



November 2020



**EDUCATOR
ADVANCEMENT
COUNCIL**

2020 OREGON EDUCATOR EQUITY REPORT



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and especially to

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2020 OREGON EDUCATOR EQUITY REPORT

CONTENTS

Foreword / 6

Executive Summary / 7

Message from the Interim Executive Director of the Educator Advancement Council / 7

Origin of the Educator Equity Report / 9

Historical Legislative Policy Levers / 9

Key Findings in 2020 / 10

Summary of 2020 Report / 10

Section 1: Introduction / 12

Educator Equity Advisory Group / 12

Data and Programs Reviewed / 13

Terminology / 13

Oregon equity lens / 13

Section 2: Current Research / 14

Evidence of the Benefits of a Diverse Educator Workforce / 14

Longitudinal Trends in Diverse Educator Recruitment and Retention / 14

System Shifts Needed for Systemic Reforms to Recruit and Retain Educators of Color / 14

Promising Reforms in Oregon / 15

Section 3: Student Demographic Information / 18

Longitudinal Trends in Racially, Ethnically, and/or Linguistically Diverse Students and Teachers in Oregon / 18

Oregon's Most Diverse School Districts / 21

Section 4: Becoming an Educator in Oregon / 23

Oregon Teacher Scholars Program / 23

2018-2019 OTSP Recipients' Advice to Future Recipients / 25

Applying to OTSP / 25

Teacher Candidate Enrollment and Completer Data by Public and Private Institutions / 26

Principal and Administrator Candidate Enrollment Data by Public and Private Institutions / 27

Strategic Aims for Educator Preparation and K-12 Hiring Programs / 29

Eliminating Barriers in Educator Pathways / 32

Section 5: Educator Licensure, Employment, and Attrition / 34

Licensure: First and Reciprocal Teaching Licenses / 34

Employed Educators in Oregon Public Schools / 35

Employed Administrators in Oregon Public Schools / 36

Oregon Educator Attrition / 37

Supporting Black, Indigenous, Tribal, Latinx, Pacific Islander, Native Hawaiian, and Asian Educators / 38

Section 6: State and Local Initiatives / 39

Statewide Curriculum and Investments in Culturally Specific Initiatives / 39

Empowering Local Educators and Communities / 40

Section 7: Conclusion / 45

Recommendations and Next Steps for the 2021 Report / 45

References / 46

Appendix A Oregon Equity Lens / 48

Appendix B: Longitudinal Data for Oregon Student and Teacher Demographic Trends by Individual Race and/or Ethnicity / 55

Appendix C: 2019 District Data for 40 percent or more racially, ethnically, and/or linguistically diverse students / 59

Appendix D: Ethnic demographics for preliminary teacher licensure program enrollment data for public and private institutions in 2018-2019 / 89

Appendix E: Ethnic demographics for preliminary teacher licensure program completer data for public and private institutions in 2018-2019 / 90

Appendix F: Ethnic demographics for principal licensure program enrollment data for public and private institutions in 2018-2019 / 91

Appendix G: Ethnic demographics for administrator licensure program enrollment data for public and private institutions in 2018-2019 / 92

Appendix H: 2020-2021 ESSA Reporting on Disproportionate Rates of Access to Educators / 93

FIGURES

- Figure 1. Historical Legislative Policy Levers / 9
- Figure 2. Longitudinal Data Report on Oregon Student and Teacher Demographics / 11
- Figure 3. Oregon Educator Equity Advisory Group Mission Statement / 12
- Figure 4. Glossary of Terminology / 13
- Figure 5. 2020 – 21 Reference Guide Tribal History/Shared History, Holocaust and Other Genocides, and Ethnic Studies and Inclusive Education / 16
- Figure 6. Diversifying Oregon’s Pathways in Education / 17
- Figure 7. Distribution of Teacher of Color and Students of Color by School District / 18
- Figure 8. Hispanic/ Latinx Student and Teacher Demographic Trends Over Time / 19
- Figure 9. Multiracial Student and Teacher Demographic Trends Over Time / 20
- Figure 10. Educator Advancement Continuum / 23
- Figure 11. New Changes to Oregon’s Administrator Preparation License in 2019-2020 / 28
- Figure 12. 2020-2021 Equity Plans for Educator Preparation Programs at the Six Public Universities / 30
- Figure 13. 2019-2020 In State Reciprocal Teaching Licenses Issued by TSPC / 34
- Figure 14. 2019-2020 Out of State Reciprocal Teaching Licenses Issued by TSPC / 35
- Figure 15. The Ten Regional Educator Networks across Oregon / 40

TABLES

- Table 1. Summary of Most Recent Data Available and Changes from 2019 / 10
- Table 2. 2018-2019 Five-Year Cohort of Fall Student Membership / 19
- Table 3. 2011 – 2020 Statewide Counts of Teachers by Race and/ or Ethnicity / 20
- Table 4. Oregon School Districts with 40 Percent or More Racially, Ethnically, and/or Linguistically Diverse Students / 22
- Table 5. Summary Institution Data for 2018-2019 and 2019-2020 Oregon Teacher Scholars Cohorts / 24
- Table 6. Two Year Summary of Race and/or Ethnicity Data, Oregon Teacher Scholars Program / 24
- Table 7. Summary Data for 2017-2018 and 2018-2019 Teacher Candidate Enrollment in Preliminary Licensure Programs for Public and Private Institutions / 26
- Table 8. Summary Data for 2017-2018 and 2018-2019 Teacher Candidate Completers in Preliminary Licensure Programs for Public and Private Institutions / 27
- Table 9. Summary Data for 2018-2019 Principal Candidate Enrollment in Public and Private Institutions / 28
- Table 10. Summary Data for 2018-2019 Administrator Candidate Enrollment in Public and Private Institutions / 28
- Table 11. Summary Data for 2018-2019 Principal License Completers in Public and Private Institutions / 29
- Table 12. Summary Data for 2018-2019 Administrative License Completers in Public and Private Institutions / 29
- Table 13. Equity Action Steps to Support Students in Educator Preparation Programs / 31
- Table 14. Considerations for Dismantling Barriers in Educator Pathways / 33
- Table 15. Summary of Oregon Staff Demographics 2011-12 to Present / 35
- Table 16. Summary of Oregon Administrator Demographics 2011-12 to Present / 36
- Table 17. Three-year Attrition Patterns by Demographic Groups for First Year Teachers / 37
- Table 18. Three-year Attrition Patterns by Grade Level Groups for First Year Teachers / 38
- Table 19. Regional Educator Networks: Promising Progress Towards Equity Sustaining Practices for Educators / 41

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FOREWORD

To provide deep and critical context to the 2020 Oregon Educator Equity Report as well as to identify significant and large scale events that will impact future reports and its associated work, it is important to recognize this year has posed significant challenges to education in Oregon, the United States, and the world.

The United States is experiencing a dual crisis: the global pandemic due to COVID-19 and longstanding structural racism, which has been exacerbated by the pandemic. Racial trauma has been significantly heightened, not only by what the global pandemic has inflicted on Black, Indigenous, Tribal, and communities of color, but also by the social-political centering of racism/ anti-racism in all aspects of our lives and institutions. There are so many simultaneously positive and negative interactions that Black, Indigenous, Tribal, and people of color have been exposed to because of this nexus and heightened focus on race.

According to a 2020 report by the Oregon Criminal Justice commission, hate crimes rose 366% this spring ([Senate Bill 577 Report, 2020](#)), in part due to the COVID-19 global pandemic but also due to racial inequities in the state. In addition to the rise of hate crimes, local and state health agencies reported an overrepresentation of people of color in COVID-19 cases and elevated concerns that they are more likely to experience health complications from the virus. For example, Multnomah County reported that in tests for COVID-19, Black, Indigenous, Tribal, and other people of color represented 40 percent of COVID-19 cases, despite comprising only 30 percent of the county's residents ([Multnomah County, 2020](#)).

Likewise, the reduction in economic activity and wildfires across state resulted in complex economic challenges for many urban, suburban and rural communities. To mitigate the impact of revenue shortages on education funding, Congress passed the CARES Act relief package and invested \$16.2 billion to fund public education. However, this additional funding will not make state education budgets whole, leaving school districts with less overall funding. These on-going challenges highlight how systemic racism and oppression continue to contribute to inequities in health, social, economic and the overall well-being for Black, Indigenous, Tribal, and People of Color and their communities in Oregon.

In addition to these compounding impacts, schools faced new challenges to organize comprehensive distance learning, support increased cleaning protocols so students and teachers could return to schools, develop new methods for curriculum and instruction, as well as staffing changes as they respond to COVID-19 risks. Access to support distance learning in urban, suburban and rural areas across the state also created inequitable opportunities for students to stay connected to their schools, teachers and their peers. Efforts to create and sustain equitable actions for every student and educator in Oregon must continue to be an important state priority.

In Oregon, we must continue to recognize and value the importance of equity-in-action. This includes prioritizing the state's equity initiatives in alignment with the state's equity stance to support the on-going quality of equity work and professional development that we know is important to students and families of color as well as educators of color in every school. Equity-in-action requires state and local agencies, as well as non-profit, philanthropic and community organizations to center equity in decisions that impact students, families, and educators of color across the state. For example, the State Board of Education, the Oregon Department of Education and Office of the Governor issued important resolutions and created structured supports for students and educators returning to school this fall, such as "[All Students Belong](#)" and the [Black Lives Matter Resolution](#), which was [additionally supported](#) by the Coalition of Oregon School Administrators (COSA), the Oregon Education Association (OEA), the Oregon School Boards Association (OSBA), the Oregon School Employees Association (OSEA), the Oregon School Activities Association (OSAA), the Oregon Association of Education Service Districts (OAESD), and the Oregon Association of Student Councils (OASC). And, more importantly, we must continue to include and amplify the voices of students of color, their families, educators of color and communities of color in conversations about racial equity in schools, such as in the [2020 Racial Equity & Portland Association of Teachers](#) report by Nichole Watson.

The Educator Equity Report aims to provide a statewide evaluation of progress on the efforts to support racially affirming and culturally sustaining environments for every educator and student in schools across the state.

Message from the Interim Executive Director of the Educator Advancement Council



It's important to first acknowledge the multiple and compounding, traumatic events impacting communities, families, students, educators, and many others either directly or indirectly. Racially motivated violence and threats of violence across the globe; national policies oppressing efforts to cultivate racially affirming, antiracist spaces and practices; and an ongoing health and financial crisis all of which are disproportionately impacting Black, Indigenous, Tribal, Latinx, Pacific Islander, and Asian communities. Additionally, families, educators, administrators, and - most importantly - students are contending with the complex and unprecedented challenge of sharing, growing, and learning within the confines of immeasurable barriers.

Despite and in spite of these challenges representation and diversity in all facets of work are imperative in order to understand, redesign, and co-create solutions to these immense challenges. The evidence is clear that racial diversity improves innovation, creativity, scientific research, business decisions¹, and student learning². Diversity helps people think beyond their current reality; it helps communities see the root cause of complex problems; it helps teams see multiple solutions; and it facilitates a broad coalitional approach to solve challenging problems.

Focusing on education, it is clear from multiple studies that diversifying the educator workforce benefits teachers, students, and families³. Nationally, the educator workforce has diversified – largely driven by Latinx and Asian educators – but there have been decreases in Black and Indigenous educators. In Oregon we have seen similar trends with slight increases in the total diversity of educators in Oregon but still way off the current demographics of students in our state.

However, readers need to be careful when looking at any report from a “gap” perspective. As Gutierrez and Dixon-Roman (2011) caution, “because gap gazing draws upon one-time cross sections of data, it offers little more than a static picture of inequities with inadequate information about how those inequities were created.” (p. 23). The Oregon Educator Equity Report attempts to paint a detailed quantitative picture of the current state of diversity in Oregon’s education system but it’s important to live in the tension that this data is static and incomplete. Data that does not include the experiences of the community it describes leads us to assumptions, not insights. Why are Black, Indigenous, and Tribal educators leaving the profession? How might we better understand the lived experiences of Black, Indigenous, Tribal, Latinx, Pacific Islander, and Asian educators in different schools? What policies or practices are creating more racially affirming spaces for Oregon’s educators? Collectively, we need to ask more critical questions about recruitment and retention and create space to hear the stories our most marginalized educators tell us in order to better understand the problem we are trying to solve. The Oregon Educator Equity Report begins this effort and the authors are committed to improving the report over the coming years.

- 1 Phillips, K. W. (2017). “How Diversity Makes Us Smarter.” Greater Good Magazine.
- 2 Dixon, R.D., Griffin, A.R., & Teoh, M.B. (2019). “If you listen, we will stay: Why teachers of color leave and how to disrupt teacher turnover.” The Education Trust & Teach Plus, Washington D.C.
- 3 Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

In addition to pointing out the current state of educational diversity in Oregon, it's also worth recognizing the incredible efforts, initiatives, and programs that many schools, districts, agencies, community based organizations, non-profits, universities, colleges, associations, and others are designing or implementing to create pathways to diversify the workforce or better support current Black, Indigenous, Tribal, Pacific Islander, Latinx, and Asian educators. Bilingual pathways programs; administrators of color affinity cohorts; administrator and educator equity groups; district pathways programs and equity initiatives; university equity plans; regional educator networks; scholarship and licensure support programs for linguistically and ethnically diverse students; statewide culturally specific initiatives; and several tiers of support from the Educator Advancement Council creates a broad swath of efforts aiming to recruit, retain, and advance Black, Indigenous, Tribal, Pacific Islander, Latinx, and Asian educators in Oregon.

All of these initiatives, programs, and pilots are exciting but the report needs to do a better job of identifying these initiatives, capturing key findings and insights, amplifying promising practices, connecting similar programs and initiatives, and collectively building a statewide effort to create more racially affirming spaces for educators of color in Oregon. Although that is not the role of the educator equity report, there is hope in the future to identify, amplify, and align these efforts in the report.

The Oregon Educator Equity Report is released at an inflection point in our state. There is a growing consciousness of historic and current racial oppression, a deepening polarization that has connection to racial bias, and unprecedented community, scholarly, and professional support for the diversification of the educator workforce. It's well understood that a diverse educator workforce improves outcomes for all students but we also know that Oregon has struggled to figure out how to recruit and retain a diverse educator workforce. The hope is that the Oregon Educator Equity Report provides a snapshot of strengths, areas of growth, and perhaps the foundations to vision what could be for educators in Oregon.

With deep appreciation,
Daniel Luis Ramirez, PhD

Origin of the Educator Equity Report

Annually, the Educator Advancement Council (EAC), in collaboration with Higher Education Coordinating Commission (HECC), Oregon Department of Education (ODE) and Teacher Standards and Practices Commission (TSPC), provide a report on the Educators’ Equity Act to the Oregon legislature. The 2020 Educator Equity Report provides an updated review of the current research on recruitment and retention for educator diversity, recent data on Oregon’s educator workforce diversity, evidence of initiatives to create racially affirming and culturally sustaining environments among preparation and PreK-12 programs, and recommendations for Oregon policymakers and practitioners engaged in the continuous development towards an educator workforce that better reflects Oregon’s diverse early learning and K-12 student demographics.

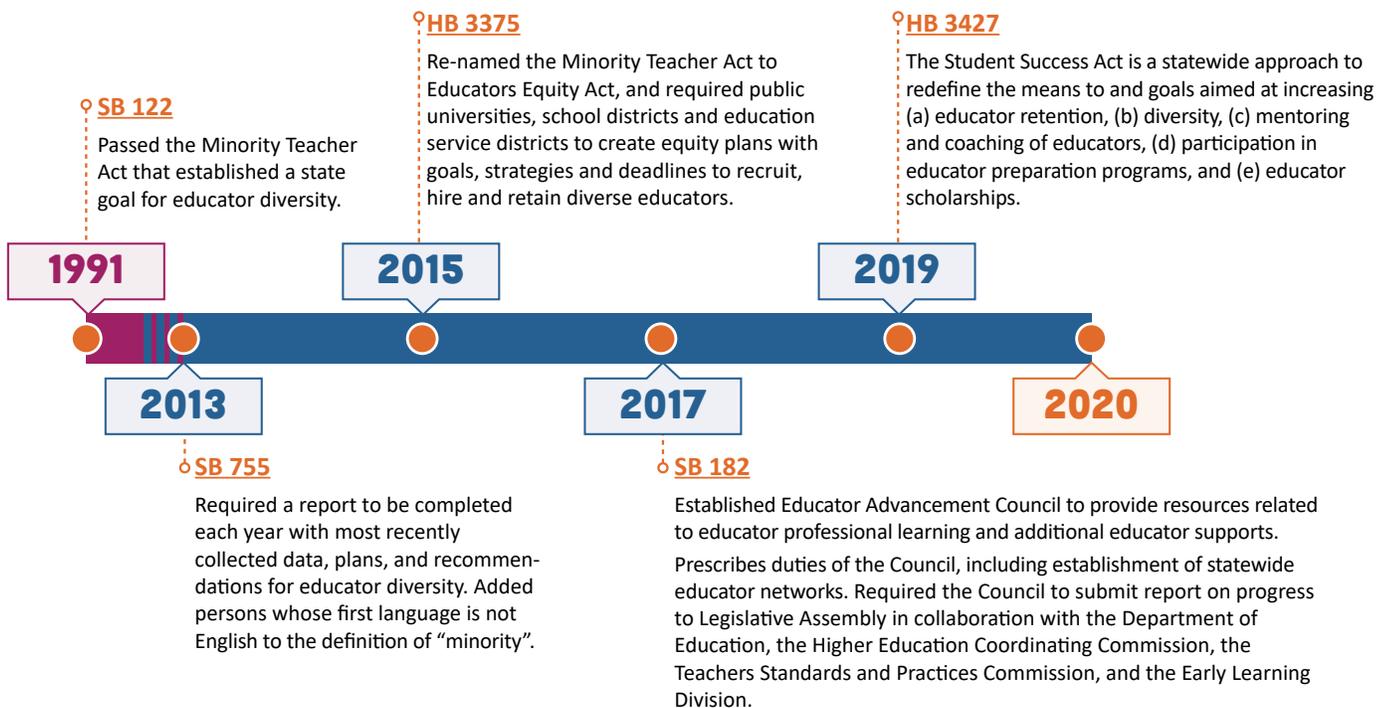
Historical Legislative Policy Levers

The work of building a diverse educator workforce has progressed over the past thirty years as new policies are developed and as the state becomes more aware of structural

racism across the education system. The Oregon legislature has implemented strategic and pragmatic state policies towards developing and sustaining a racially, ethnically, and/or linguistically diverse educator workforce. Figure 1 provides a chronological framework of legislative bills to understand the underlying relationship between law and policy that support these shifts in practices.

This timeline reflects the development of the state’s initiatives within the highest levels of leadership in the gubernatorial, legislative, and administrative offices, and Oregon’s commitment to achieve a more racially, ethnically, and/or linguistically diverse educator workforce. Due to these efforts, Oregon has made slight and incremental progress towards its goal to close the gap between the diversity of its student population and its educator population. The 2020 Educator Equity Report provides an overview of current efforts to diversify the educator workforce, including longitudinal trends in student and educator demographics, as well assessing statewide educational initiatives working to create racially affirming and culturally sustaining environments for racially, ethnically and/or linguistically diverse students and educators.

Figure 1. Historical Legislative Policy Levers



Source. Image provided by the Educator Advancement Council.

KEY FINDINGS IN 2020

- o *Growing student diversity continues to outpace the incremental increases in educator diversity.*
- o *Ten of the school districts with 40 percent or more racially, ethnically, and/or linguistically diverse students do not have administrators of color.*
- o *Many rural school districts with 40 percent or more racially, ethnically, and/or linguistically diverse students show little to no increase in racially, ethnically, and/or linguistically diverse educators.*
- o *In 2019 – 2020, the percentage of racially, ethnically, and/or linguistically diverse educators is much greater for educational assistants (19.74 percent) than teachers (11.7 percent) or administrators (12.5 percent).*
- o *In 2018 – 2019, diverse teacher candidate (n = 857) enrollment in educator preparation program increased almost fifty percent, however the overall cohort completion rate was only 59 percent (n = 351).*
- o *More than 130 scholarships were awarded to diverse teacher candidates through the Oregon Teacher Scholar Program (OTSP).*
- o *Oregon’s Equity Initiatives and the Student Success Act continue to develop and grow programs to better serve and support students of color, students with disabilities, emerging bilingual students, and students navigating poverty, houselessness, and foster care.*

Summary of 2020 Report

Similar to the 2018 and 2019 Educator Equity report, 2020 data indicates positive trends in the ongoing diversification of Oregon’s educator workforce, however the percentage of racially, ethnically, and/or linguistically diverse PreK – 12 students continues to increase at a faster pace (Table 1). The rate of enrollment for racially, ethnically, and/or linguistically diverse teacher candidates (n = 857) in educator preparation programs increased from 2018 – 2019, than reported in 2017 - 2018 (n = 567). Also, slight gains were made in the employment of racially, ethnically, and/or linguistically diverse teachers (n = 3,647) and administrators (n = 296) across Oregon, where both groups increased by 3 percent and 5 percent, respectively.

According to 2019 data which is presented in this report, areas for improvement show declining numbers for racially, ethnically, and/or linguistically diverse teachers completing educator preparation programs and declining enrollment for racially, ethnically, and/or linguistically diverse educators entering principal/administrator preparation programs. Table 1 reports that in 2019 Oregon’s racially, ethnically, and/or linguistically diverse teacher candidate completers decreased by 32 percent and ethnically diverse principal/administrator candidates enrollment decreased by 24 percent. It should be noted that data collected and presented in previous Oregon Educator Equity reports have not distinguished between one and multiple year educator and/or administrator preparation programs.

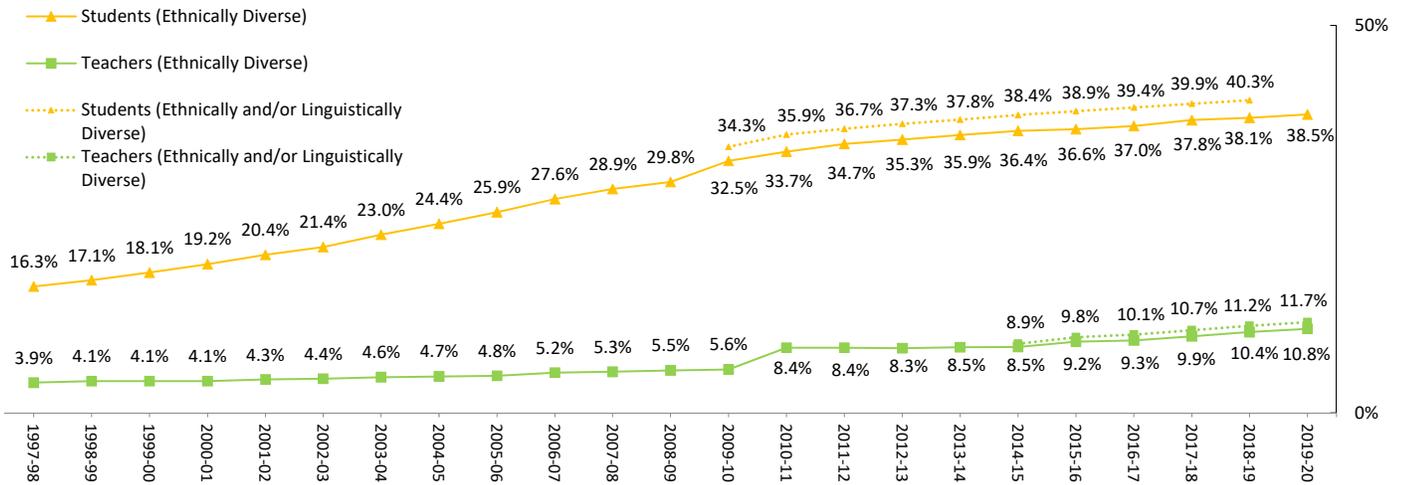
Table 1. Summary of Most Recent Data Available and Changes from 2019

SUMMARY OF DATA	NUMBER	PERCENT	% CHANGE FROM 2019 REPORT
Ethnically diverse students (2019-2020)	223,948	38.5%	+1
Districts w/ 40% or higher ethnically diverse students (2019)	34	17.2%	-3
Ethnically and linguistically diverse students (2018-2019)	221,533	38.08%	NA
Ethnically diverse candidates enrolled in teacher education (2018-2019)	857	22.9%	+51
Ethnically diverse teacher preparation completers (2018-2019)	351	21.5%	-32
Reciprocal teacher licenses who are ethnically diverse (2018-2019)	128	17.5%	+9
Ethnically diverse principal/ administrator candidates enrolled (2018-2019)	96	8%	-24
All teachers employed (2019-2020)	31,174	3%	-0.7
Ethnically diverse teachers employed (2019-2020)	3,388	10.9%	+3
Ethnically and linguistically diverse teachers employed (2019-2020)	3,647	11.7%	+3
Ethnically diverse administrators employed (2019-2020)	281	11.9%	+5
Ethnically and linguistically diverse administrators (2019-2020)	296	12.5%	+6
Ethnically diverse guidance counselors (2019-2020)	220	15.4%	+3
Ethnically diverse educational assistants (2019-2020)	3,149	20.3%	+4

Source. Data provided by the Oregon Department of Education Fall staff position collection and Oregon Teacher Standards and Practices Commission.

Statewide equity initiatives continue providing support to PreK – 12 racially, ethnically, and/or linguistically diverse students and educators, as well as positively influence systems to recruit and retain diverse educators along the educator career continuum. While these efforts show promising system-wide changes, large gaps persistently remain between a racially, ethnically, and/or linguistically diverse educator workforce and the rate of increase in racially, ethnically, and/or linguistically diverse students across the state (Figure 2).

Figure 2. Longitudinal Data Report on Oregon Student and Teacher Demographics



Source. Data provided by the Oregon Department of Education.

Note. Data reflect Fall Membership and Staff Position Collections. In 2009-10 for students, and 2014-15 for teachers, the guidelines for reporting race and/or ethnicity changed – see the Federal Race and Ethnicity Reporting Assistance Manual for details. These data may not be comparable to prior years.

While there are noticeable efforts to improve Oregon’s educator workforce, it is clear that the rate of racially, ethnically and/or linguistically diverse teacher candidates entering and/or completing educator preparatory programs is not commensurable with the rate of racially, ethnically and/or linguistically diverse teachers entering classrooms.

SECTION 1: INTRODUCTION

The 2020 Educator Equity Report is the continuation of seven consecutive years of reporting in partnership with the Oregon Teacher Standards and Practices Commission (TSPC), the Oregon Department of Education (ODE), and the Higher Education Coordinating Commission (HECC). The Chief Education Office (CEdO) officially sunset on June 30, 2019, passing the responsibility to produce annual reports to the Educator Advancement Council (EAC). In collaboration with the Oregon Educator Equity Advisory Group, this report is published through coordinated efforts by ODE and the EAC with other state agencies and local education organizations to produce and publish findings on Oregon’s state and local efforts to diversify the PreK-12 educator workforce. Under Oregon Revised Statue 342.448, this report is required to include annual data on the diversity of the state’s educator workforce and recommendations to meet the goals outlined in ORS 342.437.

ORS 342.437

- 1) As a result of this state’s commitment to equality for the diverse peoples of this state, the goal of the state is 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 this state or the percentage of diverse students in the district.
- 2) The Department of Education shall use federal reports on educator equity to monitor school district and education service district progress on meeting the goal described in subsection (1) of this section, in relation to the recruitment, hiring and retention of diverse educators. [1991 c. 434 §2; 2013 c.778§2; 2015 c.647 §§25,46]

Additionally, this report will also include:

- 1) An updated review of current research on national trends regarding recruitment, preparation, hiring, and retention for racially, ethnically, and/or linguistically diverse educators;

- 2) Recent data on Oregon’s educator workforce diversity, including the continued success of the Oregon Teacher Scholars Program and preliminary licensure data for teachers and administrators who self-identify as Black, Indigenous and Educators of Color and/or heritage-speakers of languages other than English; and
- 3) Recent data on student to teacher/administrator demographic trends, including an analysis of continued growth in student diversity in some of Oregon’s rural school districts.

Educator Equity Advisory Group

The Oregon Educator Equity Advisory Group is a 20-member group convened by the Educator Advancement Council to:

- Research, coordinate and oversee legislative reports deriving from SB 755 that outline Oregon’s current status and progress toward diversifying the educator workforce and to spotlight/recommend/drive needed practices and policies;
- Ensure that the voices of culturally and linguistically residents in Oregon are engaged in examining root causes, current assets, and needed changes in policy and practices that can help diversify Oregon’s educator workforce;
- Review progress and results from state-funded investments intended to recruit, prepare, retain, and advance Oregon’s educator workforce; and,
- Recommend future investments for the state to improve students’ access to educators who more closely mirror our early learning and K-12 student population demographics.

Since 2014, the Advisory Group has contributed to reviewing data on the state’s progress towards diversifying the educator workforce for the annual Oregon Educator Equity Report. The Advisory Group’s mission statement (Figure 3) recognizes that students of color benefit from having educators who mirror their racial, ethnic, and/or linguistic demographics, which benefits all students. However, this continues to present many challenges in Oregon, from recruitment to retainment.

Figure 3. Oregon Educator Equity Advisory Group Mission Statement

Oregon Educator Equity Advisory Group (OEEAG)
Mission Statement

The presence of teachers of color in Oregon classrooms is severely limited. Research has shown when students of color have educators who mirror their demographics, all students benefit. The Oregon Educator Equity Advisory Group (OEEAG) is committed to diversifying the educator workforce and improving cultural responsiveness in schools. We do this by:

- Reviewing data at the district level and documenting progress of current initiatives and,
- Recommending new statewide investments and engaging the public to identify needed changes.

Data and Programs Reviewed

The Oregon Educator Equity Report is a coordinated effort from the Higher Education Coordinating Commission (HECC), Oregon Department of Education (ODE) and Teacher Standards and Practices Commission (TSPC), which collects decades of student, educator, and institutional data to identify trends in student and educator diversity across the continuum of the education system. As such, this report reviewed quantitative reports from as well as qualitative findings published by a variety of sources and relevant educator preparation outcomes for across institutions. For detailed information regarding racial and/or ethnic demographic reports for student and educators in individual school districts, teacher and/or administrator candidates in private and public educator preparation programs, and teacher candidate licensure pass rates, please refer to the appendices.

Terminology

While this report uses language such as “racially, ethnically, and/or linguistically diverse,” it is acknowledged that the language and terms used to describe race and ethnicity in the data do not represent the nuances and complexities of individuals’ cultures and identities. Moreover, the nomenclature used by social and government systems are incomplete and contentious, often due to the ways in which language, and specific terminology, shapes policy and/or the allocation of

funding. For the purpose of this report, data will be presented using reporting guidance as defined by the [2010 United States Census](#), [ODE](#) and [House Bill 3375 Educator Equity Act](#), passed in 2015; and, it is also important to recognize that TSPC, HECC, and other state and local government offices may use different reporting guidance. As such, since the report synthesizes data and citations from various resources, any variance in terminology should be attributed to the primary sources that are being referenced.

OREGON EQUITY LENS

The Oregon Equity Lens, adopted in 2013 by the Oregon Education Investment Board provides a framework to identify educational inequities in teaching and learning that impact student opportunities, as well as outline action plans to ameliorate them ([page 48](#)).

Most importantly, the Oregon Equity Lens goes beyond providing common vocabulary by centering on actionable questions that help policymakers and education leaders evaluate critical decisions regarding resources for strategic planning.

The Oregon Equity Lens provides the framework for this year’s Education Equity Report when critically analyzing data based on racial, ethnic and/or linguistic diversity of the state’s educator workforce.

Figure 4. Glossary of Terminology

TERM	DEFINITION
Race	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.” Race is recognized as social, physical, cultural, and/or political constructs.
Diverse	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.
Ethnicity	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.
Linguistically diverse	In reference to data exclusively focused on individuals for whom their first language is not English.
American Indian or Alaskan Native	An individual having origins in any of the original peoples of North America and who is not Hispanic.
Asian	An individual having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent and who is not Hispanic.
Black or African American	An individual having origins in any of the Black racial groups of Africa and who is not Hispanic.
Multi-racial⁴	An individual having origins in more than one race.

4 The Oregon Department of Education reports individuals self-identified as multi-racial “Hispanic” and any other race or ethnicity will be counted as “Hispanic” in the data counts.

SECTION 2: CURRENT RESEARCH

Evidence of the Benefits of a Diverse Educator Workforce

“Black students are more likely to take advanced coursework if taught by a Black teacher.”

Cassandra M. D. Hart

“An Honors’ Teacher Like Me: Effect of Access to Same-Race Teachers on Black Students’ Advanced-track Enrollment and Performance,” 2020

Decades of research provide data about the positive impacts of educator diversity on academic achievement and social and emotional development for Black, Brown, and Indigenous students, as well as their white peers. Studies

investigating the impact of racial matching for teachers and students found positive results on racially, ethnically and/or linguistically diverse student test scores and improved perceptions of teachers of color for white students, a key facet of developing anti-racism in today’s schools and society (Clotfelter, Ladd, & Vigdor, 2007). Another longitudinal study provided evidence 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 (Gershenson, et al., 2017). Most recently, results suggest that Black students are more likely to take advanced coursework if taught by a Black teacher (Hart, 2020).

Longitudinal Trends in Diverse Educator Recruitment and Retention

Over the past decade, racially, ethnically, and/or linguistically diverse educators across the U.S. entered the teaching profession at higher rates than previous years; however, they also left the profession at higher rates than their white colleagues with the turnover rate for teachers of color at 18.9 percent, compared to 15 percent for white teachers (Ingersoll, et al., 2018). Among the broader racially, ethnically and/or linguistically diverse teacher workforce, the number of Black and Indigenous educators is declining faster than their other diverse peers (Carver-Thomas, 2018). In 1987, Black teachers made up 8 percent of the teacher workforce, while Indigenous teachers made up 1.1 percent. But, in 2015 those numbers declined for Black and Indigenous educators to 6.5 percent and 0.4 percent, respectively. The declining trends for Black and Indigenous educators in U.S. public schools is a dilemma that requires leaders and policymakers to engage in deep reflection and actions that ameliorate the challenges caused by systemic barriers, such as lack of social and professional networks for educators of color who are often isolated in predominantly white schools (Bristol & Shirrell,

“The number of Black and Indigenous educators [across the US] is declining faster than their other diverse peers.”

Desiree Carver-Thomas

“Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color,” 2018

2019); bias in teacher licensure exams (Nettles, et al., 2011); and, teacher racial segregation among public schools (Hansen & Quintero, 2018).

System Shifts Needed for Systemic Reforms to Recruit and Retain Educators of Color

In U.S. public schools today, students of color make up 51 percent of the total student population, however just 20 percent of teachers are teachers of color (Dixon, Griffin, & Teoh, 2019). During the 2017 – 2018 school year, the National Center for Education Statistics reported white teachers comprised almost 80 percent of the national workforce, and while small gains have been made in the numbers of Hispanic/Latino and Asian teachers, Black, American Indian/Alaska Native, and Pacific

Islander teacher numbers decreased. The 2016 State of Racial Diversity in the Educator Workforce report by the U.S. Department of Education found the number of teacher candidates of color decreases at multiple points along the teacher pathway, beginning after high school in postsecondary enrollment, enrollment in education programs, postsecondary completion, entering the workforce and teacher retention. However, reimagining traditional pathways in education and creating culturally affirming environments through curricular changes can help to shift recruitment and retainment for educators of color.

Grow-Your-Own Initiatives

“Grow-Your-Own” (GYO) educator programs present possibilities for states and school districts to recruit and retain teachers of color. Some researchers suggest GYO teacher programs can help address teacher shortages, retention issues and teacher diversity by engaging in a variety of strategies that aim to recruit teachers from local communities in hopes that the pool of candidates will increase in diversity and will be more likely to remain teaching in their communities (Valenzuela, 2017). However, models for GYOs are not one-size fits all, nor do such programs effectively mitigate attrition rates for teacher candidates of color withdrawing from educator preparation programs before completing their degrees. Researchers also argue the need for additional

“Something that has helped me greatly at being at an urban school, that is underserved, when I returned back to teaching, at the school I am at, I was teaching with other Puerto Ricans. First time ever. I didn’t realize how the connection to people who are from where you are from, how supportive that is and how important it is. We were able to commiserate with each other, when feeling helpless we had people who truly understood what we were going through.”

Middle School Health and PE teacher in Oregon

research on traditional and nontraditional GYO programs to explore policies and criteria, teaching and learning supports, and factors related to retention that may push out racially, ethnically, and/or linguistically diverse educators (Gist, Bianco, & Lynn, 2018). To mitigate the bureaucratic relationships that often exist between educator preparation programs and PreK-12 programs, policymakers and education leaders are challenged to redefine policies, structures and practices that invest in community-based professional learning for ethnic studies, multicultural education, and culturally sustaining pedagogy, and anti-racist practices in schools.

Creating Culturally Affirming Environments through Curricular Changes

Unfortunately, Black, Indigenous, Tribal, and educators of color do not see their lived experiences within the curriculum, resulting in disempowerment as instructional leaders (Education Trust, 2019). Researchers continue to identify how curricular flaws, such as a lack of or limited inclusion of culturally sustaining practices in curriculum, have profound effects on students of color as well as white students (Valenzuela, 2016). For PreK-12 schools to be equipped to effectively promote racial equity, teachers must be provided training to shift the effects of their own racial biases (Starck, et al., 2020). For example, if educators are expected to teach ethnic studies and/or multicultural curricula, we must first clarify the meaning of “culturally responsiveness” and explore the underlying knowledge, skills, and dispositions related to those pedagogical practices.



Promising Reforms in Oregon

“I think as a student of color, knowing that students would be required to take an ethnic studies class would make my experience a lot more comfortable. Because I feel that often times when I’m in a class and we talk about anything concerning race, I’m always the only person that people automatically turn their heads to and it feels like it’s my obligation to be teaching everybody else what they don’t know even though I’m also a student.”

Portland High School
Student, Class of 2020

Oregon has shown promise by expanding on the coalition building strategies with Indigenous Oregon educators and by valuing collective organizing and advocacy for Native students (Sabzalian, Morrill, & Edmo, 2019). For example, in 2017 the Oregon Legislature passed Senate Bill 13, also known as Tribal History/ Shared History. This legislative act directed the Oregon Department of Education to create Native

American Curriculum for inclusion in Oregon public K–12 schools and provide professional development to educators, in recognition of many years of missed critical opportunities to address persistent achievement and opportunity gaps between American Indian and Alaska Native students and other students. With the support of the Oregon legislation, the state adopted culturally-based equity initiatives, including Tribal History/ Shared History, Ethnic Studies, and the Holocaust and other Genocides for K–12 curriculum, as well as enactment of student success plans for [American Indian / Alaska Native](#), [African American / Black](#), and [Latino/a/x](#) students, provide critical resources for Oregon educators. However, it is imperative that professional learning opportunities about race, equity, and culturally sustaining pedagogy are supported across higher-education and PreK-12 systems.

Figure 5. 2020 – 21 Reference Guide Tribal History/Shared History, Holocaust and Other Genocides, and Ethnic Studies and Inclusive Education

2020–21 REFERENCE GUIDE

TRIBAL HISTORY / SHARED HISTORY, HOLOCAUST AND GENOCIDE, AND ETHNIC STUDIES AND INCLUSIVE EDUCATION

TRIBAL HISTORY / SHARED HISTORY

Senate Bill 13
CURRICULUM

The law requires instruction to the Tribal approved Essential Understanding across five content areas in grades 4, 8, and 10. Lessons are available from ODE and local tribes.

Grades:
4, 8, 10

Subject Areas:
ELA, Health/PE, Math, Science, and Social Science



Timeline:
2019–2020 SCHOOL YEAR

Begin implementation of the required minimum of five lesson plans per grade level.

2020–2021 SCHOOL YEAR

Full implementation.

What can districts do now?

- Select staff to attend Train-the-Trainer Events
- [Review posted lessons](#)
- Communicate with local tribes for optional place-based lessons
- Review existing curricula and build content knowledge of Indigenous curriculum

ODE Contact:
April Campbell - april.campbell@state.or.us

HOLOCAUST AND GENOCIDE

Senate Bill 664
LEARNING CONCEPTS

The law identifies nine learning concepts related to Holocaust and genocide education. Resources and training are available through local and national organizations as well as ODE.

Grades:
K–12

Subject Areas:
Social Science



Timeline:
2020–2021 SCHOOL YEAR

Instruction on Holocaust and Genocide that includes the nine concepts of the law.

What can districts do now?

- Select staff to attend Holocaust and Genocide spring and summer training
- Utilize [grade-level guidance](#) from ODE to assist in the implementation
- [Contact](#) the Oregon Jewish Museum and Center for Holocaust Education

ODE Contact:
Amit Kobrowski - amit.kobrowski@state.or.us

ETHNIC STUDIES AND INCLUSIVE EDUCATION

House Bill 2845/House Bill 2023
STANDARDS AND MATERIALS

These complimentary laws create standards and ensure instructional materials adequately address the contributions of the full diversity of the people of Oregon

Grades:
K–12

Subject Areas:
Social Science



Timeline:
2020–2021 SCHOOL YEAR

Content Panel reviews and revises proposed Ethnic Studies standards for adoption by the State Board of Education by September 2020.

What can districts do now?

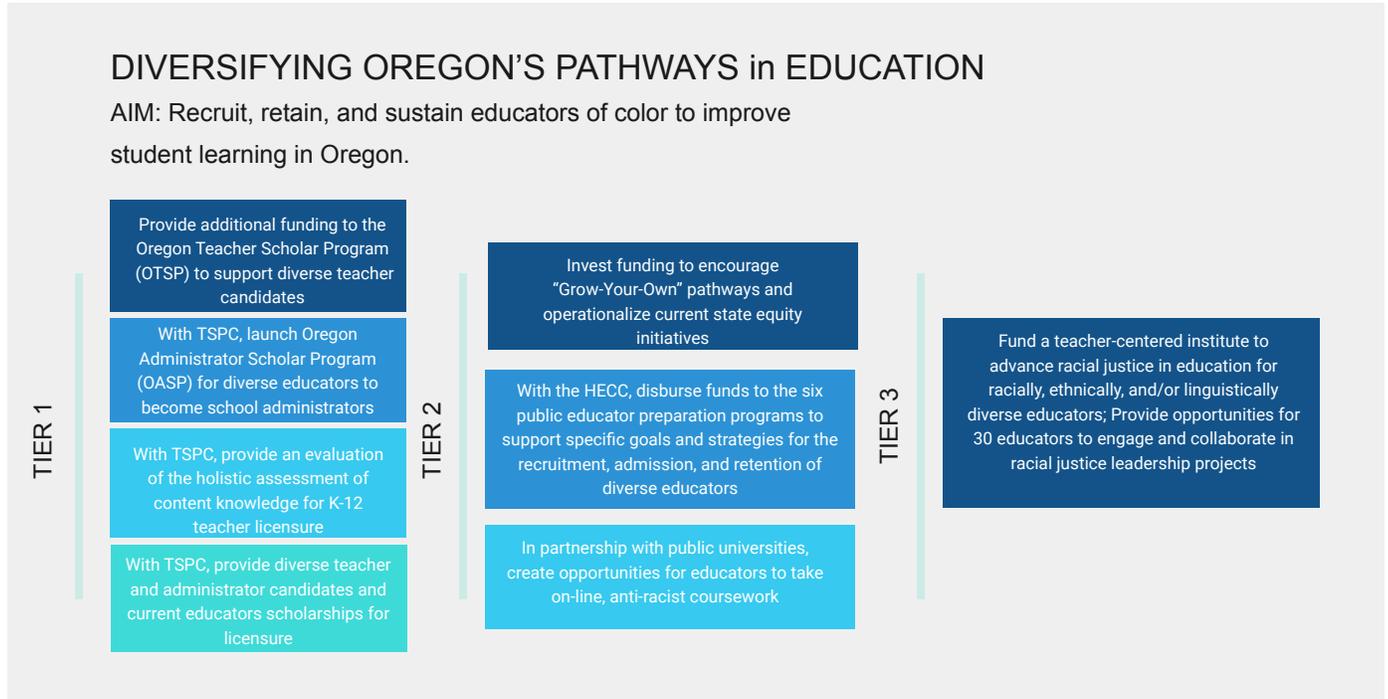
- Establish equity professional learning opportunities for district and school staff
- Improve teacher [content knowledge](#) in ethnic studies
- Encourage social science teachers to sign-up for [ODE social science update](#)

ODE Contact:
Amit Kobrowski - amit.kobrowski@state.or.us

Source. Image provided by the Oregon Department of Education.

In addition to expanding support for diverse students and educators, the December 2019 Report on Section 48 of House Bill 3427 (Diversifying Oregon’s Pathways in Education) of the Student Success Act outlined the investment of \$15 million dollars from June 30, 2019 until June 30, 2021. In collaboration with the Oregon Department of Education (ODE), the Teacher Standards and Practices Commission, the Higher Education Coordinating Commission, and representatives of school districts and other education stakeholders, the Educator Advancement Council (EAC) created and approved of this plan in January 2020 (Figure 6) to accomplish these goals: Educator recruitment and retention; educator diversity; mentoring and coaching educators; and expanding educator scholarship opportunities.

Figure 6. Diversifying Oregon’s Pathways in Education



Source. Image provided by the Educator Advancement Council.

SECTION 3: STUDENT DEMOGRAPHIC INFORMATION

States across the country are faced with compounding impacts of teacher shortages, as well as difficulties to reform structural barriers in order to attract, prepare, hire, and retain more racially, ethnically, and linguistically diverse educators. Between 2012 and 2017 most states saw an increase in racially, ethnically, and/or linguistically diverse students, compared to a stagnation or decrease in racially, ethnically, and/or linguistically diverse teachers (Brown & Boser, 2017). The Center for American Progress established the teacher diversity index – ranking states on the percentage-point difference between teachers of color and students of color (Boser, 2011). The most recent data reported by states indicates that Oregon’s neighboring states, California and Washington, have educator diversity indices of 30 and 34, respectively. In 2017, Oregon’s educator diversity index was 28.8, and near the national index of 30. For the 2019-20 school year, the Oregon educator diversity index is 27.7, with 38.5 percent racially, ethnically, and/or linguistically diverse students and 10.7 percent racially, ethnically, and/or linguistically diverse educators. Information regarding educator diversity indices can provide valuable insight to changing demographics, although further analysis is needed to address the limitations of student and teacher counts; data conventions for federal reporting create conditions that may distort the accuracy of race and/or ethnicity counts for student and educator groups.

This section provides longitudinal data for racially, ethnically, and/or linguistically diverse trends in Oregon including:

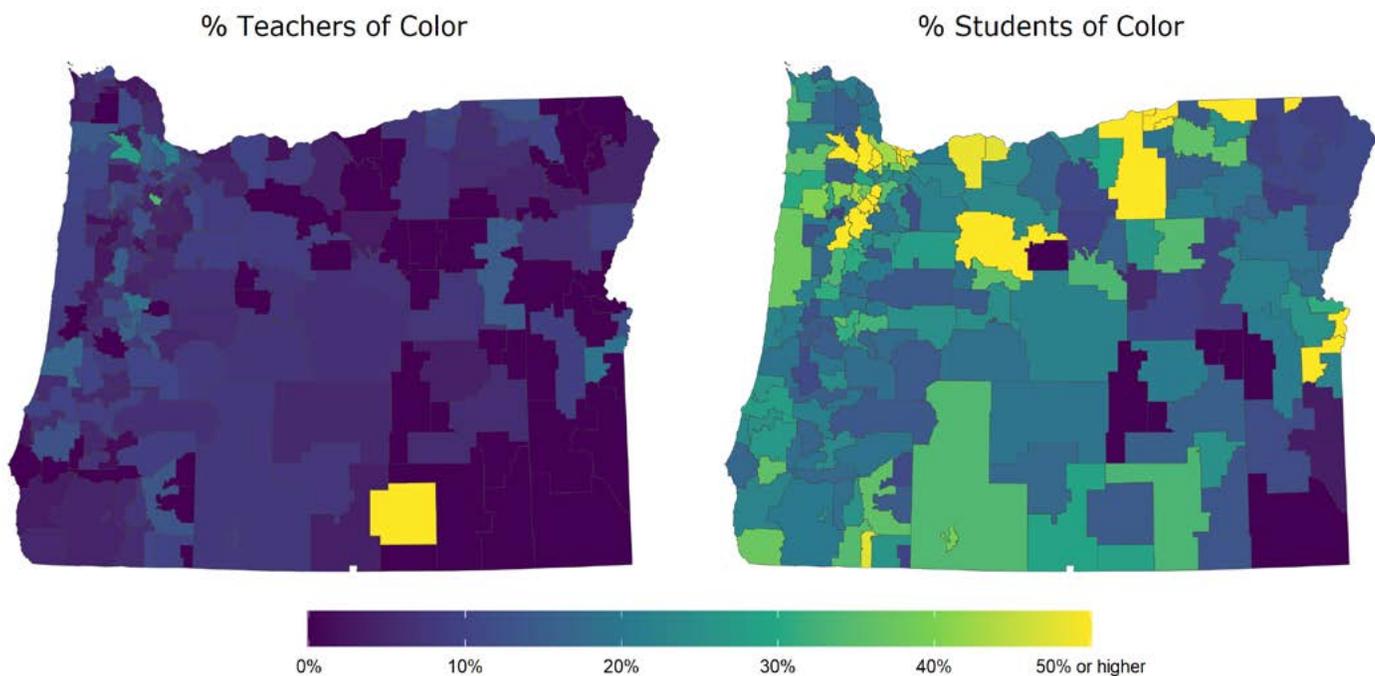
- Comparison of demographic trends for students, teachers, and administrators;

- Data for school districts with more than 40% racially, ethnically, and/or linguistically diverse students next to demographic information of those districts’ to teachers and administrators of color; and
- Data focusing on the continued growth of racial, ethnic, and/or linguistic diversity in rural Oregon communities.

Longitudinal Trends in Racially, Ethnically, and/or Linguistically Diverse Students and Teachers in Oregon

The Oregon Department of Education annually reports longitudinal trends for Oregon’s early learning and K-12 educators and the preK-12 students they serve. One important strategy to diversify the educator workforce is to increase graduation rates for racially, ethnically, and/or linguistically diverse students. The U.S. 2016 State of Racial Diversity in the Educator Workforce found structural barriers at all points in a person’s educational trajectory – from early learning and K-12, to high school graduation, to college then graduate school – significantly reduce likelihood for entry and/or completion of an educator preparation program for racially, ethnically, and/or linguistically diverse students. In Oregon, data on the percentage of teachers of color compared to students of color can be visualized across the state within urban, suburban, and rural school districts to consider the distribution of racially, ethnically, and/or linguistically diverse teachers and students (Figure 7).

Figure 7. Distribution of Teachers of Color and Students of Color by School District



Source. Data provided by the Oregon Department of Education based on school district 2019 – 2020 Fall Membership.

Based on the 2019 fall membership of high school graduation rates (Table 2), small gains were made for Hispanic/ Latinx, American Indian or Alaska Native, Asian, and multi-racial students compared to the previous year. Black or African American and white students showed slight decreases in their graduation status, and Native Hawaiian or Pacific Islander students remained at the same rate from the 2019 report. It should be noted that Table 2 refers to a five-year cohort. A cohort graduation rate follows the students who are first-time high school students in a particular year and determines the percentage that graduate within a given time frame, such as four years. An extended rate, allowing one additional year for completion, is also tracked and reported by ODE as the 5-year Cohort Graduation Rates.

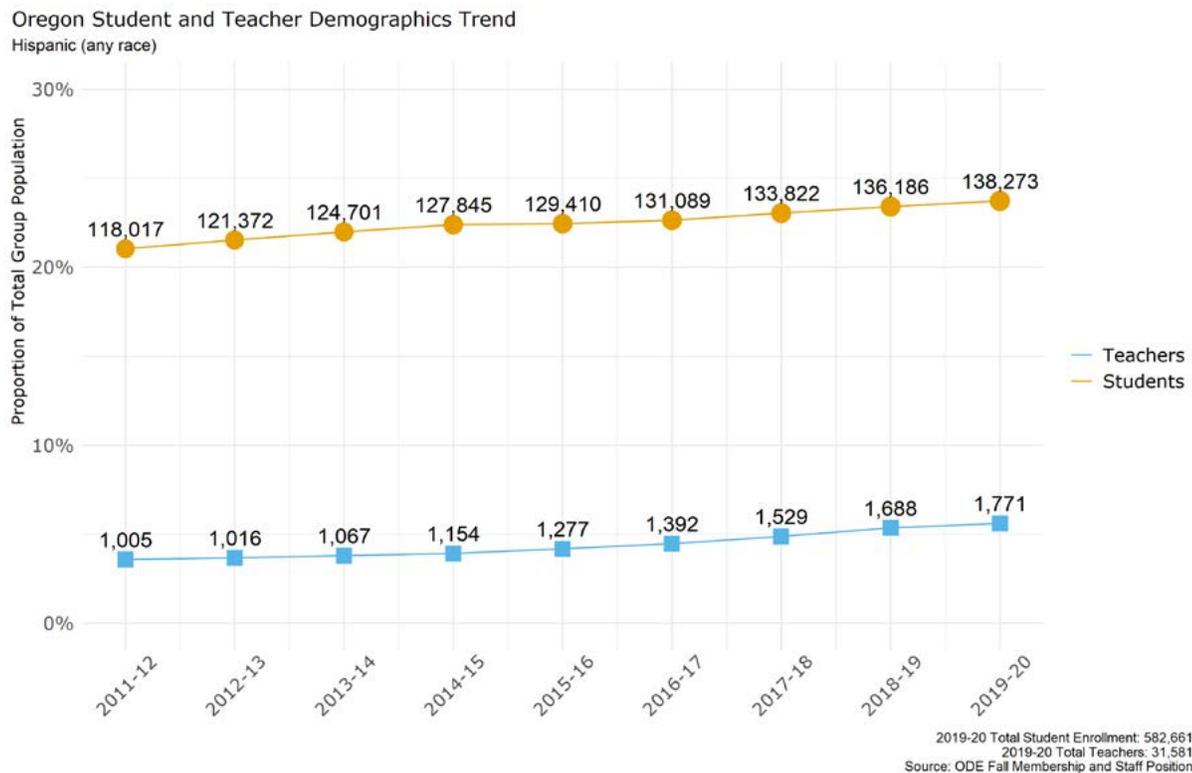
Table 2. 2018-2019 Five-Year Cohort of Fall Student Membership

	HISPANIC OR LATINX	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR PACIFIC ISLANDER	WHITE	MULTI-RACIAL
2018-2019	20.8%	1.4%	4.8%	2.3%	0.7%	64.4%	5.7%

Note. Oregon Department of Education Fall 2019 Student Membership Report.

Longitudinal data for Oregon Student and Teacher Demographic Trends by Individual Race and/or Ethnicity (page 59) reports decreasing enrollment for both American Indian or Alaskan Native students and Black or African American students in Oregon public schools over the past 10 years, by 30.8 percent and 7.9 percent, respectively. Since 2011 – 2012, Hispanic/ Latinx student and teacher diversity ratios indicate a shift in disproportionality trends, meaning the difference between these groups is slightly decreasing (Figure 8). In 2019 – 2020 the number of Hispanic/ Latinx teachers ($n = 1,771$) increased by 76 percent since 2012 ($n = 1,005$). In other words, the ratio in 2019 was the equivalent to 1 Latinx/ Hispanic teacher for every 78 Hispanic/ Latinx students, compared to 1 Hispanic/ Latinx teacher for every 117 Hispanic/ Latinx students in 2012. It should be noted that the number of Hispanic/ Latinx students ($n = 138,273$) increased in 2019 - 2020 by 17%, compared to 2012 ($n = 118,017$). Another rate of increase are the number of multi-racial teachers by 9 percent and multi-racial students by 45 percent since 2012 (Figure 9).

Figure 8. Hispanic/ Latinx Student and Teacher Demographic Trends Over Time



Source. Data provided by the Oregon Department of Education.

Figure 9. Multiracial Student and Teacher Demographic Trends Over Time

Oregon Student and Teacher Demographics Trend
Multiracial (non-Hispanic)



Source. Data provided by the Oregon Department of Education.

Since 2011, the growth of racially, ethnically, and/or linguistically diverse teachers shows slight to modest gains (Table 3). While these trends indicate promising signs of positive growth in educator diversity, so too is the growth of diversity in Oregon's schools. And the continued rate of growth for racially, ethnically, and/or linguistically diverse students requires more progress to be made across the state's educator workforce.

Table 3. 2011 – 2020 Statewide Counts of Teachers by Race and/ or Ethnicity

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
American Indian or Alaska Native	174	171	164	168	164	168	172	184
Asian	442	435	441	477	507	528	551	571
Black or African American	177	174	167	184	180	193	197	204
Hispanic/Latinx (any race)	1,005	1,016	1,067	1,154	1,277	1,392	1,529	1,690
Multi-racial	531	483	503	471	530	564	578	570
Pacific Islander or Native Hawaiian	39	39	44	53	69	64	69	68
White	25,699	25,328	25,696	26,939	27,799	28,242	28,233	28,227

Source: 2011-2012 through 2019-20 ODE Staff Position Collection

“Rural America is not homogenous and should not be discussed or treated as such. In order to properly address the issues facing rural communities across the country, advocates and policymakers must understand the diverse nature of rural communities and the various systemic challenges they face.”

Olugbenga Ajilore and Zoe Willingham
Redefining Rural America, Center for American Progress, 2019

Oregon’s Most Diverse School Districts

According to a 2019 report, “Redefining Rural America,” significant populations of Black and African American, American Indian/ Alaska Native, and Hispanic/ Latinx individuals/families live in rural areas across the United States. However, beliefs about the lack or limited number of people of color in rural areas are persistent. Marcelo Bonta (2017) in “Dancing with Equity” found such similar beliefs were held by people from land trusts, soil and water conservation districts, watershed councils, and government agencies across rural Oregon for further district-by-district data on student and educator diversity.

Annually, the Educator Equity Report highlights 34 districts that have 40 percent or more racially, ethnically, and/or linguistically diverse students. In the 2019-20 school year, two school districts, Multnomah ESD (which include The Creeks, Helensview, and Wheatley schools) and Ukiah SD, fell below 40 percent threshold for inclusion in 2020, while one district, Troy SD, reached 67 percent. Table 4 presents the percentages of student and teachers of color in these diverse school

districts for 2020. Oregon’s most diverse school districts range from 40-84 percent student diversity. The racial, ethnic, and/or linguistic diversity of the teachers in the 34 most diverse districts ranged from 8-34 percent. Although 18 school districts reported a slight increase in the number of teachers of color, and these gains are to be celebrated, the gains were outpaced by the rising enrollment of students of color.

In addition to the lack of parity between students of color and teachers in Oregon schools, at least 10 school districts from among the most diverse reported that they employed no administrators of color. Several school districts in rural areas, reported that students of color make up more than half of the total student population. For example, Umatilla and Jefferson County school districts reported more than 50 percent of students of color. These same districts show little to no growth in rates of teachers and/or administrators of color. However, gains were made in five districts reporting increases for administrators of color: Woodburn, Jefferson County, Milton-Freewater Unified, Hermiston, and Gresham-Barlow.

According to the 2016 U.S. Census Bureau estimate, five of the six Oregon counties with the highest percentages of people of color are rural. Morrow, Jefferson, Malheur, Hood River and Umatilla counties range from 34 percent to 41 percent people of color. In the few regions where people of color make up less than 10 percent of the population, communities of color are extremely marginalized and need support now more than ever.

Marcelo Bonta
Dancing with equity in rural Oregon,
Meyer Memorial Trust, 2017



Table 4. Oregon School Districts with 40 Percent or More Racially, Ethnically, and/or Linguistically Diverse Students

	SCHOOL DISTRICT	STUDENT COUNT FALL	PERCENT OF STUDENTS OF COLOR FALL	PERCENT TEACHERS OF COLOR FALL	PERCENT ADMINISTRATORS OF COLOR FALL
1	Woodburn SD 103	4,789	85%	34%	50%
2	Umatilla SD 6R	1,061	74%	13%	0%
3	Jefferson County SD 509J	2,046	71%	9%	7%
4	Reynolds SD 7	7,523	69%	8%	16%
5	Parkrose SD 3	2,089	68%	9%	17%
6	Nyssa SD 26	828	68%	19%	14%
7	Troy SD 54	2	67%	0%	0%
8	Ontario SD 8C	1,607	67%	12%	20%
9	David Douglas SD 40	6,228	64%	11%	19%
10	Milton-Freewater Unified SD	1,054	63%	13%	10%
11	Morrow SD 1	1,366	60%	7%	0%
12	Gervais SD 1	819	60%	5%	11%
13	Forest Grove SD 15	3,667	60%	27%	36%
14	Hermiston SD 8	3,404	59%	10%	18%
15	Centennial SD 28J	3,581	59%	11%	33%
16	North Marion SD 15	1,025	55%	4%	0%
17	Hillsboro SD 1J	1,1245	55%	15%	26%
18	Salem-Keizer SD 24J	22,522	54%	12%	17%
19	Beaverton SD 48J	22199	54%	14%	18%
20	ODE YCEP District	159	53%	3%	25%
21	Stanfield SD 61	275	52%	11%	0%
22	Central SD 13J	1669	50%	6%	9%
23	Hood River County SD	1977	49%	10%	10%
24	Phoenix-Talent SD 4	1230	48%	11%	8%
25	ODE JDEP District	73	48%	29%	0%
26	North Wasco County SD 21	1427	48%	2%	0%
27	ODE Public Charter Schools	523	47%	18%	18%
28	Mount Angel SD 91	345	47%	6%	0%
29	Tigard-Tualatin SD 23J	5555	44%	13%	12%
30	Gresham-Barlow SD 10J	5228	44%	10%	4%
31	Portland SD 1J	20818	43%	21%	32%
32	Dayton SD 8	437	43%	10%	0%
33	McMinnville SD 40	2757	41%	11%	12%
34	Willamina SD 30J	354	40%	8%	0%

Source. Data are sourced from ODE Fall Student Enrollment Data Collection

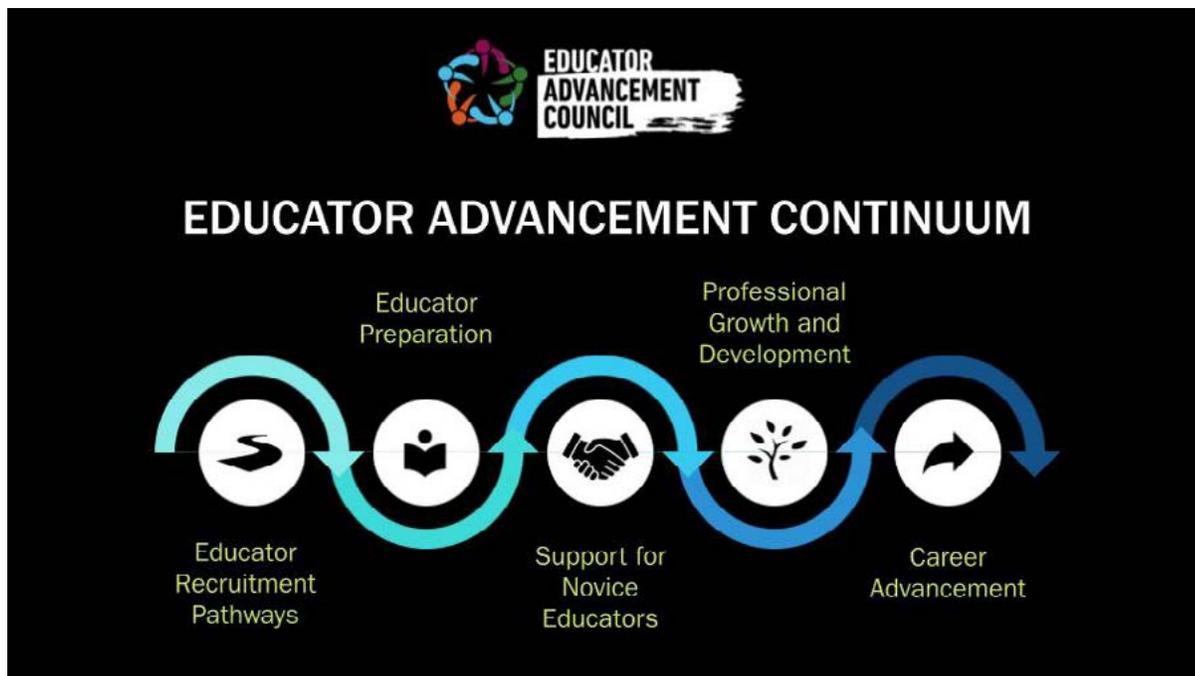
SECTION 4: BECOMING AN EDUCATOR IN OREGON

Creating a supportive and racially affirming educator continuum from recruitment and retention to retirement continues to present many challenges to Oregon’s education system. With few exceptions in Oregon, teachers and administrators of color are isolated in schools with predominantly white staff and administrators, and in many schools, with predominantly white students. Legislative supports, including laws and sustainable funding, provide some success to dismantle the structural barriers affecting various pathways along an educator continuum. Strategies to diversify the school systems across the state must include the reimagining of current systems to create conditions that provide racially, ethnically, and linguistically affirming environments in classrooms and schools.

This section includes data on the following:

- Oregon Teacher Scholars Program
- 2018 – 2019 Teacher Candidate Enrollment and Completer Data by Public and Private Institutions
- 2018 – 2019 Principal and Administrator Candidate Enrollment Data by Public and Private Institutions
- Strategic Aims for Educator Preparation and K-12 Hiring Programs
- Eliminating Barriers in Educator Pathways

Figure 10. Educator Advancement Continuum



Source. Image provided by the Educator Advancement Council.

Oregon Teacher Scholars Program

In 2017, the [Oregon Teacher Scholars Program](#) (OTSP) was enacted as part of Senate Bill 182. The intention was to remove barriers to educator preparation and the teaching profession by providing scholarship resources and racially affirming professional learning communities for racially, ethnically, and/or linguistically diverse teacher candidates. The program serves to support and encourage diverse teacher candidates through professional networking and mentoring opportunities, as well as attendance at state and/or national

education conferences. Scholars apply through the HECC Office of Student Access and Completion (OSAC) for \$5,000 awards each academic year. Each Oregon Teacher Scholar may receive funding for up to two years; funding may be used for tuition, supplies, living costs, etc. Table 5 shows institution level data for two cohorts. Since 2018, the OTSP has served over 130 scholars (Table 6). With additional funding support from the Student Success Act, HB 3427, more than 200 new scholars will receive scholarship awards during the 2020-2021 academic year.

Table 5. Summary Institution Data for 2018-2019 and 2019-2020 Oregon Teacher Scholars Cohorts

INSTITUTION	2018-19	2019-20
Concordia	1	2
Lewis and Clark	1	1
Northwest Christian	1	0
Southern Oregon University	1	4
Linfield	2	3
Corban	2	1
University of Portland	3	2
University of Oregon	9	13
Eastern Oregon University	4	3
Oregon State University	8	11
George Fox	8	3
Western Oregon University	8	8
Pacific University	8	7
Portland State University	13	8
Warner Pacific	0	1
Total	69	67

Source. Data provided by the Higher Education Coordinating Commission.

Table 6. Two Year Summary of Race and/or Ethnicity Data, Oregon Teacher Scholars Program

RACE AND/OR ETHNICITY	2018 - 2019	2019 - 2020
Hispanic/ Latinx	41	49
Bilingual	8	1
Asian	5	8
Black/ African American	3	5
American Indian	4	1
Multi-racial	6	1
Native Hawaiian/ Pacific Islander	2	1
Alaskan Native	0	1
Total	69	67

Source. Data provided by the Higher Education Coordinating Commission.

How to Support Diverse Teacher Candidates

According to survey responses collected from a small participant group ($n = 20$) from the 2018-2019 cohort, staying close to family, type of teaching position, and school climate mattered greatly to them when choosing their first job. In addition, respondents attributed personal networking, as well as administrator and mentor teacher support critical to their success in finding their job search. As first year teachers, school climate, school and district leadership, and having colleagues with similar cultural, racial and/or linguistic identities were the most beneficial to them. In a 2019 study, "If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover," creating a positive and inclusive school climate/culture is considered as a proven retention strategy to support and keep racially, ethnically, and/or linguistically diverse teachers in classrooms and/or profession.



2018-2019 OTSP RECIPIENTS' ADVICE TO FUTURE RECIPIENTS

"Make sure the school staff is diverse and you can seek support from them."

"My biggest advice to people entering a teacher prep program would be to find mentors who sincerely believe in you and will help you grow. It's already incredibly important to fight perfectionist tendencies and get comfortable with making many mistakes and mediocre performances every day because that is exactly how you will become more and more skillful."

"If you know in your heart that you are meant to be a teacher and you are willing to put your all into it, continue to pursue it no matter how hard it may get. It's so worth it in the end!"

"Teaching is not just a career, it's a lifestyle. Becoming a teacher will change the way you view the world and those around."

"It can be hard work and overwhelming when entering the program, but everything pays off because teaching is such a special job."

"If you can, apply for this scholarship because being a part of this program was so helpful. Also, Oregon needs you! Students in Oregon need you! Especially teachers who are more representative of the student population. Teaching can be challenging, but with the right support it is the most rewarding career you could ask for."

APPLYING TO OTSP

The program accepts applications via the [Office of Student Access and Completion \(OSAC\)](#) website from November to March for the following academic year.

Students are required to be admitted or enrolled in an Oregon approved preliminary licensure teaching program upon receiving the award. The preliminary licensure teaching program is the formal portion of an education program which is typically one to two years at the end of an undergraduate teaching program. Graduate students are also encouraged to apply before or during their teacher licensure program.

The program is open to DACA and undocumented students with an Oregon Student Aid Application (ORSAA) on file. The scholarship can be renewed for a second year depending on funding availability. Please contact the program coordinator Horalia (Lala) Rangel, Horalia.rangel@state.or.us for more information.



Teacher Candidate Enrollment and Completer Data by Public and Private Institutions

In the 2018-19 school year there was a total of 3,741 teacher candidates enrolled in educator preparation programs, which is 1,551 more than were reported in 2017-2018 ($n = 2,190$). While the increased enrollment rates are a promising trend for Oregon, there were differences in the rates of enrollment across racial and/or ethnic groups (Table 7). The largest proportional growth by race and/or ethnicity were Asian, multi-racial, and white students who increased between the 2017-2018 school year and 2018-2019 school year by 90 percent, 74 percent, and 65 percent respectively. Hispanic/Latino and American Indian/Alaskan Native students increased by 46 percent and 48 percent, respectively, from the 2017-2018 school year. Black/African American and Native Hawaiian/Pacific Islander students increased at the lowest rates, at 23 percent and 10 percent, respectively, from 2017-2018 school year.

Appendix D (page 89) contains data on enrollment in Oregon's six public and ten private teacher preparation programs in operation in 2019 – 2020. Although the time-frames of formal enrollment in a teacher preparation program differ across institutions, a total of 3,741 students enrolled as teacher candidates in 2019-2020 compared to 2018-2019 students ($n = 2,190$). Among public institutions, Portland State University and the University of Oregon enrolled the most Black/African American, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and Hispanic/Latinx students in the 2018-2019 school year; among private institutions, George Fox University, Pacific University, and Concordia University enrolled the most Black/African American, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and Hispanic/Latino students in the 2018-2019 school year. Table 8 provides the teacher candidate completion in preliminary licensure programs for 2018-2019. It should be noted, in the spring of 2020 Concordia University officially closed.

Table 7. Summary Data for 2017-2018 and 2018-2019 Teacher Candidate Enrollment in Preliminary Licensure Programs for Public and Private Institutions

INSTITUTION	PUBLIC		PRIVATE		TOTAL	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Hispanic/Latinx	134	218	108	173	272	396
American Indian or Alaska Native	16	28	15	18	31	46
Asian	47	85	36	73	83	158
Black or African American	24	34	23	24	47	58
Pacific Islander or Native Hawaiian	5	8	14	13	19	21
White	654	1,315	969	1,362	1,623	2,677
Multi-racial	36	39	66	53	102	64
Other	27	116	52	89	77	205
Total	943	1,877	1,247	1,864	2,190	3,741

Source. Westat provided by the Teacher Standards and Practices Commission.

Table 8. Summary Data for 2017-2018 and 2018-2019 Teacher Candidate Completers in Preliminary Licensure Programs for Public and Private Institutions

INSTITUTION	PUBLIC		PRIVATE		TOTAL	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Hispanic/Latinx	61	100	40	71	101	171
American Indian or Alaska Native	9	9	7	9	16	18
Asian	58	32	31	28	89	6
Black or African American	13	12	6	10	19	22
Pacific Islander or Native Hawaiian	6	5	4	6	10	11
White	969	620	676	553	1,645	1,173
Multi-racial	66	32	38	37	104	69
Other	91	63	89	41	180	104
Total	1,273	873	891	755	2,164	1,628

Source. Westat provided by the Teacher Standards and Practices Commission.

Appendix E (page 90) contains data on teacher candidates completing public and private Oregon institutions in 2018-2019. Overall the number of graduating teacher candidates continues to be largely white completers, 72 percent compared to 22.9 percent racially, ethnically, and/or linguistically diverse completers. There was some growth among racially, ethnically, and/or linguistically diverse subgroups between 2017-2018 and 2018-19. Specifically, Hispanic/Latinx teacher candidate graduates ($n = 171$) increased by 69 percent, American Indian or Alaskan Native teacher candidate graduates ($n = 18$) increased by 12 percent, Black or African American teacher candidate graduates ($n = 22$) increased by 16 percent, and Native Hawaiian or Pacific Islander teacher candidate graduates ($n = 11$) increased by 10 percent from 2017-18 to 2018-19.

Principal and Administrator Candidate Enrollment Data by Public and Private Institutions

During 2019–2020, the principal and administrator programs were redesigned by the Teacher Standards and Practices Commission (TSPC). Now, the “initial” or “preliminary” license has changed to a “principal” license (Figure 11, page 28). The “professional” or “continuing” license is now referred to as an “administrator” license. These shifts may have prompted increased enrollment in specific programs, such

as COSA-Concordia’s principal program, from 2017-2018 candidate enrollment ($n = 58$), to candidate enrollment ($n = 114$) in 2018-2019.

Appendix F (page 91) and Appendix G (page 92) provide enrollment data for principal and administrator licensure programs in 2018-2019. With the new changes to administrative licenses, aggregated data from Table 9 and Table 10 show significant growth in enrollment ($n = 1,214$) compared to 2017-2018 ($n = 627$). For both principal and administrator candidates, demographic trends for administrator licenses continue to show significantly larger enrollment for white principal candidates ($n = 404$) and white administrator candidates ($n = 622$), compared to all racial and ethnic demographic groups, with Hispanic/Latinx principal candidates ($n = 26$) and administrator candidates ($n = 28$) as the second largest enrollment group.

There was also an increase in the number of administrator candidates at Portland State University, which may be attributed to the changes in licensure pathways and tracking (page 92). Overall, there is a significant disproportionately for education leaders to be white, calling on educator preparation programs and Pre-K12 systems to further analyze the structural barriers impeding efforts to diversify the administrator workforce.

Figure 11. New Changes to Oregon’s Administrator Preparation License in 2019-2020

A MESSAGE FROM ANTHONY ROSILEZ, DIRECTOR OF TEACHER STANDARDS AND PRACTICES COMMISSION

The Teacher Standards and Practices Commission (TSPC) recognizes the need to strengthen and diversify the educator workforce. Recruiting and retaining racially, ethnically and/or linguistically diverse educators is critically important to the success of Oregon’s diversification efforts and for the academic success of students. In turn, these efforts can only succeed when Oregon’s school and district leaders have a solid foundation in racial equity and leadership.

Oregon’s previous administrator preparation included an initial license which required eighteen semester hours of coursework in educational leadership. The 2019 - 2020 redesign of an administrator license increased this requirement to twenty-seven hours of coursework and focused the preliminary license on the needs of school principals. The standards are based on the national Professional Standards for Educational Leaders (Council of Chief State School Officers); however, these were adapted for Oregon to include an increased emphasis on leadership for equity in all areas of school administration. Principals will now be better prepared in their engagement with diverse communities, to support early childhood education, and to provide support, supervision and professional development for teachers utilizing an equity lens. This preparation will include best practices to recruit and retain Black, Indigenous and educators of color. Similarly, the professional level license standards emphasize leadership for equity in district superintendent and program director positions.

Combined with the TSPC *Statement of Oregon School Administrator Responsibility in Support of New Educators and Developing a Diverse Educator Workforce*, the call for Oregon’s educational leaders to build and retain a diverse workforce has never been stronger.



Table 9. Summary Data for 2018-2019 Principal Candidate Enrollment in Public and Private Institutions

INSTITUTION	HISPANIC OR LATINX	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR PACIFIC ISLANDER	WHITE	MULTI-RACIAL	OTHER	TOTAL
Public	15	1	4	3	1	131	2	5	162
Private	11	1	1	2	0	273	8	39	335
Total	26	2	5	5	1	404	10	44	497

Source. Data provided by the Oregon Teacher Standards and Practices Commission.

Table 10. Summary Data for 2018-2019 Administrator Candidate Enrollment in Public and Private Institutions

INSTITUTION	HISPANIC OR LATINX	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR PACIFIC ISLANDER	WHITE	MULTI-RACIAL	OTHER	TOTAL
Public	18	1	5	5	0	282	5	18	334
Private	10	0	1	0	1	340	1	30	383
Total	28	1	6	5	1	622	6	48	717

Source. Data provided by the Oregon Teacher Standards and Practices Commission.

Since 2017-2018, enrollment numbers for administrative licensure programs continue to increase at both private and public institutions. Table 11 and Table 12 include 2018-2019 completer data for principal and administrator licenses. In 2018-2019, the aggregate total for enrollment of candidates in a principal and/or administrator program was 1,214, with 670 candidates completing programs for licensure. Comparatively, in 2017-2018, 627 candidates enrolled in an administrative program, and 332 candidates completed their program. White candidates continue to be the largest demographic group in administrator preparation programs. However, with the new licensure opportunities, there was a significant increase in the aggregate total of racially, ethnically, and/or linguistically diverse administrator candidates ($n = 95$) completing licensure programs in 2018-2019, compared to the total aggregate of racially, ethnically, and/or linguistically diverse administrator candidates ($n = 31$) completing licensure programs in 2017-2018.

Table 11. Summary Data for 2018-2019 Principal License Completers in Public and Private Institutions

INSTITUTION	HISPANIC OR LATINX	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR PACIFIC ISLANDER	WHITE	MULTI-RACIAL	OTHER	TOTAL
Public	6	1		4	0	115	4	2	133
Private	12	1	6	3	1	97	3	2	125
Total	18	2	7	7	1	212	7	4	258

Source. Data provided by the Oregon Teacher Standards and Practices Commission Dates of Completion between 09/01/2018 and 08/31/2019.

Table 12. Summary Data for 2018-2019 Administrative License Completers in Public and Private Institutions

INSTITUTION	HISPANIC OR LATINX	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR PACIFIC ISLANDER	WHITE	MULTI-RACIAL	OTHER	NOT SPECIFIED	TOTAL
Public	8	1	3	4	1	201	4	3	1	226
Private	15	1	6	4	1	148	5	2	4	186
Total	23	2	9	8	2	349	9	5	5	412

Source. Data provided by the Oregon Teacher Standards and Practices Commission Dates of Completion between 09/01/2018 and 08/31/2019.

Strategic Aims for Educator Preparation and K-12 Hiring Programs

Educator preparation programs are integral in the statewide effort to increase the diversity of the teacher candidate pool through recruitment, retention, and graduation of teacher candidates. Passed in 2015, HB 3375 (ORS 342.447) requires the Higher Education Coordinating Commission to review Oregon’s six public universities’ biennial educator equity plans for “adequacy and feasibility.” In the fall of 2020, the HECC approved the 2020-2022 equity plans from the six public universities, as well as the shared commitment towards increasing diversity within the teacher candidate pool (Figure 12). Table 13 includes some examples with specific action steps that universities have committed to take to provide support to students in educator preparation programs.

Figure 12. 2020-2021 Equity Plans for Educator Preparation Programs at the Six Public Universities

MESSAGE FROM THE HIGHER EDUCATION COORDINATING COMMISSION AND THE SIX PUBLIC UNIVERSITY'S EQUITY PLANS

Preparing a diverse teacher workforce fully equipped to equitably serve Oregon's diverse youth pipeline has been a priority of educator preparation programs at colleges and universities, the Higher Education Coordinating Commission, and our partners at the Educator Advancement Council (EAC) and Teacher Standards and Practices Commission (TSPC). In 2020, the movement for racial justice, the disproportionate impact of the pandemic on underserved communities, the shift to remote learning across many of our education environments, and more, have sharpened our focus even more on the critical role of preparing teachers for today's challenges and opportunities.

For six years, in accordance with ORS 342.447, educator preparation programs at six Oregon public universities have produced Educator Equity plans, collaborating and engaging in biennial planning, tracking, and reporting on progress in educator equity for Oregon. We are pleased to report that over the course of several recent public meetings, the HECC approved the 2020-2022 Educator Equity Plans for each of these public educator preparation programs: [Eastern Oregon University](#), [Portland State University](#), [Oregon State University](#), [Southern Oregon University](#), [University of Oregon](#), and [Western Oregon University](#).

Educator equity refers to the state goal that the teacher candidate pool will reflect the linguistic and ethnic diversity of the high school graduating class from which they are recruited. The Educator Equity Report, in accordance with ORS 342.448, has come to represent a call to action and an annual benchmark for the state related to each stage of talent development in the educator pathway to more closely mirror the demographics of the Pre-K12 student population. In the latest Educator Equity Report (2019) the percentage of ethnically diverse high school graduates was 34% (five year cohort in 2017-2018, p.25) and the percentage of ethnically diverse candidates in educator preparation programs (public and private) was 26%.

The strategic focus on diverse candidate retention in educator preparation programs is a shared priority for the 2020-2022 planning cycle. Just a few examples of retention focused activities include: establishing cohorts, paid practicums or other strategies to integrate the processes of recruitment, retention, and placement; reviewing curriculum and assessment practices for cultural relevance and bias; and convening diverse strategic advisory groups to guide decisions. Also new in 2020, the public educator preparation programs are receiving an infusion of funding to support the strategies and activities described in the educator equity plans. Through the Statewide Education Initiatives Account (HB 3427, Section 48), each program is set to receive just over \$80,000 to support the implementation of 2020 approved plans.

The HECC, EAC, and TSPC continue to work together in our shared responsibility for equitable teacher recruitment, retention and graduation, supporting the teachers who will shape the future.

For the complete message, please see the [September 2020 HECC newsletter](#).



Table 13. Equity Action Steps to Support Students in Educator Preparation Programs

TREND	DESCRIPTION	EXAMPLE
Unifying pathway programs	<ul style="list-style-type: none"> • Get involved in county- or region-wide initiatives for the development and growth of educator pipelines • Set the outcome of expansive, long-term career networks aimed to support the advancement of racially, ethnically, and/or linguistically diverse educators 	<ul style="list-style-type: none"> • Portland State University (PSU), the largest, most comprehensive and diverse College of Education in the State of Oregon, has plans to participate in Multnomah County initiatives to expand educator pathway opportunities for diverse students. • Western Oregon University (WOU) will expand opportunities for the Bilingual Teacher Scholars program in collaboration with school district partners and community colleges.
Flexible learning modalities	<ul style="list-style-type: none"> • Co-construct and scale content and practicums in coordination with district partners • Invest in, research, and innovate for distance learning models that will expand the traditional learning modalities and environments 	<ul style="list-style-type: none"> • By expanding the modalities, the University of Oregon (UO) provides additional course offerings on weekends, evenings, and via more flexible media and scheduling availabilities to increase access to coursework for students with families, work responsibilities, and other critical life-circumstances that impact their ability to access travel, full-time coursework, and daytime programs. • Oregon State University (OSU) and Beaverton School District developed the clinically based Master of Arts in Teaching (CB-MAT) program. The CB-MAT provides a full-time, hybrid learning, cohort model with extensive coordination between the university and district partnership including (a) paid K-5 classroom experience, (b) expert mentorship, and (c) university coursework that is designed and taught with district partners.
Culturally sustaining pillars for professional learning and systemic shifts	<ul style="list-style-type: none"> • Establish pillars for culturally responsive learning environments through research, continuity, and consider students’ ecologies. • Ensure that the university assumes responsibility for the success of diverse students and systematically adapts existing practices so that racially, ethnically, and/or linguistically diverse students’ assets are valued and uplifted. 	<ul style="list-style-type: none"> • Eastern Oregon University’s Center for Culturally Responsive Practices (CCRP) provides resources, research, and learning opportunities for K-12, university, and pre-service educators to advance and sustain the integration of culturally responsive pedagogies in their teaching and learning. • Southern Oregon University plans to pilot a “student-ready” campus initiative in the 2020-2021 academic year. The student-ready initiative aims to provide equitable access to culturally responsive supports for racially/ ethnically and linguistically diverse students in a way that adapts and reframes the typical “college-ready” narrative.

Source. Summaries collected from the 2019-20 Educator Equity Plans submitted by programs at Oregon public universities to the Higher Education Coordinating Commission and the Educator Advancement Council.

Eliminating Barriers in Educator Pathways

There are multiple barriers impacting efforts to diversify the educator workforce in Oregon. For example, one barrier is the lack of representation of educators of color for racially, ethnically, and/or linguistically diverse students, in that they do not see themselves reflected in their school experiences. From one of many listening sessions with Black, Indigenous, and educators of color this spring, one participant shared, “We don’t really see ourselves as teachers... I grew up in Oregon and I really can’t think of one teacher of color that I had in school.” Changing such experiences for students of color in Oregon schools requires on-going efforts from local and state agencies, educator preparation programs, and school districts to identify systemic and structural barriers that may impede diversifying the educator workforce in the state.

“We don’t really see ourselves as teachers... I grew up in Oregon and I really can’t think of one teacher of color that I had in school.”

Participant in the Black, Indigenous and Educators of Color Convenings, Spring 2020

The Student Success Act (HB 3427 § 48, 2019) calls on Oregon educators and leaders to share the responsibility in visioning how systemic and structural barriers to developing diverse educator workforce across the state can be dismantled. Oregon’s existing “Grow-your-own” (GYO) programs support these aims, however it is necessary to further explore how to improve these programs and develop nontraditional grow-your-own initiatives that better address racially, ethnically, and linguistically diverse teacher candidates (Gist, Bianco, & Lynn, 2018). Five takeaways from this research are:

- 1) *Value teacher’s of color Community Cultural Wealth (CCW) that affirm their humanity and enable them to persist.* This includes strength-based and critical frameworks to anchor pathways to recruit teachers of color from nontraditional pathways.
- 2) *Without thoughtful decisions to place GYO program graduates in schools, they may do little to support the successful development of teachers of color in the profession.* Thus, common commitments to the

CCW of teachers of color should be established across partners, such as educator preparation, school district, and community-based organization, to support their retention.

- 3) *There is a significant need for research on nontraditional teachers of color in GYO programs related to*
 - a) understand and address educator preparation structures and policies (e.g., acceptance criteria, exam requirements, mentorship) that push out or retain a significant number of aspiring teachers;
 - b) identify types of teacher learning supports needed to develop their academic disciplinary knowledge and pedagogical practice;
 - c) identify factors that influence the retention of teachers despite school-based challenges; and
 - d) develop empirical and longitudinal studies investigating the impact of GYO programs on student learning, engagement, and school context.
- 4) *GYO program funding sources must be diversified at the local, university, state, and federal levels for sustainability beyond initial funding periods.* The creation of funding initiatives that support the enhancement and develop
- 5) *To encourage and support the development and growth of GYO models, active or existing GYO programs should organize to produce knowledge about their work that extends beyond their program descriptions.*

With a commitment to expand Grow-Your-Own programs across the state, the Educator Advancement Council facilitated one workgroup session right before the Stay Home, Stay Safe executive order was initiated by the Governor. Participants from school districts, education service districts, educator preparation programs, community colleges, and philanthropy and nonprofit organizations were asked to discuss and identify barriers related to the educator pathway in Oregon. The workgroup identified opportunities for education leaders to evaluate and develop strategies to mitigate structural barriers for racially, ethnically, and/or linguistically diverse teacher candidates. Table 14 outlines the barriers identified, as well as guiding questions to consider in order to dismantle barriers in educator pathways.

Table 14. Considerations for Dismantling Barriers in Educator Pathways

ENTRY POINTS	
Institutional racism	<ul style="list-style-type: none"> • How can we make schools welcoming and safe for communities of color? • How do we acknowledge the historical and current oppression in our education systems? • How can we reform policies that prioritize English speaking applicants, so they are more inclusive?
Testing, costs, and fees	<ul style="list-style-type: none"> • How can we vision support costs holistically by considering alignment between community colleges and universities and school districts? • How can we examine the ways that costs for school interact with students’ needs to work and complete internships? • To what extent are there rules and policies that create barriers for districts and unions who hold the power over tuition vouchers for paraeducators and educators?
Lack of counseling, advising, and social supports	<ul style="list-style-type: none"> • How can we support ethnically and linguistically diverse educators’ social capital and relationship building opportunities? • How can we hold our systems accountable to prepare and hire professors who can teach and support restorative justice?
DEFICIT NARRATIVES	
Disconnection between staff expectations of educators’ cultural diversity, geographic locations, and familial values	<ul style="list-style-type: none"> • How can we engage staff and professionals at all levels of the K12 and higher education systems in anti-racist trainings to support racially affirming and culturally sustaining programs? • How can we ensure that culturally sustaining and racially affirming practices penetrate grading, student-teacher interactions, and culture across educator preparation programs? • How are rural communities supporting racially, ethnically, and/or linguistically diverse students who are interested in a teaching profession? • In what ways can geographic barriers to becoming a teacher in rural areas be mitigated?
LACK OF AND LIMITED CULTURALLY SPECIFIC INITIATIVES	
Institutional racism	<ul style="list-style-type: none"> • What can educator preparation programs do to increase enrollment and completion of teacher candidates who are racially, ethnically, and/or linguistically diverse? • How does social justice or anti-racist work actually decenter the lived experiences of communities of color and educators of color? • What are practices that educator preparation programs can do to provide racially, ethnically, and/or linguistically diverse students with culturally specific wrap-around services and supports? • How can educator preparation programs develop transparency and honor perspectives about the power dynamics at play in their programs?
RECRUITMENT AND RETENTION	
Lack of counseling, advising, and social supports	<ul style="list-style-type: none"> • How can teacher mentor programs not create an increased workload for diverse educators as mentors? • How can we build cohesion and alignment between community colleges and universities across educator preparation pathways? • In what ways can universities hire more teacher educators of color who understand how to work with students, families and communities of color?

SECTION 5: EDUCATOR LICENSURE, EMPLOYMENT, AND ATTRITION

Trends in educator licensure, hiring, and retention in PreK-12 systems provide outcome measures that illustrate the impact of strategic initiatives for culturally sustaining and racially affirming practices and environments. This also includes access to highly qualified teachers for students in Title I schools under the Every Student Succeeds Act (page 93). While there is evidence of some promising trends towards diversifying Oregon’s educator workforce, overall in educator advancement continues to be most notable for white educators, from teacher candidacy (72 percent white), to principal candidacy (81 percent white), to administrator candidacy (87 percent white). It is not enough to evaluate and assess educator preparation pathways to diversify Oregon’s educator workforce; actions must also include examining barriers such as exams for licensure, employment practices and attrition rates.

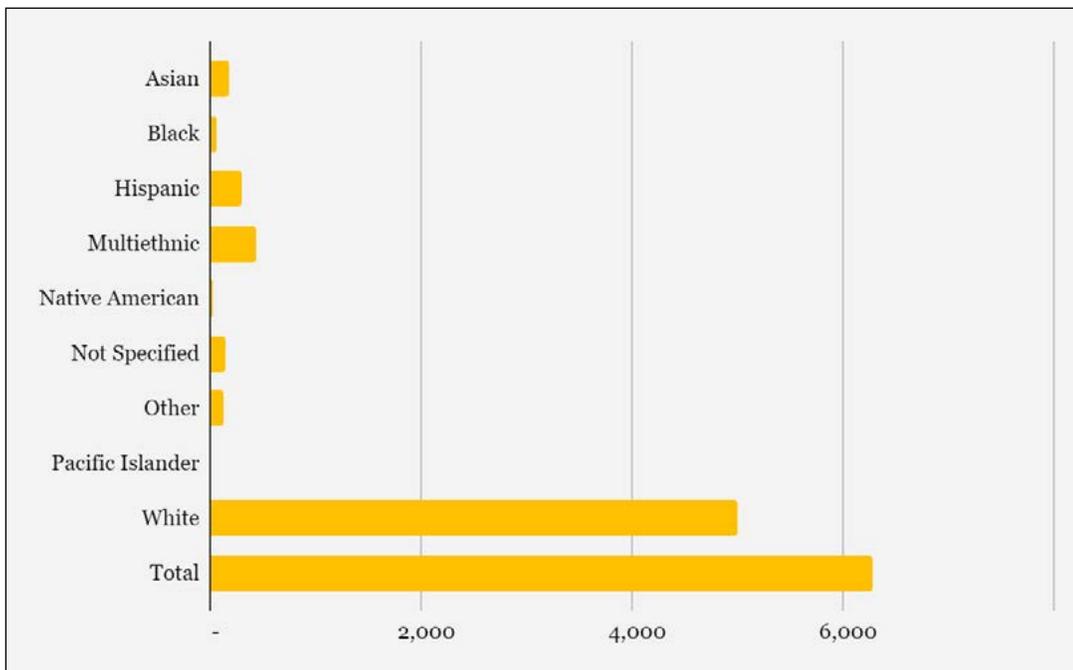


Students Ana Solaria Diaz and Maria Lopez-Gonzalez with Cecelia Monto participated in a listening session with Congresswoman Suzanne Bonamici in late November of 2019 from Chemeketa’s Bilingual Student Teacher Program.

Licensure: First and Reciprocal Teaching Licenses

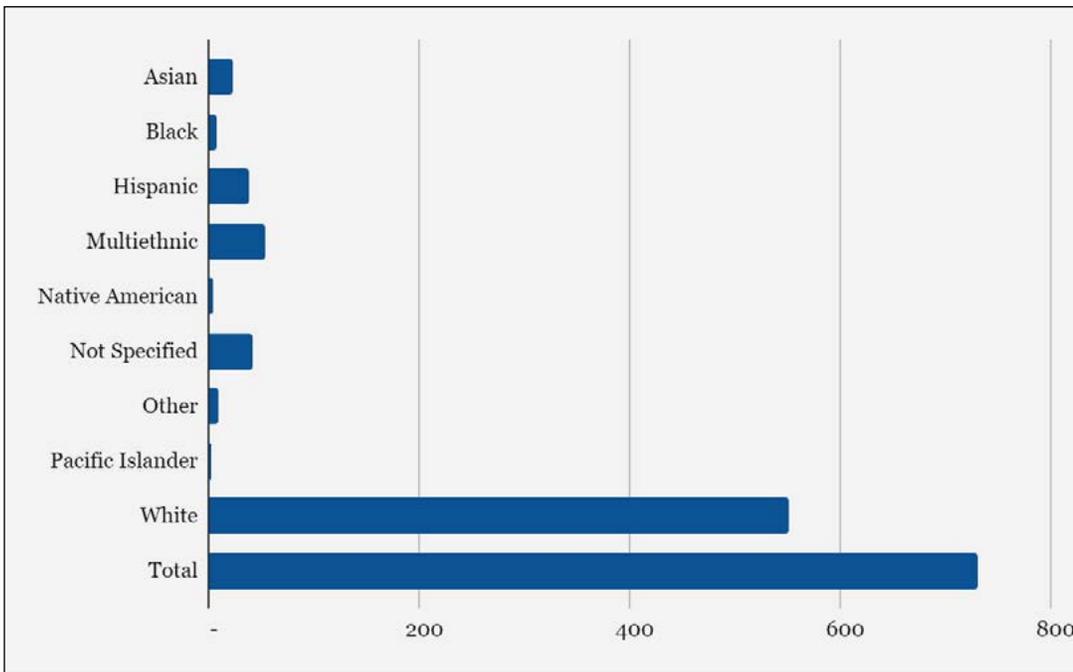
The Oregon Teacher Standards and Practices Commission (TSPC) tracks the first teaching licenses for educators prepared by both in- and out-of-state programs. Figure 13 and 14 illustrate the similarities in racial/ethnic demographic proportions between in- and out-of-state licenses issued by TSPC. Overall, in-state licensures ($n = 6,283$) far exceed out-of-state licensures ($n = 552$).

Figure 13. 2019-2020 In State Reciprocal Teaching Licenses Issued by TSPC



Source. Data provided by Westat and Teacher Standards and Practices Commission.

Figure 14. 2019-2020 Out of State Reciprocal Teaching Licenses Issued by TSPC



Source. Data provided by Westat and Teacher Standards and Practices Commission.

Employed Educators in Oregon Public Schools

Oregon PreK-12 schools made small gains in racially, ethnically and/or linguistically diverse educators at all levels. Table 15 indicates that from 2018-19 to 2019-20 there were increases in the number of diverse teachers (+150), administrators (+17), guidance counselors (+6), and educational assistants (+119) across Oregon. In 2019-20, the percentage of racially, ethnically, and/or diverse educators is much greater for educational assistants (19.74 percent) than teachers (11.7 percent) or administrators (12.5 percent). Moreover, the rate at which ethnically and linguistically diverse educational assistants increased over the past nine years (95 percent) was much higher than that of teachers (43 percent), administrators (43 percent), or guidance counselors (77 percent).

Table 15. Summary of Oregon Staff Demographics 2011-12 to Present

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Educational Assistants									
Total Ethnically Diverse Only	1,921	1,948	1,976	2,107	2,379	2,580	2,865	3,030	3,149
Total (All)	12,256	12,402	12,456	12,963	13,944	14,705	15,254	15,345	15,477
Teachers									
Total Linguistically & Ethnically Diverse	-	-	-	2,623	2,970	3,134	3,332	3,530	3,684
Total Ethnically Diverse Only	2,391	2,343	2,399	2,503	2,721	2,902	3,089	3,278	3,413
Total (All)	28,421	27,993	28,353	29,404	30,437	31,052	31,234	31,409	31,479
Guidance Counselors									
Total Ethnically Diverse Only	124	123	134	147	168	165	194	214	220
Total (All)	1,061	1,060	1,060	1,131	1,207	1,236	1,335	1,396	1,432

Source. Provided by the Oregon Department of Education, Staff Position Report.

Note. Prior to 2014-2015, language of origin was not collected and therefore cannot be used to determine “linguistically & ethnically” diverse staff.

Employed Administrators in Oregon Public Schools

Oregon PreK-12 administrators made similar gains and show converging trends. Table 16 indicates that in 2019-20 the rate of ethnically diverse superintendents, principals, and assistant principals increased since 2011. However, the proportion of superintendents who identify as racially, ethnically, and linguistically diverse remains small, at 8 percent, with 11 percent lower than the proportion of racially, ethnically, and/or linguistically diverse principals.

Table 16. Summary of Oregon Administrator Demographics 2011-12 to Present

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Superintendents									
Total Linguistically & Ethnically Diverse	-	-	-	6	5	7	13	15	17
Total Ethnically Diverse Only	6	6	5	6	5	7	13	15	17
Total (All)	196	194	198	196	196	197	196	200	195
Assistant Superintendents									
Total Linguistically & Ethnically Diverse	-	-	-	7	8	6	3	3	5
Total Ethnically Diverse Only	5	6	7	7	8	6	3	3	5
Total (All)	56	56	58	61	60	68	64	67	70
Principals									
Total Linguistically & Ethnically Diverse	-	-	-	124	125	128	132	141	144
Total Ethnically Diverse Only	112	109	128	122	119	123	127	137	138
Total (All)	1,167	1,151	1,172	1,147	1,169	1,190	1,217	1,204	1,242
Assistant Principals									
Total Linguistically & Ethnically Diverse	-	-	-	80	91	101	105	107	122
Total Ethnically Diverse Only	64	65	67	79	89	98	104	104	118
Total (All)	472	464	477	535	559	600	606	635	680
Special Education Directors									
Total Linguistically & Ethnically Diverse	-	-	-	12	12	20	24	19	14
Total Ethnically Diverse Only	12	13	11	10	8	17	21	14	9
Total (All)	244	249	239	249	249	266	268	280	245

Source. Provided by the Oregon Department of Education, Staff Position Report.

Note. Prior to 2014-2015, language of origin was not collected and therefore cannot be used to determine “linguistically & ethnically” diverse staff.

Oregon Educator Attrition

A significant barrier to the educator advancement for racially, ethnically, and linguistically diverse educators is the lack of support to retain these teachers in schools. According to the annual statewide data from 2016 - 2017 to 2019 – 2020, the highest number of teachers leave their job after their first year of teaching. Attrition measures the number of teachers that leave the profession over time, and these are the teachers who are not retained.

Table 17 illustrates the three-year attrition rates for racially and/or ethnically diverse first year teachers in 2019 - 2020. In 2019 - 2020 the three-year attrition rate for all teachers was 35.7 percent. Among female educators, in 2019 - 2020, the three-year attrition rate across racial and/or ethnic demographic groups ranged from 22.2 to 100 percent and among male educators the rate ranged from 0 - 66.7 percent. Table 18 reports the 2019 - 2020 three-year attrition rate for first-year teachers by grade groups. In 2019 - 2020, the three-year attrition rates range across grade level groups from 28.4 – 57 percent. High school, kindergarten, and elementary teachers had the highest attrition rate in 2019 – 2020; middle-school teachers had slightly lower attrition rate.

Table 17. Three-year Attrition Patterns by Demographic Groups for First Year Teachers

	HIRED 2016-17	LEFT AFTER 1 YEAR	LEFT AFTER 2 YEARS	LEFT AFTER 3 YEARS	TOTAL 3-YEAR ATTRITION
Female teachers	1,328	259	119	89	35.2%
American Indian/ Alaskan Native	7	0	0	3	28.6%
Asian	37	7	4	3	37.8%
Black/ African American	7	3	-1	0	28.6%
Hispanic/Latinx	90	7	6	7	22.2%
Pacific Islander/ Native Hawaiian	1	0	1	0	100%
White	1,154	236	106	78	36.4%
Multi-racial	32	6	3	-1	25%
Male teachers	485	100	55	26	37.3%
American Indian/ Alaskan Native	4	2	0	0	50%
Asian	12	5	2	1	66.7%
Black/ African American	11	2	0	1	27.3%
Hispanic/Latinx	43	10	2	5	39.5%
Pacific Islander/ Native Hawaiian	1	0	0	0	0%
White	405	79	50	18	36.3%
Multi-racial	9	2	1	1	44.4%
All teachers	1,813	359	174	115	35.7%

Source. Data provided by the Oregon Department of Education.

Note. First-year teachers are those who are in their first year of teaching at any school, private or public. Negative numbers indicate a teacher left then returned.

Table 18. Three-year Attrition Patterns by Grade Level Groups for First Year Teachers

	HIRED 2016-17	LEFT AFTER 1 YEAR	LEFT AFTER 2 YEARS	LEFT AFTER 3 YEARS	TOTAL 3-YEAR ATTRITION
Pre-K	50	9	5	7	42%
Kindergarten	97	15	10	10	36.1%
Elementary School	798	155	74	51	35.1%
Middle School	299	59	15	11	28.4%
High School	489	93	58	31	37.2%
Combined Levels	79	28	12	5	57%
Special Education	221	33	23	15	32.1%
All teachers	1,813	359	174	115	35.7%

Source. Data provided by the Department of Education.

Supporting Black, Indigenous, Tribal, Latinx, Pacific Islander, Native Hawaiian, and Asian Educators

Promoting racial equity requires that Oregon’s education systems first evaluate and address the systems that are not serving Black, Indigenous, Tribal, Latinx, Pacific Islander, Native Hawaiian, and Asian educators. According to a report published in September 2019 by Education Trust and Teacher Plus, recruiting teachers of color only gets them into the building. The research identifies five challenges teachers of color experience in the educator workforce that contribute to high teacher turnover rates:

- Antagonist work culture where teachers of color do not feel welcome and/or invisible
- Feel undervalued, even though they take on more than their fair share of responsibility, and are not recognized or compensated for the work they do
- Believe they are deprived of agency and autonomy in their schools because of the inability to use culturally responsive teaching practices that better serve their students
- Bear the high cost of being a teacher of color, which takes a toll on them financially and psychologically
- Must navigate unfavorable working conditions, which lack the supports they need to grow as professionals



Across the state, there are multiple efforts to address attrition rates for teachers of color by state and local agencies, school districts, educational service districts, as well as non-profit, philanthropic organizations. For example, in July 2019, the Oregon Education Association started the Equity SPARKS program to create a supportive and safe space for Black, Indigenous and educators of color to develop professional connections, community, leadership skills, and social support. This program received funding through a grant from the National Education Association and included 77 Black, Indigenous and educators of color from 23 local associations/districts statewide.

However, the impact of the pandemic exposed the critical need to establish more professional affinity networks across the state for educators of color, that are responsive to the needs of Black, Indigenous and educators of color. Soon after Governor Brown’s Stay Home, Stay Safe executive order, the Educator Advancement Council staff (EAC) organized online convenings to offer racially affirming spaces for Black, Indigenous, Tribal, Latinx, Pacific Islander, Native Hawaiian, and Asian educators. In 48 hours, over 200 educators of color signed up to participate. The Educator Advancement Council hosted three sessions over two weeks and received positive feedback from the participants. These three sessions ended up guiding future work for the Educator Advancement Council to find more ways to center, support, and advance Black, Indigenous, Tribal, Latinx, Pacific Islander, Native Hawaiian, and Asian educators in Oregon.

“Recruiting teachers of color only gets them into the building. We must pay equal, if not more attention to their retention to make long-lasting change in the diversity of the workforce.”

Davis Dixon, Ashley Griffin, and Mark Teoh

“If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover,” 2019

SECTION 6: STATE AND LOCAL INITIATIVES

Over the past five years Oregon has committed to a variety of statewide policies and funding initiatives to support racially, ethnically, and linguistically diverse students and teachers across the state. These initiatives, when implemented at regional and local levels, may result in critical and significant changes to support the growing number of racially, ethnically, and/or linguistically diverse students in Oregon schools.

Statewide Curriculum and Investments in Culturally Specific Initiatives

In 2019, the Student Success Act (HB 3427 § 48) explicitly outlined the adoption of culturally specific initiatives (ORS 327.254 Statewide Education Initiatives Account). The statewide education plan for students who are Black or African American, the statewide education plan for students who are American Indian or Alaskan Native, and the Statewide Education plan for students who are Latino or Hispanic). In addition, the 2020-2021 school year brought new expectations for standards and curriculum including Tribal History/ Shared History, Holocaust and Other Genocide, and Ethnic Studies education initiatives (please click on the link for more information on each initiative).

Black/ African American Statewide Education Plan (HB 2016). The Black/ African American education plan seeks to address historic and persistent opportunity gaps for Black/ African American students across Oregon through targeted investment in community-driven programs. To date, nine statewide grants were funded, 3,541 students were served, 103 student activities were offered, and over 352 home visits were facilitated (Qureshi et al., 2019). The program successes include increased engagement in school, improved academic achievement rates, improved connections between families, schools, and other community-based organizations. This program is maturing and developing with a new funding phase underway in 2021.

Latino/a/x Student Success Grants (HB 3427). The Student Success Act included provisions by which ODE would commit to systemically improving opportunities for racially, ethnically, and/or linguistically diverse students. The Latino/a/x Student Success Plan aims to “address inequities experienced by Latino/a/x students through community partnerships and targeted investments.” In response to the confounding factors contributing to inequity for racially, ethnically, and/or linguistically diverse families during the COVID-19 pandemic, the program will invest funds into communities five months ahead of schedule. At the intersection of economic development, culture, and community, this initiative will create a funding program for school districts and community-based organizations to provide strategic support to Latino/a/x students and families during a critical moment in 2020.

Holocaust and Genocide Education (SB 664). In the 2020-21 school year Senate Bill 664 identifies nine learning concepts related to the Jewish Holocaust and other genocide education that will be included in K12 social science curriculum. Staff members across the state have the opportunity to attend professional learning on Holocaust and other genocide education and plan for grade-specific guidance and learning opportunities.

Tribal History/ Shared History (SB 13). In 2017, Oregon’s tribal and education leaders worked together to pass Senate Bill (SB) 13, Tribal History/ Shared History. Senate Bill 13 is monumental legislation that aims to bring together tribal and education leaders in an effort to teach the rich and complex history of Oregon and its people. The curriculum will include a shared perspective of Oregon’s tribal history, sovereignty, socio-economic journey, and current events. The legislation also provides strategic funding to Oregon’s nine tribes as they develop their place-based curriculum for the Tribal History/ Shared History statewide initiative. SB 13 operationalizes the strengths of schools, teachers, students, and the shared learning about Indigenous history as integral to state and U.S. history.

“I’m excited because I feel like there isn’t a relationship between Native people and the education system, and with this bill being passed and being implemented in schools... this is the gateway to building that relationship.”

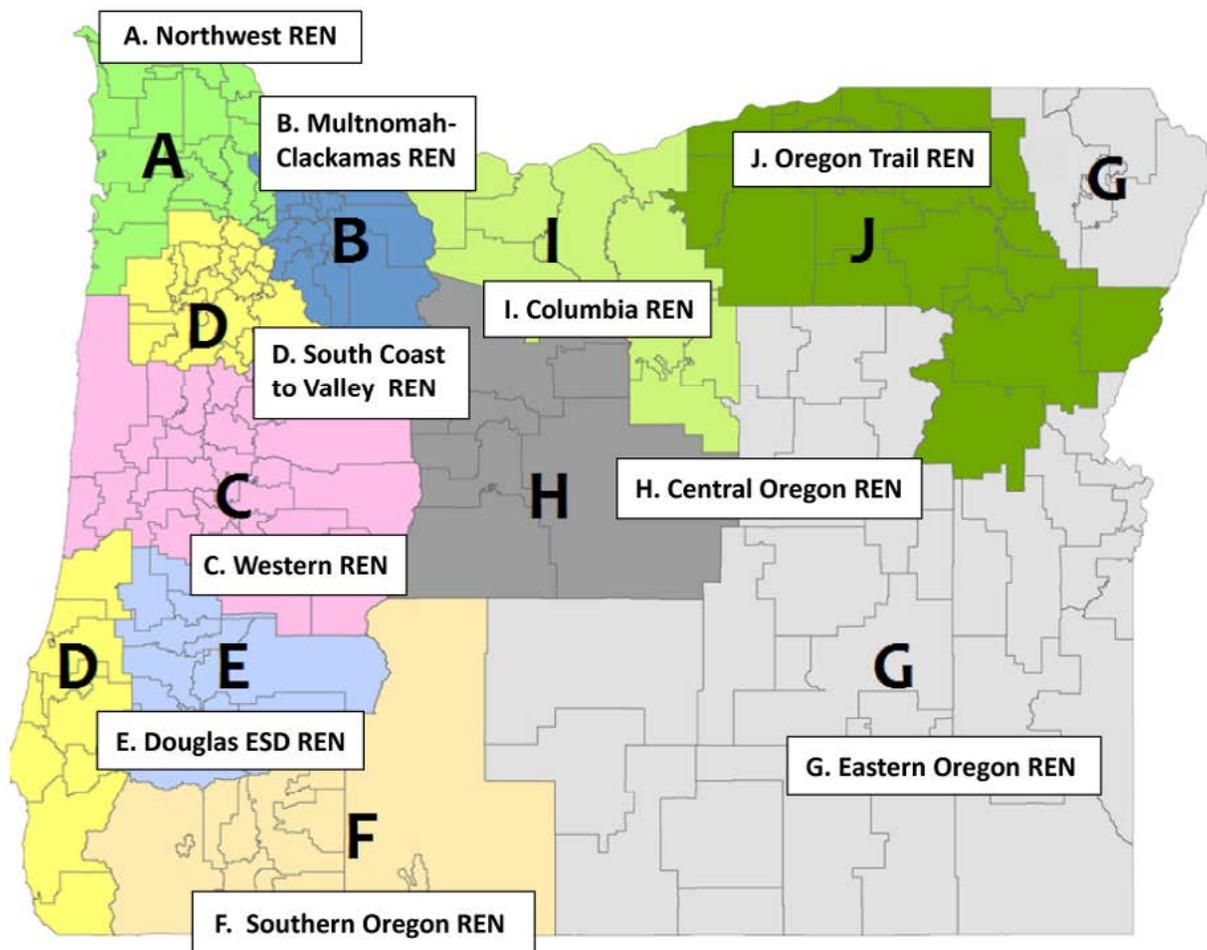
High school senior, 2017

Ethnic Studies Standards (HB 2845). In 2017 the Oregon legislature enacted HB 2845 that aims to expand Oregon social science standards to include Ethnic Studies instruction in K12 Oregon schools. An advisory group convened for over two years in 2017 and 2019 to make recommendations to Oregon’s current Ethnic Studies standards in K12 social science standards. By fall of 2020, the Oregon State Board of Education will adopt the revised standards and offer professional development opportunities to K12 teachers. It is anticipated that the Ethnic Studies standards will be officially included in the 2025 social science standards adoption cycle.

Empowering Local Educators and Communities

The EAC launched 10 Regional Educator Networks (RENs) across Oregon (Figure 15). The RENs facilitate a process that centers the voices of educators to operationalize meaningful, systematic changes to improve recruitment, retention, and professional learning. They do this work through a networked continuous improvement process; the RENs will not initially organize around a solution, program, or an initiative, but rather around improving systems of support for educators along the educator advancement continuum. All of the RENs are engaging in work that centers antiracist, culturally sustaining policies and practices to co-create racially affirming environments for Black, Indigenous, Tribal, Latinx, Pacific Islander, Native Hawaiian, and Asian educators.

Figure 15. The Ten Regional Educator Networks across Oregon



Source. Image provided by the Educator Advancement Council.

Across the 10 RENs, common themes emerged that identified how networked approaches to governance can strengthen the teaching environments for racially, ethnically, and/or linguistically diverse educators. The REN improvement plans were deliberate in establishing and facilitating coordinating bodies that reflected the teacher and student populations and demographics in each region. Many improvement plans also utilized qualitative and quantitative data to determine regional concerns derived from community voices in order to drive the long-term goals of the improvement plans. This process required a deep commitment to creating and strengthening community engagement opportunities. Table 19 outlines each Regional Educator Network goal (or AIM statement) as well as promising practices each REN hopes to implement over the following year.

Table 19. Regional Educator Networks: Promising Progress Towards Equity Sustaining Practices for Educators

REN	AIM STATEMENT	PROMISING PRACTICES
Western REN (WREN)	By 2023, the Western Regional Educator Network will advance diversity by increasing the percentage of teachers of color in the region from 9.8% to 14.3%* and enhancing teachers’ professional supports for meeting students’ social/emotional needs as well as creating more inclusive and empowering school cultures.	<ul style="list-style-type: none"> • ESDs develops anti-bias interviewing processes for each district to adopt, including training for hiring committee members • Expand existing Teacher Cadet (or similar) programs to provide opportunities in every district for all interested students. • Colleges offer students connections to a current teacher mentor based on race, gender and role • Invite every teacher of color in the region, beginning at hiring, to participate in an affinity group either at the district or regional level. • Districts develop written commitments around how they will support the social/emotional needs of teachers with diverse cultural, racial, linguistic backgrounds • Develop regional plans for every educator to engage in ongoing professional learning around culturally responsive teaching practices
Southern Oregon REN (SOREN)	By 2023, 30%* more educators across the career continuum will indicate on climate surveys that they feel safe, connected, and know they matter in the school environment.	<ul style="list-style-type: none"> • Deep Relationships: System-wide commitment to explicit community outreach and building relationships to establish and maintain school environments that are psychologically healthy and safe**, address inequities, minimize disparities, and attend to the Social Emotional Learning (SEL). • Educator Voice: Elevate voices of educators to drive decisions that directly affect them, their students, and their students’ families. • Leadership: Skilled, asset-based administrative support committed to elevating strengths, improving the school climate, responding to the needs of the community, addressing inequities, and continuously improving. • Equity: System-wide commitment to anti-racist, human-centered decision making.
South Coast to Valley REN (SC2V)	<p>The vision of the REN is to create systems of support for all educators. We aim to increase retention and recruitment with a focus of educators of color and those from diverse backgrounds.</p> <p>By June 2023, retention of educators will increase by 6% and among educators of color by 3% in order to help close the diversity gap in the region.</p> <p>By June 2023, recruitment of educators of color will increase by ___ % in order to help close the teacher-student diversity gap. (Baseline data yet to be determined)</p>	<ul style="list-style-type: none"> • Regional affinity groups for educators of color, especially for those in districts/schools without affinity • Centralized regional mentor pool, shared training/learning resources, & district partnerships to build capacity for mentoring within districts and provide access to culturally responsive and affinity mentors • Design teams within schools to support culturally affirming and welcoming events through communities of practice organized around Culturally Responsive Schools/Districts • Equity mentorships for administrators & peer collaboration opportunities • Regional norms and equity policies are created are piloted in schools/districts that offer trainings and communities of practice grounding in critical self analysis and disrupting colorblind approaches, macro/microaggressions, white fragility, and dominant culture in education

REN	AIM STATEMENT	PROMISING PRACTICES
Oregon Trail REN	By June, 2023, there will be an increase in implementation and participation in relevant and progressive professional learning as reported in a regional survey.	<ul style="list-style-type: none"> • Introduce Teacher Partnerships to allow for collaborative professional learning. • Facilitate learning walks for non-novice teachers. • Pair novice principals with experienced principals. • Allow for teacher determined and teacher led professional development. • Increase teacher leader’s flexibility in schedule to be used as instruction coach. • Establish professional development tracks/series.
Northwest REN (NWREN)	Centered the voices By August 2022, we will increase the retention and recruitment of educators of color. In doing so, our region from ___% to ___%. And educators in our district from ___% to ___%.” (Baseline data to be determined)	<ul style="list-style-type: none"> • Equity coach for administrators who need support operationalizing their equity goals through actionable measured next steps • Regional mentors of color for educators of color • Regional Expansion of affinity groups with money to test change ideas • Form diverse task force rooted in Human Resource Equity Practices • Collect pre and post data related to educators of color and their experience going through hiring process and reasons for leaving • Hiring task force includes people of color in educator and leadership roles • Anti-bias training for anyone participating on a hiring panel
Eastern Oregon REN	By June 30, 2023, 80% of Eastern Oregon educators will have equitable access to sustained, quality professional learning in order to: recruit and retain high quality educators, and develop the capacity of educators to improve student learning.	<ul style="list-style-type: none"> • Create a Website to Increase Access to Regional PD • Create mentoring cohorts for non-traditional and traditional novice educators • Increase/leverage collaborative PD opportunities around regional priorities (including establishing the REN Innovation Grant Program for PD) • Initiate facilitated regional professional learning networks • Develop an ongoing, sustained plan of support and regional toolkit for novice educators and mentors
Douglas ESD REN	By June 2023, 75% of Douglas County educators, across the educator continuum--with an equity lens--will report that professional learning is relevant, matches their needs, and innovates their instructional practice--as measured by a regional survey	<ul style="list-style-type: none"> • Across the county, teachers and administrators will collaborate with peers to provide a wider range of PD opportunities to teachers and support staff • Develop of system of communication across the county to bring common improvement and professional development ideas together. • Build countywide understanding of equity and expose blind spots while acknowledging unique rural challenges. • Develop and implement education pathways to support individuals pursuing and entering educational careers

REN	AIM STATEMENT	PROMISING PRACTICES
Columbia Gorge REN (CREN)	By June 2023, ___% of novice educators, including novice educators of color, will be retained in the region and ___% of novice educators will report they felt supported in their school and classroom. (Baseline data to be determined)	<ul style="list-style-type: none"> • Ongoing Equity Training: Regional equity training/work that is ongoing/required for all staff, and includes people of color, addressing cultural bias/affirmation, microaggressions, equity bias, racial/cultural identity, how to be an ally. • Equity Committees: Establish district or school level equity committees that include educators of color. • Robust Novice Educator Orientation: Extended orientation onboarding for novice educators and educators new to the district (orient to: district routines, online/tech platforms, curriculum/content, behavior management, classroom setup, building specific routines, time with mentors, etc). • Administrative Mentorship: New administrators have administrative mentors who meet regularly, with a focus on equity, supporting novice educators and continuous improvement. District and school leadership are supported in creating safe inclusive spaces. • Regional job-alike cohorts: (ex: affinity groups for educators of color, cohorts of novice educators, music, PE, health, rural/small school grade level and content area PLCs, etc.) meet in professional learning communities and are focused on improving instruction and ongoing professional learning. • Mentors are Supported with in a Robust System: Mentors, in-building buddies, and instructional coaches are all trained in mentoring support practices and involved in ongoing mentor support opportunities (initial training prior to school year start, 1:1 support, and weekly community of practice shifting to monthly as the system is established). Mentors will be given a suggested scope and sequence that specifies what content to cover with their mentee.
Clackamas-Multnomah REN (MC/REN)	By 2023, we will increase the retention of educators of color in our region.	<ul style="list-style-type: none"> • Affinity groups for regional support • Facilitated affinity groups for white allies/educators to self-reflect and discuss equity, white fragility, etc • Regional mentor training for culturally responsive mentor with plan for implementation • Application of equity lens in various contexts (including instruction, curricula, the reopening of schools, and the design of hybrid models

REN	AIM STATEMENT	PROMISING PRACTICES
Central Oregon REN (COREN)	Increase the recruitment and retention of qualified and certified teachers that reflects the diversity of student populations in the region from X% to Y% annually. (Baseline data still to be determined)	<ul style="list-style-type: none"> • Design culturally appropriate protocols for office staff to support staff, families and visitors feel welcome and safe • Provide access to trauma informed professional learning where teachers, paras and admin can learn together to acquire 2-3 trauma informed strategies /tools per quarter • Organize committees to design an ongoing professional learning series in cultural competence for leaders and educators to participate in together • Create a committee with college/university, district and community experts to embed/align cultural competencies in preservice and novice teacher programs • Identify hard to fill teaching positions and create a plan for recruiting these teachers through partnerships with communities, college/university, to reach Ed. Assistants and other diverse populations • Identify a lead teacher and committee to design and develop an educator career pathway for high school students that recruits racial and ethnically diverse student candidates (Grow your own). • Identify steps to determine how to offer early career electives (and credit) to high school students to recruit more interest in becoming a teacher • Locate and identify native experts or elders who will offer expertise and experience to design a course in native languages, culture and history • Recruit retired/ active teachers of color to mentor preservice and novice teachers in person and virtually • Work with regional partnerships to find and recruit talent that is not in the traditional system (CTE/STEM, Better Together, LSI, ELHub).

Source. Table provided by Educator Advancement Council.

SECTION 7: CONCLUSION

The 2020 Educator Equity Report celebrates the importance, value, and strengths of racially, ethnically, and linguistically diverse educators who are working to serve Oregon students, families, and communities. The report provided 2018-2019 data, visualizations, and program summaries to contextualize the complexities of ethnicity, language, culture, and identity amongst our diverse students and educators. While the report aims to meet the statutory requirements for analyzing annual data, it is also designed as a tool for community-based organizations, culturally specific communities, and schools across the state to advocate for future policy shifts. In the coming years, government and education leaders alongside community advocates must work with persistence to advance racially, ethnically, and linguistically diverse educators throughout the educator workforce continuum and continue to build on the momentum of initiatives that support racially affirming environments for every student in Oregon schools.

Recommendations and Next Steps for the 2021 Report

In thinking ahead towards the 2021 Oregon Educator Equity Report, the following recommendations and next steps will be challenging given the continued impacts of COVID-19, structural racism and racial trauma, as well as funding for public schools from state and federal agencies. These recommendations and next steps will guide the Educator Advancement Council, the Teacher Standards and Practices Commission, the Higher Education Coordinating Committee, the Oregon Department of Education, and the 2021 advisory group in critically reviewing and evaluating the state's progress towards diversifying the educator workforce in Oregon.

- Calculate and track the gap in student-educator and student-administrator representation in urban, rural, suburban school districts. This would also include distinguishing between these types of school districts in the data and for reporting;
- As positive growth for racially, ethnically and/or linguistically diverse students continues to increase in rural Oregon, more data is needed to better explain the quantitative trends as shown in Table 4. Definitions for rural, urban and suburban school communities are also needed;
- Collaborate and develop a more inclusive and in-depth focus on education efforts from birth to 20 years for students and educators;
- Provide disaggregated data for enrollment and completion of teacher and administrator candidates in preparation programs based on length of programs;
- Include gender within identifying racially, ethnically and/or linguistically diverse educators;
- Include implementation efforts and evaluations of the Regional Educator Network (RENs) plans and the various components of Section 48 in the 2019 Student Success Act which focuses on supporting educators and diversifying Oregon's educator workforce; and
- Include data on Elementary and Secondary Education Act (ESEA) and Title I schools so that every student is taught by an excellent educator and to ensure that students experiencing poverty, students of color, English learners, or students with disabilities are not being taught at disproportionate rates by ineffective, out-of-field teachers, or inexperienced teachers.

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APPENDIX A OREGON EQUITY LENS



Oregon Equity Lens

Chief Education Office Vision Statement

Our vision is to build and coordinate a seamless system of education that meets the diverse learning needs of students from cradle to career, and ensures each student graduates high school with the support and opportunities to prosper.

Equity Lens: Preamble

In 2011, the Oregon Legislature created the Oregon Education Investment Board, which had a vision of educational equity and excellence for each and every child and learner in Oregon. The OEIB believed that we must ensure sufficient resource is available to guarantee student success, and that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. At the Chief Education Office, we continue this critical work started by the OEIB and reaffirm that the attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live and make progress towards becoming a place of economic, technologic and cultural innovation.

Oregon faces many growing opportunity and systemic gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent gap of student growth as measured by graduation rates, state assessments and daily attendance for our growing population of communities of color, immigrants, migrants, and rural students navigating poverty. While students of color make up over 30% of our state- and are growing at an inspiring rate- our opportunity and systemic gaps have continued to persist. As our diversity grows and our ability to meet the needs recognize the strengths of these students remains stagnant or declines- we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in economic output¹ and these losses are compounded every year we choose not to properly address these inequalities.

¹ Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools.* www.all4ed.org

The second opportunity gap is one of growing disparity between Oregon and the rest of the United States. Our achievement in state benchmarks has remained stagnant and in some communities of color has declined while other states have begun to, or have already significantly surpassed, our statewide rankings. If this trend continues, it will translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete system changes and policies to reverse this trend and deliver a truly student-centric education system that improves outcomes and opportunities for students across Oregon.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment. We are simultaneously committed to identifying strength in communities and promising practices in our educational systems.

Beliefs:

We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our education; responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”

We believe that the students who have previously been described as “at-risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our State education goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate and culturally sustaining educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

We believe that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and culturally appropriate family engagement and support. This is not simply an expansion of services - it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population - 0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen, and have the courage to share decision-making, control, and resources.

We believe every learner should have access to information about a broad array of career opportunities and apprenticeships. These will show them multiple paths to employment yielding family-wage incomes without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, emerging bi-lingual students and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

Finally, we believe in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”² An equitable education system requires providing teachers with the tools and support to meet the needs of each student, and a dedicated effort to increase the culturally and linguistically diverse educators who reflect Oregon’s rapidly changing student population.

Chief Education Office Case for Equity:

Oregonians have a shared destiny. Individuals within a community and communities within a larger society need the ability to shape their own present and future, and we believe that education is a fundamental aspect of Oregon’s ability to thrive. Equity is both the means to educational success and an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics are changing to provide rich diversity in race, ethnicity, and language³. Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and practice over time to ensure that students from all communities have the opportunities and support to realize their full potential.

Purpose of the Oregon Equity Lens:

The purpose of the Equity Lens is to clearly articulate the shared goals we have for our state, the intentional policies, investments and systemic change we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the Chief Education Office executes its charge to align and build a cradle to career education system, an equity lens will prove useful to ensure **every** learner is adequately prepared by educators for meaningful contributions to society.

The **Equity Lens** will confirm the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. The Equity Lens emphasizes historically underserved students, such as our school youth, emerging bilingual students (English language learners), and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcome will focus on resource allocation, engagement, communications, data collection and analysis and educator hiring, preparation, and development.

² Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement*. P. 238.

³ Oregon Statewide Report Card 2011-2012. www.ode.state.or.us

ADDENDUMS

Basic Features of the Equity Lens:

Objective: By utilizing an equity lens, the Chief Education Office aims to provide a common vocabulary and protocol for resource allocation, partnership, engagement, and strategic initiatives to support students and communities.

The following questions will be considered for resource allocation and evaluating strategic investments:

- 1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?**
- 2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?**
- 3. How does the investment or resource allocation advance opportunities for historically underserved students and communities?**
- 4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)**
- 5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?**
- 6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?**
- 7. How are you collecting data on race, ethnicity, and native language?**
- 8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?**

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. The CEEdO will apply the Equity Lens to policy recommendations, and internal, and external practices as education leaders.

Definitions:

Equity: Equity in education is the notion that each and every learner will receive the necessary resources they need individually to thrive in Oregon’s schools no matter who they are, their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.

Underserved students: Students whom systems have placed at risk because the systems have operationalized deficit based thinking. Deficit thinking is the practice of having lower expectations for certain groups of people based on demographics or characteristics that they share. In doing so, an "at-risk" narrative is formed, in which students navigating poverty, culturally and linguistically diverse students, and/or historically underserved groups, and their families are pathologized and marginalized. This includes students who are treated differently because of their gender, race, sexual orientation, dis/ability, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

Race: Race is a social – not biological – construct. We understand the term “race” to mean a racial or ethnic group that is generally recognized in society and often by government. When referring to those groups, we often use the terminology “people of color” or “communities of color” (or a name of the specific racial and/or ethnic group) and “white.”

We also understand that racial and ethnic categories differ internationally, and that many of local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

White privilege: A term used to identify the privileges, opportunities, and gratuities offered by society to those who are white.

Embedded racial inequality: Embedded racial inequalities are also easily produced and reproduced – usually without the intention of doing so and without even a reference to race. These can be policies and practices that intentionally and unintentionally enable white privilege to be reinforced.

40-40-20: Senate Bill 253 - states that by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate’s degree or a meaningful postsecondary certificate, and 40% will hold a bachelor’s degree or

advanced degree. 40-40-20 means representation of every student in Oregon, including students of color.

Disproportionality: Over-representation of students of color in areas that impact their access to educational attainment. This term is a statistical concept that actualizes the disparities across student groups.

Opportunity Gap: The lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the opportunity gap to more fundamental questions about social and educational opportunity.⁴

Culturally Responsive: Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.⁵

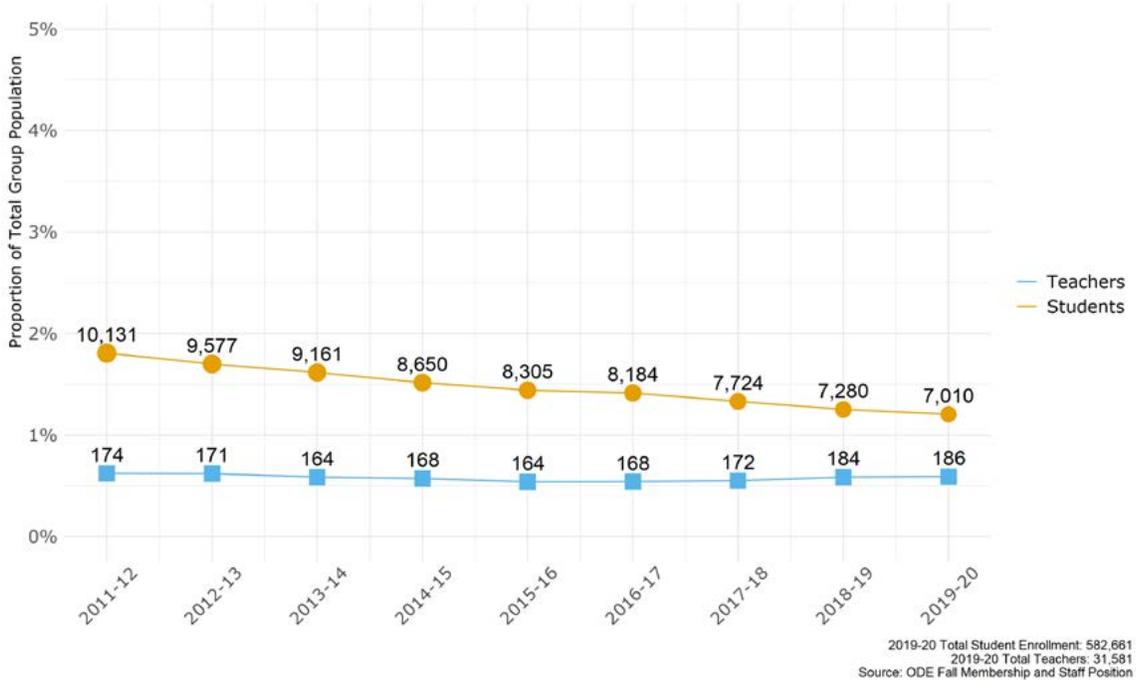
⁴ *The Opportunity Gap* (2007). Edited by Carol DeShano da Silva, James Philip Huguley, Zenub Kakli, and Radhika Rao.

⁵ Ladson-Billings, Gloria (1994). *The Dreamkeepers: Successful Teachers of African American Children*.

APPENDIX B: LONGITUDINAL DATA FOR OREGON STUDENT AND TEACHER DEMOGRAPHIC TRENDS BY INDIVIDUAL RACE AND/OR ETHNICITY

AMERICAN INDIAN OR ALASKA NATIVE STUDENT AND TEACHER DEMOGRAPHIC TRENDS OVER TIME

Oregon Student and Teacher Demographics Trend
American Indian/Alaska Native



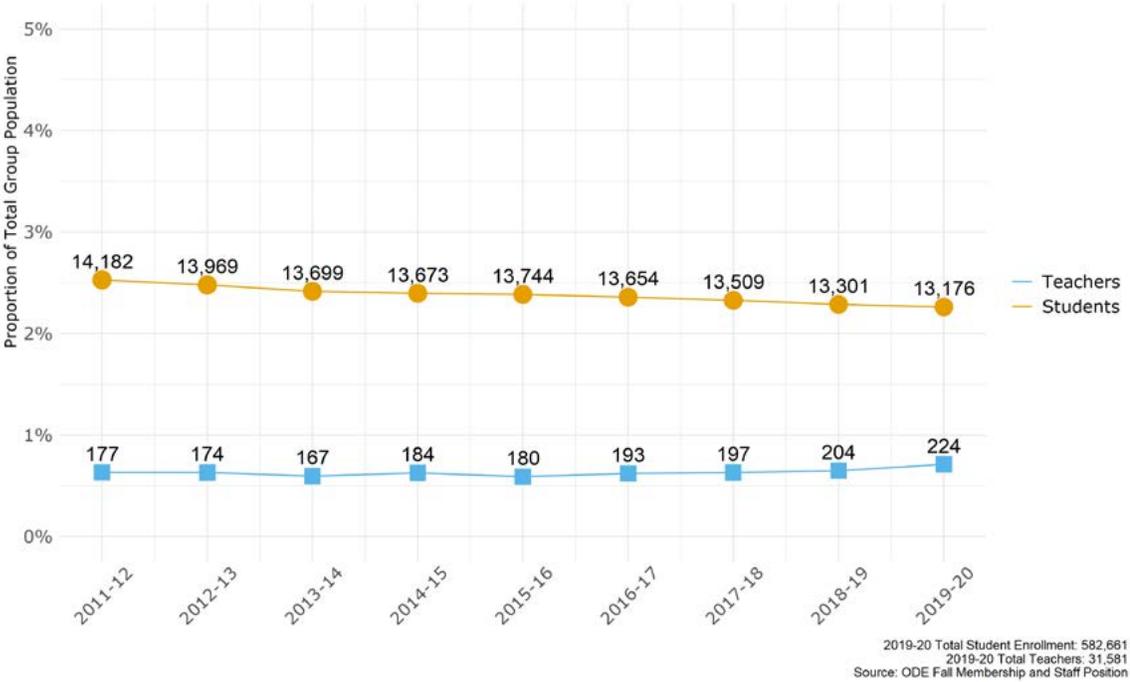
ASIAN STUDENT AND TEACHER DEMOGRAPHIC TRENDS OVER TIME

Oregon Student and Teacher Demographics Trend
Asian



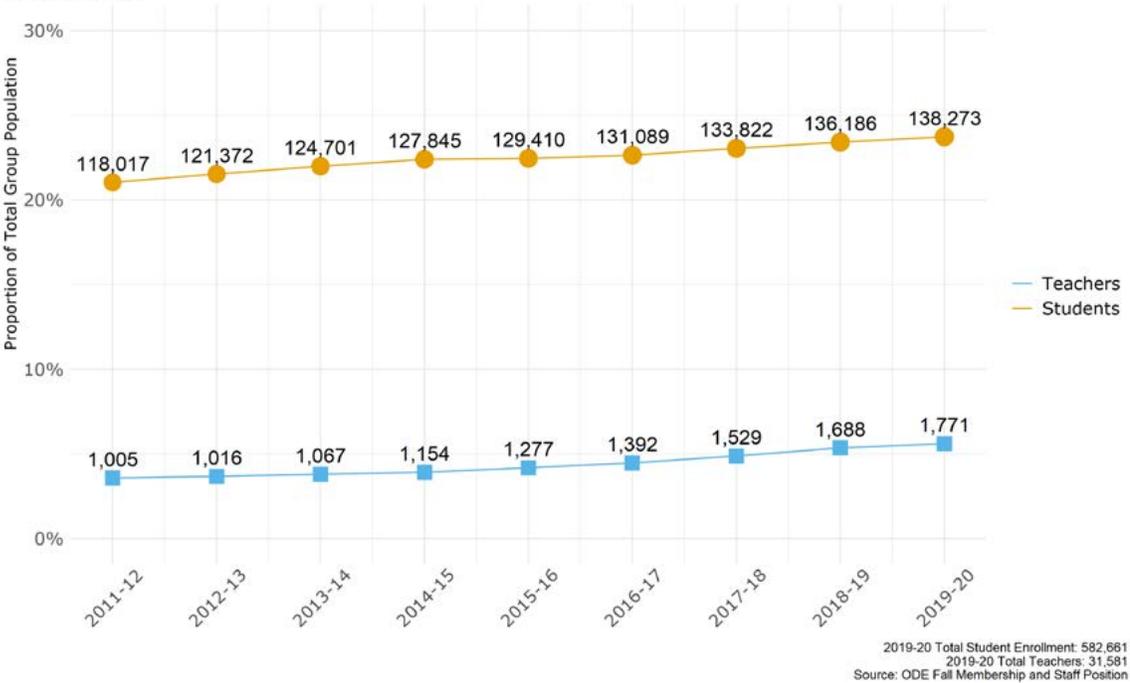
BLACK OR AFRICAN AMERICAN STUDENT AND TEACHER DEMOGRAPHIC TRENDS OVER TIME

Oregon Student and Teacher Demographics Trend
Black/African American



HISPANIC/ LATINX STUDENT AND TEACHER DEMOGRAPHIC TRENDS OVER TIME

Oregon Student and Teacher Demographics Trend
Hispanic (any race)



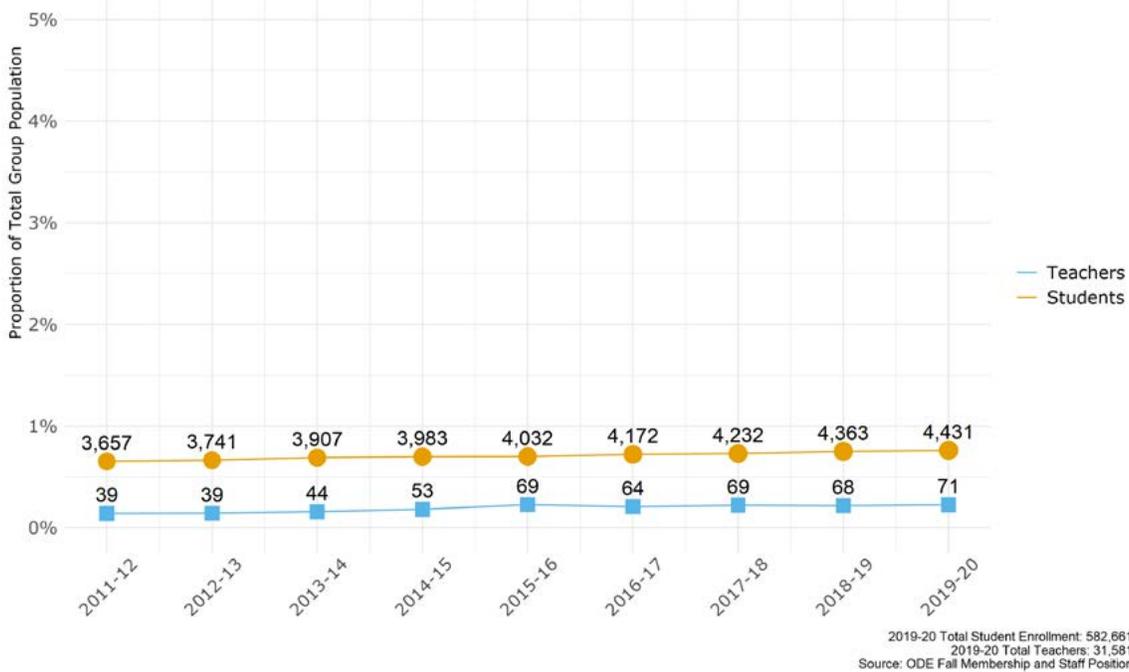
MULTI-RACIAL STUDENT AND TEACHER DEMOGRAPHIC TRENDS OVER TIME

Oregon Student and Teacher Demographics Trend
Multiracial (non-Hispanic)



PACIFIC ISLANDER OR NATIVE HAWAIIAN STUDENT AND TEACHER DEMOGRAPHIC TRENDS OVER TIME

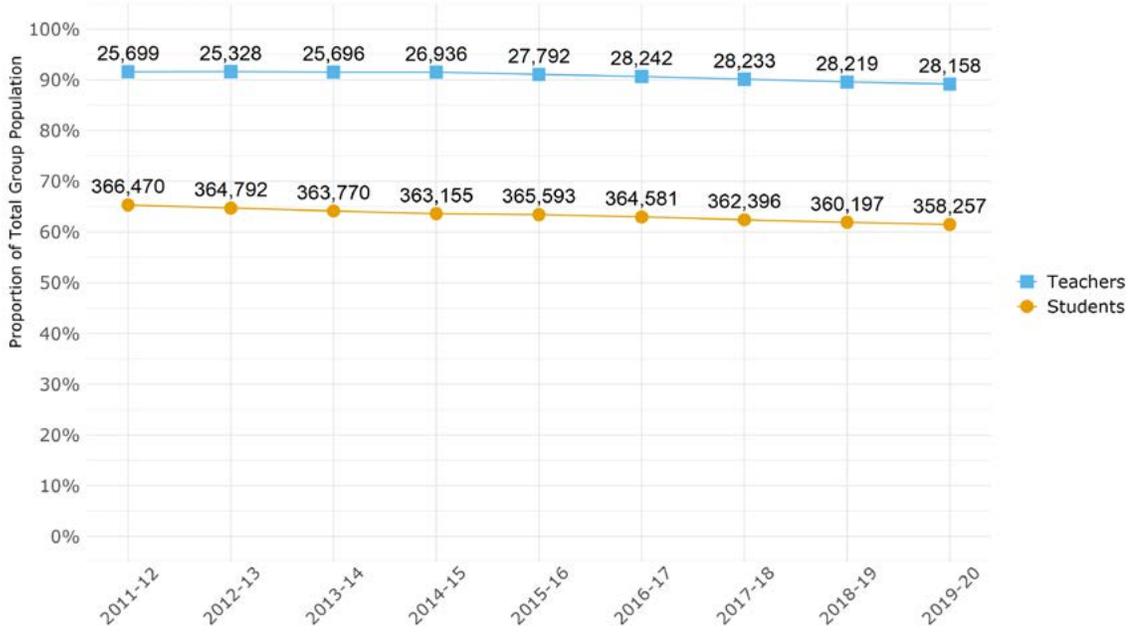
Oregon Student and Teacher Demographics Trend
Pacific Islander/Native Hawaiian American



WHITE STUDENT AND TEACHER DEMOGRAPHIC TRENDS OVER TIME

Oregon 9-Year Trend: Students and Teachers

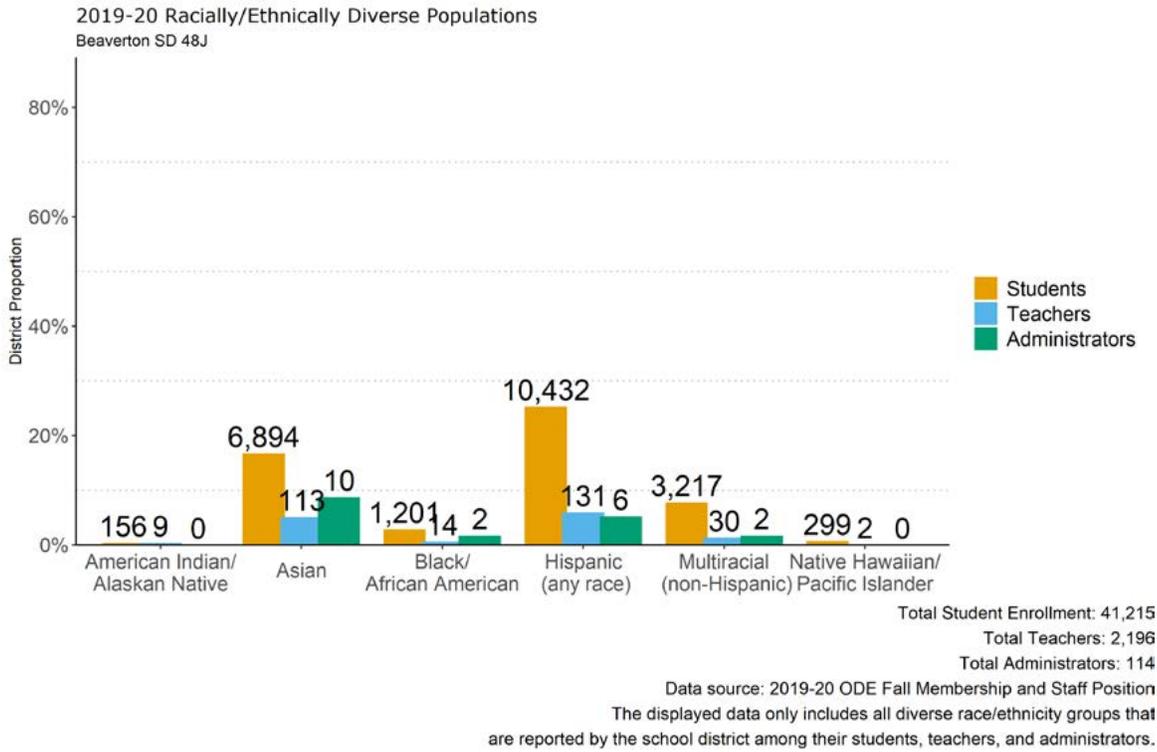
White (single race, non-Hispanic)



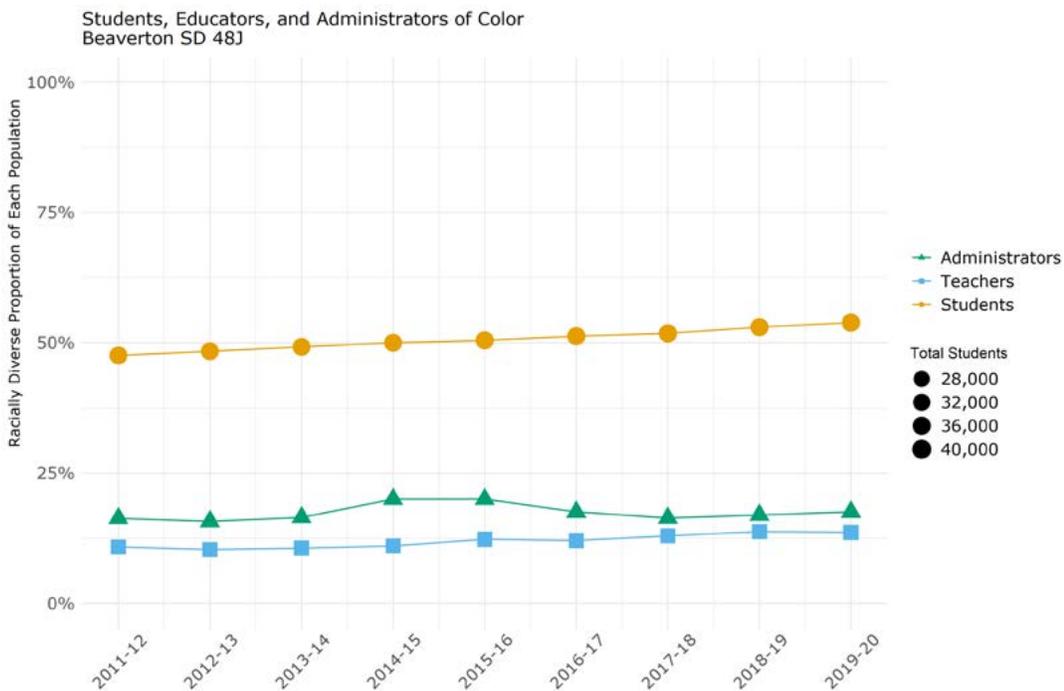
2019-20 Total Student Enrollment: 582,661
 2019-20 Total Teachers: 31,581
 Source: ODE Fall Membership and Staff Position

APPENDIX C: 2019 DISTRICT DATA FOR 40 PERCENT OR MORE RACIALLY, ETHNICALLY, AND/OR LINGUISTICALLY DIVERSE STUDENTS

RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN BEAVERTON SD 48J 2019-2020

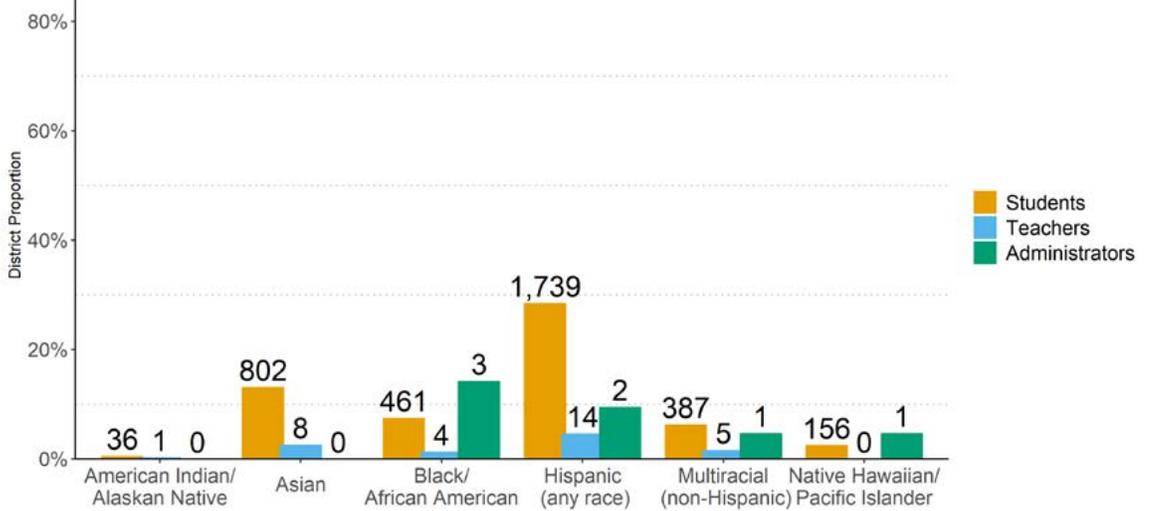


BEAVERTON SD 48J 2011-12 THROUGH 2019-2020



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN CENTENNIAL SD 28J 2019-2020

2019-20 Racially/Ethnically Diverse Populations
Centennial SD 28J



Total Student Enrollment: 6,099

Total Teachers: 301

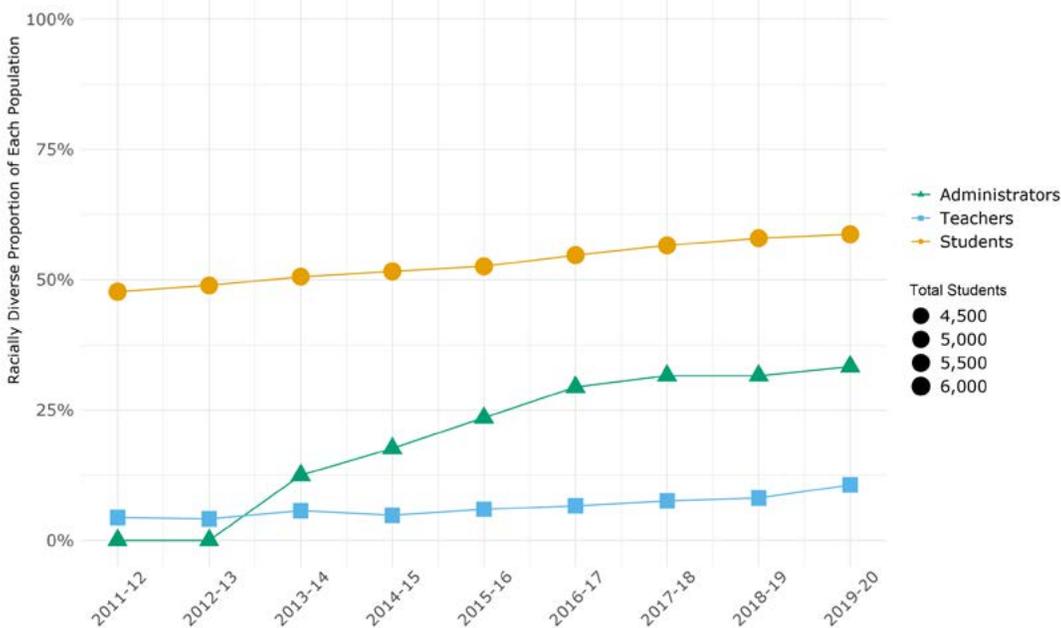
Total Administrators: 21

Data source: 2019-20 ODE Fall Membership and Staff Position

The displayed data only includes all diverse race/ethnicity groups that are reported by the school district among their students, teachers, and administrators.

CENTENNIAL SD 28J 2011-12 THROUGH 2019-2020

Students, Educators, and Administrators of Color
Centennial SD 28J

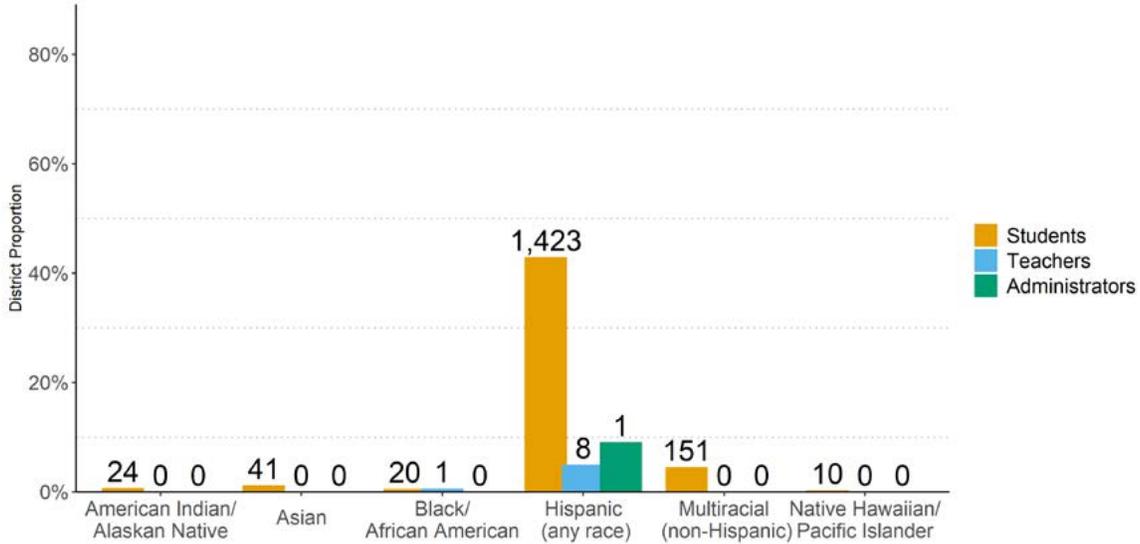


Total Students

- 4,500
- 5,000
- 5,500
- 6,000

RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN CENTRAL SD 13J 2019-2020

2019-20 Racially/Ethnically Diverse Populations
Central SD 13J



Total Student Enrollment: 3,313

Total Teachers: 161

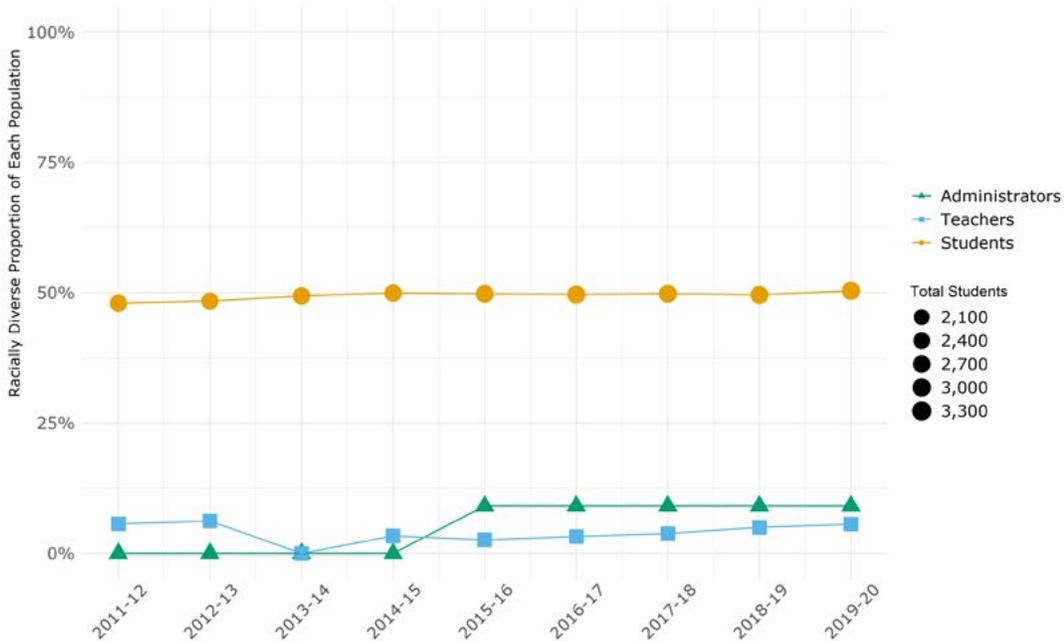
Total Administrators: 11

Data source: 2019-20 ODE Fall Membership and Staff Position

The displayed data only includes all diverse race/ethnicity groups that are reported by the school district among their students, teachers, and administrators.

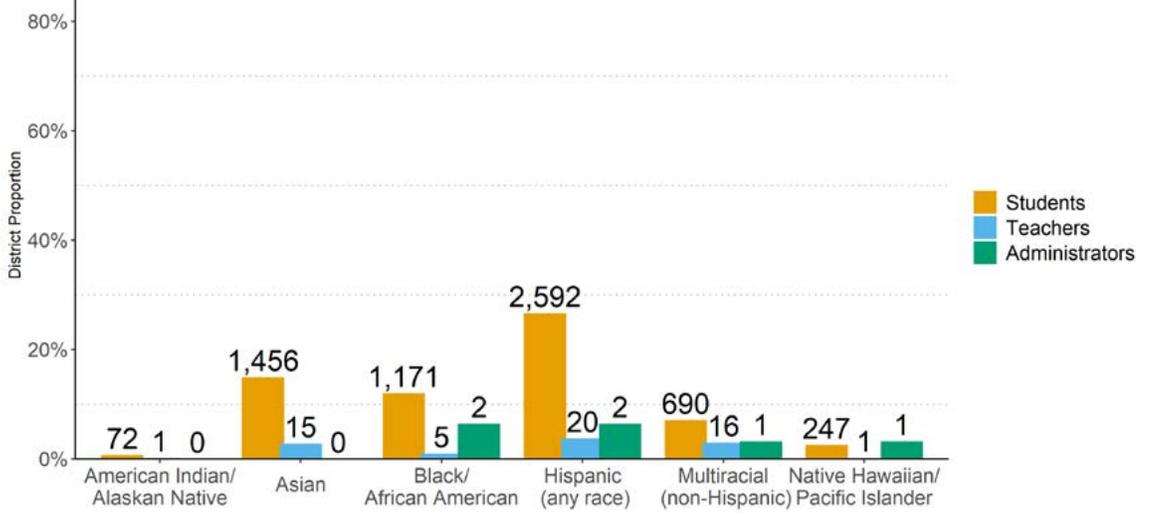
CENTRAL SD 13J 2011-12 THROUGH 2019-2020

Students, Educators, and Administrators of Color
Central SD 13J



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN DAVID DOUGLAS SD 40 2019-2020

2019-20 Racially/Ethnically Diverse Populations
David Douglas SD 40



Total Student Enrollment: 9,719

Total Teachers: 533

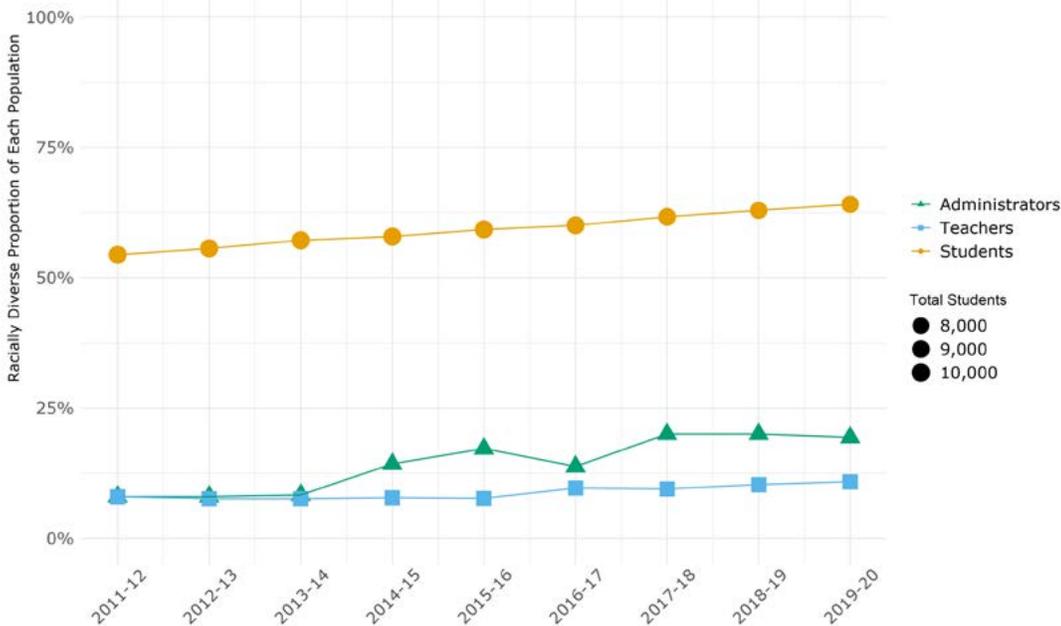
Total Administrators: 31

Data source: 2019-20 ODE Fall Membership and Staff Position

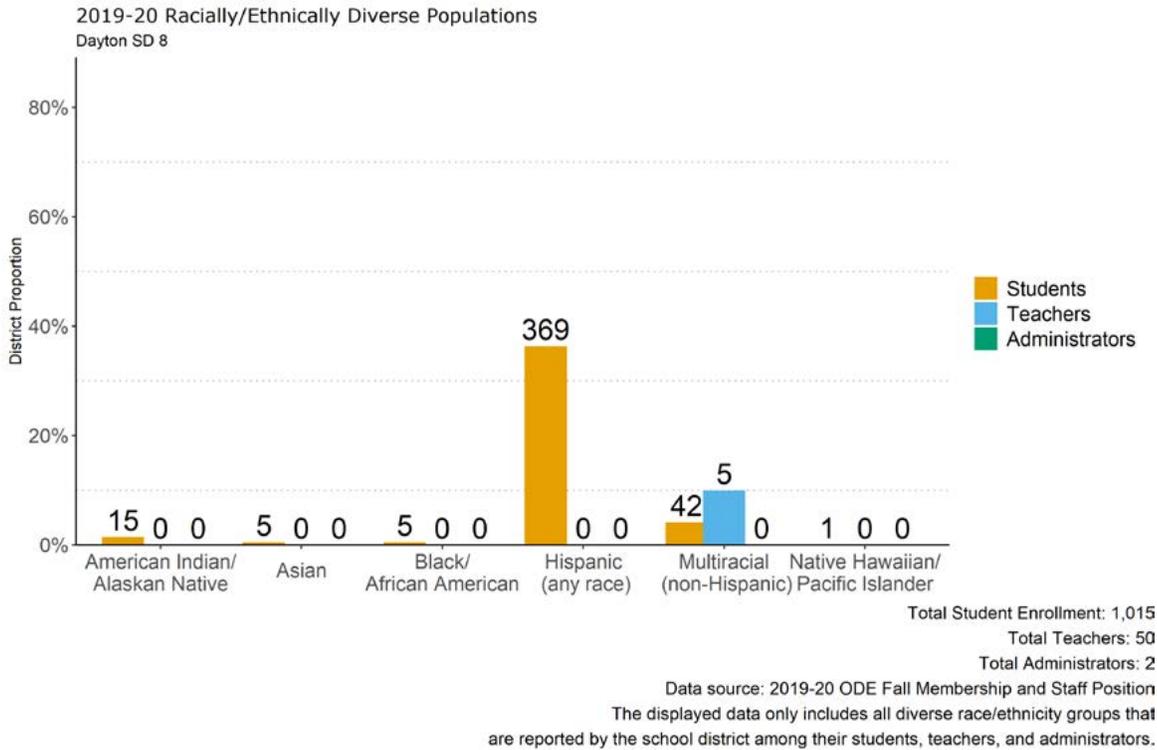
The displayed data only includes all diverse race/ethnicity groups that are reported by the school district among their students, teachers, and administrators.

DAVID DOUGLAS SD 40 2011-12 THROUGH 2019-2020

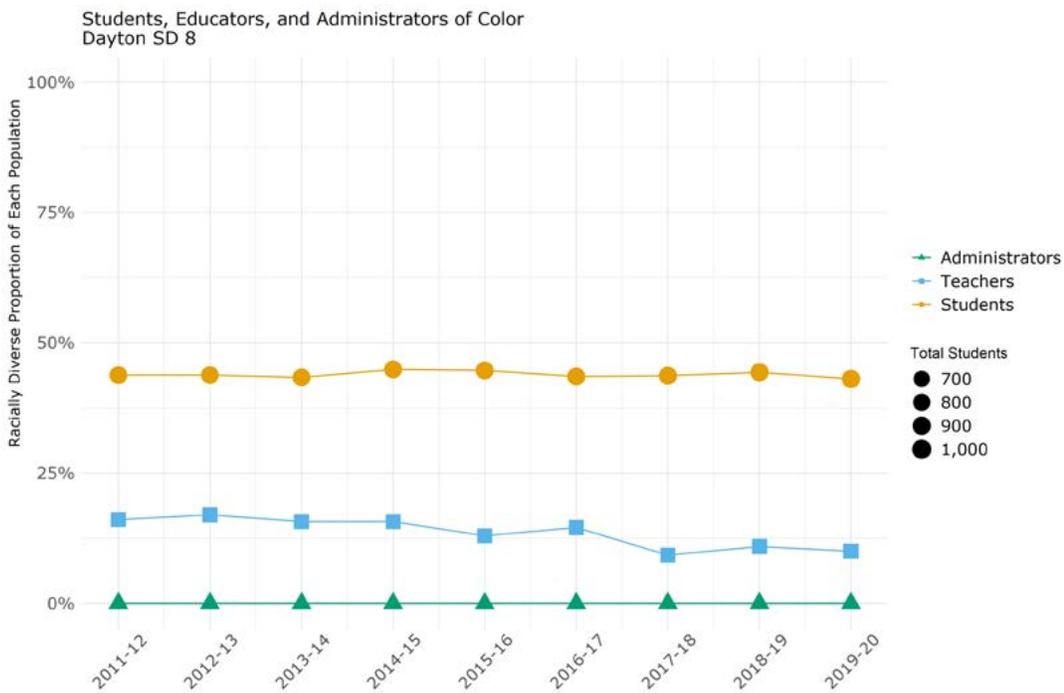
Students, Educators, and Administrators of Color
David Douglas SD 40



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN DAYTON SD 8 2019-2020

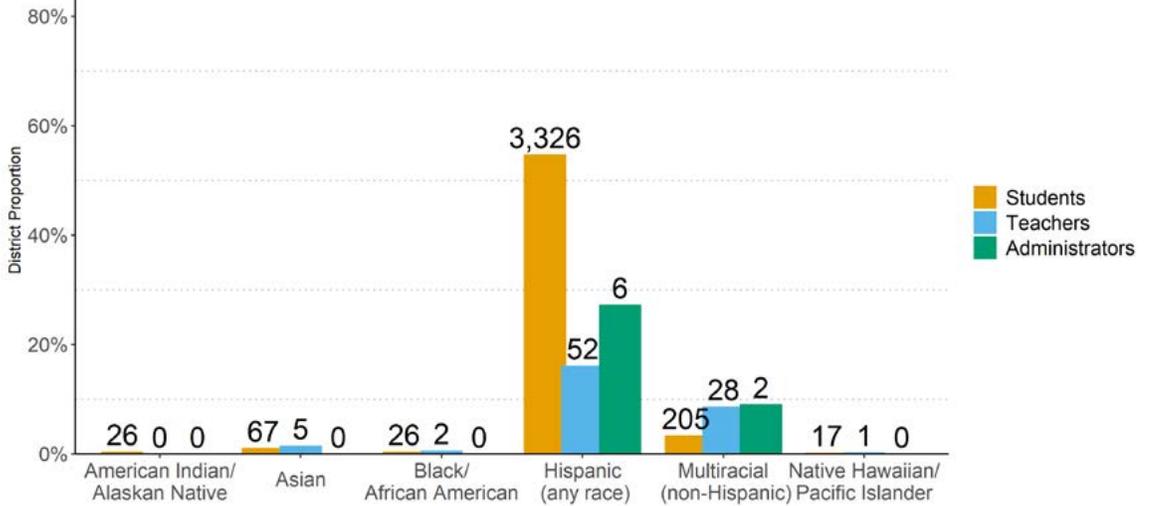


DAYTON SD 8 2011-12 THROUGH 2019-2020



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN FOREST GROVE SD 15 2019-2020

2019-20 Racially/Ethnically Diverse Populations
Forest Grove SD 15



Total Student Enrollment: 6,075

Total Teachers: 321

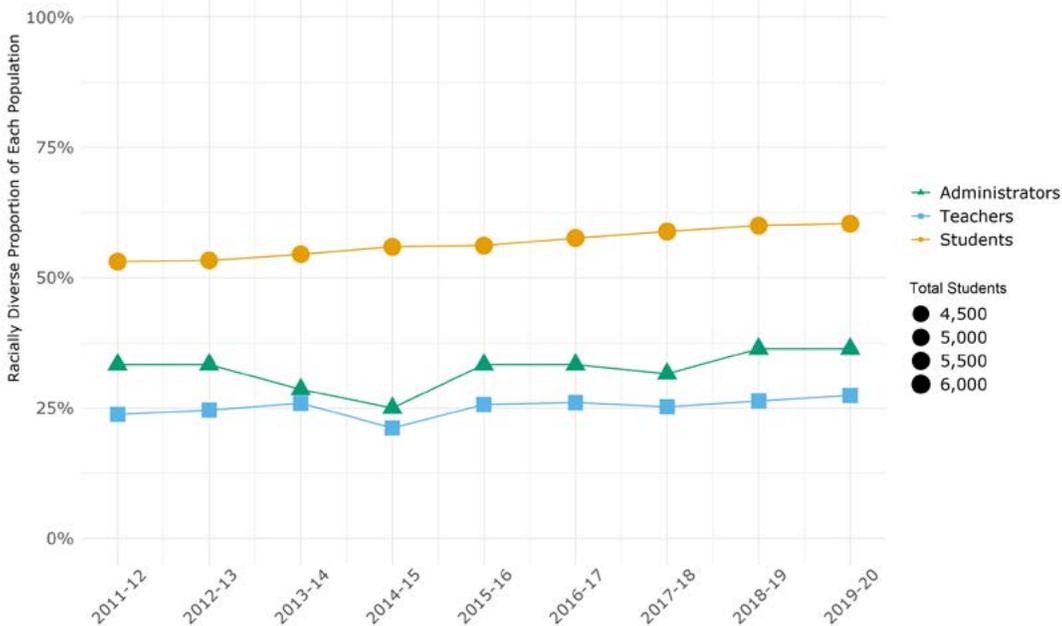
Total Administrators: 22

Data source: 2019-20 ODE Fall Membership and Staff Position

The displayed data only includes all diverse race/ethnicity groups that are reported by the school district among their students, teachers, and administrators.

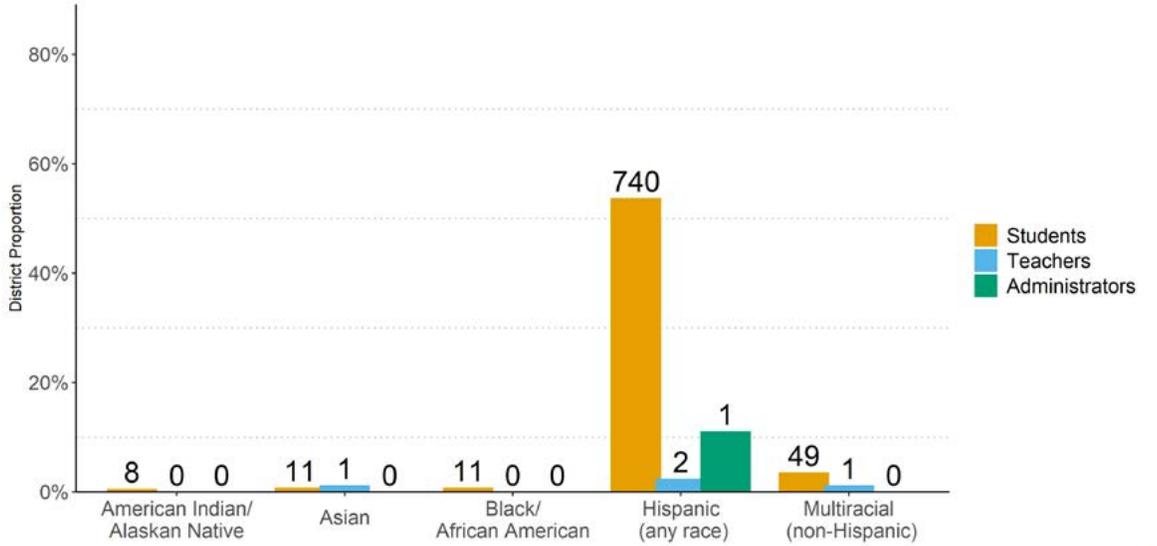
FOREST GROVE SD 15 2011-12 THROUGH 2019-2020

Students, Educators, and Administrators of Color
Forest Grove SD 15



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN GERVAIS SD 1 2019-2020

2019-20 Racially/Ethnically Diverse Populations
Gervais SD 1



Total Student Enrollment: 1,376

Total Teachers: 82

Total Administrators: 9

Data source: 2019-20 ODE Fall Membership and Staff Position

The displayed data only includes all diverse race/ethnicity groups that are reported by the school district among their students, teachers, and administrators.

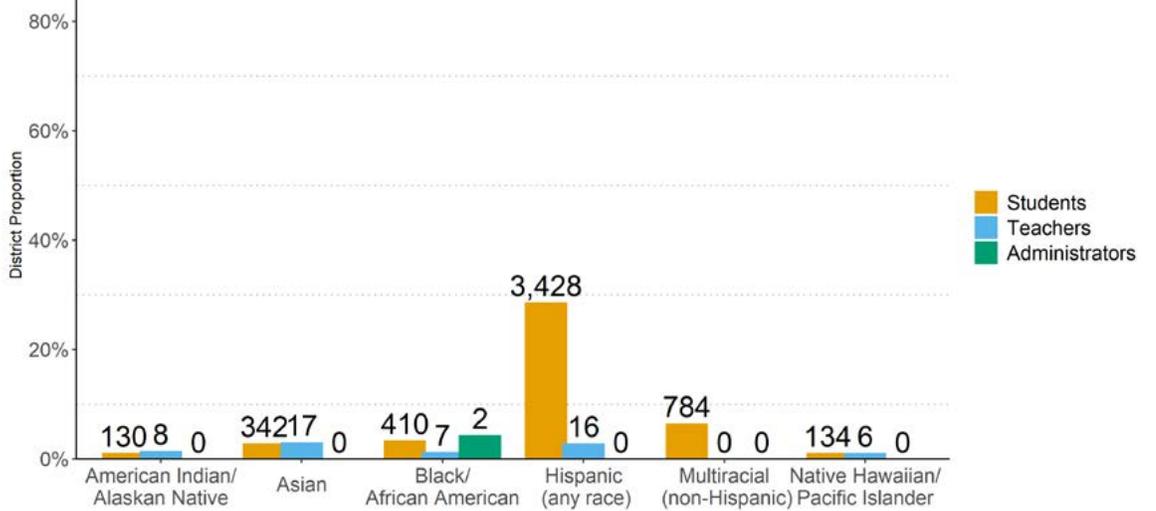
GERVAIS SD 1 2011-12 THROUGH 2019-2020

Students, Educators, and Administrators of Color
Gervais SD 1



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN GRESHAM-BARLOW SD 10J 2019-2020

2019-20 Racially/Ethnically Diverse Populations
Gresham-Barlow SD 10J



Total Student Enrollment: 11,979

Total Teachers: 552

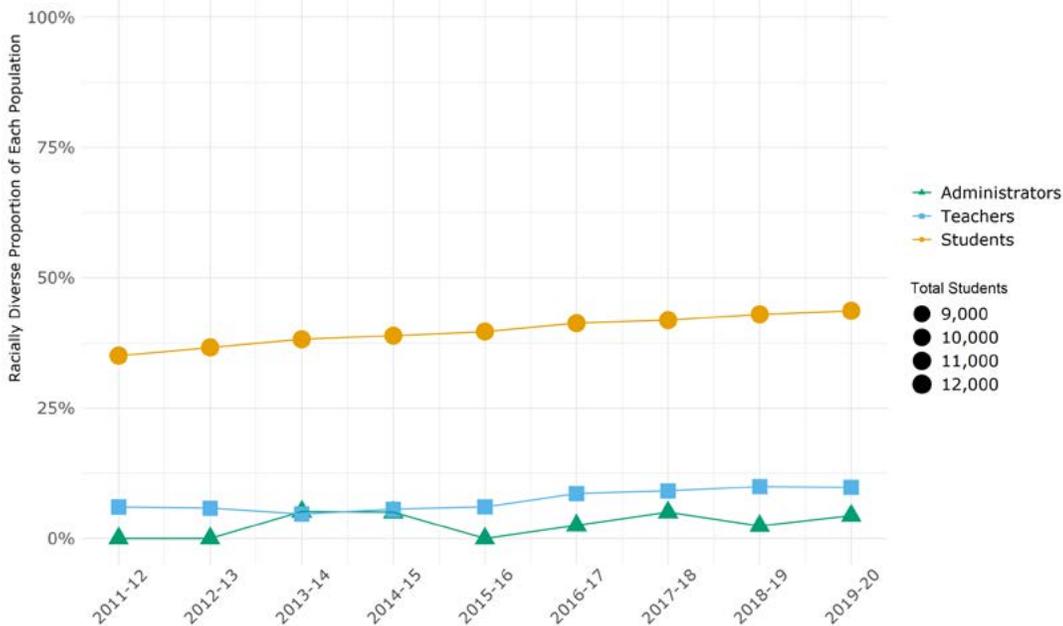
Total Administrators: 46

Data source: 2019-20 ODE Fall Membership and Staff Position

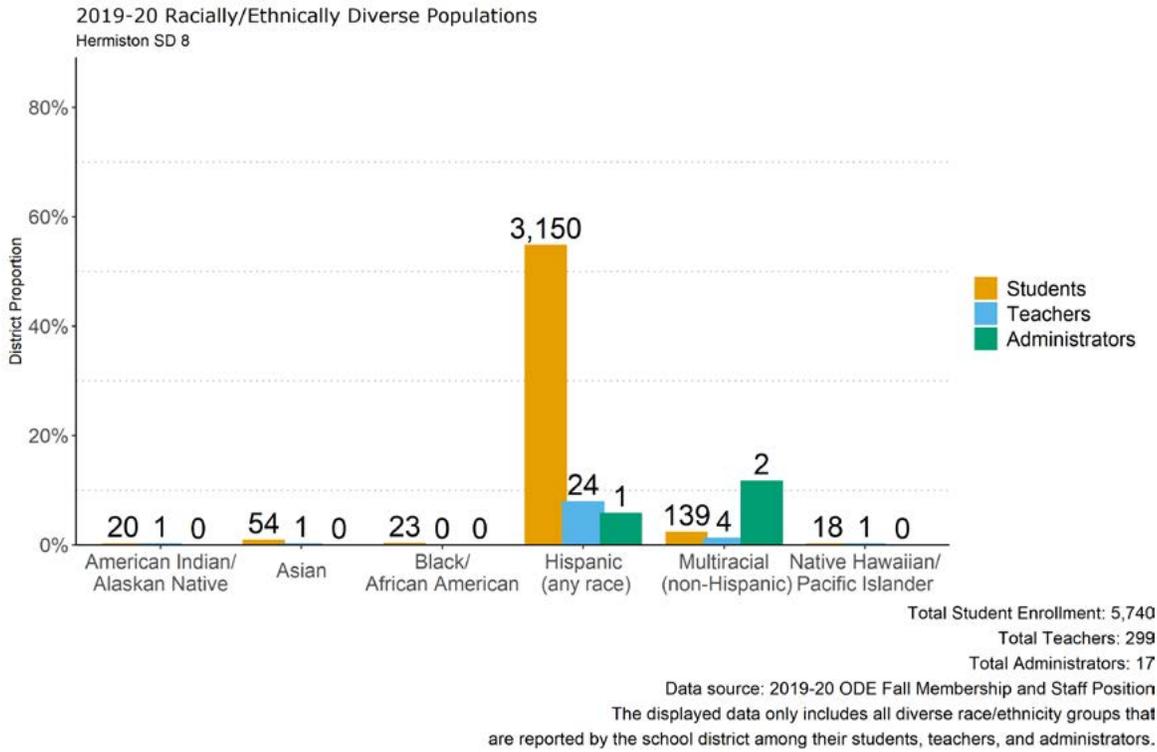
The displayed data only includes all diverse race/ethnicity groups that are reported by the school district among their students, teachers, and administrators.

GRESHAM-BARLOW SD 10J 2011-12 THROUGH 2019-2020

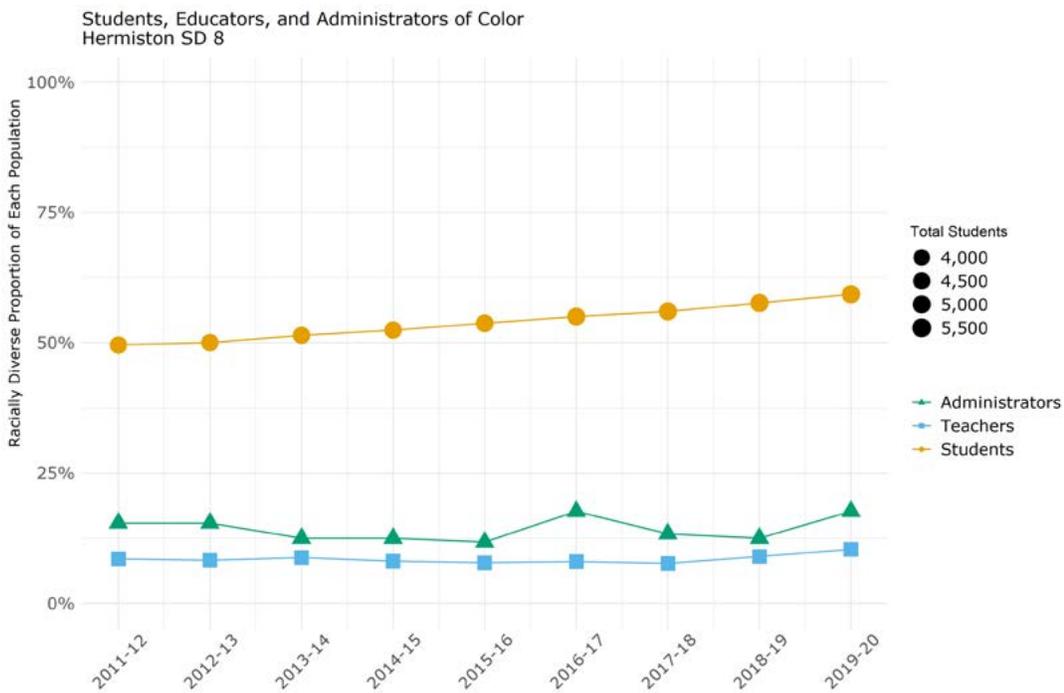
Students, Educators, and Administrators of Color
Gresham-Barlow SD 10J



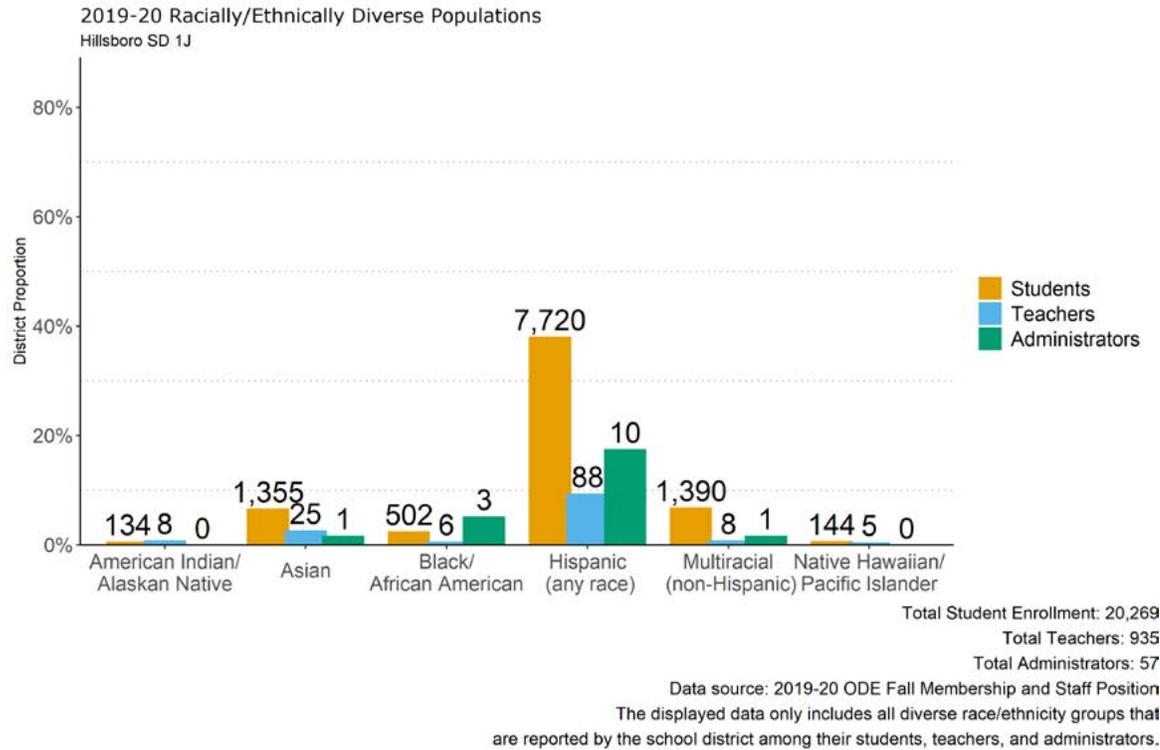
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN HERMISTON SD 8 2019-2020



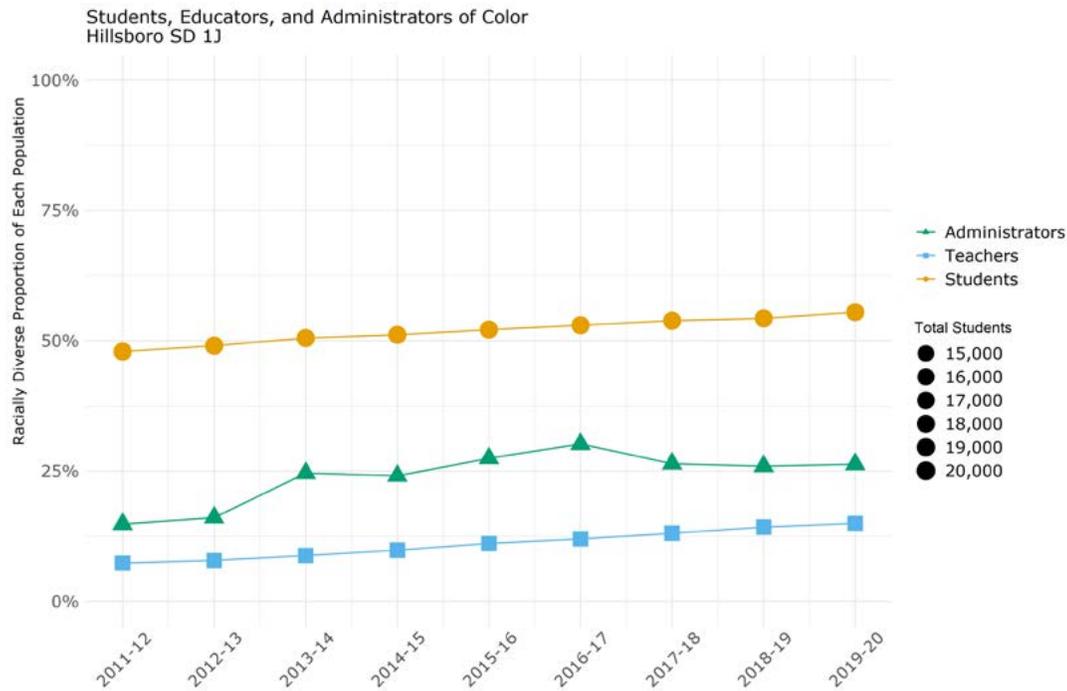
HERMISTON SD 8 2011-12 THROUGH 2019-2020



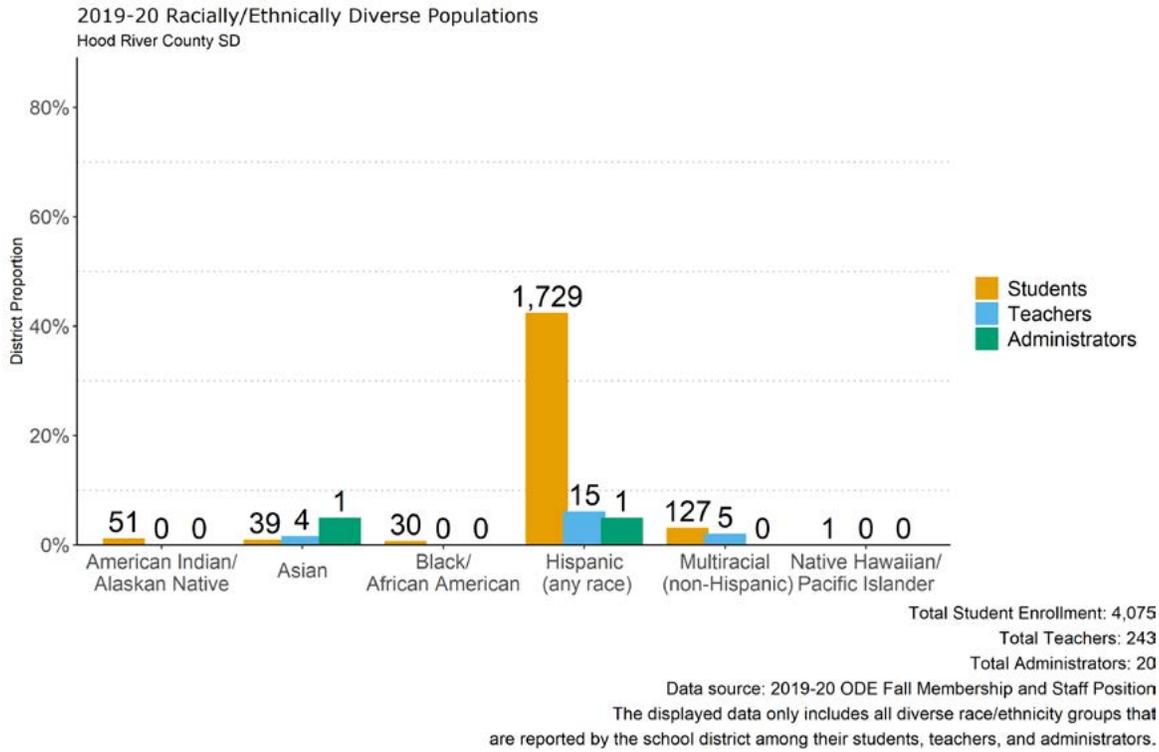
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN HILLSBORO SD 1J 2019-2020



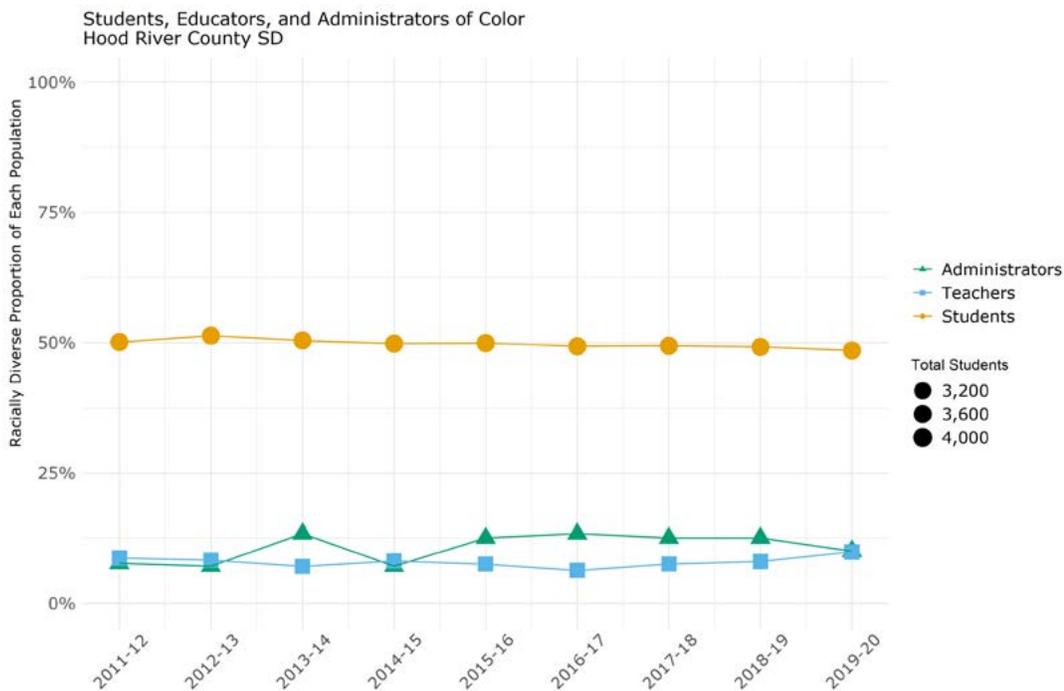
HILLSBORO SD 1J 2011-12 THROUGH 2019-2020



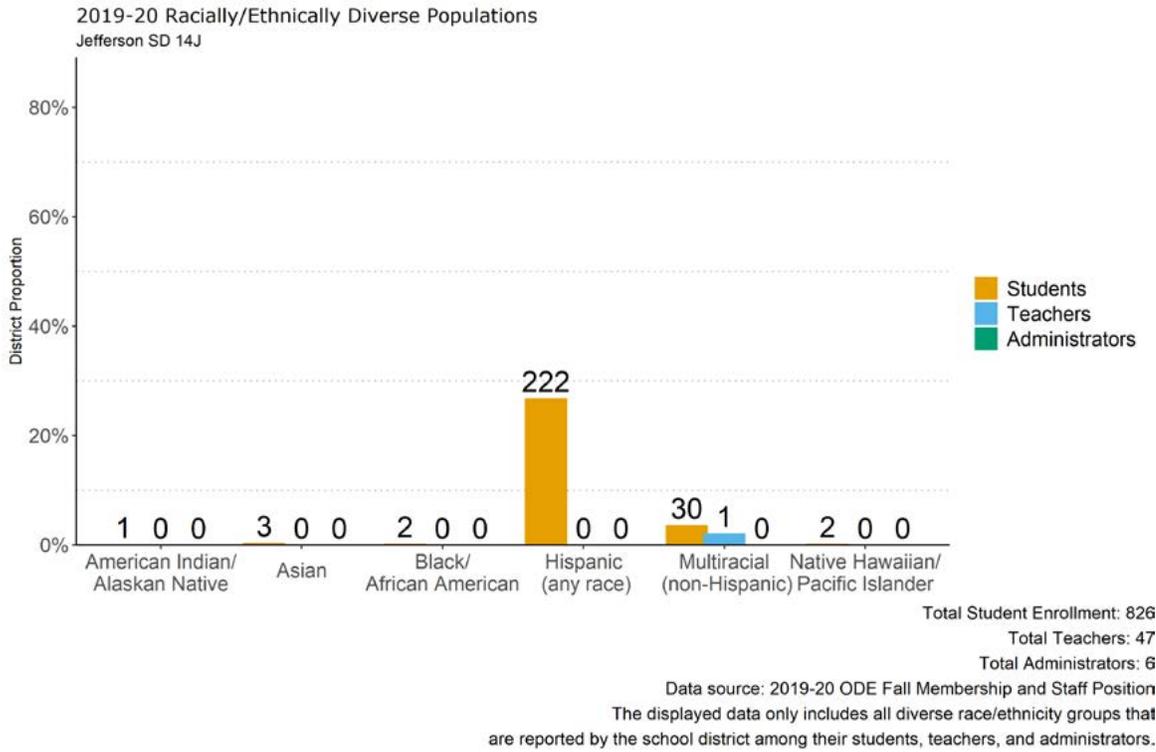
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN HOOD RIVER COUNTY SD 2019-2020



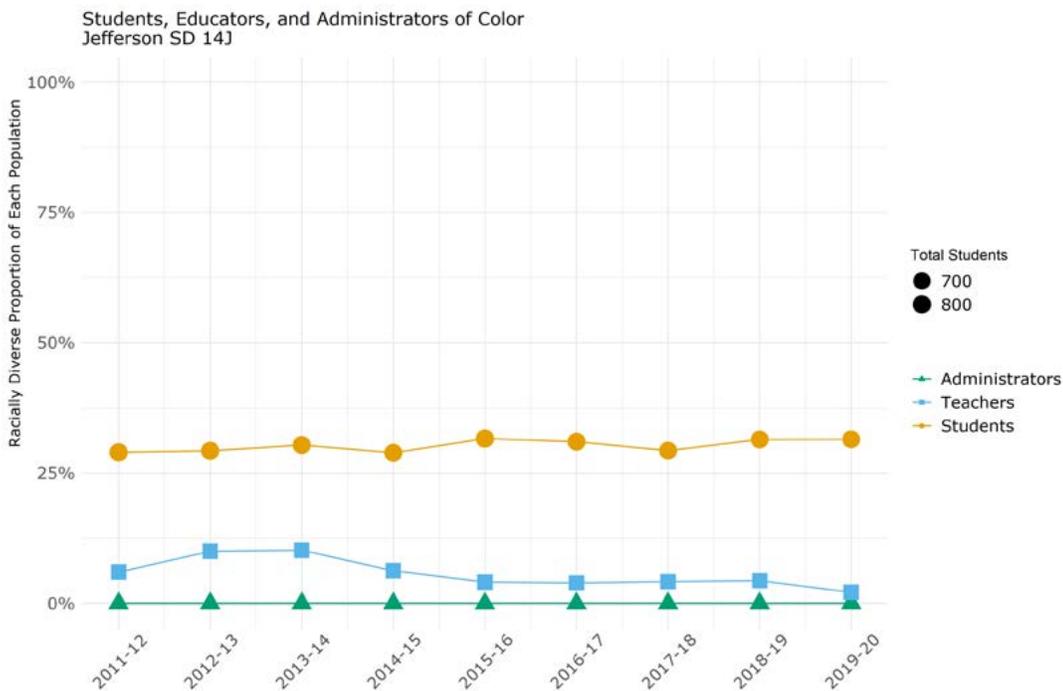
HOOD RIVER COUNTY SD 2011-12 THROUGH 2019-2020



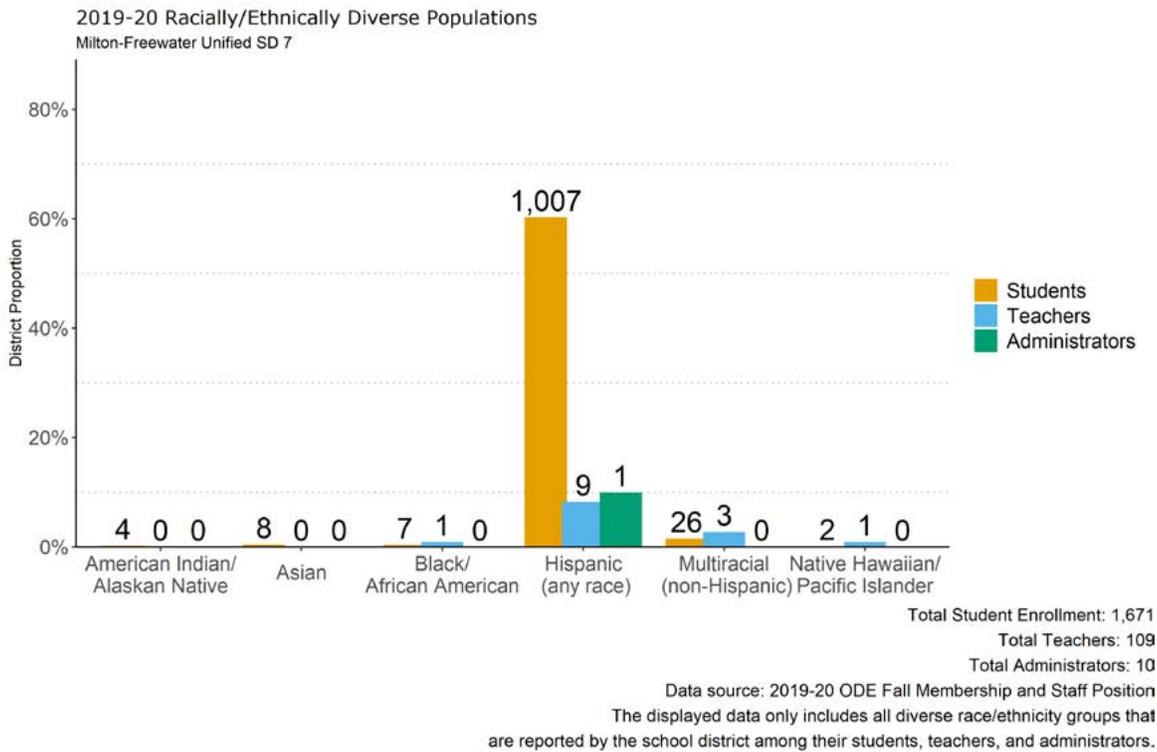
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN JEFFERSON COUNTY SD 509J 2019-2020



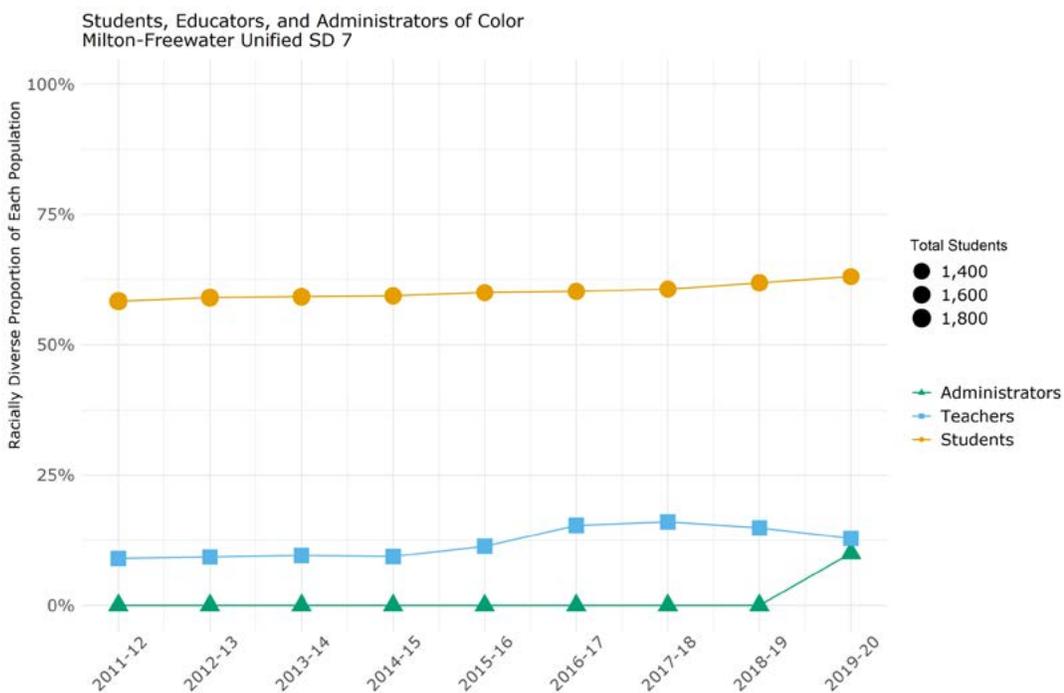
JEFFERSON COUNTY SD 509J 2011-12 THROUGH 2019-2020



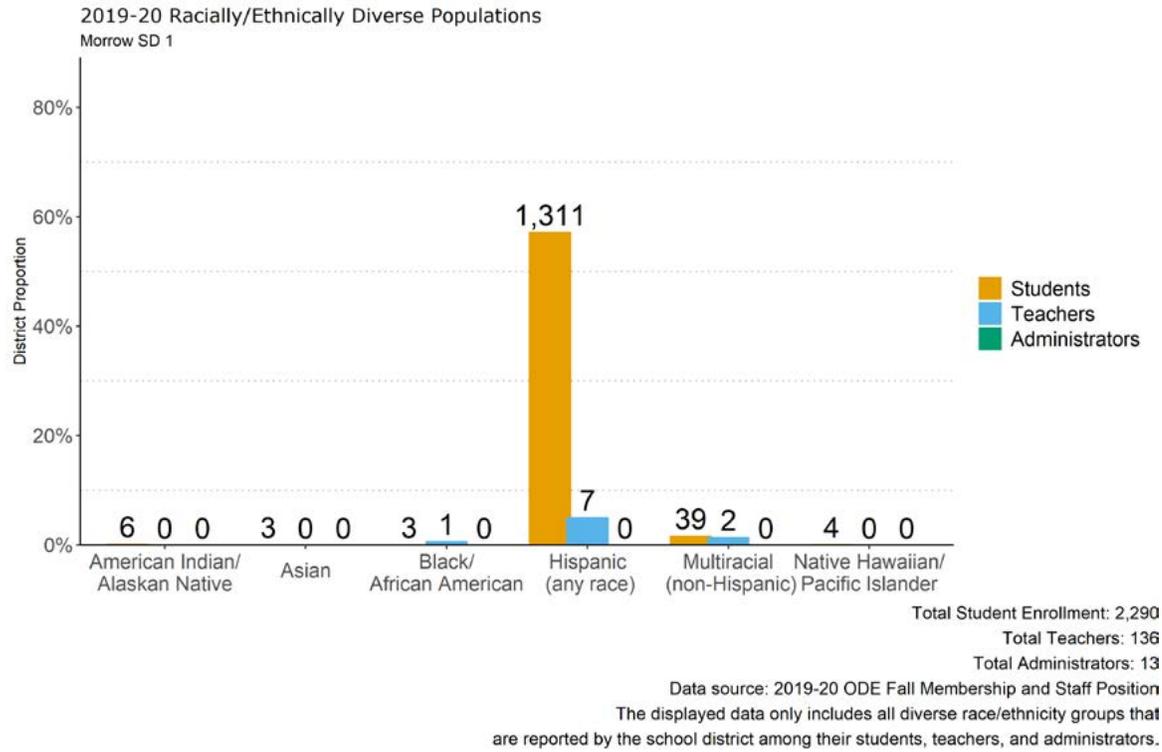
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN MILTON-FREEWATER UNIFIED SD 7 2019-2020



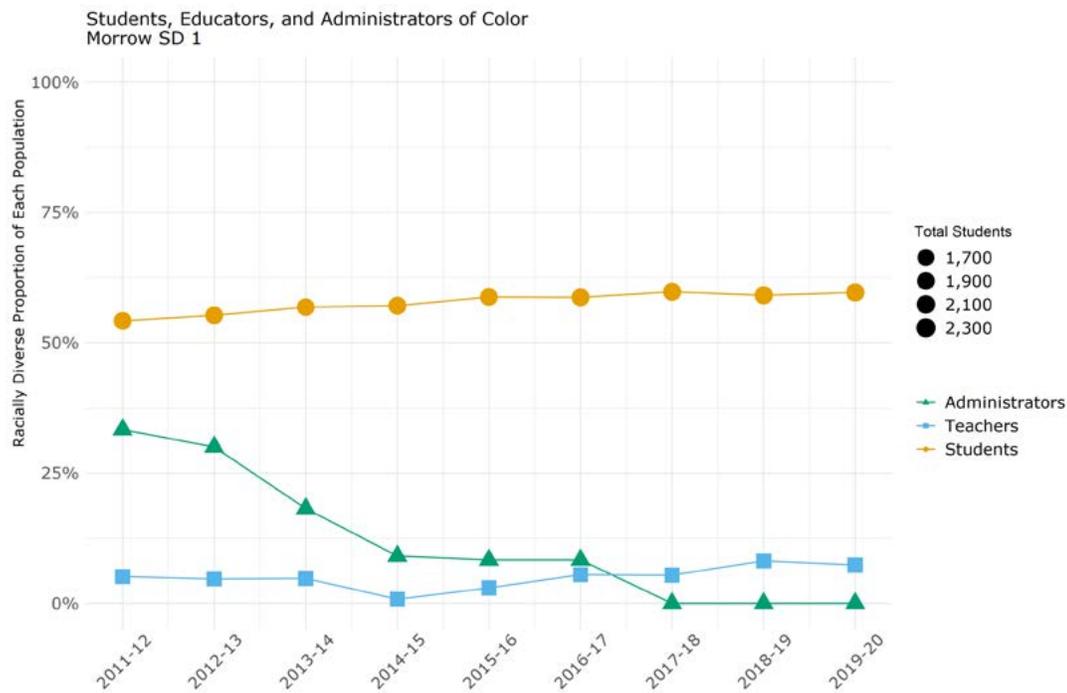
MILTON-FREEWATER UNIFIED SD 7 2011-12 THROUGH 2019-2020



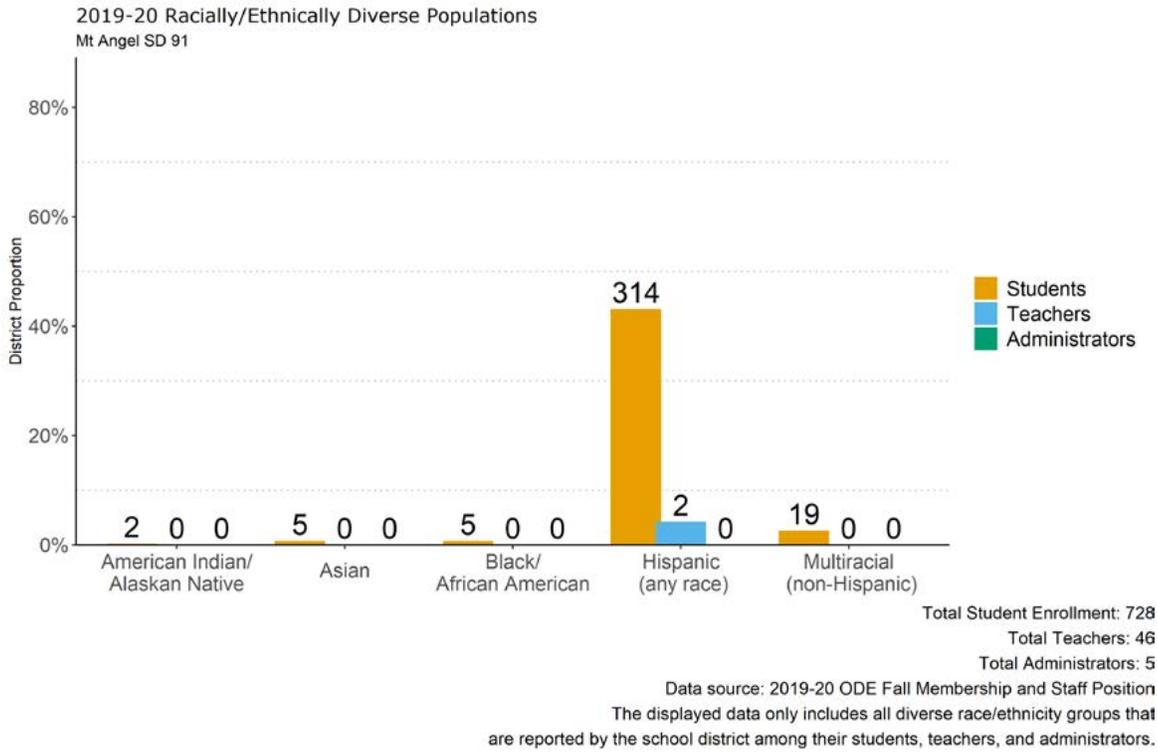
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN MORROW SD 1 2019-2020



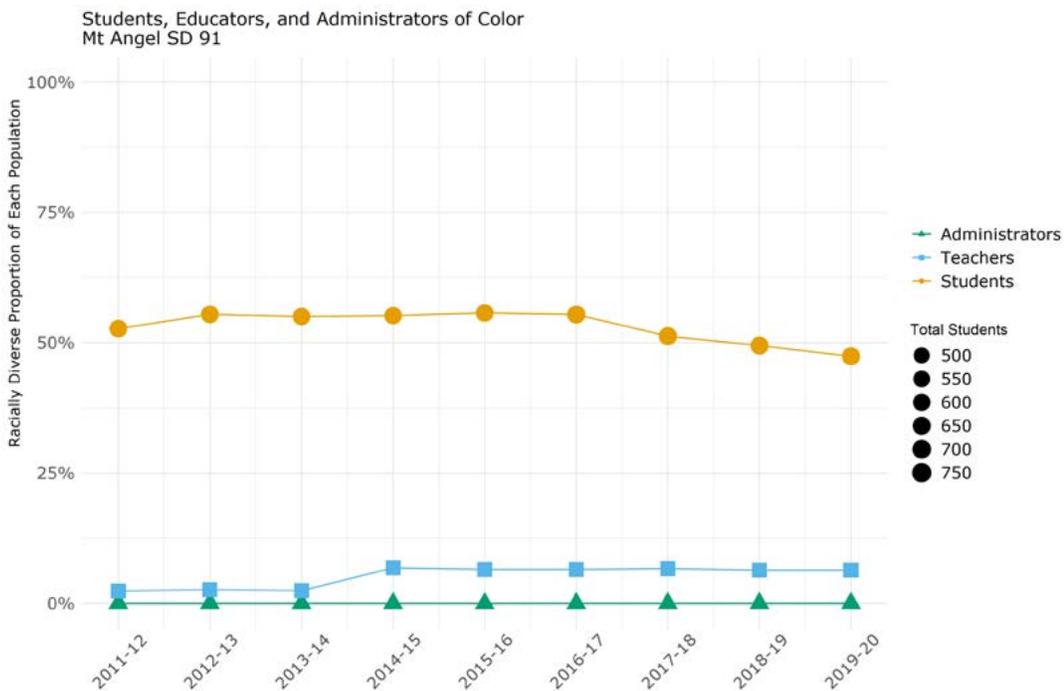
MORROW SD 1 2011-12 THROUGH 2019-2020



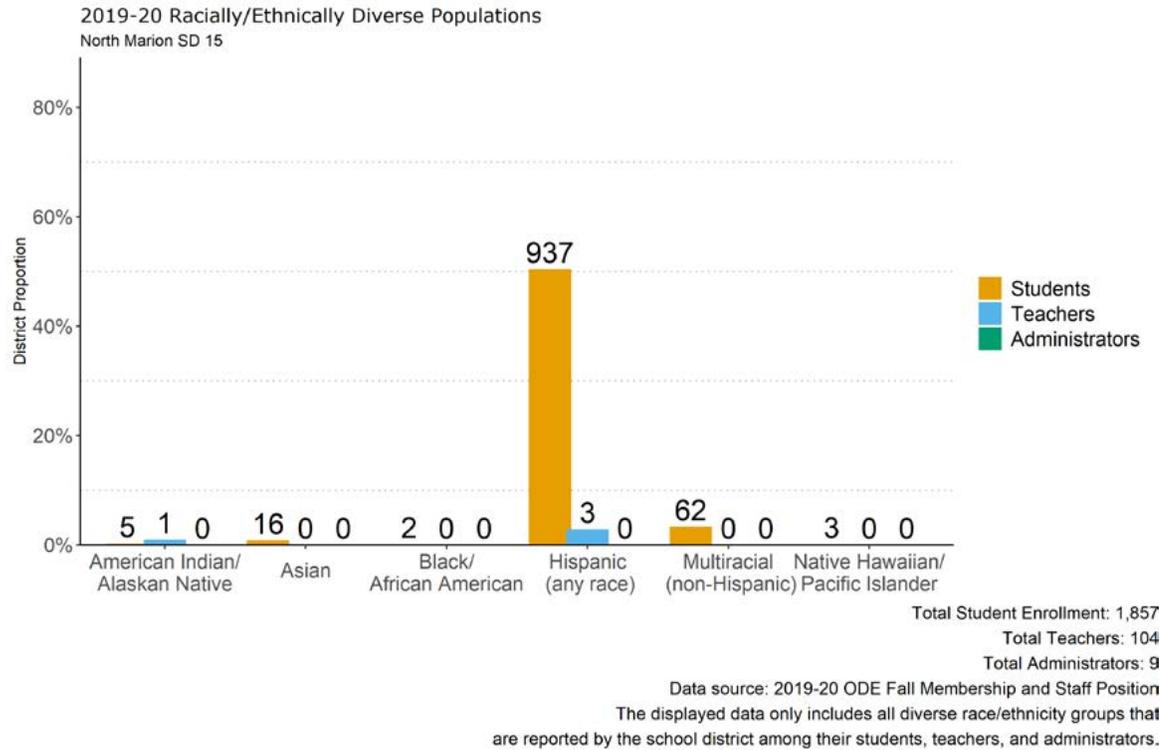
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN MT ANGEL SD 91 2019-2020



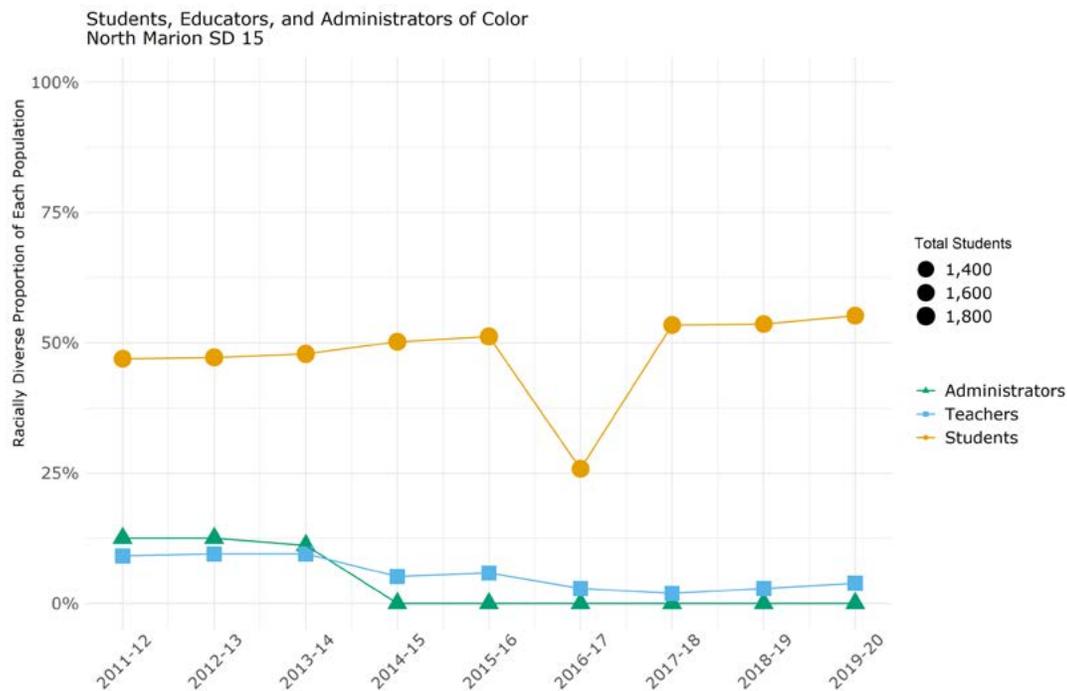
MT ANGEL SD 91 2011-12 THROUGH 2019-2020



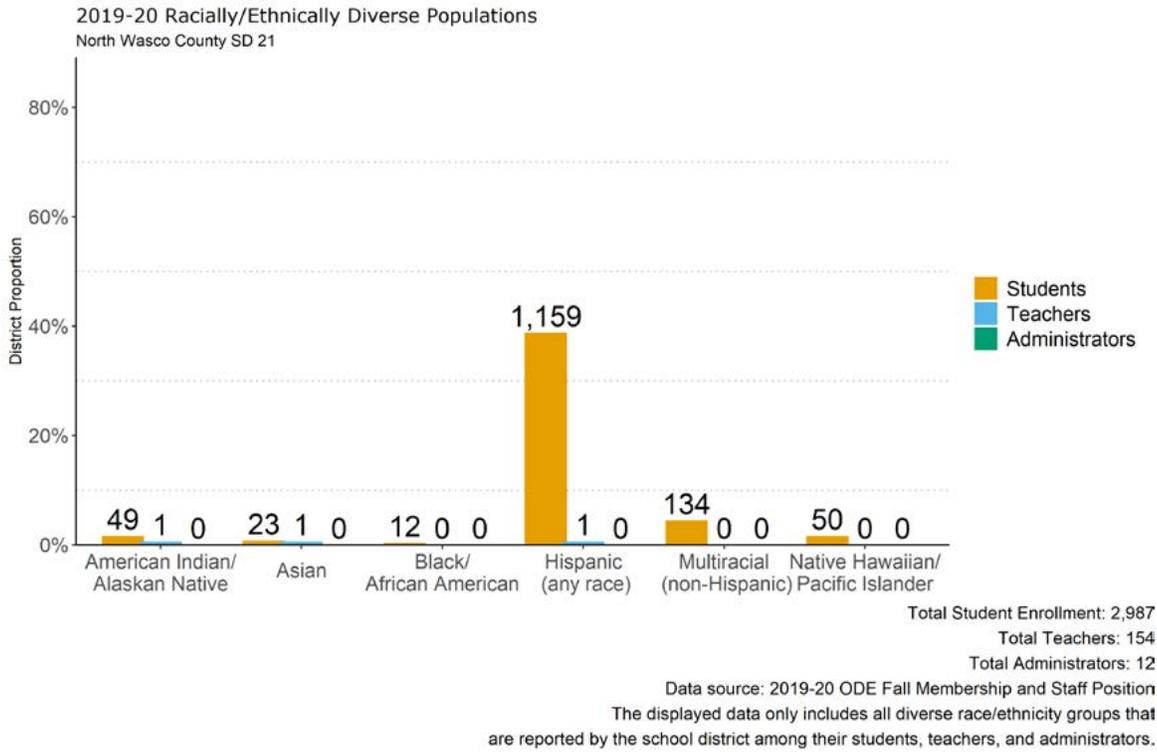
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN NORTH MARION SD 15 2019-2020



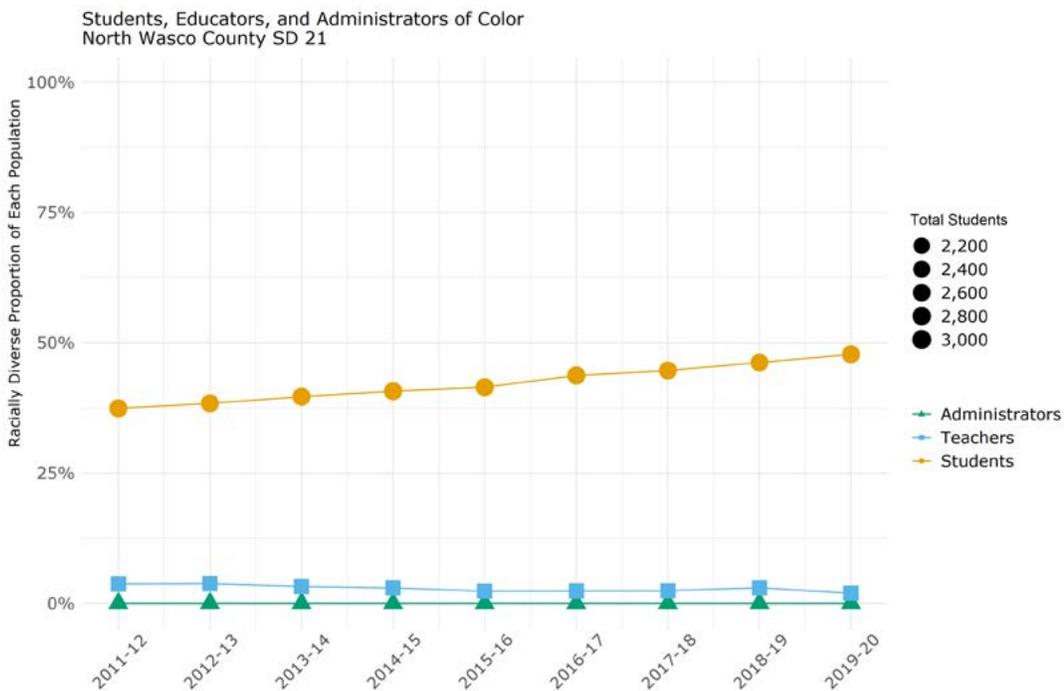
NORTH MARION SD 15 2011-12 THROUGH 2019-2020



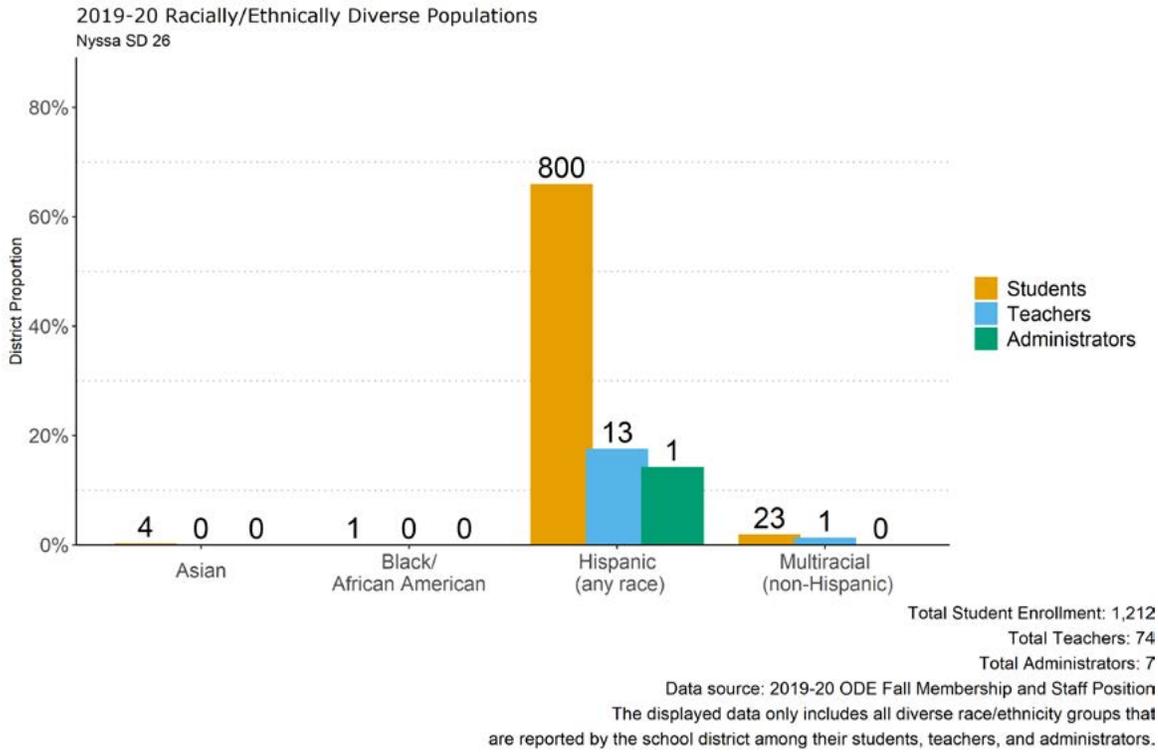
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN NORTH WASCO COUNTY SD 21 2019-2020



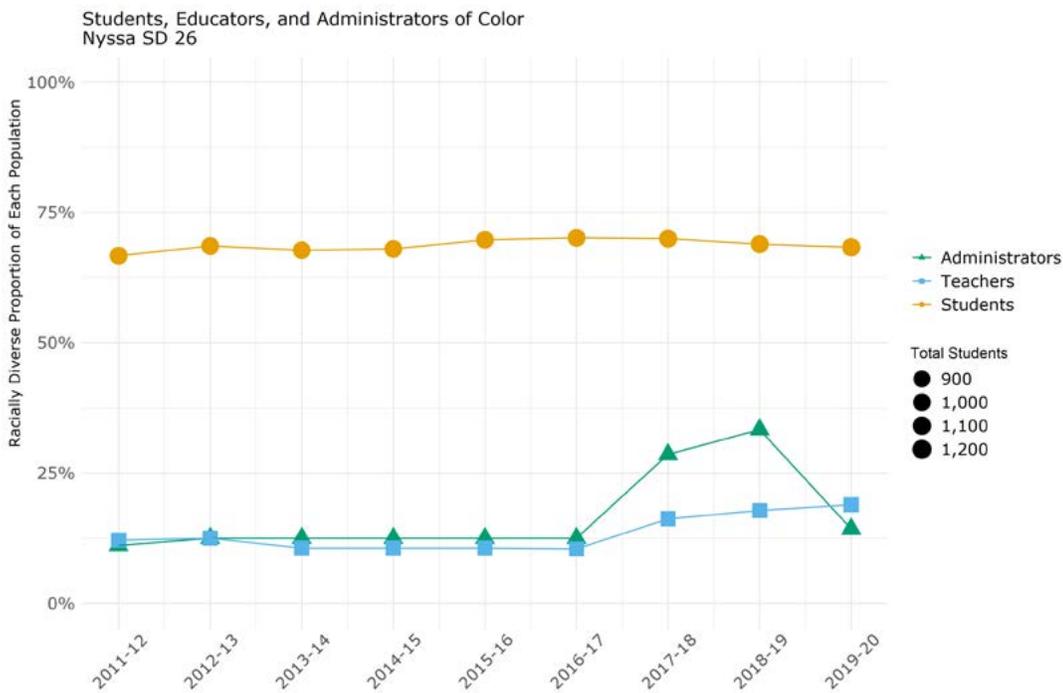
NORTH WASCO COUNTY SD 21 2011-12 THROUGH 2019-2020



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN NYSSA SD 26 2019-2020

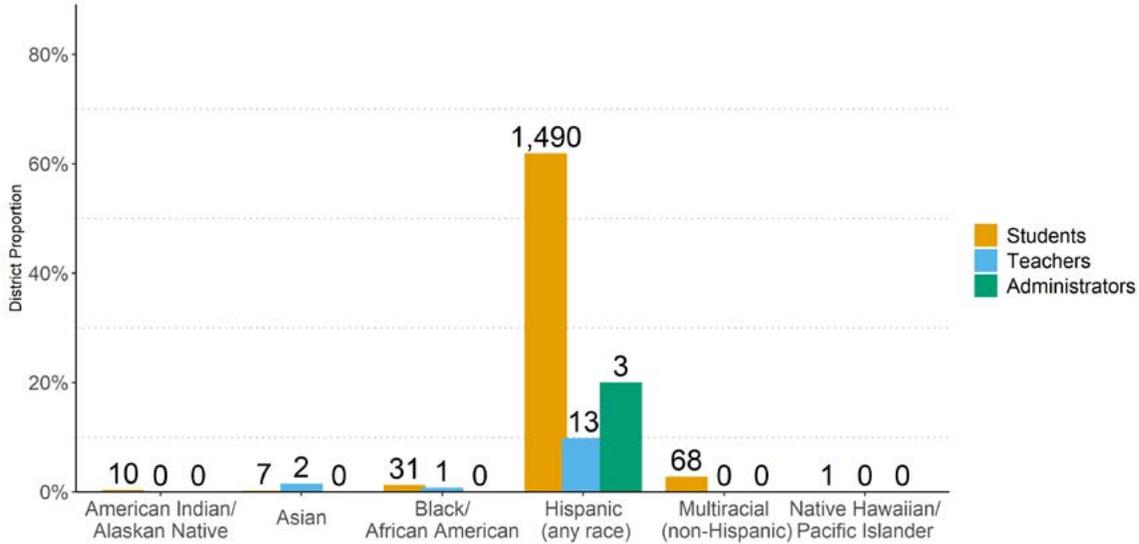


NYSSA SD 26 2011-12 THROUGH 2019-2020



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN ONTARIO SD 8C 2019-2020

2019-20 Racially/Ethnically Diverse Populations
Ontario SD 8C



Total Student Enrollment: 2,406

Total Teachers: 132

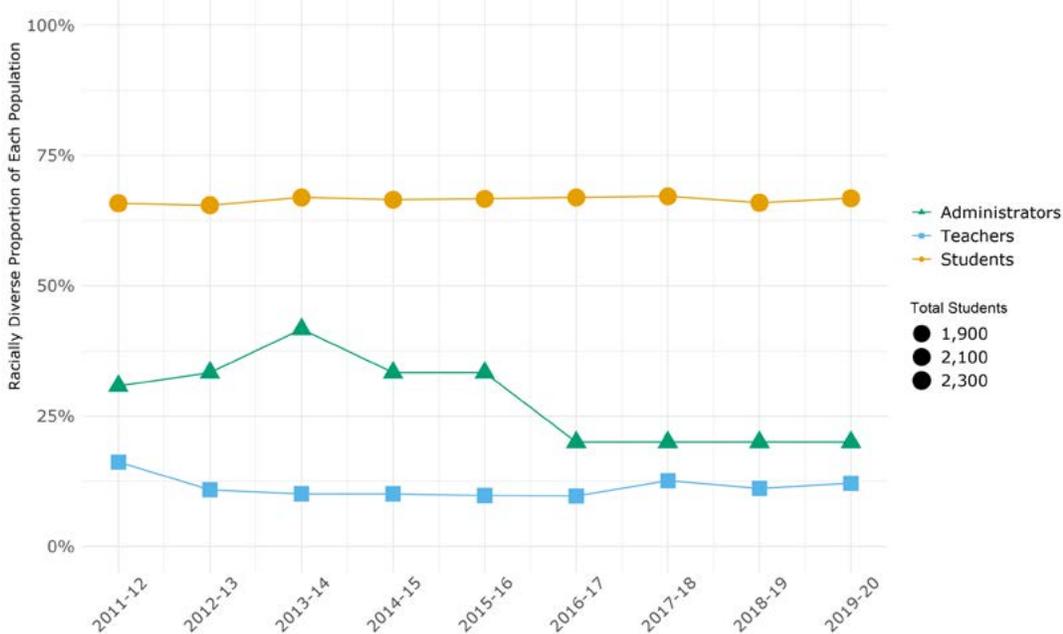
Total Administrators: 15

Data source: 2019-20 ODE Fall Membership and Staff Position

The displayed data only includes all diverse race/ethnicity groups that are reported by the school district among their students, teachers, and administrators.

ONTARIO SD 8C 2011-12 THROUGH 2019-2020

Students, Educators, and Administrators of Color
Ontario SD 8C



Total Students

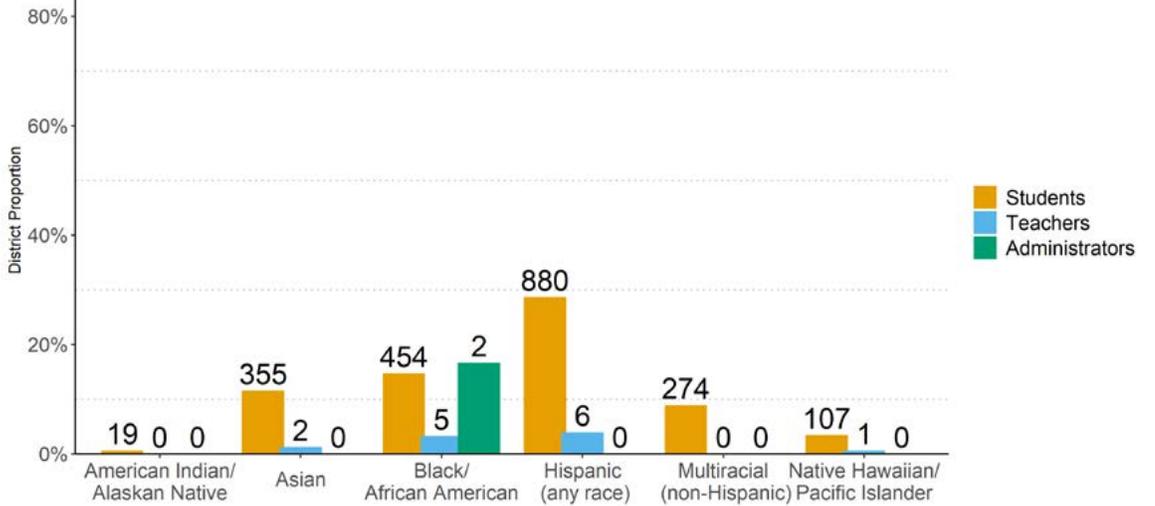
● 1,900

● 2,100

● 2,300

RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN PARKROSE SD 3 2019-2020

2019-20 Racially/Ethnically Diverse Populations
Parkrose SD 3



Total Student Enrollment: 3,068

Total Teachers: 152

Total Administrators: 12

Data source: 2019-20 ODE Fall Membership and Staff Position

The displayed data only includes all diverse race/ethnicity groups that are reported by the school district among their students, teachers, and administrators.

PARKROSE SD 3 2011-12 THROUGH 2019-2020

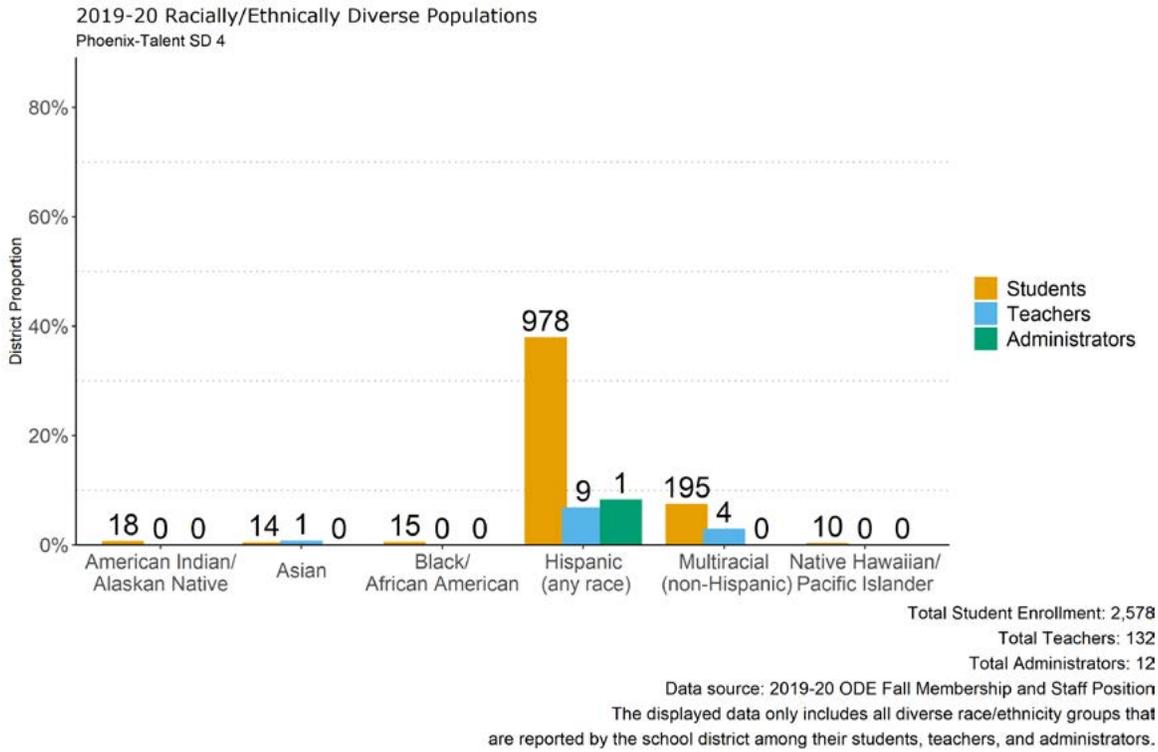
Students, Educators, and Administrators of Color
Parkrose SD 3



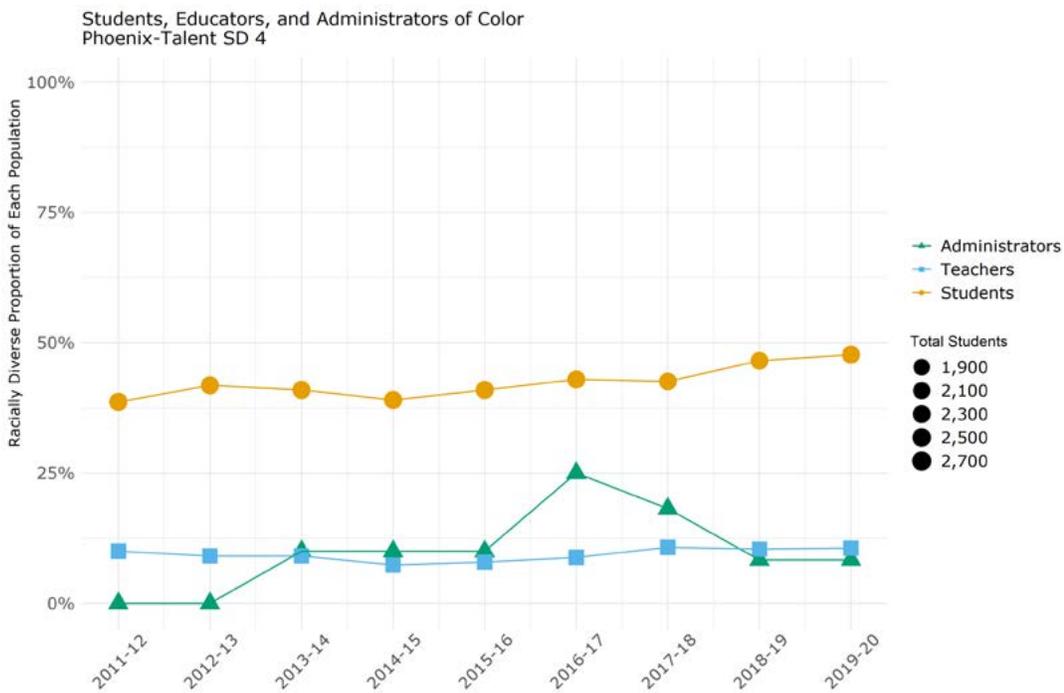
Total Students

- 2,500
- 2,750
- 3,000
- 3,250

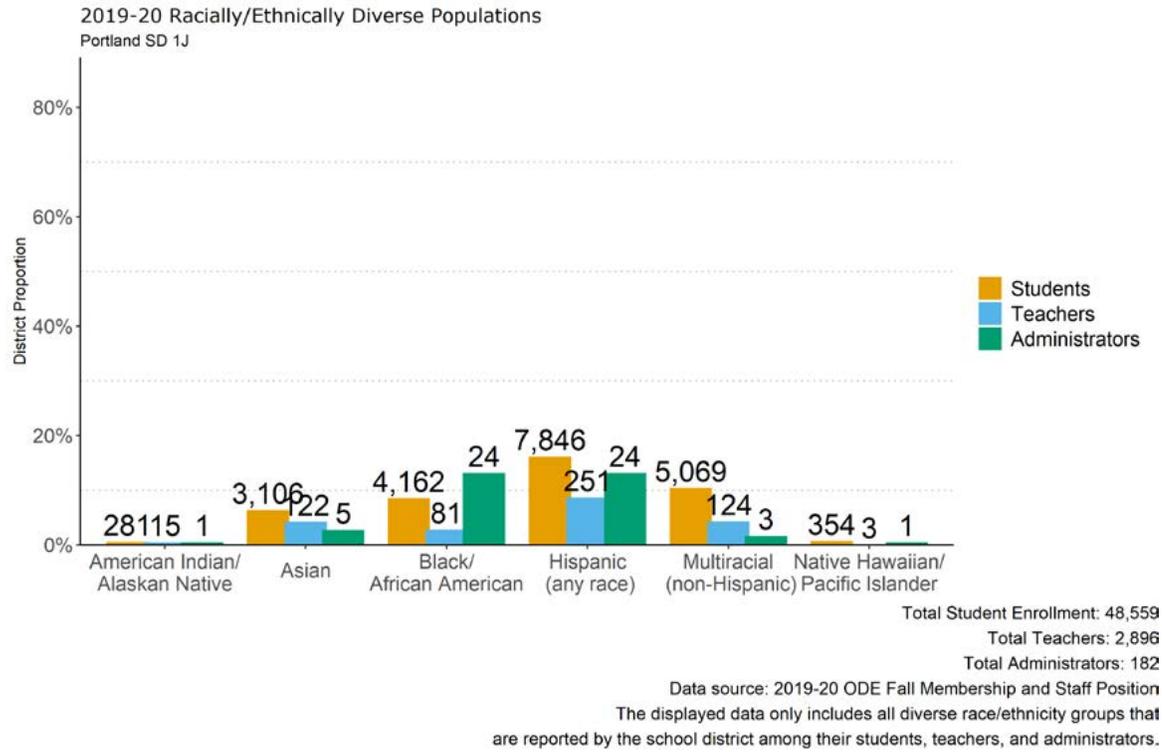
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN PHOENIX-TALENT SD 4 2019-2020



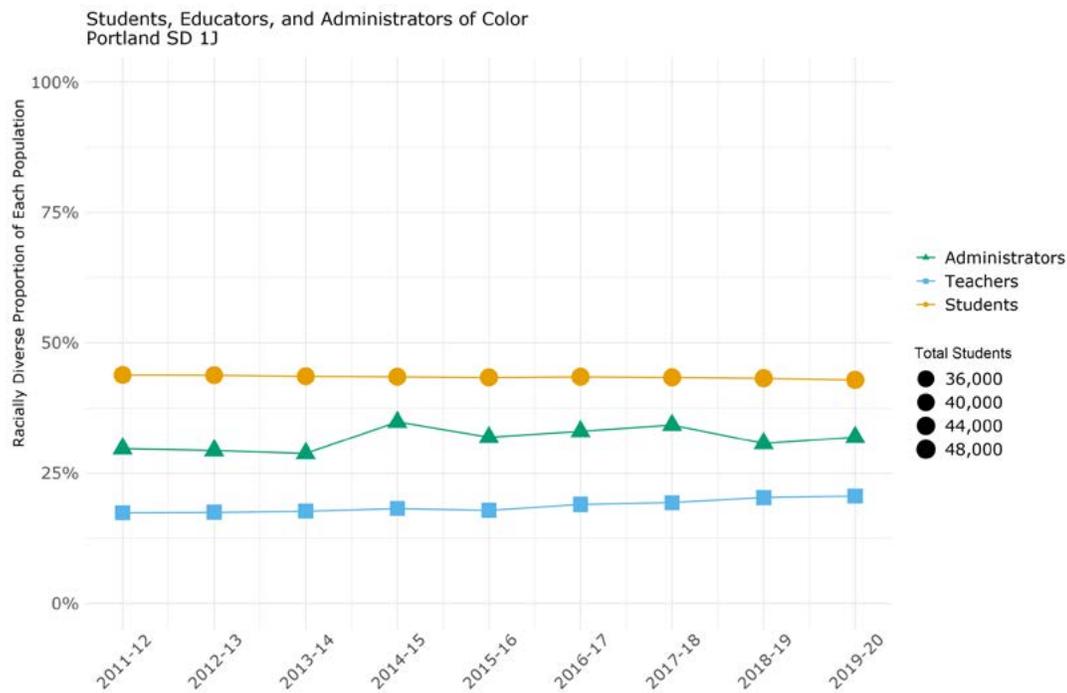
PHOENIX-TALENT SD 4 2011-12 THROUGH 2019-2020



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN PORTLAND SD 1J 2019-2020

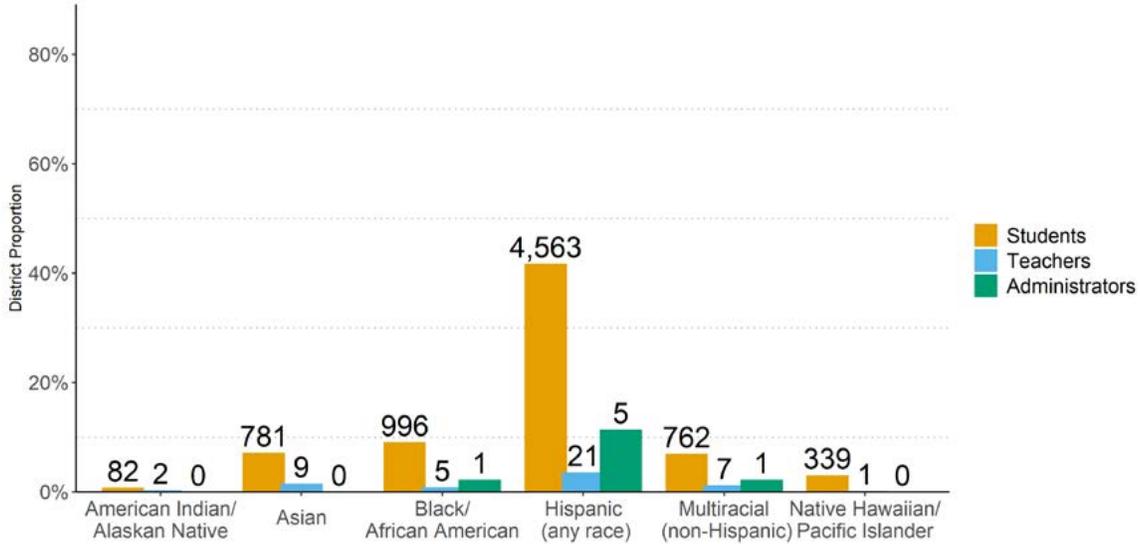


PORTLAND SD 1J 2011-12 THROUGH 2019-2020



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN REYNOLDS SD 7 2019-2020

2019-20 Racially/Ethnically Diverse Populations
Reynolds SD 7



Total Student Enrollment: 10,940

Total Teachers: 587

Total Administrators: 44

Data source: 2019-20 ODE Fall Membership and Staff Position

The displayed data only includes all diverse race/ethnicity groups that are reported by the school district among their students, teachers, and administrators.

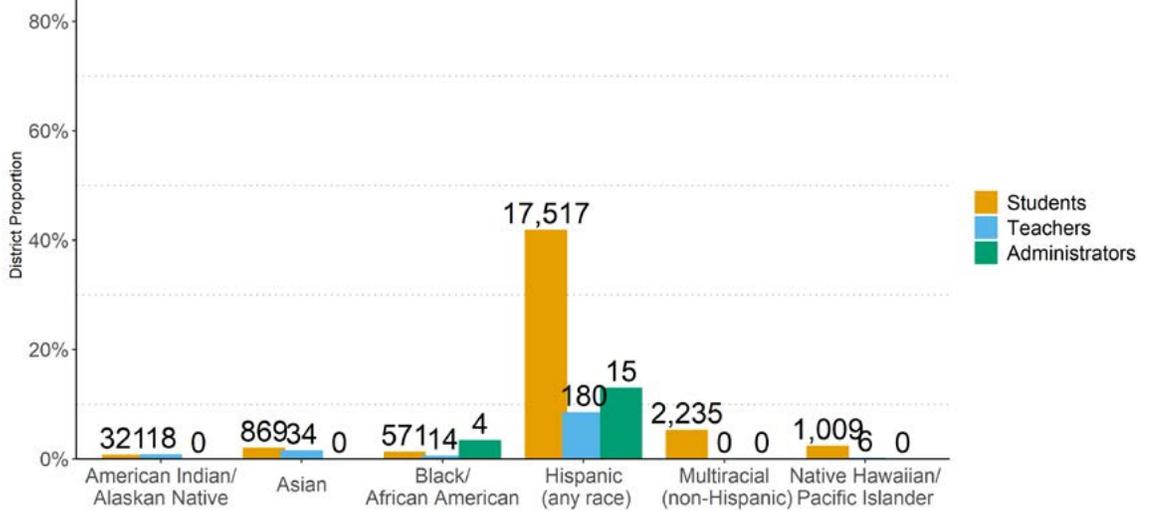
REYNOLDS SD 7 2011-12 THROUGH 2019-2020

Students, Educators, and Administrators of Color
Reynolds SD 7



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN SALEM-KEIZER SD 24J 2019-2020

2019-20 Racially/Ethnically Diverse Populations
Salem-Keizer SD 24J



Total Student Enrollment: 41,770

Total Teachers: 2,093

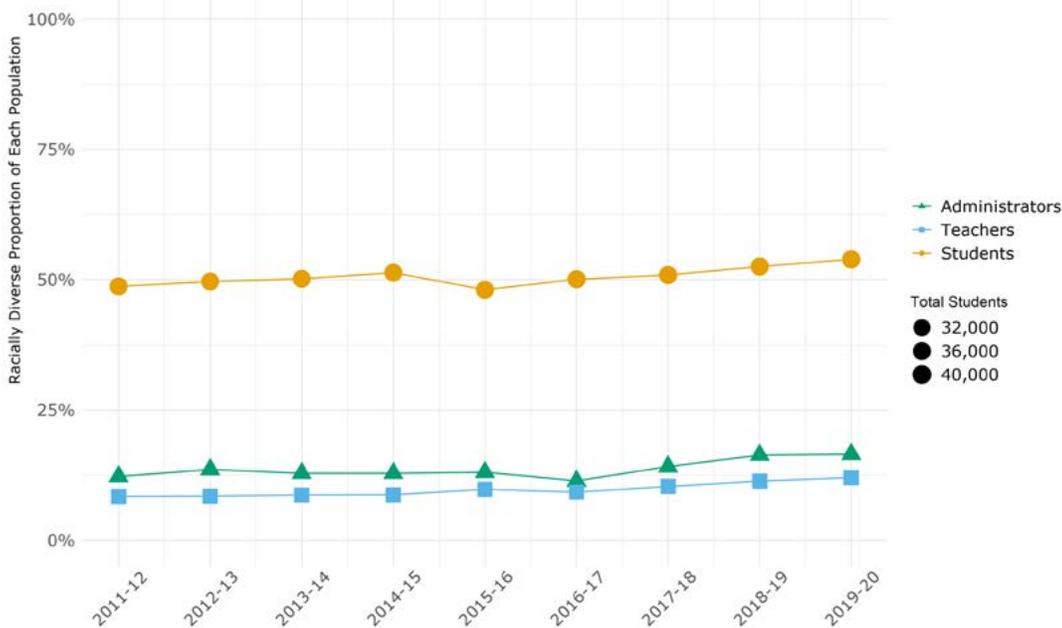
Total Administrators: 115

Data source: 2019-20 ODE Fall Membership and Staff Position

The displayed data only includes all diverse race/ethnicity groups that are reported by the school district among their students, teachers, and administrators.

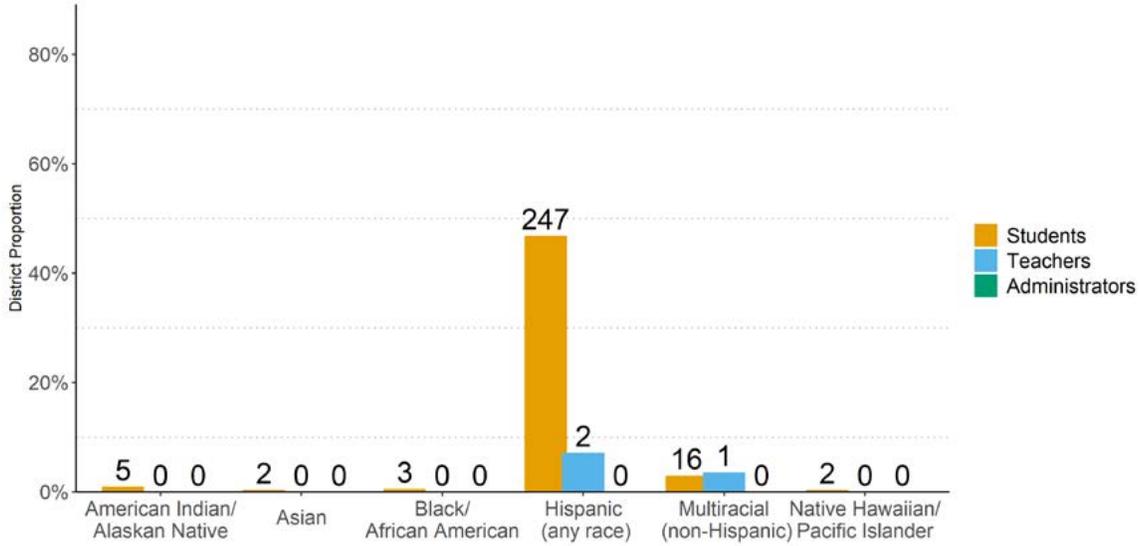
SALEM-KEIZER SD 24J 2011-12 THROUGH 2019-2020

Students, Educators, and Administrators of Color
Salem-Keizer SD 24J



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN STANFIELD SD 61 2019-2020

2019-20 Racially/Ethnically Diverse Populations
Stanfield SD 61



Total Student Enrollment: 527

Total Teachers: 28

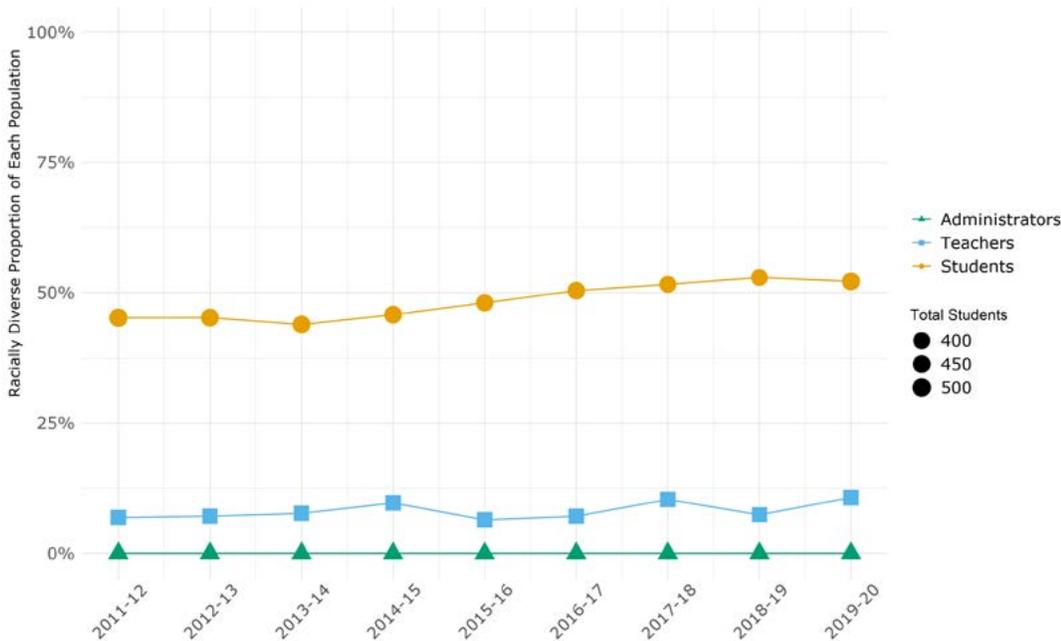
Total Administrators: 3

Data source: 2019-20 ODE Fall Membership and Staff Position

The displayed data only includes all diverse race/ethnicity groups that are reported by the school district among their students, teachers, and administrators.

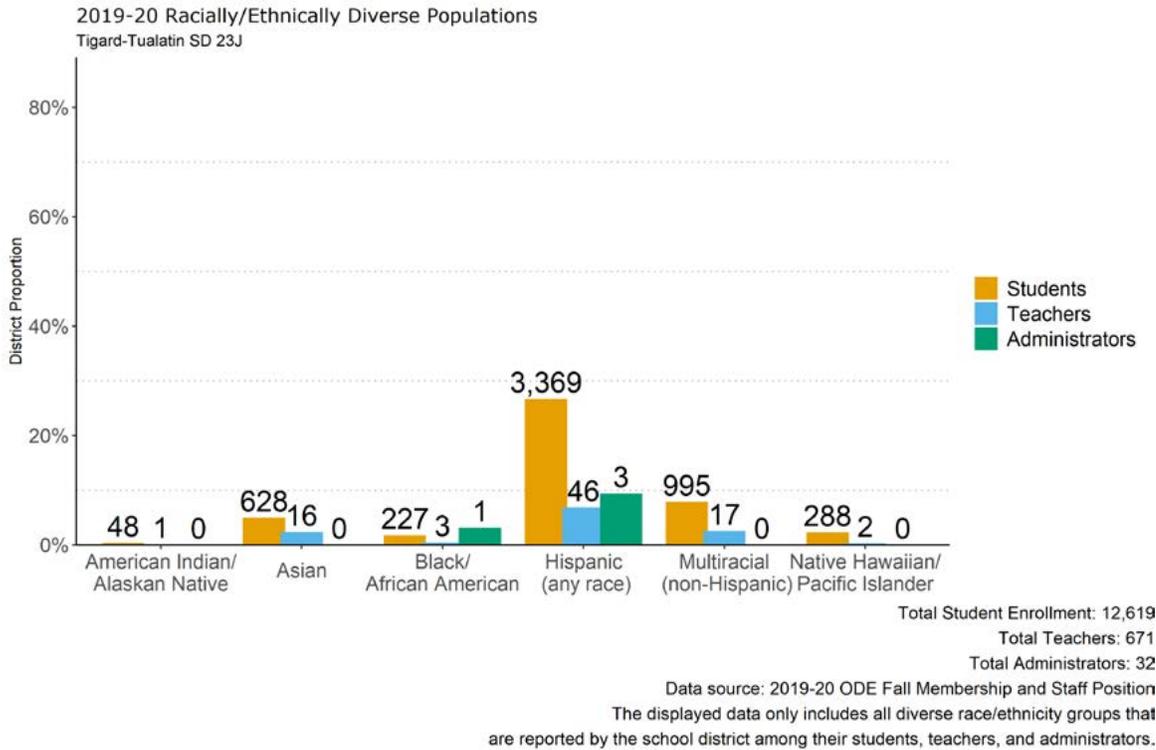
STANFIELD SD 61 2011-12 THROUGH 2019-2020

Students, Educators, and Administrators of Color
Stanfield SD 61

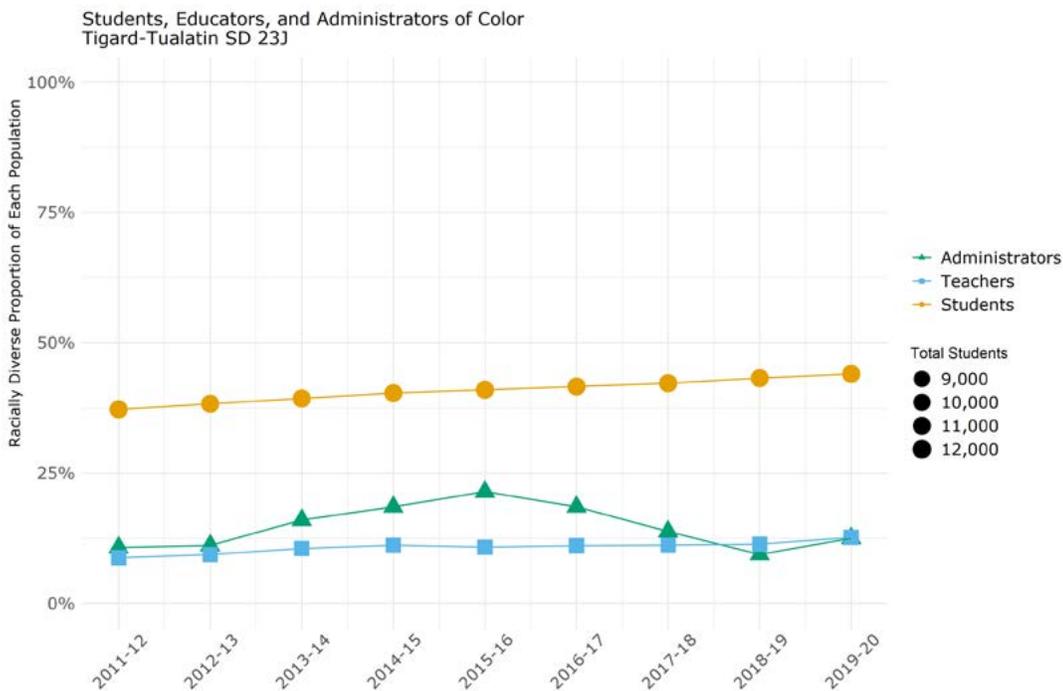


Total Students
● 400
● 450
● 500

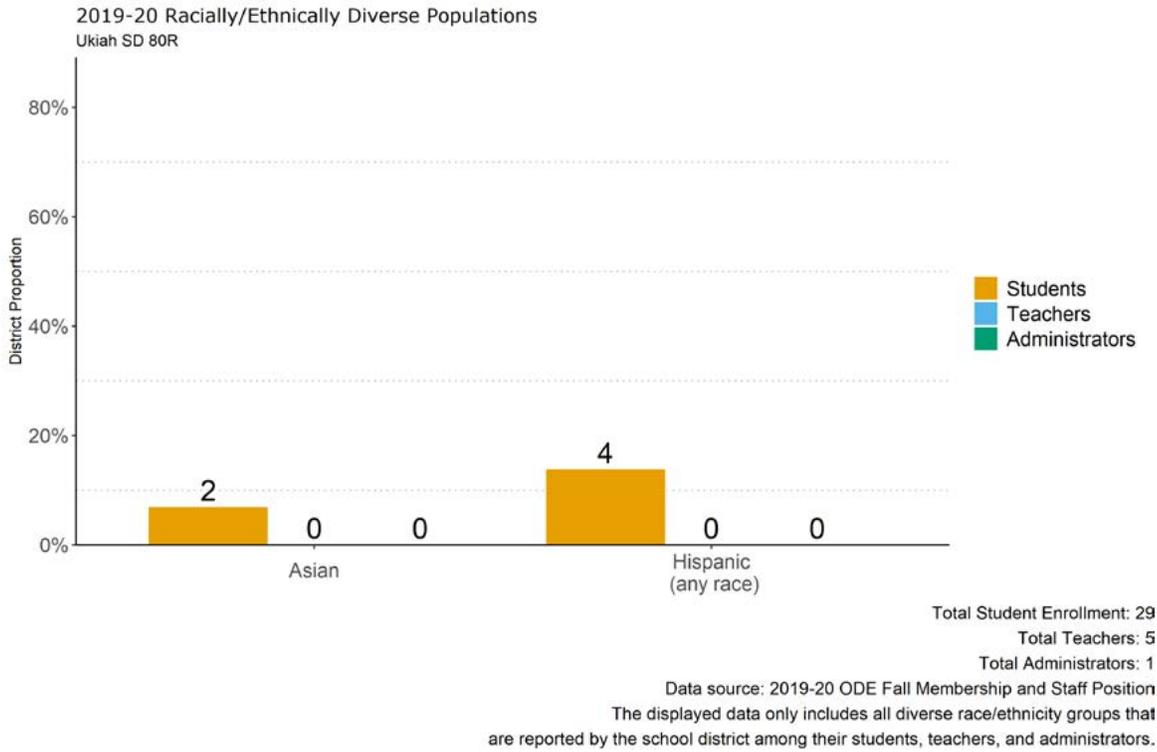
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN TIGARD-TUALATIN SD 23J 2019-2020



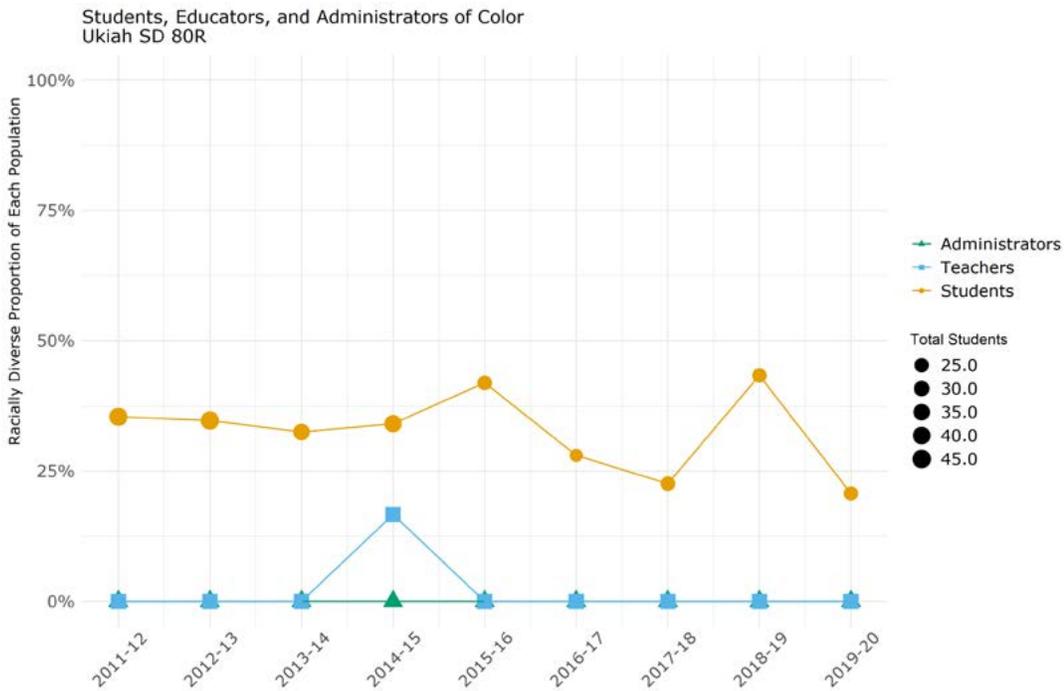
TIGARD-TUALATIN SD 23J 2011-12 THROUGH 2019-2020



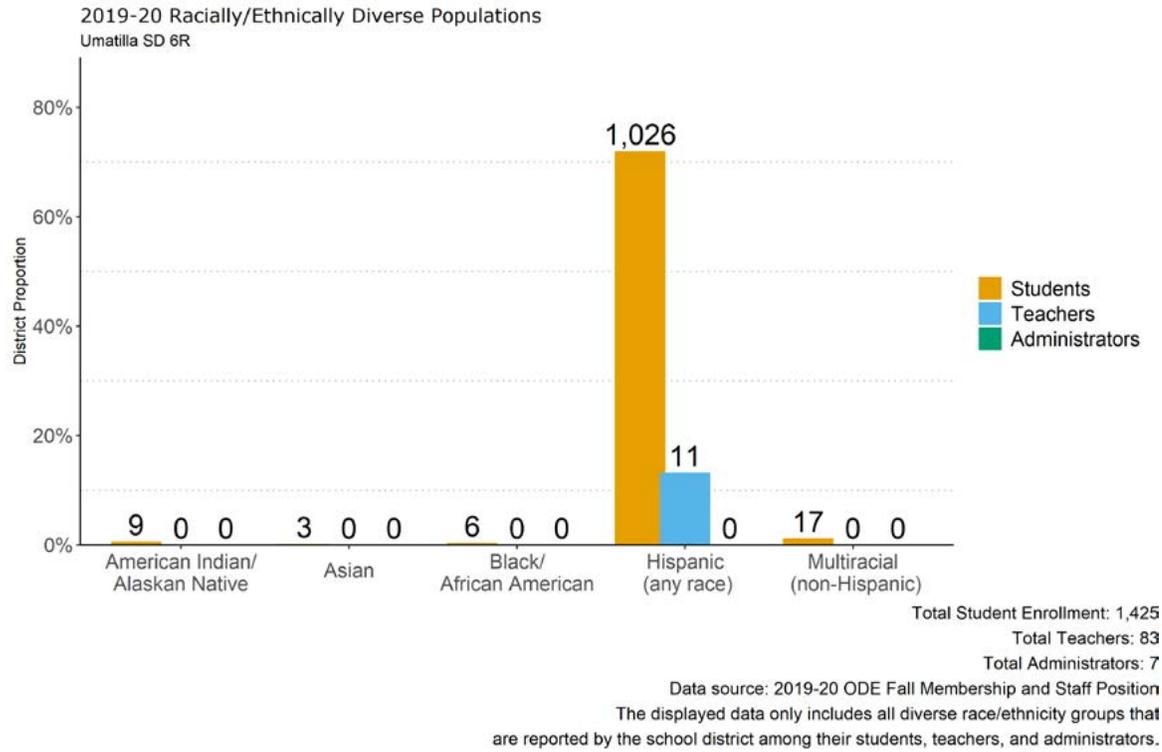
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN UKIAH SD 80R 2019-2020



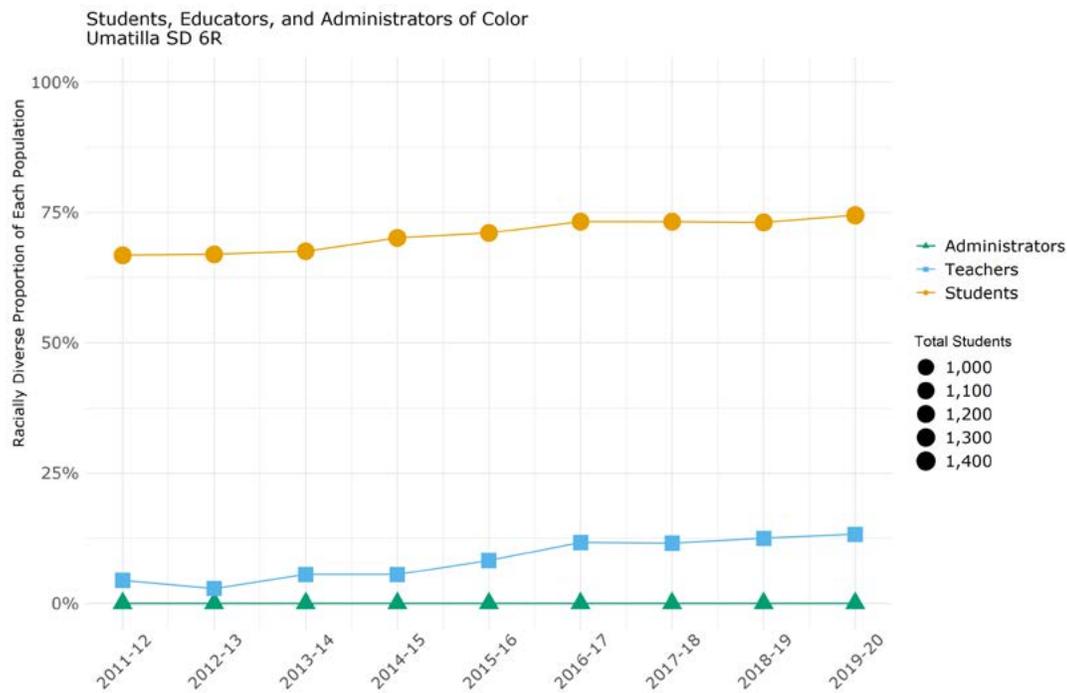
UKIAH SD 80R 2011-12 THROUGH 2019-2020



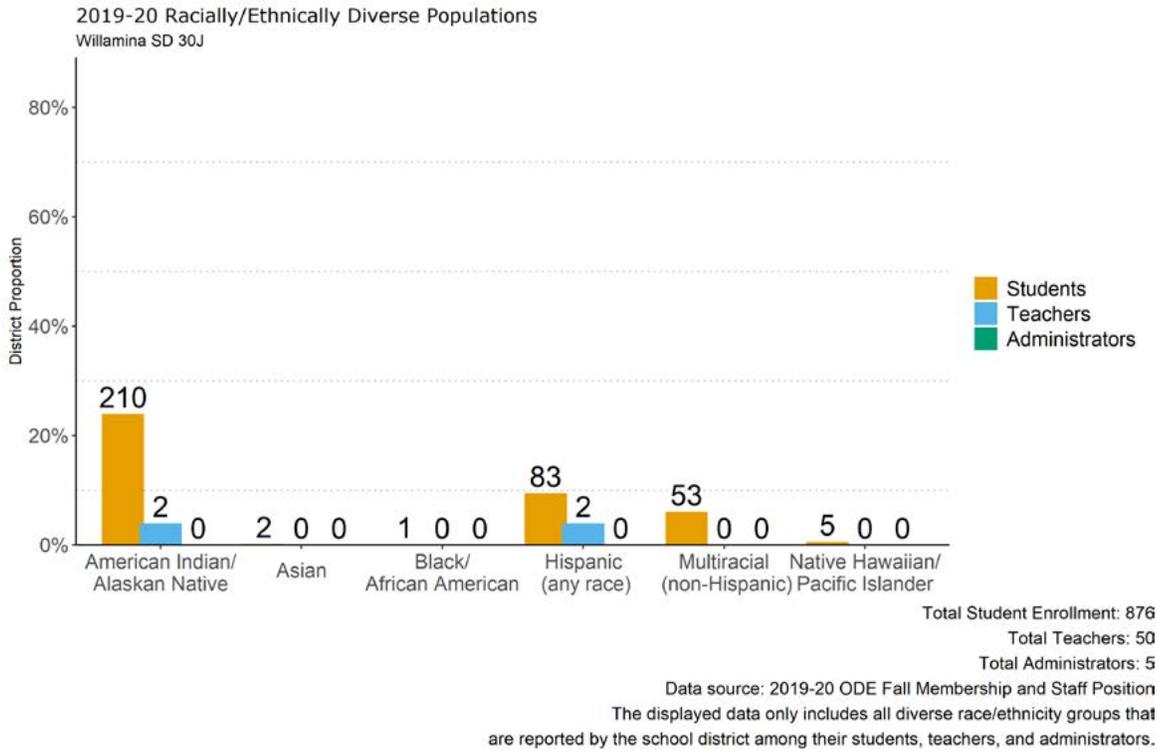
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN UMATILLA SD 6R 2019-2020



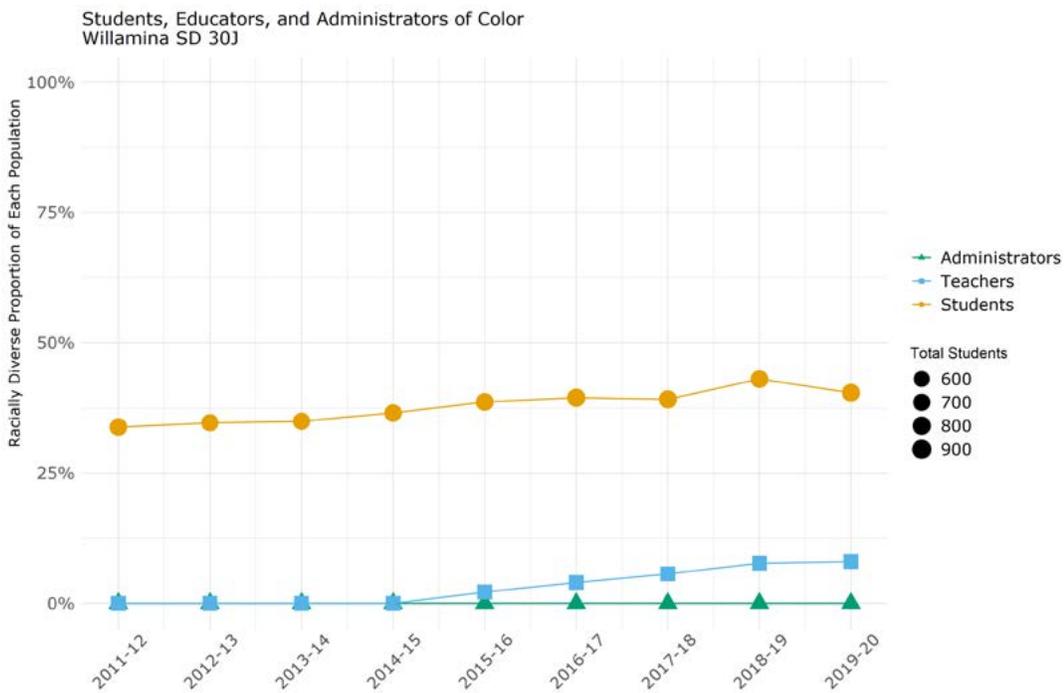
UMATILLA SD 6R 2011-12 THROUGH 2019-2020



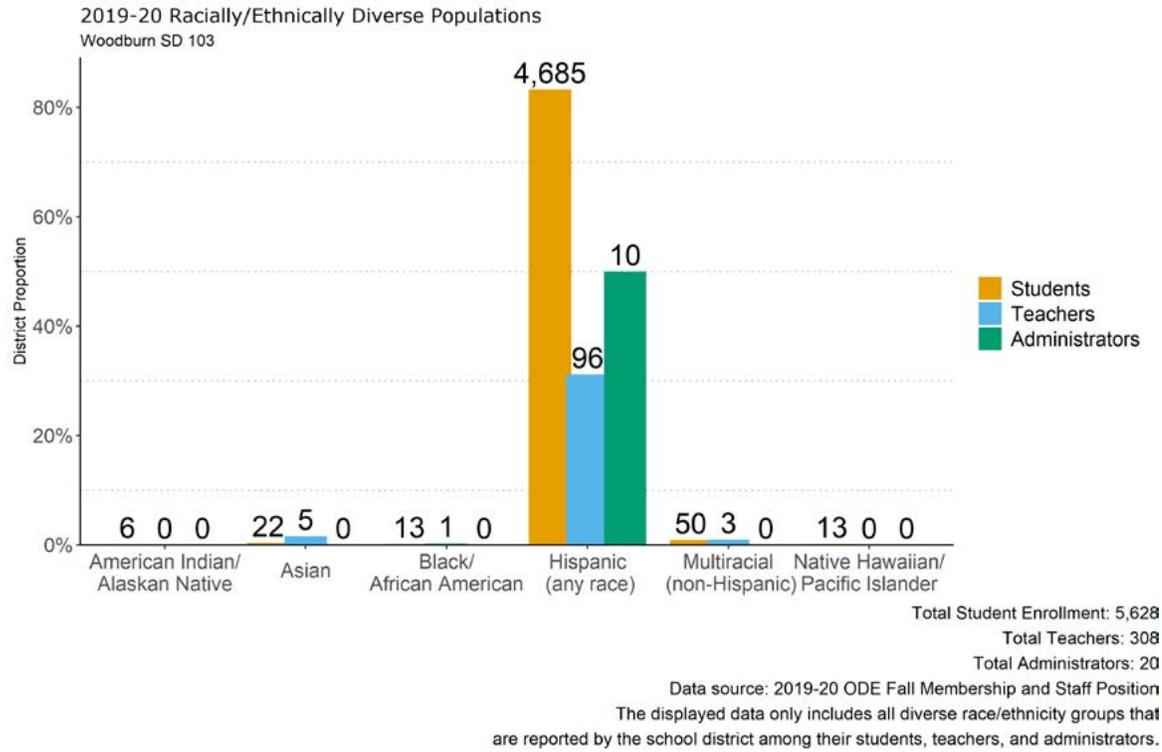
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN WILLAMINA SD 30J 2019-2020



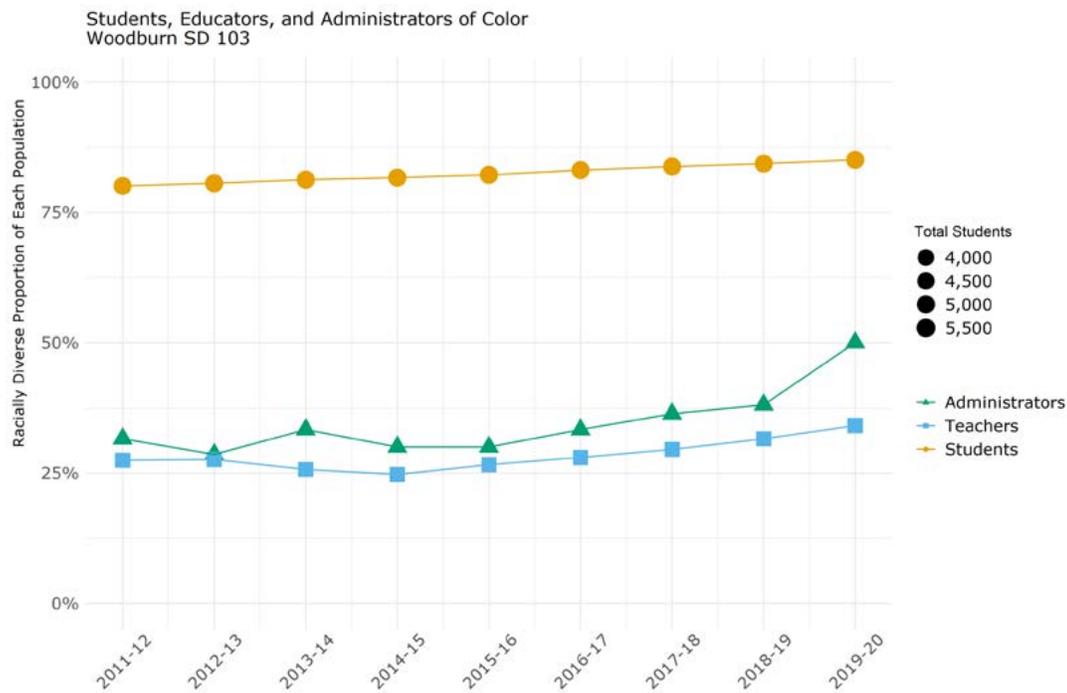
WILLAMINA SD 30J 2011-12 THROUGH 2019-2020



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN WOODBURN SD 103 2019-2020



WOODBURN SD 103 2011-12 THROUGH 2019-2020



APPENDIX D: ETHNIC DEMOGRAPHICS FOR PRELIMINARY TEACHER LICENSURE PROGRAM ENROLLMENT DATA FOR PUBLIC AND PRIVATE INSTITUTIONS IN 2018-2019

INSTITUTION	HISPANIC OR LATINO	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR PACIFIC ISLANDER	WHITE	MULTI-RACIAL	OTHER	TOTAL
Public Institutions Subtotals	218	28	85	34	8	1315	71	116	1877
Eastern Oregon University	13	4	4	4	2	111	2	3	145
Oregon State University	35	1	9	4	1	235	21	12	318
Portland State University	102	4	39	19	0	414	25	24	627
Southern Oregon University	11	1	7	1	0	115	1	13	149
University of Oregon	41	12	19	3	3	226	21	11	336
Western Oregon University	16	6	7	3	2	214	1	53	302
Private Institutions Subtotals	178	18	73	24	13	1362	107	89	1864
Concordia University	23	1	10	12	2	375	31	47	501
Corban University	6	1	1	0	1	89	1	5	104
George Fox University	59	6	18	2	0	285	15	21	406
Lewis and Clark College	9	0	2	0	0	116	6	5	138
Linfield College	13	2	1	3	0	49	3	0	71
Northwest Christian University	5	0	2	0	0	67	10	0	84
Pacific University	30	6	16	3	5	195	23	9	287
Warner Pacific College	11	2	4	1	2	42	2	2	66
University of Portland	22	0	19	3	3	144	16	0	207

Note. Westat provided by Teacher Standards and Practices Commission

APPENDIX E: ETHNIC DEMOGRAPHICS FOR PRELIMINARY TEACHER LICENSURE PROGRAM COMPLETER DATA FOR PUBLIC AND PRIVATE INSTITUTIONS IN 2018-2019

INSTITUTION	HISPANIC OR LATINX	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR PACIFIC ISLANDER	WHITE	MULTI-RACIAL	OTHER	TOTAL
Public Institutions Subtotals	100	9	32	12	5	620	32	63	873
Eastern Oregon University	8	1	1	1	0	69	1	3	84
Oregon State University	16	1	1	2	1	111	12	6	150
Portland State University	47	1	14	5	0	161	10	8	246
Southern Oregon University	4	1	5	0	0	59	0	6	75
University of Oregon	14	2	7	1	2	85	8	5	124
Western Oregon University	11	3	4	3	2	135	1	35	194
Private Institutions Subtotals	71	9	28	10	6	553	37	41	755
Concordia University	3	0	2	6	1	141	10	18	181
Corban University	5	0	0	0	1	44	0	0	50
George Fox University	26	3	6	0	0	99	3	12	149
Lewis and Clark College	5	0	2	0	0	55	4	2	68
Linfield College	5	1	0	3	0	17	1	0	27
Northwest Christian University	2	0	2	0	0	35	6	0	45
Pacific University	13	4	8	0	2	96	7	8	138
Warner Pacific College	4	1	1	0	1	12	0	1	20
University of Portland	8	0	7	1	1	54	6	0	77

Note. Westat provided by Teacher Standards and Practices Commission

APPENDIX F: ETHNIC DEMOGRAPHICS FOR PRINCIPAL LICENSURE PROGRAM ENROLLMENT DATA FOR PUBLIC AND PRIVATE INSTITUTIONS IN 2018-2019

INSTITUTION	HISPANIC OR LATINX	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR PACIFIC ISLANDER	WHITE	MULTI-RACIAL	OTHER	TOTAL
Public Institutions Subtotals	15	1	4	3	1	131	2	5	162
Portland State University	15	0	3	3	1	61	2	1	86
Southern Oregon University	0	1	1	0	0	12	0	4	18
University of Oregon	ds	ds	ds	ds	ds	58	ds	ds	58
Private Institutions Subtotals	11	1	1	2	0	273	8	39	335
COSA-Concordia of Chicago	11	1	1	2	0	75	8	16	114
George Fox University	ds	0	ds	ds	ds	126	ds	ds	126
Lewis and Clark College	ds	0	ds	ds	0	72	ds	23	95
University of Portland	1	0	2	0	0	33	2	3	41

Note. Westat provided by Teacher Standards and Practices Commission. The term “ds” indicates data has been suppressed due to low Ns and FERPA requirements.

APPENDIX G: ETHNIC DEMOGRAPHICS FOR ADMINISTRATOR LICENSURE PROGRAM ENROLLMENT DATA FOR PUBLIC AND PRIVATE INSTITUTIONS IN 2018-2019

INSTITUTION	HISPANIC OR LATINX	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	NATIVE HAWAIIAN OR PACIFIC ISLANDER	WHITE	MULTI-RACIAL	OTHER	TOTAL
Public Institutions Subtotals	18	1	5	5	0	282	5	18	334
Portland State University	16	0	5	5	0	112	5	3	146
Southern Oregon University	2	1	0	0	0	45	0	5	53
University of Oregon	ds	ds	ds	ds	ds	125	ds	10	135
Private Institutions Subtotals	10	0	1	0	1	340	1	30	383
COSA-Concordia of Chicago	0	0	1	0	1	108	1	12	123
George Fox University	ds	0	0	ds	0	60	ds	ds	60
Lewis and Clark College	10	ds	ds	ds	0	159	ds	18	187
University of Portland	0	0	0	0	0	13	0	0	13

Note. Westat provided by Teacher Standards and Practices Commission. The term “ds” indicates data has been suppressed due to low Ns and FERPA requirements.

APPENDIX H: 2020-2021 ESSA REPORTING ON DISPROPORTIONATE RATES OF ACCESS TO EDUCATORS

In August, 2017, Oregon’s Consolidated State Plan Under the Every Student Succeeds Act (ESSA) was approved by the US Department of Education. The plan requires states to address the following:

(A5) Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.

The following is an excerpt from Oregon’s plan and details the approved approach.

ODE aims to see every student taught by an excellent educator, and seeks to ensure that students experiencing poverty, students of color, English learners, or students with disabilities are not being taught at disproportionate rates by ineffective, out-of-field teachers, or inexperienced teachers.

In order to ensure that this information is evaluated and publicly reported, ODE will take the following specific action steps. House Bill 3375, passed by the 2015 Oregon Legislature, requires the annual publication of the Educator Equity Report, highlighting key data and trends pertaining to Oregon’s educator workforce. This report provides one of several opportunities to publicly report progress in addressing potential disproportionalities.

Since the approval of Oregon’s plan, various components of the data collections required for this analysis have changed, requiring a level of caution in comparing data published in Oregon’s Consolidated Plan and in this appendix. Specifically, the data are now broader in scope, as they include all instructional courses rather than just “core courses.”

	Title I Schools	Non-Title I Schools	Title I Schools	Non-Title I Schools
	50%+ OOF*	50%+ OOF*	50%+ Prelim °	50%+ Prelim°
Students of Color	5.64%	3.71%	37.47%	23.33%
White Students, Not Hispanic	4.43%	4.55%	34.99%	23.63%
Students Experiencing Poverty	5.25%	4.27%	36.81%	23.78%
Students Not Experiencing Poverty	4.11%	4.26%	33.90%	23.36%
	Any OOF*	Any OOF*	Any Prelim°	Any Prelim°
Students of Color	15.52%	29.70%	51.92%	71.54%
White Students, Not Hispanic	12.39%	28.91%	46.65%	67.44%
Students Experiencing Poverty	14.41%	34.63%	50.81%	73.03%
Students Not Experiencing Poverty	11.87%	25.58%	43.46%	66.08%

* OOF= Core courses taught by Out-of-field teachers that have neither a regular license and endorsement to teach a course, nor a License for Conditional Assignment for the course

° Prelim= Core courses taught by Preliminary teachers that hold an Initial I, Preliminary CTE, or Preliminary teaching license for a course

Data includes all students enrolled and teachers assigned to courses on May 1, 2019 in schools that receive Annual Report Cards. Students Experiencing Poverty data can be misleading as some schools/districts are considered entirely impoverished due to the Community Eligibility Provision.

