



American Indian/ Alaska Native Students in Oregon:

A Review of Key Indicators

Oregon Department of Education



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Oregon Department of Education

Colt Gill
Acting Deputy Superintendent of Public Instruction

Acknowledgements

C. Blake Whitson, Research Analyst – Office of Accountability, Research and Information Services
April Campbell, Advisor to the Deputy State Superintendent on Indian Education – Office of the Deputy Superintendent
Ramona Halcomb, Education Program Specialist – Office of the Deputy Superintendent

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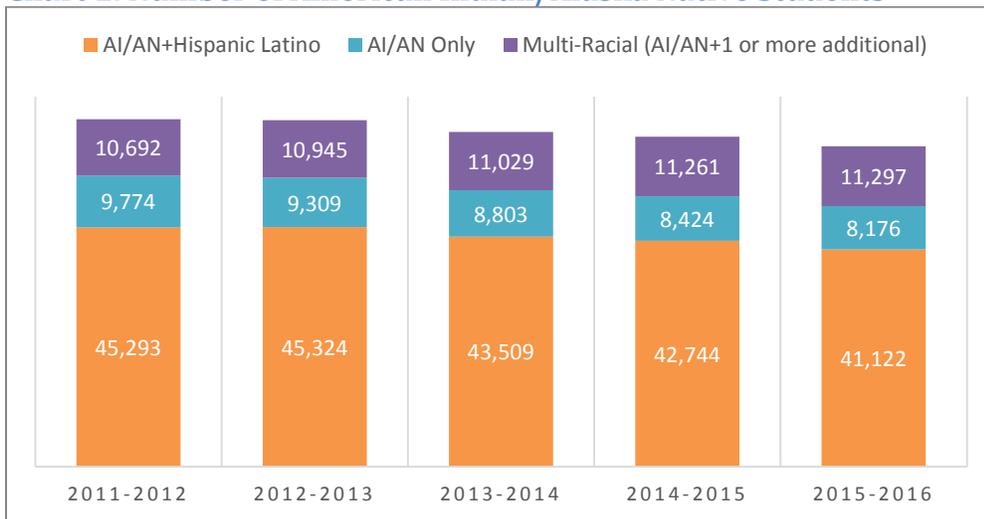
About this Report

The American Indian/Alaska Native Students in Oregon report has been prepared by the Office of Accountability, Research and Information Services for the Advisor to the Deputy Superintendent of Public Instruction on Indian Education. It is being made available to the public and interested stakeholders to further conversations about improving outcomes for Oregon’s Native student population.

American Indian/Alaska Native Definition

Education Northwest identifies multiple challenges in the identification of American Indian/Alaska Native (AI/AN) students mostly due to changes in federal reporting requirements as well as students’ complex ancestries¹. Due to a 2007 revision to U.S. Department of Education policies, students who identify as AI/AN and Hispanic/Latino are counted as Hispanic/Latino for reporting purposes. The same is true for students who claim two or more races. These students’ individual racial categories are combined into one generic “two or more races” or “multi-racial” category. Chart 1 shows that for the 2015-16 school year, 60,595 students self-identified as AI/AN. Of those, 41,122 were counted as Hispanic/Latino and 11,297 were counted as Multi-Racial (Two or more races). This leaves 8,176 students identified and reported as being American Indian/Alaska Native. For the remainder of this report, data will be based on those students identified and reported as American Indian/Alaska Native only.

Chart 1: Number of American Indian/Alaska Native Students



Data Sources

Most of the data included in this report is publicly available on the Oregon Department of Education (ODE) website at <http://www.oregon.gov/ode/reports-and-data/Pages/default.aspx>.

¹ Obscured Identities: Improving the Accuracy of Identification of American Indian and Alaska Native Students – Education Northwest: <http://educationnorthwest.org/sites/default/files/resources/obscured-identities-report.pdf>

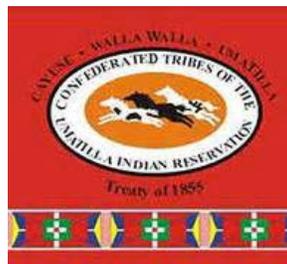
Part A: American Indian/Alaska Native Demographics

Part A of this report looks at the demographics of American Indian/Alaska Native students in Oregon. Included are breakdowns of the student to teacher/administrator ratio for American Indian/Alaska Native students, a map showing the geographic distribution of American Indian/Alaska Native students within the state, and breakdowns of the percentage of American Indian/Alaska Native Students for economically disadvantaged status and percent identified as having a disability and receiving special education services.

This part includes four sections:

- Section 1: American Indian/Alaska Native Population of Oregon
- Section 2: Geographic Distribution of American Indian/Alaska Native Students
- Section 3: Economically Disadvantaged status among American Indian/Alaska Natives
- Section 4: Students with a Disability Receiving Special Education Services

The Nine Federally Recognized Tribes of Oregon:



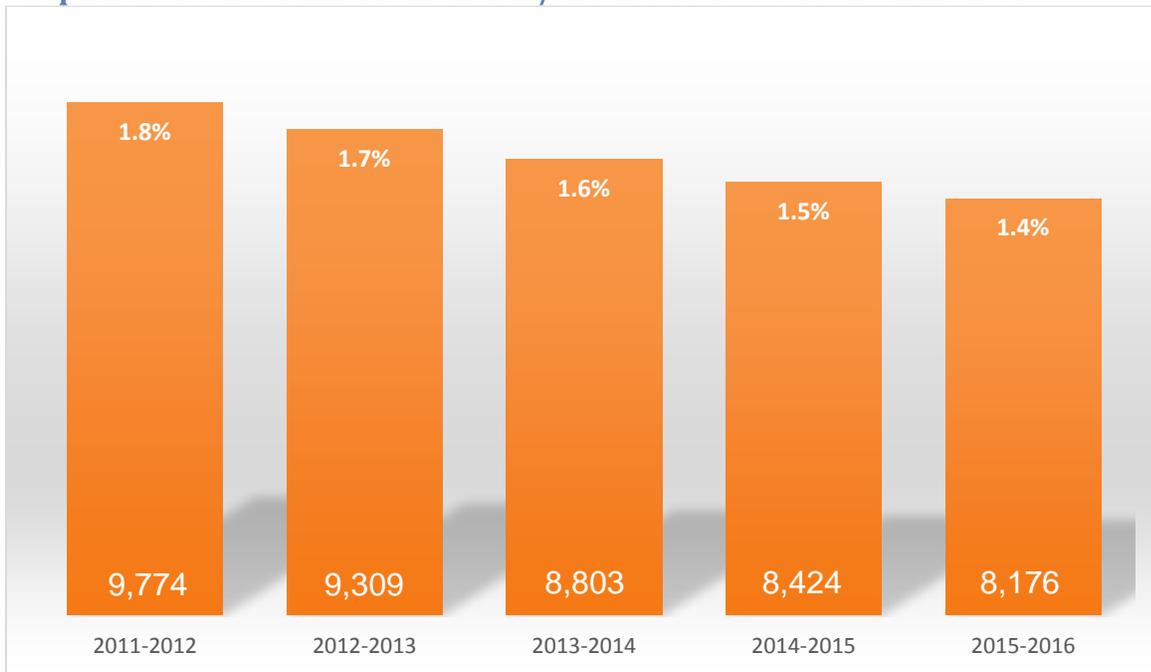
Burns Paiute

Links to the Oregon Tribal Websites may be found [HERE](#)

Section 1: American Indian/Alaska Native Population of Oregon

Per the 2010 Census, approximately 1.4 percent of Oregon residents identified as non-Hispanic American Indian/Alaska Native. 2016 American Community Survey estimates put them at 1.8 percent of the state population. As graph 2 indicates, this closely aligns with the percent of enrolled students who identified as American Indian/Alaska Native. For the 2011-12 school year, 1.8 percent of students identified as American Indian/Alaska Native. As the graph indicates, this number has been steadily declining, reaching 1.4 percent for the 2015-16 school year.

Graph 2: Percent of American Indian/Alaska Native Students Enrolled



Graph 3: American Indian/Alaska Native Teachers and Administrators

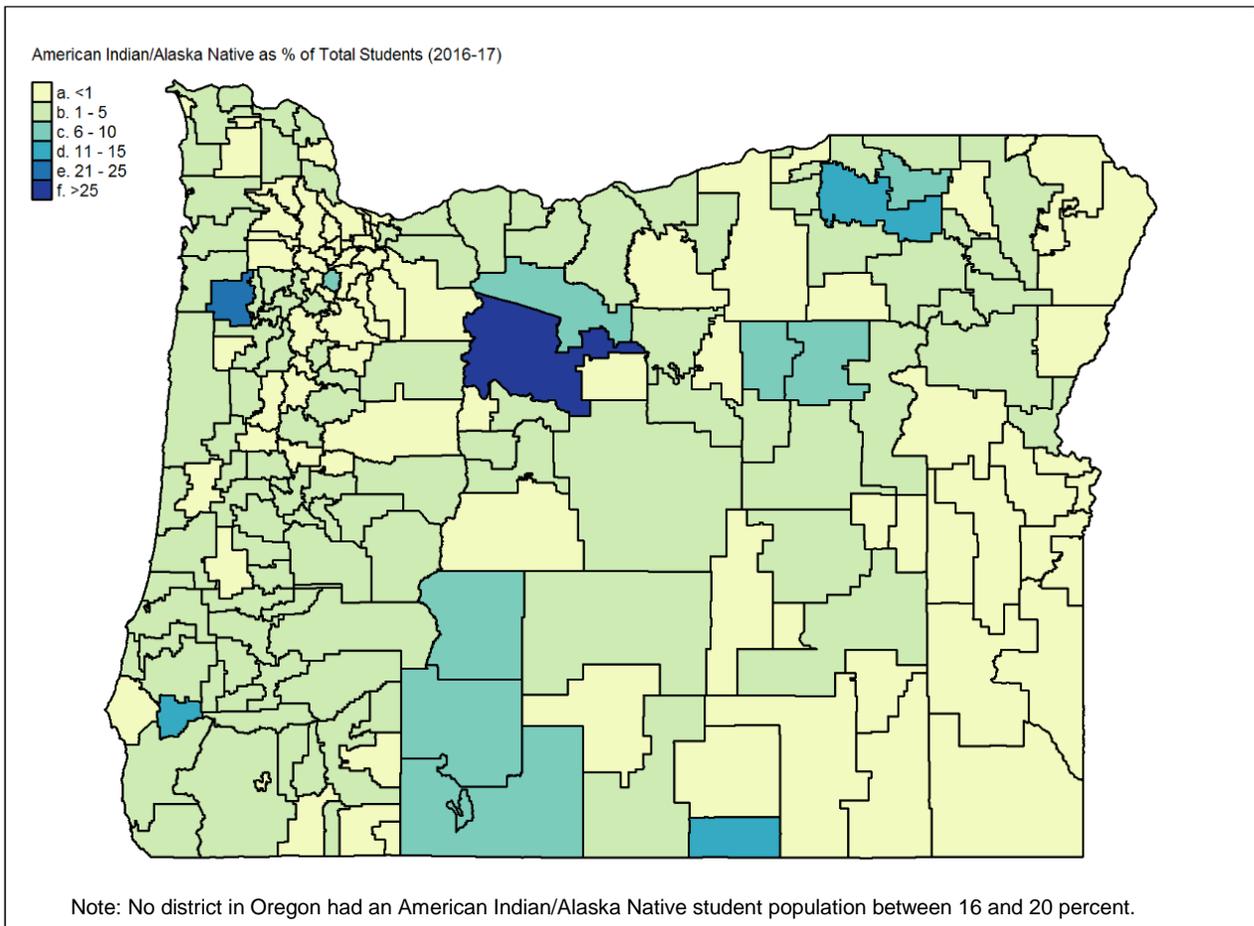


When looking at teachers and administrators, less than 1 percent identify as American Indian/Alaska Native. As with the number of students who identify as American Indian/Alaska Native, we have seen a decline in the number of teachers and administrators. Statewide, this creates a ratio of 50 students who identify as AI/AN to every teacher who does.

Section 2: Geographic Distribution of American Indian/Alaska Native Students

For 2016-17, 1.4 percent of Oregon students self-identified as American Indian/Alaska Native. When looking at the district level, student self-identification as American Indian/Alaska Native ranges from 0.10 percent to 34.5 percent. The district with the highest percentage of American Indian/Alaska Native students is the Jefferson School District at 34.5 percent, followed by the Willamina School District at 22.8 percent. Overall, five districts have more than 10 percent of their students identified as American Indian/Alaska Native, while an additional 11 have between 5 percent and 10 percent.

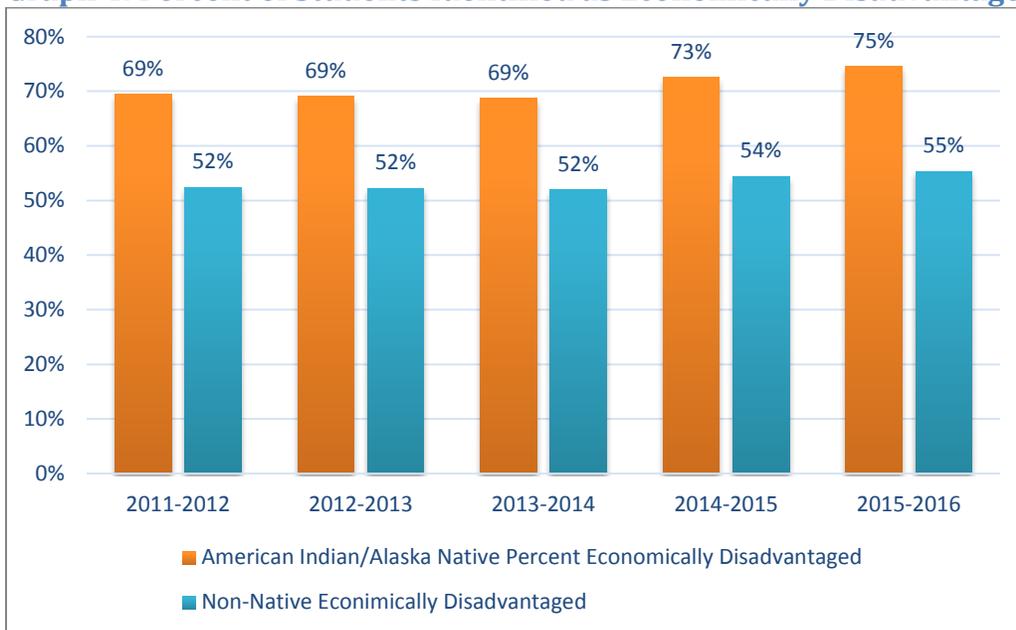
Map 1: American Indian/Alaska Native as Percent of Total Students by District 2016-17



Section 3: Economically Disadvantaged Status among American Indian/Alaska Native Students

In Oregon, a student’s economically disadvantaged status is determined by his or her eligibility for free and reduced lunch. This is complicated by the Community Eligibility Provision which allows all students in a district to be free and reduced eligible if a certain percent of the population is in poverty. For Non-Native students, 52 percent were identified as economically disadvantaged in the 2011-12 school year, increasing to 55 percent during the 2015-16 school year. Graph 4, below, shows that for American Indian/Alaska Native students, 69 percent were identified as economically disadvantaged during the 2011-12 school year and that number has increased to 75 percent for 2015-16, outpacing the increase in economic disadvantage for all students.

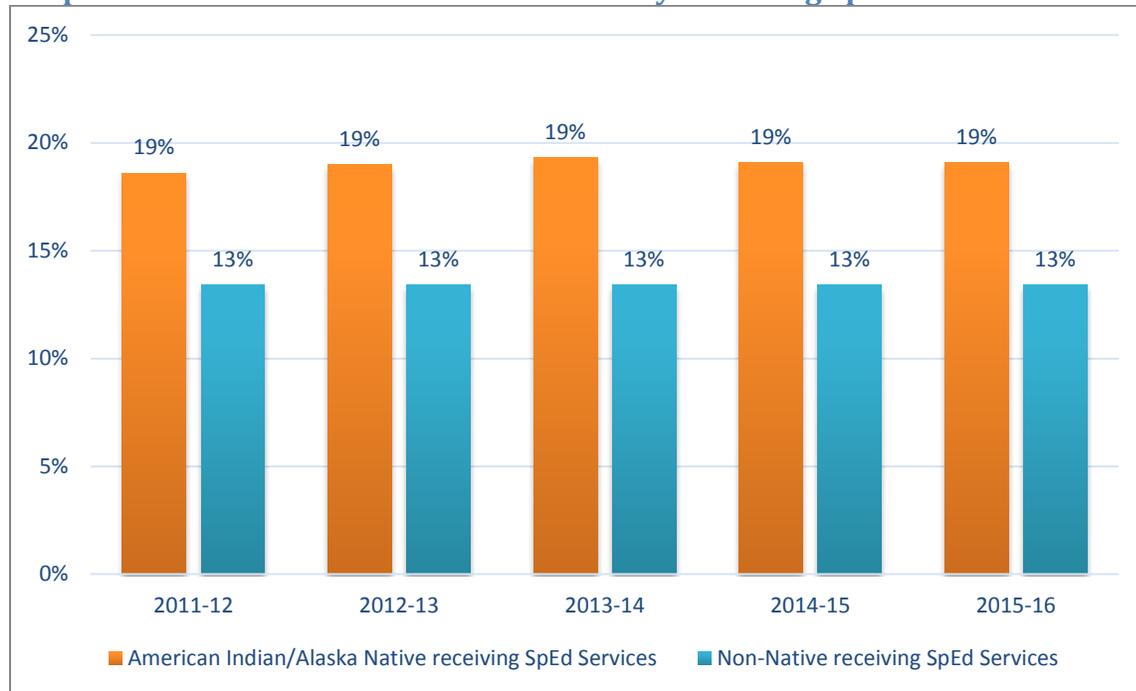
Graph 4: Percent of Students Identified as Economically Disadvantaged



Section 4: Students with a Disability Receiving Special Education Services

Students with a disability receiving special education services make up approximately 13 percent of students in Oregon. For students who are identified as American Indian/Alaska Native, that increases to 19 percent. Graph 5 below shows this has remained consistent over the last five school years, with students who are identified as being American Indian/Alaska Native having a higher identification rate for special education services than Non-Native students. When looking at disability type, American Indian/Alaska Native students have higher identification rates for Specific Learning Disability and lower identification rates for Autism Spectrum Disorder than Non-Native students. For all other disability types, identification rates are similar between Native and Non-Native students. It is also important to note that the identification of a disability is not reflective of the services or supports offered to or utilized by the student.

Graph 5: Percent of Students with a Disability Receiving Special Education Services

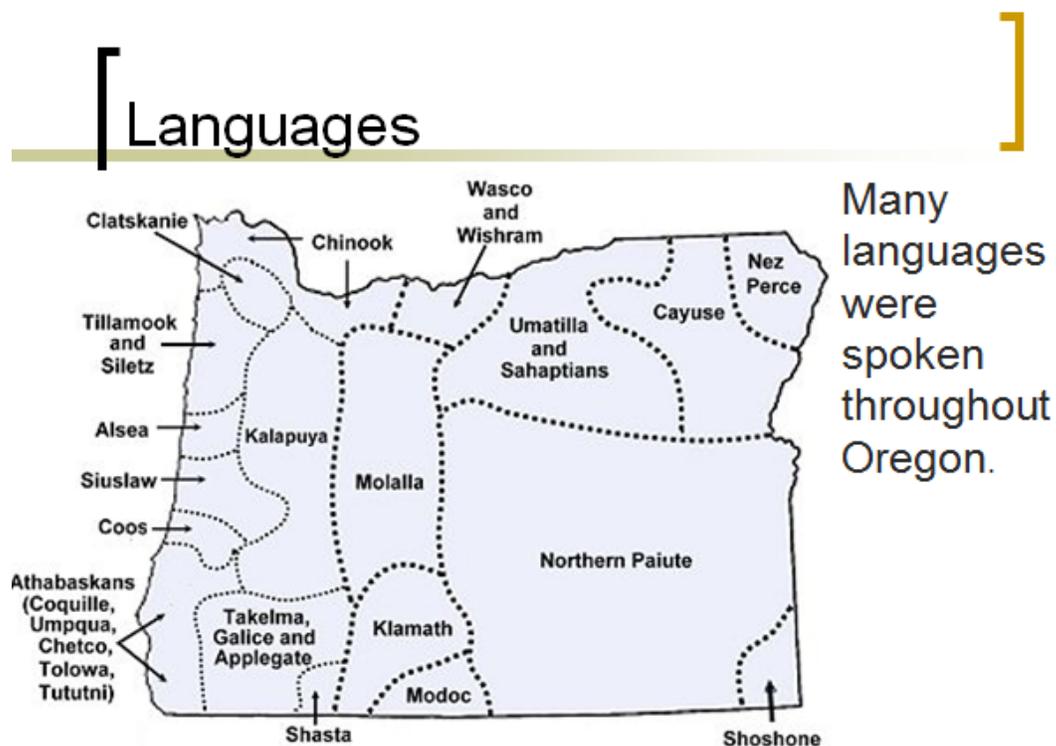


Part B: Assessment

Part B of this report focuses on assessment achievement results for American Indian and Alaska Native students in Oregon. For Sections 5 and 6, the Smarter Balanced Assessment (SBAC) results will be shown for the 2014-15 through the 2016-17 school years. Prior to the 2014-15 school year, a different assessment was used by the state. Section 7 looks at results for Oregon on the National Assessment of Education Progress (NAEP).

The sections in Part B include:

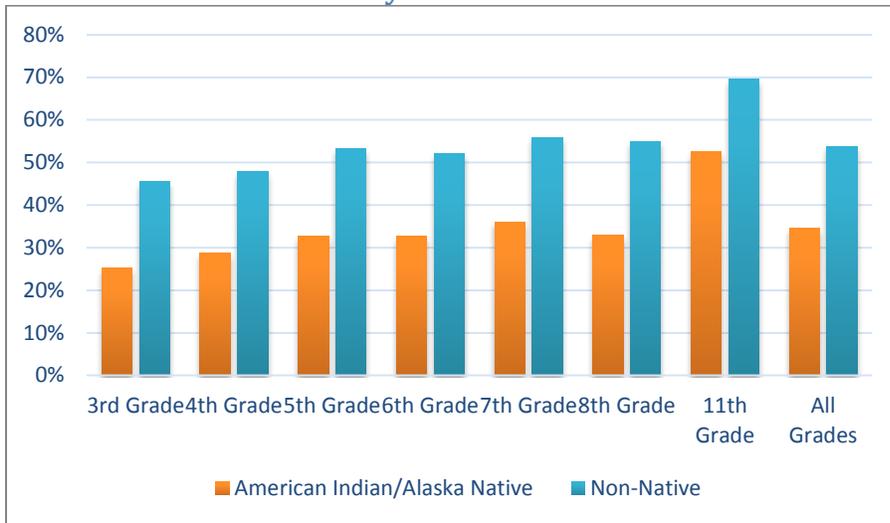
- Section 5: Percent of American Indian/Alaska Native Students Meeting Achievement Standards for the English Language Arts Assessment
- Section 6: Percent of American Indian/Alaska Native Students Meeting Achievement Standards for the Mathematics Assessment
- Section 7: National Assessment of Education Progress
- Section 8: American Indian/Alaska Native Performance on English Language Proficiency Assessment for the 21st Century (ELPA21)



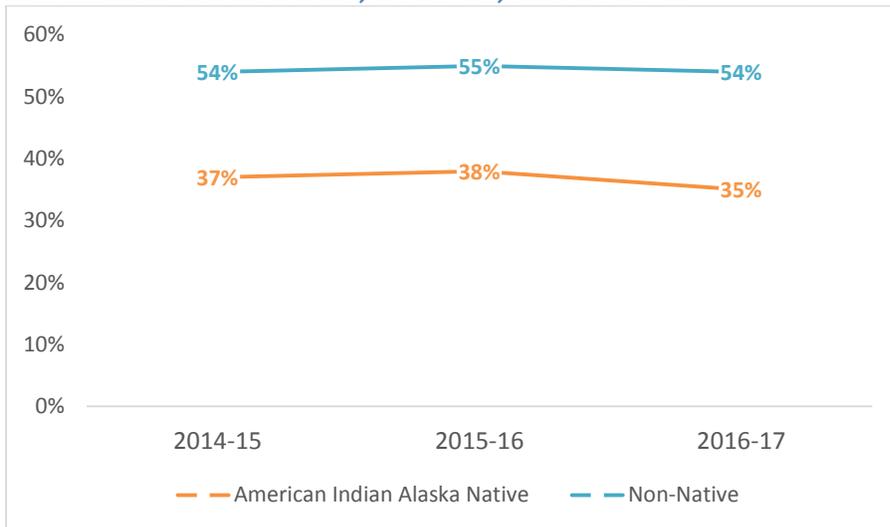
Section 5: Percent of American Indian and Alaska Native Students Meeting Achievement Standards for the English Language Arts Assessment

Graph 6 shows that for 2016-17, Non-Native students out performed American Indian/Alaska Native students across all grades on the SBAC English Language Arts Assessment. Across all grades, we see an approximately 20-point gap in the percentage of students at a Level 3 or above (on a 4-point scale) on the assessment. The largest achievement gap is on the 8th grade assessment, where 33 percent of American Indian/Alaska Native students scored at a Level 3 or above compared to 55 percent of Non-Native Students. Graph 7 shows the percent of students at a Level 3 or above for all grades for the last three years. Again, we observe an increasing achievement gap between American Indian/Alaska Native students and Non-Native students.

Graph 6: Percent of Students at a Level 3 or above on the English Language Arts Assessment for 2016-17 by Grade



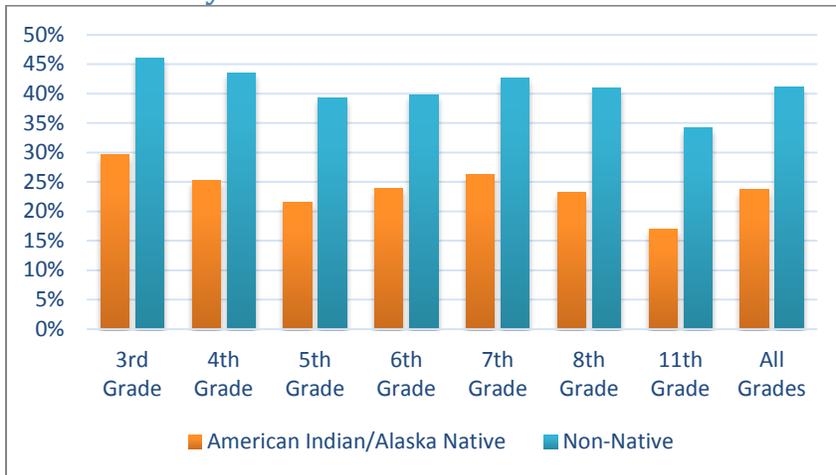
Graph 7: Percent of Students at a Level 3 or above on the English Language Arts Assessment for 2014-15, 2015-16, and 2016-17



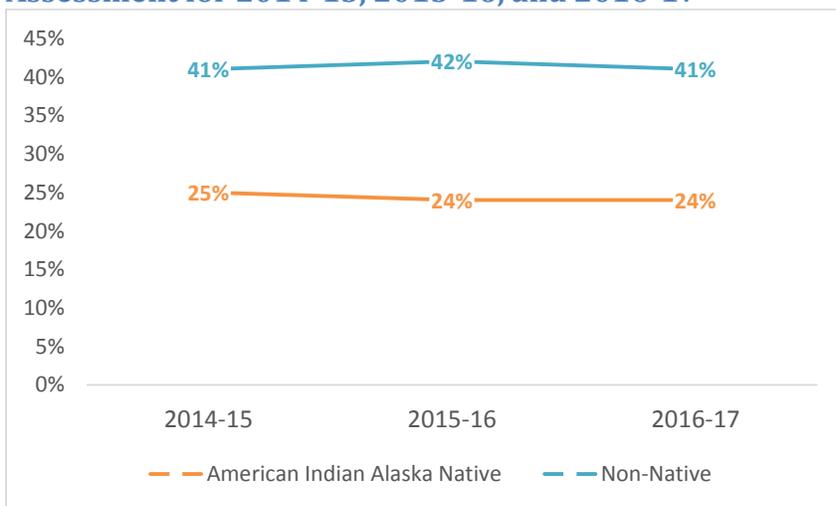
Section 6: Percent of American Indian and Alaska Native Students Meeting Achievement Standards for the Mathematics Assessment

Graph 8 shows that for 2016-17, Non-Native students outperformed American Indian/Alaska Native students across all grades on the SBAC Mathematics Assessment. Across all grades, we see an approximately 16 to 18-point gap in the percentage of students at a Level 3 or above on the assessment. The largest achievement gap is on the 4th grade assessment, where 25 percent of American Indian/Alaska Native students scored at a Level 3 or above compared to 44 percent of Non-Native Student. Graph 9 shows the percent of students at a Level 3 or above for all grades for the last three years. Again, we observe an achievement gap between American Indian/Alaska Native students and Non-Native students.

Graph 8: Percent of Students at a Level 3 or above on the Mathematics Assessment for 2016-17 by Grade



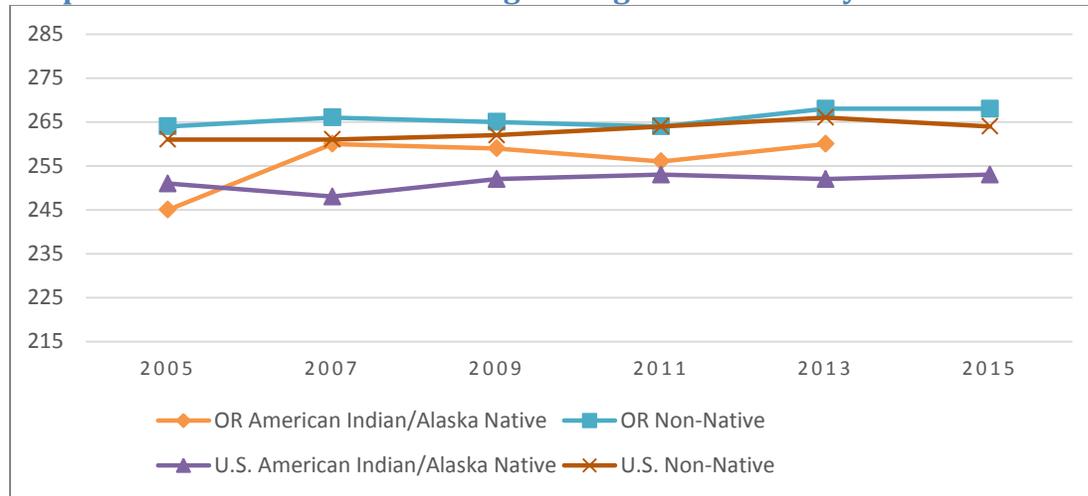
Graph 9: Percent of Students at a Level 3 or above on the English Language Arts Assessment for 2014-15, 2015-16, and 2016-17



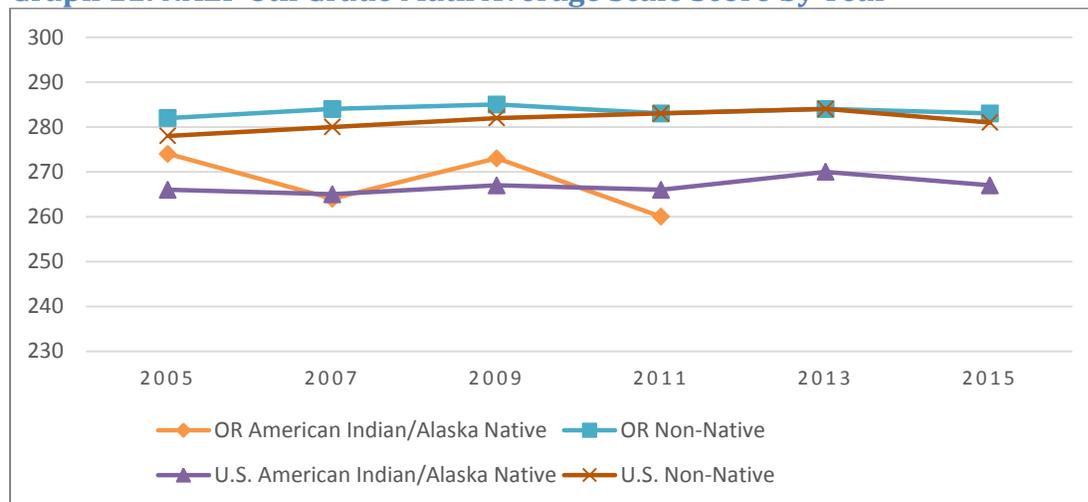
Section 7: American Indian/Alaska Native Student Performance on the National Assessment of Education Progress (NAEP)

Graphs 10 and 11 show the average NAEP scale scores by year for a representative sample of 8th grade students in public schools for both Oregon and the United States in reading and math². For the 2013 reading assessment, the average scale score for Oregon American Indian/Alaska Native 8th grade students is above the average scale score for American Indian/Alaska Native 8th graders nationally, but the difference is not statistically significant. Additionally, the difference in average scale scores between American Indian/Alaska Native students and Non-Native students is not statistically significant either in Oregon or nationally. For the NAEP math assessment, American Indian/Alaska Native 8th graders in Oregon and nationally have average scale scores below those of Non-Native students.

Graph 10: NAEP 8th Grade Reading Average Scale Score by Year



Graph 11: NAEP 8th Grade Math Average Scale Score by Year

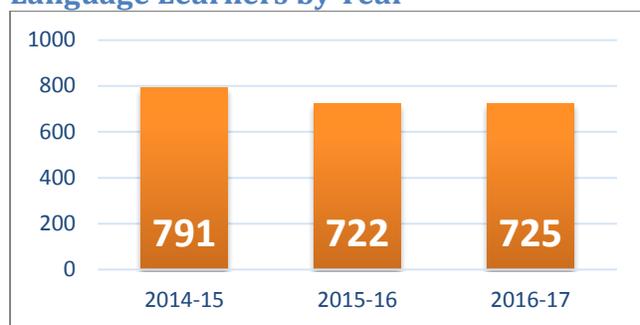


² Some years may not show data due to the sample size being too small to meet NAEP reporting standards.

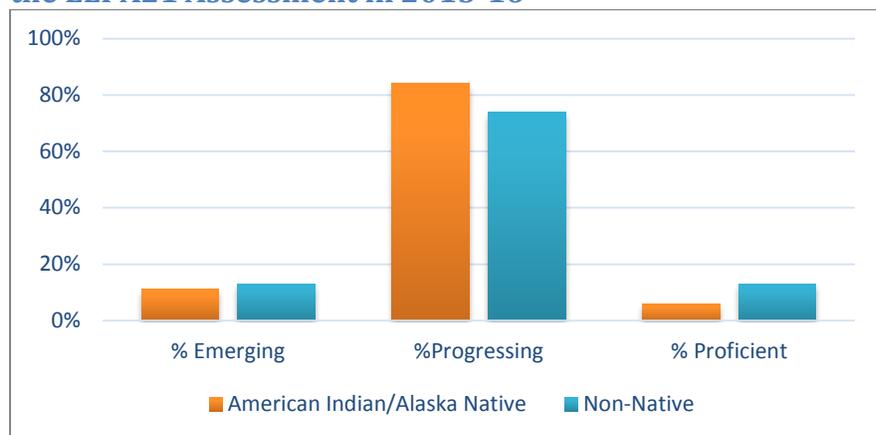
Section 8: American Indian/Alaska Native Performance on English Language Proficiency Assessment for the 21st Century (ELPA21)

American Indian/Alaska Native students are eligible for English Language Learner (ELL) services under certain conditions. The first condition is if the student's primary language is his or her heritage language. American Indian/Alaska Native students are the only group who may have English as a primary language and still be eligible for ELL services. The Elementary and Secondary Education Act³ allows this due to the historical practice of educating American Indian/Alaska Natives to remove their heritage language, leading to many American Indian/Alaska Native students utilizing a non-standard version of English that creates barriers to success. Graph 12 indicates that 725 American Indian/Alaska Native students were in an ELL program, representing about 9 percent of all American Indian/Alaska Native Students. Graph 13 shows the English Proficiency Status of students based on the 2015-16 ELPA21 results. For American Indian/Alaska Native Students, 6 percent test at a Proficient Level compared to 13 percent for Non-Native students. However, 84 percent of American Indian/Alaska Native students taking the assessment were categorized as Progressing versus 74 percent for Non-Native Students.

Graph 12: Number of American Indian/Alaska Native Students Enrolled as English Language Learners by Year



Graph 13: Proficiency Status of American Indian/Alaska Native ELL Students taking the ELPA21 Assessment in 2015-16



³ <http://www.oregon.gov/ode/schools-and-districts/grants/ESEA/EL/Pages/Guidance-and-Research.aspx>

Part C: American Indian/Alaska Native Student Outcomes

This section looks at outcomes for American Indian/Alaska Native Students in Oregon. It provides overviews in the sections listed below of attendance, graduation and non-completion, and post-secondary enrollment. This section also includes a look at discipline and discipline outcomes.

The sections in Part C include:

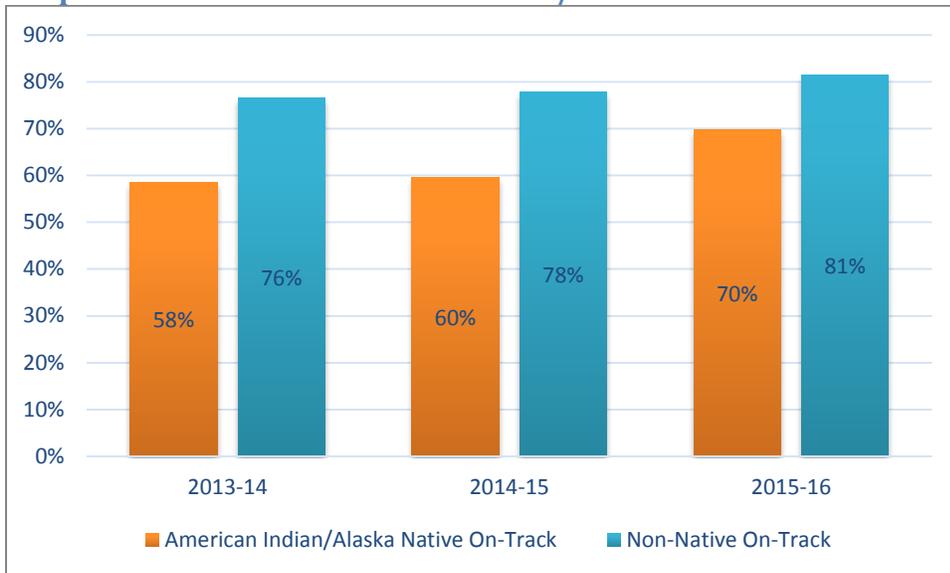
- Section 9: American Indian/Alaska Native Freshmen On-Track Data
- Section 10: Chronic Absenteeism Among American Indian/Alaska Native Students
- Section 11: American Indian/Alaska Native Students and Discipline Incidents
- Section 12: Graduation and Non-Completer Rates
- Section 13: Post-Secondary Enrollment



Section 9: American Indian/Alaska Native Freshmen On-Track Data

To be considered a freshman on-track, a student must have earned at least six credits or 25 percent of the number of credits required for high school graduation, whichever is greater, by the end of his or her first year of high school. Graph 14 shows that for the 2013-14 school year, 58 percent of American Indian/Alaska Native students were considered to be on-track at the end of their freshman year compared to 76 percent of Non-Native students. Looking at the 2015-16 school year for the same indicator, the gap has narrowed significantly with 70 percent of American Indian/Alaska Native students considered to be on-track at the end of their freshman year compared to 81 percent of Non-Native students. When looking at percent change, American Indian/Alaska Native students showed a greater increase in on-track status between the 2014-15 school year and the 2015-16 school year than Non-Native students did during the same period.

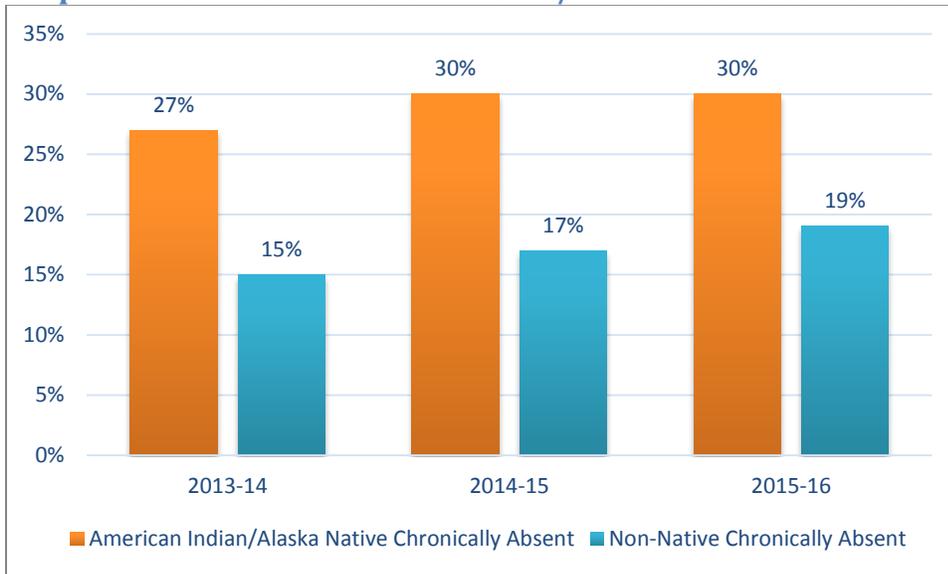
Graph 14: Percent of American Indian/Alaska Native Freshmen On-Track



Section 10: Chronic Absenteeism Among American Indian/Alaska Native Students

The State of Oregon defines chronic absenteeism as missing more than 10 percent of enrolled school days within a school year. Graph 15 shows that for the 2014-15 and 2015-16 school years, 30 percent of American Indian/Alaska Native students were considered to be chronically absent compared to 17 percent of Non-Native students in 2014-15 and 19 percent in 2015-16. As the graph indicates, there continues to be a large gap between American Indian/Alaska Native students and Non-Native students in terms of attendance.

Graph 15: Percent of American Indian/Alaska Native Students Chronically Absent



Tribal Attendance Pilot Project



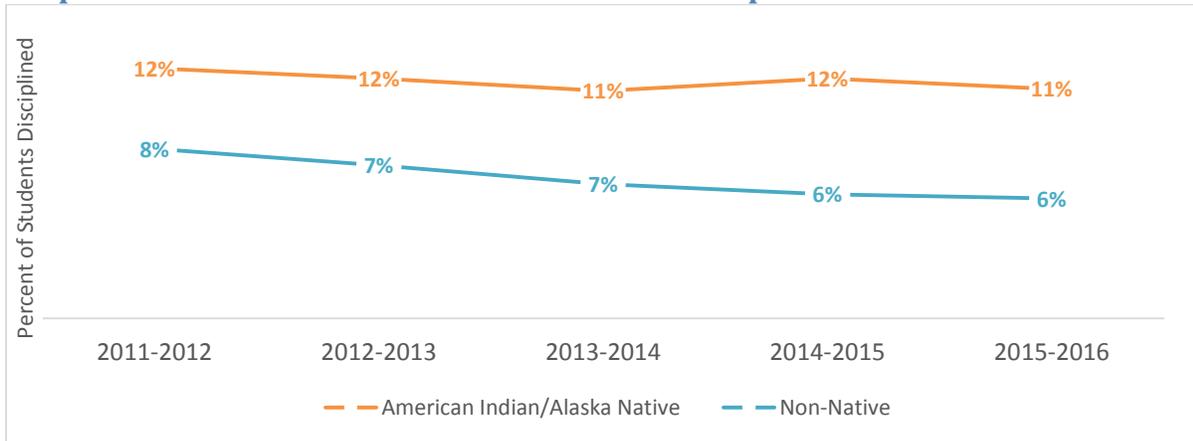
Following the release of a study from the Chalkboard Project, the Government to Government Education Cluster created a Policy Option Package to reduce chronic absenteeism of American Indian/Alaska Native students in nine preselected Oregon schools. The intent is to strengthen the links between Oregon Tribes and schools that serve enrolled tribal members. This project is referred to as the Tribal Attendance Pilot Project (TAPP). Participating districts receive up to \$150,000 to hire a community advocate and create a school-wide initiative to reduce chronic absenteeism. Funding was available January 2016 to June 2017. More information on the Tribal Attendance Pilot Project can be found on the Oregon Department of Education Website⁴.

⁴ <http://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Tribal-Attendance-Pilot-Projects.aspx>

Section 11: American Indian/Alaska Native Students and Discipline Incidents

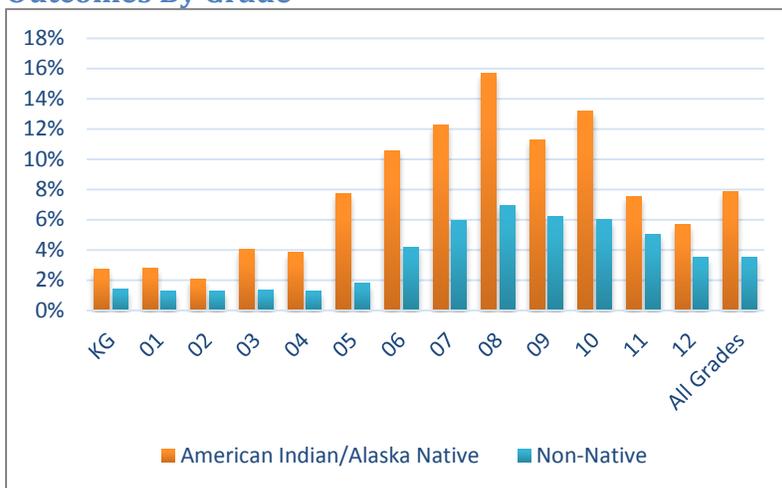
Since 2011-12, we have observed a decline in the percent of Non-Native students with one or more discipline incidents. American Indian/Alaska Native students, though, have remained steady with only a one percentage point decline in the percent of students with a discipline incident. Graph 16 shows that for 2015-16, 11 percent of American Indian/Alaska Native students had one or more discipline incidents compared to only 6 percent for Non-Native Students.

Graph 16: Percent of Students With 1 or More Discipline Incidents



When a student is disciplined, there are three potential outcomes. The least severe is an In-School suspension. The other two, Out-Of-School Suspension and Expulsion, are considered to be “exclusionary” due to the student’s removal from the educational setting. Graph 17 shows that for 2015-16, across all grades American Indian/Alaska Native students have a higher rate of exclusionary discipline outcomes than Non-Native students, peaking in the 8th grade where 16 percent of all American Indian/Alaska Native students experienced an exclusionary discipline outcome compared to 7 percent of Non-Native students.

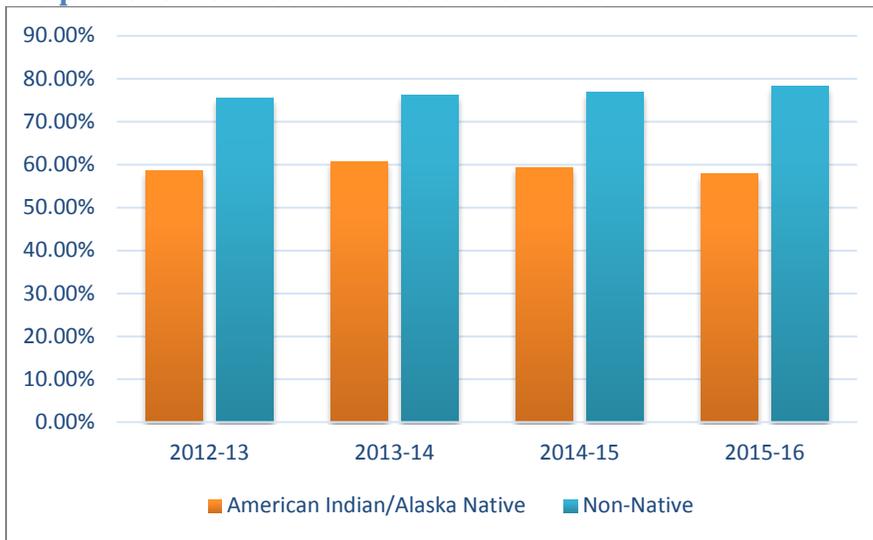
Graph 17: 2015-16 Percent of Students with 1 or more Exclusionary Discipline Outcomes By Grade



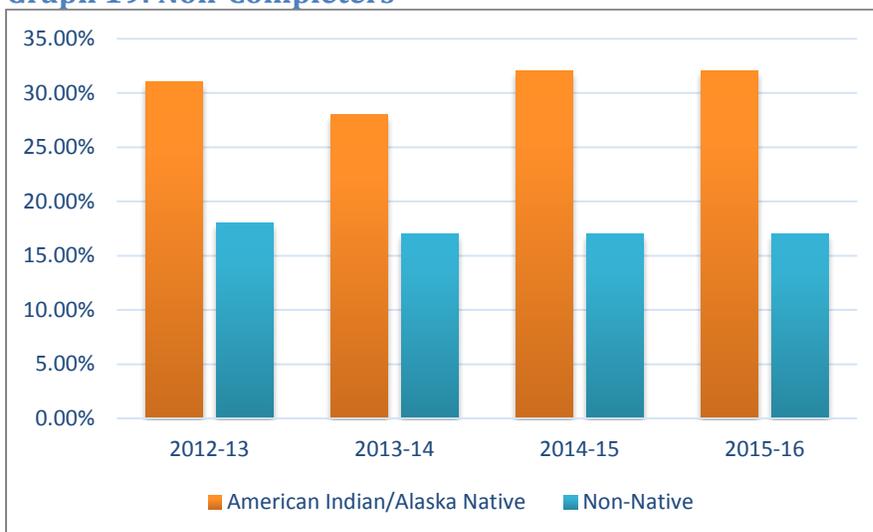
Section 12: Graduation and Non-Completer Rates

Graph 18 provides the 5-year graduation rates for American Indian/Alaska Native students. The cohort is adjusted for students who move into or out of the school system, students who emigrate or who are deceased. The cohort graduation rate is calculated as the number of students in the cohort who graduated with a regular or modified diploma within five years as a percent of the total number of students in the adjusted cohort. For 2015-16, American Indian/Alaska Native students had a 57 percent graduation rate within 5 years compared to 78 percent for Non-Native students. Graph 19 shows rates of non-completion for American Indian/Alaska Native students. Overall, 32 percent of American Indian/Alaska Native students in the 2015-16 adjusted cohort did not complete within 5 years compared to 17 percent for Non-Native students.

Graph 18: 5-Year Cohort Graduation Rate



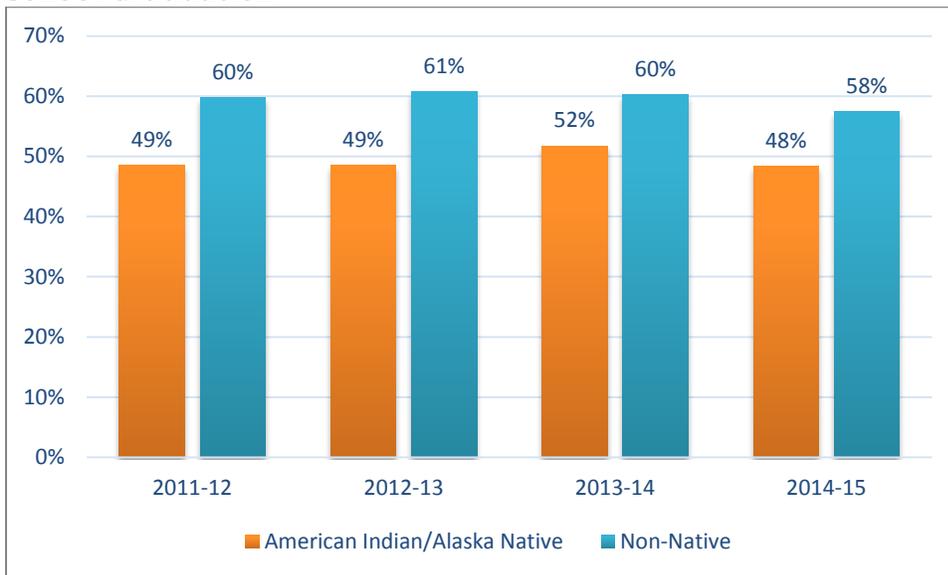
Graph 19: Non-Completers



Section 13: Post-Secondary Enrollment

Graph 20 shows the percent of students in the 4-Year Graduation Cohort who enrolled in a post-secondary higher education institution within 16 months of graduation. For American Indian/Alaska Native students, 48 percent of graduates in the 2014-15 4-Year Graduation Cohort enrolled in a post-secondary institution within 16 months of graduation. This compares to 58 percent of Non-Native graduates from the same cohort enrolling. Graph 20 shows that college-going rates for American Indian/Alaska Native students have consistently been about 10 percentage points lower than the rates for Non-Native students.

Graph 20: Post-Secondary Enrollment of 4-Year Graduates Within 16 Months of High School Graduation



Part D: American Indian/Alaska Native Students in Career and Technical Education

This section provides an overview of the performance and outcomes of American Indian/Alaska Native students determined to be Career and Technical Education (CTE) Concentrators. CTE means content, programs and instructional strategies based on business and industry workplace skills and technical skills and workplace behaviors necessary for success in careers of the 21st century. Oregon defines a CTE Concentrator as a secondary student who has earned one (1) or more credits in a technical skills course(s) that is part of an Oregon state-approved CTE Program, of which at least one-half (.5) credit must be designated as “required” for program completion⁵. In Oregon, American Indian/Alaska Native students make up 1.4 percent of the student population. For CTE Concentrators, American Indian/Alaska Native students make up 1.6 percent of CTE concentrators, so they are proportionally represented within the number of CTE students statewide. Further, CTE instruction reflected in Oregon’s published results happens exclusively in the context of ODE secondary and post-secondary partners to be a series of complete, non-duplicative career-focused courses. Programs of Study emphasize technical, academic and career knowledge and skills acquired in applied career contexts.

The sections in Part D include:

- Section 14: Reading and Mathematics Attainment for CTE Concentrators
- Section 15: Technical Skill Attainment for CTE Concentrators
- Section 16: 4-Year Graduation Rate for CTE Concentrators

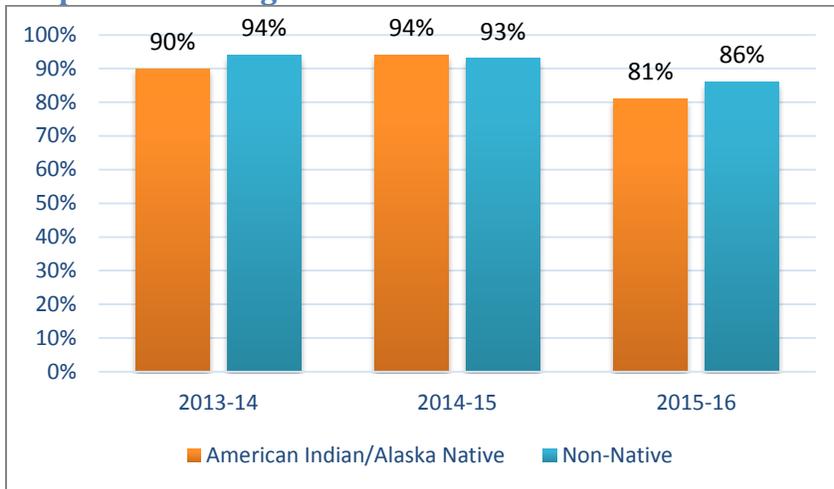


⁵ All definitions for CTE may be found here: <http://www.oregon.gov/ode/learning-options/CTE/data/Documents/perkins-iv-cte-performance-measurement---secondary-only.pdf>

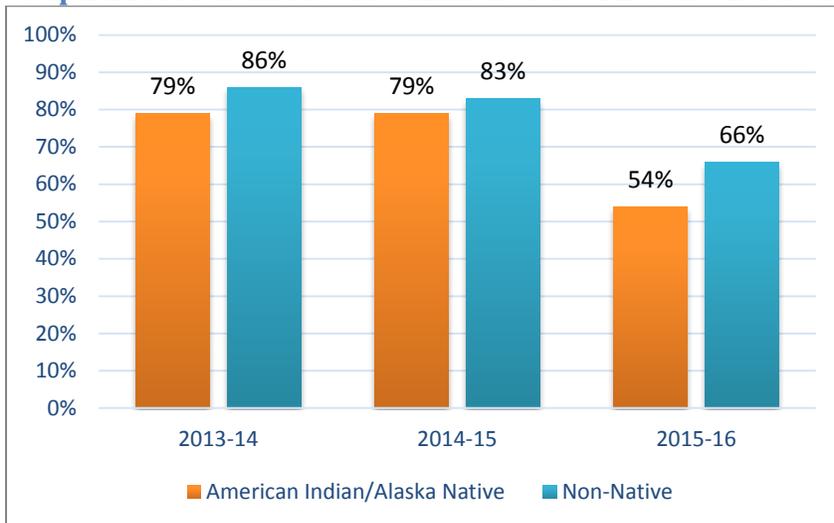
Section 14: Reading and Mathematics Attainment for CTE Concentrators

The following graphs show academic attainment for CTE Concentrators in Reading and Mathematics. Oregon defines this rating as the percentage of CTE concentrators who have achieved a proficient or advanced on the state’s Reading/Language Arts and Mathematics assessments and who, in the reporting year, completed high school. Graph 21 shows the level of Reading Attainment for CTE Concentrators. It shows that for 2015-16 American Indian/Alaska Native CTE Concentrators, 81 percent met the proficient level or above for reading attainment. Graph 22 shows that for the same year in Mathematics, 54 percent of American Indian/Alaska Native CTE Concentrators were proficient or above in mathematics. While gaps still exist, for CTE Concentrators the achievement gap appears smaller than it does for Non-CTE Concentrators on state assessments during the same period.

Graph 21: Reading Attainment for CTE Concentrators



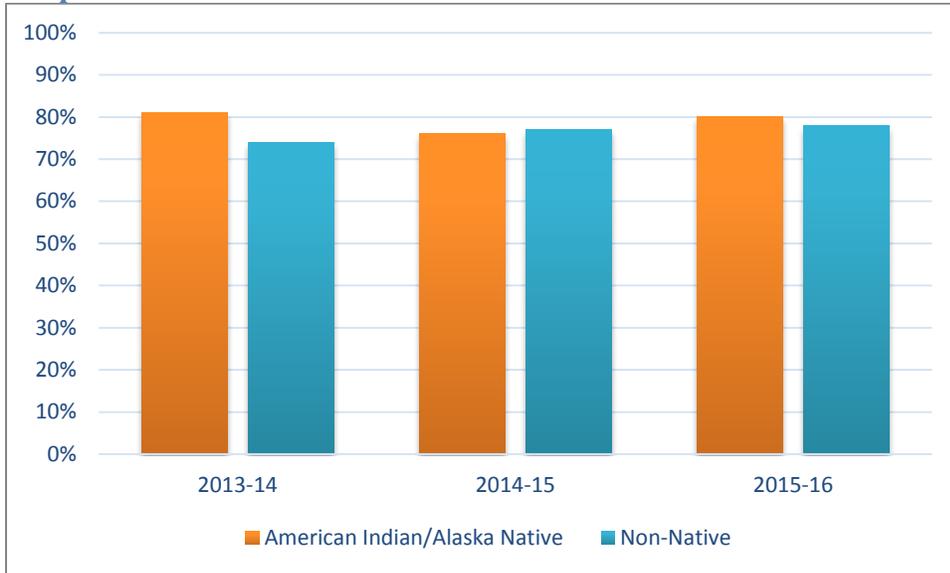
Graph 22: Mathematics Attainment for CTE Concentrators



Section 15: Technical Skill Attainment for CTE Concentrators

This section looks at the percent of American Indian/Alaska Native students who were CTE concentrators and who took and passed a valid and reliable technical skills measurement. The measurement must be aligned with industry-recognized standards and the student must have completed high school in the reporting year. Graph 23 below shows that for all three years, American Indian/Alaska Native students who are CTE concentrators reach a technical skill attainment at the same level or slightly above the level of Non-Native CTE concentrators.

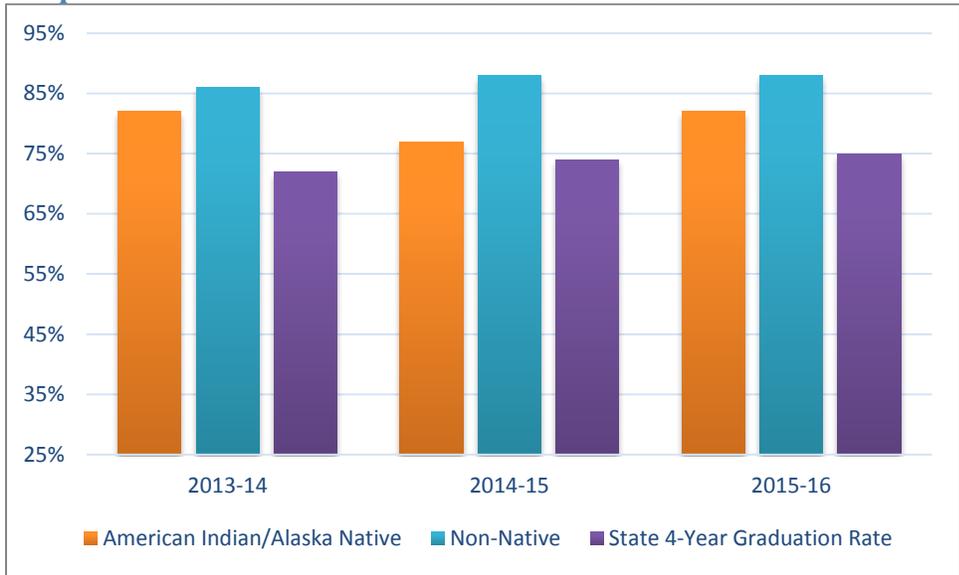
Graph 23: Technical Skill Attainment for CTE Concentrators



Section 16: 4-Year Graduation Rate for CTE Concentrators

Graph 24 below shows the 4-year graduation rate for CTE concentrators. It is important to note that the CTE graduation rate differs slightly from the state 4-Year Graduation Cohort rate in that CTE does not include those students who earned a Modified Diploma as part of their calculation. However, even with those students excluded, the graph shows that both American Indian/Alaska Native and Non-Native students graduate at a higher rate than the state graduation rate for all three years. And while American Indian/Alaska Native students who are CTE concentrators still graduate at a lower rate than Non-Native CTE concentrators, the gap is significantly smaller than it is for the state 4-Year Graduation Cohort, which includes both CTE concentrators and Non-CTE concentrators.

Graph 24: 4-Year Graduation Rate for CTE Concentrators





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