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**EDUCATOR  
ADVANCEMENT  
COUNCIL**

# 2024 OREGON EDUCATOR EQUITY REPORT



The 2024 Educator Equity Report is dedicated to Horalia “Lala” Rangel, a dear colleague and champion for Oregon educator candidates, who passed away on June 15, 2024. For more than four years, Lala supported hundreds of students as the program coordinator for the Oregon Teacher Scholars Program with courage, empathy, and joy.

We extend our appreciation the state's education agency directors, colleagues across the state education agencies, local education agencies and Oregon's educator preparation programs who contributed to this report through data sharing, data analysis, and review of the findings. Special thanks to Renée House, Project Manager, and Brandon Cobb, from the ODE Process and Operations Excellence Team, both who helped to improve the systems and processes needed to generate this report.

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# EXECUTIVE SUMMARY

There has never been a more urgent moment to invest in educator preparation, success, and retention in Oregon. The 2024 Educator Equity Report is the ninth report published by Oregon's state education agencies since 2015 on educator workforce diversification efforts in Oregon. This report is produced by the Educator Advancement Council (EAC) in partnership with the Oregon Teacher Standards and Practices Commission (TSPC), Oregon Department of Education (ODE), 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 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 ([House Bill 4031](#), 2022).

In addition to reporting on educator preparation and workforce diversity, the report highlights evidence-based practices for recruiting, preparing, supporting, and advancing culturally and linguistically diverse educators and key recommendations for Oregon to achieve not just equality in the educator workforce, but provides a more ambitious goal of an equitable educator workforce with a shared understanding of the conditions impacting diverse educator recruitment, retention and career advancement.

## 2024 Key Findings

Key findings in this summary and throughout the report are provided from the most recently available academic year.

### BUILDING A DIVERSE WORKFORCE FOR ALL STUDENTS

Section 1 of the report includes longitudinal research conducted by the University of California Irvine for the Educator Advancement Council, using 15 years of data on Oregon's educators and demonstrates that:

- Over the past decade, Oregon has more than doubled the proportion of first-year teachers identifying as people of color, reaching 20.6 percent in 2023. However, these new teachers are often placed in schools with few experienced colleagues, high staff turnover, and student populations that potentially need more support – factors that likely contribute to higher turnover rates in this group.
- About one-third of novice teachers who leave and are employed earn substantially more money four-years after leaving.
- Although teachers generally have the lowest turnover rates among all employee groups in Oregon public schools, this masks significant variations. Special education teachers, teachers of color, and novice teachers all exhibit higher turnover rates than their counterparts.
- Coming out of the pandemic, teachers, administrators, paraprofessionals, and other staff experienced record high turnover rates between the 2021-2022 and 2022-2023 school years, marking a significant departure from previous trends and suggesting that schools are facing unique post-pandemic challenges.

### ENTRY POINTS TO CAREER EDUCATOR PATHWAYS IN EDUCATION

Sections 2 and 3 of this report demonstrate that entry points, or places where students begin to pursue a career in education, remain limited in Oregon, despite growing efforts to connect more racially, ethnically, and linguistically diverse educator candidates to career opportunities:

- The number of racially and ethnically diverse students choosing education majors and programs remains small but is growing at community colleges.
- The number of racially and ethnically diverse students completing educator preparation programs in Oregon continues to decline each year, though the number of racially and ethnically diverse candidates receiving preliminary teaching and administrator licenses continues to increase each year, likely due to many racially and ethnically diverse candidates having been prepared in programs outside of Oregon.
- Closure of several Oregon administrator preparation programs, changes to preparation standards and licensing requirements have likely led to significantly lower numbers of administrators completing programs in 2023.

- A greater proportion of emergency<sup>1</sup> or restricted<sup>2</sup> license holders are racially and ethnically diverse as compared to preliminary license holders in Oregon in 2023.

## K-12 AND STATE AGENCY WORKFORCE

Section 4 of this report demonstrates that diversity among Oregon’s educator workforce is growing among certain groups, and these trends vary significantly across school districts:

- Racially and ethnically diverse educators continue to be underrepresented in Oregon’s educator workforce as compared to the K-12 student population.
- Licensed K-12 teachers remain the largest, but least racially and ethnically diverse educator group.<sup>3</sup>
- Non-licensed K-12 staff are more racially and ethnically diverse and have grown at a faster rate than licensed staff.
- There are three times as many racially and ethnically diverse early career teachers (0-3 years) in the Oregon K-12 school system as there were ten years ago, and nearly half (45.6 percent) of all racially and ethnically diverse teachers in the 2023-24 school year were in the first five years of their teaching career.
- Hispanic/Latino educators are most underrepresented as compared to Hispanic/Latino K-12 students (11.8 percent of educators compared to 25.8 percent of students).
- Oregon’s most racially and ethnically diverse K-12 student populations are served in school districts in both rural and urban areas of the state; the educator workforce of these districts remains less diverse than the student body.
- On average, Oregon Department of Education employees are slightly more racially and ethnically diverse (22.5 percent) than K-12 staff (20.4 percent), but still not representative of racially and ethnically diverse Oregon’s K-12 students (41.6 percent).

## Recommendations

The state education agencies contributing data to this report identified four priority areas to support Oregon's Educator Equity goals. Each priority area includes recommendations for recruiting, supporting, and retaining racially, ethnically, and linguistically diverse educators.

Priority Area	Recommendations
 <b>Priority Area 1:</b> <i>Affordability of Career Preparation Pathways and Programs</i>	<ul style="list-style-type: none"> <li>• <b>Expand affordability</b> of Oregon educator preparation.</li> <li>• <b>Continue and expand investments</b> to support Oregon’s educator preparation programs (EPPs) to better meet the needs of prospective educators and current students.</li> <li>• <b>Continue and expand efforts</b> for non-traditional pathways from PreK-12 into education careers.</li> </ul>
 <b>Priority Area 2:</b> <i>Hiring, Placement, and Early Career Support for New Educators</i>	<ul style="list-style-type: none"> <li>• <b>Ensure every teacher and administrator</b> new to the profession is placed in a supportive environment and has an equitable workload.</li> <li>• <b>Provide sustainable funding and training</b> for culturally responsive, high-quality mentors for every new educator.</li> <li>• <b>Invest in schools to develop programs</b> that provide on-going support to recruit and retain effective and culturally responsive school leaders.</li> </ul>
 <b>Priority Area 3:</b> <i>Educator Development and Career Advancement</i>	<ul style="list-style-type: none"> <li>• <b>Codify in statute a scholarship program</b> for culturally and linguistically diverse administrator candidates.</li> <li>• <b>Create a statewide framework and strategy</b> for teacher leadership.</li> <li>• <b>Develop a comprehensive method</b> to monitor, measure, and scale best practices for educator retention and career advancement.</li> </ul>
 <b>Priority Area 4:</b> <i>State Data Systems and Reporting</i>	<ul style="list-style-type: none"> <li>• <b>Expand interagency data sharing and research</b> focused on the educator workforce.</li> <li>• <b>Integrate and update systems</b> to monitor and evaluate educator workforce trends with key education and community partners.</li> </ul>

<sup>1</sup> [Section 584-210-0130 - \[Effective 10/31/2024\] Emergency Teaching License.](#)

<sup>2</sup> [Section 584-210-0100 - \[Effective until 8/31/2024\] Restricted Teaching License](#)

<sup>3</sup> Educator group may refer to teachers, administrators, paraprofessionals, and other licensed or non-licensed staff.



# INTRODUCTION

The 2024 Educator Equity Report is the ninth report since 2015 published by Oregon’s state education agencies on educator workforce diversification efforts in Oregon. This report is produced by the Educator Advancement Council (EAC) in partnership with the Oregon Teacher Standards and Practices Commission (TSPC), Oregon Department of Education (ODE), 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.

In addition to required data on workforce diversity as outlined in statute, the report highlights:

- A longitudinal analysis of progress over time to recruit, prepare, support and advance culturally and linguistically diverse educators including evidence-based practices to improve teaching and learning conditions for educators and students; and
- Key recommendations from state education agencies to achieve an equitable educator workforce rooted in a shared understanding of the conditions impacting racially, ethnically, and linguistically diverse educator recruitment, retention, and career advancement.

## 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.



## Definitions

The Educator Equity Report uses the following definitions for these key terms, however it is important to note that the report draws on data collections from multiple state and federal agencies, as well as research in the field. As such, variance in terminology is attributed to the primary sources being referenced.

The [Oregon Department of Education 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.” With this commitment to education equity, ODE is assigned to monitoring and reporting on diversity of the educator workforce. The Oregon Legislature upholds its commitment to improving the racial, ethnic, and linguistic diversity of the state’s educator workforce as central to achieving an equitable education system in Oregon. 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).

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 are 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**. Since the report synthesizes data and definitions from various sources, any variance in these definitions should be attributed to the primary sources being referenced. In some cases, data labels have been modified to match federal definitions to help readers look at data across sources.

**Diverse:** As defined in the Educator Equity Act, (ORS 342.433) 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) a teacher or an 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 individuals 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.

**Linguistically Diverse:** As defined in the Educator Equity Act, (ORS 342.433) 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, so caution is advised when reviewing data from each agency.

**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.

**Racially Diverse:** According to the U.S. Census, starting in 1997, the Office of Management and Budget 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. 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. In addition, it is recognized that the categories of race include racial and national origin or sociocultural groups (U.S. Census Bureau, 2022).

## Understanding Educator Diversity and Equity

The Educator Equity Act sets a state goal to increase the representation of racial, ethnic, and linguistic groups who have historically been underrepresented in the state's educator workforce. Since 2015, the state's reports on educator equity describe progress on the state's efforts to diversify the educator workforce to better support student achievement outcomes, especially for racially, ethnically, and linguistically diverse students. This section examines historical trends across the United States as well as current trends to help contextualize the on-going efforts to diversify the educator workforce.

While race, ethnicity, and language are just a few of the characteristics by which diversity can be measured, they are critically important in identifying and disrupting "the intersected, interlocking systems of marginalizing practices that compound to reproduce predictable advantage and disadvantage" (Brinkley-Parker et al., 2022). Student, educator and community well-being and success in Oregon continues to follow predictable patterns, most markedly by race, but also by other demographic characteristics such as geography, gender, ability, and income level.

Brinkley-Parker, et al. (2022) define racial equity as "the condition that would be achieved if one's race identity no longer predicted how one thrives in school and in life." It is the state's goal for every student to experience conditions in schools that support their academic success and well-being. While there are many ways to define equity and equitable conditions in schools, this report underscores the importance of working toward and achieving racial equity by addressing the composition and quality of educators serving Oregon's students.

### EDUCATOR DIVERSITY CONTRIBUTES TO EQUITABLE OUTCOMES FOR STUDENTS

Achieving a culturally responsive educator workforce that reflects the range of diversity of a school's student population is beneficial for all students, especially for students of color, who can experience positive outcomes when taught by teachers of color. Research demonstrates that teachers are estimated to have two to three times the effect on student learning than any other school factor including services, facilities, and leadership (Oppen, 2019). Research also shows that students exposed to ineffective teachers for three years in a row suffer tremendous educational loss and have little chance to recover the years that have been lost (Chetty et al., 2014). Positive student outcomes have been shown to be related to recruiting, preparing, and retaining effective and high-quality educators. These effects on student outcomes are not just short-term; effective teachers have a significant impact on graduation rates, college attendance and life earnings (Chetty et al., 2014).

Decades of research underscores the positive impacts of educator diversity on the academic achievement and social and emotional development for students of color, as well as their white peers. For example, a longitudinal study found that Black students taught by a Black teacher at least once between third and fifth grade were less likely to drop out of high school and more likely to aspire to go to college (Gerhenson et al., 2022). Likewise, researchers found that Black students are more likely to take advanced coursework if taught by a Black teacher (Hart, 2020). Additionally, improving educator diversity in schools is linked to improving school climate, such as reducing absenteeism and discipline disparities (Gottfried et al., 2022; Shirrell et al., 2021). Benefits of a racially, ethnically and linguistically diverse educator workforce also contribute to an inclusive school environment where students are less likely to experience segregated classes based on race or linguistic differences (Hart, 2023). Moreover, equitable outcomes for students depend on preparing and sustaining current educators who are committed to advancing system-wide equity and access for all students from culturally, economically, and linguistically diverse backgrounds (Kozleski & Proffitt, 2020).



## IDENTIFYING CHALLENGES TO ACHIEVE A DIVERSE EDUCATOR WORKFORCE

Research on national and state efforts to diversify the educator workforce point to the long-lasting effects of the *Brown v. Board of Education* decision by the U.S. Supreme Court in 1954. This landmark decision intended to desegregate schools, yet tens of thousands of Black teachers and principals were dismissed when schools integrated, while at the same time opportunities for White teachers and principals increased (Fenwick, 2022). These legacy impacts have been slowly changing, evidenced by the growing number of racially and ethnically diverse educators who now make up 20 percent of the U.S. teaching workforce.

In addition to the continued impacts of the *Brown* decision to the Black educator pipeline (Fenick, 2022), recent research points to multiple factors to consider when examining overall trends affecting diversity in the educator workforce. One factor is the overall national and state declines in postsecondary enrollment for undergraduate and graduate education degree or certification programs, which has been noted well before the global pandemic (Schaeffer, 2022). Additionally, economic factors, such as the Great Recession in 2008 and COVID-19 in 2020, continue to influence efforts to improve and increase racial and ethnic diversity in the educator workforce, most notably because of the decline in the number of teaching positions in schools. Since 2008, employment levels in the public education system have failed to keep up with growth in public school enrollment, a shortfall continuing through 2019 (Gould, 2022). More than half of K-12 special education, tutoring, and teaching assistant positions were lost, as well as overall losses in positions for counselors, nurses, janitors, and other school support staff, which have not been recovered since the Great Recession. Finally, research on staff turnover, mobility, and attrition, particularly for racially and ethnically diverse educators, identify school climate and working conditions as impacting efforts to diversify the educator workforce (Penner et al., 2024). This is especially important as teacher turnover is particularly prevalent among new teachers, and those more racially and ethnically diverse.

While data in this report will show the continuation of the gap between the number of students of color to the number of educators of color, identifying and explaining patterns that contribute to the persistence of this gap are imperative to better monitor progress of the state's efforts to diversify the educator workforce.

### Oregon is Diversifying, but Remains Less Diverse than the United States

The Population Research Center (PRC) at Portland State University (PSU) published new population projections for Oregon in its 2023 report, [Oregon Tribal Land & County Population Projections by Race & Ethnicity](#). The report finds: "Oregon has historically been a majority White state and has had less representation of non-White populations than the US as a whole. In 1990, the White population made up 90.75 percent of the state's total population. Compare this to the total US population which, in 1990, was only 75.6 percent White. Since 1990, the non-White population has more than tripled with particularly large increases among the Hispanic and Asian Pacific Islander populations. From 1990 to 2020 the Hispanic population in Oregon state increased from 114,212 to 581,458 individuals while the Asian/Pacific Islander population increased from 68,700 to 250,886 individuals. By 2020, the non-White population made up 23.69 percent of the state's total population. Even so, Oregon still has lower representation of non-White populations compared to the US as a whole, which as of 2020 was 40.7 percent."



## Thirty Years of Commitment to Enhancing Educator Diversity

More than 30 years ago, in 1991, the Oregon Legislature passed the Minority Teacher Act (Senate Bill 122), which first established the state's goal for educator diversity (ORS.342.437); that the number of minority teachers employed in public schools would be proportional to the number of minority students by 2001. In 2013, the Oregon Legislature amended the Minority Teacher Act through the passage of Senate Bill 755, replacing the state's goal relating to educator diversity. The new goal was that between July 1, 2012, and July 1, 2015, the state would increase by 10 percent: (1) The number of minority teachers and administrators employed by school districts and education service districts; and (2) The number of minority students enrolled in public teacher education programs.

Ten years ago, in 2014, the Oregon Education Investment Board (OEIB) first convened what was then named the "Oregon Minority Educator Advisory Group," which met as a "statewide advisory group representative of the changing demographics in Oregon... ready to provide a means of assessing, evaluating and advocating for continuous accountability and improvement on conditions and policies that impact educator equity" ([Oregon Minority Report](#), 2014). The group produced a report that provided a status update on the state's progress towards the goals named in Senate Bill 755, as well as identified key barriers and challenges facing Oregon related to educator diversity. The group, and the 2014 report, played a critical role in setting the foundation for today's initiatives that aim to address conditions and policies impacting the recruitment, preparation, retention, and advancement of a more culturally and linguistically diverse educator workforce.

In 2015, HB 3375 renamed the Act to the Educators Equity Act and reverted to the original goal, namely that 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 the state or the percentage of diverse students in the district. The new Act also required that a coalition of state agencies (Oregon Department of Education, Teacher Standards and Practices Commission, and Higher Education Coordinating Commission) report to the Legislature on progress made towards the state's goal and recommendations for recruiting, hiring and retaining diverse educators.

Since 2015, alongside the publication of the Educator Equity Report, key investments and new policies provide promising opportunities to not only develop a more diverse workforce, but to eliminate persistent disparities in educational outcomes for Oregon's underserved students:

**Passage of SB 182 in 2017** established a scholarship program for culturally and linguistically diverse teacher candidates in Oregon, which has successfully awarded more than \$6.8 million dollars to over 800 teacher candidates since 2018. The program was expanded through the passage of HB 3178 in 2023 to include candidates pursuing licensure in school counseling, social work, and psychology (ORS 348.295), and the maximum annual award amount has increased over time. SB 182 also established the Educator Advancement Council, which directs more than \$40 million each biennium to Regional Educator Networks, through which every educator in the state can access professional development and career advancement opportunities and support.

**Passage of the Student Success Act (HB 3427) in 2019** made a commitment to improving access and opportunities for students, with a focus on those students who have been historically underserved in the education system. When fully implemented, the [Student Success Act is expected to invest over \\$2 billion in Oregon education](#) every two years. Of those funds, approximately \$700 million goes into the State School Fund and the remaining money is distributed into three accounts: the Early Learning Account, the Student Investment Account and the Statewide Education Initiatives Account. Over \$30 million each biennium is invested in establishing and developing programs which support the recruitment, training, and retention of educators, as well as to increase the diversity of the educator workforce (ORS 327.254). Funds support educator scholarship programs, grants to local education agencies, post-secondary institutions, and Oregon's Nine Federally Recognized Tribes for Grow Your Own programs, professional learning programs, and efforts to remove barriers to licensure and improve institutional equity practices at the state's public educator preparation programs. The Act also funds [Student Success Plans](#), which are statewide goals and plans for supporting culturally specific students who are in early childhood through post-secondary education programs. Many of these plans include goals related to ensuring the educator workforce is representative of and supported to meet the needs of historically underserved student groups.

**Passage of HB 2166 in 2021** provided funding to the Oregon Teacher Standards and Practices Commission to develop standards for non-traditional educator preparation programs in Oregon.

**Passage of HB 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).

**Passage of SB 283 in 2023** provided one-time funding for the Teacher Standards and Practices Commission to develop and pilot registered apprenticeship programs for teachers in the state. SB 283 also provided one-time funding to expand educator mentorship programs, prioritizing educators who are culturally and linguistically diverse, serving in rural districts, teaching Special Education, and who hold emergency teaching licenses.



# SECTION 1: BUILDING A DIVERSE WORKFORCE FOR ALL STUDENTS

## Oregon Educator Recruitment and Retention over Time and across Contexts

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*Prepared by University of California Irvine for the Educator Advancement Council*

*This brief is an excerpt from the full report, which can be found [here](#).*

### Overview

No state in the country has a teacher workforce that closely matches the racial and ethnic diversity of its students, with discrepancies ranging from 1.5 times as many students of color as teachers of color in Texas to 8 times as many in North Dakota. Progress in diversifying the teacher workforce has been slow over the past several decades, prompting states nationwide to pursue [various strategies](#) to recruit and retain teachers of color.

This report provides context for Oregon’s efforts to diversify its teacher workforce over the past 15 years.<sup>6</sup> It does so through four primary contributions. First, it analyzes teacher turnover relative to turnover among all other staff, highlighting how teaching needs and goals are part of a broader staff ecosystem. Second, it examines the qualifications and career paths of newly entering teachers, exploring how these educators contribute to the state’s equity goals. Third, it places these analyses within a longitudinal perspective, highlighting changes and similarities across different economic periods, including the Great Recession, the COVID-19 pandemic, and the present. Finally, it examines the labor market outcomes for teachers who leave Oregon public schools, providing new insights into the factors that not only drive teachers out of the profession but also attract them to other fields.

### Educator Turnover

A stable workforce that includes not only teachers but also administrators, paraprofessionals, and other support staff is essential for creating conditions that allow students to thrive and that support the success of all teachers, especially the teachers of color whom Oregon actively seeks to recruit. As such, we examine turnover patterns across the state’s educator groups over the past 15 years. Turnover comprises three categories based on year-to-year school assignments: (1) “Switched schools,” where educators moved to another school within the same district; (2) “Switched districts,” where educators relocated to a different district within the state; and (3) “Left workforce,” where educators exited the state public education system entirely.

### Key Findings

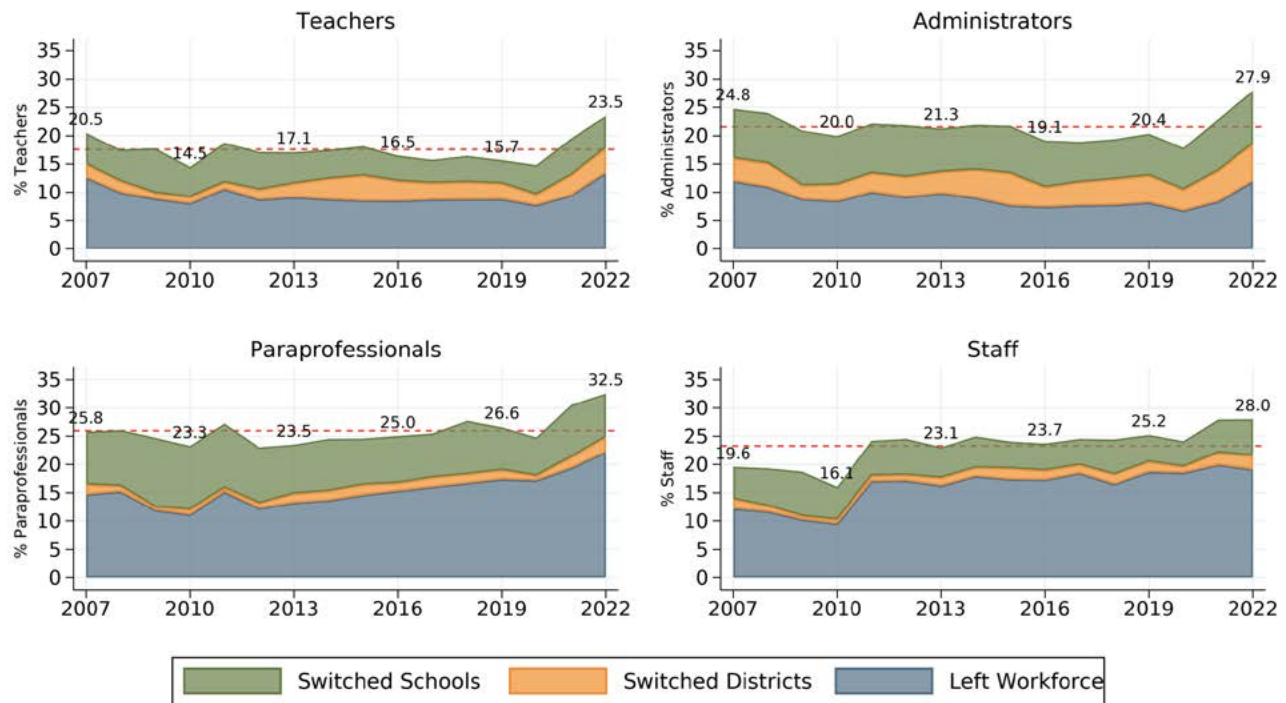
- Coming out of the pandemic, teachers, administrators, paraprofessionals, and other staff experienced record high turnover rates between the 2021-2022 and 2022-2023 school years, marking a significant departure from previous trends and suggesting that schools are facing unique post-pandemic challenges.
- Although teachers generally have the lowest turnover rates among all employee groups in Oregon public schools, this masks significant variations. Special education teachers, teachers of color, and novice teachers all exhibit higher turnover rates than their counterparts.
- Over the past decade, Oregon has more than doubled the proportion of first-year teachers identifying as people of color, reaching 20.6 percent in 2023. However, these new teachers are often placed in schools with few experienced colleagues, high staff turnover, and student populations that potentially need more support – factors that likely contribute to high turnover rates in this group.
- About one-third of novice teachers who leave and are employed earn substantially more money by four-years later.

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<sup>6</sup> Data for this report were obtained from Oregon staff position files and student data files, as well as the Internal Revenue Service records.

**Figure 1.** Educator Turnover in Oregon, 2006/07 - 2021/22



Source. Data from the ODE staff position file. The red horizontal line illustrates the average annual turnover rate. The average annual total counts for each staff group are: 30,576 teachers, 2,200 administrators, 13,491 paraprofessionals, and 27,956 other support staff.

Longitudinal analysis of turnover across educator groups in the Oregon public school system reveals a consistent pattern. As shown in Figure 1, before the COVID-19 pandemic, turnover rates were relatively stable. Educator retention rates were relatively high in 2007 when the broader labor market was good, declined through the onset of the Great Recession and increased in 2011 when school budgets in the state [were strained](#). Even throughout the recessionary period turnover stayed within a range of a few percentage points. However, after a slight decrease in the 2019-20 school year, turnover for all groups surged significantly in the subsequent years during the COVID-19 pandemic. By the 2021-22 school year, turnover reached historic highs for all educators: 23.5 percent for teachers, 27.9 percent for administrators, 32.5 percent for paraprofessionals, and 28.0 percent for support staff. The turnover patterns throughout the pandemic period mirror trends observed in states like [Arkansas](#), [Massachusetts](#), North Carolina, and [Washington](#).

Comparatively, teachers are the most stable group, with an average annual turnover rate of 17.6 percent. In contrast, administrators, paraprofessionals, and support staff show higher turnover rates: 21.6 percent, 26.0 percent, and 23.3 percent, respectively. Each group exhibits distinct turnover patterns: teachers and administrators more frequently switch schools or districts, while paraprofessionals and support staff are more likely to leave the system entirely. A detailed analysis reveals that within each category, educators serving in special education roles experience higher turnover rates compared to those in general education.

Among schoolteachers with at least half-time assignments, White teachers generally show the lowest turnover rates compared to teachers of color, though not consistently every year. The average annual turnover rate for White teachers is 16.6 percent, compared to 17.0 percent to 20.4 percent for teachers from other racial and ethnic groups. Turnover rates are highest among novice teachers, averaging 30.2 percent annually. Contrary to expectations but consistent with analysis from [other states](#), the surge in turnover during and after the COVID-19 pandemic is driven by mid-career teachers, rather than among novices—who typically face higher turnover—or the most experienced teachers—who may have had more health-related concerns.

**“Comparatively, teachers are the most stable group, with an average annual turnover rate of 17.6 percent. In contrast, administrators, paraprofessionals, and support staff show higher turnover rates: 21.6 percent, 26.0 percent, and 23.3 percent, respectively.”**

## Entering Teachers and Their Working Environments

In order to diversify the educator workforce in Oregon, a key consideration for whether such efforts will be successful over the long term is the characteristics of who is being newly brought into the system. As such, we examine the employment patterns of individuals entering the teaching profession in Oregon from the 2007-08 to the 2022-23 school year. We also explore the characteristics of the schools that these new teachers are entering and compare them to their more experienced colleagues in the state and disaggregate by race/ethnicity.

On average about 1,300 teachers begin their careers in Oregon public schools each year. The number of entrants fluctuated dramatically over the past 15 years with only 500 teachers entering in 2010 and almost 2,000 teachers entering in the 2022 school year. The fluctuation in entrants is consistent with economic conditions and subsequent budgetary pressures surrounding the Great Recession. New teacher hiring dropped by over half going into the 2010 school year and remained well below 1,000 each year until 2014 when budgets and hiring began to recover. Turnover patterns among entering teachers followed a similar pattern, reaching a peak of 41 percent in 2011, declining through the pre-pandemic period, and rising again to 34 percent in 2022.

Notably, throughout this period, Oregon has made substantial progress in diversifying the entering teacher workforce. From 2012 to 2022, the proportion of teachers of color among new entrants more than doubled, increasing from 9 percent to 21.4 percent. Despite a stagnation during the recession, progress resumed in 2014, with the diversity of entrants increasing each year, even throughout the pandemic. Compared to states like [Maryland](#), [Washington](#), and [Massachusetts](#), which have also established Grow-Your-Own initiatives and pursued strategies to diversify the workforce, Oregon has done as well as or better at increasing the racial/ethnic diversity of its entering teachers. Additionally, linguistic diversity has increased over time, with entrants having a native language other than English rising from 1.5 percent in 2015 to 6.7 percent in 2023.

To understand the experiences of these entering teachers and the factors that might contribute to their turnover, we report the average characteristics of the teachers and the schools that they work in, categorized by experience level, from entrants (0 years) to master teachers (over 20 years). As seen in Table 1, entering teachers are more than twice as likely to identify as people of color and more than three times as likely to report a native language other than English compared to their most experienced colleagues. For the characteristics of the schools teachers work in, there is a clear gradient across nearly every reported factor, demonstrating that teachers across different experience levels tend to move towards certain types of schools over their careers. As teachers gain experience, the proportion of economically disadvantaged students, English learners, students of color, and students who are suspended or expelled in their school declines. In contrast, the proportion of gifted students and the average academic achievement of students in the school increases as teachers gain experience.

Similar experience-based patterns are observed in terms of the colleagues teachers have. Notably, entering teachers appear to be concentrated in schools with high levels of instability (more teacher turnover and new principals) and more inexperienced colleagues. For example, there are twice as many novice teachers (23 percent) in the schools where entrants teach compared to the schools where master teachers work (13.8 percent). Thus, entering teachers are disproportionately placed into schools where students may most be in need of additional support but, at the same time, have fewer experienced colleagues who might serve as mentors. This picture is largely true for entrants of all racial/ethnic backgrounds, though it is somewhat more pronounced for Hispanic/Latine teachers. When we examine the factors that most predict turnover among teachers, student achievement, having a new principal, and the percent of novice colleagues—all of which tend to favor more experienced teachers—emerge as strong predictors. Together, these analyses suggest that while Oregon has successfully recruited more diverse teachers into the workforce, the school environments they are placed into may be contributing to their turnover, hampering the progress that can be realized.

***“ Together, these analyses suggest that while Oregon has successfully recruited more diverse teachers into the workforce, the school environments they are placed into may be contributing to their turnover, hampering the progress that can be realized.”***

**Table 1.** Characteristics of Teachers and Their Schools by Experience Level, 2008-2023

	0	1-5	6-10	11-15	15-20	20+
	Entrant	Beginning	Developing	Mid-career	Veteran	Master
<b>Teacher characteristics</b>						
% Female	71.6%	72.2%	71.6%	70.5%	69.0%	66.5%
% People of color	14.5%	11.6%	9.3%	8.5%	7.8%	6.3%
% Non-English native language	3.6%	2.3%	1.5%	1.4%	1.4%	1.0%
Age	28	32	37	42	47	54
% Has advanced degree	56.7%	71.2%	80.8%	79.1%	71.2%	59.6%
% Has license for position	97.5%	99.7%	99.9%	99.9%	99.9%	99.9%
Salary (in 2022 dollars)	\$45,646	\$54,250	\$64,731	\$75,926	\$81,899	\$82,007
% 1-year turnover rate	29.4%	20.0%	15.7%	12.4%	11.4%	16.5%
<b>School characteristics</b>						
% Rural	11.8%	11.7%	10.3%	10.1%	10.6%	11.7%
% Four-day week	7.4%	6.7%	5.9%	5.5%	5.6%	6.4%
% Charter school	6.3%	5.8%	3.9%	2.8%	2.2%	2.2%
<b>Student characteristics at school</b>						
Enrollment	636	662	713	726	718	697
Student-teacher ratio	19.1	19.3	19.8	19.9	19.7	19.6
% Students of color	37.6%	37.1%	36.6%	36.1%	35.4%	34.2%
% Econ. disadvantaged	59.9%	57.6%	55.6%	54.4%	54.6%	53.8%
% Special education	14.6%	14.5%	14.3%	14.2%	14.3%	14.3%
% Ever English learner (EL)	24.1%	23.5%	23.4%	22.9%	22.2%	20.5%
% Gifted	5.8%	6.3%	6.9%	7.1%	7.2%	7.1%
% Ever suspended or expelled	6.2%	6.2%	6.1%	5.8%	5.9%	5.9%
Average achievement (SD)	-0.08	-0.05	-0.01	0.01	0.01	0.02
<b>Staff characteristics at school</b>						
% Had a new principal	25.7%	23.7%	23.0%	22.4%	22.6%	22.3%
% Teacher turnover rate at school	21.0%	17.4%	16.5%	15.9%	15.6%	15.6%
Average years teacher experience	10.9	11.2	12	12.6	13	13.6
% Novice teachers (<3 years)	23.0%	18.2%	13.8%	13.0%	12.9%	12.8%
% Experienced teachers (>10 years)	48.1%	48.9%	52.8%	58.5%	59.4%	59.9%
% Teachers of color at school	10.1%	9.7%	9.3%	9.1%	8.9%	8.3%
Number of total teachers across years	19,825	106,691	93,981	79,966	63,126	92,512

*Source.* Data from ODE staff position file combined with information from student data files. Only teachers with 0.5 or above FTE are included. Cells report the average of a specific characteristic for each experience level across 2008-2023. Academic achievement is the average standardized score from ELA and Math state tests, thus capturing only tested grades and subjects in a school. Data for achievement are missing for the 2020 and 2021 school years.

## Labor Market Outcomes of Leavers

For teachers, particularly novices, who leave Oregon public schools, understanding their career alternatives and labor market outcomes is crucial for developing support policies to retain these teachers and continually diversify the workforce. We analyze these patterns using data from ODE linked to IRS records at the U.S. Census Bureau. This analysis encompasses all teachers and novice teachers (those with 0-1 years of experience) employed between the 2006-07 and 2016-17 school years who subsequently left positions within Oregon public schools.

Among teachers who left during this period, only 62.7 percent remain employed one year after their departure, and nearly half are unemployed four years later, suggesting that many are moving to unemployment or retirement rather than securing new positions. A higher percentage of novice leavers, 88.5 percent, remain employed after their departure, though this number decreases to 83.8 percent four years post-exit. For all teacher leavers, approximately three-fourths of those employed continue working in the education sector, including private schools, public schools in other states, or education-adjacent firms like tutoring providers.

Many teachers face earnings losses in their first year after departure (69 percent of all leavers and 49 percent of novice leavers). Over a third experienced a decrease of \$20,000 or more. Earnings changes become more favorable four years after exit: over 48 percent of all leavers and 54 percent of novice leavers earn more than their final teaching salary. Fewer teachers experience earnings losses after four years, but it is still a substantial proportion (40 percent of all leavers and 29 percent of novice leavers). These results suggest bifurcated labor market outcomes for leavers. Many leave the labor market or accept low-wage, likely part-time, work. Conversely, some improve their earnings, often exceeding the increases they would have achieved with four more years in teaching. This is especially true for employed novice leavers, with over a third experiencing increases of \$15,000 or more.

Together, the findings suggest that most teachers are not being pulled into higher-paying jobs outside of the education sector. After leaving, many are unemployed or remain in education. While some new teachers experience substantial earnings gains after leaving the education sector, most do not. This suggests that perhaps even modest amounts of money could improve teacher retention. Additionally, addressing other aspects of the job like working conditions could also be important for retaining novice teachers and teachers of color in particular.

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## SECTION 2: ENTRY POINTS TO CAREER PATHWAYS IN EDUCATION

This section of the 2024 Educator Equity Report describes early entry points for racially and ethnically diverse students into a career pathway in education through Oregon's public community colleges and universities.

### 2024 Data Update

#### ENROLLMENT IN PUBLIC EDUCATION PROGRAMS AND MAJORS (2022-23)

- Community college education programs enrolled 1,895 students of whom 719 (37.9 percent) were racially and ethnically diverse; an increase in number of 5.6 percent from the 2021-22 academic year, though a decrease in overall representation of 1.4 percent (due to the growing enrollment of White students over the same period).
- Public university education programs enrolled 3,805 Oregon residents pursuing a bachelor's or graduate/professional degree of whom 1,095 (28.8 percent) were racially and ethnically diverse; a decrease in number of 3.4 percent from the 2021-22 academic year, though an increase in overall representation of 1.3 percent (due to the declining enrollment of White students over the same period).

#### DEGREES AWARDED BY PUBLIC EDUCATION PROGRAMS (2022-23)

- Latino/a/x/Hispanic students made up 26.1 percent and White students made up 58.0 percent of the 188 students earning associate degrees or certificates in education at community colleges. Fewer than ten students in every other racial group earned a degree or certificate over the same period.
- 367 Oregon residents were awarded a bachelor's degree in education at an Oregon public university of whom 25.1 percent were racially or ethnically diverse and 71.7 percent were White.
- 831 Oregon residents were awarded a graduate/ professional degree in education at an Oregon public university of whom 26.0 percent were racially or ethnically diverse and 70.5 percent were White.

#### Key Findings

- The number of diverse students choosing education majors and programs at public post-secondary institutions remains small but is growing at community colleges.
- White students continue to represent the largest racial/ethnic group enrolling in and graduating from education programs at Oregon's public post-secondary institutions, followed by Latino/a/x/Hispanic students.
- Since 2018-19, the number of racially and ethnically diverse students pursuing an associate degree or certificate in education at an Oregon community college has remained low, with less than 10 Asian American/Asian, Black/African American, Native American/Alaska Native and Native Hawaiian/Pacific Islander students enrolling each year from each racial group.
- White students continue to represent the largest racial/ethnic group awarded bachelor's and graduate/professional degrees in education from public universities, followed by Latino/a/x/Hispanic students.

## Newly Available Data and Reports on Racial and Ethnic Diversity in Oregon's Postsecondary Institutions

This section of the 2024 Educator Equity Report includes data and information provided by the Higher Education Coordinating Commission (HECC). The HECC's Office of Research and Data collects, analyzes, and reports research and data on postsecondary education and training to help inform decisions and guide progress toward state goals. This includes data on students and their characteristics, enrollments, academic performance, and academic pathways to fulfill reporting requirements as well as program and policy needs.

In 2022, the Office of Research and Data published [Equity Briefs on Students/Learners of Color](#). The briefs provide an in-depth look at data on the challenges and successes of public college and university students of color. Each Equity Brief focuses on the challenges of success—from high school through college and into the workplace. In addition to data presented in this report, the Equity Briefs show progress in reducing gaps and show where improvements and resources are still recommended to increase opportunity and access for each racial/ethnic group.

Another recent source of information to this section on education pathways includes the HECC's interactive data dashboards on Oregon's 17 community colleges and the seven public universities. Each dashboard includes data on four student-level characteristics, enrollment, affordability, completion, and employment/earnings. For information on Oregon's community colleges, see the [Community College Data Dashboard](#). For information on Oregon's public universities, see the [Public University Data Dashboard](#).

## Undergraduate Pathways are Key to Educator Careers

As noted in previous Educator Equity reports (see 2017, 2018, and 2019), community colleges and universities play a significant role in supporting postsecondary students on an educator career pathway. For example, many of Oregon's community colleges provide foundational education courses for students seeking an undergraduate education degree as well as certificate programs for educational assistants. There are also a growing number of programs that aim to connect high school students to educator career pathways, such as exploring and pursuing a career in human resources via [Career and Technical Education courses](#) as well as earn dual enrollment credits with postsecondary partners.

Since the COVID-19 pandemic, educator preparation programs have worked hard to maintain student enrollment and completion. Projects include university-community college partnerships to increase access and affordability for students, as well as designing more flexible program offerings for adult students who are employed in school districts as paraprofessionals or other support staff and seek to advance their careers as educators.

Notably, analysis of student data by the Higher Education Coordinating Commission indicates that most nonresident education students do not remain in Oregon after graduation. As a result, this section focuses on enrollment and completion rates of Oregon residents who attend public Oregon universities, in addition to community college students. The Higher Education Coordinating Commission does not collect complete data on students at private universities in Oregon.



*Columbia Gorge Community College Grow Your Own program staff and student teachers at the Columbia Gorge Regional Educator Network site visit for the Educator Advancement Council, Spring 2023..*

## Definitions used by the Oregon Higher Education Coordinating Commission for Racially, Ethnically and Linguistically Diverse

The following definitions are used for data reported on student enrollment and completion in Oregon's public community colleges and universities. Data provided by the Higher Education Coordinating Commission for this report was suppressed for student confidentiality in instances where fewer than 10 students exist in a group. This means that some reporting cannot precisely summarize the aggregated number of racially or ethnically diverse students.

**Linguistically Diverse:** This report does not include data on languages spoken by Oregon postsecondary students, as the Higher Education Coordinating Commission does not collect such data.

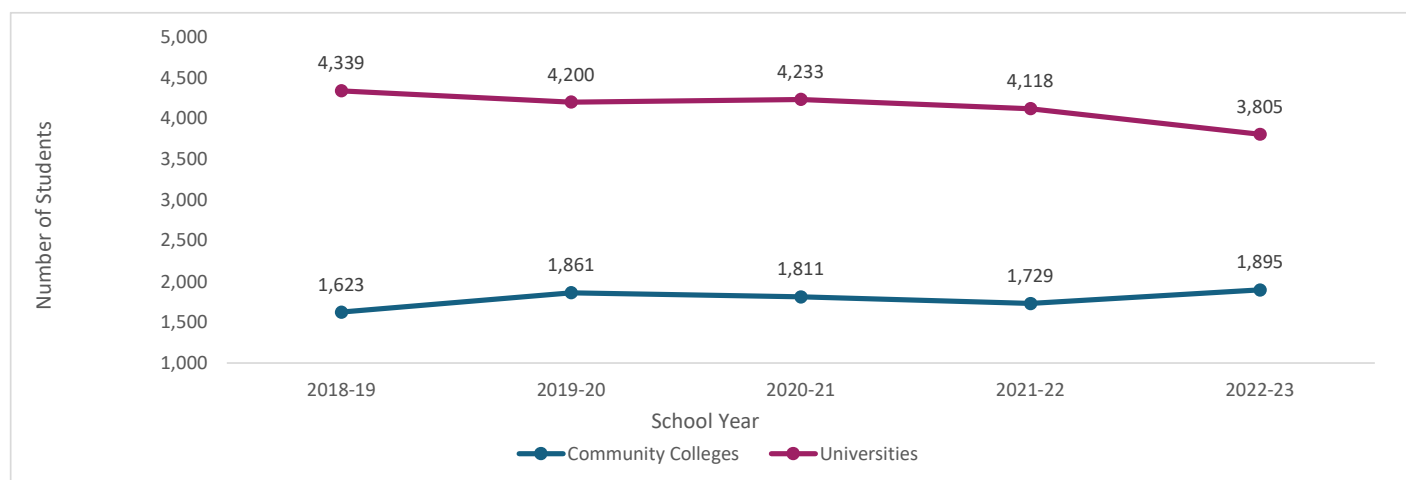
**Racially and Ethnically Diverse:** For the purposes of this report, data provided by the Higher Education Coordinating Commission is drawn from student self-reported race and ethnicity using the following categories: Asian American/Asian; Black/African American; International; Latino/a/x/Hispanic; Native American/Alaska Native; Native Hawaiian/Pacific Islander; Two or more races; Not Reported; and White. "Racially and ethnically diverse" includes all the named groups except International, Not Reported, and White. The term also includes individuals who self-identify their ethnicity as Hispanic/Latino and any other race including White. The term does not include individuals who only select White as their race and do not select Hispanic/Latino as their ethnicity.

**Data Sources Used in this Section:** Higher Education Coordinating Commission Student Data

## Enrollment in Oregon's Public Postsecondary Education Programs

The Higher Education Coordinating Commission's [Public Institution Enrollment report](#) from the fall of 2023 shows that while overall student enrollment at Oregon's public universities rose 1.6 percent from 2022 to 2023, enrollment of Oregon residents in education majors and programs decreased by 7.6 percent in the same period. Among community colleges, student enrollment increased by 7.3 percent statewide, and enrollment in education majors and programs also increased, by 9.6 percent.

**Figure 2.** Statewide Enrollment in Education Majors at Public Colleges and Universities, 2018-19 to 2022-23



Source. HECC analysis of student data. Note that data on enrollment in public universities includes Oregon residents only.

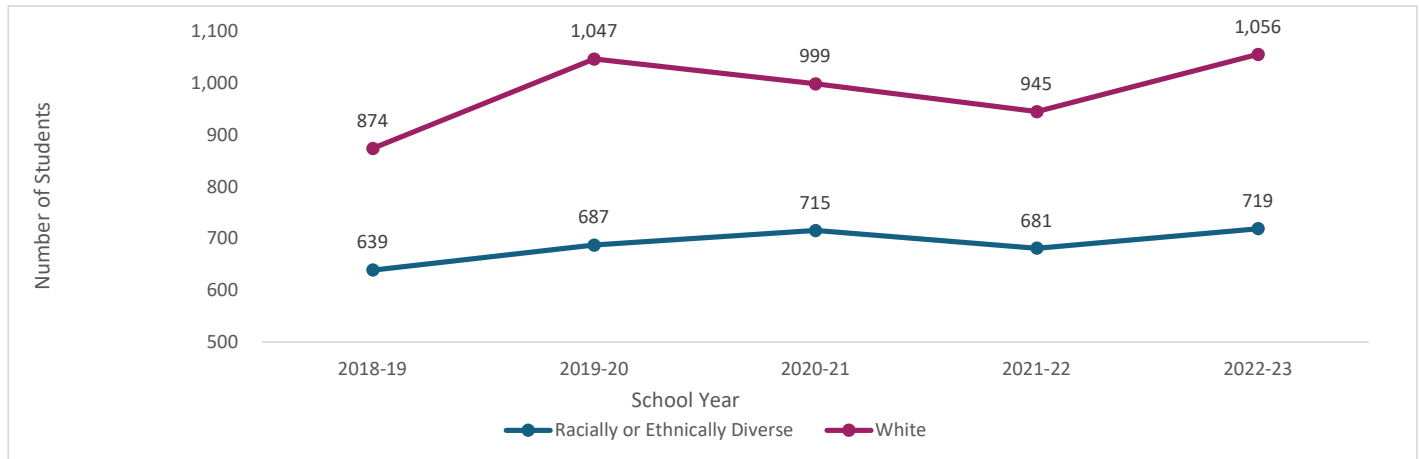
## Oregon's Disinvestment in Higher Education Impacts Enrollment

Enrollment declines in Oregon were most notable during the global pandemic, yet findings from the [annual State Higher Education Finance report](#) also show how understanding declining enrollment is impacted by external factors occurring over a longer period of time. The report, highlighted in news reporting in Oregon, found that Oregon's postsecondary public institutions have been impacted by a "decade of disinvestment" since the 2008 recession, with an education funding model that has "relied more heavily on raising tuition than many other states to cover rising operating costs, with funding cut in half" (Baumhardt, 2024).

### COMMUNITY COLLEGE EDUCATION PROGRAM ENROLLMENT

In the 2022-23 academic year, Oregon's community college education programs enrolled a total of 1,895 students of whom 719 (37.9 percent) were racially and ethnically diverse.<sup>7</sup> Racially and ethnically diverse students increased in number by 5.6 percent from the 2021-22 academic year, though this was a decrease in overall representation of 1.4 percent (due to the growing enrollment of White students over the same period).

**Figure 3.** Statewide Community College Enrollment in Education Majors: Racially and Ethnically Diverse Students, 2018-19 to 2022-23



Source. HECC analysis of student data. Does not include international students and students who did not report race or ethnicity.

White students made up the largest racial group among education students (1,056 students or 55.7 percent); 5.6 percent of students did not report a race or ethnicity in 2022-23 at community colleges (Appendix B). Among racially and ethnically diverse education students, Latino/a/x/Hispanic students were the largest group (26.1 percent), followed by students identifying as Two or More races (3.9 percent) and Asian American/Asian students (3.7 percent). Black/African American student enrollment has steadily decreased in education programs at community colleges since 2018-19, with 40 percent fewer students enrolling in 2022-23 (45 students) compared to 2018-19 (75 students). Native American/Alaska Native student enrollment has remained relatively stable since 2018-19, and enrollment of Native Hawaiian/Pacific Islander students in education programs at community colleges has remained below ten students since 2018-19 until reaching 11 students in 2022-23 (numbers of students below 10 are suppressed to protect student confidentiality, see Appendix B).



*Early Learning Educator plants garden with students.*

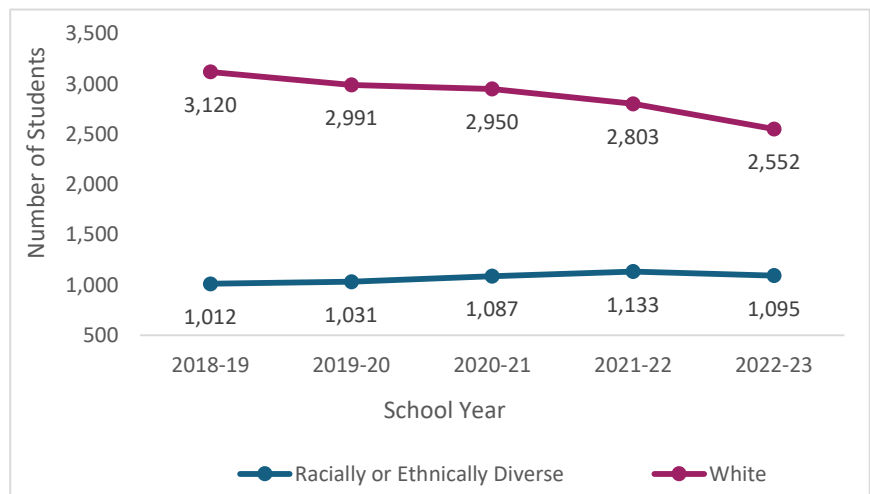
<sup>7</sup> The total number of enrolled students includes international students and students who did not report their race or ethnicity.

## PUBLIC UNIVERSITY EDUCATION PROGRAM ENROLLMENT

Oregon's public university education programs enrolled a total of 3,770 Oregon residents pursuing a bachelor's or graduate/professional degree of whom 1,095 Oregon residents (28.8 percent) identified as racially and ethnically diverse.<sup>8</sup> The number of racially and ethnically diverse students decreased by 3.4 percent from the 2021-22 academic year, though this was an increase in overall representation of 1.3 percent (due to the declining enrollment of White students over the same period).

White students made up the largest racial group in public university education programs (2,552 students or 67.1 percent); 3.2 percent of students did not report a race or ethnicity in 2022-23 (Appendix B). Among racially and ethnically diverse students, Latino/a/x/Hispanic students were the largest group (16.9 percent), followed by students identifying as Two or More races (4.6 percent) and Asian American/Asian students (3.7 percent). Black/African American student enrollment in public university education programs has fluctuated since 2018-19, with 10.0 percent fewer students enrolling in 2022-23 (72 students) compared to 2018-19 (80 students). Native American/Alaska Native student enrollment has followed a similar trend, with 14.1 percent fewer students enrolling in 2022-23 (55 students) compared to 2018-19 (64 students).

**Figure 4.** Statewide University Enrollment in Education Majors: Racially and Ethnically Diverse Oregon Residents, 2018-19 to 2022-23



Source. HECC analysis of student data. Note that data on enrollment in public universities includes Oregon residents only. Data provided has also been suppressed for groups fewer than 10 students for student confidentiality.

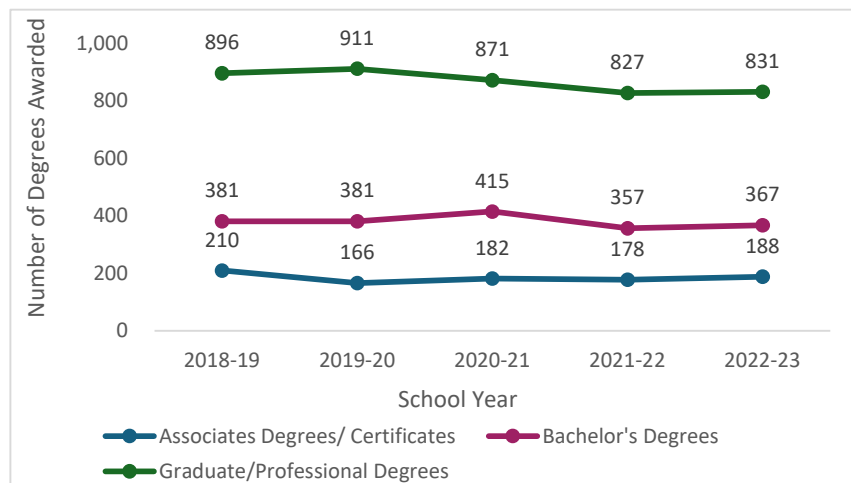
## Degrees and Certificates Awarded by Oregon's Public Postsecondary Education Programs

In the 2022-23 academic year, Oregon's postsecondary education majors and programs awarded 1,386 degrees and certificates, 60 percent of which were graduate or professional degrees.<sup>9</sup> Community colleges awarded a total of 188 associate degrees/certificates, while universities awarded 367 bachelor's degrees in education programs. Degrees/certificates awarded increased slightly across all types from the prior year.

### ASSOCIATE DEGREES/CERTIFICATES AWARDED

In 2022-23, White students made up 58.0 percent and Latino/a/x/Hispanic students made up 26.1 percent of the 188 students earning associate degrees or certificates in education from community colleges (Appendix B). Approximately 80 percent of degrees have been awarded to Latino/a/x/Hispanic and White students each year since 2018-19, while fewer than ten students in

**Figure 5.** Degrees/Certificates Earned in Education Majors at Oregon Public Postsecondary Institutions, 2018-19 to 2022-23



Source. HECC analysis of student data. Note that data from public universities includes Oregon residents only. Does not include international students and students who did not report race or ethnicity. Data provided has also been suppressed for groups fewer than 10 students for student confidentiality.

<sup>8</sup> Enrollment data for public university education programs available for this report includes Oregon residents only, as HECC analysis indicates that most nonresident education graduates do not remain in Oregon after graduation. This number does not include international students, who were reported separately from domestic students.

<sup>9</sup> Data on Bachelor's and Graduate/Professional Degrees awarded by public university education programs includes Oregon residents only.



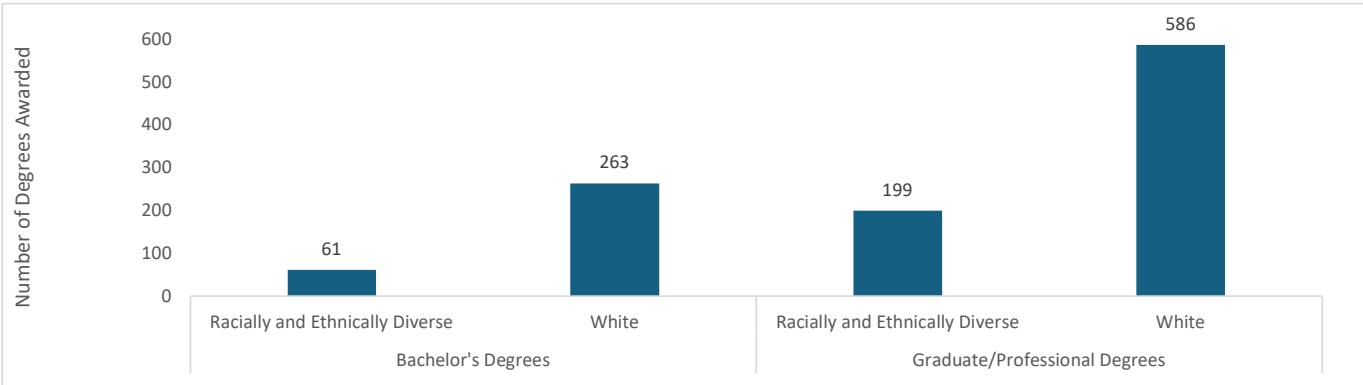
each of the following racial groups has received an associate degree or certificate from an Oregon community college each year: Asian American/Asian, Black/African American, Native American/Alaska Native, Native Hawaiian/Pacific Islander, and Two or more races (Appendix B).

**BACHELOR’S AND GRADUATE/PROFESSIONAL DEGREES AWARDED**

In the 2022-23 school year, 367 Oregon residents<sup>10</sup> were awarded a bachelor’s degree in an education major or program by Oregon’s four-year, public universities of whom 25.1 percent were racially or ethnically diverse and 71.7 percent were White; 3.3 percent of students did not report race/ethnicity (Appendix B). Just 38 Latino/a/x/Hispanic students were awarded in the 2022-23 year, the largest group after White students. Latino/a/x/Hispanic students made up 10.4 percent, students of Two or more races made up 3.5 percent, and Asian American/Asian students made up 2.7 percent of students. Fewer than ten Black/African American students and Native American/Alaska Native students were awarded a degree in 2022-23.<sup>11</sup>

In the same year, 831 Oregon residents<sup>12</sup> were awarded a graduate/ professional degree in an education major or program of whom 26.0 percent were racially or ethnically diverse and 70.5 percent were White; 3.5 percent of students did not report race/ethnicity (Appendix B). Latino/a/x/Hispanic students were 14.1 percent, Asian American/Asian students were 4.7 percent, students of Two or more races were 3.1 percent, and Black/African American students were 2.0 percent of students receiving a degree.

**Figure 6.** Oregon Residents Graduating from an Education Program at Oregon Public Universities, 2022-2023



Source. HECC analysis of student data. Note that data from public universities includes Oregon residents only. Does not include international students and students who did not report race or ethnicity. Data provided has also been suppressed for groups fewer than 10 students for student confidentiality.

The number of racially and ethnically diverse students awarded bachelor’s or graduate/ professional degrees in education each year has remained small over the last five years (Appendix B). Each year between 2018-19 and 2022-23, Latino/a/x/Hispanic students are the second largest racial group after White students receiving a bachelor’s or graduate/ professional degree, followed each year by students identifying as Two or More races and Asian/ Asian American students.

10 Data on bachelor’s and graduate/professional degrees awarded by public university education programs includes Oregon residents only.  
11 Due to data suppression rules, data can only be provided for groups with ten or more individuals.  
12 Data on bachelor’s and graduate/professional degrees awarded by public university education programs includes Oregon residents only.

## SECTION 3: EDUCATOR PREPARATION AND LICENSURE

Using data provided by the Teacher Standards and Practices Commission, this section provides comparisons of racially, ethnically, and linguistically diverse and White candidates enrolled in and completing teacher and administrator licensure programs, as well as comparisons of diverse and White candidates receiving initial teacher and administrator licensure. This section also highlights key themes and summaries from the public educator preparation programs' institutional educator equity plans prepared for the Higher Education Coordinating Commission in 2024 per ORS 342.447.

### 2024 Data Update

#### ENROLLMENT IN STATE APPROVED OREGON PUBLIC AND PRIVATE EDUCATOR LICENSURE PROGRAMS (2020-21)

- Licensure Programs enrolled 4,037 teacher candidates, including 1,288 who identify as racially and ethnically diverse (31.9 percent).
- Licensure Programs enrolled 741 principal and administrator candidates, including 187 who identify as racially and ethnically diverse (25.2 percent).

#### COMPLETION OF PUBLIC AND PRIVATE EDUCATOR LICENSURE PROGRAMS (2022-23)

- 1,502 teacher candidates completed approved Oregon programs and were recommended for licensure of whom 380 were racially and ethnically diverse (25.3 percent).
- 131 principal and administrator candidates completed approved Oregon programs and were recommended for licensure of whom 29 were racially and ethnically diverse (22.1 percent).

#### PRELIMINARY TEACHING AND ADMINISTRATIVE LICENSES AWARDED (2022-23)

- 7,483 candidates received their preliminary teaching license of whom 1,474 candidates were racially or ethnically diverse (19.7 percent).
- 1,146 candidates received their preliminary principal or administrator license of whom 209 candidates were racially or ethnically diverse (18.2 percent).

#### EMERGENCY AND RESTRICTED LICENSES AWARDED (2022-23)

- 1,993 candidates received an emergency or restricted teaching license of whom 613 candidates were racially or ethnically diverse (30.8 percent).
- 119 candidates received an emergency or restricted administrator license of whom 33 candidates were racially or ethnically diverse (27.7 percent).

### Key Findings

- The number of racially, ethnically, and linguistically diverse students completing educator preparation programs in Oregon continues to decline each year and not all seek an Oregon teaching or administrator license upon completion, though the number of racially, ethnically, and linguistically diverse candidates receiving preliminary teaching and administrator licenses continues to increase each year. This is likely due to many racially, ethnically, and linguistically diverse candidates being prepared in programs outside of Oregon.
- Closure of several Oregon administrator preparation programs and changes to preparation standards and, thus, licensing requirements likely led to significantly lower numbers of administrators completing programs in 2023.
- A greater proportion of emergency or restricted license holders are racially and ethnically diverse as compared to preliminary license holders in Oregon in 2023.

## Definitions used by the Oregon Teacher Standards and Practices Commission for Racially, Ethnically and Linguistically Diverse

The following definitions are used for data reported on candidate enrollment, completion, and licensure in Oregon.

**Linguistically Diverse:** For the purposes of this report, the Oregon Teacher Standards and Practices Commission uses self-reported information provided by licensure applicants to identify “linguistically diverse” in their licensure data collection. On the license application, applicants are asked to indicate if English is their first language, and if they speak more than one language.

**Racially and Ethnically Diverse:** For the purposes of this report, the Oregon Teacher Standards and Practices Commission uses self-reported information provided by licensure applicants to identify “racially and ethnically diverse” in their licensure data collection. On the license application, applicants are asked to indicate the race and ethnicity that best defines them. Applicants can select multiple of the following response options: Asian; Black or African American; Hispanic or Latino or other Spanish origin; American Indian or Alaskan Native; Multiethnic; Native Hawaiian or other Pacific Islander; White. In this report, racially and ethnically diverse includes individuals who self-identify a race or ethnicity that is not White. Individuals selecting White and another race or ethnicity are included as racially and ethnically diverse.

**Data Sources Used in this Section:** Oregon Teacher Standards and Practices Commission e-Licensing Data<sup>13</sup>

## Preparing Oregon’s Educators

In the 2023-24 school year, close to half of Oregon’s 88,527 public school staff were educators licensed by the Teacher Standards and Practices Commission. Licensed educators must attend an educator preparation program that is approved by the Commission or another state or country’s educator licensing agency. As of the publication of this report, there are six public and eight private post-secondary institutions in Oregon approved by the Teacher Standards and Practices Commission to prepare teachers, administrators, school counselors, social workers, and psychologists for licensure.<sup>14</sup> These institutions offer undergraduate, post-baccalaureate, and graduate programs. The number of approved programs has decreased in recent years due to the closure of several private postsecondary institutions. Another statewide trend observed is an increasing number of educators entering the workforce in Oregon receive preparation from programs located out-of-state, including online and for-profit programs.

Educator preparation program lengths vary, with candidates often taking between one and three years to complete a licensure program. In 2022, changes to state standards for principal licensure have led to an increase in the required number of course credits, which has resulted in longer program lengths for some candidates. The state also saw a surge in completion rates among candidates prior to the new standards taking effect in 2022. Disaggregated data by program length is not currently available, so it is not possible to examine trends by race and ethnicity.

In addition to completion of coursework, educator candidates must complete field experiences, such as student teaching, as well as demonstrate competency in their content area and pedagogical skills through assessments. Since 2019, Oregon offers Multiple Measures (MMs) Assessment Options, which provide a framework for the assessment of teacher candidate content knowledge expertise and performance readiness. Rather than using a single data point to determine readiness (i.e. a test score), the use of multiple indicators and sources of evidence to determine teacher readiness is a method for addressing disparities in pass rates, which



*High school students present on education research topics at the Oregon Teacher Pathway™ Spring Symposium at Eastern Oregon University, Spring 2024.*

<sup>13</sup> Because data is gathered through the eLicensing platform, which is currently being re-designed, changes are being made that will improve the accuracy of this data reporting in the future. TSPC cautions that there may be some discrepancies in reporting given the limitations of the current educator licensing system.

<sup>14</sup> The list of approved providers is available on [TSPC's website](#). Data provided on program enrollment and completion by Westat combines OSU and OSU-Cascades programs and does not include Clackamas Community College. Westat provided Title II data up until 2021, followed by Trewon/RTI in 2022 and 2023, and will be Trewon only in 2024. The data used likely combined these sources with TSPC eLicensing data.

have been the focus of much research for racially, ethnically, and linguistically diverse teachers (Motamedi et al., 2018). First-attempt pass rates for teaching candidates in Oregon who took the ORELA and EdTPA tests between 2018 and 2023 can be viewed in Appendix C.

As previously reported, for the past few years, the number of preliminary teaching licensure candidates who utilized Multiple Measures Assessment Options to demonstrate either content knowledge or performance readiness has more than doubled from 90 in 2019-20 to 187 in 2021-22 (see Table 1). Disaggregated data by race and ethnicity or endorsement area was not available for this report. TSPC anticipates an increase in candidates opting to use these assessment options over the next several years.

**Table 2.** Teacher Candidates Evaluated with Multiple Measures Assessment Options by Year

	2019-2020	2020-2021	2021-2022	Grand Total
Number of Teacher Candidates Evaluated with Multiple Measures	90	155	187	432

Source. Oregon Teacher Standards and Practices Commission.

**FUTURE TEACHERS: PUBLIC UNIVERSITY EDUCATOR EQUITY PLANS**

Since 2016, the state’s six public educator preparation programs (EPPs) have been required to submit to the Higher Education Coordinating Commission a biennial, institutional plan 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 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 the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, shall adopt the plans” (ORS 350.100).

Beginning in 2020, and expanded in 2021, the Educator Advancement Council (EAC) has invested over \$2.5 million in state funds to support implementation of the Educator Equity Plans, through which each university has been allocated about \$380,000 to date. HECC distributes this funding to universities in support of the development, implementation, and evaluation of evidence-based strategies and policies which improve conditions for the preparation and graduation of educator candidates, with a particular focus on racially, ethnically, and linguistically diverse candidates. HECC also partners with contracted facilitators from Education Northwest to support a Community of Practice for leadership teams from each university as they work to develop and implement their institutional Equity Plans.

New guidance for the Educator Equity Plans was developed over the 2022-2023 academic year with input from the Teacher Standards and Practices Commission, the Educator Advancement Council, and the six public universities with educator preparation programs. Changes to the 2024-2026 plans are intentionally more detailed around a focus goal determined by each university. The following criteria were used to review each university’s Educator Equity Plan:

- 1) **Evidence based.** Plans should describe goals, strategies, and activities that are aligned to research-based practices for removing barriers for candidates of color and program success. This can include local evidence of effectiveness collected by the EPP or research-based evidence from literature.
- 2) **Standards based.** Plans should address specific EPP standards-driven problems of practice. Strategies can cite standards from several organizations, including but not limited to the Association for Advancing Quality in Educator Preparation, the Teacher Standards and Practices Commission, and the Danielson Teaching and Learning Framework.
- 3) **Candidate Experiences.** Plans should describe culturally sustaining learning experiences that cultivate culturally sustaining practices. These learning experiences can be in clinical or university settings.
- 4) **Partnerships.** Plans should be responsive to district or local context. Plans should “integrate and align to instructional priorities of local districts in reducing or eliminating disproportionality, disparity, and predictability (DDP) in student outcomes” (Educator Equity Report, 2022, p. 21).

**Common Themes in 2024-2026 Educator Equity Plans**

At its June and August 2024 public meetings, the Higher Education Coordinating Commission approved the educator equity plans for 2024-2026. To view the 2024-2026 plans submitted and approved by the HECC please visit HECC’s website: <https://www.oregon.gov/highered/strategy-research/Pages/reports.aspx>. In addition to the unique contexts and strengths of the communities served by each university program, there were some commonalities in the equity plan goals and strategies. The most common themes across plans are outlined below (Table 3).

## Collaboration and Continuous Improvement to Impact Student Learning

The public university Educator Equity Plans are intended to provide a record of the shared work across the state to build a stronger educator workforce in Oregon. To assess the strength of the educator workforce in the state, research driven factors that impact student learning are considered, such as educator diversity that reflects the diversity of the student population, attracting graduates from high quality preparation programs, and retaining these educators in schools for careers in education. It is important to note that the Educator Equity Plan is not a comprehensive evaluation of the educator preparation programs or the university. Comprehensive program evaluation is continuous and occurs through institutional, state, and national accreditation of programs. The HECC shall continue to coordinate with partner agencies and leaders in the universities to identify the key strategies, activities, and outcomes related to educator workforce for Oregon.

**Table 3.** Common Themes for University Educator Preparation Program Equity Plans, 2024-2026

Strategy	Examples
<b>Mentorship</b> Establishing and strengthening mentorship programs to support diverse teacher candidates	<b>Southern Oregon University</b> Appoint a Pathways for Native Educators Coordinator to identify, hire, train, and supervise peer mentors for Native American students.  <b>Portland State University</b> Focus on creating new mentoring models and strengthening existing peer mentoring models across academic programs. The goal is to improve the retention of diverse candidates by increasing their sense of belonging and support.
<b>Culturally Responsive Teaching</b> Integrating culturally responsive teaching practices into the curriculum and professional development.	<b>Oregon State University</b> Emphasize professional development in culturally responsive teaching for faculty and cooperating teachers. This includes a comprehensive overhaul of teacher education programs to ensure culturally responsive elements are embedded in all parts of the learning experience.  <b>University of Oregon</b> Provide shared learning institutes focusing on themes like social justice, Tribal History, and Ethnic Studies to prepare educators through an equity lens.
<b>Targeted Recruitment</b> Developing targeted recruitment strategies to attract diverse candidates.	<b>Eastern Oregon University</b> Initiatives, such as the Oregon Teacher Pathway and Future Educators Early College Initiative, aim to improve access to education for diverse candidates. The plan also includes focused mentor teacher training.  <b>Southern Oregon University</b> Emphasizes the recruitment of Native American candidates by building partnerships with tribal education departments and hiring a Native Nations Liaison to foster trust and relationships with tribal communities.  <b>Western Oregon University</b> Educator faculty are preparing to launch a “middle years retention study” seeking to identify and then interview students who were designated education majors and then changed their major, learning more about student motivations, interests, challenges, and other factors associated with continuation as an education major.
<b>Community Partnerships</b> Collaborating with local communities and educational institutions to support diverse candidates.	<b>Southern Oregon University</b> Partner with regional K-12 school districts and tribal education departments are crucial for identifying and supporting diverse candidates, particularly Native American students.  <b>Eastern Oregon University</b> Collaborate with local partners to meet the needs of K-12 students and communities, enhancing accessibility and support for diverse candidates.



**Table 3.** Common Themes for University Educator Preparation Program Equity Plans, 2024-2026

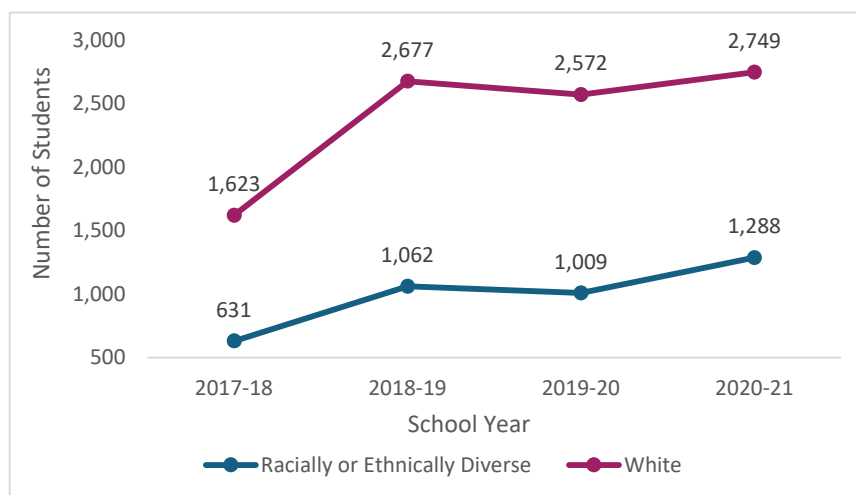
Strategy	Examples
<b>Inclusive Learning Environments</b> Creating inclusive learning environments to improve retention and success of diverse candidates.	<b>Oregon State University</b> Focus on improving the learning environment for Black, Indigenous, and People of Color teacher candidates by embedding culturally responsive teaching and fostering an inclusive climate.  <b>University of Oregon</b> Create inclusive and supportive environments through equity-focused pedagogy and programming in their teacher preparation programs.
<b>Data-Driven Approaches</b> Using data to inform strategies and measure progress toward equity goals.	<b>Western Oregon University</b> Faculty will lead interview-based studies to further add context to data trends including a “middle years retention study” and a “BIPOC completion study” for students enrolled in the undergraduate teacher preparation program.  <b>Portland State University</b> Analyze climate survey data, review mentoring models, and gather feedback from diverse candidates to inform and refine their mentoring programs.  <b>Oregon State University</b> Implement various evaluative tools such as student climate surveys and advisory panels to assess the effectiveness of their strategies and make data-driven improvements.

### TEACHER PREPARATION PROGRAM ENROLLMENT AND COMPLETION RATES

At the time of this report, updated data was not available for Oregon. In the 2020-21 academic year, however, Oregon public and private programs enrolled 4,037 teacher candidates, including 1,288 who identify as racially and ethnically diverse (31.9 percent).<sup>15</sup> The total number of candidates enrolling in Oregon teacher preparation programs increased by 456 from the prior year, representing a 12.7 percent change from the prior year. The number of racially or ethnically diverse candidates enrolling increased by 279, representing a 27.6 percent change from 2019-20. In 2020-21, 60.2 percent of all teacher candidates and 63.4 percent of racially or ethnically diverse candidates were enrolled in a public university in Oregon (Appendix D).

In the 2022-23 academic year, TSPC reported 1,502 teacher candidates completed programs and were recommended for licensure, a 6.0 percent decrease from the prior year (1,605 candidates in 2021-22). Among those completing programs in the 2022-23 year, 380 were racially and ethnically diverse (25.2 percent; note that 3.9 percent of candidates did not report their race or ethnicity or selected “Other”).<sup>16</sup> This is a decrease from the prior year of 15 candidates, a 3.7 percent change. In 2022-23, 59.4 percent of all teacher program completers and 60.5 percent of racially or ethnically diverse completers were prepared in a public university in Oregon (Appendix D).

**Figure 7.** Enrollment in Oregon Approved Teacher Preparation Programs, 2017-18 to 2020-21



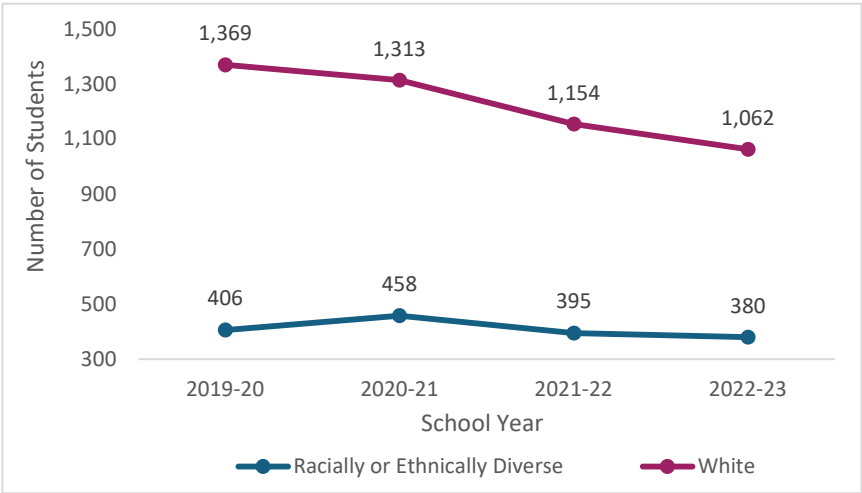
Source. Oregon Teacher Standards and Practices Commission. Data from 2020-21 is the most recently available at the time of this report.

<sup>15</sup> Data collected by TSPC on teacher preparation program enrollment for the 2021-22 and 2022-23 academic years was unavailable at the time of this report’s publication. Partial data on program enrollment from the 2021-22 academic year is available online as reported to the [U.S. Department of Education \(Title II of the Higher Education Act 2023 Report\)](#); use of the federally reported data should be used with caution due to potential data errors.

<sup>16</sup> Disaggregated data by race and ethnicity was not available for this report.

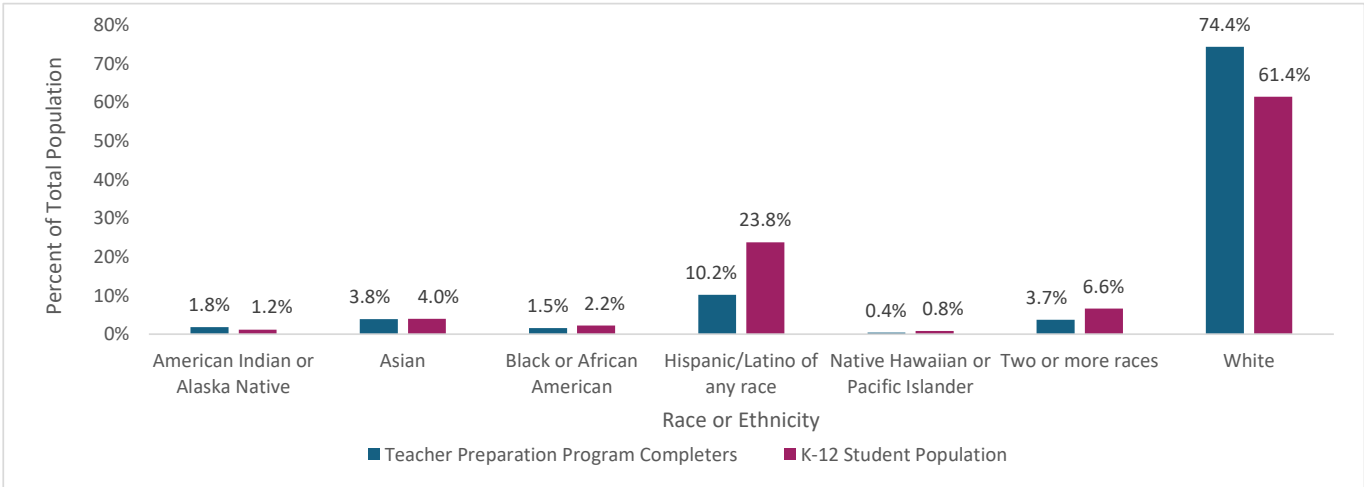
The U.S. Department of Education’s most recent report on credentialing of the teacher workforce compares the racial or ethnic diversity of teacher preparation program completers in Oregon to K-12 students during the 2019-20 school year (Rico et al., 2013). Using data provided by Oregon Department of Education and the Teachers Standards and Practices Commission, the report suggests that Oregon teacher program completers were disproportionately White, meaning that white Oregon teacher completers are overrepresented in the population as compared to the student population. All other race/ethnicity groups except for American Indian or Alaska Native completers are underrepresented among Oregon teacher completers.<sup>17</sup>

**Figure 8.** Completion of Oregon Approved Teacher Preparation Programs, 2019-20 to 2022-23



Source. Oregon Teacher Standards and Practices Commission.

**Figure 9.** Oregon Teacher Preparation Program Completers and K-12 Students by Race and Ethnicity, 2019-20



Source. U.S. Department of Education, Office of Postsecondary Education. Higher Education Act Title II reporting system, 2019–20. Teacher completers n = 1,424; K-12 students n = 575,118. Data was collected in October 2020 for the prior academic year. Detail may not sum to total due to rounding and response categories that are not shown. The percentages of completers whose race/ethnicity are unreported are not shown.

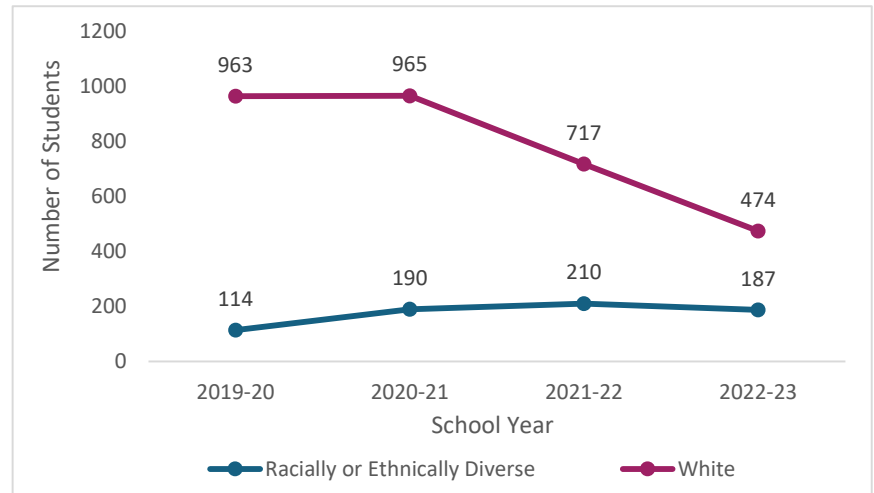
17 Note that this data may be incomplete as reporting by the state to the federal government is subject to different timelines and definitions than may be used within state generated reports.

## ADMINISTRATOR PREPARATION PROGRAM ENROLLMENT AND COMPLETION RATES

In the 2022-23 academic year, Oregon programs enrolled **741 principal and administrator candidates**, including 187 who identify as racially and ethnically diverse (25.2 percent; note that 10.7 percent of candidates did not report their race or ethnicity, or selected “Other”). The total number of candidates enrolling in Oregon programs decreased by 243, a 24.6 percent change from the prior year. The number of racially and ethnically diverse candidates enrolling decreased from the prior year by 23, a 10.9 percent change. These decreases are likely in part a result of adjustments to and the closure of some of Oregon’s administrator preparation programs. In 2022-23, Oregon public institutions prepared 31.1 percent of all administrator candidates in Oregon, and 43.8 percent of diverse administrator candidates (Appendix E).

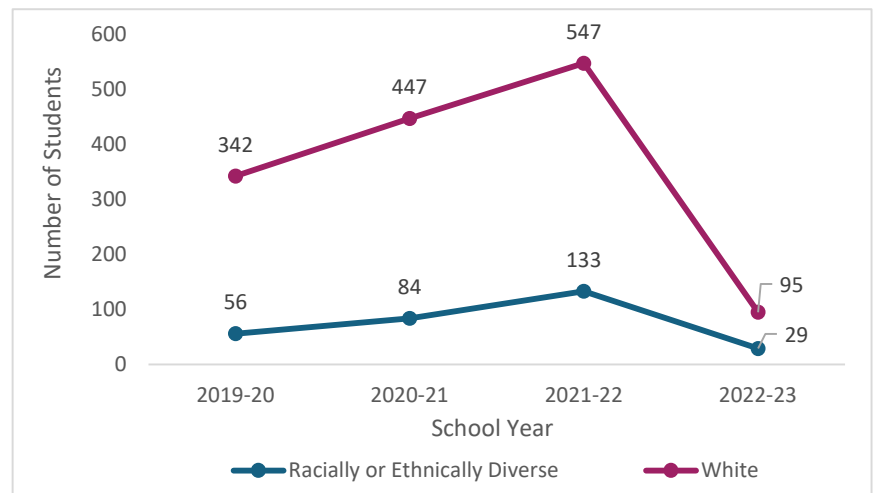
In the 2022-23 academic year, TSPC reported **131 principal and administrator candidates completed Oregon programs** and were recommended for licensure, an 81.0 percent decrease from the prior year (690 candidates in 2021-22). Among those completing Oregon programs in the 2022-23 year, 29 candidates were racially and ethnically diverse (22.1 percent). This is a decrease from the prior year of 104 candidates, representing a 78.1 percent change from 2021-22. This change may be partially related to changes to state standards for principal licensure that took effect in the summer of 2022. The new standards increase the required number of course credits for a principal preparation program, which has resulted in longer program lengths for some principal candidates. Additionally, with increasing emergency and restricted licensure numbers, this trend will likely continue as it takes longer for these candidates to complete programs as they balance both full-time work and completing course requirements.<sup>18</sup> The state also saw a surge in completion rates among Oregon administrator candidates overall, prior to the new principal standards taking effect in 2022. In 2022-23, 26.7 percent of all administrator program completers and 44.8 percent of diverse completers were prepared in a public university in Oregon (Appendix E).

**Figure 10.** Enrollment in Oregon Approved Administrator Preparation Programs, 2019-20 to 2022-23



Source. Oregon Teacher Standards and Practices Commission.

**Figure 11.** Completion of Oregon Approved Administrator Preparation Programs, 2019-20 to 2022-23



Source. Oregon Teacher Standards and Practices Commission.

<sup>18</sup> While the numbers presented here combine both principal and professional administrator candidates, it is important to note that the professional administrator course credits for licensure have not increased.

## Educator Candidate Licensing

The Oregon Teacher Standards and Practices Commission (TSPC) issues many types of licenses required of staff working in Oregon's public schools as teachers, administrators, school counselors, social workers, psychologists, and substitutes. Most licenses are awarded as a preliminary or a professional license, depending on qualifications and experience of the candidate. TSPC tracks data on the number of licenses issued each year. Because data is gathered through the eLicensing platform, which is currently being re-designed, changes are being made that will improve the accuracy of this data reporting in the future. TSPC cautions that there may be some discrepancies in reporting given the limitations of the current educator licensing system.

### Oregon Teaching Licenses

**Preliminary Teaching Licenses** are issued to most individuals starting their teaching career in Oregon. TSPC also issues a **Reciprocal Teaching License** to individuals with out-of-state teaching licenses to temporarily teach in an Oregon public school for one year while they pursue an Oregon Preliminary or Professional Teaching License. TSPC also issues several **provisional licenses for regular and substitute** PK-12 teaching assignments, which require district sponsorship. Use of provisional license types has significantly increased in the last four years as school districts struggled to find qualified teachers to fill vacant positions. The provisional license types are:

- The **Restricted Teaching License** is valid for one school year. Candidates must provide evidence that they have completed substantial preparation or work experience in the subject area for which they are requesting licensure. For the data represented in this report, this license was eligible to be renewed twice, first when the candidate has enrolled in a TSPC-approved educator preparation program, and second, upon completion of at least 50 percent of the preparation program.
- The **Emergency Teaching License** requires the district to demonstrate urgent circumstances that merit the issuance of this license. For example, the district has a need that will extend beyond ten days and cannot find a more suitable educator for the position. By design, the Emergency Teaching License is for short-term licensure only. It may not continue once the emergency has been remedied. In some cases, but not all, these emergency licensed educators do not intend to enter a preparation program or become a teacher.



Multnomah Educators Rising (MER) Grow Your Own participants celebrate on the completion of postsecondary degrees in education, as well as principal licenses, at the First Annual Rise Up ceremony, Spring 2024.

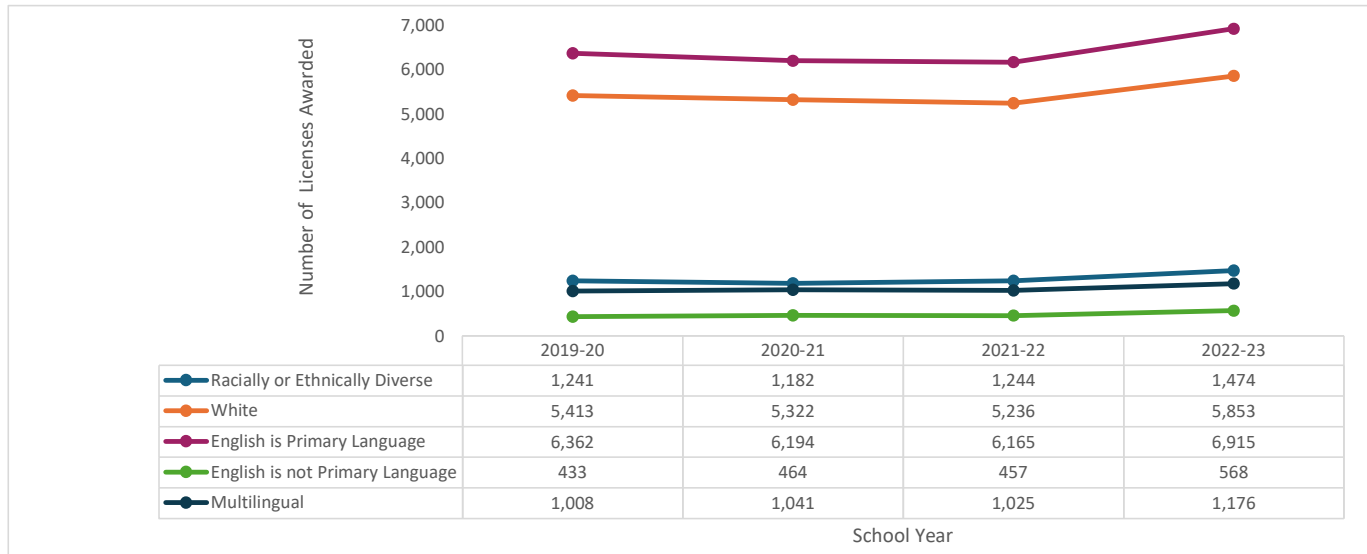


Educators attend the Oregon Professional Educator Fair sponsored by the Educator Advancement Council, the Oregon Department of Education in partnership with the Oregon School Personnel Association.

## PRELIMINARY TEACHER LICENSES

In 2022-23, 7,483 candidates received their preliminary teaching license of whom 1,474 candidates were racially or ethnically diverse (19.7 percent; note that 2.1 percent did not report race or ethnicity). Among those candidates receiving a license, 15.7 percent self-reported being multilingual. The vast majority reported that English is their primary language (92.4 percent), while 7.6 percent reported that English is not their primary language. The total number of preliminary licenses awarded in 2022-23 increased by 861, a 13.0 percent increase from the previous year, with the number of licenses awarded to racially or ethnically diverse candidates increasing by 230 candidates (18.5 percent) from 2021-22 (Appendix F).

**Figure 12.** Preliminary Teaching Licenses Awarded in Oregon, 2019-20 to 2022-23



*Source.* Oregon Teacher Standards and Practices Commission Licensing Data. Note: The licensing application asks candidates to self-report their primary language as well as if they identify as multilingual. A candidate could report both their primary language as English or another language, and that they identify as multilingual in the application. The characteristics named in the graph are not mutually exclusive, so a candidate could be counted in more than one of these categories.

## Licensing of Teachers Prepared in Other States

Oregon issues reciprocal licenses to teachers who have completed an educator preparation program in other states or countries and hold active and valid non-provisional teaching licenses from other states.<sup>19</sup> Therefore, the number of reciprocal licenses issued in a year is typically used as a proxy for the number of licensed teachers in Oregon who were prepared outside of Oregon. Data on reciprocal licenses is most recently available for the 2020-21 school year; 1,031 of these licenses were issued, an increase of 345 from the prior year, with 21.7 percent of those going to racially and ethnically diverse teachers. In 2020, TSPC suspended the requirement for teachers from other states to complete the Civil Rights exam, and therefore most teachers prepared in other states are immediately eligible for a Preliminary or Professional license in Oregon. As a result, the number of reciprocal licenses issued has decreased, and is no longer a reliable indicator of the number of teachers prepared in other states. Collecting data on teachers prepared in other states in the future is a very high priority in the development of the agency's new Educator Data System.

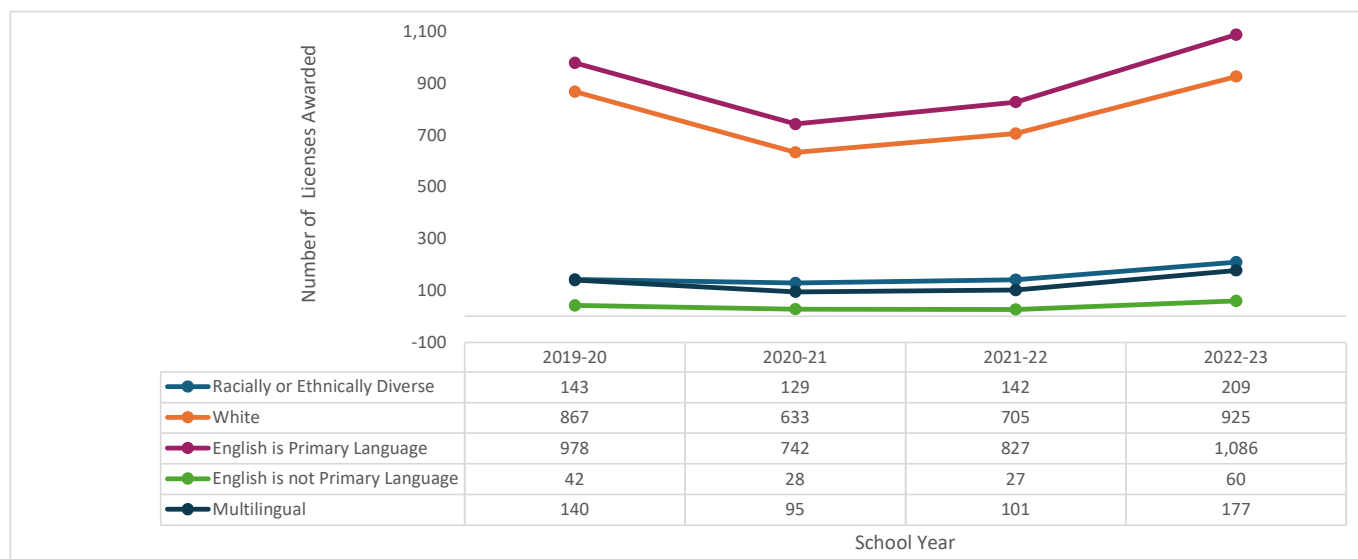
## PRELIMINARY PRINCIPAL AND ADMINISTRATOR LICENSES

In 2022-23, 1,146 candidates received their preliminary principal or administrator license of whom 209 candidates were racially or ethnically diverse (18.2 percent; note 1.0 percent did not report race or ethnicity). Among those candidates receiving a license, 15.5 percent reported being multilingual. The vast majority reported that English is their primary language (94.8 percent), while 5.2 percent reported that English is not their primary language. The total number of licenses awarded increased by 292, a 34.1 percent increase from the prior year, with the number of licenses awarded to racially or ethnically diverse candidates increasing by 67, a 47.2 percent increase from 2021-22 (Appendix F).

<sup>19</sup> See Oregon Administrative Rule 584-210-0060.



**Figure 13.** Preliminary Principal and Administrator Licenses Awarded in Oregon, 2019-20 to 2022-23

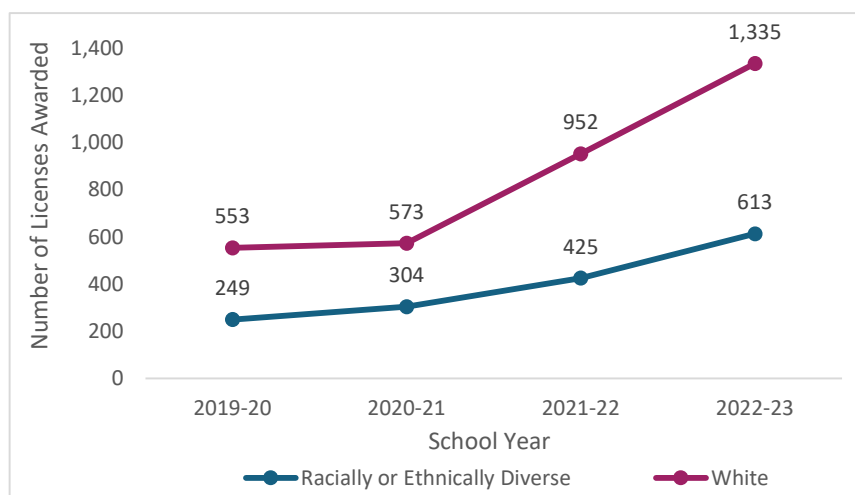


*Source.* Oregon Teacher Standards and Practices Commission Licensing Data. Note: The licensing application asks candidates to self-report their primary language as well as if they identify as multilingual. A candidate could report both their primary language as English or another language, and that they identify as multilingual in the application. The characteristics named in the graph are not mutually exclusive, so a candidate could be counted in more than one of these categories.

### EMERGENCY AND RESTRICTED LICENSES

In 2022-23, 1,993 candidates received an emergency or restricted teaching license of whom 613 candidates were racially or ethnically diverse (30.8 percent; note that 2.3 percent did not report race or ethnicity). Overall, the number of candidates receiving an emergency or restricted teaching license has increased significantly across the four years measured, but the proportion of racially or ethnically diverse candidates receiving an emergency or restricted teaching license was generally consistent. The number of emergency and restricted teaching licenses awarded in 2022-23 increased by 593 from the prior year (42.4 percent change), with the number of licenses awarded to racially or ethnically diverse candidates increasing by 188, a 44.2 percent change from 2021-22 (Appendix F).

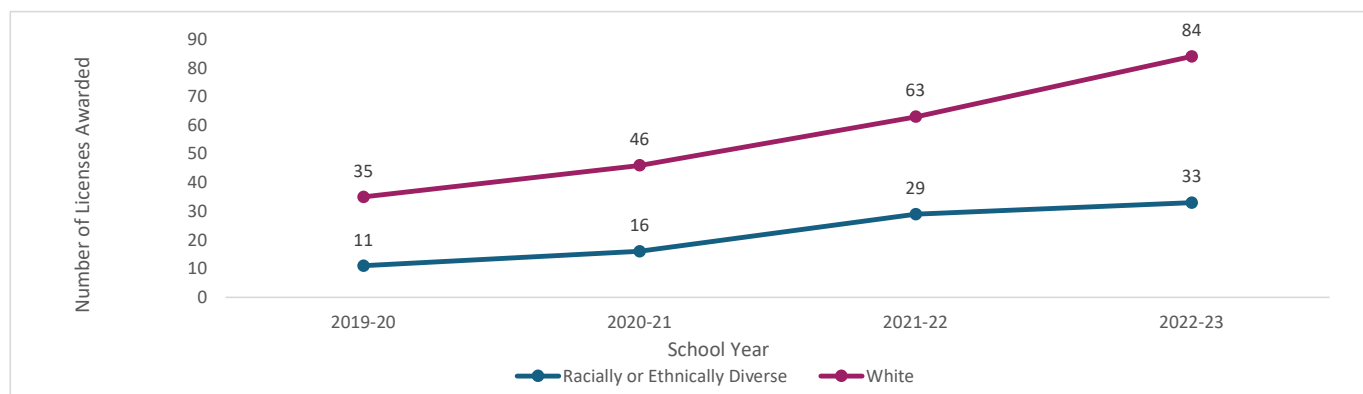
**Figure 14.** Emergency and Restricted Teaching Licenses Awarded in Oregon, 2019-20 to 2022-23



*Source.* Oregon Teacher Standards and Practices Commission.

In 2022-23, 119 candidates received an emergency or restricted administrator license of whom 33 candidates were racially or ethnically diverse (27.7 percent; note that 1.7 percent did not report race or ethnicity). The total number of emergency and restricted administrative licenses awarded in 2022-23 increased from the prior year by 25, representing a 27.0 percent change, with the number of licenses awarded to racially or ethnically diverse candidates increasing by 4, a 13.8 percent change from 2021-22. The number of racially or ethnically diverse administrator candidates receiving emergency or restricted administrator licenses increased at a much smaller rate than they did for white candidates in the period between 2020-21 and 2022-23 (Appendix F).

**Figure 15.** Emergency and Restricted Administrator Licenses Awarded in Oregon, 2019-20 to 2022-23



Source: Oregon Teacher Standards and Practices Commission.

## 2023 Oregon Educator Public Employment Report

The [Oregon Educator Public Employment Report](#) provides employment outcomes for licensure program completers working within the Oregon Public School system. The report leverages data collected by the Oregon Teacher Standards & Practices Commission (TSPC) and the Oregon Department of Education (ODE) through the Oregon Longitudinal Data Collaborative (OLDC) program within the Higher Education Coordinating Commission.

Through matching employment records of Oregon's K-12 public schools with the completion records of Oregon's educator preparation programs, the report describes the employment outcomes of individuals who completed an Oregon approved educator preparation program between 2010 and 2022 and went on to be employed in a public school in the state. A few notable trends emerge in the report:

- The number of teachers completing an Oregon preparation program and becoming employed in an Oregon public school within 3 years from program completion steadily rose between 2010 and 2020.
- The three-year retention rate for teachers hired into an Oregon public school in their first year after program completion has remained fairly consistent, around 80 percent, between 2010 and 2020.
- Close to half (48 percent) of 378 principal preparation program completers in 2019-20 were employed in Oregon public schools as a principal within three years (this is the only year for which this data was available).

### About the OLDC

*The Oregon Longitudinal Data Collaborative (OLDC) is a program within Oregon's Higher Education Coordinating Commission. The OLDC is responsible for maintaining the Statewide Longitudinal Data System that links data about students as they move through school and the workforce, through its partnerships with state agencies.*

## SECTION 4: K-12 AND STATE AGENCY WORKFORCE DIVERSITY

Since 2015, the state of Oregon has tracked goals related to the diversification of its educator workforce compared to its K-12 student population. This section of the report describes trends in the racial, ethnic, and linguistic composition of the 88,527 educators currently employed across Oregon's 1,200 public schools and 197 school districts, as well as staff serving within three of the state's education agencies.

### 2024 Data Update

#### DIVERSITY OF EDUCATORS AND STAFF EMPLOYED IN OREGON'S K-12 PUBLIC SCHOOLS (2023-24)

- 20.4 percent of 88,527 K-12 public school staff identified as racially and ethnically diverse.
- 13.7 percent of 32,240 licensed teachers employed in K-12 public schools identified as racially and ethnically diverse.
- 14.5 percent of 2,650 licensed administrators employed in K-12 public schools identified as racially and ethnically diverse.
- 25.0 percent of 15,570 education assistants employed in K-12 public schools identified as racially and ethnically diverse.
- 41.6 percent of 547,424 students served in K-12 public schools identified as racially and ethnically diverse.

#### IN COMPARISON TO K-12 STUDENT POPULATION STATEWIDE:

- White educators continue to be overrepresented.
- Black/African American educators are represented at the same rate as K-12 students.
- All other racial groups continue to be underrepresented in the educator workforce.

#### EARLY CAREER EDUCATORS IN OREGON'S K-12 PUBLIC SCHOOLS (2023-24)

- 20.9 percent of 7,087 teachers with 0-3 years of experience identified as racially and ethnically diverse.
- 23.3 percent of 202 administrators with 0-3 years of experience identified as racially and ethnically diverse.

#### COMPARISON OF LICENSED AND NON-LICENSED STAFF IN OREGON'S K-12 PUBLIC SCHOOLS (2023-24)

- 14.1 percent of 47,901 licensed staff identified as racially and ethnically diverse.
- 25.6 percent of 35,640 non-licensed staff identified as racially and ethnically diverse.

#### DIVERSITY OF ODE STAFF AS COMPARED TO K-12 STUDENTS (2023-24)

- 23.5 percent of the 903 staff employed by ODE identified as racially and ethnically diverse.

In comparison to K-12 Student Population Statewide.

- White staff are overrepresented.
- Hispanic/Latino staff are underrepresented.
- Asian, American Indian/Alaska Native, and Black/African American staff are represented at nearly the same rate.

Oregon districts and schools are encouraged to review [ODE's At-A-Glance School and District Profiles](#) which include annual data comparing staff and student demographics.

### Key Findings

Diversity among Oregon's educator workforce is growing among certain groups, and varies significantly across school districts:

- Racially and ethnically diverse educators continue to be underrepresented in Oregon's educator workforce as compared to the K-12 student population.
- Teachers remain the largest, but least racially and ethnically diverse educator group.
- Non-licensed K-12 staff are more diverse than licensed staff and this group has increased in racial and ethnic diversity at a faster rate than licensed staff.
- There are three times as many racially and ethnically diverse teachers in Oregon with five or less years of licensed experience compared to ten years ago.
- Hispanic/Latino K-12 staff are most underrepresented as compared to Hispanic/Latino K-12 students (11.8 percent of staff compared to 25.8 percent of students).
- Oregon's most racially and ethnically diverse student populations are served in school districts in rural and urban areas of the state; the workforce in each of these districts remains less diverse than the student body.
- Oregon Department of Education employees in some racial groups are proportionally representative of K-12 students in the same racial groups, though White employees remain overrepresented as compared to White students, while Hispanic/Latino employees remain underrepresented compared to Hispanic/Latino students.

## Definitions used by Oregon Department of Education for Racially, Ethnically and Linguistically Diverse

The following definitions are used for data reported on K-12 Staff, Students, and Oregon Department of Education Staff.

**Linguistically Diverse:** For the purposes of this report, the Oregon Department of Education identifies “linguistically diverse” in their data collections as anyone that reports a language other than English for their language of origin. Response options 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 only a required field for teachers and administrators. The K-12 student data may list up to two languages of origin, though this option is inconsistently 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 Ethnically Diverse:** For the purposes of this report, this term is used by the Oregon Department of Education to report individuals who self-identified their race as Asian (Not Hispanic), Black/African American (Not Hispanic), American Indian/Alaskan Native (Not Hispanic), Multi-Racial (Not Hispanic), and Native Hawaiian/Pacific Islander (Not Hispanic). The term also includes individuals who self-identify their ethnicity as Hispanic/Latino and any other race. The term does not include individuals who only select White as their race and do not select Hispanic/Latino as their ethnicity. In the 2024 Educator Equity Report, reported on agency and school district staff and K-12 students by racial and ethnic group follows the U.S. Department of Education reporting guidelines.

### Data Sources Used in this Section:

- Oregon Department of Education [Staff Position Collection](#)<sup>20</sup>
- Oregon Department of Education Fall Membership Report (Students)
- Oregon Department of Education Diversity, Equity, and Inclusion Workday Dashboard
- Higher Education Coordinating Commission Diversity, Equity, and Inclusion Workday Dashboard
- Teacher Standards and Practices Commission Diversity, Equity, and Inclusion Workday Dashboard

## Oregon’s Public K-12 Educator Workforce

Each year, the Oregon Department of Education (ODE) collects data on characteristics and qualifications of all staff working in school districts and Education Service Districts (ESDs). ODE uses this data to monitor the racial, ethnic, and linguistic composition of the state’s educator workforce in comparison to its K-12 student population, as well as monitor patterns and trends relating to many conditions affecting schools in the state, such as salaries, types of positions, and size of the workforce. In the 2023-24 academic year, there were 88,527 staff employed in Oregon public K-12 schools, an increase of 1.7 percent from the prior school year (87,020). Notably, ODE’s [2022-23 Statewide Report Card](#) stated that adjusted for inflation, the average salary of superintendents has grown slightly over time, while salaries of assistant principals, principals, and teachers have slightly declined.

<sup>20</sup> 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.

## Data Systems for Building a Diverse Workforce

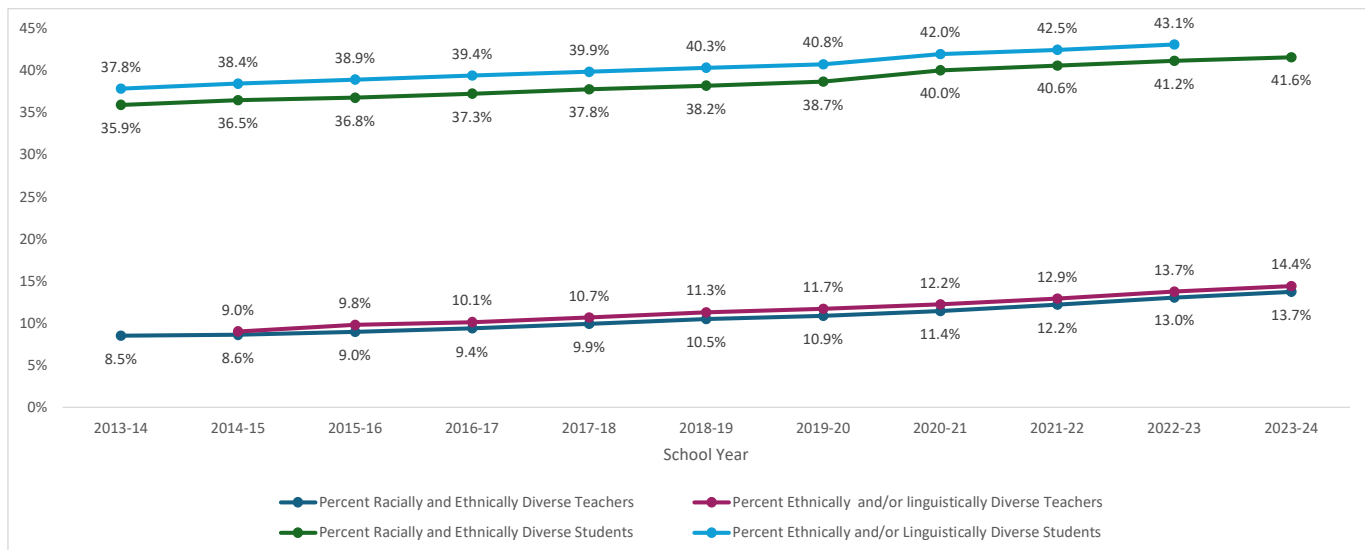
*It is helpful to understand how other states and national organizations are currently using data to understand trends in educator workforce diversity.*

- Organizations such as The Education Trust have created a [data dashboard](#) to help aggregate state-wide efforts to diversify the educator workforce. A 50-state data and policy scan provide an overview of policies and practices in each state for advocates, educators, and policymakers leading this work at the state level.
- Washington State's Professional Educator Standards Board created a [public-facing database](#) of Washington teacher and student demographics that allows educational service districts and schools to view disaggregated data for the state's educators.
- Similarly, the [California Cradle to Career Data System](#) is a statewide longitudinal data system that will soon allow the public to create data tables using teacher (race/ethnicity) and workforce variables (participation in an apprenticeship program).

### DIVERSITY OF OREGON'S K-12 EDUCATORS AND STUDENTS

Oregon's educator workforce continues to be less racially or ethnically diverse than the student population served in the public schools of this state. The proportion of racially and ethnically diverse teachers employed in Oregon's public K-12 schools and districts has grown 5.2 percent over the past 10 years, from 8.5 percent in 2013-14 to 13.7 percent in 2023-24. Over this same period, the proportion of racially and ethnically diverse students enrolled in K-12 public schools has grown at a similar rate, from 35.9 percent in 2013-14 to 41.6 percent in 2023-24. A similar, positive trend can be seen when looking at linguistically diverse teachers and students (Appendix G).

**Figure 16.** Proportion of Teachers and Students Identified as Racially, Ethnically, and Linguistically Diverse in Oregon's K-12 Schools, 2013-14 to 2023-24

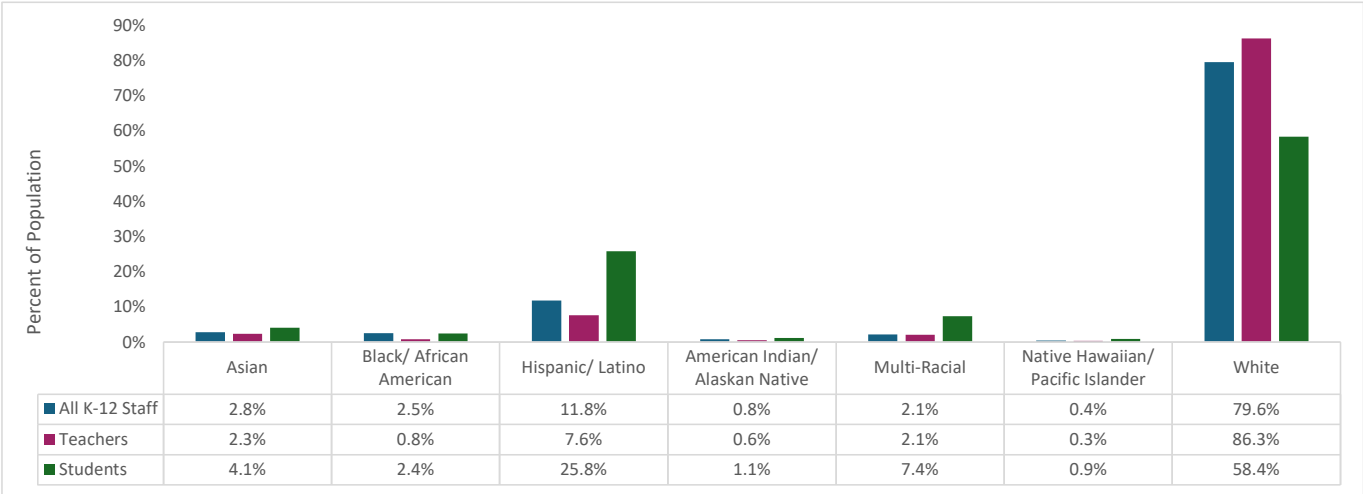


Source. ODE Staff Position Collection, Fall Membership Report (2014-2024). Note: Data for ethnically and/or linguistically diverse students (2023-24) was not available in time for this report's publication. In 2023-24, K-12 staff 88 527, teachers 32,240, students 547,424.



In the 2023-24 school year, Oregon’s public schools employed 88,527 total staff of whom 20.4 percent identified as racially and ethnically diverse. The largest and least diverse group of staff in the workforce are teachers of whom 13.7 percent identified as racially and ethnically diverse. In the same year, 41.6 percent of the state’s 547,424 students were identified as racially or ethnically diverse. White staff continue to be overrepresented compared to White students (79.7 percent of staff compared to 58.4 percent of students), a trend that is even more pronounced when looking at White teachers (86.3 percent). Conversely, Hispanic/Latino staff are underrepresented as compared to Hispanic students (11.8 percent of staff compared to 25.8 percent of students); this trend is also more pronounced for Hispanic/Latino teachers (7.6 percent). Notably, Black staff represent 2.5 percent of all staff, which closely matches the number of Black students in Oregon’s schools (2.4 percent), though Black teachers make up just 0.8 percent of the teaching workforce (Appendix G).

**Figure 17.** Comparison of Teachers, Staff, and Students in Oregon’s K-12 Schools by Race and Ethnicity, 2023-24



Source. ODE Staff Position Fall Collection (2023-24) and Fall Membership Report (2023-24), K-12 staff n = 88,527, teachers n = 32,240, students n = 547,424.

### DISTRICT LEVEL TRENDS

Racial and ethnic diversity among Oregon students and educators varies significantly across schools and districts, a fact that is often hidden when only looking at statewide figures. It is important that local education agencies consider the composition and local context of their communities when reviewing data and partner with local communities to better understand the race, ethnic, and linguistic composition of the educator workforce and students they serve. Most of the data shared in this report reflects statewide totals that do not capture regional variations in the educator workforce across the state. For this reason, districts and schools are encouraged to explore [ODE’s At-A-Glance School and District Profiles](#), which include annual data comparing staff and student demographics at the district and school levels.

Recent data from the National Center for Educational Statistics show that about 33 percent (one-third) of all public elementary and secondary school students now attend schools where students of color makeup at least 50 percent or more of total enrollment (NCES, 2024). In Oregon, approximately 31.3 percent of students attend the 24 districts where racially and ethnically diverse students represent 50 percent or more of the district’s student population.<sup>21</sup> Notably, these 24 districts are in both urban and rural areas of the state and vary in size from fewer than ten students to over 38,000 students.

National research suggests that teachers are more often working in schools where their race and ethnicity matches most of the student body (Spiegleman, 2020). Among Oregon districts with greater than 50 percent proportion of racially or ethnically diverse students, 16 districts employ a more diverse teaching staff than the statewide average (13.7 percent), and just 11 employ a more racially or ethnically diverse administration than the statewide average (14.5 percent). Non-licensed staff in all the districts are more racially or ethnically diverse than licensed staff. No school districts are meeting the state goal that the diversity of staff match the diversity of the student population in 2023-24.

21 Prior Educator Equity Reports have looked at districts where 40 percent or more students are diverse; to make national comparisons, this report instead looks at districts with 50 percent or greater proportion of racially or ethnically diverse students.

**Table 4.** Oregon School Districts with Proportion of Racially or Ethnically Diverse Students Greater than 50 Percent and the Proportion of Diverse Staff in 2023-24

District	Total Students	Percent Diverse Students	Percent Diverse Teachers	Percent Diverse Administrators	Percent Diverse Non-Licensed Staff
Woodburn SD 103	5,242	88.4	42.8	50.0	62.9
Umatilla SD 6R	1,428	75.5	25.8	0.0	37.6
Reynolds SD 7	9,613	72.8	14.1	16.4	33.1
Parkrose SD 3	2,822	71.2	21.9	20.0	43.3
Jefferson County SD 509J	2,739	70.7	19.8	5.9	42.2
Ontario SD 8C	2,211	69.1	15.7	21.4	38.8
David Douglas SD 40	8,660	69.1	16.0	26.3	30.5
Hermiston SD 8	5,419	65.1	18.6	11.1	37.5
Centennial SD 28J	5,485	65.0	12.8	26.1	25.9
Forest Grove SD 15	5,809	64.8	29.0	25.0	52.1
Milton-Freewater Unified SD 7	1,537	62.8	14.6	11.1	37.7
Morrow SD 1	2,222	61.7	9.2	7.1	30.0
North Marion SD 15	1,622	61.0	3.9	0.0	19.4
Gervais SD 1	1,269	61.0	11.0	11.1	52.9
Hillsboro SD 1J	18,716	60.8	22.9	31.8	42.9
Salem-Keizer SD 24J	38,787	60.6	17.1	26.1	36.8
Beaverton SD 48J	37,988	58.6	17.5	23.7	30.9
Nyssa SD 26	1,504	57.5	20.0	11.1	54.0
Central SD 13J	3,066	54.4	8.5	11.1	33.6
Gresham-Barlow SD 10J	11,371	52.6	16.0	14.6	24.8
Stanfield SD 61	485	52.4	18.2	0.0	23.1
North Wasco County SD 21	2,848	52.4	7.7	0.0	23.7
Mt Angel SD 91	649	50.4	12.5	0.0	15.2

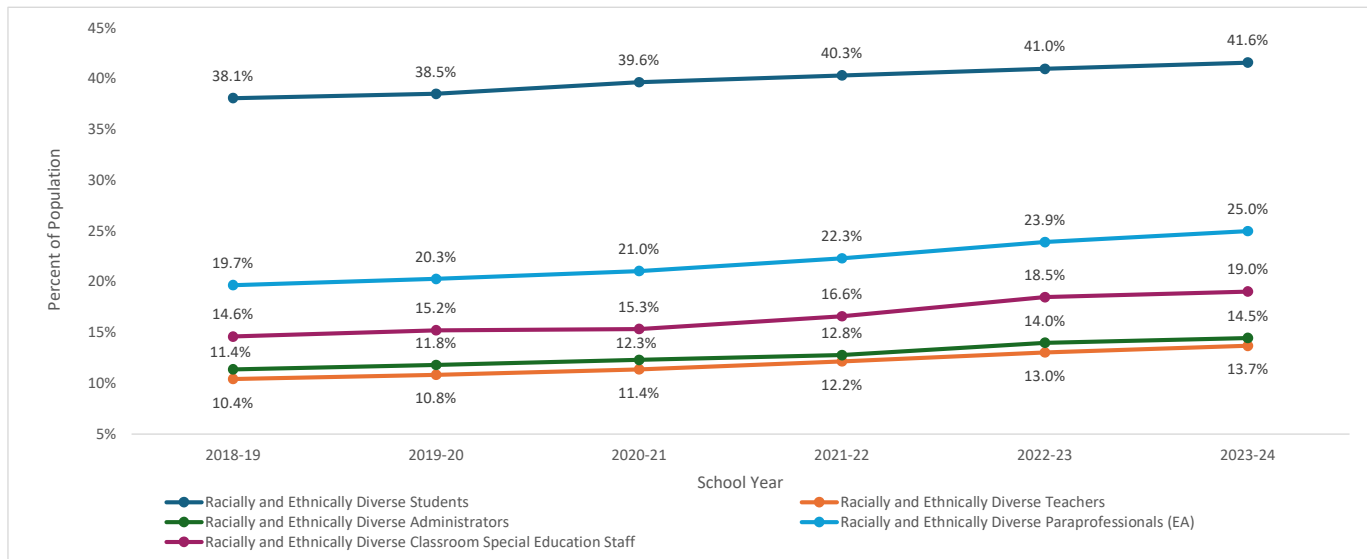
Source. ODE Staff Position Collection (2023-24) and Fall Membership Report (2023-24). One school district was removed from these results for having fewer than 10 total students. Youth Corrections Education Program (YCEP) schools were also removed as their demographics can vary greatly from year to year.

## EDUCATOR ROLES

There continues to be noticeable differences in racial and ethnic representation by educator role, which largely reflect national and historic trends in education workforce diversity (NCES, 2024). Teachers consistently make up the largest group in the educator workforce yet continue to be the least racially and ethnically diverse, followed closely by administrators, in contrast to other educator roles. In the 2023-24 school year, paraprofessionals (also known as educational assistants) were the most racially or ethnically diverse group (25.0 percent), followed by classroom-based special education staff (19.0 percent), administrators (14.5 percent), and then teachers (13.7 percent) (Appendix G).

The proportion of racially and ethnically diverse educators has increased slightly in all roles over the past six years, with some roles having grown more relative to others. The proportion of racially and ethnically diverse paraprofessionals in the workforce increased most, from 19.7 percent to 25.0 percent since 2018-19. Though the proportion of racially and ethnically diverse teachers and administrators in the workforce has not increased significantly, the number of diverse teachers and administrators has grown relative to staffing reported in 2018-19 (34.2 percent and 43.4 percent, respectively); the numbers of White teachers and administrators has also increased over this period.

**Figure 18.** Proportion of Educators Identified as Racially and Ethnically Diverse by Educator Role, 2018-19 to 2023-24



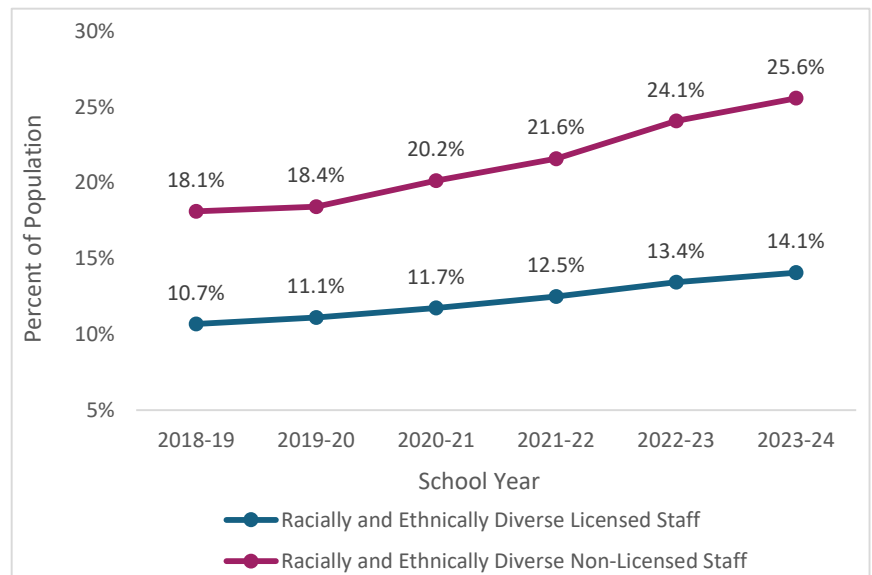
Source: ODE Staff Position Collection and ODE Fall Membership (2018-19 - 2023-24)

Note: Count for 2023-24 staff roles identifying as racially and ethnically diverse: Teachers n = 4,412, Administrators 383, Educational Assistants n = 3,891, Classroom Special Education Staff 2,436.

### NON-LICENSED AND LICENSED STAFF

Oregon schools and students are supported by a large workforce of non-licensed staff positions that includes student support, administrative, food service, maintenance, drivers and others. Non-licensed positions often provide critical support for teachers and additional academic and behavior support to students in general education and Special Education settings. Oregon has made progress in the last several years in recognizing the important contributions that non-licensed staff make to school climate and community, such as recent legislation that attempts to address low wages among non-licensed staff by requiring school districts to increase district wages ([HB 2690](#), 2023) as well as inclusion of non-licensed student support staff in the definition of “educator” used by the Educator Advancement Council ([SB 1552](#), 2024). This report continues to recognize and monitor the contributions of racially and ethnically diverse, non-licensed staff to the K-12 system by playing a valuable role supporting teachers, administrators, students, and families across the K-12 system.

**Figure 19.** Proportion of Staff Identified as Racially and Ethnically Diverse by Licensed and Non-Licensed Roles, 2018-19 to 2023-24



Source: ODE Staff Position Collection (2018-19 - 2023-24). All staff position codes in the collection are included in one of the two categories, depending on if the position requires or does not require a license. Licensed staff n = 42,747 and non-licensed staff n = 47,901.

In 2023-24, there were 42,747 licensed staff and 47,901 non-licensed staff in the Oregon K-12 workforce. More than one-quarter of non-licensed staff were racially or ethnically diverse (25.6 percent) compared to just 14.1 percent of licensed staff. The number of racially and ethnically diverse staff in both groups has grown significantly in the last six years, though most notably among non-licensed staff (41.2 percent increase in the number of licensed staff and 59.2 percent increase in the number of non-licensed staff) (Appendix H).

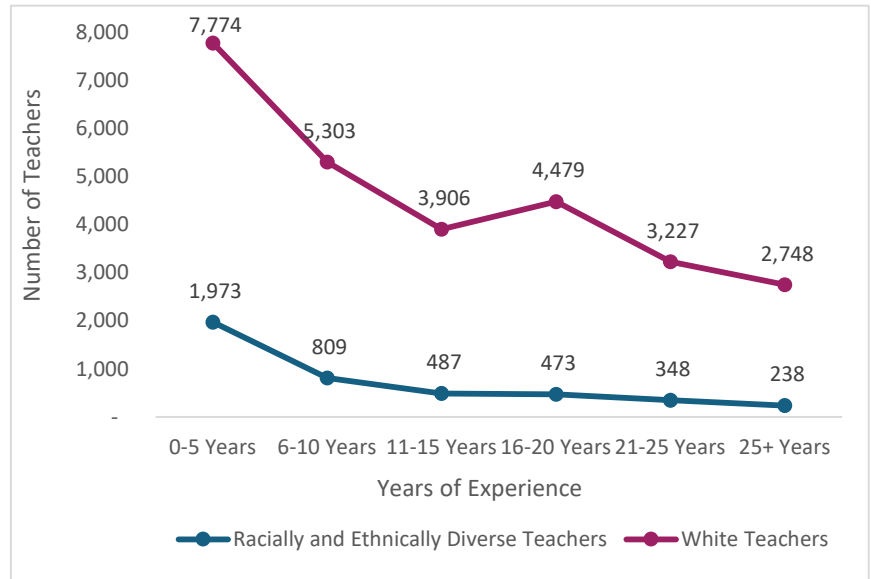
## YEARS OF EXPERIENCE

The term "Years of Experience" used in this section is defined in [ODE's Staff Position Manual](#), and refers only to years served in licensed roles both in and outside of Oregon; this does not count years of unlicensed experience in another school role, nor does it count years of experience under the TSPC Charter School Registry. 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 was appropriately licensed for the position.

The most recent data on teachers' years of experience shows a continuing trend: racial and ethnic diversity is highest among Oregon teachers with fewer years of licensed teaching experience, and there is a decline in diversity as years of experience increases (Appendix I).

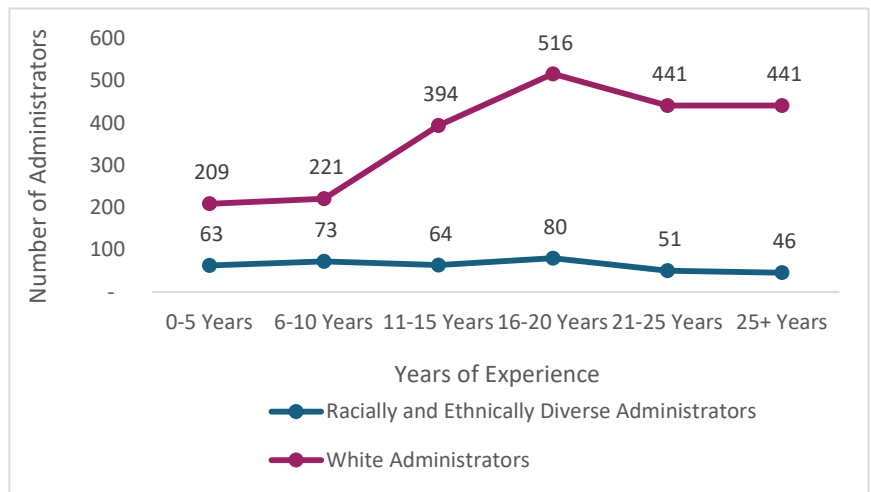
Among administrators, the number of diverse administrators declines slightly as years of experience increase, while the number of White administrators generally increases as years of experience increase (Appendix I).

**Figure 20.** Number of Teachers Identified as Racially and Ethnically Diverse and White by Years of Experience, 2023-24



Source: ODE Staff Position Collection (2023-24).

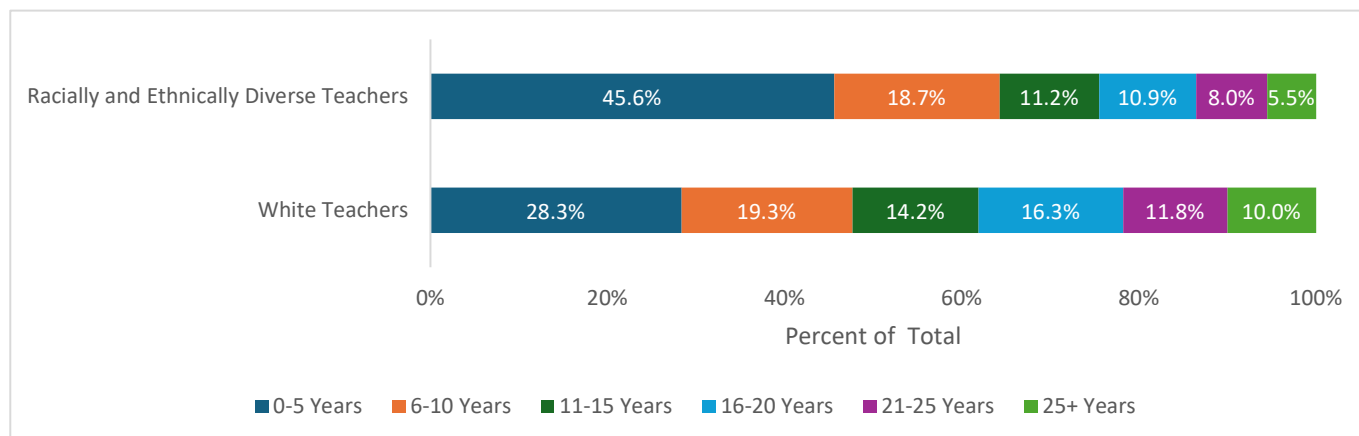
**Figure 21.** Number of Teachers Identified as Racially and Ethnically Diverse and White by Years of Experience, 2023-24



Source: ODE Staff Position Collection (2023-24).

Notably, nearly half (45.6 percent) of racially and ethnically diverse teachers employed in Oregon districts have five or less years of experience as a licensed teacher (compared to 28.3 percent of White teachers). Just 5.5 percent of racially and ethnically diverse teachers in Oregon have 25 years of experience or more.

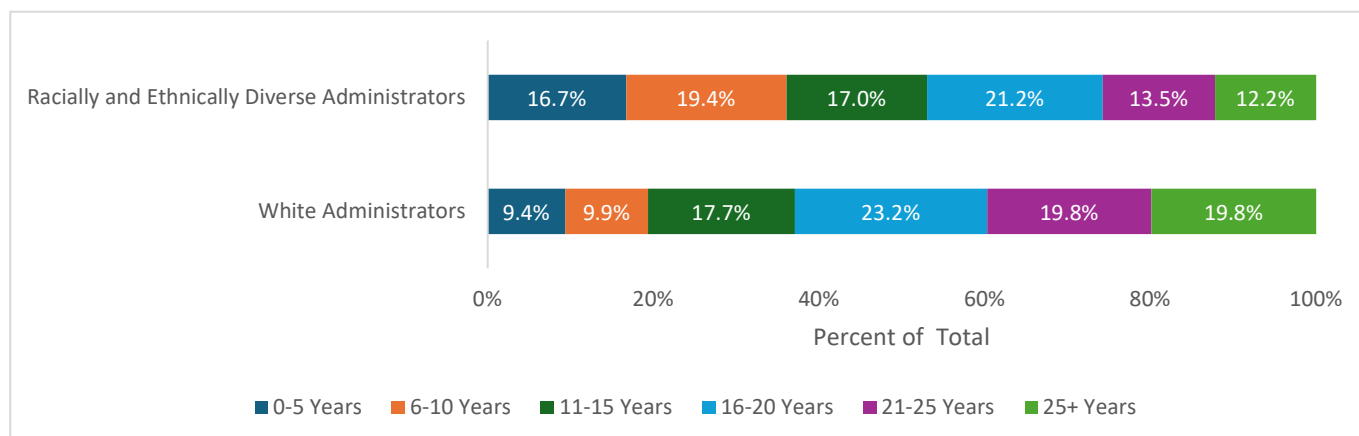
**Figure 22.** Proportion of Years of Experience Among Racially and Ethnically Diverse and White Teachers, 2023-24



Source. ODE Staff Position Collection (2023-24), Racially and Ethnically Diverse Teachers n = 4,412, White Teachers n = 27,828.

Administrators in Oregon are generally more experienced than Oregon’s licensed teachers. Among racially and ethnically diverse administrators, just over half (53.1 percent) have fifteen or less years of experience as an administrator, compared to 37.0 percent of White administrators.

**Figure 23.** Proportion of Years of Experience Among Racially and Ethnically Diverse, White Administrators, 2023-24



Source. ODE Staff Position Collection (2023-24), Racially and Ethnically Diverse Administrators n = 383, White Administrators n = 2,267.

## EARLY CAREER TEACHERS AND ADMINISTRATORS

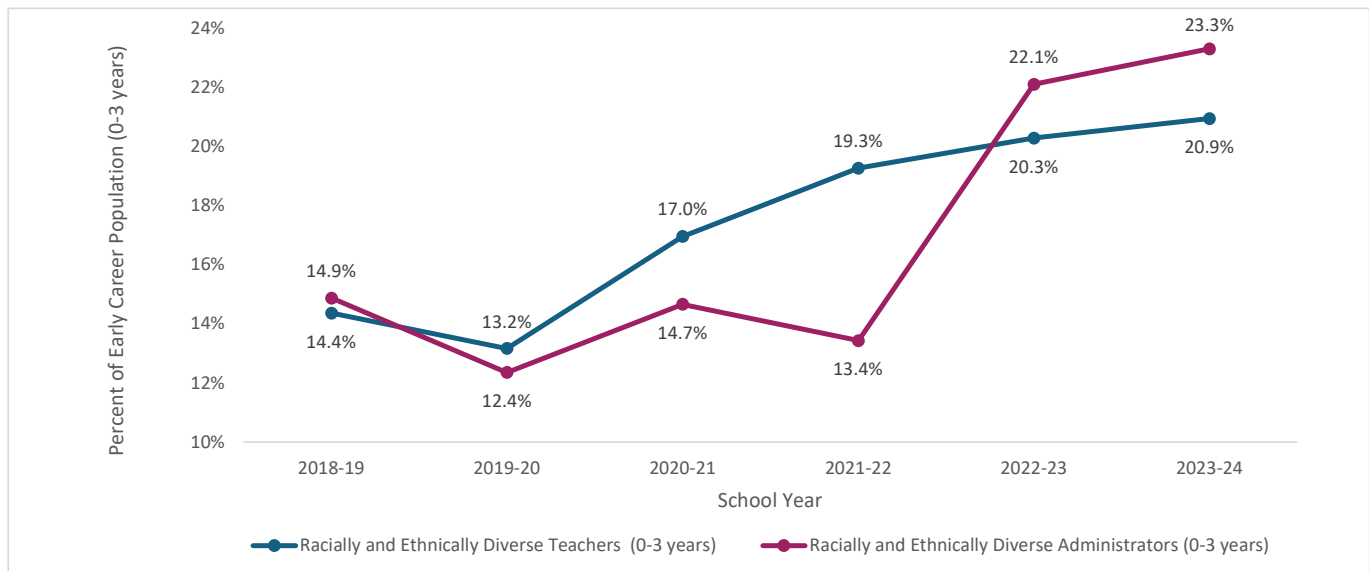
Understanding trends for early career teachers and administrators (defined by the Oregon Department of Education as those with 0-3 years of experience as a licensed educator) is important for several reasons, particularly as it relates to improving the diversity of the workforce, as Oregon’s early career educators are the most diverse in the workforce. National and state data shows school-level rates of turnover among teachers with fewer years of experience is higher than for those with more years of experience.

The number of racially or ethnically diverse teachers with 0-3 years of experience (inclusive of licensed experience in or outside of Oregon) increased by 66.6 percent between 2018-19 and 2023-24. In the same period, the number of racially or ethnically diverse administrators has more than tripled (from 11 to 47).

In 2023-24, of the 7,087 early career teachers, 20.9 percent were racially or ethnically diverse, a slight decrease in representation from the prior year. Of the 202 early career administrators, 23.3 percent were diverse, an increase in representation from the prior year (Appendix J).



**Figure 24.** Proportion of Early Career Teachers and Administrators (0-3 Years of Experience) Identified as Racially and Ethnically Diverse, 2018-19 to 2023-24



*Source.* ODE Staff Position Collection (2018-19 through 2023-24). Early career teachers and administrators are those with 0-3 years of experience, inclusive of a licensed position in or outside of Oregon. 2023-24 Diverse teacher n = 1,483; diverse administrator n = 47. Please note that small sample sizes may show more variability over time.

### ATTRITION OF RACIALLY AND ETHNICALLY DIVERSE EDUCATORS

The Oregon Department of Education calculates an average attrition 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 percent of teachers or administrators who do not return to the same school (in any licensed position) for the next consecutive year. This rate is calculated for each district, as well as calculated as a statewide average for all districts.<sup>22</sup>

This attrition rate should be viewed as an indicator of continuity of the adults in a school building, which is an important factor that supports student learning. High rates of educators leaving their school building creates instability year to year (Ronfeldt, 2013). It may be an indicator of unhealthy school climate or the quality of working conditions within a school, however, there are many reasons why an educator may leave a particular school that are not within the control of the school or the educator. Factors contributing to teacher and administrator attrition could include adverse working conditions, such as reassignment to another school within a district, unsupportive school climate, or differences in compensation or resources between schools within or across districts.

The attrition rate calculated by the Oregon Department of Education differs in important ways from the educator turnover rates studied in the longitudinal research conducted by the University of California, Irvine (see Section 1 of this report). This longitudinal research tracked individuals over time for a period of 15 years and calculated annual turnover rates for individuals who (1) “Switched schools,” where educators moved to another school within the same district; (2) “Switched districts,” where educators relocated to a different district within the state; and (3) “Left workforce,” where educators exited the state public education system entirely. The longitudinal research provided greater insight into which educators are leaving a particular school or district. The Oregon Department of Education reporting on attrition looked only at whether or not a teacher returned to work in a licensed position in the same school the following year.

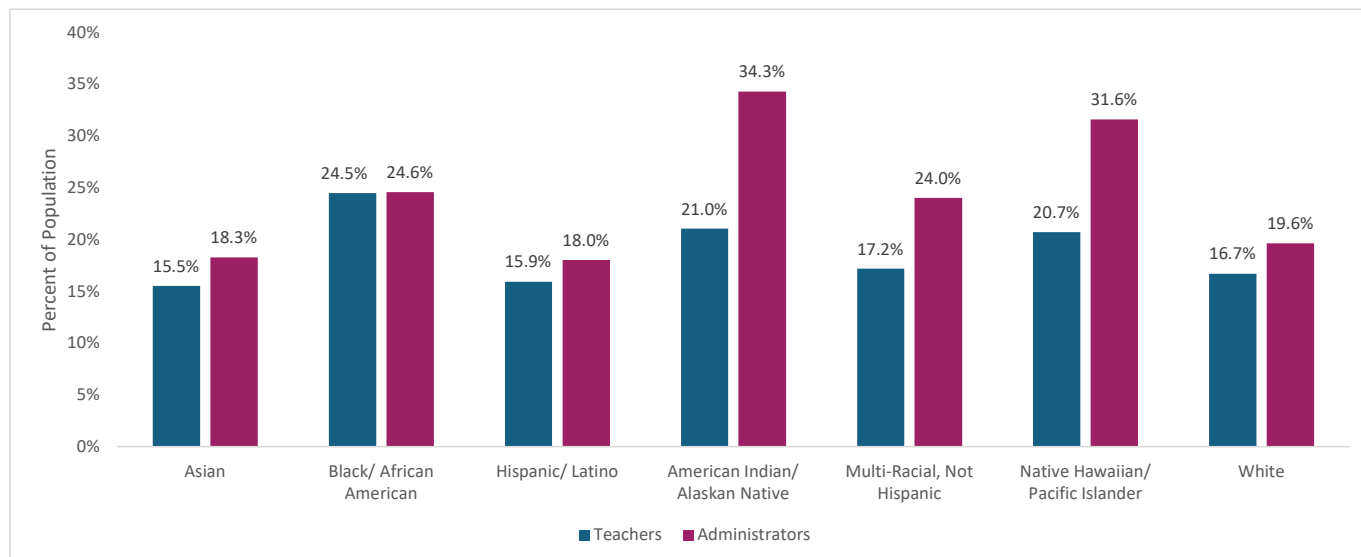
#### Teacher and Administrator Attrition

In 2024, the average three-year attrition rate for all teachers in Oregon school districts was 16.7 percent. This means that on average from 2021-22 to 2023-24, 16.7 percent of teachers did not return to a licensed position in the same school the following year. This rate is consistent with prior three-year averages in Oregon. Looking across racial and ethnic groups, the highest levels of attrition in this period were among Black/African American teachers (24.5 percent), American Indian/Alaska Native (21.0 percent), and Native Hawaiian/Pacific Islander teachers (20.7 percent). Asian and Hispanic/Latino teachers had the lowest levels of attrition (15.5 percent and 15.9 percent, respectively) (Appendix K).

<sup>22</sup> It is important to note that the retention rates published in Oregon’s Statewide Report Card and At-A-Glance Profiles for each school district are calculated differently than the attrition rate being presented in this report. Please refer to each respective report for information on the rates and calculations used.

In the same timeframe, the average three-year attrition rate for administrators was 19.8 percent. Looking across racial and/or ethnic groups, the highest levels of attrition in this period were among American Indian/Alaska Native administrators and Native Hawaiian/Pacific Islander administrators (34.3 percent and 31.6 percent, respectively). Hispanic/Latino and Asian administrators had the lowest attrition rates (18.0 percent and 18.3 percent, respectively). In all groups, the three-year average attrition rate is higher among administrators than teachers of the same race or ethnic group, though Black/ African American teachers and administrators have nearly the same attrition rates (24.5 percent and 24.6 percent, respectively) (Appendix K).

**Figure 25.** Three-Year Average Attrition Rate for Teachers and Administrators by Race and Ethnicity, 2021-2022 to 2023-24



*Source.* ODE Staff Position Collection (2023-24). The three-year average attrition rate is a weighted average for each race and ethnic group over the three school years. It is calculated by identifying the number of teachers or administrators in each race and ethnic group who do not return to the same school (in any licensed position) for the next consecutive year out of the total number of teachers or administrators in the race or ethnic group over the three-year time period.

## Diversity of State Education Agency Staff

In 2022, the Oregon Department of Education (ODE) requested an amendment to the Educator Equity Act, which added the Oregon Department of Education to the list of entities whose staff demographics 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 ODE's staff.

Along with the Director of the Oregon Department of Education, Dr. Charlene Williams, Executive Director of the Higher Education Coordinating Commission, Ben Cannon, and Interim Executive Director of the Teacher Standards and Practices Commission, Melissa Goff, are committed to state goals for workforce diversity and believe their state agencies should be taking action to achieve a workforce that represents the students and communities of Oregon. In an effort to support reciprocal accountability, the racial and ethnic demographics of staff in each agency is included in this report.



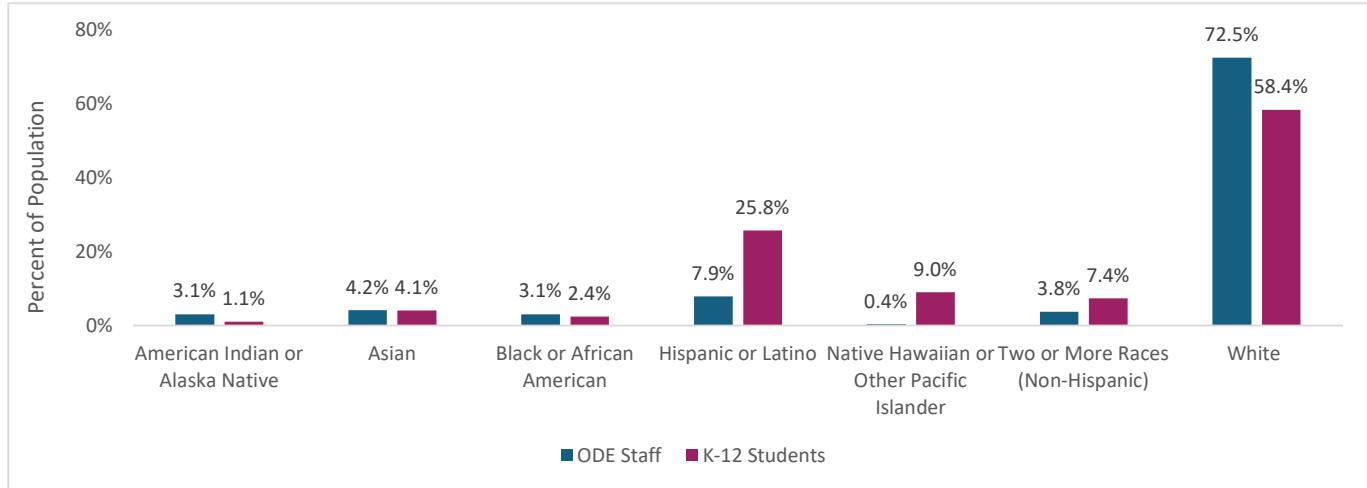


## OREGON DEPARTMENT OF EDUCATION

In 2023-24, of 903 ODE staff employed, 23.5 percent identified as racially and ethnically diverse, compared to 72.5 percent who identified as White (4.2 percent did not identify their race or ethnicity). Over the last three years, the number of employees working for ODE has increased by almost one-third, from 703 to 903. However, the racial and ethnic composition of ODE staff has not changed significantly over this period (Appendix L).

In 2023-24, ODE staff who identified as White continued to be overrepresented as compared to K-12 students who were identified as White. ODE staff who identified as Hispanic/Latino are underrepresented as compared to K-12 students of the same ethnicity or race. Asian, American Indian or Alaska Native, and Black/ African American staff, as well as staff who identified as Native Hawaiian or Other Pacific Islander, have greater representation at ODE in contrast to the representation of the same racial groups among Oregon students.<sup>23</sup>

**Figure 26.** Race and Ethnicity of Oregon Department of Education Staff and K-12 Students, 2023-24



Source. Oregon Department of Education. Staff self-report their race and ethnicity. Staff n = 903; K-12 student n = 54,7424. Staff not reporting their race are not shown.



## TEACHER STANDARDS AND PRACTICES COMMISSION

In spring 2024, the Teacher Standards and Practices Commission employed 31 staff, of which 12.9 percent were identified as racially or ethnically diverse and 83.9 percent were identified as White. 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.

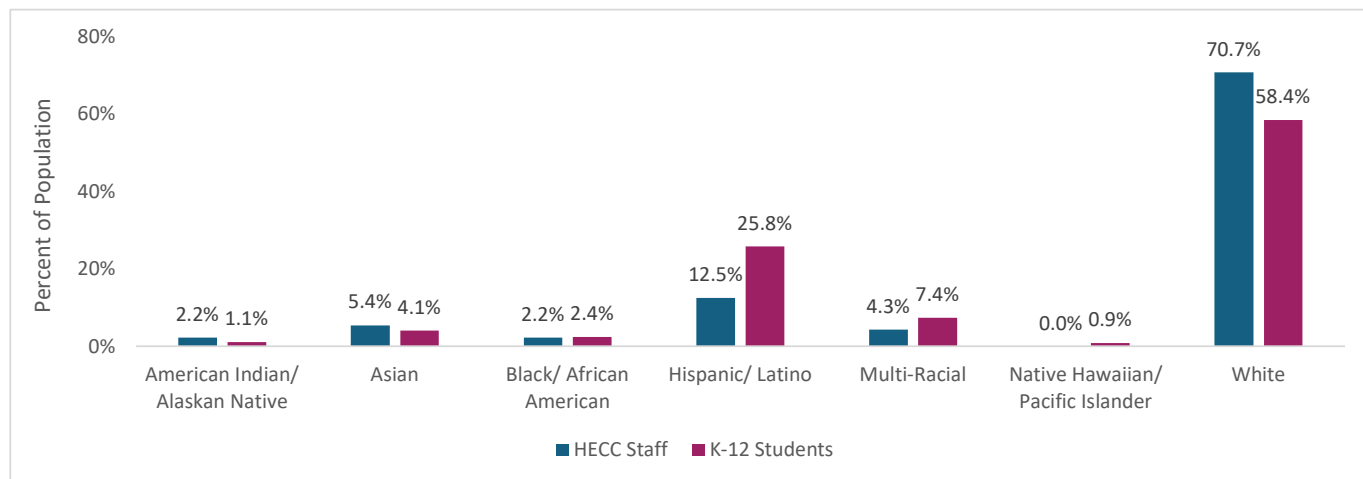
<sup>23</sup> ODE staff can select more than one race or can select "Two or more races" as their self-identified race. As a result, the number of individuals counted as "racially and ethnically diverse" may be double counting some individuals. The aggregated "racially and ethnically diverse" group may be overrepresenting the number of individuals who do not identify as "White."



## HIGHER EDUCATION COORDINATING COMMISSION

In 2024, the Higher Education Coordinating Commission (HECC) employed 184 staff, of which 26.6 percent identified as racially or ethnically diverse and 70.7 percent identified as White. Hispanic/Latino identifying staff make up the second largest group (12.5 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 (Appendix L).

**Figure 27.** Race and Ethnicity of Higher Education Coordinating Commission Staff and K-12 Students, 2023-24



*Source.* Higher Education Coordinating Commission 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. Staff n = 903; K-12 student n = 547,424. Staff not reporting their race are not shown.

## Workforce Hiring and Retention Practices

In today's dynamic and diverse workplace, fostering an environment of inclusivity and equity is paramount for organizational success. To ensure alignment across the agency, the Oregon Department of Education is taking the following steps to reinforce actions, practices, and behaviors. These steps are recommended for all of Oregon's local and state education agencies.

1. **Standardizing Language in Position Descriptions:** Standardizing language in position descriptions (PDs) is pivotal in conveying expectations and fostering an inclusive work environment. The specific goal is to revise all Position Descriptions to incorporate Diversity, Equity and Inclusion (DEI) language for duties and expected behaviors of employees. This will be achieved through a comprehensive review within six months, led by a cross-functional team comprising Human Resource specialists, Diversity Equity and Inclusion experts, and Executive Team. Completion of this standardization process within the next fiscal year is targeted, ensuring alignment with organizational values and fostering inclusivity.
2. **Implementing DEI Competencies Measurement:** Aligning duties and expectations with the Department of Administrative Services (DAS) Performance Accountability Competencies is crucial for assessing employee adherence to DEI principles. Quarterly performance standards will be established to measure employees' DEI competencies, reflecting the agency's equity plan. This initiative will commence within the next quarter after PD standardization completion, reinforcing organizational commitment to equity and inclusion.
3. **Integrating DEI Statements in Job Announcements:** Incorporating DEI statements in job announcements is instrumental in communicating ODE's commitment to diversity and inclusion. The specific goal is to ensure all job announcements include a standardized DEI statement aligned with PDs and reflect the goals and culture of the agency. Interview processes will include at least one DEI question measuring how candidates will communicate what DEI means to them and how their behaviors will contribute to an inclusive environment and align with the agency direction.
4. **Reinforcing DEI in Recruitment Practices:** Restructuring the Senior Recruiter position to actively engage in community outreach, relationship-building, and participation in career fairs aligns with ODE's commitment to diversity. Tracking diversity metrics in applicant pools and hiring outcomes will evaluate the effectiveness of restructured recruitment practices.

At the **Higher Education Coordinating Commission**, job posting is always accompanied by the following statement: The HECC strives to create an inclusive environment that welcomes and values the diversity of the people we serve. We foster fairness, equity, and inclusion to create a workplace environment where everyone is treated with respect and dignity. We encourage you to apply, even if you don't meet every one of our qualifications listed. If you are unsure whether you meet the qualifications of these positions, please feel free to contact us to discuss your application. Studies have shown that women and people of color are less likely to apply for jobs unless they meet every one of the qualifications listed. We are most interested in finding the best candidate for the job, and that candidate may be one who comes from a non-traditional background.

At the **Teacher Standard and Practices Commission**, job postings reflect a commitment to equity and inclusion throughout required and recommended job skills. TSPC emphasizes a preference for hiring bilingual staff. Recognizing that a passive recruiting approach will unlikely result in sought-after workforce diversification. TSPC works to ensure each job is posted with organizations who represent communities of color.



## SECTION 5: STATE INVESTMENTS IN EDUCATOR CAREER PATHWAYS AND ADVANCEMENT

Over the past seven years, Oregon has committed to a variety of statewide policies and funding initiatives to support efforts to encourage racially, ethnically, and linguistically diverse prospective educators to enter into and succeed in the educator workforce. This section includes an overview of state actions since 2017 related to educator diversity, state-funded initiatives to support educator career pathways, educator scholarships, and educator career and professional learning opportunities.

### Professional Development and Support

There is growing national and local recognition that efforts to diversify the educator workforce must be focused on providing supportive, collaborative, and flexible working conditions in which educators can meet the needs of every student (Penner, Ainsworth, & Liu, 2024). Retention, meaning educators stay in their jobs or advance in their careers, is paramount to building the capacity of the educator workforce and to ensuring that students and educators experience high quality, well-supported, and culturally responsive teaching and learning environments (Penner, Ainsworth, & Liu, 2024). The following initiatives represent a few of the state's investments to support educators through professional growth and development opportunities.

#### REGIONAL EDUCATOR NETWORKS, EDUCATOR ADVANCEMENT COUNCIL

In 2017, the Oregon Legislature directed the Educator Advancement Council to create 10 Regional Educator Networks (RENs) for supporting high-quality educator preparation and ongoing, effective professional learning and support for educators, which are critical for excellent teaching, improved student learning, and educator retention (Senate Bill 182, ORS 342.940-953). Since implementation began in 2019, guided by Coordinating Bodies representative of the ten regions, the RENs aim to improve teaching and learning conditions in public schools through a structure of collaborative leadership that centers educator voices in prioritizing and developing systems of support.

#### Supporting Educators Along the Educator Career Continuum

The mission and vision of the RENs are to support educators from recruitment to retirement through ongoing professional development, mentoring, and career advancement opportunities that can lead to high-quality educators in every classroom. In the current biennium, the RENs are supporting 165 projects to support educators across the educator career continuum which include professional growth and development, support for novice educators, and educator preparation pathways.

**Supporting professional growth and development.** The majority of REN projects are designed to provide educators with opportunities to engage in on-going professional learning to improve their professional practice, and through improvement, better meet the needs of each student. For example, through the Multnomah- Clackamas Regional Educator Network (MCREN), 12 school districts and two education service districts engaged in a community of practice aimed at cultivating a culture of collaborative leadership.

**Supporting novice educators.** RENs fund several projects that provide first and second year teachers with support structures necessary to be effective in their instructional practice and be retained in the profession. For example, to increase retention rates across the region, 15 school districts in the Eastern Oregon REN (EOREN) collaborated to provide support to 75 first- and second-year teachers. The approach aims to coordinate support for novice educators, particularly in rural, remote school settings, so they feel connected to colleagues through a network and have access to resources for improving relevant areas of instruction and classroom management.



*Education Advancement Council Directors and staff visit a one-room schoolhouse in the Diamond School District with the Eastern Oregon Regional Educator Network, Spring 2023.*

**Supporting educator recruitment, pathways and educator preparation.** Finally, several REN projects aim to strengthen the educator workforce by ensuring aspiring educators have accessible and affordable pathways into educator careers, as well as providing high-quality training to obtain teaching credentials and transition into licensed positions. In doing so these teachers leverage their knowledge of and connection to the community of the school for effective teacher leadership in the classroom to meet the diverse needs of students. In partnership with local school districts, the Northwest Regional Educator Network (NWREN) identified the need to focus on the region’s educator workforce shortage by connecting to its Grow Your Own program to support paraprofessionals to become licensed educators. The NWREN GYO is a collaborative effort between the Northwest Regional Education Service District, local school districts, and higher education partners, identifying on-ramps to careers in education from high school and beyond. Support includes mentoring and training at different stages along the way for non-traditional candidates.

#### **MULTILINGUAL PATHWAYS GRANTS/MULTILINGUAL STRATEGIC PLAN, OREGON DEPARTMENT OF EDUCATION**

At the end of 2023, ODE launched a year-long process to update and develop the state’s Multilingual Learner Strategic Plan. The purpose of the Oregon Multilingual Learner Strategic Plan is to catalyze state action to improve systems for multilingual learners who are also designated as English learners. The plan outlines policy and budgeting priorities and demonstrates the state’s ongoing commitment to addressing historical educational inequities and eliminating systemic barriers to academic success for Oregon’s multilingual learners, particularly those designated as English learners. The plan was developed with input from hundreds of students, caregivers, educators, administrators, and committed advocates from across the state. It emphasizes the shared responsibility of all educational entities and their staff for the success of multilingual learners in current and future generations.

The strategic plan is structured around four key priority areas, each representing high-impact areas of focus that include 1) authentic and responsive community engagement and partnership, 2) improvements to systems, 3) instruction and assessment, and 4) transformative educators and administrators and pathways to multilingualism. Within each priority area, the plan details specific goals and actions that will be implemented to achieve those goals. By concentrating on these priority areas, setting shared goals, and aligning policy and budget decisions, the plan will accelerate progress toward an educational system that allows multilingual learners to thrive.

#### **Bilingual Educator Pathways Grants**

This investment addressed unfinished learning for multilingual students with systemic strategies to increase the number of bilingual educators in Oregon by leveraging federal ESSER III funds. Grant funding supported over 30 districts with either Grow Your Own Partnerships, Bilingual Educator Pathway Programs, or Dual Language Immersion Programs to recruit, retain and support bilingual educators. Grant projects included funding additional costs to recruit and hire bilingual educators, providing additional pay for bilingual educator mentors, offering tuition remission for bilingual district employees to complete coursework towards licensure and supporting a variety of professional development opportunities for bilingual educators.

### **Career Pathways and Advancement**

Several initiatives and investments are working to improve opportunity, access and affordability for Oregon’s educator career pathways. State investments include programs providing career exploration for high school students, scholarships supporting undergraduate and graduate students pursuing educator credentials and/or licensure, and scholarships and programming for current school employees looking to advance their careers in education.

#### **GROW YOUR OWN PARTNERSHIPS, EDUCATOR ADVANCEMENT COUNCIL**

National research suggests that “Grow Your Own” (GYO) educator partnerships provide opportunities to address educator shortages, recruitment and retention issues and educator diversity by engaging in a variety of strategies that aim to develop educators in their local communities (Garcia, 2024). A recent report finds 26 states with codified and/or funded GYO programs at the state level, with 20 of those programs having the explicit goal of diversifying the teacher workforce (Swisher, 2023).

Since 2020, Oregon has invested in local and regional GYO partnerships as one of many promising models to address systemic educator workforce needs, implementing the policy and goals of the Educator Equity Act.<sup>24</sup> Oregon’s GYO programs are designed to support high-need workforce areas, including rural/rural-remote, special education, bilingual, and culturally diverse educators. Based on reports submitted by the 27 GYO programs during the 2021-2023 grant cycle, GYO partnerships have supported more than 500 GYO participants in becoming newly licensed educators. Overall, grant funds supported more than 2,000 GYO participants who are candidates on emergency licenses, pursuing additional endorsements or credentials, completing prerequisite courses for entry into preparation programs and high school students earning relevant college credit and/or exploring educator careers.

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24 For more information, see Grow Your Own Educator Partnerships Initiative on the [EAC website](#).

## 2023-2025 Grow Your Own Grant Cycle

In 2023, a second competitive grant process awarded funding to 29 Grow Your Own (GYO) programs. Grantees include one community-based organization, seven school districts, nine education service districts, six community colleges and five public universities across the state. In addition, all nine tribes were invited to participate in developing Tribal Grow Your Own Programs and receive funding to further the objectives of the American Indian/Alaska Native Student Success Plan. Each GYO program coordinates with multiple partners in their local area or region who are directly involved in the program. Partnerships provide the core foundation for GYO programs, with more than 180 partners in 2023-2025 including tribal governments, school districts, private universities, culturally specific community organizations, and other state education organizations. Nineteen GYO programs are new grantees, including the Tribes, with a total of 38 state-funded GYO programs to date.

GYO programs are designed to support various types of activities, such as career and college exploration for high school students, opportunities to advance careers for current school classified and support staff, or targeting specific, high need areas such as bilingual, special education or recruitment of rural/rural-remote educators. In addition, a majority of Tribal GYO Programs have a focus on developing Native language educators and early learning educators. As a nontraditional pathway, GYO programs serve to support a variety of participants who have differing years of educational attainment when entering a program. The entry point and time to completion depends on the goals of the program and participant. In the current biennium, 23 programs are supporting early career educators, 22 are supporting P-12 educators, 22 are supporting P-12 licensed educators. Fifteen programs provide education specific college credit in the high school with Lower Division Transfer courses or a Career Technical Education statewide program of study in Education for high school students.

### Grow Your Own Summit Brings Programs Together to Share Best Practices

On February 29, 2024, the Educator Advancement Council hosted its first Grow Your Own (GYO) Summit in Salem, Oregon. This event brought together over 120 individuals, representing more than 30 programs and partner organizations, including post-secondary institutions, Tribal education departments, school districts, Regional Educator Networks, education service districts, non-profits, educator associations, state agencies, and research organizations.

The Summit featured nationally recognized speaker Dr. Conra Gist, who researches programs, policies and practices that support the development and advancement of minoritized and marginalized teachers in education systems. Her work includes a wealth of research on GYOs, including the [National Center for Research on Educator Diversity](#) and co-author of the *Handbook of Research on Teachers of Color and Indigenous Teachers*. In addition, there were three panel sessions with GYO program partners sharing about career engagement and pathways for high school students; supporting participants in rural and rural-remote areas; and supporting career advancement for school employees, including employees on restricted and emergency licensure, and community members.

An online version of the Summit Program, including specific GYO program information is available at [this link](#).



*Dr. Conra Gist delivers keynote presentation at the 2024 Grow Your Own Summit.*

## THE OREGON REGISTERED TEACHER APPRENTICESHIP, *TEACHER STANDARDS AND PRACTICES COMMISSION*

Registered Apprenticeship is an industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid on-the-job work experience. In Registered Apprenticeships candidates receive progressive wage increases, classroom instruction, and a portable, nationally recognized credential. As a workforce development strategy, Registered Apprenticeship Programs (RAPs) positively impact teacher effectiveness, preparedness, and retention through paid on-the-job learning. The programs are industry-vetted and approved and validated by the U.S. Department of Labor or a State Apprenticeship Agency.

To meet increased demand for teachers, states and school districts are increasingly turning to Registered Apprenticeship as part of a comprehensive approach to recruiting, preparing, and retaining fully qualified teachers, especially in critical areas such as special education and bilingual education. According to the US Department of Labor, in 2023, there were over 7,450 registered apprentices served in the education industry, a 247 percent increase over the past 5 years. As of 2023, [Education Week reported](#) 21 states have at least one registered apprenticeship program for teachers (Will, 2023).

In 2023, the Oregon Legislature allocated \$2 million to the Oregon Department of Education to support the development of a registered teaching apprenticeship pathway leading to a K-12 Preliminary Teaching License. Between 2022 and 2023, the Teacher Standards and Practices Commission (TSPC) and the Apprenticeship Training Division (ATD) of the Oregon Bureau of Labor and Industries (BOLI) partnered with key education agencies to create the minimum industry standard for an Oregon K-12 Teacher Occupation. In the spring of 2023, Oregon employers (schools) and their educator preparation partners submitted proposals to participate in a pilot [Registered Apprenticeship Program](#). In September 2023, the Oregon Teaching Apprenticeship was formally approved by the Oregon Apprenticeship and Training Council.

Analyzing local workforce supply and demand informed the selection of pilot programs. The pilot program serves Oregon by offering an Elementary Multiple Subjects with an English for Speakers of Other Languages (ESOL) Endorsement with a Bilingual Education focus, and a Special Education Generalist Endorsement. School Districts, as the employers (or Training Agents) with their partnering Educator Preparation Programs (or Related Training Providers) serve on the Joint Apprenticeship and Training Committee (JATC) that guides the pilot program and monitors the progress of each apprentice. Pilot partnerships include Hillsboro School District and Oregon State University, Woodburn School District and Pacific University, Wallowa Counties and Eastern Oregon University, Southern Oregon Education Service District and Southern Oregon University, and Multnomah Education Service District and Eastern Oregon University. Oregon community colleges also serve as the related training provider for many of the school districts (also referred to as training agents).

The apprenticeship pathway to earn the Oregon Preliminary Teaching License is a hybrid model, consisting of three main elements:

- Passing required, training-related coursework,
- Completing on-the-job work hours, and
- Demonstrating proficiency at work process competencies.

As with all pathways to teacher licensure in Oregon, program completers must demonstrate the knowledge, skills, professional dispositions, and cultural competencies necessary to promote the academic, career, personal, and social development of pre-kindergarten to grade 12 students within the endorsement areas on the given license (OAR 584-420-0020). The program consists of five phases with the apprentice becoming the teacher of record at phase four while holding a provisional teaching license. The program requires a minimum of 2,800 on-the-job training hours and 1830 hours or 60 semester units of related training.

In the first year of the Oregon Teaching Apprenticeship, the JATC has eleven registered teaching apprentices with two successful completers in June of 2024.

### Standards for Nontraditional Educator Preparation

In 2021, the Oregon Legislature provided resources to the Teacher Standards and Practices Commission to develop standards for nontraditional preparation pathways to licensure in an effort to increase access to educator careers for those of culturally, linguistically, and socioeconomically diverse backgrounds. The Commission began this work in 2021, with the development of new, nontraditional licensure frameworks that maintain rigorous preparation standards, towards broadening the potential pool of qualified applicants beyond that provided by traditional career pathways. The Commission has continued this work, and now supports several K-12 and postsecondary institutions in the development of registered apprenticeships (see additional information in this section). The Teacher Standards and Practices Commission will also support partnerships interested in developing new pathway programs aligned to nontraditional frameworks, evaluating and ensuring accountability of programs to framework rules and state standards, and reporting to legislators and partners on framework performance.



## HIGH SCHOOL PROGRAMS SUPPORT CTE AND DUAL ENROLLMENT FOR EDUCATOR CAREERS, OREGON DEPARTMENT OF EDUCATION

Oregon [Career and Technical Education \(CTE\) programs](#) in Education and Training serve over 21,000 secondary students and are crucial in linking high school students to education pathways by providing comprehensive instruction and hands-on experiences (Table 5). Oregon has 65 secondary CTE programs of study in the Education and Training career area, focusing on Early Childhood Education, Teacher Education Training or a combination of both. Approximately 37 of these CTE programs offer dual credits within the course sequence. Depending on the school district, students can also access dual credit in other core academic courses, enabling them to earn college credits in high school and supporting a seamless transition to post-secondary teacher preparation programs. Additionally, these programs offer industry-recognized credentials, providing an immediate entry point to work as paraeducators.

All CTE Education and Training programs are aligned with and have strong partnerships with local community colleges, ensuring students receive foundational courses that meet the requirements for undergraduate degrees and certificates.

**Table 5.** CTE Education and Training Program Data

Category	Count
American Indian or Alaskan Native	215
Asian American or Asian	1,018
Black or African American	554
Hispanic or Latino	6,839
Native Hawaiian or Other Pacific Islander	187
White	10,755
Two or More Races	1,161
Individuals With Disabilities (ADA)	2,981
Economically Disadvantaged Families	13,597
Preparing for Non-traditional Fields	4,396
English Learners	1,347
Homeless Individuals	348
Youth in Foster Care	59
Migrant Students	271
Female	15,262
Male	5,346
Grand Total	21,135

Source. 2022-2023 Perkins V Enrollment Data.

## STATE-FUNDED SCHOLARSHIP PROGRAMS, HIGHER EDUCATION COORDINATING COMMISSION AND TEACHER STANDARDS AND PRACTICES COMMISSION

Based on recommendations from the Oregon Educator Equity Advisory Group, the Legislature created the [Oregon Teacher Scholars Program](#) (OTSP) in 2017 in order to reduce financial barriers for racially, ethnically, and linguistically diverse educator candidates pursuing an education degree at an in-state, approved educator preparation program (ORS 348.295). Beginning in 2020, the Educator Advancement Council more than doubled the state's investment in the program with resources from the 2019 Student Success Act. In partnership with the Teacher Standards and Practices Commission, funding was also directed towards establishing a similar scholarship program for aspiring diverse administrator candidates, now called the [Oregon Administrator Scholars Program](#) (OASP). The OTSP program was expanded through the passage of HB 3178 in 2023 to include candidates pursuing licensure in school counseling, social work, and psychology (ORS 348.295), and the maximum annual award amount has increased over time. Scholarship recipients in both of the programs can now receive up to \$12,000 each academic year, for up to two academic years.

To date, OTSP has awarded over 800 scholarships to aspiring racially, ethnically, and linguistically diverse teachers, and OASP has awarded over 500 scholarships to diverse educators pursuing an administrative license. Between 2018 and 2022, the [Oregon Teacher Scholars Program](#) (OTSP) awarded more than 660 scholarships to just over 350 individual teacher candidates, of which 80 percent hold active educator licenses in Oregon, and 74 percent hold a Preliminary Teaching license, Charter School Registry Teaching license, Professional Teaching, or Restricted Administrator license (Appendix M).



# CONCLUSION AND RECOMMENDATIONS

As the Educator Equity Act and accompanying Report nears its ten-year anniversary, this section reviews prior recommendations thematically, summarizes action taken based on the recommendations, and identifies continued areas of improvement for the state.

## Ten Years of Recommendations for Advancing Educator Diversity

Since 2015, Educator Equity Reports have included 81 recommendations for improving efforts to recruit, train, hire, and retain diverse educators. Many of these recommendations advocated for policies, funding, and practices that could remove barriers to becoming a teacher in Oregon. Other recommendations addressed hiring practices, conditions impacting retention, and access to professional advancement opportunities. Table 6 summarizes the recommendations by eight themes (see Appendix N for a complete list of recommendations made in past reports).

Nearly one-third of the recommendations made over the last ten years relate to access to educator career pathways and preparation. Addressing affordability and access to college and university career pathways and preparation have been a priority in Oregon, but based on the data reported this year, few Oregon residents of color are choosing educator careers, and so disparities are still reflected for racially and ethnically diverse groups in both enrollment and completion of postsecondary preparation programs. Limited state investment in postsecondary education in Oregon has led 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.

Nearly one-third of recommendations were related to state policies, standards, and data systems. Several recommendations have resulted in new programs and policies, such as implementation of [Multiple Measures Assessment Options](#), which provide a framework for competency-based assessment of teacher candidate content knowledge expertise and performance readiness, as well as revision of the public educator preparation Equity Plan requirements and guidance as required by ORS 342.447. Several new data tools will provide greater specificity in tracking progress in the future, such as the Oregon Longitudinal Data Collaborative's data dashboard and reporting related to educator hiring and retention. However, further improvements related to data collection and reporting are needed to support state efforts to address local teacher supply and demand.

A small number, three of the 81 recommendations, focused on “early career support” (i.e., supporting educators in the first three years of teaching or administration). Data in the 2024 report show early career educators are the most diverse segment of Oregon’s educator workforce. Similarly, recommendations from prior editions did not focus on improving teacher candidate preparation through culturally relevant and sustaining field experiences, nor was educator development and career advancement a focus. However, improvements to teacher candidate experiences, preparation, and support in the beginning years of teaching could contribute to retaining more of the state’s racially and ethnically diverse early career educators, as well as improve perceptions of the field that frequently deter prospective candidates from choosing careers in education.

**“ From 2012 to 2022, the proportion of teachers of color among new entrants more than doubled, increasing from 9 percent to 21.4 percent. Despite a stagnation during the recession, progress resumed in 2014, with the diversity of entrants increasing each year, even throughout the pandemic (Penner, Ainsworth, and Lui, 2024).”**

**Table 6.** Thematic Summary of Recommendations from Educator Equity Reports, 2015 to 2022

Themes	Definition	Count of Report Recommendations
Recruitment	Relating to messages, narratives, and information provided to prospective educators that promote the educator profession.	5
Access to Career Pathways and Preparation	Relating to entry points into an educator career, such as at the high school, postsecondary, or professional level; barriers to access may include high cost of training programs, entry requirements, structural or institutional bias in policies/practices.	24
Quality and Relevance of Preparation and Training	Relating to the experience of candidates training to become educators, such as the quality and relevance of instruction, curriculum, field experiences, opportunities for transfer of learning to practice, cultural responsiveness.	4
Hiring, Placement, and Contracts	Relating to the policies and practices of school districts during the hiring and onboarding process; and that impacts availability of positions, stability of job placement, compensation, pay scales, labor agreements, contracts, evaluation.	8
School Climate and Leadership	Relating to the conditions within a school or district that impact educators' professional experience, such as cultural competence, school climate, school or district leadership, self-efficacy and decision-making, collaboration and professionalism.	7
Early Career Support	Relating to the experiences of educators in the first three years of teaching or administration, such as availability and quality of mentoring, professional development, coaching, etc. that supports development of professional practices related to student learning outcomes.	3
Educator Effectiveness and Career Advancement	Relating to opportunities for learning, growth, recognition, advancement, and leadership as educators' gain experience in their career.	6
State Policies, Standards, and Data Systems	Relating to Oregon policies, standards (for licensing, educator preparation program approval, school district practices, etc.), data systems and reporting, or funding streams that impact educator effectiveness, diversity, and career advancement; might include improving implementation, quality, relevance, or accountability.	24

Source. Recommendations were collected from each of the eight Educator Equity Reports published between 2015 and 2022 (all reports are available on the [EAC website](#)). Some recommendations have been removed if they were repeated in multiple years or have been combined with others if they were generally the same.

## Recommendations

The following priority areas and recommendations are intended to help Oregon identify and implement solutions based on updated data related to persisting challenges in achieving the state's goals (ORS 342.437). In consultation with each of the state education agencies contributing to this report, priority areas have been identified based on recent data, with recommendations grounded in research on best practices for supporting new educators as well as retaining racially and ethnically diverse educators in the workforce.



### **PRIORITY AREA 1: AFFORDABILITY AND RELEVANCE OF CAREER PREPARATION PATHWAYS AND PROGRAMS**

Entry points into affordable educator career pathways in Oregon remain limited despite efforts to improve access to existing opportunities, such as state investments in scholarship programs for attendance at Oregon educator preparation programs, development of dual enrollment courses and community college to four-year transfer maps, as well as Grow

Your Own and Registered Apprenticeship programs. As presented in this report, these programs are working to help connect individuals to college and university educator preparation programs. However, this report and others [published by the Higher Education Coordinating Commission](#) show that few Oregon residents of color are choosing educator careers, and disparities still exist for racially and ethnically diverse groups in both enrollment and completion of postsecondary preparation programs.

Limited state investment in postsecondary education in Oregon has led to rising costs for students, and closure of several educator preparation programs in the state means that access to and affordability of opportunities remain limited. [Recent research](#) by the State Higher Education Executive Officers Association demonstrates that since the 2008 recession, Oregon has operated with an education funding model that has “relied more heavily on raising tuition than many other states to cover rising operating costs, with funding cut in half” (Baumhardt, 2024). [Research demonstrates](#) that the high cost of postsecondary education disproportionately impacts students of color.

Accessibility, relevance, and quality of experience during educator preparation in Oregon contributes to persisting challenges. The number of diverse students completing educator preparation programs in Oregon continues to decline each year, and many students do not seek an Oregon teaching or administrator license upon completion. Data highlighted in this report suggests that most of the diverse candidates receiving preliminary teaching and administrator licenses in Oregon are being prepared in or coming from states outside of Oregon. Furthermore, the changing needs of Oregon’s students, exacerbated by the pandemic, and combined with social, economic, and cultural pressures playing out in schools, means more and more educators are not prepared for the demands of their jobs when they first enter the school building.

The following recommendations intend to address the need for affordable, relevant educator preparation that can meet the needs of today’s students:

- 1) **Expand affordability of Oregon educator preparation.** Based on data presented in this report, Oregon needs to increase investment in its public postsecondary funding model to reduce the cost of career pathways and preparation for students and expand access to educator preparation programs for racially and ethnically diverse students. This includes but should not be limited to expanding existing scholarship and grant programs that are proving to be successful, such as the Oregon Teachers Scholars Program and the Oregon Opportunity Grant. In addition, the state should prioritize increased state investments in Oregon’s public universities, particularly those with educator preparation programs, to reduce reliance on student tuition, as well as prioritize funding specifically for educator preparation in the Public University Support Fund.
- 2) **Continue and expand investments to support Oregon’s educator preparation programs (EPPs) to better meet the needs of prospective educators and current students.** As presented in this report, the state’s public EPPs are engaged in an Educator Equity Community of Practice to identify areas of program improvement through goal setting, researching strategies, measuring progress, partnering with districts, and creating culturally sustaining learning experiences for candidates. This work also includes strengthening partnerships between K-12 and postsecondary institutions that can support high-quality, relevant, and accessible educator preparation with extensive school-based practicum experiences, skill-based coursework, and culturally responsive training.
- 3) **Continue and expand efforts for non-traditional pathways from PreK-12 into education careers.** Some current examples that are showing success include High School Partnerships, CTE Programs of Study, Grow Your Own Programs, Registered Apprenticeship Programs, Major Transfer Map in Elementary Education (part of larger project to streamline transfer from community college to public university). Additionally, Oregon should consider piloting paid residency programs. Teacher residencies are partnerships between districts and universities that support and improve teachers’ training to teach in high need schools and high-demand subject areas; usually, teacher candidates spend a full year in a paid classroom position while also completing postsecondary education credits (Rowland et al., 2024). These programs have been shown to improve rates of racial-ethnic diversity in classrooms, as research suggests that teacher candidates of color participate in these programs at high rates (Rafa, 2020).



## **PRIORITY AREA 2: HIRING, PLACEMENT, AND EARLY CAREER SUPPORT FOR NEW EDUCATORS**

As presented in this report, research from the University of California, Irvine finds that over the past decade, Oregon has more than doubled the proportion of first-year teachers identifying as people of color, reaching 20.6 percent in 2023.

Data from the Oregon Department of Education shows that nearly half of all racially and ethnically diverse teachers in the 2023-24 school year were in the first five years of their teaching career. However, these new teachers were often placed in schools with few experienced colleagues and/or administrators and high staff and administrator turnover – factors that likely contribute to high turnover rates in this group.

Research suggests that a teacher’s decision to stay in a position is influenced by their class assignments or the school they are placed in; the effectiveness of their preparation for their position; and the types of support that are provided, including administrative support (Redding & Nguyen, 2020). In particular, district and building level leadership play a key role in creating an inclusive environment and ensuring new teachers are placed in buildings where they will have the support they need to thrive. The following recommendations intend to address challenges related to effective placement and support of early career educators:

- 1) **Ensure every teacher and administrator new to the profession is placed in a supportive environment and has an equitable workload.** State agencies and Legislators should work with partners to develop policy that incentivizes and creates opportunities for school districts to work closely with local educator preparation programs to coordinate intentional student teaching placements that maximize the assets diverse candidates bring to schools, as well as ensure there is alignment between the schools' instructional systems and the curriculum of the preparation program. These partnerships should also create opportunities to interview candidates for hire before they graduate and develop best practices for intentional placement of new educators in school buildings where they will have access to high quality mentors and effective and culturally responsive school leaders.
- 2) **Provide sustainable funding and training for culturally responsive, high-quality mentors for every new educator.** Educators and students will benefit when every teacher and administrator new to the profession receives a well-trained mentor skilled in offering culturally responsive support for at least one year and ensuring that teachers in high need schools are provided adequate mentoring support for two years. Funding for educator mentoring has not met the need statewide. With the one-time investment from Senate Bill 283 (2023) being used to launch a [new model for regional and local mentoring programs](#), Oregon has an opportunity to build on the momentum by sustaining and growing this investment.
- 3) **Invest in schools to develop programs that provide on-going support to recruit and retain effective and culturally responsive school leaders.** The state must increase its investment and focus on developing and supporting effective school leaders, who are often overlooked as an important factor in recruiting and retaining diverse educators. [Research](#) suggests that leaders of color are more likely to recruit and retain educators of color within their schools. [Research synthesized by the Wallace Foundation](#) finds that "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." The research points to four behaviors of effective principals: focusing work with teachers on instruction; building a productive school climate; forging collaboration and professional learning among teachers and others; and managing personnel and resources well.



### **PRIORITY AREA 3: EDUCATOR DEVELOPMENT AND CAREER ADVANCEMENT**

As noted in the University of California Irvine research cited in this report, Oregon has seen a surge in teacher turnover during and after the COVID-19 pandemic, driven by mid-career teachers, rather than novice teachers, who typically face higher turnover. The state has made several recent investments in efforts to improve teaching and learning conditions that impact racially, ethnically, and linguistically diverse educator employment, retention, and advancement. Research presented in the University of California Irvine provides conclusive evidence that educators must be provided with ongoing support and development to ensure they are successful and able to not only stay in their jobs, but to advance in their careers. Oregon has an opportunity to continue building on the 2017 creation of the Educator Advancement Council and Regional Educator Networks, in partnership with the Teacher Standards and Practices Commission, to create stronger systems for career advancement for current and future educators. The following recommendations intend to address the need for career development and advancement opportunities for educators:

- 1) **Codify a scholarship program for culturally and linguistically diverse administrator candidates** to reduce financial barriers for diverse teachers to advance in their careers, therefore supporting retention in the workforce. The Oregon Administrator Scholars Program has been funded through the Student Success Act since 2021. Establishing the program in law will ensure sustainability and stability of the scholarship opportunities for future administrators and encourage and support future administrators to pursue career advancement.
- 2) **Create a statewide framework and strategy for teacher leadership.** Beyond professional development opportunities, there is extensive research demonstrating teacher leadership training has a positive effect on retention, especially for teachers with five or more years of experience including diverse teachers (Shuls & Flores, 2020; Wenner & Campbell, 2017). Research also has found positive correlations between teacher leadership and students' academic achievement, specifically in improvements to instruction and curriculum (Shen et al., 2020). With support and guidance from the Educator Advancement Council and the Teacher Standards and Practices Commission, the Regional Educator Networks are well positioned to develop a statewide approach to teacher leadership opportunities.
- 3) **Develop a comprehensive method to monitor, measure, and scale best practices for educator retention and career advancement.** [Guidance published by the Council of Chief State School Officers](#) (CCSSO) calls on state education agencies to implement a comprehensive approach, using multifaceted and reinforcing strategies to create the conditions in which educators and students can thrive. It also describes what students and educators would experience in a racially, ethnically, and linguistically diverse and learner-ready workforce, as well as identifies indicators of success. The state must create a framework and success indicators for measuring the extent to which efforts to improve workforce diversity are addressing root causes of diverse educator attrition.

## Opportunities to Advance and Grow In Education

Teacher leadership opportunities are one strategy to mitigate teacher attrition. Over the past several years, many [states have designed programs](#) to support the professional growth and leadership of educators. The California Department of Education promotes [teacher leadership](#) as a strategy for addressing retention. Georgia's [Governor School Leadership Academy - Teacher Leader Support Program](#) offers teachers with five or more years of experience various opportunities for professional growth. In Maine, [Teach to Lead®](#), is a collaborative statewide effort to build leadership capacity that connects educators, policymakers, and school communities.



### PRIORITY AREA 4: STATE DATA SYSTEMS AND REPORTING

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). Across all state education agencies, Oregon continues to face challenges in the collection, analysis, and reporting of meaningful data on the educator workforce. The following recommendations intend to address the need for a robust data system, through which the state can better understand patterns and relationships to support evidence-based decision making to address local teacher supply and demand:

- 1) **Expand interagency data sharing and research efforts focused on the educator workforce.** The Teacher Standards and Practices Commission, Higher Education Coordinating Commission, and Oregon Department of Education should continue to partner with the inter-agency Oregon Longitudinal Data Collaborative to share data and publish research and reports on preparation, employment, and retention of diverse educators. The agencies should also increase awareness and transparency of diversity in the educator pipeline by publishing data on students and graduates in educator preparation programs. The group should also study options for developing a statewide research consortium across education agencies and institutions to analyze and identify promising practices for improved teacher quality and student outcomes.
- 2) **Integrate and update systems to monitor and evaluate educator workforce trends with key agency partners.** Building on the steering committee efforts initiated by [Senate Bill 283 \(2023\)](#), the Oregon Department of Education should continue to bring together partners from across the education system with representatives from the Higher Education Coordinating Commission and Teacher Standards and Practices Commission to determine key indicators to measure and track state progress relating to the Educator Equity goals, as well as other goals related to persistent challenges for recruitment and retention of a highly qualified, diverse educator workforce.

## Conclusion

As shown in the findings from the research brief prepared by the University of California Irvine, Oregon has made “substantial progress” in the number of racially, ethnically, and linguistically diverse individuals choosing to teach in Oregon over the last ten years. In order to continue this trend, and to ensure those individuals thrive in their careers, sustained investment and improved practices across state and local agencies will further support the state’s goals. There is no silver bullet or one-size-fits-all solution to the complex and deeply embedded challenges facing Oregon’s education system. Collectively addressing challenges related to supporting educators and fostering excellence in education takes a coalition of state agencies, educators, leaders, and community partners working together towards our shared goals.



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# APPENDIX A: EDUCATORS 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: ENROLLMENT IN AND DEGREES AWARDED BY EDUCATION PROGRAMS AT OREGON COMMUNITY COLLEGES AND UNIVERSITIES, 2018-19 TO 2022-23

**Table 7.** Students Enrolled in Education Majors at Oregon Community Colleges (all students) by Race/Ethnicity, 2018-19 to 2022-23

Race and Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian American/Asian	69	82	77	81	70
Black/African American	75	73	62	52	45
International	*	*	*	*	14
Latino/a/x/Hispanic	408	432	487	457	494
Native American/Alaska Native	24	24	18	23	26
Native Hawaiian/Pacific Islander	*	*	*	*	11
Two or more	63	76	71	68	73
Not Reported	78	99	83	87	106
White	874	1,047	999	945	1,056
<b>Total</b>	<b>1,623</b>	<b>1,861</b>	<b>1,811</b>	<b>1,729</b>	<b>1,895</b>

Source. HECC analysis of student data. \* indicates fewer than 10 students with exact numbers suppressed for student confidentiality.

**Table 8.** Students Enrolled in Education Majors at Statewide Public Universities (all levels, Oregon residents) by Race/Ethnicity, 2018-19 to 2022-23

Race and Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian American/Asian	138	128	119	124	140
Black/African American	80	74	84	89	72
International	27	23	30	35	35
Latino/a/x/Hispanic	563	602	634	666	642
Native American/Alaska Native	64	52	55	64	55
Native Hawaiian/Pacific Islander	12	14	10	13	12
Two or more	155	161	185	177	174
Not Reported	180	155	166	147	123
White	3,120	2,991	2,950	2,803	2,552
<b>Total</b>	<b>4,339</b>	<b>4,200</b>	<b>4,233</b>	<b>4,118</b>	<b>3,805</b>

Source. HECC analysis of student data. \* indicates fewer than 10 students with exact numbers suppressed for student confidentiality.

**Table 9.** Associate Degrees/Certificates Awarded in Education at Oregon Community Colleges by Race/Ethnicity, 2018-19 to 2022-23

Race and Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian American/Asian	*	*	*	*	*
Black/African American	*	*	*	*	*
International	*	11	*	*	*
Latino/a/x/Hispanic	58	56	57	65	49
Native American/Alaska Native	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	*
Two or more	*	*	*	*	*
Not Reported	13	14	15	*	*
White	114	72	90	85	109
<b>Total</b>	<b>210</b>	<b>166</b>	<b>182</b>	<b>178</b>	<b>188</b>

Source. HECC analysis of student data. \* indicates fewer than 10 students with exact numbers suppressed for student confidentiality.

**Table 10.** Bachelor's Degrees Awarded in Education at Oregon Public Universities (Oregon Residents) by Race/Ethnicity, 2018-19 to 2022-23

Race and Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian American/Asian	13	*	10	*	10
Black/African American	*	*	*	*	*
International	*	*	*	*	0
Latino/a/x/Hispanic	44	76	48	72	38
Native American/Alaska Native	*	*	*	*	*
Native Hawaiian/Pacific Islander	*	*	*	*	0
Two or more	10	14	15	20	13
Not Reported	25	17	19	12	12
White	281	289	260	248	263
<b>Total</b>	<b>381</b>	<b>381</b>	<b>415</b>	<b>357</b>	<b>367</b>

Source: HECC analysis of student data. \* indicates fewer than 10 students with exact numbers suppressed for student confidentiality.

**Table 11.** Graduate/Professional Degrees Awarded in Education at Oregon Public Universities (Oregon Residents) by Race/Ethnicity, 2018-19 to 2022-23

Race and Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Asian American/Asian	28	39	32	28	39
Black/African American	12	21	18	22	17
International	*	*	*	*	0
Latino/a/x/Hispanic	99	81	111	107	117
Native American/Alaska Native	13	16	10	14	*
Native Hawaiian/Pacific Islander	*	*	*	*	*
Two or more	39	32	36	39	26
Not Reported	29	21	31	21	29
White	672	698	630	591	586
<b>Total</b>	<b>896</b>	<b>911</b>	<b>871</b>	<b>827</b>	<b>831</b>

Source. HECC analysis of student data. \* indicates fewer than 10 students with exact numbers suppressed for student confidentiality.



## APPENDIX C: EDTPA AND ORELA PASS RATES

*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 for whom results are presented in this document may not reflect the same proportion of all the types and capabilities of examinees in the population who will take the tests in the future. Examinees whose data contribute to this report may not reflect the same performance as that of examinees who will take these 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. Data are supplied for examinees taking the exams from September 1, 2018, through August 31, 2023. A candidate counts in a program year if the attempt (first or best) occurred within that program year. For example, if a candidate's first attempt was prior to 2018-19 and the best attempt was in 2021-22, the candidate's best attempt is included in the data for 2021-22 and the first attempt is not included in any of the reports. If zero candidates in a subgroup attempted the test within the data range, the pass rate is indicated as «.» 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). 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. Keep in mind that 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 an 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 preparation.*

**Table 12.** edTPA First Attempt Subgroup Pass Rates, 2018-2023

edTPA Handbook	Endorsement(s)	Pass Rate*		
		Diverse	White	Other & Undeclared
003 Secondary English-Language Arts	English Language Arts, Foundational ELA	99%	98%	100%
004 Secondary History/Social Studies	Social Studies, Foundational Social Studies	90%	97%	100%
005 Secondary Mathematics	Advanced Math, Foundational Math	87%	84%	86%
006 Secondary Science	Integrated Science, Foundational Science, Biology, Chemistry, Physics	97%	95%	92%
011 Physical Education	Physical Education	53%	60%	67%
012 Special Education	Special Education: Generalist	92%	95%	100%
014 Early Childhood	Elementary - Multiple Subjects (PK-3)	93%	96%	100%
015 Visual Arts	Art	100%	99%	100%
020 World Language	World Languages: Chinese, French, German, Japanese, Russian, Spanish	84%	96%	83%
021 K-12 Performing Arts	Drama, Music	100%	93%	83%
100 Agricultural Education	Agricultural Science	100%	100%	100%
102 Business Education	Business: Generalist, Business: Marketing	100%	100%	.
110 Elementary Education: Literacy with Mathematics Task 4	Elementary - Multiple Subjects	87%	91%	84%
117 Family and Consumer Sciences	Family and Consumer Science	100%	100%	.
119 Health Education	Health	76%	88%	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 when comparing pass rates across groups.

Source. Teacher Standards and Practices Commission.

**Table 13.** ORELA Best Attempt Subgroup Pass Rates 2018-2023

Test Name	Endorsement	Pass Rate*		
		Diverse	White	Other & Undeclared
102 Elementary Education Subtest I	Elementary - Multiple Subjects	77%	93%	87%
103 Elementary Education Subtest II	Elementary - Multiple Subjects	75%	92%	85%
201 Middle Grades English Language Arts	Foundational English Language Arts	77%	97%	100%
202 Middle Grades Social Science	Foundational Social Studies	55%	83%	82%
203 Middle Grades Mathematics	Foundational Math	68%	81%	70%
204 Middle Grades General Science	Foundational Science	91%	94%	89%
301 English Language Arts	English Language Arts	84%	99%	89%
303 Social Science	Social Studies	70%	91%	91%
304 Mathematics	Advanced Math	71%	83%	75%
305 Biology	Biology	95%	96%	90%
306 Chemistry	Chemistry	90%	90%	56%
308 Physics	Physics	78%	97%	50%
309 Business Education	Business: Generalist	71%	95%	.
310 Family and Consumer Sciences	Family and Consumer Science	83%	92%	100%
311 General Science	Integrated Science	65%	80%	69%
401 Spanish	World Language: Spanish	79%	81%	88%
402 French	World Language: French	57%	89%	100%
403 German	World Language: German	100%	83%	0%
404 Chinese\Mandarin	World Language: Chinese	98%	100%	100%
502 School Library Media Specialist	Library Media	100%	100%	100%
503 Art	Art	96%	100%	100%
504 Music	Music	94%	98%	100%
505 Health	Health	95%	99%	100%
506 Physical Education	Physical Education	80%	97%	82%
507 English to Speakers of Other Languages	ESOL	89%	98%	97%
601 Special Education	Special Education: Generalist	91%	99%	96%

\*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.

Source. Teacher Standards and Practices Commission.

## APPENDIX D: ENROLLMENT AND COMPLETION OF APPROVED OREGON TEACHER PREPARATION PROGRAMS

**Table 14.** Oregon Teacher Preparation Program Enrollment by Race and Ethnicity, 2017-18 to 2020-21

	2017-18	2018-19	2019-20	2020-21
American Indian/ Alaska Native	31	46	42	39
Asian	83	158	159	157
Black/ African American	47	58	71	84
Hispanic	272	396	406	616
Multi-Racial	102	178	142	186
Native Hawaiian/Pacific Islander	19	21	14	17
Other	77	205	175	189
White	1623	2677	2572	2749
<b>Total</b>	<b>2190</b>	<b>3741</b>	<b>3581</b>	<b>4037</b>

Source: Oregon Teacher Standards and Practices Commission. Includes Oregon public and private universities.

**Table 15.** Oregon Teacher Preparation Program Completers, 2019-20 to 2022-23

	2019-2020		2020-2021		2021-2022		2022-2023	
	Private	Public	Private	Public	Private	Public	Private	Public
Racially and Ethnically Diverse	160	246	196	262	136	259	150	230
White	596	773	537	776	491	663	430	632
Other or Not Specified	28	39	28	35	20	36	29	31
<b>Total</b>	<b>784</b>	<b>1058</b>	<b>761</b>	<b>1073</b>	<b>647</b>	<b>958</b>	<b>609</b>	<b>893</b>

Source: Oregon Teacher Standards and Practices Commission. Includes completion of programs at Oregon public and private universities.

# APPENDIX E: ENROLLMENT AND COMPLETION OF APPROVED OREGON PRINCIPAL AND ADMINISTRATOR PREPARATION PROGRAMS

**Table 16.** Oregon Principal and Administrator Preparation Program Enrollment by Race and Ethnicity, 2019-20 to 2022-23

	2019-2020		2020-2021		2021-2022		2022-2023	
	Private	Public	Private	Public	Private	Public	Private	Public
American Indian/ Alaskan Native	1	0	2	3	5	9	2	14
Asian	6	4	14	4	21	7	16	8
Black/ African American	6	5	17	5	16	8	8	12
Hispanic/ Latino	38	29	75	41	74	34	58	33
Multi-Racial	15	8	14	11	26	8	20	15
Native Hawaiian/ Pacific Islander	2	0	4	0	1	1	1	0
Other	76	45	86	90	50	7	69	11
White	561	402	647	318	512	205	336	138
<b>Total</b>	<b>705</b>	<b>493</b>	<b>859</b>	<b>472</b>	<b>705</b>	<b>279</b>	<b>510</b>	<b>231</b>

Source: Oregon Teacher Standards and Practices Commission. Includes Oregon public and private universities.

**Table 17.** Oregon Principal and Administrator Preparation Program Completers, 2019-20 to 2022-23

	2019-2020		2020-2021		2021-2022		2022-2023	
	Private	Public	Private	Public	Private	Public	Private	Public
Racially and Ethnically Diverse	37	19	39	45	80	53	16	13
White	216	126	243	204	349	198	74	21
Other or Not Specified	6	5	9	4	7	3	6	1
<b>Total</b>	<b>259</b>	<b>150</b>	<b>291</b>	<b>253</b>	<b>436</b>	<b>254</b>	<b>96</b>	<b>35</b>

Source: Oregon Teacher Standards and Practices Commission. Includes completion of programs at Oregon public and private universities.

## APPENDIX F: OREGON EDUCATOR LICENSES AWARDED BY RACE, ETHNICITY, PRIMARY LANGUAGE, AND MULTILINGUAL 2019-20 TO 2022-23

**Table 18.** Preliminary Teaching Licenses

Race and Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023
Asian	185	194	167	210
Black	57	53	57	62
Hispanic	335	321	389	424
Multiethnic	294	262	265	333
Multiethnic Hispanic	196	169	197	268
Native American	33	37	30	29
Not Specified	141	154	142	156
Other	128	130	126	137
Pacific Islander	13	16	13	11
White	5,413	5,322	5,236	5,853
<b>Total</b>	<b>6,795</b>	<b>6,658</b>	<b>6,622</b>	<b>7,483</b>
English is Primary Language	6,362	6,194	6,165	6,915
English is Not Primary Language	433	464	457	568
Multilingual	1,008	1,041	1,025	1,176

Source: Oregon Teacher Standards and Practices Commission. Note: The licensing application asks candidates to self-report their primary language as well as if they identify as multilingual. A candidate could report both their primary language as English or another language, and that they identify as multilingual in the application.

**Table 19.** Preliminary Administrator and Principal Licenses

Race and Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023
Asian	11	11	16	18
Black	16	22	15	21
Hispanic	47	36	36	69
Multiethnic	29	27	26	42
Multiethnic Hispanic	18	20	29	25
Native American	3	5	6	10
Not Specified	10	8	7	12
Other	17	7	13	21
Pacific Islander	2	1	1	3
White	867	633	705	925
<b>Total</b>	<b>1,020</b>	<b>770</b>	<b>854</b>	<b>1,146</b>
English is Primary Language	978	742	827	1,086
English is Not Primary Language	42	28	27	60
Multilingual	140	95	101	177

Source: Oregon Teacher Standards and Practices Commission. Note: The licensing application asks candidates to self-report their primary language as well as if they identify as multilingual. A candidate could report both their primary language as English or another language, and that they identify as multilingual in the application.



**Table 20.** Emergency and Restricted Teaching Licenses

Race and Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023
Asian	16	23	29	39
Black	18	19	30	32
Hispanic	138	153	197	280
Multiethnic	31	50	61	104
Multiethnic Hispanic	27	39	90	120
Native American	6	6	4	10
Not Specified	13	16	23	45
Other	12	14	13	25
Pacific Islander	1	0	1	3
White	553	573	952	1,335
<b>Total</b>	<b>815</b>	<b>893</b>	<b>1,400</b>	<b>1,993</b>
English is Primary Language	657	716	1,172	1,669
English is Not Primary Language	158	177	228	324
Multilingual	231	248	367	496

Source: Oregon Teacher Standards and Practices Commission. Note: The licensing application asks candidates to self-report their primary language as well as if they identify as multilingual. A candidate could report both their primary language as English or another language, and that they identify as multilingual in the application.

**Table 21.** Emergency and Restricted Administrator Licenses

Race and Ethnicity	2019-2020	2020-2021	2021-2022	2022-2023
Asian	-	1	3	5
Black	1	2	3	6
Hispanic	5	7	10	10
Multiethnic	1	2	6	5
Multiethnic Hispanic	2	2	6	5
Native American	2	-	-	-
Not Specified	1	-	2	2
Other	-	1	1	2
Pacific Islander	-	1	-	-
White	35	46	63	84
<b>Total</b>	<b>47</b>	<b>62</b>	<b>94</b>	<b>119</b>
English is Primary Language	44	56	82	104
English is Not Primary Language	3	6	12	15
Multilingual	7	10	25	25

Source: Oregon Teacher Standards and Practices Commission. Note: The licensing application asks candidates to self-report their primary language as well as if they identify as multilingual. A candidate could report both their primary language as English or another language, and that they identify as multilingual in the application.

## APPENDIX G: OREGON K-12 EDUCATORS AND STUDENTS

**Table 22.** Racially, Ethnically, and Linguistically Diverse Oregon K-12 Teachers and Students, 2013-14 to 2023-24

		2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Racially and Ethnically Diverse	Students	201,393	206,172	209,510	213,476	216,645	219,832	223,712	223,306	222,008	224,666	227,626
	Teachers	2,414	2,532	2,735	2,917	3,105	3,301	3,431	3,647	4,001	4,299	4,424
Racially, Ethnically and/or Linguistically Diverse	Students	212,137	217,130	221,742	225,709	228,669	232,023	235,660	234,048	232,200	235,154	n/a
	Teachers	Not Reported	2,652	2,985	3,150	3,351	3,554	3,702	3,901	4,238	4,527	4,646
<b>Total</b>	<b>Students</b>	<b>560,482</b>	<b>564,818</b>	<b>569,621</b>	<b>572,683</b>	<b>573,542</b>	<b>575,195</b>	<b>578,116</b>	<b>557,727</b>	<b>546,726</b>	<b>545,612</b>	<b>547,424</b>
	<b>Teachers</b>	<b>28,404</b>	<b>29,462</b>	<b>30,528</b>	<b>31,160</b>	<b>31,351</b>	<b>31,512</b>	<b>31,604</b>	<b>31,951</b>	<b>32,841</b>	<b>32,955</b>	<b>32,236</b>

Source: ODE Staff Position Collection, Fall Membership Report (2014-2024). Note: Data for ethnically and/or linguistically diverse students (2023-24) was not available in time for this report's publication. 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 23.** Oregon K-12 Educators and Students by Race and Ethnicity, 2023-24

Race and Ethnicity	Students	All K-12 Staff	Teachers	Administrators	Educational Assistants	Special Education Staff
Asian, Not Hispanic	22,288	2,436	750	46	520	371
Black/African American, Not Hispanic	13,114	2,169	270	53	233	187
Hispanic/Latino	141,060	10,432	2,440	211	2,564	1,388
American Indian/Alaskan Native, Not Hispanic	6,150	723	181	14	150	133
Multi-Racial, Not Hispanic	40,294	1,862	667	50	338	289
Native Hawaiian/Pacific Islander, Not Hispanic	4,720	396	101	9	86	68
White, Not Hispanic	319,798	70,509	27,827	2,267	11,679	10,351
<b>Total</b>	<b>547,424</b>	<b>88,527</b>	<b>32,236</b>	<b>2,650</b>	<b>15,570</b>	<b>12,787</b>

Source: ODE Staff Position Fall Collection (2023-24) and Fall Membership Report (2023-24). 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. The following [ODE Staff Position Manual](#) codes are used for the specified roles: Teacher - (5) Head teacher, (8) Teacher, (22) Special Ed Teacher; Administrator - (1) Superintendent, (2) Assistant Superintendent, (3) Principal, (4) Assistant Principal, (37) Special Education Administrator, (38) Special Education Administrator, Other Administrative Position; Educational Assistant/paraprofessional - (16) Paraprofessional (Educational Assistant), (35) Special Education Paraprofessional; Special Education Educators - (22) Special Education Teacher, (23) Special Education Physical Education Teacher (P.E.), (35) Special Education Orientation and Mobility Specialists.

## APPENDIX H: OREGON K-12 LICENSED AND NON-LICENSED STAFF BY RACE AND ETHNICITY, 2018-19 TO 2023-24

**Table 24.** Oregon K-12 Licensed Staff by Race and Ethnicity, 2018-19 to 2023-24

Race and Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian, Not Hispanic	715	739	820	880	954	1,001
Black/African American, Not Hispanic	325	356	385	423	426	443
Hispanic/Latino	2,191	2,312	2,482	2,848	3,202	3,312
American Indian/Alaskan Native, Not Hispanic	235	233	244	246	260	253
Multi-Racial, Not Hispanic	710	729	771	835	869	878
Native Hawaiian/Pacific Islander, Not Hispanic	84	92	92	94	109	128
White, Not Hispanic	35,580	35,683	36,063	37,257	37,462	36,732
<b>Total</b>	<b>39,840</b>	<b>40,144</b>	<b>40,857</b>	<b>42,583</b>	<b>43,282</b>	<b>42,747</b>

Source: ODE Staff Position Collection (2018-19 - 2023-24). 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 25.** Oregon K-12 Non-Licensed Staff by Race and Ethnicity, 2018-19 to 2023-24

Race and Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian, Not Hispanic	944	897	861	1,044	1,326	1,464
Black/African American, Not Hispanic	929	768	891	968	1,570	1,758
Hispanic/Latino	4,592	4,650	4,676	5,530	6,581	7,243
American Indian/Alaskan Native, Not Hispanic	388	400	374	409	479	491
Multi-Racial, Not Hispanic	697	720	638	785	894	1,030
Native Hawaiian/Pacific Islander, Not Hispanic	151	151	148	201	258	275
White, Not Hispanic	34,788	33,580	30,075	32,461	35,000	35,640
<b>Total</b>	<b>42,489</b>	<b>41,166</b>	<b>37,663</b>	<b>41,398</b>	<b>46,108</b>	<b>47,901</b>

Source: ODE Staff Position Collection (2018-19 - 2023-24). 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 I: OREGON K-12 EDUCATOR YEARS OF EXPERIENCE BY RACE AND ETHNICITY, 2023-2024

**Table 26.** Oregon K-12 Teachers' Years of Experience by Race and Ethnicity, 2023-2024

Race and Ethnicity	0-5 Years	6-10 Years	11-15 Years	16-20 Years	21-25 Years	25+ Years	Total
Asian, Not Hispanic	289	149	89	90	73	50	740
Black/African American, Not Hispanic	125	45	29	28	18	19	264
Hispanic/Latino	1,203	420	245	230	175	104	2,387
American Indian/Alaskan Native, Not Hispanic	59	32	24	21	22	20	178
Multi-Racial, Not Hispanic	247	144	80	93	54	42	660
Native Hawaiian/Pacific Islander, Not Hispanic	50	19	11	11	6	3	100
White, Not Hispanic	7,774	5,303	3,906	4,479	3,227	2,748	27,450
Total	9,747	6,112	4,393	4,952	3,575	2,986	31,779

Source: ODE Staff Position Collection (2023-24). Teachers who do not hold a TSPC license are not included in this data. Years of experience refers only to years served in licensed roles both in and outside of Oregon; this does not count years of unlicensed experience in another school role, nor does it count years of experience under the TSPC Charter School Registry. 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 was appropriately licensed for the position. 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 27.** Oregon K-12 Administrators' Years of Experience by Race and Ethnicity, 2023-2024

Race and Ethnicity	0-5 Years	6-10 Years	11-15 Years	16-20 Years	21-25 Years	25+ Years	Total
Asian, Not Hispanic	13	6	6	8	5	8	46
Black/African American, Not Hispanic	10	10	8	13	7	4	52
Hispanic/Latino	32	41	43	43	28	21	208
American Indian/Alaskan Native, Not Hispanic	3	3	3	2	-	2	13
Multi-Racial, Not Hispanic	4	13	3	11	9	9	49
Native Hawaiian/Pacific Islander, Not Hispanic	1	-	1	3	2	2	9
White, Not Hispanic	209	221	394	516	441	441	2,223
Total	272	294	458	596	492	487	2,600

Source: ODE Staff Position Collection (2023-24). Administrators who do not hold a TSPC license are not included in this data. Teachers who do not hold a TSPC license are not included in this data. Years of experience refers only to years served in licensed roles both in and outside of Oregon; this does not count years of unlicensed experience in another school role, nor does it count years of experience under the TSPC Charter School Registry. 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 was appropriately licensed for the position. 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 K-12 EARLY CAREER EDUCATORS (3 OR LESS YEARS OF LICENSED EXPERIENCE) BY RACE AND ETHNICITY, 2018-19 TO 2023-24

**Table 28.** Oregon K-12 Early Career Teachers (0-3 years of licensed experience) by Race and Ethnicity, 2018-19 to 2023-24

Race and Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian, Not Hispanic	143	-	170	202	214	217
Black/African American, Not Hispanic	68	86	84	105	97	90
Hispanic/Latino	543	580	638	819	931	919
American Indian/Alaskan Native, Not Hispanic	-	-	-	48	57	43
Multi-Racial, Not Hispanic	136	135	144	169	180	179
Native Hawaiian/Pacific Islander, Not Hispanic	-	-	-	25	26	35
White, Not Hispanic	5,246	5,073	5,001	5,736	5,918	5,604
<b>Total</b>	<b>6,200</b>	<b>6,086</b>	<b>6,110</b>	<b>7,104</b>	<b>7,423</b>	<b>7,087</b>

Source: ODE Staff Position Collection (2018-19 - 2023-24). Early career teachers and administrators are those with 0-3 years of experience, inclusive of a licensed position in or outside of Oregon. 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 29.** Oregon K-12 Early Career Administrators (0-3 years of licensed experience) by Race and Ethnicity, 2018-19 to 2023-24

Race and Ethnicity	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Asian, Not Hispanic	1	-	2	2	6	10
Black/African American, Not Hispanic	2	6	5	6	7	5
Hispanic/Latino	6	4	9	8	17	25
American Indian/Alaskan Native, Not Hispanic	-	-	-	1	3	3
Multi-Racial, Not Hispanic	2	1	1	2	5	3
Native Hawaiian/Pacific Islander, Not Hispanic	-	-	-	1	2	1
White, Not Hispanic	63	78	99	129	141	155
<b>Total</b>	<b>74</b>	<b>89</b>	<b>116</b>	<b>149</b>	<b>181</b>	<b>202</b>

Source: ODE Staff Position Collection (2018-19 - 2023-24). Early career teachers and administrators are those with 0-3 years of experience, inclusive of a licensed position in or outside of Oregon. 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 K: THREE-YEAR AVERAGE ATTRITION RATES OF OREGON K-12 EDUCATORS BY RACE AND ETHNICITY, 2023-24

**Table 30.** Three-Year Average Attrition Rates of Oregon K-12 Teachers by Race and Ethnicity, 2021-22 to 2023-24

Race and Ethnicity	Teachers (Count)	Returning Teachers (Count)	Teachers Not Returning (Count)	Percent of Teachers Not Returning
Asian, Not Hispanic	2,017	1,704	313	15.5%
Black/African American, Not Hispanic	760	574	186	24.5%
Hispanic/Latino	6,409	5,388	1,021	15.9%
American Indian/Alaskan Native, Not Hispanic	580	458	122	21.0%
Multi-Racial, Not Hispanic	1,898	1,572	326	17.2%
Native Hawaiian/Pacific Islander, Not Hispanic	227	180	47	20.7%
White, Not Hispanic	85,670	71,365	14,305	16.7%
<b>Total</b>	<b>97,561</b>	<b>81,241</b>	<b>16,320</b>	<b>16.7%</b>

Source: ODE Staff Position Collection (2021-22 to 2023-24). The three-year average attrition rate is a weighted average for each race and ethnic group over the three school years. It is calculated by identifying the number of teachers or administrators in each race and ethnic group who do not return to the same school (in any licensed position) for the next consecutive year out of the total number of teachers or administrators in the race or ethnic group over the three-year time period. It is important to note that the retention rates published in Oregon's Statewide Report Card and At-A-Glance Profiles for each school district are calculated differently than the attrition rate being presented in this report. Please refer to each respective report for information on the rates and calculations used.

**Table 31.** Three-Year Average Attrition Rates of Oregon K-12 Administrators by Race and Ethnicity, 2021-22 to 2023-24

Race and Ethnicity	Administrators (Count)	Returning Administrators (Count)	Administrators Not Returning (Count)	Percent of Administrators Not Returning
Asian, Not Hispanic	104	85	19	18.3%
Black/African American, Not Hispanic	171	129	42	24.6%
Hispanic/Latino	483	396	87	18.0%
American Indian/Alaskan Native, Not Hispanic	35	23	12	34.3%
Multi-Racial, Not Hispanic	129	98	31	24.0%
Native Hawaiian/Pacific Islander, Not Hispanic	19	13	6	31.6%
White, Not Hispanic	5,865	4,714	1,151	19.6%
<b>Total</b>	<b>6,806</b>	<b>5,458</b>	<b>1,348</b>	<b>19.8%</b>

Source: ODE Staff Position Collection (2021-22 to 2023-24). The three-year average attrition rate is a weighted average for each race and ethnic group over the three school years. It is calculated by identifying the number of teachers or administrators in each race and ethnic group who do not return to the same school (in any licensed position) for the next consecutive year out of the total number of teachers or administrators in the race or ethnic group over the three year time period. It is important to note that the retention rates published in Oregon's Statewide Report Card and At-A-Glance Profiles for each school district are calculated differently than the attrition rate being presented in this report. Please refer to each respective report for information on the rates and calculations used.

# APPENDIX L: RACE AND ETHNICITY OF STATE AGENCY STAFF, 2023-24

**Table 32.** Race and Ethnicity of Oregon Department of Education Staff, 2023-24

Race and Ethnicity	Count of Staff	Percent of Total Staff
American Indian or Alaska Native	28	3.1%
Asian	48	5.3%
Black or African American	28	3.1%
Hispanic or Latino	71	7.9%
I do not wish to answer	38	4.2%
Native Hawaiian or Other Pacific Islander	4	0.4%
Two or More Races (Non-Hispanic)	34	3.8%
White	655	72.5%
<b>Total</b>	<b>903</b>	<b>100.0%</b>

*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 33.** Race and Ethnicity of Higher Education Coordinating Commission Staff, 2023-24

Race and Ethnicity	Count of Staff	Percent of Total Staff
American Indian or Alaska Native	4	2.2%
Asian	10	5.4%
Black or African American	4	2.2%
Hispanic or Latino	23	12.5%
I do not wish to answer	5	2.7%
Two or More Races (Non-Hispanic)	8	4.3%
White	130	70.7%
<b>Total</b>	<b>184</b>	<b>100.0%</b>

*Source.* Higher Education Coordinating Commission.

# APPENDIX M: OREGON TEACHER SCHOLARS PROGRAM, 2019 TO 2024

**Table 34.** Oregon Teacher Scholars Program Participants and Awards, 2018-19 to 2023-24

Academic Year	Scholarship Award Amount	Number of Scholars Awarded	Scholarship Funds Awarded
2018-2019	\$5,000	70	\$345,000
2019-2020	\$5,000	70	\$330,000
2020-2021	\$5,000	172	\$827,334
2021-2022	\$10,000	183	\$1,680,000
2022-2023	\$10,000	163	\$1,615,000
2023-2024	\$12,000	180	\$2,087,680
<b>Total</b>		<b>838</b>	<b>\$6,885,014</b>

Source. Office of Student Access and Completion, Higher Education Coordinating Commission as of May 2024.

**Table 35.** Oregon Teacher Scholars Program Completers License Type by Final Participation Year, 2018-2022

License Type	OTSP Participants by Final Participation Year				
	2018-19	2019-20	2020-21	2021-22	Total
Preliminary Teaching (including License for Conditional Assignment)	33	49	67	83	232
Restricted Teaching		1	3	8	12
Emergency Teaching				6	6
Restricted Substitute Teaching				2	2
Charter School Registry - Teaching				1	1
Emergency Substitute Teaching				1	1
Restricted Administrator			1		1
Professional Teaching			1		1
<b>Total</b>	<b>33</b>	<b>50</b>	<b>72</b>	<b>101</b>	<b>256</b>

Source. Teacher Standards and Practices Commission License records as of May 2023. Note: Participants are organized in this table by their final year of participation in the scholarship program. Counts of license type based on 319 available records out of 328 unique participants between 2018 and 2022; data not available for the 2022-2023 and 2023-2024 cohorts in time for this report.

# APPENDIX N: RECOMMENDATIONS MADE IN PAST EDUCATOR EQUITY REPORTS, 2015 TO 2022

The following recommendations were collected from each of the eight Educator Equity Reports published between 2015 and 2022 and organized by theme. Some recommendations have been summarized or combined if they were repeated in multiple reports. The full report from each year can be found on the EAC’s website under [Reports and Research](#).

Topic	Summary of Recommendations
Access to Career Pathways and Preparation	<p><b>Affordability of Post Secondary Educator Preparation</b></p> <ul style="list-style-type: none"> <li>• Provide and periodically increase levels of funding for scholarships to support culturally or linguistically diverse teacher candidates enrolled in Oregon educator preparation programs to ensure funding is accessible and sustainable as demand grows. Consider emulating the North Carolina Teaching Fellows Program. (Oregon Teacher Scholars Program)</li> <li>• Develop a state fund for school districts to offer paid residencies allowing future teachers to earn an income while they are enrolled in teacher preparation programs, and provide stipends for student teaching/clinical placements to support completion of educator preparation programs. These funds can be matched by districts and can help cover living costs for more career changers while they are studying to become teachers. <ul style="list-style-type: none"> <li>• Dedicate funding to encourage and support candidates for teaching positions from: <ul style="list-style-type: none"> <li>• Rural and remote areas;</li> <li>• Linguistically and ethnically diverse educational assistants; and</li> <li>• Bilingual individuals.</li> </ul> </li> </ul> </li> <li>• Provide free access to test preparation materials and workshops.</li> <li>• Review funding streams to determine how Oregon Promise, Oregon Opportunity Grants, and state scholarships can be deployed more effectively to help with the high cost of educator preparation programs.</li> <li>• Develop an Oregon Administrative Scholars Program to support costs for more racially, ethnically and linguistically diverse educators seeking to become administrators.</li> </ul> <p><b>Access to Post Secondary Educator Preparation</b></p> <ul style="list-style-type: none"> <li>• Develop transparent and streamlined pathways from community to teacher preparation programs including articulation of transferable credit across the institutions leading to licensure. Convene faculty to align coursework between community colleges and four-year educator preparation programs to help students save time and money as they pursue a teaching license.</li> <li>• Examine policies for disproportionate impacts on culturally or linguistically diverse educator candidates in Oregon including: Program admission requirements or national accreditation requirements; Attrition in preparation programs reflected in data on enrollment as well as program completion rates; Existing licensure tests or performance assessments; Community college to four-year program transfer processes for individuals pursuing teacher licensure.</li> </ul>

Topic	Summary of Recommendations
	<p><b>Create Partnerships for Career Pathways</b></p> <ul style="list-style-type: none"> <li>• Increase coordination and funding for partnerships across educator preparation programs and school districts to promote supported pathways to educator careers (such as the Portland Teachers Program Model, Chemeketa Community Bilingual Pathway Program)</li> <li>• Develop early “grow your own” partnerships that pair small and rural communities with educator preparation programs to recruit and prepare local candidates who have committed to work in their home communities.</li> <li>• Work with communities of color, school districts, and other partners to recruit and support more linguistically and ethnically diverse teacher candidates into teaching careers via strong K-12/higher education partnerships and Grow Your Programs.</li> <li>• Expand cadet programs for future teachers at middle and high school levels that offer early educational experiences and transferable dual credit courses accepted within educator preparation programs.</li> </ul>
Quality and Relevance of Preparation and Training	<ul style="list-style-type: none"> <li>• Incentivize universities to offer dual language programs to meet the needs of multilingual and English Learner students.</li> <li>• Adopt Cultural Fluency and Competency Standards for all employees of Oregon’s public colleges and universities. Create mechanisms for assessing the level of safety, respect, and inclusion in all classroom learning environments.</li> <li>• Provide professional learning and networking opportunities that infuse culturally responsive practices and curriculum into educator preparation programs at every level.</li> <li>• Attract more linguistically and ethnically diverse teacher candidates into teaching careers via strong K-12/higher education partnerships supporting high-quality teacher preparation programs with extensive school-based experience, empowering skill-based coursework, and a welcoming collegial and culturally responsive culture also needed to teach in Oregon’s classrooms.</li> </ul>
Early Career Support	<ul style="list-style-type: none"> <li>• Expand and redesign the Oregon Mentoring Program to ensure that every teacher and administrator new to the profession receives a well-trained mentor skilled in offering culturally responsive support for at least one year, and ensuring that teachers in high need schools are provided adequate mentoring support for two years.</li> <li>• Redesign supports for novice educators of color to ensure every teacher and administrator new to the profession has an equitable work placement and workload.</li> <li>• Develop a plan to recruit and train mentors from diverse backgrounds and to match diverse new teachers and diverse mentors.</li> </ul>



Topic	Summary of Recommendations
Hiring, Placement, and Contracts	<ul style="list-style-type: none"> <li>• Encourage districts to offer commitments to interview and hire culturally and linguistically diverse candidates early in their educator preparation program based on successfully fulfilling all program and licensure requirements.</li> <li>• Provide access to bias awareness training to help district hiring teams reduce both explicit and implicit sources of bias based on stereotypes and attitude.</li> <li>• Develop diverse interview committees in which linguistically and ethnically diverse teachers can help shape more effective recruitment and hiring strategies.</li> <li>• Support networking between districts seeking to hire teachers of color and candidates seeking employment.</li> <li>• Annually collect and analyze data by race and gender on recruitment/applicant pools, interview pools, and hiring data from Oregon’s public school districts to identify where racial disparities are occurring during the hiring stage.</li> <li>• Develop policy to encourage school district superintendents and HR directors to work closely with local educator preparation programs to coordinate student teaching placements that maximize the assets diverse candidates bring to schools and create opportunities to interview candidates for hire before they graduate.</li> <li>• Districts should adopt language around protected status during contract negotiations to help retain bilingual teachers due to reduction in force.</li> </ul>
Educator Effectiveness and Career Advancement	<ul style="list-style-type: none"> <li>• Develop professional learning frameworks, guidance, and support for common language around culturally responsive practices; Current assets and high-quality resources; Gaps and priority needs, and Guidelines for high quality professional learning accessible to all Oregon educators.</li> <li>• The EAC should provide comprehensive professional learning guidance and support to continue building system-wide capacity for effective implementation of state and regional strategic initiatives, coordinate equitable funding resources aligned to research and evidence-based practice, and design sustainable state and regional learning organizations that are able to respond with real-time, flexible, differentiated supports.</li> <li>• The state’s teacher leader license status must be fully leveraged to help create more career pathways options for those not seeking to move into administrative positions.</li> <li>• Prioritize state funding to help ensure that educators have access to high quality and sustainable culturally responsive professional development and learning opportunities.</li> <li>• Develop a marketing campaign to publicize financial support for earning National Board certification; thus helping advance the careers of more of Oregon’s racially or linguistically diverse teachers.</li> </ul>
Recruitment	<ul style="list-style-type: none"> <li>• Provide reliable and useful information promoting the education profession, linking prospective educators to useful resources, and better describing career pathways and licensure.</li> <li>• Work with communities of color, school districts, and other partners to recruit teacher candidates from high school students, educational assistants and other school/district staff, parents, career changers, and after-school program mentors who reflect local diversity and are more likely to seek teaching positions in their local communities.</li> <li>• Partner with state level workforce agencies, business and communities of color to develop and launch a statewide marketing campaign elevating the teaching profession and guiding potential educators to the resources needed to enter the profession.</li> </ul>

Topic	Summary of Recommendations
School Climate and Leadership	<ul style="list-style-type: none"> <li>• Use the results from the HB 4044 study to engage school districts in adopting promising practices that help attract and retain effective, culturally responsive teachers to work in Oregon’s most complex schools.</li> <li>• The state should compile resources and promising practices that can assist districts in examining their recruiting, interviewing, and hiring practices and policies, offering implicit bias professional development for interviewing teams, strengthening new teacher retention strategies and professional community networking opportunities as well as improving changes in district and building level cultures that support an inclusive work environment.</li> <li>• Assist school and district administrators in creating collaborative, supportive and culturally responsive work environments for all teachers. Provide access to affinity groups and other professional community-based networking organizations for linguistically and ethnically diverse employed educators.</li> <li>• Prioritize Title II’s optional 3 percent leadership set-aside funds to strengthen principal recruitment, preparation, induction, and development focused on supportive and equity-driven school leadership.</li> </ul>
State Policies, Standards, and Data Systems	<p data-bbox="358 705 967 737"><b>State Policies, Standards, and Implementation</b></p> <ul style="list-style-type: none"> <li>• Create multiple performance measures for teacher candidates to demonstrate competency in the licensing process.</li> <li>• Align state equity plans and projects, build capacity, coordinate and systematically monitor for progress/impact.</li> <li>• EPP Institutional Equity Plan requirements and guidance should be evidence-based, support monitoring of grant funds, and be aligned to systems change frameworks rooted in equity with accountability mechanisms, such as requiring educator preparation programs to have an approved plan prior to program approval by TSPC.</li> <li>• Amend the educator equity goal to reflect a more comprehensive goal relating to culturally responsive practices and increasing the number of high-quality and effective educators working with a diverse student population.</li> <li>• Legislative investment should be longer-term and aligned to research-based implementation timelines.</li> </ul> <p data-bbox="358 1230 537 1262"><b>Data Systems</b></p> <ul style="list-style-type: none"> <li>• Develop a statewide survey for collecting exit data from educators leaving the profession</li> <li>• Collect, analyze, and report data regularly on: <ul style="list-style-type: none"> <li>• TSPC licensed individuals trained out-of-state;</li> <li>• Rates and causes of attrition of educators of color;</li> <li>• Reasons for the presence of teachers of color who hold a current TSPC teaching license but are not employed in Oregon’s public schools</li> <li>• The gap in student-educator and student-administrator representation in urban, rural, suburban school districts</li> <li>• Elementary and Secondary Education Act (ESEA) Title I schools’ disproportionate rates of out-of-field or inexperienced teachers</li> </ul> </li> <li>• Ensure all educator preparation programs (EPPs) in Oregon are able to track graduates through key employment benchmarks and access statewide student performance data (and other teacher performance data) necessary to monitor the effectiveness of graduates.</li> <li>• Study problems and propose solutions relating to job market perceptions and realities.</li> </ul>

