American Indian/Alaska Native Students in Oregon: A Review of Key Indicators

2023-24 Statewide Report

May 2025

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MISSION

The mission of the Office of Indian Education is to support the academic success and well-being of all American Indian/Alaska Native students by centering culture, language, identity, and sovereignty in education. We collaborate with the nine federally recognized tribes in Oregon, external partners, and community organizations to expand culturally responsive education and create equitable opportunities.

VISION

We envision a future where every American Indian/Alaska Native student graduates with purpose, fully equipped with the skills, knowledge, and cultural grounding. Through strong partnerships, systemic change, and advocacy that reflects tribal priorities, we strive to support an education system where Native students are affirmed in their identities and prepared to serve as stewards of their sovereignty and communities

ABOUT THIS REPORT

In 2017 and 2020, the Oregon Department of Education (ODE) and Office of Indian Education released the first and second iteration of the American Indian/Alaska Native Students in Oregon Report. These reports were prepared for the ODE Office of Indian Education and made available to the public, tribes, students, parents, researchers and interested parties to further conversations about improving outcomes for Oregon's Native students. Since the 2020 report, tremendous strides have been accomplished towards Native Students success, including:

- Data Justice: Student level tribal affiliation data field capture to begin in 2024-25 school year within Oregon school districts.
- Tribal Attendance Promising Practices (TAPP) and Summer Learning Series trainings for ESDs and Districts to learn about ways to elevate TAPP efforts in their institutions
- Tribal History/Shared History curriculum and monthly Community of Practice

- [Tribal Consultation website](#), [Consultation Toolkit](#), and On-Demand training module launches
- Launch of the [Heart and Spirit of Tribal Consultation Video Series](#)
- Launch of the [Title VI Indian Education Community of Practice](#) for Title VI staff and educators
- Tribal Language Advisory Committee establishment and launch in Fall of 2024.
- Native Voices: The Enduring Languages of Oregon Tribes, a documentary on preservation of Tribal Languages
- 2025-2030 American Indian/Alaska Native Student Success Plan
- [Early Literacy Success](#) Tribal Grants
- Discipline disparity research in collaboration with the University of Oregon

The current 2025 American Indian/Alaska Native Students in Oregon Report provides updated data on key indicators for American Indian/Alaska Native students in Oregon to complement the continued conversation and progress towards Native student success. Some ways the current report, along with the [Statewide Annual Report Card](#) can be used to support Native students includes but are not limited to:

- Aligning for Student Success: [Integrated Guidance](#) application
- Strategic planning
- Student support initiatives
- Grant applications, including information for Title VI Indian Education formula grants
- Tribal Consultation
- Research initiatives and proposals
- Programming for community-based organizations
- Examination of AI/AN student data at local district level for deeper understanding

Towards a More Inclusive and Representative Definition for Race and Ethnicity

To provide a more accurate picture of American Indian/Alaska Native students in Oregon, the report will not use traditional Race/Ethnicity categories to identify students which can lead to undercounting of students who identify as American Indian and Alaska Native and obscuring of students' complex and diverse identities. Instead, the report will utilize the expanded Racial/Ethnic categories to identify Native students in the following categories:

1. **American Indian/Alaska Native – Only (AI/AN Only)** – Sum of students who identify as Non-Latino/a/x and Non-Multi-Racial American Indian/Alaska Native. This means the students' sole selected race/ethnicity is American Indian/Alaska Native. In other reports issued by ODE these students are those identified as American Indian/Alaska Native.

2. **American Indian/Alaska Native – Plus (AI/AN Plus)** – Sum of students who identify as American Indian/Alaska Native as well as Hispanic/Latino and students who identify as American Indian/Alaska Native and one or more additionally identified races such as White, African American/Black, Asian, or Pacific Islander/Native Hawaiian. In other reports issued by ODE, these students would be counted as Hispanic/Latino or Multi-Racial respectively.
3. **Non-Native Identified (Non AI/AN)** – Sum of all students who do not identify as American Indian/Alaska Native or as American Indian/Alaska Native in combination with any other race or ethnicity.

Due to the way students have been grouped together in this particular report, the data presented will not align with other reports published by ODE in which follows the Federal Office of Management and Budget (OMB) Standard which requires a single Ethnicity and Race for each student. Within this report, the group identified as American Indian/Alaska Native – Only (AI/AN Only) aligns with what has been reported in other ODE reports and presentation as American Indian/Alaska Native (AI/AN).

This report is intended to provide a comprehensive summary of AI/AN identified students in the state, thus it does not separate students across the seven federal OMB standard – American Indian/Alaskan Native, Asian, Black/African American, Hispanic/Latino, Multi-Racial, Native Hawaiian/Pacific Islander, and White – for student race/ethnicity. The Statewide Annual Report Card can be referenced for student data across the seven federally identified categories.

EXECUTIVE SUMMARY

This report provides a comprehensive and inclusive overview of American Indian/Alaska Native (AI/AN) student experience and outcomes across Oregon, using an expanded approach that honors the full diversity of Oregon's Native students. Data are presented in three mutually exclusive categories: AI/AN Only, AI/AI Plus (including multiracial and Hispanic/Latino AI/AN students), and Non AI/AN students.

Key Findings
Representation and Visibility
- In 2023-24, nearly 41,000 students (40,943) in Oregon identified as AI/AN, representing 7.5% of the students statewide.
  - This included 6,150 students who identify as AI/AN Only with no other identified race/ethnicity (federal reporting), 11,384 AI/AN Multiracial students and 23,409 AI/AN Hispanic Latino students.

- The federal reporting requirement of a single ethnicity and race for each student leads to under-reporting of Oregon's Native student populations. As a result, AI/AN students represent a smaller proportion of total student enrollment in federal reports (1.1% statewide) compared to the AI/AN Inclusive expanded student groups (7.5% statewide).
- The number of AI/AN identifying students decreased from 51,548, in 2019-20 to 40,943 in 2023-24, representing a 20.6% decrease in enrollment.
- Districts with the highest number of AI/AN identifying students both in terms of number and percentage of students enrolled reflects the districts receiving Title VI Indian Education Formula Grant and Tribal Attendance Promising Practices Grant (TAPP; Figure 4 and Table 2).

Growing Educator Presence
- Between 2019 and 2023, the number of AI/AN Plus teachers grew by 104, representing a 15% increase. The number of AI/AN Only teachers remained relatively stable between 2019 (186 teachers) and 2023 (181 teachers).
  - In 2023-24, AI/AN Only teachers represented 0.6% of the statewide teacher workforce while AI/AN Only students represented 1.12% of the statewide student population, indicating a 0.6% gap between students and teachers of the same race/ethnicity.
  - The gap between AI/AN Plus teachers (2.5%) and students (6.4%) was 3.9% in 2023-24.

Special Education Overrepresentation & TAG Underrepresentation
- AI/AN students are overrepresented in special education and underrepresented in TAG programs. In 2023-24:
  - A higher percentage of AI/AN students (20.2% AI/AN Only, 16.1% AI/AN Plus) received special education services and support compared to Non AI/AN students (14.3%).
  - Non AI/AN students (7.5%) were 3.26 times more likely to be eligible for TAG programs compared to AI/AN Only students (2.31%).

Housing Instability
- Over the last five years AI/AN Only and AI/AN Plus students have faced greater housing instability than Non AI/AN students. In 2023-24, AI/AN Only students experienced houselessness at a rate almost 2 times higher than their Non-Native peers (7% vs. 3.7%).

Language Revitalization
- Active American Indian Tribal Language preservation and revitalization efforts are underway with collaboration between the nine federally recognized Tribes of Oregon, ODE, and the OIE.

- In 2023-24, AI/AN identifying students reported 125 unique home languages, with 11 North America Native Languages represented, including Nuu-wee-ya', Weyiiletpuu, Dakota, and more.

Growth in On-Track to Graduation and Graduation Rates
- In 2023-24, 71.6% of AI/AN Only and 76.2% of AI/AN Plus students were on-track to graduate by the end of ninth-grade, a 2.4% and 1.3% increase respectively from 2022-23.
- The 4-year cohort graduation rate for AI/AN Only students increased from 68.2% in 2022-23 to 70.1% in 2023-24, reflecting a 1.9% increase.
  - In 2023-24, AI/AN Only students that completed one or more credits in technical skill-based courses as part of Oregon's Career and Technical Education (CTE) program had a 4-year graduation rate of 94.8%, 19 percentage points higher than the statewide average for AI/AN Only students (70.1%).

Focused Investment in Early Literacy
- Highlighting the need for a stronger education system, fewer AI/AN students met state standards in English Language Arts (ELA) and Math than their peers (Figure 11 and 13).
  - The Tribal Early Literacy Grant reflects key investment to strengthen early foundational literacy development, tribal language revitalization, as well as family and community engagement in early literacy for AI/AN K-3 students.
  - Examination of intersecting data between attendance and achievement highlights that students who regularly attended school demonstrated higher proficiency in English Language Arts and Mathematics compared to their peers who do not regularly attend school (Figure 21 and 22).

Holistic Support Through Attendance Initiatives
- Regular attendance rates show a gap between AI/AN students compared to their peers (Figure 18), revealing the continued need to address attendance barriers.
  - The Tribal Attendance Promising Practices (TAPP) Grant supports school districts in addressing the root causes of chronic absenteeism in AI/AN students, building community, systems and structures to overcome barriers to attendance.

Disproportionate Discipline
- AI/AN students face disproportionate rates of exclusionary discipline (Figure 23), 11.2% of AI/AN Only and 9.2% of AI/AN Plus students experienced at least one exclusionary discipline action compared to 6.7% of Non AI/AN students in 2023-24 which calls for a shift in practice.
  - Although the exclusionary discipline rate was the highest in Middle school for all students, AI/AN Only (20.7%) and AI/AN Plus (16.7%) students continued to experience disproportionately higher discipline rates compared to Non AI/AN students (12.7%; Figure 24 and Table 4).

○ Examination of intersecting data between discipline and IEP reveals that statewide, students with an IEP are disproportionately disciplined at a higher rate compared to their peers that do not have an IEP (Figure 25). However, AI/AN Only and AI/AN Plus students still face disproportionate disciplinary rates whether they receive an IEP or not, such that AI/AN Only students without an IEP are still disciplined at double the rate of non AI/AN students.

Data Guided Opportunity for Support

● The key transition periods between elementary and middle school (5th to 6th grade), as well as between middle and high school (8th to 9th grade), highlights areas of opportunity for targeted support to enhance AI/AN student success in ELA (Figure 12), Math (Figure 14), attendance (Figure 19), and disciplinary action (Figure 24).

Structure of this Report

This report consists of four sections:

● Section 1: About American Indian/Alaska Native Students in Oregon
● Section 2: Student Assessment - English Language Arts and Mathematics
● Section 3: Student Outcomes
● Section 4: Looking Ahead, Beyond Standard Measure of Student Outcomes

SECTION 1: ABOUT AMERICAN INDIAN/ALASKA NATIVE STUDENTS IN OREGON

Section 1 of this report looks at the demographics of American Indian/Alaska Native students in Oregon. This section looks at the number of students, their geographic distribution, and dual identification for other programs and services such as Individualized Education Program and Emergent Bilingual/English Language Learner programs.

[The nine federally recognized Tribes of Oregon](#)

American Indian/Alaska Native Student Demographics

Following the precedent set by the [2020 American Indian/Alaska Native Students in Oregon: A Review of Key Indicators](#), the current report continues to look beyond the federally required seven race/ethnicity categories as used in other reports prepared by ODE. In addition to the normally reported American Indian/Alaska Native Only grouping, this report utilizes the additional background race/ethnicity information to identify Latino/a/x and Multi-Racial American Indian/Alaska Native students. The combination of the two groups is presented in this

report as "American Indian/Alaska Native Plus'' (AI/AN Plus). Further definition about these categories is available in the "About this Report'' section as well as in the Executive Summary of the report.

When looking at American Indian/Alaska Native (AI/AN) identified students enrolled in Oregon public schools on the first school day in October 2023 (Figure 1 and 2), 6,150 students identified as AI/AN Only which is the federally recognized and reported race/ethnicity category for American Indian/Alaska Native students. Additionally, 34,793 students identified as AI/AN Plus, with 11,384 identified as AI/AN + Multi-Racial and 23,409 identified as AI/AN + Latino/a/x. Under federal reporting guidelines, AI/AN student groups make up smaller proportions of total student enrollment (1.1% statewide) compared to the AI/AN Inclusive expanded student groups (7.48% statewide, 40,943 students).

Figure 1. Number of Students Enrolled with American Indian/Alaska Native Identity
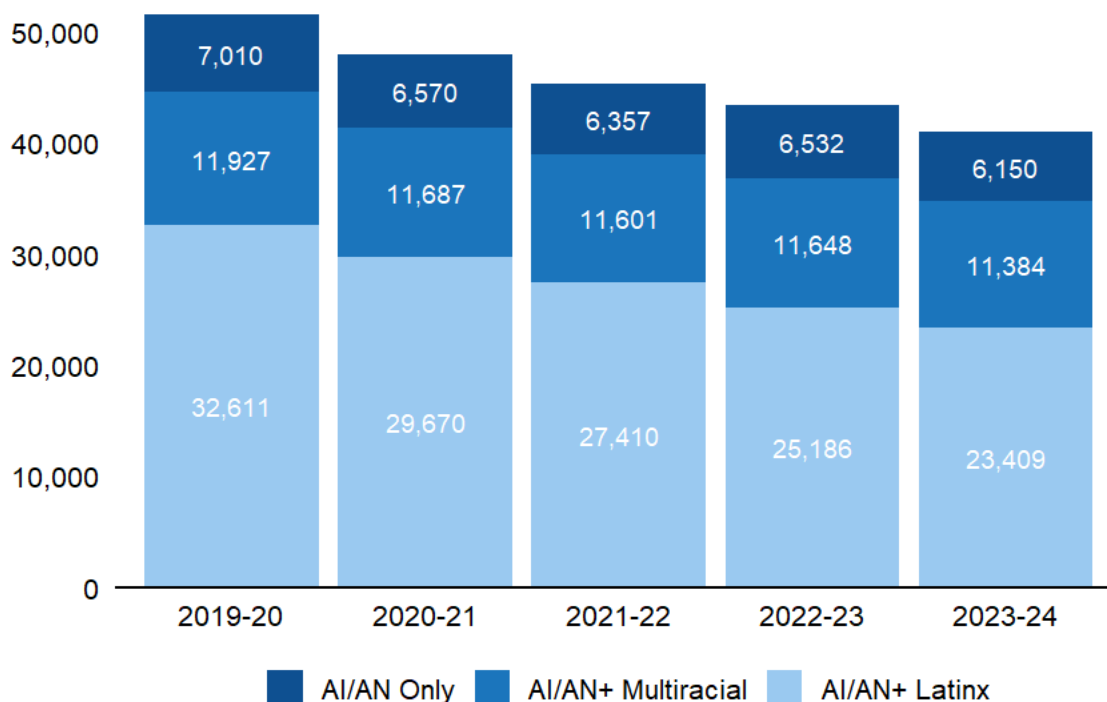
Source: ODE Fall Membership

Student enrollment across all student groups have declined since 2019-20. The number of AI/AN Inclusive students (sum of AI/AN Only and AI/AN Plus) enrolled have declined by 20.6 percent over the last five years, from 51,548 AI/AN Inclusive students in 2019-20 to 40,943 in 2023-24 (Figure 1 and 2). Together, AI/AN Only and AI/AN Plus students accounted for 7.5 percent of students enrolled in public schools in Oregon in 2023-24 (Figure 2) whereas AI/AN Inclusive students accounted for 8.8 percent of students enrolled in 2019-20.

Tribal Affiliation Data Collection

To ensure accuracy in AI/AN student identification, a more inclusive system to collect student tribal affiliation will begin in the 2024-25 school year with the addition of the Tribal Affiliation Code. This field signifies a student's Tribal Affiliation based on federal protection and sovereign political designation regardless of the student's ethnicity and primary, secondary or multiple race categorization. This ensures accurate identification of Tribal Affiliation across races and ethnicities, supporting a more comprehensive representation of Oregon's AI/AN population.

Preliminary data from districts that were able to engage in data collection of student Tribal Affiliation in 2024-25 reflects that currently, 278 different federally recognized tribes are present in Oregon's AI/AN population. Students and families interested in updating their tribal affiliation are encouraged to contact their school administration office.

Figure 2. Number and Percent of Student Enrollment
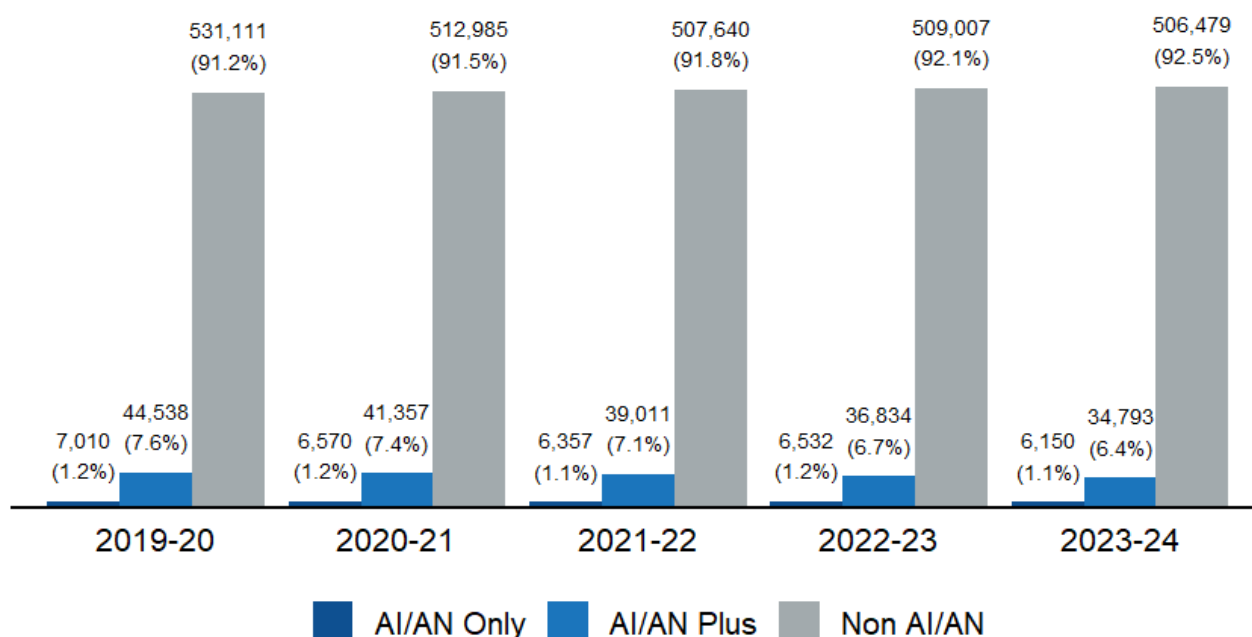
Source: ODE Fall Membership

American Indian/Alaska Native Student Enrollments in Oregon School Districts
District Enrollment - AI/AN Only

There are 197 districts in Oregon. Figure 3 shows the distribution of AI/AN Only students across Oregon districts in 2023-24. AI/AN Only students are enrolled in 169 districts in the state while 28 districts do not have any AI/AN Only student enrollment. These 28 districts tend to be small in overall student population (median = 25 students).

In 2023-24, districts differed in terms of both the number and percent of AI/AN Only students. There are 11 districts with more than 100 AI/AN Only students enrolled. Of these 11 districts, Jefferson County SD, Klamath County SD, Pendleton SD, and Willamina SD have both a larger number and percent of AI/AN Only students. Urban districts such as Beaverton SD, Portland SD, Hillsboro SD, Salem-Keizer SD, and Eugene SD have a large number of AI/AN students enrolled while the AI/AN students made up a small percentage of the total student population (< 1%). When looking at AI/AN student enrollment, both the number and percentage are important for consideration as they both provide valuable information on Native student identification.

Figure 3. The Number and Percentage of American Indian/Alaska Native Only Students by District in 2023-24
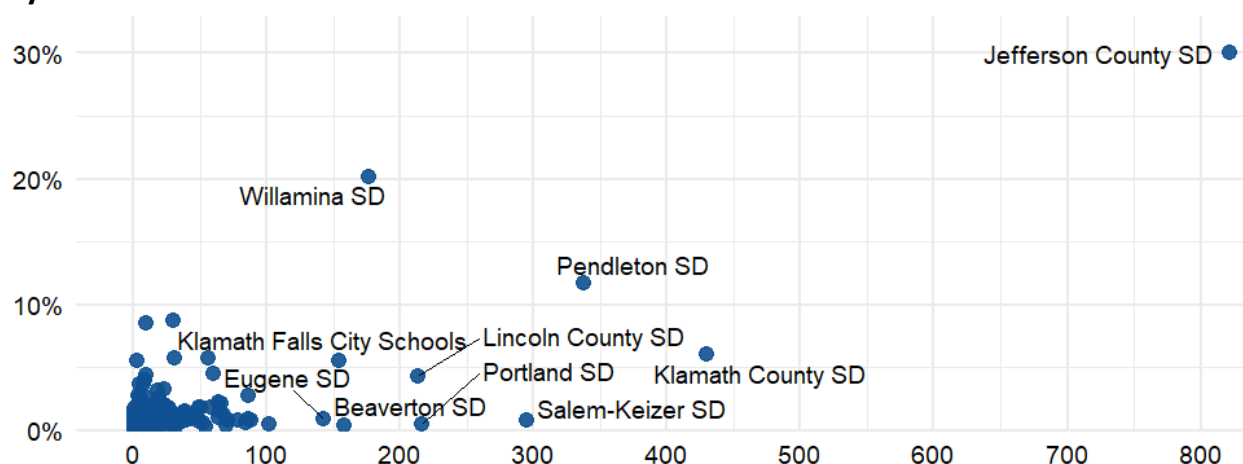
Table 1. Districts With the Highest Number and Percentage of AI/AN Only Students in 2023-24

District	Number of AI/AN Only Students Enrolled	District	Percent (%) of AI/AN Only Students Enrolled
Jefferson County SD	822	Jefferson County SD	30
Klamath County SD	430	Willamina SD	20.2
Pendleton SD	338	Pendleton SD	11.7
Salem-Keizer SD	295	Dufur SD	8.7
Portland SD	216	Powers SD	8.5
Lincoln County SD	213	Klamath County SD	6.1
Willamina SD	176	Athena-Weston SD	5.8
Beaverton SD	158	Sheridan SD	5.8
Klamath Falls City Schools	154	Monument SD	5.6
Eugene SD	142	Klamath Falls City Schools	5.6
Hillsboro SD	102	Brookings-Harbor SD	4.5

District Enrollment - AI/AN Only and Plus Combined

Of the 197 districts in Oregon, Figure 4 and Table 2 shows the distribution of all AI/AN identifying students (sum of AI/AN Only, AI/AN+ Multiracial and AI/AN+ Latinx) across districts in 2023-24. AI/AN Inclusive students are enrolled in 183 districts in the state while 14 districts do not have any AI/AN identifying students enrolled. These 14 districts with no AI/AN identifying students tend to be small in overall student population (median = 8 students).

As shown in Figure 4. Klamath County SD (1,680 and 23.7%) and Jefferson County SD (1,006 and 36.7%) have a large number and high percent of AI/AN identifying students enrolled in their districts. Large urban districts such as Hillsboro SD, Beaverton SD, Portland SD and Salem Keizer SD each have more than 1,800 AI/AN identifying students enrolled in their districts. Across the state, there are also smaller districts with a high percentage of AI/AN identified students such as St. Paul SD (38.8%), Powers SD 31 (29.1%), and Ione SD R2 (26%, Table 2). Overall, there is variation in both the number and percentage of AI/AN identifying students enrolled in Oregon that spans both large and small districts, urban and rural.

Figure 4. The Number and Percentage of all American Indian/Alaska Native Identifying Students (AI/AN Inclusive) by District in 2023-24
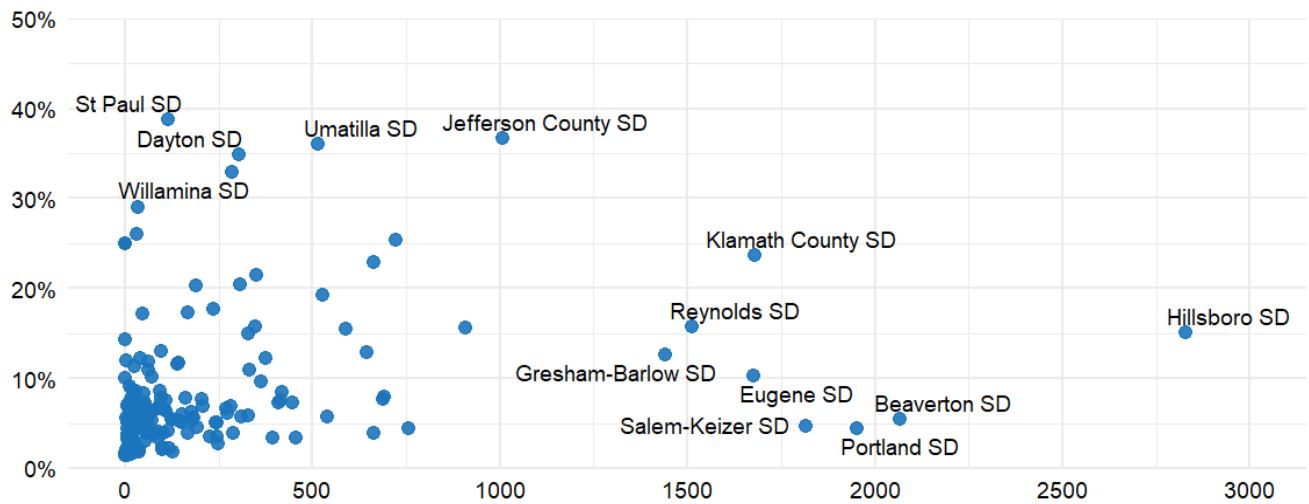
Source: ODE Fall Membership

Table 2. Districts With the Highest Number and Percentage of all AI/AN Identifying Students (AI/AN Inclusive) in 2023-24

District	Number of AI/AN Inclusive Students Enrolled	District	Percent (%) of AI/AN Inclusive Students Enrolled
Hillsboro SD	2,827	St Paul SD	39
Beaverton SD	2,066	Jefferson County SD	37
Portland SD	1,951	Umatilla SD	36
Salem-Keizer SD	1,815	Dayton SD	35
Klamath County SD	1,680	Willamina SD	33
Eugene SD	1,675	Powers SD	29
Reynolds SD	1,512	Ione SD	26
Gresham-Barlow SD	1,441	North Wasco County SD	25
Jefferson County SD	1,006	Klamath County SD	24
Forest Grove SD	909	Pendleton SD	23

ODE publicly available data: Student Enrollment

Geographic Distribution - AI/AN Only

Map 1 below shows the geographic distribution of AI/AN Only students throughout the state in 2023-24. There are 71 districts that have a higher percentage of AI/AN Only students than the statewide average of 1.1 percent.

Map 1. American Indian/Alaska Native Only as a Percent of Total Students by District in 2023-24
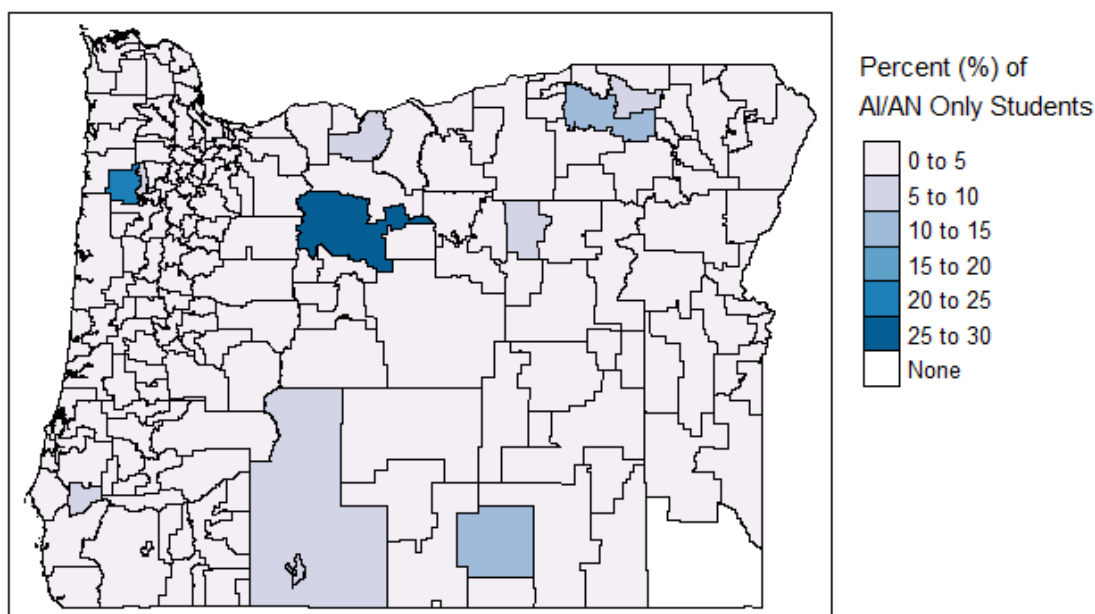
Geographic Distribution - AI/AN Only and Plus Combined

Map 2 shows the geographic distribution of AI/AN Inclusive (sum of AI/AN Only, AI/AN+ Multiracial and AI/AN+ Latinx) students throughout the state in 2023-24. A total of 61 districts have a higher percentage of AI/AN Inclusive Students than the statewide 7.48 percent.

Map 2. American Indian/Alaska Native Only and Plus (AI/AN Inclusive) as a Percent of Total Students by District in 2023-24
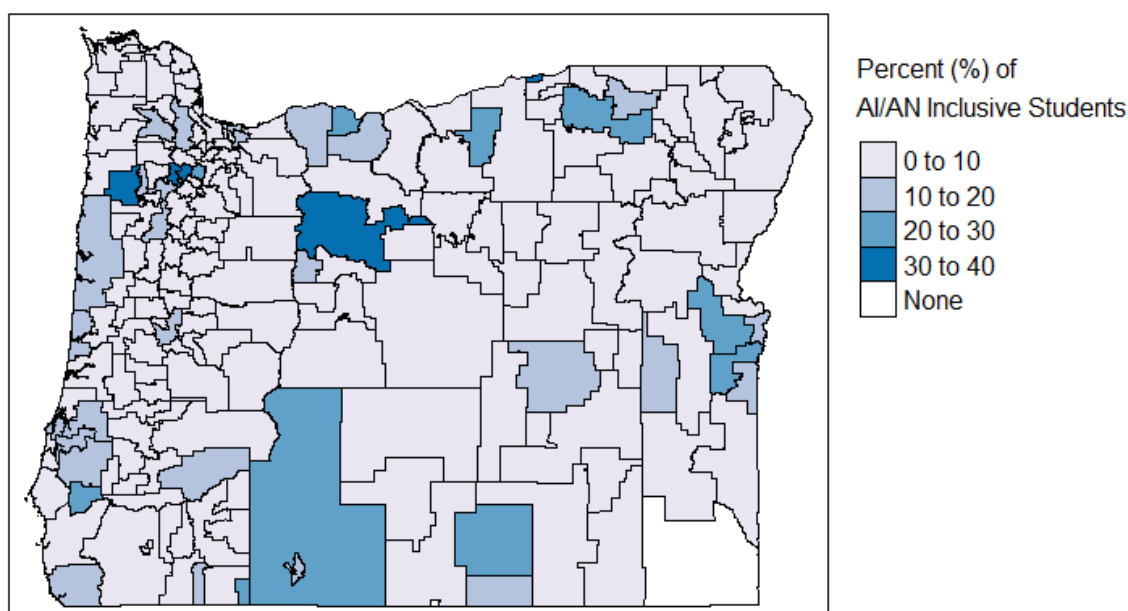
American Indian/Alaska Native Educators

An overarching goal of the AI/AN Student Success Plan includes educator success, where educators are equipped with Essential Understanding of tribes in Oregon to support AI/AN student achievement and promising practices are implemented to increase the number of AI/AN identified teachers, paraprofessionals and administrators at a rate comparable to that of Oregon's AI/ AN student population.

The number of AI/AN Only and AI/AN Plus identified teachers have remained consistent between 2019 and 2023 at around 0.6 percent and 2.5 percent respectively. The difference between student populations and teachers is around 0.6 percent for AI/AN Only and around 4.5 percent for AI/AN Plus group, indicating a larger gap between the number of AI/AN Plus teachers and AI/AN Plus students (Figure 5). To highlight, between 2019 and 2023, the number of AI/AN Plus teachers grew by 104, representing a 15% increase.

More information on Oregon educators can be found at the Oregon Teacher Standards and Practices Commission's annual Oregon Educator Equity Report and the Educator Advancement Council's Oregon Statewide Educator Survey.

Figure 5. Number and Percent of American Indian/Alaska Native Teachers and Students

AI/AN Only Teachers and Students

	2019-20	2020-21	2021-22	2022-23	2023-24
Teachers	186 (0.59%)	196 (0.61%)	194 (0.59%)	196 (0.59%)	181 (0.56%)
Students	7,010 (1.2%)	6,570 (1.17%)	6,357 (1.15%)	6,532 (1.18%)	6,150 (1.12%)
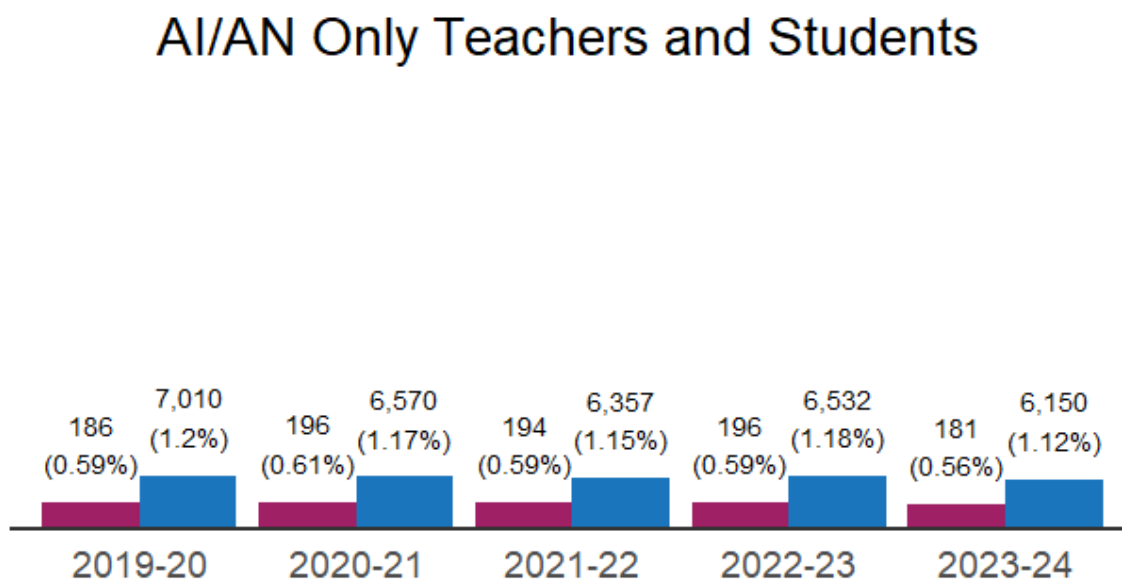
AI/AN Plus Teachers and Students
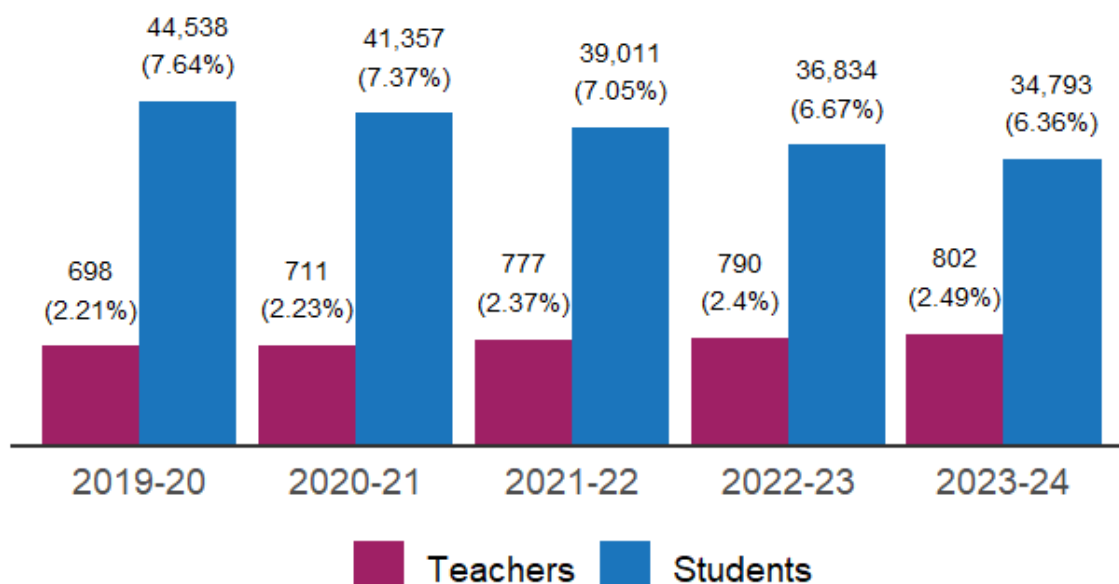
Source: ODE Staff & Fall Membership

For all educators employed by school districts in 2023-24 (Figure 6), the number of AI/AN identified paraprofessionals (educational assistants) and other employees of the school district (support staff, counselors, specialists, clinical staff) were the most comparable to the number of AI/AN identified student. Almost 1 percent of paraprofessionals* and other employees* employed by the school districts identified as AI/AN Only, closer to the 1.12% of students who identified as AI/AN Only. Almost 5% of paraprofessionals identified as AI/AN Plus, more comparable to the 6.36% of students who identified as AI/AN Plus.

Figure 6. Percent of American Indian/Alaska Native Educators and Students in 2023-24
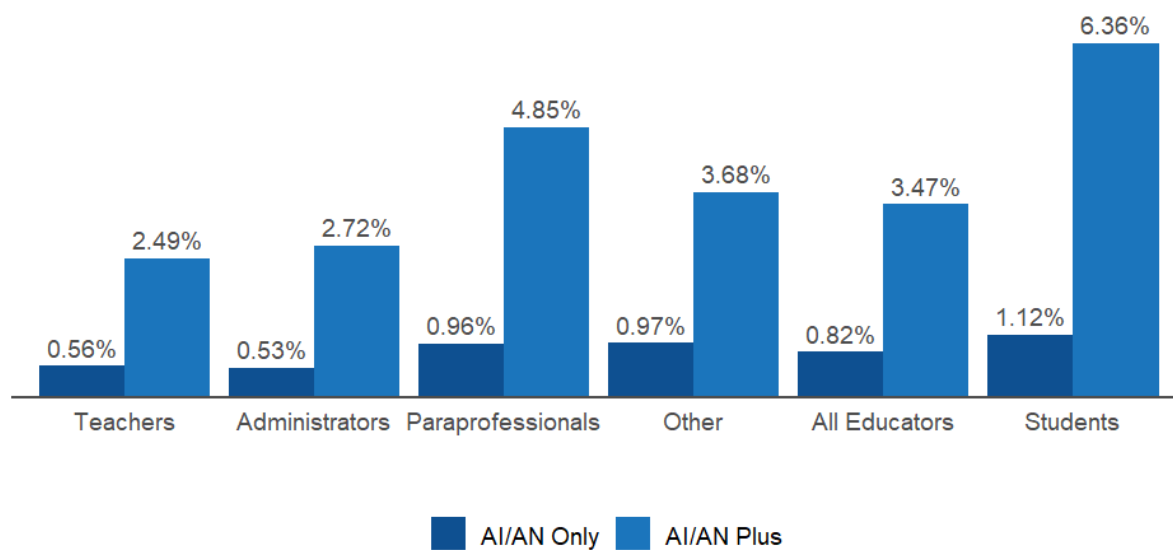
Source: ODE Staff & Fall Membership

Note. *Paraprofessionals* include educational assistants. *Other* include school support staff, counselors, specialists, medical and clinical staff employed by the school district.

Talented and Gifted Program

Talented and Gifted (TAG) Education Programs are designed to celebrate and cultivate the strengths of identified students. Over the past five years, participation in TAG programs has remained steady, with a notable increase in 2023-24 across all student groups. However, AI/AN Only and AI/AN Plus students have been underrepresented in TAG programs, with particularly low representation among AI/AN Only students (Figure 7). In 2023-24, Non-AI/AN students were 3.26 times more likely to be eligible for TAG programs compared to AI/AN Only students.

The AI/AN Student Success Plan highlights the need to enhance TAG participation for AI/AN students by addressing several barriers. These include cultural misconceptions, limited resources, lack of awareness, and underidentification. To address these issues, the OIE has proposed targeted strategies to enhance AI/AN TAG participation. This includes creating pathways that dismantle barriers and ensuring the integration of culturally relevant curricula within TAG programs.

Additionally, the Oregon Department of Education has adopted culturally responsive TaG identification practices that move beyond traditional assessment methods. This approach emphasizes recognizing and nurturing strengths and talents in areas such as music, sports, arts, and leadership roles, while recognizing culturally relevant indicators.

Figure 7. Percent of Students who Participated in Talented and Gifted Program
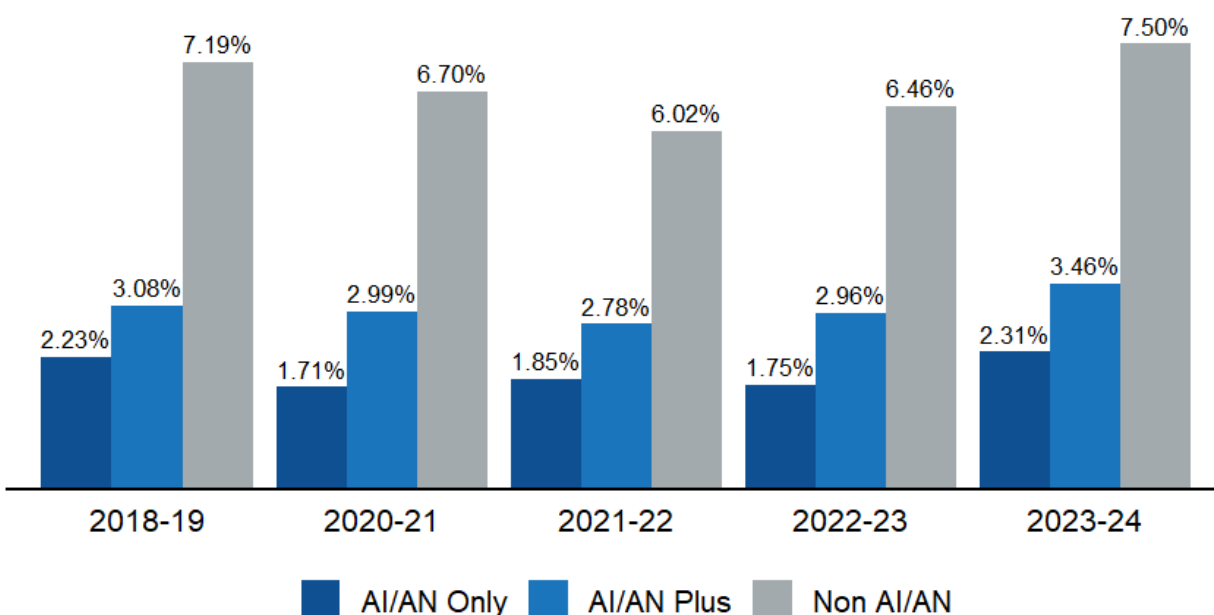
Source: ODE Spring Membership

Note. Some data points are not available for the 2019-20 school year due to interruptions to data collections as a result of the onset of the COVID-19 pandemic.

Students Experiencing Houselessness

The McKinney-Vento Act ensures that houseless children and youth are provided a free, appropriate public education despite their lack of a fixed place of residence. The act defines houselessness as "individuals who lack a fixed, regular and adequate nighttime residence." such as:

- Children sharing housing due to economic hardship or loss of housing.
- Children living in motels, hotels, trailer parks or campgrounds due to lack of alternative accommodations.
- Children living in emergency or transitional shelters.
- Children whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation.
- Children living in cars, parks, public spaces, abandoned buildings and substandard housing, bus or train stations.

Over the last five years AI/AN Only and AI/AN Plus students have faced greater housing instability than Non AI/AN students. In 2023-24, AI/AN Only students experienced homelessness at a rate almost two times higher than their Non-native peers (Figure 8).

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Ways in which districts provide services and support for students experiencing houselessness include 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 houselessness or who are unaccompanied through graduation and into a college or career pathway. Additionally, the Office of Indian Education, in collaboration with the McKinney-Vento team, has developed an OIE McKinney-Vento resource guide. This guide is a valuable tool for McKinney-Vento liaisons to better assist AI/AN students and families in navigating housing insecurity, reflecting a commitment to addressing and overcoming barriers that students may face.

Figure 8. Percent of Students Experiencing Houselessness
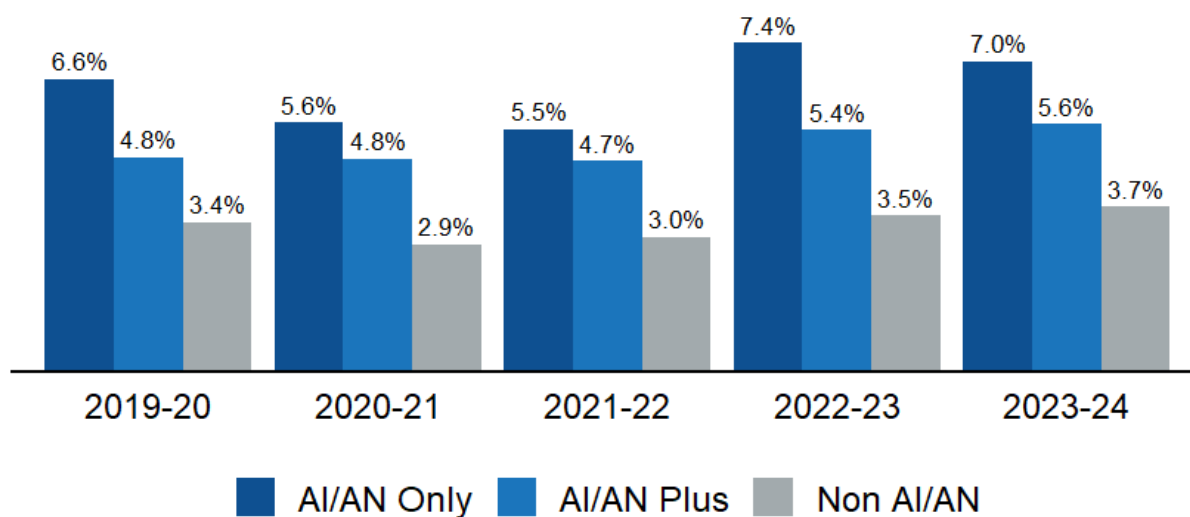
Source: ODE Homeless

ODE publicly available data: McKinney-Vento Student

Individual Education Program (IEP)

In 2023-24, of the 547,424 students enrolled in the state, 82,196 or 15% received special education services under the Individuals with Disabilities Education Act (IDEA). AI/AN Only students are overrepresented in receiving special education services, with 20 percent of AI/AN Only and 16 percent of AI/AN Plus students identified (Figure 9). The disparity in outcome may stem from implicit bias, where cultural differences or language barriers are mistaken as learning disabilities, leading to misidentification of students.

Further, statewide overrepresentation of AI/AN students aligns with national trends in Special Education where 15 percent of all students and 19 percent of AI/AN students received special

education services[1]. The statewide and nationwide pattern of disproportionate identification of AI/AN student in special education highlights the urgent need for education systems to examine their own practices to address bias and misidentification.

The Office of Indian Education is actively developing a culturally specific Special Education Toolkit drawing on valuable recommendations and guidance from Tribes and families. With two broad goals: 1) to provide school districts with best practices for culturally responsive family and tribal engagement to best serve Native students experiencing disability, fostering a more inclusive and equitable learning environment and 2) to develop and disseminate informational resources to empower Native families with their rights and responsibilities in Special Education.

Figure 9. Percent of Students with an IEP
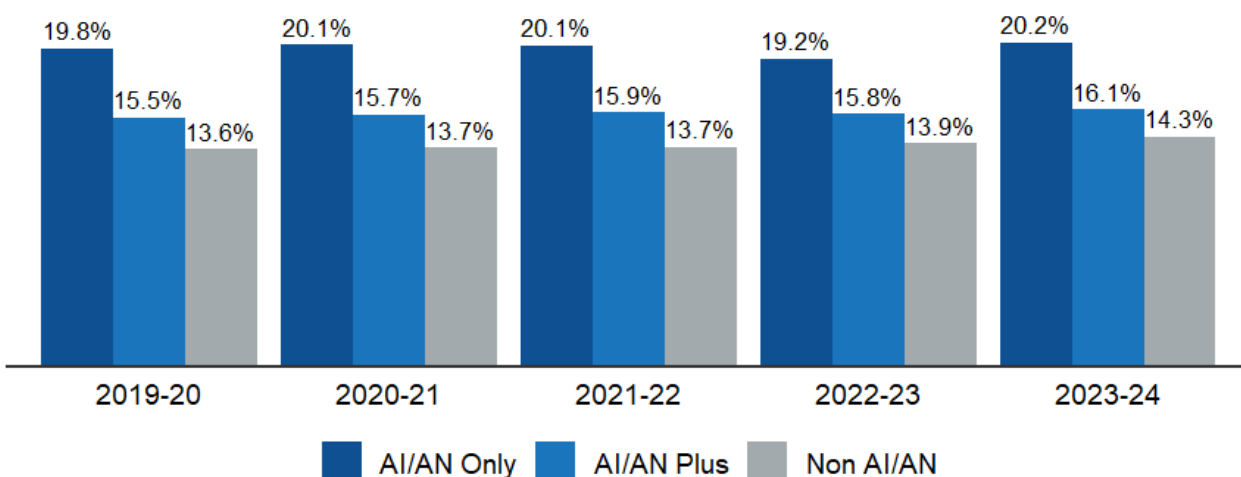
Source: ODE Fall Membership

A majority of AI/AN Only students with a disability in 2023-24 had a specific learning disability[2] (490 students) or a speech or communication disorder[3] (229 students) as their primary disability. Other primary disabilities, in order of frequency in 2023-24, included other health impairments, autism spectrum disorder, emotional behavior disability, intellectual disability, traumatic brain injury, deaf or hard of hearing, orthopedic impairment, and visual impairments.

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[1] The Condition of Education: Students with Disabilities – National Center for Education Statistics Updated May 2023. https://nces.ed.gov/programs/coe/indicator/cgg/students-with-disabilities

[2] A specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or using language that may manifest itself in difficulties in listening, thinking, speaking, reading, writing, spelling, or doing math calculations.

[3] A speech or language impairment refers to a communication disorder such as stuttering, impaired articulation, or a language or voice impairment that adversely affects a students' learning or educational performance.

Similar to AI/AN Only students, most AI/AN Plus students with a disability in 2023-24 also had a specific learning disability (1,943 students) or a speech or communication disorder (1,045 students) as their primary disability.

ODE publicly available data: Special Education Child Count

Tribal Language and Multilingual Learners

Tribal languages have been spoken in Oregon since time immemorial and are vital to the cultural identity, heritage, and sovereignty of the native communities in Oregon. In 2019, Senate Bill 971 declares the American Indian languages of the nine federally recognized Tribes as official Oregon heritage languages, further solidifying the call for tribal language revitalization and education.

The nine federally recognized Tribes of Oregon and the Office of Indian Education are actively promoting, protecting and preserving American Indian Tribal Language in diverse and strategic ways such as identifying resources for existing Native Speakers and providing collaboration between local Tribes and school districts interested in offering Tribal language courses.

Oregon heritage languages that are actively spoken and revitalized by the nine federally recognized Tribes of Oregon include, but are not limited to, the following languages:

- Burns Paiute Tribe: Paiute and Wadatika Yaduan
- The Confederated Tribes of Coos, Lower Umpqua and Siuslaw Indians: miluk, hanis and sha'yushtl'a
- The Confederated Tribes of the Grand Ronde: Chinook Wawa
- The Confederated Tribes of Siletz Indians: Athabaskan
- The Confederated Tribes of the Umatilla Indian Reservation: Umatilla, Walla Walla and Weyíiletpuu
- The Confederated Tribes of Warm Springs: Kiksht, Ichishkiin and Numu
- Coquille Indian Tribe: Miluk, Nuu-wee-ya' and Chinuk Wawa
- Cow Creek Band of Umpqua Indians: Takelma
- Klamath Tribes: Klamath, Modoc, and Neme

The Oregon Multilingual Learner Strategic Plan recognizes the diverse identities of AI/AN Multilingual Learner along with the promotion of culturally relevant language and instruction support for AI/AN students:

American Indian or Alaska Native current English learner. A student with a Tribal affiliation who is currently designated as an English learner. An American Indian or Alaska Native English learner may have a first language other than English at home and qualify for English learner

services. They may also only speak English but qualify for English learner services due to the presence of a language other than English that has had a significant impact on the student's level of English proficiency, as defined by ESEA Title III, sec 8101[20] C[iii].

American Indian or Alaska Native heritage speaker. A student with or without a Tribal affiliation who has a connection to a Tribal heritage language through their family, community, or culture, regardless of whether they have been classified as an English learner. This includes students from American Indian and Alaska Native communities whose access to their language was diminished due to forced assimilation and who are currently engaged in revitalization efforts. Heritage speakers may include those who have been screened for services and those who have not, as well as those who have disclosed their language or Tribal affiliation background and those who have not.

Currently, students and families are offered the State of Oregon Language Use Survey during enrollment as a way to identify the student's home language and potential eligibility for English Learner services. In 2023-24, AI/AN identifying students in the state reported 125 unique home languages with 11 North America Native Languages represented.

> **North America Native Languages Reported by AI/AN Students in 2023-24**
>
> Algonquian languages
> Athapascan languages
> Cree
> Dakota
> Ichischkin
> Inupiaq
> Navajo
> Nuu-wee-ya'
> Wakashan languages
> Weyiiletpuu
> Yupik languages

The analysis of the student's home language highlights an opportunity for greater awareness on the identification of a students' Native language. Several AI/AN students' home language were obscured by the broad label "*North American Indian (Other)*" on their Language Use Survey, underscoring the need to bring attention to the identification system for greater awareness, accuracy and inclusion. A guide of Native language in the Pacific Northwest similar to the Best practices in Language of Origin data collection for Mesoamerican languages will allow for more accurate identification that honors the unique Native languages spoken by Oregon students.

Figure 10 shows the percentage of students in each student group that are considered current English learners in the state.

Figure 10. Percent of Students who are Current English Learners

	2018-19	2020-21	2021-22	2022-23	2023-24
AI/AN Only	8.8%	8.8%	7.6%	6.8%	5.8%
AI/AN Plus	21.7%	21.8%	22.6%	22.5%	23.0%
Non AI/AN	7.7%	8.6%	9.4%	10.0%	10.8%
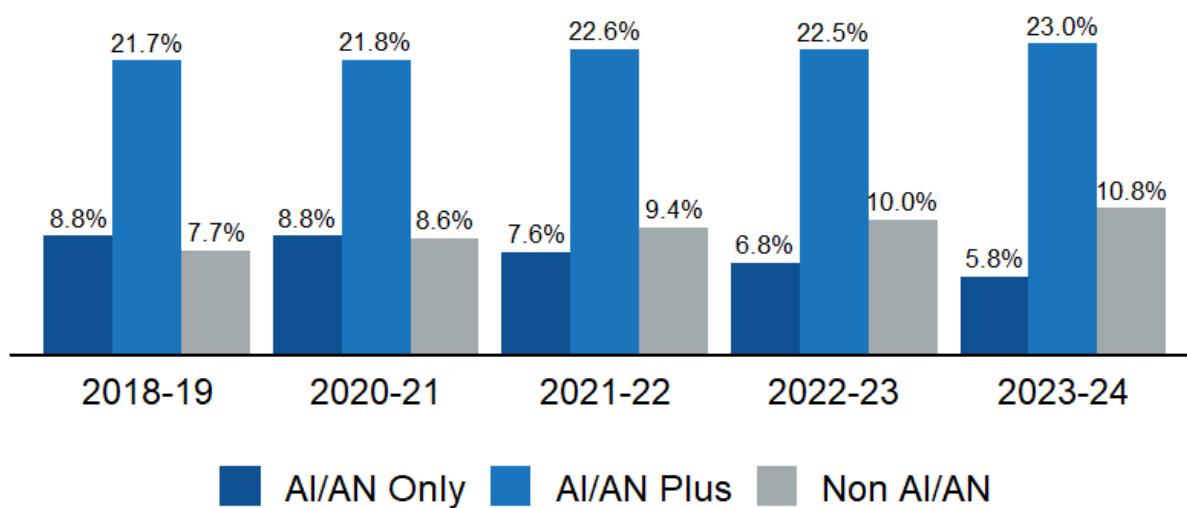
Source: ODE EL Collections

SECTION 2: STUDENT ASSESSMENT – ENGLISH LANGUAGE ARTS AND MATHEMATICS

Section 2 reports on the Oregon Statewide Summative Assessment results for American Indian/Alaska Native students in Oregon. Data points are not available for the 2019-20 school year due to interruptions to data collections as a result of the onset of the COVID-19 pandemic. Data points for the 2020-21 school year are not included as the assessment was limited with low participation in the year following the COVID-19 pandemic and the results cannot be compared across time. Performance by grade will also be shown for the most recent 2023-24 school year. Students in grades 3-8 and 11 take state assessments in English language arts and mathematics. For all subjects, a performance level of three or higher meets the state standards.

It should be emphasized that while the statewide summative assessment offers a broad, big-picture view of how well students have learned state standards in subjects like English language arts, and math, they do not cover all subject areas, skills or cultural assets that a student possesses. Statewide summative assessment should be used to expose gaps in systems, not students or communities, and serve as a lever for policy change and equitable resource distribution.

A key foundation of the AI/AN Student Success Act is the improvement of AI/AN student outcomes through a whole-student and community involved approach which recognizes that student outcome is dependent on a myriad of factors that span across all grade levels, age groups, family, school and community involvement. This includes access to high quality early childhood learning programs, support for early literacy, inclusion of Tribal History/ Shared History curriculum, improvement in attendance and sense of belonging through family and community engagement, recognition of social emotional learning and adverse childhood experience, which ultimately culminate into improved outcomes for AI/AN students. Educators can consult OIE's Tribal History/Shared History resource page for culturally informed lesson plans focused on English language arts and Mathematics as reflected in the Essential Understandings of Native Americans in Oregon.

Early Literacy Success Initiative

The Tribal Early Literacy Grants provide non-competitive funding to each of the nine federally recognized Tribes in Oregon to strengthen early literacy development for K-3 students. These grants are designed to be flexible and responsive to Tribal needs, focusing on building foundational literacy skills, engaging families and communities, expanding tutoring and extended learning opportunities, and offering professional development to equip educators with culturally responsive literacy practices. A key component of these grants is their emphasis on language revitalization, recognizing the inherent connection between language and literacy. These grants recognize the role of tribal languages in literacy development, ensuring AI/AN students receive instruction that reflects their identities and supports their academic success.

Aligning for Student Success: Integrated Guidance

The following student outcomes are monitored by districts in their Aligning for Student Success: Integrated Guidance Common Metrics in establishing a districts' Longitudinal Performance Growth Targets (LPGTs):

1. Four-year Graduation: The percentage of students earning a regular or modified diploma within four years of entering high school.
2. Five-year Completion: The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.
3. Third Grade Reading: The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade.
4. Ninth Grade On-Track: The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.
5. Regular Attenders: The percentage of students attending more than 90 percent of their enrolled school days.
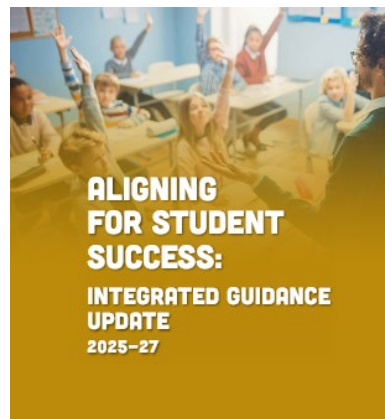
English Language Arts

Since 2017-18, all student groups have faced challenges in meeting or exceeding English language arts (ELA) standards, with a noticeable decline across all groups. The decrease in meeting ELA standards from 2017-28 to 2023-24 has been similar among student groups, with a 13 percent drop for AI/AN Only (from 38.7% to 25.2%), a 10 percent drop for AI/AN Plus (from 39% to 28.7%) and a 13 percent drop for Non AI/AN students (from 56.8% to 43.6%; Figure 11).

While AI/AN students have faced challenges, it's important to recognize the resilience and potential within these students. In 2023-24, 25.2 percent of AI/AN Only and 28.7 percent of AI/AN Plus students met or exceeded ELA standards, demonstrating their capability and progress. Although this is lower compared to the 43.6 percent of Non AI/AN students who met ELA standards, the 18.4 percent difference in performance between AI/AN Only and Non AI/AN students highlights areas for targeted system support and growth.

Figure 11. Percent of Students Meeting or Exceeding State Standards in English Language Arts
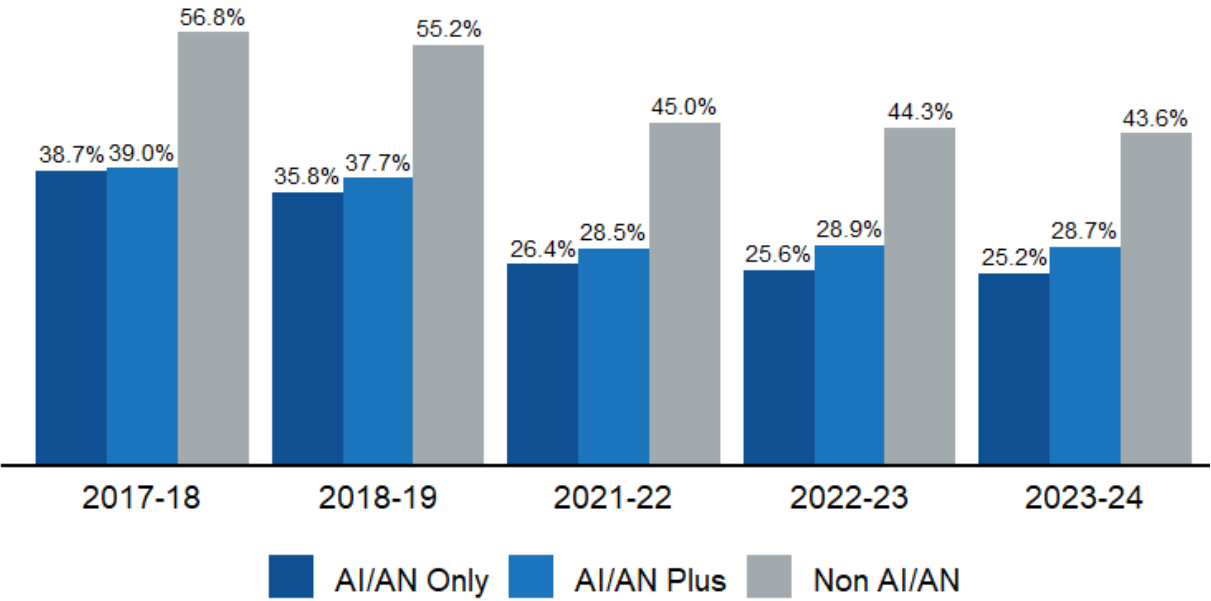
Source: ODE Assessment

When separating the ELA assessment results by grade for 2023-24 (Figure 12), across all student groups, the percent of students meeting or exceeding state standards gradually increases throughout elementary (grade 3 to 5) and from middle to high school (grade 6 to 8 and 11) with students in 11th grade having the highest percentage meeting or exceeding ELA standards.

All student groups experience an overall decline in meeting ELA standards during key transition years between elementary (5th grade) and middle school (6th grade), emphasizing an area of opportunity for targeted support.

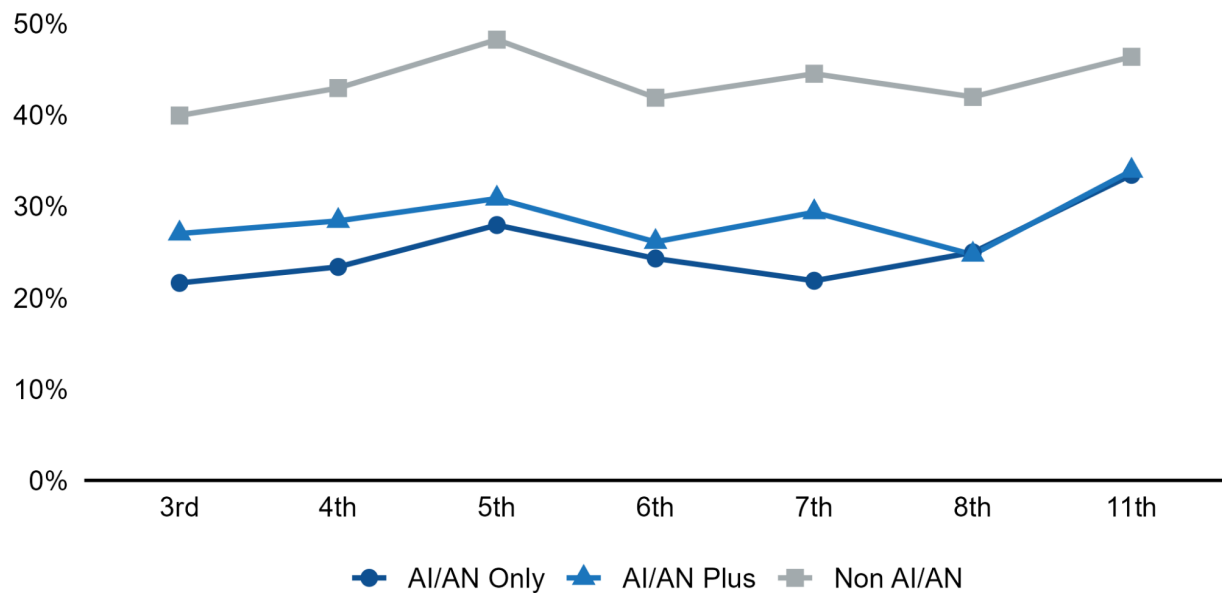**Figure 12. Percent of Students Meeting or Exceeding State Standards in English Language Arts in 2023-24 by Grade Level**

Source: ODE Assessment

Common Metrics from Integrated Guidance: 3rd Grade ELA

ELA Achievement by Racial/Ethnic Identity - All Students
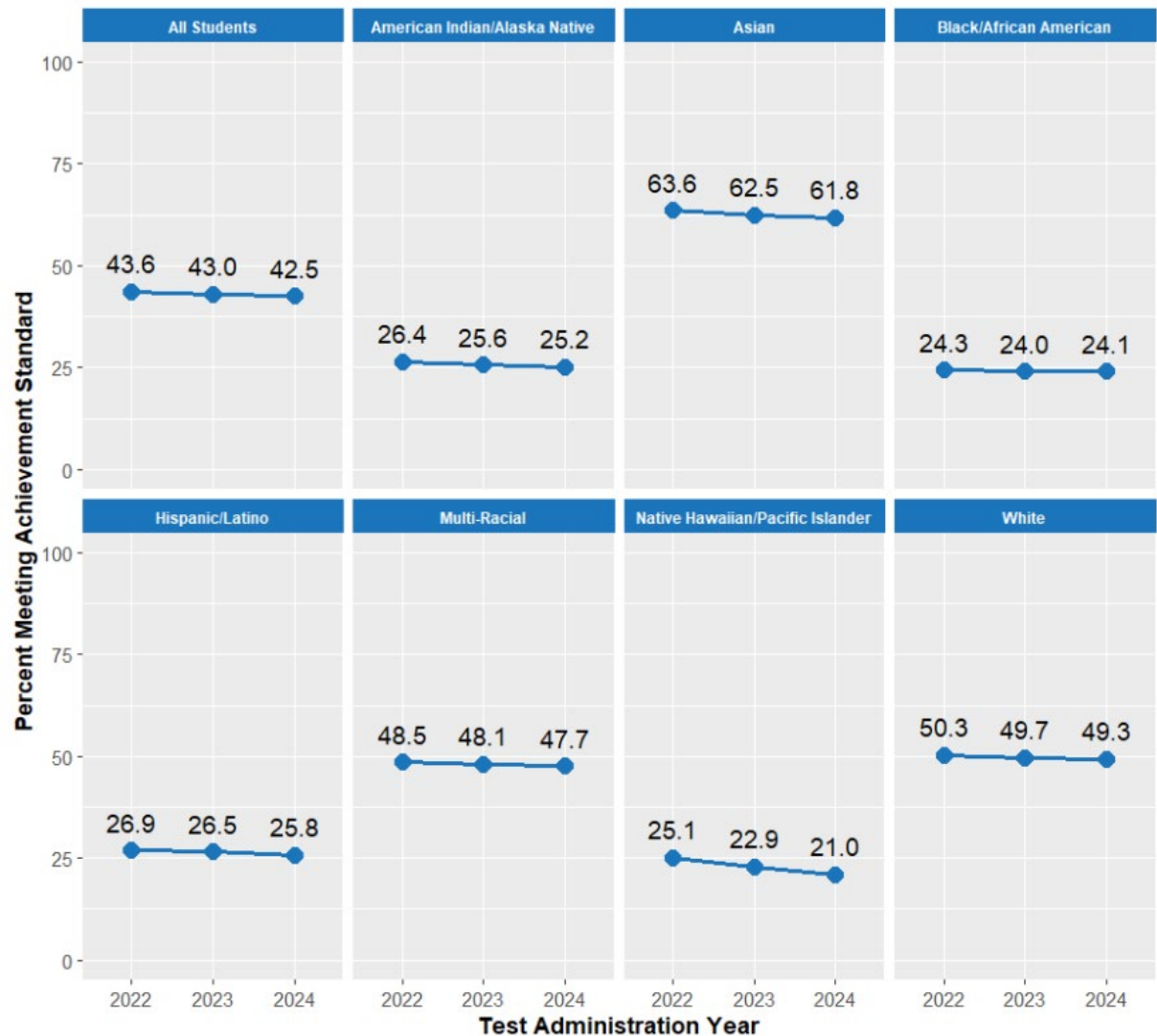
Note. Student ELA Achievement in 2022, 2023 and 2024 by federal Race/Ethnicity category included as reference. Source: 2024 Oregon State Test Results Data Visualizations

Mathematics

Students in 3rd through 8th and the 11th grade are given the mathematics assessment. Persistent challenge remains across all student groups with a decrease in the percentage of students meeting or exceeding state standards in mathematics over the past five years with data availability. There was a shift across all student groups, with AI/AN Only students experiencing a 9.7 percent change and Non AI/AN students seeing a 10.5 percent shift between 2017-18 and 2023-24. Notably, AI/AN Plus students showed a smaller decline of 6.5 percent (Figure 13).

In 2023-24, 14.5 percent of AI/AN Only students and 16.8 percent of AI/AN Plus students met or exceeded mathematics standards, compared to 32.1 percent of Non-AI/AN students. The mathematics results for 2023-24 represents a 17.6 percent difference in meeting mathematics standards between AI/AN Only students and Non AI/AN students (14.5% and 32.1% proficient respectively). The consistent 18 percent difference between AI/AN Only and Non AI/AN students over the past five years underscores a key area for strengthening culturally informed support and targeted resources to ensure AI/AN students have the tools and opportunities needed to reach their full potential in mathematics.

Figure 13. Percent of Students Meeting or Exceeding State Standards in Mathematics
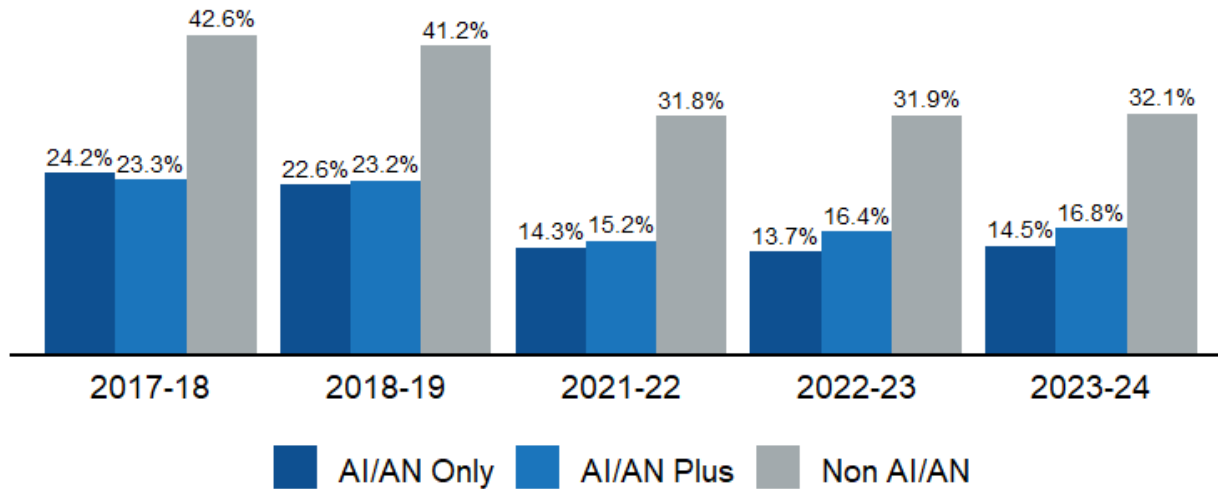
Source: ODE Assessment

When looking at the mathematics assessment results by grade for 2023-24 across all student groups (Figure 14), students in 3rd grade have the highest percentage of students meeting or exceeding state standards. There is a gradual decrease in student meeting proficiency at each subsequent grade level, highlighting opportunities to build on foundational numeracy skills developed in earlier grades. The mathematics assessment trend contrasts with English language arts, where 11th grade students demonstrated the highest percentage meeting or exceeding ELA standards.

**Figure 14. Percent of Students Meeting or Exceeding State Standards in Mathematics in 2023-24 by Grade Level**

Source: ODE Assessment

**Math Achievement by Racial/Ethnic Identity - All Grades**
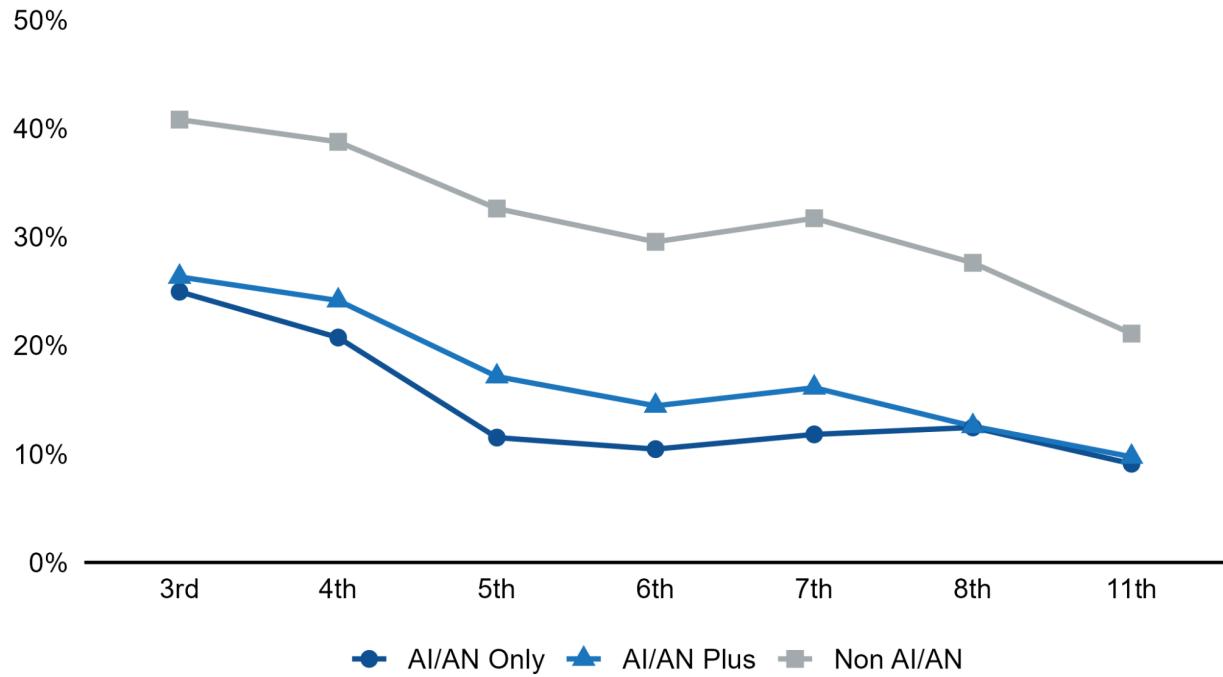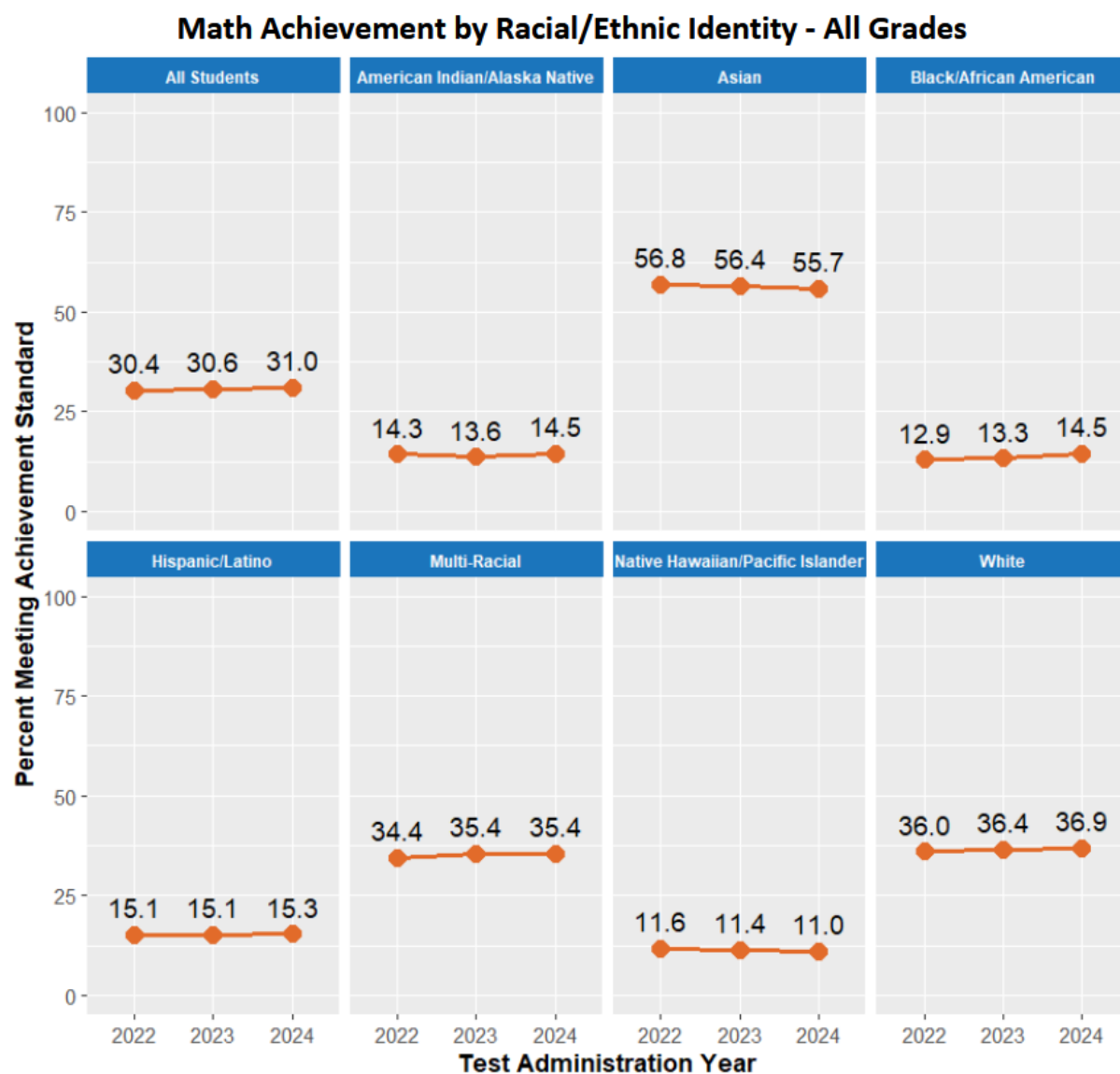
Note. Student Math Achievement in 2022, 2023 and 2024 by federal Race/Ethnicity category included as reference. Source: 2024 Oregon State Test Results Data Visualizations

SECTION 3: STUDENT OUTCOMES

Ninth Grade On Track to Graduate

Students in the 9th grade are on track to graduate if they earn at least six credits or 25 percent of the credits their district requires for graduation. To note, ODE's data is limited to the number of credits earned and not the specific courses credits earned. From 2017-18 to 2023-24, the percentage of students on-track to graduate by the end of their ninth-grade has remained relatively stable across all student groups (Figure 15). Research indicates that a successful 9th grade year increases the likelihood of graduation.

Figure 15. Percent of Students On-Track to Graduate by the End of Ninth Grade
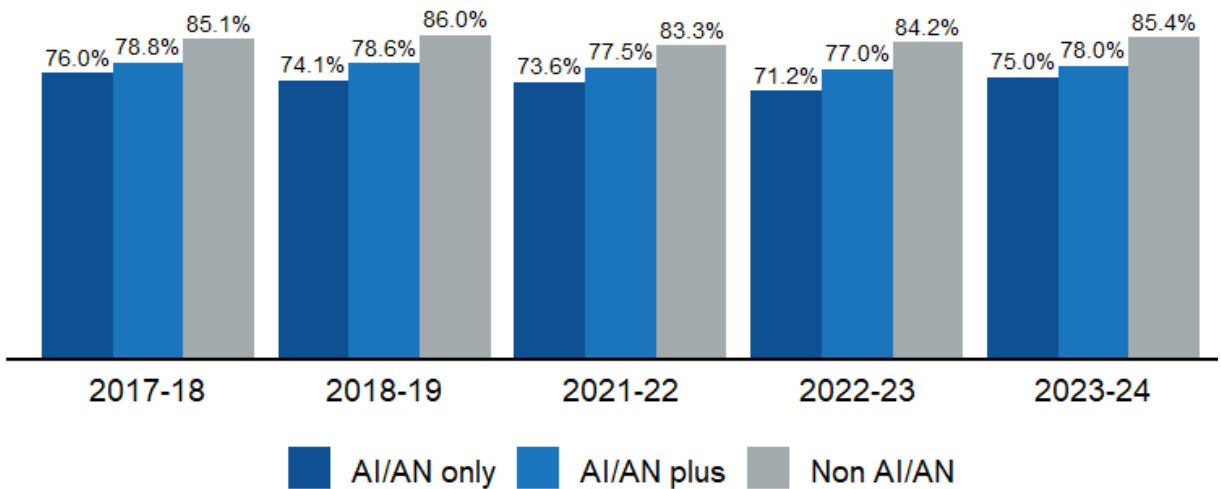
Source: ODE 9th Grade On Track

Common Metrics from Integrated Guidance: 9th Grade On Track

Graduation

The vast majority of Oregon students graduate within four years of entering high school. However, some students benefit from additional time to obtain a high school diploma. By reporting both a four-year cohort graduation rate as well as a five-year cohort graduation rate, the department is better able to reflect the successes of all students in earning their diplomas.

In calculating these rates, the cohorts are adjusted for students who move into or out of the school system, students who emigrate and students who are deceased. The cohort graduation rate is calculated as the number of students in the cohort who graduated with a regular or modified diploma—within either four or five years—as a percent of the total number of students in the adjusted cohort. In ODE's Cohort Graduation Data, students who received Adult

High School Diplomas, Extended Diplomas and GED are considered in the overall completion rate.

Since 2018-19, the four-year graduation cohort rate has remained relatively stable across all student groups (Figure 16). For the 2023-24 cohort, AI/AN Only students had a four-year graduation rate of 70.1%, compared to 82.3% for Non AI/AN students. AI/AN Plus students achieved a four-year graduation rate of 77.8%. Notably, graduation rate of AI/AN Only students increased by 2.9% between 2019-20 and 2023-24.

Figure 16 shows the five-year cohort graduation rate for AI/AN students in Oregon. As discussed above, these are students who graduate within five years of entering high school. For AI/AN Only students, 72.4 percent graduated within five years in 2023-24. The five-year graduation rate has remained stable across all student groups since 2019-20.

The 2025-30 AI/AN Student Success Plan aims to increase AI/AN student graduation rates through promotion of best practices through Tribal Attendance Promising Practices (TAPP) and other statewide efforts such as increasing awareness of Career Connected Learning (CCL) and Career and Technical Education (CTE) program of study.

Figure 16. Students 4 Year and 5 Year Cohort Graduation Rate
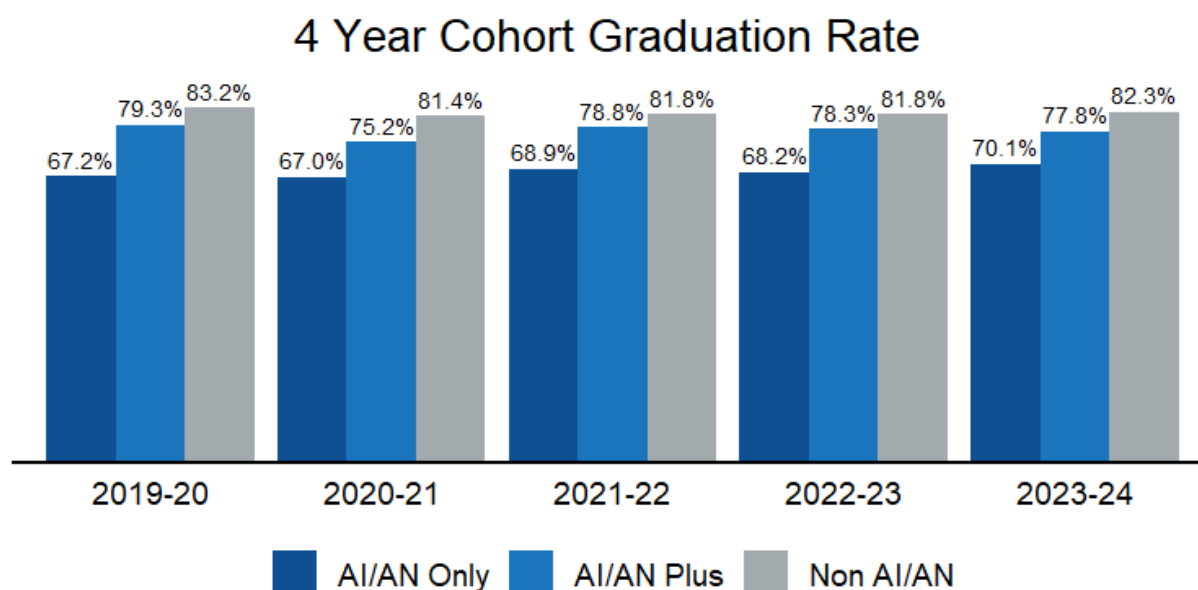
Source: ODE Graduation

Common Metrics from Integrated Guidance: Four-year Graduation

5 Year Cohort Graduation Rate

2019-20: AI/AN Only 71.8%, AI/AN Plus 81.4%, Non AI/AN 83.4%
2020-21: AI/AN Only 71.2%, AI/AN Plus 81.5%, Non AI/AN 85.0%
2021-22: AI/AN Only 72.7%, AI/AN Plus 79.1%, Non AI/AN 84.4%
2022-23: AI/AN Only 72.5%, AI/AN Plus 82.3%, Non AI/AN 84.1%
2023-24: AI/AN Only 72.4%, AI/AN Plus 81.4%, Non AI/AN 84.1%

Legend: ■ AI/AN Only ■ AI/AN Plus ■ Non AI/AN
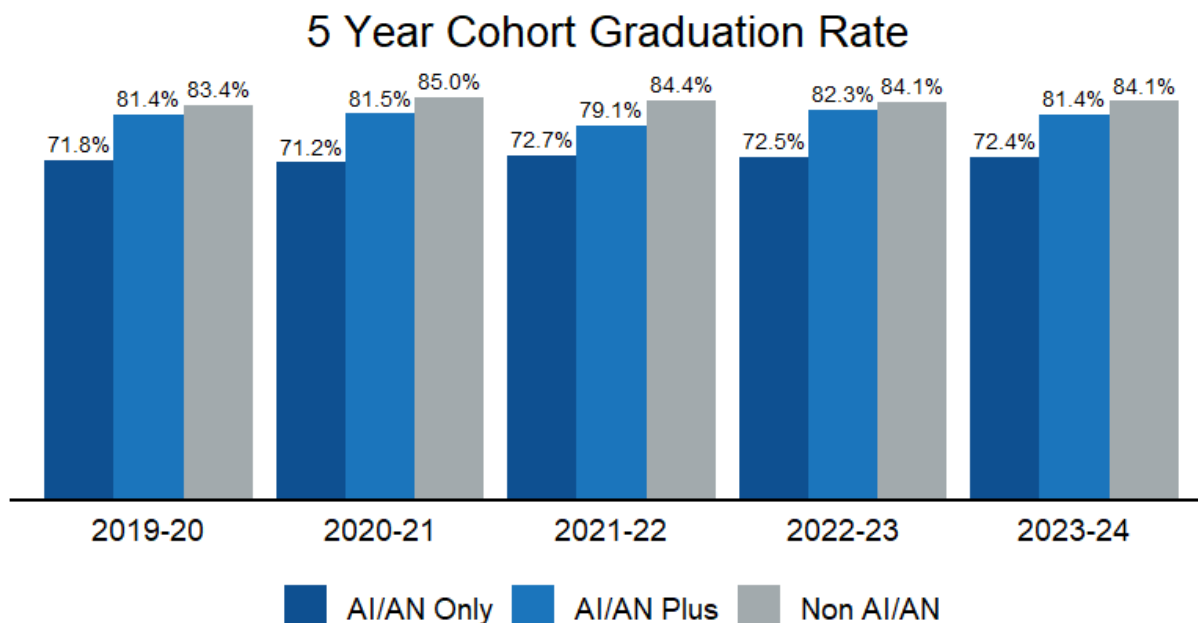
Source: ODE Graduation

Note. Four-year Cohort for 2023-24 denotes graduation rate for students who began high school in the 2020-21 school year. Five-year Cohort denotes graduation for students who began high school in the 2019-20 school year. Graduation rate includes students receiving: Regular High School Diploma, Modified High School Diploma and Postgraduate Scholars

Graduation - Modified Diploma

The Oregon Modified Diploma is intended to support students who may face significant barriers in completing grade-level coursework towards graduation. Students who qualify for a Modified Diploma (OAR 581-022-2010) meet the criteria of:

a. "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.
b. "Instructional barrier" means a significant physical, cognitive or emotional barrier that impairs a student's ability to maintain grade level achievement.
c. "Modified course" means a course that has been systematically changed or altered for a student only after reasonable alternative instructional strategies (e.g. accommodations, remediation) are exhausted.

The recent graduation data highlights both a continued challenge and evidence of shift in outcomes related to Native students and modified diplomas. In the 2023–24 school year, AI/AN Only students in both the 4-Year and 5-Year Cohort were 2.3 times more likely to receive a

modified diploma (7.2 and 8.2% respectively) compared to their Non-AI/AN peers (3.1% and 3.6% respectively; Figure 17). It is important to highlight that the percentage of Native students receiving a modified diploma has decreased, from 10.3% in 2021-22 to 8.2% in 2023-24 for the 5-Year Cohort graduates, reflecting growing awareness from the district. While this progress is encouraging, continued action is needed, particularly for the 4-Year Cohort graduates, to address practices that lead to disproportionate identification for modified diplomas.

Figure 17. Percentage of Students that Received a Modified Diploma by Cohort Graduation
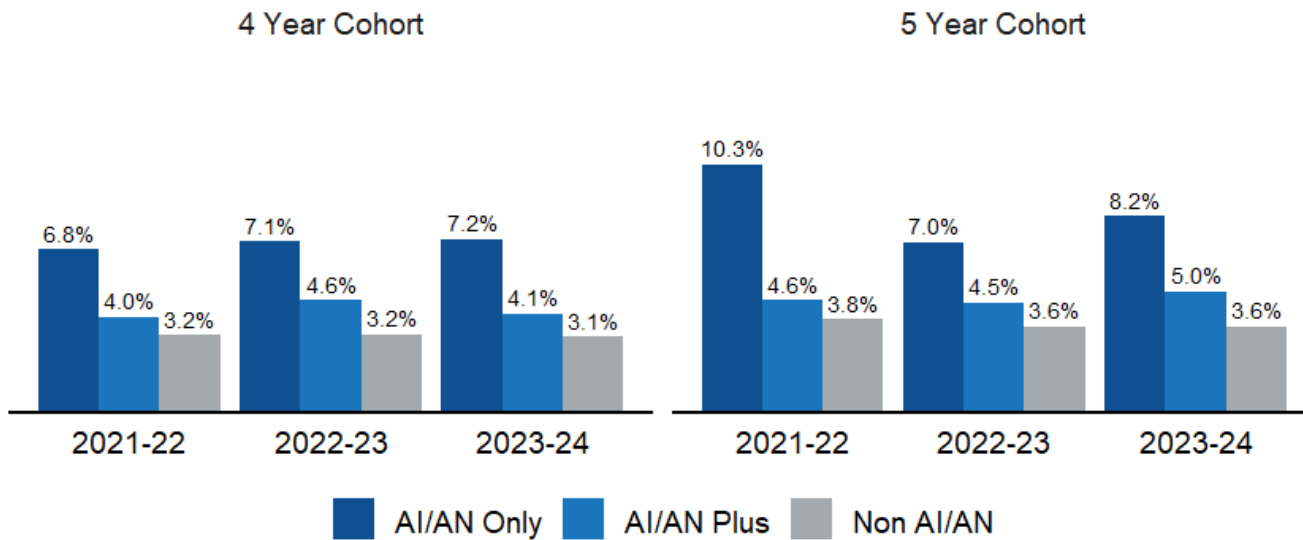
Source: ODE Graduation

Oregon High School Dropout and Pushout

The Oregon High School Dropout and Pushout rate includes students who withdrew from school and did not graduate or transfer to another school that leads to graduation. These high school students may have left school for various reasons. They may need to work to support their family and are leaving school (or dropping out of school) for personal or family reasons. Some students may be leaving school (or pushed out of) because the education system is not inclusive or welcoming or meeting their unique needs, highlighting areas where the system can be more supportive.

There is a notable difference in the high school dropout rate between underrepresented student groups and the statewide average (Table 3). In 2023-24, the dropout rate for AI/AN students were 6.9% compared to the statewide average of 3.2%. This disparity highlights the systemic challenges and historical inequities faced by Native students as they navigate high school education. The 2025-30 Native American Student Success Plan advocates for a holistic

system of support, emphasizing culturally responsive practices that prioritizes the well-being, belonging, and success of all AI/AN students.

Table 3. Oregon High School Dropout and Pushout Rates by School Year

| Student Race and Ethnicity	2021-22 Dropout Rate	2022-23 Dropout Rate	2023-24 Dropout Rate
American Indian/Alaska Native	7.8	5.2	6.9
Asian	1.4	0.9	0.8
Native Hawaiian/Pacific Islander	5.3	5.0	5.8
Black/African American	5.0	5.0	5.0
Hispanic/Latino	6.8	4.3	4.1
Multi-Racial	3.7	3.4	3.3
White	4.5	2.9	2.8
All Students (Statewide)	4.1	3.3	3.2

Oregon Career and Technical Education (CTE) and Graduation

Students in Oregon can complete coursework in Career and Technical Education (CTE) programs of study. A course may be identified as a CTE class if it includes instruction addressing skills from the Oregon Skill Sets and is included within a state-approved CTE program. CTE provides students of all ages with academic and technical skills, knowledge, and training necessary to succeed in future careers. Further, CTE programs have shown positive association with graduation rates and can add relevance to a student's educational path.

Students who are CTE concentrators[4] graduate at higher rates than students in the same group statewide. In 2022-23, the 4-year graduation rate for AI/AN Only students who were CTE concentrators was 19 percentage points higher than the statewide average for AI/AN Only students. Similarly, AI/AN Plus students who focused on CTE achieved a graduation rate 15.3 percentage points higher than the statewide average for AI/AN Plus students. These graduation outcomes highlight the significant impact of CTE programs on student success and underscore their value in fostering academic achievement and career readiness.

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[4] A CTE concentrator is defined as "secondary student who has earned one or more credits in technical skill-based courses as part of an Oregon state-approved CTE program, of which at least one-half credit must be designated as a required course"

Figure 18. CTE and Statewide 4- and 5 -Year Graduation Rate


Outcomes as of the 2023-24 school year
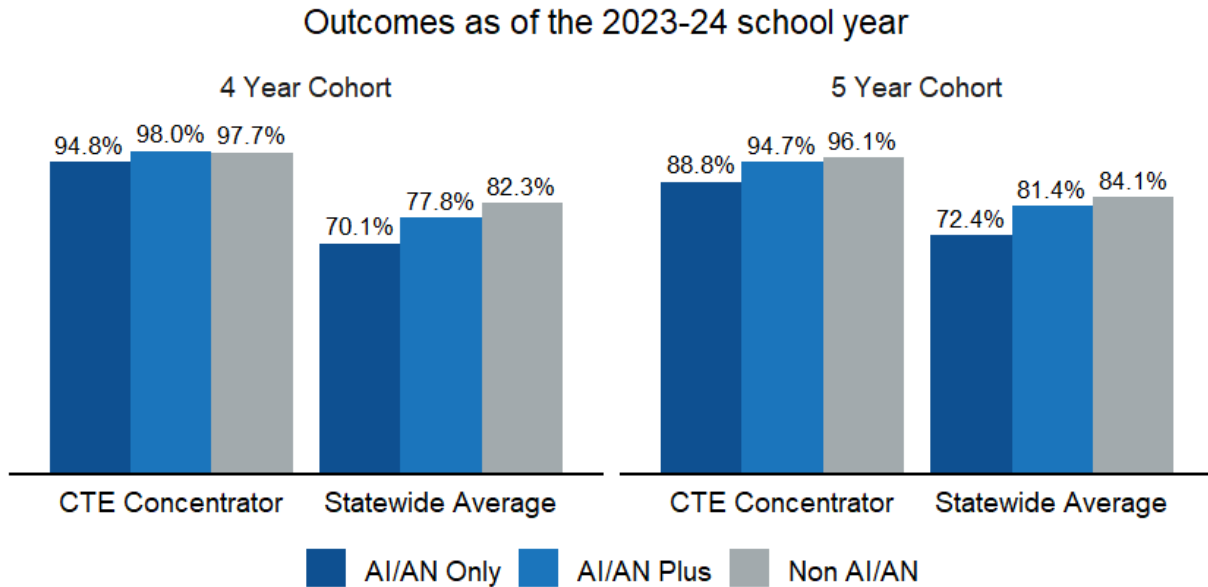
Source: ODE Graduation

Attendance

The State of Oregon defines being a regular attender as being present for 90 percent or more of school days the student is enrolled. In 2018-19, 70 percent of AI/AN Only students were considered regular attenders, compared to 52.8 percent of students in 2023-24, reflecting a 16.7 percentage point shift. Similarly, AI/AN Plus students also experienced a 17 percentage point decrease in regular attendance during the same period. Non AI/AN students saw a decrease of 13.7 percentage points. These trends highlight opportunities to build on existing strengths to foster consistent attendance and improve engagement for all students.

Figure 19. Percent of Students Regularly Attending Schools
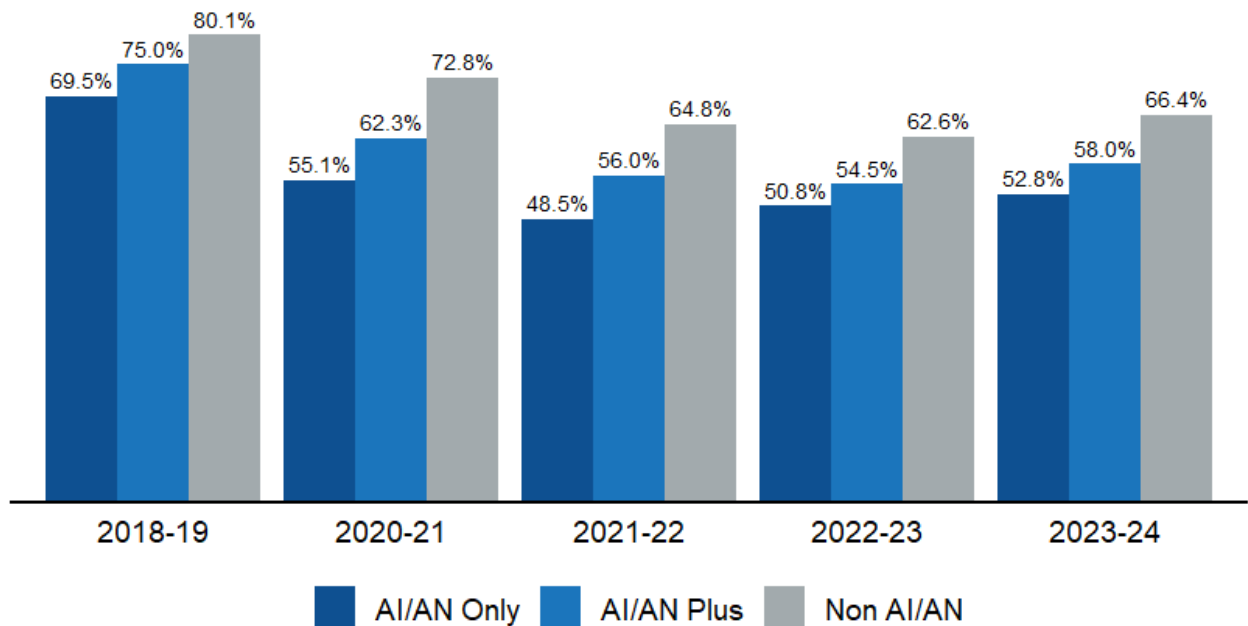
Source: ODE Regular Attenders

Common Metrics from Integrated Guidance: Regular Attenders

When examining attendance by grade (Figure 20), regular attendance is strongest in elementary school and gradually declines through middle school, with the lowest rates observed in high school across all student groups. This grade level attendance data presents valuable insights to tailor programs that build on the unique strengths and needs of students at different stages, with particular emphasis on key transition periods, such as between elementary and middle school and between middle and high school.

Figure 20. Percent of Students Regularly Attending Schools by Grade in 2023-24
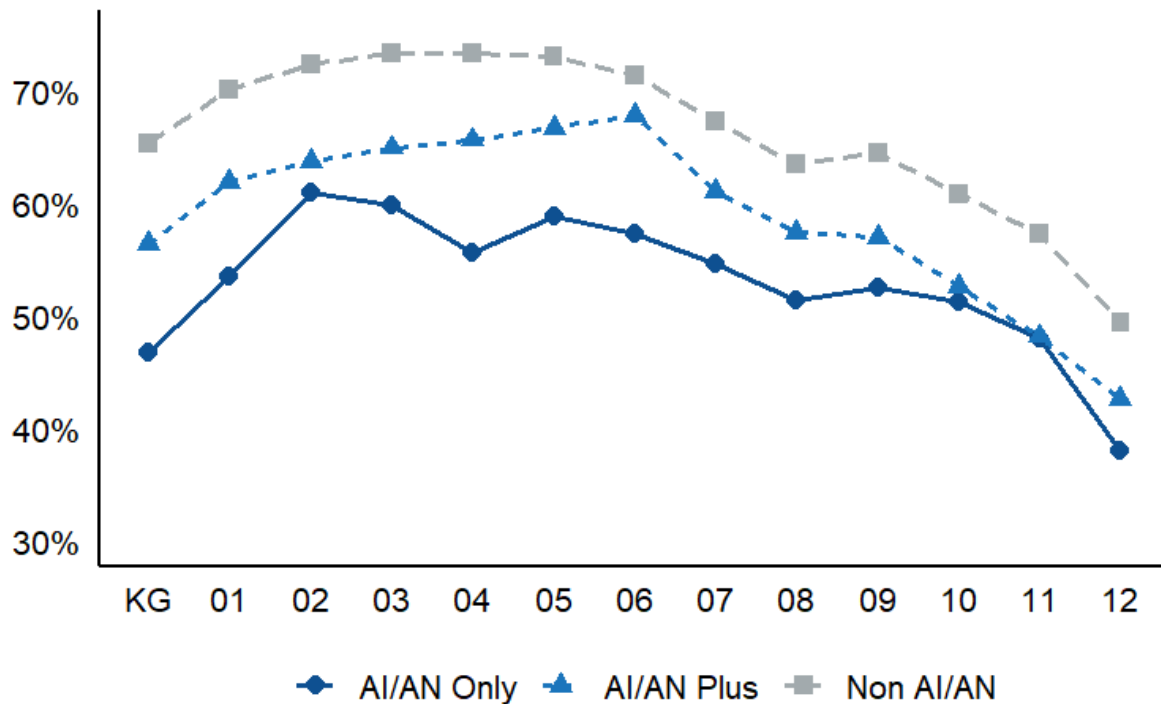
Source: ODE Regular Attenders

ODE publicly available data: Attendance

Tribal Attendance Promising Practices (TAPP)

Attendance rate can be improved when policies and practices encourage schools and communities to partner with students and their families such as the Tribal Attendance Promising Practices (TAPP) grant. The Oregon legislature set aside funds for the 2023-2025 biennium to operate TAPP grants focused on addressing the root causes of chronic absenteeism in AI/AN+ students in ten Oregon school districts serving 35 schools and approximately 41% of the AI/AN Only population. TAPP enables participating districts to receive funding to staff a full time Family Advocate position, which has deep local connections, to create and support school-wide initiatives focused on reducing chronic absenteeism.

TAPP Sites

Coos Bay School District	Pendleton School District
Klamath County School District	North Bend School District
Lincoln County School District	South Umpqua School District
Salem-Keizer School District	Willamina School District
Jefferson County School District	Harney County School District

In the 2023-2024 school year, TAPP school districts increased their AI/AN Regular Attender rate by 5.1 percent. While the grant is to directly serve AI/AN+ students, a requirement is that the TAPP efforts also have a positive impact on all students. Furthermore, TAPP successes are to be shared district-wide to improve all attendance response efforts. 90 percent of TAPP school districts increased their total Regular Attender rate from the 2022-23 school year by an average of 4 percent.

The impact of TAPP is also reflected in the graduating class of 2024. Six districts receiving the TAPP grant had an average graduation rate of 72%, surpassing the state AI/AN average of 70.1%. Four of those same TAPP districts' AI/AN graduation rate *exceeded the statewide overall average* of 81.8%.

Attendance and Achievement

Researchers and educators alike have confirmed the positive connection between school attendance and student achievement. Even moderate levels of absenteeism can have profound effects on students' grade, performance on standardized assessments and graduation rates[5]. As shown in Figure 21 and 22, students who regularly attended school demonstrated proficiency at a higher percentage in English Language Arts and Mathematics compared to students who did not regularly attend school. For Math achievement, students who regularly attend schools were proficient at almost double the rate than students who were not regular attenders across all student groups.

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[5] Ginsburg, A., Jordan, P., & Chang, H. (2014). Absences add up: How school attendance affects student success. Attendance Works. Downloaded from https://www.attendanceworks.org/wp-content/uploads/2017/05/Absenses-Add-Up_September-3rd-2014.pdf
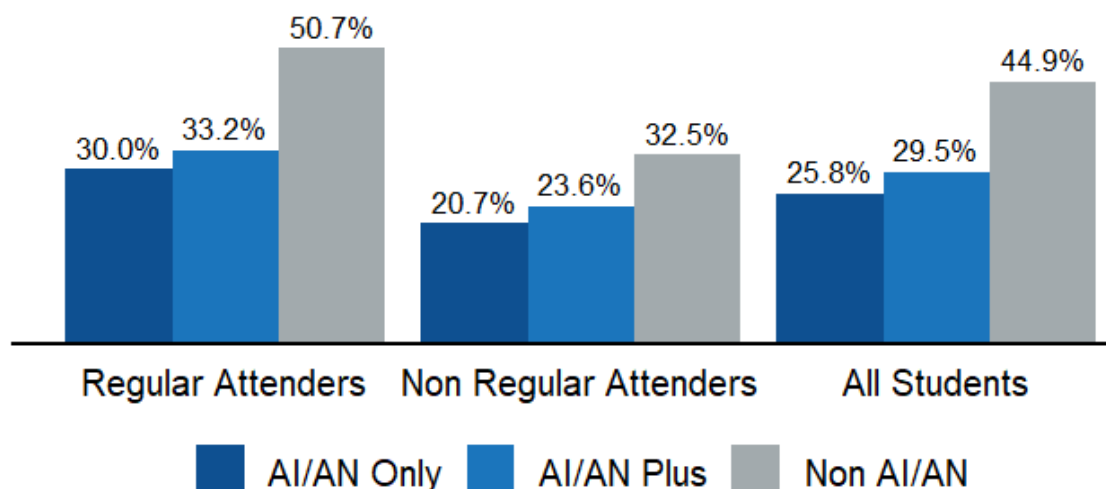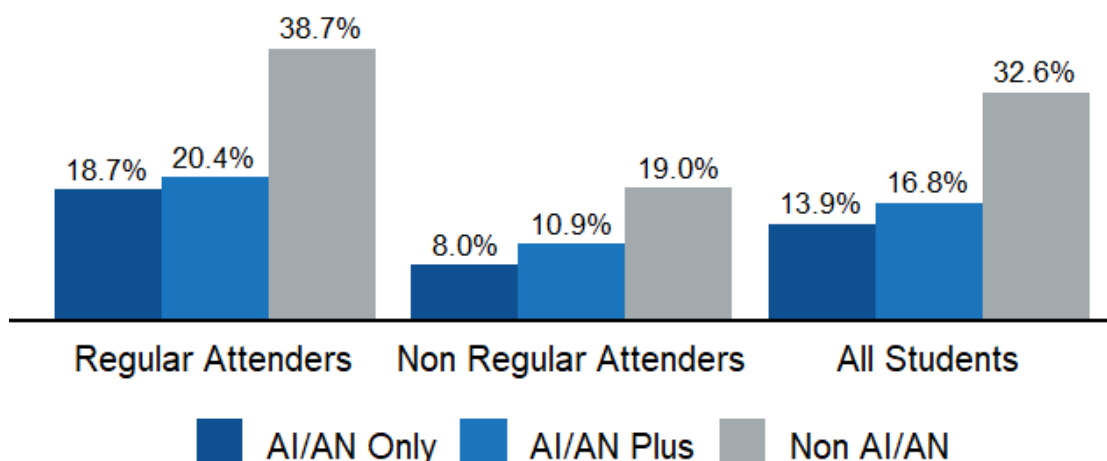
Figure 21. 2023-24 Attendance and ELA Achievement

**Figure 22. 2023-24 Attendance and Math Achievement**

Discipline

ODE collects data on student discipline incidents that lead to removals, such as in-school suspensions, out of school suspensions, or expulsions. AI/AN Only students are removed from school settings at twice the rate of their peers. This disciplinary disparity appears to be persistent for the data that is available from the past five school years (Figure 23). As discussed in the AI/AN Student Success Plan, many of the justifications for disciplinary incidents can be subjective and open to interpretation. For example, minor misbehavior of a student may result in the removal of the student from the classroom for the day, at the full discretion of the

teacher or school administrator. Students' removal from the classroom is associated with an increased risk of poor academic performance, lower engagement, and drop out[6].

Figure 23. Percent of Students that Experienced One or More Exclusionary Discipline Actions
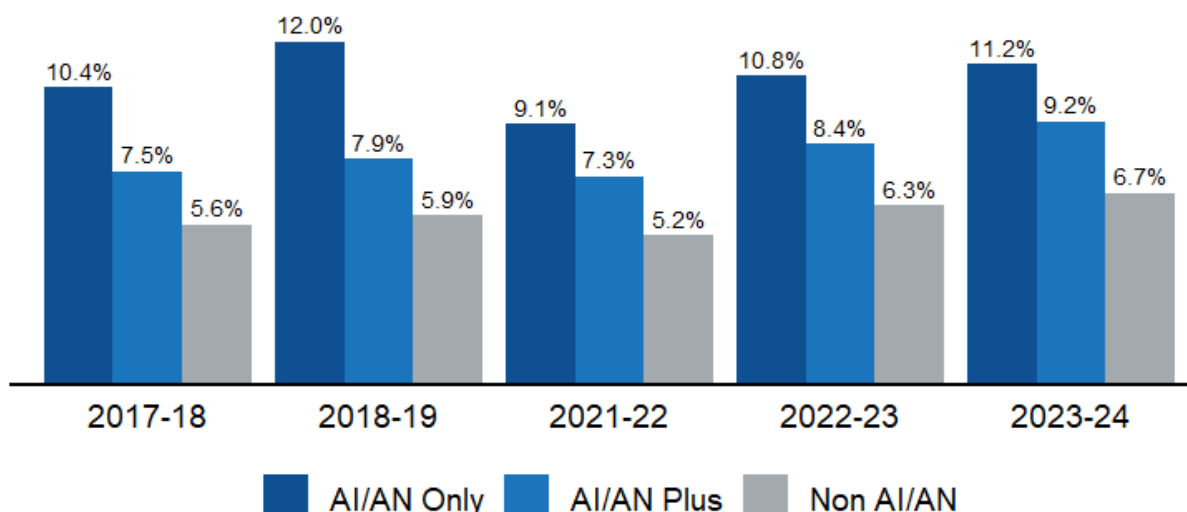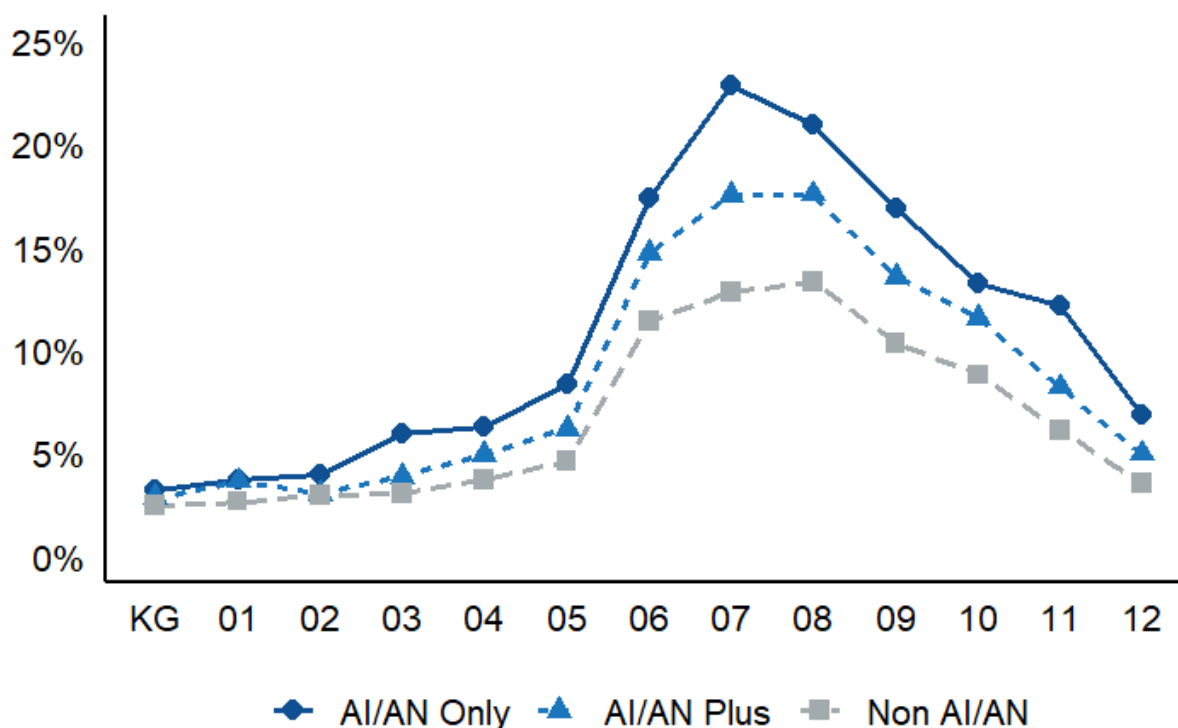

Source: ODE Discipline

*No discipline data collected in 2019-20 and 2020-21

Looking at student discipline across grade level for the 2023-24 school year (Figure 24), the exclusionary discipline rate remains low for all student groups in elementary school, with the largest increase in exclusionary discipline rate seen in middle school and the rate declines through high school. While all student groups experienced the highest exclusionary discipline rate during middle school, AI/AN Only and AI/AN Plus students still experienced disciplinary incidents disproportionately more than their non-Native peers across all grade levels.

Addressing the underlying factors that contribute to discipline disparities and implementing restorative and culturally responsive practices can help create an equitable and supportive school environment that promotes the well-being, belonging and academic success of AI/AN students.

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[6] Brown, C.A. (2014). Discipline Disproportionality among American Indian Students: Expanding the Discourse. *Journal of American Indian Education 53*(2), 29-47. https://doi.org/10.1353/jaie.2014.a798525.

Figure 24. Percent of Students that Experienced One or More Exclusionary Discipline Actions by Grade in 2023-24

Source: ODE Discipline

Table 4. Percent of Student that Experienced One or More Exclusionary Discipline Actions in 2023-24 by Gradeband

School Year	Gradeband	AI/AN Only	AI/AN Plus	Non AI/AN
2023-24	Elementary	5.5%	<5%	<5%
2023-24	Middle	20.7%	16.7%	12.7%
2023-24	High	12.4%	9.6%	7.4%

Discipline and Students with an IEP

According to the US Department of Education, at a national level, students that receive IEP services represent about 17 percent of total K-12 students but these students disproportionately make up 29 percent of those who received out of school suspensions[7]. At

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[7] U.S. Department of Education, Office for Civil Rights (2023). 2020-21 Civil Rights Data Collection

the state level, students that receive IEP services in Oregon are also disproportionately disciplined at a higher rate compared to their peers that do not receive IEP services (Figure 25). However, AI/AN Only and AI/AN Plus students still face disproportionate disciplinary rate whether they receive IEP or not, such that AI/AN Only students without IEP are still disciplined at double the rate of non AI/AN students.

The Oregon Department of Education provides guidance on best practices to support students experiencing disabilities and minimize informal removals. Informal removals are temporary removals where a student is taken out of their usual learning environment without formal procedures which can disrupt a student's learning experience and access to education. Recommendations include using positive behavior support systems, evidence-based strategies for behavior concerns and tracking of all removals. Furthermore, schools should also develop a comprehensive plan to reduce informal removals, by incorporating diverse community input, emphasizing restorative practices and supporting staff development.

In July, 2023, Senate Bill 819 established a new framework for abbreviated school day programs to ensure equitable access to education for students with disabilities. This bill prioritizes that students with disabilities receive comparable instructional hours and services as their peers. An *abbreviated school day* refers to a reduced number of instructional hours compared to peers in the same grade. SB 819 requires schools to obtain informed, written parental consent before placing a student in abbreviated programs and mandates regular IEP or 504 team meetings to review and adjust student placements.

A First Look: Students' Access to Educational Opportunities in U.S. Public Schools. Downloaded from
https://www2.ed.gov/about/offices/list/ocr/docs/crdc-educational-opportunities-report.pdf

Figure 25. Percent of Students that Experienced One or More Discipline Actions by IEP Status in 2023-24

AI/AN students face disproportionate rates of exclusionary discipline
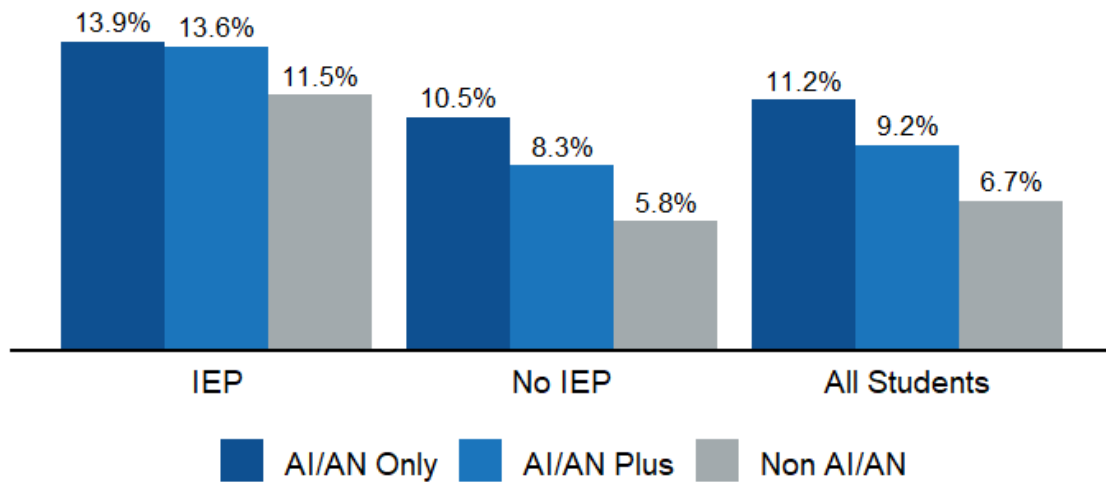
Source: ODE Discipline

SECTION 4: LOOKING AHEAD, BEYOND STANDARD MEASURE OF STUDENT OUTCOMES

To gain a more nuanced understanding of student learning and engagement beyond standard measure of student outcomes, the Oregon Department of Education and the Office of Indian Education are actively centering student and family voices. Towards this effort, initiatives such as the Student Educational Equity Development Survey (SEED), the Early Learning Transition Check-In: A Collaborative Engagement with Community and Research Briefs provides opportunity for deeper exploration of key topics and intersection of data.

SEED Survey

Starting in the 2023-24 school year, the Oregon Department of Education is gathering information beyond student learning and achievement, through accompanying factors such as opportunity to learn, school culture and climate, self-efficacy, and sense of belonging. The [Student Educational Equity Development Survey (SEED)](#) from ODE collects educational perception and experience from students in grades 3 to 11 beyond statewide testing and standardized outcome measures. Student's response in the SEED survey can help ODE develop appropriate resources and support for districts in Oregon. Further, SEED survey responses from students may also help districts with a more complete picture of their local contexts to allow districts to make strategic modifications to curriculum, instructions and support that they can offer their students.

Early Learning Transition Check-In: A Collaborative Engagement with Community

The Oregon Department of Education (ODE) and Department of Early Learning and Care (DELC) are collaborating with communities across the state to redesign the Oregon Kindergarten Assessment. Through the [Early Transition Check In: A Collaborative Engagement with Community](#), families and educators are able to build relationships at the beginning of a child's formal education journey by centering the experience of children and their families. Families will have the opportunity to share with educators the cultural wealth and wisdom that is unique to their child, their families and their communities.

Oregon Department of Education Publicly Available Data and Report

The following list includes publicly available data from the Oregon Department of Education (ODE) on topics covered in this report. Note that this list is not exhaustive of all data available from ODE. Visit the ODE website for other data availability.

Achievement Data (ELA, Math, Science)

Attendance and Absenteeism

Cohort Graduation Rate

Dropout Rates in Oregon High Schools

Discipline Data

English Learners

Houseless Student

Language of Origin

Ninth Grade On-Track

Oregon Report Card (Online)

Postsecondary Enrollment

Student Enrollment Reports

Student Educational Equity Development Survey (SEED)

Special Education Child Count

Reports published by ODE

At-A-Glance School and District Profiles

Educator Equity Report

Oregon Statewide Educator Survey

Oregon Statewide Report Card

ODE Research and Data Briefs