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**CHIEF
EDUCATION
OFFICE**

2017 OREGON EDUCATOR EQUITY REPORT

CONTRIBUTING AGENCIES



With great appreciation to:
Oregon Educator Equity Advisory Group,
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OREGON EDUCATOR EQUITY ADVISORY GROUP

2016-2017 MEMBERS

The Oregon Educator Equity Advisory Group is a 20-member group convened by the Oregon's Chief Education Office charged 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 citizens 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 funded state investments intended to recruit, prepare, retain, and advance Oregon's educator workforce; and,
- Recommend future investments for the state that can improve students' access to educators who more closely mirror our K-12 student population demographics

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Executive Summary

Background

By law, the Chief Education Office (CEdO), the Higher Education Coordinating Commission (HECC), the Oregon Department of Education (ODE), and the Teacher Standards and Practices Commission (TSPC) are required to jointly create an annual report on the Educators Equity Act. Compiled and published by the Chief Education Office with oversight from a 20-member Oregon Educator Equity Advisory Group, the 2017 Educator Equity Report includes a summary of: most recently available data on diversity in Oregon's Educator workforce; promising practices for recruiting, preparing, hiring and retaining culturally and linguistically diverse¹ educators; and recommendations for achieving an educator workforce that more closely mirrors Oregon's K-12 student demographics.



Significant disparities between the diversity of students and educators continue to exist in nearly all of the districts that have more than 40 percent students of color. Five school districts have a gap of 60 percentage points or more between the racial/ethnic diversity of student and that of teachers. between the racial/ethnic diversity of student and that of teachers.

After several years of persistent advocacy and efforts, 10.1% of the PK-12 classroom teachers and 11.3% of administrators in Oregon's public schools are culturally or linguistically diverse.

State and School District Statistics

In the Fall of 2016-17 there were 577,379 K-12 students enrolled in Oregon's public schools and 213,630 (37 percent) were students of color (reliable data are not yet available on the on the linguistic diversity of K 12 students enrolled in 2016-17). In 31 of Oregon's school districts—the percentage of students of color ranges from 40 to 83 percent of the K-12 student body. Detailed analyses on data from each of these more diverse school districts are included in Appendix A. Significant disparities between the diversity of students and educators continue to exist in nearly all of the districts that have more than 40 percent students of color. Five school districts have a gap of 60 percentage points or more between the racial/ethnic diversity of student and that of teachers. Only Dayton School District and Portland Public Schools have less than a 30% gap between the racial/ethnic diversity of student and that of teachers.

Continued positive growth in the diversity of Oregon's educator workforce

After several years of persistent advocacy and efforts, 10.1% of the PK-12 classroom teachers and 11.3% of administrators in Oregon's public schools are culturally or linguistically diverse. As seen in Table 1, there were 320 more educational assistants employed in 2016-17 in Oregon schools than in 2015-16. Of those assistants, 17.5% (2,580) were

¹ This report reflects current language in authorizing statute; thus, the authors' use of terms such as "culturally and linguistically diverse" educators.

people of color compared to 16.98% in 2015-16. In terms of the guidance counselors employed this year in Oregon public K-12 schools in 2016-17, only 165 (13.3 percent) are racially/ethnically diverse.

Table 1: Summary of 2016-17 Key Data Points

2016-17	Number	Percent
Culturally and Linguistically Diverse Students	221,743	38.9 %
Culturally Diverse Teacher Candidates Enrolled	578	25.24%
Culturally Diverse Teacher Program Completers	245	13.7%
Culturally and Linguistically Diverse Teachers Employed	3133	10.1%
Culturally Diverse Administrator Candidates Enrolled	44	9.6%
Culturally Diverse Administrator Program Completers	21	7.6%
Culturally and Linguistically Diverse Administrators	258	11.4 %
Culturally Diverse Guidance Counselors	165	13.3%
Culturally Diverse Educational Assistants	2580	17.5%

Source: ODE Fall Staff Position Collection and Oregon Teacher Standards and Practices Commission

Who is becoming an Oregon Teacher?

Teacher Preparation Program Enrollments

Enrollment data provided by Westat for Oregon’s 17 teaching preparation programs shows that of the 2290 candidates enrolled in a preliminary teacher licensure program in 2016-17, 578 (25.24 percent) were racially/ethnically diverse compared to 501 (23.44 percent) in 2014-15. This represents more than a nine percent increase since first reported in the 2015 Oregon Educator Equity Report. The Advisory Group applauds this positive trend documented for the third year running. Although more robust evaluation work is needed to understand the causality, it is likely that some of the positive growth could be attributed to demographic changes in general, more pre-college level career programs promoting the education profession, focused community college pathways, intensive efforts by educator preparation programs and district/university partnerships that have been initiated in the last few years. With continued investments, the state should be able to realize an even greater increase in racially diverse candidates enrolling and completing educator preparation programs within the next three years.

Teacher Preparation Program Completers

Data from Westat shows that of the 1,793 preliminary teacher licensure completers from Oregon public and private institutions in 2015-16, 245 (13.7 percent) were racially/

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Of the 1,793 preliminary teacher licensure program completers in Oregon public and private institutions for 2015-16, 245 (13.7 percent) were racially/ethnically diverse teacher candidates, a significant increase from the 10.3% reported for program completers in 2014-15.

ethnically diverse teacher candidates, a significant increase from the 10.3% reported for program completers in 2014-15. With less than a 4% difference between the percentage of racially ethnically diverse program completers from public and private non-profit teacher preparation programs, it is apparent that a collective effort is underway.

Administrator Preparation Program Enrollments

Enrollment data for Oregon’s eight administrator preparation programs shows that 44 (9.6 percent) of the 454 candidates enrolled in 2016-17 were racially/ethnically diverse compared to 33 (17.6 percent) of the 187 candidates in 2014-15, an 8 percentage point decrease.

Administrator Preparation Program Completers

Data from Westat shows that of the 276 administrator licensure completers from Oregon public and private institutions in 2015-16, only 21 (7.6 percent) were racially/ethnically diverse candidates, almost a one percentage point decrease from 2014-15 when 22 (8.56 percent) of the 257 completers were racially/ethnically diverse.

Hiring Trends

In 2014-15, the Oregon Department of Education began collecting data on linguistic diversity of teachers and administrators. This year 163 teacher who were either ethnically or linguistically diverse were added to the staff rosters, bringing the state’s total number of 2016-17 employed culturally or linguistically diverse teachers to 10.1% (N = 3,133) which represents a 5.5% increase since 2015-16. The data show that since 2011-12, districts have increased the number of ethnically diverse teachers hired in Oregon public schools by 21%. Since 2014-15, when the ODE Staff Position Collection report started gathering and reporting demographics on linguistic diversity in the staff collection report, there has been a 20% increase in the number of linguistically and ethnically diverse teachers employed in Oregon public schools. As seen in Table 2, in 2016-17, there was a greater increase from 2015-16 in the percentage of linguistically and ethnically diverse teachers hired than for all teachers hired.

Table 2: Racially and/or Linguistically Diverse Teachers Employed in Oregon Public Schools

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Ethnically Diverse Only Teachers	2391	2343	2399	2503	2721	2901
Linguistically & Ethnically Diverse Teachers	-	-	-	2623	2970	3133
Total (All)	28421	27993	28353	29404	30437	31040

Source: ODE Fall Staff Position Collection

Since 2014-15, when the ODE Staff Position Collection report started gathering and reporting demographics on linguistic diversity in the staff collection report, there has been a 20% increase in the number of linguistically and ethnically diverse teachers employed in Oregon public schools.

In terms of administrators employed in Oregon public schools, this report separates out the data by position. For all five of the administrative positions analyzed, there were slight increases in the linguistic and ethnic diversity of individuals holding these jobs with the least amount of diversity within Oregon’s superintendents (7 percent). The most linguistic and ethnically diverse group of administrators are assistant principals (16.75 percent) which has increased by 27% since 2011-12.

2016 Oregon Educator Equity Statewide Plan

In 2016, the Oregon Educator Equity Advisory Group drafted an Oregon Educator Equity Statewide Plan to guide action and advocacy based on data from annual report. Progress to date on the 2016 Plan outlined in Figure 1 is evidenced by proposed state legislation, strategic funding requests and inclusion in agency budgets, as well as increased grass-roots initiatives across the state designed to enhance cultural and linguistic diversity in Oregon’s educator workforce.

Figure 1: 2016 Oregon Educator Equity Advisory Group Statewide Plan for Educator Equity

Vision:	
Oregon values the racial diversity of students in Oregon by creating pathways to increase cultural and linguistic diversity in its educators workforce and by assisting all educator in becoming more culturally responsive.	
Efforts to Date	Objectives
<p><i>Event sponsored in June 2017 and recommended for 2017-19 Network Funding</i></p> <p><i>Proposed in SB 182</i></p>	<p>1) Recruitment:</p> <p>a) Provide seed funding to grow and expand partnership models like the Portland Teacher Program, TeachOregon, and Chemeketa Community Bilingual Pathway Program to provide improved avenues for Oregon’s culturally and linguistically diverse high school graduates and educational assistants to pursue careers in education.</p> <p>b) Provide two-year scholarships and funding for test fees and clinical stipends to support up to 100 culturally linguistically diverse transfer students admitted to educator preparation program each year.</p>

Efforts to Date	Objectives
<i>In Progress</i>	3) Preparation: Convene faculty to align coursework between community colleges and four-year educator preparation programs to help future teachers save time and money.
<i>Not Yet</i>	4) Hiring: Annually collect and analyze data by race and gender on recruitment/applicant pools, interview pools, and hiring data from Oregon’s school districts to identify where racial disparities are occurring in the hiring stage.
<i>Proposed in the Governor’s Council recommendations</i> <i>Not Yet</i>	5) Retention: a) Fund trained mentors for the first two years of employment for all culturally and linguistically diverse teachers and administrators in Oregon. b) Develop and use a statewide online survey to collect and analyze exit data for educators leaving the profession.
<i>Proposed in the Governor’s Council recommendations</i>	3) To impact every stage—Ensure that all educators are supported in becoming more skilled in using culturally responsive curriculum and teaching practices. a) Provide funds to districts, education service districts, and educator preparation programs and community based organizations able to offer high-quality professional learning based on Learning Forward Standards. Topics might include: ○ Anti- Bias Training for Hiring, ○ Culturally Responsive Curriculum, ○ Pedagogy and Inclusive Practices

Educator Advancement Advisory Group Recommendations for 2017-18

- Based on research from six other states, the Educator Equity Advisory Group recommended scholarships of \$5000 a year for up to two years to support culturally or linguistically diverse teacher candidates enrolled in Oregon educator preparation programs.

- Members stand ready to collaborate with the Chief Education Office and the Higher Education Coordinating Commission pending finalization of the 2017 legislative session to finalize and launch the proposed Oregon Teacher Scholars Program to provide scholarships and networking resources to support culturally or linguistically diverse candidates in completing their licensure programs and moving towards employment within Oregon’s public schools.
- Oregon needs to promote capacity building and coordination across an array of existing state projects, initiatives, and organizations focused on equity. Members of the Educator Equity Advisory Group have already met with Assistant Superintendent Darryl Tukufu and Chief Education Officer Lindsey Capps to share this recommendation.
- The ODE Office of Equity, Diversity and Inclusion should work in partnership with the Council on Educator Advancement to convene a broad group of stakeholders who are positioned to develop a professional learning framework that defines:
 - Common language around culturally responsive practices,
 - Current assets and high-quality resources,
 - Gaps and priority needs, and
 - Guidelines for high quality professional learning accessible to all Oregon educators.
- Absent a regularly conducted statewide educator supply and demand report, further analysis is needed on content/endorsement areas and demographics for out-of-state TSPC licensed individuals to help inform educator preparation program on district hiring priorities.
- The Educator Equity Advisory Group is advocating for additional analysis and collaboration with TSPC and education preparation programs to resolve:
 - Causes for attrition of educators of color lost from the schools and their years worked in Oregon K-12 prior to leaving.
 - Barriers contributing to the presence of 1300+ teachers of color who hold a current TSPC teaching license but are not employed in Oregon’s public schools.
- Any remaining barriers that inequitably impact a culturally or linguistically diverse educator’s ability to obtain a teaching license in Oregon including:
 - Program admission requirements or national accreditation requirements.
 - Attrition in preparation programs reflected in data on enrollment as well as program completion rates.
 - Existing licensure tests or performance assessments.
 - Community college to four-year program transfer processes for individuals pursuing teacher licensure.

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

http://education.oregon.gov/wp-content/uploads/2017/06/1176654_ChiefEd_Ed-Equity-Report_2017-WEB.pdf

