

# Oregon Statewide Report Card 2023-24



The Oregon Statewide Report Card is an annual publication required by law (ORS 329.115), which reports on the state of Oregon's public schools. The purpose of the Statewide Report Card is to monitor trends among school districts and Oregon's progress toward achieving the goals referred to in ORS 329.015.

This report also provides a tool that makes education data accessible to researchers, media, students, and families and creates a clear, complete, and factual picture of the state of education in Oregon.

The 2023-24 Statewide Report Card was produced by the Oregon Department of Education for distribution to Oregon state and federal legislators, public schools, school districts, education service districts, and members of the public.

The Statewide Report Card is also posted on the Oregon Department of Education's [website](#).

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# Oregon

Tina Kotek, Governor



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

**Dr. Charlene Williams**

Director of the Oregon Department of Education

Dear Oregonians,

The Oregon Department of Education (ODE) is pleased to present the Oregon Statewide Report Card for the 2023-24 school year. This annual report acts as a snapshot of our state's education system that includes important statewide data about our students, teachers, and schools from the 2023-24 school year.

The report indicates more 9th graders are on track to graduate from high school and math scores are rising among multiple grade levels. It also makes clear the urgent need to grow confident and skilled readers and writers.

Learning from this report helps us build a stronger education system that serves every scholar and ensures we make significant progress toward boosting attendance, improving early literacy and creating a culture of care that includes wrap-around supports.

To set Oregon's students up for success we're taking several steps toward improvement, including:

- **Investment in Literacy K-12:** ODE was awarded \$11.5 million from the U.S. Department of Education to deepen and expand literacy efforts across the K-12 continuum. This grant is the initial installment of a potential total of \$57 million, with funds flowing as soon as the 2025-26 school year to high need districts through competitive subgrants. This new grant builds on the momentum generated by the Early Literacy Success Initiative, the 2023 legislation that invested more than \$90 million in state funding to close opportunity gaps for historically underserved students, including multilingual learners and those experiencing disabilities from birth to 12th grade.
- **Summer and Afterschool Learning:** The state legislature has tasked a workgroup to address critical areas such as equitable access to summer and afterschool programs, sustainable funding, streamlined grant administration, program quality and oversight, and incentivizing partnerships.
- **Data-Informed Practices and Policy:** Ongoing examination of achievement data must guide decision making in order to direct resources where they are most needed. ODE is elevating a system of assessments that includes formative assessment resources, interim tests, and state summative tests. This year, by combining the state test results with other data, such as the Student Educational Equity Development (SEED) Survey, we'll be able to highlight that students who had more frequent opportunities to learn (e.g. write about what they read, use different ways to show math thinking, etc.) were also more likely to be proficient on the state summative tests.
- **Accountability:** The state legislature has called upon ODE and the Governor's Office to create an Accountability Advisory Committee charged with revising Oregon's K-12 Education Accountability Framework. Composed of representatives from education partners (community based & philanthropic organizations, district leaders, advocates, and more) across the state, the Committee will offer recommendations to better tailor resources to school district need, help the agency streamline grant requirements, and provide transparent, accessible and comprehensive data and financial information to the public.

- **Attendance:** We need Oregon’s scholars present and engaged in school. The Every Day Matters attendance initiative, which funds and partners with all 19 Education Service Districts, helps students overcome barriers to attendance and address the root causes of absenteeism. Through this effort we’re working closely with schools, school districts and families to develop tailored solutions to get more students to class. Solutions include checking in with scholars at home and providing class instruction that is relevant to students’ life and interests.

By moving those critical programs forward and aligning them with our department’s three priorities—Academic Excellence, Belonging and Wellness, and Reimagining Accountability—we can support students to success in a community where they feel valued, welcomed and challenged.

Thank you for taking time to read the Statewide Report Card and for supporting Oregon’s students.  
Sincerely,



Dr. Charlene Williams  
Director of the Oregon Department of Education

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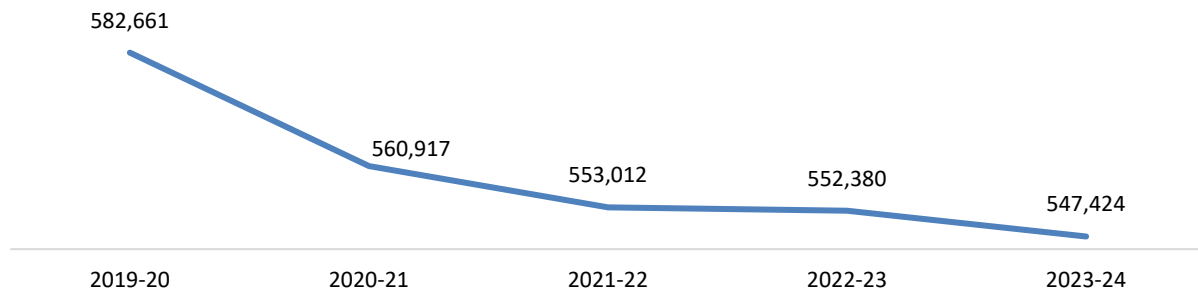
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## OREGON STUDENTS

There were 547,424 students enrolled in Oregon public schools on the first school day in October 2023. Oregon’s K-12 public schools experienced a dramatic, unprecedented enrollment decline during the 2020-21 school year with smaller decreases continuing through the 2023-24 school year. The overall decline in enrollment was first attributed to the COVID-19 pandemic and ongoing demographic changes in Oregon’s youngest children. In 2020, Oregon saw 21,744 fewer students enrolled in K-12 public school, relative to the prior year. One year later, on the first day of school in October 2021, Oregon saw an additional decline of 7,905 students. 2023-24 saw a continued decline of 4,956 students. Oregon’s public schools now serve 35,237 fewer students (-6.1 percent) than they did in 2019-20, prior to the pandemic.

**Figure 1: Count of Oregon K-12 Public School Students**  
2019-20 to 2023-24



### Diverse Student Populations

Of the 547,424 students enrolled in 2023-24, 227,626 (41.6 percent) were students of color. This represents over a half of a percentage point increase from the 2022-23 rate of 41.0 percent.<sup>1</sup>

School Year	American Indian/ Alaska Native	Asian	Black/African American	Hispanic/Latino	Multi-Racial	Native Hawaiian/ Pacific Islander	White	Total
2019-20	7,010	23,208	13,176	138,273	38,306	4,431	358,257	582,661
2020-21	6,570	22,733	13,021	137,101	38,629	4,335	338,528	560,917
2021-22	6,357	22,145	12,731	138,112	39,219	4,454	329,994	553,012
2022-23	6,532	22,181	12,982	139,928	40,024	4,633	326,100	552,380
2023-24	6,150	22,288	13,114	141,060	40,294	4,720	319,798	547,424

Although overall enrollment decreased in 2023-24, Hispanic/Latino, Multi-Racial, and Native Hawaiian/Pacific Islander student enrollment has continued to increase since 2019-20. American Indian/Alaska Native, Asian, Black/African American, and White student enrollment has continued to decline.

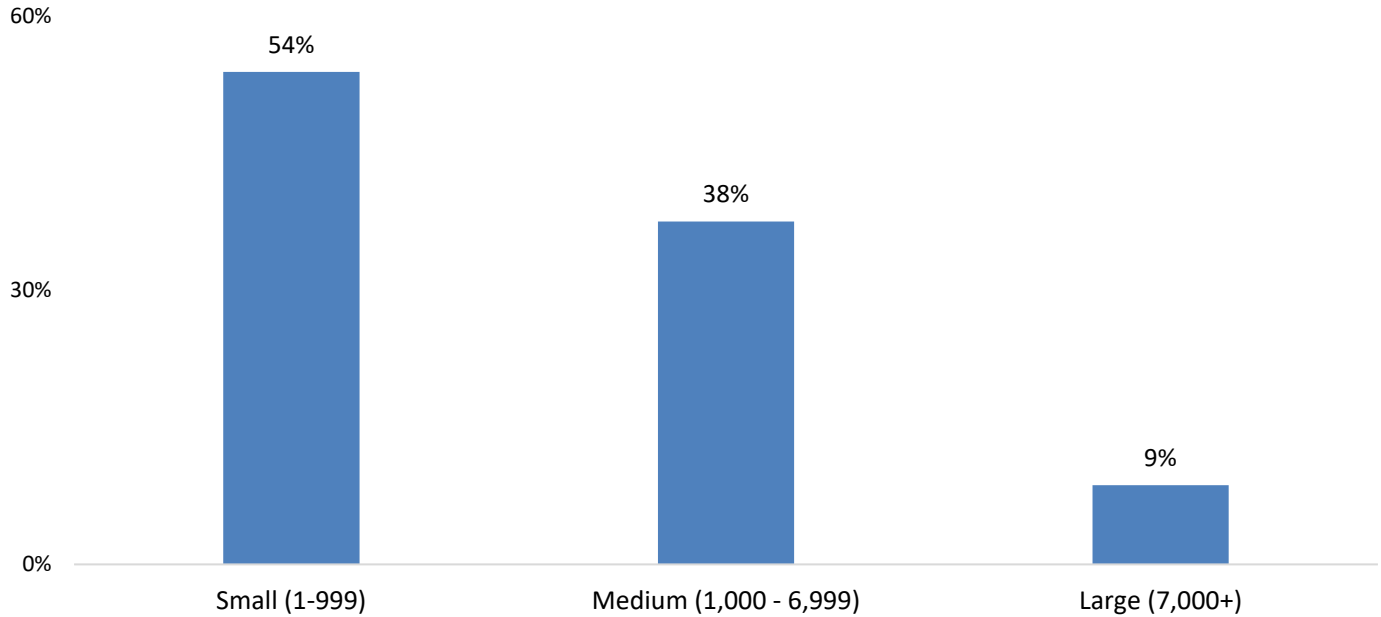
Race/Ethnicity	Percent Difference since 2019-20
American Indian/Alaskan Native	-12.3%
Asian	-4.0%
Black/African American	-0.5%
Hispanic/Latino	2.0%
Multi-Racial	5.2%
Native Hawaiian/Pacific Islander	6.5%
White	-10.7%

<sup>1</sup> See [enrollment reports](#) for more information, including breakdowns by school and district.

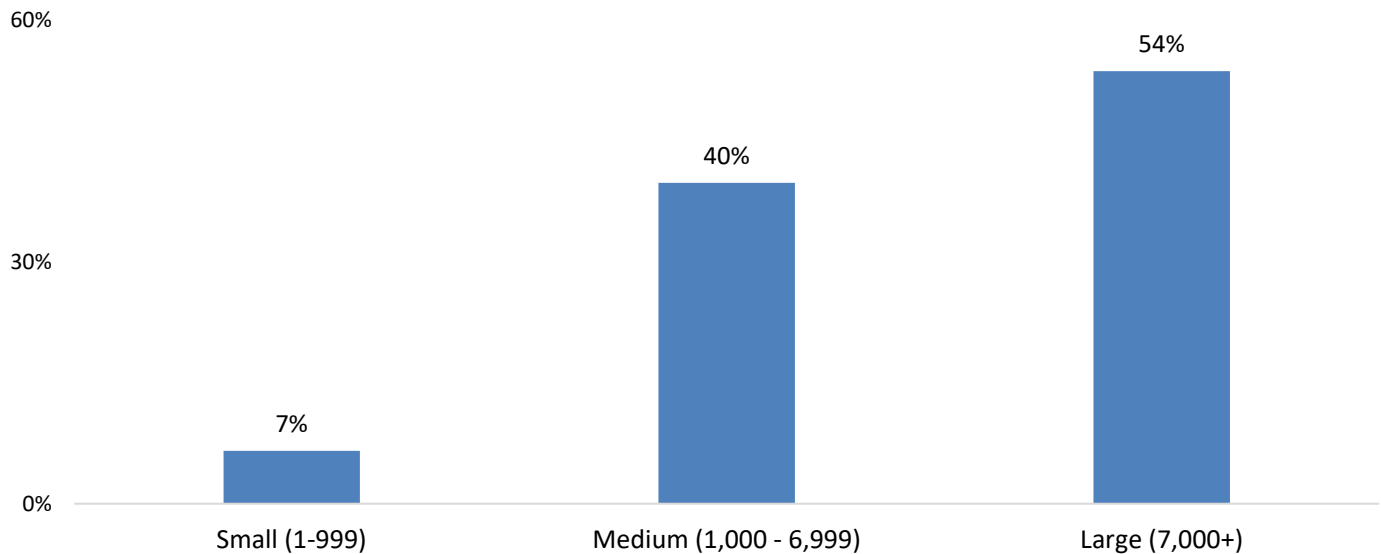
## Percent of Oregon School Districts by Size of Student Enrollment

There are 197 school districts in Oregon. The majority are small districts, comprised of less than 1,000 students. However, the majority of students in Oregon attend large school districts, comprised of 7,000 or more students.

**Figure 2: Percent of Oregon School Districts by Size**  
2023-24 School Year



**Figure 3: Percent of Total Enrollment by District Size**  
2023-24 School Year





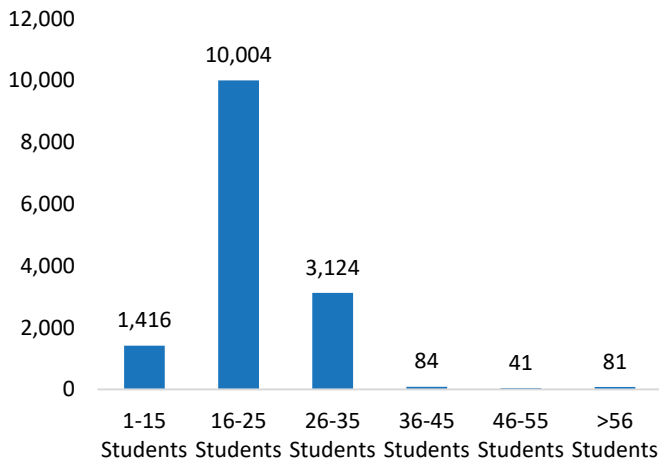
## Class Size

Class enrollments are counted on the first weekday in May for all self-contained or departmentalized core subject classes in all grade levels, kindergarten through grade 12.

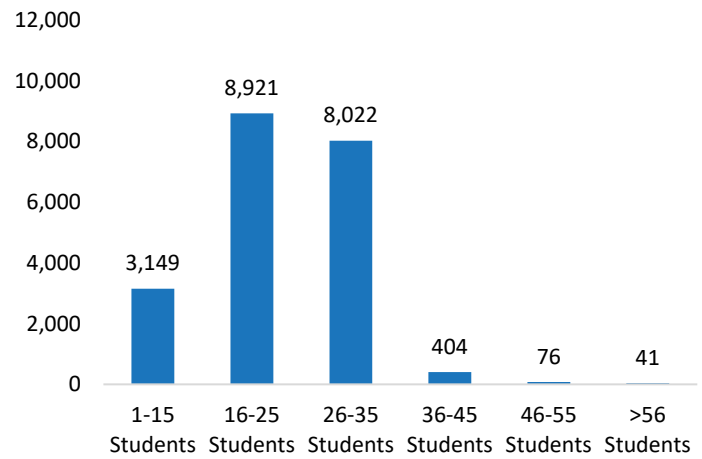
Departmentalized courses (those offering instruction in specific core content subjects) comprise most of the courses reported to the Oregon Department of Education (ODE). More classes are offered in assessed subjects, with fewer classes in subjects that are not required for assessment or to earn a [high school diploma](#).

Median class size increases across most school types reflect the impact of easing pandemic safety measures, which led to larger in-person enrollments and the stabilization of enrollment overall. The statewide class size median of 22.5 for all school types (not shown) is driven by high school data as these schools report more classes than other school types. High schools and middle schools both have increasing class size medians of 24 students per class as of 2023-24. Elementary schools have a class size median of 22 students per class. Combined schools represent a small number of schools in Oregon and tend to be smaller schools or virtual schools and have a median class size of 12 students per class.

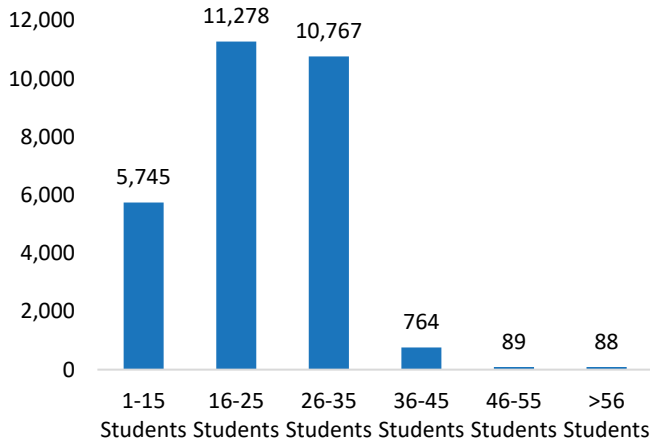
**Figure 4: Class Size in Elementary Schools**  
2023-24 School Year



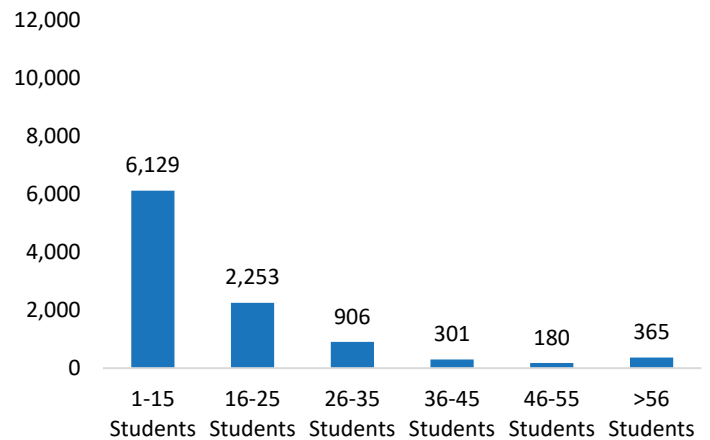
**Figure 5: Class Size in Middle Schools**  
2023-24 School Year



**Figure 6: Class Size in High Schools**  
2023-24 School Year



**Figure 7: Class Size in Combined Schools**  
2023-24 School Year



## Students Who Are Experiencing Housing Insecurity in Oregon<sup>1</sup>

The McKinney-Vento Homeless Assistance Act, Education of Homeless Children and Youth ensures that students who are unaccompanied or experiencing housing insecurity have equal access to the same free, appropriate public education as their peers. Under McKinney-Vento, each district designates a liaison to identify and provide services to eligible students. For the purposes of this program, to qualify for services, a student must “lack a fixed, regular, and adequate nighttime residence.” A family could live in an emergency shelter or transitional housing unit, share housing with others due to loss of housing or economic hardship, reside in motels, or live in tents or trailers for lack of alternative, adequate housing. Unaccompanied children and youth who are not living with parents or legal guardians – for whatever reason – are also entitled to these services. District Liaisons work to ensure that students are provided with immediate school enrollment and access to education services. To reduce frequent school changes, districts are required to stabilize students who are unaccompanied or experiencing houselessness in their school of origin, even though the transportation route might involve crossing district boundaries.

### Living Situations of K- 12 Students Experiencing Housing Insecurity

School Year	In Shelters	Sharing Housing	Unsheltered	Motels
2019-20	1,584	15,868	2,514	1,114
2020-21	1,376	12,814	2,306	1,197
2021-22	1,685	13,037	2,491	1,470
2022-23	2,146	15,212	2,769	1,351
2023-24	2,438	15,377	2,980	1,277

### How are Students Counted?

Each district provides the Secure Student ID (SSID) of each student who is unaccompanied or experiencing housing insecurity served and two additional pieces of information:

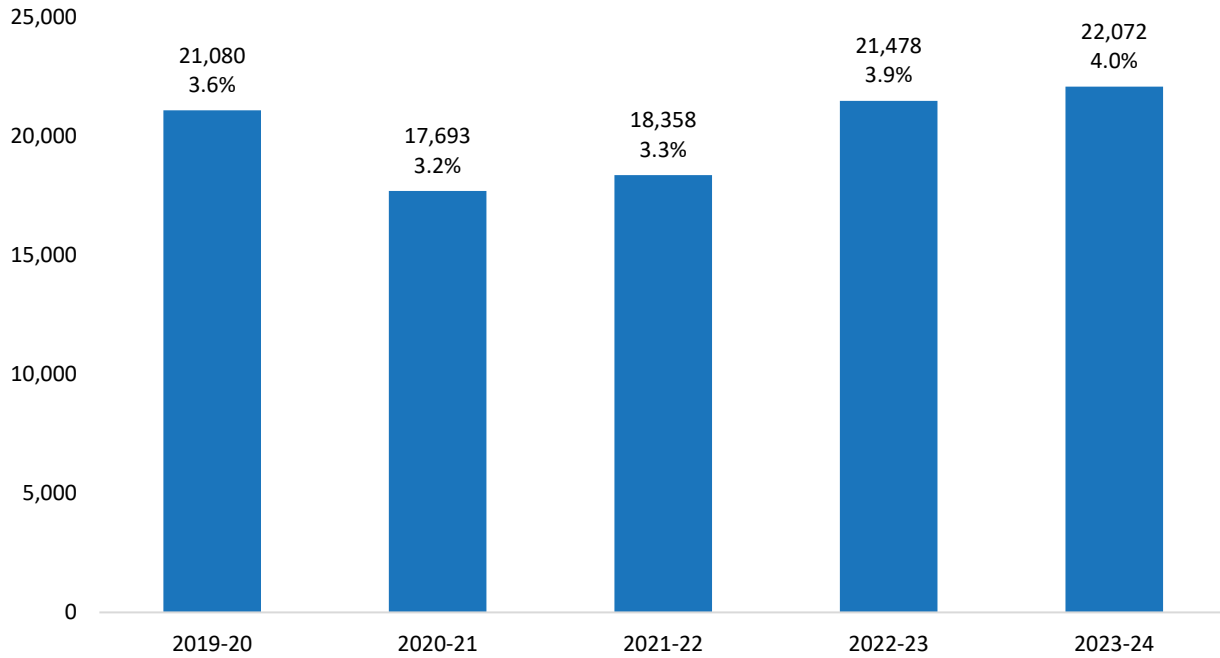
- 1) living situation (Shelter, Unsheltered, Sharing Housing, Motel/Hotel);
- 2) unaccompanied status.

In addition to providing count data for required federal reports, results are used to assist districts in providing services and resources for students. This includes providing extra support to ensure consistent attendance, strong academic performance, and high school completion. ODE initiatives such as High School Success, Career and Technical Education, Trauma-Informed Practice, Early Learning and Successful School Transitions are particularly helpful in supporting students experiencing housing insecurity or who are unaccompanied from entry to school through graduation and into a college or career pathway.

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<sup>1</sup> For more information about the ODE Education of Homeless Children and Youth Program, visit the [McKinney-Vento Act: Homeless Education Program](#) webpage.

**Figure 8: Count and Percent of Oregon K-12 Students Experiencing Houselessness**  
 2019-20 through 2023-24 School Years



ODE works with liaisons, district leaders, and community organizations to provide support and resources to ensure that we all are helping to identify and re-engage youth who are experiencing housing insecurity in our schools. These supports are provided through the Education of Homeless Children & Youth grant program as well as through temporary pandemic relief funds provided by the federal American Rescue Plan- Homeless Children and Youth programs. 112 districts in the state received a combined total of \$6,812,272. These temporary funds expired on September 30, 2024, but were vital in providing expanded services to help districts identify and support students navigating housing insecurity.

**Students Experiencing Houselessness  
by County<sup>1</sup> of Enrollment, 2023-24**

County	Total Enrolled, K - 12
Baker	226
Benton	374
Clackamas	801
Clatsop	246
Columbia	209
Coos	659
Crook	87
Curry	120
Deschutes	813
Douglas	582
Gilliam	41
Grant	18
Harney	27
Hood River	39
Jackson	1,770
Jefferson	113
Josephine	758
Klamath	355
Lake	42
Lane	2,310
Lincoln	716
Linn	1,194
Malheur	286
Marion	2,350
Morrow	112
Multnomah	3,407
Polk	159
Sherman	*
Tillamook	188
Umatilla	263
Union	112
Wallowa	17
Wasco	140
Washington	3,337
Wheeler	24
Yamhill	630

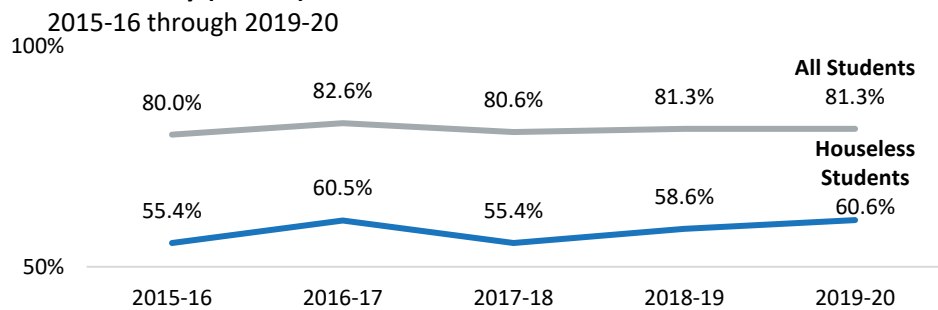
**How Do Public School Programs Serve Students Experiencing Houselessness?**

Services and accommodations for students experiencing housing instability, or who are unaccompanied, may include transportation to and from school or afterschool activities, tutoring, as well as participation in extended-day and summer school programs. Schools and districts can also use funding to purchase shoes, clothing, and hygiene supplies as well as make referrals to social services and housing programs. Local district general funds may be supplemented by Title I-A funds, McKinney-Vento competitive subgrants, community agencies, and local donations. Many districts receive donations from community sponsors, foundations, and local businesses to help provide resources such as dental and medical care, glasses, mentoring, family support and other services.

Partnerships extend across the state between school districts, communities, and county agencies working to end housing instability. Many liaisons are involved in county Continuum of Care Committees and Homeless Councils, Oregon Early Learning Programs and Runaway & Homeless Youth Programs. Liaisons find collaboration and assistance from non-profit agencies, coalitions, and faith-based service organizations. The role of the McKinney-Vento Liaison in school districts, as well as the role of school districts in statewide efforts to prevent and help aid students navigating housing instability, is imperative.

The statewide four-year graduation rate of students experiencing houselessness, or who are unaccompanied, increased for the 2015-16 through the 2016-17 cohort but declined for the 2017-18 cohort. The rate increased again for the 2018-19 and 2019-20 cohorts, illustrating the importance of services and supports to meet the strengths and needs of our youth to ensure they remain in school and graduate.

**Figure 9: Houseless Student Four Year Graduation Rates by High School Entry (Cohort) Year**



**Education of Homeless Children & Youth Subgrant Projects**

Oregon received \$850,628 in federal McKinney-Vento Act funds for 2023-24 to coordinate the state program and provide grants to local education agencies to provide supplemental services for students experiencing housing instability, or who are unaccompanied. During the 2023-24 school year, 12 grantees as part of a 3-year cohort of grant recipients served youth experiencing housing instability across the state using

these funds. This is the last year for this subgrant cohort and applications for new projects will open for Spring of 2025.

<sup>1</sup> Students enrolled in a district that contains schools in more than one county are included in the total of the county where the district administrative office is located.

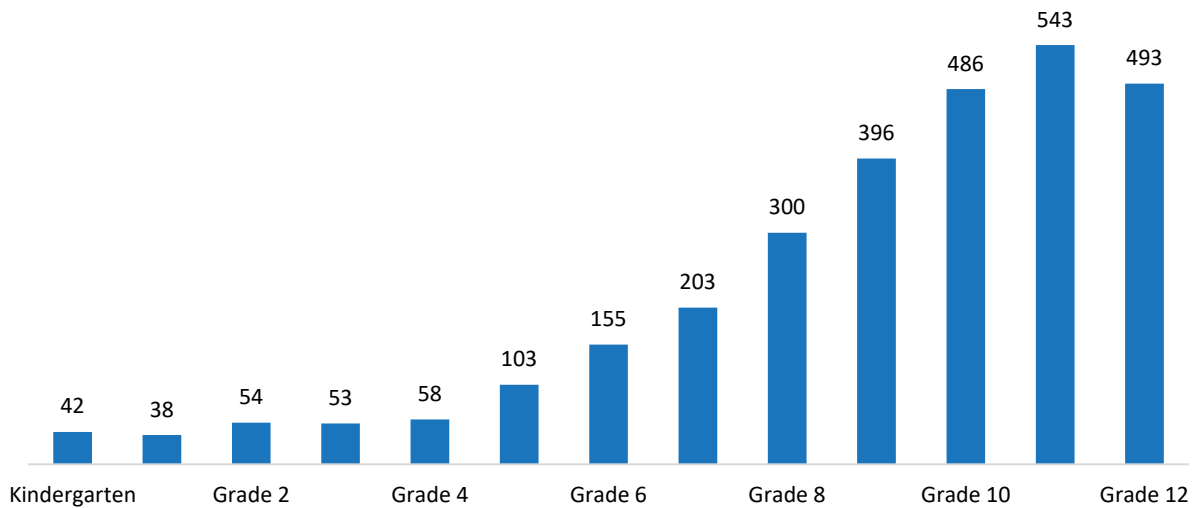
\*Values under 10 are suppressed.

## Gender Inclusivity

Recognizing and allowing non-binary gender options in data reporting is an important step toward gender inclusivity<sup>1</sup>. The Oregon Department of Education implemented a new gender code in the 2018-19 student and staff data collections that provides non-binary, intersex, and gender-fluid individuals with an option to identify their gender marker as non-binary. For the purpose of collecting and reporting this gender demographic, the current practice is to use the term non-binary.

On the first school day in October 2023, a total of 2,924 non-binary students were reported. This is an increase from the 2,777 non-binary students reported in 2022.

**Figure 10: Non-Binary Student Count**  
2023-24 School Year



Safety concerns may inhibit gender expansive individuals from selecting the non-binary gender option. ODE anticipates that the total number of non-binary students reported by school districts may continue to increase each school year. This could be a result of more districts updating their registration forms or student information systems so that parents, students, and staff can easily select the non-binary gender option. For more information about supporting gender expansive students, please visit the [Supporting Gender Expansive Students: Guidance for Schools webpage](#).

<sup>1</sup> For additional background, see [ODE Executive Memo 008-2017-18](#)

## Language Diversity

According to data from the ESEA Title III: English Learner Collection for 2023-24, there were 65,965 students who are federally defined as English Learners. In Oregon, this group of students are referred to as multilingual learners. This is an increase of 3,589 students having federal English learner status from the 2022-23 report. These additional students have resulted in an increase in the population of Oregon’s K-12 students holding federal English learner status to 12.2 percent in 2023-24 compared to 11.3 percent in 2022-23. In addition to the languages listed below, 957 students did not list a specific language (non-applicable to reporting). There were 1,404 students also listed as “Other Language”; 966 of these students participated in English Learner programs. The below chart includes the 25 most common languages reported in Oregon schools, which is almost 7 percent of the total 368 unique languages<sup>1</sup> reported in Oregon schools. There are over 7,800 students represented in the 342 languages not included in this report.

**25 Most Common Languages of Origin of Students in Oregon Public Schools (K-12 Students)**  
2023-24 Schol Year

Language of Origin	Population of Students in Oregon		Percentage of Students by Language of Origin	
	Number of Enrolled Students by Language of Origin <sup>2</sup>	Number of English Learner Students <sup>3</sup>	Percent of Enrollment <sup>4</sup> (Total: 542,734)	Percent of English Learner Student Enrollment <sup>3</sup> (Total: 65,965)
English <sup>5</sup>	425,849	569	78.5%	0.9%
Spanish	87,072	49,953	16.0%	75.7%
Chinese	3,692	1,253	0.7%	1.9%
Russian	3,544	1,742	0.7%	2.6%
Vietnamese	3,454	1,204	0.6%	1.8%
Arabic	1,780	877	0.3%	1.3%
Ukrainian	1,250	882	0.2%	1.3%
Chuukese	1,248	917	0.2%	1.4%
Japanese	1,070	385	0.2%	0.6%
Somali	969	592	0.2%	0.9%
Korean	944	257	0.2%	0.4%
Telugu	610	173	0.1%	0.3%
Tagalog	568	213	0.1%	0.3%
Marshallese	564	406	0.1%	0.6%
Hindi	529	134	0.1%	0.2%
Mam	523	487	0.1%	0.7%
Romanian	488	220	0.1%	0.3%
Swahili	440	286	0.1%	0.4%
Amharic	412	200	0.1%	0.3%
Persian	409	304	0.1%	0.5%
Tamil	389	82	0.1%	0.1%
Hmong	367	166	0.1%	0.3%
French	362	111	0.1%	0.2%
Thai	321	135	0.1%	0.2%
German	316	58	0.1%	0.1%

See the [Multilingual and Migrant Education Team](#) webpage for more details on multilingual education and multilingual learners.

<sup>1</sup> The count of unique languages does not include the "Non-applicable to Reporting" and "Undetermined" categories.

<sup>2</sup> Source: Spring Membership 2023-24

<sup>3</sup> Source: Unduplicated ESEA Title III: English Learner Collection, 2023-24, excluding students determined not to be currently eligible for English Learner Services.

<sup>4</sup> Percentage columns may not sum to 100 due to rounding.

<sup>5</sup> Native American/Alaska Native students may qualify for English learner services even if the student has English as their language of origin.

## The Oregon State Seals of Biliteracy and Multiliteracy

The Oregon State Seal of Biliteracy and Multiliteracy (OSSB/M) was established in 2016 to:

- Honor and recognize the multiple language literacy skills arriving students bring to their Oregon education.
- Honor and recognize the Indigenous language and literacy skills of American Indian/Alaska Native students.
- Honor and recognize the study of additional or world languages.

To be eligible for the OSSB/M, a student needs to meet both of the following criteria.

- Student has completed all state and district graduation requirements.
- Student has demonstrated Intermediate High or higher proficiency, as described in the [ACTFL proficiency guidelines](#), in all included domains for two or more languages.

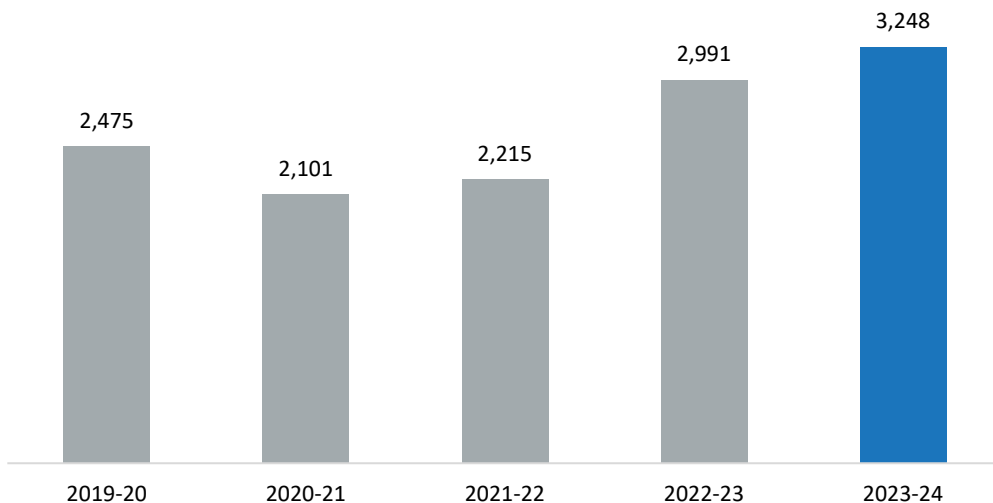
The State of Oregon honors the languages and culture of its people. Students may gain proficiency in a language at home, through formal study at school, through independent study, or any other method. An institution may request the OSSB/M on a student's behalf regardless of the path the student followed to gain proficiency.

Students may earn the OSSB/M in any combination of languages.

In the 2023-24 school year:

- 3,248 students earned the Oregon State Seal of Biliteracy.
  - Seals were awarded in 35 different languages, including American Sign Language.
  - 32 students earned the Oregon State Seal of Multiliteracy by demonstrating proficiency in three or more languages.
- Seals were requested by 106 different institutions across Oregon.
- 61.5 percent of Seal recipients are current or former English learners.
- 70.7 percent of Seal recipients have a language of origin other than English.

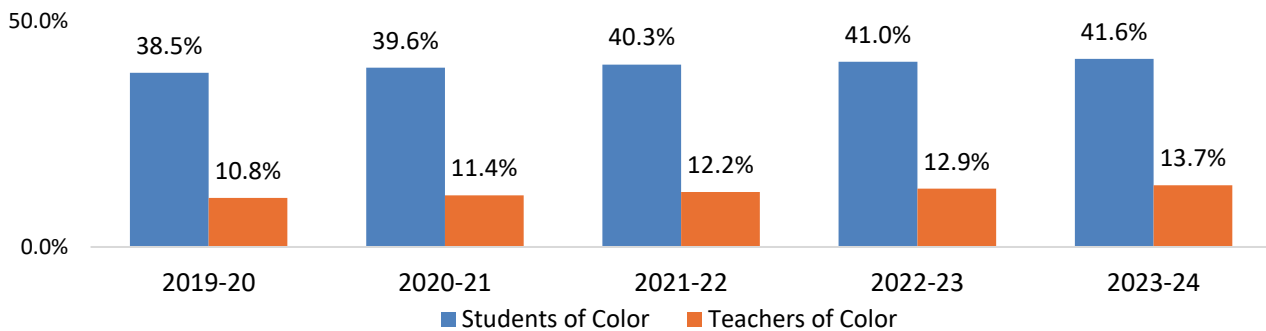
**Figure 11: Oregon State Seal of Biliteracy Awards**  
2019-20 Through 2023-24 School Years



## Students and Teachers of Color

In the 2023-24 school year, the proportion of both teachers and students of color increased at slightly higher rates. Students of color increased to 41.6 percent, an increase of 0.6 percent from the 2022-23 school year, and teachers of color increased to 13.7 percent, an increase of 0.8 percent from 2022-23.<sup>1</sup>

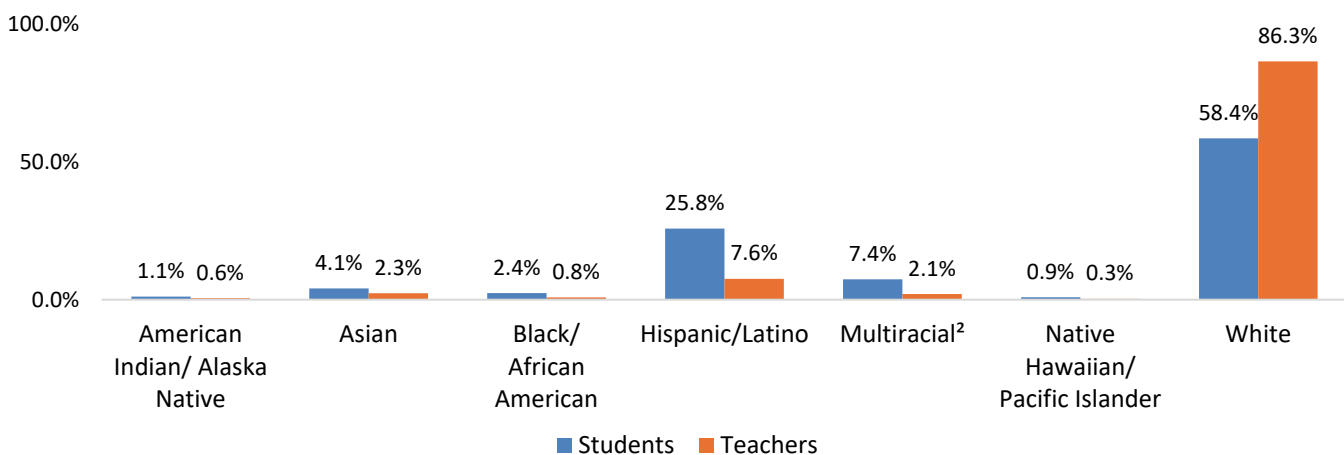
**Figure 12: Percentage of Students and Teachers of Color**  
2019-20 through 2023-24 School Years



## Toward Increased Racial Equity and Representation in Oregon’s Educator Workforce

Created in 2017 through the passage of [Senate Bill 182](#), the [Educator Advancement Council](#) (EAC) is an innovative partnership aimed at helping Oregon staff every classroom with high-quality, well-supported and culturally-responsive public educators. The EAC is working towards implementing the legislative goals and initiatives established in the Minority Teacher Act passed in 1991 ([OAR 581-018-0416](#)), [Senate Bill 755](#) passed in 2013, and [House Bill 3375](#) passed in 2015, which replaced the word “minority” with “diverse.” To learn more about the history and ongoing data strategies visit the EAC homepage and read through the EAC’s annual [Educator Equity Reports](#).

**Figure 13: Percent of Students and Teachers by Race/Ethnicity**  
2023-24 School Year



The largest difference between historically underserved student populations and teachers of the same race/ethnicity is Hispanic/Latino: 25.8 percent of students were federally reported as Hispanic/Latino, compared with only 7.6 percent of teachers. This gap widened slightly in 2023-24 (18.2 percent) when compared to the gap that existed in 2022-23 (18.1 percent). In contrast, 86.3 percent of teachers were White, compared to only 58.4 percent of students in 2023-24.

<sup>1</sup> Sources: Fall Membership and Staff Position Collections

<sup>2</sup> Multi-Racial does not include students or staff who reported Hispanic Ethnicity – they are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.



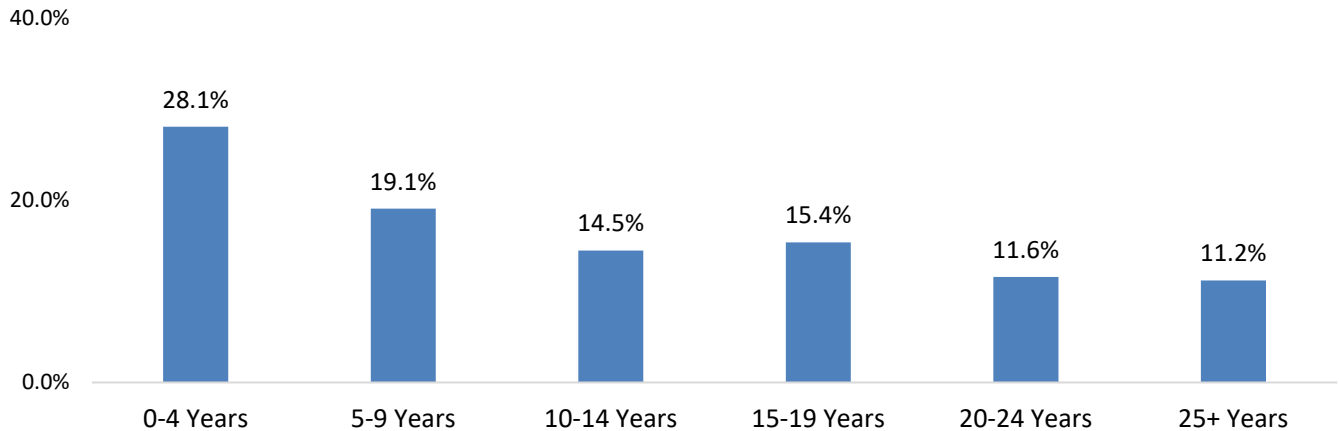
# OREGON STAFF

## Experienced, Highly Educated Workforce

Oregon continues to have an experienced teacher cohort with 22.8 percent of licensed teachers having 20 or more years of experience. The percentage of new teachers (0-4 years of experience and 5-9 years of experience), however, decreased from 28.6 percent and 19.9 percent in 2022-23 to 28.1 percent and 19.1 percent in the 2023-24 school year respectively.

**Figure 14: Teacher Experience<sup>1</sup>**

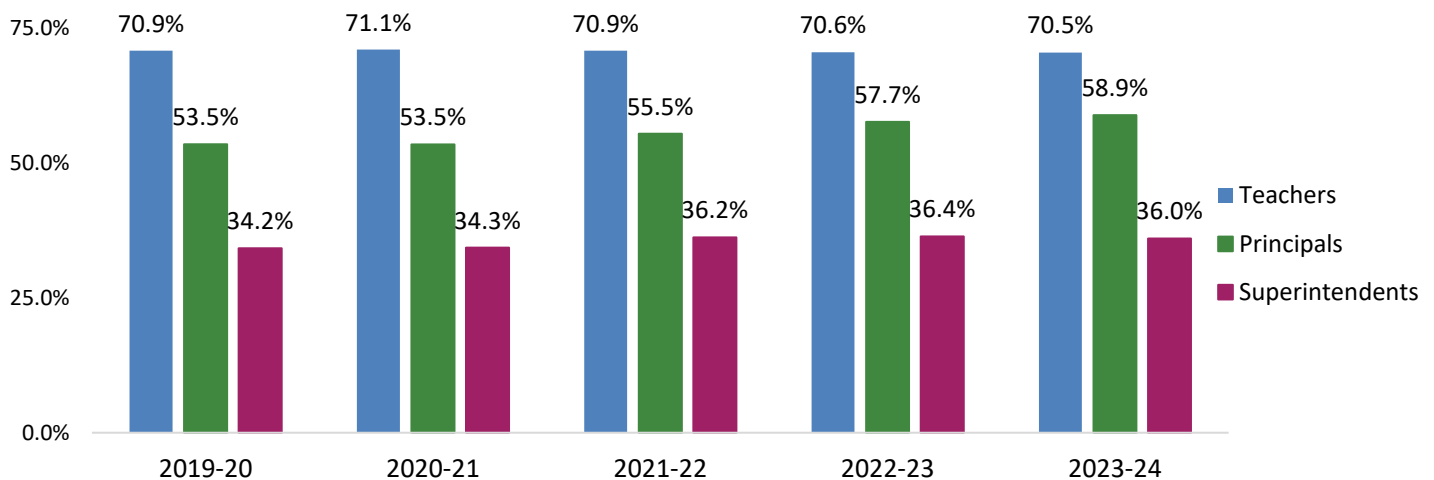
2023-24 School Year



Over the past five years there has been minimal change in the percentage of women reported as teachers, principals, and superintendents. The largest growth has come from the principal position where women made up 58.9 percent of principals in 2023-24. The percentage of women reported as a teacher or superintendent remained constant in 2023-24 at 70.5 percent and 36 percent respectively. Among staff reported as principals, 58.9 percent were women, an increase from the 2022-23 school year.

**Figure 15: Percent of Staff Positions Held by Women**

2019-20 through 2023-24 School Years



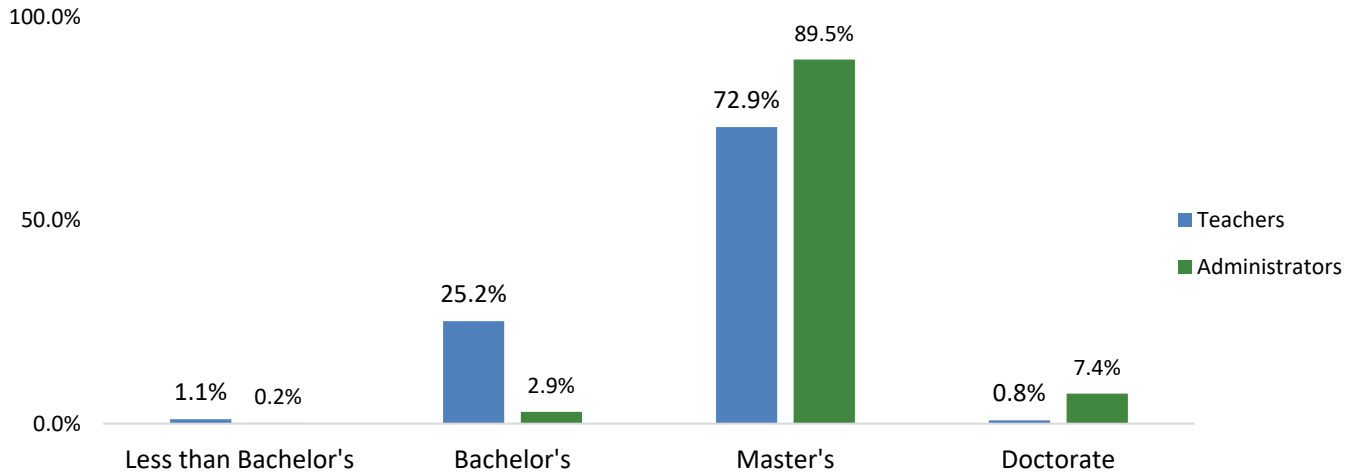
<sup>1</sup> Source: Staff Position

<sup>2</sup> Source: Staff Position. Includes assistant principals and assistant superintendents.

Oregon’s highly qualified teachers are required to hold a bachelor’s degree or higher, be fully licensed, and hold the proper endorsement for the course being taught. More information about requirements can be found on the [Teacher Standards and Practices Commission website](#).

**Figure 16: Highest Degree Held by Teachers and Administrators**

2023-24 School Year



### School Staff

The total number of full-time equivalent (FTE) school employees in 2023-24 increased overall from 2022-23 by approximately 3.0 percent statewide. This was due, in large part, to an increase in support staff which increased by 7.5 percent from the 2022-23 school year. Other notable changes include a decrease in statewide teacher FTE for the first time in five years, however, it was a minor decrease of approximately 0.6 percent. There was a large increase in Special Education Specialists and Support Staff of approximately 9.5 percent and 7.5 percent respectively.

### Oregon School Employees<sup>1</sup> (Full-Time Equivalent Positions)

	2022-23 FTE Counts	2023-24 FTE Counts
<b>Teachers</b>	31,786.4	31,600.6
<b>Educational Assistants</b>	12,407.2	12,578.3
<b>District Administrators</b>	543.7	569.9
<b>School Administrators</b>	2,022.8	2,038.4
<b>School Counselors</b>	1,646.7	1,678.9
<b>Licensed Library and Media</b>	168.1	178.2
<b>Library and Media Support</b>	681.0	686.8
<b>Psychologists</b>	397.6	430.2
<b>Support Staff<sup>2</sup></b>	27,169.8	29,211.1
<b>Special Education Specialists</b>	2,055.9	2,251.0
<b>Total</b>	78,879.1	81,223.3

<sup>1</sup> Includes all grade levels and institution types. Both years of data include adjustments for partial year employment. All data above reflects employment reported to the Staff Position collection as of December 1 of the school year.

<sup>2</sup> Starting in 2022-23, systems to report contracted employees were improved, increasing the reported count.

## Teacher Qualifications

An out-of-field teacher is defined as a teacher teaching a subject area (course) in which they have neither a full Oregon teaching license and the proper endorsement, nor a License for Conditional Assignment (LCA). The specific courses that are allowable for a specific teaching endorsement can be found in the [Course to Endorsement Catalog](#). Fully licensed teachers are allowed to teach up to 10 hours per week in a single out-of-field subject area. See [OAR 584-210-0160](#) for more details.

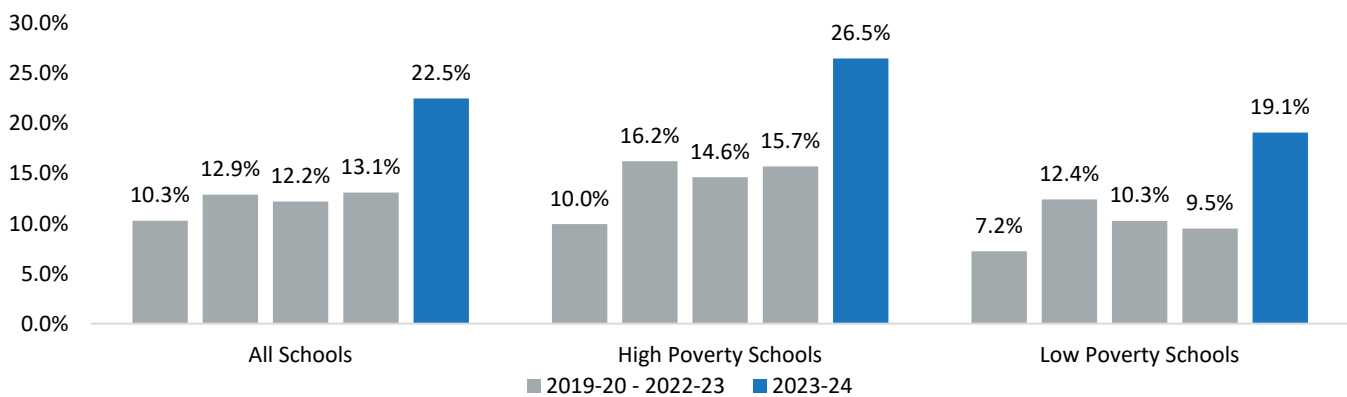
An emergency/provisional licensed teacher is defined as a teacher teaching with a less than full Oregon teaching license e.g., Limited Teaching, Emergency Teaching, and Restricted Teaching licenses. All emergency/provisional licensed teachers are considered out-of-field teachers too, regardless of their specific teaching endorsements.

More information about Oregon teacher licenses and endorsements can be found on the [Teacher Standards and Practices website](#).

The data include all reported public school teachers who provide instruction to students, in all subjects and all grades, and are measured in Full Time Equivalency (FTE) derived from their hours of instruction. The purpose of the data is to ascertain whether schools with high percentages of students experiencing poverty have a disproportionate rate of teachers that are out-of-field, or teaching with an emergency/provisional license.

High and low poverty schools are determined by the quartile of the percentage of students experiencing poverty<sup>1</sup> attending the school (i.e., the 25 percent of schools with the highest percentage of students experiencing poverty are in the high poverty school category, and the 25 percent of schools with the lowest percentage of students experiencing poverty are in the low poverty school category).

**Table 17: Percent of Out-of-Field Teachers by School Poverty Level<sup>2</sup>**  
2019-20 Through 2023-24 School Years



Since 2019-20, the rates of out-of-field teachers increased for all school groups. The difference between out-of-field teacher rates between high and low poverty schools widened to a 7.4 percentage point difference in 2023-24.

**Count of Out-Of-Field Teacher FTE**

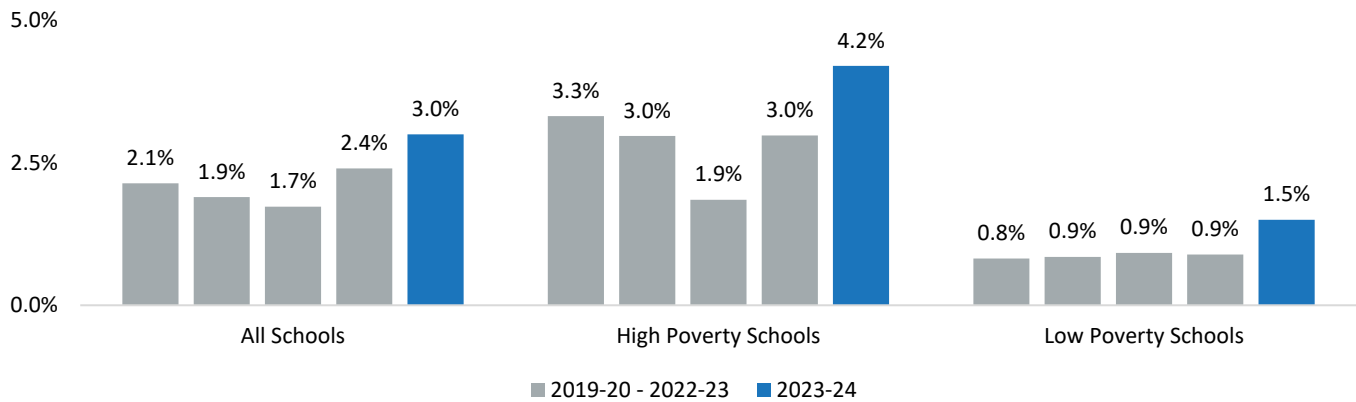
	2019-20	2020-21	2021-22	2022-23	2023-24
<b>All Schools</b>	2,594.9	3,679.6	3,052.8	3,516.7	5,555.2
<b>High Poverty School</b>	579.9	1,037.9	784.3	1,000.6	1,375.7
<b>Low Poverty Schools</b>	381.7	905.9	682.9	644.6	1,300.0

<sup>1</sup> Students Experiencing Poverty includes those students that received SNAP/TANF benefits, were in foster care, experiencing homelessness, or received migrant education services. Prior to 2023-24 high and low poverty school quartiles were determined using Free and Reduced Price school meal eligibility.

<sup>2</sup> Source: Staff Assignment Data collection

**Table 18: Percent of Teachers with Emergency/Provisional Licences by School Poverty Level<sup>1</sup>**

2019-20 Through 2023-24 School Years



High poverty schools continue to have a higher rate of emergency/provisional licensed teachers compared to low poverty schools.

**FTE Count of Teachers with an Emergency/Provisional License**

	2019-20	2020-21	2021-22	2022-23	2023-24
<b>All Schools</b>	540.3	542.9	434.1	643.2	732.2
<b>High Poverty School</b>	193.7	190.1	99.1	189.8	219.7
<b>Low Poverty Schools</b>	43.5	61.7	61.3	60.5	103.5

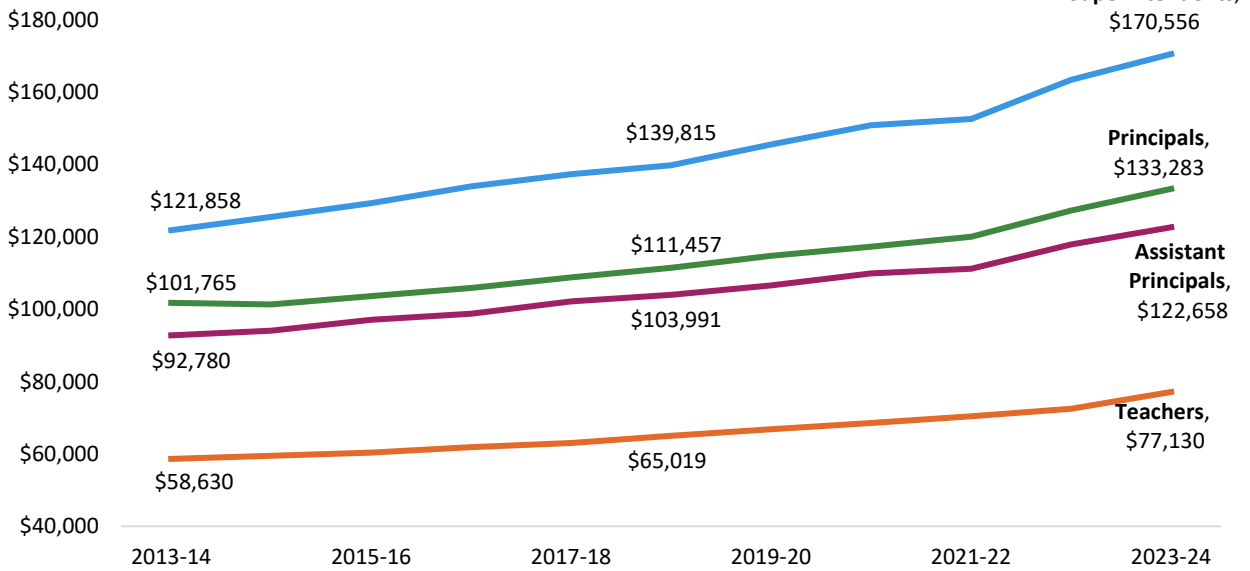
<sup>1</sup> Source: Staff Assignment Data collection  
Oregon Statewide Report Card 2023-24

## Historical Salary Charts

While salaries of administrators and teachers have grown over time, meaningful trends in salaries can only be made after adjusting for inflation. Adjusted for inflation, the average salary of superintendents has grown slightly over the past decade, while salaries of assistant principals, principals, and teachers have slightly declined.<sup>1</sup>

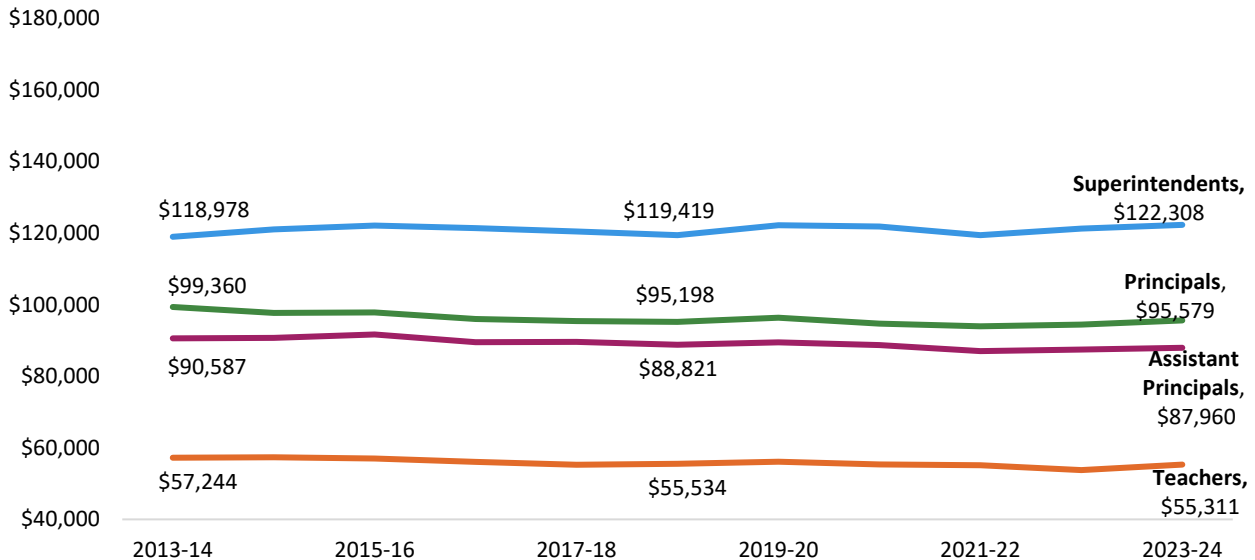
**Figure 19: Average Salaries by Staff Category**

2013-14 Through 2023-24



**Figure 20: Inflation Adjusted Average Salaries by Staff Category<sup>2</sup>**

2013-14 Through 2023-24



<sup>1</sup> Source: ODE Staff Position Data Collection

<sup>2</sup> 2012-13 dollars (West Region CPI; 2012-13 = 100. The Office of Economic Analysis moved to the West Region CPI starting with the 1<sup>st</sup> Quarter 2019 Economic Forecast. Inflation-adjusted salaries for the Statewide Report Card were calculated using the West Region CPI starting in 2019-20. Prior year Oregon Statewide Report Cards used the Portland-Salem Urban Area CPI.

## EDUCATION INITIATIVES ROOTED IN EQUITY, RACIAL EQUITY AND ANTI-RACISM

The Oregon Department of Education (ODE) is committed to upholding educational equity throughout Oregon’s public schools. This involves recognizing the historical and ongoing trauma inflicted specifically on Native tribes, Latino/a/x and Indigenous<sup>1</sup>, Black, and Persons of Color<sup>2</sup> through our nation’s education systems, and responding with conscious, persistent, and collective actions rooted in equity, racial justice, and anti-racism. It also requires humility, acknowledging that Oregon is *part of* a global movement working to educate about the harmful impacts of anti-Blackness, white supremacy, systemic discrimination, and all forms of hatred that impact our students and communities.

ODE is working in partnership with school communities to guide actionable ways of tending to the real and divisive impacts of fear, hate, bias, and racialized trauma. This entails supporting school districts in educating students, staff, educators, and school community members about the nation’s many ethnic [cultures and histories](#), fostering [safe and affirming school environments for transgender](#), gender expansive [students](#), and affirming that [Black Lives Matter](#) and [Every Student Belongs](#). Learn more about ODE’s Equity [Decision Toolkit](#).

### Student Visibility

Student demographic data are typically reported using the federally defined race/ethnicity groups. Federal reporting guidelines require states to report students who identify as Hispanic or Latino/a/x as such, even if the student also holds other racial identities. Similarly, if a student does not identify as Hispanic or Latino/a/x and holds more than one racial identity, under federal reporting guidelines, that student is categorized as Multiracial.

The intent of the federally defined race/ethnicity groups is to provide consistency in demographic reporting across states. However, these federal guidelines also mask the diversity of Oregon students. The American Indian/Alaska Native, the African American/Black, and the Pacific Islander/Native Hawaiian student groups illustrate how the federal reporting race/ethnicity groups may not be inclusive of all students.<sup>3</sup>

The AI/AN+ count of students is inclusive of all racially-identified American Indian/Alaska Native (AI/AN) students. This specifically includes AI/AN-Hispanic/Latino/a/x, and AI/AN-Multiracial students. Under the federal reporting guidelines the AI/AN student group makes up 1.2 percent of Oregon’s total student enrollment. The expanded AI/AN+ student group makes up 7.5 percent of Oregon’s student enrollment.

AI/AN	AI/AN and Hispanic/Latino/a/x	AI/AN-Multiracial	AI/AN+	AI/AN Proportion of total Student Enrollment	AI/AN+ Proportion of total Student Enrollment
6,150	23,409	11,384	40,943	1.2%	7.5%

Similar patterns can be found for the African American/Black (AA/B) and the Pacific Islander/Native Hawaiian (PI/NH) student groups. Under federal reporting guidelines, these student groups make up smaller proportions of total student enrollment compared to the expanded student groups.

AA/B	AA/B and Hispanic/Latino/a/x	AA/B -Multiracial	AA/B +	AA/B Proportion of total Student Enrollment	AA/B+ Proportion of the total Student Enrollment
13,114	5,517	13,703	32,334	2.4%	5.9%

PI/NH	PI/NH and Hispanic/Latino/a/x	PI/NH - Multiracial	PI/NH +	PI/NH Proportion of total Student Enrollment	PI/NH+ Proportion of the total Student Enrollment
4,720	2,659	5,506	12,885	0.9%	2.4%

<sup>1</sup>Indigenous Mexican, Central American, South American, and Caribbean

<sup>2</sup>Persons of Color does not fully capture the diverse cultures and identities of all who are referred to by this terminology. When discussing student groups in this section, Persons of Color refers to all students other than those whose only reported race is White.

<sup>3</sup> Source: Fall Membership

## **Student Success**

During the 2019 legislative session, Oregonians affirmed their commitment to Oregon’s children, families, communities, educators, schools, and our collective future by passing [House Bill 3427](#)—the [Student Success Act](#) (SSA). Through the SSA’s [Statewide Education Initiatives Account](#), ODE is investing in the implementation and expansion of new or existing programs that serve American Indian/Alaska Native, African American/Black, Latino/a/x and Indigenous<sup>1</sup>, LGBTQ2SIA+, Native Hawaiian/Pacific Islander, and Immigrant/Refugee students. These initiatives aim to empower, foster empathy, and encourage community-based actions that honor the diversity, strength, brilliance, and resilience of Oregon’s youth.

### **[American Indian/Alaska Native Student Success](#)**

Government-to-government relationships at the tribal, state, and federal levels are essential to honoring Tribal Sovereignty and sustaining improved educational policies and practices for American Indian/Alaska Native students and . In 1996, Oregon formally established [State Government-to-government Relations](#) with the nine federally recognized tribes in Oregon. For more than 20 years, Oregon has been dedicated to facilitating the statewide implementation of the American Indian/Alaska Native Education State Plan. In 2017, the Oregon Legislature enacted Tribal History/Shared History ([Senate Bill 13](#)); a law that directs ODE to create a K-12 Native American curriculum for inclusion in Oregon public schools and provide professional development to educators on the [Essential Understanding of Native Americans in Oregon](#).

In 2019, the newly revised five-year [American Indian/Alaska Native Student Success Plan](#) was codified into law under the SSA. The American Indian/Alaska Native Student Success Plan reaffirms actionable strategies for working with communities across the state toward the fulfillment of shared goals aligned with specific priorities designed to meet the needs of American Indian/Alaska Native students in the state of Oregon. The SSA provides an additional \$3.2 million for grant funding based on this plan. See also the [ODE Tribal Consultation site](#) for guidance on requirements under the Every Student Succeeds Act (ESSA).

### **[African American/Black Student Success](#)**

In 2015, the Oregon Legislature enacted [House Bill 2016](#), which directs ODE to develop and implement a statewide education plan for African American/Black students in early childhood through post-secondary education programs. Established in 2017, the [African American/Black Student Success Plan](#) seeks to address and rectify the historic and persistent educational inequities that African American/Black students have endured. Similarly to the American Indian/Alaska Native plan, the African American/Black Student Success Plan is developed and implemented in partnership and relationship with culturally competent, expert community-based organizations, school districts, ESDs, early learning providers, and institutions of higher education. Furthermore, the plan builds on existing student supports and wraparound services. The SSA provides an additional \$3.8 million for grant funding based on this plan.

### **[Latino/a/x and Indigenous Student Success Plan](#)**

The [Latino/a/x and Indigenous\\* Student Success Plan](#) ([ORS 329.845](#)) initiated under the SSA, focuses on enhancing investments in, and partnerships with, community-based organizations, school districts, educational service districts, early learning providers, and higher education institutions. The four goals of the Latino/a/x and Indigenous Student Success Plan are: Student Success, Early Learning Readiness, Family and Community Leadership, and Strengthening Pathways to Higher Education. The plan’s successful and sustainable implementation is a vital component in addressing the historic and ongoing systemic inequities experienced by Oregon’s Latino/a/x Indigenous students. Currently, the Latino/a/x and Indigenous Student Success Plan is receiving \$6.34M for the 2023-2025 Biennium.

### **[LGBTQ2SIA+ Student Success](#)**

The SSA also brought forth community members to develop a statewide education plan for lesbian, gay, bisexual, pansexual, nonbinary, transgender, queer, questioning, Two-Spirit, intersex, asexual (+) (LGBTQ2SIA+) students. The plus sign (“+”) recognizes and includes the myriad ways to describe marginalized gender identities and sexual orientations. The [LGBTQ2SIA+ Student Success Plan](#), codified by [SB 52 \(2021\)](#), provides strategies and goals to create educational and

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<sup>1</sup> Indigenous Mexican, Central American, South American, and Caribbean

social-emotional support for Oregon’s K-12 LGBTQ2SIA+ students, while also recognizing how race and ethnicity intersect for many of Oregon’s LGBTQ2SIA+ students. The Plan addresses the need for professional learning among Oregon educators, equitable access to appropriate educational curriculum, facilities and activities, along with necessary data collection through an annual climate survey and student advisory group to inform future decision making regarding this student population. The SSA currently provides \$4.2 million per biennium in grant funding for grantees implementing this Plan.

### **[Native Hawaiian/Pacific Islander Student Success](#)**

Native Hawaiian/Pacific Islander students are among the fastest growing population in the Oregon school system which increases the necessity for culturally and linguistically responsive services of academic support. The passing of [House Bill 3144](#) in the 2023 legislative session marked a monumental moment in history as the first occasion in which the Oregon legislature has acknowledged and supported Native Hawaiian/Pacific Islander students and youth. HB 3144 aligns with other existing Student Success Plan legislation, which requires the assembly of an Advisory Group and the development of a Native Hawaiian/Pacific Islander Student Success Plan. The plan addresses the layers of inequity and cultural insensitivity that has thwarted educational opportunities for Native Hawaiian/Pacific Islander students and provides solutions to improve circumstances for these students to thrive.



## SCHOOL FUNDING

Most of the spending in Oregon school districts is allocated to classroom expenses. About 95 percent of spending is concentrated on school buildings and services to students. The remaining five percent is spent on central support services, such as district office administration and support services.

Operating Expenditures per Student<sup>1,2</sup>

Where Dollars Were Spent	2020-21	Percent	2021-22	Percent	2022-23	Percent
Direct Classroom	\$8,382	57%	\$9,179	55%	\$9,696	54%
Classroom Support	\$2,996	21%	\$3,518	21%	\$4,028	22%
Building Support	\$2,532	17%	\$3,024	18%	\$3,299	18%
Central Support	\$703	5%	\$853	5%	\$965	5%
Total <sup>3</sup>	\$14,613	100%	\$16,574	100%	\$17,988	100%

### School Resources

Since the passage of Measure 5 in 1990, school resources per student have not kept pace with education cost increases until the 2017-19 biennium, when the Oregon Legislature appropriated substantially more funds as revenue increased with economic growth. With the added revenue from Oregon’s new Student Success Act, passed by the Legislature in 2019, inflation-adjusted per student funding is expected to continue to increase.

- Staff salaries increased at about the rate of inflation during the 2010s, but health care benefits and pension costs have also greatly increased.
- Changing student demographics and declining student enrollment in a majority of school districts have also driven costs up.
- Growth rates for Special Education students and English Learner students have been far more rapid than the growth rate for all students, and these students require intensive resources to sustain these growth rates.
- The average age of Oregon’s school buildings is more than 40 years old, making them more costly to maintain than newer buildings. The cost of operating and maintaining school facilities comes from general fund dollars and reduces the amount available to spend on instruction.

The 2024<sup>4</sup> Final Report from Oregon’s [Quality Education Commission](#) (QEC) states, “For the upcoming 2025-27 biennium, the QEM estimates that it will require a State School Fund and Student Success Act transfer of \$13.526 billion, \$2.252 billion more than the \$11.275 billion investment the state forecasts will be required to maintain the current service level provided during the 2023- 25 biennium.

As a percentage of the State School Fund Appropriation, the funding gap percentages are the second lowest in the history of the QEM for the 2025-27 biennium (second only to the 2019-21 projections, which were largely impacted by substantial decreases to student enrollment during the pandemic).

As a percentage of the overall funding requirement, it is the smallest gap since the establishment of the Quality Education Commission.”

<sup>1</sup> Source: School District and Education Service District (ESD) Audits

<sup>2</sup> Per student calculation excludes students in state-run programs because spending on those students is not included.

<sup>3</sup> Figures may not sum to Total, due to rounding.

<sup>4</sup> Final Reports from the Quality Education Commission are issued every two years.

## History of School Funding Responsibility in Oregon

Prior to 1990, the largest source of revenue for public schools in Oregon was local property taxes. The passage of Measure 5 in 1990 dramatically changed that by lowering the amount of property taxes schools could raise. By 1995-96, with local property taxes for education limited to \$5 per \$1,000 of assessed valuation, the full impact of Measure 5 was felt. In 1997, Measure 50 further limited local property taxes for schools. Measure 5 required the state legislature to offset lost property tax revenue with money from the state general fund, which is composed primarily of state income taxes. As a result, Oregon schools are increasingly supported by state, not local, dollars.

In 2019, the Oregon Legislature passed the Student Success Act (House Bill 3427), which provided substantially more revenue for education from the Corporate Activities Tax on Oregon corporations. Revenue from the Student Success Act was initially projected to provide about \$800 million in added funding for K-12 school districts and ESDs in the 2019-21 biennium and nearly \$1.5 billion in the 2021-23 biennium. But reduced economic activity from the COVID-19 pandemic has diminished the added revenue. Given the length of the pandemic, it is uncertain when revenue growth will resume.

Oregon uses a formula to provide financial equity among school districts. Each school district receives (in combined state and local funds) an allocation per student, plus an additional amount for each student enrolled in more resource intensive programs such as Special Education or English Language Development. The purpose of the formula weights is to provide sufficient added funding to districts that support students with greater needs to allow districts to close the opportunity gaps between groups of students with different needs. While the opportunity gaps for historically underserved student groups have [diminished in recent years, they still remain substantial](#). This suggests the current weights in Oregon’s funding formula should be reviewed to determine if they actually provide sufficient added revenue to close these opportunity gaps.

### Biennial Formula Revenue<sup>1,2</sup>

(In Billions of Dollars, not adjusted for inflation)

	2015-17	2017-19	2019-21	2021-23 <sup>3</sup>	2023-25 <sup>4</sup>
<b>Local</b>	\$3.67	\$4.03	\$4.37	\$4.68	\$5.04
<b>State</b>	\$7.38	\$8.20	\$9.00	\$9.30	\$10.20
<b>Total</b>	\$11.05	\$12.23	\$13.37	\$14.03	\$15.24

The table above includes only funds distributed through the state’s equalization formula. Districts also receive federal, state and local funds that are not distributed through the formula. Total Operating Revenues, which include those dollars, are shown in the charts on the following page.

For more information on Oregon school funding, visit the [Quality Education Commission page](#).

<sup>1</sup> Includes School Districts and Education Service Districts. Note: Totals may not equal the sum of State and Local amounts due to rounding.

<sup>2</sup> Source: State School Fund Distribution Formula.

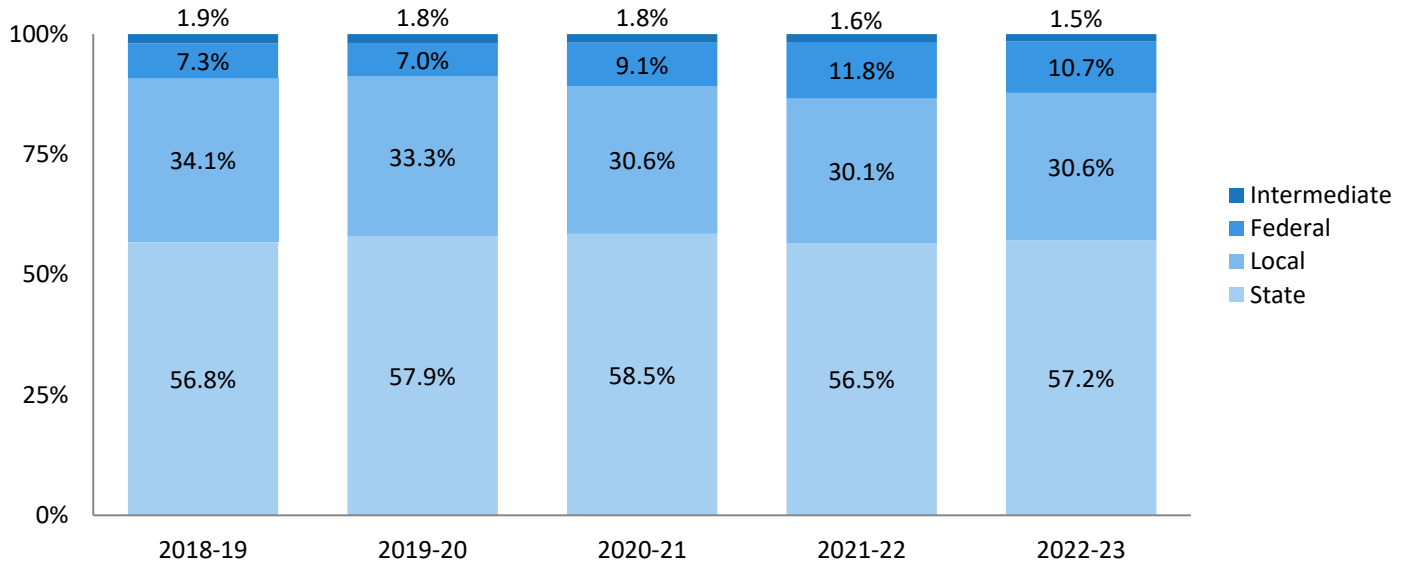
<sup>3</sup> Revised

<sup>4</sup> Projected

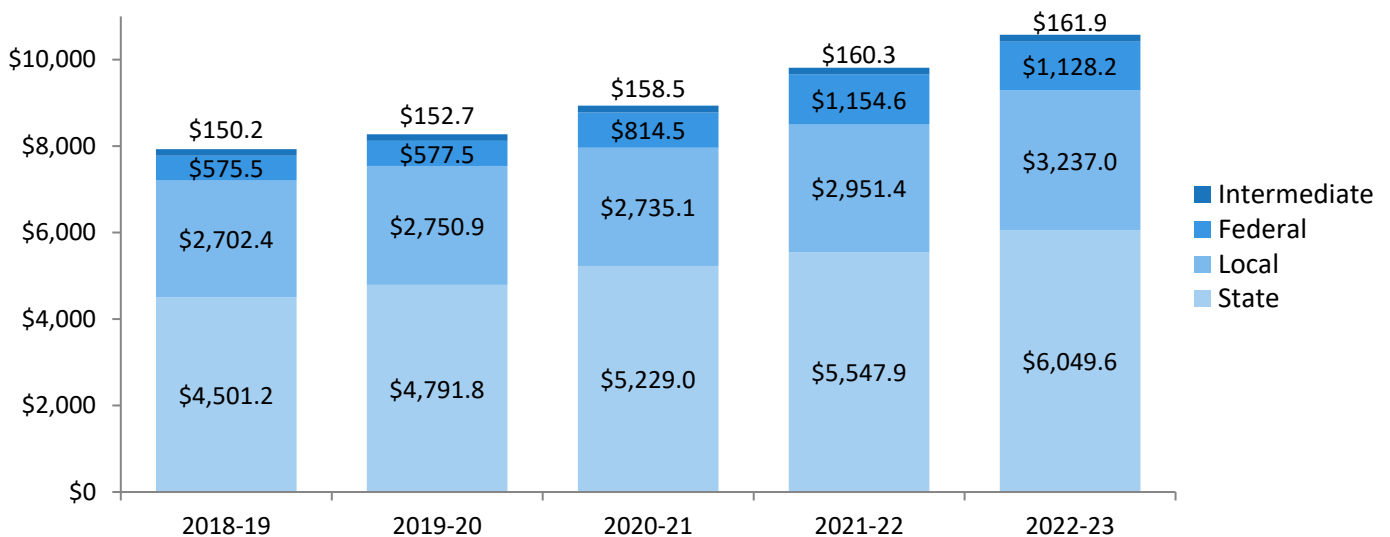
## Operating Revenues by Source

In the decade following the passage of Ballot Measure 5 in 1990, there was a dramatic shift in sources of public school funds. As a result, Oregon schools are now supported primarily by State, not local, dollars. With the added state revenue from the new Student Success Act starting in 2019-20, the state share is expected to grow to 59 percent and the local share to decline to 32 percent when the tax is fully phased in. Despite the substantial, but temporary, increase in Federal Funds in response to the COVID-19 pandemic, the limits on assessed value growth for local property taxes imposed by Measure 50 in 1997 means that the state’s share of revenue is expected to continue to grow even further over time. Note that Intermediate refers to revenues from other levels of government, such as counties and cities.

**Figure 21: Audited Operating Revenue Shares for Public Elementary and Secondary Schools and ESDs by Source of Funds**



**Figure 22: Audited Operating Revenues for Public Elementary and Secondary Schools and ESDs by Source of Funds<sup>1</sup>**



<sup>1</sup> Dollars in millions, not adjusted for inflation.

## ACCOUNTABILITY AND SUPPORT UNDER THE EVERY STUDENT SUCCEEDS ACT

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Under Title IA of the Every Student Succeeds Act (ESSA), federal education law requires states to develop an accountability model that meaningfully differentiates schools for structured supports to target improvement. Given that all school districts and schools have areas for growth, Oregon’s accountability model strategically uses multiple data points to appropriately target the right schools for support. With a key commitment to advancing equity, the accountability model is intentionally designed to provide the highest support to schools whose students of color, students who are multilingual learners, students experiencing disabilities, and students experiencing poverty are not yet experiencing high levels of success.

Under Oregon’s accountability and support model, school improvement takes an approach that aims to support schools in the context of a larger district system. In partnership with Oregon Department of Education (ODE), school districts lead, support, and monitor the improvement efforts in eligible schools. While still committed to improvement at the school level, ODE’s approach to improvement engages districts as primary partners in the assessment of needs, crafting of improvement plans, and strategic implementation of evidence-based practices that will enhance learning for students and result in equitable student outcomes.

ESSA directs states to reserve a fixed 7% of the total Title IA grant in aid to distribute as Federal School Improvement (FSI) funds. The change in methodology has resulted in changes to how ODE distributes these funds on a year over year basis, but does not increase the amount of funds being distributed. States are not permitted to reserve more of the Title IA set aside for these purposes.

School districts receive additional FSI funds if they are serving a significant number or percentage of identified schools. These funds require schools and districts to engage in community engagement and needs assessment processes to inform the development of plans and budgets that support these student populations.

It is important to note that FSI—approximately \$22 million per biennium—represents a small portion of total resources available to school districts to support focused improvement efforts. For context, the close to \$1.1 billion in state funds per biennium via the Student Investment Account (SIA) are explicitly aimed at two core purposes: 1) improving student mental health and well-being and 2) increasing student academic achievement, as well as addressing the academic disparities of historically marginalized students and communities. In most cases, these are students being served in schools identified for additional support under ESSA. In short, the SIA alone provides approximately 50 times the amount of funding per biennium for these kinds of supports to school districts across the state.

Oregon is committed to providing well-rounded and equitable educational experiences for all students and will continue to leverage local measures to inform adjustments to improvement strategies and needed support. FSI is one of several programs brought into alignment under the [Aligning for Student Success – Integrated Guidance](#). These efforts are bolstered by emphasizing the need for school districts to engage more broadly with educators, students, families, and community members during the planning and implementation phases. Including more voices and perspectives in developing improvement strategies and plans fosters partnership and shared accountability for improving learning opportunities for Oregon’s most underserved students.

In coordination with Education Service Districts (ESDs), ODE is currently deploying a more regionalized approach to support schools and districts that will improve our ability to learn from and share promising and effective practices. ODE and ESD personnel are collaborating to assist schools and districts in developing school improvement strategies and activities that will be incorporated into their Aligning for Student Success application. This will help inform a differentiated approach to support by ODE, ESDs and districts.

This regional structure will help local leaders move through community engagement and needs assessment processes to better understand the kinds of support needed across the state. Examples of supports include, but are not limited to:

- Professional Development on standards-aligned instructional practices, social and emotional learning - helping kids work on things like coping with feelings, interpersonal skills and teamwork, and learning to think differently about differences, and culturally responsive and sustaining pedagogy - using student's distinct and unique cultural experiences as part of daily instruction.
- Additional support for tier-2 and tier-3 interventions.
- Hiring additional teachers, counselors and paraprofessionals.
- Community engagement activities.
- And expanded learning opportunities via afterschool and summer programs.

Detailed information about school identifications can be found on the [Accountability Measures](#) web page.

## ESSA Accountability System

ODE's ESSA accountability system, as established through [Oregon's ESSA Consolidated State Plan](#), identifies schools for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

The measures, or accountability indicators, used in the ESSA accountability system are:

- **English Language Arts Academic Achievement**
  - The percentage of students who meet the standard on the state English Language Arts assessment.
- **Mathematics Academic Achievement**
  - The percentage of students who meet the standard on the state Mathematics assessment.
- **English Language Arts Average Gap Score Change**
  - The change in average English Language Arts scores at the school from the 2018-19 to the 2023-24 school year.
- **Mathematics Average Gap Score Change**
  - The change in average Mathematics scores at the school from the 2018-19 to the 2023-24 school year.
- **Regular Attenders**
  - The percentage of students who attended more than 90% of their enrolled days.
- **9<sup>th</sup> Grade On-Track to Graduate**
  - The percentage of students who earned at least one fourth of graduation credits during their 9<sup>th</sup> grade year.
- **Four-Year Graduation**
  - The percentage of students who earned a regular or modified diploma within four years of entering 9<sup>th</sup> grade.
- **Five-Year Completers**
  - The percentage of students who earned a regular or modified diploma, GED, extended diploma, or adult high school diploma within five years of entering 9<sup>th</sup> grade.
- **On-Track to English Language Proficiency**
  - The percentage of students who are meeting progress expectations on the state English Language Proficiency Assessment.

Under ESSA, school-level outcomes are calculated for the following student groups only if the minimum n-size of 20 is met when using a multi-year average of school accountability data:

- All Students
- Students with Disabilities
- English Learners
- Students Experiencing Poverty<sup>1</sup>
- Race/Ethnicity
- Underserved Race/Ethnicities<sup>2</sup>

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<sup>1</sup> The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experiencing homelessness, or received migrant education services. Students Experiencing Poverty replaced the formerly used Economically Disadvantaged student group.

<sup>2</sup> Consists of American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander students.

For the student groups above, each of the accountability indicators are assigned a level from one to five, with five being the highest. Level One indicates that a school or student group is in the lowest 10 percent of schools in the state, and a Level Five indicates that the school or student group has met the state’s long-term goal for the indicator.

In 2021-22 a new cohort of CSI schools were identified. CSI schools are only identified every three years, and no additional schools were identified as CSI in 2022-23 or 2023-24. In 2021-22, schools with sufficient data to be rated on at least five indicators were identified as CSI if the graduation rate for the All Students group was below 67 percent, or if the school received Title I funds and at least half of the indicators for the All Students group were Level One.

Schools not identified as CSI in 2021-22 are identified as TSI if any student group, other than the All Student group, was rated on at least five indicators and at least half of the rated indicators were Level One.

Schools previously identified are eligible to exit that status. Schools are deemed no longer in need of support when the school is not identified for support through the current year’s results of the ESSA Accountability System and the school establishes improved accountability data in the current year as compared to prior years’ data and ODE’s review of the school’s local context using evidence-based diagnostic tools finds improved systems.

Previously identified schools that do not meet the above exit criteria have their support status held over.

### Current Level of ESSA Support and Number of Schools Identified<sup>1</sup>

Level of Support	2023-24 Title I Status	2021-22 Identification	2022-23 Identification	2023-24 Identification
Comprehensive	Yes	28	26	37
	No	30	30	42
Targeted	Yes	67	152	156
	No	53	159	202
Not Identified	Yes	456	373	364
	No	636	530	472

<sup>1</sup> Source: [Accountability Details File](#). Data on specific schools can be found on the [School and District Profiles](#) web page. Changes to Title I Status, new schools, or school closures may impact the total number of schools reported year to year.

## Measures of Interim Progress

Each indicator included in the ESSA accountability system has a long-term goal established through [Oregon’s ESSA Consolidated State Plan](#). Oregon’s ESSA state plan originally set 2024-25 as the target year for each indicator to reach its long-term goal. However, due to the impact of COVID-19 and the resulting disruption on school performance, ODE elected to amend the timeline to meet the long-term goals to 2026-27 through the U.S. Department of Education’s [Accountability Addendum](#).

In order to monitor the state’s progress towards meeting the long-term goals for each indicator [Measures of Interim Progress](#) (MIP) were set. MIPs are annual targets for school accountability indicators as required by ESSA. Assessment participation does not have a MIP; however, it does have an annual goal of 94.5 percent for all student groups. The below sections include the state-level data for each indicator included in 2023-24 ESSA accountability system by grade group.

### English Language Arts Academic Achievement Details for Elementary (Grades 3-5)

Long Term Goal<sup>1</sup>: 80%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average
All Students	43.5%	43.6%	43.2%	43.4%
Students Experiencing Poverty <sup>2</sup>	24.8%	25.1%	25.3%	25.1%
English Learners	18.5%	20.0%	21.6%	20.1%
Students with Disabilities	21.8%	21.2%	21.1%	21.4%
American Indian/Alaska Native	23.7%	25.2%	24.6%	24.5%
Asian	61.9%	62.0%	61.5%	61.8%
Black/African American	24.6%	25.3%	25.0%	25.0%
Hispanic/Latino	25.2%	25.5%	25.5%	25.4%
Multiracial <sup>3</sup>	48.4%	49.4%	48.7%	48.8%
Native Hawaiian/Pacific Islander	24.4%	20.4%	22.2%	22.3%
White	50.9%	50.7%	50.4%	50.6%
Underserved Race/Ethnicity <sup>4</sup>	25.1%	25.4%	25.4%	25.3%

<sup>1</sup> The State long-term goal in 2026-27

<sup>2</sup> The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experiencing homelessness, or received migrant education services. Students Experiencing Poverty replaced the formerly used Economically Disadvantaged student group.

<sup>3</sup> Multiracial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic.

<sup>4</sup> The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.



**English Language Arts Academic Achievement Details  
for Middle (Grades 6-8)**

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average
All Students	44.3%	43.0%	42.2%	43.2%
Students Experiencing Poverty	26.6%	25.3%	24.8%	25.6%
English Learners	16.1%	14.3%	13.6%	14.7%
Students with Disabilities	16.1%	15.8%	15.4%	15.8%
American Indian/Alaska Native	27.6%	26.0%	24.1%	25.9%
Asian	66.7%	64.4%	63.9%	65.0%
Black/African American	25.4%	23.0%	24.2%	24.2%
Hispanic/Latino	27.9%	26.4%	25.3%	26.6%
Multiracial	50.1%	47.6%	47.9%	48.5%
Native Hawaiian/Pacific Islander	25.9%	25.1%	20.2%	23.7%
White	50.8%	49.8%	48.9%	49.8%
Underserved Race/Ethnicity	27.7%	26.1%	25.1%	26.3%

**English Language Arts Academic Achievement Details  
for High (Grade 11)**

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average
All Students	47.4%	46.8%	45.8%	46.6%
Students Experiencing Poverty	34.6%	33.4%	32.0%	33.3%
English Learners	12.4%	11.3%	9.3%	10.9%
Students with Disabilities	17.9%	17.8%	17.0%	17.5%
American Indian/Alaska Native	35.8%	32.1%	33.7%	33.8%
Asian	61.3%	61.8%	59.6%	60.8%
Black/African American	25.2%	31.4%	24.6%	27.1%
Hispanic/Latino	34.2%	34.4%	32.1%	33.5%
Multiracial	50.0%	51.3%	49.0%	50.1%
Native Hawaiian/Pacific Islander	30.3%	30.3%	24.5%	28.3%
White	53.6%	52.3%	52.4%	52.7%
Underserved Race/Ethnicity	33.7%	34.0%	31.4%	33.0%

**Mathematics Academic Achievement Details  
for Elementary (Grades 3-5)**

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average
All Students	35.7%	36.6%	36.8%	36.4%
Students Experiencing Poverty	18.0%	18.9%	19.6%	18.8%
English Learners	15.1%	17.5%	19.2%	17.3%
Students with Disabilities	18.7%	19.0%	19.5%	19.1%
American Indian/Alaska Native	16.7%	19.2%	19.9%	18.6%
Asian	59.6%	61.0%	60.3%	60.3%
Black/African American	16.0%	17.2%	18.8%	17.4%
Hispanic/Latino	18.4%	19.2%	19.5%	19.1%
Multiracial	39.5%	41.3%	41.4%	40.8%
Native Hawaiian/Pacific Islander	14.5%	13.9%	13.7%	14.0%
White	42.4%	43.2%	43.5%	43.1%
Underserved Race/Ethnicity	18.1%	18.9%	19.3%	18.8%

**Mathematics Academic Achievement Details  
for Middle (Grades 6-8)**

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average
All Students	28.4%	28.5%	29.1%	28.7%
Students Experiencing Poverty	12.7%	12.8%	13.5%	13.0%
English Learners	8.7%	8.2%	8.0%	8.3%
Students with Disabilities	10.6%	11.4%	11.6%	11.2%
American Indian/Alaska Native	13.7%	11.9%	12.4%	12.7%
Asian	57.7%	56.4%	56.4%	56.8%
Black/African American	12.5%	12.2%	13.1%	12.6%
Hispanic/Latino	14.0%	13.7%	13.8%	13.8%
Multiracial	32.5%	32.9%	33.6%	33.0%
Native Hawaiian/Pacific Islander	11.2%	11.2%	10.2%	10.9%
White	33.4%	34.0%	34.8%	34.1%
Underserved Race/Ethnicity	13.8%	13.5%	13.6%	13.6%

**Mathematics Academic Achievement Details  
for High (Grade 11)**

Long Term Goal: 80%

<b>Student Group</b>	<b>School Year 2021-22</b>	<b>School Year 2022-23</b>	<b>School Year 2023-24</b>	<b>3-year Average</b>
All Students	21.0%	20.9%	20.5%	20.8%
Students Experiencing Poverty	10.1%	9.3%	9.3%	9.6%
English Learners	4.1%	3.6%	3.8%	3.8%
Students with Disabilities	6.1%	6.4%	7.3%	6.6%
American Indian/Alaska Native	13.7%	6.3%	9.3%	9.6%
Asian	42.5%	42.6%	40.0%	41.5%
Black/African American	6.6%	7.1%	8.1%	7.4%
Hispanic/Latino	10.2%	9.8%	9.6%	9.8%
Multiracial	23.4%	25.0%	23.5%	24.0%
Native Hawaiian/Pacific Islander	5.3%	8.1%	6.8%	6.8%
White	25.2%	25.2%	24.8%	25.1%
Underserved Race/Ethnicity	10.0%	9.5%	9.4%	9.6%

**English Language Arts Average Gap Score Change Details  
for Elementary (Grades 3-5)**

<b>Student Group</b>	<b>School Year 2018-19</b>	<b>School Year 2023-24</b>	<b>Change in Average</b>
All Students	-3	-23	-20
Students Experiencing Poverty	-47	-66	-19
English Learners	-57	-77	-20
Students with Disabilities	-72	-87	-15
American Indian/Alaska Native	-44	-67	-23
Asian	41	22	-19
Black/African American	-54	-70	-16
Hispanic/Latino	-43	-65	-22
Multiracial	8	-10	-18
Native Hawaiian/Pacific Islander	-46	-77	-31
White	11	-5	-16
Underserved Race/Ethnicity	-44	-66	-22

**English Language Arts Average Gap Score Change Details  
for Middle (Grades 6-8)**

<b>Student Group</b>	<b>School Year 2018-19</b>	<b>School Year 2023-24</b>	<b>Change in Average</b>
All Students	4	-28	-32
Students Experiencing Poverty	-43	-73	-30
English Learners	-58	-106	-48
Students with Disabilities	-90	-108	-18
American Indian/Alaska Native	-43	-68	-25
Asian	54	27	-27
Black/African American	-55	-77	-22
Hispanic/Latino	-34	-71	-37
Multiracial	13	-14	-27
Native Hawaiian/Pacific Islander	-34	-85	-51
White	18	-10	-28
Underserved Race/Ethnicity	-36	-72	-36

**Mathematics Average Gap Score Change Details  
for Elementary (Grades 3-5)**

<b>Student Group</b>	<b>School Year 2018-19</b>	<b>School Year 2023-24</b>	<b>Change in Average</b>
All Students	-19	-37	-18
Students Experiencing Poverty	-61	-80	-19
English Learners	-63	-82	-19
Students with Disabilities	-84	-96	-12
American Indian/Alaska Native	-53	-79	-26
Asian	41	24	-17
Black/African American	-78	-90	-12
Hispanic/Latino	-55	-78	-23
Multiracial	-11	-27	-16
Native Hawaiian/Pacific Islander	-65	-100	-35
White	-6	-21	-15
Underserved Race/Ethnicity	-57	-80	-23

**Mathematics Average Gap Score Change Details  
for Middle (Grades 6-8)**

<b>Student Group</b>	<b>School Year 2018-19</b>	<b>School Year 2023-24</b>	<b>Change in Average</b>
All Students	-37	-70	-33
Students Experiencing Poverty	-94	-123	-29
English Learners	-103	-152	-49
Students with Disabilities	-139	-151	-12
American Indian/Alaska Native	-93	-121	-28
Asian	48	14	-34
Black/African American	-115	-133	-18
Hispanic/Latino	-82	-123	-41
Multiracial	-26	-55	-29
Native Hawaiian/Pacific Islander	-84	-142	-58
White	-20	-49	-29
Underserved Race/Ethnicity	-85	-124	-39

**Regular Attenders Details  
for Elementary (Grades K-5)**

Long Term Goal: 93%

<b>Student Group</b>	<b>School Year 2021-22</b>	<b>School Year 2022-23</b>	<b>School Year 2023-24</b>	<b>3-year Average</b>
All Students	67.7%	64.2%	70.9%	67.6%
Students Experiencing Poverty	75.5%	71.7%	74.3%	73.8%
English Learners	60.3%	58.3%	65.4%	61.3%
Students with Disabilities	60.6%	57.2%	64.2%	60.7%
American Indian/Alaska Native	49.9%	52.3%	56.1%	52.8%
Asian	86.4%	79.8%	84.7%	83.6%
Black/African American	61.4%	61.5%	64.2%	62.4%
Hispanic/Latino	58.9%	56.8%	64.0%	59.9%
Multiracial	68.6%	63.8%	70.2%	67.5%
Native Hawaiian/Pacific Islander	45.6%	45.2%	50.0%	46.9%
White	70.9%	67.0%	74.0%	70.6%
Underserved Race/Ethnicity	58.4%	56.6%	63.3%	59.4%

**Regular Attenders Details  
for Middle (Grades 6-8)**

Long Term Goal: 93%

<b>Student Group</b>	<b>School Year 2021-22</b>	<b>School Year 2022-23</b>	<b>School Year 2023-24</b>	<b>3-year Average</b>
All Students	66.5%	64.7%	67.2%	66.1%
Students Experiencing Poverty	77.3%	75.7%	74.8%	75.9%
English Learners	56.1%	56.3%	59.6%	57.3%
Students with Disabilities	56.9%	55.4%	58.5%	56.9%
American Indian/Alaska Native	52.8%	55.0%	55.0%	54.3%
Asian	89.2%	86.4%	87.4%	87.7%
Black/African American	58.1%	59.3%	60.3%	59.2%
Hispanic/Latino	60.3%	59.0%	61.6%	60.3%
Multiracial	66.9%	64.4%	66.4%	65.9%
Native Hawaiian/Pacific Islander	50.3%	51.6%	54.1%	52.0%
White	68.4%	66.3%	69.1%	67.9%
Underserved Race/Ethnicity	59.6%	58.7%	61.0%	59.8%

**Regular Attenders Details  
for High (Grades 9-10)**

Long Term Goal: 93%

<b>Student Group</b>	<b>School Year 2021-22</b>	<b>School Year 2022-23</b>	<b>School Year 2023-24</b>	<b>3-year Average</b>
All Students	61.6%	60.8%	61.8%	61.4%
Students Experiencing Poverty	71.5%	71.3%	69.1%	70.6%
English Learners	46.7%	47.5%	48.3%	47.5%
Students with Disabilities	50.6%	50.8%	52.1%	51.2%
American Indian/Alaska Native	46.6%	49.3%	51.7%	49.2%
Asian	85.9%	84.1%	85.2%	85.1%
Black/African American	51.0%	52.5%	52.7%	52.1%
Hispanic/Latino	53.1%	53.2%	53.6%	53.3%
Multiracial	62.2%	61.1%	61.3%	61.5%
Native Hawaiian/Pacific Islander	43.8%	42.1%	40.1%	42.0%
White	64.3%	63.3%	64.7%	64.1%
Underserved Race/Ethnicity	52.5%	52.7%	53.1%	52.8%

### Ninth Grade On-Track Details

Long Term Goal: 95%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average
All Students	82.8%	83.6%	84.8%	83.7%
Students Experiencing Poverty	68.7%	70.0%	71.7%	70.1%
English Learners	68.5%	70.2%	70.8%	69.8%
Students with Disabilities	72.3%	74.7%	75.0%	74.0%
American Indian/Alaska Native	73.7%	71.3%	75.0%	73.3%
Asian	95.8%	96.1%	96.5%	96.1%
Black/African American	76.6%	75.7%	78.5%	76.9%
Hispanic/Latino	77.1%	77.9%	78.9%	78.0%
Multiracial	82.9%	83.4%	84.8%	83.7%
Native Hawaiian/Pacific Islander	72.1%	68.2%	70.9%	70.4%
White	84.9%	85.9%	87.3%	86.0%
Underserved Race/Ethnicity	76.8%	77.2%	78.6%	77.5%

### Four-Year Cohort Graduation Details

Long Term Goal: 90%

Student Group	Cohort Year 2017-18	Cohort Year 2018-19	Cohort Year 2019-20	3-year Average
All Students	80.6%	81.3%	81.3%	81.1%
Students Experiencing Poverty	64.7%	66.6%	67.2%	66.2%
English Learners	64.4%	65.3%	68.1%	66.1%
Students with Disabilities	66.1%	67.5%	68.6%	67.4%
American Indian/Alaska Native	67.0%	68.9%	68.2%	68.1%
Asian	91.9%	92.1%	92.1%	92.0%
Black/African American	73.5%	73.7%	73.1%	73.4%
Hispanic/Latino	77.0%	78.7%	78.6%	78.1%
Multiracial	79.3%	79.7%	79.8%	79.6%
Native Hawaiian/Pacific Islander	69.8%	74.6%	75.9%	73.5%
White	82.1%	82.5%	82.6%	82.4%
Underserved Race/Ethnicity	76.1%	77.7%	77.6%	77.2%



### Five-Year Completers Details

Long Term Goal: 97%

Student Group	Cohort Year 2016-17	Cohort Year 2017-18	Cohort Year 2018-19	3-year Average
All Students	87.8%	86.5%	86.8%	87.0%
Students Experiencing Poverty	76.9%	75.1%	76.1%	76.0%
English Learners	71.8%	72.6%	73.3%	72.6%
Students with Disabilities	76.0%	75.4%	75.4%	75.6%
American Indian/Alaska Native	77.0%	76.2%	76.2%	76.5%
Asian	95.4%	95.0%	94.5%	95.0%
Black/African American	81.6%	80.4%	82.2%	81.4%
Hispanic/Latino	84.5%	82.8%	84.4%	83.9%
Multiracial	86.8%	85.5%	85.4%	85.8%
Native Hawaiian/Pacific Islander	81.0%	76.1%	81.6%	79.6%
White	89.1%	88.0%	87.8%	88.3%
Underserved Race/Ethnicity	83.8%	82.1%	83.7%	83.2%

### On-Track to English Language Proficiency Details for Elementary (Grades K-5)

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average
English Learners	53.2%	58.8%	60.0%	57.5%

### On-Track to English Language Proficiency Details for Middle (Grades 6-8)

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average
English Learners	29.8%	30.9%	32.1%	30.9%

### On-Track to English Language Proficiency Details for High (Grades 9-12)

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average
English Learners	25.4%	24.8%	26.1%	25.5%

**English Language Arts Participation Details  
for Elementary (Grades 3-5)**

Annual Goal: 94.5%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average	Average Non- Participation
All Students	92.5%	93.8%	93.7%	93.3%	6.7%
Students Experiencing Poverty	91.8%	91.8%	91.1%	91.6%	8.4%
English Learners	96.4%	97.5%	97.2%	97.1%	2.9%
Students with Disabilities	85.5%	86.9%	87.2%	86.5%	13.5%
American Indian/Alaska Native	89.7%	93.2%	93.5%	92.1%	7.9%
Asian	96.3%	97.7%	97.3%	97.1%	2.9%
Black/African American	91.7%	94.7%	93.8%	93.4%	6.6%
Hispanic/Latino	95.2%	96.2%	95.9%	95.8%	4.2%
Multiracial	92.3%	93.9%	93.7%	93.3%	6.7%
Native Hawaiian/Pacific Islander	94.7%	96.2%	95.6%	95.5%	4.5%
White	91.2%	92.4%	92.4%	92.0%	8.0%
Underserved Race/Ethnicity	94.7%	96.0%	95.7%	95.4%	4.6%

**English Language Arts Participation Details  
for Middle (Grades 6-8)**

Annual Goal: 94.5%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average	Average Non- Participation
All Students	88.4%	90.5%	90.2%	89.7%	10.3%
Students Experiencing Poverty	86.9%	86.1%	85.7%	86.2%	13.8%
English Learners	95.0%	95.4%	95.5%	95.3%	4.7%
Students with Disabilities	82.9%	84.8%	84.2%	83.9%	16.1%
American Indian/Alaska Native	86.0%	88.4%	88.4%	87.6%	12.4%
Asian	94.6%	96.0%	96.4%	95.7%	4.3%
Black/African American	86.8%	88.2%	88.4%	87.8%	12.2%
Hispanic/Latino	92.3%	93.7%	93.3%	93.1%	6.9%
Multiracial	87.3%	90.5%	90.2%	89.3%	10.7%
Native Hawaiian/Pacific Islander	91.1%	94.3%	94.8%	93.4%	6.6%
White	86.6%	88.8%	88.4%	87.9%	12.1%
Underserved Race/Ethnicity	91.6%	93.1%	92.8%	92.5%	7.5%

### English Language Arts Participation Details for High (Grade 11)

Annual Goal: 94.5%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average	Average Non- Participation
All Students	59.9%	70.9%	71.5%	67.5%	32.5%
Students Experiencing Poverty	59.2%	64.2%	64.1%	62.5%	37.5%
English Learners	69.5%	78.6%	77.9%	75.5%	24.5%
Students with Disabilities	55.7%	65.8%	64.4%	62.0%	38.0%
American Indian/Alaska Native	64.8%	70.4%	67.5%	67.6%	32.4%
Asian	56.1%	70.9%	74.6%	67.5%	32.5%
Black/African American	47.5%	63.1%	68.4%	60.0%	40.0%
Hispanic/Latino	66.9%	76.9%	76.9%	73.8%	26.2%
Multiracial	54.5%	67.5%	71.1%	64.6%	35.4%
Native Hawaiian/Pacific Islander	65.7%	76.4%	74.8%	72.2%	27.8%
White	58.1%	68.9%	69.1%	65.4%	34.6%
Underserved Race/Ethnicity	65.3%	75.6%	75.8%	72.4%	27.6%

### Mathematics Participation Details for Elementary (Grades 3-5)

Annual Goal: 94.5%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average	Average Non- Participation
All Students	92.0%	93.4%	93.4%	93.0%	7.0%
Students Experiencing Poverty	91.3%	92.0%	92.2%	91.8%	8.2%
English Learners	96.1%	97.4%	97.2%	96.9%	3.1%
Students with Disabilities	84.7%	86.4%	86.9%	86.0%	14.0%
American Indian/Alaska Native	89.1%	92.6%	93.1%	91.6%	8.4%
Asian	96.2%	97.7%	97.3%	97.0%	3.0%
Black/African American	91.0%	94.1%	93.0%	92.7%	7.3%
Hispanic/Latino	94.7%	96.0%	95.8%	95.5%	4.5%
Multiracial	91.8%	93.3%	93.4%	92.8%	7.2%
Native Hawaiian/Pacific Islander	94.2%	95.3%	94.9%	94.8%	5.2%
White	90.7%	92.0%	92.1%	91.6%	8.4%
Underserved Race/Ethnicity	94.2%	95.7%	95.5%	95.1%	4.9%

**Mathematics Participation Details  
for Middle (Grades 6-8)**

Annual Goal: 94.5%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average	Average Non- Participation
All Students	87.0%	89.2%	89.4%	88.5%	11.5%
Students Experiencing Poverty	85.6%	85.6%	86.4%	85.9%	14.1%
English Learners	94.0%	94.6%	95.3%	94.6%	5.4%
Students with Disabilities	81.2%	83.0%	83.0%	82.4%	17.6%
American Indian/Alaska Native	84.9%	88.0%	87.0%	86.6%	13.4%
Asian	94.1%	95.5%	96.4%	95.3%	4.7%
Black/African American	85.1%	86.5%	86.9%	86.2%	13.8%
Hispanic/Latino	91.0%	92.5%	92.8%	92.1%	7.9%
Multiracial	86.0%	88.8%	89.1%	88.0%	12.0%
Native Hawaiian/Pacific Islander	90.8%	93.2%	93.9%	92.6%	7.4%
White	85.0%	87.4%	87.6%	86.6%	13.4%
Underserved Race/Ethnicity	90.3%	91.8%	92.2%	91.4%	8.6%

**Mathematics Participation Details  
for High (Grade 11)**

Annual Goal: 94.5%

Student Group	School Year 2021-22	School Year 2022-23	School Year 2023-24	3-year Average	Average Non- Participation
All Students	55.8%	67.8%	68.0%	64.0%	36.0%
Students Experiencing Poverty	55.9%	63.0%	63.2%	60.7%	39.3%
English Learners	62.0%	73.3%	74.0%	70.0%	30.0%
Students with Disabilities	51.5%	61.8%	60.8%	58.1%	41.9%
American Indian/Alaska Native	61.4%	67.0%	67.7%	65.4%	34.6%
Asian	50.8%	66.5%	73.0%	63.8%	36.2%
Black/African American	43.6%	60.3%	61.1%	55.3%	44.7%
Hispanic/Latino	61.9%	73.6%	73.1%	69.7%	30.3%
Multiracial	51.3%	64.1%	67.4%	61.2%	38.8%
Native Hawaiian/Pacific Islander	57.2%	69.5%	69.9%	65.4%	34.6%
White	54.4%	66.1%	65.7%	62.1%	37.9%
Underserved Race/Ethnicity	60.4%	72.3%	71.8%	68.3%	31.7%

## STUDENT SUCCESS

### Statewide Tests Measure Standards

Oregon tests students statewide in English language arts and mathematics in grades 3, 4, 5, 6, 7, 8 and 11 and in science at grades 5, 8, and 11. Statewide tests are “criterion-referenced,” meaning student performance is evaluated against defined standards and levels of proficiency. Levels 3 and 4 are considered proficient for purposes of state and federal accountability.

### Scores Required to Meet Achievement Levels on Statewide Assessments (cut scores)<sup>1</sup> 2023-24

#### English Language Arts

Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Level 2	2367	2416	2442	2457	2479	2487	2493
Level 3	2432	2473	2502	2531	2552	2567	2583
Level 4	2490	2533	2582	2618	2649	2668	2682

#### Mathematics

Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Level 2	2381	2411	2455	2473	2484	2504	2543
Level 3	2436	2485	2528	2552	2567	2586	2628
Level 4	2501	2549	2579	2610	2635	2653	2718

#### Science

Level	Grade 5	Grade 8	High School
Level 2	3131	3433	3735
Level 3	3162	3460	3755
Level 4	3198	3507	3788

### Alternate Achievement Standards (Oregon Extended Assessment)

#### Extended English Language Arts

Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Level 2	192	200	202	205	208	213	899
Level 3	213	213	220	220	222	224	920
Level 4	228	228	232	233	236	236	927

#### Extended Mathematics

Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Level 2	192	193	193	204	207	208	901
Level 3	201	206	206	208	209	212	907
Level 4	218	219	220	222	223	226	922

#### Extended Science

Level	Grade 5	Grade 8	High School
Level 2	506	810	901
Level 3	517	820	914
Level 4	530	831	929

<sup>1</sup> Data from Achievement/Performance Standards. Find information about Oregon academic standards online. Find test score data online.

**Student Performance in 2023-24  
Percent of Students at Level 3 or 4**

**Grade 3**

Student Group	English Language Arts (ELA)	Mathematics
All Students	39%	40%
Students Experiencing Poverty	22%	22%
English Learners <sup>1</sup>	7%	11%
Students with Disabilities <sup>2</sup>	20%	22%
American Indian/Alaska Native	22%	25%
Asian	56%	62%
Black/African American	23%	21%
Hispanic/Latino	22%	22%
Multi-racial	45%	44%
Native Hawaiian/Pacific Islander	19%	17%
White	46%	47%
Extended Assessment <sup>2</sup>	26%	27%
Migrant Education	13%	17%
Houseless	18%	15%
Military-connected	37%	43%
Students in Foster Care	17%	21%

**Grade 4**

Student Group	English Language Arts (ELA)	Mathematics
All Students	42%	38%
Students Experiencing Poverty	24%	20%
English Learners	7%	8%
Students with Disabilities	19%	19%
American Indian/Alaska Native	23%	21%
Asian	61%	62%
Black/African American	24%	19%
Hispanic/Latino	24%	20%
Multi-racial	48%	43%
Native Hawaiian/Pacific Islander	21%	13%
White	49%	45%
Extended Assessment <sup>3</sup>	35%	21%
Migrant Education	15%	14%
Houseless	18%	15%
Military-connected	38%	38%
Students in Foster Care	18%	14%

<sup>1</sup> English Learners is the term for students eligible for or participating in an English Learner program in the current school year.

<sup>2</sup> The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experiencing homelessness, or received migrant education services. Students Experiencing Poverty replaced the formerly used Economically Disadvantaged student group.

<sup>3</sup> Extended assessments are alternatives to grade-level assessments for students with significant cognitive impairments. They are scored on an alternate scale.

## Grade 5

Student Group	English Language Arts (ELA)	Mathematics	Science
All Students	47%	31%	31%
Students Experiencing Poverty	28%	15%	15%
English Learners	6%	< 5%	< 5%
Students with Disabilities	19%	13%	14%
American Indian/Alaska Native	28%	12%	14%
Asian	65%	56%	44%
Black/African American	27%	14%	10%
Hispanic/Latino	29%	16%	14%
Multi-racial	51%	35%	35%
Native Hawaiian/Pacific Islander	25%	10%	9%
White	54%	37%	38%
Extended Assessment	25%	26%	38%
Migrant Education	21%	12%	7%
Houseless	21%	10%	10%
Military-connected	49%	36%	31%
Students in Foster Care	26%	10%	12%

## Grade 6

Student Group	English Language Arts (ELA)	Mathematics
All Students	41%	28%
Students Experiencing Poverty	24%	12%
English Learners	< 5%	< 5%
Students with Disabilities	13%	9%
American Indian/Alaska Native	24%	10%
Asian	62%	55%
Black/African American	23%	12%
Hispanic/Latino	24%	13%
Multi-racial	48%	33%
Native Hawaiian/Pacific Islander	20%	11%
White	47%	34%
Extended Assessment	26%	29%
Migrant Education	15%	10%
Houseless	15%	9%
Military-connected	39%	28%
Students in Foster Care	16%	7%

## Grade 7

Student Group	English Language Arts (ELA)	Mathematics
All Students	43%	31%
Students Experiencing Poverty	26%	15%
English Learners	< 5%	< 5%
Students with Disabilities	14%	10%
American Indian/Alaska Native	22%	12%
Asian	65%	59%
Black/African American	23%	13%
Hispanic/Latino	27%	14%
Multi-racial	48%	35%
Native Hawaiian/Pacific Islander	20%	12%
White	50%	37%
Extended Assessment	32%	42%
Migrant Education	19%	10%
Houseless	20%	12%
Military-connected	44%	32%
Students in Foster Care	22%	7%

## Grade 8

Student Group	English Language Arts (ELA)	Mathematics	Science
All Students	41%	26%	26%
Students Experiencing Poverty	23%	11%	13%
English Learners	< 5%	< 5%	< 5%
Students with Disabilities	12%	8%	9%
American Indian/Alaska Native	25%	12%	13%
Asian	65%	55%	43%
Black/African American	24%	12%	10%
Hispanic/Latino	24%	12%	12%
Multi-racial	46%	31%	30%
Native Hawaiian/Pacific Islander	18%	7%	9%
White	47%	32%	32%
Extended Assessment	31%	36%	40%
Migrant Education	18%	9%	6%
Houseless	19%	7%	10%
Military-connected	43%	29%	27%
Students in Foster Care	22%	7%	11%



## High School

Student Group	English Language Arts (ELA)	Mathematics	Science
All Students	45%	20%	32%
Students Experiencing Poverty	31%	9%	20%
English Learners	< 5%	< 5%	< 5%
Students with Disabilities	14%	< 5%	11%
American Indian/Alaska Native	33%	9%	26%
Asian	59%	39%	44%
Black/African American	25%	8%	12%
Hispanic/Latino	32%	9%	18%
Multi-racial	48%	23%	35%
Native Hawaiian/Pacific Islander	24%	7%	17%
White	52%	24%	38%
Extended Assessment	37%	33%	50%
Migrant Education	29%	6%	14%
Houseless	26%	5%	15%
Military-connected	54%	21%	39%
Students in Foster Care	19%	< 5%	17%

# NATIONAL COMPARISON OF STUDENT ACHIEVEMENT

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## The National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), also known as "[The Nation's Report Card](#)," has conducted national assessments since 1969 in many content areas, including social studies and the arts. Since 1990, NAEP has produced reports on student achievement at the state as well as the national level in mathematics, reading, science and writing. The [National Center for Education Statistics](#) within the U.S. Department of Education is responsible for carrying out NAEP. The independent, non-partisan [National Assessment Governing Board](#) oversees and sets policy for NAEP.

## Differences between NAEP and Oregon State Assessments

Unlike Oregon state assessments, NAEP does **not** provide individual scores for students, schools, or districts in Oregon for several reasons:

- NAEP is a survey assessment, so results are based on samples of students representative of the state or nation;
- Each student takes a small part of the overall assessment, so only when the scores are aggregated for groups of students are the data considered valid and reliable estimates of what students know and can do in the content area;
- Federal law requires that NAEP data remain confidential, so no personally identifiable information about students is linked to the NAEP assessment data.

There are other important differences between NAEP and Oregon state assessments. NAEP produces state results only for 4<sup>th</sup> and 8<sup>th</sup> graders, while Oregon state assessments report results for students in elementary, middle and high school grade levels. The content tested in a NAEP assessment is determined by a national panel of experts convened by the National Assessment Governing Board. Oregon state assessments test the knowledge and skills laid out in the content standards adopted by the Oregon State Board of Education.

## NAEP Assessment Schedule

This report includes results from the 2021-22 NAEP state mathematics and reading assessments, which are the most recent NAEP state assessment results available. For 2024-25, NAEP plans to administer national Long-Term Trend (LTT) assessments in mathematics and reading to selected 9-year-olds, 13-year-olds, and 17-year-olds. These assessments, conducted since the 1970s, measure students' educational progress over long time periods to monitor trends in performance. The LTT assessment results will be published as The Nation's Report Card. In addition, NAEP will conduct a Field Test in mathematics and reading at grades 4, 8, and 12. NCES will not report results from the NAEP 2025 Field Test. Data will be used to inform plans for NAEP 2026, when NCES intends to administer most NAEP assessments using district- and school-managed devices and Internet, where districts and schools are able to do so.

## National Assessment of Educational Progress: Reading, Grade 4, 2022

NAEP reports achievement levels and average scale scores. Average scale scores for reading are expressed on a 0-500 scale. NAEP has three achievement levels: NAEP Basic, NAEP Proficient and NAEP Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

- NAEP Basic: Partial mastery of prerequisite knowledge and skills that are fundamental for performance at the NAEP Proficient level.
- NAEP Proficient: Solid academic performance for each NAEP assessment. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter.
- NAEP Advanced: Superior performance beyond NAEP Proficient.

2022 NAEP Grade 4 Reading Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below NAEP Basic %	Participating %
All Students	Oregon	7	21	28	44	98
	United States	8	24	29	39*	98
Economically Disadvantaged <sup>1</sup>	Oregon	7	21	28	44	~
	United States	3*	16*	28	52*	~
English Learners	Oregon	#	4	11	85	96
	United States	1	9*	23*	67*	95
Students with Disabilities	Oregon	3	7	14	75	88
	United States	1	8	17	74	89
Female	Oregon	8	23	28	41	99
	United States	9	25	30	36*	99
Male	Oregon	6	19	28	47	98
	United States	8	23*	28	42*	97
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	15	25	57	98
Asian (not of Hispanic origin)	Oregon	13	27	29	32	~
	United States	24	34	25	18*	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	14	27	57	98
Hispanic origin	Oregon	2	11	22	65	97
	United States	4	17*	28	51*	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	5	16	28	50	~
Two or more races (not of Hispanic origin)	Oregon	8	23	28	41	97
	United States	9	27	31	33	98
White (not of Hispanic origin)	Oregon	8	25	30	37	99
	United States	11*	30*	31	28*	99

### Legend

~ Not reported by U.S. Department of Education

# Rounds to zero

\* Value is significantly different from OR

<sup>1</sup> The Economically Disadvantaged student group is not comparable across Oregon and the United States for the 2021-22 school year. Oregon categorized almost all students as Economically Disadvantaged due to an expansion of the criteria for student eligibility for free or reduced price meals.

## National Assessment of Educational Progress: Reading, Grade 8, 2022

2022 NAEP Grade 8 Reading Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below NAEP Basic %	Participating %
All Students	Oregon	2	26	39	33	99
	United States	3*	26	39	32	98*
Economically Disadvantaged <sup>1</sup>	Oregon	2	26	39	33	~
	United States	1	17*	39	42*	~
English Learners	Oregon	#	2	12	85	95
	United States	#	5	26*	69*	93
Students with Disabilities	Oregon	#	4	21	75	94
	United States	#	6	24	70	90*
Female	Oregon	3	28	39	31	99
	United States	4	29	40	27	99*
Male	Oregon	2	24	40	35	99
	United States	3*	23	38	36	98*
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	17	37	45	99
Asian (not of Hispanic origin)	Oregon	7	36	30	28	~
	United States	12	44	30	14	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	14	37	48	98
Hispanic origin	Oregon	1	16	36	48	99
	United States	1	19	40	40*	97*
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	22	39	36	~
Two or more races (not of Hispanic origin)	Oregon	2	23	43	32	98
	United States	5	28	38	29	99
White (not of Hispanic origin)	Oregon	3	30	41	26	99
	United States	4*	32	40	23	99*

### Legend

~ Not reported by U.S. Department of Education

# Rounds to zero

\* Value is significantly different from OR

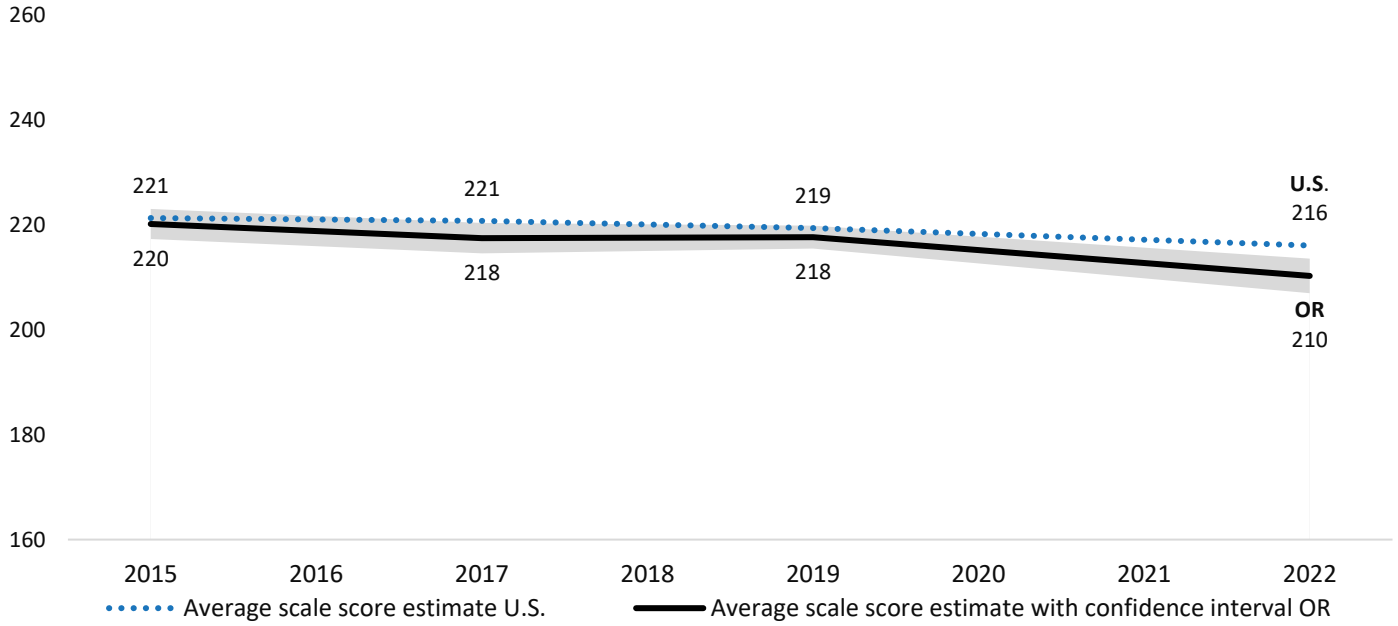
<sup>1</sup> The Economically Disadvantaged student group is not comparable across Oregon and the United States for the 2021-22 school year. Oregon categorized almost all students as Economically Disadvantaged due to an expansion of the criteria for student eligibility for free or reduced price meals.

## National Assessment of Educational Progress: Reading

In 2015, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2022, Oregon's 4th graders scored 210, which was statistically lower than 4th graders in the nation's public schools (216).

**Figure 23: NAEP Reading 2015 - 2022 Average Scale Scores**

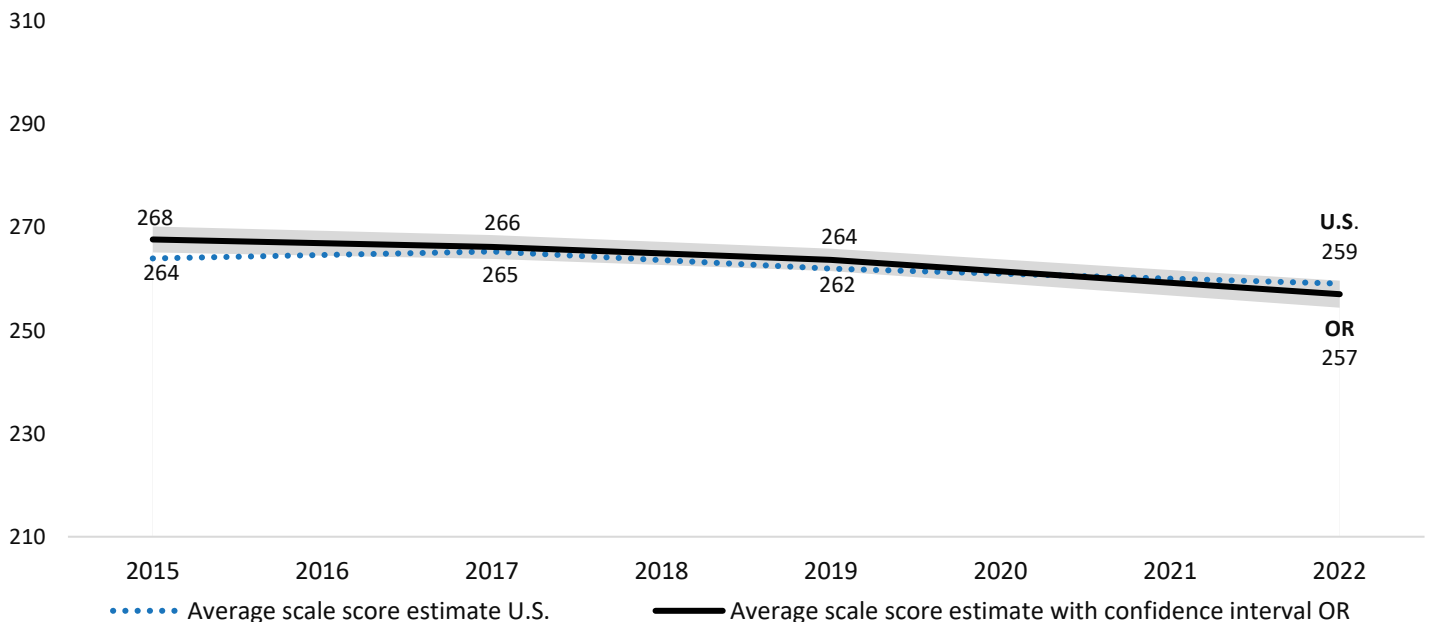
Oregon and U.S. Public Schools Grade 4



In 2015, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2022, Oregon's 8th graders scored 257, which was statistically the same as 8th graders in the nation's public schools (259).

**Figure 24: NAEP Reading 2015 - 2022 Average Scale Scores**

Oregon and U.S. Public Schools Grade 8



## National Assessment of Educational Progress: Mathematics, Grade 4, 2022

NAEP reports achievement levels and average scale scores. Average scale scores for math are expressed on a 0-500 scale. NAEP has three achievement levels: NAEP Basic, NAEP Proficient and NAEP Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

- NAEP Basic: Partial mastery of prerequisite knowledge and skills that are fundamental for performance at the NAEP Proficient level.
- NAEP Proficient: Solid academic performance for each NAEP assessment. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter.
- NAEP Advanced: Superior performance beyond NAEP Proficient.

2022 NAEP Grade 4 Math Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below NAEP Basic %	Participating %
All Students	Oregon	6	23	38	34	98
	United States	7*	28*	39	26*	98
Economically Disadvantaged <sup>1</sup>	Oregon	6	23	38	34	~
	United States	2*	18*	41*	38*	~
English Learners	Oregon	#	2	25	73	94
	United States	1	12	38*	48*	95
Students with Disabilities	Oregon	2	10	29	60	92
	United States	2	11	29	57	90
Female	Oregon	4	21	39	36	99
	United States	5	26*	41	28*	99
Male	Oregon	7	25	36	32	98
	United States	9*	30*	37	24*	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	16	40	42	99
Asian (not of Hispanic origin)	Oregon	17	29	33	20	~
	United States	25	39	27	9*	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	13	39	46	98
Hispanic origin	Oregon	1	11	38	50	98
	United States	2	19*	42	37*	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	16	42	40	~
Two or more races (not of Hispanic origin)	Oregon	4	21	42	33	99
	United States	9	29*	39	23*	98
White (not of Hispanic origin)	Oregon	7	28	38	28	99
	United States	10*	37*	38	15*	99

Legend

~ Not reported by U.S. Department of Education

# Rounds to zero

\* Value is significantly different from OR

<sup>1</sup>The Economically Disadvantaged student group is not comparable across Oregon and the United States for the 2021-22 school year. Oregon categorized almost all students as Economically Disadvantaged due to an expansion of the criteria for student eligibility for free or reduced price meals.

## National Assessment of Educational Progress: Mathematics, Grade 8, 2022

2022 NAEP Grade 8 Math Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below NAEP Basic %	Participating %
All Students	Oregon	5	17	35	43	98
	United States	7*	19	35	40	98
Economically Disadvantaged <sup>1</sup>	Oregon	5	17	35	43	~
	United States	2*	11*	33	54*	~
English Learners	Oregon	1	1	13	85	90
	United States	#	4	20	76	94
Students with Disabilities	Oregon	2	3	16	78	93
	United States	1	4	17	78	91
Female	Oregon	4	15	36	45	99
	United States	6	18*	36	40	99
Male	Oregon	6	19	35	40	98
	United States	8	19	34	39	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	10	33	56	98
Asian (not of Hispanic origin)	Oregon	26	27	29	18	~
	United States	27	31	28	14	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	8	29	62	98
Hispanic origin	Oregon	1	8	33	57	98
	United States	2	12*	34	52	98
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	5	10	31	54	~
Two or more races (not of Hispanic origin)	Oregon	9	21	32	37	99
	United States	6	21	36	37	99
White (not of Hispanic origin)	Oregon	5	21	37	37	99
	United States	9*	26*	38	28*	99

### Legend

~ Not reported by U.S. Department of Education

# Rounds to zero

\* Value is significantly different from OR

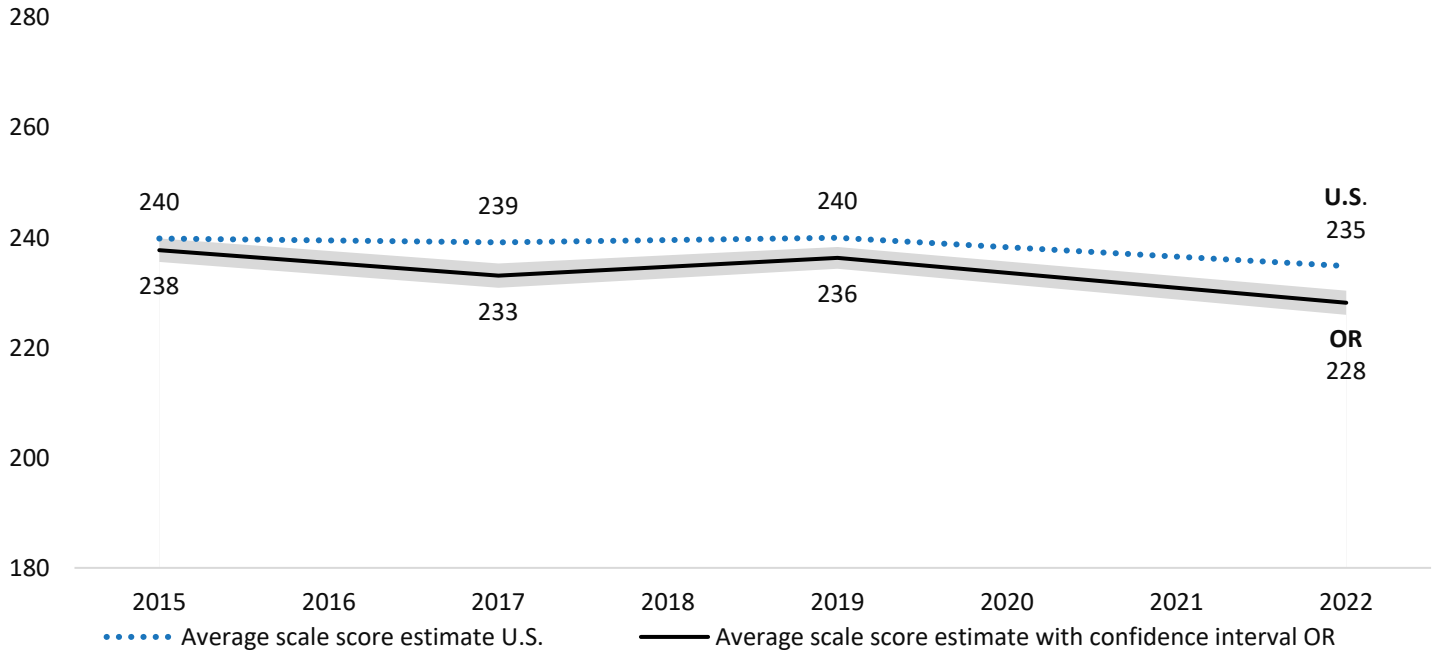
<sup>1</sup> The Economically Disadvantaged student group is not comparable across Oregon and the United States for the 2021-22 school year. Oregon categorized almost all students as Economically Disadvantaged due to an expansion of the criteria for student eligibility for free or reduced price meals.

## National Assessment of Educational Progress: Mathematics

In 2015, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2022, Oregon's 4th graders scored 228, which was statistically lower than 4th graders in the nation's public schools (235).

**Figure 25: NAEP Mathematics 2015 - 2022 Average Scale Scores**

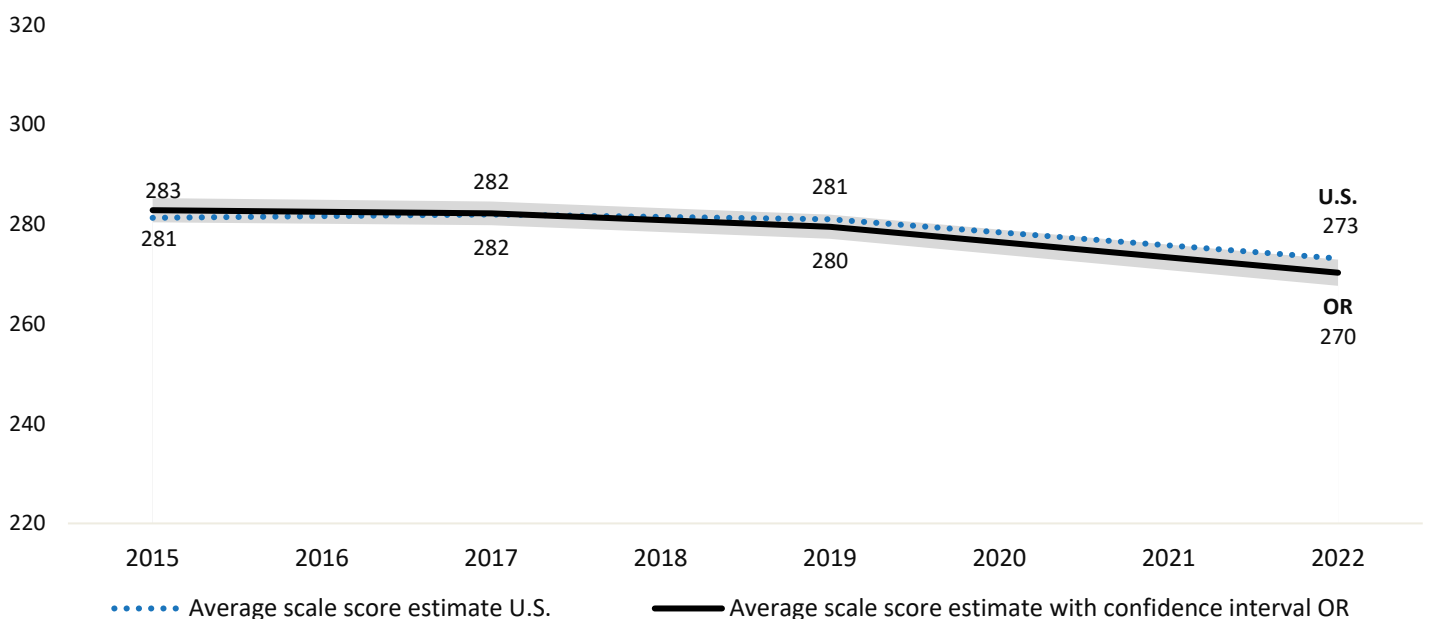
Oregon and U.S. Public Schools Grade 4



In 2015, Oregon's 8th graders scored statistically the same as the nation's 8th graders. In 2022, Oregon's 8th graders scored 270, which was statistically lower than 8th graders in the nation's public schools (273).

**Figure 26: NAEP Mathematics 2015 - 2022 Average Scale Scores**

Oregon and U.S. Public Schools Grade 8





## THE OREGON DIPLOMA

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In June 2008, the State Board of Education adopted diploma requirements ([OAR 581-022-2000](#)) that are designed to prepare each student for success in their post-secondary opportunities and careers. The Modified Diploma ([OAR 581-022-2010](#)) was added in 2012 as an option for students unable to meet the full set of academic content standards for a diploma even with reasonable modifications and accommodations. Oregon’s graduation requirements can be grouped into three categories: Credits, Essential Skills, and Personalized Learning.

### Credits

Oregon has some of the most demanding graduation requirements in the country, as measured by course credit requirements. These rigorous credit requirements provide standards-aligned learning experiences, wherein students demonstrate the knowledge and skills for that discipline as evaluated by a highly qualified educator. The subject-area credit requirements are listed on the [Oregon Diploma](#) webpage.

### Essential Skills

The passage of Senate Bill 744 (2021) suspended the [Assessment of Essential Skills](#) policy through the 2023-24 school year. The suspension aligns with guidance from US Education Department Secretary Miguel Cardona, who in a September 13, 2022 [letter](#) specifically cautioned against states using these test results in graduation decision-making. State summative tests are designed to show how education systems are serving groups of students, and Oregon continues to administer statewide summative tests; however, these tests are not designed to determine if a student should graduate from high school.

ODE has not eliminated state tests of proficiency for Oregon students. Oregon’s state summative tests in language arts, mathematics, and science are required by both state and federal law. Students are expected to take Oregon’s state summative tests. The only change made thus far is to eliminate a duplicative testing requirement, which evidence has shown was not working. In October of 2023, the Assessment of Essential Skills policy suspension was extended by the Oregon State Board of Education through the 2027-28 school year; however, the [nine essential skills](#) have not been eliminated. Students continue to receive instruction and are assessed on these essential skills in Oregon’s classrooms, including those who graduated in 2024.

### Personalized Learning

The [Personalized Learning](#) requirements – which include the Education Plan and Profile, Extended Application, and Career Related Learning Experiences – provide opportunities for students to document their skills and interests, create a roadmap to graduation, and plan for their future beyond high school. These requirements also remain in place.

## Credit Requirements by Subject Area

Subject Areas <sup>1</sup>	Diploma Credit Requirements	Modified Diploma Credit Requirements
English/Language Arts	4	3
Mathematics	3 - Algebra I & above <sup>1</sup>	2
Science	3 - Scientific Inquiry & Lab Experiences <sup>1,2</sup>	2
Social Sciences	3	2
Physical Education	1	1
Health	1	1
World Language	3	1
The Arts		
Career & Technical Ed		
Electives	6	12 <sup>3</sup>
Total Credits	24	24

### Options for Awarding Credit

Students earn credits ([OAR 581-022-2025](#)) by successfully demonstrating knowledge and skills defined by state standards. Following is a list of approved sources of evidence for awarding credit and educators may combine evidence from multiple sources.

- Successfully completing classroom or equivalent work (e.g., supervised independent study, career-related learning experiences, project-based learning), which demonstrates knowledge and skills defined by state standards.
- Successfully completing classroom or equivalent work designed to measure proficiency or mastery of identified standards (knowledge and skills) in class or out of class, where hours of instruction may vary.
- Successfully passing an appropriate exam designed to measure proficiency or mastery of identified standards (knowledge and skills).
- Providing a collection of work or other assessment evidence, which demonstrates proficiency or mastery of identified standards (knowledge and skills).
- Providing documentation of prior learning activities or experiences which demonstrates proficiency or mastery of identified standards (knowledge and skills) (e.g., certification of training, letters, diplomas, awards, etc.).

<sup>1</sup> Applied and integrated courses aligned to standards can meet credit requirements.

<sup>2</sup> Lab experiences (2 credits) can take place outside of the school in field-based experiences.

<sup>3</sup> School districts and public charter schools shall be flexible in awarding the remaining 12 credits which can include professional technical education, electives, career development, demonstrated proficiency in an area, or can include credits from other regular or modified courses.

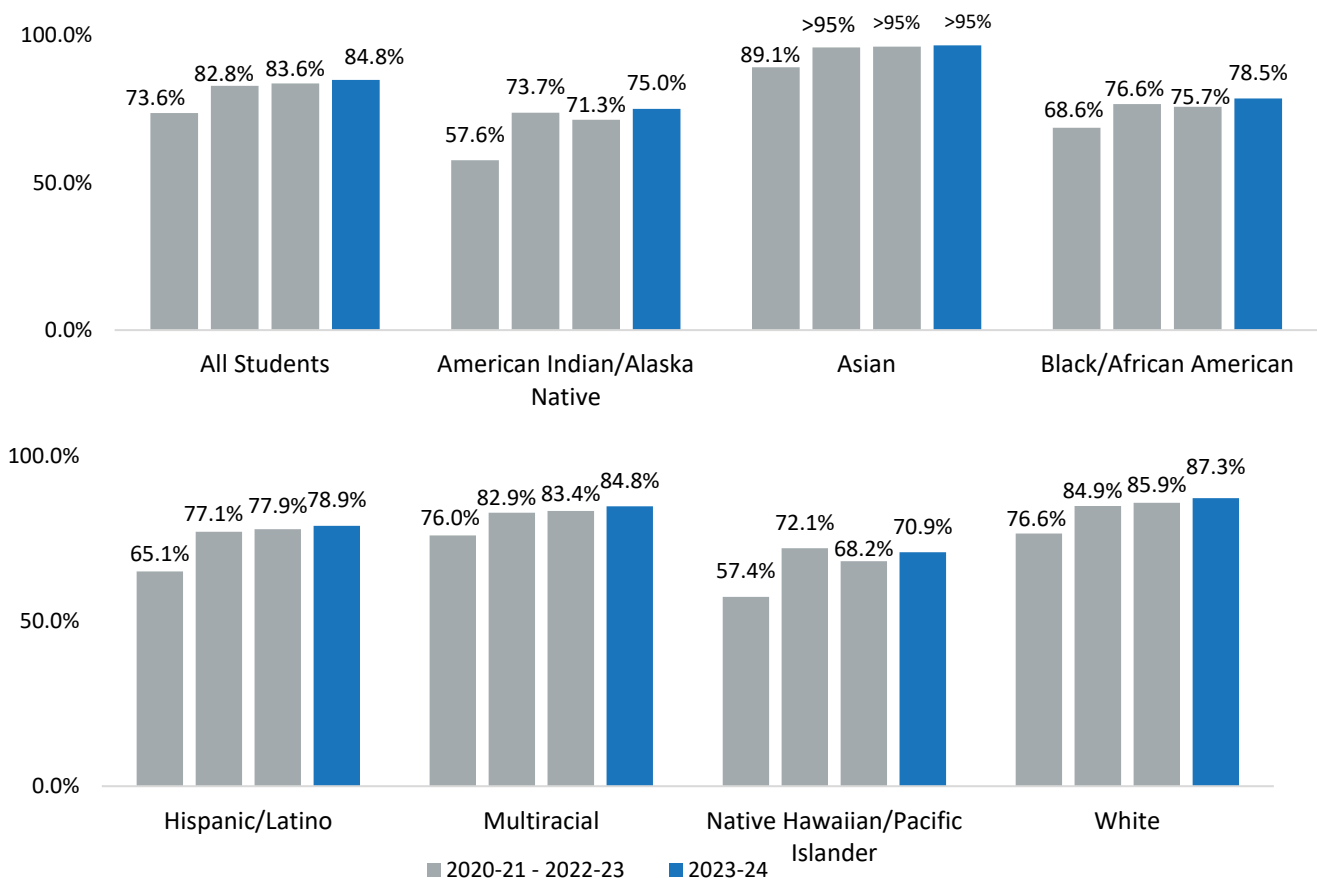
## Ninth Grade On-Track

Ninth Grade On-Track is the percentage of students in their first year of high school who have received appropriate support that have allowed them to be on-track to graduate. This measure includes students who have been enrolled in the same district for at least half of the school year and have accrued at least 25 percent of the credits required for high school graduation. This includes credits awarded for advanced work before beginning high school, credits earned during the ninth grade year, and credits earned during the summer after the ninth grade year.

The Ninth Grade On-Track rate was 84.8 in 2023-24, meaning that 84.8 percent of ninth graders were supported in earning at least one-quarter of the credits required to graduate by the end of their first year of high school. Although On-Track rates were still slightly below their pre-pandemic levels, the rate was up by about one percentage point from 2022-23 to 2023-24.

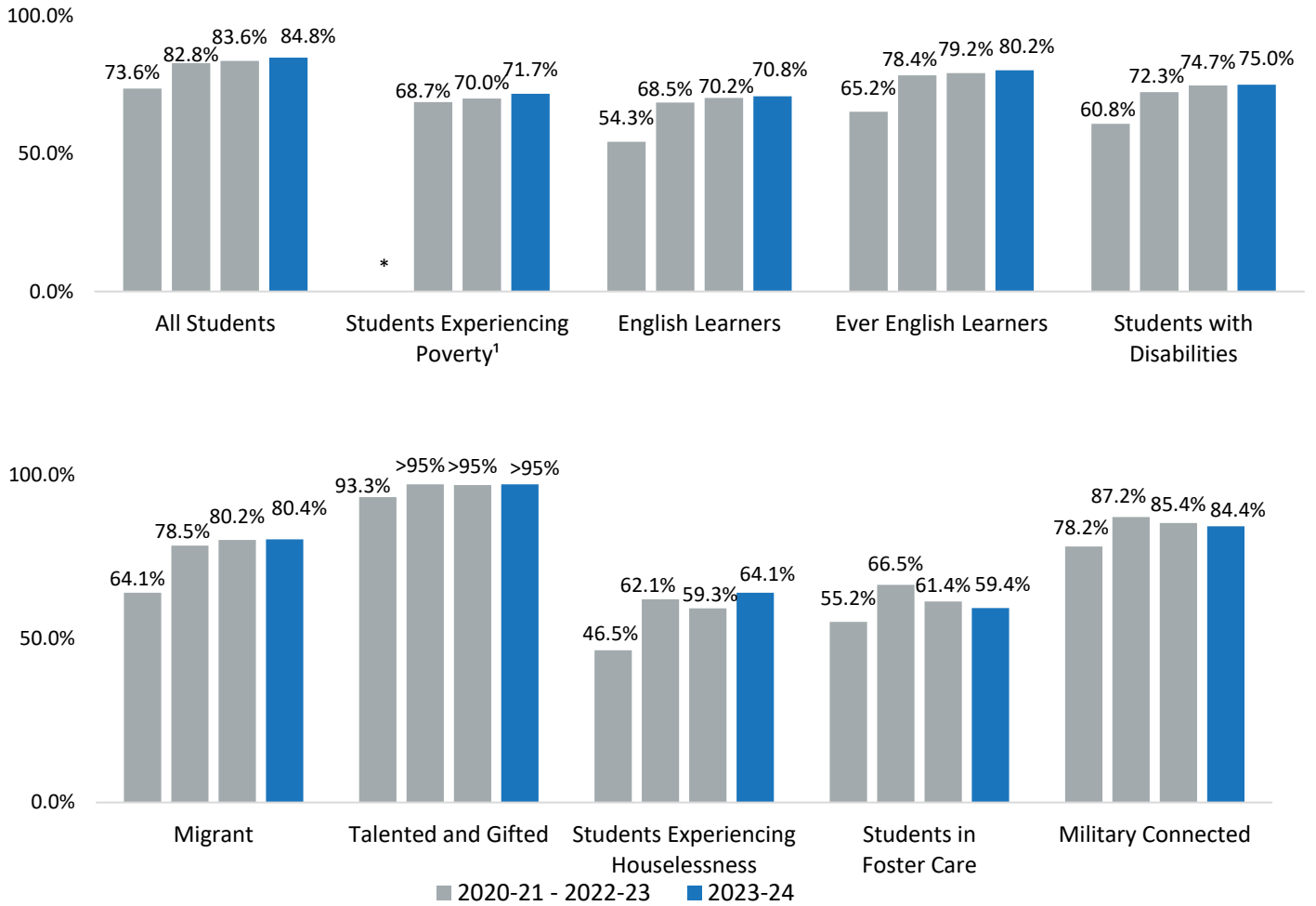
On-Track rates increased overall in 2023-24. The American Indian/Alaska Native and Black/African American students had the greatest increase of the racial/ethnic student groups (3.7 and 2.8 percentage points, respectively). On-Track rates decreased for other student groups. For example, the Oregon education system did not provide appropriate supports for students in the foster care system. This student group experienced decreased on-track rates by 2 percentage points.

**Figure 27: Ninth Grade On Track to Graduate by Race/Ethnicity**  
2020-21 Through 2023-24 School Years



While Oregon’s education system has historically struggled to meet the needs of English Learners and Students with Disabilities to be on track by the end of ninth grade, on track rates for both student groups remained unchanged after an increase from 2021-22 to 2022-23 (1.7 and 2.4 percentage points, respectively). Oregon’s education system was most challenged in supporting students experiencing houselessness and students in the foster care system, who were on track to graduate at a rate of 64.1 and 59.4 percent, respectively.

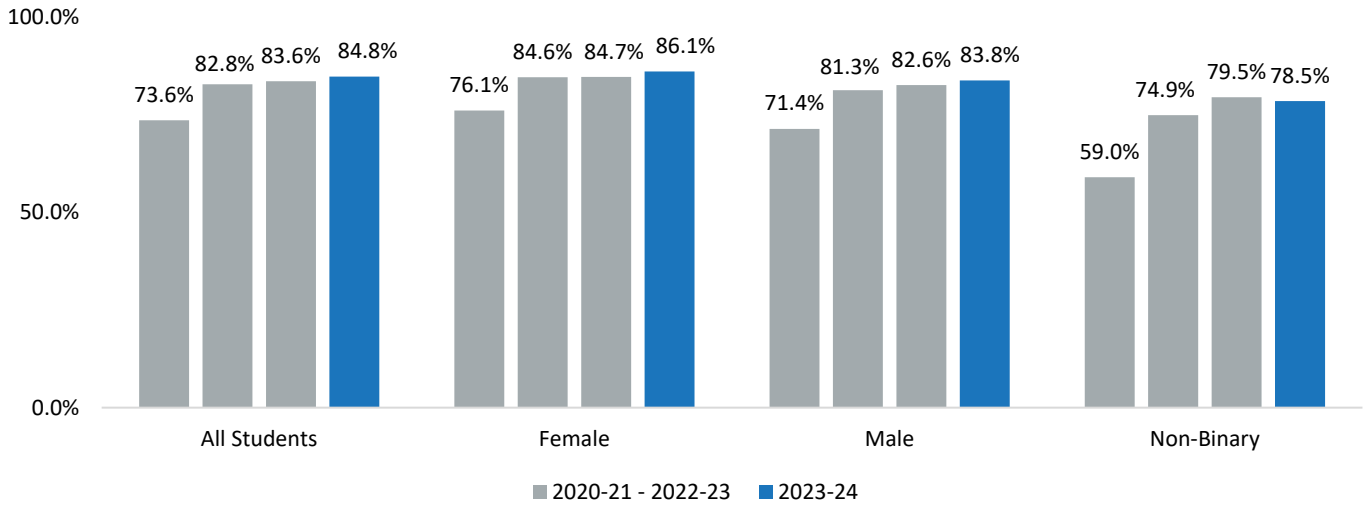
**Figure 28: Ninth Grade On Track to Graduate by Student Group**  
2020-21 Through 2023-24 School Years



<sup>1</sup> ODE replaced the former Economic Disadvantaged student group with a new group, Students Experiencing Poverty, beginning in the 2023-24 school year. Data have been back-calculated to permit reporting for three years 9<sup>th</sup> Grade On-Track Data starting with the 2021-22 school year. The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experiencing homelessness, or received migrant education services.

The results demonstrated that students who identify as non-binary students experienced a decrease in the on-track to graduate rate of about one percentage point. Though this group of students is relatively small, the number of students who identify as non-binary reported each year has increased since 2018-19. See the [Gender Diversity](#) section for more information.

**Figure 29: Ninth Grade On Track to Graduate by Gender**  
2020-21 Through 2023-24 School Years



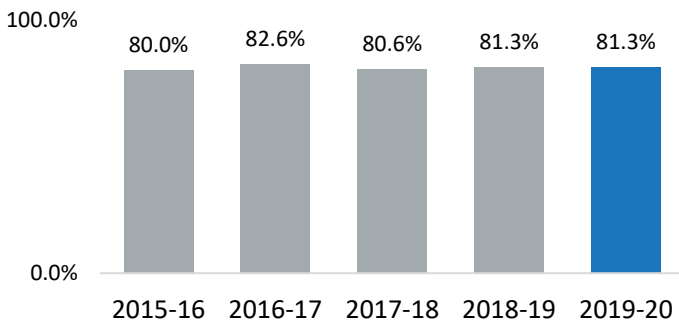
## OREGON GRADUATION RATES

Cohort graduation rates begin with a group of students entering high school for the first time in a given school year. The cohort is adjusted for students who move into or out of the system, emigrate, or are deceased. The graduation rate is calculated by taking the number of students in the cohort whom Oregon’s education system graduates with a regular or modified diploma within four years and dividing that by the total number of students in the cohort. Completers are students in the cohort who are supported to achieve any completion credential (including regular, modified, and extended diplomas or a GED) within four or five years.

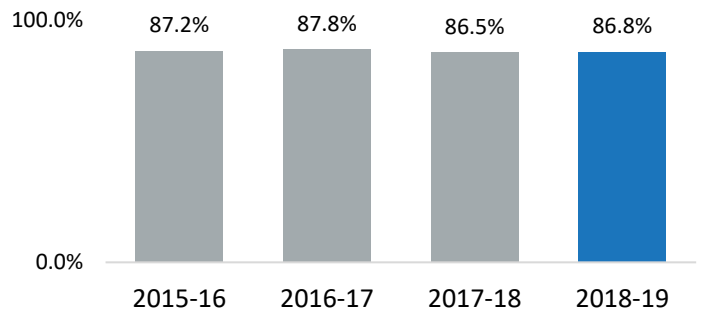
Oregon schools increasingly offer the option to remain enrolled in high school for a fifth year in order to pursue college credit options through partnerships with community colleges and universities. [Legislation](#) that took effect in the 2016-17 school year placed limits on this practice. Beginning with the 2013-14 cohort graduation rates, students who had met all requirements for an Oregon or Modified Diploma were counted as graduates, even if the diploma was not awarded, in order to allow the student to remain enrolled for a fifth year. For four- and five- year rates by all student groups, and historical data, see the [Cohort Media Files](#). The files also provide district and school-level data, including counts of students with other outcomes, such as GEDs or continuing enrollment.

The charts below show the changes in four- and five-year graduation and completer rates based on the students’ first year in high school. The rate of 81.3 in this chart shows that 81.3 percent of students who began high school in the 2019-20 school year graduated within four years (by the end of the 2022-23 school year). Some 86.8 percent of students who began high school in the 2018-19 school year had graduated within five years (by the end of the 2022-23 school year).

**Figure 30: Four Year Graduation Rates by High School Entry (Cohort) Year**  
2015-16 Through 2019-20 Cohort Years



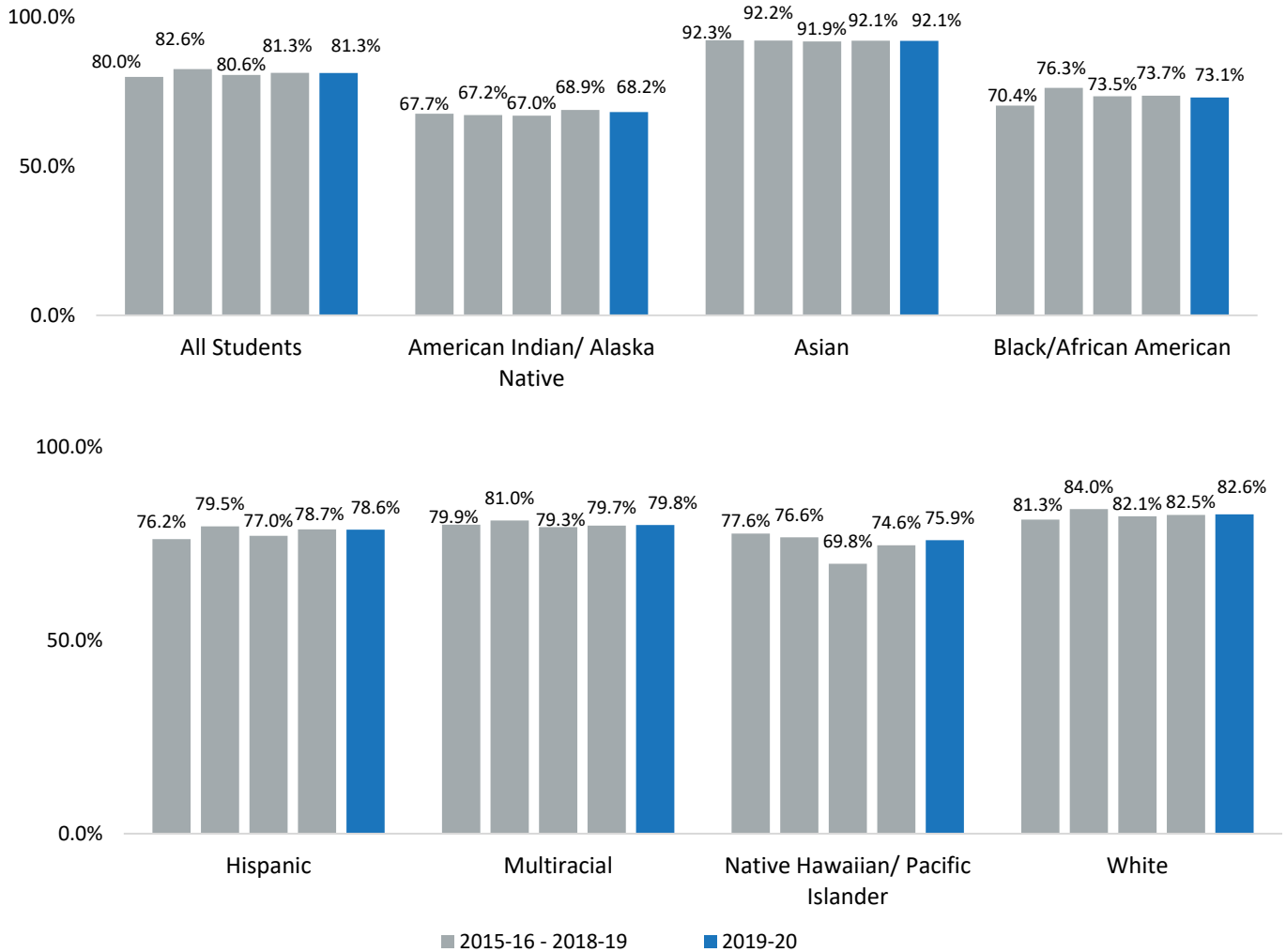
**Figure 31: Five Year Completion Rates by High School Entry (Cohort) Year**  
2015-16 Through 2018-19 Cohort Years



Native Hawaiian/Pacific Islander students had the greatest graduation rate increase of the racial/ethnic student groups (1.3 percentage points). Graduation rates remained relatively flat for all other racial/ethnic student groups.

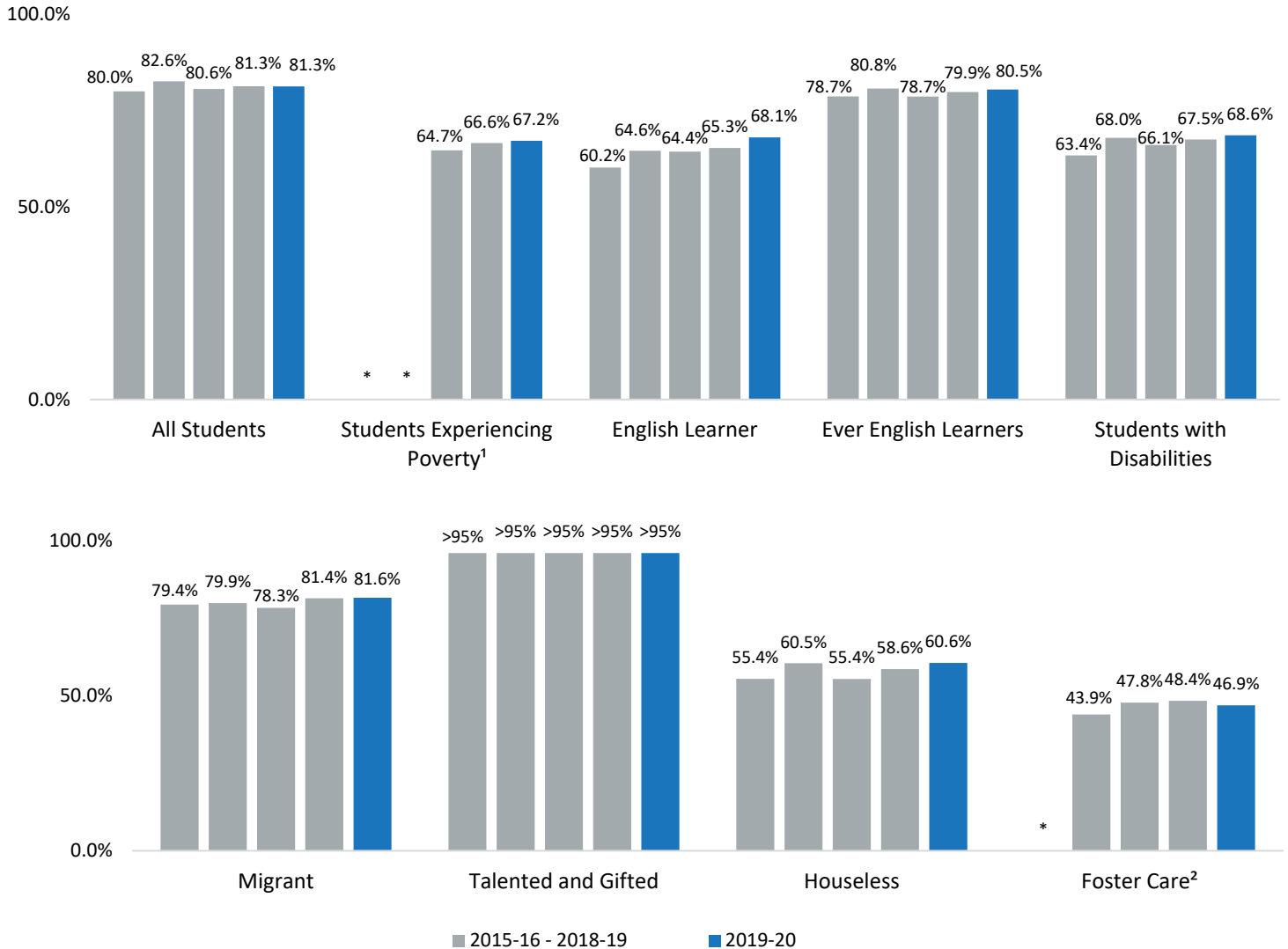
**Figure 32: Four-Year Graduation Rates by Race/Ethnicity and High School Entry (Cohort) Year**

2015-16 Through 2019-20 Cohort Years



Graduation rates were relatively flat for most student groups. The largest increases were for student groups whose needs have historically not been met by Oregon’s education system. For example, students experiencing houselessness increased their graduation rate by 2.0 percent and English Learners increased their graduation rate by 2.8 percent.

**Figure 33: Four-Year Graduation Rates by Student Group and High School Entry (Cohort) Year 2015-16 Through 2019-20 Cohort Years**

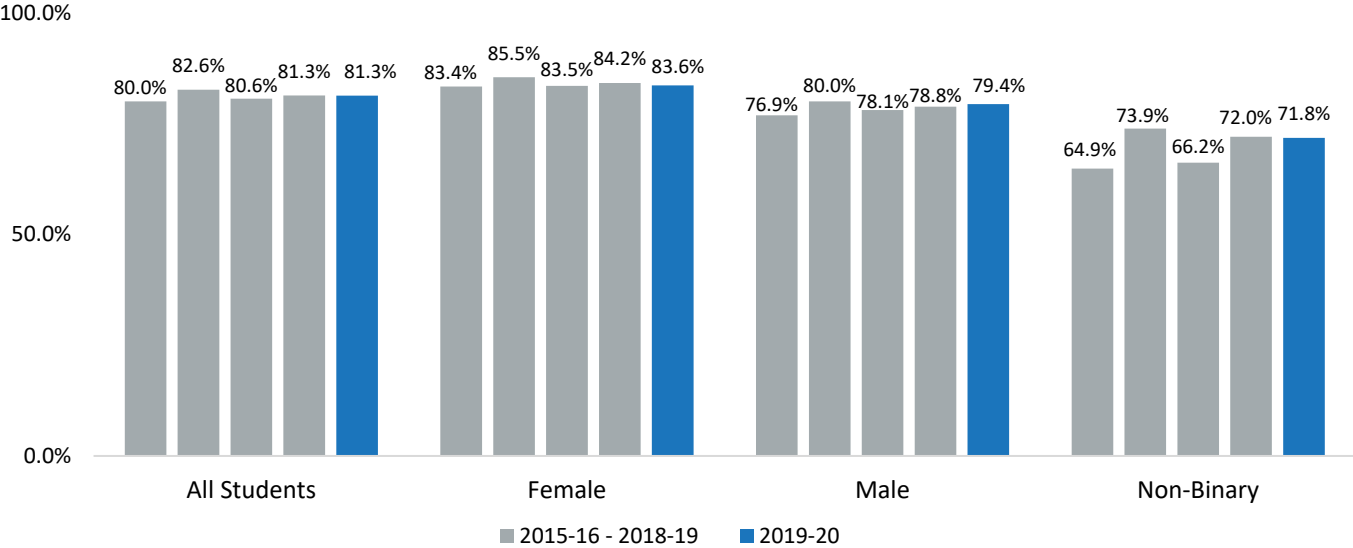


<sup>1</sup> ODE replaced the former Economic Disadvantage student group with a new group, Students Experiencing Poverty, beginning in the 2023-24 school year. Data have been back-calculated to permit reporting for three years of high school cohorts beginning with the 2017-18 cohort. The Students Experiencing Poverty student group includes students that received SNAP/TANF benefits, were in foster care, experienced houselessness, or received migrant education services.

<sup>2</sup> ODE started reporting Foster Care student group data beginning with the 2016-17 high school entering cohort. These data are not available for prior cohorts.



**Figure 34: Four-Year Graduation Rate by Gender and High School Entry (Cohort) Year**  
 2015-16 Through 2019-20 Cohort Years



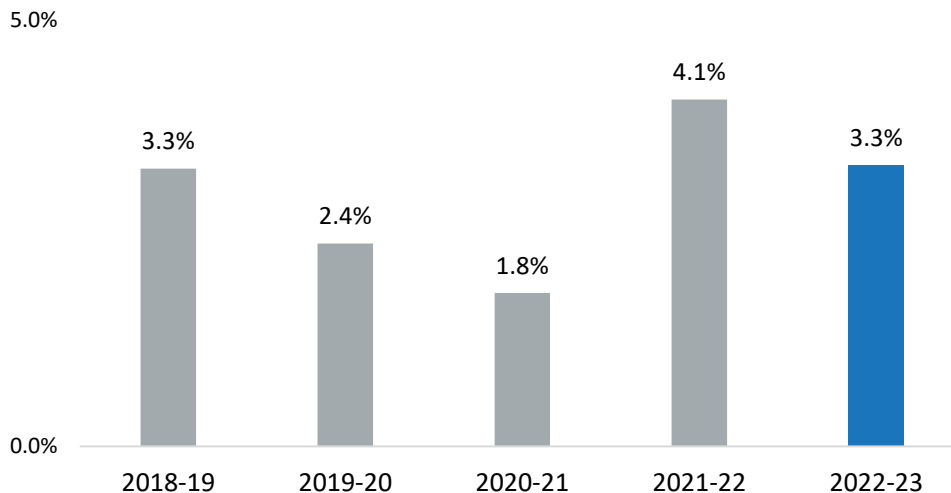
## DROPOUT RATES

The Oregon Department of Education (ODE) acknowledges that the term “dropout” situates responsibility within the student and that student experiences are complex. Some students do not feel welcome and would consider themselves as pushed out of the system. Others could not sustain their commitment to schooling for a variety of reasons. ODE uses the term “dropout” rate to align with federal reporting language, not because it is a term that encompasses the experienced complexity of students.

The one-year statewide dropout rate calculation is made by dividing the number of dropouts (for grades 9-12) by the number of students reported as enrolled on the first school day in October in grades 9-12. Note that unlike the cohort graduation rates, the dropout rate includes all events within a *single year*, irrespective of the year a student began high school.

Dropout rates were impacted by the pandemic and the shift to Distance Learning for All in the Spring of 2020. In 2019-20 and 2020-21, and to support efforts to continue to engage and serve students, districts were instructed not to drop students from enrollment without confirmation of a transfer to a different educational setting. This reduced the number of dropouts reported for the 2019-20 and 2020-21 school years. Many students who otherwise would have been reported as dropouts in these years were reported when districts were allowed to drop students from their enrollment in 2021-22. As a result, data from 2019-20 and 2020-21 reflect an undercount in dropouts, and data from 2021-22 reflect an over count. **Data from 2019-20, 2020-21 and 2021-22 are not directly comparable to prior and subsequent years.** Dropout rates are also calculated for schools and districts. More information is available on the [Dropout Rates in Oregon High Schools](#) webpage.

**Figure 35: High School Dropout Rates by School Year**  
2018-19 Through 2022-23 School Years

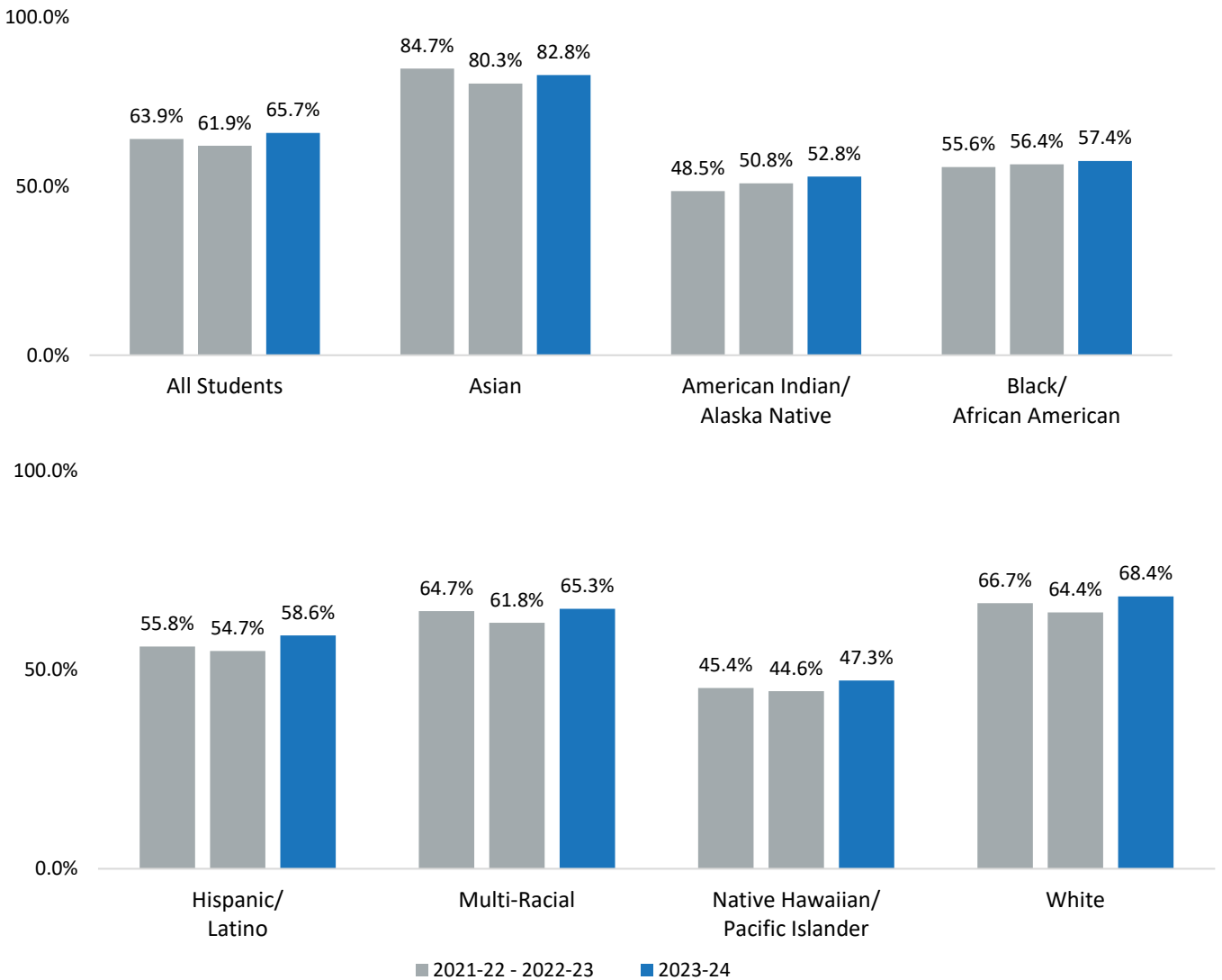


## REGULAR ATTENDERS

Regular Attenders is the measure of the percentage of students who were present for more than 90 percent of their total enrolled days in a school year.

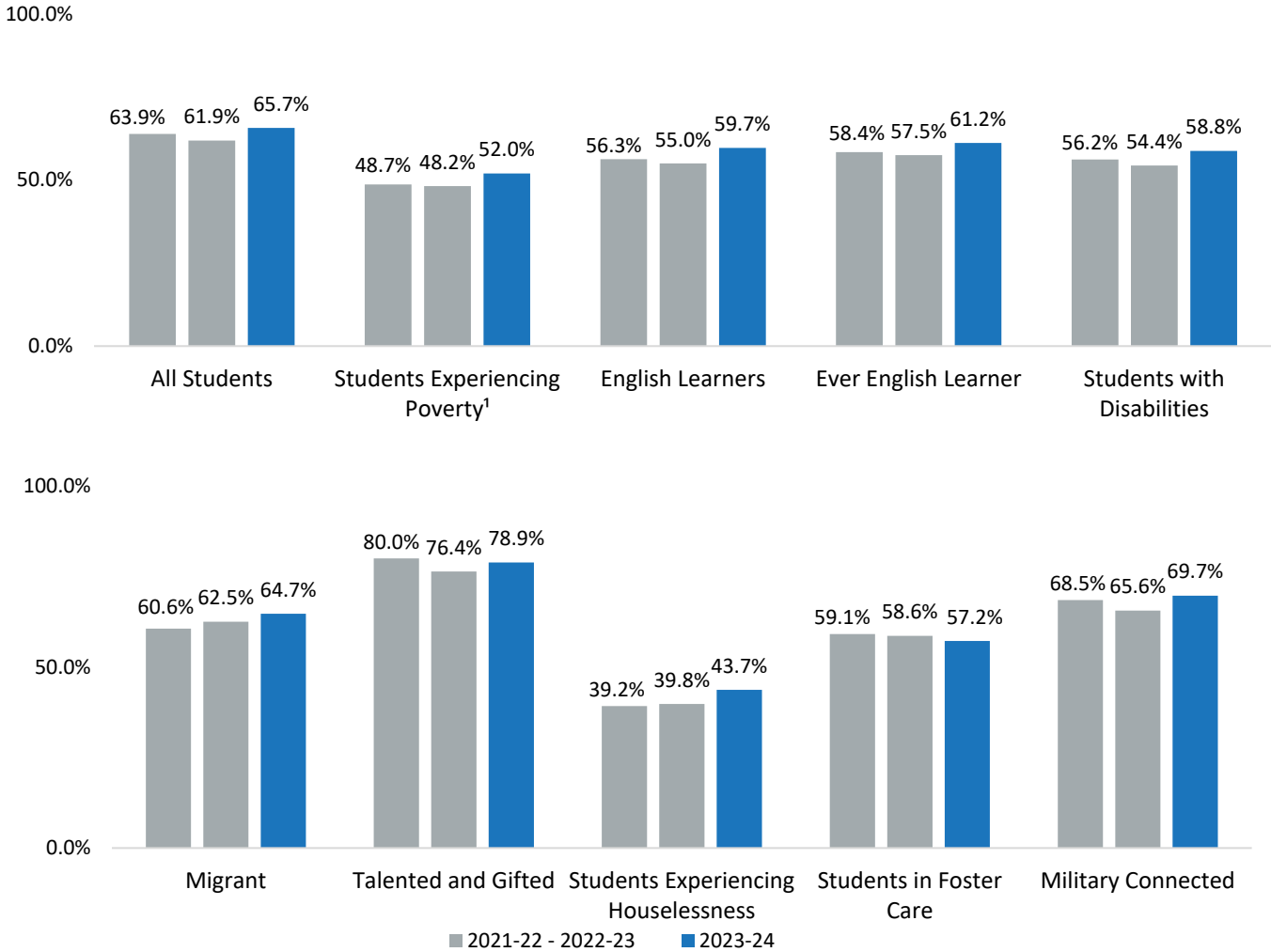
The Regular Attenders rate includes students in programs where attendance is tracked daily and who are enrolled on the first school day in May and for at least 75 days by that date for the 2023-24 school year. Hourly programs such as tutorial instruction are not included.

**Figure 36: Percentage of Students that Attend Regularly By Race/Ethnicity**  
2021-22 Through 2023-24 School Years



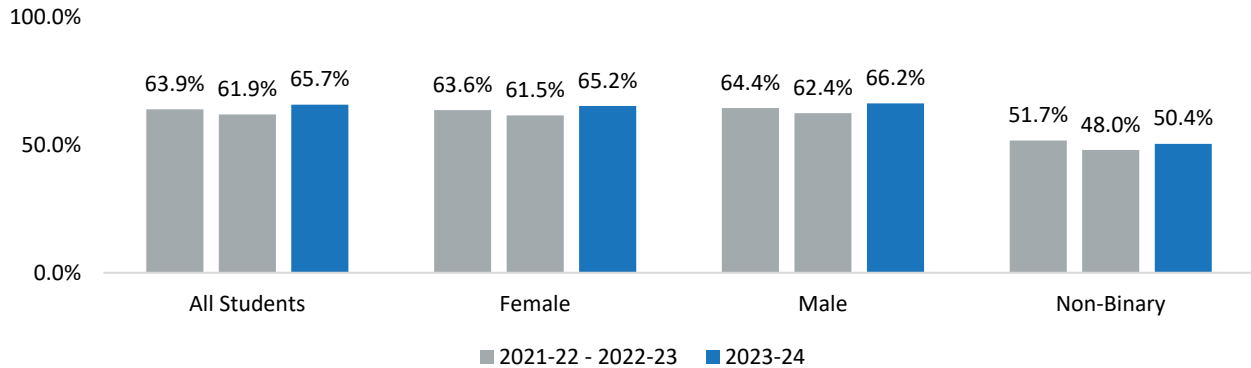
The data show widening gaps between the regular attender rates for individual student groups. The regular attender rate for students experiencing houselessness conveys the need for the most intensive support, at 43.7 percent, while regular attendance for the Asian student group denotes the receipt of more appropriate support at 82.8 percent.

**Figure 37: Percentage of Students that Attend Regularly By Student Group**  
 2021-22 Through 2023-24 School Years



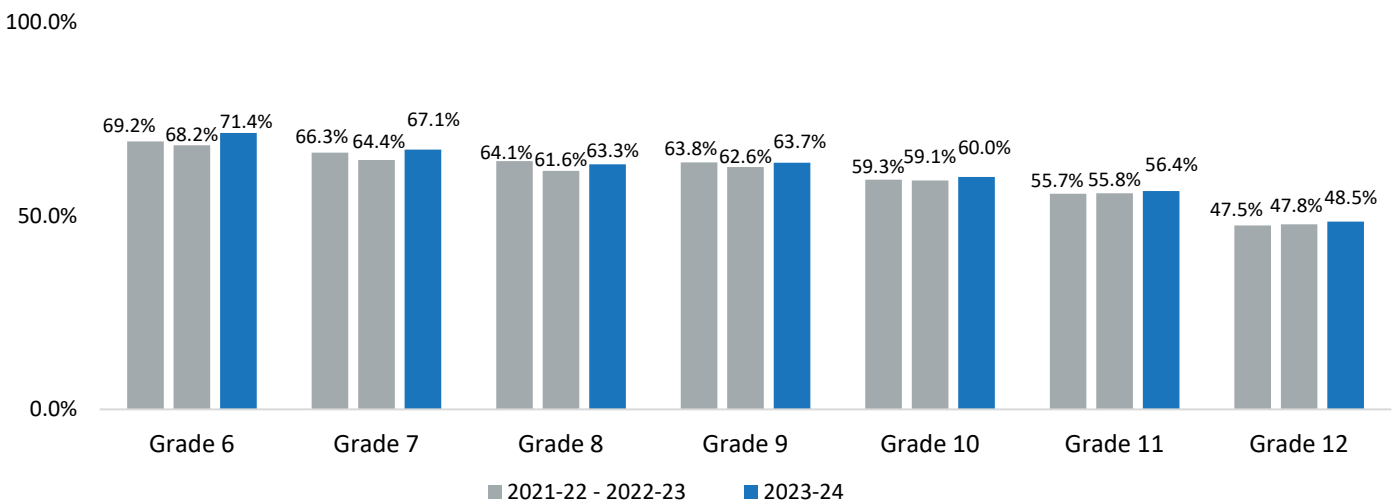
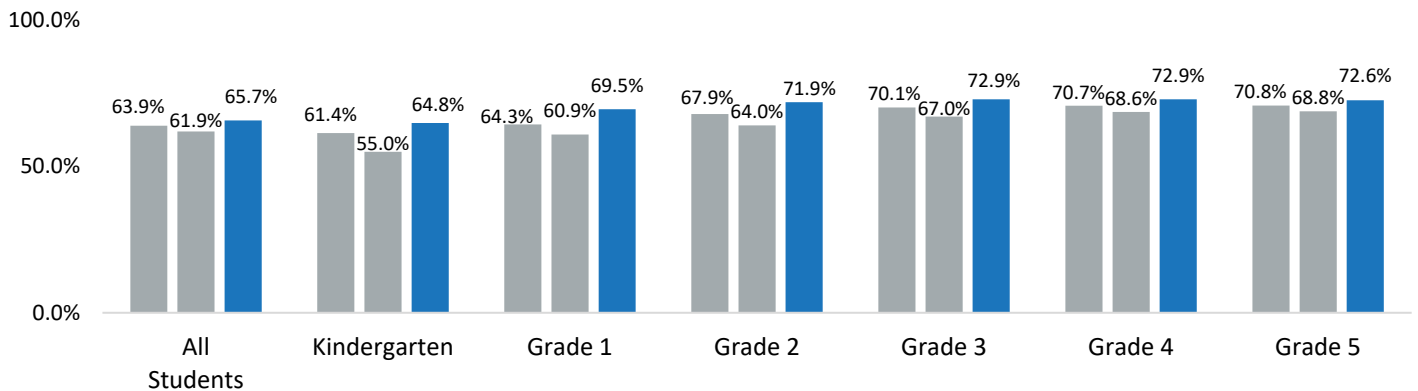
The Regular Attender rates for 2023-24 increased for most student groups from previous years of reporting. The data show that the gaps continue to widen between the Regular Attender rates for individual student groups with the most significant differences for students experiencing houselessness (22 percentage points lower than the rate for all students), Native Hawaiian/Pacific Islander students (-18.4 percent), students who identify as non-binary (-15.3 percent) and students experiencing poverty (-13.7).

**Figure 38: Percentage of Students that Attend Regularly By Gender**  
2021-22 Through 2023-24 School Years



There are some promising positive trends in attendance data demonstrated in 2023-24 across the state. Regular attender rates increased the most for English Learners (4.7 percentage points) and students with disabilities (4.4 percentage points). Small increases were also noted in the attendance rates of students who are federally identified as American Indian/Alaska Native (2 percentage points), and students who are Migrant (2.2 percentage points).

**Figure 39: Percentage of Students that Attend Regularly By Grade Level**  
2021-22 Through 2023-24 School Years



Regular attendance rates increased for all grades from 2022-23. The greatest increases in regular attendance were in the elementary grades, particularly kindergarten through grade three. Kindergarten regular attendance increased by 9.8

percentage points to 64.8 percent; first grade regular attendance increased by 8.6 percentage points to 69.5 percent; second grade regular attendance increased by 7.9 percentage points to 71.9 percent; and third grade regular attendance increased by 5.9 percent percentage points to 72.9 percent.

This data generally reveals the continued need to address attendance barriers for Oregon’s students of color and students experiencing homelessness. The [Tribal Attendance Promising Practices \(TAPP\)](#) and [Every Day Matters \(EDM\)](#) work uses this statewide data to focus support and investment in addressing the root causes of chronic absenteeism for students.

**Every Day Matters** addresses the root causes of chronic absenteeism through attention to student engagement, school culture, climate, and safety, culturally sustaining pedagogy, and family and community involvement. Every Day Matters is the foundation for the initiatives in [Aligning for Student Success: Integrated Guidance](#), which center on equity and community engagement, expanding well-rounded education, and strengthening systems and capacities. As the foundation for the Integrated Guidance, EDM seeks to expand systemic understanding and support to address attendance barriers and the root causes of chronic absenteeism.

Tackling the root causes of chronic absenteeism involves the whole education system. The school and larger community play a key role in supporting a students’ sense of self, belonging, and well-being. Partnerships between school districts, students, families, community-based organizations, and ESDs help support the student in all areas of their growth. EDM elevates partnerships and root cause understanding through multiple routes:

- EDM provides funding to all 19 Education Service Districts (ESDs) for technical assistance, coaching, and additional support for school districts and charter schools, specifically focusing on student attendance, belonging, and engagement.
- In the 2023-25 biennium, EDM awarded grants to fund community-centered approaches to addressing the root causes of chronic absenteeism. These grants aim to address chronic absenteeism in ways that create relational conditions that build trust and partnership between families, communities, districts, and ESDs to collectively address the barriers to student belonging, engagement and attendance in school.
- EDM's focus on relationships and engagement is scaled up through investments in High School Success, Career and Technical Education and the Student Investment Account. Through the Integrated Programs, many districts centered student engagement through investments in SEL curriculum, hiring additional staff to meet the mental and behavioral needs of students, including school counselors to support connection with students, providing professional development opportunities to staff on trauma-informed practices, culturally responsive practices, and SEL practices. The EDM team partners with ODE staff to support the alignment of coaching, technical assistance, and additional support offered to districts working on student belonging and engagement. The co-development process of Longitudinal Performance Growth Targets (LPGT) provided opportunities for ODE and districts to discuss student engagement and attendance support systems. Districts engage in quarterly progress monitoring, providing ODE another avenue to support districts’ investments towards regular attendance and engagement through coaching.
- In the 2024-25 school year, the Every Day Matters team is hosting an Attendance Community of Practice for school, district and ESD staff to collaboratively problem-solve barriers and share promising practices.
- In the next Integrated Application cycle, districts will be required to review [Student Success Plans](#), which are community-directed and equity-centered statewide education plans for specific student focal groups. The Student Success Plans provide actionable steps that schools and districts can take to improve outcomes for students in these groups and for students overall. These plans all provide recommendations for student engagement, belonging and attendance related to specific focal groups. Plans provide actionable steps that

schools and districts can take to improve outcomes for students in these groups and for students overall, which can impact root causes of chronic absenteeism and increase regular attendance.

**Tribal Attendance Promising Practices** awards \$1.9 million to support 10 school districts in addressing the root causes of chronic absenteeism in [American Indian/Alaska Native+](#) students. As a requirement of the grant, Coos Bay Public Schools, Harney County School District 3, Jefferson County 509J School District, Klamath County School District, Lincoln County School District, North Bend School District, Pendleton School District, Salem-Keizer Public Schools, South Umpqua School District, and Willamina School District hire a full-time TAPP Family Advocate to serve as a liaison for the diaspora of Native youth. Partnering closely with the local tribe(s) and district leadership, the advocate implements a co-created set of community-based strategies aimed at addressing the root causes of chronic absenteeism. TAPP sites develop their approach by tending to the following areas:

- Recognize good and improved attendance
- Develop strategies to create a school-wide culture that is culturally responsive to AI/AN+ students, families, and the greater tribal community
- Engage students and families in community forums to assess challenges and develop solutions
- Analyze attendance data and evaluate practices
- Build systems and structures to provide personalized early interventions and outreach
- Develop programmatic responses to barriers

In the 2023-2024 school year, TAPP school districts increased their AI/AN Regular Attender rate by 5.1 percent. While the grant is to directly serve AI/AN+ students, a requirement is that the TAPP efforts also have a positive impact on all students. Furthermore, TAPP successes are to be shared district-wide to improve all attendance response efforts. 90 percent of TAPP school districts increased their total Regular Attender rate from the 2022-23 school year by an average of four percent. Oftentimes, the reporting of state outcomes for American Indian/Alaska Native attendance does not reflect the true impact TAPP is making on our American Indian/Alaska Native+ students, families, and tribal communities, or on the districts receiving the grant. Because of this, TAPP site team members (the advocate, district leadership, and tribal partner), come together quarterly to engage in a culturally responsive approach to data analysis to evaluate to what extent their community-based strategies are meeting the needs of AI/AN+ students, families, and tribal communities. Using the three fundamental premises from the Coalition of Communities of Color, TAPP site teams reflect on 1) what community driven needs, challenges, and strengths do TAPP efforts make visible; 2) in what ways do TAPP efforts represent the American Indian/Alaska Native community; and 3) in what ways are TAPP efforts used to promote community self-determination? Here are common reflections from the 2023-24 school year:

- TAPP supports the development of culturally relevant programs and initiatives, which positively impact the sense of belonging for Native students. Working closely with the tribal partner districts are integrating local tribal culture into the school environment, ensuring the physical learning environment includes visual representations of local tribes, including translations of common school signage in the local tribal language(s). TAPP site educators engage in tribal and district training on how to implement Tribal History and Shared History and why teaching the history of the tribes of Oregon matters for all students.
- TAPP data allows districts to develop solutions to systemic issues impacting Native students by elevating the voices of students, families, and the greater tribal community. This open-communication process promoted by the TAPP Family Advocates, helps empower Native families as they navigate the school system and local community organizations to meet their real-time needs.
- TAPP data highlights how staff shortages in positions both in education and in community and county resources negatively impact students' attendance. Furthermore, the lack of transportation, local access to medical specialists, affordable housing, and the presence of food deserts or increased food insecurity, all contribute to the root causes of chronic absenteeism in many rural areas.

# OREGON PUBLIC CHARTER SCHOOLS

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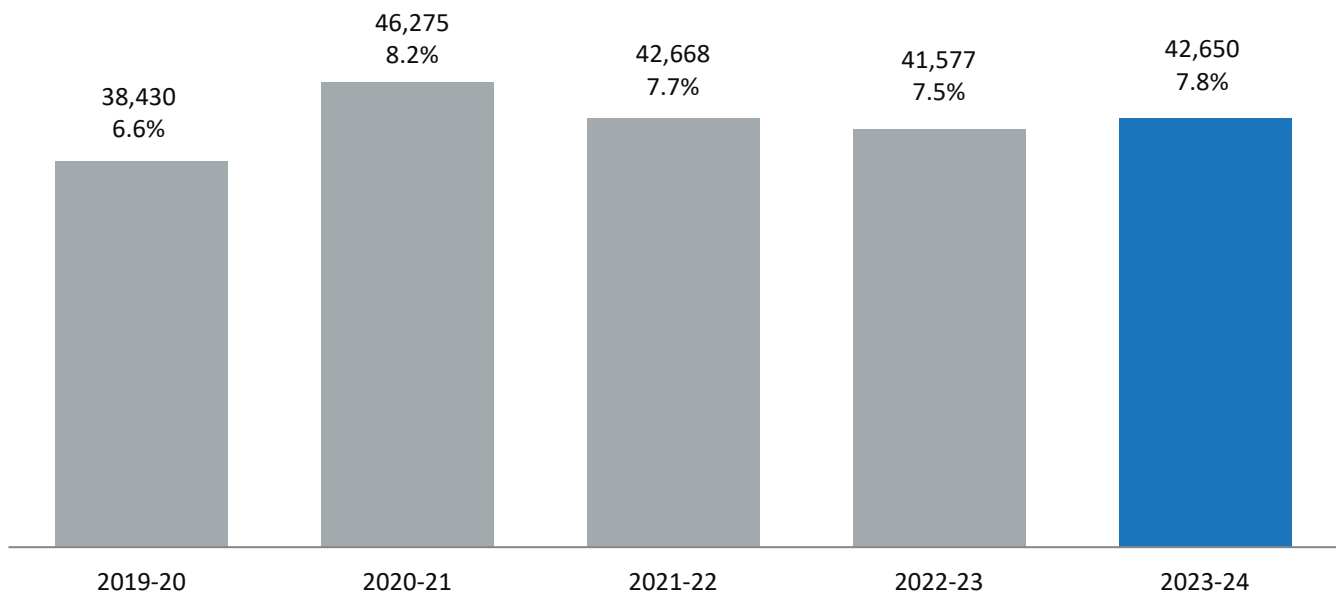
## Oregon Public Charter Schools Enrollment

Charter school enrollment represents 7.8 percent of enrolled students.

Charter schools, authorized by legislation in 1999, were designed to create new, innovative, and more flexible ways of educating all children within the public school system. In Oregon, all charter schools are public schools.

In the 2023-24 school year, there were 132 charter schools.

**Figure 40: Count and Percent of Students Enrolled in Charter Schools**  
2019-20 Through 2023-24 School Years

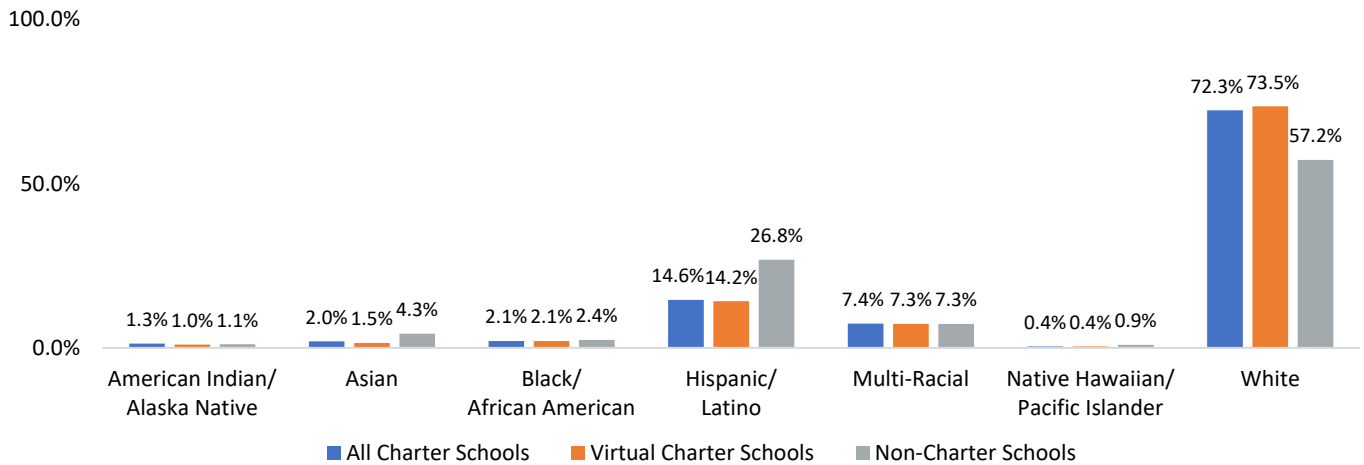


In 2023-24, a total of 19 charter schools (15.2 percent of all charters) identified themselves as fully or primarily virtual, as compared to about 3 percent of non-charter schools. This relatively small number of virtual charters enrolled over 39 percent of all charter school students, whereas almost one percent of non-charter students were enrolled in non-charter virtual schools. The average enrollment of virtual public charter schools was 827 students, whereas the average enrollment of non-virtual charter schools was 233 students.

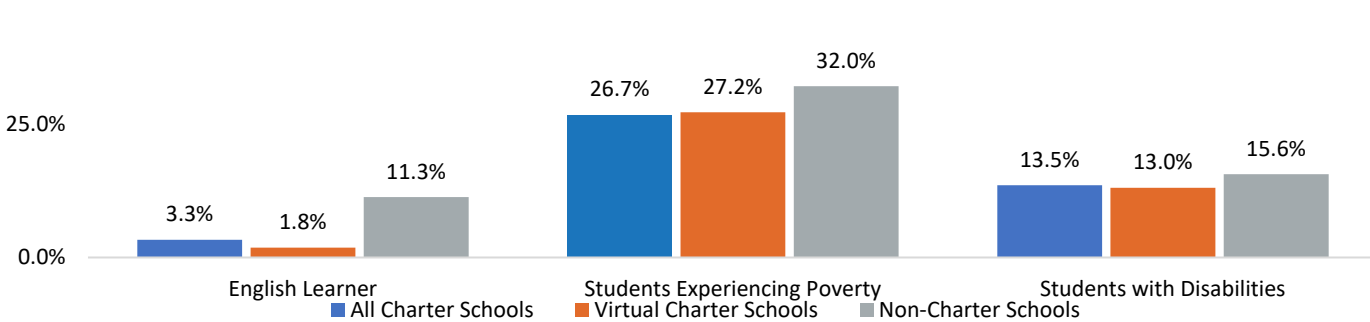
Note that fully or primarily virtual schools are those that have a permanent instructional model that is predominantly through online courses. The fully or primarily virtual classification does not apply to schools that shifted from in-person instruction to provide Comprehensive Distance Learning during the COVID-19 pandemic.



**Figure 41: 2023-24 Charter School Enrollment by Race/Ethnicity and Charter School Type**  
2023-2024 School Year



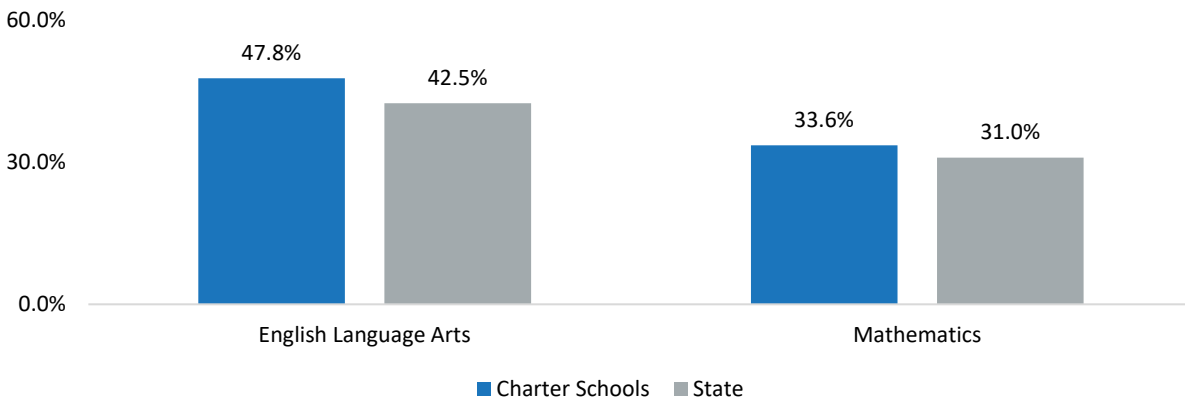
**Figure 42: 2023-24 Charter School Enrollment by Student Group**  
2023-24 School Year



**Oregon Public Charter School Performance**

For both the English Language Arts (ELA) and Math statewide summative tests, charter schools reported a higher rate of students proficient compared to the state as a whole.

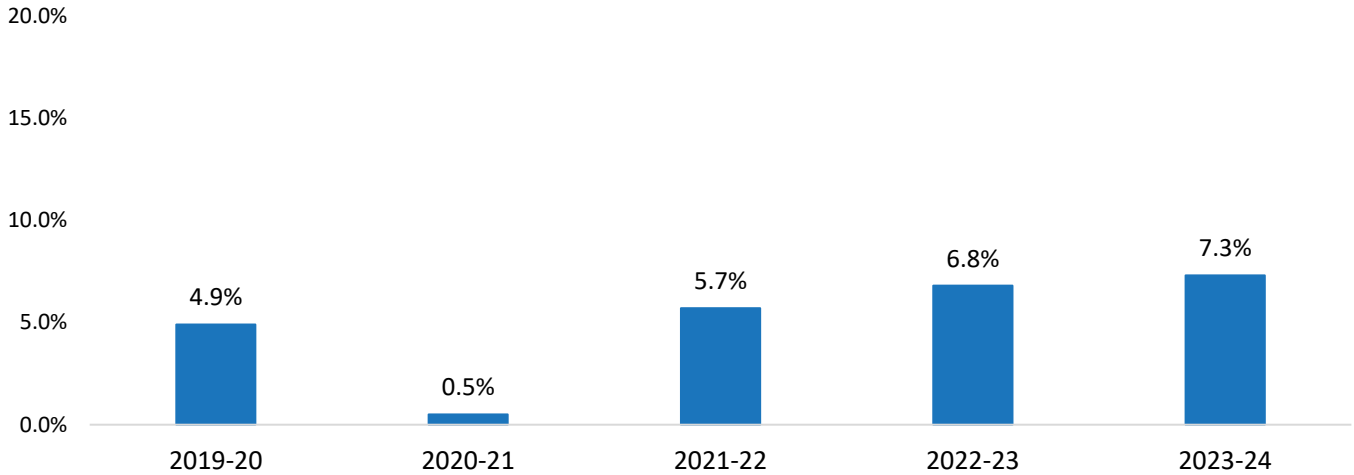
**Figure 43: Charter School and State-Level Assessment Proficiency**  
2023-24 School Year



# OREGON DISCIPLINE INCIDENTS DATA

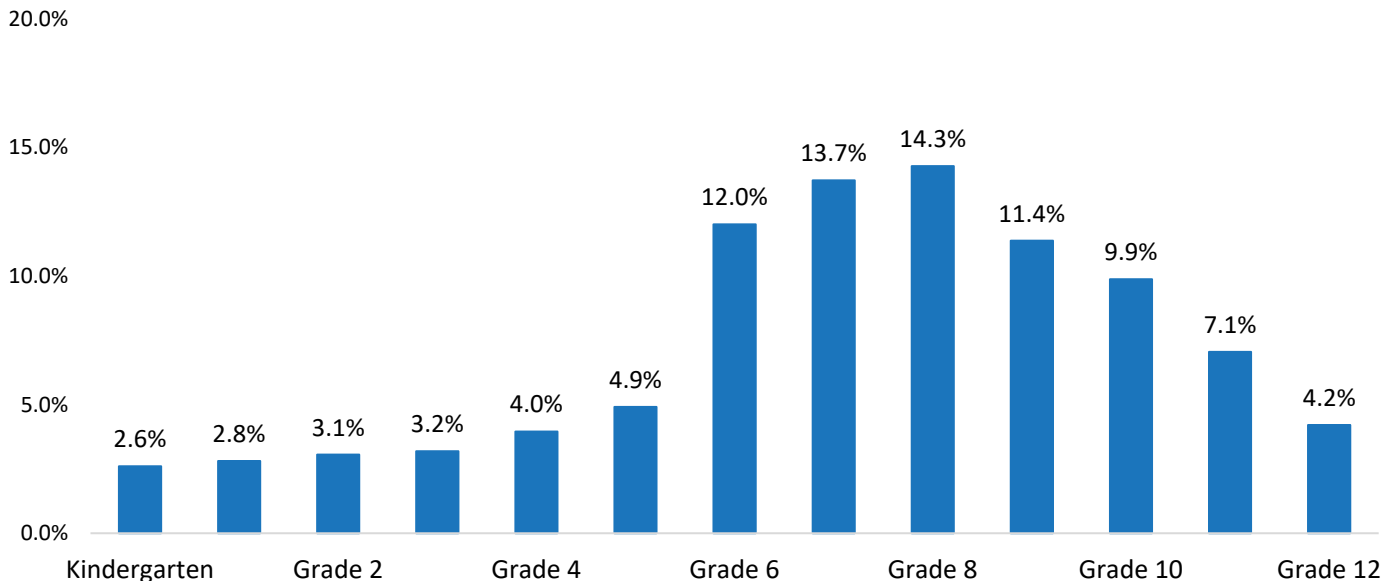
The Oregon discipline incidents data set includes all discipline incidents that resulted in a removal (in-school suspension, out-of-school suspension, or expulsion)<sup>1</sup>. Through collecting and examining student discipline data, trends can be identified and acted on to shift practice and assure high-quality educational experiences for all students. The Oregon Department of Education (ODE) is committed to improving practices statewide in ways that foster equitable outcomes for each and every student in Oregon.

**Figure 44: Percent Students With One or More Suspensions or Expulsions**  
2019-20 Through 2023-24 School Years



The number of in-person school days was reduced in some locations during the 2019-20 and 2020-21 school years due to COVID-19. This explains the reduction in the rate of discipline incidents during those years. Please use caution when comparing data across school years.

**Figure 45: Percent Students With One or More Suspensions or Expulsions by Grade**  
2023-24 School Year



<sup>1</sup> Source: 2023-24 Spring Membership, Discipline Incidents Collection

## Discipline Incidents by Student Group – Suspensions and Expulsions

During the 2023-24 school year, 7.3 percent of Oregon students experienced disciplinary incidents<sup>1</sup>. Across race/ethnicity, students from historically underserved groups<sup>2</sup> were disciplined more often than other students, with Black/African American students and American Indian/Alaska Native students disciplined most often (13.6 percent and 12.1 percent, respectively). Students in Special Education and students identified as Students Experiencing Poverty were also disciplined more often than other groups.

Student Group	Percent of Students enrolled first school day in May with One or More Discipline Incidents <sup>3</sup> in the 2023-24 School Year
Total	7.3%
<b>Gender</b>	
Male	9.8%
Female	4.6%
Non-Binary	6.8%
<b>Race/Ethnicity</b>	
Asian	2.5%
Black/African American	13.6%
Hispanic/Latino	8.6%
American Indian/Alaska Native	12.1%
Multi-Racial <sup>4</sup>	7.7%
Native Hawaiian/Pacific Islander	11.8%
White	6.6%
<b>Other Groups</b>	
Students Experiencing Poverty	10.7%
Students Not Experiencing Poverty	5.6%
English Learners	8.2%
Not English Learners	7.2%
Special Education <sup>5</sup>	11.8%
Not Special Education	6.6%

<sup>1</sup> In-school suspension, out-of-school suspension, or expulsion.

<sup>2</sup> Black/African American, Hispanic/Latino, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander.

<sup>3</sup> Discipline Data includes only discipline incidents resulting in a removal (in-school suspension, out-of-school suspension, or expulsion). For more data regarding discipline incidents, please see the [Discipline, Restraint and Seclusion Collections](#) page.

<sup>4</sup> Multi-Racial does not include students reported as Hispanic Ethnicity. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information about race and ethnicity reporting requirements.

<sup>5</sup> Special Education is the count of students who were receiving services at the time of their discipline incident compared to the number of students receiving Special Education services at any point during the school year up to the first school day in May.

## The Every Student Succeeds Act (ESSA) – Unsafe School Choice Option (USCO)

The Unsafe School Choice Option (USCO) is required by the Every Student Succeeds Act (ESSA) to ensure students attending a persistently dangerous school have the option to enroll in another school. Under this option, a school can be deemed unsafe as a whole or for an individual student who is a victim of a violent criminal offense. Should either of these occur, parents may exercise their right to move their student to a different school within the same local educational agency.

### Oregon’s Goal for USCO

It is imperative that every student within Oregon learns in a welcoming, safe and inclusive educational environment. USCO is one means by which the Oregon Department of Education works to assure this reality for all of Oregon’s students. Oregon unapologetically believes [Every Student Belongs](#). However, the Oregon Department of Education is not interested in assigning labels like ‘unsafe’ to schools as a means of promoting shame, blame or judgment. Rather, it is our desire to name existing inequities in order to support local educational agencies in meeting the needs of all learners.

In Oregon, a public elementary or secondary school is considered “persistently dangerous” if the school exceeds a certain threshold of expulsions for specific reasons (see expulsion types below) for three consecutive years. The table to the right describes this threshold, which varies depending on school size.

Expulsions fall within the following two categories:

1. Expulsions for firearms or dangerous weapons.
2. Expulsions for students arrested for violent criminal offenses on school grounds, on school-sponsored transportation, and/or during school-sponsored activities.

Criteria for Watch Status	Number of Expulsions for Weapons and/or Arrests for Violent Criminal Behavior
Schools with FEWER than 300 Students	9 or more within a school year
Schools with 300 or MORE Students	3 for every 100 students per school year

**Between 2009-10 and 2023-24, Oregon did not identify any schools meeting the criteria for monitoring.** Oregon also did not identify any schools as “persistently dangerous” for exceeding the threshold for three or more consecutive years.

## SPECIAL PROGRAMS

Many Oregon students receive additional services through special programs to assist them in school.

### Special Education (IDEA) - Ages 5-21

The Individuals with Disabilities Education Act (IDEA) makes a free appropriate public education available to eligible students with disabilities and ensures special education and related services are provided to those students.

The State of Oregon, its communities, school districts, and schools share a responsibility for the success of each student. Building this capacity includes systems that are inclusive and collaborative, and responsive to the needs of students with disabilities. The following provides an overview of school age students with disabilities who received special education services under IDEA in Oregon.

### School Age Students with Disabilities who Received Special Education Services Statewide<sup>1</sup>

The percentage of Oregon students receiving special education services under IDEA has averaged 14.4 percent of total enrollment over the last five years. The following table shows the five-year trend for special education students as compared to total enrollment.

	2019-20	2020-21	2021-22	2022-23	2023-24
<b>Special Education</b>	82,485	79,782	78,716	79,998	82,196
<b>Total Enrollment</b>	582,661	560,917	553,012	552,380	547,424
<b>% of Total Enrollment</b>	14.2%	14.2%	14.2%	14.5%	15.0%

### School Age Students with Disabilities who Received Special Education Services by Disability

Each school age special education student in Oregon has at least one of 12 different disabilities under IDEA. The following table shows the trends by disability category.

#### Number of Students with Disabilities (Ages 5-21)<sup>2</sup>

Type of Disability	2019-20 Number of Students	2023-24 Number of Students	Percent Change
Autism Spectrum Disorder	10,719	12,826	19.7%
Deaf/Blindness	22	37	68.2%
Deaf or Hard of Hearing	928	929	0.1%
Developmental Delay <sup>3</sup>	NA	4,648	NA
Emotional Behavior Disability	5,585	4,721	-15.5%
Intellectual Disability	4,214	3,715	-11.8%
Orthopedic Impairment	605	541	-10.6%
Other Health Impairment	15,376	15,021	-2.3%
Specific Learning Disability	24,979	22,072	-11.6%
Speech/Language Impairment	18,370	17,089	-7.0%
Traumatic Brain Injury	304	326	7.2%
Visual Impairment Including Blindness	331	271	-18.1%
<b>Total</b>	<b>82,485</b>	<b>82,196</b>	<b>-0.4%</b>

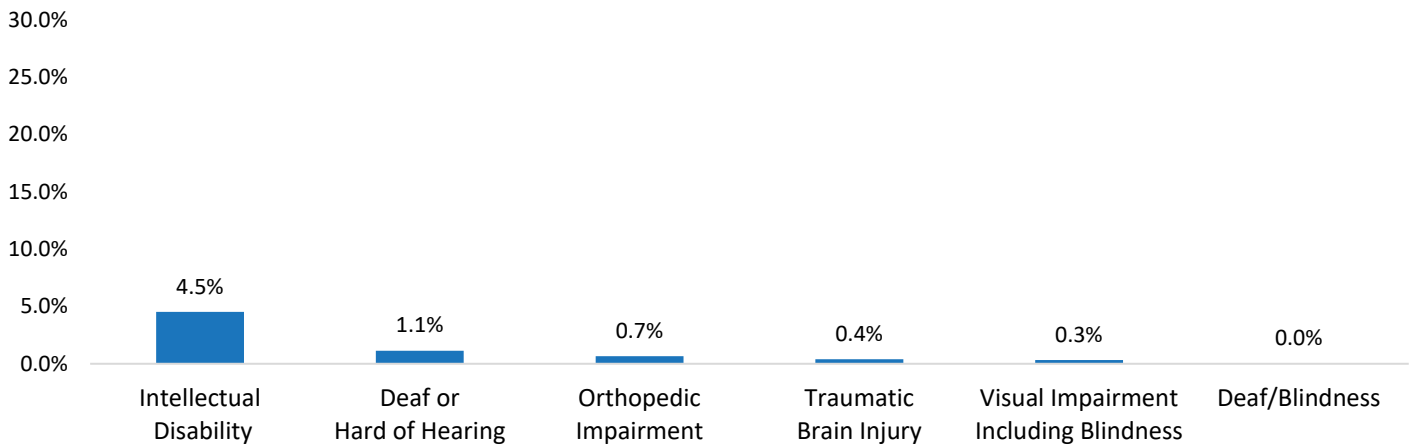
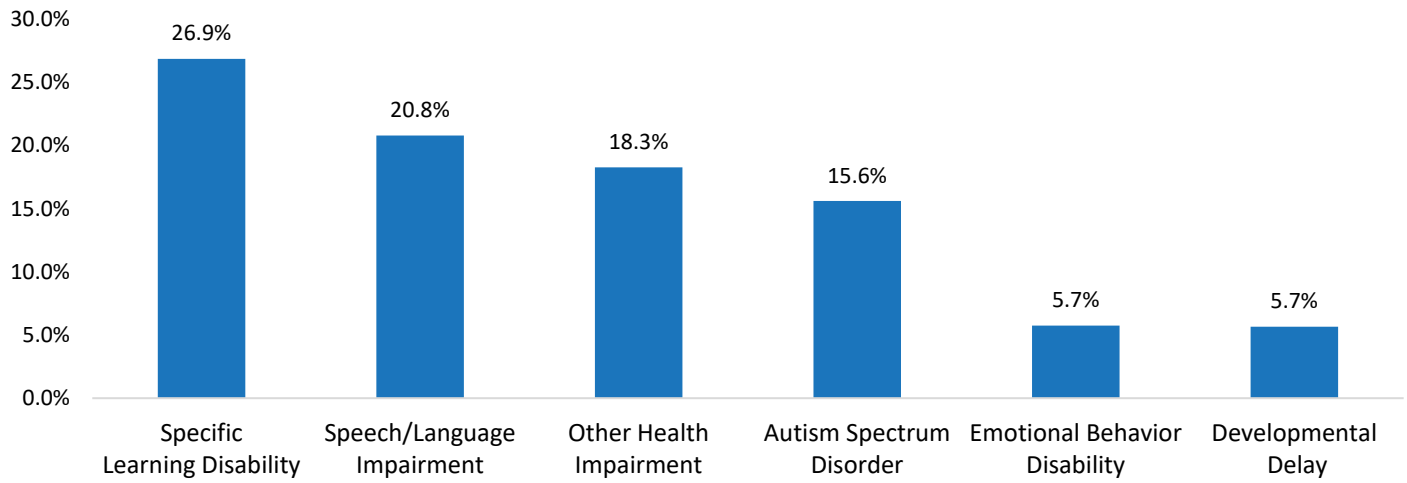
Over time, several disability categories have shown an increase or a decrease in the number of identified students. These changing percentages reflect trends in the special education field and require that the Department of Education's Office of Enhancing Student Opportunities to keep up with the ever-changing needs of Oregon's children.

<sup>1</sup> Source: December Special Education Child Count, Fall Membership

<sup>2</sup> Source: December Special Education Child Count

<sup>3</sup> Developmental Delay expanded to include school age students through age 9 in the 2021-22 school year.

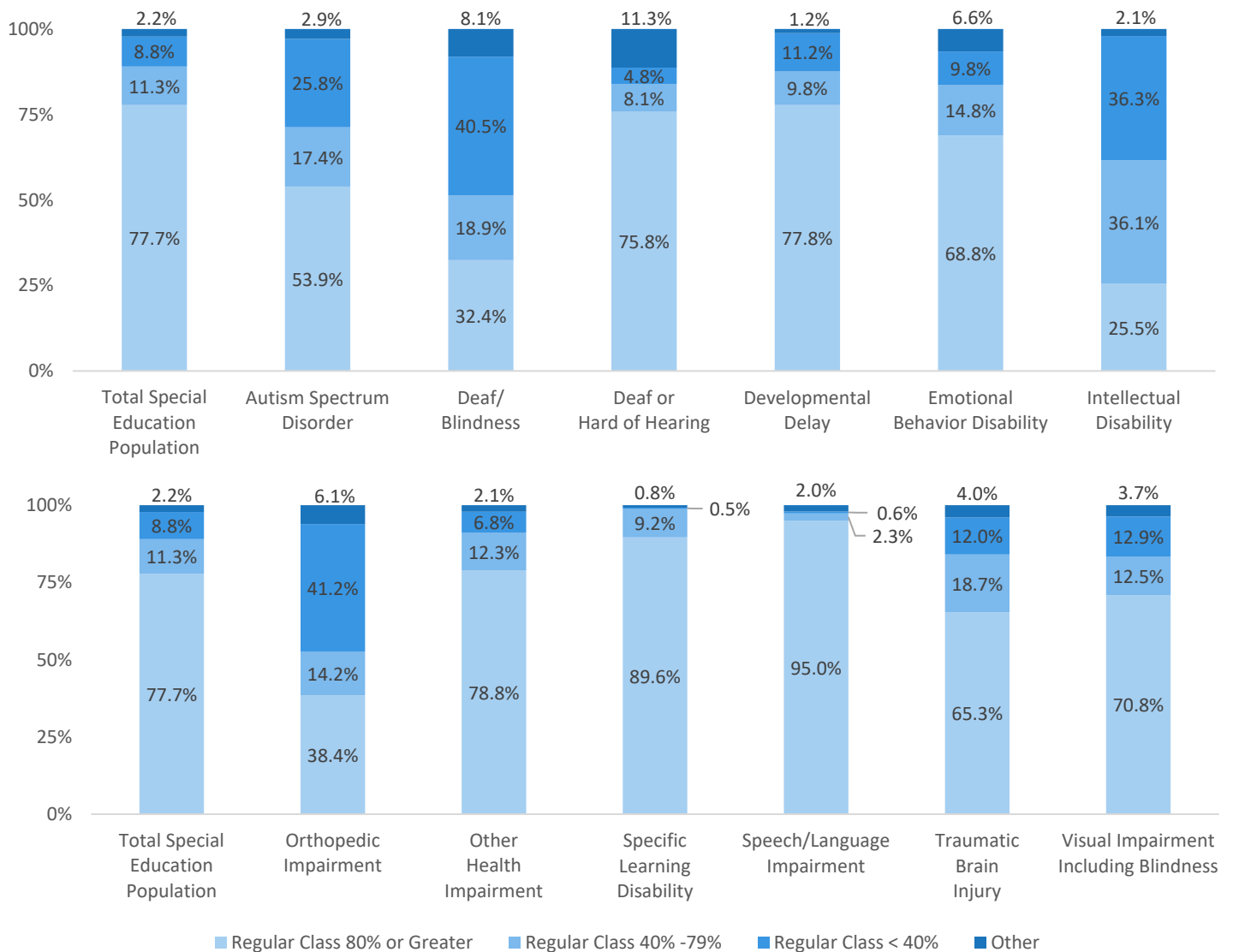
**Figure 46: Students with Disabilities who Received Special Education Services by Disability**  
2023-24 School Year



The following graph represents the placement options along the continuum with the “Regular Class 80 percent or Greater” category being the least restrictive placement decision by an Individualized Education Program (IEP) team. The categories are:

- **Regular Class 80 percent or Greater:** Children who received special education and related services outside the regular classroom for less than 21 percent of the school day.
- **Regular Class 40 -79 percent:** Children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.
- **Regular Class < 40 percent:** Children who received special education and related services outside the regular classroom for more than 60 percent of the school day.
- **Other:** This category includes all other placements, including those determined and not determined by the IEP team, i.e. students in corrections, home school by parent, separate schools, parentally placed in private schools, hospital programs, homebound, public and private facilities.

**Figure 47: Placement of Students with Disabilities who Received Special Education Services by Disability**  
2023-24 School Year



<sup>1</sup> Percentages reflect the portion of students with the listed disability in each placement.

## Talented and Gifted

Talented and Gifted (TAG) children are defined by the State of Oregon as “those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential” in one of the recognized areas of giftedness (ORS 343.391). [Oregon statutes and administrative rules](#) require school districts to identify students who are TAG and to provide students who are TAG with instruction that is designed to meet their assessed levels of learning and accelerated rates of learning (OAR 581-022-2500)<sup>1</sup>.

### 2023-24 Talented and Gifted Students

Student Group	Percent of All Students	Number of TAG Students	Percent of TAG Students	Percent of Student Group Identified as TAG
Total	100.0%	34,152	100.0%	6.3%
Female	48.0%	15,148	44.4%	5.8%
Male	51.4%	18,601	54.5%	6.7%
Non-Binary	0.5%	403	1.2%	13.9%
American Indian/Alaska Native	1.1%	118	0.3%	2.0%
Asian	4.1%	3,867	11.3%	17.2%
Black/African American	2.4%	416	1.2%	3.2%
Hispanic/Latino	26.1%	3,964	11.6%	2.8%
Multiracial	7.4%	3,359	9.8%	8.4%
Native Hawaiian/Pacific Islander	0.9%	95	0.3%	2.1%
White	58.0%	22,333	65.4%	7.1%
Students Experiencing Poverty	33.0%	3,406	10.0%	1.9%
Students Not Experiencing Poverty	67.0%	30,746	90.0%	8.5%
Special Education	16.0%	1,726	5.1%	2.0%
Not Special Education	84.0%	32,426	94.9%	7.1%

<sup>1</sup> Source: Spring Membership 2023-24  
Oregon Statewide Report Card 2023-24



## RESOURCES

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Visit the webpages below for additional information on key education topics.

### Data Collections

[Data Collection Catalog](#)

### Equity Resources

[DACAmended/Undocumented Toolkit](#)

[Emerging Bi/Multi-lingual students \(English Learner initiatives\)](#)

[Title I-C Migrant Education Program](#)

### School and District Accountability

[Elementary and Secondary Education Act](#)

[Oregon School & District Profiles](#)

[Quality Education Model](#)

[Accountability Reports](#)

[At-A-Glance School and District Profiles](#)

[Accountability Details](#)

[Accountability Measures](#)

### School Funding and Finance

[State School Fund](#)

[Special Education Funding](#)

### Special Programs

[Alternative Education](#)

[Charter Schools](#)

[Early Childhood](#)

[Houseless Students](#)

[Special Education Programs](#)

[Talented and Gifted](#)

### Student Achievement

[Oregon Statewide Assessment](#)

[Statewide Test Results](#)

[National Assessment of Education Progress \(NAEP\)](#)

[Cohort Graduation Rate](#)

[Dropout Reports](#)

[Essential Skills](#)

### Student Information

[Fall Membership Report](#)

[English Learners](#)

[School Nutrition/Free and Reduced Price Lunch](#)

### Teacher Information

[Teacher Licensure](#)

[Highly Qualified Teachers](#)

[Resources for Teachers](#)

### Title I

[Title I-A: Improving Basic Programs](#)

[Title I-C: Migrant Education](#)

[Title I-D: Neglected and Delinquent or At-Risk Children](#)

## APPENDIX A: ADDITIONAL DATA

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Visit the links below for additional data.

### [Per Pupil Expenditures](#)

Civil Rights Data Collection (CRDC)

- [School Climate](#)
- [Preschool Enrollment](#)
- [Advanced Placement, International Baccalaureate, and Dual Enrollment](#)

[Schools Identified as Comprehensive and Targeted Support and Improvement Under the Every Student Succeeds Act](#)

[English Learners Demonstrating Proficiency](#)

[Recently Arrived Students Exempted from the English Language Arts Assessment](#)

[Post-secondary Enrollment for High School Graduates](#)