

Oregon Statewide Report Card 2022-23



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An Annual Report to the
Legislature on Oregon Public
Schools

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

The Oregon Statewide Report Card is an annual publication required by law (ORS 329.115), which reports on the state of Oregon's public schools. The purpose of the Statewide Report Card is to monitor trends among school districts and Oregon's progress toward achieving the goals referred to in ORS 329.015.

This report also provides a tool that makes education data accessible to researchers, media, students, and families and creates a clear, complete, and factual picture of the state of education in Oregon.

The 2022-23 Statewide Report Card was produced by the Oregon Department of Education for distribution to Oregon state and federal legislators, public schools, school districts, education service districts, and members of the public.

The Statewide Report Card is also posted on the Oregon Department of Education's [website](#).

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Oregon

Tina Kotek, Governor



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Dr. Charlene Williams

Director of the Oregon Department of Education

Dear Oregonians,

The Oregon Department of Education (ODE) is pleased to present the Oregon Statewide Report Card for the 2022-23 school year. This annual report acts as a snapshot of our state's education system that includes important statewide data about our students, teachers and schools from the 2022-23 school year.

These results show we have more work to do to set Oregon's students up for success. I took this role to make a difference, and we need to see what the data are telling us and be responsive to that.

Understanding Oregon's education system relies on:

1. Seeing Oregon within the national landscape;
2. Honoring local context by listening to the voices of our local education leaders, students and parents and families. Critical for our collective work as a state is to disrupt long-standing inequities and to pave a path of possibility for students, while supporting our local education leaders.
3. Examining the data we have to better understand individual school districts and trends statewide in order to identify patterns, strengths and areas of need.
4. Casting a vision for Oregon's future.

National Landscape

Across the nation, the K-12 public education system is largely shaped by how federal and state law, programs and initiatives interact. Since 2020, every state across the country received an infusion of monies—the largest in history—as a result of a targeted effort from the U.S. Department of Education to support schools following the COVID-19 pandemic. In Oregon, this equates to \$1.62 billion in federal education relief funds. The three phases of federal Elementary and Secondary School Emergency Relief Funds (known as ESSER) have been disbursed to Oregon school districts. With flexibility in spending, the majority of resources is dedicated to staffing to support interventions such as summer programming, tutoring and programs to support the health and well-being of students. With these resources coming to an end, Oregon school districts are feeling the effects of financial shortfall.

Local Context

Oregon's diversity is its strength. There are over half a million students in our K-12 public school system. Schools ranging from a one room schoolhouse to campuses serving thousands of students. 333 unique languages are spoken by Oregon students. Education leaders (legislators, education partners and communities) have recognized the unique needs of students - particularly the need to support health and well-being, increase attendance and offer meaningful pathways toward a successful future. Our state investments, such as High School Success along with the Student Success Act and the Student Investment Account, named Mental Health and Well-Being as a focused area for spending funds. The state initiative unified communities through the value and promise of engagement and partnership.

At the same time Oregon school districts lean into ways to improve the learning conditions for students, they have faced enormous challenges from declining enrollment to chronic absenteeism as well as social and political tensions. In addition, leadership turnover continues to occur as many of Oregon's 197 school districts have new superintendents.

Academic excellence remains the top priority for our agency. We expect all students to learn academics from highly qualified teachers at very high levels. Our challenging standards, tests, and graduation requirements reflect this.

The 2022-23 School Year

Key Statewide Numbers:

- 9th Grade On-Track rates rose by 0.8 percent and are approaching pre-pandemic levels. This increase represents nearly 700 more students being on-track to graduate at the end of 9th grade, compared to a year ago. It's encouraging to see the critical 9th Grade On-Track numbers continue to rise.
- There are 333 unique languages spoken by Oregon students.
- We have seen a decline in regular attendance in 2022-23, with the rate falling 2.0 percent from 2021-22. Rates of regular attendance remain significantly below pre-pandemic levels. We know that students aren't benefiting from instruction when they are not in the classroom, so this is a serious concern for Oregon's educators.
- For the fourth year in a row we've seen an increase in the number of non-binary students reported in fall membership enrollment.
- The number of women serving as principals increased by 3 percentage points to 58 percent in 2022-23 compared to 55 percent in 2021-22.

A Strong Vision for Oregon's Future

Learning from this report helps us build a stronger education system that serves every student. Moving forward I'm focused on three areas that are central to student success:

- Early literacy
- Sense of Belonging
- Accountability

My leading priority is to support the Governor's Early Literacy Success Initiative. It is essential that every child in Oregon read and write with confidence and competence. Each and every child in our schools must be set up for reading success to support learning later in school and throughout their lives.

We know academic progress will only come if we continue to create spaces of belonging and attend to student wellness through mental and social emotional resources and support. Building care, connection and community takes time. But a wealth of research shows that it is a worthwhile investment in students' futures.

When we think about how to make meaningful progress, my goal is to anchor our work in accountability. The desired outcome of any conversation around accountability in education is ensuring resources appropriately, effectively, and efficiently utilized produce successful outcomes and experiences for students.

Accountability is co-owned in Oregon. Locally elected school board members and the state both have a responsibility to ensure our schools are meeting the needs of each and every student in Oregon. This means we need to be transparent to students, families, and communities about our practices, processes, and outcomes. It means we need to partner to uphold our state's values, statutes, rules, and regulations related to education. It means we need to share information with one another and work together to ensure we are inclusive and fully preparing each child to reach their dreams and thrive.

Thank you for taking time to read the Statewide Report Card and for supporting Oregon's students.

Sincerely,



Dr. Charlene Williams

Director of the Oregon Department of Education

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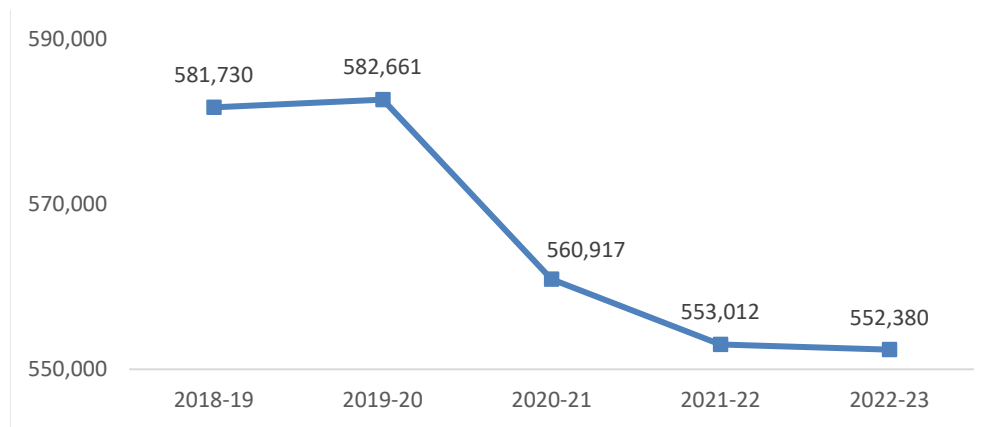
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OREGON STUDENTS

There were 552,380 students enrolled in Oregon public schools on the first school day in October 2022. Oregon’s K-12 public schools experienced a dramatic, unprecedented enrollment decline during the 2020-21 school year with smaller decreases through the 2021-22 and 2022-23 school years. The overall decline in enrollment was attributed to the COVID-19 pandemic. In 2020, Oregon saw 21,744 fewer students enrolled in K-12 public school, relative to the prior year. One year later, on the first day of school in October 2021, Oregon saw an additional decline of 7,905 students. 2022-23 saw a much smaller decline of only 632 students, suggesting that enrollment may be stabilizing. Oregon’s public schools now serve 29,350 fewer students (-5.1 percent) than they did in 2018-19, prior to the pandemic.

Oregon Public School Enrollment
Number of Kindergarten through 12th Grade Students



Diverse Student Populations

Of the 552,380 students enrolled in 2022-23, 226,280 (41 percent) were students of color. This represents over a half of a percentage point increase from the 2021-22 rate of 40.3 percent.¹

School Year	American Indian/Alaska Native	Asian	Black/African American	Hispanic/Latino	Multi-Racial	Native Hawaiian/Pacific Islander	White	Total
2018-19	7,280	23,267	13,301	136,186	37,136	4,363	360,197	581,730
2019-20	7,010	23,208	13,176	138,273	38,306	4,431	358,257	582,661
2020-21	6,570	22,733	13,021	137,101	38,629	4,335	338,528	560,917
2021-22	6,357	22,145	12,731	138,112	39,219	4,454	329,994	553,012
2022-23	6,532	22,181	12,982	139,928	40,024	4,633	326,100	552,380

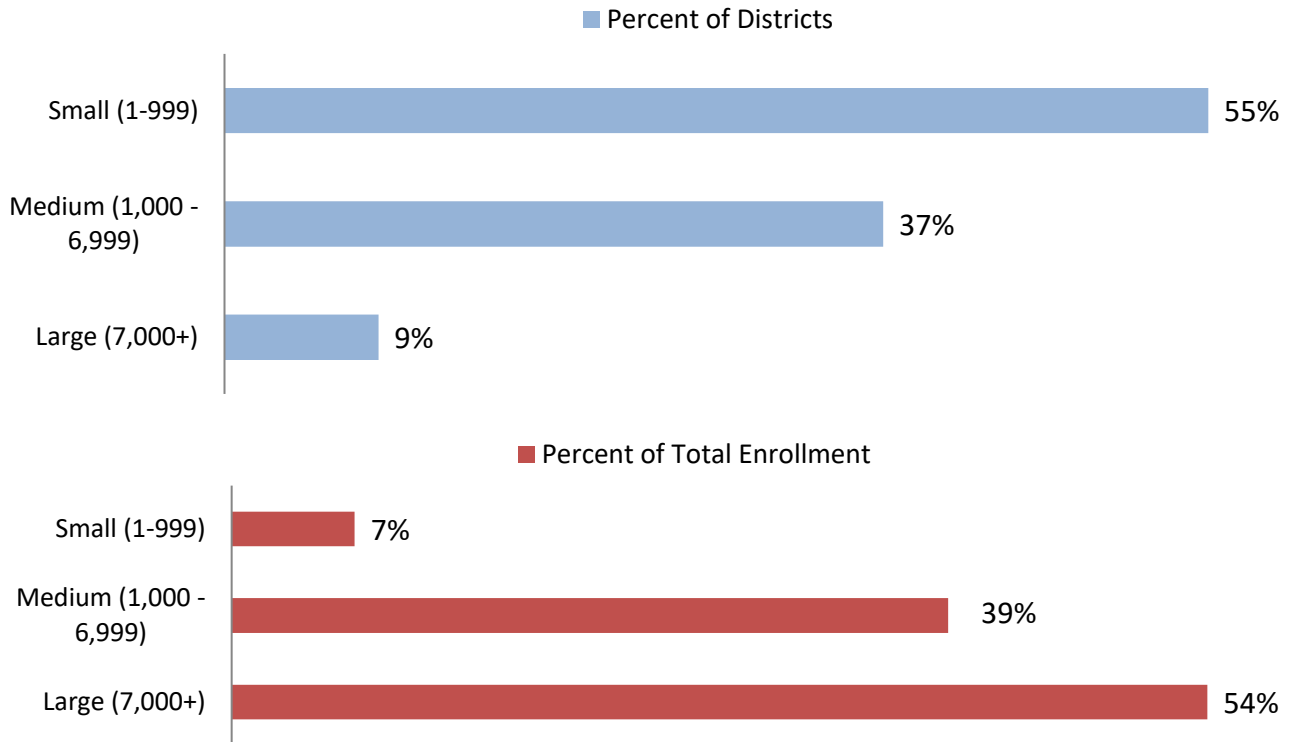
Although overall enrollment decreased in 2022-23, Hispanic/Latino, Multi-Racial, and Native Hawaiian/Pacific Islander student enrollment has continued to increase since 2018-19. American Indian/Alaska Native, Asian, Black/African American, and White student enrollment has continued to decline.

Race/Ethnicity	Percent Difference since 2018-19
American Indian/Alaskan Native	-10.3%
Asian	-4.7%
Black/African American	-2.4%
Hispanic/Latino	2.7%
Multi-Racial	7.8%
Native Hawaiian/Pacific Islander	6.2%
White	-9.5%

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

Percent of Oregon School Districts by Size of Student Enrollment

There are 197 School Districts in Oregon. The majority are small districts, comprised of less than 1,000 students. However, the majority of students in Oregon attend large school districts, comprised of 7,000 or more students.



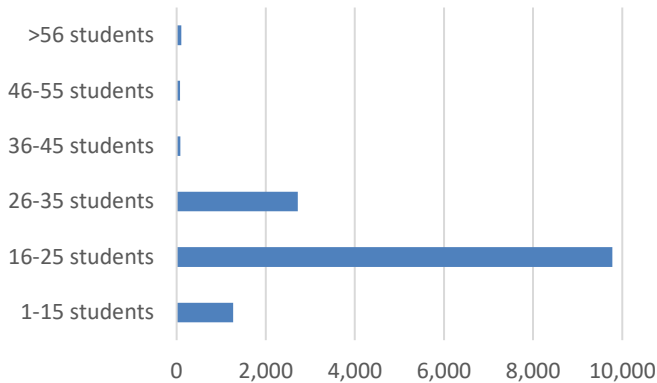
Class Size

Class enrollments are counted on the first weekday in May for all self-contained or departmentalized core subject classes in all grade levels, kindergarten through grade 12. [Data from 2014-15 through 2018-19 and 2020-21 through 2022-23 are available online.](#)

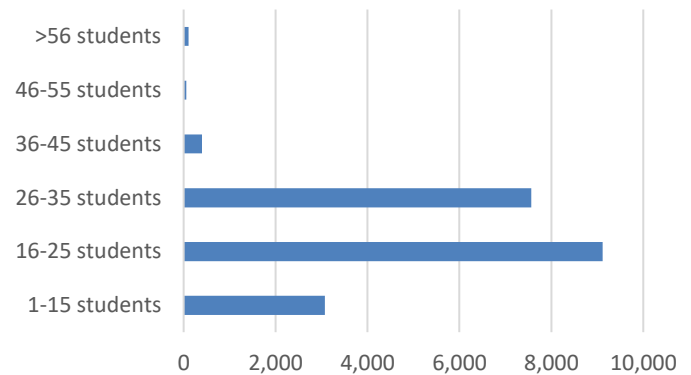
Departmentalized courses (those offering instruction in specific core content subjects) comprise most of the courses reported to the Oregon Department of Education (ODE). More classes are offered in [assessed subjects](#), with fewer classes in subjects that are not required for assessment or to earn a [high school diploma](#). After pandemic-related safety measures were implemented, median class sizes decreased by seven to nine students per class in 2020-21. Median class sizes increased by four students for all class subjects in 2021-22 and as pandemic safety measures were lifted.

Median Class Size increases across most school types reflect the impact of easing pandemic safety measures, which led to larger in-person enrollments and the stabilization of enrollment overall. The statewide class size median of 22 for all school types (not shown) is driven by high school data as these schools report more classes than other school types. Combined schools represent a small number of schools in Oregon and tend to be smaller schools or virtual schools.

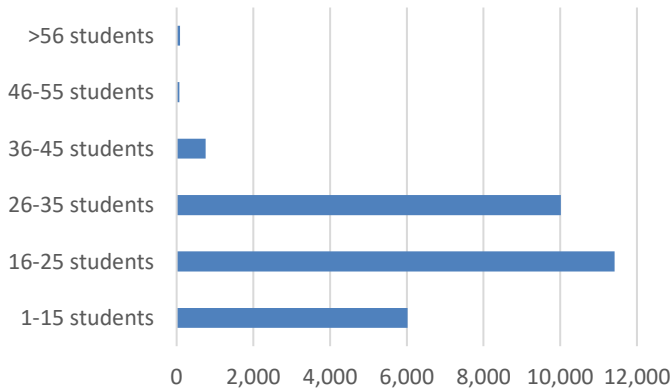
Class Size in Elementary Schools
(Median = 22)



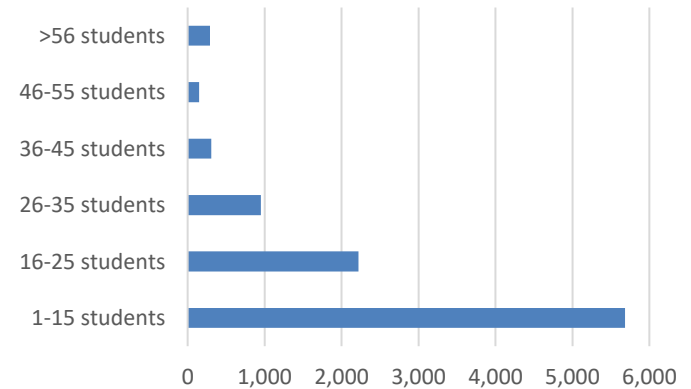
Class Size in Middle Schools
(Median = 24)



Class Size in High Schools
(Median = 23)



Class Size in Combined Schools
(Median = 12)



Students Who Are Experiencing Housing Insecurity in Oregon

The McKinney-Vento Homeless Assistance Act, Education of Homeless Children and Youth ensures that students who are unaccompanied or experiencing housing insecurity have equal access to the same free, appropriate public education as their peers. Under McKinney-Vento, each district designates a liaison to identify and provide services to eligible students. For the purposes of this program, to qualify for services, a student must “lack a fixed, regular, and adequate nighttime residence.” A family could live in an emergency shelter or transitional housing unit, share housing with others due to loss of housing or economic hardship, reside in motels, or live in tents or trailers for lack of alternative, adequate housing. Unaccompanied children and youth who are not living with parents or legal guardians – for whatever reason – are also entitled to these services. Liaisons work to ensure that students are provided with immediate school enrollment and access to education services. To reduce frequent school changes, districts are required to stabilize students who are unaccompanied or experiencing houselessness in their school of origin, even though the transportation route might involve crossing district boundaries.

Living Situations of K- 12 Students Experiencing Housing Insecurity

School Year	In Shelters	Sharing Housing	Unsheltered	Motels
2018-19	1,701	16,903	2,569	1,041
2019-20	1,584	15,868	2,514	1,114
2020-21	1,376	12,814	2,306	1,197
2021-22	1,685	13,037	2,491	1,470
2022-23	2,146	15,212	2,769	1,351

How are Students Counted?

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

- 1) living situation (Shelter, Unsheltered, Sharing Housing, Motel/Hotel);
- 2) unaccompanied status

In addition to providing count data for required federal reports, results are used to assist districts in providing services and resources for students. This includes providing extra support to ensure consistent attendance, strong academic performance, and high school completion. ODE initiatives such as High School Success, Career and Technical Education, Trauma-Informed Practice, Early Learning and Successful School Transitions are particularly helpful in supporting students experiencing housing insecurity or who are unaccompanied from entry to school through graduation and into a college or career pathway.

Count of Students Experiencing Houselessness Attending Public Schools

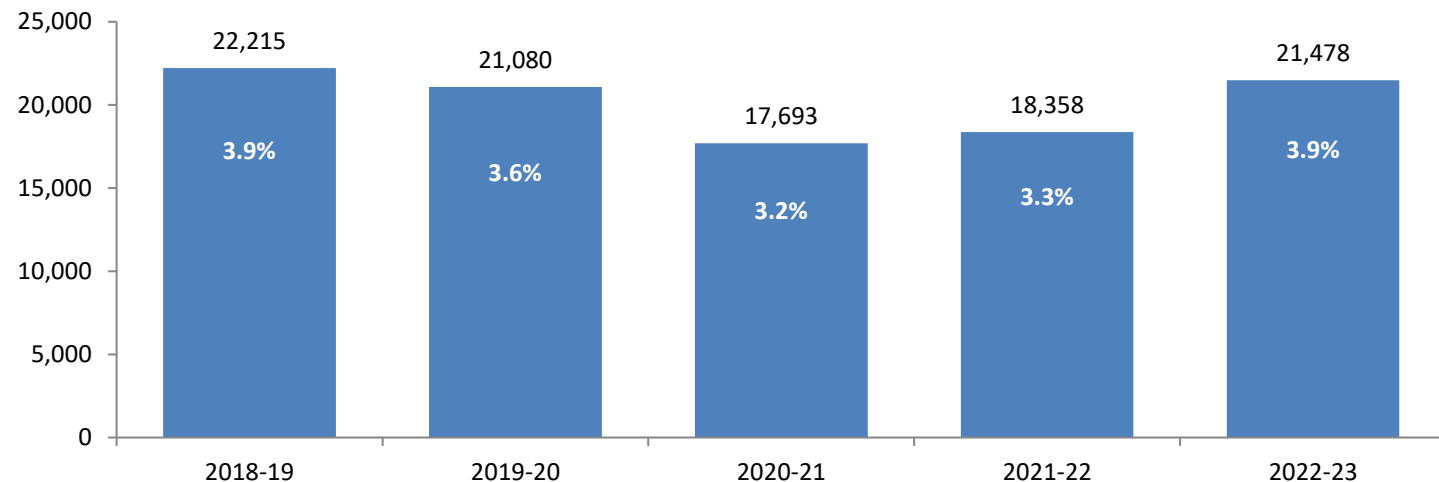
Grade Level	Count 2022-23
PK ¹	1,425
KG	1,584
1	1,628
2	1,588
3	1,654
4	1,655
5	1,554
6	1,499
7	1,465
8	1,442
9	1,718
10	1,734
11	1,701
12	2,256
Total	21,478

¹ PK Enrollment is optional.

Students Experiencing Houselessness Count, K-12¹

(Percent of Total K-12 Enrollment)

2018-19 to 2022-23



The COVID-19 pandemic and the closure of schools provided challenges for districts to identify and re-engage youth and students who are experiencing houselessness and provide services. ODE is working with liaisons, district leaders, and community organizations to provide support and resources to ensure that we are identifying and re-engaging youth who are experiencing housing insecurity in our schools. These supports are provided through the McKinney-Vento grant program as well as through funds provided by the American Rescue Plan- Homeless Children and Youth programs.

Districts with the Highest Number of Students Experiencing Houselessness

District	K-12 Total Houseless 2022-23	Percent of enrollment 2022-23
Beaverton SD 48J	1,648	4%
Salem-Keizer SD 24J	1,182	3%
Portland SD 1J	1,060	2%
Medford SD 549C	974	7%
Eugene SD 4J	788	5%
Reynolds SD 7	787	8%
Hillsboro SD 1J	624	3%
Lincoln County SD	623	12%
Gresham-Barlow SD 10J	580	5%

Districts with the Highest Percent of Students Experiencing Houselessness

District	K-12 Total Houseless 2022-23	Percent of enrollment 2022-23
McKenzie SD 68	42	24%
Arlington SD 3	33	22%
Oakridge SD 76	95	19%
Butte Falls SD 91	34	17%
Port Orford-Langlois SD 2CJ	39	17%
Mapleton SD 32	23	16%
Warrenton-Hammond SD 30	154	16%
Annex SD 29	19	15%
Adrian SD 61	40	15%

¹ K-12 Students enrolled in Oregon School Districts only. Excludes students enrolled in ESDs, correctional programs, and other non-school district run programs.

Students Experiencing Houselessness by County of Enrollment, 2022-23

County	Total Enrolled, K - 12
Baker	214
Benton	443
Clackamas	811
Clatsop	268
Columbia	244
Coos	681
Crook	103
Curry	125
Deschutes	768
Douglas	555
Gilliam	33
Grant	45
Harney	22
Hood River	68
Jackson	2,217
Jefferson	76
Josephine	760
Klamath	583
Lake	44
Lane	2,199
Lincoln	748
Linn	1,129
Malheur	370
Marion	2,155
Morrow	141
Multnomah	3,472
Polk	104
Sherman	*
Tillamook	170
Umatilla	272
Union	127
Wallowa	27
Wasco	101
Washington	3,207
Wheeler	51
Yamhill	563

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

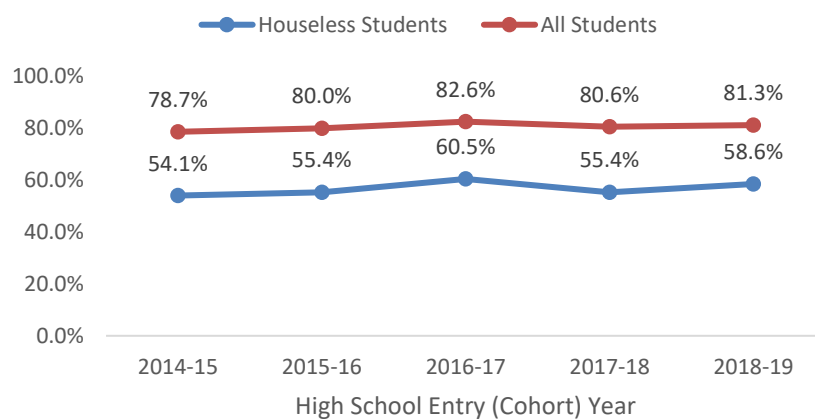
How Do Public School Programs Serve Students Experiencing Houselessness?

Services and accommodations for students experiencing housing instability, or who are unaccompanied, may include transportation to and from school or afterschool activities, tutoring, as well as participation in extended-day and summer school programs. Schools and districts can also use funding to purchase shoes, clothing, and hygiene supplies as well as make referrals to social services and housing programs. Local district general funds may be supplemented by Title I-A funds, McKinney-Vento competitive subgrants, community agencies, and local donations. Many districts receive donations from community sponsors, foundations, and local businesses to help provide resources such as dental and medical care, glasses, mentoring, family support and other services.

Partnerships extend across the state between school districts, communities, and county agencies working to end housing instability. Many liaisons are involved in county Continuum of Care Committees and Homeless Councils, Oregon Pre-Kindergarten Programs and Runaway & Homeless Youth Programs. Liaisons find collaboration and assistance from non-profit agencies, coalitions and faith-based service organizations. The role of the McKinney-Vento Liaison in school districts, as well as the role of school districts in statewide efforts to prevent and end housing instability, is imperative.

The statewide four-year graduation rate of students experiencing houselessness, or who are unaccompanied, increased for the 2014-15 through the 2016-17 cohort. But the rate declined for the 2017-18 cohort. While the rate rebounded for the 2018-19 cohort, services and supports are needed to meet the strengths and needs of our youth to ensure they remain in school and graduate.

Students Experiencing Houselessness Four-Year Graduation Rates



McKinney-Vento Subgrant Projects

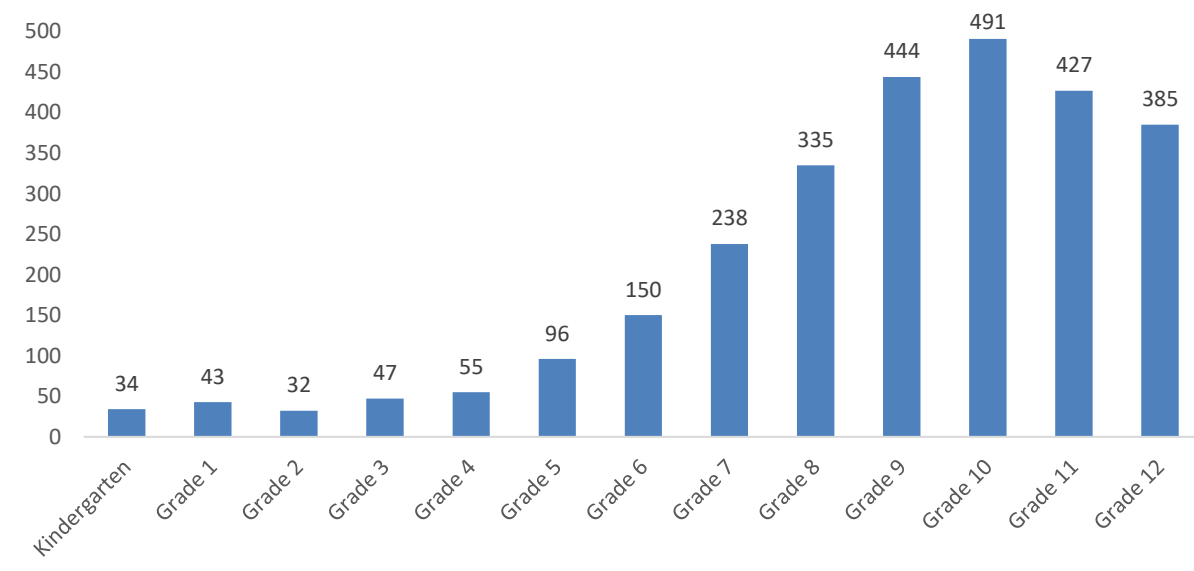
Oregon received \$850,628 in federal McKinney-Vento Act funds for 2023-24 to coordinate the state program and provide grants to local education agencies to provide supplemental services for students experiencing housing instability, or who are unaccompanied. During the 2023-24 school year, 12 grantees will serve youth experiencing housing instability across the state. For more information about the ODE Education of Homeless Children and Youth Program, visit the [McKinney-Vento Act: Homeless Education Program](#) webpage.

Gender Diversity

Recognizing and allowing for non-binary gender options in data reporting is an important step toward gender inclusivity¹. The Oregon Department of Education implemented a new gender code in the 2018-19 student and staff data collections that provides non-binary, intersex, and gender-fluid individuals with an option to identify their gender as non-binary. For the purpose of collecting and reporting this gender demographic, the current practice is to use the term non-binary.

In the October 1st, 2022 student enrollment snapshot, a total of 2,777 non-binary students are reported. This is an increase from the 1,772 non-binary students reported in the October 1st, 2021 student enrollment snapshot.

2022-23 Total Number of Non-Binary Students Reported²



Safety concerns may inhibit gender diverse individuals from selecting the non-binary gender option. ODE anticipates that the total number of non-binary students reported by school districts may continue to increase each school year. This could be a result of more districts updating their registration forms or student information systems so that parents, students, and staff can easily select the non-binary gender option.

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

² Source: 2022-23 Fall Membership

Language Diversity

According to data from the ESEA Title III: English Learner Collection for 2022-23, there were 62,390 students who are federally defined as English Learners. In Oregon, we refer to this group of students as multilingual learners. This is an increase of 3,052 students having federal English learner status from the 2021-22 report. In 2021-22 about 10.8 % of Oregon’s K-12 students held federal English learner status, compared to the over 11.3% students in 2022-23. In addition to the languages listed below, 68 students did not list a specific language (non-applicable to reporting). There were 1,356 students also listed as “Other Language;” 829 of these students participated in English Learner programs. This chart includes the 20 most common languages reported in Oregon schools, which is nearly 6% of the total 333 unique languages¹ reported in Oregon schools. There are over 7,500 students represented in the 315 languages not included in this report.

20 Most Common Languages of Origin of Students in Oregon Public Schools
(K-12 Students)
2022-23

Language of Origin	Number of Enrolled Students by Language of Origin ²	Number of English Learner Students ³	Percent of Enrollment ⁴ (Total: 550,391)	Percent of English Learner Student Enrollment ³ (Total: 62,390)
English ⁵	431,545	598	78.4%	1.0%
Spanish	85,969	47,189	15.6%	75.6%
Chinese	3,590	1,231	0.7%	2.0%
Vietnamese	3,530	1,199	0.6%	1.9%
Russian	3,475	1,626	0.6%	2.6%
Arabic	1,802	890	0.3%	1.4%
Chuukese	1,196	865	0.2%	1.4%
Ukrainian	1,196	797	0.2%	1.3%
Japanese	1,033	393	0.2%	0.6%
Somali	1,003	630	0.2%	1.0%
Korean	940	293	0.2%	0.5%
Marshallese	584	415	0.1%	0.7%
Telugu	564	157	0.1%	0.3%
Tagalog	552	206	0.1%	0.3%
Romanian	497	205	0.1%	0.3%
Hindi	492	133	0.1%	0.2%
Amharic	390	184	0.1%	0.3%
Mam	389	369	0.1%	0.6%
Swahili	385	262	0.1%	0.4%
Hmong	381	167	0.1%	0.3%
Tamil	361	82	0.1%	0.1%
French	330	99	0.1%	0.2%
Thai	326	136	0.1%	0.2%
German	300	66	0.1%	0.1%
Karen	298	198	0.1%	0.3%

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

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

² Source: Spring Membership 2022-23

³ Source: Unduplicated ESEA Title III: English Learner Collection, 2022-23, excluding students determined not to be currently eligible for English Learner Services.

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

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

The Oregon State Seal of Biliteracy (OSSB)

The Oregon State Seal of Biliteracy (OSSB) was established in 2016 in order to:

- Honor and recognize the multiple language literacy skills arriving students bring to their Oregon education.
- Honor and recognize the Indigenous language and literacy skills of American Indian/Alaska Native students.
- Honor and recognize the study of additional or world languages.

To be eligible for the OSSB, a student needs to meet both of the following criteria.

- Student has completed all state and district graduation requirements.
- Student has demonstrated Intermediate High or higher proficiency, as described in the [ACTFL proficiency guidelines](#), in all included domains for two or more languages.

The State of Oregon honors the languages and culture of its people and celebrates the 333 languages spoken by students in its schools. Students may gain proficiency in a language at home, through formal study at school, through independent study, or any other method. An institution may request the OSSB on a student's behalf regardless of the path the student followed to gain proficiency.

In the 2022-23 school year:

- The OSSB request process was streamlined to reduce district workload and increase student access to the OSSB program.
- It became possible to earn the OSSB in any combination of languages (formerly, English was required as one of the requested languages).
- Over 2,200 students earned the OSSB in 32 different languages.
- 25 students demonstrated proficiency in three or more languages.
- Seals were requested by 79 different institutions across Oregon.

The Oregon State Seal of Multiliteracy (OSSM)

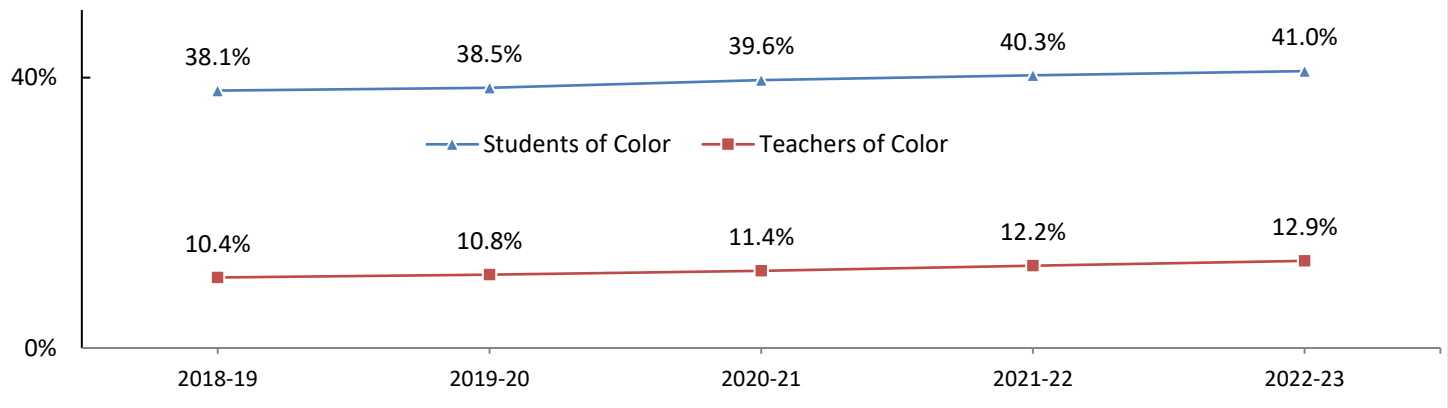
In 2022, the Oregon State Seal of Biliteracy was updated to include an Oregon State Seal of Multiliteracy (OSSM), which honors literacy in three or more languages. The OSSM will be available for students to earn in 2024.



The OSSB has grown over the years through the recognition of the American Indian/Alaska Native languages, American Sign Language, Post-Secondary partnerships, and expanded participation of districts across the state.

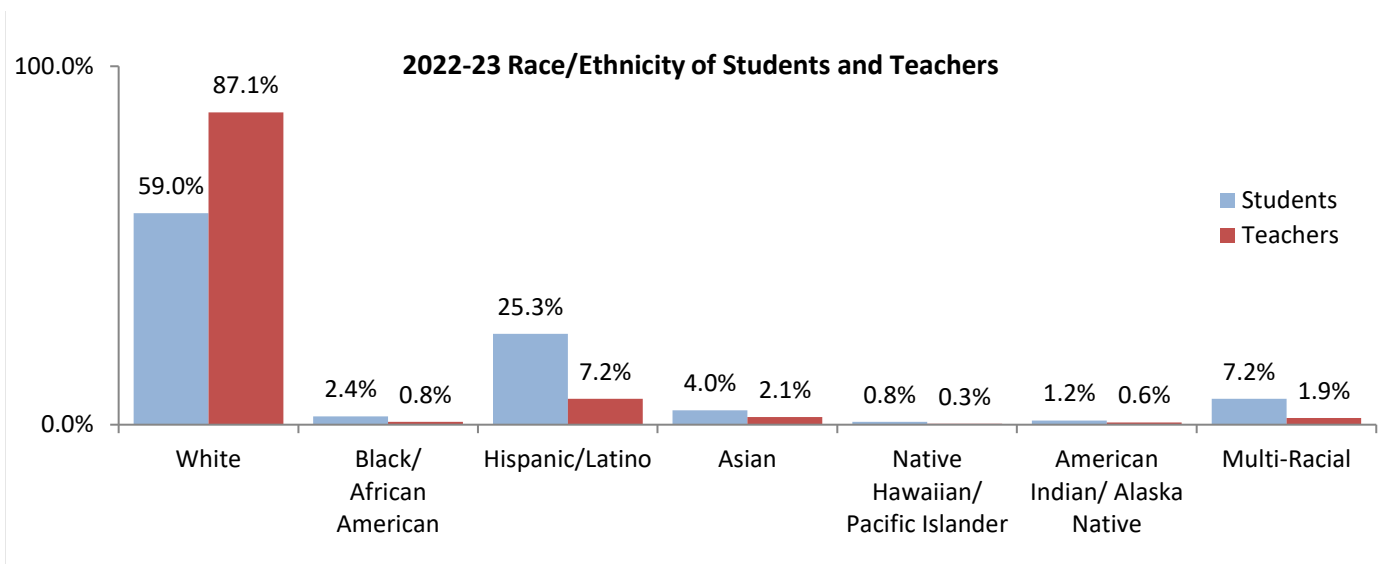
Students and Teachers of Color

In the 2022-23 school year, the proportion of both teachers and students of color increased at nearly identical rates. Students of color increased to 41.0 percent, an increase of 0.7 percent from the 2021-22 school year, and teachers of color increased to 12.9 percent, an increase of 0.7 percent from 2021-22.¹



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

Created in 2017 through the passage of [Senate Bill 182](#), the [Educator Advancement Council](#) (EAC) is an innovative partnership aimed at helping Oregon staff every classroom with high-quality, well-supported and culturally-responsive public educators. The EAC is working towards implementing the legislative goals and initiatives established in the Minority Teacher Act passed in 1991 ([OAR 581-018-0416](#)), [Senate Bill 755](#) passed in 2013, and [House Bill 3375](#) passed in 2015, which replaced the word “minority” with “diverse.” To learn more about the history and ongoing data strategies visit the EAC homepage and read through the EAC’s annual [Educator Equity Reports](#).



Source: Fall Membership and Staff Position Collections²

The largest difference between historically underserved student populations and teachers of the same race/ethnicity is Hispanic/Latino: 25.3 percent of students were federally reported as Hispanic/Latino, compared with only 7.2 percent of teachers. This gap narrowed slightly in 2022-23 (18.1 percent) when compared to the gap that existed in 2021-22 (18.4 percent). In contrast, 87.1 percent of teachers were White, compared to only 59.0 percent of students in 2022-23.

¹ Sources: Fall Membership and Staff Position Collections

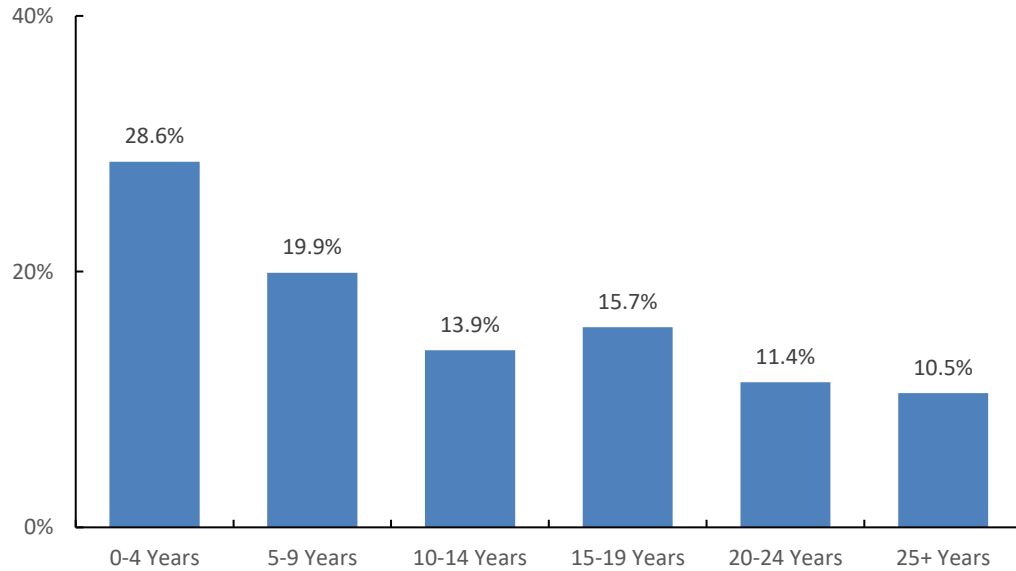
²Multi-Racial does not include students or staff who reported Hispanic Ethnicity – they are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

OREGON STAFF

Experienced, Highly Educated Workforce

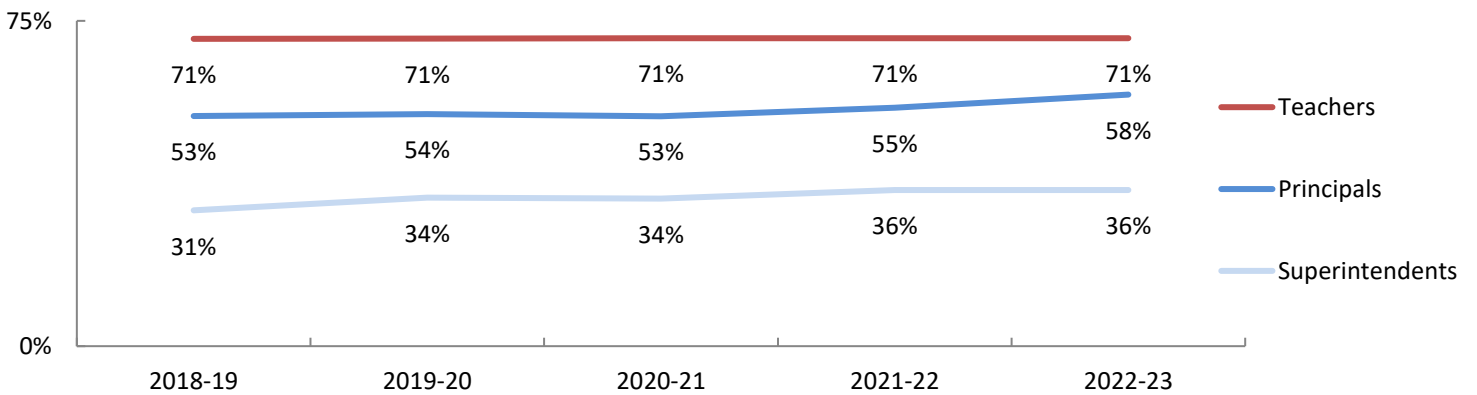
While Oregon still has an experienced teacher cohort with 21.9 percent of licensed teachers having 20 or more years of experience, the number of new teachers (0-4 Years of experience) increased again from 27.0 percent in 2020-21 to 28.6 percent in the 2022-23 school year.

2022-23 Teacher Experience¹



Over the last five years there has been slow growth in the number of women reported as superintendents, but that number remained constant in 2022-23 at 36 percent. Among staff reported as principals, 58 percent were women, an increase from the 2021-22 school year. The proportion of women reported as teachers remains unchanged over the last five years.

2022-23 Percentage of Positions Held by Women²

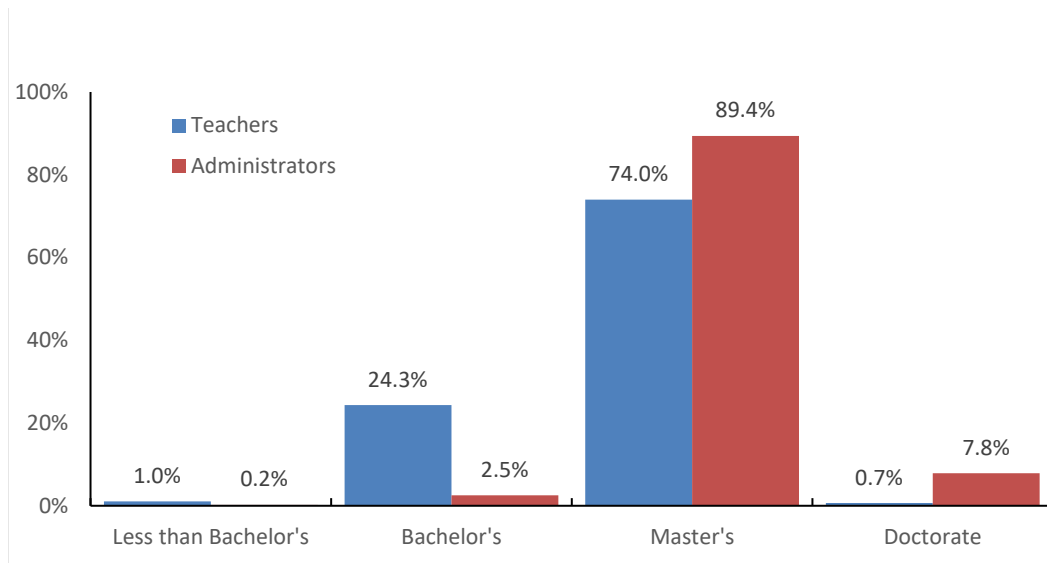


¹ Source: Staff Position

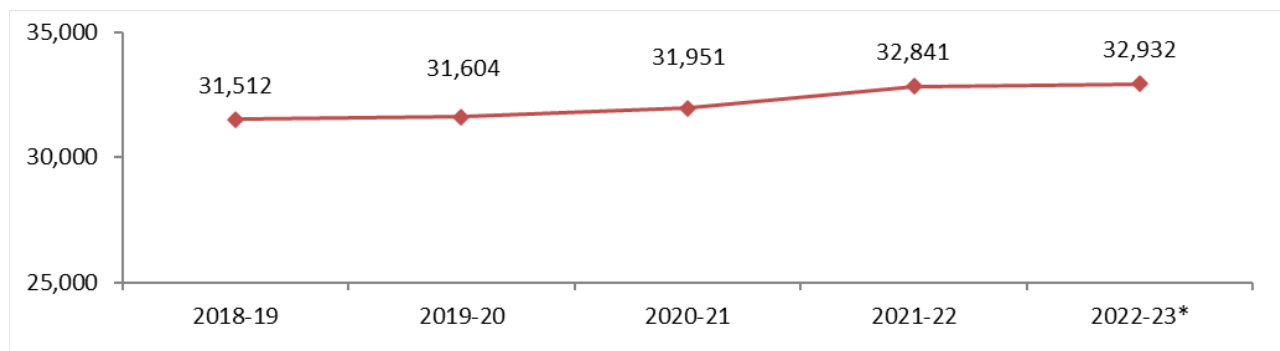
² Source: Staff Position. Includes assistant principals and assistant superintendents.

Oregon’s highly qualified teachers are required to: hold a bachelor’s degree or higher, be fully licensed, and hold the proper endorsement for the course being taught. More information about requirements can be found on the [Teacher Standards and Practices Commission website](#).

2022-23 Highest Degree Held



Total Number of Teachers (NOT FTE) Employed by Oregon Districts and ESDs¹



¹ Source: Staff Position. Includes some pre-kindergarten teachers.

* In 2022-23 a large school district did not submit Staff Position data. To create an appropriate estimate of teacher counts in the 2022-23 school year, the 2021-22 data from the missing district was used. The figure above is an estimate that includes the 2022-23 teachers reported in Staff Position plus the teachers reported for that district in Staff Position 2021-22.

All School Staff

The total number of full-time equivalent (FTE) school employees in 2022-23 increased significantly from 2021-22 by approximately 15.8 percent statewide. This was due, in large part, to an increase in support staff reported by school districts due to improved systems that better captured contracted employees.

In the 2022-23 school year, a large district did not submit their Staff Position data in time for this report. To create an appropriate estimate of staffing levels in the 2022-23 school year, the 2021-22 data from the missing district was used. This is shown in the “2022-23 Estimated FTE Counts” column. The “2022-23 FTE Counts as Reported” column shows the FTE of position groups as reported in the 2022-23 Staff Position collection. Based on the estimates, there were no decreases in any position group in the 2022-23 school year. Other notable staffing changes in position groups include a 5.7 percent increase in educational assistants and a 3.5 percent increase in licensed library staff.

Oregon School Employees¹ (Full-Time Equivalent Positions)

	2021-22 FTE Counts	2022-23 FTE Counts as Reported	2022-23 Estimated FTE Counts
Teachers	31,655.3	30,925.4	31,781
Educational Assistants	11,776.2	12,119.7	12,441
District Administrators	548.7	540.7	550
School Administrators	1,975.9	1,975.5	2,024
School Counselors	1,636.0	1,599.6	1,643
Licensed Library and Media	158.4	159.9	164
Library and Media Support	680.0	681.0	687
Psychologists	391.5	382.4	398
Support Staff²	22,840.3	26,596.9	27,176
Special Education Specialists	2,008.8	2,007.9	2,055
Total	73,671.0	76,988.8	78,918

¹ Includes all grade levels and institution types. Both years of data include adjustments for partial year employment. All data above reflects employment reported to the Staff Position collection as of December 1 of the school year.

² Support staff went up significantly in 2022-23 because of improved systems to report contracted employees.

Teacher Qualifications

An out-of-field teacher is defined as a teacher teaching a subject area (course) in which they have neither a full Oregon teaching license and the proper endorsement, nor a License for Conditional Assignment (LCA). The specific courses that are allowable for a specific teaching endorsement can be found in the [Course to Endorsement Catalog](#). Fully licensed teachers are allowed to teach up to 10 hours per week in a single out-of-field subject area. See [OAR 584-210-0160](#) for more details.

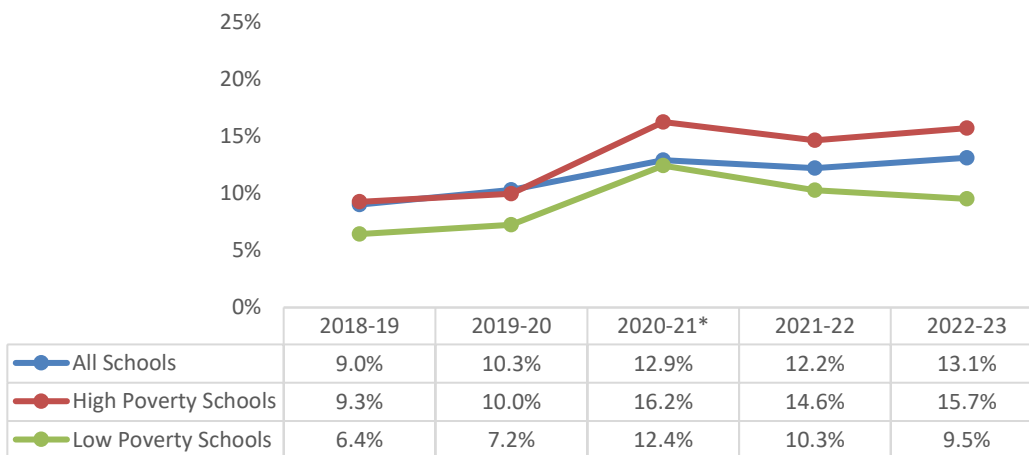
An emergency/provisional licensed teacher is defined as a teacher teaching with a less than full Oregon teaching license e.g., Limited Teaching, Emergency Teaching, and Restricted Teaching licenses. All emergency/provisional licensed teachers are considered out-of-field teachers too, regardless of their specific teaching endorsements.

More information about Oregon teacher licenses and endorsements can be found on the [Teacher Standards and Practices website](#).

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

High and low poverty schools are determined by the quartile of the percentage of Free and Reduced Lunch (FRL) eligible students attending the school (i.e., the 25 percent of schools with the highest percentage of FRL eligible students are in the high poverty school category, and the 25 percent of schools with the lowest percentage of FRL eligible students are in the low poverty school category).

Percentage of Out-Of-Field Teachers^{1,2}



Since 2018-19, the rates of out-of-field teachers increased for all school groups. The difference between out-of-field teacher rates between high and low poverty schools widened to a 6.2 percentage point difference in 2022-23.

Count of Out-Of-Field Teacher FTE

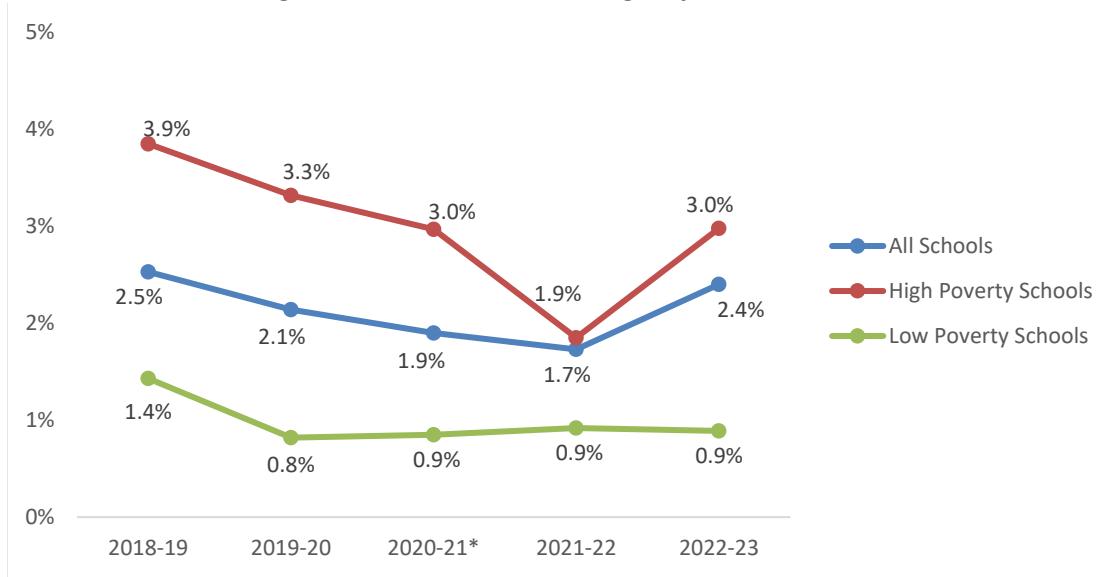
	2018-19	2019-20	2020-21	2021-22	2022-23
All Schools	2,322.6	2,594.9	3,679.6	3,052.8	3,516.7
High Poverty School	540.1	3,679.6	3,052.8	3,516.7	524.9
Low Poverty Schools	352.4	3,052.8	3,516.7	524.9	540.1

¹Source: Staff Position Data collection.

² Prior reported data years were revised to align with updated calculation.

*The high/low poverty school categories are normally calculated annually, however due to impacts of COVID-19 on the Free and Reduced Price Lunch (FRL) data for 2020-21, the 2019-20 FRL data and high/low school poverty school determinations were used for 2020-21.

Percentage of Teachers with an Emergency/Provisional License^{1,2}



Teachers with an emergency or provisional license decreased between 2018-19 and 2021-22. While the rate increased for these school groups in 2022-23, the rate of teachers with an emergency or provisional license remains below the 2018-19 rate. High poverty schools continue to have a higher rate of emergency/provisional licensed teachers compared to low poverty schools, which remains a substantial equity concern that must be addressed.

FTE Count of Teachers with an Emergency/Provisional License

	2018-19	2019-20	2020-21	2021-22	2022-23
All Schools	650.9	540.3	542.9	434.1	643.2
High Poverty School	540.3	542.9	434.1	643.2	215.6
Low Poverty Schools	542.9	434.1	643.2	215.6	225.1

¹ Source: ODE Staff Position Data collection.

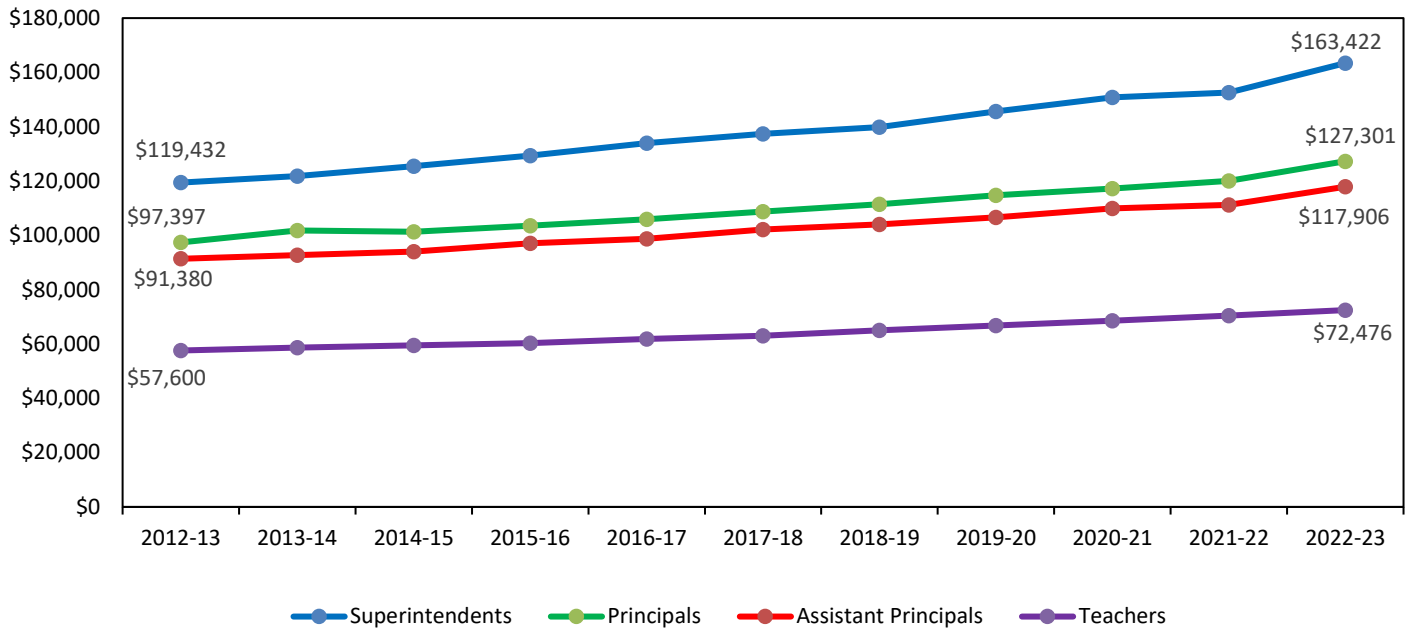
² Prior reported data years were revised to align with updated calculation.

*The high/low poverty school categories are normally calculated annually, however due to impacts of COVID-19 on the Free and Reduced Price Lunch (FRL) data for 2020-21, the 2019-20 FRL data and high/low school poverty school determinations were used for 2020-21.

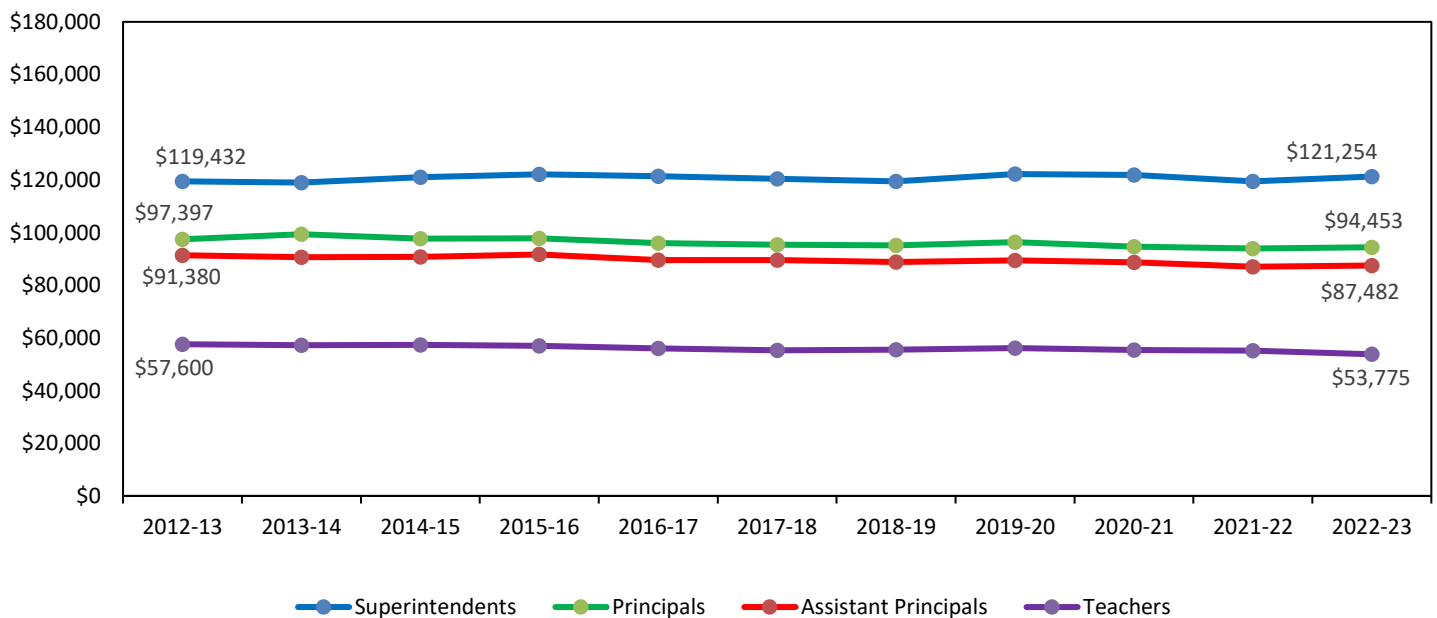
Historical Salary Charts

While salaries of administrators and teachers have grown over time, meaningful trends in salaries can only be made after adjusting for inflation. Adjusted for inflation, the average salary of superintendents has grown slightly over time, while salaries of assistant principals, principals, and teachers have slightly declined.¹

Average Salaries by Staff Category in Oregon



Inflation Adjusted Average Salaries by Staff Category in Oregon 2012-13 Dollars (West Region CPI; 2012-13 = 100)²



¹ Source: ODE Staff Position Data Collection

² The Office of Economic Analysis moved to the West Region CPI starting with the 1st Quarter 2019 Economic Forecast. Inflation-adjusted salaries for the Statewide Report Card were calculated using the West Region CPI starting in 2019-20. Prior year Oregon Statewide Report Cards used the Portland-Salem Urban Area CPI.

EDUCATION INITIATIVES ROOTED IN EQUITY, RACIAL EQUITY AND ANTIRACISM

The Oregon Department of Education (ODE) is committed to upholding educational equity throughout Oregon’s public schools. This involves recognizing the historical and ongoing trauma inflicted specifically on Native tribes, Indigenous, Black, and Persons of Color¹ through our nation’s education systems, and responding with conscious, persistent, and collective actions rooted in equity, racial justice, and antiracism. It also requires humility, acknowledging that Oregon is *part of* a global movement working to educate about the harmful impacts of anti-Blackness, white supremacy, systemic discrimination, and all forms of hatred that impact our students and communities.

ODE is working in partnership with school communities to guide actionable ways of tending to the real and divisive impacts of fear, hate, bias and racialized trauma. This entails supporting school districts in educating students, staff, educators, and school community members about the nation’s many ethnic [cultures and histories](#), fostering safe [and supportive school environments for transgender students](#), and affirming that [Black Lives Matter](#) and [Every Student Belongs](#). Learn more about ODE’s Equity [Decision Toolkit](#).

Student Visibility

Student demographic data are typically reported using the federally defined race/ethnicity groups. Federal reporting guidelines require states to report students who identify as Hispanic or Latino/a/x as such, even if the student also holds other racial identities. Similarly, if a student does not identify as Hispanic or Latino/a/x and holds more than one racial identity, under federal reporting guidelines, that student is categorized as Multiracial.

The intent of the federally defined race/ethnicity groups is to provide consistency in demographic reporting across states. However, these federal guidelines also mask the diversity of Oregon students. The American Indian/Alaska Native, the African American/Black, and the Pacific Islander/Native Hawaiian student groups illustrate how the federal reporting race/ethnicity groups may not be inclusive of all students.²

The AI/AN+ count of students is inclusive of all racially-identified American Indian/Alaska Native (AI/AN) students. This specifically includes AI/AN-Hispanic/Latino/a/x, and AI/AN-Multiracial students. Under the federal reporting guidelines the AI/AN student group makes up 1.2 percent of Oregon’s total student enrollment. The expanded AI/AN+ student group makes up 7.9 percent of Oregon’s student enrollment.

AI/AN	AI/AN and Hispanic/Latino/a/x	AI/AN-Multiracial	AI/AN+	AI/AN Proportion of total Student Enrollment	AI/AN+ Proportion of total Student Enrollment
6,532	25,186	11,648	43,366	1.2%	7.9%

Similar patterns can be found for the African American/Black (AA/B) and the Pacific Islander/Native Hawaiian (PI/NH) student groups. Under federal reporting guidelines, these student groups make up smaller proportions of total student enrollment compared to the expanded student groups.

AA/B	AA/B and Hispanic/Latino/a/x	AA/B -Multiracial	AA/B +	AA/B Proportion of total Student Enrollment	AA/B+ Proportion of the total Student Enrollment
12,982	5,284	13,523	31,789	2.4%	5.8%

PI/NH	PI/NH and Hispanic/Latino/a/x	PI/NH - Multiracial	PI/NH +	PI/NH Proportion of total Student Enrollment	PI/NH+ Proportion of the total Student Enrollment
4,633	2,599	5,449	12,681	0.8%	2.3%

¹Persons of Color does not fully capture the diverse cultures and identities of all who are referred to by this terminology. When discussing student groups in this section, Persons of Color refers to all students other than those whose only reported race is White.

² Source: Fall Membership

Student Success

During the 2019 legislative session Oregonians affirmed their commitment to Oregon’s children, families, communities, educators, schools, and our collective future by passing [House Bill 3427](#) - the [Student Success Act](#) (SSA). Through the SSA’s [Statewide Education Initiatives Account](#), ODE is investing in the implementation and expansion of new or existing programs that serve American Indian/Alaska Native, Black/African American, Latino/a/x and Mesoamerican Indigenous, LGBTQ2SIA+, and Native Hawaiian/Pacific Islander students. These initiatives aim to empower and invite empathy and community-based actions that honor the diversity, strength, brilliance, and resilience of Oregon’s youth.

[American Indian/Alaska Native Education](#)

Government-to-Government relationships at the tribal, state, and federal levels are essential to sustaining improved educational policies and practices for American Indian/Alaska Native students. In 1996, Oregon formally established [State Government-to-Government Relations](#) with the nine federally recognized tribes in Oregon. And for more than 20 years, Oregon has been dedicated to facilitating statewide implementation of the American Indian/Alaska Native Education State Plan. In 2017, the Oregon Legislature enacted Tribal History/Shared History ([Senate Bill 13](#)); a law that directs ODE to create K-12 Native American Curriculum for inclusion in Oregon public schools and provide professional development to educators on the [Essential Understanding of Native Americans in Oregon](#).

In 2019, the newly revised five-year [American Indian/Alaska Native Student Success Plan](#) was codified into law under the SSA. The American Indian/Alaska Native Student Success Plan reaffirms actionable strategies for working with communities across the state toward the fulfillment of shared goals aligned with specific priorities designed to meet the needs of American Indian/Alaska Native students in the state of Oregon. The SSA provides an additional \$3.2 million for grant funding based on this plan. See also the recently released [Tribal Consultation Toolkit Guide 1.0](#) for guidance on tribal consultation requirements under the Every Student Succeeds Act (ESSA).

[African American/Black Student Success](#)

In 2015, the Oregon Legislature enacted [House Bill 2016](#), which directs ODE to develop and implement a statewide education plan for African American/Black students in early childhood through postsecondary education programs. Established in 2017, the [African American/Black Student Success Plan](#) seeks to address and mend the historic and persistent educational debts that African American/Black students have endured. Similarly to the American Indian/Alaska Native plan, the African American/Black Student Success Plan is developed and implemented in partnership and relationship with culturally competent, expert community based organizations, school districts, ESDs, early learning providers, and institutions of higher education. Furthermore, the plan builds on existing student supports and wraparound services. The SSA provides an additional \$3.8 million for grant funding based on this plan.

[Latino/a/x Student Success](#)

The [Latino/a/x Student Success Plan](#), initiated under the SSA, focuses on enhancing investments in, and partnerships with, community based organizations, school districts, early learning providers, and higher education. The plan’s successful and sustainable implementation is a vital component in addressing the historic and ongoing systemic inequities experienced by Oregon’s Latino/a/x and Mesoamerican Indigenous students.

[LGBTQ2SIA+ Student Success](#)

The SSA also brought forth community members to develop a statewide education plan for lesbian, gay, bisexual, non-binary, transgender, gender queer, two-spirit, intersex, asexual (+) (LGBTQ2SIA+) students. The [LGBTQ2SIA+ Student Success Plan](#) provides strategies and goals to create educational and social-emotional support for Oregon’s K-12 LGBTQ2SIA+ students, while also recognizing how race and ethnicity intersect for many of Oregon’s LGBTQ2SIA+ students. It addresses the need for professional learning among Oregon educators, equitable access to appropriate educational curriculum, facilities and activities, and necessary data collection through an annual climate survey and student advisory group to inform future decision making regarding this student population.

[Native Hawaiian/Pacific Islander Student Success](#)

Native Hawaiian/Pacific Islander students are among the fastest growing population in the Oregon school system which increases the necessity for culturally and linguistically responsive services of academic support. The passing of [House Bill](#)

[3144](#) in the 2023 legislative session marked a monumental moment in history as the first occasion in which the Oregon legislature has acknowledged and supported Native Hawaiian/Pacific Islander students and youth. HB 3144 aligns with other existing Student Success Plan legislation which requires the assembly of an Advisory Group and the development of a Native Hawaiian/Pacific Islander Student Success Plan that addresses the layers of inequity and cultural insensitivity that has thwarted educational opportunities for Native Hawaiian/Pacific Islander students and provides solutions to improve circumstances for these students to thrive.

SCHOOL FUNDING

Most of the spending in Oregon school districts is allocated to classroom expenses. About 95 percent of spending is concentrated on school buildings and services to students. The remaining five percent is spent on central support services, such as district office administration and support services.

Operating Expenditures per Student^{1,2}

Where Dollars Were Spent	2019-20	Percent	2020-21	Percent	2021-22	Percent
Direct Classroom	\$7,604	57%	\$8,382	57%	\$9,179	55%
Classroom Support	\$2,789	21%	\$2,996	21%	\$3,518	21%
Building Support	\$2,413	18%	\$2,532	17%	\$3,024	18%
Central Support	\$628	5%	\$703	5%	\$853	5%
TOTAL ³	\$13,433	100%	\$14,613	100%	\$16,574	100%

School Resources

Since the passage of Measure 5 in 1990, school resources per student have not kept pace with education cost increases until the 2017-19 biennium, when the Oregon Legislature appropriated substantially more funds as revenue increased with economic growth. With the added revenue from Oregon’s new Student Success Act, passed by the Legislature in 2019, inflation-adjusted per student funding is expected to continue to increase.

- Staff salaries increased at about the rate of inflation during the 2010s, but health care benefits and pension costs have also greatly increased.
- Changing student demographics and declining student enrollment in a majority of school districts have also driven costs up.
- Growth rates for Special Education students and English Learner students have been far more rapid than the growth rate for all students, and these students require intensive resources to sustain these growth rates.
- The average age of Oregon’s school buildings is more than 40 years old, making them more costly to maintain than newer buildings. The cost of operating and maintaining school facilities comes from general fund dollars and reduces the amount available to spend on instruction.

The 2022⁴ Final Report from Oregon’s [Quality Education Commission](#) (QEC) states, “The Commission estimates that the total state funding necessary to enact the Fully-Implemented Quality Education Model Recommendation in the 2023-25 biennium will be \$13.228 billion, which, after adjustment for projected Student Success Act grant to district funds, would require a State School Fund Appropriation of \$11.889 billion, \$2.517 billion dollars greater than the amount required to maintain the current service level.” This increase is partially due to heightened inflation and partially due to the Commission revising its recommendations. Some of these updated assumptions reflect changes in the professional judgment of the commission from the prior biennia, such as additional staffing allocations for librarians, school nurses, and counselors, and funding for summer school expansion. Others are adjustments to better reflect current costs for services and resources, including substitute teachers, computers, and unreimbursed supplies.

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

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

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

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

Student Enrollment

Student enrollment is counted in several ways because it is used for a variety of purposes related to school funding:

- **Average Daily Membership – Resident (ADM_r):** This is the annual average of daily student enrollment for students residing within the district. Some resident students may attend school in another district. Kindergarten students are counted as full-time students when they attend a full day.
- **Average Daily Membership – Weighted (ADM_w):** This count is the basis for K-12 school funding in Oregon. Resident average daily membership is weighted to compensate for special student needs and uncontrollable cost factors, including Special Education students, English Language Learners, students in poverty, teen parents, neglected and delinquent youth and small school correction factors.
- **October 1 Student Membership (Enrollment):** Used for federal reporting purposes, this is the headcount of students enrolled on October 1 of every year.
- **Average Daily Attendance (ADA):** This is the annual average of daily student attendance for students residing within the district. It is collected by the federal government and is used as the basis for funding in some states, but not in Oregon.

Average Daily Membership, Fall Membership and Average Daily Attendance fell sharply in 2020-21 and remained lower than normal in 2021-22 in response to the COVID-19 pandemic. Weighted Average Daily Membership recovered slightly in 2022-23.

Measures of Student Enrollment	2018-19	2019-20	2020-21	2021-22 (Revised)	2022-23 (Preliminary)
Average Daily Membership – ADM _r	573,705	573,222	552,074	546,120	546,477
Weighted Average Daily Membership – ADM _w	703,747	704,285	703,269	678,893	682,003
Fall Membership (Enrollment on October 1) ¹	581,730	582,662	560,917	553,013	552,380
Average Daily Attendance (ADA) ²	532,483	522,041	457,404	454,115	447,146

¹ Fall Membership reported here includes some PK students.

² ADA includes students who are counted based on instructional hours. ADA for those students is estimated by multiplying the ADM of those students by the ratio of ADA to ADM for "regular" students (Type 1 records in the ADM collection).

History of School Funding Responsibility in Oregon

Prior to 1990, the largest source of revenue for public schools in Oregon was local property taxes. The passage of Measure 5 in 1990 dramatically changed that by lowering the amount of property taxes schools could raise. By 1995-96, with local property taxes for education limited to \$5 per \$1,000 of assessed valuation, the full impact of Measure 5 was felt. In 1997, Measure 50 further limited local property taxes for schools. Measure 5 required the state legislature to offset lost property tax revenue with money from the state general fund, which is composed primarily of state income taxes. As a result, Oregon schools are increasingly supported by state, not local, dollars.

In 2019, the Oregon Legislature passed the Student Success Act (House Bill 3427), which provided substantially more revenue for education from the Corporate Activities Tax on Oregon corporations. Revenue from the Student Success Act was initially projected to provide about \$800 million in added funding for K-12 school districts and ESDs in the 2019-21 biennium and nearly \$1.5 billion in the 2021-23 biennium. But reduced economic activity from the COVID-19 pandemic has diminished the added revenue. Given the length of the pandemic, it is uncertain when revenue growth will resume.

Oregon uses a formula to provide financial equity among school districts. Each school district receives (in combined state and local funds) an allocation per student, plus an additional amount for each student enrolled in more resource intensive programs such as Special Education or English as a Second Language. The purpose of the formula weights is to provide sufficient added funding to districts that support students with greater needs to allow districts to close the opportunity gaps between groups of students with different needs. While the opportunity gaps for historically underserved student groups have [diminished in recent years, they still remain substantial](#). This suggests the current weights in Oregon’s funding formula should be reviewed to determine if they actually provide sufficient added revenue to close these opportunity gaps.

Biennial Formula Revenue^{1,2}
(In Billions of Dollars, not adjusted for inflation)

	2013-15	2015-17	2017-19	2019-21 ³	2021-23 ⁴
Local	\$3.38	\$3.67	\$4.03	\$4.37	\$4.73
State	\$6.65	\$7.38	\$8.20	\$9.00	\$9.30
Total	\$10.03	\$11.05	\$12.23	\$13.37	\$14.03

The table above includes only funds distributed through the state’s equalization formula. Districts also receive federal, state and local funds that are not distributed through the formula. Total Operating Revenues, which include those dollars, are shown in the charts on the following page.

For more information on Oregon school funding, visit the [Quality Education Commission page](#).

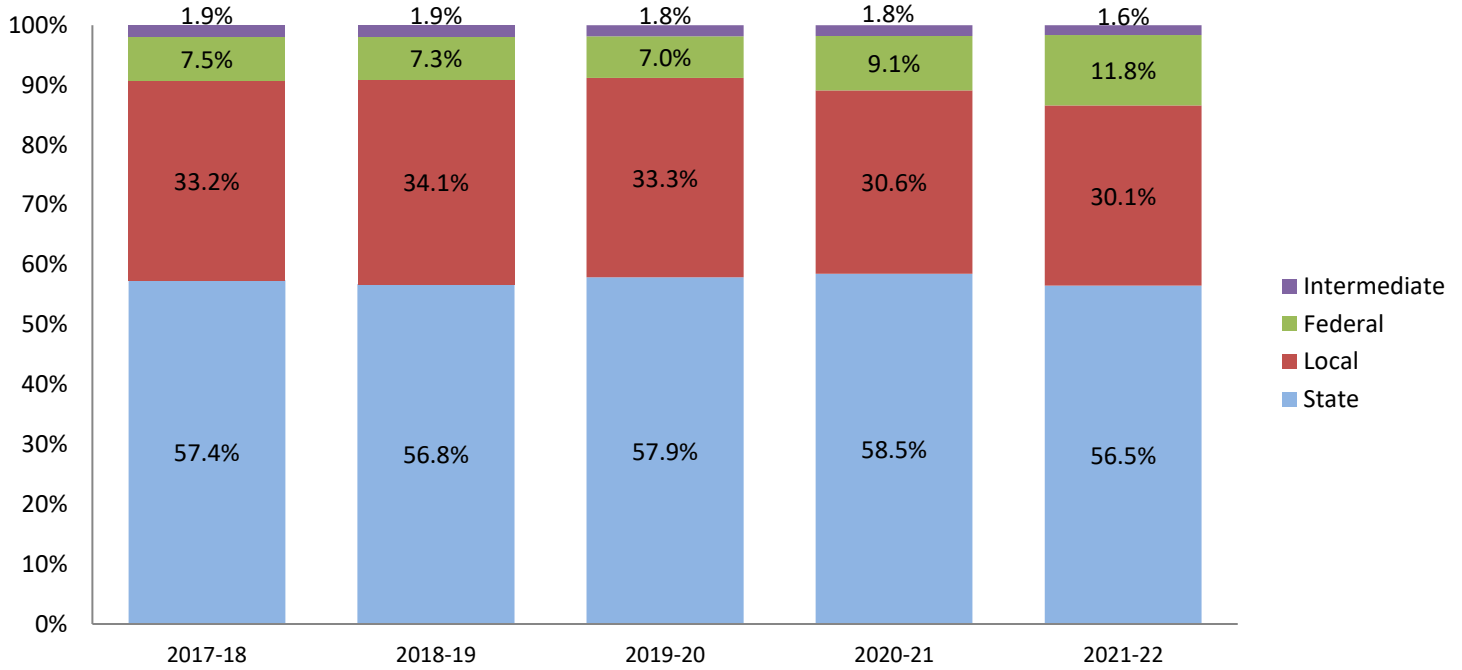
¹ Includes School Districts and Education Service Districts. Note: Totals may not equal the sum of State and Local amounts due to rounding.

² Source: State School Fund Distribution Formula.

³ Revised

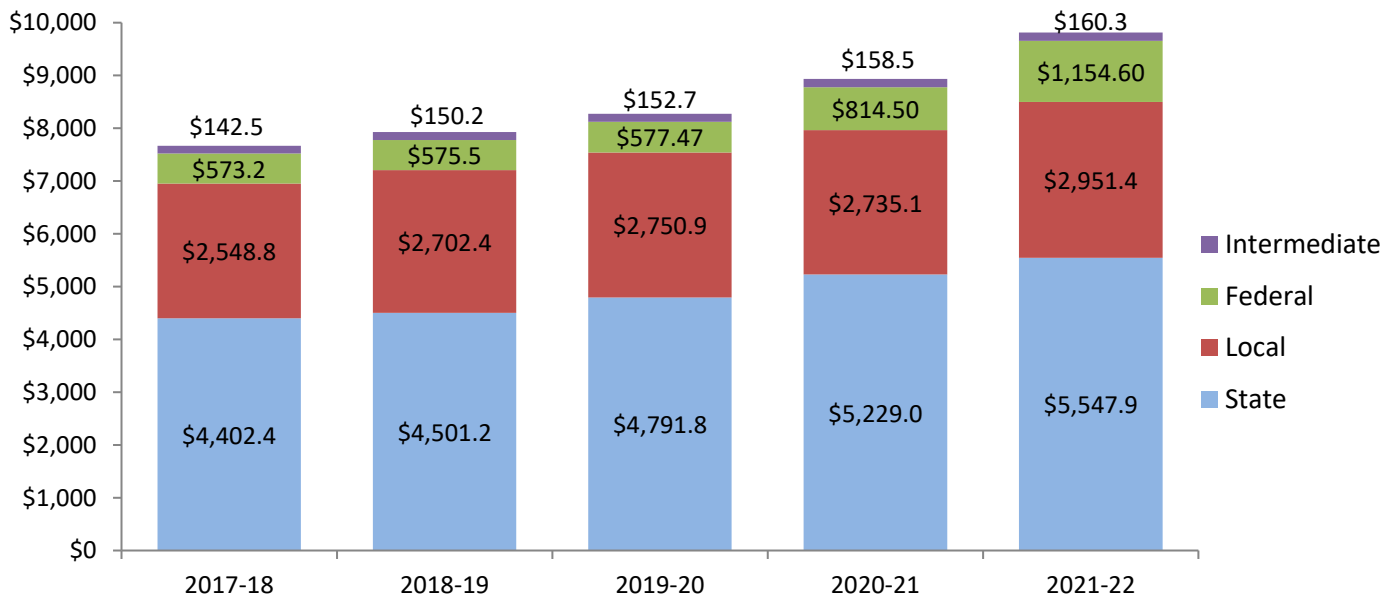
⁴ Projected

Operating Revenues by Source (Historical)



In the decade following the passage of Ballot Measure 5 in 1990, there was a dramatic shift in sources of public school funds. As a result, Oregon schools are now supported primarily by State, not local, dollars. With the added state revenue from the new Student Success Act starting in 2019-20, the state share is expected to grow to 59 percent and the local share to decline to 32 percent when the tax is fully phased in. The limits on assessed value growth for local property taxes imposed by Measure 50 in 1997 means that the state's share of revenue will continue to grow even further over time. Note that Intermediate refers to revenues from other levels of government, such as counties and cities.

Audited Operating Revenues for Public Elementary and Secondary Schools and ESDs by Source of Funds (Dollars in Millions, not adjusted for inflation)



ELEMENTARY AND SECONDARY EDUCATION ACT

Federal Programs

Through the Elementary and Secondary Education Act (ESEA), the Oregon Department of Education (ODE) receives and distributes federal education funds to eligible school districts throughout Oregon. These supplemental funds support district efforts in meeting federal and state requirements and in implementing programs that improve the ability of all students to receive a well-rounded education and meet challenging academic standards. ODE continues its commitment to develop processes that ensure that federal ESEA funds contribute to these opportunities.

Oregon students are served through the following programs provided through the Elementary and Secondary Education Act:

- Title I-A** Improving the Academic Achievement of the Disadvantaged
- Title I-C** Education of Migrant Children
- Title I-D** Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II-A** Supporting Effective Instruction
- Title III** Language Instruction for English Learners and Immigrant Students
- Title IV-A** Student Support and Academic Enrichment Grants
- Title IV-B** 21st Century Community Learning Centers
- Title V-B** Rural Education Achievement Program
- Title VI** Indian, Native Hawaiian, and Alaska Native Education
- Title IX-A** McKinney-Vento and the Education of Homeless Children and Youths

In addition to the management of federal funds, the Federal Systems team as well as the Multilingual and Migrant Education teams within the Office of Teaching Learning and Assessment provide ongoing guidance, technical assistance, promising practices and monitoring to ensure school districts have systems in place for all students to receive these opportunities for academic success.

The Every Student Succeeds Act (ESSA) enacted in 2015, ensures that the work of ESEA is grounded in equity so that all students have access to and achieve success through public education. ESSA protects student civil rights to an education, and upholds critical protections for students who are historically underserved. Title programs create additional opportunities for family and community engagement, before and after school programming, preschool, academic intervention, and social emotional learning. The law allows for additional flexibility in supporting students. Each state creates a comprehensive plan to close achievement gaps, increase equity, and improve outcomes for students. Oregon's ESSA State Plan was approved by the U.S. Department of Education. More information is available on ODE's [ESSA website](#).

ACCOUNTABILITY AND SUPPORT UNDER THE EVERY STUDENT SUCCEEDS ACT

Under Title IA of the Every Student Succeeds Act (ESSA), federal education law requires states to develop an accountability model that meaningfully differentiates schools for structured supports to target improvement. Given that all school districts and schools have areas for growth, Oregon's accountability model strategically uses multiple data points to appropriately target the right schools for support. With a key commitment to advancing equity, the accountability model is intentionally designed to provide the highest support to schools whose students of color, students who are multilingual learners, students experiencing disabilities, and students experiencing poverty are not yet experiencing high levels of success.

Under Oregon's accountability and support model, school improvement takes an approach that aims to support schools in the context of a larger district system. In partnership with Oregon Department of Education (ODE), school districts lead, support, and monitor the improvement efforts in eligible schools. While still committed to improvement at the school level, our approach to improvement engages districts as primary partners in the assessment of needs, crafting of improvement plans, and strategic implementation of evidence-based practices that will enhance learning for students and result in equitable student outcomes.

In Spring 2023, ODE submitted an amendment to our State Plan under the Every Student Succeeds Act (ESSA). This amendment formalized changes made to Oregon's state plan as part of an approved Accountability Addendum submitted in 2022. As part of the amendment and in consultation with the U.S. Department of Education, ODE revised its system for identifying schools for Targeted Support and Improvement (TSI). The change in the methodology for identifying Targeted Support Schools reflects an intentional change to provide additional support for students with disabilities and English Learners. The initial methodology in 2017-18 sought to focus available school improvement resources by identifying the highest needs schools for each focal student group. The revised methodology applies a uniform standard across student groups to identify schools for additional support. This standard for each indicator is the 10th percentile of schools for that indicator, based on data for the school as a whole. All student groups below that 10th percentile standard on a majority of indicators are identified for Targeted Support and Improvement. This change is a more inclusive approach to identifying schools that might be in need of additional support and has resulted in more schools being identified for some student groups, most notably Students with Disabilities and English Learners.

Due to the changes in methodology, this year, an additional 196 schools were identified for targeted support, bringing the total number of TSI schools to 311. Previously, Oregon had identified 56 schools for comprehensive support, no new schools were identified for comprehensive support this year, bringing the total number of identified schools to 367. To be clear, this does not mean there are 196 additional schools performing poorly.

ESSA directs states to reserve a fixed 7% of the total Title IA grant in aid to distribute as Federal School Improvement (FSI) funds. The change in methodology has resulted in changes to how ODE distributes these funds on a year over year basis, but does not increase the amount of funds being distributed. States are not permitted to reserve more of the Title IA set aside for these purposes.

School districts receive additional FSI funds if they are serving a significant number or percentage of identified schools. These funds require schools and districts to engage in community engagement and needs assessment processes to inform the development of plans and budgets that support these student populations.

It is important to note that FSI - approximately \$22 million per biennium - represents a small portion of total resources available to school districts to support focused improvement efforts. For context, the close to \$1.1 billion in state funds per biennium via the Student Investment Account (SIA) are explicitly aimed at two core purposes: 1) improving student mental health and well-being and 2) increasing student academic achievement, as well as addressing the academic disparities of historically marginalized students and communities. In most cases, these are students being served in TSI schools. In short, the SIA alone provides approximately 50 times the amount of funding per biennium for these kinds of support to school districts across the state.

Oregon is committed to providing well-rounded and equitable educational experiences for all students and will continue to leverage local measures to inform adjustments to improvement strategies and needed support. Federal School Improvement is one of several programs brought into alignment under the [Aligning for Student Success – Integrated Guidance](#). These efforts are bolstered by emphasizing the need for school districts to engage more broadly with educators, students, families, and community members during the planning and implementation phases. Including more voices and perspectives in developing improvement strategies and plans fosters partnership and shared accountability for improving learning opportunities for Oregon’s most underserved students.

In coordination with Education Service Districts (ESDs), ODE is currently deploying a more regionalized approach to support schools and districts that will improve our ability to learn from and share promising and effective practices. ODE and ESD personnel are in the midst of visiting school districts and schools across the state to listen and learn about the successes and challenges school leaders and educators are facing. This will help inform a differentiated approach to support.

Beginning early in 2024, this regional structure will help local leaders move through community engagement and needs assessment processes to better understand the kinds of support needed across the state. Examples of supports include, but are not limited to:

- Professional Development on standards-aligned instructional practices, social and emotional learning - helping kids work on things like coping with feelings, interpersonal skills and teamwork, and learning to think differently about differences, and culturally responsive and sustaining pedagogy - using student’s distinct and unique cultural experiences as part of daily instruction.
- Additional support for tier-2 and tier-3 interventions.
- Hiring additional teachers, counselors and paraprofessionals.
- Community engagement activities.
- And expanded learning opportunities via afterschool and summer programs.

Detailed information about school identifications can be found on the [Accountability Measures](#) web page.

ESSA Accountability System

Identification of schools for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) through ODE's ESSA accountability system resumed in the fall 2022. In order to restart the ESSA accountability system, ODE made updates through the U.S. Department of Education's [Accountability Addendum](#). Adjustments to [Oregon's ESSA Consolidated State Plan](#) and the accountability system included shifting out long term goals for each indicator by two years, adjusting the number of years used for each indicator, and temporarily replacing the English Language Arts and Mathematics academic growth indicators with an alternate measure.

The measures, or accountability indicators, used in the ESSA accountability system are:

- **English Language Arts Academic Achievement**
 - The percentage of students who meet the standard on the state English Language Arts assessment.
- **Mathematics Academic Achievement**
 - The percentage of students who meet the standard on the state mathematics assessment.
- **English Language Arts Average Gap Score Change**
 - The change in average English Language Arts scores at the school from the 2018-19 to the 2022-23 school year.
- **Mathematics Average Gap Score Change**
 - The change in average Mathematics scores at the school from the 2018-19 to the 2022-23 school year.
- **Regular Attenders**
 - The percentage of students who attended more than 90% of their enrolled days.
- **9th Grade On-Track to Graduate**
 - The percentage of students who earned at least one fourth of graduation credits during their 9th grade year.
- **Four-Year Graduation**
 - The percentage of students who earned a regular or modified diploma within four years of entering 9th grade.
- **Five-Year Completers**
 - The percentage of students who earned a regular or modified diploma, GED, extended diploma, or adult high school diploma within five years of entering 9th grade.
- **On-Track to English Language Proficiency**
 - The percentage of students who are meeting progress expectations on the state English Language Proficiency Assessment.

Under ESSA, school-level outcomes are calculated for the following student groups only if the minimum n-size of 20 is met when using a multi-year average of school accountability data:

- All Students
- Students with Disabilities
- English Learners
- Economically Disadvantaged (students eligible for Free/Reduced Price Lunch)
- Race/Ethnicity
- Underserved Race/Ethnicity (consists of American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander students)

For the student groups above, each of the accountability indicators are assigned a level from one to five, with five being the highest. Level One indicates that a school or student group is in the lowest 10 percent of schools in the state, and a Level Five indicates that the school or student group has met the state’s long-term goal for the indicator.

In 2021-22 a new cohort of CSI schools were identified. CSI schools are only identified every three years, no additional schools were identified as CSI in 2022-23. In 2021-22, schools with sufficient data to be rated on at least five indicators were identified as CSI if the graduation rate for the All Students group was below 67 percent, or if the school is Title I and at least half of the indicators for the All Students group were Level One.

In 2021-22 and 2022-23 schools not identified as CSI were identified as TSI if they had any student group other than the All Student group rated on at least five indicators and at least half of the rated indicators were Level One.

In 2022-23, schools previously identified as TSI were eligible to exit that status. Schools are deemed no longer in need of support when:

- The school is not identified for support through the current year’s results of the ESSA Accountability System, and
- The school establishes improved accountability data in the current year as compared to prior years’ data, and
- The ODE review of the school’s local context using evidence-based diagnostic tools finds improved systems.

Previously identified schools that do not meet the above exit criteria have their support status held over.

Current Level of ESSA Support and Number of Schools Identified¹

Level of Support	2022-23 Title I Status	2021-22 Identification	2022-23 Identification
Comprehensive	Title I	28	26
Comprehensive	Not Title I	30	30
Targeted	Title I	67	152
Targeted	Not Title I	53	159
None	Title I	456	373
None	Not Title I	636	530

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

Measures of Interim Progress

Each indicator included in the ESSA accountability system has a long-term goal established through [Oregon's ESSA Consolidated State Plan](#). Oregon's ESSA state plan originally set 2024-25 as the target year for each indicator to reach its long-term goal. However, due to the impact of COVID-19 and the resulting disruption on school performance, ODE elected to amend the timeline to meet the long-term goals to 2026-27 through the U.S. Department of Education's [Accountability Addendum](#).

In order to monitor the state's progress towards meeting the long-term goals for each indicator [Measures of Interim Progress](#) (MIP) were set. MIPs are annual targets for school accountability indicators as required by [ESSA](#). Assessment participation does not have a MIP; however, it does have an annual goal of 94.5 percent for all student groups. The below sections include the state-level data for each indicator included in 2022-23 ESSA accountability system by grade group.

English Language Arts Academic Achievement Details for Elementary (Grades 3-5)

Long Term Goal¹: 80%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	43.5%	43.6%	43.6%
Economically Disadvantaged ²	43.4%	35.0%	39.2%
English Learners	18.5%	20.0%	19.3%
Students with Disabilities	21.8%	21.2%	21.5%
American Indian/Alaska Native	23.7%	25.2%	24.5%
Black/African American	24.6%	25.3%	25.0%
Hispanic/Latino	25.2%	25.5%	25.4%
Native Hawaiian/Pacific Islander	24.4%	20.4%	22.4%
Underserved Race/Ethnicity ³	25.1%	25.4%	25.3%
Asian	61.9%	62.0%	62.0%
White	50.9%	50.7%	50.8%
Multi-racial ⁴	48.4%	49.4%	48.9%

¹ The State long-term goal in 2026-27

² Beginning in 2020-21 and continuing through 2021-22, the Economically Disadvantaged student group is larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals.

³ The Underserved Race/Ethnicity student group consists of the following racial/ethnic groups: American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander.

⁴ Multi-racial does not include students who reported Hispanic ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

**English Language Arts Academic Achievement Details
for Middle (Grades 6-8)**

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	44.3%	43.0%	43.7%
Economically Disadvantaged	44.3%	34.7%	39.5%
English Learners	16.1%	14.3%	15.2%
Students with Disabilities	16.1%	15.8%	16.0%
American Indian/Alaska Native	27.6%	26.0%	26.8%
Black/African American	25.4%	23.0%	24.2%
Hispanic/Latino	27.9%	26.4%	27.2%
Native Hawaiian/Pacific Islander	25.9%	25.1%	25.5%
Underserved Race/Ethnicity	27.7%	26.1%	26.9%
Asian	66.7%	64.4%	65.6%
White	50.8%	49.8%	50.3%
Multi-racial	50.1%	47.6%	48.9%

**English Language Arts Academic Achievement Details
for High (Grade 11)**

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	47.4%	46.8%	47.1%
Economically Disadvantaged	47.4%	40.7%	44.1%
English Learners	12.4%	11.3%	11.9%
Students with Disabilities	17.9%	17.8%	17.9%
American Indian/Alaska Native	35.8%	32.1%	34.0%
Black/African American	25.2%	31.4%	28.3%
Hispanic/Latino	34.2%	34.4%	34.3%
Native Hawaiian/Pacific Islander	30.3%	30.3%	30.3%
Underserved Race/Ethnicity	33.7%	34.0%	33.9%
Asian	61.3%	61.8%	61.6%
White	53.6%	52.3%	53.0%
Multi-racial	50.0%	51.3%	50.7%

**Mathematics Academic Achievement Details
for Elementary (Grades 3-5)**

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	35.7%	36.6%	36.2%
Economically Disadvantaged	35.6%	28.1%	31.9%
English Learners	15.1%	17.5%	16.3%
Students with Disabilities	18.7%	19.0%	18.9%
American Indian/Alaska Native	16.7%	19.2%	18.0%
Black/African American	16.0%	17.2%	16.6%
Hispanic/Latino	18.4%	19.2%	18.8%
Native Hawaiian/Pacific Islander	14.5%	13.9%	14.2%
Underserved Race/Ethnicity	18.1%	18.9%	18.5%
Asian	59.6%	61.0%	60.3%
White	42.4%	43.2%	42.8%
Multi-racial	39.5%	41.3%	40.4%

**Mathematics Academic Achievement Details
for Middle (Grades 6-8)**

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	28.4%	28.5%	28.5%
Economically Disadvantaged	28.3%	20.3%	24.3%
English Learners	8.7%	8.2%	8.5%
Students with Disabilities	10.6%	11.4%	11.0%
American Indian/Alaska Native	13.7%	11.9%	12.8%
Black/African American	12.5%	12.2%	12.4%
Hispanic/Latino	14.0%	13.7%	13.9%
Native Hawaiian/Pacific Islander	11.2%	11.2%	11.2%
Underserved Race/Ethnicity	13.8%	13.5%	13.7%
Asian	57.7%	56.4%	57.1%
White	33.4%	34.0%	33.7%
Multi-racial	32.5%	32.9%	32.7%

**Mathematics Academic Achievement Details
for High (Grade 11)**

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	21.0%	20.9%	21.0%
Economically Disadvantaged	21.0%	14.4%	17.7%
English Learners	4.1%	3.6%	3.9%
Students with Disabilities	6.1%	6.4%	6.3%
American Indian/Alaska Native	13.7%	6.3%	10.0%
Black/African American	6.6%	7.1%	6.9%
Hispanic/Latino	10.2%	9.8%	10.0%
Native Hawaiian/Pacific Islander	5.3%	8.1%	6.7%
Underserved Race/Ethnicity	10.0%	9.5%	9.8%
Asian	42.5%	42.6%	42.6%
White	25.2%	25.2%	25.2%
Multi-racial	23.4%	25.0%	24.2%

**English Language Arts Average Gap Score Change Details
for Elementary (Grades 3-5)**

Long Term Goal¹: NA

Student Group	School Year 2018-19	School Year 2022-23	Change in Average
All Students	-3	-21	-18
American Indian/Alaska Native	-44	-66	-22
Asian	41	27	-14
Black/African American	-54	-67	-13
Hispanic/Latino	-43	-64	-21
Native Hawaiian/Pacific Islander	-46	-75	-29
White	11	-3	-14
Economically Disadvantaged	-31	-41	-10
Students With Disabilities	-72	-85	-13
English Learners	-57	-79	-22
Underserved Race/Ethnicity	-44	-65	-21
Multi-Racial	8	-7	-15

**English Language Arts Average Gap Score Change Details
for Middle (Grades 6-8)**

Long Term Goal: NA

Student Group	School Year 2018-19	School Year 2022-23	Change in Average
All Students	4	-24	-28
American Indian/Alaska Native	-43	-64	-21
Asian	54	33	-21
Black/African American	-55	-78	-23
Hispanic/Latino	-34	-66	-32
Native Hawaiian/Pacific Islander	-34	-74	-40
White	18	-7	-25
Economically Disadvantaged	-27	-44	-17
Students With Disabilities	-90	-106	-16
English Learners	-58	-99	-41
Underserved Race/Ethnicity	-36	-67	-31
Multi-Racial	13	-12	-25

¹ Average Gap Score Change is a temporary indicator included only in the 2021-22 and 2022-23 ESSA accountability systems and does not have a long-term goal.

**Mathematics Average Gap Score Change Details
for Elementary (Grades 3-5)**

Long Term Goal: NA

Student Group	School Year 2018-19	School Year 2022-23	Change in Average
All Students	-19	-37	-18
American Indian/Alaska Native	-53	-80	-27
Asian	41	21	-20
Black/African American	-78	-91	-13
Hispanic/Latino	-55	-79	-24
Native Hawaiian/Pacific Islander	-65	-94	-29
White	-6	-21	-15
Economically Disadvantaged	-45	-57	-12
Students With Disabilities	-84	-95	-11
English Learners	-63	-86	-23
Multi-Racial	-11	-27	-16
Underserved Race/Ethnicity	-57	-81	-24

**Mathematics Average Gap Score Change Details
for Middle (Grades 6-8)**

Long Term Goal: NA

Student Group	School Year 2018-19	School Year 2022-23	Change in Average
All Students	-37	-71	-34
American Indian/Alaska Native	-93	-121	-28
Asian	48	13	-35
Black/African American	-115	-143	-28
Hispanic/Latino	-82	-121	-39
Native Hawaiian/Pacific Islander	-84	-145	-61
White	-20	-52	-32
Economically Disadvantaged	-74	-97	-23
Students With Disabilities	-139	-153	-14
English Learners	-103	-150	-47
Multi-Racial	-26	-59	-33
Underserved Race/Ethnicity	-85	-123	-38

**Regular Attenders Details
for Elementary (Grades K-5)**

Long Term Goal: 93%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	67.7%	64.2%	66%
Economically Disadvantaged	67.6%	59.8%	63.7%
English Learners	60.3%	58.3%	59.3%
Students with Disabilities	60.6%	57.2%	58.9%
American Indian/Alaska Native	49.9%	52.3%	51.1%
Black/African American	61.4%	61.5%	61.5%
Hispanic/Latino	58.9%	56.8%	57.9%
Native Hawaiian/Pacific Islander	45.6%	45.2%	45.4%
Underserved Race/Ethnicity	58.4%	56.6%	57.5%
Asian	86.4%	79.8%	83.1%
White	70.9%	67%	69%
Multi-racial	68.6%	63.8%	66.2%

**Regular Attenders Details
for Middle (Grades 6-8)**

Long Term Goal: 93%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	66.5%	64.7%	65.6%
Economically Disadvantaged	66.5%	60.1%	63.3%
English Learners	56.1%	56.3%	56.2%
Students with Disabilities	56.9%	55.4%	56.2%
American Indian/Alaska Native	52.8%	55%	53.9%
Black/African American	58.1%	59.3%	58.7%
Hispanic/Latino	60.3%	59%	59.7%
Native Hawaiian/Pacific Islander	50.3%	51.6%	51.0%
Underserved Race/Ethnicity	59.6%	58.7%	59.2%
Asian	89.2%	86.4%	87.8%
White	68.4%	66.3%	67.4%
Multi-racial	66.9%	64.4%	65.7%

**Regular Attenders Details
for High (Grades 9-10)**

Long Term Goal: 93%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	61.6%	60.8%	61.2%
Economically Disadvantaged	61.6%	54.8%	58.2%
English Learners	46.7%	47.5%	47.1%
Students with Disabilities	50.6%	50.8%	50.7%
American Indian/Alaska Native	46.6%	49.3%	48%
Black/African American	51%	52.5%	51.8%
Hispanic/Latino	53.1%	53.2%	53.2%
Native Hawaiian/Pacific Islander	43.8%	42.1%	43%
Underserved Race/Ethnicity	52.5%	52.7%	52.6%
Asian	85.9%	84.1%	85%
White	64.3%	63.3%	63.8%
Multi-racial	62.2%	61.1%	61.7%

9th Grade On-Track Details

Long Term Goal: 95%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	82.8%	83.6%	83.2%
Economically Disadvantaged	83.0%	79.4%	81.2%
English Learners	68.5%	70.2%	69.4%
Students with Disabilities	72.3%	74.7%	73.5%
American Indian/Alaska Native	73.7%	71.3%	72.5%
Black/African American	76.6%	75.7%	76.2%
Hispanic/Latino	77.1%	77.9%	77.5%
Native Hawaiian/Pacific Islander	72.1%	68.2%	70.2%
Underserved Race/Ethnicity	76.8%	77.2%	77.0%
Asian	95.8%	96.1%	96.0%
White	84.9%	85.9%	85.4%
Multi-racial	82.9%	83.4%	83.2%

Four-Year Cohort Graduation Details

Long Term Goal: 90%

Student Group	Cohort Year 2016-17	Cohort Year 2017-18	Cohort Year 2018-19	3-year Average
All Students	82.6%	80.6%	81.3%	81.5%
Economically Disadvantaged	77.6%	77.0%	80.7%	78.6%
English Learners	64.6%	64.4%	65.3%	64.8%
Students with Disabilities	68.0%	66.1%	67.5%	67.2%
American Indian/Alaska Native	67.2%	67.0%	68.9%	67.7%
Black/African American	76.3%	73.5%	73.7%	74.5%
Hispanic/Latino	79.5%	77.0%	78.7%	78.4%
Native Hawaiian/Pacific Islander	76.6%	69.8%	74.6%	73.6%
Underserved Race/Ethnicity	78.6%	76.1%	77.7%	77.4%
Asian	92.2%	91.9%	92.1%	92.1%
White	84.0%	82.1%	82.5%	82.8%
Multi-racial	81.0%	79.3%	79.7%	80.0%

Five-Year Completers Details

Long Term Goal: 97%

Student Group	Cohort Year 2015-16	Cohort Year 2016-17	Cohort Year 2017-18	3-year Average
All Students	87.2%	87.8%	86.5%	87.1%
Economically Disadvantaged	83.7%	83.8%	83.9%	83.8%
English Learners	70.5%	71.8%	72.6%	71.7%
Students with Disabilities	74.9%	76.0%	75.4%	75.5%
American Indian/Alaska Native	78.9%	77.0%	76.2%	77.5%
Black/African American	80.5%	81.6%	80.4%	80.8%
Hispanic/Latino	83.7%	84.5%	82.8%	83.7%
Native Hawaiian/Pacific Islander	83.7%	81.0%	76.1%	80.2%
Underserved Race/Ethnicity	83.1%	83.8%	82.1%	83.0%
Asian	95.7%	95.4%	95.0%	95.4%
White	88.4%	89.1%	88.0%	88.5%
Multi-racial	87.5%	86.8%	85.5%	86.6%

On-Track to English Language Proficiency Details for Elementary (Grades K-5)

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	53.2%	58.8%	56.2%

On-Track to English Language Proficiency Details for Middle (Grades 6-8)

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	29.8%	30.9%	30.3%

On-Track to English Language Proficiency Details for High (Grades 9-12)

Long Term Goal: 80%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average
All Students	25.4%	24.8%	25.1%

**English Language Arts Participation Details
for Elementary (Grades 3-5)**

Annual Goal: 94.5%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average	Average Non- Participation
All Students	92.5%	93.6%	93.1%	6.9%
Economically Disadvantaged	92.7%	94.6%	93.7%	6.3%
English Learners	96.4%	97.3%	96.9%	3.1%
Students with Disabilities	85.5%	86.7%	86.1%	13.9%
American Indian/Alaska Native	89.7%	92.7%	91.2%	8.8%
Black/African American	91.7%	94.6%	93.2%	6.8%
Hispanic/Latino	95.2%	96.0%	95.6%	4.4%
Native Hawaiian/Pacific Islander	94.7%	96.2%	95.5%	4.5%
Underserved Race/Ethnicity	94.7%	95.8%	95.3%	4.7%
Asian	96.3%	97.6%	97.0%	3.0%
White	91.2%	92.3%	91.8%	8.2%
Multi-racial	92.3%	93.8%	93.1%	6.9%

**English Language Arts Participation Details
for Middle (Grades 6-8)**

Annual Goal: 94.5%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average	Average Non- Participation
All Students	88.4%	90.3%	89.4%	10.6%
Economically Disadvantaged	88.7%	91.3%	90.0%	10.0%
English Learners	95.0%	95.1%	95.1%	4.9%
Students with Disabilities	82.9%	84.5%	83.7%	16.3%
American Indian/Alaska Native	86.0%	88.3%	87.2%	12.8%
Black/African American	86.8%	87.8%	87.3%	12.7%
Hispanic/Latino	92.3%	93.4%	92.9%	7.1%
Native Hawaiian/Pacific Islander	91.1%	94.0%	92.6%	7.4%
Underserved Race/Ethnicity	91.6%	92.8%	92.2%	7.8%
Asian	94.6%	96.0%	95.3%	4.7%
White	86.6%	88.6%	87.6%	12.4%
Multi-racial	87.3%	90.4%	88.9%	11.1%

English Language Arts Participation Details for High (Grade 11)

Annual Goal: 94.5%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average	Average Non- Participation
All Students	59.9%	70.6%	65.3%	34.7%
Economically Disadvantaged	60.2%	74.6%	67.4%	32.6%
English Learners	69.5%	78.0%	73.8%	26.2%
Students with Disabilities	55.7%	65.4%	60.6%	39.4%
American Indian/Alaska Native	64.8%	70.2%	67.5%	32.5%
Black/African American	47.5%	62.9%	55.2%	44.8%
Hispanic/Latino	66.9%	76.6%	71.8%	28.2%
Native Hawaiian/Pacific Islander	65.7%	76.4%	71.1%	28.9%
Underserved Race/Ethnicity	65.3%	75.3%	70.3%	29.7%
Asian	56.1%	70.5%	63.3%	36.7%
White	58.1%	68.5%	63.3%	36.7%
Multi-racial	54.5%	67.0%	60.8%	39.2%

Mathematics Participation Details for Elementary (Grades 3-5)

Annual Goal: 94.5%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average	Average Non- Participation
All Students	92.0%	93.4%	92.7%	7.3%
Economically Disadvantaged	92.2%	94.3%	93.3%	6.7%
English Learners	96.1%	97.3%	96.7%	3.3%
Students with Disabilities	84.7%	86.3%	85.5%	14.5%
American Indian/Alaska Native	89.1%	92.5%	90.8%	9.2%
Black/African American	91.0%	94.1%	92.6%	7.4%
Hispanic/Latino	94.7%	95.9%	95.3%	4.7%
Native Hawaiian/Pacific Islander	94.2%	95.2%	94.7%	5.3%
Underserved Race/Ethnicity	94.2%	95.6%	94.9%	5.1%
Asian	96.2%	97.6%	96.9%	3.1%
White	90.7%	92.0%	91.4%	8.6%
Multi-racial	91.8%	93.2%	92.5%	7.5%

**Mathematics Participation Details
for Middle (Grades 6-8)**

Annual Goal: 94.5%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average	Average Non- Participation
All Students	87.0%	89.0%	88.0%	12.0%
Economically Disadvantaged	87.2%	90.0%	88.6%	11.4%
English Learners	94.0%	94.4%	94.2%	5.8%
Students with Disabilities	81.2%	82.8%	82.0%	18.0%
American Indian/Alaska Native	84.9%	87.8%	86.4%	13.6%
Black/African American	85.1%	86.3%	85.7%	14.3%
Hispanic/Latino	91.0%	92.3%	91.7%	8.3%
Native Hawaiian/Pacific Islander	90.8%	92.8%	91.8%	8.2%
Underserved Race/Ethnicity	90.3%	91.7%	91.0%	9.0%
Asian	94.1%	95.4%	94.8%	5.2%
White	85.0%	87.2%	86.1%	13.9%
Multi-racial	86.0%	88.7%	87.4%	12.6%

**Mathematics Participation Details
for High (Grade 11)**

Annual Goal: 94.5%

Student Group	School Year 2021-22	School Year 2022-23	2-year Average	Average Non- Participation
All Students	55.8%	67.6%	61.7%	38.3%
Economically Disadvantaged	56.1%	71.6%	63.9%	36.1%
English Learners	62.0%	72.8%	67.4%	32.6%
Students with Disabilities	51.5%	61.7%	56.6%	43.4%
American Indian/Alaska Native	61.4%	66.9%	64.2%	35.8%
Black/African American	43.6%	60.3%	52.0%	48.0%
Hispanic/Latino	61.9%	73.4%	67.7%	32.3%
Native Hawaiian/Pacific Islander	57.2%	69.3%	63.3%	36.7%
Underserved Race/Ethnicity	60.4%	72.1%	66.3%	33.7%
Asian	50.8%	66.3%	58.6%	41.4%
White	54.4%	65.9%	60.2%	39.8%
Multi-racial	51.3%	63.8%	57.6%	42.4%

STUDENT SUCCESS

Indicators of Achievement

The Statewide Report Card provides statewide results of academic achievement along with other indicators of student success. Oregon measures student performance and progress in several ways: through statewide assessments at grades 3, 4, 5, 6, 7, 8 and 11; through national and international achievement tests such as the National Assessment of Educational Progress (NAEP) and the Trends in International and Science Study (TIMSS). Graduation and dropout rates, as well as school and district report cards, provide useful measures of student performance and progress.

Statewide Tests Measure Standards

Oregon tests students statewide in English language arts and mathematics in grades 3, 4, 5, 6, 7, 8 and 11 and in science at grades 5, 8, and 11. Statewide tests are “criterion-referenced,” meaning student performance is evaluated against defined standards and levels of proficiency. Levels 3 and 4 are considered proficient for purposes of state and federal accountability.

Scores Required to Meet Achievement Levels on Statewide Assessments (cut scores)¹

2022-23

English Language Arts

Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Level 2	2367	2416	2442	2457	2479	2487	2493
Level 3	2432	2473	2502	2531	2552	2567	2583
Level 4	2490	2533	2582	2618	2649	2668	2682

Mathematics

Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Level 2	2381	2411	2455	2473	2484	2504	2543
Level 3	2436	2485	2528	2552	2567	2586	2628
Level 4	2501	2549	2579	2610	2635	2653	2718

Science

Level	Grade 5	Grade 8	High School
Level 2	3131	3433	3735
Level 3	3162	3460	3755
Level 4	3198	3507	3788

Alternate Achievement Standards (Oregon Extended Assessment)

Extended English Language Arts

Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Level 2	192	200	202	205	208	213	899
Level 3	213	213	220	220	222	224	920
Level 4	228	228	232	233	236	236	927

Extended Mathematics

Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	High School
Level 2	192	193	193	204	207	208	901
Level 3	201	206	206	208	209	212	907
Level 4	218	219	220	222	223	226	922

Extended Science

Level	Grade 5	Grade 8	High School
Level 2	506	810	901
Level 3	517	820	914
Level 4	530	831	929

¹ Data from Achievement/Performance Standards. Find information about Oregon academic standards online. Find test score data online.

Student Performance in 2022-23
Percent of Students at Level 3 or 4

Grade 3

Student Group	English Language Arts (ELA)	Mathematics
All Students	39%	40%
Economically Disadvantaged	31%	31%
English Learners ¹	8%	11%
Students with Disabilities	20%	22%
American Indian/Alaska Native	21%	22%
Asian	58%	64%
Black/African American	22%	21%
Hispanic/Latino	22%	22%
Multi-racial	46%	45%
Native Hawaiian/Pacific Islander	14%	15%
White	46%	47%
Extended Assessment ²	29%	27%
Indian Education	27%	26%
Migrant Education	13%	16%
Houseless	16%	15%
Military-connected	44%	41%
Students in Foster Care	12%	17%

Grade 4

Student Group	English Language Arts (ELA)	Mathematics
All Students	42%	38%
Economically Disadvantaged	34%	29%
English Learners ¹	6%	6%
Students with Disabilities	19%	18%
American Indian/Alaska Native	24%	18%
Asian	62%	62%
Black/African American	22%	16%
Hispanic/Latino	25%	20%
Multi-racial	46%	42%
Native Hawaiian/Pacific Islander	20%	13%
White	50%	45%
Extended Assessment ²	36%	20%
Indian Education	23%	20%
Migrant Education	17%	15%
Houseless	16%	12%
Military-connected	44%	42%
Students in Foster Care	19%	15%

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

² Extended assessments are alternatives to grade-level assessments for students with significant cognitive impairments. They are scored on an alternate scale.

Grade 5

Student Group	English Language Arts (ELA)	Mathematics	Science
All Students	47%	31%	30%
Economically Disadvantaged	39%	23%	23%
English Learners	6%	< 5%	< 5%
Students with Disabilities	18%	11%	13%
American Indian/Alaska Native	27%	15%	14%
Asian	64%	55%	44%
Black/African American	29%	12%	13%
Hispanic/Latino	29%	15%	14%
Multi-racial	54%	36%	35%
Native Hawaiian/Pacific Islander	26%	12%	10%
White	54%	37%	37%
Extended Assessment	32%	29%	37%
Indian Education	30%	16%	16%
Migrant Education	19%	10%	7%
Houseless	19%	10%	10%
Military-connected	51%	34%	28%
Students in Foster Care	22%	9%	10%

Grade 6

Student Group	English Language Arts (ELA)	Mathematics
All Students	41%	28%
Economically Disadvantaged	33%	21%
English Learners	< 5%	< 5%
Students with Disabilities	14%	10%
American Indian/Alaska Native	22%	10%
Asian	61%	55%
Black/African American	21%	12%
Hispanic/Latino	25%	13%
Multi-racial	46%	32%
Native Hawaiian/Pacific Islander	25%	11%
White	47%	34%
Extended Assessment	34%	38%
Indian Education	25%	17%
Migrant Education	19%	11%
Houseless	19%	9%
Military-connected	43%	26%
Students in Foster Care	15%	7%

Grade 7

Student Group	English Language Arts (ELA)	Mathematics
All Students	44%	30%
Economically Disadvantaged	36%	21%
English Learners	< 5%	< 5%
Students with Disabilities	14%	9%
American Indian/Alaska Native	29%	14%
Asian	68%	59%
Black/African American	23%	12%
Hispanic/Latino	26%	14%
Multi-racial	47%	34%
Native Hawaiian/Pacific Islander	24%	10%
White	51%	35%
Extended Assessment	34%	47%
Indian Education	30%	15%
Migrant Education	20%	11%
Houseless	19%	9%
Military-connected	46%	27%
Students in Foster Care	23%	12%

Grade 8

Student Group	English Language Arts (ELA)	Mathematics	Science
All Students	42%	26%	26%
Economically Disadvantaged	34%	18%	20%
English Learners	< 5%	< 5%	< 5%
Students with Disabilities	12%	6%	8%
American Indian/Alaska Native	26%	11%	15%
Asian	63%	54%	42%
Black/African American	22%	10%	9%
Hispanic/Latino	26%	12%	12%
Multi-racial	47%	30%	31%
Native Hawaiian/Pacific Islander	24%	10%	11%
White	49%	30%	32%
Extended Assessment	35%	33%	40%
Indian Education	28%	12%	17%
Migrant Education	19%	9%	7%
Houseless	18%	8%	10%
Military-connected	43%	24%	25%
Students in Foster Care	19%	5%	5%

High School

Student Group	English Language Arts (ELA)	Mathematics	Science
All Students	46%	20%	33%
Economically Disadvantaged	40%	14%	28%
English Learners	5%	< 5%	< 5%
Students with Disabilities	15%	< 5%	11%
American Indian/Alaska Native	31%	6%	21%
Asian	61%	42%	49%
Black/African American	31%	7%	16%
Hispanic/Latino	34%	10%	19%
Multi-racial	51%	25%	37%
Native Hawaiian/Pacific Islander	29%	8%	18%
White	52%	25%	38%
Extended Assessment	36%	32%	49%
Indian Education	37%	10%	25%
Migrant Education	31%	8%	17%
Houseless	24%	7%	16%
Military-connected	52%	18%	35%
Students in Foster Care	26%	< 5%	11%

NATIONAL COMPARISON OF STUDENT ACHIEVEMENT

The National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), also known as "[The Nation's Report Card](#)," has conducted national assessments since 1969 in many content areas, including social studies and the arts. Since 1990, NAEP has produced reports on student achievement at the state as well as the national level in mathematics, reading, science and writing. The [National Center for Education Statistics](#) within the U.S. Department of Education is responsible for carrying out NAEP. The independent, non-partisan [National Assessment Governing Board](#) oversees and sets policy for NAEP.

Differences between NAEP and Oregon State Assessments

Unlike Oregon state assessments, NAEP does **not** provide individual scores for students, schools, or districts in Oregon for several reasons:

- NAEP is a survey assessment, so results are based on samples of students representative of the state or nation;
- Each student takes a small part of the overall assessment, so only when the scores are aggregated for groups of students are the data considered valid and reliable estimates of what students know and can do in the content area;
- Federal law requires that NAEP data remain confidential, so no personally identifiable information about students is linked to the NAEP assessment data.

There are other important differences between NAEP and Oregon state assessments. NAEP produces state results only for 4th and 8th graders, while Oregon state assessments report results for students in elementary, middle and high school grade levels. The content tested in a NAEP assessment is determined by a national panel of experts convened by the National Assessment Governing Board. Oregon state assessments test the knowledge and skills laid out in the content standards adopted by the Oregon State Board of Education.

NAEP Assessment Schedule

This report includes results from the 2021-22 NAEP state mathematics and reading assessments, which are the most recent NAEP state assessment results available. For 2023-24, NAEP plans to conduct the state mathematics and reading assessments at grades 4 and 8, as well as national assessments in science at grade 8 and mathematics and reading at grade 12. NCES plans to release the results of the NAEP 2024 assessments during the 2024-25 school year.

National Assessment of Educational Progress: Reading, Grade 4, 2022

NAEP reports achievement levels and average scale scores. Average scale scores for reading are expressed on a 0-500 scale. NAEP has three achievement levels: NAEP Basic, NAEP Proficient and NAEP Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

- NAEP Basic: Partial mastery of prerequisite knowledge and skills that are fundamental for performance at the NAEP Proficient level.
- NAEP Proficient: Solid academic performance for each NAEP assessment. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter.
- NAEP Advanced: Superior performance beyond NAEP Proficient.

2022 NAEP Grade 4 Reading Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below NAEP Basic %	Participating %
All Students	Oregon	7	21	28	44	98
	United States	8	24	29	39*	98
Economically Disadvantaged ¹	Oregon	7	21	28	44	~
	United States	3*	16*	28	52*	~
English Learners	Oregon	#	4	11	85	96
	United States	1	9*	23*	67*	95
Students with Disabilities	Oregon	3	7	14	75	88
	United States	1	8	17	74	89
Female	Oregon	8	23	28	41	99
	United States	9	25	30	36*	99
Male	Oregon	6	19	28	47	98
	United States	8	23*	28	42*	97
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	15	25	57	98
Asian (not of Hispanic origin)	Oregon	13	27	29	32	~
	United States	24	34	25	18*	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	14	27	57	98
Hispanic origin	Oregon	2	11	22	65	97
	United States	4	17*	28	51*	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	5	16	28	50	~
Two or more races (not of Hispanic origin)	Oregon	8	23	28	41	97
	United States	9	27	31	33	98
White (not of Hispanic origin)	Oregon	8	25	30	37	99
	United States	11*	30*	31	28*	99

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

¹ The Economically Disadvantaged student group is not comparable across Oregon and the United States for the 2021-22 school year. Oregon categorized almost all students as Economically Disadvantaged due to an expansion of the criteria for student eligibility for free or reduced price meals. See [Free and Reduced Price Lunch Eligibility](#) for details.

National Assessment of Educational Progress: Reading, Grade 8, 2022

2022 NAEP Grade 8 Reading Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below NAEP Basic %	Participating %
All Students	Oregon	2	26	39	33	99
	United States	3*	26	39	32	98*
Economically Disadvantaged ¹	Oregon	2	26	39	33	~
	United States	1	17*	39	42*	~
English Learners	Oregon	#	2	12	85	95
	United States	#	5	26*	69*	93
Students with Disabilities	Oregon	#	4	21	75	94
	United States	#	6	24	70	90*
Female	Oregon	3	28	39	31	99
	United States	4	29	40	27	99*
Male	Oregon	2	24	40	35	99
	United States	3*	23	38	36	98*
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	17	37	45	99
Asian (not of Hispanic origin)	Oregon	7	36	30	28	~
	United States	12	44	30	14	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	14	37	48	98
Hispanic origin	Oregon	1	16	36	48	99
	United States	1	19	40	40*	97*
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	22	39	36	~
Two or more races (not of Hispanic origin)	Oregon	2	23	43	32	98
	United States	5	28	38	29	99
White (not of Hispanic origin)	Oregon	3	30	41	26	99
	United States	4*	32	40	23	99*

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

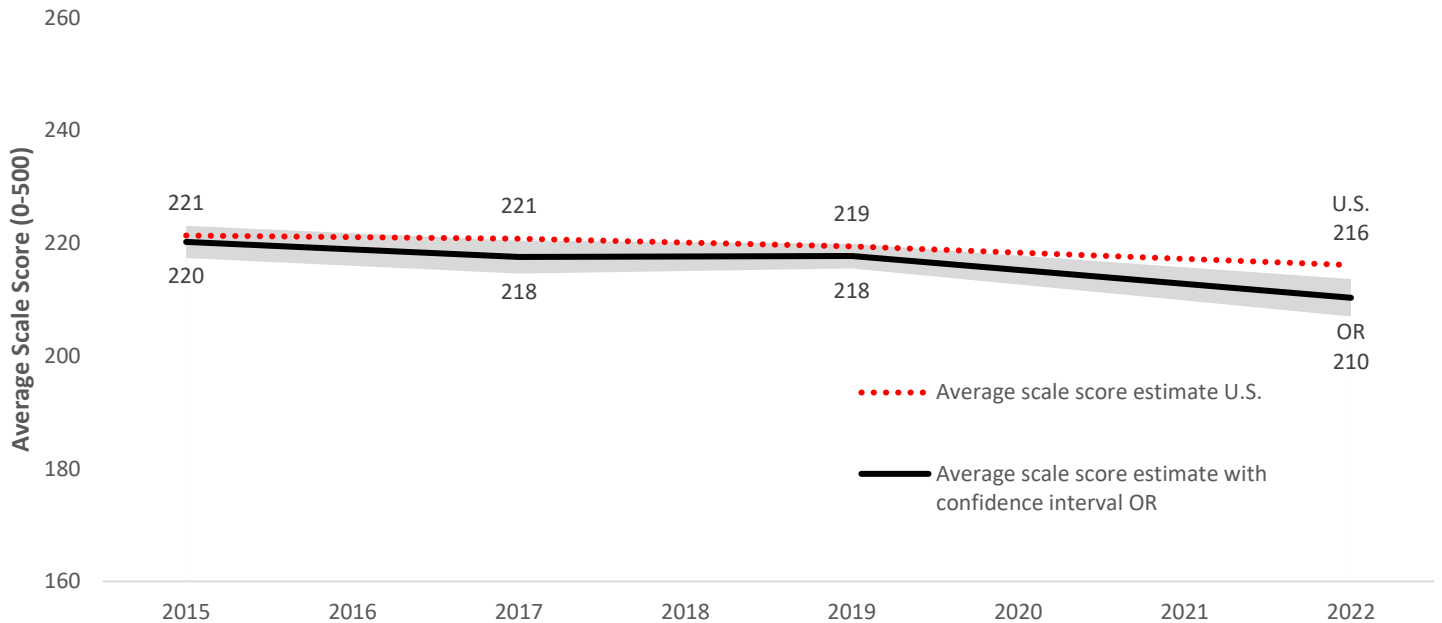
* Value is significantly different from OR

¹ The Economically Disadvantaged student group is not comparable across Oregon and the United States for the 2021-22 school year. Oregon categorized almost all students as Economically Disadvantaged due to an expansion of the criteria for student eligibility for free or reduced price meals. See [Free and Reduced Price Lunch Eligibility](#) for details.

National Assessment of Educational Progress: Reading

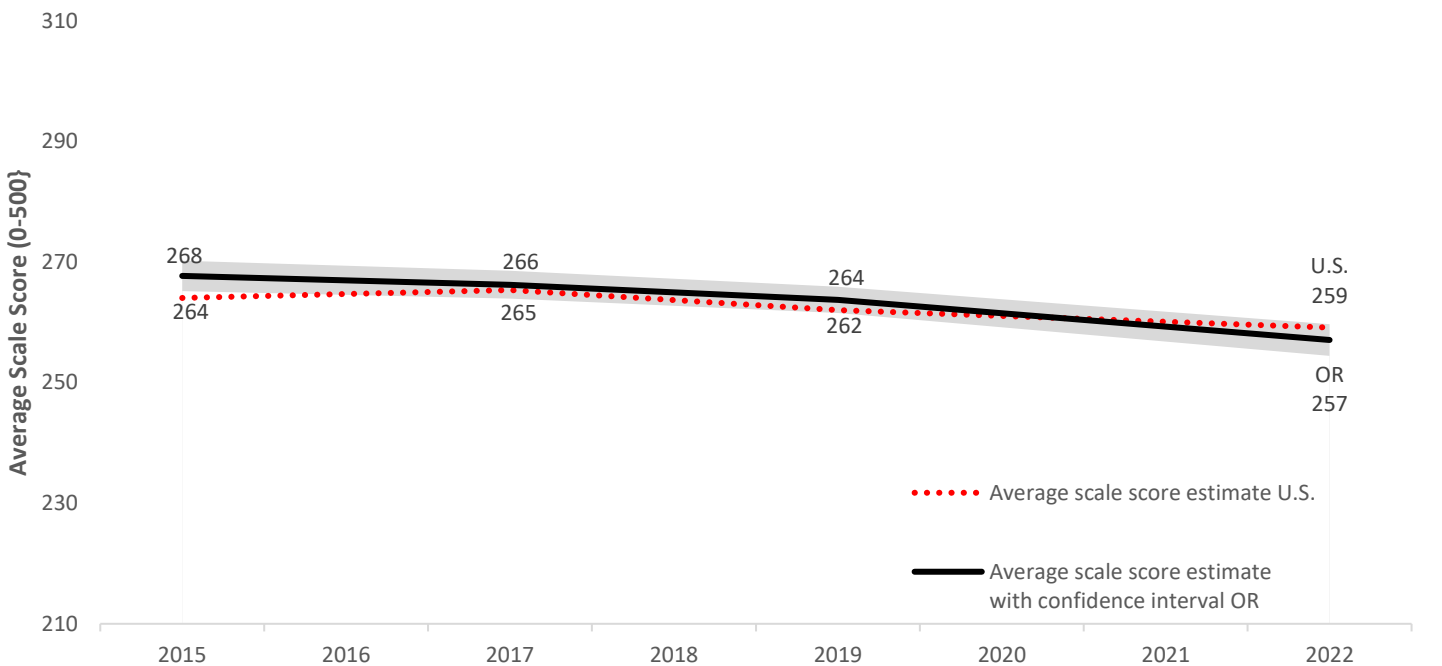
Reading Grade 4 Average Scale Scores 2015 - 2022: Oregon and the Nation

In 2015, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2022, Oregon's 4th graders scored 210, which was statistically lower than 4th graders in the nation's public schools (216).



Reading Grade 8 Average Scale Scores 2015 - 2022: Oregon and the Nation

In 2015, Oregon's 8th graders scored statistically higher than the nation's 8th graders. In 2022, Oregon's 8th graders scored 257, which was statistically the same as 8th graders in the nation's public schools (259).



National Assessment of Educational Progress: Mathematics, Grade 4, 2022

NAEP reports achievement levels and average scale scores. Average scale scores for math are expressed on a 0-500 scale. NAEP has three achievement levels: NAEP Basic, NAEP Proficient and NAEP Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

- NAEP Basic: Partial mastery of prerequisite knowledge and skills that are fundamental for performance at the NAEP Proficient level.
- NAEP Proficient: Solid academic performance for each NAEP assessment. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter.
- NAEP Advanced: Superior performance beyond NAEP Proficient.

2022 NAEP Grade 4 Math Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below NAEP Basic %	Participating %
All Students	Oregon	6	23	38	34	98
	United States	7*	28*	39	26*	98
Economically Disadvantaged ¹	Oregon	6	23	38	34	~
	United States	2*	18*	41*	38*	~
English Learners	Oregon	#	2	25	73	94
	United States	1	12	38*	48*	95
Students with Disabilities	Oregon	2	10	29	60	92
	United States	2	11	29	57	90
Female	Oregon	4	21	39	36	99
	United States	5	26*	41	28*	99
Male	Oregon	7	25	36	32	98
	United States	9*	30*	37	24*	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	3	16	40	42	99
Asian (not of Hispanic origin)	Oregon	17	29	33	20	~
	United States	25	39	27	9*	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	13	39	46	98
Hispanic origin	Oregon	1	11	38	50	98
	United States	2	19*	42	37*	97
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	2	16	42	40	~
Two or more races (not of Hispanic origin)	Oregon	4	21	42	33	99
	United States	9	29*	39	23*	98
White (not of Hispanic origin)	Oregon	7	28	38	28	99
	United States	10*	37*	38	15*	99

Legend

¹The Economically Disadvantaged student group is not comparable across Oregon and the United States for the 2021-22 school year. Oregon categorized almost all students as Economically Disadvantaged due to an expansion of the criteria for student eligibility for free or reduced price meals.

~ Not reported by U.S. Department of Education

Rounds to zero

* Value is significantly different from OR

National Assessment of Educational Progress: Mathematics, Grade 8, 2022

2022 NAEP Grade 8 Math Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below NAEP Basic %	Participating %
All Students	Oregon	5	17	35	43	98
	United States	7*	19	35	40	98
Economically Disadvantaged ¹	Oregon	5	17	35	43	~
	United States	2*	11*	33	54*	~
English Learners	Oregon	1	1	13	85	90
	United States	#	4	20	76	94
Students with Disabilities	Oregon	2	3	16	78	93
	United States	1	4	17	78	91
Female	Oregon	4	15	36	45	99
	United States	6	18*	36	40	99
Male	Oregon	6	19	35	40	98
	United States	8	19	34	39	98
American Indian/Alaska Native (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	10	33	56	98
Asian (not of Hispanic origin)	Oregon	26	27	29	18	~
	United States	27	31	28	14	~
Black (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	1	8	29	62	98
Hispanic origin	Oregon	1	8	33	57	98
	United States	2	12*	34	52	98
Native Hawaiian or other Pacific Islander (not of Hispanic origin)	Oregon	~	~	~	~	~
	United States	5	10	31	54	~
Two or more races (not of Hispanic origin)	Oregon	9	21	32	37	99
	United States	6	21	36	37	99
White (not of Hispanic origin)	Oregon	5	21	37	37	99
	United States	9*	26*	38	28*	99

Legend

~ Not reported by U.S. Department of Education

Rounds to zero

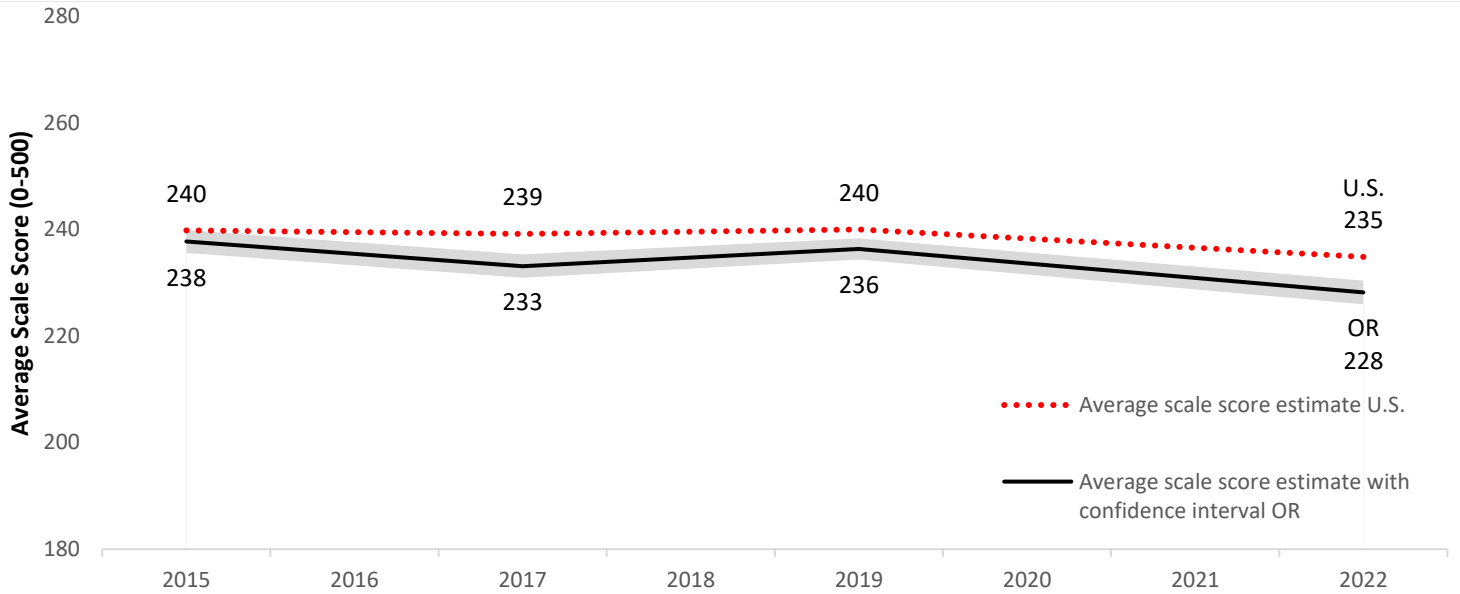
* Value is significantly different from OR

¹ The Economically Disadvantaged student group is not comparable across Oregon and the United States for the 2021-22 school year. Oregon categorized almost all students as Economically Disadvantaged due to an expansion of the criteria for student eligibility for free or reduced price meals.

National Assessment of Educational Progress: Mathematics

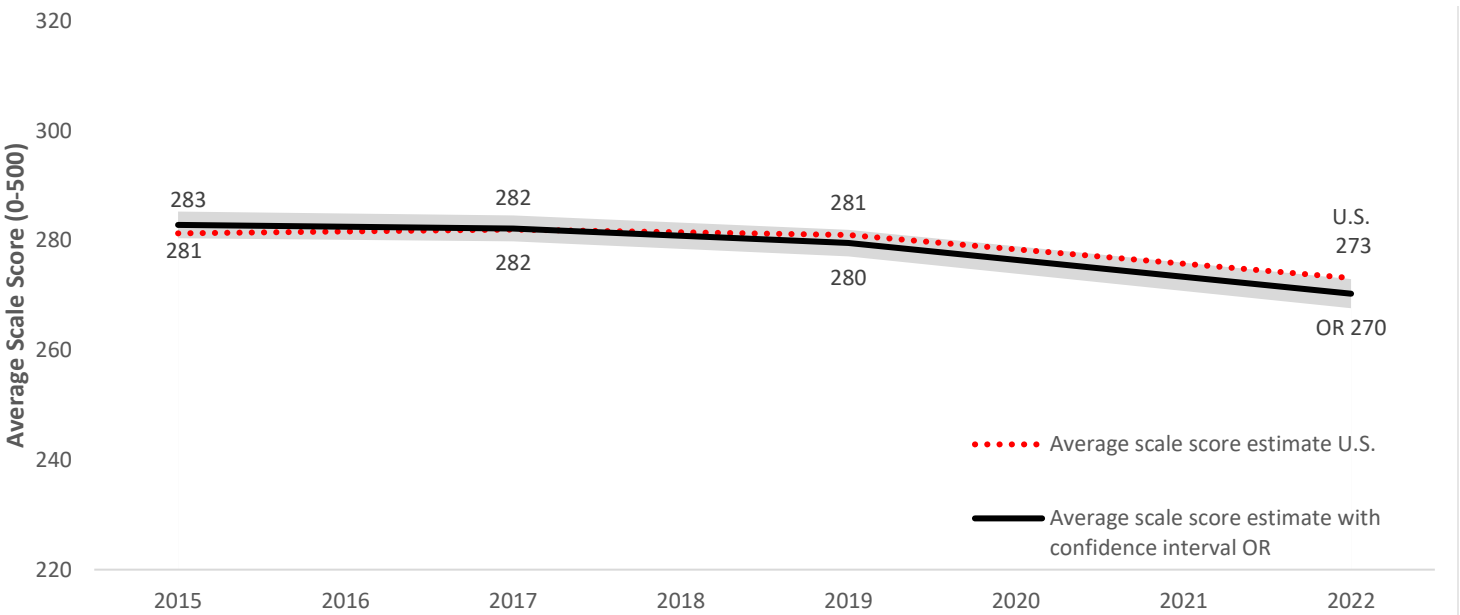
Math Grade 4 Average Scale Scores 2015 - 2022: Oregon and the Nation

In 2015, Oregon's 4th graders scored statistically the same as the nation's 4th graders. In 2022, Oregon's 4th graders scored 228, which was statistically lower than 4th graders in the nation's public schools (235).



Math Grade 8 Average Scale Scores 2015 - 2022: Oregon and the Nation

In 2015, Oregon's 8th graders scored statistically the same as the nation's 8th graders. In 2022, Oregon's 8th graders scored 270, which was statistically lower than 8th graders in the nation's public schools (273).



THE OREGON DIPLOMA

In June 2008, the State Board of Education adopted diploma requirements ([OAR 581-022-2000](#)) that are designed to prepare each student for success in their post-secondary opportunities and careers. The Modified Diploma ([OAR 581-022-2010](#)) was added in 2012 as an option for students unable to meet the full set of academic content standards for a diploma even with reasonable modifications and accommodations. Oregon’s graduation requirements can be grouped into three categories: Credits, Essential Skills, and Personalized Learning.

Credits

Oregon has some of the most demanding graduation requirements in the country, as measured by course credit requirements. These rigorous credit requirements provide standards-aligned learning experiences, wherein students demonstrate the knowledge and skills for that discipline as evaluated by a highly qualified educator. The subject-area credit requirements are listed on the [Oregon Diploma](#) webpage.

Essential Skills

The passage of Senate Bill 744 (2021) suspended the [Assessment of Essential Skills](#) policy through the 2023-24 school year. The suspension aligns with guidance from US Education Department Secretary Miguel Cardona, who in a September 13, 2022 [letter](#) specifically cautioned against states using these test results in graduation decision-making. State summative tests are designed to show how education systems are serving groups of students, and Oregon continues to administer statewide summative tests; however, these tests are not designed to determine if a student should graduate from high school.

ODE has not eliminated state tests of proficiency for Oregon students. Oregon’s state summative tests in language arts, mathematics, and science are required by both state and federal law. Students are expected to take Oregon’s state summative tests. The only change made thus far is to eliminate a duplicative testing requirement, which evidence has shown was not working. The Assessment of Essential Skills policy suspension was recently extended through the 2027-28 school year by the Oregon State Board of Education; however, the [nine essential skills](#) have not been eliminated. Students continue to receive instruction and are assessed on these essential skills in Oregon’s classrooms, including those who graduated in 2023.

Personalized Learning

The [Personalized Learning](#) requirements – which include the Education Plan and Profile, Extended Application, and Career Related Learning Experiences – provide opportunities for students to document their skills and interests, create a roadmap to graduation, and plan for their future beyond high school. These requirements also remain in place.

Credit Requirements by Subject Area

Subject Areas ¹	Diploma Credit Requirements	Modified Diploma Credit Requirements
English/Language Arts	4	3
Mathematics	3 - Algebra I & above ¹	2
Science	3 - Scientific Inquiry & Lab Experiences ^{1,2}	2
Social Sciences	3	2
Physical Education	1	1
Health	1	1
World Language	3	1
The Arts		
Career & Technical Ed		
Electives	6	12 ³
Total Credits	24	24

Options for Awarding Credit

Students earn credits ([OAR 581-022-2025](#)) by successfully demonstrating knowledge and skills defined by state standards. Following is a list of approved sources of evidence for awarding credit and educators may combine evidence from multiple sources.

- Successfully completing classroom or equivalent work (e.g., supervised independent study, career-related learning experiences, project-based learning), which demonstrates knowledge and skills defined by state standards.
- Successfully completing classroom or equivalent work designed to measure proficiency or mastery of identified standards (knowledge and skills) in class or out of class, where hours of instruction may vary.
- Successfully passing an appropriate exam designed to measure proficiency or mastery of identified standards (knowledge and skills).
- Providing a collection of work or other assessment evidence, which demonstrates proficiency or mastery of identified standards (knowledge and skills).
- Providing documentation of prior learning activities or experiences which demonstrates proficiency or mastery of identified standards (knowledge and skills) (e.g., certification of training, letters, diplomas, awards, etc.).

¹ Applied and integrated courses aligned to standards can meet credit requirements.

² Lab experiences (2 credits) can take place outside of the school in field-based experiences.

³ School districts and public charter schools shall be flexible in awarding the remaining 12 credits which can include professional technical education, electives, career development, demonstrated proficiency in an area, or can include credits from other regular or modified courses.

Ninth Grade On-Track¹

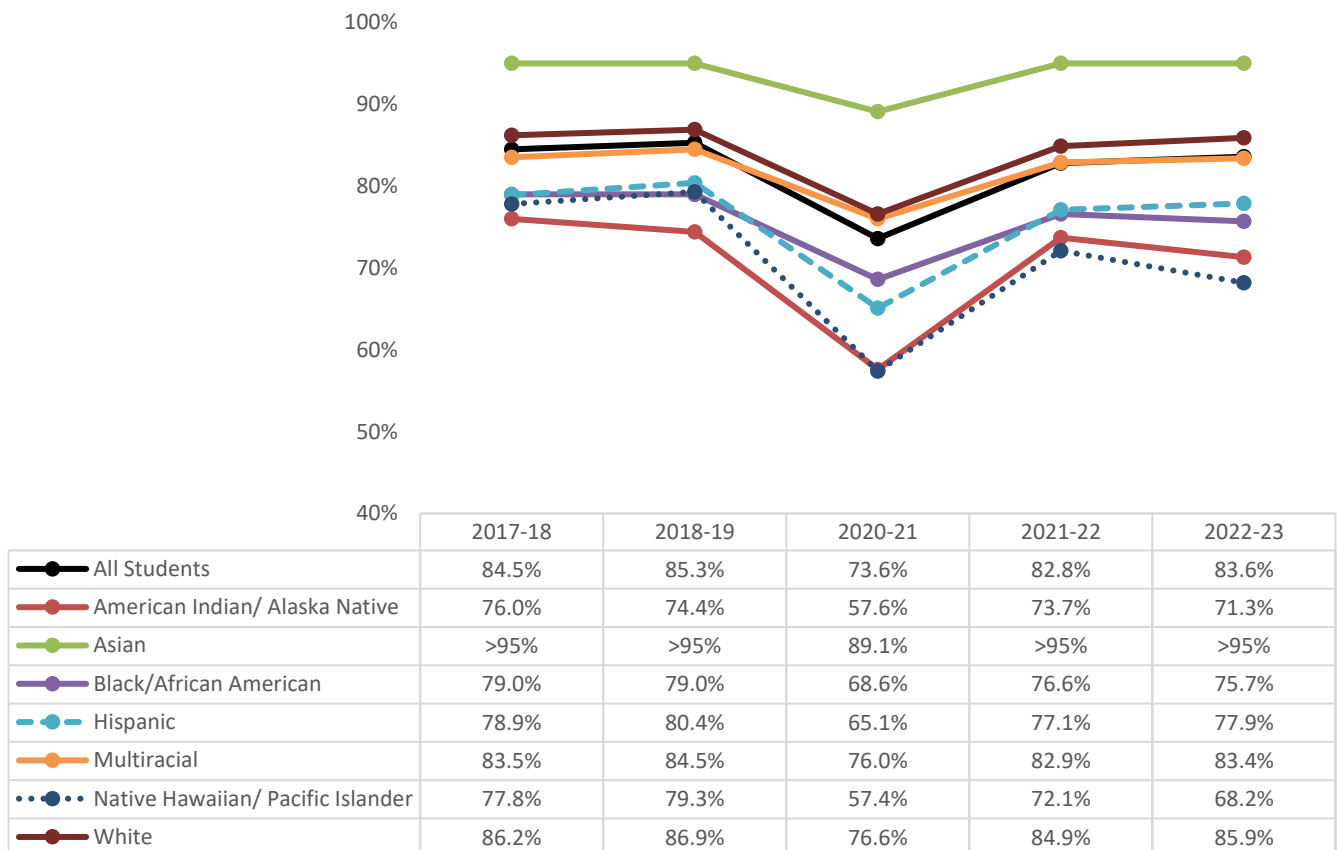
Ninth Grade On-Track is the percentage of students in their first year of high school who have received appropriate support that have allowed them to be on-track to graduate. This measure includes students who have been enrolled in the same district for at least half of the school year and have accrued at least 25 percent of the credits required for high school graduation. This includes credits awarded for advanced work before beginning high school, credits earned during the ninth grade year, and credits earned during the summer after the ninth grade year.

Ninth Grade On-Track data are displayed at the school and district level on Oregon’s [At-A-Glance School and District Profiles](#) and are included in ODE’s [accountability system](#). The Oregon Department of Education (ODE) established measures of interim progress (MIP) for the indicator and a statewide long-term goal of 95 percent.

The Ninth Grade On-Track rate was 83.6 in 2022-23, meaning that 83.6 percent of ninth graders had been supported in earning at least one-quarter of the credits required to graduate by the end of their first year of high school. Although On-Track rates were still slightly below their pre-pandemic levels, the rate was up by almost one percentage point from 2021-22 to 2022-23.

On-Track rates increased overall in 2022-23. Hispanic/Latino and White students had the greatest increase of the racial/ethnic student groups (0.8 and 1.0 percentage point, respectively). On-Track rates decreased for other student groups. For example, the Oregon education system did not provide appropriate supports for students who are federally identified as American Indian/Alaska Native and Native Hawaiian/Pacific Islander. These student groups experienced decreased on-track rates by 2.4 and 3.9 percentage points, respectively.

Percentage of Ninth Grade Students On-Track to Graduate by Race and Ethnicity



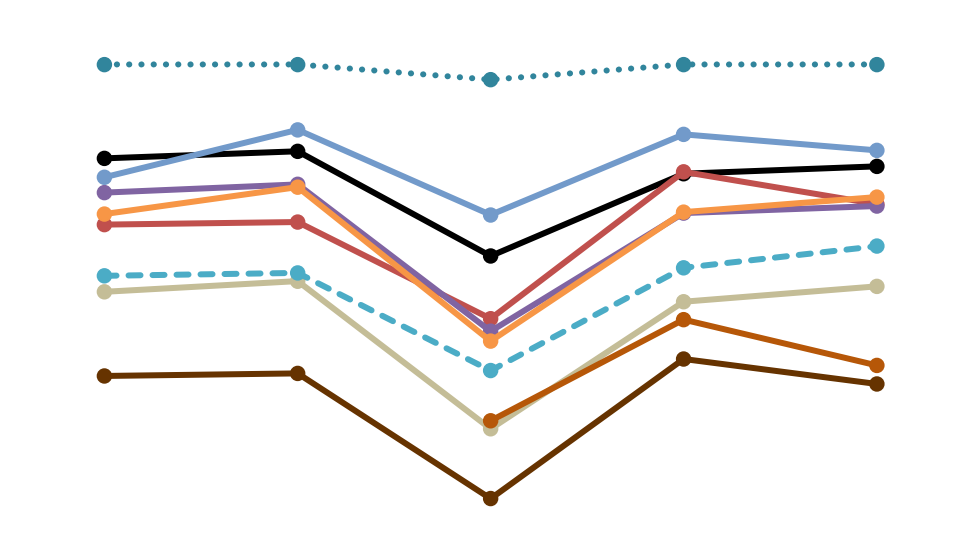
Note: 2019-20 Ninth Grade On-Track data are not available.

¹ The 2019-20 rates for students on-track to graduate are not available as a result of the statewide transition to distance learning during the spring of 2020.

While Oregon’s education system has historically struggled to meet the needs of English Learners and Students with Disabilities to be on track by the end of ninth grade, both groups saw a relatively large increase from 2021-22 to 2022-23 (1.7 and 2.4 percentage points, respectively). Oregon’s education system was most challenged in supporting students experiencing houselessness, who were on track to graduate at a rate of 59.3 percent.

Percentage of Ninth Grade Students On-Track to Graduate by Student Group¹

100%
90%
80%
70%
60%
50%
40%



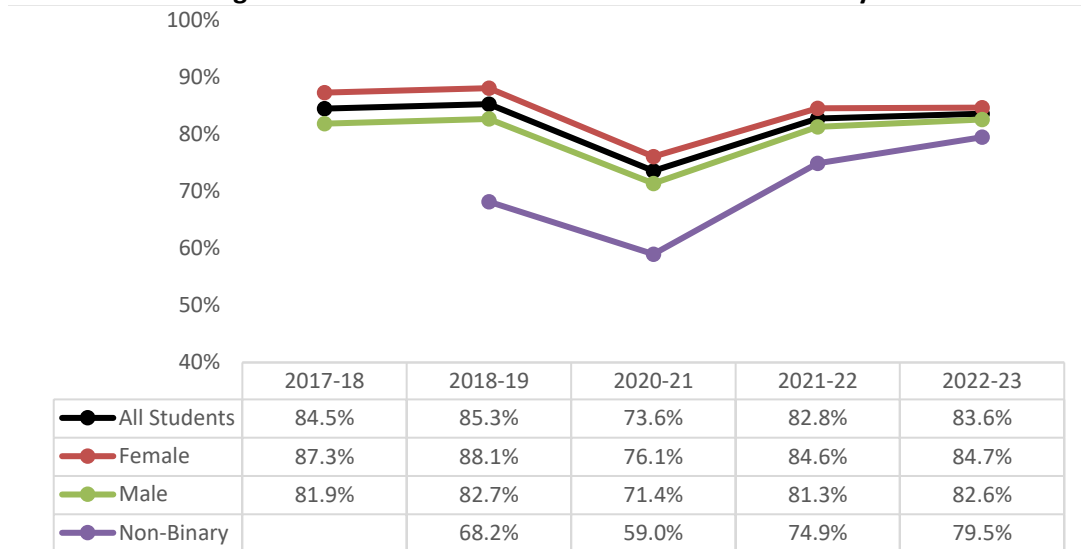
	2017-18	2018-19	2020-21	2021-22	2022-23
All Students	84.5%	85.3%	73.6%	82.8%	83.6%
Economically Disadvantaged*	77.1%	77.4%	66.6%	83.0%	79.4%
English Learner	69.6%	70.8%	54.3%	68.5%	70.2%
Ever English Learners	80.7%	81.6%	65.2%	78.4%	79.2%
Students with Disabilities	71.4%	71.7%	60.8%	72.3%	74.7%
Migrant	78.3%	81.3%	64.1%	78.5%	80.2%
Talented and Gifted	>95%	>95%	93.3%	>95%	>95%
Houseless	60.2%	60.5%	46.5%	62.1%	59.3%
Foster Care			55.2%	66.5%	61.4%
Military Connected	82.4%	87.7%	78.2%	87.2%	85.4%

¹ 2019-20 Ninth Grade On-Track data are not available. ODE started reporting Foster Care student group data in 2020-21. These data are not available for 2017-18 or 2018-19.

*The Economically Disadvantaged student group was larger in 2021-22 due to an expansion of the criteria for student eligibility for free or reduced-price meals.

The results demonstrated that students who identify as non-binary students experienced an increase in the on-track to graduate rate of nearly 5 percent. Though this group of students is relatively small, the number of students who identify as non-binary reported each year has increased since 2018-19. See the [Gender Diversity](#) section for more information.

Percentage of Ninth Grade Students On-Track to Graduate by Gender¹



¹ 2019-20 Ninth Grade On-Track data are not available. ODE started collecting non-binary student group data in 2018-19, these data are not available for 2017-18.

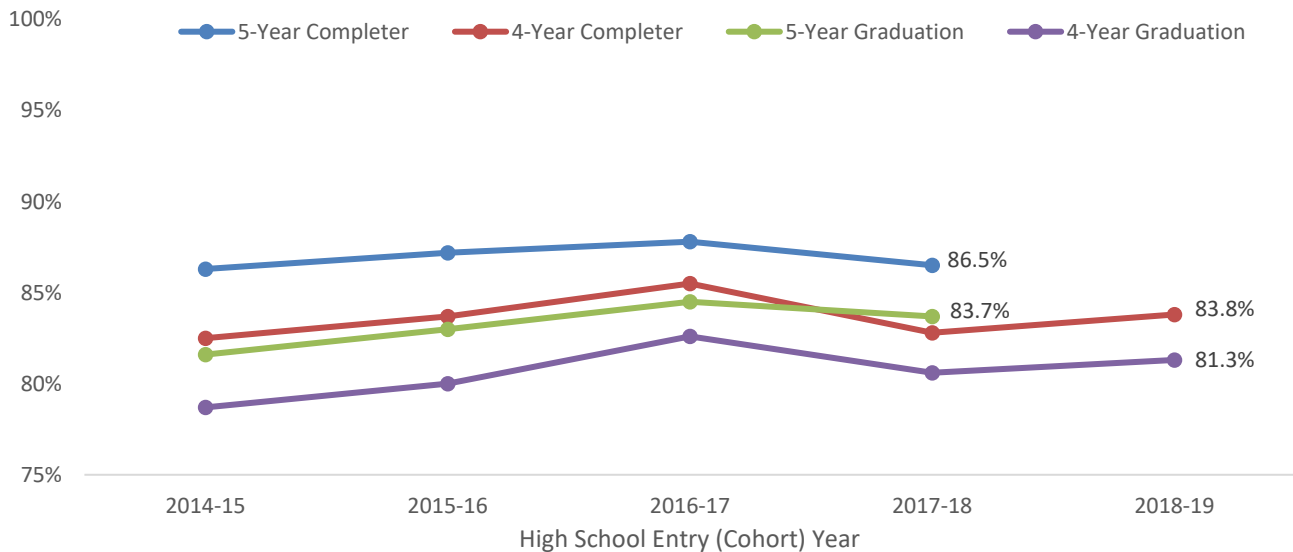
OREGON GRADUATION RATES

Cohort graduation rates begin with a group of students entering high school for the first time in a given school year. The cohort is adjusted for students who move into or out of the system, emigrate, or are deceased. The graduation rate is calculated by taking the number of students in the cohort whom Oregon’s education system graduates with a regular or modified diploma within four years and dividing that by the total number of students in the cohort. Completers are students in the cohort who are supported to achieve any completion credential (including regular, modified, and extended diplomas or a GED) within four or five years.

Oregon schools increasingly offer the option to remain enrolled in high school for a fifth year in order to pursue college credit options through partnerships with community colleges and universities. [Legislation](#) that took effect in the 2016-17 school year placed limits on this practice. Beginning with the 2013-14 cohort graduation rates, students who had met all requirements for an Oregon or Modified Diploma were counted as graduates, even if the diploma was not awarded, in order to allow the student to remain enrolled for a fifth year. For four and five year rates by all student groups, and historical data, see the [Cohort Media Files](#). The files also provide district and school-level data, including counts of students with other outcomes, such as GEDs or continuing enrollment.

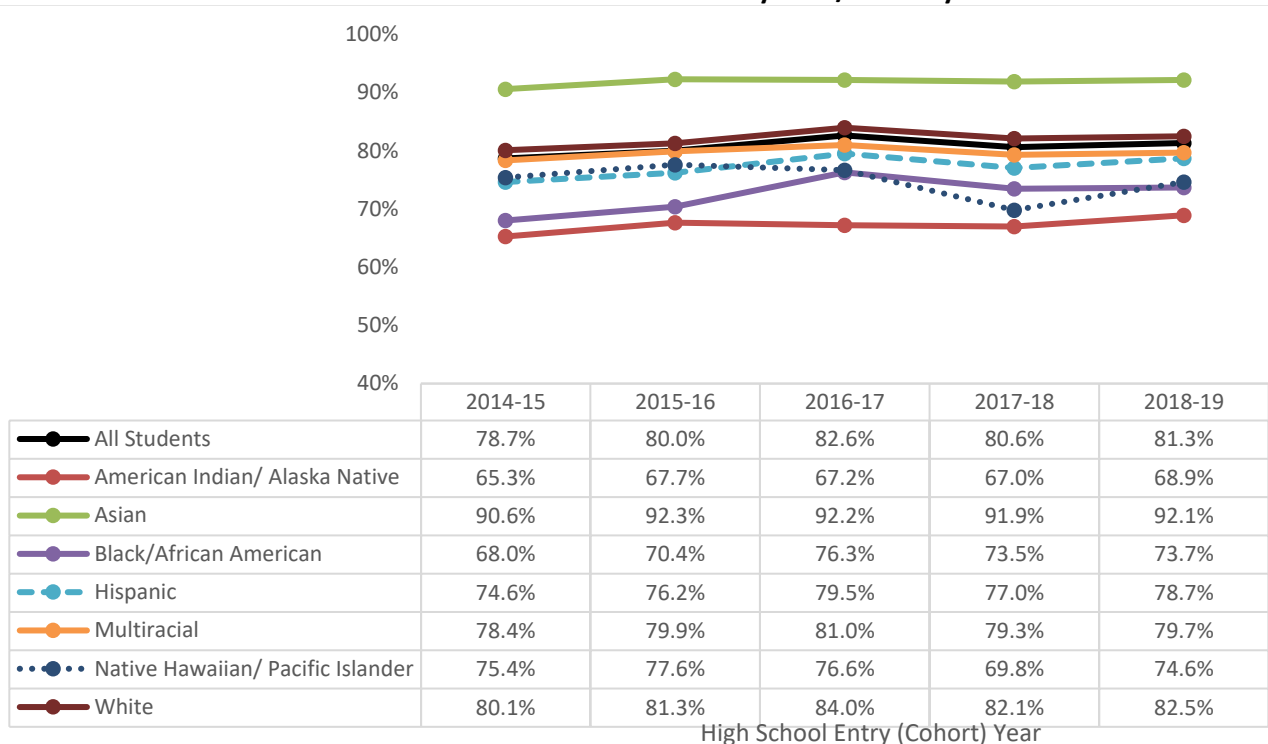
The chart below shows the changes in four- and five-year graduation and completer rates based on the students’ first year in high school. The rate of 81.3 in this chart shows that 81.3 percent of students who began high school in the 2018-19 school year graduated within four years (by the end of the 2021-22 school year). Some 83.7 percent of students who began high school in the 2017-18 school year had graduated within five years (by the end of the 2021-22 school year).

Cohort Graduation Rates



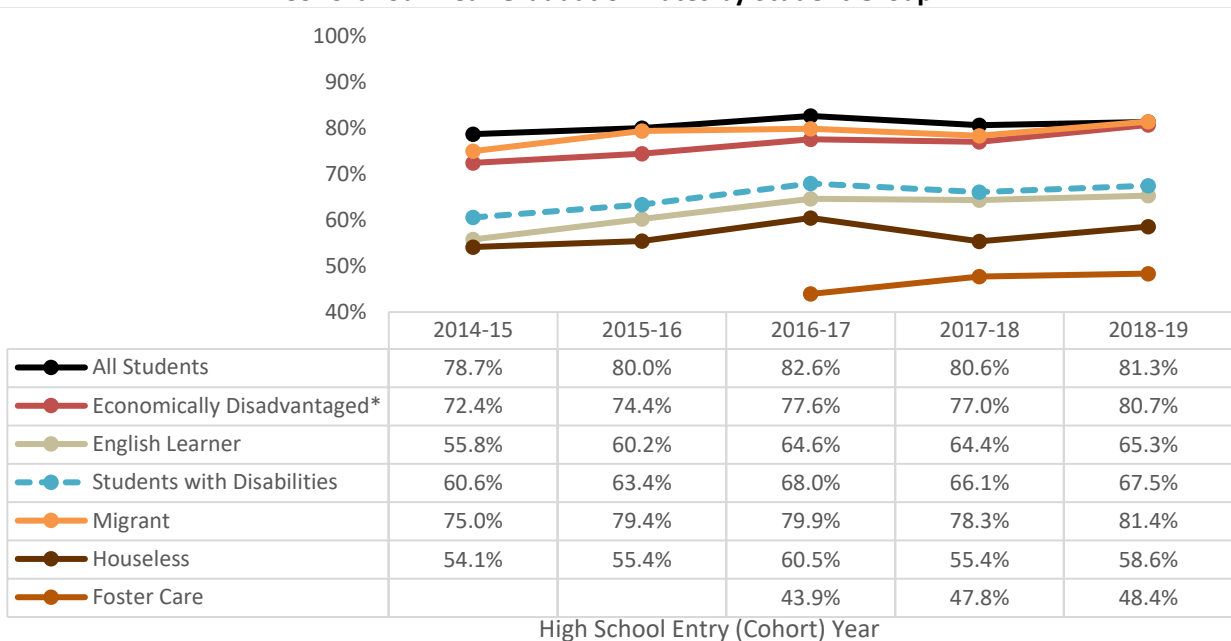
Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Hispanic/Latino students had the greatest graduation rate increase of the racial/ethnic student groups (4.8, 1.9, and 1.7 percentage points, respectively). Graduation rates remained flat for all other racial/ethnic student groups.

Cohort Four-Year Graduation Rates by Race/Ethnicity



Graduation rates increased for all student groups, and the largest increases were for student groups whose needs have historically not been met by Oregon’s education system. For example, students experiencing houselessness increased their graduation rate by 3.2 percent and migrant students increased their graduation rate by 3.1 percent.

Cohort Four-Year Graduation Rates by Student Group¹



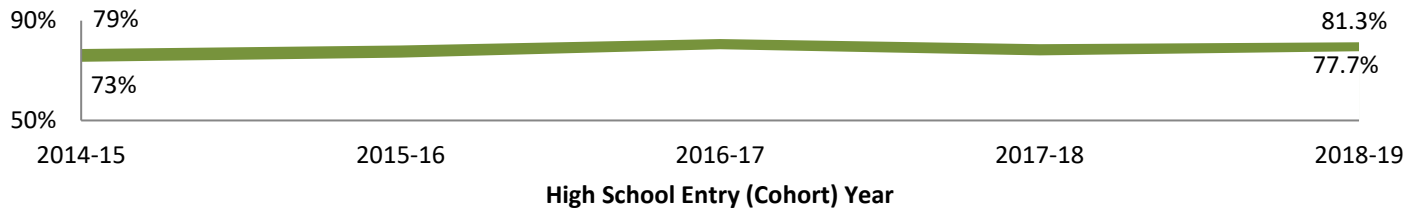
¹ ODE started reporting Foster Care student group data beginning with the 2016-17 high school entering cohort. These data are not available for prior cohorts.

*Beginning in 2020-21 and continuing through 2021-22, the Economically Disadvantaged student group was larger than in prior years due to an expansion of the criteria for student eligibility for free or reduced-price meals. This expanded eligibility impacted the 2017-18 and 2018-19 cohorts.

Opportunity Gaps

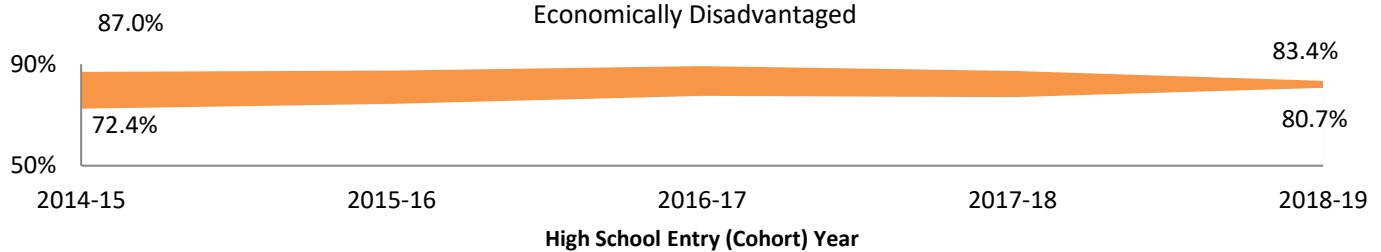
For cohort graduation rates, the gap between students of historically underserved races/ethnicities (Black/African American, Hispanic/Latino, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander) and the average rate for all students has continued to decrease (by 1.6 percentage points in five years).

Four-year Cohort Graduation Rate
Underserved Race/Ethnicity



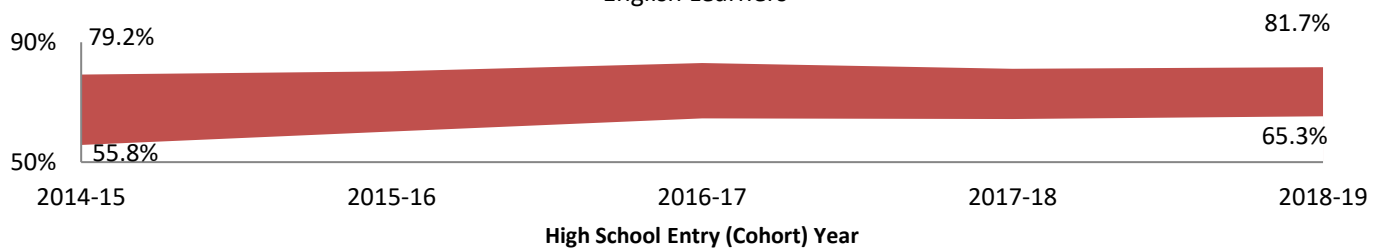
Graduation rates for students in the 2018-19 cohort who were federally identified as economically disadvantaged were about 2.7 percentage points lower than the rates for students who were not economically disadvantaged in high school. Due to a change in the reporting of Free and Reduced Price Lunch¹, the percentage of economically disadvantaged increased by 8 percentage points for the 2017-18 cohort, and by an additional 11 percentage points for the 2018-19 cohort. As a result, gaps for these two cohorts are not considered comparable to gaps for prior cohorts.

Four-year Cohort Graduation Rate
Economically Disadvantaged



Some graduation rate gaps are closing more slowly. Rates for students who are not yet proficient in English by the time they enroll in high school are about 16 percentage points below rates for students who were never enrolled in English Learner programs. This gap has decreased by almost 7 percentage points over the last five years. However, students who became proficient in English before they entered high school (Former English Learners) graduated at a rate 4.7 points higher (86.4 percent) than those students who were never an English Learner (81.7 percent).

Four-year Cohort Graduation Rate
English Learners



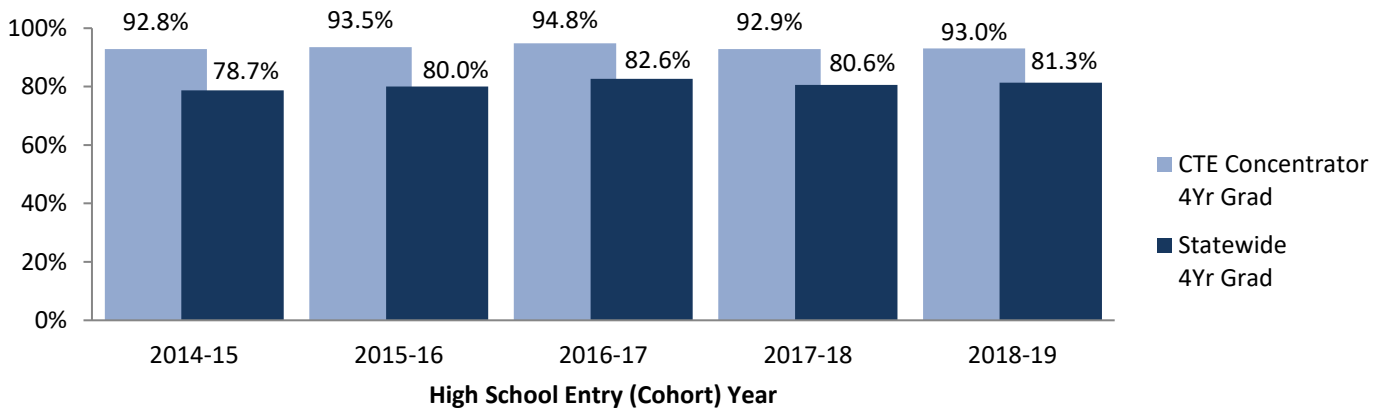
¹ Due to COVID-19, USDA issued a suite of waivers for the School Nutrition Program for the 2020-21 and 2021-22 school years that allowed meals to be served at no cost to all children and eliminated the need for schools to collect Free and Reduced Price Lunch eligibility data. The Oregon Department of Education (ODE) uses information about a student's eligibility for free or reduced price meals to report if the student is economically disadvantaged or not. The USDA waivers allowed almost all schools to provide free meals to their students, resulting in almost all students being considered economically disadvantaged in 2020-21 and 2021-22.

Oregon Career and Technical Education (CTE) Information: 2022 Graduation Results

The Oregon Department of Education (ODE) collects data from Oregon schools and community colleges on the enrollment and performance of students who complete approved coursework in [CTE Programs of Study](#) (CTE POS). 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. Based in federal [Perkins Act](#) legislation, a CTE POS is a state-approved, non-duplicative sequence of academic and technical content that spans secondary and postsecondary educations. CTE Programs of Study lead to an industry recognized credential, postsecondary certificate of completion, or a degree. CTE programs of study feature contextualized and hands-on courses, with a minimum of three high school credits (beginning in 2023-2024) aligned to a postsecondary certificate or degree program of at least 36 credits. For state approval, schools must align CTE programming with labor market needs, meet criteria for program [size, scope, and quality](#) and meet all six elements of a CTE POS (as discussed in the [2023-2024 CTE Policy Guidebook](#)).

Descriptive analysis of this data reveals consistently higher graduation rates among CTE concentrators¹ relative to all students statewide.² Among students beginning high school in 2018-19, the four-year graduation rate was 11.7 percentage points higher for CTE concentrators than for all students statewide.

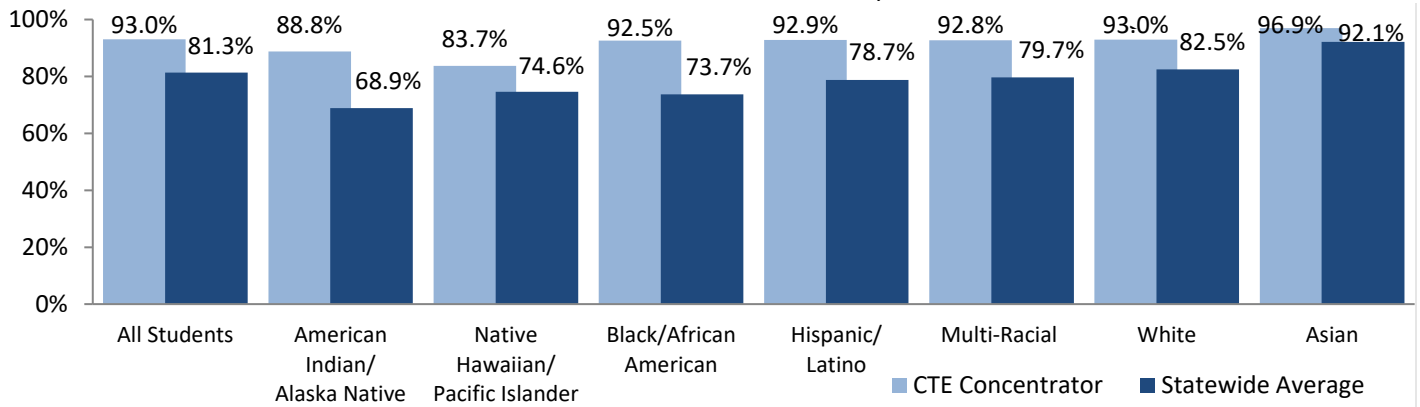
CTE Concentrator and Statewide Four-Year Cohort Graduation Rates over Time



Not only did CTE concentrators graduate at higher rates than students in the same population statewide, they graduated above the statewide average of 81.3 percent in every racial/ethnic student population measured.

CTE and Statewide Four-Year Graduation Rates, 2018-19 High School Cohort

Outcomes as of the 2021-22 school year



¹A CTE concentrator is defined as, “[a] 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.” For more information, go to the [Secondary CTE Data Collection and Reporting](#) webpage.

²CTE graduation rates and statewide graduation are not perfectly comparable. Oregon statewide cohort graduation rates include every first year student (net of students moving into/out of the state, etc.).

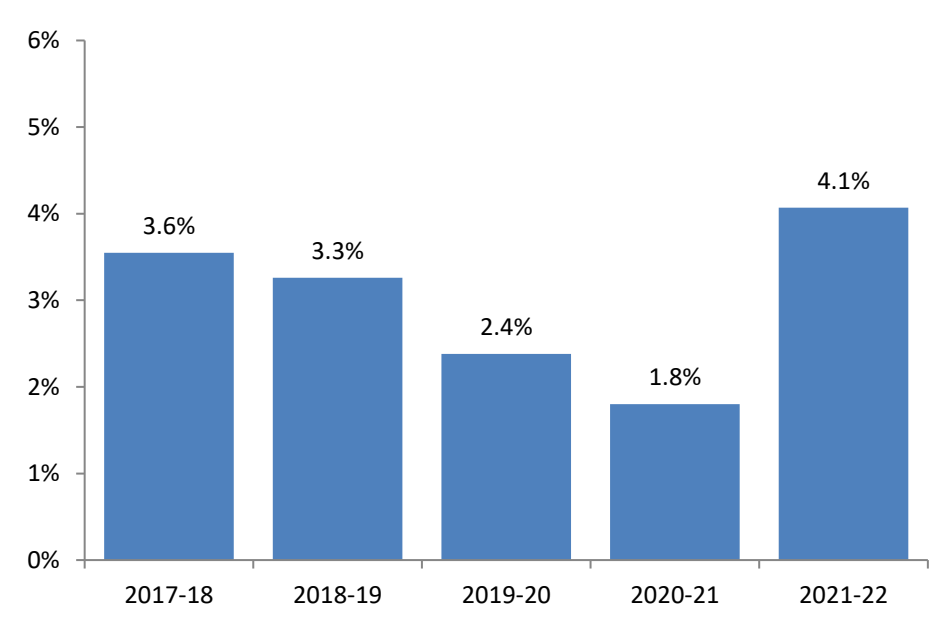
DROPOUT RATES

The Oregon Department of Education (ODE) acknowledges that the term “dropout” situates responsibility within the student and that student experiences are complex. Some students do not feel welcome and would consider themselves as pushed out of the system. Others could not sustain their commitment to schooling for a variety of reasons. ODE uses the term “dropout” rate to align with federal reporting language, not because it is a term that encompasses the experienced complexity of students.

The one-year statewide dropout rate calculation is made by dividing the number of dropouts (for grades 9-12) by the number of students reported as enrolled on the first school day in October in grades 9-12. Note that unlike the cohort graduation rates, the dropout rate includes all events within a *single year*, irrespective of the year a student began high school.

Dropout rates were impacted by the pandemic and the shift to Distance Learning for All in the Spring of 2020. In 2019-20 and 2020-21, and to support efforts to continue to engage and serve students, districts were instructed not to drop students from enrollment without confirmation of a transfer to a different educational setting. This reduced the number of dropouts reported for the 2019-20 and 2020-21 school years. Many students who otherwise would have been reported as dropouts in these years were reported when districts were allowed to drop students from their enrollment in 2021-22. As a result, data from 2019-20 and 2020-21 reflect an undercount in dropouts, and data from 2021-22 reflect an over count. **Data from 2019-20, 2020-21 and 2021-22 are not directly comparable to prior years.** Dropout rates are also calculated for schools and districts. More information is available on the [Dropout Rates in Oregon High Schools](#) webpage.

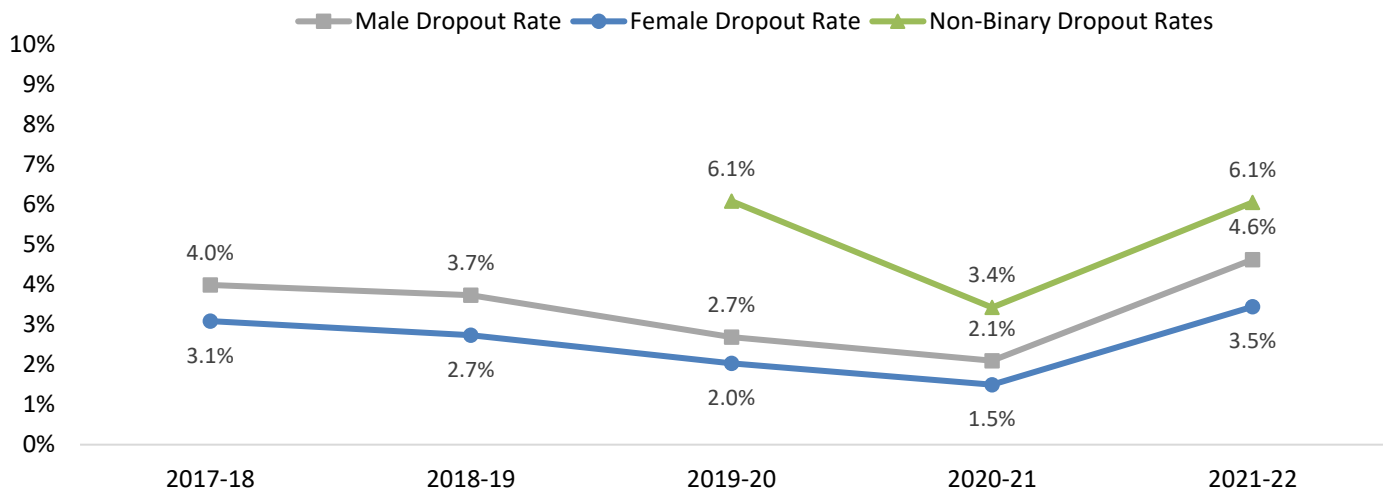
Oregon High School Dropout Rates



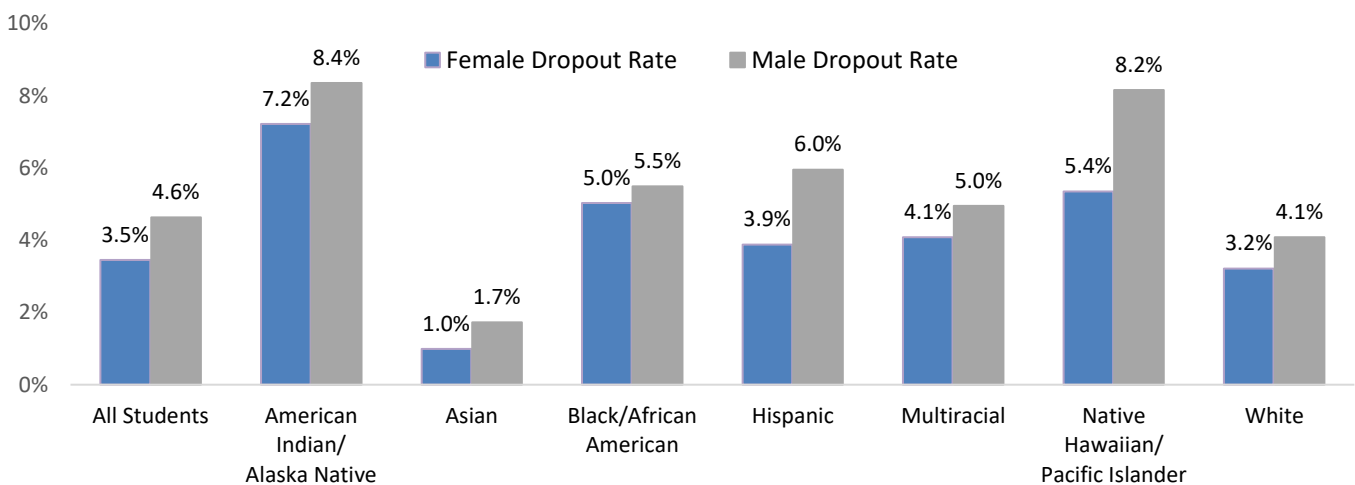
Oregon Dropout Rates by Gender

Oregon’s education system struggled to support and sustain students who identify as non-binary students, who experienced the highest dropout rate each year for which data were available. Male students in 2021-22, as in prior years, dropped out at a higher rate than female students. Male students of every ethnicity dropped out at higher rates than female students of the same ethnicity. American Indian/Alaska Native, Native Hawaiian/Pacific Islander and Hispanic/Latino male students had the highest dropout rates, while Asian male and female students have the lowest rates.

Dropout Rates by Gender



Dropout Rates by Race/Ethnicity and Gender^{1,2} 2021-22



¹Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See the Federal Race and Ethnicity Reporting Assistance Manual for more information.

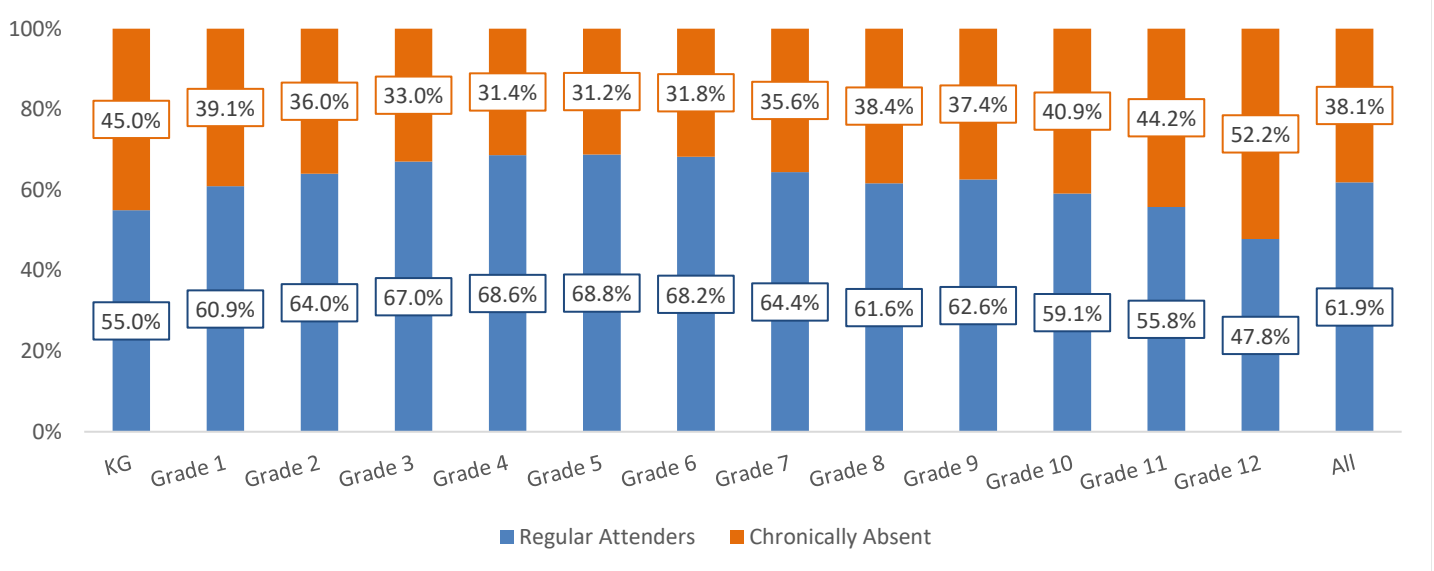
² Data for Non-Binary students are not shown by race/ethnicity due to small group sizes.

REGULAR ATTENDERS

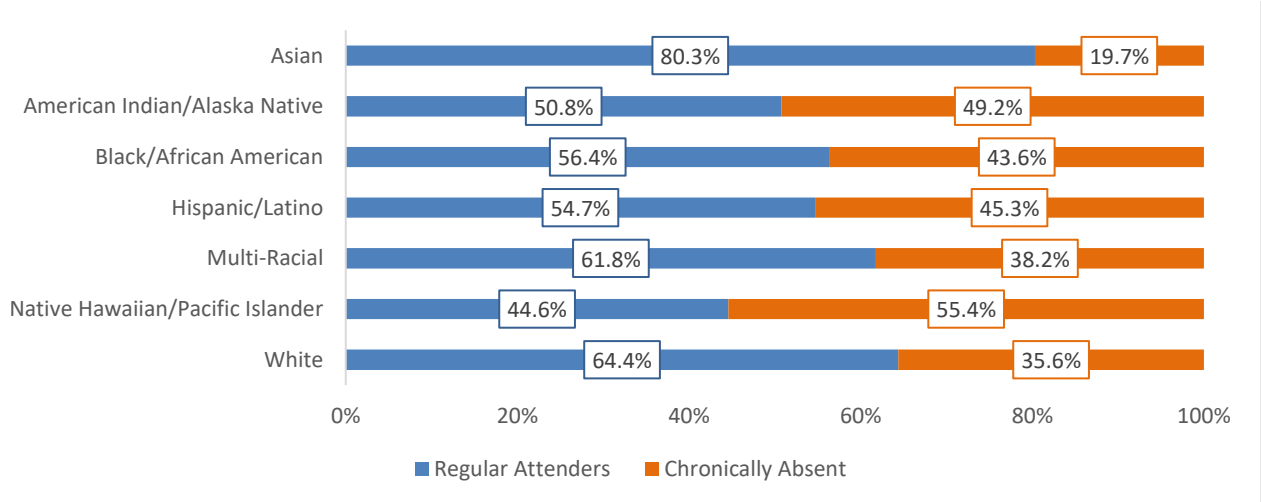
Regular Attenders is the measure of the percentage of students who were present for more than 90 percent of their total enrolled days in a school year. In the 2017-18 school year, the Oregon Department of Education (ODE) established measures of interim progress (MIP) for the indicator and a statewide long-term goal of 93 percent. The Regular Attender measure is typically displayed at the school and district level on Oregon’s [At-A-Glance School and District Profiles](#) and included in ODE’s [accountability system](#).

The Regular Attenders rate includes students in programs with attendance being tracked daily. Hourly programs such as tutorial instruction are not included. Being enrolled on the first school day in May and for at least 75 days by that date for the 2022-23 school year are the other requirements for inclusion in this rate.

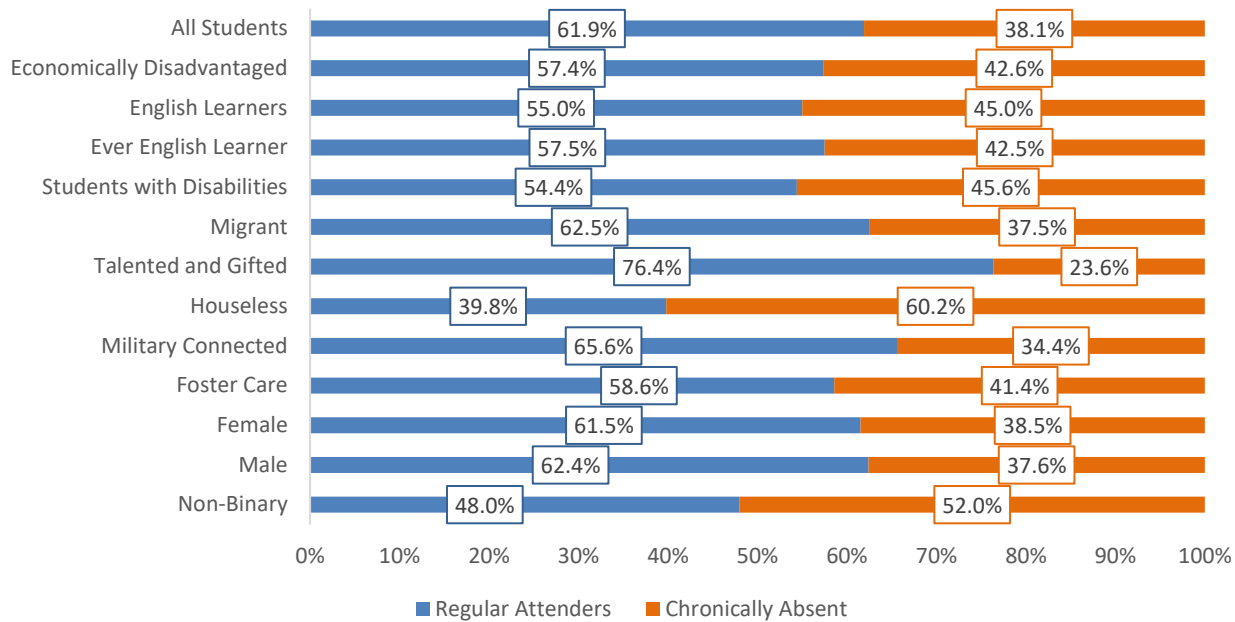
**Percentage of Students that Attend Regularly or are Chronically Absent
By Grade Level, 2022-23**



**Percentage of Students that Attend Regularly or are Chronically Absent
By Race and Ethnicity, 2022-23**



**Percentage of Students that Attend Regularly or are Chronically Absent
By Student Population, 2022-23**



There is an opportunity for examination of the data for trends and attributes related to individual student focal groups. The data show widening gaps between the regular attender rates for individual student groups. The regular attender rate for students experiencing houselessness conveys the need for the most intensive support, at 39.8 percent, while regular attendance for the Asian student group denotes the receipt of more appropriate support at 80.3 percent.

The Regular Attender rates for 2022-23 decreased for most student groups from previous years of reporting. However, Regular Attender rates decreased at a slower rate between the 2021-22 and 2022-23 year, than the 2020-21 to 2021-22 year. The data show that the gaps continue to widen between the Regular Attender rates for individual student groups with the most significant differences for students experiencing houselessness (22.1 percentage points lower than the rate for all students), Native Hawaiian/Pacific Islander students (-17.3 percent) and students who identify as non-binary (-13.9 percent).

There are some promising positive trends in attendance data demonstrated in 2022-23 across the state. Regular attender rates increased for students who are federally identified as American Indian/Alaska Native (48.5 percent in 2021-22 to 50.8 percent in 2022-23), and students who are Migrant (60.6 percent in 2021-22 to 62.5 percent in 2022-23). Small increases were also noted in the attendance rates of students who are federally identified as African American/Black, as well as for students experiencing houselessness.

This data generally reveal the continued need to address attendance barriers for Oregon’s students of color and students experiencing houselessness. The [Tribal Attendance Promising Practices \(TAPP\)](#) and [Every Day Matters \(EDM\)](#) work uses this statewide data to focus support and investment in removing obstacles to students attending school regularly.

Every Day Matters addresses the root causes of chronic absenteeism through attention to student engagement, school culture, climate, and safety, culturally sustaining pedagogy, and family and community involvement. Every Day Matters is the foundation for the five other initiatives in the [Aligning for Student Success: Integrated Guidance for 6 ODE Initiatives](#), which center on equity and community engagement, expanding well-rounded education, and strengthening systems and capacities. As the foundation for the Integrated Guidance, EDM seeks to expand systemic understanding and support to address the root causes of chronic absenteeism.

Tackling the root causes of chronic absenteeism involves the whole education system. Partnerships between school districts, students and caregivers, community-based organizations, and ESDs are the pathways that center students' sense of self, belonging, and well-being both within schools and the larger community. EDM elevates partnerships and root cause understanding through multiple routes:

- EDM provides funding to all 19 Education Service Districts (ESDs) for technical assistance, coaching, and additional support for school districts and charter schools, specifically focusing on student attendance, belonging, and engagement. In the 2023-25 biennium, EDM is awarding grants to support community-centered approaches to addressing the root causes of chronic absenteeism. This grant aims to address chronic absenteeism in ways that create relational conditions that build trust and partnership between families, communities, districts, and ESDs to collectively address the barriers to student belonging, engagement and attendance in school.
- EDM's focus on relationships and engagement is scaled up through investments in High School Success, Career and Technical Education and the Student Investment Account. In March 2023, districts and charter schools submitted their Integrated Applications and Budgets. Applications required districts to reflect on disaggregated student data, to engage focal students and families, and apply an equity lens to their decision-making. Many districts centered student engagement through investments outlined in their Integrated plans. ODE staff support the alignment of coaching, technical assistance and additional support offered to districts working on student belonging and engagement, which were key components in the co-development of district Longitudinal Performance Growth Targets (LPGTs).
- In the next Integrated Application cycle, districts will be required to review [Student Success Plans](#), which are community-directed and equity-centered statewide education plans for specific student focal groups. The Student Success Plans provide actionable steps that schools and districts can take to improve outcomes for students in these groups and for students overall. These plans all provide recommendations for student engagement, belonging and attendance related to specific focal groups.

Tribal Attendance Promising Practices awards \$1.9 million to support ten school districts in addressing the root causes of chronic absenteeism in [American Indian/Alaska Native+](#) students. Oftentimes, the reporting out on state outcomes for American Indian/Alaska Native attendance does not reflect the true impact TAPP is making on our American Indian/Alaska Native+ students, families, and tribal communities, or on the districts receiving the grant. Because of this, in the 2022-23 school year, all ten TAPP districts analyzed their TAPP efforts monthly, using the three fundamental premises from the Coalition of Communities of Color: what community driven needs, challenges, and strengths do TAPP efforts make visible; in what ways do TAPP efforts represent the American Indian/Alaska Native community; and in what ways are TAPP efforts used to promote community self-determination? These questions allow for a more culturally responsive approach to data analysis, because it regularly centers the lived experience of American Indian/Alaska Native+ students, families, and communities in a TAPP site's honest reflection on to what extent they are fulfilling their obligations to meet the needs of their American Indian/Alaska Native+ students, families, and tribal communities in order to address the root causes of chronic absenteeism. Key findings from their reflections:

- No two TAPP District sites are the same in their approach to addressing the root causes of chronic absenteeism in their American Indian/Alaska Native student population, because the geographical and socio-economic context of TAPP Districts vary greatly across each site. Furthermore, the priorities and issues impacting our nine federally recognized Tribes of Oregon and their respective tribal communities demonstrate the diaspora of our vibrant Native American communities of Oregon. TAPP's strength is found in each grantee's ability to make decisions to meet their vast and diverse needs and how each site leverages the strength of their tribal communities in support of American Indian/Alaska Native student success.

- The importance of valuing American Indian/Alaska Native culture and prioritizing its representation in schools cannot be overstated. TAPP District sites coordinate both school-based and tribal-based cultural events for students. Many sites teach special culture classes during the school day for all students. TAPP sites also work closely with local tribes to incorporate language programs into schools. TAPP Family Advocates also work as liaisons between schools and families to troubleshoot issues that arise due to cultural differences, with schools providing more training to educators because of the issues shared by American Indian/Alaska Native families.
- TAPP Districts recognize that continuing to foster and strengthen relationships with tribal partners and community-based organizations is vital to advocates' abilities to support students and their families, who often fill gaps that the districts cannot.
- The complex problems found in rural communities of Oregon have direct impacts on student attendance. Lack of access to transportation (including both public transportation and regular school bus routes) and healthcare, especially local medical specialists, are frequently named in systemic issues that affect regular student attendance in TAPP districts.
- TAPP brings visibility to the importance of community-based work that values and builds strong relationships with families. This work increases two-way communication about issues affecting student success, builds trust between families and school districts, and elevates parents and families, empowering them to express what they need to thrive in school districts. TAPP efforts also promote community self-determination.

The Office of Indian Education is continuing to pay close attention to COVID-19's impact on the educational experiences of American Indian/Alaska Native students throughout the state of Oregon, and to the unique nature of TAPP school district sites. It is continuing to shift resources and leverage Government-to-Government partnerships with tribes to fully understand and meet community needs.

OREGON PUBLIC CHARTER SCHOOLS

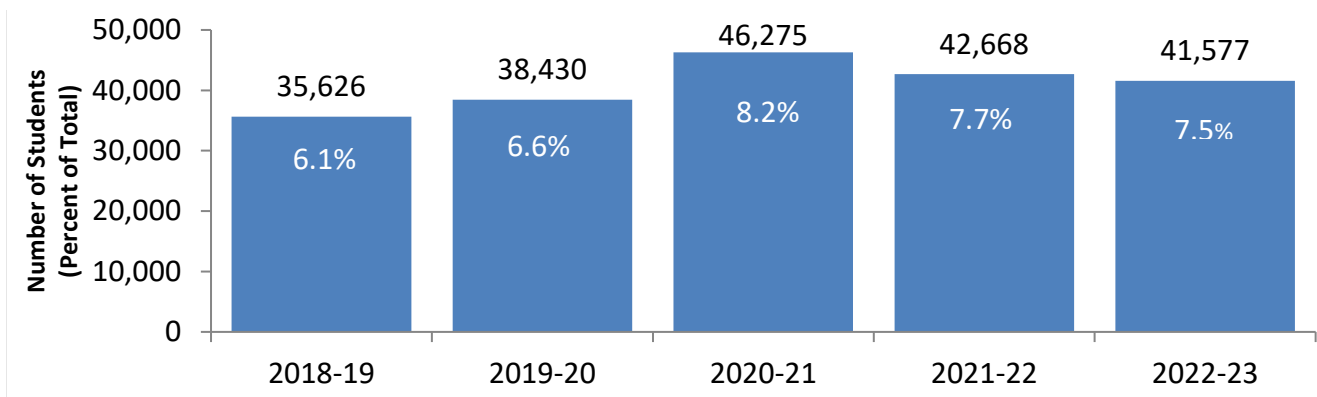
Oregon Public Charter Schools Enrollment

Charter school enrollment represents 7.5 percent of enrolled students.

Charter schools, authorized by legislation in 1999, were designed to create new, innovative, and more flexible ways of educating all children within the public school system. In Oregon, all charter schools are public schools.

In the 2022-23 school year, there were 131 charter schools.

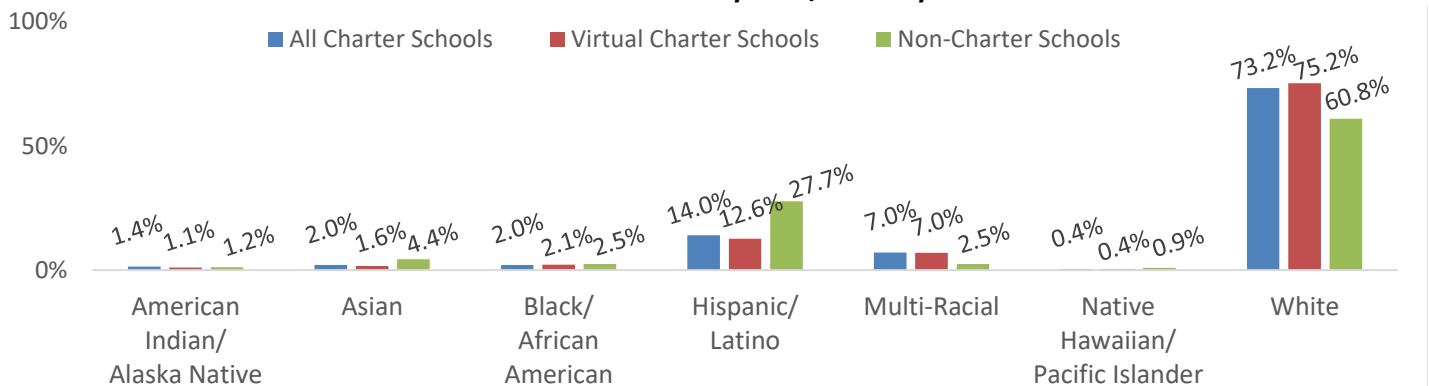
**Charter School Enrollment
Counts and Percent of Total Public School Enrollment**
Fall Membership Data Collection



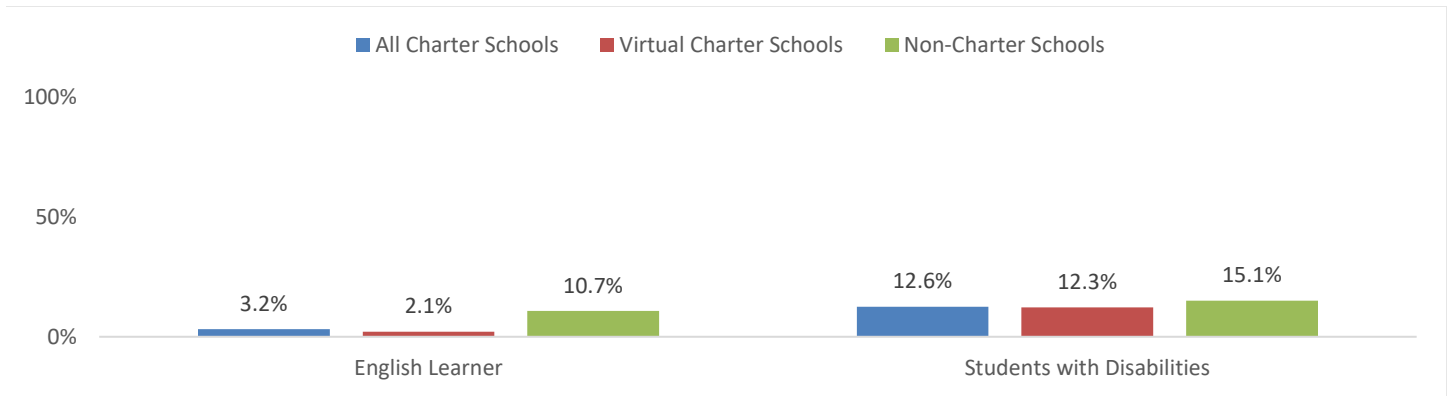
In 2015-16, the Oregon Department of Education began tracking [virtual status](#) for all schools. In 2022-23, a total of 19 charter schools (14.6 percent of all charters) identified themselves as fully or primarily virtual, as compared to about 3 percent of non-charter schools. This relatively small number of virtual charters enrolled almost 38 percent of all charter school students, whereas less than one percent of non-charter students were enrolled in non-charter virtual schools. The average enrollment of virtual public charter schools was 827 students, whereas the average enrollment of non-virtual charter schools was 233 students.

Note that fully or primarily virtual schools are those that have a permanent instructional model that is predominantly through online courses. The fully or primarily virtual classification does not apply to schools that shifted from in-person instruction to provide Comprehensive Distance Learning during the COVID-19 pandemic.

Charter School Enrollment by Race/Ethnicity 2022-23



Charter School Enrollment by Student Group 2022-23

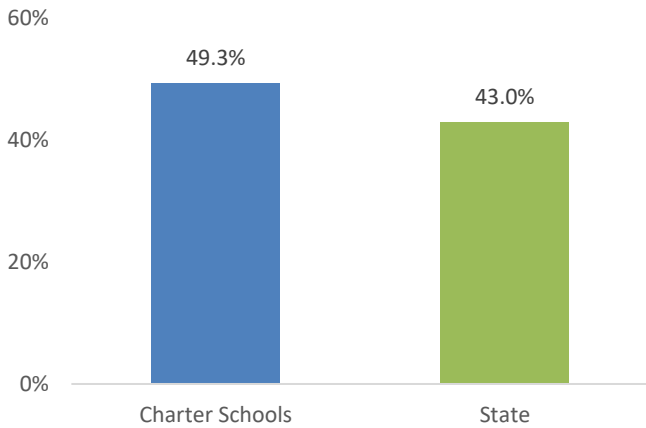


Source: Spring Membership 2022-23

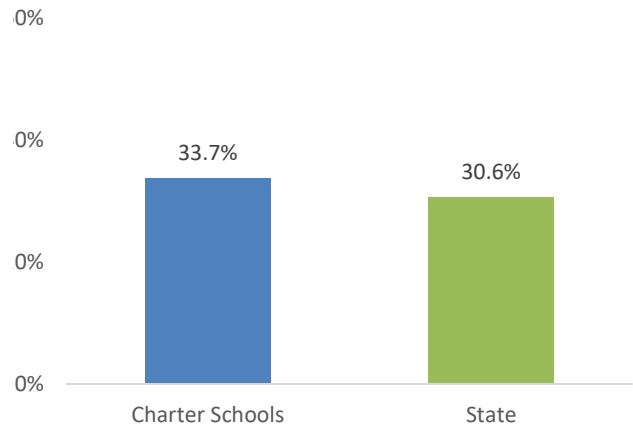
Oregon Public Charter School Performance

For both the English Language Arts (ELA) and Math statewide summative tests, charter schools reported a higher rate of students proficient compared to the state as a whole.

ELA Percent Proficient 2022-23



Mathematics Percent Proficient 2022-23

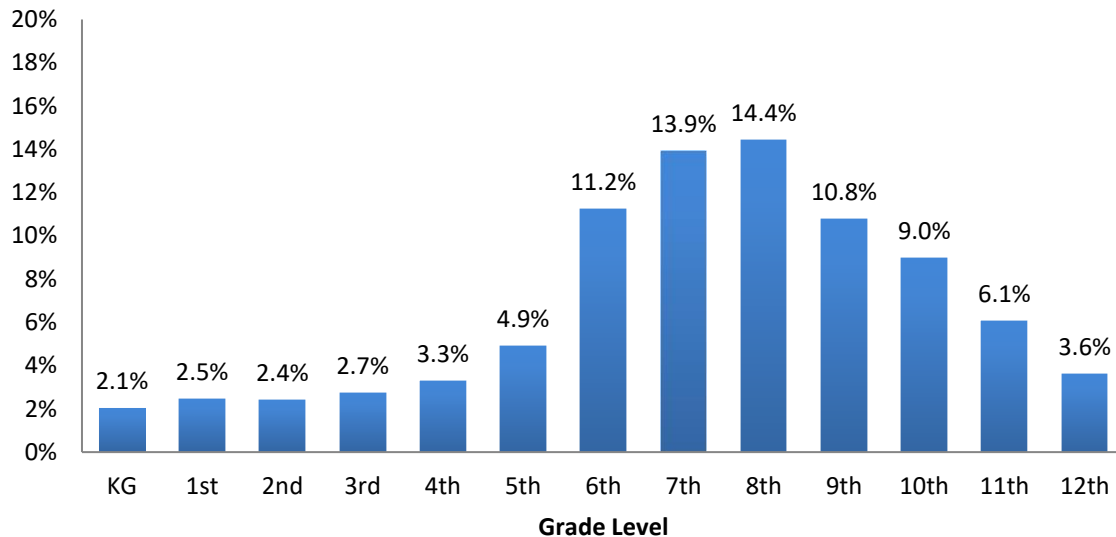


OREGON DISCIPLINE INCIDENTS DATA

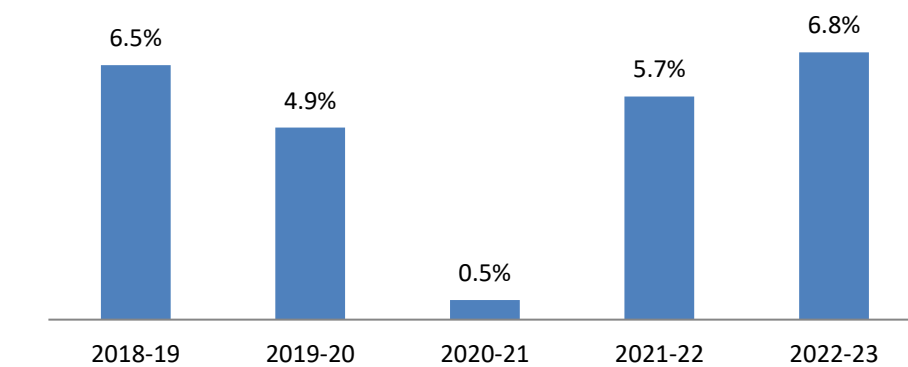
The Oregon discipline incidents data set includes all discipline incidents that resulted in a removal (in-school suspension, out-of-school suspension, or expulsion)¹. Through collecting and examining student discipline data, trends can be identified and acted on to shift practice and assure high-quality educational experiences for all students. The Oregon Department of Education (ODE) is committed to improving practices statewide in ways that foster equitable outcomes for each and every student in Oregon.

Discipline Incidents by Grade Level

Percent of students with one or more suspensions or expulsions in the 2022-23 school year by enrolled grade.



Percent of Enrolled Students with One or More Discipline Incidents



The number of in-person school days was reduced in some locations during the 2019-20 and 2020-21 school years due to COVID-19. This explains the reduction in the rate of discipline incidents during those years. Please use caution when comparing data across school years.

¹ Source: 2023 Spring Membership, Discipline Incidents Collection

Discipline Incidents by Student Group – Suspensions and Expulsions

During the 2022-23 school year, 6.8 percent of Oregon students experienced disciplinary incidents¹. Across race/ethnicity, students from historically underserved groups² were disciplined more often than other students, with Black/African American students and American Indian/Alaska Native students disciplined most often (13.2 percent and 11.2 percent, respectively). Students in Special Education and students federally identified as economically disadvantaged were also disciplined more often than other groups.

Student Group	Percent of Students enrolled on May 1, 2023 with One or More Discipline Incidents ³ in the 2022-23 School Year
Total	6.8%
Gender	
Male	9.1%
Female	4.4%
Non-Binary	7.0%
Race/Ethnicity	
Asian	2.2%
Black/African American	13.2%
Hispanic/Latino	8.0%
American Indian/Alaska Native	11.2%
Multi-Racial ⁴	7.3%
Native Hawaiian/Pacific Islander	10.7%
White	6.2%
Other Groups	
Economically Disadvantaged	8.4%
Not Economically Disadvantaged	4.2%
English Learners	7.7%
Not English Learners	6.7%
Special Education ⁵	11.2%
Not Special Education	6.1%

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

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

³ Discipline Data includes only discipline incidents resulting in a removal (in-school suspension, out-of-school suspension, or expulsion). For more data regarding discipline incidents, please see the [Discipline, Restraint and Seclusion Collections](#) page.

⁴ Multi-Racial does not include students reported as Hispanic Ethnicity. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information about race and ethnicity reporting requirements.

⁵ Special Education is the count of students who were receiving services at the time of their discipline incident compared to the number of students receiving Special Education services at any point during the school year up to May 1.

The Every Student Succeeds Act (ESSA) – Unsafe School Choice Option (USCO)

The Unsafe School Choice Option (USCO) is required by the Every Student Succeeds Act (ESSA) to ensure students attending a persistently dangerous school have the option to enroll in another school. Under this option, a school can be deemed unsafe as a whole or for an individual student who is a victim of a violent criminal offense. Should either of these occur, parents may exercise their right to move their student to a different school within the same local educational agency.

Oregon’s Goal for USCO

It is imperative that every student within Oregon learns in a welcoming, safe and inclusive educational environment. USCO is one means by which the Oregon Department of Education works to assure this reality for all of Oregon’s students. Oregon unapologetically believes [Every Student Belongs](#). However, the Oregon Department of Education is not interested in assigning labels like ‘unsafe’ to schools as a means of promoting shame, blame or judgment. Rather, it is our desire to name existing inequities in order to support local educational agencies in meeting the needs of all learners.

In Oregon, a public elementary or secondary school is considered “persistently dangerous” if the school exceeds a certain threshold of expulsions for specific reasons (see expulsion types below) for three consecutive years. The table to the right describes this threshold, which varies depending on school size.

Expulsions fall within the following two categories:

1. Expulsions for firearms or dangerous weapons.
2. Expulsions for students arrested for violent criminal offenses on school grounds, on school-sponsored transportation, and/or during school-sponsored activities.

Criteria for Watch Status	Number of Expulsions for Weapons and/or Arrests for Violent Criminal Behavior
Schools with FEWER than 300 Students	9 or more within a school year
Schools with 300 or MORE Students	3 for every 100 students per school year

Between 2009-10 and 2022-23, Oregon did not identify any schools meeting the criteria for monitoring. Oregon also did not identify any schools as “persistently dangerous” for exceeding the threshold for three or more consecutive years.

SPECIAL PROGRAMS

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

Special Education (IDEA) - Ages 5-21

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

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

School Age Students with Disabilities who Received Special Education Services Statewide

The percentage of Oregon students receiving special education services under IDEA has averaged 14.2 percent of total enrollment over the last five years. The following table shows the five-year trend for special education students as compared to total enrollment.

	2018-19	2019-20	2020-21	2021-22	2022-23
Special Education	80,436	82,485	79,782	78,716	79,998
Total Enrollment	581,730	582,661	560,917	553,012	552,380
% of Total Enrollment	13.8%	14.2%	14.2%	14.2%	14.5%

Sources: December Special Education Child Count, Fall Membership

School Age Students with Disabilities who Received Special Education Services by Disability

Each school age special education student in Oregon has at least one of 12 different disabilities under IDEA. The following table shows the trends by disability category.

Number of Students with Disabilities (Ages 5-21)¹

Type of Disability	2018-2019 Number of Students	2022-23 Number of Students	Percent Change
Autism Spectrum Disorder	10,191	11,657	14.4%
Deaf/Blindness	14	33	135.7%
Deaf or Hard of Hearing	906	946	4.4%
Developmental Delay ²	NA	4,197	NA
Emotional Behavior Disability	5,331	4,762	-10.7%
Intellectual Disability	4,201	3,680	-12.4%
Orthopedic Impairment	647	568	-12.2%
Other Health Impairment	14,866	14,633	-1.6%
Specific Learning Disability	25,195	22,115	-12.2%
Speech/Language Impairment	18,493	16,796	-9.2%
Traumatic Brain Injury	304	325	6.9%
Visual Impairment Including Blindness	288	286	-0.7%
Total	80,436	79,998	-0.5%

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

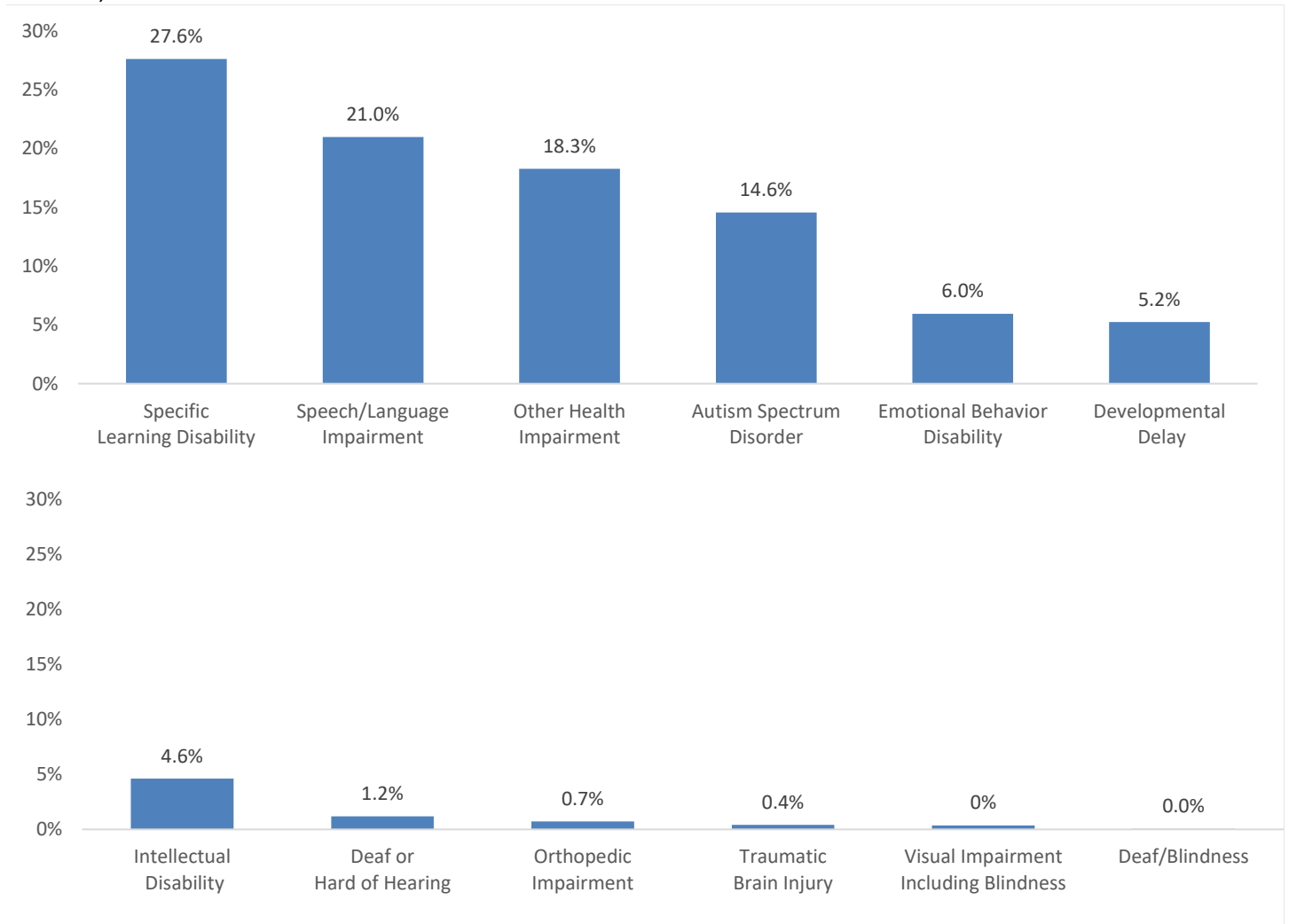
¹ Source: December Special Education Child Count

² Developmental Delay expanded to include school age students through age 9 in the 2021-22 school year.

School Age Students with Disabilities who Received Special Education Services

2022-23 School Year

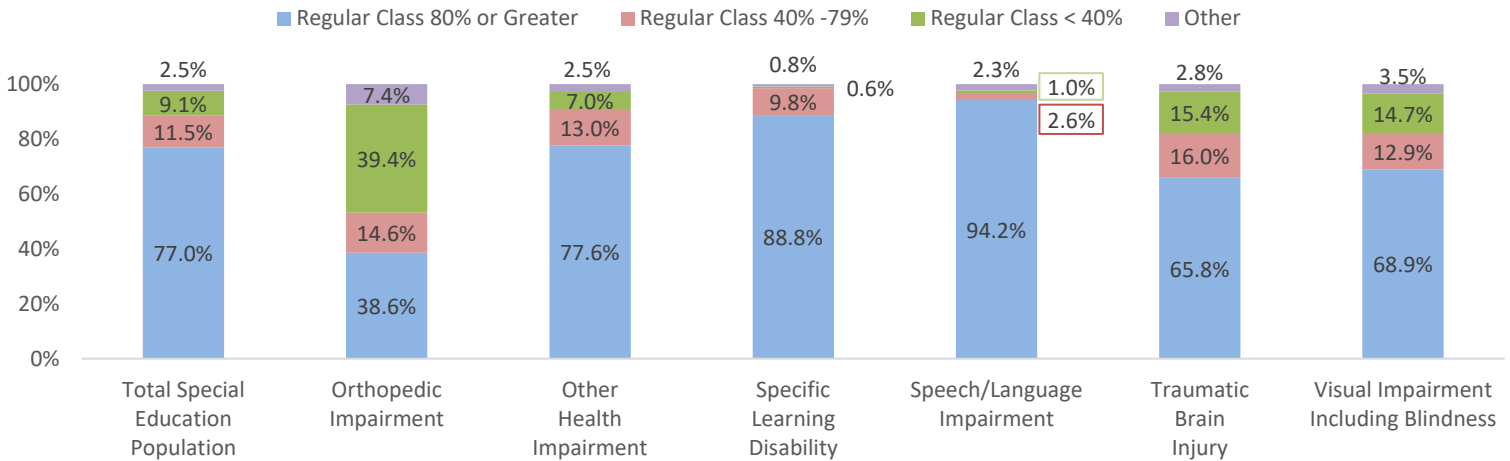
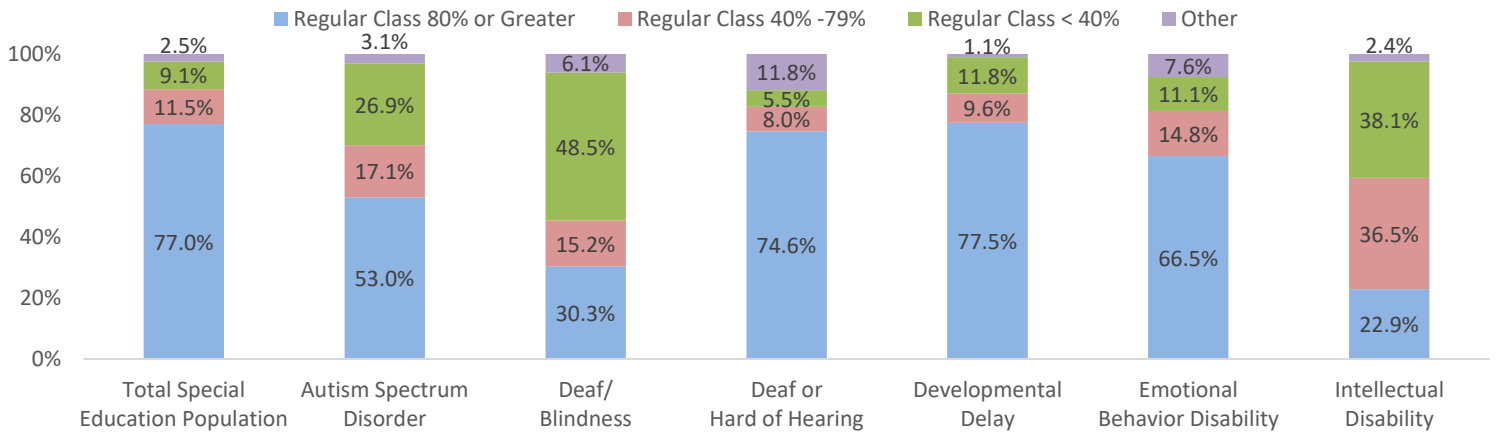
Total: 79,998 Students



Placement of School Age Students with Disabilities who Received Special Education Services by Disability – 2022-23

The following graph represents the placement options along the continuum with the “Regular Class 80 percent or Greater” category being the least restrictive placement decision by an Individualized Education Program (IEP) team. The categories are:

- **Regular Class 80 percent or Greater:** Children who received special education and related services outside the regular classroom for less than 21 percent of the school day.
- **Regular Class 40 -79 percent:** Children who received special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day.
- **Regular Class < 40 percent:** Children who received special education and related services outside the regular classroom for more than 60 percent of the school day.
- **Other:** This category includes all other placements, including those determined and not determined by the IEP team, i.e. students in corrections, home school by parent, separate schools, parentally placed in private schools, hospital programs, homebound, public and private facilities.



Percentages reflect the portion of students with the listed disability in each placement.

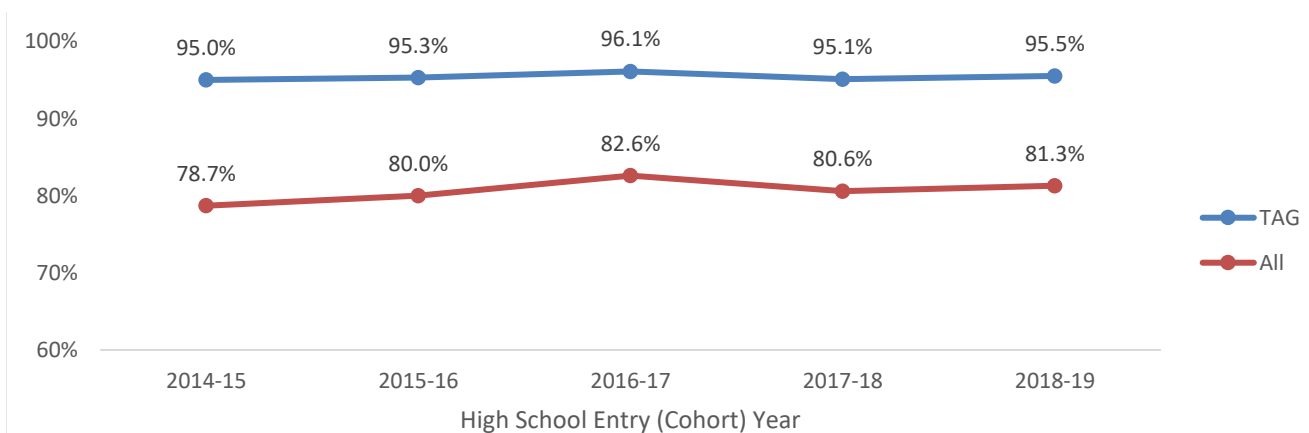
Talented and Gifted

Talented and Gifted (TAG) children are defined by the State of Oregon as “those children who require special educational programs or services, or both, beyond those normally provided by the regular school program in order to realize their contribution to self and society and who demonstrate outstanding ability or potential” in one of the recognized areas of giftedness (ORS 343.391). [Oregon statutes and administrative rules](#) require school districts to identify students who are TAG and to provide students who are TAG with instruction that is designed to meet their assessed levels of learning and accelerated rates of learning (OAR 581-022-2500)¹.

2022-23 Talented and Gifted Students

Student Group	Number of TAG Students	Percent of TAG Students	Percent of Student Group Identified as TAG
Total	33,660	100.0%	6.2%
Female	15,059	44.7%	5.7%
Male	18,211	54.1%	6.5%
Non-Binary	390	1.2%	13.5%
American Indian/Alaska Native	110	0.3%	1.7%
Asian	3,860	11.5%	17.3%
Black/African American	418	1.2%	3.2%
Hispanic/Latino	3,693	11.0%	2.7%
Multiracial	3,229	9.6%	8.2%
Native Hawaiian/Pacific Islander	96	0.3%	2.1%
White	22,254	66.1%	6.9%
Economically Disadvantaged	13,826	41.1%	4.0%
Not Economically Disadvantaged	19,834	58.9%	10.0%
Special Education	1,586	4.7%	1.8%
Not Special Education	32,074	95.3%	7.0%

TAG and All Students Four-Year Graduation Rates²



¹ Source: Spring Membership 2022-23

² Source: Cohort Graduation Rates
Oregon Statewide Report Card 2022-23

RESOURCES

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

Data Collections

[Data Collection Catalog](#)

Equity Resources

[DACamented/Undocumented Toolkit](#)

[Emerging Bi/Multi-lingual students \(English Learner initiatives\)](#)

[Title I-C Migrant Education Program](#)

School and District Accountability

[Elementary and Secondary Education Act](#)

[Oregon School & District Profiles](#)

[Quality Education Model](#)

[Accountability Reports](#)

[At-A-Glance School and District Profiles](#)

[Accountability Details](#)

[Accountability Measures](#)

School Funding and Finance

[State School Fund](#)

[Special Education Funding](#)

Special Programs

[Alternative Education](#)

[Charter Schools](#)

[Early Childhood](#)

[Houseless Students](#)

[Special Education Programs](#)

[Talented and Gifted](#)

Student Achievement

[Oregon Statewide Assessment](#)

[Statewide Test Results](#)

[National Assessment of Education Progress \(NAEP\)](#)

[Cohort Graduation Rate](#)

[Dropout Reports](#)

[Essential Skills](#)

Student Information

[Fall Membership Report](#)

[English Learners](#)

[School Nutrition/Free and Reduced Price Lunch](#)

Teacher Information

[Teacher Licensure](#)

[Highly Qualified Teachers](#)

[Resources for Teachers](#)

Title I

[Title I-A: Improving Basic Programs](#)

[Title I-C: Migrant Education](#)

[Title I-D: Neglected and Delinquent or At-Risk Children](#)

APPENDIX A: ADDITIONAL DATA

Visit the links below for additional data.

[Per Pupil Expenditures](#)

[Civil Rights Data Collection \(CRDC\)](#)

[Schools Identified as Comprehensive and Targeted Support and Improvement Under the Every Student Succeeds Act](#)

[English Learners Demonstrating Proficiency](#)

[Recently Arrived Students Exempted from the English Language Arts Assessment](#)

[Post-secondary Enrollment for 2020-21 High School Graduates](#)