

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

OREGON



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 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

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, DC 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, DC 20202.

2.1 ACCOUNTABILITY

2.1.4 Section 1003 of the ESEA School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.1.4.2 Section 1003 of the ESEA Allocations to Schools

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the state's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696

State	Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
OREGON	All students	S	45679	82.6
OREGON	American Indian or Alaska Native	S	634	67
OREGON	Asian	S	1882	92
OREGON	Native Hawaiian or Other Pacific Islander	S	321	77
OREGON	Black or African American	S	1067	76
OREGON	Hispanic or Latino	S	10622	79.5
OREGON	White	S	28517	84.0
OREGON	Two or more races	S	2636	81
OREGON	Children with Disabilities (IDEA)	S	6765	68.0
OREGON	English Learners	S	2175	65
OREGON	Economically disadvantaged students	S	25857	77.6
OREGON	Children who are homeless	S	3998	60.5

Frequently Asked Questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739

State	Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# for which data are unavailable	Total
OREGON	All students	20730	S	18005	S
OREGON	American Indian or Alaska Native	218	S	313	S
OREGON	Asian	1360	S	470	S
OREGON	Native Hawaiian or Other Pacific Islander	96	S	173	S
OREGON	Black or African American	485	S	439	S
OREGON	Hispanic or Latino	3544	S	4819	S
OREGON	White	13763	S	10790	S
OREGON	Two or more races	1264	S	1001	S
OREGON	Female	11524	S	7910	S
OREGON	Male	9195	S	10080	S
OREGON	Children with Disabilities (IDEA)	1203	S	3085	S
OREGON	English Learners	447	S	841	S
OREGON	Economically disadvantaged students	7750	S	10662	S

2.3 TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548

State	Special Services or Programs	# Students Served
OREGON	Children with disabilities (IDEA)	33918
OREGON	English learners	35728
OREGON	Homeless students	10541
OREGON	Migrant students	8314

2.3.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Populated with SEA-LEVEL FS037/DG548

State	Race Ethnicity	# Students Served
OREGON	American Indian or Alaska Native	3615
OREGON	Asian	5520
OREGON	Black or African American	6137
OREGON	Hispanic or Latino	67705
OREGON	Native Hawaiian or Other Pacific Islander	2447
OREGON	Total	210955
OREGON	Two or more races	12142
OREGON	White	113389

2.3.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670

State	Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
OREGON	Age 3 through 5 (Not Kindergarten)	681	33	0	40	754
OREGON	Age Birth through 2	0	0	0	0	0
OREGON	Grade 1	26802	424	1	172	27399
OREGON	Grade 10	2797	22	49	20	2888
OREGON	Grade 11	2823	14	21	13	2871
OREGON	Grade 12	2933	44	19	23	3019
OREGON	Grade 2	26603	442	0	160	27205
OREGON	Grade 3	26679	343	1	181	27204
OREGON	Grade 4	26877	232	0	159	27268
OREGON	Grade 5	27655	247	0	169	28071
OREGON	Grade 6	15083	156	1	122	15362
OREGON	Grade 7	10089	253	0	119	10461
OREGON	Grade 8	9442	293	2	104	9841
OREGON	Grade 9	2615	13	27	12	2667
OREGON	Kindergarten	26875	485	2	148	27510
OREGON	Total	207954	3001	123	1442	212520
OREGON	Ungraded	0	0	0	0	0

2.4 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2018 through August 31, 2019. This section is composed of the following subsections:

- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

Report a child in the age/grade category in which the child spent the majority of their time while residing in the State during the performance period.

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as “Age 3 through 5 (not Kindergarten),” only if the child’s residency in the state was verified after the child turned 3.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

2.4.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2019 through August 31, 2020. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 2.3.1.1 Category 1 Child Count.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. §1001.

FAQs on Child Count:

- a. How is “out-of-school” defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a “migratory child” are eligible for the MEP.
- b. How is “ungraded” defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)
- c. How is reporting a child “in the age/grade category in which s/he spent the majority of his/her time while residing in the State” defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2018-19. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

Comments
Oregon does not have any concerns regarding the accuracy of the Child Count report.

2.4.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated statewide number by age/grade of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
OREGON	Age 3 through 5 (Not Kindergarten)	2230
OREGON	Kindergarten	993
OREGON	Grade 1	1163
OREGON	Grade 2	1180
OREGON	Grade 3	1203
OREGON	Grade 4	1322
OREGON	Grade 5	1252
OREGON	Grade 6	1330
OREGON	Grade 7	1225
OREGON	Grade 8	1297
OREGON	Grade 9	1162
OREGON	Grade 10	1177
OREGON	Grade 11	1051
OREGON	Grade 12	1011
OREGON	Ungraded	21
OREGON	Out of school	1222
OREGON	Total	18839

2.4.1.2 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Comments

Oregon's Category 1 numbers decreased for the following reasons: 1. COVID-19 pandemic affected families and staff that contracted the disease. Some communities were impacted harder than others and this impact changed weekly especially in heavier populated area. 2. Mobile COE - new electronic COE that requires ongoing training across the state. 3. Physical constraints no face to face contact with families, agencies, and other key partners 4. Recruitment was limited during to district and state requirements. 5. Fewer families were moving compared to past years. Recruiters and other staff responsible for contacting families were not able to reach out as they have in the past. Recruitment was limited to contacting to mostly previous families and fewer new families. Some regions (school districts or education service districts) allowed staff to work outside their home. However, many staff were confined to their respective home.

2.4.1.3 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
OREGON	Age Birth through 2	702

2.4.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
OREGON	Age 3 through 5 (Not Kindergarten)	620
OREGON	Kindergarten	382
OREGON	Grade 1	458
OREGON	Grade 2	473
OREGON	Grade 3	516
OREGON	Grade 4	598
OREGON	Grade 5	506
OREGON	Grade 6	526
OREGON	Grade 7	449
OREGON	Grade 8	251
OREGON	Grade 9	199
OREGON	Grade 10	191
OREGON	Grade 11	183
OREGON	Grade 12	15
OREGON	Out of school	0
OREGON	Ungraded	0
OREGON	Total	5367

2.4.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

Comments
Oregon's Category II numbers decreased for the following reasons: 1. COVID-19 pandemic affected families and staff that contracted the disease. Some communities were impacted harder than others and this impact changed weekly especially in heavier populated area. 2. Mobile COE - new electronic COE that requires ongoing training across the state. 3. Physical constraints no face to face contact with families, agencies, and other key partners 4. Recruitment was limited during to district and state requirements. 5. Fewer families were moving compared to past years. Summer same situation as Category I: Recruiters and other staff responsible for contacting families were not able to reach out as they have in the past. Recruitment was limited to contacting to mostly previous families and fewer new families. Some regions (school districts or education service districts) allowed staff to work outside their home. However, many staff were confined to their respective home. This was especially difficult for summer recruitment. New families still traveled to new regions. However, staff were cautioned about contacting them and/or told not to travel into camps, apartments, and other communities where families resided.

2.4.2.2 Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migratory children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
OREGON	Age Birth through 2	0

2.4.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

2.4.3.1 Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance period's child count.
- Children who—in the case of Category 2—were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

Comments

All students identified on the Certificates of Eligibility (COE) are eligible to receive a free public education if have not received a U.S. high school diploma or HSED and are under 20 years old. The Oregon Migrant Education Service Center (OMESC) is the technical support center for recruiters and data specialists and is responsible to assist with eligibility determination and providing data collection guidelines. The OMEESC ensures best practices, consistency, and integrity of COEs and data. Oregon requires regional programs to perform Quality Control (QC) checks on all COEs generated, and to enter the information on the Oregon Migrant Student Information System (OMSIS), a web base application, up until June 2020. With the OMSIS enhancement in June 2020, all COEs are now approved, reviewed, and processed by the OMEESC. OMSIS continues to assign unique ID to each student and produces all regional, state and federal reports for Oregon's MEP students. The OMEESC performs on-going data checks in preparation for the Consolidated State Performance Report (CSPR) and ED Facts reporting. OMEESC staff runs preliminary CSPR reports throughout the Performance Year (PY) and utilizes available resources (MSIX, state and local system) to determine unique students and to reduce discrepancy. The Data Check Worksheet provided by the Office of Migrant Education (OME) provides a tremendous support in this effort. All eligible children ages 0-21 are listed on the COE and entered on OMSIS. For the purpose of the Category 1 and Category 2, Oregon submit and only account for children ages 3-21. The OMSIS assigns a unique student identifier to each record, if the record passes the name and date validations e.g., (First and last name, date of birth and guardian's first and last names). The system will not assign an ID if the names are a close match, this would require human intervention to determine the correct record. The system also validates against student's birthdate, enrollment date, and out-of-school (OOS) date if it exceeds 36 months from the QAD or the SEA signature date. Staff also use the MSIX potential duplicate report to assist with identifying duplicates on OMSIS or on MSIX. We find the MSIX Duplicate report very useful and run it periodically. When generating the CSPR child count data and other ED Facts report files, the following algorithm is applied: 1) The child must have resided in the state during the Performance period (09/01/2019-08/31/2020). The determination dates used are enrollment, (OOS), residency verification, and withdrawal. 2) The child is between the ages of 3 to 21 years based on the enrollment, OOS or, residency verification date. 3) The child qualifying arrival date (QAD) is within 36 months. The QAD must be on or after 09/02/2016 of the enroll, out-of-school, or residency verification date. 4) Exclude records where previous year's enrollment reported a Diploma, HSED and Deceased. 5) Exclude records where Continuation of Services (COS) code is 2 or 3. Regarding 2-years turning 3-years, OMEESC generated and distributed the report earlier in the year and each region generates their own list for the remainder of the PY. Students who turned 3 years old between 09/01/19 and 08/31/20 are contacted either face-to-face or by phone to verify residency in the state after their third birthday. Once residency at age three is determined, the data specialist re-enrolls the child on OMSIS using the contact date as the new enroll/OOS date and updates the grade level. The State requires all recruiters and data specialists to go through an extensive training on identification and recruitment (ID&R). Staff are trained on the Title I-C Regulations, Non-Regulatory Guidance, Child Eligibility and Quality Control Procedures, interviewing techniques, completion of the Electronic COE (eCOE), and required to take a Pre/Post Assessment of ID&R to test their knowledge of the information. New recruiters must also shadow a certified recruiter, observe two interviews, conduct three interviews on their own, and complete three eCOEs at the local level. Staff who did not pass the test will have to retake the ID&R class and follow up with the ID&R Specialists. This process ensures the state about recruiter's knowledge and accuracy of future COEs. The Oregon process and guidelines for verifying residency during the performance period (09/01/2019-08/31/2020) are: staff are given a list of eligible students with a QAD greater than 09/01/2016 to follow-up and re-enroll for the PY 19.20, and staff must contact the families after September 1, 2019 to verify residency in the state. Other residency verification practices include checking student's attendance against the local Student Information system. Only students who are present/resident in the districts are re-enroll on OMSIS. Oregon's recruitment practices involve the recruiter inquiring on student who may or may not receive a diploma or HSED. Students who received a diploma or HSED are not documented on the COE. Existing students who received a diploma or HSED are recorded on OMSIS using the Termination Type and Termination Date fields. A record with previously reported Termination Type of Graduated, GED/HSED, or Deceased will not pass the re-enrollment validation and the re-enrollment will be rejected.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every EDFacts data file? Please respond in the table below.

The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.

Yes

Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?

Yes

If MSIX is utilized, please explain how.

Comments
Oregon use the MSIX to resolve conflicts such as names spelling, DOB, parents name, etc.); to verify student's eligibility; to search for history of Qualifying Moves; to notify states of student arrival and departure, to obtain information from other states; to review student test data and high school transcripts, etc. Oregon's MEP staff are active users of MSIX. MSIX training sessions are offered year-round and as needed by regional programs. All Recruiters & Data Staff are encouraged to participate in MSIX training session every year.

Data Quality Comments

2.4.3.2 Quality Control Processes

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	75
The number of eligibility determinations sampled for which a re-interview was completed.	75
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	71

<p>What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.</p>
2019-20

Comments
n/a

FAQ on independent prospective re-interviews:

a. What are independent prospective re-interviews? Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

Obtaining Data from Families	Response
How were the re-interviews conducted	Both
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY2018-19.

Comments
<p>The state of Oregon conducted an independent re-interview and partnered with Washington Migrant Student Data Recruitment and Support (MSDRS) based in Sunnyside, WA, in conjunction with the Washington Office of Superintendent of Public Instruction (OSPI), Migrant and Bilingual Program, Olympia, WA. This partnership has existed for at least seven years. Each state exchanges ID&R personnel and coordinates time slots to re-interview families in the each other's state. This program year, the re-interviews in the first half of the year were done face-to-face. Due to the pandemic, the rest of the re-interviews were conducted by phone.</p>

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

Comments
Seventy-five re-interviews were conducted and completed. Of those, four children were found to be ineligible in three separate regions. Information was gathered from each of the ineligible cases and follow-up training was provided not only to the regional programs involved, but also to the rest of the state.

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?
Yes

Data Quality Comments

2.4.4 Eligible Migratory Children

2.4.4.1 Priority for Services

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having "Priority for Services." The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

FAQ on priority for services:

Who is classified as having “priority for service?” Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

2.4.4.2 English Learners (ELs)

In the table below, provide the unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	ELs During the Performance Period
OREGON	Age 3 through 5 (Not Kindergarten)	.
OREGON	Kindergarten	623
OREGON	Grade 1	768
OREGON	Grade 2	755
OREGON	Grade 3	731
OREGON	Grade 4	711
OREGON	Grade 5	653
OREGON	Grade 6	570
OREGON	Grade 7	518
OREGON	Grade 8	513
OREGON	Grade 9	432
OREGON	Grade 10	387
OREGON	Grade 11	314
OREGON	Grade 12	212
OREGON	Out of school	.
OREGON	Ungraded	9
OREGON	Total	7196

2.4.4.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of eligible migratory children who are also children with disabilities (IDEA) under Part B or Part C of the IDEA. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Children with Disabilities (IDEA) During the Performance Period
OREGON	Age Birth through 2	.
OREGON	Age 3 through 5 (Not Kindergarten)	12
OREGON	Kindergarten	88
OREGON	Grade 1	87
OREGON	Grade 2	100
OREGON	Grade 3	107
OREGON	Grade 4	134
OREGON	Grade 5	132
OREGON	Grade 6	142
OREGON	Grade 7	143
OREGON	Grade 8	131
OREGON	Grade 9	122
OREGON	Grade 10	118
OREGON	Grade 11	93
OREGON	Grade 12	74
OREGON	Out of school	1
OREGON	Ungraded	1
OREGON	Total	1485

2.4.4.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of eligible migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2020 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	QAD During the Performance Period
OREGON	Age Birth through 2	314
OREGON	Age 3 through 5 (Not Kindergarten)	451
OREGON	Kindergarten	106
OREGON	Grade 1	137
OREGON	Grade 2	160
OREGON	Grade 3	139
OREGON	Grade 4	148
OREGON	Grade 5	147
OREGON	Grade 6	139
OREGON	Grade 7	105
OREGON	Grade 8	133
OREGON	Grade 9	122
OREGON	Grade 10	96
OREGON	Grade 11	106
OREGON	Grade 12	60
OREGON	Out of school	667
OREGON	Ungraded	19
OREGON	Total	3049

2.4.5 Academic Status

The following questions collect data about the academic status of eligible migratory students.

2.4.5.1 Dropouts

In the table below, provide the unduplicated number of eligible migratory students who dropped out of school. The total is calculated automatically.

Populated with SEA-LEVEL FS032/DG326

State	Grade	Dropouts During the Performance Period
OREGON	Grade 7	4
OREGON	Grade 8	4
OREGON	Grade 9	4
OREGON	Grade 10	13
OREGON	Grade 11	26
OREGON	Grade 12	58
OREGON	Ungraded	.
OREGON	Total	109

FAQ on Dropouts:

How is “dropouts” defined? The term used for students, who, (1) were enrolled in a school for at least one day during the 2019-20 performance period, (2) were not enrolled at the beginning of the current (2020-21) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2019-20 performance period should not be reported in this item.

2.4.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of eligible migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtained a HSED in your State During the Performance Period
7

Data Quality Comments

2.4.6 MEP Services - During the Performance Period

The following questions collect data about MEP services provided to migratory children during the performance period.

FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA’s comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the unduplicated number of eligible migratory children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Served During the Performance Period
OREGON	Age Birth through 2	43
OREGON	Age 3 through 5 (Not Kindergarten)	1132
OREGON	Kindergarten	601
OREGON	Grade 1	760
OREGON	Grade 2	775
OREGON	Grade 3	833
OREGON	Grade 4	952
OREGON	Grade 5	822
OREGON	Grade 6	880
OREGON	Grade 7	793
OREGON	Grade 8	781
OREGON	Grade 9	804
OREGON	Grade 10	820
OREGON	Grade 11	760
OREGON	Grade 12	735
OREGON	Ungraded	.
OREGON	Out of school	54
OREGON	Total	11545

2.4.6.1 Priority for Services – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having “priority for services” and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Priority for Services During the Performance Period
OREGON	Age 3 through 5 (Not Kindergarten)	.
OREGON	Kindergarten	223
OREGON	Grade 1	281
OREGON	Grade 2	270
OREGON	Grade 3	318
OREGON	Grade 4	362
OREGON	Grade 5	309
OREGON	Grade 6	350
OREGON	Grade 7	281
OREGON	Grade 8	293
OREGON	Grade 9	300
OREGON	Grade 10	305
OREGON	Grade 11	286
OREGON	Grade 12	256
OREGON	Ungraded	.
OREGON	Out of school	.
OREGON	Total	3834

2.4.6.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 1304(e)(2–3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Continuation of Services During the Performance Period
OREGON	Age 3 through 5 (Not Kindergarten)	0
OREGON	Kindergarten	0
OREGON	Grade 1	0
OREGON	Grade 2	0
OREGON	Grade 3	0
OREGON	Grade 4	0
OREGON	Grade 5	0
OREGON	Grade 6	0
OREGON	Grade 7	0
OREGON	Grade 8	0
OREGON	Grade 9	0
OREGON	Grade 10	0
OREGON	Grade 11	0
OREGON	Grade 12	0
OREGON	Ungraded	0
OREGON	Out of school	0
OREGON	Total	0

FAQ on Continuation of Services:

What is Continuation of Services? The “continuation of services” provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

2.4.6.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Instructional Service During the Performance Period
OREGON	Age Birth through 2	7
OREGON	Age 3 through 5 (Not Kindergarten)	994
OREGON	Kindergarten	565
OREGON	Grade 1	694
OREGON	Grade 2	751
OREGON	Grade 3	753
OREGON	Grade 4	892
OREGON	Grade 5	781
OREGON	Grade 6	761
OREGON	Grade 7	761
OREGON	Grade 8	658
OREGON	Grade 9	627
OREGON	Grade 10	645
OREGON	Grade 11	593
OREGON	Grade 12	626
OREGON	Ungraded	.
OREGON	Out of school	6
OREGON	Total	10114

2.4.6.4 Type of Instructional Service – During the Performance Period

In the table below, provide the number of eligible migratory children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
OREGON	Age 3 through 5 (Not Kindergarten)	621	606	.
OREGON	Age Birth through 2	7	7	.
OREGON	Grade 1	621	619	.
OREGON	Grade 10	318	271	641
OREGON	Grade 11	282	239	592
OREGON	Grade 12	330	258	626
OREGON	Grade 2	661	664	.
OREGON	Grade 3	652	661	.
OREGON	Grade 4	789	805	.
OREGON	Grade 5	675	692	.
OREGON	Grade 6	613	652	.
OREGON	Grade 7	626	695	.
OREGON	Grade 8	406	460	640
OREGON	Grade 9	326	307	625
OREGON	Kindergarten	509	499	.
OREGON	Out of school	5	3	6
OREGON	Total	7441	7438	3130
OREGON	Ungraded	.	.	.

FAQ on Types of Instructional Services:

What is “high school credit accrual”? MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

2.4.6.5 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled Support Services, provide the unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
OREGON	Age 3 through 5 (Not Kindergarten)	760	123
OREGON	Age Birth through 2	25	2
OREGON	Grade 1	450	72
OREGON	Grade 10	601	437
OREGON	Grade 11	559	424
OREGON	Grade 12	625	525
OREGON	Grade 2	505	97
OREGON	Grade 3	501	77
OREGON	Grade 4	623	100
OREGON	Grade 5	572	128
OREGON	Grade 6	647	180
OREGON	Grade 7	628	240
OREGON	Grade 8	611	292
OREGON	Grade 9	600	409
OREGON	Kindergarten	354	70
OREGON	Out of school	35	4
OREGON	Total	8096	3180
OREGON	Ungraded	.	.

FAQs on Support Services:

a. What are support services? These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

2.4.7 School Data during the Regular School Year

The following questions are about the enrollment of eligible migratory children in schools during the regular school year.

2.4.7.1 Schools and Enrollment – During the Regular School Year

In the table below, provide the number of public schools that enrolled eligible migratory children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of eligible migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
OREGON	693	15687

2.4.7.2 Schools Where MEP Funds Were Consolidated in SWPs – During the Regular School Year

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of eligible migratory children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514

2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2019 through June 30, 2020.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
 - o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
 - o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
 - o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
 - o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
 - o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

2.5.1 State Agency Title I, Part D Programs and Facilities – Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.5.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	.	.
Juvenile corrections	8	130
Juvenile detention	.	.
Neglected programs	38	164
Other programs	.	.
Total	.	.

FAQ on Programs and Facilities - Subpart 1:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	.
Juvenile corrections	8
Juvenile detention	.
Neglected programs	38
Other programs	.
Total	.

Data Quality Comments

2.5.1.3 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OREGON	Total Long-Term Students Served	1009	.	469	.	.
OREGON	Total Unduplicated Students Served	1447	.	772	.	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OREGON	Children with one or more disabilities (IDEA)	809	.	302	.	.
OREGON	English learner	21	.	34	.	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OREGON	American Indian or Alaska Native	52	.	50	.	.
OREGON	Asian	20	.	4	.	.
OREGON	Black or African American	53	.	73	.	.
OREGON	Hispanic or Latino	191	.	186	.	.
OREGON	Native Hawaiian or Other Pacific	8	.	24	.	.
OREGON	Total	1447	.	772	.	.
OREGON	Two or more races	127	.	47	.	.
OREGON	White	996	.	388	.	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OREGON	Female	551	.	125	.	.
OREGON	Male	867	.	645	.	.
OREGON	Total	1418	.	770	.	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OREGON	10 years old	88	.	.	.	.
OREGON	11 years old	79	.	.	.	.
OREGON	12 years old	118	.	4	.	.
OREGON	13 years old	135	.	18	.	.
OREGON	14 years old	194	.	74	.	.
OREGON	15 years old	203	.	104	.	.
OREGON	16 years old	217	.	180	.	.
OREGON	17 years old	160	.	201	.	.
OREGON	18 years old	41	.	139	.	.
OREGON	19 years old	2	.	45	.	.
OREGON	20 years old	.	.	7	.	.
OREGON	21 years old	.	.	.	.	.
OREGON	3 through 5	8	.	.	.	.
OREGON	6 years old	26	.	.	.	.
OREGON	7 years old	41	.	.	.	.
OREGON	8 years old	67	.	.	.	.
OREGON	9 years old	68	.	.	.	.
OREGON	Total	1447	.	772	.	.

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90–day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785

State	Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OREGON	Enrolled in local district school	586		103		

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
OREGON	Were accepted and/or enrolled into post-secondary education	5	S			108
OREGON	Obtained high school diploma	23	5			100
OREGON	Obtained employment	14	13			209
OREGON	Enrolled in job training courses/programs	22	4			230
OREGON	Enrolled in a GED program	6	S			46
OREGON	Earned high school course credits	459	87			758
OREGON	Earned a GED	3	S			56

State	Outcomes	Juvenile Corrections - 90 Days After Exit	Adult Corrections - In Fac	Adult Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
OREGON	Were accepted and/or enrolled into post-secondary education	21				
OREGON	Obtained high school diploma	10				
OREGON	Obtained employment	43				
OREGON	Enrolled in job training courses/programs	56				
OREGON	Enrolled in a GED program	7				
OREGON	Earned high school course credits	58				
OREGON	Earned a GED	10				

2.5.2 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.5.2.1 Academic Performance in Reading – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OREGON	Negative change	26		21		
OREGON	More than one full grade	87		53		
OREGON	Up to one full grade	186		50		
OREGON	No Change	208		20		
OREGON	Total	507		144		

2.5.2.2 Academic Performance in Mathematics – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
OREGON	Negative change	26		21		
OREGON	More than one full grade	87		53		
OREGON	Up to one full grade	186		50		
OREGON	No Change	208		20		
OREGON	Total	507		144		

2.5.3 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.5.3.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	8	67
Juvenile corrections	2	81
Juvenile detention	9	27
Neglected programs	1	60
Other programs	.	.
Total	20	.

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	8
Juvenile corrections	2
Juvenile detention	9
Neglected programs	1
Other programs	0
Total	20

Data Quality Comments

2.5.3.3 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

Populated with LEA-LEVEL FS127/DG657

State	# of students served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OREGON	Total Long-Term Students Served	275	12	24	60	.
OREGON	Total Unduplicated Students Served	1631	70	1210	250	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OREGON	Children with one or more disabilities (IDEA)	329	26	373	96	.
OREGON	English learner	111	1	68	5	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OREGON	American Indian or Alaska Native	37	1	60	8	.
OREGON	Asian	16	.	5	1	.
OREGON	Black or African American	65	3	122	21	.
OREGON	Hispanic or Latino	644	25	291	50	.
OREGON	Native Hawaiian or Other Pacific	36	1	22	4	.
OREGON	Total	1631	70	1210	250	.
OREGON	Two or more races	95	.	86	16	.
OREGON	White	738	40	624	150	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OREGON	Female	736	21	275	32	.
OREGON	Male	882	49	933	218	.
OREGON	Total	1618	70	1208	250	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OREGON	10 years old	.	.	1	.	.
OREGON	11 years old	2	.	.	.	.
OREGON	12 years old	21	.	20	2	.
OREGON	13 years old	54	.	55	13	.
OREGON	14 years old	102	.	145	19	.
OREGON	15 years old	213	4	242	41	.
OREGON	16 years old	304	18	292	55	.
OREGON	17 years old	441	24	293	44	.
OREGON	18 years old	296	17	137	57	.
OREGON	19 years old	132	6	19	16	.
OREGON	20 years old	52	1	4	3	.
OREGON	21 years old	14	.	2	.	.
OREGON	3 through 5	.	.	.	.	.
OREGON	6 years old	.	.	.	.	.
OREGON	7 years old	.	.	.	.	.
OREGON	8 years old	.	.	.	.	.
OREGON	9 years old	.	.	.	.	.
OREGON	Total	1631	70	1210	250	.

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic, career and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784

State	Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OREGON	Enrolled in local district school	30	S	S	S	

State	Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
OREGON	Were accepted and/or enrolled into post-secondary education	4	S	4	S	S
OREGON	Obtained high school diploma	223	S	S	S	5
OREGON	Obtained employment	12	S	S	S	S
OREGON	Enrolled in job training courses/programs	9	S	4	S	45
OREGON	Enrolled in a GED program	338	12	S	S	21
OREGON	Earned high school course credits	1384	732	69	S	539
OREGON	Earned a GED	82	S	S	S	4

State	Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
OREGON	Were accepted and/or enrolled into post-secondary education	S	S	S		
OREGON	Obtained high school diploma	S	14	S		
OREGON	Obtained employment	S	10	S		
OREGON	Enrolled in job training courses/programs	S	55	S		
OREGON	Enrolled in a GED program	S	37	S		
OREGON	Earned high school course credits	S	250	S		
OREGON	Earned a GED	S	11	S		

2.5.3.5 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.5.3.5.1 Academic Performance in Reading – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data(Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OREGON	More than one full grade	24	S	S	18	
OREGON	Negative change	8	S	S	S	
OREGON	No change	45	6	3	S	
OREGON	Up to one full grade	180	6	6	35	
OREGON	Total	257	12	14	60	

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019, through June 30, 2020.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.5.3.5.2 Academic Performance in Mathematics – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data(Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
OREGON	Negative change	5	S	S	S	
OREGON	More than one full grade	7	S	4	18	
OREGON	No change	37	4	S	S	
OREGON	Up to one full grade	46	8	6	36	
OREGON	Total	95	12	15	60	

2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$4,952,744
Safe and Healthy Students	\$3,267,124
Effective Use of Technology	\$1,935,533

Data Quality Comments

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the “Any” category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	74
Safe and Healthy Students	74
Effective Use of Technology	69
Any Content Area	144

Data Quality Comments

2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2019-20?
Yes

Data Quality Comments

2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
47

Data Quality Comments

2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	30
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	4
Student Support and Enrichment Grants (Title IV, Part A)	34	10
Supporting Effective Instruction (Title II, Part A)	25	9

Data Quality Comments

In the table below provide the total amount of FY 2019 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$2,452,881
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$278,183
Student Support and Enrichment Grants (Title IV, Part A)	\$2,260,386	\$3,645,615
Supporting Effective Instruction (Title II, Part A)	\$4,283,138	\$166,845

Data Quality Comments

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2019-20 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	12
Activities authorized under Part A of Title II	13
Activities authorized under Title III	1
Activities authorized under Part A of Title IV	11
Parental involvement activities	3

Data Quality Comments

2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments

The Oregon Department of Education (ODE) used the Rural Education Achievement Program grants to assist rural districts in meeting the state's interim and long-term goals identified in Oregon's Accountability System. Districts receiving REAP funds will identify needs from the district's Comprehensive Needs Assessment based on state and local data to determine priorities and where resources are needed. Districts will choose appropriate strategies based on their needs assessment and leverage resources appropriately, including REAP funds, to improve student outcomes.

2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
ODE provided regional technical assistance and trainings to all districts to support districts in the completion of their budget application. In addition, the state provided one-on-one assistance to address any questions, assist in developing program plans, and troubleshoot any concerns. The district application will address which activities under the Rural and Low-Income School Program they will be participating in and describe program objectives and outcomes specifically addressing how these funds will help students meet the challenging State academic standards.

2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
ODE used a formula based process determined by the average daily attendance in each eligible LEA.

2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	0

Data Quality Comments
TA for this program was done at the same time as other programs, those programs absorbed the cost

2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside of report

Data Quality Comments

2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614

State	Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.
OREGON	71	81.6