

Oregon's Teacher Workforce

A new look at public teacher preparation, hiring, and retention in Oregon

Executive summary, August 2025



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DATA COLLABORATIVE

Introduction

This document summarizes the findings of OLDC's study, [Oregon's Teacher Workforce](#), which describes the educator pathway from high school, through college educator preparation programs, and on to public-school employment. In doing so, it explores the relevance of three factors that affect this pathway: proximity to EPPs, the growing number of teachers prepared by non-Oregon EPPs, and teacher salaries relative to local cost of living.

Research Questions

Preparation

How many Oregon teachers are prepared by an Oregon EPP and how does this vary across the state?

Hiring

How do geography and starting salary affect local hiring?

Retention

How do regional differences, Oregon and non-Oregon EPP teacher preparation, and racial/ethnic identity of teachers affect retention?

Key Terms

Educator Preparation Providers (EPPs) are colleges and universities that offer programs to prepare future teachers for licensure and teaching.

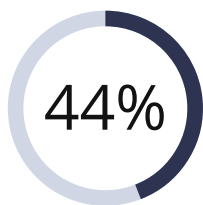
Oregon EPPs are public and private colleges and universities in Oregon that are approved and overseen by Oregon's Teacher Standards and Practices Commission (TSPC) to prepare teachers.

Non-Oregon EPPs include accredited colleges and universities that prepare teachers and are located physically outside of Oregon and/or online that are not overseen by TSPC.

Student-to-Teacher Ratio is the overall ratio of students enrolled to full-time teachers employed in a region. Note that it is not the same as class size but an overall comparison of students to teachers throughout a region.

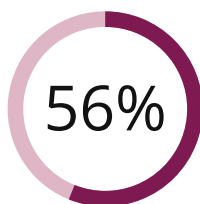
Findings

1 Many Oregon teachers are prepared by EPPs near their high schools.

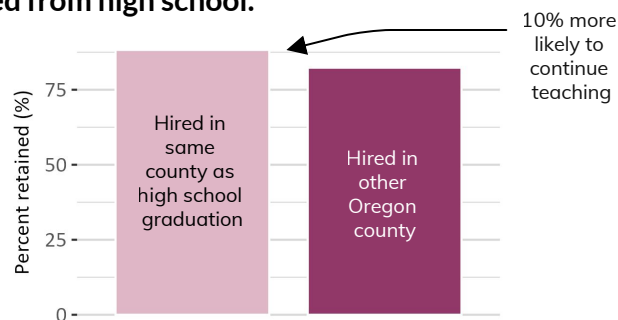


44% of future teachers who attended Oregon public high schools and educator preparation programs at Oregon public universities **were prepared by an EPP in the same region as their high school.**

2 Oregon teachers are more likely to be hired and to remain teaching near where they graduated from high school.



56% of the teachers who attended Oregon public high schools and educator preparation programs at Oregon public universities **were hired in the same region as their high school.**

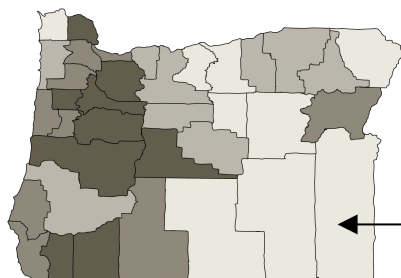


Percent of new teachers retained by any Oregon public school for three or more years, by hire location

Analysis of Oregon public school teachers who graduated from Oregon public high schools and public university EPPs

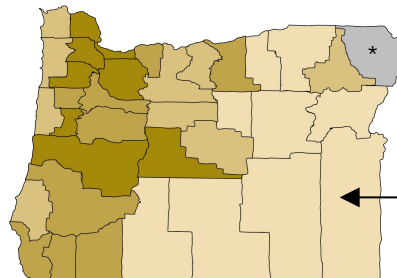
3 Areas with more teachers compared to the number of students usually have higher relative teacher salaries.

Less than 18
18 to 20.3
20.3 to 22.2
Greater than 22.2



Student-to-teacher ratio

Total number of students per teacher. Lower student-to-teacher ratio indicates more teachers per student population.

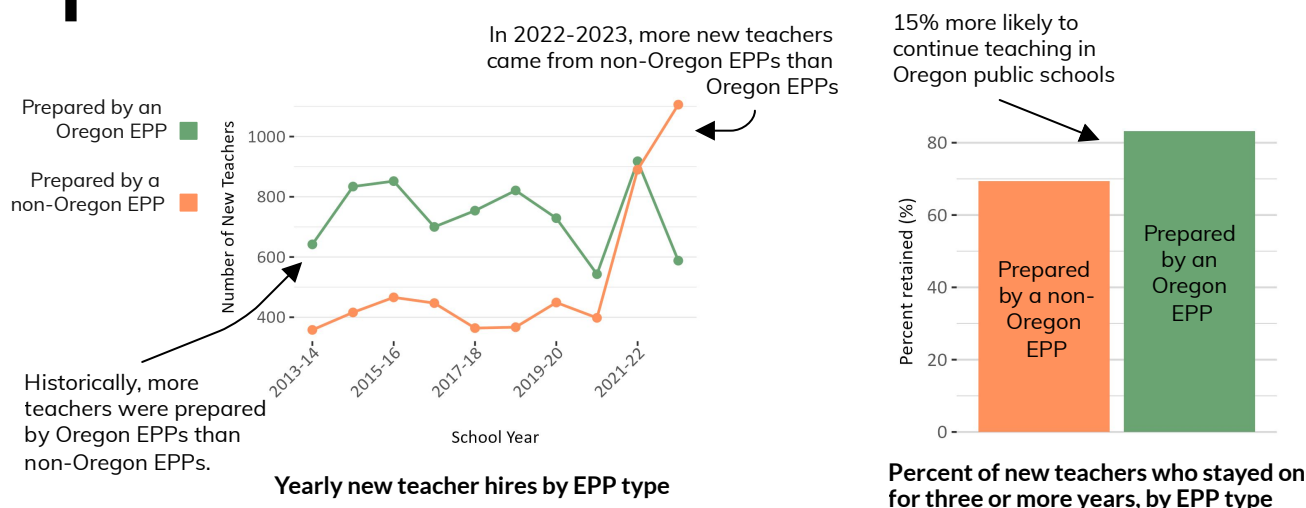


Percent of new teacher salary needed to rent a 2-bedroom apartment

A measure of teacher salary relative to housing costs.

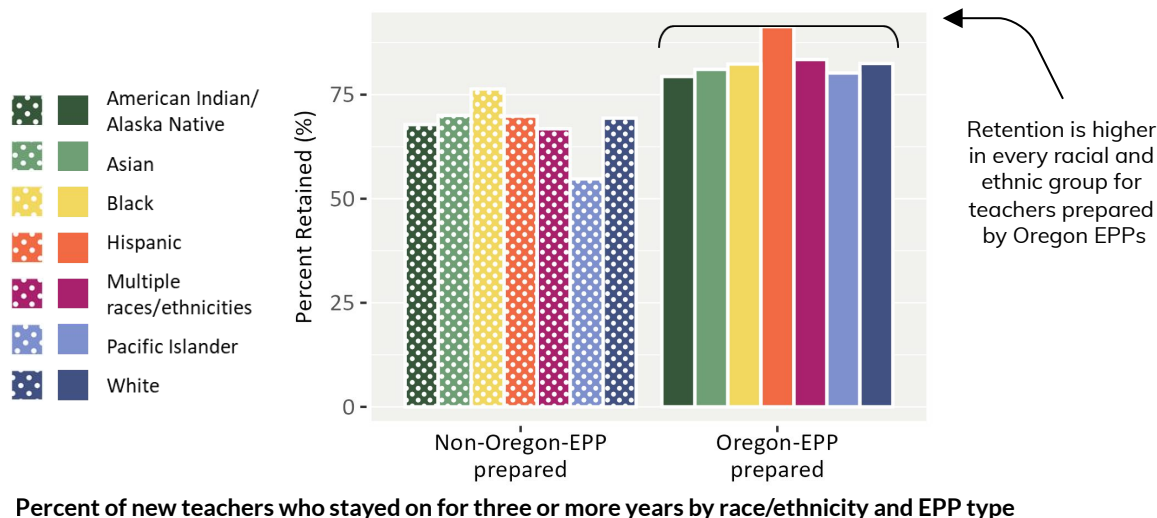
*No new teachers in 2022-2023 school year

4 An increasing number of new teachers come from non-Oregon preparation programs. Those prepared by Oregon programs are more likely to be retained.



The causes and implications of these differences in retention warrant further research. The impacts of local community support, online coursework, and EPP curricula in particular require further investigation.

5 Teachers with different racial/ethnic identities have notably different rates of retention, and how they differ varies for teachers prepared by Oregon and non-Oregon EPPs.



Retention differs by both EPP type and racial/ethnic identity. For instance, for teachers prepared by Oregon EPPs, Oregon public schools are most likely to retain Hispanic teachers, while, for teachers prepared by non-Oregon EPPs, they retain Black teachers at the highest rate. These differences prompt further study to examine causes and effective policy responses to make Oregon public schools supportive for all teachers.

Conclusion

Each of the findings presented here reveals a new dimension of teacher workforce dynamics that can inform policy choices and future research. These findings underscore the need for education planners to consider ties to local communities, relative starting salaries, sources of teacher preparation, and racial/ethnic identity when enrolling, hiring, and supporting K-12 teachers. They also highlight the need for further data collection and research to illuminate the underlying causes of the observed trends, particularly of differences in hiring and retention for teachers who complete different kinds of training programs and who have different racial and ethnic identities.

To explore the full set of findings and methodology, see [the complete study](#).

About the Oregon Longitudinal Data Collaborative (OLDC)

The Oregon Longitudinal Data Collaborative (OLDC) links data about students as they move through K-12, postsecondary education, and the workforce. We develop in-depth reports and research to inform improvements in student learning, training, and workforce opportunities. To learn about the goals of our work and the data we draw from, please visit:

<https://www.oregon.gov/highered/strategy-research/Pages/oldc.aspx>