2026 OREGON EDUCATOR EQUITY REPORT

September 2026

EDUCATOR ADVANCEMENT COUNCIL

HIGHER EDUCATION COORDINATING COMMISSION

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Acknowledgments

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2026 OREGON EDUCATOR EQUITY REPORT

TABLE OF CONTENTS

2 EXECUTIVE SUMMARY

5 INTRODUCTION

7 SECTION 1: LONGITUDINAL TRENDS IN OREGON'S EDUCATOR WORKFORCE: A 19-YEAR ANALYSIS

17 RESEARCH BRIEF: A DIVERSE AND STABLE WORKFORCE SUPPORTS STUDENT BELONGING IN OREGON

19 SECTION 2: EDUCATOR CAREER PATHWAYS IN OREGON'S PUBLIC POSTSECONDARY PROGRAMS

28 SECTION 3: K-12 EDUCATOR PREPARATION AND LICENSURE

41 SECTION 4: K-12 EDUCATORS AND STATE EDUCATION AGENCY WORKFORCE

53 RESEARCH BRIEF: OREGON'S EARLY CHILDHOOD EDUCATOR WORKFORCE

57 SECTION 5: CONCLUSION AND RECOMMENDATIONS

66 REFERENCES

70 APPENDICES

Executive Summary

The 2026 Educator Equity Report is the tenth report published by Oregon's state education agencies on the state's educator workforce. This report is produced by the Oregon Department of Education (ODE) in partnership with the Educator Advancement Council (EAC), Oregon Teacher Standards and Practices Commission (TSPC), and the Higher Education Coordinating Commission (HECC) in response to Oregon Revised Statute (ORS) 342.448, which requires reporting to the Oregon Legislature biannually on progress made towards and recommendations for meeting the state's Educator Equity goals (ORS 342.437):

> **Goal 1:** The percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.
>
> **Goal 2:** The percentage of diverse employees employed by the Department of Education reflects the percentage of diverse students in the public schools of this state.

Pursuant to ORS 342.443, 342.447, and 342.448, this report provides required summaries, plans, progress and longitudinal data on the number and percentage of racially and/or ethnically diverse candidates and educators across educator preparation, licensure, and employment in Oregon public schools. The full report is available online at oregon.gov/ode/transparency. Printed copies may be obtained by members of the Oregon Legislature upon request from the Oregon Department of Education.

2026 Key Findings

LONGITUDINAL TRENDS IN WORKFORCE PARTICIPATION:

A 19-year study conducted by the University of California, Irvine on Oregon's educator workforce highlights persistent challenges and opportunities for the state in diversifying the workforce.

- **Workforce diversity (2006-2025):** Workforce diversity has increased over time, largely driven by paraprofessionals, non-licensed staff, and early-career teachers; however, racially and/or ethnically diverse educators remain underrepresented compared to the K-12 public student population.
- **Teaching pathways (2006-2025):** Oregon builds its teaching workforce through two main pathways: hiring new teachers who have not worked in an Oregon public school, and individuals transitioning from existing school staff into teaching roles. The second group is more diverse and has higher retention than the first group.
- **Educator turnover (2006-2025):** Educator turnover, which spiked during the COVID-19 pandemic, largely returned to historical levels by 2023–24, though rates remain elevated for paraprofessional and non-licensed staff. Teacher turnover has declined across racial and ethnic groups, with White teachers generally having the lowest rates. New teachers continue to have the highest turnover among teacher experience groups, with little post-pandemic decline.

EDUCATOR CAREER PATHWAYS AND PREPARATION:

Data provided by TSPC and the HECC show that participation among racially and ethnically diverse students in Oregon educator career pathways is expanding, from undergraduate education majors to teacher and administrator licensure programs.

- **Educator preparation pathways (2019-20 to 2024-25):** Enrollment among racially and ethnically diverse Oregon residents in public postsecondary education majors has increased, especially in community colleges, and racially and/or ethnically diverse students now represent 38% of education degree completers.
- **Teacher licensure programs (2019-20 to 2024-25):** Racial and ethnic diversity of teacher candidates has increased since the pandemic, though overall enrollment and completion of teacher licensure programs has not yet fully rebounded to pre-pandemic levels.
- **Administrator licensure programs (2019-20 to 2024-25):** Enrollment and completion

of administrator licensure programs has increased following a decrease due to the 2022 program and licensing redesign, including among several racially and ethnically diverse groups.

- **Teacher and administrator licensing (2021-22 to 2024-25):** The racial and ethnic diversity of newly licensed teachers is increasing, but gains are less evident in administrator licensure.

OREGON'S K-12 EDUCATOR WORKFORCE:

Data provided by ODE shows Oregon is making steady progress in diversifying its educator workforce, primarily driven by early-career educators and non-licensed staff.

- **Early-career diversity (2024-25):** Racial and ethnic diversity is highest among educators with fewer years of experience and declines with years of experience.
- **Diversity by educator roles (2024-25):** Racial and ethnic diversity is highest among non-licensed staff positions as compared to licensed staff positions.
- **Educator retention (2024-25):** Overall retention across most educator groups is around 80% but notably lower for Black/African American educators (73.7%).
- **District-level diversity (2024-25):** Districts serving student populations that were more than 50% racially and/or ethnically diverse showed relative progress, though no school district met the state's educator equity goal in 2024-25.
- **Oregon Department of Education staff diversity (2025-26):** Racially and/or ethnically diverse staff remain largely underrepresented as compared to Oregon's student population, with little change over the last three years.

Recommendations

Developed in consultation with each of the state's education agencies, Oregon educator preparation programs, and the Educator Advancement Council, the report identifies recommendations across four priority areas intended to help Oregon develop systemic solutions to persistent challenges in achieving the state's Educator Equity goals (ORS 342.437).

AFFORDABLE AND ACCESSIBLE CAREER PREPARATION

Access and affordability remain critical barriers to building and sustaining a diverse, well-prepared educator workforce in Oregon.

1) **Expand affordability of educator preparation programs.**
2) **Expand partnerships between K-12 districts and educator preparation programs to better meet the needs of current and prospective educators.**

EFFECTIVE PROFESSIONAL LEARNING AND EARLY CAREER SUPPORT

While Oregon has made significant strides in diversifying the educator workforce, these gains are driven by paraprofessionals and newly entering educators.

1) **Ensure a one-year induction period for new educators with ongoing, job-embedded mentoring support.**
2) **Expand access to high-quality professional learning for experienced educators.**
3) **Ensure administrators have ongoing training and coaching in culturally responsive leadership.**

EDUCATOR DEVELOPMENT AND CAREER ADVANCEMENT

Staff in Oregon schools who bring valuable experience, strong community ties, and a commitment to students often encounter financial, structural, and programmatic barriers to advancing their career goals.

1) **Expand career advancement opportunities for school and district staff.**
2) **Develop and expand leadership pathways**.

STATE DATA SYSTEMS AND REPORTING

Oregon continues to face challenges in the collection, analysis, and reporting of meaningful data on the educator workforce.

1) **Strengthen existing systems and invest in a statewide educator workforce data system.**

Definitions Used in this Report

The Educator Equity Report uses the following definitions for key terms. Because the report draws on data from multiple state and federal sources, as well as research literature, some variation in terminology reflects the original language of those sources. In some cases, terminology has been aligned with federal definitions to support consistency and allow for comparison across data sources.

While this report uses language such as "racially, ethnically and/or linguistically diverse," it also acknowledges that the language and terms used to describe race and ethnicity in the data do not represent the nuances and complexities of individuals' experiences, cultures, and identities. Moreover, the nomenclature used by institutions and government systems is incomplete and contentious because they tend to oversimplify the nuances and complexity. Often this reduction is due to the ways in which specific terminology influences policy and/or the allocation of funding. It is also important to recognize that **state and local government agencies use different reporting guidance and therefore different terminology.**

For this report, data will be presented using reporting guidance from the U.S. Department of Education, state agency data systems, and Oregon Revised Statute (ORS) 342.433 (Appendix A).

Diverse: As defined in the Educator Equity Act, (ORS 342.433), diverse means 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.

Educator: As defined in the Educator Equity Act, (ORS 342.433), educator means a teacher or administrator. While the Educator Equity Act provides a narrow definition of educator, the EAC and its partners use a more inclusive definition to include any individual supporting or providing instruction to students in early learning or K-12 settings (ORS 342.940). Where possible in the report and where data is available, the definition of educator is inclusive of licensed and non-licensed staff serving in Oregon's K-12 public schools.

Ethnically Diverse: This term is often linked with cultural expressions by individuals and/or groups, often through language, beliefs, nationality, and/or culture; these distinctions can be attributed to social and/or political factors. In this report, Hispanic is the only ethnicity reported.

Linguistically Diverse: As defined in the Educator Equity Act, (ORS 342.433), linguistically diverse means a first language that is not English. The report uses data from TSPC and ODE to identify individuals who are considered linguistically diverse, though each agency uses different data sources and definitions.

Racially Diverse: According to the U.S. Census, starting in 1997, the Office of Management and Budget (OMB) required federal agencies to use a minimum of five race categories: White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islander. For respondents unable to identify with any of these five race categories, OMB approved the Census Bureau's inclusion of a sixth category, Some Other Race. ODE does not allow Some Other Race to be reported in data collections, however the Multi-Racial designation is given when more than one racial category has been selected and the Hispanic Ethnicity has not been selected. The racial categories included generally reflect a social definition of race recognized in this country and not an attempt to define race biologically, anthropologically, or genetically.

Introduction

The 2026 Educator Equity Report is the tenth report published by Oregon's state education agencies on educator workforce diversification efforts. This biennial report is produced by the Oregon Department of Education (ODE) in partnership with the Educator Advancement Council (EAC), Oregon Teacher Standards and Practices Commission (TSPC), and the Higher Education Coordinating Commission (HECC) in response to Oregon Revised Statute (ORS) 342.448, which requires reporting to the Oregon Legislature on progress made towards and recommendations for meeting the state's Educator Equity goals (ORS 342.437):

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Report Purpose

Since 2015, the Educator Equity Report has provided updates on the state's efforts to diversify the educator workforce to better support student achievement outcomes, especially for racially, ethnically, and linguistically diverse students. As illustrated in Figure 1, Oregon's education system serves a diverse student population across urban, suburban, and rural communities. With nearly 200 school districts, over 1,200 schools, over 545,000 students and tens of thousands of educators, the state is committed to providing equitable learning opportunities for all students.

Achieving a culturally responsive educator workforce that reflects the diversity of a school's student population is beneficial for all students, especially for racially, ethnically and linguistically diverse students, who experience improved academic, social, and emotional outcomes when taught by educators who share or affirm their identities. Decades of research demonstrate that educator diversity positively influences student achievement and belonging, with particularly strong benefits for racially and ethnically diverse students while also improving outcomes for White students (Bardach et al., 2024; Cherng & Halpin, 2016; Dee, 2004; Egalite et al., 2015; Gershenson et al., 2017).

WHO IS AN EDUCATOR?

For the purposes of this report, the Educator Equity Act (ORS 342.433) defines educators as teachers or administrators. The definition of "educator" for the Educator Advancement Council (EAC) was updated in 2024 (Senate Bill 1552) to include and direct resources to licensed, non-licensed, and early learning educators, as well as educator candidates (ORS 342.940).

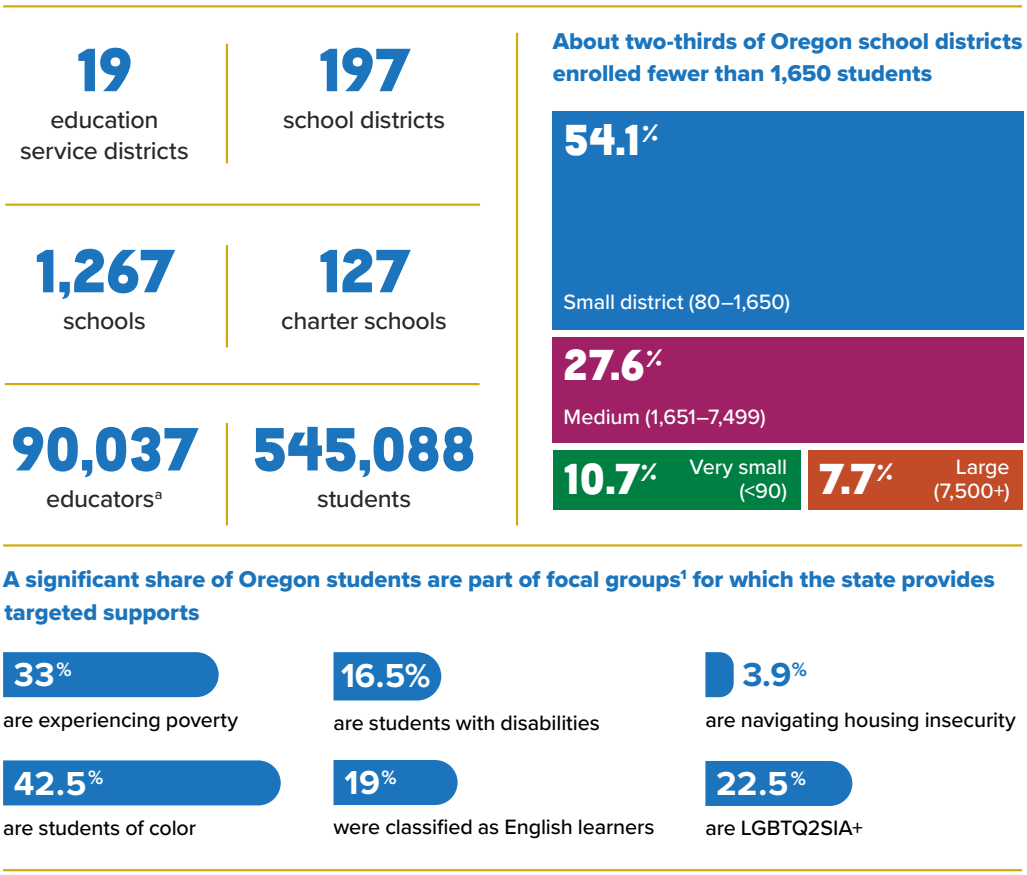
More than half of the staff employed in Oregon's K-12 public schools are not licensed, and play an important role in the academic, health, and social-emotional well-being of students. A wider definition creates a framework for inclusive practice, such as examining data for disparities across types of staff roles related to working conditions, support and career development opportunities, and professional experiences and outcomes.

Research shows that efforts to diversify the educator workforce result in benefits for school climate outcomes, including reduced absenteeism, increased student engagement, and fewer discipline disparities (Gottfried et al., 2022; Shirrell et al., 2021). Research further shows that stable school staffing

and strong student–adult relationships are critical to fostering students' sense of belonging, which in turn supports attendance and academic persistence (Best et al., 2018; Hemelt et al., 2021; Holme et al., 2018; Jacoby, 2023; Mulhern, 2020; Penner et al., 2023). Moreover, a racially, ethnically, and linguistically diverse educator workforce contributes to more inclusive learning environments and helps reduce segregation within classrooms (Hart, 2023).

Recent research further emphasizes that the benefits of educator diversity are most sustainable when paired with intentional strategies to recruit, support, and retain a diverse educator workforce across the career continuum (Carver-Thomas, et al, 2024; Carver-Thomas, et al, 2025; Yip & Xu, 2025). Ultimately, equitable outcomes for students depend not only on diversifying the educator workforce but also on investing in systems that sustain educators across their careers. Evidence from Oregon and other states demonstrates that aligning recruitment, preparation, mentoring, professional learning, and leadership opportunities strengthens retention and builds a more stable, effective, and diverse educator workforce for all students (Kozleski & Proffitt, 2020).

Figure 1. Oregon's Education System at a Glance, 2024-25



Source. Oregon Department of Education.

The Oregon Department of Education (ODE) defines education equity as, "the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized."

1 The definition of focal groups is outlined in the Integrated Guidance (SIA) for 2025-27 (p. 18).

Section 1: LONGITUDINAL TRENDS IN OREGON'S EDUCATOR WORKFORCE: A 19-YEAR ANALYSIS

This section is an excerpt from the University of California, Irvine research study prepared by Dr. Emily K. Penner, Aaron Ainsworth[2], Dr. Yujia Liu[3], and Dr. Priyanka Agarwal[4] for the Educator Advancement Council reporting on a 19-year analysis of Oregon's efforts in meeting the state's educator equity goals. The full report can be found here.

KEY FINDINGS

- Oregon has two primary pathways for building its teaching force. The best understood is through hiring new teachers who have not previously worked in Oregon public schools. The second is transitioning individuals who previously served in other roles in Oregon public schools, including those participating in state-funded Grow Your Own programs or Teacher Registered Apprenticeship programs, while pursuing relevant teaching credentials. This second group is a major source of teachers in the state, is more diverse than traditional new hires, and has higher retention after entering the classroom.
- Oregon's educator workforce has steadily diversified over time. Paraprofessionals and non-licensed staff had the highest levels of racial, ethnic, and/or linguistic diversity throughout the period. Teacher diversity varies by years of experience. Novice and early-career teachers are driving much of the overall increase in teacher diversity.
- Educator turnover rose sharply during the COVID-19 pandemic but has since declined. By 2023-24, turnover among teachers, administrators, and licensed staff had returned to near or below historical averages, while turnover among paraprofessionals and non-licensed staff remained above average.
- Since the pandemic, teacher turnover has declined across racial and ethnic groups, with White teachers generally having the lowest rates.
- New teachers continue to have the highest turnover among teacher experience groups, with little post-pandemic decline.
- Similar to previous years, new teachers are disproportionately concentrated in schools with more historically marginalized students, with more staff instability, and with less experienced colleagues. These conditions may contribute to the continued elevated turnover among new teachers post-pandemic.

States across the country are interested in diversifying their teacher workforces in order to support a rapidly diversifying student population. The 2024 Educator Equity Report documented Oregon's progress from 2007 to 2023 in diversifying its educator workforce through the recruitment of new teachers. The previous report showed substantial gains in the racial/ethnic and linguistic diversity of teachers in the state, but challenges were identified in terms of elevated turnover of diverse educators and placement of entering teachers into school environments with more staff instability and historically marginalized

2 School of Education, University of California Irvine
3 College of Education and Human Development, University of Missouri
4 Independent Researcher, Relearn Labs, Madison, WI

student populations. It also showed that turnover for all educators in the state surged following the COVID-19 pandemic, reaching its highest level in two decades in 2022. These increases were widespread, impacting administrators, staff, and paraprofessionals as well as teachers of all experience levels. This brief adds to the previous one in the 2024 Educator Equity Report by reporting on what has happened to educator turnover since the historic peak in 2022 and to examine how the educator workforce changed since the last report was published.

In trying to understand Oregon's historical and contemporary progress in diversifying and stabilizing its educator workforce, this brief examines an important potential source of new teachers: existing non-teaching staff. Across the country, states are increasingly turning to individuals working as paraprofessionals, instructional assistants, or other non-teaching roles in schools to try and recruit them into the profession. Although most states have programs that target non-teaching staff to recruit them into teaching, often through Grow-Your-Own (GYO) programs, it is unclear how often these types of transitions happen. Recent evidence suggests that new teachers in Arkansas and New York City increasingly have experience as a teaching assistant or paraprofessional (about 14% as of 2024). In this brief we document the incidence of all non-teaching staff transitioning into teaching roles between 2008 and 2025 in Oregon and how that has contributed to the teacher supply in the state. We also examine their demographics, stability, and work environments. Together, the analyses provide context for Oregon's efforts to develop a diverse and stable educator workforce over the past 19 years.[5]

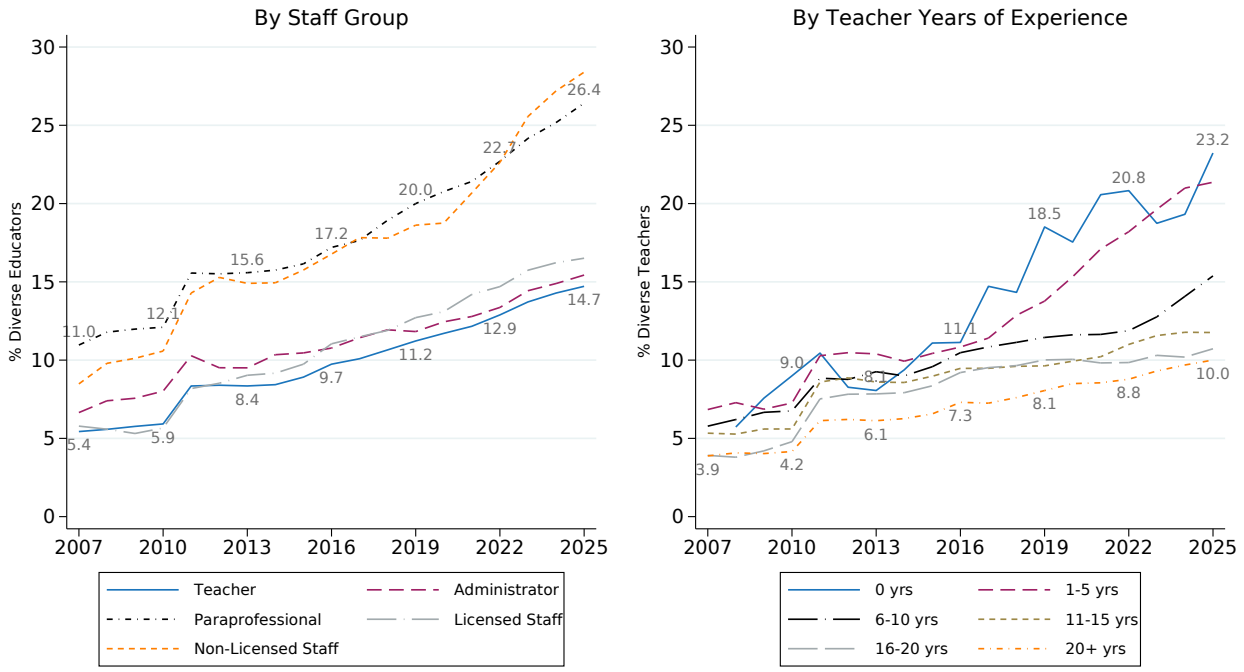
Educator Workforce Diversity in Oregon

A diverse educator workforce benefits students by bringing a wider range of perspectives, experiences, and cultural knowledge into schools and education systems. Strengthening educator diversity is therefore an important part of building a more effective, inclusive and supportive education system. The Oregon Department of Education collects information about teachers' racial and ethnic identity and heritage language skills.

Figure 4 suggests steady diversification across Oregon's education workforce. As shown in the left panel, the share identifying as a racially, ethnically, and/or linguistically diverse person increased across all educator groups from 2006–07 to 2024–25. Paraprofessionals and non-licensed staff continue to have the highest levels of racial, ethnic, and/or linguistic diversity throughout the period and experienced the largest increases. By 2024–25, racially, ethnically, and/or linguistically diverse people made up 28.4 percent of non-licensed staff and 26.4 percent of paraprofessionals. Licensed staff and administrators also became more diverse over time, reaching 16.5 percent and 15.4 percent, respectively, in 2024–25. Teachers remained the least racially, ethnically, and/or linguistically diverse group, though the share of racially, ethnically, and/or linguistically diverse educators in this group increased nearly threefold over the past 19 years, reaching 14.7 percent in 2024-25.

5 Data for this report were obtained from Oregon staff position files and student data files.

Figure 2. Educator Diversity in Oregon, 2006-07 through 2024-25



Source. Data from the ODE staff position file.
Note. The numbers above the lines indicate the percentage of racially, ethnically, and/or linguistically diverse people within each educator group.

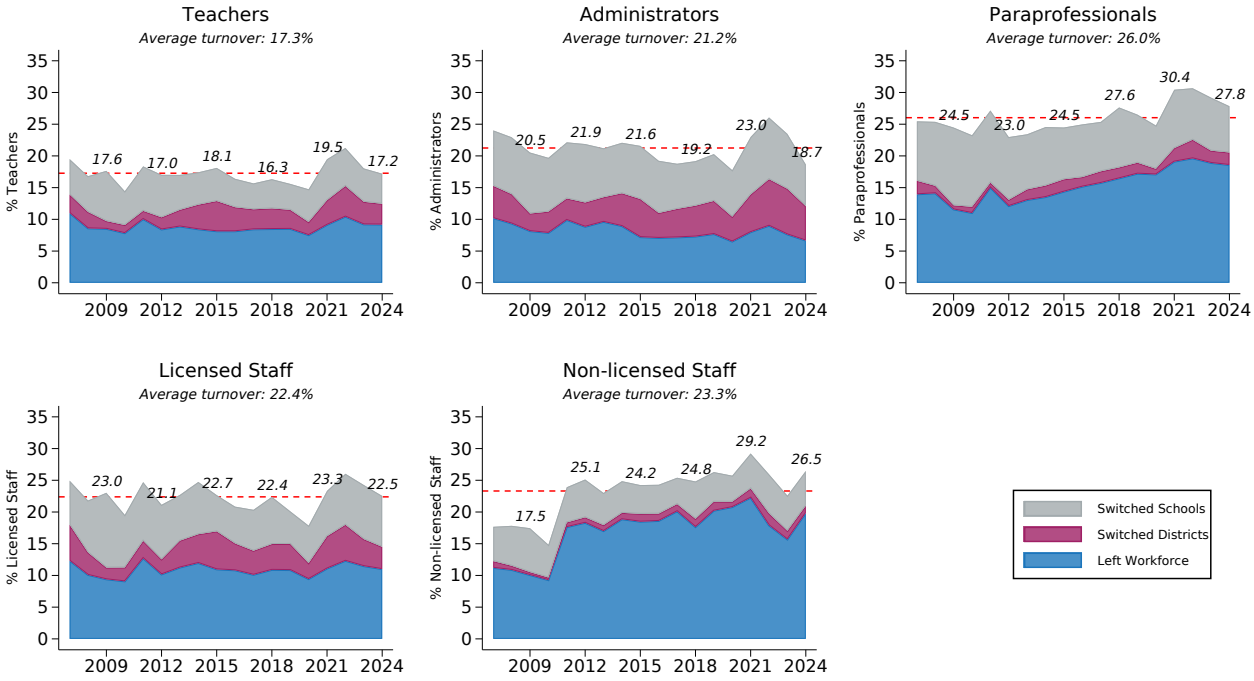
The right panel shows that teacher diversity also varies by years of experience. Consistent with the overall increase shown in the left panel, the largest gains were among newer teachers. New teachers had the highest proportion of racially, ethnically, and/or linguistically diverse people, reaching 24.5 percent in 2024–25, while teachers with 1–5 years of experience reached 20.8 percent. In both groups, the share of racially, ethnically, and/or linguistically diverse teachers roughly doubled over the past decade, suggesting that newer cohorts are driving much of the overall increase in teacher diversity. More experienced teachers had lower shares of racially, ethnically, and/or linguistically diverse people, although all experience groups became more diverse over time.

Educator Turnover: Patterns and Characteristics

Student success also depends on a stable learning environment shaped by the broader education workforce. Examining turnover patterns across educator groups provides a fuller picture of workforce stability across Oregon's education system. To assess educator workforce stability over time, we examine turnover rates by educator group from the 2006–07 through 2023–24 school years.

Figure 5 shows turnover rates by educator group, updating the version provided in the 2024 report to include more recent school years. As in the 2024 report, turnover is classified based on year-to-year worksite assignments. We define three types of turnover: switched schools, when educators moved to another school within the same district; switched districts, when educators moved to a different district within Oregon; and left the workforce, when educators exited the state public education system entirely.

Figure 3. Educator Turnover in Oregon, 2006-07 through 2023-24



Source. Data from the ODE staff position file.
Note. The numbers above the shaded areas indicate the total turnover (switched schools, switched districts, or exited) for each selective year. The dashed horizontal line illustrates the average annual turnover rate for each employee group, which is also displayed as a subheading.

Before the COVID-19 pandemic, turnover rates were relatively stable. Turnover increased sharply during the pandemic, reaching historic highs in 2021–22 for most educator groups and in 2020–21 for non-licensed staff. Peak turnover rates were 21.3 percent for teachers, 26.1 percent for administrators, 30.7 percent for paraprofessionals, 26.0 percent for licensed staff, and 29.2 percent for non-licensed staff. Since then, turnover has declined across all groups. By 2023–24, turnover among teachers, administrators, and licensed staff had returned to near or below their historical averages since 2006–07. For example, teacher turnover was 17.2 percent in 2023–24, slightly below the 18-year average of 17.3 percent. However, turnover among paraprofessionals and non-licensed staff remained above average. Non-licensed staff turnover was 26.5 percent in 2023–24, compared with an 18-year average of 23.3 percent. Teacher turnover trends in Oregon mirror patterns observed in many other states and in nationally representative samples. Comparable data for other educator groups, however, are more limited.

Across educator groups, teachers are the most stable, with an average annual turnover rate of 17.3 percent. In contrast, administrators, paraprofessionals, licensed staff, and non-licensed staff have higher average turnover rates of 21.2 percent, 26.0 percent, 22.4 percent, and 23.3 percent, respectively. Turnover patterns also differ by group. Teachers, administrators, and licensed staff are more likely to switch schools or districts, while paraprofessionals and non-licensed staff are more likely to leave the public education system entirely. More detailed analysis shows that, within each group, educators serving in special education roles experience higher turnover than those serving in general education roles.

Among teachers with at least half-time assignments, White teachers generally have the lowest turnover rates compared with racially and/or ethnically diverse teachers, although this pattern does not hold every year. In 2023–24, the turnover rate was 16.1 percent for White teachers, compared with 16.3 percent to 21.0 percent for teachers from other racial and/or ethnic groups. Since the COVID-19 pandemic, turnover rates have declined across all racial and/or ethnic groups and have returned to near or below their 18-year averages. Turnover remains highest among new teachers with zero years of experience. Unlike other experience groups, whose turnover rates declined after the pandemic, turnover among new teachers has not declined substantially. In fact, the share of new teachers leaving Oregon's public education system has continued to increase in recent years. Turnover patterns are generally similar across urbanicity categories, although districts in rual towns appear to have had the highest turnover rates in the most recent years.

Turnover patterns also differ by group. Teachers, administrators, and licensed staff are more likely to switch schools or districts, while paraprofessionals and non-licensed staff are more likely to leave the public education system entirely. More detailed analysis shows that, within each group, educators serving in special education roles experience higher turnover than those serving in general education roles.

Non-Teaching Staff Transitioning to Teaching

As Oregon continues to pursue educator diversity goals, one important source of potential teachers is employees in Oregon public schools who are serving in other roles. This group is often more diverse than the existing teacher workforce in terms of their racial, ethnic, and/or linguistic diversity, and it potentially has stronger ties to the school community. It is also diverse in the positions these individuals hold (e.g., non-licensed staff, paraprofessionals, and staff licensed for other roles, such as librarians and counselors). These individuals may also be participants in Grow Your Own and Registered Teacher Apprenticeship programs aimed at helping individuals with work experience in schools obtain the credentials they need to become a classroom teacher. Such programs are increasing in popularity across the country as interest in entering teaching via other pathways is declining. Additionally, many other existing public school employees across the state might also transition into teaching through other less formalized pathways.

As Oregon continues to pursue educator diversity goals, one important source of potential teachers is other employees in Oregon public schools who are serving in other roles.

We examine how non-teaching staff transitioning into teaching roles across the state from 2008 through 2025 have grown and changed over time. Table 1 shows consistent growth in the number of non-teaching staff transitioning ("transitioners") to teaching roles from 2008 to 2025, some likely supported by Grow Your Own or Registered Teacher Apprenticeship programs. From 271 transitioners in 2008 to 514 in 2025, there is a 90 percent increase in the number of non-teaching staff transitioning to teaching. This growth has remained consistent through the COVID-19 pandemic in 2020 and 2021, with 542 and 444 transitioners, respectively. Transitioning peaked in 2022, with 813 total transitioners, indicating post-COVID needs and emergency teaching licensing provisions. Since 2022, this trend appears to be declining, likely indicating a return to more regular transition patterns after the post-COVID hike.

Table 1. Number of Yearly Transitioners and Their Previous Roles, 2008 through 2025

Year	Administrators			Paraprofessionals		Staff				Total
	School-Level	Special Education	Top District-Level	General Education	Special Education	General Education Licensed	Special Education Licensed	Special Education Support	Support Staff	
2008	12	1	0	58	56	88	13	7	36	**271**
2009	11	1	0	74	92	90	5	6	45	**324**
2010	8	1	0	64	64	75	9	2	30	**253**
2011	6	0	1	81	87	39	3	1	38	**256**
2012	3	0	0	45	58	49	7	2	41	**205**
2013	3	0	1	60	72	52	3	5	63	**259**
2014	3	0	0	109	123	31	3	3	90	**362**
2015	2	0	0	124	125	35	4	5	132	**427**
2016	2	1	2	109	142	35	7	6	91	**395**
2017	3	0	0	131	114	33	4	9	114	**408**
2018	3	0	0	137	127	39	6	20	103	**435**
2019	4	0	0	144	176	20	5	22	125	**496**
2020	1	1	0	138	181	27	3	2	189	**542**
2021	1	0	0	138	157	28	0	0	120	**444**
2022	0	0	0	261	298	57	3	6	188	**813**
2023	1	0	0	278	275	45	5	8	177	**789**
2024	5	1	0	232	195	36	2	6	157	**634**
2025	0	0	0	147	170	53	5	4	135	**514**
Total	**68**	**6**	**4**	**2,330**	**2,512**	**832**	**87**	**114**	**1,874**	**7,827**

Source. Data from the ODE staff position file.
Note. A transitioner is defined as anyone who started working in Oregon in a non-teaching role but subsequently moved to a teaching role (>=0.5 FTE) in a public school. The table captures the first such instance of transitioning.

Districts: Slightly more than half (51 percent) of all transitioners (7,827) from 2008 to 2025 were concentrated in 17 school districts, which included the five largest: Portland, Beaverton, Salem-Keizer, Hillsboro, and Bend-LaPine. Each of the 17 districts had more than 100 transitioners during this period, with Portland (680) and Salem-Keizer (667) reporting the highest counts.

Transitioning Roles: We find that 87 percent of the transitioners move into teaching positions from *non-licensed* paraprofessional and support staff roles each year. This includes 2,330 general education paraprofessionals, 2,512 special education paraprofessionals, 1,874 support staff, and 114 special education staff during 2008-2025 (See Table 1). We further observe that 35 percent of total transitioners are moving into teaching from *special education* (SpEd) roles, including SpEd paraprofessionals (n=2,512), SpEd support staff (n=114), licensed SpEd staff (n=87), and SpEd administrators (n=6).

Diversity: The proportion of transitioners identifying as racially, ethnically, and/or linguistically diverse has risen over the years. In 2008, 13 percent of transitioners were diverse (35 out of 271), but this increased to 23 percent in 2025 (116 out of 514). Notably, the number of transitioners identifying as Hispanic has grown more than fourfold since 2008, rising from 17 to 73 by 2025.

Turnover Rates: The average turnover rate for transitioners who leave their school within a year is 27.7 percent (Table 2). This rate is only slightly lower than that of entrants (new external teacher hires), which is 29.4 percent. While this may seem similar at first glance, a closer examination of the movement patterns among those leaving the school demonstrates important differences.

Notably, transitioners tend to move to different schools within the same district at a higher rate than entrants: 9.2 percent compared to 6.7 percent. However, when we look at those leaving the Oregon public school system entirely, transitioners show a lower turnover rate of 11.6 percent, whereas entrants exhibit a turnover rate of 16 percent. This suggests that although transitioners turn over at a rate comparable to that of entrants, they demonstrate better overall retention within the state than new entrants.

Table 2. Average 1-Year Turnover Rates, 2008-2024

	% Total Turnover (Exited School)	% Moved Schools within District	% Moved Districts within Oregon	% Exited Oregon
Transitioners	**27.7%**	9.2%	6.9%	11.6%
Entrants	**29.4%**	6.7%	6.6%	16.0%

Source. Data from the ODE staff position file.

The overall results are promising, as they support existing research that highlights internal teacher hiring and licensing pathways as a viable solution for addressing teacher shortages and improving retention, particularly in special education, while also enhancing workforce diversity.

Oregon Teachers and Their Working Environments

As demonstrated above, Oregon has made great strides in diversifying its educator workforce in the past two decades thanks to the rapidly diversifying pool of newly entering educators. Turnover patterns have also been returning to their historic averages among teachers after the disruptions surrounding the pandemic period, but this has not been the case for newer teachers who still have elevated turnover. This raises questions about what factors might be contributing to continued elevated turnover among this group. In the previous 2024 EER report, we demonstrated that entering teachers from 2008 to 2023 worked in schools with fewer experienced colleagues and with student populations with greater potential needs for support, factors that might contribute to increased turnover. In this report, these results are updated for the 2024 and 2025 school years. We also examine a new group of teachers – transitioning teachers – who are moving into teaching roles in Oregon school districts after working in other non-teaching positions in Oregon school districts or education service districts (ESDs). We describe this population above and include them in this analysis given that transitioning teachers have been an important part of diversifying the educator workforce in Oregon and filling high-needs positions.

To better understand what shapes the experiences of new teachers, and what may be driving them to leave the profession, Table 3 presents average characteristics of teachers and the schools in which they work, organized by experience level from transitioning and entering teachers (0 years) to master teachers (20+ years).

Table 3. Characteristics of Teachers and Their Schools by Experience Level, 2023-24 to 2024-25

Characteristics	0 Transitioning	0 Entrant	1-5 Beginning	6-10 Developing	11-15 Mid-career	15-20 Veteran	20+ Master
Teacher characteristics							
% Female	75.0%	67.1%	71.3%	71.8%	72.1%	70.2%	66.5%
% People of color	23.7%	20.4%	20.6%	14.0%	11.0%	9.8%	6.3%
% Non-English native language	7.5%	4.8%	6.5%	4.1%	3.4%	2.6%	1.0%
Age	36	27	33	38	43	47	54
% Has advanced degree	36.9%	41.5%	58.8%	79.2%	85.6%	87.8%	59.6%
% Has license for position	92.5%	95.4%	100.0%	100.0%	100.0%	100.0%	99.9%
% Special education teacher	23.4%	8.1%	11.4%	10.7%	9.2%	8.6%	7.4%
Salary	$48,477	$47,793	$57,456	$69,693	$80,823	$88,095	$89,366
% 1-year turnover rate	29.2%	34.9%	21.1%	14.6%	13.4%	10.1%	13.8%
School characteristics							
% Elementary school	61.4%	51.5%	53.8%	54.5%	53.3%	51.9%	49.7%
% Rural	20.7%	24.0%	20.2%	18.6%	18.2%	17.6%	18.0%
% Four-day week	10.2%	11.4%	11.1%	9.3%	9.9%	7.6%	8.5%
% Charter school	9.4%	8.4%	7.4%	7.4%	8.1%	5.4%	3.9%
Student characteristics at school							
Enrollment	538	582	619	668	712	714	710
Student-teacher ratio	16.7	16.9	17.3	17.7	18.0	18.1	17.9
% Students of color	43.9%	43.1%	44.4%	43.0%	41.4%	42.0%	42.2%
% Direct certified for FRPL	39.7%	37.0%	37.3%	35.1%	33.2%	32.6%	33.0%
% Special education	17.4%	16.6%	16.7%	16.5%	16.2%	16.0%	16.1%
% Gifted	4.8%	5.0%	5.4%	6.3%	7.1%	7.0%	7.0%
% Ever suspended or expelled	7.4%	8.3%	7.5%	6.8%	6.4%	6.5%	6.7%
Average achievement (SD)	-0.13	-0.10	-0.09	-0.03	0.03	0.03	0.02
Staff characteristics at school							
% Had a new principal	25.4%	25.1%	22.0%	22.7%	22.3%	22.3%	21.3%
% Teacher turnover rate at school	19.2%	18.6%	18.3%	16.8%	16.4%	16.2%	16.2%
Average years teacher experience	10.8	10.6	11.2	12.0	12.7	13.1	13.6
% Novice teachers (<3 years)	25.2%	25.9%	20.5%	15.9%	14.5%	14.1%	14.0%
% Experienced teachers (>10 years)	46.8%	46.0%	48.2%	52.5%	58.7%	59.6%	60.0%
% Teachers of color at school	15.6%	14.0%	14.9%	14.3%	13.8%	13.1%	12.9%
Number of total teachers across years	**1,148**	**1,555**	**14,979**	**11,710**	**8,548**	**9,462**	**12,814**

Source. Data from ODE staff position file combined with information from student data files.
Note. Only teachers with 0.5 or above FTE and who work in a are included. Cells report the average of a specific characteristic for each experience level across the 2023/24-2024/25 school years. Academic achievement is the average standardized score from ELA and Math state tests, thus capturing only tested grades and subjects in a school. Transitioning teachers are those who worked previously in a different non-teaching position in Oregon and who move into teaching.

Several demographic distinctions are apparent among early-career teachers. Compared to their more experienced colleagues, transitioning and entering teachers are more than twice as likely to identify as racially and/or ethnically diverse, and transitioning teachers in particular are far more likely to report a non-English native language—at a rate more than seven times that of master teachers (7.5 percent vs. 1.0 percent). Within the entering cohort, transitioning teachers, who are typically career changers, as reflected in their higher average age of 36 compared to 27 among traditional entrants, are notably more racially and linguistically diverse. Transitioning teachers are also considerably more likely to work in special education roles, with nearly one in four (23.4 percent) doing so, compared to just 8.1 percent of traditional entrants. A meaningful share of new teachers also begins their roles without a full teaching license, a pattern that has grown more pronounced over recent years, with only 92.5 percent of transitioning teachers and 95.4 percent of entrants being licensed for their positions (Table 3).

Compared to their more experienced colleagues, transitioning and entering teachers are more than twice as likely to identify as racially and/or ethnically diverse, and transitioning teachers in particular are far more likely to report a non-English native language—at a rate more than seven times that of master teachers (7.5 percent vs. 1.0 percent)

The school environments where teachers work reveal a consistent gradient across experience levels, suggesting that teachers tend to migrate toward different school contexts over the course of their careers. As experience accumulates, teachers increasingly work in schools with lower proportions of economically disadvantaged students, students with disabilities, and students who have been suspended or expelled, while the proportion of gifted students and average academic achievement levels rise. This pattern is further exacerbated for transitioning teachers relative to traditional entrants: compared to entering peers, transitioning teachers work in schools with slightly higher concentrations of students with disabilities (17.4 percent vs. 16.6 percent), greater shares of economically disadvantaged students (39.7 percent vs. 37.0 percent), and lower average academic achievement (-0.13 vs. -0.10 standard deviations).

Staffing conditions in schools follow a similar experience-based pattern. Entering and transitioning teachers are disproportionately concentrated in schools marked by greater instability—higher rates of teacher turnover and more frequent principal transitions—as well as less experienced colleagues. For instance, roughly 26 percent of colleagues in schools where entrants and transitioners work are novice teachers (fewer than three years of experience), compared to just 14 percent in schools where master teachers are employed. This means that new teachers are not only placed in schools where students may need the most support, but also in environments where experienced mentors are in shorter supply. These conditions are even more pronounced for entrants from historically underrepresented racial and/or ethnic backgrounds, including Hispanic/Latine, Black, and American Indian/Alaska Native teachers.

Entering and transitioning teachers are disproportionately concentrated in schools marked by greater instability—higher rates of teacher turnover and more frequent principal transitions—as well as less experienced colleagues.

When examining the strongest predictors of teacher turnover, lower student achievement, having a new principal, and a higher share of novice colleagues—all conditions more common in schools serving newer and more diverse teacher cohorts, and less common in schools where more experienced teachers and White and Asian/Pacific Islander entrants work—emerge as significant risk factors. Collectively, these findings suggest that while Oregon has made real progress in recruiting a more diverse teaching workforce, the school placements many of these teachers receive may be working against retention, ultimately constraining broader efforts to diversify and sustain the profession.

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Research Brief: A DIVERSE AND STABLE WORKFORCE SUPPORTS STUDENT BELONGING IN OREGON

Through their daily interactions with students and families, educators shape school culture and climate. Research shows that students' sense of belonging is strongly associated with regular attendance, engagement, and academic persistence, and that belonging is fostered through relationships with caring adults across multiple school roles—not only classroom teachers (Best et al., 2018; Hemelt et al., 2021; Mulhern, 2020).

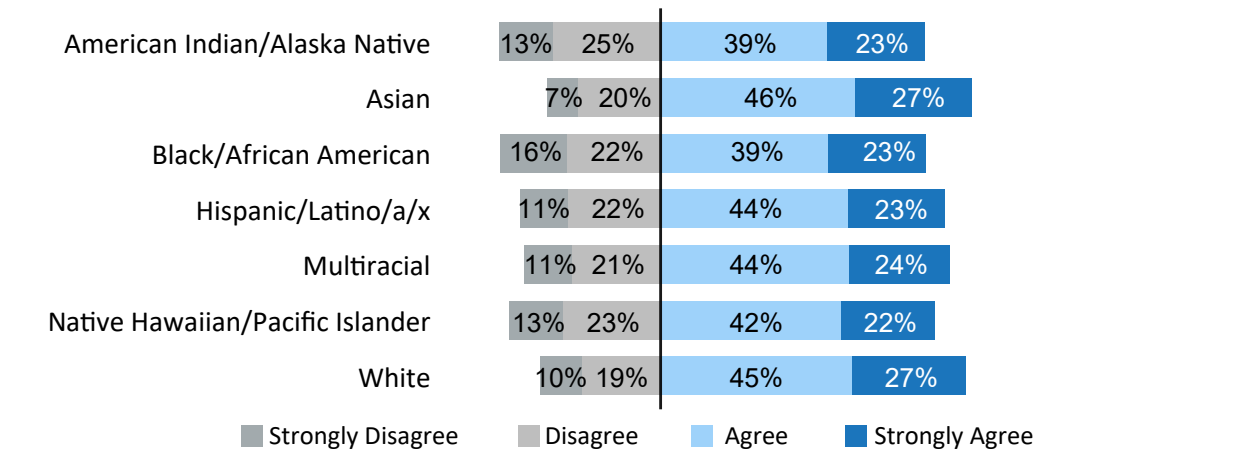
In Oregon, the Student Educational Equity Development (SEED) Survey provides critical insights into school climate and culture from the perspective of students. The SEED Survey is administered annually to 3rd-11th graders in Oregon. The survey asks students to share their schooling experiences across eight research-informed domains, helping educators identify areas of focus to improve student outcomes. In 2025, a total of 180,076 students took the SEED Survey, representing 47 percent of all eligible students.

Student Sense of Belonging, Safety, Welcome and Care

The following findings from the 2025 SEED Survey illustrate the relationship between students' perceptions of having adults at school who reflect their identities and their broader sense of belonging, including feelings of safety, welcome, and care. While most students report positive experiences, differences emerge across student groups, particularly for racially and ethnically diverse students. The survey results are further contextualized by open-ended student responses, which provide insight into how representation among educators and staff shapes students' day-to-day experiences and perceptions of equity in their schools.

Figure 2 shows 3rd-11th grade students' responses to the SEED Survey item "There are adults at my school who are like me and my family." There are several ways students could have interpreted this item, some of which include having adults at school who share their same race/ethnicity, culture, language, hobbies, or interests. Overall, most students agreed with this item. However, students who identified as American Indian/Alaska Native, Black/African American, and Native Hawaiian/Pacific Islander tended to agree less often.

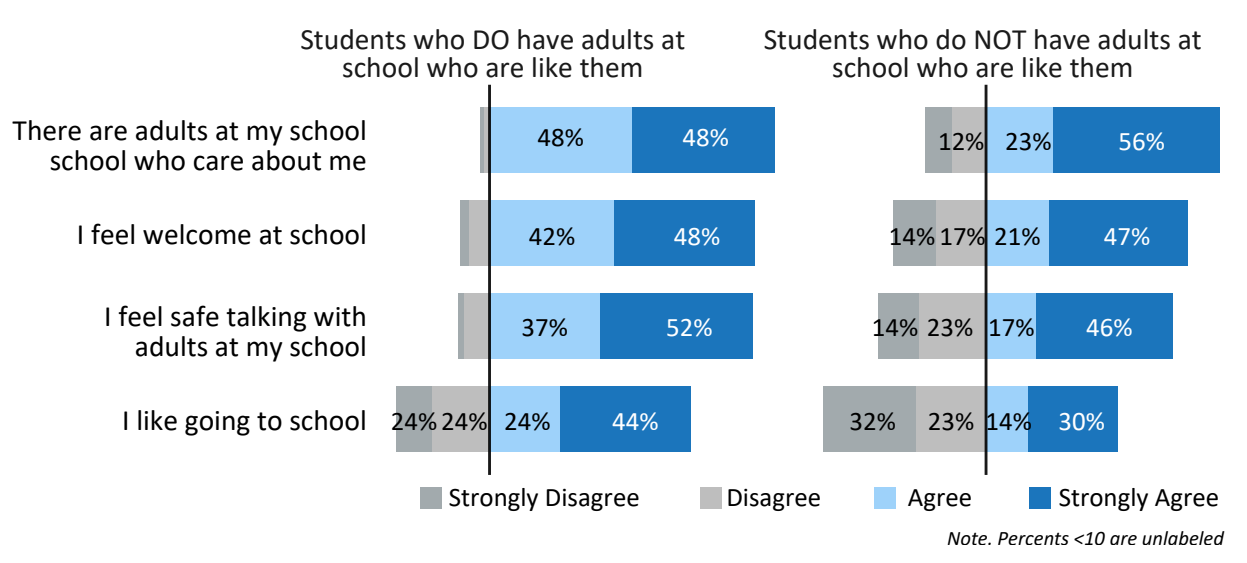
Figure 4. Student Responses to "There are adults at my school who are like me and my family," by Race and Ethnicity, Grades 3-11, 2024-25



Source. Oregon Department of Education.

Figure 3 shows student responses to sense of belonging questions disaggregated by responses to the SEED Survey item discussed above, "There are adults at my school who are like me and my family." Students tended to feel a stronger sense of belonging when they perceived adults at their school to be like them, with positive response rates higher by approximately 17 to 24 percentage points.

Figure 5. Sense of Belonging Items by Students' Responses to "There are adults at my school who are like me and my family," Grades 3-11, 2024-25



Source. Oregon Department of Education.

The SEED Survey also provides 9th-11th grade students with the opportunity to share feedback about aspects of their schooling experience they would like changed. Some students took this opportunity to offer their perspectives on staff diversity. The quote below comes from a student who took the SEED Survey and illustrates challenges schools may face when attempting to create culturally responsive environments in settings with limited staff diversity.

> *"Sometimes, it can be really daunting to realize that there is nobody of color that actually works at the school. As much as the White staff try to relate, they never truly understand the strife of being African-American. Especially as it comes to being in a school full of White people in a town with a distinct racist history."*

School staff play critical roles in shaping student experiences, particularly through relationships that foster a sense of belonging. SEED survey results suggest that students who feel represented by adults at their school are more likely to feel welcomed, supported, and engaged. While most students report positive perceptions, disparities persist, especially among racially, ethnically and/or linguistically diverse students who are less likely to see themselves reflected in school staff. The data, reinforced by student feedback, underscore the importance of workforce diversity, stability, and strong student–adult connections in promoting equitable and supportive learning environments.

Section 2: EDUCATOR CAREER PATHWAYS IN OREGON'S PUBLIC POSTSECONDARY PROGRAMS

This section provides a summary of enrollment and completion data for Oregon's community colleges and public universities for students pursuing an education pathway. All student data are from the Higher Education Coordinating Commission (HECC).

KEY FINDINGS

- **Community College Enrollment:** Enrollment in education majors among racially and/or ethnically diverse and White students increased annually beginning in 2022–23; by 2024-25, 45 percent of students in education majors at Oregon community colleges identified as racially and/or ethnically diverse.
- **Public University Enrollment:** Between 2022–23 and 2024-25, both the number and share of racially and/or ethnically diverse students enrolled in education bachelor's and graduate degree programs increased.
- **Credentials Awarded by Public Postsecondary Education Programs:** The share of degrees and certificates awarded to racially and/or ethnically diverse students in Oregon has risen since 2019-20, and racially and/or ethnically diverse students made up 38 percent of all education degree earners in 2024-25.

HOW OREGON COMPARES TO NATIONAL TRENDS IN EDUCATOR CAREER PATHWAYS

Oregon's trends reflect national patterns in educator preparation pathways. While the diversity of students enrolling in and completing teacher preparation programs is increasing, significant disparities persist across racial and ethnic groups. Across the United States, preparation programs are producing more racially and/or ethnically diverse cohorts than the current educator workforce, yet the pace of change remains slow and uneven (National Council on Teacher Quality, 2025).

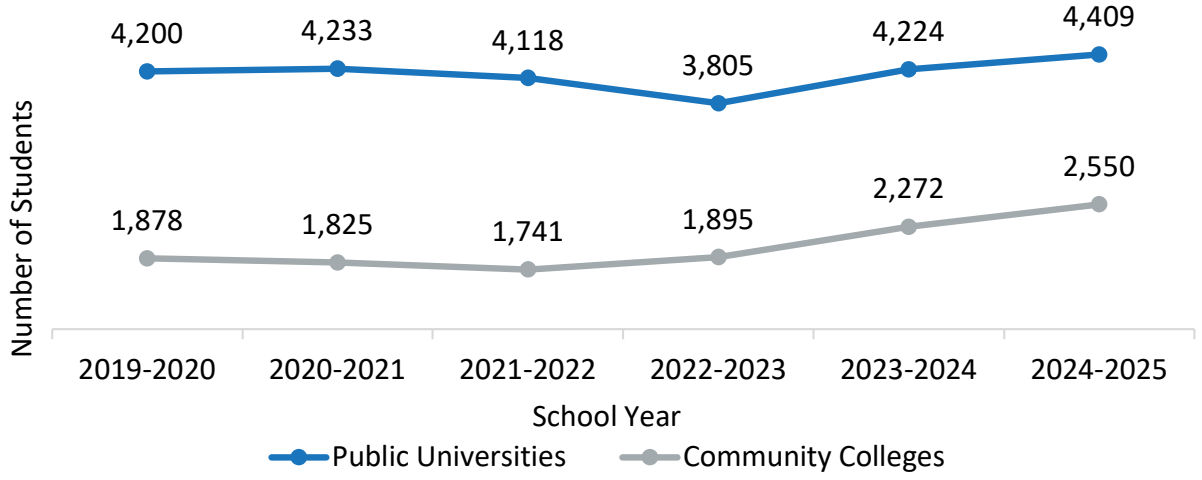
Research also shows that racially and/or ethnically diverse candidates are more likely to exit preparation at key transition points—particularly between degree completion and licensure—resulting in persistent gaps in outcomes across racial and ethnic groups (Bardelli et al., 2024). These patterns suggest that, while Oregon has made progress in increasing enrollment of racially and/or ethnically diverse candidates, there are uneven completion outcomes (consistent with national trends), creating challenges to growing and retaining a diverse educator workforce.

Enrollment in Oregon's Public Postsecondary Education Programs

Figure 6 shows statewide enrollment of Oregon residents in public postsecondary institution education majors between 2019-20 and 2024-25. As shown in the figure, enrollment in education majors at Oregon's publicly funded community colleges and universities rose substantially over the last two years from 5,700 to 6,959 students — a 22 percent increase. Community colleges saw the largest gain, rising 35 percent (from 1,895 to 2,550), while public university enrollment grew 16 percent (from 3,805 to 4,409). The 2024–25 academic year served the highest number of students in education majors since 2019-20.

Enrollment in education majors at Oregon's publicly funded community colleges and universities rose substantially over the last two years, with community colleges seeing the largest gains.

Figure 6. Statewide Enrollment in Education Majors at Community Colleges and Public Universities 2019-20 to 2024-25.



Source. Higher Education Coordinating Commission.
Note. Data on enrollment in public universities includes Oregon residents only.

HIGHER EDUCATION COORDINATING COMMISSION DATA DEFINITIONS

The following definitions are used for data reported by the Higher Education Coordinating Commission (HECC) on student enrollment and completion in Oregon's public community colleges and universities. It should be noted that not everyone who earns a bachelor's or master's degree or certificate in education is, or becomes, a licensed educator.

Linguistically Diverse: The HECC does not collect this data.

Racially and/or Ethnically Diverse: The HECC collects race and ethnicity data based on student self-reports. The term "racially and ethnically diverse" does not include students who identify only as White and not Latino/a/x/Hispanic. The term includes response options:

- Asian American/Asian
- Black/African American
- Latino/a/x/Hispanic
- Native American/Alaska Native
- Native Hawaiian/Pacific Islander
- Two or more races

Suppressed counts: To protect student confidentiality, HECC suppressed counts for groups with fewer than 10 students; as a result, some aggregates—particularly for smaller racial and ethnic groups—cannot be reported precisely. It is important to note that data in this report may differ from prior publications because institutions periodically update submissions to correct previously reported data; such revisions are more common in the community college data.

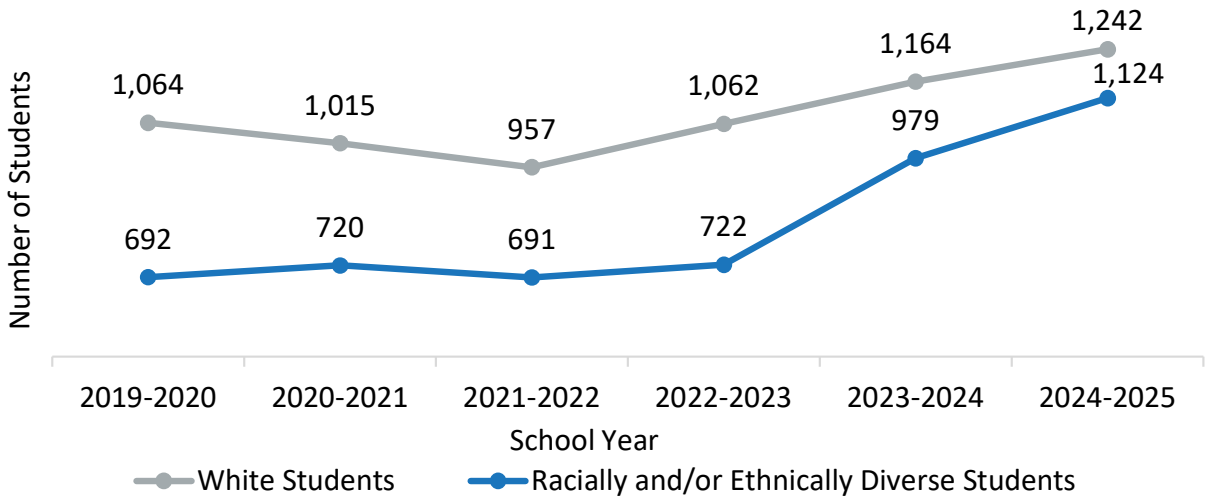
Community College Enrollment

Figure 7 shows Oregon resident enrollment in education majors at Oregon's community colleges between 2019-20 and 2024-25. From 2019–20 through 2021–22, both White student enrollment (1,064 to 957) and racially and/or ethnically diverse student enrollment (692 to 691) declined slightly. Beginning in 2022–23, enrollment increased for both groups and continued to rise each year. By 2024–25, nearly half—1,124 students, or 45 percent—identified as racially and/or ethnically diverse, up from 722 students (38 percent) in 2022–23.

By 2024–25, 45 percent of students in education majors at Oregon community colleges identified as racially and/or ethnically diverse, up from 38 percent in 2022–23, and enrollment rose in the period across all racial groups.

Enrollment rose across all racial groups from 2022–23 to 2024–25. Latino/a/x/Hispanic students increased by 300, a 60 percent rise. Black/African American students increased by 37, representing an 80 percent rise, whereas the number of White students grew by 180 students, a 14 percent increase from 2022-23 to 2024-25. Enrollment data disaggregated by race and ethnicity is available in Appendix B.

Figure 7. Statewide Community College Enrollment in Education Majors: Racially and/or Ethnically Diverse Students, 2019-20 to 2024-25



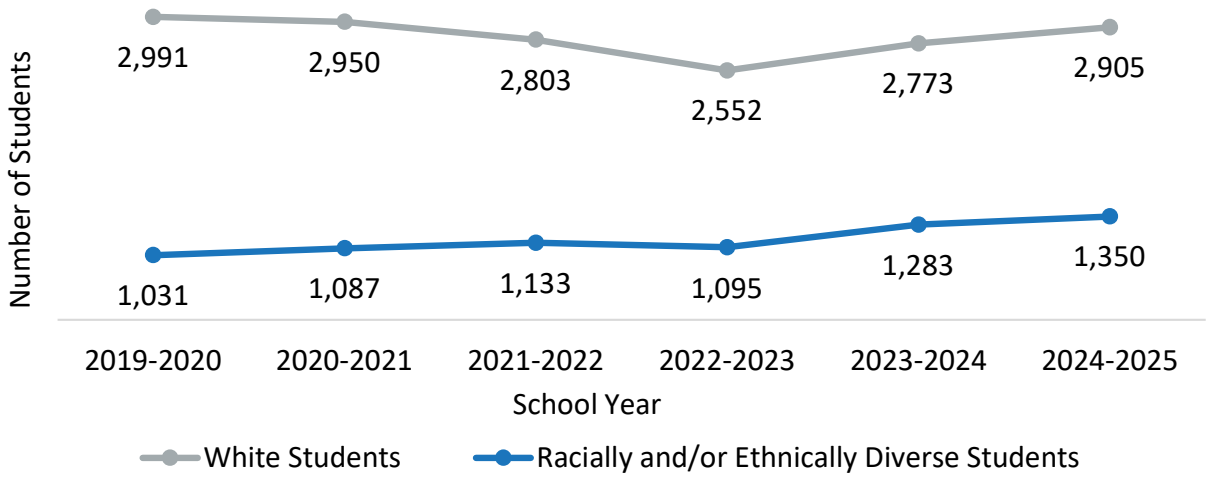
Source. Higher Education Coordinating Commission.
Note. Data on enrollment in public universities includes Oregon residents only.

Public University Enrollment

Between 2022–23 and 2024-25, both the number and share of racially and/or ethnically diverse students enrolled in Oregon's public education bachelor's and graduate degree programs increased.

Figure 8 shows Oregon resident enrollment in the state's public university education programs (bachelor's or graduate/professional degrees) between 2019-20 and 2024-25. In 2024-25, 4,409 Oregon residents were enrolled, including 1,350 (31 percent) who identified as racially and/or ethnically diverse. Between 2022–23 and 2024-25, both the number and share of racially and/or ethnically diverse students increased. The greatest enrollment increases this group were those who identified as Latino/a/x/Hispanic and, separately, students identifying as having as two or more races. Asian American and Black/African American enrollments rose by fewer than 20 students, while Native American/Alaska Native and Native Hawaiian/Pacific Islander counts declined slightly. Enrollment data disaggregated by race and ethnicity is available in Appendix B.

Figure 8. Statewide University Enrollment in Education Majors: Racially and/or Ethnically Diverse Students, 2019-20 to 2024-25



Source. Higher Education Coordinating Commission.
Note. Data on enrollment in public universities includes Oregon residents only.

Degrees And Certificates Awarded by Oregon's Public Postsecondary Education Programs

Education credentials include those awarded at community colleges (i.e., associate degrees and certificates) and those awarded at public universities (i.e., bachelor's and graduate degrees).

In 2024-25, racially and/or ethnically diverse students made up 38 percent of all education degree earners in Oregon's public postsecondary programs.

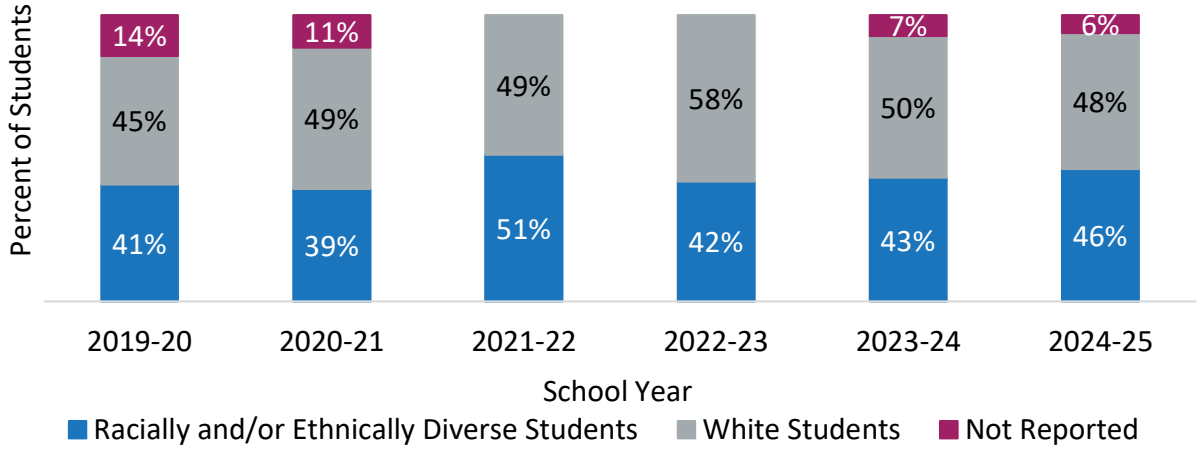
In 2024-25, racially and/or ethnically diverse students made up 38.0 percent of all education degree earners (Appendix B). White students continued to represent the largest racial and/or ethnic group enrolling in and graduating from education programs at Oregon's public postsecondary institutions, followed by Latino/a/x/Hispanic students.

Education Degrees and Certificates Awarded by Oregon's Community Colleges

In 2024-25, 37 percent of education associate degree earners in Oregon identified as Latino/a/x/Hispanic.

Figure 9 shows the distribution of associate degree and certificate earners by race and/or ethnicity from 2019–20 through 2024–25. The number of associate degrees or certificates awarded to students in education programs has risen steadily since 2019–20 (N=151) at community colleges, with a notable jump from 193 in 2022–23 to 294 in 2023–24. However, changes in the share of students who did not report their race and/or ethnicity make it unclear whether the percentage of racially and/or ethnically diverse students earning associate degrees or certificates has increased. It was observed that among students earning associate degree level or certificates in education, most racial and/or ethnic groups had fewer than ten graduates, except for Latino/a/x/Hispanic and White students. Overall, 37 percent of associate degree earners identified as Latino/a/x/Hispanic in 2024-25. Degree/credential data disaggregated by race and ethnicity is available in Appendix B.

Figure 9. Associate Degrees/Certificates Awarded in Education at Oregon Community Colleges by Race and/or Ethnicity, 2019-20 to 2024-25



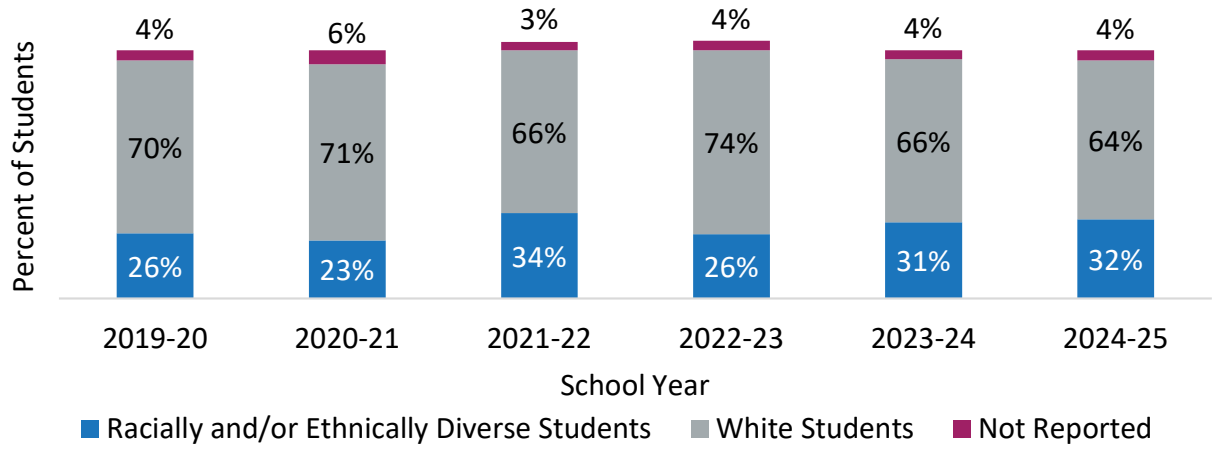
Source. Higher Education Coordinating Commission.
Note. Data from public universities include Oregon residents only. Changes in the share of students who did not report their race and/or ethnicity make it unclear whether the percentage of racially and/or ethnically diverse students earning associate degrees or certificates has increased.

Education Bachelor's and Graduate/Professional Degrees Awarded from Oregon's Public Universities

The share of bachelor's degrees awarded to racially and ethnically diverse students in Oregon has risen, from about one in five in 2019–20 to about one in three in 2024–25.

Figure 10 shows the distribution of bachelor's degree earners by race and/or ethnicity from 2019–20 through 2024–25. The number of education bachelor's degrees awarded by public universities has not yet recovered from declines seen during the pandemic, falling from 415 in 2019–20 to as low as 326 in 2023–24. The share of bachelor's degrees awarded to racially and ethnically diverse students has risen, from about one in five in 2019–20 to about one in three in 2024–25. At the bachelor's level, most racial and/or ethnic groups had fewer than ten graduates, except for Latino/a/x/Hispanic and White students. Degree/credential data disaggregated by race and ethnicity is available in Appendix B.

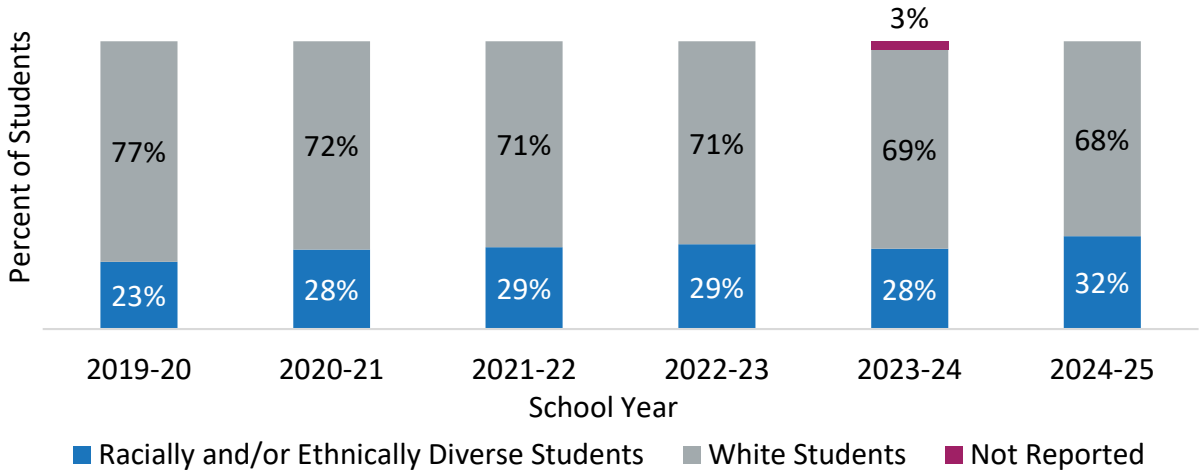
Figure 10. Bachelor's Degrees Awarded in Education at Oregon Public Universities by Race and/or Ethnicity, 2019-20 to 2024-25



Source. Higher Education Coordinating Commission.
Note. Data from public universities include Oregon residents only.

Figure 11 shows the distribution of graduate/professional degree earners by race and/or ethnicity from 2019–20 through 2024–25. Since 2019-20, the number of graduate degrees in education conferred by Oregon's public universities has steadily declined. However, the share of graduate degrees awarded to students who identify as racially and/or ethnically diverse increased from about one in four in 2019–20 to about one in three in 2024–25. At the graduate level, 17 percent of degrees were awarded to students who identified as Latino/a/x/Hispanic, six percent of students identified as two or more races, four percent as Asian/Asian American, two percent as Native American/Alaska Native, and one percent as Black/African American. Degree/credential data disaggregated by race and ethnicity is available in Appendix B.

Figure 11. Graduate Degrees Awarded in Education at Oregon Public Universities by Race and/or Ethnicity, 2019-20 to 2024-25



Source. Higher Education Coordinating Commission.
Note. Data from public universities include Oregon residents only.

GROW YOUR OWN PARTNERSHIPS: EXPANDING PATHWAYS INTO AND THROUGH EDUCATION CAREERS

Grow Your Own (GYO) programs play a critical role in strengthening Oregon's educator workforce by expanding access to postsecondary education pathways for teaching careers. By design, GYO programs connect local residents—including school employees, paraprofessionals, high school students, and Tribal community members—to accessible, affordable, and flexible postsecondary options. These pathways are central to reducing barriers that have historically limited entry into the profession, particularly for rural, multilingual, and underrepresented populations.

During the 2023–25 biennium, Oregon funded 29 GYO programs supporting partnerships between school districts, education service districts, Tribal governments, and postsecondary institutions to align education and workforce systems. Together, these partnerships supported more than 2,800 participants to enroll in postsecondary programs through coordinated pathways that bridge high school, community college, and university programs. High school students engaged in dual credit and Career and Technical Education programs, building early momentum toward educator careers, while adult participants pursued degrees, certificates, and licensure—often in high-need areas such as Special Education and English for Speakers of Other Languages.

Postsecondary access and intentional local recruitment are key drivers of retention. Many GYO participants work in schools while advancing their education, which allows them to advance into licensed or leadership roles without leaving their communities. Between 2023 and 2025, nearly 600 GYO participants earned credentials, strengthening their ability to secure and remain in educator positions. By embedding postsecondary opportunities within local, supported pathways, GYO programs not only expand the educator pipeline but also create sustainable career trajectories that improve workforce stability, diversity, and long-term retention across Oregon's schools.

Oregon's State Scholarship for Educator Candidates

For many students in Oregon, affordability of postsecondary education is a major concern. Following recommendations from the Oregon Educator Equity Advisory Group in 2017, the Legislature established the Oregon Teacher Scholars Program (OTSP) in 2018 to reduce financial barriers for teacher candidates. Table 4 illustrates Oregon's increasing investment in OTSP over the years, totaling nearly $10 million since 2018–19, and reaching 259 students in 2024–25. Demand for the scholarship has also continued to increase as eligibility has expanded. In 2023, through the passage of House Bill 3178, the maximum award amounts were increased, and candidates pursuing licensure in school counseling, social work, and psychology became eligible to apply, and in 2025, eligibility was again expanded to individuals with experience working with diverse populations (House Bill 3026). In both instances, the program saw increases in applications from eligible candidates without a corresponding increase in the funding. In 2025-26, the program was unable to award all eligible applicants.

AFFORDABILITY METRIC CHANGES

The United States Department of Education revised how family contributions to a student's education are calculated and described, replacing the Expected Family Contribution (EFC) with the Student Aid Index (SAI) to offer a clearer, more accurate measure of a student's financial circumstances and aid eligibility.

These changes were implemented in the FAFSA for the 2024–25 academic year. Currently, HECC's Office of Research and Data are working to revise Oregon's affordability metric based on these changes.

OTSP scholarships have increased participation, persistence, and success among racially, ethnically, and linguistically diverse candidates pursuing educator licenses in Oregon. Recipients have high graduation rates (94 percent at the graduate level and 87 percent at the undergraduate level across all cohorts) and go on to work in education at high rates (89 percent across degree levels and cohorts).[6] Overall, the program is helping to both increase the number of qualified graduates and strengthen the pipeline of diverse educators, advancing Oregon's educator equity goals and addressing workforce shortages.

Table 4. Oregon Teacher Scholars Program Participants and Awards, 2019-20 to 2024-25

Academic Year	Grant Maximum Award Amount	Number of Scholars Awarded	Grant Funds Awarded
2019-2020	$5,000	67	$405,001
2020-2021	$5,000	169	$831,668
2021-2022	$10,000	178	$1,680,006
2022-2023	$10,000	165	$1,621,666
2023-2024	$12,000	177	$2,059,680
2024-2025	$12,000	265	$2,450,648
Total	--	**1,068**	**$9,276,039**

Source. Higher Education Coordinating Commission.
Note. Due to a small methodological change, data may not match prior versions.

6 See Oregon Teacher Scholars Program Grant Fact Sheet, https://olis.oregonlegislature.gov/liz/2025r1/Downloads/PublicTestimonyDocument/127440

Section 3: K-12 EDUCATOR PREPARATION AND LICENSURE

Using data provided by the Teacher Standards and Practices Commission (TSPC), this section provides a summary of enrollment and completion data for Oregon's approved teacher and administrator licensure programs, as well as annual counts of licenses issued or renewed by TSPC. This section also provides an update on the public educator preparation programs' 2024 institutional educator equity plans prepared for the Higher Education Coordinating Commission per ORS 342.447.

KEY FINDINGS

- **Enrollment in Oregon Teacher Licensure Programs:** Enrollment in Oregon teacher licensure programs varied from year to year between 2019-20 and 2022-23, with overall enrollment declining by the end of the period. At the same time, the racial and ethnic diversity of enrolled candidates increased.
- **Completion of Oregon Teacher Licensure Programs:** The share of teacher licensure program completers identifying as racially and/or ethnically diverse increased from 2019-20 to 2024-25, primarily driven by increased completion among candidates who identified as Hispanic and Multiracial.
- **Enrollment in Oregon Administrator Licensure Programs:** Enrollment in administrator licensure programs in Oregon has increased in the two most recent years following a decrease due to the 2022 administrator program redesign, including among several racially and ethnically diverse groups.
- **Completion of Oregon Administrator Licensure Programs:** Completion of administrator licensure programs in Oregon has increased in the two most recent years following a decrease due to the 2022 administrator program redesign.
- **Public University Educator Preparation Program Plans for the recruitment, admission, retention and graduation of diverse educators:** Plans identified shared strategies – mentoring, culturally responsive teaching, high school recruitment, and inclusive learning environments – to improve recruitment, retention, and graduation of diverse educator candidates.
- **Awarded Oregon Teaching Licenses (new and renewal):** Between 2021-22 and 2024-25, the share of educators in the reported racial and ethnic categories who identified with groups other than White increased.
- **Awarded Oregon Administrator Licenses (new and renewal):** Between 2021-22 and 2024-25, the number of principal licenses issued or renewed increased across nearly all racial and ethnic groups except Multiethnic Hispanic.

OREGON MIRRORS NATIONAL TRENDS IN EDUCATOR PREPARATION AND LICENSURE

Oregon's declining enrollment in educator preparation programs alongside increasing candidate diversity closely mirrors national trends. Across the United States, teacher preparation enrollment has declined substantially over the past decade, even as efforts to recruit more diverse candidates have expanded

(Center for American Progress, 2019; Penn State Center for Education Evaluation and Policy Analysis, 2024). At the same time, national research indicates that although more racially and/or ethnically diverse candidates are entering preparation programs, disparities persist in advancement to licensure—particularly in later stages of program preparation (Bardelli et al., 2024). Research further highlights additional barriers—such as financial costs, licensure testing requirements, and unequal access to preparation supports—that continue to limit equitable attainment of licensure (Carver-Thomas et al., 2025). Oregon's pattern of increasing diversity among teacher candidates, alongside lower diversity among licensed educators, reflects broader national workforce dynamics and highlights persistent barriers affecting racially and/or ethnically diverse educators as they transition from preparation into the profession.

OREGON TEACHER STANDARDS AND PRACTICES COMMISSION DATA DEFINITIONS

The Oregon Teacher Standards and Practices Commission (TSPC) uses the following data definitions in reporting on educator licensure program enrollment, completion, and licensing in Oregon. To protect confidentiality, TSPC suppressed counts for groups with fewer than five individuals; as a result, some disaggregated data and totals are not provided.

It is important to note that data in this report reflects point in time collections (i.e. the count of licensure applications during a certain period), therefore data reported may differ from prior publications due to updated submissions and licensure records. Appendix D describes types of licenses awarded by TSPC.

Racially and Ethnically Diverse: This report uses self-reported race and ethnicity information provided by educator candidates and licensure applicants. Race and ethnic categories differ based on data source. For this report, "Racially and/or ethnically diverse" includes individuals who select at least one race or ethnicity category in addition to, or instead of, White. Individuals who select White, Non-Hispanic are not included.

For licensure data collected and reported by TSPC, individuals who selected more than one category may be reported as Multiethnic, Hispanic-Multiethnic, or Other, depending on the combination of categories selected. TSPC licensure race and ethnic categories use the following definitions in this report:

- **Hispanic:** Individuals who selected Hispanic only.
- **Multiethnic:** Individuals who selected Multiethnic only; selected Multiethnic with one or more additional non-Hispanic categories; or selected more than one non-Hispanic race/ethnic category, such as Black and White, when neither Hispanic nor Other determines a different reporting category.
- **Hispanic-Multiethnic:** Individuals who selected Hispanic along with one or more additional race/ethnic categories.
- **Other:** Individuals who selected Other only, or who selected Other with one or more additional categories when the record is not otherwise categorized as Multiethnic or Hispanic-Multiethnic.

Educator Preparation in Oregon

This report examines enrollment and completion trends in Oregon-approved educator preparation programs. At the time of publication, the Oregon Teacher Standards and Practices Commission (TSPC) approved 14 postsecondary institutions in Oregon[7]—six public and eight private—that collectively offer more than 100 programs preparing teachers, administrators, school counselors, school social workers, and school psychologists for licensure. These undergraduate, post-baccalaureate, and graduate pathways vary by professional role, endorsement area, and program design. Oregon-approved educator preparation providers operate under state approval and national accreditation requirements. Their programs combine academic preparation with supervised field experiences to establish the foundational knowledge and skills candidates need to enter the profession. Educators continue to develop their practice after initial licensure through classroom experience, mentoring, and ongoing professional learning.

ASSESSMENT PATHWAYS AND INTERPRETATION

In addition to completing required coursework and field experiences, candidates must demonstrate proficiency in content knowledge and professional practice through Oregon-approved assessment options. Since 2019, Oregon has expanded its Multiple Measures Assessment Options, enabling teacher candidates to demonstrate required proficiencies through varied forms of evidence rather than relying solely on a single test score or performance measure.

Assessment results should be interpreted in relation to what each measure is designed to evaluate. Content assessments generally measure subject-matter knowledge developed before or outside an educator preparation program rather than content taught within the program and, therefore, are not indicators of program quality. Performance-based measures, including edTPA and Local Assessment Options, evaluate how individual candidates apply professional knowledge and skills in practice. Although these measures provide evidence of candidate proficiency, they are not designed to evaluate the overall effectiveness of a preparation program.

Appendix C presents best-attempt pass rates for the Oregon Educator Licensure Assessments (ORELA) and first-attempt pass rates for edTPA from 2020 through 2025.

7 A list of approved educator preparation providers is available on TSPC's website. The number of Oregon-approved educator preparation providers decreased from 15 to 14 in June 2020 when Concordia University closed.

Oregon-Approved Teacher Preparation Program Enrollment and Completion Rates

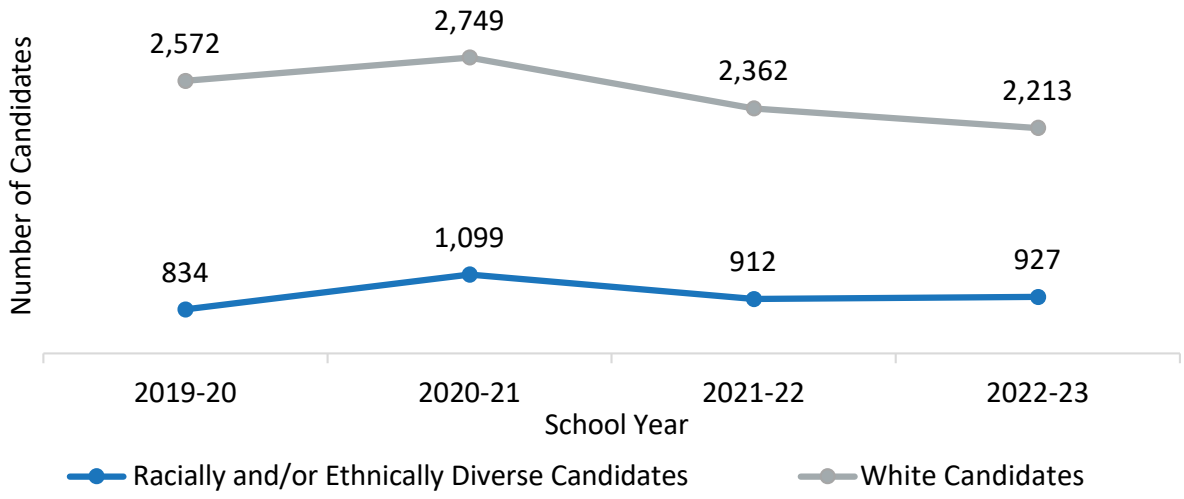
This section summarizes Oregon-approved teacher licensure program (public and private) enrollment trends from 2019–20 through 2022-23[8] and completion trends from 2019–20 through 2024–25.

Teacher Licensure Program Enrollment

From 2019-20 through 2022-23, Oregon enrolled fewer teacher candidates; however, the racial and ethnic diversity of enrolled candidates during the period increased.

Figure 12 shows annual enrollment in Oregon-approved public and private teacher licensure preparation programs from 2019–20 through 2022–23 among candidates who identified as racially and/or ethnically diverse and candidates who identified as White. While enrollment of teacher candidates declined overall during the period, the number of racially and/or ethnically diverse enrolled candidates increased from 834 (23.3 percent) in 2019-20 to 927 (28.0 percent) in 2022–23 (note that the percent of candidates who did not report their race or ethnicity or selected "Other" in 2019-20 was 4.9 percent and in 2022-23 was 5.0 percent). Among candidates who self-identified as racially and/or ethnically diverse, the share who identified as Hispanic increased the most, from 11.3 percent to 14.9 percent. Enrollment data disaggregated by race and ethnicity is provided in Appendix E.

Figure 12. Enrollment in Oregon-Approved Teacher Licensure Preparation Programs by Race and/or Ethnicity, 2019-20 to 2022-23



Source. U.S. Department of Education Title II reporting system; includes program enrollment at Oregon-approved public and private universities.
Note. Data from 2023-24 and 2024-25 were not available at the time of report publication. Includes program enrollment at Oregon public and private universities. Does not include "Other" or "Not Reported."

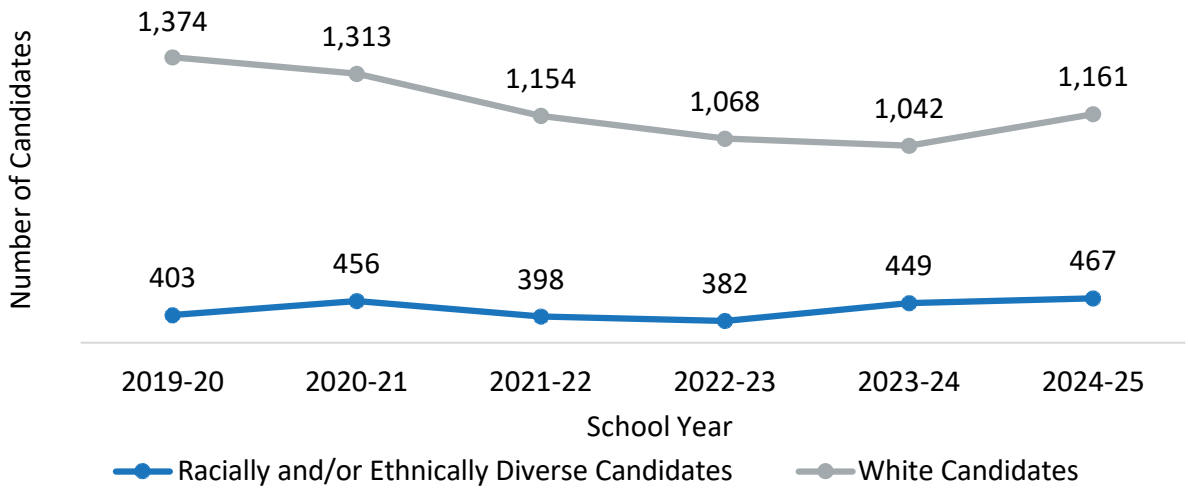
8 At the time this report was prepared, statewide enrollment data for 2023–24 and 2024–25 were not yet available for Oregon-approved teacher preparation programs from the U.S. Department of Education Title II reporting system.

Teacher Licensure Program Completion

The share of teacher licensure program completers identifying as racially and/or ethnically diverse increased from 2019-20 to 2024-25, primarily driven by Hispanic and Multiracial candidates.

Figure 13 shows annual counts of candidates who identified as racially and/or ethnically diverse and candidates who identified as White and completed an Oregon-approved public or private teacher licensure program from 2019–20 through 2024–25.[9] The number of racially and/or ethnically diverse candidates completing a teacher licensure program increased from 403 (21.8 percent) in 2019-20 to 467 (27.4 percent) in 2024–25 (note that the percent of candidates who did not report their race or ethnicity or selected "Other" in 2019-20 was 3.7 percent and in 2024-25 was 4.4 percent). This increase was primarily driven by an increase in Hispanic and Multiracial candidate completers. Completer data disaggregated by race and ethnicity is provided in Appendix E.

Figure 13. Oregon-Approved Teacher Licensure Preparation Program Completers, 2019-20 to 2024-25



Source. Teacher Standards and Practices Commission. Includes program completions at Oregon public and private universities.
Notes. Totals reported in prior years may not be directly comparable, as earlier cycles may not have consistently included "Other" and "Not specified" categories.

9 Program completion data are drawn from a different data source than program enrollment data presented in the previous section for a different period; as a result, completer counts should not be compared directly with enrollment totals. Additionally, the completer group includes both individuals completing a licensure program for the first time and those returning to complete a program required for the endorsement they are seeking; therefore, while most of the completer group is seeking initial teacher licensure, not all are.

LANGUAGE DIVERSITY ACROSS OREGON'S K–12 EDUCATOR WORKFORCE

Across multiple licensure types and preparation pathways, there is evidence of modest but consistent growth in linguistic diversity among Oregon educators.

- The share of teacher preparation program completers reporting a primary language other than English increased from 12.2 percent in 2020–21 to 14.2 percent in 2024–25.
- Over the same period, the proportion of completers identifying as multilingual also increased, reaching approximately 22.9 percent in 2024–25.
- Similar upward trends in language diversity are observed across several license types, including Preliminary Teaching, Principal, and Professional Administrator licenses.

Note. Multilingual status is self-reported and optional and is collected as a distinct measure from primary language. Licensing data reflects annual snapshots that include both new issuances and renewals and therefore do not represent unduplicated counts of individuals over time.

Oregon-Approved Administrator Licensure Program Enrollment and Completion Rates

This section summarizes enrollment and completion trends for Oregon-approved administrator licensure programs (public and private) from 2019–20 through 2024–25. Beginning in 2022, educator preparation programs were required to implement TSPC's redesigned administrator preparation pathways and licensure options, which increased coursework requirements for principal preparation. This change may have lengthened the time some candidates take to complete their programs. Because statewide data are not broken down by program length, this report does not analyze differences in completion time across candidate groups. The available data also do not allow us to separate the effects of the 2022 redesign from other factors, such as COVID-19–related changes in postsecondary enrollment and labor market conditions.

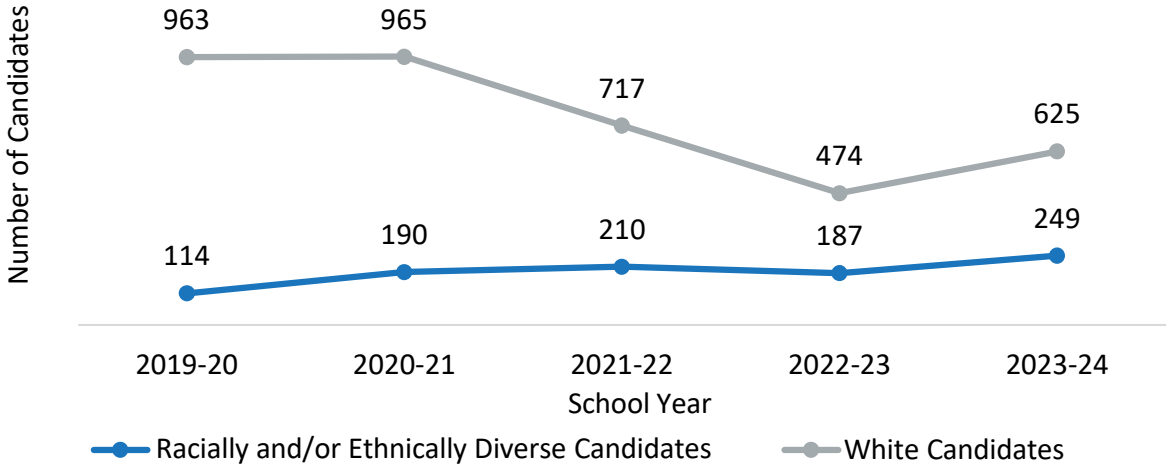
Administrator Licensure Program Enrollment

Figure 14 shows annual counts of candidates who identified as racially and/or ethnically diverse and candidates who identified as White who enrolled in Oregon-approved principal and professional administrator licensure programs from 2019–20 through 2023–24. There is a decrease in the number of administrators enrolling in programs during the 2022-23 year, which coincides with the TSPC licensure pathway redesign (see explanation above). However, enrollment has started to increase since the redesign year.

In 2023-24, 908 candidates were enrolled in Oregon-approved administrator preparation programs and 249 (27.4 percent) self-identified as racially and/or ethnically diverse.

In 2023–24, the most recent year for which data were available, 908 candidates were enrolled in Oregon-approved administrator preparation programs and 249 (27.4 percent) self-identified as racially and/or ethnically diverse (note that 3.7 percent of candidates did not report their race or ethnicity or selected "Other"). Representation increased for several racially and ethnically diverse groups over the five-year period, including candidates who identified as Asian (0.5 percent to 3.3 percent); Black/African American (0.9 percent to 3.6 percent); Hispanic (5.6 percent to 12.9 percent); and Multiracial (1.9 percent to 6.6 percent). Disaggregated enrollment data is provided in Appendix F.

Figure 14. Enrollment in Oregon-Approved Principal and Professional Administrator Preparation Programs, 2019-20 to 2023-24



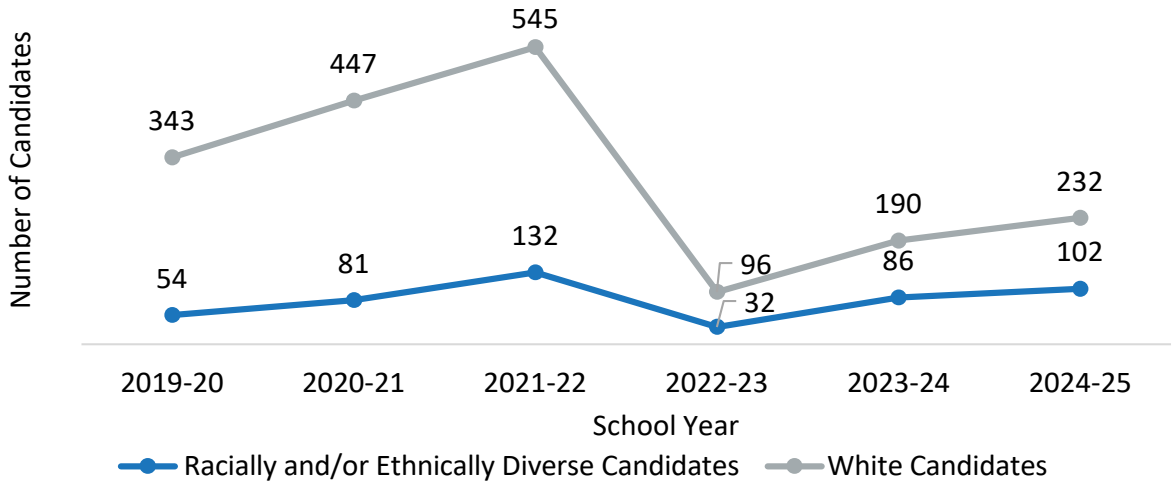
Source. Oregon Teacher Standards and Practices Commission.
Note. Includes program enrollment at Oregon public and private universities. Does not include "Other" or "Not Reported."

Administrator Licensure Program Completion

Figure 15 shows annual counts of candidates who identified as racially and/or ethnically diverse and candidates who identified as White who completed Oregon-approved principal and professional administrator licensure programs from 2019–20 through 2024–25. There is a decrease in the number of candidates completing programs during the 2022-23 year, which coincides with the TSPC licensure pathway redesign. However, the number of candidates completing programs has started to increase since the redesign year.

In 2024–25, the most recent year for which data were available, 344 administrator candidates were recommended for licensure. Of these, 102 (29.7 percent) identified as racially and/or ethnically diverse (note that 2.9 percent of candidates did not report their race or ethnicity or selected "Other"). Between 2019–20 and 2024–25, the share of candidates recommended for licensure increased across several racial and ethnic groups. The share identifying as Hispanic increased from 2.9 percent to 12.2 percent, Multiracial from 5.6 percent to 8.7 percent, Black/African American from 2.9 percent to 4.4 percent, and Asian from 1.2 percent to 2.6 percent. Disaggregated data on program completion is provided in Appendix F.

Figure 15. Completion from Oregon-Approved Principal and Professional Administrator Preparation Programs, 2019-20 to 2024-25



Source. Oregon Teacher Standards and Practices Commission.
Note. Includes program completions at Oregon public and private universities. Does not include "Other" or "Not Reported."

Educator Candidate Licensing

This section summarizes licensing trends for Oregon teachers and administrators from 2021–22 through 2024–25. TSPC issues a variety of licenses required for individuals serving in Oregon's public schools as teachers, administrators, school counselors, social workers, psychologists, and substitutes. Most licenses are issued at either the preliminary or professional level, depending on the candidate's qualifications and experience. See Appendix D for types of licenses issued by TSPC.

RECIPROCAL TEACHING LICENSES IN OREGON

Reciprocal licensure has historically been used as an indicator of educators prepared outside of Oregon, as it is issued to individuals who completed preparation programs in other states or countries and hold valid out-of-state licenses. However, recent policy changes have reduced the usefulness of reciprocal licensure as a proxy measure, as many out-of-state prepared educators may now qualify directly for Oregon preliminary teacher licensure. As a result, reciprocal licensure data should be interpreted with caution and no longer fully captures the number of educators prepared outside the state.

Findings from the Oregon Longitudinal Data Collaborative (OLDC) Oregon Teacher Workforce Study further underscore the importance—and complexity—of understanding out-of-state preparation pathways. The analysis identified a substantial increase in teachers prepared outside of Oregon entering the workforce following pandemic-era disruptions, representing a large and meaningful share of newly hired teachers.

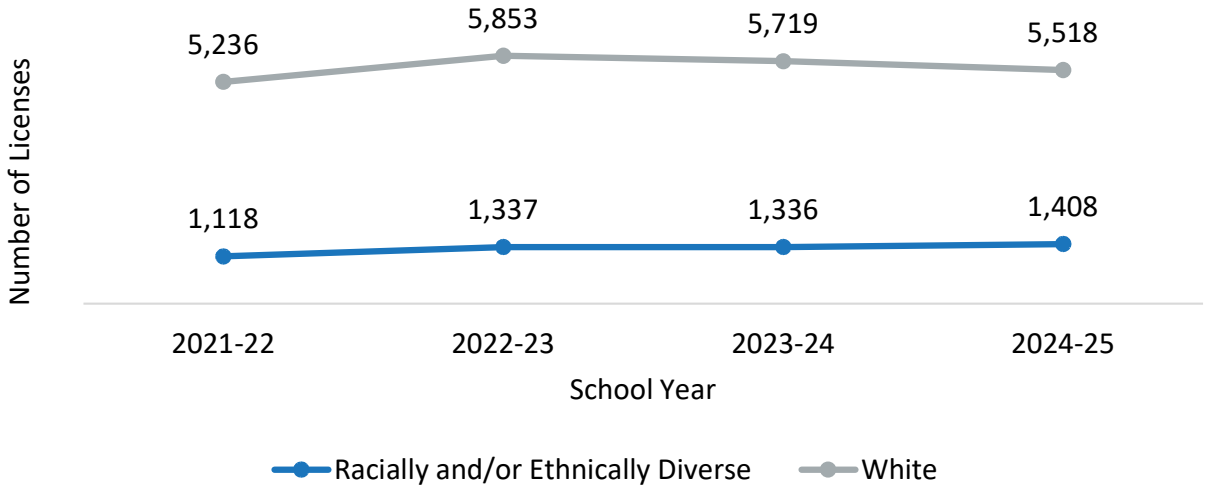
Preliminary Teaching Licenses

Figure 16 shows the annual number of preliminary teaching licenses issued or renewed by TSPC from 2021–22 through 2024–25 for candidates who identified as racially and/or ethnically diverse and candidates who identified as White. From 2021–22 to 2024–25, the share of preliminary teaching licenses issued or renewed to candidates who identified as racially and/or ethnically diverse increased.

From 2021–22 to 2024–25, the share of preliminary teaching licenses issued or renewed to candidates who identified as racially and/or ethnically diverse increased.

In 2024–25, the most recent year for which data are available, TSPC issued or renewed 7,260 preliminary teaching licenses. Of the candidates receiving or renewing these licenses, 1,742, or 24 percent, identified as racially and/or ethnically diverse. An additional 4.6 percent did not report their race or ethnicity or selected "Other." Data on teaching licenses disaggregated by race and ethnicity is provided in Appendix G.

Figure 16. Preliminary Teaching Licenses Issued or Renewed, 2021-22 to 2024-25



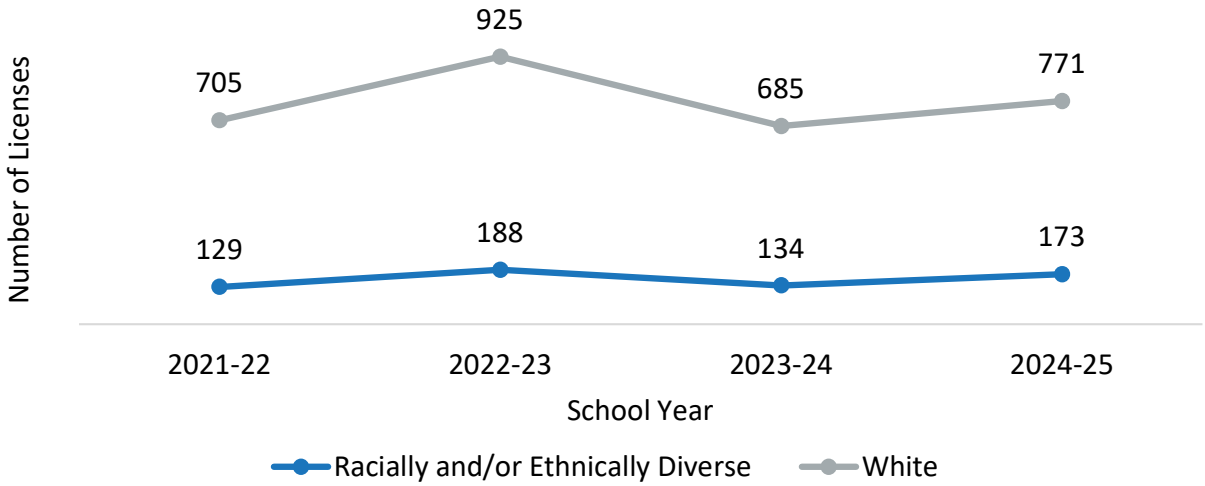
Source. Oregon Teacher Standards and Practices Commission.
Note. Does not include "Other" or "Not Reported."

Administrator Licenses

Figure 17 shows the total number of principal licenses issued or renewed annually by TSPC from 2021–22 through 2024–25 for candidates who identified as racially and/or ethnically diverse and candidates who identified as White. Oregon's administrator pathway redesign, implemented in August 2022, may have influenced the number of licenses issued during the period.

In 2024–25, the most recent year with available data, 972 principal licenses were issued or renewed, including 173 (17.8 percent) who self-reported as racially and/or ethnically diverse (note that 2.9 percent of candidates did not report their race or ethnicity or selected "Other"). Data on principal licenses disaggregated by race and ethnicity is provided in Appendix G.

Figure 17. Principal Licenses Issued or Renewed, 2021-22 to 2024–25



Source. Oregon Teacher Standards and Practices Commission Licensing Data.
Note. Does not include "Other" or "Not Reported." Counts below the minimum reporting threshold (fewer than 5) were suppressed to protect confidentiality. Additional suppression may also be applied in categories such as Other and Not Specified to further reduce the risk of backcalculation.

Professional administrator licenses are issued to administrators responsible for supervising and managing district-level operations and overseeing schools and programs within a district. In 2024-25, 427 professional administrator licenses were issued or renewed, including 56 (13.1 percent) who self-reported as racially and/or ethnically diverse (note that 1.4 percent of candidates did not report their race or ethnicity or selected "Other").[10]

Emergency And Restricted Licenses

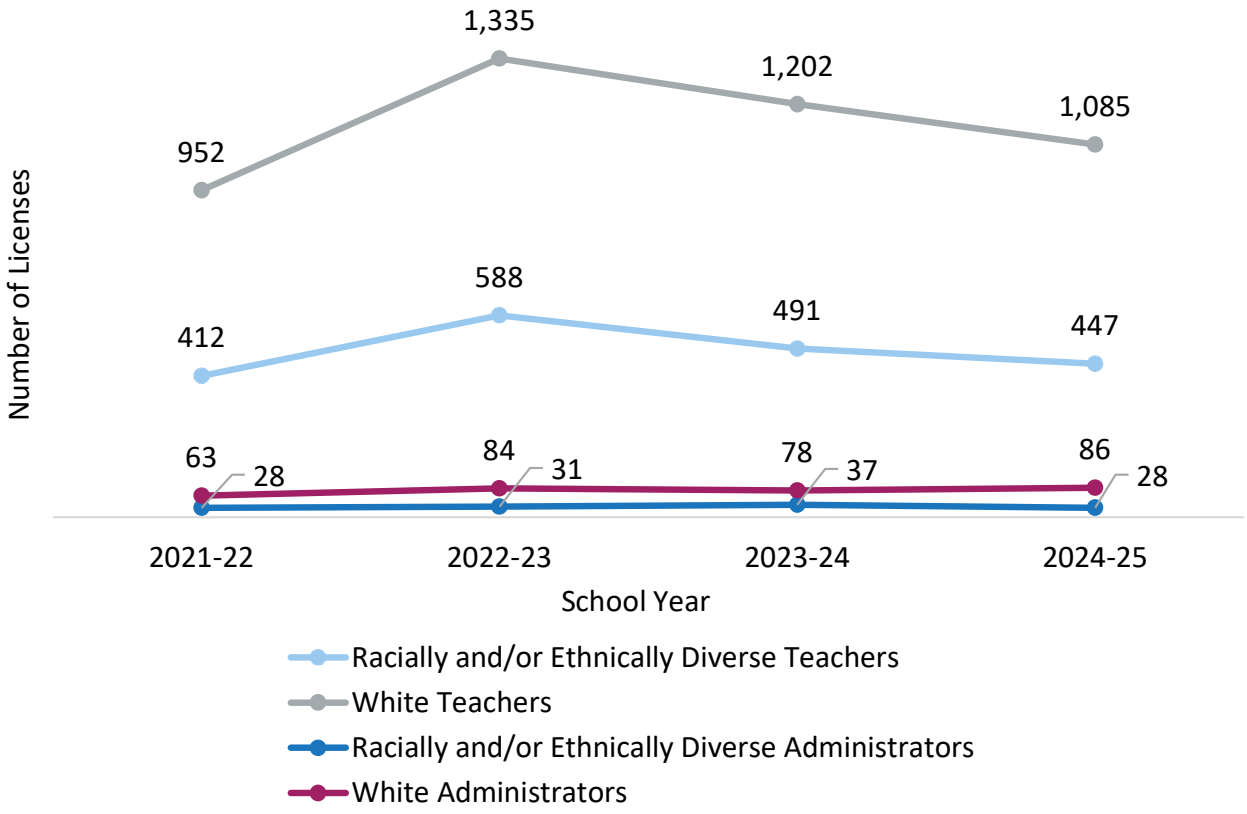
Emergency teaching licenses are valid for up to one school year and cannot continue once the emergency is resolved, while restricted teaching licenses are valid for up to four years and issued in one-year or two-year terms at the district's discretion (a change enacted in 2024). Emergency administrator licenses are valid for up to one school year and may not be continued once the emergency is remedied, while restricted administrator licenses are valid for up to three, one-year terms. During the COVID-19 pandemic and peaking in 2022–23, Oregon saw a growing number of educators seeking emergency and restricted teaching licenses. Since 2022–23, the number of emergency and restricted licenses issued or renewed has declined, though not yet to pre-pandemic levels.

Emergency and restricted licenses continue to have a higher proportion of individuals who identify as racially and/or ethnically diverse compared with Preliminary Teaching, Principal, and Professional Administrator licenses.

10 At the time of this report, limited data was available on the number of professional administrator licenses issued or renewed since Oregon's administrator pathway redesign, implemented in August 2022.

Figure 18 shows the total number of emergency and restricted teaching and administrator licenses issued or renewed by TSPC annually between 2021-22 and 2024-25 to racially and/or ethnically diverse candidates and White candidates. In 2024–25, the most recent year with available data, 1,595 emergency and restricted teaching licenses were issued, including 447 (28.0 percent) who self-reported as racially and/or ethnically diverse (note that 3.9 percent of candidates did not report their race or ethnicity or selected "Other"). In 2024–25, the most recent year for which data were available, 118 emergency and restricted administrator licenses were issued, including 28 (23.7 percent) who self-reported as racially and/or ethnically diverse (note that 3.4 percent of candidates did not report their race or ethnicity or selected "Other"). Emergency and restricted licenses include a higher share of individuals who identify as racially and/or ethnically diverse than preliminary teaching, principal, and professional administrator licenses. Data on emergency and restricted teaching and administrator licenses disaggregated by race and ethnicity is provided in Appendix G.

Figure 18. Emergency and Restricted Teaching and Administrator Licenses Issued or Renewed, 2021-22 to 2024-25



Source. Oregon Teacher Standards and Practices Commission.
Note. Does not include "Other" or "Not Reported." Counts below the minimum reporting threshold (fewer than 5) were suppressed to protect confidentiality. Additional suppression may also be applied in categories such as Other and Not Specified to further reduce the risk of backcalculation.

Future Teachers: Public University Educator Equity Plans

Since 2016, the state's six public university educator preparation programs (EPPs) have prepared and submitted to HECC a biennial plan[11] with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of racially, ethnically, and linguistically diverse educators (ORS 342.447, ORS 350.100). The six institutions providing these plans are: Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University. Under ORS 342.447, HECC is required to review and adopt the plans.[12]

Guidance for the 2024-26 Educator Equity Plans was initially developed over the 2022-23 academic year with input from the Teacher Standards and Practices Commission, the Educator Advancement Council, and the six public universities with educator preparation programs. For 2024-26, the university plans reported on a focus goal, determined by each university.

To view the 2024-2026 plans submitted and approved by the HECC please visit their website: https://www.oregon.gov/highered/strategy-research/Pages/reports.aspx.

Shared Themes across the 2024-26 Educator Preparation Program Equity Plans

Throughout the 2024–25 academic year, Education Northwest facilitated a robust Community of Practice (CoP) to support EPPs in implementing their equity plans. Common themes across the 2024–26 EPP round of equity plans reflected the diversity of institutional contexts while highlighting shared priorities. Table 5 summarizes the strategies identified in the EPP plans and actions implemented in 2024-26. Most EPPs emphasized mentoring as a central strategy, implementing approaches that ranged from peer mentoring models to partnerships with school districts and affinity-based support systems. Culturally responsive teaching was another key focus, with plans calling for faculty development, curriculum redesign, and the integration of equity-centered pedagogies.

University educator preparation programs also prioritized recruitment by building pipelines through high school partnerships, instructional assistant pathways, and outreach to tribal communities. Universities aimed to foster more inclusive learning environments by improving climate, promoting a sense of belonging, and providing supports for teacher candidates.

11 Oregon's private universities with approved educator preparation programs are not required to submit plans and are therefore not included in this section, although related equity-focused work may be occurring across private institutions.

12 Plans submitted to HECC are first reviewed "for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, shall adopt the plans" (ORS 350.100).

Table 5. University Educator Preparation Equity Plans: Common Strategies and Themes, 2024-26

Strategy	Actions Implemented
Mentorship Establishing and strengthening mentorship programs to support diverse teacher candidates.	**Portland State University (PSU)** launched new mentoring applications and began spring support for administrators. **Southern Oregon University (SOU)** collaborated with **PSU** on shared planning tools. Multiple EPPs expressed interest in statewide mentoring initiatives and affinity-based models. **Western Oregon University (WOU)** focused on professional development frameworks in partnership with a rural Regional Educator Network, education service district, and district collective to support clinical teacher mentors' professional development models to support diverse teacher candidates.
Culturally Responsive Teaching Integrating culturally responsive teaching practices into the curriculum and professional development.	**Oregon State University (OSU)** embedded culturally responsive practices into program redesign and field experiences. **University of Oregon (UO)** facilitated district mentor training and explored equity-focused pedagogy through Regional Educator Network partnerships. **WOU** made structural investment in a bilingual Early Intervention-Early Childhood Special Education pathway and the development of a dual enrollment flexible pathway for Special Education and multiple subjects.
Targeted Recruitment Developing recruitment strategies to attract diverse candidates.	**Eastern Oregon University (EOU**) expanded Instructional Assistant and Future Educators Early College initiatives and developed a licensure support specialist role. **SOU** continued tribal outreach and began redesigning an Indigenous-focused education course. **WOU** has peer mentoring programming, preview days, and targeted and purposeful partnership events.
Community Partnerships Collaborating with local communities and educational institutions to support diverse candidates.	**SOU and EOU** deepened district engagement through mentoring and placement discussions. **UO and PSU** emphasized the need for stronger district buy-in for cooperating teacher training. **WOU's** partnerships include focused Grow Your Own and Apprenticeship partnerships, including BRIDGES which brings together local RENs, ESDs, Community Colleges, and Districts for systematic program development across recruitment, preparation, and retention future building.
Inclusive Learning Environments Creating inclusive learning environments to improve retention and success of diverse candidates.	**OSU and UO** used coaching and CoP sessions to explore strategies for supporting candidates. Several EPPs discussed the emotional labor of equity work and the need for institutional support.
Data-Driven Approaches Using data to inform strategies and measure progress toward equity goals.	**PSU and OSU** began tracking mentoring outcomes and student experiences. EPPs requested clearer success metrics and shared tools for monitoring progress.

Source. Higher Education Coordinating Commission.

Section 4: K-12 EDUCATORS AND STATE EDUCATION AGENCY WORKFORCE

This section examines trends in the racial and/or ethnic diversity of the 90,040 educators employed across Oregon's 1,264 public schools and 197 school districts in the 2024-25 academic year.[13] This includes data on the progress of the state's educator equity goals[14], including educator roles, years of experience, and patterns of retention, with particular attention to early career teachers and administrators, who face higher rates of turnover. Data on racially and/or ethnically diverse K-12 staff are based on self-reported race and/or ethnicity collected annually in the Oregon Department of Education's Staff Position data collection. ODE's At-A-Glance School and District Profiles and the Oregon Online Report Card provide annual school- and district-level data comparisons between staff and student demographics.

KEY FINDINGS

- **Progress on the state's goal:** Over the last six years, the number of racially and/or ethnically diverse staff has increased, though most notably among non-licensed staff, increasing from 20.1 percent in 2020-21 to 26.6 percent in 2024-25.
- **District-level progress on the state's goal:** Districts serving student populations that were more than 50 percent racially and/or ethnically diverse showed relative progress, though no school district met the state's educator equity goal in 2024–25.
- **Employment in public K-12 schools by experience:** Racial and ethnic diversity remains highest among Oregon teachers with fewer years of licensed teaching experience, and there continues to be a decline in diversity as years of experience increases.
- **Retention in public K-12 schools:** While retention rates are generally similar across teachers in most racial and ethnic groups (around 80 percent), Black or African American teachers have a substantially lower retention rate of 73.7 percent.
- **Progress on percentage of diverse employees employed by the Department of Education:** Racially and/or ethnically diverse staff remain largely underrepresented as compared to Oregon's student population, with little change over the last three years.

Declining Enrollment in K–12 Education in The United States

Public K–12 enrollment in the United States has declined steadily, dropping to 49.5 million students in 2023—below both pre-pandemic levels (50.8 million in 2019) and a decade earlier (50.0 million in 2013)—indicating a sustained long-term trend (National Center for Education Statistics, 2024). Although this decline is widespread, it is uneven, with decreases in 41 states and more significant losses (5% or more) in at least 10 states, reflecting substantial geographic variation (National Center for Education Statistics, 2024). At the same time, enrollment trends intersect with shifting demographics and student

13 In the prior academic year, there were 89,829 staff employed in Oregon public K-12 schools.

14 Since 2015, Oregon has tracked progress toward diversifying its educator workforce relative to the state's K–12 student population (ORS 342.437).

participation patterns, including increased racial and ethnic diversity among younger populations and a rise in alternative schooling options such as homeschooling and virtual education, which grew from 3.7 percent in 2019 to 5.2 percent in 2023 (National Center for Education Statistics, 2024). Declining K–12 enrollment does not simply mean fewer teachers are needed. Instead, it contributes to a more complex situation where schools may face tighter budgets, address uneven staffing needs across subject areas, and experience extreme changes in student enrollment.

OREGON DEPARTMENT OF EDUCATION DATA DEFINITIONS

Each year, the Oregon Department of Education (ODE) collects data on characteristics and qualifications of all staff working in public schools, districts, and education service districts (ESDs). In this report, data on racial and ethnic groups follows the U.S. Department of Education reporting guidelines. The following definitions are used for data on K-12 Staff, Students, and ODE Staff:

Linguistically Diverse: ODE identifies "linguistically diverse" in their data collections as anyone that reports a language other than English as their language of origin. Response options[15] also include "Not Reported", "Undetermined", or "English." While K-12 staff data collection includes language of origin, it does not allow more than one language choice to be identified and is a required field for only teachers and administrators. The K-12 student data may list up to two languages of origin. The first language identified is a required field; second language option is not consistently used by school districts. As a result, it is possible the number of staff and students who are "linguistically diverse" is undercounted in the data, as the data do not include: individuals who grew up bilingual in English and another language and chose to indicate English as their language of origin; individuals who chose not to provide a language choice; and individuals who have acquired multiple language proficiencies through life experience or education and who do not have the option to indicate those additional languages in the collection.

Racially and/or Ethnically Diverse: ODE uses this term to refer to individuals who self-identify their race and/or ethnicity using the response options outlined in the 2008 federal Race and Ethnicity standards. The term "racially and/or ethnically diverse" does not include individuals who selfidentify only as White (Not Hispanic). The 2008 federal response options used in this report are:

- American Indian or Alaska Native (Not Hispanic)
- Asian (Not Hispanic)
- Black or African American (Not Hispanic)
- Two or More Races (Non-Hispanic), this is sometimes also referred to as Multi-Racial (Not Hispanic)
- Native Hawaiian or Pacific Islander (Not Hispanic)
- Hispanic or Latino ethnicity and any other race

Data Sources Used in this Section:

- Oregon Department of Education Staff Position Collection[16]. This includes self-reported data on staff based on the 2008 federal definitions of Race/Ethnicity.
- Oregon Department of Education Fall Membership Report (Students). Student Race/Ethnicity is reported by parents according to the 2008 federal definitions of Race/Ethnicity.

15 The majority of students in Oregon list English as their language of origin (78.5 percent).

16 At the time of publication of the 2024 Educator Equity Report the Staff Position data collection was missing records from one large school district; over the last four years this district averaged about 1,300 total staff and about 500 teachers. Corrected data has since been reported and is reflected in this report.

Oregon's K-12 Educators and Students

Educators and school staff are foundational to Oregon's public education system, shaping school culture, student learning, and a sense of belonging through daily interactions with students and families. The composition, experience, and stability of this workforce—including teachers, administrators, nonlicensed school staff, and state education agency employees—have significant implications for equity and educational outcomes statewide.

Diversity of Public School Staff Statewide

In the 2024-25 school year, Oregon's public schools employed 90,040 total staff (inclusive of licensed and non-licensed staff), of whom 21.2 percent identified as racially and/or ethnically diverse (Appendix H). Most racially and/or ethnically diverse educator groups remain underrepresented in the workforce as compared to K-12 student group.

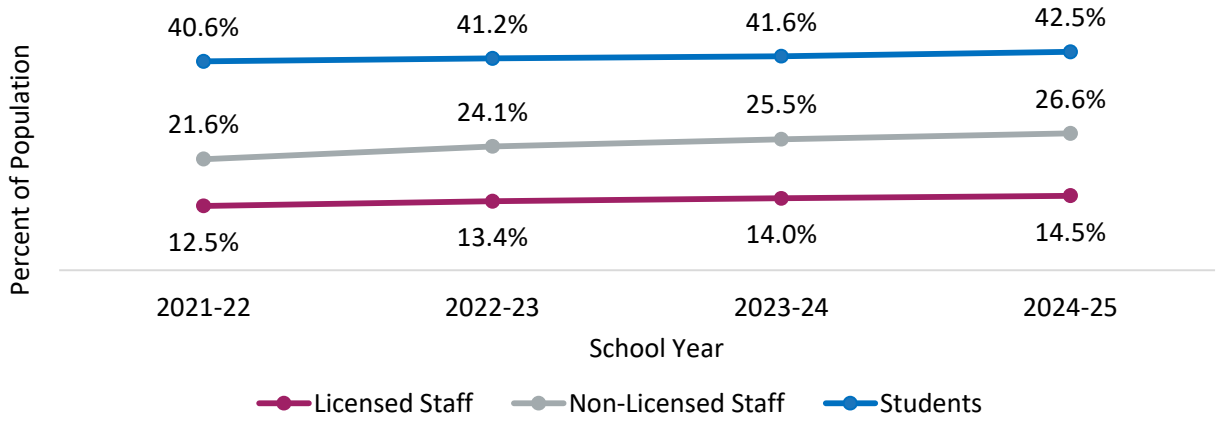
Most racially and/or ethnically diverse educator groups remain underrepresented in the workforce as compared to K-12 student group representation. Over the last six years, the number of racially and/or ethnically diverse staff has increased, most notably among non-licensed staff, increasing from 20.1 percent in 2020-21 to 26.6 percent in 2024-25.

As shown in Figure 19, more than one-quarter of non-licensed staff were racially and/or ethnically diverse (26.6 percent) compared to just 14.5 percent of licensed staff. In the same year, 42.5 percent of the state's 545,088 students identified as racially and/or ethnically diverse.

Paraprofessionals (also known as educational assistants) were the most racially and/or ethnically diverse group (26.1 percent), followed by classroom-based special education staff (20.0 percent), administrators (15.0 percent), and then teachers (14.1 percent) (Appendix H). In contrast to other educator roles, teachers consistently make up the largest licensed group in the educator workforce, yet continue to be the least racially and/or ethnically diverse, followed closely by administrators.

As seen in Figure 19, the number of racially and/or ethnically diverse staff in both groups has increased over the last six years, most notably among non-licensed staff, increasing from 20.1 percent in 2020-21 to 26.6 percent in 2024-25. Some roles have increased relative to others. For example, the proportion of racially and/or ethnically diverse paraprofessionals increased most, from 21.1 percent to 26.1 percent since 2020-21.

Figure 19. Proportion of K-12 Students, Licensed and Non-Licensed Staff Identified as Racially and/or Ethnically Diverse, 2020-21 to 2024-25



Source. Oregon Department of Education Staff Position Collections and Fall Membership Reports. Counts for 2024-25 staff roles identifying as racially and/or ethnically diverse: Licensed Staff n=42,975, Non-Licensed Staff n=49,505, Students n=545,088.

K-12 School District Level Diversity Trends

Research consistently finds that the racial and/or ethnic diversity of K–12 educators nationwide lags behind that of the student population and varies widely across districts, often reflecting local labor markets, educator preparation pathways, and historical and persistent inequities rather than statewide averages (Ingersoll et al., 2022; National Center for Education Statistics, 2023). Studies also show reliance on statewide data alone can obscure significant district level variation in educator diversity, particularly between urban, suburban, and rural systems and in districts serving higher proportions of racially and/or ethnically diverse students (Showalter et al., 2025).

While no school district met the state's educator equity goal in 2024–25, districts serving student populations that were more than 50 percent racially and/or ethnically diverse showed relative progress: 16 districts exceeded the statewide average for teacher diversity (14.1 percent), and 12 exceeded the statewide average for administrator diversity (15.0 percent).

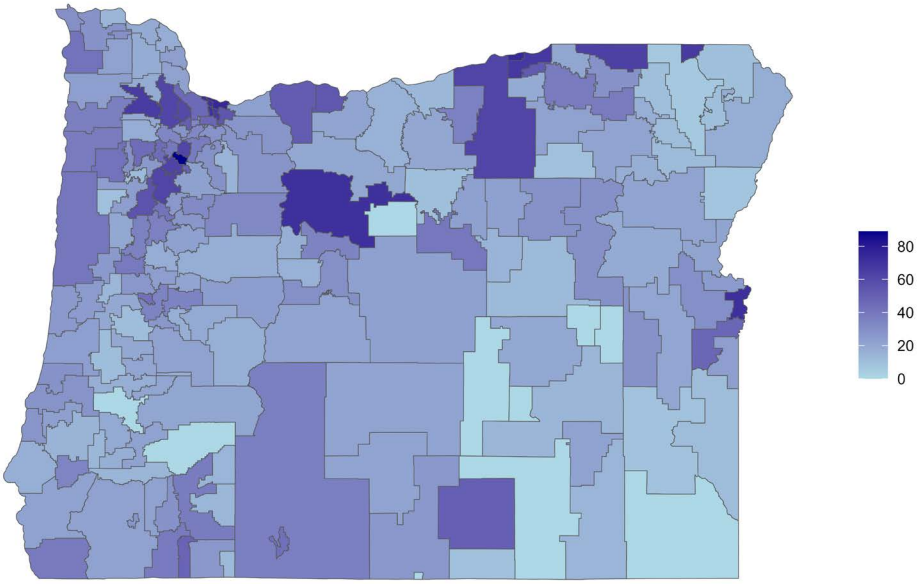
In Oregon, racial and/or ethnic diversity among K-12 students and educators varies significantly across schools and districts. Most of the data shared in this report reflects statewide totals that do not capture local variations in the educator workforce across the state. For this reason, ODE's At-A-Glance School and District Profiles include annual data comparing staff and student demographics at the district and school levels.

While no school district met the state's educator equity goal in 2024–25, districts serving student populations that were more than 50 percent racially and/or ethnically diverse showed relative progress: 16 districts exceeded the statewide average for teacher diversity (14.1 percent), and 12 exceeded the statewide average for administrator diversity (15.0 percent). Non-licensed staff in all 16 districts were more racially and/or ethnically diverse than licensed staff (Appendix J).

Figures 20 and 21 present heat maps showing the percentage of racially and/or ethnically diverse K–12

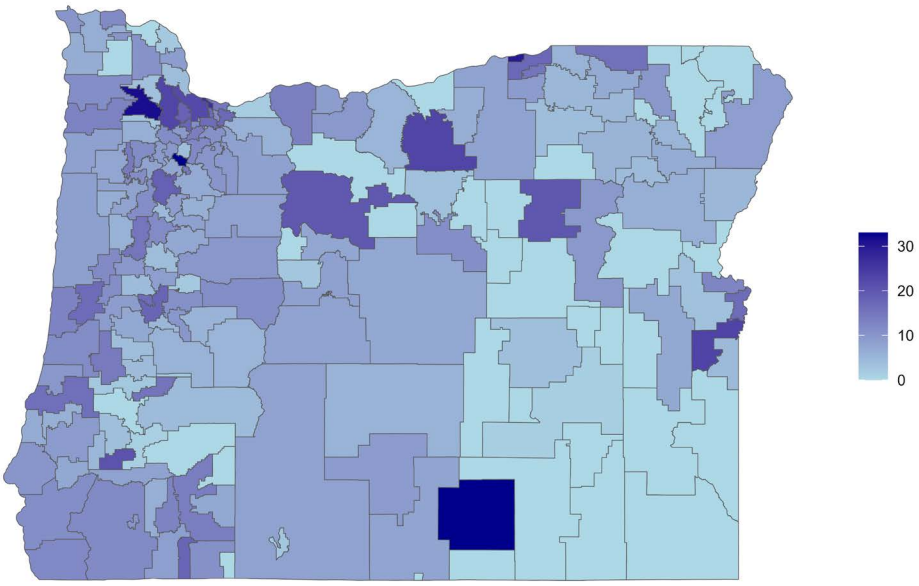
teachers and students across Oregon's urban, suburban, and rural school districts, enabling a visual comparison of statewide educator and student demographics. Beyond the greater Portland Metro area and major corridors such as I-5 and I-84, higher student diversity is also observed in proximity to and within Tribal lands of the nine federally recognized Tribes in Oregon. Additionally, there were seven large districts (more than 7,500 students) that were more than 50 percent racially and/or ethnically diverse. Eleven districts are classified as medium-sized districts (1,651 – 7,499 students), four districts are classified as small (801 – 1,650 students), and just one district was very small (fewer than 801 students).

Figure 20. Percent of Racially and/or Ethnically Diverse K-12 Students by School District



Source. Oregon Department of Education 2024-25 Fall Membership Report.

Figure 21. Percent of Racially and/or Ethnically Diverse K-12 Teachers by School District

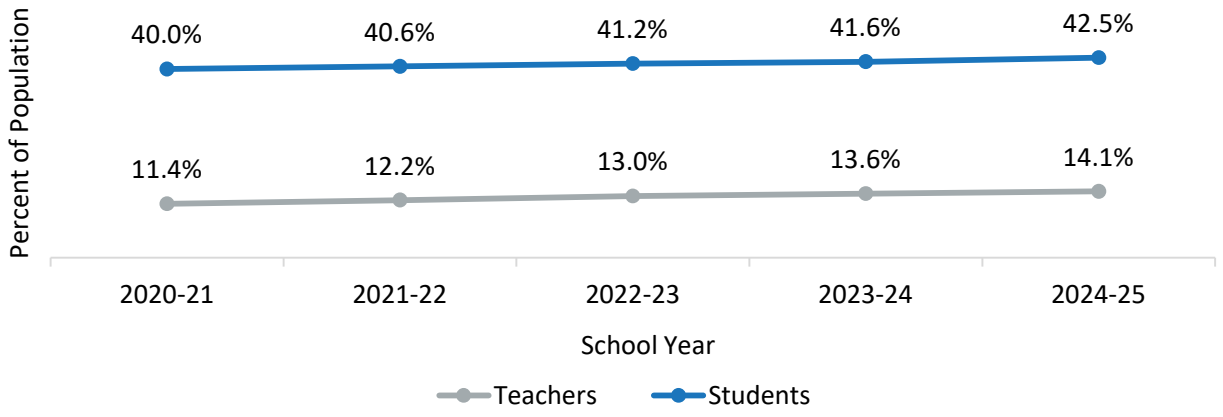


Source. Oregon Department of Education 2024-25 Staff Position Collection.

Building a Teacher Workforce That Reflects Oregon's Students

Teacher diversity has a significant impact on the ability of the state to meet its Educator Equity Goal (ORS 342.437). The representation of racially and/or ethnically diverse teachers employed in Oregon's public K-12 schools and districts has grown 2.7 percent over the past 6 years, from 11.4 percent in 2020-21 to 14.1 percent in 2024-25. Over this same period, the proportion of racially and/or ethnically diverse students enrolled in K-12 public schools has grown at a similar rate, from 40.0 percent in 2020-21 to 42.5 percent in 2024-25 (Figure 22).

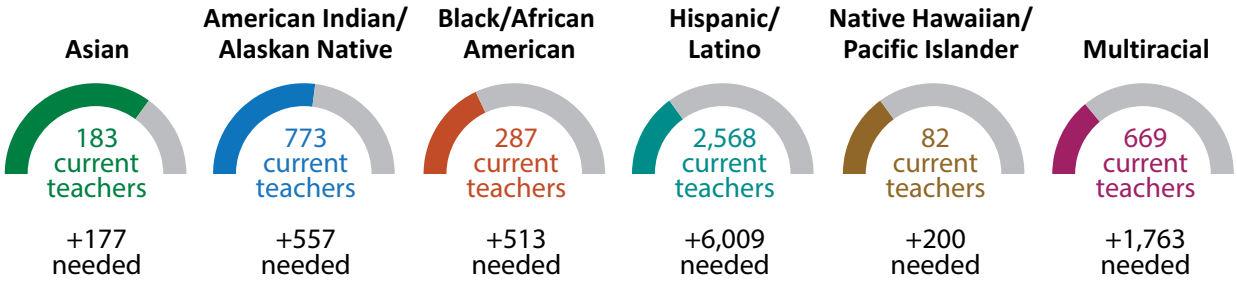
Figure 22. Proportion of Teachers and Students Identified as Racially and/or Ethnically Diverse in Oregon's K-12 Schools, 2020-21 to 2024-25



Source. Oregon Department of Education Staff Position Collections and Fall Membership Reports.

Student diversity in Oregon has increased year over year for at least the last 20 years and is forecasted to continue. While the percentage of racially and/or ethnically diverse teachers has also increased during this period, this increase has not met the percent of student increase. Figure 23 shows the current number of racially and/or ethnically diverse teachers and what would be needed to meet the state's educator goals with the current student population in 2024-25.

Figure 23. Current and Target Representation of Diverse Teachers Relative to Student Population, 2024–25



Source. Oregon Department of Education, 2024-25 Fall Membership Report and 2024-25 Staff Position Collection.

Licensed K-12 Teachers' and Administrators' Years of Experience

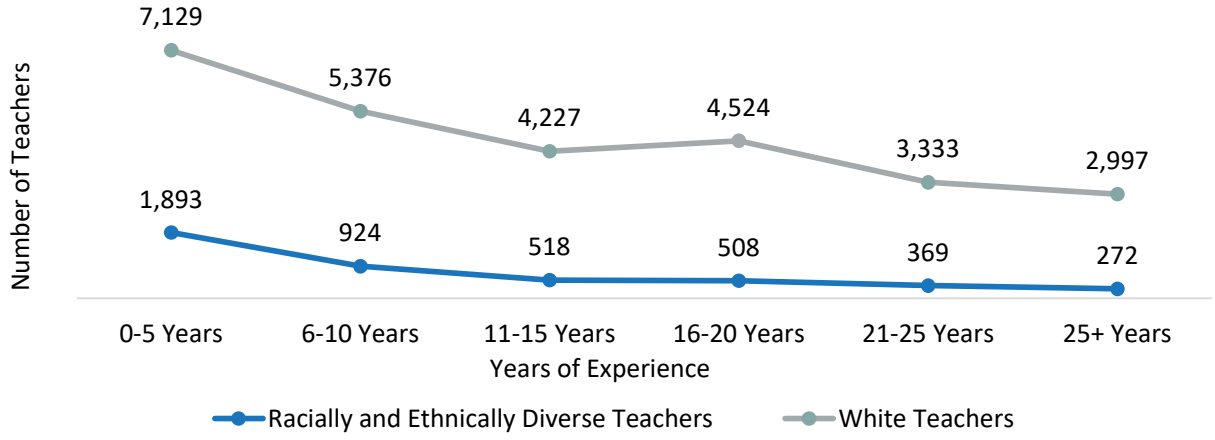
Racial and ethnic diversity remains highest among Oregon teachers with fewer years of licensed teaching experience, and there continues to be a decline in diversity as years of experience increases.

Years of experience are a critical indicator of workforce stability and effectiveness for licensed teachers and administrators (García, & Weiss, 2019; Schank, 2025). Research shows that turnover risk is highest during the early years of service, when professional identity, instructional and leadership skills, and workplace relationships are still developing (Holme et al., 2018). Longitudinal evidence from Oregon demonstrates significant churn among novice educators across roles—particularly among new teachers and administrators—with early career administrators experiencing especially high rates of mobility between schools and districts (Penner, et. al, 2024).

The term "Years of Experience" used in this section is defined in ODE's Staff Position manual, and refers only to years served as a licensed teacher or administrator both in and outside of Oregon (note: an administrator can report licensed teaching experience in their count of years of experience). Licensed teaching experience in Oregon at a preschool, private school, or college in a similar position may also be counted as years of experience if the staff member held an active and valid teaching license at the time. However, years of experience are not counted for non-licensed experiences in a school role, nor are years of experience under the TSPC Charter School Registry.

The most recent data on K-12 teachers' years of experience shows a continuing trend: racial and/or ethnic diversity is highest among Oregon teachers with the fewest years of licensed teaching experience. Additionally, there is a decline in racial and/or ethnic diversity as years of experience increases. Among teachers that were reported as racially and/or ethnically diverse, 42.2 percent had between 0 and 5 years of experience and 62.8 percent had between 0 and 10 years of experience (Figure 24). Teachers with 25 or more years of experience were only 6.1 percent racially and/or ethnically diverse. Disaggregation of teachers by race and/or ethnicity shown in Appendix K.

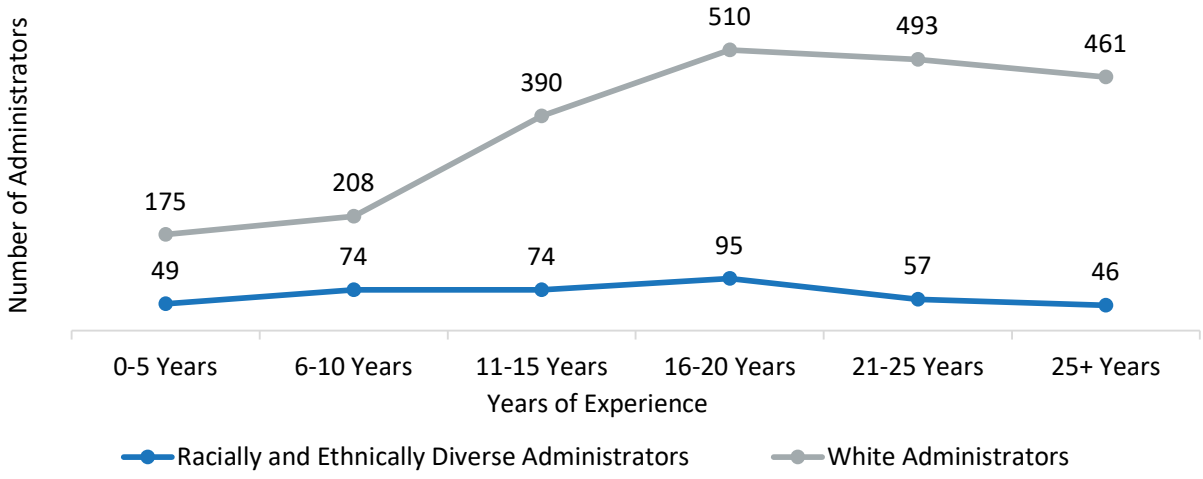
Figure 24. Number of Teachers Identified as Racially and/or Ethnically Diverse and White by Years of Experience, 2024-25



Source. Oregon Department of Education 2024-25 Staff Position Collection.

Racial and/or ethnic diversity among administrators varies by years of licensed experience. Among administrators, diversity increases from 0-5 years of licensed experience, peaking in the 16-20 years range (Figure 25). The numbers then decline with racially and/or ethnically diverse administrators with 25+ years of experience being the smallest group with only 46 individuals. The number of White administrators also peaks in the 16-20 years range, then gradually decline for those with 21-25 years or more experience. White administrators with 16 or more years of licensed experience make up 65.4 percent of all White administrators. (Appendix K).

Figure 25. Number of Administrators Identified as Racially and/or Ethnically Diverse and White by Years of Experience, 2024-25



Source. Oregon Department of Education 2024-25 Staff Position Collection.

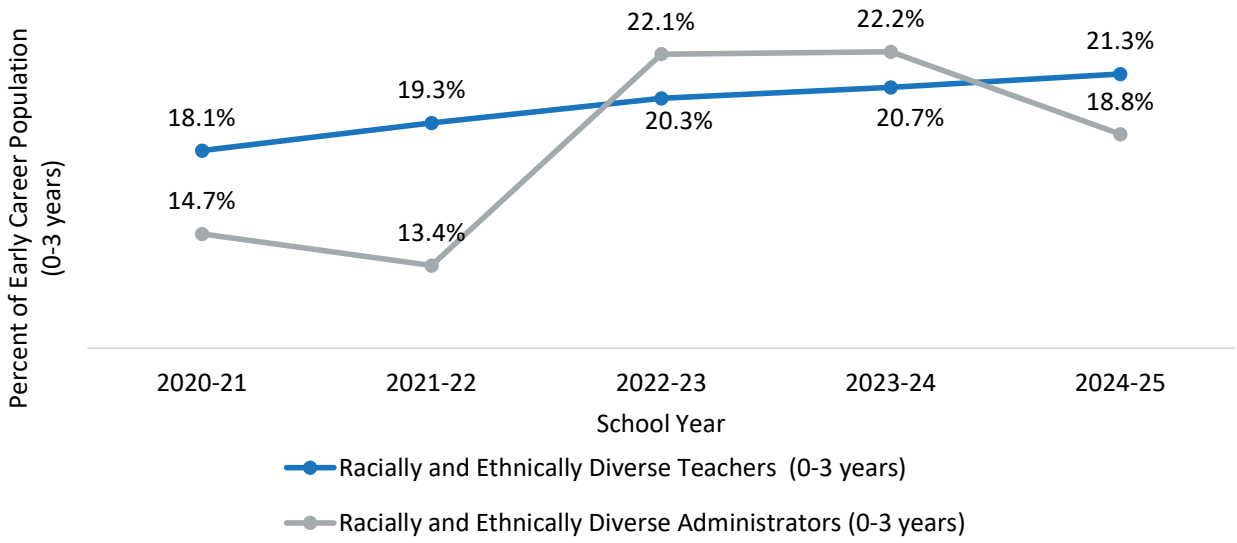
Early Career Teachers and Administrators

Oregon's newest educators are the most racially and/or ethnically diverse. ODE defines early career teachers and administrators as those with zero to three years of experience as a licensed educator. National and state data show school-level rates of turnover among educators with fewer years of experience are higher than for those with more years of experience. However, growing evidence shows that effective strategies prioritizing novice educators—such as structured, standards-aligned mentoring—significantly improve educator effectiveness and contribute to increased retention of these educators (see *Evidence-Based Mentoring Strategies for Early Educator Support in Oregon, page 51*).

Although the total number of early career teachers decreased, the proportion of racially and/or ethnically diverse teachers with 0-3 years of experience increased from 20.7 percent in 2023-24 to 21.3 percent in 2024-25.

Although the total number of early career teachers decreased from 7,249 in 2023-24 to 6,450 in 2024-25, the proportion of racially and/or ethnically diverse teachers with 0-3 years of experience increased from 20.7 percent in 2023-24 to 21.3 percent in 2024-25 (Figure 26). Much like early career teachers, the total number of early career administrators also decreased from 212 in 2023-24 to 165 in 2024-25. However, unlike early career teachers, the proportion of racially and/or ethnically diverse early career administrators decreased from 22.2 percent in 2023-24 to 18.8 percent in 2024-25 (Figure 26). There were only 29 racially and/or ethnically diverse early career administrators[17] in 2024-25 (Appendix L).

Figure 26. Proportion of Early Career Teachers and Administrators (0-3 Years of Experience) Identified as Racially and/or Ethnically Diverse, 2020-21 to 2024-25



Source. Oregon Department of Education Staff Position Collections.
Note. Early career teachers and administrators are those with 0-3 years of experience, inclusive of a licensed position in or outside of Oregon.

17 The low number of administrators means that these percentages are subject to greater variability over time.

EVIDENCE-BASED MENTORING STRATEGIES FOR EARLY EDUCATOR SUPPORT IN OREGON

Data collected from Regional Educator Network (REN) sponsoring organizations during the 2024–25 school year indicate that RENs are a promising strategy for improving educator retention in Oregon, particularly for early-career educators. Fifty percent of REN participants were novice educators in their first three years; a period consistently associated with the highest attrition rates. RENs emphasize sustained, job-embedded mentoring and professional learning rather than one-time workshops. Participants engaged in cohort-based learning, mentoring, Professional Learning Communities (PLCs), Communities of Practice (CoPs), and individualized coaching. Research shows that these approaches are more likely to improve instructional practice and educator retention, particularly when implemented during an educator's first three years (Kwok & Macfarlane, 2025; Learning Forward, 2026).

Data collected from Regional Educator Network (REN) sponsoring organizations during the 2024–25 school year indicate that RENs are a promising strategy for improving educator retention in Oregon, particularly for early-career educators.

SUSTAINED, JOB-EMBEDDED MENTORING AND LEARNING

Research indicates that ongoing coaching and professional learning during the first three years of an educator's career supports retention by easing the transition from preparation programs into practice (Kwok & Macfarlane, 2025). RENs operationalized this research through multi-day learning series, structured PLCs, CoPs, and job-embedded coaching. These models integrate induction with long-term professional growth rather than treating early-career support as a standalone system.

STRONG REGIONAL MENTORING NETWORKS

Mentor selection, training, and intentional pairing are critical to effective early-career support (Kwok & Macfarlane, 2025). RENs paired novice teachers and administrators with trained mentors across districts, reducing professional isolation and expanding access to high-quality support, particularly in rural areas. Networks met monthly or bimonthly and combined facilitated learning, mentor-mentee collaboration, and structured problem-solving focused on instructional practice, classroom management, and culturally responsive teaching.

These findings reinforce existing research that high-quality mentoring is a key retention strategy for new teachers and administrators and suggest that regionally coordinated mentoring networks can help address persistent workforce instability.

K-12 Teacher and Administrator Retention

Research suggests retention rates can be viewed as an indicator for school stability, which is an important factor that supports student learning. A high rate of educators leaving their school building creates instability year to year (Holme et al., 2018; Penner et al., 2023). Low retention may indicate adverse working conditions, reassignment to different schools within the same districts, unsupportive school climates, or differences in compensation and resources between schools within or across districts (see *Workforce Stability and Why It Matters, page 53*).

While retention rates are generally similar across teachers in most racial and ethnic groups (around 80 percent), Black or African American teachers have a substantially lower retention rate of 73.7 percent.

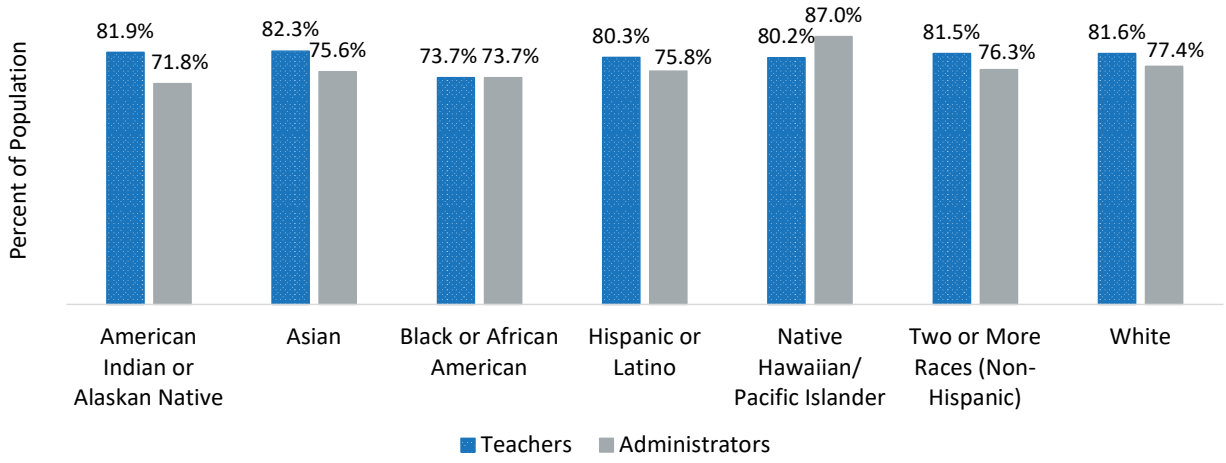
The Oregon Department of Education calculates an average retention rate for teachers and administrators, which is frequently measured over a three-year span to better account for changes that occur only in one year, such as new school openings. This rate is calculated by identifying the percentage of teachers or administrators that return to the same school (in any position) within the following two years. This rate is calculated for each district and as a statewide average.

In 2024-25, the average three-year retention rate[18] for all teachers in Oregon school districts was 81.4 percent. This means that on average from 2020-21 to 2022-23, 81.4 percent of teachers returned to the same school in any position within the following two years.[19] This rate is consistent with prior three-year averages in Oregon (Appendix M). In Figure 27, looking across racial and/or ethnic groups, the lowest levels of retention in this period were among Black or African American teachers (73.7 percent), followed by Hispanic or Latino teachers (80.3 percent), and Native Hawaiian or Pacific Islander teachers (80.2 percent). Asian teachers had the highest retention rates (82.3 percent).

The average three-year retention rate for administrators was 77.2 percent. Looking across racial and/or ethnic groups, the lowest levels of retention in this period were among American Indian or Alaska Native administrators and Black or African American administrators (71.8 percent and 73.7 percent, respectively). Native Hawaiian or Pacific Islander and White administrators had the highest retention rates (87.0 percent and 77.4 percent, respectively) and were the only two racial and/or ethnic groups over the state average.

When comparing both types of educators, the three-year average retention rate is lower among administrators than teachers of the same race or ethnic group, though Black or African American teachers and administrators had the same retention rates (73.7 percent)(Appendix M).

Figure 27. Three-Year Average Retention Rate for Teachers and Administrators by Race and/or Ethnicity, 2020-21 to 2022-23



Source. Oregon Department of Education Staff Position Collection.
Note. The three-year average retention rate tracks whether teachers return to the same school within the following two years. For example, teachers in the 2020–21 Staff Position collection are checked for return in the 2021–22 or 2022–23 collections. This process is repeated for teachers in the 2021–22 collection (returning in 2022–23 or 2023–24) and for teachers in the 2022–23 collection (returning in 2023–24 or 2024–25, in any position). The same methodology is used to calculate the three-year average retention rate for administrators.

18 The 2024 report included attrition data only; retention data were not reported.
19 ODE calculates the rate by looking at 5 years of staff position data.

WORKFORCE STABILITY AND WHY IT MATTERS

Oregon's educator workforce trends align closely with national patterns, where incremental increases in diversity have not closed longstanding gaps between educators and students. Nationwide, racially and/or ethnically diverse students make up a growing share, and in many cases a majority, of the K–12 population, while the teacher workforce remains disproportionately White, with approximately 80 percent of teachers identifying as non-Hispanic White (National Center for Education Statistics, 2020; Pew Research Center, 2024). In Oregon, diversity gains are often concentrated among early-career educators, while more experienced educators remain less diverse (National Council on Teacher Quality, 2024). As a result, sustaining and retaining a diverse educator workforce has become an increasingly important component of workforce stability, particularly as schools seek to build staff that reflect and effectively serve their student populations.

School stability refers to the conditions that support the consistent presence of a school's instructional workforce over multiple years. Stable schools benefit from shared institutional knowledge, strong professional relationships, and coherent instructional practices aligned to student goals, as well as sustainable and consistent funding. Conversely, stability is weakened by chronic or cumulative turnover that disrupts organizational functioning and impedes school improvement efforts (Holme et al., 2018). When instability persists, schools can resemble a "revolving door," with educators cycling in and out before relationships, routines, and shared practices can take root (Penner et al., 2023). Frequent turnover and long-term unfilled vacancies undermine both recruitment and retention efforts by signaling challenging working conditions, limited support, and weak organizational coherence—reducing applicant interest and making hard-to-fill positions even more difficult to staff. Such instability contributes to shortages that are often "innumerable and hyperlocal," producing inequitable impacts across districts and regions (McVey & Trinidad, 2019).

Frequent turnover and longterm unfilled vacancies undermine both recruitment and retention efforts by signaling challenging working conditions, limited support, and weak organizational coherence—reducing applicant interest and making hard-to-fill positions even more difficult to staff.

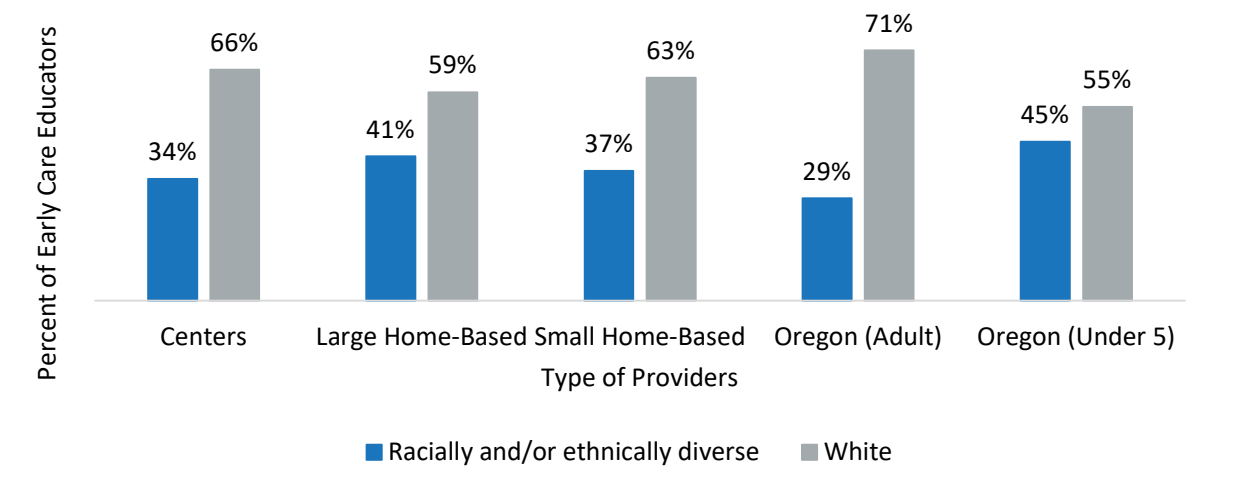
Turnover presents a particular challenge for individual schools and small districts striving to maintain a stable workforce under both short-term and long-term conditions (Holme et al., 2018). Examining turnover, including mobility, offers meaningful indicators of retention, workforce stability, and student outcomes (Eros, 2011; Goldhaber & Cowan, 2014; Holme et al., 2018; Ingersoll, 2001; Kraft et al., 2016; Penner et al., 2024). Staff mobility data capture whether employees remain in the same school, move to another school or district, or leave the profession altogether (Penner et al., 2024). Understanding these movement patterns can help to design and implement targeted strategies to increase stability, as turnover churn can undermine or impede local recruitment and retention efforts (Holme et al., 2018; Penner et al., 2024; Taie & Lewis, 2023).

Research Brief: OREGON'S EARLY CHILDHOOD EDUCATOR WORKFORCE

The Department of Early Learning and Care (DELC) has prepared a summary[20] of key workforce equity findings from the Oregon Early Learning Workforce: Eleven Years Beyond Baseline Comparison of 2012 and 2023 report. This study was produced jointly by Portland State University's Oregon Center for Career Development in Childhood Care and Education and Oregon State University's Oregon Child Care Research Partnership, with funding from DELC.

In 2023, 25,309 people worked in Oregon's regulated early learning and care facilities.[21] Racially and/or ethnically diverse educators made up 34 percent of this workforce, including those identifying as Hispanic or Latino, Black or African American, Asian, Native Hawaiian or Pacific Islander, American Indian or Alaskan Native, and multiracial (Figure 28).[22]

Figure 28. Type of Early Care Providers by Race and/or Ethnicity, 2023



Source. Oregon Early Learning Workforce: Eleven Years Beyond Baseline Comparison of 2012 and 2023.

Workforce diversity has increased across all types of care since 2012. Representation of racially and/or ethnically diverse workers grew by 10 percent in centers, 19 percent in large home-based programs, and 10 percent in small home-based programs. While the early learning workforce continues to be more diverse than Oregon's general adult population, it still does not reflect the full diversity of children under the age of five.

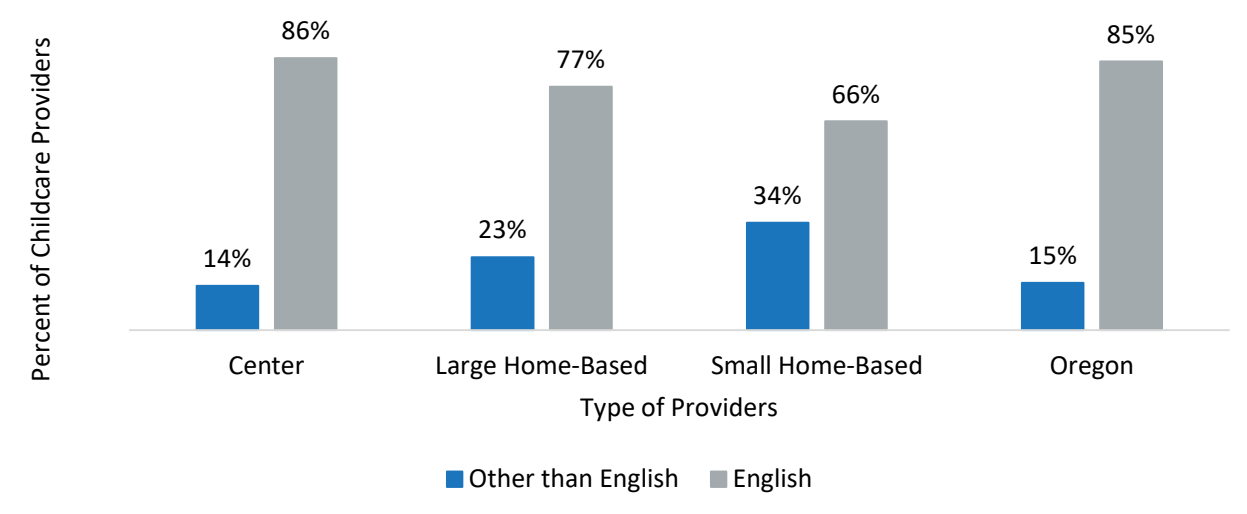
20 This report draws on Oregon Registry Online (ORO) data, which is self-reported by individuals working in regulated childcare facilities; some fields, such as race/ethnicity, are optional and contribute to missing data. Despite this limitation, reporting completeness has improved over time. The dataset includes only workers in regulated facilities and does not capture those in license-exempt programs, such as those operated by school districts or education service districts.

21 This does not include those employed in programs exempt from childcare licensing such as part-day preschools or regulated subsidy providers.

22 Demographic information such as race, ethnicity, and primary language are optional fields in Oregon's early learning workforce registry. In 2023, 72 percent of the workforce self-reported their demographic data, representing a 19 percentage point increase in full demographic reporting compared to 2012.

Language diversity is also a notable strength of the workforce. Sixteen percent of early learning professionals reported a primary language other than English in 2023 – most commonly Spanish, Russian, Vietnamese, and Chinese (Figure 29). Small home-based providers reported the highest linguistic diversity, with about one third indicating a primary language other than English.

Figure 29. Types of Providers with a Primary Language Other Than English, 2023



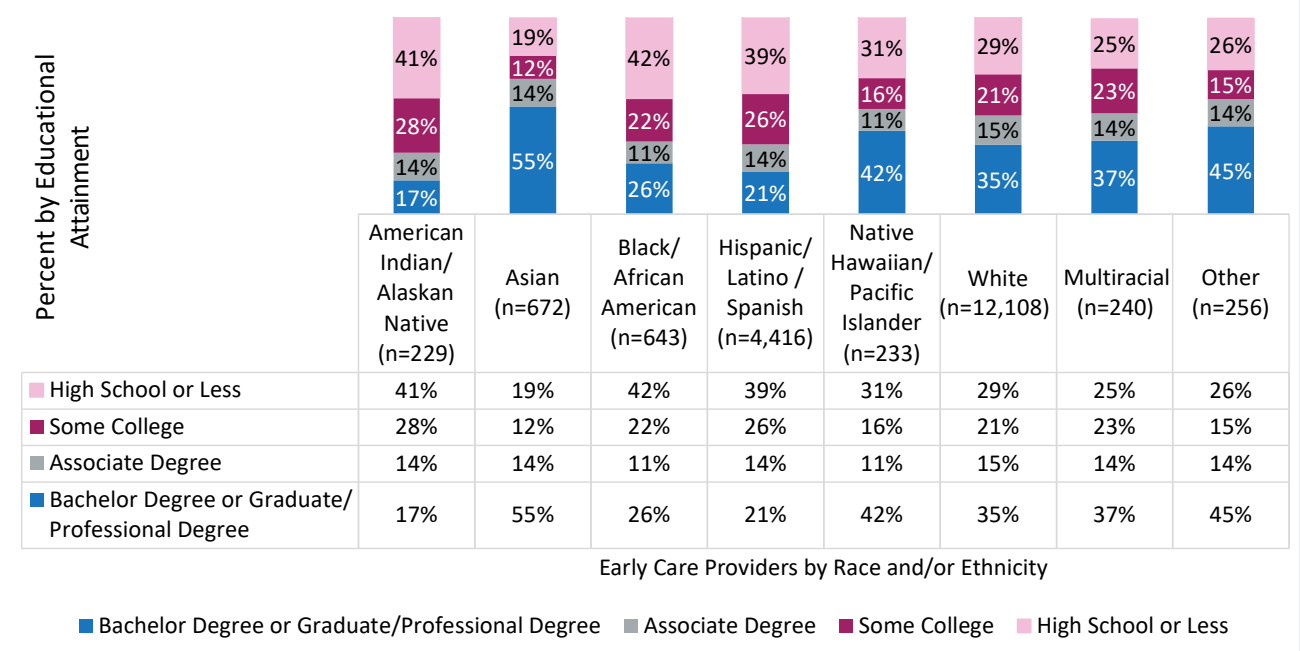
Source. Oregon Early Learning Workforce: Eleven Years Beyond Baseline Comparison of 2021 and 2023.

The field continues to be predominantly female. Women represented 94 percent of center staff, 90 percent of large home-based staff, and 99 percent of small home-based staffing 2023. However, since 2012 the number of males in the workforce increased from 613 to 1,274.

Education and Professional Development

Educational attainment within the early learning workforce varies widely. In 2023, 33 percent of workers held a bachelor's degree, and 14 percent held an associate degree, with notable differences across racial and ethnic groups (Figure 30). For example, the percentage of workforce members with a bachelor's degree or higher ranges from 17 percent for American Indian/Alaskan Native individuals to 55 percent for Asian individuals in 2023.

Figure 30. Early Childhood Educator Workforce by Educational Attainment and Race and/or Ethnicity, 2023



Percent by Educational Attainment	American Indian/ Alaskan Native (n=229)	Asian (n=672)	Black/ African American (n=643)	Hispanic/ Latino / Spanish (n=4,416)	Native Hawaiian/ Pacific Islander (n=233)	White (n=12,108)	Multiracial (n=240)	Other (n=256)
High School or Less	41%	19%	42%	39%	31%	29%	25%	26%
Some College	28%	12%	22%	26%	16%	21%	23%	15%
Associate Degree	14%	14%	11%	14%	11%	15%	14%	14%
Bachelor Degree or Graduate/ Professional Degree	17%	55%	26%	21%	42%	35%	37%	45%

Source. Oregon Early Learning Workforce: Eleven Years Beyond Baseline Comparison of 2021 and 2023.

Participaction in professional development opportunities also remained significant. In 2023, 42 percent of the workforce engaged in one or more professional development initiative (including earning a step in the workforce registry, receiving an education award, or receiving a state scholarship). In 2012, workforce members identifying as racially and/or ethnically diverse were slightly less likely (three percent) to engage in professional development initiatives. By 2023, this gap had closed – workers from racially and/or ethnically diverse backgrounds participated at similar rates to their peers.

Educator Compensation and Retention

The number of childcare facilities offering benefits to their employees has increased since 2012. In 2023, 83 percent of facilities report that they offer three or more employee benefits, a substantial increase from 25 percent in 2012. However, the report cannot assess differences in compensation and benefits across demographic groups because these data are collected at the facility level rather than for individual workers.

State Education Agency Staff

In 2022, the Legislature added the goal to the Educator Equity Act that ODE staff should be representative of the state's student population (House Bill 4031). This edition of the Educator Equity Report is the second to include data on diversity of ODE staff as well as staff from HECC and TSPC.

Oregon Department of Education

Over the last three years, the racial and/or ethnic composition of ODE staff has not changed significantly, and racially and/or ethnically diverse staff remain largely underrepresented as compared to Oregon's student population, though there is important variation by racial or ethnic group (Appendix N). As of October 1, 2024, there were 562 staff employed by ODE.[23] Like staff employed in the public school system, staff employed by ODE had outsized representation of White employees when compared to students in Oregon (74.9 percent and 57.5 percent respectively). Meanwhile only 22.4 percent of ODE staff identify as racially and/or ethnically diverse, but 42.5 percent of students identify as racially and/or ethnically diverse (2.7 percent of ODE employees did not identify their race or ethnicity).

Looking across racial and/or ethnic groups, ODE employs Asian, Black or African American, and Native Hawaiian or Pacific Islander staff at a nearly comparable rate to the number of students in schools. The proportion of American Indian or Alaska Native ODE staff are slightly overrepresented compared to students with 3.2 percent of ODE staff and 1.1 percent of students. Hispanic or Latino staff are greatly underrepresented in ODE staff as 26.4 percent of students report being Hispanic or Latino, but only 7.5 percent of ODE staff self-report as such. To a lesser extent, Multi-Racial ODE staff make up only 3.9 percent of the ODE workforce, but 7.5 percent of students identify as having more than one race, but not Hispanic or Latino.

Higher Education Coordinating Commission

In 2025, HECC employed 186 staff, of which 25.8 percent identified as racially or ethnically diverse and 72.6 percent identified as White (Appendix N). Hispanic/ Latino identifying staff make up the second largest group (12.9 percent) and are underrepresented at the HECC compared to K-12 students identifying as Hispanic/ Latino. American Indian/ Alaska Native, Asian, Black/ African American are proportionally represented, and White staff are overrepresented at HECC as compared to K-12 students in Oregon.

Teacher Standards and Practices Commission

In spring 2026, TSPC employed 28 staff, of which 21.4 percent were identified as racially or ethnically diverse and 78.6 percent were identified as White (Appendix N). White identifying staff are overrepresented at TSPC as compared to K-12 students in Oregon. Due to the small number of staff, further disaggregation of race and ethnicity is not provided in this report.

23 The ODE staff count is lower in the 2026 report because the Department of Early Learning Care staff were included in the 2024 report but are excluded from the 2026 ODE total.

Section 5: CONCLUSION AND RECOMMENDATIONS

This report marks the 10th Educator Equity Report published in Oregon. Each report provides data-informed recommendations to state leaders, drawing on current state data and research on best practices for recruiting, supporting, and retaining a diverse educator workforce. This section highlights progress made since 2024 and offers updated recommendations across four priority areas.[24]

This year's recommendations are intended to help Oregon develop systemic solutions to persistent challenges in achieving the state's Educator Equity goals (ORS 342.437), developed in consultation with each of the state's education agencies, educator preparation programs, and an Educator Advancement Council workgroup. Recommendations are organized into four priority areas: Affordable and Accessible Career Preparation; Effective Professional Learning and Early Career Support; Educator Development and Career Advancement; and State Data Systems and Reporting.

EDUCATOR EQUITY ACT: GOALS (ORS 342.437)

(1) As a result of this state's commitment to equality for the diverse peoples of this state, the goals of the state are that:

(a) The percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.

(b) The percentage of diverse employees employed by the Department of Education reflects the percentage of diverse students in the public schools of this state.

State Progress Since 2024

Oregon has made significant strides in diversifying its educator workforce over the past two decades, driven in part by a more diverse pool of newly entering educators.[25] In addition, teacher turnover patterns are returning to historic norms following disruptions during the pandemic period. Many Oregon school districts, education service districts, educator preparation programs, and non-profit organizations are leading improvement efforts that improve experiences and outcomes of diverse students and educators. These bright spots are important learning opportunities from which long term systemic solutions can be further developed.

Many Oregon school districts, education service districts, educator preparation programs, and non-profit organizations are ***leading improvement efforts that are making a difference in the experiences and outcomes of diverse students and educators****. These bright spots are important learning opportunities from which* ***long term systemic solutions can be further developed****.*

24 The four priority areas in the 2026 report largely align with those in the 2024 report, with only minor revisions.

25 Longitudinal research using Oregon educator staffing data shows that the racial and ethnic diversity of non-licensed staff, paraprofessionals, licensed staff, and administrators has steadily increased over time (Penner et al., 2024).

The 2025 Oregon Legislature considered more than 25 bills with potential impacts on educator equity and the workforce, including:

- House Bill 3030 proposed codifying the Oregon Administrators Scholars Program, providing a scholarship for diverse administrator candidates pursuing an administrative license in Oregon. The bill did not pass, and funding for the program was eliminated at the end of the 2024-25 academic year.
- House Bill 3200 and House Bill 3006 proposed increased investments in programs that support increasing the representation of marginalized populations in the education workforce, including the Oregon Teacher Scholars Program. The bills did not pass, though relatedly, House Bill 3026 did pass, which increased award amounts and expanded eligibility for the scholarship to additional candidates without increasing the amount of scholarship funding available.
- Senate Bill 314 proposed the state agencies develop a three- to five-year strategic plan for agency collaboration to align, coordinate and strengthen the educator workforce in Oregon. The bill did not pass.
- House Bill 2588 proposed investing in further development and expansion of the Oregon Registered Teaching Apprenticeship Program. The bill did not pass.
- House Bill 3403 proposed establishing and maintaining a statewide educator workforce data system that consolidates data sources related to the educator workforce. The bill did not pass.

In addition to limited legislative action, the state's education fiscal environment changed drastically between 2024 and 2026, largely due to stagnating public investment, increasing costs, and declining enrollment. In 2024, the end of federal pandemic relief funds created budget shortfalls in school districts across the state, leading to announcements of budget cuts and layoffs in several school districts.

These trends have been exacerbated by federal tax law changes, reduction in federal grants, and federal administrative decisions further reducing the state's revenue. The state, including many Oregon school districts and institutions of higher education, face difficult budget decisions in 2026 and 2027 that have already led to major reductions in staffing, closure of degree programs, and consolidation of services. These factors will undoubtedly affect Oregon's progress toward meeting Educator Equity goals in the coming years.

Passage of House Bill 2001 in 2021 amended policies relating to school district reductions in educator staff positions*, requiring districts to make every reasonable effort to retain teachers with less seniority if release of the teachers would result in a lesser proportion of teachers with cultural or linguistic expertise (ORS 342.934).*

Priority Areas, Recommendations, and Indicators for Assessing State Progress

Oregon is one of a small number of states that requires a biennial legislative report on progress toward educator workforce diversity goals, alongside the District of Columbia and states such as Connecticut, Illinois, North Carolina, Mississippi, and Virginia. Research on state efforts to diversify the educator workforce indicates that while most states prioritize postsecondary preparation, recruitment initiatives, and the development of statewide data systems, relatively few have established clear, statewide goals or accountability measures to monitor progress and address ongoing challenges in retaining educators—particularly for racially and ethnically diverse educators (National Council on Teacher Quality, 2023). Often, efforts to implement strategies are inconsistently supported by state investments, capacity, and coordination across local and state education agencies (Education Commission of the States, 2025).

*The recommendations are intended to help Oregon **develop systemic solutions to persisting challenges** in achieving the state's Educator Equity goals (ORS 342.437), developed in consultation with the state's **education agencies, educator preparation programs, and an Educator Advancement Council workgroup.***

Oregon's Educator Equity Act calls for this report to not only include recommendations, but to identify a *long-term plan for meeting the goal described in ORS 342.437 (1)(a)*. In meeting this requirement, this report proposes indicators that state leaders can use to track state progress towards addressing priority areas. These indicators can help the state measure the extent to which strategies – such as policies, programs, or investments – are supporting progress towards the Educator Equity goal.

Each of the four priority areas described below include:

- State data, research on best practices, and historical or current context that led to the priority;
- What actions can be taken to address the area and by whom; and
- Relevant indicators that will help the state assess its progress towards addressing the area.

Priority Area 1: Affordable and Accessible Career Preparation

Accessible, affordable, and relevant educator preparation options are critical for an effective and culturally responsive educator career system, particularly in ensuring Oregon can meet current and future workforce needs for PreK-12 students.

Access and affordability remain critical barriers to building and sustaining a diverse, well-prepared educator workforce in Oregon. Disparities persist in both enrollment and completion of postsecondary educator preparation programs for racially and/or ethnically diverse groups. Limited state investment in postsecondary education continues to contribute to rising costs for students, and closure of several educator preparation programs in the state means that access to and affordability of career pathway opportunities remain limited, particularly for candidates from diverse backgrounds, rural communities, and with non-traditional education backgrounds.

***Retention is higher among teachers trained in Oregon's preparation programs,** yet an increasing number of new teachers do not complete Oregon preparation programs in favor of more affordable and accessible programs (such as online programs) in other states (Oregon's Teacher Workforce Report, 2025).*

Furthermore, recent research published by the Oregon Longitudinal Data Collaborative demonstrates that retention is higher among teachers trained in Oregon's preparation programs, yet an increasing

number of new teachers do not complete Oregon preparation programs in favor of more affordable and accessible programs (such as online programs) in other states (Oregon's Teacher Workforce Report, 2025).

Research shows collaborative partnerships between school districts and universities create strong, mutually beneficial outcomes for both teacher candidates and K–12 students, helping pre-service teachers become integrated members of school communities, building confidence, instructional skill, and a sense of belonging that strengthens their self-efficacy (Swanson & Duncan, 2025). Course relevance in educator preparation improves when learning is embedded directly in K–12 school settings, allowing teacher candidates to integrate coursework and field experiences with students and community contexts. Embedding coursework within local schools fosters place-based learning, making teacher preparation more relevant and directly connected to the students and communities they will serve.

RECOMMENDATIONS

1) **Expand affordability of educator preparation.** Oregon needs to increase investment in its public postsecondary funding model to reduce the cost of career pathways and preparation for education students, particularly from underserved communities. In addition, state funding for promising scholarship and grant programs, such as the Oregon Teacher Scholars Program and the Oregon Opportunity Grant, has not kept pace to support growing financial demands. The Oregon Licensure Expense Reimbursement Program provides some teacher candidates with financial support for licensure fees. Starting salaries for educators, combined with decreasing loan forgiveness options make education careers difficult to access and sustain without state support.

> The Higher Education Coordinating Commission reports annually on a statewide Affordability Measure for public community college and university students: the percent of public postsecondary students who applied for aid and were unable to meet college/university expenses even after considering expected family contributions, student earnings, most institutional aid, and all grant aid.
>
> In 2023-24, 35 percent of students could not meet the expected cost at their college or university.

2) **Expand partnerships between K-12 districts and educator preparation programs to better meet the needs of current and prospective educators.** State and local education leaders should collaborate and leverage existing partnerships between K-12 school districts and educator preparation providers that support high-quality, culturally responsive, and relevant educator preparation – such as through extensive school-based practicum experiences, intentional student teaching placements, locally relevant curriculum, and training for hard-to-hire specializations. Partnerships can also support systematic training and standards for pre-service mentoring, with a particular focus on culturally responsive mentoring practices that support diverse educator candidates. These partnerships can also support promising models such as paid teacher residencies, paid teacher apprenticeships, and Grow Your Own programs.

PROGRESS INDICATORS

Future Educator Equity Reports will consider the following factors in assessing statewide progress towards addressing affordability and accessibility of educator careers in Oregon:

- Affordability of educator preparation, as measured by HECC's affordability measure for education licensure programs.
- Availability of state-funded grants and scholarships for students pursuing educator certificates and/or degrees, including but not limited to the Oregon Teacher Scholars Program and Oregon Opportunity Grant.
- Improvements to educator candidate experiences resulting from educator preparation provider and school district partnerships.

OREGON'S STUDENT SUCCESS PLANS SUPPORT THE EDUCATOR EQUITY GOAL

To meet the Educator Equity Goal, the priority areas and recommendations named in this report build on many of the objectives identified in Oregon's Student Success Plans. Each of the Plans call for increasing the number of Oregon school districts that recruit, hire, and retain educators at a rate comparable to that of the student population. The Plans identify strategies that can be implemented to help meet these objectives, which directly align with the recommendations in two priority areas in this report: *Effective Professional Learning and Early Career Support and Educator Development and Career Advancement.*

Priority Area 2: Effective Professional Learning and Early Career Support

Providing equitable access to high-quality, job-embedded professional learning throughout an educator's career is essential to sustaining a culturally responsive and diverse PreK–12 educator workforce in Oregon.

*High-quality professional development is **ongoing, job-embedded, collaborative, evidence-based learning** that aligns with national standards (such as Learning Forward) and that is **designed to improve educator practice and advance measurable student learning outcomes.***

While Oregon has made significant strides in diversifying the educator workforce, these gains are driven by paraprofessionals and newly entering educators. Recent data shows that diverse educators in Oregon, and in particular Black and African American educators, are not being retained at the same rates as their White peers. Early-career, rural, racially and/or ethnically diverse, and multilingual educators face persistent barriers to accessing consistent, job-embedded professional learning that supports retention (Cadero-Smith, 2020; Crawford et al., 2025). In Oregon, some educators experience high quality professional learning and support, but access and quality are not yet systematic. Regional Educator Networks are demonstrating promising results, namely increased involvement of educators in designing and informing professional learning priorities and more equitable access to state funding for rural communities.

High-quality professional development is ongoing (not one-time), job-embedded, collaborative, evidence-based learning that aligns with national standards (such as Learning Forward) and designed to improve educator practice and advance measurable student learning outcomes. Research shows that coordinated, standards-aligned professional learning reduces isolation, improves retention, and strengthens instructional practice for novice and experienced educators, which in turn supports improved outcomes for students (Learning Forward, 2026; Keese, et al., 2023). Novice educators benefit from structured early career supports such as high-quality induction, mentoring, and coaching, particularly when turnover risk is highest and professional identity, skill development, and workplace relationships are still emerging (Penner et al., 2024).

Ensuring school and district administrators have effective support is often overlooked as a factor in recruiting, developing, and retaining diverse educators. Research suggests "effective principals have a pronounced, positive effect on the schools they lead. They contribute to important outcomes like student achievement, reduced absenteeism, and teacher retention" (Grisson et al., 2021).

RECOMMENDATIONS

1) **Ensure a one-year induction period for new educators with ongoing, job-embedded mentoring support.** State and local education leaders should prioritize sustained, relational, and instructional support, which research shows are more effective for new educators. Examples of these types of supports include cohort-based learning, mentoring, Professional Learning Communities (PLCs), Communities of Practice (CoPs), and individual coaching. An effective induction program, including mentoring, helps with ensuring first-year educators are supported and retained. Strategic staffing models, peer learning opportunities, and teacher leadership can support these models in times when funding is limited.
2) **Expand access to high quality professional learning for experienced educators.** State and local education leaders should prioritize high quality professional learning models for experienced educators that are tailored to their needs, such as coaching cycles, content specific institutes, and leadership development rather than introductory skill building. Monthly cycles of inquiry—using structured protocols to analyze student work, test instructional strategies, and assess impact—position experienced educators as active learners focused on results and instructional coherence. State and district systems are necessary to encourage participation and incentivize this type of transformative learning (i.e. time off, paid opportunities, pay differentials).
3) **Ensure administrators have ongoing training and coaching in culturally responsive practices.** Developing and supporting effective local administrators is critical as these roles have significant influence on conditions and practices within schools and districts that impact diverse educators and on instructional decisions that impact diverse students. Oregon lacks a statewide approach to ensuring administrators are well supported in developing their practice. Across the state, local and regional efforts provide an opportunity to learn about promising practices that can be replicated. Portland Public Schools' Equity Centered Pipeline Initiative, supported by the Wallace Foundation, is comprehensively focusing on equity across their leadership development system. The Oregon Trail Regional Educator Network takes a regional approach to supporting administrators through coaching and training that is responsive to the needs of local leaders.

PROGRESS INDICATORS

Future Educator Equity Reports will consider the following factors in assessing state progress towards addressing effectiveness of professional learning and early career support in Oregon:

1) Availability of effective induction and mentoring programs for new educators in their first years of employment, such as through survey data provided by the Elevating Voices in Education Workforce Survey.
2) Access to and availability of effective professional learning models for educators, including but not limited to opportunities provided through the Regional Educator Networks.
3) Access to and availability of culturally responsive professional learning for administrators, including but not limited to opportunities provided through the Regional Educator Networks.

Priority Area 3: Educator Development and Career Advancement

Building stronger systems for educator career advancement helps address localized workforce needs, increases workforce stability, and helps retain a more diverse educator workforce statewide.

Staff in Oregon schools who bring valuable experience, strong community ties, and a commitment to students often encounter financial, structural, and programmatic barriers to advancing their career goals – such as becoming a certified teacher or administrator, pursuing additional endorsements, or specializing in a high-need area in their district.

> "*Oregon has two primary pathways for building its teaching force. The best understood is through hiring new teachers who have not previously worked in Oregon public schools. The second is transitioning individuals who previously served in other roles in Oregon public schools.* This group is a major source of teachers in the state, is more diverse than traditional new hires, and has higher retention after entering the classroom." (Penner et al., 2026).

Paraprofessionals and non-licensed staff in Oregon exhibit the highest turnover rates of all educator groups, with newer employees more likely to exit public education entirely rather than transfer within the system (Penner et al., 2024). However, transitioning individuals – those who previously served in other roles in Oregon public schools – are a major source of teachers in the state. This group is more diverse than traditional new hires and has higher retention after entering the classroom (Penner et al., 2026).

Providing equitable opportunities for educators to develop and advance in their careers in ways that are meaningful and aligned with their individual career goals supports long-term retention in the field. Teacher leadership roles improve educator retention—particularly for experienced and diverse educators—and contribute to improved instructional quality and student outcomes (Shuls & Flores, 2020; Wenner & Campbell, 2017; Shen et al., 2020). Leaders of color are also more likely to recruit and retain educators of color within their schools (Bartanen & Grissom, 2019)—suggesting that a key strategy to diverse educator retention is ensuring teachers of color have opportunities and support in becoming administrators.

RECOMMENDATIONS

1) Expand career advancement opportunities for school and district staff. Oregon policymakers and education leaders should focus on accelerating and expanding strategies that enable school staff to pursue career goals while remaining employed. Employees—such as classified staff, early learning educators, K-12 educators, and educators on emergency or restricted licenses— should be supported to advance into licensed, specialized, or leadership roles. Targeted pathways (such as Grow Your Own or Teacher Registered Apprenticeships) and expanded partnerships between school districts and postsecondary institutions are vital, particularly for teachers and substitutes with emergency or restricted licenses to complete training for licensure.
2) Develop and expand leadership pathways. Oregon policymakers and education leaders should prioritize staffing models that develop leadership skills and offer formal leadership positions across staff types, with particular focus on teachers and administrators. Teacher leadership can be supported through mentoring, coaching, specialized training, and National Board Certification, which allow educators to increase their impact and salary without leaving the classroom. Partnerships supporting targeted pathways, inclusive hiring and promotion practices, and intentional leadership development and support are key strategies for supporting career advancement.

PROGRESS INDICATORS

Future Educator Equity Reports will consider the following factors in assessing state progress towards strengthening educator development and career advancement opportunities:

- Access and availability for school staff to advance their careers into specialized, licensed, or leadership roles, through Grow Your Own or teacher apprenticeship programs.
- Availability of formal teacher leadership roles within schools and districts, as well as pilot or planning projects through the Regional Educator Networks.

Priority Area 4: State Data Systems and Reporting

A coordinated, statewide educator workforce data system supports transparent reporting, continuous improvement, and evidence-based decision-making.

Oregon continues to face challenges in the collection, analysis, and reporting of meaningful data on the educator workforce, particularly real-time data that can be used in decision-making. A 2024 ODE report on the state's educator workforce data system identified many areas of misalignment resulting from an uncoordinated data reporting process, all impacting the state's ability to fulfill statutorily

> The 2024 Oregon's Educator Workforce Data Solution report published by ODE determined that "this **uncoordinated data reporting process** is not positioned to support the ODE's commitment to data justice within our agency's Equity Strategic Plan, nor the statutorily required work of the Educator Advancement Council, in partnership with ODE, to increase and sustain educator diversity in Oregon (ORS 342.940)[...] **Examples of this misalignment include impacting the state's ability to:**
>
> - **Continuously assess the needs** of educators in this state
> - Describe **current teaching and learning** conditions
> - Identify **educator workforce supply and demand**
> - Increase the supply of **culturally diverse** teacher candidates
> - Provide **access to disaggregated data** as a lever for change
> - **Diversifying the workforce** and creating an inclusive workspace
> - Planning for and implementing an **open data policy"**

required work and produce actionable results for evidence-based decision making. The availability of high-quality data on teacher race and ethnicity is crucial for targeting and monitoring the progress of efforts to diversify the educator workforce (Di Carlo & Cervantes, 2018).

Recent efforts by the Oregon Longitudinal Data Collaborative to link administrative data on post-secondary enrollment, completion, and employment have produced meaningful findings for policymakers and leaders who seek to understand historical trends over many years. One such example is the publication of Oregon's Teacher Workforce Report by the Oregon Longitudinal Data Collaborative, which used data from across agencies to study public school teacher preparation, hiring, and retention in Oregon. This and recent longitudinal reporting using administrative data on the educator workforce, published by the University of California, Irvine in partnership with the Educator Advancement Council and ODE, has surfaced insights highlighted in this report.

While these efforts provide valuable historical insights from which we can understand current trends, neither approach can provide real-time data or analysis on issues facing educator preparation programs, school districts, or policymakers today. For example, real-time or recent data on vacancies, staff turnover, licensing and post-secondary program completion, particularly disaggregated by locality, specialization, and demographics, could yield actionable insights for district leaders, educator preparation programs, state agencies and policymakers.

Oregon needs to better understand patterns and relationships to support real-time evidence-based decision making locally and across the state. For example, states successfully tackling educator workforce challenges are using data to answer critical questions faster, such as why new teachers are leaving the highest-need schools or which incentives improve retention for school staff (Swisher, 2023).

RECOMMENDATION

1) **Strengthen existing systems and invest in a statewide educator workforce data system that provides real-time and actionable data for decision-makers.** Policymakers should act on the recommendations put forth in the 2024 ODE report, and consider the solutions proposed in House Bill 3403 (2025). Additionally, additional resources for the Oregon Longitudinal Data Collaborative would expand capacity to provide high-quality, linked data and reports to identify workforce challenges, evaluate progress over time, and identify effective strategies that improve teacher quality and student outcomes. In addition to workforce data, expanded capacity to interpret and integrate results from the Elevating Voices in Education (EVE) Survey and Student Educational Equity Development Survey (SEED) would help provide experiential data to inform decision-makers.

PROGRESS INDICATORS

Future Educator Equity Reports will consider the following factors in assessing state progress towards improving the state's data systems and reporting:

- Access to high-quality, disaggregated data that allows state and local education agencies to track workforce trends, including by race and ethnicity, geographic region, and other key characteristics.

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Appendices

71 **Appendix A:** Educator Equity Act

73 **Appendix B:** Statewide Enrollment in and Degrees Awarded by Education Programs at Oregon Community Colleges and Universities, 2019-20 to 2024-25

76 **Appendix C:** Pass Rates for edTPA and Oregon Educator Licensure Assessments (ORELA)

79 **Appendix D:** Definitions for Educator License Types

80 **Appendix E:** Enrollment and Completion of Oregon-Approved Teacher Preparation Programs

81 **Appendix F:** Enrollment and Completion of Oregon-Approved Principal and Professional Administrator Preparation Programs

82 **Appendix G:** Oregon Educator Licenses Issued or Renewed by Race and Ethnicity, 2021-22 to 2024-25

84 **Appendix H:** Oregon K-12 Educators and Students

85 **Appendix I:** Oregon K-12 Licensed and Non-Licensed Staff by Race and Ethnicity

86 **Appendix J:** Oregon School Districts with Proportion of Racially and/or Ethnically Diverse Students Greater than 50 Percent and the Proportion of Racially and/or Ethnically Diverse Staff, 2024-25

87 **Appendix K:** Oregon K-12 Educator Years of Experience by Race and Ethnicity, 2024-25

88 **Appendix L:** Oregon K-12 Early Career Educators (3 or less years of licensed experience) by Race and/or Ethnicity, 2019-20 to 2024-25

89 **Appendix M:** Three-Year Average Retention Rates for Oregon K-12 Teachers and Administrators by Race and Ethnicity, 2020-21 to 2024-25

91 **Appendix N:** Race and/or Ethnicity of State Agency Staff, 2024-25

Appendix A: Educator Equity Act

342.433 Definitions for ORS 342.433 to 342.449.

As used in ORS 342.433 to 342.449 and 350.100:

(1) "Diverse" means 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 Alaska Natives; or

(e) A first language that is not English.

(2) "Educator" means a teacher or an administrator.

342.437 Goal.

(1) As a result of this state's commitment to equality for the diverse peoples of this state, the goals of the state are that:

(a) The percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.

(b) The percentage of diverse employees employed by the Department of Education reflects the percentage of diverse students in the public schools of this state.

(2) The State Board of Education, in consultation with the Educator Advancement Council, shall use federal reports on educator equity to monitor school district and education service district progress on meeting the goal described in subsection (1)(a) of this section, in relation to the recruitment, hiring and retention of diverse educators.

342.443 Reports of longitudinal data.

(1) The Education and Workforce Policy Advisor shall report biennially to the Legislative Assembly longitudinal data on the number and percentage of:

(a) Diverse students enrolled in community colleges;

(b) Diverse students enrolled in public universities;

(c) Diverse students graduated from public universities;

(d) Diverse candidates enrolled in public approved educator preparation programs;

(e) Diverse candidates who have completed public approved educator preparation programs;

(f) Diverse candidates receiving Oregon teaching or administrative licenses or registrations based on preparation in this state and preparation in other states;

(g) Diverse educators who are newly employed in the public schools in this state; and

(h) Diverse educators already employed in the public schools.

(2) The advisor also shall report comparisons of scores achieved by diverse persons and non-diverse persons on basic skills, pedagogy and subject matter tests.

(3) The Higher Education Coordinating Commission, the public universities listed in ORS 352.002, the Department of Education, the Teacher Standards and Practices Commission, community colleges and school districts shall cooperate with the advisor in collecting data and preparing the report.

342.447 Plans for recruitment, admission, retention and graduation of diverse educators.

(1) The Higher Education Coordinating Commission shall require each public educator preparation program in this state to prepare a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators to accomplish the goal described in ORS 342.437 (1)(a).

(2) The commission shall review the plans for adequacy and feasibility with the governing board of each public university with an educator preparation program and, after necessary revisions are made, shall adopt the plans.

(3) The commission shall provide guidance on:

(a) The contents of the plans;

(b) The commission's initial and biennial review process, including timetables for revising plans; and

(c) Other matters necessary for carrying out the provisions of ORS 342.433 to 342.449 and 350.100.

342.448 Reports related to implementation of Educators Equity Act.

(1) Representatives of the Educator Advancement Council, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall jointly create a report on the Educators Equity Act. The report shall be created in consultation with educator preparation providers and shall include:

(a) A summary of the most recent data collected as provided by ORS 342.443 (1)(d) to (h).

(b) A summary of the plans currently implemented as provided by ORS 342.447.

(c) A review of the goal described in ORS 342.437 (1)(a), including:

(A) Determination of the need for additional related state goals.

(B) Progress made by the state toward meeting the goal described in ORS 342.437 (1)(a) and any other additional related state goals.

(C) Recommendations and a long-term plan for meeting the goal described in ORS 342.437 (1)(a) and any other additional related state goals.

(d) A description of best practices within this state and other states for recruiting, hiring and retaining diverse educators.

(e) Recommendations for legislation to help the state meet the goal described in ORS 342.437 (1)(a) and any other additional related state goals.

(2)(a) The report created as provided by subsection (1) of this section shall be submitted:

(A) To the interim legislative committees on education by September 1 of each even-numbered year; and

(B) To the Legislative Assembly in the manner provided by ORS 192.245 by September 1 of each even-numbered year.

(b) The report submitted as required by paragraph (a)(B) of this subsection shall be submitted with the data reported as required by ORS 342.443 (1)(d) to (h).

(3) The Educator Advancement Council, the Higher Education Coordinating Commission, the Department of Education and the Teacher Standards and Practices Commission shall make the report submitted as provided under subsection (2) of this section available on the website of each agency.

Appendix B: Statewide Enrollment in and Degrees Awarded by Education Programs at Oregon Community Colleges and Universities, 2019-20 to 2024-25

Table 6. Students Enrolled in Education Majors at Community Colleges 2019-20 to 2024-25

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Asian American/Asian	82	79	81	70	68	96
Black/African American	72	62	52	46	88	83
Latino/a/x/Hispanic	435	491	467	497	690	797
Native American/Alaska Native	24	17	21	26	33	36
Native Hawaiian/Pacific Islander	*	*	*	13	14	15
Two or more	79	71	70	70	86	97
Not Reported	*	*	*	111	129	184
White	1,064	1,015	957	1,062	1,164	1,242
Total	**1,878**	**1,825**	**1,741**	**1,895**	**2,272**	**2,550**

Source. Higher Education Coordinating Commission analysis of student data.
Note. Data on enrollment in public universities includes Oregon residents only. Does not include international or out-of-state students. Data provided has also been suppressed for groups fewer than 10 students for student confidentiality.

Table 7. Students Enrolled in Education Majors at Public Universities, 2019-20 to 2024-25

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Asian American/Asian	128	119	124	140	147	156
Black/African American	74	84	89	72	75	87
Latino/a/x/Hispanic	602	634	666	642	774	808
Native American/Alaska Native	52	55	64	55	48	49
Native Hawaiian/Pacific Islander	14	10	13	12	*	15
Two or more	161	185	177	174	239	235
Not Reported	178	196	182	158	*	154
White	2,991	2,950	2,803	2,552	2,773	2,905
Total	**4,200**	**4,233**	**4,118**	**3,805**	**4,224**	**4,409**

Source. Higher Education Coordinating Commission analysis of student data.
Note. Data on enrollment in public universities includes Oregon residents only. Does not include international or out-of-state students. Data provided has also been suppressed for groups fewer than 10 students for student confidentiality.

Table 8. Associate Degrees/Certificates Awarded in Education at Oregon Community Colleges by Race and/or Ethnicity, 2019-20 to 2024-25

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Asian American/Asian	*	*	10	*	14	*
Black/African American	*	*	*	*	*	*
Latino/a/x/Hispanic	56	57	67	51	94	119
Native American/Alaska Native	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or more	*	*	*	*	*	*
Not Reported	25	21	*	*	21	20
White	79	92	93	112	146	152
Total	**176**	**186**	**191**	**193**	**294**	**320**

Source. Higher Education Coordinating Commission analysis of student data.
Note. Data on enrollment in public universities includes Oregon residents only. Does not include international or out-of-state students. Data provided has also been suppressed for groups fewer than 10 students for student confidentiality.

Table 9. Bachelor's Degrees Awarded in Education at Oregon Public Universities by Race and/or Ethnicity, 2019-20 to 2024-25

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Asian American/Asian	*	10	*	11	*	13
Black/African American	*	*	*	*	*	*
Latino/a/x/Hispanic	76	57	84	51	65	69
Native American/Alaska Native	*	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	0	*	0	0	*
Two or more	14	15	20	13	20	27
Not Reported	17	21	13	14	12	15
White	289	265	252	269	214	234
Total	415	373	384	363	326	366

Source. Higher Education Coordinating Commission analysis of student data. Note. Data on enrollment in public universities includes Oregon residents only. Does not include international or out-of-state students. Data provided has also been suppressed for groups fewer than 10 students for student confidentiality.

Table 10. Graduate Degrees Awarded in Education at Oregon Public Universities by Race and/or Ethnicity, 2019-20 to 2024-25

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Asian American/Asian	39	32	28	39	36	31
Black/African American	21	18	22	17	11	11
Latino/a/x/Hispanic	81	111	107	117	123	130
Native American/Alaska Native	16	10	14	13	*	13
Native Hawaiian/Pacific Islander	*	*	*	*	*	*
Two or more	32	36	39	26	40	44
Not Reported	*	*	*	*	22	*
White	698	630	591	586	545	525
Total	911	871	827	831	786	776

Source. Higher Education Coordinating Commission analysis of student data.
Note. Data on enrollment in public universities includes Oregon residents only. Does not include international or out-of-state students. Data provided has also been suppressed for groups fewer than 10 students for student confidentiality.

Appendix C: Pass Rates for edTPA and Oregon Educator Licensure Assessments (ORELA)

Note. *Caution should be taken when interpreting this data: Data included in this file are complete as of the date and time of release. Additions or changes to this information may occur after this date. Pass rates shown are calculated regardless of the number of examinees in the subgroup. Some pass rates may be based upon low numbers of examinees. Extreme caution should be used when analyzing pass rates and when comparing pass rates across groups.The examinees whose results are presented in this document may not reflect the characteristics, capabilities, or performance of those who take the tests in the future. These data were collected independently from the Title II data collection, review, and approval process and are not intended to be used for Title II reporting.*

Candidates may change their ethnicity and/or gender designation with each subsequent test registration. Demographic data are based upon the most recent self-reported information from a candidate.

A candidate counts in a program year if the attempt (first or best) occurred within that program year. If zero candidates in a subgroup attempted the test within the data range, the pass rate is indicated as "NA". A candidate's edTPA attempt is counted if they indicated during registration that they are associated with an Oregon educator preparation program. A candidate's ORELA test attempt is counted if they indicated during registration that their score should be reported to Oregon (i.e., all candidates reporting scores to TSPC regardless of whether they indicated association with an EPP).

In some cases candidates need to take a test multiple times before passing and these attempts are not reflected in this data set. Candidates who need to retake these assessments incur additional costs to do so unless the candidate qualifies for a Multiple Measures Assessment Option in which case the EPP absorbs the costs associated with the evaluation. Content testing should not be used to determine program quality; the content on these tests is not part of the typical teacher preparation curriculum. Most of the content on these tests likely comes from experience, K-12 learning, and post-secondary learning outside of educator preparation.

Table 11. edTPA First Attempt Subgroup Pass Rates, 2020-25

edTPA Handbook	Endorsement(s)	Pass Rate*		
		Racially and Ethnically Diverse	White	Other & Undeclared
003 Secondary English-Language Arts	English Language Arts, Foundational ELA	100%	99%	94%
004 Secondary History/ Social Studies	Social Studies, Foundational Social Studies	99%	100%	100%
005 Secondary Mathematics	Advanced Math, Foundational Math	87%	83%	67%
006 Secondary Science	Integrated Science, Foundational Science, Biology, Chemistry, Physics	96%	98%	100%
011 Physical Education	Physical Education	74%	69%	100%
012 Special Education	Special Education: Generalist	96%	97%	100%

edTPA Handbook	Endorsement(s)	Pass Rate*		
		Racially and Ethnically Diverse	White	Other & Undeclared
014 Early Childhood	Elementary - Multiple Subjects (PK-3)	97%	97%	100%
015 Visual Arts	Art	100%	100%	100%
020 World Language	World Languages: Chinese, French, German, Japanese, Russian, Spanish	81%	97%	100%
021 K-12 Performing Arts	Drama, Music	100%	96%	75%
100 Agricultural Education	Agricultural Science	100%	100%	100%
102 Business Education	Business: Generalist, Business: Marketing	100%	100%	NA
110 Elementary Education: Literacy with Mathematics Task 4	Elementary - Multiple Subjects	95%	97%	98%
117 Family and Consumer Sciences	Family and Consumer Science	100%	NA	NA
119 Health Education	Health	83%	95%	67%

**Pass rates shown are calculated regardless of the number of examinees in the subgroup. Some pass rates may be based upon low numbers of examinees. Extreme caution should be used when analyzing pass rates and comparing pass rates across groups.*
Source. Teacher Standards and Practices Commission/Pearson.

Table 12. ORELA Best Attempt Subgroup Pass Rates 2020-25

Test Name	Endorsement	Pass Rate*		
		Racially and Ethnically Diverse	White	Other & Undeclared
102 Elementary Education Subtest I	Elementary - Multiple Subjects	69%	89%	86%
103 Elementary Education Subtest II	Elementary - Multiple Subjects	67%	88%	85%
201 Middle Grades English Language Arts	Foundational English Language Arts	74%	95%	100%
202 Middle Grades Social Science	Foundational Social Studies	57%	79%	67%
203 Middle Grades Mathematics	Foundational Math	58%	78%	61%

Test Name	Endorsement	Pass Rate*		
		Racially and Ethnically Diverse	White	Other & Undeclared
204 Middle Grades General Science	Foundational Science	82%	92%	91%
301 English Language Arts	English Language Arts	81%	97%	90%
303 Social Science	Social Studies	68%	89%	89%
304 Mathematics	Advanced Math	66%	78%	89%
305 Biology	Biology	94%	94%	92%
306 Chemistry	Chemistry	80%	91%	100%
308 Physics	Physics	75%	93%	100%
309 Business Education	Business: Generalist	75%	94%	100%
310 Family and Consumer Sciences	Family and Consumer Science	83%	95%	100%
311 General Science	Integrated Science	51%	73%	73%
401 Spanish	World Language: Spanish	82%	83%	67%
402 French	World Language: French	60%	91%	100%
403 German	World Language: German	100%	90%	NA
404 Chinese\Mandarin	World Language: Chinese	97%	100%	100%
503 Art	Art	91%	100%	100%
504 Music	Music	90%	96%	100%
505 Health	Health	92%	99%	100%
506 Physical Education	Physical Education	80%	96%	78%
507 English to Speakers of Other Languages	ESOL	86%	97%	93%
601 Special Education	Special Education: Generalist	90%	99%	95%

**Pass rates shown are calculated regardless of the number of examinees in the subgroup. Some pass rates may be based upon low numbers of examinees. Extreme caution should be used when analyzing pass rates and comparing pass rates across groups.*
Source. Teacher Standards and Practices Commission/Pearson.

Appendix D: Definitions for Educator License Types

The Teacher Standards and Practices Commission (TSPC) issues a variety of licenses required for individuals serving in Oregon's public schools as teachers, administrators, school counselors, social workers, psychologists, and substitutes. Most licenses are issued at either the preliminary or professional level, depending on the candidate's qualifications and experience.

Emergency Administrator License: A temporary license that is typically valid for about one school year. Requires district sponsorship demonstrating urgent circumstances that merit the issuance of this license. This license authorizes the holder to serve in any administrator role for the term of issuance. In some cases, but not all, these emergency licensed administrators do not intend to enter a preparation program.

Emergency Teaching License: A temporary license that is typically valid for one school year. It requires district sponsorship demonstrating urgent circumstances that justify its issuance—for example, when a district has a need lasting longer than ten days and cannot find a more suitable educator for the position. By design, the Emergency Teaching License is for short-term use only and cannot continue once the emergency has been resolved. In some cases, but not all, individuals holding this license do not intend to enter a preparation program or pursue a long-term teaching career.

Preliminary Teaching License: A three-year, non-provisional license issued to individuals beginning their K-12 teaching career in Oregon after completing an approved teacher preparation program and meeting all licensure requirements for this area, including required content testing. Although the Preliminary License is continuously renewable, most experienced educators eventually transition to a Professional Teaching License or another appropriate license type.

Principal License: A three-year, non-provisional license issued to individuals who have completed an approved principal preparation program and met Oregon's administrator licensure requirements. This continuous renewable license is typically held by educators beginning their administrative careers as well as by administrators who choose to renew at this level. It authorizes service as a K–12 school building administrator.

Professional Administrator License: A five-year, non-provisional license issued to individuals who have completed advanced coursework and met all Oregon professional administrator licensure requirements, including the required experience in an administrator role. This license authorizes K-12 administrators to supervise and manage district-level operations and to oversee schools and programs within a district.

Restricted Administrator License: Valid for up to three one-year terms and aligned with school-year cycles, this district-sponsored building-level administrator license authorizes an individual to serve as a K–12 principal or assistant principal while working toward full, non-provisional Principal licensure.

Restricted Teaching License: Valid for up to four years and issued in one- or two-year terms at the district's discretion, this district-sponsored provisional teaching license allows an individual to serve as the teacher of record while working toward an Oregon Preliminary Teaching License.

Appendix E: Enrollment and Completion of Oregon-Approved Teacher Preparation Programs

Table 13. Enrollment in Oregon-Approved Teacher Licensure Preparation Program by Race and/or Ethnicity, 2019-20 to 2022-23

	2019-20	2020-21	2021-22	2022-23
American Indian/ Alaska Native	42	39	33	30
Asian	159	157	139	149
Black/ African American	71	84	59	67
Hispanic	406	616	516	494
Multi-Racial	142	186	150	168
Native Hawaiian/Pacific Islander	14	17	15	19
Other or not reported	175	189	177	167
White	2,572	2,749	2,362	2,213
Total	**3,581**	**4,037**	**3,451**	**3,307**

Source. Teacher Standards and Practices Commission. U.S. Department of Education Title II reporting system; includes program enrollment at Oregon-approved public and private universities.
Note. 2023-24 data was not available at the time of report publication. Includes program enrollment at Oregon public and private universities.

Table 14. Oregon-Approved Teacher Licensure Preparation Program Completers by Race and/or Ethnicity, 2019-20 to 2024-25

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
American Indian/ Alaska Native	13	10	6	9	12	13
Asian	67	77	55	56	54	53
Black/ African American	18	20	20	12	21	14
Hispanic	147	184	153	153	200	197
Multi-Racial	154	164	160	147	157	186
Native Hawaiian/ Pacific Islander	*	*	*	5	5	*
Not Specified	*	*	*	40	37	*
Other	*	*	*	22	27	*
White	1,374	1,313	1,154	1,068	1,042	1,161
Total	**1,846**	**1,835**	**1,607**	**1,512**	**1,555**	**1,703**

Source. Teacher Standards and Practices Commission. Includes program completions at Oregon public and private universities.
Notes. Totals reported in prior years may not be directly comparable, as earlier cycles may not have consistently included “Other” and “Not specified” categories. Historical data for all years were re-run in 2025 for this portion of the report. Counts below the minimum reporting threshold (fewer than 5) were suppressed to protect confidentiality. Additional suppression may also be applied in categories such as Other and Not Specified to further reduce the risk of backcalculation.

Appendix F: Enrollment and Completion of Oregon-Approved Principal and Professional Administrator Preparation Programs

Table 15. Enrollment in Oregon-Approved Principal and Professional Administrator Preparation Programs by Race and/or Ethnicity, 2019-20 to 2023-24

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Private	Public	Private	Public	Private	Public	Private	Public	Private	Public
American Indian/ Alaskan Native	*	*	*	*	5	9	*	14	*	6
Asian	6	*	14	*	21	7	16	8	14	16
Black/ African American	6	5	17	5	16	8	8	12	11	22
Hispanic	38	29	75	41	74	34	58	33	40	77
Multi-Racial	15	8	14	11	26	8	20	15	15	45
Native Hawaiian/ Pacific Islander	*	*	*	*	*	*	*	*	*	*
Other	*	*	*	*	*	*	*	*	*	*
White	561	402	647	318	512	205	336	138	181	444
Total	**705**	**493**	**859**	**472**	**705**	**279**	**510**	**231**	**279**	**629**

Source. Oregon Teacher Standards and Practices Commission.
Note. Includes program enrollment at Oregon public and private universities. Counts below the minimum reporting threshold (fewer than 5) were suppressed to protect confidentiality. Additional suppression may also be applied in categories such as Other and Not Specified to further reduce the risk of backcalculation.

Table 16. Completion from Oregon-Approved Principal and Professional Administrator Preparation Programs by Race and/or Ethnicity, 2019-20 to 2024-25

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
American Indian/ Alaska Native	*	*	7	*	6	*
Asian	5	5	17	5	13	9
Black / African American	12	3	18	2	9	15
Hispanic	12	29	45	13	27	42
Multi-Racial	23	39	43	8	31	30
Native Hawaiian/ Pacific Islander	*	*	*	*	*	*
Not Specified	*	*	*	*	*	*
Other	*	*	*	*	*	*
White	343	447	545	96	190	232
Total	**410**	**544**	**690**	**136**	**283**	**344**

Source. Oregon Teacher Standards and Practices Commission.
Note. Includes program completions at Oregon public and private universities. Counts below the minimum reporting threshold (fewer than 5) were suppressed to protect confidentiality. Additional suppression may also be applied in categories such as Other and Not Specified to further reduce the risk of backcalculation.

Appendix G: Oregon Educator Licenses Issued or Renewed by Race and Ethnicity, 2021-22 to 2024-25

Table 17. Preliminary Teaching Licenses

	2021-22	2022-23	2023-24	2024-25
Asian	167	210	223	217
Black	57	62	66	71
Hispanic	389	424	455	488
Multiethnic	265	333	318	343
Multiethnic Hispanic	197	268	223	235
Native American	30	29	38	36
Not Specified	142	156	149	174
Other	126	137	140	160
Pacific Islander	13	11	13	18
White	5,236	5,853	5,719	5,518
Total	**6,622**	**7,483**	**7,344**	**7,260**

Source. Oregon Teacher Standards and Practices Commission.
Note: Counts below the minimum reporting threshold (fewer than 5) were suppressed to protect confidentiality. Additional suppression may also be applied in categories such as Other and Not Specified to further reduce the risk of back calculation.

Table 18. Preliminary Principal Licenses

	2021-22	2022-23	2023-24	2024-25
Asian	16	18	17	19
Black	15	21	18	25
Hispanic	36	69	41	53
Multiethnic	26	42	31	38
Multiethnic Hispanic	29	25	17	27
Native American	6	10	7	9
Not Specified	*	*	*	*
Other	13	21	*	*
Pacific Islander	*	*	*	*
White	705	925	685	771
Total	**854**	**1,147**	**855**	**972**

Source. Oregon Teacher Standards and Practices Commission. Note: Counts below the minimum reporting threshold (fewer than 5) were suppressed to protect confidentiality. Additional suppression may also be applied in categories such as Other and Not Specified to further reduce the risk of back calculation.

Table 19. Emergency and Restricted Teaching Licenses

	2021-22	2022-23	2023-24	2024-25
Asian	29	39	37	30
Black	30	32	34	36
Hispanic	197	280	225	204
Multiethnic	61	104	87	83
Multiethnic Hispanic	90	120	92	83
Native American	*	10	8	8
Not Specified	23	45	*	33
Other	*	*	*	*
Pacific Islander	*	*	8	*
White	952	1,335	1,202	1,085
Total	**1,400**	**1,993**	**1,767**	**1,595**

Source. Oregon Teacher Standards and Practices Commission. Note: Counts below the minimum reporting threshold (fewer than 5) were suppressed to protect confidentiality. Additional suppression may also be applied in categories such as Other and Not Specified to further reduce the risk of back calculation.

Table 20. Emergency and Restricted Administrator Licenses

	2021-22	2022-23	2023-24	2024-25
Asian	*	5	5	5
Black	*	6	10	10
Hispanic	10	10	13	7
Multiethnic	6	5	*	*
Multiethnic Hispanic	6	5	5	*
Native American	*	*	*	*
Not Specified/ Other	*	*	7	*
Pacific Islander	*	*	*	*
White	63	84	78	86
Total	**94**	**119**	**122**	**118**

Source. Oregon Teacher Standards and Practices Commission. Note: Counts below the minimum reporting threshold (fewer than 5) were suppressed to protect confidentiality. Additional suppression may also be applied in categories such as Other and Not Specified to further reduce the risk of back calculation.

Appendix H: Oregon K-12 Educators and Students

Table 21. Racially, Ethnically, and/or Linguistically Diverse Oregon K-12 Teachers and Students, 2014-15 to 2024-25

		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Racially and Ethnically and Diverse	Students	206,172	209,510	213,476	216,645	219,832	223,712	223,306	222,008	224,666	227,626	231,446
	Teachers	2,532	2,735	2,917	3,105	3,301	3,431	3,647	4,001	4,299	4,424	4,562
Racially, Ethnically and/or Linguistically Diverse	Students	217,130	221,742	225,709	228,669	232,023	235,660	234,048	232,200	235,154	237,863	241,916
	Teachers	2,652	2,985	3,150	3,351	3,554	3,702	3,901	4,238	4,527	4,646	4,774
Total	**Students**	**564,818**	**569,621**	**572,683**	**573,542**	**575,195**	**578,116**	**557,727**	**546,726**	**545,612**	**547,424**	**545,088**
	Teachers	**29,462**	**30,528**	**31,160**	**31,351**	**31,512**	**31,604**	**31,951**	**32,841**	**32,955**	**32,236**	**32,444**

Source. Oregon Department of Education Staff Position Collection, Fall Membership Report (2014-2025). At the time of publication of the 2024 Educator Equity Report the Staff Position data collection was missing records from one large school district; over the last four years this district averaged about 1,300 total staff and about 500 teachers. Corrected data has since been reported and is reflected in this report.

Table 22. Oregon K-12 Educators and Students by Race and/or Ethnicity, 2024-25

	Students	All K-12 Staff	Teachers	Administrator	Educational Assistant
Asian, Not Hispanic	22,344	2,481	773	49	528
Black/African American, Not Hispanic	13,439	2,232	287	58	262
Hispanic/Latino	144,114	11,328	2,568	227	2,781
American Indian/Alaskan Native, Not Hispanic	5,951	749	183	14	162
Multi-Racial, Not Hispanic	40,853	1,890	669	47	356
Native Hawaiian/Pacific Islander, Not Hispanic	4,745	389	82	7	87
White, Not Hispanic	313,642	70,971	27,882	2,274	11,841
Total	**545,088**	**90,040**	**32,444**	**2,676**	**16,017**

Source. Oregon Department of Education Staff Position Fall Collection (2024-25) and Fall Membership Report (2024-25).

Appendix I: Oregon K-12 Licensed and Non-Licensed Staff by Race and Ethnicity

Table 23. Oregon K-12 Licensed Staff by Race and/or Ethnicity, 2019-20 to 2024-25

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Asian, Not Hispanic	739	820	880	954	1,001	1,048
Black/African American, Not Hispanic	356	385	423	426	443	477
Hispanic/Latino	2,312	2,482	2,848	3,202	3,312	3,440
American Indian/Alaskan Native, Not Hispanic	233	244	246	260	253	254
Multi-Racial, Not Hispanic	729	771	835	869	878	890
Native Hawaiian/Pacific Islander, Not Hispanic	92	92	94	109	128	104
White, Not Hispanic	35,683	36,063	37,257	37,462	36,732	36,763
Total	**40,144**	**40,857**	**42,583**	**43,282**	**42,747**	**42,976**

Source. Oregon Department of Education Staff Position Collection (2019-20 - 2024-25). 2023-24 school year Staff Position data collection is missing records from one large school district; over the last four years this district averages about 1,300 total staff and about 500 teachers. As a result, data reported on K-12 staff in this section may be incomplete.

Table 24. Oregon K-12 Non-Licensed Staff by Race and/or Ethnicity, 2019-20 to 2024-25

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Asian, Not Hispanic	897	861	1,044	1,326	1,464	1,474
Black/African American, Not Hispanic	768	891	968	1,570	1,758	1,808
Hispanic/Latino	4,650	4,676	5,530	6,581	7,243	8,038
American Indian/Alaskan Native, Not Hispanic	400	374	409	479	491	511
Multi-Racial, Not Hispanic	720	638	785	894	1,030	1,058
Native Hawaiian/Pacific Islander, Not Hispanic	151	148	201	258	275	298
White, Not Hispanic	33,580	30,075	32,461	35,000	35,640	36,318
Total	**41,166**	**37,663**	**41,398**	**46,108**	**47,901**	**49,505**

Source. Oregon Department of Education Staff Position Collection (2019-20 - 2024-25). 2023-24 school year Staff Position data collection is missing records from one large school district; over the last four years this district averages about 1,300 total staff and about 500 teachers. As a result, data reported on K-12 staff in this section may be incomplete.

Appendix J: Oregon School Districts with Proportion of Racially and/or Ethnically Diverse Students Greater than 50 Percent and the Proportion of Racially and/or Ethnically Diverse Staff, 2024-25

District	Total Students	Percent Diverse Students	Percent Diverse Teachers	Percent Diverse Administrators	Percent Diverse Non-Licensed Staff
Woodburn SD 103	5,262	89.0	44.3	59.1	64.1
Reynolds SD 7	9,700	74.3	14.6	17.3	34.4
Umatilla SD 6R	1,450	74.3	29.8	14.3	40.2
Ontario SD 8C	2,170	71.2	16.6	38.5	34.3
Parkrose SD 3	2,727	71.2	26.2	33.3	43.6
Jefferson County SD 509J	2,712	71.1	19.8	6.7	41.6
David Douglas SD 40	8,728	70.3	16.7	25.0	31.0
Hermiston SD 8	5,320	67.5	17.4	11.1	42.1
Centennial SD 28J	5,412	66.7	11.6	30.4	28.7
Forest Grove SD 15	5,729	66.0	31.4	23.1	51.2
Milton-Freewater Unified SD 7	1,548	63.8	15.8	11.1	41.8
Gervais SD 1	1,247	62.7	7.3	11.1	51.8
North Marion SD 15	1,604	62.2	3.9	0.0	24.0
Salem-Keizer SD 24J	37,970	62.2	18.5	25.7	38.0
Morrow SD 1	2,234	62.0	8.0	7.1	31.3
Hillsboro SD 1J	18,737	61.7	23.0	27.7	47.2
Beaverton SD 48J	37,826	60.1	18.1	24.1	32.7
Central SD 13J	3,050	55.6	11.1	11.1	34.2
Gresham-Barlow SD 10J	11,463	54.2	17.1	21.7	25.9
North Wasco County SD 21	2,845	53.7	8.8	0.0	26.0
Stanfield SD 61	499	52.5	15.2	0.0	23.7
Hood River County SD	3,811	51.7	13.6	13.6	42.8
Tigard-Tualatin SD 23J	11,455	50.3	17.5	18.2	34.2

Source. Oregon Department of Education Staff Position Collection (2024-25) and Fall Membership Report (2024-25).

Appendix K: Oregon K-12 Educator Years of Experience by Race and Ethnicity, 2024-25

Table 25. Number of Teachers by Years of Experience, 2024-25

	0-5 Years	6-10 Years	11-15 Years	16-20 Years	21-25 Years	25+ Years	Total
Asian, Not Hispanic	285	154	102	87	76	57	761
Black/African American, Not Hispanic	120	55	33	28	26	21	283
Hispanic/Latino	1,163	510	275	258	192	119	2,517
American Indian/ Alaskan Native, Not Hispanic	63	35	13	29	20	20	180
Multi-Racial, Not Hispanic	234	150	86	98	46	50	664
Native Hawaiian/Pacific Islander, Not Hispanic	30	20	9	8	9	5	81
White, Not Hispanic	7,140	5,375	4,223	4,524	3,332	2,998	27,592
Total	**9,035**	**6,299**	**4,741**	**5,032**	**3,701**	**3,270**	**32,078**

Source. Oregon Department of Education Staff Position Collection (2024-25).

Table 26. Number of Administrators by Years of Experience, 2024-25

	0-5 Years	6-10 Years	11-15 Years	16-20 Years	21-25 Years	25+ Years	Total
Asian, Not Hispanic	10	7	8	10	4	9	48
Black/African American, Not Hispanic	10	12	7	17	7	4	57
Hispanic/Latino	22	41	50	54	35	22	224
American Indian/Alaskan Native, Not Hispanic	2	3	2	4	1	1	13
Multi-Racial, Not Hispanic	4	11	6	9	8	8	46
Native Hawaiian/Pacific Islander, Not Hispanic	1	0	1	1	2	2	7
White, Not Hispanic	176	208	390	511	492	460	2,237
Total	**225**	**282**	**464**	**606**	**549**	**506**	**2,632**

Source. Oregon Department of Education Staff Position Collection (2024-25).

Appendix L: Oregon K-12 Early Career Educators (3 or less years of licensed experience) by Race and/or Ethnicity, 2019-20 to 2024-25

Table 27. Number of Early Career Teachers (0-3 Years of Experience), 2019-20 to 2024-25

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Asian, Not Hispanic	148	170	202	214	216	203
Black/African American, Not Hispanic	86	84	105	97	90	95
Hispanic/Latino	580	637	819	931	935	854
American Indian/Alaskan Native, Not Hispanic	45	52	48	57	44	42
Multi-Racial, Not Hispanic	134	144	170	181	183	164
Native Hawaiian/Pacific Islander, Not Hispanic	19	21	25	26	35	17
White, Not Hispanic	5,073	5,003	5,736	5,920	5,746	5082
Total	**6,085**	**6,111**	**7,105**	**7,426**	**7,249**	**6,457**

Source. Oregon Department of Education Staff Position Collection (2024-25).
Note. Early career teachers and administrators are those with 0-3 years of experience, inclusive of a licensed position in or outside of Oregon.

Table 28. Number of Early Career Administrators (0-3 Years of Experience), 2019-20 to 2024-25

	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Asian, Not Hispanic	0	2	2	6	11	6
Black/African American, Not Hispanic	6	5	6	7	5	6
Hispanic/Latino	4	9	8	17	24	13
American Indian/Alaskan Native, Not Hispanic	0	0	1	3	3	2
Multi-Racial, Not Hispanic	1	1	2	5	3	3
Native Hawaiian/Pacific Islander, Not Hispanic	0	0	1	2	1	1
White, Not Hispanic	78	99	129	141	165	136
Total	**89**	**116**	**149**	**181**	**202**	**167**

Source. Oregon Department of Education Staff Position Collection (2024-25).
Note. Early career teachers and administrators are those with 0-3 years of experience, inclusive of a licensed position in or outside of Oregon.

Appendix M: Three-Year Average Retention Rates for Oregon K-12 Teachers and Administrators by Race and Ethnicity, 2020-21 to 2024-25

Table 29. Three-Year Average Retention of K-12 Teachers, 2020-21 to 2024-25

	Teachers	Returning Teachers	Teachers Not Returning	Percent of Teachers that Returned	Percent of Teachers Not Returning
Asian, Not Hispanic	2,026	1,668	358	82.3%	17.7%
Black or African American, Not Hispanic	761	561	200	73.7%	26.3%
Hispanic or Latino	6,422	5,154	1,268	80.3%	19.7%
American Indian or Alaskan Native, Not Hispanic	585	479	106	81.9%	18.1%
Two or More Races, Not Hispanic	1,902	1,550	352	81.5%	18.5%
Native Hawaiian or Pacific Islander, Not Hispanic	227	182	45	80.2%	19.8%
White, Not Hispanic	85,822	69,988	15,834	81.6%	18.4%
Total	97,745	79,582	18,163	81.4%	18.6%

Source. ODE Staff Position Collection (2020-21 to 2024-25).
Note. The three-year average retention rate looks at teachers from the 2020-21 Staff Position collection and looks forward to the 2021-22 and 2022-23 Staff Position collections to see if they returned to the same school in either of those years. The process is then repeated for staff in the 2021-22 collection seeing if they returned in the 2022-23 or 2023-24 collection. Finally, the process is repeated on final time for the 2022-23 collection seeing if teachers returned to the same school in any position in 2023-24 or 2024-25. Prior reports presented teacher attrition rates. Beginning with this report, retention rates are reported instead, however attrition data is discussed in the research brief provided by the University of California. Retention and attrition measure related but distinct workforce outcomes; therefore, values presented in this report should not be directly compared to attrition rates reported in prior years.

Table 30. Three-Year Average Retention of K-12 Administrators, 2020-21 to 2024-25

	Administrators	Returning Administrators	Administrators Not Returning	Percent of Administrators Returning	Percent of Administrators Not Returning
Asian, Not Hispanic	127	96	31	75.6%	24.4%
Black or African American, Not Hispanic	171	126	45	73.7%	26.3%
Hispanic or Latino	574	435	139	75.8%	24.2%
American Indian or Alaskan Native, Not Hispanic	39	28	11	71.8%	28.2%
Two or More Races, Not Hispanic	156	119	37	76.3%	23.7%
Native Hawaiian or Pacific Islander, Not Hispanic	23	20	3	87.0%	13.0%
White, Not Hispanic	6,837	5,292	1,545	77.4%	22.6%
Total	7,927	6,116	1,811	77.2%	22.8%

Source. ODE Staff Position Collection (2020-21 to 2024-25).
Note. The three-year average retention rate looks at administrators from the 2020-21 Staff Position collection and looks forward to the 2021-22 and 2022-23 Staff Position collections to see if they returned to the same institution in either of those years in any position. The process is then repeated for staff in the 2021-22 collection seeing if they returned in the 2022-23 or 2023-24 collection. Finally, the process is repeated on final time for the 2022-23 collection seeing if teachers returned to the same school in any position in 2023-24 or 2024-25. Prior reports presented administrator attrition rates. Beginning with this report, retention rates are reported instead, however attrition data is discussed in the research brief provided by the University of California. Retention and attrition measure related but distinct workforce outcomes; therefore, values presented in this report should not be directly compared to attrition rates reported in prior years.

Appendix N: Race and/or Ethnicity of State Agency Staff, 2024-25

Table 31. Race and/or Ethnicity of Oregon Department of Education Staff, 2024-25

	Count of Staff	Percent of Total Staff
American Indian or Alaska Native	32	4.59%
Asian	39	5.60%
Black or African American	24	3.44%
Hispanic or Latino	55	7.89%
I do not wish to answer	0	0.00%
Native Hawaiian or Other Pacific Islander	5	0.72%
Two or More Races (Non-Hispanic)	31	4.45%
White	511	73.31%
Total	**697**	**100.00%**

Source. Oregon Department of Education. Staff self-report their race and ethnicity and can select multiple races or select "Two or More Races". Individuals may be counted in more than one race and ethnic group.

Table 32. Race and/or Ethnicity of Higher Education Coordinating Commission Staff, 2024-25

	Count of Staff	Percent of Total Staff
American Indian or Alaska Native	4	2%
Asian	10	5%
Black or African American	4	2%
Hispanic or Latino	24	13%
I do not wish to answer	3	2%
Two or More Races (Non-Hispanic)	6	3%
White	135	73%
Total	**186**	**100%**

Source. Higher Education Coordinating Commission.

Table 33. Race and/or Ethnicity of Teacher Standards and Practices Commission, 2024-25

	Count of Staff	Percent of Total Staff
All Reported Groups (except White)*	6	21.4%
White	22	78.6%
Total	**28**	**100%**

Source. Teacher Practices and Standards Commission.