Analysis Series on Oregon's High School Class of 2020: Foundational Descriptive Brief

Introduction

This Oregon Child Integrated Dataset (OCID) brief is the first in a series of forthcoming resources examining available state data on the lifespan of students from birth to graduation age in 2020, including equity components and connections across multiple publicly funded programs. The brief sets the foundation for building a deeper understanding of the class of 2020, provides context for in-depth analyses, and aims to spark additional areas of inquiry for OCID.

OCID's Governance Committee, a bipartisan group of legislators, state agency leadership, and governor's office representatives, is leveraging OCID to examine the trajectory of students from birth until graduation age. In addition to gaining insight into the challenges and opportunities in the lifespan of the class of 2020, the Governance Committee chose to initially focus on housing instability, income insecurity, and educational outcomes.

Measures of educational success can take different forms, such as career and technical education, apprenticeship pathways, generalized equivalency diploma (GED), and 4-year or extended high school graduation. Of these outcomes, OCID currently only has access to 4-year high school graduation data for the 2020 class.

This prioritization aligns both with Governor Brown's *Future Ready Oregon 2022* workforce investment plan[1] for increasing economic mobility for historically underserved Oregonians and with Oregon's statutory 40-40-20 educational goal, which aims to dramatically increase all levels of educational attainment by young adults.[2] Recent state ballot measures and legislative efforts[3,4] have also included a focus on improving high school graduation rates. The Oregon Department of Education (ODE) has a goal of achieving a 4-year graduation rate of 90% by the 2024-2025 school year.[5] Additionally, 2021 state legislation[6] tasked ODE with reviewing the requirements for high school graduation and make recommendations to ensure equity and avoid potential disparities.

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[1] Office of the Governor. Future ready Oregon 2022. 2021; https://www.documentcloud.org/documents/21141898-future-ready-oregon-2022-12052021_finalpdf. Accessed February 11, 2022.

[2] Oregon Higher Education Coordinating Commission. Oregon 40-40-20 educational attainment data. https://www.oregon.gov/highered/research/Pages/educational-attainment.aspx. Accessed February 5, 2022.

[3] Oregon Department of Education. High school success (Measure 98). https://www.oregon.gov/ode/students-and-family/GraduationImprovement/Pages/HSS.aspx. Accessed March 10, 2021.

[4] Oregon Department of Education. Student success act. https://www.oregon.gov/ode/StudentSuccess/Pages/default.aspx. Accessed March 10, 2021.

[5] Oregon Department of Education. Oregon's consolidated state plan under the Every Student Succeeds Act. 2017; https://www.oregon.gov/ode/rules-and-policies/ESSA/Documents/APPROVED%20OR_ConsolidatedStateplan8-30-17.pdf. Accessed March 10, 2021.

[6] Oregon State Legislature. Senate Bill 744. 2021; https://olis.oregonlegislature.gov/liz/2021R1/Downloads/MeasureDocument/SB744/Enrolled. Accessed February 23, 2022.

What is OCID?

The Oregon Child Integrated Dataset (OCID) is a nonpartisan data-driven project to support policymakers and community leaders as they work to improve outcomes for children and families in Oregon. Created in 2019, OCID contains linked, cross-agency and cross-program information for children born in Oregon and their birth parents beginning in 2001. Program information is connected with birth records to show the trajectory of children's well-being from birth and throughout their development.

OCID is a resource unique to Oregon; no other state is known to have such a robust, comprehensive integrated dataset, representing approximately three-quarters of the state's children. With the Oregon-specific and timely data-driven evidence that OCID generates, policymakers will be able to more effectively prioritize scarce resources and efficiently focus on the most meaningful public policy changes.

Visit the OCID website (www.ocid-cebp.org) to learn more.

Analysis Overview

This descriptive analysis examines select student and family characteristics and 4-year graduation* for the "class of 2020." The class of 2020 for the purposes of this brief include public high school students born in Oregon who did or did not graduate within 4 years of starting high school. The graduation data used in this analysis is augmented by 9th grade on-track to graduate status across 4 classes of 9th graders (2016-2017 through 2019-2020**). Previously, ODE has shown that being on-track to graduate in 9th grade (i.e., attaining 25% of the credits needed for graduation by the completion of the 9th grade) is strongly predictive of graduating high school in 4 years.[7] Combining 9th grade classes to examine rates of on-track to graduate status increases the sample size and allows more opportunities for analysis of student and family characteristics.

Given the wealth of available information possible from the analysis, this policy brief contains a selection of highlighted information. OCID used a multiprong approach for selecting key student and family characteristics for analysis including policy priorities of the Governance Committee, quantitative criteria, and evidence from a literature review. The student and family characteristics selected, and data points used as proxies to identify them, are described below.

In-depth interactive visualizations, available on OCID's website, allow for additional investigation beyond the range of characteristics and equity components included in this analysis.

* Due to the COVID-19 public health emergency (PHE), 2 requirements were suspended for 2020 graduation, but credit requirements remained.

** For the 2019-2020 academic year, the Oregon Department of Education used a different data source for on-track status due to the COVID-19 PHE. Please see the methods summary for complete explanation and sensitivity analysis.

[7] Oregon Department of Education. Predictors of on-time high school graduation. https://www.oregon.gov/ode/students-and-family/GraduationImprovement/Documents/PredictorsofHSGraduation.pdf. Accessed February 9, 2022.

Indicators of equity considerations

- Race/ethnicity
- Sex/gender
- Disability (individualized education program)
- Geography (rural, urban, tri-county regions)

Indicators of potential exposure to family or housing instability

- Involvement with foster care
- Contact with juvenile justice
- Experience with student houselessness (starting in the 2012-2013 school year)
- Change in school districts midyear
- Chronically absent from school (present 90% of school days or fewer within a school year, through the 2018-2019 school year)

Indicators of potential exposure to income insecurity

- Enrollment in Temporary Assistance for Needy Families (TANF) (income eligibility is 37% federal poverty level, proxy for the highest level of documented income insecurity)
- Enrollment in Supplemental Nutrition Assistance Program (SNAP) (income eligibility is 185% federal poverty level, proxy for documented income insecurity)
- Parents' level of education at their child's birth

For full results, variable selection and data details, measurement differences due to COVID-19, and analysis limitations, please see the separate analysis methods summary.

This analysis provides descriptive information only. Causal relationships between characteristics and outcomes or explanations for patterns cannot be drawn from this analysis. OCID's subsequent in-depth analyses will use advanced statistical methods to better understand patterns and relationships.

Predictive Ability of On-Track Status for 4-Year Graduation

This analysis supports the findings of a recent ODE study,[7] which reported that being on-track to graduate in 9th grade is strongly predictive of 4-year high school graduation. As indicated in Table 1, on-track status predicted graduation status with 85% accuracy for OCID's 2020 class. In other words, 15% the 2020 class had the opposite outcome anticipated from their on-track status (e.g., off-track but did graduate). The predictive ability of on-track status by equity characteristics was also explored and showed little variability, with accuracy generally ranging from 80% and 90% (Table 1).

Table 1. Accuracy of On-Track Status as a Predictor of 4-Year Graduation

The percentage of students in the 2020 class whose 9th grade on-track to graduate status corresponded to their 4-year graduation status

CHARACTERISTIC	ACCURACY (%)
Overall	85
Sex/Gender	
Female	86
Male	84
Geography (in 9th Grade)	
Rural	83
Urban	84
Tri-county	86

CHARACTERISTIC	ACCURACY (%)
Race/Ethnicity	
American Indian/Alaskan Native	80
Asian	93
Black/African American	82
Hispanic/Latinx	83
Native Hawaiian/Pacific Islander	84
White	85
Disability (IEP Status)	
Ever had an IEP	78
Never had an IEP	87

Notes: Rural is defined as counties whose largest city has a population less than 50,000. Urban is defined as non-Metro counties whose largest city has a population of 50,000 or more. Tri-county includes the 3 Portland metropolitan counties: Clackamas, Multnomah, and Washington. Abbreviation. IEP: individualized education program.

Overview of the 2020 Class

OCID's 2020 class included 30,400 students who were born in Oregon, approximately 67% of Oregon's entire 2020 class. The figures in this section describe the student and family characteristics of OCID's 2020 class.

Additionally, Table 2 provides a comparison to the multiclass 9th-grade cohort (9th-grade students from the classes of 2016-2017 through 2019-2020) examined later in this brief. Oregon-born students comprise 125,000, or approximately 70% of the comparative statewide cohort.

Because OCID currently only captures information from children born in Oregon, OCID data will always differ slightly from ODE data. To ensure accuracy and transparency, OCID and ODE data are compared in the accompanying methods summary.

ODE is the official source of statistics and reporting on the 2020 class, and all public school graduation rates.

Class of 2020: Highlighted Equity Characteristics (Table 2)

- Two-thirds of students (19,690 students) were identified as White. Of note, approximately 12% of the class (3,730 students) were identified as American Indian/Alaskan Native (AI/AN); this is proportionately higher than official ODE statistics due to OCID's race and ethnicity methodology, which prioritizes AI/AN when multiple races are selected.
- Just less than 20% (5,530 students) lived in a rural area in 12th grade.
- One-quarter of the class (7,580 students) had an individualized education plan (IEP), a school-system designation of disability, at some point during their educational career.
- The 2020 class was evenly split between females and males (49% compared with 51%).

Comparing the 2020 class and the multiclass 9th-grade cohort shows no notable differences in equity characteristics.

Table 2. Selected Equity Characteristics of the 2020 Class and the Multiclass 9th-Grade Cohort

The number and percentages, by equity characteristics, of students in the 2020 class compared with the multiclass 9th-grade cohort.

CHARACTERISTIC	2020 CLASS NO.	2020 CLASS %	9TH-GRADE COHORT NO.	9TH-GRADE COHORT %
Race/Ethnicity				
American Indian/Alaskan Native	3,730	12	12,950	10
Asian	1,330	4	5,590	5
Black/African American	1,000	3	4,160	3
Hispanic/Latinx	4,270	14	19,170	15
Native Hawaiian/Pacific Islander	400	1	1,480	1
White	19,690	65	81,480	65
Sex/Gender				
Female	14,860	49	60,720	49
Male	15,550	51	64,160	51
Geography (in 9th grade)				
Rural	5,530	18	27,610	22
Urban	10,830	36	44,930	36
Tri-county	14,060	46	52,340	42
Disability (IEP status)				
Ever had an IEP	7,580	25	30,600	25
Never had an IEP	22,820	75	94,280	75

Abbreviations. IEP: individualized education program; no.: number.

Personal characteristics such as race and ethnicity or geography are intended to act as a proxy for experiences or exposures that cannot be measured accurately and completely with available data, such as systemic racism, toxic stress, or lack of access to resources. These data do not fully describe an individual's identity or experience.

Class of 2020: Highlighted Student and Family Characteristics (Figure 1)

Indicators of Potential Income Insecurity

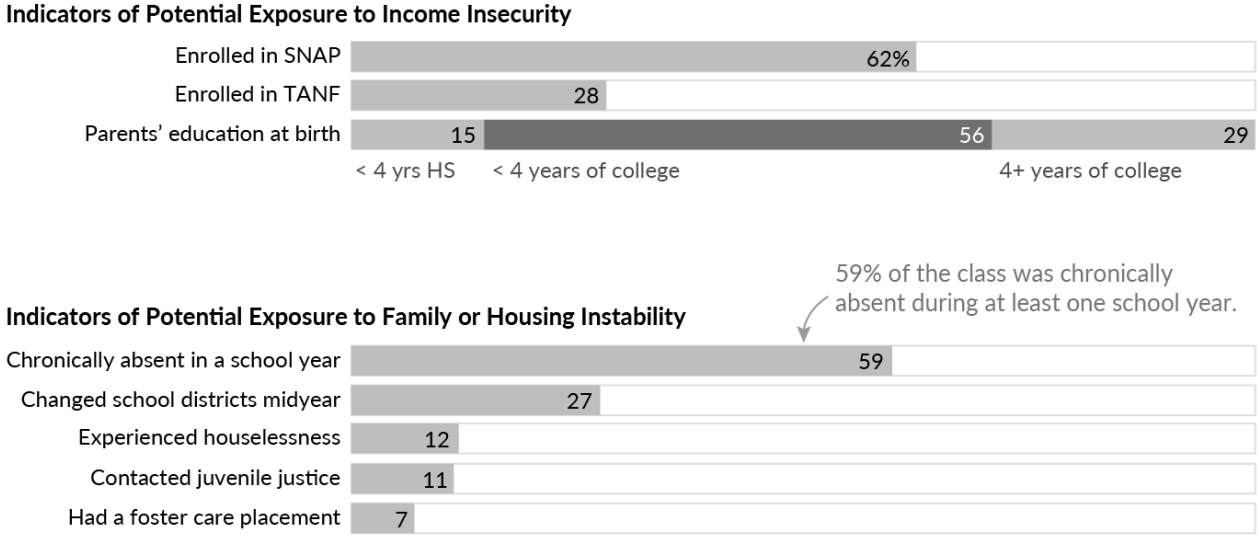
- 28% of the class (8,360 students) was ever enrolled in TANF, an income support program for families with the lowest documented income levels in this analysis.
- 62% of the class (18,910 students) was ever enrolled in SNAP, another income support program whose eligibility expands to families with higher income levels than TANF.
- The biological parents of 15% of the class (4,440 students) completed less than 4 years of high school at the time of their child's birth, 56% completed less than 4 years of college, and 29% completed 4 or more years of college.

Indicators of Potential Family or Housing Instability

- Just over one quarter of the class (8,270 students) changed school districts in the middle of a school year at least once during their K-12 school career.
  - Recent ODE research[8] showed a detrimental impact of irregular high school enrollment (measured as midyear school district transitions or gaps in enrollment) on 4-year graduation rates. Specifically, graduation rates for students with irregular enrollment were approximately 40 percentage points lower compared with students with "regular" enrollment.
- Approximately 1 in 10 individuals in the class of 2020 ever had experienced houselessness (12%), had juvenile justice contact (11%), or had foster care placement (7%).

Figure 1: Selected Student and Family Characteristics of the 2020 Class

Percentage of students in the 2020 class who had ever had selected student and family characteristics.



Notes: Except where noted otherwise, all characteristics are measured as ever occurring across a student's lifespan through the 2019-2020 school year. Chronic absence was not available for the 2019-2020 school year. "Houselessness" is defined as "ever" enrolled in McKinney-Vento between 2012-2013 and 2019-2020.
Abbreviations. HS: high school; SNAP: Supplemental Nutrition Assistance Program; TANF: Temporary Assistance for Needy Families.

[8] Oregon Department of Education, Office of Accountability, Research, & Information Services. Student mobility in graduation. 2018; https://www.oregon.gov/ode/reports-and-data/Documents/databrief_mobility_graduation.pdf. Accessed February 10, 2022.

Graduation Details for the Class of 2020

Among the 30,400 students in OCID's 2020 class, approximately 81% graduated within 4 years, and 19% did not. As reference, 83% of the Oregon's entire 2020 class, regardless of birthplace, graduated within 4 years.[9] This analysis does not include individuals who graduated after 4 years; future analyses could look at those students as the data becomes available in OCID.

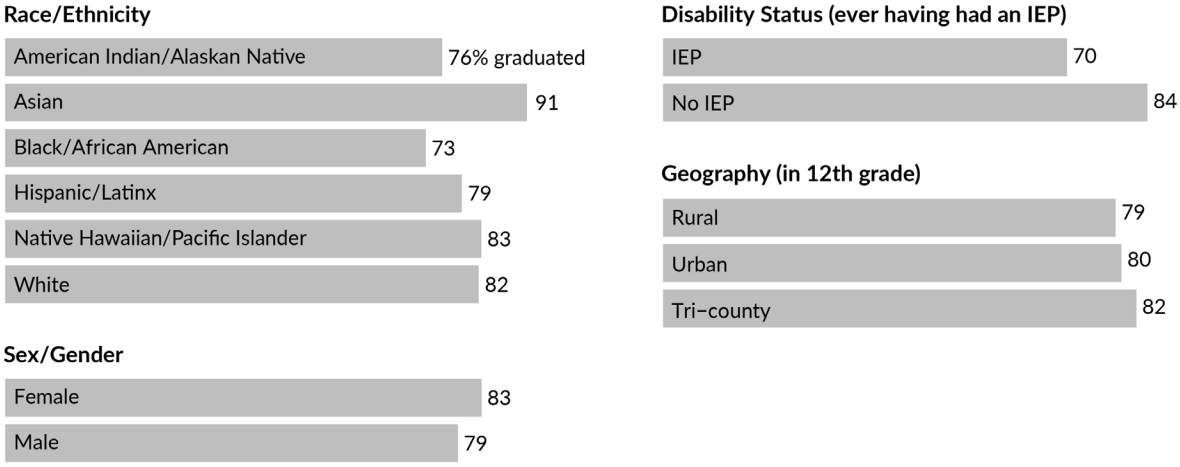
Displaying information that allows for comparisons between groups, (e.g., students identified as having different racial or ethnic backgrounds), is intended to provide policymakers and program administrators with information to identify and address disparities. Some groups may aggregate many individuals and groups from a wide range of experiences, backgrounds, and cultures.

Graduation Rates by Equity Characteristics (Figure 2)

- Graduation rates varied by disability status and across race and ethnicity groups.
  - Only 70% of students with an IEP graduated in 4 years compared with 84% of students without a school documented disability, which aligns with ODE's official reporting.[9]
  - The 4-year graduation rates for students across race and ethnicity groups ranged from 73% (Black/African American) to 91% (Asian).
- Graduation rates were similar for students across sex/gender (female 83%, male 79%) and geographic regions (rural 79%, urban 80%, tri-county 82%).

Figure 2. 2020 Graduation Rates by Equity Characteristics

Four-year high school graduation rates of students in the 2020 class by equity characteristics.



Abbreviations. IEP: individualized education program.

[9] Oregon Department of Education. Cohort graduation rate 2019-2020 media file. 2021; https://www.oregon.gov/ode/reports-and-data/students/Documents/cohortmediafile2019-2020_revised.xlsx. Accessed February 10, 2022.

Any disproportionality between personal characteristics and graduation rate does not imply that the characteristics caused the outcome or that there is a biological basis for differences between groups, but rather could suggest that structural bias and subjectivity underlying the program, process, or its criteria, contribute to differences.

Graduation Rates by Student and Family Characteristics (Figure 3)

Indicators of Potential Income Insecurity

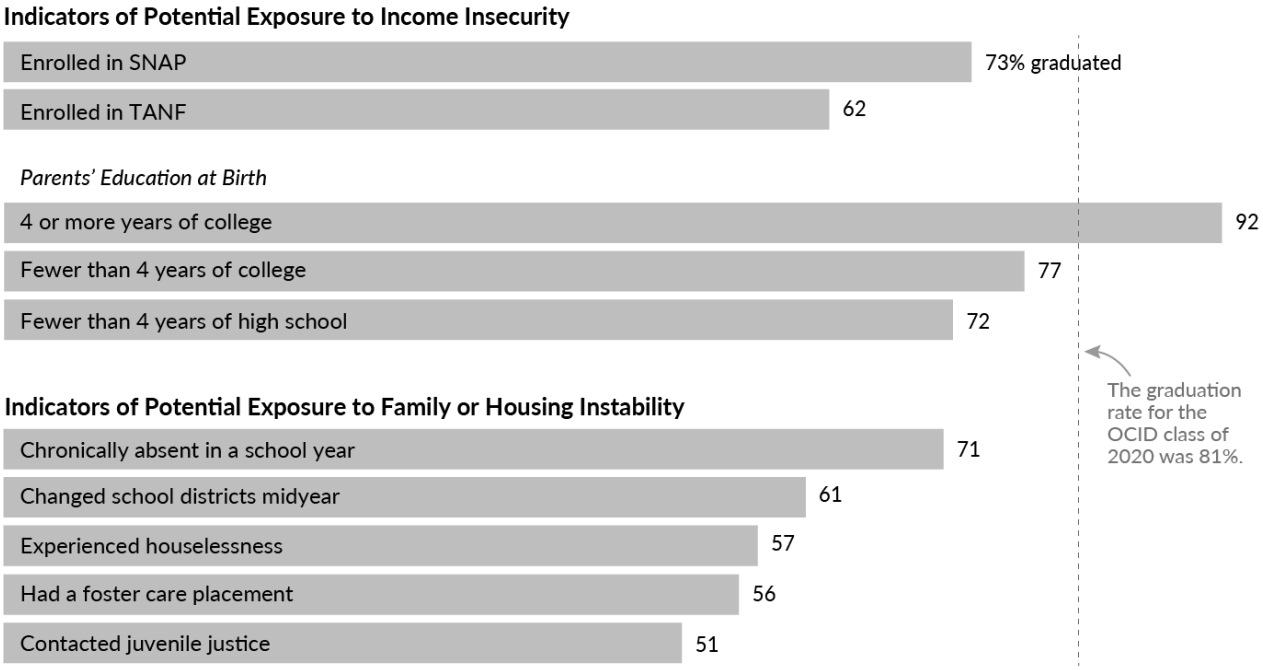
- Students ever enrolled in TANF (8,360 students), representing the greatest level of income insecurity in this analysis, had a graduation rate of 62%.
  - Students ever enrolled in SNAP, which has a higher income eligibility than TANF, had a graduation rate of 73%.
- Among the student and family characteristics explored, only students born to a parent with 4 or more years of college education graduated at higher-than-average rates (92% compared with 81%, respectively).

Indicators of Potential Family or Housing Instability

- Four-year graduation rates were substantially lower for students who ever had a documented experience with midyear school district change, houselessness, foster care, and juvenile justice involvement.
  - Students with any juvenile justice contact (3,410 students) had the lowest 4-year graduation rates, at 51%, followed by foster care placement at 56%.
  - Students who ever changed school districts midyear (8,270 students) had comparable 4-year graduation rates to the 3,590 students who ever experienced houselessness (61% and 57%, respectively); of those students 2,150 experienced both houselessness and a midyear school district change.

Figure 3. 2020 Graduation Rates by Student and Family Characteristics

Four-year graduation rates of students in the 2020 class by student and family characteristics.



Notes: Except where otherwise noted, all characteristics are measured as ever occurring across a student's lifespan through the 2019-2020 school year. Chronic absence was not available for the 2019-2020 school year. "Houselessness" is defined as "ever" enrolled in McKinney-Vento between 2012-2013 and 2019-2020.
Abbreviations. SNAP: Supplemental Nutrition Assistance Program; TANF: Temporary Assistance for Needy Families.

Graduation Rates by Disability Status and Student and Family Characteristics

(Figure 4)

This section layers multiple characteristics to highlight additional detail about the graduation rates of certain groups of students, those with IEPs, and those without. Across all examined characteristics, students with IEPs had graduation rates 9 to 14 percentage points lower than their peers without a school-documented disability.

In addition to the example of disability status provided here, the interactive visualizations available on the OCID website allow for in-depth exploration of other layered characteristics.

Indicators of Potential Income Insecurity

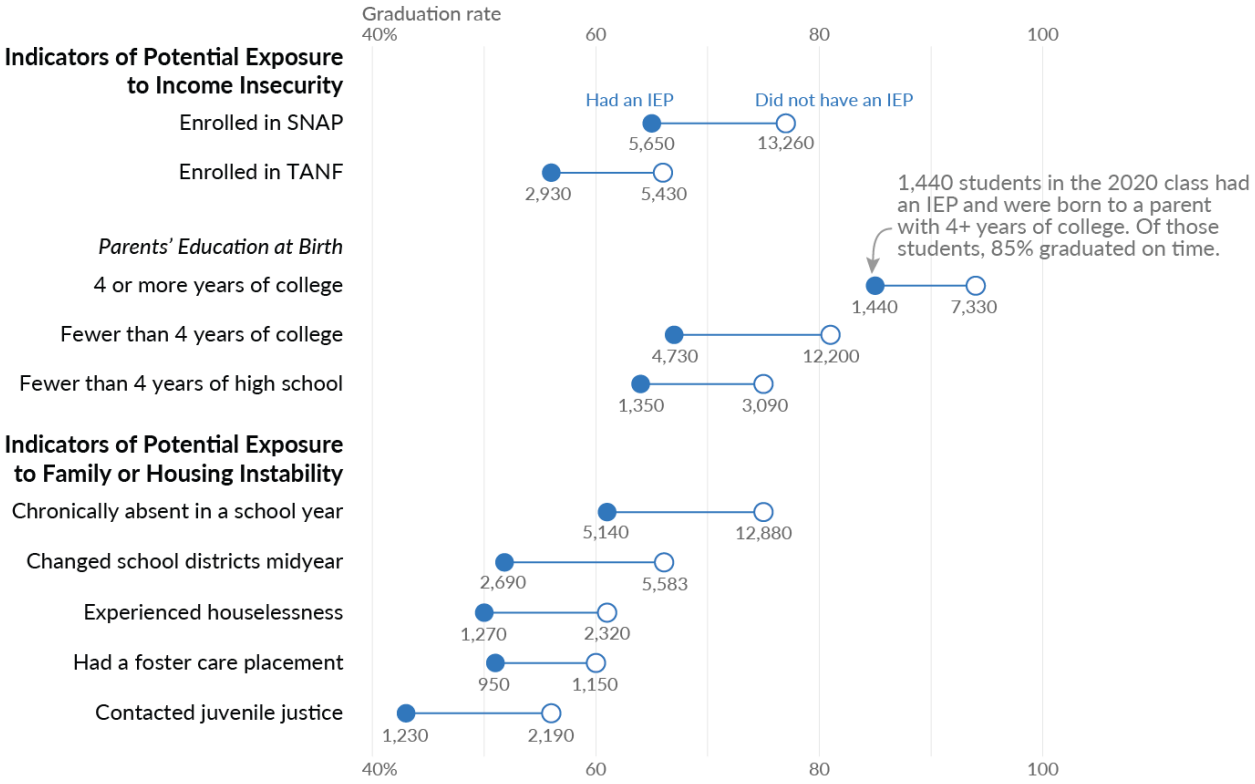
- Students born to parents with 4 or more years of college education (8,080 students) had the highest graduation rates across all selected characteristics, regardless of having a documented disability.
- Students both with IEPs and who ever had TANF enrollment (2,930) had the lowest graduation rates (56%) among all students with indicators of income instability.

Indicators of Potential Family or Housing Instability

- Students with and without IEPs who ever had juvenile justice contact had the lowest graduation rates among all other peer groups of students (43% with IEPs, 56% without IEPs).
- Students with IEPs had similar graduation rates (52% and 50%, respectively) regardless of whether they had midyear school district changes (2,690 students) or had experienced houselessness (1,270 students).

Figure 4. 2020 Graduation Rates by Disability Status and Student and Family Characteristics

Four-year high school graduation rates of students in the 2020 class by student and family characteristics and disability status as defined by ever having an IEP.



Notes. Except where otherwise noted, all characteristics are measured as ever occurring across a student's lifespan through the 2019-2020 school year. Chronic absence was not available for the 2019-2020 school year. "Houselessness" is defined as "ever" enrolled in McKinney-Vento between 2012-2013 and 2019-2020.
Abbreviations. IEP: individualized education program; SNAP: Supplemental Nutrition Assistance Program; TANF: Temporary Assistance for Needy Families.

On-Track Details for the Multiclass 9th-Grade Cohort

This section includes a selection of layered student characteristics, which was possible by combining and analyzing 9th graders from 2016-2017, 2017-2018, 2018-2019, and 2019-2020. This multiclass 9th-grade cohort is a valid substitution for the class of 2020 due to the high level of predictive accuracy of on-track to graduate status and graduation outcomes, as shown in Table 1.

The highlights displayed below focus on the "on-track to graduate" rates of students with enrollment in income support programs, as prioritized by OCID's Governance Committee. To gain a more nuanced view of student experiences, different levels of income insecurity, as indicated by TANF and SNAP participation, are layered by the following characteristics:

- Equity considerations,
- Parents' level of education, and
- Family or housing instability.

To view a more comprehensive collection of layered characteristics including indicators of family or housing instability, please visit the interactive displays on the OCID website.

Among the 125,000 students in OCID's multiclass 9th-grade cohort, approximately 82% were on-track to graduate. As a reference, approximately 84% of Oregon's entire corresponding multiclass 9th-grade cohort,* regardless of birthplace, was on-track to graduate.[10]

On-Track Rates of Students with TANF (Table 3)

As context for understanding the highlights in Table 3, overall, students whose families were ever enrolled in TANF had on-track rates of 63%, lower than students who had higher levels of income security (SNAP only, 81%; no SNAP or TANF, 94%). This gap in on-track rates for students with TANF and students who never had TANF existed across all equity characteristics.

- Across race and ethnicity groups of students who ever had TANF:
  - Males had lower on-track to graduate rates than females.
  - Students with IEPs had lower on-track rates than those without, consistent with the pattern shown in Figure 5.
- Within race and ethnicity groups for students with TANF enrollment:
  - The largest difference in on-track rates between sex/gender groups was identified for Native Hawaiian/Pacific Islander students (70% female vs. 59% male).
  - Overall, on-track rates varied minimally between geographic areas for race and ethnicity groups; of exception, the on-track rates for Asian students in rural areas and urban areas (72% and 74%, respectively) was lower than in the tri-county area (82%). Additionally, the on-track rates for Black/African American students were lower in both the rural and tri-county areas (64% and 63%, respectively) than in urban areas (69%).

* ODE did not publicly report 9th-grade on-track status for the 2019-2020 academic year, so it is not used in this comparison.

[10] Oregon Department of Education. Oregon Statewide Report Card 2020-2021. 2021; https://www.oregon.gov/ode/schools-and-districts/reportcards/Documents/rptcard2021.pdf. Accessed February 17, 2022.

Table 3. 9th Grade On-Track Rates of Students With TANF by Layered Equity Characteristics

Among students who were ever enrolled in TANF, the percentage of students in the multiclass 9th-grade cohort who were on-track to graduate at the end of 9th grade by race/ethnicity and sex/gender, disability status, and geography.

63% overall on-track rate for TANF enrollees

Lower rate ← → Higher rate

	SEX/GENDER		DISABILITY (IEP)		GEOGRAPHY		
RACE/ETHNICITY	FEMALE	MALE	YES	NO	RURAL	URBAN	TRI-COUNTY
American Indian/Alaskan Native	65%	57%	55%	64%	61%	60%	61%
Asian	82	77	71	82	72	74	82
Black/African American	69	59	55	69	64	69	63
Hispanic/Latinx	68	61	58	68	68	64	64
Native Hawaiian/Pacific Islander	70	59	55	67	65	62	66
White	67	59	57	66	62	63	65

Abbreviations. IEP: individualized education program; TANF: Temporary Assistance for Needy Families.

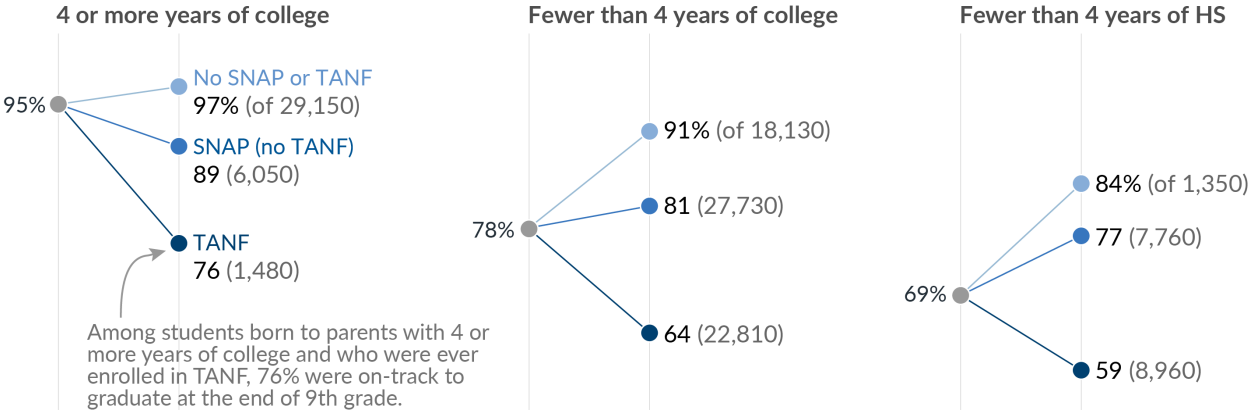
On-Track Rates by Parents' Education and Income Support Program Enrollment (Figure 5)

- Students born to parents with higher education levels had higher on-track rates across the 3 levels of income security examined in this analysis.
  - Across all levels of parent education, students who had never accessed SNAP or TANF had the highest rates of being on-track to graduate (4+ years of college, 97%; < 4 years of college, 91%; < 4 years of high school, 84%).
- Overall, on-track to graduate rates are higher for students born to parents with higher levels of education, mirroring the trend of graduation rates in Figure 4.
  - Students born to parents with 4 or more years of college education had one of the highest on-track rates (95%) across the subgroup combinations examined in this analysis.
- Students born to parents with fewer than 4 years of high school education had on-track rates the same or higher than the overall average of 82%, if they had no indicators of exposure to income insecurity as measured by enrollment in either TANF or SNAP.

OCID uses "parents' education at birth" as a proxy for students' early life experiences such as access to resources or financial stability.

Figure 5. On-Track Rates by Parents' Education and Enrollment in Income Support Programs

The rate of being on-track to graduate for students in the multiclass 9th-grade cohort by the highest level of parental education at the time of the student's birth and any enrollment in SNAP or TANF before 10th grade.



Note. TANF, which has the lowest income eligibility, represents greater income insecurity than enrollment in SNAP alone. No enrollment in SNAP or TANF represents students with the least documented income insecurity.
Abbreviations. HS: high school; SNAP: Supplemental Nutrition Assistance Program; TANF: Temporary Assistance for Needy Families.

On-Track Rates by Income Support Program Enrollment and Family or Housing Instability (Table 4 and Figure 6)

- Students with any of the characteristics examined in Table 4, in addition to documented income insecurity, had notably lower than average on-track rates.
  - Conversely, students without the examined characteristics **and** no documented income insecurity had on-track rates (94% to 97%), well above the overall cohort average of 82%.
- Students with juvenile justice contact along with enrollment in income support programs (either TANF or SNAP) had the lowest on-track to graduate rates compared with every other characteristic.
  - For example, only 32% of students with TANF and juvenile justice contact (4,480 students) were on-track to graduate.
  - Students with juvenile justice contact but no enrollment in either TANF or SNAP (890 students) had over double the on-track rate (69%) of those with TANF, but still far below the overall cohort average of 82%.
- Students had similar on-track rates regardless of whether they experienced houselessness or a midyear change in school district, across levels of documented income insecurity.
  - For example, 54% of students with TANF and a midyear school district change (approximately 15,220 students) were on-track to graduate.
  - Similarly, 52% of students with TANF and documented houselessness (approximately 8,710 students) were on-track to graduate.

Table 4. On-Track Rates by Income Support Programs and Family or Housing Instability

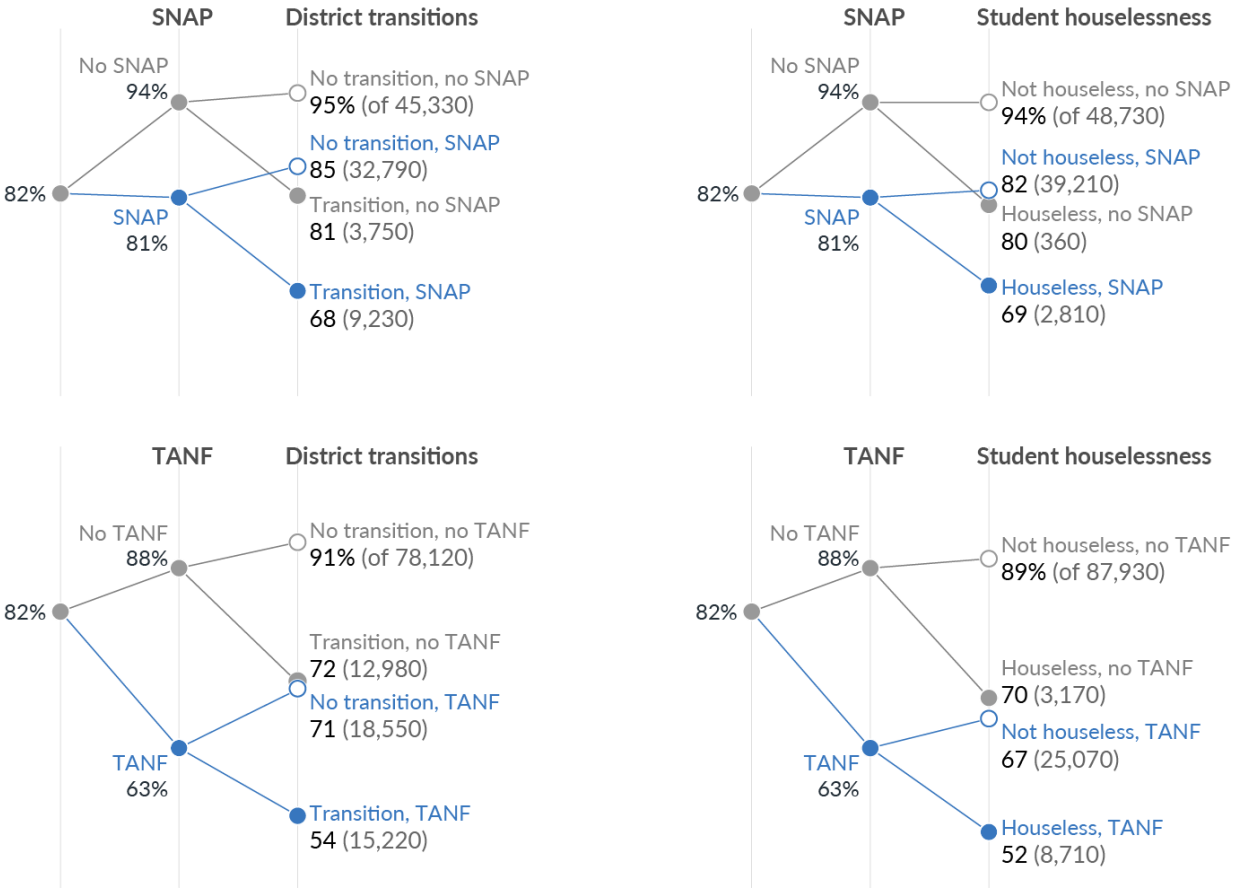
The rate of being on-track to graduate for students in the multiclass 9th-grade cohort by family or housing instability indicators and any enrollment in TANF, SNAP (no TANF), or no TANF or SNAP before 10th grade.

	CHRONIC ABSENCE		DISTRICT TRANSITION		STUDENT HOUSELESSNESS		FOSTER CARE		JUVENILE JUSTICE	
INCOME INSECURITY	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
TANF	57%	84%	54%	71%	52%	67%	56%	65%	32%	68%
SNAP (no TANF)	73	92	68	85	69	82	67	82	49	83
No TANF or SNAP	88	97	81	95	80	94	73	94	69	95

Abbreviations. SNAP: Supplemental Nutrition Assistance Program; TANF: Temporary Assistance for Needy Families.

Figure 6. On-Track Rates by Income Support Programs and Family or Housing Instability

The rate of being on-track to graduate for students in the multiclass 9th-grade cohort by enrollment in SNAP (no TANF) or TANF and a midyear district transition or houselessness before 10th grade.



Note. In this figure, students identified as having "SNAP" or "No SNAP" were never enrolled in TANF. "Houselessness" is defined as ever enrolled in McKinney-Vento between 2012-2013 and 2019-2020.
Abbreviations. SNAP: Supplemental Nutrition Assistance Program; TANF: Temporary Assistance for Needy Families.

Key Takeaways

Broadly, OCID's findings show disparities in educational outcomes for students with indicators of income insecurity (e.g., TANF), family or housing instability (e.g., juvenile justice contact), having a disability designation (e.g., having an IEP), or being a member of some race and ethnicity groups. Overall, among the examined characteristics, 4-year graduation rates and 9th-grade on-track to graduate rates were consistently:

- Lower among students with:
  - Enrollment in income support programs (i.e., SNAP and TANF)
  - Documented houselessness or a midyear change in school district
  - Juvenile justice or foster care contact
  - IEPs
  - Identified as Black/African American or American Indian/Alaskan Native
- Higher among students:
  - Identified as Asian
  - Born to parents with high levels of education

Layering student and family characteristics can reveal additional and important nuances to guide more focused research and potential policy opportunities. This brief highlighted just a selection of the opportunities including gaining a deeper understanding of:

- The timing and supports needed for students in families who experience both income insecurity and documented family or housing instability.
- The disparities in on-track to graduate rates for students across race and ethnicity groups, with consideration of potential additive effects of documented disability, income insecurity, and family instability.
- The additive effects of income insecurity, housing or family instability, and parental education level on the on-track to graduate rates.

Additional layered characteristics, such as indicators of family and housing instability, are available for exploration through online interactive visualizations on the OCID website.

Future Research Directions

To advance equity in educational outcomes and increase the educational attainment of all students, policymakers need in-depth, targeted evidence to identify the most effective entry points for intervention, and who might benefit from the most support. This descriptive analysis is a foundation for additional study of the class of 2020 and 4 classes of 9th grade students through the lens of equity characteristics, income insecurity, and family or housing instability.

With this report and accompanying interactive visualizations as a foundation, OCID's next analyses can provide more targeted information for policymakers to improve the well-being of Oregon's children and families. Specifically, future research directions could:

- Analyze the characteristics predictive of education outcomes for Oregon children to:
  - Identify the strongest predictors of 9th grade on-track and/or graduation for prioritized subsets of children;
  - Identify the relationship between the timing and duration of characteristics.
- Explore further the additive effect of various student and family characteristics on 9th grade on-track status, such as:
  - Parental education levels and use of income support programs;
  - Family and housing instability and use of income support programs.
- Map the trajectories of students whose 9th grade on-track status did not accurately predict their graduation status; for example, compare the trajectories of students who were not on-track but **did** graduate, with those of their peers who do not graduate.
- Examine the trajectories of children with prioritized characteristics (e.g., juvenile justice, early poverty, foster care, high mobility) to determine important inflection points in the lives of Oregon children, and identify opportunities to support factors that enhance educational success, while attempting to mitigate factors that prevent it.

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