

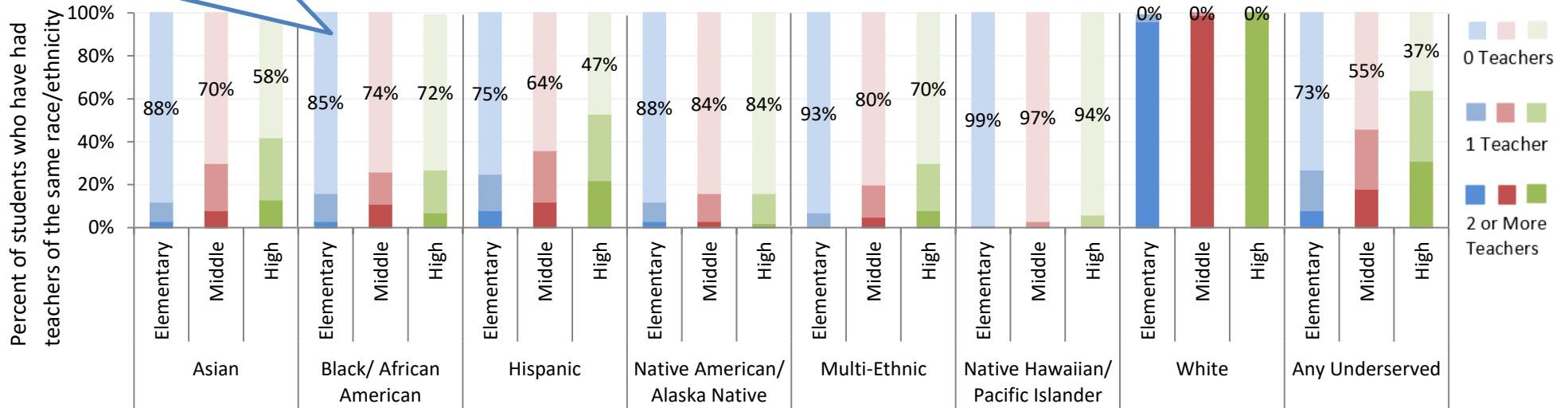
Student and Teacher Race/Ethnicity

Students and Teachers with the Same Race/Ethnicity

A very low percentage of non-white students in the Oregon public school population have had teachers with the same race/ethnicity as their own within the past three years¹. The figures in the chart below represent the percentage of students within a racial/ethnic group who have had zero teachers with the same race/ethnicity within the past three years, broken down by grade group². Of note, only 6% of Native Hawaiian/Pacific Islander high school students have had a Native Hawaiian/Pacific Islander teacher within the past three years. Also, only two-thirds of high school students in any underserved³ racial/ethnic group have had any teachers who also have an underserved race/ethnicity within the past three years.

85% of Black/African American elementary school students haven't had any Black/African American teachers in the past three years.

Students with Teachers of the Same Race/Ethnicity within the Past Three Years



¹ Data were pulled from the 2013-2014, 2014-2015, and 2015-2016 school years for students who were enrolled within their district for a full academic year, as of the first school day in May. Teachers were included if they were teaching a course on the first school day in May and were employed by the district on December 1 for at least 20 consecutive school days. Data are pulled from the Class Roster, Staff Position, and Cumulative ADM collections.

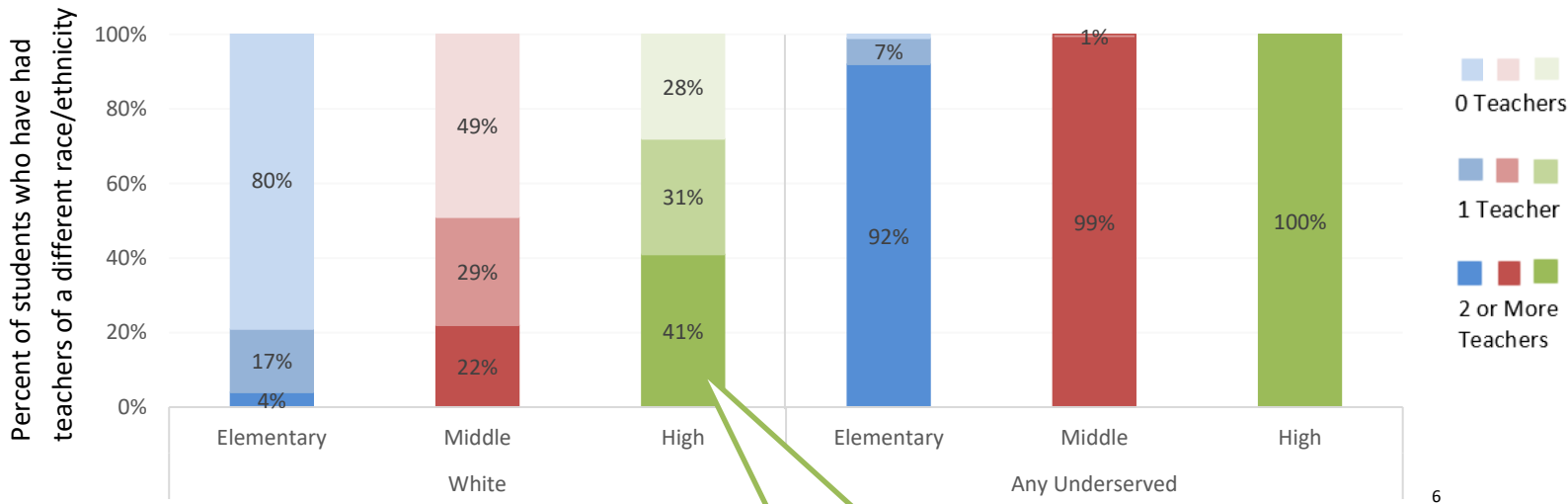
² Elementary is defined as grades KG – 5; Middle is defined as grades 6-8; High is defined as grades 9-12. Students' data are included in the grade group they were enrolled in during the 2015-2016 school year.

³ Underserved is defined as Black/African American, Hispanic, American Indian/Alaska Native, or Native Hawaiian/Pacific Islander.

Students and Teachers with a Different Race/Ethnicity

The chart below displays another way to look at these same data⁴, showing students who have had teachers of a different race/ethnicity than their own within the past three years. Of interest here, 72% of white high school⁵ aged students have had at least one teacher of a different race/ethnicity within the past three years, while only 21% of white elementary aged students have had this opportunity.

Students with Teachers of a Different Race/Ethnicity within the Past Three Years



41% of White high school students have had two or more teachers with a different race/ethnicity than theirs in the past three years.

⁴ Data were pulled from the 2013-2014, 2014-2015, and 2015-2016 school years for students who enrolled within their district for a full academic year, as of the first school day in May. Teachers were included if they were teaching a course on the first school day in May and were employed by the district on December 1 for at least 20 consecutive school days. Data are pulled from the Class Roster, Staff Position, and Cumulative ADM collections.

⁵ Elementary is defined as grades KG – 5; Middle is defined as grades 6-8; High is defined as grades 9-12. Students’ data are included in the grade group they were enrolled in during the 2015-2016 school year.

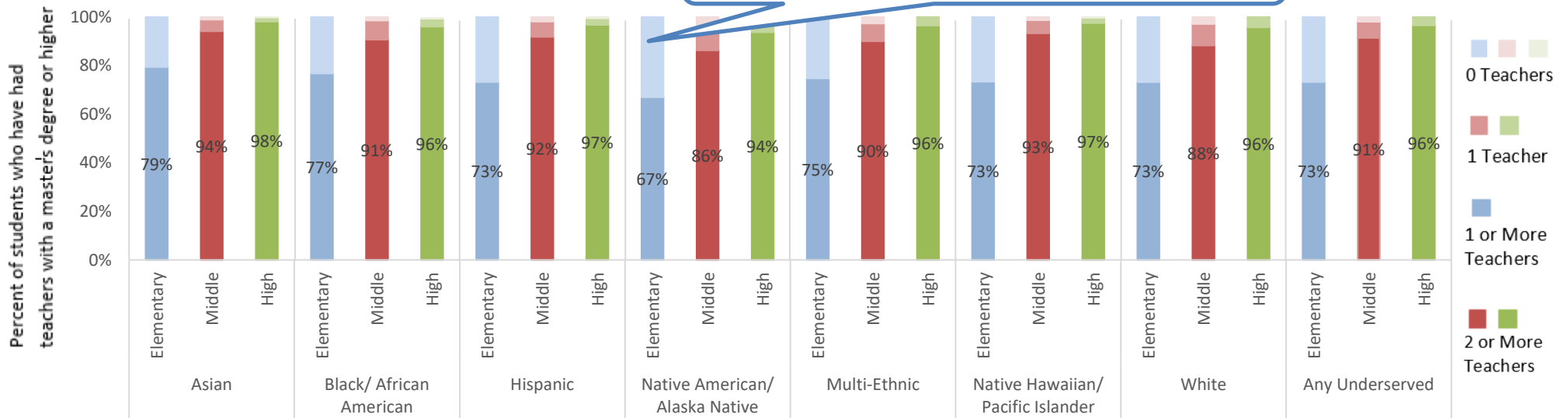
⁶ Underserved is defined as Black/African American, Hispanic, Native American/Alaska Native, or Native Hawaiian/Pacific Islander.

Students by Race/Ethnicity and the Level of Their Teacher's Education

The chart below displays the number of teachers who have acquired a master's degree or higher level of education, per student racial/ethnic group.⁷ Differences between racial/ethnic groups⁸ are similar across grade levels and race/ethnicity.

Students having Teachers with a Master's Degree or Higher

Only 67% of Native American/Alaska Native elementary school students have teachers with a Master's degree or higher.



There is some variation in educational opportunities for students based on their race/ethnicity. Research shows that race/ethnicity differences between teachers and students can affect subjective areas of education (Ehrenberg, Brewer, & Goldhaber, 1995), student behavior (Banks & McGee Banks, 2010), and achievement (Dee, 2004).⁹

⁷ Data were pulled from the 2015-2016 school year only, but meet the other requirements found in footnotes 4, 5, and 6 above.

⁸ Elementary School Student data only has two categories (1 or more Teacher and 0 Teachers) because elementary school students are often in self-contained classes, where only the homeroom is reported in the Class Roster collection.

⁹ Ehrenberg, R.G., Brewer, D.J., & Goldhaber, D.D. (1995). Do Teachers' Race, Gender, and Ethnicity Matter? Evidence from the National Educational Longitudinal Study of 1988. *ILR Review*, 48(3), 547-561.

Banks, J.A., & McGee Banks, C. A. (2010). *Multicultural Education Issues and Perspectives*. Hoboken, NJ: John Wiley & Sons.

Dee, T.S. (2004). Teachers, Race, and Student Achievement in a Randomized Experiment. *Review of Economics and Statistics*, 86(1), 195-210.