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CHIEF EDUCATION OFFICE

2018 OREGON EDUCATOR EQUITY REPORT

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2018 Educator Equity Report

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OREGON EDUCATOR EQUITY ADVISORY GROUP 2017-2018 MEMBERS

The Oregon Educator Equity Advisory Group is a 20-member group convened by the Oregon's Chief Education Office charged to:

- Research, coordinate and oversee legislative reports deriving from SB 755 that outline Oregon's current status and progress toward diversifying the educator workforce and to spotlight/recommend/drive needed practices and policies;
- Ensure that the voices of culturally and linguistically citizens in Oregon are engaged in examining root causes, current assets, and needed changes in policy and practices that can help diversify Oregon's educator workforce;
- Review progress and results from funded state investments intended to recruit, prepare, retain, and advance Oregon's educator workforce; and,
- Recommend future investments for the state that can improve students' access to educators who more closely mirror our K-12 student population demographics

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EXECUTIVE SUMMARY

Origin of this Report

In 2013 the Oregon Legislature amended the original Minority Teacher Act passed in 1991 and changed the definition of "Minority" to include educators whose first language is not English. Statute also required that the state's education agencies jointly submit an annual report to the Legislature on the status of Oregon's efforts to achieve a K-12 educator workforce that more closely mirrors the demographics of the students in our schools. The report is required to include:

1) A summary of the most recent data collected as provided by ORS 342.443;
2) Recommendations for meeting the goals expressed in ORS 342.437; and
3) A description of best practices within Oregon and other states for recruiting and retaining minority teachers.

In addition, in 2015 the Oregon Legislature renamed the Minority Teacher Act to the Oregon Educator Equity Act and directed the Higher Education Coordinating Commission to require each public teacher education program to adopt a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators and to review the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, to adopt the plans.

DISCLAIMER

While Oregon legislation limits the foci of data in this report to ethnic and linguistic diversity, the Oregon Educator Equity Advisory Group recognizes the importance of many other forms of diversity within the educator workforce including gender, sexual orientation, disability status, and factors related to income level.

Evidence from Research

Positive impacts have been found when students who are ethnically and/or linguistically diverse have teachers from the same demographic backgrounds in research using large-scale and longitudinal data sets. These impacts include improved test scores, attendance, and fewer suspensions. Gershenson, Hart, Lindsay and Papageorge (2017)[1] found that black males assigned to a black teacher in the third, fourth, or fifth grades significantly reduced the probability by 39 percent of the students dropping out of high school.

Demographic matches between students and teachers also influence students' academic perceptions and attitudes. Egalite and Kisida (2016)[2] found that assignment of a student, particularly a student who is ethnically diverse, to a demographically-similar teacher affects student reports of personal effort, happiness in class, feeling cared for and motivated by their teacher and it improves student-teacher communication and college aspirations. Class content may be more often explained in culturally relevant ways, more probing questions asked, and more invitations to share ideas and insights.

Summary Data

Although positive trends are noted in almost every category reported in Figure 1, the educator workforce is not shifting quickly enough to respond to Oregon's changing ethnically and linguistically diverse K-12 student body. As was suggested by one observer, small technical "fixes" are not sufficient at this point for changing the overall desired outcome when systems continue to produce only small gains in terms of the diversity of Oregon's educator workforce demographics.

> **Small technical "fixes" are not sufficient at this point for changing the overall desired outcome when systems continue to produce only small gains in terms of the diversity of Oregon's educator workforce demographics.**
>
> Advisory Group Member

1 Gershenson, S., Hart, C.M.D., Lindsay, C.A. & Papageorge, N.W. (2017). The long-run impacts of same-race teachers. Retrieved from: http://ftp.iza.org/dp10630.pdf.

2 Egalite, A. & Kisida, B.(2016). The effects of teacher match on academic perceptions and attitudes. Retrieved from: https://ced.ncsu.edu/wp-content/uploads/2015/07/Egalite-Kisida-Teacher-Match-Working-Paper-June-2016.pdf.

Figure 1: Summary of Most Recent Data Available and Change from Previous Data Reports.

Summary of Data	Number	Percent	Change from 2017 Report
Ethnically Diverse Students (2017-2018)	218,288	37.6%	↑
Ethnically and Linguistically Diverse Students (2016-2017)	228,789	39.4%	↑
Districts w/40 percent or higher ethnically diverse students (2017)	30	15.2%	→
Ethnically Diverse Candidates Enrolled in Teacher Education (2016-17)	592	23.6%	NA[3]
Ethnically Diverse Teacher Preparation Completers (2016-2017)	283	17.3%	↑
Reciprocal Teacher Licensees who are Ethnically Diverse (2017-2018)	117	12.6%	↑
Ethnically Diverse Administrator Candidates Enrolled (2016-2017)	55+[4]	11.1%	NA
Ethnically Diverse Administrator Program Completers	26	11.3%	↑
Ethnically Diverse Teachers Employed (2017-2018)	3,087	9.9%	↑
Ethnically and Linguistically Diverse Teachers Employed (2017-2018)	3,329	10.7%	↑
Ethnically Diverse Administrators Employed (2017-2018))	262	11.4%	↑
Ethnically and Linguistically Diverse Administrators (2017-2018)	271	11.8%	↑
Ethnically Diverse Guidance Counselors (2017-2018))	194	14.5%	↑
Ethnically Diverse Educational Assistants ((2017-2018))	2,844	18.7%	↑

Sources: ODE Fall Staff Position Collection and Oregon Teacher Standards and Practices Commission

2018 Oregon Educator Equity Advisory Group Recommendations

The topic of diversifying the educator workforce continues to be prominent in national reports and research. A report published this year by the Learning Policy Institute[5] entitled *Diversifying the teaching profession: How to recruit and retain teachers of color* offered a rich selection of recommendations reviewed by the Oregon Educator Equity Advisory Group. Some of these recommendations have been refined and adopted to be more relevant to Oregon and appear in each section of the report as well as in Figure 2.

Figure 2: 2018 Oregon Educator Equity Advisory Group Recommended Action Steps.

Recruitment

Partner with business and communities of color to develop and launch a statewide marketing campaign elevating the teaching profession and guiding potential educators to the resources needed to enter the profession. **(state level action steps)**

Recruit teacher candidates from high school students, educational assistants and other school/district staff, parents, career changers, and after-school program mentors who reflect local diversity and are more likely to seek teaching positions in their local communities. **(school, district and educator preparation program level action steps)**

Implement specific recruitment of linguistically and ethnically diverse educational assistants. Include funding sources for these students, since they likely will not qualify for supports such as the Oregon Promise. **(school, district and state legislator action steps)**

Attract more linguistically and ethnically diverse teacher candidates into teaching careers via strong K-12/higher education partnerships supporting high-quality teacher preparation programs with extensive school-based experience, empowering skill-based coursework, and a welcoming collegial and culturally responsive culture also needed to teach in Oregon's classrooms. **(school, district and educator preparation program level action steps)**

3 Enrollment data reporting changed from last year's report and is not comparable.
4 Estimated number based on suppressed data from one institution.
5 Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color.* Palo Alto, CA: Learning Policy Institute.

Preparation

Work with the Educator Advancement Council to help lower the cost of teacher preparation with scholarships like the Oregon Teacher Scholars Program to provide financial assistance and help students navigate the complicated journey through licensure, preparation, job search, and employment in Oregon's educator workforce. Expand the Oregon Teacher Scholars Program to fully fund at least 70 candidates per year. **(state legislators and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and Confederation of Oregon School Administrators (COSA) to develop an Oregon Administrative Scholars Program to support costs for more racially, ethnically and linguistically diverse educators seeking to become administrators. **(state legislators and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and COSA to develop a state fund for school districts to offer paid residencies allowing future teachers to earn an income while they are enrolled in teacher preparation programs. These funds can be matched by districts and can help cover living costs for more career changers while they are studying to become teachers. **(Confederation of Oregon School Administrators and state legislator action steps)**

Work with Oregon Teacher Standards and Practices Commission to adjust Oregon's teacher licensure requirements to permit teacher candidates to demonstrate their competency through multiple performance measures less likely to generate racial and linguistic disparities. **(Teacher Standards and Practices Commission action steps)**

Develop transparent and streamlined pathways from community to teacher preparation programs including articulation of transferable credit across the institutions leading to licensure. **(Higher Education Coordinating Commission action steps)**

Work with the Chief Education Office, Oregon Department of Education and Teacher Standards and Practices Commission to ensure that all educator preparation programs (EPPs) in Oregon are able to track graduates by 2021 through key employment benchmarks and access statewide student performance data (and other teacher performance data) necessary to monitor the effectiveness of graduates and meet Council for the Accreditation of Education Preparation (CAEP) requirements. **(Chief Education Office, Oregon Department of Education, and Teacher Standards and Practices Commission action steps)**

Employment

Develop policy with the Educator Advancement Council to encourage school districts to work closely with local educator preparation programs to coordinate student teaching placements that maximize the assets diverse candidates bring to schools and create opportunities to interview candidates for hire before they graduate. **(school and district level action steps)**

Provide anti-bias training for staff involved in recruiting and hiring educators. Develop diverse interview committees in which linguistically and ethnically diverse teachers can help shape more effective recruitment and hiring strategies. **(Office of Equity, Diversity, and Inclusion at ODE, school district, and Oregon School Personnel Association action steps)**

Work with the Educator Advancement Council, Oregon Department of Education, and partners to redesign the current Oregon Mentor Project to ensure that every teacher and administrator new to the profession receives a well-trained mentor skilled in offering culturally responsive support for all newly employed educators. Develop a plan to recruit and train mentors from diverse backgrounds and to match diverse new teachers and diverse mentors. **(Educator Advancement Council and Oregon Department of Education action steps)**

Retention

Assist school and district administrators in creating collaborative, supportive and culturally responsive work environments for all teachers. Provide access to affinity groups and other professional community-based networking organizations for linguistically and ethnically diverse employed educators. **(school and district level and local community associations action steps)**

Work with the Educator Advancement Council and Oregon Department of Education to prioritize Title II's optional 3 percent leadership set-aside funds to strengthen principal recruitment, preparation, induction, and development focused on supportive and equity-driven school leadership. Consider funding educators' membership in professional associations such as the National Association of Black School Educators as a retention strategy. **(Oregon Department of Education and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and the Chief Education Office to use the results from the HB 4044 study to engage school districts in adopting promising practices that help attract and retain effective, culturally responsive teachers to work in Oregon's most complex schools. **(Educator Advancement Council and Chief Education Office action steps)**

Work with the Teacher Standards and Practices Commission to develop a marketing campaign to publicize financial support for earning National Board certification; thus helping advance the careers of more of Oregon's racially or linguistically diverse teachers. **(Educator Advancement Council and Teacher Standards and Practices Commission action steps)**

This year's report is organized around sections focused on recruitment, preparation, employment and retention. Each section includes new data and findings, spotlights on promising practices, and the Educator Equity Advisory Group's recommended actions steps. Later this summer the Chief Education Office will publish an interactive infographic to highlight data from this report.

SECTION 1: INTRODUCTION

For the fifth consecutive year, the Chief Education Office (CEdO) has partnered with the Oregon Teacher Standards and Practices Commission (TSPC), the Oregon Department of Education (ODE), and the Higher Education Coordinating Commission (HECC) with oversight from the Oregon Educator Advisory Group to produce and publish a report on Oregon's efforts to diversify the K-12 educator workforce. Oregon Statute 342.448 outlines requirements for reporting and analyzing of annual data on diversity in Oregon's educator workforce. In addition to required data outlined in statute, the report highlights:

1) Promising practices for recruiting, preparing, hiring and retaining culturally and linguistically diverse educators,
2) Highlights from the biennial Oregon educator preparation plans for the recruitment, admission, retention, and graduation of diverse educators (ORS 342.447),
3) Progress on the Educator Equity Advisory group's 2017-2018 Work Plan, and
4) Key recommendations for Oregon to achieve an educator workforce that more closely mirrors Oregon's student demographics from pre-K through 12th grade.

Pacific Woodburn B.Ed. students and adjunct faculty member, Sara Csaky (Chemeketa CC) and Carlos Sequeira (Lane ESD) at a conference in Eugene on Zaretta Hammond's book *Culturally Responsive Teaching and the Brain.*

Figure 3: Glossary of Terms Used in this Report.

Educator Equity Advisory Group

Since 2014, a 20-member Advisory Group has assisted the Chief Education Office in overseeing the annual Oregon Educator Equity Report on Oregon's progress in diversifying the K-12 educator workforce. The Oregon Educator Equity Advisory Group meets regularly to:

- Advise on the gathering and reporting of annual data,
- Learn firsthand about efforts underway demonstrating promise for expansion,
- Engage with Oregon's nine Federally Recognized Tribes and stakeholders who can help identify related issues, barriers, and needs, and
- Assess, evaluate and advocate for educational policy supporting Oregon's progress in diversifying the educator workforce.

Agendas and meeting materials are posted a week prior to each Advisory Group meeting. Members of the public can sign up to receive meeting notices, download meeting materials, attend the meetings as observers by phone or in person, and provide public testimony. All meetings conform with Oregon public meetings laws.

Terminology Used in the 2018 Report

Terms associated with race and ethnicity are incomplete, uneven and contentious. They are frequently affiliated with a particular agency or data collection definition. When possible this report uses race and ethnicity as defined by the United States Census and HB 3375 Educator Equity Act passed in 2015. However, the report draws from several preexisting data collections and research in the field. As such, variance in terminology is attributed to the primary sources that are being referenced.

Diverse – culturally or linguistically diverse characteristics of a person, including: (a) Origins in any of the black racial groups of Africa but is not Hispanic; (b) Hispanic culture or origin, regardless of race; (c) Origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent or the Pacific Islands; (d) Origins in any of the original peoples of North America, including American Indians or Alaskan Natives; or (e) A first language that is not English.

Linguistically diverse - in reference to data exclusively focused on individuals for whom their first language is not English.

Racially or ethnically diverse - in reference to data exclusively examining racial/ethnic origin.

Progress on 2017 Action Plan

Each year, the Advisory Group develops an Action Plan to drive action and advocacy related to findings from the previous year's report. Progress made on the 2017 Plan is outlined in Table 1.

Table 1: Update on 2017-2018 Educator Equity Advisory Group Action Plan.

2017-2018 Educator Equity Advisory Group Action Plan	Actions taken in 2017-2018
1) Provide scholarships of $5,000 a year for up to two years to support culturally or linguistically diverse teacher candidates enrolled in Oregon educator preparation programs.	*Oregon Teacher Scholars Program launched in partnership with the Higher Education Coordinating Commission's Office of Student Access and Completion and nearly 50 awards were made for Fall 2018.*
2) Launch an Oregon Teacher Scholars Program to network and connect culturally or linguistically diverse candidates to resources and supports toward licensure and employment within Oregon's public schools.	*Coordinator hired to create Scholars network, provide cultural navigation and link Scholars to resources, networking events, and employment.*
3) Promote capacity building and coordination across existing state projects, initiatives, and organizations focused on equity.	*Two Equity Group Alignment meetings held and recommendations letter sent to Confederation of Oregon School Administrators.*
4) Work with ODE Office of Equity, Diversity and Inclusion and the Council on Educator Advancement to convene a broad group of stakeholders to develop a professional learning framework defining	
a) Common language around culturally responsive practices.	*No progress to date.*
b) Current assets and high-quality resources.	
c) Gaps and priority needs.	
d) Guidelines for high quality professional learning accessible to all Oregon educators.	
5) Develop a statewide educator supply and demand report and further analyze needed content/endorsement areas and demographics for out-of-state TSPC licensed individuals to help inform educator preparation program on district hiring priorities.	*Data obtained and included in 2018 report. Funding found for State Supply and Demand report in Fall 2018.*
6) Advocate for additional analysis and collaboration with TSPC and education preparation programs to resolve:	
a) Causes for attrition of educators of color lost from the schools.	*No progress to date.*
b) Barriers contributing to the presence of more than 1,300 teachers of color who hold a current TSPC teaching license but are not employed in Oregon's public schools.	
7) Work on remaining barriers that inequitably impact a culturally or linguistically diverse educator's ability to obtain a teaching license in Oregon including:	
a) Community college to four-year program transfer processes for individuals pursuing teacher licensure.	*Working with Pre Ed USTA work group and exploring Education Career Pathway.*
b) Program admission requirements and national accreditation requirements.	*Monitoring CAEP implementation.*
c) Attrition in preparation programs reflected in data on enrollment as well as program completion rates.	*No progress to date.*
d) Existing licensure tests or performance assessments.	*Working with TSPC Executive Director to address issues.*

Oregon Teacher Scholars Program

Financial barriers continue to pose hurdles to candidates seeking to become teachers. The Oregon Teacher Scholars Program (OTSP) was proposed and passed in legislation during the 2017 session to provide specific financial support in the form of a scholarship to teacher candidates who are linguistically or ethnically diverse. Scholarships funds were capped at $5,000 per year per student for up to two years to be used for education expenses (defined as tuition, books, gas money to support travel to teaching practicum location, test prep materials, and living costs). Launched in 2018 and managed by the Oregon Higher Education Coordinating Commission's Office of Student Access and Completion and the Chief Education Office, OTSP identified 48 Scholars in spring 2018 and will identify a second round of Scholars in late summer, each of whom will receive $5,000 for the 2018-2019 school year. Scholars are enrolled in all six public programs and eight private educator preparation programs in Oregon.

A strong sense of community can connect and support the Oregon Teacher Scholars across institutions and link them with resources and future employment opportunities. A Scholars Program Coordinator was hired to track Scholars' progress through educator preparation and into employment. The coordinator will provide frequent and sustained communication with candidates regarding scholarships, networking opportunities and resources. Candidates will be invited to an annual Future Teacher Conference co-sponsored by COSA and the Oregon Chapter of ASCD to network with other Scholars, meet future employers and recommend needed supports within licensure and educator preparation programs.

Elements of the Oregon Teacher Scholars Program

Stage 1: The Program Coordinator visits every public and private educator preparation program creating local referral networks and informational meetings with potential Scholar recruits.

Stage 2: The Program Coordinator uses the TeachInOregon.gov website to link interested recruits with information related to volunteer opportunities, early field experiences, access to pre-education courses, test preparation supports, and summer internships working with culturally and linguistically diverse youth, workshops, field trips, site visits, and networking opportunities such as job fairs and community networks.

Stage 3: Oregon Teaching Scholars accepted into an Oregon educator preparation program (starting in Fall 2018) are invited to apply for a $5,000-a-year scholarship through the Oregon Office of Student Access and Completion (OSAC). Working with OSAC staff, members from the Oregon Educator Equity Advisory Group serve as the Oregon Teacher Scholars Program Scholarship selection team and select recipients.

Stage 4: Oregon Teaching Scholars participate in Oregon Teacher Scholar Events and receive support related to resume development, job networking, interviewing, and skills to help navigate cultural barriers in the workplace. Oregon Teacher Scholars attend events like the annual COSA/OASED Preservice Conference and Teaching with Purpose Conference. The Program Coordinator connects Scholars with district recruiters and ensures each Scholar is afforded multiple job interview opportunities.

Stage 5: Hiring districts are encouraged to provide each Oregon Teaching Scholar with a beginning teacher mentor for at least two years, preferably matching the Scholar with a mentor who is culturally or linguistically diverse and to connect all newly hired educators of color with existing affinity groups such as OALA, Say Hey, Oregon Alliance of Black School Educators, and the Oregon Association of Bilingual Educators.

Stage 6: Once employed, Oregon Teaching Scholars are invited to help recruit others to the teaching profession and network with current Oregon Teaching Scholars.

For questions please contact Horalia (Lala) Rangel or Hilda Rosselli at the Chief Education Office.

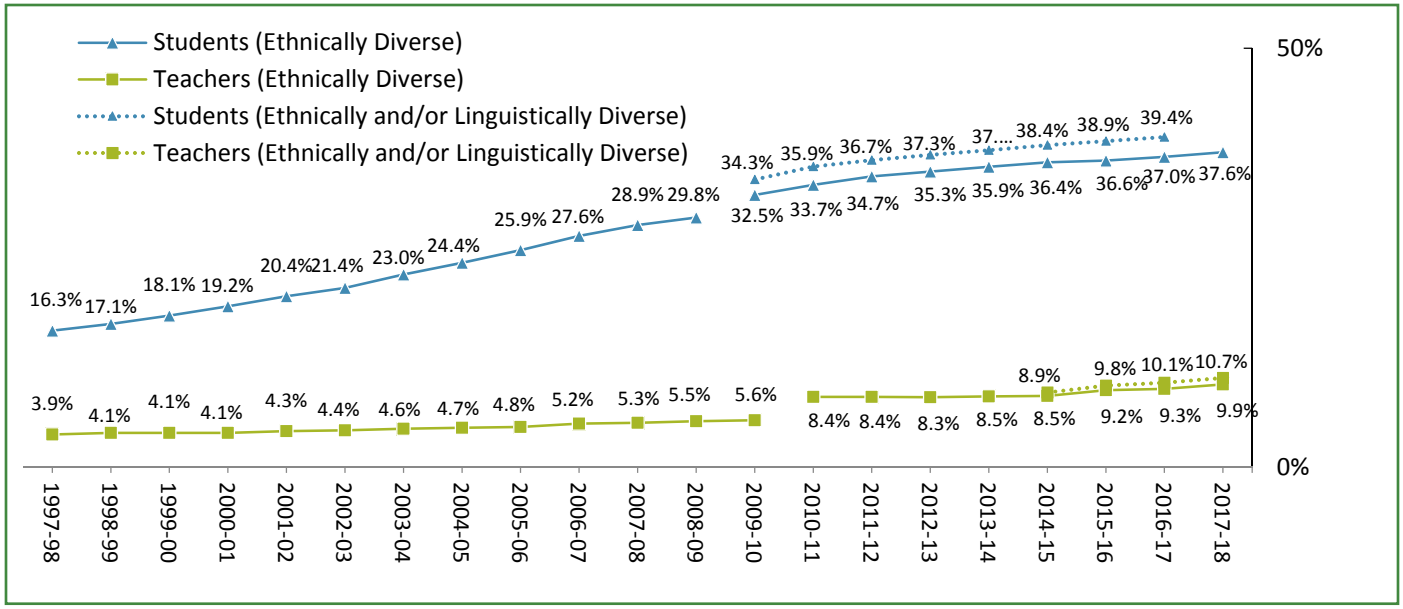
SECTION 2: DEMOGRAPHIC GAPS

Like many other states, Oregon struggles to attract, prepare, hire and retain a more ethnically diverse educator workforce. According to the Learning Policy Institute (2018), the percentage of teachers of color in the national workforce has grown from 12 percent to 20 percent over the past 30 years but this still has not kept up with the growing diversity of the nation, where people of color represent about 40 percent of the population and 50 percent of K-12 students.

Oregon Ethnically and Linguistically Diverse Students and Teachers: A Snapshot over Time

Each year, the Oregon Department of Education examines the continuing gaps between the diversity of Oregon's K-12 education workforce and the K-12 students they serve (Figure 4). Ethnic diversity among Oregon's public school students increased slightly from 37 percent in 2016-2017 to 37.6 percent (218,288 of 580,684 total K-12 enrolled students) in 2017-2018. Of the 31,218 teachers employed in Oregon K-12 public schools on December 1, 2017, 9.9 percent were ethnically diverse. The percentage increases slightly to 10.7 percent when including linguistically diverse teachers whose first language is not English.

Figure 4: Oregon Student and Teacher Demographics Gap.



Sources: Fall Membership and Staff Position Collections
Note that in 2009-10 for students, and 2010-11 for teachers, the guidelines for reporting race/ethnicity changed – see the Federal Race and Ethnicity Reporting Assistance Manual for details. These data may not be comparable to prior years

Unfortunately, the rate of increased diversity in the teaching workforce continues to lag the changing demographics of Oregon's K-12 students. The gap between ethnic diversity of students and teachers has remained unchanged at 27.7 percent for the past two school years and the gap between student and teacher ethnic and/or linguistic diversity increased from 29.1 percent in 2015-2016 to 29.3 percent in 2016-2017 (the most recent year for which linguistic diversity for students is available).

Members of the Educator Equity Advisory Group often hear anecdotal comments that reflect these data including:

> **"My son's school has over 500 students and 283 are English language learners and 60 percent are students of color, and his classroom has 14 families that use interpreters when they come to teacher parent conferences. There are a couple of Slavic teachers but otherwise the rest of the teachers are white."**

> **"When I asked [the school principal] why there were no teachers of color at the school and no women of color, his answer was that we have a black janitor."**

A data brief produced by the ODE Office of Accountability, Research & Information Services in 2017 (Figure 5) further documents how seldom non-white students in Oregon's public school system have had teachers of the same race/ethnicity within the past three years. The full report also shows that 72 percent of white high school aged students have had at least one teacher of a different race/ethnicity within the past three years, while only 21 percent of white elementary aged students have had this opportunity.

Figure 5: Gaps between Student and Teacher Race/Ethnicity.

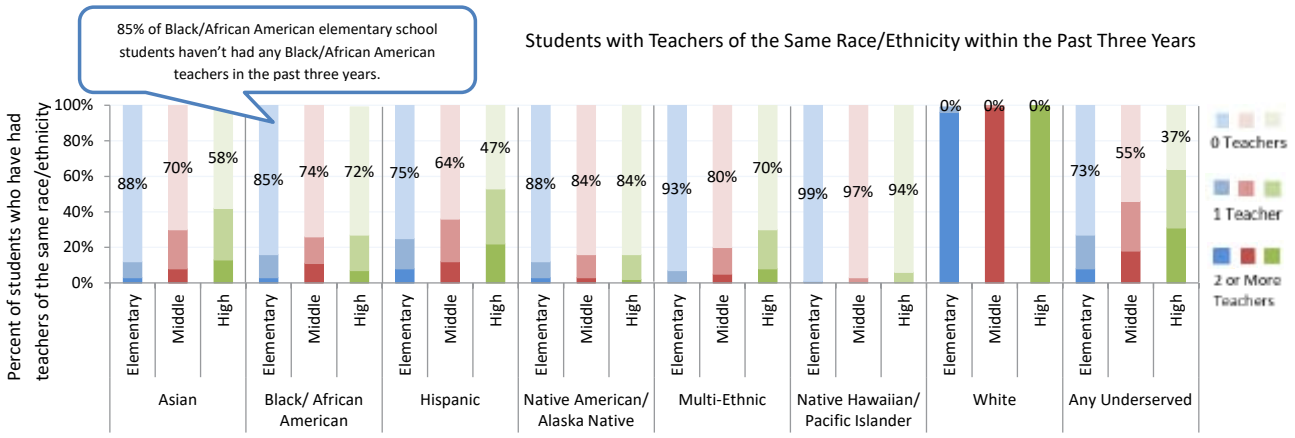
OFFICE OF ACCOUNTABILITY, RESEARCH, & INFORMATION SERVICES

DATA BRIEF 2017

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 years[1]. 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 group[2]. 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 underserved[3] racial/ethnic group have had any teachers who also have an underserved 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.

Oregon's Most Diverse School Districts

The Educator Equity Report annually identifies K-12 school districts in Oregon with 40 percent or higher K-12 student ethnic diversity. Of the 30 districts meeting this criteria in 2017-2018, two new districts (Culver and North Marion) were added to the list and three districts (Annex, Powers, and St. Paul) fell below the 40 percent cut off. The ethnic diversity of the students in the districts in Table 2 range from 40 percent to 84 percent, one percentage point higher than last year. Twelve districts had a 1 percent increase in the ethnic diversity of students since last year, four experienced an increase of more than 1 percent and 10 stayed the same. The district with the smallest gap between ethnic diversity of the students and teachers is Portland Public Schools.

Table 2: Oregon School Districts with 40 percent or More Ethnically Diverse Students.

School District	2017-2018 Total Enrollment	Percent White and Non-Hispanic Students	Percent Ethnically Diverse Students	Percent Ethnically Diverse Teachers	Percent Ethnically Diverse Administrators
Woodburn SD 103	5,642	16%	84%	30%	36%
Umatilla SD 6R	1,348	27%	73%	12%	0%
Jefferson County SD 509J	2,986	29%	71%	12%	0%
Nyssa SD 26	1,196	30%	70%	16%	29%
Ontario SD 8C	2,375	33%	67%	13%	20%
Parkrose SD 3	3,198	33%	67%	12%	25%
Reynolds SD 7	11,276	33%	67%	7%	18%
Gervais SD 1	1,142	35%	65%	7%	33%
David Douglas SD 40	10,420	38%	62%	9%	20%
Milton-Freewater SD 7	1,734	39%	61%	16%	0%
Morrow SD 1	2,265	40%	60%	5%	0%
Forest Grove SD 15	6,151	41%	59%	25%	32%
Centennial SD 28J	6,215	43%	57%	8%	32%
Hermiston SD 8	5,710	44%	56%	8%	13%
Hillsboro SD 1J	20,571	46%	54%	13%	26%
North Marion SD 15[3]	1,912	47%	53%	2%	0%
Beaverton SD 48J	40,860	48%	52%	13%	16%
Stanfield SD 61	469	48%	52%	10%	0%
Mt Angel SD 91	751	49%	51%	7%	0%
Salem-Keizer SD 24J	41,918	49%	51%	10%	14%
Central SD 13J	3,283	50%	50%	4%	9%
Hood River County SD	4,093	51%	49%	7%	13%
Long Creek SD 17	32	53%	47%	0%	0%
North Wasco County SD 21	3,031	55%	45%	2%	0%
Dayton SD 8	996	56%	44%	9%	0%
Portland SD 1J	48,651	57%	43%	19%	34%
Phoenix-Talent SD 4	2,569	57%	43%	11%	18%
Tigard-Tualatin SD 23J	12,890	58%	42%	11%	14%
Gresham-Barlow SD 10J	12,044	58%	42%	9%	5%
Culver SD 4	670	60%	40%	5%	0%

Source: ODE Fall Student Enrollment Data Collection

Significant disparities persist between the ethnic diversity of students and educators in the identified districts. Two school districts have a gap of 60 percentage points or more between the racial/ethnic diversity of students and that of teachers, and 11 have at least a 50 percentage point gap. Only Portland Public Schools has less than a 30 percent gap between student and teacher racial/ethnic diversity. Appendix A provides charts for each of the 31 districts detailing 2017-2018 student, teacher, and administrator racial/ethnic percentages as well as a six year snapshot.

6 Because of a reporting change in their student enrollment system, North Marion School District's 2016-2017 student race/ethnicity data are not comparable to other years' data.

SECTION 3: RECRUITMENT

New Findings

Demographics of Oregon's Graduating Class

The Oregon Educator Equity Advisory Group continues to consider Oregon's high school graduating class student demographics as an aspirational goal for Oregon's education workforce. As shown in Figure 6, if educator preparation programs were able to graduate candidates who mirror the demographics of Oregon's graduating high school student, the pool of traditional age candidates entering the teacher workforce would be more than 33 percent ethnically diverse.

Figure 6: Goal for Oregon Teacher Enrollees to Mirror HS Graduating Class Ethnic Diversity.

	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino	Native Hawaiian or Pacific Islander	White	Multi-Racial
2016-17 Five Year Cohort	1.30%	4.60%	2.30%	19.60%	0.60%	66.50%	5.10%

Source: Oregon Department of Education Fall 2017 Student Membership Report

Oregon's Educational Assistants

A growing number of districts view educational assistants as well as other school or district staff as potential future teachers. School districts are creating strategies to encourage diverse educational assistants to pursue teaching. For example, Chemeketa Community College has collaborated with Salem-Keizer and Woodburn districts to create a summer academic program that funds bilingual educational assistants up to $1,000 for full-time enrollment working towards a bachelor's degree in education.

Community College Pathways

Regardless of whether prospective teachers start as career changers or as recent high school graduates, providing supports at the community college level can help minimize issues related to costs, access, and transferability. A community college educator pathway can:

- Serve a higher percentage of diverse students, and can increase the number of bilingual/bicultural teacher candidates;
- Encourage and support students who stay in local communities, thus providing a "grow your own" approach for the teaching profession;
- Increase affordability and accessibility while reducing barriers to higher education when credits don't transfer to an educator preparation program; and
- Help alleviate the state's teacher shortages.

Adrian Chavez, now enrolled in Southern Oregon University pursuing his dream to become a teacher, has been an advocate for improving Oregon's graduation rates and testified during the Oregon Legislative session.

CTE Program of Study

There is also great interest at the Oregon Department of Education (ODE) in developing an Oregon CTE Program of Study[7] in Education. ODE staff are seeking to identify, in partnership with high school and postsecondary stakeholders, the standards that should be taught at the high school level for students interested in the field of education and provide students the guidance and support needed to pursue and persist postsecondary education leading to licensure. High schools could develop a pre-education program of study leading to an educational assistant certificate in partnership with a community college that, via an approved partnership agreement, could also be applied toward an elementary education teacher licensure or CTE licensure program. In some cases the para-certificate could provide education-related employment while the candidate completes a teacher licensure program.

Spotlights

Inventory of School District and Higher Education Preparation Pathway Partnerships

The Oregon Educator Equity Advisory Group has been pleased to see a growth in partnerships across the state (Appendix B) featuring school districts, community colleges, and four year institutions working together to create more sustainable pathways into Oregon's educator workforce. The Educator Equity Advisory Group will continue to add to this inventory, as new partnerships emerge. A few of these are visited in more depth in the following section of this report.

Klamath Community College and SOU Elementary Education Program

Klamath Community College (KCC) and Southern Oregon University (SOU) have partnered to offer a rural career pathway towards Elementary Education licensure. Designed for working students, most classes are offered at the community college with additional coursework offered online or through a hybrid model that meets once a month in Medford. Candidates can start taking courses through dual enrollment coursework, complete their Associate of Applied Sciences degree through KCC and in their third year transfer to SOU completing their student teaching in the fifth year. The program also uses expert teachers and administrators to: teach local classes, offer opportunities for networking and provide advising and support. Managing a satellite program involves finding solutions to:

- Identify and support adjuncts.
- Connect candidates to campus resources (financial aid, advising).
- Connect candidates to community networks.

7 A CTE Program of Study is a sequence of CTE courses aligned to industry standards at the secondary and postsecondary level integrating technical and career skill proficiencies with academic content.

In Southern Oregon, high school students are encouraged to take up to 17 credits of coursework during their junior and senior years leading to KCC's Paraeducator Career Pathway Certificate. Districts can then hire them to work in the schools where they gain experience while pursuing the AAS Paraeducator degree, some courses which transfer into SOU's Bachelor of Science in Elementary Education.

Klamath Community College and Southern Oregon University teacher candidates.

Chemeketa Community College ORELA Test Pilot

Helping pre-education students transition smoothly from community college to a university teacher preparation program includes more than just advising on the appropriate classes candidates should take. Required licensure tests have been identified as a barrier for many students, including bilingual/bicultural students who often start their education at a local community college.

A theory of action proposed by leaders at Chemeketa Community College suggests students who receive test orientation and preparation while taking their general education content courses prior to transferring to the university could improve testing outcomes. A pilot is underway involving 30 Chemeketa elementary education pre-education students to take three ORELA tests in 2018: ORELA Civil Rights, Language Arts and Math/Science multiple subjects tests.

Bilingual students who transferred from Chemeketa Community College to a university expressing gratitude for tuition supports from the Mexican Consulate.

Students receive a preliminary test prep "handbook" outlining contents of the ORELA tests to guide their note-taking during general education classes. The guide is also shared with general education faculty to ensure the content is addressed in classes. A dedicated staff member is providing navigation assistance, comparing the general education curriculum with the test content, and beginning to build a handbook for students. Faculty is working to discuss curriculum alignment with test content areas to improve future class offerings and test preparation workshops.

Improved Transfer Agreement for Education

With the passage of HB 2998, the Higher Education Coordinating Commission (HECC) was charged with convening a work group to streamline credit transfer between Oregon's community colleges and public universities. The legislation directs the HECC to bring together community colleges and universities to establish common foundational curricula of at least 30 credits and major-specific Unified Statewide Transfer Agreements (USTA). An USTA is a major-specific curricular agreement, commonly agreed upon by all of Oregon's public higher education institutions which allow students to transfer from an Oregon community college to an Oregon public university without loss of academic credit or the requirement to retake a successfully completed course. Each major-specific USTA workgroup, composed mainly of institutional faculty in that major discipline, will determine the course and completion standards for that USTA.

The Education major was one of the first four majors selected for development this year. Currently a group of education faculty and leaders are meeting to build the USTA with a projected date of completion in December 2018. This effort will serve all students, but particularly students who are first generation and diverse who are more likely to attend a community college for their first two years of college.

Figure 7: Recommended Action Steps Related To Recruitment.

RECOMMENDED ACTION STEPS RELATED TO RECRUITMENT

Partner with business and communities of color to develop and launch a statewide marketing campaign that elevates the teaching profession and guides potential educators to the resources they need to enter the profession. **(state leader action steps)**

Recruit teacher candidates from high school students, educational assistants and other school/district staff, parents, career changers, and after-school program mentors who are more likely to reflect local diversity and more likely to return to teach in their communities. **(school, district and educator preparation program action steps)**

Implement specific recruitment of diverse Educational Assistants. Include funding sources for these students, since they likely will not qualify for supports such as the Oregon Promise. **(school, district and state legislator action steps)**

Attract more linguistically and ethnically diverse teacher candidates into teaching careers via strong K-12/higher education partnerships supporting high quality teacher preparation programs with extensive school-based experience, empowering skill-based coursework, and a welcoming collegial and culturally responsive culture also needed to teach in Oregon's classrooms. **(school, district and educator preparation programs action steps)**

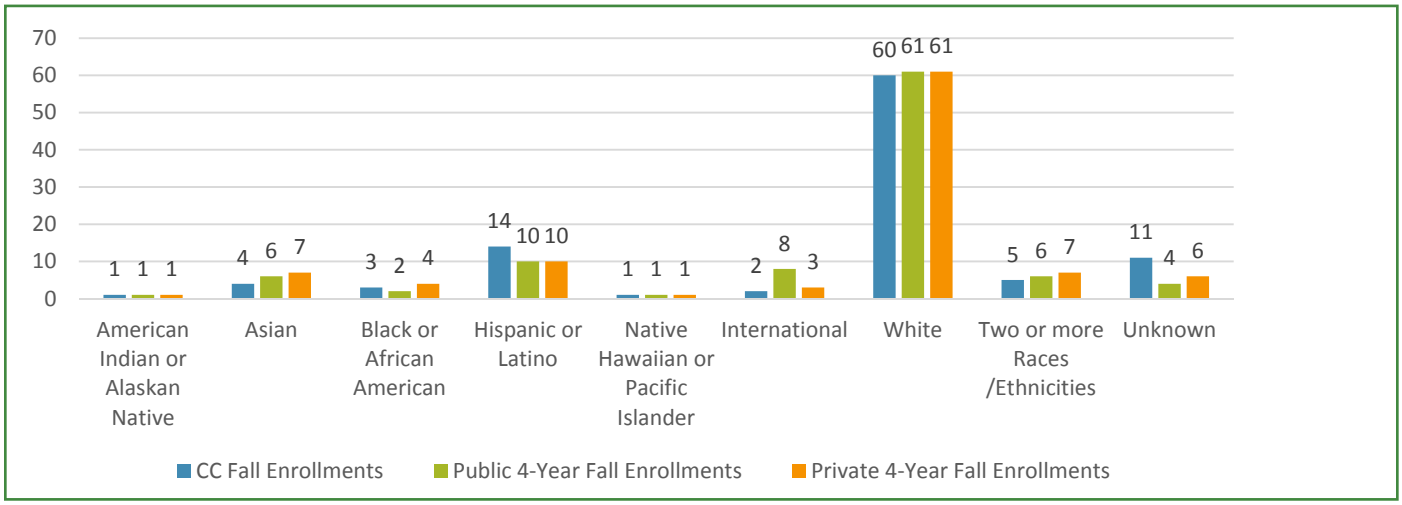
SECTION 4: PREPARATION—TEACHERS AND ADMINISTRATORS

New Findings

This section focuses on preparation of teachers and as required in statute, also includes annual ethnicity data from the Integrated Postsecondary Education Data System (IPEDS) for all of Oregon's postsecondary institutions. Figure 8 focuses on who was enrolled during the Fall of 2016 in Oregon's community colleges (N = 852,652), public four-year institutions (N = 889,168) and private four-year institutions (N = 261,470).

Figure 8: Community College, Public and Private Student Enrollment Demographics Fall 2016.

PERCENTAGE OF FALL 2016 COMMUNITY COLLEGE, PUBLIC AND PRIVATE STUDENT ENROLLEES BY ETHNICITY

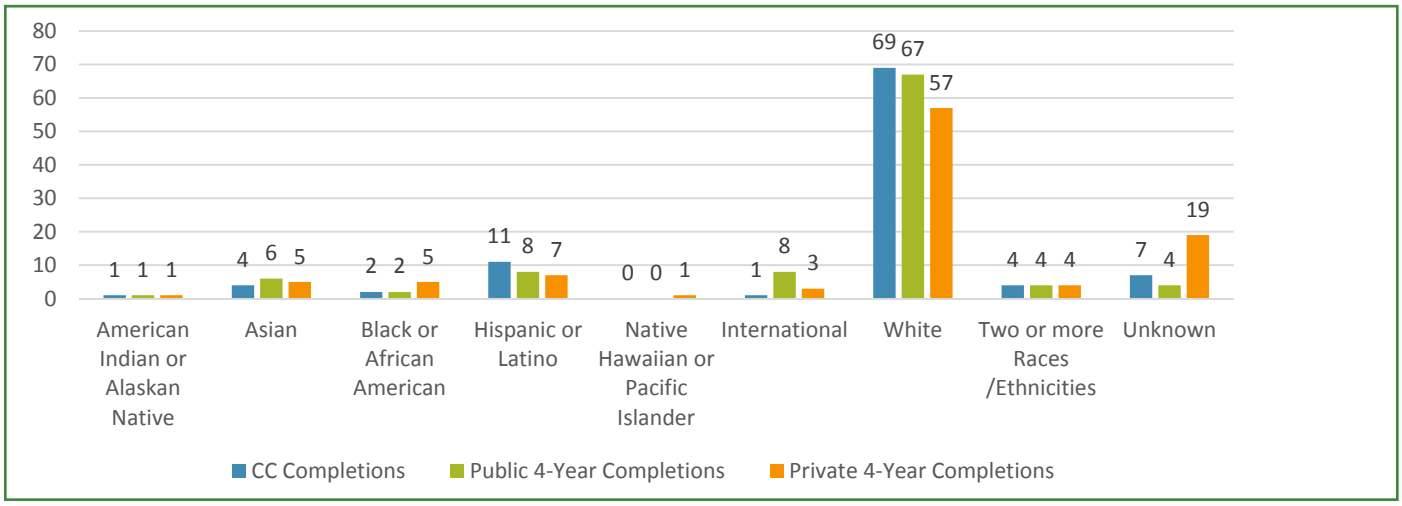


Source: Integrated Postsecondary Education Data System

It is important to also look at who graduates or completes degrees in all three types of institutions. Figure 9 shows the ethnic demographics of 2016-2017 completers from Oregon's community colleges (N = 16,342), public four-year institutions (N = 24,037), and private four-year institutions (N = 11,902).

Figure 9: Community College, Public and Private Student Completer Demographics 2016-2017.

PERCENTAGE OF 2016-2017 COMMUNITY COLLEGE, PUBLIC AND PRIVATE STUDENT COMPLETERS ETHNICITY



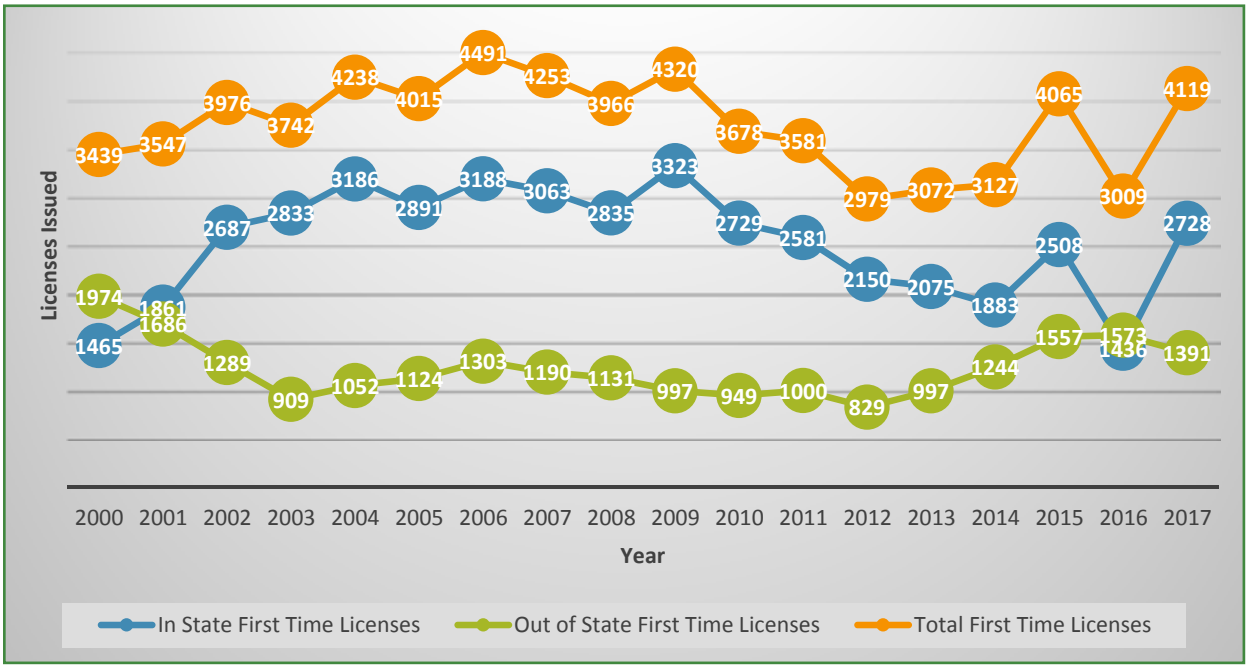
Source: Integrated Postsecondary Education Data System

First-Time Teaching Licenses Issued in Oregon

Staff at the Oregon Teacher Standards and Practices Commission (TSPC) are able to track all first-time teaching licenses issued by those prepared both in-state and out-of-state. Figure 10 indicates in most years, in-state issuance of first-time teacher licenses far exceeds out-of-state prepared first-time teacher licenses.

Figure 10: First-Time Teaching Licenses Issued in Oregon.

FIRST-TIME TEACHING LICENSES ISSUED



Source: Teacher Standards and Practices Commission

In-state Licenses:	Initial I Teaching Licenses (2000 – 12/31/2015) Preliminary Teaching Licenses (1/1/2016 – present)	Out-of-state Licenses:	Transitional Teaching Licenses (2000-11/7/2007) Reciprocal Teaching License (1/1/2016 – present)

Reciprocal Teaching Licenses Issued in Oregon

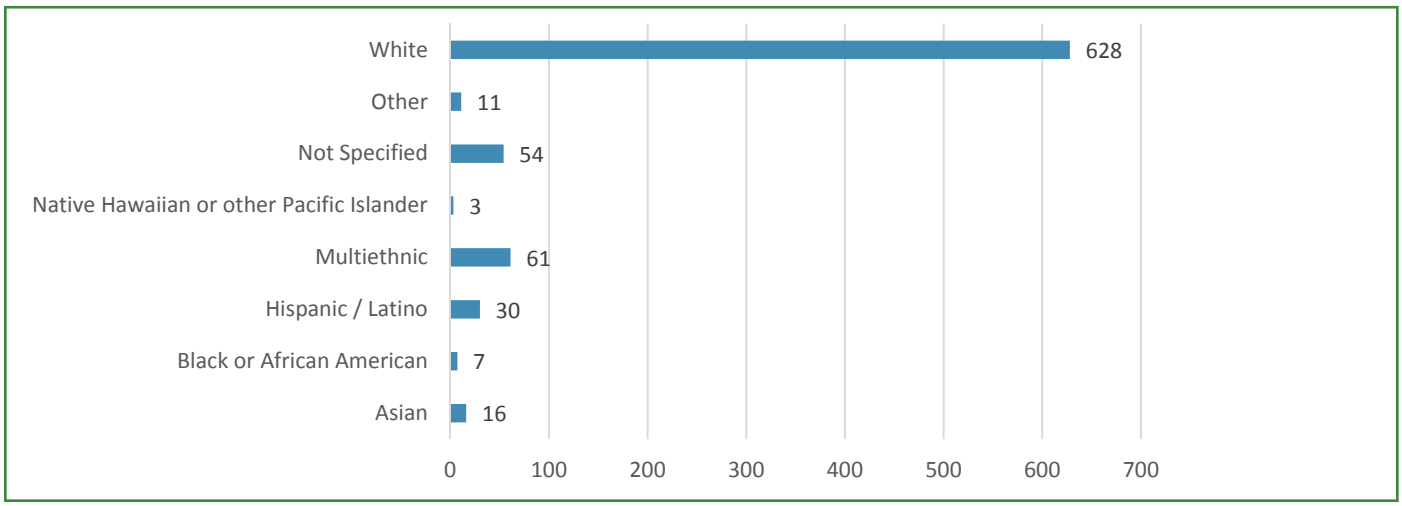
Oregon Teacher Standards and Practices Commission (TSPC) issues a Reciprocal Teaching License to individuals with out-of-state teaching licenses to temporarily teach in an Oregon public school for one year while they pursue an Oregon Preliminary or Professional Teaching License. Candidates must:

- Hold a valid and active non-provisional teaching license from another state;
- Have never held an Oregon educator license, charter school registration or completed an Oregon educator preparation program;
- Hold a bachelor's degree or higher (regionally accredited or foreign equivalent);
- Have completed an approved out-of-state teacher preparation program (official verification of completion is required); and
- Pass a criminal background clearance, including fingerprints, if necessary.

In 2017-2018, TSPC reported they issued 810 reciprocal teaching licenses. However, Figure 11 shows this only minimally contributed to the ethnic diversity of those who could potentially be entering the Oregon educator workforce.

Figure 11: 2017-2018 Reciprocal Teaching Licenses Issued by TSPC.

2017-18 TSPC RECIPROCAL TEACHING LICENSES



Source: Teacher Standards and Practices Commission

Teacher Candidate Enrollment Data by Public and Private Institutions

Appendix C contains data on enrollment in Oregon's six public and 11 private teacher preparation programs that were in operation in 2016-2017. Although the timeframes of when Oregon colleges and universities consider students formally enrolled in a preparation program differ across institutions, a total of 2,596 enrollees were reported in 2016-17. Of those candidates, 1,734 identified as white (66.79 percent). There has been a significant increase in the number of Hispanic or Latino candidates (N = 272) enrolled in teacher preparation programs (an additional 73 more than were enrolled last year). There were smaller increases from last year for the number of Asian candidates (15 more than last year for a total of 101), Black or African American candidates (6 more than last year for a total of 50), and Multi-racial candidates (20 more than last year for a total of 131). All of these increases can bode well for Oregon's future pool of candidates for employment over the next two years.

Figure 12: Summary Data for 2016-2017 Teacher Candidate Enrollment in Preliminary Licensure Programs for Public and Private Institutions.

Institution	Total	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Multi-Racial	Other
Public Institutions Subtotals	1,174	144	12	54	25	4	860	47	28
Private Institutions Subtotals	1,422	128	15	47	25	9	874	82	242
All Totals	**2,596**	**272**	**27**	**101**	**50**	**13**	**1,734**	**129**	**270**

Source: Westat provided by Teacher Standards and Practices Commission

Teacher Candidate Completer Data by Public and Private Institutions

The number of initial/preliminary licensure teacher completers reported in Appendix D shows that the numbers dropped in 2016-2017 for both public and private institutions in Oregon. A total of 1,635 candidates completed programs, a drop of 158 from 2015-2016. In terms of the ethnic diversity of the candidates graduating, there were more completers who were Hispanic or Latino (N = 78 compared to 68 the previous year), more completers who were Asian (N = 78 compared to 58 the previous year, and more multi-racial completers (N = 86 compared to 78 the previous year).

Figure 13: Public and Private Initial Teacher Program Completers 2015 - 2016.

Institution	Total	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Multi-Racial	Other
Public Institutions Subtotals	880	52	10	52	10	6	676	42	32
Private Institutions Subtotals	755	26	4	26	7	4	606	44	38
Public And Private Totals	**1,635**	**78**	**14**	**78**	**17**	**10**	**1,282**	**86**	**70**

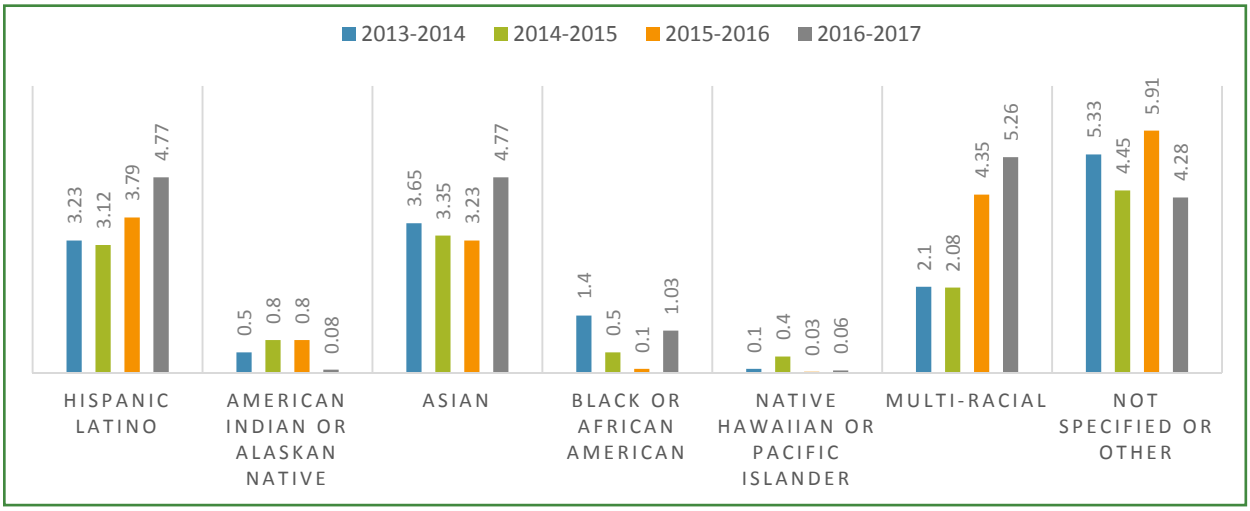
Source: Oregon Teacher Standards and Practices Commission

NOTE: Most institutions had students categorized as either Not Specified or Other.

Looking back over the past four years, there has been a significant increase in the number of program completers who identify as Hispanic/Latino, Asian, and Multi-Racial as shown in Figure 14. However, numbers for programs completers who identify as American Indian or Alaskan Native, Black or African American and Native Hawaiian or Pacific Islanders have not shown steady increases from year to year.

Figure 14: Public and Private Initial Teacher Program Completers 2013-14 to 2016-17.

PUBLIC AND PRIVATE INITIAL TEACHER PROGRAM COMPLETERS

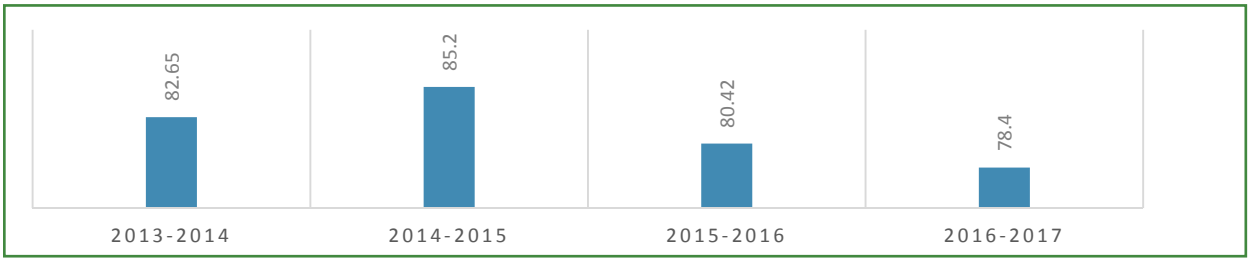


Source: Oregon Teacher Standards and Practices Commission

Figure 15 shows a corresponding shift in initial teacher program completers who are white over the same four years.

Figure 15: Public and Private Initial Teacher Program Completers who are White.

PUBLIC AND PRIVATE INITIAL TEACHER PROGRAM COMPLETERS WHO ARE WHITE



Source: Oregon Teacher Standards and Practices Commission

Administrator Candidate Enrollment Data by Public and Private Institutions

Appendix E contains data on enrollment in Oregon's three public and five private administrator preparation programs. A total of 498 individuals were enrolled in 2016-17 and 390 identified as white (78.31 percent). Portland State University had the largest number (N = 24) and percentage (30.3%) of ethnically diverse candidates enrolled and had 15 Hispanic or Latino candidates enrolled in their program.

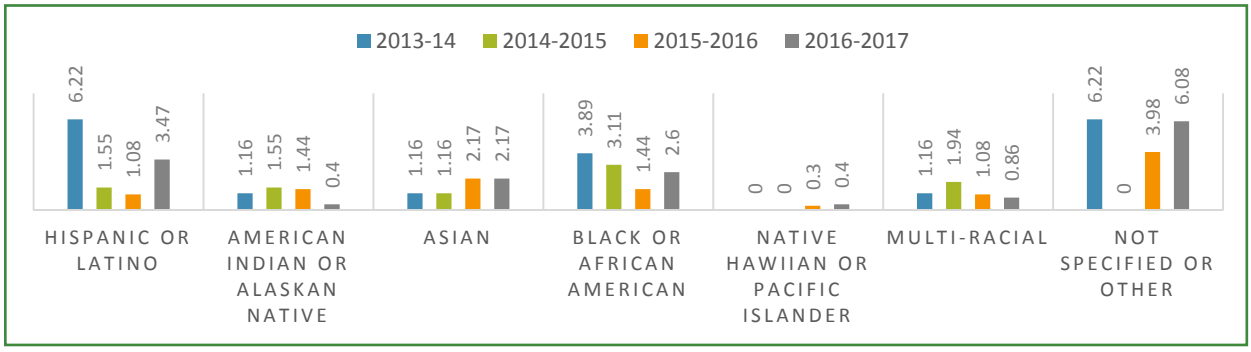
Administrator Candidate Completer Data by Public and Private Institutions

The number of initial/preliminary licensure administrator completers reported in Appendix F shows that the numbers dropped in 2016-2017 for both public and private institutions in Oregon. A total of 230 candidates completed programs, a drop of 46 from 2015-2016. In terms of the ethnic diversity of the candidates graduating, there were more completers who were Hispanic or Latino (N = 8 compared to 3 the previous year) and more not specified or other completers (N = 14 compared to 11 the previous year).

Looking back over the past four years in Figure 16, Oregon's highest number of program completers, identifying as ethnically diverse was in 2013-14 (19.81 percent including those who were identified as not specified or other and 13.5 percent including those who were clearly identifying as ethnically diverse). In 2016-17, the data for ethnically diverse program completers exceeded both 2014-2015 and 2015-2016.

Figure 16: Public and Private Initial Administrator Program Completers.

PUBLIC AND PRIVATE INITIAL ADMINISTRATOR PROGRAM COMPLETERS



Source: Oregon Teacher Standards and Practices Commission

Public Educator Preparation Equity Plans

House Bill 3375 (2015) requires that public educator preparation programs in Oregon, with guidance from the Higher Education Coordinating Commission (HECC), produce written plans to increase cultural and linguistic diversity in the educator workforce through recruitment, retention, and graduation of diverse candidates. Plans were developed during the 2017-2018 academic year with guidance provided by HECC staff. University governing boards reviewed the plans at their winter meetings and each plan was endorsed by the respective governing board prior to HECC review and feedback and subsequent approval in May 2018. During the next cycle of plans in 2020, HECC staff anticipate educator preparation programs will engage with the Commission for discussion about strategies, resources, and degree of plan fulfillment (2015-2020). Highlights from the plans are included in Figure 16 to provide concrete examples of strategies employed and barrier removed centered on recruitment, admission, program/institutional culture, changes in curriculum/clinical practices, and program completion. The full reports can be accessed at the HECC website.

Figure 17: Highlights from Public Educator Preparation Equity Reports Approved by HECC.

Institution	Highlights
	• Eastern Oregon University Center for Culturally Responsive Practice continues to serve as a model best practice for reaching both potential and current teachers with critical training around cultural responsive practices and how to implement them. • EOU Oregon Teacher Program continues to add a strong and diverse cohort of candidates and a lower cost preparation path for future teachers (OTP students at EOU pay $45 per credit). • English for Speakers of Other Languages (ESOL) endorsement is now required of all undergraduate elementary educators, complementing the above programs and improving the capacity of the teacher workforce in Eastern Oregon.
	• Oregon State University aims to maintain a completion rate equaling or exceeding 85 percent for all students. • OSU partnered with the Beaverton School District to offer a teacher preparation model that includes an extensive paid internship with a focus on diverse candidates. • All undergraduate Double Degree teacher candidates now participate in Advancement Via Individual Determination (AVID) training. • OSU Cascades campus has developed a proposal for an Elementary Education undergraduate degree leading to professional licensure in Oregon, saving candidates time and cost. • A newly hired bilingual recruiter/advisor increased the number of contacts with potential teacher candidates in AY 18 and at least 25 percent of these contacts are with culturally and linguistically diverse students.
	• PSU developed specific goals across all academic programs within the Graduate School of Education (GSE), that align with state and university equity goals, to increase and retain student diversity across all programs. • Departments receive their student demographic data by program, create admission/enrollment goals, and monitor retention rates. • PSU is creating an operational definition and review cycle of "culturally responsive curriculum and practices" and, using these practices and definitions to implement specific measurable goals for enhancing student support and retention. • PSU is conducting a climate survey to learn about environmental and experiential barriers impacting student success. • PSU is creating academic support resources and programs for conditionally admitted students, including personalized advising, graduate level writing tutoring, and an early alert committee.

Institution	Highlights
Southern OREGON UNIVERSITY	• SOU is starting early; linking with existing minority outreach efforts beginning in 8th grade and employing a whole family approach. • SOU's articulated career pathway includes Dual Credit; and tuition assistance for students to earn 15 credits of college coursework while in high school. • SOU is bridging systems to support postsecondary and career aspirations; working with students and families as they navigate K-12 to higher education and into workforce. • SOU is incentivizing participation for culturally and linguistically diverse students, offering intent to interview letter, tuition remissions and paid internships. • SOU is leveraging community partnerships around priorities and shared commitments.
UNIVERSITY OF OREGON College of Education	• Seven of 20 tenure line hire at UO College of Education identify as members of racial/ethnic minority groups. • UO sponsored three professional development presentations focused on advising and mentoring students who identify as racial/ethnic minorities, with two workshops focused specifically on advising and mentoring Black/African American students. • A total of 15 additional scholarship packages were created for educator preparation students. • UO's equity Leadership Fellows Program to support students in studying outcome disparities in outcomes for culturally and linguistically diverse populations of students, schools, and communities.
Western Oregon UNIVERSITY	• WOU is continuing their Bilingual Teacher Scholars program in partnership with Salem-Keizer SD, Hillsboro SD, Central SD, Corvallis SD, Albany SD, and Chemeketa Community College; seeking to expand the program with interested school districts to offers scholarships, mentoring and advising, and placements in diverse classrooms in partner districts. • WOU is developing additional bilingual courses in the College of Education and Liberal Arts and Sciences, including required elementary education major courses. • WOU is developing a certificate program in Bilingual Education (Spanish-English) at the undergraduate level. • WOU offers coursework on-site for cohorts of teachers in Salem-Keizer SD and Woodburn SD leading toward ESOL endorsement and on-site coursework leading towards a Special Educator license for teachers in Salem-Keiser SD.

Spotlights

Portland State University Bilingual Teacher Pathway Program

With the exception of PCC Portland Teacher Pathway partnership, the Portland State University Bilingual Teacher Pathway (BTP) program is one of the longest, sustained teacher pathway programs in Oregon, preparing bilingual classroom instructional assistants to become fully-licensed classroom teachers.

Recipient of recognition by the American Association of Colleges for Teacher Education and the Southern Poverty Law Center, the BTP began in 1999 and has graduated more than 380 bilingual teachers. The program partners with school districts, 10 of which enroll over 40 percent racially diverse students. Dr. Espie De La Vega, researcher and program director, attributes the Bilingual Teacher Pathway program as one of the main reasons that PSU has a high percentage of Hispanic/Latino teachers entering the workforce compared with other universities.

As part of her research on barriers faced by diverse teacher candidates, Professor De La Vega notes In Figure 18 the overlap, interconnectedness and opportunities that exist in three types of barriers:

1) **Macro** aspects such as economics and access to resources;
2) **Meso**-level elements which align or do not align between multiple cultural norms; and
3) **Micro**-level of psychosocial-emotional factors that influence identity, confidence and bilingual/bicultural competence in communication.

Dr. Espie De La Vega, researcher and program director, attributes the Bilingual Teacher Pathway program as one of the main reasons that PSU has a high percentage of Hispanic/Latino teachers entering the workforce compared with other universities.

Figure 18: Macro, Meso, and Micro Barriers to Diversifying Oregon's Educator Workforce.

Macro, Meso, and Micro Barriers to Diversifying Oregon's Educator Workforce

Compiled by Dr. Espie De La Vega

Portland State University

Macro - Economic:

Overarching Consideration: the need for monies to take care of the family obligation or responsibilities before ones' own quest for educational goal

- Financial cost to take the exams (sometimes multiple times) as required for licensure
- Financial cost to apply for entry into the university, for tuition, fees, & books/materials
- Financial cost for childcare and/or transportation to and from PSU (parking fees!)
- Financial cost to maintain obligations – especially during **student teaching**, when working paraprofessionals are asked to leave their position to complete this field experience requirement. This includes financial costs such as health insurance, monthly living expenses, family obligations such as childcare, and tuition costs associated with field experience.

Meso - Cultural:

Overarching Consideration: the need to have mentors and guides who understand their cultural ways of knowing and being.

- The need for a positive relationship – a personal connection with someone who is linguistically and culturally responsive, who demonstrates care which enable aspiring teachers to persist through institutional and bureaucratic systems to reach their goals.
- The need for bilingual and bicultural individuals who can provide information and guidance over a long-term period of time (long-term relationships).
- A culturally responsive teacher preparation program with curriculum that is meaningful, relevant, & connected to the lives of multilingual-multicultural students, families, communities, and schools that serve those communities.

Micro - Psychosocial-emotional factors:

Overarching Consideration: the need for a positive climate that affirms ones' diverse worldview while nurturing and building upon ones' funds of knowledge.

- A safe place – *(brave space)* to negotiate questions, doubts, concerns and to problem solve in a culturally appropriate way.
- Connections – having the space and the ability to connect with others in a "cohort" model increases the confidence of aspiring teachers when they realize that they are not alone. The shared characteristics of being bilingual and aspiring to become a teacher are powerful dynamics that allow for teacher candidates to come together to respectfully share worldviews.
- Confidential reassurance – in order to embark on such a life-changing, transformative journey, one needs to have *confianza* in the mentors/guides along the way as well as building cohesion and trust among cohort colleagues.
- Cross-cultural understanding– is something that is needed and often emerges an organic and evolutionary way. For example, as a family situation arises, or ethical considerations present themselves, making choices and decisions are often weighed within the context of cultural influences. Navigating these moments requires cross-cultural understanding.

Oregon State University Beaverton Program

New career pathway models focused on teacher preparation continue to emerge across the state. Faculty at Oregon State University have partnered with Beaverton School District to develop an intensive, 2-year residency inside a public school where student co-teach with – and are mentored by – a seasoned teacher from day one. The first-year students are known as practicum teachers and hone their skills in the classroom two days a week working with an experienced Beaverton clinical teacher. When not teaching, they take online and hybrid courses and can work as paid substitute teachers within the district under a restricted license. Second-year students, called resident teachers, dive in deeper. They teach five days a week while taking classes and earning a 0.4 FTE stipend paid by the district. During the second year, the clinical teachers split their time between two different classrooms, each run by a resident teacher.

With a grant from the U.S. Department of Education, OSU is also helping more teachers earn their English for Speakers of Other Languages (ESOL) endorsement without paying the $10,000 tuition. The grant will also help 80 teachers complete six online courses through the College of Education over 18 months, culminating in the ESOL endorsement and work with community resources to build bridges with families of emergent bilingual students. "Teachers have been asking for resources to teach English learners more effectively," says Karen Thompson, an assistant professor who is leading the program. "This program will ensure that teachers have the best possible preparation for working with ELL students."

Teacher Standards and Practices Commission Work on Test Barriers

Oregon has long sought to increase the numbers of educators with culturally diverse backgrounds to support an increasingly diverse group of students. While TSPC is charged with maintaining rigorous standards for educator preparation and licensure, it is equally responsible for ensuring the integrity and quality of an educator workforce that supports the needs of Oregon's children and schools. With these two points in mind, TSPC Executive Director Dr. Anthony Rosilez believes the agency must evaluate and remedy, where necessary, potential barriers facing educator candidates from diverse backgrounds (ethnic, cultural, linguistic, socio-economic, and special abilities) upon entering preparation programs and meeting licensure requirement.

"At the end of the day, TSPC should – we must – consider how to best address the barriers that all candidates face in aspiring to the profession, recognizing that these efforts can and will be done while maintaining the rigor and quality of the educator workforce" Dr. Rosilez stated.

An analysis of the results of Oregon content area examinations demonstrates that candidates of diverse backgrounds meet the established passing scores on these exams at rates lower than their white peers as shown in Appendix G. Research suggests these discrepancies exist even when we adjust for other contributing factors. Research also shows scores on these examinations do not necessarily equate to stronger performance in the classroom as measured by student achievement. Education has long recognized the value of multiple measures in evaluating the breadth and depth of understanding of learners; however, education preparation practices and licensure requirements often lose this conviction when measuring candidate performance and readiness for the classroom. This year, University of Oregon published an infographic addressing Assessment Barriers related to test-taking.

Identified barriers experienced by aspiring educators include: licensure examinations costs, including content examinations, the Civil Rights Test, and edTPA; a system that does not fully engage diverse high school students in the values and opportunities of education as a career choice; preparation program inflexibility that ignore the economic realities of candidates who must support families while also learning their craft; as well as supports and mentoring for student teachers and early career educators by individuals prepared to guide educators of diverse backgrounds.

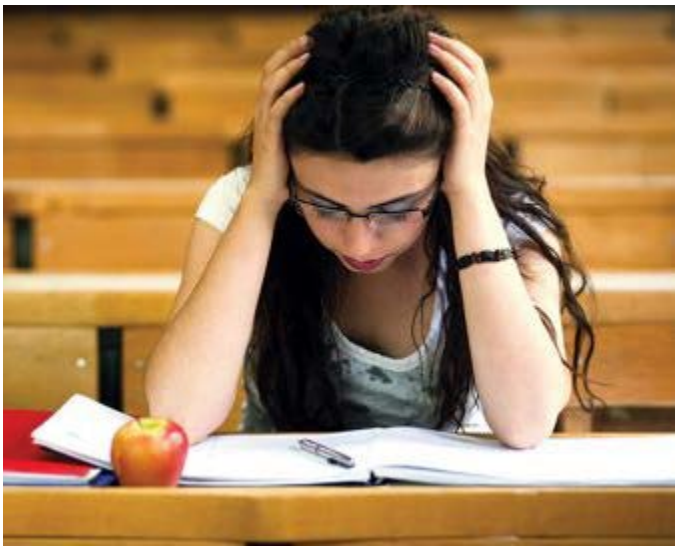


Figure 19: Evidence of Assessment Inequity.

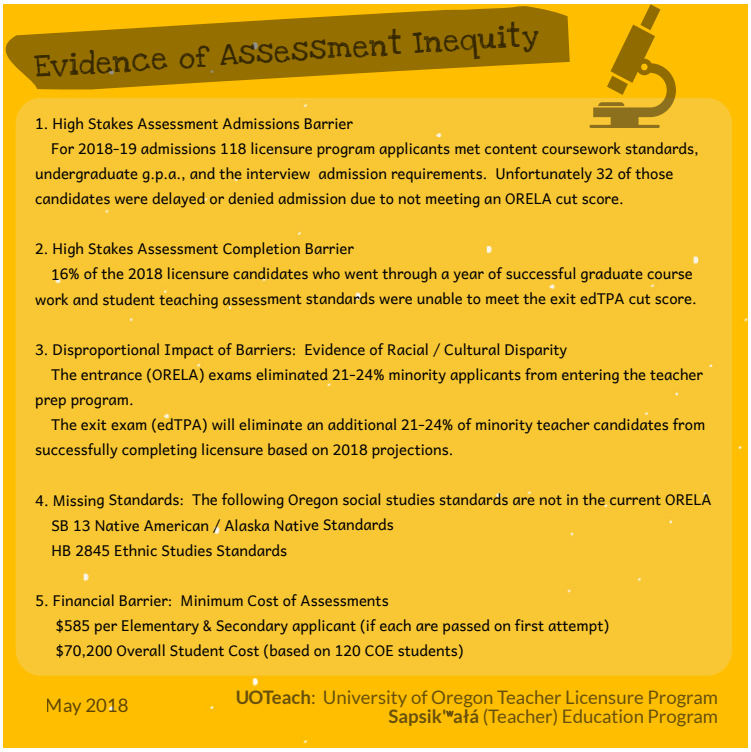


Figure 20: Recommended ACTION STEPS Related to Preparation.

RECOMMENDED ACTION STEPS RELATED TO PREPARATION

Help underwrite the cost of teacher preparation with scholarships like the Oregon Teacher Scholars Program to provide financial assistance and help students navigate the complicated journey through licensure, preparation, job search, and employment in Oregon's educator workforce. Expand the Oregon Teacher Scholars Program to fully fund at least 70 candidates per year. **(state legislators and Educator Advancement Council action steps)**

Develop an Oregon Administrative Scholars Program to support costs for more racially, ethnically and linguistically diverse educators seeking to become administrators. **(state legislators and Educator Advancement Council action steps)**

Develop a state fund for school districts to offer paid residencies allowing future teachers to earn an income while they are enrolled in teacher preparation programs. Districts can help match the funds to help cover living costs for their employees who are linguistically or ethnically diverse. **(state legislators and Educator Advancement Council action steps)**

Adjust Oregon's teacher licensure requirements to permit teacher candidates to demonstrate their competency through multiple performance measures less likely to generate racial and linguistic disparities. **(Teacher Standards and Practices Commission action steps)**

Develop transparent and streamlined pathways from community to teacher preparation programs including articulation of transferable credit across the institutions leading to licensure. **(Higher Education Coordinating Commission action steps)**

By 2021, ensure that all Educator Preparation Programs (EPPs) in Oregon are able to track graduates to employment and have access to statewide student performance data (and other teacher performance data) necessary to monitor the effectiveness of graduates and meet CAEP national accreditation requirements. **(Teacher Standards and Practices Commission action steps)**

SECTION 5: EMPLOYMENT

New Findings

Employed Educators in Oregon Public School Districts

Oregon made incremental progress in employing more linguistically and ethnically diverse teachers this year, identifying 195 more teachers than last year as either linguistically diverse or ethnically diverse bringing this year's total to 10.7 percent of all teachers employed. The number of linguistically diverse or ethnically diverse administrators moved in a positive direction but only increased by 13 total. The number of ethnically diverse guidance counselors increased by 29 from 2016-2017 and this year an additional 264 ethnically diverse instructional assistants were reported in the state's staff position report this year as shown in Figure 21.

Figure 21: Summary of Oregon Staff Demographics 2011-2012 to Present.

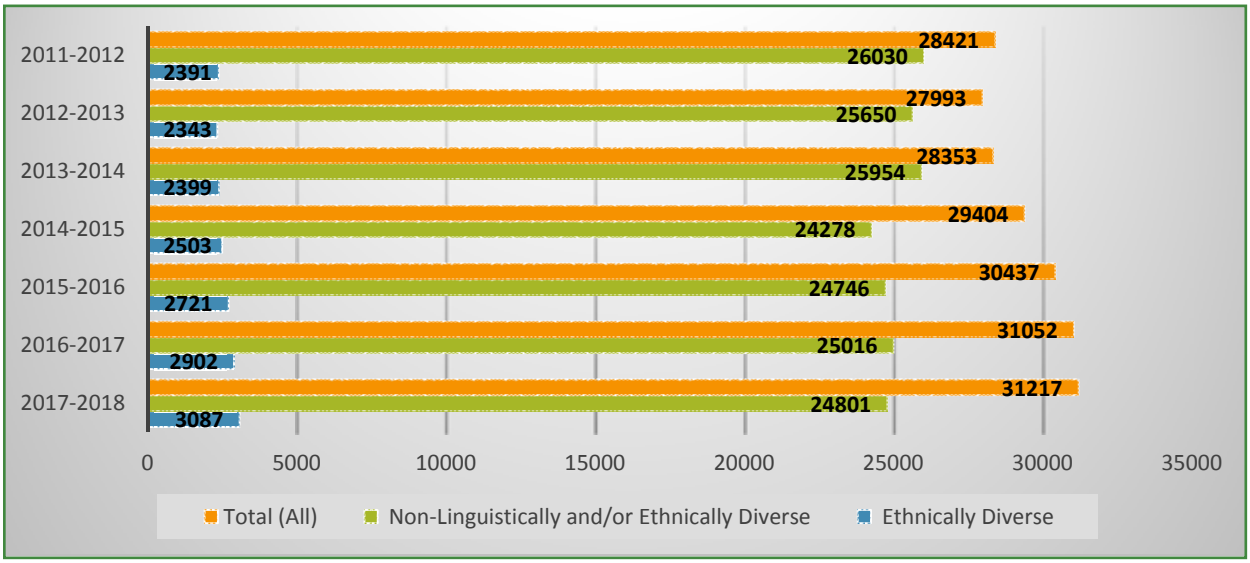
Teachers	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Linguistically and/or Ethnically Diverse	3,329	3,134	2,970	2,623	-	-	-
Ethnically Diverse Only	3,087	2,902	2,721	2,503	2,399	2,343	2,391
Non-Linguistically and/or Ethnically Diverse	24,801	25,016	24,746	24,278	25,954	25,650	26,030
Total (All)	**31,217**	**31,052**	**30,437**	**29,404**	**28,353**	**27,993**	**28,421**
Administrators	**2017-2018**	**2016-2017**	**2015-2016**	**2014-2015**	**2013-2014**	**2012-2013**	**2011-2012**
Linguistically and/or Ethnically Diverse	271	258	238	224	-	-	-
Ethnically Diverse Only	262	247	226	219	214	196	197
Non-Linguistically and/or Ethnically Diverse	2,017	2,003	1,932	1,899	1,865	1,836	1,865
Total (All)	**2,289**	**2,261**	**2,170**	**2,123**	**2,079**	**2,032**	**2,062**
Guidance Counselors	**2017-2018**	**2016-2017**	**2015-2016**	**2014-2015**	**2013-2014**	**2012-2013**	**2011-2012**
Ethnically Diverse Only	194	165	168	147	134	123	124
Non-Ethnically Diverse	1,141	1,071	1,039	984	926	937	937
Total (All)	**1,335**	**1,236**	**1,207**	**1,131**	**1,060**	**1,060**	**1,061**
Educational Assistants	**2017-2018**	**2016-2017**	**2015-2016**	**2014-2015**	**2013-2014**	**2012-2013**	**2011-2012**
Ethnically Diverse Only	2,844	2,580	2,379	2,107	1,976	1,948	1,921
Non-Ethnically Diverse	12,357	12,125	11,565	10,856	10,480	10,454	10,335
Total (All)	**15,201**	**14,705**	**13,944**	**12,963**	**12,456**	**12,402**	**12,256**

Source: Oregon Department of Education Staff Position Report
NOTE: Prior to 2014-2015, language of origin was not collected and therefore cannot be used to determine "linguistically & ethnically" diverse staff.

In order to see these data in a more impactful way, Figures 22 through 25 graphically illustrate the incremental progress made over the past six years to increase the ethnic diversity within the educator workforce in Oregon's public schools.

Figure 22: Oregon Public School Staff Demographics (Teachers 2011-2018).

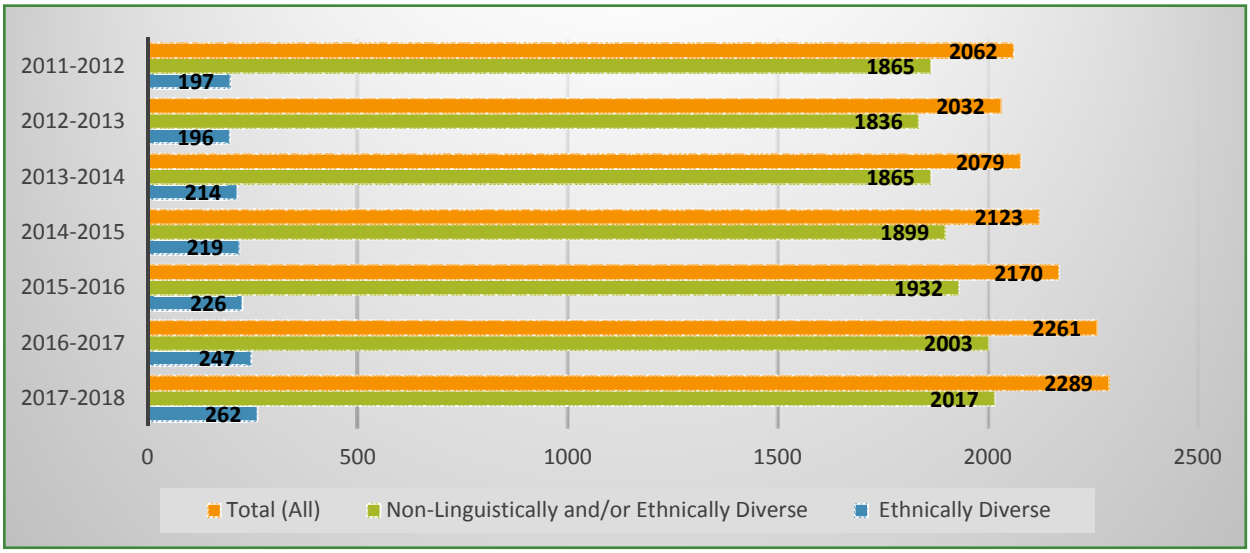
OREGON PUBLIC SCHOOL STAFF DIVERSITY (TEACHERS)



Source: Oregon Department of Education Staff Position Report

Figure 23: Oregon Public School Staff Diversity (Administrators 2011-2018).

OREGON PUBLIC SCHOOL STAFF DIVERSITY (ADMINISTRATORS)



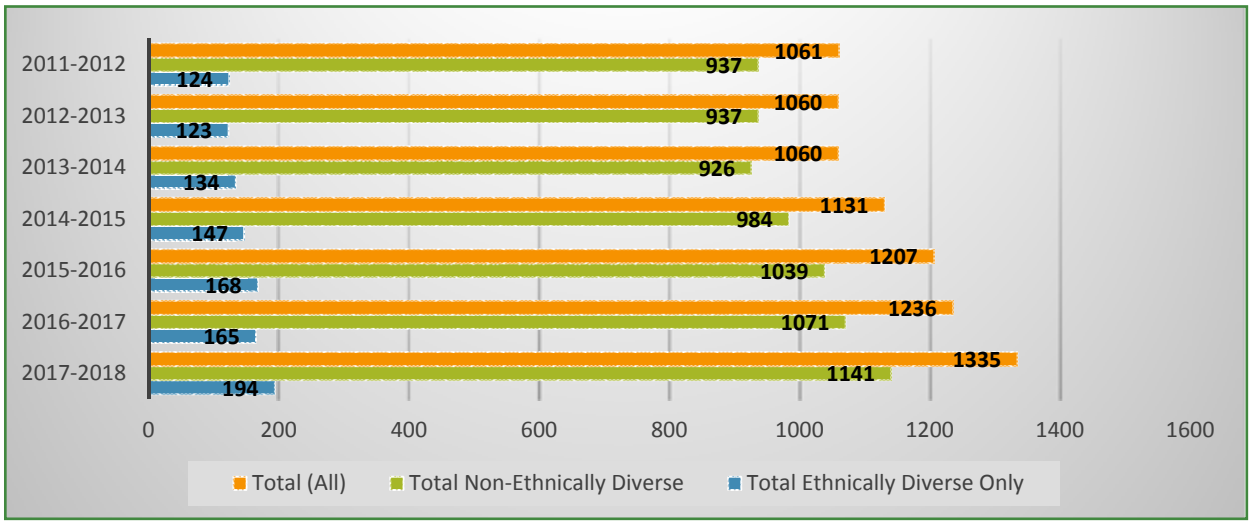
Source: Oregon Department of Education Staff Position Report
NOTE: Administrators includes superintendents, assistant superintendents, principals, assistant principals, and special education directors.

Of 1,216 principals employed this year in Oregon public schools, 127 (10.44 percent) identified as ethnically diverse and 132 identified as either ethnically and/or linguistically diverse (10.85 percent). The diversity of assistant principals employed in Oregon public schools increased a 0.5 percent from 2016-2017 with a total of 105 (17.3 percent) who were either ethnically and/or linguistically diverse. Assistant principals represent a very diverse talent development pool, and should be considered for advancement via the development of intentional strategies to further build administration teams reflective of students served in Oregon districts.

Of the 196 superintendents employed in Oregon public schools this year, 13 (6.63 percent) identified as Hispanic/Latino, Black/African American, or multi-racial. This is a significant increase from previous years when the percentage was close to three percent.

Figure 24: Oregon Public School Staff Diversity (Guidance Counselors 2011-2018).

OREGON PUBLIC SCHOOL STAFF DIVERSITY (GUIDANCE COUNSELORS)

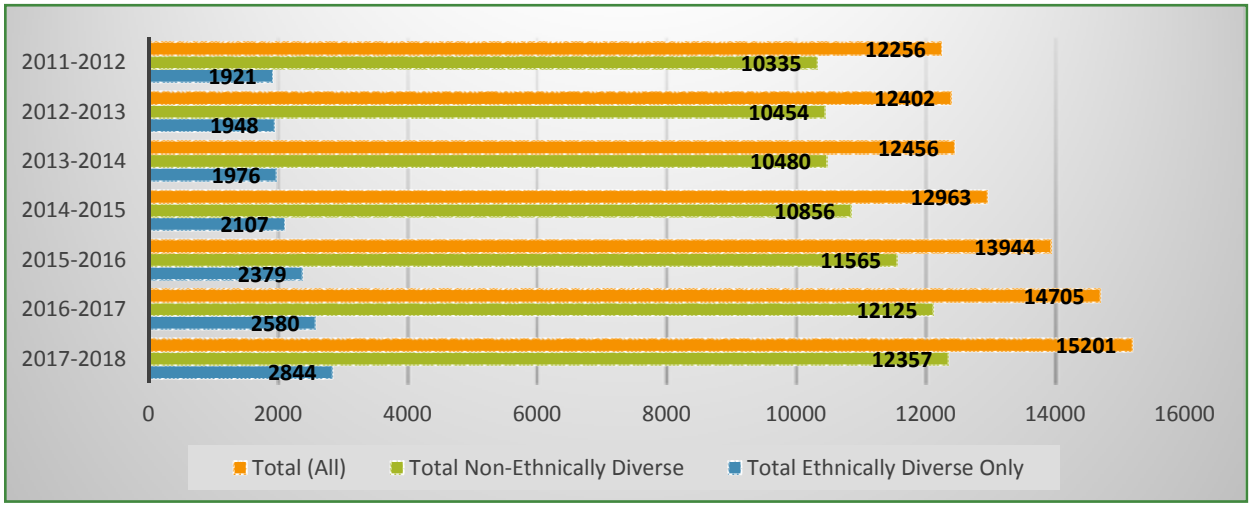


Source: Oregon Department of Education Staff Position Report
Note: Language of origin is currently not a required field for guidance counselors and educational assistants and therefore cannot be used to determine "linguistically and/or ethnically" diverse staff.

In 2017-2018 Oregon employed 15,201 educational assistants, of which 2,669 (18.5 percent) were non-white as shown in Figure 25. Twelve percent of these valued employees identify as Hispanic/Latino, many of whom may also be bilingual. This represents a community asset that should be part of any district's educator pathway planning.

Figure 25: Oregon Public School Staff Diversity (Educational Assistants 2011-2018).

OREGON PUBLIC SCHOOL STAFF DIVERSITY (EDUCATIONAL ASSISTANTS)



Source: Oregon Department of Education Staff Position Report
Note: Language of origin is currently not a required field for guidance counselors and educational assistants and therefore cannot be used to determine "linguistically and ethnically" diverse staff.

Teacher Supply versus State Demand

The following analysis seeks to respond to queries about the degree to which our supply of teachers exceeds the demand. In 2015-2016, 1,793 teachers were prepared for preliminary teacher licensure in Oregon's Educator Prep Programs. Another 915 teachers from out-of-state preparation programs were licensed by TSPC, and with the addition of 636 reciprocal licenses, the state was provided a total pool of 3,344 teachers. Oregon Department of Education's data show that 2,284 first-year new to Oregon teachers were employed in 2016-2017. This data suggests Oregon's supply of teachers is sufficient to meet the state's needs, the exception of which may show in high-demand content areas like Math, Special Education, Science, Dual Immersion, and Career and Technical Education or open positions in geographically remote areas.

Any effort to diversify Oregon's educator workforce must attend to the root causes of attrition at each stage of an educator's career. Focusing only on recruitment and preparation in the face of high attrition rates ignores potential steps needed to increase retention.

Supply and Demand Summit Survey

More than 70 individuals representing 22 school districts, five ESDs, four state agencies, seven organizations, five community colleges, and 12 educator preparation programs came together this spring to attend an Oregon Educator Workforce Supply and Demand Planning Summit hosted by the Educator Equity Advisory Group to address current and projected educator recruitment and hiring shortages in Oregon's K-12 schools. Participants were asked to reconcile the reality that, in some cases, candidates completing their program do not all find jobs while many Oregon districts continue to report unfilled positions.

Using a Socratic Seminar format, preparation programs listened to the perspectives of district personnel regarding their highest areas of need, barriers they experience in meeting workforce demand, what they need from Oregon preparation programs and their ideas to help resolve the state's shortages. District personnel then listened to educator preparation program staff who shared what they are doing to help address the state's supply and demand needs, barriers they need removed, and the need for more partnerships between rural communities and educator preparation providers. The notes and online responses from attendees were consolidated in Appendix H. Five overarching recommendations were identified:

1) Focus on high-demand need areas first: racial/linguistic diversity, small and remote communities, and content areas (Special Education, STEM areas including CTE, and Bilingual Education);
2) Invite educators and communities of color to weigh in on recommended actions (Summit attendees were mostly white);
3) Ensure educator workforce supply and demand data are collected more systematically and shared regularly with stakeholders and policymakers;
4) Leverage more common resources and training for new educator Mentors, University Supervisors and Cooperating Teachers who work with preservice educators; and
5) Develop or adopt definitions and standards to guide the development and delivery of professional learning focused on Culturally Responsive Teaching and Social-Emotional Learning for use by both preservice and in-service programs.

Spotlight

Confederation of School Administrators Workforce Development Planning

This year the Oregon Confederation of School Administrators (COSA) formed an Education Workforce Development workgroup with more than 60 members charged with helping to develop policy proposals for the 2019 legislative session related to an identified workforce goal:

> To grow and expand the PreK-12 workforce statewide with an emphasis on the need to recruit, retain and mentor staff of color and bilingual staff in culturally responsive ways by focusing on four policy areas:
>
> - Support For "Grow Your Own" efforts to develop teachers and staff – including the creation and expansion of district sponsored partnerships and pathways to certified employment and endorsement/licensure in PreK-12.
> - Identification and removal of barriers to expand and create new pathways for individuals, such as those seeking a second career, current school staff and para-educators, retirees, professionals and other community members, to enter the PreK-12 workforce.
> - Creation of, and funding for, incentive programs to remove financial obstacles to entering the teacher/educator profession. These could include loan or debt forgiveness, scholarships, internships, stipends or paid practicums.
> - Development, implementation and expansion of culturally responsive programs and practices to recruit, retain, and mentor staff of color and bilingual staff in the PreK-12 workforce.

The Educator Equity Advisory Group Chair Karen Gray and Chief Education Office Policy Director Hilda Rosselli were asked to compile and share current data on Oregon's educator workforce as the group met throughout the year guided by the COSA Roadmap (Appendix I). The group also discussed sample actions outlined in Table 3 that can increase the likelihood of new teacher success and retention.

Table 3: Actions that increase likelihood of new teacher success/retention.

Ensure every new teacher's classroom is fully stocked
Provide each new teacher with a trained mentor
Limit the number of preps for new secondary teachers
Ensure every new teacher has a prep/planning time
Avoid assigning new teachers to positions with long history of turnover
Provide new teachers with a paid early start
Avoid placing new teachers in itinerant roles or floating classrooms
Assign new teachers to classes that match their certification
Host a networking event welcoming teachers new to the community
Provide new teachers with the opportunity to visit other classrooms

House Bill 4044: Study on Recruitment, Retention, Mentoring, and Professional Learning

During the 2018 Legislative Session, Representative Jeff Helfrich (District 52) sponsored HB 4044 (Appendix J) directing the Chief Education Office to conduct a study on recruitment, retention, mentoring and professional development of educators who serve students from student groups who may be experiencing achievement gaps. The study will be submitted to the Legislature no later than June 30, 2019, and will:

- Identify, research, review and assess programs used in school districts and education service districts to support educators; and
- Identify the programs that have been most effective or efficient in improving the recruitment, retention, mentoring and professional development of educators or in positively impacting student outcomes.

Unique to the study is a focus on why programs are or are not effective/efficient in achieving positive impacts for students and educators and identify opportunities for improvement and success. For example, the study will examine questions including:

- What strategies or processes that districts use to place new teachers in schools result in retention and educator effectiveness?
- What kinds of supports are most effective for new teachers when they are placed in high-need schools?
- What practices lead to long term retention and reduced staff turnover?
- Are we effectively hiring and retaining the racially and linguistically diverse candidates graduating from our educator preparation programs?
- Are the most effective recruitment and/or retention practices sustained over time?

In summary, soon Oregon will have a minority-majority student body while the educator workforce remains largely unchanged. This suggests that technical "fixes" are not sufficient for changing the overall desired outcome when systems continue to produce only small gains in terms of the diversity of Oregon's educator workforce demographics.

Figure 26: Recommended Action Steps Related To Employment.

RECOMMENDED ACTION STEPS RELATED TO EMPLOYMENT

Encourage school district employers to work closely with local educator preparation programs to coordinate student teaching placements and create opportunities to interview candidates for hire before they graduate. **(school and district leader action steps)**

Provide anti-bias training for staff involved in recruiting and hiring and develop diverse interview committees in which teachers of color can shape more effective recruitment and hiring strategies. **(Office of Equity, Diversity, and Inclusion at ODE, school district leaders, Oregon School Personnel Association action steps)**

Redesign the current Oregon Mentor Project to ensure that every teacher and administrator new to the profession receives a well-trained mentor skilled in offering culturally responsive support for linguistically and ethnically diverse new educators. Develop a plan to recruit and train mentors from diverse backgrounds and to match diverse new teachers and diverse mentors. **(Educator Advancement Council and Oregon Department of Education action steps)**

SECTION 6: RETENTION

New Findings

Easton-Brooks, Robinson, & Williams (2018)[8] note that "while educational entities are focused on diversifying the teacher education workforce, a major challenge facing schools is the retention of a diverse workforce on all levels. In this process, it is critical to note that schools must look beyond simply hiring a diverse educator workforce and assuming that all challenges related to having a diverse school community will be resolved." In their qualitative study, they found effective district-level strategies used before hiring diverse teachers such as working with principals and school leaders on understanding schools in transition, and making plans for supporting all personnel in understanding culturally responsive practices.

Guin (2004)[9] found that the effect of teacher turnover on student achievement, particularly in schools failing to meet the needs of diverse learners, specifically African American/Black students and students with disabilities. Chronic teacher and staff turnover can add a significant degree of chaos and complexity to schoolwide operations including:

- Reductions in the time teachers spend with their own students as they support their newer colleagues;
- Unnecessary repetition of professional development experiences for all teachers;
- Loss of established teacher experience;
- Disruption and repetition of planning and implementation processes; and
- Burnout and drain on the energy of staff who remain.

Teacher turnover also has a significant fiscal impact as schools and districts must fund additional recruitment programs, implement interview and hiring procedures, and provide additional professional development—not to mention the loss in experience and expertise.

Oregon Educator Attrition Data

Annual staff data collections were used to analyze teachers employed in their first year of teaching in Oregon public schools. Table 4 shows that 18.3 percent of the ethnically diverse male first-year teachers hired in Oregon public school in 2014-2015 left after their first year of teaching. Interestingly, ethnically diverse females experienced a higher percentage of attrition after two years (13.1 percent) than any other demographic group. After three years, the attrition rates among all four demographic groups ranged from 27.8 percent for white male teachers to 30 percent for ethnically diverse male teachers.

Table 4: Attrition Patterns by Demographic Group for Oregon First-Year Teachers.

Demographic Group	Hired in 2014-15	Left After 1 Year	% Who Left	Left After 2 Years	% Who Left	Left After 3 Years	% Who Left	Total Attrition After 3 Years
White Females	1,265	199	15.7%	84	6.6%	74	5.8%	28.2%
Ethnically Diverse Females	160	16	10.0%	21	13.1%	8	5.0%	28.1%
White Males	528	80	15.2%	31	5.9%	36	6.8%	27.8%
Ethnically Diverse Males	60	11	18.3%	2	3.3%	5	8.3%	30.0%

* First-year teachers are those who are in their first year of teaching anywhere.

An additional analysis by ODE examines five year attrition rates in Table 5. The data follows first year teachers hired in 2011-12 and shows the highest level of attrition after one year in 2012-2013 for white male teachers. However after five years the attrition rate was highest for ethnically diverse male teachers. Five year attrition rates were lower for Title I schools (35 percent) compared to rural schools (39.3 percent), all schools (41 percent), and combined schools (K-12 or 6-12).

8 Easton-Brooks, D., Robinson, D., & Williams, S. (2018) Schools in Transition: Creating a Diverse School Community. *Teachers College Record* Volume 120 Number 13, 2018, p. - http://www.tcrecord.org ID Number: 22340, Date Accessed: 5/24/2018 6:53:25 PM

9 Guin, K. (2004, August 16). Chronic teacher turnover in urban elementary schools. *Education Policy Analysis Archives*, 12(42). Retrieved August 26, 2004, from https://www.researchgate.net/publication/26394150_Chronic_Teacher_Turnover_in_Urban_Elementary_Schools.

Table 5: Five Year Attrition Patterns for Oregon First-Year Teachers.

ATTRITION PATTERNS FOR OREGON FIRST-YEAR TEACHERS*

Demographic Group	White Females	Minority Females	White Males	Minority Males	All Teachers
Hired in 2011-12	652	73	264	29	1,018
Returned for 2nd Year	506	61	195	24	786
Left After 1 Year	146	12	69	5	232
% Who Left	22.4%	16.4%	26.1%	17.2%	22.8%
Returned for 3rd Year	475	56	183	24	738
Left After 2 Years	31	5	12	0	48
% Who Left	4.8%	6.8%	4.5%	0.0%	4.7%
Returned for 4th Year	433	52	181	19	685
Left After 3 Years	42	4	2	5	53
% Who Left	6.4%	5.5%	0.8%	17.2%	5.2%
Returned for 5th Year	413	49	169	19	650
Left After 4 Years	20	3	12	0	35
% Who Left	3.1%	4.1%	4.5%	0.0%	3.4%
Returned for 6th Year	382	45	158	15	600
Left After 5 Years	31	4	11	4	50
% Who Left	4.8%	5.5%	4.2%	13.8%	4.9%
Total Attrition After 5 Years	41.4%	38.4%	40.2%	48.3%	41.1%

* First-year teachers are those who are in their first year of teaching anywhere.
Source: Oregon Department of Education

Teaching Subgroup	Pre-K	Kinder-garten	Elementary School	Middle School	High School	Combined 6-12 or 1-12	Special Education	Teachers in Rural Schools	Teachers in Title 1 Schools
Hired in 2011-12	28	43	381	178	329	56	136	201	309
Returned for 2nd Year	22	38	299	128	257	40	111	161	250
Left After 1 Year	6	5	82	50	72	16	25	40	59
% Who Left	21.4%	11.6%	21.5%	28.1%	21.9%	28.6%	18.4%	19.9%	19.1%
Returned for 3rd Year	16	37	282	128	243	28	103	147	244
Left After 2 Years	6	1	17	0	14	12	8	14	6
% Who Left	21.4%	2.3%	4.5%	0.0%	4.3%	21.4%	5.9%	7.0%	1.9%
Returned for 4th Year	14	36	256	125	223	28	92	135	229
Left After 3 Years	2	1	26	3	20	0	11	12	15
% Who Left	7.1%	2.3%	6.8%	1.7%	6.1%	0.0%	8.1%	6.0%	4.9%
Returned for 5th Year	14	34	241	123	210	25	86	128	212
Left After 4 Years	0	2	15	2	13	3	6	7	17
% Who Left	0.0%	4.7%	3.9%	1.1%	4.0%	5.4%	4.4%	3.5%	5.5%
Returned for 6th Year	14	32	228	110	191	23	80	122	201
Left After 5 Years	0	2	13	13	19	2	6	6	11
% Who Left	0.0%	4.7%	3.4%	7.3%	5.8%	3.6%	4.4%	3.0%	3.6%
Total Attrition After 5 Years	50.0%	25.6%	40.2%	38.2%	41.9%	58.9%	41.2%	39.3%	35.0%

Source: Oregon Department of Education

An additional analysis by TSPC showed of the 26,659[10] educators who held a valid Oregon teaching license in 2017-2018 but are not currently teaching in an Oregon public school, 2,224 (8.34 percent) identify as ethnically diverse, including:

- 229 Black/African American professionals,
- 191 American Indian/Alaskan Native professionals,
- 545 Asian professionals,
- 68 Native Hawaiian/Pacific Islander professionals,
- 604 Hispanic/Latino professionals, and
- 587 multiethnic professionals.

There may be a number of plausible explanations for why a large number of licensed teachers are not teaching in public schools: they could be teaching in private schools, teaching in neighboring states, enrolled in advanced studies, taking family leave, working in agencies, community based organizations, or higher education institutions, or experiencing non-supportive school environments, untenable class sizes, lack of wrap around services to students and diminished salaries and health/retirement benefits. There is renewed interest by the Educator Equity Advisory Group in conducting a survey in partnership with TSPC to better understand why ethnically diverse licensed teachers are not currently teaching in an Oregon public school.

Spotlights

District Equity Directors

Larger districts often signal their commitment to creating welcoming environments for racially and linguistically diverse educators (and students) by hiring a full-time district level equity director. Smaller districts with fewer resources are less likely to be able to dedicate a full-time leader. In one district (Portland Public Schools), the Superintendent reorganized the district organizational chart, naming himself as the equity leader in the district. As the Educator Equity Advisory Group learns of more examples from districts, the list in Table 6 may grow.

Table 6: Known District Level Equity Directors.

School District School District	District Level Equity Director
Beaverton School District	Sho Shigeoka
Bethel School District	Tina Gutierez-Schmich
Eugene School District	Karen Pérez-Da Silva
David Douglas School District	Kelly Devlin
Hillsboro School District	Saideh Haghighi
Lake Oswego School District	David Salerno Owen
Lane Education Services District	Carlos Sequiera
Portland Public Schools	Guadalupe Guerrero
Salem-Keizer School District	Cynthia Richardson
Tillamook School District	Dr. Cassie Thiemens

Systems thinking is critical to engage beyond just recruiting and hiring staff of color. Figure 27 illustrates this point via one Oregon district's activity planning sheet for System Change.

10 2,344 professionals identified as "Other" or chose to not specify their ethnicity.

Figure 27: Systems Change—Sample Activity Planning Worksheet.

Goal Area	Objectives
1) Recruitment & Hiring of Latino bilingual/bicultural staff	a) Increase the number of Latinos applying for positions
	b) Improve District's Latino outreach and recruitment efforts
	c) Improve Spanish skills assessment
	d) Improve soft skills assessment
	e) Improve cultural competency of interview/hiring process
2) Retention of Latino bilingual/ bicultural staff	a) Be sure bilingual Latino teachers of color who are here to stay working in the bilingual program feel welcome here
	b) Retain bilingual Latino teachers of color in the bilingual program
	c) Support professional development of Spanish-speaking and Latino staff (see Staff Training Objective "d")
3) Staff Training & Professional Development	a) Improve cultural responsivity of school office staff
	b) Improve cultural responsivity of ESP staff
	c) Improve cultural responsivity of new employees
	d) Support professional development of Spanish-speaking and Latino staff
4) Parent Involvement	a) Increase district administrators' understanding of Latino parent viewpoints
	b) Increase and expand SKCE staff knowledge, skills, and tools to share district information with Latino parents
	c) Increase community outreach of district leadership to grow trust and demonstrate cultural responsivity

Salem-Keizer Language and Culture Summer Institute

A rich opportunity exists when districts partner with local community-based organizations to address ways to support white teachers in better understanding the assets their students bring to the classroom. In 2017, Salem-Keizer partnered with the Salem-Keizer Coalition for Equality to offer a Language and Culture Institute as an opportunity for teachers to experience local Latino culture, develop a greater understanding of and comfort within the Latino communities and support behavior changes that increase positive interactions between cultures and advance equity within schools and the community.

Figure 28 shows the four-week schedule of 90 hours of professional learning that included 10 site visits and field trips at an estimated cost of $15,000.

Figure 28: Salem Keizer Coalition for Equality 2017 Language and Culture Institute Schedule.

Day	Topics
1	Introduction and overview
2	Neighborhood, City, School District
3	Businesses in the Latino community
4	Latinos and education
5	NE neighborhood: Foster Hope Initiative: la Casita; Northgate Park
6	Popular education and "dichos"
7	School discipline and PBIS
8	Oregon Equity Lens; civic involvement in education
9	Working with parents as partners in education
10	Migrant Education
11	Special Education
12	Parent/teacher conferences; Latino Unidos Siempre (LUS)
13	Farmworker movement
14	Integrating multiple cultures in the classroom
15	Oregonians and bilingual society

Annalivia Palazzo-Angulo, Executive Director of the Coalition reports that follow up with participants in October documented a number of change behaviors resulting from experiencing the Institute:

- All respondents reported speaking more Spanish with Latino students, and having better relationships with Latino students.
- Two-thirds had performed the following once or twice, or are doing so regularly:
  - More inclusive classroom environment and instruction
  - Use of an Equity Lens to self-evaluate, do more thoughtful planning
- Half of the respondents said they have better relationships with some Latino parents.
- Only two respondents had shared Institute materials with school administrators, although six others said they plan to do so soon.
- Four respondents had shared Institute materials with other teachers, counselors, staff; and four others said they plan to do so soon.

Career Advancement

In 2017 the Oregon Legislature passed HB 2763 allocating a little more than $1.5 million to the Teacher Standards and Practices Commission to reimburse teachers' costs for earning or renewing National Board (NB) certification starting in July 2018. Currently only 1 percent of Oregon's teachers are NB certified. HB 2763 set a goal of increasing the number of NB certified teachers in Oregon to 5 percent by 2022. With rulemaking almost completed, a marketing campaign will help publicize the funding with a specific goal of advancing the careers of more of Oregon's racially or linguistically diverse teachers.

Figure 29: Recommended Action Steps Related To Retention.

RECOMMENDED ACTION STEPS RELATED TO RETENTION

Assist school and district administrators in creating collaborative, supportive and culturally responsive work environments for the teachers with whom they work along with access to affinity groups and other professional networking organizations in the community. **(school and district leaders and local community associations action steps)**

Assist school and district administrators in creating collaborative, supportive and culturally responsive work environments for all teachers. Provide access to affinity groups and other professional community-based networking organizations for linguistically and ethnically diverse employed educators. **(school and district level and local community associations action steps)**

Work with the Educator Advancement Council and Oregon Department of Education to prioritize Title II's optional 3 percent leadership set-aside funds to strengthen principal recruitment, preparation, induction, and development focused on supportive and equity-driven school leadership. Consider funding educators' membership in professional associations such as the National Association of Black School Educators as a retention strategy. **(Oregon Department of Education and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and the Chief Education Office to use the results from the HB 4044 study to engage school districts in adopting promising practices that help attract and retain effective, culturally responsive teachers to work in Oregon's most complex schools. **(Educator Advancement Council and Chief Education Office action steps)**

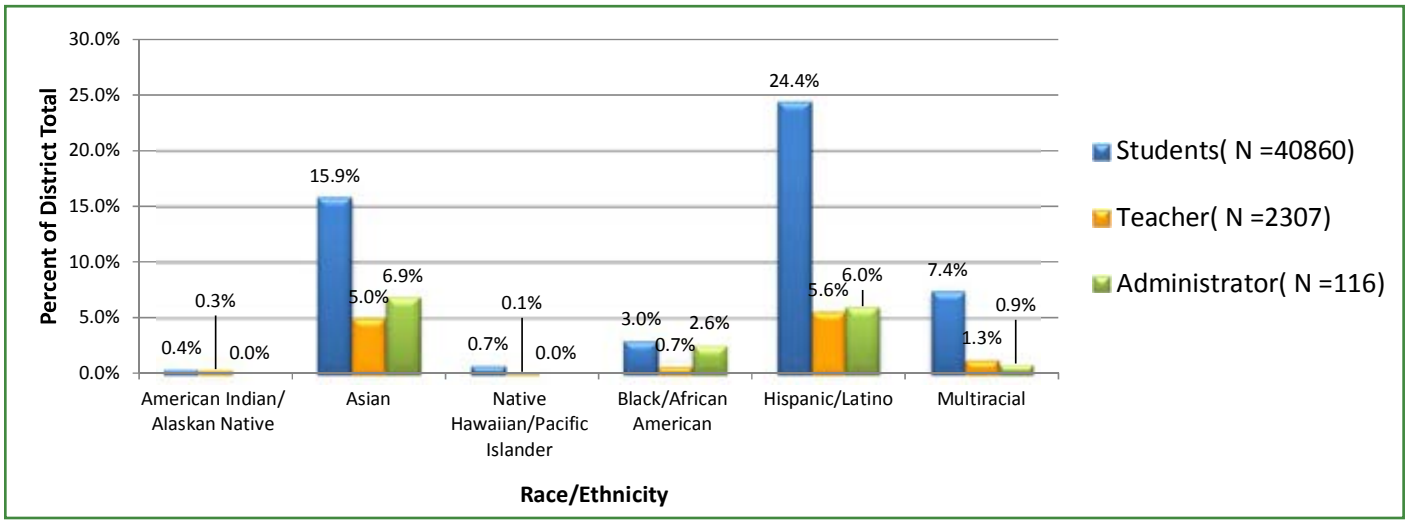
Work with the Teacher Standards and Practices Commission to develop a marketing campaign to publicize financial support for earning National Board certification; thus helping advance the careers of more of Oregon's racially or linguistically diverse teachers. **(Educator Advancement Council and Teacher Standards and Practices Commission action steps)**

SECTION 7: SUMMARY

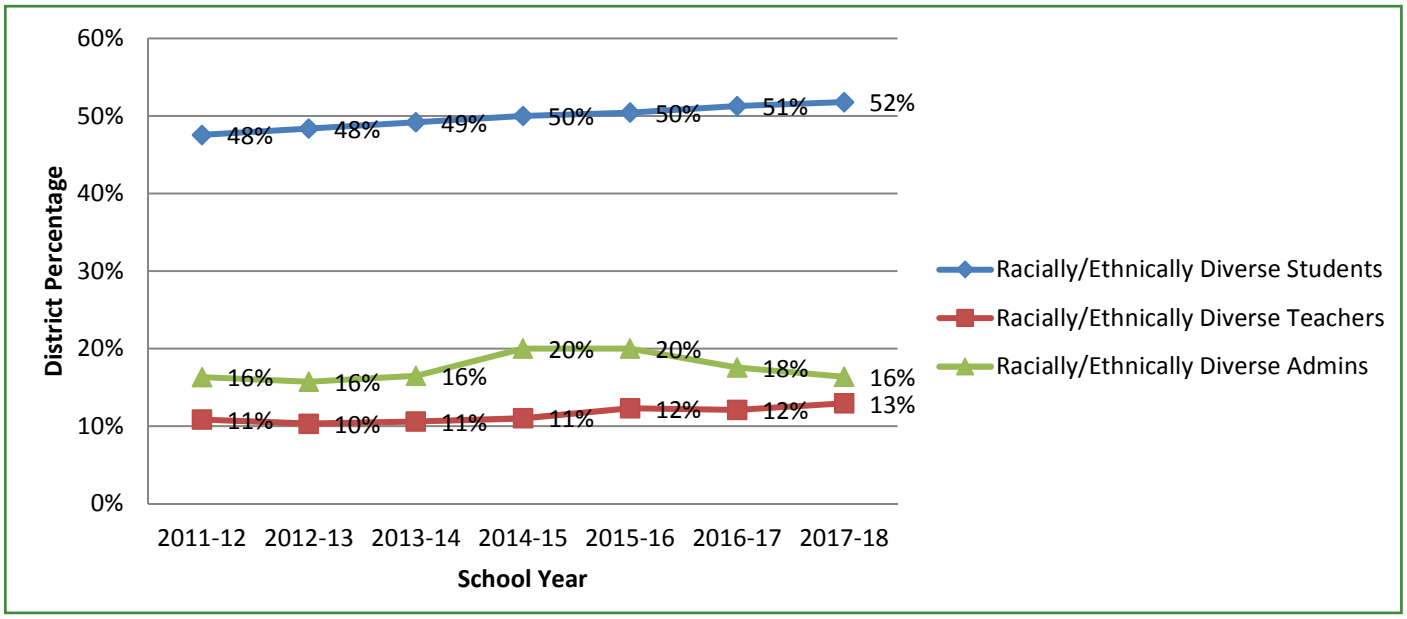
In closing, the full vision of Oregon's Educator Equity Act (ORS 342.427)is yet to be realized in 2018. However, persistent attention to Oregon's need for an educator workforce more reflective of the ethnic and/or linguistic demographics of the state's K-12 student body, including the state's annual report and growing advocacy across stakeholder groups is making incremental progress. The Educator Equity Advisory Group is committed to helping identified partners implement the action steps outlined in this report. As leaders, the Advisory Group understands all students and faculty benefit from diversity. We acknowledge and celebrate the importance, value, and strength of our students' and educators' ethnic and linguistic diversity and embrace the opportunities to help eliminate personal and institutional biases as well as barrier that still impede Oregon's progress in achieving the vision of the Educator Equity Act.

APPENDIX A: 2018 DISTRICT DATA SHEETS

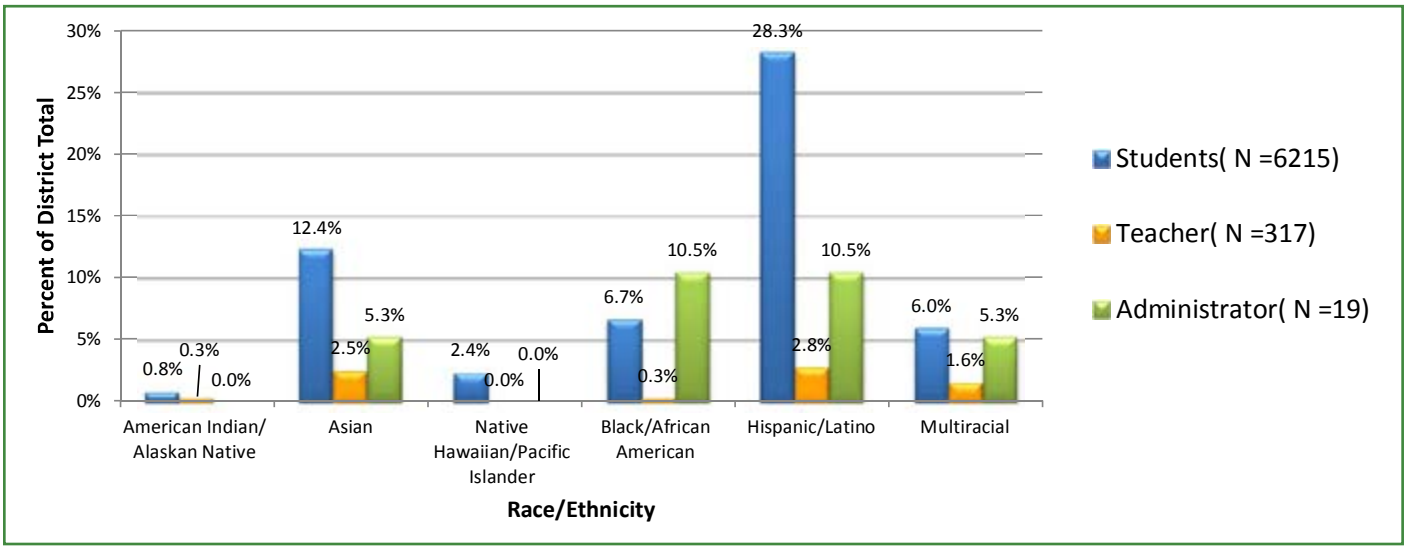
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN BEAVERTON SD 48J 2017-2018



BEAVERTON SD 48J 2011-12 THROUGH 2017-18



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN CENTENNIAL SD 28J 2017-2018



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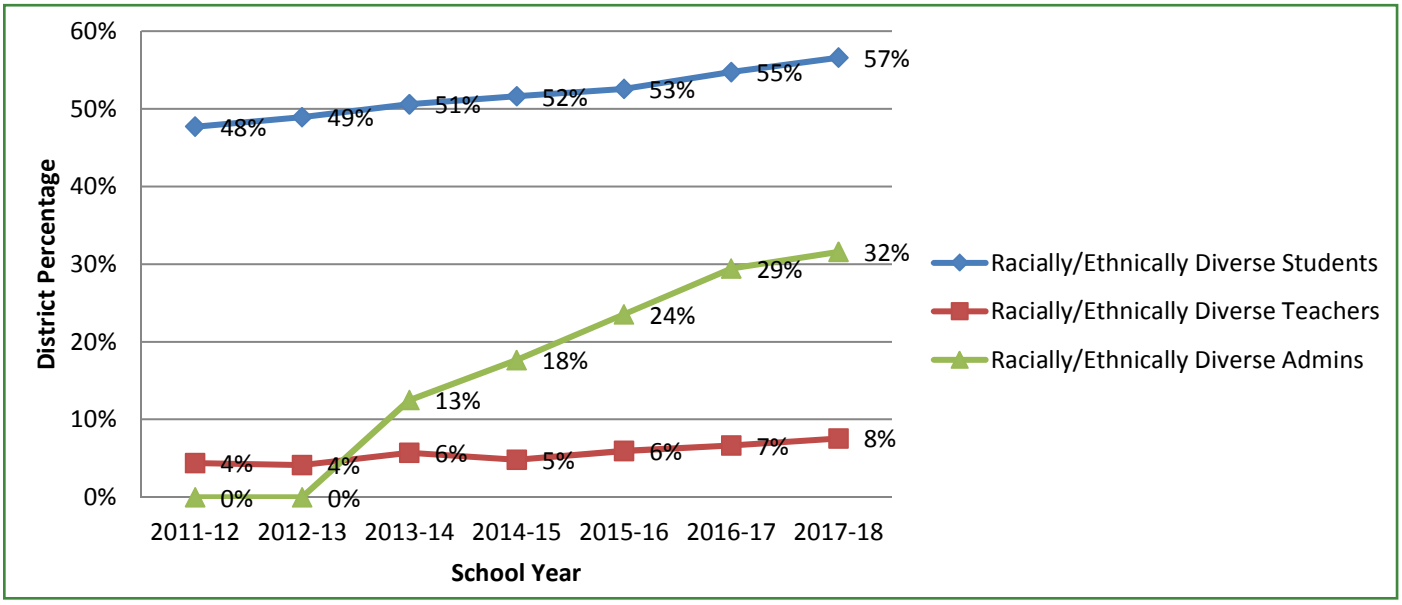
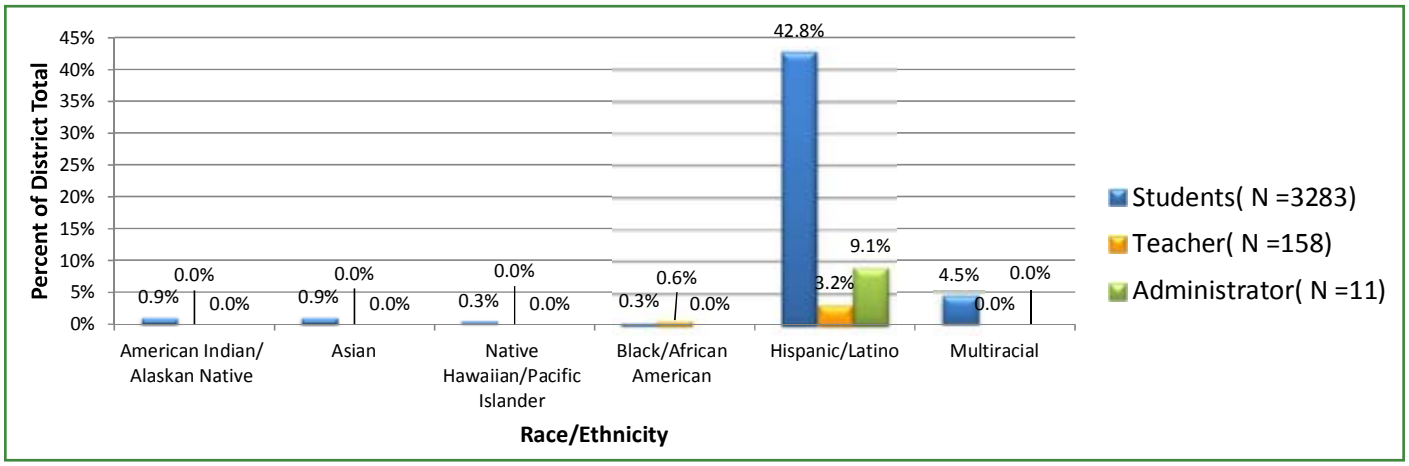


RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN CENTRAL SD 13J 2017-2018



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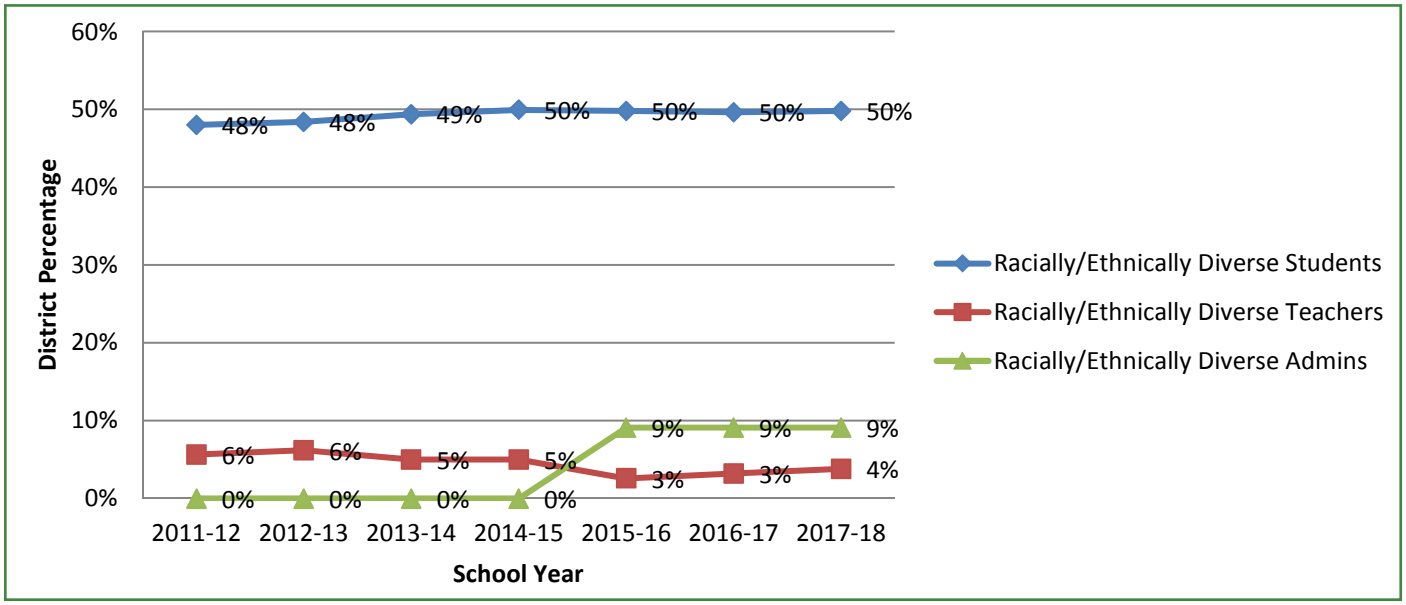
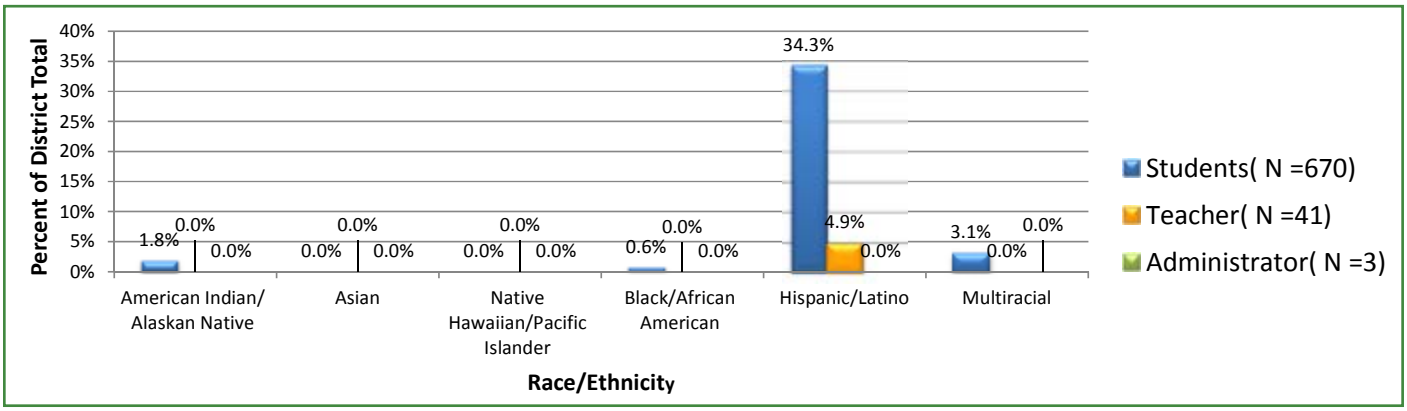
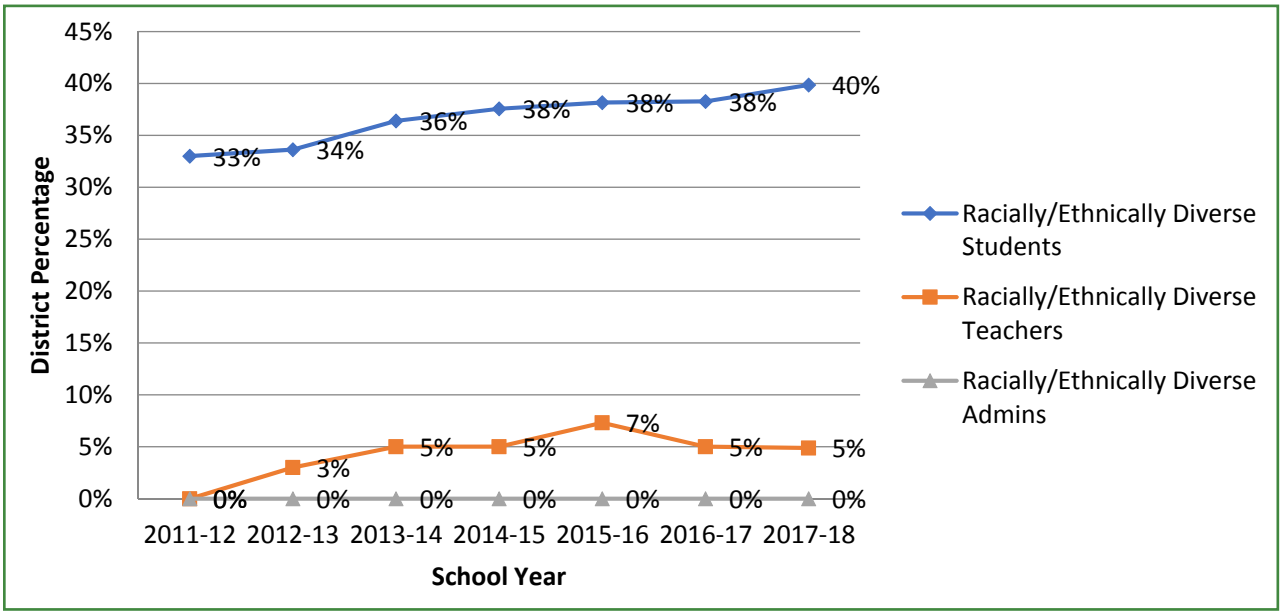


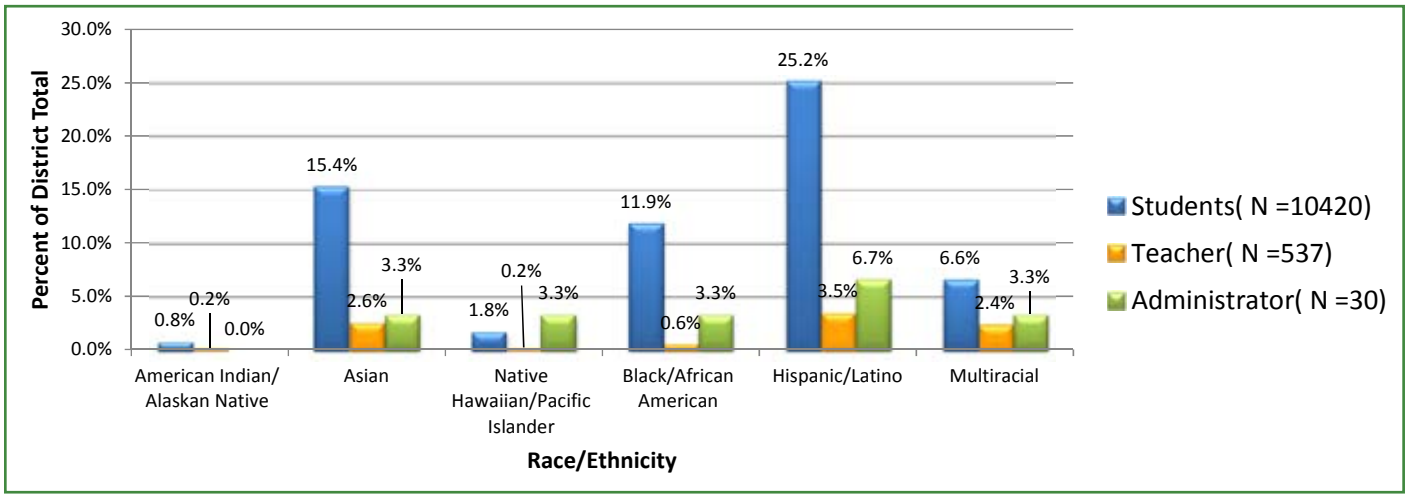
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN CULVER SD 4 2017-2018



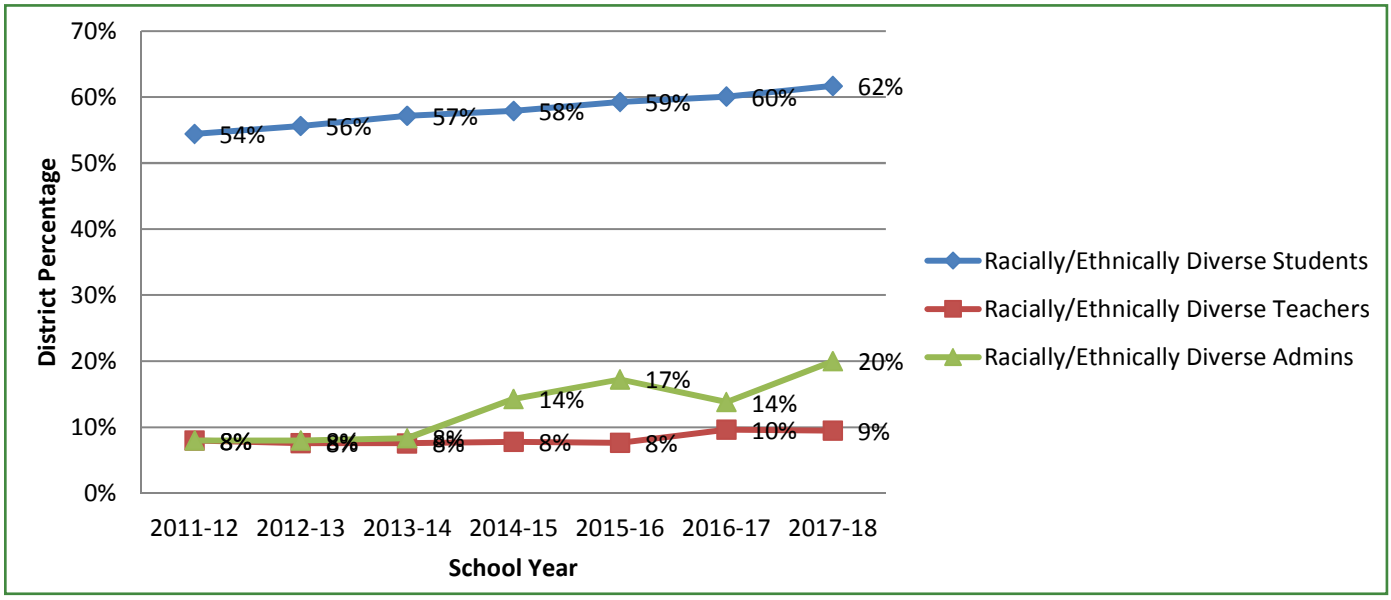
CULVER SD 4 2011-12 THROUGH 2017-18



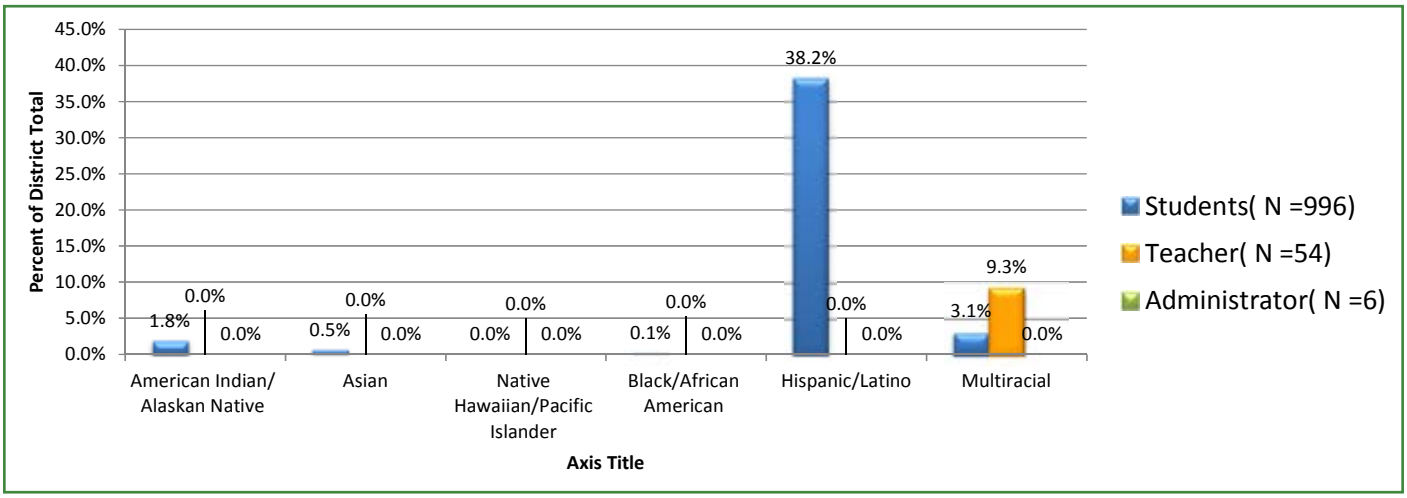
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN DAVID DOUGLAS SD 40 2017-2018



DAVID DOUGLAS SD 40 2011-12 THROUGH 2017-18



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN DAYTON SD 8 2017-2018



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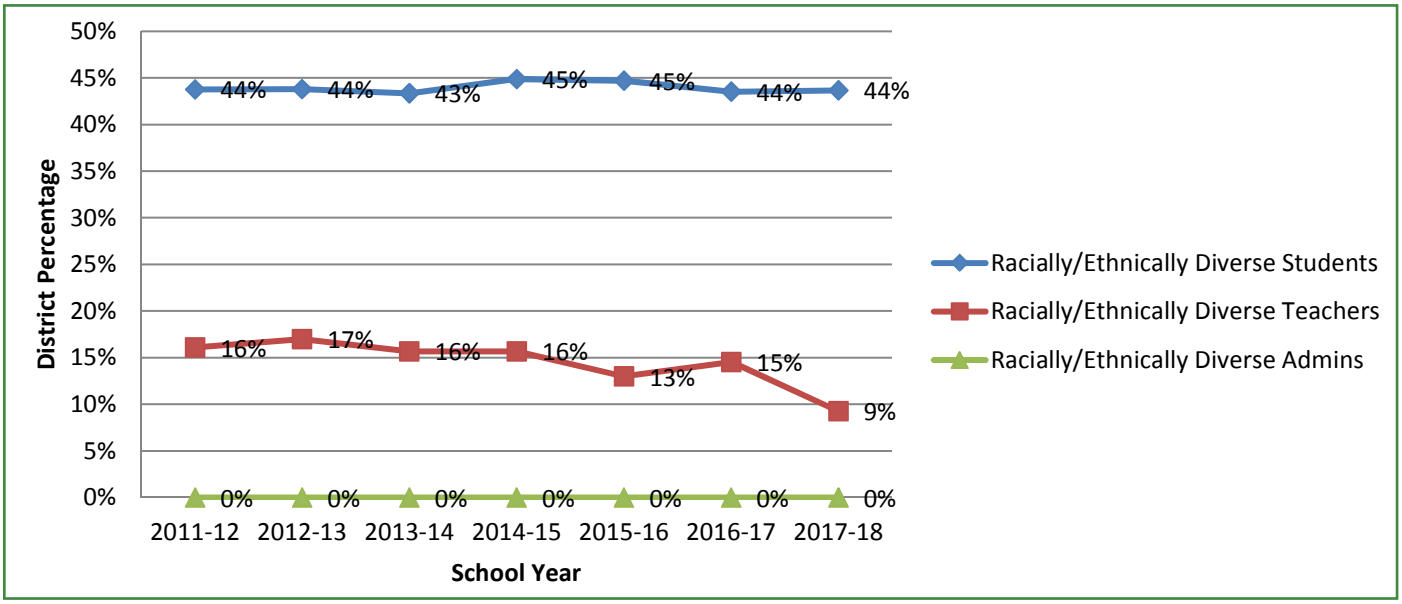

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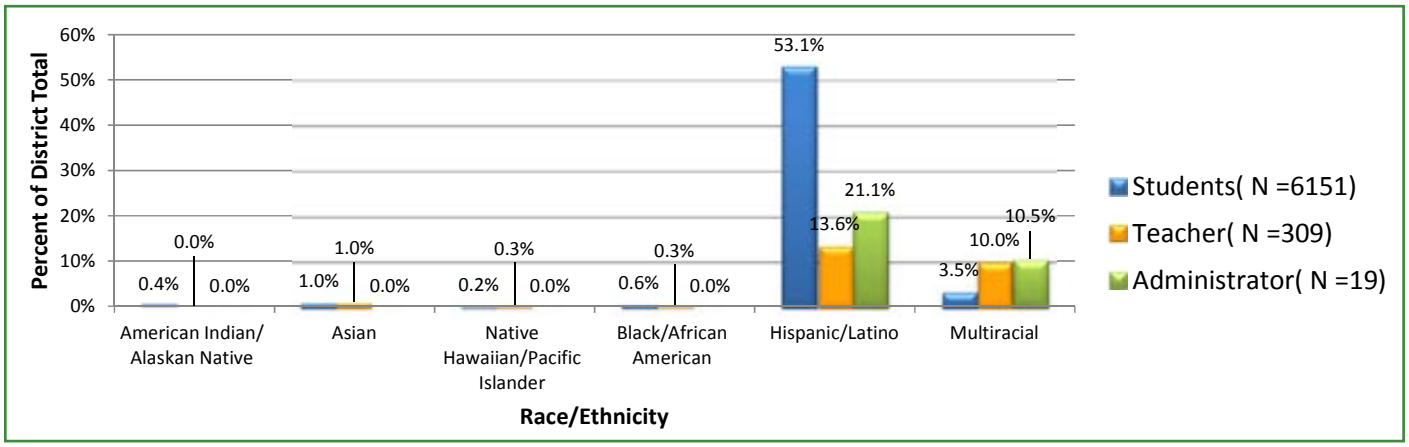
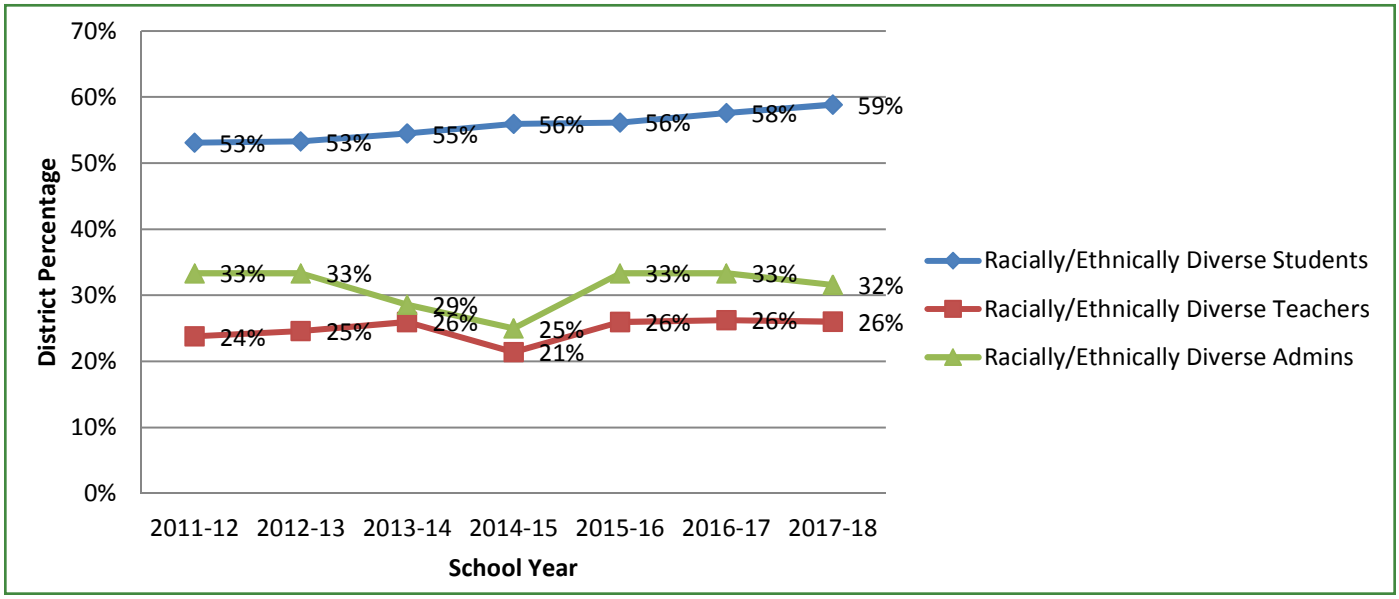


FOREST GROVE SD 15 2011-12 THROUGH 2017-18



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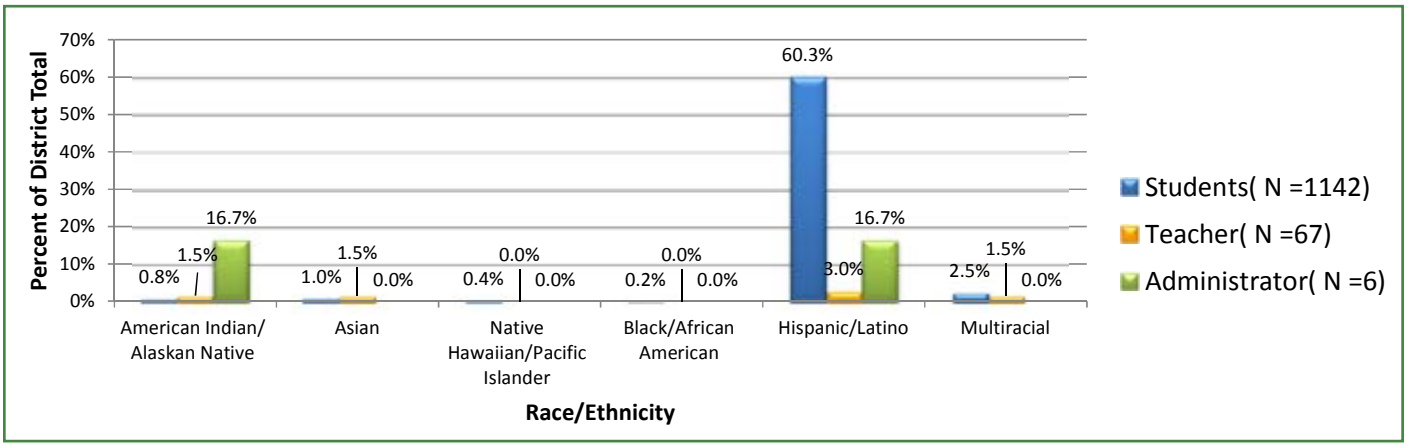

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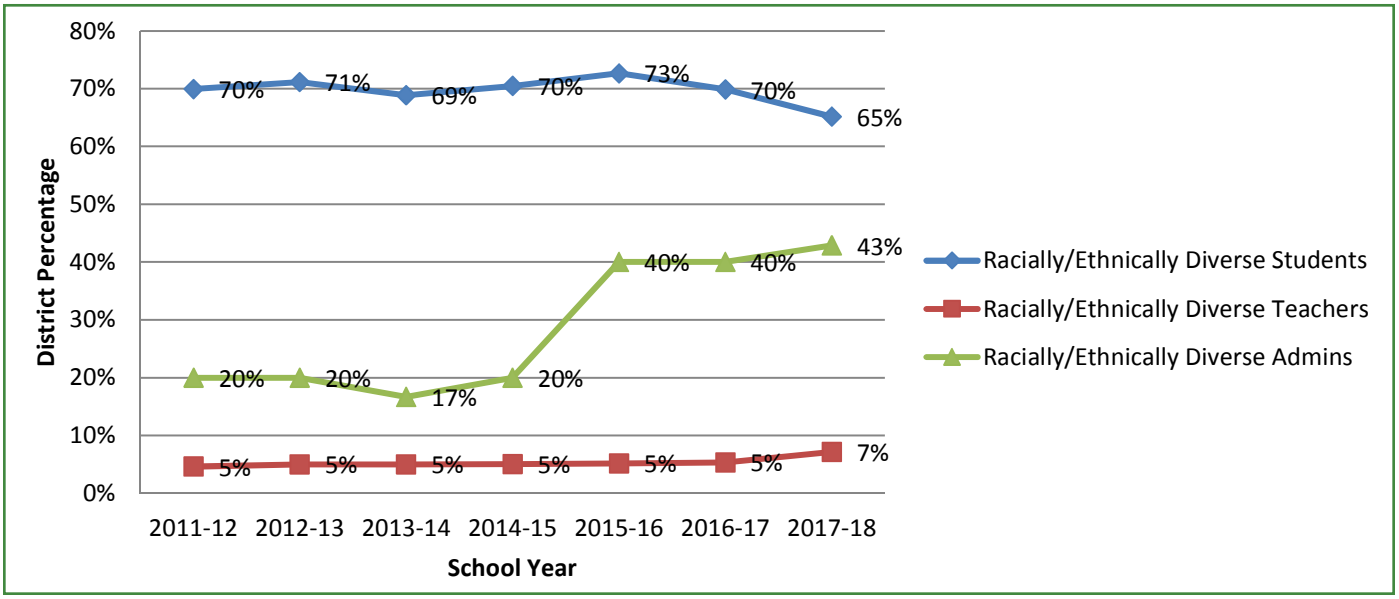

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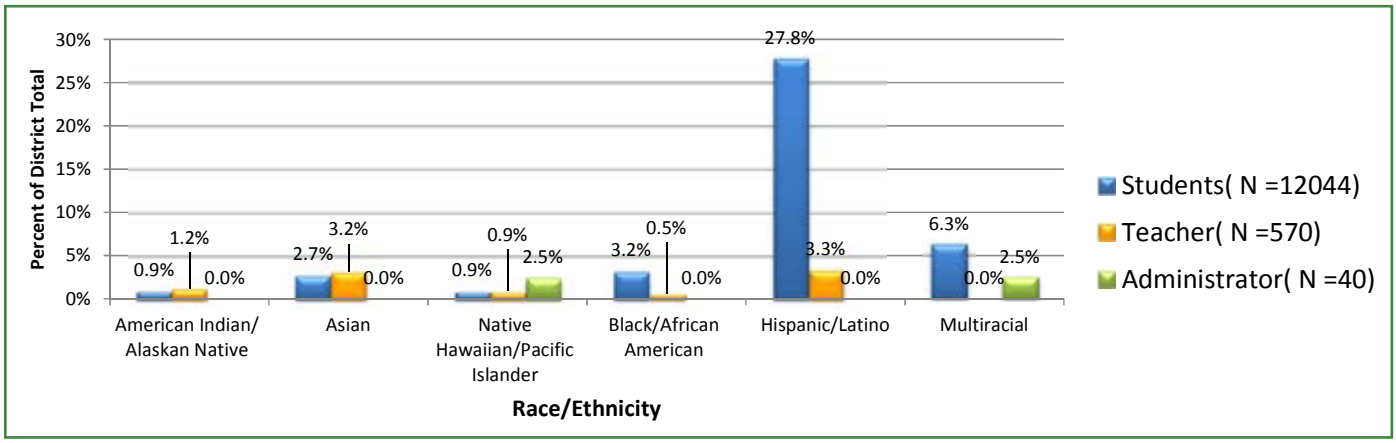
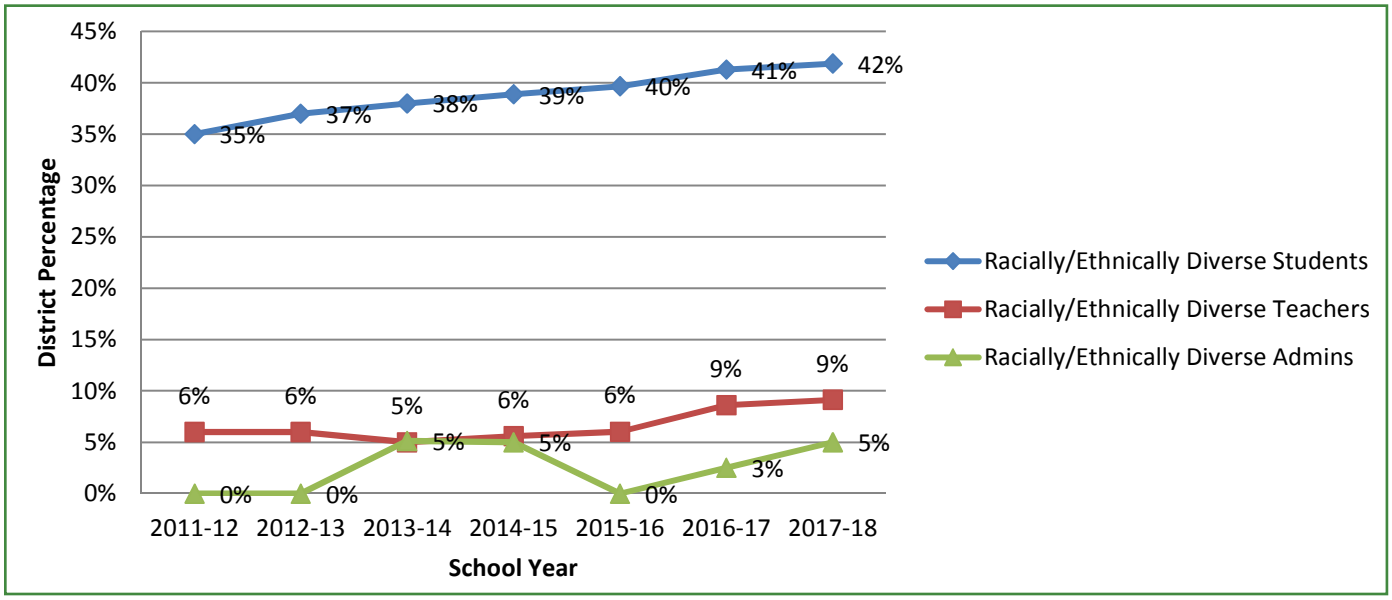


GRESHAM-BARLOW SD 10J 2011-12 THROUGH 2017-18



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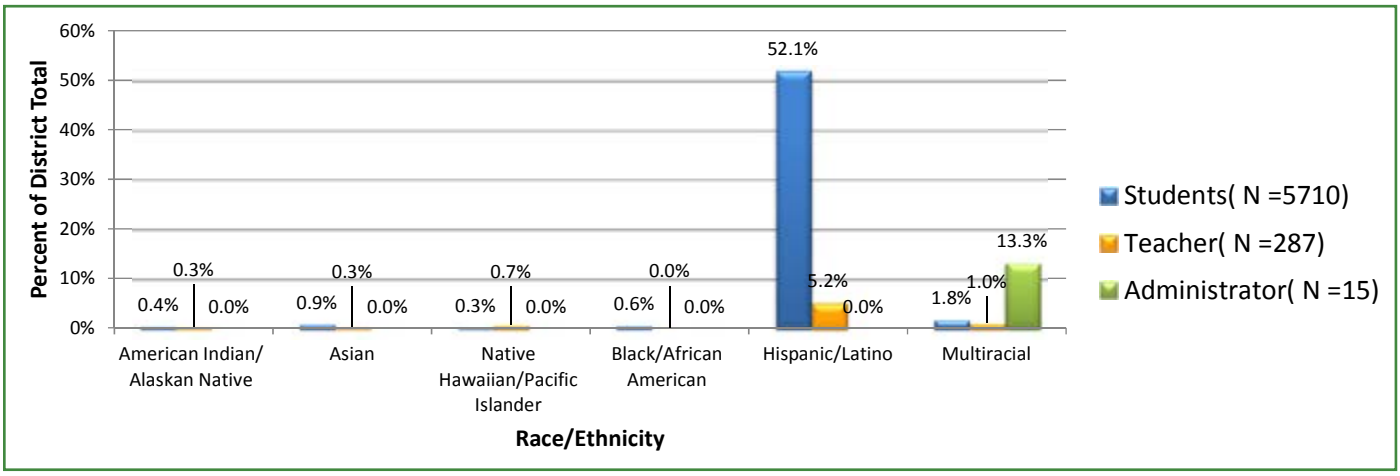
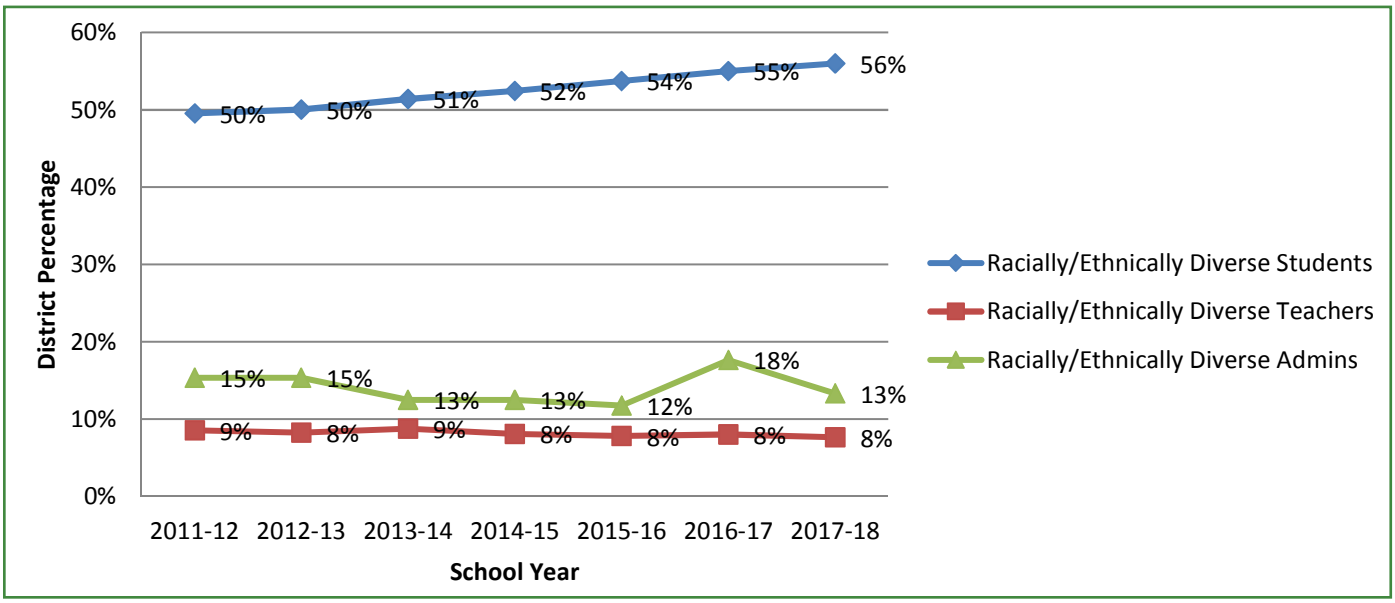


HERMISTON SD 8 2011-12 THROUGH 2017-18



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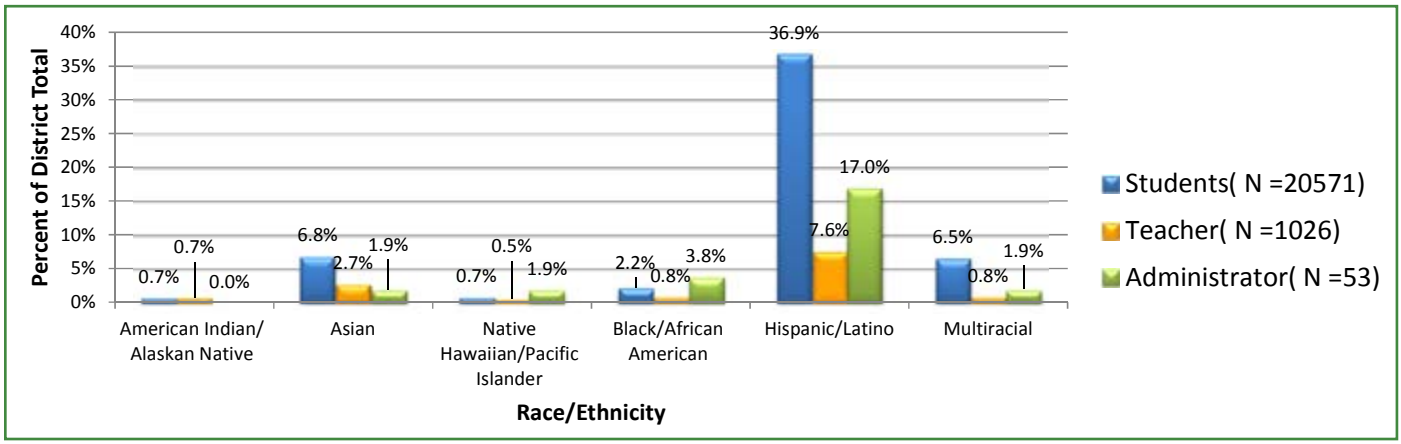

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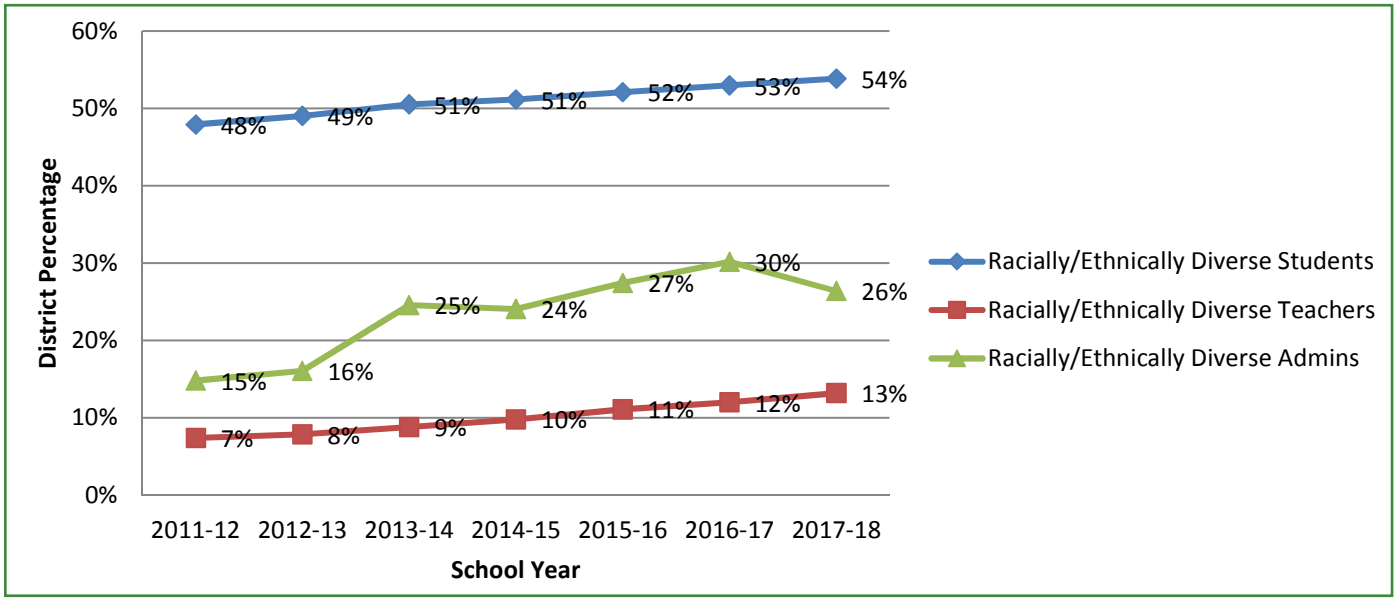
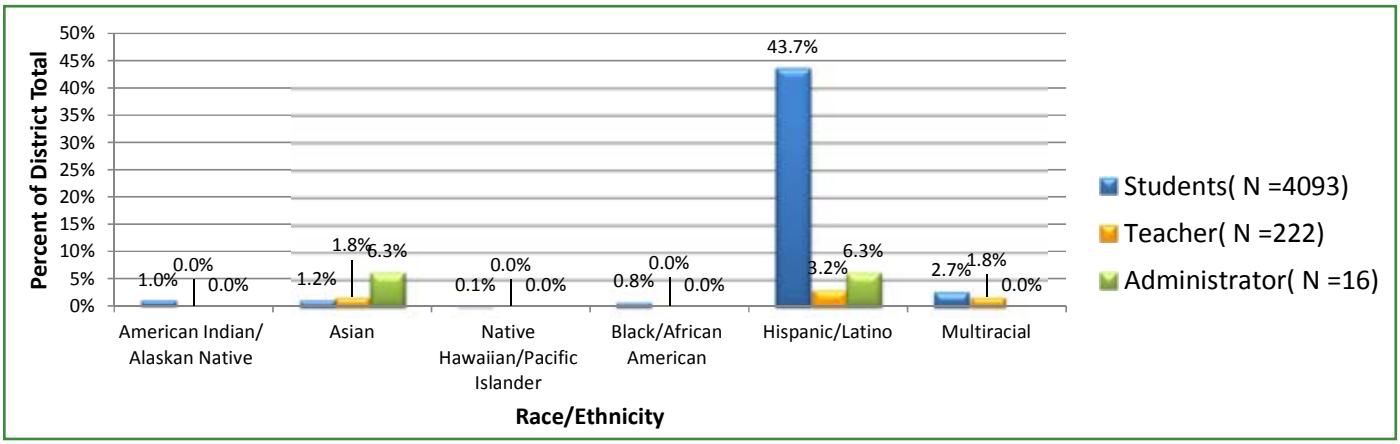


RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN HOOD RIVER COUNTY SD 2017-2018



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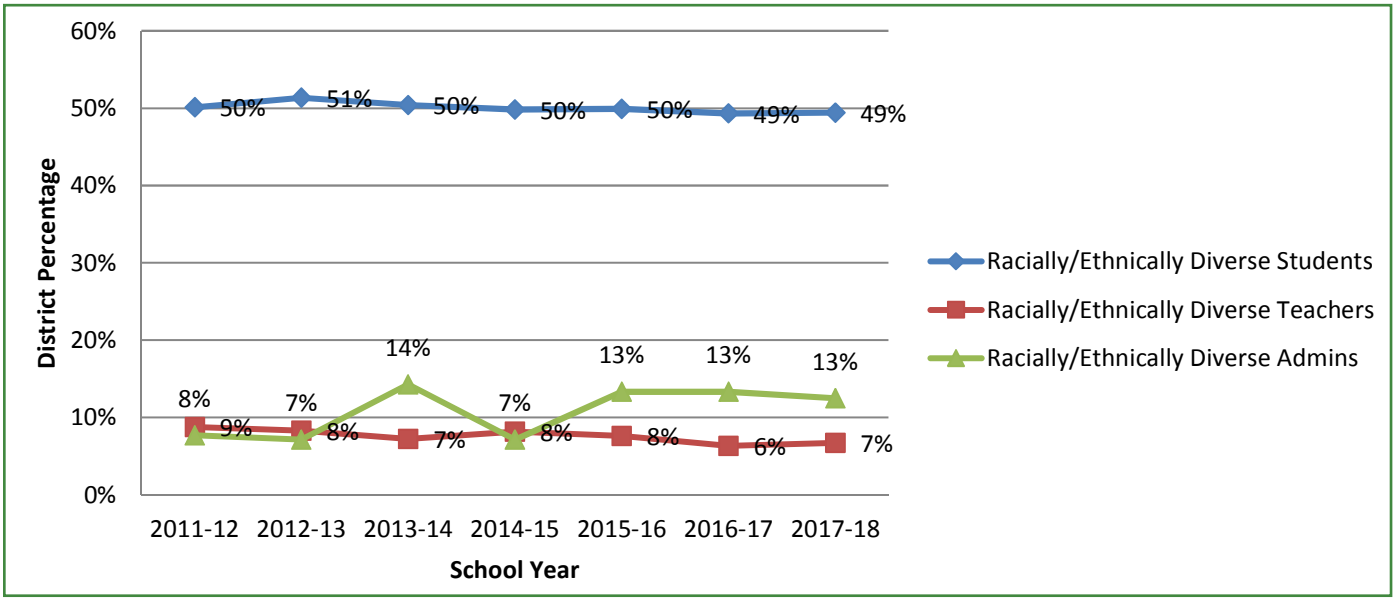

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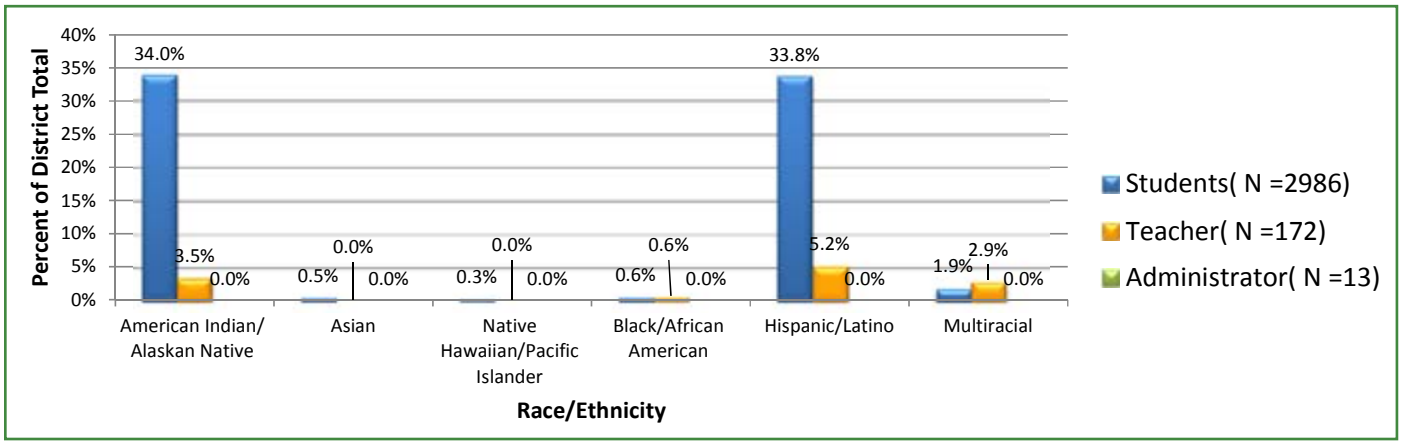

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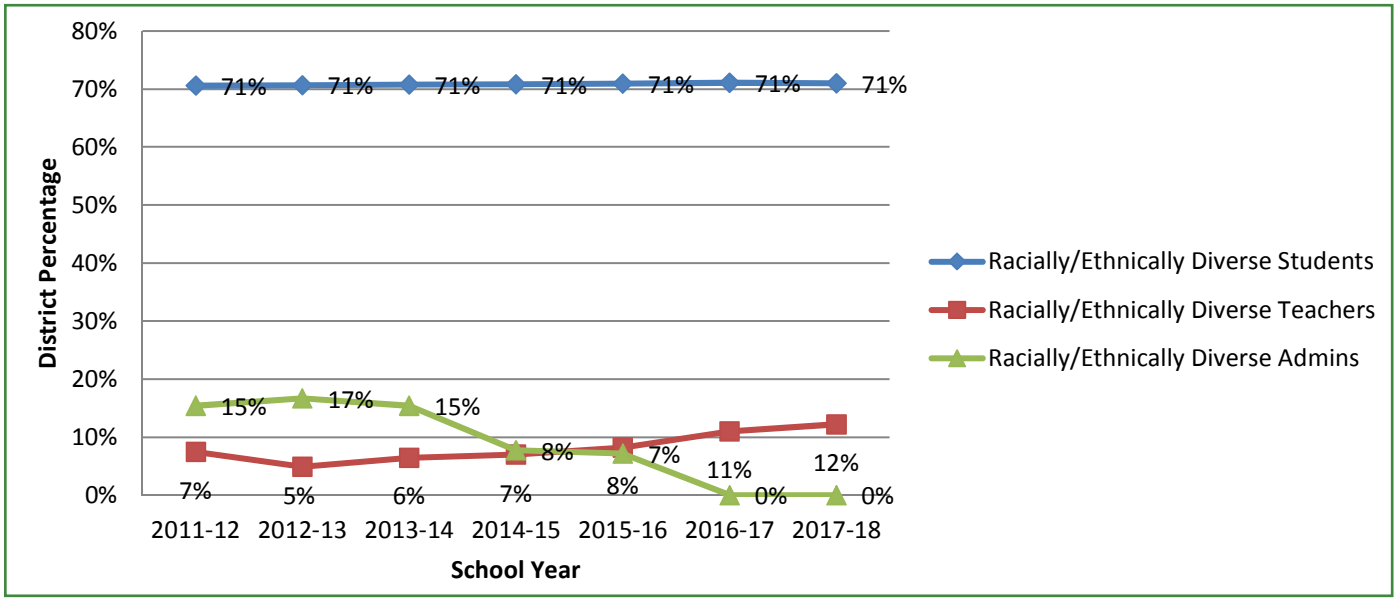

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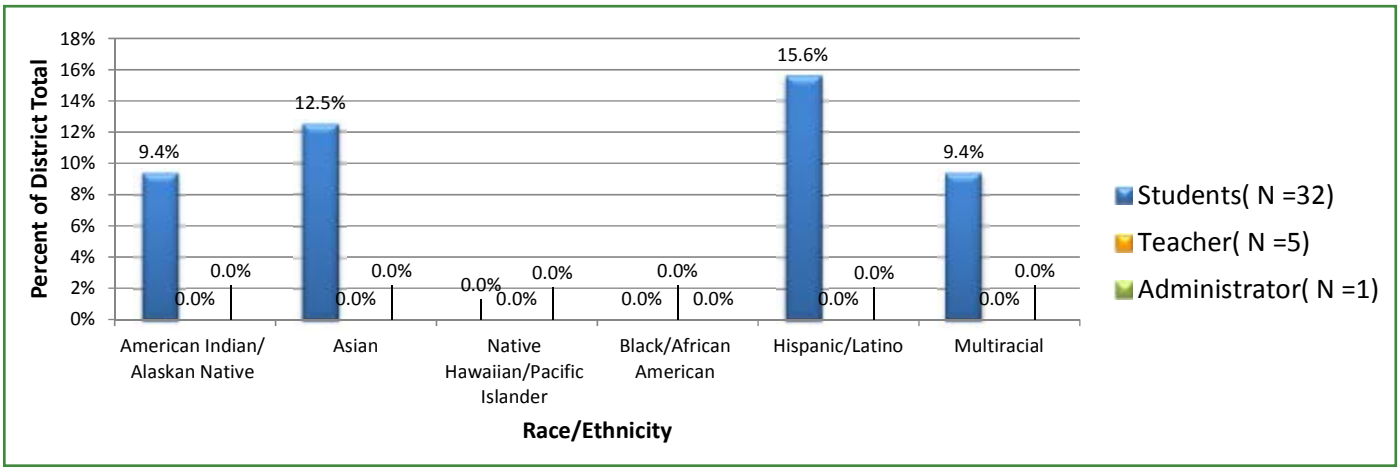

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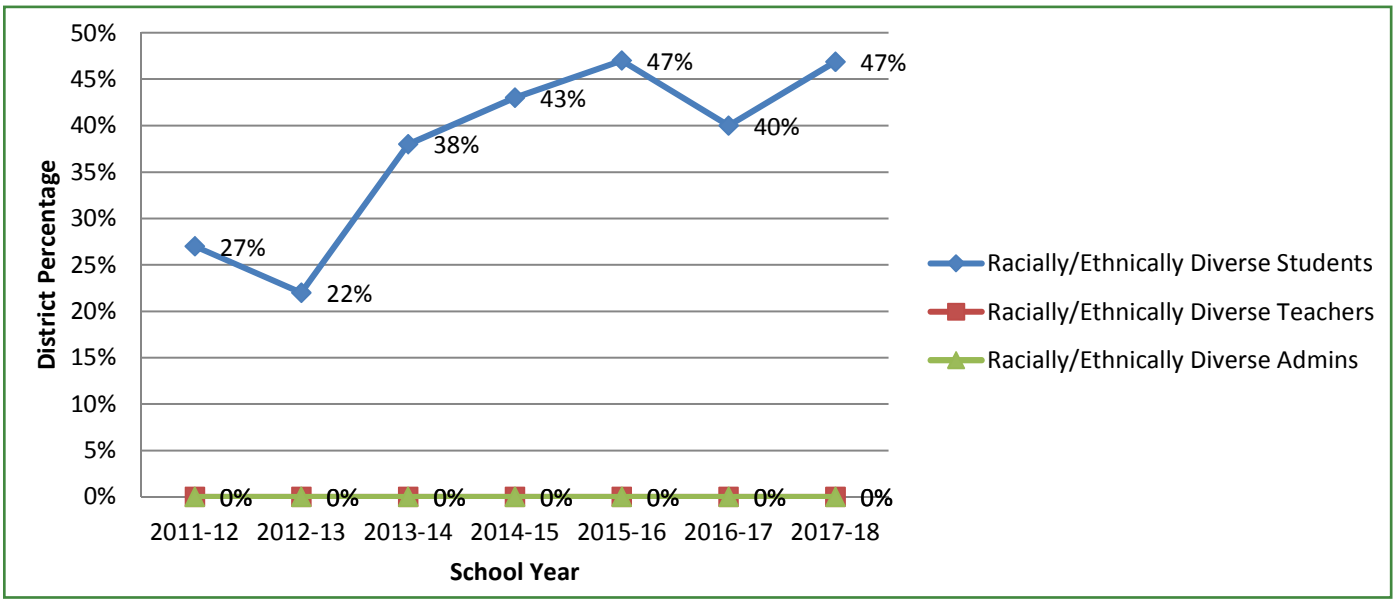

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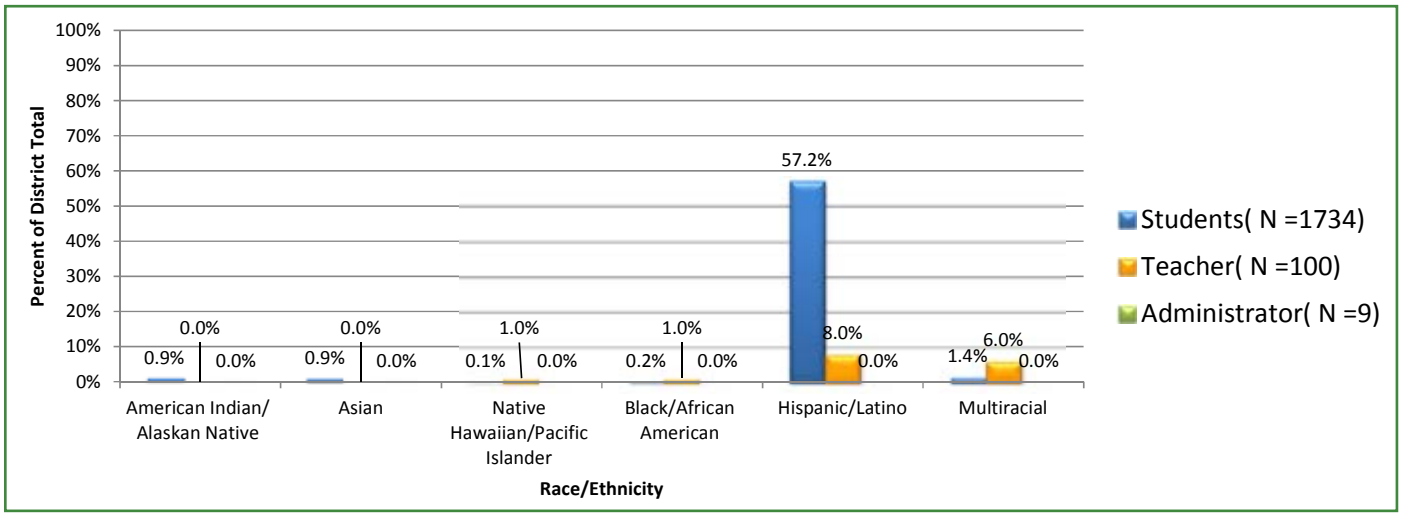
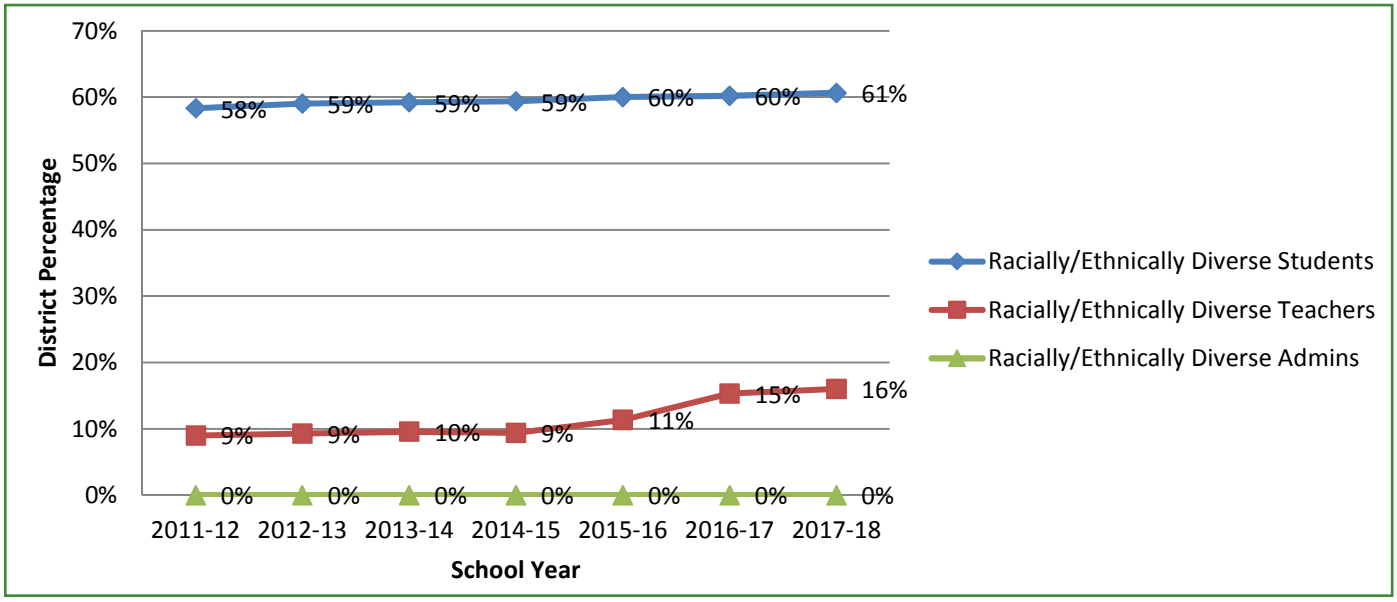


MILTON-FREEWATER UNIFIED SD 7 2011-12 THROUGH 2017-18



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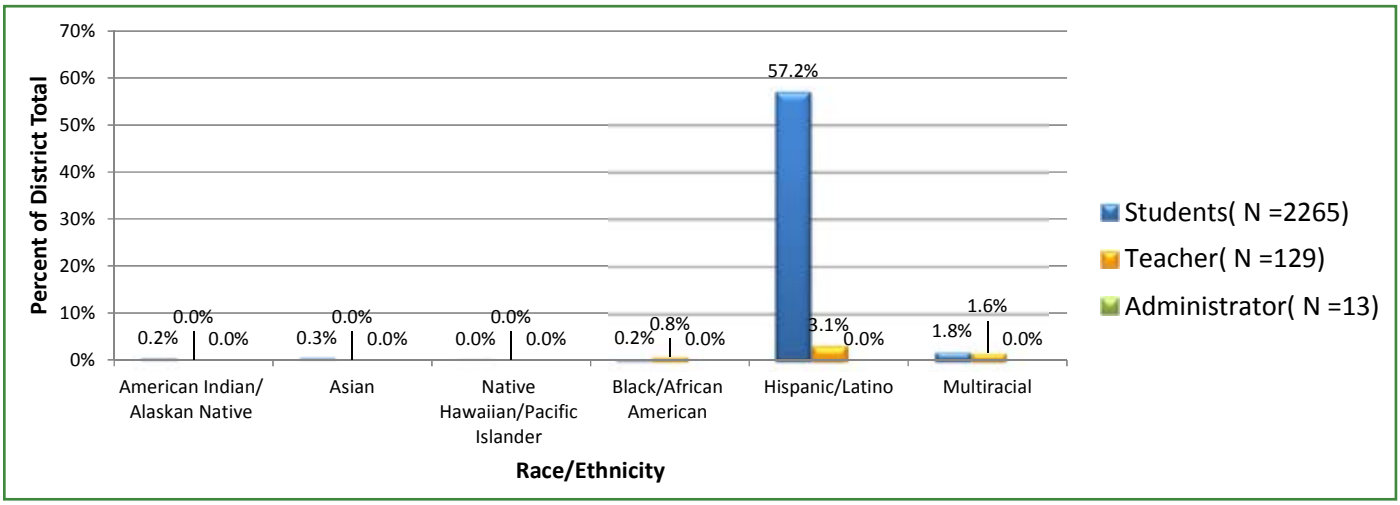
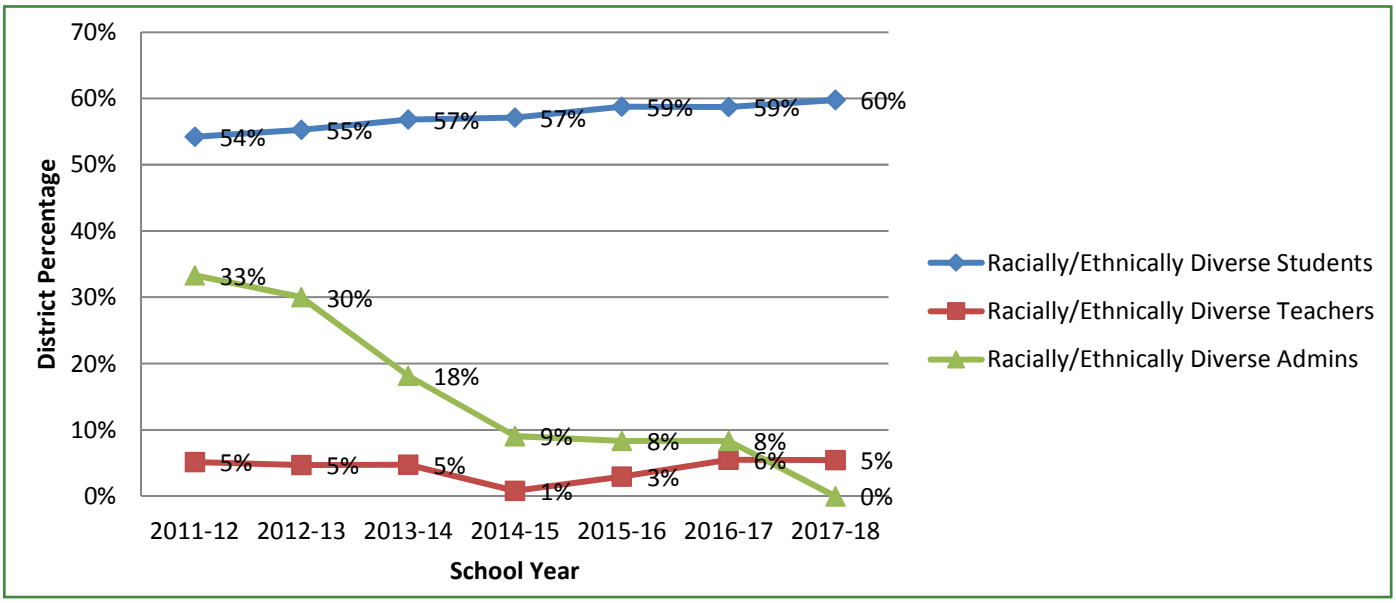
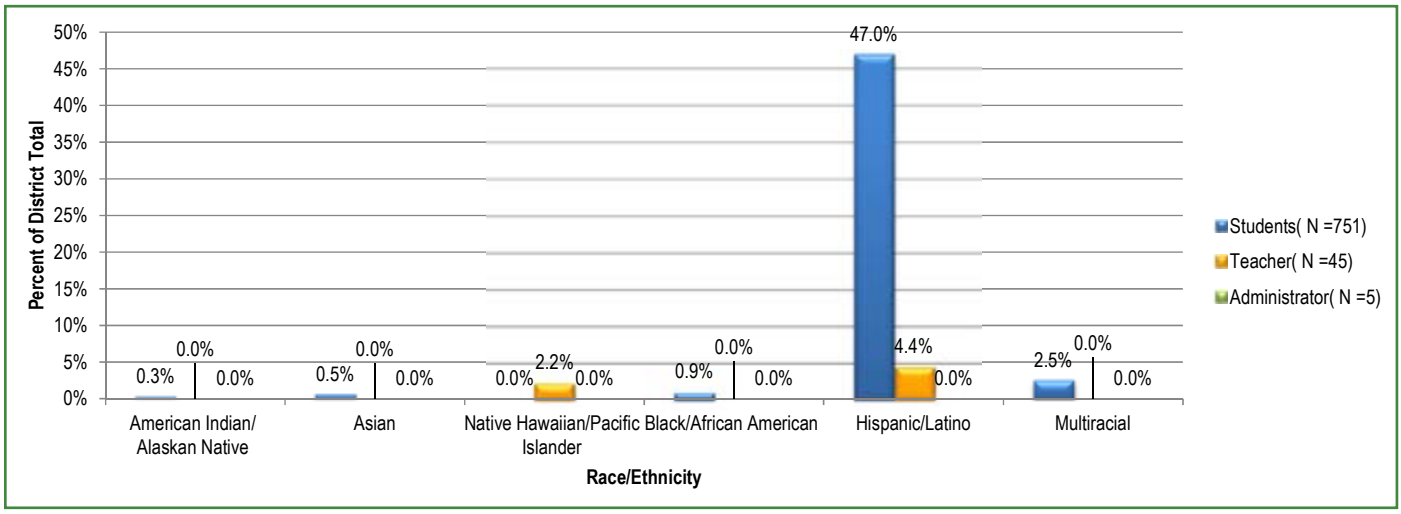


MORROW SD 1 2011-12 THROUGH 2017-18



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN MT ANGEL SD 91 2017-2018



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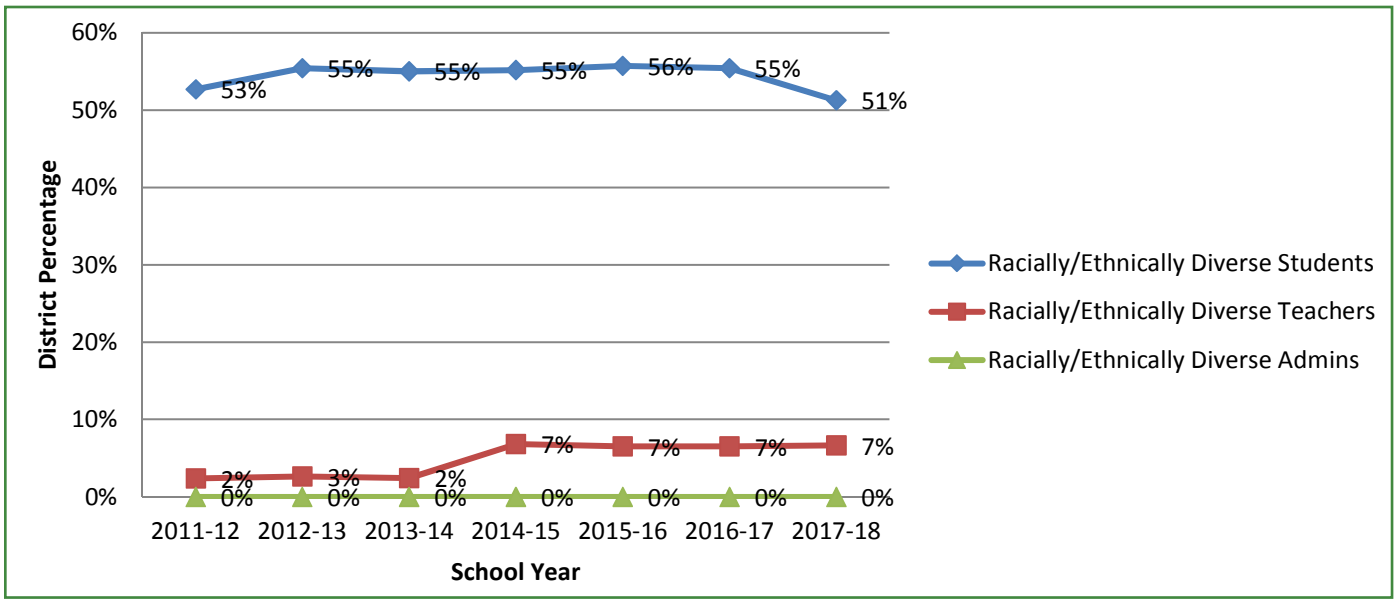

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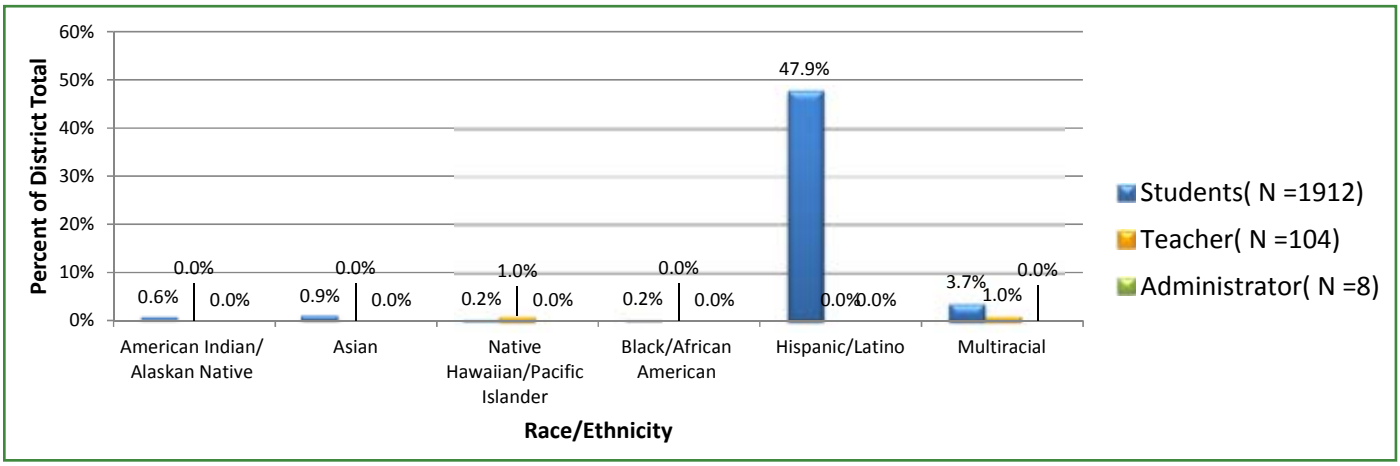
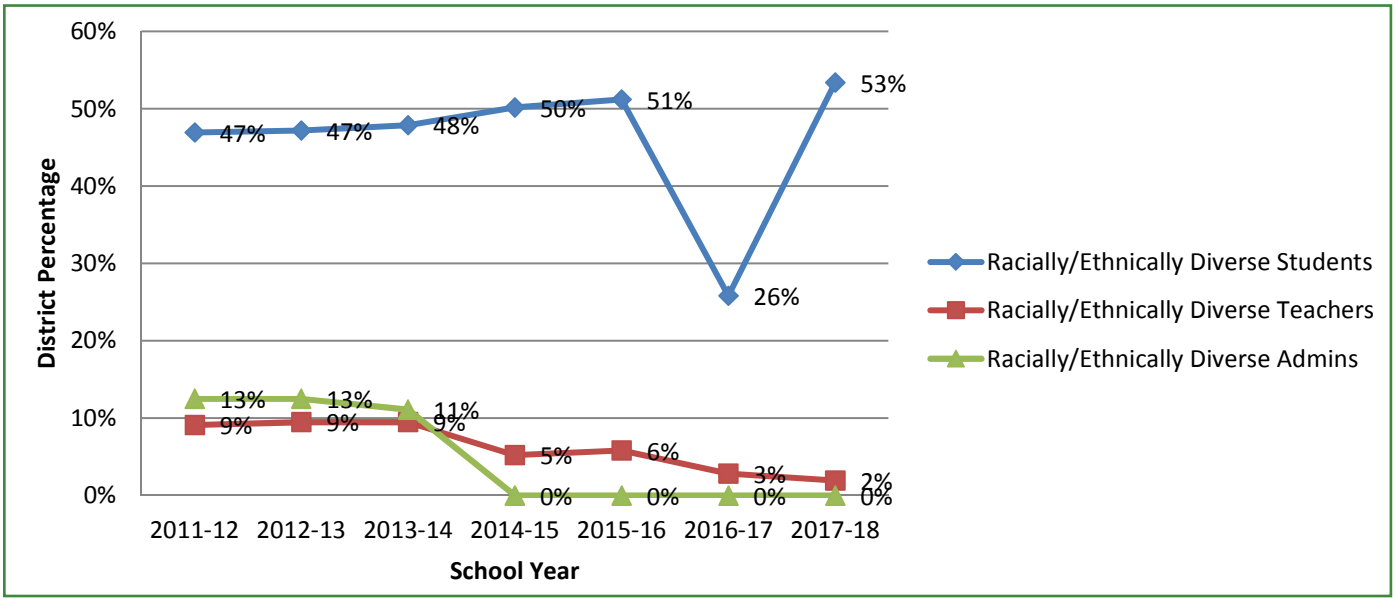


NORTH MARION SD 15 2011-12 THROUGH 2017-18



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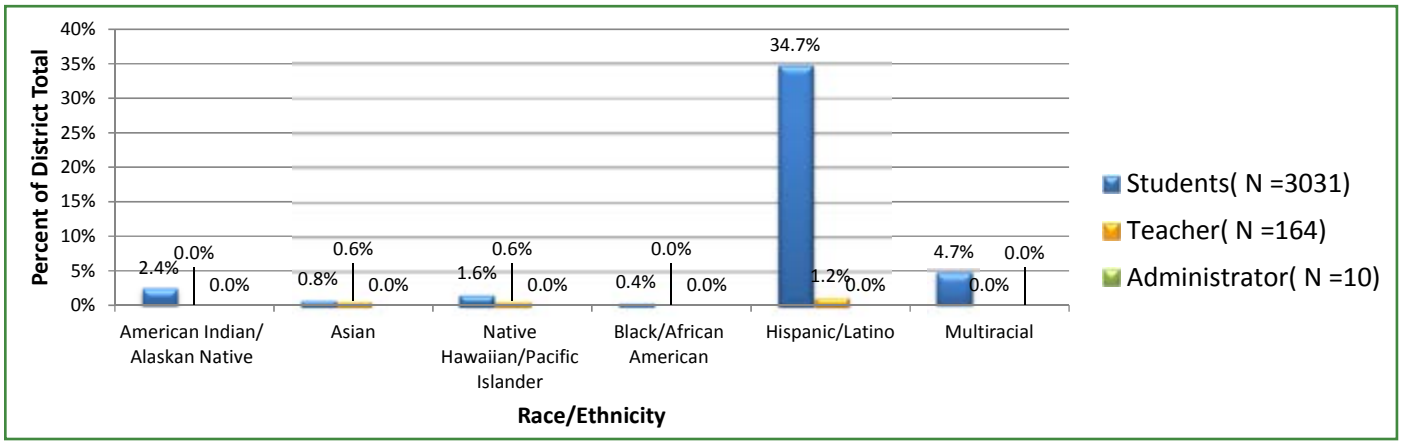
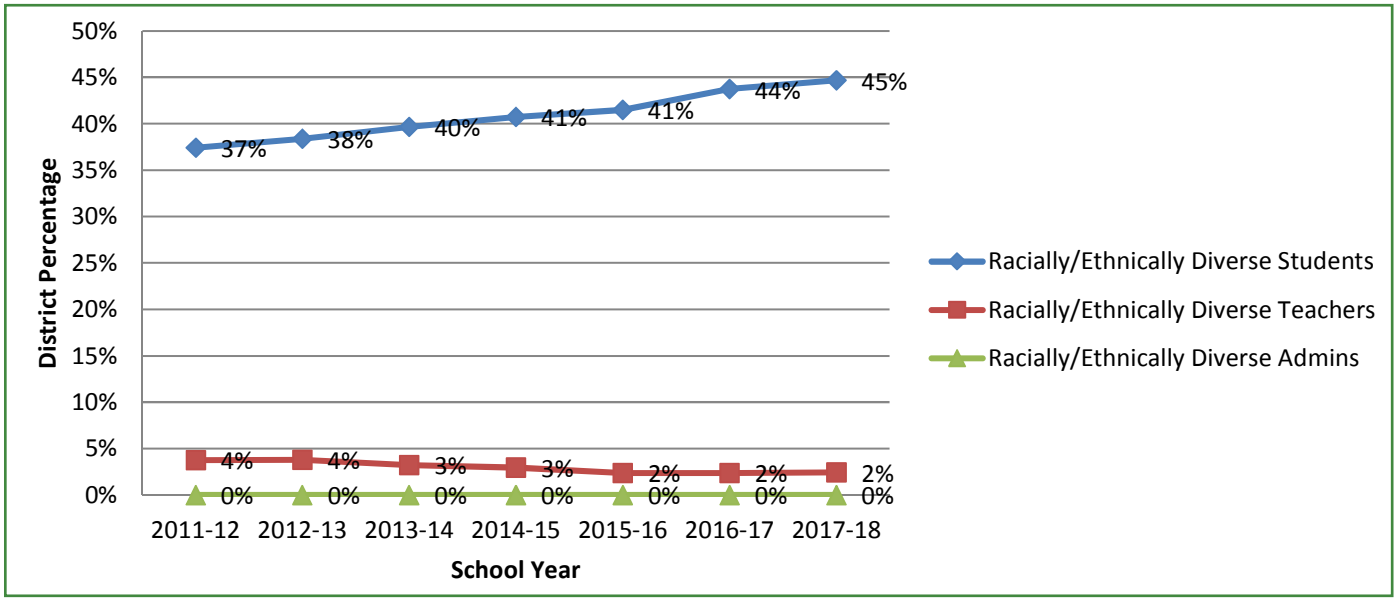
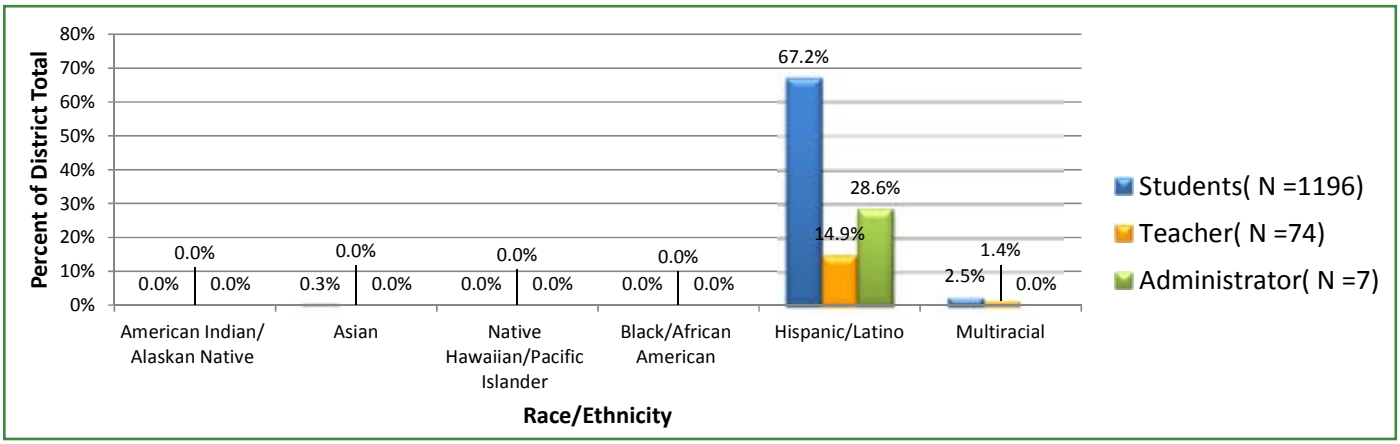


NORTH WASCO COUNTY SD 21 2011-12 THROUGH 2017-18



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN NYSSA SD 26 2017-2018



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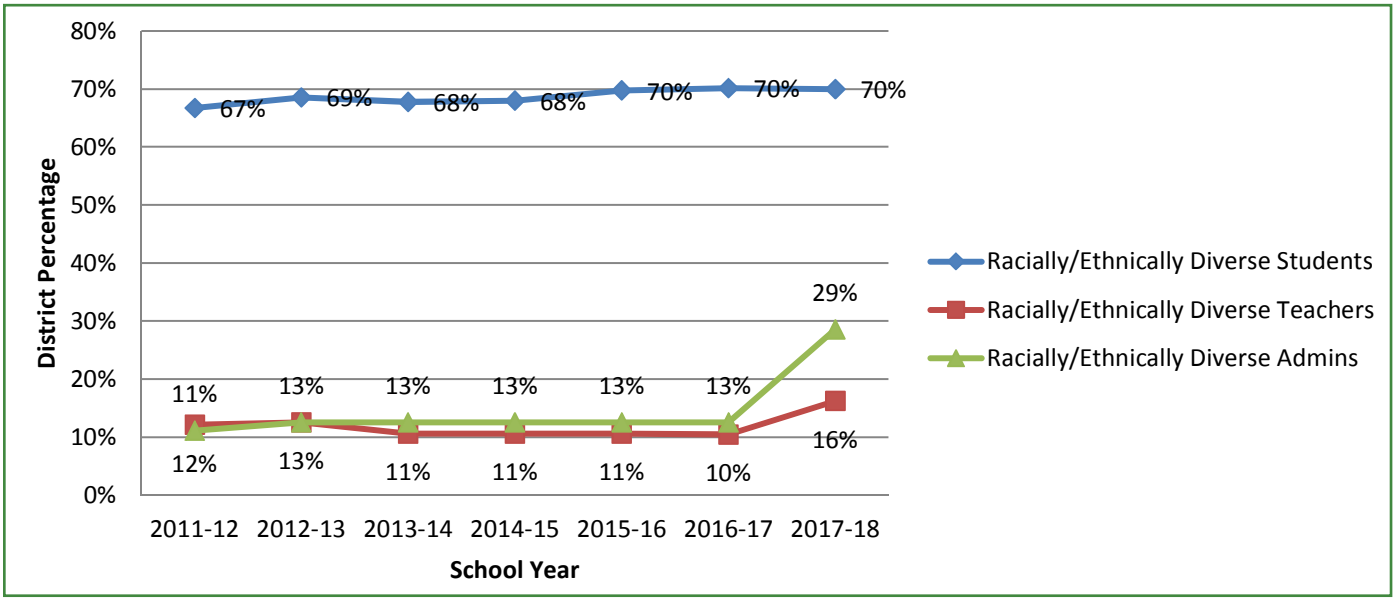
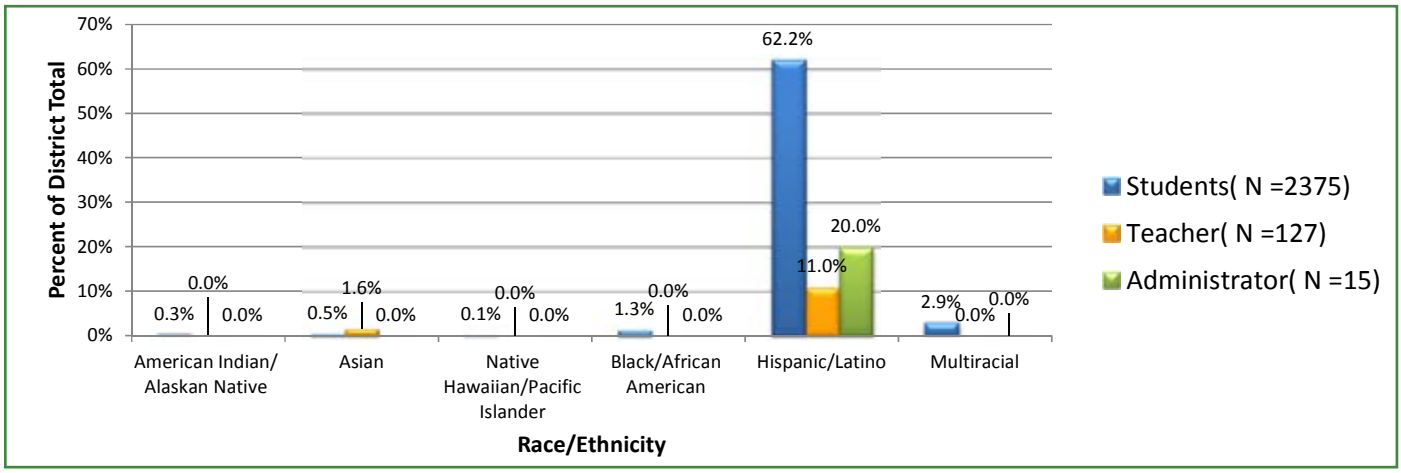


RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN ONTARIO SD 8C 2017-2018



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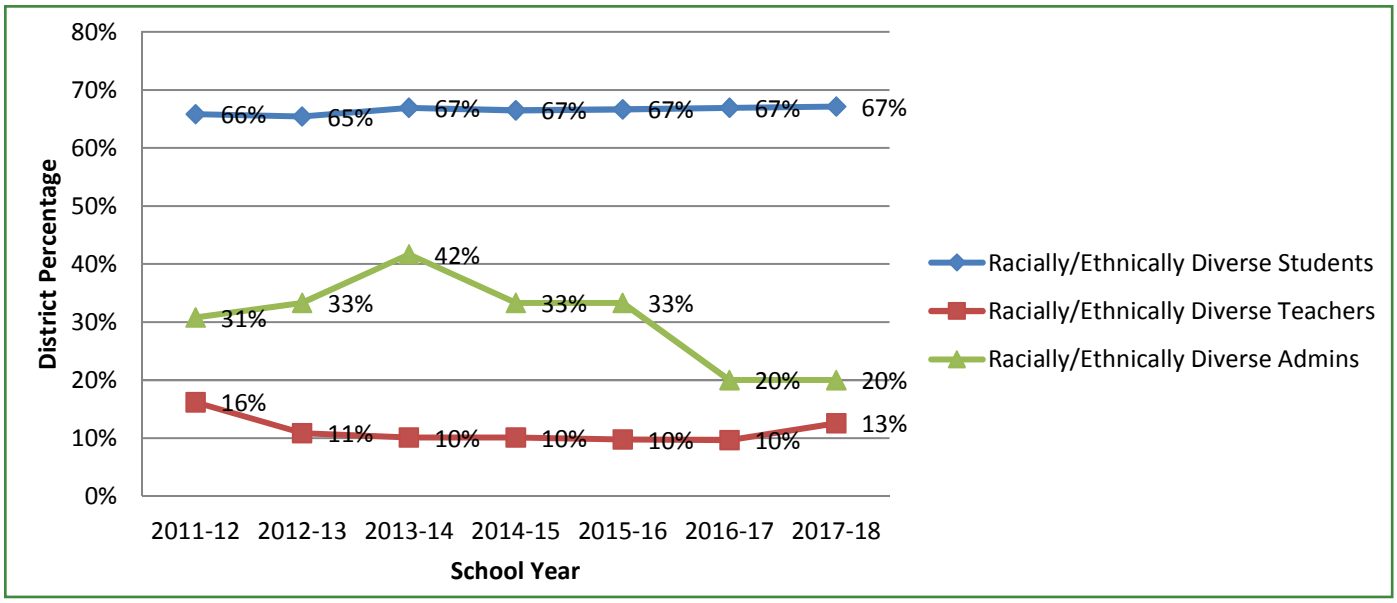
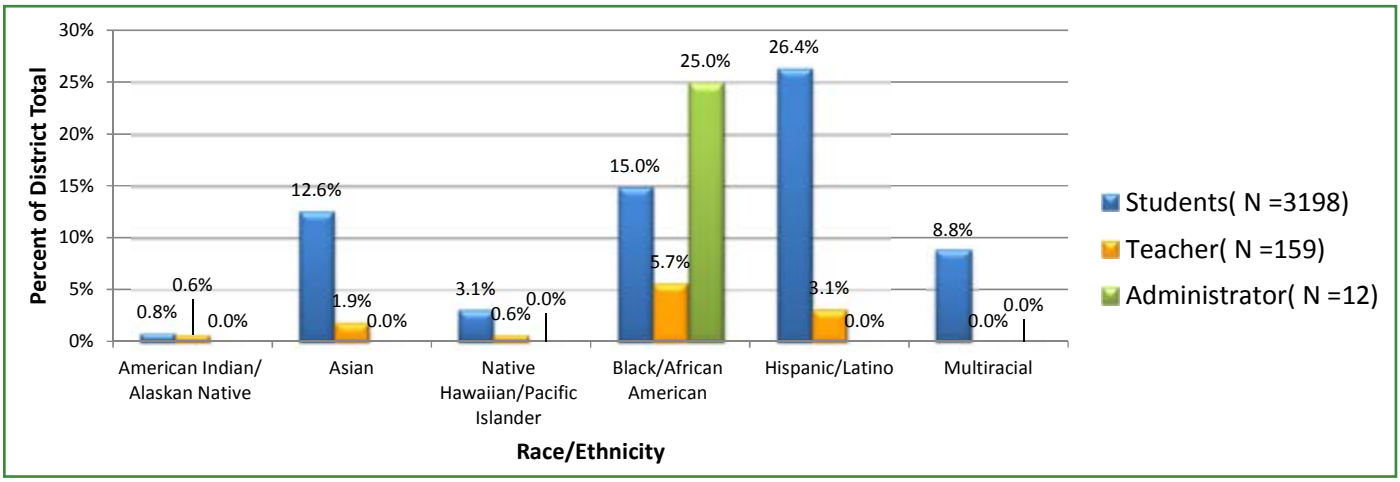
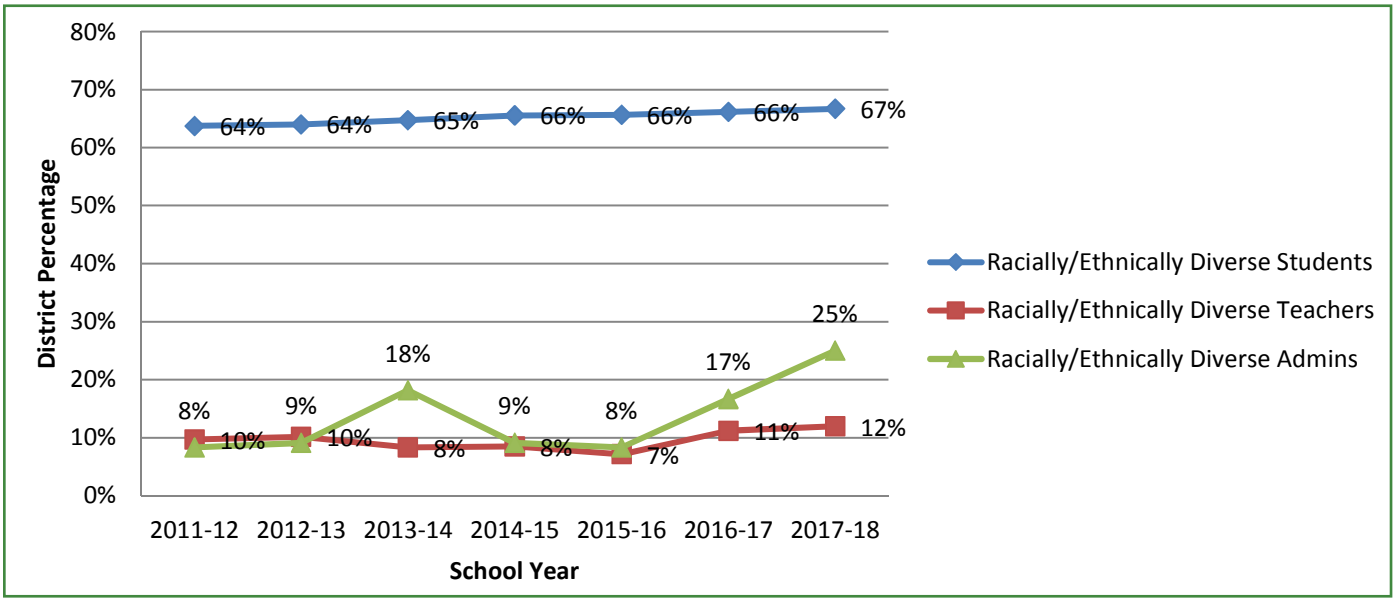


RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN PARKROSE SD 3 2017-2018



PARKROSE SD 3 2011-12 THROUGH 2017-18



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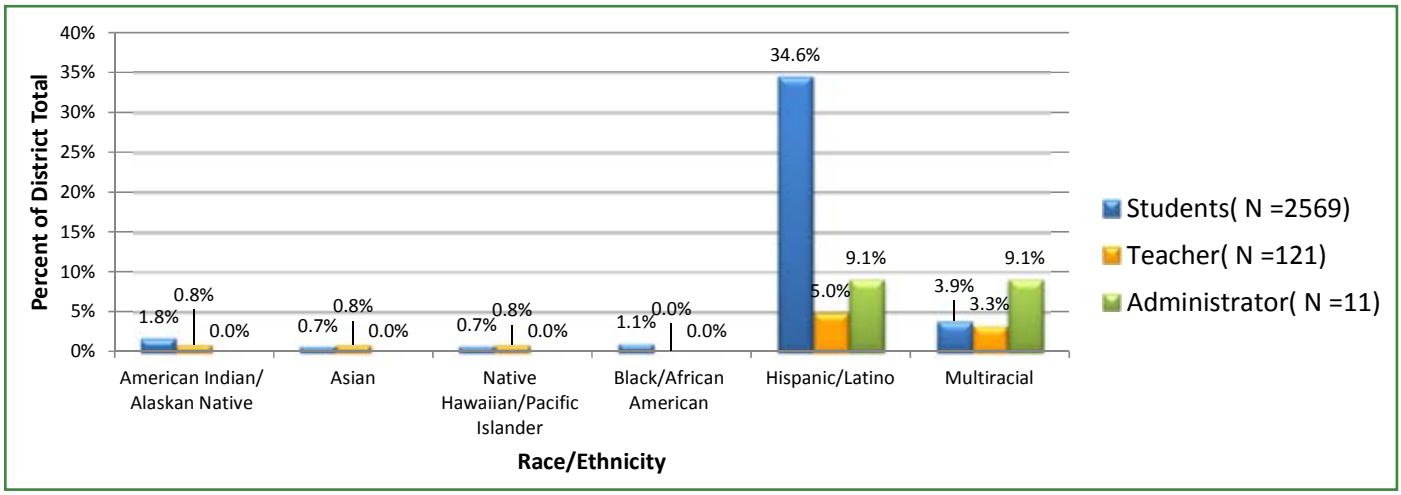
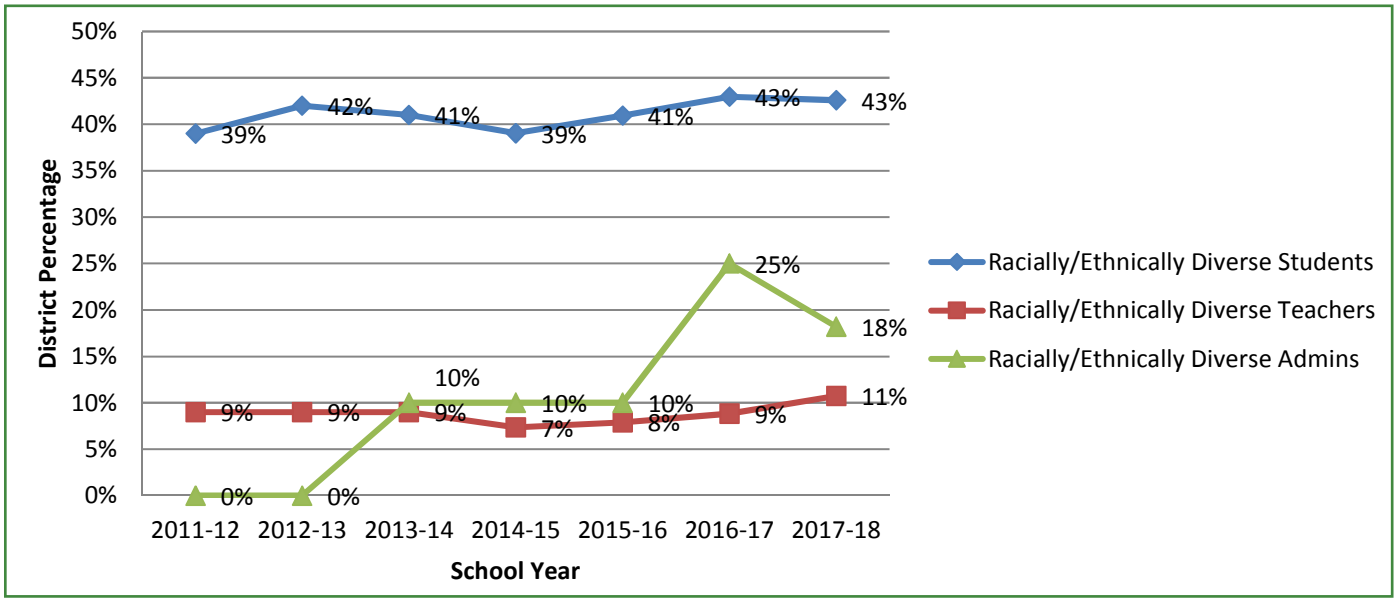
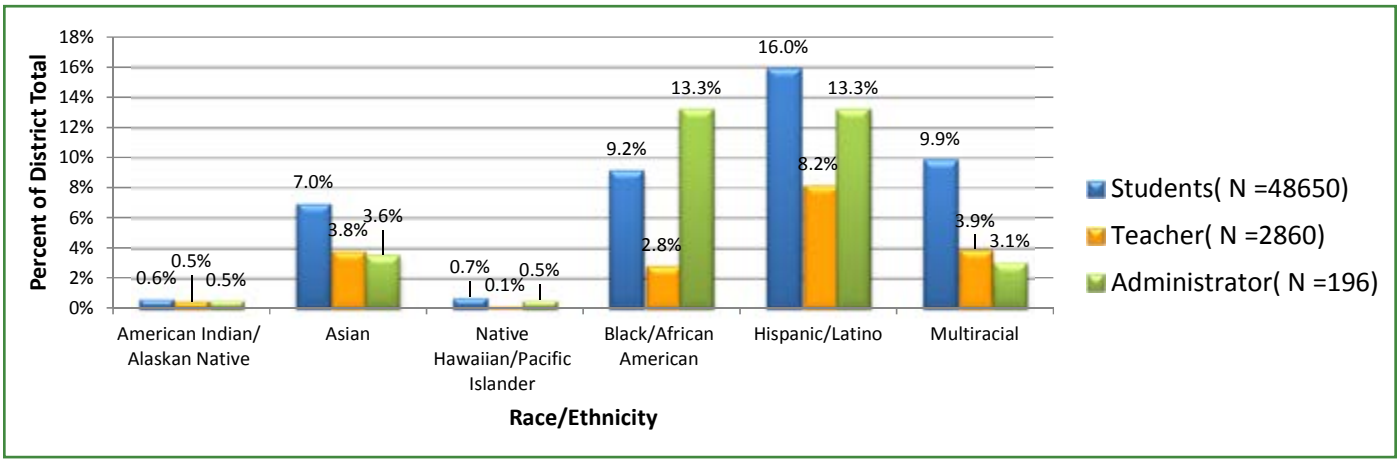


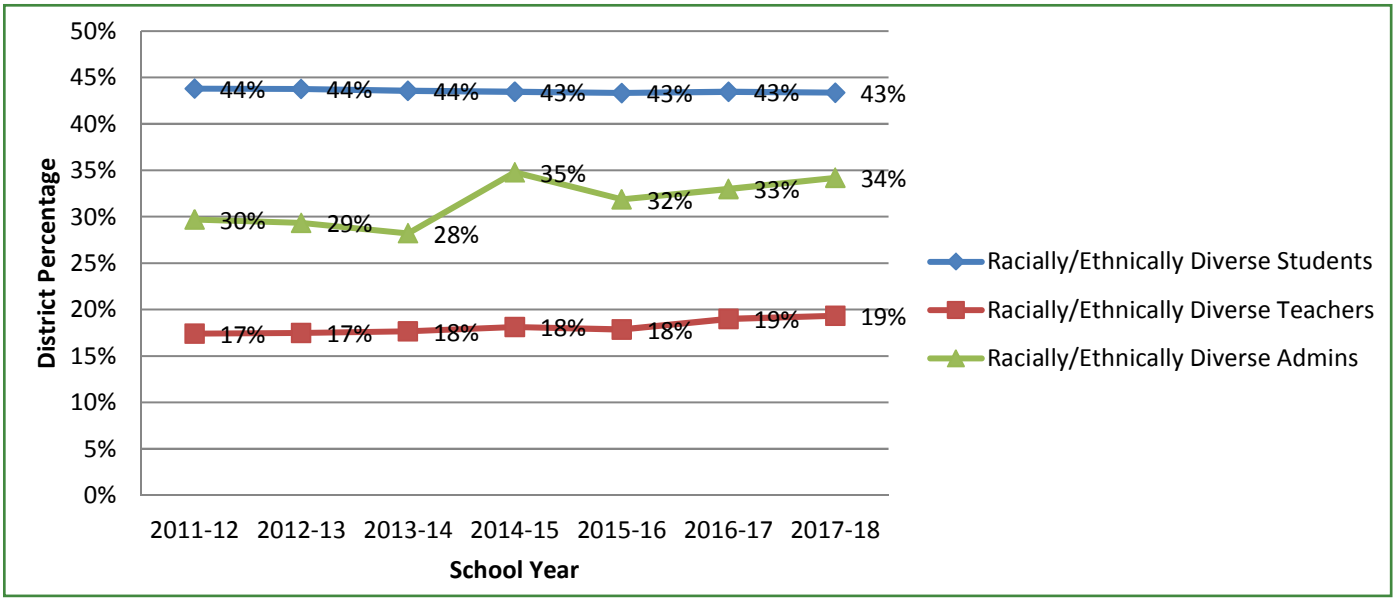
PHOENIX-TALENT SD 4 2011-12 THROUGH 2017-18



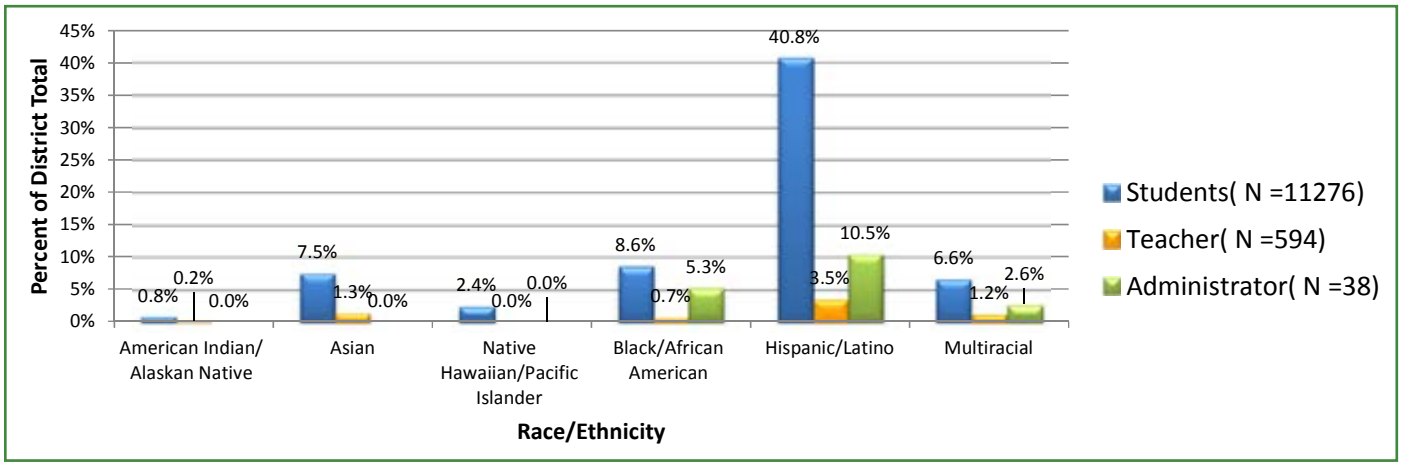
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN PORTLAND SD 1J 2017-2018



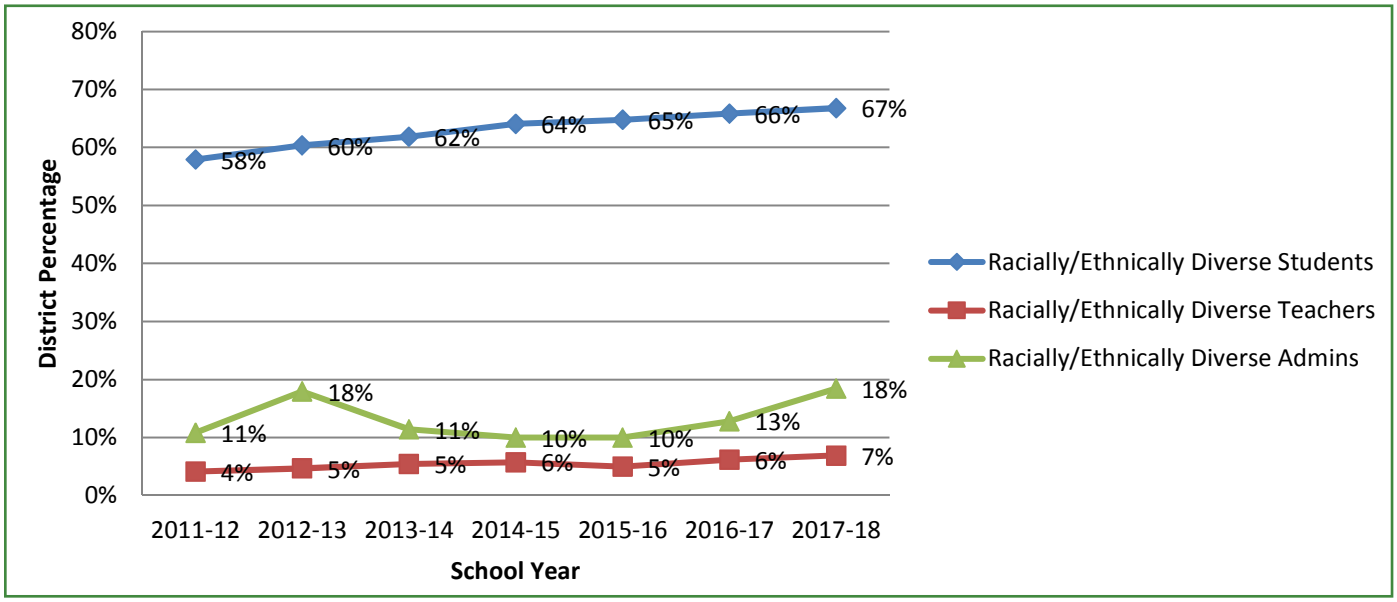
PORTLAND SD 1J 2011-12 THROUGH 2017-18



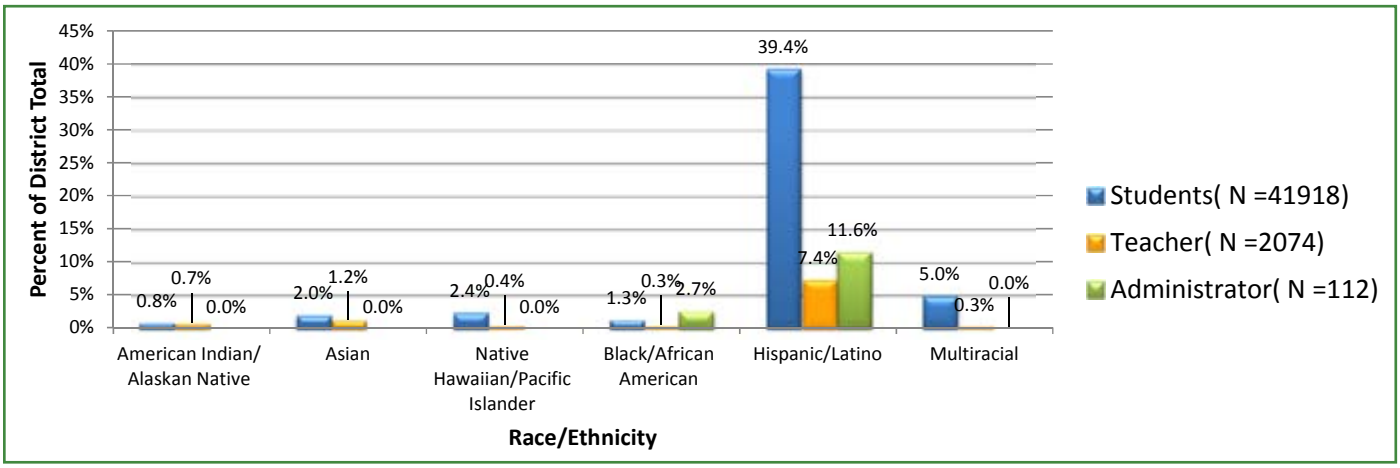
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN REYNOLDS SD 7 2017-2018



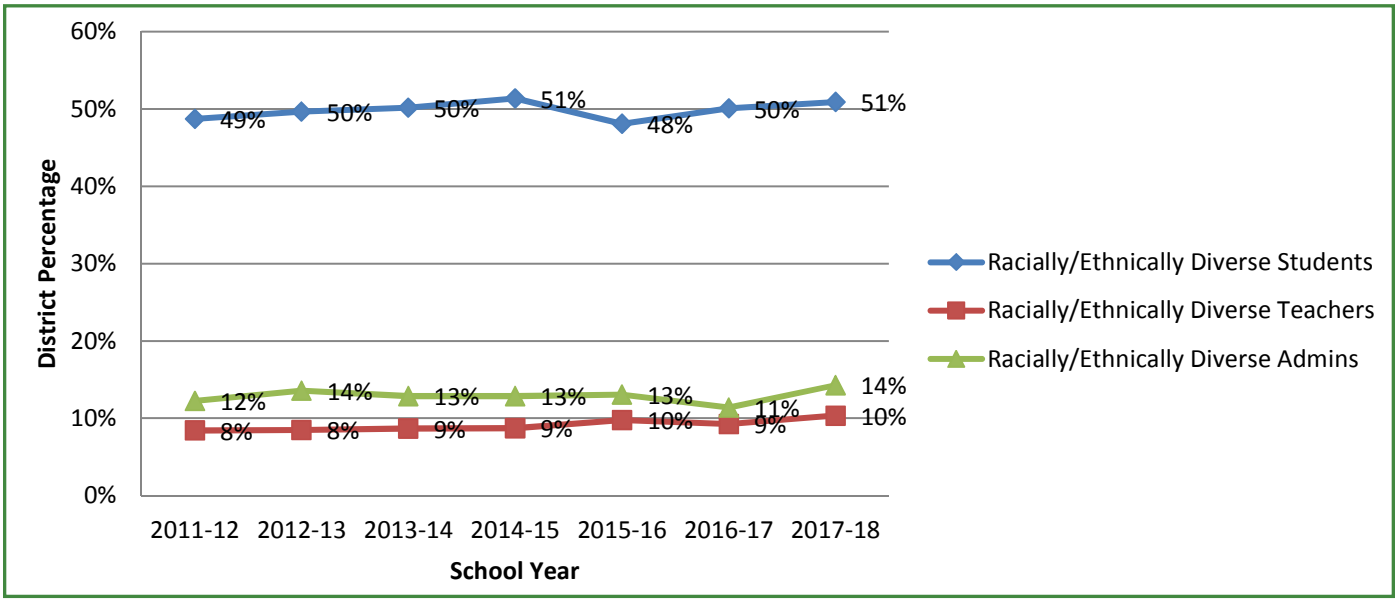
REYNOLDS SD 7 2011-12 THROUGH 2017-18



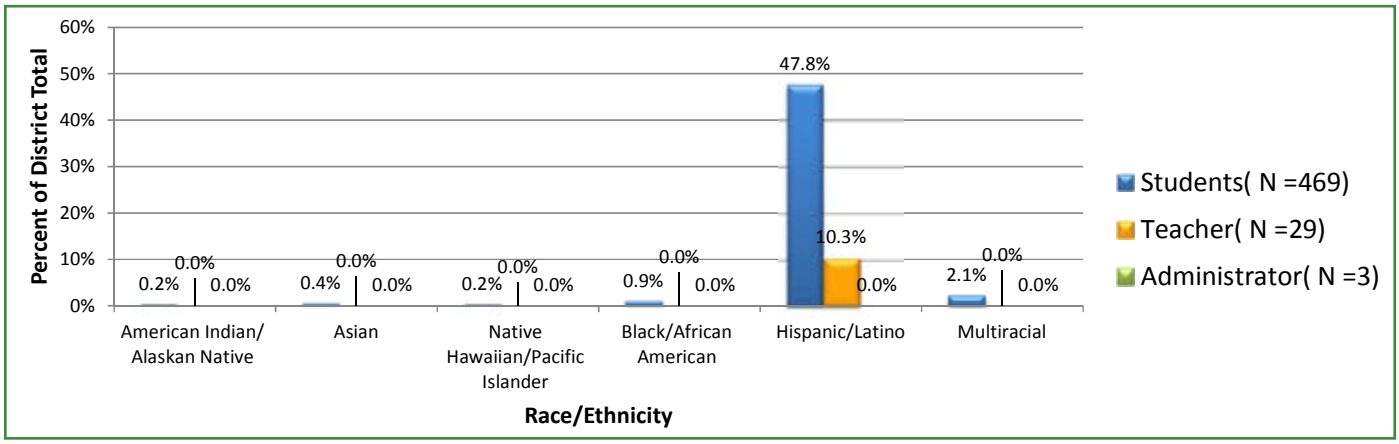
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN SALEM-KEIZER SD 24J 2017-2018



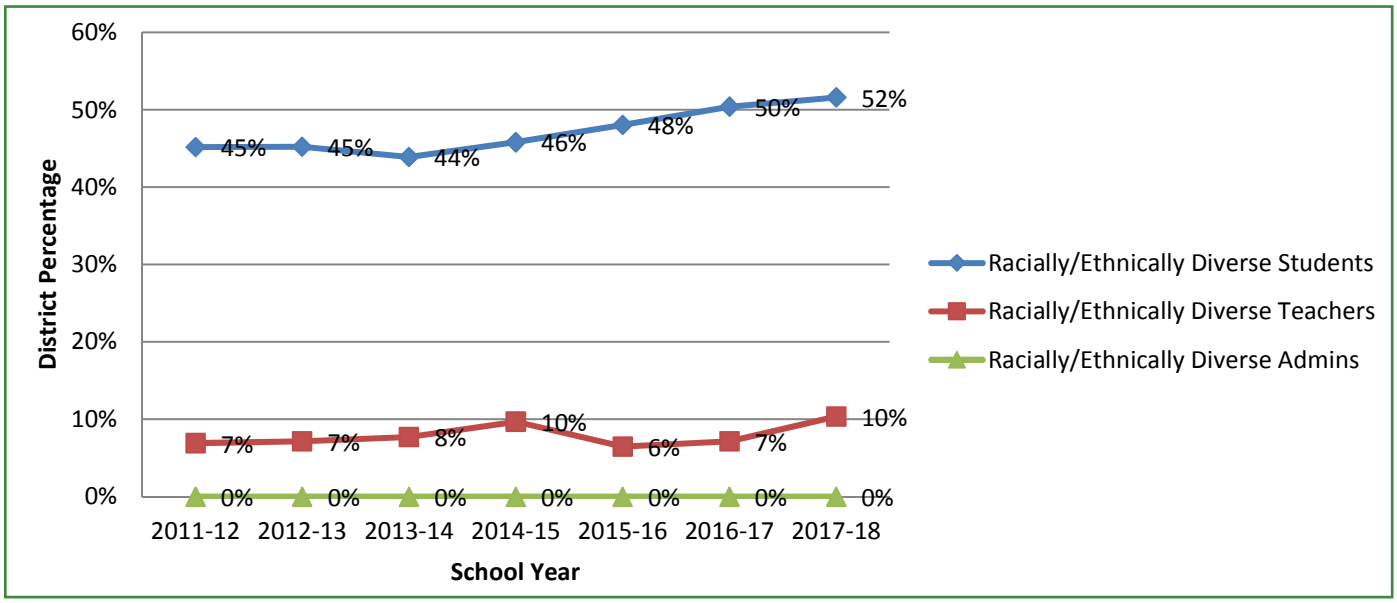
SALEM-KEIZER SD 24J 2011-12 THROUGH 2017-18



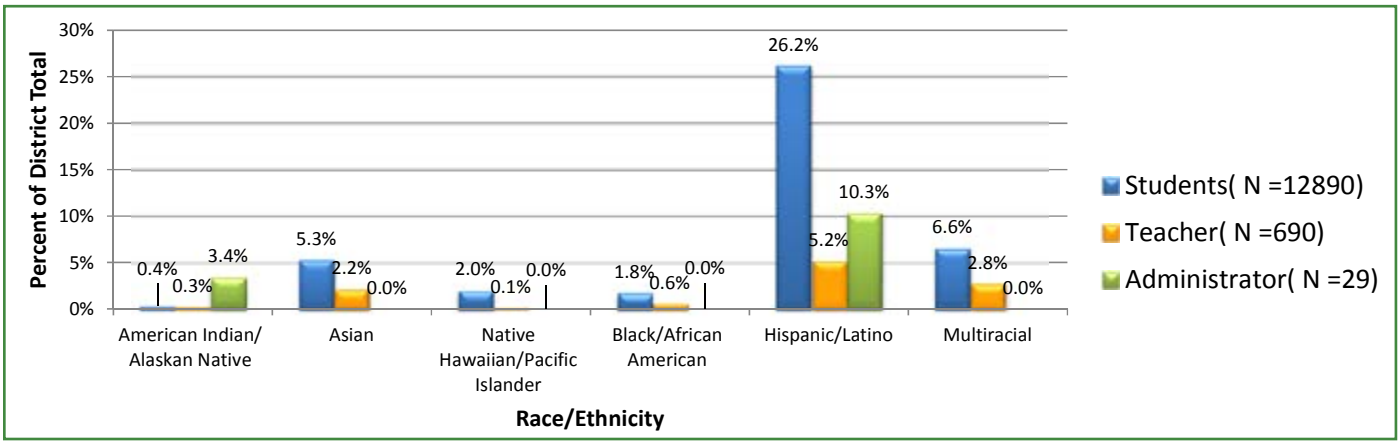
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN STANFIELD SD 61 2017-2018



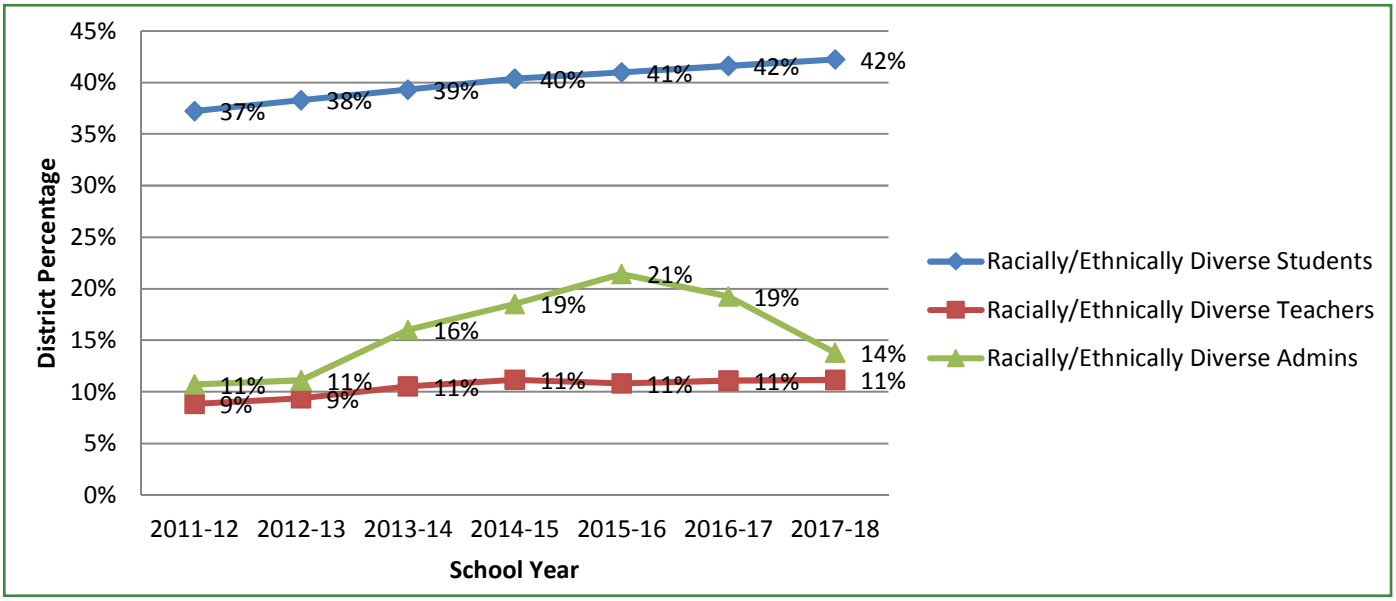
STANFIELD SD 61 2011-12 THROUGH 2017-18



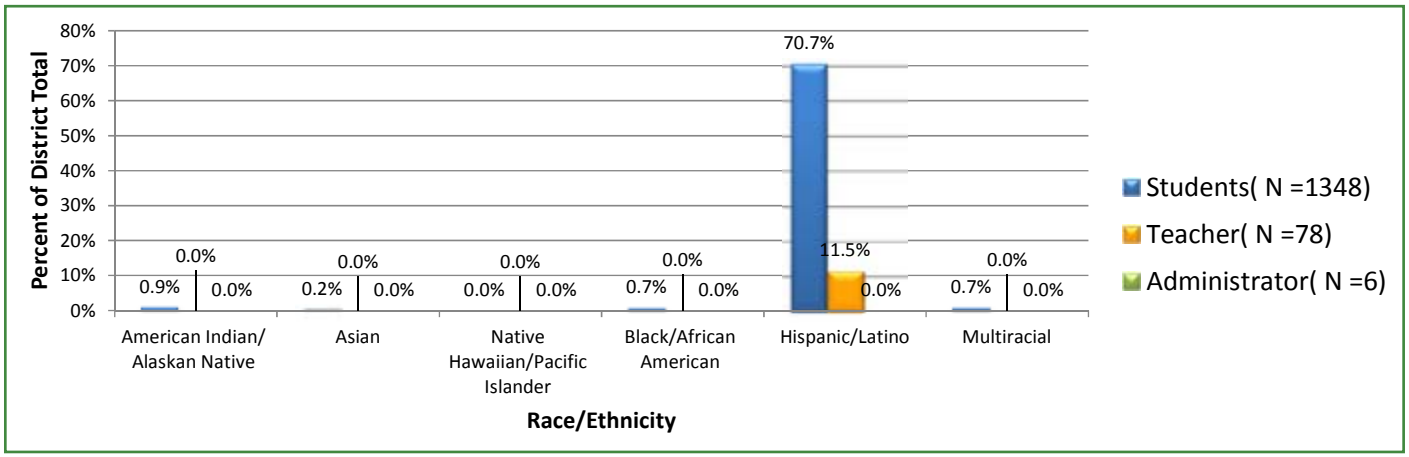
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN TIGARD-TUALATIN SD 23J 2017-2018



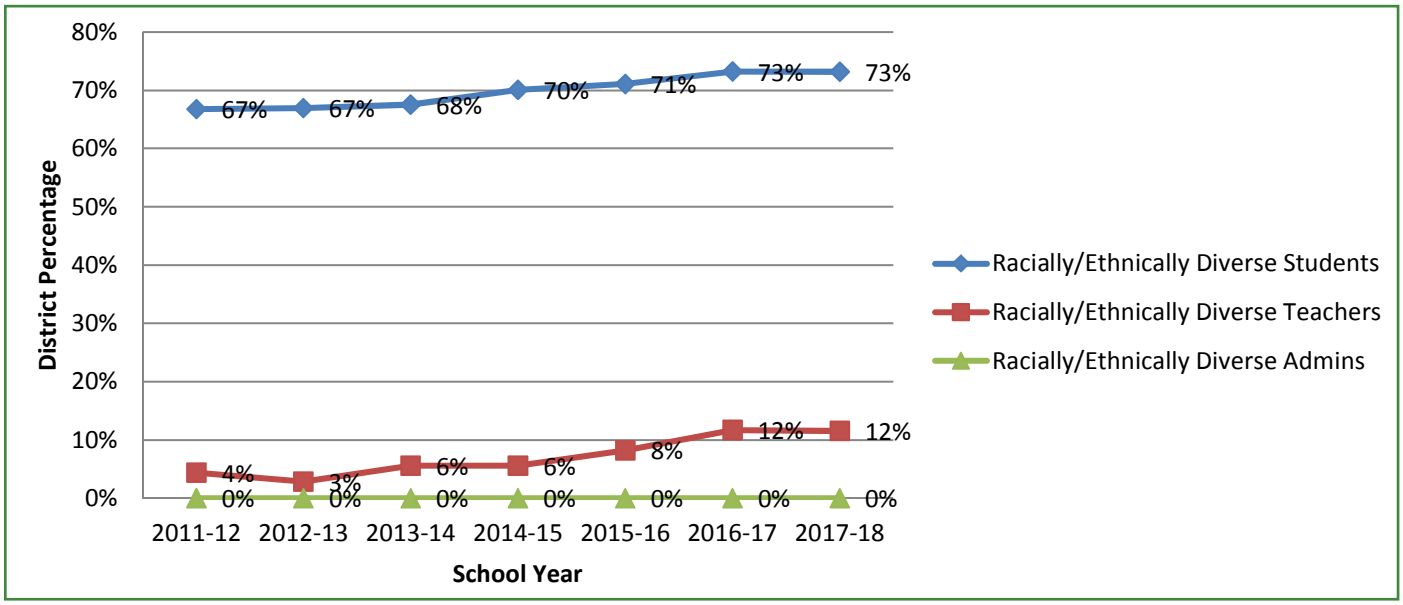
TIGARD-TUALATIN SD 23J 2011-12 THROUGH 2017-18



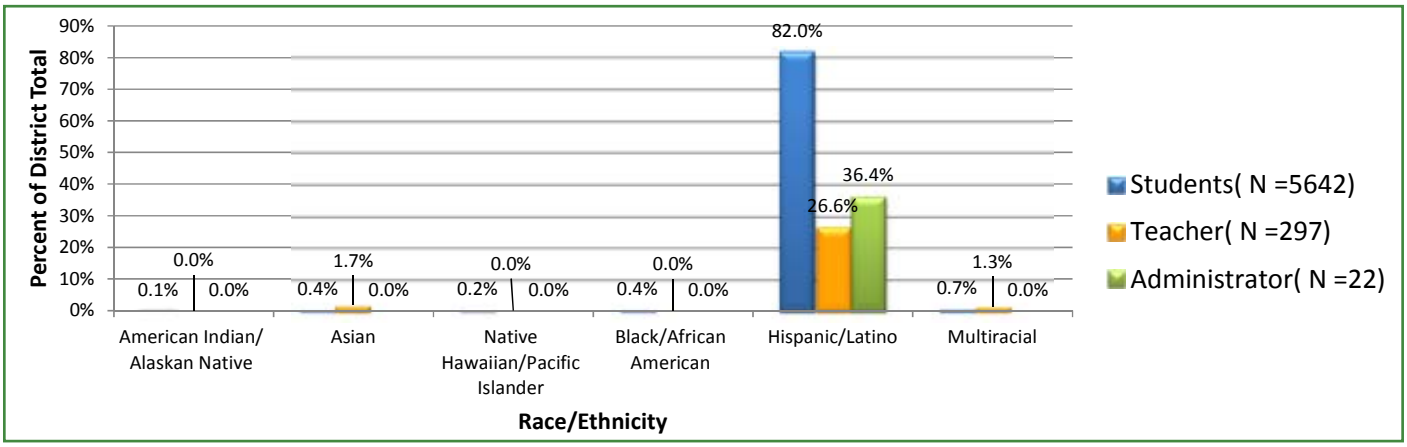
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN UMATILLA SD 6R 2017-2018



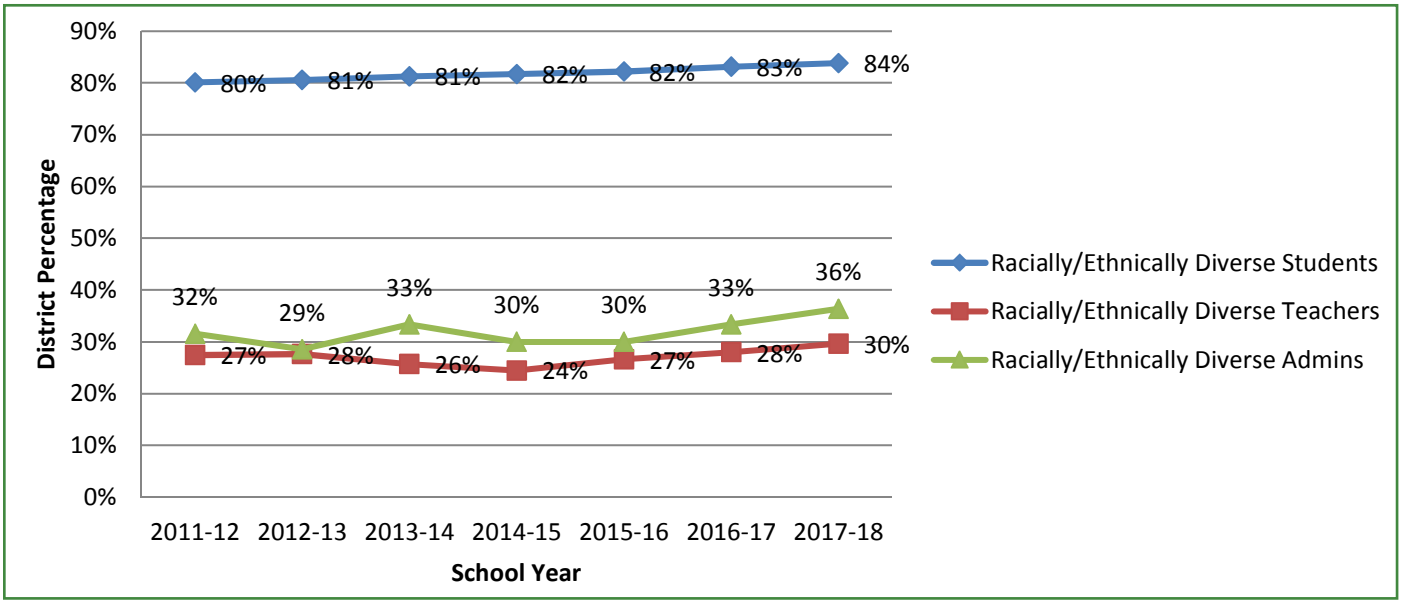
UMATILLA SD 6R 2011-12 THROUGH 2017-18



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN WOODBURN SD 103 2017-2018



WOODBURN SD 103 2011-12 THROUGH 2017-18



APPENDIX B: 2017-18 OREGON PARTNERSHIPS INVOLVING SCHOOL DISTRICTS AND HIGHER EDUCATION INSTITUTIONS

Name of Partnership	Lead Sponsor	Partners	Focus of Pathway Partnership	Outcomes/Points of Pride
Elementary Ed. Satellite	SOU	Klamath Com College Southwest Oregon CC	BS in elementary education and license	Sustainable cohorts/ blending with SwOCC cohort
Teacher Cadet Program	Warner Pacific University	David Douglas SD, Parkrose SD, Gresham Barlow SD	BS in elementary education and license	Sustainable cohorts/ blending with WPU cohort
Rural Teacher Pathway Project	Oregon Coast Community College	Western Oregon, Lincoln County SD	Early Childhood Certificate, BS in elementary ed, Bilingual Endorsement	Bilingual educators, high school/college matriculation, accessing Oregon Promise
Bilingual Teacher Pathway Program	Portland State University	Consortium of School Districts: Beaverton, Canby, The Dalles, David Douglas, Forest Grove, Gresham-Barlow, Hillsboro, Hood River, North Clackamas, Portland Public, Reynolds, Salem-Keizer, Tigard-Tualatin, Woodburn	BA in liberal studies or Masters in Education with elementary license, & ESOL endorsement	National Award for Culturally Responsive Teacher Ed Program by AACTE & Southern Poverty Law Center in 2012; graduated over 300 bilingual teachers since 1998; supports aspiring bilingual teachers in multiple languages; offered at both undergraduate and graduate level
Pacific University B.Ed. Program	Pacific University	Chemeketa CC, Clackamas CC, Pacific Univ. Woodburn Campus, Woodburn SD	Community College-based Bachelors-Level Pathway	Bilingual educators, community-based grow-your-own
Clinically-based MAT	Oregon State University	Beaverton School District	"Teach for Beaverton" MAT in Elementary	Diverse teacher candidates with an extended resident year
Clinically-based MAT	Oregon State University	Portland Public Schools	Dual Language Teacher Fellows (Elementary)	Dual Language Extended Residency
Teachers Educating All Multilingual Students (TEAMS)	Oregon State University	OSU/Beaverton SD/Bend-La Pine SD/Corvallis SD/Greater Albany SD/Springfield SD	ESOL endorsement	In-service teachers obtaining their ESOL endorsement on site
Oregon Teacher Pathway	Eastern Oregon University	Milton Freewater SD, Ontario SD, Hermiston SD, Pendleton SD, Umatilla SD, Vale SD (7 additional partnerships will be included for 18-19)	Grow Your Own Teacher Pathway: Diversifying the Teacher Workforce Through Culturally Responsive Practices	State recognition, continued funding and growing program. State and national presentation and recognition by many leading scholars in CRP. Diversifying the teacher workforce and building more culturally and linguistically responsive educators
Center for Culturally Responsive Practices	Eastern Oregon University	Milton Freewater SD, Ontario SD, Hermiston SD, Pendleton SD, Umatilla SD, Vale SD, EOU, IMESD (7 additional partners will be added for 18-19)	p-20 training and resources on Cultural Responsive Teaching and Learning	State recognition, continued funding and growing participation. State and national presentations Nationally recognized scholars contributing to the work. Building more culturally and linguistically responsive educators p-20 education
Portland Teachers Program	PCC & PSU	PSU, PCC, PPS, BSD	Focus of Pathway Partnership: Masters/ License for K-12, Social Justice Lens, mandatory work on race and class, alumni participation, priority hiring consideration	29 years of success; over 200 graduates of color; 60 current students; strong alumni and community support; national recognition
STEM Teacher Education Pathway	Lewis & Clark Graduate School of Education and Counseling	PCC (SE), PPS, Lewis & Clark College of Arts and Sciences, Lewis & Clark Graduate School of Education and Counseling	Increase # of students who move from PCC, to LC-CAS, to LC-GSEC for MAT in STEM teaching; emphasis on increasing the number of students from groups underrepresented in STEM majors and careers (including teaching)	Funded by grant from National Science Foundation
Science Teaching Pathway	Portland Community College, Pacific University, Beaverton School District	PCC, Pacific University, Beaverton School District	Develop a coherent pathway for culturally and linguistically diverse students from K-12 to a Science MAT (and possible CTE license) in partnership with Beaverton School District, Portland Community College, and Pacific University.	Leveraging resources and thoughtful programing (AVID, STEM Tutoring, summer camps for AVID middle school students, AVID pedagogical professional development for PCC faculty, extended paid residencies for grad students)

APPENDIX C: ETHNIC DEMOGRAPHICS FOR PRELIMINARY TEACHER LICENSURE PROGRAM ENROLLMENT DATA FOR PUBLIC AND PRIVATE INSTITUTIONS 2016-2017

Institution	Total	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Multi-Racial	Other
PUBLIC INSTITUTIONS SUBTOTALS	**1,174**	**144**	**12**	**54**	**25**	**4**	**860**	**47**	**28**
Eastern Oregon University	76	3	0	0	1	0	71	0	1
Oregon State University	120	11	1	3	0	0	89	12	4
Portland State University	456	88	3	32	16	2	271	28	
Southern Oregon University	88	7	2	3	1	1	68	0	6
University of Oregon	160	17	4	7	2	0	116	7	7
Western Oregon University	292	18	2	9	5	1	245	2	10
PRIVATE INSTITUTIONS SUBTOTALS	**1,422**	**128**	**15**	**47**	**25**	**9**	**874**	**82**	**242**
Concordia University- Oregon[1]	339	4	1	1	9	1	136	12	175
Corban University	64	14	1	2	0	1	40	4	2
George Fox University	360	29	0	20	2	2	272	19	16
Lewis and Clark College	73	8	0	3	0	0	58	2	2
Linfield College	28	4	1	2	2	1	18	0	0
Marylhurst University	36	3	1	2	2	0	23	4	1
Multnomah University	38	0	0	2	0	0	28	4	4
Northwest Christian University	81	6	4	2	2	1	63	3	0
Pacific University	148	31	6	7	2	2	118	25	43
University of Portland	86	8	0	4	3	1	66	4	0
Warner Pacific College	74	11	1	2	3	0	52	5	0
ALL TOTALS	**2,596**	**272**	**27**	**101**	**50**	**13**	**1,734**	**129**	**270**

Source: Westat provided by Teacher Standards and Practices Commission

1 In previous years Concordia only reported undergraduate students completing the "admit to major" process (typically Juniors and Seniors). In 2016-17, they included all students taking EDU courses and declaring EDU as their major. MATs: This includes the cohorts who started the MAT evening program on August 28, 2017. (In all, we had 13 cohorts enrolled between September 1, 2016 and August 31, 2017.

APPENDIX D: ETHNIC DEMOGRAPHICS FOR PRELIMINARY TEACHER LICENSURE PROGRAM COMPLETER DATA FOR PUBLIC AND PRIVATE INSTITUTIONS 2016-2017

Institution	Total	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Multi-Racial	Not specified or other
PUBLIC INSTITUTIONS SUBTOTALS	**880**	**52**	**10**	**52**	**10**	**6**	**676**	**42**	**32**
Eastern Oregon University	81	4	-	2	1	-	67	4	3
Oregon State University	149	1	-	6	-	1	132	7	2
Portland State University	236	18	5	26	7	2	154	14	10
Southern Oregon University	88	5	1	1	-	-	72	4	5
University of Oregon	119	10	4	10	1	1	84	5	4
Western Oregon University	207	14	-	7	1	2	167	8	8
PRIVATE INSTITUTIONS SUBTOTALS	**755**	**26**	**4**	**26**	**7**	**4**	**606**	**44**	**38**
Concordia University- Oregon[1]	198	5	-	7	3	-	162	8	13
Corban University	53	2	-	1	1	-	46	2	1
George Fox University	145	8	2	7	2	-	115	5	6
Lewis and Clark College	68	2	-	1	-	-	57	5	3
Linfield College	25	1	-	1	-	-	21	2	-
Marylhurst University	15	-	-	-	-	-	12	1	2
Northwest Christian University	50	1	1	2	-	-	41	3	2
Pacific University	98	5		3		2	74	6	8
University of Portland	88	2	1	4	1	2	63	12	3
Warner Pacific College	15	-	-	-	-	-	15	-	-
ALL TOTALS	**1,635**	**78**	**14**	**78**	**17**	**10**	**1,282**	**86**	**70**

Source: Oregon Teacher Standards and Practices Commission
NOTE: Most institutions had students categorized as either Not Specified or Other.

APPENDIX E: ETHNIC DEMOGRAPHICS FOR PRELIMINARY ADMINISTRATOR LICENSURE PROGRAM ENROLLMENT DATA BY PUBLIC AND PRIVATE INSTITUTIONS 2016-17

Institution	Total	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Multi-Racial	Unknown
PUBLIC INSTITUTIONS SUBTOTALS	**149**	**ds**	**ds**	**ds**	**ds**	**0**	**110**	**ds**	**ds**
Portland State University	79	15	1	3	4	0	53	1	2
Southern Oregon University	11	1	0	0	0	0	9	0	1
University of Oregon[2]	59	ds	ds	ds	ds	ds	48	ds	ds
PRIVATE INSTITUTIONS SUBTOTALS	**349**	**11**	**2**	**8**	**6**	**0**	**280**	**6**	**36**
Concordia University- Oregon	147	4	1	1	3	0	118	1	19
COSA/ Concordia of Chicago	40	2	1	0	1	0	31	1	4
George Fox University	84	1	0	5	1	0	68	3	6
Lewis and Clark College	48	2	0	1	1	0	40	1	3
University of Portland	30	2	0	1	0	0	23	0	4
ALL TOTALS	**498**						**390**		

Source: Westat provided by Teacher Standards and Practices Commission

1 University of Oregon suppresses data for numbers less than 10 designating the data point as ds (data suppressed).

APPENDIX F: ETHNIC DEMOGRAPHICS FOR 2016-17 PRELIMINARY ADMINISTRATOR LICENSURE PROGRAM COMPLETER DATA BY PUBLIC & PRIVATE INSTITUTIONS

Institution	Total	Hispanic or Latino	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Multi-Racial	Not specified or other
PUBLIC INSTITUTIONS SUBTOTALS	115	6	-	4	3	1	93	1	7
Portland State University	63	5	-	2	3	1	45	-	7
Southern Oregon University	10	1	-	-	-	-	9	-	-
University of Oregon	42	-	-	2	-	-	39	1	-
PRIVATE INSTITUTIONS SUBTOTALS	115	2	1	1	6	-	97	1	7
Concordia University- Oregon[1]	39	-	-	-	3	-	34	1	1
COSA/Concordia of Chicago	27	2	1	-	2	-	21	-	1
George Fox University	18	-	-	1	1	-	13	-	3
Lewis and Clark College	14	-	-	-	-	-	13	-	1
University of Portland	17	-	-	-	-	-	16	-	1
ALL TOTALS	230	8	1	5	9	1	190	2	14

Source: Oregon Teacher Standards and Practices Commission
NOTE: Most institutions had students categorized as either Not Specified or Other who are not included in this table.

APPENDIX G: TEACHER CANDIDATE LICENSURE TEST PASS RATES

Essential Academic Skills I Read	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (8/2010-6/3/2018)		6,145	5,681	464	92.0%	8.0%	257.9
YTD 9/1/2017 - 6/3/2018	**All Selections**	**146**	**130**	**16**	**89.0%**	**11.0%**	**250.8**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	8	Low N	Low N	-	-	Low N
	Hispanic	17	15	2	88.0%	12.0%	241.8
	Multiracial	11	8	3	73.0%	27.0%	224.9
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	6	Low N	Low N	-	-	Low N
	White (non-Hispanic)	99	88	11	89.0%	11.0%	254.2
2016-17	**All Selections**	**232**	**200**	**32**	**86.0%**	**14.0%**	**251**
	African Amer/ Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	8	Low N	Low N	-	-	Low N
	Hispanic	25	16	9	64.0%	36.0%	233.8
	Multiracial	8	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	4	Low N	Low N	-	-	Low N
	Other	6	Low N	Low N	-	-	Low N
	Undeclared	8	Low N	Low N	-	-	Low N
	White (non-Hispanic)	170	154	16	91.0%	9.0%	255.9
2015-16	**All Selections**	**269**	**247**	**22**	**92.0%**	**8.0%**	**254.5**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	12	11	1	92.0%	8.0%	239.8
	Hispanic	22	15	7	68.0%	32.0%	234
	Multiracial	11	11	0	100.0%	0.0%	263.3
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	8	Low N	Low N	-	-	Low N
	White (non-Hispanic)	211	197	14	93.0%	7.0%	256.2

Essential Academic Skills I Read	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
8/2010 - 6/3/2018	**All Selections**	**6,002**	**5,681**	**321**	**95.0%**	**5.0%**	**259.5**
	African Amer/ Black	60	44	16	73.0%	27.0%	231.2
	Asian/Pac Islander	255	214	41	84.0%	16.0%	243
	Hispanic	351	281	70	80.0%	20.0%	240.3
	Multiracial	298	289	9	97.0%	3.0%	262
	Nat Amer/Amer Ind/AK Nat	66	62	4	94.0%	6.0%	253.2
	Other	79	72	7	91.0%	9.0%	255
	Undeclared	265	259	6	98.0%	2.0%	267.3
	White (non-Hispanic)	4,628	4,460	168	96.0%	4.0%	261.8

EAS II Write	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (8/2010-6/3/2018)		**6,253**	**5,251**	**1,002**	**84.0%**	**16.0%**	**240**
YTD 9/1/2017 - 6/3/2018	**All Selections**	**149**	**114**	**35**	**77.0%**	**23.0%**	**234**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	8	Low N	Low N	-	-	Low N
	Hispanic	13	8	5	62.0%	38.0%	223.2
	Multiracial	11	7	4	64.0%	36.0%	222.6
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	6	Low N	Low N	-	-	Low N
	White (non-Hispanic)	106	86	20	81.0%	19.0%	237.2
2016-17	**All Selections**	**238**	**190**	**48**	**80.0%**	**20.0%**	**236.2**
	African Amer/ Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	11	5	6	45.0%	55.0%	201.1
	Hispanic	21	16	5	76.0%	24.0%	223.9
	Multiracial	8	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	4	Low N	Low N	-	-	Low N
	Other	5	Low N	Low N	-	-	Low N
	Undeclared	12	10	2	83.0%	17.0%	248.3
	White (non-Hispanic)	174	145	29	83.0%	17.0%	240.2

EAS II Write	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2015-16	**All Selections**	**295**	**228**	**67**	**77.0%**	**23.0%**	**236.6**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	13	8	5	62.0%	38.0%	232.8
	Hispanic	21	10	11	48.0%	52.0%	211
	Multiracial	14	12	2	86.0%	14.0%	237.6
	Nat Amer/Amer Ind/AK Nat	5	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	9	Low N	Low N	-	-	Low N
	White (non-Hispanic)	231	185	46	80.0%	20.0%	238.9
8/2010 - 6/3/2018	**All Selections**	**5,960**	**5,251**	**709**	**88.0%**	**12.0%**	**242.6**
	African Amer/ Black	57	36	21	63.0%	37.0%	213.7
	Asian/Pac Islander	246	182	64	74.0%	26.0%	231
	Hispanic	342	232	110	68.0%	32.0%	223.5
	Multiracial	295	268	27	91.0%	9.0%	244.2
	Nat Amer/Amer Ind/AK Nat	64	45	19	70.0%	30.0%	230.7
	Other	77	62	15	81.0%	19.0%	239.5
	Undeclared	266	239	27	90.0%	10.0%	248.3
	White (non-Hispanic)	4,613	4,187	426	91.0%	9.0%	244.8

EAS III Math	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (8/2010-6/3/2018)		**6,102**	**5,375**	**727**	**88.0%**	**12.0%**	**251.3**
YTD 9/1/2017 - 6/3/2018	**All Selections**	**139**	**117**	**22**	**84.0%**	**16.0%**	**245**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	8	Low N	Low N	-	-	Low N
	Hispanic	11	8	3	73.0%	27.0%	232.3
	Multiracial	10	8	2	80.0%	20.0%	239.7
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	3	Low N	Low N	-	-	Low N
	Undeclared	5	Low N	Low N	-	-	Low N
	White (non-Hispanic)	99	87	12	88.0%	12.0%	248.7

EAS III Math	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2016-17	**All Selections**	**233**	**191**	**42**	**82.0%**	**18.0%**	**247**
	African Amer/ Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	10	8	2	80.0%	20.0%	246.6
	Hispanic	20	14	6	70.0%	30.0%	240.9
	Multiracial	9	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	5	Low N	Low N	-	-	Low N
	Other	5	Low N	Low N	-	-	Low N
	Undeclared	10	8	2	80.0%	20.0%	255.1
	White (non-Hispanic)	171	147	24	86.0%	14.0%	249.8
2015-16	**All Selections**	**273**	**241**	**32**	**88.0%**	**12.0%**	**249.7**
	Asian/Pac Islander	10	7	3	70.0%	30.0%	248.9
	Hispanic	21	16	5	76.0%	24.0%	239.6
	Multiracial	11	10	1	91.0%	9.0%	262.5
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	9	Low N	Low N	-	-	Low N
	White (non-Hispanic)	219	196	23	89.0%	11.0%	249.3
8/2010 - 6/3/2018	**All Selections**	**5,896**	**5,375**	**521**	**91.0%**	**9.0%**	**253.7**
	African Amer/ Black	53	34	19	64.0%	36.0%	222.6
	Asian/Pac Islander	251	228	23	91.0%	9.0%	258
	Hispanic	334	264	70	79.0%	21.0%	238.1
	Multiracial	292	269	23	92.0%	8.0%	254.7
	Nat Amer/Amer Ind/AK Nat	66	48	18	73.0%	27.0%	237.5
	Other	76	57	19	75.0%	25.0%	241.2
	Undeclared	263	243	20	92.0%	8.0%	259
	White (non-Hispanic)	4,561	4,232	329	93.0%	7.0%	255

Elem Education Subject Area Test I	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-6/3/18) CS=220		**1,836**	**1,603**	**233**	**87.0%**	**13.0%**	**243.8**
All Selections (8/2010-4/5/17) CS=227		**6,611**	**5,784**	**827**	**87.0%**	**13.0%**	**247.8**
YTD 9/1/2017 - 6/3/2018	**All Selections**	**1,120**	**976**	**144**	**87.0%**	**13.0%**	**243.6**
	African Amer/ Black	19	11	8	58.0%	42.0%	221.8
	Asian/Pac Islander	81	58	23	72.0%	28.0%	234.5
	Hispanic	121	87	34	72.0%	28.0%	228.8
	Multiracial	40	34	6	85.0%	15.0%	236.3
	Nat Amer/Amer Ind/AK Nat	9	Low N	Low N	-	-	Low N
	Other	15	10	5	67.0%	33.0%	226.9
	Undeclared	29	26	3	90.0%	10.0%	251.7
	White (non-Hispanic)	806	744	62	92.0%	8.0%	247.7
2016-17	**All Selections**	**716**	**627**	**89**	**88%**	**12%**	**244.1**
4/6/17 - 8/31/17	African Amer/ Black	10	7	3	70%	30%	231.1
	Asian/Pac Islander	41	31	10	76%	24%	226.8
	Hispanic	83	56	27	67%	33%	226.9
	Multiracial	28	26	2	93%	7%	255.2
	Nat Amer/Amer Ind/AK Nat	12	11	1	92%	8%	243.2
	Other	18	16	2	89%	11%	231.1
	Undeclared	29	28	1	97%	3%	259.7
	White (non-Hispanic)	495	452	43	91%	9%	247.6
2016-17	**All Selections**	**820**	**701**	**119**	**85.5%**	**14.5%**	**247.8**
9/1/16 - 4/5/17	African Amer/ Black	7	Low N	Low N	-	-	Low N
	Asian/Pac Islander	48	37	11	77.1%	22.9%	239.2
	Hispanic	70	46	24	65.7%	34.3%	232.6
	Multiracial	22	18	4	81.8%	18.2%	242.7
	Nat Amer/Amer Ind/AK Nat	10	9	1	90.0%	10.0%	248.3
	Other	12	6	6	50.0%	50.0%	224.9
	Undeclared	30	26	4	86.7%	13.3%	252.8
	White (non-Hispanic)	621	553	68	89.0%	11.0%	250.7

Elem Education Subject Area Test I	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2015-16	**All Selections**	**1,530**	**1,321**	**209**	**86.3%**	**13.7%**	**246.3575163**
	African Amer/ Black	24	16	8	66.7%	33.3%	234.625
	Asian/Pac Islander	83	63	20	75.9%	24.1%	234.0481928
	Hispanic	128	83	45	64.8%	35.2%	230.8046875
	Multiracial	50	46	4	92.0%	8.0%	247.04
	Nat Amer/Amer Ind/AK Nat	6	Low N	Low N	-	-	Low N
	Other	29	23	6	79.3%	20.7%	239.7586207
	Undeclared	66	59	7	89.4%	10.6%	250.1363636
	White (non-Hispanic)	1,144	1,026	118	89.7%	10.3%	249.2491259
4/6/2017-6/3/2018 CS = 220	**All Selections**	**1,791**	**1,603**	**188**	**90.0%**	**10.0%**	**245.3**
	African Amer/ Black	28	18	10	64.0%	36.0%	226.9
	Asian/Pac Islander	117	89	28	76.0%	24.0%	234.1
	Hispanic	186	143	43	77.0%	23.0%	231.6
	Multiracial	67	60	7	90.0%	10.0%	245.1
	Nat Amer/Amer Ind/AK Nat	20	17	3	85.0%	15.0%	239
	Other	31	26	5	84.0%	16.0%	233.3
	Undeclared	58	54	4	93.0%	7.0%	256.2
	White (non-Hispanic)	1,284	1,196	88	93.0%	7.0%	248.6
8/2010 - 4/5/2017 CS = 227	**All Selections**	**6,187**	**5,784**	**403**	**93.0%**	**7.0%**	**250.8**
	African Amer/ Black	82	61	21	74.0%	26.0%	237.5
	Asian/Pac Islander	272	237	35	87.0%	13.0%	239.8
	Hispanic	393	335	58	85.0%	15.0%	239.8
	Multiracial	266	253	13	95.0%	5.0%	251.6
	Nat Amer/Amer Ind/AK Nat	41	36	5	88.0%	12.0%	247.9
	Other	81	69	12	85.0%	15.0%	243
	Undeclared	259	245	14	95.0%	5.0%	256.8
	White (non-Hispanic)	4,793	4,548	245	95.0%	5.0%	252.4

Elem Education Subject Area Test II	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-6/3/18) CS=220		1,839	1,579	260	86.0%	14.0%	245.1
All Selections (9/12/16-4/5/17) CS=228		816	680	136	83.0%	17.0%	247.6
All Selections (8/2010-9/11/2016)		6,014	5,110	904	85.0%	15.0%	246.7
YTD 9/1/2017 - 6/3/2018	**All Selections**	**1,092**	**930**	**162**	**85.0%**	**15.0%**	**244.7**
	African Amer/ Black	17	10	7	59.0%	41.0%	214.6
	Asian/Pac Islander	71	59	12	83.0%	17.0%	244.4
	Hispanic	122	83	39	68.0%	32.0%	227.3
	Multiracial	41	35	6	85.0%	15.0%	243.8
	Nat Amer/Amer Ind/AK Nat	11	10	1	91.0%	9.0%	242.9
	Other	18	11	7	61.0%	39.0%	218.5
	Undeclared	27	22	5	81.0%	19.0%	243.1
	White (non-Hispanic)	785	700	85	89.0%	11.0%	248.8
2016-17 *4/6/17 - 8/31/17*	**All Selections**	**747**	**649**	**98**	**87.0%**	**13.0%**	**245.7**
	African Amer/ Black	10	8	2	80.0%	20.0%	231.5
	Asian/Pac Islander	39	33	6	85.0%	15.0%	239.3
	Hispanic	89	62	27	70.0%	30.0%	227.2
	Multiracial	27	24	3	89.0%	11.0%	256.4
	Nat Amer/Amer Ind/AK Nat	12	9	3	75.0%	25.0%	245.2
	Other	16	12	4	75.0%	25.0%	226.8
	Undeclared	32	29	3	91.0%	9.0%	257.5
	White (non-Hispanic)	522	472	50	90.0%	10.0%	249
2016-17 *9/12/16 - 4/5/17*	**All Selections**	**816**	**680**	**136**	**83.0%**	**17.0%**	**247.6**
	African Amer/ Black	11	7	4	64.0%	36.0%	226.8
	Asian/Pac Islander	36	32	4	89.0%	11.0%	249.8
	Hispanic	62	38	24	61.0%	39.0%	230.0
	Multiracial	21	17	4	81.0%	19.0%	249.6
	Nat Amer/Amer Ind/AK Nat	12	9	3	75.0%	25.0%	242.7
	Other	16	8	8	50.0%	50.0%	226.9
	Undeclared	31	27	4	87.0%	13.0%	251.3
	White (non-Hispanic)	627	542	85	86.0%	14.0%	249.9

Note: Testing times for Elementary Ed II was extended as of 0/12/2016 with an increase of 15 minutes.

Elem Education Subject Area Test II	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2016-17	**All Selections**	**816**	**680**	**136**	**83.0%**	**17.0%**	**247.6**
9/1/1 - 9/11/16	African Amer/ Black	11	7	4	64.0%	36.0%	226.8
	Asian/Pac Islander	36	32	4	89.0%	11.0%	249.8
	Hispanic	62	38	24	61.0%	39.0%	230.0
	Multiracial	21	17	4	81.0%	19.0%	249.6
	Nat Amer/Amer Ind/AK Nat	12	9	3	75.0%	25.0%	242.7
	Other	16	8	8	50.0%	50.0%	226.9
	Undeclared	31	27	4	87.0%	13.0%	251.3
	White (non-Hispanic)	627	542	85	86.0%	14.0%	249.9
4/6/2017-6/3/2018 CS = 220	**All Selections**	**23**	**17**	**6**	**74.0%**	**26.0%**	**238.2**
	Asian/Pac Islander	2	Low N	Low N	-	-	Low N
	Hispanic	3	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
	Undeclared	3	Low N	Low N	-	-	Low N
	White (non-Hispanic)	14	10	4	71.0%	29.0%	241.8
2015-16	**All Selections**	**1,565**	**1,288**	**277**	**82.0%**	**18.0%**	**244.8**
	African Amer/ Black	30	14	16	47.0%	53.0%	218.1
	Asian/Pac Islander	85	71	14	84.0%	16.0%	244.3
	Hispanic	138	84	54	61.0%	39.0%	226.4
	Multiracial	50	42	8	84.0%	16.0%	249.7
	Nat Amer/Amer Ind/AK Nat	7	Low N	Low N	-	-	Low N
	Other	32	20	12	63.0%	38.0%	230.6
	Undeclared	66	54	12	82.0%	18.0%	244.5
	White (non-Hispanic)	1,157	1,000	157	86.0%	14.0%	248.0

Note: Testing times for Elementary Ed II was extended as of 0/12/2016 with an increase of 15 minutes.

Elem Education Subject Area Test II	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
4/6/2017-6/3/2018 CS = 220	**All Selections**	**1,808**	**1,579**	**229**	**87.0%**	**13.0%**	**246.5**
	African Amer/ Black	26	18	8	69.0%	31.0%	226.4
	Asian/Pac Islander	108	92	16	85.0%	15.0%	243.7
	Hispanic	202	145	57	72.0%	28.0%	230.2
	Multiracial	66	59	7	89.0%	11.0%	250.8
	Nat Amer/Amer Ind/AK Nat	24	19	5	79.0%	21.0%	242
	Other	32	23	9	72.0%	28.0%	227
	Undeclared	58	51	7	88.0%	12.0%	251.9
	White (non-Hispanic)	1,292	1,172	120	91.0%	9.0%	249.7
9/12/2016-4/5/2017 CS = 228	**All Selections**	**800**	**680**	**120**	**85.0%**	**15.0%**	**249.1**
	African Amer/ Black	10	7	3	70.0%	30.0%	231.7
	Asian/Pac Islander	34	32	2	94.0%	6.0%	253.1
	Hispanic	57	38	19	67.0%	33.0%	234.2
	Multiracial	21	17	4	81.0%	19.0%	249.6
	Nat Amer/Amer Ind/AK Nat	12	9	3	75.0%	25.0%	242.7
	Other	15	8	7	53.0%	47.0%	231
	Undeclared	31	27	4	87.0%	13.0%	251.3
	White (non-Hispanic)	620	542	78	87.0%	13.0%	251
8/2010-9/11/2016	**All Selections**	**5,566**	**5,110**	**456**	**92.0%**	**8.0%**	**250.6**
	African Amer/ Black	77	48	29	62.0%	38.0%	229.1
	Asian/Pac Islander	250	227	23	91.0%	9.0%	248
	Hispanic	345	278	67	81.0%	19.0%	236.5
	Multiracial	255	241	14	95.0%	5.0%	253.7
	Nat Amer/Amer Ind/AK Nat	33	26	7	79.0%	21.0%	241.3
	Other	66	55	11	83.0%	17.0%	241.1
	Undeclared	231	217	14	94.0%	6.0%	256.9
	White (non-Hispanic)	4,309	4,018	291	93.0%	7.0%	252

Note: Testing times for Elementary Ed II was extended as of 0/12/2016 with an increase of 15 minutes.

Mathematics	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-6/3/18) CS=220		**224**	**176**	**48**	**79.0%**	**21.0%**	**241.7**
All Selections (9/12/16-4/5/17) CS=225		**105**	**84**	**21**	**80.0%**	**20.0%**	**245.2**
All Selections (8/2010-9/11/2016)							
YTD 9/1/2017 - 6/3/2018	**All Selections**	**124**	**94**	**30**	**75.8%**	**24.2%**	**241.3**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	6	Low N	Low N	-	-	Low N
	Hispanic	8	Low N	Low N	-	-	Low N
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	3	Low N	Low N	-	-	Low N
	Undeclared	4	Low N	Low N	-	-	Low N
	White (non-Hispanic)	96	74	22	77.1%	22.9%	243.1
2016-17 *4/6/17 - 8/31/17*	**All Selections**	**100**	**82**	**18**	**82.0%**	**18.0%**	**242.3**
	African Amer/ Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	4	Low N	Low N	-	-	Low N
	Hispanic	7	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	4	Low N	Low N	-	-	Low N
	Other	6	Low N	Low N	-	-	Low N
	Undeclared	76	63	13	82.9%	17.1%	242.7
	White (non-Hispanic)	522	472	50	90.0%	10.0%	249
2016-17 *9/12/16 - 4/5/17*	**All Selections**	**105**	**84**	**21**	**80.0%**	**20.0%**	**245.2**
	Asian/Pac Islander	10	8	2	80.0%	20.0%	255.3
	Hispanic	7	Low N	Low N	-	-	Low N
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	5	Low N	Low N	-	-	Low N
	White (non-Hispanic)	76	64	12	84.2%	15.8%	248.9

Note: Testing time for Mathematics was extended as of 0/12/2016 with an increase of 45 minutes.

Mathematics	Ethnicity	76	64	12	84.2%	15.8%	248.9
2016-17	**All Selections**	**1**	**Low N**	**Low N**	**-**	**-**	**Low N**
9/1/1 - 9/11/16	White (non-Hispanic)	1	Low N	Low N	-	-	Low N
2015-16	**All Selections**	**214**	**143**	**71**	**66.8%**	**33.2%**	**234.4**
	African Amer/ Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	13	9	4	69.2%	30.8%	234.5
	Hispanic	10	3	7	30.0%	70.0%	207.4
	Multiracial	7	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	3	Low N	Low N	-	-	Low N
	Undeclared	10	8	2	80.0%	20.0%	250.9
	White (non-Hispanic)	166	116	50	69.9%	30.1%	236.4
4/6/2017-6/3/2018 CS = 220	**All Selections**	**220**	**176**	**44**	**80.0%**	**20.0%**	**243.0318182**
	African Amer/ Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	10	9	1	90.0%	10.0%	259.3
	Hispanic	14	10	4	71.4%	28.6%	230.4285714
	Multiracial	6	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	7	Low N	Low N	-	-	Low N
	Undeclared	10	8	2	80.0%	20.0%	242.2
	White (non-Hispanic)	168	137	31	81.5%	18.5%	244.375
9/12/2016-4/5/2017 CS = 225	**All Selections**	**1,052**	**787**	**265**	**74.8%**	**25.2%**	**237.3564639**
	African Amer/ Black	4	Low N	Low N	-	-	Low N
	Asian/Pac Islander	59	48	11	81.4%	18.6%	237.2033898
	Hispanic	36	21	15	58.3%	41.7%	223.0277778
	Multiracial	60	49	11	81.7%	18.3%	245.1
	Nat Amer/Amer Ind/AK Nat	5	Low N	Low N	-	-	Low N
	Other	17	10	7	58.8%	41.2%	220.1764706
	Undeclared	63	46	17	73.0%	27.0%	238.1269841
	White (non-Hispanic)	808	607	201	75.1%	24.9%	237.6955446

Note: Testing time for Mathematics was extended as of 0/12/2016 with an increase of 45 minutes.

Mathematics	Ethnicity	76	64	12	84.2%	15.8%	248.9
8/2010-9/11/2016	**All Selections**	**105**	**84**	**21**	**80.0%**	**20.0%**	**245.4380952**
	Asian/Pac Islander	10	8	2	80.0%	20.0%	257.3
	Hispanic	7	Low N	Low N	-	-	Low N
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	5	Low N	Low N	-	-	Low N
	White (non-Hispanic)	76	64	12	84.2%	15.8%	248.8684211

Note: Testing time for Mathematics was extended as of 0/12/2016 with an increase of 45 minutes.

Health	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-6/3/18) CS=220		**159**	**155**	**4**	**97.5%**	**2.5%**	**256.2**
All Selections (8/2010-4/5/2017) CS=240		**723**	**657**	**66**	**90.9%**	**9.1%**	**257.2**
YTD 9/1/2017 - 6/3/2018	**All Selections**	**80**	**79**	**1**	**98.8%**	**1.3%**	**255.2**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	3	Low N	Low N	-	-	Low N
	Hispanic	5	Low N	Low N	-	-	Low N
	Multiracial	2	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	3	Low N	Low N	-	-	Low N
	Undeclared	65	64	1	98.5%	1.5%	256.8
	White (non-Hispanic)	96	74	22	77.1%	22.9%	243.1
2016-17	**All Selections**	**79**	**76**	**3**	**96.2%**	**3.8%**	**257.2**
4/6/17 - 8/31/17	Asian/Pac Islander	2	Low N	Low N	-	-	Low N
	Hispanic	2	Low N	Low N	-	-	Low N
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Undeclared	5	Low N	Low N	-	-	Low N
	White (non-Hispanic)	65	64	1	98.5%	1.5%	257.3

Health	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2016-17	**All Selections**	**58**	**53**	**5**	**91.4%**	**8.6%**	**257.9**
9/12/16 - 4/5/17	African Amer/ Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	3	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	7	Low N	Low N	-	-	Low N
	White (non-Hispanic)	42	37	5	88.1%	11.9%	257.5
2015-16	**All Selections**	**120**	**107**	**13**	**89.2%**	**10.8%**	**258.4**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	4	Low N	Low N	-	-	Low N
	Hispanic	5	Low N	Low N	-	-	Low N
	Multiracial	3	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	9	Low N	Low N	-	-	Low N
	White (non-Hispanic)	95	85	10	89.5%	10.5%	258.8
4/6/2017-6/3/2018 CS = 220	**All Selections**	**159**	**155**	**4**	**97.5%**	**2.5%**	**256.1949686**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	5	Low N	Low N	-	-	Low N
	Hispanic	7	Low N	Low N	-	-	Low N
	Multiracial	6	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	8	Low N	Low N	-	-	Low N
	White (non-Hispanic)	130	128	2	98.5%	1.5%	257.0461538

Health	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
8/2010 - 4/5/2017 CS = 240	**All Selections**	**694**	**657**	**37**	**94.7%**	**5.3%**	**258.4668588**
	African Amer/ Black	5	Low N	Low N	-	-	Low N
	Asian/Pac Islander	19	19	0	100.0%	0.0%	253.6315789
	Hispanic	27	24	3	88.9%	11.1%	248.7777778
	Multiracial	38	36	2	94.7%	5.3%	256.9473684
	Nat Amer/Amer Ind/AK Nat	8	Low N	Low N	-	-	Low N
	Other	8	Low N	Low N	-	-	Low N
	Undeclared	44	43	1	97.7%	2.3%	264.8863636
	White (non-Hispanic)	545	517	28	94.9%	5.1%	258.9027523

MG ELA	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-6/3/18) CS=220		**83**	**81**	**2**	**97.6%**	**2.4%**	**258.8674699**
All Selections (8/2010-4/5/2017) CS=222		**1,078**	**1,045**	**33**	**96.9%**	**3.1%**	**260.6**
YTD 9/1/2017 - 6/3/2018	**All Selections**	**47**	**46**	**1**	**97.9%**	**2.1%**	**260.6**
	Asian/Pac Islander	3	Low N	Low N	-	-	Low N
	Hispanic	1	Low N	Low N	-	-	Low N
	Multiracial	2	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	3	Low N	Low N	-	-	Low N
	Undeclared	36	36	0	100.0%	0.0%	265.3
	White (non-Hispanic)	96	74	22	77.1%	22.9%	243.1
2016-17 *4/6/17 - 8/31/17*	**All Selections**	**36**	**35**	**1**	**97.2%**	**2.8%**	**256.6**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	2	Low N	Low N	-	-	Low N
	Undeclared	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	30	29	1	96.7%	3.3%	256.6

MG ELA	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2016-17	**All Selections**	**35**	**33**	**2**	**94.3%**	**5.7%**	**256.5**
9/12/16 - 4/5/17	Hispanic	3	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Undeclared	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	28	28	0	100.0%	0.0%	261.6
2015-16	**All Selections**	**117**	**111**	**6**	**94.9%**	**5.1%**	**259.4**
	African Amer/ Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	3	Low N	Low N	-	-	Low N
	Hispanic	3	Low N	Low N	-	-	Low N
	Multiracial	5	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Undeclared	4	Low N	Low N	-	-	Low N
	White (non-Hispanic)	96	93	3	96.9%	3.1%	262.6
4/6/2017-6/3/2018 CS = 220	**All Selections**	**82**	**81**	**1**	**99.0%**	**1.0%**	**259.5**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	5	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	5	Low N	Low N	-	-	Low N
	White (non-Hispanic)	65	65	0	100.0%	0.0%	262.2

MG ELA	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
8/2010 - 4/5/2017 CS = 222	**All Selections**	**1,068**	**1,045**	**23**	**98.0%**	**2.0%**	**261.1**
	African Amer/ Black	12	9	3	75.0%	25.0%	248.8
	Asian/Pac Islander	17	16	1	94.0%	6.0%	254.4
	Hispanic	38	33	5	87.0%	13.0%	247.4
	Multiracial	51	49	2	96.0%	4.0%	260.3
	Nat Amer/Amer Ind/AK Nat	10	10	0	100.0%	0.0%	258
	Other	17	16	1	94.0%	6.0%	258.7
	Undeclared	72	71	1	99.0%	1.0%	262.3
	White (non-Hispanic)	851	841	10	99.0%	1.0%	262.1

MG Gen Sci	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-6/3/18) CS=220		**86**	**78**	**8**	**90.7%**	**9.3%**	**247.3**
All Selections (8/2010-4/5/2017) CS=228		**519**	**437**	**82**	**84.2%**	**15.8%**	**248.6**
YTD 9/1/2017 - 6/3/2018	**All Selections**	**51**	**48**	**3**	**94.1%**	**5.9%**	**250.6**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Hispanic	1	Low N	Low N	-	-	Low N
	Multiracial	2	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	42	41	1	97.6%	2.4%	253.9
2016-17 *4/6/17 - 8/31/17*	**All Selections**	**35**	**30**	**5**	**85.7%**	**14.3%**	**242.6**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Hispanic	1	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	4	Low N	Low N	-	-	Low N
	White (non-Hispanic)	28	24	4	85.7%	14.3%	243.3

MG Gen Sci	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2016-17	**All Selections**	**35**	**30**	**5**	**85.7%**	**14.3%**	**249.5**
9/1/16 - 4/5/17	Hispanic	3	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	30	25	5	83.3%	16.7%	247.8
2015-16	**All Selections**	**74**	**65**	**9**	**87.8%**	**12.2%**	**250.2**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	3	Low N	Low N	-	-	Low N
	Hispanic	2	Low N	Low N	-	-	Low N
	Multiracial	1	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	66	58	8	87.9%	12.1%	251.0
4/6/2017-6/3/2018 CS = 220	**All Selections**	**85**	**78**	**7**	**92.0%**	**8.0%**	**248.4**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Hispanic	2	Low N	Low N	-	-	Low N
	Multiracial	3	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	6	Low N	Low N	-	-	Low N
	White (non-Hispanic)	70	65	5	93.0%	7.0%	249.8
8/2010 - 4/5/2017 CS = 228	**All Selections**	**495**	**437**	**58**	**88.0%**	**12.0%**	**250.5**
	African Amer/ Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	11	9	2	82.0%	18.0%	246.2
	Hispanic	18	14	4	78.0%	22.0%	238.2
	Multiracial	24	24	0	100.0%	0.0%	263
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	3	Low N	Low N	-	-	Low N
	Undeclared	42	37	5	88.0%	12.0%	255.6
	White (non-Hispanic)	393	347	46	88.0%	12.0%	250

Middle Grades Math Subject Test	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (4/6/17-6/3/18) CS=220		**245**	**167**	**78**	**68.2%**	**31.8%**	**231.9**
All Selections (9/12/16-4/5/17) CS=225		**88**	**68**	**20**	**77.3%**	**22.7%**	**234.5**
All Selections (8/2010-9/11/2016) CS=225		**1,672**	**954**	**718**	**57.1%**	**42.9%**	**225.7**
YTD 9/1/2017 - 6/3/2018	**All Selections**	**129**	**89**	**40**	**69.0%**	**31.0%**	**233.7**
	African Amer/ Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	6	Low N	Low N	-	-	Low N
	Hispanic	7	Low N	Low N	-	-	Low N
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Other	3	Low N	Low N	-	-	Low N
	Undeclared	8	Low N	Low N	-	-	Low N
	White (non-Hispanic)	95	67	28	70.5%	29.5%	235.9
2016-17 *4/6/17 - 8/31/17*	**All Selections**	**116**	**78**	**38**	**67.2%**	**32.8%**	**229.8**
	African Amer/ Black	4	Low N	Low N	-	-	Low N
	Hispanic	2	Low N	Low N	-	-	Low N
	Multiracial	15	7	8	46.7%	53.3%	219.6
	Other	3	Low N	Low N	-	-	Low N
	Undeclared	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	5	Low N	Low N	-	-	Low N
2016-17 *9/12/16 - 4/5/17*	**All Selections**	**88**	**68**	**20**	**77.3%**	**22.7%**	**234.5**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	2	Low N	Low N	-	-	Low N
	Hispanic	10	8	2	80.0%	20.0%	233.0
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	3	Low N	Low N	-	-	Low N
	White (non-Hispanic)	65	51	14	78.5%	21.5%	235.8

Note: Testing time for Middle Grades Mathematics was extended as of 0/12/2016 with an increase of 45 minutes

Middle Grades Math Subject Test	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
2016-17 *9/1/16 - 9/11/16*	**All Selections**	**3**	**Low N**	**Low N**	**-**	**-**	**Low N**
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	2	Low N	Low N	-	-	Low N
2015-16	**All Selections**	**268**	**167**	**101**	**62.3%**	**37.7%**	**227.0**
	Asian/Pac Islander	16	11	5	68.8%	31.3%	226.4
	Hispanic	14	6	8	42.9%	57.1%	210.6
	Multiracial	10	9	1	90.0%	10.0%	241.9
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	12	7	5	58.3%	41.7%	228.8
	White (non-Hispanic)	211	130	81	61.6%	38.4%	227.4
4/6/2017-6/3/2018 CS = 220	**All Selections**	**237**	**167**	**70**	**70.0%**	**30.0%**	**233.2**
	African Amer/ Black	7	Low N	Low N	-	-	Low N
	Asian/Pac Islander	8	Low N	Low N	-	-	Low N
	Hispanic	19	10	9	53.0%	47.0%	220.1
	Multiracial	7	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Other	5	Low N	Low N	-	-	Low N
	Undeclared	14	9	5	64.0%	36.0%	237.3
	White (non-Hispanic)	174	128	46	74.0%	26.0%	235.4
9/12/2016 - 4/5/2017 CS = 225	**All Selections**	**1,458**	**954**	**504**	**65.0%**	**35.0%**	**229.7**
	African Amer/ Black	10	5	5	50.0%	50.0%	211
	Asian/Pac Islander	56	42	14	75.0%	25.0%	233.5
	Hispanic	62	30	32	48.0%	52.0%	218
	Multiracial	69	56	13	81.0%	19.0%	235.8
	Nat Amer/Amer Ind/AK Nat	16	8	8	50.0%	50.0%	215.8
	Other	23	13	10	57.0%	43.0%	224.6
	Undeclared	79	56	23	71.0%	29.0%	235.5
	White (non-Hispanic)	1,143	744	399	65.0%	35.0%	229.9

Note: Testing time for Middle Grades Mathematics was extended as of 0/12/2016 with an increase of 45 minutes

Middle Grades Math Subject Test	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
8/2010 - 9/11/2016 CS = 225	**All Selections**	**88**	**68**	**20**	**77.0%**	**23.0%**	**234.9**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	2	Low N	Low N	-	-	Low N
	Hispanic	10	8	2	80.0%	20.0%	233.3
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	3	Low N	Low N	-	-	Low N
	White (non-Hispanic)	65	51	14	78.0%	22.0%	236.1

Note: Testing time for Middle Grades Mathematics was extended as of 0/12/2016 with an increase of 45 minutes

MG Soc Sci	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
4/6/2017- 6/3/2018 CS = 220	**All Selections**	**86**	**64**	**22**	**74.0%**	**26.0%**	**232.4**
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	8	Low N	Low N	-	-	Low N
	Multiracial	2	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	5	Low N	Low N	-	-	Low N
	Undeclared	6	Low N	Low N	-	-	Low N
	White (non-Hispanic)	64	48	16	75.0%	25.0%	235.7
8/2010 - 4/5/2017 CS = 237	**All Selections**	**823**	**657**	**166**	**80.0%**	**20.0%**	**240.7**
	African Amer/ Black	16	8	8	50.0%	50.0%	226.5
	Asian/Pac Islander	17	9	8	53.0%	47.0%	222.5
	Hispanic	25	16	9	64.0%	36.0%	228.4
	Multiracial	27	19	8	70.0%	30.0%	238.7
	Nat Amer/Amer Ind/AK Nat	9	Low N	Low N	-	-	Low N
	Other	11	8	3	73.0%	27.0%	225.6
	Undeclared	69	61	8	88.0%	12.0%	246.2
	White (non-Hispanic)	649	530	119	82.0%	18.0%	241.9

Music	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
8/2010 - 6/7/2018 CS = 220	**All Selections**	**633**	**624**	**9**	**99.0%**	**1.0%**	**259.5**
	African Amer/ Black	10	10	0	100.0%	0.0%	252.1
	Asian/Pac Islander	15	15	0	100.0%	0.0%	258.1
	Hispanic	17	17	0	100.0%	0.0%	263.6
	Multiracial	72	72	0	100.0%	0.0%	262
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	11	11	0	100.0%	0.0%	268.2
	Undeclared	34	33	1	97.0%	3.0%	258
	White (non-Hispanic)	472	464	8	98.0%	2.0%	259.1

Phys Ed	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
4/6/2017- 6/7/2018 CS = 220	**All Selections**	**208**	**188**	**20**	**90.0%**	**10.0%**	**244.7**
	African Amer/ Black	4	Low N	Low N	-	-	Low N
	Asian/Pac Islander	4	Low N	Low N	-	-	Low N
	Hispanic	16	12	4	75.0%	25.0%	235.8
	Multiracial	7	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	4	Low N	Low N	-	-	Low N
	Undeclared	9	Low N	Low N	-	-	Low N
	White (non-Hispanic)	164	154	10	94.0%	6.0%	246.1
8/2010 - 4/5/2017 CS = 224	**All Selections**	**838**	**804**	**34**	**96.0%**	**4.0%**	**247.8**
	African Amer/ Black	16	11	5	69.0%	31.0%	229.7
	Asian/Pac Islander	16	16	0	100.0%	0.0%	245.8
	Hispanic	36	27	9	75.0%	25.0%	236.9
	Multiracial	42	42	0	100.0%	0.0%	246.3
	Nat Amer/Amer Ind/AK Nat	10	9	1	90.0%	10.0%	245.2
	Other	6	Low N	Low N	-	-	Low N
	Undeclared	41	40	1	98.0%	2.0%	249.5
	White (non-Hispanic)	671	653	18	97.0%	3.0%	249

Physics	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
4/6/2017-6/7/2018 CS = 220	**All Selections**	**34**	**34**	**0**	**100.0%**	**0.0%**	**267.5**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	2	Low N	Low N	-	-	Low N
	Hispanic	2	Low N	Low N	-	-	Low N
	Multiracial	2	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Undeclared	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	24	24	0	100.0%	0.0%	271.8
8/2010 - 4/5/2017 CS = 232	**All Selections**	**158**	**146**	**12**	**92.0%**	**8.0%**	**267**
	Asian/Pac Islander	2	Low N	Low N	-	-	Low N
	Hispanic	2	Low N	Low N	-	-	Low N
	Multiracial	10	9	1	90.0%	10.0%	267.8
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	12	10	2	83.0%	17.0%	267.2
	White (non-Hispanic)	131	123	8	94.0%	6.0%	267.4

Physics	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
4/6/2017-6/7/2018 CS = 220	**All Selections**	**49**	**49**	**0**	**100.0%**	**0.0%**	**259.6**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	3	Low N	Low N	-	-	Low N
	Hispanic	7	Low N	Low N	-	-	Low N
	Multiracial	2	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	3	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	31	31	0	100.0%	0.0%	260.6

Physics	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
8/2010 - 4/5/2017 CS = 224	**All Selections**	**399**	**395**	**4**	**99.0%**	**1.0%**	**258.1**
	African Amer/ Black	7	Low N	Low N	-	-	Low N
	Asian/Pac Islander	22	22	0	100.0%	0.0%	251.1
	Hispanic	34	32	2	94.0%	6.0%	245
	Multiracial	58	58	0	100.0%	0.0%	259.3
	Nat Amer/Amer Ind/AK Nat	5	Low N	Low N	-	-	Low N
	Other	11	11	0	100.0%	0.0%	259.4
	Undeclared	16	16	0	100.0%	0.0%	258.1
	White (non-Hispanic)	246	245	1	100.0%	0.0%	260.7

Sch Lib Med	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
4/6/2017- 6/7/2018 CS = 220	**All Selections**	**142**	**142**	**0**	**100.0%**	**0.0%**	**265.3**
	Asian/Pac Islander	3	Low N	Low N	-	-	Low N
	Hispanic	5	Low N	Low N	-	-	Low N
	Multiracial	7	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	7	Low N	Low N	-	-	Low N
	White (non-Hispanic)	119	119	0	100.0%	0.0%	266.1

Social Science	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
4/6/2017- 6/7/2018 CS = 220	**All Selections**	**378**	**340**	**38**	**90.0%**	**10.0%**	**244.1**
	African Amer/ Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	9	Low N	Low N	-	-	Low N
	Hispanic	24	21	3	88.0%	13.0%	234.3
	Multiracial	11	11	0	100.0%	0.0%	240.9
	Nat Amer/Amer Ind/AK Nat	9	Low N	Low N	-	-	Low N
	Other	8	Low N	Low N	-	-	Low N
	Undeclared	21	19	2	90.0%	10.0%	246.7
	White (non-Hispanic)	294	268	26	91.0%	9.0%	245.5

Social Science	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
8/2010 - 4/5/2017 CS = 237	**All Selections**	**1,895**	**1,513**	**382**	**80.0%**	**20.0%**	**246.8**
	African Amer/ Black	22	14	8	64.0%	36.0%	232.3
	Asian/Pac Islander	28	12	16	43.0%	57.0%	228.9
	Hispanic	49	28	21	57.0%	43.0%	235
	Multiracial	137	113	24	82.0%	18.0%	248.5
	Nat Amer/Amer Ind/AK Nat	21	16	5	76.0%	24.0%	235
	Other	27	18	9	67.0%	33.0%	239
	Undeclared	124	108	16	87.0%	13.0%	250.1
	White (non-Hispanic)	1,486	1,204	282	81.0%	19.0%	247.6

Spanish Subject Area Test	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
4/6/2017- 6/7/2018 CS = 220	**All Selections**	**112**	**79**	**33**	**71.0%**	**29.0%**	**238.9**
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	45	40	5	89.0%	11.0%	251.8
	Multiracial	3	Low N	Low N	-	-	Low N
	Undeclared	8	Low N	Low N	-	-	Low N
	White (non-Hispanic)	54	32	22	59.0%	41.0%	229.7
8/2010 - 4/5/2017 CS = 223	**All Selections**	**670**	**444**	**226**	**66.0%**	**34.0%**	**230.7**
	African Amer/ Black	5	Low N	Low N	-	-	Low N
	Asian/Pac Islander	9	Low N	Low N	-	-	Low N
	Hispanic	193	156	37	81.0%	19.0%	243.3
	Multiracial	34	21	13	62.0%	38.0%	223.6
	Nat Amer/Amer Ind/AK Nat	4	Low N	Low N	-	-	Low N
	Other	7	Low N	Low N	-	-	Low N
	Undeclared	52	31	21	60.0%	40.0%	228.1
	White (non-Hispanic)	366	222	144	61.0%	39.0%	225.9

Spec Ed	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
4/6/2017-6/7/2018 CS = 220	**All Selections**	**436**	**430**	**6**	**99.0%**	**1.0%**	**261.4**
	African Amer/ Black	6	Low N	Low N	-	-	Low N
	Asian/Pac Islander	15	14	1	93.0%	7.0%	256.3
	Hispanic	22	22	0	100.0%	0.0%	258.1
	Multiracial	15	14	1	93.0%	7.0%	253.6
	Nat Amer/Amer Ind/AK Nat	8	Low N	Low N	-	-	Low N
	Other	6	Low N	Low N	-	-	Low N
	Undeclared	22	22	0	100.0%	0.0%	264.7
	White (non-Hispanic)	342	341	1	100.0%	0.0%	263
8/2010 - 4/5/2017 CS = 228	**All Selections**	**1,926**	**1,890**	**36**	**98.0%**	**2.0%**	**260.8**
	African Amer/ Black	20	17	3	85.0%	15.0%	242.2
	Asian/Pac Islander	50	49	1	98.0%	2.0%	252.5
	Hispanic	66	64	2	97.0%	3.0%	252.4
	Multiracial	179	175	4	98.0%	2.0%	263.1
	Nat Amer/Amer Ind/AK Nat	22	22	0	100.0%	0.0%	259.2
	Other	26	24	2	92.0%	8.0%	255.1
	Undeclared	113	112	1	99.0%	1.0%	261.9
	White (non-Hispanic)	1,450	1,427	23	98.0%	2.0%	261.5

Civil Rights Test	Ethnicity	# Takers	# Pass	# Not Pass	% Pass	% Not Pass	Mean Total Scaled Score
All Selections (8/2010-6/7/2018)		30,928	30,821	107	99.7%	0.3%	281.1
8/2010 - 6/7/2018	**All Selections**	**1,926**	**1,890**	**36**	**98.0%**	**2.0%**	**260.8**
	Black/African Amer (non-Hispanic)	410	400	10	97.6%	2.4%	275.0
	Asian/Asian American/Asian Indian	1,078	1,054	24	97.8%	2.2%	273.2
	Pacific Islander/ Pacific Islander American	1,001	1,001	-	100.0%	0.0%	280.6
	Hispanic	1,855	1,826	29	98.4%	1.6%	274.8
	N/A	915	915	-	100.0%	0.0%	284.7
	Multiracial	845	844	1	99.9%	0.1%	281.0
	American Indian/ Alaskan Native	314	309	5	98.4%	1.6%	277.2
	Undeclared	403	402	1	99.8%	0.2%	282.5
	White (non-Hispanic)	24,107	24,070	37	99.8%	0.2%	282.0

APPENDIX H: RECOMMENDATIONS FROM THE 2018 OREGON EDUCATOR WORKFORCE SUPPLY & DEMAND PLANNING SUMMIT

Overarching Recommendations

1) Focus on high demand need areas first: Racial/linguistic diversity, Small and remote communities, Content areas (Special Education, STEM areas including CTE, and Bilingual Education).
2) Invite educators and communities of color to weigh in on recommended actions (Summit attendees were mostly white).
3) Make sure that educator workforce supply and demand data are collected more systematically and shared regularly with stakeholders and policymakers.
4) Leverage more common resources and training for new educator Mentors, University Supervisors and Cooperating Teachers who work with Preservice Educators.
5) Develop or adopt definitions and standards that can guide the development and delivery of professional learning focused on Culturally Responsive Teaching and Social-Emotional Learning for use by both preservice and inservice programs.

Recruitment

1) Develop a statewide educator recruitment marketing campaign that elevates the teaching profession utilizing social media and digital video while appealing to those seeking a career that will not be replaced by technology.
    a) similar to that in Louisiana, California, and Nashville.
2) Identify and share what it takes to create and sustain pathway models
3) Develop a legislative Policy Option Package requesting dedicated funds to support teacher scholarships, loan forgiveness models, and paid residencies in high demand areas.
4) Develop a legislative Policy Option Package requesting dedicated funds to support costs for grow your own programs for instructional assistants/para-educators, including continuous benefits during student teaching.
5) Leverage HB 2998 and the pending Unified Statewide Transfer Agreement in Education.
6) Create an incentive for public universities via the outcome based funding model to increase the recruitment and preparation of educators in hard to fill areas beyond Bilingual Education (currently the only incentivized education degree).
7) Consider ways to incentivize public educator preparation programs that seek to create program offering flexibility to better meet the needs of working professionals and place-bound candidates.
8) Leverage CTE Programs of Study to increase the number of available HS dual credit courses that can interest future teachers.

Preparation

1) Encourage universities to fund an Educator Talent Development and Partnership at each Educator Preparation Program that works with districts on program efforts.
2) Ensure continued sharing of data and feedback for continuous improvement of educator preparation programs via the SLDS, employment data, alumni surveys, principal satisfaction surveys, and mentor/mentee feedback.
3) Study impact of Chemeketa pilot on ORELA scores of teacher candidates for whom English is not their first language.
4) Convene a joint work group involving OACTE, COSA, and OEA to support and strengthen clinical partnerships to explore the following:
    a) Statewide database of qualified and "ready" cooperating teachers who model culturally responsive teaching.
    b) Develop more standardized vocabulary across Oregon's public and private educator preparation programs describing clinical placements and CAEP requirements.
    c) Encourage all Educator Preparation Programs to offer student teaching that mirrors the academic year of teacher responsibilities.
    d) Develop a more equal playing field for cooperating teacher compensation across institutions.

Hiring

1) Develop a statewide chamber of commerce campaign to attract local resources to host student teachers, offer low cost teacher housing, lower interest rates loans for cars, etc.
2) Work with OSPA, OSBA, and COSA to identify and address implicit bias in hiring practices
3) Create a compensation fund for districts within X miles of a large urban community to attract and retain educators.
4) Work with districts and unions to adopt protected class

language in contracts and retire the practice of "Last Hired, First Fired.

5) Explore more flexible work schedules that appeal to millennials.

6) Invite districts to adopt "Start Strong" practices for use with new teachers that include:
   a) Fully equipping all new teachers' classrooms
   b) Limiting the number of preps for new secondary teachers in their first year
   c) Providing new teachers with a paid early start to set up their classrooms prior to new teacher orientations
   d) Limiting the number of new teachers placed in complex schools that have experienced frequent teacher turnover
   e) Ensuring that every new teacher is provided a trained mentor for their first two years
   f) Providing every new teacher with sufficient prep/planning time
   g) Avoid placing new teachers in itinerant roles or floating classrooms for their first year of practice.
   h) Assign new teachers to classes that match their certification/s
   i) Host a network event welcoming teachers new to the community
   j) Provide new teachers with the chance to visit other classrooms their first year.

Mentoring

1) Pilot use of trained university personnel paid to serve as both university cooperating teachers for student teachers and mentors for new teachers.

2) Provide newly hired teachers of color with mentors who can help with networking with other teachers of color and access to community based resources.

3) Provide all districts access and technical assistance in adopting highly effective practices and mentoring tools now available from the Oregon Mentor Project.

4) Develop a mentoring model for supporting mid-career educators.

5) Consider how to offer more flexibility in mentoring OARs while encouraging use of highly effective practices.

6) Explore how to engage partners, e.g. COSA, OALA, Leading for Learning in reframing the Oregon Mentor Program for school and district administrators.

Roadmap for COSA Workgroups

APPENDIX J: HOUSE BILL 4044

79th OREGON LEGISLATIVE ASSEMBLY--2018 Regular Session

Enrolled

House Bill 4044

Sponsored by Representative HELFRICH, Senator THOMSEN; Representatives BYNUM, HERNANDEZ, SOLLMAN (Presession filed.)

CHAPTER .....

AN ACT

Relating to a study about educators; and prescribing an effective date.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) The Chief Education Office shall conduct a study on the recruitment, retention, mentoring and professional development of educators who serve students in public preschool through grade 12 in this state who are from student groups that may be at risk for experiencing an achievement gap when compared to other student groups.

(2) For the purpose of the study described in subsection (1) of this section, student groups that may be at risk for experiencing an achievement gap include students in this state who are:

(a) Diverse, as defined in ORS 342.433;

(b) Enrolled in schools that have low performance rankings compared to similar schools;

(c) Enrolled in alternative education programs;

(d) Enrolled in English language learner programs under ORS 336.079;

(e) Enrolled in early childhood special education services or special education services, as those terms are defined in ORS 343.035; or

(f) Enrolled in a talented and gifted program under ORS 343.391 to 343.413.

(3) When conducting the study under this section, the office shall:

(a) Identify, research, review and assess programs used in school districts and education service districts to support educators described in subsection (1) of this section;

(b) Identify the programs assessed under paragraph (a) of this subsection, and funding sources for those programs, that have been most effective or efficient in improving the recruitment, retention, mentoring and professional development of educators described in subsection (1) of this section or in positively impacting student outcomes for students described in subsection (2) of this section;

(c) Identify schools or districts in this state that have implemented programs identified under paragraph (b) of this subsection; and

(d) For each program identified under paragraph (b) of this subsection, identify:

(A) The reasons the program was effective or efficient or was able to positively impact student outcomes;

(B) The populations of educators or students served by the program;

(C) The challenges and opportunities for success and improved outcomes for educators and students; and

(D) Sources of information and other resources available for the program.

(4) Before June 30, 2019, the office shall:

(a) Submit to the interim committees of the Legislative Assembly related to education a report that summarizes the study conducted under this section; and

(b) Make publicly available the information described in subsection (3)(d) of this section.

SECTION 2. Section 1 of this 2018 Act is repealed on June 30, 2019.

SECTION 3. This 2018 Act takes effect on the 91st day after the date on which the 2018 regular session of the Seventy-ninth Legislative Assembly adjourns sine die.

Passed by House February 20, 2018

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Timothy G. Sekerak, Chief Clerk of House

.....
Tina Kotek, Speaker of House

Passed by Senate March 1, 2018

.....
Peter Courtney, President of Senate

Received by Governor:

.....M.,....., 2018

Approved:

.....M.,....., 2018

.....
Kate Brown, Governor

Filed in Office of Secretary of State:

.....M.,....., 2018

.....
Dennis Richardson, Secretary of State