

2026 Oregon Educator Equity Report

Executive Summary

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

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

Goal 2: The percentage of diverse employees employed by the Department of Education reflects the percentage of diverse students in the public schools of this state.

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

2026 Key Findings

LONGITUDINAL TRENDS IN WORKFORCE PARTICIPATION:

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

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

to have the highest turnover among teacher experience groups, with little post-pandemic decline.

EDUCATOR CAREER PATHWAYS AND PREPARATION:

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

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

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

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

OREGON'S K-12 EDUCATOR WORKFORCE:

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

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

Recommendations

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



AFFORDABLE AND ACCESSIBLE CAREER PREPARATION

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

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



EFFECTIVE PROFESSIONAL LEARNING AND EARLY CAREER SUPPORT

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

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



EDUCATOR DEVELOPMENT AND CAREER ADVANCEMENT

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

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



STATE DATA SYSTEMS AND REPORTING

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

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