

Oregon Statewide Report Card 2024-25



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 2024-2025 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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Published November 25, 2025



Oregon

Tina Kotek, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Dr. Charlene Williams

Director of the Oregon Department of Education

Dear Oregonians,

I am pleased to share the Oregon Department of Education's Statewide Report Card for the 2024-25 school year. This annual report is a vital tool that helps us understand how our students and schools are doing—where we are making progress, where we can do better, and how we can continue refining the ways we serve communities across our state.

Key Data Highlights

This year's data show some meaningful progress. The percentage of ninth graders on track to graduate has reached 86.6%, the highest rate ever recorded—a clear sign that more students are starting high school with the momentum they need to succeed. We also saw improvements in regular attendance, which rose to 66.5%, representing about 3,100 more students attending school regularly than last year.

Even more encouraging, we're seeing gains among some of Oregon's most historically marginalized student groups. On-track rates increased for Hispanic/Latino (+3.2 percentage points), Black/African American (+2.7 percentage points), and American Indian/Alaska Native (+2.2 percentage points) students. Significant gains were also seen for English Learners (+5.1 percentage points), students in foster care (+15.3 percentage points), and students experiencing poverty (+3 percentage points). These improvements reflect the dedication of educators, students, families, and communities across the state, as well as the importance of statewide initiatives, such as High School Success.

Progress Must Be Pursued with Purpose

At the same time, the data remind us that there is still more work ahead to ensure every Oregon student has the opportunity to thrive. One of the most urgent goals in education is to ensure that students' potential is not defined or limited by their circumstances but revealed and strengthened through the systems that serve them.

That is why we are moving forward with a renewed focus on education accountability through Senate Bill 141 (2025). This work is about more than measuring outcomes—it's about aligning our entire education system around student success. Accountability means delivering on the promise we make to our scholars and being clear about what we will do when we fall short of that promise.

Put simply: we set statewide targets and follow through with focused, coordinated action.

This begins with ODE. We are reducing administrative burden so districts and schools can stay focused on students. We are working with districts to set clear, measurable performance growth targets for academic achievement, and we will track progress across seven statewide metrics, plus locally defined metrics:

- Regular Attenders
- K-2 Regular Attenders (*new*)
- 3rd Grade Reading
- 8th Grade Math (*new*)
- 9th Grade On-Track
- 4-Year Graduation Rates

- 5-Year Completers
- Local Metrics (*new*)

This approach creates a cycle of continuous improvement, informed by real-time data and responsive supports. When indicators show areas for growth, ODE will partner with schools and districts to design targeted improvement plans and strengthen results for students.

Delivering on Oregon's Promise to Every Student

Our end goal is clear: Every child, in every community across Oregon, demonstrates improved academic outcomes in safe and welcoming environments that nurture belonging, wellness, and well-being. We are building a system where continuous improvement is part of our culture, and where every public resource is invested in ways that research and experience show make the greatest difference for students.

That's the promise of accountability. That's the work ahead. And together, we're going to deliver.

Thank you for taking the time to review the Statewide Report Card and for your continued commitment to Oregon's students and schools.

Sincerely,

A handwritten signature in dark ink, appearing to read "C Williams", is positioned above the printed name.

Dr. Charlene Williams
Director of the Oregon Department of Education

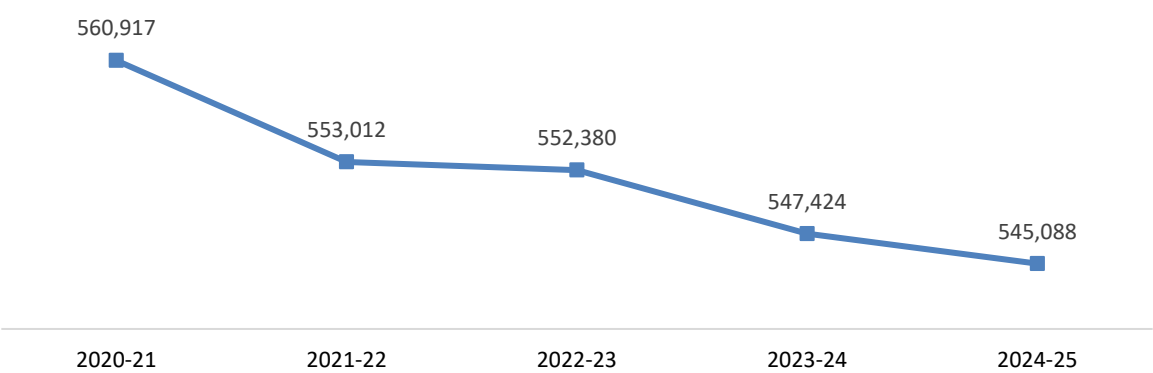
TABLE OF CONTENTS

OREGON STUDENTS	2
DIVERSE STUDENT POPULATIONS.....	2
PERCENT OF OREGON SCHOOL DISTRICTS BY SIZE OF STUDENT ENROLLMENT	3
CLASS SIZE	4
STUDENTS WHO ARE EXPERIENCING HOUSING INSECURITY IN OREGON	5
GENDER INCLUSIVITY.....	8
LANGUAGE DIVERSITY	9
SENSE OF BELONGING	10
THE OREGON STATE SEALS OF BILITERACY AND MULTILITERACY	11
STUDENTS AND TEACHERS OF COLOR.....	12
OREGON STAFF	13
EXPERIENCED, HIGHLY EDUCATED WORKFORCE	13
SCHOOL STAFF	14
TEACHER QUALIFICATIONS	15
HISTORICAL SALARY CHARTS	17
EDUCATION INITIATIVES ROOTED IN EQUITY, RACIAL EQUITY AND ANTI-RACISM	18
SCHOOL FUNDING	21
SCHOOL RESOURCES	21
HISTORY OF SCHOOL FUNDING RESPONSIBILITY IN OREGON.....	22
OPERATING REVENUES BY SOURCE.....	23
ESSA ACCOUNTABILITY SYSTEM.....	25
ASSESSMENT ACHIEVEMENT	27
GRADE 3.....	28
GRADE 4.....	28
GRADE 6.....	29
GRADE 7.....	30
GRADE 8.....	30
HIGH SCHOOL.....	31
NATIONAL COMPARISON OF STUDENT ACHIEVEMENT.....	32
THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS	32
NINTH GRADE ON-TRACK	35
GRADUATION RATES	37
DROPOUT RATES	41
REGULAR ATTENDERS.....	42
OREGON PUBLIC CHARTER SCHOOLS	45
OREGON PUBLIC CHARTER SCHOOLS ENROLLMENT	45
OREGON DISCIPLINE INCIDENTS DATA	47
SPECIAL PROGRAMS.....	50
SPECIAL EDUCATION (IDEA) - AGES 5-21	50
TALENTED AND GIFTED	53
RESOURCES	54
APPENDIX A: ADDITIONAL DATA	55

OREGON STUDENTS

There were 545,088 students enrolled in Oregon public schools on the first school day in October 2024. Oregon’s K-12 public schools experienced a dramatic, unprecedented enrollment decline during the 2020-21 school year with smaller decreases continuing each year through the 2024-25 school year. In 2020, Oregon saw 21,744 fewer students enrolled in K-12 public school, relative to the prior year. Oregon’s public schools now serve 15,829 fewer students (-2.8 percent) than they did in 2020-21. The overall decline in enrollment has been attributed to the COVID-19 pandemic and ongoing demographic changes in Oregon’s youngest children. Understanding enrollment patterns is critical to decision-making for Oregon schools as student enrollment determines state school funding and local resource allocation. See the [School Funding Section](#) for more information.

Figure 1: Count of Oregon K-12 Public School Students
2020-21 through 2024-25



Diverse Student Populations

Of the 545,088 students enrolled in 2024-25, 231,446 (42.5 percent) were students of color. This represents an increase of almost one percentage point from the 2023-24 rate of 41.6 percent.¹

School Year	American Indian/ Alaska Native	Asian	Black/African American	Hispanic/Latino	Multi-Racial	Native Hawaiian/ Pacific Islander	White	Total
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
2024-25	5,951	22,344	13,439	144,114	40,853	4,745	313,642	545,088

Although overall enrollment decreased in 2024-25, using the federally defined race/ethnicity reporting categories², Hispanic/Latino, Multi-Racial, and Native Hawaiian/Pacific Islander student enrollment has continued to increase since 2020-21. American Indian/Alaska Native, Asian, and White student enrollment has continued to decline. Black/African American enrollment has modestly increased over the last two years.

Race/Ethnicity	Percent Difference since 2020-21
American Indian/Alaskan Native	-9.4%
Asian	-1.7%
Black/African American	3.2%
Hispanic/Latino	5.1%
Multi-Racial	5.8%
Native Hawaiian/Pacific Islander	9.5%
White	-7.4%

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

² See the [Education Initiatives Rooted in Equity, Racial Equity, & Anti-Racism](#) section for more details on expanded race/ethnicity reporting.

Oregon Statewide Report Card 2024-25

2

Oregon Department of Education

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Percent of Oregon School Districts by Size of Student Enrollment¹

There are 197 school districts in Oregon. The majority are small districts, comprised of 80 – 1,650 students. However, the majority of students in Oregon attend large school districts, comprised of 7,500 or more students.

Figure 2: Percent of Oregon School Districts by Size

2024-25 School Year

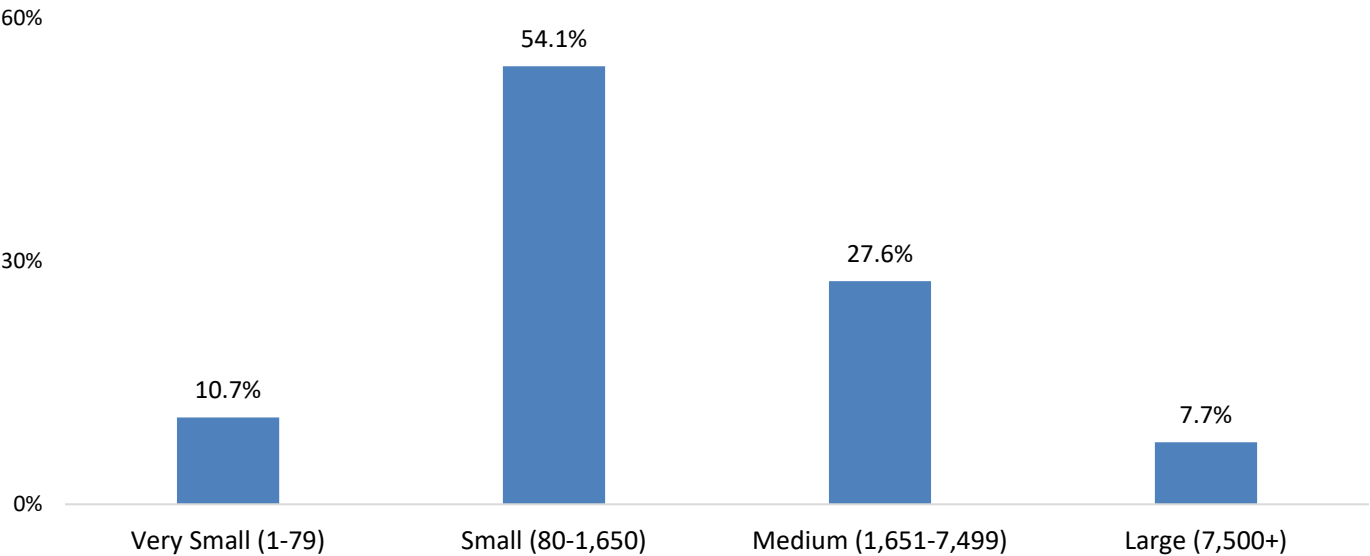
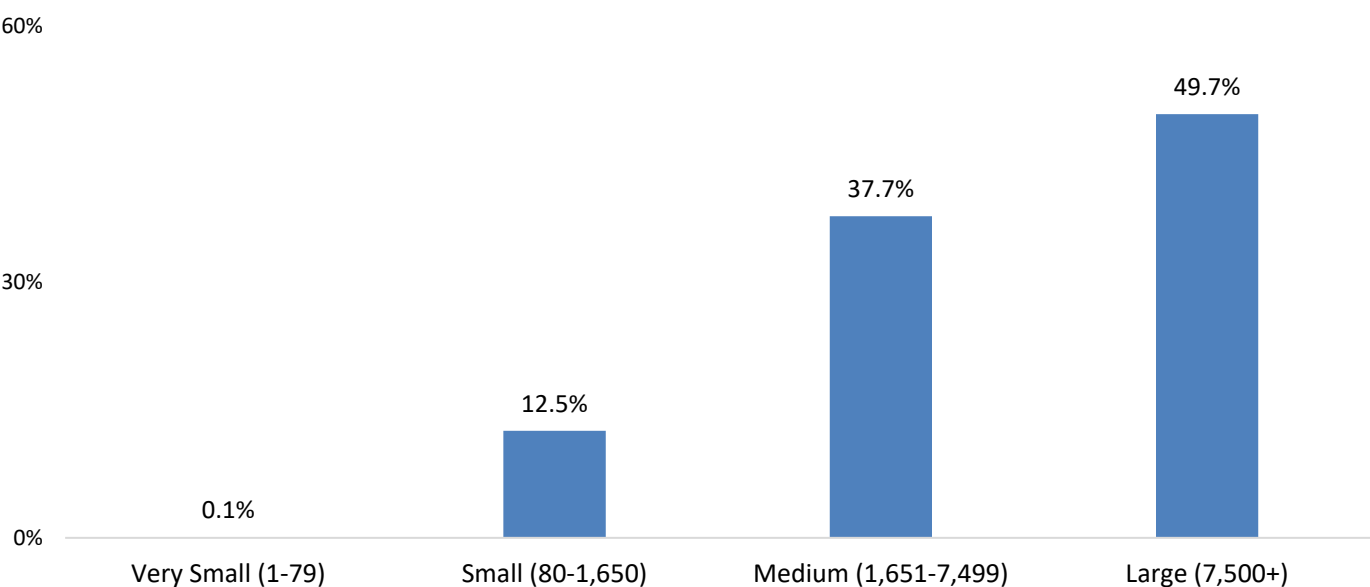


Figure 3: Percent of Total Enrollment by District Size

2024-25 School Year



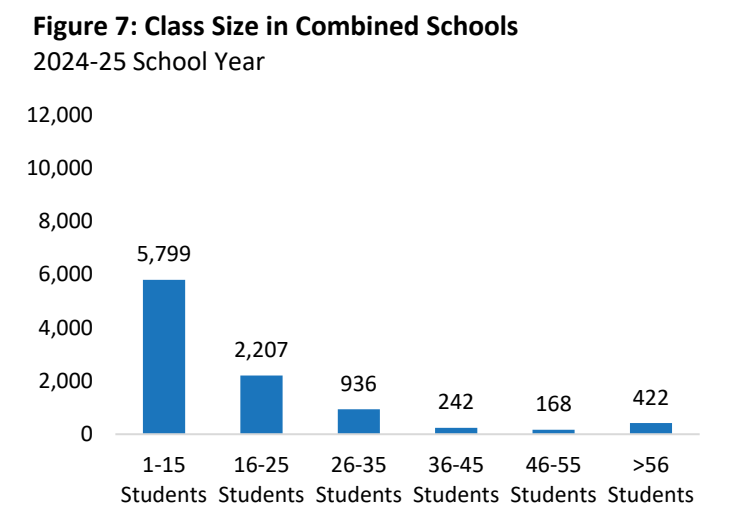
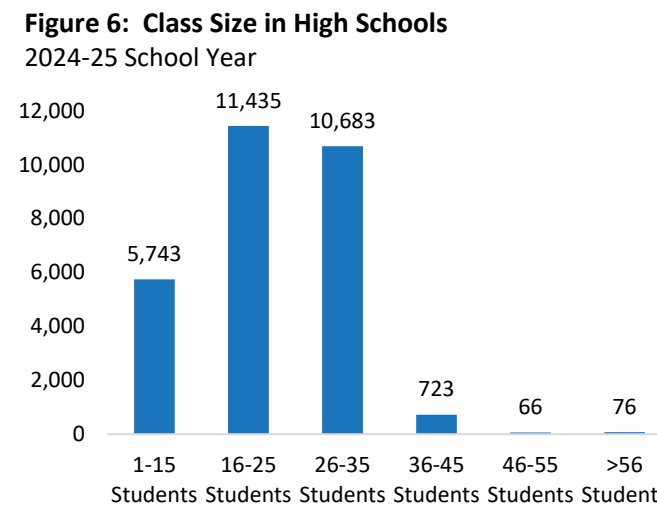
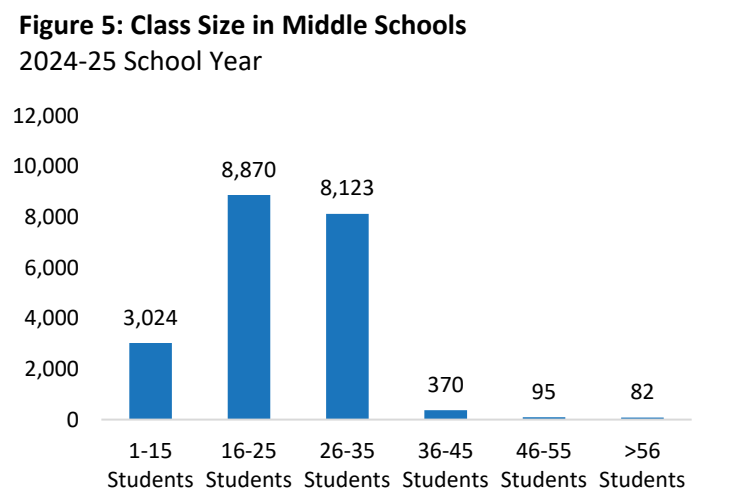
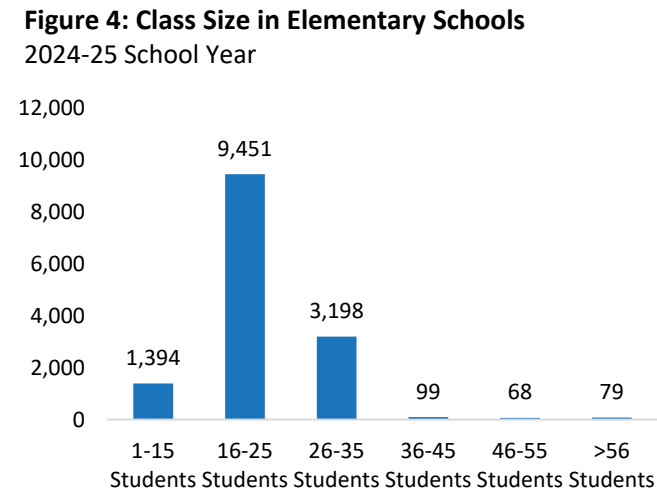
¹Source: Fall Membership 2024-25
Oregon Statewide Report Card 2024-25

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](#).

The statewide class size median of 23 for all school types (not shown) is driven by high schools, which report more classes than other school types. The high school class size median decreased to 23 per class in 2024-25, while middle schools maintained a class size median of 24 students per class in 2024-25. 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. These schools increased to a median class size of 12 students per class.



Students Who Are Experiencing Housing Insecurity in Oregon¹

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 – regardless of the 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
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
2024-25	2,427	14,522	3,052	1,344

How are Students Counted?

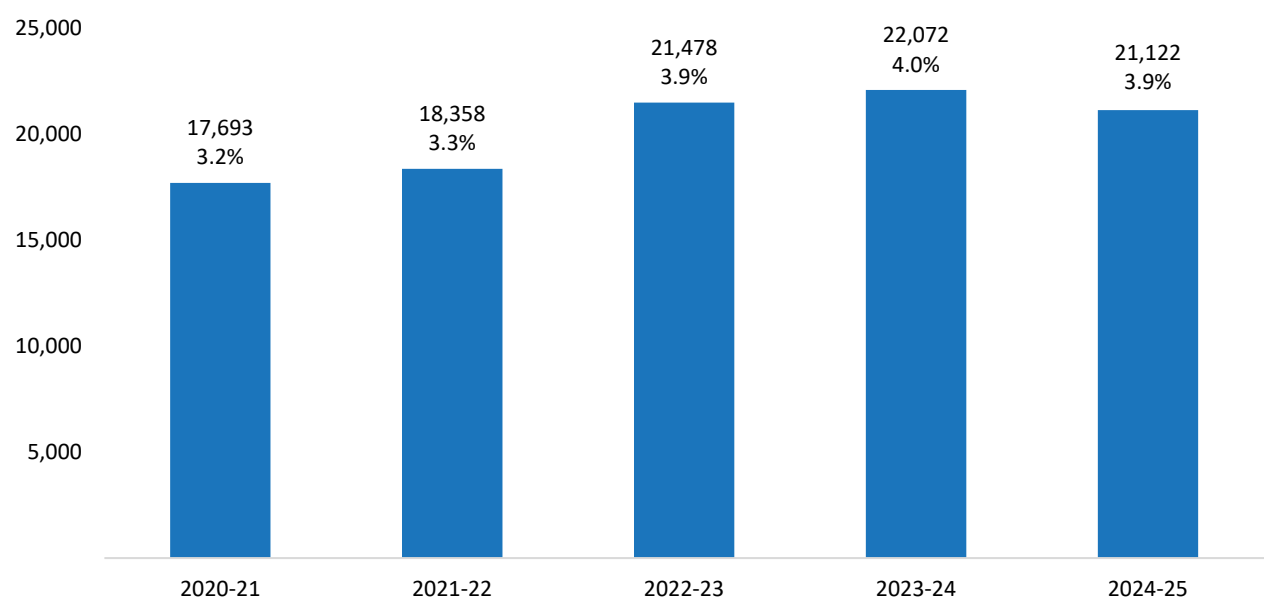
Each district provides the Secure Student ID (SSID) of each student who is unaccompanied or navigating housing instability served and two additional pieces of information:

- 1) Nighttime housing 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.

¹ 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
2020-21 through 2024-25 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.

Students Experiencing Houselessness by County¹ of Enrollment, 2024-25

County	Total Enrolled, K - 12
Baker	205
Benton	356
Clackamas	982
Clatsop	272
Columbia	161
Coos	677
Crook	118
Curry	93
Deschutes	811
Douglas	560
Gilliam	34
Grant	39
Harney	28
Hood River	39
Jackson	1,647
Jefferson	78
Josephine	786
Klamath	468
Lake	54
Lane	2,053
Lincoln	642
Linn	1,079
Malheur	331
Marion	2,271
Morrow	144
Multnomah	2,903
Polk	248
Sherman	*
Tillamook	180
Umatilla	220
Union	123
Wallowa	18
Wasco	160
Washington	2,894
Wheeler	111
Yamhill	601

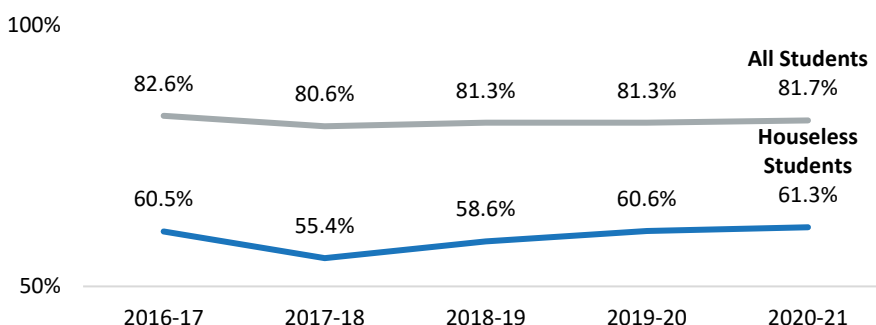
How Do Public School Programs Serve Students Experiencing Houselessness?

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, declined for the 2016-17 through the 2017-18 cohort. However, the rate has increased for cohorts from 2018-19 through 2020-21 (Note: these cohorts graduated from 2019-20 to 2023-24).

Figure 9: Houseless Student Four Year Graduation Rates by High School Entry (Cohort) Year
2016-17 through 2020-21



Education of Homeless Children & Youth Subgrant Projects

Oregon received \$919,962.75 in federal McKinney-Vento Act funds for 2024-25 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 2024-25 school year, 12 grantees served youth experiencing housing instability as part of a 3-year cohort of grant recipients across the state using these funds.

¹ 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.

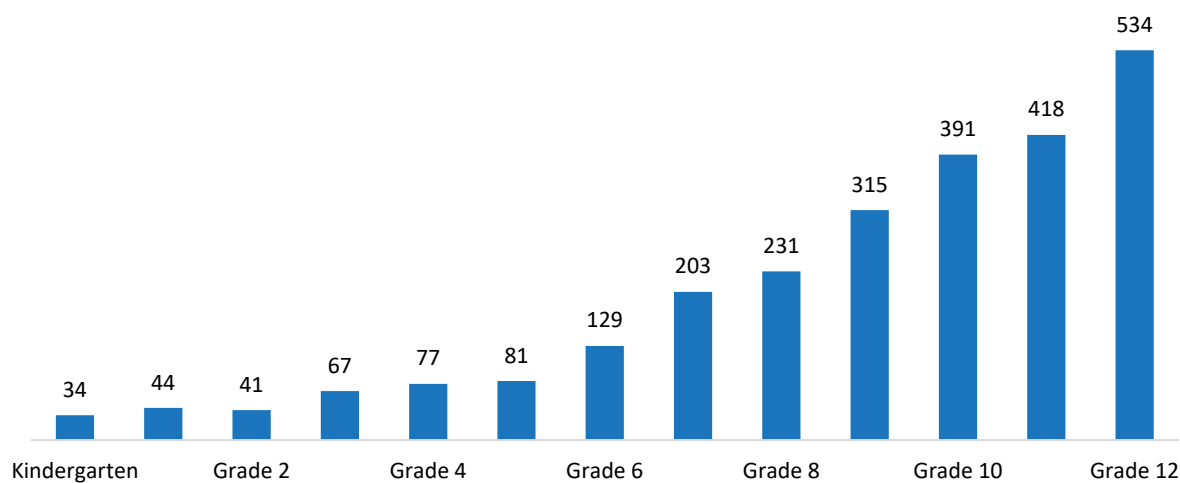
*Values under 10 are suppressed.

Gender Inclusivity

Recognizing and allowing non-binary gender options in data reporting is an important step toward gender inclusivity¹. 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 2024, a total of 2,565 non-binary students were reported. This is a decrease from the 2,924 non-binary students reported in 2023.

Figure 10: Non-Binary Student Count
2024-25 School Year



Safety concerns may inhibit gender expansive individuals from selecting the non-binary gender option. For more information about supporting gender expansive students, please visit the [Supporting Gender Expansive Students: Guidance for Schools webpage](#).

Language Diversity

According to data from the ESEA Title III: English Learner Collection for 2024-25, there were 68,038 students who were federally defined as English Learners. In Oregon, this group of students is referred to as multilingual learners. This is an increase of 2,073 students having federal English Learner status from the 2023-24 report. As a result of this growth, the population of Oregon's K-12 students holding federal English learner status increased to 12.6 percent in 2024-25 compared to 12.2 percent in 2023-24. The chart below includes the 25 most common languages reported in Oregon schools, which is 6.6 percent of the total 379 unique languages¹ reported in Oregon schools. There are over 4,800 students represented in the 354 languages not included in this report. In addition to the languages listed below, 842 student records in the "Number of Enrolled Students by Language of Origin" column did not list a specific language (non-applicable to reporting). There were also 1,436 records listed as "Other Language"; 946 of these students participated in English Learner programs.

25 Most Common Languages of Origin of Students in Oregon Public Schools (K-12 Students)
2024-25 School Year

Language of Origin	Population of Students in Oregon		Percentage of Students by Language of Origin	
	Number of Enrolled Students by Language of Origin ²	Number of English Learner Students ³	Percent of Enrollment ⁴ (Total: 539,521)	Percent of English Learner Student Enrollment ³ (Total: 68,038)
English ⁵	421,714	504	78.2%	0.7%
Spanish	87,118	51,345	16.1%	75.5%
Chinese	3,802	1,293	0.7%	1.9%
Russian	3,423	1,661	0.6%	2.4%
Vietnamese	3,380	1,220	0.6%	1.8%
Arabic	1,775	882	0.3%	1.3%
Ukrainian	1,318	939	0.2%	1.4%
Chuukese	1,237	902	0.2%	1.3%
Japanese	1,036	369	0.2%	0.5%
Somali	963	581	0.2%	0.9%
Korean	941	253	0.2%	0.4%
Telugu	641	164	0.1%	0.2%
Tagalog	560	214	0.1%	0.3%
Marshallese	554	422	0.1%	0.6%
Hindi	546	127	0.1%	0.2%
Mam	542	500	0.1%	0.7%
Swahili	511	359	0.1%	0.5%
Romanian	509	235	0.1%	0.3%
Amharic	498	269	0.1%	0.4%
Dari	419	382	0.1%	0.6%
Tamil	409	83	0.1%	0.1%
French	398	131	0.1%	0.2%
German	362	57	0.1%	0.1%
Thai	335	157	0.1%	0.2%
Hmong	330	141	0.1%	0.2%

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

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

² Source: Spring Membership 2024-25

³ Source: Unduplicated ESEA Title III: English Learner Collection, 2024-25, excluding students determined not to be currently eligible for English Learner Services.

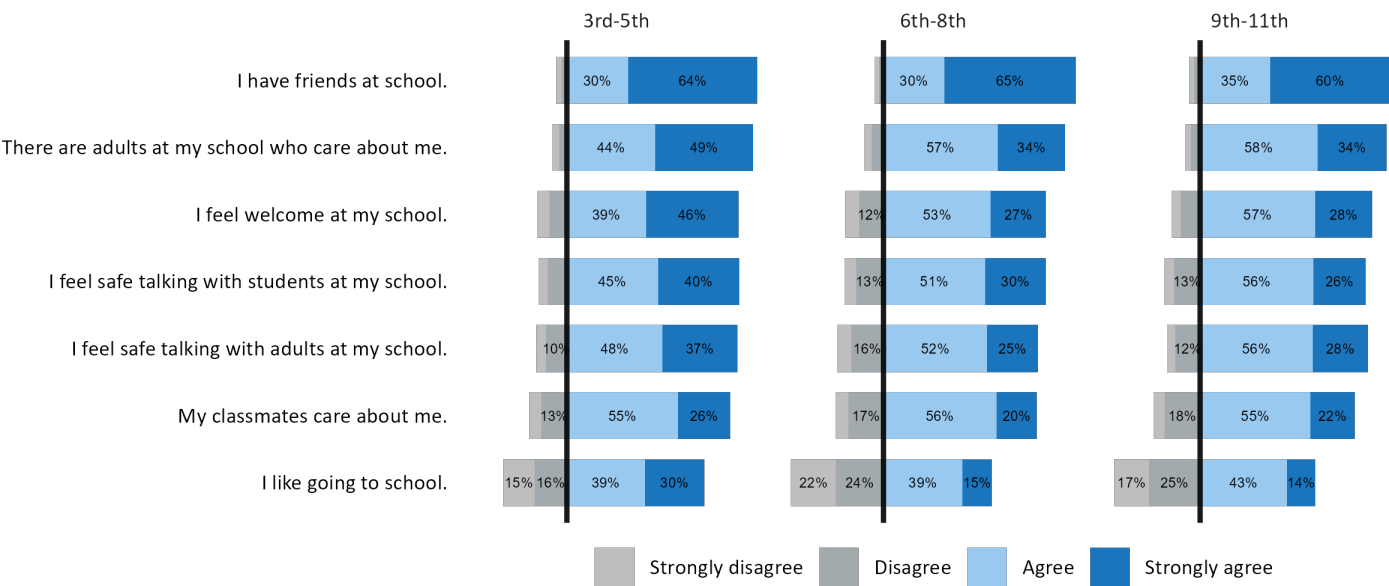
⁴ Percentage columns may not sum to 100 due to rounding.

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

Sense of Belonging

Data on students’ Sense of Belonging are collected via the [Student Educational Equity Development \(SEED\) Survey](#). 180,076 3rd-11th graders took the 2024-25 SEED Survey (47 percent of eligible students). The majority of students ‘Agreed’ or ‘Strongly Agreed’ with the items in Figure 11. Looking across items, students most commonly agreed that they had friends at school (94-95 percent) and least commonly agreed that they liked school (54-69 percent).

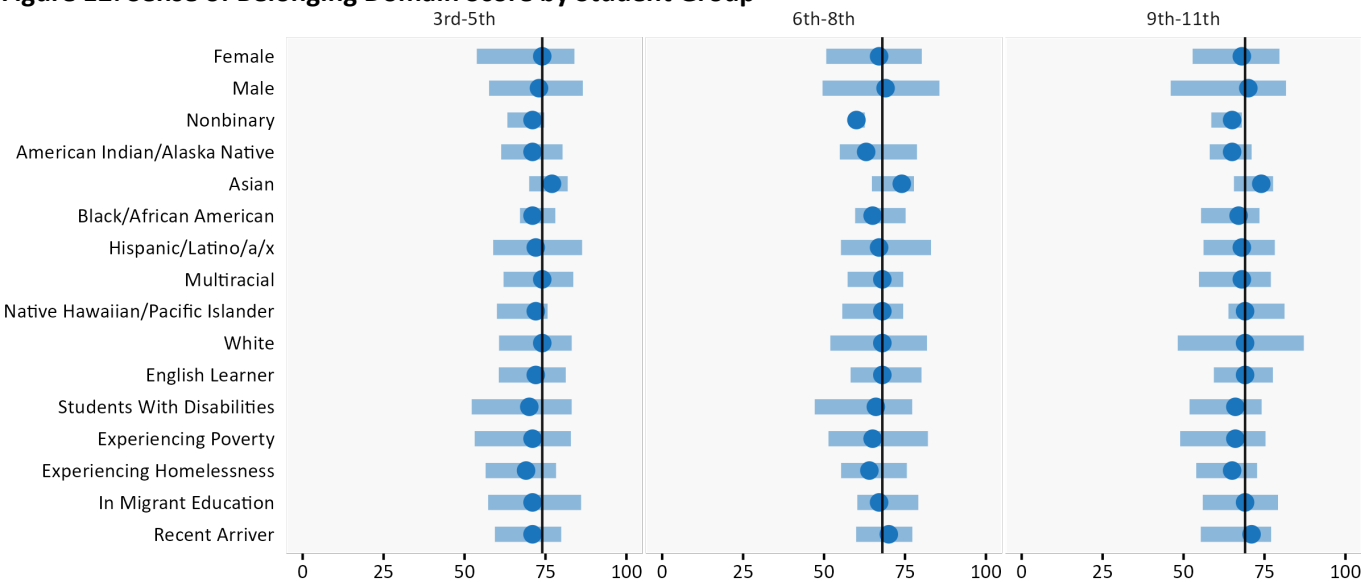
Figure 11: Sense of Belonging Items by Grade Band



Note. Percents <10 are unlabeled

ODE calculates a Sense of Belonging [domain score](#) that has a possible range of 0 to 100. Figure 12 depicts the domain score by student group. The dark blue circle indicates the state score for each group, and the light blue box indicates the score range across districts in Oregon. The vertical black line indicates the state score for all students combined. Differences in domain scores were small. 3rd-5th graders tended to have a higher Sense of Belonging than 6th-8th or 9th-11th graders. The following student groups consistently had a lower domain score across grade bands: students who identify as non-binary, American Indian/Alaska Native, Black/African American, Hispanic/Latino/a/x, students with disabilities, students experiencing poverty, and students experiencing homelessness.

Figure 12: Sense of Belonging Domain Score by Student Group



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.

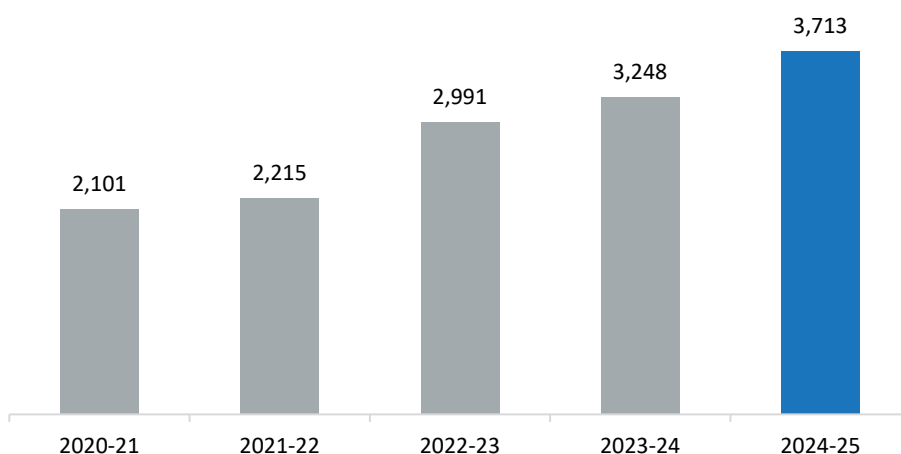
The State of Oregon honors the languages and culture of its people. Students may gain proficiency in a language at home, through formal study at school, through independent study, or any other method. An institution may request the OSSB/M on a student's behalf regardless of the path the student followed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

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

In the 2024-25 school year:

- 3,713 students earned the Oregon State Seal of Biliteracy.
 - Seals were awarded in 60 different languages, including American Sign Language.
 - 78 students earned the Oregon State Seal of Multiliteracy by demonstrating proficiency in three or more languages.
- Seals were requested by 93 different institutions across Oregon.
- 58.1 percent of Seal recipients are current or former English learners.
- 34.3 percent of Seal recipients have a language of origin other than English.

Figure 13: Oregon State Seal of Biliteracy Awards
2020-21 Through 2024-25 School Years

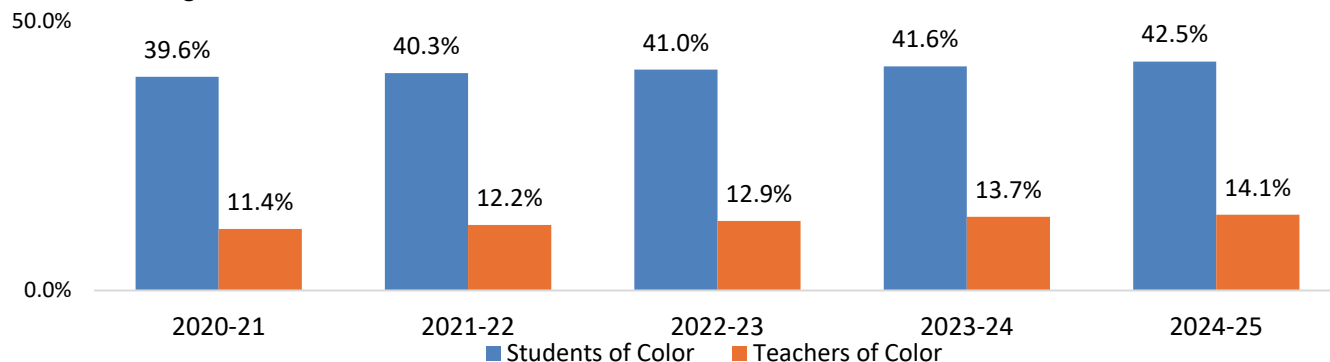


Students and Teachers of Color

In the 2024-25 school year, the proportion of both teachers and students of color increased, with the proportion of students of color increasing at a slightly higher rate compared to prior years. The proportion of students of color increased to 42.5 percent, an increase of 0.9 percent from the 2023-24 school year, and the proportion of teachers of color increased to 14.1 percent, an increase of 0.4 percent from 2023-24.¹

Figure 14: Percentage of Students and Teachers of Color

2020-21 through 2024-25 School Year

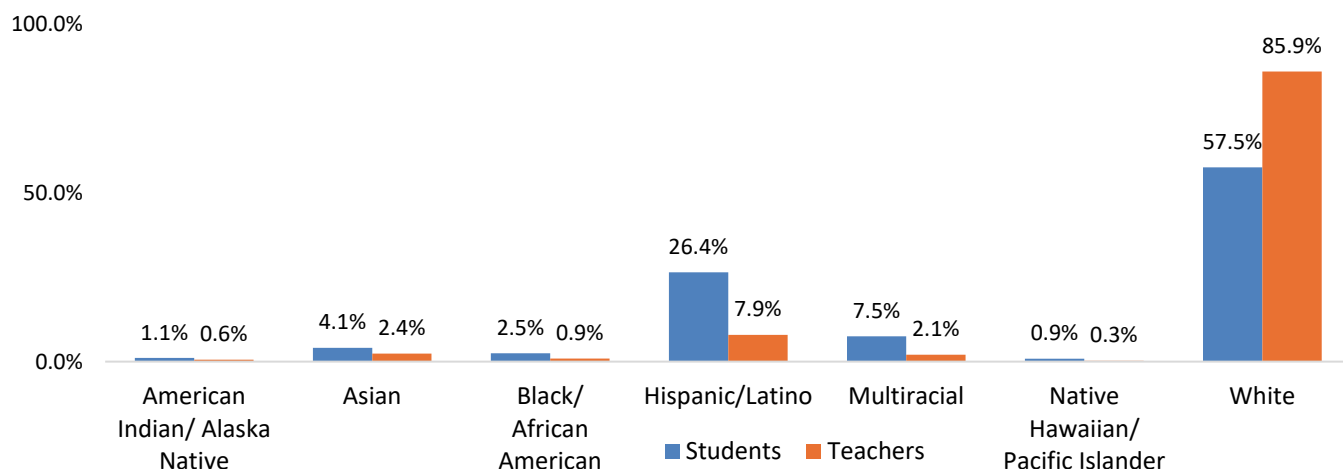


Toward Increased Racial Equity and Representation in Oregon’s Educator Workforce

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 toward 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 15: Percent of Students and Teachers by Race/Ethnicity

2024-25 School Year



The largest difference between historically underserved student populations and teachers of the same race/ethnicity is Hispanic/Latino: 26.4 percent of students were federally reported as Hispanic/Latino, compared with only 7.9 percent of teachers. This gap slightly expanded again in 2024-25 (18.5 percent) when compared to the gap that existed in 2023-24 (18.2 percent). In contrast, 85.9 percent of teachers were White, compared to only 57.5 percent of students in 2024-25.

¹ Sources: Fall Membership and Staff Position Collections

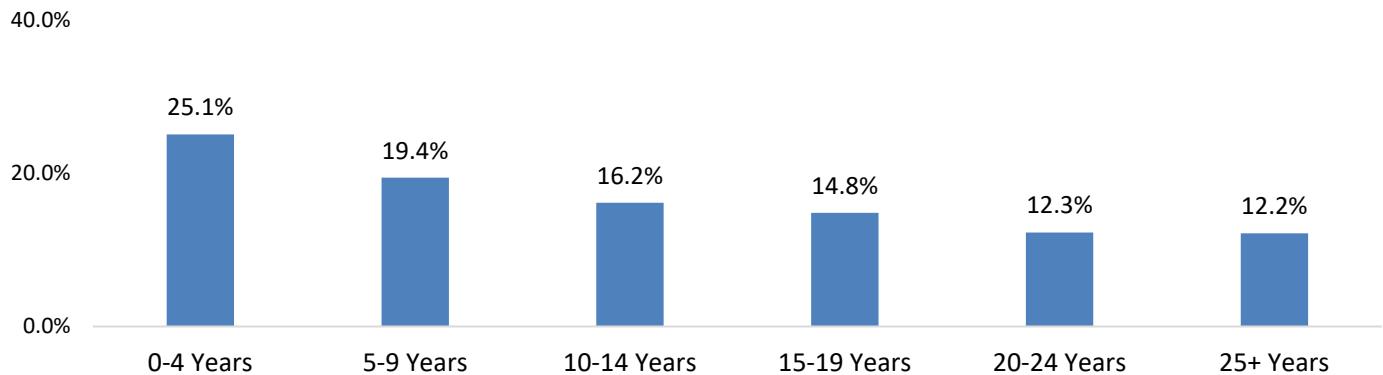
OREGON STAFF

Experienced, Highly Educated Workforce

Oregon continues to have an experienced teacher cohort with 24.5 percent of licensed teachers having 20 or more years of experience. The percentage of new teachers (0-4 years of experience), however, decreased from 28.1 percent in 2023-24 to 25.1 percent in the 2024-25 school year.

Figure 16: Teacher Experience¹

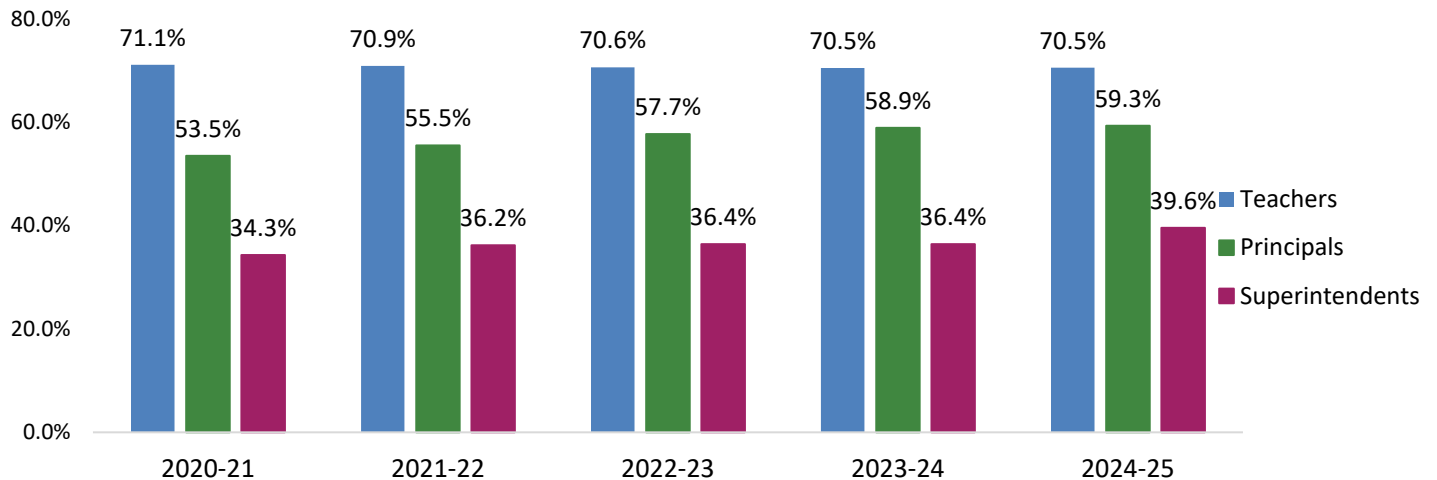
2024-25 School Year



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 superintendent position where women made up 39.6 percent of superintendents in 2024-25, an increase of 3.2 percent. The percentage of women reported as a teacher remained constant in 2024-25 at 70.5 percent. Among staff reported as principals, 59.3 percent were women, an increase from the 2023-24 school year.

Figure 17: Percent of Staff Positions Held by Women

2020-21 through 2024-25 School Years

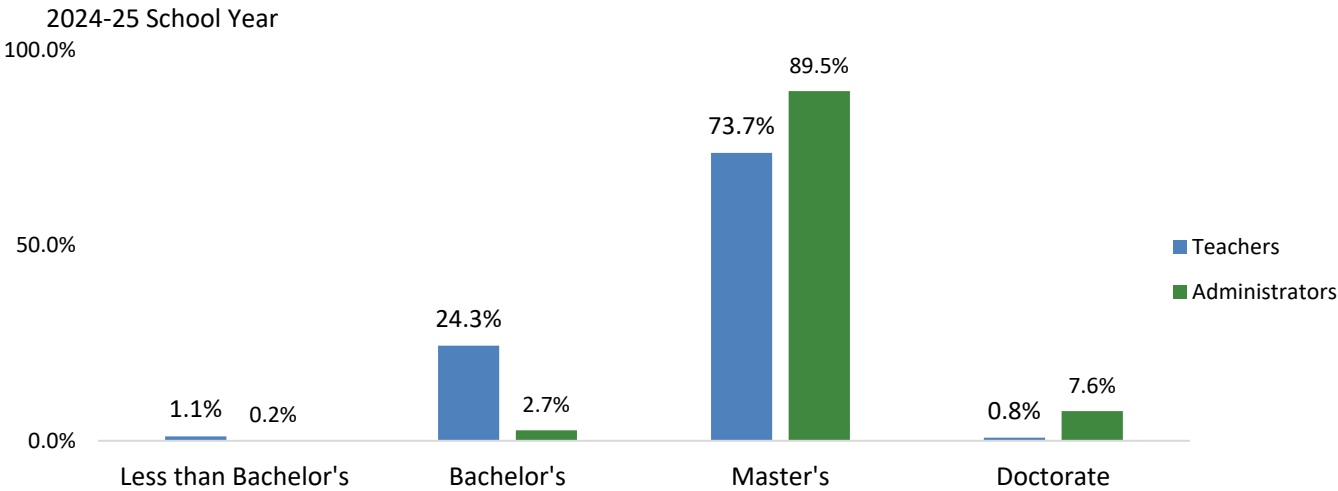


¹ Source: Staff Position

² 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 18: Highest Degree Held by Teachers and Administrators



School Staff

The total number of full-time equivalent (FTE) school employees in 2024-25 increased overall from 2023-24 by approximately 0.8 percent statewide. Notable changes in staffing by position group include a decrease in Teacher FTE for the second year in a row with a decline of approximately 0.8 percent statewide between 2023-24 and 2024-25. Educational Assistants, Licensed Library and Media staff, and Psychologists saw the largest percentage increase in staffing from last year with increases of approximately 3.6, 4.8, and 6.3 percent, respectively. Library and Media Support staff saw the largest percentage decrease in Staff FTE shrinking by approximately 3.9 percent statewide.

Oregon School Employees¹
(Full-Time Equivalent Positions)

	2023-24 FTE Counts	2024-25 FTE Counts
Teachers	31,600.6	31,342.1
Educational Assistants	12,578.3	13,032.3
District Administrators	569.9	580.6
School Administrators	2,038.4	2,038.5
School Counselors	1,678.9	1,698.8
Licensed Library and Media	178.2	186.7
Library and Media Support	686.8	660.3
Psychologists	430.2	457.4
Support Staff	29,211.1	29,576.5
Special Education Specialists	2,251.0	2,289.5
Total	81,223.3	81,862.5

¹ 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.

Oregon Statewide Report Card 2024-25

14

Oregon Department of Education

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Teacher Qualifications

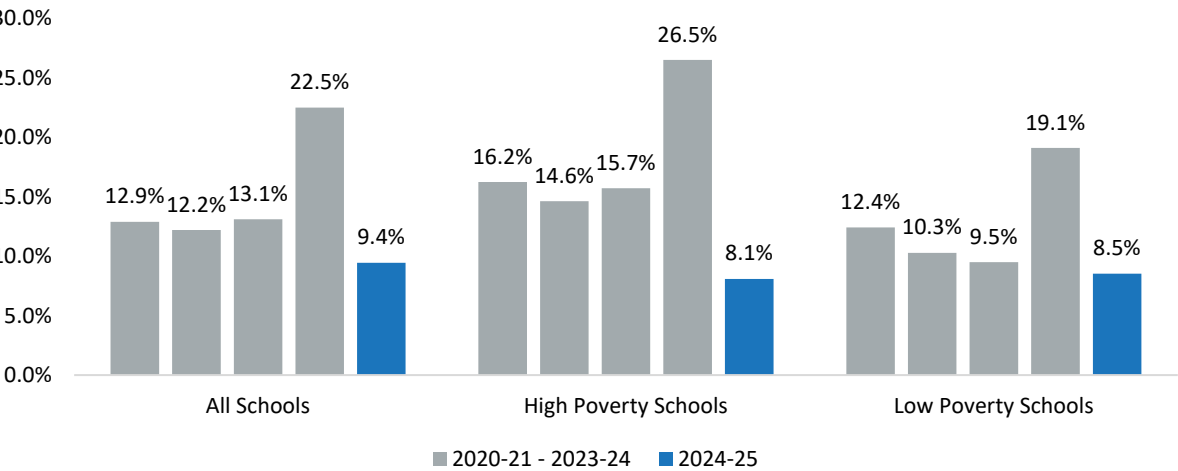
An out-of-field teacher is defined as a teacher teaching a subject area (course) in which they have neither a full Oregon teaching license and the proper endorsement, nor a License for Conditional Assignment (LCA). The specific courses that are allowable for a specific teaching endorsement can be found 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 poverty¹ 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).

Figure 19: Percent of Out-of-Field Teachers by School Poverty Level
2020-21 Through 2024-25 School Years



Since 2020-21, the rates of out-of-field teachers decreased for all school groups. The difference between out-of-field teacher rates between high and low poverty schools decreased to 0.4%.

Count of Out-Of-Field Teacher FTE					
	2020-21	2021-22	2022-23	2023-24	2024-25
All Schools	3,679.6	3,052.8	3,516.7	5,555.2	2,498.1
High Poverty School	1,037.9	784.3	1,000.6	1,375.7	412.3
Low Poverty Schools	905.9	682.9	644.6	1,300.0	615.1

¹ 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.

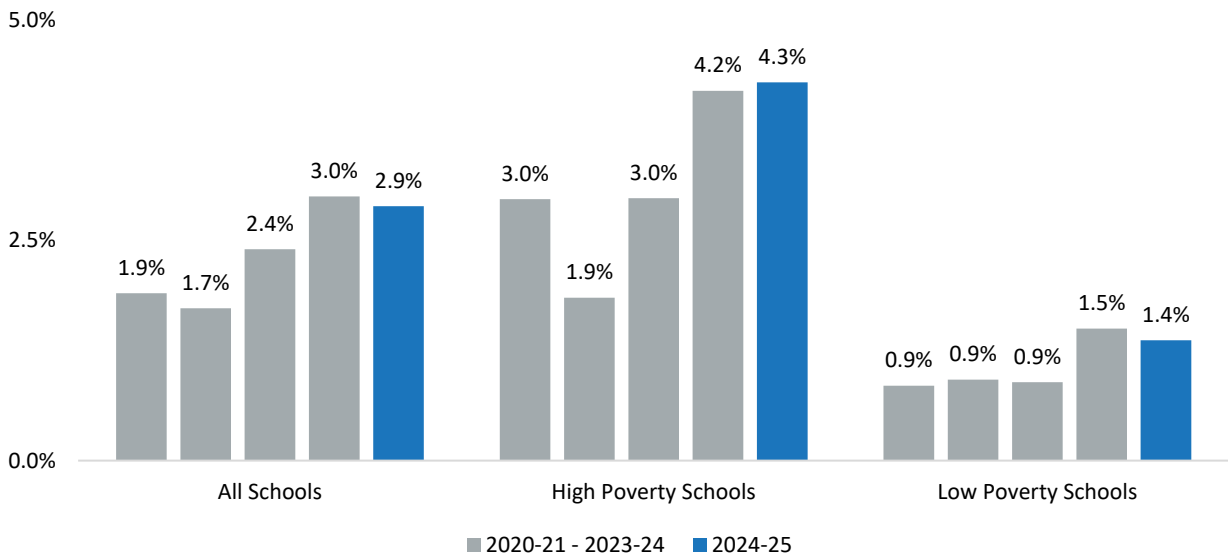
Oregon Statewide Report Card 2024-25

15

Oregon Department of Education

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Figure 20: Percent of Teachers with Emergency/Provisional Licences by School Poverty Level
 2020-21 Through 2024-25 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

	2020-21	2021-22	2022-23	2023-24	2024-25
All Schools	542.9	434.1	643.2	732.2	764.3
High Poverty School	190.1	99.1	189.8	219.7	218.9
Low Poverty Schools	61.7	61.3	60.5	103.5	98.5

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. After accounting 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.¹

Figure 21: Average Salaries by Staff Category

2014-15 Through 2024-25

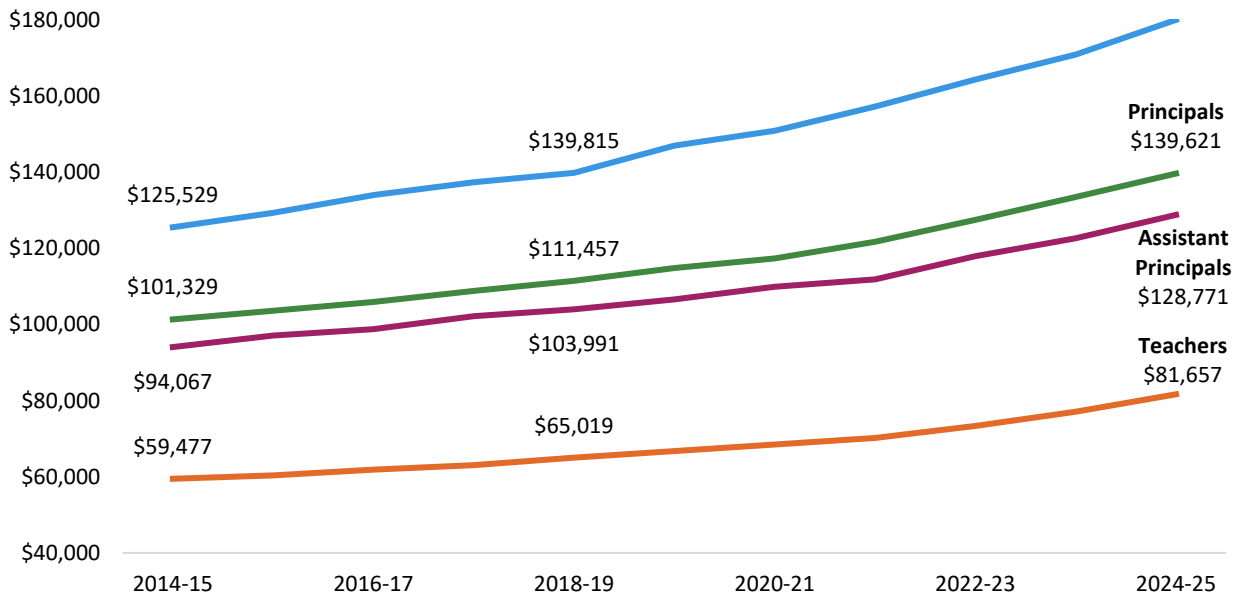
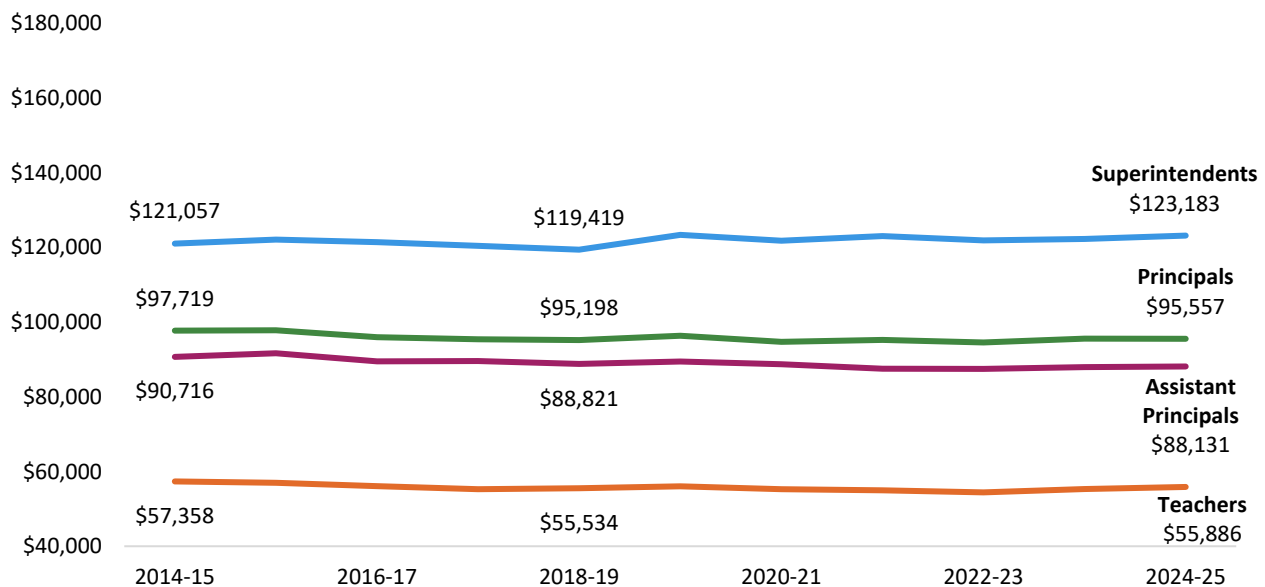


Figure 22: Inflation Adjusted Average Salaries by Staff Category, 2012-13 Dollars²

2014-15 Through 2024-25



¹ Source: ODE Staff Position Data Collection

² 2012-13 dollars (West Region CPI; 2012-13 = 100. The Office of Economic Analysis moved to the West Region CPI starting with the 1st 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 Indigenous¹, Black, and Persons of Color² 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 LGBTQ2SIA+](#) and 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.³

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
5,951	22,158	11,430	39,539	1.1%	7.3%

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
13,439	5,915	13,953	33,307	2.5%	6.1%

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
47,45	2,800	5,610	13,155	0.9%	2.4%

¹Indigenous Mexican, Central American, South American, and Caribbean

²Persons 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.

³ 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*¹, 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 towards closing the achievement gaps while addressing the historic and ongoing systemic inequities experienced by Oregon's Latino/a/x Indigenous* students. During the 2023-2025 biennium, the Latino/a/x and Indigenous* Student Success Plan received \$6.34 million which was awarded to 27 grantees throughout Oregon.

**Indigenous Mexican, Central American, South American, and Caribbean*

[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

¹ Indigenous Mexican, Central American, South American, and Caribbean

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 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 and Pacific Islander students continue to be 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. The SSA currently provides \$1.02 million in grant funding for the 2025–27 biennium to support 15 grantees implementing the Native Hawaiian/Pacific Islander Student Success Plan.

SCHOOL FUNDING

Most of the spending in Oregon school districts is allocated to classroom expenses. Historically, 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^{1,2}

Where Dollars Were Spent	2021-22	Percent	2022-23	Percent	2023-24	Percent
Direct Classroom	\$9,179	55.4%	\$9,696	53.9%	\$10,184	53.5%
Classroom Support	\$3,518	21.2%	\$4,028	22.4%	\$4,240	22.3%
Building Support	\$3,024	18.2%	\$3,299	18.3%	\$3,555	18.7%
Central Support	\$853	5.2%	\$965	5.4%	\$1,055	5.5%
Total ³	\$16,574	100%	\$17,988	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. In the 2017-19 biennium, 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 was 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. Persistent low interest rates have reduced earnings and investments in PERS side accounts as PERS rates and costs have increased. This creates a need for additional funding to support districts as they face growing personnel costs.
- 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. In 2014 a task force estimated that Oregon schools had more than \$7 billion in deferred maintenance costs, however ODE did not have a standard statewide data set to show the exact level or cost analysis. Currently, we are undergoing a [Statewide School Facilities Assessment](#) to conduct district-wide facility condition assessments and deliver comprehensive reports detailing deferred maintenance for all 5,000+ school buildings in Oregon, including charter schools and ESDs. The goal of this program is to provide the State and all districts with a no-cost, up to date report that catalogues levels of deferred maintenance and cost estimates, while maintaining a standardized database accessible for Oregon Schools.

The 2024⁴ Final Report from Oregon's [Quality Education Commission](#) (QEC) stated, "For the upcoming 2025-27 biennium, the QEC 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.

¹ Source: School District and Education Service District (ESD) Audits

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

³ Figures may not sum to Total, due to rounding.

⁴ Final Reports from the Quality Education Commission are issued every two years.

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.”

Including the \$839.6 million Student Success Act Transfer to the State School Fund, the legislature appropriated \$11.32 billion for the 2025-27 biennium.

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), establishing the Corporate Activity Tax to generate substantial new revenue for education. Initially projected to provide approximately \$800 million for K–12 school districts and Education Service Districts (ESDs) during the 2019–21 biennium and nearly \$1.5 billion in 2021–23, the revenue was impacted by reduced economic activity during the COVID-19 pandemic. While revenues have since begun to stabilize, ongoing economic uncertainties and federal tax changes continue to influence projections for future growth.

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 ^{1,2}					
(In Billions of Dollars, not adjusted for inflation)					
	2017-19	2019-21	2021-23	2023-25 ³	2025-27 ⁴
Local	\$4.03	\$4.37	\$4.68	\$5.04	\$5.62
State	\$8.20	\$9.00	\$9.30	\$10.20	\$11.32
Total	\$12.23	\$13.37	\$14.03	\$15.24	\$16.94

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](#).

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

² Source: State School Fund Distribution Formula.

³ Projected

⁴ Projected

Oregon Statewide Report Card 2024-25

22

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Oregon Department of Education

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. This pressure on state revenues will be exacerbated due to the expiration of pandemic related Federal funds and the 2025 federal tax changes enacted in [H.R. 1](#).

Figure 23: Audited Operating Revenue Shares for Public Elementary and Secondary Schools and ESDs by Source of Funds

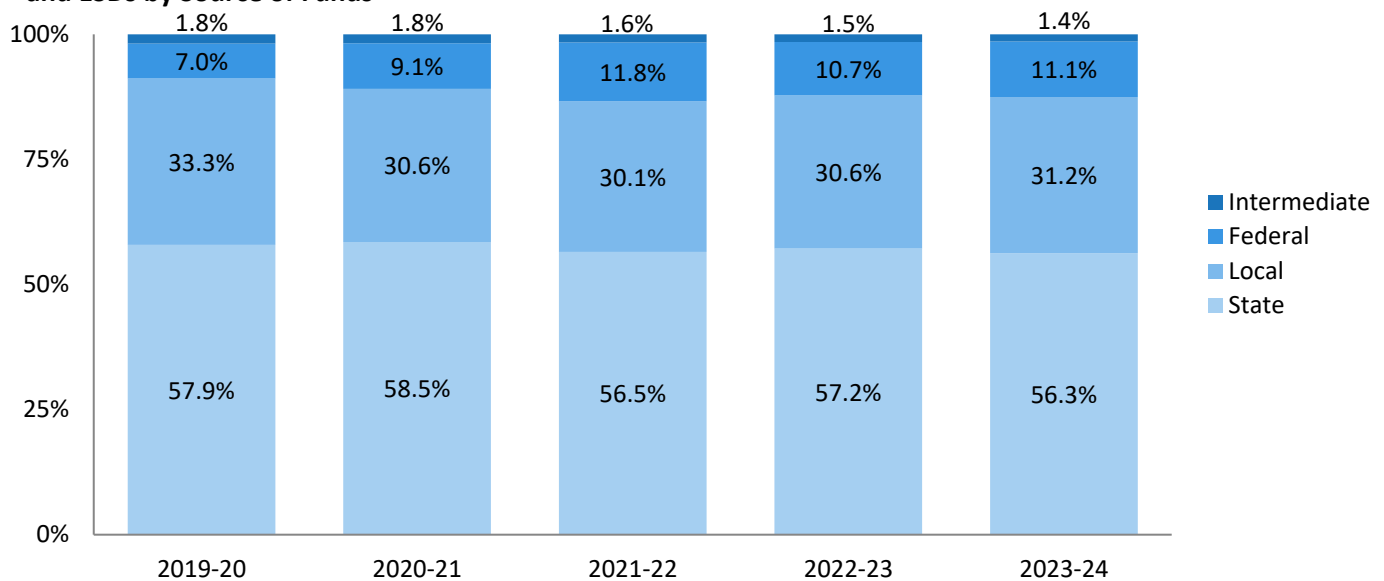
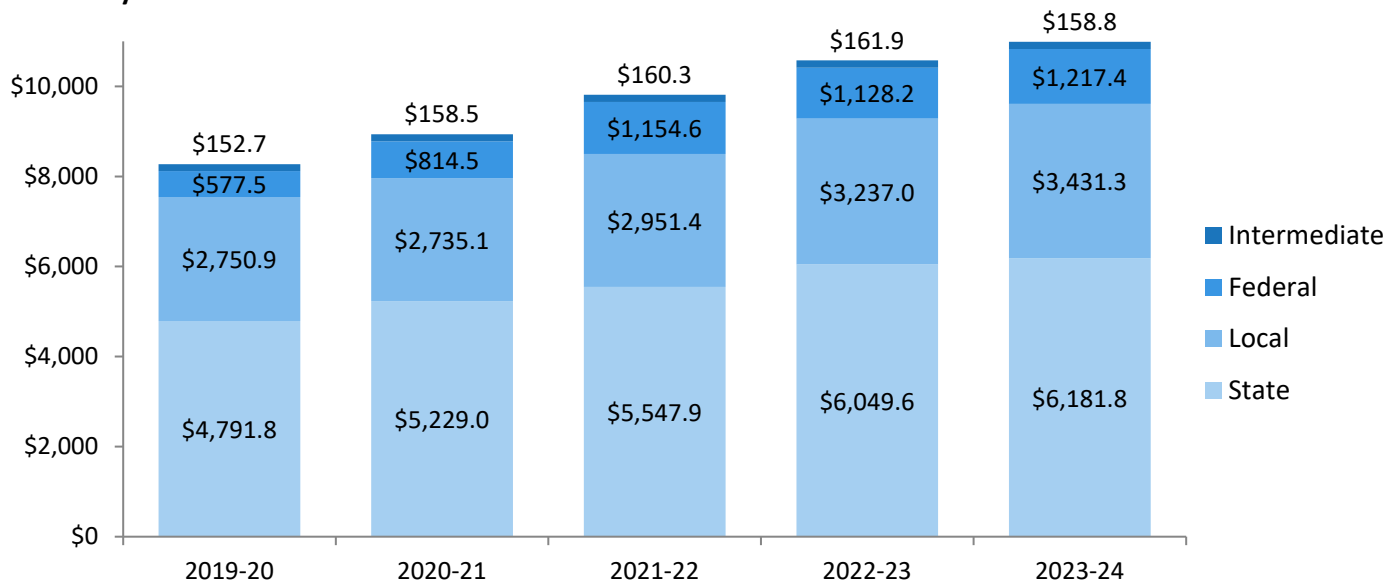


Figure 24: Audited Operating Revenues for Public Elementary and Secondary Schools and ESDs by Source of Funds¹



¹ Dollars in millions, not adjusted for inflation.

The 2025 federal tax changes enacted in H.R. 1, known as the *One Big Beautiful Bill Act*, are projected to significantly reduce Oregon’s General Fund revenue during the 2025–27 biennium and beyond due to Oregon’s “rolling reconnect” policy. This policy means Oregon’s tax code is automatically tied to changes in federal taxable income, so any federal tax deductions or exclusions directly affect Oregon’s tax collections.

Oregon is [projected to lose \\$972 million](#) in General Fund revenue during the 2025–27 biennium due to H.R. 1.

This includes:

- \$223 million from the new overtime pay deduction
- \$81 million from the SALT (state and local tax) deduction limitation
- \$79 million from the tips deduction
- \$68 million from the car loan interest deduction
- \$384 million from bonus depreciation and expensing for businesses
- \$166 million from changes to research and experimental (R&E) expenditures
- \$31 million from the business interest deduction

Oregon lawmakers had set aside a \$472 million ending balance as a cushion in the 2025–27 budget. Due to the revenue losses from H.R. 1, this ending balance is now projected to become a \$373 million deficit.

Revenue losses are currently expected to continue in future biennia:

- \$620 million in 2027–29
- \$142 million in 2029–31

Oregon’s tax system is tied to federal definitions of taxable income, so when federal law introduces new deductions or exclusions, Oregon automatically adopts them unless the Legislature acts to “disconnect.” This automatic conformity means federal tax cuts reduce the amount of income subject to Oregon taxes, thereby shrinking state revenue.

The State School Fund (SSF), which supports K–12 education, relies heavily on General Fund revenue and the Corporate Activity Tax (CAT). The CAT, which funds the Student Success Act (SSA), is also under pressure due to use of one-time CAT balances in prior biennia to fund ongoing programs, lower-than-expected CAT revenue growth, and increased transfer obligations to the SSF.

As a result, the Fund for Student Success is projected to fall \$187–195 million below the current service level, forcing cuts to programs like early literacy, mental health supports, and career-connected learning.

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 comparing assessment data from 2023-24 and 2024-25 to assessment data from 2021-22 and 2022-23.
- **Mathematics Average Gap Score Change**
 - The change in average Mathematics scores at the school comparing assessment data from 2023-24 and 2024-25 to assessment data from 2021-22 and 2022-23.
- **Regular Attenders**
 - The percentage of students who attended more than 90% of their enrolled days.
- **9th Grade On-Track to Graduate**
 - The percentage of students who earned at least one fourth of graduation credits during their 9th grade year.
- **Four-Year Graduation**
 - The percentage of students who earned a regular or modified diploma within four years of entering 9th 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 9th 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 Poverty¹
- Race/Ethnicity
- Underserved Race/Ethnicities²

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

² 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.

CSI schools are identified every three years, additional CSI schools were identified in 2024-25. 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 more than half of the indicators for the All Students group were Level One and no indicators were a Level Three or higher.

Schools are identified as TSI if they were not identified as CSI, any student group, other than the All Student group, was rated on at least five indicators and more than half of the rated indicators were Level One, and no indicators were rated a Level Three or higher.

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 Identified¹

Level of Support	2024-25 Title I Status	2022-23 Identification	2023-24 Identification	2024-25 Identification
Comprehensive	Yes	26	37	56
	No	30	42	73
Targeted	Yes	152	156	76
	No	159	202	94
Not Identified	Yes	373	364	438
	No	530	472	530

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. Visit the [Accountability Details webpage](#) for state-level data for each indicator, by grade group, included in the ESSA accountability system.

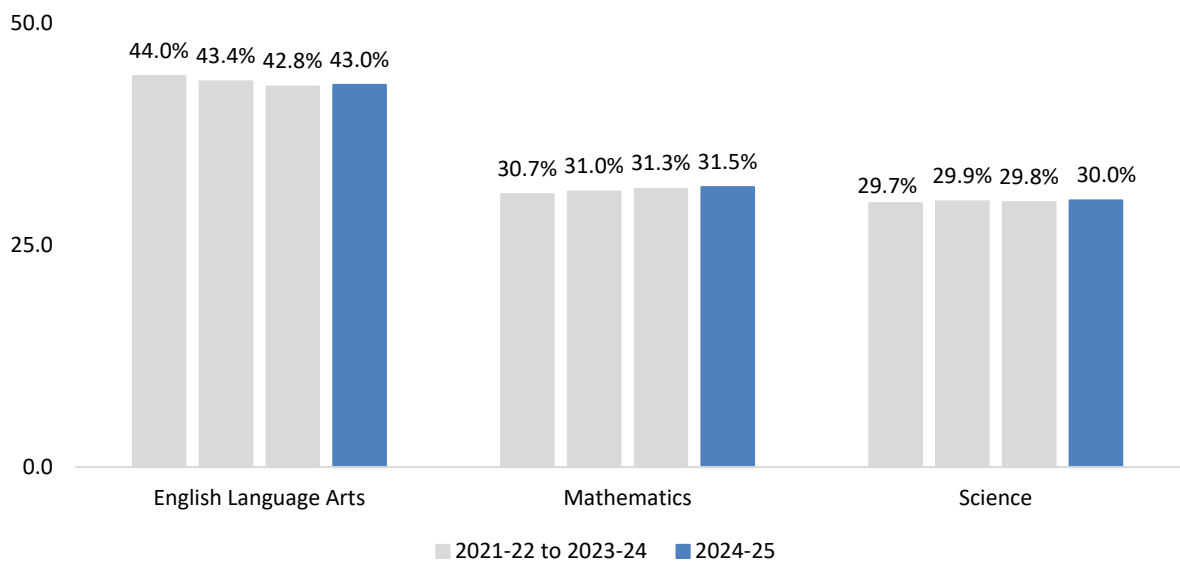
¹ Source: [Accountability Details File](#). Data on specific schools can be found on the [School and District Profiles](#) web page. Changes to Title I Status, new schools, or school closures may impact the total number of schools reported year to year.

ASSESSMENT ACHIEVEMENT

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. Statewide assessments are an important indicator for understanding how Oregon’s public schools meet the needs and prepare students to achieve the skills that align with Oregon’s standards and help students to pursue their future goals.

Figure 25: Average Statewide Proficiency for ELA, Math, and Science
2021-22 through 2024-25 School Years^{1, 2}



English language arts achievement rates decreased between the 2021-22 through the 2023-24 school years. While the 2024-25 English language arts achievement rates saw slight increase (0.2 percent) from the 2023-24 school year. Math achievement rates have seen increases year over year from 2021-22 to 2024-25. While Science achievement rates have been relatively flat over the past four years.

¹ Annual statewide assessments were suspended during the 2020-21 school year in response to the COVID-19 pandemic.
² Visualized assessment proficiency rates vary from previously published rates due to recalculation to include Extended Assessments.

Student Performance in 2024-25
Percent of Students at Level 3 or 4 (Proficient)

Grade 3

Student Group	English Language Arts (ELA)	Mathematics
All Students	40%	40%
Students Experiencing Poverty	23%	24%
English Learners ¹	6%	10%
Students with Disabilities ²	21%	23%
American Indian/Alaska Native	31%	30%
Asian	53%	59%
Black/African American	24%	21%
Hispanic/Latino	23%	23%
Multi-racial	46%	45%
Native Hawaiian/Pacific Islander	18%	13%
White	48%	48%
Extended Assessment ²	19%	18%
Migrant Education	12%	16%
Houseless	17%	17%
Military-connected	41%	43%
Students in Foster Care	18%	18%

Grade 4

Student Group	English Language Arts (ELA)	Mathematics
All Students	42%	37%
Students Experiencing Poverty	25%	20%
English Learners	7%	7%
Students with Disabilities	21%	19%
American Indian/Alaska Native	30%	21%
Asian	59%	60%
Black/African American	25%	20%
Hispanic/Latino	25%	20%
Multi-racial	49%	42%
Native Hawaiian/Pacific Islander	20%	15%
White	49%	44%
Extended Assessment ³	27%	15%
Migrant Education	15%	13%
Houseless	19%	16%
Military-connected	49%	38%
Students in Foster Care	20%	13%

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

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

³ 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%	30%
Students Experiencing Poverty	29%	16%	16%
English Learners	6%	< 5%	< 5%
Students with Disabilities	21%	15%	16%
American Indian/Alaska Native	27%	14%	15%
Asian	65%	54%	42%
Black/African American	30%	15%	14%
Hispanic/Latino	29%	16%	14%
Multi-racial	52%	35%	35%
Native Hawaiian/Pacific Islander	23%	10%	9%
White	54%	38%	38%
Extended Assessment	22%	16%	32%
Migrant Education	19%	10%	7%
Houseless	22%	10%	13%
Military-connected	52%	31%	30%
Students in Foster Care	22%	10%	13%

Grade 6

Student Group	English Language Arts (ELA)	Mathematics
All Students	42%	29%
Students Experiencing Poverty	24%	13%
English Learners	5%	< 5%
Students with Disabilities	15%	11%
American Indian/Alaska Native	20%	11%
Asian	63%	56%
Black/African American	22%	11%
Hispanic/Latino	26%	15%
Multi-racial	45%	33%
Native Hawaiian/Pacific Islander	20%	10%
White	48%	35%
Extended Assessment	24%	16%
Migrant Education	18%	10%
Houseless	16%	9%
Military-connected	50%	37%
Students in Foster Care	21%	13%

Grade 7

Student Group	English Language Arts (ELA)	Mathematics
All Students	44%	32%
Students Experiencing Poverty	27%	16%
English Learners	5%	< 5%
Students with Disabilities	16%	12%
American Indian/Alaska Native	29%	14%
Asian	65%	59%
Black/African American	26%	16%
Hispanic/Latino	27%	15%
Multi-racial	50%	37%
Native Hawaiian/Pacific Islander	25%	13%
White	52%	38%
Extended Assessment	23%	32%
Migrant Education	19%	9%
Houseless	20%	10%
Military-connected	51%	33%
Students in Foster Care	16%	9%

Grade 8

Student Group	English Language Arts (ELA)	Mathematics	Science
All Students	42%	29%	27%
Students Experiencing Poverty	25%	14%	14%
English Learners	< 5%	< 5%	< 5%
Students with Disabilities	16%	10%	13%
American Indian/Alaska Native	23%	11%	13%
Asian	62%	57%	43%
Black/African American	26%	14%	11%
Hispanic/Latino	26%	14%	13%
Multi-racial	46%	33%	32%
Native Hawaiian/Pacific Islander	21%	10%	12%
White	48%	35%	33%
Extended Assessment	25%	18%	34%
Migrant Education	19%	9%	7%
Houseless	18%	10%	12%
Military-connected	45%	30%	27%
Students in Foster Care	23%	9%	12%

High School

Student Group	English Language Arts (ELA)	Mathematics	Science
All Students	44%	20%	33%
Students Experiencing Poverty	30%	9%	20%
English Learners	5%	< 5%	< 5%
Students with Disabilities	16%	6%	14%
American Indian/Alaska Native	30%	9%	21%
Asian	60%	41%	49%
Black/African American	25%	8%	16%
Hispanic/Latino	31%	9%	18%
Multi-racial	51%	25%	38%
Native Hawaiian/Pacific Islander	22%	5%	12%
White	51%	25%	39%
Extended Assessment	30%	19%	40%
Migrant Education	24%	6%	12%
Houseless	22%	5%	16%
Military-connected	52%	24%	39%
Students in Foster Care	24%	< 5%	18%

NATIONAL COMPARISON OF STUDENT ACHIEVEMENT

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](#) (NCES) 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. To see Oregon's disaggregated NAEP data, please visit the [Oregon Online Report Card](#).

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 students in grades 4 and 8, 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

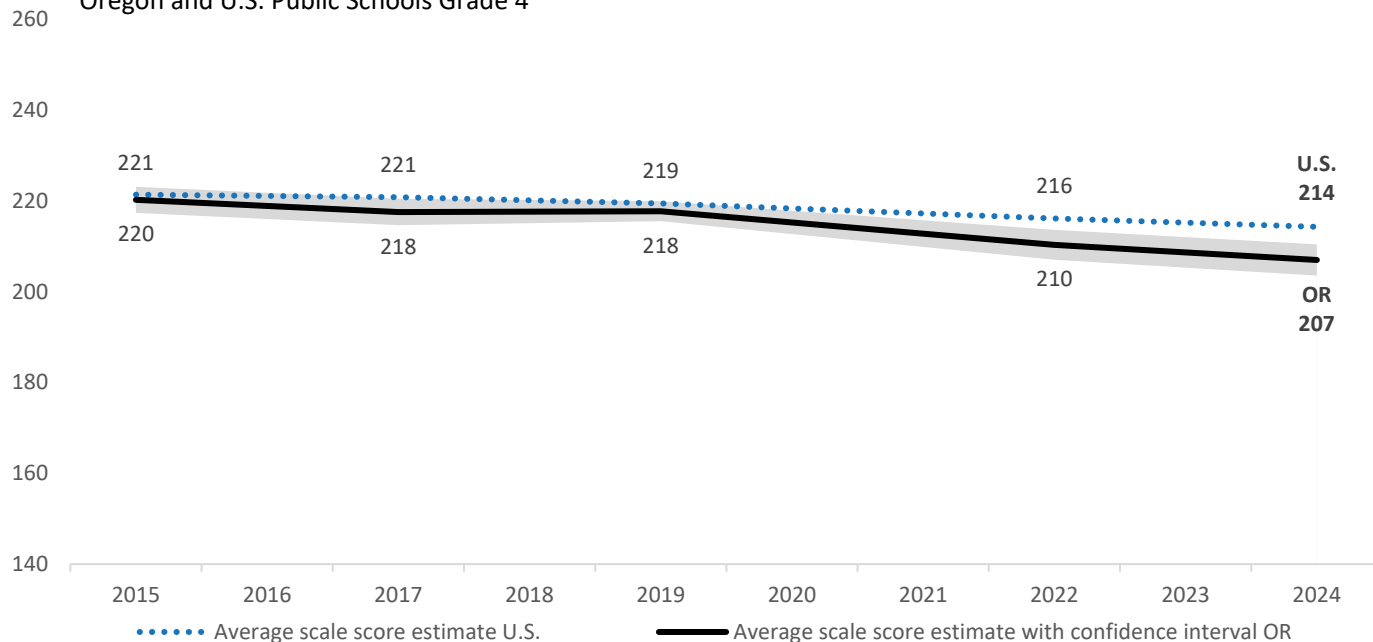
This report includes results from the 2023-24 NAEP state mathematics and reading assessments, which are the most recent NAEP state assessment results available. For 2025-26, NAEP will conduct state mathematics and reading assessments at grades 4 and 8, as well as national civics and U.S. history assessments at grade 8. NCES plans to release the results of the NAEP 2026 assessments during the 2026-27 school year. In addition, NAEP will administer field tests in mathematics and reading at grades 4, 8, and 12. Results from the field test will not be released but will inform the development of future assessments.

National Assessment of Educational Progress: Reading

In 2015, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2024, Oregon's 4th graders scored 207, which was statistically lower than 4th graders in the nation's public schools (214).

Figure 26: NAEP Reading 2015- 2024 Average Scale Scores

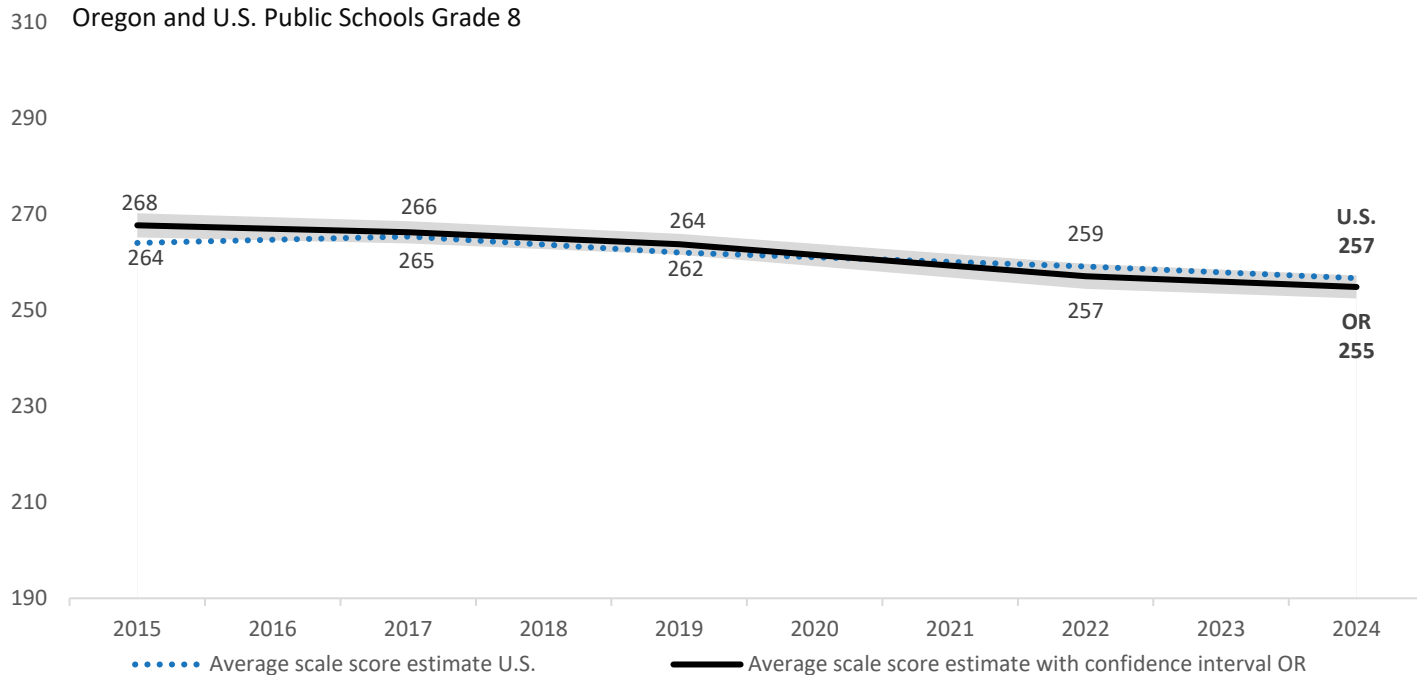
Oregon and U.S. Public Schools Grade 4



In 2015, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2024, Oregon's 8th graders scored 255, which was statistically the same as 8th graders in the nation's public schools (257).

Figure 27: NAEP Reading 2015 - 2024 Average Scale Scores

Oregon and U.S. Public Schools Grade 8

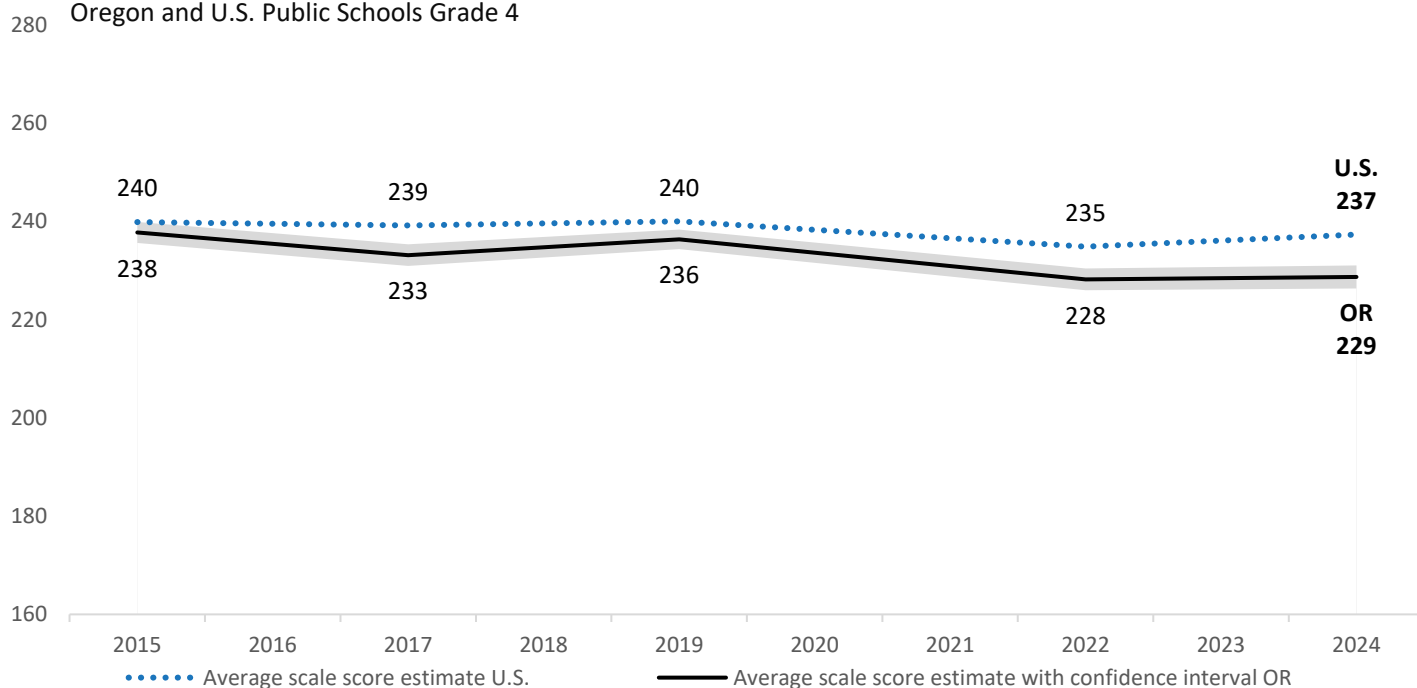


National Assessment of Educational Progress: Mathematics

In 2015, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2024, Oregon's 4th graders scored 229, which was statistically lower than 4th graders in the nation's public schools (237).

Figure 28: NAEP Mathematics 2015 - 2024 Average Scale Scores

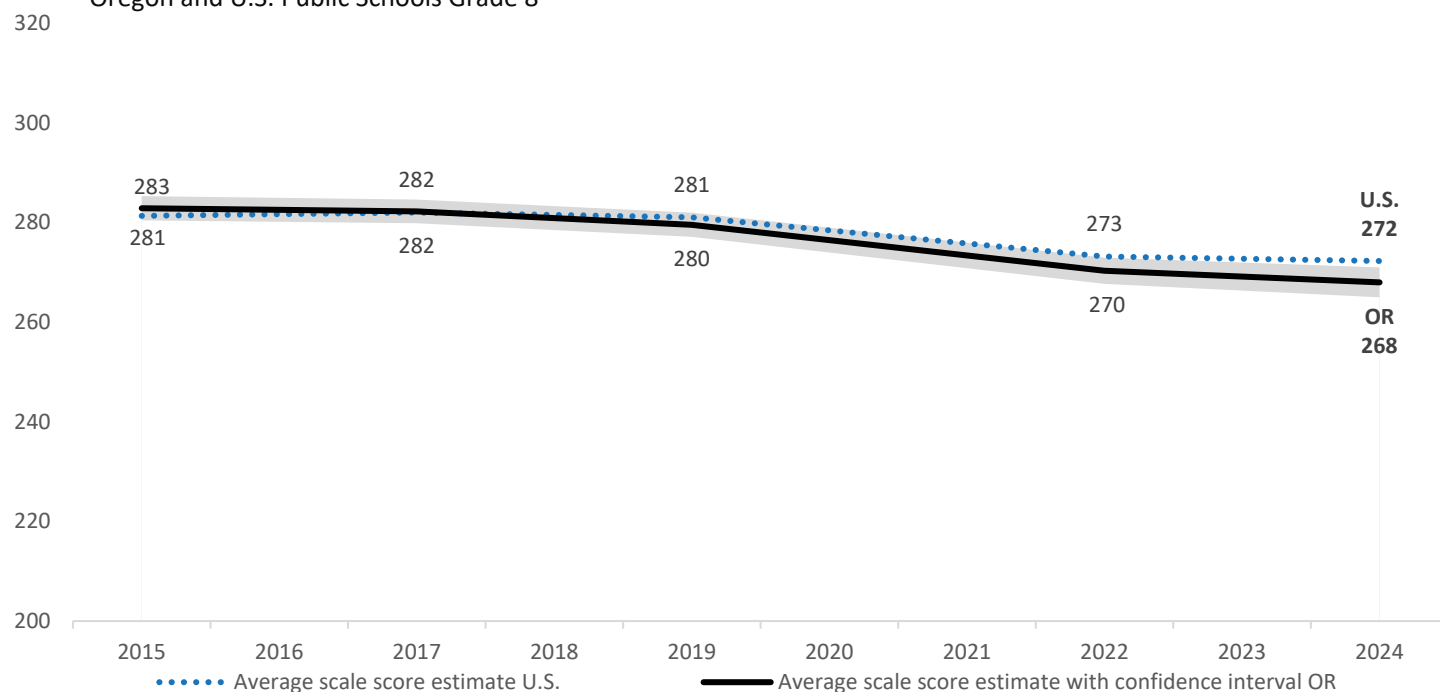
Oregon and U.S. Public Schools Grade 4



In 2015, Oregon's 8th graders scored statistically the same as the nation's 8th graders. In 2024, Oregon's 8th graders scored 268, which was statistically lower than 8th graders in the nation's public schools (272).

Figure 29: NAEP Mathematics 2015 - 2024 Average Scale Scores

Oregon and U.S. Public Schools Grade 8



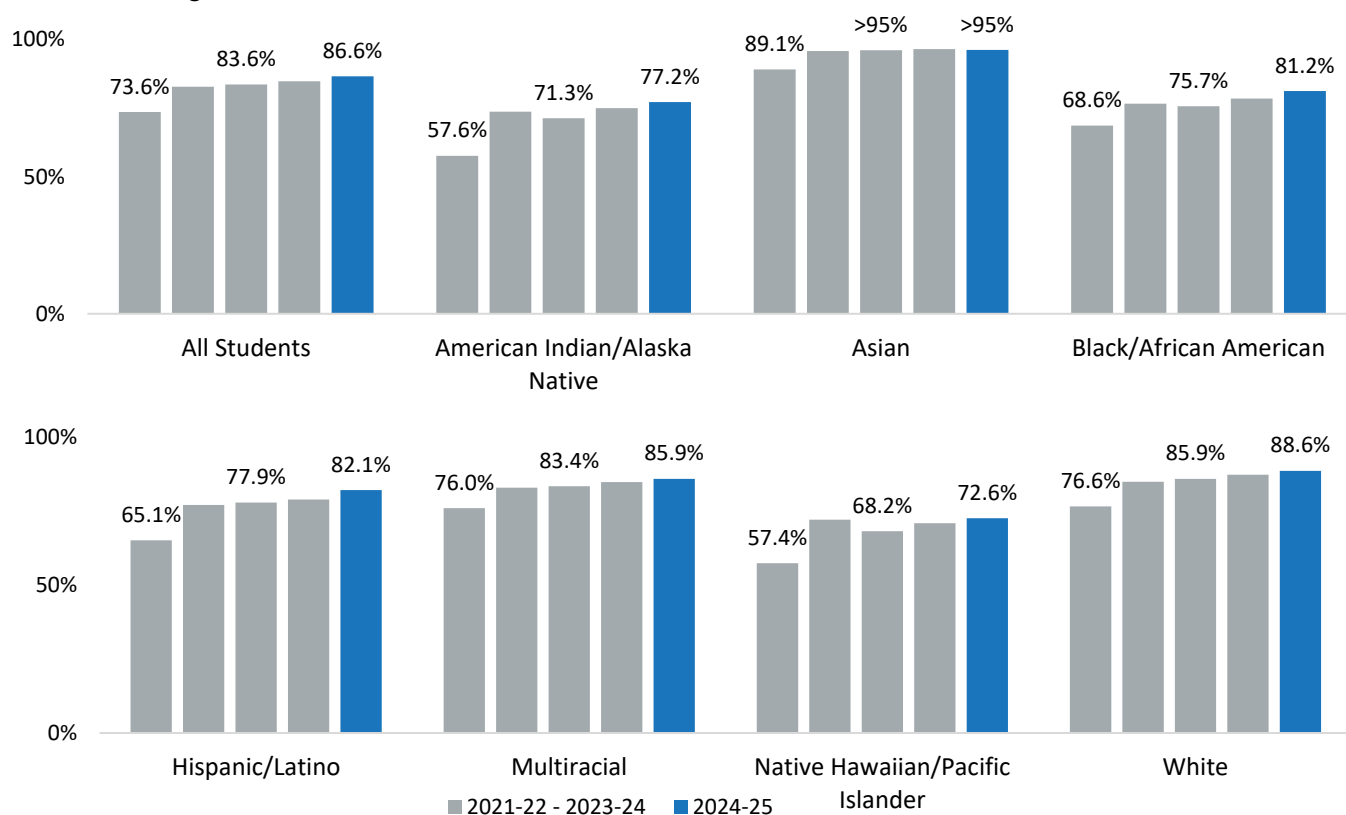
NINTH GRADE ON-TRACK

Ninth Grade On-Track is the percentage of students in their first year of high school who have received appropriate support that has 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 86.6 in 2024-25, meaning that 86.6 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. The rate was up by 1.8 percentage points from the prior year and was the highest rate ever reported.

On-Track rates increased for most student groups in 2024-25. The Hispanic/Latino and Black/African American students had the greatest increase of the racial/ethnic student groups (3.2 and 2.7 percentage points, respectively).

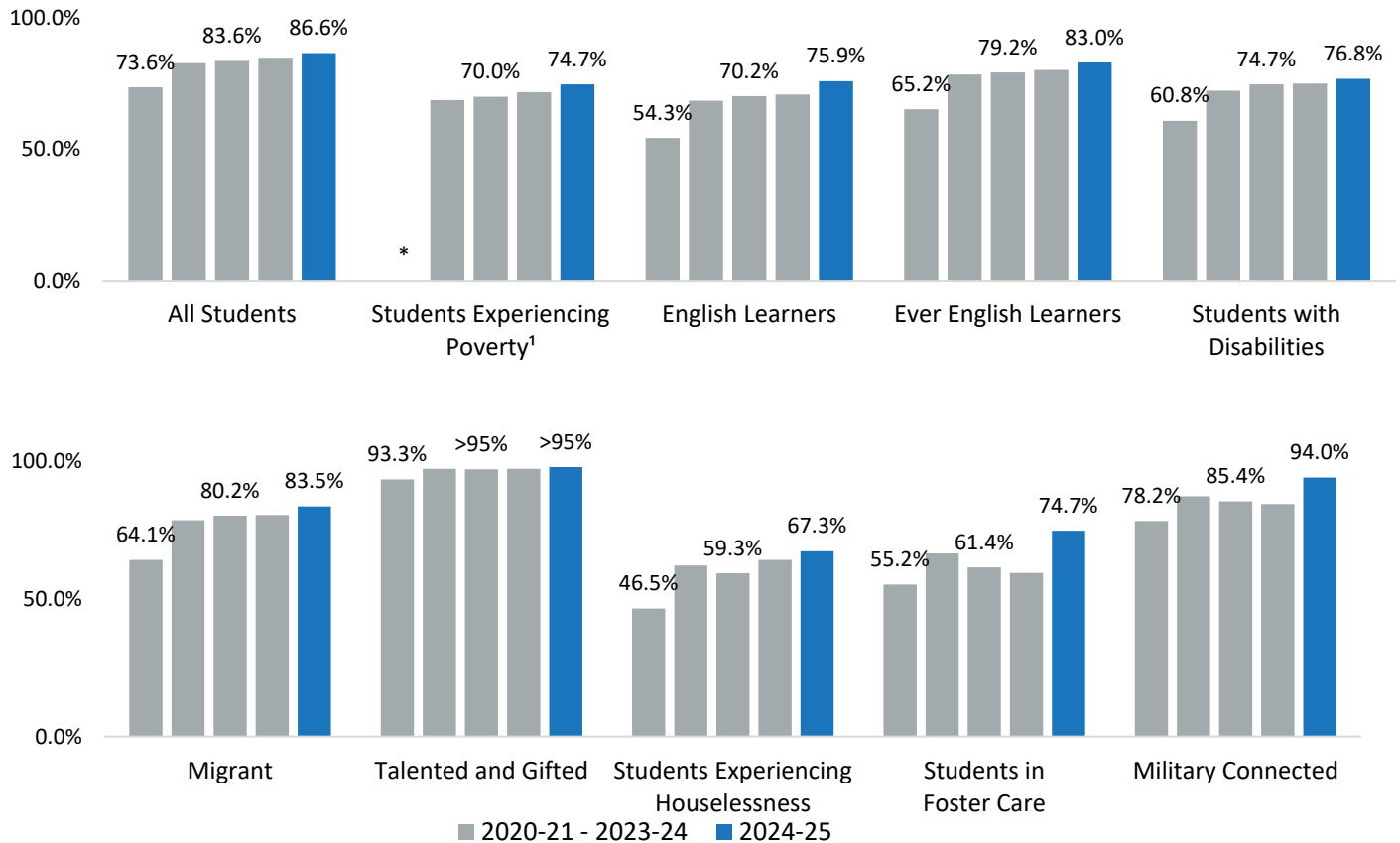
Figure 30: Ninth Grade On Track to Graduate by Race/Ethnicity
2020-21 Through 2024-25 School Years



Although Oregon's education system has historically faced challenges in supporting English Learners and Students with Disabilities to stay on track by the end of ninth grade, both groups reached record-high on-track rates in 2024–25—75.9 percent and 76.8 percent, respectively. The most significant improvement was seen among students in foster care, whose on-track rate increased by 15.3 percentage points. However, the system continued to face its greatest challenge in supporting students experiencing houselessness, with only 67.3 percent on track to graduate.

Figure 31: Ninth Grade On Track to Graduate by Student Group

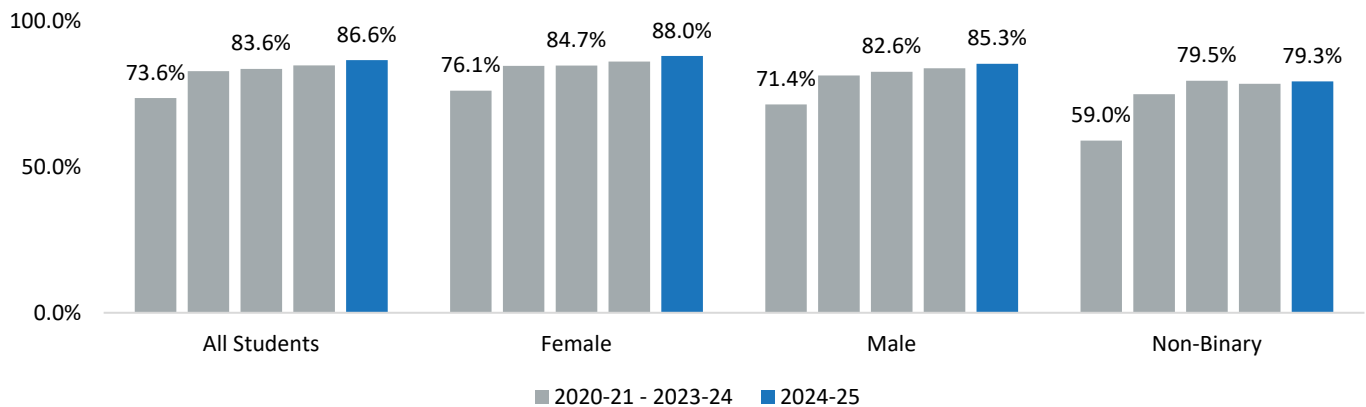
2020-21 Through 2024-25 School Years



Students who identify as non-binary experienced an increase in On-Track to Graduate rate of almost one percentage point.

Figure 32: Ninth Grade On Track to Graduate by Gender

2021-22 Through 2024-25 School Years



¹ 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 9th 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.

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 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 81.8 in this chart shows that 81.8 percent of students who began high school in the 2020-21 school year graduated within four years (by the end of the 2023-24 school year). Some 86.7 percent of students who began high school in the 2019-20 school year had graduated within five years (by the end of the 2023-24 school year).

Figure 33: Four Year Graduation Rates by High School Entry (Cohort) Year
2016-17 Through 2020-21 Cohort Years

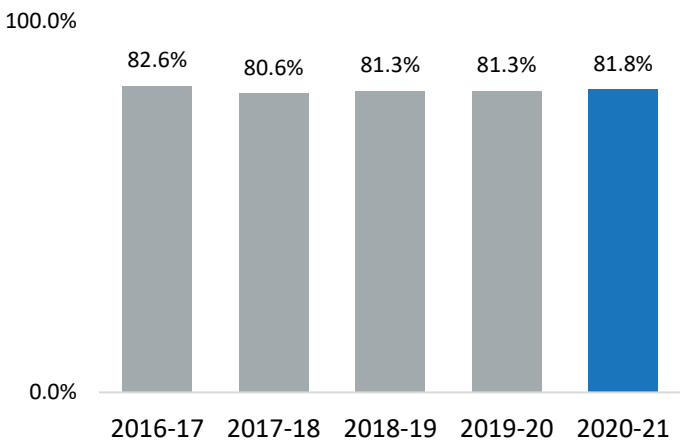
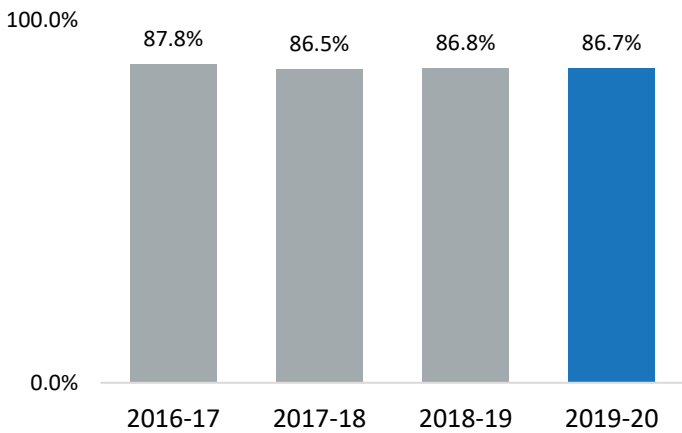
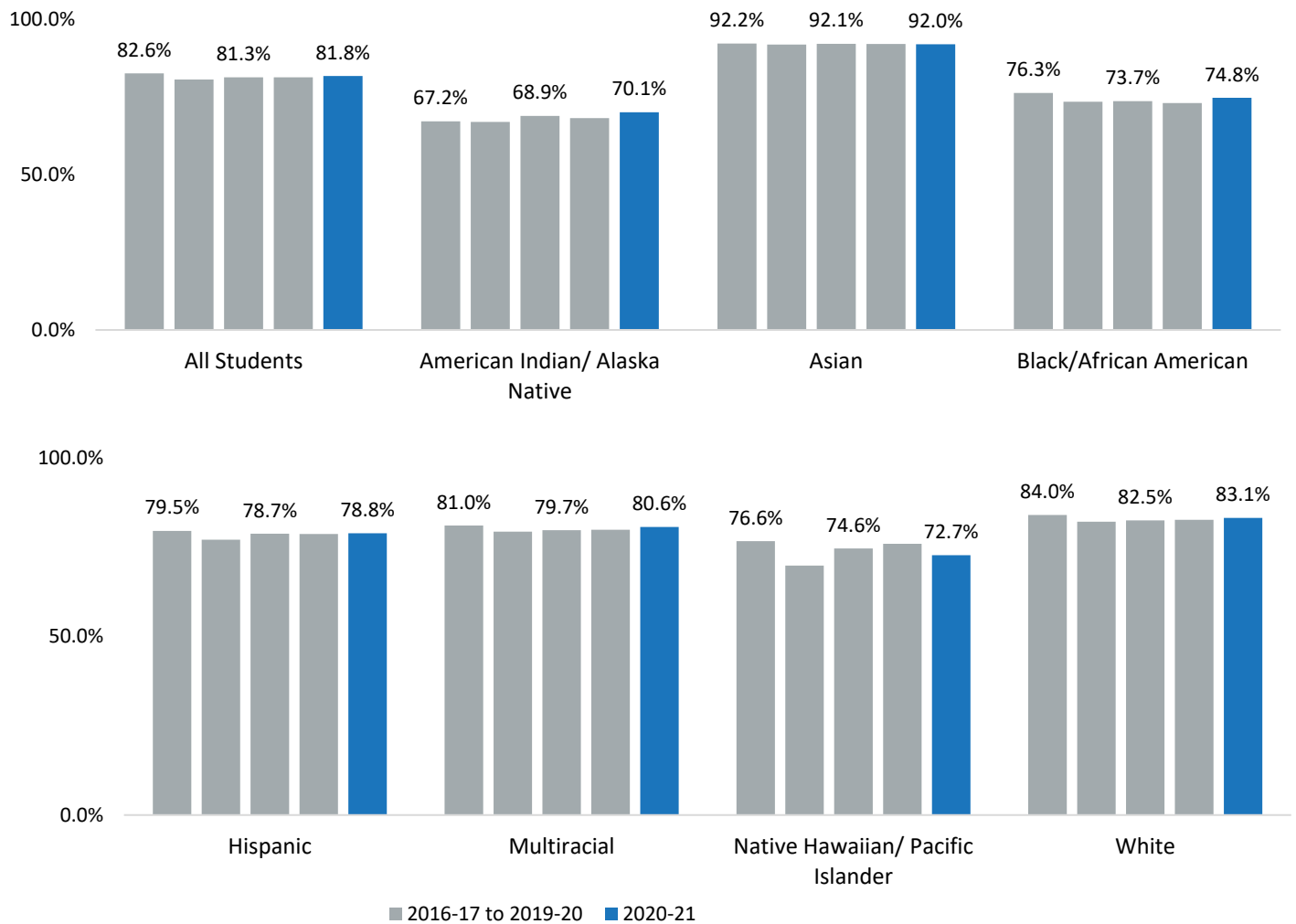


Figure 34: Five Year Completion Rates by High School Entry (Cohort) Year
2016-17 Through 2019-20 Cohort Years



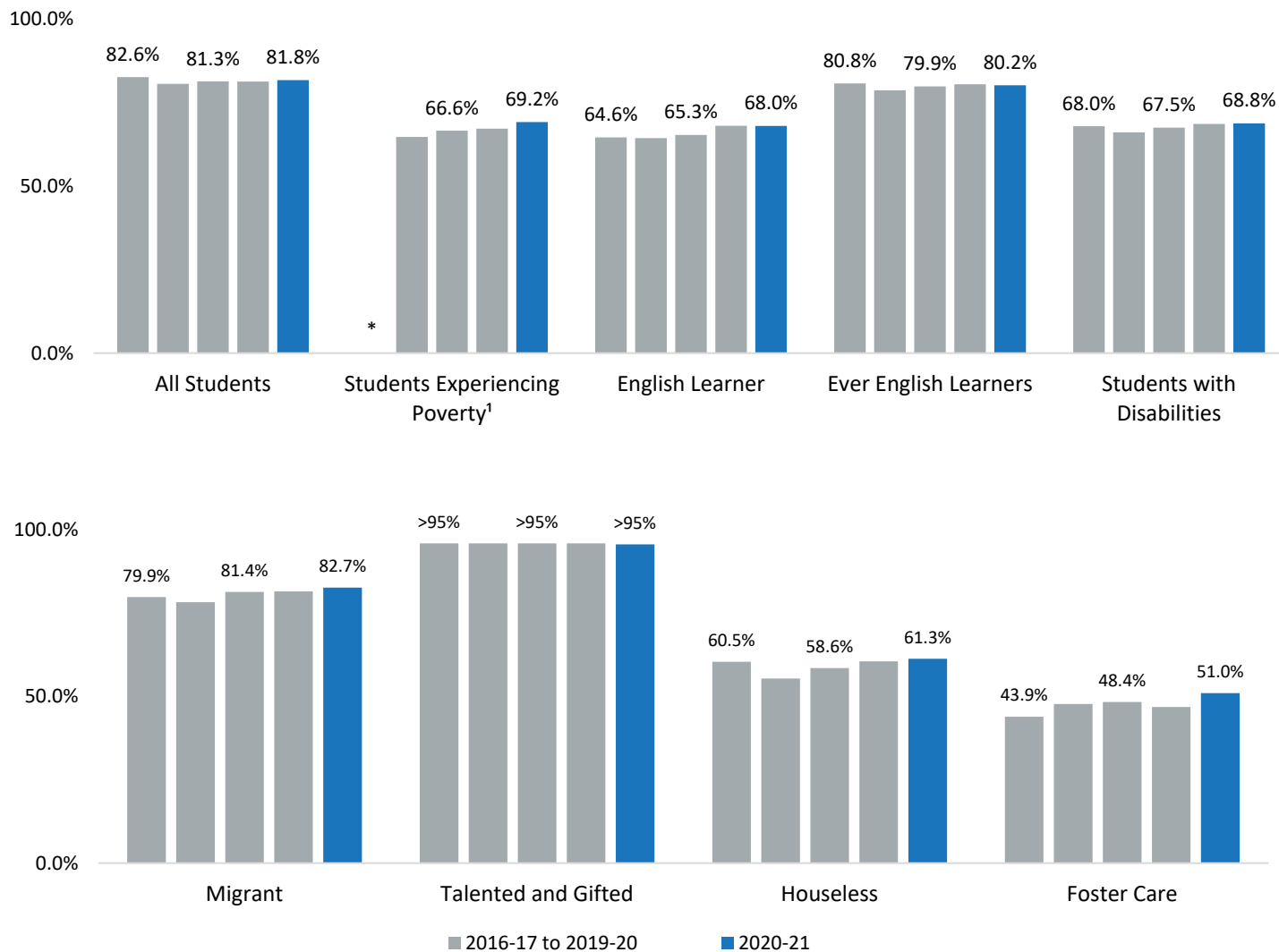
American Indian/Alaska Native and Black/African American students had the greatest graduation rate increase of the racial/ethnic student groups (1.9 and 1.7 percentage points, respectively). The graduation rate for Native Hawaiian/Pacific Islander students decreased by 3.2 percentage points. Graduation rates remained relatively flat for all other racial/ethnic student groups.

Figure 35: Four-Year Graduation Rates by Race/Ethnicity and High School Entry (Cohort) Year
2016-17 Through 2020-21 Cohort Years



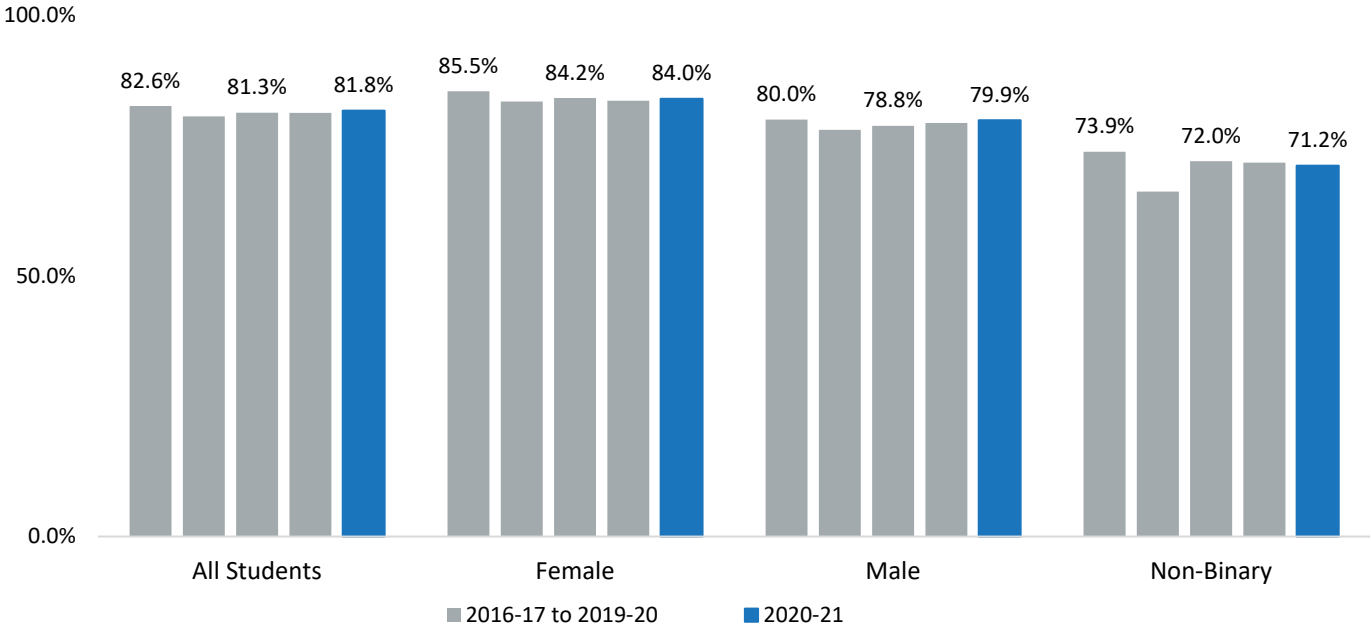
Graduation rates were relatively flat for most student groups. The largest increases were for student groups whose needs have historically not been met by Oregon’s education system. For example, students experiencing poverty increased their graduation rate by 2.0 percent and Migrant students increased their graduation rate by 1.1 percentage points.

Figure 36: Four-Year Graduation Rates by Student Group and High School Entry (Cohort) Year
2016-17 Through 2020-21 Cohort Years



¹ ODE started reporting Students Experiencing Poverty student group data beginning with the 2017-18 high school entering cohort. These data are not available for prior cohorts.

Figure 37: Four-Year Graduation Rate by Gender and High School Entry (Cohort) Year
2016-17 Through 2020-21 Cohort Years



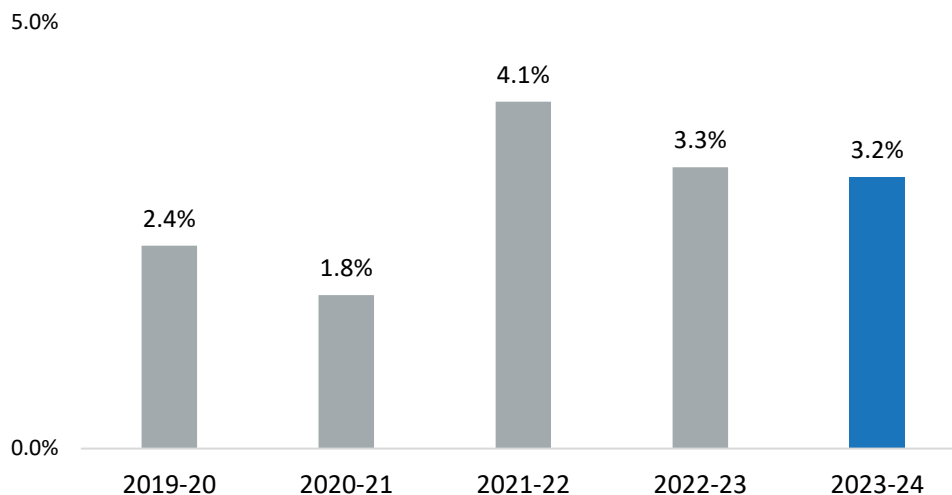
DROPOUT RATES

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 complexity of student experiences.

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 overcount. **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 38: High School Dropout Rates by School Year
2019-20 Through 2023-24 School Years

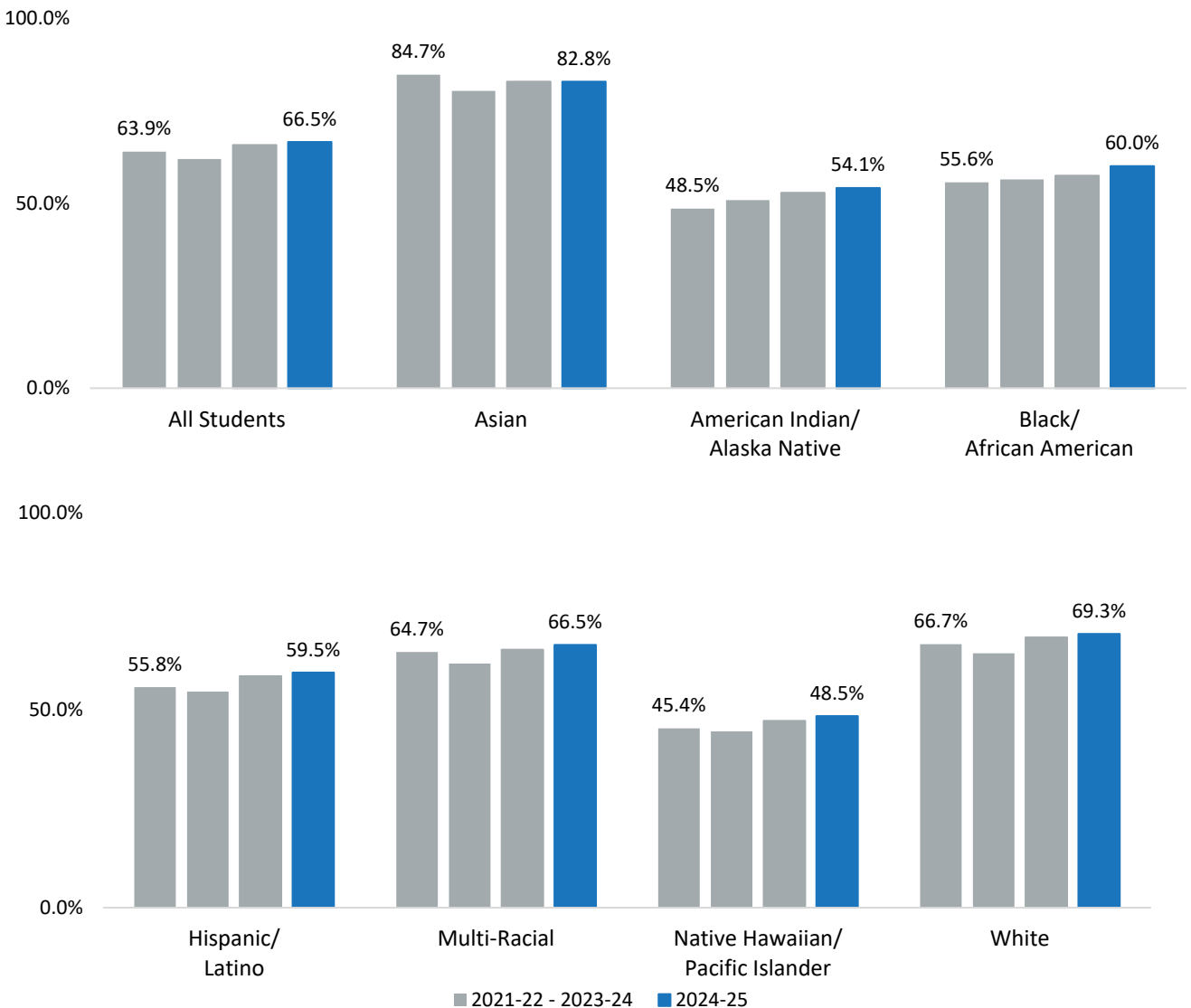


REGULAR ATTENDERS

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.

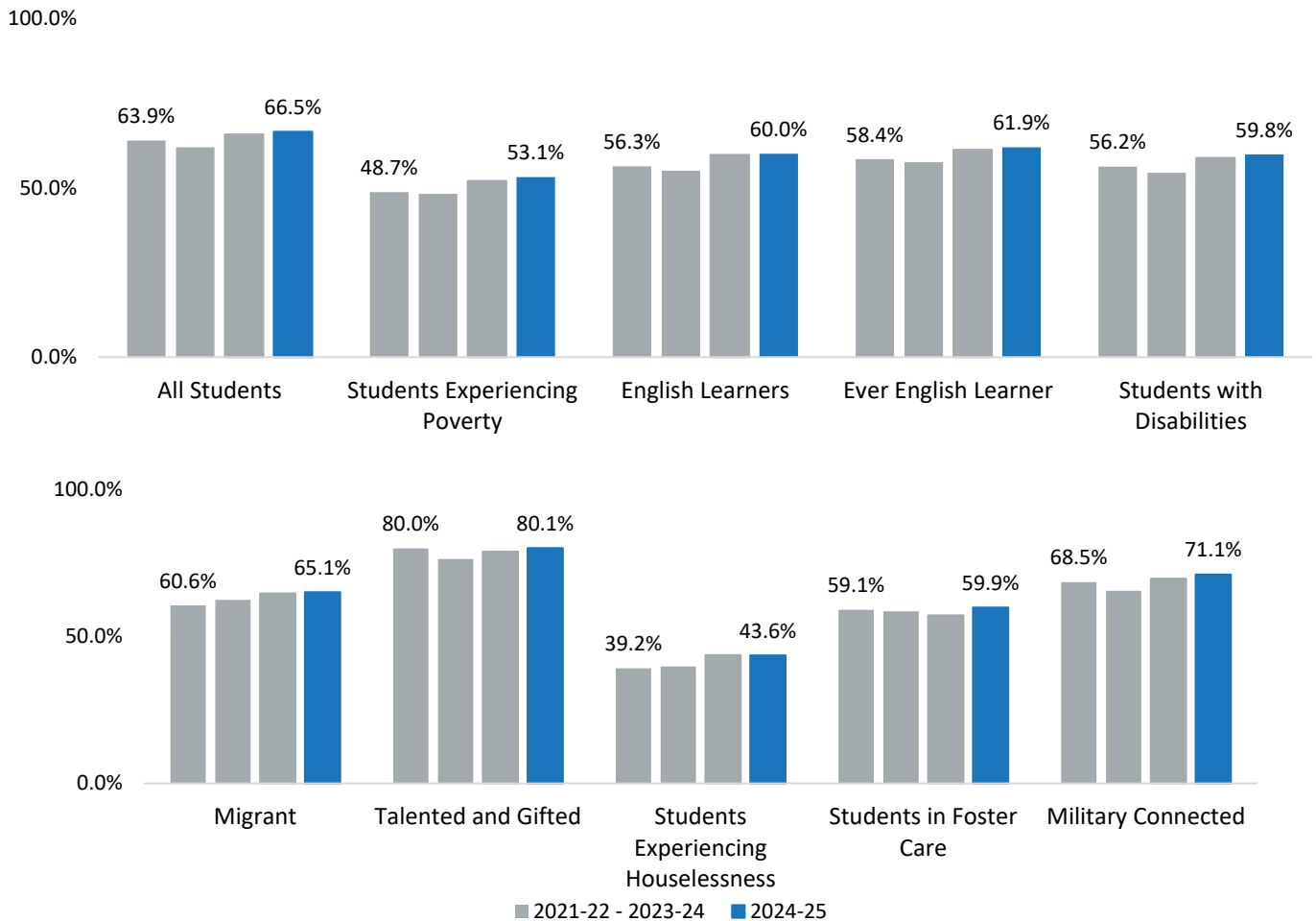
The Regular Attenders rate includes students in programs where attendance is tracked daily and who are enrolled on the first school day in May and for at least 75 days by that date for the 2024-25 school year. Hourly programs such as tutorial instruction are not included.

Figure 39: Percentage of Students that Attend Regularly By Race/Ethnicity
2021-22 Through 2024-25 School Years



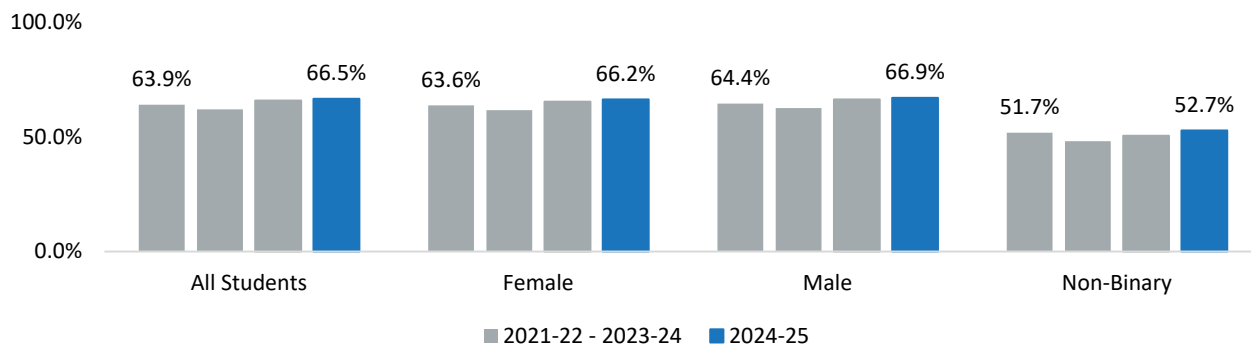
The data show widening gaps between the regular attender rates for individual student groups. The regular attender rate for Native Hawaiian/Pacific Islander students conveys the need for the most intensive support, at 48.5 percent, while regular attendance for the Asian student group denotes the receipt of more appropriate support at 82.8 percent.

Figure 40: Percentage of Students that Attend Regularly By Student Group
2021-22 Through 2024-25 School Years



The Regular Attender rates for 2024-25 increased for most student groups from previous years of reporting. However, 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 (22.9 percentage points lower than the rate for all students), students experiencing poverty (-13.4), and students who identify as non-binary (-13.8 percent).

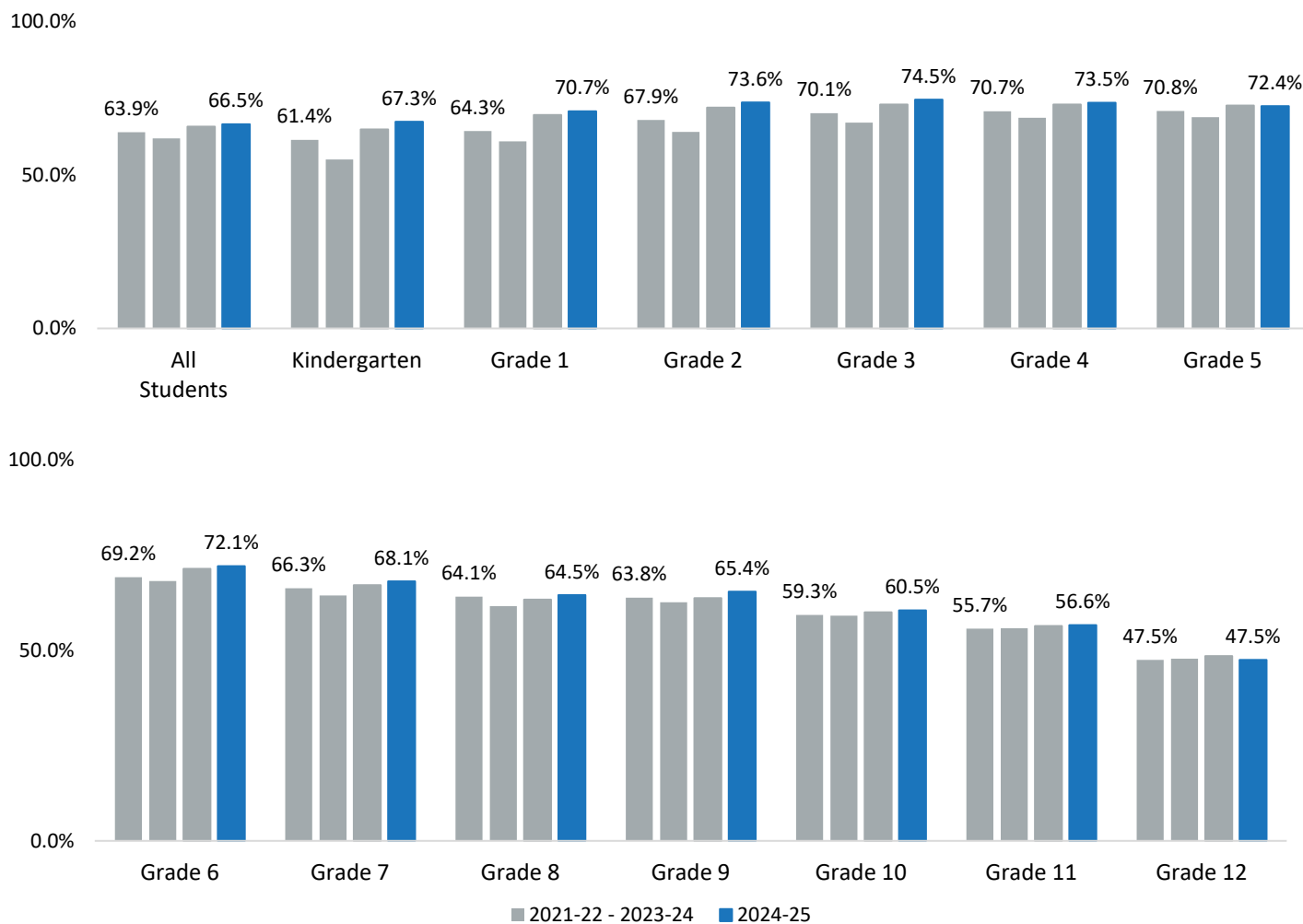
Figure 41: Percentage of Students that Attend Regularly By Gender
2021-22 Through 2024-25 School Years



While gaps in regular attendance rates persist for individual student groups, there are some promising positive trends in attendance data demonstrated in 2024-25 across the state. Regular attender rates increased the most for students in Foster Care (2.7 percentage points), Black/African American (2.6 percentage points) and non-binary students (2.3 percentage points).

Figure 42: Percentage of Students that Attend Regularly By Grade Level

2021-22 Through 2024-25 School Years



Regular attendance rates increased for most grades since 2023-24. The greatest increases in regular attendance were in the elementary grades, particularly kindergarten through grade three. Kindergarten regular attendance increased by 2.5 percentage points to 67.3 percent; first grade regular attendance increased by 1.2 percentage points to 70.7 percent; second grade regular attendance increased by 1.7 percentage points to 73.6 percent; and third grade regular attendance increased by 1.6 percent percentage points to 74.5 percent.

These data generally reveal 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.

OREGON PUBLIC CHARTER SCHOOLS

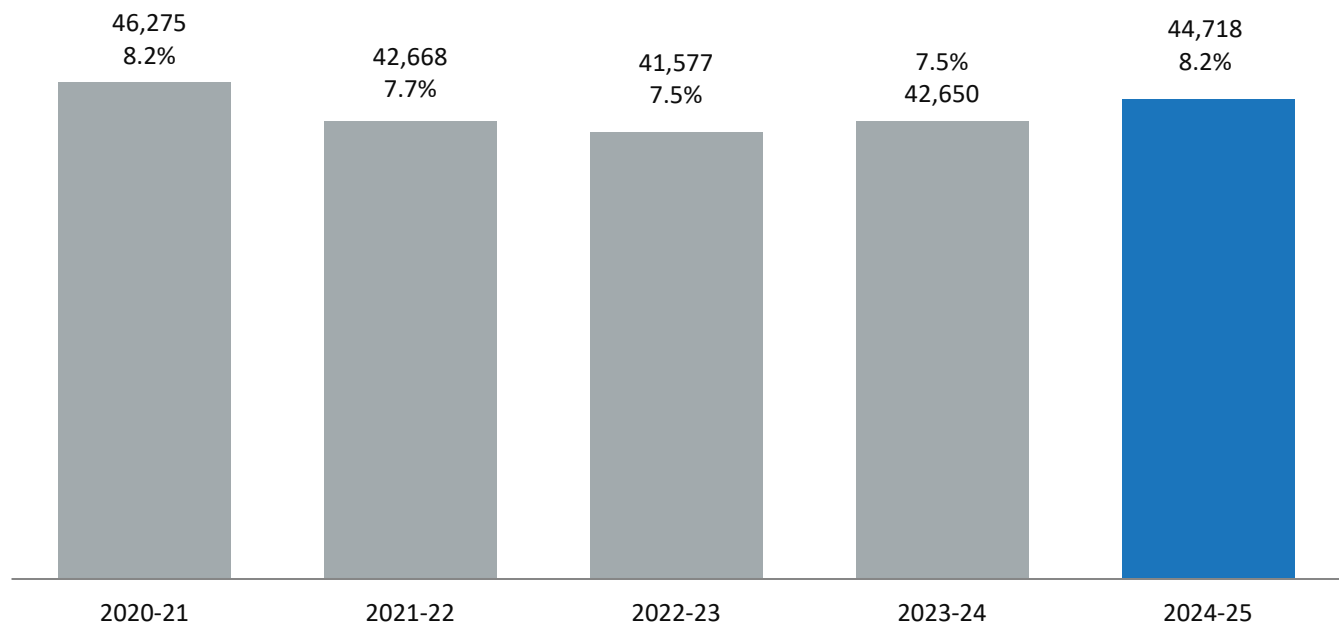
Oregon Public Charter Schools Enrollment

Charter school enrollment represents 8.2 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 2024-25 school year, there were 128 charter schools.

Figure 43: Count and Percent of Students Enrolled in Charter Schools
2020-21 Through 2024-25 School Years



In 2024-25, a total of 20 charter schools (15.6 percent of all charter schools) identified themselves as fully or primarily virtual, as compared to about 3.1 percent of non-charter schools. This relatively small number of virtual charter schools enrolled over 42 percent of all charter school students, whereas about one percent of non-charter school students were enrolled in non-charter virtual schools. The average enrollment of virtual public charter schools was 945 students, whereas the average enrollment of non-virtual charter schools was 239 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 44: 2024-25 Charter School Enrollment by Race/Ethnicity and Charter School Type
2024-25 School Year

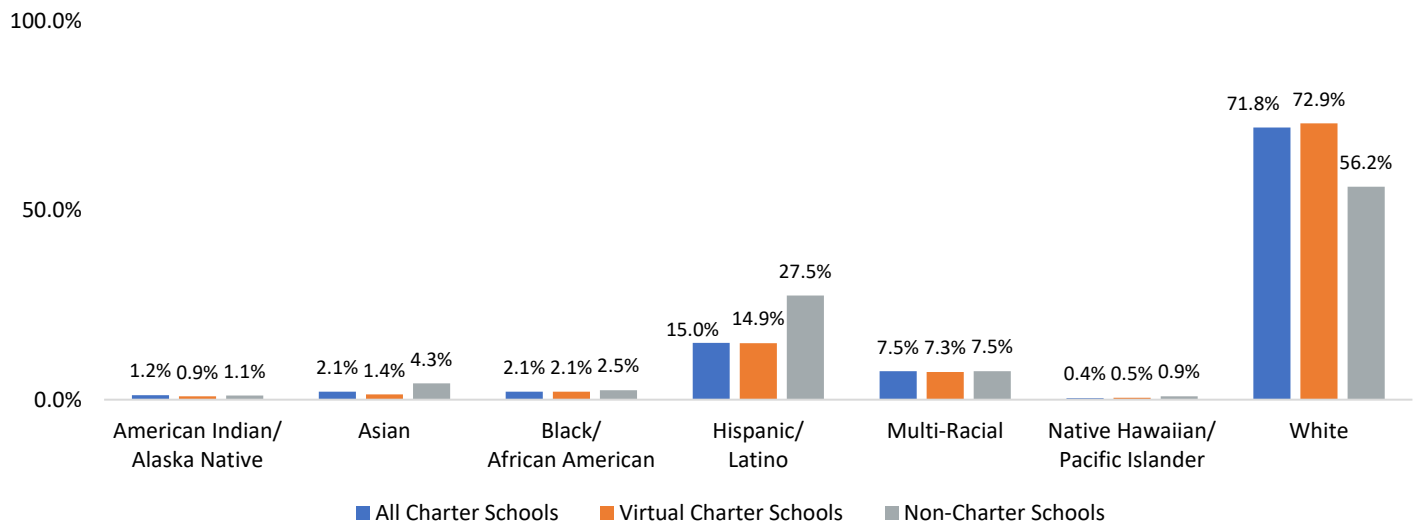
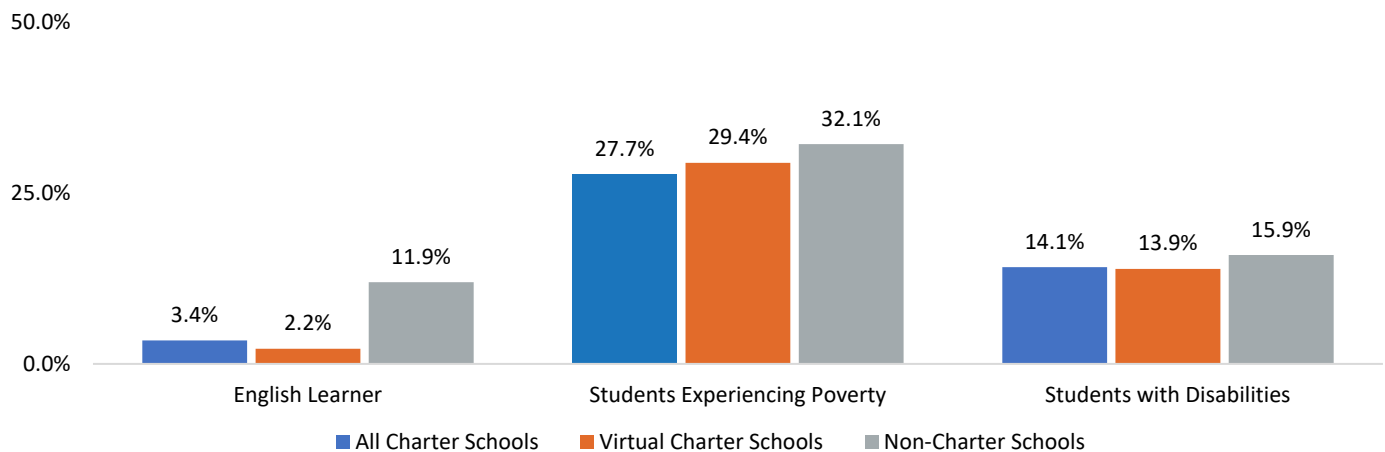


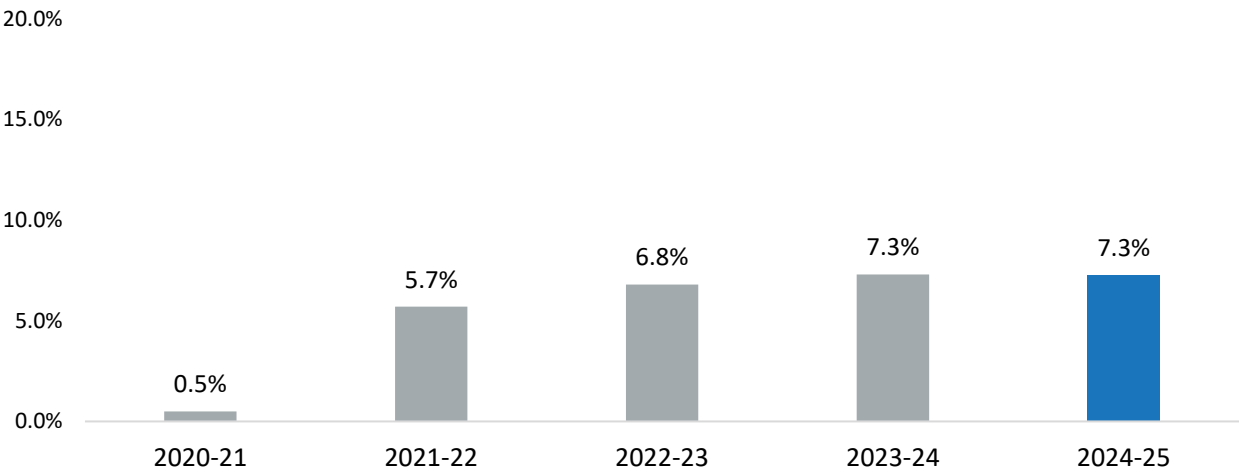
Figure 45: 2024-25 Charter School Enrollment by Student Group
2024-25 School Year



OREGON DISCIPLINE INCIDENTS DATA

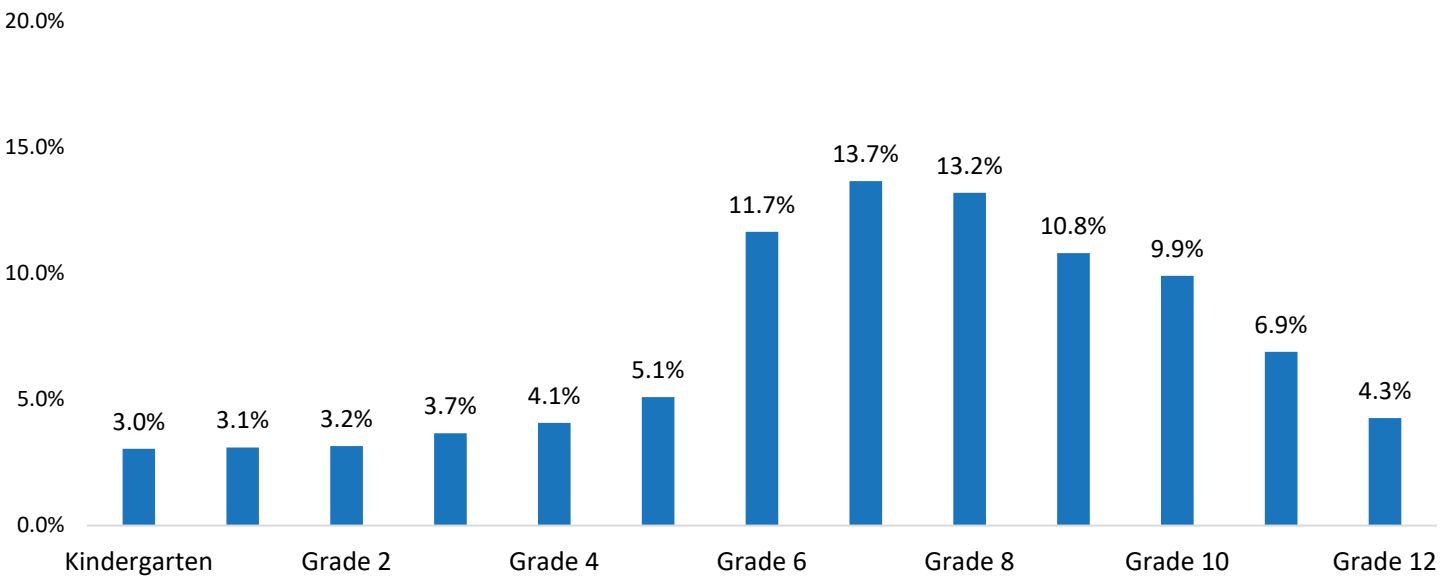
The Oregon discipline incidents data set includes all discipline incidents that resulted in a removal (in-school suspension, out-of-school suspension, or expulsion)¹. Through collecting and examining student discipline data, trends can be identified and acted on to shift practice and assure high-quality 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 46: Percent Students With One or More Suspensions or Expulsions
2020-21 Through 2024-25 School Years



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

Figure 47: Percent Students With One or More Suspensions or Expulsions by Grade
2024-25 School Year



Discipline Incidents by Student Group – Suspensions and Expulsions

During the 2024-25 school year, 7.3 percent of Oregon students experienced disciplinary incidents¹. Across race/ethnicity, students from historically underserved groups² were disciplined more often than other students, with American Indian/Alaska Native and Black/African American students disciplined most often (12.9 percent and 12.7 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 ³ in the 2024-25 School Year
Total	7.3%
Gender	
Male	10.1%
Female	4.3%
Non-Binary	6.2%
Race/Ethnicity	
Asian	2.6%
Black/African American	12.7%
Hispanic/Latino	8.3%
American Indian/Alaska Native	12.9%
Multi-Racial ⁴	7.7%
Native Hawaiian/Pacific Islander	11.7%
White	6.7%
Other Groups	
Students Experiencing Poverty	10.8%
Students Not Experiencing Poverty	5.5%
English Learners	8.3%
Not English Learners	7.1%
Special Education ⁵	12.1%
Not Special Education	6.4%

¹ In-school suspension, out-of-school suspension, or expulsion.

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

³ 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.

⁴ 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.

⁵ 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 2024-25, 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 Statewide¹

The percentage of Oregon students receiving special education services under IDEA has averaged 14.7 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.

	2020-21	2021-22	2022-23	2023-24	2024-25
Special Education	79,782	78,716	79,998	82,196	83,969
Total Enrollment	560,917	553,012	552,380	547,424	545,088
% of Total Enrollment	14.2%	14.2%	14.5%	15.0%	15.4%

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)²

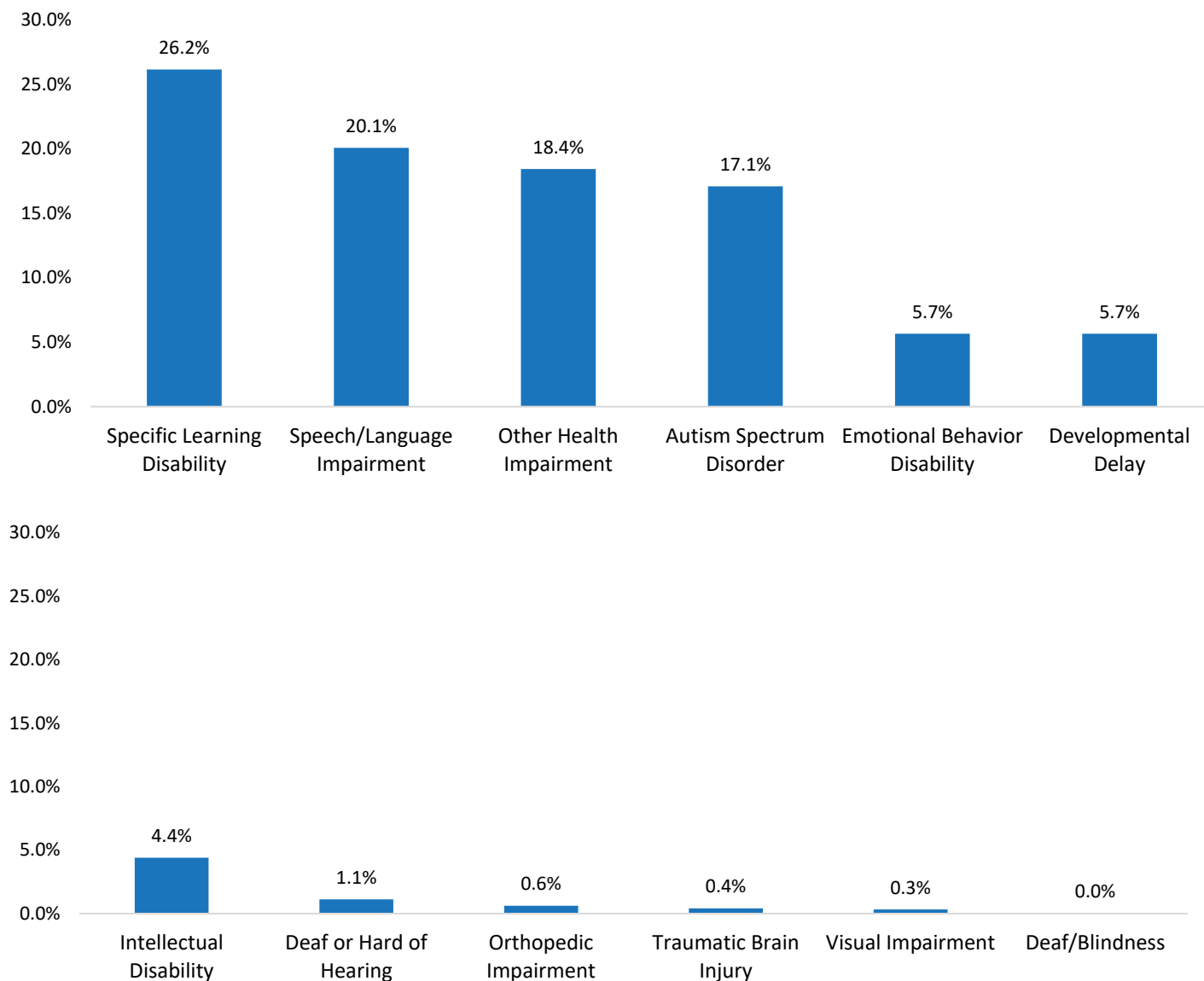
Type of Disability	2020-21 Number of Students	2024-25 Number of Students	Percent Change
Autism Spectrum Disorder	10,570	14,350	35.8%
Deaf/Blindness	25	36	44.0%
Deaf or Hard of Hearing	883	942	6.7%
Developmental Delay	2,368	4,752	100.7%
Emotional Behavior Disability	5,425	4,746	-12.5%
Intellectual Disability	3,896	3,696	-5.1%
Orthopedic Impairment	598	516	-13.7%
Other Health Impairment	14,822	15,481	4.4%
Specific Learning Disability	23,345	21,965	-5.9%
Speech/Language Impairment	17,237	16,862	-2.2%
Traumatic Brain Injury	298	344	15.4%
Visual Impairment	315	279	-11.4%
Total	79,782	83,969	5.2%

¹ Source: December Special Education Child Count, Fall Membership

² Source: December Special Education Child Count

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

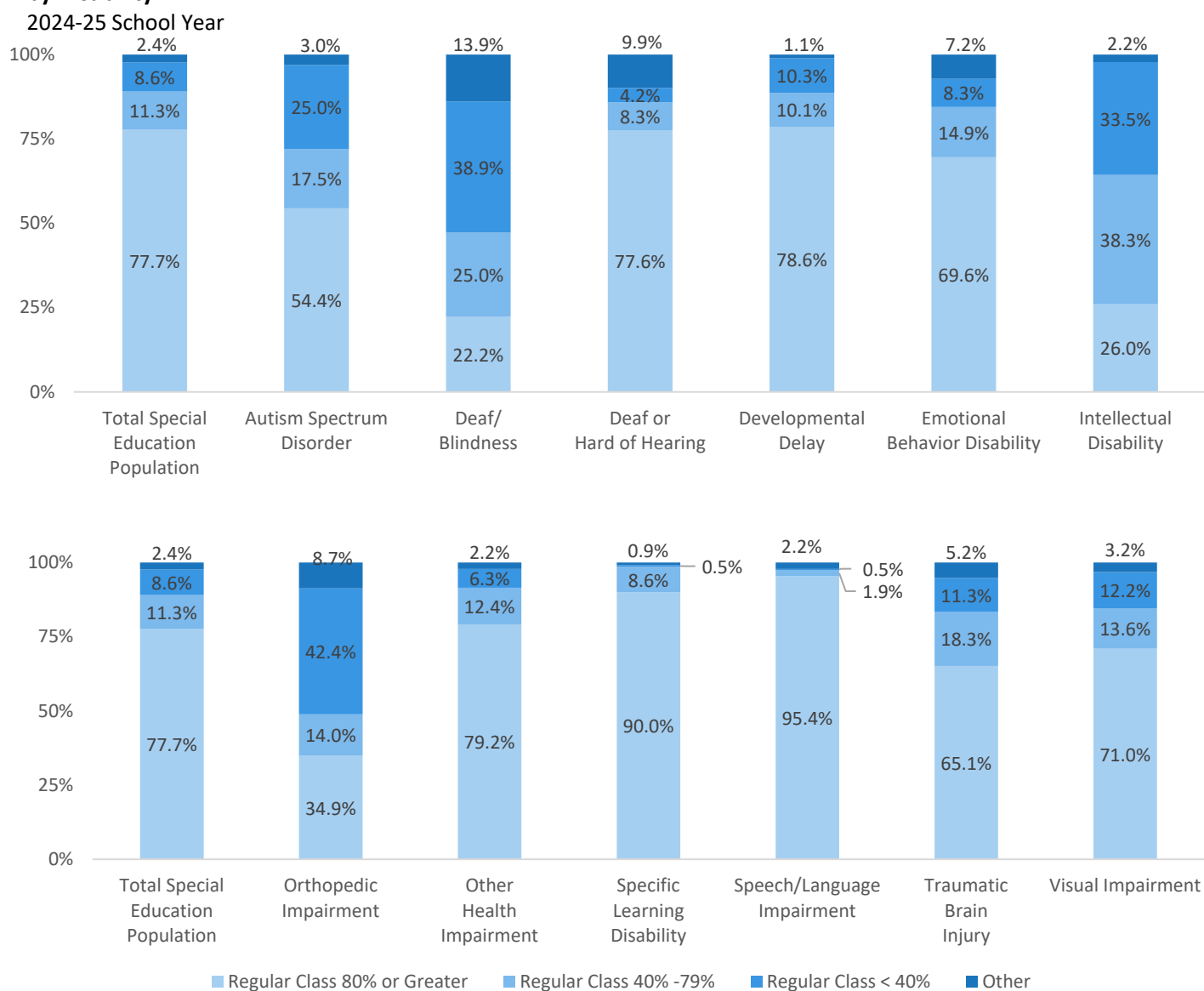
Figure 48: Students with Disabilities who Received Special Education Services by Disability
2024-25 School Year



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 49: Placement of Students with Disabilities who Received Special Education Services by Disability



¹ 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)¹.

2024-25 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%	36,291	100.0%	6.7%
Female	48.1%	16,000	44.1%	6.2%
Male	51.4%	19,888	54.8%	7.2%
Non-Binary	0.5%	403	1.1%	16.0%
American Indian/Alaska Native	1.1%	126	0.3%	2.2%
Asian	4.2%	3,970	10.9%	17.7%
Black/African American	2.5%	442	1.2%	3.3%
Hispanic/Latino	26.5%	4,320	11.9%	3.0%
Multiracial	7.5%	3,672	10.1%	9.1%
Native Hawaiian/Pacific Islander	0.9%	103	0.3%	2.2%
White	57.3%	23,658	65.2%	7.6%
Students Experiencing Poverty	33.3%	3,825	10.5%	2.1%
Students Not Experiencing Poverty	66.7%	32,466	89.5%	9.0%
Special Education	16.5%	2,036	5.6%	2.3%
Not Special Education	83.5%	34,255	94.4%	7.6%

¹ Source: Spring Membership 2023-24
Oregon Statewide Report Card 2024-25

RESOURCES

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

Data Collections

[Data Collection Catalog](#)

Equity Resources

[DACamented/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

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](#)