



Regional Data Book, Second Edition, 2021

Supplemental: Expanded Analysis
of our Target Population
2018-2019 School Year

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EARLY LEARNING HUB OF LINN, BENTON, & LINCOLN COUNTIES Supplemental: Expanded Analysis of our Target Population, 2018-2019 School Year

1. Introduction

The purpose of this report is to facilitate targeted investments by the Early Learning Hub Governing Board and by our community partners. In December 2015, the EL Hub Governing Board approved the Data and Evaluation Work Group to use Kindergarten Assessment (KA) data as one piece of the data necessary for informed decisions.

In preparation for targeted investment discussions by the EL Hub Governing Board at their February 2019 retreat, the Data and Evaluation Work Group identified high priority school/catchment areas using 2017-2018 School Year (SY) data*. High priority school/catchment areas met all three of the following criteria:

1. Average Kindergarten Assessment Approaches to Learning (KA-AL) scores** below the state average, and
2. Percent Third Grade English Language Arts Proficiency scores** below the state average, and
3. Percent USDA Free and Reduced Lunch eligibility (as a proxy for poverty) above the state average.

* See Appendix A for the school/catchment areas that meet all three criteria.

**See Appendix B for detailed descriptions of the variables.

After identifying the high priority school/catchment areas, the Data and Evaluation Work Group and other community partners raised concerns about the method. For example, schools just a percentage of a point below the state average qualify as a high priority while a school slightly above the state average does not. In addition, a school with extremely poor scores on one or two criteria compared to the state average do not qualify as high priority.

These concerns have been addressed by expanding the analysis using 2018-2019 SY data.

2. Expanded Analysis

To look more broadly at our region's population, the following variables* were considered:

1. Average Kindergarten Assessment Approaches to Learning (KA-AL) scores
2. Average KA Early Mathematics scores
3. Average KA Early Literacy Uppercase Name Recognition scores
4. Average KA Early Literacy Lowercase Name Recognition scores
5. Average KA Early Literacy English Letter Sounds scores
6. Percent Third Grade English Proficiency scores
7. Percent Third Grade Math Proficiency scores
8. Percent USDA Free and Reduced Lunch eligibility (as a proxy for poverty)
9. Percent Kindergarten students Chronically Absent

*See Appendix B for detailed descriptions of the variables.

Analysis of the 2018-2019 SY data included:

1. Identifying the school/catchment areas that met all three of the following criteria:
 - Average Kindergarten Assessment Approaches to Learning scores (KA-AL) scores below the state average (3.6), and
 - Percent Third Grade English Language Arts Proficiency scores below the state average (46.5), and
 - Percent USDA Free and Reduced Lunch eligibility above the state average (47.8).
2. Comparing the identified 2018-2019 school/catchment areas with the previously identified 2017-2018 school/catchment areas.**
3. Adding the following six criteria to the analysis:
 - Average KA Early Literacy Lowercase Name Recognition scores below the state average (11.7)
 - Average KA Early Literacy Uppercase Name Recognition scores below the state average (14.3)
 - Average KA Early Literacy English Letter Sounds scores below the state average (7.7)
 - Average KA Mathematics scores below the state average (11.1)
 - Percent Third Grade Mathematics Proficiency scores below the state average (46.4)
 - Kindergarten students Chronically Absent above the state average (20.7)
4. Identifying school/catchment areas that met all nine criteria (please see chart located on the following page).
5. Grouping school/catchment areas by the number of criteria met and then sorting alphabetically (see Appendix C to G for schools grouped by the number of criteria that are met).

** See Appendix A for a chart comparing school/catchment areas identified using 2017-2018 SY data with school/catchment areas identified with 2018-2019 SY data.

School/Catchment Areas Meeting All Nine Criteria, 2018-2019 SY

Schools/catchment areas in this table meet all nine criteria: KA and Third Grade Assessment scores below the state average, USDA Free and Reduced Lunch above the state average, and Chronic Absence above state average.

School	School District	KA Approaches to Learning Average Rating (1 - 5)	Third Grade English Language Arts Percent Proficient (Level 3 or 4)	USDA Free and Reduced Lunch Percent Eligible	KA English (Lowercase) Letter Names Recognition Average Num Correct (0-26)	KA English (Uppercase) Letter Names Recognition Average Num Correct (0-26)	KA English Letter Sounds Average Num Correct (0-26)	KA Early Mathematics Average Num Correct (0-16)	Third Grade Mathematics Percent Proficient (Level 3 or 4)	Chronic Absence Percent Chronically Absent
State Average		3.6	46.5	47.8	11.7	14.3	7.7	11.1	46.4	20.7
Linn County										
Green Acres School	Lebanon Community	3.5	44.4	74.09	7.0	9.1	2.6	10.9	40.0	23.4
Lafayette Elementary School	GAPS	2.9	33.3	69.97	6.6	9.5	3.8	8.9	31.4	28.9
Oak Heights Elementary School**	Sweet Home	3.1	43.2	70.63	10.5	12.7	4.7	11.0	40.9	23.7
Periwinkle Elementary School**	GAPS	3.5	42.5	52.13	10.6	13.8	5.0	10.0	38.4	31.3
Sunrise Elementary School**	GAPS	3.1	30.0	78.12	4.6	5.5	3.1	10.1	30.0	23.9
Tangent Elementary School**	GAPS	3.4	11.1	61.19	3.5	5.8	0.5	10.1	22.2	28.6
Waverly Elementary School**	GAPS	3.4	28.6	85.07	6.2	7.7	1.3	9.3	38.1	30.4
Benton County										
Alsea Charter School**	Alsea	2.2	*	53.54	12.0	13.1	4.1	9.0	*	*
Lincoln County										
Oceanlake Elementary School (K-2)	Lincoln County	3.2	NA	55.44	10.3	13.5	5.0	10.4	NA	30.7
Toledo Elementary School**	Lincoln County	2.8	24.1	69.59	11.1	13.1	7.3	9.6	29.6	35.0
* Not enough data available										

** Priority Catchment/School 2017-2018

Notes:

- Missing data is not held against the school.
- Primary schools (grades K-2) do not have Percent Proficient Third Grade English Language or Third Grade Mathematics scores.

Key Findings

- Qualifying school/catchment areas change from year to year when the three original criteria are used.
- Adding six criteria identified fewer school/catchment areas that met all the criteria (see Appendix C to G for schools grouped by the number of criteria that are met).
- Categorizing variables as “above or below the state average” does not account for the wide variation in scores. For example, KA English Letter Sounds has a scale from 0 to 26 and the state average is 7.7. Therefore, below average schools range from just above 0 to just below 7.7. Further, schools with average scores just above 7.7 do not qualify.
- Grouping schools by the number of criteria met helps to identify a variety of opportunities for prevention and early intervention.

3. Conclusion:

Conducting this expanded analysis of our region’s target population, showed that all school/catchment areas have one or more categories that meet the criteria of falling above or below the state average. Restricting our focus to identifying “high priority” school/catchment areas does not acknowledge the breadth and depth of the diversity in our region. The Data and Evaluation Work Group decided that the Governing Board and our community partners would benefit from access to all the data in this analysis. Tables provided in the Appendices show the findings for all the schools grouped by the number of criteria that were met.

We recommend considering findings from this analysis along with other factors such as the “at risk” population, program infrastructure, and availability and accessibility of community resources when making decisions.

4. APPENDICES

Note regarding the charts of school/catchment areas in Linn, Benton, and Lincoln counties:

- Primary schools (grades K-2) do not have Percent Proficient Third Grade English Language or Proficient Third Grade Mathematics scores.
- Missing data is not held against the school.
- Kindergarten students with Limited English Proficiency is not a variable due to low numbers in most schools.

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- PERCENT USDA FREE AND REDUCED LUNCH ELIGIBILITY
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Appendix A

Schools Identified as High Priority Catchment Areas for 2017-2018 SY and 2018-2019 SY

Determination as a high priority school/catchment area required meeting all three of the following criteria:

1. Average Kindergarten Assessment Approaches to Learning (KA-AL) scores** below the state average, and
2. Percent Third Grade English Language Arts Proficiency scores** below the state average, and
3. Percent USDA Free and Reduced Lunch eligibility (as a proxy for poverty) above the state average.

School/Catchment Areas	School District	2017-2018 SY	2018-2019 SY
Linn County			
Cascades School	Lebanon Community SD		√
Green Acres School	Lebanon Community SD		√
Hawthorne Elementary School	Sweet Home SD	√	√
Holley Elementary School	Sweet Home SD	√	√
Lafayette Elementary School	Greater Albany Public SD		√
Oak Heights Elementary School	Sweet Home SD	√	√
Periwinkle Elementary School	Greater Albany Public SD	√	√
Pioneer School	Lebanon Community SD	√	
Sunrise Elementary School	Greater Albany Public SD	√	√
South Shore Elementary School	Greater Albany Public SD	√	
Tangent Elementary School	Greater Albany Public SD	√	√
Waverly Elementary School	Greater Albany Public SD	√	√
Benton County			
Alsea Charter School	Alsea SD	√	√
Kings Valley Charter School	Philomath SD		√
Lincoln County			
Crestview Heights Elementary School	Lincoln County SD	√	√
Eddyville Charter School	Lincoln County SD	√	
Oceanlake Elementary School (K-2)	Lincoln County SD		√
Siletz Valley School	Lincoln County SD	√	
Toledo Elementary School	Lincoln County SD	√	√

Note: Blank cells indicate that all three criteria were not met during the school year.

Appendix B

Detailed Descriptions of the Variables

1. – 5. AVERAGE KINDERGARTEN ASSESSMENT SCORES

The Kindergarten Assessment (KA) is a tool for local and statewide data for policymakers to identify opportunity gaps for funding and service allocation to achieve the greatest impact on young children. Oregon KA domains are strongly linked to Third Grade Reading scores and future academic success (ODE, 2018). School/catchment areas (i.e. attendance boundaries) usually define which schools children will attend.

Teachers administer the KA to students early in the year. The KA is a snapshot of a child's approaches to learning skills, early math and early literacy skills before impact from school experience. The KA should not be viewed as a pass or fail test for children or their families, but rather an opportunity for teachers and guardians to better understand and support early learning opportunities before they reach kindergarten.

Kindergarten Assessment Category	Assessment Method	Description
Approaches to Learning	Educator observes and records child's interactions with other children and classroom materials using the Child Behavior Rating Scale (CBRS). A final score between 1 and 5 is given using the average score of all 15 items, which is Approaches to Learning (Total) score.	<ul style="list-style-type: none"> Assessment focuses on a child's approaches to learning, self-regulatory skills, and interpersonal skills. CBRS is strongly predictive of reading and math achievement in elementary grades and has been validated in a wide range of cultural contexts.
Early Mathematics*	A test administrator asks the child math questions, one question at a time. The child responds by pointing to the answer or responding verbally to 16 multiple-choice questions. Final scores range from 0 to 16.	<ul style="list-style-type: none"> Questions, developed by Oregon educators and also include measures from the easyCBM, a nationally recognized assessment method. easyCBM provides benchmarking and progress monitoring in math. Non-easyCBM items strongly align with Early Learning and Common Core State Standards and include geometry, measurement and data, and counting and cardinality
Early Literacy* (English Letter Name and Sound Recognition)	Children identify as many letter sounds and names as they can. A test administrator records their score out of 26 for each sub-category.	<ul style="list-style-type: none"> The English Letter Name Recognition measure consists of two distinct parts, uppercase and lowercase letter recognition. The English Letter Sound Recognition measure focuses on letter sound recognition.

6. & 7. PERCENT THIRD GRADE ENGLISH LANGUAGE ARTS PROFICIENCY AND THIRD GRADE MATH PROFICIENCY

Annually in third grade, school districts in Oregon administer performance assessments in language arts and mathematics proficiency to all students. These assessments align with the Oregon standards. For the Third Grade Assessments, students demonstrate their knowledge and skills and then receive a Depth of Knowledge level that describes the kind of thinking required.

Depth of Knowledge	English Language Arts Score Threshold	Mathematics Score Threshold	Description
Level 1	NA	NA	Requires students to receive or recite facts and use simple skill.
Level 2	2367	2381	Requires procedural knowledge and skills: integrating and application of concepts.
Level 3	2432	2436	Requires strategic thinking: non-routine problem-solving.
Level 4	2490	2501	Requires extended thinking: developing non-routine problem-solving.

For more detailed information about the Oregon Kindergarten and Third Grade assessments, please visit the Oregon Department of Education website.

8. PERCENT USDA FREE AND REDUCED LUNCH ELIGIBILITY

The USDA Free and Reduced Lunch program provides free lunches to eligible children living in households with incomes at or below 130 percent of the Federal Poverty Level (FPL). Children living in households with incomes between 130 and 185 percent of the FPL are eligible for reduced-price lunches (ODE, 2019). In this study, Free and Reduced Lunch eligibility is a proxy for a measure of poverty in the school.

9. PERCENT KINDERGARTEN CHRONIC ABSENCE

“Chronically Absent” students attended 90 percent or fewer of their enrolled days. Students were chronically absent in kindergarten during the 2018-2019 SY if they were enrolled on May 1, 2019 and were enrolled a total of 75 or more days. Schools with less than nine students were not reported (ODE, 2019).

Chronic absence was included in this study because it can indicate where prevention and early intervention are needed. Research indicates that children who miss more than ten percent of school days can have difficulty reading by third grade. High levels of chronic absence in a classroom or school can disrupt teachers' ability to meet the educational needs of both the absent child and all children in their classes. (Attendance Works, 2018).

Appendix C

School/Catchment Areas Meeting Three Criteria, 2018-2019 SY

All schools in this table meet the criteria on three variables: KA Approaches to Learning and Third Grade English Language Arts scores (below the state average) and USDA Free and Reduced Lunch (above the state average).

		KA Approaches to Learning	Third Grade English Language Arts	USDA Free and Reduced Lunch
School	School Districts	Average Rating (1-5)	Percent Proficient (Levels 3 or 4)	Percent Eligible
State Average		3.6	46.5	47.8
Linn County				
Cascades School	Lebanon Community	3.4	34.2	66.4
Green Acres School	Lebanon Community	3.5	44.4	74.1
Hawthorne Elementary School**	Sweet Home	3.4	39.3	65.1
Holley Elementary School**	Sweet Home	3.1	22.2	70.2
Lafayette Elementary School**	GAPS	2.9	33.3	70.0
Oak Heights Elementary School**	Sweet Home	3.1	43.2	70.6
Periwinkle Elementary School**	GAPS	3.5	42.5	52.1
Sunrise Elementary School**	GAPS	3.1	30.0	78.1
Tangent Elementary School**	GAPS	3.4	11.1	61.2
Waverly Elementary School**	GAPS	3.4	28.6	85.1
Benton County				
Alsea Charter School**	Alsea	2.2	*	53.5
Kings Valley Charter School	Philomath	3.2	17.6	52.3
Lincoln County				
Crestview Heights School**	Lincoln County	3.3	33.3	69.9
Oceanlake Elementary School (K-2)	Lincoln County	3.2	NA	55.4
Toledo Elementary School**	Lincoln County	2.8	24.1	69.6

*Not enough data available

**Priority Catchment/School 2017-2018

Appendix D

School/Catchment Areas Meeting Eight Criteria, 2018-2019 SY

The schools/catchment areas in this table meet eight of the nine criteria: KA and Third Grade Assessment scores below the state average, USDA Free and Reduced Lunch above the state average and Chronic Absence above state average.

		Criteria Better Than State Average								
		KA Approaches to Learning	Third Grade English Language Arts	USDA Free and Reduced Lunch	KA English (Lowercase) Letter Names Recognition	KA English (Uppercase) Letter Names Recognition	KA English Letter Sounds	KA Early Mathematics	Third Grade Mathematics	Chronic Absence
School	School District	Average Rating (1 - 5)	Percent Proficient (Level 3 or 4)	Percent Eligible	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-16)	Percent Proficient (Level 3 or 4)	Percent Chronically Absent
State Average		3.6	46.5	47.8	11.7	14.3	7.7	11.1	46.4	20.7
Linn County										
Cascades School	Lebanon Community	3.4	34.2	66.36	9.8	13.4	4.8	11.0	28.9	17.0
Foster Elementary School	Sweet Home	3.7	26.7	74.11	9.8	11.3	6.4	11.0	34.1	34.3
Hawthorne Elementary School**	Sweet Home	3.4	39.3	65.1	9.1	11.2	2.9	10.8	25.0	17.9
Holley Elementary School**	Sweet Home	3.1	22.2	70.21	9.5	10.9	6.4	11.6	16.7	28.6
Riverview School	Lebanon Community	3.7	42.2	58.51	10.0	12.3	3.7	10.7	42.2	27.7
South Shore Elementary School**	GAPS	4.4	24.6	62.47	7.9	9.7	4.8	9.8	16.9	23.5
Benton County										
Kings Valley Charter School	Philomath	3.2	17.6	52.26	11.7	13.1	8.4	9.9	17.6	*
Lincoln County										
Crestview Heights School**	Lincoln County	3.3	33.3	69.88	7.7	8.7	4.9	11.4	15.8	34.7
Yaquina View Elementary School (K-2)	Lincoln County	3.4	NA		11.0	13.2	7.9	9.6	NA	31.3

* Not enough data available

** Priority Catchment/School 2017-2018

Appendix E

School/Catchment Areas Meeting Seven Criteria, 2018-2019 SY

The school/catchment areas in this table meet seven of the nine criteria: KA and Third Grade Assessment scores below the state average, USDA Free and Reduced Lunch above the state average and Chronic Absence above state average.

		Criteria Better Than State Average								
		KA Approaches to Learning	Third Grade English Language Arts	USDA Free and Reduced Lunch	KA English (Lowercase) Letter Names Recognition	KA English (Uppercase) Letter Names Recognition	KA English Letter Sounds	KA Early Mathematics	Third Grade Mathematics	Chronic Absence
School	School Districts	Average Rating (1 - 5)	Percent Proficient (Level 3 or 4)	Percent Eligible	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-16)	Percent Proficient (Level 3 or 4)	Percent Chronically Absent
State Average		3.6	46.5	47.8	11.7	14.3	7.7	11.1	46.4	20.7
Linn County										
Centennial Elementary School	Scio	3.6	36.4	40.57	7.9	10.2	3.8	6.1	43.6	29.2
Central Linn Elementary School	Central Linn	3.5	56.8	55.35	6.4	10.0	5.0	9.8	59.5	39.5
Clover Ridge Elementary School (K-2)	GAPS	3.4	NA	30.14	11.7	14.1	6.3	11.6	NA	25.5
Hamilton Creek School	Lebanon Community	3.6	37.1	54.55	10.3	13.4	4.9	11.3	31.4	29.4
Oak Elementary School	GAPS	3.8	44.1	50.81	10.5	13.4	6.1	10.4	45.8	13.0
Pioneer School**	Lebanon Community	3.4	55.8	59.15	6.8	8.8	1.5	10.3	55.8	30.8
Santiam Elementary School	Santiam Canyon	3.6	32.5	50.49	9.4	11.6	5.9	11.2	27.5	40.0
Benton County										
Blodgett Elementary School	Philomath	3.6	*	*	9.4	13.3	3.0	11.3	*	*

* Not enough data available

** Priority Catchment/School 2017-2018

Appendix F

School/Catchment Areas Meeting Six Criteria, 2018-2019 SY

The school/catchment areas in this table meet six of the nine criteria: KA and Third Grade Assessment scores below the state average, USDA Free and Reduced Lunch above the state average and Chronic Absence above state average.

		Criteria Better Than State Average								
School	School Districts	KA Approaches to Learning	Third Grade English Language Arts	USDA Free and Reduced Lunch	KA English (Lowercase) Letter Names Recognition	KA English (Uppercase) Letter Names Recognition	KA English Letter Sounds	KA Early Mathematics	Third Grade Mathematics	Chronic Absence
		Average Rating (1 - 5)	Percent Proficient (Level 3 or 4)	Percent Eligible	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-16)	Percent Proficient (Level 3 or 4)	Percent Chronically Absent
State Average		3.6	46.5	47.8	11.7	14.3	7.7	11.1	46.4	20.7
Linn County										
Harrisburg Elementary School	Harrisburg	4.3	29.2	50.53	10.1	12.6	4.9	11.6	39.1	17.2
Lacomb School	Lebanon Community	4.0	22.2	41.23	7.9	11.0	4.4	11.5	27.8	23.1
Benton County										
Garfield Elementary School Benton		3.6	37.0	58.72	10.3	12.2	9.0	11.5	38.4	25.0
Monroe Grade School	Monroe	3.4	37.1	52.51	10.2	12.1	8.3	11.6	31.0	15.8
Lincoln County										
Siletz Valley Schools**	Lincoln County	4.2	45.5	88.71	12.2	13.8	4.3	13.9	18.2	18.2

** Priority Catchment/School 2017-2018

Appendix G

School/Catchment Areas Meeting Five or Fewer Criteria, 2018-2019 SY

The school/catchment areas in this table meet five or fewer of the nine criteria KA and Third Grade Assessment scores below the state average, USDA Free and Reduced Lunch above the state average and Chronic Absence above state average.

		Criteria Better Than State Average								
		KA Approaches to Learning	Third Grade English Language Arts	USDA Free and Reduced Lunch	KA English (Lowercase) Letter Names Recognition	KA English (Uppercase) Letter Names Recognition	KA English Letter Sounds	KA Early Mathematics	Third Grade Mathematics	Chronic Absence
School	School Districts	Average Rating (1 - 5)	Percent Proficient (Level 3 or 4)	Percent Eligible	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-26)	Average Num Correct (0-16)	Percent Proficient (Level 3 or 4)	Percent Chronically Absent
State Average		3.6	46.5	47.8	11.7	14.3	7.7	11.1	46.4	20.7
Linn County										
Fir Grove Primary School (K-2)	GAPS	3.2	NA		14.5	18.0	8.3	11.5	NA	11.3
Liberty Elementary School	GAPS	3.4	62.3	32.48	13.6	16.3	8.2	11.9	63.9	22.6
North Albany Elementary School	GAPS	3.4	60.4	18.93	13.3	16.4	7.3	12.2	56.6	16.0
Sand Ridge Charter School	Lebanon Community	3.3	78.4	41.27	12.9	15.5	9.2	10.7	76.3	14.3
Sweet Home Charter School	Sweet Home	4.0	36.4	43.88	11.3	13.1	6.6	10.7	54.5	13.6
Takena Elementary School	GAPS	3.8	NA	50.35	14.4	17.1	7.0	12.1	NA	20.9
Benton County										
Adams Elementary School	Corvallis	3.9	50.0	28.12	15.9	18.5	12.1	11.4	61.1	8.9
Clemens Primary School (K-2)	Philomath	3.6	NA	41.71	12.5	14.6	7.9	11.3	NA	23.8
Franklin School	Corvallis	3.4	70.0	17.22	19.0	20.9	15.8	14.0	66.7	17.4
Hoover Elementary School	Corvallis	3.8	67.1	15.35	20.4	22.9	16.2	14.2	74.0	22.5
Jefferson Elementary School	Corvallis	3.5	67.7	28.96	15.8	18.6	11.5	11.6	64.6	8.7
Lincoln Elementary School	Corvallis	3.6	60.0	51.37	12.9	15.7	11.5	11.8	40.0	20.3
Muddy Creek Charter School	Corvallis	3.1	64.7		16.9	20.2	9.9	13.9	82.4	20.0
Mt View Elementary	Corvallis	3.9	56.1	43.49	15.3	17.5	11.0	11.7	48.8	28.0
Wilson Elementary School	Corvallis	3.2	58.9	53.3	14.7	17.0	10.4	11.4	60.7	29.0
Lincoln County										
Eddyville Charter School**	Lincoln County	3.2	26.3	51.28	13.2	16.6	9.6	11.2	15.8	

** Priority Catchment/School 2017-2018

8. References

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