

# MEASURE 98 HIGH SCHOOL SUCCESS

AN ANALYSIS



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# ANALYZING THE IMPACT OF MEASURE 98 IN OREGON

All Oregon students succeed when the state invests in research-proven strategies and targets funding to achieve specific educational outcomes. Measure 98: High School Success provides an excellent example. While Stand for Children Oregon led the charge to write Measure 98, campaigned to pass it overwhelmingly at the ballot box in 2016 and advocated for lawmakers to fully fund it in Salem, it is necessary to step back and analyze its effectiveness.

This memo presents data relevant to Measure 98, intending to assess the initiative's effectiveness and impact on outcomes for Oregon high school students. It presents an analysis of statewide graduation rates, dropout rates, and 9th-grade on-track data, as well as CTE data. Data on access to college-level education opportunities is limited and therefore not included.

After this analysis, we found Measure 98 has proven successful and equitable in its impact, contributing to improved metrics for Oregon high school students across all data categories and student groups. A key goal of Measure 98 was to increase graduation rates, and data shows that the initiative has helped sustain and accelerate graduation rate improvement while closing opportunity gaps for historically underserved student groups. Data related to programmatic spending areas, like dropout prevention and CTE, also provides evidence supporting Measure 98's effectiveness at reducing the dropout rate and expanding CTE program offerings and student participation.

The COVID-19 pandemic, though, had a serious impact on Oregon students. That Oregon's high school graduation rates flatlined last year causes us to ask: (1) Is the current funding level of \$800 per child, conceptualized pre-pandemic, sufficient to support pandemic recovery needs? (2) Has the integration with the Student Investment Account (SIA) blurred the focus of Measure 98: High School Success?

In summary, this analysis shows the effectiveness of funding research-based solutions such as Measure 98: High School Success. As policymakers and state leaders are being asked to provide *more*—more resources, more funding, more programs to schools—Measure 98 provides a solid model that shows how we should target funding towards research-proven strategies designed to achieve specific educational outcomes.

Sincerely,

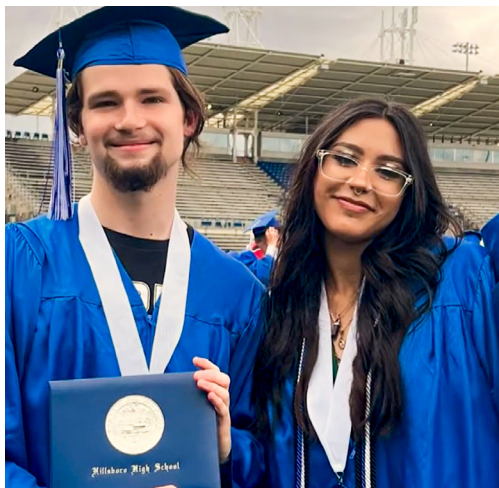
Sarah Pope,  
Oregon Executive Director  
Stand for Children

## KEY FINDINGS:

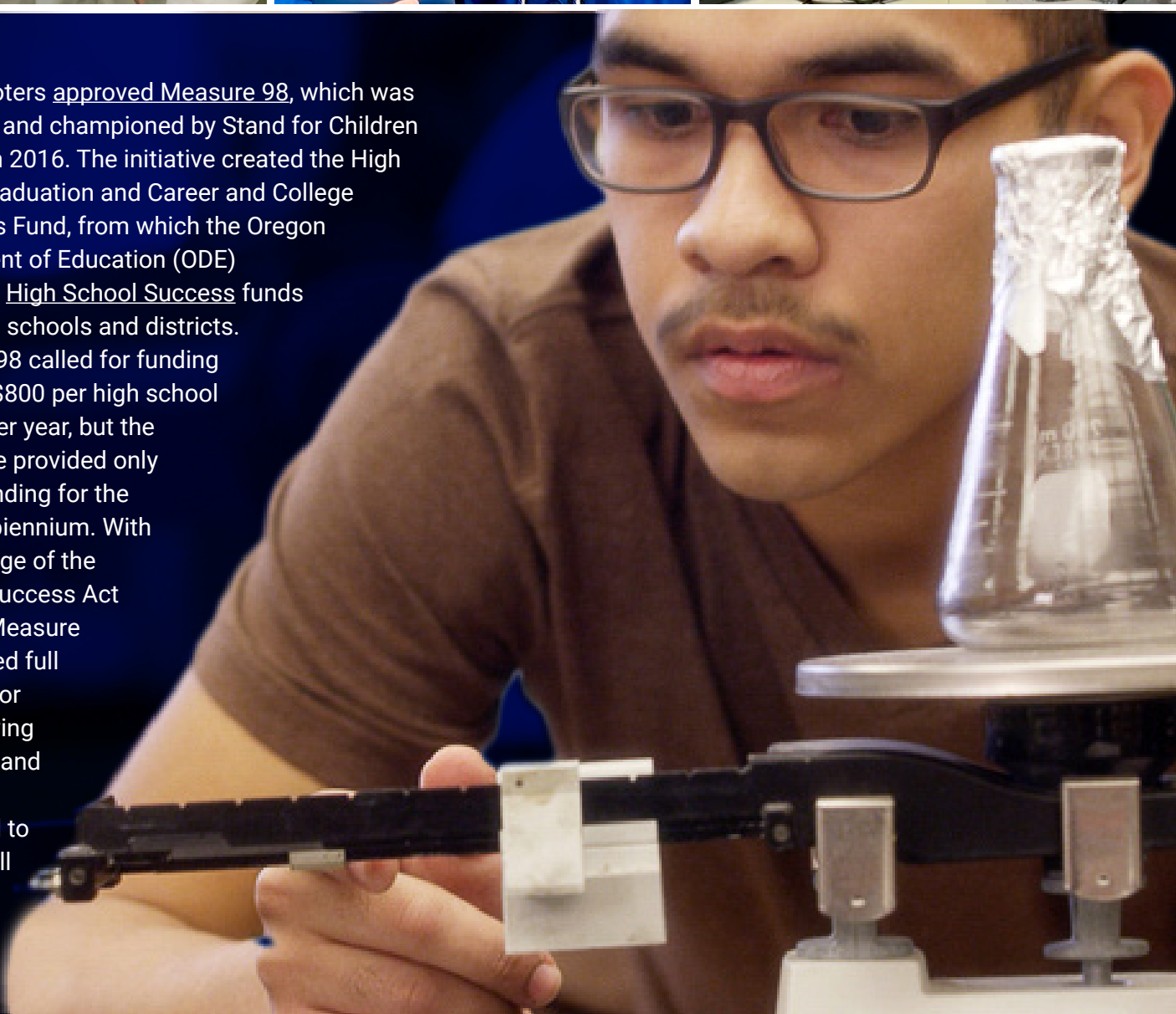
- ▶ The most significant single-year improvement (+3.27 percentage point growth) and the best-ever recorded high school graduation rate in Oregon (82.63%) occurred in 2019-20—the first year of full funding for Measure 98.
- ▶ During the first three years of Measure 98 funding, the graduation rate for Hispanic/Latino students grew at a faster pace than the “All Students” rate.
- ▶ The graduation rate for low-income students had grown at an average annual rate of +2.93 percentage points prior to Measure 98. Implementing the initiative accelerated growth for low-income students, with a +3.4 percentage point average annual growth rate between 2017-18 and 2019-20.
- ▶ Since full M98 funding, Hispanic/Latino students graduate at a rate just 2.7 percentage points behind the all-student rate (compared to a 7.03-point opportunity gap in 2013-14).
- ▶ In the four years prior to implementation of Measure 98 (2013-14 through 2016-17), the average annual statewide dropout rate was 4%. Over the first four years of Measure 98 funding (2017-18 through 2020-21), the average annual statewide dropout rate decreased to 2.75%.
- ▶ 76.47% of students in the 2022-23 graduating cohort were classified as CTE participants—a large increase from 60.6% in 2015-16.



# ABOUT MEASURE 98



Oregon voters [approved Measure 98](#), which was proposed and championed by Stand for Children Oregon, in 2016. The initiative created the High School Graduation and Career and College Readiness Fund, from which the Oregon Department of Education (ODE) disburses [High School Success](#) funds to Oregon schools and districts. Measure 98 called for funding levels of \$800 per high school student per year, but the legislature provided only partial funding for the 2017-19 biennium. With the passage of the Student Success Act in 2019, Measure 98 received full funding<sup>1</sup> for the following biennium and has since continued to receive full funding.<sup>2</sup>



<sup>1</sup> See footnote 2: [Impact of High School Success on CTE Programs and Enrollment](#).

<sup>2</sup> 2021-2023 allocation: \$350 million (see: "[High School Success Estimated Allocations](#).")

# A TARGETED APPROACH: INTENT AND FUNDING USES

Measure 98 is targeted to improve high school students’ progress towards graduation beginning with 9th grade, increase the graduation rates at high schools, and improve high school graduates’ career and college readiness. Funding uses must align with the initiative’s intent. Oregon schools and districts

use High School Success funds to establish or expand programs in three specific areas: Dropout Prevention, Career and Technical Education (CTE), and College-Level Education Opportunities.<sup>3</sup> Legislation provides the following budget guidance:<sup>4</sup>

AMOUNT RECEIVED IN YEAR 1 OF BIENNIUM:	LESS THAN \$100,000	\$100,000 - \$350,000	ABOVE \$350,000
Required Programmatic Spending Area:	May choose to implement any one OR all 3 program areas	Must implement at least 2 program areas (one area must be CTE); can choose to implement all 3	Must implement all 3 program areas



<sup>3</sup> [ODE High School Success.](#)  
<sup>4</sup> [High School Success Budget Guidance.](#)

# GRADUATION RATES:<sup>5</sup>

A key goal of Measure 98 is to improve high school graduation rates. An analysis of graduation rate data shows that **Measure 98 has helped sustain and accelerate improvement in graduation rates while also equitably impacting students of color and low-income students, ultimately helping to significantly narrow opportunity gaps.**

**Measure 98 helped sustain and accelerate improvement in graduation rates.** Graduation

rates had been improving prior to passage and implementation of Measure, 98 most likely attributable to calculation changes made in 2013-2014. Yet the most significant single-year improvement (+3.27 percentage point growth) and the best-ever recorded high school graduation rate in Oregon (82.63%) occurred in 2019-20—the third year of implementation and the first year of full funding for Measure 98.

## 4-YEAR STATEWIDE COHORT: GRADUATION RATES

			FULL FUNDING				PARTIAL FUNDING		PASSAGE			
STUDENT GROUP	22-23 ADJUSTED COHORT	22-23 GRADUATES	2022 -23	2021 -22	2020 -21	2019 -20	2018 -19	2017 -18	2016 -17	2015 -16	2014 -15	2013 -14
All Students	46371	37710	81.3	81.34	80.63	82.63	80.01	78.68	76.65	74.83	73.82	71.98
American Indian/ Alaska Native	607	414	68.2	68.92	67.00	67.19	67.66	65.27	59.13	56.43	54.98	53.55
Native Hawaiian/ Pacific Islander	390	296	75.9	74.60	69.80	76.64	77.61	75.38	69.44	70.07	63.16	68.77
Black/African American	1088	795	73.1	73.67	73.48	76.29	70.38	68.02	67.61	66.15	62.56	60.21
Hispanic/Latino	11690	9191	78.6	78.71	77.04	79.51	76.2	74.63	72.54	69.44	67.39	64.95
Economically Disadvantaged	36106	29124	80.7	80.68	76.99	77.55	74.43	72.43	70.06	68.05	66.44	64.24
Migrant	1281	1045	81.6	81.41	78.33	79.86	79.38	74.98	70.98	68.88	65.90	63.46
Homeless Students	3820	2314	60.6	58.55	55.40	60.46	55.41	54.14	50.65	NA	NA	NA
CTE Participants	35461	31490	88.8	89.01	88.52	90.76	88.88	88.06	86.33	85.40	NA	NA
CTE Concentrators	14563	13838	95.0	93.02	92.86	94.79	93.49	92.81	91.66	90.70	NA	NA

↖ DISTANCE LEARNING

<sup>5</sup> See: [ODE Data](#)

## 4-YEAR STATEWIDE COHORT GROWTH RATE OVER PRIOR YEAR

			FULL FUNDING				PARTIAL FUNDING		PASSAGE		
STUDENT GROUP	22-23 ADJUSTED COHORT	22-23 GRADUATES	2022 -23	2021 -22	2020 -21	2019 -20	2018 -19	2017 -18	2016 -17	2015 -16	2014 -15
All Students	46371	37710	0.05	0.88	2.42	3.27	1.69	2.65	2.43	1.37	2.56
American Indian/ Alaska Native	607	414	1.04	2.87	0.28	0.69	3.66	10.38	4.78	2.64	2.67
Native Hawaiian/ Pacific Islander	390	296	1.74	6.88	8.92	1.25	2.96	8.55	0.90	10.94	8.16
Black/African American	1088	795	0.77	0.26	3.68	8.4	3.47	0.61	2.20	5.74	3.90
Hispanic/Latino	11690	9191	0.14	2.17	3.11	4.34	2.1	2.88	4.46	3.04	3.76
Economically Disadvantaged	36106	29124	0.02	4.79	0.72	3.77		3.38	2.95	2.42	3.42
Migrant	1281	1045	0.23	3.93	1.92	0.6	5.87	5.64	3.05	4.52	3.84
Homeless Students	3820	2314	3.50	5.69	8.37	9.11	2.35	6.89	NA	NA	NA
CTE Participants	35461	31490	0.24	0.55	2.47	2.12	0.93	2.00	1.09	NA	NA
CTE Concentrators	14563	13838	2.13	0.17	2.04	1.39	0.73	1.25	1.06	NA	NA

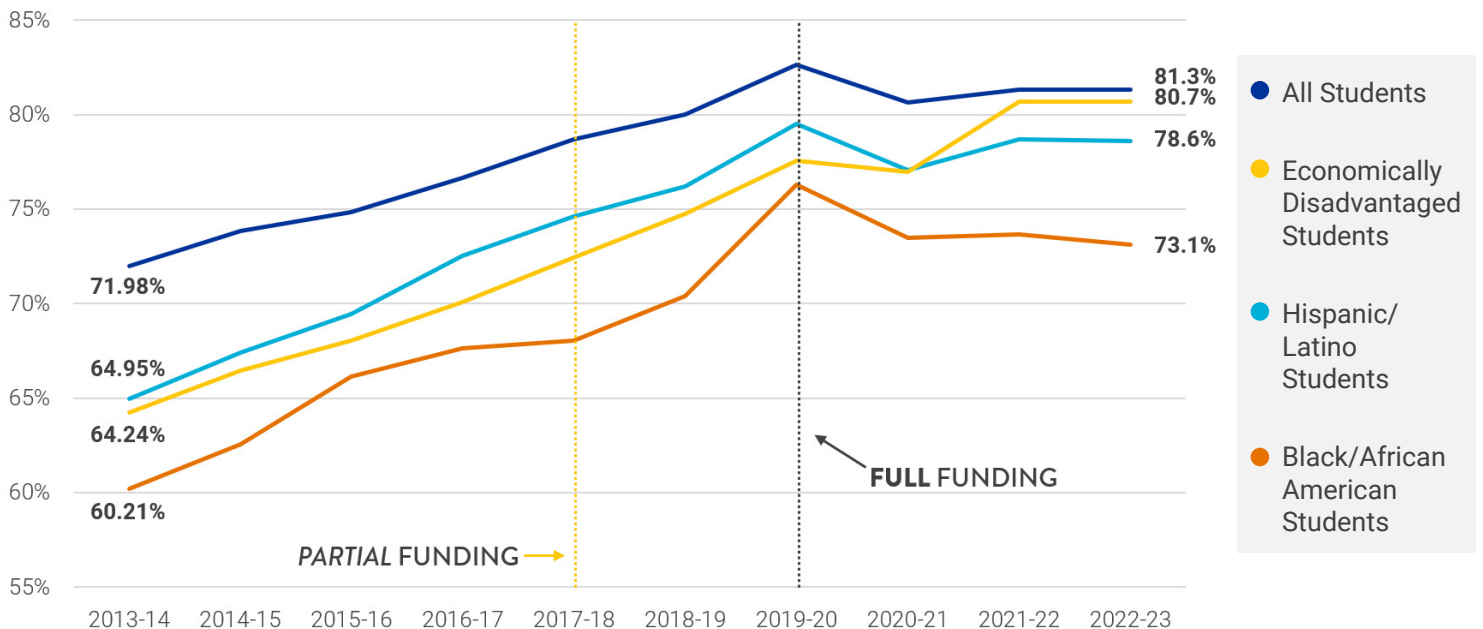
● Postive Growth Rate ● Negative Growth Rate

← DISTANCE LEARNING

**Measure 98 has equitably impacted students of color and low-income students.** Both Hispanic/Latino and Black/African American students achieved the best-ever recorded statewide graduation rate in 2019-20 (79.51% and 76.29% respectively). During the first three years of Measure 98 funding, the graduation rate

for Hispanic/Latino students grew at a faster pace than the “All Students” rate. Black/African American students also experienced one of the best single-year graduation rate improvements of any student group in this data set, growing by +8.4 percentage points in 2019-20.

## MEASURE 98'S IMPACT ON OPPORTUNITY GAPS



Economically Disadvantaged students also experienced significant improvement during the first three years of Measure 98 funding.<sup>6</sup> The graduation rate for low-income students had grown at an average annual rate of 2.93 percentage points prior to Measure 98; implementation of the initiative accelerated growth for low-income students, with a 3.4 percentage points average annual growth rate between 2017-18 and 2019-20. It's important to note that during the pandemic, many districts began offering free and reduced lunch to all students, regardless of socioeconomic status. As this is a common threshold for low-income students,

this category has broadened and may no longer be an accurate measure of actual socioeconomic status.

**Measure 98's equitable impact has significantly narrowed opportunity gaps.** As of 2022-23, the graduation rate for economically disadvantaged students is nearly equal to the all student rate (0.6 percentage point opportunity gap). Hispanic/Latino students now graduate at a rate just 2.7 percentage points behind the all student rate (compared to a 7.03 percentage point opportunity gap in 2013-14), and Black/African American students have seen their opportunity gap narrow as well.

### HISPANIC/LATINO OPPORTUNITY GAP

			FULL FUNDING				PARTIAL FUNDING		PASSAGE			
STUDENT GROUP	22-23 ADJUSTED COHORT	22-23 GRADUATES	2022 -23	2021 -22	2020 -21	2019 -20	2018 -19	2017 -18	2016 -17	2015 -16	2014 -15	2013 -14
All Students	46371	37710	81.3	81.34	80.63	82.63	80.01	78.68	76.65	74.83	73.82	71.98
OPPORTUNITY GAP			2.7	2.63	3.59	3.12	3.81	4.05	4.11	5.39	6.43	7.03
Hispanic/Latino	11690	9191	78.6	78.71	77.04	79.51	76.2	74.63	72.54	69.44	67.39	64.95

↘ DISTANCE LEARNING

### BLACK/AFRICAN AMERICAN OPPORTUNITY GAP

			FULL FUNDING				PARTIAL FUNDING		PASSAGE			
STUDENT GROUP	22-23 ADJUSTED COHORT	22-23 GRADUATES	2022 -23	2021 -22	2020 -21	2019 -20	2018 -19	2017 -18	2016 -17	2015 -16	2014 -15	2013 -14
All Students	46371	37710	81.3	81.34	80.63	82.63	80.01	78.68	76.65	74.83	73.82	71.98
OPPORTUNITY GAP			2.7	2.63	3.59	3.12	3.81	4.05	4.11	5.39	6.43	7.03
Black/African American	1088	795	73.1	73.67	73.48	76.29	70.38	68.02	67.61	66.15	62.56	60.21

↘ DISTANCE LEARNING

### ECONOMICALLY DISADVANTAGED OPPORTUNITY GAP

			FULL FUNDING				PARTIAL FUNDING		PASSAGE			
STUDENT GROUP	22-23 ADJUSTED COHORT	22-23 GRADUATES	2022 -23	2021 -22	2020 -21	2019 -20	2018 -19	2017 -18	2016 -17	2015 -16	2014 -15	2013 -14
All Students	46371	37710	81.3	81.34	80.63	82.63	80.01	78.68	76.65	74.83	73.82	71.98
OPPORTUNITY GAP			2.7	2.63	3.59	3.12	3.81	4.05	4.11	5.39	6.43	7.03
Economically Disadvantaged	1088	795	73.1	73.67	73.48	76.29	70.38	68.02	67.61	66.15	62.56	60.21

↘ DISTANCE LEARNING

<sup>6</sup> Definition from [Cohort Graduation Rate Policy and Technical Manual 2020-21](#): Students are included in the Economically Disadvantaged group "if any district reported them as being eligible for free or reduced lunch."



### Yet the COVID-19 pandemic disrupted progress.

Graduation rates fell for all student groups in 2020-21. Rates recovered the following year, but growth remained stagnant in 2022-23. Oregon's "All Students" graduation rate remains below the pre-pandemic high.

Oregon is not alone in its pandemic experience. Data from eight neighboring states shows that as of 2022-23 three states—California, Colorado, and Washington—have surpassed their pre-pandemic graduation rate high. Utah's graduation rate actually increased in 2020-21 but fell back below the pre-pandemic high in 2022-23. Oregon's post-pandemic trajectory is most similar to states like Arizona, Idaho, and Nevada.

There are some bright spots in Oregon's 2022-23 graduation rate data. Rates have recovered and surpassed pre-pandemic highs for five student groups: American Indian/Alaska Native, Economically Disadvantaged, Migrant, Homeless, and CTE Concentrators.

STATE <sup>7</sup>	4-YEAR COHORT GRADUATION RATE (ALL STUDENTS)				
	2018-19	2019-20	2020-21	2021-22	2022-23
OR	80.01	82.63	80.63	81.34	81.3
AZ	79.2	78.19	75.71	76.6	77.5
CA	84.5	84.2	83.6	87	86.2
CO	81.1	81.9	81.7	82.3	83.1
ID	80.7	82.1	80.1	79.9	81.1
MT	86.64	85.89	86.1	85.8	85.62
NV	84.11	82.57	81.31	81.72	81.39
UT	85	86	88	88	84
WA	80.9	82.9	82.5	82.3	83.6

**KEY:** ● Pre-Pandemic High ● Surpassed ● Not yet recovered

<sup>7</sup> Data: [Arizona](#); [California](#); [Colorado](#); [Idaho](#); [Montana](#); Nevada [2018-19](#), [2019-20](#), [2020-21](#), [2021-22](#), [2022-23](#); [Utah](#); [Washington](#).

# DROPOUT RATES<sup>8</sup> AND 9TH GRADE ON-TRACK<sup>9</sup>

Measure 98 adopted a research-informed approach to preventing students from dropping out and improving graduation rates by tracking student progress towards on-time graduation beginning in grade 9. Using 9th grade on-track data, Oregon schools can leverage Measure 98 funds to implement dropout prevention strategies and ensure student success. Measure 98 is the only statewide funding source that specifically dedicates money to dropout prevention. Therefore, the dropout rate is an important metric for evaluating the initiative's success.

Dropout rate data supports the effectiveness of Measure 98's 9th grade-focused approach. Measure 98-supported dropout prevention programming contributed to consistent improvement in reducing the statewide dropout rate, though the COVID-19 pandemic has stalled progress. But 9th-grade on-track data shows some promise for future recovery.

**Measure 98-supported dropout prevention programming contributed to consistent reductions in the statewide dropout rate.** In the four years prior to implementation of Measure 98 (2013-14 through 2016-17), the average annual statewide dropout rate was 4%. Measure 98's implementation was followed by consistent improvement in the dropout rate. Over the first four years of Measure 98 funding (2017-18 through 2020-21), the average annual statewide dropout rate decreased to 2.75%. Almost all student groups showed this consistent improvement, lowering the dropout rate in each year of Measure 98 funding prior to the 2021-22 school year.

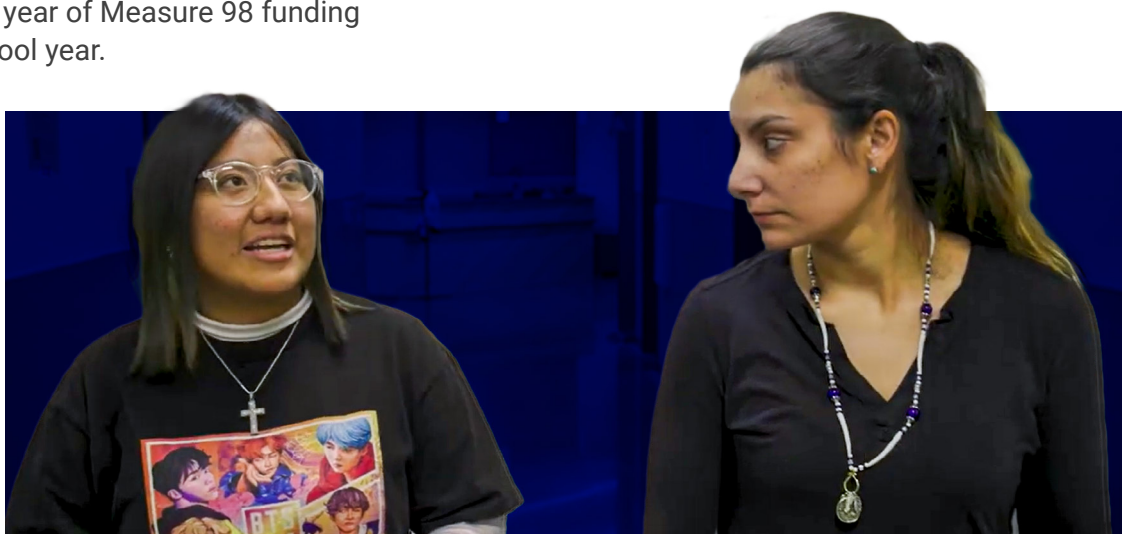
The COVID-19 pandemic clearly stalled progress. The 2021-22 school year saw increases in the statewide dropout rate across all student groups. The pandemic disrupted life for Oregon students, and students clearly struggled after a year of mostly virtual learning. The dropout rate spike in 2021-22 could also be a contributing factor to stagnating graduation rates for the most recent class of 2022-23; students who drop out "are not removed from a school or district's cohort" and therefore negatively impact graduation rates.

**9th grade on-track data magnifies the negative impacts of the COVID-19 pandemic on students but also shows promise for future recovery.** 9th grade on-track data was not collected in 2019-20 because of the pandemic. The following year (2020-21) saw a significant drop in rates of 9th grade students on-track to graduate in four years. Oregon students received virtual instruction during this school year, and the data shows that learning likely proved difficult in virtual environments. 9th grade on-track rates recovered once students were back in-person for the 2021-22 school year. During the 2022-23 school year, some student groups, like Black/African American students, still struggled. Yet overall, 9th grade on-track data has rebounded and nearly returned to pre-pandemic levels. Continued growth for all students and Hispanic/Latino students in 2022-23 suggests hope for future recovery from pandemic effects.

## HILLSBORO SCHOOL DISTRICT

Catherine Jäger  
Diploma Plus TOSA

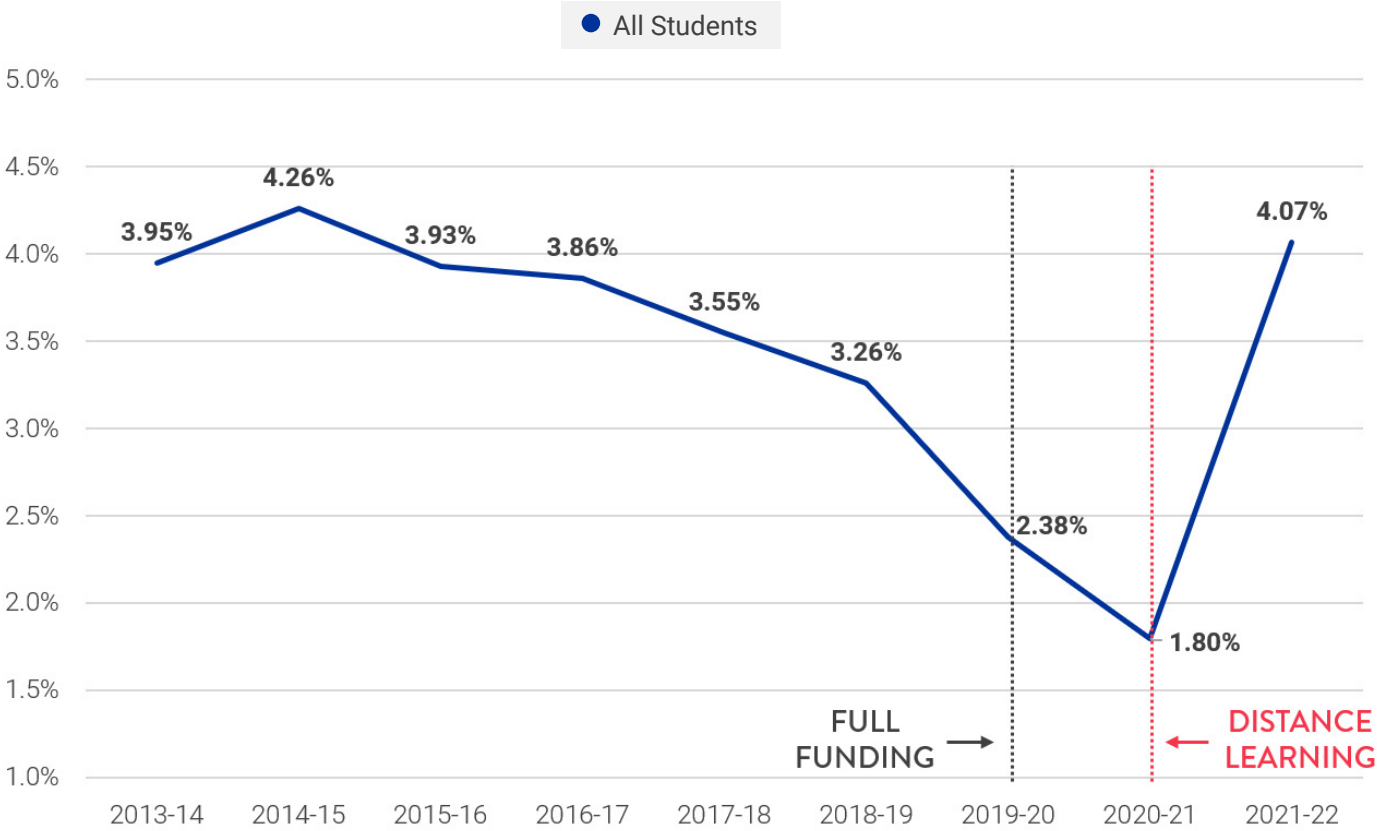
Lilybeth Aguilar  
Class of 2022



<sup>8</sup> The dropout rate is calculated annually for all students in grades 9-12. See [ODE data](#).

<sup>9</sup> See [ODE Data](#).

STATEWIDE DROPOUT RATES



## DROPOUT RATE

	FULL FUNDING				PARTIAL FUNDING		PASSAGE			
STUDENT GROUP	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14
All Students	3.31	4.07	1.80	2.38	3.26	3.55	3.86	3.93	4.26	3.95
American Indian/Alaska Native	5.21	7.83	2.88	4.68	6.88	6.96	8.97	9.07	8.55	6.84
Native Hawaiian/Pacific Islander	4.95	6.77	2.75	3.56	5.02	5.23	5.70	5.54	5.91	5.76
Black/African American	5.02	5.26	3.19	4.08	5.67	5.92	5.97	6.34	6.21	6.01
Hispanic/Latino	4.29	4.95	2.00	2.91	4.28	4.24	4.77	4.58	5.27	5.27
Economically Disadvantaged	3.18	3.88	1.59	2.6	3.77	3.91	4.25	4.23	4.34	3.82
Migrant	3.97	3.51	1.76	2.14	3.44	3.53	4.06	3.99	5.06	5.42
Homeless Students	10.19	11.88	4.98	7.53	11.15	11.86	11.78	12.48	13.54	NA
CTE Participants	2.33	3.23	1.12	1.24	1.67	2.65	2.12	2.17	NA	NA
CTE Concentrators	2.21	3.06	1.04	0.76	1.14	2.06	1.54	1.68	NA	NA

↖ DISTANCE LEARNING

## CHANGE IN DROPOUT RATE OVER PRIOR YEAR

	FULL FUNDING				PARTIAL FUNDING		PASSAGE		
STUDENT GROUP	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15
All Students	0.76	2.27	0.58	0.88	0.29	0.31	0.07	0.33	0.31
American Indian/Alaska Native	2.62	4.95	1.80	2.2	0.08	2.01	0.10	0.52	1.71
Native Hawaiian/Pacific Islander	1.82	4.02	0.81	1.46	0.21	0.47	0.16	0.37	0.15
Black/African American	0.24	2.07	0.89	1.59	0.25	0.05	0.37	0.13	0.20
Hispanic/Latino	0.66	2.95	0.91	1.37	0.04	0.53	0.19	0.69	0.00
Economically Disadvantaged	0.70	1.59	1.01	1.17	0.14	0.34	0.02	0.11	0.52
Migrant	0.46	1.75	0.38	1.3	0.09	0.53	0.07	1.07	0.36
Homeless Students	1.69	6.90	2.55	3.62	0.71	0.08	0.70	1.06	NA
CTE Participants	0.90	2.11	0.12	0.43	0.98	0.53	0.05	NA	NA
CTE Concentrators	0.85	2.02	0.28	0.38	0.92	0.52	0.14	NA	NA

● Postive Growth Rate ● Negative Growth Rate

↖ DISTANCE LEARNING

## 9TH GRADE ON-TRACK PERCENTAGE STATEWIDE

			FULL FUNDING				PARTIAL FUNDING	
STUDENT GROUP	2022-23 STUDENTS INCLUDED	2022-23 NUMBER ON-TRACK	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
All Students	44696	37346	83.6	82.80	73.60	NO DATA	85.3	84.50
American Indian/ Alaska Native	537	383	71.3	73.70	57.60	NO DATA	74.4	76.00
Native Hawaiian/ Pacific Islander	359	245	68.2	72.10	57.40	NO DATA	79.3	77.80
Black/African American	1056	799	75.7	76.60	68.60	NO DATA	79	79.00
Hispanic/Latino	11393	8878	77.9	77.10	65.10	NO DATA	80.4	78.90
Economically Disadvantaged	29010	23045	79.4	83.00	66.60	NO DATA	77.4	77.10
Migrant	955	766	80.2	78.50	64.10	NO DATA	81.3	78.30
Homeless Students	1221	724	59.3	62.10	46.50	NO DATA	60.5	60.20

↖ DISTANCE LEARNING

## CHANGE IN 9TH GRADE ON-TRACK STATEWIDE GROWTH RATE OVER PRIOR YEAR

			FULL FUNDING				PARTIAL FUNDING
STUDENT GROUP	2022-23 STUDENTS INCLUDED	2022-23 NUMBER ON-TRACK	2022-23	2021-22	2020-21	2019-20	2018-19
All Students	44696	37346	0.97	12.50	13.72	NO DATA	0.95
American Indian/ Alaska Native	537	383	3.26	27.95	22.58	NO DATA	2.11
Native Hawaiian/ Pacific Islander	359	245	5.41	25.61	27.62	NO DATA	1.93
Black/African American	1056	799	1.17	11.66	13.16	NO DATA	0
Hispanic/Latino	11393	8878	1.04	18.43	19.03	NO DATA	1.9
Economically Disadvantaged	29010	23045	4.34	24.62	13.95	NO DATA	0.39
Migrant	955	766	2.17	22.46	21.16	NO DATA	3.83
Homeless Students	1221	724	4.51	33.55	23.14	NO DATA	0.5

● Postive Growth Rate      ● Negative Growth Rate

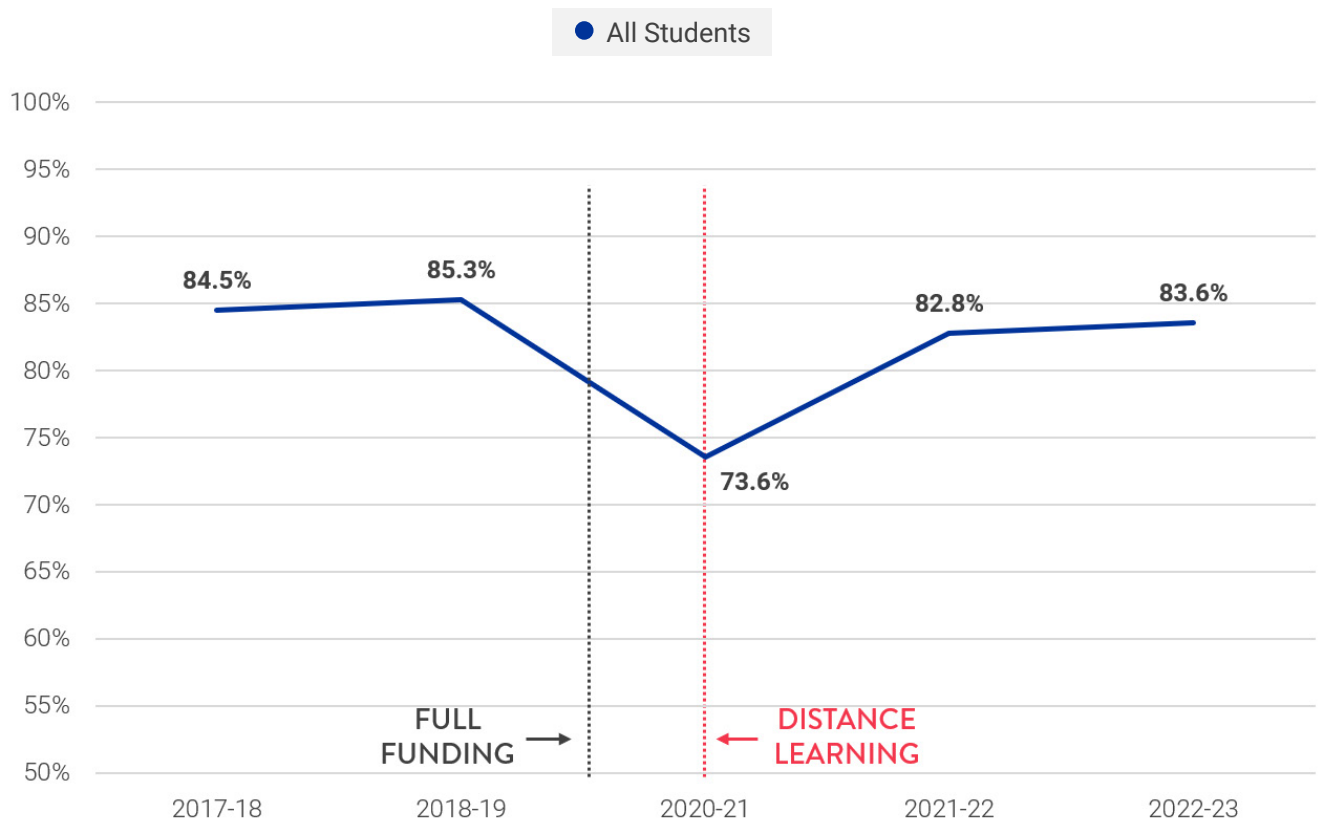
↖ DISTANCE LEARNING



### HILLSBORO SCHOOL DISTRICT

Teachers examining grade and attendance data to identify 9th grade students needing intervention and extra support.

## OVERALL 9TH GRADE ON-TRACK RATES





Measure 98 prioritized career readiness for Oregon students through investments in expanding Career and Technical Education (CTE) program offerings aligned with the local job market. Data shows CTE Participants<sup>11</sup> and Concentrators<sup>12</sup> also graduate at significantly higher rates compared to other student groups, making CTE investments key to Measure 98’s goal of raising graduation rates.

Measure 98 has helped schools expand CTE offerings and increase the number of students involved in CTE. An ODE analysis of Measure 98 spending plans for the 2019-21 biennium showed that 88% of schools and districts had planned to invest in at least one CTE activity—totaling \$84.8 million in budgeted spending.

## NUMBER OF CTE APPROVED PROGRAMS IN OREGON

	FULL FUNDING				PARTIAL FUNDING		PASSAGE		<div>● Positive Growth Rate</div> <div>● Negative Growth Rate</div>
	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	
# of CTE Programs	1,078	1,026	1,062	1,035	902	832	748	716	
% Growth Over Prior year	5.07	3.39	2.61	14.75	8.41	11.23	4.47	NA	

- Positive Growth Rate
- Negative Growth Rate

↖ DISTANCE LEARNING

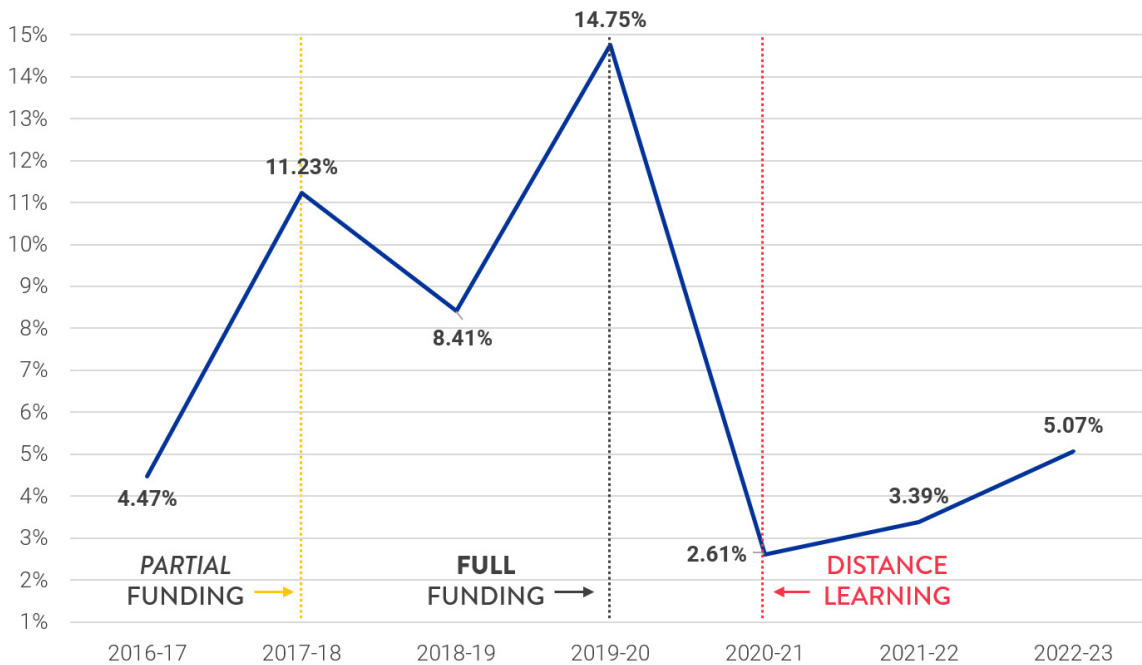
<sup>10</sup> ODE first began collecting CTE data in 2015-16.

<sup>11</sup> Definition from [Cohort Graduation Rate Policy and Technical Manual 2020-21](#): “Students are included in this group if they were reported in the CTE collections in any year from 2008-09 to 2020-21 as having earned at least 0.5 credits in any technical skill course as part of an Oregon state-approved career and technical education program.”

<sup>12</sup> Definition from [Cohort Graduation Rate Policy and Technical Manual 2020-21](#): Prior to 2020-21—“Students are included in this group if they were reported in the CTE collections in any year from 2008-09 to 2019-20 as having earned at least 1.0 credits in any technical skill course as part of an Oregon state-approved 33 career and technical education program, with at least 0.5 of these credits designated as a required course (as designated by the school).” After 2020-21—“[Students are included in this group if they were] reported in the CTE collection as earning at least 2.0 credits in a single CTE Program of Study, with at least one of those credits earned through a course or courses identified as intermediate or advanced.”

# CTE OFFERINGS

## INCREASE YEAR OVER YEAR IN CTE PROGRAMS



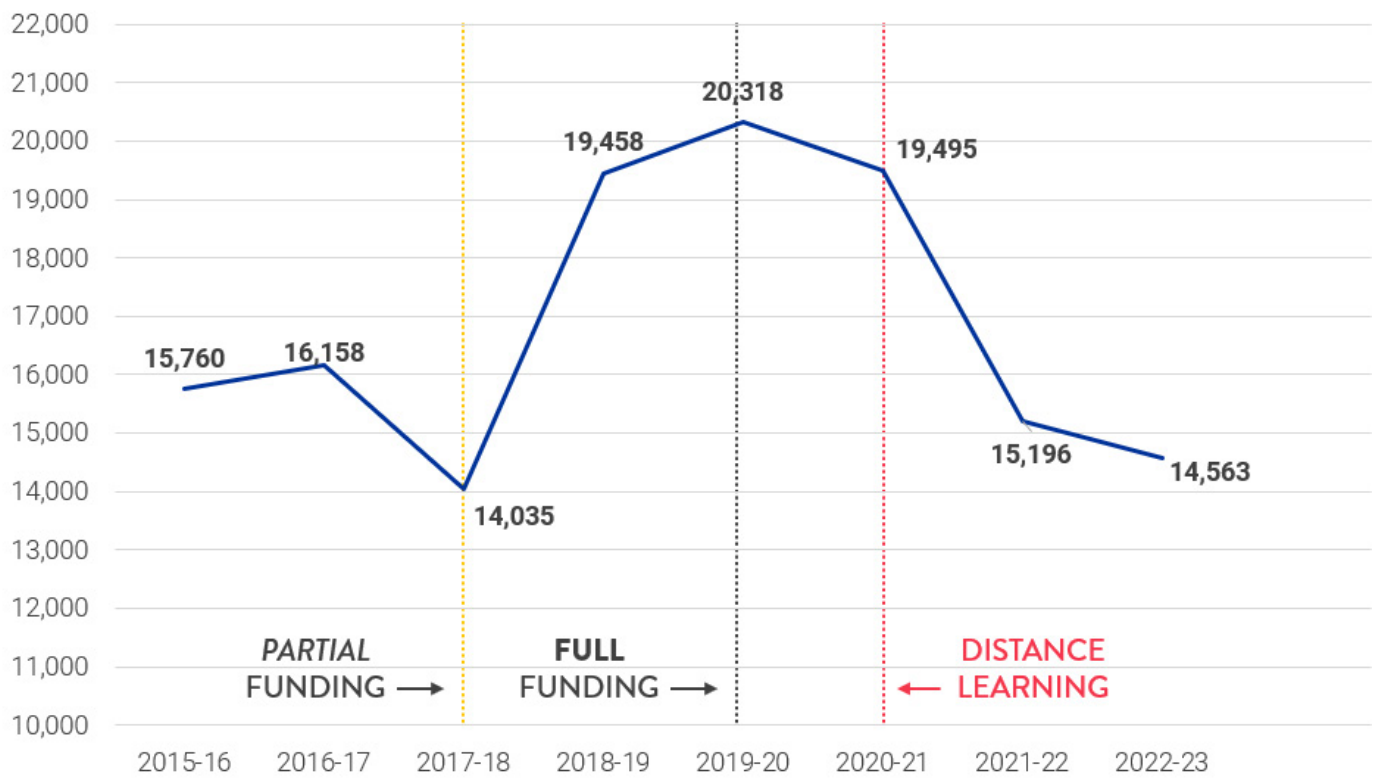
### **Measure 98 has helped increase the number of students involved in CTE.**

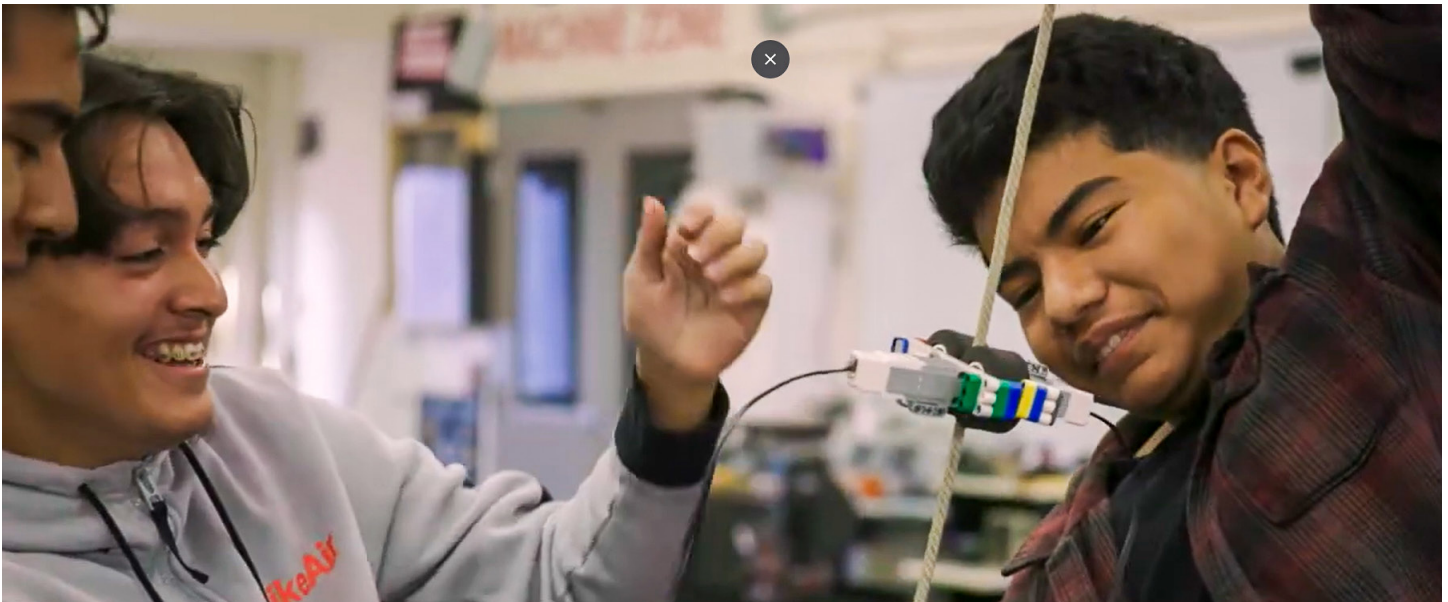
The number of CTE participants has significantly increased since implementation of Measure 98, highlighted by +17.78 percentage points growth in the second year of implementation (2018-19). Overall, 76.47% of students in the 2022-23 graduating cohort were classified as CTE participants—a large increase from 60.6% in 2015-16 (ODE did not collect CTE data until 2015-16).

The number of CTE concentrators also initially increased following Measure 98's implementation. A change in how ODE defines CTE concentrators likely caused the recent decline in the number of concentrators represented in the adjusted cohort. Prior to 2020-21, students were classified as CTE concentrators if they had earned at least 1.0 credits in any technical skill course; after 2020-21, students had to earn at least 2.0 credits in a CTE program of study in order to count as concentrators.



## NUMBER OF CTE CONCENTRATORS





Finally, involvement in CTE is strongly correlated with higher graduation rates. Measure 98's efforts to expand programs and increase student participation in CTE could help raise graduation rates in the future.

### NUMBER OF CTE PARTICIPANTS AND CONCENTRATORS ADJUSTED COHORT

	FULL FUNDING				PARTIAL FUNDING		PASSAGE	
STUDENT GROUP	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
# of CTE Participants	35,461	32,585	33,864	33,015	31,832	27,026	28,647	27,816
% of Statewide Cohort	76.47	70.10	73.17	72.28	68.96	58.65	62.07	60.02
CTE Participants Grad Rate	88.8	89.01	88.52	90.76	88.88	88.06	86.33	85.40
# of CTE Concentrators	14,563	15,196	19,495	20,318	19,458	14,035	16,158	15,760
% of Statewide Cohort	31.41	32.69	42.12	44.48	42.15	30.46	35.01	34.01
CTE Concentrators Grade Rate	95.0	93.02	92.86	94.79	93.49	92.81	91.66	90.70
All Students Grad Rate	81.3	81.34	80.63	82.63	80.01	78.68	76.65	74.83

↖ DISTANCE LEARNING

### GROWTH IN NUMBER OF CTE PARTICIPANTS AND CONCENTRATORS OVER PRIOR YEAR

	FULL FUNDING				PARTIAL FUNDING		PASSAGE	
STUDENT GROUP	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16
# of CTE Participants	8.81	3.78	2.57	3.72	17.78	5.66	2.99	27,816
# of CTE Concentrators	4.17	22.05	4.10	4.42	38.64	13.14	2.53	34.01

● Positive Growth Rate  
● Negative Growth Rate

↖ DISTANCE LEARNING

We welcome your input and questions.  
Please contact [orinfo@stand.org](mailto:orinfo@stand.org)



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