

EXECUTIVE SUMMARY

The 2022 Educator Equity Report is the eighth report published by Oregon’s state education agencies since 2015 on educator workforce diversification efforts in Oregon, in response to Oregon Revised Statute (ORS) 342.448, which requires reporting to the Oregon Legislature on progress made towards and recommendations for meeting the state’s Educator Equity goal. Amendments to these policies in 2021 and 2022 mean that the report is now published once each biennium ([Senate Bill 232](#), 2021) and is responsive to an expanded state goal for educator equity ([House Bill 4031](#), 2022):

ORS 342.437. (1) As a result of this state’s commitment to equality for the diverse peoples of this state, the goals of the state are that:

- a) The percentage of diverse educators employed by a school district or an education service district reflects the percentage of diverse students in the public schools of this state or the percentage of diverse students in the district.
- b) The percentage of diverse employees employed by the Department of Education reflects the percentage of diverse students in the public schools of this state.

In addition to required data on workforce diversity as outlined in statute, the report highlights:

- A) An updated review of evidence-based practices for recruiting, preparing, supporting, and advancing high-quality culturally and linguistically diverse educators;
- B) Progress made by the state to establish and implement statewide and regional structures for improving teaching and learning conditions for educators and students; and
- C) Key recommendations for Oregon to achieve not just equality in the educator workforce, but a more ambitious goal of an equitable educator workforce rooted in a deepening understanding of the conditions impacting diverse educator recruitment, retention and career advancement.

Table 1. Summary of Most Recent Data Available and Changes from 2020 Report

SUMMARY OF DATA	NUMBER	PERCENT	% CHANGE FROM 2020 REPORT
Ethnically diverse students (2021-2022)	223,306	40.1%	+1.6%
Districts w/ 40% or higher ethnically diverse students (2021-2022)	39	19.7%	+2.5%
Ethnically and linguistically diverse students (2021-2022)	234,048	42.0%	+3.9%
Ethnically diverse candidates enrolled in teacher education (2020-2021)	1,288	31.9%	+9.0%
Ethnically diverse teacher preparation completers (2020-2021)	437	28.3%	+6.8%
Reciprocal teacher licensees who are ethnically diverse (2020-2021)	224	21.7%	+4.2%
Ethnically diverse principal and administrator candidates enrolled (2020-2021)	366	27.5%	+19.5%
All teachers employed (2021-2022)	32,840	--	+5.3%
Ethnically diverse teachers employed (2021-2022)	3,993	12.2%	+1.3%
Ethnically and linguistically diverse teachers employed (2021-2022)	4,230	12.9%	+1.2%
Ethnically diverse administrators employed (2021-2022)	332	12.8%	+0.9%
Ethnically and linguistically diverse administrators (2021-2022)	344	13.6%	+1.1%
Ethnically diverse guidance counselors (2021-2022)	299	17.6%	+2.2%
Ethnically diverse educational assistants (2021-2022)	3,339	22.3%	+2.0%

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

Findings

The main finding of the report is that since the 2010-11 school year, the gap between teacher and student diversity is essentially unchanged. While the numbers of racially and ethnically diverse students and teachers continue to increase, **the rate at which the student population is growing is consistently the same or a higher rate than in the teacher population, meaning the demographic gap is not being closed.** The representation of racially and ethnically diverse educators in Oregon's workforce has increased by only 3.8% over the past 10 years. Teachers are the largest educator group and the least diverse, as compared to administrators, counselors, and educational assistants.

The number of teacher, principal, and administrator candidates enrolling in Oregon's preparation programs has continued to increase over the past four years, yet program completion has decreased in the same period. Despite overall declines in the number of program completers each year, racially and ethnically diverse candidates make up a larger percentage of completers in 2021 than they did in 2018, though Hispanic teacher candidates are the only group for which enrollment and program completion has increased substantially since 2018. There is evidence that diverse candidates still face barriers along educator career pathways, as demonstrated by the decreasing numbers of candidates at every milestone along the way to entering the field.

Between 2019 and 2022, on average, 17% of teacher positions became vacant each year, an indicator of teacher turnover or attrition from their positions. Black/African American teachers and Native Hawaiian/Pacific Islander teachers have the highest levels of attrition, while White and Asian educators have the lowest. In 2021, 61% of first-year teachers did not return to their position the following year.

Recommendations

Since 2015, Educator Equity Reports have proposed 56 recommendations made by the Oregon Educator Equity Advisory Group to improve efforts to recruit, train, and hire diverse educators. Most recommendations advocated for policies, funding, and changing practices to remove barriers to becoming a teacher, while others identified barriers impacting diverse educators from hiring practices, retention, and access to professional advancement opportunities. This report applies a systems change framework to assess the progress of the state's educator equity goal and strategies that are currently in operation in its recommendations to the Legislature.

WORKFORCE DIVERSITY

- The legislature should amend the statute (ORS.342.437) to include an educator equity goal that is comprehensive of culturally responsive practices and inclusive to racial demographics while increasing the number of high-quality and effective educators working with diverse student populations.

CAREER PATHWAYS AND PREPARATION

- In collaboration with the EAC, the HECC should issue Equity Plan guidance aligned to a comprehensive systems change framework rooted in equity and only approve state educator preparation programs (EPPs) Equity Plans that demonstrate multiple points of evidence of progress towards the elimination of disparity, disproportionality and predictability in program completion outcomes.
- The EAC and the HECC should align evidence-based guidance, support and monitoring for fiscal responsibility of EPP awarded grant funds.
- Educator preparation program approvals from TSPC should have an approved Equity Plan from the HECC.
- The legislature should amend the existing Educator Equity Plan statute (ORS.342.437) to (a) identify the programmatic factors impeding program completion, and (b) identify causal factors disaggregated by race and intersectionality to better understand faculty-designed learning experiences and how they are contributing to outcome data.

EDUCATOR CAREER AND PROFESSIONAL GROWTH OPPORTUNITIES

- The legislature should create long term commitments of time and resources that cross the biennium and align to research-based practices for implementation of high-quality professional growth.
- ODE should gather information from leaving educators to better understand the root causes of attrition in the state. Increase collaboration between TSPC, EAC, and ODE as TSPC develops a statewide longitudinal data system.
- The EAC should provide comprehensive professional learning guidance and support to continue building system-wide capacity for effective implementation of state and regional strategic initiatives, coordinate equitable funding resources aligned to research and evidence-based practice, and design sustainable state and regional learning organizations that are able to respond with real-time, flexible, differentiated supports.