Oregon Statewide Report Card 2025-26









OREGON DEPARTMENT OF EDUCATION

Oregon achieves . . . together!

An Annual Report to the Legislature on Oregon Public Schools

Dr. Charlene Williams,
Director of the Oregon Department of Education
www.oregon.gov/ode

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 2025-2026 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.

The Oregon Department of Education hereby gives permission to reproduce and distribute any or all of the content in this document.

It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, religion, sex, sexual orientation, national origin, marital status, age or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Director of the Oregon Department of Education.

Published November 23, 2026

255 Capitol St NE, Salem, OR 97310 | Voice: 503-947-5600

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 2025-26 school year. This annual report provides an important snapshot of how Oregon's students, schools, and communities are doing while helping us identify where progress is happening, identify where more support is needed, and remain transparent and accountable to the students and families we serve.

At ODE, our vision is that every student will have access to and benefit from a world-class, well-rounded, and equitable educational system. Our strategic plan helps advance that vision, with a focus on Academic Excellence, Wellness and Belonging, and Shared Accountability. Together with the seven statewide Performance Growth Targets adopted under the Education Accountability Act (Senate Bill 141), these priorities provide a common framework for measuring progress and focusing our efforts across Oregon's education system.

Encouraging Signs of Progress

This year's data show encouraging improvements across several measures of student success.

Academic Excellence: Students are learning and on a path to graduate

- **Record High Rate of 9th Grade Students On Track to Graduate in Four Years –** The percentage of ninth-grade students on track to graduate reached 86.8%, the highest rate ever reported in Oregon and an increase from last year. When students from our focal populations are on track in 9th grade, graduation gaps are significantly reduced.

- **Graduation Rates Increased –** Oregon's overall four-year graduation rate also increased by 1.2 percentage points to 83% (Class of 2025), continuing a positive trend for students across the state. Particularly noteworthy were gains among American Indian/Alaska Native students, whose graduation rate increased by 3.9 percentage points to 74%, and multiracial students, whose graduation rate increased by 1.9 percentage points to 82.5%.

Belonging and Wellness: Students are showing up and feeling supported

- **More Students Attending School –** We also saw continued improvement in regular attendance, with 67.8% of students attending school regularly, representing a statewide increase of 1.3 percentage points. This indicator matters because students who attend school regularly and successfully transition into high school are more likely to stay engaged and graduate prepared for their next steps.

- **Fewer Students Experiencing Homelessness** – We also saw progress among students experiencing homelessness. The number of students identified as experiencing homelessness decreased, and graduation outcomes for these students improved, with the four-year graduation rate increasing from 61.3% to 62.5%. While much work remains, these gains demonstrate the impact of focused support and strong partnerships among schools, districts, families, and community organizations.

- **Languages Spoken in Oregon's Schools** – Oregon's rich diversity remains one of our greatest strengths. This year, students across our state spoke 392 unique languages, an increase of 13 languages from the previous year.

This linguistic diversity reflects the many cultures, experiences, and perspectives that enrich our classrooms and communities every day.

Shared Accountability: Clear goals, shared data, and a focus on results

- **Clear Statewide Goals:** The State Board of Education has adopted seven statewide Performance Growth Targets, and districts and charter schools are developing local targets with ODE that align to them. As a system, we are moving toward our collective goals.

Strengthening Systems for Student Success

While we recognize progress, we know that outcomes remain uneven, and too many students continue to face barriers to success. We cannot be satisfied with improvement alone; we must keep working to ensure that every student has access to the opportunities and support they need to thrive.

Oregon's seven statewide Performance Growth Targets give us clear, measurable goals for the years ahead, spanning attendance, academic achievement, and graduation. The targets are ambitious, and reaching them will require meaningful progress at every level of our education system. ODE is partnering with districts and charter schools to develop aligned local targets, monitor progress, and use data to inform decisions and action.

Accountability is not about compliance for compliance's sake. It is about shared responsibility for results and creating the conditions that help students succeed. Through our three strategic pillars and the Five Priorities for Student Success (High-Quality Learning Experiences for all Students, Aligned and Focused Educational Systems, Engaged Partners and Communities, Safe and Inclusive Schools, Committed and Supported Staff), we are working to strengthen learning experiences, align systems, engage communities, create safe and inclusive schools, and support the educators and staff who serve students every day.

ODE remains committed to reducing unnecessary administrative burdens, strengthening support for schools and districts, and using timely information to guide continuous improvement. By understanding where students are making progress and where gaps persist, we can better direct our collective efforts and resources toward what matters most.

Looking Ahead

This year's report also provides important context for planning ahead. Statewide student enrollment continues to decline, although the pace of decline has slowed compared to the disruptions experienced during the pandemic. At the same time, changes in Oregon's educator workforce offer opportunities to strengthen leadership pathways and reflect the diversity of our communities. Understanding these trends will help us make informed decisions about the future of our education system.

The progress reflected in this report belongs to Oregon's students, educators, families, school staff, tribal partners, community organizations, and local leaders. Their dedication and collaboration make improvement possible. Our responsibility is to build on that progress, be honest about where we fall short, and continue working together to ensure every scholar is ready to earn, learn, and thrive.

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

In Love and Justice,



Dr. Charlene Williams
Director of the Oregon Department of Education

TABLE OF CONTENTS

OREGON STUDENTS 2

Diverse Student Populations 2
Student Visibility 3
Percent of Oregon School Districts by Size of Student Enrollment 4
Class Size 5
Students Navigating Housing Instability in Oregon 6
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

SCHOOL FUNDING 18

School Resources 18
History of School Funding Responsibility in Oregon 19
Operating Revenues by Source 20

ESSA ACCOUNTABILITY SYSTEM 22

ASSESSMENT ACHIEVEMENT 24

Grade 3 25
Grade 4 25
Grade 6 26
Grade 7 27
Grade 8 27
High School 28

NATIONAL COMPARISON OF STUDENT ACHIEVEMENT 29

The National Assessment of Educational Progress 29

NINTH GRADE ON-TRACK 32

GRADUATION RATES 34

DROPOUT RATES 37

REGULAR ATTENDERS 38

OREGON PUBLIC CHARTER SCHOOLS 42

Oregon Public Charter Schools Enrollment 42

OREGON DISCIPLINE INCIDENTS DATA 44

SPECIAL PROGRAMS 47

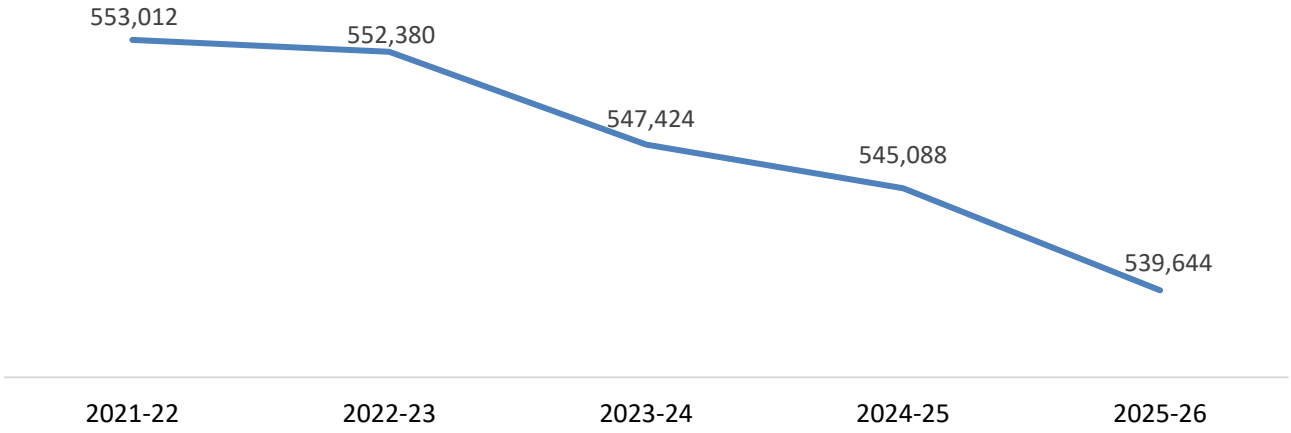
Special Education (IDEA) - Ages 5-21 47
Talented and Gifted 50

RESOURCES 51

OREGON STUDENTS

There were 539,644 students enrolled in Oregon public schools on the first school day in October 2025. Enrollment in Oregon's K-12 public schools has consistently decreased since the 2021-22 school year. In 2021, Oregon saw 7,905 fewer students enrolled in K-12 public school, relative to the prior year. Oregon's public schools now serve 13,368 fewer students (-2.4 percent) than they did in 2021-22. The initial 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
2021-22 through 2025-26



Diverse Student Populations

Of the 539,644 students enrolled in 2025-26, 231,220 (42.8 percent) were students of color. Before rounding, this represents an increase of almost four-tenths of a percentage point from the 2024-25 rate of 42.5 percent.[1]

School Year	American Indian/ Alaska Native	Asian	Black/African American	Hispanic/ Latino	Multiracial	Native Hawaiian/ Pacific Islander	White	Total
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
2025-26	5,857	22,058	13,745	143,439	41,162	4,959	308,424	539,644

Although overall enrollment decreased in 2025-26, using federally defined race/ethnicity reporting categories, Black/African American, Hispanic/Latino, Multiracial, and Native Hawaiian/Pacific Islander student enrollment has continued to increase since 2021-22. American Indian/Alaska Native, Asian, and White student enrollment has continued to decline. Hispanic/Latino students declined for the first time since 2020-21.

Race/Ethnicity	Percent Difference since 2021-22
American Indian/Alaskan Native	-7.9%
Asian	-0.4%
Black/African American	8.0%
Hispanic/Latino	3.9%
Multiracial	5.0%
Native Hawaiian/Pacific Islander	11.3%
White	-2.4%

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

Student Visibility

Student demographic data are typically reported using federally defined race/ethnicity groups. Federal reporting guidelines require states to report students who identify as Hispanic or Latino as such, even if the student also holds other racial identities. Similarly, if a student does not identify as Hispanic or Latino 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.[1]

The AI/AN+ count of students is inclusive of all American Indian/Alaska Native (AI/AN) students. This specifically includes AI/AN-Hispanic/Latino, and AI/AN-Multiracial students. Under the federal reporting guidelines, the AI/AN student group makes up 1.1 percent of Oregon's total student enrollment. The expanded AI/AN+ student group makes up 6.9 percent of Oregon's student enrollment.

AI/AN	AI/AN and Hispanic/Latino	AI/AN-Multiracial	AI/AN+	AI/AN Proportion of total Student Enrollment	AI/AN+ Proportion of total Student Enrollment
5,857	20,379	11,225	37,461	1.1%	6.9%

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	AA/B -Multiracial	AA/B +	AA/B Proportion of total Student Enrollment	AA/B+ Proportion of the total Student Enrollment
13,745	6,177	14,108	34,030	2.5%	6.3%

PI/NH	PI/NH and Hispanic/Latino	PI/NH -Multiracial	PI/NH +	PI/NH Proportion of total Student Enrollment	PI/NH+ Proportion of the total Student Enrollment
47,45	2811	5757	13,527	0.9%	2.5%

[1] Source: Fall Membership

Percent of Oregon School Districts by Size of Student Enrollment[1]

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

Figure 2: Percent of Oregon School Districts by Size

2025-26 School Year

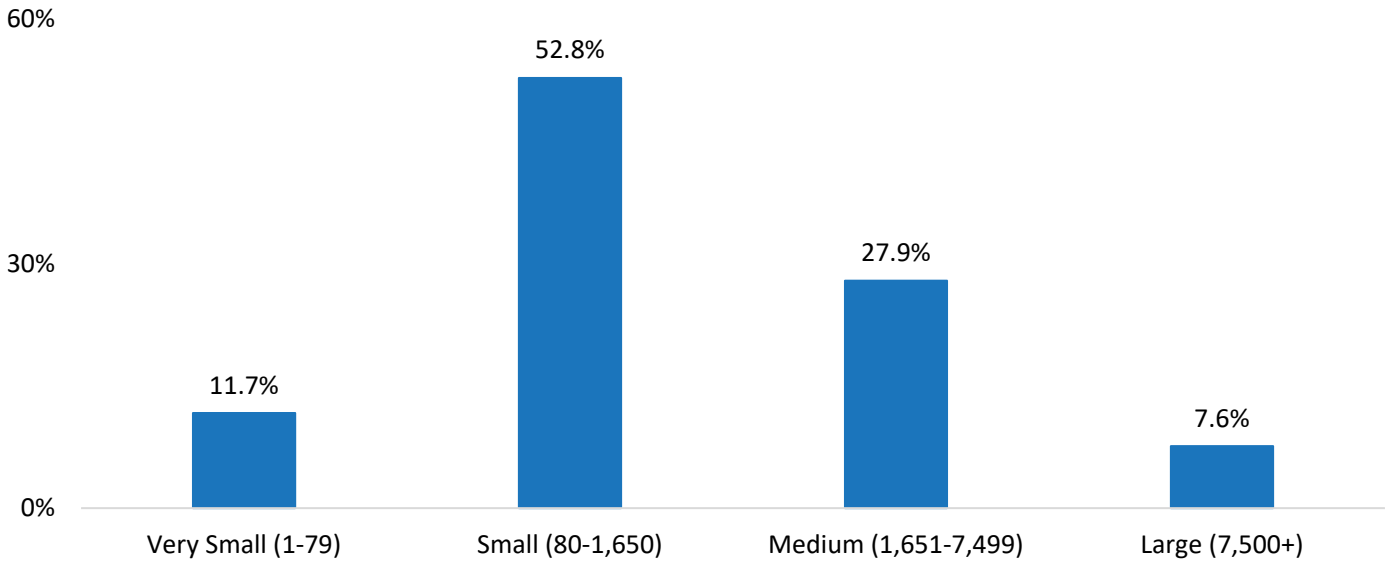
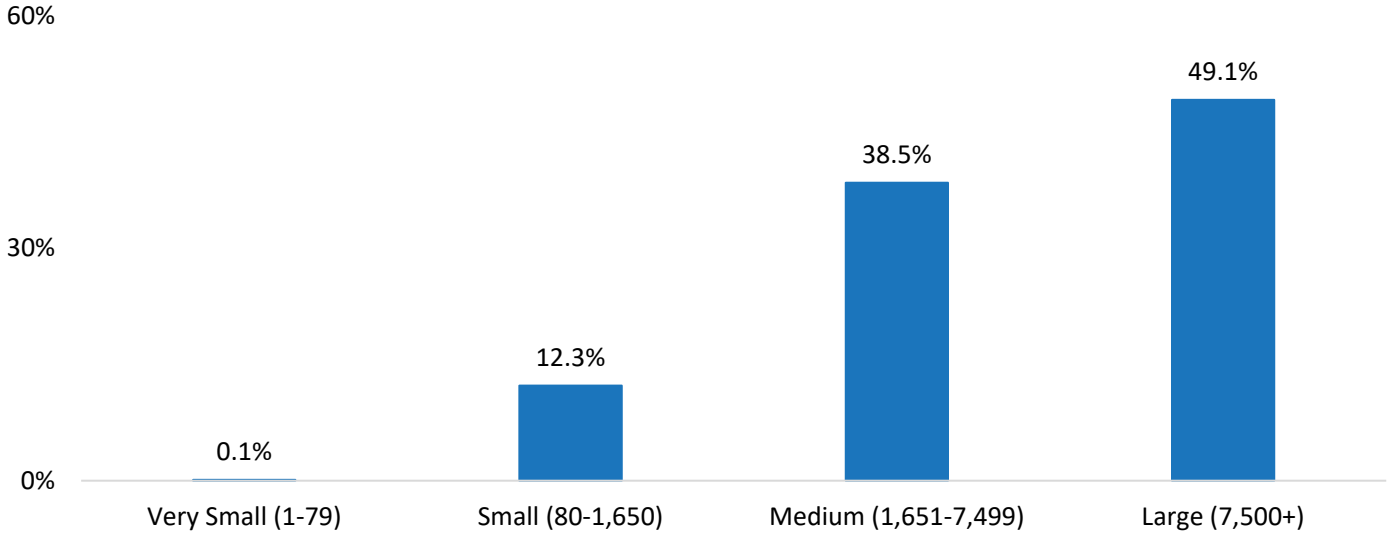


Figure 3: Percent of Total Enrollment by District Size

2025-26 School Year



[1]Source: Fall Membership 2025-26

Contact for this section: Robin Stalcup, Robin.Stalcup@ode.oregon.gov

Class Size

Class enrollments are counted on the first school day in May for all self-contained or departmentalized core subject classes in all grade levels, kindergarten through grade 12. Self-contained classes are those classrooms where students spend the majority of their day and receive most of their core content instruction. Self-contained classrooms are typically the "homeroom" for students in elementary school, while departmentalized classes are those classrooms where students receive instruction in a particular content area. Departmentalized classes are most common in middle and high schools.

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 median class size is 23 students per class for all school types (not shown). The median high school class size increased to 24 per class and middle schools increased to a median class size of 25 students per class in 2025-26. Elementary schools also increased to a median class size of 23 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 13 students per class. Combined schools have the highest count of large class sizes (457 classes of greater than 56 students). These classes are largely attributed to virtual classes. Despite these very large virtual classes, over half of all combined school classes are 15 or fewer students.

Figure 4: Number of Classes of Each Size in Elementary Schools
2025-26 School Year

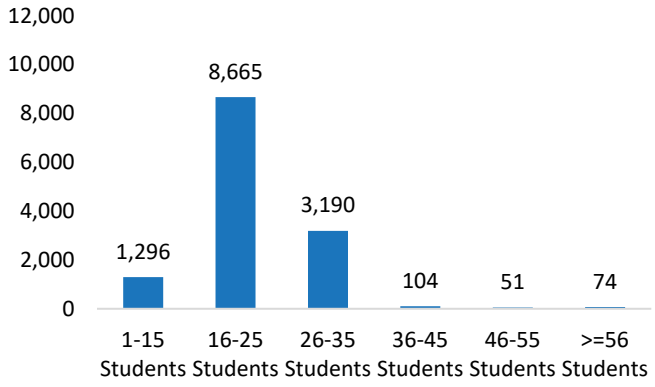


Figure 5: Number of Classes of Each Size in Middle Schools
2025-26 School Year

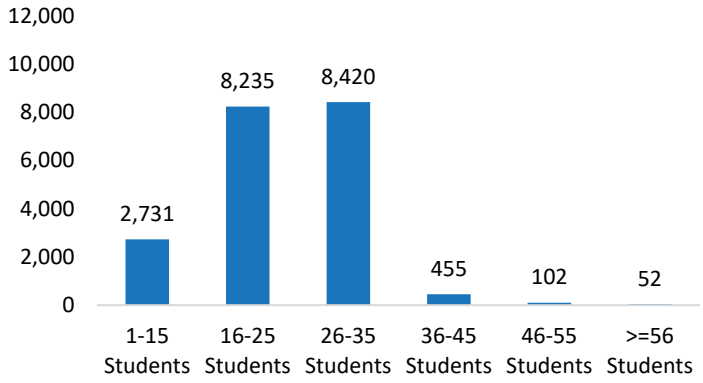


Figure 6: Number of Classes of Each Size in High Schools
2025-26 School Year

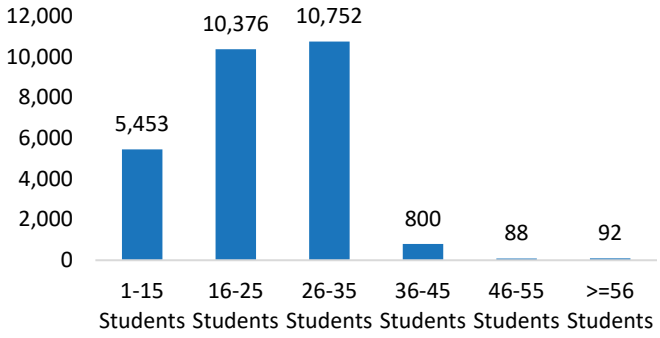
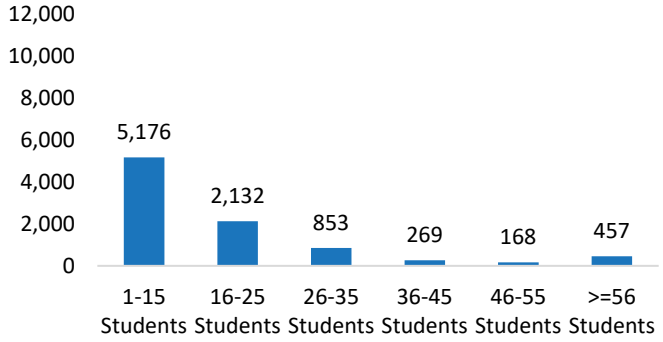


Figure 7: Number of Classes of Each Size in Combined Schools
2025-26 School Year



Contact for this section: Robin Stalcup, Robin.Stalcup@ode.oregon.gov

Students Navigating Housing Instability in Oregon[1]

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.

Nighttime Housing Situations of K- 12 Students Navigating Housing Instability[2]

School Year	In Shelters	Sharing Housing	Unsheltered	Motels
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
2025-26	2,304	13,074	2,832	1,051

How are Students Counted?

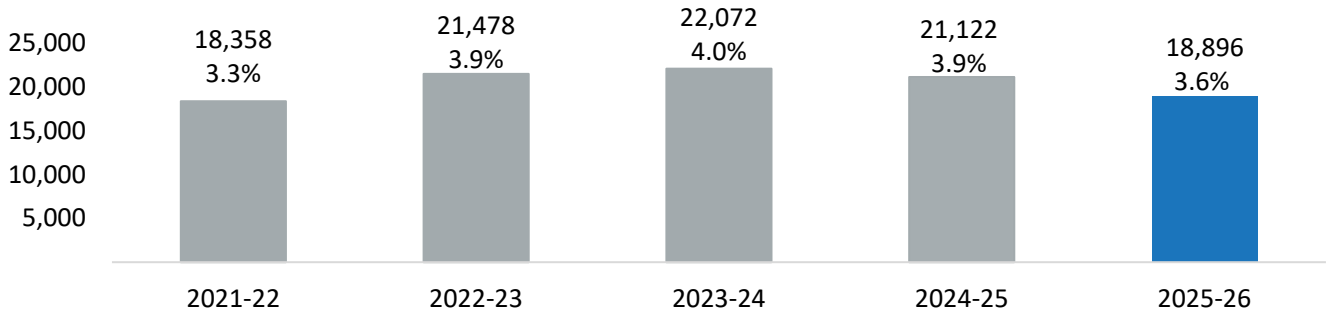
Each district provides the Secure Student ID (SSID) of each student who is unaccompanied or navigating housing instability served and two additional pieces of information:

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 college or career pathways.

Figure 8: Count and Percent of Oregon K-12 Students Navigating Housing Instability[3]

2021-22 through 2025-26 School Years



ODE works with liaisons, district leaders, and community organizations to provide support and resources to ensure that we are all helping to identify and re-engage youth who are experiencing housing insecurity in our schools.

[1] For more information about the ODE Education of Homeless Children and Youth Program, visit the McKinney-Vento Act: Homeless Education Program webpage.

[2] Students may be identified by multiple districts and may be reported under different nighttime residence categories. Therefore, counts are not unduplicated at the student level, and row totals will exceed the annual distinct student count.

[3] This chart displays the statewide count of distinct K-12 students identified as navigating housing instability. Although a student may be identified by multiple districts, each student is counted only once in the statewide total.

Contact for this section: Lexi Morales, Lexi.Morales@ode.oregon.gov

Students Navigating Housing Instability by County[1] of Enrollment, 2025-26

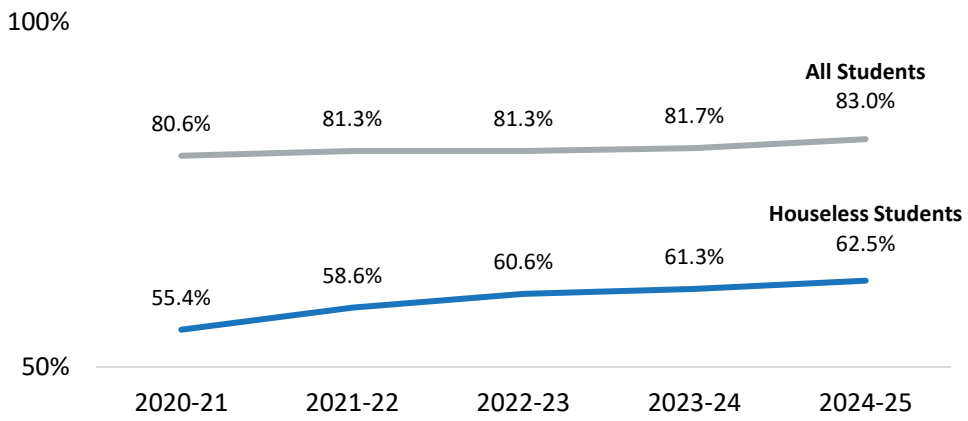
County	Total Enrolled, K - 12
Baker	207
Benton	379
Clackamas	1,009
Clatsop	189
Columbia	181
Coos	581
Crook	132
Curry	111
Deschutes	768
Douglas	575
Gilliam	*
Grant	*
Harney	15
Hood River	33
Jackson	1,243
Jefferson	87
Josephine	731
Klamath	417
Lake	59
Lane	1,952
Lincoln	516
Linn	1,003
Malheur	265
Marion	1,778
Morrow	146
Multnomah	2,597
Polk	237
Sherman	*
Tillamook	146
Umatilla	254
Union	103
Wallowa	*
Wasco	146
Washington	2,367
Wheeler	41
Yamhill	535

How Do Public School Programs Serve Students Navigating Housing Instability?
Services and accommodations for students navigating 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 set aside funds, McKinney-Vento competitive subgrants through the federal Education of Homeless Children & Youth Grant, 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 roles of McKinney-Vento liaisons in school districts and of school districts are essential to statewide efforts to help aid students navigating housing instability and prevent educational disruption.

The statewide four-year graduation rate of students navigating housing instability has increased each year for cohorts from the class of 2020-21 through 2024-25.

Figure 9: Houseless Student Four Year Graduation Rates by Credential Year
2020-21 through 2024-25



Education of Homeless Children & Youth Competitive Grant Projects
Oregon received $871,863.00 in federal McKinney-Vento Act funds for 2025-26 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 2025-26 school year, ODE selected 23 grantees comprised of 51 school districts as part of a 3-year cohort.

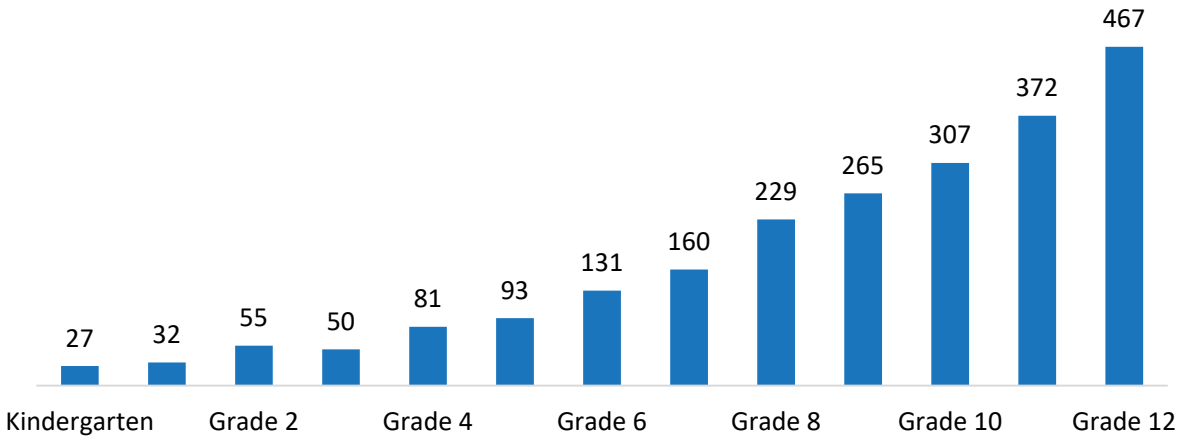
[1] Students enrolled in a district that contains schools in more than one county are included in the total of the county where the district administrative office is located.
*Values under 10 are suppressed.

Gender Inclusivity

Recognizing and allowing non-binary gender options in data reporting is an important step toward gender inclusivity.[1] 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 students with nonbinary gender marker.

On the first school day in October 2025, a total of 2,269 non-binary students were reported. This is a decrease from 2,565 non-binary students reported in October 2024.

Figure 10: Non-Binary Student Count
2025-26 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.

[1] For additional background, see ODE Executive Memo 008-2017-18

Language Diversity

According to data from the ESEA Title III: English Learner Collection for 2025-26, there were 65,295 students who were federally defined as English Learners. In Oregon, this group of students is referred to as multilingual English learners. This is a decrease of 2,739 students having federal English learner status from the 2024-25 report. As a result, the population of Oregon's K-12 students holding federal English learner status decreased to 12.3 percent in 2025-26 compared to 12.6 percent in 2024-25. The chart below includes the 25 most common languages reported in Oregon schools, which is 6.4 percent of the total 392 unique languages[1] reported in Oregon schools. There are over 3,600 students represented in the 367 languages not included in this report. In addition to the languages listed below, 515 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 1,334 records listed as "Other Language"; 916 of these students participated in English Learner programs.

25 Most Common Languages of Origin of Students in Oregon Public Schools (K-12 Students)
2025-26 School Year

	Population of Students in Oregon		Percentage of Students by Language of Origin	
Language of Origin	Number of Enrolled Students by Language of Origin[2]	Number of English Learner Students[3]	Percent of Enrollment[4] (Total: 531,673)	Percent of English Learner Student Enrollment[3] (Total: 65,295)
English[5]	418,736	444	78.8%	0.7%
Spanish	79,570	49,340	15.0%	75.6%
Chinese	3,606	1,161	0.7%	1.8%
Russian	3,237	1,568	0.6%	2.4%
Vietnamese	3,107	1,167	0.6%	1.8%
Arabic	1,639	833	0.3%	1.3%
Ukrainian	1,228	861	0.2%	1.3%
Chuukese	1,178	961	0.2%	1.5%
Japanese	950	331	0.2%	0.5%
Somali	891	553	0.2%	0.8%
Korean	839	195	0.2%	0.3%
Telugu	597	125	0.1%	0.2%
Amharic	523	281	0.1%	0.4%
Marshallese	523	422	0.1%	0.6%
Swahili	519	364	0.1%	0.6%
Tagalog	518	184	0.1%	0.3%
Hindi	501	135	0.1%	0.2%
Romanian	497	252	0.1%	0.4%
Mam	491	484	0.1%	0.7%
Dari	437	403	0.1%	0.6%
Tamil	374	68	0.1%	0.1%
French	355	112	0.1%	0.2%
Persian	330	239	0.1%	0.4%
Thai	324	154	0.1%	0.2%
German	304	47	0.1%	0.1%

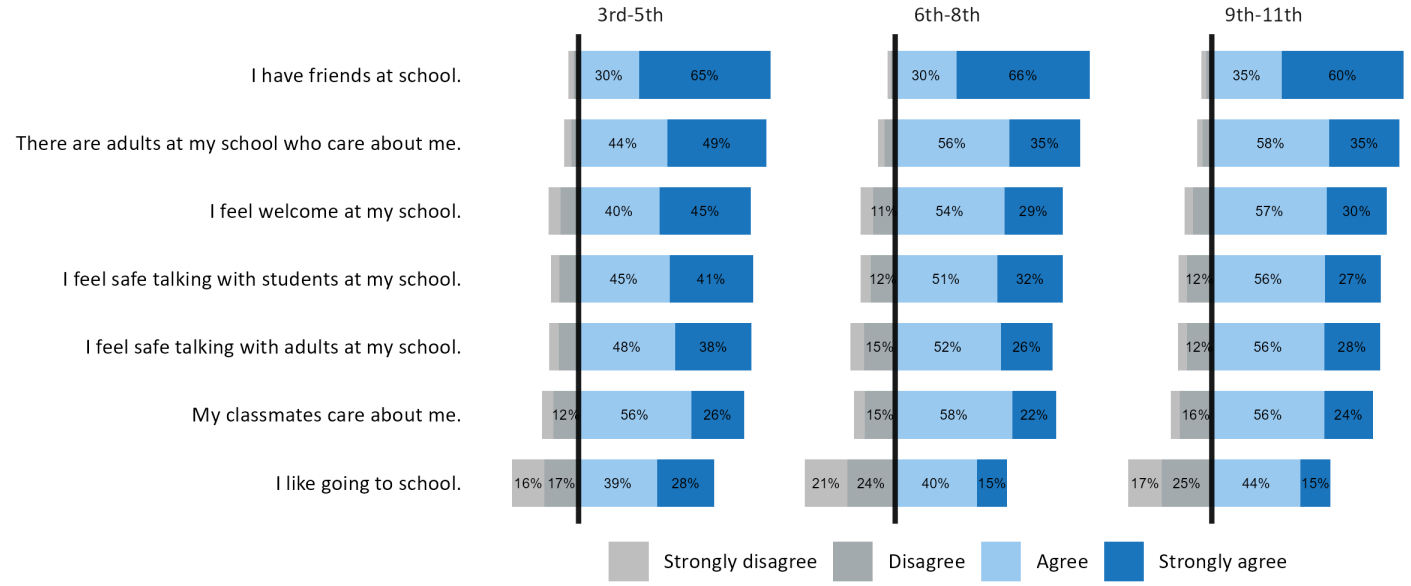
See the Multilingual and Migrant Education Team webpage for more details on multilingual education and multilingual learners.

[1] The count of unique languages does not include the "Non-applicable to Reporting" and "Undetermined" categories.
[2] Source: Spring Membership 2025-26
[3] Source: Unduplicated ESEA Title III: English Learner Collection, 2025-26, excluding students determined not to be currently eligible for English Learner Services.
[4] Percentage columns may not sum to 100 due to rounding and other languages not listed in the table.

Sense of Belonging

Information about students' sense of belonging is collected via the Student Educational Equity Development (SEED) Survey. 183,404 3rd-11th graders took the 2025-26 SEED Survey (48 percent of eligible students). Students' responses to belonging items are shown in Figure 11. The majority of students 'Agreed' or 'Strongly Agreed' with the items. Students were more likely to share that they felt welcome at school and had positive relationships than they were to indicate that they liked school.

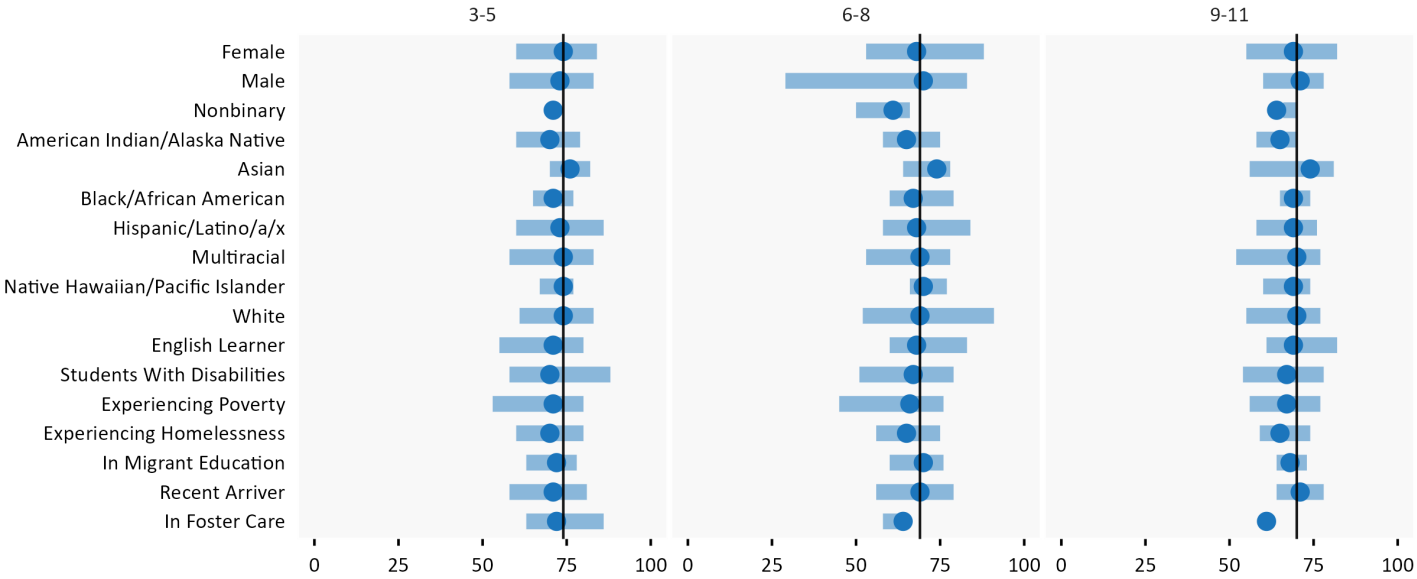
Figure 11: Sense of Belonging Items by Grade Band



Note. Percents <10 are unlabeled

ODE creates domain scores as a way to quickly summarize SEED results. Figure 12 depicts belonging domain scores by student group. Scores 67 and higher indicate a strong sense of belonging. All student groups reported a strong sense of belonging in elementary school. For most student groups, positive perceptions continued in middle and high school. Nonbinary students and students in foster care reported some of the lowest perceptions of belonging.

Figure 12: Sense of Belonging Domain Score by Student Group



Note. The dark blue circle indicates the state score for each group and the light blue box indicates the score range across districts in Oregon with at least 10 students. The vertical black line indicates the state score for all students combined.

Contact for this section: Kai Tyler, Kai.Tyler@ode.oregon.gov

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.

- Complete all state and district graduation requirements.
- Demonstrate Intermediate High or higher proficiency, as described in the ACTFL proficiency guidelines, in all included domains for two or more languages.

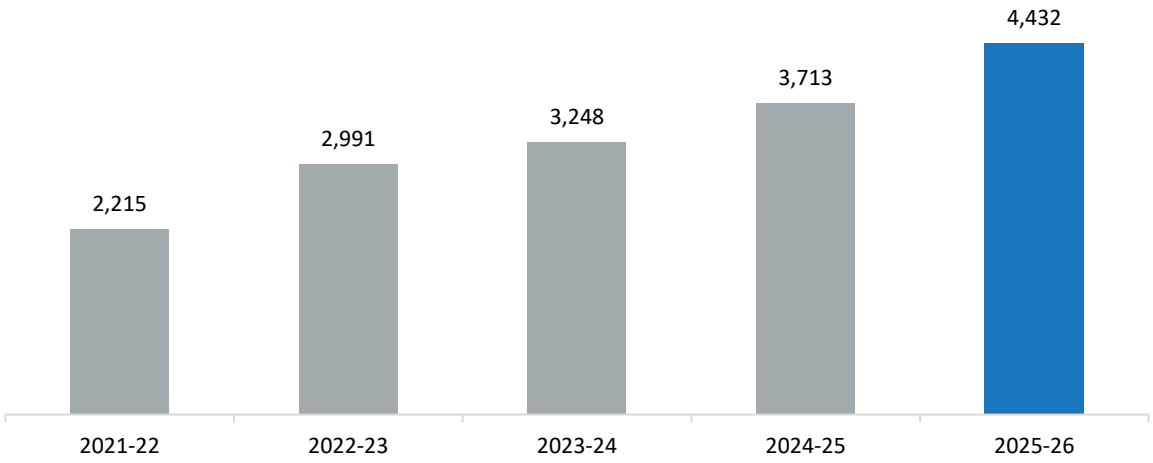
The State of Oregon honors the languages and culture of its people. Students may gain proficiency in a language at home, through formal study at school, through independent study, or any other method. An institution may request the OSSB/M on a student's behalf regardless of the path the student followed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

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

In the 2025-26 school year:

- 4,432 students earned the Oregon State Seal of Biliteracy.
    - Seals were awarded in 60 different languages, including American Sign Language.
    - 64 students earned the Oregon State Seal of Multiliteracy by demonstrating proficiency in three or more languages.
- Seals were requested by 184 different institutions across Oregon.
- 53.4 percent of Seal recipients are current or former English learners.
- 57.8 percent of Seal recipients have a language of origin other than English.

Figure 13: Oregon State Seal of Biliteracy Awards
2021-22 Through 2025-26 School Years

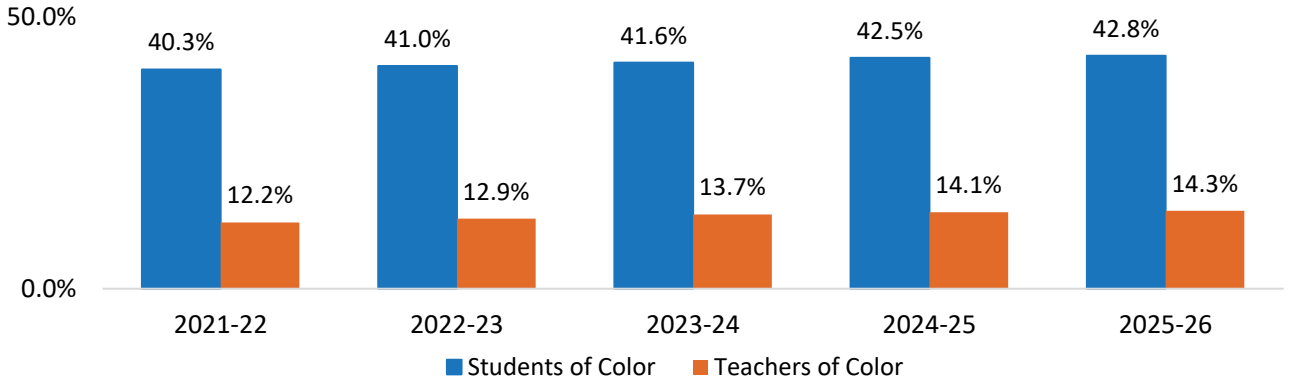


Contact for this section: Ben Wolcott, Ben.Wolcott@ode.oregon.gov

Students and Teachers of Color

In the 2025-26 school year, the proportion of both teachers and students of color increased, with the proportion of students of color increasing slightly more than the proportion of teachers of color. The proportion of students of color increased to 42.8 percent, an increase of 0.3 percentage points from the 2024-25 school year, and the proportion of teachers of color increased to 14.3 percent, an increase of 0.2 percentage points from 2024-25.

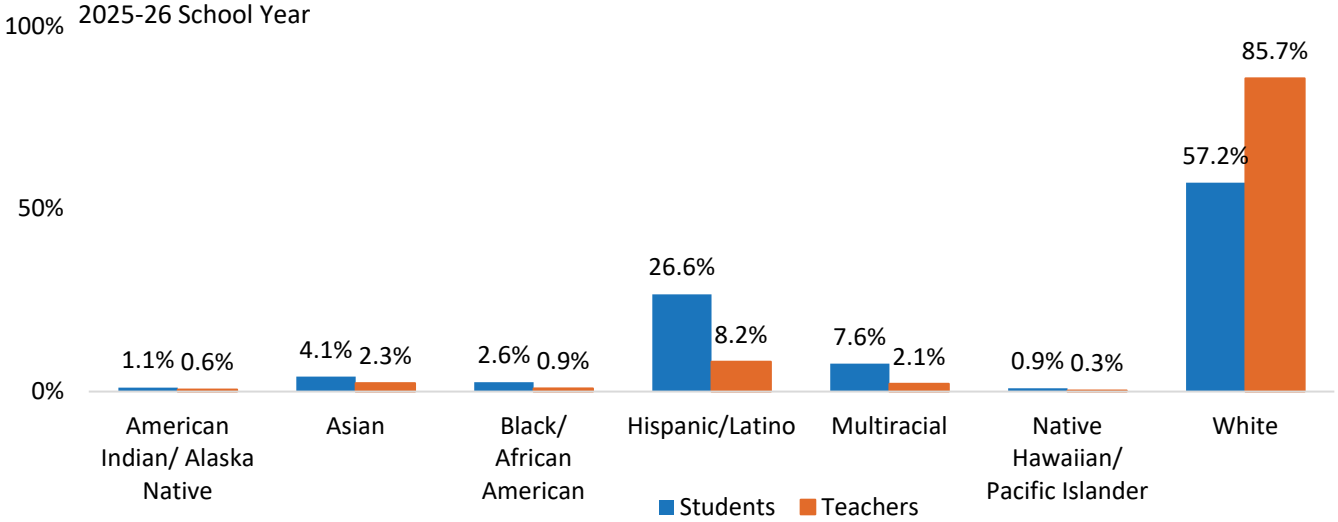
Figure 14: Percentage of Students and Teachers of Color
2021-22 though the 2025-26 School Year



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 ODE Public Transparency page to review the Educator Equity Report.

Figure 15: Percent of Students and Teachers by Race/Ethnicity
2025-26 School Year



The largest difference between historically underserved student populations and teachers of the same race/ethnicity is Hispanic/Latino: 26.6 percent of students were reported as Hispanic/Latino, compared with only 8.2 percent of teachers. In contrast, 85.7 percent of teachers were White, compared to only 57.2 percent of students in 2025-26. There were very slight changes in the demographic makeup of students and teachers statewide between 2024-25 and 2025-26. The gap between American Indian/Alaska Native and Native Hawaiian/Pacific Islander students and teachers was unchanged. For Asian students and teachers, the gap increased by 0.1 percentage points. For Multiracial and Black/African American students and teachers, the gap decreased by 0.1 percentage points between 2024-25 and 2025-26.

[1] Sources: Fall Membership and Staff Position Collections

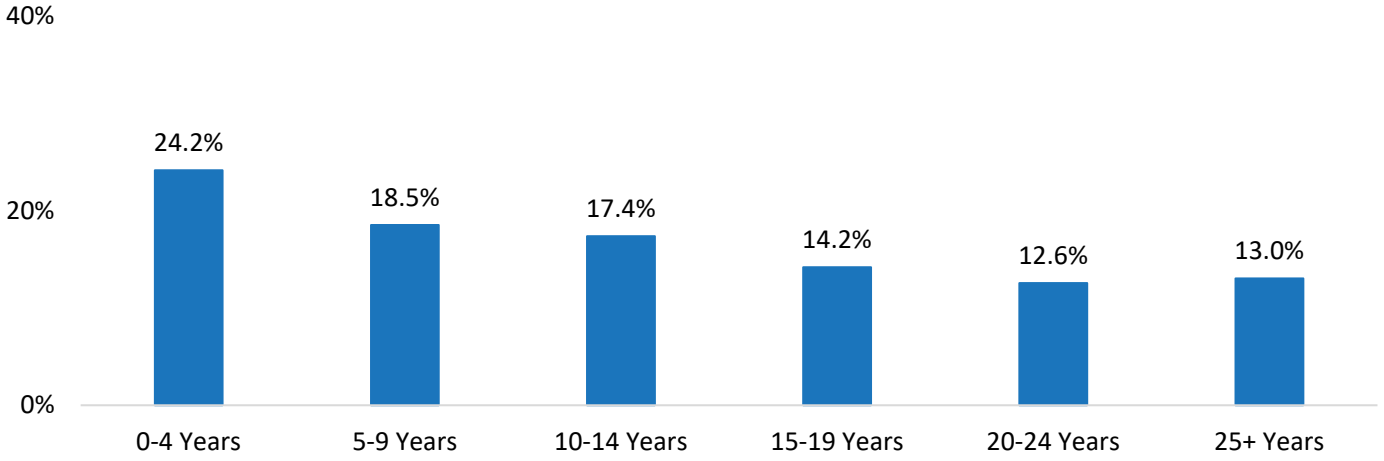
OREGON STAFF

Experienced, Highly Educated Workforce

The proportion of teachers with 25+ years of licensed experience increased to 13 percent in 2025-26 (0.8 percentage point increase from 2024-25). Additionally, teachers with 10-14 years of licensed experience increased the most of any group to 17.4 percent (1.2 percentage point increase from 2024-25). Conversely, teachers with 0-4 years of experience decreased to 24.2 percent (0.9 percentage point decrease from 2024-25). Teachers with 5-9 years of licensed experience also decreased in 2025-26 to 18.5 percent (a 0.9 percentage point decline from 2024-25).

Figure 16: Teacher Experience[1]

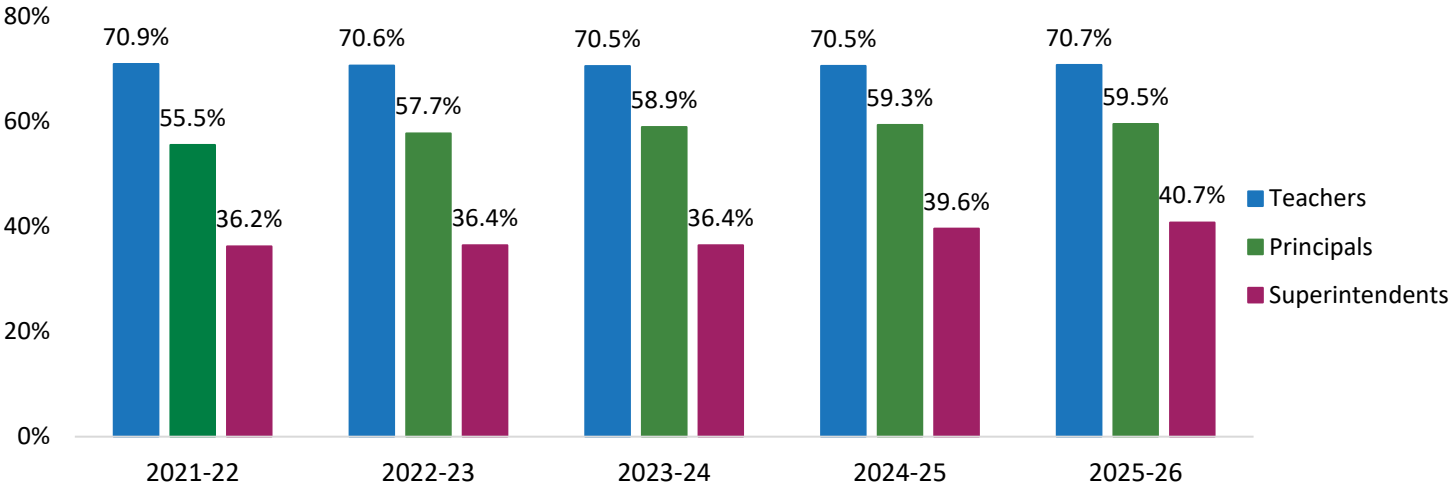
2025-26 School Year



Over the past five years there has been minimal change in the percentage of women reported as teachers, principals, and superintendents. Women in the superintendent position increased the most between last year and this year to 40.7 percent which represents a 1.1 percentage point increase from 2024-25. The percentage of women reported as a teacher increased slightly to 70.7 percent (a 0.2 percentage point increase from 2024-25). Among staff reported as principals, 59.5 percent were women (a 0.2 percentage point increase from the 2024-25).

Figure 17: Percent of Staff Positions Held by Women[2]

2021-22 through 2025-26 School Years



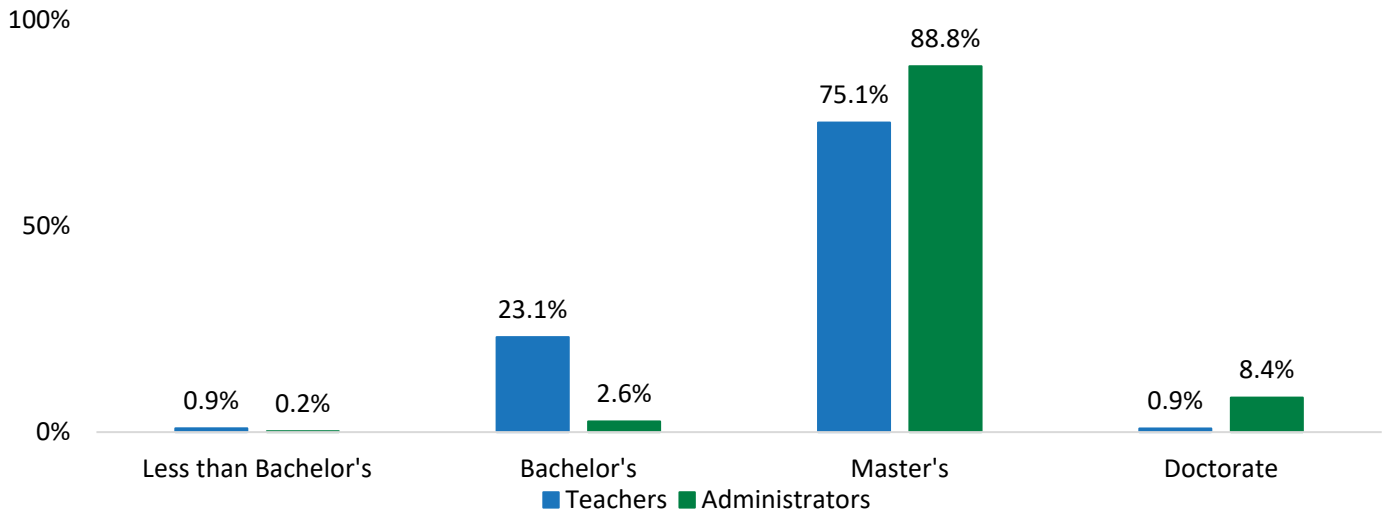
[1] Source: Staff Position

[2] Source: Staff Position. Includes assistant principals and assistant superintendents.

Contact for this section: Ryan Clark, Ryan.Clark@ode.oregon.gov

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
2025-26 School Year



School Staff

The total number of full-time equivalent (FTE) school employees in 2025-26 decreased from 2024-25 by approximately 1.7 percent statewide. Notable changes in staffing by position group include a decrease in Teacher FTE for the third year in a row with a decline of approximately 2.2 percent statewide between 2024-25 and 2025-26. Special Education staff FTE decreased by approximately 4.5 percent or approximately 104.7 FTE. School Counselor staff levels remained constant statewide while School Psychologists were the only position group to increase in staffing levels from 2024-25 to 2025-26 with a 2.2 percent increase. Other notable changes include a 2.5 percent and a 2.1 percent decrease in Licensed Library and Media and Library and Media Support staff respectively.

Oregon School Employees[1]
(Full-Time Equivalent Positions)

	2024-25 FTE Counts	2025-26 FTE Counts
Teachers	31,359.5	30,676.2
Educational Assistants	13,036.2	12,965.5
District Administrators	580.5	573.2
School Administrators	2,039.5	2,033.3
School Counselors	1,699.8	1,699.9
Licensed Library and Media	186.7	182.0
Library and Media Support	660.3	646.4
Psychologists	457.4	467.4
Support Staff	29,583.3	29,080.1
Special Education Specialists	2,289.5	2,185.8
Total	81,892.6	80,509.8

[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.

Contact for this section: Ryan Clark, Ryan.Clark@ode.oregon.gov

Teacher Qualifications

For each subject area (course), a teacher is defined as out-of-field if they have neither of the following:

- a full Oregon teaching license with a valid endorsement for the assigned course
- 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.

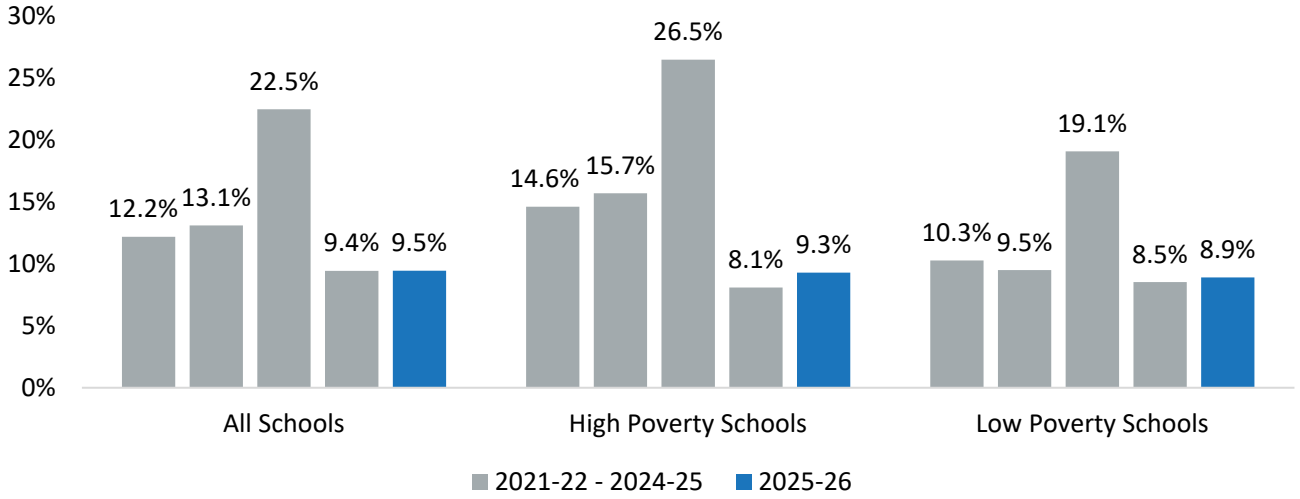
An emergency/provisionally licensed teacher is defined as a teacher teaching with a less than full Oregon teaching license e.g., Limited Teaching, Emergency Teaching, and Restricted Teaching licenses. All emergency/provisionally licensed teachers are considered out-of-field teachers too, regardless of their specific teaching endorsements. More information about Oregon teacher licenses and endorsements can be found on the Teacher Standards and Practices website.

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

High and low poverty schools are determined by the quartile of the percentage of students experiencing poverty[1] 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[2]

2021-22 Through 2025-26 School Years



Compared to 2021-22, the rates of out-of-field teachers decreased for all school groups. The difference in out-of-field teacher rates between high and low poverty schools decreased to 0.4 percentage points.

[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.

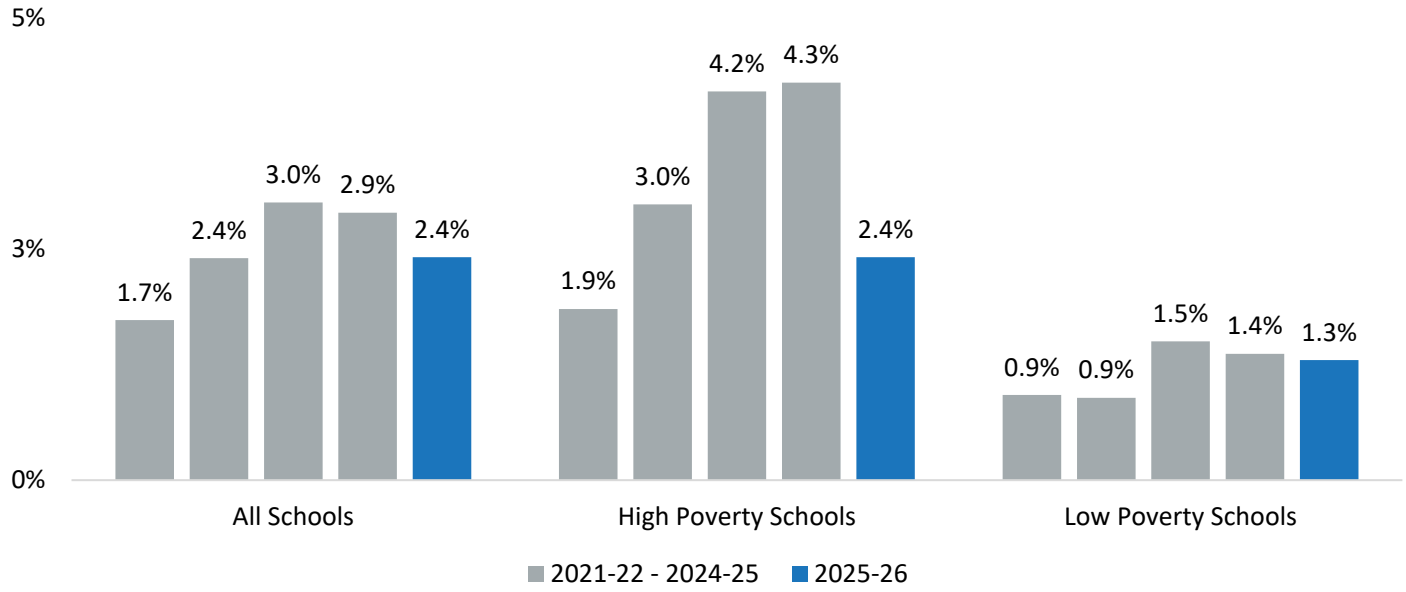
[2] ODE has worked to refine and improve the data quality Out-of-Field reporting since 2023-24. Data from the 2023-24 school year should be interpreted with caution.

Contact for this section: Zachary Dyne, Zachary.Dyne@ode.oregon.gov

Count of Out-Of-Field Teacher FTE

	2021-22	2022-23	2023-24	2024-25	2025-26
All Schools	3,052.8	3,516.7	5,555.2	2,498.1	2,524.7
High Poverty School	784.3	1,000.6	1,375.7	412.3	498.3
Low Poverty Schools	682.9	644.6	1,300.0	615.1	657.1

Figure 20: Percent of Teachers with Emergency/Provisional Licences by School Poverty Level
2021-22 Through 2025-26 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

	2021-22	2022-23	2023-24	2024-25	2026-26
All Schools	434.1	643.2	732.2	764.3	645.1
High Poverty School	99.1	189.8	219.7	218.9	193.1
Low Poverty Schools	61.3	60.5	103.5	98.5	95.8

Contact for this section: Zachary Dyne, Zachary.Dyne@ode.oregon.gov

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 and teachers has grown slightly over the past decade, while salaries of assistant principals and principals have slightly declined.

Figure 21: Average Salaries by Staff Category

2015-16 Through 2025-26

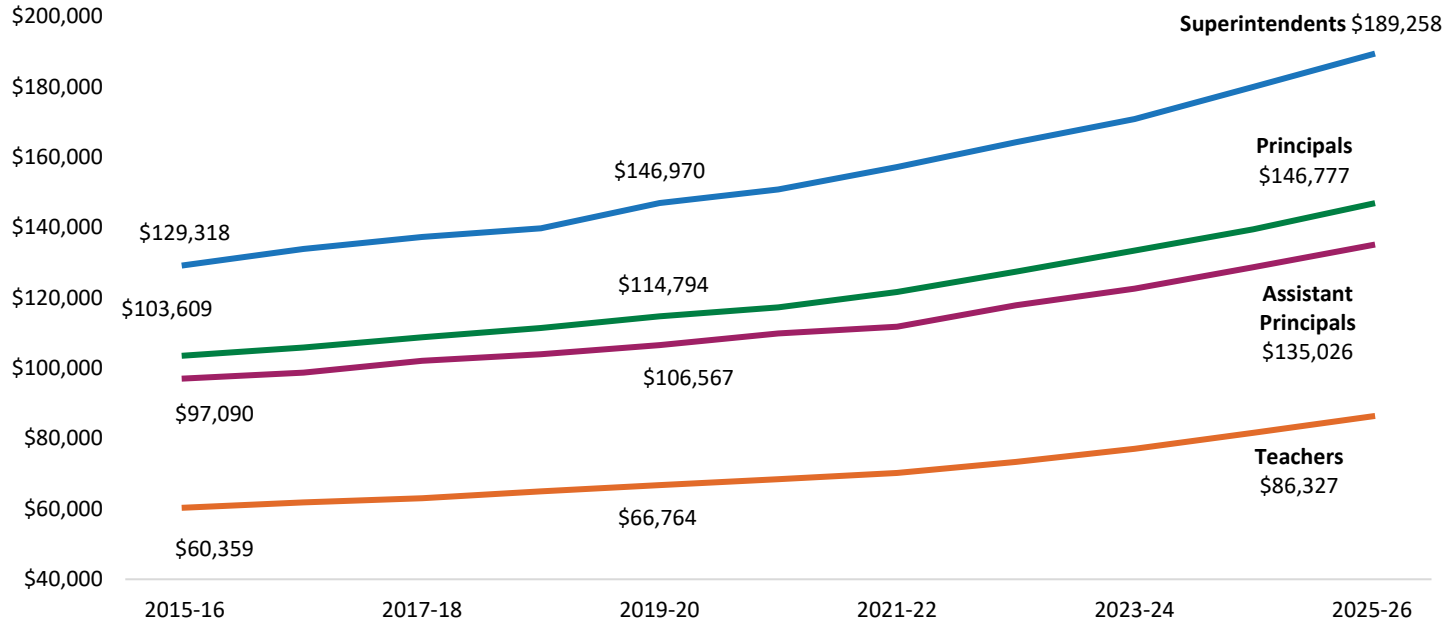
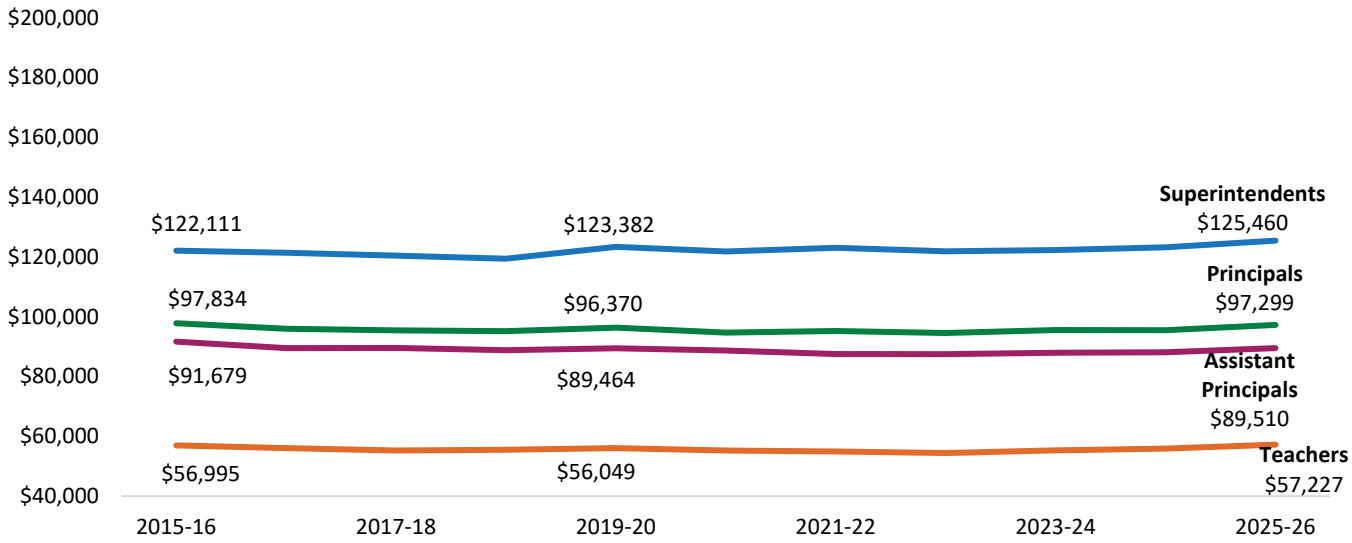


Figure 22: Inflation Adjusted Average Salaries by Staff Category, 2012-13 Dollars[2]

2015-16 Through 2025-26



[1] 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.

Contact for this section: Evan Fuller, Evan.Fuller@ode.oregon.gov

SCHOOL FUNDING

Most spending in Oregon school districts and education service districts is directed toward students and school-level services. In 2024-25[1], approximately 94.9 percent of operating expenditures were devoted to direct classroom instruction, classroom support, and building-level support services. Central support functions accounted for approximately 5.1 percent of expenditures. Operating expenditures increased to an average of $19,961 per student in 2024-25, while the overall distribution of spending remained relatively stable.

Operating Expenditures per Student[2,3]

Where Dollars Were Spent	2022-23	Percent	2023-24	Percent	2024-25	Percent
Direct Classroom	$9,696	53.9%	$10,184	53.5%	$10,770	54.0%
Classroom Support	$4,028	22.4%	$4,240	22.3%	$4,430	22.2%
Building Support	$3,299	18.3%	$3,555	18.7%	$3,747	18.8%
Central Support	$965	5.4%	$1,055	5.5%	$1,014	5.1%
Total[4]	$17,988	100%	$19,034	100%	$19,961	100%

School Resources

Oregon school districts face significant cost pressures despite growth in education funding over the last decade. While state investments increased through both the State School Fund and the Student Success Act, districts continue to experience rising costs that compete for available classroom resources.

Employee compensation remains the largest component of school spending. Salaries and benefits account for the majority of district expenditures, while pension and health care costs continue to require substantial investments from district budgets. As labor costs increase, districts must balance maintaining competitive compensation with funding instructional programs and student services.

Student needs have also changed over time. Oregon public schools serve increasing numbers of students requiring specialized supports. These services often require additional staff, specialized programming, and intensive interventions, increasing the resources needed to provide equitable educational opportunities for all students.

Many districts are also managing the effects of long-term enrollment decline. Fixed operating costs such as transportation, facilities, utilities, and administrative functions do not always decrease proportionally when enrollment falls. As a result, districts experiencing enrollment losses may face higher costs on a per-student basis even when overall student counts decline.

The average age of Oregon's school buildings is more than 50 years old, making them more costly to maintain than newer facilities. The cost of operating and maintaining school facilities comes from general fund dollars and reduces the amount available for instructional services. In 2014, a statewide task force estimated that Oregon schools faced more than $7 billion in deferred maintenance needs; however, Oregon lacked a standardized statewide data source to quantify facility conditions and maintenance costs across all public schools. To address this gap, ODE launched the Statewide School Facilities Assessment program. Following a pilot phase in 2024, ODE conducted facility condition assessments of more than 5,000 school buildings statewide, including school district, charter school, and education service district facilities. The program provides districts with comprehensive facility reports that include deferred maintenance cost estimates, facility condition measures, ADA accessibility findings, and capital improvement planning tools. The resulting statewide database is intended to provide a more complete and consistent understanding of Oregon's school facility needs and support informed decision-making regarding future facility investments.

[1] Due to the timing of reporting finalized expenditures the most recent data are from the 2024-25 school year.
[2] Source: School District and Education Service District (ESD) Audits
[3] Per student calculation excludes students in state-run programs because spending on those students is not included.
[4] Figures may not sum to Total, due to rounding.

Contact for this section: Evan Fuller, Evan.Fuller@ode.oregon.gov

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 (CAT) as a dedicated revenue source for education. CAT revenues support statewide education investments and provide transfers to the State School Fund in addition to General Fund appropriations. State funding forecasts project Student Success Act transfers of approximately $832 million for the 2025-27 biennium and approximately $907 million for the 2027-29 biennium. As a result, CAT revenues have become a significant and ongoing component of Oregon's K-12 funding system.

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.

Biennial Formula Revenue[1,2]

(In Billions of Dollars, not adjusted for inflation)

	2019-21	2021-23	2023-25[3]	2025-27[4]	2027-29
Local	$4.37	$4.68	$5.04	$5.39	$6.06
State	$9.00	$9.30	$10.20	$11.36	$12.32
Total	$13.37	$14.03	$15.24	$16.75	$18.38

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.

[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

Operating Revenues by Source

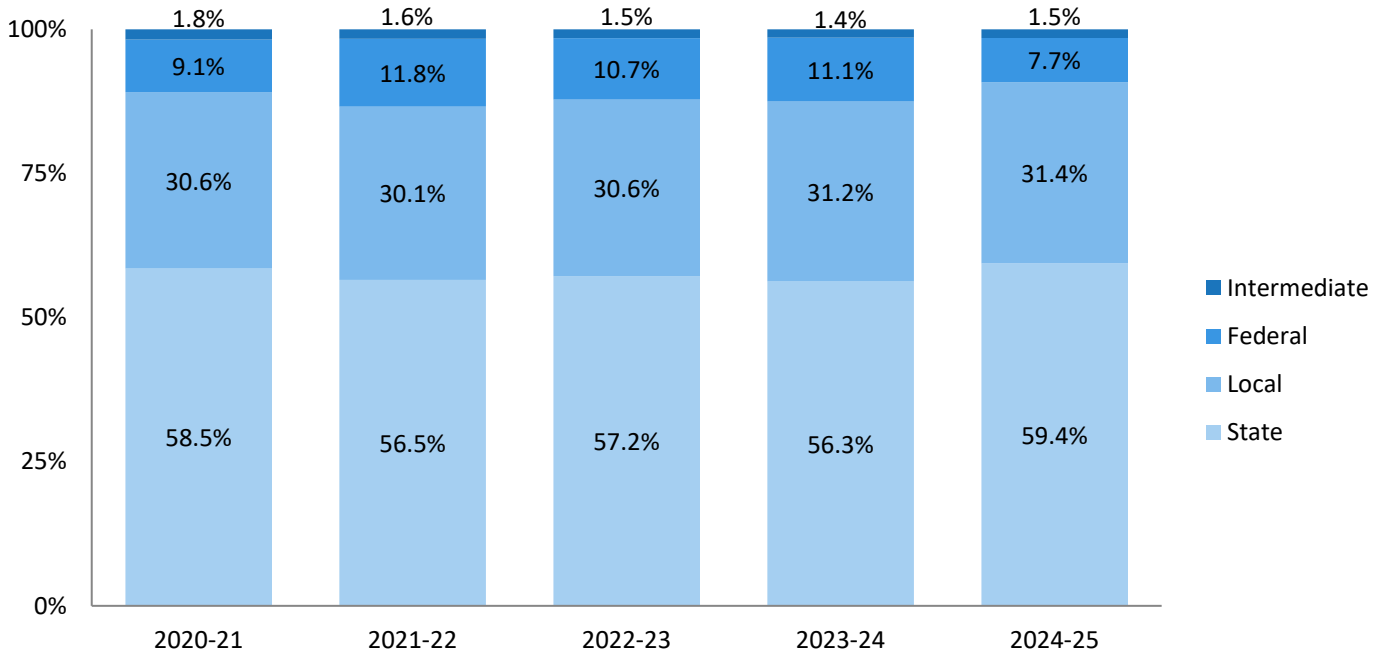
In the decade following passage of Ballot Measure 5 in 1990, Oregon experienced a substantial shift in the sources of public-school funding. Prior to Measure 5, local property taxes were the primary source of school funding. Today, Oregon's public schools are funded primarily through state revenues, with local revenues serving a secondary role.

Passage of Measure 50 in 1997 further limited the growth of local property tax revenues by restricting growth in assessed property values. As a result, state revenues have become an increasingly important source of support for Oregon school districts and education service districts.

In 2019, the Student Success Act established the Corporate Activity Tax as an additional source of state education funding. Combined with State School Fund appropriations, these revenues have increased the state's share of school funding over time.

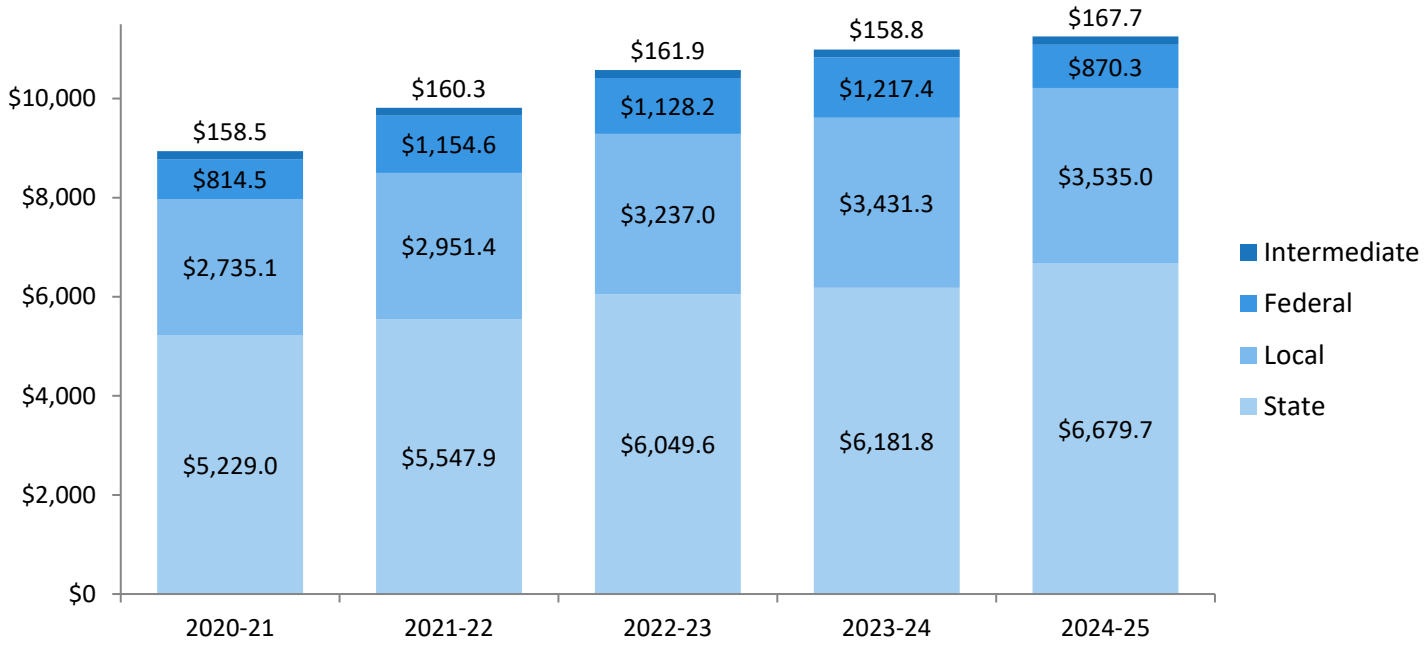
In 2024-25, state revenues accounted for 59.4 percent of operating revenues for Oregon school districts and education service districts, while local revenues accounted for 31.4 percent. Federal revenues represented 7.7 percent of operating revenues, down from 11.1 percent in 2023-24 as temporary federal pandemic-relief funding continued to phase out. Intermediate revenues accounted for approximately 1.5 percent of total operating revenues.

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



Contact for this section: Evan Fuller, Evan.Fuller@ode.oregon.gov

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



Contact for this section: Evan Fuller, Evan.Fuller@ode.oregon.gov

ESSA ACCOUNTABILITY SYSTEM

ODE's ESSA accountability system, as established though 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 2024-25 and 2025-26 to assessment data from 2022-23 and 2023-24.

- **Mathematics Average Gap Score Change**
  - The change in average Mathematics scores at the school comparing assessment data from 2024-25 and 2025-26 to assessment data from 2022-23 and 2023-24.

- **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 Poverty[1]
- Race/Ethnicity
- Underserved Race/Ethnicities[2]

[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 las year in 2024-25. No additional schools were identified as CSI using the following method in 2025-26. 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 Students 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 Identified[1]

Level of Support	2025-26 Title I Status	2023-24 Identification	2024-25 Identification	2025-26 Identification
Comprehensive	**Yes**	37	56	55
	No	42	73	66
Targeted	**Yes**	156	76	105
	No	202	94	75
Not Identified	**Yes**	364	438	411
	No	472	530	556

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.

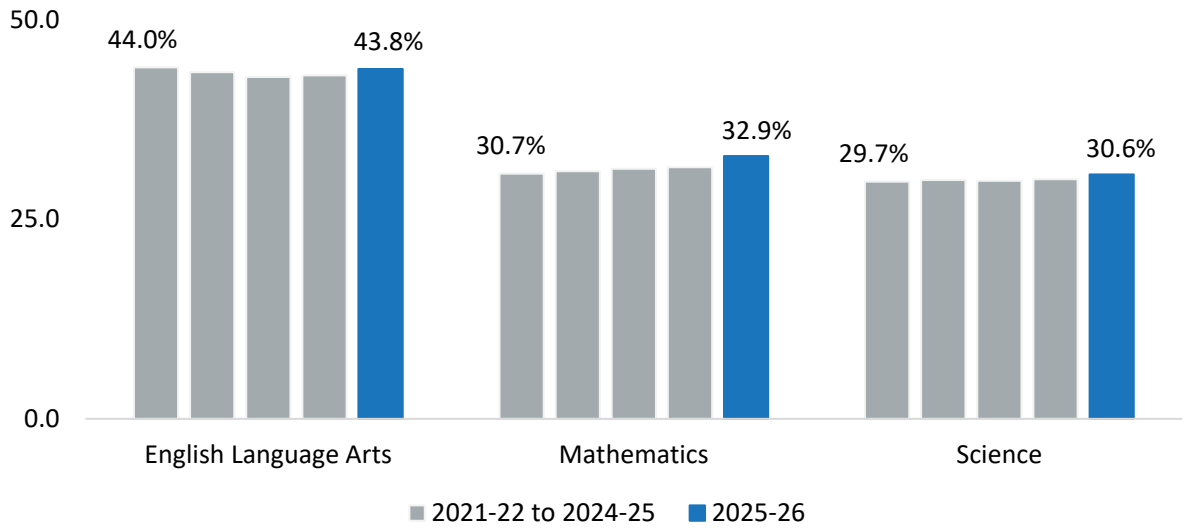
ASSESSMENT ACHIEVEMENT

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 Profiency for ELA, Math, and Science

2021-22 through 2025-26 School Years[1]



English language arts achievement rates decreased between the 2021-22 through the 2023-24 school years, but increased in both 2024-25 and 2025-26 to a current rate of 43.8 percent of students demonstrating proficiency. Math achievement rates have seen increases year-over-year from 2021-22 to 2025-26, with a statewide increase in 2025-26 of 1.4 percentage points. This was a substantial increase in growth rate over the prior four school years. Science achievement rates were relatively flat from 2021-22 through 2024-25, but saw an increase of 0.6 percentage points statewide in 2025-26.

[1] Visualized assessment proficiency rates vary from previously published rates due to recalculation to include Extended Assessments.

Contact for this section: Cindy Barrick, Cindy.Barrick@ode.oregon.gov

Student Performance in 2025-26
Percent of Students at Level 3 or 4 (Proficient)

Grade 3

Student Group	English Language Arts (ELA)	Mathematics
All Students	42%	41%
Students Experiencing Poverty	25%	25%
English Learners[1]	8%	12%
Students with Disabilities[2]	21%	24%
American Indian/Alaska Native	22%	20%
Asian	54%	60%
Black/African American	27%	26%
Hispanic/Latino	25%	24%
Multiracial	49%	47%
Native Hawaiian/Pacific Islander	18%	17%
White	49%	49%
Extended Assessment[2]	19%	18%
Migrant Education	12%	15%
Homeless	18%	18%
Military-connected	49%	47%
Students in Foster Care	23%	20%

Grade 4

Student Group	English Language Arts (ELA)	Mathematics
All Students	44%	39%
Students Experiencing Poverty	27%	22%
English Learners	7%	7%
Students with Disabilities	22%	20%
American Indian/Alaska Native	27%	24%
Asian	59%	61%
Black/African American	25%	20%
Hispanic/Latino	27%	21%
Multiracial	51%	45%
Native Hawaiian/Pacific Islander	18%	18%
White	51%	47%
Extended Assessment[3]	33%	28%
Migrant Education	14%	14%
Homeless	19%	16%
Military-connected	46%	42%
Students in Foster Care	23%	18%

[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.

Contact for this section: Cindy Barrick, Cindy.Barrick@ode.oregon.gov

Grade 5

Student Group	English Language Arts (ELA)	Mathematics	Science
All Students	47%	32%	31%
Students Experiencing Poverty	30%	16%	17%
English Learners	8%	5%	< 5%
Students with Disabilities	21%	15%	16%
American Indian/Alaska Native	32%	18%	19%
Asian	63%	56%	42%
Black/African American	29%	15%	15%
Hispanic/Latino	30%	17%	15%
Multiracial	55%	38%	37%
Native Hawaiian/Pacific Islander	24%	11%	9%
White	55%	39%	38%
Extended Assessment	25%	23%	30%
Migrant Education	21%	12%	7%
Homeless	22%	13%	13%
Military-connected	52%	37%	37%
Students in Foster Care	27%	9%	13%

Grade 6

Student Group	English Language Arts (ELA)	Mathematics
All Students	42%	30%
Students Experiencing Poverty	25%	14%
English Learners	5%	< 5%
Students with Disabilities	16%	11%
American Indian/Alaska Native	26%	12%
Asian	59%	53%
Black/African American	26%	12%
Hispanic/Latino	26%	15%
Multiracial	48%	34%
Native Hawaiian/Pacific Islander	20%	12%
White	49%	36%
Extended Assessment	29%	25%
Migrant Education	20%	11%
Homeless	18%	9%
Military-connected	44%	25%
Students in Foster Care	23%	11%

Grade 7

Student Group	English Language Arts (ELA)	Mathematics
All Students	45%	33%
Students Experiencing Poverty	27%	17%
English Learners	5%	5%
Students with Disabilities	17%	13%
American Indian/Alaska Native	25%	19%
Asian	63%	58%
Black/African American	26%	20%
Hispanic/Latino	30%	18%
Multiracial	50%	37%
Native Hawaiian/Pacific Islander	24%	14%
White	52%	40%
Extended Assessment	31%	38%
Migrant Education	19%	11%
Homeless	20%	11%
Military-connected	56%	41%
Students in Foster Care	22%	17%

Grade 8

Student Group	English Language Arts (ELA)	Mathematics	Science
All Students	42%	30%	28%
Students Experiencing Poverty	25%	15%	15%
English Learners	< 5%	< 5%	< 5%
Students with Disabilities	14%	10%	12%
American Indian/Alaska Native	25%	12%	13%
Asian	61%	55%	42%
Black/African American	24%	14%	12%
Hispanic/Latino	25%	15%	12%
Multiracial	46%	35%	33%
Native Hawaiian/Pacific Islander	17%	11%	8%
White	49%	36%	34%
Extended Assessment	26%	32%	30%
Migrant Education	17%	11%	6%
Homeless	18%	10%	10%
Military-connected	45%	31%	30%
Students in Foster Care	13%	6%	7%

High School

Student Group	English Language Arts (ELA)	Mathematics	Science
All Students	46%	23%	34%
Students Experiencing Poverty	31%	11%	22%
English Learners	6%	< 5%	< 5%
Students with Disabilities	17%	6%	15%
American Indian/Alaska Native	33%	12%	24%
Asian	59%	45%	45%
Black/African American	30%	12%	18%
Hispanic/Latino	31%	11%	19%
Multiracial	51%	27%	39%
Native Hawaiian/Pacific Islander	25%	7%	13%
White	53%	27%	40%
Extended Assessment	38%	24%	47%
Migrant Education	23%	7%	11%
Homeless	23%	7%	15%
Military-connected	56%	28%	43%
Students in Foster Care	21%	8%	15%

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

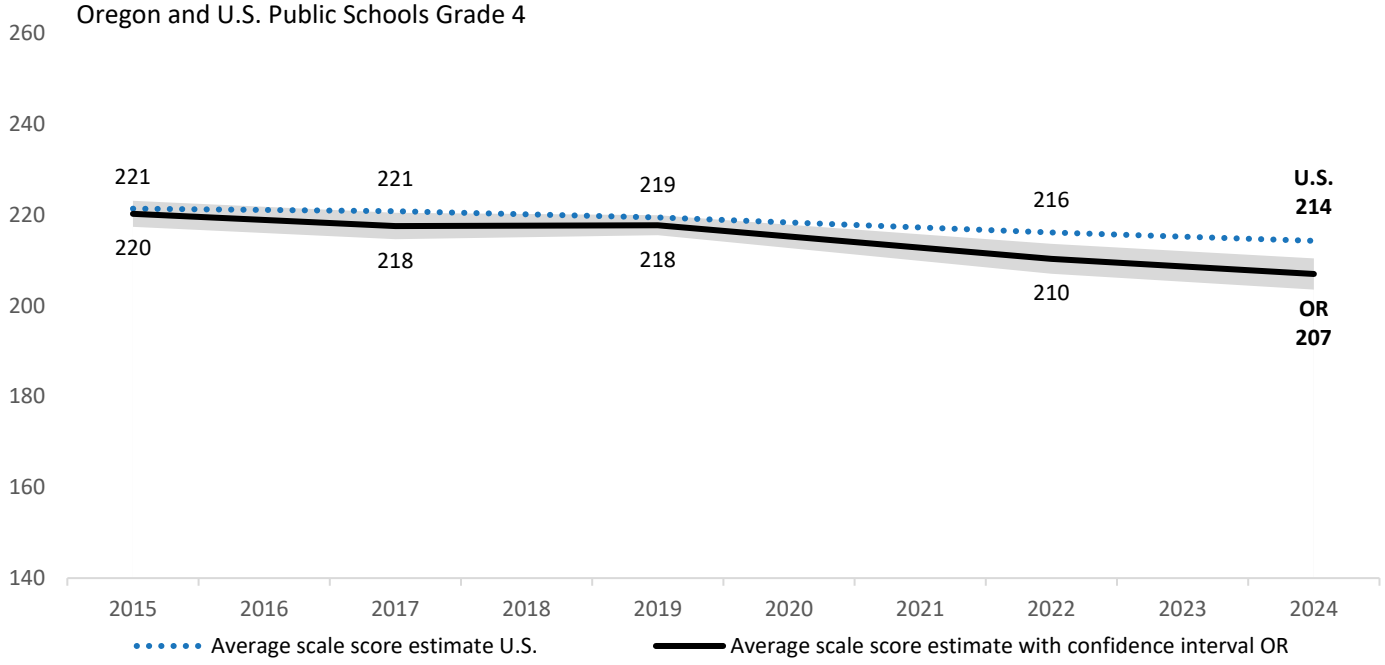
This report includes results from the 2023-24 NAEP state mathematics and reading assessments, which are the most recent NAEP state assessment results available. In 2025-26, NAEP conducted state mathematics and reading assessments at grades 4 and 8, as well as national civics and U.S. history assessments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

Contact for this section: Beth LaDuca, Beth.LaDuca@ode.oregon.gov

National Assessment of Educational Progress: Reading

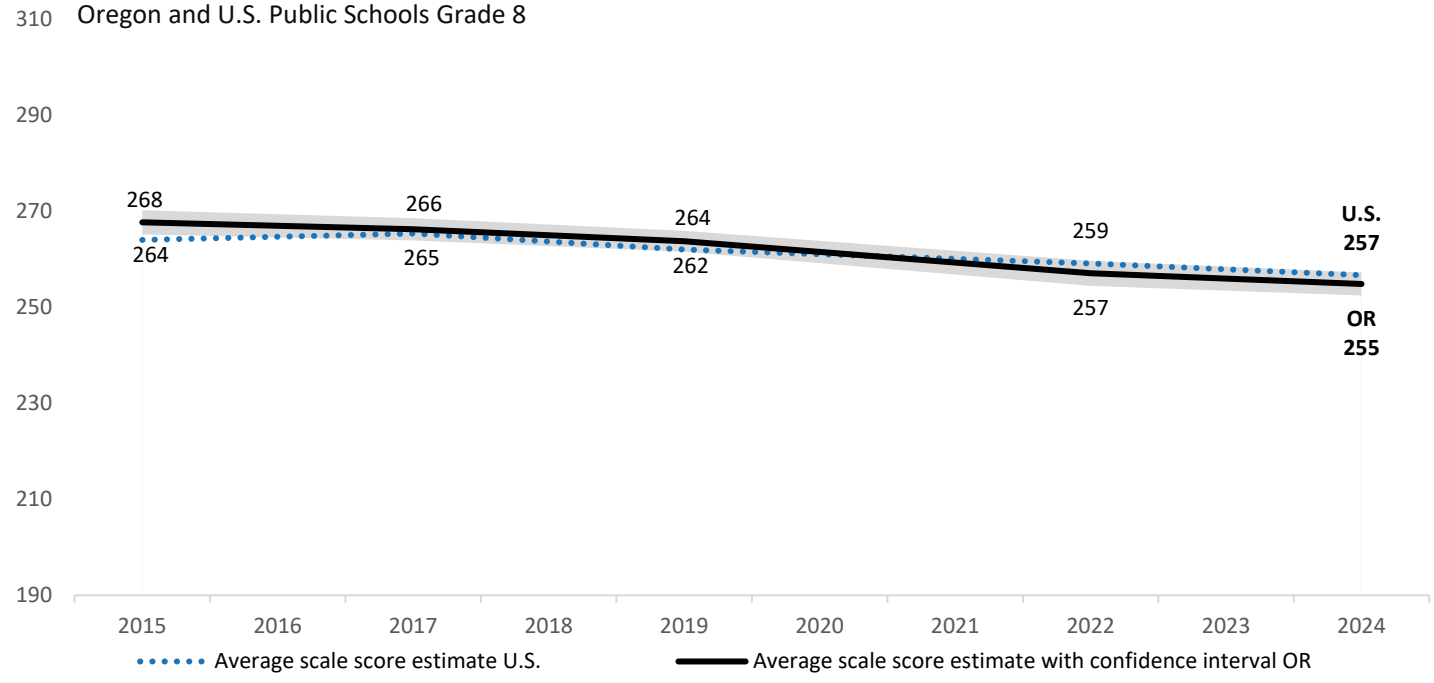
In 2015, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2024, Oregon's 4th graders scored 207, which was statistically lower than 4th graders in the nation's public schools (214).

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



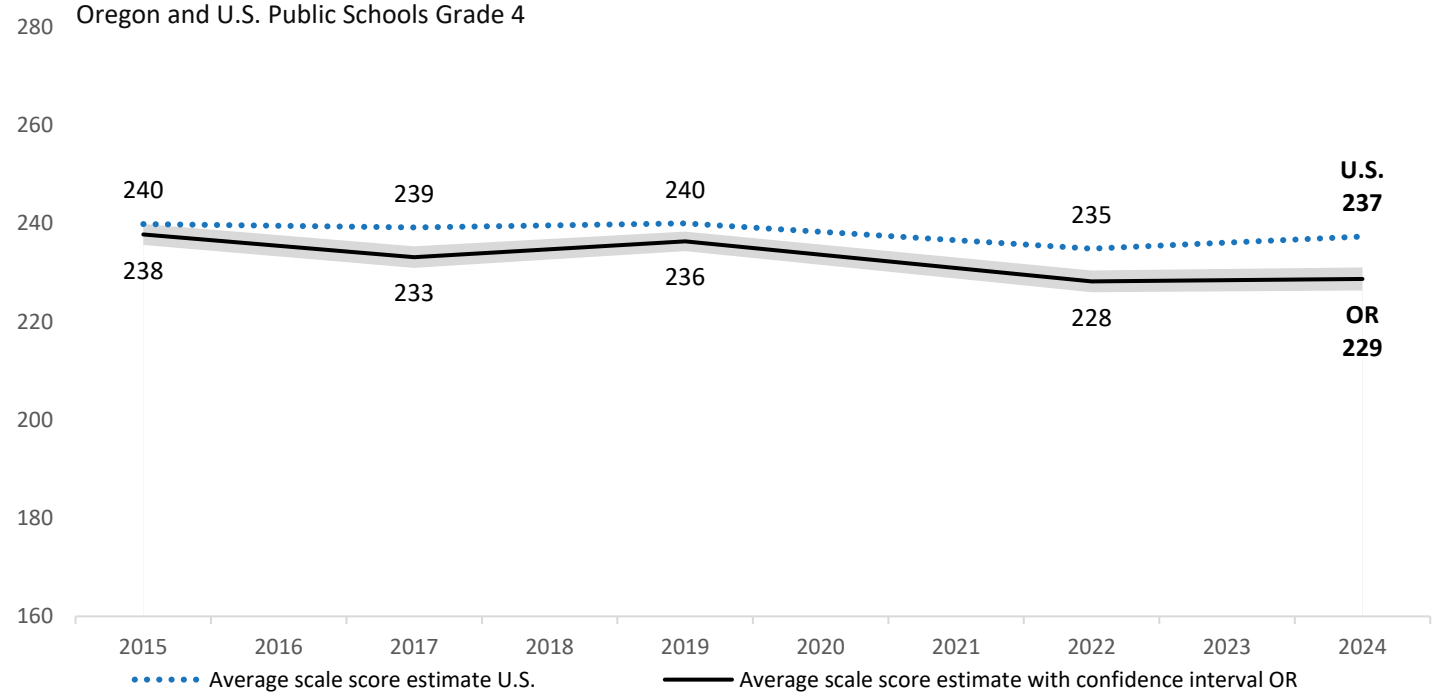
Contact for this section: Beth LaDuca, Beth.LaDuca@ode.oregon.gov

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

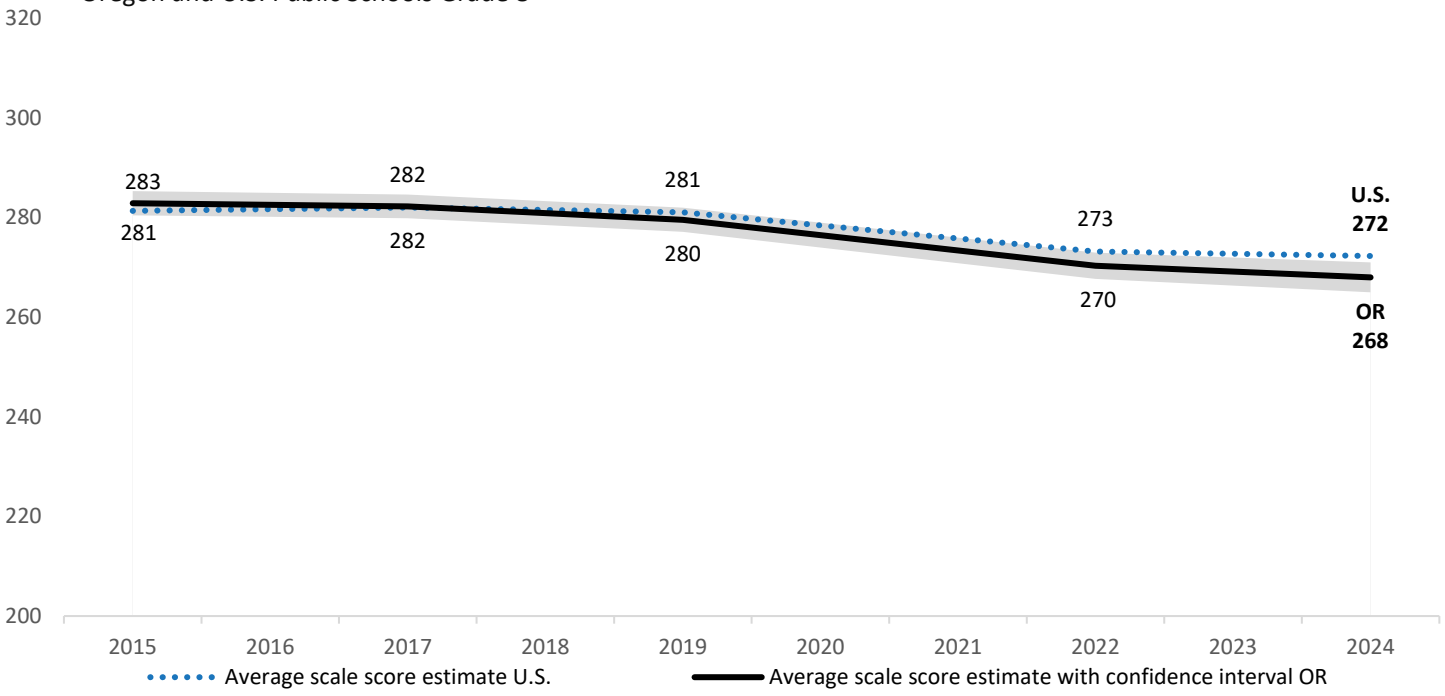
Oregon and U.S. Public Schools Grade 4



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



Contact for this section: Beth LaDuca, Beth.LaDuca@ode.oregon.gov

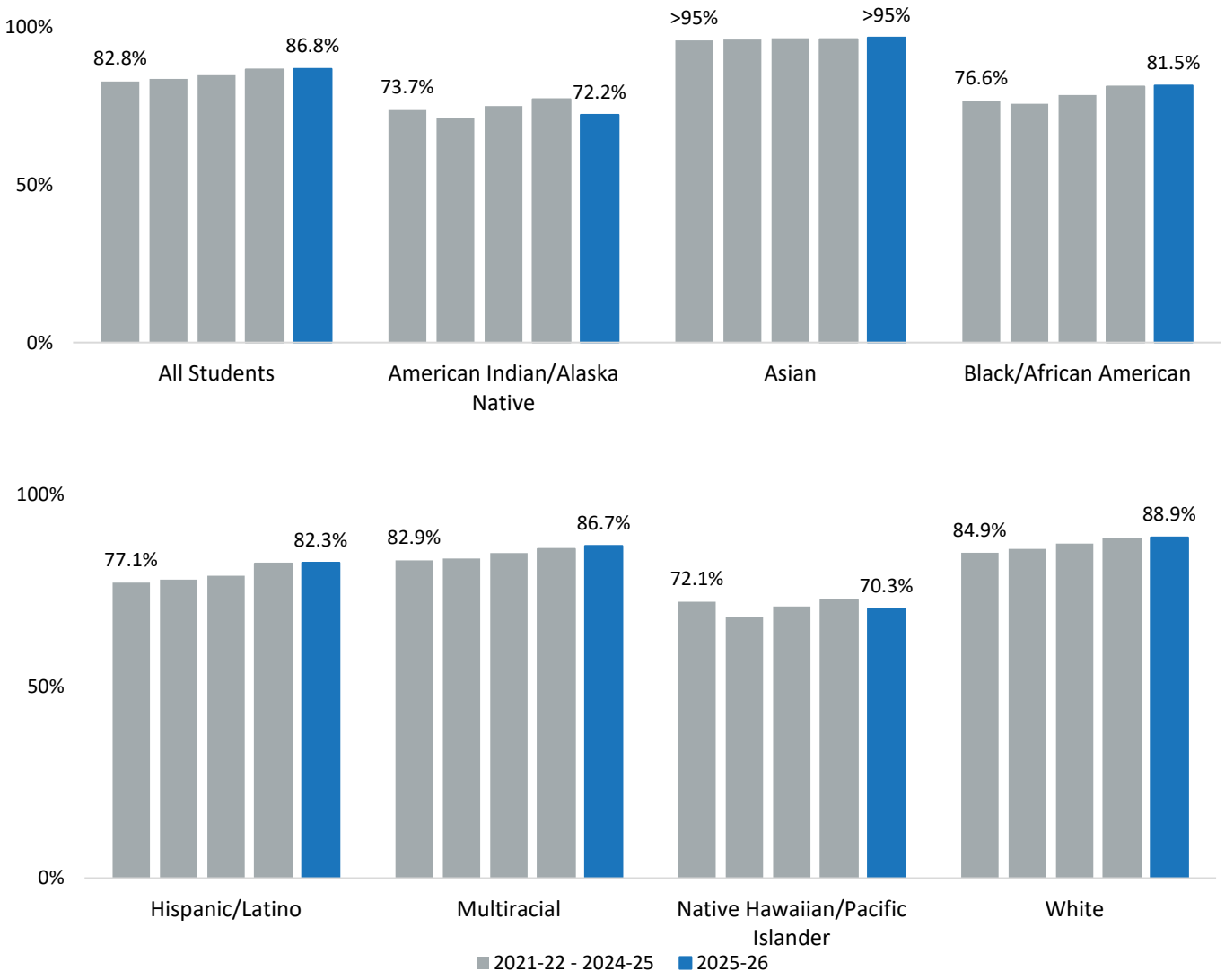
NINTH GRADE ON-TRACK

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 86.8 percent in 2025-26, an increase of 0.2 percentage points from the prior year and the highest rate ever reported. The rate was up by 0.2 percentage points from the prior year and was the highest rate ever reported.

On-Track rates increased slightly for some student groups in 2025-26, while decreasing for others. Multiracial and Asian students had the greatest increase of the racial/ethnic student groups (0.8 and 0.5 percentage points, respectively). American Indian/Alaska Native and Native Hawaiian/Pacific Islander students had the greatest decrease of the racial/ethnic student groups (5.0 and 2.3 percentage points, respectively).

Figure 30: Ninth Grade On Track to Graduate by Race/Ethnicity
2021-22 Through 2025-26 School Years

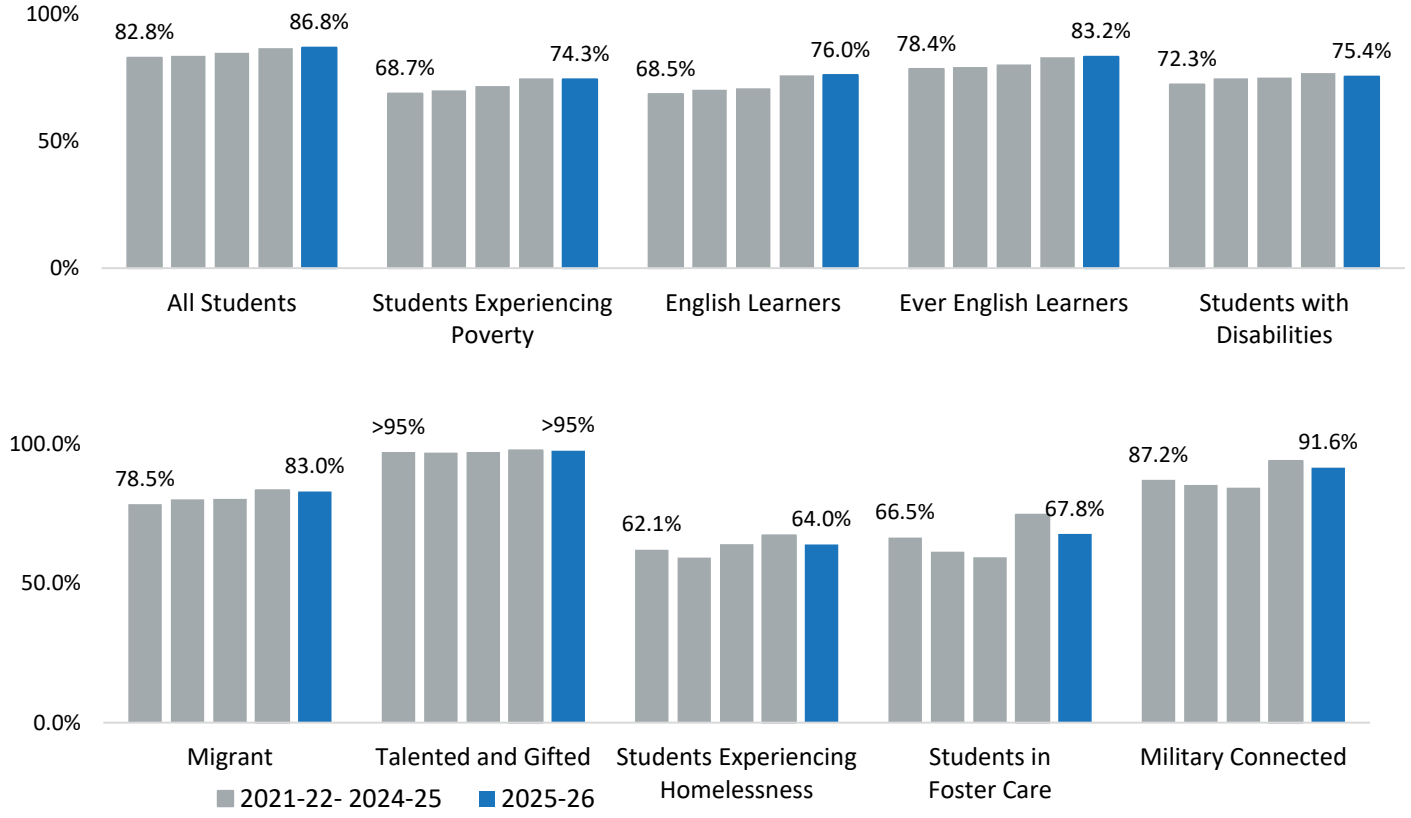


Contact for this Section: Paul Skomsvold, Paul.Skomsvold@ode.oregon.gov

Although Oregon's education system has historically faced challenges in supporting English Learners to stay on track by the end of ninth grade, this group reached a record-high On-Track rate in 2025–26 of 76 percent. However, the system continued to face challenges in supporting students from other student groups. Students in foster care and students experiencing homelessness had the greatest decrease in their On-Track rates (6.9 and 3.3 percentage points, respectively).

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

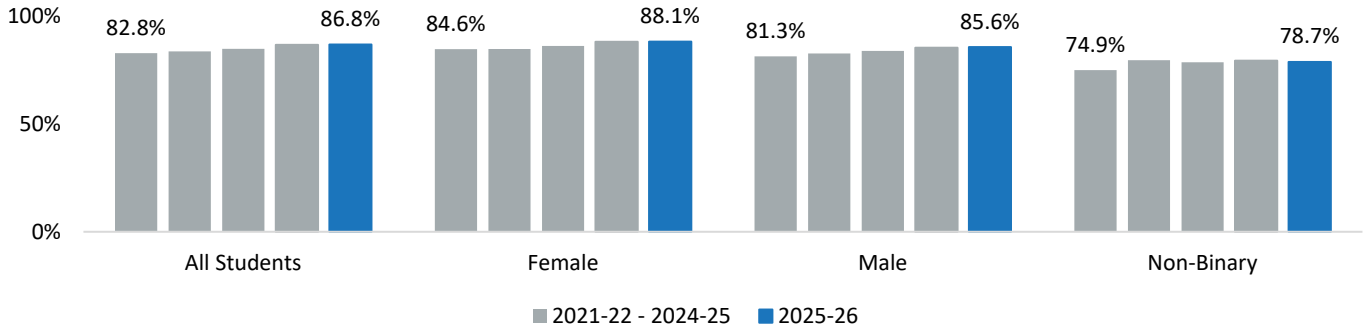
2021-22 Through 2025-26 School Years



Students who identify as non-binary experienced a decrease in their On-Track to Graduate rate of 0.6 percentage points. While female and male students both saw a slight increases in their On-Track to Graduate rates (0.1 and 0.3 percentage points, respectively).

Figure 32: Ninth Grade On Track to Graduate by Gender

2021-22 Through 2025-26 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 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 to whom Oregon awards any completion credential (including regular, modified, and extended diplomas or a GED) within four or five years.

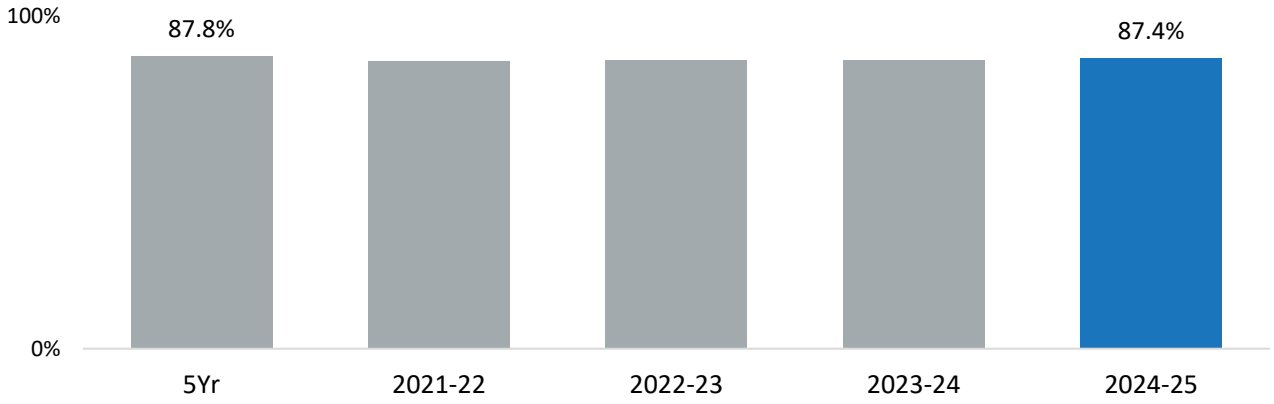
Oregon schools offer the option to remain enrolled in high school for a fifth year in order to pursue college credit options through partnerships with community colleges and universities. For four- and five- year rates by all student groups, and historical data, see the Cohort Media Files. The files 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 since the 2020-21 school year in four- and five-year graduation and completer rates based on the students' expected credential year. Figure 33 shows an 83.0 percent four-year graduation rate for students who, based on their high school entry year of 2021-22, were expected to graduate by the end of the 2024-25 school year. Figure 31 shows that 87.4 percent of students who began high school in the 2020-21 school year had graduated within five years (by the end of the 2024-25 school year).

Figure 33: Four Year Graduation Rates by Credential Year
2020-21 Through 2024-25 School Years



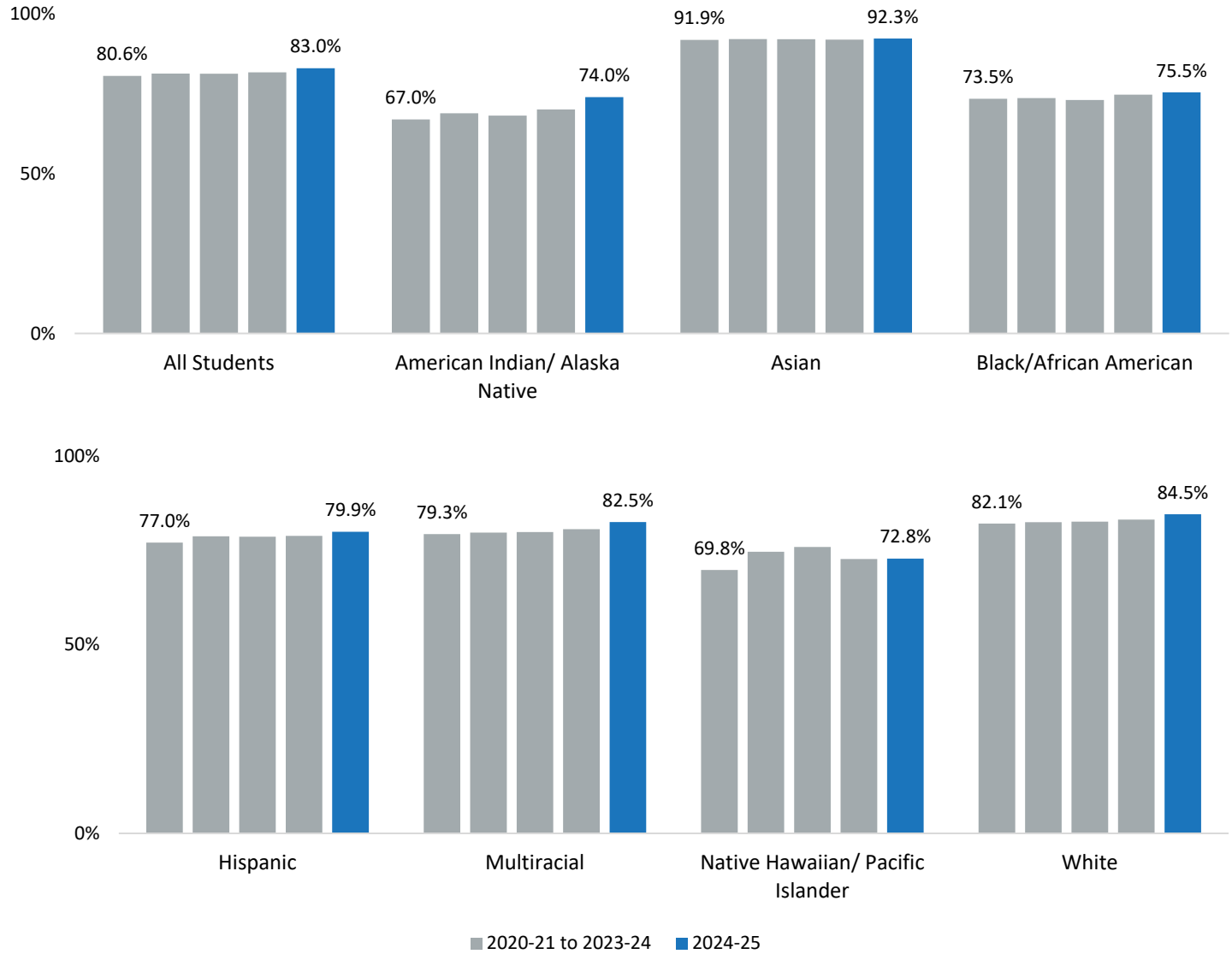
Figure 34: Five Year Completion Rates by Credential Year
2020-21 Through 2024-25



Contact for this Section: Paul Skomsvold, Paul.Skomsvold@ode.oregon.gov

Graduation rates in the 2024-25 school year increased for all racial/ethnic student groups. American Indian/Alaska Native and Multiracial students had the greatest graduation rate increase of the racial/ethnic student groups (3.9 and 1.9 percentage points, respectively).

Figure 35: Four-Year Graduation Rates by Race/Ethnicity and Credential Year
2020-21 Through 2024-25 School Years



Contact for this Section: Paul Skomsvold, Paul.Skomsvold@ode.oregon.gov

Four-year graduation rates increased in the 2024-25 school year 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 with disabilities and students in foster care increased their graduation rate by 3.4 percentage points and students experiencing poverty increased their graduation rate by 2.2 percentage points.

Figure 36: Four-Year Graduation Rates by Student Group and Credential Year
2020-21 Through 2024-25 School Years

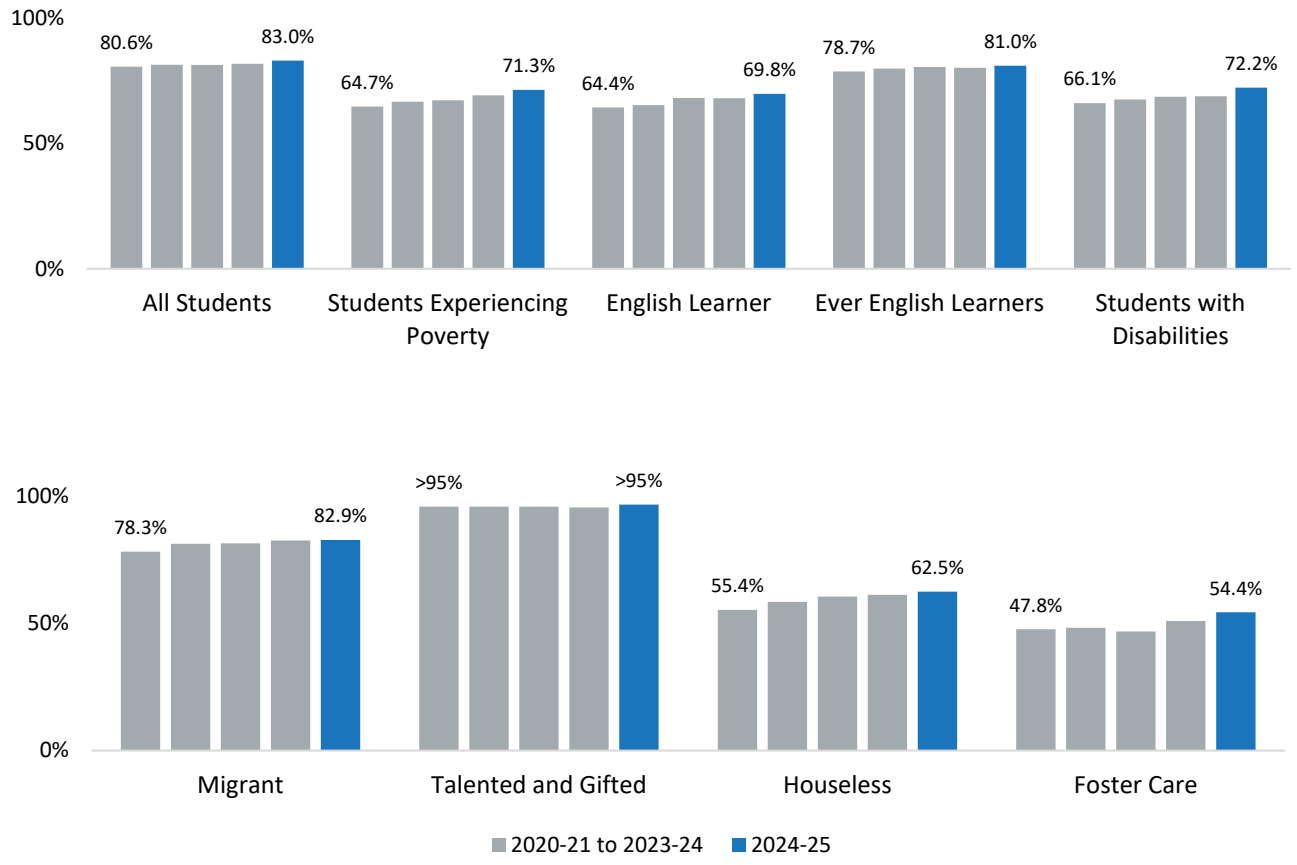
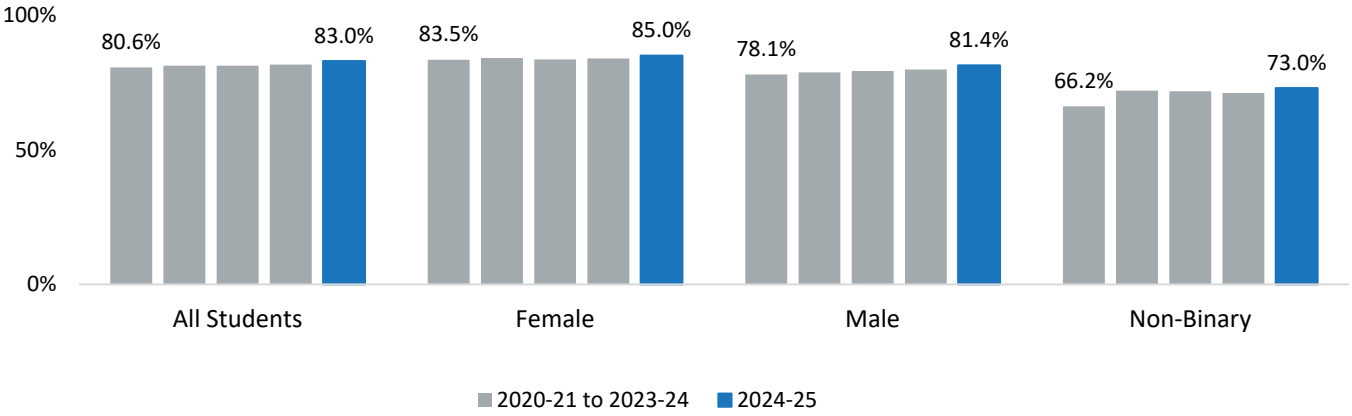


Figure 37: Four-Year Graduation Rate by Gender and Credential Year
2020-21 Through 2024-25 School Years



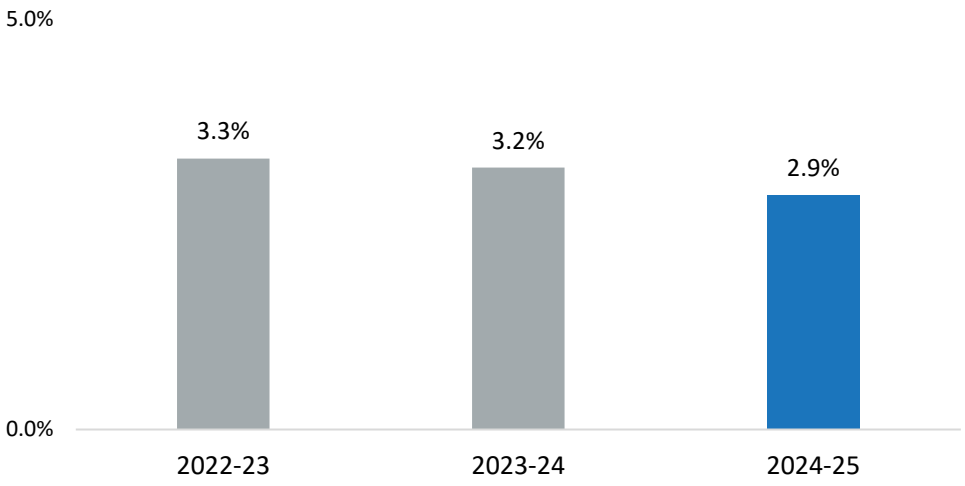
Contact for this Section: Paul Skomsvold, Paul.Skomsvold@ode.oregon.gov

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. More information is available on the Dropout Rates in Oregon High Schools webpage.

Figure 38: High School Dropout Rates by School Year
2022-23 Through 2024-25 School Years



Contact for this Section: Paul Skomsvold, Paul.Skomsvold@ode.oregon.gov

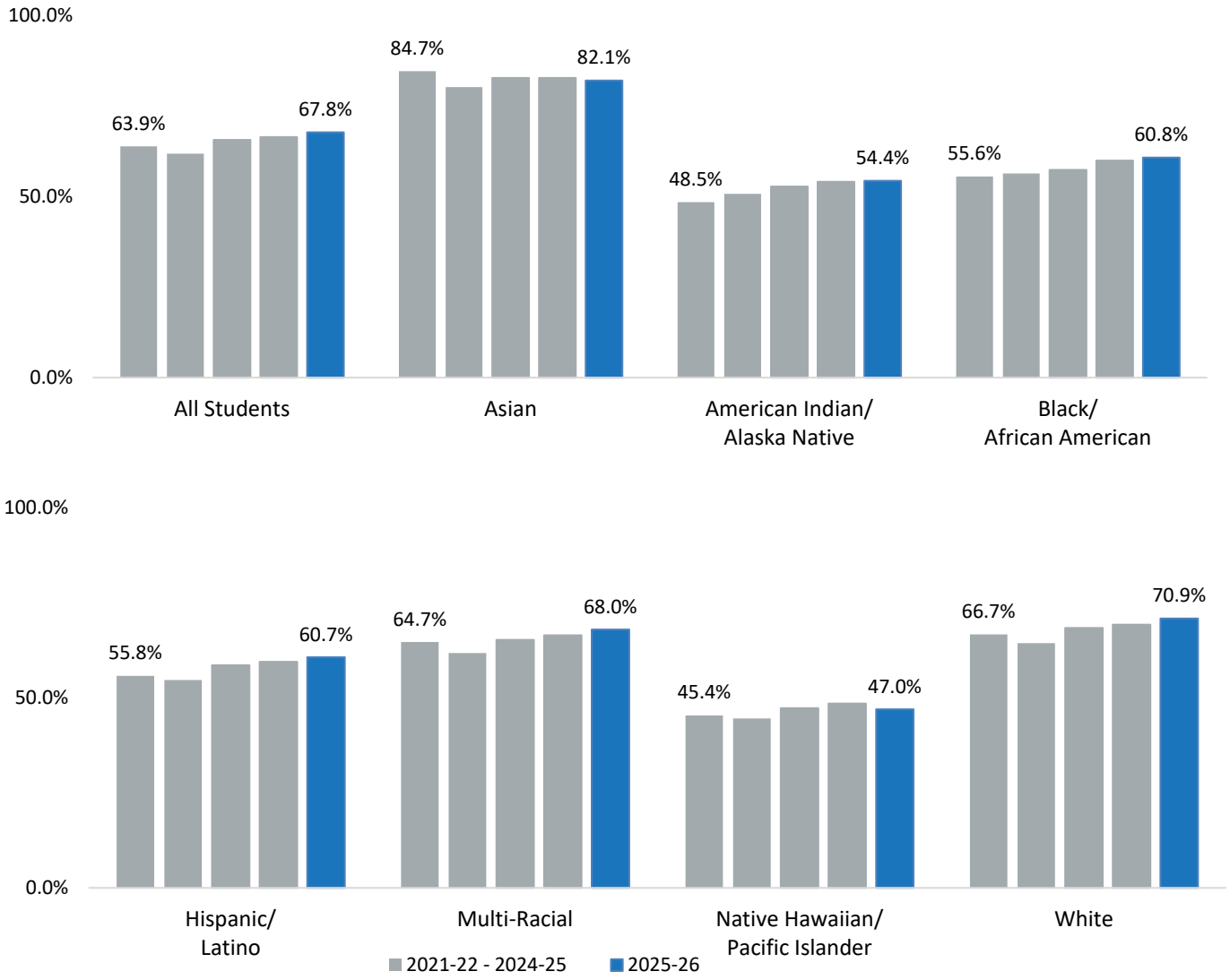
REGULAR ATTENDERS

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 2025-26 school year. Hourly programs such as tutorial instruction are not included.

Regular attendance data increased in 2025-26 compared to 2024-25. The total statewide rate increased by 1.3 percent to 67.8 percent in 2025-26. However, 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 47.0 percent, while regular attendance for the Asian student group denotes the receipt of more appropriate support at 82.1 percent.

Figure 39: Percentage of Students that Attend Regularly By Race/Ethnicity
2021-22 Through 2025-26 School Years

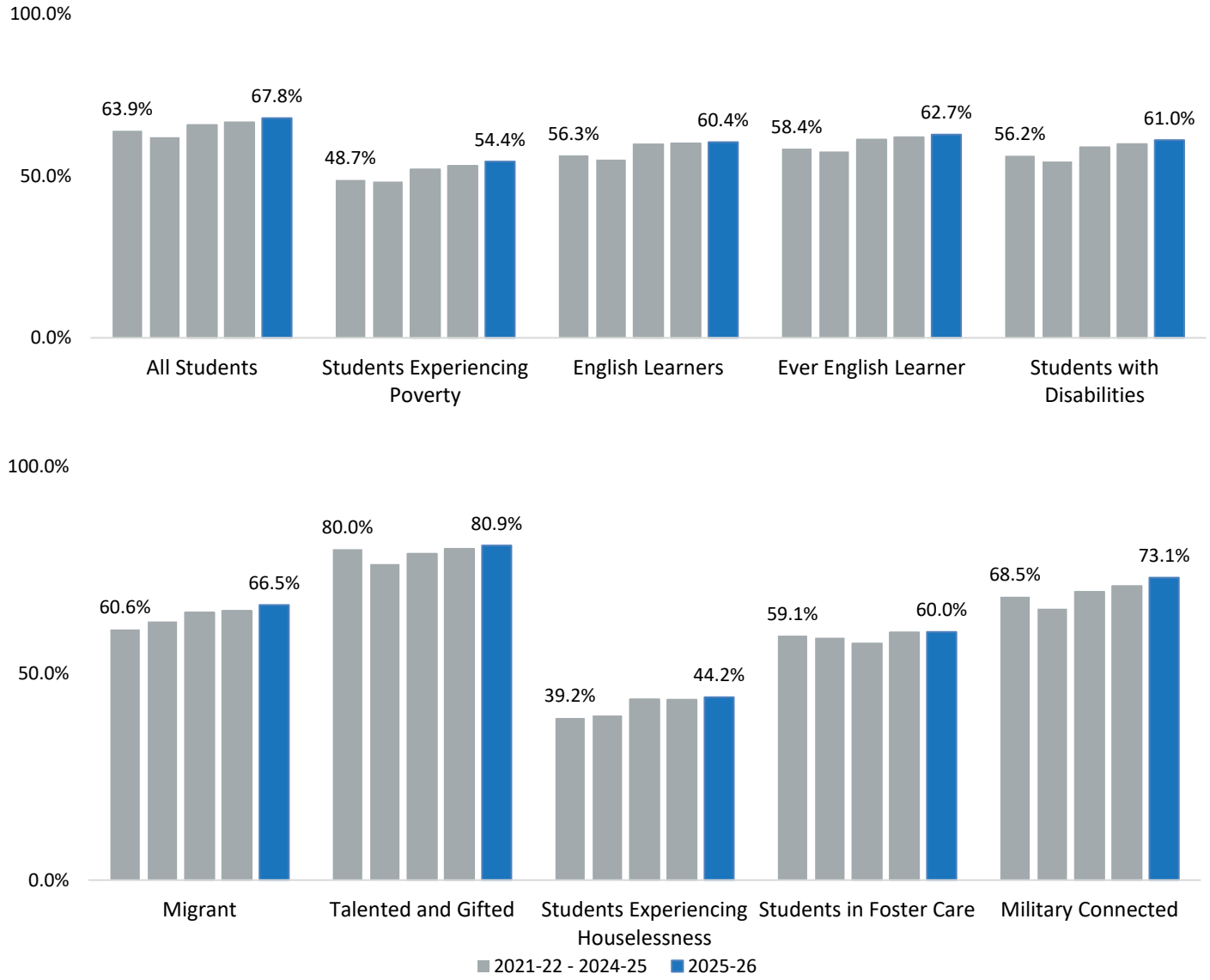


Contact for this Section: Paul Skomsvold, Paul Skomsvold@ode.oregon.gov

The regular attender rates for 2025-26 increased for all 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 found for students experiencing houselessness (23.6 percentage points lower than the rate for all students) and students experiencing poverty (13.4 percentage points lower).

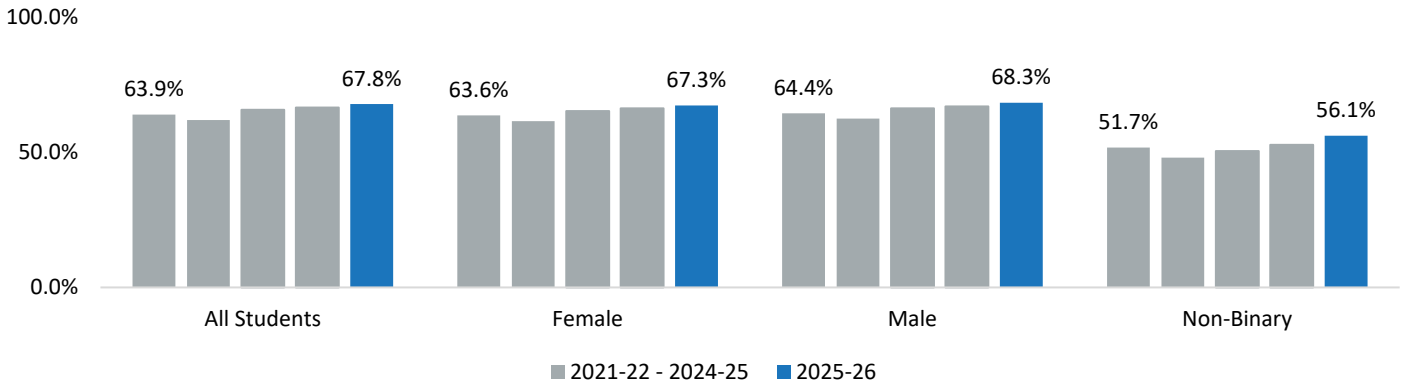
While gaps in regular attendance rates persist for individual student groups, the rate of regular attendance for individual student groups are continuing to improve. There are some promising positive trends in attendance data demonstrated in 2025-26 across the state. Regular attender rates particularly increased for students in Migrant Education programs and for students experiencing poverty (1.4 and 1.3 percentage points, respectively).

Figure 40: Percentage of Students that Attend Regularly By Student Group
2021-22 Through 2025-26 School Years



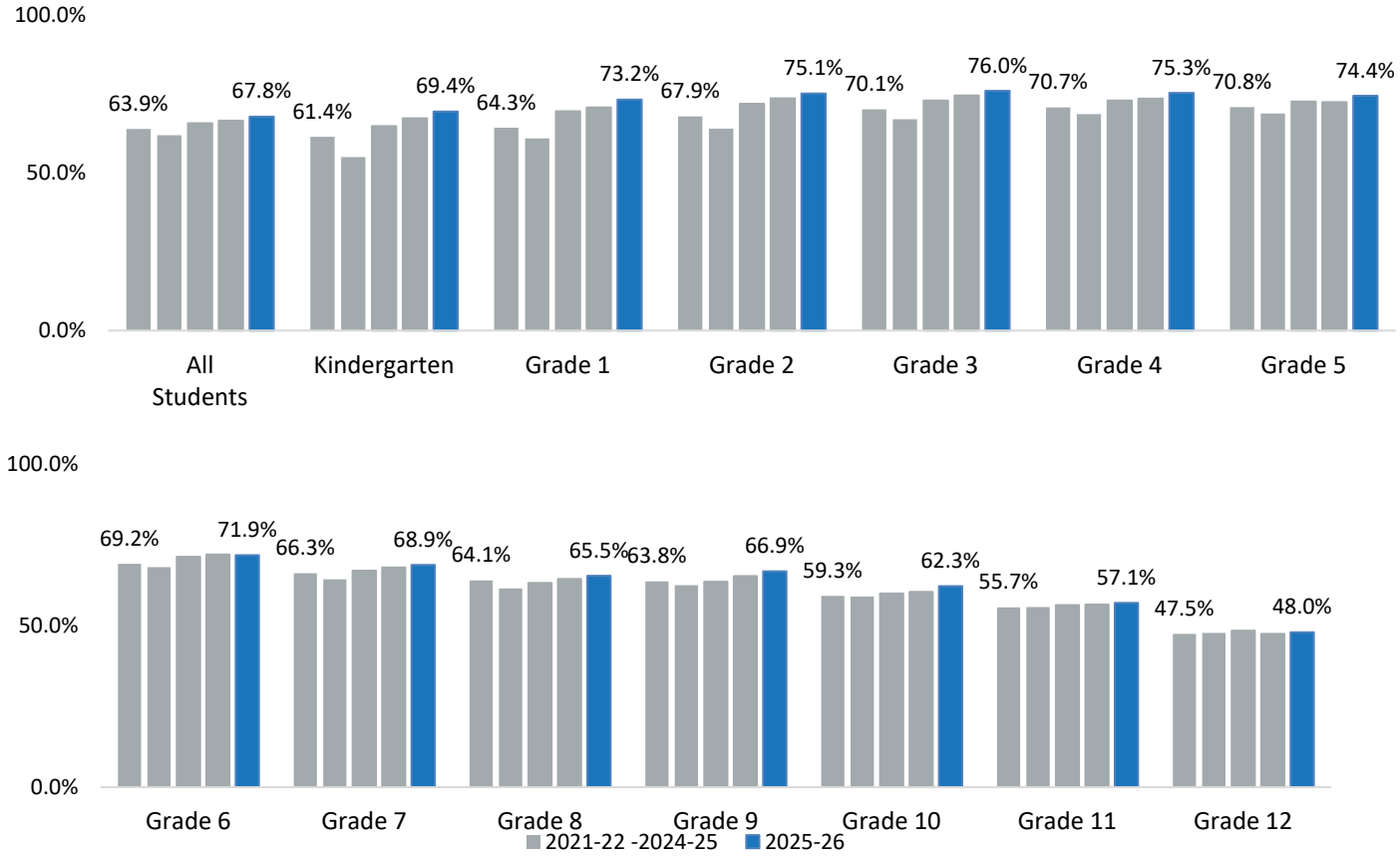
Regular attendance rates increased for all gender categories since 2024-25. The greatest increase in regular attendance was for students who identify as non-binary with an increase of 3.4 percentage points to 56.1 percent. While regular attendance rates have steadily increased for students that identify as non-binary since 2021-22, the gap between students who identify as non-binary and all students remains large (11.7 percentage points lower).

Figure 41: Percentage of Students that Attend Regularly By Gender
2021-22 Through 2025-26 School Years



Regular attendance rates have increased for all grades except grade six when compared to the 2024-25 school year. The greatest increases in regular attendance were in the elementary grades. Kindergarten regular attendance increased by 2.1 percentage points to 69.4 percent; first grade regular attendance increased by 2.5 percentage points to 73.2 percent; second grade regular attendance increased by 1.5 percentage points to 75.1 percent; and third grade regular attendance increased by 1.5 percent percentage points to 76 percent. Grade six saw a slight decrease of 0.2 percentage points to 71.9 percent.

Figure 42: Percentage of Students that Attend Regularly By Grade Level
2021-22 Through 2025-26 School Years



Contact for this Section: Paul Skomsvold, Paul Skomsvold@ode.oregon.gov

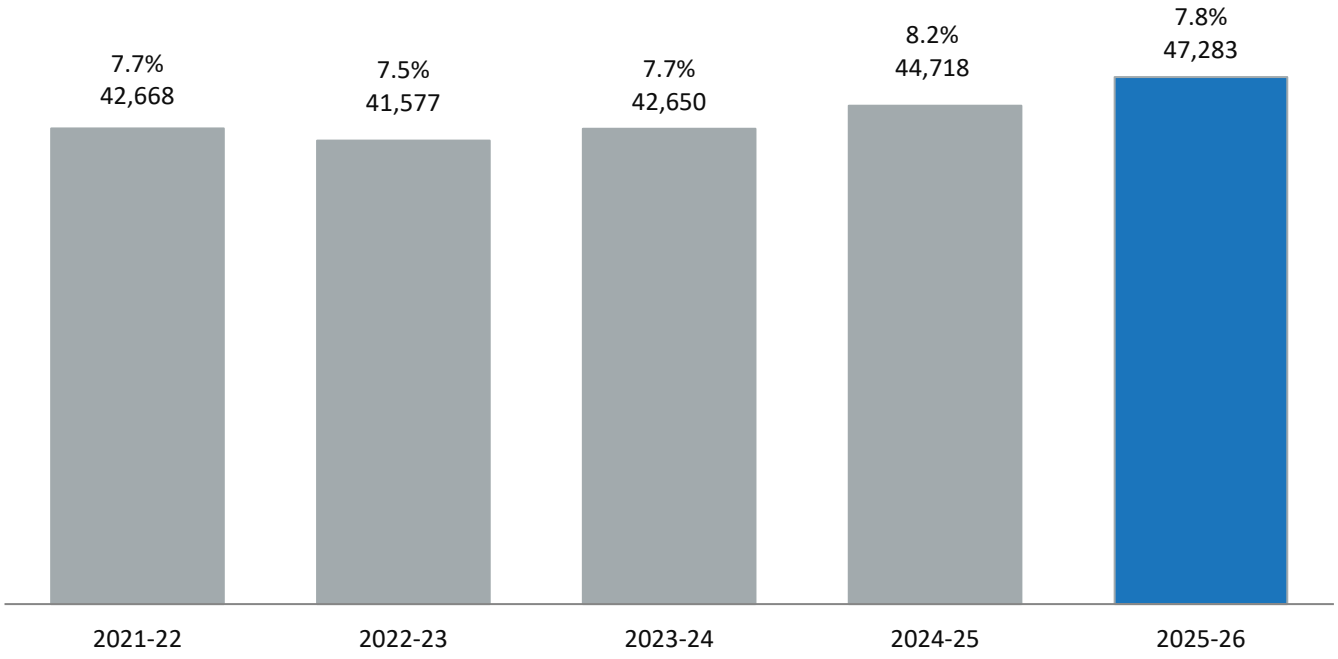
Regular attenders data generally reveal the continued need to address attendance barriers for Oregon's students. The Tribal Attendance Promising Practices (TAPP) supports the development of culturally relevant programs and initiatives, which positively impact the sense of belonging for Native students. Every Day Matters (EDM) addresses the root causes of chronic absenteeism through attention to student engagement, school culture, climate, and safety, culturally sustaining pedagogy, and family and community involvement. Both programs' 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 schools 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. There were 129 charter schools in Oregon in the 2025-26 school year, representing 7.8 percent of all enrolled students statewide.

Figure 43: Count and Percent of Students Enrolled in Charter Schools
2021-22 Through 2025-26 School Years



In 2025-26, a total of 23 charter schools (17.8 percent of all charter schools) identified themselves as fully or primarily virtual, as compared to about 2.8 percent of non-charter schools. This relatively small number of virtual charter schools enrolled over 46 percent of all charter school students, whereas slightly more than one percent of non-charter school students were enrolled in non-charter virtual schools. The average enrollment of virtual public charter schools was 950 students, whereas the average enrollment of non-virtual charter schools was 240 students.

Note that fully or primarily virtual schools are those that have a permanent instructional model that is predominantly through online courses.

Figures 44 and 45 show how enrollment patterns by student groups may differ at charter schools compared to non-charter schools. A higher proportion of White students enrolled at charter and virtual charter schools compared to non charter schools. Non-charter schools serve a higher proportion of English learners, students with disabilities, and

students experiencing poverty.

Figure 44: 2025-26 Charter School Enrollment by Race/Ethnicity and Charter School Type
2025-26 School Year

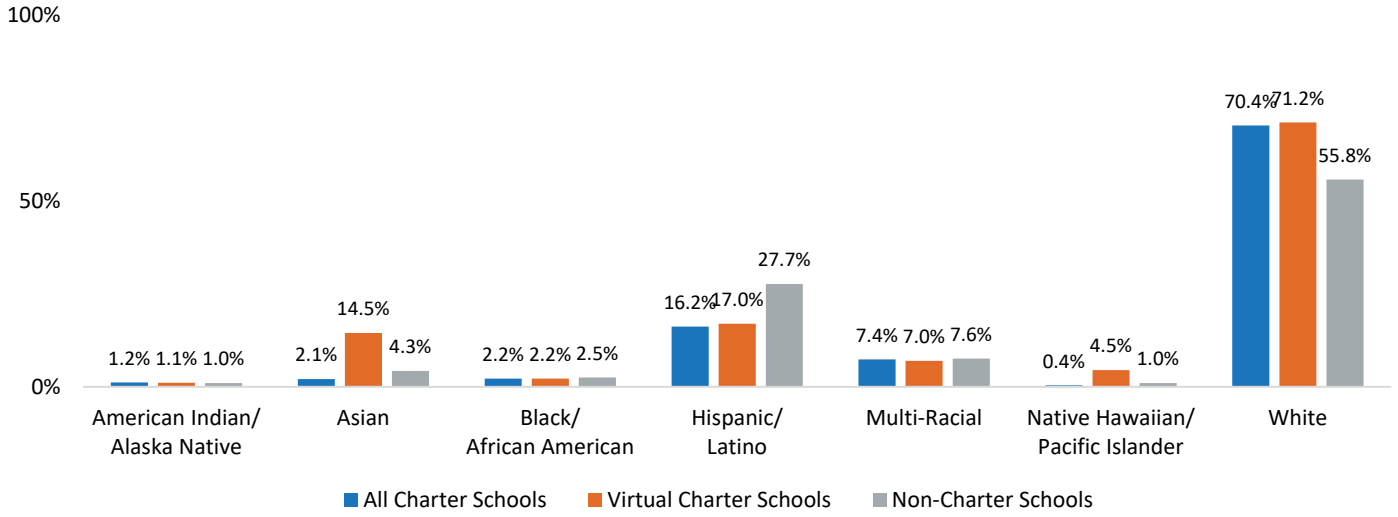
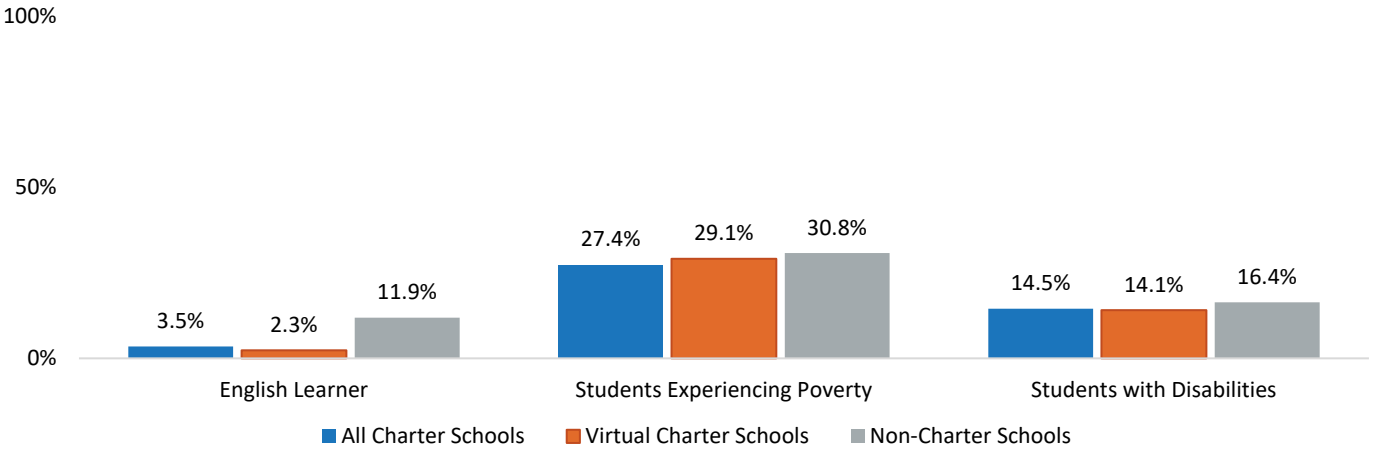


Figure 45: 2025-26 Charter School Enrollment by Student Group
2025-26 School Year



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 presents the discipline rates for the 2021-22 through 2025-26 school years and show that rates increased in 2023-24 compared to prior years but have remained stable since.

Figure 46: Percent Students With One or More Suspensions or Expulsions
2021-22 Through 2025-26 School Years

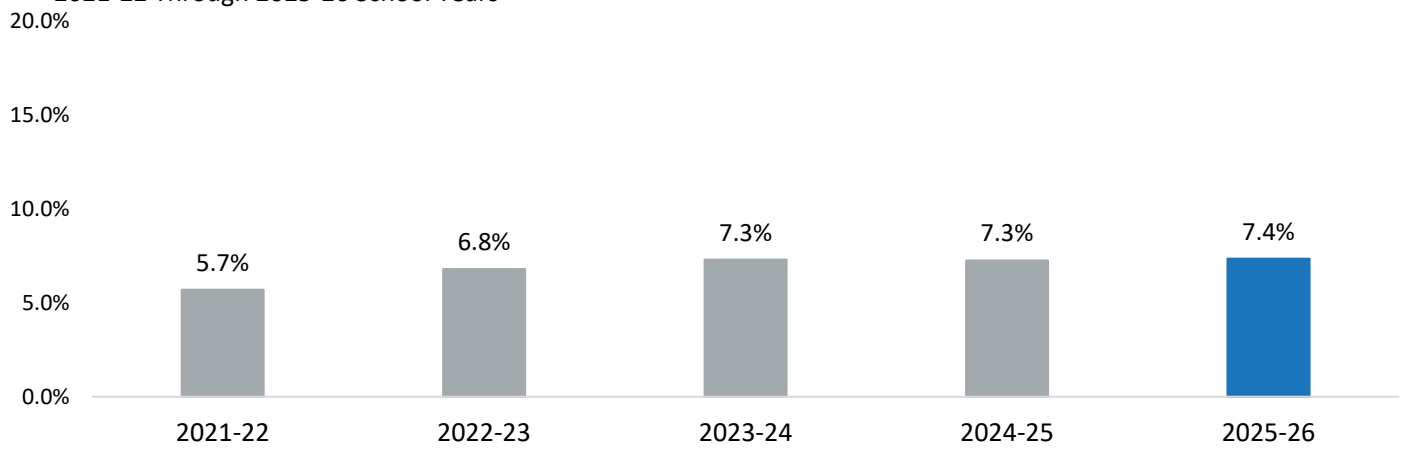
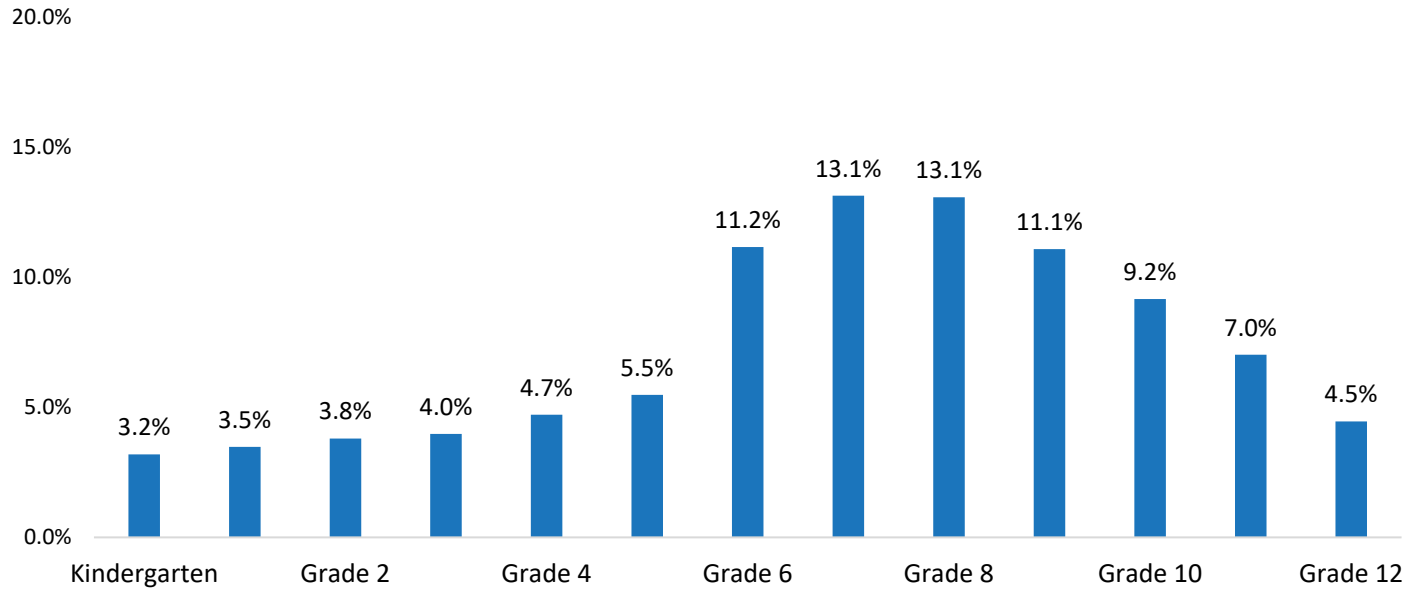


Figure 47 shows discipline incidents across school grades and shows that incidents peak in middle school at 13.1 percent but decline for high school grades.

Figure 47: Percent Students With One or More Suspensions or Expulsions by Grade
2025-26 School Year



[1] Source: 2025-26 Spring Membership, Discipline Incidents Collection

Contact for this section: Lisa Joy Bateman, Lisajoy.Bateman@ode.oregon.gov

Discipline Incidents by Student Group – Suspensions and Expulsions

During the 2025-26 school year, 7.4 percent of Oregon students experienced disciplinary incidents[1]. Across race/ethnicity, students from historically underserved groups[2] were disciplined more often than other students, with Black/African American and American Indian/Alaska Native students disciplined most often (13.1 percent and 12.3 percent, respectively). Students in special education and students identified as experiencing poverty were also disciplined more often than other groups.

Student Group	Percent of Students enrolled on the first school day in May with One or More Discipline Incidents[3] in the 2025-26 School Year
Total	7.4%
Gender	
Male	10.3%
Female	4.2%
Non-Binary	4.9%
Race/Ethnicity	
Asian	2.5%
Black/African American	13.1%
Hispanic/Latino	8.2%
American Indian/Alaska Native	12.3%
Multiracial[4]	8.0%
Native Hawaiian/Pacific Islander	10.1%
White	6.9%
Other Groups	
Students Experiencing Poverty	11.0%
Students Not Experiencing Poverty	5.7%
English Learners	8.5%
Not English Learners	7.2%
Special Education[5]	12.4%
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] Multiracial 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.

Contact for this section: Lisa Joy Bateman, Lisajoy.Bateman@ode.oregon.gov

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, and 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.

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

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.

Between 2009-10 and 2025-26, Oregon did not identify any schools meeting the criteria for monitoring. Oregon also did not identify any schools as "persistently dangerous" for exceeding the threshold for three or more consecutive years.

SPECIAL PROGRAMS

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

Special Education (IDEA) - Ages 5-21

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

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

School Age Students with Disabilities who Received Special Education Services Statewide[1]

The percentage of Oregon students receiving special education services under IDEA has averaged 15.0 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.

	2021-22	2022-23	2023-24	2024-25	2025-26
Special Education	78,716	79,998	82,196	83,969	85,102
Total Enrollment	553,012	552,380	547,424	545,088	539,644
% of Total Enrollment	14.2%	14.5%	15.0%	15.4%	15.8%

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 primary disabilities under IDEA. The following table shows trends by disability category.

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.

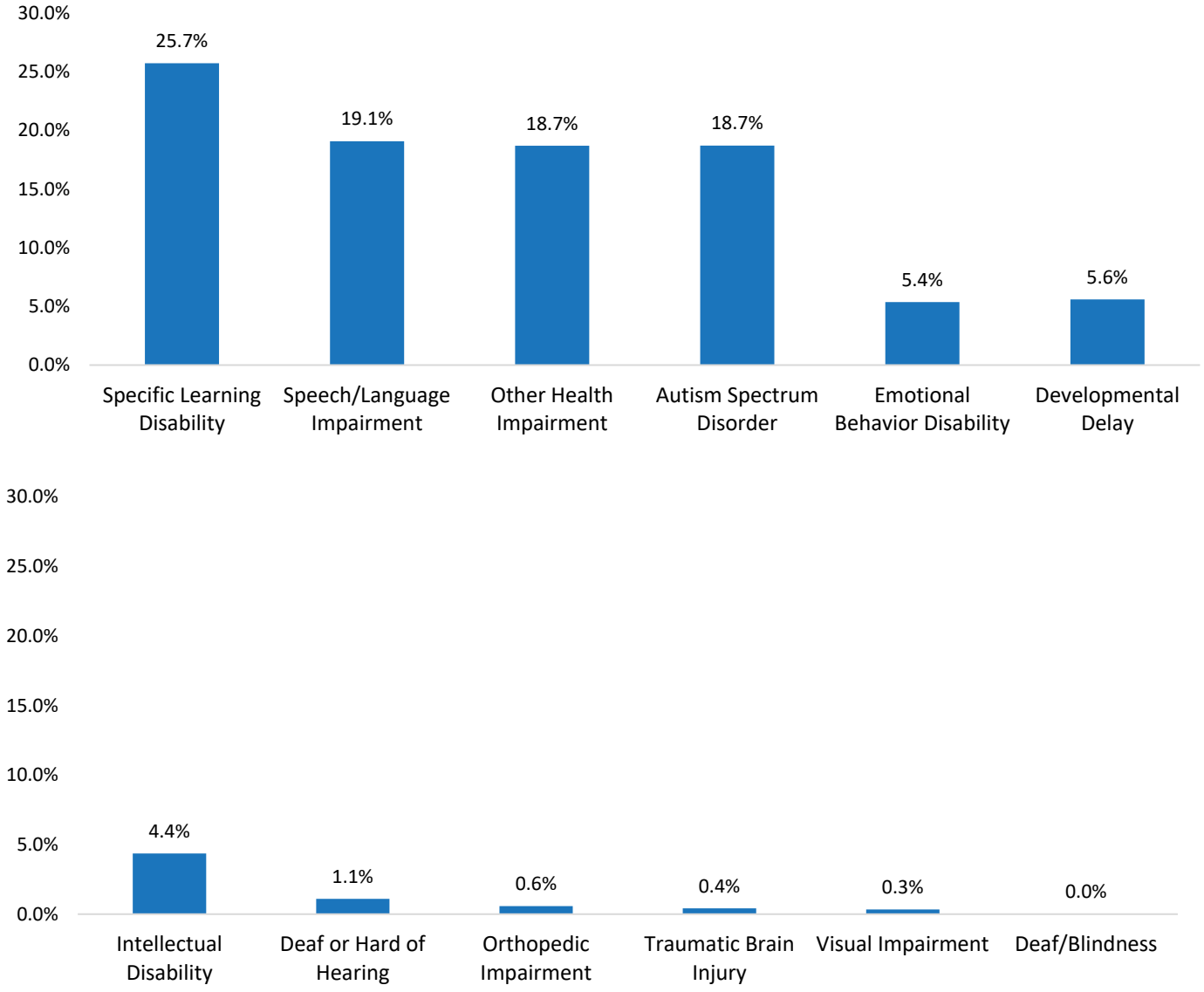
Number of Students with Disabilities (Ages 5-21)[2]

Type of Disability	2021-22 Number of Students	2025-26 Number of Students	Percent Change
Autism Spectrum Disorder	10,628	15,920	49.8%
Deaf/Blindness	31	37	19.4%
Deaf or Hard of Hearing	928	933	0.5%
Developmental Delay	3,656	4,762	30.3%
Emotional Behavior Disability	4,985	4,568	-8.4%
Intellectual Disability	3,671	3,714	1.2%
Orthopedic Impairment	552	492	-10.9%
Other Health Impairment	14,479	15,910	9.9%
Specific Learning Disability	22,442	21,893	-2.4%
Speech/Language Impairment	16,735	16,233	-3.0%
Traumatic Brain Injury	313	355	13.4%
Visual Impairment	296	285	-3.7%
Total	78,716	85,102	8.1%

[1] Source: December Special Education Child Count, Fall Membership
[2] Source: December Special Education Child Count

Figure 48: School-Age Students with Disabilities who Received Special Education Services by Disability

2025-26 School Year

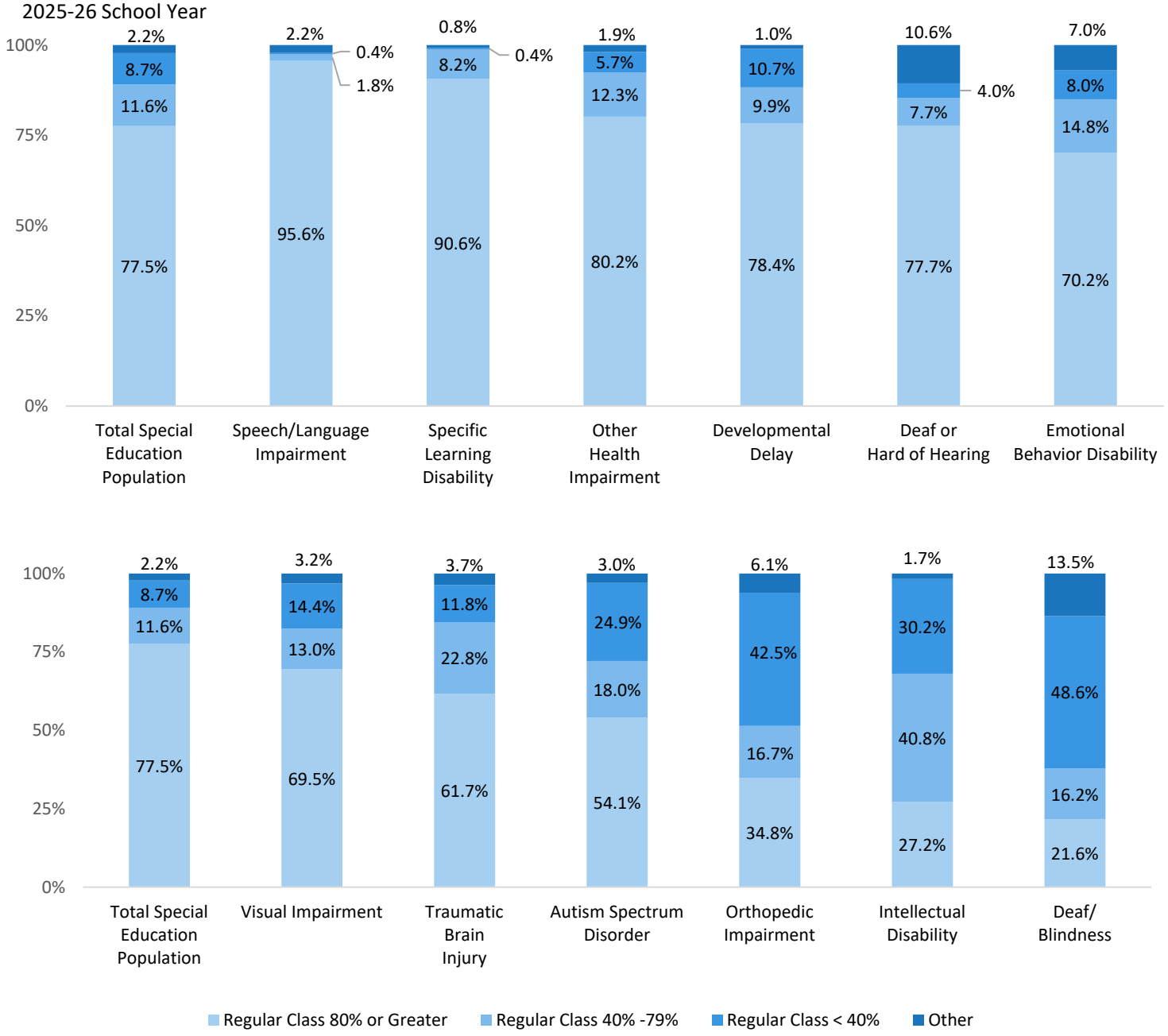


The following graph represents placement options on a continuum of time spent in general education classrooms. With the "Regular Class 80 percent or Greater" category being the least restrictive placement decision by an Individualized Education Program (IEP) team. The categories are:

- 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, e.g., 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

2025-26 School Year



Contact for this section: Jackie McKim, Jackie.McKim@ode.oregon.gov

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].

2025-26 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%	35,975	100.0%	6.8%
Female	48.2%	15,790	43.9%	6.2%
Male	51.4%	19,809	55.1%	7.3%
Non-Binary	0.4%	376	1.0%	17.0%
American Indian/Alaska Native	1.1%	128	0.4%	2.2%
Asian	4.1%	3,819	10.6%	17.3%
Black/African American	2.6%	466	1.3%	3.4%
Hispanic/Latino	26.5%	4,432	12.3%	3.1%
Multiracial	7.6%	3,722	10.3%	9.2%
Native Hawaiian/Pacific Islander	0.9%	101	0.3%	2.1%
White	57.2%	23,307	64.8%	7.7%
Students Experiencing Poverty	32.0%	3,778	10.5%	2.2%
Students Not Experiencing Poverty	68.0%	32,197	89.5%	8.9%
Special Education	17.0%	2,003	5.6%	2.2%
Not Special Education	83.0%	33,972	94.4%	7.7%

[1] Source: Spring Membership 2025-26

Contact for this section: Jackie McKim, Jackie.McKim@ode.oregon.gov

RESOURCES

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

Data Collections

Data Collection Catalog

Equity Resources

DACAmented/Undocumented Toolkit

English Learner Initiatives

Title I-C Migrant Education Program

School and District Accountability

Elementary and Secondary Education Act

Oregon Online Report Card

Quality Education Model

At-A-Glance School and District Profiles

Accountability Details

Public Transparency

School Funding and Finance

State School Fund

Special Education Funding

Special Programs

Alternative Education

Charter Schools

Early Childhood

McKinney-Vento Programs

Special Education Programs

Talented and Gifted

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