

Native Hawaiian and Pacific Islander Students in Oregon

*A Data Project from the 2023-2025
Student Success Plan Town Hall
Community Engagement Sessions*

Fall 2026



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Native Hawaiian and Pacific Islander Students in Oregon

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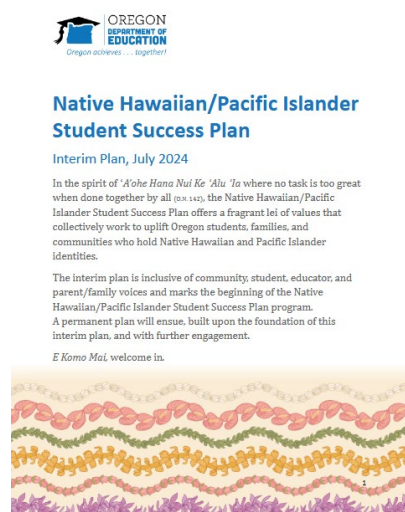
The story behind the cover image:

This image depicts the meeting of the Pacific Ocean and the Oregon coastline, symbolizing the relationship between two places that hold deep meaning for Native Hawaiian and Pacific Islander people. The Oregon coastline represents a place many of our communities now call home, while the Pacific Ocean represents the vast expanse that links Hawai'i, the Pacific Islands, and the Pacific Northwest.

The image reflects the journeys of Native Hawaiian and Pacific Islander people to Oregon and the ties to our island homelands that we continue to carry with us. While our communities have established roots in Oregon, we remain grounded in our cultures, histories, traditions, and relationships across the Pacific.

The meeting of land and ocean also represents the weaving together of people and place. It honors the Pacific Ocean as a pathway that has carried our people for generations. Where the Pacific meets the Oregon Coast, the image reminds us that geographical distance does not diminish our ties to our island homelands or the cultural presence we bring to Oregon. The ocean serves as a bridge between where we come from, where we are, and the places we continue to create together.

About This Report



The [Native Hawaiian/Pacific Islander \(NHPI\) Student Success Plan](#), enacted by Oregon legislation in 2023, represents a

commitment held by ODE following years of dedicated

community advocacy and a steadily growing NHPI population.

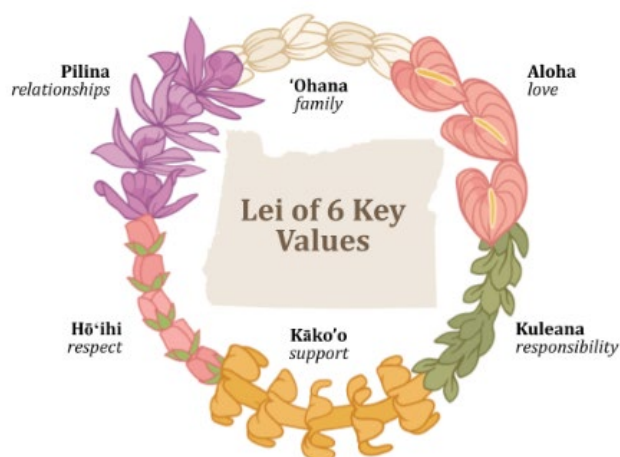
It is a landmark achievement that underscores the urgent need to better support students and families who identify as NHPI.

Over the past three years, the Oregon Department of Education (ODE) has had the unique opportunity to engage deeply with NHPI students, families, and communities, fostering a level of connection and understanding that is unprecedented, through the Native Hawaiian/Pacific Island Student Success Program. The voices, aspirations, and lived

experiences shared throughout the statewide [town hall meetings](#) held by ODE have been invaluable. This report is a modest effort to reflect those voices and pair them with statewide student data, informing both current strategies and future initiatives and helping ensure that NHPI student success remains a state priority.

The current NHPI Student Success Plan outlines strategies developed through community conversations to address key statutory objectives, including disproportionate disciplinary incidents, parent engagement, out-of-school learning opportunities, early childhood education, literacy and numeracy, school transitions, culturally responsive pedagogy and curriculum, and access to community college, professional certification, and four-year post-secondary institutions.

Guided by the “Lei of Key Values,” this work aims to address inequities while honoring the diverse cultural identities within the Native Hawaiian and Pacific Islander communities. While the process is ongoing and the conversations continue, one thing is clear: the state recognizes that NHPI students and families are not a monolith—and that true progress begins with that simple understanding.



How to Use this Report

This report is the first of its kind within Oregon’s education system and is intended to further tell the story of Native Hawaiian and Pacific Islander student experiences across the state. The findings help elevate student and community perspectives while affirming patterns and insights that schools and community partners are already observing. Schools, districts, and partners are encouraged to use this report as a tool for reflection, dialogue, and informed action to better support Native Hawaiian and Pacific Islander students.

Using This Report

- Reflect on local data and experiences in comparison to the findings of this report.
- Facilitate conversations among educators, leaders, students, families, and communities.
- Engage Native Hawaiian and Pacific Islander communities when interpreting findings and identifying priorities.
- Inform planning and decision-making to strengthen supports and improve outcomes for Native Hawaiian and Pacific Islander students.

Towards a More Inclusive and Representative Definition for Race and Ethnicity

To provide a more accurate picture of Native Hawaiian/Pacific Islander (NHPI) students in Oregon, this report will not use traditional Race/Ethnicity categories to identify students which can lead to undercounting of students who identify as Native Hawaiian and Pacific Islander and obscuring of students’ complex and diverse identities. Instead, this report will utilize the expanded Racial/Ethnic categories to identify NHPI students in the following categories:

1. **Native Hawaiian/Pacific Islander – Only (NHPI Only)** – Sum of students who identify as Non-Latino/a/x and Non-Multi-Racial Native Hawaiian/Pacific Islander. This means the students’ sole selected race/ethnicity is Native Hawaiian/Pacific Islander. In other reports issued by ODE these students are those identified as Native Hawaiian/Pacific Islander.
2. **Native Hawaiian/Pacific Islander – Plus (NHPI Plus)** – Sum of students who identify as Native Hawaiian/Pacific Islander as well as Hispanic/Latino and students who identify as Native Hawaiian/Pacific Islander and one or more additionally identified races such as White, African American/Black, Asian, or American Indian/Alaska Native. In other reports issued by ODE, these students would be counted as Hispanic/Latino or Multi-Racial respectively.

3. **Non-Native Hawaiian/Pacific Islander Identified (Non NHPI)** – Sum of all students who do not identify as Native Hawaiian/Pacific Islander or as Native Hawaiian/Pacific Islander in combination with any other race or ethnicity.

Throughout the report, the term **NHPI Identifying** is also used to denote the combination of NHPI Only and NHPI Plus students. NHPI identifying reflects any student who identifies as NHPI only or in combination with any other race or ethnicity such as NHPI + Latinx and NHPI + Multiracial.

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 which follows the [Federal Office of Management and Budget \(OMB\) Standard](#) and requires a single Ethnicity and Race for each student. Within this report, the group identified as Native Hawaiian/Pacific Islander Only (NHPI Only) aligns with what has been reported in other ODE reports and presentation as Native Hawaiian/Pacific Islander (NHPI).

This report is intended to provide a comprehensive summary of NHPI identified students in Oregon, thus it does not separate students across the seven federal OMB standards – 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

Historically, Native Hawaiian and Pacific Islander (NHPI) communities in Oregon have been rendered largely invisible in educational data due to their aggregation with Asian student populations. While both groups have often been reported under a single racial category, this practice has obscured the distinct educational experiences, outcomes, and needs of NHPI students. As a result, important disparities have remained hidden, limiting opportunities for targeted support, informed decision-making, and equitable resource allocation. In recent years, intentional efforts at the state and local levels to disaggregate student data have provided educators, policymakers, and community leaders with a more accurate understanding of how NHPI students are faring across a range of educational indicators. These efforts represent an important step toward recognizing the diversity within Oregon’s student population and ensuring that all communities are visible in educational planning and accountability systems.

This report aims to synthesize three years of town hall findings with available data from the Oregon Department of Education (ODE) to provide a generalized, high-level overview of the current educational landscape for NHPI students in Oregon. The information presented is intended to highlight broad trends and patterns that can inform ongoing conversations about student success, educational equity, and community well-being. While the report includes key indicators that help describe current conditions, it is not intended to provide an exhaustive analysis of every challenge, opportunity, or policy consideration affecting NHPI students. Rather, it serves as a foundational resource that can support further inquiry, guide future data-informed decision-making, and encourage collaboration among educators, families, community organizations, and policymakers committed to improving outcomes for NHPI students across the state.

Structure of this Report

This report consists of five sections:

- Section 1: Native Hawaiian/Pacific Islander Students in Oregon
- Section 2: Student Assessment
- Section 3: Student Outcomes
- Section 4: Looking Ahead, Beyond Standard Measures of Student Outcomes
- Section 5: Community Voice, NHPI Town Hall Data

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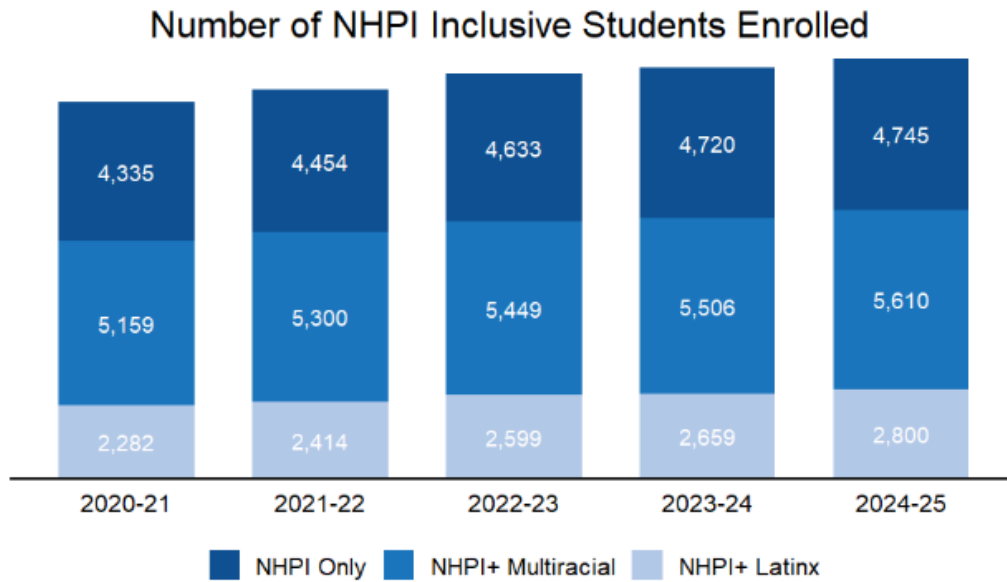
Section 1: Native Hawaiian/Pacific Islander Students in Oregon

Native Hawaiian/Pacific Islander Student Enrollment

When looking at Native Hawaiian/Pacific Islander (NHPI) identified students enrolled in Oregon public schools on the first school day in October 2024 (Figure 1), 4,745 students identified as NHPI Only which is the federally recognized and reported race/ethnicity category for Native Hawaiian/Pacific Islander students. Additionally, 8,410 students identified as NHPI Plus, with 5,610 identified as NHPI + Multi-Racial and 2,800 identified as NHPI + Latino/a/x. Under federal reporting guidelines, NHPI Only student groups make up smaller proportions of total student enrollment (0.9% statewide, 4,745 students) compared to the NHPI identifying expanded (NHPI Only and NHPI Plus combined) student groups (2.4% statewide, 13,155 students).

Between 2020-21 and 2024-25, there was a 9.5% increase in NHPI and 13% increase in NHPI Plus student enrollment in Oregon.

Figure 1. Number of Students Enrolled with Native Hawaiian/Pacific Islander Identity

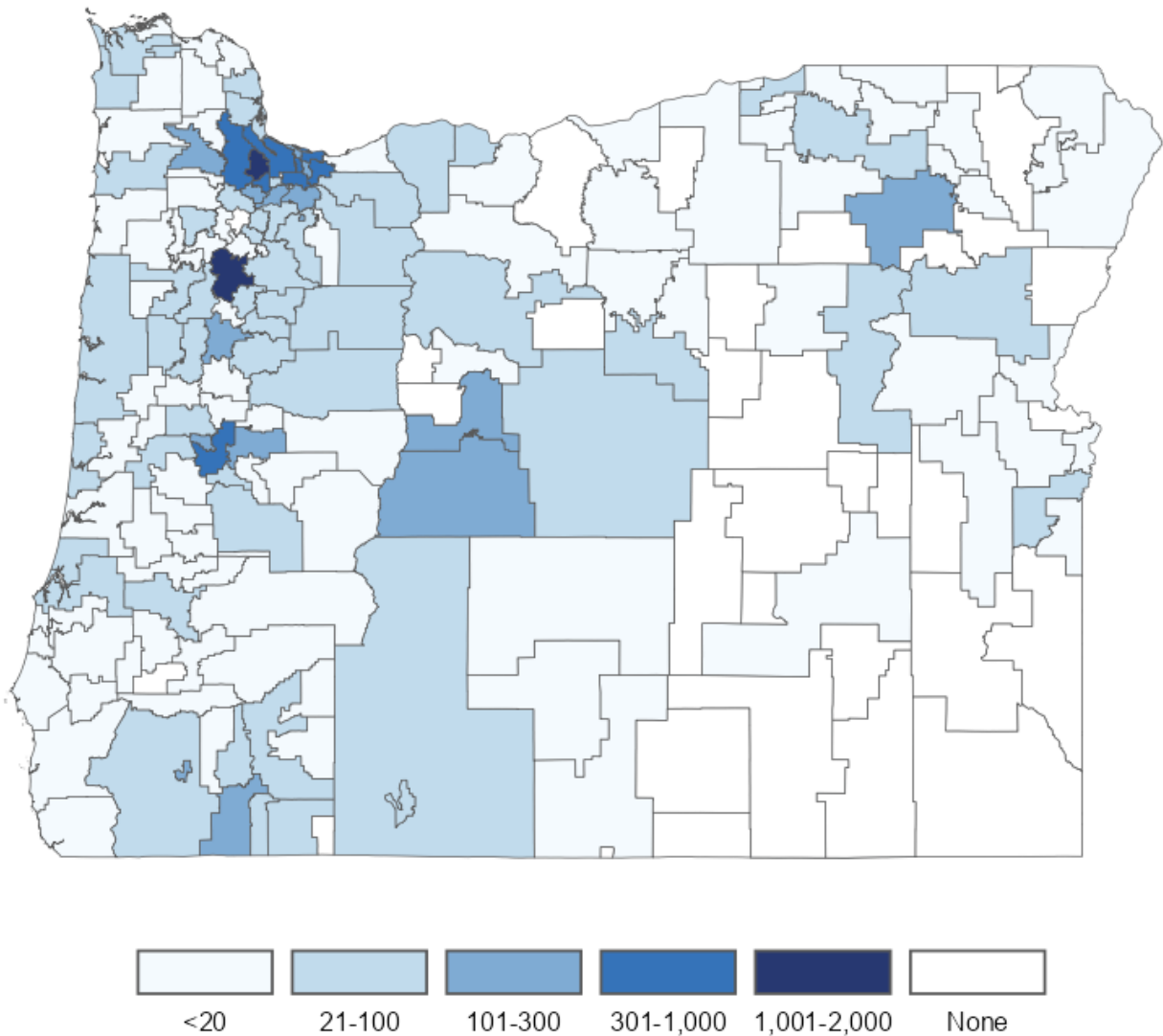


Source: Fall Membership

Native Hawaiian/Pacific Islander Student Enrollments in Oregon School Districts

There are 197 districts in Oregon. Map 1 shows the geographic distribution of all NHPI identifying (sum of NHPI Only, NHPI+ Multiracial and NHPI+ Latinx) students throughout the state in 2024-25. School districts with the highest number of NHPI identifying students are Salem-Keizer, Beaverton, Portland, Hillsboro, and Eugene (Table 1 and [Appendix B](#)).

Map 2. Native Hawaiian/Pacific Islander Only and Plus (all NHPI identifying) Student Enrollment by District in 2024-25



ODE publicly available data: [Student Enrollment](#)

Districts with high number of NHPI identifying students (NHPI Only and Plus) spans regions of the state including the Portland metro area, Willamette valley, southern, central and eastern Oregon.

Table 1. Districts With the Highest Number of Native Hawaiian/Pacific Islander Only and Plus (all NHPI identifying) Students in 2024-25

District	Number of NHPI Identifying Students	Percent of NHPI Identifying Students
Salem-Keizer SD 24J	1,832	4.8%
Beaverton SD 48J	1,002	2.6%
Portland SD 1J	884	2.0%
Hillsboro SD 1J	637	3.4%
Eugene SD 4J	539	3.4%
Tigard-Tualatin SD 23J	524	4.6%
Reynolds SD 7	514	5.3%
Gresham-Barlow SD 10J	500	4.4%
North Clackamas SD 12	438	2.6%
David Douglas SD 40	422	4.8%
Medford SD 549C	267	1.9%
Centennial SD 28J	245	4.5%
Bend-LaPine Administrative SD 1	234	1.4%
Springfield SD 19	214	2.3%
West Linn-Wilsonville SD 3J	178	2.0%

Table 1 includes the top 15 districts by NHPI Inclusive student enrollment. [Appendix B](#) at the end of the report contains a full list of NHPI student enrollment by districts for 2024-25.

Student Home Language

In the 2024-25 school year, students identifying as NHPI reflected linguistic and cultural richness, reporting 97 unique home languages, including 11 Native Hawaiian or Pacific Island languages. While 74% of NHPI identifying students reported English as their home language, 26% spoke a different language at home, highlighting the multilingual strength of the community. The most commonly reported NHPI home languages included: Chuukese (8.4%), Marshallese (3.8%), Samoan (1.2%), Pohnpeian (0.8%) and Palauan (0.4%). Other Pacific Island languages represented included Yapese, Chamorro, Tongan, Native Hawaiian, Kosraean, and Fijian.

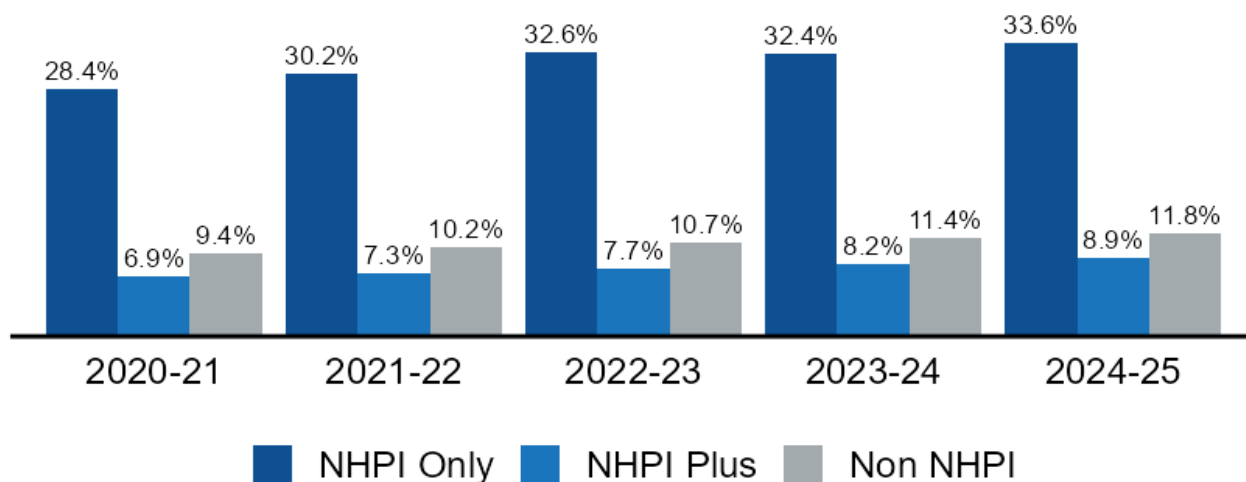
26% of NHPI identifying students reported another home language in addition to English, including Chuukese, Marshallese, Samoan and more.

The Oregon State [Seal of Biliteracy and Multiliteracy](#) (OSSB/M) recognizes and values the native language/s students speak and bring to their English academic studies and encourages students in the study of languages. This award recognizes student proficiency in reading, writing, listening, and speaking in two or more languages.

Students can earn the Oregon Seal of Biliteracy/Multiliteracy by demonstrating proficiency in two or more languages, recognizing multilingualism as a cultural and community strength.

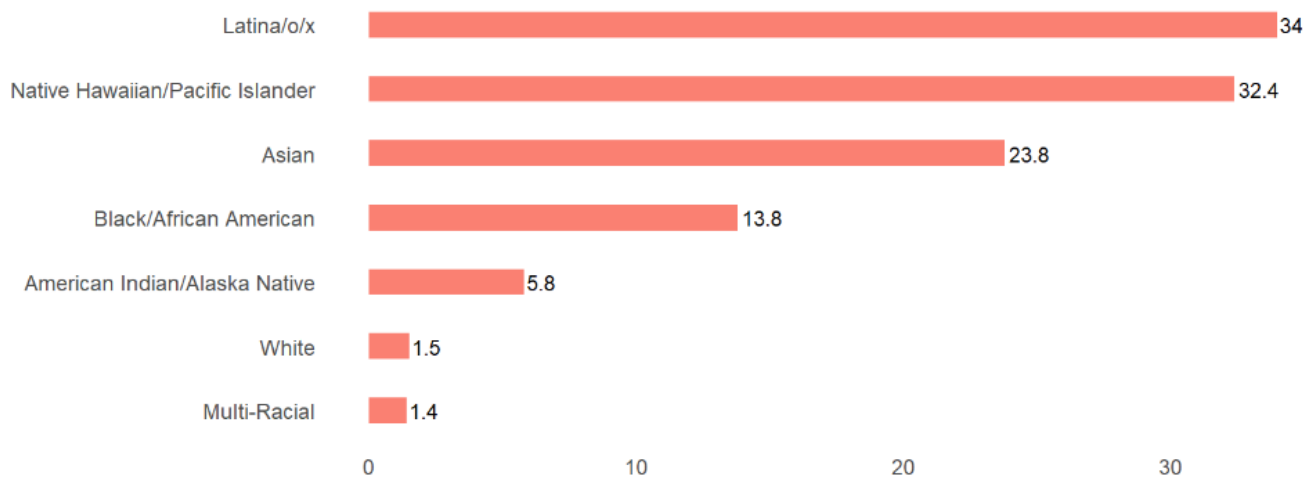
Multilingual learners

Figure 2. Percent of Students who are Multilingual Learner



Source: ODE Multilingual Learners

Table 2. Percentage of students who were current English learners in 2023-24 by race/ethnicity



Source: [EL Learners in Oregon Annual Report 2023-24](#)

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. The NHPI Student Success Plan and the [Oregon Multilingual Learner Strategic Plan](#) provides support for NHPI multilingual learners through priority areas that include family engagement and implementation of culturally responsive resources.

Recent Arrivers

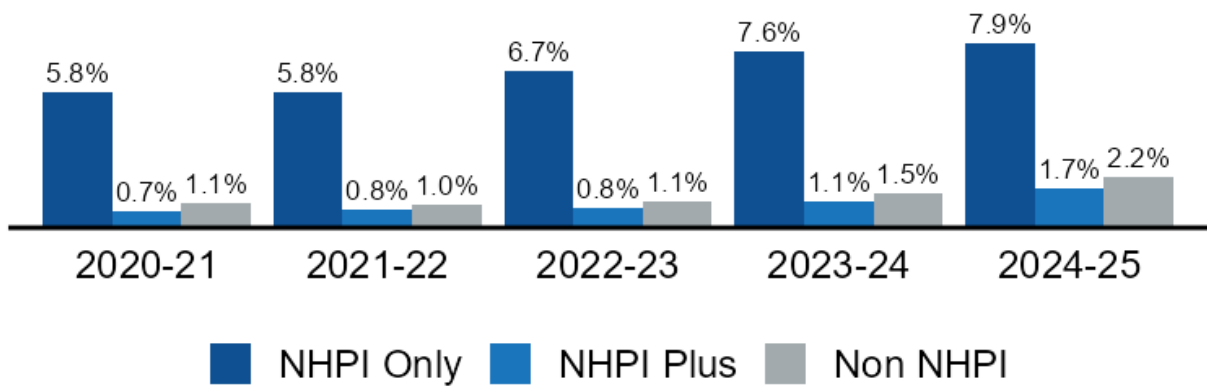
In 2024-25, 7.9% of NHPI students identified as recent-arrival newcomers, with the number increasing year after year.

A Recent Arriver student is defined federally as a student aged 3-21 years old that was not born in any state or Puerto Rico and has not been attending one or more schools in any state for more than three full (cumulative) academic years. Based on this definition, 7.9% of NHPI Only students are identified as Recent Arrivers in 2024-25 (Figure 3), making NHPI students one of the highest proportions of Recent Arriver students across all racial/ethnic groups (Table 3). The percent of NHPI Only recent arriver students have steadily increased from 5.8% in 2020-21 to 7.9% in 2024-25, reflecting a growing presence of newly arrived NHPI students, highlighting the continued need for culturally and linguistically responsive services.

Due to the narrow federal definition of Recent Arriver students, it should be noted that this definition may not fully capture all NHPI students who are newcomers or who identify as an

immigrant. As a result, NHPI students who arrived more than three years ago, but who may still face linguistic, cultural or academic adjustment barriers may not be included in this data.

Figure 3. Percent of Students who are Recent Arrivers



Source: ODE Recent Arriver

Table 3. Percent of Students who are Recent Arrivers by Federal Race/Ethnicity

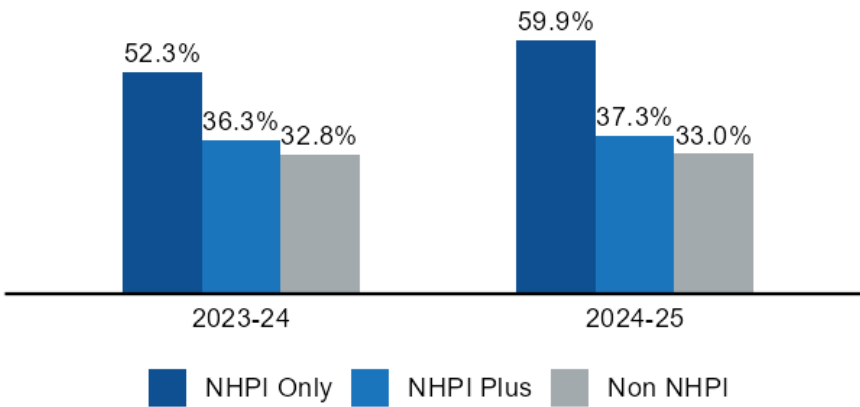
School Year	Asian	Black/African American	Hispanic/Latino	American Indian/Alaska Native	Multi-Racial	Native Hawaiian/Pacific Islander	White
2022-23	6.4%	2.4%	2.0%	0.2%	0.4%	6.7%	0.4%
2023-24	7.5%	3.1%	2.9%	0.2%	0.5%	7.6%	0.5%
2024-25	8.9%	4.2%	4.9%	0.3%	0.4%	7.9%	0.6%

NHPI Student Success Plan Goal 3, Strategy 3a aims to ensure access to affirming, culturally and linguistically responsive materials and practices.

Students Experiencing Poverty

Students experiencing poverty are defined as students who meet one or more of the following: participation in Supplemental Nutrition Assistance Program (SNAP), participation in Temporary Assistance for Needy Families (TANF), foster students, houseless students, and/or migratory students.

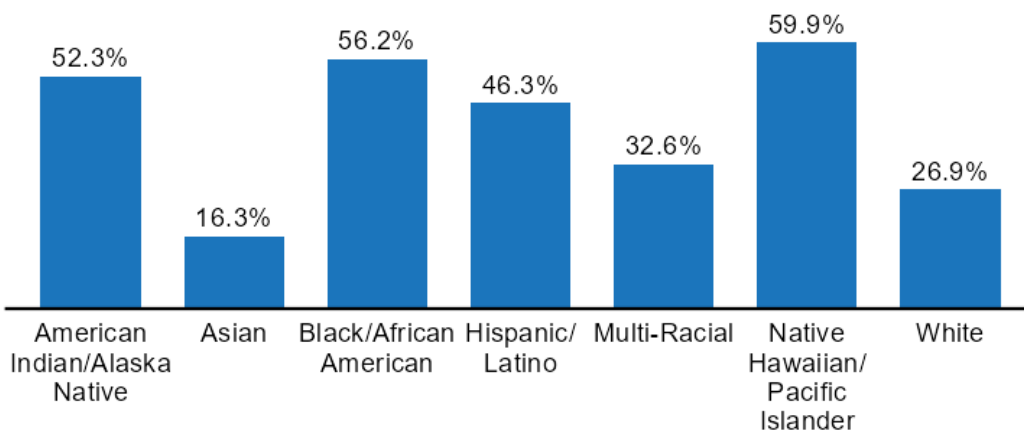
Figure 4. Percent of Students Experiencing Poverty by School Years



Source: ODE SEP

NHPI Only student experiences poverty at higher rate (59.9%) than their peers (statewide average 33%), reflecting both student resilience and the continued importance for support and resources.

Figure 5. 2024-25 Percent of Students Experiencing Poverty by Federal Race/Ethnicity



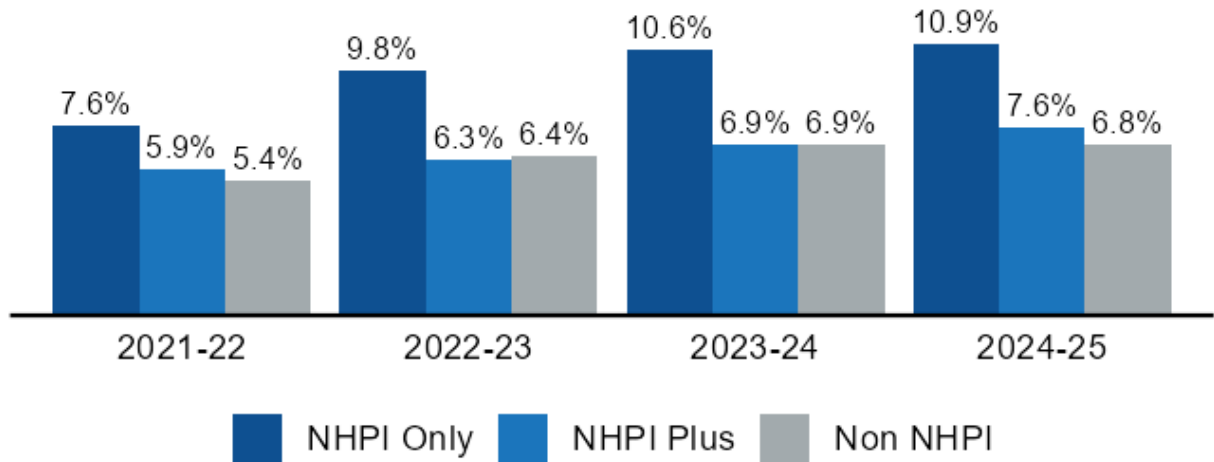
Source: ODE SEP

Discipline

ODE collects data on student discipline incidents that lead to removals, such as in-school suspensions, out of school suspensions, or expulsions. NHPI Only students are removed from school settings at 1.6 times the rate of their peers (Figure 6). As discussed in Goal 1 of the NHPI 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.

Figure 6. Percent of Students that Experienced One or More Exclusionary Discipline Actions



Source: ODE Discipline

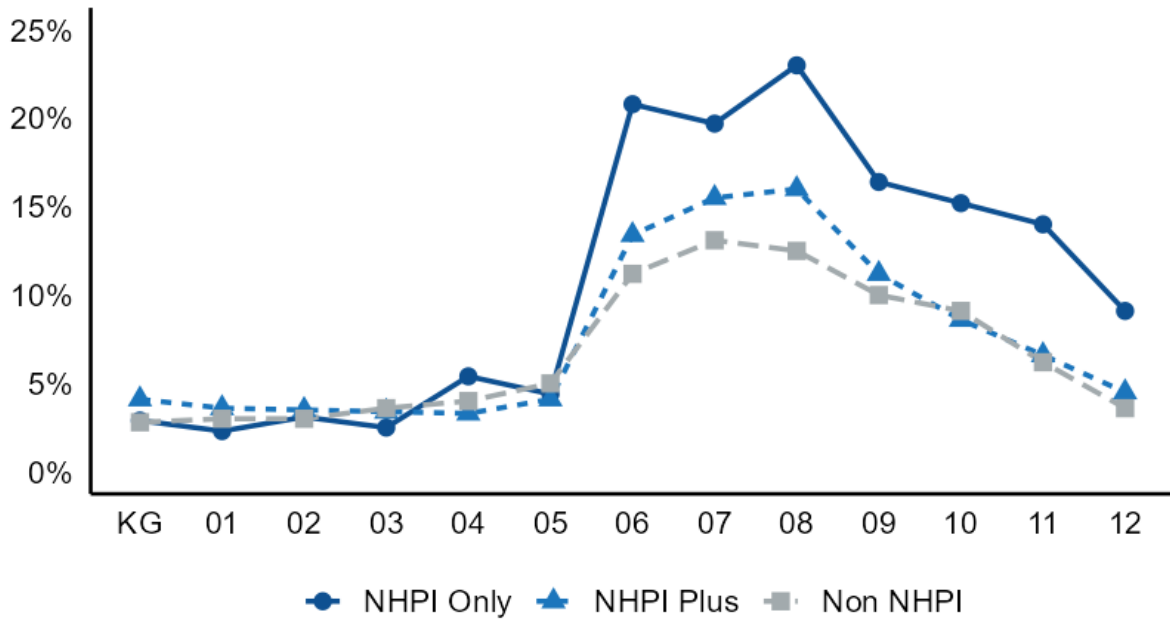
Looking at student discipline across grade level for the 2024-25 school year (Figure 7), the exclusionary discipline rate remains low for all student groups in elementary school, with the largest increase in exclusionary discipline rate seen in middle school and the rate declines through high school. While all student groups experienced the highest exclusionary discipline rate during middle school, NHPI Only students still experienced disciplinary incidents disproportionately more than their non-NHPI peers in middle and high school.

NHPI Student Success Plan Goal 1 focuses on strengthening capacity to address and reduce disparities in disciplinary practices and outcomes.

Addressing the underlying factors that contribute to discipline disparities and implementing restorative and culturally responsive practices as shown in Goal 1 of the NHPI Student Success Plan, can help create an equitable and supportive school environment that promotes the well-being, belonging, and academic success of NHPI students.

Figure 7. Percent of Students that Experienced One or More Exclusionary Discipline Actions by Grade in 2024-25

Native Hawaiian and Pacific Islander Students in Oregon



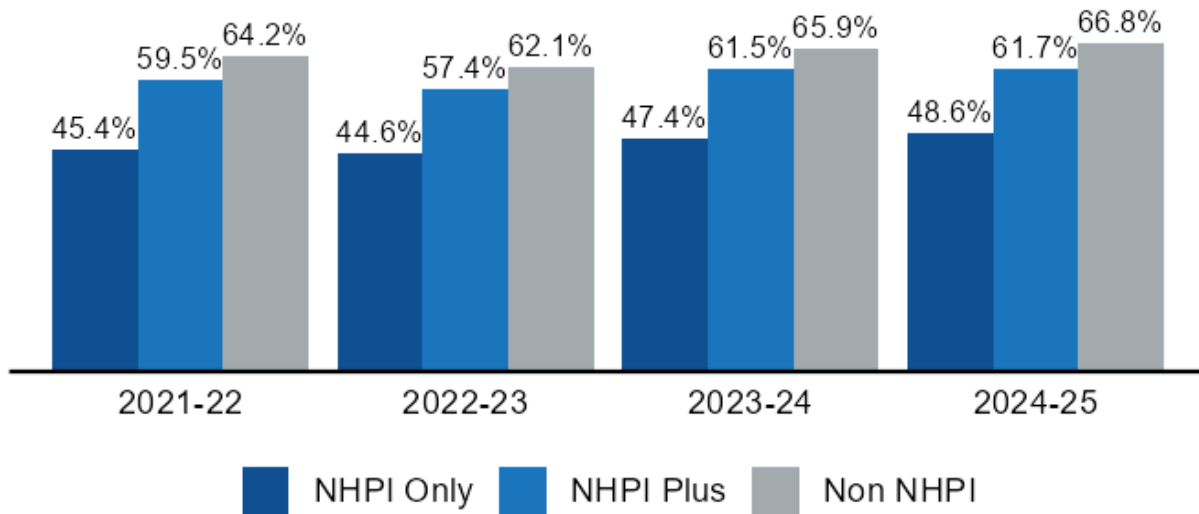
Source: ODE Discipline

Key transition period such as between Elementary and Middle School highlights areas for targeted student support to reduce discipline incidents.

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 2024-25, 48.6 percent of NHPI Only students were considered regular attenders, compared to 45.4 percent of students in 2021-22, reflecting a 3.2 percentage point shift. Similarly, NHPI Plus students experienced a 2.2 percentage point increase in regular attendance during the same period (Figure 8). These trends highlight opportunities to build on existing strengths to foster consistent attendance and improve engagement for all students.

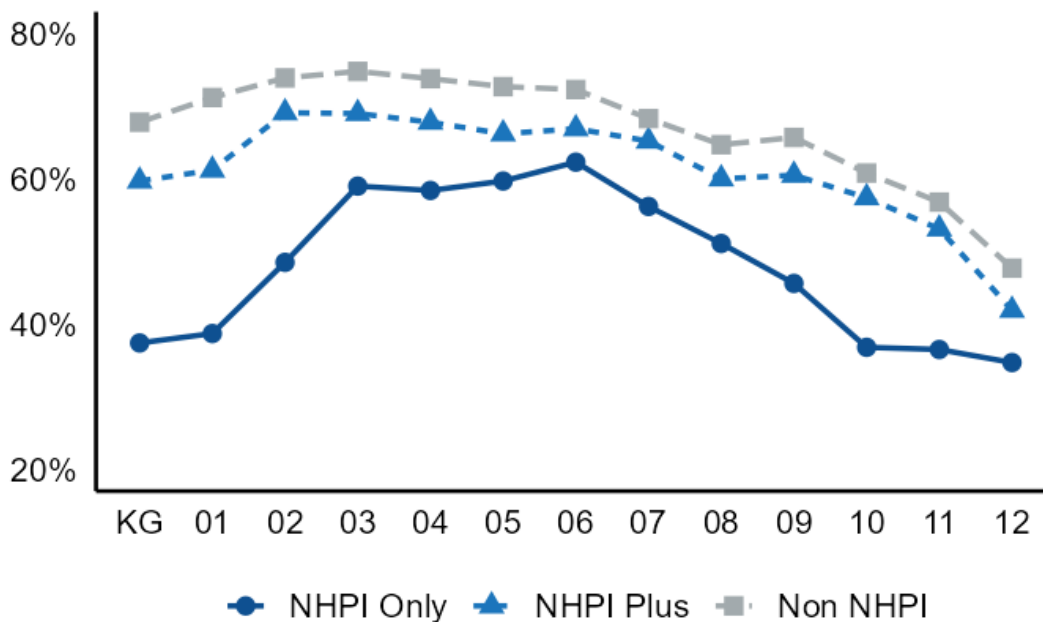
Figure 8. Percent of Students Regularly Attending Schools



Source: ODE Attendance

Common Metrics from the Education Accountability Act: K-12 Attendance.

Figure 9. Percent of Students Regularly Attending Schools by Grade in 2024-25



Source: ODE Regular Attenders

Common Metrics from the Education Accountability Act: K-2 Attendance.

Key transition period such as between Middle School and High School highlights opportunities for targeted attendance support (Figure 9).

When examining attendance by grade (Figure 9), regular attendance is strongest between 3rd and 6th grade for NHPI Only students, and gradually declines through middle school, with the lowest rates observed in high school. 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 during early elementary grades (K to 2nd grade) and between elementary and middle school and between middle and high school.

NHPI Student Success Plan Goal 2 focuses on improving attendance by fostering engagement, belonging, and culturally responsive support for

Section 2: Student Assessment

Oregon 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 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 NHPI Student Success Plan is culturally grounded relationships and systems of support that affirm the identities, voices, and strengths of Native Hawaiian and Pacific Islander (NHPI) students and families across the entire educational journey.

Across all goals, from early learning to post-secondary transitions, the core belief is that NHPI students thrive when their cultures, languages, families, and communities are respected,

reflected, and empowered within education systems. This foundation is expressed through several recurring themes:

- **Cultural responsiveness** – Teaching and learning must center NHPI cultural knowledge, values, and ways of being.
- **Relational care and connection** – Whether through Pilina (relationships), ‘Ohana (family), or Kāko’o (support), authentic relationships are seen as the mechanism for academic and personal success.
- **Belonging and affirmation** – Students must feel seen, valued, and safe in order to learn, persist, and excel.
- **Community collaboration** – Education must be co-created with NHPI families and communities, not done *to* or *for* them.
- **Systemic accountability** – Institutions carry the Kuleana (responsibility) to transform policies, practices, and environments to be truly equitable and inclusive.

At its heart, this work is about building an education system where NHPI students and families are not just included, but deeply honored through culture, connection, and collective responsibility. This foundation threads through all six Native Hawaiian values utilized in the Plan- Pilina, ‘Ohana, Aloha, Kuleana, Kāko’o, and Hō‘ihi- each offering a unique lens, but all pointing toward a transformed, equity-centered educational experience that uplifts Native Hawaiian and Pacific Islander students with intention, care, and respect.

Education Accountability Act (Senate Bill 141)

The following student outcomes are monitored by districts as part of the Common Metrics Performance Growth Target in the [Education Accountability Act \(SB 141\)](#):

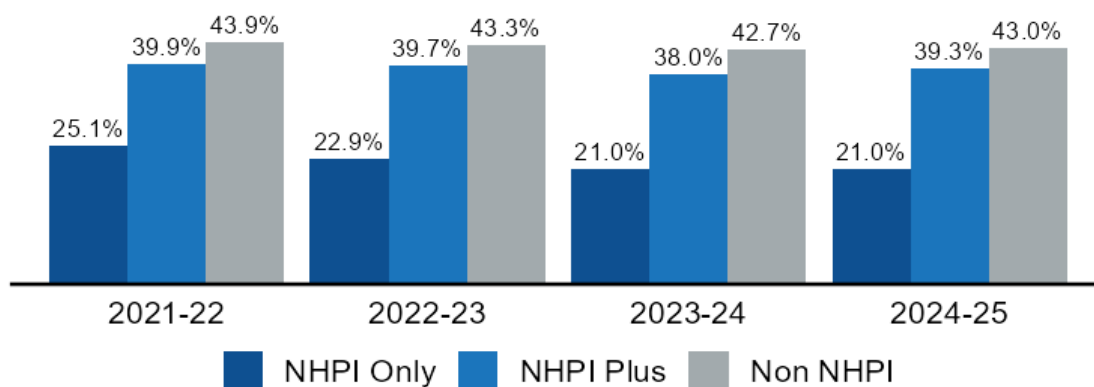
1. **Regular Attenders:** The percentage of students attending more than 90 percent of their enrolled school days ([Figure 8](#)).
2. **K-2 Attendance:** The percentage of students in kindergarten to grade two attending more than 90 percent of their enrolled school days ([Figure 9](#)).
3. **3rd Grade Reading:** The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade ([Figure 11](#)).

4. **8th Grade Math:** The percentage of students proficient on statewide Mathematics assessments in 8th grade ([Figure 13](#)).
5. **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 ([Figure 14](#)).
6. **Four-year Graduation:** The percentage of students earning a regular or modified diploma within four years of entering high school ([Figure 15](#)).
7. **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 ([Figure 16](#)).



The overall statewide English language arts performance have remained relatively stable between 2021-22 and 2024-25 (Figure 10). NHPI Plus students and Non NHPI students demonstrate similar rates of meeting or exceeding ELA standards. Although NHPI Only students continue to face challenges in ELA, it is important to recognize their resilience and potential. The NHPI student success plan is designed to support student achievement, as outlined in the box below.

Figure 10. Percent of Students Meeting or Exceeding State Standards in English Language Arts

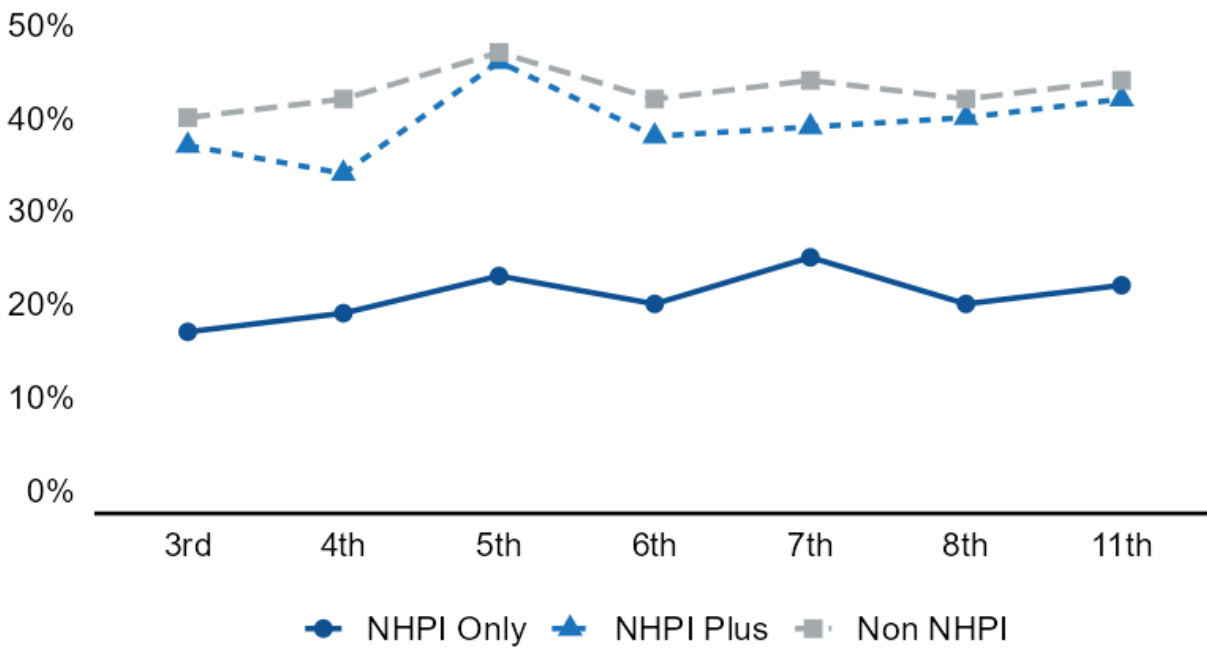


Source: ODE Achievement

NHPI Student Success Plan Goal 4 supports student achievement through culturally responsive early learning, strong family-school partnerships, and targeted academic supports.

When separating the ELA assessment results by grade for 2024-25 (Figure 11), 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). 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.

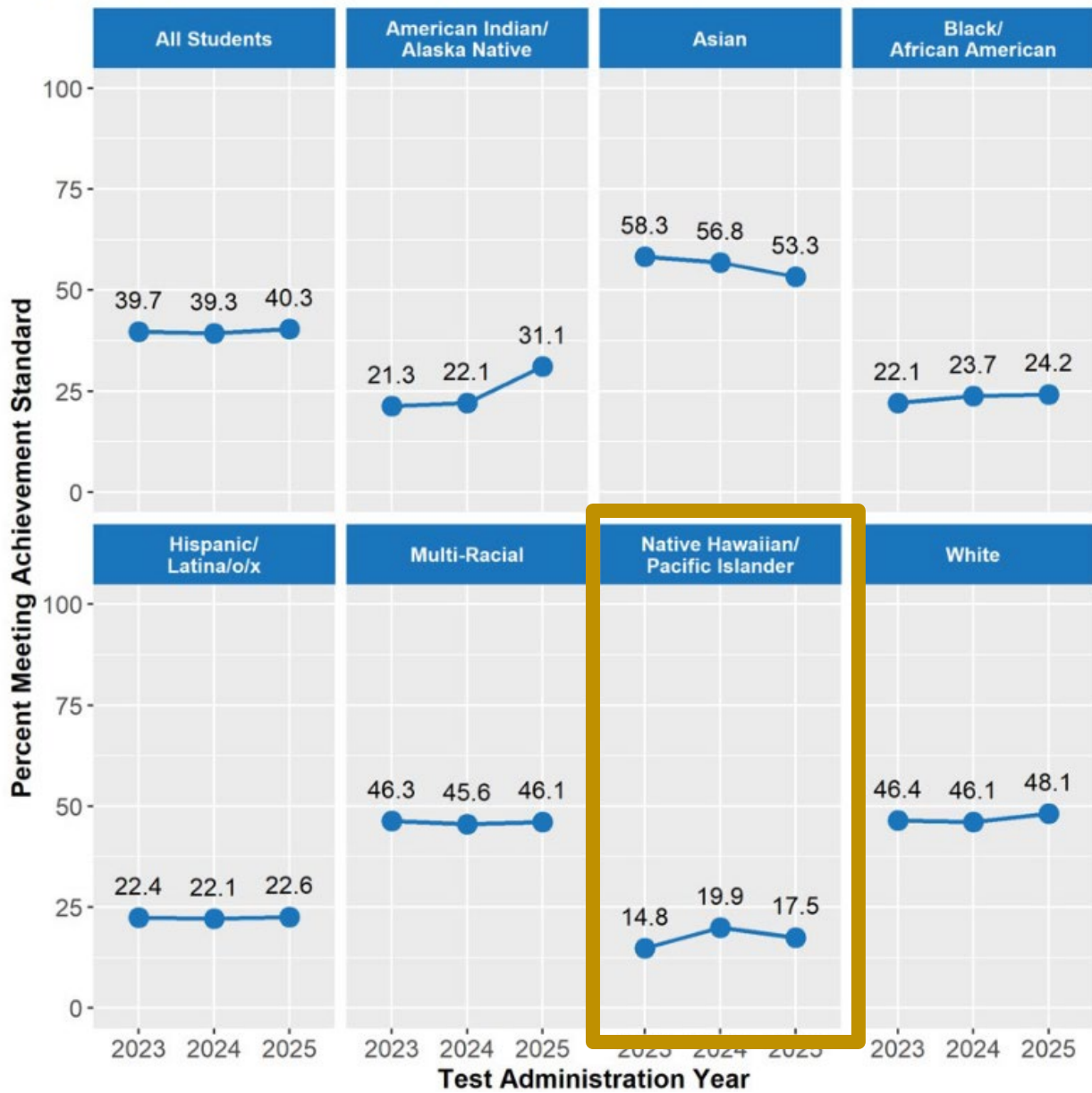
Figure 11. Percent of Students Meeting or Exceeding State Standards in English Language Arts in 2024-25 by Grade Level



Source: ODE Achievement

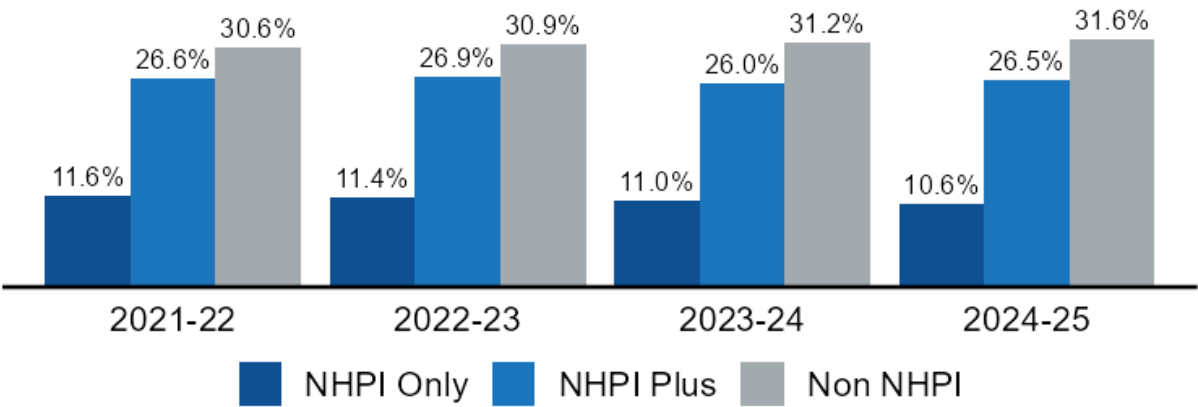
3rd Grade, Student Groups

English Language Arts Achievement by Racial/Ethnic Identity



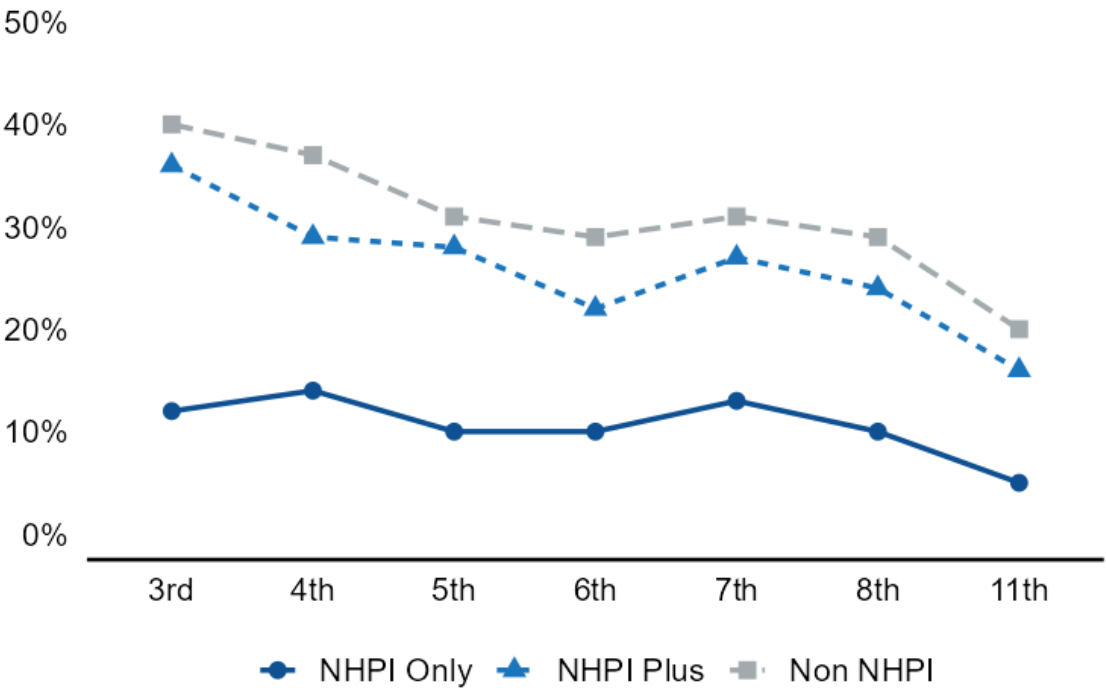
The graph above represents ELA metrics that districts will use and focus on for the next four years because of the legislation passed in 2025 (SB 141). 3rd grade English Language Arts (ELA) is one of the seven Common Metrics from the Education Accountability Act, which is a statewide initiative. Student 3rd Grade ELA Achievement in 2023, 2024 and 2025 by federal Race/Ethnicity category included as reference. Source: [2025 Oregon State Test Results Data Visualizations](#)

Figure 12. Percent of Students Meeting or Exceeding State Standards in Mathematics



Source: ODE Achievement

Figure 13. Percent of Students Meeting or Exceeding State Standards in Mathematics in 2024-25 by Grade Level



Source: ODE Achievement

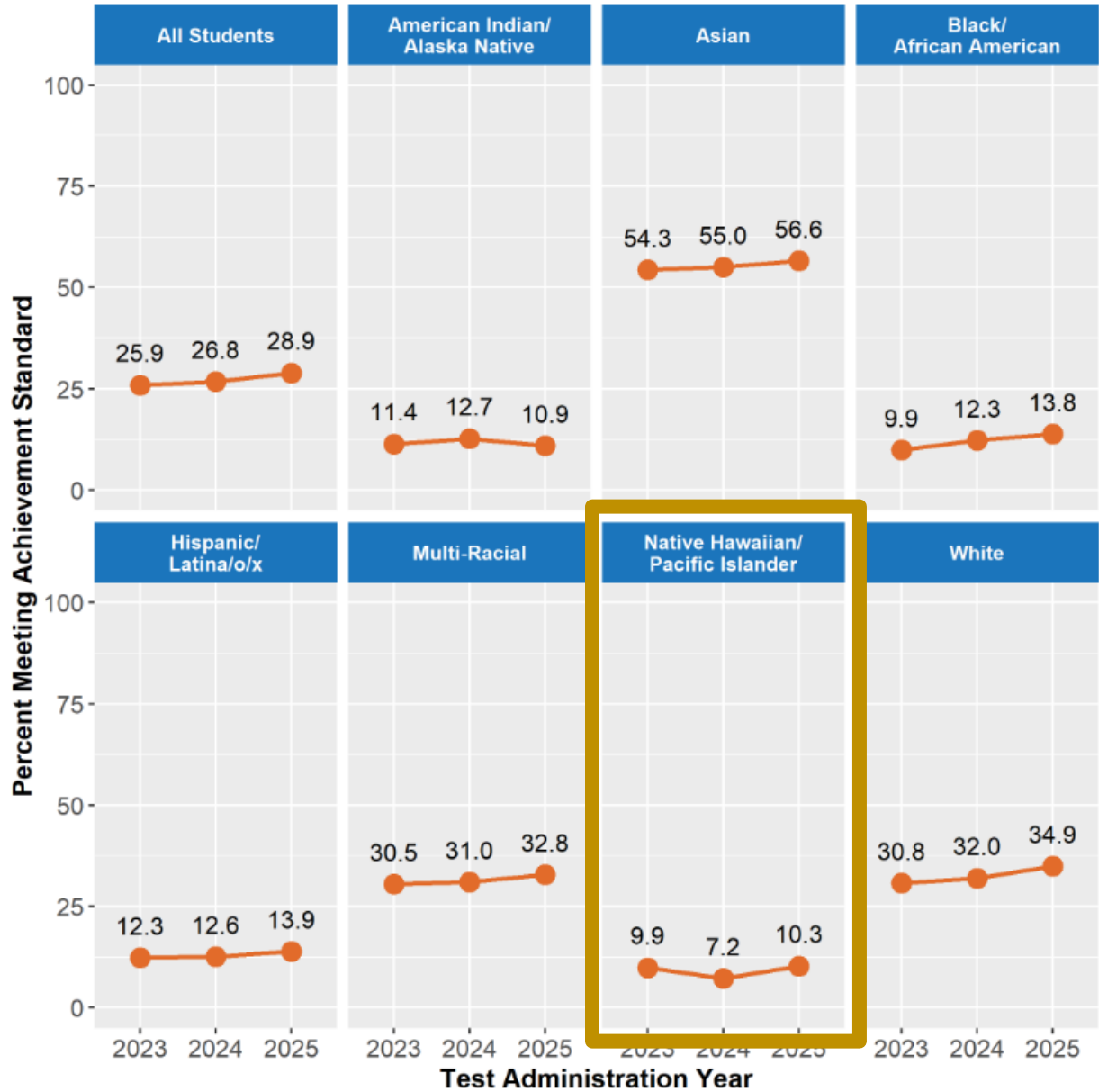
Students in 3rd through 8th and 11th grade are given the mathematics assessment. In 2024-25, 10.6 percent of NHPI Only students and 26.5 percent of NHPI Plus students met

Native Hawaiian and Pacific Islander Students in Oregon

or exceeded mathematics standards, compared to 31.6 percent of Non-NHPI students.

8th Grade, Student Groups

Mathematics Achievement by Racial/Ethnic Identity



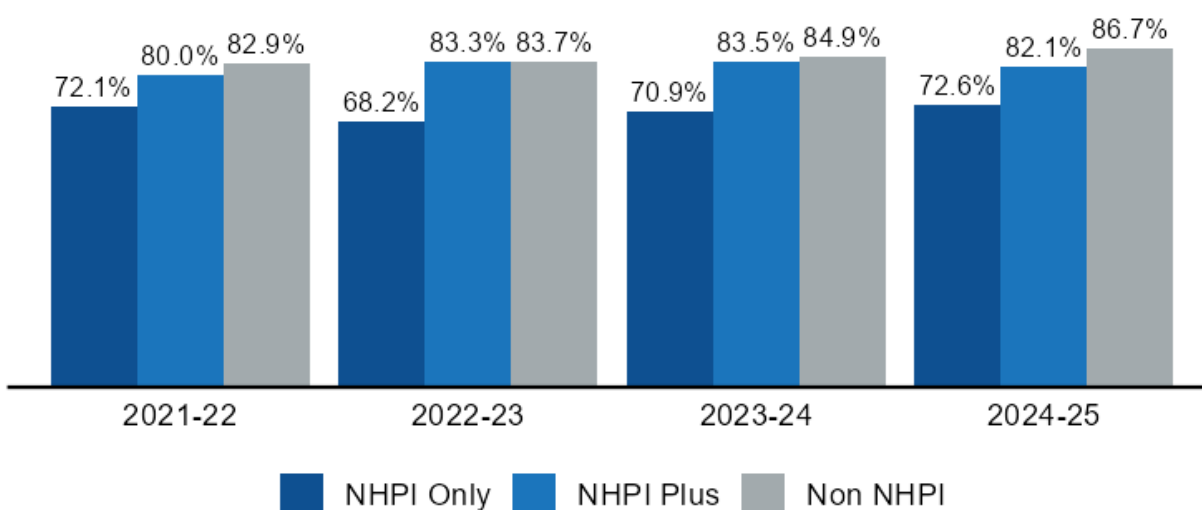
Note. Common Metrics from the Education Accountability Act: 8th grade Math. Student 8th Grade Math Achievement in 2023, 2024 and 2025 by federal Race/Ethnicity category included as reference. Source: [2025 Oregon State Test Results Data Visualizations](#)

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 course credits earned. From 2021-22 to 2024-25, the percentage of students on track to graduate by the end of their ninth grade has remained relatively stable across all student groups with slight increases during those periods (Figure 14). Research indicates that a successful 9th grade year increases the likelihood of graduation.

Figure 14. Percent of Students On-Track to Graduate by the End of Ninth Grade



Source: ODE 9th Grade On Track

Graduation and Completion

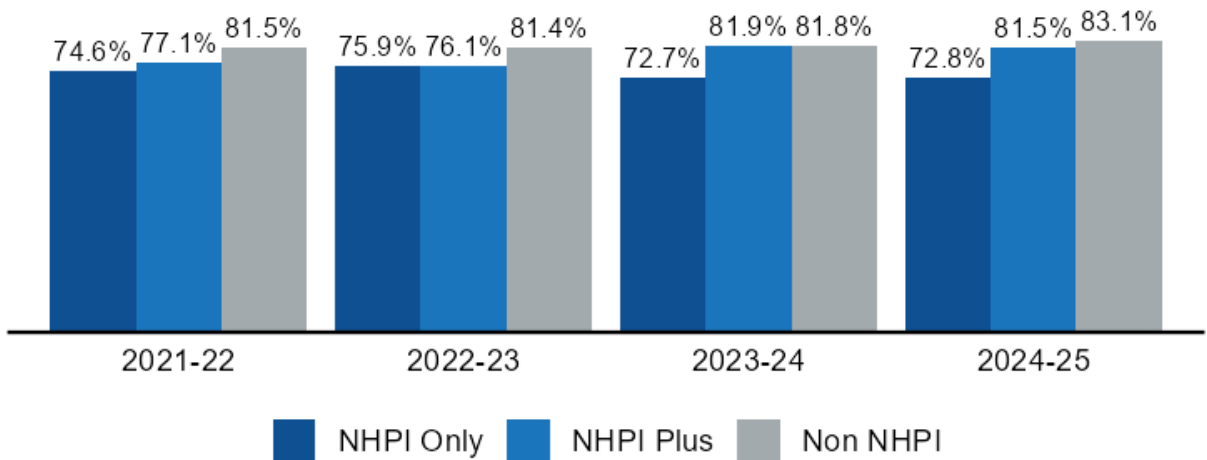
Most Oregon students graduate within four years of entering high school. However, some students benefit from additional time to obtain a high school diploma. By reporting both a four-year cohort graduation rate (Figure 15) as well as a five-year completion rate (Figure 16), the department is better able 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.

The NHPI Student Success Plan aims to increase NHPI student graduation rates by promoting best practices outlined in Goal 6, which focuses on elevating post-secondary aspirations and outcomes through respectful, culturally grounded transitions supported by families, schools, and higher education institutions. This goal aligns with broader statewide efforts, including raising awareness of Career Connected Learning (CCL) and Career and Technical Education (CTE) programs of study.

Figure 15. Student’s 4 Year Cohort Graduation



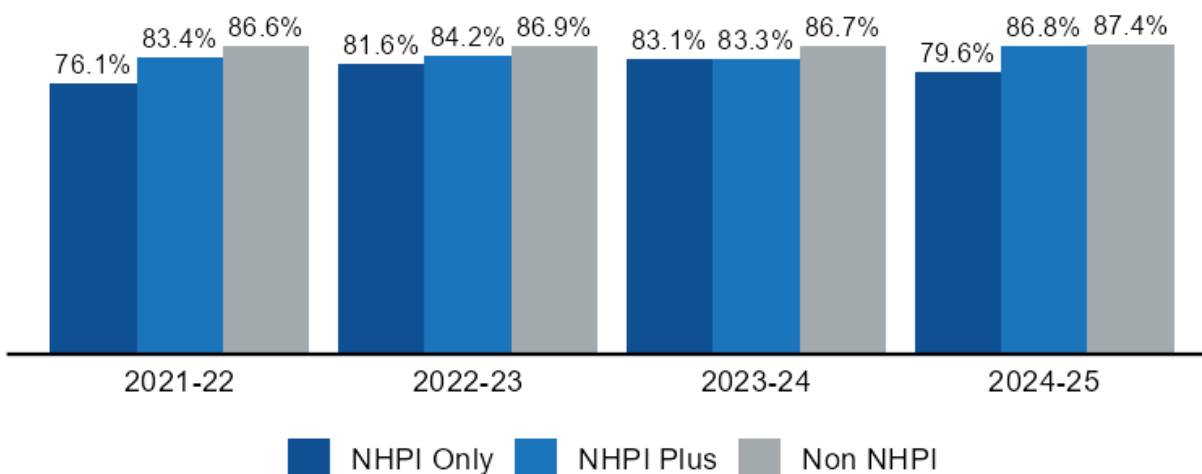
Source: ODE Graduation

Common Metrics from the Education Accountability Act: 4 Year Graduation.

Note. Four-year Cohort for 2024-245 denotes graduation rate for students who began high school in the 2021-22 school year. Graduation rate includes students receiving: Regular High School Diploma, Modified High School Diploma and Postgraduate Scholars.

NHPI Student Success Plan Goal 5 focuses on designing instructional systems that strengthen and support students throughout their academic journey.

Figure 16. Student's 5 Year Cohort Completion Rate



Source: ODE Cohort Graduation and Completion

Common Metrics from the Education Accountability Act: 5 Year Completion.

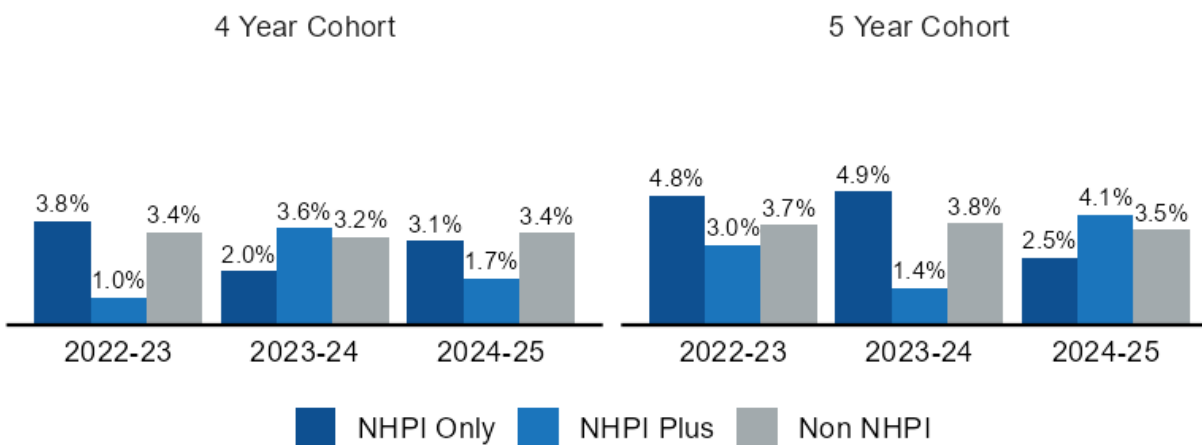
Note. Five-year Cohort denotes graduation for students who began high school in the 2020-21 school year. Completion rate includes students receiving: Regular High School Diploma, Modified High School Diploma, Postgraduate Scholars, Adult High School Diplomas, Extended Diplomas and GED.

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:

1. *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.
2. *Instructional barrier* means a significant physical, cognitive, or emotional barrier that impairs a student's ability to maintain grade level achievement.
3. *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.

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 2024-25, the dropout rate for NHPI students was 5.2% compared to the statewide average of 2.9%. This disparity highlights the systemic challenges and historical inequities faced by NHPI students as they navigate high school education. The NHPI SSP advocates for a transformative, culturally grounded education system that honors the identities, strengths, and aspirations of Native Hawaiian and Pacific Islander (NHPI) students by centering their cultures, families, and communities as essential to academic success and well-being. The goals of the plan collectively advocate for an education system where NHPI students thrive because they are deeply known, culturally affirmed, and meaningfully supported—from early learning to post-secondary success.

Table 4. Oregon High School Dropout and Pushout Rates by School Year

Student Race and Ethnicity	2022-23 Dropout Rate	2023-24 Dropout Rate	2024-25 Dropout Rate
American Indian/Alaska Native	5.2	6.9	5.2
Asian	0.9	0.8	0.9
Native Hawaiian/Pacific Islander	5.0	5.8	5.2
Black/African American	5.0	5.0	4.7
Hispanic/Latino	4.3	4.1	3.7
Multi-Racial	3.4	3.3	3.2
White	2.9	2.8	2.4
All Students (Statewide)	3.3	3.2	2.9

In 2024-25, the dropout rate for NHPI student was 5.2% compared to the statewide average of 2.9%, reflecting systemic challenges and historical inequities in their high school experience.

NHPI Student Success Plan Goal 3 focuses on increasing culturally relevant experiences that allow students opportunities to feel seen, valued, heard, and loved.

Section 4: Looking Ahead, Beyond Standard Measures of Student Outcomes

To truly define success for each Native Hawaiian and Pacific Islander community and family would be an impossible task. However, initiatives like the Student Educational Equity Development (SEED) Survey provide opportunities to explore key topics, examine the intersections of multiple data points, and better understand the experiences, needs, and aspirations of NHPI students and communities.

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 responses 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 the Department of Early Learning and Care (DELIC) 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 on 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.

Section 5: Community Voice, Native Hawaiian/Pacific

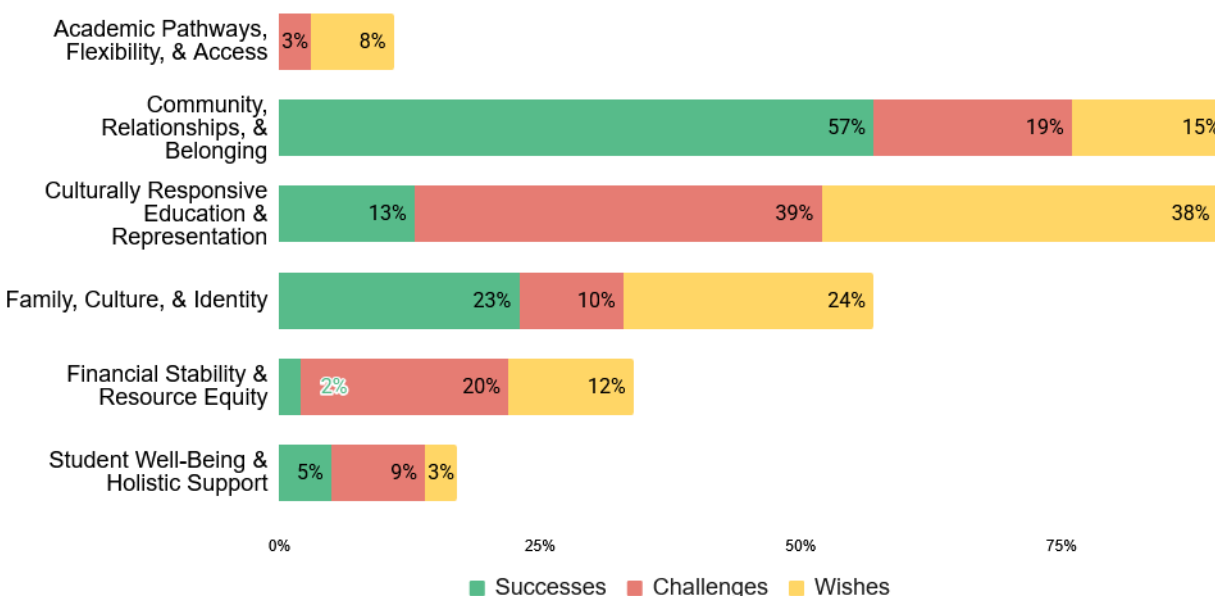
Islander Town Hall Data

The Town Hall meetings held between May 2023, and October 2025 offered a unique opportunity to hear directly from families, students, elders, educators, and community advocates about their educational experiences in Oregon—what has worked, what challenges they have faced, and what improvements they envision. Insights from these discussions were captured in various formats and are summarized in the charts below using three categories: *successes, challenges, and wishes*. The six key themes identified were derived from community input, providing a framework to organize and understand the data.

Native Hawaiian/Pacific Islander Town Hall Data

Themes	Successes	Challenges	Wishes
Academic Pathways, Flexibility, & Access		7	26
Community, Relationships, & Belonging	125	39	49
Culturally Responsive Education & Representation	28	80	129
Family, Culture, & Identity	51	21	82
Financial Stability & Resource Equity	5	41	40
Student Well-Being & Holistic Support	10	18	11
Total Number of Community Input	219	206	337

Figure 18. NHPI Town Hall Community Feedback by Themes and Successes, Challenges & Wishes



The chart above presents a high-level overview of NHPI student and community input, highlighting successes, challenges, and aspirations across six key themes: Community, Relationships, Belonging; Family, Culture, Identity; Culturally Responsive Education and Representation; Academic Pathways, Flexibility, and Access; Financial Stability and Resource Equity; and, Student Well-Being and Holistic Support. The following is meant to further clarify what each theme represents:

- *Community, Relationships, & Belonging*, expresses how students benefit from peer spaces and community partnerships that foster trust, though limited adult connections and independent navigation of systems remain challenges, with a wish for safe,

culturally affirming spaces and consistent mentorship.

- *Family, Culture, & Identity* emphasizes strong family ties and cultural connections, while families face barriers in understanding systems and cultural misunderstandings at school; communities hope for meaningful engagement opportunities and cultural resource centers.
- *Culturally Responsive Education & Representation* celebrates supportive educators and relevant learning, yet gaps in cultural understanding and inequitable disciplinary practices persist, with a strong desire for more Pacific Islander staff and NHPI-centered curriculum.
- *Academic Pathways, Flexibility, & Access* shows success in program support and financial assistance, while rigid schedules and unclear pathways remain obstacles, prompting wishes for flexible schedules and expanded academic options.
- *Financial Stability & Resource Equity* highlights the importance of funding for participation, alongside a need for increased scholarships and centralized resources.
- *Student Well-Being & Holistic Support* recognizes supportive programs, while limited access to mental health and disability services points to the need for culturally responsive and accessible support.

Together, these themes illuminate what is working, where barriers persist, and the priorities NHPI communities hope to see strengthened.

Key Takeaways

- Relationships and belonging are foundational across all areas.
- Culture and representation shape outcomes, not just experiences.
- Families are partners in student success.
- Flexibility and financial access enable equity.
- Holistic support is essential for long-term success.

What We Have Learned

For Native Hawaiian and Pacific Islander (NHPI) students, success is defined by more than academic performance alone. Students, families, and community members consistently emphasized that educational success is deeply connected to relationships, cultural identity, and a sense of belonging. Trusted adults, mentors, teachers, and peers play a vital role in helping students navigate challenges, build confidence, and envision pathways to higher education and future careers. Strong relationships create a foundation of support that encourages

engagement, persistence, and resilience. Equally important is the presence of culturally affirming environments where students see their histories, cultures, and lived experiences reflected in the curriculum, school activities, and leadership. When students feel seen, valued, and connected to their cultural identities, they are more likely to develop a positive sense of self and remain engaged in their educational journey.

At the same time, students and families identified a range of structural barriers that can hinder success, including rigid academic schedules, limited flexibility in course pathways, unclear information about college and career opportunities, and financial constraints that affect access to educational resources and enrichment experiences. These challenges highlight the importance of creating equitable systems that recognize and respond to the diverse realities of NHPI students and families. Participants also stressed the need for comprehensive, holistic support that address the full spectrum of student well-being, including mental health services, disability accommodations, academic advising, and culturally grounded programs and practices. Meaningful family engagement and authentic partnerships with community organizations were viewed as essential components of student success, helping schools better understand and respond to the strengths and needs of NHPI communities. Together, these insights reinforce the importance of educational environments that honor culture, foster strong relationships, and provide the support necessary for NHPI students to thrive both academically and personally.



Appendix

Appendix A. 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 Public Transparency Page](#) for other data availability

[Achievement Data \(ELA, Math, Science\)](#)

[Language of Origin](#)

[Attendance and Absenteeism](#)

[Ninth Grade On-Track](#)

[Cohort Graduation Rate](#)

[Oregon Report Card \(Online\)](#)

[Dropout Rates in Oregon High Schools](#)

[Postsecondary Enrollment](#)

[Discipline Data](#)

[Student Enrollment Reports](#)

[English Learners](#)

[Student Educational Equity Development Survey](#)

[Houseless Student](#)

[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](#)

Appendix B. 2024-25 NHPI Inclusive (NHPI Only and NHPI Plus) Student Enrollment by Districts

The enrollment table includes the count and percent of all NHPI identifying students enrolled in a district on the first school day in October 2024. NHPI inclusive students include both NHPI Only (federal Race/Ethnicity category) and NHPI Plus students (these are the students who identify as NHPI Multiracial or NHPI Hispanic/Latinx). Student enrollment data by the federal Race/Ethnicity category are also available on ODE's [Student Enrollment Reports](#) page.

District Name	Number of NHPI Inclusive Students	Percent of NHPI Inclusive Students	2024-25 Total Number of Students
Salem-Keizer SD 24J	1,832	4.8%	37,970
Beaverton SD 48J	1,002	2.6%	37,826
Portland SD 1J	884	2.0%	43,319
Hillsboro SD 1J	637	3.4%	18,737
Eugene SD 4J	539	3.4%	15,880
Tigard-Tualatin SD 23J	524	4.6%	11,455
Reynolds SD 7	514	5.3%	9,700
Gresham-Barlow SD 10J	500	4.4%	11,463
North Clackamas SD 12	438	2.6%	16,922
David Douglas SD 40	422	4.8%	8,728
Medford SD 549C	267	1.9%	13,786
Centennial SD 28J	245	4.5%	5,412
Bend-LaPine Administrative SD 1	234	1.4%	16,874
Springfield SD 19	214	2.3%	9,216
West Linn-Wilsonville SD 3J	178	2.0%	8,872
Greater Albany Public SD 8J	156	1.8%	8,771
Redmond SD 2J	149	2.1%	7,134
La Grande SD 1	143	7.0%	2,041
Bethel SD 52	139	2.8%	5,007
Oregon City SD 62	136	1.9%	7,224
Parkrose SD 3	133	4.9%	2,727
Grants Pass SD 7	125	2.2%	5,726
Forest Grove SD 15	119	2.1%	5,729
Sherwood SD 88J	107	2.2%	4,797
McMinnville SD 40	99	1.6%	6,293
Lake Oswego SD 7J	98	1.4%	6,858
Central SD 13J	98	3.2%	3,050
Douglas County SD 4	96	1.7%	5,534

Native Hawaiian and Pacific Islander Students in Oregon

District Name	Number of NHPI Inclusive Students	Percent of NHPI Inclusive Students	2024-25 Total Number of Students
Central Point SD 6	95	2.0%	4,773
Corvallis SD 509J	94	1.6%	5,916
Klamath County SD	88	1.3%	7,000
Estacada SD 108	84	2.5%	3,312
Lincoln County SD	83	1.7%	4,811
Baker SD 5J	77	1.5%	5,201
North Bend SD 13	73	2.6%	2,762
Three Rivers/Josephine County SD	73	1.6%	4,440
Oregon Trail SD 46	72	1.7%	4,205
Santiam Canyon SD 129J	72	2.5%	2,913
Lebanon Community SD 9	70	1.8%	3,916
Phoenix-Talent SD 4	67	3.0%	2,230
Coos Bay SD 9	63	2.1%	2,984
Klamath Falls City Schools	62	2.3%	2,723
North Wasco County SD 21	62	2.2%	2,845
Gladstone SD 115	60	3.7%	1,601
St Helens SD 502	60	2.1%	2,861
Newberg SD 29J	59	1.5%	4,028
Eagle Point SD 9	57	1.4%	4,066
Hermiston SD 8	55	1.0%	5,320
Hood River County SD	49	1.3%	3,811
Scappoose SD 1J	48	2.1%	2,278
North Santiam SD 29J	47	2.2%	2,110
Dallas SD 2	47	1.6%	2,966
Tillamook SD 9	46	2.3%	2,014
Canby SD 86	45	1.1%	4,140
Mitchell SD 55	44	2.8%	1,563
Astoria SD 1	42	2.4%	1,742
Prairie City SD 4	39	3.2%	1,211
Harney County Union High SD 1J	39	3.0%	1,315
Cascade SD 5	39	1.4%	2,731
Pendleton SD 16	36	1.2%	2,911
North Marion SD 15	35	2.2%	1,604
Woodburn SD 103	35	0.7%	5,262
Silver Falls SD 4J	34	0.9%	3,651
Molalla River SD 35	33	1.3%	2,573
Ashland SD 5	32	1.3%	2,549

Native Hawaiian and Pacific Islander Students in Oregon

District Name	Number of NHPI Inclusive Students	Percent of NHPI Inclusive Students	2024-25 Total Number of Students
Crook County SD	30	0.9%	3,352
Junction City SD 69	30	1.9%	1,573
Scio SD 95	29	1.5%	1,998
Siuslaw SD 97J	27	2.2%	1,207
Sweet Home SD 55	27	1.2%	2,249
South Lane SD 45J3	25	0.9%	2,697
Nyssa SD 26	25	1.2%	2,117
Seaside SD 10	24	1.7%	1,438
Jefferson County SD 509J	24	0.9%	2,712
Fern Ridge SD 28J	24	1.7%	1,387
Creswell SD 40	24	2.2%	1,083
Philomath SD 17J	23	1.4%	1,635
Warrenton-Hammond SD 30	23	2.5%	925
Milton-Freewater Unified SD 7	19	1.2%	1,548
Fossil SD 21J	19	0.8%	2,494
Rogue River SD 35	18	1.7%	1,071
Coquille SD 8	17	1.4%	1,215
Winston-Dillard SD 116	17	1.3%	1,292
Mt Angel SD 91	17	2.5%	684
Nestucca Valley SD 101J	17	3.4%	498
Bandon SD 54	16	2.5%	647
Brookings-Harbor SD 17C	16	1.2%	1,287
Lowell SD 71	16	1.5%	1,044
Corbett SD 39	16	1.5%	1,077
Neah-Kah-Nie SD 56	16	2.3%	693
Umatilla SD 6R	16	1.1%	1,450
Ontario SD 8C	15	0.7%	2,170
Sisters SD 6	14	1.2%	1,170
Glide SD 12	14	1.9%	746
Pleasant Hill SD 1	14	1.5%	952
South Umpqua SD 19	13	0.9%	1,411
Sutherlin SD 130	13	1.0%	1,285
Oakridge SD 76	13	2.5%	515
Willamina SD 30J	13	1.6%	817
Harrisburg SD 7J	12	1.4%	862
Yamhill Carlton SD 1	12	1.1%	1,091
Lake County SD 7	11	1.6%	678

Native Hawaiian and Pacific Islander Students in Oregon

District Name	Number of NHPI Inclusive Students	Percent of NHPI Inclusive Students	2024-25 Total Number of Students
Reedsport SD 105	10	1.8%	550
Harney County SD 4	10	0.9%	1,105
Marcola SD 79J	9	1.0%	927
Morrow SD 1	9	0.4%	2,234
Joseph SD 6	8	3.0%	270
Sheridan SD 48J	8	0.7%	1,082
Knappa SD 4	8	1.9%	424
Myrtle Point SD 41	7	1.2%	573
Oakland SD 1	7	1.1%	645
Gervais SD 1	7	0.6%	1,247
Jefferson SD 14J	7	1.0%	695
Pilot Rock SD 2	7	2.5%	285
Imbler SD 11	7	2.2%	325
Banks SD 13	7	0.6%	1,081
Vernonia SD 47J	6	1.1%	554
Central Curry SD 1	6	1.5%	405
North Lake SD 14	6	2.6%	228
Mapleton SD 32	6	4.3%	139
Amity SD 4J	6	0.8%	746
Monroe SD 1J	5	1.4%	350
Jewell SD 8	5	4.2%	119
Douglas County SD 15	5	2.2%	230
Prospect SD 59	5	2.1%	233
Crow-Applegate-Lorane SD 66	5	1.7%	295
Riverdale SD 51J	5	0.9%	565
Stanfield SD 61	5	1.0%	499
Alsea SD 7J	4	1.7%	235
Blachly SD 90	4	1.0%	416
Athena-Weston SD 29RJ	4	0.8%	484
Gaston SD 511J	4	0.8%	474
Dayton SD 8	4	0.5%	834
Colton SD 53	3	0.5%	595
Clatskanie SD 6J	3	0.4%	695
Rainier SD 13	3	0.4%	789
Camas Valley SD 21J	3	1.4%	207
North Douglas SD 22	3	0.8%	366
Elkton SD 34	3	1.3%	235

Native Hawaiian and Pacific Islander Students in Oregon

District Name	Number of NHPI Inclusive Students	Percent of NHPI Inclusive Students	2024-25 Total Number of Students
Glendale SD 77	3	1.0%	298