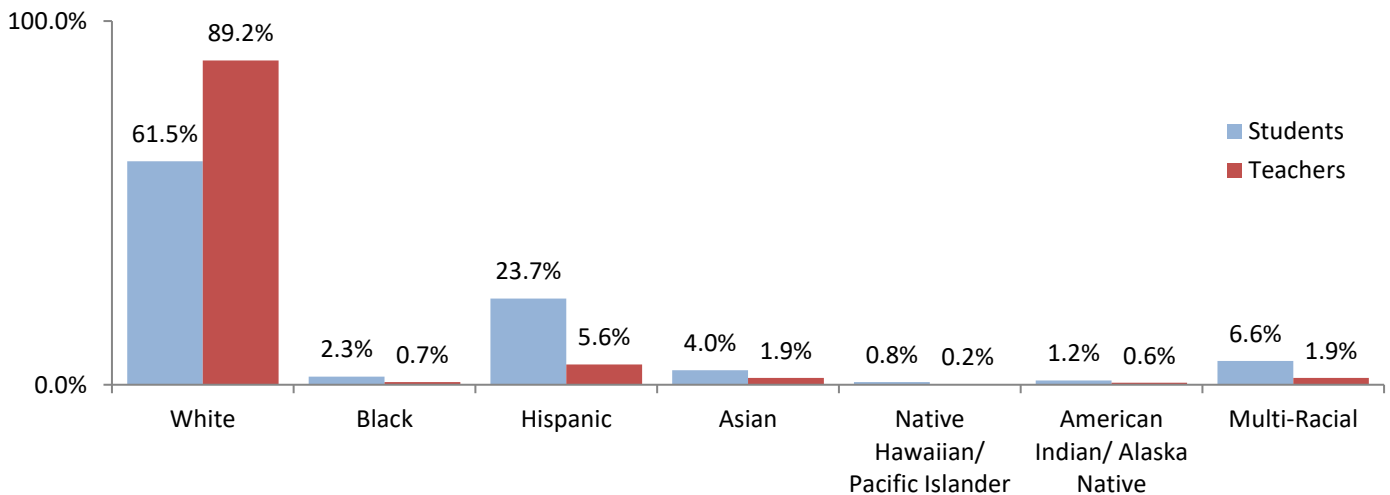
Students and Teachers of Color

In the 2019-20 school year, the proportion of both teachers and students of color continued to increase at a steady rate. Because the growth rates are the same, however, the discrepancy between the number of students of color and teachers of color remains unchanged.



Sources: Fall Membership and Staff Position Collections

Race/Ethnicity of Students and Teachers, 2019-20



Source: Fall Membership and Staff Position Collections

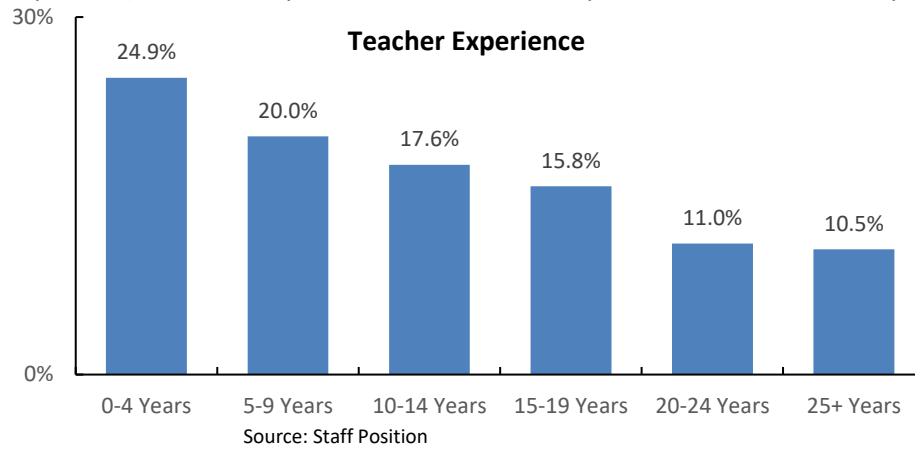
Note: Multi-Racial does not include students or staff who reported Hispanic Ethnicity – they are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

The largest difference between historically underserved student populations and teachers of the same race/ethnicity is Hispanics: 23.7 percent students were reported as Hispanic, compared with only 5.6 percent of teachers. In contrast, 89.2 percent of teachers were White, compared with only 61.5 percent of students.

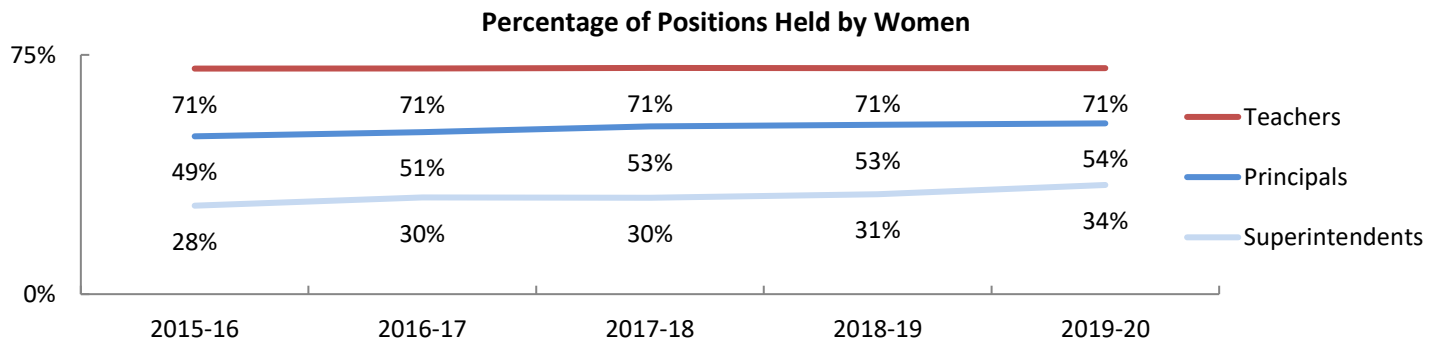
OREGON STAFF

Experienced, Highly Educated Workforce

Oregon continues to boast an experienced teacher cohort. More than 75 percent of teachers have five or more years of experience teaching (75.1 percent). Of those experienced teachers, 21.5 percent have 20 or more years of experience.

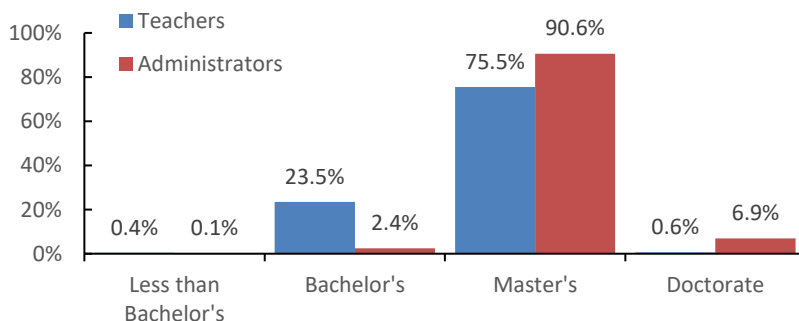


Over the last five years there has been slow growth in the number of women reported as superintendents. In 2019-20 women represented 34 percent of superintendents in Oregon, 3 percentage points more than 2018-19. Among staff reported as principals, 54 percent were women, a slight increase from the 2017-18 and 2018-19 school years. The proportion of women reported as teachers remains unchanged over the last five years. In the 2019-20 school year, women represented 71 percent of staff reported as teachers.



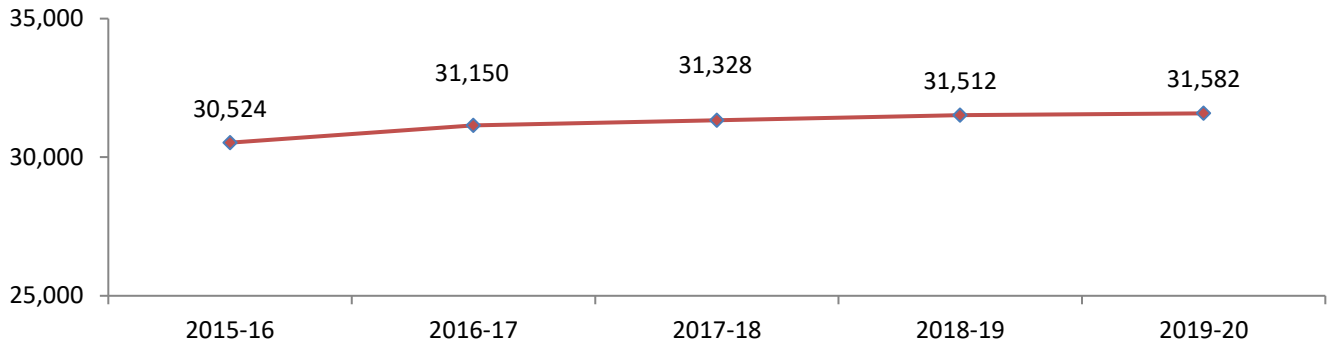
Source: Staff Position. Includes assistant principals and assistant superintendents

2019-20 Highest Degree Held



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

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



Source: Staff Position. Includes some pre-kindergarten teachers

All School Staff

In the last year, the total number of full-time equivalent (FTE) school employees decreased slightly by approximately 1 percent from the 2018-19 school year. However, the total FTE in 2019-20 is still approximately 2.20 percent greater than in 2017-18. Although there was a decrease in total FTE, within certain staff categories, there was an increase in FTE between 2018-19 and 2019-20. All the increases in staff categories were relatively small (less than 1%). The largest decrease came in the support staff category where there was a decrease of 1.2 percent from the 2018-19 school year

Oregon School Employees (Full-Time Equivalent Positions)

	2018-19	2018-19	2019-20	2019-20
	Number	Percent	Number	Percent
Teachers	30,175.88	42.6%	30,261.63	43.1%
Educational Assistants	11,884.06	16.8%	12,045.78	17.2%
District Administrators	499.98	0.7%	472.85	0.7%
School Administrators	1,775.19	2.5%	1,843.88	2.6%
Guidance Counselors	1,322.58	1.9%	1,362.13	1.9%
Licensed Library and Media	164.73	0.2%	151.91	0.2%
Library and Media Support	696.57	1.0%	710.75	1.0%
Psychologists	369.70	0.5%	368.39	0.5%
Support Staff	22,206.82	31.3%	21,113.01	30.1%
Special Education Specialists	1,805.90	2.5%	1,849.71	2.6%
Total	70,901.41	100%	70,180.24	100%

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

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

Annual Instructional Hours

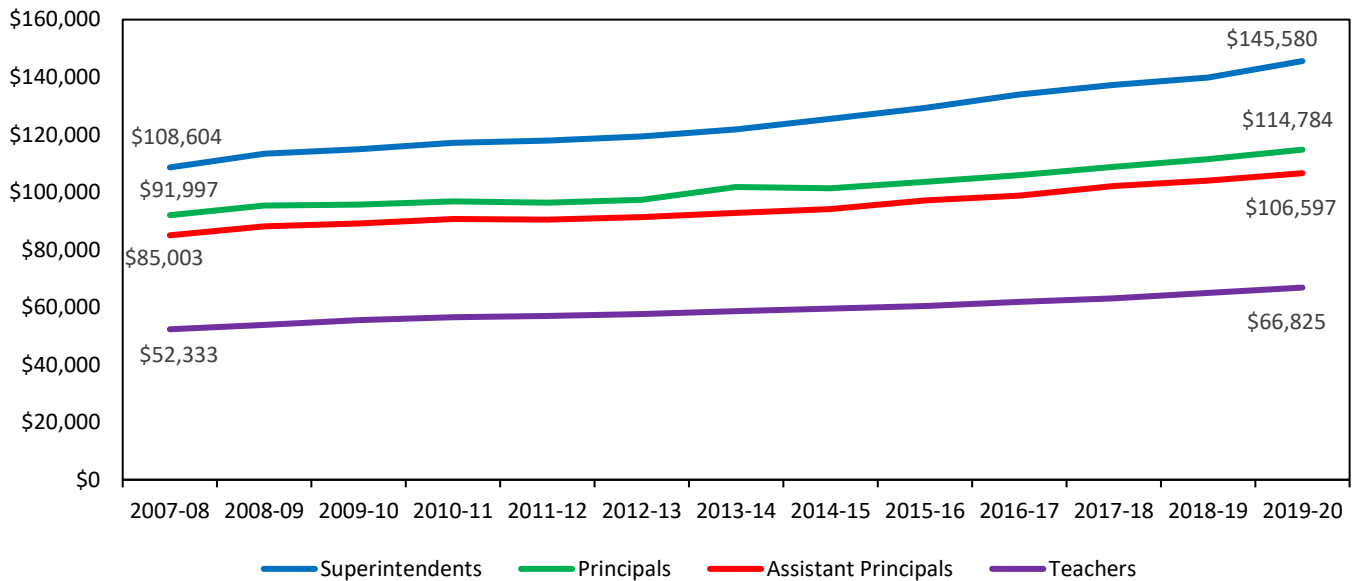
The minimum number of instructional hours districts must offer each school year, by grade level, are specified in [OAR 581-022-2320](#) - Required Instructional Time.

	Instructional Hours Required to be Offered Each Year (Minimum) 2018-19
Kindergarten (half day)	450
Kindergarten (full day)	900
Grades 1-8	900
Grades 9-11	990
Grade 12	966

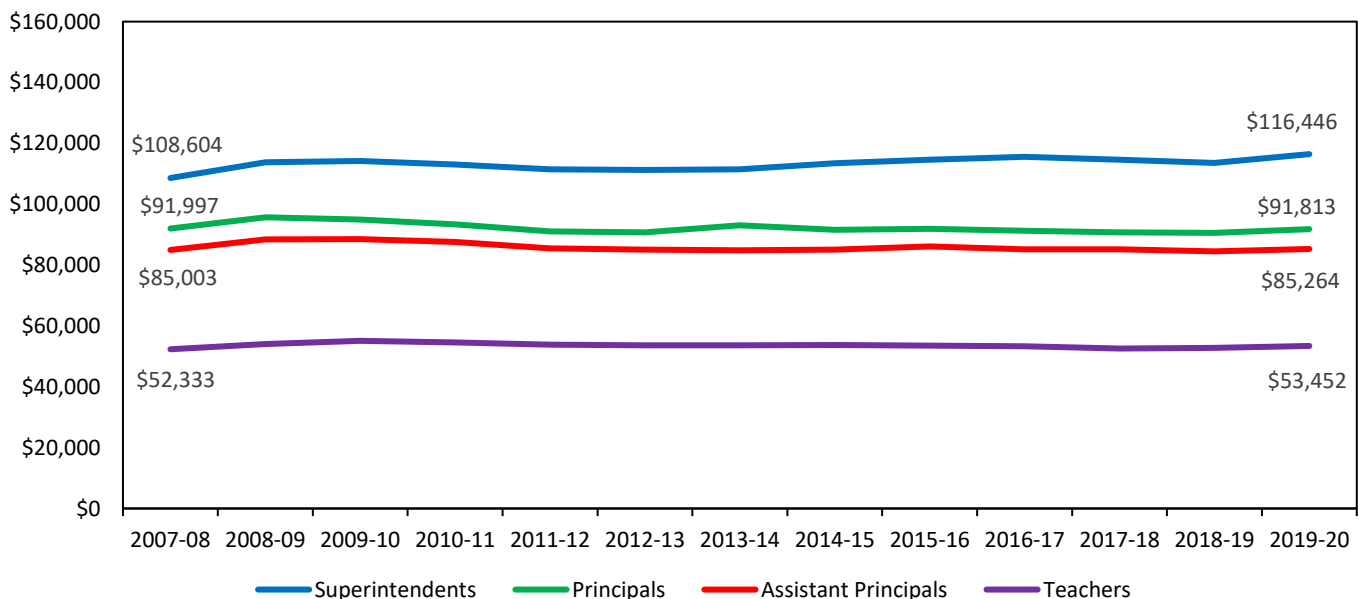
Historical Salary Charts

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

Average Salaries by Staff Category in Oregon



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



Source: ODE Staff Position Data Collection

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

EDUCATION INITIATIVES ROOTED IN EQUITY, RACIAL EQUITY AND ANTIRACISM

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

ODE is working in partnership with school communities to guide actionable ways of tending to the real and divisive impacts of fear, hate, bias and racialized trauma. This entails supporting school districts in educating students, staff, educators, and school community members about the nation’s many ethnic [cultures and histories](#), fostering [safe and supportive school environments for transgender students](#), and affirming that [Black Lives Matter](#) and [All Students Belong](#). While some of these initiatives were launched in the 2020-21 school year, they are included in this year’s Statewide Report Card as they are relevant to ODE’s ongoing work towards educational equity. Learn more about ODE’s Equity [Decision Toolkit](#).

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

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

Student Success

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

[American Indian/Alaska Native Education](#)

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

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

STUDENT VISIBILITY: ON OCTOBER 1, 2019 A TOTAL OF 51,548 AMERICAN INDIAN/ALASKA NATIVE+¹ STUDENTS WERE COUNTED IN ODE’S FALL MEMBERSHIP DATA COLLECTION. THIS REPRESENTS 8.8 PERCENT OF THE TOTAL STUDENT ENROLLMENT POPULATION.

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

¹ **American Indian/Alaska Native+** is inclusive of all racially-identified American Indian/Alaska Native (AI/AN) ethnicities and aligns with [ESEA section 8538](#). This specifically includes AI/AN-Hispanic (32,611 students) and AI/AN-Multiracial (11,927 students).

[African American/Black Student Success](#)

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

STUDENT VISIBILITY: ON OCTOBER 1, 2019 A TOTAL OF 30,176 AFRICAN AMERICAN/BLACK STUDENTS² WERE COUNTED IN ODE'S FALL MEMBERSHIP DATA COLLECTION. THIS REPRESENTS 5.2 PERCENT OF THE TOTAL STUDENT ENROLLMENT POPULATION.

[Latino/a/x Student Success](#)

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

STUDENT VISIBILITY: ON OCTOBER 1, 2019 A TOTAL OF 138,273 HISPANIC OR LATINO/A/X STUDENTS WERE COUNTED IN ODE'S FALL MEMBERSHIP DATA COLLECTION. THIS REPRESENTS 23.7 PERCENT OF THE TOTAL STUDENT ENROLLMENT POPULATION.

[LGBTQ2SIA+ Student Success](#)

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

STUDENT VISIBILITY: TO LEARN MORE ABOUT ODE'S PROGRESS AND DATA CHALLENGES IN EXPANDING GENDER REPORTING OPTIONS FOR STUDENTS, READ THE GENDER DIVERSITY SECTION IN THE [2018-19 Statewide Report Card](#).

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

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

STUDENT AND TEACHER VISIBILITY: ON OCTOBER 1, 2019 A TOTAL OF 224,404 STUDENTS OF COLOR WERE COUNTED IN ODE'S FALL MEMBERSHIP DATA COLLECTION. THIS REPRESENTS 38.5 PERCENT OF THE TOTAL STUDENT ENROLLMENT POPULATION. BY COMPARISON, ON DECEMBER 1, 2019 A TOTAL OF 3,413 TEACHERS OF COLOR WERE COUNTED IN ODE'S STAFF POSITION DATA COLLECTION; REPRESENTING 10.8 PERCENT OF THE TOTAL TEACHER WORKFORCE.

² **African American/Black+** is inclusive of all racially-identified Black and African American ethnicities. This specifically includes Black-Hispanic (4,314 students) and Black-Multiracial (12,686 students).

SCHOOL FUNDING

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

Operating Expenditures per Student

Where Dollars Were Spent	2016-17	Percent	2017-18	Percent	2018-19	Percent
Direct Classroom	\$6,607	56%	\$7,008	56%	\$7,311	56%
Classroom Support	\$2,401	20%	\$2,560	21%	\$2,713	21%
Building Support	\$2,191	19%	\$2,300	19%	\$2,404	18%
Central Support	\$516	4%	\$551	4%	\$583	4%
TOTAL*	\$11,715	100%	\$12,418	100%	\$13,011	100%

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

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

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

School Resources

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

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

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

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

Student Enrollment

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

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

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

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

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

Measures of Student Enrollment	2015-16	2016-17	2017-18	2018-19 (Revised)	2019-20 (Preliminary)
Average Daily Membership – ADM _r	568,642	571,775	572,856	573,825	572,585
Weighted Average Daily Membership – ADM _w	701,613	707,233	706,296	703,747	704,285
Fall Membership (Enrollment on October 1)**	576,407	578,947	580,690	581,730	582,662
Average Daily Attendance (ADA)*	531,055	532,613	531,850	532,671	542,083

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

**Fall Membership reported here includes some PK students.

History of School Funding Responsibility in Oregon

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

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

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

Biennial Formula Revenue

(In Billions of Dollars, not adjusted for inflation)

	2011-13	2013-15	2015-17	2017-19*	2019-21**
Local	\$2.96	\$3.38	\$3.67	\$4.03	\$4.03
State	\$5.71	\$6.65	\$7.38	\$8.20	\$9.00
Total	\$8.67	\$10.03	\$11.05	\$12.23	\$13.03

Source: State School Fund Distribution Formula.

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

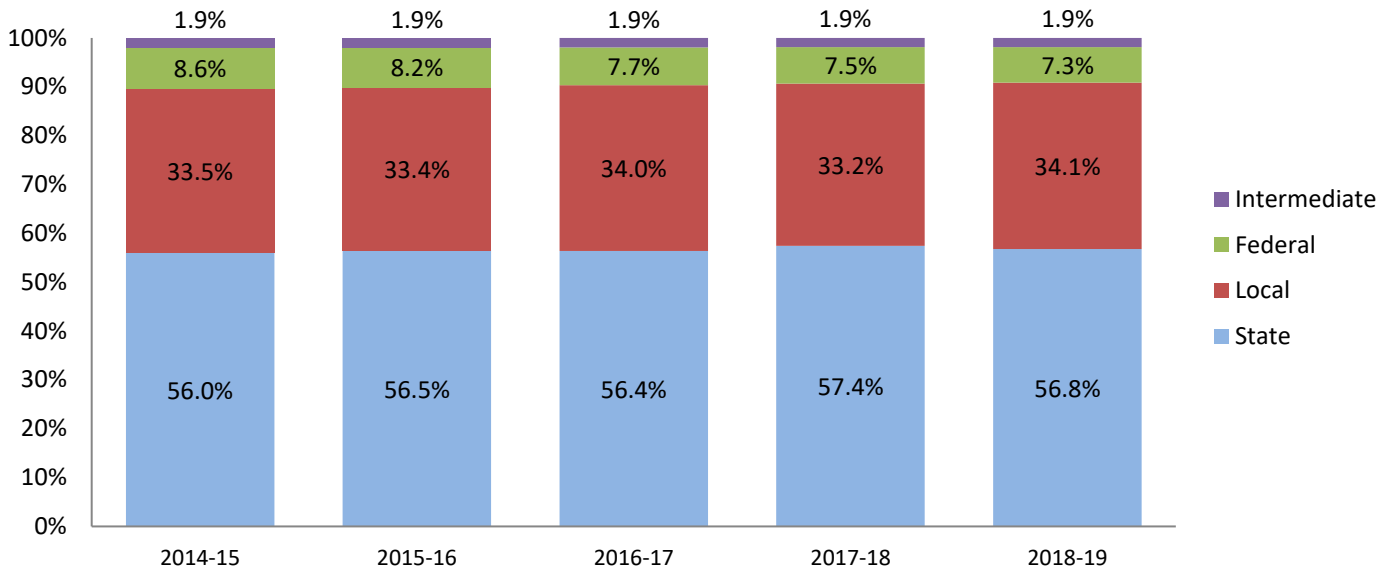
*Revised

** Projected

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

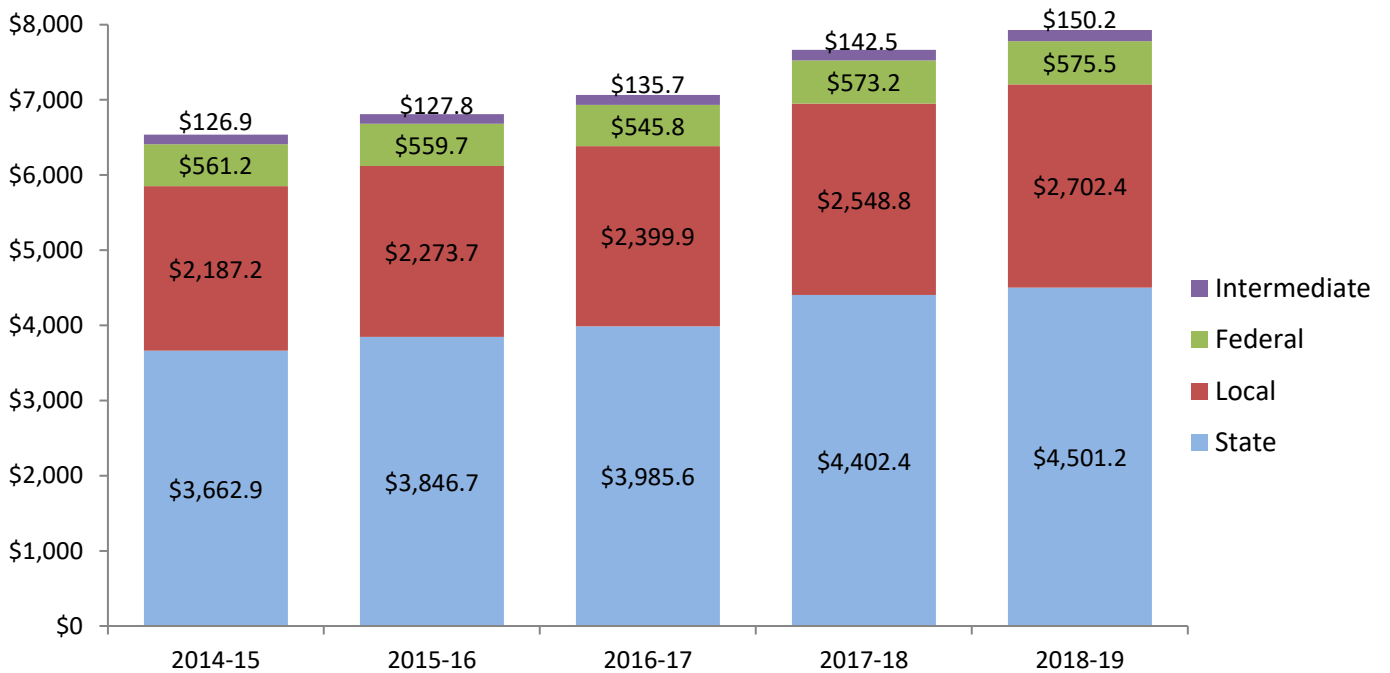
For more information on Oregon school funding, visit the [Quality Education Commission page](#).

Operating Revenues by Source (Historical)



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

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



ELEMENTARY AND SECONDARY EDUCATION ACT

Federal Programs

Through the Elementary and Secondary Education Act (ESEA), the Oregon Department of Education receives and distributes federal education funds to eligible school districts throughout Oregon. These supplemental funds support district efforts in meeting federal and state requirements and in implementing programs that improve the ability of all students to receive a well-rounded education and meet 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 the Academic Achievement of the Disadvantaged
- Title I-C** Education of Migrant Children
- Title I-D** Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II-A** Supporting Effective Instruction
- Title III** Language Instruction for English Learners and Immigrant Students
- Title IV-A** Student Support and Academic Enrichment Grants
- Title IV-B** 21st Century Community Learning Centers
- Title V-B** Rural Education Initiative
- Title VI** Indian, Native Hawaiian, and Alaska Native Education
- Title IX-A** Homeless Children and Youths

In addition to the management of federal funds, the Office of Enhancing Student Opportunities provides ongoing guidance, technical assistance, promising practices and monitoring to ensure school districts have systems in place in order for all students to receive these opportunities for academic success.

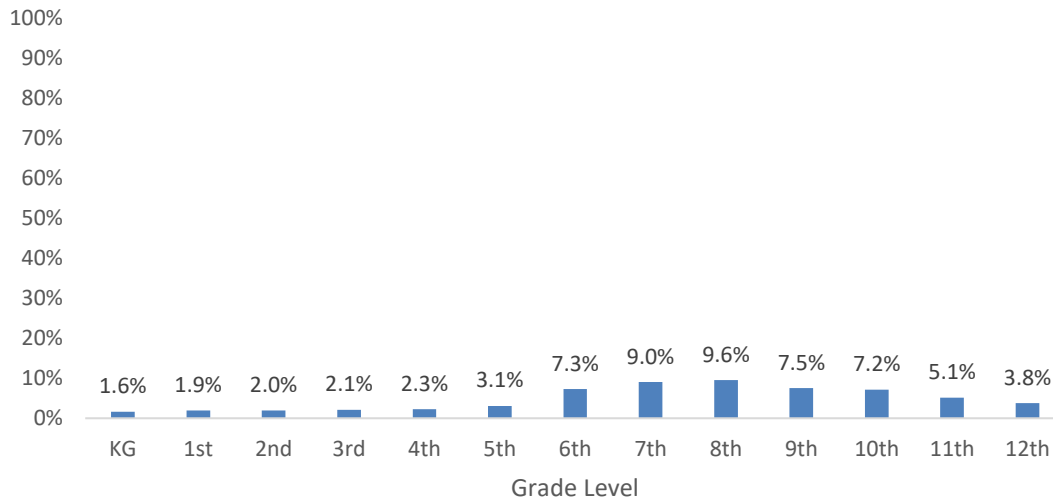
On December 10, 2015, President Barack Obama signed the *Every Student Succeeds Act* (ESSA) which reauthorized ESEA and signaled the end to ESEA flexibility waivers. ESSA replaces the *No Child Left Behind Act* (NCLB) of 2001, and its aim is to supplement public school funding to support the learning needs of students living in poverty, English Learners, and other students who have been educationally disadvantaged. ESSA allows states to design their own plans for improving schools so that every student receives the best education. It encourages states and schools to innovate, while at the same time maintains a focus on equity and accountability. In place of the NCLB one-size-fits-all approach, states have the ability to set their own goals for improving student achievement and graduation rates. States also have more flexibility in how they identify and support struggling schools and districts. See the [ESSA](#) page for more information. Oregon's ESSA [State Plan](#) was approved by the U.S. Department of Education on August 30, 2017.

Oregon Discipline Incidents Data

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

Discipline Incidents by Grade Level

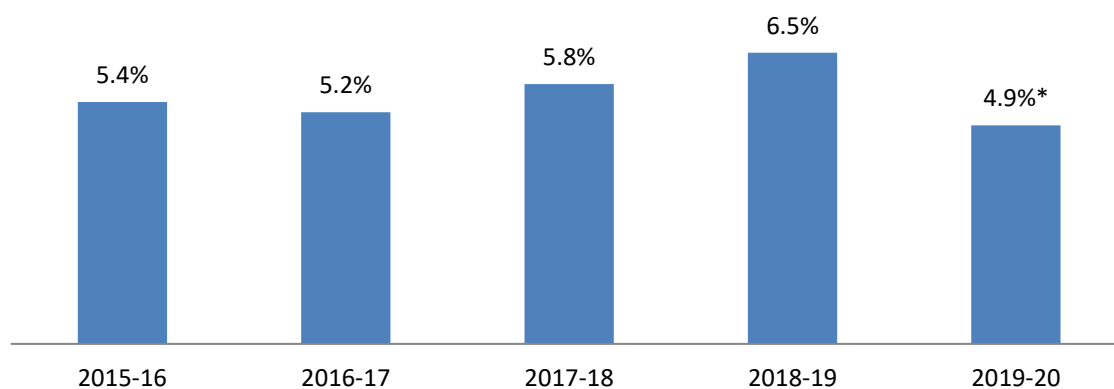
Percent of students with one or more suspensions or expulsions in the 2019-20 school year by enrolled grade.



Source: 2019-20 Spring Membership Approximation, Discipline Incidents Collection

Please note, the number of in-person school days in the 2019-20 school year was reduced due to COVID-19 and the shift to Distance Learning for All. This explains the reduction in percent of students with one or more discipline incidents in 2019-20 and the fluctuations in the data table on the next page. **Please use caution when comparing data across school years.**

Percent of Enrolled Students with One or More Discipline Incidents



Source: 2019-20 Spring Membership Approximation, Discipline Incidents Collection

* The number of in-person school days was reduced in 2019-20 due to COVID-19. This explains the reduction in the rate of discipline incidents. Please use caution when comparing data across school years.

Discipline Incidents by Student Group – Suspensions and Expulsions

Please note, the number of in-person school days in the 2019-20 school year was reduced due to COVID-19 and the shift to Distance Learning for All. This explains the reduction in percent of students with one or more discipline incidents in 2019-20 and the fluctuations in the below data table. **Please use caution when comparing data across school years.**

Student Group	Percent of Enrolled Students with One or More Discipline Incidents in the 2019-20 School Year
Total	4.9%
Male	6.9%
Female	2.7%
Non-Binary	6.3%
Asian	1.3%
Black/African American	10.0%
Hispanic/Latino	5.5%
American Indian/Alaska Native	9.2%
Multi-Racial	5.4%
Native Hawaiian/Pacific Islander	7.0%
White	4.5%
Economically Disadvantaged	6.5%
Not Economically Disadvantaged	3.1%
Talented and Gifted (TAG)	1.8%
Not TAG	5.1%
English Learners	5.0%
Not English Learners	4.9%
Special Education ¹	9.1%
Not Special Education	4.2%

Source: 2019-20 Spring Membership Approximation, Discipline Incidents, Title III: English Learner.

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

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

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

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

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

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

Oregon’s Goal for USCO

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

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

Expulsions fall within the following two categories:

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

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

Source: Oregon Department of Education

Between 2009-10 and 2019-20, Oregon did not identify any schools meeting the criteria for monitoring. Oregon also did not identify any schools as “persistently dangerous” for exceeding the threshold for three or more consecutive years.

ACCOUNTABILITY AND SUPPORT UNDER THE EVERY STUDENT SUCCEEDS ACT

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

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

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

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

Over the past year, districts and schools identified for ESSA support have engaged in the development of improvement plans and are in the early phases of implementation. Given the impact of COVID-19 on the last quarter of the school year, many of the measures used to mark annual progress were suspended, including the ability to identify additional schools for Targeted Support and Improvement. ODE is continuing to support districts in adjusting improvement strategies and plans to better meet the needs of students and staff given the dynamic nature of teaching and learning at the current moment.

ESSA Accountability System

In March 2020, the Oregon Department of Education (ODE) received authority from the U.S. Department of Education to suspend 2019-20 statewide summative assessments and accountability determinations in response to COVID-19. As part of this waiver from the U.S. Department of Education, ODE did not identify new schools for Targeted Support based on available 2019-20 data. Schools that were previously identified for Comprehensive or Targeted Supports continue to receive support in 2020-21.

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

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

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

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

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

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

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

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

Measures of Interim Progress

Measures of Interim Progress (MIP) are annual targets for the ESSA accountability indicators described above. 2019-20 MIP data are not available as a result of the statewide summative assessment and accountability determination waiver.

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

NATIONAL COMPARISON OF STUDENT ACHIEVEMENT

The National Assessment of Educational Progress

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

Differences between NAEP and Oregon State Assessments

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

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

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

NAEP Assessment Schedule

This report includes results from the 2018-2019 NAEP state mathematics and reading assessments. In 2019-2020, NAEP conducted national mathematics and reading long-term trend assessments of 9 year-olds, 13 year-olds, and 17 year-olds. Results for 9 and 13 year-olds are scheduled for release in late 2021, but the assessment of 17 year-olds was disrupted by the COVID-19 pandemic. For 2020-2021, NAEP plans to conduct national and state mathematics and reading assessments at grades 4 and 8 and to release results in Fall 2021.

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

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

NAEP Achievement Levels:

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

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

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

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

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

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

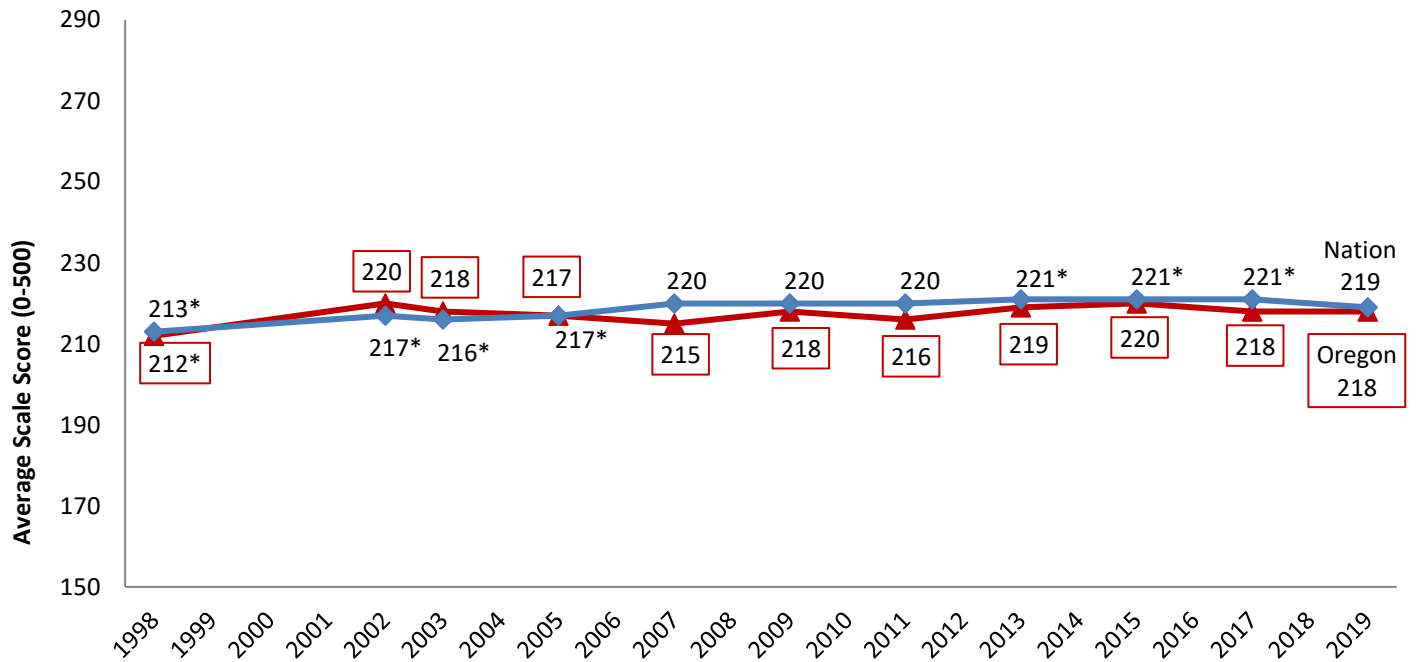
Achievement level results from the 2019 NAEP reading assessment revealed very similar outcomes for most groups of Oregon 4th graders compared to 4th graders in the nation's public schools. However, larger percentages of Oregon English Learners, Hispanic students and White students performed at the "Below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

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

National Assessment of Educational Progress: Reading

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

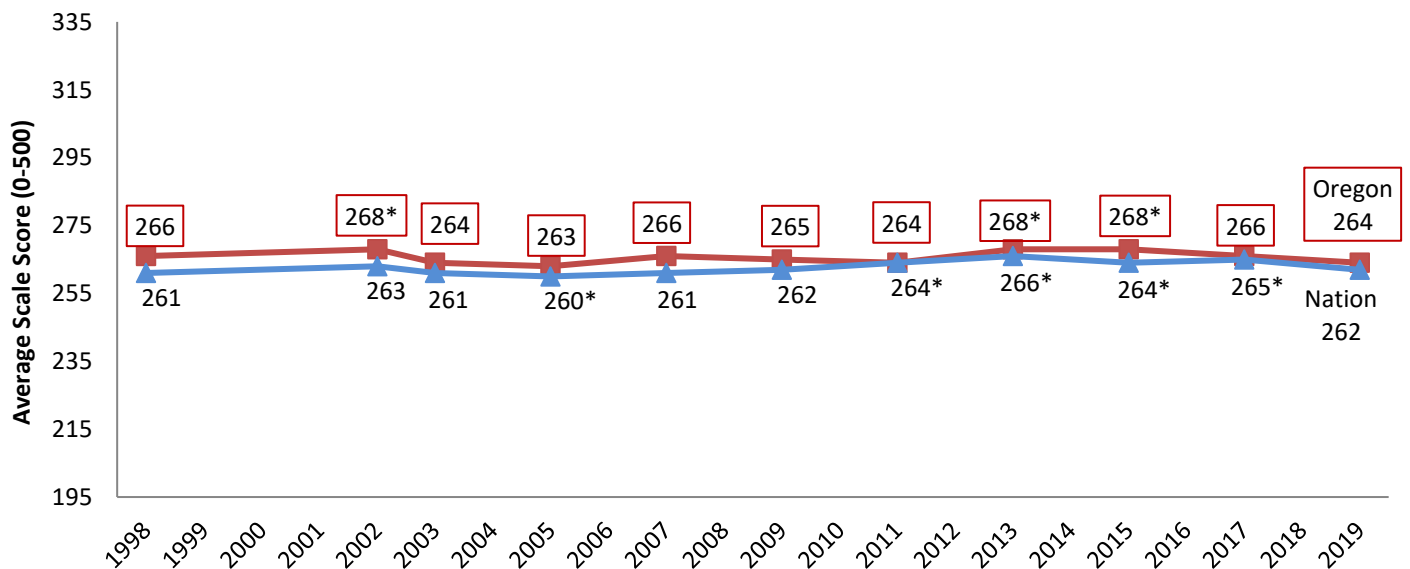
In 1998, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2019, Oregon's 4th graders scored 218, which was statistically the same as 4th graders in the nation's public schools (219).



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

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

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



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

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

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

NAEP Achievement Levels:

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

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

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

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

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

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

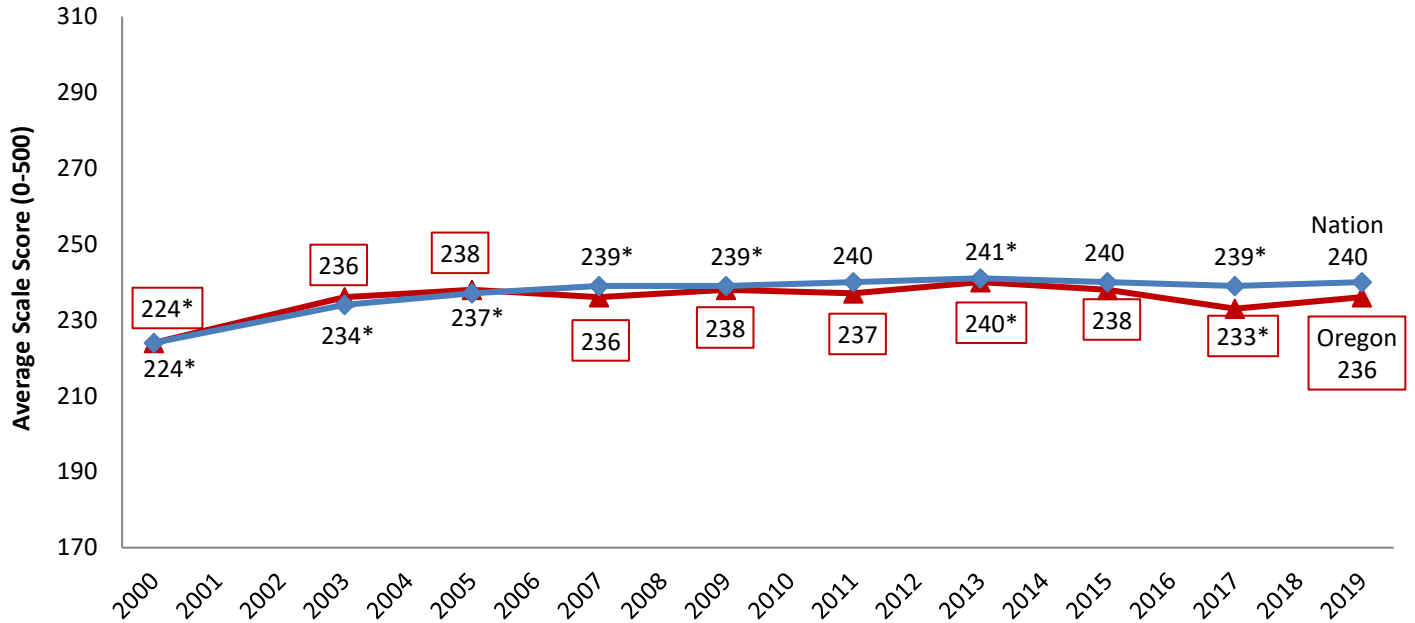
Achievement level results from the 2019 NAEP mathematics assessment show that larger percentages of all Oregon 4th graders, Economically Disadvantaged students, English Learners, Female students, Male students, Hispanic students, students of two or more races, and White students performed at the "Below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

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

National Assessment of Educational Progress: Mathematics

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

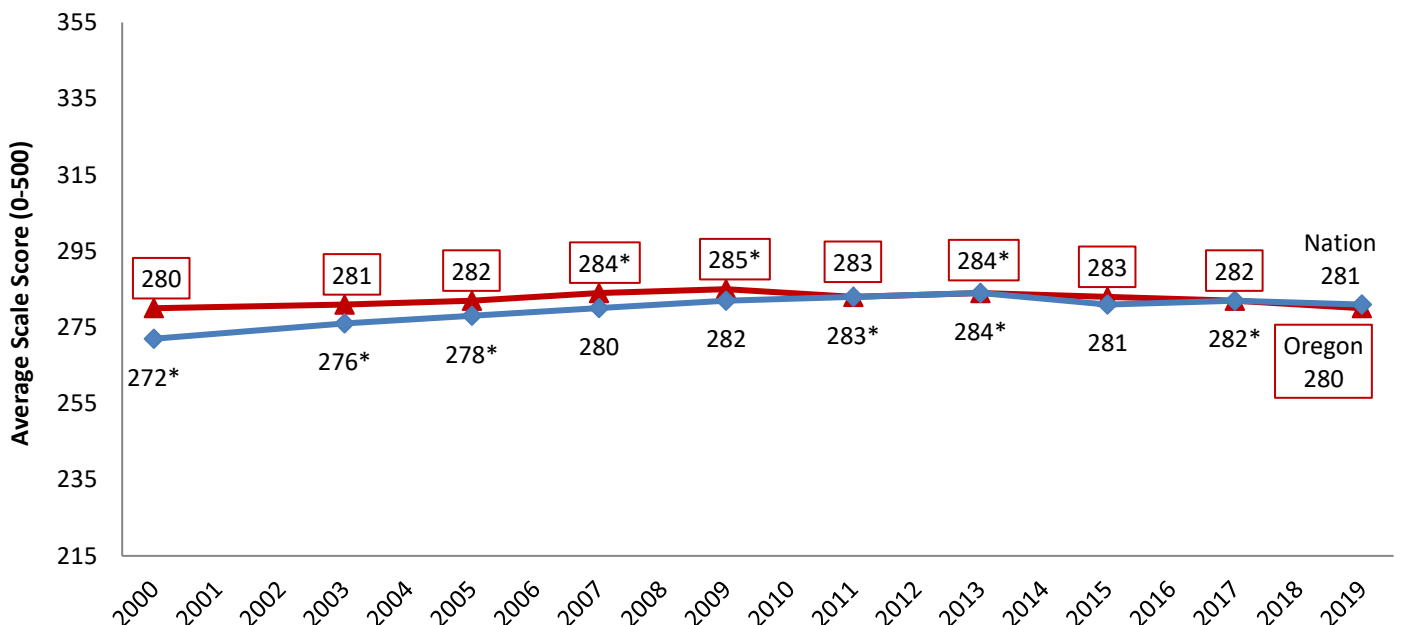
In 2000, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2019, Oregon's 4th graders scored 236, which was statistically lower than 4th graders in the nation's public schools (240).



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

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

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



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

FREE AND REDUCED PRICE LUNCH

The School Nutrition Programs – breakfast, lunch and snacks – support the physical, social, emotional and academic development of all students. All meals receive federal reimbursement. The level of reimbursement increases for meals served to students in low income families. The data of students eligible for free and reduced price meals can be used as an indicator of poverty to access additional funding for programs and services to communities and schools with economic need. A higher percentage of low income children attend regular elementary schools compared to regular middle and high schools. Alternative and charter high schools have a higher rate of students experiencing low income than those charter schools serving elementary students. For all school types, more elementary students are in families experiencing low income when compared to middle, high, and combined schools.

Oregon Public Schools Number and Percent of All Students Eligible for Free and Reduced Price Lunch

School Type and Level	Total Number of Students Eligible for Free and Reduced Price Lunch	Total Number of All Students 10/1/2019	Free and Reduced Price Lunch Eligible Students as a Percent of All Students
REGULAR			
Elementary	131,025	254,888	51%
Middle	53,619	109,132	49%
High	67,124	159,424	42%
Combined ¹	2,201	5,394	41%
ALTERNATIVE			
Elementary	94	153	61%
Middle	--	--	--
High	1,655	2,470	67%
Combined ¹	629	1,392	45%
CHARTER			
Elementary	2,563	7,693	33%
Middle	65	398	16%
High	636	1,176	54%
Combined ¹	4,114	9,060	45%
ALL SCHOOLS			
Elementary	133,682	262,734	51%
Middle	53,684	109,530	49%
High	69,415	163,070	43%
Combined ¹	6,944	15,846	44%
Total	263,725	551,180	48%

Note: Schools in [2019-20 Report](#) 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.**

¹Combined schools serve high school grades as well as grades 7 and below.

THE OREGON DIPLOMA

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

In spring of 2020, Oregon’s graduation requirements were temporarily revised to mitigate the impact of COVID-19 and distance learning. For students who graduated in 2020, two graduation requirements were suspended: the Essential Skills requirements in Reading, Writing, and Mathematics and the Personalized Learning requirements, which include the Education Plan and Profile, Extended Application, and Career Related Experience. The diploma credit requirements were unchanged; Oregon’s rigorous subject-area credit requirements are listed in the table below.

Diploma Credit Requirements

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

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

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

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

Options for Awarding Credit

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

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

Essential Skills

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

Tests approved for use in meeting the Essential Skills requirement:

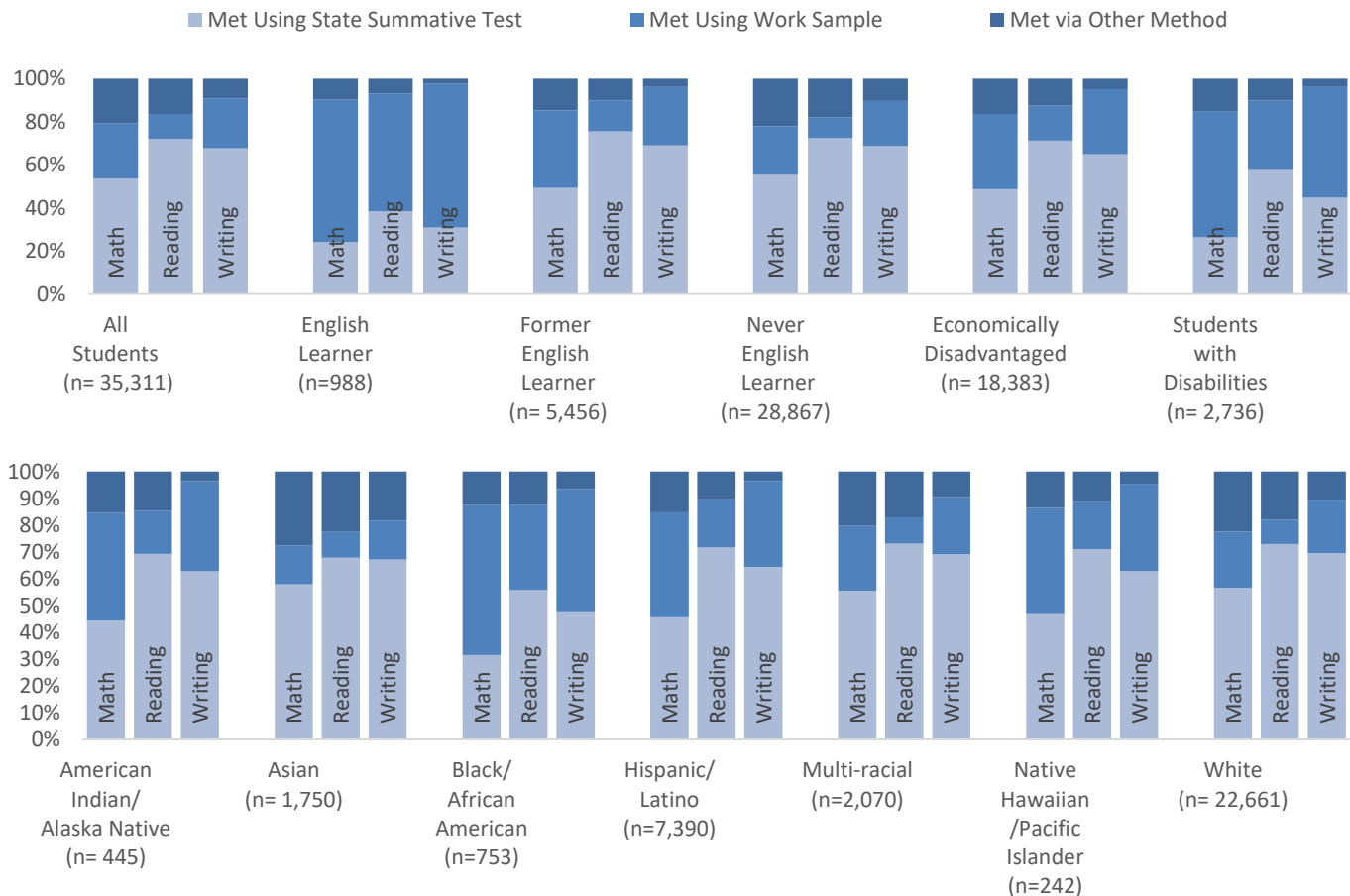
- (1) State summative test*
- (2) Local performance assessments scored against official state scoring guides (known as Work Samples)*
- (3) Other approved standardized assessments* (e.g., SAT, ACT, etc.)

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

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

For various reasons some students may not fully demonstrate what they know and can do in reading, writing and/or math on a state summative assessment. In these cases, most students meet Essential Skills requirements through local performance assessments, known as Work Samples. Work Samples may be developed locally to provide greater relevance for students and can be administered in the classroom or school setting.

**Methods Used to Demonstrate Proficiency in the Math, Reading, and Writing Essential Skills
2015-16 Four-year Cohort Earning Regular High School Diplomas**



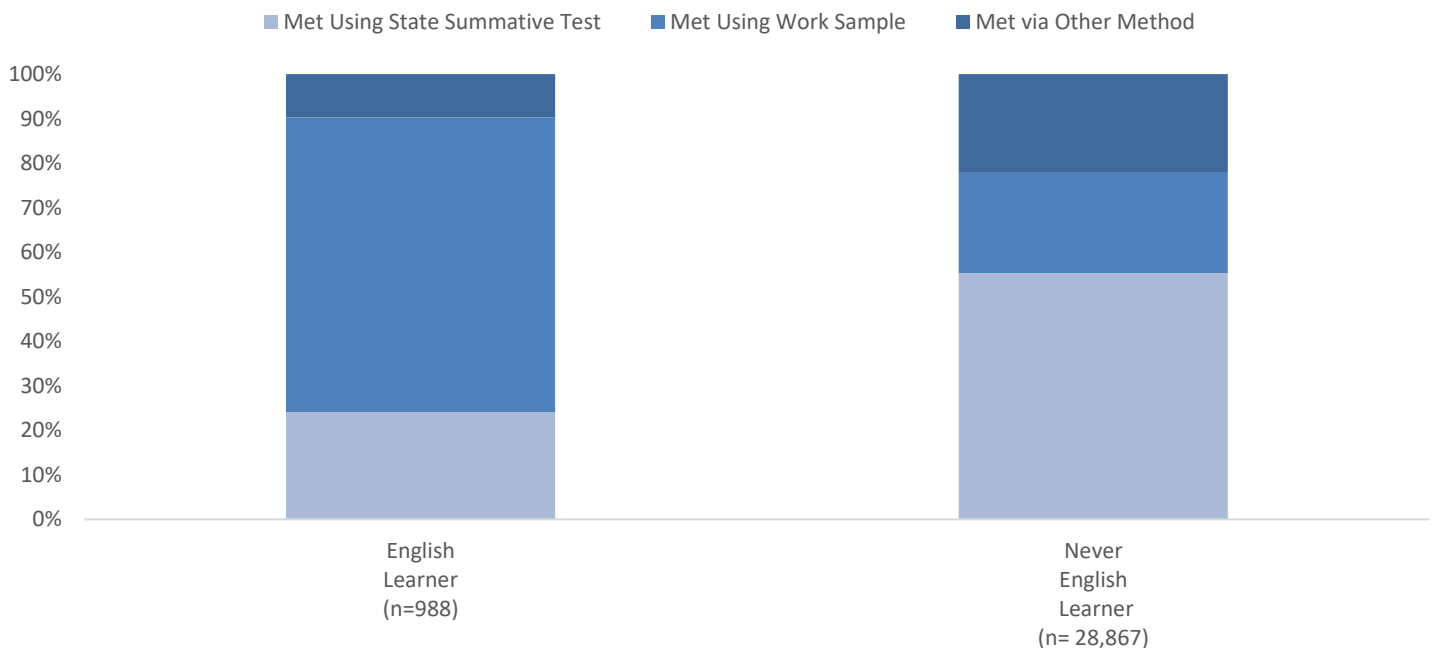
Accessibility supports vary by test so it is important to provide a range of testing options for the Essential Skills requirement. Accessibility supports are a vital ingredient in supporting educational equity. Educational equity means that each student receives the necessary resources, exemplified by providing students with appropriate supports during testing and instruction. Properly implemented testing supports remove barriers that are irrelevant to the knowledge or skills being measured and free students to show their true abilities.

Examples of accessibility supports on a math test might include reading the math prompt aloud to students; enabling them to speak rather than write their math reasoning; providing translations of the test content into a language other than English; or providing additional time or a separate setting, free from distractions.

For more detail about accessibility supports, see the [Oregon Accessibility Manual](#) for the state tests and Appendix B: Accessibility Support for Work Samples (within the [Essential Skills Manual](#)). Both include extensive options for supporting students in demonstrating proficiency.

At present, the state summative math test is available in two languages (English and Spanish), whereas districts may choose to develop and score Work Samples in any language. This serves the double purpose of acknowledging students' linguistic diversity and assessing math skills independently of English language skills. As shown in the graph below, proportionately fewer English Learners use the state summative test to satisfy the Math Essential Skills requirement than students who are not English Learners. Work Samples can sometimes help these students more fully demonstrate their knowledge and skills by assessing them in a different way.

**Methods Used to Demonstrate Proficiency in the Math Essential Skills
2015-16 Four-year Cohort Earning Regular High School Diplomas**



Find additional information on assessment options within the [Essential Skills Assessment](#) web page.

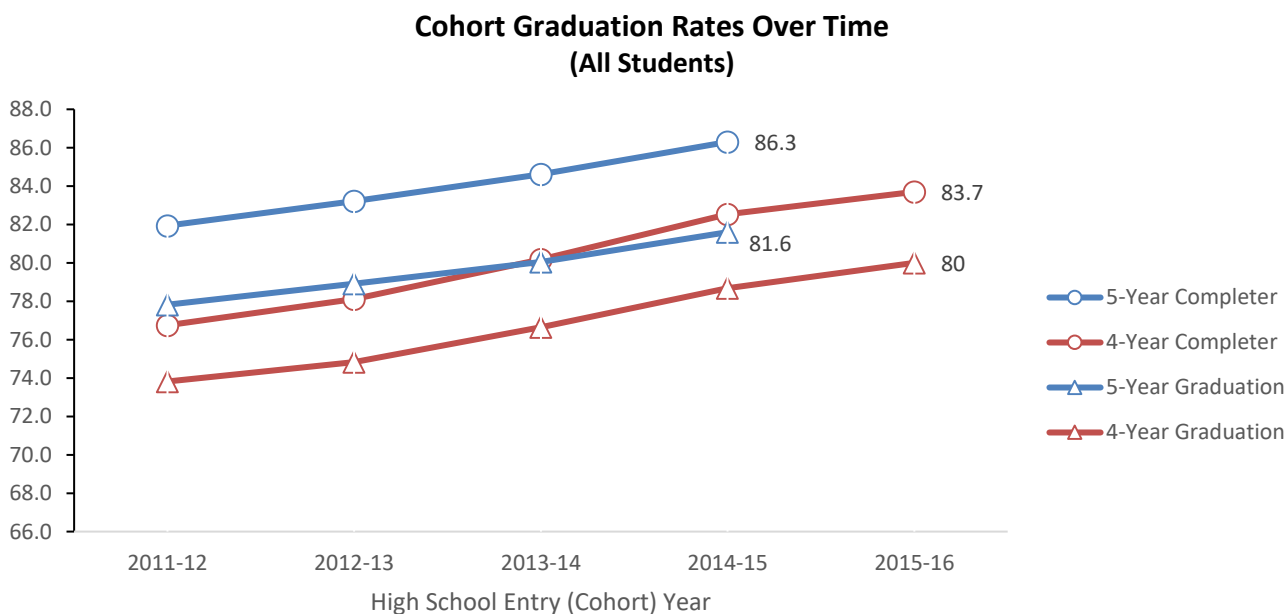
OREGON GRADUATION RATES

Summary of Cohort Graduation Rates

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

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

The chart below shows the increase in four and five-year graduation and completer rates based on the students' first year in high school. The rate of 80 in this chart shows that 80 percent of students who began their high school career in the 2015-16 school year graduated within four years (by the end of the 2018-19 school year).

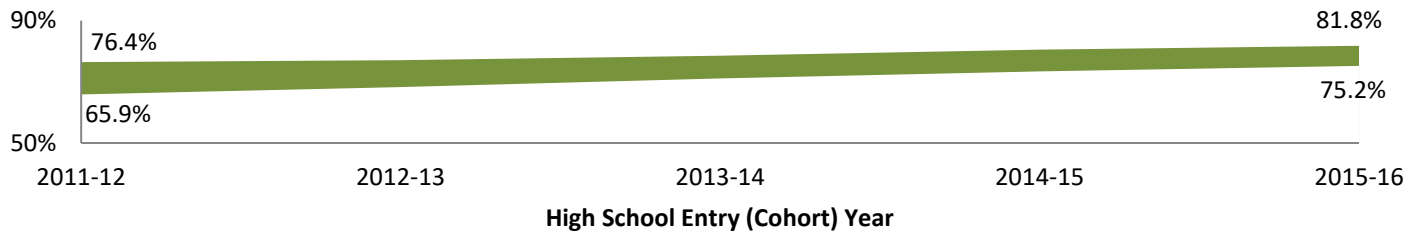


¹See [Expanded Options Program](#) page for information about Oregon's Expanded Options program, one of the programs students exercising this option may be participating in.

Opportunity Gaps

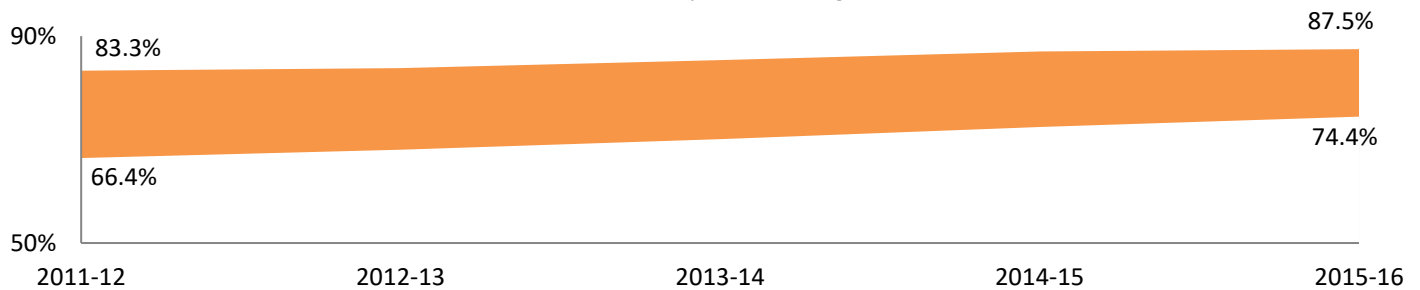
For cohort graduation rates, the gap between students of historically underserved races/ethnicities (Black/African American, Hispanic, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander) and other students (White, Asian, and Multiracial) has continued to decrease (by 3.9 percent in five years).

Four-year Cohort Graduation Rate
Underserved Race/Ethnicity



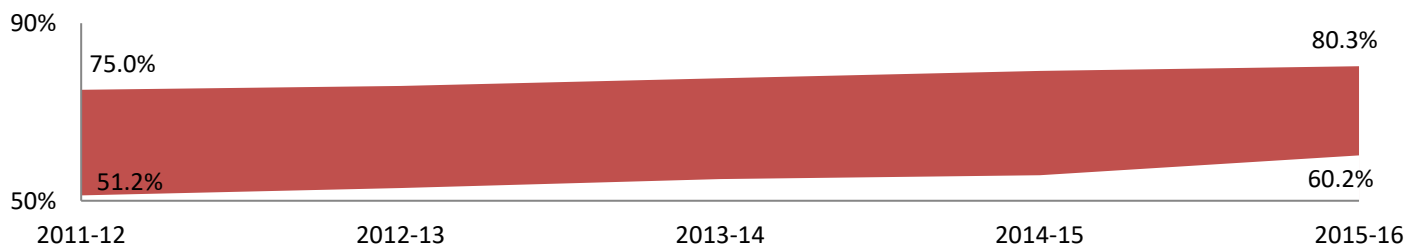
Graduation rate gaps for students who are economically disadvantaged are also decreasing (by 3.8 percent in five years), but this gap still remains wide with rates about 13 points lower than the rates for students who were not economically disadvantaged in high school.

Four-year Cohort Graduation Rate
Economically Disadvantaged



Some graduation rate gaps are closing more slowly. Rates for students who are not yet proficient in English by the time they enroll in high school are almost 20 percentage points below rates for students who were never enrolled in English Learner programs. This gap has decreased by 3.7 percent over the last five years. However, students who became proficient in English before they entered high school (Former English Learners) graduated at a rate 1.5 points higher (86 percent) than those students who were never an English Learner (84.5 percent).

Four-year Cohort Graduation Rate
English Learners

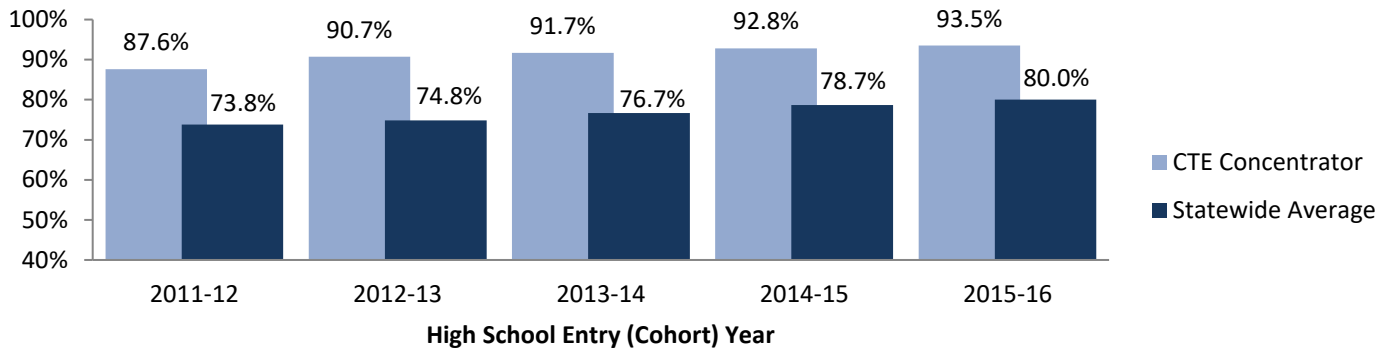


Oregon Career and Technical Education (CTE) Information: 2019 Graduation Results

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

Descriptive analysis of this data reveals consistently higher graduation rates among CTE concentrators¹ relative to all students statewide.² Among students beginning high school in 2015-16, CTE concentrators were 13.5 percentage points more likely to graduate high school in four years than students statewide.

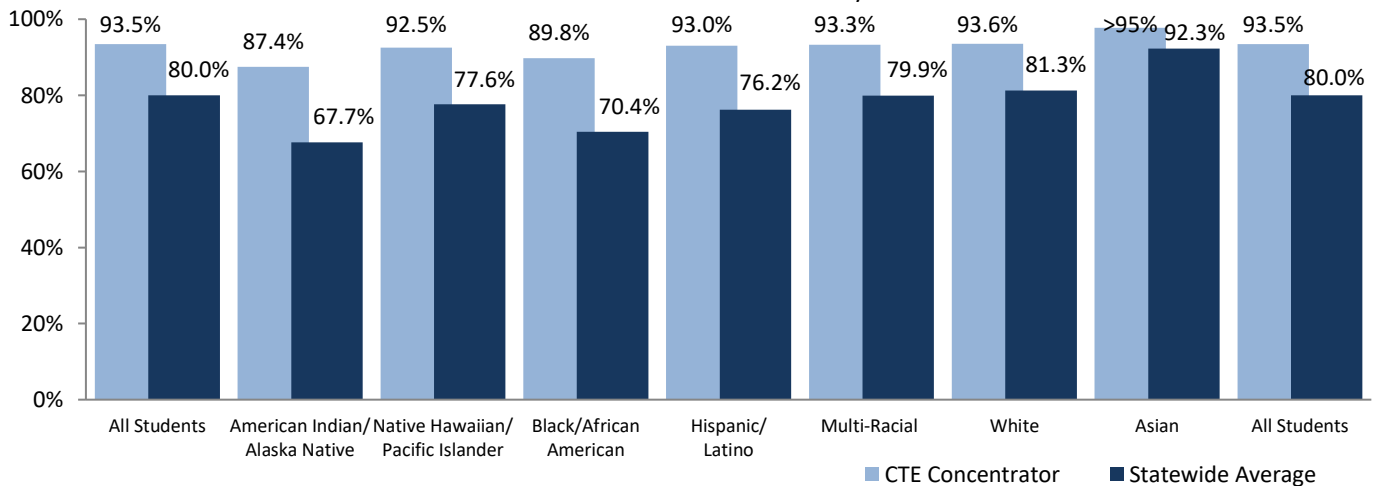
CTE Concentrator and Statewide Four-Year Cohort Graduation Rates over Time



Not only did CTE concentrators graduate at higher rates than students in the same population statewide, they graduated above the statewide average of 80 percent in every racial/ethnic student population measured.

CTE and Statewide Four-Year Graduation Rates, 2015-16 High School Cohort

Outcomes as of the 2018-19 school year



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

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

DROPOUT RATES

Dropout Rate Formula: The one-year statewide dropout rate calculation is made by dividing the number of dropouts (for grades 9-12) by the number of students reported as enrolled on the first school day in October in grades 9-12.

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

Oregon Statewide Dropout Rate Calculation

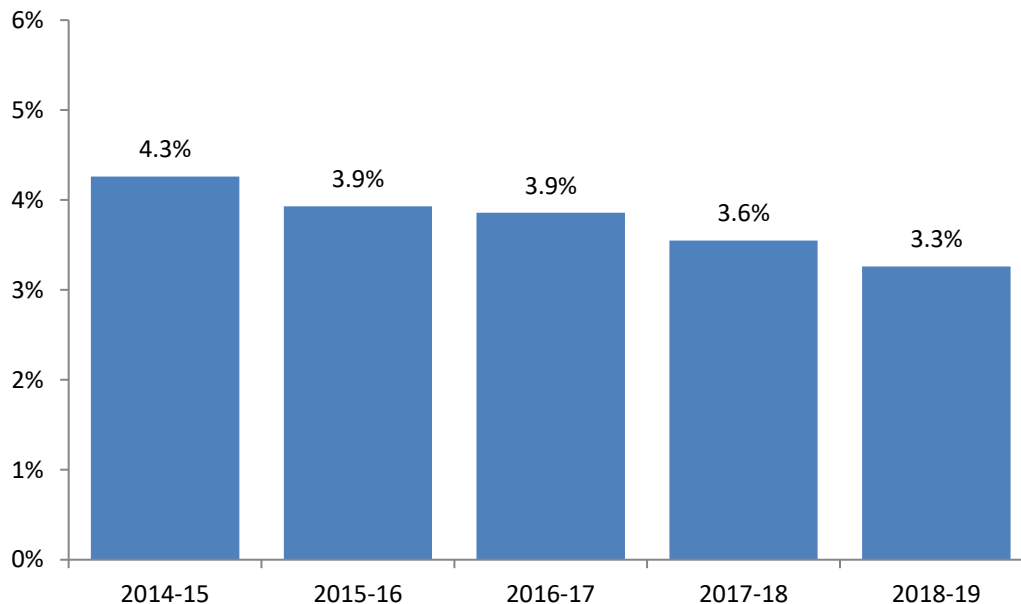
For a given school year:

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

Dropout rates are also calculated for schools and districts.

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

Oregon High School Dropout Rates

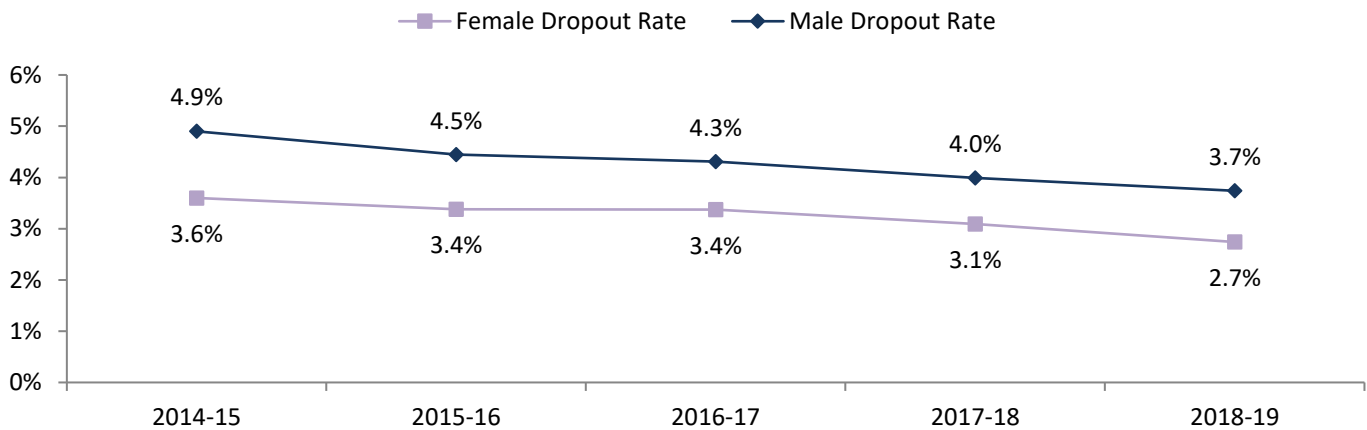


Oregon Dropout Rates by Gender

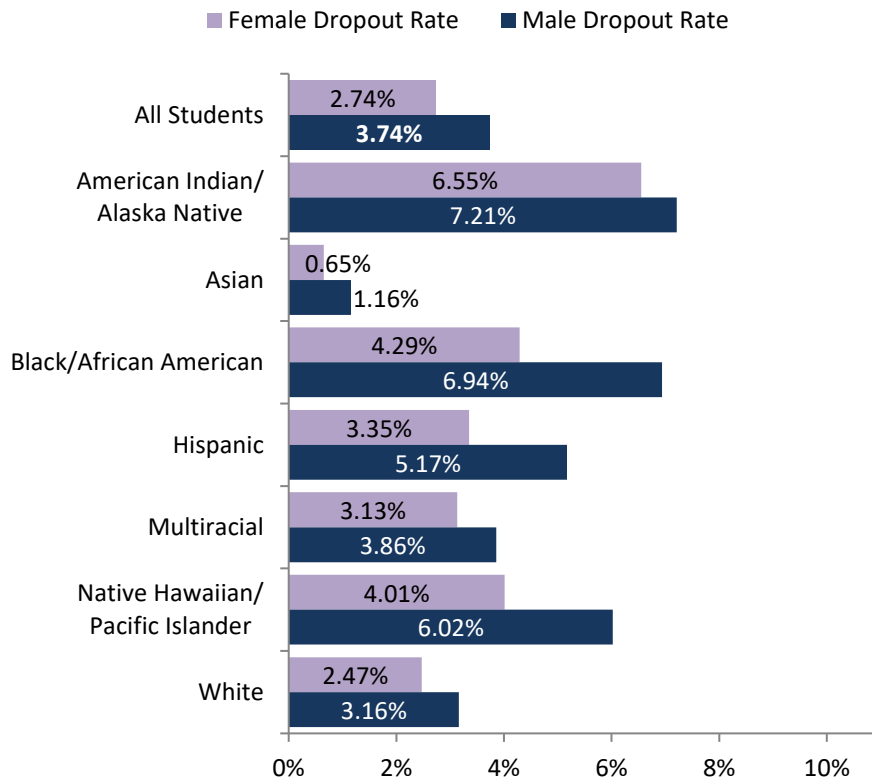
Male students in 2018-19, as in prior years, dropped out at a higher rate than female students. Male students of every ethnicity dropped out at a higher rate than female students of the same ethnicity. American Indian/Alaska Native and Black/African American male students have the highest dropout rates, while Asian male and female students have the lowest rates.

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

Dropout Rates by Gender



Dropout Rates by Race/Ethnicity and Gender Grades 9-12, 2018-19



REGULAR ATTENDERS

Regular Attenders (formerly Not Chronically Absent) is the measure of the percentage of students who were present for more than 90 percent of their total enrolled days in a school year. In the 2017-18 school year, the ODE established measures of interim progress (MIP) for the indicator and a statewide long-term goal of 93 percent. The Regular Attender measure is typically included in ODE's accountability system; however, the data that generates this measure was not collected for the 2019-20 school year due to COVID-19's push to Distance Learning for All.

With the [Every Day Matters](#) Initiative, school districts are encouraged to perform root-cause analysis of the climate and culture of each school to develop strong supports for students and families from historically underserved populations. These historically underserved populations continued to decrease in Regular Attender rates in the 2018-19 school year. The work of the Every Day Matters initiative in consortia with Education Service Districts (ESD) showed positive results in the 2018-19 school year, with targeted district support and districts that received regional coaching increasing Regular Attender rates. This initiative continued through the 2019-20 school year with many school districts indicating increased attendance prior to the suspension of attendance data collection.

The [Tribal Attendance Promising Practices](#) (TAPP) work began in 2016-17, and is centered in 17 schools (within nine school districts) throughout Oregon. This work is a collaboration between schools and the nine federally recognized tribes in Oregon to increase Regular Attendance and, ultimately, graduation and completion rates for all students in these schools and American Indian and Alaska Native students specifically. It is important to note when the TAPP began, the Regular Attenders rate for American Indian and Alaska Natives students was 67 percent. At the same time, the Regular Attendance rate for their peers was 81 percent. In 2018-19, Regular Attendance for American Indian and Alaska Native students was 69.4 percent which is a 2.4 percent increase in attendance from 2016-17. At the same time the rate of Regular Attendance for non-American Indian and Alaska Native students was 79.6 percent, a 1.4 percentage point decrease in Regular Attendance since TAPP began. Therefore, the 2018-19 rates reflect an increase in Regular Attendance among American Indian and Alaska Native students and a decrease for their peers in the same timeframe. TAPP's strategies are school-wide and therefore, may positively impact the Regular Attendance rate of all students in TAPP schools. Attendance is a complicated measurement that needs to be examined with context. Considering American Indian and Alaska Native students face higher rates of homelessness, mobility, and discipline compared to their peers, the resiliency of American Indian and Alaska Native students must be acknowledged and celebrated due to the 14.2 percent increase in four-year graduation rates from the 2013-14 academic school year to the 2018-19 academic school year.

Please see the [2018-19 Statewide Report Card](#) for the most recent Regular Attenders data.

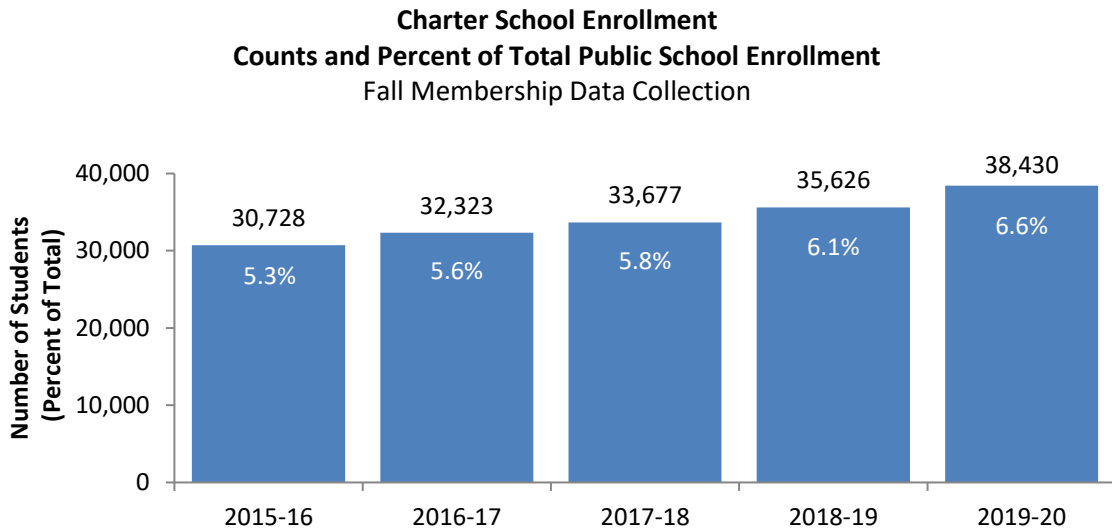
OREGON PUBLIC CHARTER SCHOOLS

Oregon Public Charter Schools Enrollment

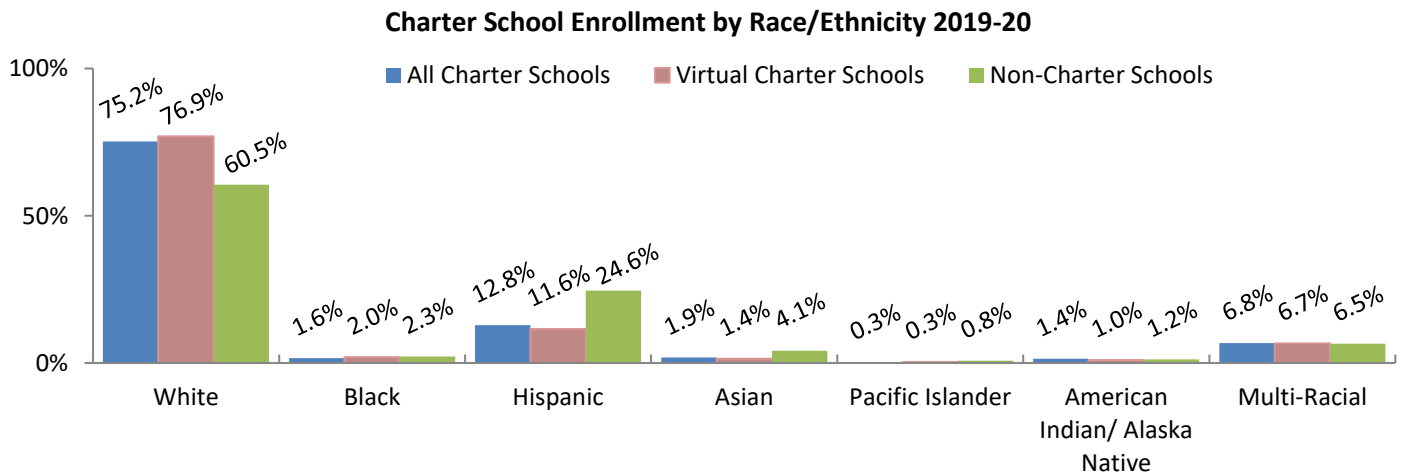
Charter school enrollment has risen from 1.7 percent of the total public school enrollment in 2006-07 and now represents 6.6 percent of enrolled students.

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 2019-20 school year, there were 133 charter schools. The average charter school enrolled about 289 students.



In 2015-16, the Oregon Department of Education began tracking [virtual status](#) for all schools. In 2019-20, a total of 20 charter schools (15 percent of all charters) identified themselves as fully or primarily virtual, as compared to about 1 percent of non-charter schools. This relatively small number of virtual charters enrolled 37 percent of all charter school students, whereas less than 1 percent of non-charter students were enrolled in non-charter virtual schools.



Source: Fall Membership 2019-20

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

SPECIAL PROGRAMS

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

Special Education (IDEA) - Ages 5-21

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

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

Special Education Students Statewide

The percentage of Oregon students receiving special education services under IDEA has averaged 13.7 percent of total enrollment over the last five years. The following table shows the five year trend for special education students as compared to total enrollment.

	2015-16	2016-17	2017-18	2018-19	2019-20
Special Education	76,820	77,964	78,867	80,436	82,485
Total Enrollment	576,407	578,947	580,684	581,730	582,661
% of Total Enrollment	13.3%	13.5%	13.6%	13.8%	14.2%

Sources: December Special Education Child Count, Fall Membership

Special Education Students by Disability

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

Number of Students with Disabilities (Ages 5-21)

Type of Disability	2015-16 Number of Students	2019-20 Number of Students	Percent Change
Autism Spectrum Disorder	9,031	10,719	18.7%
Communication Disorder	18,221	18,370	0.8%
Deaf/Blindness	6	22	266.7%
Developmental Delay*	NA	1,052	NA
Emotional Disturbance	4,746	5,585	17.7%
Hearing Impairment/Deaf	886	928	4.7%
Intellectual Disability	3,987	4,214	5.7%
Orthopedic Impairment	705	605	-14.2%
Other Health Impairment	12,748	15,376	20.6%
Specific Learning Disability	25,932	24,979	-3.7%
Traumatic Brain Injury	249	304	22.1%
Visual Impairment	309	331	7.1%
Total	76,820	82,485	7.4%

Source: December Special Education Child Count

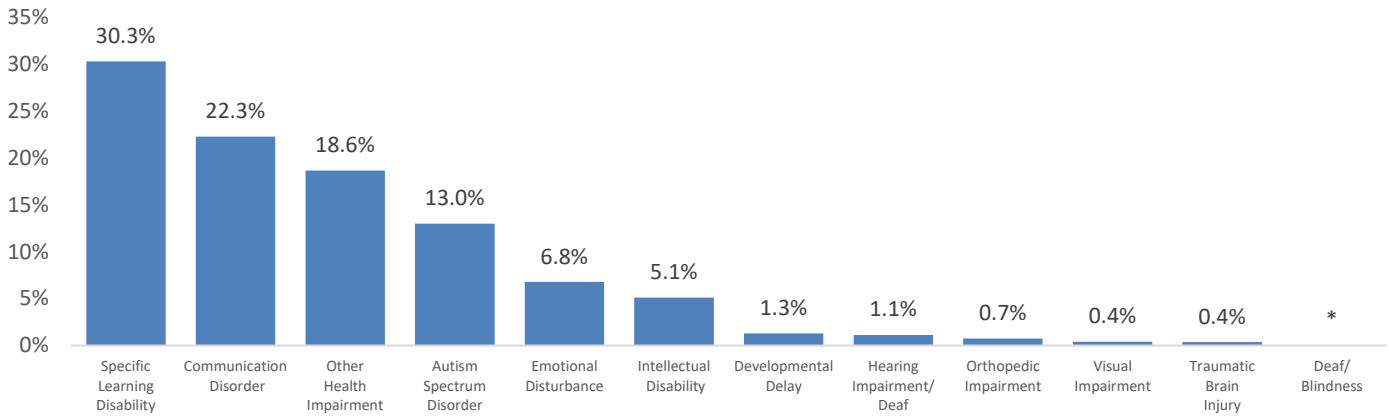
*Note: Developmental Delay expanded to include school age students through age 9 in the school year 2019-20

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

School Age Students with Disabilities Receiving Special Education Services

2019-20 School Year

Total: 82,485 Students

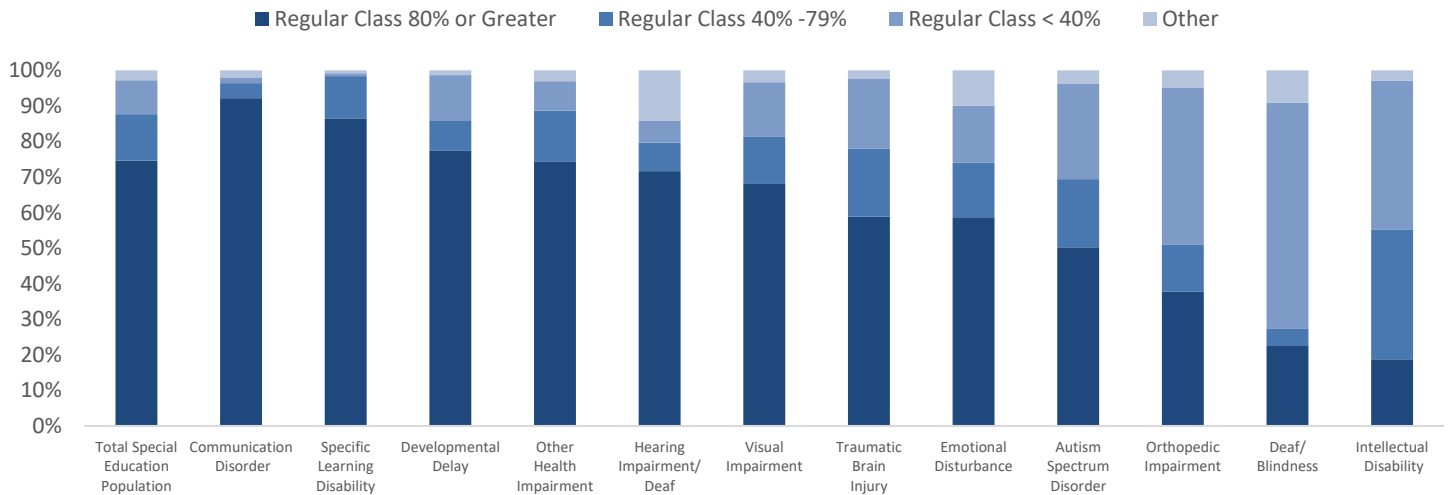


*Percentage rounded down due to small student count.

Placement of School Age Special Education Students by Disability – 2019-20

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

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



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

Early Learning Division Programs

The Early Learning Division (ELD) administers programs serving young children and their families.

- Oregon Head Start Pre-Kindergarten (OHS PreK) is a high-quality, comprehensive, early childhood program serving children ages 3-5 from families living at or below the federal poverty level. Children in foster care and children who are homeless are automatically income eligible. Grantees must ensure that at least 10 percent of children served are children with identified special education needs. The program offers integrated services to support school readiness in the areas of: early childhood education and development, child health and nutrition, and parent education and family support.
- Preschool Promise is a model for a publicly-funded, high-quality preschool program. Preschool Promise leverages high-quality, local and culturally-relevant early care and education programs and makes them available to children living at or below 200 percent of the federal poverty level. By incorporating a mixed delivery approach, which recognizes that high-quality early learning experiences can take place in a wide variety of settings, Preschool Promise provides opportunities for families to access and choose the preschool setting which best meets their needs. Preschool Promise is offered through 9 different Early Learning Hub regions.

ELD funds 28 OHS PreK grantees and 77 Preschool Promise providers. Together, these two programs serve children in all 36 counties in Oregon. OHS PreK grantees receive funding from the Federal Office of Head Start, the Oregon Department of Education, or both. A state and federal partnership agreement allows grantees to blend funding to provide a seamless, integrated program that is tailored to meet the needs of children and families in their community. The Preschool Promise program is state funded.

The 2019-2020 legislatively approved budget for OHS PreK was \$78,207,924. ELD funded 7,913 OHS PreK enrollment slots and federal sources are estimated to have funded an additional 4,272 enrollment slots. The 2019-2020 budget for Preschool Promise was \$17,071,394, which funded 1,482 enrollment slots. The cumulative number of children served during the 2019-2020 school year in the Preschool Promise program was 1,560. The cumulative number served in OHS PreK is not available due to COVID-19, so the total funded enrollment (12,185) was used instead.

School Year	Number of Children Eligible for Services	Number of Eligible Children Served	Percent of Eligible Children Served
2015-2016	20,695	12,201	59.0%
2016-2017	19,613	12,215	62.3%
2017-2018	17,721	11,184	63.1%
2018-2019	16,304	11,444	70.2%
2019-2020	31,037	13,745*	44.3%

In anticipation for next year, it is important to note that in May 2019 the Student Success Act was signed into law. The purpose of this law was to allocate, on an annual basis, a historic 1 billion dollars to support education in Oregon. At least 20 percent of this new investment in education will focus on expanding opportunities for families, with young children, who have low incomes and families who have experienced limited access to affordable and high-quality early childhood education programs and services throughout the state. Both OHS PreK and Preschool Promise will be expanding substantially in the 2020-2021 school year due to these additional funds.

* Represents an estimation of total number of children served based on the cumulative number served in Preschool Promise and total funded enrollment for OHS PreK. State population of eligible children obtained from the ACS 1-Year Estimates-Public Use Microdata Sample 2019 for children ages 3-4 in families at or below 200% FPL. Source: Oregon Department of Education, Early Learning Division.

Alternative Schools and Education Programs

“Alternative schools and education programs” are a school or separate class group designed to best serve students' educational needs and interests and assist students in achieving the academic standards of the school district and the state (ORS 336.615. Alternative Education data were not collected for the 2019-20 school year due to COVID-19's push to Distance Learning for All.

School districts provide alternative education programs for students who need

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

Alternative education programs are also provided for students who

- are pregnant or are parenting,
- have been expelled from school,
- have left school before graduating, or are at risk of leaving school before graduating,
- need additional supports to earn a diploma

Student enrollment in alternative schools and programs, such as small learning communities (programs within schools), charter and magnet schools, or programs of choice are utilized to meet individualized student learning and socio-emotional needs. Some districts may offer a variety of guidance and career counseling services, tutoring, small-group instruction, online/blended learning, career related learning and proficiency credit options to support improved student achievement according to their education plan.

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

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

Type of Program Services Statewide

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

Please see the [2018-19 Statewide Report Card](#) for the most recent Alternative Education Programs data.

RESOURCES

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

Data Collections

[Data Collection Catalog](#)

Equity Resources

[DACAmended/Undocumented Toolkit](#)

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

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

School and District Accountability

[Elementary and Secondary Education Act](#)

[Oregon School & District Profiles](#)

[Quality Education Model](#)

[Accountability Reports](#)

School Funding and Finance

[State School Fund](#)

[Special Education Funding](#)

Special Programs

[Alternative Education](#)

[Charter Schools](#)

[Early Childhood](#)

[Homeless Students](#)

[Special Education Programs](#)

[Talented and Gifted](#)

Student Achievement

[Oregon Statewide Assessment](#)

[Statewide Test Results](#)

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

[Cohort Graduation Rate](#)

[Dropout Reports](#)

[Essential Skills](#)

Student Information

[Fall Membership Report](#)

[English Learners](#)

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

Teacher Information

[Teacher Licensure](#)

[Highly Qualified Teachers](#)

[Resources for Teachers](#)

Title I

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

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

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