

Oregon Small Schools Initiative

Statewide overview of academic achievement and high school completion at Initiative schools 2004-05 through 2008-09

Prepared for

Employers for Education Excellence

ECONorthwest

ECONOMICS • FINANCE • PLANNING

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Table of Contents

Executive summary.....	1
Introduction.....	4
Data overview	4
Implementation timeline and school wave definition.....	6
Academic Achievement in 2008-09.....	9
Achievement at Initiative schools over time.....	12
High school graduates and dropouts	16
Conclusions.....	20
Appendix.....	21

EXECUTIVE SUMMARY

In 2003, responding to a body of research from around the country on the academic and social benefits of small schools, Employers for Education Excellence (E3) was asked to lead the Oregon Small Schools Initiative (OSSI). The Initiative, funded by a joint grant from Meyer Memorial Trust and the Bill & Melinda Gates Foundation, aims to increase student achievement and graduation by supporting new and restructured high schools serving student bodies with relatively high proportions of economically disadvantaged or minority students.

This report provides a statewide overview of the progress OSSI schools have made in improving student achievement and high school completion. The report complements and supports the conclusions presented in ECONorthwest's 2009 interim evaluation report. This document also serves as a prelude to a final evaluation report to be completed in mid-2010 when additional data for the 2008-09 academic year become available.

In this report, we compare outcomes on 10th grade achievement tests, dropout rates, and graduation rates for students at Initiative schools to those for all other Oregon public school students. We disaggregate data for Initiative schools into three waves defined by the year each school opened as an Initiative school.

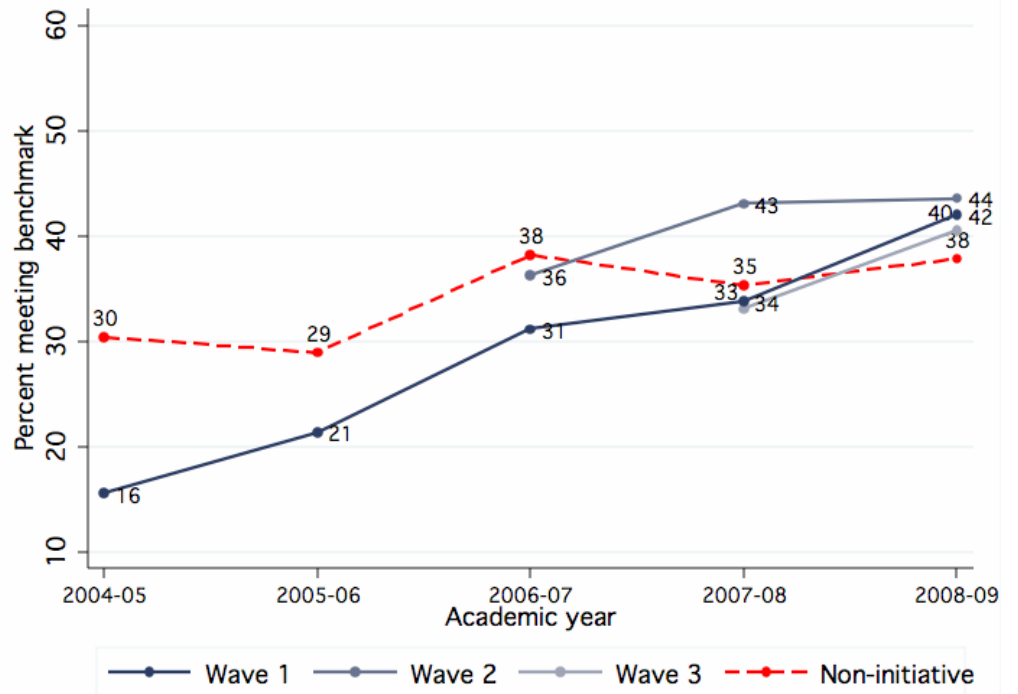
Key findings include:¹

- Despite high rates of poverty and other barriers to success, Initiative students generally perform as well as or better than non-Initiative students for each outcome analyzed, although dropout rates remain high for the earliest wave of schools.
- Overall Initiative outcomes mask significant variation in performance across waves and over time, as well as the progress made by many Initiative schools.
- Initiative outcomes are relatively stronger for economically disadvantaged (ED) students—essentially those students who are eligible for the free- and reduced-price lunch program. Most notably, 10th grade Oregon Assessment of Knowledge and Skills (OAKS) math and reading meet/exceed rates for ED students at the first wave of Initiative schools have more than doubled since 2004-05.
- Successfully reorganizing a low-performing school takes time. Even a successful model for high school reform takes four years before a cohort starting in 9th grade can graduate, and many Initiative schools have yet to reach this milestone, suggesting the possibility of continued improvement for Initiative schools as a whole.

The charts below summarize our findings regarding the success of ED students at initiative schools. The main report identifies the schools in each wave displayed in the charts.

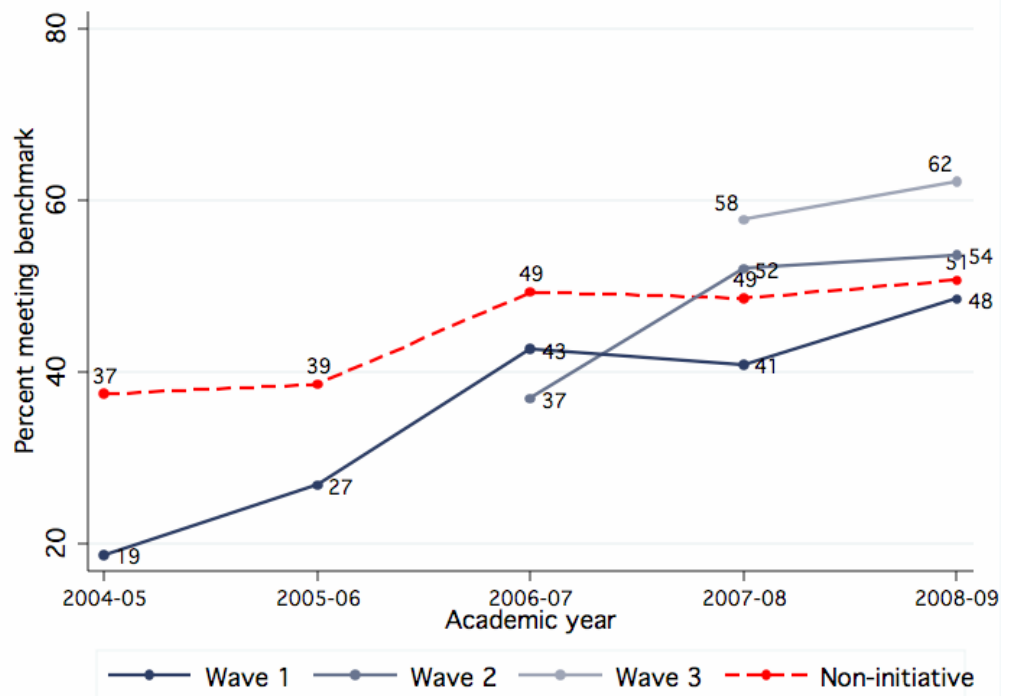
¹ Dropout and graduation rates do not exactly match ODE reported statistics because of differences in the data available to ECONorthwest and to ODE. The reported rates may be revised pending additional information from ODE.

Figure E1: Math - 10th grade OAKS meet/exceed rate for economically disadvantaged students, 2004-05 to 2008-09



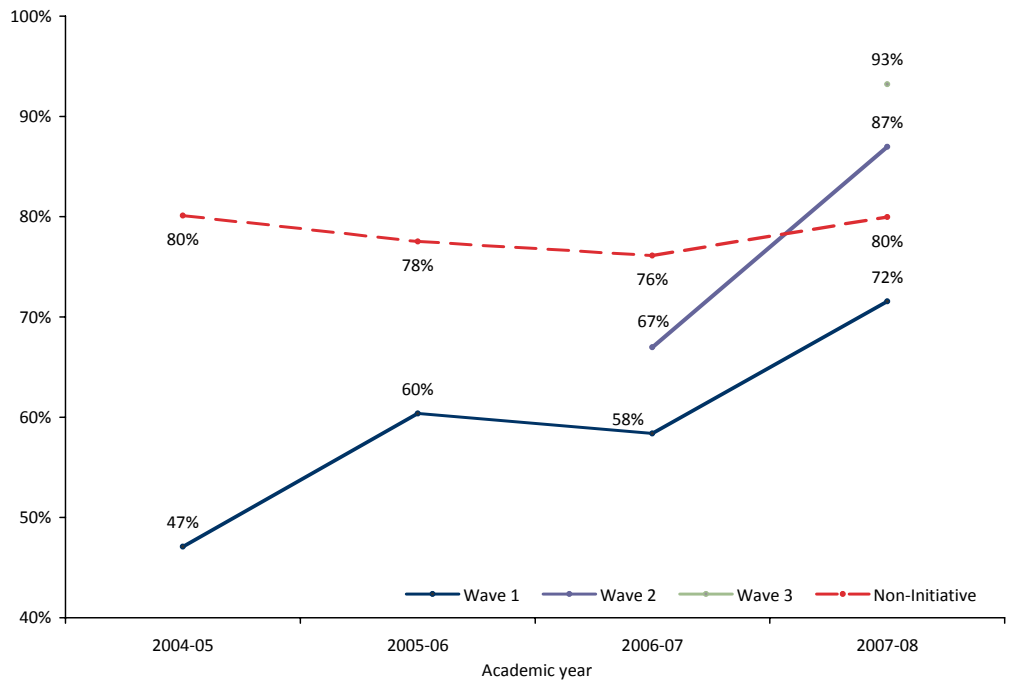
Source: ECONorthwest analysis of ODE student-level data.

Figure E2: Reading - 10th grade OAKS meet/exceed rate for economically disadvantaged students, 2004-05 to 2008-09



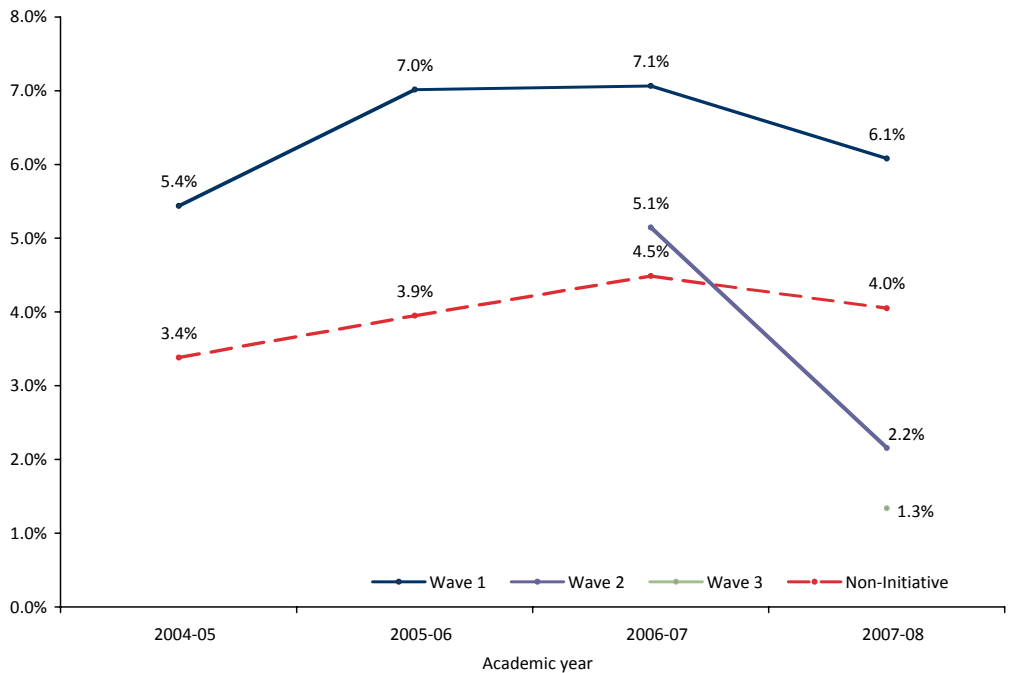
Source: ECONorthwest analysis of ODE student-level data.

Figure E3: Graduation rate for economically disadvantaged students by wave, 2004-05 through 2007-08



Note: Initiative data includes only Initiative schools with a 12th grade class in the relevant year.
 Source: ECONorthwest analysis of ODE student-level data.

Figure E4: Dropout rate for economically disadvantaged students by wave, 2004-05 through 2007-08



Note: Initiative data includes only Initiative schools with a 12th grade class in the relevant year.
 Source: ECONorthwest analysis of ODE student-level data.

INTRODUCTION

Responding to a growing body of research from around the country on the academic and social benefits of small schools, Employers for Education Excellence (E3) was asked to lead the Oregon Small Schools Initiative (OSSI). The Initiative, funded by a joint grant from Meyer Memorial Trust and the Bill & Melinda Gates Foundation, aims to increase student achievement and graduation by supporting the creation of new and restructured high schools serving student bodies with relatively high proportions of economically disadvantaged or minority students. Initiative schools, recognizing that size alone does not determine a school's success, developed a comprehensive approach to creating "small, rigorous, and personalized" high schools that build on the benefits of small enrollments through support of strong leadership, enhanced professional development, and other education best practices.

E3 engaged ECONorthwest to conduct an evaluation of the progress Initiative schools have made towards achieving stated program goals. This report provides a statewide overview of the progress Initiative schools have made in student achievement and high school completion. The report complements and supports the conclusions presented in our 2009 interim evaluation report. This document also serves as a prelude to our final evaluation report to be completed in mid-2010 when complete data for the 2008-09 academic year become available.

The final report will include results from a more rigorous statistical analysis than the summary statistics presented here. This more rigorous look at the data is required because, by design, Initiative schools serve students with demographic characteristics that differ from those of Oregon's student population as a whole—Initiative schools have a greater share of students from low-income households and of minority students. These student groups have historically underperformed in high school and, as a result, simple comparisons of school performance place Initiative schools at a disadvantage. Comparing the performance of student subgroups, as we do in this report, helps but does not fully answer the question at the heart of this evaluation: *Have Initiative schools improved student outcome?* The regression analysis described in the 2009 report and in the forthcoming final report provides much stronger evidence that Initiative students outperform students with similar characteristics at regular high schools.

DATA OVERVIEW

Our evaluation relies primarily on a large, student-level database comprised of files made available to ECONorthwest by the Oregon Department of Education (ODE). The database, which excludes personal identifiers such as names, includes demographics, enrollments, attendance, disciplinary actions, achievement scores, and other data elements for students enrolled in an Oregon public school between Fall 2003 and Spring 2009. Data coverage for later school years is more comprehensive. For example, we have achievement test scores for 2003-04 enrollees but little additional information. In addition, we receive enrollment, achievement scores, and some other data collections during the fall following the relevant academic year, but data on high school completion and dropouts for the

same academic year is only available the following Spring—we do not yet have high school completion data for 2008-09 enrollees.

In this report, we present summary data about the following student outcomes:

- **Math and reading achievement.** Indicators include benchmark attainment on the 10th grade Oregon’s Assessment of Knowledge and Skills (OAKS) tests for math and reading, and the increase in math and reading achievement scores between 8th and 10th grades.
- **High school dropouts and graduation.** Indicators include the dropout rate as currently defined by ODE and the National Center for Education Statistics (NCES) graduation rate, currently used by ODE for AYP reporting.²

For achievement outcomes, in some years we have only a student’s highest score, in others we have scores for all test attempts. Our indicator assigns students their highest score during the academic year. We do not have 8th grade test scores for every 10th grade student and we obviously cannot calculate achievement growth for these students.³ Students with missing scores may have moved to Oregon from other states, taken 8th grade tests in an academic year for which we lack data, or missed the tests for other reasons. For dropout and graduation outcomes we use standard ODE definitions, although slight differences in the data sets mean that our indicators will not necessarily exactly match ODE-reported statistics. For reasons described in our other evaluation reports, we use different dropout and graduation indicators in our regression analysis.

Below, we present each outcome for all students and for a subset of students identified as economically disadvantaged (ED), a designation that is essentially equivalent to student eligibility for the federal free- and reduced-price lunch program. The ODE data include ED indicators from more than one source, and there is no single indicator that identifies a student as ED or not in every grade in every year. For the achievement outcomes, we identify ED students using the designation associated with the student’s OAKS tests. For other outcomes, we rely on a combination of EDs flag in various data collections that assign students to schools for other reporting purposes (e.g., to provide attendance data for calculations of school expenditures per student). We believe the 10th grade OAKS indicators to be the most accurate and comprehensive, but these are obviously not available for other grades.

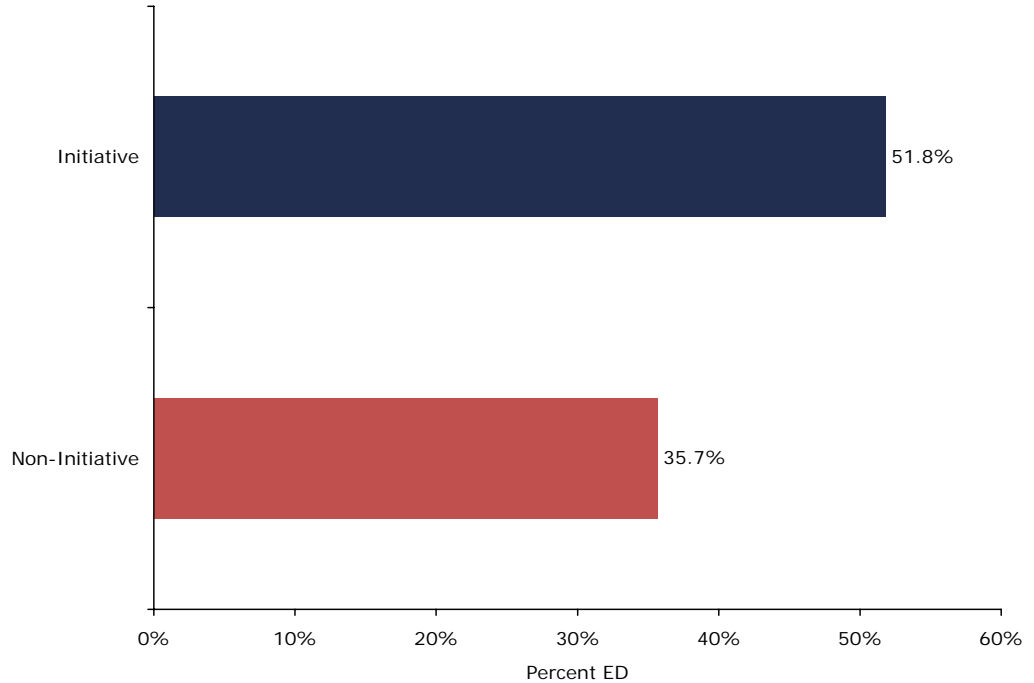
Figure 1 displays the share of 10th grade test takers identified as ED at Initiative schools and all other Oregon public school students. The chart incorporates data for 2,358 Initiative students and 43,486 non-Initiative students.

² Dropout and graduation rates do not exactly match ODE reported statistics because of differences in the data available to ECONorthwest and to ODE. The reported rates may be revised pending additional information from ODE. In that event, we do not anticipate the broad trends reported here to changing appreciably. The technical details of our calculations are available upon request.

³ During 2005-06 through 2008-09, we can calculate 8th to 10th grade achievement gains for 86 percent of the students who took 10th grade tests.

Overall, slightly more than half of Initiative 10th graders were ED in 2008-09, compared to just over one third of non-Initiative students—a difference with important consequences for school performance.

Figure 1: Share of 10th grade test takers identified as economically disadvantaged, 2008-09



Source: ECONorthwest analysis of ODE student-level data.

IMPLEMENTATION TIMELINE AND SCHOOL WAVE DEFINITION

In total, 17 campuses were identified as Initiative schools at some point in time. These include both conversion schools, large regular high schools that were reorganized into several smaller schools at the same site, and “New Start” schools that opened as new, small schools with Initiative funding. The conversion schools are further classified according to their organizational structure as either “Autonomous” where individual small schools operate as independent entities or as “Small Learning Communities” (SLC) where individual schools at the same site share administration and other resources.

The schools opened in several waves from 2004-05 to 2007-08, and several Conversion Schools began operating as small schools in different years for different grades. In general, we consider a student an Initiative student only with an enrollment at a school that has implemented the small schools model in the student’s grade. One conversion school did not open as planned and two others implemented the small schools model for two or fewer academic years. We exclude these schools’ students from evaluation analysis.

For this report, we assign schools to one of three waves based on the year a school first opened as an Initiative school. Table 1 summarizes the information

used to classify school campuses. At present, we are tracking results at 14 campuses encompassing a total of 34 small schools. As of 2008-09, not all schools were funded by the Initiative, but all schools retained their Initiative structure, so we include them as relevant to understanding the impacts of OSSIs small schools model. A total of 22 small schools are being funded in 2009-10, the Initiative's final year. We identify students at these schools as Initiative students in the rest of the report.

Table 1: OSSIs school classification

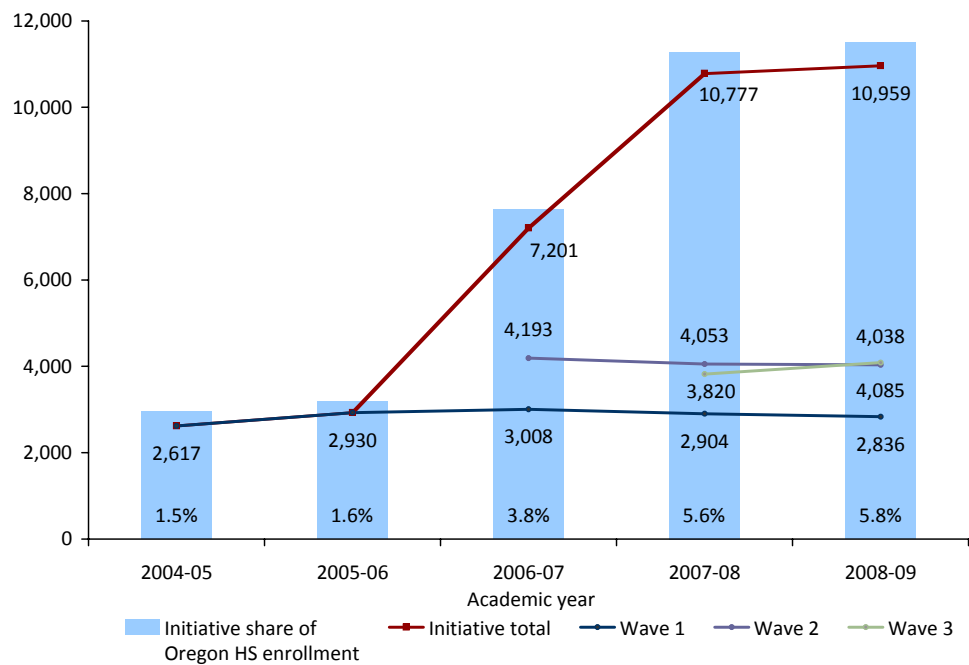
Wave	Campus	Type of small school	Level of autonomy	First open as an OSSIs school in:	Final year with a small school structure	Outcomes included as of academic year:	All-grade dropout data included as of academic year:
1	Liberty	Conversion	Semi	03-04	N/A	04-05	04-05
	Marshall	Conversion	Full	04-05	N/A	04-05	04-05
	Nixyaawii	New Start	Full	04-05	N/A	04-05	04-05
	Roosevelt	Conversion	Full	04-05	N/A	04-05	04-05
2	A3	New Start	Full	06-07	N/A	06-07	08-09
	Newberg	Conversion	Semi	06-07	N/A	06-07	07-08
	North Eugene	Conversion	Semi	06-07	N/A	06-07	08-09
	Woodburn	Conversion	Full	06-07	N/A	06-07	06-07
3	Crater	Conversion	Full	07-08	N/A	07-08	07-08
	Eagle Ridge	New Start	Full	07-08	N/A	07-08	09-10
	HS2	New Start	Full	06-07	N/A	07_08	09-10
	LEP	New Start	Full	06-07	N/A	07-08	09-10
	MACA	New Start	Full	07-08	N/A	07-08	09-10
	South Medford	Conversion	Semi	06-07	N/A	07-08	09-10
Excluded	Lebanon	Conversion	N/A	04-05	05-06	Excluded	Excluded
	Madison	Conversion	N/A	07-08	07-08	Excluded	Excluded
	North Medford	Conversion	N/A	N/A	N/A	Excluded	Excluded

Figure 2 displays the number of students enrolled in each wave and total Initiative enrollment as a share of total Oregon high school enrollment over time. Enrollment changes in Wave 1 reflect changes in enrollment patterns. Changes for

Wave 2 and Wave 3 also include the impact of staggered implementation at some schools. For example, two Wave 2 sites, A3 and North Eugene, did not enroll 12th grade students in their small schools until 2008-09, and have contributed an increasing number of students to the wave total because of this. Regardless, small schools enrollment has grown considerably as a share of Oregon high school enrollment—from 1.5 percent in 2004-05 to 7.4 percent in 2008-09.

Under the assumption that the small schools model has a positive impact on student performance, it is reasonable to hypothesize that students enrolled at a small school for multiple grades will, on average, have better outcomes than those with fewer years of exposure. Our 2009 report provides some evidence to support this hypothesis. One implication of this finding is that, all else equal, outcomes should continue to improve for several years after a school opens simply because it takes four years for a school to graduate a class of students with four years of exposure to the small school environment. As of 2008-09, we can observe the “small schools effect” on 10th grade achievement for every wave. However, only Wave 1 had graduated a class with four years of small schools experience by 2007-08 (the most recent available data).

Figure 2: OSSI wave size and share of Oregon high school enrollment, 2004-05 through 2008-09



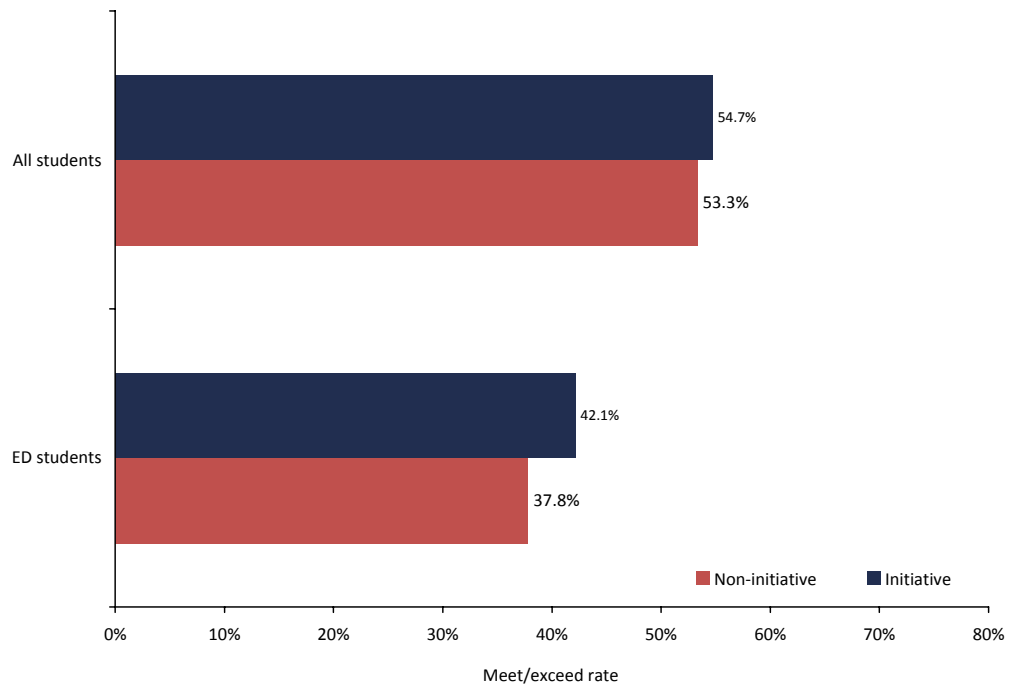
Source: ECONorthwest analysis of ODE student-level data.

The appendix includes detailed tables with achievement, graduation, and dropout data for individual small schools.

ACADEMIC ACHIEVEMENT IN 2008-09

We begin with an overview of 2008-09 results for all waves combined before presenting the time trends in outcomes for each wave. This provides a snapshot of outcomes across Initiative schools. Based on 2008-09 test results, Initiative 10th grade student performance equals or exceeds that for other Oregon 10th graders, with a stronger relative performance by ED students. We also find evidence that achievement at Initiative schools improves over time. In math, 54.7 percent of Initiative students met or exceeded the 10th grade math benchmark, compared to 53.3 percent of non-Initiative students. The difference is more dramatic for the Initiative's ED students, 42.1% of whom met or exceeded the benchmark, compared to 37.8 percent of other students (see Figure 3).

Figure 3: Math - 10th grade OAKS meet/exceed rate for Oregon's Initiative and non-Initiative students, 2008-09



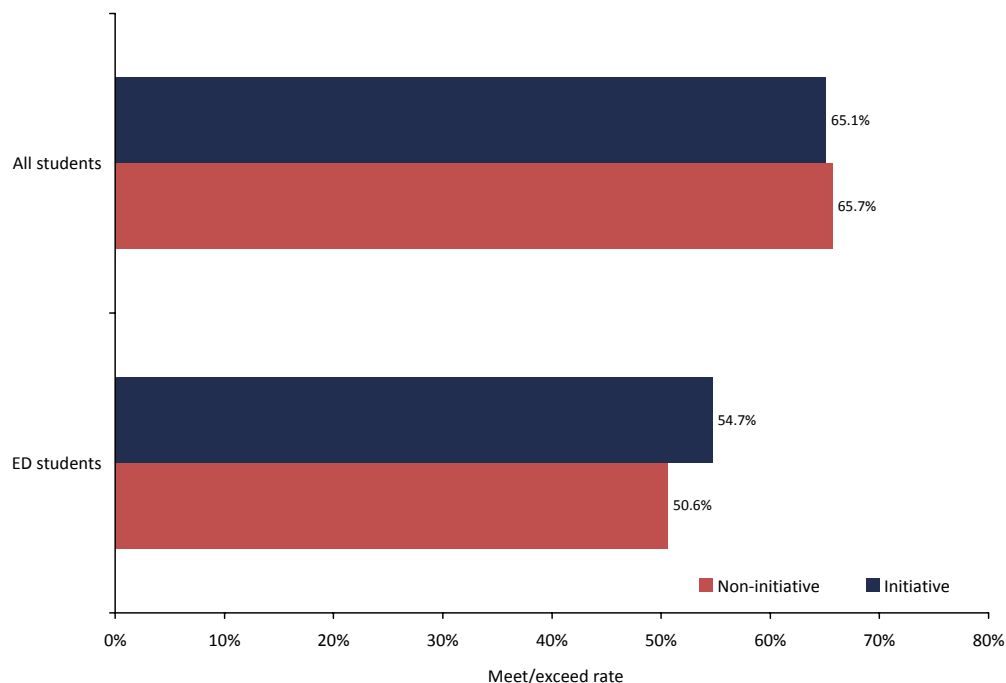
Note: Excludes scores of 9th grade students who took the 10th grade achievement test.

Source: ECONorthwest analysis of ODE student-level data.

In reading, a slightly smaller share of Initiative students reached benchmark than of non-Initiative students—65.1 percent versus 65.7 percent (see Figure 4). But results for all students are misleading in both subjects because of the high share of ED students at Initiative schools. ED students at Initiative schools met the reading benchmark at a higher rate than did their non-Initiative peers (54.7 percent versus 50.6 percent). These findings suggest positive impacts of the small schools model, a conclusion supported by our 2009 report, where we found that, after accounting for student demographics, Initiative students were more likely to meet state academic benchmarks in math than were otherwise similar, non-

Initiative students. Put another way, Initiative schools appear to meaningfully close the gap in achievement between ED students and the statewide average.

Figure 4: Reading - 10th grade OAKS meet/exceed rate for Oregon's Initiative and non-Initiative students, 2008-09



Source: ECONorthwest analysis of ODE student-level data.

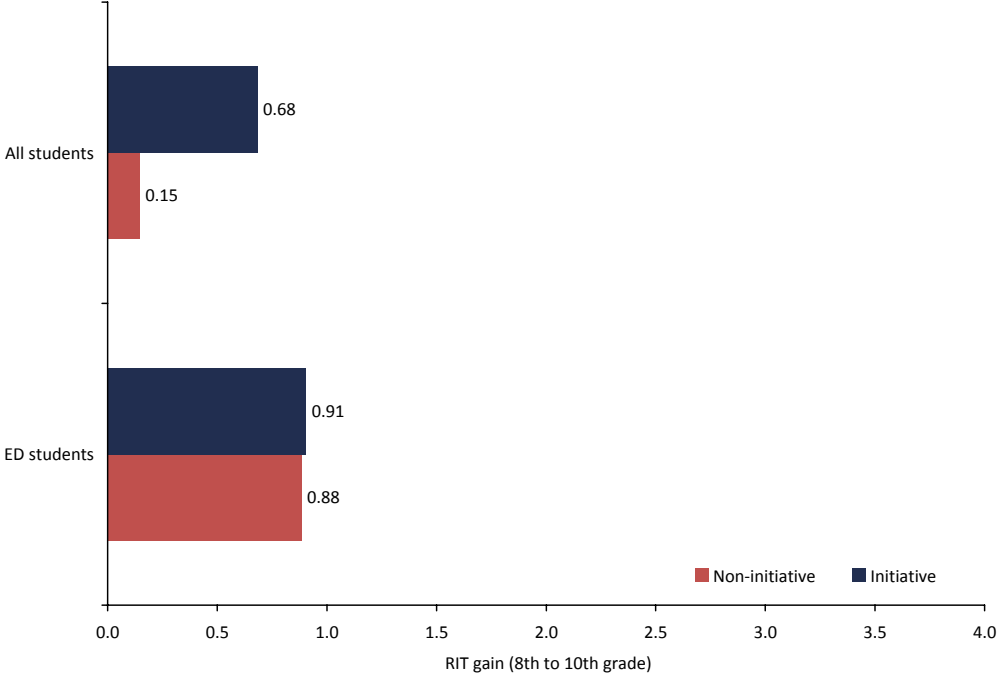
Looking at achievement growth between 8th and 10th grades provides additional evidence of student success at Initiative schools. Statewide, students make relatively little progress in math achievement, with average growth of less than one RIT point⁴—much smaller than the six point increase in the statewide math benchmark between 8th and 10th. Keeping in mind this meager average gain, Initiative students outperform non-Initiative students in terms of achievement growth—gaining 0.7 RIT points compared to 0.2 points for non-Initiative students (see Figure 5). The difference between Initiative and non-Initiative ED students is not significant. As above, however, the regression analysis in our 2009 report implies that, after accounting for demographics, Initiative students outperform their counterparts in math RIT growth by larger margins than suggested in Figure 5.

Oregon 10th graders demonstrate greater average gains in reading than in math. 2008-09 Initiative 10th graders gained an average 5.6 RIT points, compared to 4.9 points for all non-Initiative students. ED students gain slightly more, with a slightly wider gap between Initiative and non-Initiative students. Our 2010

⁴ OAKS scores are expressed in RIT points, abbreviated from Rasch Units, where each point increase identifies an equal amount of improvement. For example, an improvement of ten points from 230 to 240 indicates an equal amount of academic growth as an improvement from 210 to 220.

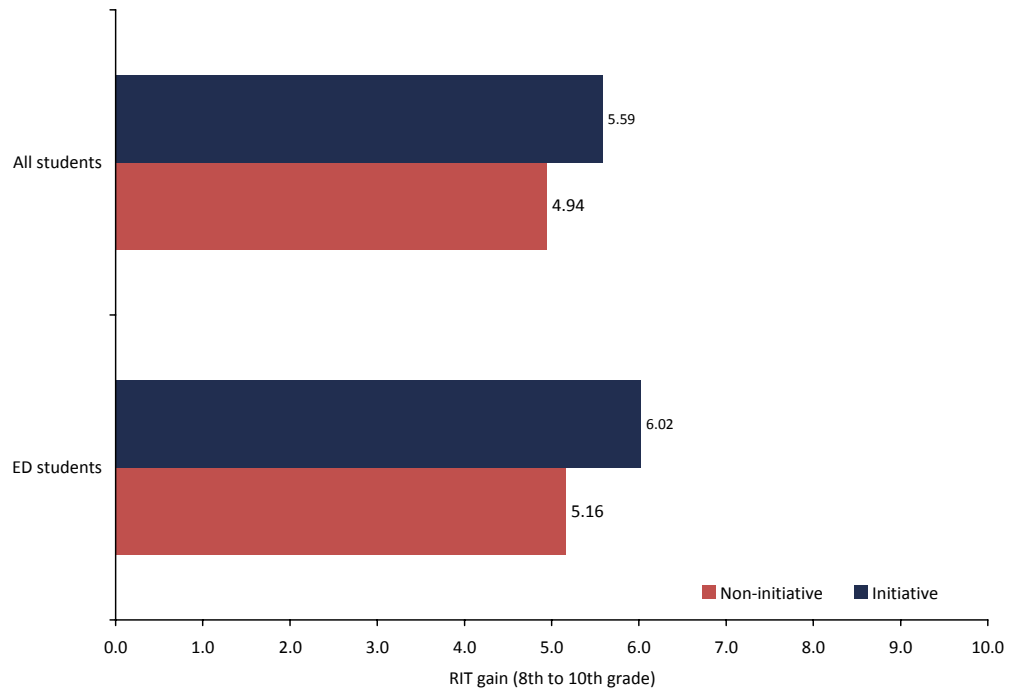
evaluation report will determine the extent to which the differences in math and reading scores reflect statistically meaningful improvement for Initiative students, relative to others.

Figure 5: Math - average change in RIT score between 8th and 10th grade for Oregon’s Initiative and non-Initiative students, 2008-09



Source: ECONorthwest analysis of ODE student-level data.

Figure 6: Reading - average change in RIT score between 8th and 10th grade for Oregon’s Initiative and non-Initiative students, 2008-09



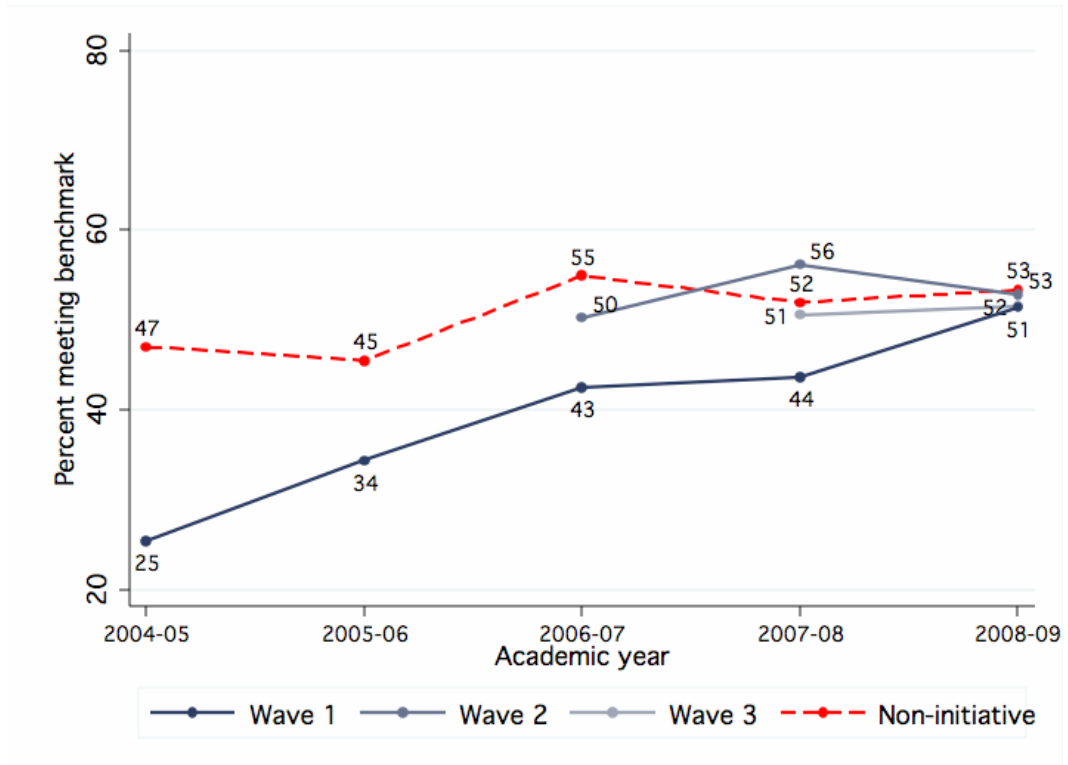
Source: ECONorthwest analysis of ODE student-level data.

ACHIEVEMENT AT INITIATIVE SCHOOLS OVER TIME

The charts in the previous section present the portfolio of Initiative schools as generally performing at or above the state average, despite the challenged populations served by these schools. But this picture masks great variation across schools and does not show the strong gains made by many schools in the years since they opened as Initiative schools, as illustrated in this section. The charts below display time trends in the share of students meeting state math and reading benchmarks for each wave of Initiative students and for all non-Initiative students. Two charts show these outcomes for all students (Figure 7 and Figure 9). The remaining Figures display similar information for ED students only (Figure 8 and Figure 10). In general, we find that Initiative schools typically opened as below-average performers. For conversion schools, this is a legacy of under-performance at the regular high school that pre-dated conversion. But the trends also suggest, in most cases, significant improvement over time, producing 2008-09 outcomes at or above the average for non-Initiative students in spite of the challenges faced by the Initiative student population.

The share of Initiative students meeting the 10th grade math benchmark has grown over time, particularly for the Wave 1 schools, where the meet/exceed rate has doubled since 2004-05 (see Figure 7). The statewide rate has also increased, although much of this increase can be attributed to ODE's reduction in the benchmark cutoff scores for 2006-07 and subsequent academic years.

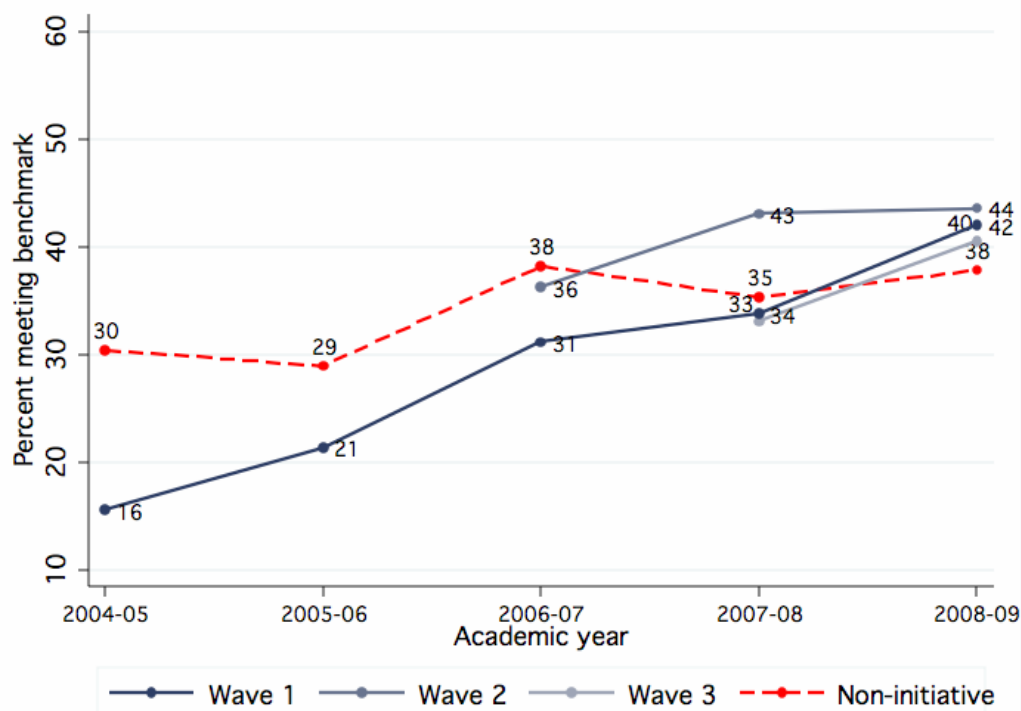
Figure 7: Math - 10th grade OAKS meet/exceed rate for all students, 2004-05 to 2008-09



Source: ECONorthwest analysis of ODE student-level data.

Performance by Initiative ED students demonstrates a similar, but more dramatic, pattern (see Figure 8)—the meet/exceed rate more than doubled between 2004-05 and 2008-09 for Wave 1 students. In 2008-09, the meet/exceed rate for every wave surpasses that for non-Initiative ED students by 2008-09.

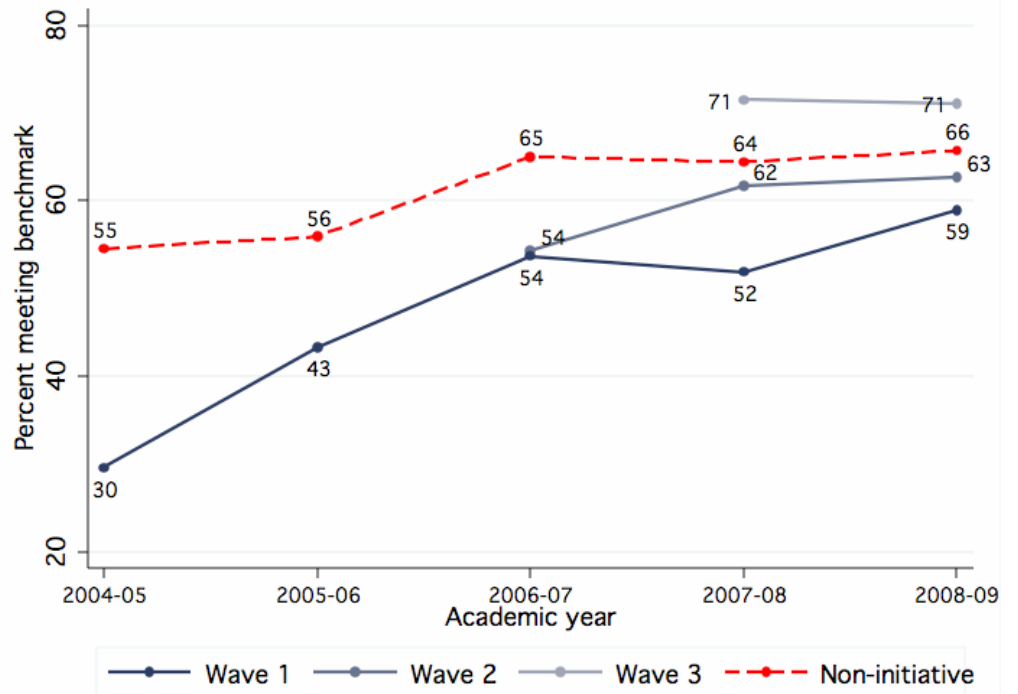
Figure 8: Math - 10th grade OAKS meet/exceed rate for economically disadvantaged students, 2004-05 to 2008-09



Source: ECONorthwest analysis of ODE student-level data.

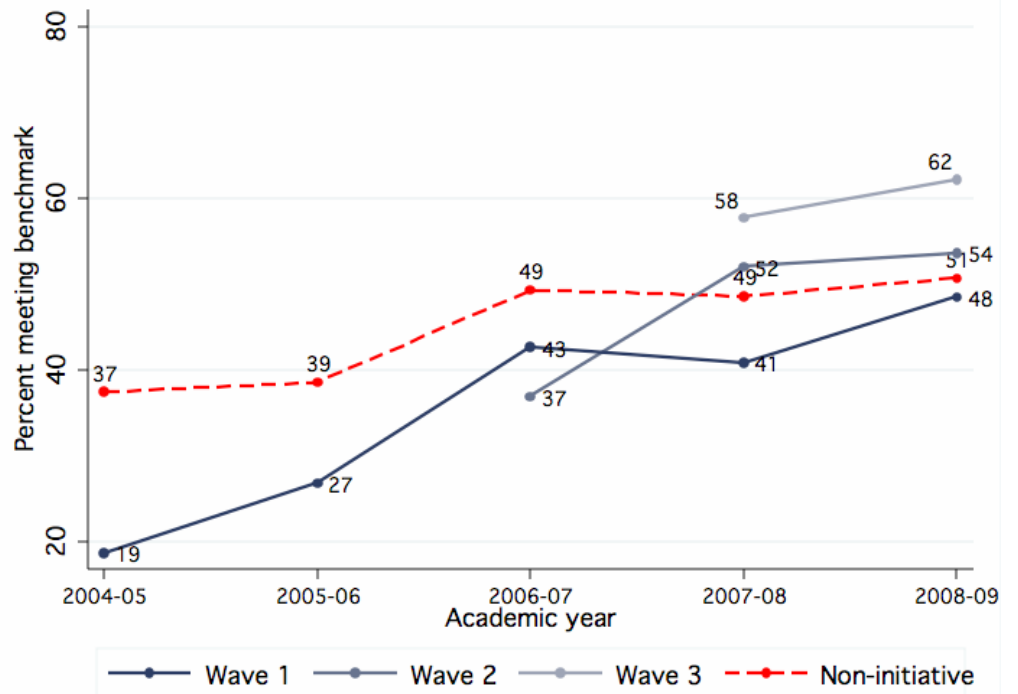
The trends in performance on the 10th grade OAKS reading test looks similar for Initiative students, with strong improvement over time for all students and for ED students alone (see Figure 9 and Figure 10). By 2008-09, Wave 2 and Wave 3 ED students outperformed their non-Initiative counterparts, and Wave 1 had nearly closed the 18 percentage-point gap with non-Initiative students that was present in 2004-05. Average performance for all Initiative students was relatively lower compared to non-Initiative students, although the demographic characteristics of Initiative students clearly play a role in this difference.

Figure 9: Reading - 10th grade OAKS meet/exceed rate for all students, 2004-05 to 2008-09



Source: ECONorthwest analysis of ODE student-level data.

Figure 10: Reading - 10th grade OAKS meet/exceed rate for economically disadvantaged students, 2004-05 to 2008-09



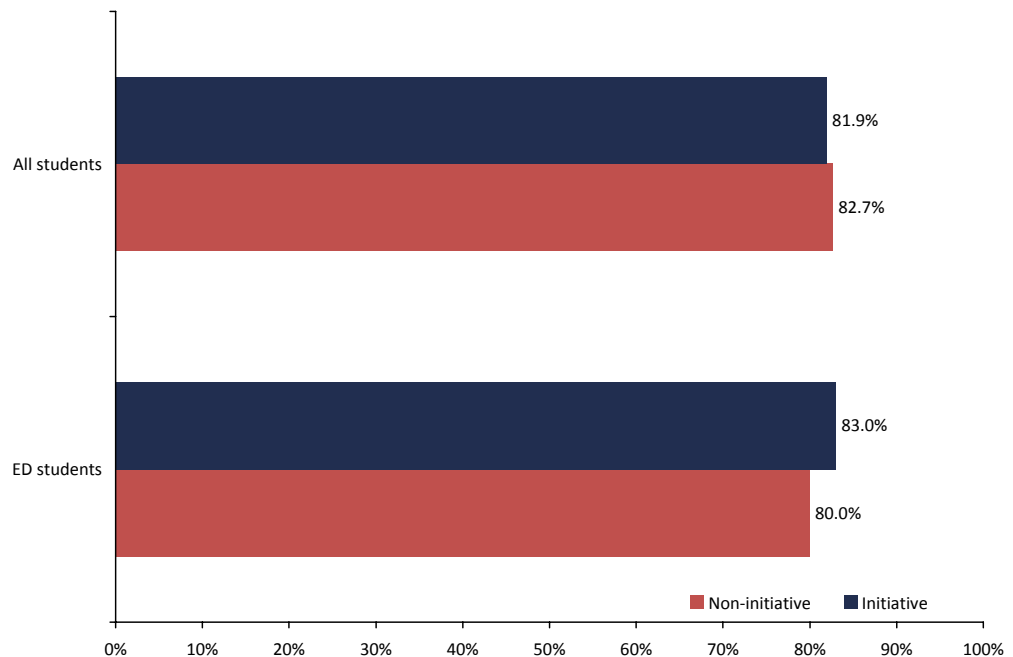
Source: ECONorthwest analysis of ODE student-level data.

HIGH SCHOOL GRADUATES AND DROPOUTS

Receiving a diploma is the end point of a successful high school career, while dropping out is the corresponding negative outcome. In this section, we summarize dropout and NCES graduation rates at Initiative schools.⁵ We find, for the most part, similar trends to those seen in the achievement data.⁶ The most important exception is that, as of 2007-08, the Initiative dropout rate remained above that for non-Initiative students. As illustrated in Figure 16, this is largely due to persistently high, but recently falling, dropout rates at Wave 1 schools. Staff at Portland’s Wave I schools (on the Marshall and Roosevelt campuses) suggest that their students are much more transient than is typical, and that this drives high dropout rates. Additional data from 2008-09 may shed light on why Wave 1 performance differs so significantly

Figure 11 and Figure 12 display the graduation rate and overall dropout rate, respectively, for selected groups of students. Non-Initiative students have a slightly higher graduation rate overall, but the rate for ED Initiative students is higher than their non-Initiative counterparts. Overall, the differences are small.

Figure 11: Graduation rates for Oregon’s Initiative and non-Initiative students, 2007-08



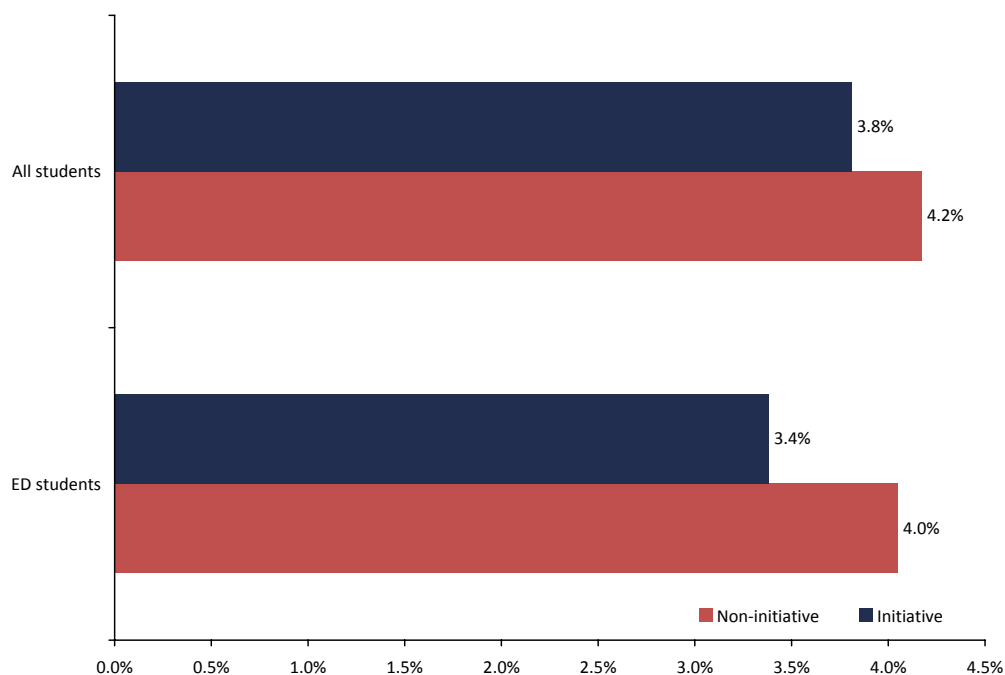
Note: Initiative data includes only Initiative schools with a 12th grade class in the relevant year.
Source: ECONorthwest analysis of ODE student-level data.

⁵ The graduation rate numerator is the number of regular diplomas granted during an academic year. The denominator is the sum regular diplomas and dropouts (all grades) during the same academic year. Consistent with ODE definitions, this calculation excludes recipients of a GED or modified diploma.

⁶ Graduation rates for Initiative students include only schools where 12th grade students are enrolled.

Initiative and non-Initiative dropout rates for ED students are, again, fairly similar, although the overall dropout rate for initiative students is 0.4 percentage points (9.5 percent) lower than for non-Initiative students. The ED dropout rate is even lower, although we note that dropouts relatively uncommon, and a small number of additional dropouts would close the gap between Initiative and non-Initiative students. We conclude that, Initiative schools perform reasonably well overall. As with achievement, however, the 2007-08 aggregate outcomes mask significant variation across schools and over time. The remaining charts demonstrate this variation.

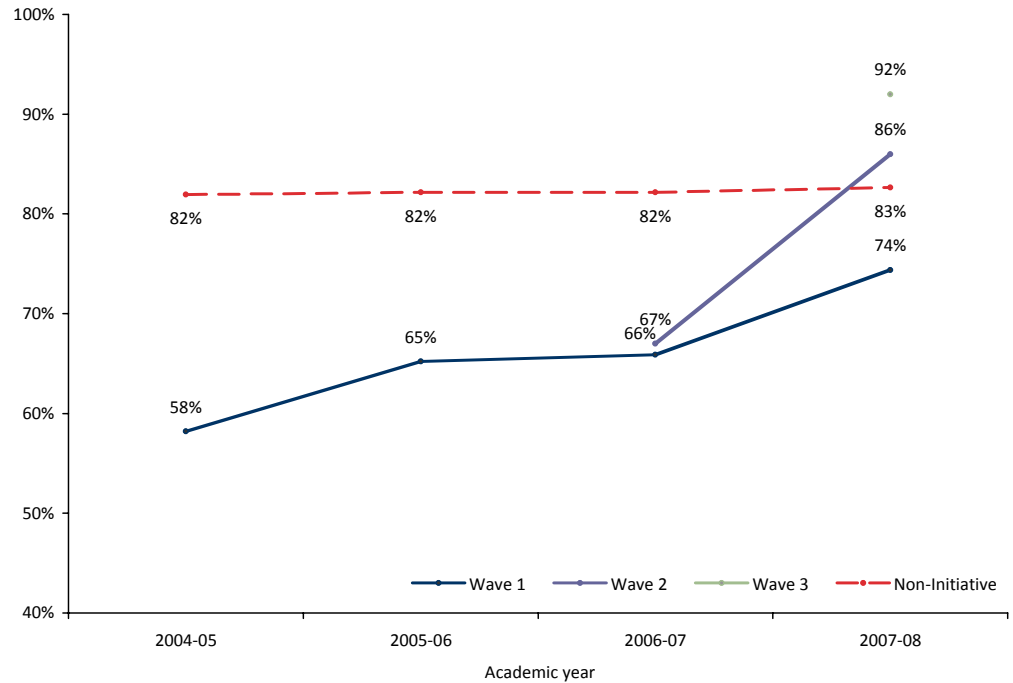
Figure 12: Dropout rates for Oregon’s Initiative and non-Initiative students, 2007-08



Note: Initiative data includes only Initiative schools with a 12th grade class in the relevant year.
 Source: ECONorthwest analysis of ODE student-level data.

Figure 13 and Figure 14 show NCES graduation rates by wave over time for all students and for ED students only, respectively. For Wave 1 and Wave 2, overall graduation rates improved markedly between 2006-07 and 2007-08, although Wave 1 remains below the average for non-Initiative students. Graduation for ED students looks similar. Clearly, more work remains for Wave 1 schools, although they have nonetheless made significant progress in increasing graduation rates. The NCES graduation rate includes dropouts—a higher dropout rate results in a lower calculated graduation rate. As is clear from Figure 15 and Figure 16, the high dropout rate at Wave 1 schools plays an important role in the low calculated graduation rates for that wave in Figure 13 and Figure 14.

Figure 13: Graduation rate, all students, 2004-05 to 2007-08

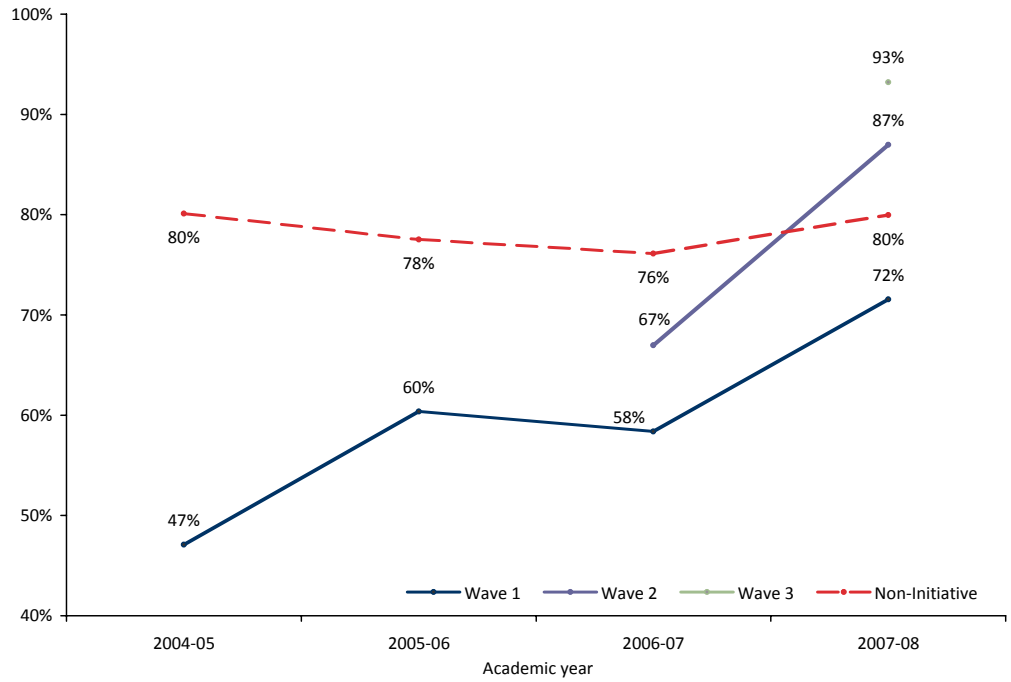


Note: Initiative data includes only Initiative schools with a 12th grade class in the relevant year.

Source: ECONorthwest analysis of ODE student-level data.

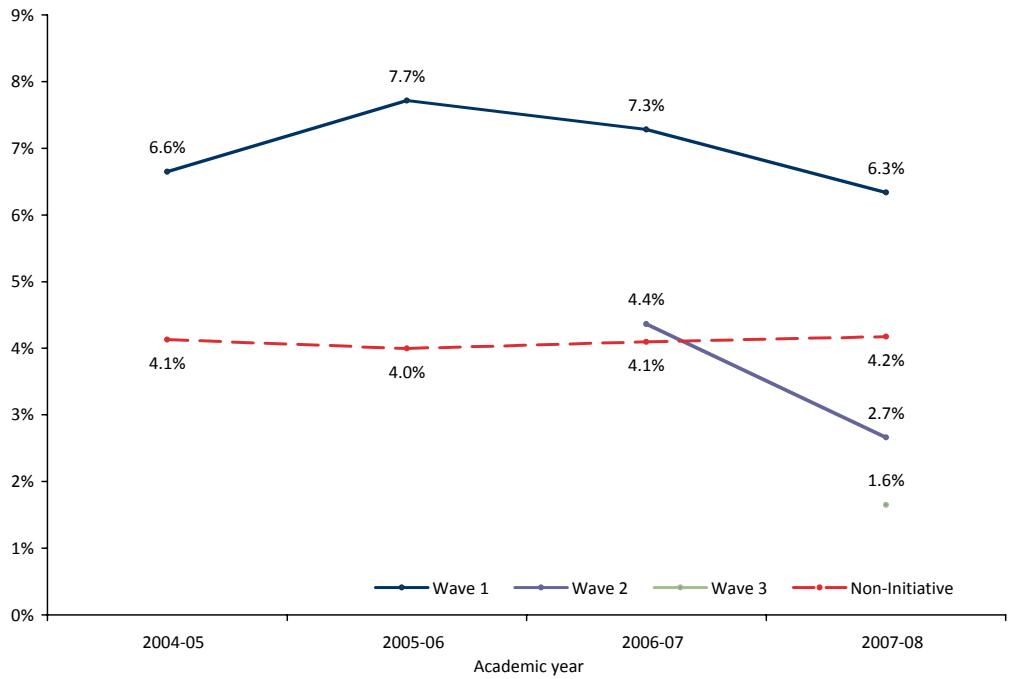
But we also find the trend in dropouts encouraging. While non-Initiative students dropped out at the same or higher rates in 2007-08 as they did in 2004-05, Initiative dropout rates have moved in the opposite direction. Wave 1 remains well above other waves, but appears to have made significant progress in recent years. Again, our 2009 report provides additional evidence to support these conclusions. The forthcoming 2010 report should provide additional clarity—for a majority of Initiative schools, the additional year of graduation and dropout data will add a great deal of information—many schools had not enrolled 12th grade students as of 2007-08.

Figure 14: Graduation rate, economically disadvantaged students, 2004-05 to 2007-08



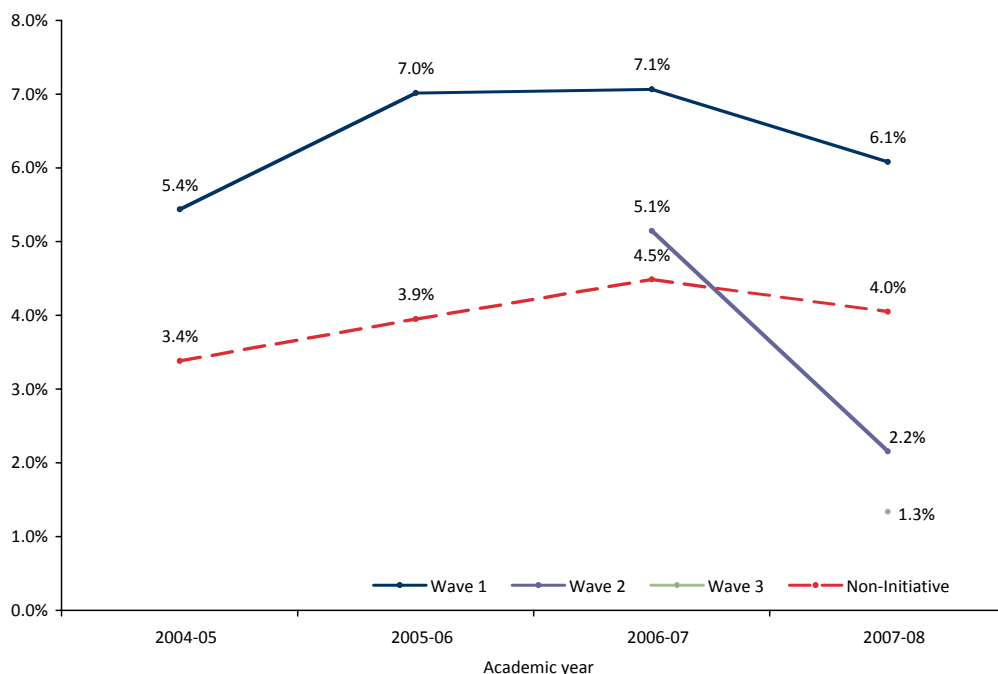
Note: Initiative data includes only Initiative schools with a 12th grade class in the relevant year.
Source: ECONorthwest analysis of ODE student-level data.

Figure 15: Dropout rate, all students, 2004-05 to 2007-08



Note: Initiative data includes only Initiative schools with a 12th grade class in the relevant year.
Source: ECONorthwest analysis of ODE student-level data.

Figure 16: Dropout rate for economically disadvantaged students by wave, 2004-05 to 2007-08



Note: Initiative data includes only Initiative schools with a 12th grade class in the relevant year.
Source: ECONorthwest analysis of ODE student-level data.

CONCLUSIONS

This statewide overview suggests that the Initiative has had important successes at improving academic achievement and high school completion for a student population with significant barriers to success. High recent dropout rates at some schools indicate that work remains, but we find encouraging progress in every indicator examined. Subsequent evaluation research, including our final evaluation report due in 2010, will probe these outcomes using additional data and more rigorous statistical methods.

This report illustrates the variation across waves of Initiative schools, but variation exists even across individual schools at the same high school campus. Our final evaluation will seek to understand how the specific interventions implemented at each school drive this variation to provide a better understanding about what has driven overall Initiative success.

APPENDIX

The tables in this appendix provide detailed achievement meet/exceed rate, graduation, and dropout data by wave, school, and year. The tables also provide population counts. Not all small schools have a unique ODE identifier, and detailed are only available for schools that do. Dropout and graduation rates provided only for schools in years in which all four grades (9th through 12th) had implemented the small schools model. Achievement growth data and additional population size data are available upon request to ECONorthwest.

Table A1: 10th grade OAKS math meet/exceed by school, 2004-05 to 2008-09

OSSI Campus	10th grade OAKS math meet/exceed									
	All students					Economically distadvantaged students				
	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
<i>All Non-Initiative schools</i>	47.0	45.4	54.9	51.9	53.3	30.4	28.9	38.2	35.3	37.8
<i>Wave 1 schools</i>	24.7	34.3	42.5	43.6	51.4	15.0	21.4	31.1	33.8	42.0
Liberty HS	31.7	44.6	56.7	52.8	63.5	14.8	20.5	35.7	32.0	47.5
Freshman Academy	--	--	--	--	--	--	--	--	--	--
ACT (at Liberty)	--	--	--	--	--	--	--	--	--	--
HHS	--	--	--	--	--	--	--	--	--	--
Marshall HS	27.1	24.7	37.7	39.4	44.8	26.3	24.1	35.5	38.3	45.1
Biz Tech	29.6	26.2	32.2	31.0	29.8	28.6	25.5	29.5	29.4	28.6
Pauling	32.6	23.6	40.5	56.1	57.4	30.3	21.4	38.0	51.3	56.1
RA2	18.9	24.1	40.4	34.7	47.1	19.2	25.0	38.9	37.3	50.0
Nixyaawii Community School	0.0	12.5	14.3	11.8	7.1	*	*	*	15.4	12.5
Roosevelt HS	10.4	26.5	28.6	33.3	40.7	7.5	20.0	21.9	32.2	35.2
ACT	8.1	26.5	47.9	29.3	44.4	2.3	13.0	36.6	26.2	35.3
POWER	7.5	20.0	15.2	36.0	44.2	3.7	20.5	16.3	32.4	40.5
SEIS	16.7	34.6	19.3	35.1	33.8	16.2	26.7	14.9	38.5	31.5
<i>Wave 2 schools</i>	--	--	52.1	56.1	52.9	--	--	35.9	42.8	43.6
A3 (Springfield)	--	--	30.0	39.6	55.6	--	--	25.0	33.3	52.9
Newberg HS	--	--	69.6	74.5	63.1	--	--	48.9	53.8	47.0
Blue School	--	--	--	--	--	--	--	--	--	--
Green School	--	--	--	--	--	--	--	--	--	--
Red School	--	--	--	--	--	--	--	--	--	--
Silver School	--	--	--	--	--	--	--	--	--	--
Yellow Schools	--	--	--	--	--	--	--	--	--	--
North Eugene HS	--	--	--	50.8	46.7	--	--	--	32.1	35.2
AoA	--	--	--	--	--	--	--	--	--	--
NIHS	--	--	--	--	--	--	--	--	--	--
IDEAS	--	--	--	--	--	--	--	--	--	--
Woodburn HS	--	--	32.1	41.3	43.8	--	--	32.1	41.3	43.8
AIS	--	--	--	27.5	30.1	--	--	--	27.5	30.1
WAAST	--	--	--	45.3	41.8	--	--	--	45.3	41.8
WACA	--	--	--	54.4	48.1	--	--	--	54.4	48.1
WeBSS	--	--	--	36.8	53.3	--	--	--	36.8	53.3
<i>Wave 3 schools</i>	--	--	--	50.6	51.6	--	--	--	33.0	40.5
Crater HS	--	--	--	47.0	48.0	--	--	--	32.1	43.4
BIS	--	--	--	48.0	57.0	--	--	--	41.2	54.2
RA	--	--	--	45.5	44.3	--	--	--	22.9	40.0
CAHPS	--	--	--	54.4	52.0	--	--	--	43.5	47.6
CANS	--	--	--	40.4	38.3	--	--	--	29.4	33.3
Eagle Ridge HS	--	--	--	10.5	22.8	--	--	--	14.3	13.8
Health Sciences School	--	--	--	--	57.1	--	--	--	--	28.0
LEP	--	--	--	22.4	31.5	--	--	--	6.9	20.6
MACA	--	--	--	45.8	53.2	--	--	--	22.2	40.0
South Medford HS	--	--	--	59.9	60.8	--	--	--	40.4	49.7
Freshman Academy	--	--	--	--	--	--	--	--	--	--
BACH	--	--	--	--	--	--	--	--	--	--
CHAMPS	--	--	--	--	--	--	--	--	--	--
Discovery	--	--	--	--	--	--	--	--	--	--

Notes: *Data suppressed.

Source: ECONorthwest analysis of ODE student-level data.

Table A2: 10th grade OAKS reading meet/exceed rate, by school, 2004-05 to 2008-09

OSSI Campus	10th grade OAKS reading meet/exceed									
	All students					Economically distadvantaged students				
	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
<i>All Non-Initiative schools</i>	54.5	55.9	65.0	64.4	65.7	37.4	38.5	49.3	48.6	50.6
<i>Wave 1 schools</i>	29.3	43.3	53.7	51.9	58.9	18.5	26.8	42.6	40.8	48.4
Liberty HS	33.4	59.6	68.9	60.3	70.1	13.9	33.6	50.8	36.4	53.8
Freshman Academy	--	--	--	--	--	--	--	--	--	--
ACT (at Liberty)	--	--	--	--	--	--	--	--	--	--
HHS	--	--	--	--	--	--	--	--	--	--
Marshall HS	29.6	27.8	49.3	51.5	54.5	29.3	24.4	42.3	50.7	52.4
Biz Tech	16.7	24.2	35.2	45.6	42.9	8.3	20.8	27.9	45.8	36.6
Pauling	34.1	32.7	56.0	60.7	60.0	40.6	31.0	46.9	55.0	60.0
RA2	35.1	27.1	56.2	49.3	60.0	34.6	22.0	51.4	52.0	60.0
Nixyaawii Community School	30.8*		50.0	29.4	38.5*	*	*		30.8	57.1
Roosevelt HS	20.0	29.8	36.2	37.0	45.5	15.1	23.8	35.3	35.0	39.0
ACT	21.3	36.9	51.4	32.8	54.1	17.1	29.5	56.4	28.6	45.1
POWER	15.6	24.6	30.4	39.2	47.1	6.5	22.7	34.0	35.1	43.2
SEIS	23.1	27.1	24.1	39.3	34.4	20.6	19.0	19.1	42.1	30.2
<i>Wave 2 schools</i>	--	--	54.4	61.7	62.7	--	--	35.2	52.0	53.6
A3 (Springfield)	--	--	54.5	87.5	83.3	--	--	53.8	81.0	70.6
Newberg HS	--	--	71.0	73.6	64.6	--	--	42.9	47.6	42.5
Blue School	--	--	--	--	--	--	--	--	--	--
Green School	--	--	--	--	--	--	--	--	--	--
Red School	--	--	--	--	--	--	--	--	--	--
Silver School	--	--	--	--	--	--	--	--	--	--
Yellow Schools	--	--	--	--	--	--	--	--	--	--
North Eugene HS	--	--	--	49.8	67.2	--	--	--	40.0	57.7
AoA	--	--	--	--	--	--	--	--	--	--
NIHS	--	--	--	--	--	--	--	--	--	--
IDEAS	--	--	--	--	--	--	--	--	--	--
Woodburn HS	--	--	32.7	52.8	54.9	--	--	32.7	52.8	54.9
AIS	--	--	--	39.7	39.1	--	--	--	39.7	39.1
WAAST	--	--	--	56.4	52.0	--	--	--	56.4	52.0
WACA	--	--	--	63.3	64.1	--	--	--	63.3	64.1
WeBSS	--	--	--	50.0	61.7	--	--	--	50.0	61.7
<i>Wave 3 schools</i>	--	--	--	71.5	71.1	--	--	--	57.7	62.7
Crater HS	--	--	--	68.3	67.7	--	--	--	59.3	61.6
BIS	--	--	--	68.0	67.0	--	--	--	52.9	58.3
RA	--	--	--	66.7	75.0	--	--	--	68.6	76.7
CAHPS	--	--	--	69.2	73.3	--	--	--	47.8	61.9
CANS	--	--	--	69.5	55.8	--	--	--	60.6	45.8
Eagle Ridge HS	--	--	--	44.7	46.3	--	--	--	42.9	40.7
Health Sciences School	--	--	--	--	66.7	--	--	--	--	36.0
LEP	--	--	--	51.0	58.9	--	--	--	37.9	47.1
MACA	--	--	--	68.8	71.1	--	--	--	50.0	60.0
South Medford HS	--	--	--	78.5	80.4	--	--	--	61.9	75.4
Freshman Academy	--	--	--	--	--	--	--	--	--	--
BACH	--	--	--	--	--	--	--	--	--	--
CHAMPS	--	--	--	--	--	--	--	--	--	--
Discovery	--	--	--	--	--	--	--	--	--	--

Notes: *Data suppressed.

Source: ECONorthwest analysis of ODE student-level data.

Table A3: 10th grade OAKS writing meet/exceed rate, by school, 2004-05 to 2008-09

OSSI Campus	10th grade OAKS writing meet/exceed									
	All students					Economically distadvantaged students				
	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
<i>All Non-Initiative schools</i>	56.3	55.9	54.9	56.3	55.2	39.7	38.3	37.8	40.2	39.2
<i>Wave 1 schools</i>	41.5	40.1	37.9	42.6	46.0	28.5	29.8	26.8	33.4	38.5
Liberty HS	49.2	46.2	52.3	42.1	38.5	24.8	23.4	28.9	26.0	22.6
Freshman Academy	--	--	--	--	--	--	--	--	--	--
ACT (at Liberty)	--	--	--	--	--	--	--	--	--	--
HHS	--	--	--	--	--	--	--	--	--	--
Marshall HS	34.7	31.6	33.2	52.4	56.3	32.9	29.5	31.7	45.5	51.8
Biz Tech	51.7	30.2	29.7	51.8	45.2	47.8	32.7	27.8	47.7	40.6
Pauling	19.4	27.8	33.3	53.7	72.7	25.0	19.5	30.8	44.4	67.6
RA2	36.1	36.8	35.8	51.7	52.3	28.0	35.9	35.2	44.2	47.9
Nixyaawii Community School	8.3	0.0	50.0	23.5	8.3 *	*	*	*	*	*
Roosevelt HS	32.3	39.2	20.4	33.6	54.1	30.9	36.2	18.2	30.0	47.0
ACT	34.5	46.2	21.4	30.2	61.0	37.8	40.0	21.2	22.6	53.7
POWER	25.7	36.5	21.1	36.6	70.7	13.6	39.5	19.6	36.4	66.7
SEIS	35.0	33.3	18.4	34.0	31.2	34.3	28.6	14.3	30.6	24.4
<i>Wave 2 schools</i>	--	--	44.4	50.5	54.9	--	--	23.2	39.7	45.1
A3 (Springfield)	--	--	57.1	70.8	60.0	--	--	61.5	71.4	64.7
Newberg HS	--	--	62.9	60.3	63.6	--	--	31.9	45.2	45.5
Blue School	--	--	--	--	--	--	--	--	--	--
Green School	--	--	--	--	--	--	--	--	--	--
Red School	--	--	--	--	--	--	--	--	--	--
Silver School	--	--	--	--	--	--	--	--	--	--
Yellow Schools	--	--	--	--	--	--	--	--	--	--
North Eugene HS	--	--	--	51.3	52.9	--	--	--	44.6	42.1
AoA	--	--	--	--	--	--	--	--	--	--
NIHS	--	--	--	--	--	--	--	--	--	--
IDEAS	--	--	--	--	--	--	--	--	--	--
Woodburn HS	--	--	18.2	34.1	44.8	--	--	18.2	34.1	44.8
AIS	--	--	--	48.5	39.7	--	--	--	48.5	39.7
WAAS	--	--	--	30.2	47.3	--	--	--	30.2	46.7
WACA	--	--	--	35.8	52.2	--	--	--	35.8	52.9
WeBSS	--	--	--	20.0	40.4	--	--	--	20.0	40.4
<i>Wave 3 schools</i>	--	--	--	64.3	55.3	--	--	--	49.8	45.4
Crater HS	--	--	--	65.5	66.3	--	--	--	55.3	66.0
BIS	--	--	--	54.7	67.4	--	--	--	29.4	63.6
RA	--	--	--	76.0	77.8	--	--	--	74.3	73.3
CAHPS	--	--	--	74.7	70.1	--	--	--	60.0	80.0
CANS	--	--	--	57.3	51.1	--	--	--	45.2	45.5
Eagle Ridge HS	--	--	--	25.0	30.4	--	--	--	28.6	20.0
Health Sciences School	--	--	--	--	46.5	--	--	--	--	18.8
LEP	--	--	--	33.3	43.3	--	--	--	20.7	26.9
MACA	--	--	--	52.1	36.6	--	--	--	38.9	44.4
South Medford HS	--	--	--	70.6	55.7	--	--	--	54.6	48.3
Freshman Academy	--	--	--	--	--	--	--	--	--	--
BACH	--	--	--	--	--	--	--	--	--	--
CHAMPS	--	--	--	--	--	--	--	--	--	--
Discovery	--	--	--	--	--	--	--	--	--	--

Notes: *Data suppressed.

Source: ECONorthwest analysis of ODE student-level data.

Table A4: Graduation rates, by school, 2004-05 to 2008-09

OSSI Campus	Graduation rate							
	All students				Economically disadvantaged students			
	2004-05	2005-06	2006-07	2007-08	2004-05	2005-06	2006-07	2007-08
<i>All Non-Initiative schools</i>	82.0	82.2	82.2	82.7	80.1	77.5	76.1	80.0
<i>Wave 1 schools</i>	58.2	65.2	65.9	74.4	47.1	60.4	58.4	71.6
Liberty HS	81.8	82.1	87.8	86.8	74.0	72.7	82.3	82.4
Freshman Academy	--	--	--	--	--	--	--	--
ACT (at Liberty)	--	--	--	--	--	--	--	--
HHS	--	--	--	--	--	--	--	--
Marshall HS	59.2	54.2	47.5	57.6	73.8	57.5	48.0	64.3
Biz Tech	61.7	51.8	39.3	46.4	70.4	51.7	40.5	52.4
Pauling	73.3	61.2	57.6	66.7	91.7	69.4	57.1	70.3
RA2	36.4	48.1	44.6	58.8	50.0	45.5	46.5	72.2
Nixyaawii Community School	40.0	71.4	63.3	68.4	--	83.3	66.7	63.6
Roosevelt HS	56.0	51.3	50.0	68.2	63.0	51.0	52.0	69.0
ACT	73.2	56.8	41.8	58.6	76.5	55.9	45.7	59.5
POWER	60.8	50.0	70.3	80.6	75.0	51.3	63.6	80.0
SEIS	35.6	45.1	47.6	69.6	42.9	45.2	53.3	69.2
<i>Wave 2 schools</i>	--	--	67.0	86.0	--	--	67.0	87.0
A3 (Springfield)	--	--	--	--	--	--	--	--
Newberg HS	--	--	--	85.7	--	--	--	88.7
Blue School	--	--	--	--	--	--	--	--
Green School	--	--	--	--	--	--	--	--
Red School	--	--	--	--	--	--	--	--
Silver School	--	--	--	--	--	--	--	--
Yellow Schools	--	--	--	--	--	--	--	--
North Eugene HS	--	--	--	--	--	--	--	--
AoA	--	--	--	--	--	--	--	--
NIHS	--	--	--	--	--	--	--	--
IDEAS	--	--	--	--	--	--	--	--
Woodburn HS	--	--	67.0	86.5	--	--	67.0	86.5
AIS	--	--	--	80.0	--	--	--	80.0
WAAST	--	--	--	95.8	--	--	--	95.8
WACA	--	--	--	90.4	--	--	--	90.4
WeBSS	--	--	--	80.7	--	--	--	80.7
<i>Wave 3 schools</i>	--	--	--	92.0	--	--	--	93.2
Crater HS	--	--	--	92.0	--	--	--	93.2
BIS	--	--	--	93.2	--	--	--	95.1
RA	--	--	--	89.2	--	--	--	91.0
CAHPS	--	--	--	93.1	--	--	--	92.8
CANS	--	--	--	92.8	--	--	--	93.9
Eagle Ridge HS	--	--	--	--	--	--	--	--
Health Sciences School	--	--	--	--	--	--	--	--
LEP	--	--	--	--	--	--	--	--
MACA	--	--	--	--	--	--	--	--
South Medford HS	--	--	--	--	--	--	--	--
Freshman Academy	--	--	--	--	--	--	--	--
BACH	--	--	--	--	--	--	--	--
CHAMPS	--	--	--	--	--	--	--	--
Discovery	--	--	--	--	--	--	--	--

Notes: Graduation and dropout rates calculated using methods similar to those employed by ODE, although reported rates may differ from those reported by ODE. Our calculation methodology is available upon request.

Source: ECONorthwest analysis of ODE student-level data.

Table A5: Dropout rates, by school, 2004-05 to 2008-09

OSS I Campus	Dropout rate							
	All students				Economically disadvantaged students			
	2004-05	2005-06	2006-07	2007-08	2004-05	2005-06	2006-07	2007-08
<i>All Non-Initiative schools</i>	4.1	4.0	4.1	4.2	3.4	3.9	4.5	4.0
<i>Wave 1 schools</i>	7.0	8.6	8.3	7.6	5.4	7.0	7.1	6.1
Liberty HS	3.9	4.8	3.5	5.1	4.2	4.7	2.8	3.8
Freshman Academy	--	--	--	--	--	--	--	--
ACT (at Liberty)	--	--	--	--	--	--	--	--
HHS	--	--	--	--	--	--	--	--
Marshall HS	8.5	9.5	11.2	9.3	4.2	6.6	9.9	7.2
Biz Tech	8.4	9.2	12.6	11.5	5.4	7.0	10.6	10.0
Pauling	6.2	9.2	11.1	9.6	1.5	5.7	9.5	7.6
RA2	11.1	10.2	9.9	7.1	5.8	7.0	9.5	4.4
Nixyaawii Community School	18.8	10.2	16.2	9.0	--	5.4	5.4	10.0
Roosevelt HS	9.2	12.3	10.1	8.5	7.0	9.6	7.6	6.8
ACT	5.0	12.5	16.6	12.9	4.0	9.2	12.0	9.3
POWER	7.7	11.3	3.8	5.3	4.4	9.5	3.6	4.2
SEIS	16.2	13.3	10.2	6.3	12.6	10.2	7.4	6.6
<i>Wave 2 schools</i>	--	--	4.1	7.8	--	--	5.1	2.2
A3 (Springfield)	--	--	--	--	--	--	--	--
Newberg HS	--	--	--	3.1	--	--	--	1.7
Blue School	--	--	--	--	--	--	--	--
Green School	--	--	--	--	--	--	--	--
Red School	--	--	--	--	--	--	--	--
Silver School	--	--	--	--	--	--	--	--
Yellow Schools	--	--	--	--	--	--	--	--
North Eugene HS	--	--	--	--	--	--	--	--
AoA	--	--	--	--	--	--	--	--
NIHS	--	--	--	--	--	--	--	--
IDEAS	--	--	--	--	--	--	--	--
Woodburn HS	--	--	5.1	2.3	--	--	5.1	2.3
AIS	--	--	--	3.0	--	--	--	3.0
WAAST	--	--	--	0.6	--	--	--	0.6
WACA	--	--	--	1.9	--	--	--	1.9
WeBSS	--	--	--	3.8	--	--	--	3.8
<i>Wave 3 schools</i>	--	--	--	7.6	--	--	--	7.3
Crater HS	--	--	--	1.6	--	--	--	1.3
BIS	--	--	--	1.5	--	--	--	1.0
RA	--	--	--	2.4	--	--	--	1.9
CAHPS	--	--	--	1.3	--	--	--	1.3
CANS	--	--	--	1.3	--	--	--	1.0
Eagle Ridge HS	--	--	--	--	--	--	--	--
Health Sciences School	--	--	--	--	--	--	--	--
LEP	--	--	--	--	--	--	--	--
MACA	--	--	--	--	--	--	--	--
South Medford HS	--	--	--	--	--	--	--	--
Freshman Academy	--	--	--	--	--	--	--	--
BACH	--	--	--	--	--	--	--	--
CHAMPS	--	--	--	--	--	--	--	--
Discovery	--	--	--	--	--	--	--	--

Notes: Graduation and dropout rates calculated using methods similar to those employed by ODE, although reported rates may differ from those reported by ODE. Our calculation methodology is available upon request.

Source: ECONorthwest analysis of ODE student-level data.

Table A6: Population counts, 10th grade OAKS math meet/exceed rate, by school, 2004-05 to 2008-09

OSSI Campus	10th grade OAKS math meet/exceed									
	All students					Economically distadvantaged students				
	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
<i>All Non-Initiative schools</i>	<i>40100</i>	<i>41241</i>	<i>41453</i>	<i>39893</i>	<i>40042</i>	<i>12818</i>	<i>13684</i>	<i>13659</i>	<i>13678</i>	<i>15033</i>
<i>Wave 1 schools</i>	<i>570</i>	<i>696</i>	<i>774</i>	<i>724</i>	<i>702</i>	<i>313</i>	<i>384</i>	<i>437</i>	<i>400</i>	<i>424</i>
Liberty HS	306	325	298	339	318	122	112	115	128	141
Freshman Academy	--	--	--	--	--	--	--	--	--	--
ACT (at Liberty)	--	--	--	--	--	--	--	--	--	--
HHS	--	--	--	--	--	--	--	--	--	--
Marshall HS	107	178	273	203	181	80	133	183	141	133
Biz Tech	27	65	90	71	57	21	51	61	51	42
Pauling	43	55	79	57	54	33	42	50	39	41
RA2	37	58	104	75	70	26	40	72	51	50
Nixyaawii Community School	13	8	7	17	14 *	*	*		13	8
Roosevelt HS	144	185	196	165	189	107	135	137	118	142
ACT	62	68	73	58	72	43	46	41	42	51
POWER	40	65	66	50	52	27	44	49	37	37
SEIS	42	52	57	57	65	37	45	47	39	54
<i>Wave 2 schools</i>	--	--	<i>706</i>	<i>986</i>	<i>1052</i>	--	--	<i>404</i>	<i>516</i>	<i>574</i>
A3 (Springfield)	--	--	20	48	36	--	--	12	21	17
Newberg HS	--	--	378	372	434	--	--	94	104	134
Blue School	--	--	--	--	--	--	--	--	--	--
Green School	--	--	--	--	--	--	--	--	--	--
Red School	--	--	--	--	--	--	--	--	--	--
Silver School	--	--	--	--	--	--	--	--	--	--
Yellow Schools	--	--	--	--	--	--	--	--	--	--
North Eugene HS	--	--	--	244	242	--	--	--	78	91
AoA	--	--	--	--	--	--	--	--	--	--
NIHS	--	--	--	--	--	--	--	--	--	--
IDEAS	--	--	--	--	--	--	--	--	--	--
Woodburn HS	--	--	308	322	340	--	--	308	322	340
AIS	--	--	--	80	73	--	--	--	80	73
WAAST	--	--	--	95	98	--	--	--	95	98
WACA	--	--	--	79	77	--	--	--	79	77
WeBSS	--	--	--	68	92	--	--	--	68	92
<i>Wave 3 schools</i>	--	--	--	<i>1002</i>	<i>1146</i>	--	--	--	<i>348</i>	<i>447</i>
Crater HS	--	--	--	383	377	--	--	--	109	99
BIS	--	--	--	100	93	--	--	--	17	24
RA	--	--	--	99	88	--	--	--	35	30
CAHPS	--	--	--	90	102	--	--	--	23	21
CANS	--	--	--	94	94	--	--	--	34	24
Eagle Ridge HS	--	--	--	38	57	--	--	--	14	29
Health Sciences School	--	--	--	--	105	--	--	--	--	50
LEP	--	--	--	49	89	--	--	--	29	34
MACA	--	--	--	48	77	--	--	--	18	40
South Medford HS	--	--	--	484	441	--	--	--	178	195
Freshman Academy	--	--	--	--	--	--	--	--	--	--
BACH	--	--	--	--	--	--	--	--	--	--
CHAMPS	--	--	--	--	--	--	--	--	--	--
Discovery	--	--	--	--	--	--	--	--	--	--

Notes: *Data suppressed.

Source: ECONorthwest analysis of ODE student-level data.

Table A7: Population counts, 10th grade OAKS reading meet/exceed rate, by school, 2004-05 to 2008-09

OSSI Campus	10th grade OAKS reading meet/exceed									
	All students					Economically distadvantaged students				
	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
<i>All Non-Initiative schools</i>	<i>40337</i>	<i>41318</i>	<i>42015</i>	<i>40332</i>	<i>40487</i>	<i>12732</i>	<i>13603</i>	<i>13733</i>	<i>13690</i>	<i>15078</i>
<i>Wave 1 schools</i>	<i>580</i>	<i>688</i>	<i>784</i>	<i>732</i>	<i>696</i>	<i>314</i>	<i>377</i>	<i>439</i>	<i>397</i>	<i>417</i>
Liberty HS	314	329	309	348	318	122	113	118	129	143
Freshman Academy	--	--	--	--	--	--	--	--	--	--
ACT (at Liberty)	--	--	--	--	--	--	--	--	--	--
HHS	--	--	--	--	--	--	--	--	--	--
Marshall HS	108	176	268	202	176	82	131	182	138	126
Biz Tech	30	62	88	68	56	24	48	61	48	41
Pauling	41	55	75	61	50	32	42	49	40	35
RA2	37	59	105	73	70	26	41	72	50	50
Nixyaawii Community School	13 *		8	17	13 *	*	*		13	7
Roosevelt HS	145	178	199	165	189	106	130	136	117	141
ACT	61	65	72	58	74	41	44	39	42	51
POWER	45	65	69	51	51	31	44	50	37	37
SEIS	39	48	58	56	64	34	42	47	38	53
<i>Wave 2 schools</i>	--	--	<i>699</i>	<i>982</i>	<i>1054</i>	--	--	<i>400</i>	<i>506</i>	<i>575</i>
A3 (Springfield)	--	--	22	48	36	--	--	13	21	17
Newberg HS	--	--	383	375	432	--	--	98	103	134
Blue School	--	--	--	--	--	--	--	--	--	--
Green School	--	--	--	--	--	--	--	--	--	--
Red School	--	--	--	--	--	--	--	--	--	--
Silver School	--	--	--	--	--	--	--	--	--	--
Yellow Schools	--	--	--	--	--	--	--	--	--	--
North Eugene HS	--	--	--	243	247	--	--	--	75	97
AoA	--	--	--	--	--	--	--	--	--	--
NIHS	--	--	--	--	--	--	--	--	--	--
IDEAS	--	--	--	--	--	--	--	--	--	--
Woodburn HS	--	--	294	316	339	--	--	294	316	339
AIS	--	--	--	70	69	--	--	--	70	69
WAAST	--	--	--	97	98	--	--	--	97	98
WACA	--	--	--	76	78	--	--	--	76	78
WeBSS	--	--	--	93	94	--	--	--	93	94
<i>Wave 3 schools</i>	--	--	--	<i>999</i>	<i>1147</i>	--	--	--	<i>345</i>	<i>441</i>
Crater HS	--	--	--	385	378	--	--	--	108	99
BIS	--	--	--	100	94	--	--	--	17	24
RA	--	--	--	99	88	--	--	--	35	30
CAHPS	--	--	--	91	101	--	--	--	23	21
CANS	--	--	--	95	95	--	--	--	33	24
Eagle Ridge HS	--	--	--	38	54	--	--	--	14	27
Health Sciences School	--	--	--	--	105	--	--	--	--	50
LEP	--	--	--	49	90	--	--	--	29	34
MACA	--	--	--	48	76	--	--	--	18	40
South Medford HS	--	--	--	479	444	--	--	--	176	191
Freshman Academy	--	--	--	--	--	--	--	--	--	--
BACH	--	--	--	--	--	--	--	--	--	--
CHAMPS	--	--	--	--	--	--	--	--	--	--
Discovery	--	--	--	--	--	--	--	--	--	--

Notes: *Data suppressed.

Source: ECONorthwest analysis of ODE student-level data.

Table A8: Population counts, 10th grade OAKS writing meet/exceed rate, by school, 2004-05 to 2008-09

OSSI Campus	10th grade OAKS writing meet/exceed									
	All students					Economically distadvantaged students				
	2004-05	2005-06	2006-07	2007-08	2008-09	2004-05	2005-06	2006-07	2007-08	2008-09
<i>All Non-Initiative schools</i>	39082	40163	39597	38154	37710	12232	13194	13021	12971	14186
<i>Wave 1 schools</i>	544	671	663	634	615	291	369	385	359	374
Liberty HS	301	314	264	316	304	117	107	97	123	137
Freshman Academy	--	--	--	--	--	--	--	--	--	--
ACT (at Liberty)	--	--	--	--	--	--	--	--	--	--
HHS	--	--	--	--	--	--	--	--	--	--
Marshall HS	101	174	229	170	151	76	129	164	123	114
Biz Tech	29	63	74	56	42	23	49	54	44	32
Pauling	36	54	60	54	44	28	41	39	36	34
RA2	36	57	95	60	65	25	39	71	43	48
Nixyaawii Community School	12	7	8	17	12 *	*	*	*	*	*
Roosevelt HS	130	176	162	131	148	94	130	121	100	115
ACT	55	65	56	43	59	37	45	33	31	41
POWER	35	63	57	41	41	22	43	46	33	33
SEIS	40	48	49	47	48	35	42	42	36	41
<i>Wave 2 schools</i>	--	--	671	972	997	--	--	380	464	552
A3 (Springfield)	--	--	21	48	35	--	--	13	21	17
Newberg HS	--	--	375	348	401	--	--	94	93	123
Blue School	--	--	--	--	--	--	--	--	--	--
Green School	--	--	--	--	--	--	--	--	--	--
Red School	--	--	--	--	--	--	--	--	--	--
Silver School	--	--	--	--	--	--	--	--	--	--
Yellow Schools	--	--	--	--	--	--	--	--	--	--
North Eugene HS	--	--	--	240	242	--	--	--	74	95
AoA	--	--	--	--	--	--	--	--	--	--
NIHS	--	--	--	--	--	--	--	--	--	--
IDEAS	--	--	--	--	--	--	--	--	--	--
Woodburn HS	--	--	275	276	319	--	--	275	276	319
AIS	--	--	--	68	68	--	--	--	68	68
WAAST	--	--	--	86	93	--	--	--	86	93
WACA	--	--	--	67	69	--	--	--	67	69
WeBSS	--	--	--	55	89	--	--	--	55	89
<i>Wave 3 schools</i>	--	--	--	943	1039	--	--	--	327	405
Crater HS	--	--	--	359	359	--	--	--	103	94
BIS	--	--	--	95	89	--	--	--	17	22
RA	--	--	--	96	81	--	--	--	35	30
CAHPS	--	--	--	79	97	--	--	--	20	20
CANS	--	--	--	89	92	--	--	--	31	22
Eagle Ridge HS	--	--	--	32	46	--	--	--	14	25
Health Sciences School	--	--	--	--	101	--	--	--	--	48
LEP	--	--	--	48	60	--	--	--	29	26
MACA	--	--	--	48	71	--	--	--	18	36
South Medford HS	--	--	--	456	402	--	--	--	163	176
Freshman Academy	--	--	--	--	--	--	--	--	--	--
BACH	--	--	--	--	--	--	--	--	--	--
CHAMPS	--	--	--	--	--	--	--	--	--	--
Discovery	--	--	--	--	--	--	--	--	--	--

Notes: *Data suppressed.

Source: ECONorthwest analysis of ODE student-level data.

Table A9: Population counts for graduation rates, by school, 2004-05 to 2008-09

OSSI Campus	Graduation rate							
	All students				Economically disadvantaged students			
	2004-05	2005-06	2006-07	2007-08	2004-05	2005-06	2006-07	2007-08
<i>All Non-Initiative schools</i>	39349	39829	40071	40761	5711	7820	7052	8830
<i>Wave 1 schools</i>	531	650	642	718	223	280	310	355
Liberty HS	225	263	271	334	50	77	79	113
Freshman Academy	--	--	--	--	--	--	--	--
ACT (at Liberty)	--	--	--	--	--	--	--	--
HHS	--	--	--	--	--	--	--	--
Marshall HS	125	177	183	170	65	87	127	115
Biz Tech	47	56	61	56	27	29	42	42
Pauling	45	67	66	63	24	36	42	37
RA2	33	54	56	51	14	22	43	36
Nixyaawii Community School	15	21	30	19	0	12	6	11
Roosevelt HS	166	189	158	195	108	104	98	116
ACT	56	74	79	87	34	34	46	42
POWER	51	64	37	62	32	39	22	35
SEIS	59	51	42	46	42	31	30	39
<i>Wave 2 schools</i>	--	--	206	571	--	--	206	269
A3 (Springfield)	--	--	--	--	--	--	--	--
Newberg HS	--	--	--	364	--	--	--	62
Blue School	--	--	--	--	--	--	--	--
Green School	--	--	--	--	--	--	--	--
Red School	--	--	--	--	--	--	--	--
Silver School	--	--	--	--	--	--	--	--
Yellow Schools	--	--	--	--	--	--	--	--
North Eugene HS	--	--	--	--	--	--	--	--
AoA	--	--	--	--	--	--	--	--
NIHS	--	--	--	--	--	--	--	--
IDEAS	--	--	--	--	--	--	--	--
Woodburn HS	--	--	206	207	--	--	206	207
AIS	--	--	--	50	--	--	--	50
WAAST	--	--	--	48	--	--	--	48
WACA	--	--	--	52	--	--	--	52
WeBSS	--	--	--	57	--	--	--	57
<i>Wave 3 schools</i>	--	--	--	312	--	--	--	294
Crater HS	--	--	--	312	--	--	--	294
BIS	--	--	--	88	--	--	--	81
RA	--	--	--	83	--	--	--	78
CAHPS	--	--	--	72	--	--	--	69
CANS	--	--	--	69	--	--	--	66
Eagle Ridge HS	--	--	--	--	--	--	--	--
Health Sciences School	--	--	--	--	--	--	--	--
LEP	--	--	--	--	--	--	--	--
MACA	--	--	--	--	--	--	--	--
South Medford HS	--	--	--	--	--	--	--	--
Freshman Academy	--	--	--	--	--	--	--	--
BACH	--	--	--	--	--	--	--	--
CHAMPS	--	--	--	--	--	--	--	--
Discovery	--	--	--	--	--	--	--	--

Notes: Graduation and dropout rates are calculated using methods similar to those employed by ODE, although reported rates may differ from those reported by ODE. Our calculation methodology is available upon request.

Source: ECONorthwest analysis of ODE student-level data.

Table A10: Population counts for dropout rates, by school, 2004-05 to 2008-09

OSSI Campus	Dropout rate							
	All students				Economically disadvantaged students			
	2004-05	2005-06	2006-07	2007-08	2004-05	2005-06	2006-07	2007-08
<i>All Non-Initiative schools</i>	172006	177706	174185	169489	33576	44502	37524	43674
<i>Wave 1 schools</i>	2503	2631	2637	2425	1287	1582	1826	1659
Liberty HS	1061	975	930	855	310	450	505	520
Freshman Academy	--	--	--	--	--	--	--	--
ACT (at Liberty)	--	--	--	--	--	--	--	--
HHS	--	--	--	--	--	--	--	--
Marshall HS	599	850	859	774	404	564	666	570
Biz Tech	215	294	294	262	147	200	235	200
Pauling	194	282	253	218	137	192	189	145
RA2	190	274	312	294	120	172	242	225
Nixyaawii Community School	48	59	68	67	0	37	37	40
Roosevelt HS	795	747	780	729	573	531	618	529
ACT	301	255	277	279	201	163	208	182
POWER	259	282	287	228	182	201	220	165
SEIS	235	210	216	222	190	167	190	182
<i>Wave 2 schools</i>	--	--	2176	3570	--	--	1322	1622
A3 (Springfield)	--	--	--	--	--	--	--	--
Newberg HS	--	--	--	1662	--	--	--	404
Blue School	--	--	--	--	--	--	--	--
Green School	--	--	--	--	--	--	--	--
Red School	--	--	--	--	--	--	--	--
Silver School	--	--	--	--	--	--	--	--
Yellow Schools	--	--	--	--	--	--	--	--
North Eugene HS	--	--	--	--	--	--	--	--
AoA	--	--	--	--	--	--	--	--
NIHS	--	--	--	--	--	--	--	--
IDEAS	--	--	--	--	--	--	--	--
Woodburn HS	--	--	1322	1218	--	--	1322	1218
AIS	--	--	--	330	--	--	--	330
WAAST	--	--	--	330	--	--	--	330
WACA	--	--	--	266	--	--	--	266
WeBSS	--	--	--	292	--	--	--	292
<i>Wave 3 schools</i>	--	--	--	1537	--	--	--	1499
Crater HS	--	--	--	1537	--	--	--	1499
BIS	--	--	--	400	--	--	--	381
RA	--	--	--	373	--	--	--	365
CAHPS	--	--	--	377	--	--	--	371
CANS	--	--	--	387	--	--	--	382
Eagle Ridge HS	--	--	--	--	--	--	--	--
Health Sciences School	--	--	--	--	--	--	--	--
LEP	--	--	--	--	--	--	--	--
MACA	--	--	--	--	--	--	--	--
South Medford HS	--	--	--	--	--	--	--	--
Freshman Academy	--	--	--	--	--	--	--	--
BACH	--	--	--	--	--	--	--	--
CHAMPS	--	--	--	--	--	--	--	--
Discovery	--	--	--	--	--	--	--	--

Notes: Graduation and dropout rates calculated using methods similar to those employed by ODE, although reported rates may differ from those reported by ODE. Our calculation methodology is available upon request.

Source: ECONorthwest analysis of ODE student-level data.