

EXECUTIVE SUMMARY

2024-25 Early Literacy Success School District Grants Legislative Report

In summer 2023, the Oregon Legislature elevated early literacy as a statewide priority through the passage of HB 3198, establishing four programs: School District Grants, Community Grants, Tribal Grants, and the Birth – 5 Literacy Plan. Together, the four grants create a foundation for comprehensive literacy improvement across the state.

For the 2023–25 biennium, \$90 million of funding was provided through the School District Grants to almost every district and public charter school to improve literacy outcomes for students in grades PreK – 5 through five key strategies:

- Adopting and implementing research-aligned curriculum;
- Providing Professional Development and Coaching in research-aligned literacy strategies;
- Hiring literacy specialists, coaches, or interventionists;
- Implementing High-Dosage Tutoring; and
- Implementing Extended Learning programming.

This legislative report specifically summarizes implementation of the Early Literacy Success School District Grants in the 2024-25 school year (July 1, 2024-June 30, 2025), as required per [ORS 327.825–327.845](#). Additionally, where applicable, it includes activities occurring during 2023-24 (October 1, 2023 - June 30, 2024) to illustrate the impact and progress across the first full biennium of implementation.

Key Findings Tell a Story of Building Momentum & Impact

Literacy efforts continued to build momentum in the second year of the biennium, with grantees moving more fully into implementation and refinement of early literacy systems and programming. Five key findings illustrate successes and opportunities from the second year of implementation:

KEY FINDING 1: Grantees invested \$50M more in 2024-25 than the previous year, with a focus on literacy core instruction.

- Spending increased from \$19 million in 2023-24¹ to **\$60.6 million in 2024-25²**.

¹ In the 2023-24 report, grantee spending was reported as \$16.8 million, based on the finalized reports available on December 1st, 2024. This figure has been updated to \$19 million to include final spending for the 2023-24 year.

² 2024-25 figures represent \$60.6 million in expenditures from 193 grantees who submitted approved reports. An additional \$8.3 million of expenditures have been incurred by grantees who did not finalize their reports by the December 1st, 2025, deadline. ODE is continuing to work with those grantees to complete and submit their annual report.

- In 2024-25, grantees invested:
 - \$18.0M in Hiring of Specialized Literacy Staff
 - \$13.3M in Professional Development and Coaching
 - \$12.3M in research-aligned Curriculum and Instructional Materials
 - \$11.4M in High-Dosage Tutoring, and
 - \$3.9M in Extended Learning
- The combined investment of **\$37.9M in Curriculum and Professional Development and Coaching**, more than any other category, reflects a **strong commitment to strengthening core literacy instruction**.

KEY FINDING 2: Student literacy outcomes are improving.

The second year of implementation of the grants coincides with:

- An **increase of 1 percentage point for 3rd grade ELA proficiency** on the state summative assessment, the **largest year-over-year increase since the pandemic**.
- **One of only two post-pandemic years** in which 3rd grade proficiency increased.
- **66 districts showing growth of at least 3 points** (triple the statewide growth) in the percentage of proficient 3rd graders, the largest number of districts showing that much growth since 2016.
- The lowest percentage of 3rd grade students scoring at the lowest reading proficiency level since the end of the pandemic.
- **72 districts** increasing the percentage of 3rd graders performing above the lowest reading level by at least 3 percentage points, the **largest number of districts demonstrating this level of improvement since 2018**.

KEY FINDING 3: Grantees have invested in specialized literacy staff and prioritized professional development.

- **171 (88%) grantees funded 324** literacy coaches, interventionists, specialists, and tutors.
- **74% of teachers** in K-5 assignments received Professional Development and Coaching **aligned to the science of reading**.³
- This represents **5,373 K-5 teachers** out of the 7,307 assigned to K-5 literacy positions.³
- **119 Pre-K teachers** received Professional Development and Coaching aligned to the science of reading

KEY FINDING 4: More districts are adopting high-quality instructional materials, but implementation needs to be stronger.

- **170 school districts⁴ (89%) have adopted a State Board-approved core curriculum** aligned to the science of reading and writing.
- This is an **increase of about 9%** from 2023-24.

³ 2024-25 data refer to 117 reports from grantees implementing Early Literacy Professional Development and Coaching using grant funds.

⁴ Grantees referenced in this section include 3 consortia, comprising 11 school districts. The list of districts can be found in [Appendix A](#).

- **196,779 students** are in districts or charter schools **using high-quality core curricula for early literacy**, representing 83% of the state’s 236,327 K–5 students.
- High-quality core **curriculum implementation** is an opportunity for growth.
 - **About 60% of teachers received coaching or professional development** on core curricula monthly or every few months.
 - **52% of grantees** reported that **observation tools were specifically aligned** to their adopted core curricula.

KEY FINDING 5: High-Dosage Tutoring is scaling up and having an impact.

- **160 grantees implemented High-Dosage Tutoring** programming, a **39% increase** from 115 grantees in 2023-24.
- **17,709 students participated in High-Dosage Tutoring**, compared to 14,688 students in 2023-24.
- **Nearly 75% of students** who participated in High-Dosage Tutoring **demonstrated literacy growth on local assessments**—an increase of nearly 24 percentage points from 2023-24.
- Gains were observed at **every grade level** from K-5, **with increases of 20 percentage points or more** across all grades compared to the prior year.
- **Significant year-over-year gains on local literacy assessments** from 2023–24 to 2024–25 were observed among the following **focal student groups**:
 - American Indian and Alaska Native students: growth increased from 19% to 84%
 - Foster students: growth increased from 47% to 84%.
 - Migratory students: growth increased from 30% to 69%.
- Some focal student groups participated in High-Dosage Tutoring at **significantly higher rates than their enrollment**:
 - Hispanic & Latino Students (35.3% served vs. 28.4% population)
 - Students with Disabilities (20.2% served vs. 17.7% population)
 - English Language Learners (24.1% served vs. 17.4% population)

Across Oregon, Early Literacy Success [School District Grants](#), [Community Grants](#), and [Tribal Grants](#) are helping grantees move toward more comprehensive, coherent, evidence-based systems of literacy instruction, serving as a catalyst for system-wide improvement and student learning. By 2024-25, School District grantees gained greater clarity about the core drivers of improvement - high-quality materials, strong instruction, skilled educators, and sustained student supports - and reported promising early indicators of impact.

Looking Forward to What’s Next

Oregon continues to see indicators of a statewide shift towards literacy gains but has yet to see the full impact of these landmark investments in early literacy unfold. Oregon Department of Education (ODE) anticipates state summative assessments will continue to demonstrate an upward trajectory in statewide literacy outcomes.

As Oregon looks ahead at what is needed to improve implementation, the lessons from the first biennium provide a strong foundation for refining ODE’s efforts to support high-quality early literacy instruction:

- Continue to support the full implementation in the 2025-27 biennium.
- Provide robust guidance and criteria for evidence-based literacy practices.
- Support implementation of high-quality instructional materials as a lever to improve core instruction.
- Support science of reading training statewide.
- Provide additional High-Dosage Tutoring funding and support improvement of High-Dosage Tutoring programming.
- Align summer learning and early literacy guidance and support.

There are additional investments and policies that the state could undertake to accelerate improvements in literacy:

- Establish and fund a statewide literacy coaching network
- Establish sustainable statewide Curriculum-Based Professional Learning Opportunities
- Fund efforts to improve teacher licensure requirements

The Early Literacy Success School District Grants, in coordination with Community Grants, Tribal Grants, and the Birth – 5 Plan, anchor Oregon’s broader literacy efforts. Additionally, Comprehensive Literacy State Development Grants, Summer Learning Grants, and the High-Dosage Tutoring Supplement Grants provide supplemental funding for Oregon’s highest need schools. Together, these efforts build on the systems, practices, and capacity established through the Early Literacy Success Initiative. This coordinated statewide approach ensures that investments across programs reinforce one another, strengthening statewide coherence and expanding access to evidence-based literacy instruction and support for students across Oregon. While 2024-25 findings tell a clear story of the success of the program’s first years, it also shows that early literacy improvement is a long-term effort that requires sustained commitment, not a short-term remedy. Continued progress depends on ongoing state professional learning and implementation support to realize every student’s full literacy potential.



Student from Gervais Elementary School in Gervais School District, taken during ODE’s 2024-25 Literacy Tour