



Oregon Child
Integrated Dataset

ocid-cebp.org

OCID Overview

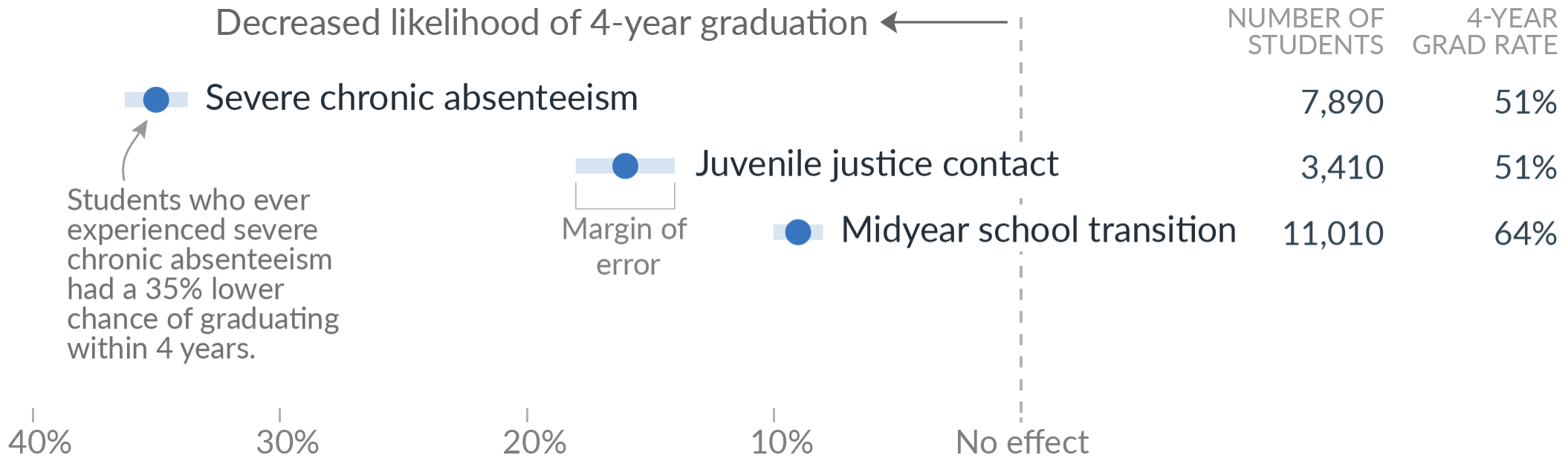
Joint of Ways and Means Subcommittee on Education
Pam Curtis, Director, Center for Evidence-based Policy
Oregon Health and Science University
April 23, 2025

Oregon High School Class of 2020 Analytic Series



LIKELIHOOD OF GRADUATING IN 4 YEARS

Select predictors for the OCID high school Class of 2020

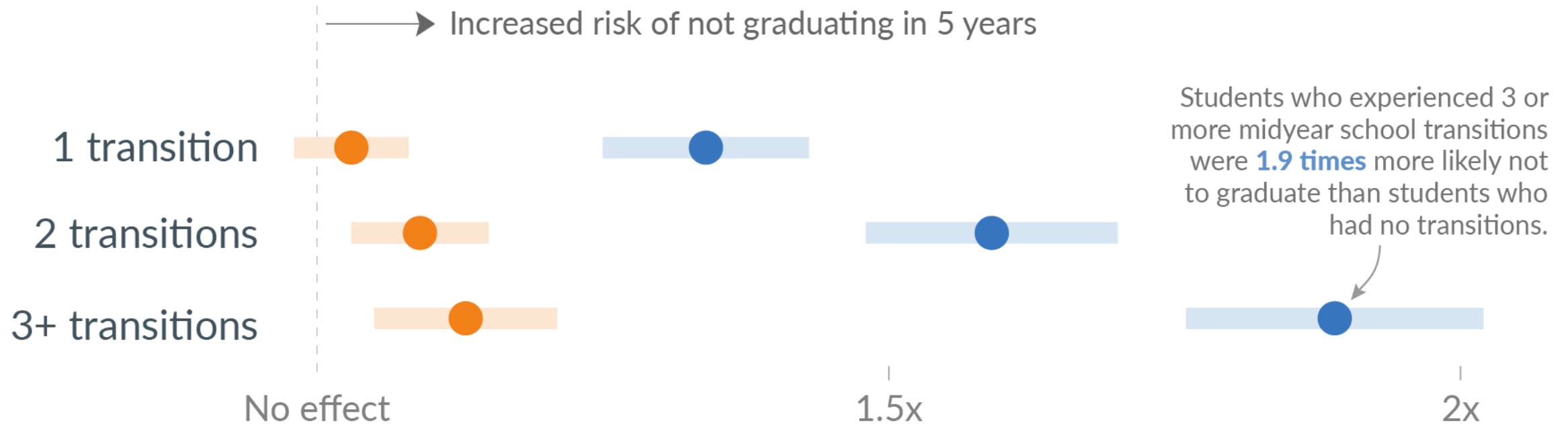


In addition to the listed characteristics, the analysis controlled for sex/gender, disability, school discipline, deep poverty, prenatal tobacco exposure, parent education at birth, and foster care involvement. The strength of predictors across race and ethnicity groups was similar to those for the whole Class of 2020 cohort.

Students Who Experienced More Transitions Were Less Likely to Graduate

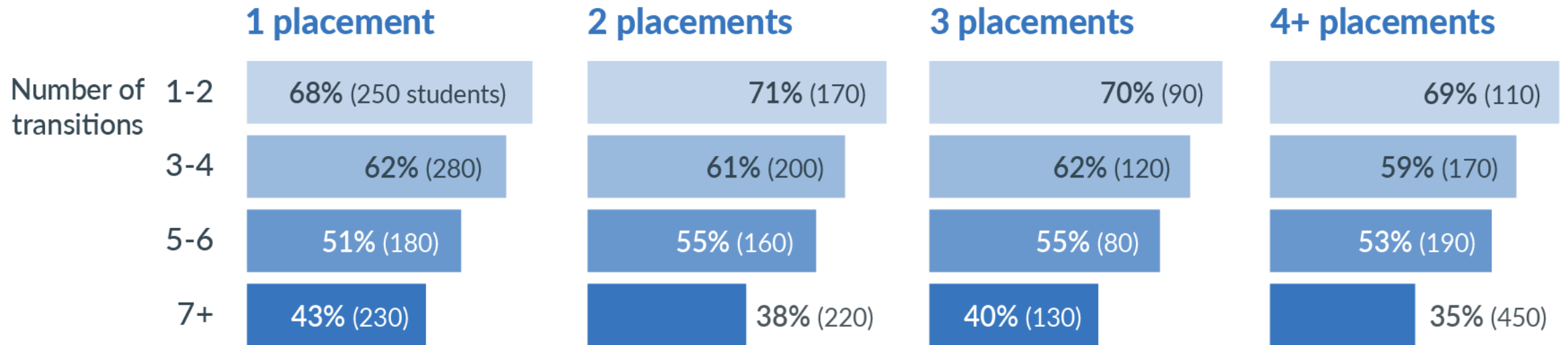


RISK OF NOT GRADUATING BY NUMBER OF MIDYEAR AND SUMMER TRANSITIONS



Notes. Analysis of Oregon public school students who were first-time ninth graders in the 2016-2017 or 2017-2018 academic years. Models were adjusted for sex/gender, race/ethnicity, rural/urban/tri-county designation, IEP status, English language learner status, poverty status (TANF, SNAP, and Medicaid/CHIP), behavioral health diagnosis, foster care participation, houselessness, substantiated maltreatment, juvenile justice system contact, severe chronic absenteeism, and school discipline.

Graduation Rates for Foster Care Youth Varied More by the Number of School Transitions Than the Number of Out-of-Home Placements



Note. Oregon public school students who were first-time ninth graders in the 2016-2017 or 2017-2018 academic years.

Of mobile foster care youth, the group with 4+ placements and 7+ transitions was the largest (**450 students**) and had the lowest graduation rate (**35%**).



Questions?

Thank you!

Pam Curtis, CEbP Director, curtispa@ohsu.edu

Gretchen Morley, OCID Project Director, morlegr@ohsu.edu

Galen Gamble, OCID Project Coordinator, gambleg@ohsu.edu



ocid-cebp.org