



July 2016

**CHIEF
EDUCATION
OFFICE**

2016 Oregon Educator Equity Report

In accordance with Senate Bill 755 and HB 3375
Executive Summary

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Executive Summary

Student diversity in 31 of Oregon's school districts—ranges between 40 to 82 percent of the K-12 student body.

Four school districts have a gap of more than 60 percentage points between the racial/ethnic diversity of student and that of teachers.

By law, the Chief Education Office (CEdO), the Higher Education Coordinating Commission (HECC), the Oregon Department of Education (ODE), and the Teacher Standards and Practices Commission (TSPC) are required to jointly create an annual report on the Educators Equity Act. During the 2016 session, the Legislature passed House Bill 4033 to advance the purposes of the Educators Equity Act, to improve the cultural competence of educators and to ensure educators are trained in culturally relevant educational practices.

The 2016 Educator Equity Report includes a summary of: most recently available data on diversity in Oregon's Educator workforce; promising practices for recruiting, preparing, hiring and retaining culturally and linguistically diverse educators; plans being implemented by public teacher education programs; and recommendations for achieving an educator workforce that more closely mirrors Oregon's K-12 student demographics.

In 2015-16 there were 576,407 K-12 students enrolled in Oregon's public schools. Of these students, 210,814 (36.6 percent) were students of color. However, student diversity in 31 of Oregon's school districts—ranges between 40 to 82 percent

of the K-12 student body. Detailed analyses on data from each of the 31 districts are included in the report's appendices.

Nationally, less than one in five U.S. public school teachers—18 percent—are individuals of color, while approximately half—49 percent—of public elementary and secondary school students are individuals of color. In Oregon, less than one in ten public school teachers in Oregon—9.2 percent (3,059)—were individuals of color, while more than one third—36.6 percent (210,814) of Oregon public school students are individuals of color.

Significant disparities between the diversity of students and educators continue to exist in nearly all of the districts that have more than 40 percent students of color. Four school districts have a gap of more than 60 percentage points between the racial/ethnic diversity of student and that of teachers. The lowest disparities among the selected high-diversity districts are in Portland (25 percent), Forest Grove (30 percent), Tigard-Tualatin (30 percent), Dayton (32 percent), Phoenix-Talent (33 percent), Gresham-Barlow (34 percent), Beaverton (38 percent), Salem-Keizer (38 percent), and North Wasco County (39 percent).

2015-16	Number	Percent
Culturally and Linguistically Diverse Students	210,814	36.6 percent
Culturally and Linguistically Diverse Teachers	3,059	10.2 percent
Culturally and Linguistically Diverse Administrators	226	10.9 percent
Culturally and Linguistically Diverse Guidance Counselors	166	14 percent
Culturally and Linguistically Diverse Educational Assistants	2,260	16.98 percent

New to the report this year are data on the racial diversity of Oregon’s educational assistants and guidance counselors. Of the 1,185 guidance counselors employed in Oregon public K-12 schools in 2015-16, 166 (14 percent) are racially/ethnically diverse. In 2015-16 there were 2,260 educational assistants of color in Oregon school districts, 16.98 percent of the 13,302 assistants employed. One out of every four educational assistants that a student encounters is a person of color; yet less than 1 in 10 of Oregon’s teachers are likely to be a teacher of color. Although not all educational assistants desire to be teachers, these individuals represent an asset for schools and a potential talent pool of diverse individuals for future educators.



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third of that goal. Of the 257 candidates completing a public or private Commission-approved administrator preparation program, 22 or 8.56 percent are candidates of color.

“Educational Assistants often bring decades of classroom experience; this career should be recognized as a stepping stone towards becoming a teacher.”

Cecelia Monto, Dean, Education & Evening/Weekend Programs
Chemeketa Community College

Educator Preparation

As of the most recent data collection, there were 386 racially diverse teacher candidates enrolled in Oregon’s 17 teaching preparation programs, an increase for the second year (54 more than last year and 116 more than in 2012-13). While this increase is encouraging, it is a relatively small improvement relative to existing gaps between educators and students. Due to a number of new high school level teacher cadet programs, community college pathways, and district/university partnerships that have been initiated recently, an increase in racially diverse candidates enrolling and completing educator preparation programs is anticipated within the next one to three years.

Recruiting and preparing educators of color is only part of the equation. Hiring and retention of educators of color is equally important. This year the Educator Equity Advisory Group discussed typical educator hiring processes and researched various types of professional development focused on bias-awareness that have helped districts’ hiring teams reduce both explicit and implicit sources of bias based on stereotypes and attitudes. Recommended resources are included in Appendix E.

If educator preparation programs were able to graduate candidates who mirrored the demographics of Oregon’s graduating high school students, the pool of candidates for hire should be over 31 percent racially and linguistically diverse. However, the percent of 2014-15 teacher candidates completing a public, private non-profit or for-profit educator preparation programs 10.34 percent, approximately one third of that goal.

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Programs like the Aspiring Administrator Program co-sponsored by the Oregon Association of Latino Administrators and the Confederation of School Administrators are providing culturally diverse mentors and helping prepare the next generation of school leaders with skills needed to close opportunity gaps in schools and address the needs of English Language Learners. Programs like these also work with leaders to amplify the strengths of students and their communities.

Hiring Trends

The data show that Oregon has increased the number of racially and linguistically

diverse teachers hired in Oregon public schools by 667 since 2011-12. However, as districts hire more teachers in general, this represents only a 1.27 percent point gain (from 8.9& to 10.17 percent) in the percentage of teachers of color within the workforce.

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All educators must be prepared to effectively address issues of social justice, racism, and privilege and to embed culturally responsive curriculum into their lesson planning and discussions.

Racially and/or Linguistically Diverse Teachers Employed in Oregon Public Schools

	2011-12	2012-13	2013-14	2014-15
Teachers (Non-White)	2,392	2,344	2,403	3,059
All Teachers	26,873	26,442	26,749	30,059

Source: ODE Fall Staff Position Collection

Oregon saw an increase in the percentage of administrators of color in the state’s Oregon Mentoring Program, suggesting that some districts are making progress in hiring and supporting administrators that better represent their student populations.

- *In 2013-2014 19 percent of the 103 administrators in the mentoring program were administrators of color, which is a higher percentage than administrators of color in the state (12 percent).*
- *In 2014-2015 18 percent of the 78 administrators in the mentoring program were administrators of color, which is a higher percentage than administrators of color in the state (10 percent).*

Promising Practices



Oregon is taking steps towards improving the diversity of its educator workforce. For example, the state’s new [TeachInOregon](#) website is accessible in English and Spanish and offers clear information and resources about becoming a teacher and short videos featuring some of Oregon’s teachers of color.

Cadet programs, designed to attract young people to the teacher profession, have continued to expand at the middle and high school levels. School districts, community colleges, and universities are partnering to offer early educational experiences and transferable dual credit courses accepted in an educator preparation program. Community colleges are creating pathways for individuals who intentionally start first at a two-year college before transferring to a four-year teacher preparation program. Within the partnerships developed through TeachOregon, 130 candidates (75 percent of whom are culturally diverse) are enrolled in teacher pathway programs at a community college level where they benefit from financial and advising support to ensure a smooth college transfer.

Alignment with State and Federal Plans

At the preparation level, per Senate Bill 3375, every public educator preparation program prepared a report this year for their respective institutional board that outlined goals, strategies and timelines for increasing the diversity of their education candidates. Highlights from these reports were also approved by the Higher Education Coordinating Commission and included in this report. The universities' plans demonstrate that a commitment to diversity is not only about recruiting more diverse educators to teach in schools but a commitment to refining the educator preparation curriculum and experiences so that all candidates are prepared to be culturally responsive. This is critical in Oregon, especially in light of disparity gaps related to discipline, achievement, attendance and other student measures.

The Educator Equity Advisory Group received updates this year from various workgroups that have similar goals, including those involved with the Oregon American Indian / Alaska Native Education State Plan, African American/Black Student Success Plan, English Learners State Strategic Plan, and Oregon's Federal Plan for Equitable Access to Excellent Educators to identify areas of alignment around educator diversity can result in systemic institutional change. The group sponsored an equity summit at which educator preparation faculty, staff, and students as well as school and district



staff, and policy leaders listened as culturally and linguistically diverse educators shared their experiences and highlighted needed changes.

Several districts are more intentionally networking with prospective candidates long before they graduate, making commitments to interview and even commitments to hire based on candidates successfully fulfilling all preparation program and licensure requirements.

A Potential Financial Assistance Mechanism for Undergraduate Teacher Candidates

One of the most persistent barriers for any student, and particularly first generation students, is the cost of a college degree. Research reviews and interviews were conducted to identify characteristics of five different state-funded scholarships that helped frame recommendations on how to leverage existing financial resources such as PELL Grants, Oregon Opportunity Grant, and the Oregon Promise. As shown below, a two-year scholarship for transfer students entering education preparation programs would help fill a key financial gap for many candidates for whom college is still an overwhelming financial burden.



Recommendations

Although the percentage of teachers of color has almost doubled since 2005 (4.8 percent), the gap is still not closing as the diversity of Oregon's student body increases at almost one percentage point each year. The Educator Equity Advisory Group has created a series of recommendations with significant stakeholder input in the form of an Educator Equity Statewide Plan (see page 9).

To achieve the strategic plan's objectives, the Educator Equity Advisory Group has provided recommendations for potential legislation to the Governor's Council for Educator Advancement that include the following:

- 1) State funded scholarships and stipends for culturally and linguistically diverse Oregon Promise students seeking to become teachers
- 2) State funded mentors for two years for every culturally and linguistically diverse teacher hired in an Oregon School
- 3) Seed funding for a phased-in expansion of university/district partnerships in communities where students of color exceed 40 percent of the student population
- 4) Coordination of plans with partners from each equity-focused state plan work group and regular reporting to the Legislature via future Educator Equity Reports.



A full copy of the Report and Appendices can be accessed at:

education.oregon.gov/educator-diversity

2016 Oregon Educator Equity Statewide Plan

VISION

Oregon values the racial diversity of students in Oregon by creating pathways to increase cultural and linguistic diversity in the educator workforce employed in Oregon schools and by assisting all educators in becoming more culturally responsive.

GOAL

“Grow Your Own” partnerships involving districts and preparation programs are expanded with funding to focus first on districts serving 40 percent or higher students of color.

OBJECTIVES

- 1) Recruitment:
 - a. Provide seed funding to grow and expand partnership models like the Portland Teacher Program, TeachOregon, and Chemeketa Community Bilingual Pathway Program to provide improved avenues for Oregon’s culturally and linguistically diverse high school graduates and educational assistants to pursue careers in education. (Legislators, ODE, HECC, TSPC, COSA, OAESD, OSPA, OEA, and CEEdO)
 - b. Provide two-year scholarships and funding for test fees and clinical stipends to support up to 100 culturally linguistically diverse transfer students admitted to educator preparation program each year. (Legislators, HECC-OSAC, CEEdO)
- 2) Preparation: 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. (HECC, TSPC, ODE, and CEEdO)
- 3) Hiring: 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 in the hiring stage. (ODE, OSPA, COSA, OEA, and CEEdO)
- 4) Retention:
 - a. Fund trained mentors for the first two years of employment for all culturally and linguistically diverse teachers and administrators in Oregon. (Legislators, ODE)
 - b. Develop and use a statewide online survey to collect and analyze exit data for educators leaving the profession. (Legislators, ODE, OSPA, COSA, OEA, and CEEdO)
- 5) To impact every stage—Ensure that all educators are supported in becoming more skilled in using culturally responsive curriculum and teaching practices.
 - a. Provide matching funds to districts, education service districts, and educator preparation programs willing to offer professional learning based on Learning Forward Standards on Anti-Bias Training for Hiring, Culturally Responsive Curriculum, Pedagogy and Inclusive Practices offered by an approved provider, e.g. teacher leaders, districts, education service districts, universities, and community-based organizations whose work aligns with this objective. (Legislators, ODE, HECC, CEEdO)

