



July 2018



2018 OREGON EDUCATOR EQUITY REPORT

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[2018 Educator Equity Report](#)

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July 1, 2018

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OREGON EDUCATOR EQUITY ADVISORY GROUP

2017-2018 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

Origin of this Report

In 2013 the Oregon Legislature amended the original Minority Teacher Act passed in 1991 and changed the definition of “Minority” to include educators whose first language is not English. Statute also required that the state’s education agencies jointly submit an annual report to the Legislature on the status of Oregon’s efforts to achieve a K-12 educator workforce that more closely mirrors the demographics of the students in our schools. The report is required to include:

- 1) A summary of the most recent data collected as provided by ORS 342.443;
- 2) Recommendations for meeting the goals expressed in ORS 342.437; and
- 3) A description of best practices within Oregon and other states for recruiting and retaining minority teachers.

In addition, in 2015 the Oregon Legislature renamed the Minority Teacher Act to the Oregon Educator Equity Act and directed the Higher Education Coordinating Commission to require each public teacher education program to adopt a plan with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of diverse educators and to review the plans for adequacy and feasibility with the governing board of each public university with a teacher education program and, after necessary revisions are made, to adopt the plans.



DISCLAIMER

While Oregon legislation limits the foci of data in this report to ethnic and linguistic diversity, the Oregon Educator Equity Advisory Group recognizes the importance of many other forms of diversity within the educator workforce including gender, sexual orientation, disability status, and factors related to income level.

Evidence from Research

Positive impacts have been found when students who are ethnically and/or linguistically diverse have teachers from the same demographic backgrounds in research using large-scale and longitudinal data sets. These impacts include improved test scores, attendance, and fewer suspensions. Gershenson, Hart, Lindsay and Papageorge (2017)¹ found that black males assigned to a black teacher in the third, fourth, or fifth grades significantly reduced the probability by 39 percent of the students dropping out of high school.

Demographic matches between students and teachers also influence students’ academic perceptions and attitudes. Egalite and Kisida (2016)² found that assignment of a student, particularly a student who is ethnically diverse, to a demographically-similar teacher affects student reports of personal effort, happiness in class, feeling cared for and motivated by their teacher and it improves student-teacher communication and college aspirations. Class content may be more often explained in culturally relevant ways, more probing questions asked, and more invitations to share ideas and insights.

Summary Data

Although positive trends are noted in almost every category reported in Figure 1, the educator workforce is not shifting quickly enough to respond to Oregon’s changing ethnically and linguistically diverse K-12 student body. As was suggested by one observer, small technical “fixes” are not sufficient at this point for changing the overall desired outcome when systems continue to produce only small gains in terms of the diversity of Oregon’s educator workforce demographics.

Small technical “fixes” are not sufficient at this point for changing the overall desired outcome when systems continue to produce only small gains in terms of the diversity of Oregon’s educator workforce demographics.

Advisory Group Member

- 1 Gershenson, S., Hart, C.M.D., Lindsay, C.A. & Papageorge, N.W. (2017). The long-run impacts of same-race teachers. Retrieved from: <http://ftp.iza.org/dp10630.pdf>.
- 2 Egalite, A. & Kisida, B.(2016). The effects of teacher match on academic perceptions and attitudes. Retrieved from: <https://ced.ncsu.edu/wp-content/uploads/2015/07/Egalite-Kisida-Teacher-Match-Working-Paper-June-2016.pdf>.

Figure 1: Summary of Most Recent Data Available and Change from Previous Data Reports.

| Summary of Data | Number | Percent | Change from 2017 Report |
|---|------------------|---------|-------------------------|
| Ethnically Diverse Students (2017-2018) | 218,288 | 37.6% | ↑ |
| Ethnically and Linguistically Diverse Students (2016-2017) | 228,789 | 39.4% | ↑ |
| Districts w/40 percent or higher ethnically diverse students (2017) | 30 | 15.2% | → |
| Ethnically Diverse Candidates Enrolled in Teacher Education (2016-17) | 592 | 23.6% | NA ³ |
| Ethnically Diverse Teacher Preparation Completers (2016-2017) | 283 | 17.3% | ↑ |
| Reciprocal Teacher Licensees who are Ethnically Diverse (2017-2018) | 117 | 12.6% | ↑ |
| Ethnically Diverse Administrator Candidates Enrolled (2016-2017) | 55+ ⁴ | 11.1% | NA |
| Ethnically Diverse Administrator Program Completers | 26 | 11.3% | ↑ |
| Ethnically Diverse Teachers Employed (2017-2018) | 3,087 | 9.9% | ↑ |
| Ethnically and Linguistically Diverse Teachers Employed (2017-2018) | 3,329 | 10.7% | ↑ |
| Ethnically Diverse Administrators Employed (2017-2018)) | 262 | 11.4% | ↑ |
| Ethnically and Linguistically Diverse Administrators (2017-2018) | 271 | 11.8% | ↑ |
| Ethnically Diverse Guidance Counselors (2017-2018)) | 194 | 14.5% | ↑ |
| Ethnically Diverse Educational Assistants ((2017-2018)) | 2,844 | 18.7% | ↑ |

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

2018 Oregon Educator Equity Advisory Group Recommendations

The topic of diversifying the educator workforce continues to be prominent in national reports and research. A report published this year by the Learning Policy Institute⁵ entitled *Diversifying the teaching profession: How to recruit and retain teachers of color* offered a rich selection of recommendations reviewed by the Oregon Educator Equity Advisory Group. Some of these recommendations have been refined and adopted to be more relevant to Oregon and appear in each section of the report as well as in Figure 2.

Figure 2: 2018 Oregon Educator Equity Advisory Group Recommended Action Steps.

| | |
|--|--|
| <p>Recruitment</p> <p>Partner with business and communities of color to develop and launch a statewide marketing campaign elevating the teaching profession and guiding potential educators to the resources needed to enter the profession. (state level action steps)</p> <p>Recruit teacher candidates from high school students, educational assistants and other school/district staff, parents, career changers, and after-school program mentors who reflect local diversity and are more likely to seek teaching positions in their local communities. (school, district and educator preparation program level action steps)</p> | <p>Implement specific recruitment of linguistically and ethnically diverse educational assistants. Include funding sources for these students, since they likely will not qualify for supports such as the Oregon Promise. (school, district and state legislator action steps)</p> <p>Attract more linguistically and ethnically diverse teacher candidates into teaching careers via strong K-12/higher education partnerships supporting high-quality teacher preparation programs with extensive school-based experience, empowering skill-based coursework, and a welcoming collegial and culturally responsive culture also needed to teach in Oregon’s classrooms. (school, district and educator preparation program level action steps)</p> |
|--|--|

³ Enrollment data reporting changed from last year’s report and is not comparable.

⁴ Estimated number based on suppressed data from one institution.

⁵ Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Palo Alto, CA: Learning Policy Institute.

Preparation

Work with the Educator Advancement Council to help lower the cost of teacher preparation with scholarships like the Oregon Teacher Scholars Program to provide financial assistance and help students navigate the complicated journey through licensure, preparation, job search, and employment in Oregon's educator workforce. Expand the Oregon Teacher Scholars Program to fully fund at least 70 candidates per year. **(state legislators and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and Confederation of Oregon School Administrators (COSA) to develop an Oregon Administrative Scholars Program to support costs for more racially, ethnically and linguistically diverse educators seeking to become administrators. **(state legislators and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and COSA to develop a state fund for school districts to offer paid residencies allowing future teachers to earn an income while they are enrolled in teacher preparation programs. These funds can be matched by districts and can help cover living costs for more career changers while they are studying to become teachers. **(Confederation of Oregon School Administrators and state legislator action steps)**

Work with Oregon Teacher Standards and Practices Commission to adjust Oregon's teacher licensure requirements to permit teacher candidates to demonstrate their competency through multiple performance measures less likely to generate racial and linguistic disparities. **(Teacher Standards and Practices Commission action steps)**

Develop transparent and streamlined pathways from community to teacher preparation programs including articulation of transferable credit across the institutions leading to licensure. **(Higher Education Coordinating Commission action steps)**

Work with the Chief Education Office, Oregon Department of Education and Teacher Standards and Practices Commission to ensure that all educator preparation programs (EPPs) in Oregon are able to track graduates by 2021 through key employment benchmarks and access statewide student performance data (and other teacher performance data) necessary to monitor the effectiveness of graduates and meet Council for the Accreditation of Education Preparation (CAEP) requirements. **(Chief Education Office, Oregon Department of Education, and Teacher Standards and Practices Commission action steps)**

Employment

Develop policy with the Educator Advancement Council to encourage school districts to work closely with local educator preparation programs to coordinate student teaching placements that maximize the assets diverse

candidates bring to schools and create opportunities to interview candidates for hire before they graduate. **(school and district level action steps)**

Provide anti-bias training for staff involved in recruiting and hiring educators. Develop diverse interview committees in which linguistically and ethnically diverse teachers can help shape more effective recruitment and hiring strategies. **(Office of Equity, Diversity, and Inclusion at ODE, school district, and Oregon School Personnel Association action steps)**

Work with the Educator Advancement Council, Oregon Department of Education, and partners to redesign the current Oregon Mentor Project to ensure that every teacher and administrator new to the profession receives a well-trained mentor skilled in offering culturally responsive support for all newly employed educators. Develop a plan to recruit and train mentors from diverse backgrounds and to match diverse new teachers and diverse mentors. **(Educator Advancement Council and Oregon Department of Education action steps)**

Retention

Assist school and district administrators in creating collaborative, supportive and culturally responsive work environments for all teachers. Provide access to affinity groups and other professional community-based networking organizations for linguistically and ethnically diverse employed educators. **(school and district level and local community associations action steps)**

Work with the Educator Advancement Council and Oregon Department of Education to prioritize Title II's optional 3 percent leadership set-aside funds to strengthen principal recruitment, preparation, induction, and development focused on supportive and equity-driven school leadership. Consider funding educators' membership in professional associations such as the National Association of Black School Educators as a retention strategy. **(Oregon Department of Education and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and the Chief Education Office to use the results from the HB 4044 study to engage school districts in adopting promising practices that help attract and retain effective, culturally responsive teachers to work in Oregon's most complex schools. **(Educator Advancement Council and Chief Education Office action steps)**

Work with the Teacher Standards and Practices Commission to develop a marketing campaign to publicize financial support for earning National Board certification; thus helping advance the careers of more of Oregon's racially or linguistically diverse teachers. **(Educator Advancement Council and Teacher Standards and Practices Commission action steps)**

This year's report is organized around sections focused on recruitment, preparation, employment and retention. Each section includes new data and findings, spotlights on promising practices, and the Educator Equity Advisory Group's recommended actions steps. Later this summer the Chief Education Office will publish an interactive infographic to highlight data from this report.

SECTION 1: INTRODUCTION

For the fifth consecutive year, the Chief Education Office (CEdO) has partnered with the Oregon Teacher Standards and Practices Commission (TSPC), the Oregon Department of Education (ODE), and the Higher Education Coordinating Commission (HECC) with oversight from the Oregon Educator Equity Advisory Group to produce and publish a report on Oregon's efforts to diversify the K-12 educator workforce. Oregon Statute 342.448 outlines requirements for reporting and analyzing of annual data on diversity in Oregon's educator workforce. In addition to required data outlined in statute, the report highlights:

- 1) Promising practices for recruiting, preparing, hiring and retaining culturally and linguistically diverse educators,
- 2) Highlights from the biennial Oregon educator preparation plans for the recruitment, admission, retention, and graduation of diverse educators (ORS 342.447),
- 3) Progress on the Educator Equity Advisory group's 2017-2018 Work Plan, and
- 4) Key recommendations for Oregon to achieve an educator workforce that more closely mirrors Oregon's student demographics from pre-K through 12th grade.



Zaretta Hammond and Carlos Sequeira join future teacher candidates from Hillsboro School District pathway who transferred to Chemeketa and then to Pacific University.

Educator Equity Advisory Group

Since 2014, a 20-member Advisory Group has assisted the Chief Education Office in overseeing the annual Oregon Educator Equity Report on Oregon's progress in diversifying the K-12 educator workforce. The [Oregon Educator Equity Advisory Group](#) meets regularly to:

- Advise on the gathering and reporting of annual data,
- Learn firsthand about efforts underway demonstrating promise for expansion,
- Engage with Oregon's nine Federally Recognized Tribes and stakeholders who can help identify related issues, barriers, and needs, and
- Assess, evaluate and advocate for educational policy supporting Oregon's progress in diversifying the educator workforce.

Agendas and meeting materials are posted a week prior to each Advisory Group meeting. Members of the public can [sign up](#) to receive meeting notices, download meeting materials, attend the meetings as observers by phone or in person, and provide public testimony. All meetings conform with Oregon public meetings laws.

Figure 3: Glossary of Terms Used in this Report.

Terminology Used in the 2018 Report

Terms associated with race and ethnicity are incomplete, uneven and contentious. They are frequently affiliated with a particular agency or data collection definition. When possible this report uses race and ethnicity as defined by the [United States Census](#) and HB 3375 Educator Equity Act passed in 2015. However, the report draws from several preexisting data collections and research in the field. As such, variance in terminology is attributed to the primary sources that are being referenced.

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.

Linguistically diverse - in reference to data exclusively focused on individuals for whom their first language is not English.

Racially or ethnically diverse - in reference to data exclusively examining racial/ethnic origin.

Progress on 2017 Action Plan

Each year, the Advisory Group develops an Action Plan to drive action and advocacy related to findings from the previous year's report. Progress made on the 2017 Plan is outlined in Table 1.

Table 1: Update on 2017-2018 Educator Equity Advisory Group Action Plan.

| 2017-2018 Educator Equity Advisory Group Action Plan | Actions taken in 2017-2018 |
|--|--|
| 1) Provide scholarships of \$5,000 a year for up to two years to support culturally or linguistically diverse teacher candidates enrolled in Oregon educator preparation programs. | <i>Oregon Teacher Scholars Program launched in partnership with the Higher Education Coordinating Commission's Office of Student Access and Completion and nearly 50 awards were made for Fall 2018.</i> |
| 2) Launch an Oregon Teacher Scholars Program to network and connect culturally or linguistically diverse candidates to resources and supports toward licensure and employment within Oregon's public schools. | <i>Coordinator hired to create Scholars network, provide cultural navigation and link Scholars to resources, networking events, and employment.</i> |
| 3) Promote capacity building and coordination across existing state projects, initiatives, and organizations focused on equity. | <i>Two Equity Group Alignment meetings held and recommendations letter sent to Confederation of Oregon School Administrators.</i> |
| 4) Work with ODE Office of Equity, Diversity and Inclusion and the Council on Educator Advancement to convene a broad group of stakeholders to develop a professional learning framework defining <ul style="list-style-type: none"> a) Common language around culturally responsive practices. b) Current assets and high-quality resources. c) Gaps and priority needs. d) Guidelines for high quality professional learning accessible to all Oregon educators. | <i>No progress to date.</i> |
| 5) Develop a statewide educator supply and demand report and further analyze needed content/endorsement areas and demographics for out-of-state TSPC licensed individuals to help inform educator preparation program on district hiring priorities. | <i>Data obtained and included in 2018 report. Funding found for State Supply and Demand report in Fall 2018.</i> |
| 6) Advocate for additional analysis and collaboration with TSPC and education preparation programs to resolve: <ul style="list-style-type: none"> a) Causes for attrition of educators of color lost from the schools. b) Barriers contributing to the presence of more than 1,300 teachers of color who hold a current TSPC teaching license but are not employed in Oregon's public schools. | <i>No progress to date.</i> |
| 7) Work on remaining barriers that inequitably impact a culturally or linguistically diverse educator's ability to obtain a teaching license in Oregon including: <ul style="list-style-type: none"> a) Community college to four-year program transfer processes for individuals pursuing teacher licensure. b) Program admission requirements and national accreditation requirements. c) Attrition in preparation programs reflected in data on enrollment as well as program completion rates. d) Existing licensure tests or performance assessments. | <p><i>Working with Pre Ed USTA work group and exploring Education Career Pathway.</i></p> <p><i>Monitoring CAEP implementation.</i></p> <p><i>No progress to date.</i></p> <p><i>Working with TSPC Executive Director to address issues.</i></p> |

Oregon Teacher Scholars Program

Financial barriers continue to pose hurdles to candidates seeking to become teachers. The Oregon Teacher Scholars Program (OTSP) was proposed and passed in legislation during the 2017 session to provide specific financial support in the form of a scholarship to teacher candidates who are linguistically or ethnically diverse. Scholarships funds were capped at \$5,000 per year per student for up to two years to be used for education expenses (defined as tuition, books, gas money to support travel to teaching practicum location, test prep materials, and living costs). Launched in 2018 and managed by the Oregon Higher Education Coordinating Commission's Office of Student Access and Completion and the Chief Education Office, OTSP identified 48 Scholars in spring 2018 and will identify a second round of Scholars in late summer, each of whom will receive \$5,000 for the 2018-2019 school

year. Scholars are enrolled in all six public programs and eight private educator preparation programs in Oregon.

A strong sense of community can connect and support the Oregon Teacher Scholars across institutions and link them with resources and future employment opportunities. A Scholars Program Coordinator was hired to track Scholars' progress through educator preparation and into employment. The coordinator will provide frequent and sustained communication with candidates regarding scholarships, networking opportunities and resources. Candidates will be invited to an annual Future Teacher Conference co-sponsored by COSA and the Oregon Chapter of ASCD to network with other Scholars, meet future employers and recommend needed supports within licensure and educator preparation programs.

Elements of the Oregon Teacher Scholars Program



Stage 1: The Program Coordinator visits every public and private educator preparation program creating local referral networks and informational meetings with potential Scholar recruits.



Stage 2: The Program Coordinator uses the TeachInOregon.gov website to link interested recruits with information related to volunteer opportunities, early field experiences, access to pre-education courses, test preparation supports, and summer internships working with culturally and linguistically diverse youth, workshops, field trips, site visits, and networking opportunities such as job fairs and community networks.



Stage 3: Oregon Teaching Scholars accepted into an Oregon educator preparation program (starting in Fall 2018) are invited to apply for a \$5,000-a-year scholarship through the Oregon Office of Student Access and Completion (OSAC). Working with OSAC staff, members from the Oregon Educator Equity Advisory Group serve as the Oregon Teacher Scholars Program Scholarship selection team and select recipients.



Stage 4: Oregon Teaching Scholars participate in Oregon Teacher Scholar Events and receive support related to resume development, job networking, interviewing, and skills to help navigate cultural barriers in the workplace. Oregon Teacher Scholars attend events like the annual COSA/OASED Preservice Conference and Teaching with Purpose Conference. The Program Coordinator connects Scholars with district recruiters and ensures each Scholar is afforded multiple job interview opportunities.

Stage 5: Hiring districts are encouraged to provide each Oregon Teaching Scholar with a beginning teacher mentor for at least two years, preferably matching the Scholar with a mentor who is culturally or linguistically diverse and to connect all newly hired educators of color with existing affinity groups such as OALA, Say Hey, Oregon Alliance of Black School Educators, and the Oregon Association of Bilingual Educators.

Stage 6: Once employed, Oregon Teaching Scholars are invited to help recruit others to the teaching profession and network with current Oregon Teaching Scholars.

For questions please contact [Horalia \(Lala\) Rangel](mailto:Horalia.Rangel@education.oregon.gov) or [Hilda Rosselli](mailto:Hilda.Rosselli@education.oregon.gov) at the Chief Education Office.

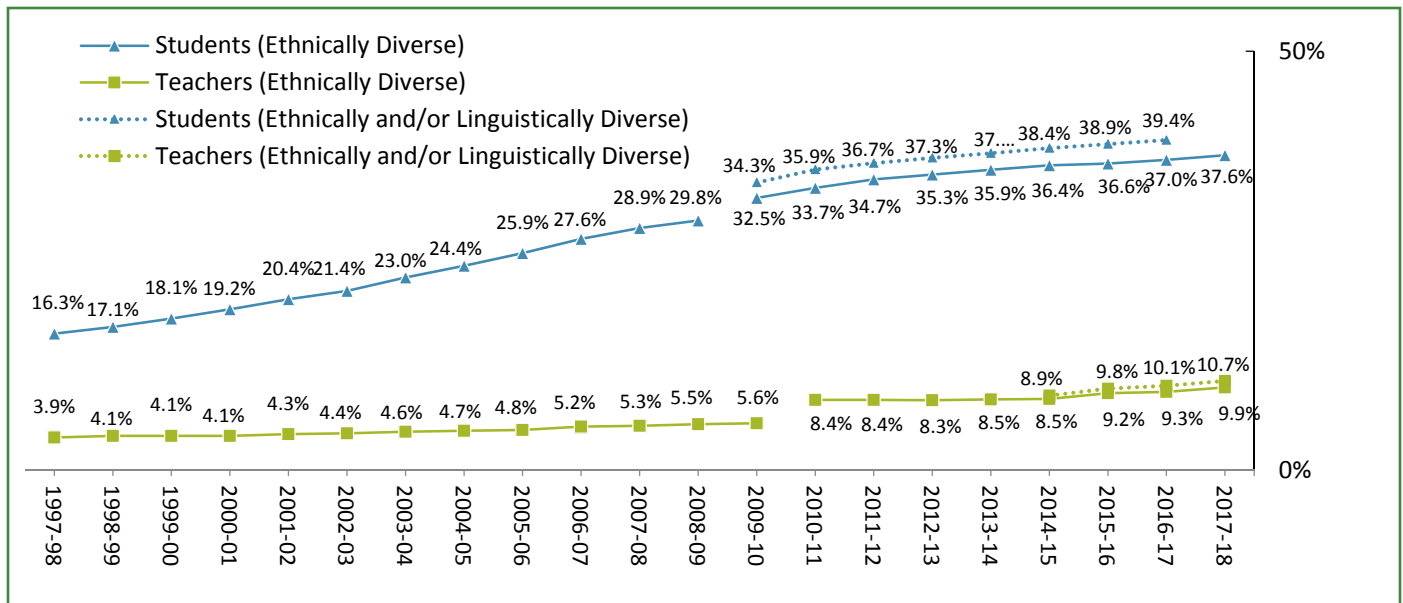
SECTION 2: DEMOGRAPHIC GAPS

Like many other states, Oregon struggles to attract, prepare, hire and retain a more ethnically diverse educator workforce. According to the Learning Policy Institute (2018), the percentage of teachers of color in the national workforce has grown from 12 percent to 20 percent over the past 30 years but this still has not kept up with the growing diversity of the nation, where people of color represent about 40 percent of the population and 50 percent of K-12 students.

Oregon Ethnically and Linguistically Diverse Students and Teachers: A Snapshot over Time

Each year, the Oregon Department of Education examines the continuing gaps between the diversity of Oregon’s K-12 education workforce and the K-12 students they serve (Figure 4). Ethnic diversity among Oregon’s public school students increased slightly from 37 percent in 2016-2017 to 37.6 percent (218,288 of 580,684 total K-12 enrolled students) in 2017-2018. Of the 31,218 teachers employed in Oregon K-12 public schools on December 1, 2017, 9.9 percent were ethnically diverse. The percentage increases slightly to 10.7 percent when including linguistically diverse teachers whose first language is not English.

Figure 4: Oregon Student and Teacher Demographics Gap.



Sources: Fall Membership and Staff Position Collections

Note that in 2009-10 for students, and 2010-11 for teachers, the guidelines for reporting race/ethnicity changed – see the Federal Race and Ethnicity Reporting Assistance Manual for details. These data may not be comparable to prior years

Unfortunately, the rate of increased diversity in the teaching workforce continues to lag the changing demographics of Oregon’s K-12 students. The gap between ethnic diversity of students and teachers has remained unchanged at 27.7 percent for the past two school years and the gap between student and teacher ethnic and/or linguistic diversity increased from 29.1 percent in 2015-2016 to 29.3 percent in 2016-2017 (the most recent year for which linguistic diversity for students is available).

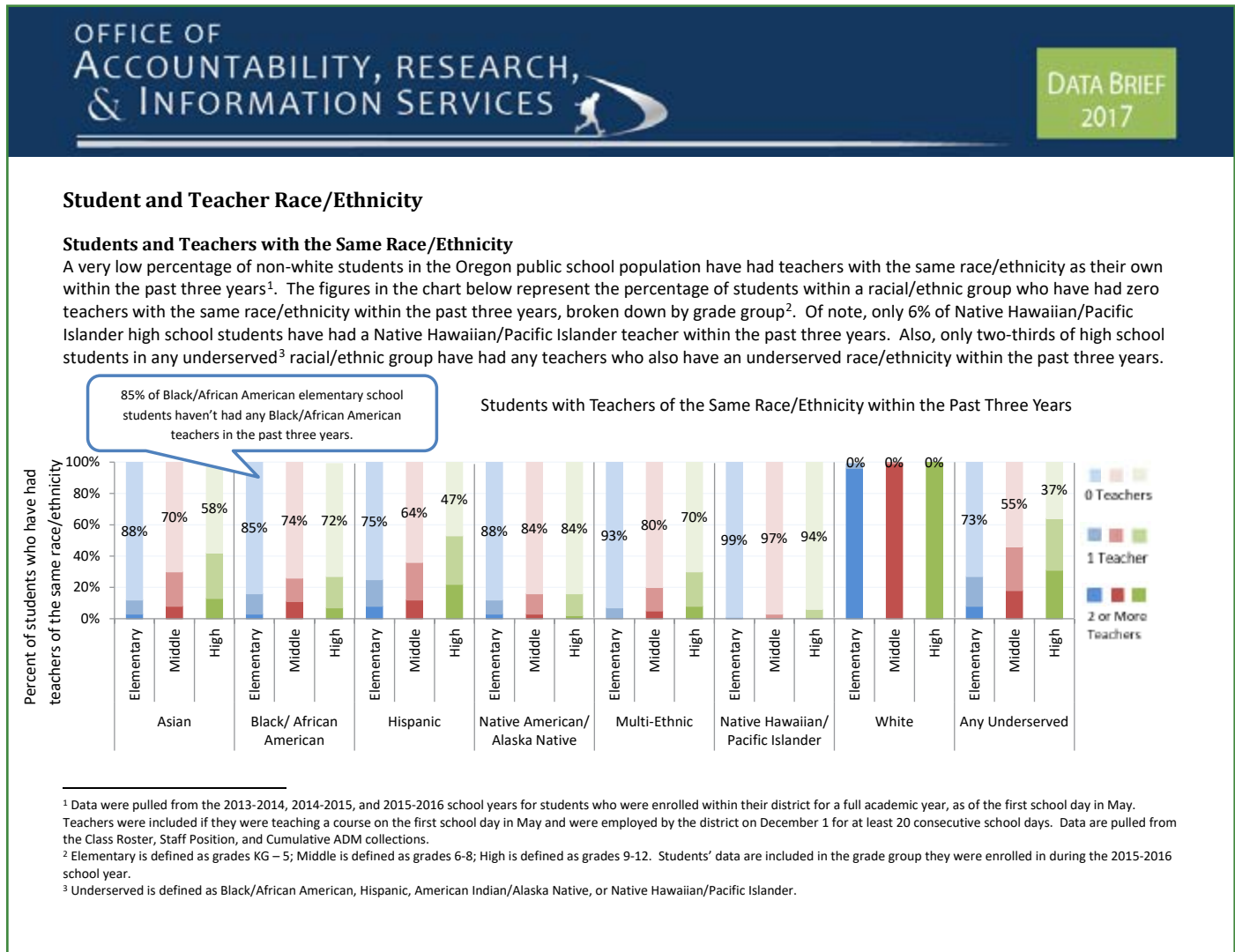
Members of the Educator Equity Advisory Group often hear anecdotal comments that reflect these data including:

“My son’s school has over 500 students and 283 are English language learners and 60 percent are students of color, and his classroom has 14 families that use interpreters when they come to teacher parent conferences. There are a couple of Slavic teachers but otherwise the rest of the teachers are white.”

“When I asked [the school principal] why there were no teachers of color at the school and no women of color, his answer was that we have a black janitor.”

A data brief produced by the ODE Office of Accountability, Research & Information Services in 2017 (Figure 5) further documents how seldom non-white students in Oregon's public school system have had teachers of the same race/ethnicity within the past three years. The [full report](#) also shows that 72 percent of white high school aged students have had at least one teacher of a different race/ethnicity within the past three years, while only 21 percent of white elementary aged students have had this opportunity.

Figure 5: Gaps between Student and Teacher Race/Ethnicity.



Oregon's Most Diverse School Districts

The Educator Equity Report annually identifies K-12 school districts in Oregon with 40 percent or higher K-12 student ethnic diversity. Of the 30 districts meeting this criteria in 2017-2018, two new districts (Culver and North Marion) were added to the list and three districts (Annex, Powers, and St. Paul) fell below the 40 percent cut off. The ethnic diversity of the students in the districts in Table 2 range from 40 percent to 84 percent, one percentage point higher than last year. Twelve districts had a 1 percent increase in the ethnic diversity of students since last year, four experienced an increase of more than 1 percent and 10 stayed the same. The district with the smallest gap between ethnic diversity of the students and teachers is Portland Public Schools.

Table 2: Oregon School Districts with 40 percent or More Ethnically Diverse Students.

| School District | 2017-2018 Total Enrollment | Percent White and Non-Hispanic Students | Percent Ethnically Diverse Students | Percent Ethnically Diverse Teachers | Percent Ethnically Diverse Administrators |
|---------------------------------|----------------------------|---|-------------------------------------|-------------------------------------|---|
| Woodburn SD 103 | 5,642 | 16% | 84% | 30% | 36% |
| Umatilla SD 6R | 1,348 | 27% | 73% | 12% | 0% |
| Jefferson County SD 509J | 2,986 | 29% | 71% | 12% | 0% |
| Nyssa SD 26 | 1,196 | 30% | 70% | 16% | 29% |
| Ontario SD 8C | 2,375 | 33% | 67% | 13% | 20% |
| Parkrose SD 3 | 3,198 | 33% | 67% | 12% | 25% |
| Reynolds SD 7 | 11,276 | 33% | 67% | 7% | 18% |
| Gervais SD 1 | 1,142 | 35% | 65% | 7% | 33% |
| David Douglas SD 40 | 10,420 | 38% | 62% | 9% | 20% |
| Milton-Freewater SD 7 | 1,734 | 39% | 61% | 16% | 0% |
| Morrow SD 1 | 2,265 | 40% | 60% | 5% | 0% |
| Forest Grove SD 15 | 6,151 | 41% | 59% | 25% | 32% |
| Centennial SD 28J | 6,215 | 43% | 57% | 8% | 32% |
| Hermiston SD 8 | 5,710 | 44% | 56% | 8% | 13% |
| Hillsboro SD 1J | 20,571 | 46% | 54% | 13% | 26% |
| North Marion SD 15 ³ | 1,912 | 47% | 53% | 2% | 0% |
| Beaverton SD 48J | 40,860 | 48% | 52% | 13% | 16% |
| Stanfield SD 61 | 469 | 48% | 52% | 10% | 0% |
| Mt Angel SD 91 | 751 | 49% | 51% | 7% | 0% |
| Salem-Keizer SD 24J | 41,918 | 49% | 51% | 10% | 14% |
| Central SD 13J | 3,283 | 50% | 50% | 4% | 9% |
| Hood River County SD | 4,093 | 51% | 49% | 7% | 13% |
| Long Creek SD 17 | 32 | 53% | 47% | 0% | 0% |
| North Wasco County SD 21 | 3,031 | 55% | 45% | 2% | 0% |
| Dayton SD 8 | 996 | 56% | 44% | 9% | 0% |
| Portland SD 1J | 48,651 | 57% | 43% | 19% | 34% |
| Phoenix-Talent SD 4 | 2,569 | 57% | 43% | 11% | 18% |
| Tigard-Tualatin SD 23J | 12,890 | 58% | 42% | 11% | 14% |
| Gresham-Barlow SD 10J | 12,044 | 58% | 42% | 9% | 5% |
| Culver SD 4 | 670 | 60% | 40% | 5% | 0% |

Source: ODE Fall Student Enrollment Data Collection

Significant disparities persist between the ethnic diversity of students and educators in the identified districts. Two school districts have a gap of 60 percentage points or more between the racial/ethnic diversity of students and that of teachers, and 11 have at least a 50 percentage point gap. Only Portland Public Schools has less than a 30 percent gap between student and teacher racial/ethnic diversity. Appendix A provides charts for each of the 31 districts detailing 2017-2018 student, teacher, and administrator racial/ethnic percentages as well as a six year snapshot.

6 Because of a reporting change in their student enrollment system, North Marion School District's 2016-2017 student race/ethnicity data are not comparable to other years' data.

SECTION 3: RECRUITMENT

New Findings

Demographics of Oregon’s Graduating Class

The Oregon Educator Equity Advisory Group continues to consider Oregon’s high school graduating class student demographics as an aspirational goal for Oregon’s education

workforce. As shown in Figure 6, if educator preparation programs were able to graduate candidates who mirror the demographics of Oregon’s graduating high school student, the pool of traditional age candidates entering the teacher workforce would be more than 33 percent ethnically diverse.

Figure 6: Goal for Oregon Teacher Enrollees to Mirror HS Graduating Class Ethnic Diversity.

| | American Indian or Alaska Native | Asian | Black or African American | Hispanic or Latino | Native Hawaiian or Pacific Islander | White | Multi-Racial |
|--------------------------|----------------------------------|-------|---------------------------|--------------------|-------------------------------------|--------|--------------|
| 2016-17 Five Year Cohort | 1.30% | 4.60% | 2.30% | 19.60% | 0.60% | 66.50% | 5.10% |

Source: Oregon Department of Education Fall 2017 Student Membership Report

Oregon’s Educational Assistants

A growing number of districts view educational assistants as well as other school or district staff as potential future teachers. School districts are creating strategies to encourage diverse educational assistants to pursue teaching. For example, Chemeketa Community College has collaborated with Salem-Keizer and Woodburn districts to create a summer academic program that funds bilingual educational assistants up to \$1,000 for full-time enrollment working towards a bachelor’s degree in education.

Community College Pathways

Regardless of whether prospective teachers start as career changers or as recent high school graduates, providing supports at the community college level can help minimize issues related to costs, access, and transferability. A community college educator pathway can:

- Serve a higher percentage of diverse students, and can increase the number of bilingual/bicultural teacher candidates;
- Encourage and support students who stay in local communities, thus providing a “grow your own” approach for the teaching profession;
- Increase affordability and accessibility while reducing barriers to higher education when credits don’t transfer to an educator preparation program; and
- Help alleviate the state’s teacher shortages.



Adrian Chavez, now enrolled in Southern Oregon University pursuing his dream to become a teacher, has been an advocate for improving Oregon’s graduation rates and testified during the Oregon Legislative session.

CTE Program of Study

There is also great interest at the Oregon Department of Education (ODE) in developing an Oregon CTE Program of Study⁷ in Education. ODE staff are seeking to identify, in partnership with high school and postsecondary stakeholders, the standards that should be taught at the high school level for students interested in the field of education and provide students the guidance and support needed to pursue and persist postsecondary education leading to licensure. High schools could develop a pre-education program of study leading to an educational assistant certificate in partnership with a community college that, via an approved partnership agreement, could also be applied toward an elementary education teacher licensure or CTE licensure program. In some cases the para-certificate could provide education-related employment while the candidate completes a teacher licensure program.

Spotlights

Inventory of School District and Higher Education Preparation Pathway Partnerships

The Oregon Educator Equity Advisory Group has been pleased to see a growth in partnerships across the state (Appendix B) featuring school districts, community colleges, and four year institutions working together to create more sustainable pathways into Oregon's educator workforce. The Educator Equity Advisory Group will continue to add to this inventory, as new partnerships emerge. A few of these are visited in more depth in the following section of this report.

Klamath Community College and SOU Elementary Education Program

Klamath Community College (KCC) and Southern Oregon University (SOU) have partnered to offer a rural career pathway towards Elementary Education licensure. Designed for working students, most classes are offered at the community college with additional coursework offered online or through a hybrid model that meets once a month in Medford. Candidates can start taking courses through dual enrollment coursework, complete their Associate of Applied Sciences degree through KCC and in their third year transfer to SOU completing their student teaching in the fifth year. The program also uses expert teachers and administrators to: teach local classes, offer opportunities for networking and provide advising and support. Managing a satellite program involves finding solutions to:

- Identify and support adjuncts.
- Connect candidates to campus resources (financial aid, advising).
- Connect candidates to community networks.

⁷ A CTE Program of Study is a sequence of CTE courses aligned to industry standards at the secondary and postsecondary level integrating technical and career skill proficiencies with academic content.

In Southern Oregon, high school students are encouraged to take up to 17 credits of coursework during their junior and senior years leading to KCC's Paraeducator Career Pathway Certificate. Districts can then hire them to work in the schools where they gain experience while pursuing the AAS Paraeducator degree, some courses which transfer into SOU's Bachelor of Science in Elementary Education.



Klamath Community College and Southern Oregon University teacher candidates.

Chemeketa Community College ORELA Test Pilot

Helping pre-education students transition smoothly from community college to a university teacher preparation program includes more than just advising on the appropriate classes candidates should take. Required licensure tests have been identified as a barrier for many students, including bilingual/bicultural students who often start their education at a local community college.

A theory of action proposed by leaders at Chemeketa Community College suggests students who receive test orientation and preparation while taking their general education content courses prior to transferring to the university could improve testing outcomes. A pilot is underway involving 30 Chemeketa elementary education pre-education students to take three ORELA tests in 2018: ORELA Civil Rights, Language Arts and Math/Science multiple subjects tests.



Bilingual students who transferred from Chemeketa Community College to a university expressing gratitude for tuition supports from the Mexican Consulate.

Students receive a preliminary test prep “handbook” outlining contents of the ORELA tests to guide their note-taking during general education classes. The guide is also shared with general education faculty to ensure the content is addressed in classes. A dedicated staff member is providing navigation assistance, comparing the general education curriculum with the test content, and beginning to build a handbook for students. Faculty is working to discuss curriculum alignment with test content areas to improve future class offerings and test preparation workshops.

Improved Transfer Agreement for Education

With the passage of [HB 2998](#), the Higher Education Coordinating Commission (HECC) was charged with convening a work group to streamline credit transfer between Oregon’s community colleges and public universities. The legislation directs the HECC to bring together community colleges and universities to establish common foundational curricula of at least 30 credits and major-specific Unified Statewide Transfer Agreements (USTA). An USTA is a major-specific curricular agreement, commonly agreed upon by all of Oregon’s public higher education institutions which allow students to transfer from an Oregon community college to an Oregon public university without loss of academic credit or the requirement to retake a successfully completed course. Each major-specific USTA workgroup, composed mainly of institutional faculty in that major discipline, will determine the course and completion standards for that USTA.

The Education major was one of the first four majors selected for development this year. Currently a group of education faculty and leaders are meeting to build the USTA with a projected date of completion in December 2018. This effort will serve all students, but particularly students who are first generation and diverse who are more likely to attend a community college for their first two years of college.

Figure 7: Recommended Action Steps Related To Recruitment.

RECOMMENDED ACTION STEPS RELATED TO RECRUITMENT

Partner with business and communities of color to develop and launch a statewide marketing campaign that elevates the teaching profession and guides potential educators to the resources they need to enter the profession. **(state leader action steps)**

Recruit teacher candidates from high school students, educational assistants and other school/district staff, parents, career changers, and after-school program mentors who are more likely to reflect local diversity and more likely to return to teach in their communities. **(school, district and educator preparation program action steps)**

Implement specific recruitment of diverse Educational Assistants. Include funding sources for these students, since they likely will not qualify for supports such as the Oregon Promise. **(school, district and state legislator action steps)**

Attract more linguistically and ethnically diverse teacher candidates into teaching careers via strong K-12/higher education partnerships supporting high quality teacher preparation programs with extensive school-based experience, empowering skill-based coursework, and a welcoming collegial and culturally responsive culture also needed to teach in Oregon’s classrooms. **(school, district and educator preparation programs action steps)**



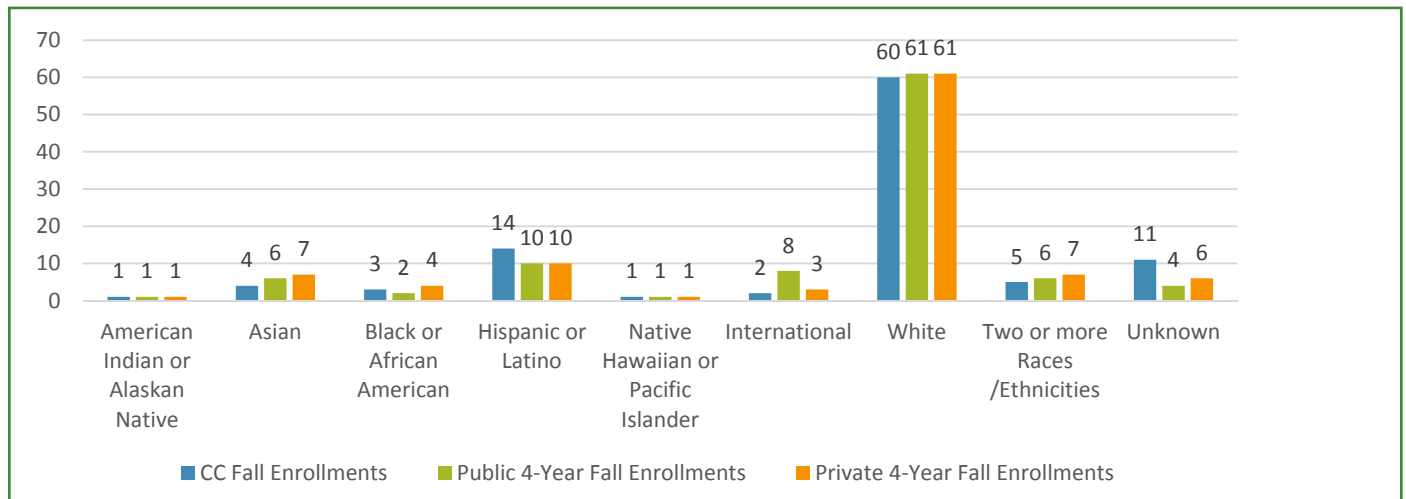
SECTION 4: PREPARATION—TEACHERS AND ADMINISTRATORS

New Findings

This section focuses on preparation of teachers and as required in statute, also includes annual ethnicity data from the Integrated Postsecondary Education Data System (IPEDS) for all of Oregon’s postsecondary institutions. Figure 8 focuses on who was enrolled during the Fall of 2016 in Oregon’s community colleges (N = 852,652), public four-year institutions (N = 889,168) and private four-year institutions (N = 261,470).

Figure 8: Community College, Public and Private Student Enrollment Demographics Fall 2016.

PERCENTAGE OF FALL 2016 COMMUNITY COLLEGE, PUBLIC AND PRIVATE STUDENT ENROLLEES BY ETHNICITY

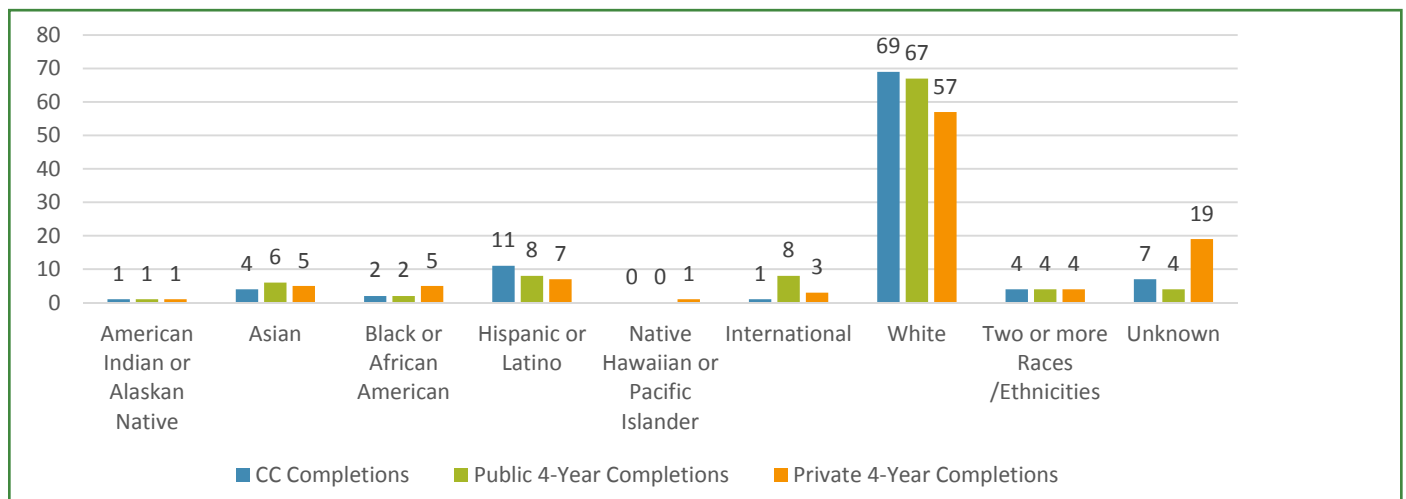


Source: Integrated Postsecondary Education Data System

It is important to also look at who graduates or completes degrees in all three types of institutions. Figure 9 shows the ethnic demographics of 2016-2017 completers from Oregon’s community colleges (N = 16,342), public four-year institutions (N = 24,037), and private four-year institutions (N = 11,902).

Figure 9: Community College, Public and Private Student Completer Demographics 2016-2017.

PERCENTAGE OF 2016-2017 COMMUNITY COLLEGE, PUBLIC AND PRIVATE STUDENT COMPLETERS ETHNICITY



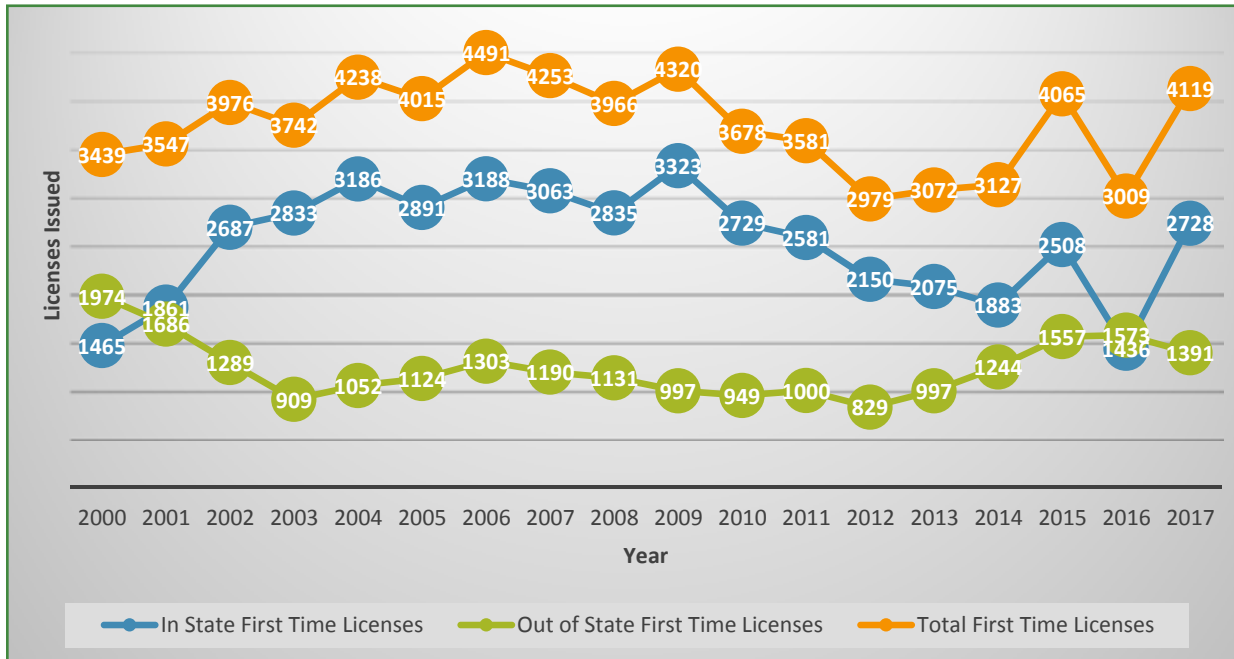
Source: Integrated Postsecondary Education Data System

First-Time Teaching Licenses Issued in Oregon

Staff at the Oregon Teacher Standards and Practices Commission (TSPC) are able to track all first-time teaching licenses issued by those prepared both in-state and out-of-state. Figure 10 indicates in most years, in-state issuance of first-time teacher licenses far exceeds out-of-state prepared first-time teacher licenses.

Figure 10: First-Time Teaching Licenses Issued in Oregon.

FIRST-TIME TEACHING LICENSES ISSUED



Source: Teacher Standards and Practices Commission

In-state Licenses: Initial I Teaching Licenses (2000 – 12/31/2015)
Preliminary Teaching Licenses (1/1/2016 – present)

Out-of-state Licenses: Transitional Teaching Licenses (2000-11/7/2007)
Reciprocal Teaching License (1/1/2016 – present)

Reciprocal Teaching Licenses Issued in Oregon

Oregon Teacher Standards and Practices Commission (TSPC) issues a Reciprocal Teaching License to individuals with out-of-state teaching licenses to temporarily teach in an Oregon public school for one year while they pursue an Oregon Preliminary or Professional Teaching License. Candidates must:

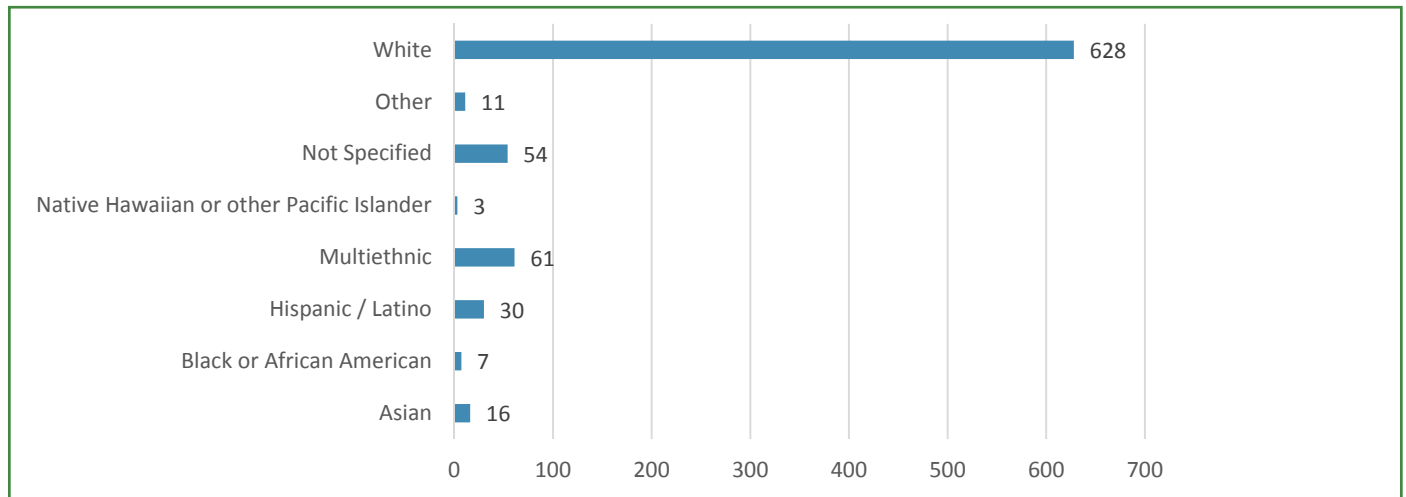
- Hold a valid and active non-provisional teaching license from another state;
- Have never held an Oregon educator license, charter school registration or completed an Oregon educator preparation program;
- Hold a bachelor’s degree or higher (regionally accredited or foreign equivalent);
- Have completed an approved out-of-state teacher preparation program (official verification of completion is required); and

- Pass a criminal background clearance, including fingerprints, if necessary.

In 2017-2018, TSPC reported they issued 810 reciprocal teaching licenses. However, Figure 11 shows this only minimally contributed to the ethnic diversity of those who could potentially be entering the Oregon educator workforce.

Figure 11: 2017-2018 Reciprocal Teaching Licenses Issued by TSPC.

2017-18 TSPC RECIPROCAL TEACHING LICENSES



Source: Teacher Standards and Practices Commission

Teacher Candidate Enrollment Data by Public and Private Institutions

Appendix C contains data on enrollment in Oregon’s six public and 11 private teacher preparation programs that were in operation in 2016-2017. Although the timeframes of when Oregon colleges and universities consider students formally enrolled in a preparation program differ across institutions, a total of 2,596 enrollees were reported in 2016-17. Of those candidates, 1,734 identified as white (66.79 percent). There has been a significant increase in the number of Hispanic or Latino candidates (N = 272) enrolled in teacher preparation

programs (an additional 73 more than were enrolled last year). There were smaller increases from last year for the number of Asian candidates (15 more than last year for a total of 101), Black or African American candidates (6 more than last year for a total of 50), and Multi-racial candidates (20 more than last year for a total of 131). All of these increases can bode well for Oregon’s future pool of candidates for employment over the next two years.

Figure 12: Summary Data for 2016-2017 Teacher Candidate Enrollment in Preliminary Licensure Programs for Public and Private Institutions.

| Institution | Total | Hispanic or Latino | American Indian or Alaskan Native | Asian | Black or African American | Native Hawaiian or Pacific Islander | White | Multi-Racial | Other |
|--------------------------------|--------------|--------------------|-----------------------------------|------------|---------------------------|-------------------------------------|--------------|--------------|------------|
| Public Institutions Subtotals | 1,174 | 144 | 12 | 54 | 25 | 4 | 860 | 47 | 28 |
| Private Institutions Subtotals | 1,422 | 128 | 15 | 47 | 25 | 9 | 874 | 82 | 242 |
| All Totals | 2,596 | 272 | 27 | 101 | 50 | 13 | 1,734 | 129 | 270 |

Source: Westat provided by Teacher Standards and Practices Commission

Teacher Candidate Completer Data by Public and Private Institutions

The number of initial/preliminary licensure teacher completers reported in Appendix D shows that the numbers dropped in 2016-2017 for both public and private institutions in Oregon. A total of 1,635 candidates completed programs, a drop of 158 from 2015-2016. In terms of the ethnic diversity of the candidates graduating, there were more completers who were Hispanic or Latino (N = 78 compared to 68 the

previous year), more completers who were Asian (N = 78 compared to 58 the previous year, and more multi-racial completers (N = 86 compared to 78 the previous year).

Figure 13: Public and Private Initial Teacher Program Completers 2015 - 2016.

| Institution | Total | Hispanic or Latino | American Indian or Alaskan Native | Asian | Black or African American | Native Hawaiian or Pacific Islander | White | Multi-Racial | Other |
|----------------------------------|--------------|--------------------|-----------------------------------|-----------|---------------------------|-------------------------------------|--------------|--------------|-----------|
| Public Institutions Subtotals | 880 | 52 | 10 | 52 | 10 | 6 | 676 | 42 | 32 |
| Private Institutions Subtotals | 755 | 26 | 4 | 26 | 7 | 4 | 606 | 44 | 38 |
| Public And Private Totals | 1,635 | 78 | 14 | 78 | 17 | 10 | 1,282 | 86 | 70 |

Source: Oregon Teacher Standards and Practices Commission

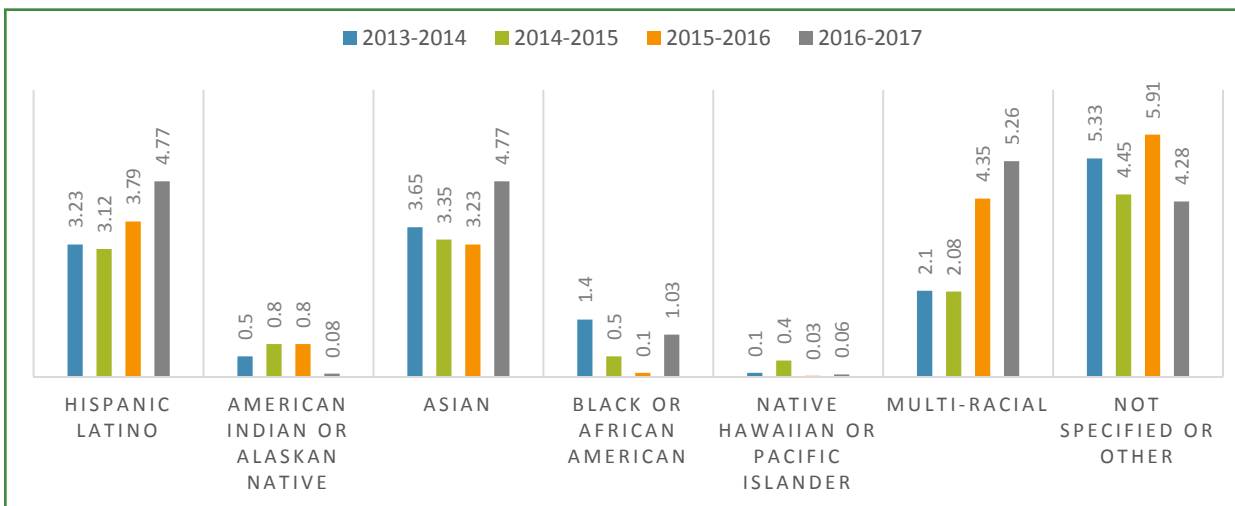
NOTE: Most institutions had students categorized as either Not Specified or Other.

Looking back over the past four years, there has been a significant increase in the number of program completers who identify as Hispanic/Latino, Asian, and Multi-Racial as shown in Figure 14. However, numbers for programs completers who

identify as American Indian or Alaskan Native, Black or African American and Native Hawaiian or Pacific Islanders have not shown steady increases from year to year.

Figure 14: Public and Private Initial Teacher Program Completers 2013-14 to 2016-17.

PUBLIC AND PRIVATE INITIAL TEACHER PROGRAM COMPLETERS

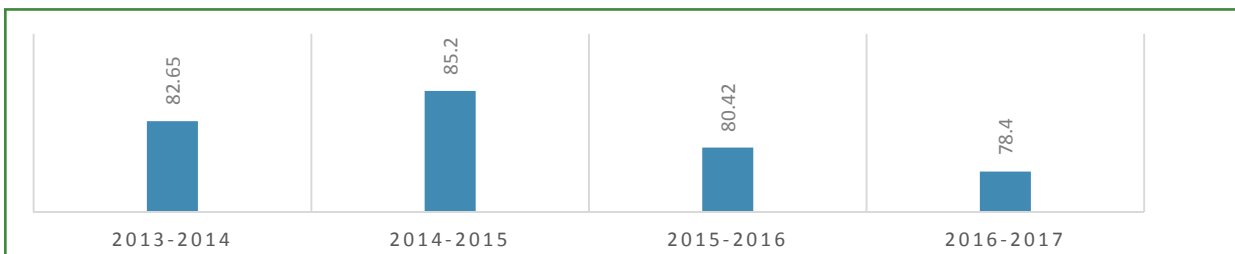


Source: Oregon Teacher Standards and Practices Commission

Figure 15 shows a corresponding shift in initial teacher program completers who are white over the same four years.

Figure 15: Public and Private Initial Teacher Program Completers who are White.

PUBLIC AND PRIVATE INITIAL TEACHER PROGRAM COMPLETERS WHO ARE WHITE



Source: Oregon Teacher Standards and Practices Commission

Administrator Candidate Enrollment Data by Public and Private Institutions

Appendix E contains data on enrollment in Oregon’s three public and five private administrator preparation programs. A total of 498 individuals were enrolled in 2016-17 and 390 identified as white (78.31 percent). Portland State University

had the largest number (N = 24) and percentage (30.3%) of ethnically diverse candidates enrolled and had 15 Hispanic or Latino candidates enrolled in their program.

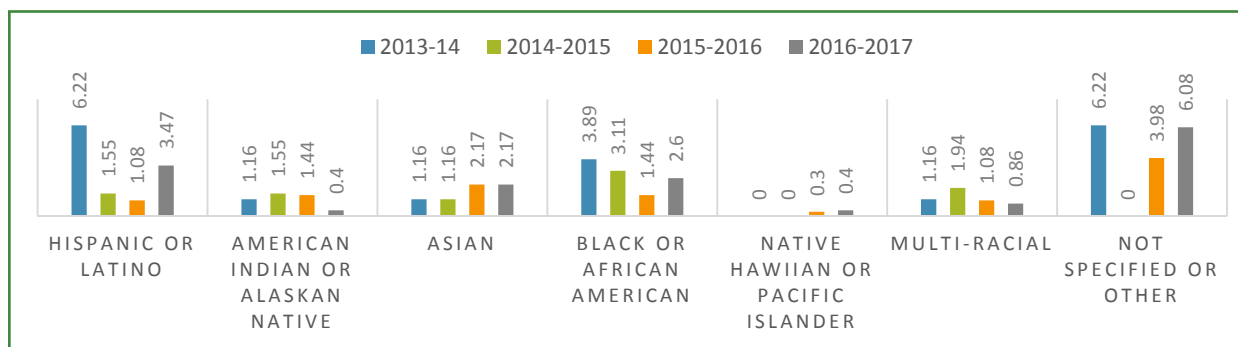
Administrator Candidate Completer Data by Public and Private Institutions

The number of initial/preliminary licensure administrator completers reported in Appendix F shows that the numbers dropped in 2016-2017 for both public and private institutions in Oregon. A total of 230 candidates completed programs, a drop of 46 from 2015-2016. In terms of the ethnic diversity of the candidates graduating, there were more completers who were Hispanic or Latino (N = 8 compared to 3 the previous year) and more not specified or other completers (N = 14 compared to 11 the previous year).

Looking back over the past four years in Figure 16, Oregon’s highest number of program completers, identifying as ethnically diverse was in 2013-14 (19.81 percent including those who were identified as not specified or other and 13.5 percent including those who were clearly identifying as ethnically diverse). In 2016-17, the data for ethnically diverse program completers exceeded both 2014-2015 and 2015-2016.

Figure 16: Public and Private Initial Administrator Program Completers.

PUBLIC AND PRIVATE INITIAL ADMINISTRATOR PROGRAM COMPLETERS



Source: Oregon Teacher Standards and Practices Commission

Public Educator Preparation Equity Plans

House Bill 3375 (2015) requires that public educator preparation programs in Oregon, with guidance from the Higher Education Coordinating Commission (HECC), produce written plans to increase cultural and linguistic diversity in the educator workforce through recruitment, retention, and graduation of diverse candidates. Plans were developed during the 2017-2018 academic year with guidance provided by HECC staff. University governing boards reviewed the plans at their winter meetings and each plan was endorsed by the respective governing board prior to HECC review and feedback and subsequent approval in May 2018. During the next

cycle of plans in 2020, HECC staff anticipate educator preparation programs will engage with the Commission for discussion about strategies, resources, and degree of plan fulfillment (2015-2020). Highlights from the plans are included in Figure 16 to provide concrete examples of strategies employed and barrier removed centered on recruitment, admission, program/institutional culture, changes in curriculum/clinical practices, and program completion. The full reports can be accessed at the [HECC website](#).

Figure 17: Highlights from Public Educator Preparation Equity Reports Approved by HECC.

| Institution | Highlights |
|---|--|
|  | <ul style="list-style-type: none"> • Eastern Oregon University Center for Culturally Responsive Practice continues to serve as a model best practice for reaching both potential and current teachers with critical training around cultural responsive practices and how to implement them. • EOU Oregon Teacher Program continues to add a strong and diverse cohort of candidates and a lower cost preparation path for future teachers (OTP students at EOU pay \$45 per credit). • English for Speakers of Other Languages (ESOL) endorsement is now required of all undergraduate elementary educators, complementing the above programs and improving the capacity of the teacher workforce in Eastern Oregon. |
|  | <ul style="list-style-type: none"> • Oregon State University aims to maintain a completion rate equaling or exceeding 85 percent for all students. • OSU partnered with the Beaverton School District to offer a teacher preparation model that includes an extensive paid internship with a focus on diverse candidates. • All undergraduate Double Degree teacher candidates now participate in Advancement Via Individual Determination (AVID) training. • OSU Cascades campus has developed a proposal for an Elementary Education undergraduate degree leading to professional licensure in Oregon, saving candidates time and cost. • A newly hired bilingual recruiter/advisor increased the number of contacts with potential teacher candidates in AY 18 and at least 25 percent of these contacts are with culturally and linguistically diverse students. |
|  | <ul style="list-style-type: none"> • PSU developed specific goals across all academic programs within the Graduate School of Education (GSE), that align with state and university equity goals, to increase and retain student diversity across all programs. • Departments receive their student demographic data by program, create admission/enrollment goals, and monitor retention rates. • PSU is creating an operational definition and review cycle of “culturally responsive curriculum and practices” and, using these practices and definitions to implement specific measurable goals for enhancing student support and retention. • PSU is conducting a climate survey to learn about environmental and experiential barriers impacting student success. • PSU is creating academic support resources and programs for conditionally admitted students, including personalized advising, graduate level writing tutoring, and an early alert committee. |

| Institution | Highlights |
|---|--|
|  | <ul style="list-style-type: none"> • SOU is starting early; linking with existing minority outreach efforts beginning in 8th grade and employing a whole family approach. • SOU’s articulated career pathway includes Dual Credit; and tuition assistance for students to earn 15 credits of college coursework while in high school. • SOU is bridging systems to support postsecondary and career aspirations; working with students and families as they navigate K-12 to higher education and into workforce. • SOU is incentivizing participation for culturally and linguistically diverse students, offering intent to interview letter, tuition remissions and paid internships. • SOU is leveraging community partnerships around priorities and shared commitments. |
|  | <ul style="list-style-type: none"> • Seven of 20 tenure line hire at UO College of Education identify as members of racial/ethnic minority groups. • UO sponsored three professional development presentations focused on advising and mentoring students who identify as racial/ethnic minorities, with two workshops focused specifically on advising and mentoring Black/African American students. • A total of 15 additional scholarship packages were created for educator preparation students. • UO’s equity Leadership Fellows Program to support students in studying outcome disparities in outcomes for culturally and linguistically diverse populations of students, schools, and communities. |
|  | <ul style="list-style-type: none"> • WOU is continuing their Bilingual Teacher Scholars program in partnership with Salem-Keizer SD, Hillsboro SD, Central SD, Corvallis SD, Albany SD, and Chemeketa Community College; seeking to expand the program with interested school districts to offers scholarships, mentoring and advising, and placements in diverse classrooms in partner districts. • WOU is developing additional bilingual courses in the College of Education and Liberal Arts and Sciences, including required elementary education major courses. • WOU is developing a certificate program in Bilingual Education (Spanish-English) at the undergraduate level. • WOU offers coursework on-site for cohorts of teachers in Salem-Keizer SD and Woodburn SD leading toward ESOL endorsement and on-site coursework leading towards a Special Educator license for teachers in Salem-Keizer SD. |

Spotlights

Portland State University Bilingual Teacher Pathway Program

With the exception of PCC Portland Teacher Pathway partnership, the Portland State University Bilingual Teacher Pathway (BTP) program is one of the longest, sustained teacher pathway programs in Oregon, preparing bilingual classroom instructional assistants to become fully-licensed classroom teachers.



Recipient of recognition by the American Association of Colleges for Teacher Education and the Southern Poverty Law Center, the BTP began in 1999 and has graduated more than 380 bilingual teachers. The program partners with school districts, 10 of which enroll over 40 percent racially diverse students. Dr. Espie De La Vega, researcher and program director, attributes the Bilingual Teacher Pathway program as one of the main reasons that PSU has a high percentage of Hispanic/Latino teachers entering the workforce compared with other universities.

As part of her research on barriers faced by diverse teacher candidates, Professor De La Vega notes In Figure 18 the overlap, interconnectedness and opportunities that exist in three types of barriers:

- 1) **Macro** aspects such as economics and access to resources;
- 2) **Meso**-level elements which align or do not align between multiple cultural norms; and
- 3) **Micro**-level of psychosocial-emotional factors that influence identity, confidence and bilingual/bicultural competence in communication.

Dr. Espie De La Vega, researcher and program director, attributes the Bilingual Teacher Pathway program as one of the main reasons that PSU has a high percentage of Hispanic/Latino teachers entering the workforce compared with other universities.

Figure 18: Macro, Meso, and Micro Barriers to Diversifying Oregon’s Educator Workforce.



Oregon State University Beaverton Program

New career pathway models focused on teacher preparation continue to emerge across the state. Faculty at Oregon State University have partnered with Beaverton School District to develop an intensive, 2-year residency inside a public school where student co-teach with – and are mentored by – a seasoned teacher from day one. The first-year students are known as practicum teachers and hone their skills in the classroom two days a week working with an experienced Beaverton clinical teacher. When not teaching, they take online and hybrid courses and can work as paid substitute teachers within the district under a restricted license. Second-year students, called resident teachers, dive in deeper. They teach five days a week while taking classes and earning a 0.4 FTE stipend paid by the district. During the second year, the clinical teachers split their time between two different classrooms, each run by a resident teacher.

With a grant from the U.S. Department of Education, OSU is also helping more teachers earn their English for Speakers of Other Languages (ESOL) endorsement without paying the \$10,000 tuition. The grant will also help 80 teachers complete six online courses through the College of Education over 18 months, culminating in the ESOL endorsement and work with community resources to build bridges with families of emergent bilingual students. “Teachers have been asking for resources to teach English learners more effectively,” says Karen Thompson, an assistant professor who is leading the program. “This program will ensure that teachers have the best possible preparation for working with ELL students.”

Teacher Standards and Practices Commission Work on Test Barriers

Oregon has long sought to increase the numbers of educators with culturally diverse backgrounds to support an increasingly diverse group of students. While TSPC is charged with maintaining rigorous standards for educator preparation and licensure, it is equally responsible for ensuring the integrity and quality of an educator workforce that supports the needs of Oregon’s children and schools. With these two points in mind, TSPC Executive Director Dr. Anthony Rosilez believes the agency must evaluate and remedy, where necessary, potential barriers facing educator candidates from diverse backgrounds (ethnic, cultural, linguistic, socio-economic, and special abilities) upon entering preparation programs and meeting licensure requirement.

“At the end of the day, TSPC should – we must – consider how to best address the barriers that all candidates face in aspiring to the profession, recognizing that these efforts can and will be done while maintaining the rigor and quality of the educator workforce” Dr. Rosilez stated.

An analysis of the results of Oregon content area examinations demonstrates that candidates of diverse backgrounds meet the established passing scores on these exams at rates lower than their white peers as shown in Appendix G. Research suggests these discrepancies exist even when we adjust for other contributing factors. Research also shows scores on these examinations do not necessarily equate to stronger performance in the classroom as measured by student achievement. Education has long recognized the value of multiple measures in evaluating the breadth and depth of understanding of learners; however, education preparation practices and licensure requirements often lose this conviction when measuring candidate performance and readiness for the classroom. This year, University of Oregon published an infographic addressing Assessment Barriers related to test-taking.

Identified barriers experienced by aspiring educators include: licensure examinations costs, including content examinations, the Civil Rights Test, and edTPA; a system that does not fully engage diverse high school students in the values and opportunities of education as a career choice; preparation program inflexibility that ignore the economic realities of candidates who must support families while also learning their craft; as well as supports and mentoring for student teachers and early career educators by individuals prepared to guide educators of diverse backgrounds.



Figure 19: Evidence of Assessment Inequity.

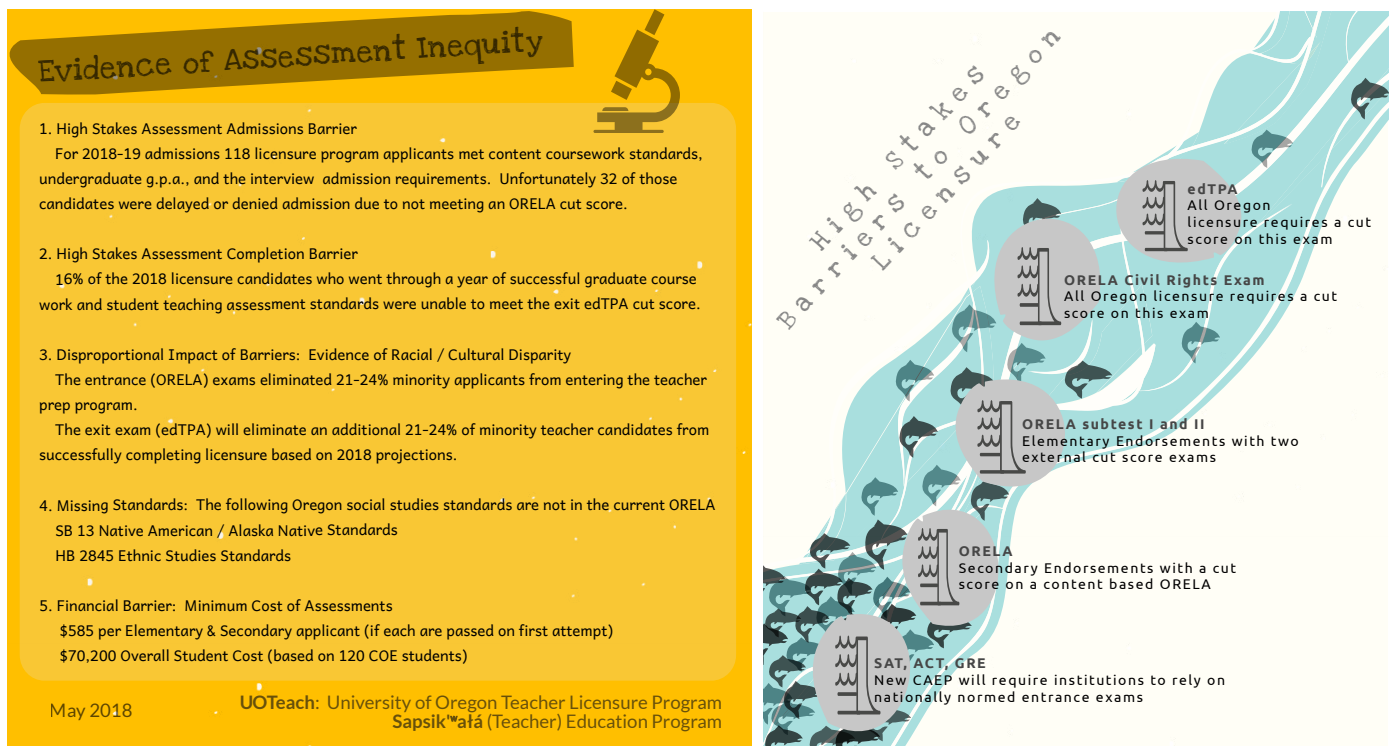
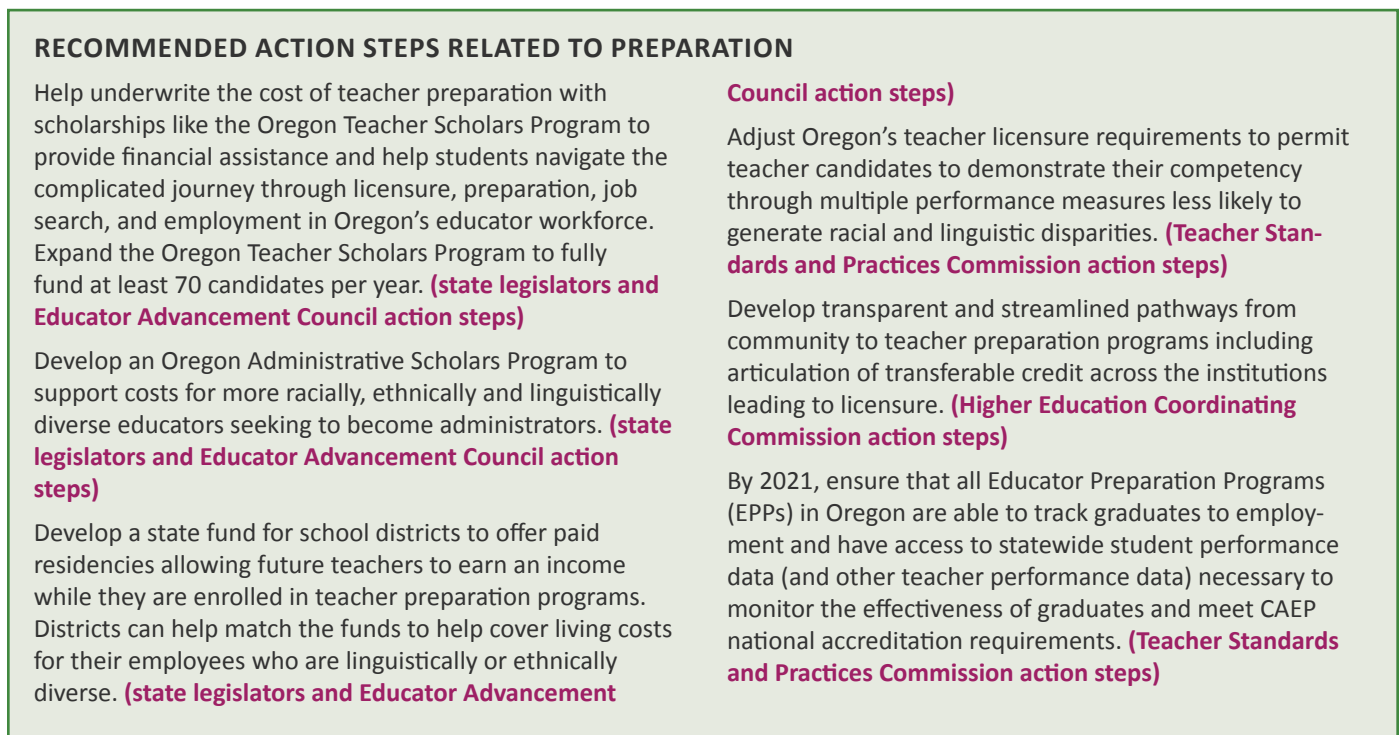


Figure 20: Recommended ACTION STEPS Related to Preparation.



SECTION 5: EMPLOYMENT

New Findings

Employed Educators in Oregon Public School Districts

Oregon made incremental progress in employing more linguistically and ethnically diverse teachers this year, identifying 195 more teachers than last year as either linguistically diverse or ethnically diverse bringing this year’s total to 10.7 percent of all teachers employed. The number of linguistically diverse or ethnically diverse administrators moved in a positive direction but only increased by 13 total. The number of ethnically diverse guidance counselors increased by 29 from 2016-2017 and this year an additional 264 ethnically diverse instructional assistants were reported in the state’s staff position report this year as shown in Figure 21.

Figure 21: Summary of Oregon Staff Demographics 2011-2012 to Present.

| Teachers | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
|--|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Linguistically and/or Ethnically Diverse | 3,329 | 3,134 | 2,970 | 2,623 | - | - | - |
| Ethnically Diverse Only | 3,087 | 2,902 | 2,721 | 2,503 | 2,399 | 2,343 | 2,391 |
| Non-Linguistically and/or Ethnically Diverse | 24,801 | 25,016 | 24,746 | 24,278 | 25,954 | 25,650 | 26,030 |
| Total (All) | 31,217 | 31,052 | 30,437 | 29,404 | 28,353 | 27,993 | 28,421 |
| Administrators | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
| Linguistically and/or Ethnically Diverse | 271 | 258 | 238 | 224 | - | - | - |
| Ethnically Diverse Only | 262 | 247 | 226 | 219 | 214 | 196 | 197 |
| Non-Linguistically and/or Ethnically Diverse | 2,017 | 2,003 | 1,932 | 1,899 | 1,865 | 1,836 | 1,865 |
| Total (All) | 2,289 | 2,261 | 2,170 | 2,123 | 2,079 | 2,032 | 2,062 |
| Guidance Counselors | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
| Ethnically Diverse Only | 194 | 165 | 168 | 147 | 134 | 123 | 124 |
| Non-Ethnically Diverse | 1,141 | 1,071 | 1,039 | 984 | 926 | 937 | 937 |
| Total (All) | 1,335 | 1,236 | 1,207 | 1,131 | 1,060 | 1,060 | 1,061 |
| Educational Assistants | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
| Ethnically Diverse Only | 2,844 | 2,580 | 2,379 | 2,107 | 1,976 | 1,948 | 1,921 |
| Non-Ethnically Diverse | 12,357 | 12,125 | 11,565 | 10,856 | 10,480 | 10,454 | 10,335 |
| Total (All) | 15,201 | 14,705 | 13,944 | 12,963 | 12,456 | 12,402 | 12,256 |

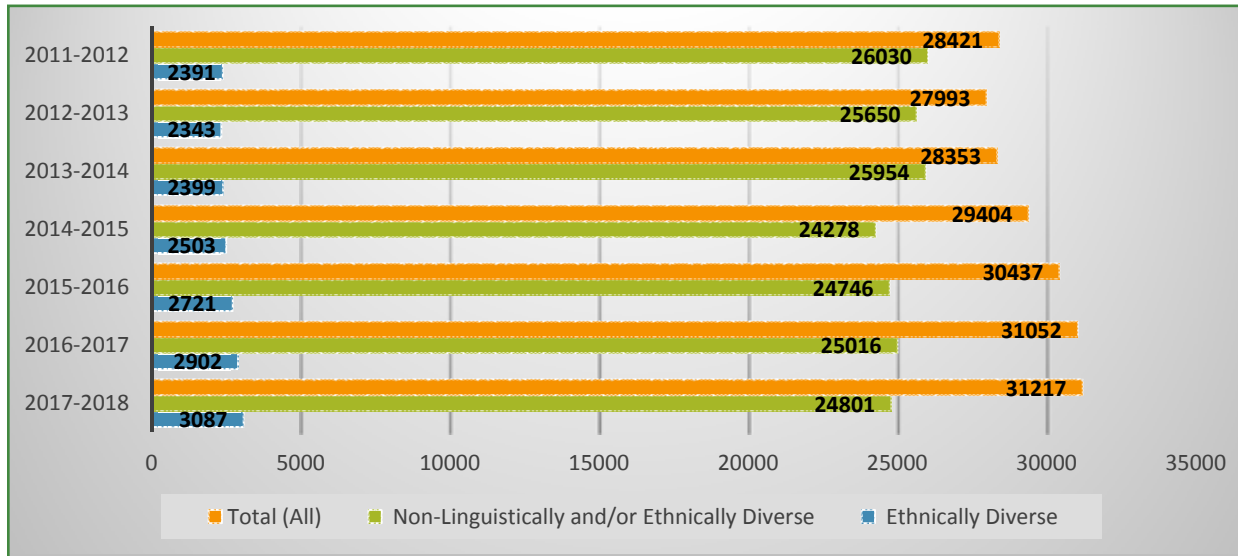
Source: Oregon Department of Education Staff Position Report

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

In order to see these data in a more impactful way, Figures 22 through 25 graphically illustrate the incremental progress made over the past six years to increase the ethnic diversity within the educator workforce in Oregon’s public schools.

Figure 22: Oregon Public School Staff Demographics (Teachers 2011-2018).

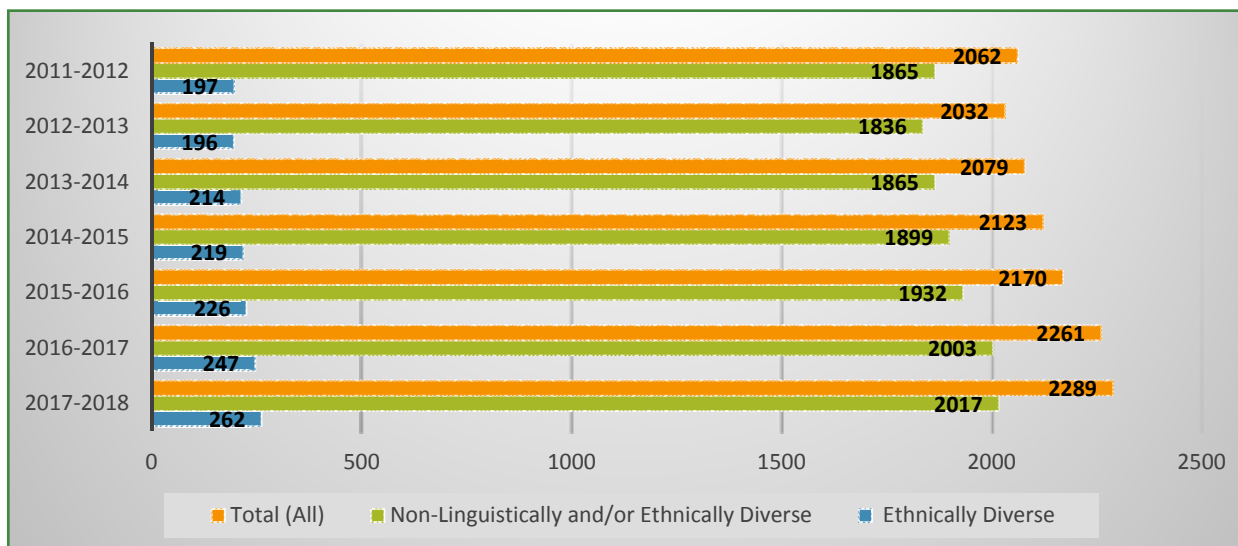
OREGON PUBLIC SCHOOL STAFF DIVERSITY (TEACHERS)



Source: Oregon Department of Education Staff Position Report

Figure 23: Oregon Public School Staff Diversity (Administrators 2011-2018).

OREGON PUBLIC SCHOOL STAFF DIVERSITY (ADMINISTRATORS)



Source: Oregon Department of Education Staff Position Report

NOTE: Administrators includes superintendents, assistant superintendents, principals, assistant principals, and special education directors.

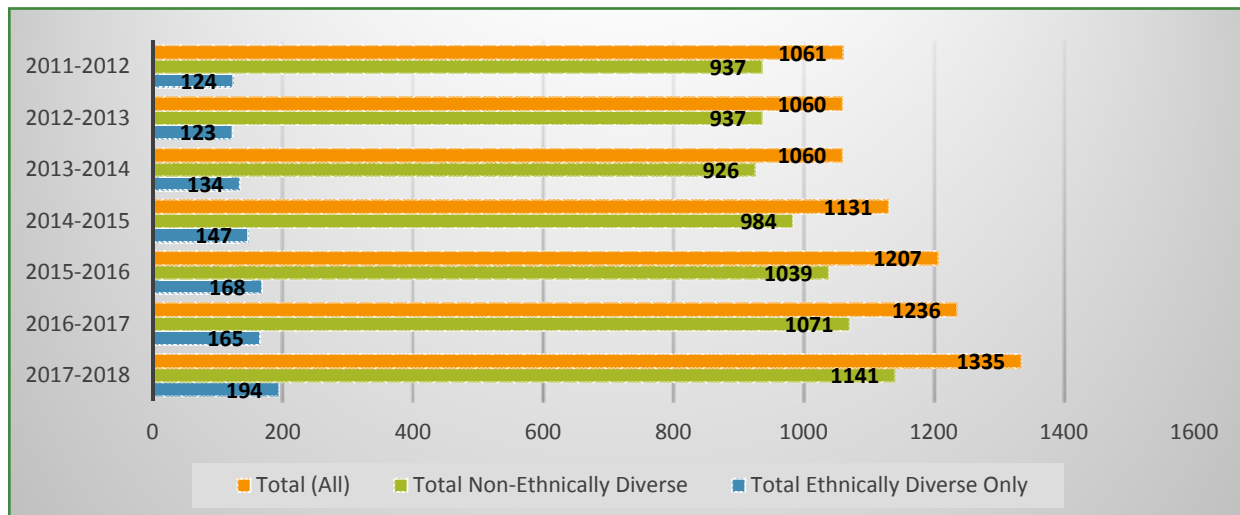
Of 1,216 principals employed this year in Oregon public schools, 127 (10.44 percent) identified as ethnically diverse and 132 identified as either ethnically and/or linguistically diverse (10.85 percent). The diversity of assistant principals employed in Oregon public schools increased a 0.5 percent from 2016-2017 with a total of 105 (17.3 percent) who were either ethnically and/or linguistically diverse. Assistant principals represent a very diverse talent development pool, and should be considered for advancement via the development

of intentional strategies to further build administration teams reflective of students served in Oregon districts.

Of the 196 superintendents employed in Oregon public schools this year, 13 (6.63 percent) identified as Hispanic/Latino, Black/African American, or multi-racial. This is a significant increase from previous years when the percentage was close to three percent.

Figure 24: Oregon Public School Staff Diversity (Guidance Counselors 2011-2018).

OREGON PUBLIC SCHOOL STAFF DIVERSITY (GUIDANCE COUNSELORS)



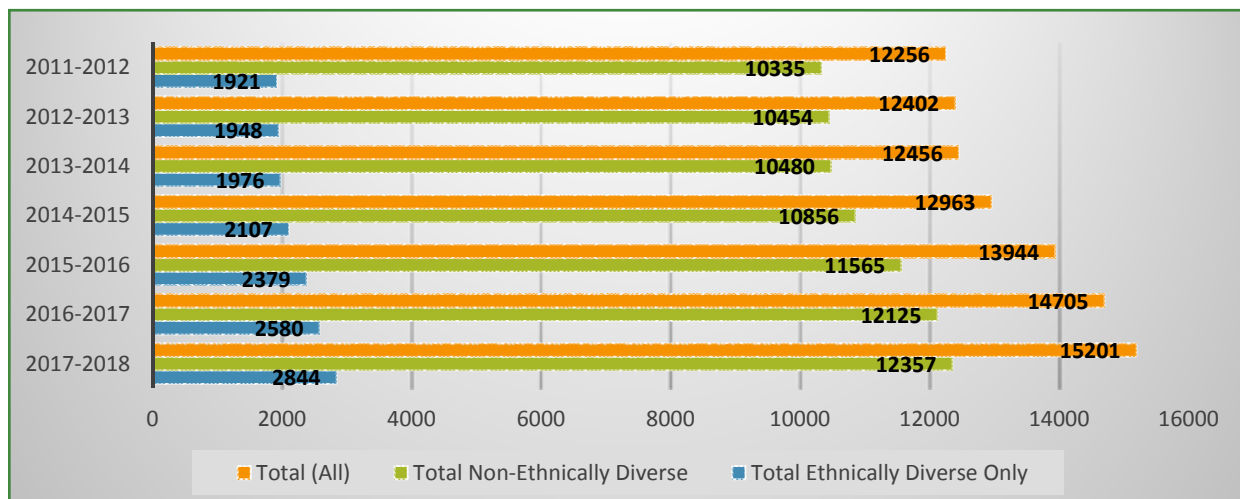
Source: Oregon Department of Education Staff Position Report

Note: Language of origin is currently not a required field for guidance counselors and educational assistants and therefore cannot be used to determine “linguistically and/or ethnically” diverse staff.

In 2017-2018 Oregon employed 15,201 educational assistants, of which 2,669 (18.5 percent) were non-white as shown in Figure 25. Twelve percent of these valued employees identify as Hispanic/Latino, many of whom may also be bilingual. This represents a community asset that should be part of any district’s educator pathway planning.

Figure 25: Oregon Public School Staff Diversity (Educational Assistants 2011-2018).

OREGON PUBLIC SCHOOL STAFF DIVERSITY (EDUCATIONAL ASSISTANTS)



Source: Oregon Department of Education Staff Position Report

Note: Language of origin is currently not a required field for guidance counselors and educational assistants and therefore cannot be used to determine “linguistically and ethnically” diverse staff.

Teacher Supply versus State Demand

The following analysis seeks to respond to queries about the degree to which our supply of teachers exceeds the demand. In 2015-2016, 1,793 teachers were prepared for preliminary teacher licensure in Oregon’s Educator Prep Programs. Another 915 teachers from out-of-state preparation programs were licensed by TSPC, and with the addition of 636 reciprocal licenses, the state was provided a total pool of 3,344

teachers. Oregon Department of Education’s data show that 2,284 first-year new to Oregon teachers were employed in 2016-2017. This data suggests Oregon’s supply of teachers is sufficient to meet the state’s needs, the exception of which may show in high-demand content areas like Math, Special Education, Science, Dual Immersion, and Career and Technical Education or open positions in geographically remote areas.

Any effort to diversify Oregon’s educator workforce must attend to the root causes of attrition at each stage of an educator’s career. Focusing only on recruitment and preparation in the face of high attrition rates ignores potential steps needed to increase retention.

Supply and Demand Summit Survey

More than 70 individuals representing 22 school districts, five ESDs, four state agencies, seven organizations, five community colleges, and 12 educator preparation programs came together this spring to attend an Oregon Educator Workforce Supply and Demand Planning Summit hosted by the Educator Equity Advisory Group to address current and projected educator recruitment and hiring shortages in Oregon’s K-12 schools. Participants were asked to reconcile the reality that, in some cases, candidates completing their program do not all find jobs while many Oregon districts continue to report unfilled positions.

Using a Socratic Seminar format, preparation programs listened to the perspectives of district personnel regarding their highest areas of need, barriers they experience in meeting workforce demand, what they need from Oregon preparation programs and their ideas to help resolve the state’s shortages. District personnel then listened to educator preparation program staff who shared what they are doing to help address the state’s supply and demand needs, barriers they need removed, and the need for more partnerships between rural communities and educator preparation providers. The notes and online responses from attendees were consolidated in Appendix H. Five overarching recommendations were identified:

- 1) Focus on high-demand need areas first: racial/linguistic diversity, small and remote communities, and content areas (Special Education, STEM areas including CTE, and Bilingual Education);
- 2) Invite educators and communities of color to weigh in on recommended actions (Summit attendees were mostly white);
- 3) Ensure educator workforce supply and demand data are collected more systematically and shared regularly with stakeholders and policymakers;
- 4) Leverage more common resources and training for new educator Mentors, University Supervisors and Cooperating Teachers who work with preservice educators; and
- 5) Develop or adopt definitions and standards to guide the development and delivery of professional learning focused on Culturally Responsive Teaching and Social-Emotional Learning for use by both preservice and in-service programs.

Spotlight

Confederation of School Administrators Workforce Development Planning

This year the Oregon Confederation of School Administrators (COSA) formed an Education Workforce Development workgroup with more than 60 members charged with helping to develop policy proposals for the 2019 legislative session related to an identified workforce goal:

To grow and expand the PreK-12 workforce statewide with an emphasis on the need to recruit, retain and mentor staff of color and bilingual staff in culturally responsive ways by focusing on four policy areas:

- Support For “Grow Your Own” efforts to develop teachers and staff – including the creation and expansion of district sponsored partnerships and pathways to certified employment and endorsement/licensure in PreK-12.
- Identification and removal of barriers to expand and create new pathways for individuals, such as those seeking a second career, current school staff and para-educators, retirees, professionals and other community members, to enter the PreK-12 workforce.
- Creation of, and funding for, incentive programs to remove financial obstacles to entering the teacher/educator profession. These could include loan or debt forgiveness, scholarships, internships, stipends or paid practicums.
- Development, implementation and expansion of culturally responsive programs and practices to recruit, retain, and mentor staff of color and bilingual staff in the PreK-12 workforce.

The Educator Equity Advisory Group Chair Karen Gray and Chief Education Office Policy Director Hilda Rosselli were asked to compile and share current data on Oregon’s educator workforce as the group met throughout the year guided by the COSA Roadmap (Appendix I). The group also discussed sample actions outlined in Table 3 that can increase the likelihood of new teacher success and retention.

Table 3: Actions that increase likelihood of new teacher success/retention.

| |
|---|
| Ensure every new teacher’s classroom is fully stocked |
| Provide each new teacher with a trained mentor |
| Limit the number of preps for new secondary teachers |
| Ensure every new teacher has a prep/planning time |
| Avoid assigning new teachers to positions with long history of turnover |
| Provide new teachers with a paid early start |
| Avoid placing new teachers in itinerant roles or floating classrooms |
| Assign new teachers to classes that match their certification |
| Host a networking event welcoming teachers new to the community |
| Provide new teachers with the opportunity to visit other classrooms |

House Bill 4044: Study on Recruitment, Retention, Mentoring, and Professional Learning

During the 2018 Legislative Session, Representative Jeff Helfrich (District 52) sponsored HB 4044 (Appendix J) directing the Chief Education Office to conduct a study on recruitment, retention, mentoring and professional development of educators who serve students from student groups who may be experiencing achievement gaps. The study will be submitted to the Legislature no later than June 30, 2019, and will:

- Identify, research, review and assess programs used in school districts and education service districts to support educators; and
- Identify the programs that have been most effective or efficient in improving the recruitment, retention, mentoring and professional development of educators or in positively impacting student outcomes.

Unique to the study is a focus on why programs are or are not effective/efficient in achieving positive impacts for students and educators and identify opportunities for improvement and success. For example, the study will examine questions including:

- What strategies or processes that districts use to place new teachers in schools result in retention and educator effectiveness?
- What kinds of supports are most effective for new teachers when they are placed in high-need schools?
- What practices lead to long term retention and reduced staff turnover?
- Are we effectively hiring and retaining the racially and linguistically diverse candidates graduating from our educator preparation programs?
- Are the most effective recruitment and/or retention practices sustained over time?

In summary, soon Oregon will have a minority-majority student body while the educator workforce remains largely unchanged. This suggests that technical “fixes” are not sufficient for changing the overall desired outcome when systems continue to produce only small gains in terms of the diversity of Oregon’s educator workforce demographics.

Figure 26: Recommended Action Steps Related To Employment.

RECOMMENDED ACTION STEPS RELATED TO EMPLOYMENT

Encourage school district employers to work closely with local educator preparation programs to coordinate student teaching placements and create opportunities to interview candidates for hire before they graduate. **(school and district leader action steps)**

Provide anti-bias training for staff involved in recruiting and hiring and develop diverse interview committees in which teachers of color can shape more effective recruitment and hiring strategies. **(Office of Equity, Diversity, and Inclusion at ODE, school district leaders, Oregon School Personnel Association action steps)**

Redesign the current Oregon Mentor Project to ensure that every teacher and administrator new to the profession receives a well-trained mentor skilled in offering culturally responsive support for linguistically and ethnically diverse new educators. Develop a plan to recruit and train mentors from diverse backgrounds and to match diverse new teachers and diverse mentors. **(Educator Advancement Council and Oregon Department of Education action steps)**

SECTION 6: RETENTION

New Findings

Easton-Brooks, Robinson, & Williams (2018)⁸ note that “while educational entities are focused on diversifying the teacher education workforce, a major challenge facing schools is the retention of a diverse workforce on all levels. In this process, it is critical to note that schools must look beyond simply hiring a diverse educator workforce and assuming that all challenges related to having a diverse school community will be resolved.” In their qualitative study, they found effective district-level strategies used before hiring diverse teachers such as working with principals and school leaders on understanding schools in transition, and making plans for supporting all personnel in understanding culturally responsive practices.

Guin (2004)⁹ found that the effect of teacher turnover on student achievement, particularly in schools failing to meet the needs of diverse learners, specifically African American/Black students and students with disabilities. Chronic teacher and staff turnover can add a significant degree of chaos and complexity to schoolwide operations including:

- Reductions in the time teachers spend with their own students as they support their newer colleagues;
- Unnecessary repetition of professional development experiences for all teachers;

- Loss of established teacher experience;
- Disruption and repetition of planning and implementation processes; and
- Burnout and drain on the energy of staff who remain.

Teacher turnover also has a significant fiscal impact as schools and districts must fund additional recruitment programs, implement interview and hiring procedures, and provide additional professional development—not to mention the loss in experience and expertise.

Oregon Educator Attrition Data

Annual staff data collections were used to analyze teachers employed in their first year of teaching in Oregon public schools. Table 4 shows that 18.3 percent of the ethnically diverse male first-year teachers hired in Oregon public school in 2014-2015 left after their first year of teaching. Interestingly, ethnically diverse females experienced a higher percentage of attrition after two years (13.1 percent) than any other demographic group. After three years, the attrition rates among all four demographic groups ranged from 27.8 percent for white male teachers to 30 percent for ethnically diverse male teachers.

Table 4: Attrition Patterns by Demographic Group for Oregon First-Year Teachers.

| Demographic Group | Hired in 2014-15 | Left After 1 Year | % Who Left | Left After 2 Years | % Who Left | Left After 3 Years | % Who Left | Total Attrition After 3 Years |
|----------------------------|------------------|-------------------|------------|--------------------|------------|--------------------|------------|-------------------------------|
| White Females | 1,265 | 199 | 15.7% | 84 | 6.6% | 74 | 5.8% | 28.2% |
| Ethnically Diverse Females | 160 | 16 | 10.0% | 21 | 13.1% | 8 | 5.0% | 28.1% |
| White Males | 528 | 80 | 15.2% | 31 | 5.9% | 36 | 6.8% | 27.8% |
| Ethnically Diverse Males | 60 | 11 | 18.3% | 2 | 3.3% | 5 | 8.3% | 30.0% |

* First-year teachers are those who are in their first year of teaching anywhere.

An additional analysis by ODE examines five year attrition rates in Table 5. The data follows first year teachers hired in 2011-12 and shows the highest level of attrition after one year in 2012-2013 for white male teachers. However after five years the attrition rate was highest for ethnically diverse male teachers. Five year attrition rates were lower for Title I schools (35 percent) compared to rural schools (39.3 percent), all schools (41 percent), and combined schools (K-12 or 6-12).

8 Easton-Brooks, D., Robinson, D., & Williams, S. (2018) Schools in Transition: Creating a Diverse School Community. *Teachers College Record* Volume 120 Number 13, 2018, p. - <http://www.tcrecord.org> ID Number: 22340, Date Accessed: 5/24/2018 6:53:25 PM

9 Guin, K. (2004, August 16). Chronic teacher turnover in urban elementary schools. *Education Policy Analysis Archives*, 12(42). Retrieved August 26, 2004, from https://www.researchgate.net/publication/26394150_Chronic_Teacher_Turnover_in_Urban_Elementary_Schools.

Table 5: Five Year Attrition Patterns for Oregon First-Year Teachers.

ATTRITION PATTERNS FOR OREGON FIRST-YEAR TEACHERS*

| Demographic Group | White Females | Minority Females | White Males | Minority Males | All Teachers |
|-------------------------------|---------------|------------------|-------------|----------------|--------------|
| Hired in 2011-12 | 652 | 73 | 264 | 29 | 1,018 |
| Returned for 2nd Year | 506 | 61 | 195 | 24 | 786 |
| Left After 1 Year | 146 | 12 | 69 | 5 | 232 |
| % Who Left | 22.4% | 16.4% | 26.1% | 17.2% | 22.8% |
| Returned for 3rd Year | 475 | 56 | 183 | 24 | 738 |
| Left After 2 Years | 31 | 5 | 12 | 0 | 48 |
| % Who Left | 4.8% | 6.8% | 4.5% | 0.0% | 4.7% |
| Returned for 4th Year | 433 | 52 | 181 | 19 | 685 |
| Left After 3 Years | 42 | 4 | 2 | 5 | 53 |
| % Who Left | 6.4% | 5.5% | 0.8% | 17.2% | 5.2% |
| Returned for 5th Year | 413 | 49 | 169 | 19 | 650 |
| Left After 4 Years | 20 | 3 | 12 | 0 | 35 |
| % Who Left | 3.1% | 4.1% | 4.5% | 0.0% | 3.4% |
| Returned for 6th Year | 382 | 45 | 158 | 15 | 600 |
| Left After 5 Years | 31 | 4 | 11 | 4 | 50 |
| % Who Left | 4.8% | 5.5% | 4.2% | 13.8% | 4.9% |
| Total Attrition After 5 Years | 41.4% | 38.4% | 40.2% | 48.3% | 41.1% |

* First-year teachers are those who are in their first year of teaching anywhere.
Source: Oregon Department of Education

| Teaching Subgroup | Pre-K | Kinder- garten | Elementary School | Middle School | High School | Combined 6-12 or 1-12 | Special Education | Teachers in Rural Schools | Teachers in Title 1 Schools |
|-------------------------------|-------|-------------------|----------------------|------------------|----------------|-----------------------------|----------------------|---------------------------------|-----------------------------------|
| Hired in 2011-12 | 28 | 43 | 381 | 178 | 329 | 56 | 136 | 201 | 309 |
| Returned for 2nd Year | 22 | 38 | 299 | 128 | 257 | 40 | 111 | 161 | 250 |
| Left After 1 Year | 6 | 5 | 82 | 50 | 72 | 16 | 25 | 40 | 59 |
| % Who Left | 21.4% | 11.6% | 21.5% | 28.1% | 21.9% | 28.6% | 18.4% | 19.9% | 19.1% |
| Returned for 3rd Year | 16 | 37 | 282 | 128 | 243 | 28 | 103 | 147 | 244 |
| Left After 2 Years | 6 | 1 | 17 | 0 | 14 | 12 | 8 | 14 | 6 |
| % Who Left | 21.4% | 2.3% | 4.5% | 0.0% | 4.3% | 21.4% | 5.9% | 7.0% | 1.9% |
| Returned for 4th Year | 14 | 36 | 256 | 125 | 223 | 28 | 92 | 135 | 229 |
| Left After 3 Years | 2 | 1 | 26 | 3 | 20 | 0 | 11 | 12 | 15 |
| % Who Left | 7.1% | 2.3% | 6.8% | 1.7% | 6.1% | 0.0% | 8.1% | 6.0% | 4.9% |
| Returned for 5th Year | 14 | 34 | 241 | 123 | 210 | 25 | 86 | 128 | 212 |
| Left After 4 Years | 0 | 2 | 15 | 2 | 13 | 3 | 6 | 7 | 17 |
| % Who Left | 0.0% | 4.7% | 3.9% | 1.1% | 4.0% | 5.4% | 4.4% | 3.5% | 5.5% |
| Returned for 6th Year | 14 | 32 | 228 | 110 | 191 | 23 | 80 | 122 | 201 |
| Left After 5 Years | 0 | 2 | 13 | 13 | 19 | 2 | 6 | 6 | 11 |
| % Who Left | 0.0% | 4.7% | 3.4% | 7.3% | 5.8% | 3.6% | 4.4% | 3.0% | 3.6% |
| Total Attrition After 5 Years | 50.0% | 25.6% | 40.2% | 38.2% | 41.9% | 58.9% | 41.2% | 39.3% | 35.0% |

Source: Oregon Department of Education

An additional analysis by TSPC showed of the 26,659¹⁰ educators who held a valid Oregon teaching license in 2017-2018 but are not currently teaching in an Oregon public school, 2,224 (8.34 percent) identify as ethnically diverse, including:

- 229 Black/African American professionals,
- 191 American Indian/Alaskan Native professionals,
- 545 Asian professionals,
- 68 Native Hawaiian/Pacific Islander professionals,
- 604 Hispanic/Latino professionals, and
- 587 multiethnic professionals.

There may be a number of plausible explanations for why a large number of licensed teachers are not teaching in public schools: they could be teaching in private schools, teaching in neighboring states, enrolled in advanced studies, taking family leave, working in agencies, community based organizations, or higher education institutions, or experiencing non-supportive school environments, untenable class sizes, lack of wrap around services to students and diminished salaries and health/retirement benefits. There is renewed interest by the Educator Equity Advisory Group in conducting a survey in partnership with TSPC to better understand why ethnically diverse licensed teachers are not currently teaching in an Oregon public school.

Spotlights

District Equity Directors

Larger districts often signal their commitment to creating welcoming environments for racially and linguistically diverse educators (and students) by hiring a full-time district level equity director. Smaller districts with fewer resources are less likely to be able to dedicate a full-time leader. In one district (Portland Public Schools), the Superintendent reorganized the district organizational chart, naming himself as the equity leader in the district. As the Educator Equity Advisory Group learns of more examples from districts, the list in Table 6 may grow.

Table 6: Known District Level Equity Directors.

| School District | District Level Equity Director |
|----------------------------------|--------------------------------|
| Beaverton School District | Sho Shigeoka |
| Bethel School District | Tina Gutierrez-Schmich |
| Eugene School District | Karen Pérez-Da Silva |
| David Douglas School District | Kelly Devlin |
| Hillsboro School District | Saideh Haghighi |
| Lake Oswego School District | David Salerno Owen |
| Lane Education Services District | Carlos Sequiera |
| Portland Public Schools | Guadalupe Guerrero |
| Salem-Keizer School District | Cynthia Richardson |
| Tillamook School District | Dr. Cassie Thiemens |

Systems thinking is critical to engage beyond just recruiting and hiring staff of color. Figure 27 illustrates this point via one Oregon district’s activity planning sheet for System Change.



¹⁰ 2,344 professionals identified as “Other” or chose to not specify their ethnicity.

Figure 27: Systems Change—Sample Activity Planning Worksheet.

| Goal Area | Objectives |
|--|---|
| 1) Recruitment & Hiring of Latino bilingual/bicultural staff | a) Increase the number of Latinos applying for positions |
| | b) Improve District’s Latino outreach and recruitment efforts |
| | c) Improve Spanish skills assessment |
| | d) Improve soft skills assessment |
| | e) Improve cultural competency of interview/hiring process |
| 2) Retention of Latino bilingual/bicultural staff | a) Be sure bilingual Latino teachers of color who are here to stay working in the bilingual program feel welcome here |
| | b) Retain bilingual Latino teachers of color in the bilingual program |
| | c) Support professional development of Spanish-speaking and Latino staff (see Staff Training Objective “d”) |
| 3) Staff Training & Professional Development | a) Improve cultural responsiveness of school office staff |
| | b) Improve cultural responsiveness of ESP staff |
| | c) Improve cultural responsiveness of new employees |
| | d) Support professional development of Spanish-speaking and Latino staff |
| 4) Parent Involvement | a) Increase district administrators’ understanding of Latino parent viewpoints |
| | b) Increase and expand SKCE staff knowledge, skills, and tools to share district information with Latino parents |
| | c) Increase community outreach of district leadership to grow trust and demonstrate cultural responsibility |

Salem-Keizer Language and Culture Summer Institute

A rich opportunity exists when districts partner with local community-based organizations to address ways to support white teachers in better understanding the assets their students bring to the classroom. In 2017, Salem-Keizer partnered with the Salem-Keizer Coalition for Equality to offer a Language and Culture Institute as an opportunity for teachers to experience local Latino culture, develop a greater understanding of and comfort within the Latino communities and support behavior changes that increase positive interactions between cultures and advance equity within schools and the community.

Figure 28 shows the four-week schedule of 90 hours of professional learning that included 10 site visits and field trips at an estimated cost of \$15,000.

Figure 28: Salem Keizer Coalition for Equality 2017 Language and Culture Institute Schedule.

| Day | Topics |
|-----|--|
| 1 | Introduction and overview |
| 2 | Neighborhood, City, School District |
| 3 | Businesses in the Latino community |
| 4 | Latinos and education |
| 5 | NE neighborhood: Foster Hope Initiative: la Casita; Northgate Park |
| 6 | Popular education and “dichos” |
| 7 | School discipline and PBIS |
| 8 | Oregon Equity Lens; civic involvement in education |
| 9 | Working with parents as partners in education |
| 10 | Migrant Education |
| 11 | Special Education |
| 12 | Parent/teacher conferences; Latino Unidos Siempre (LUS) |
| 13 | Farmworker movement |
| 14 | Integrating multiple cultures in the classroom |
| 15 | Oregonians and bilingual society |

Annalivia Palazzo-Angulo, Executive Director of the Coalition reports that follow up with participants in October documented a number of change behaviors resulting from experiencing the Institute:

- All respondents reported speaking more Spanish with Latino students, and having better relationships with Latino students.
- Two-thirds had performed the following once or twice, or are doing so regularly:
 - o More inclusive classroom environment and instruction
 - o Use of an Equity Lens to self-evaluate, do more thoughtful planning
- Half of the respondents said they have better relationships with some Latino parents.
- Only two respondents had shared Institute materials with school administrators, although six others said they plan to do so soon.
- Four respondents had shared Institute materials with other teachers, counselors, staff; and four others said they plan to do so soon.

Career Advancement

In 2017 the Oregon Legislature passed HB 2763 allocating a little more than \$1.5 million to the Teacher Standards and Practices Commission to reimburse teachers' costs for earning or renewing National Board (NB) certification starting in July 2018. Currently only 1 percent of Oregon's teachers are NB certified. HB 2763 set a goal of increasing the number of NB certified teachers in Oregon to 5 percent by 2022. With rulemaking almost completed, a marketing campaign will help publicize the funding with a specific goal of advancing the careers of more of Oregon's racially or linguistically diverse teachers.

Figure 29: Recommended Action Steps Related To Retention.

RECOMMENDED ACTION STEPS RELATED TO RETENTION

Assist school and district administrators in creating collaborative, supportive and culturally responsive work environments for the teachers with whom they work along with access to affinity groups and other professional networking organizations in the community. **(school and district leaders and local community associations action steps)**

Assist school and district administrators in creating collaborative, supportive and culturally responsive work environments for all teachers. Provide access to affinity groups and other professional community-based networking organizations for linguistically and ethnically diverse employed educators. **(school and district level and local community associations action steps)**

Work with the Educator Advancement Council and Oregon Department of Education to prioritize Title II's optional 3 percent leadership set-aside funds to strengthen principal recruitment, preparation, induction, and development focused on supportive and equity-driven school leadership. Consider funding educators' membership in professional associations such as the National Association of Black School Educators as a retention strategy. **(Oregon Department of Education and Educator Advancement Council action steps)**

Work with the Educator Advancement Council and the Chief Education Office to use the results from the HB 4044 study to engage school districts in adopting promising practices that help attract and retain effective, culturally responsive teachers to work in Oregon's most complex schools. **(Educator Advancement Council and Chief Education Office action steps)**

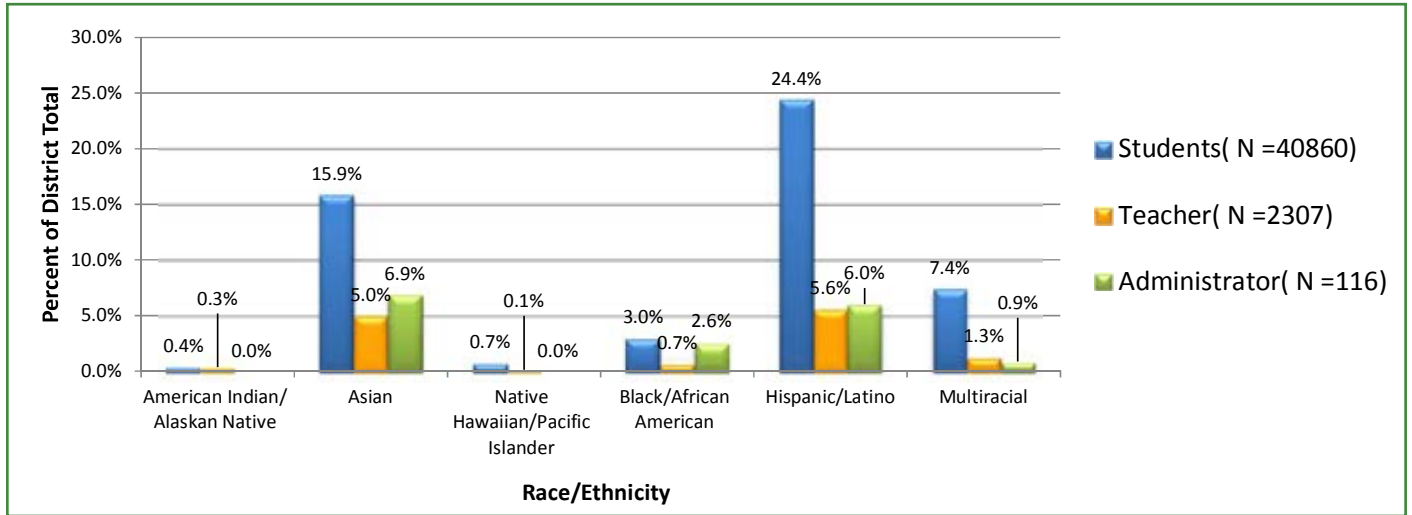
Work with the Teacher Standards and Practices Commission to develop a marketing campaign to publicize financial support for earning National Board certification; thus helping advance the careers of more of Oregon's racially or linguistically diverse teachers. **(Educator Advancement Council and Teacher Standards and Practices Commission action steps)**

SECTION 7: SUMMARY

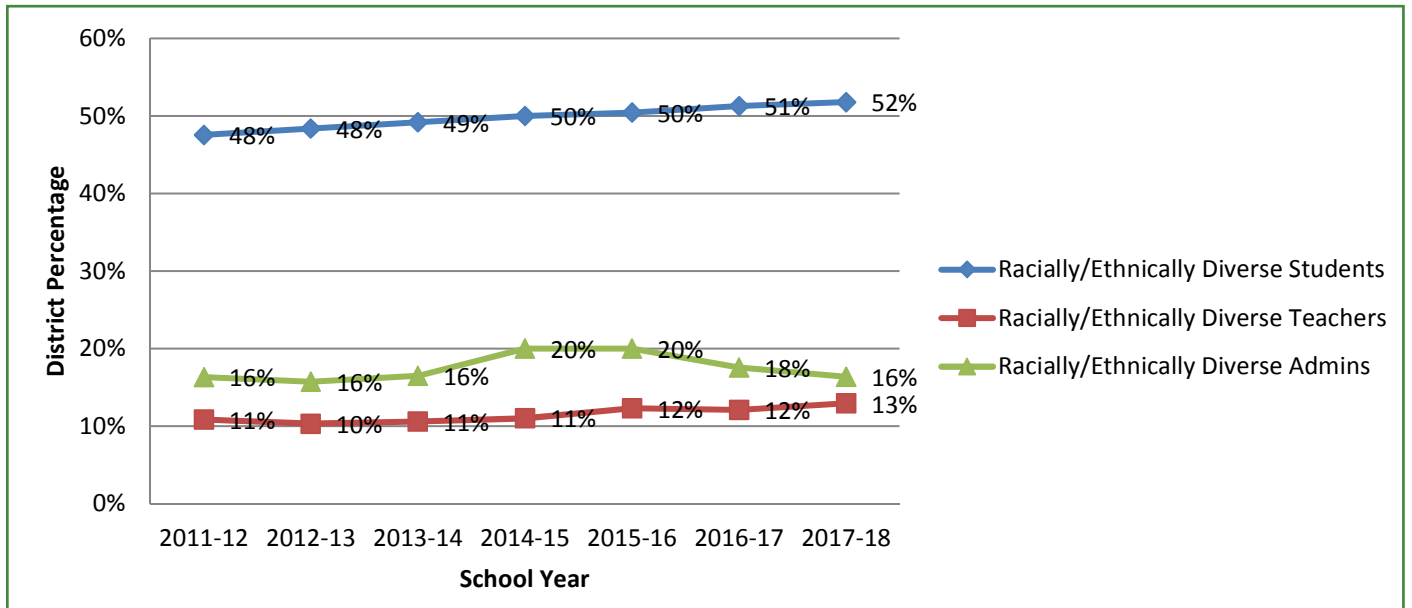
In closing, the full vision of Oregon's Educator Equity Act ([ORS 342.427](#)) is yet to be realized in 2018. However, persistent attention to Oregon's need for an educator workforce more reflective of the ethnic and/or linguistic demographics of the state's K-12 student body, including the state's annual report and growing advocacy across stakeholder groups is making incremental progress. The Educator Equity Advisory Group is committed to helping identified partners implement the action steps outlined in this report. As leaders, the Advisory Group understands all students and faculty benefit from diversity. We acknowledge and celebrate the importance, value, and strength of our students' and educators' ethnic and linguistic diversity and embrace the opportunities to help eliminate personal and institutional biases as well as barrier that still impede Oregon's progress in achieving the vision of the Educator Equity Act.

APPENDIX A: 2018 DISTRICT DATA SHEETS

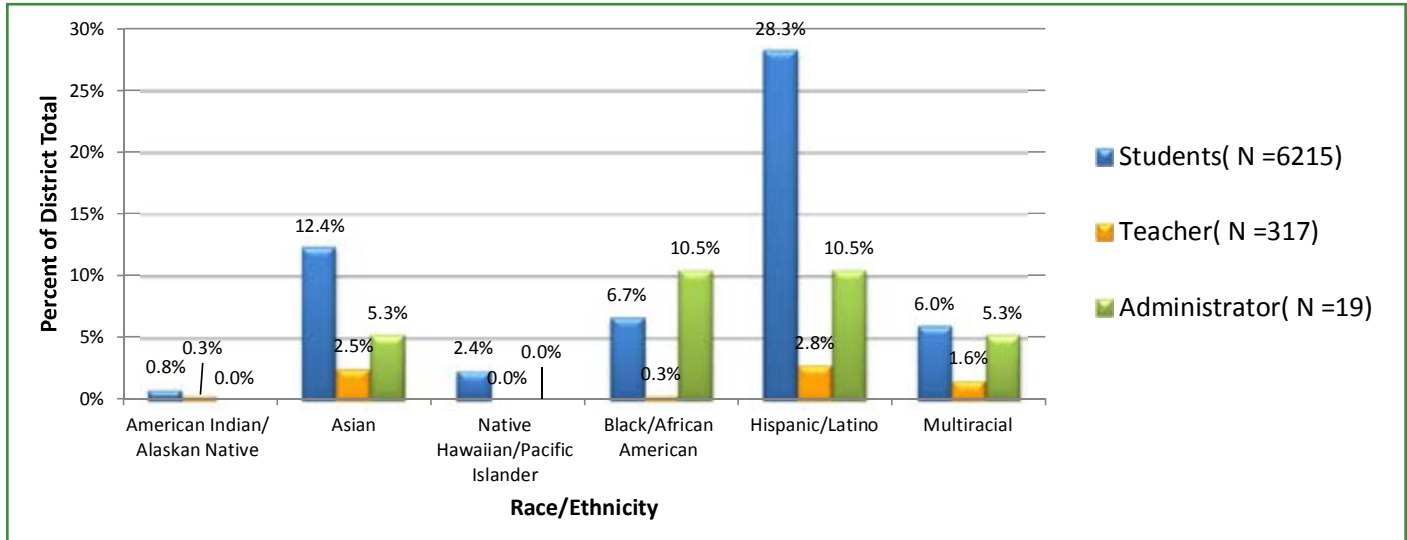
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN BEAVERTON SD 48J 2017-2018



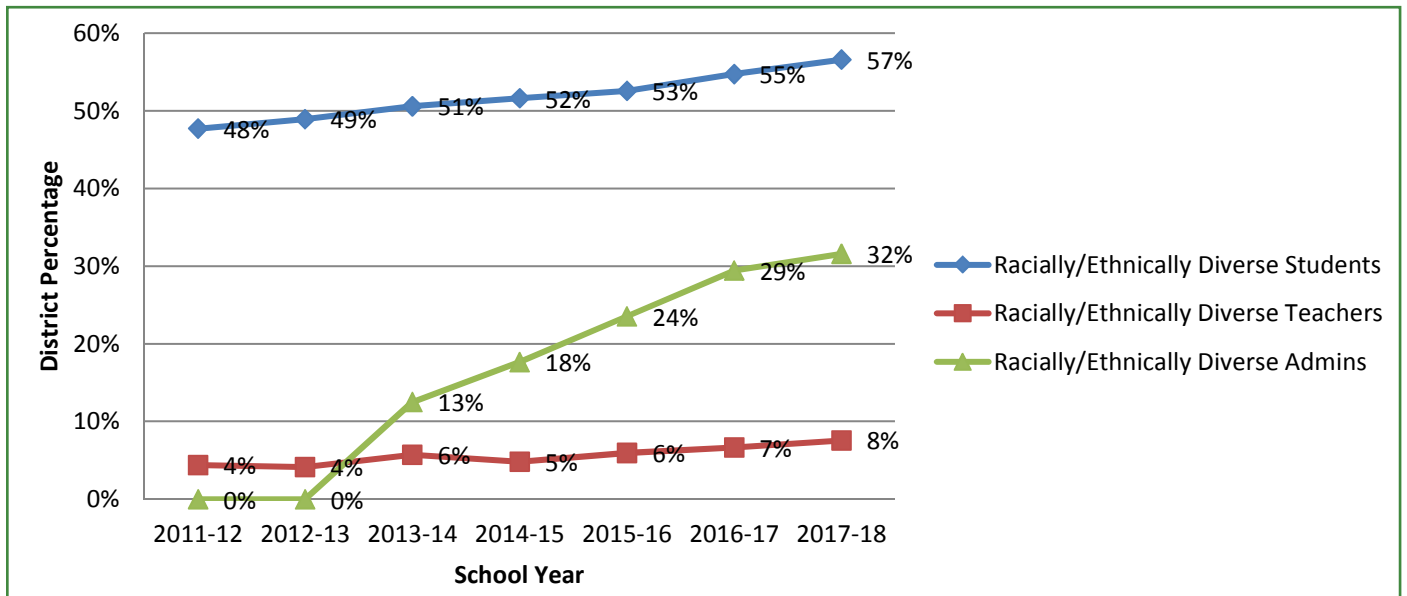
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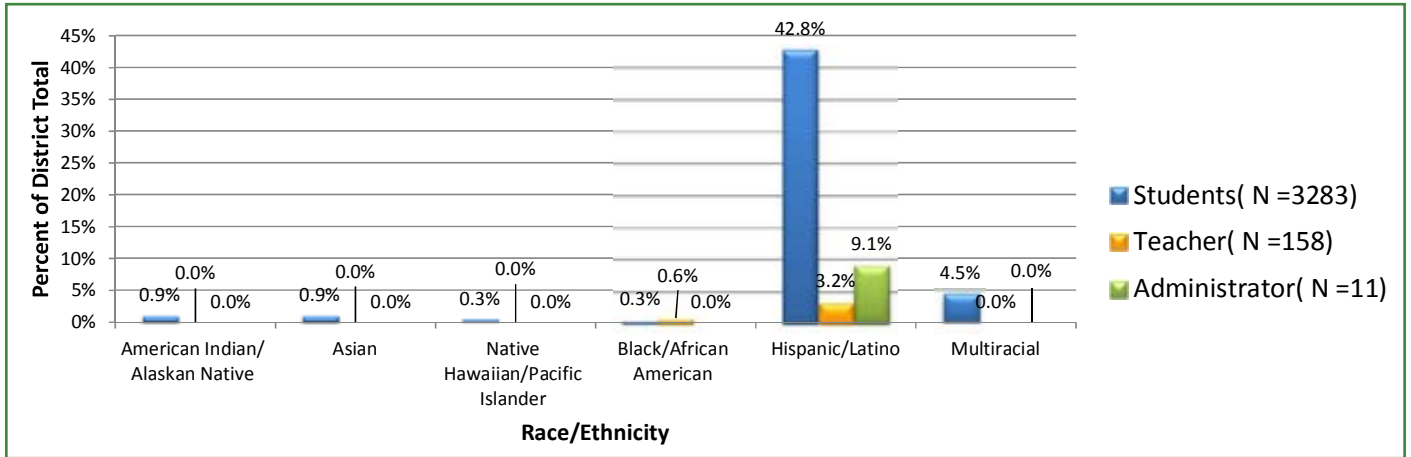
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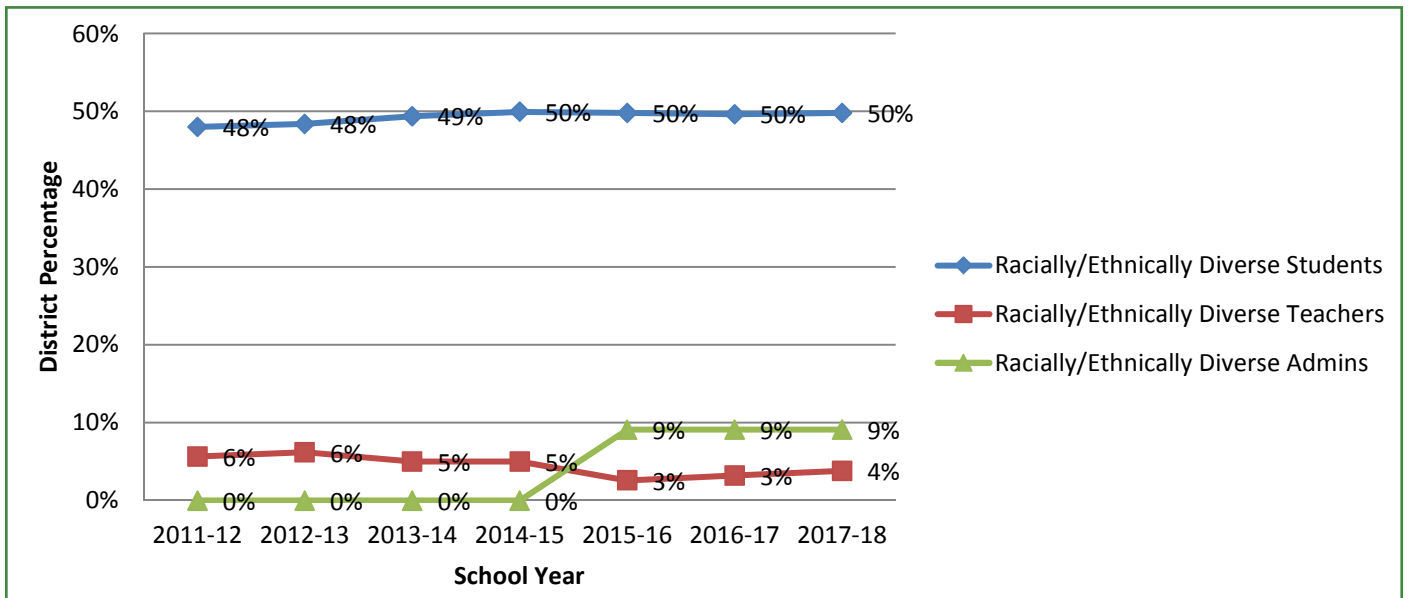
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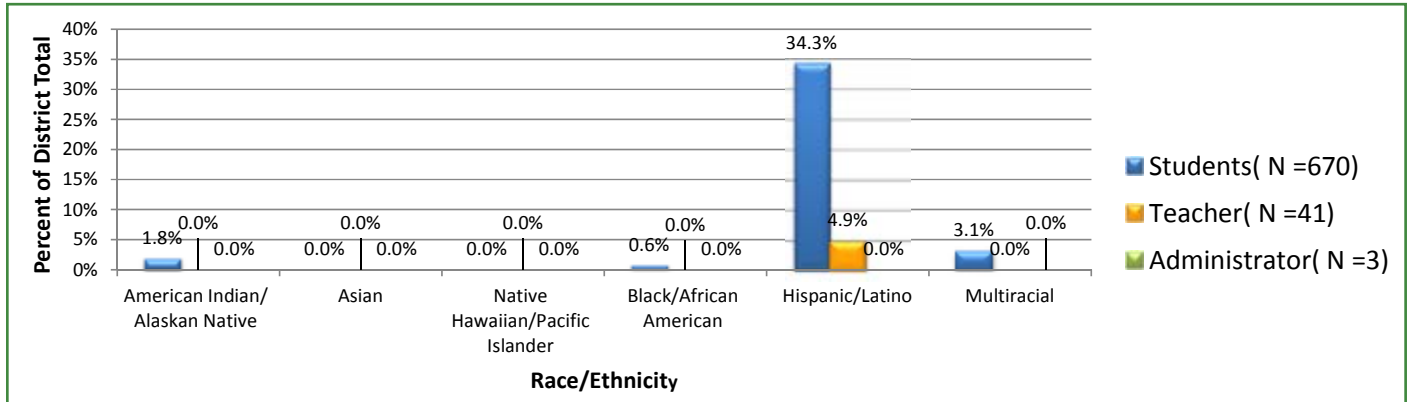
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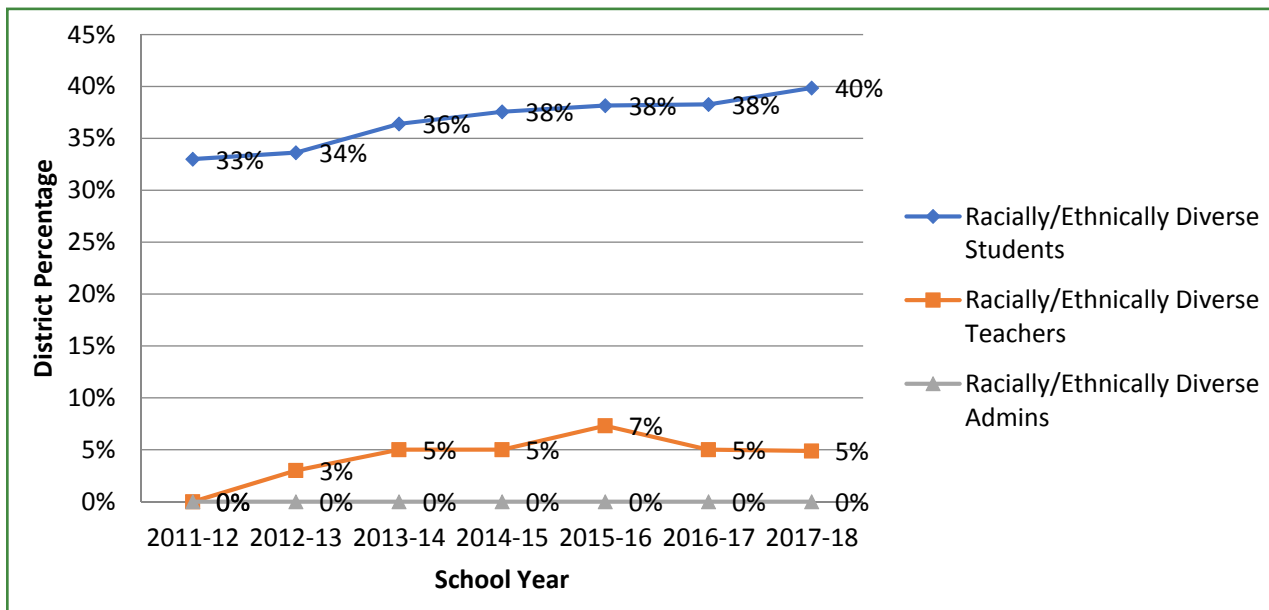
CENTRAL SD 13J 2011-12 THROUGH 2017-18



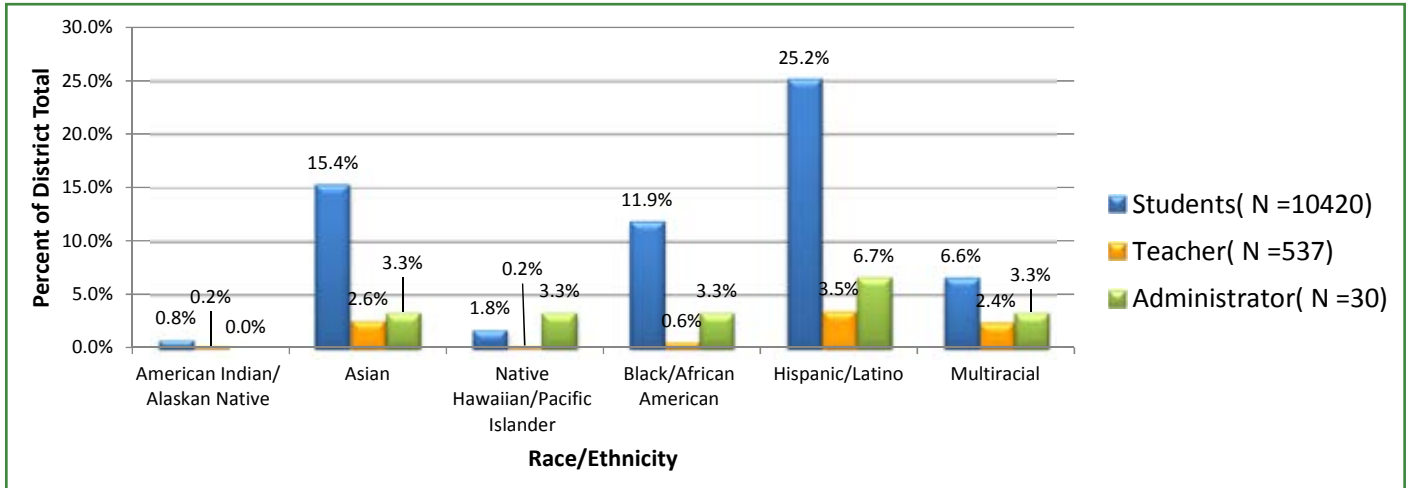
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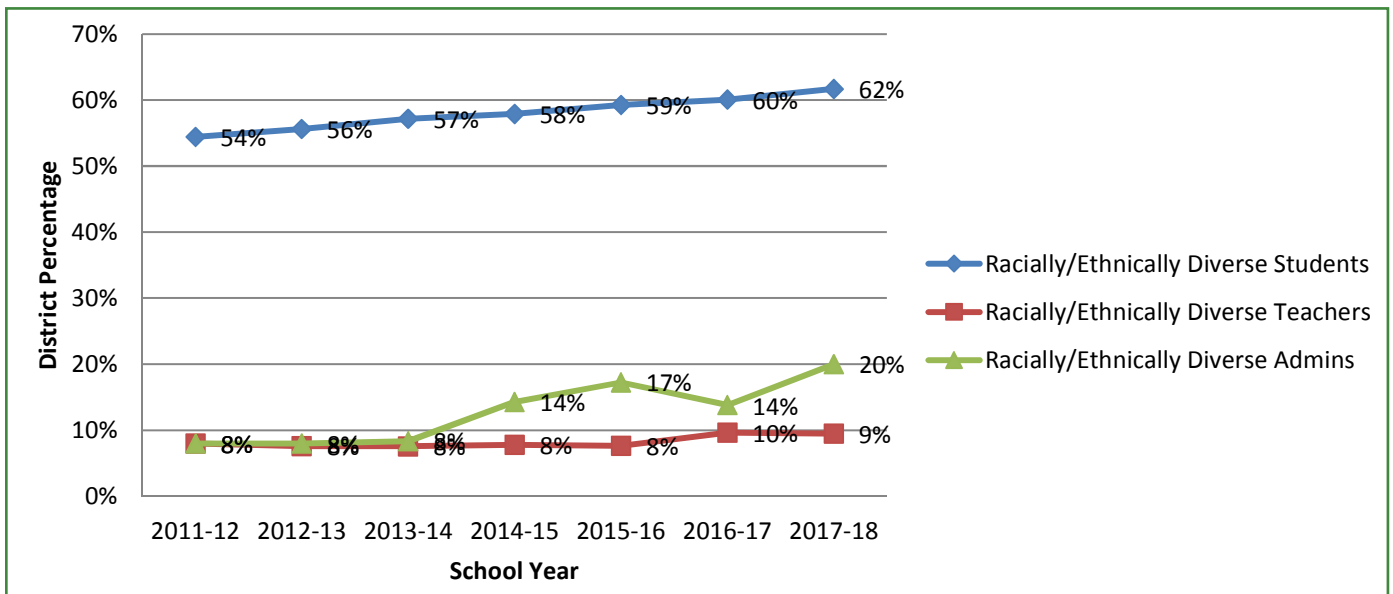
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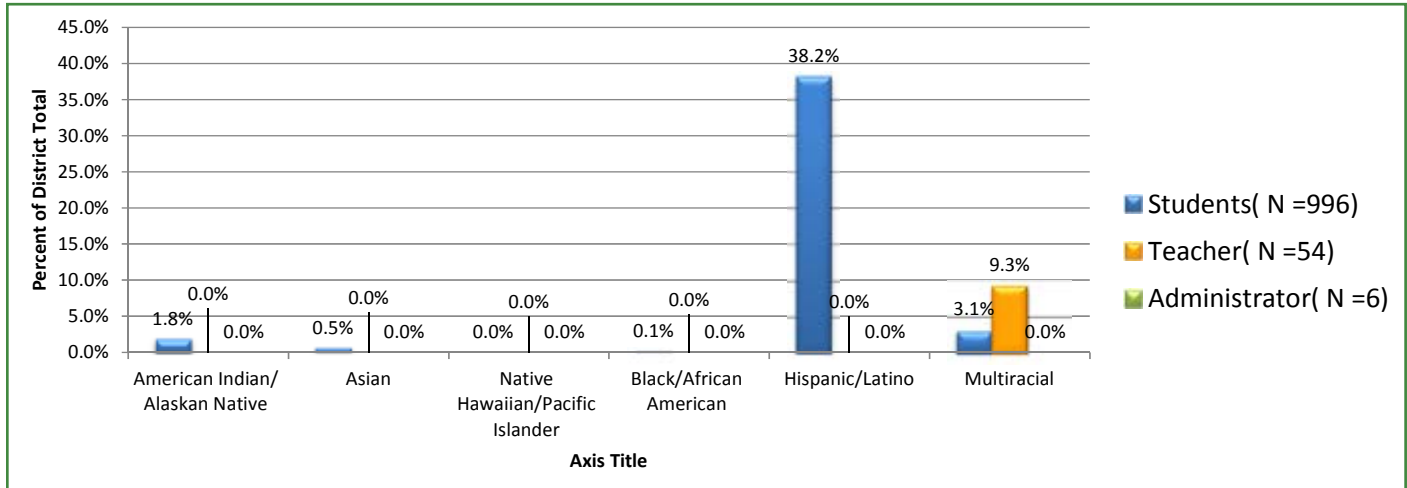
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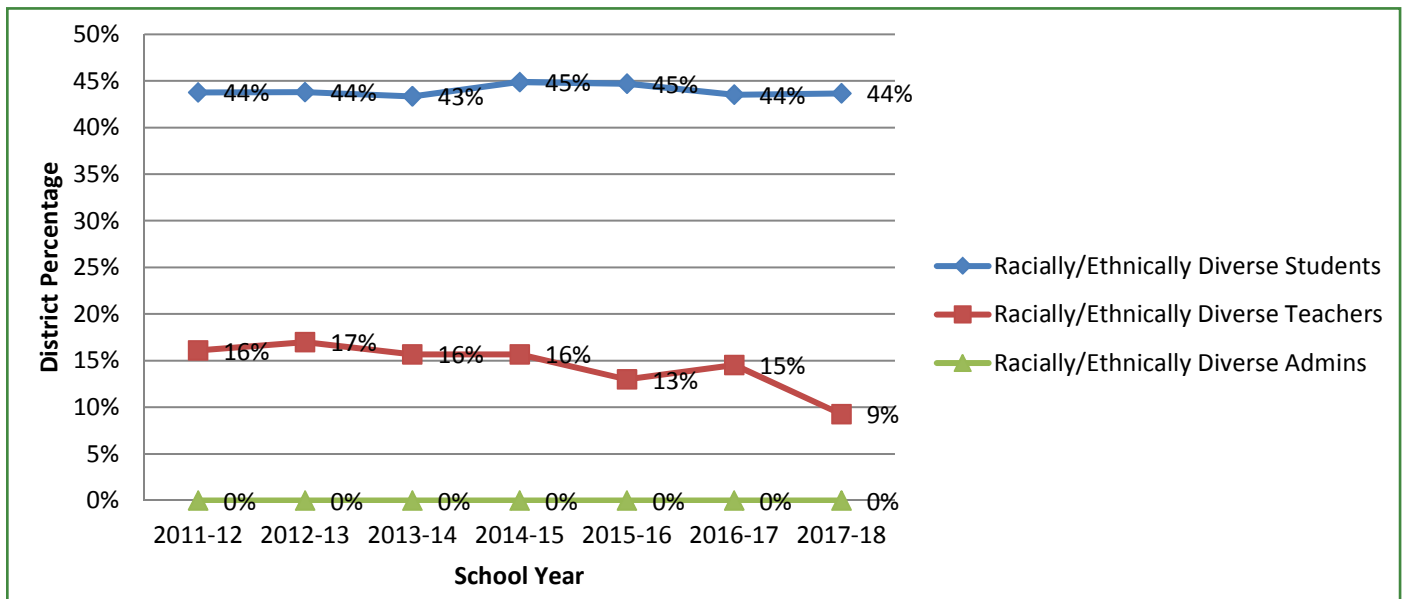
DAVID DOUGLAS SD 40 2011-12 THROUGH 2017-18



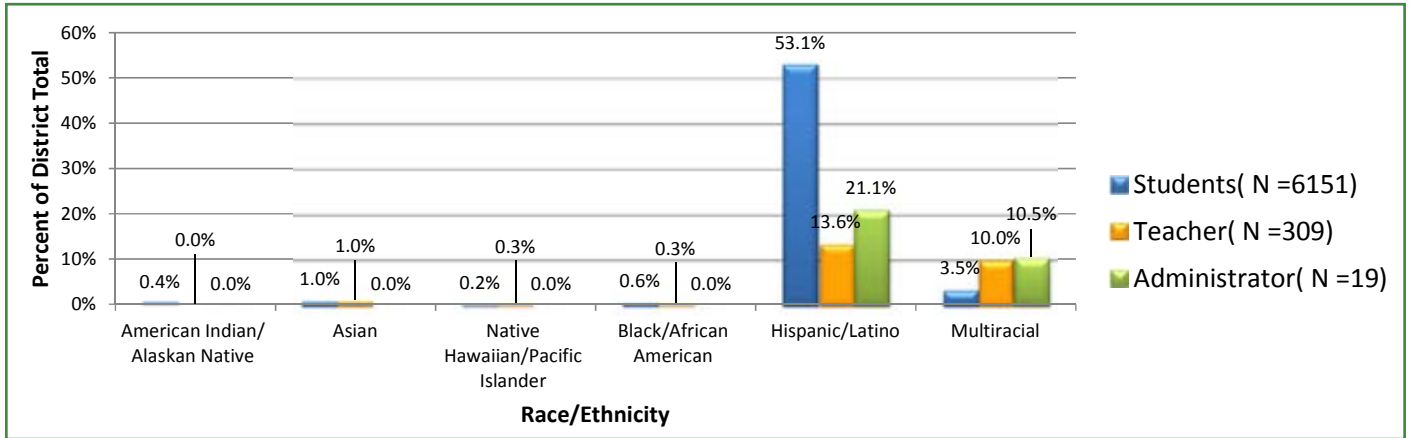
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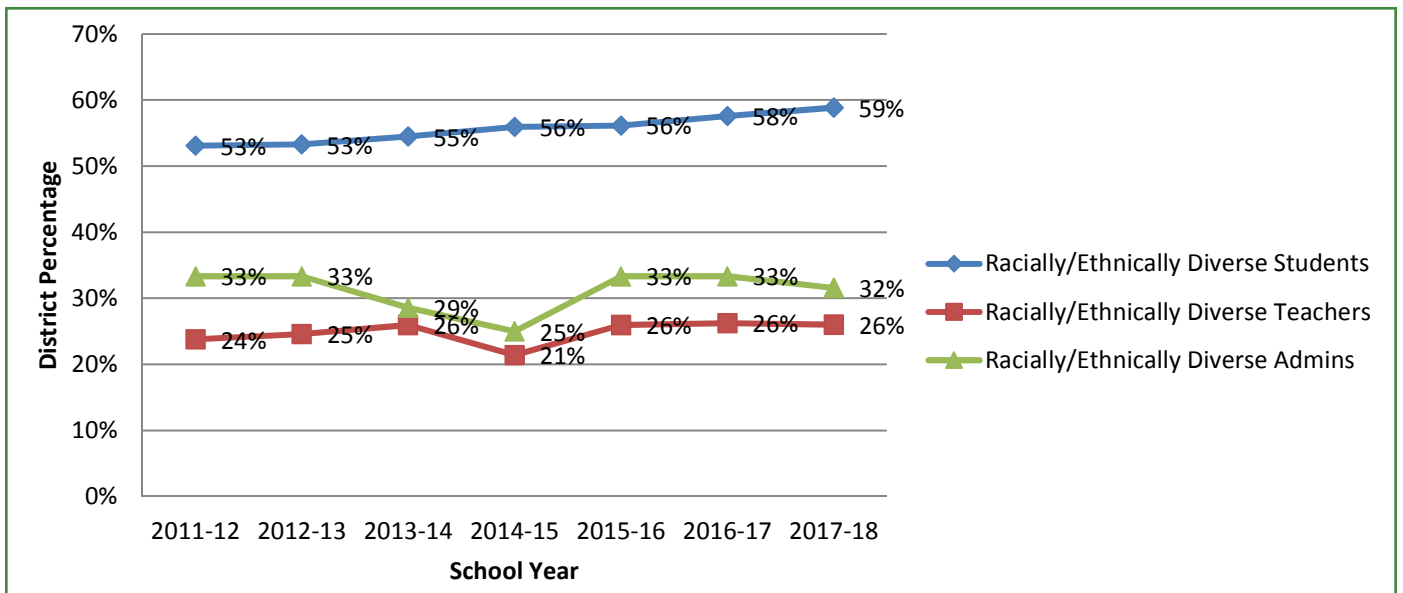
DAYTON SD 8 2011-12 THROUGH 2017-18



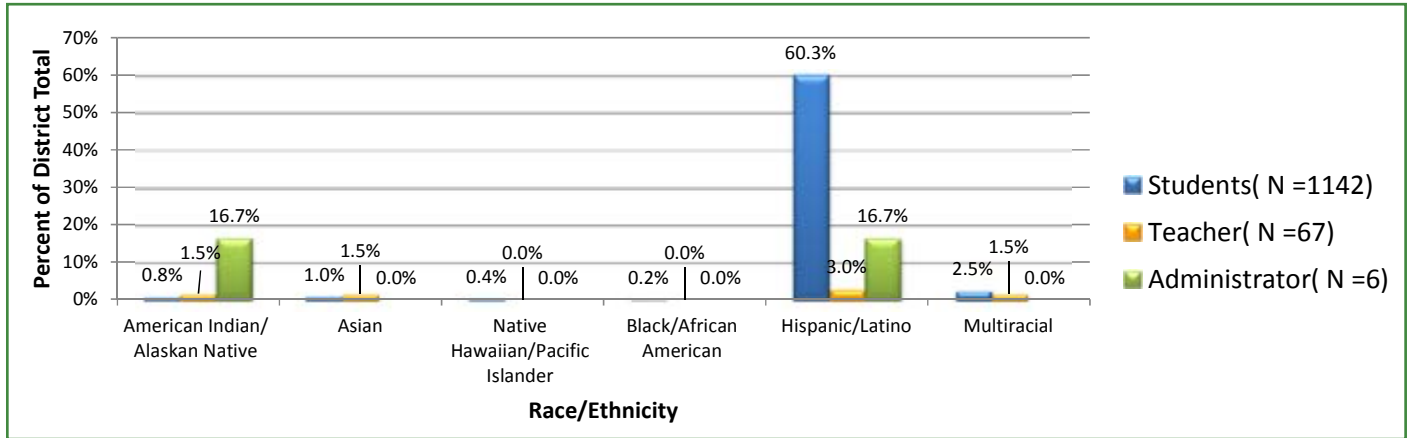
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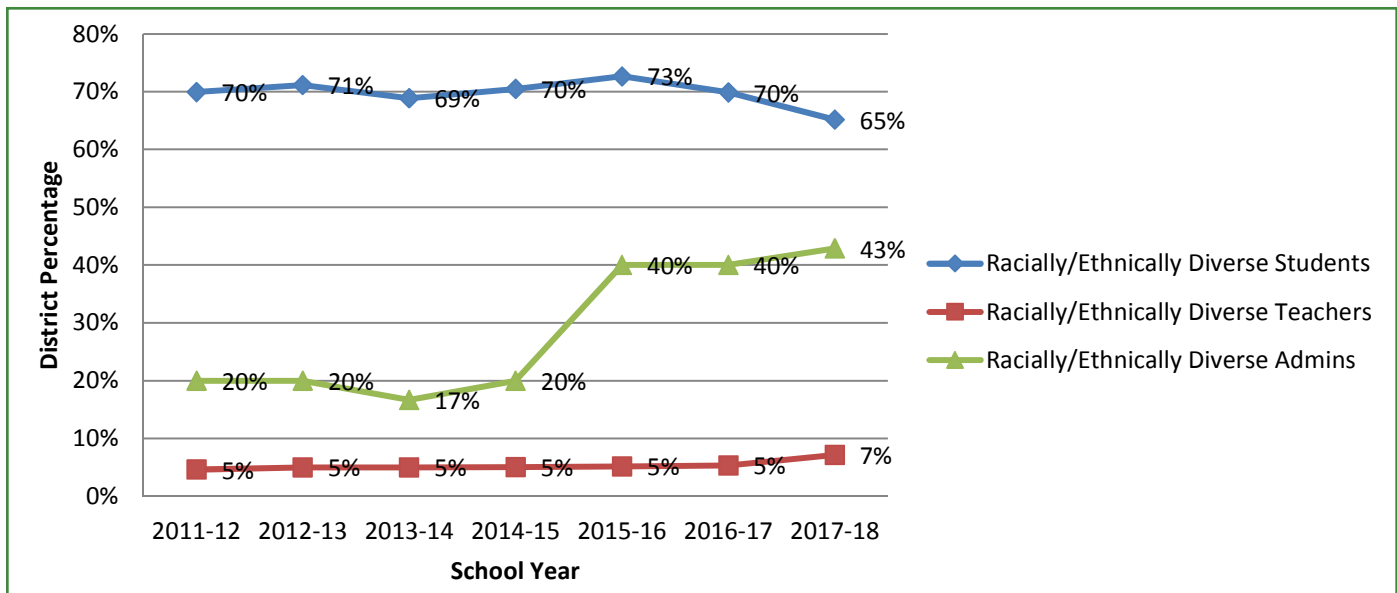
FOREST GROVE SD 15 2011-12 THROUGH 2017-18



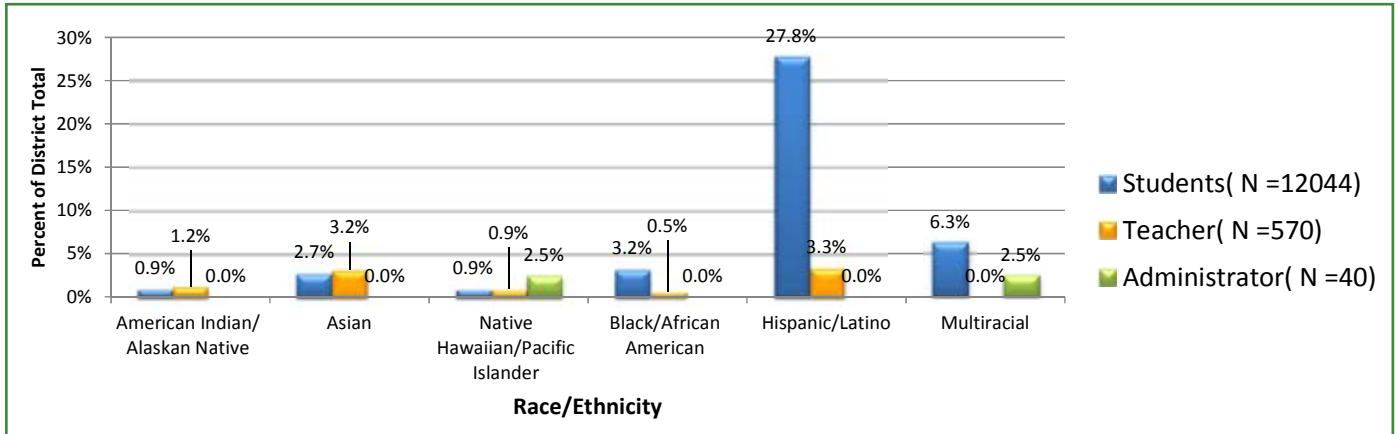
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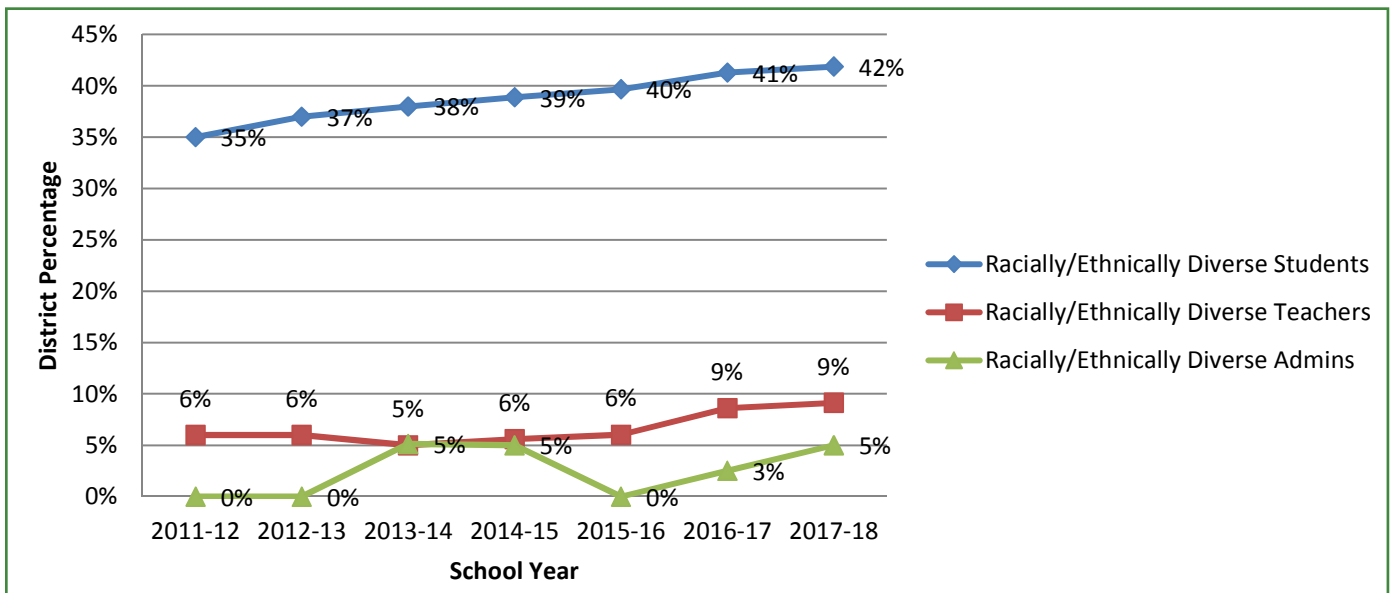
GERVAIS SD 1 2011-12 THROUGH 2017-18



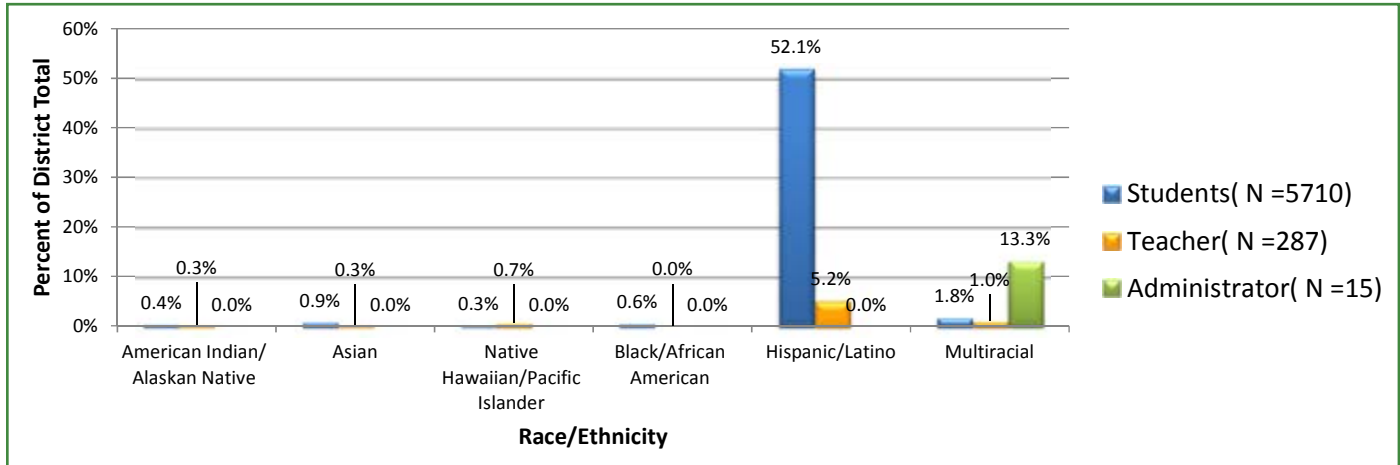
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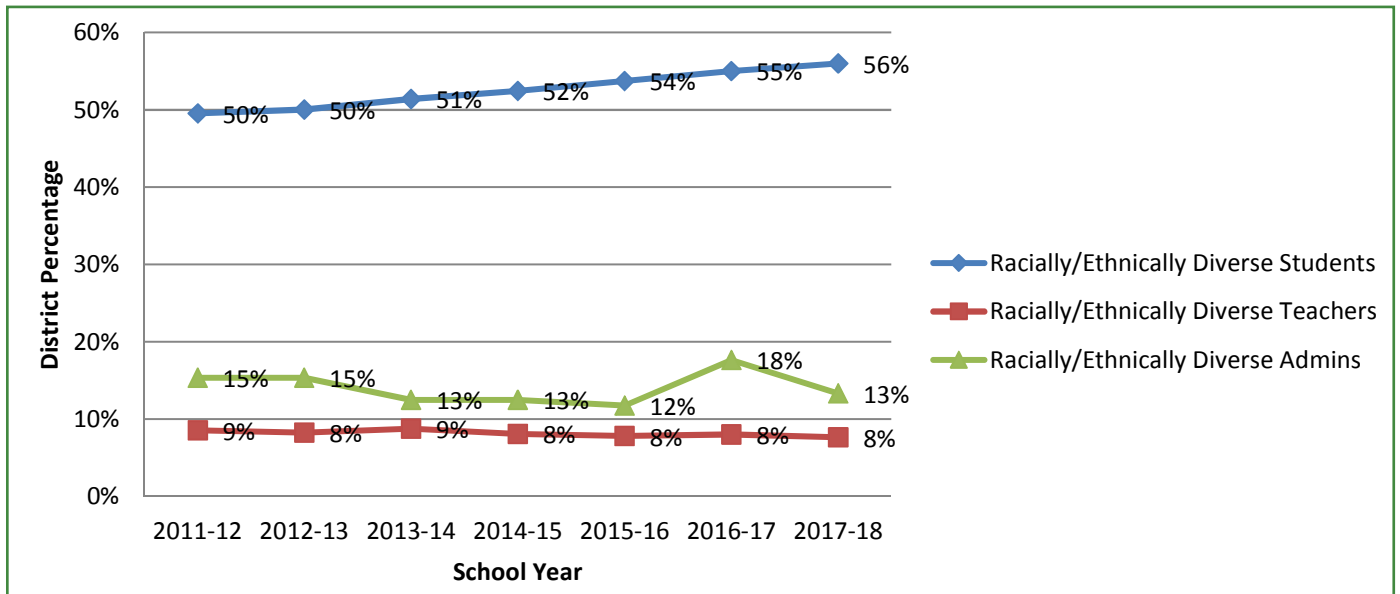
GRESHAM-BARLOW SD 10J 2011-12 THROUGH 2017-18



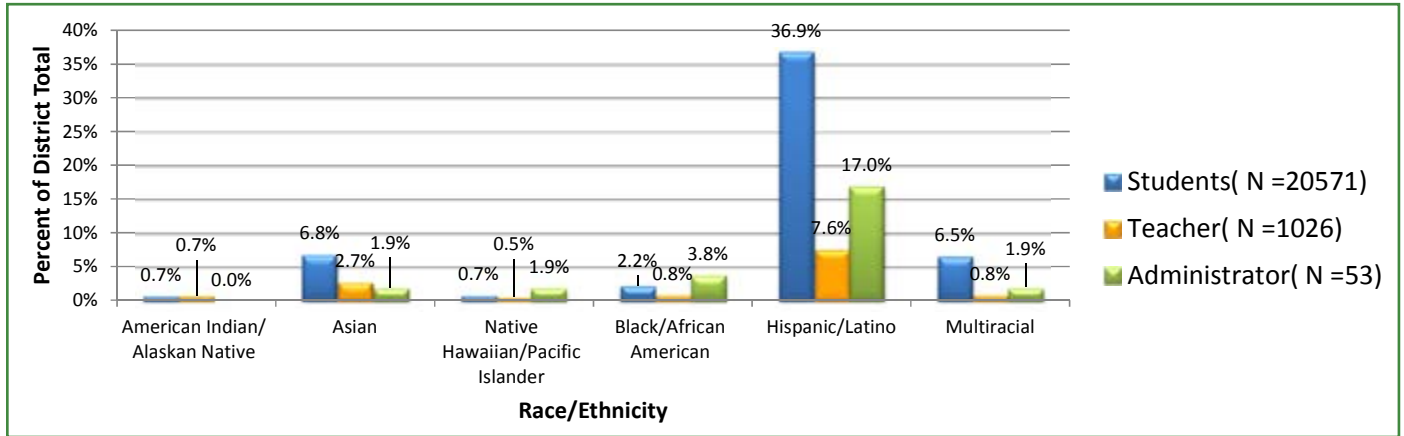
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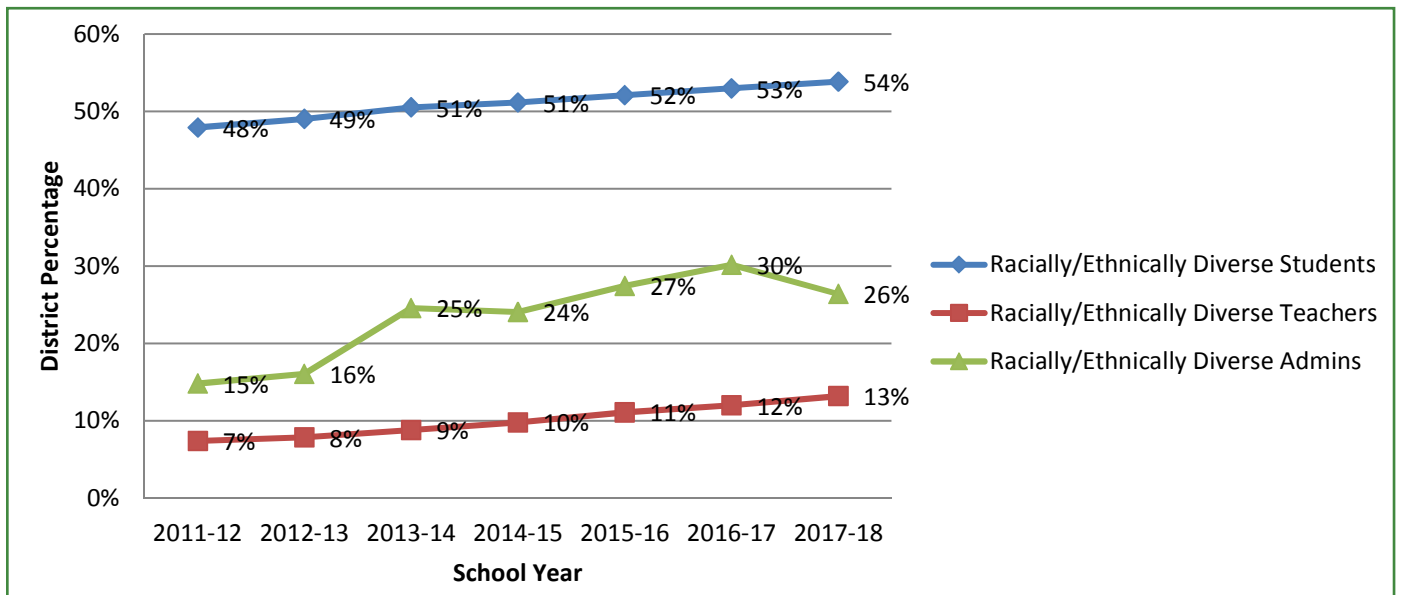
HERMISTON SD 8 2011-12 THROUGH 2017-18



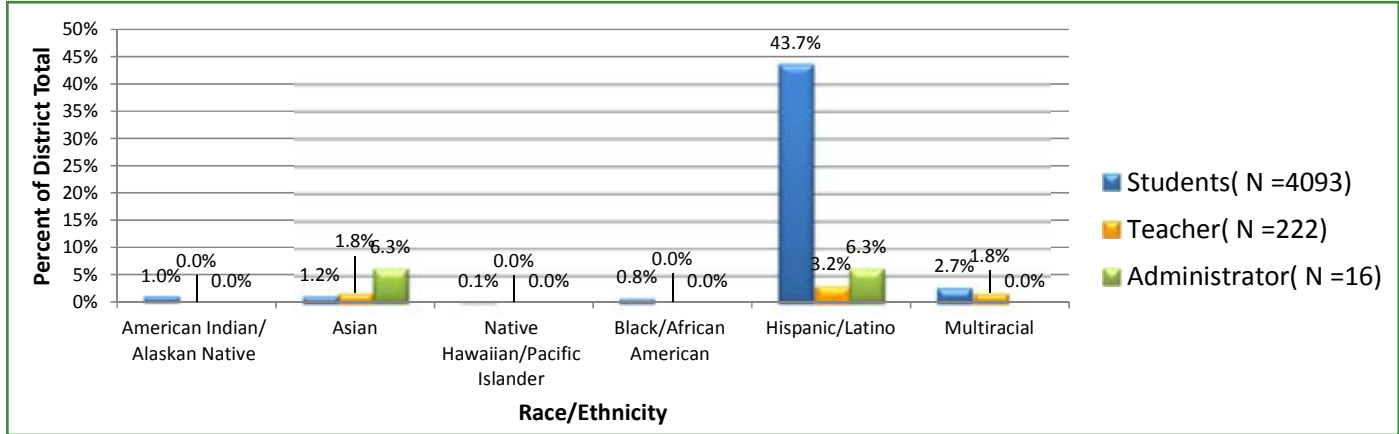
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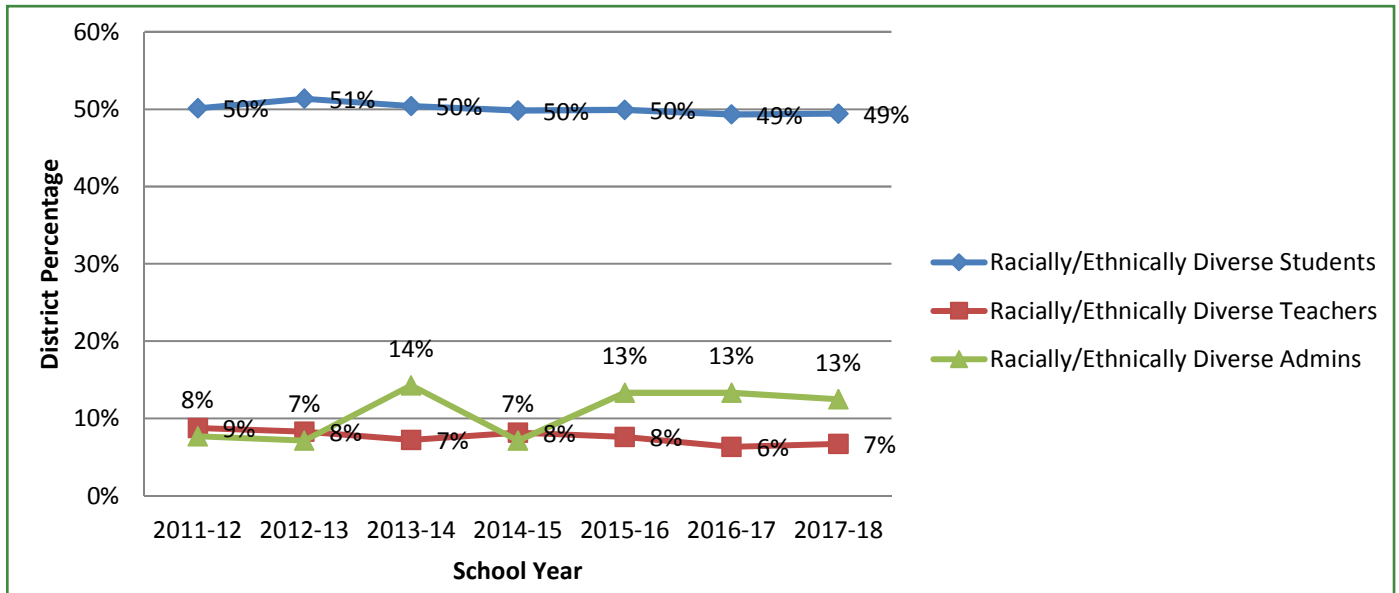
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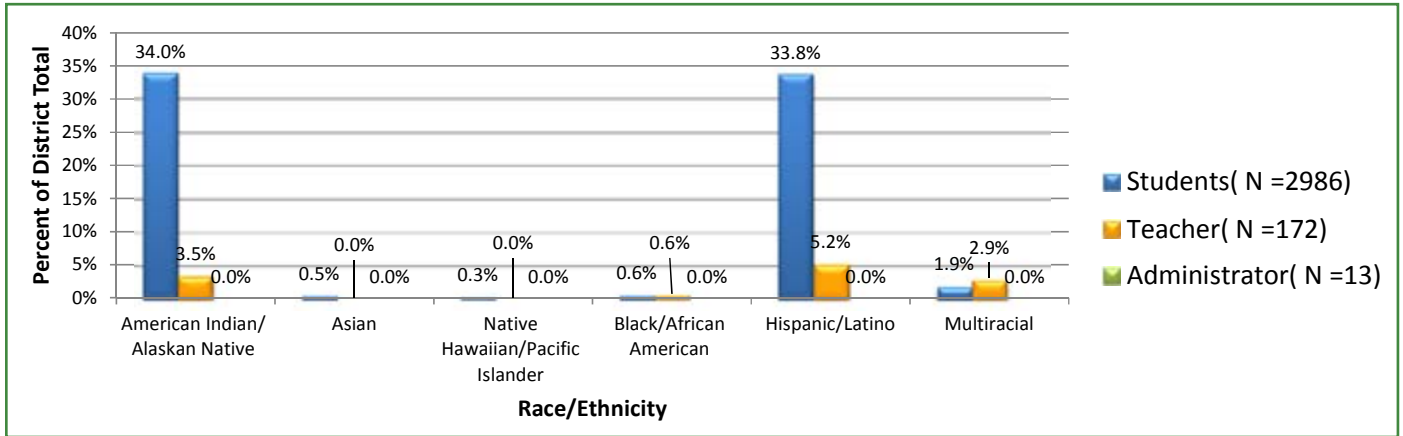
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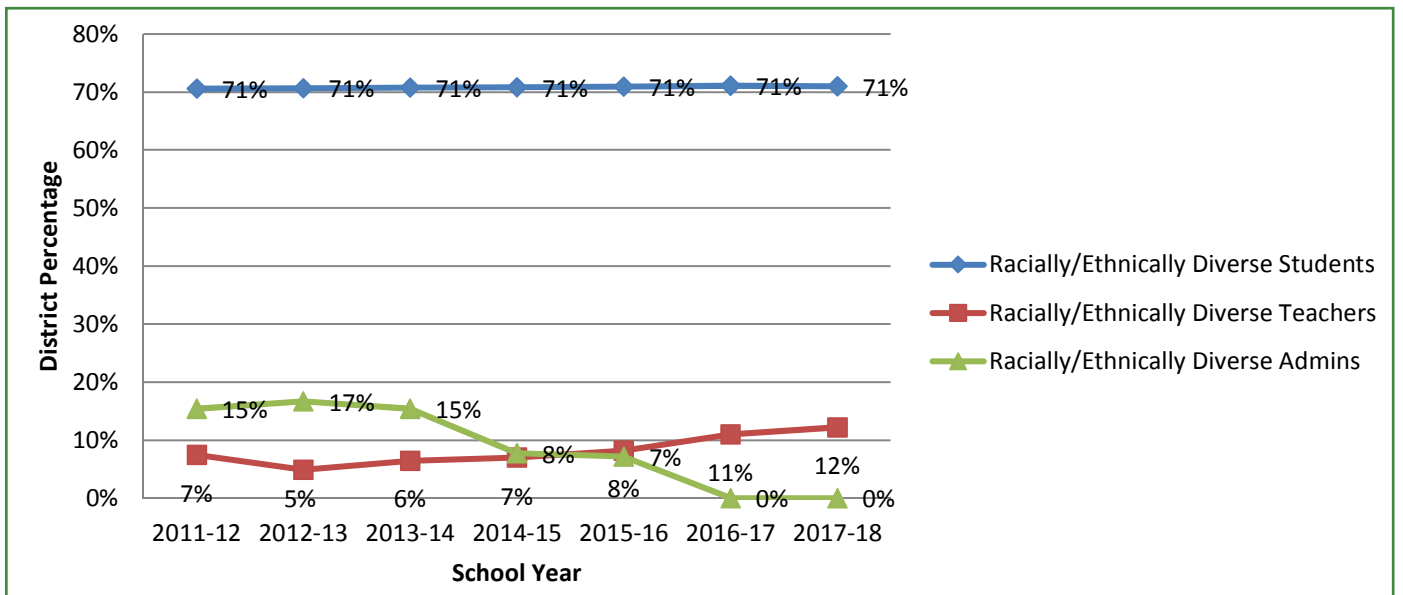
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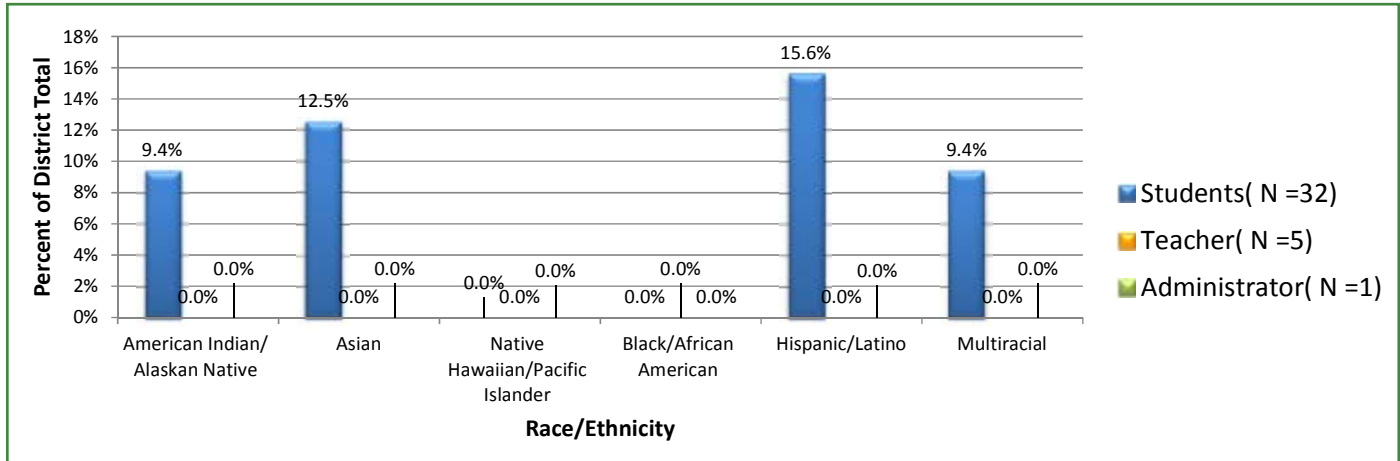
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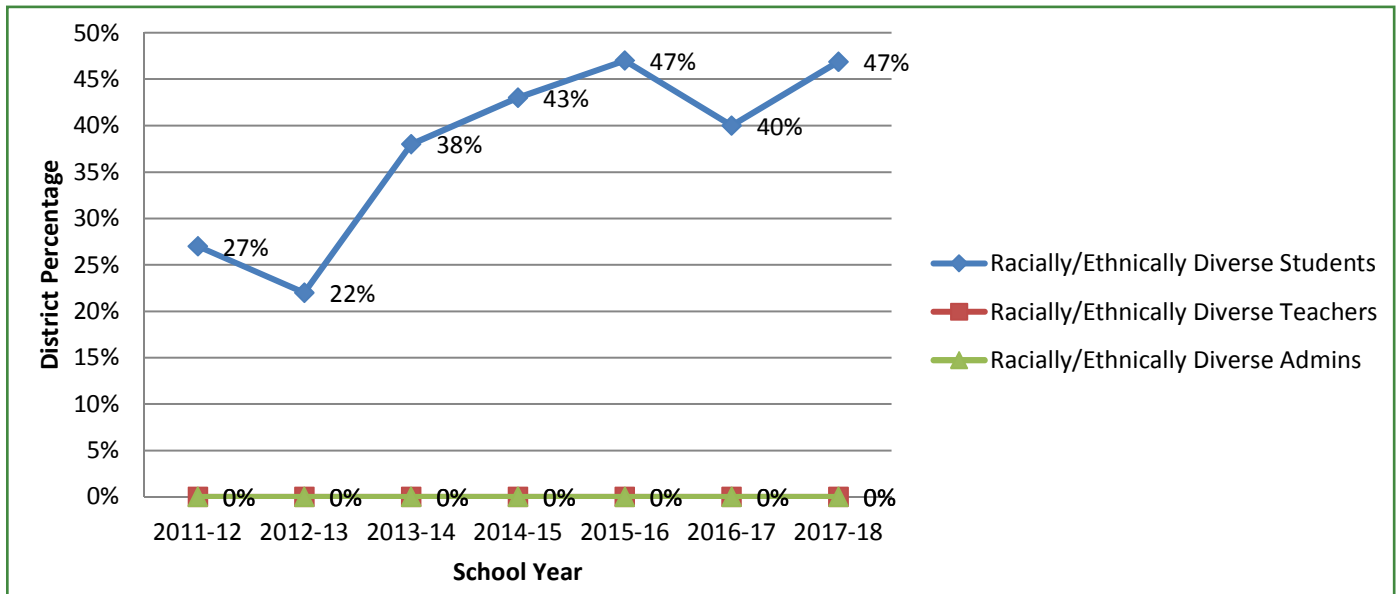
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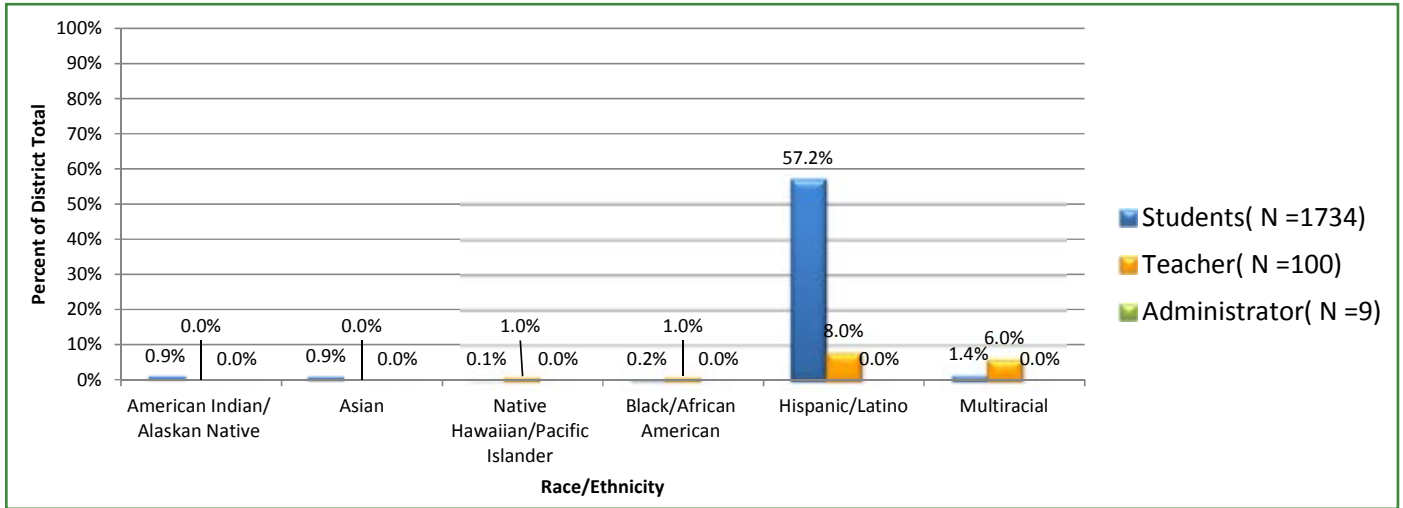
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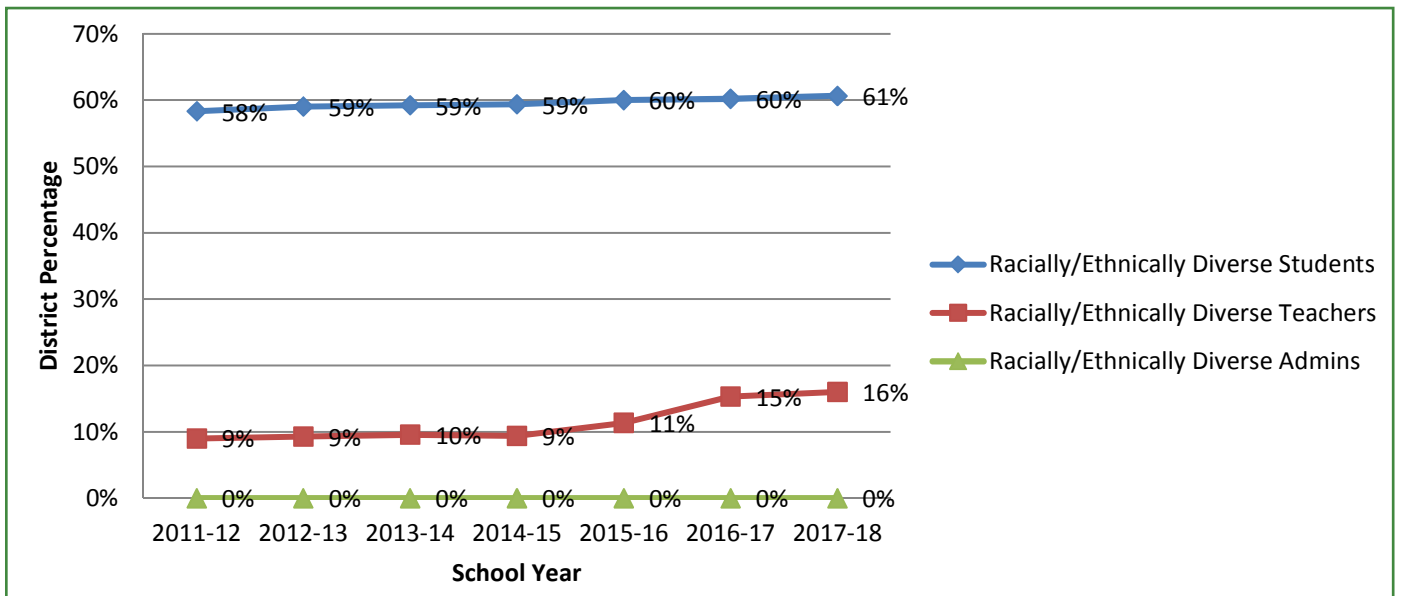
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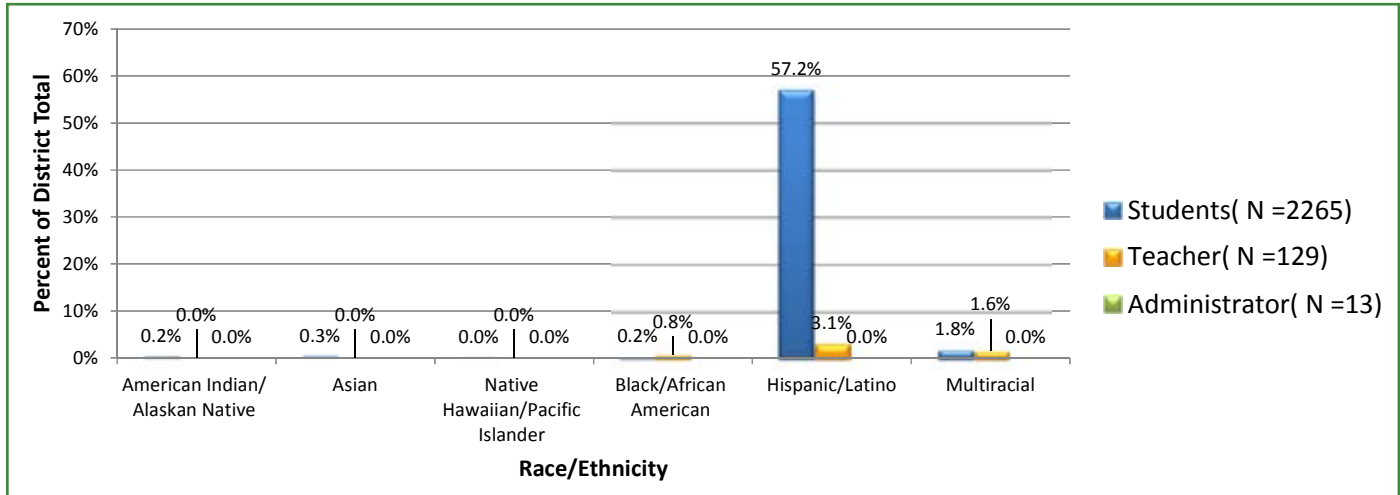
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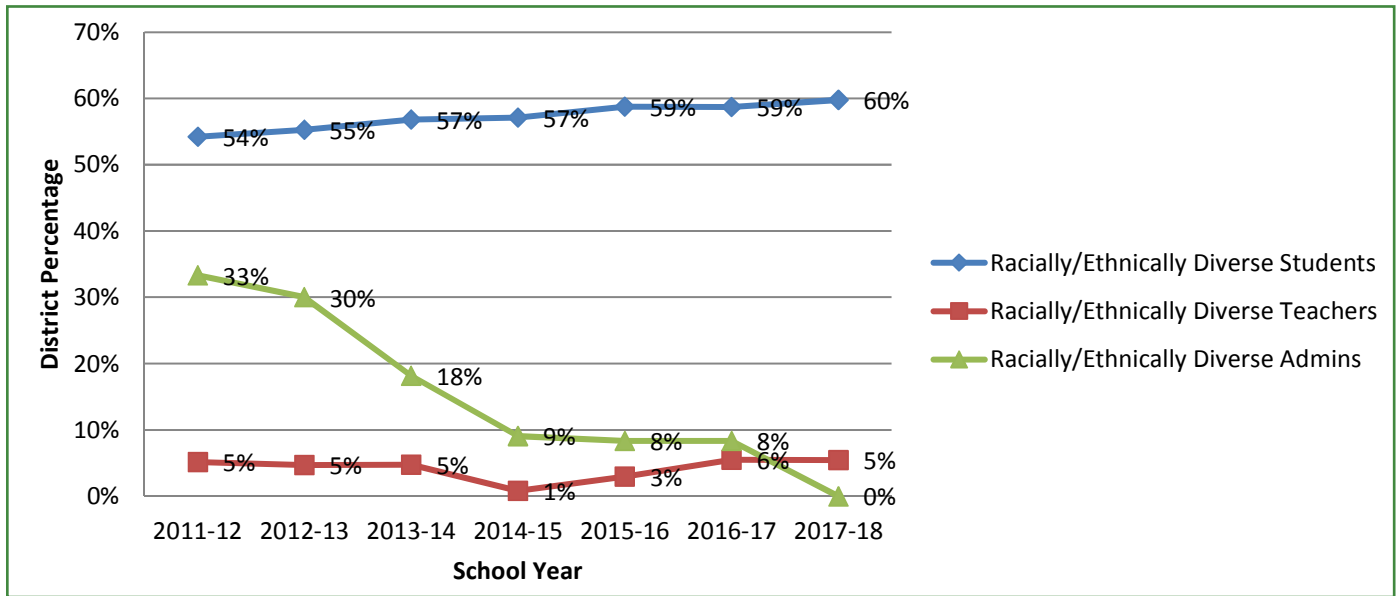
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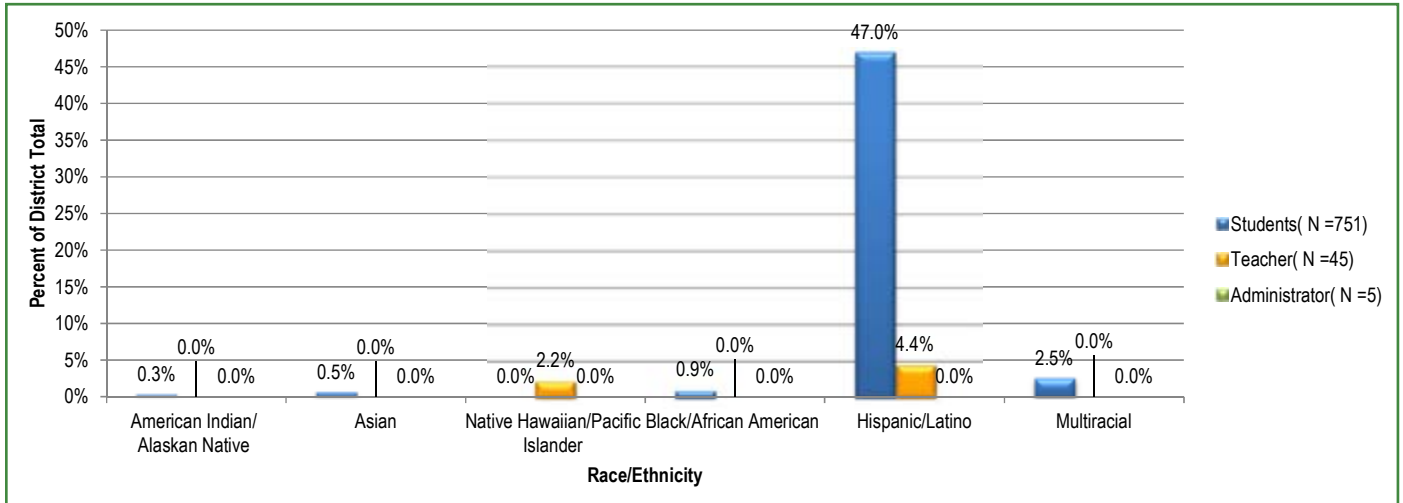
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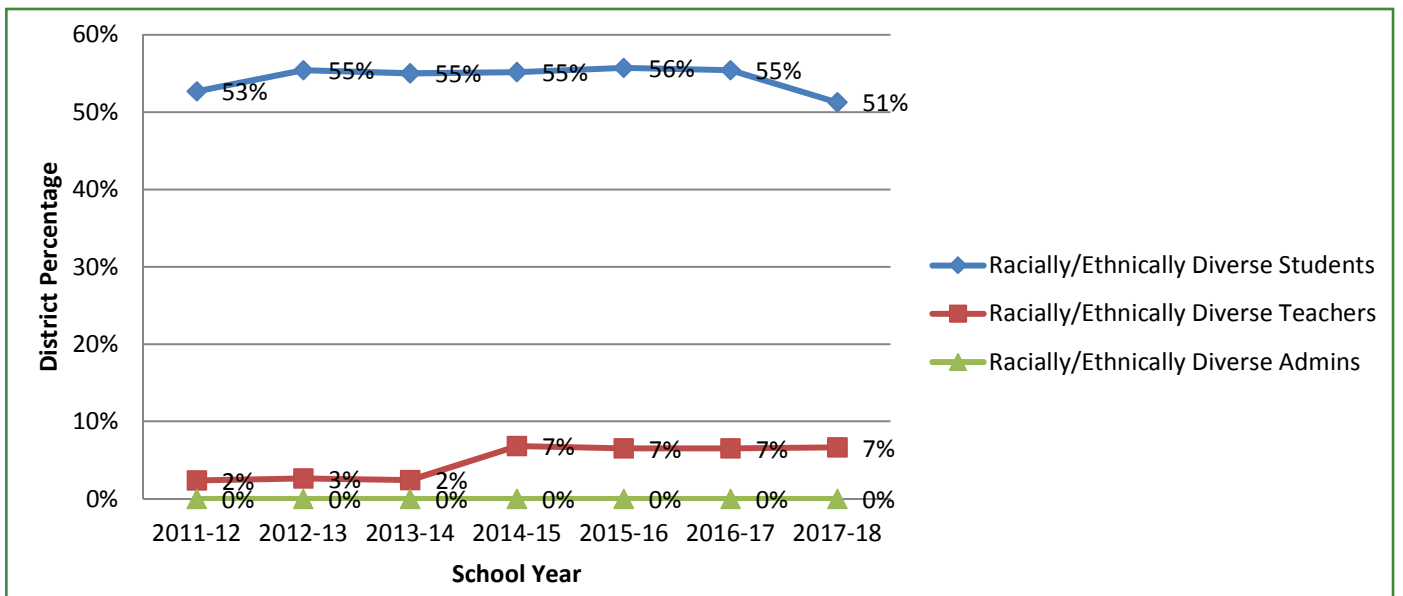
MORROW SD 1 2011-12 THROUGH 2017-18



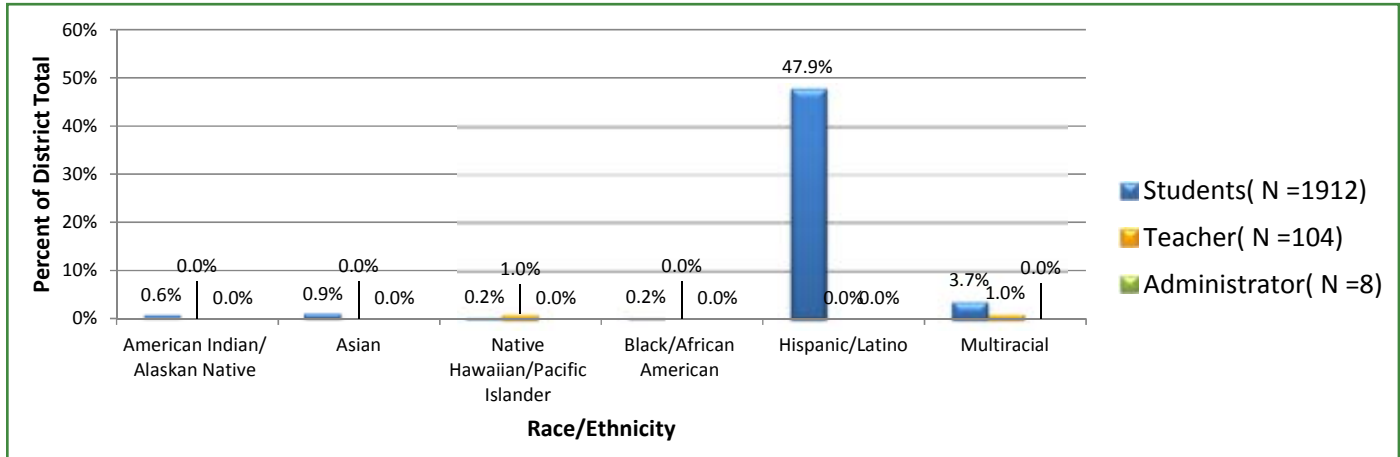
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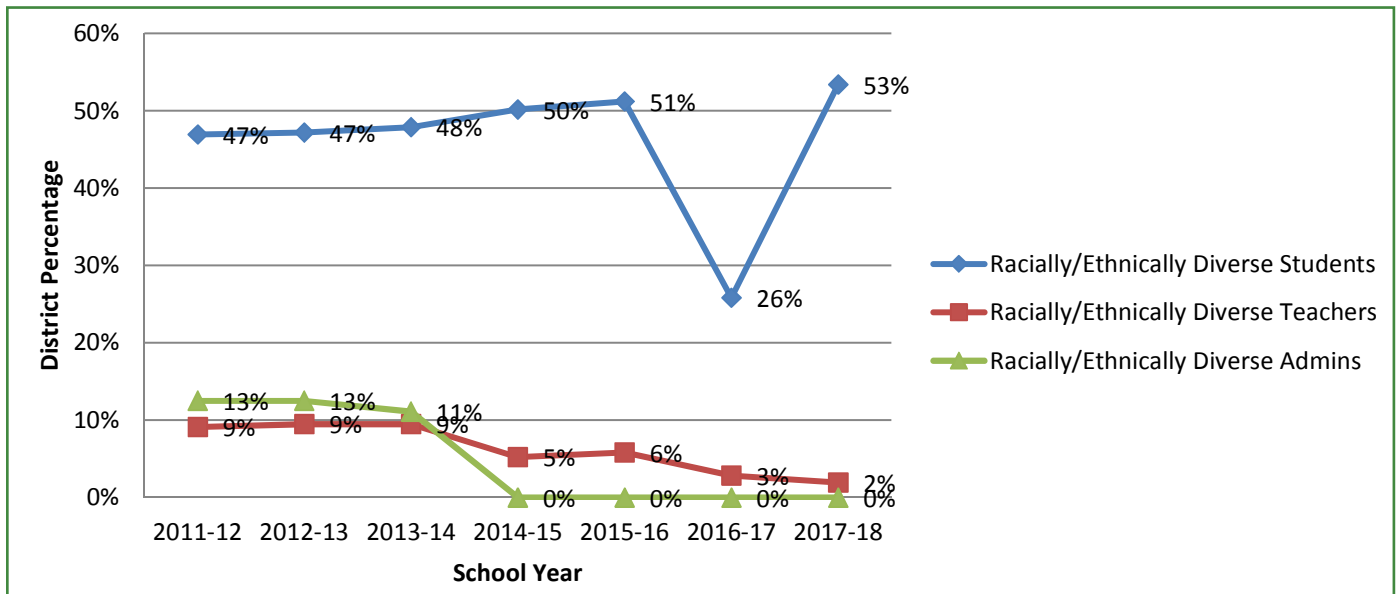
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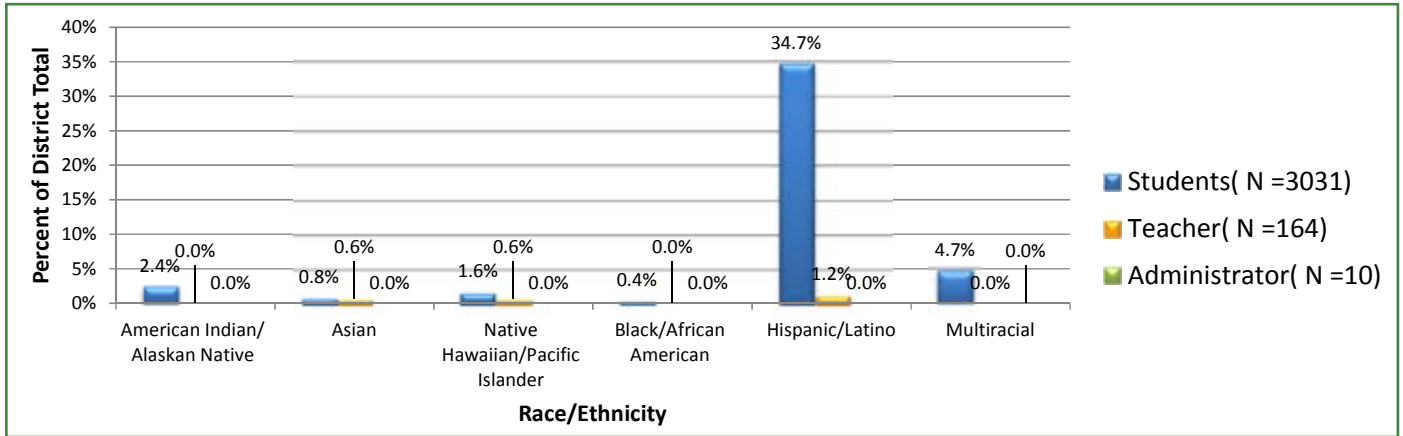
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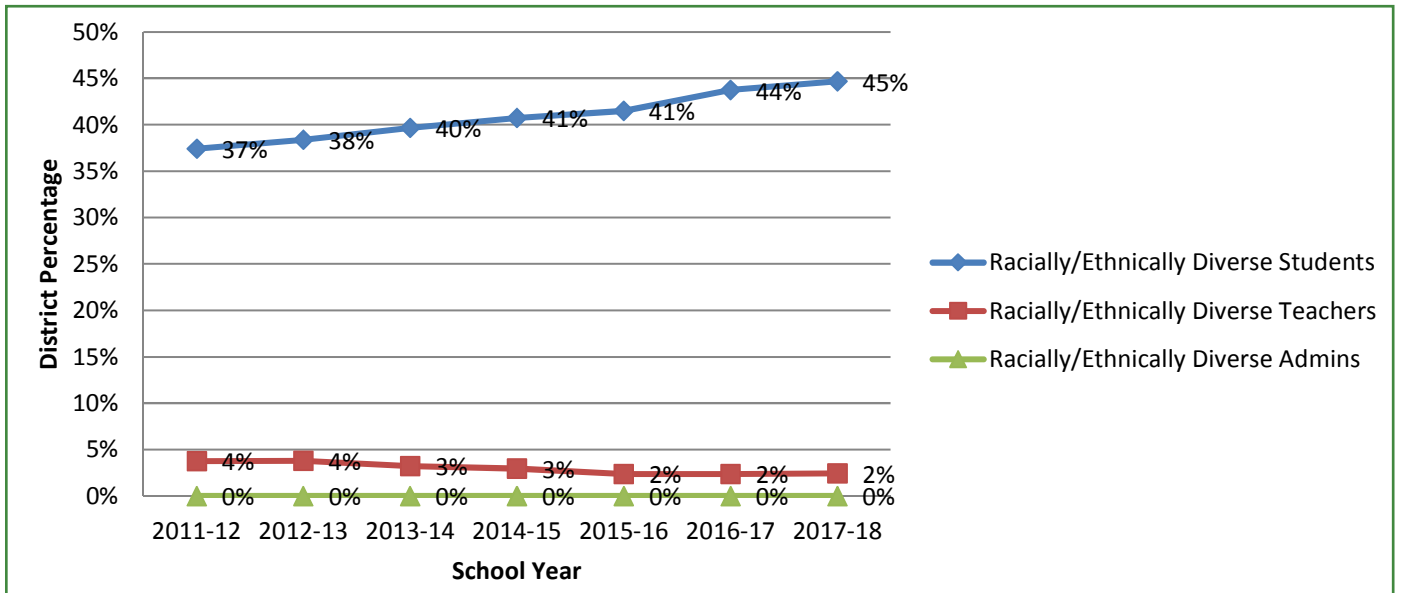
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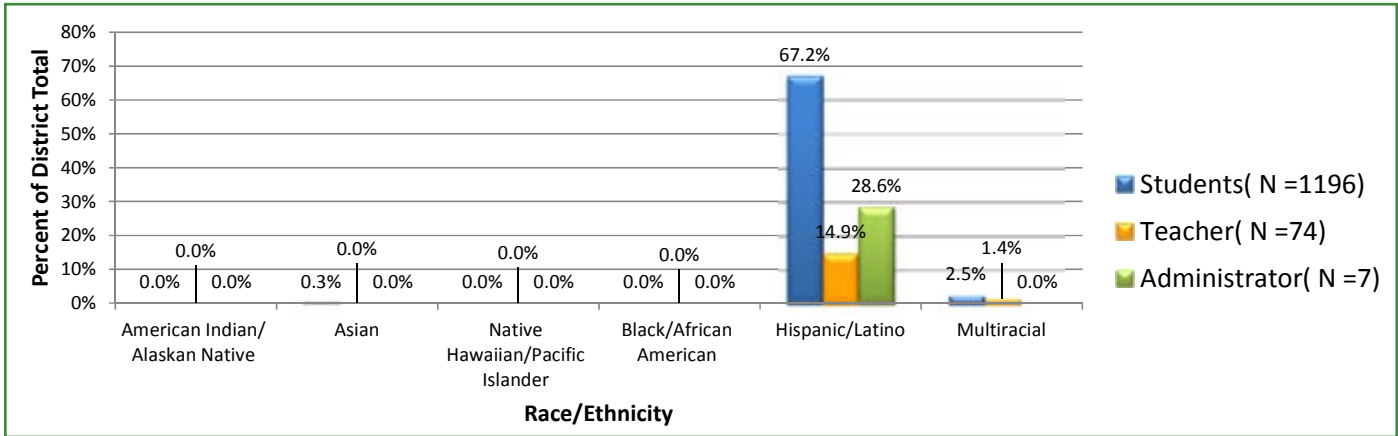
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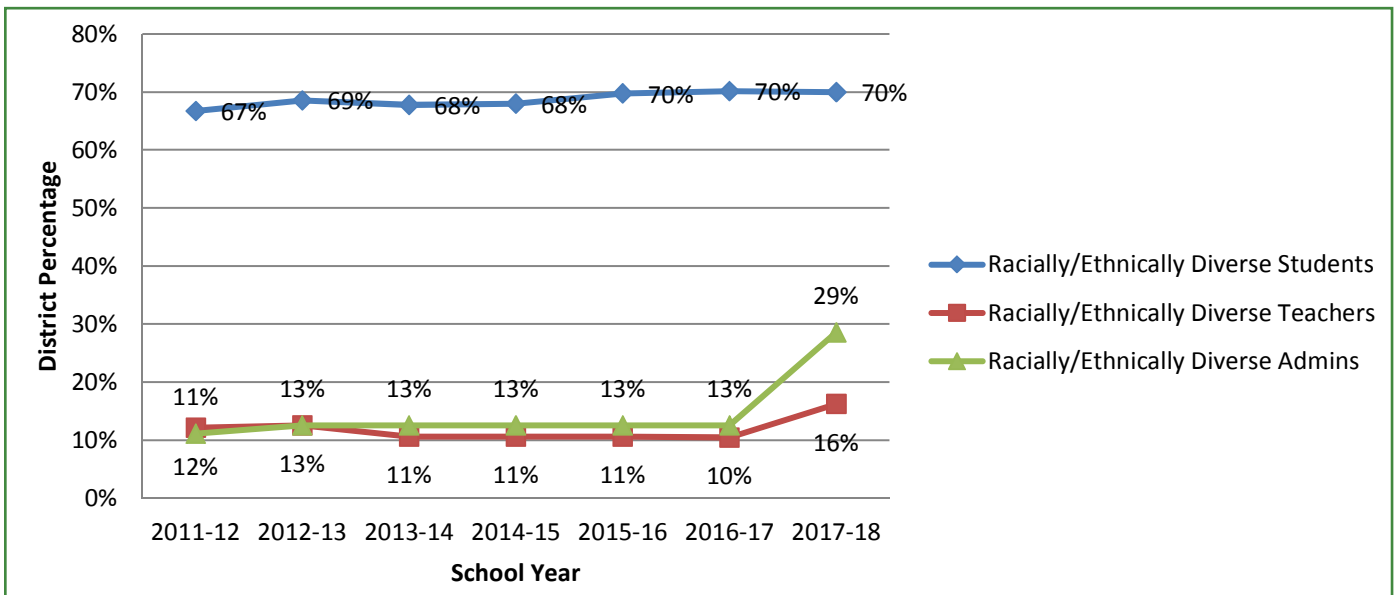
NORTH WASCO COUNTY SD 21 2011-12 THROUGH 2017-18



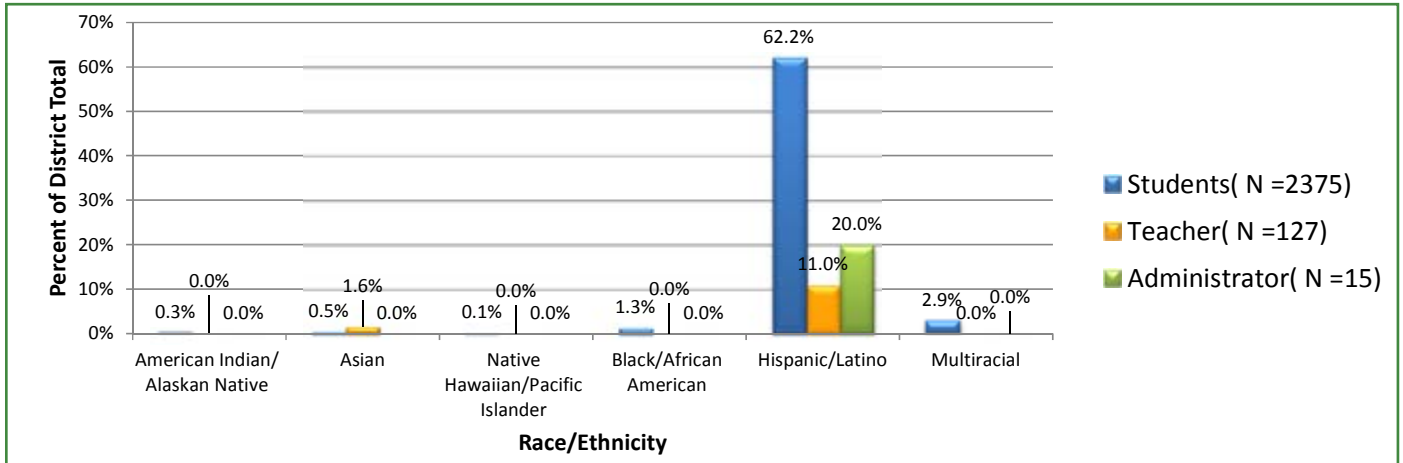
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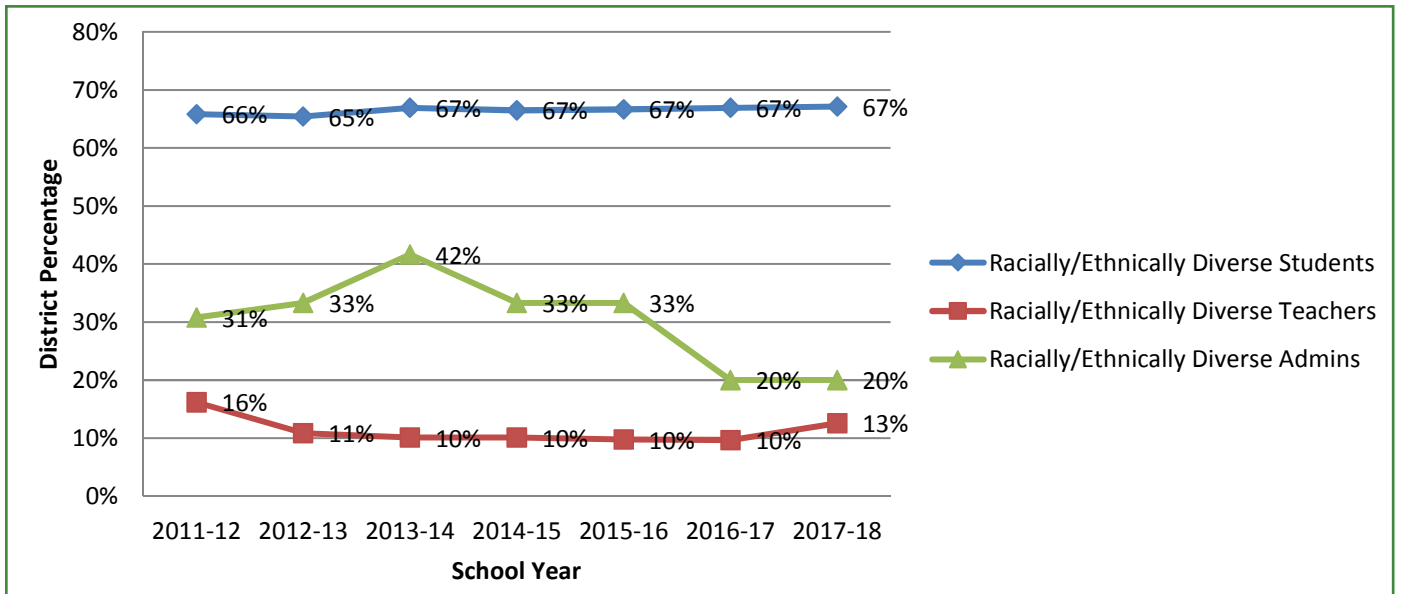
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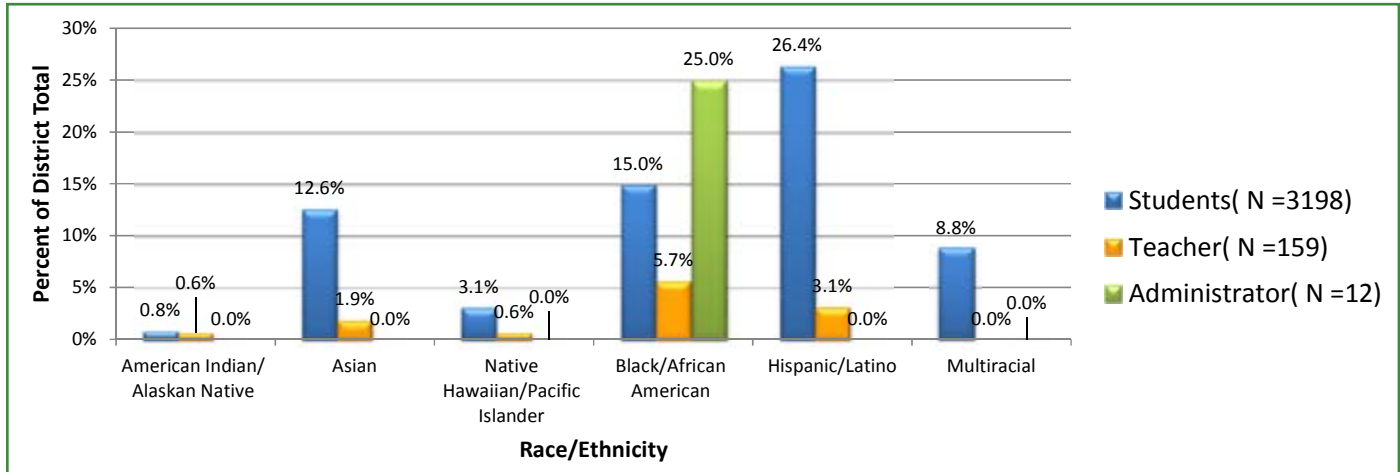
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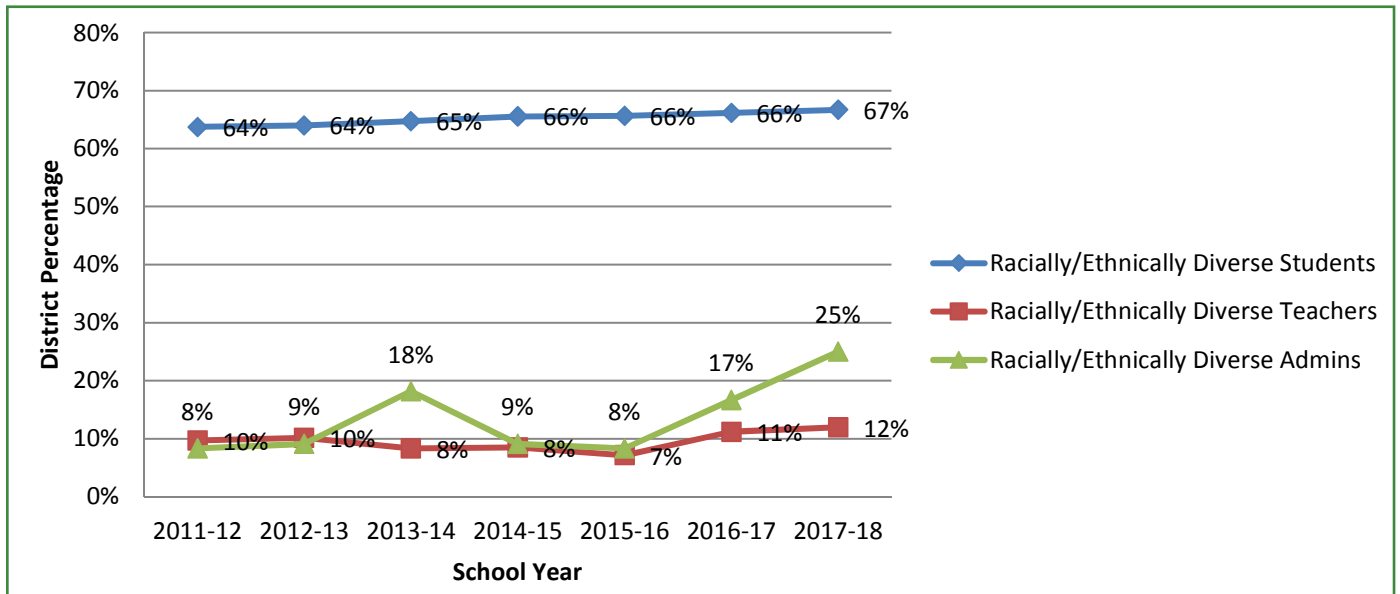
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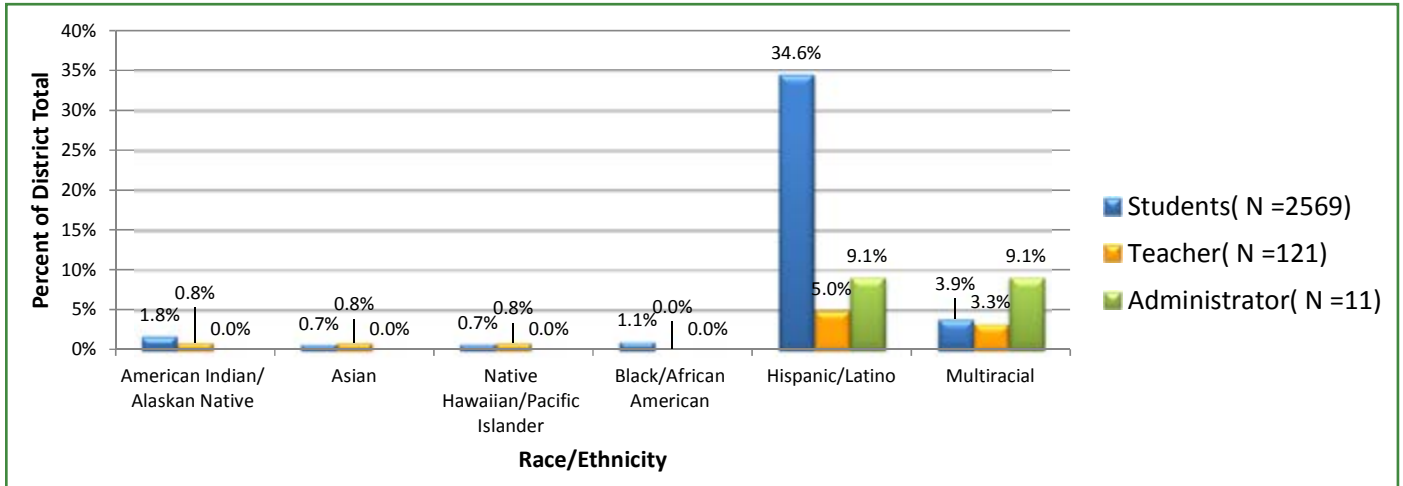
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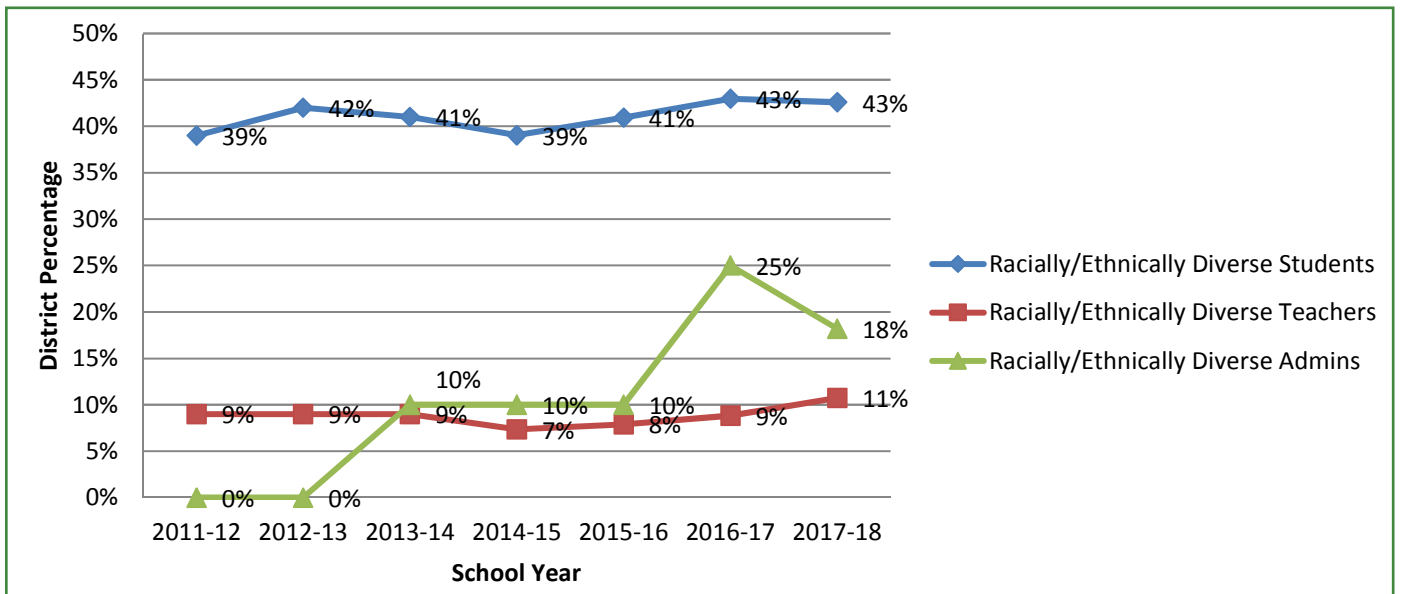
PARKROSE SD 3 2011-12 THROUGH 2017-18



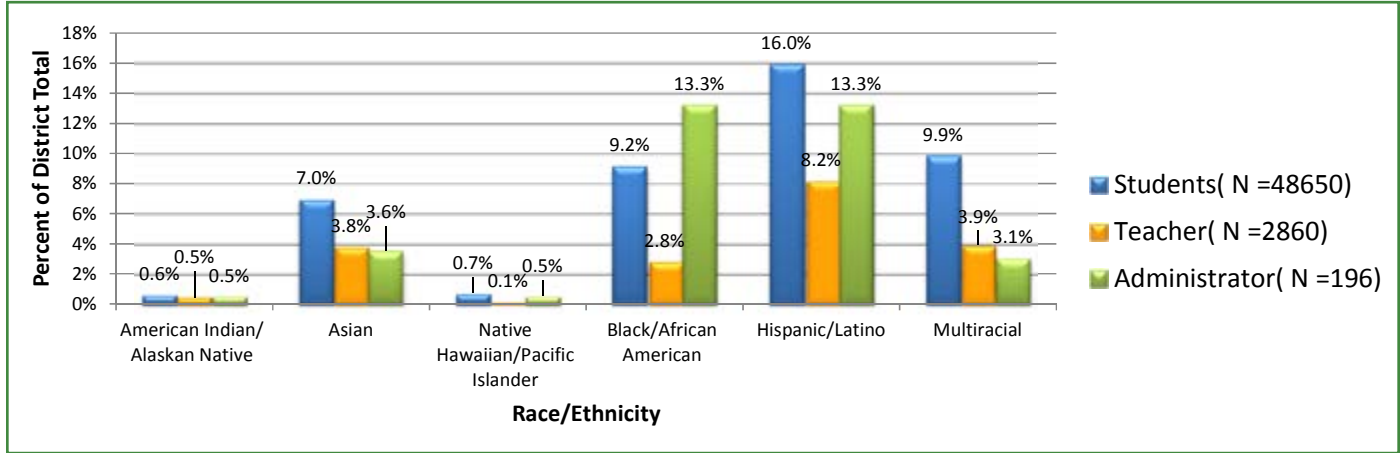
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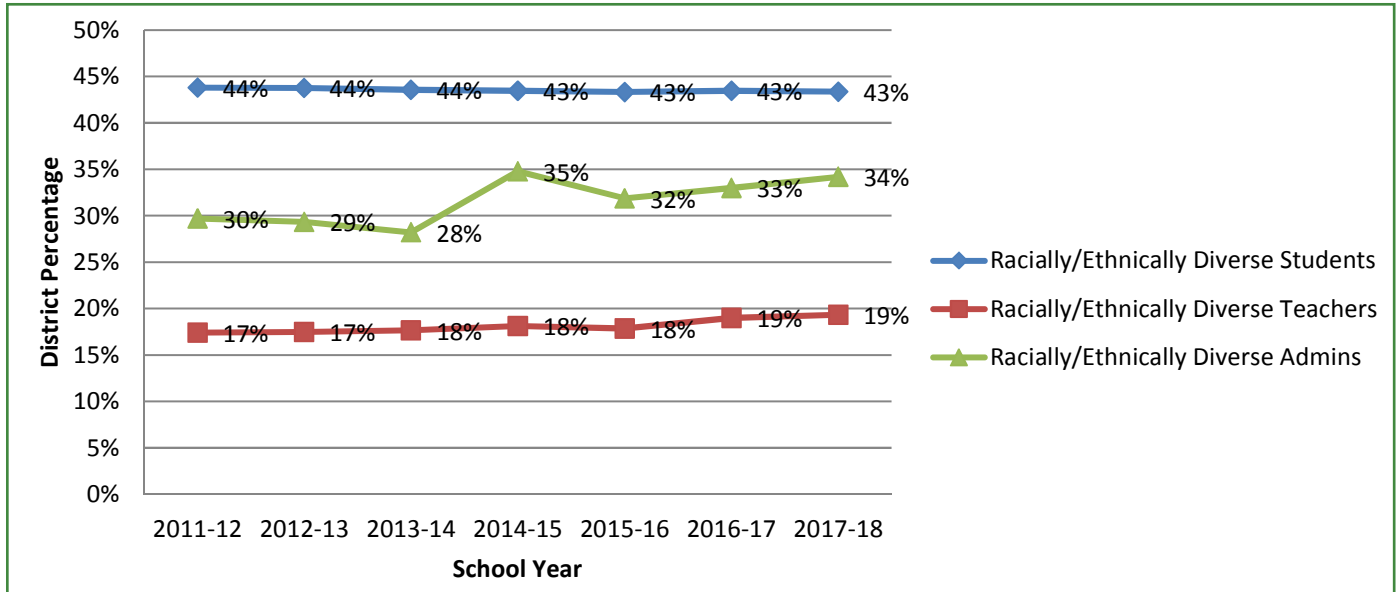
PHOENIX-TALENT SD 4 2011-12 THROUGH 2017-18



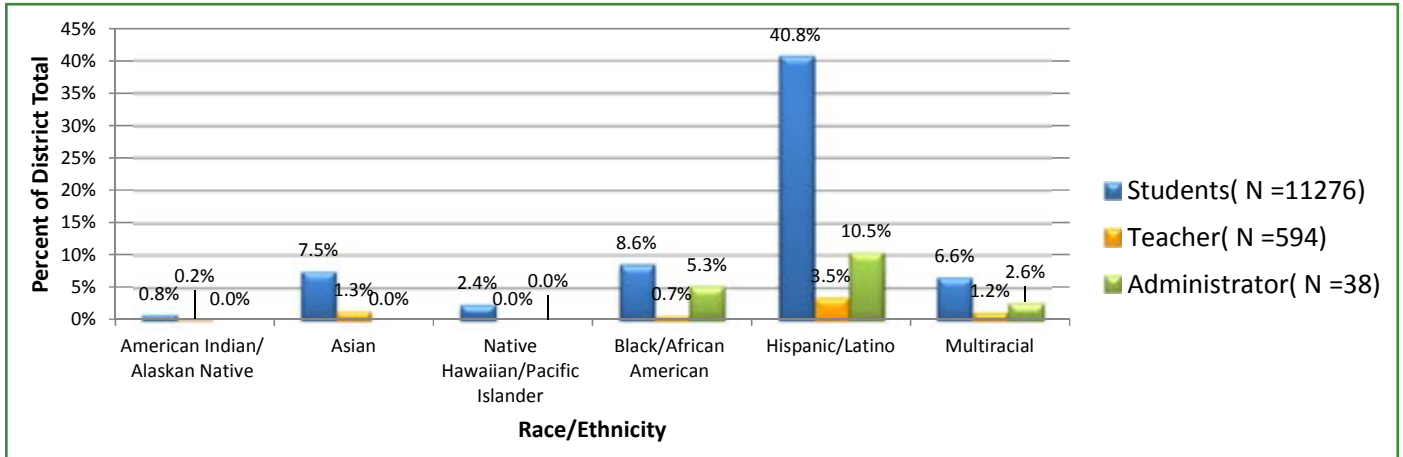
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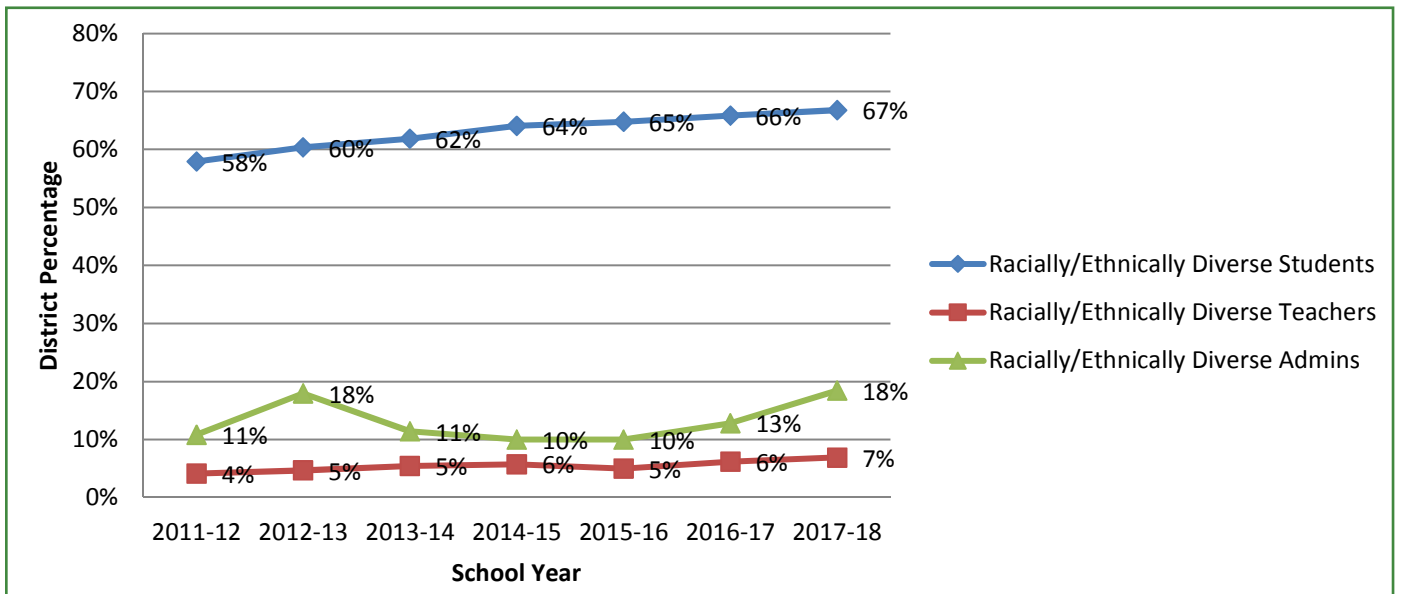
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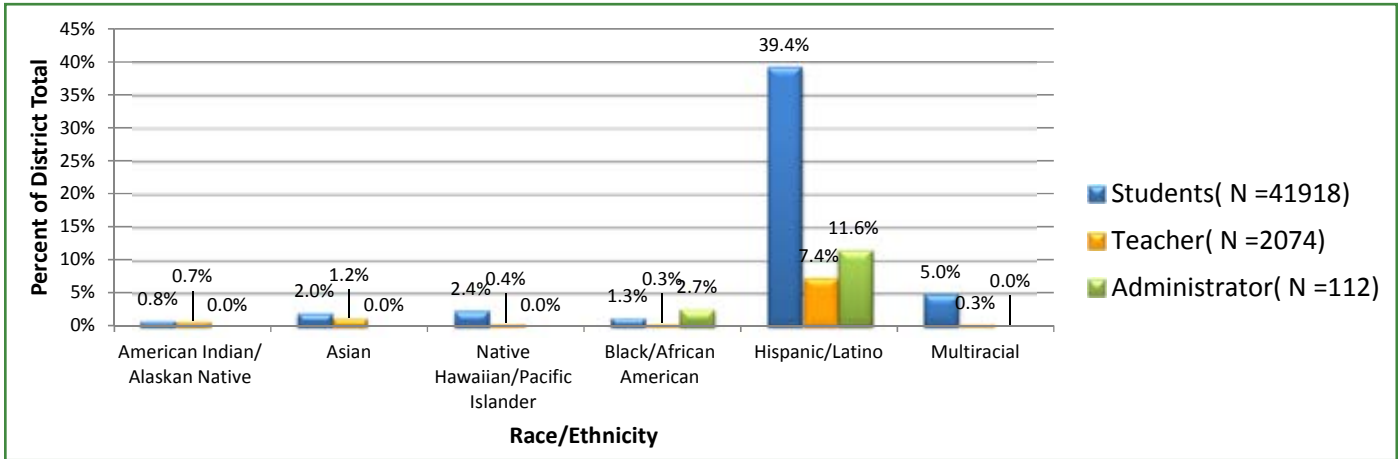
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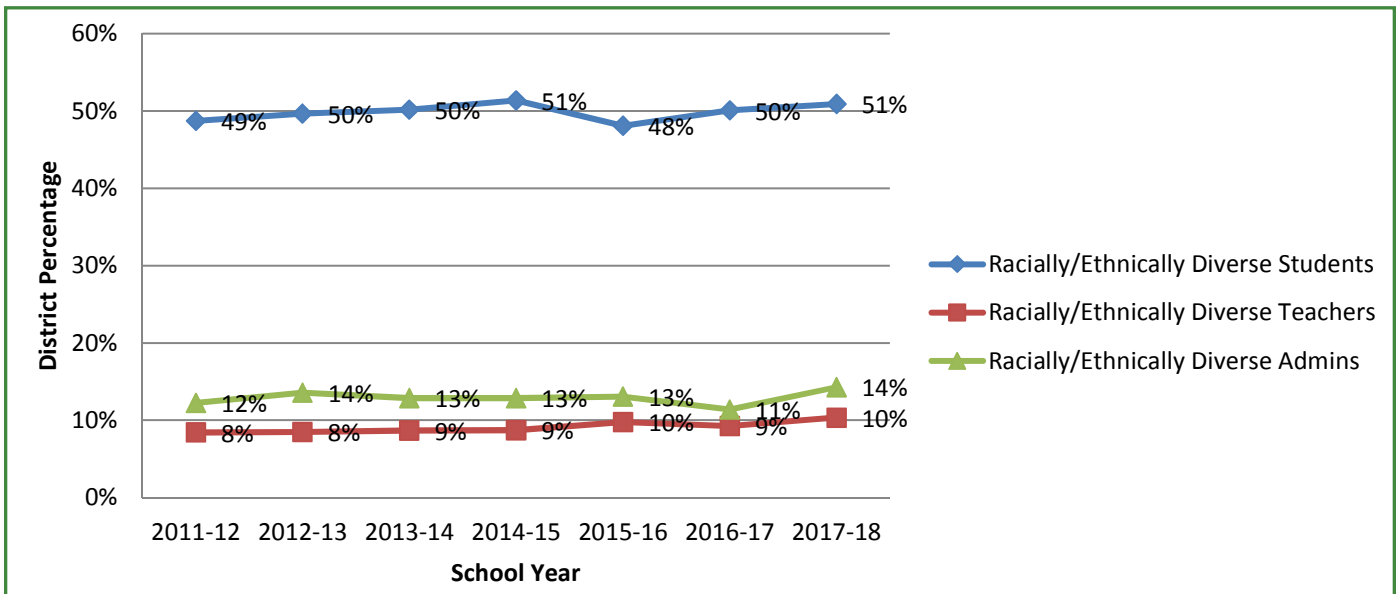
REYNOLDS SD 7 2011-12 THROUGH 2017-18



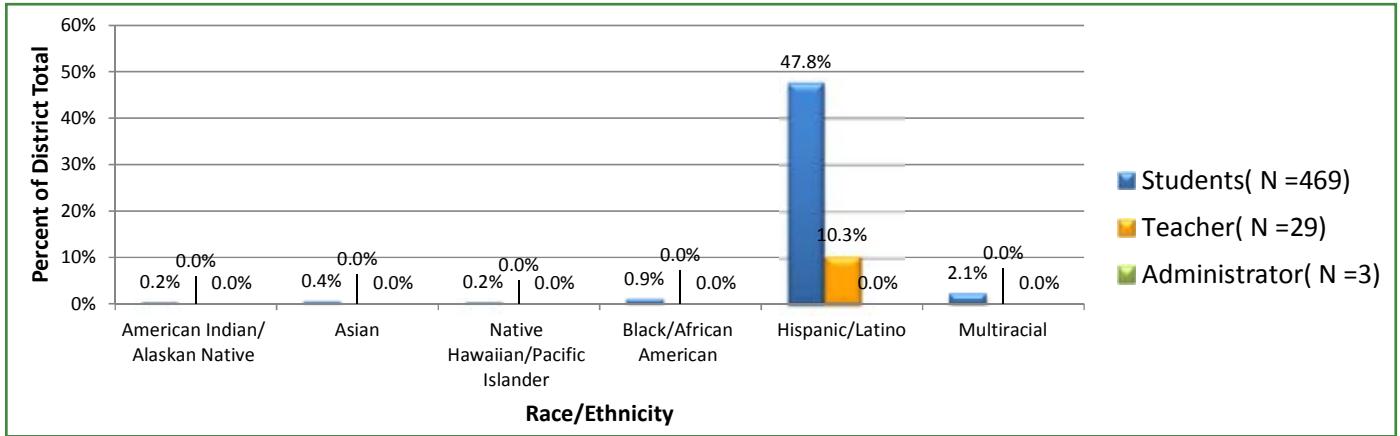
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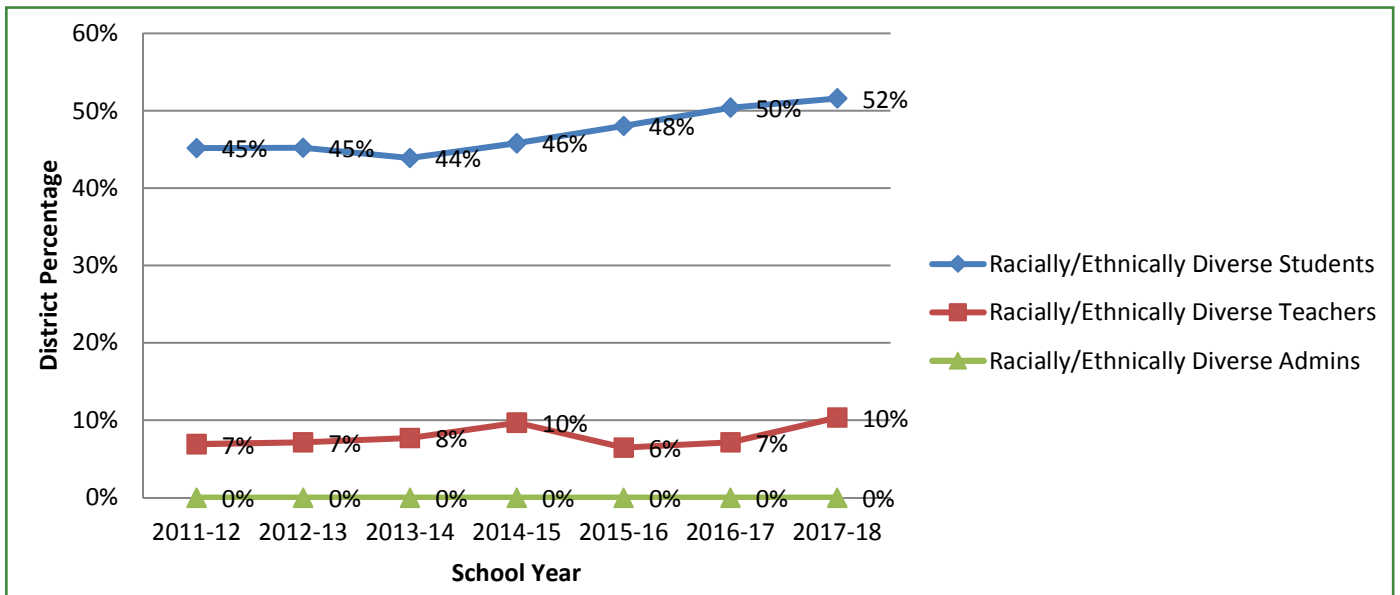
SALEM-KEIZER SD 24J 2011-12 THROUGH 2017-18



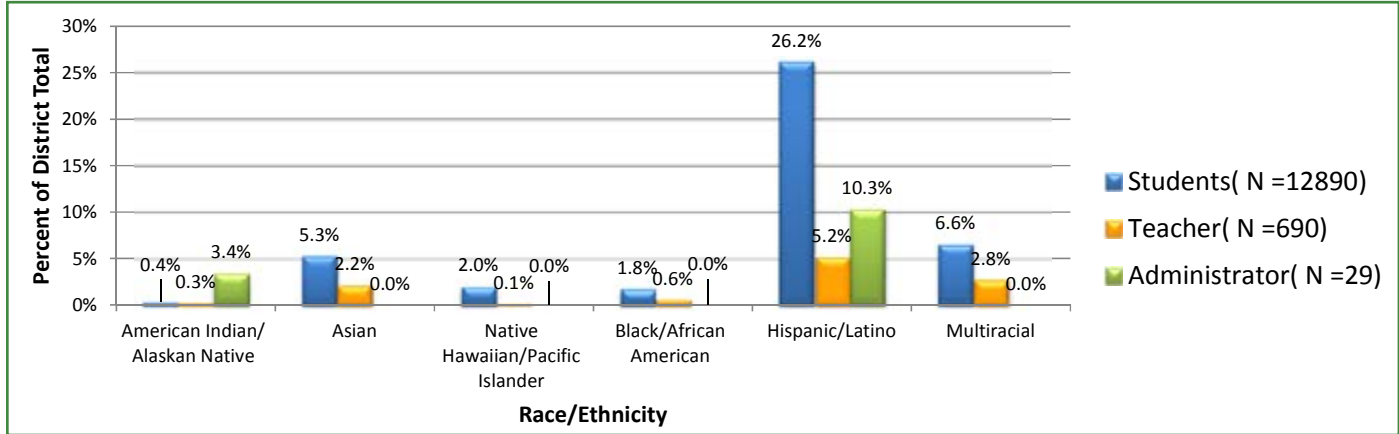
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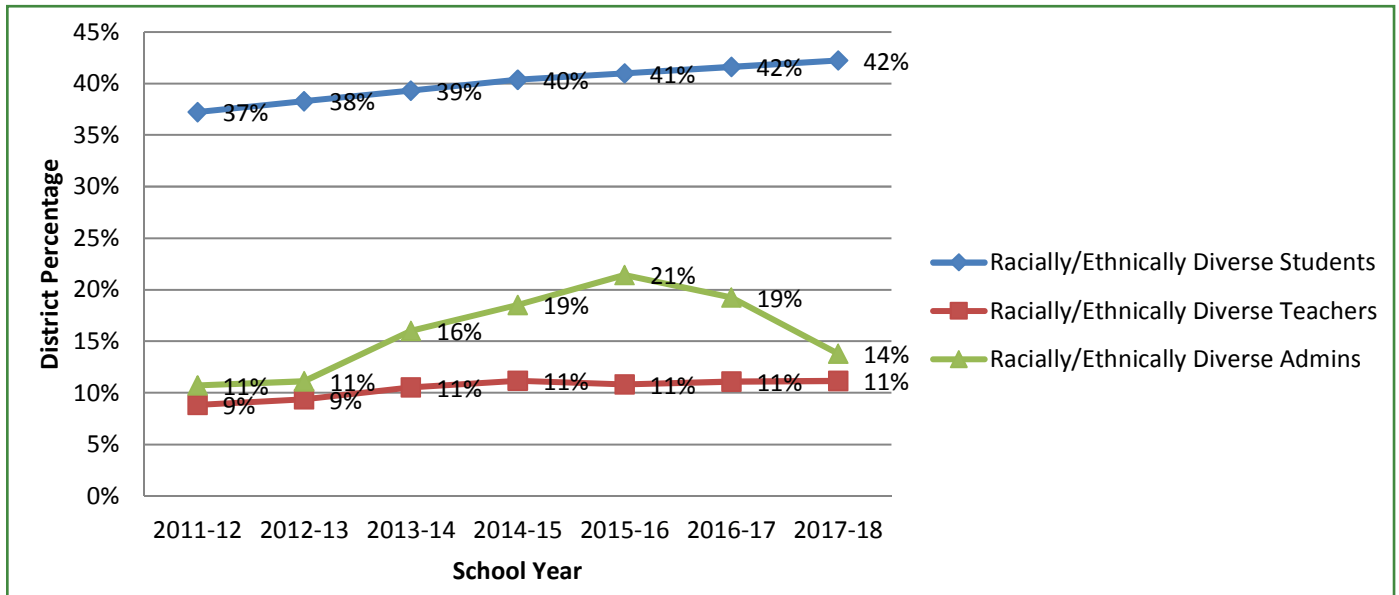
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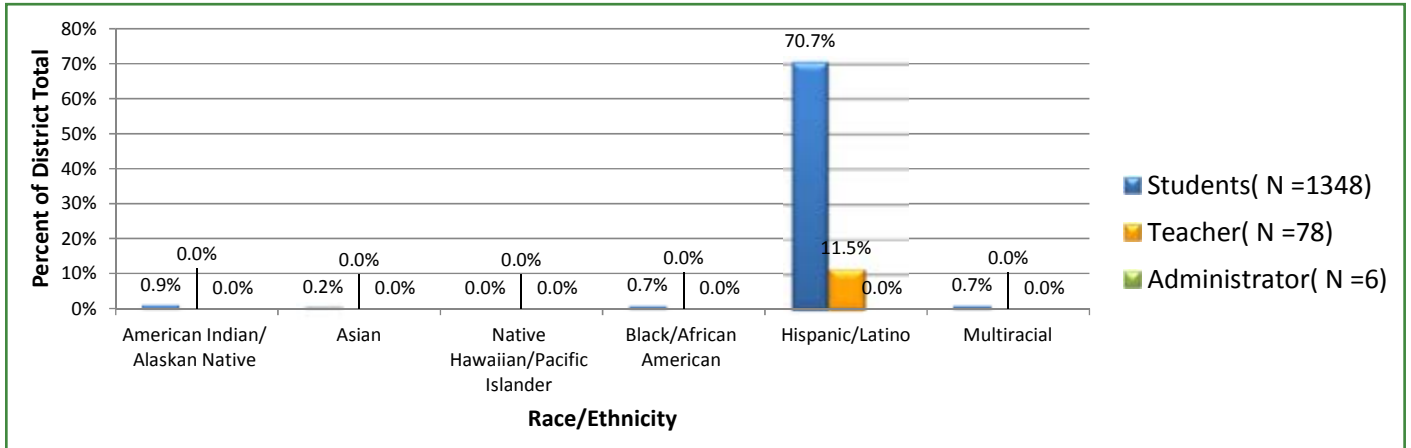
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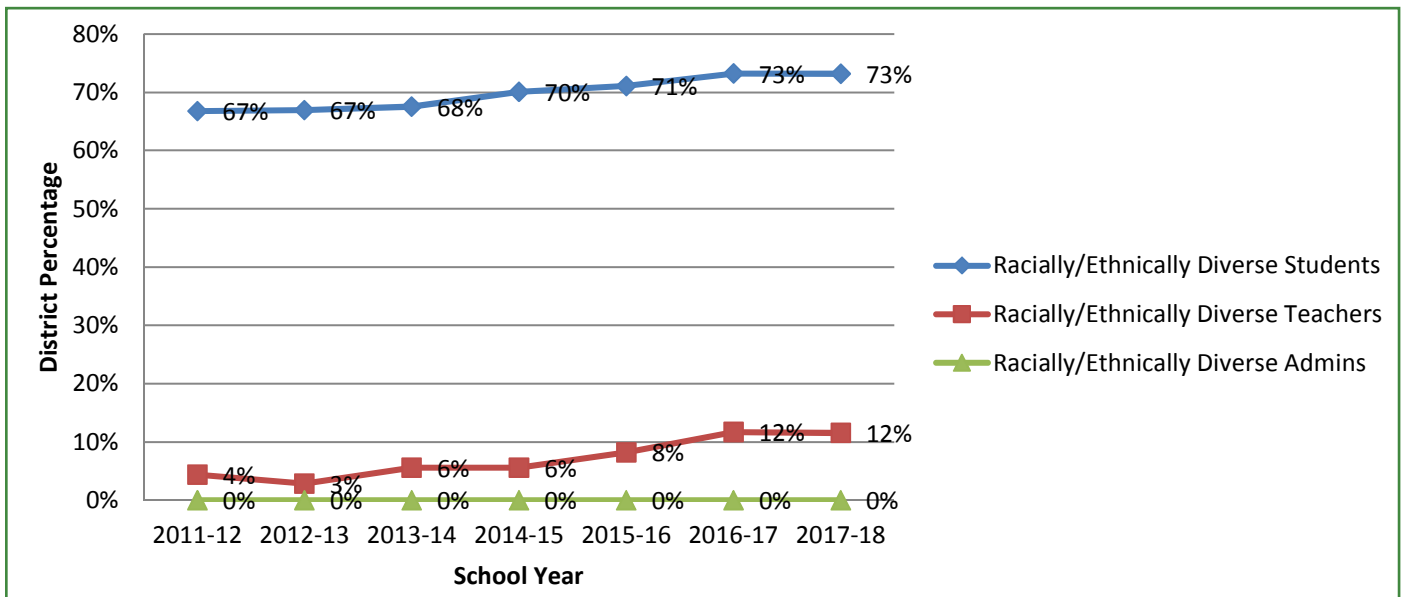
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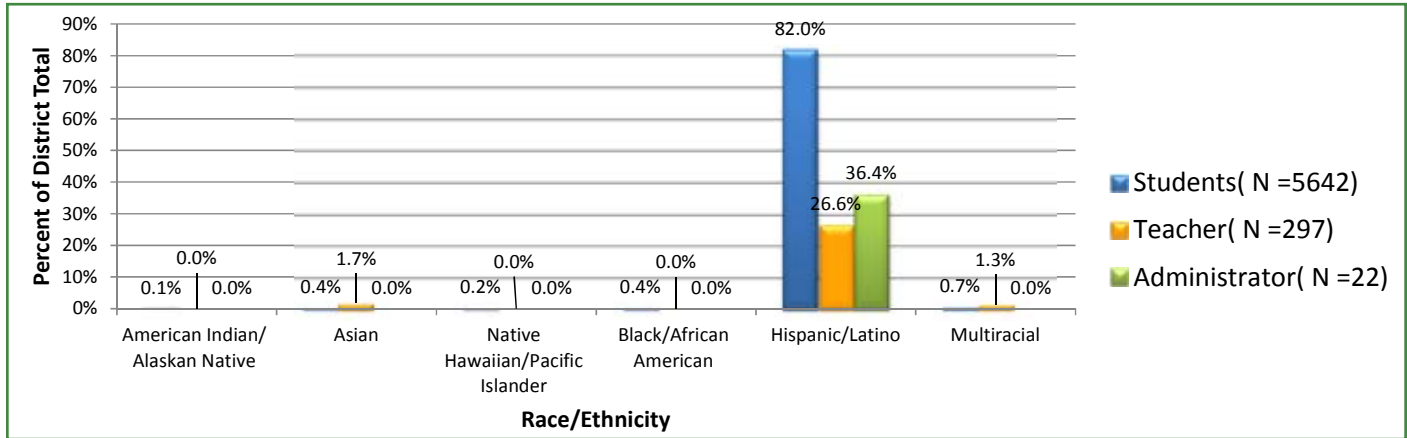
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN UMATILLA SD 6R 2017-2018



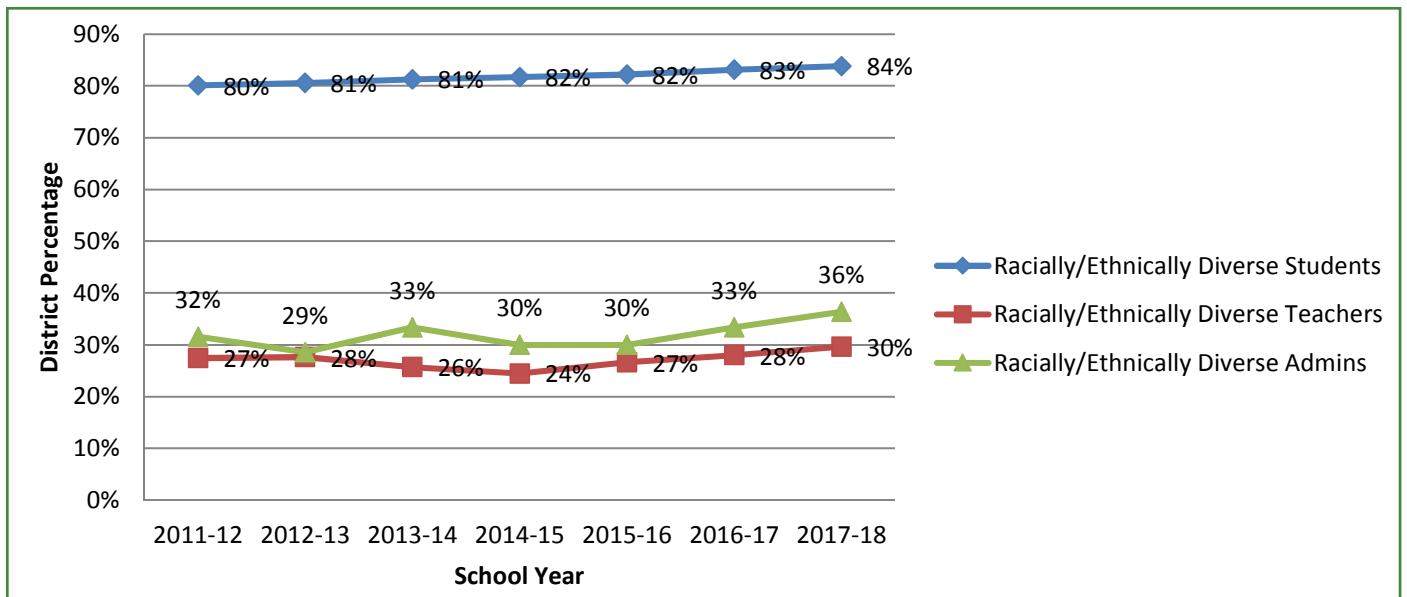
UMATILLA SD 6R 2011-12 THROUGH 2017-18



RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN WOODBURN SD 103 2017-2018



WOODBURN SD 103 2011-12 THROUGH 2017-18



APPENDIX B: 2017-18 OREGON PARTNERSHIPS INVOLVING SCHOOL DISTRICTS AND HIGHER EDUCATION INSTITUTIONS

| Name of Partnership | Lead Sponsor | Partners | Focus of Pathway Partnership | Outcomes/Points of Pride |
|--|---|---|--|--|
| Elementary Ed. Satellite | SOU | Klamath Com College Southwest Oregon CC | BS in elementary education and license | Sustainable cohorts/ blending with SwOCC cohort |
| Teacher Cadet Program | Warner Pacific University | David Douglas SD, Parkrose SD, Gresham Barlow SD | BS in elementary education and license | Sustainable cohorts/ blending with WPU cohort |
| Rural Teacher Pathway Project | Oregon Coast Community College | Western Oregon, Lincoln County SD | Early Childhood Certificate, BS in elementary ed, Bilingual Endorsement | Bilingual educators, high school/college matriculation, accessing Oregon Promise |
| Bilingual Teacher Pathway Program | Portland State University | Consortium of School Districts: Beaverton, Canby, The Dalles, David Douglas, Forest Grove, Gresham-Barlow, Hillsboro, Hood River, North Clackamas, Portland Public, Reynolds, Salem-Keizer, Tigard-Tualatin, Woodburn | BA in liberal studies or Masters in Education with elementary license, & ESOL endorsement | National Award for Culturally Responsive Teacher Ed Program by AACTE & Southern Poverty Law Center in 2012; graduated over 300 bilingual teachers since 1998; supports aspiring bilingual teachers in multiple languages; offered at both undergraduate and graduate level |
| Pacific University B.Ed. Program | Pacific University | Chemeketa CC, Clackamas CC, Pacific Univ. Woodburn Campus, Woodburn SD | Community College-based Bachelors-Level Pathway | Bilingual educators, community-based grow-your-own |
| Clinically-based MAT | Oregon State University | Beaverton School District | "Teach for Beaverton" MAT in Elementary | Diverse teacher candidates with an extended resident year |
| Clinically-based MAT | Oregon State University | Portland Public Schools | Dual Language Teacher Fellows (Elementary) | Dual Language Extended Residency |
| Teachers Educating All Multilingual Students (TEAMS) | Oregon State University | OSU/Beaverton SD/Bend-La Pine SD/Corvallis SD/Greater Albany SD/Springfield SD | ESOL endorsement | In-service teachers obtaining their ESOL endorsement on site |
| Oregon Teacher Pathway | Eastern Oregon University | Milton Freewater SD, Ontario SD, Hermiston SD, Pendleton SD, Umatilla SD, Vale SD (7 additional partnerships will be included for 18-19) | Grow Your Own Teacher Pathway: Diversifying the Teacher Workforce Through Culturally Responsive Practices | State recognition, continued funding and growing program. State and national presentation and recognition by many leading scholars in CRP. Diversifying the teacher workforce and building more culturally and linguistically responsive educators |
| Center for Culturally Responsive Practices | Eastern Oregon University | Milton Freewater SD, Ontario SD, Hermiston SD, Pendleton SD, Umatilla SD, Vale SD, EOU, IMESD (7 additional partners will be added for 18-19) | p-20 training and resources on Cultural Responsive Teaching and Learning | State recognition, continued funding and growing participation. State and national presentations Nationally recognized scholars contributing to the work. Building more culturally and linguistically responsive educators p-20 education |
| Portland Teachers Program | PCC & PSU | PSU, PCC, PPS, BSD | Focus of Pathway Partnership: Masters/License for K-12, Social Justice Lens, mandatory work on race and class, alumni participation, priority hiring consideration | 29 years of success; over 200 graduates of color; 60 current students; strong alumni and community support; national recognition |
| STEM Teacher Education Pathway | Lewis & Clark Graduate School of Education and Counseling | PCC (SE), PPS, Lewis & Clark College of Arts and Sciences, Lewis & Clark Graduate School of Education and Counseling | Increase # of students who move from PCC, to LC-CAS, to LC-GSEC for MAT in STEM teaching; emphasis on increasing the number of students from groups underrepresented in STEM majors and careers (including teaching) | Funded by grant from National Science Foundation |
| Science Teaching Pathway | Portland Community College, Pacific University, Beaverton School District | PCC, Pacific University, Beaverton School District | Develop a coherent pathway for culturally and linguistically diverse students from K-12 to a Science MAT (and possible CTE license) in partnership with Beaverton School District, Portland Community College, and Pacific University. | Leveraging resources and thoughtful programing (AVID, STEM Tutoring, summer camps for AVID middle school students, AVID pedagogical professional development for PCC faculty, extended paid residencies for grad students) |

APPENDIX C: ETHNIC DEMOGRAPHICS FOR PRELIMINARY TEACHER LICENSURE PROGRAM ENROLLMENT DATA FOR PUBLIC AND PRIVATE INSTITUTIONS 2016-2017

| Institution | Total | Hispanic or Latino | American Indian or Alaskan Native | Asian | Black or African American | Native Hawaiian or Pacific Islander | White | Multi-Racial | Other |
|---|--------------|--------------------|-----------------------------------|------------|---------------------------|-------------------------------------|--------------|--------------|------------|
| PUBLIC INSTITUTIONS SUBTOTALS | 1,174 | 144 | 12 | 54 | 25 | 4 | 860 | 47 | 28 |
| Eastern Oregon University | 76 | 3 | 0 | 0 | 1 | 0 | 71 | 0 | 1 |
| Oregon State University | 120 | 11 | 1 | 3 | 0 | 0 | 89 | 12 | 4 |
| Portland State University | 456 | 88 | 3 | 32 | 16 | 2 | 271 | 28 | |
| Southern Oregon University | 88 | 7 | 2 | 3 | 1 | 1 | 68 | 0 | 6 |
| University of Oregon | 160 | 17 | 4 | 7 | 2 | 0 | 116 | 7 | 7 |
| Western Oregon University | 292 | 18 | 2 | 9 | 5 | 1 | 245 | 2 | 10 |
| PRIVATE INSTITUTIONS SUBTOTALS | 1,422 | 128 | 15 | 47 | 25 | 9 | 874 | 82 | 242 |
| Concordia University- Oregon ¹ | 339 | 4 | 1 | 1 | 9 | 1 | 136 | 12 | 175 |
| Corban University | 64 | 14 | 1 | 2 | 0 | 1 | 40 | 4 | 2 |
| George Fox University | 360 | 29 | 0 | 20 | 2 | 2 | 272 | 19 | 16 |
| Lewis and Clark College | 73 | 8 | 0 | 3 | 0 | 0 | 58 | 2 | 2 |
| Linfield College | 28 | 4 | 1 | 2 | 2 | 1 | 18 | 0 | 0 |
| Marylhurst University | 36 | 3 | 1 | 2 | 2 | 0 | 23 | 4 | 1 |
| Multnomah University | 38 | 0 | 0 | 2 | 0 | 0 | 28 | 4 | 4 |
| Northwest Christian University | 81 | 6 | 4 | 2 | 2 | 1 | 63 | 3 | 0 |
| Pacific University | 148 | 31 | 6 | 7 | 2 | 2 | 118 | 25 | 43 |
| University of Portland | 86 | 8 | 0 | 4 | 3 | 1 | 66 | 4 | 0 |
| Warner Pacific College | 74 | 11 | 1 | 2 | 3 | 0 | 52 | 5 | 0 |
| ALL TOTALS | 2,596 | 272 | 27 | 101 | 50 | 13 | 1,734 | 129 | 270 |

Source: Westat provided by Teacher Standards and Practices Commission

¹ In previous years Concordia only reported undergraduate students completing the “admit to major” process (typically Juniors and Seniors). In 2016-17, they included all students taking EDU courses and declaring EDU as their major. MATs: This includes the cohorts who started the MAT evening program on August 28, 2017. (In all, we had 13 cohorts enrolled between September 1, 2016 and August 31, 2017.)

APPENDIX D: ETHNIC DEMOGRAPHICS FOR PRELIMINARY TEACHER LICENSURE PROGRAM COMPLETER DATA FOR PUBLIC AND PRIVATE INSTITUTIONS 2016-2017

| Institution | Total | Hispanic or Latino | American Indian or Alaskan Native | Asian | Black or African American | Native Hawaiian or Pacific Islander | White | Multi-Racial | Not specified or other |
|---|--------------|--------------------|-----------------------------------|-----------|---------------------------|-------------------------------------|--------------|--------------|------------------------|
| PUBLIC INSTITUTIONS SUBTOTALS | 880 | 52 | 10 | 52 | 10 | 6 | 676 | 42 | 32 |
| Eastern Oregon University | 81 | 4 | - | 2 | 1 | - | 67 | 4 | 3 |
| Oregon State University | 149 | 1 | - | 6 | - | 1 | 132 | 7 | 2 |
| Portland State University | 236 | 18 | 5 | 26 | 7 | 2 | 154 | 14 | 10 |
| Southern Oregon University | 88 | 5 | 1 | 1 | - | - | 72 | 4 | 5 |
| University of Oregon | 119 | 10 | 4 | 10 | 1 | 1 | 84 | 5 | 4 |
| Western Oregon University | 207 | 14 | - | 7 | 1 | 2 | 167 | 8 | 8 |
| PRIVATE INSTITUTIONS SUBTOTALS | 755 | 26 | 4 | 26 | 7 | 4 | 606 | 44 | 38 |
| Concordia University- Oregon ¹ | 198 | 5 | - | 7 | 3 | - | 162 | 8 | 13 |
| Corban University | 53 | 2 | - | 1 | 1 | - | 46 | 2 | 1 |
| George Fox University | 145 | 8 | 2 | 7 | 2 | - | 115 | 5 | 6 |
| Lewis and Clark College | 68 | 2 | - | 1 | - | - | 57 | 5 | 3 |
| Linfield College | 25 | 1 | - | 1 | - | - | 21 | 2 | - |
| Marylhurst University | 15 | - | - | - | - | - | 12 | 1 | 2 |
| Northwest Christian University | 50 | 1 | 1 | 2 | - | - | 41 | 3 | 2 |
| Pacific University | 98 | 5 | - | 3 | - | 2 | 74 | 6 | 8 |
| University of Portland | 88 | 2 | 1 | 4 | 1 | 2 | 63 | 12 | 3 |
| Warner Pacific College | 15 | - | - | - | - | - | 15 | - | - |
| ALL TOTALS | 1,635 | 78 | 14 | 78 | 17 | 10 | 1,282 | 86 | 70 |

Source: Oregon Teacher Standards and Practices Commission

NOTE: Most institutions had students categorized as either Not Specified or Other.

APPENDIX E: ETHNIC DEMOGRAPHICS FOR PRELIMINARY ADMINISTRATOR LICENSURE PROGRAM ENROLLMENT DATA BY PUBLIC AND PRIVATE INSTITUTIONS 2016-17

| Institution | Total | Hispanic or Latino | American Indian or Alaskan Native | Asian | Black or African American | Native Hawaiian or Pacific Islander | White | Multi-Racial | Unknown |
|---------------------------------------|------------|--------------------|-----------------------------------|-----------|---------------------------|-------------------------------------|------------|--------------|-----------|
| PUBLIC INSTITUTIONS SUBTOTALS | 149 | ds | ds | ds | ds | 0 | 110 | ds | ds |
| Portland State University | 79 | 15 | 1 | 3 | 4 | 0 | 53 | 1 | 2 |
| Southern Oregon University | 11 | 1 | 0 | 0 | 0 | 0 | 9 | 0 | 1 |
| University of Oregon ² | 59 | ds | ds | ds | ds | ds | 48 | ds | ds |
| PRIVATE INSTITUTIONS SUBTOTALS | 349 | 11 | 2 | 8 | 6 | 0 | 280 | 6 | 36 |
| Concordia University- Oregon | 147 | 4 | 1 | 1 | 3 | 0 | 118 | 1 | 19 |
| COSA/ Concordia of Chicago | 40 | 2 | 1 | 0 | 1 | 0 | 31 | 1 | 4 |
| George Fox University | 84 | 1 | 0 | 5 | 1 | 0 | 68 | 3 | 6 |
| Lewis and Clark College | 48 | 2 | 0 | 1 | 1 | 0 | 40 | 1 | 3 |
| University of Portland | 30 | 2 | 0 | 1 | 0 | 0 | 23 | 0 | 4 |
| ALL TOTALS | 498 | | | | | | 390 | | |

Source: Westat provided by Teacher Standards and Practices Commission

¹ University of Oregon suppresses data for numbers less than 10 designating the data point as ds (data suppressed).

APPENDIX F: ETHNIC DEMOGRAPHICS FOR 2016-17 PRELIMINARY ADMINISTRATOR LICENSURE PROGRAM COMPLETER DATA BY PUBLIC & PRIVATE INSTITUTIONS

| Institution | Total | Hispanic or Latino | American Indian or Alaskan Native | Asian | Black or African American | Native Hawaiian or Pacific Islander | White | Multi-Racial | Not specified or other |
|---|-------|--------------------|-----------------------------------|-------|---------------------------|-------------------------------------|-------|--------------|------------------------|
| PUBLIC INSTITUTIONS SUBTOTALS | 115 | 6 | - | 4 | 3 | 1 | 93 | 1 | 7 |
| Portland State University | 63 | 5 | - | 2 | 3 | 1 | 45 | - | 7 |
| Southern Oregon University | 10 | 1 | - | - | - | - | 9 | - | - |
| University of Oregon | 42 | - | - | 2 | - | - | 39 | 1 | - |
| PRIVATE INSTITUTIONS SUBTOTALS | 115 | 2 | 1 | 1 | 6 | - | 97 | 1 | 7 |
| Concordia University- Oregon ¹ | 39 | - | - | - | 3 | - | 34 | 1 | 1 |
| COSA/Concordia of Chicago | 27 | 2 | 1 | - | 2 | - | 21 | - | 1 |
| George Fox University | 18 | - | - | 1 | 1 | - | 13 | - | 3 |
| Lewis and Clark College | 14 | - | - | - | - | - | 13 | - | 1 |
| University of Portland | 17 | - | - | - | - | - | 16 | - | 1 |
| ALL TOTALS | 230 | 8 | 1 | 5 | 9 | 1 | 190 | 2 | 14 |

Source: Oregon Teacher Standards and Practices Commission

NOTE: Most institutions had students categorized as either Not Specified or Other who are not included in this table.

APPENDIX G: TEACHER CANDIDATE LICENSURE TEST PASS RATES

| Essential Academic Skills I Read | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|---|-----------------------------|--------------|--------------|------------|--------------|--------------|-------------------------|
| All Selections (8/2010-6/3/2018) | | 6,145 | 5,681 | 464 | 92.0% | 8.0% | 257.9 |
| YTD 9/1/2017 - 6/3/2018 | All Selections | 146 | 130 | 16 | 89.0% | 11.0% | 250.8 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 8 | Low N | Low N | - | - | Low N |
| | Hispanic | 17 | 15 | 2 | 88.0% | 12.0% | 241.8 |
| | Multiracial | 11 | 8 | 3 | 73.0% | 27.0% | 224.9 |
| | Nat Amer/Amer Ind/AK Nat | 2 | Low N | Low N | - | - | Low N |
| | Other | 2 | Low N | Low N | - | - | Low N |
| | Undeclared | 6 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 99 | 88 | 11 | 89.0% | 11.0% | 254.2 |
| 2016-17 | All Selections | 232 | 200 | 32 | 86.0% | 14.0% | 251 |
| | African Amer/ Black | 3 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 8 | Low N | Low N | - | - | Low N |
| | Hispanic | 25 | 16 | 9 | 64.0% | 36.0% | 233.8 |
| | Multiracial | 8 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 4 | Low N | Low N | - | - | Low N |
| | Other | 6 | Low N | Low N | - | - | Low N |
| | Undeclared | 8 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 170 | 154 | 16 | 91.0% | 9.0% | 255.9 |
| 2015-16 | All Selections | 269 | 247 | 22 | 92.0% | 8.0% | 254.5 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 12 | 11 | 1 | 92.0% | 8.0% | 239.8 |
| | Hispanic | 22 | 15 | 7 | 68.0% | 32.0% | 234 |
| | Multiracial | 11 | 11 | 0 | 100.0% | 0.0% | 263.3 |
| | Nat Amer/Amer Ind/AK Nat | 3 | Low N | Low N | - | - | Low N |
| | Other | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 8 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 211 | 197 | 14 | 93.0% | 7.0% | 256.2 |

| Essential Academic Skills I Read | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|----------------------------------|--------------------------|--------------|--------------|------------|--------------|-------------|-------------------------|
| 8/2010 - 6/3/2018 | All Selections | 6,002 | 5,681 | 321 | 95.0% | 5.0% | 259.5 |
| | African Amer/ Black | 60 | 44 | 16 | 73.0% | 27.0% | 231.2 |
| | Asian/Pac Islander | 255 | 214 | 41 | 84.0% | 16.0% | 243 |
| | Hispanic | 351 | 281 | 70 | 80.0% | 20.0% | 240.3 |
| | Multiracial | 298 | 289 | 9 | 97.0% | 3.0% | 262 |
| | Nat Amer/Amer Ind/AK Nat | 66 | 62 | 4 | 94.0% | 6.0% | 253.2 |
| | Other | 79 | 72 | 7 | 91.0% | 9.0% | 255 |
| | Undeclared | 265 | 259 | 6 | 98.0% | 2.0% | 267.3 |
| | White (non-Hispanic) | 4,628 | 4,460 | 168 | 96.0% | 4.0% | 261.8 |

| EAS II Write | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|---|--------------------------|--------------|--------------|--------------|--------------|--------------|-------------------------|
| All Selections (8/2010-6/3/2018) | | 6,253 | 5,251 | 1,002 | 84.0% | 16.0% | 240 |
| YTD 9/1/2017 - 6/3/2018 | All Selections | 149 | 114 | 35 | 77.0% | 23.0% | 234 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 8 | Low N | Low N | - | - | Low N |
| | Hispanic | 13 | 8 | 5 | 62.0% | 38.0% | 223.2 |
| | Multiracial | 11 | 7 | 4 | 64.0% | 36.0% | 222.6 |
| | Nat Amer/Amer Ind/AK Nat | 2 | Low N | Low N | - | - | Low N |
| | Other | 2 | Low N | Low N | - | - | Low N |
| | Undeclared | 6 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 106 | 86 | 20 | 81.0% | 19.0% | 237.2 |
| 2016-17 | All Selections | 238 | 190 | 48 | 80.0% | 20.0% | 236.2 |
| | African Amer/ Black | 3 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 11 | 5 | 6 | 45.0% | 55.0% | 201.1 |
| | Hispanic | 21 | 16 | 5 | 76.0% | 24.0% | 223.9 |
| | Multiracial | 8 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 4 | Low N | Low N | - | - | Low N |
| | Other | 5 | Low N | Low N | - | - | Low N |
| | Undeclared | 12 | 10 | 2 | 83.0% | 17.0% | 248.3 |
| | White (non-Hispanic) | 174 | 145 | 29 | 83.0% | 17.0% | 240.2 |

| EAS II Write | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------|--------------------------|--------------|--------------|------------|--------------|--------------|-------------------------|
| 2015-16 | All Selections | 295 | 228 | 67 | 77.0% | 23.0% | 236.6 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 13 | 8 | 5 | 62.0% | 38.0% | 232.8 |
| | Hispanic | 21 | 10 | 11 | 48.0% | 52.0% | 211 |
| | Multiracial | 14 | 12 | 2 | 86.0% | 14.0% | 237.6 |
| | Nat Amer/Amer Ind/AK Nat | 5 | Low N | Low N | - | - | Low N |
| | Other | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 9 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 231 | 185 | 46 | 80.0% | 20.0% | 238.9 |
| 8/2010 - 6/3/2018 | All Selections | 5,960 | 5,251 | 709 | 88.0% | 12.0% | 242.6 |
| | African Amer/ Black | 57 | 36 | 21 | 63.0% | 37.0% | 213.7 |
| | Asian/Pac Islander | 246 | 182 | 64 | 74.0% | 26.0% | 231 |
| | Hispanic | 342 | 232 | 110 | 68.0% | 32.0% | 223.5 |
| | Multiracial | 295 | 268 | 27 | 91.0% | 9.0% | 244.2 |
| | Nat Amer/Amer Ind/AK Nat | 64 | 45 | 19 | 70.0% | 30.0% | 230.7 |
| | Other | 77 | 62 | 15 | 81.0% | 19.0% | 239.5 |
| | Undeclared | 266 | 239 | 27 | 90.0% | 10.0% | 248.3 |
| | White (non-Hispanic) | 4,613 | 4,187 | 426 | 91.0% | 9.0% | 244.8 |

| EAS III Math | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|---|--------------------------|--------------|--------------|------------|--------------|--------------|-------------------------|
| All Selections (8/2010-6/3/2018) | | 6,102 | 5,375 | 727 | 88.0% | 12.0% | 251.3 |
| YTD 9/1/2017 - 6/3/2018 | All Selections | 139 | 117 | 22 | 84.0% | 16.0% | 245 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 8 | Low N | Low N | - | - | Low N |
| | Hispanic | 11 | 8 | 3 | 73.0% | 27.0% | 232.3 |
| | Multiracial | 10 | 8 | 2 | 80.0% | 20.0% | 239.7 |
| | Nat Amer/Amer Ind/AK Nat | 2 | Low N | Low N | - | - | Low N |
| | Other | 3 | Low N | Low N | - | - | Low N |
| | Undeclared | 5 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 99 | 87 | 12 | 88.0% | 12.0% | 248.7 |

| EAS III Math | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------|--------------------------|--------------|--------------|------------|--------------|--------------|-------------------------|
| 2016-17 | All Selections | 233 | 191 | 42 | 82.0% | 18.0% | 247 |
| | African Amer/ Black | 3 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 10 | 8 | 2 | 80.0% | 20.0% | 246.6 |
| | Hispanic | 20 | 14 | 6 | 70.0% | 30.0% | 240.9 |
| | Multiracial | 9 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 5 | Low N | Low N | - | - | Low N |
| | Other | 5 | Low N | Low N | - | - | Low N |
| | Undeclared | 10 | 8 | 2 | 80.0% | 20.0% | 255.1 |
| | White (non-Hispanic) | 171 | 147 | 24 | 86.0% | 14.0% | 249.8 |
| 2015-16 | All Selections | 273 | 241 | 32 | 88.0% | 12.0% | 249.7 |
| | Asian/Pac Islander | 10 | 7 | 3 | 70.0% | 30.0% | 248.9 |
| | Hispanic | 21 | 16 | 5 | 76.0% | 24.0% | 239.6 |
| | Multiracial | 11 | 10 | 1 | 91.0% | 9.0% | 262.5 |
| | Nat Amer/Amer Ind/AK Nat | 2 | Low N | Low N | - | - | Low N |
| | Other | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 9 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 219 | 196 | 23 | 89.0% | 11.0% | 249.3 |
| 8/2010 - 6/3/2018 | All Selections | 5,896 | 5,375 | 521 | 91.0% | 9.0% | 253.7 |
| | African Amer/ Black | 53 | 34 | 19 | 64.0% | 36.0% | 222.6 |
| | Asian/Pac Islander | 251 | 228 | 23 | 91.0% | 9.0% | 258 |
| | Hispanic | 334 | 264 | 70 | 79.0% | 21.0% | 238.1 |
| | Multiracial | 292 | 269 | 23 | 92.0% | 8.0% | 254.7 |
| | Nat Amer/Amer Ind/AK Nat | 66 | 48 | 18 | 73.0% | 27.0% | 237.5 |
| | Other | 76 | 57 | 19 | 75.0% | 25.0% | 241.2 |
| | Undeclared | 263 | 243 | 20 | 92.0% | 8.0% | 259 |
| | White (non-Hispanic) | 4,561 | 4,232 | 329 | 93.0% | 7.0% | 255 |

| Elem Education Subject Area Test I | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|--|-----------------------------|--------------|------------|------------|--------------|--------------|-------------------------|
| All Selections (4/6/17-6/3/18) CS=220 | | 1,836 | 1,603 | 233 | 87.0% | 13.0% | 243.8 |
| All Selections (8/2010-4/5/17) CS=227 | | 6,611 | 5,784 | 827 | 87.0% | 13.0% | 247.8 |
| YTD 9/1/2017 - 6/3/2018 | All Selections | 1,120 | 976 | 144 | 87.0% | 13.0% | 243.6 |
| | African Amer/ Black | 19 | 11 | 8 | 58.0% | 42.0% | 221.8 |
| | Asian/Pac Islander | 81 | 58 | 23 | 72.0% | 28.0% | 234.5 |
| | Hispanic | 121 | 87 | 34 | 72.0% | 28.0% | 228.8 |
| | Multiracial | 40 | 34 | 6 | 85.0% | 15.0% | 236.3 |
| | Nat Amer/Amer Ind/AK Nat | 9 | Low N | Low N | - | - | Low N |
| | Other | 15 | 10 | 5 | 67.0% | 33.0% | 226.9 |
| | Undeclared | 29 | 26 | 3 | 90.0% | 10.0% | 251.7 |
| | White (non-Hispanic) | 806 | 744 | 62 | 92.0% | 8.0% | 247.7 |
| 2016-17 4/6/17 - 8/31/17 | All Selections | 716 | 627 | 89 | 88% | 12% | 244.1 |
| | African Amer/ Black | 10 | 7 | 3 | 70% | 30% | 231.1 |
| | Asian/Pac Islander | 41 | 31 | 10 | 76% | 24% | 226.8 |
| | Hispanic | 83 | 56 | 27 | 67% | 33% | 226.9 |
| | Multiracial | 28 | 26 | 2 | 93% | 7% | 255.2 |
| | Nat Amer/Amer Ind/AK Nat | 12 | 11 | 1 | 92% | 8% | 243.2 |
| | Other | 18 | 16 | 2 | 89% | 11% | 231.1 |
| | Undeclared | 29 | 28 | 1 | 97% | 3% | 259.7 |
| | White (non-Hispanic) | 495 | 452 | 43 | 91% | 9% | 247.6 |
| 2016-17 9/1/16 - 4/5/17 | All Selections | 820 | 701 | 119 | 85.5% | 14.5% | 247.8 |
| | African Amer/ Black | 7 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 48 | 37 | 11 | 77.1% | 22.9% | 239.2 |
| | Hispanic | 70 | 46 | 24 | 65.7% | 34.3% | 232.6 |
| | Multiracial | 22 | 18 | 4 | 81.8% | 18.2% | 242.7 |
| | Nat Amer/Amer Ind/AK Nat | 10 | 9 | 1 | 90.0% | 10.0% | 248.3 |
| | Other | 12 | 6 | 6 | 50.0% | 50.0% | 224.9 |
| | Undeclared | 30 | 26 | 4 | 86.7% | 13.3% | 252.8 |
| | White (non-Hispanic) | 621 | 553 | 68 | 89.0% | 11.0% | 250.7 |

| Elem Education Subject Area Test I | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|------------------------------------|--------------------------|--------------|--------------|------------|--------------|--------------|-------------------------|
| 2015-16 | All Selections | 1,530 | 1,321 | 209 | 86.3% | 13.7% | 246.3575163 |
| | African Amer/Black | 24 | 16 | 8 | 66.7% | 33.3% | 234.625 |
| | Asian/Pac Islander | 83 | 63 | 20 | 75.9% | 24.1% | 234.0481928 |
| | Hispanic | 128 | 83 | 45 | 64.8% | 35.2% | 230.8046875 |
| | Multiracial | 50 | 46 | 4 | 92.0% | 8.0% | 247.04 |
| | Nat Amer/Amer Ind/AK Nat | 6 | Low N | Low N | - | - | Low N |
| | Other | 29 | 23 | 6 | 79.3% | 20.7% | 239.7586207 |
| | Undeclared | 66 | 59 | 7 | 89.4% | 10.6% | 250.1363636 |
| | White (non-Hispanic) | 1,144 | 1,026 | 118 | 89.7% | 10.3% | 249.2491259 |
| 4/6/2017-6/3/2018 CS = 220 | All Selections | 1,791 | 1,603 | 188 | 90.0% | 10.0% | 245.3 |
| | African Amer/Black | 28 | 18 | 10 | 64.0% | 36.0% | 226.9 |
| | Asian/Pac Islander | 117 | 89 | 28 | 76.0% | 24.0% | 234.1 |
| | Hispanic | 186 | 143 | 43 | 77.0% | 23.0% | 231.6 |
| | Multiracial | 67 | 60 | 7 | 90.0% | 10.0% | 245.1 |
| | Nat Amer/Amer Ind/AK Nat | 20 | 17 | 3 | 85.0% | 15.0% | 239 |
| | Other | 31 | 26 | 5 | 84.0% | 16.0% | 233.3 |
| | Undeclared | 58 | 54 | 4 | 93.0% | 7.0% | 256.2 |
| | White (non-Hispanic) | 1,284 | 1,196 | 88 | 93.0% | 7.0% | 248.6 |
| 8/2010 - 4/5/2017 CS = 227 | All Selections | 6,187 | 5,784 | 403 | 93.0% | 7.0% | 250.8 |
| | African Amer/Black | 82 | 61 | 21 | 74.0% | 26.0% | 237.5 |
| | Asian/Pac Islander | 272 | 237 | 35 | 87.0% | 13.0% | 239.8 |
| | Hispanic | 393 | 335 | 58 | 85.0% | 15.0% | 239.8 |
| | Multiracial | 266 | 253 | 13 | 95.0% | 5.0% | 251.6 |
| | Nat Amer/Amer Ind/AK Nat | 41 | 36 | 5 | 88.0% | 12.0% | 247.9 |
| | Other | 81 | 69 | 12 | 85.0% | 15.0% | 243 |
| | Undeclared | 259 | 245 | 14 | 95.0% | 5.0% | 256.8 |
| | White (non-Hispanic) | 4,793 | 4,548 | 245 | 95.0% | 5.0% | 252.4 |

| Elem Education Subject Area Test II | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|---|-----------------------------|--------------|------------|------------|--------------|--------------|-------------------------|
| All Selections (4/6/17-6/3/18) CS=220 | | 1,839 | 1,579 | 260 | 86.0% | 14.0% | 245.1 |
| All Selections (9/12/16-4/5/17) CS=228 | | 816 | 680 | 136 | 83.0% | 17.0% | 247.6 |
| All Selections (8/2010-9/11/2016) | | 6,014 | 5,110 | 904 | 85.0% | 15.0% | 246.7 |
| YTD 9/1/2017 - 6/3/2018 | All Selections | 1,092 | 930 | 162 | 85.0% | 15.0% | 244.7 |
| | African Amer/ Black | 17 | 10 | 7 | 59.0% | 41.0% | 214.6 |
| | Asian/Pac Islander | 71 | 59 | 12 | 83.0% | 17.0% | 244.4 |
| | Hispanic | 122 | 83 | 39 | 68.0% | 32.0% | 227.3 |
| | Multiracial | 41 | 35 | 6 | 85.0% | 15.0% | 243.8 |
| | Nat Amer/Amer Ind/AK Nat | 11 | 10 | 1 | 91.0% | 9.0% | 242.9 |
| | Other | 18 | 11 | 7 | 61.0% | 39.0% | 218.5 |
| | Undeclared | 27 | 22 | 5 | 81.0% | 19.0% | 243.1 |
| | White (non-Hispanic) | 785 | 700 | 85 | 89.0% | 11.0% | 248.8 |
| 2016-17 4/6/17 - 8/31/17 | All Selections | 747 | 649 | 98 | 87.0% | 13.0% | 245.7 |
| | African Amer/ Black | 10 | 8 | 2 | 80.0% | 20.0% | 231.5 |
| | Asian/Pac Islander | 39 | 33 | 6 | 85.0% | 15.0% | 239.3 |
| | Hispanic | 89 | 62 | 27 | 70.0% | 30.0% | 227.2 |
| | Multiracial | 27 | 24 | 3 | 89.0% | 11.0% | 256.4 |
| | Nat Amer/Amer Ind/AK Nat | 12 | 9 | 3 | 75.0% | 25.0% | 245.2 |
| | Other | 16 | 12 | 4 | 75.0% | 25.0% | 226.8 |
| | Undeclared | 32 | 29 | 3 | 91.0% | 9.0% | 257.5 |
| | White (non-Hispanic) | 522 | 472 | 50 | 90.0% | 10.0% | 249 |
| 2016-17 9/12/16 - 4/5/17 | All Selections | 816 | 680 | 136 | 83.0% | 17.0% | 247.6 |
| | African Amer/ Black | 11 | 7 | 4 | 64.0% | 36.0% | 226.8 |
| | Asian/Pac Islander | 36 | 32 | 4 | 89.0% | 11.0% | 249.8 |
| | Hispanic | 62 | 38 | 24 | 61.0% | 39.0% | 230.0 |
| | Multiracial | 21 | 17 | 4 | 81.0% | 19.0% | 249.6 |
| | Nat Amer/Amer Ind/AK Nat | 12 | 9 | 3 | 75.0% | 25.0% | 242.7 |
| | Other | 16 | 8 | 8 | 50.0% | 50.0% | 226.9 |
| | Undeclared | 31 | 27 | 4 | 87.0% | 13.0% | 251.3 |
| | White (non-Hispanic) | 627 | 542 | 85 | 86.0% | 14.0% | 249.9 |

Note: Testing times for Elementary Ed II was extended as of 0/12/2016 with an increase of 15 minutes.

| Elem Education Subject Area Test II | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------------|--------------------------|--------------|--------------|------------|--------------|--------------|-------------------------|
| 2016-17 9/1/1 - 9/11/16 | All Selections | 816 | 680 | 136 | 83.0% | 17.0% | 247.6 |
| | African Amer/ Black | 11 | 7 | 4 | 64.0% | 36.0% | 226.8 |
| | Asian/Pac Islander | 36 | 32 | 4 | 89.0% | 11.0% | 249.8 |
| | Hispanic | 62 | 38 | 24 | 61.0% | 39.0% | 230.0 |
| | Multiracial | 21 | 17 | 4 | 81.0% | 19.0% | 249.6 |
| | Nat Amer/Amer Ind/AK Nat | 12 | 9 | 3 | 75.0% | 25.0% | 242.7 |
| | Other | 16 | 8 | 8 | 50.0% | 50.0% | 226.9 |
| | Undeclared | 31 | 27 | 4 | 87.0% | 13.0% | 251.3 |
| | White (non-Hispanic) | 627 | 542 | 85 | 86.0% | 14.0% | 249.9 |
| 4/6/2017-6/3/2018 CS = 220 | All Selections | 23 | 17 | 6 | 74.0% | 26.0% | 238.2 |
| | Asian/Pac Islander | 2 | Low N | Low N | - | - | Low N |
| | Hispanic | 3 | Low N | Low N | - | - | Low N |
| | Multiracial | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 3 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 14 | 10 | 4 | 71.0% | 29.0% | 241.8 |
| 2015-16 | All Selections | 1,565 | 1,288 | 277 | 82.0% | 18.0% | 244.8 |
| | African Amer/ Black | 30 | 14 | 16 | 47.0% | 53.0% | 218.1 |
| | Asian/Pac Islander | 85 | 71 | 14 | 84.0% | 16.0% | 244.3 |
| | Hispanic | 138 | 84 | 54 | 61.0% | 39.0% | 226.4 |
| | Multiracial | 50 | 42 | 8 | 84.0% | 16.0% | 249.7 |
| | Nat Amer/Amer Ind/AK Nat | 7 | Low N | Low N | - | - | Low N |
| | Other | 32 | 20 | 12 | 63.0% | 38.0% | 230.6 |
| | Undeclared | 66 | 54 | 12 | 82.0% | 18.0% | 244.5 |
| | White (non-Hispanic) | 1,157 | 1,000 | 157 | 86.0% | 14.0% | 248.0 |

Note: Testing times for Elementary Ed II was extended as of 0/12/2016 with an increase of 15 minutes.

| Elem Education Subject Area Test II | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------------|--------------------------|--------------|--------------|------------|--------------|--------------|-------------------------|
| 4/6/2017-6/3/2018 CS = 220 | All Selections | 1,808 | 1,579 | 229 | 87.0% | 13.0% | 246.5 |
| | African Amer/Black | 26 | 18 | 8 | 69.0% | 31.0% | 226.4 |
| | Asian/Pac Islander | 108 | 92 | 16 | 85.0% | 15.0% | 243.7 |
| | Hispanic | 202 | 145 | 57 | 72.0% | 28.0% | 230.2 |
| | Multiracial | 66 | 59 | 7 | 89.0% | 11.0% | 250.8 |
| | Nat Amer/Amer Ind/AK Nat | 24 | 19 | 5 | 79.0% | 21.0% | 242 |
| | Other | 32 | 23 | 9 | 72.0% | 28.0% | 227 |
| | Undeclared | 58 | 51 | 7 | 88.0% | 12.0% | 251.9 |
| | White (non-Hispanic) | 1,292 | 1,172 | 120 | 91.0% | 9.0% | 249.7 |
| 9/12/2016-4/5/2017 CS = 228 | All Selections | 800 | 680 | 120 | 85.0% | 15.0% | 249.1 |
| | African Amer/Black | 10 | 7 | 3 | 70.0% | 30.0% | 231.7 |
| | Asian/Pac Islander | 34 | 32 | 2 | 94.0% | 6.0% | 253.1 |
| | Hispanic | 57 | 38 | 19 | 67.0% | 33.0% | 234.2 |
| | Multiracial | 21 | 17 | 4 | 81.0% | 19.0% | 249.6 |
| | Nat Amer/Amer Ind/AK Nat | 12 | 9 | 3 | 75.0% | 25.0% | 242.7 |
| | Other | 15 | 8 | 7 | 53.0% | 47.0% | 231 |
| | Undeclared | 31 | 27 | 4 | 87.0% | 13.0% | 251.3 |
| | White (non-Hispanic) | 620 | 542 | 78 | 87.0% | 13.0% | 251 |
| 8/2010-9/11/2016 | All Selections | 5,566 | 5,110 | 456 | 92.0% | 8.0% | 250.6 |
| | African Amer/Black | 77 | 48 | 29 | 62.0% | 38.0% | 229.1 |
| | Asian/Pac Islander | 250 | 227 | 23 | 91.0% | 9.0% | 248 |
| | Hispanic | 345 | 278 | 67 | 81.0% | 19.0% | 236.5 |
| | Multiracial | 255 | 241 | 14 | 95.0% | 5.0% | 253.7 |
| | Nat Amer/Amer Ind/AK Nat | 33 | 26 | 7 | 79.0% | 21.0% | 241.3 |
| | Other | 66 | 55 | 11 | 83.0% | 17.0% | 241.1 |
| | Undeclared | 231 | 217 | 14 | 94.0% | 6.0% | 256.9 |
| | White (non-Hispanic) | 4,309 | 4,018 | 291 | 93.0% | 7.0% | 252 |

Note: Testing times for Elementary Ed II was extended as of 0/12/2016 with an increase of 15 minutes.

| Mathematics | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|---|-----------------------------|------------|-----------|------------|--------------|--------------|-------------------------|
| All Selections (4/6/17-6/3/18) CS=220 | | 224 | 176 | 48 | 79.0% | 21.0% | 241.7 |
| All Selections (9/12/16-4/5/17) CS=225 | | 105 | 84 | 21 | 80.0% | 20.0% | 245.2 |
| All Selections (8/2010-9/11/2016) | | | | | | | |
| YTD 9/1/2017 - 6/3/2018 | All Selections | 124 | 94 | 30 | 75.8% | 24.2% | 241.3 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 6 | Low N | Low N | - | - | Low N |
| | Hispanic | 8 | Low N | Low N | - | - | Low N |
| | Multiracial | 4 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 2 | Low N | Low N | - | - | Low N |
| | Other | 3 | Low N | Low N | - | - | Low N |
| | Undeclared | 4 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 96 | 74 | 22 | 77.1% | 22.9% | 243.1 |
| 2016-17 4/6/17 - 8/31/17 | All Selections | 100 | 82 | 18 | 82.0% | 18.0% | 242.3 |
| | African Amer/ Black | 2 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 4 | Low N | Low N | - | - | Low N |
| | Hispanic | 7 | Low N | Low N | - | - | Low N |
| | Multiracial | 1 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 4 | Low N | Low N | - | - | Low N |
| | Other | 6 | Low N | Low N | - | - | Low N |
| | Undeclared | 76 | 63 | 13 | 82.9% | 17.1% | 242.7 |
| | White (non-Hispanic) | 522 | 472 | 50 | 90.0% | 10.0% | 249 |
| 2016-17 9/12/16 - 4/5/17 | All Selections | 105 | 84 | 21 | 80.0% | 20.0% | 245.2 |
| | Asian/Pac Islander | 10 | 8 | 2 | 80.0% | 20.0% | 255.3 |
| | Hispanic | 7 | Low N | Low N | - | - | Low N |
| | Multiracial | 4 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 2 | Low N | Low N | - | - | Low N |
| | Other | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 5 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 76 | 64 | 12 | 84.2% | 15.8% | 248.9 |

Note: Testing time for Mathematics was extended as of 0/12/2016 with an increase of 45 minutes.

| Mathematics | Ethnicity | 76 | 64 | 12 | 84.2% | 15.8% | 248.9 |
|--------------------------------|--------------------------|--------------|--------------|--------------|--------------|--------------|--------------------|
| 2016-17 | All Selections | 1 | Low N | Low N | - | - | Low N |
| 9/1/1 - 9/11/16 | White (non-Hispanic) | 1 | Low N | Low N | - | - | Low N |
| 2015-16 | All Selections | 214 | 143 | 71 | 66.8% | 33.2% | 234.4 |
| | African Amer/ Black | 3 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 13 | 9 | 4 | 69.2% | 30.8% | 234.5 |
| | Hispanic | 10 | 3 | 7 | 30.0% | 70.0% | 207.4 |
| | Multiracial | 7 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 2 | Low N | Low N | - | - | Low N |
| | Other | 3 | Low N | Low N | - | - | Low N |
| | Undeclared | 10 | 8 | 2 | 80.0% | 20.0% | 250.9 |
| | White (non-Hispanic) | 166 | 116 | 50 | 69.9% | 30.1% | 236.4 |
| 4/6/2017-6/3/2018 CS = 220 | All Selections | 220 | 176 | 44 | 80.0% | 20.0% | 243.0318182 |
| | African Amer/ Black | 3 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 10 | 9 | 1 | 90.0% | 10.0% | 259.3 |
| | Hispanic | 14 | 10 | 4 | 71.4% | 28.6% | 230.4285714 |
| | Multiracial | 6 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 2 | Low N | Low N | - | - | Low N |
| | Other | 7 | Low N | Low N | - | - | Low N |
| | Undeclared | 10 | 8 | 2 | 80.0% | 20.0% | 242.2 |
| | White (non-Hispanic) | 168 | 137 | 31 | 81.5% | 18.5% | 244.375 |
| 9/12/2016-4/5/2017 CS = 225 | All Selections | 1,052 | 787 | 265 | 74.8% | 25.2% | 237.3564639 |
| | African Amer/ Black | 4 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 59 | 48 | 11 | 81.4% | 18.6% | 237.2033898 |
| | Hispanic | 36 | 21 | 15 | 58.3% | 41.7% | 223.0277778 |
| | Multiracial | 60 | 49 | 11 | 81.7% | 18.3% | 245.1 |
| | Nat Amer/Amer Ind/AK Nat | 5 | Low N | Low N | - | - | Low N |
| | Other | 17 | 10 | 7 | 58.8% | 41.2% | 220.1764706 |
| | Undeclared | 63 | 46 | 17 | 73.0% | 27.0% | 238.1269841 |
| | White (non-Hispanic) | 808 | 607 | 201 | 75.1% | 24.9% | 237.6955446 |

Note: Testing time for Mathematics was extended as of 0/12/2016 with an increase of 45 minutes.

| Mathematics | Ethnicity | 76 | 64 | 12 | 84.2% | 15.8% | 248.9 |
|------------------|--------------------------|------------|-----------|-----------|--------------|--------------|--------------------|
| 8/2010-9/11/2016 | All Selections | 105 | 84 | 21 | 80.0% | 20.0% | 245.4380952 |
| | Asian/Pac Islander | 10 | 8 | 2 | 80.0% | 20.0% | 257.3 |
| | Hispanic | 7 | Low N | Low N | - | - | Low N |
| | Multiracial | 4 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 2 | Low N | Low N | - | - | Low N |
| | Other | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 5 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 76 | 64 | 12 | 84.2% | 15.8% | 248.8684211 |

Note: Testing time for Mathematics was extended as of 0/12/2016 with an increase of 45 minutes.

| Health | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|--|--------------------------|------------|------------|------------|--------------|-------------|-------------------------|
| All Selections (4/6/17-6/3/18) CS=220 | | 159 | 155 | 4 | 97.5% | 2.5% | 256.2 |
| All Selections (8/2010-4/5/2017) CS=240 | | 723 | 657 | 66 | 90.9% | 9.1% | 257.2 |
| YTD 9/1/2017 - 6/3/2018 | All Selections | 80 | 79 | 1 | 98.8% | 1.3% | 255.2 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 3 | Low N | Low N | - | - | Low N |
| | Hispanic | 5 | Low N | Low N | - | - | Low N |
| | Multiracial | 2 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 1 | Low N | Low N | - | - | Low N |
| | Other | 3 | Low N | Low N | - | - | Low N |
| | Undeclared | 65 | 64 | 1 | 98.5% | 1.5% | 256.8 |
| White (non-Hispanic) | 96 | 74 | 22 | 77.1% | 22.9% | 243.1 | |
| 2016-17 4/6/17 - 8/31/17 | All Selections | 79 | 76 | 3 | 96.2% | 3.8% | 257.2 |
| | Asian/Pac Islander | 2 | Low N | Low N | - | - | Low N |
| | Hispanic | 2 | Low N | Low N | - | - | Low N |
| | Multiracial | 4 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 5 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 65 | 64 | 1 | 98.5% | 1.5% | 257.3 |

| Health | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-----------------------------------|-----------------------------|------------|------------|------------|--------------|--------------|-------------------------|
| 2016-17 9/12/16 - 4/5/17 | All Selections | 58 | 53 | 5 | 91.4% | 8.6% | 257.9 |
| | African Amer/ Black | 2 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 1 | Low N | Low N | - | - | Low N |
| | Hispanic | 3 | Low N | Low N | - | - | Low N |
| | Multiracial | 1 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 1 | Low N | Low N | - | - | Low N |
| | Other | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 7 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 42 | 37 | 5 | 88.1% | 11.9% | 257.5 |
| 2015-16 | All Selections | 120 | 107 | 13 | 89.2% | 10.8% | 258.4 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 4 | Low N | Low N | - | - | Low N |
| | Hispanic | 5 | Low N | Low N | - | - | Low N |
| | Multiracial | 3 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 1 | Low N | Low N | - | - | Low N |
| | Other | 2 | Low N | Low N | - | - | Low N |
| | Undeclared | 9 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 95 | 85 | 10 | 89.5% | 10.5% | 258.8 |
| 4/6/2017- 6/3/2018 CS = 220 | All Selections | 159 | 155 | 4 | 97.5% | 2.5% | 256.1949686 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 5 | Low N | Low N | - | - | Low N |
| | Hispanic | 7 | Low N | Low N | - | - | Low N |
| | Multiracial | 6 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 1 | Low N | Low N | - | - | Low N |
| | Other | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 8 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 130 | 128 | 2 | 98.5% | 1.5% | 257.0461538 |

| Health | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------|--------------------------|------------|------------|------------|--------------|-------------|-------------------------|
| 8/2010 - 4/5/2017 CS = 240 | All Selections | 694 | 657 | 37 | 94.7% | 5.3% | 258.4668588 |
| | African Amer/ Black | 5 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 19 | 19 | 0 | 100.0% | 0.0% | 253.6315789 |
| | Hispanic | 27 | 24 | 3 | 88.9% | 11.1% | 248.7777778 |
| | Multiracial | 38 | 36 | 2 | 94.7% | 5.3% | 256.9473684 |
| | Nat Amer/Amer Ind/AK Nat | 8 | Low N | Low N | - | - | Low N |
| | Other | 8 | Low N | Low N | - | - | Low N |
| | Undeclared | 44 | 43 | 1 | 97.7% | 2.3% | 264.8863636 |
| | White (non-Hispanic) | 545 | 517 | 28 | 94.9% | 5.1% | 258.9027523 |

| MG ELA | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|--|--------------------------|--------------|--------------|------------|--------------|-------------|-------------------------|
| All Selections (4/6/17-6/3/18) CS=220 | | 83 | 81 | 2 | 97.6% | 2.4% | 258.8674699 |
| All Selections (8/2010-4/5/2017) CS=222 | | 1,078 | 1,045 | 33 | 96.9% | 3.1% | 260.6 |
| YTD 9/1/2017 - 6/3/2018 | All Selections | 47 | 46 | 1 | 97.9% | 2.1% | 260.6 |
| | Asian/Pac Islander | 3 | Low N | Low N | - | - | Low N |
| | Hispanic | 1 | Low N | Low N | - | - | Low N |
| | Multiracial | 2 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 2 | Low N | Low N | - | - | Low N |
| | Other | 3 | Low N | Low N | - | - | Low N |
| | Undeclared | 36 | 36 | 0 | 100.0% | 0.0% | 265.3 |
| | White (non-Hispanic) | 96 | 74 | 22 | 77.1% | 22.9% | 243.1 |
| 2016-17 4/6/17 - 8/31/17 | All Selections | 36 | 35 | 1 | 97.2% | 2.8% | 256.6 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 1 | Low N | Low N | - | - | Low N |
| | Hispanic | 2 | Low N | Low N | - | - | Low N |
| | Undeclared | 2 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 30 | 29 | 1 | 96.7% | 3.3% | 256.6 |

| MG ELA | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-----------------------------------|-----------------------------|------------|------------|------------|--------------|-------------|-------------------------|
| 2016-17 9/12/16 - 4/5/17 | All Selections | 35 | 33 | 2 | 94.3% | 5.7% | 256.5 |
| | Hispanic | 3 | Low N | Low N | - | - | Low N |
| | Multiracial | 1 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 2 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 28 | 28 | 0 | 100.0% | 0.0% | 261.6 |
| 2015-16 | All Selections | 117 | 111 | 6 | 94.9% | 5.1% | 259.4 |
| | African Amer/ Black | 3 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 3 | Low N | Low N | - | - | Low N |
| | Hispanic | 3 | Low N | Low N | - | - | Low N |
| | Multiracial | 5 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 3 | Low N | Low N | - | - | Low N |
| | Undeclared | 4 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 96 | 93 | 3 | 96.9% | 3.1% | 262.6 |
| 4/6/2017- 6/3/2018 CS = 220 | All Selections | 82 | 81 | 1 | 99.0% | 1.0% | 259.5 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 1 | Low N | Low N | - | - | Low N |
| | Hispanic | 5 | Low N | Low N | - | - | Low N |
| | Multiracial | 1 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 2 | Low N | Low N | - | - | Low N |
| | Other | 2 | Low N | Low N | - | - | Low N |
| | Undeclared | 5 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 65 | 65 | 0 | 100.0% | 0.0% | 262.2 |

| MG ELA | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------|--------------------------|--------------|--------------|------------|--------------|-------------|-------------------------|
| 8/2010 - 4/5/2017 CS = 222 | All Selections | 1,068 | 1,045 | 23 | 98.0% | 2.0% | 261.1 |
| | African Amer/ Black | 12 | 9 | 3 | 75.0% | 25.0% | 248.8 |
| | Asian/Pac Islander | 17 | 16 | 1 | 94.0% | 6.0% | 254.4 |
| | Hispanic | 38 | 33 | 5 | 87.0% | 13.0% | 247.4 |
| | Multiracial | 51 | 49 | 2 | 96.0% | 4.0% | 260.3 |
| | Nat Amer/Amer Ind/AK Nat | 10 | 10 | 0 | 100.0% | 0.0% | 258 |
| | Other | 17 | 16 | 1 | 94.0% | 6.0% | 258.7 |
| | Undeclared | 72 | 71 | 1 | 99.0% | 1.0% | 262.3 |
| | White (non-Hispanic) | 851 | 841 | 10 | 99.0% | 1.0% | 262.1 |

| MG Gen Sci | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|--|--------------------------|------------|------------|------------|--------------|--------------|-------------------------|
| All Selections (4/6/17-6/3/18) CS=220 | | 86 | 78 | 8 | 90.7% | 9.3% | 247.3 |
| All Selections (8/2010-4/5/2017) CS=228 | | 519 | 437 | 82 | 84.2% | 15.8% | 248.6 |
| YTD 9/1/2017 - 6/3/2018 | All Selections | 51 | 48 | 3 | 94.1% | 5.9% | 250.6 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Hispanic | 1 | Low N | Low N | - | - | Low N |
| | Multiracial | 2 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 1 | Low N | Low N | - | - | Low N |
| | Other | 2 | Low N | Low N | - | - | Low N |
| | Undeclared | 2 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 42 | 41 | 1 | 97.6% | 2.4% | 253.9 |
| 2016-17 4/6/17 - 8/31/17 | All Selections | 35 | 30 | 5 | 85.7% | 14.3% | 242.6 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Hispanic | 1 | Low N | Low N | - | - | Low N |
| | Other | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 4 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 28 | 24 | 4 | 85.7% | 14.3% | 243.3 |

| MG Gen Sci | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-----------------------------------|--------------------------|------------|------------|------------|--------------|--------------|-------------------------|
| 2016-17 9/1/16 - 4/5/17 | All Selections | 35 | 30 | 5 | 85.7% | 14.3% | 249.5 |
| | Hispanic | 3 | Low N | Low N | - | - | Low N |
| | Other | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 1 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 30 | 25 | 5 | 83.3% | 16.7% | 247.8 |
| 2015-16 | All Selections | 74 | 65 | 9 | 87.8% | 12.2% | 250.2 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 3 | Low N | Low N | - | - | Low N |
| | Hispanic | 2 | Low N | Low N | - | - | Low N |
| | Multiracial | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 1 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 66 | 58 | 8 | 87.9% | 12.1% | 251.0 |
| 4/6/2017- 6/3/2018 CS = 220 | All Selections | 85 | 78 | 7 | 92.0% | 8.0% | 248.4 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Hispanic | 2 | Low N | Low N | - | - | Low N |
| | Multiracial | 3 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 1 | Low N | Low N | - | - | Low N |
| | Other | 2 | Low N | Low N | - | - | Low N |
| | Undeclared | 6 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 70 | 65 | 5 | 93.0% | 7.0% | 249.8 |
| 8/2010 - 4/5/2017 CS = 228 | All Selections | 495 | 437 | 58 | 88.0% | 12.0% | 250.5 |
| | African Amer/ Black | 2 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 11 | 9 | 2 | 82.0% | 18.0% | 246.2 |
| | Hispanic | 18 | 14 | 4 | 78.0% | 22.0% | 238.2 |
| | Multiracial | 24 | 24 | 0 | 100.0% | 0.0% | 263 |
| | Nat Amer/Amer Ind/AK Nat | 2 | Low N | Low N | - | - | Low N |
| | Other | 3 | Low N | Low N | - | - | Low N |
| | Undeclared | 42 | 37 | 5 | 88.0% | 12.0% | 255.6 |
| | White (non-Hispanic) | 393 | 347 | 46 | 88.0% | 12.0% | 250 |

| Middle Grades Math Subject Test | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|---|-----------------------------|------------|-----------|------------|--------------|--------------|-------------------------|
| All Selections (4/6/17-6/3/18) CS=220 | | 245 | 167 | 78 | 68.2% | 31.8% | 231.9 |
| All Selections (9/12/16-4/5/17) CS=225 | | 88 | 68 | 20 | 77.3% | 22.7% | 234.5 |
| All Selections (8/2010-9/11/2016) CS=225 | | 1,672 | 954 | 718 | 57.1% | 42.9% | 225.7 |
| YTD 9/1/2017 - 6/3/2018 | All Selections | 129 | 89 | 40 | 69.0% | 31.0% | 233.7 |
| | African Amer/ Black | 3 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 6 | Low N | Low N | - | - | Low N |
| | Hispanic | 7 | Low N | Low N | - | - | Low N |
| | Multiracial | 4 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 3 | Low N | Low N | - | - | Low N |
| | Other | 3 | Low N | Low N | - | - | Low N |
| | Undeclared | 8 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 95 | 67 | 28 | 70.5% | 29.5% | 235.9 |
| 2016-17 4/6/17 - 8/31/17 | All Selections | 116 | 78 | 38 | 67.2% | 32.8% | 229.8 |
| | African Amer/ Black | 4 | Low N | Low N | - | - | Low N |
| | Hispanic | 2 | Low N | Low N | - | - | Low N |
| | Multiracial | 15 | 7 | 8 | 46.7% | 53.3% | 219.6 |
| | Other | 3 | Low N | Low N | - | - | Low N |
| | Undeclared | 2 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 5 | Low N | Low N | - | - | Low N |
| 2016-17 9/12/16 - 4/5/17 | All Selections | 88 | 68 | 20 | 77.3% | 22.7% | 234.5 |
| | African Amer/ Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 2 | Low N | Low N | - | - | Low N |
| | Hispanic | 10 | 8 | 2 | 80.0% | 20.0% | 233.0 |
| | Multiracial | 4 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 1 | Low N | Low N | - | - | Low N |
| | Other | 2 | Low N | Low N | - | - | Low N |
| | Undeclared | 3 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 65 | 51 | 14 | 78.5% | 21.5% | 235.8 |

Note: Testing time for Middle Grades Mathematics was extended as of 0/12/2016 with an increase of 45 minutes

| Middle Grades Math Subject Test | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------------|--------------------------|--------------|--------------|--------------|--------------|--------------|-------------------------|
| 2016-17 9/1/16 - 9/11/16 | All Selections | 3 | Low N | Low N | - | - | Low N |
| | Undeclared | 1 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 2 | Low N | Low N | - | - | Low N |
| 2015-16 | All Selections | 268 | 167 | 101 | 62.3% | 37.7% | 227.0 |
| | Asian/Pac Islander | 16 | 11 | 5 | 68.8% | 31.3% | 226.4 |
| | Hispanic | 14 | 6 | 8 | 42.9% | 57.1% | 210.6 |
| | Multiracial | 10 | 9 | 1 | 90.0% | 10.0% | 241.9 |
| | Nat Amer/Amer Ind/AK Nat | 3 | Low N | Low N | - | - | Low N |
| | Other | 2 | Low N | Low N | - | - | Low N |
| | Undeclared | 12 | 7 | 5 | 58.3% | 41.7% | 228.8 |
| | White (non-Hispanic) | 211 | 130 | 81 | 61.6% | 38.4% | 227.4 |
| 4/6/2017- 6/3/2018 CS = 220 | All Selections | 237 | 167 | 70 | 70.0% | 30.0% | 233.2 |
| | African Amer/ Black | 7 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 8 | Low N | Low N | - | - | Low N |
| | Hispanic | 19 | 10 | 9 | 53.0% | 47.0% | 220.1 |
| | Multiracial | 7 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 3 | Low N | Low N | - | - | Low N |
| | Other | 5 | Low N | Low N | - | - | Low N |
| | Undeclared | 14 | 9 | 5 | 64.0% | 36.0% | 237.3 |
| | White (non-Hispanic) | 174 | 128 | 46 | 74.0% | 26.0% | 235.4 |
| 9/12/2016 - 4/5/2017 CS = 225 | All Selections | 1,458 | 954 | 504 | 65.0% | 35.0% | 229.7 |
| | African Amer/ Black | 10 | 5 | 5 | 50.0% | 50.0% | 211 |
| | Asian/Pac Islander | 56 | 42 | 14 | 75.0% | 25.0% | 233.5 |
| | Hispanic | 62 | 30 | 32 | 48.0% | 52.0% | 218 |
| | Multiracial | 69 | 56 | 13 | 81.0% | 19.0% | 235.8 |
| | Nat Amer/Amer Ind/AK Nat | 16 | 8 | 8 | 50.0% | 50.0% | 215.8 |
| | Other | 23 | 13 | 10 | 57.0% | 43.0% | 224.6 |
| | Undeclared | 79 | 56 | 23 | 71.0% | 29.0% | 235.5 |
| | White (non-Hispanic) | 1,143 | 744 | 399 | 65.0% | 35.0% | 229.9 |

Note: Testing time for Middle Grades Mathematics was extended as of 0/12/2016 with an increase of 45 minutes

| Middle Grades Math Subject Test | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|---------------------------------|--------------------------|-----------|-----------|------------|--------------|--------------|-------------------------|
| 8/2010 - 9/11/2016 CS = 225 | All Selections | 88 | 68 | 20 | 77.0% | 23.0% | 234.9 |
| | African Amer/Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 2 | Low N | Low N | - | - | Low N |
| | Hispanic | 10 | 8 | 2 | 80.0% | 20.0% | 233.3 |
| | Multiracial | 4 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 1 | Low N | Low N | - | - | Low N |
| | Other | 2 | Low N | Low N | - | - | Low N |
| | Undeclared | 3 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 65 | 51 | 14 | 78.0% | 22.0% | 236.1 |

Note: Testing time for Middle Grades Mathematics was extended as of 0/12/2016 with an increase of 45 minutes

| MG Soc Sci | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------|--------------------------|------------|------------|------------|--------------|--------------|-------------------------|
| 4/6/2017-6/3/2018 CS = 220 | All Selections | 86 | 64 | 22 | 74.0% | 26.0% | 232.4 |
| | Asian/Pac Islander | 1 | Low N | Low N | - | - | Low N |
| | Hispanic | 8 | Low N | Low N | - | - | Low N |
| | Multiracial | 2 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 5 | Low N | Low N | - | - | Low N |
| | Undeclared | 6 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 64 | 48 | 16 | 75.0% | 25.0% | 235.7 |
| 8/2010 - 4/5/2017 CS = 237 | All Selections | 823 | 657 | 166 | 80.0% | 20.0% | 240.7 |
| | African Amer/Black | 16 | 8 | 8 | 50.0% | 50.0% | 226.5 |
| | Asian/Pac Islander | 17 | 9 | 8 | 53.0% | 47.0% | 222.5 |
| | Hispanic | 25 | 16 | 9 | 64.0% | 36.0% | 228.4 |
| | Multiracial | 27 | 19 | 8 | 70.0% | 30.0% | 238.7 |
| | Nat Amer/Amer Ind/AK Nat | 9 | Low N | Low N | - | - | Low N |
| | Other | 11 | 8 | 3 | 73.0% | 27.0% | 225.6 |
| | Undeclared | 69 | 61 | 8 | 88.0% | 12.0% | 246.2 |
| | White (non-Hispanic) | 649 | 530 | 119 | 82.0% | 18.0% | 241.9 |

| Music | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------|--------------------------|------------|------------|------------|--------------|-------------|-------------------------|
| 8/2010 - 6/7/2018 CS = 220 | All Selections | 633 | 624 | 9 | 99.0% | 1.0% | 259.5 |
| | African Amer/ Black | 10 | 10 | 0 | 100.0% | 0.0% | 252.1 |
| | Asian/Pac Islander | 15 | 15 | 0 | 100.0% | 0.0% | 258.1 |
| | Hispanic | 17 | 17 | 0 | 100.0% | 0.0% | 263.6 |
| | Multiracial | 72 | 72 | 0 | 100.0% | 0.0% | 262 |
| | Nat Amer/Amer Ind/AK Nat | 2 | Low N | Low N | - | - | Low N |
| | Other | 11 | 11 | 0 | 100.0% | 0.0% | 268.2 |
| | Undeclared | 34 | 33 | 1 | 97.0% | 3.0% | 258 |
| | White (non-Hispanic) | 472 | 464 | 8 | 98.0% | 2.0% | 259.1 |

| Phys Ed | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------|--------------------------|------------|------------|------------|--------------|--------------|-------------------------|
| 4/6/2017-6/7/2018 CS = 220 | All Selections | 208 | 188 | 20 | 90.0% | 10.0% | 244.7 |
| | African Amer/ Black | 4 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 4 | Low N | Low N | - | - | Low N |
| | Hispanic | 16 | 12 | 4 | 75.0% | 25.0% | 235.8 |
| | Multiracial | 7 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 4 | Low N | Low N | - | - | Low N |
| | Undeclared | 9 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 164 | 154 | 10 | 94.0% | 6.0% | 246.1 |
| 8/2010 - 4/5/2017 CS = 224 | All Selections | 838 | 804 | 34 | 96.0% | 4.0% | 247.8 |
| | African Amer/ Black | 16 | 11 | 5 | 69.0% | 31.0% | 229.7 |
| | Asian/Pac Islander | 16 | 16 | 0 | 100.0% | 0.0% | 245.8 |
| | Hispanic | 36 | 27 | 9 | 75.0% | 25.0% | 236.9 |
| | Multiracial | 42 | 42 | 0 | 100.0% | 0.0% | 246.3 |
| | Nat Amer/Amer Ind/AK Nat | 10 | 9 | 1 | 90.0% | 10.0% | 245.2 |
| | Other | 6 | Low N | Low N | - | - | Low N |
| | Undeclared | 41 | 40 | 1 | 98.0% | 2.0% | 249.5 |
| | White (non-Hispanic) | 671 | 653 | 18 | 97.0% | 3.0% | 249 |

| Physics | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------|--------------------------|------------|------------|------------|---------------|-------------|-------------------------|
| 4/6/2017-6/7/2018 CS = 220 | All Selections | 34 | 34 | 0 | 100.0% | 0.0% | 267.5 |
| | African Amer/Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 2 | Low N | Low N | - | - | Low N |
| | Hispanic | 2 | Low N | Low N | - | - | Low N |
| | Multiracial | 2 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 2 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 24 | 24 | 0 | 100.0% | 0.0% | 271.8 |
| 8/2010 - 4/5/2017 CS = 232 | All Selections | 158 | 146 | 12 | 92.0% | 8.0% | 267 |
| | Asian/Pac Islander | 2 | Low N | Low N | - | - | Low N |
| | Hispanic | 2 | Low N | Low N | - | - | Low N |
| | Multiracial | 10 | 9 | 1 | 90.0% | 10.0% | 267.8 |
| | Other | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 12 | 10 | 2 | 83.0% | 17.0% | 267.2 |
| | White (non-Hispanic) | 131 | 123 | 8 | 94.0% | 6.0% | 267.4 |

| Physics | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------|--------------------------|-----------|-----------|------------|---------------|-------------|-------------------------|
| 4/6/2017-6/7/2018 CS = 220 | All Selections | 49 | 49 | 0 | 100.0% | 0.0% | 259.6 |
| | African Amer/Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 3 | Low N | Low N | - | - | Low N |
| | Hispanic | 7 | Low N | Low N | - | - | Low N |
| | Multiracial | 2 | Low N | Low N | - | - | Low N |
| | Nat Amer/Amer Ind/AK Nat | 1 | Low N | Low N | - | - | Low N |
| | Other | 3 | Low N | Low N | - | - | Low N |
| | Undeclared | 1 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 31 | 31 | 0 | 100.0% | 0.0% | 260.6 |

| Physics | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------|--------------------------|------------|------------|------------|--------------|-------------|-------------------------|
| 8/2010 - 4/5/2017 CS = 224 | All Selections | 399 | 395 | 4 | 99.0% | 1.0% | 258.1 |
| | African Amer/ Black | 7 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 22 | 22 | 0 | 100.0% | 0.0% | 251.1 |
| | Hispanic | 34 | 32 | 2 | 94.0% | 6.0% | 245 |
| | Multiracial | 58 | 58 | 0 | 100.0% | 0.0% | 259.3 |
| | Nat Amer/Amer Ind/AK Nat | 5 | Low N | Low N | - | - | Low N |
| | Other | 11 | 11 | 0 | 100.0% | 0.0% | 259.4 |
| | Undeclared | 16 | 16 | 0 | 100.0% | 0.0% | 258.1 |
| | White (non-Hispanic) | 246 | 245 | 1 | 100.0% | 0.0% | 260.7 |

| Sch Lib Med | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------|-----------------------|------------|------------|------------|---------------|-------------|-------------------------|
| 4/6/2017-6/7/2018 CS = 220 | All Selections | 142 | 142 | 0 | 100.0% | 0.0% | 265.3 |
| | Asian/Pac Islander | 3 | Low N | Low N | - | - | Low N |
| | Hispanic | 5 | Low N | Low N | - | - | Low N |
| | Multiracial | 7 | Low N | Low N | - | - | Low N |
| | Other | 1 | Low N | Low N | - | - | Low N |
| | Undeclared | 7 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 119 | 119 | 0 | 100.0% | 0.0% | 266.1 |

| Social Science | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------|--------------------------|------------|------------|------------|--------------|--------------|-------------------------|
| 4/6/2017-6/7/2018 CS = 220 | All Selections | 378 | 340 | 38 | 90.0% | 10.0% | 244.1 |
| | African Amer/ Black | 2 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 9 | Low N | Low N | - | - | Low N |
| | Hispanic | 24 | 21 | 3 | 88.0% | 13.0% | 234.3 |
| | Multiracial | 11 | 11 | 0 | 100.0% | 0.0% | 240.9 |
| | Nat Amer/Amer Ind/AK Nat | 9 | Low N | Low N | - | - | Low N |
| | Other | 8 | Low N | Low N | - | - | Low N |
| | Undeclared | 21 | 19 | 2 | 90.0% | 10.0% | 246.7 |
| | White (non-Hispanic) | 294 | 268 | 26 | 91.0% | 9.0% | 245.5 |

| Social Science | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------|--------------------------|--------------|--------------|------------|--------------|--------------|-------------------------|
| 8/2010 - 4/5/2017 CS = 237 | All Selections | 1,895 | 1,513 | 382 | 80.0% | 20.0% | 246.8 |
| | African Amer/Black | 22 | 14 | 8 | 64.0% | 36.0% | 232.3 |
| | Asian/Pac Islander | 28 | 12 | 16 | 43.0% | 57.0% | 228.9 |
| | Hispanic | 49 | 28 | 21 | 57.0% | 43.0% | 235 |
| | Multiracial | 137 | 113 | 24 | 82.0% | 18.0% | 248.5 |
| | Nat Amer/Amer Ind/AK Nat | 21 | 16 | 5 | 76.0% | 24.0% | 235 |
| | Other | 27 | 18 | 9 | 67.0% | 33.0% | 239 |
| | Undeclared | 124 | 108 | 16 | 87.0% | 13.0% | 250.1 |
| | White (non-Hispanic) | 1,486 | 1,204 | 282 | 81.0% | 19.0% | 247.6 |

| Spanish Subject Area Test | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-------------------------------|--------------------------|------------|------------|------------|--------------|--------------|-------------------------|
| 4/6/2017-6/7/2018 CS = 220 | All Selections | 112 | 79 | 33 | 71.0% | 29.0% | 238.9 |
| | African Amer/Black | 1 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 1 | Low N | Low N | - | - | Low N |
| | Hispanic | 45 | 40 | 5 | 89.0% | 11.0% | 251.8 |
| | Multiracial | 3 | Low N | Low N | - | - | Low N |
| | Undeclared | 8 | Low N | Low N | - | - | Low N |
| | White (non-Hispanic) | 54 | 32 | 22 | 59.0% | 41.0% | 229.7 |
| 8/2010 - 4/5/2017 CS = 223 | All Selections | 670 | 444 | 226 | 66.0% | 34.0% | 230.7 |
| | African Amer/Black | 5 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 9 | Low N | Low N | - | - | Low N |
| | Hispanic | 193 | 156 | 37 | 81.0% | 19.0% | 243.3 |
| | Multiracial | 34 | 21 | 13 | 62.0% | 38.0% | 223.6 |
| | Nat Amer/Amer Ind/AK Nat | 4 | Low N | Low N | - | - | Low N |
| | Other | 7 | Low N | Low N | - | - | Low N |
| | Undeclared | 52 | 31 | 21 | 60.0% | 40.0% | 228.1 |
| | White (non-Hispanic) | 366 | 222 | 144 | 61.0% | 39.0% | 225.9 |

| Spec Ed | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|-----------------------------------|----------------------------------|-----------------------|--------------|--------------|--------------|--------------|-------------------------|
| 4/6/2017- 6/7/2018 CS = 220 | All Selections | 436 | 430 | 6 | 99.0% | 1.0% | 261.4 |
| | African Amer/ Black | 6 | Low N | Low N | - | - | Low N |
| | Asian/Pac Islander | 15 | 14 | 1 | 93.0% | 7.0% | 256.3 |
| | Hispanic | 22 | 22 | 0 | 100.0% | 0.0% | 258.1 |
| | Multiracial | 15 | 14 | 1 | 93.0% | 7.0% | 253.6 |
| | Nat Amer/Amer Ind/AK Nat | 8 | Low N | Low N | - | - | Low N |
| | Other | 6 | Low N | Low N | - | - | Low N |
| | Undeclared | 22 | 22 | 0 | 100.0% | 0.0% | 264.7 |
| | White (non-Hispanic) | 342 | 341 | 1 | 100.0% | 0.0% | 263 |
| | 8/2010 - 4/5/2017 CS = 228 | All Selections | 1,926 | 1,890 | 36 | 98.0% | 2.0% |
| African Amer/ Black | | 20 | 17 | 3 | 85.0% | 15.0% | 242.2 |
| Asian/Pac Islander | | 50 | 49 | 1 | 98.0% | 2.0% | 252.5 |
| Hispanic | | 66 | 64 | 2 | 97.0% | 3.0% | 252.4 |
| Multiracial | | 179 | 175 | 4 | 98.0% | 2.0% | 263.1 |
| Nat Amer/Amer Ind/AK Nat | | 22 | 22 | 0 | 100.0% | 0.0% | 259.2 |
| Other | | 26 | 24 | 2 | 92.0% | 8.0% | 255.1 |
| Undeclared | | 113 | 112 | 1 | 99.0% | 1.0% | 261.9 |
| White (non-Hispanic) | | 1,450 | 1,427 | 23 | 98.0% | 2.0% | 261.5 |

| Civil Rights Test | Ethnicity | # Takers | # Pass | # Not Pass | % Pass | % Not Pass | Mean Total Scaled Score |
|---|--|---------------|---------------|------------|--------------|-------------|-------------------------|
| All Selections (8/2010-6/7/2018) | | 30,928 | 30,821 | 107 | 99.7% | 0.3% | 281.1 |
| 8/2010 - 6/7/2018 | All Selections | 1,926 | 1,890 | 36 | 98.0% | 2.0% | 260.8 |
| | Black/African Amer (non-Hispanic) | 410 | 400 | 10 | 97.6% | 2.4% | 275.0 |
| | Asian/Asian American/Asian Indian | 1,078 | 1,054 | 24 | 97.8% | 2.2% | 273.2 |
| | Pacific Islander/Pacific Islander American | 1,001 | 1,001 | - | 100.0% | 0.0% | 280.6 |
| | Hispanic | 1,855 | 1,826 | 29 | 98.4% | 1.6% | 274.8 |
| | N/A | 915 | 915 | - | 100.0% | 0.0% | 284.7 |
| | Multiracial | 845 | 844 | 1 | 99.9% | 0.1% | 281.0 |
| | American Indian/Alaskan Native | 314 | 309 | 5 | 98.4% | 1.6% | 277.2 |
| | Undeclared | 403 | 402 | 1 | 99.8% | 0.2% | 282.5 |
| | White (non-Hispanic) | 24,107 | 24,070 | 37 | 99.8% | 0.2% | 282.0 |

APPENDIX H: RECOMMENDATIONS FROM THE 2018 OREGON EDUCATOR WORKFORCE SUPPLY & DEMAND PLANNING SUMMIT

Overarching Recommendations

- 1) Focus on high demand need areas first: Racial/linguistic diversity, Small and remote communities, Content areas (Special Education, STEM areas including CTE, and Bilingual Education).
- 2) Invite educators and communities of color to weigh in on recommended actions (Summit attendees were mostly white).
- 3) Make sure that educator workforce supply and demand data are collected more systematically and shared regularly with stakeholders and policymakers.
- 4) Leverage more common resources and training for new educator Mentors, University Supervisors and Cooperating Teachers who work with Preservice Educators.
- 5) Develop or adopt definitions and standards that can guide the development and delivery of professional learning focused on Culturally Responsive Teaching and Social-Emotional Learning for use by both preservice and inservice programs.

Recruitment

- 1) Develop a statewide educator recruitment marketing campaign that elevates the teaching profession utilizing social media and digital video while appealing to those seeking a career that will not be replaced by technology.
 - a) similar to that in [Louisiana](#), [California](#), and [Nashville](#).
- 2) Identify and share what it takes to create and sustain pathway models
- 3) Develop a legislative Policy Option Package requesting dedicated funds to support teacher scholarships, loan forgiveness models, and paid residencies in high demand areas.
- 4) Develop a legislative Policy Option Package requesting dedicated funds to support costs for grow your own programs for instructional assistants/para-educators, including continuous benefits during student teaching.
- 5) Leverage HB 2998 and the pending Unified Statewide Transfer Agreement in Education.
- 6) Create an incentive for public universities via the outcome based funding model to increase the recruitment and preparation of educators in hard to fill areas beyond Bilingual Education (currently the only incentivized education degree).

- 7) Consider ways to incentivize public educator preparation programs that seek to create program offering flexibility to better meet the needs of working professionals and place-bound candidates.
- 8) Leverage CTE Programs of Study to increase the number of available HS dual credit courses that can interest future teachers.

Preparation

- 1) Encourage universities to fund an Educator Talent Development and Partnership at each Educator Preparation Program that works with districts on program efforts.
- 2) Ensure continued sharing of data and feedback for continuous improvement of educator preparation programs via the SLDS, employment data, alumni surveys, principal satisfaction surveys, and mentor/mentee feedback.
- 3) Study impact of Chemeketa pilot on ORELA scores of teacher candidates for whom English is not their first language.
- 4) Convene a joint work group involving OACTE, COSA, and OEA to support and strengthen clinical partnerships to explore the following:
 - a) Statewide database of qualified and “ready” cooperating teachers who model culturally responsive teaching.
 - b) Develop more standardized vocabulary across Oregon’s public and private educator preparation programs describing clinical placements and CAEP requirements.
 - c) Encourage all Educator Preparation Programs to offer student teaching that mirrors the academic year of teacher responsibilities.
 - d) Develop a more equal playing field for cooperating teacher compensation across institutions.

Hiring

- 1) Develop a statewide chamber of commerce campaign to attract local resources to host student teachers, offer low cost teacher housing, lower interest rates loans for cars, etc.
- 2) Work with OSPA, OSBA, and COSA to identify and address implicit bias in hiring practices
- 3) Create a compensation fund for districts within X miles of a large urban community to attract and retain educators.
- 4) Work with districts and unions to adopt protected class

language in contracts and retire the practice of “Last Hired, First Fired.

- 5) Explore more flexible work schedules that appeal to millennials.
- 6) Invite districts to adopt “Start Strong” practices for use with new teachers that include:
 - a) Fully equipping all new teachers’ classrooms
 - b) Limiting the number of preps for new secondary teachers in their first year
 - c) Providing new teachers with a paid early start to set up their classrooms prior to new teacher orientations
 - d) Limiting the number of new teachers placed in complex schools that have experienced frequent teacher turnover
 - e) Ensuring that every new teacher is provided a trained mentor for their first two years
 - f) Providing every new teacher with sufficient prep/ planning time
 - g) Avoid placing new teachers in itinerant roles or floating classrooms for their first year of practice.
 - h) Assign new teachers to classes that match their certification/s
 - i) Host a network event welcoming teachers new to the community
 - j) Provide new teachers with the chance to visit other classrooms their first year.

Mentoring

- 1) Pilot use of trained university personnel paid to serve as both university cooperating teachers for student teachers and mentors for new teachers.
- 2) Provide newly hired teachers of color with mentors who can help with networking with other teachers of color and access to community based resources.
- 3) Provide all districts access and technical assistance in adopting highly effective practices and mentoring tools now available from the Oregon Mentor Project.
- 4) Develop a mentoring model for supporting mid-career educators.
- 5) Consider how to offer more flexibility in mentoring OARs while encouraging use of highly effective practices.
- 6) Explore how to engage partners, e.g. COSA, OALA, Leading for Learning in reframing the Oregon Mentor Program for school and district administrators.

Roadmap for COSA Workgroups



APPENDIX J: HOUSE BILL 4044

79th OREGON LEGISLATIVE ASSEMBLY--2018 Regular Session

Enrolled House Bill 4044

Sponsored by Representative HELFRICH, Senator THOMSEN; Representatives BYNUM, HERNANDEZ, SOLLMAN (Pre-session filed.)

CHAPTER

AN ACT

Relating to a study about educators; and prescribing an effective date.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) The Chief Education Office shall conduct a study on the recruitment, retention, mentoring and professional development of educators who serve students in public preschool through grade 12 in this state who are from student groups that may be at risk for experiencing an achievement gap when compared to other student groups.

(2) For the purpose of the study described in subsection (1) of this section, student groups that may be at risk for experiencing an achievement gap include students in this state who are:

- (a) Diverse, as defined in ORS 342.433;
- (b) Enrolled in schools that have low performance rankings compared to similar schools;
- (c) Enrolled in alternative education programs;
- (d) Enrolled in English language learner programs under ORS 336.079;
- (e) Enrolled in early childhood special education services or special education services, as those terms are defined in ORS 343.035; or
- (f) Enrolled in a talented and gifted program under ORS 343.391 to 343.413.

(3) When conducting the study under this section, the office shall:

(a) Identify, research, review and assess programs used in school districts and education service districts to support educators described in subsection (1) of this section;

(b) Identify the programs assessed under paragraph (a) of this subsection, and funding sources for those programs, that have been most effective or efficient in improving the recruitment, retention, mentoring and professional development of educators described in subsection (1) of this section or in positively impacting student outcomes for students described in subsection (2) of this section;

(c) Identify schools or districts in this state that have implemented programs identified under paragraph (b) of this subsection; and

(d) For each program identified under paragraph (b) of this subsection, identify:

(A) The reasons the program was effective or efficient or was able to positively impact student outcomes;

(B) The populations of educators or students served by the program;

(C) The challenges and opportunities for success and improved outcomes for educators and students; and

(D) Sources of information and other resources available for the program.

Enrolled House Bill 4044 (HB 4044-A)

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(4) Before June 30, 2019, the office shall:
 (a) Submit to the interim committees of the Legislative Assembly related to education a report that summarizes the study conducted under this section; and
 (b) Make publicly available the information described in subsection (3)(d) of this section.
SECTION 2. Section 1 of this 2018 Act is repealed on June 30, 2019.
SECTION 3. This 2018 Act takes effect on the 91st day after the date on which the 2018 regular session of the Seventy-ninth Legislative Assembly adjourns sine die.

Passed by House February 20, 2018

.....
 Timothy G. Sekerak, Chief Clerk of House

.....
 Tina Kotek, Speaker of House

Passed by Senate March 1, 2018

.....
 Peter Courtney, President of Senate

Received by Governor:

.....M.,....., 2018

Approved:

.....M.,....., 2018

.....
 Kate Brown, Governor

Filed in Office of Secretary of State:

.....M.,....., 2018

.....
 Dennis Richardson, Secretary of State

