

High School and College Completion in Oregon: Trends, Outcomes, and Opportunities



Salam Noor

Deputy Superintendent of Public Instruction

Oregon Department of Education

Ben Cannon

Executive Director

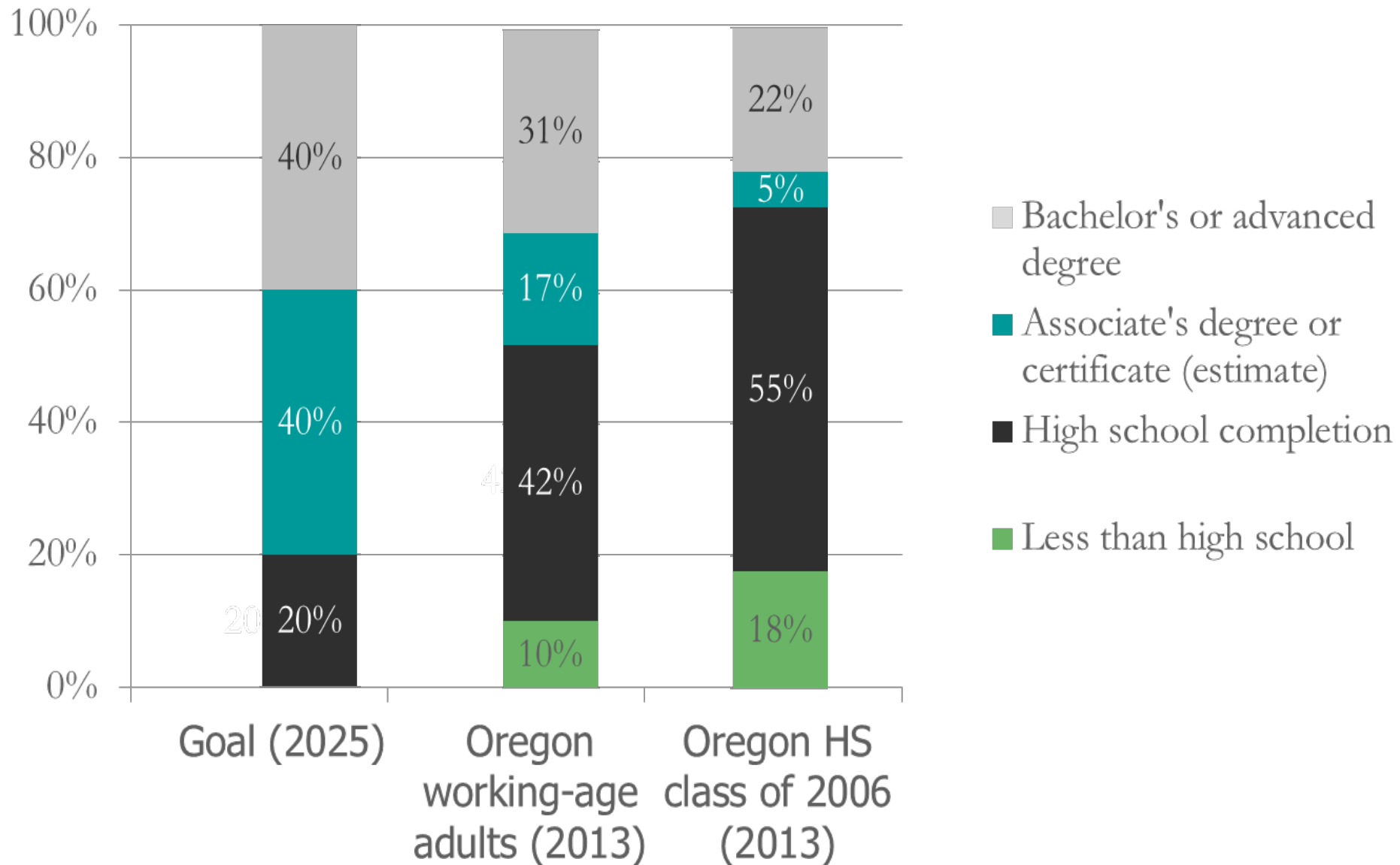
Oregon Higher Education Coordinating Commission

Lindsey Capps

Education Policy Advisor, Governor Kate Brown

Acting Chief Education Officer

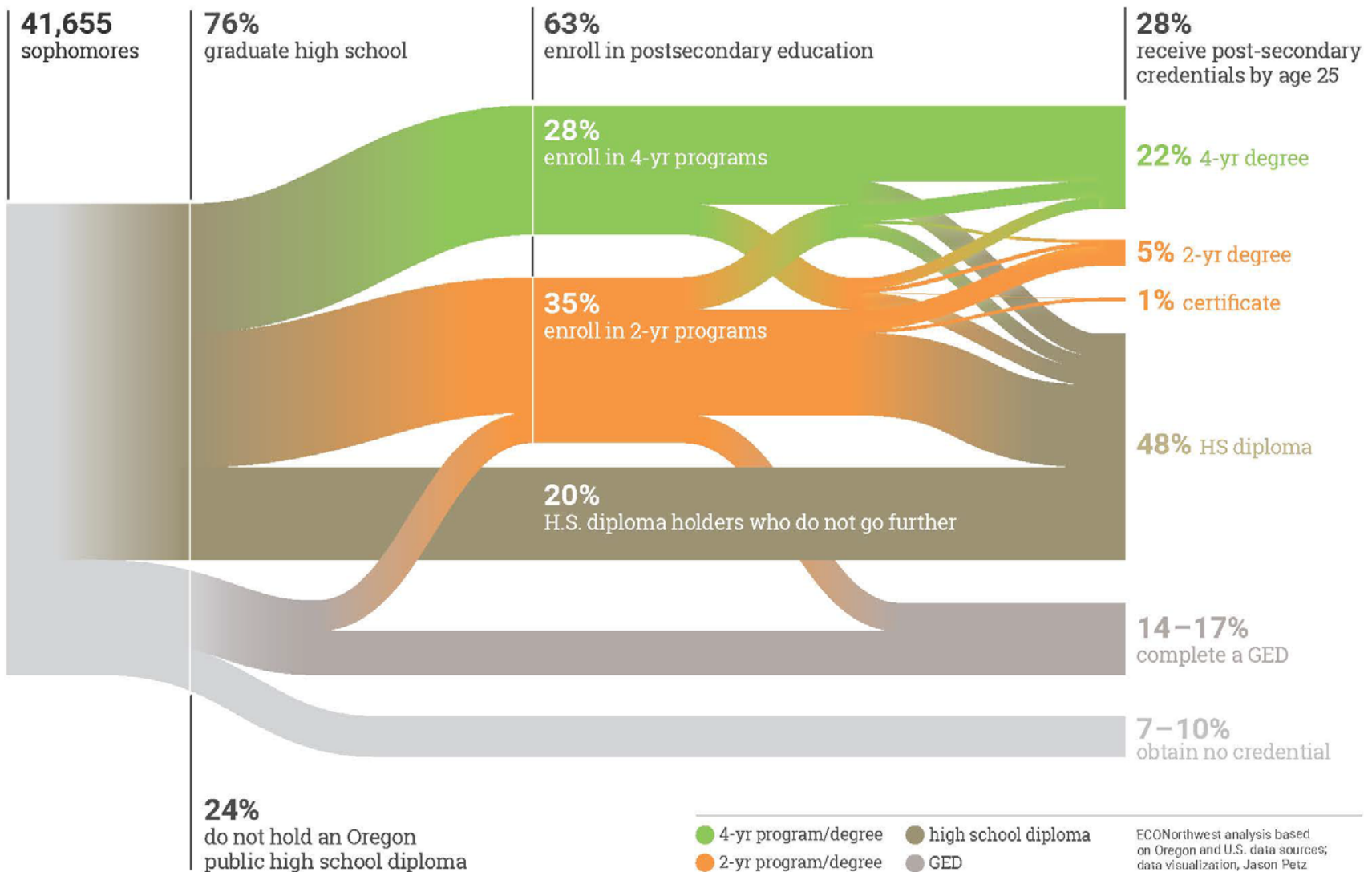
Snapshot: 40-40-20



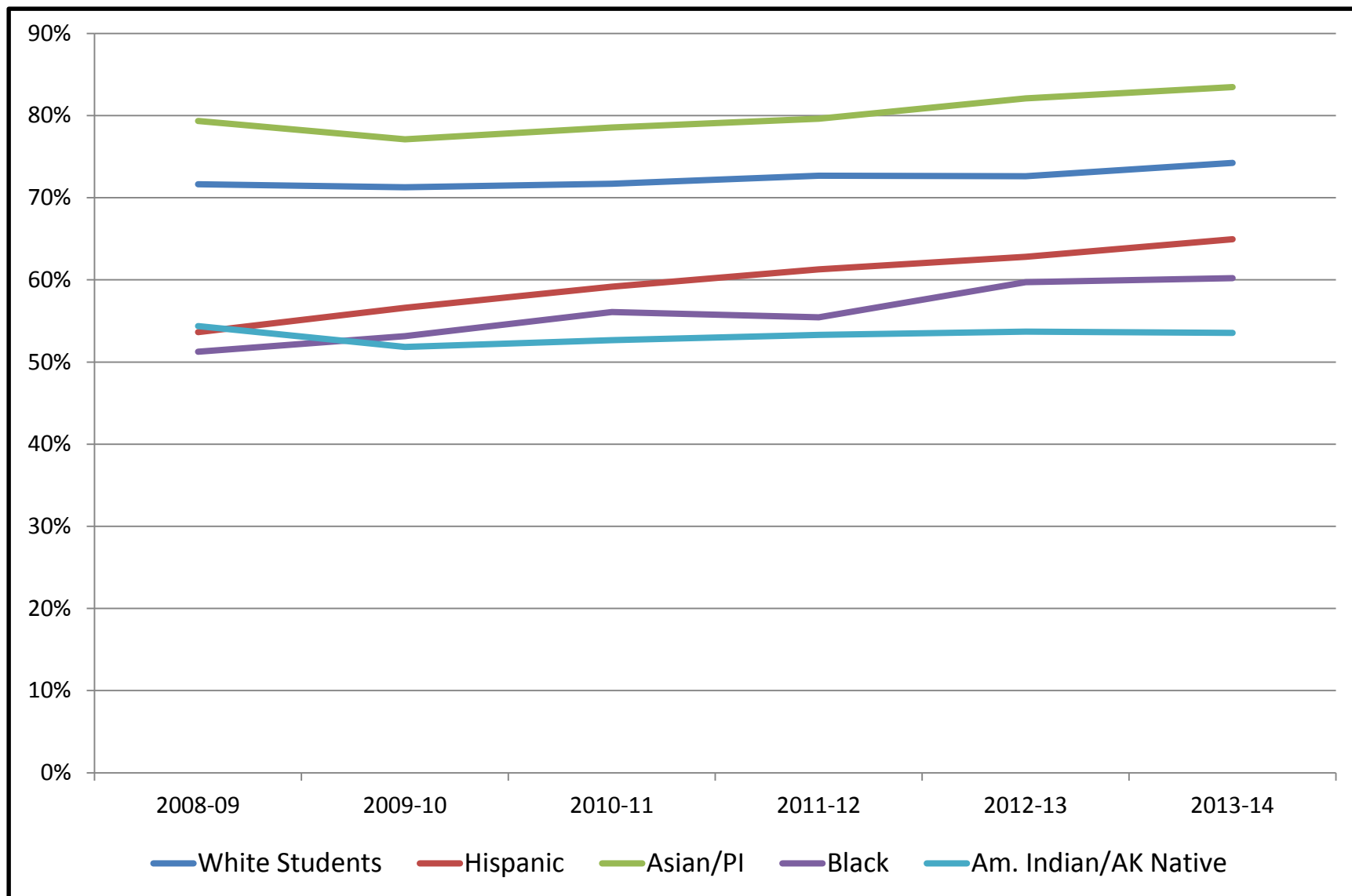
The Education Pathway

Where the Oregon public high school class of 2006* went over the next nine years

*sophomores in 2003-04

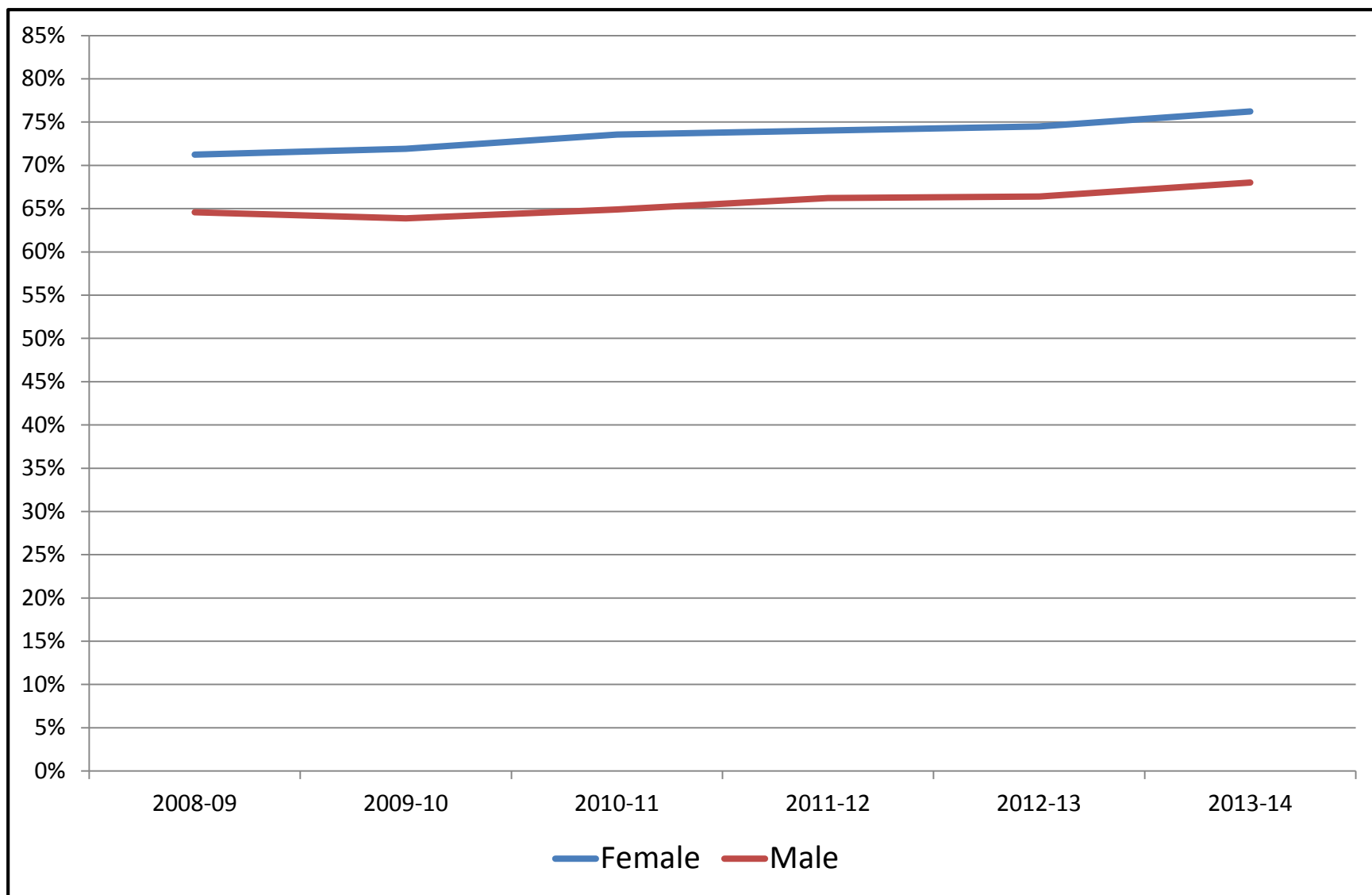


4-Year High School Graduation Rates* By Ethnicity



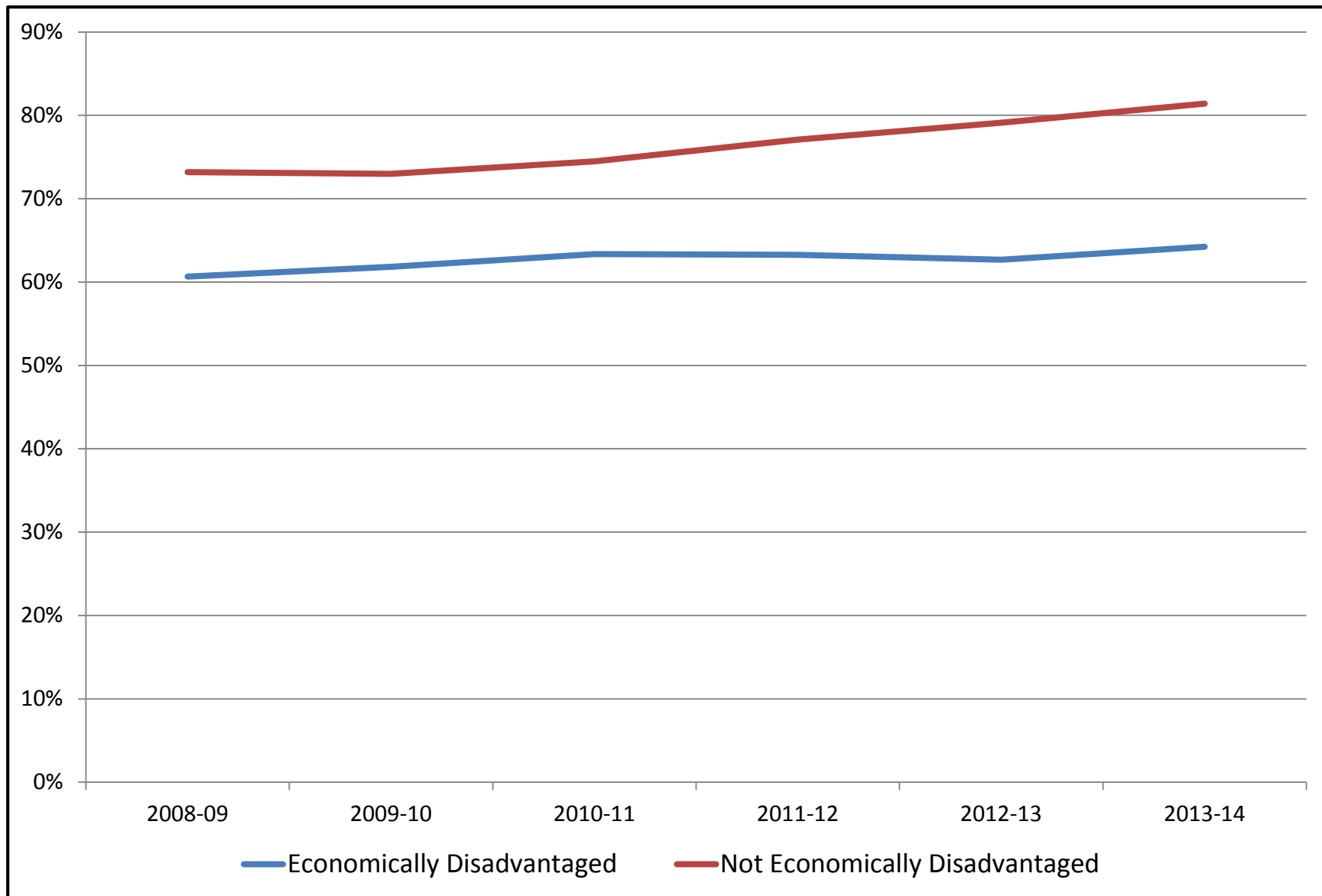
*Students graduating within 4 years with a regular or modified diploma

4-Year High School Graduation Rates* By Gender



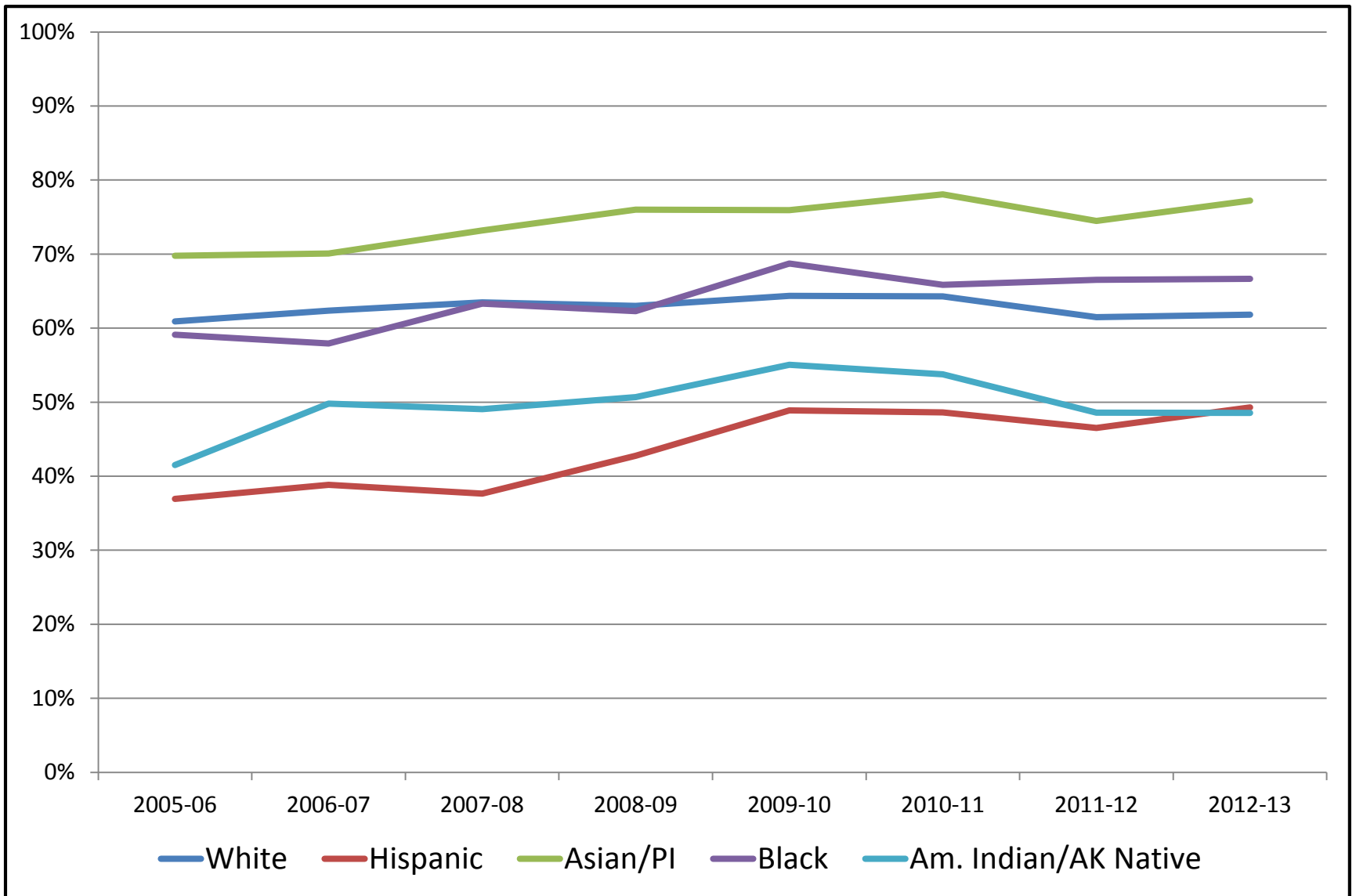
*Students graduating within 4 years with a regular or modified diploma

4-Year High School Graduation Rates By Economic Status*



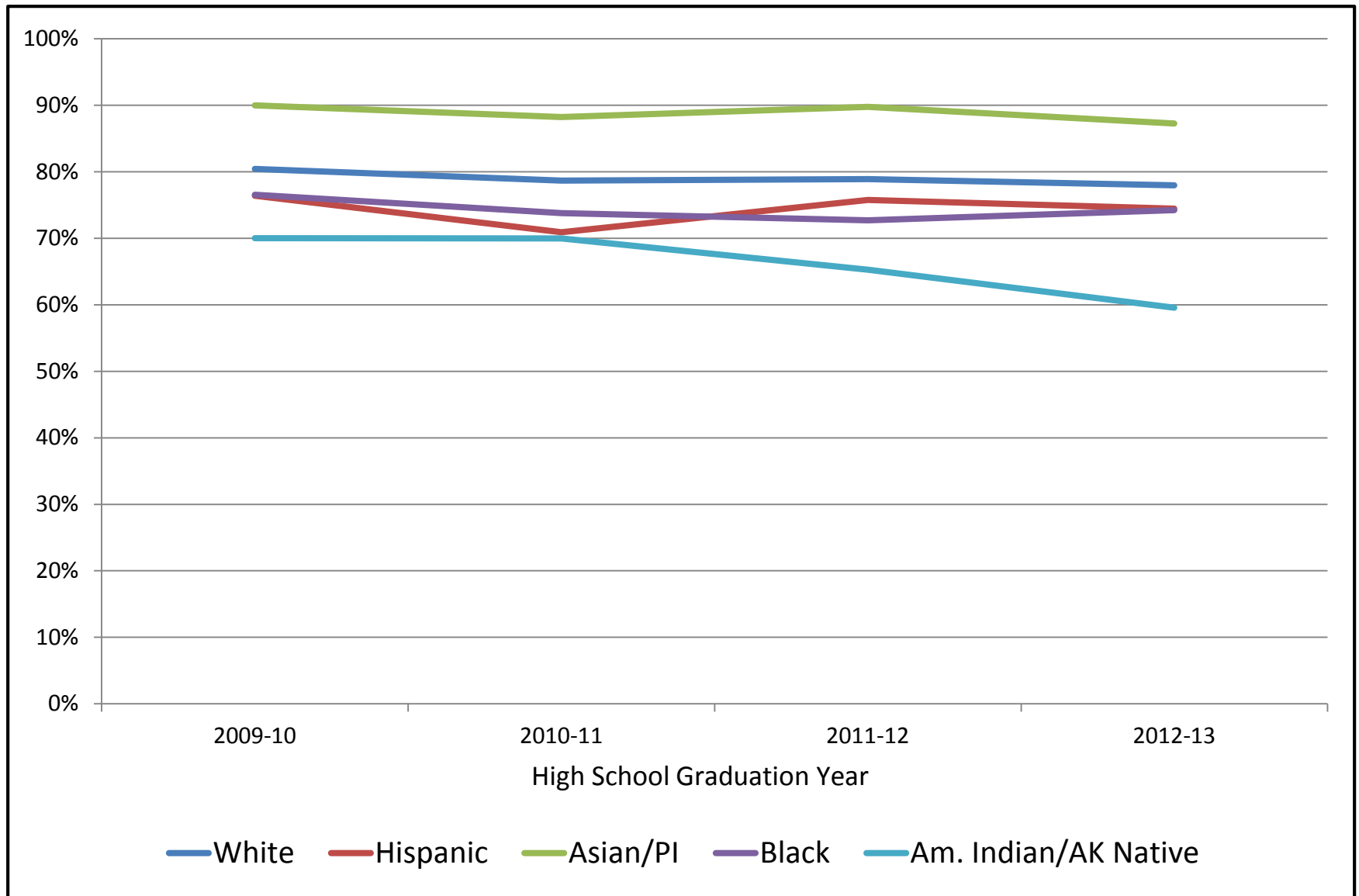
*Students graduating within 4 years with a regular or modified diploma

College-Going*: By Ethnicity



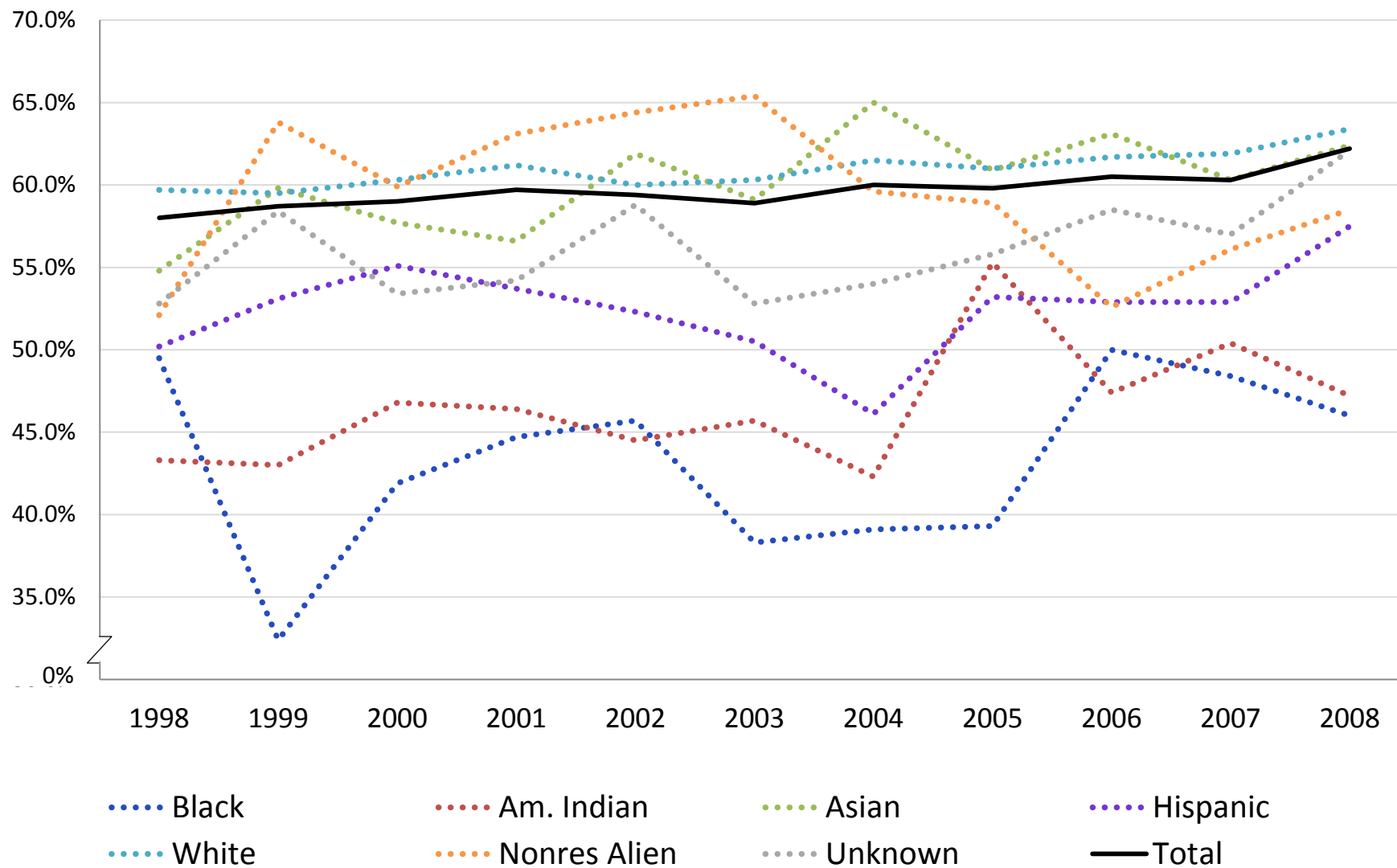
*Percent of high school graduates enrolling in college (US) within 16 months of high school graduation

Trends in College Second Year Persistence by Ethnicity*

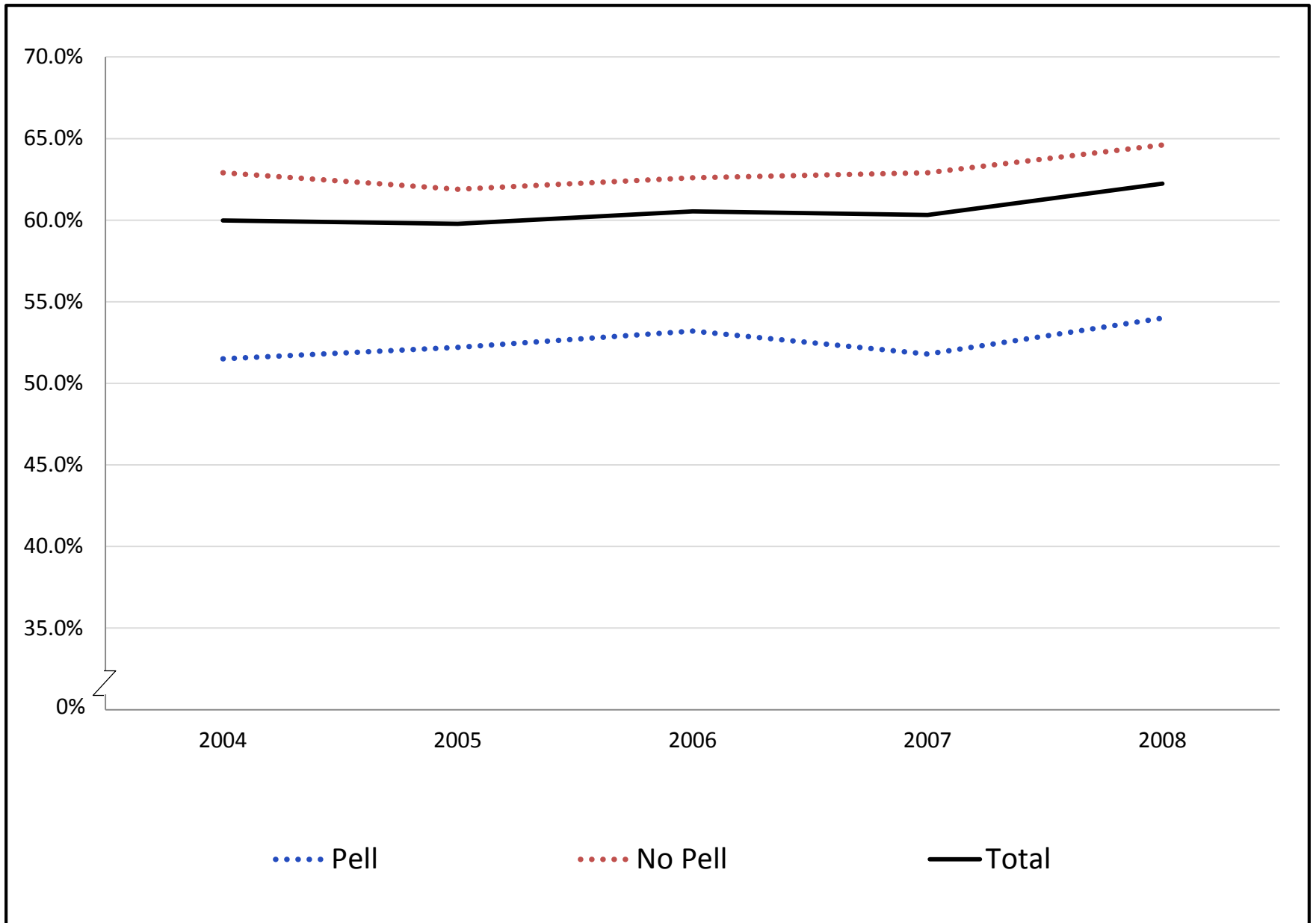


*Percent of college freshmen returning for their sophomore year

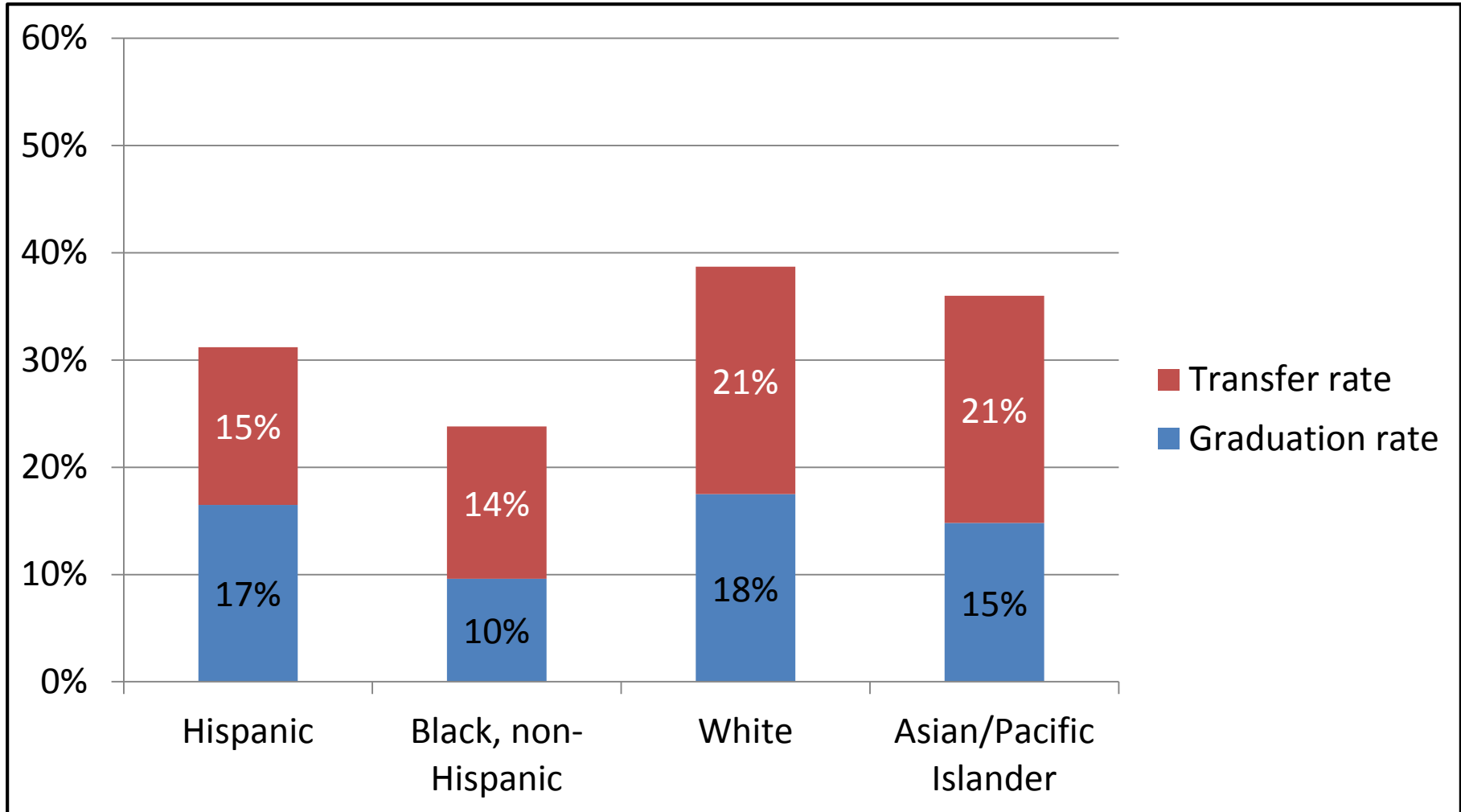
Six-Year Grad Rate of OR Public University Entering Freshmen by Race/Ethnicity, Fall Cohort, 1998 through 2008 Cohorts



Six-Year Grad Rate of OR Public University Entering Freshmen by Pell Status, 2004 through 2008 Cohorts

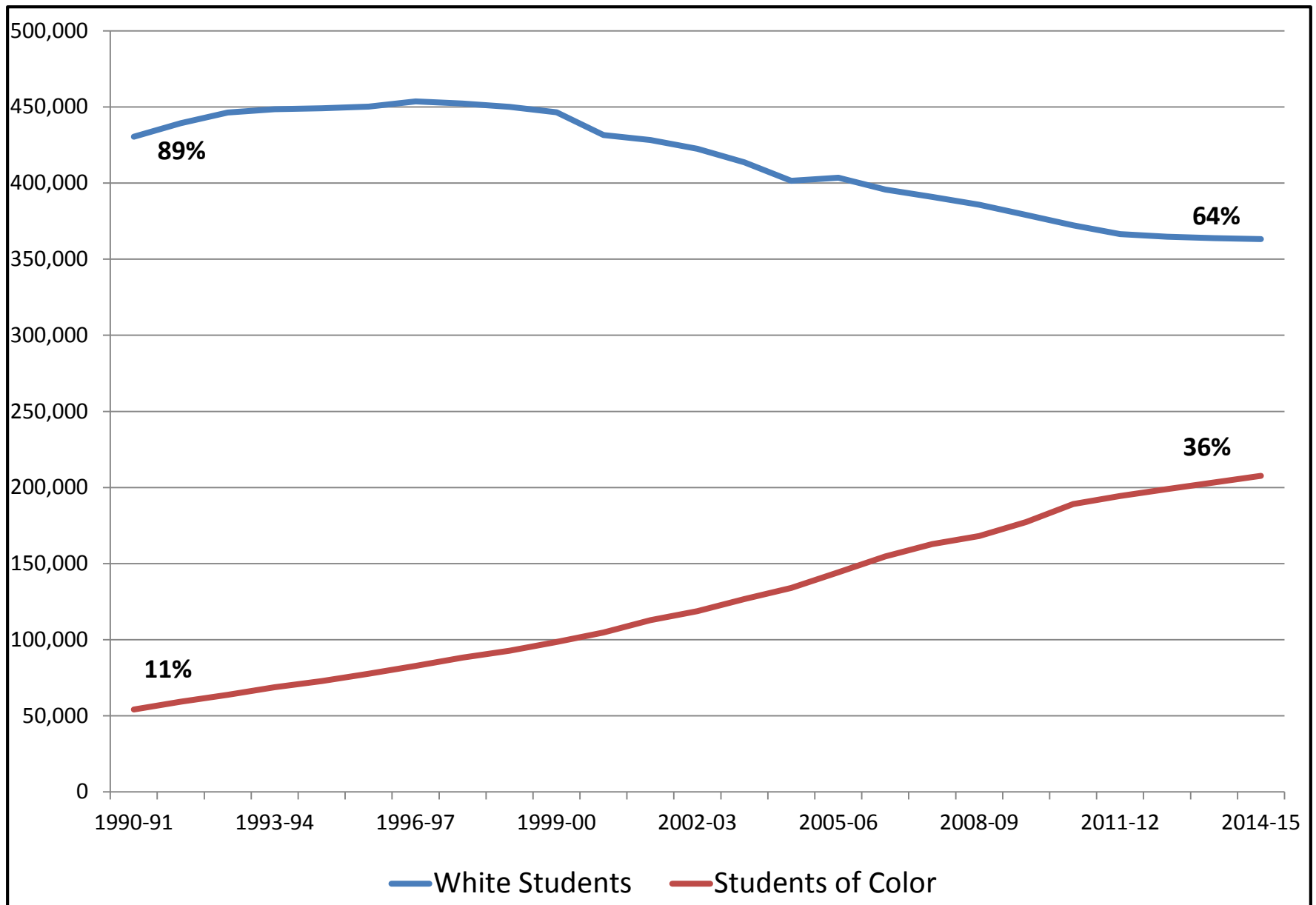


Oregon Community College completion and transfer rates, by race/ethnicity (2008-09 cohorts)



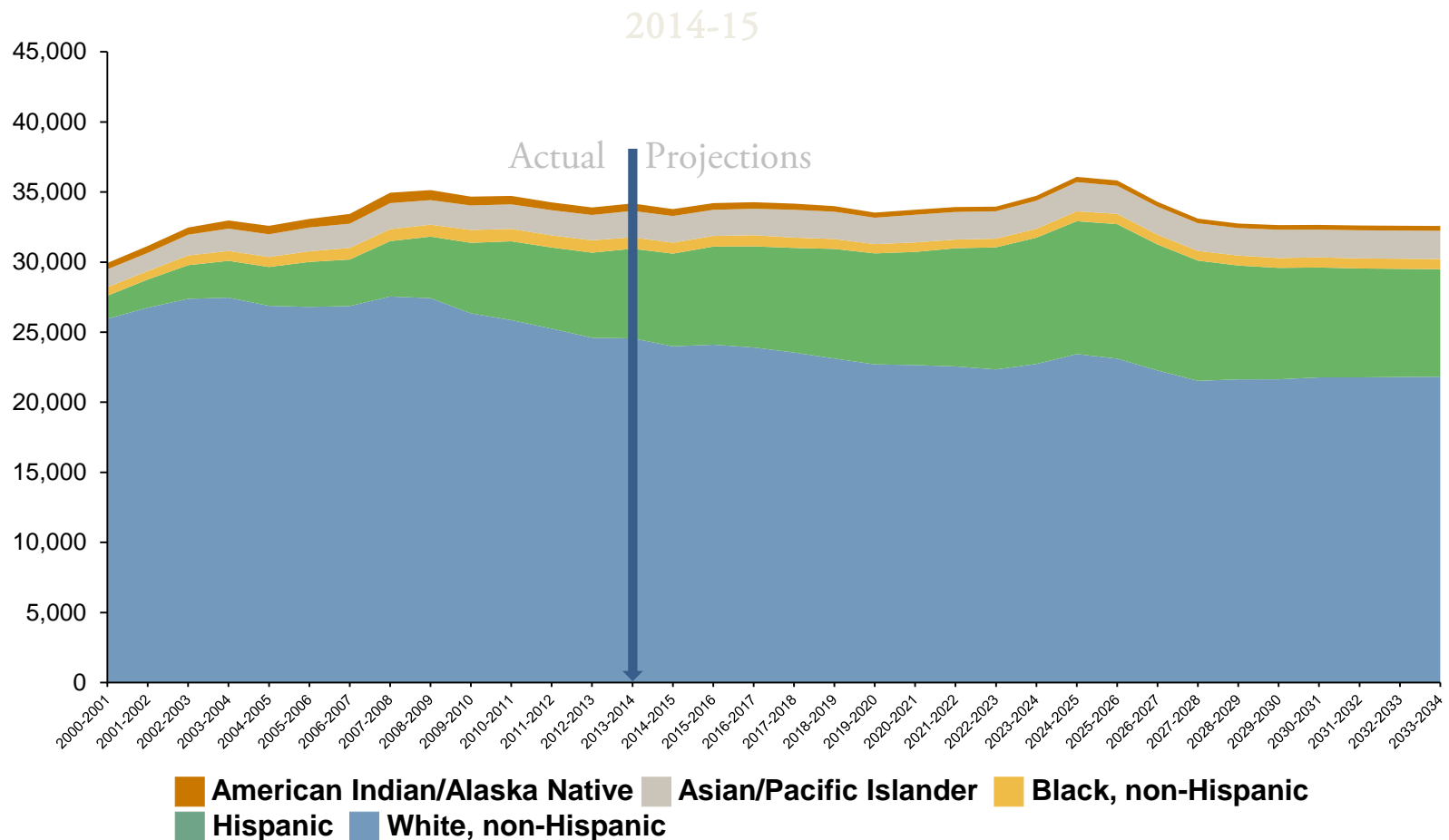
Graduation rates of entering students, Fall 2009 through 200% of expected program time
Transfer rates of entering students to four-year institutions, Fall 2008 through Summer 2012
Source: Complete College America

Context: increasing diversity (K-12 enrollment)



Context: increasing diversity

Oregon Public High School Graduates by Race/Ethnicity, Actual and Projected



Boosting Student Outcomes and Completion

- College and Career Ready Standards (Common Core State Standards); new state assessment (SBAC)
- Smoother Transitions to Post Secondary Education
 - College Credit in High School
 - Aligned standards and placement
- Statewide CTE/STEM Investments
- Funding higher education outcomes
- College affordability investments
- Commitment to Equity
 - Full Day Kindergarten
 - Early Learning System
 - Native American/Indian State Plan
 - English Learner Plan
 - African-American Student Success Plan



Graduation Matters!

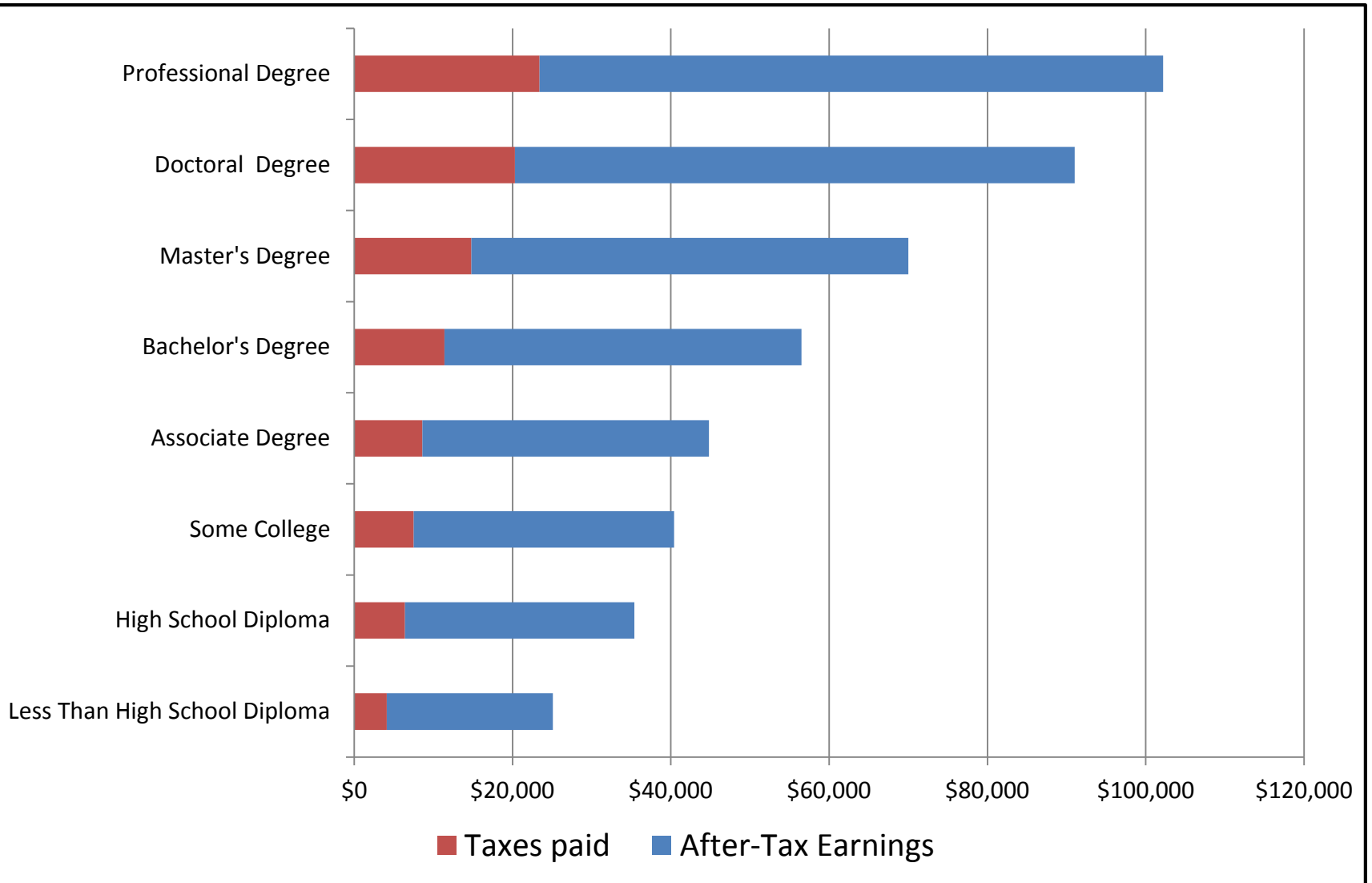
Successful Students!

Healthy Communities!

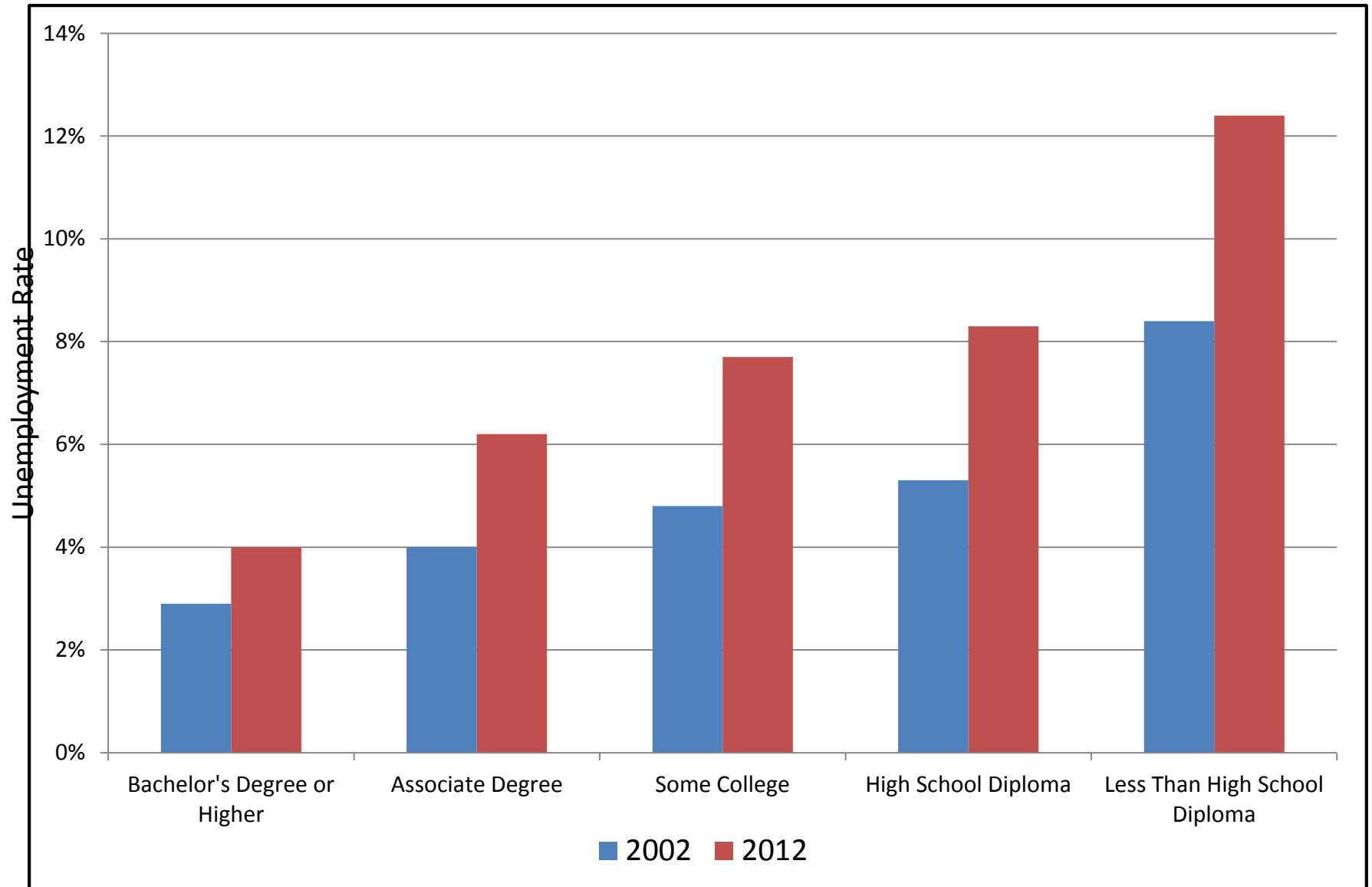
Productive Citizens!



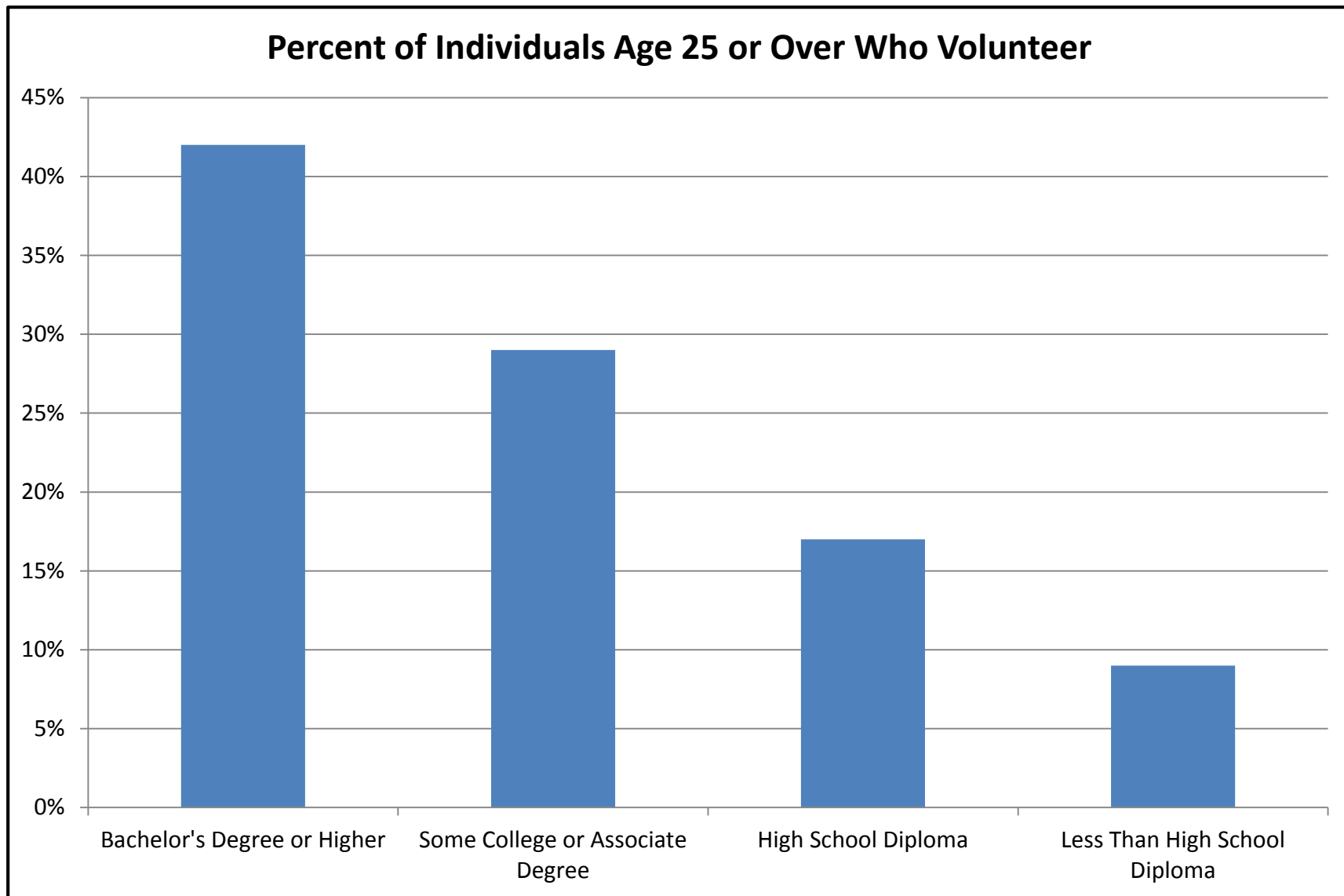
Relationship of Education to Annual Earnings



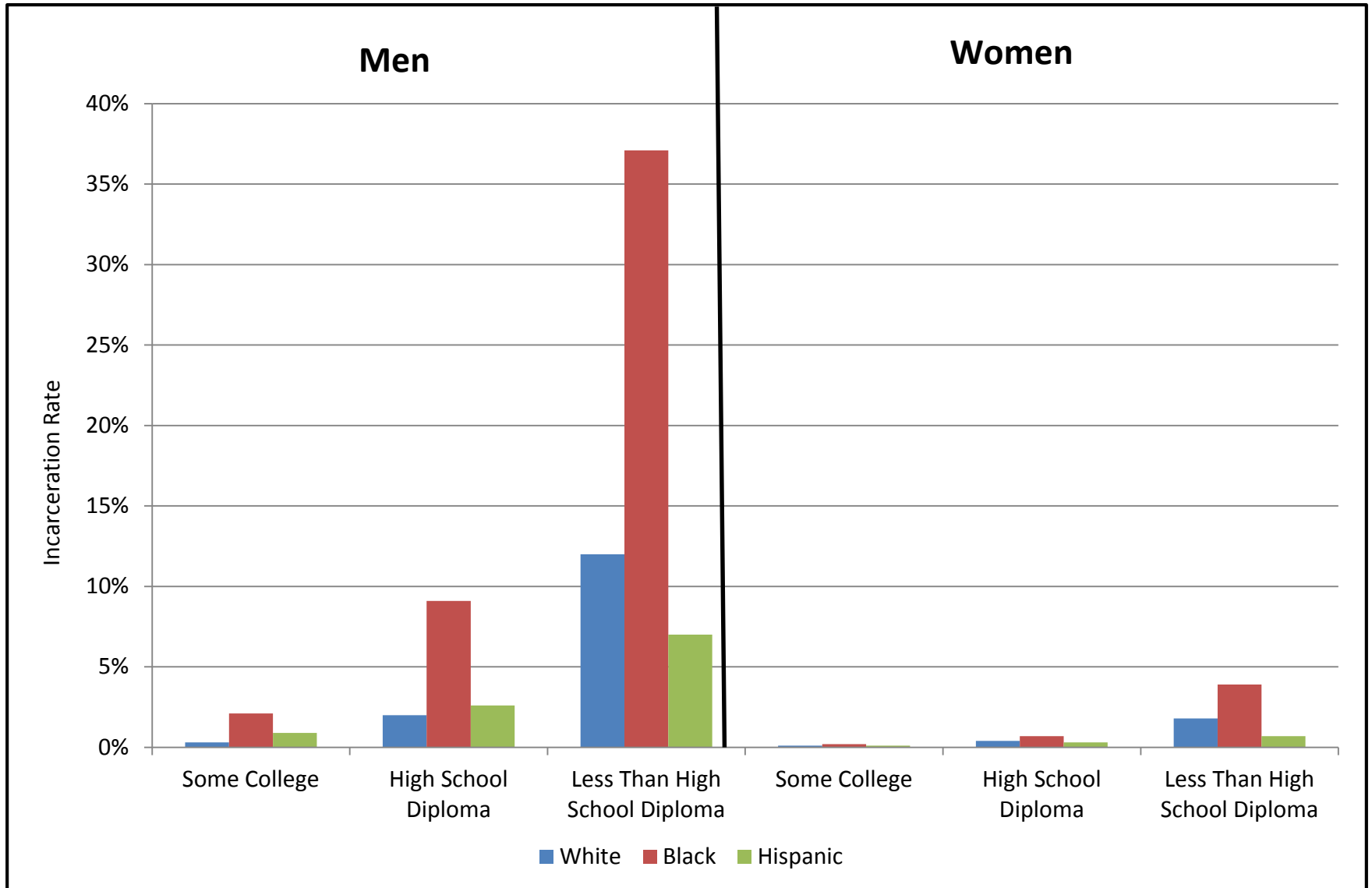
Relationship of Education to Unemployment



Relationship of Education to Civic Involvement



Relationship of Education to Incarceration

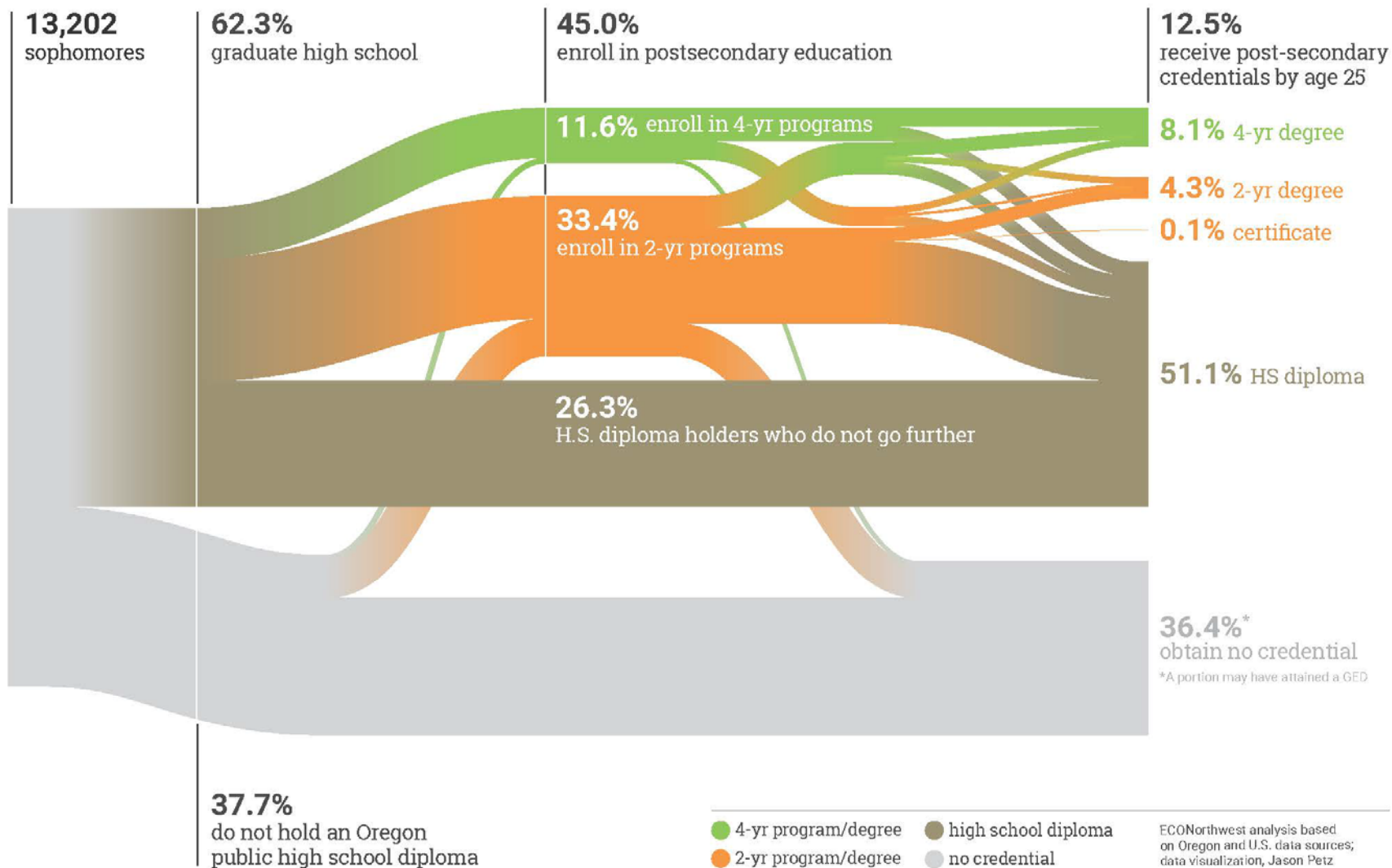


The Education Pathway

FREE OR REDUCED LUNCH (FRL) STUDENTS

Where the Oregon public high school class of 2006* went over the next nine years

*sophomores in 2003-04



ECONorthwest analysis based on Oregon and U.S. data sources; data visualization, Jason Petz

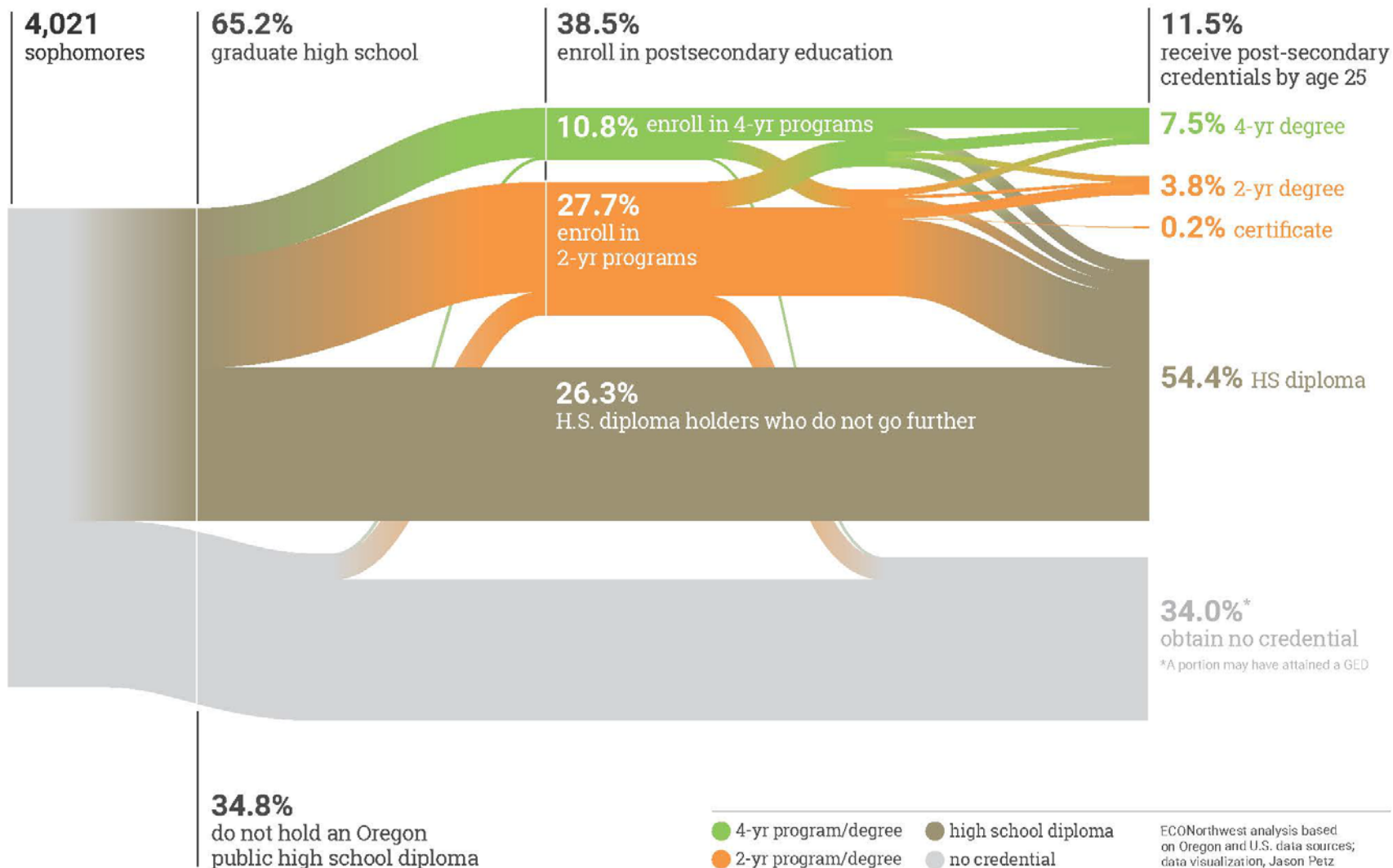
To learn more: oregonlearns.org

The Education Pathway

LATINO STUDENTS

Where the Oregon public high school class of 2006* went over the next nine years

*sophomores in 2003-04



ECONorthwest analysis based on Oregon and U.S. data sources; data visualization, Jason Petz

To learn more: oregonlearns.org

Preparing all for 40-40-20: Oregon students increasingly diverse

Increasing diversity	Hispanic/Latino growth	New approaches for 40-40-20
The fastest growing youth populations are among Oregonians who currently have low high school completion and college-going rates.	From 2008 to 2028, Hispanic/Latino Oregon high school graduates are expected to nearly triple from 12% to 33% of all graduates.	The educational system will need to better serve first-generation students, low-income students, rural students, students of all ages, and students of color.

Are Students Ready?

- Oregon student participation in remedial education has increased from 47% in 2005 to 67% in 2010
- Two out of three Oregon recent HS grads on federal aid participated in developmental education.
- Black, Hispanic, and American Indian students more likely than white students to be enrolled in developmental education classes in Oregon community colleges.
- Students' college persistence and completion rates decrease based on the level of math and English classes in which students are first enrolled
- Oregon still lags behind the national average of students taking at least one AP course in High School.