



FAST FACTS

OREGON MENTORING PROGRAM

June - 2019

ETHNICITY UPDATE



Decreasing Disparity

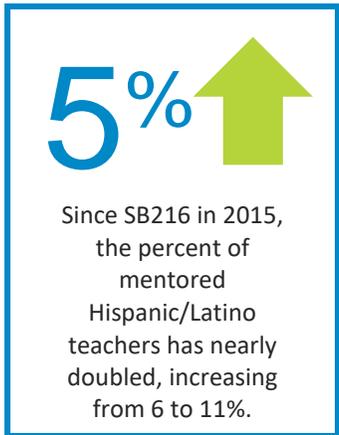
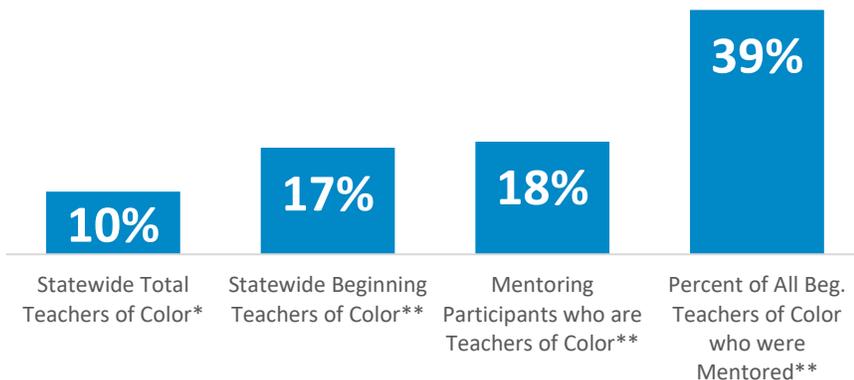
Oregon is committed to an educational system that recruits and retains educators of the highest quality in order to provide all children with effective teachers and administrators. One of the programs that the Oregon Department of Education (ODE) funds is grants-in-aid to individual and various consortia of school districts to establish and support evidence-based mentoring programs for beginning teachers and beginning administrators in their first two years (i.e., the Oregon Mentoring Program (OMP)).

In 2015, Oregon strengthened its commitment to children and families by implementing new priorities within the OMP. Senate Bill 216 focused on the recruitment and retention of teachers of color and teachers for whom their first language is not English. The goal of this commitment is to ensure a larger percentage of teachers and administrators of color in schools reflect the diversity of the student population.

Data for this report is from the ODE Staff Position and Staff Assignment Collections. The data provided here includes only teachers and administrators of color, regardless of their first language.

Teachers of Color in Oregon

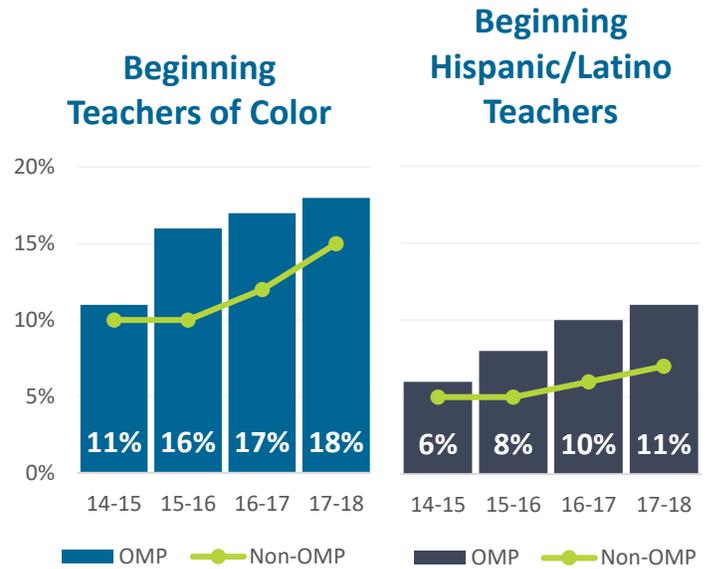
In the 2017-2018 school year, 10% of all Oregon public school teachers were teachers of color. Of the teachers who are in their first or second years of their careers, 17% were teachers of color. Of all the beginning teachers who were part of the OMP mentoring program, 18% were teachers of color. Thirty-nine percent of all beginning teachers of color were mentored.



Sources:
 *2018 Oregon Equity Report
 **2018 Fall Staff Position Collection

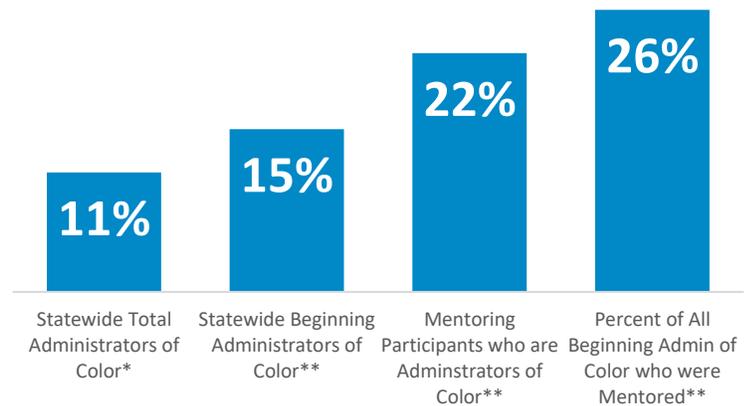
More Teachers of Color Mentored

The first figure on the right compares the percent of all mentored beginning teachers who are teachers of color (blue bar graph) and the percent of non-mentored beginning teachers who are teachers of color (green line). The percentage of mentored beginning teachers of color statewide ranged from 11% in 2014-15 to 18% in 2017-18. These percentages are compared to the 10-15% of non-mentored beginning teachers of color in Oregon for the same time period. In the figure on the far right, the same comparison is made with beginning teachers who are Hispanic or Latino. The percentage of Hispanic/Latino beginning teachers who are mentored climbed from 6% to 11% across the four years (black bar graph). The percentage of first and second year teachers who are teachers of color (green line), as well as specifically Hispanic/Latino, is climbing at a slow but steady rate.



Administrators of Color in Oregon

In addition to beginning teachers, the Oregon Mentoring Program serves beginning administrators, defined as beginning principals and superintendents. In 2017-18, 22% of the 87 administrators in the mentoring program were administrators of color. Statewide, 11% of all administrators in these positions are administrators of color, and 15% of all beginning administrators in Oregon were administrators of color.



About Fast Facts

Mentoring Fast Facts are based on data collected, summarized, and analyzed from various data sources including the Oregon Department of Education data collections and annual surveys sent to the six groups involved with the school district mentoring programs. If you would like more information, please contact us.

Oregon Mentoring Program

Amber Ryerson, M.S.

amber.ryerson@wesd.org 503-385-4762

Cheryl D. Davis, Ph.D.

cheryl.davis@wesd.org 503-385-4746

ODE Contact: Tanya Frisendahl

tanya.frisendahl@state.or.us 503-947-5754

ODE is required by law to allocate a portion of funding to evaluate the effectiveness of the mentoring program.

