

**CONSOLIDATED STATE PERFORMANCE REPORT:
Part I**

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended in 2001

For reporting on
School Year 2018-19

Oregon



PART I DUE Thursday, April 09, 2020

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

INTRODUCTION

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303¹ of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)*².

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

¹ SEC.8303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

² All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

OMB Number: 1810-0724
Expiration Date: 10/31/2022

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended in 2001

Check the one that indicates the report you are submitting:

Part I, 2018-19 Part II, 2018-19

Name of State Education Agency (SEA) Submitting This Report:

Oregon Department of Education

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04/30/20 5:35:01 PM

1.1 GENERAL INFORMATION

This section collects data on State's Annual State Report Cards required under Section 1111(h)(1)(A) of the *ESEA*.

1.1.1 State Report Cards

Provide the url for your State's publicly posted Annual State Report Card required under Section 1111(h)(1)(A) of the <i>ESEA</i> .	https://www.oregon.gov/ode/schools-and-districts/reportcards/Pages/Statewide-Annual-Report-Card.aspx
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Comments: The response is limited to 4,000 characters.

1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS

This section collects data on student academic achievement and participation in the State assessments.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that align with their accountability system.

1.2.1 Academic Achievement and Participation in Mathematics Assessment

In the table below, provide information on the achievement and participation of students on the mathematics assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the mathematics assessment, the number of students who took the mathematics assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who participated in the assessment and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children with disabilities, as defined under the *Individuals with Disabilities Education Act* (*IDEA*), who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "English learners" should include recently arrived students who are identified as English Learners (ELs) and who have attended schools in the U.S. for less than 12 months. Do not include former ELs (i.e., those who exited EL status prior to the testing window within the past four years).

This table is repeated for each of grades three through eight and once for high school.

1.2.1.1 Academic Achievement and Participation in Mathematics Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	42,189	96.1%	42,189	S	46.6%
American Indian or Alaska Native	S	469	97%	469	S	32%
Asian or Pacific Islander	S	2,007	98%	2,007	S	62%
<i>Asian</i>	S	1,675	98%	1,675	S	70%
<i>Native Hawaiian or other Pacific Islander</i>	S	332	98%	332	S	24%
Black or African American	S	982	95%	982	S	23%
Hispanic or Latino	S	10,108	97.4%	10,108	S	29.9%
White	S	25,858	95.6%	25,858	S	52.7%
Two or more races	S	2,765	96%	2,765	S	50%
Children with disabilities (<i>IDEA</i>)	S	6,457	89.5%	6,457	S	25.5%
English learners	S	5,566	97.8%	5,566	S	14.9%
Economically disadvantaged students	S	25,077	96.5%	25,077	S	34.3%
Children in foster care						
Children who are homeless	S	1,369	94%	1,369	S	21%
Migratory students	S	1,225	98%	1,225	S	25%
Military connected students	S	243	>=95%	243	S	50%
Male	S	21,568	95.7%	21,568	S	48.7%
Female	S	20,618	96.6%	20,618	S	44.5%

Comments: The response is limited to 4,000 characters.

1.2.1.2 Academic Achievement and Participation in Mathematics Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	43,355	96%	43,355	S	43.4%
American Indian or Alaska Native	S	506	96%	506	S	27%
Asian or Pacific Islander	S	2,061	98%	2,061	S	60%
<i>Asian</i>	S	1,748	98%	1,748	S	67%
<i>Native Hawaiian or other Pacific Islander</i>	S	313	98%	313	S	22%
Black or African American	S	1,021	95%	1,021	S	19%
Hispanic or Latino	S	10,696	97.8%	10,696	S	26%
White	S	26,197	95.2%	26,197	S	50.1%
Two or more races	S	2,874	96%	2,874	S	46%
Children with disabilities (<i>IDEA</i>)	S	6,842	89.8%	6,842	S	20.4%
English learners	S	5,142	97.9%	5,142	S	9.7%
Economically disadvantaged students	S	25,999	96.5%	25,999	S	31.3%
Children in foster care						
Children who are homeless	S	1,497	96%	1,497	S	23%
Migratory students	S	1,214	>=99%	1,214	S	21%
Military connected students	S	232	>=95%	232	S	51%
Male	S	22,395	95.8%	22,395	S	45.3%
Female	S	20,951	96.3%	20,951	S	41.4%

Comments: The response is limited to 4,000 characters.

1.2.1.3 Academic Achievement and Participation in Mathematics Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	44,758	95.7%	44,758	S	38.2%
American Indian or Alaska Native	S	522	96%	522	S	20%
Asian or Pacific Islander	S	2,103	98%	2,103	S	56%
<i>Asian</i>	S	1,749	98%	1,749	S	64%
<i>Native Hawaiian or other Pacific Islander</i>	S	354	97%	354	S	16%
Black or African American	S	1,030	94%	1,030	S	16%
Hispanic or Latino	S	11,061	97.5%	11,061	S	22.2%
White	S	27,061	95%	27,061	S	44.2%
Two or more races	S	2,981	95%	2,981	S	42%
Children with disabilities (<i>IDEA</i>)	S	7,041	89.8%	7,041	S	16.2%
English learners	S	4,242	97.5%	4,242	S	6.2%
Economically disadvantaged students	S	26,856	96.1%	26,856	S	26.4%
Children in foster care						
Children who are homeless	S	1,520	94%	1,520	S	17%
Migratory students	S	1,295	>=99%	1,295	S	18%
Military connected students	S	258	>=95%	258	S	46%
Male	S	22,847	95.5%	22,847	S	39.9%
Female	S	21,904	96%	21,904	S	36.5%

Comments: The response is limited to 4,000 characters.

1.2.1.4 Academic Achievement and Participation in Mathematics Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	44,505	95.7%	44,505	S	37.5%
American Indian or Alaska Native	S	560	93%	560	S	20%
Asian or Pacific Islander	S	2,086	98%	2,086	S	58%
<i>Asian</i>	S	1,760	>=99%	1,760	S	65%
<i>Native Hawaiian or other Pacific Islander</i>	S	326	98%	326	S	23%
Black or African American	S	992	95%	992	S	15%
Hispanic or Latino	S	10,958	97.3%	10,958	S	21.7%
White	S	27,020	95%	27,020	S	43.2%
Two or more races	S	2,889	95.7%	2,889	S	39%
Children with disabilities (<i>IDEA</i>)	S	6,600	90.8%	6,600	S	12.9%
English learners	S	3,605	97.6%	3,605	S	4.1%
Economically disadvantaged students	S	25,183	95.8%	25,183	S	24.8%
Children in foster care						
Children who are homeless	S	1,350	93%	1,350	S	16%
Migratory students	S	1,226	>=99%	1,226	S	17%
Military connected students	S	243	>=95%	243	S	41%
Male	S	22,752	95.6%	22,752	S	36.8%
Female	S	21,738	95.9%	21,738	S	38.1%

Comments: The response is limited to 4,000 characters.

1.2.1.5 Academic Achievement and Participation in Mathematics Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	42,924	94.4%	42,924	S	40.4%
American Indian or Alaska Native	S	564	94%	564	S	22%
Asian or Pacific Islander	S	2,129	97%	2,129	S	61%
<i>Asian</i>	S	1,794	97%	1,794	S	68%
<i>Native Hawaiian or other Pacific Islander</i>	S	335	97%	335	S	22%
Black or African American	S	919	92%	919	S	18%
Hispanic or Latino	S	10,687	96.5%	10,687	S	24.1%
White	S	25,949	93.5%	25,949	S	46.1%
Two or more races	S	2,676	93%	2,676	S	45%
Children with disabilities (<i>IDEA</i>)	S	6,137	89.2%	6,137	S	12.8%
English learners	S	3,082	97.4%	3,082	S	5.7%
Economically disadvantaged students	S	23,324	94.7%	23,324	S	26.7%
Children in foster care						
Children who are homeless	S	1,248	92%	1,248	S	17%
Migratory students	S	1,277	98%	1,277	S	18%
Military connected students	S	258	>=95%	258	S	44%
Male	S	22,007	94.6%	22,007	S	40.7%
Female	S	20,893	94.1%	20,893	S	40.1%

Comments: The response is limited to 4,000 characters.

1.2.1.6 Academic Achievement and Participation in Mathematics Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	41,424	93.5%	41,424	S	38.5%
American Indian or Alaska Native	S	547	94%	547	S	20%
Asian or Pacific Islander	S	2,013	97%	2,013	S	61%
<i>Asian</i>	S	1,691	97%	1,691	S	68%
<i>Native Hawaiian or other Pacific Islander</i>	S	322	94%	322	S	22%
Black or African American	S	894	91%	894	S	16%
Hispanic or Latino	S	10,119	95.8%	10,119	S	22.8%
White	S	25,272	92.6%	25,272	S	43.9%
Two or more races	S	2,579	92%	2,579	S	42%
Children with disabilities (<i>IDEA</i>)	S	5,908	89%	5,908	S	10.6%
English learners	S	2,679	97%	2,679	S	5%
Economically disadvantaged students	S	21,621	93.4%	21,621	S	25%
Children in foster care						
Children who are homeless	S	1,192	92%	1,192	S	16%
Migratory students	S	1,153	98%	1,153	S	18%
Military connected students	S	257	93%	257	S	44%
Male	S	21,548	94.2%	21,548	S	37.5%
Female	S	19,841	92.8%	19,841	S	39.7%

Comments: The response is limited to 4,000 characters.

1.2.1.7 Academic Achievement and Participation in Mathematics Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	35,775	85%	35,775	S	32.6%
American Indian or Alaska Native	S	464	87%	464	S	22%
Asian or Pacific Islander	S	1,677	79%	1,677	S	50%
<i>Asian</i>	S	1,417	77%	1,417	S	56%
<i>Native Hawaiian or other Pacific Islander</i>	S	260	90%	260	S	17%
Black or African American	S	798	82%	798	S	13%
Hispanic or Latino	S	8,638	89.6%	8,638	S	19.7%
White	S	22,226	84%	22,226	S	36.9%
Two or more races	S	1,972	83%	1,972	S	36%
Children with disabilities (<i>IDEA</i>)	S	4,688	84.1%	4,688	S	9%
English learners	S	1,222	87%	1,222	S	7%
Economically disadvantaged students	S	16,520	86.9%	16,520	S	21.2%
Children in foster care						
Children who are homeless	S	1,142	80%	1,142	S	12%
Migratory students	S	944	95%	944	S	16%
Military connected students	S	159	90%	159	S	36%
Male	S	18,577	85.8%	18,577	S	33.1%
Female	S	17,172	84.1%	17,172	S	32%

Comments: The response is limited to 4,000 characters.

1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment

In the table below, provide information on the achievement and participation of students on the reading/language arts assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the reading/language arts assessment, the number of students who took the reading/language arts assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

The student group "children with disabilities (*IDEA*)" includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

The student group "English learners" does not include recently arrived students who have attended schools in the United States for fewer than 12 months and who took an assessment of English language proficiency (ELP) in lieu of the State's reading/language arts assessment. Do not include former ELs.

This table is repeated for each of grades three through eight and once for high school.

1.2.2.1 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	42,300	96.4%	42,013	S	46.9%
American Indian or Alaska Native	S	469	97%	465	S	30%
Asian or Pacific Islander	S	2,014	98%	1,948	S	58%
Asian	S	1,679	98%	1,625	S	64%
Native Hawaiian or other Pacific Islander	S	335	>=99%	323	S	27%
Black or African American	S	992	96%	985	S	27%
Hispanic or Latino	S	10,131	97.6%	9,962	S	28.6%
White	S	25,923	95.8%	25,890	S	53.7%
Two or more races	S	2,771	96%	2,763	S	51%
Children with disabilities (<i>IDEA</i>)	S	6,486	89.9%	6,471	S	24.4%
English Learners	S	5,578	97.9%	5,291	S	8.5%
Economically disadvantaged students	S	25,162	96.8%	24,937	S	34.2%
Children in foster care						
Children who are homeless	S	1,391	95%	1,330	S	25%
Migratory students	S	1,228	>=99%	1,213	S	18%
Military connected students	S	245	>=95%	243	S	49%
Male	S	21,613	95.9%	21,470	S	43.7%
Female	S	20,684	97%	20,540	S	50.2%

Comments: The response is limited to 4,000 characters.

1.2.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	43,478	96.3%	43,240	S	49.7%
American Indian or Alaska Native	S	510	97%	507	S	35%
Asian or Pacific Islander	S	2,066	>=99%	1,995	S	61%
<i>Asian</i>	S	1,751	98%	1,689	S	67%
<i>Native Hawaiian or other Pacific Islander</i>	S	315	>=99%	306	S	28%
Black or African American	S	1,027	96%	1,023	S	28%
Hispanic or Latino	S	10,709	97.9%	10,579	S	31.8%
White	S	26,288	95.5%	26,262	S	56.7%
Two or more races	S	2,878	96%	2,874	S	53%
Children with disabilities (<i>IDEA</i>)	S	6,869	90.1%	6,854	S	24%
English Learners	S	5,152	98.1%	4,914	S	8.9%
Economically disadvantaged students	S	26,092	96.8%	25,904	S	37.5%
Children in foster care						
Children who are homeless	S	1,512	96%	1,467	S	29%
Migratory students	S	1,214	>=99%	1,201	S	23%
Military connected students	S	234	>=95%	234	S	57%
Male	S	22,451	96%	22,329	S	46.5%
Female	S	21,019	96.6%	20,903	S	53.1%

Comments: The response is limited to 4,000 characters.

1.2.2.3 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	44,909	96%	44,686	S	54.5%
American Indian or Alaska Native	S	525	96%	520	S	33%
Asian or Pacific Islander	S	2,108	98%	2,042	S	66%
<i>Asian</i>	S	1,753	98%	1,697	S	73%
<i>Native Hawaiian or other Pacific Islander</i>	S	355	98%	345	S	32%
Black or African American	S	1,030	94%	1,023	S	33%
Hispanic or Latino	S	11,095	97.7%	10,976	S	36.7%
White	S	27,156	95.3%	27,132	S	61.5%
Two or more races	S	2,995	95.4%	2,993	S	59%
Children with disabilities (<i>IDEA</i>)	S	7,090	90.4%	7,076	S	24%
English Learners	S	4,252	97.8%	4,029	S	7.2%
Economically disadvantaged students	S	26,965	96.5%	26,801	S	42.7%
Children in foster care						
Children who are homeless	S	1,554	96%	1,503	S	33%
Migratory students	S	1,295	>=99%	1,286	S	28%
Military connected students	S	259	>=95%	258	S	59%
Male	S	22,930	95.8%	22,818	S	50%
Female	S	21,971	96.2%	21,860	S	59.3%

Comments: The response is limited to 4,000 characters.

1.2.2.4 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	44,655	96.1%	44,488	S	52%
American Indian or Alaska Native	S	561	94%	559	S	33%
Asian or Pacific Islander	S	2,087	>=99%	2,044	S	68%
<i>Asian</i>	S	1,763	>=99%	1,725	S	73%
<i>Native Hawaiian or other Pacific Islander</i>	S	324	97%	319	S	42%
Black or African American	S	1,002	96%	992	S	29%
Hispanic or Latino	S	10,984	97.5%	10,897	S	35.9%
White	S	27,122	95.4%	27,098	S	58.2%
Two or more races	S	2,899	96%	2,898	S	55%
Children with disabilities (<i>IDEA</i>)	S	6,643	91.3%	6,638	S	18.6%
English Learners	S	3,603	97.5%	3,436	S	5.9%
Economically disadvantaged students	S	25,274	96.2%	25,146	S	39.5%
Children in foster care						
Children who are homeless	S	1,362	94%	1,330	S	29%
Migratory students	S	1,223	>=99%	1,213	S	28%
Military connected students	S	243	>=95%	243	S	53%
Male	S	22,816	95.9%	22,738	S	46.4%
Female	S	21,825	96.2%	21,736	S	57.8%

Comments: The response is limited to 4,000 characters.

1.2.2.5 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	43,232	95%	43,019	S	55.3%
American Indian or Alaska Native	S	570	95%	568	S	37%
Asian or Pacific Islander	S	2,143	98%	2,099	S	69%
<i>Asian</i>	S	1,804	98%	1,766	S	74%
<i>Native Hawaiian or other Pacific Islander</i>	S	339	98%	333	S	40%
Black or African American	S	948	95%	943	S	33%
Hispanic or Latino	S	10,737	97%	10,594	S	39.7%
White	S	26,115	94.1%	26,099	S	61.4%
Two or more races	S	2,719	94%	2,716	S	60%
Children with disabilities (<i>IDEA</i>)	S	6,199	90.1%	6,194	S	19.4%
English Learners	S	3,082	97.3%	2,869	S	6%
Economically disadvantaged students	S	23,522	95.5%	23,352	S	42.5%
Children in foster care						
Children who are homeless	S	1,274	94%	1,225	S	32%
Migratory students	S	1,278	98%	1,260	S	32%
Military connected students	S	260	>=95%	259	S	60%
Male	S	22,129	95.1%	22,006	S	49.6%
Female	S	21,077	95%	20,987	S	61.3%

Comments: The response is limited to 4,000 characters.

1.2.2.6 Academic Achievement and Participation in Reading/Language Arts Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	41,765	94.3%	41,593	S	53.5%
American Indian or Alaska Native	S	547	94%	545	S	33%
Asian or Pacific Islander	S	2,024	97%	1,988	S	68%
<i>Asian</i>	S	1,701	98%	1,671	S	75%
<i>Native Hawaiian or other Pacific Islander</i>	S	323	95%	317	S	36%
Black or African American	S	907	92%	900	S	31%
Hispanic or Latino	S	10,172	96.3%	10,063	S	38.2%
White	S	25,502	93.5%	25,485	S	59.2%
Two or more races	S	2,613	94%	2,612	S	58%
Children with disabilities (<i>IDEA</i>)	S	5,980	90.1%	5,975	S	16.4%
English Learners	S	2,685	97%	2,513	S	5%
Economically disadvantaged students	S	21,841	94.4%	21,706	S	40.8%
Children in foster care						
Children who are homeless	S	1,202	93%	1,168	S	29%
Migratory students	S	1,145	98%	1,133	S	33%
Military connected students	S	258	93%	257	S	59%
Male	S	21,701	94.9%	21,600	S	47.4%
Female	S	20,030	93.7%	19,959	S	60.2%

Comments: The response is limited to 4,000 characters.

1.2.2.7 Academic Achievement and Participation in Reading/Language Arts Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students	S	37,004	87.8%	36,871	S	67.2%
American Indian or Alaska Native	S	476	89%	476	S	56%
Asian or Pacific Islander	S	1,760	83%	1,733	S	74%
<i>Asian</i>	S	1,493	81%	1,471	S	77%
<i>Native Hawaiian or other Pacific Islander</i>	S	267	92%	262	S	56%
Black or African American	S	832	85%	826	S	44%
Hispanic or Latino	S	8,868	92%	8,782	S	55.3%
White	S	23,009	86.9%	22,996	S	72%
Two or more races	S	2,059	87%	2,058	S	70%
Children with disabilities (<i>IDEA</i>)	S	4,801	86%	4,798	S	27%
English Learners	S	1,268	90%	1,135	S	10%
Economically disadvantaged students	S	16,995	89.3%	16,901	S	56.6%
Children in foster care						
Children who are homeless	S	1,187	83%	1,162	S	43%
Migratory students	S	959	96%	949	S	46%
Military connected students	S	163	92%	163	S	68%
Male	S	19,177	88.5%	19,103	S	62.8%
Female	S	17,801	87.1%	17,742	S	71.8%

Comments: The response is limited to 4,000 characters.

1.2.3 Academic Achievement and Participation in Science Assessment

In the table below, provide information on the achievement and participation of students on the science assessments required under Section 1111(b)(2) of the *ESEA* by reporting on: the number of students enrolled during the State's testing window, the number of students who participated in the science assessment, the number of students who took the science assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

This table is repeated for each of grades three through eight and once for high school.

1.2.3.1 Academic Achievement and Participation in Science Assessment – Grade 3

Grade 3	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.

Oregon implemented a new science assessment for the '1920 SY and the data has not been fully processed and validated. These numbers will not be available during the CSPR Open period. Oregon plans on submitting the reports as soon as the data is validated.

1.2.3.2 Academic Achievement and Participation in Science Assessment – Grade 4

Grade 4	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.

Oregon implemented a new science assessment for the '1920 SY and the data has not been fully processed and validated. These numbers will not be available during the CSPR Open period. Oregon plans on submitting the reports as soon as the data is validated.

1.2.3.3 Academic Achievement and Participation in Science Assessment – Grade 5

Grade 5	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.

Oregon implemented a new science assessment for the '1920 SY and the data has not been fully processed and validated. These numbers will not be available during the CSPR Open period. Oregon plans on submitting the reports as soon as the data is validated.

1.2.3.4 Academic Achievement and Participation in Science Assessment – Grade 6

Grade 6	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.

Oregon implemented a new science assessment for the '1920 SY and the data has not been fully processed and validated. These numbers will not be available during the CSPR Open period. Oregon plans on submitting the reports as soon as the data is validated.

1.2.3.5 Academic Achievement and Participation in Science Assessment – Grade 7

Grade 7	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.

Oregon implemented a new science assessment for the '1920 SY and the data has not been fully processed and validated. These numbers will not be available during the CSPR Open period. Oregon plans on submitting the reports as soon as the data is validated.

1.2.3.6 Academic Achievement and Participation in Science Assessment – Grade 8

Grade 8	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.

Oregon implemented a new science assessment for the '1920 SY and the data has not been fully processed and validated. These numbers will not be available during the CSPR Open period. Oregon plans on submitting the reports as soon as the data is validated.

1.2.3.7 Academic Achievement and Participation in Science Assessment – High School

High School	# Students Enrolled	# Students Participating	Percentage of Students Participating	# Students who Received a Valid Score and for Whom a Proficiency Level was Assigned	# Students Scoring at or Above Proficient	Percentage of Students Scoring at or Above Proficient
All students						
American Indian or Alaska Native						
Asian or Pacific Islander						
<i>Asian</i>						
<i>Native Hawaiian or other Pacific Islander</i>						
Black or African American						
Hispanic or Latino						
White						
Two or more races						
Children with disabilities (<i>IDEA</i>)						
English Learners						
Economically disadvantaged students						
Children in foster care						
Children who are homeless						
Migratory students						
Military connected students						
Male						
Female						

Comments: The response is limited to 4,000 characters.

Oregon implemented a new science assessment for the '1920 SY and the data has not been fully processed and validated. These numbers will not be available during the CSPR Open period. Oregon plans on submitting the reports as soon as the data is validated.

1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

This section collects information on children with disabilities' participation in the mathematics, reading/language arts, and science assessments.

1.2.4.1 Participation of Children with Disabilities (IDEA) in Mathematics Assessment

In the table below, provide the number of children with disabilities (*IDEA*) participating during the State's testing window in mathematics assessments required under Section 1111(b)(2) of the *ESEA* by the type of assessment. The percentage of children with disabilities (*IDEA*) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (*IDEA*) participating will also be calculated automatically.

The data provided below should include mathematics participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	28,952	66.29%
Regular Assessment with Accommodations	11,263	25.79%
Alternate Assessment Based on Alternate Achievement Standards	3,458	7.92%
Total	43,673	

Comments: The response is limited to 4,000 characters.

1.2.4.2 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Mathematics

# Children with Disabilities (<i>IDEA</i>) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
3,458	294,930	1.17%

Comments: The response is limited to 4,000 characters.

1.2.4.2.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2018-19?	NO

Comments: The response is limited to 4,000 characters.

1.2.4.3 Participation of Children with Disabilities (IDEA) in Reading/Language Arts Assessment

The data provided should include reading/language arts participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Note: For this question only, report on children with disabilities (*IDEA*) who are also ELs in the U.S. less than 12 months who took the ELP assessment in lieu of the statewide reading/language arts assessment.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations	28,152	63.88%
Regular Assessment with Accommodations	12,359	28.05%
Alternate Assessment Based on Alternate Achievement Standards	3,495	7.93%
Recently arrived ELs, took ELP	62	0.14%
Total	44,068	

Comments: The response is limited to 4,000 characters.

1.2.4.4 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Reading/Language Arts

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
3,495	297,343	1.18%

Comments: The response is limited to 4,000 characters.

1.2.4.4.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in reading/language arts in SY2018-19?	NO

Comments: The response is limited to 4,000 characters.

1.2.4.5 Participation of Children with Disabilities (IDEA) in Science Assessment

The data provided should include science participation results from all children with disabilities (*IDEA*) as defined under the *IDEA*. Do not include former children with disabilities (*IDEA*). Do not include students only covered under Section 504 of the *Rehabilitation Act of 1973*.

Type of Assessment	# Children with Disabilities (<i>IDEA</i>) Participating	Percentage of Children with Disabilities (<i>IDEA</i>) Participating, Who Took the Specified Assessment
Regular Assessment without Accommodations		
Regular Assessment with Accommodations		
Alternate Assessment Based on Alternate Achievement Standards		
Total		

Comments: The response is limited to 4,000 characters.

Oregon implemented a new science assessment for the '1920 SY and the data has not been fully processed and validated. These numbers will not be available during the CSPR Open period. Oregon plans on submitting the reports as soon as the data is validated.

1.2.4.6 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Science

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
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Comments: The response is limited to 4,000 characters.

Oregon implemented a new science assessment for the '1920 SY and the state has not been fully processed and validated. These numbers will not be available during the CSPR Open period. Oregon plans on submitting the reports as soon as the data is validated.

1.2.4.6.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in science in SY2018-19?	NO

Comments: The response is limited to 4,000 characters.

1.2.5 Assessments for ELs

This section collects information on EL assessment results.

1.2.5.1 EL Provisions for Content Assessments

This sub-section collects information on provisions provided to ELs.

1.2.5.1.1 Recently Arrived ELs Taking ELP Assessments in Lieu of Reading/Language Arts Assessments

In the table below, provide the number of recently arrived ELs included in the participation counts in 1.2 who took an assessment of ELP in lieu of the State's reading/language arts assessment, as permitted under Section 1111(b)(3)(A)(i) of the *ESEA*.

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	1,433

Comments: The response is limited to 4,000 characters.

1.2.5.1.2 Native Language Assessments Offered

In the table below, indicate whether native language assessments were offered in mathematics, reading/languages arts, and science. Write "Yes" if the specified assessment is used for accountability purposes. List languages, other than English, in which content tests were offered.

Native Language Testing	Yes/No	If yes, are the tests considered to be trans-adapted assessments?	Language(s)
State offers the State mathematics content tests in the students' native language(s).	YES	YES	Spanish; Castilian
State offers the State reading/language arts content tests in the students' native language(s).	NO		
State offers the State science content tests in the students' native language(s).	YES	YES	Spanish; Castilian

Comments: The response is limited to 4,000 characters.

1.2.5.2 Performance of ELs on State ELP Assessment

In the table below, please provide for all ELs: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	50,173	S	S	55.5%	S	11.5%

Comments: The response is limited to 4,000 characters.

1.2.5.3 Performance of ELs in Local Educational Agencies (LEAs) Receiving Title III Funds on State ELP

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds, and for ELs identified as children with disabilities in LEAs receiving Title III, Part A funds: the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	48,291	S	S	56.3%	S	11.5%
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	9,604	S	S	36.6%	S	6%

Comments: The response is limited to 4,000 characters.

1.2.5.3.1 ELs in LEAs Receiving Title III Funds Who Have Exited Language Instruction Educational Program (LIEP) based on Attaining ELP

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have exited an LIEP based on attaining ELP.

	#	%*
ELs in LEAs receiving Title III, Part A funds who exited	5,780	88.55%

* The number is taken from FS204 but the percentage is manually entered.

Comments: The response is limited to 4,000 characters.

1.2.5.3.2 ELs in LEAs Receiving Title III Funds Who Have Not Attained Proficiency in 5 Years

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds the number and percentage who have not attained proficiency within five years.

	#	%*
ELs in LEAs receiving Title III, Part A funds who have not attained proficiency within 5 years	13,875	10.79%

* The number is taken from FS204 but the percentage is manually entered.

Comments: The response is limited to 4,000 characters.

1.2.5.4 Students in LEAs Receiving Title III Funds who have Exited EL Status

This section collects data on the performance of students who have exited EL status as required by Sections 3121(a)(5) and 3122(a) of the ESEA.

1.2.5.4.1 Students in LEAs Receiving Title III Funds who have Exited EL Status by Year

In the table below, report the count of students in LEAs receiving Title III funds who have exited EL status for each of the four years after such students have exited EL status.

# Year One	# Year Two	# Year Three	# Year Four	Total
7,196	12,524	4,362	8,768	32,850

Comments: The response is limited to 4,000 characters.

1.2.5.4.2 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Mathematics

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who identified as children with disabilities who have exited EL status on the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs (LIEPs) and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	5,435	26.7%	577	11%
Year Two	9,735	33.6%	670	21%
Year Three	2,303	29%	258	13%
Year Four	3,674	39.1%	269	18%

Comments: The response is limited to 4,000 characters.

1.2.5.4.3 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Reading/Language Arts

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual reading/language arts assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One	5,450	35.2%	582	21%
Year Two	9,776	49.8%	677	31%
Year Three	2,322	47%	261	19%
Year Four	3,686	60%	265	41%

Comments: The response is limited to 4,000 characters.

1.2.5.4.4 Results for Students in LEAs Receiving Title III Funds who have Exited EL Status in Science

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual science assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

	Students who have Exited EL Status - # Tested	Students who have Exited EL Status - % At or Above Proficient	Students who have Exited EL Status and are identified as Children with Disabilities - # Tested	Students who have Exited EL Status and are identified as Children with Disabilities - % At or Above Proficient
Year One				
Year Two				
Year Three				
Year Four				

Comments: The response is limited to 4,000 characters.

Oregon implemented a new science assessment for the '1920 SY and the data has not been fully processed and validated. These numbers will not be available during the CSPR Open period. Oregon plans on submitting the reports as soon as the data is validated.

1.2.6 Grants for State Assessments and Related Activities**1.2.6.1 Grants for State Assessments and Related Activities**

This section requests information on your State's use of funds under Section 1201 of *ESEA*.

1.2.6.1.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the <i>ESEA</i>	20.00%
To administer assessments required by Section 1111(b) of the <i>ESEA</i> or to carry out other activities described in Section 1201 of the <i>ESEA</i>	80.00%

Comments: The response is limited to 4,000 characters.

1.2.6.1.2 Uses of Funds for Purposes Other than Standards and Assessment Development

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2018-19 that were used for purposes other than the costs of the development of the State assessments and standards required by Section 1111(b) of the *ESEA*, for what purposes did your State use the funds? (Enter "yes" for all that apply and "no" for all that do not apply).

Purpose	Used for Purpose (yes/no)
Administering assessments required by Section 1111(b) of the <i>ESEA</i>	YES
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	YES
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the <i>ESEA</i> .	YES
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the <i>ESEA</i> and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the <i>ESEA</i> .	YES
Ensuring the continued validity and reliability of State assessments.	YES
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	YES
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	YES
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the <i>ESEA</i> in order to integrate engineering design skills and practices into such assessments.	YES
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the <i>ESEA</i> and other assessments not required under Section 1111(b)(2) of the <i>ESEA</i> .	YES
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the <i>ESEA</i> , and using the principles of universal design for learning.	YES
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the <i>ESEA</i> .	YES
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	NO
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	YES
Designing report cards and reports under Section 1111(h) of the <i>ESEA</i> in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	YES
Other	NO

Comments: The response is limited to 4,000 characters.

1.3 TEACHERS

In the tables below, provide the number of teachers for each of the school types listed and the number of teachers who are inexperienced, emergency or provisional credentialed, or out of field. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are FAQs about these data.

1.3.1 Inexperienced Teachers

In the table below, provide information on the experience of teachers by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Inexperienced Teachers	Percentage Inexperienced Teachers
High-poverty schools	5,626.49	3,641.24	64.72%
Low-poverty schools	6,937.68	5,082.53	73.26%
Total schools	26,282.98	18,332.78	

Comments: The response is limited to 4,000 characters.

1.3.2 Teachers Teaching with Emergency or Provisional Credentials

In the table below, provide information on the credentials of teachers by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Teachers teaching with emergency or provisional credentials	Percentage Teachers teaching with emergency or provisional credentials
High-poverty schools	5,626.49	216.31	3.84%
Low-poverty schools	6,937.68	108.76	1.57%
Total schools	26,282.98	669.68	

Comments: The response is limited to 4,000 characters.

1.3.3 Teachers Who Are Not Teaching in the Subject or Field for which they are Certified or Licensed

In the table below, provide information on teachers not teaching in the subject or field for which they are certified or licensed by poverty quartile and level.

School Poverty Level	Total # (FTE) Teachers	# (FTE) Teachers who are not teaching in the subject or field for which they are certified or licensed	Percentage teachers who are not teaching in the subject or field for which they are certified or licensed
High-poverty schools	5,626.49	523.50	9.30%
Low-poverty schools	6,937.68	597.65	8.61%
Total schools	26,282.98	2,439.78	

Comments: The response is limited to 4,000 characters.

1.3.4 Poverty Quartile Breaks

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
All schools	69.01%	34.33%

Poverty metric used	The percentage of students that qualify for free/reduced lunch.
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FAQ:

How are the poverty quartiles determined? Rank order all schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.

Comments: The response is limited to 4,000 characters.

High-Poverty Schools: Top 25%

Low-Poverty Schools: Bottom 25%

1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

This section collects annual performance and accountability data on the implementation of Title III programs.

1.4.1 EL Enrollment Data**1.4.1.1 Number of ALL ELs Enrolled in the State**

In the table below, provide the October 1 count of ALL ELs in the State who meet the EL definition under Section 8101(21) of the *ESEA*.

- Include newly enrolled (recent arrivals to the U.S.) and continually enrolled ELs, whether or not they receive services in a Title III LIEP.
- Do not include students previously identified as ELs (as described in Section 1111(b)(3)(B) of the *ESEA*) or students who exit LIEPs based on attainment of ELP (as described in Section 3121(a)(4) of the *ESEA*) in the ALL EL student count in this table.

Total ELs	#
Number of ALL ELs in the State	50,027
Number of ELs identified as children with disabilities	9,854

Comments: The response is limited to 4,000 characters.

1.4.1.2 Number of ELs in LEAs receiving Title III funds

In the table below, provide the October 1 count of ELs in the State served by LIEPs in LEAs receiving Title III funds.

ELs Receiving Services	#
ELs enrolled in LEAs receiving Title III funds who are served by a LIEP	48,295

Comments: The response is limited to 4,000 characters.

1.4.2 LIEPs

Note: Section 3201(7) – The term ‘LIEP’ means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, identify the language of instruction (other than English) next to each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the *ESEA*.

LIEPs	Language of instruction (if applicable)	Number of ELs Enrolled
Transitional Bilingual	Spanish	
Dual Language or Two-way Immersion	Vietnamese, Chinese, Russian	
English as Second language (ESL) or English Language Development (ELD)	English	47,922
Content Classes with integrated ESL support	English	
Newcomer programs	English with primary language support if available	373
Other	none	

Explain in the comment box below if the State has any additional LIEPs that are not captured in the table above.

The response is limited to 8,000 characters.

Comment – Oregon has selected to use the English language (ESL) and ELD) and Newcomer ELD for English language development. The bilingual programs are access to core content in Oregon and may be predominantly in a partner language but not focus on English Language Acquisition

Comments: The response is limited to 4,000 characters.

1.4.3 Most Commonly Spoken Languages in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all ELs, not just ELs enrolled in LEAs that received Title III services). The top five languages should be determined by the highest number of ELs speaking each of the languages listed. Report additional languages with significant numbers of ELs in the comment section.

Language	# ELs
Spanish; Castilian	38,127
Russian	1,458
Vietnamese	1,013
Chinese	959
Arabic	869

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

1.4.4 Teacher Information and Professional Development

This section collects information about teachers as required under Section 3122 (b)(5) of the ESEA.

In the table below, report the unduplicated headcount of teachers who are working in LIEPs as defined under Section 3302(7) of the *ESEA* and reported in CSPR Section 1.4.2 (LIEPs) even if they are not paid with Title III funds.

Number of teachers serving in LIEPs (including core content (reading, math, science and social studies) in LEAs receiving Title III funds	Number of certified, licensed or endorsed teachers serving in LIEP in LEAs receiving Title III funds	How many ESL/bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years.*
849	753	400

*This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

Comments: The response is limited to 4,000 characters.

Oregon is experiencing a significant growth in the number of recently arrived immigrant students with limited formal education prior to arriving in the US. This increase requires an increase in the number of trained EL teachers.

1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

This section aggregates data on LEA-level activities that support the education of ELs with Title III funds.

In the tables below, provide information about allowable activities conducted under Section 3115 of the *ESEA*.

Activities serving ELs in LEAs receiving Title III funds	# LEAs that conducted activity
Supporting the development and implementation of LIEPs	0
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	57
Supporting implementation of school wide programs	0
Professional development to teachers and other personnel serving ELs	62
Parent and community engagement activities	59
Supporting the development and implementation of pre-school programs	0
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	32
Improving instruction of ELs with disabilities	7
Providing tutorials, career and technical education	9
Offering programs to help ELs achieve success in post-secondary education	4
Other	0

If State reports a nonzero count of LEAs under "Other", please describe the activities that were conducted during SY2018-19 in the comment box below.

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

1.4.6 Assistance Provided by SEAs under Section 3111(b)(2)(D) of the ESEA

Provide information on technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III subgrants.

Activities	Check all that apply
Identifying and implementing effective LIEPs and curricula for teaching English learners	YES
Helping ELs meet the same challenging State academic standards that all children are expected to meet	YES
Identifying or developing, and implementing, measures of English proficiency	YES
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	YES
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	NO
Other	NO

If "Other" is checked, please provide information in the comment box below on the types of technical assistance provided by the SEA to LEAs that aren't captured by the first five types of activities in the table.

The response is limited to 8,000 characters.

Providing Professional Development on supporting English Learner Students with Disabilities. Reviewing EL student data with districts to assist them in making programmatic improvements based on EL outcome data. Providing training on common Oregon EL identification practices.

Comments: The response is limited to 4,000 characters.

1.4.7 Education Programs and Activities for Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and the number of immigrant students in LEAs receiving funds under Section 3114(d) of the *ESEA*.

Note: Not all immigrant students are ELs.

# Immigrant Students Enrolled	# Immigrant Students in LEAs receiving funds under Section 3114(d)	# of 3114(d)(1) Subgrants
8,294	269	2

If State reports zero (0) students in LEAs receiving funds under Section 3114(d) or the *ESEA* or zero (0) subgrants, explain in comment box below.

The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

Table 1.4.7 Definitions:

- 1. Immigrant Students Enrolled:** Number of students who meet the definition of immigrant children and youth under Section 3201(5) of the *ESEA* and enrolled in the elementary or secondary schools in the State.
- 2. Immigrant Students in LEAs receiving funds under Section 3114(d):** Number of immigrant students enrolled in LEAs receiving funds reserved for immigrant education programs/activities under Section 3114(d) of the *ESEA*. This number should not include immigrant students who are enrolled in an LEA that receives Title III funds under Section 3114(a) of the *ESEA*, but not Section 3114(d) of the *ESEA*.
- 3. 3114(d) Subgrants:** Number of subgrants made in the State under Section 3114(d) of the *ESEA*, with funds reserved for immigrant children and youth. Do not include in the count LEAs that receive Title III English language acquisition subgrants made under Section 3114(a) of the *ESEA*, but that do not receive subgrants under Section 3114(d) of the *ESEA*, even if immigrant students are enrolled in those LEAs.

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Example: State received SY2018-19 funds July 1, 2018, and then made these funds available to subgrantees on August 1, 2018, for SY2018-19 programs. Then the "# of days/\$\$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
7/1/2018	8/7/2018	36

Table 1.4.8.1 Definitions:

- Date State Received Allocation** = Date the State receives the Title III allocation from ED.
- Date Funds Available to Subgrantees** = Date that Title III funds are available to approved subgrantees.
- # of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Comments: The response is limited to 4,000 characters.

1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

The response is limited to 8,000 characters.

The state's process is dependent on the EL data collection clean up and data quality runs, currently these processes take 4 weeks. The state is investigating ways to shorten the allocation while maintaining the accuracy of allocating only for eligible students in eligible sub-grantees.

1.4.9 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

1.4.9.1 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3122(b)(7) of the *ESEA*.

Termination of Title III Programs	Yes / No
Were any Title III language instruction educational programs <u>or</u> activities terminated for failure to reach program goals?	NO
If yes, provide the number of language instruction educational programs <u>or</u> activities terminated.	

Comments: The response is limited to 4,000 characters.

1.5 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B "Identifying Persistently Dangerous Schools" in the Unsafe School Choice Option Non-Regulatory Guidance, available at: <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

Persistently Dangerous Schools	#
Persistently Dangerous Schools	

Comments: The response is limited to 4,000 characters.

1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

LEAs	#	# LEAs Reporting Data
LEAs without subgrants	198	173
LEAs with subgrants	24	24
Total	222	197

Comments: The response is limited to 4,000 characters.

Oregon has 197 regular local school districts and independent charter districts. However, in N029 Oregon's Regional Education Service Agencies and State Agencies providing elementary and/or secondary level instruction are reported as LEAS which gives Oregon a total of 222 LEAS. Partner Support Center (Ticket #204428) told Oregon to report the Education Service Districts as operational LEAS and thus included in C170 but those numbers are not reported in FS118.

1.6.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youth in the State.

1.6.1.1 Homeless Children and Youth

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated:

Age/Grade	# of Homeless Children/Youth Enrolled
Age 3 through 5 (not Kindergarten)	1,553
K	1,728
1	1,685
2	1,587
3	1,595
4	1,703
5	1,762
6	1,583
7	1,505
8	1,435
9	1,675
10	1,596
11	1,746
12	2,612
Ungraded	0
Total	23,765

Comments: The response is limited to 4,000 characters.

1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

Primary Nighttime Residence	# of Homeless Children/Youth	# of Homeless Children/Youth who are Unaccompanied
Shelters and transitional housing	1,824	263
Doubled-up (e.g., living with another family)	18,193	3,241
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	2,654	183
Hotels/Motels	1,094	12
Total	23,765	3,699

Comments: The response is limited to 4,000 characters.

1.6.1.3 Subgroups of Homeless Students Enrolled

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Special Population	# Homeless Children/Youth
Unaccompanied homeless youth	3,699
Migrant children/youth	1,122
Children with disabilities (<i>IDEA</i>)	4,815
English Learners (ELs)	3,151

Comments: The response is limited to 4,000 characters.

1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants

In the table below, provide the number of young homeless children who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youth Served by Subgrants
Age Birth Through 2	513
Age 3 through 5 (not Kindergarten)	994
Total	1,507

Comments: The response is limited to 4,000 characters.