



July 2019



**EDUCATOR
ADVANCEMENT
COUNCIL**

**CHIEF
EDUCATION
OFFICE**

2019 OREGON EDUCATOR EQUITY REPORT

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Front cover photo:
Bachelor of Science degree recipients at George Fox
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The 2018 Oregon Educator Equity Report received the
2019 AACTE Diversified Teacher Workforce Research Award.



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[2019 Educator Equity Report](#)

2018 OREGON EDUCATOR EQUITY REPORT

July 1, 2019

CONTENTS

2018 Oregon Educator Equity Report	/ 3
Oregon Educator Equity Advisory Group 2018-2019 Members	/ 6
Executive Summary	/ 7
Section 1: Introduction	/ 11
Section 2: A Brief Updated Literature Review	/ 15
Section 3: Demographic Gaps	/ 23
Section 4: Recruitment	/ 25
Section 5: Preparation - Teachers And Administrators	/ 28
Section 6: Employment	/ 41
Section 7: Retention	/ 46
Section 8: Summary	/ 54
Appendix A: 2018 District Data Sheets	/ 55
Appendix B: TSPC Flowchart for Demonstrating Content Knowledge	/ 85
Appendix C: TSPC Flowchart for Teacher Performance Assessment	/ 86
Appendix D: 2017-18 Oregon Partnerships Involving School Districts and Higher Education Institutions	/ 87
Appendix E: Ethnic Demographics For Preliminary Teacher Licensure Program Enrollment Data For Public And Private Institutions 2017-2018	/ 88
Appendix F: Ethnic Demographics for Preliminary Teacher Licensure Program completer Data for Public and Private Institutions 2017-2018	/ 89
Appendix G: Ethnic Demographics for Preliminary Administrator Licensure Program Enrollment Data by Public and Private Institutions 2017-18	/ 90
Appendix H: Ethnic Demographics for 2017-18 Preliminary Administrator Licensure Program Completer Data by Public & Private Institutions	/ 91
Appendix I: Teacher Candidate Licensure Test Pass Rates	/ 92

FIGURES AND TABLES

- 7 / Figure 1:** Oregon Educator Equity Advisory Group Mission
- 8 / Figure 2:** Language from HB 3427
- 9 / Figure 3:** 2019 Oregon Educator Equity Advisory Group Recommended Action Steps
- 11 / Figure 4:** Glossary of Terms Used in this Report
- 12 / Figure 5:** Update on 2018-2019 Educator Equity Advisory Group Work Plan
- 13 / Figure 6:** 2018-19 Oregon Teacher Scholars by Gender
- 13 / Figure 7:** 2018-19 Oregon Teacher Scholars by Ethnicity
- 14 / Figure 8:** 2018-19 Oregon Teacher Scholars in Public Universities
- 14 / Figure 9:** 2018-19 Oregon Teacher Scholars in Private Universities
- 17 / Figure 10:** Proposed Experiences of Teachers within a Diverse and Learner-Ready Teacher Workforce
- 20 / Figure 11:** HR Practice Framework (REL, 2019)
- 21 / Figure 12:** Prevalent Practices in Peer-reviewed Literature
- 23 / Figure 13:** Oregon Student and Teacher Demographics Gap
- 26 / Figure 14:** Educator Workforce Diversity from a Rural Perspective
- 27 / Figure 15:** Recommended Action Steps Related To Recruitment
- 28 / Figure 16:** Community College, Public and Private Student Enrollment Demographics Fall 2017
- 28 / Figure 17:** Community College, Public and Private Student Completer Demographics 2017-2018
- 29 / Figure 18:** First Teaching Licenses Issued in Oregon by TSPC
- 30 / Figure 19:** 2018-2019 Reciprocal Teaching Licenses Issued by TSPC
- 40 / Figure 20:** Template for Educator Preparation Program Teacher Candidate Attrition
- 43 / Figure 21:** Actions that increase likelihood of new teacher success/retention.
- 44 / Figure 22:** EAC Recommendations Relevant to Supporting Novice Educators of Color
- 45 / Figure 23:** Recommended Action Steps Related To Employment
- 47 / Figure 24:** Ratio of Experienced to Inexperienced Teachers Including Out-of-State Hires 2013 – 2018
- 53 / Figure 25:** 2019 Oregon Educator Equity Advisory Group Recommended Action Steps

- 9 / Table 1:** Summary of Most Recent Data Available and Change from 2018 Reports
- 18 / Table 3:** CCSSO Diverse and Learner-Ready Teacher Workforce Policy and Practice Recommendations
- 24 / Table 4:** Oregon School Districts with 40 percent or More Ethnically Diverse Students
- 25 / Table 5:** Goal for Oregon Teacher Enrollees to Mirror HS Graduating Class Ethnic Diversity
- 30 / Table 6:** Summary Data for 2017-2018 Teacher Candidate Enrollment in Preliminary Licensure Programs for Public and Private Institutions
- 31 / Table 7:** Public and Private Preliminary Teacher Program Completers 2017-18
- 31 / Table 8:** Public and Private Preliminary Administrator Program Enrollment 2017-18
- 32 / Table 9:** Public and Private Preliminary Administrator Program Completers 2017-18
- 41 / Table 10:** Summary of Oregon Staff Demographics 2011-2012 to Present
- 42 / Table 11:** Public School Staff Diversity (Administrators)
- 46 / Table 12:** Three Year Attrition Patterns by Demographic Group for Oregon First-Year Teachers*
- 47 / Table 13:** Three Year Attrition Patterns by Teaching Subgroup for Oregon First-Year Teachers*

OREGON EDUCATOR EQUITY ADVISORY GROUP

2018-2019 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 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 every other year 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.

The report and accompanying presentations have come to represent a strident call to action and an annual benchmark for the state related to each stage of the talent development educator pathway to more closely mirror the demographics of our Pre-K-12 student population. Presentations on the findings of the report by the Oregon Educator Advisory Group (Figure 1) at multiple meetings and conferences a year has notably helped elevate collective interest and momentum in allocating resources to support a more diverse educator workforce. This year the report was referenced in the 2019 Chief State School Officers Report entitled, [Diverse and Learner-Ready Teachers Initiative Vision and Guidance Paper](#), and cited by numerous researchers in Oregon and other states.

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.

This year, the 2018 Oregon Educator Equity Report received the **2019 Diversified Teaching Workforce Research Award** from the American Association of Colleges for Teacher Education (AACTE). Teacher Diversity Research Award is presented by a Diversified Teacher Workforce (DTW) Topical Action Group (TAG) of AACTE for outstanding research and advocacy related to various policies, practices, programs, pedagogies, systems, and/or institutions for the purpose of advancing teacher diversity. The research leadership embodied by Oregon’s report advanced the current understanding of how to diversify the teacher workforce to enhance educational opportunities for all students.



OEEAG members Marvin Lynn (far left) and Hilda Rosselli (third from left) accept Research Award at AACTE Diversity Teacher Workforce Institute

Figure 1: Oregon Educator Equity Advisory Group Mission

Mission

Oregon Educator Equity Advisory Group (OEEAG)

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

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



Members of the Educator Advancement Council Helping to Develop HB 3427 Plan for Legislators

OEEAG Efforts Amplified by the Educator Advancement Council

For a number of years, the Oregon Educator Equity Advisory Group was the primary state level group focused on racial and ethnic diversification of the state’s educator workforce. As a result of state statute, the Educator Advancement Council (EAC) was launched in 2018 to establish educator networks facilitating the work of school districts in their respective regions as they improve systems designed to support educators at each stage of their career starting from recruitment through teacher leadership and career advancement. The new system is designed to lead change from the inside out, engaging frontline educators in collaboration with community resources to build on the successes of the past, and adapt support to meet the needs of today’s education workforce and students.

As the Chief Education Office sunsets by July 1, 2019, the Educator Advancement Council (EAC) will review finding and recommendations in the annual Oregon Educator Equity Report and work with the Educator Equity Advisory Group to support the Oregon Teacher Scholars Program and local partnerships designed to recruit, prepare, hire, retain, and advance teachers and administrators of color in Oregon.

House Bill 3427 Calls for a Plan

Within the state, attention to this topic has grown as more and more school districts seek to hire educators who are more reflective of the students they serve. The Oregon Confederation of School Administrators used results from the report to propose a bill to support diverse educator pathways and scholarships. The Oregon Joint Committee on Student Success requested testimony on the report data and built upon the report’s findings in HB 3427 (Figure 2) requiring development of a plan with recommendations for the Legislature by January 2020 to provide an effective combination of programs and initiatives for the professional development of educators from kindergarten through grade 12 and to be funded by the Statewide Education Initiatives Account.

Figure 2: Language from HB 3427

SECTION 48. (1) The Department of Education and the Educator Advancement Council, in consultation with the Teacher Standards and Practices Commission, the Higher Education Coordinating Commission and representatives of school districts and other education stakeholders, shall develop a plan to provide an effective combination of programs and initiatives for the professional development of educators from kindergarten through grade 12 and to be funded by the Statewide Education Initiatives Account. The plan shall be based on consideration of increasing:

- (a) Educator retention;
- (b) Educator diversity;
- (c) Mentoring and coaching of educators;
- (d) Participation in educator preparation programs; and
- (e) Educator scholarships.

(2) The department shall provide a report, and may include recommendations for legislation, to an interim committee of the Legislative Assembly related to education no later than January 15, 2020.

SECTION 49. Section 48 of this 2019 Act is repealed on June 30, 2020.

Summary Data

Although positive trends are noted in almost every category reported in Table 1, the educator workforce is still not shifting quickly enough to respond to Oregon’s changing ethnically and linguistically diverse K-12 student body. The greatest increase was seen in teacher candidate preparation completers which increased from 17.3% in 2016-17 to 23.9% for 2017-18. A small but positive increase was found in administrator candidate preparation completers which increased from 11.3% in 2016-17 to 12.04% in 2017-18. Over 200 additional ethnically diverse teachers were employed in Oregon’s public schools this year bringing the percent from 9.9% to 10.4%. When adding in the most recently available number of linguistically diverse employed teachers, the percent increases from 10.7% in 2017-18 to 11.2% in 2018-19. Percentages for racially diverse employed administrators, guidance counselors and educational assistants all increased slightly (< 1%).

Oregon Educator Equity Advisory Group

This annual report is overseen by and Advisory Group made up of leaders (80% of whom are diverse themselves) from state, district, ESD, community college, university, professional association, and community leaders. Table 1 outlines the mission adopted by the group members.

Table 1: Summary of Most Recent Data Available and Change from 2018 Reports

SUMMARY OF DATA	NUMBER	PERCENT	CHANGE FROM 2017 REPORT
Ethnically Diverse Students (2018-2019)	221,525	38.1%	↑
Districts w/40 percent or higher ethnically diverse students (2018)	35	17.7%	↑
Ethnically and Linguistically Diverse Students (2017-18)		39.9%	
Ethnically Diverse Candidates Enrolled in Teacher Education (2017-18)	567	25.8%	NA ¹
Ethnically Diverse Teacher Preparation Completers (2017-2018)	519	23.9%	↑
Reciprocal Teacher Licensees who are Ethnically Diverse (2018-2019)	117	12.6%	↑
Ethnically Diverse Administrator Candidates Enrolled (2017-2018)	127	20.2%	NA
Ethnically Diverse Administrator Program Completers (2017-2018)	40	12.04	↑
All Teachers Employed (2018-19)	31,409		↑
Ethnically Diverse Teachers Employed (2018-2019)	3,278	10.4%	↑
Ethnically and Linguistically Diverse Teachers Employed (2018-2019)	3,530	11.2%	↑
Ethnically Diverse Administrators Employed (2018-2019))	267	11.4%	↑
Ethnically and Linguistically Diverse Administrators (2018-2019)	279	12.0%	↑
Ethnically Diverse Guidance Counselors (2018-2019)	214	15.3%	↑
Ethnically Diverse Educational Assistants (2018-2019)	3,030	19.7%	↑

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

2019 Oregon Educator Equity Advisory Group Recommendations

The Oregon Educator Equity Advisory Group feels strongly in the value of the annual Oregon Educator Equity Report to drive action, whether it be in state policy or local practices. This year's recommended action steps appear in each section of the report as well as in Figure 3.

Figure 3: 2019 Oregon Educator Equity Advisory Group Recommended Action Steps

<p>RECRUITMENT</p> <p>Partner with state level workforce agencies, 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 specifically via a plan referenced in HB 3427)</p> <p>Work with communities of color, school districts, and other partners to recruit and support educational assistants, 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 specifically via a plan referenced in HB 3427)</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. (EAC Regional Educator Networks, school, district and state legislator action steps specifically via a plan referenced in HB 3427)</p> <p>Work with communities of color, school districts, and other partners to recruit and support more linguistically and ethnically diverse teacher candidates into teaching careers via strong K-12/higher education partnerships and Grow Your Programs. (school, district and educator preparation program level action steps specifically via a plan referenced in HB 3427)</p>
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¹ Enrollment data reporting changed from last year's report and is not comparable.

PREPARATION

Work with the Educator Advancement Council to help lower the cost of teacher preparation by increasing funding for the Oregon Teacher Scholars Program (OTSP) to provide scholarships and help students navigate the complicated journey through licensure, preparation, job search, and employment in Oregon's educator workforce. Ensure that OTSP is sustainable as it grows, consider a full-time coordinator and administrative support. Provide cohort and alumni networking activities as well as career advancement opportunities. **(Educator Advancement Council and state legislator action steps specifically via a plan referenced in HB 3427)**

Work with the Educator Advancement Council and Confederation of Oregon School Administrators (COSA) to propose and launch an Oregon Administrative Scholars Program to support preparation costs for more racially, ethnically and linguistically diverse educators seeking to become administrators. **(OEEAG, COSA, EAC Regional Educator Networks and state legislator action steps specifically via a plan referenced in HB 3427)**

Raise awareness and development of Residency Programs allowing future teachers to earn an income while they are enrolled in teacher preparation programs. These funds can be matched by districts to help cover living costs for career changers while they are studying to become teachers. **(EAC Regional Educator Networks and state legislator action steps specifically via a plan referenced in HB 3427)**

Support Oregon Teacher Standards and Practices Commission's implementation of a multiple measures framework permitting 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 college to teacher preparation programs including articulation of transferable credit and promising practices of transfer pathways and cross sector actions promoted by Career College Collaborative (C3) . **(Higher Education Coordinating Commission action steps)**

Work with the State Longitudinal Data System 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. **(State Longitudinal Data System action steps)**

EMPLOYMENT

Develop strategy with the Educator Advancement Council to encourage school district superintendents and HR

directors to work closely with local educator preparation programs to coordinate student teaching placements maximizing assets diverse candidates bring to schools. Create opportunities to interview candidates for hire before they graduate. **(school and district level action steps)**

Provide anti-bias training for staff to develop more effective, culturally responsive and equity-driven recruitment and hiring strategies. Develop diverse human resource teams 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 supports for novice educators of color to ensure every teacher and administrator new to the profession receives a well-trained mentor or instructional coach 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. **(EAC Regional Educator Network action steps via a plan referenced in HB 3427)**

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. **(EAC Regional Educator Network action steps)**

Work with the Educator Advancement Council and Oregon Department of Education to determine how Title II's optional 3 percent leadership set-aside funds can 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)**

Build upon 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. **(OEEAG action steps via a plan referenced in HB 3427)**

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 1: INTRODUCTION

For the sixth 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.

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 4: 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 2018-2019 Work Plan

Each year, the Advisory Group develops a Work Plan to drive action and advocacy related to findings from the previous year’s report. Progress made on the 2018-2019 Plan is outlined in Figure 5.

Figure 5: Update on 2018-2019 Educator Equity Advisory Group Work Plan

2018-2019 EDUCATOR EQUITY ADVISORY GROUP WORK PLAN	ACTIONS TAKEN IN 2018-2019
<p>1) The Educator Equity Advisory Group will oversee the Oregon Teacher Scholars Program by communicating notice of application deadlines, collecting applications, creating a selection and review committee and then communicating to successful applicants. In addition, the Group will advocate to the Oregon Legislature for additional support and funding to sustain and expand the Oregon Teacher Scholars Program to more potential educators.</p>	<p><i>Oregon Teacher Scholars Program awarded 69 of scholarships to racially or linguistically diverse teacher candidates in partnership with the Higher Education Coordinating Commission’s Office of Student Access and Completion. Scholars were networked</i></p>
<p>2) The Educator Equity Advisory Group will align its educator diversity work with other work groups with other work groups in the State such as but not limited to the Educator Advancement Council, the Joint Committee on Student Success, the American Indian/Alaska Native Advisory Committee, the Confederation of School Administrators, and Teacher Standards and Practices Commission and advocate for needed policy changes and/or legislation</p>	<p><i>The Advisory Group connected regularly with lead representatives from each of the identified groups at their regularly scheduled meetings</i></p>
<p>3) The Educator Equity Advisory Group will engage in state wide listening sessions with communities of color involving various education preparation, employment and diversification topics.</p>	<p><i>The Oregon Educator Equity Advisory Group partnered with the Educator Advancement Council to host a Listening Session focused on the needs of novice educators of color.</i></p>
<p>4) The Educator Equity Advisory Group will engage various experts in identified subject matter that will increase the Group’s skills and knowledge as a means to increase our effectiveness and efficiency regarding increasing the preparation, recruitment, hiring, retention and promotion of education staff of color and linguistic diversity.</p>	<p><i>The Advisory Group hosted invited presentations this year from:</i></p> <ul style="list-style-type: none"> • <i>The Higher Education Coordinating Commission on HB 2998 and credit transfer work between community colleges and universities;</i> • <i>Chemeketa Community College’s pilot of the Bilingual Scholars Program and the ORELA pilot;</i> • <i>Government to Government Education Cluster;</i> • <i>The Office of Student Access and Completion on the Oregon Teacher Scholars Program;</i> • <i>OEA’s Symposium on Creating Pathways towards Social Justice for our Students;</i> • <i>The Confederation of School Administrators on HB 2742; and</i> • <i>The ODE Office of Equity, Diversity, & Inclusion Unit Plan.</i>
<p>5) The Educator Equity Advisory Group will oversee the production, distribution and statewide presentation of the Oregon Annual Educator Equity Report and its findings as it relates to increasing the Oregon Education Workforce, especially increasing the numbers of teachers of linguistic and racial diversity.</p>	<p><i>Staff and Advisory Group members presented findings and recommendations at 7 conferences and events.</i></p> <p><i>Oregon Association of Teacher Educators, Teacher Standards and Practices Commission, Oregon Advocacy Commission, Oregon Educator Advancement Council, Oregon edTPA Summit, National Association of State Directors of Teacher Education and Certification Ted Andrews Winter Symposium, and the AACTE Diversified Teacher Workforce Institute</i></p>

“As Oregon Educator Equity Advisory Group Members, we have galvanized together with players across our state to create access to data, propose investments, and garner advocacy for policy and practices to recruit, prepare, hire, retain and advance educators of color in our state.”

Karen Gray, Chair



Oregon Teacher Scholars Program

Initially recommended in previous Oregon Educator Equity Reports, a new scholarship and networking program was proposed and passed during the 2017 legislative session. The Oregon Teacher Scholars Program (OTSP) was launched this year 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 a 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). Managed by the Oregon Higher Education Coordinating Commission’s Office of Student Access and Completion and the Chief Education Office, OTSP has selected 69 Scholars enrolled in all six public programs and 8 of the 9 private educator preparation programs in Oregon. Figures 6 and 7 document the ethnicity, content area, and gender of each scholar.

The Educator Equity Advisory Group recommended creating a strong sense of community to connect and support the Oregon Teacher Scholars across institutions and link them with resources and future employment opportunities. A bilingual Scholars Program Coordinator was hired to track Scholars’ progress through educator preparation and into employment. The coordinator provided frequent communication with candidates regarding scholarships, resume development, networking opportunities and resources. Candidates were invited to attend a variety of professional events at no cost enabling them to meet and connect with currently employed educators of color, network with other Scholars, meet future employers and develop additional knowledge on culturally relevant pedagogy and practices.

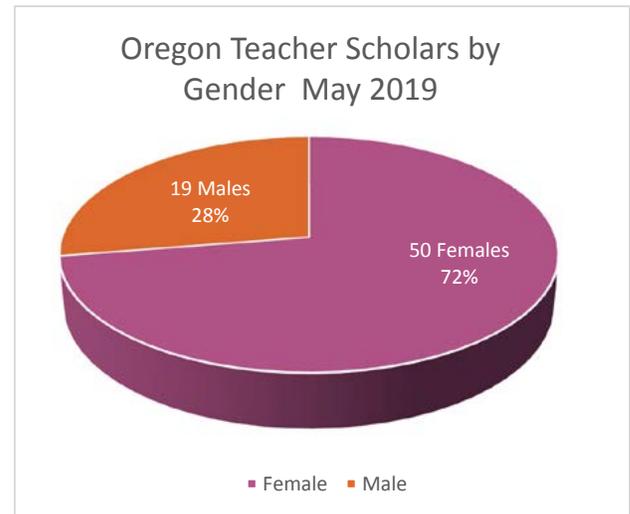
“As a child of migrants, higher education was always the dream that was barely out of reach. Today, with this award, I am finally able to feel that end goal at my fingertips. As promised, this award will go towards helping me become a teacher that will create culturally competent lessons that will engage my future students.”

2018 Oregon Teacher Scholar

“Growing up, I had some very exceptional teachers but as a Mexican American, I never once throughout my K-12 education had a teacher who shared the same cultural and linguistic experiences as me. When students from ethnic minorities see positive representation of their cultures, it is truly empowering. I feel so proud that Oregon Teacher Scholars is giving opportunities to individuals like myself who represent a large population of the student demographic in Oregon.”

Oregon Teacher Scholar

Figure 6: 2018-19 Oregon Teacher Scholars by Gender

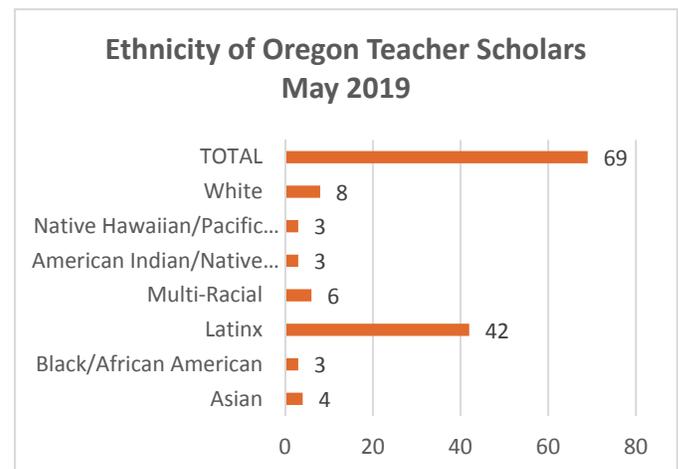


As shown in Figure 6, 28% of this year’s Scholars are Male, slightly higher than the statewide population of teachers employed in Oregon public schools. Licensure areas represented by this year’s scholars include:

- Elementary Education (N = 39)
- Special Education (N = 3)
- Middle/high school (N = 24) including Spanish, Social Studies, Science, History, Language Arts, Math, and Biology

In terms of ethnicity, data in Figure 7 indicates the majority (60%) of Scholars identify as Latinx. The eight Scholars who identify as White all are bilingual. The Educator Equity Advisory Group is developing a work plan for the 2019-21 biennium to increase the number of American Indian/Native Alaskan, Asian, Black/African American, and Native Hawaiian/Pacific Islander Oregon Teacher Scholars through increased awareness of OTSP among communities of color.

Figure 7: 2018-19 Oregon Teacher Scholars by Ethnicity



Teacher candidates from Oregon’s six public university teacher licensure programs and Oregon’s nine private university teacher licensure programs were eligible to apply for the Oregon Teacher Scholars Program, whether they were enrolled in a baccalaureate level or graduate level teacher licensure program. Figures 8 and 9 indicate that this year’s selected Scholars included teacher candidates from all six of the public universities and eight of the nine private universities offering a teacher licensure program.

“Being multilingual is deeply important for these children’s futures, not only in terms of future professional opportunities, but also as an opportunity to embrace cultures other than their own, to expand their global perspectives, and to become citizens prepared to participate in a diverse society. These are skills they will carry with them for the rest of their lives, no matter where they go.”

Oregon Teacher Scholar

Figure 8: 2018-19 Oregon Teacher Scholars in Public Universities

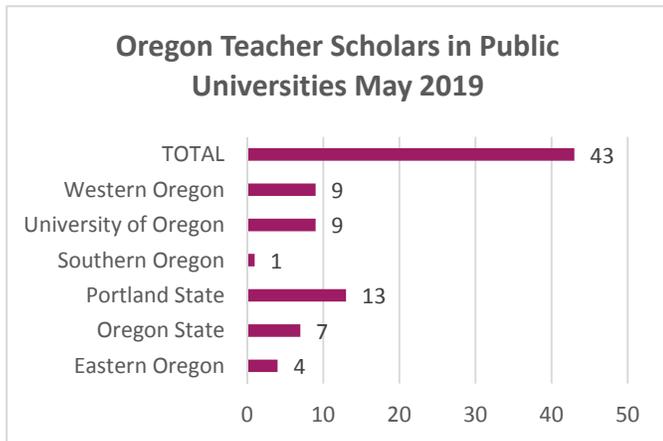
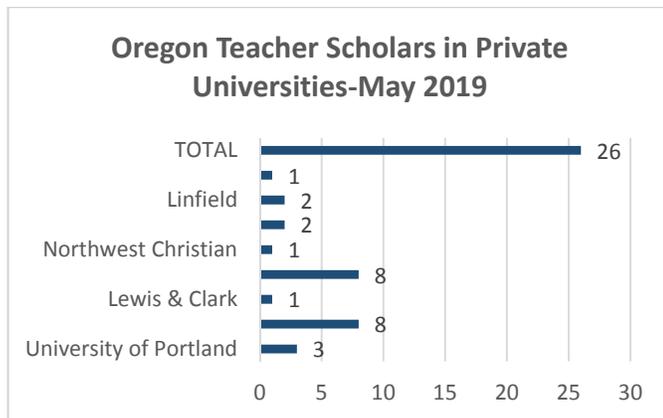


Figure 9: 2018-19 Oregon Teacher Scholars in Private Universities



Oregon Teacher Scholars Meet with program coordinator following conference.

The Educator Equity Advisory Group credits the balanced distribution across Oregon’s public and private universities to the efforts of part-time OTSP Coordinator Horalia Rangel who made personal visits with staff from each approved licensure program in Oregon. Ms. Rangel assisted Scholars as they navigated through their preparation programs to student teaching to licensure to employment, connecting them with potential school district employers. She also created a strong sense of community among the Scholars, meeting with them at selected conferences and events where they could meet and network with other educators of color. Thirty-nine of the scholars are scheduled to graduate this year and the majority of them have already reported their employment status in Oregon school districts. Staff will continue to track the Scholars and invite them to help recruit additional applicants to the program. Individuals or organizations interested in donating to the Oregon Teacher Scholars Program are invited to email DonorRelations@hecc.oregon.gov at the Office of Student Access and Completion.

With strong advocacy from the Educator Equity Advisory Group, Oregon Teacher Scholars, and the Educator Advancement Council, funding for the OTSPC was doubled for the 2019-21 biennium, with an anticipated 136 scholarships and continued robust networking and professional learning opportunities facilitated by a full-time coordinator.

For more information, please contact Horalia (Lala) Rangel at horalia.rangel@state.or.us or Hilda Rosselli at Hilda.Rosselli@state.or.us



Horalia Rangel, OTSP Coordinator

SECTION 2: A BRIEF UPDATED LITERATURE REVIEW

Each year, this report seeks to highlight both new and cumulative knowledge resulting from both quantitative and qualitative research related to diversification of the educator workforce. Readers are encouraged to review [previous Oregon Educator Equity Reports](#) for additional findings.

Characteristics of the Teaching Workforce

According to the Consortium for Policy Research in Education², seven prominent trends and changes have occurred over the past three decades within the teaching force and occupation. The teaching force is now:

- 1) Larger
- 2) Grayer
- 3) Greener
- 4) More Female
- 5) More Diverse, by Race-Ethnicity
- 6) Consistent in Academic Ability
- 7) Unstable

The good news is that in Oregon and nationally, the number of teachers of color has more than doubled since 1997. However, researchers from the Brown Center on Education Policy examined racial diversity of the teacher workforce across generation of teachers and have found the share of white millennial teachers is even higher than prior generations (Baby Boomers and Generation X) and the share of African American teachers appears to be declining the most³ even though Millennials are the most diverse generation. Also clear from their analysis, Hansen and Quintero confirmed teachers are becoming less representative of the population as a whole while college-educated workers are becoming more diverse and at a rate that exceeds the demographics of those entering the teaching profession. Hansen and Quintero argue that although Ingersoll and Merrill's research shows the U.S. teacher workforce becoming increasingly more diverse since the late 1980s⁴, the share of white teachers in the overall workforce is more than 10 percentage points larger than the share of whites among non-teaching college-educated workers and they believe teaching has grown slowly less attractive to people of color.

2 Ingersoll, R., Merrill, E., Stuckey, D., & Collins, G. (2018). Seven Trends: The Transformation of the Teaching Force, updated October 2018. Research Report (#RR 2018-2). Consortium for Policy Research in Education, University of Pennsylvania.

3 Hansen, M., Quintero, D. (2018). The Growing Need for Diverse Teachers in the Mountain West. 1-18. Available at https://digitalscholarship.unlv.edu/brookings_pubs/51

4 Ingersoll, R., and Merrill, L. (2017). A Quarter Century of Changes in the Elementary and Secondary Teaching Force: From 1987 to 2012. Statistical Analysis Report (NCES 2017-092). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved [date] from <http://nces.ed.gov/pubsearch>.

Review of the Positive Impacts for Racial Matching

Many 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. In addition to impacts such as improved test scores, attendance, and fewer suspensions that we have referenced in previous annual reports, a 2018 report published by the National Bureau of Economic Research⁵, found that black students randomly assigned to black teachers in K-3 are five percentage points more likely to graduate from high school and four percentage points more likely to enter college than those not assigned a black teacher. These results are examined from a "role model effect" rather than teacher effectiveness, in which black teachers provide a crucial signal potentially leading black students to update their beliefs about the returns to effort and what educational outcomes are possible. The researchers posit the notion of growth mindset suggesting that "...when black students' eyes are opened to the possibility of entering the middle or professional class by the presence of a black teacher who provides a tangible example of this possibility, they may revise their aspirations, choice sets, and effort accordingly in ways that improve their educational outcomes."

"Students need 'mirrors and windows'"

"It's really important that students have people who reflect back to them their language, their culture, their ethnicity, their religion. It doesn't mean all the people in their lives have to do that mirroring, but they should have some. And we know that in the teaching profession, there really are not enough mirrors."

Sarah Leibel,
Lecture on Education and Master Teacher in Residence
Harvard Teacher Fellows Program

Feasibility of Closing the Educator Workforce Gap

Hansen and Quintero noted with only 6.7% of the U.S. 3.8 million teachers being black, it would be necessary to steer over a quarter of a million black college graduates from other occupations into teaching and address pay gaps between teaching and other career fields in order to double the number of black teachers to better align with the 15.4% of black K-12 students in this country.

5 Gershenson, Seth and Hart, Cassandra and Hyman, Joshua and Lindsay, Constance and Papageorge, Nicholas W., The Long-Run Impacts of Same-Race Teachers (November 2018). NBER Working Paper No. w25254. Available at SSRN: <https://ssrn.com/abstract=3282954>

A similar analysis conducted with Oregon data by Porter⁶ in correspondence to the chairs and members of the Joint Committee on Student Success in which he states: Oregon needs 9,100 more diverse teachers (5,618 should be bilingual Spanish-English Hispanic teachers) and 9,100 fewer White, monolingual teachers. In other words, he suggests Oregon needs to flip 29.3% of its current largely monolingual White teacher workforce to diverse teachers.

Policy and Call for Action

Although seemingly a grim prospect for immediate change, the findings in this report indicate that progress has been slow but steady. At the policy level, State Education Agencies must take multiple actions simultaneously.

In January 2019, the Council of Chief State School Officers (CCSSO) published a call to action forming a CCSSO Diverse and Learner-Ready Teacher's Initiative and convening leaders in state education agencies, teacher preparation programs, school districts and other stakeholders to focus on strategies to diversify the future teaching workforce and to ensure all teachers are prepared to use their students' racial and cultural identity as an asset in their learning. The latter requires attention to understanding what it means to be culturally responsive which CCSSO draws from the work of Geneva Gay, Zaretta Hammond, and Gloria Ladson-Billings and defines as:

Teachers who engage in culturally responsive practice use strategies in the classroom that incorporate “the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them”. Additionally, teachers who are culturally responsive in practice “empower students intellectually, socially, emotionally, and politically using cultural referents to impart knowledge, skills, and attitudes”. Studies have shown that when teachers of all races and cultural backgrounds engage in culturally responsive practice all students benefit academically and socially. Worth noting is that being a culturally responsive teacher requires engagement in a continuum of ongoing reflection, practice, and insight into the educational and social needs of each learner.

“Achieving these aspirations may be difficult for many educational leaders; they will be required to first interrogate their own beliefs, values, and perceptions about people who are ethnically, racially, and culturally different than themselves. This work also calls on these leaders to engage in open, honest, and candid conversations about race and equity, within their agencies and organizations across the system. We cannot embrace diversity if we do not first commit to collaborating around our differences.”

Council of Chief State School Officers (2019)
A Vision and Guidance for a Diverse and Learner-Ready Teacher Workforce

CCSSO has proposed what all teachers might experience as a result of a diverse and learner-ready teacher workforce as outlined in Figure 10.



6 D. Porter, personal communication, January 2, 2019)

Figure 10: Proposed Experiences of Teachers within a Diverse and Learner-Ready Teacher Workforce

IF WE HAD A DIVERSE AND LEARNER-READY TEACHER WORKFORCE, TEACHERS WOULD EXPERIENCE;

- A diverse educator workforce (teachers, school, and district leaders) that include peers who share similar background and life experiences.
- A diverse group of teachers within each school working as members of a team, sharing their knowledge and skills, and contributing to the ongoing development of an inclusive school culture that is responsive to each student.
- An inclusive school culture where each teacher feels included, supported, and valued regardless of race and ethnicity.
- Ownership and agency in identifying, developing, using, and sharing curricula and pedagogy that resonates with their perspectives, background, and vision for educating students.
- A community of professionals who work together to plan instructional programs that promote continuity and support equitable learning experiences for all students.
- An environment where teachers observe one another in the classroom, engage in pedagogical discussions, and collaborate to improve their teaching methods and explore new instructional strategies, particularly with an aim of strengthening culturally responsive practices.
- A safe work environment where their diverse perspectives, skill sets, and passions are welcomed.
- Equitable working conditions where teachers are not expected to do more or less just because of their race or ethnicity.
- A career that offers a professional salary comparable to that of other professions requiring a college degree or similar, complex skill set.
- Greater opportunities to advance and grow through a rewarding career in education.
- A system that provides them with the tools to be effective and drive outcomes for a diverse group of students, including students from different races and ethnicities.
- A drive to address implicit bias in the classroom and recognize the potential in every student.
- A variety of meaningful professional learning opportunities, specifically those that:
 - Encourage and support exploration of their own biases and how they surface in their teaching practice;
 - Develop their skills and capacity for choosing and using culturally responsive curriculum and material; and
 - Grow their skills and practice for supporting their students' social and emotional learning.

To achieve a diverse teacher workforce, CCSSO calls out ten policy and practice recommendations in Table 3. Many of these ideas have been previously referenced in Oregon's Educator Equity Reports (2014-19); thus, warranting an analysis of action to date for Oregon.

“As a white person, when I think about how to be in support and solidarity with my colleagues of color and with my students and families of color, I am continually surprised by how white Oregon is. There are people of color who have been wanting to change the systems for so long, but you don't have buy in. So for myself, I want to keep learning and keep educating others to elevate the voices of people of color and make change happen. We need to act in solidarity by listening, reach out to my colleagues to let them know that we're here and how can we work together so I can speak out and interrupt.”

Talk Circles, OEA Transforming Our Schools

Table 3: CCSSO Diverse and Learner-Ready Teacher Workforce Policy and Practice Recommendations

CCSSO RECOMMENDATIONS	ALIGNMENT WITH OREGON POLICY AND PRACTICES
1) Revise and enforce licensure standards and accompanying assessments to ensure a culturally responsive teacher workforce.	See Section 4 on TSPC’s action on Multiple Measures Framework providing options for candidates to meet content area and teaching performance (pedagogy) requirements via examination; coursework; direct, sustained, and rigorous observation protocol; or a combination thereof to satisfy subject matter content and teacher performance assessment licensure requirements.
2) Analyze and monitor teacher licensure requirements.	See above.
3) Invest in multiple pathways into teaching to increase ethno-racial diversity of the teacher workforce and retain teachers of color.	The Educator Advancement Council will oversee the use of a state appropriation (Educator Advancement Fund) allowing districts in partnership with educator partnership programs to invest in career pathways. Additional funding may become available as a result of HB 3427 Section 48. There may be potential for infusing #3 into TSPC State Standards for Educator Preparation Providers Rule 584-410-0090 .
<p>4) Adopt and implement rigorous program approval standards to assure that teacher preparation programs recruit candidates from diverse ethnic and racial backgrounds and produce quality candidates of all backgrounds capable of demonstrating culturally responsive practice.</p> <p>The adoption and implementation of approval standards should be done in partnership with EPPs and address:</p> <p>a) Holistic candidate selection criteria (beyond GPA and test score) and processes that include measures more closely aligned with in-service teaching effectiveness.</p> <p>b) Learning experiences designed to intentionally support candidate learning, practice, and reflection on culturally responsive teaching and pedagogy.</p> <p>c) Training and professional learning for teacher education faculty, mentor teachers, and other professional staff involved in the preparation of candidates to be culturally responsive teachers (in other words, train the trainers).</p> <p>d) The ethno-racial diversity of teacher education faculty, mentor teachers, and other professional staff involved in the preparation of candidates.</p>	<p>Although the Oregon teacher program has no specific call out in the Program Approval standards, there are related references in Chapter 584 Cultural Competency and Equity:</p> <ol style="list-style-type: none"> 1) The EPP designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn equitably. <ol style="list-style-type: none"> a) A cohort of candidates and faculty from diverse groups informs the unit’s curriculum, pedagogy, and field experiences in culturally inclusive, meaningful ways. b) The greater range of cultural backgrounds and experiences among faculty and candidates enhances understanding of cultural competency, inclusion and equity for all students in the classroom. <p>There are also opportunities to strengthen specific references to this CCSSO recommendation with additions to the standards for Educator Preparation Provider Partnerships (OAR 584-410-0090) which requires Educator Preparation Providers to engage with appropriate partners to ensure effective partnerships and high-quality clinical practices are central to candidate preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all PreK-12 students’ learning and development and that partners are involved in program evaluation, improvement, and identification of models of excellence.</p>
5) Adopt and implement policies and practices to assure teacher educator effectiveness.	CCSSO’s interpretation of this recommendation encourages the involvement of State Education Leaders partnering with Educator Preparation Providers and Local Educator Agencies on increasing the racial diversity of teacher educators suggesting more K-12 professionals’ involvement in teaching within the programs.
6) Annually and publicly report on multiple indicators of the diversity of the teacher workforce.	This is the sixth annual Oregon Educator Equity Report required by legislation which per Statute 342.448 reports and analyzes annual data on diversity in Oregon’s educator workforce. The report also spotlights promising practices for recruiting, preparing, hiring and retaining culturally and linguistically diverse educators, highlights biennial Oregon educator preparation plans and progress and makes key recommendations assigned as action steps for various stakeholders in Oregon seeking to improve the status quo.
7) Track and report on differential teacher retention and turnover rates.	See data tables in Section 6 of this report.
8) Dedicate federal funding to workforce diversity initiatives.	<p>CCSSO recommends State Education Agencies leverage allocated federal funding to support programs among EPPs and LEAs that have traditionally yielded more teachers of color and encourage district innovation. States can invest in areas positively impacting the recruitment, support, and retention of teachers of color, including, but not limited to: high-retention pathways into teaching, the quality of school leaders, support for teachers to pursue National Board certification, and teacher leadership and development opportunities.</p> <p>The Education Advancement Council includes the heads of ODE, TSPC, and HECC who are charged with overseeing the use of a state appropriation (Educator Advancement Fund) allowing districts in partnership with educator partnership programs to invest in career pathways among other aspects of the educator career continuum.</p>
9) Convene key stakeholders to analyze data and address diversity gaps where they exist.	The Oregon Educator Equity Advisory Group, the COSA Educator Workforce Work Group, the Joint Committee on Student Success Work Group on High Quality Classrooms have all convened this year to discuss the data and gaps resulting in Section 48 of HB 3427 which will result in a collaborative process for developing a plan for legislators due in January 2020 for use of approximately a \$15 million allocation for the remainder of the biennium.
10) Ensure that culturally responsive practice is one of multiple measures included on teacher evaluations, and that professional learning is required to improve practice.	<p>Oregon school districts use a variety of teacher evaluations; all based on a state approved teacher evaluation framework stipulating in OAR 581-022-2410 that evaluations using the core teaching and administrator standards must attempt to:</p> <ul style="list-style-type: none"> • Address ways to help all educators strengthen their culturally responsive practices.

State Level Evidenced-Based Policies

In August 2018, colleagues at the Learning Policy Institute published “Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession”. Espinoza, Saunders, Kini, and Darling-Hammond analyzed ESSA plans posed an ambitious roadmap based on six evidenced-based policies. In the report’s analysis of State Policies Oregon is listed as one of 8 states and US Territories having no state policies identified by their researchers related to solving teacher shortages by strengthening the profession. Thus, these policies may prove useful as Oregon identifies a plan for the Legislature this coming year.

- 1) Service scholarships and loan forgiveness –
 - a) Finding: At least 40 states have established service scholarship and loan forgiveness programs as a well-grounded policy to recruit and retain high-quality teachers.
 - b) Relevant Application for Oregon: Commit recipients to teach with reasonable financial consequences if they do not fulfill the commitment (but not so punitive that they avoid the scholarship entirely): and are administratively manageable for participating teachers, districts, and higher education institutions. Oregon now has successfully launched the Oregon Teacher Scholars Program and has proposed funding for the 2019-21 biennium. Next steps can now thoughtfully consider leveraging and adding to these funds to initiate service and loan forgiveness elements.
- 2) High-retention pathways into teaching –
 - a) Finding: Teacher residencies, in which candidates work as paid apprentices to skilled expert teachers while completing highly integrated coursework, have been successful in recruiting and retaining talented candidates in high-need fields and school districts.
 - b) Relevant Application for Oregon: Oregon is slow to adopt residency programs which typically feature a full year of residency and financial support for residents in exchange for a three to five-year post-residency teaching commitment. The time is ripe for the HB 3427 work group to consider seeding these residency models in partnership with educator preparation providers and school districts across the state.

“The interdependency of the six evidence-based policies described here underscores that policymakers should consider how to ensure a set of mutually reinforcing strategies to effectively recruit and retain high-quality educators.”

Espinoza, D., Saunders, R., Kini, T., & Darling-Hammond, L. [2018

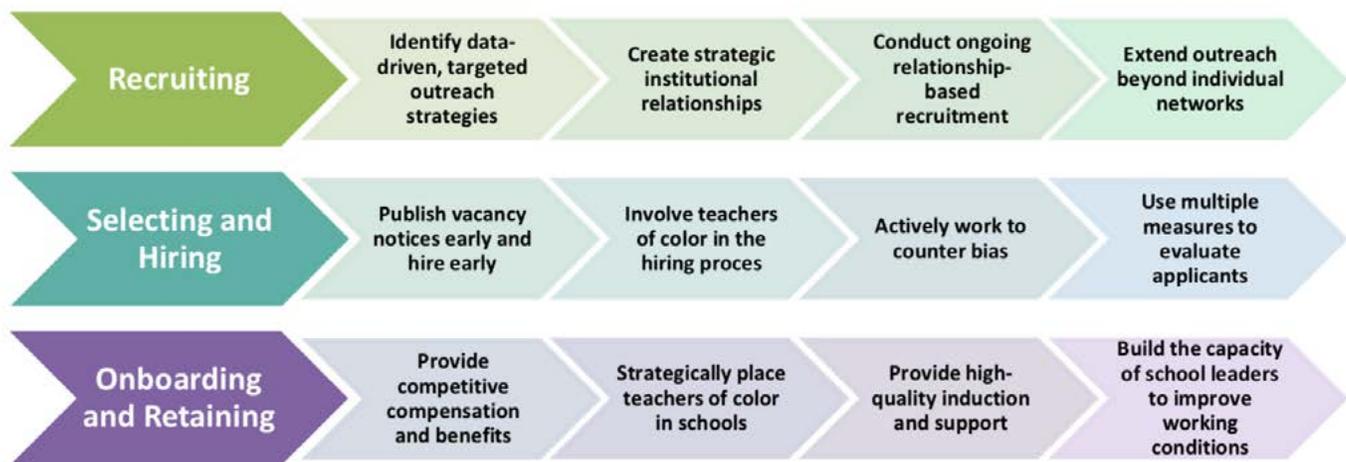
- 3) Mentoring and induction for new teachers –
 - a) Finding: Several key elements of high-quality induction are most strongly associated with reduced levels of turnover. These include having a mentor from the same field, common planning time with other teachers in the same subject, regularly scheduled collaboration with other teachers, and being part of an external network of teachers.
 - b) Relevant Application for Oregon: As the Educator Advancement Council supports Regional Educator Networks in using state resources to support novice teachers, these findings can help inform supports specifically critical for supporting novice teachers of color.
- 4) Developing high-quality school principals -
 - a) Finding: States can benefit from building effective systems of preparation and professional development for school leaders to address teacher shortages as principals play a central role in attracting and retaining talented teachers.
 - b) Relevant Application for Oregon: Title II, Part A of ESSA provides states with new opportunities to invest in and improve school leadership in ways that could increase teacher retention, including by reserving up to 3% of their state Title II, Part A funds for school leader development. Many states—including North Dakota and Tennessee—are seizing this opportunity, with nearly half of states using the optional 3% set-aside and 21 states using ESSA funds to invest in principal preparation.
- 5) Competitive compensation –
 - a) Finding: Beginning teachers nationally earn about 20% less than individuals with college degrees in other fields—a wage gap that widens to 30% by mid-career. Large inequities in teacher salaries among districts within the same labor market leave some high-need, under-resourced districts at a strong disadvantage in both hiring and retaining teachers.
 - b) Relevant Application for Oregon: Many states are working to provide more competitive compensation through a variety of strategies, including overall salary increases (e.g., Idaho, Oklahoma, South Dakota, and West Virginia), stipends and other forms of compensation targeted to teachers in high-need subjects and high-need schools (e.g., Colorado, South Carolina, and Utah), and financial rewards for teacher leadership and expertise (e.g., Idaho and Iowa). Over half of states offer stipends to teachers who have earned National Board Certification as a strategy to retain effective teachers and reward them for their expertise.

- 6) Recruitment strategies to expand the pool of qualified educators
 - a) Finding: Many states are also opting for low-cost policy solutions that expand the pool of qualified teachers including recruiting recently retired teachers back into the classroom to fill open positions and strengthening licensure reciprocity to ease undue burdens to cross-state mobility and allow experienced and accomplished educators the opportunity to seamlessly transition into service in a different state.
 - b) Relevant Application for Oregon: The Oregon Educator Equity Advisory Group continues to advocate for a partnership with business and industry to launch an educator recruitment campaign increasing interest in the profession, not only from Oregonians but also out-of-state prospective and employable teachers attracted to the state for its world class food and drink, clean air, plenty of outdoor recreation opportunities, and access to the beach, mountains and high desert. However, the high cost of housing as well as real and perceived views about the quality of Oregon K-12 education and issues such as institutional racism, white privilege, and unconscious bias can easily outweigh the positives attractive to Millennials and other age groups seeking to move to Oregon and join the state's education workforce.

Human Resources Practices Can Make a Difference

On a more regional level, REL Northwest released a resource scan this year conducted at the request of the Washington Teacher Diversity Practices Work Group to identify evidence-based human resources (HR) practices for building a more diverse teacher workforce. Figure 11 highlights practices organized across three phases of the hiring process.

Figure 11: HR Practice Framework (REL, 2019)



Human Resources professionals as well as other district and school leaders would benefit from examining their own policies and practices for alignment with key findings extrapolated from the REL's review of literature reviews, meta-analyses, case studies, and empirical research. Of particular note are the actions identified in Figure 11.

Figure 12: Prevalent Practices in Peer-reviewed Literature

DISTRICTS THAT EFFECTIVELY RECRUIT TEACHERS OF COLOR

- 1) Use data-driven, targeted strategies to inform their outreach efforts that may include a forecast of their staffing need and specific marketing campaigns appealing to candidates of color.
- 2) Share information on job openings locally and across the country through social media, local news sources, town and district websites, career fairs, educator networks, institutions of higher education, community-based organizations, community events, and other outlets.
- 3) Develop strategic institutional relationships with educator preparation program, building relationships months before a job is posted and well before potential candidates decide to apply.
- 4) Leverage “connectors” to extend outreach beyond individual networks identifying informal connectors—teachers of color, paraeducators, or other community members—who can use their broader networks to help the district develop relationships with communities of color.

DISTRICTS THAT EFFECTIVELY ONBOARD AND RETAIN TEACHERS OF COLOR:

- 1) Publish vacancy notices early in the process and hire early in the process and involve teachers of color in the recruitment and selection of new candidates in meaningful ways.
- 2) Actively work to counter bias in the selection and hiring process training administrators and teachers who are involved in hiring to recognize implicit bias and use behavior-based interviewing techniques to reveal candidates’ experience, knowledge, and strengths to increase the hiring of culturally and linguistically diverse teacher candidates.
- 3) Use multiple measures to evaluate the qualifications of applicants beyond that of just teacher certification including performance-based tasks such as performing a sample lesson or submitting a video of a lesson previously taught.
- 4) Offer competitive compensation and benefits which may include providing resources for field trips, special programs, professional development, and leadership opportunities and supporting tuition and student loan forgiveness procedures.

DISTRICTS THAT EFFECTIVELY ONBOARD AND RETAIN TEACHERS OF COLOR:

- 1) Strategically and intentionally place teachers of color in schools considering the organizational conditions of the school, the strength of the school’s leadership team, and overall fit, as well as how assignments are aligned with new hires’ content expertise.
- 2) Design and implement high- quality induction and early support for new teachers of color providing new teachers of color with the opportunity to work collaboratively with other educators, participate in support groups for new teachers, and be mentored by trained, qualified colleagues—particularly other teachers of color.
- 3) Build the capacity of school leaders to improve working conditions offering ongoing professional learning opportunities for school leaders to develop the skills to support diverse students and staff members and support teachers of color to become school and district leaders.

Listening To the Teachers: Meyer's Teachers of Color Gathering



Earlier this year, Meyer Memorial Trust held a Listening Session with a diverse group of 23 teachers of color from cities and school districts across Oregon: Portland, Hood River, Clackamas, Medford, Gresham, Eugene and Seaside. Facilitated by Zalika Gardner, a teacher of color who taught for more than 15 years and now serves as education director for Kairos PDX, the teachers shared what brought them to teaching, what keeps them teaching and what daily challenges push them to consider leaving the profession. Summarized below are some of what was heard at the listening session:

- Teachers of color are mission-driven.
- The core message from participants was their love for their students and communities compelled them into the teaching profession and that passion for their students and communities keeps them teaching and persevering through common challenges.

- Teacher preparation programs must do a better job of educating emerging, pre-service teachers in culturally affirming pedagogy.
- Excellent, culturally matched mentors matter.
- Teachers of color need an organization that shares the values and concerns of diverse teachers.
- The higher you move up in education leadership in Oregon, the whiter the population becomes.

Meyer Memorial Trust plans to continue working with this core group of educators to determine meaningful investments toward our outcome of sustaining and increasing Oregon's education workforce diversity.

"My grandparents are both educators and growing up they would always ask me, 'How many Hispanic teachers do you have?' and I never cared. Now I realize that was a big deal."

Talk Circles, OEA Transforming Our Schools



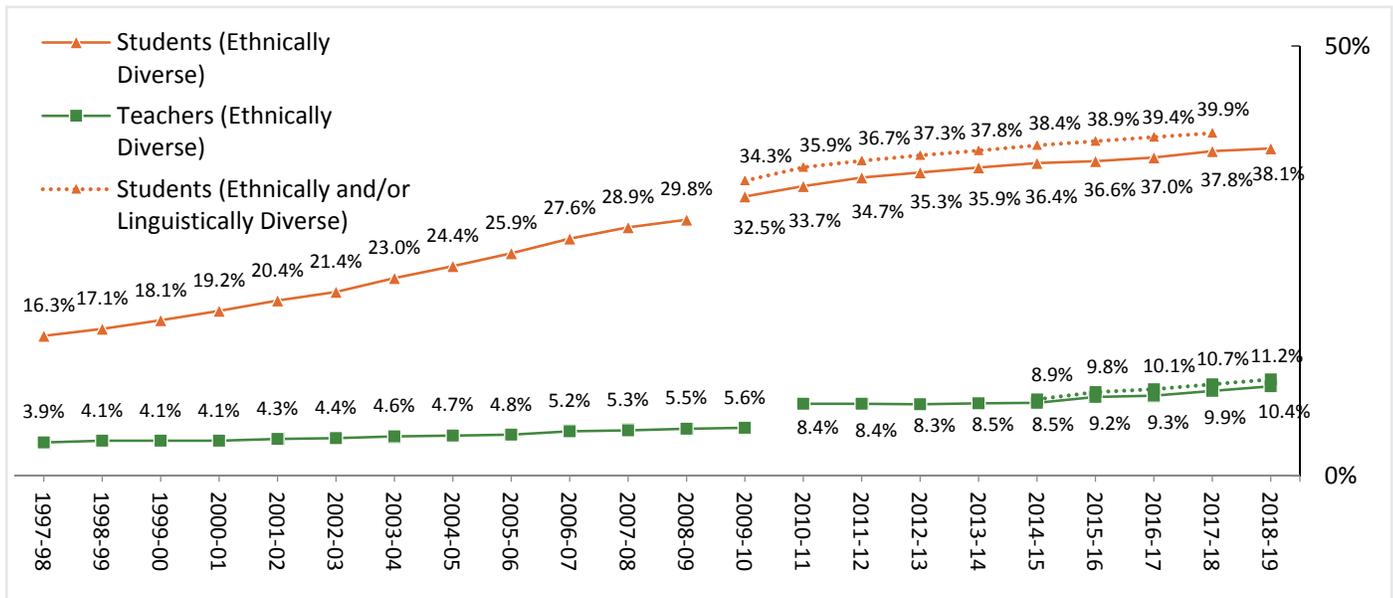
SECTION 3: DEMOGRAPHIC GAPS

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 13). Oregon’s ethnic diversity among students enrolled in public school increased slightly from 37.8 percent in 2017-2018 to 38.1 percent (221,525 of 581,730 total K-12 enrolled students) in 2018-2019. Of the 31,409 teachers employed in Oregon K-12 public schools on December 1, 2018, 10.4 percent were ethnically diverse. The percentage increases slightly to 11.2 percent when including linguistically diverse teachers whose first language is not English.

Figure 13: 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 behind the changing demographics of Oregon’s K-12 students; the ratio of students of color to all students has increased much faster than the ratio of teachers of color to all teachers. The gap between ethnic diversity of students and teachers has remained stubbornly unchanged at 27.7 percent for the past three school years and the gap between student and teacher ethnic and/or linguistic diversity decreased slightly from 29.1 percent in 2016-2017 to 29.2 percent in 2017-2018 (the most recent year for which linguistic diversity for students is available).

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. This year 35 districts met the criteria for the 2018-19 school years, three additional districts (Ukiah, Willamina, and McMinnville) were added to the list and the advisory group recommended including Oregon Department of Education public charter schools, the Youth Correction Education Program, and Juvenile Detention Education Program. Two districts (Long Creek and Culver) fell below the 40 percent cut off. The ethnic diversity of the students in the districts in Table 4 range from 40 percent to 84 percent. Eleven districts had a 1 percent increase in the ethnic diversity of students since last year, four experienced an increase of more than 1 percent, eight stayed the same, and seven reported a decrease ranging from one to 8 percentage points.

Table 4: Oregon School Districts with 40 percent or More Ethnically Diverse Students

	SCHOOL DISTRICT	STUDENT COUNT OCTOBER 2018	PERCENT STUDENTS OF COLOR OCTOBER 2018	PERCENT CHANGE FROM 2017	PERCENT TEACHERS OF COLOR 2018	PERCENT ADMINISTRATORS OF COLOR 2018
1	Woodburn SD 103	5601	84%	Same	32%	38%
2	Umatilla SD 6R	1,367	73%	Same	13%	0%
3	Jefferson County SD	2,948	72%	Plus 1	7%	0%
4	Nyssa SD 26	1,187	69%	Minus 1	18%	33%
5	Reynolds SD 7	11,019	68%	Plus 2	7%	23%
6	Parkrose SD 3	3,066	67%	Same	12%	27%
7	Ontario SD 8C	2,418	66%	Minus 1	11%	20%
8	David Douglas SD 40	10,009	63%	Plus 1	10%	20%
9	Milton-Freewater Unified SD	1,773	62%	Plus 1	15%	0%
10	Forest Grove SD 15	6,088	60%	Plus 1	26%	36%
11	Gervais SD 1	1,273	60%	Minus 5	8%	25%
12	Morrow SD 1	2,306	59%	Minus 1	8%	0%
13	Multnomah ESD	412	58%	NEW		
14	Centennial SD 28J	6,184	58%	Plus 1	8%	32%
15	Hermiston SD 8	5,766	58%	Plus 2	9%	13%
16	Hillsboro SD 1J	20,550	54%	Same	14%	26%
17	Youth Corrections Ed Program	306	54%	NEW		
18	North Marion SD 15	1,881	54%	Plus 1	3%	0%
19	Beaverton SD 48J	40,964	53%	Plus 1	14%	17%
20	Stanfield SD 61	461	53%	Plus 1	7%	0%
21	Salem-Keizer SD 24J	41,824	53%	Plus 2	11%	17%
22	Central SD 13J	3,221	50%	Same	5%	9%
23	Mount Angel SD 91	732	49%	Minus 2	6%	0%
24	Hood River County SD	4,061	49%	Same	8%	13%
25	Juvenile Detention Ed Program	174	48%	NEW		
26	Phoenix-Talent SD 4	2,563	47%	Plus 4	10%	8%
27	North Wasco Co SD 21	2,980	46%	Plus 1	3%	0%
28	ODE Public Charter Schools	1,027	45%	NEW		
39	Dayton SD 8	1,015	44%	Same	11%	0%
30	Ukiah SD 80R	30	43%	NEW	0%	0%
31	Tigard-Tualatin SD 23J	12,701	43%	Plus 1	11%	10%
32	Portland SD 1J	48,677	43%		20%	31%
33	Willamina SD 30J	848	43%	NEW	8%	0%
34	Gresham-Barlow SD 10J	11,981	43%	Plus 1	10%	2%
35	McMinnville SD 40	6,723	41%	NEW	10%	11%

Source: ODE Fall Student Enrollment Data Collection

Significant disparities persist between the ethnic diversity of students and educators in the identified districts. Three 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 gap of at least 50 percentage points. 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 districts detailing 2018-2019 student, teacher, and administrator racial/ethnic percentages as well as an eight-year snapshot.

SECTION 4: 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 Table 5, 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 34 percent ethnically diverse.

Table 5: 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
2017-18 Five Year Cohort	1.34%	4.56%	2.40%	19.74%	0.68%	65.81%	5.46%

Source: Oregon Department of Education Fall 2018 Student Membership Report
 NOTE: These values do not sum to 100% due to rounding error.

Spotlights

Spotlight 1: Advocacy Commission Speaks to the Joint Committee on Student Success

This spring the Oregon Advocacy Commission was invited to testify to the Joint Committee on Student Success. Two of representatives provided statements highlighting some of the lived experiences of educators of color in Oregon.

- I’m a product of PPS (Portland Public Schools) and have experienced racist exchanges with administrators and faculty.
- During my high school career, I had NO African American teachers (regardless of gender/sexual identity or expression)
- During my high school career, I had no Indigenous/Native American teachers (regardless of gender/sexual identity or expression)



- During my high school career, I saw my first African American administrator (the late Dr. Charles Hobson; during my senior year)
- I was in the upper percentile of academic rankings for my school/district, but had my intelligence challenged/questioned by educators and administrators (“are you sure this is the class you belong in?”)
- Often asked to “prove” my work
- Questioned about the validity of my writing/presenting skills
- Presented as “disruptive” by teachers when I asked about their sources or asked questions beyond their ability to engage
- Was often the only African American in my AP classes/Honors classes
- Witnessed multiple friends be removed from class and labeled “disruptive” by teachers; sometimes involving school police (this was back in 1989-1990)

Investments in recruiting and retaining diversity among teachers and administrators, both racially, culturally, and within LGBTQI+ communities must also be part of the solution. The preparation and ongoing professional development of Oregon educators to become more successful in multi-cultural classrooms is at the heart of many longstanding issues. This includes academic performance, test scores, dropout rates, discipline rates, college entry levels, etc. The JCSS and the 2019 Legislature must provide investment, strategy, and regular measures to address the critical need for competent, meaningful preparation of teachers and administrators in cultural proficiency, and culturally relevant and meaningful curriculum. I cannot stress enough what an uphill battle this

is for Oregon, with its long, un-inclusive, and deeply racist history. We continue to have enormous gaps between the race/culture of staff and the race/culture of our students.

We have a great need for recruiting and retaining more teachers with cultural and linguistic skills to be successful with Oregon's diverse students. Communication with African American teachers, students and their families continue to be a critical problem, and a barrier to their success. which I wish to now address as part of my remarks, as well as the toxic environment that challenge black teachers and students every day....

- *Micro aggression that occur when you are shopping at the grocery store*

- *Micro aggressions – when dropping clothes off at the cleaners*
- *The assumption that you don't know what your talking about, and when it becomes clear the individual you are dealing with has made a mistake, or in error their inability to admit they are wrong.*
- *Not seeing people who look like you teaching classes in schools.*
- *Not having other African American teachers in your building who look like you (Being the only)*
- *Hearing comments like "is Kwanza a really holiday?" What is Kwanza, is that a real word?"*

Spotlight 2: Unique Needs of Rural Districts

We often fail to consider the unique needs of rural schools seeking to diversify their educator workforce. Not only are there fewer local candidates in the employment pool but there are often fewer community resources and supports that help attract and retain educators of color. We asked Tawnya Lubbes, Oregon Teacher Pathway Program Director at Eastern Oregon University, to share some of the perspectives she's gathered from local students, teachers, and administrators highlighted in Figure 14.

Figure 14: Educator Workforce Diversity from a Rural Perspective

WHAT DO RURAL SCHOOLS NEED FOR DIVERSITY IN THE EDUCATOR WORKFORCE

- 1) Ongoing training and accountability for current teachers and administrators on Culturally Responsive Practices. This should include newly graduated and licensed teachers so the language is consistent across school settings.
- 2) Accountability for administrators to implement and model Culturally Responsive Practices
- 3) Avenues for teachers currently required to use scripted curriculum in order to adapt instruction to be more culturally responsive.
- 4) Ensuring that teacher evaluation models are culturally responsive. Many districts and EPPs are using the Danielson Model which is dated and does not fully account for meeting the cultural and linguistic needs of the students.
- 5) Diversity in rural Oregon is mostly a poverty issue in Northeastern Oregon counties. Without large racial and ethnic populations; when we discuss diversity, we need to be looking more holistically beyond race and ethnicity.
- 6) Funds and programs are needed to support students impacted by poverty more than anything with our schools ranging from 40-82% poverty. We also need more training on diversity beyond poverty.
- 7) Expanded Title III and support for English Language students would be helpful given limited educator FTE to support all English Language students in our districts.
- 8) Keep recruiting culturally diverse students into existing pathway programs (i.e. Oregon Teacher Pathway Program).
- 9) More grow your own pathway programs targeted toward para-professionals.
- 10) Support in identifying and removing barriers in educational systems. Rather than patching an existing oppressive system, we need real change, and ongoing support to do so.
- 11) Modern and accurate films and materials on minority and indigenous groups and cultures. Our students need more recent resources to support CRP in schools.
- 12) Early encouragement and information for future teachers of color on how to navigate towards their end goals, plus a plan to finance those goals.
- 13) Oregon must stop only using short term funding and grants to implement systemic change, we need an overhaul with ongoing support, grants are largely unsustainable. Real investment is needed in order to meet long-term goals. Change takes time and requires support often beyond the initial grant or legislative timeframe. We need to reinvest in Oregon schools.

Spotlight 3. COSA Education Workgroup Focused on Educator Workforce

The PreK-12 education workforce in Oregon is heading for a crisis on two major fronts. First, school districts, education service districts, and early education providers are experiencing a workforce shortage and greater difficulties finding qualified educators to fill open positions. Second, culturally and linguistically diverse students make up close to 40% of our current students, but Oregon’s educator workforce is not reflective of our diverse student population. Only about 11% of our teachers and administrators are diverse.

A number of districts across Oregon have developed successful “Grow Your Own” programs in partnership with institutions of higher education, early learning providers, and community-based organizations. These programs are helping to cultivate the next generation of educators and fill gaps in local districts’ workforce needs by supporting individuals on pathways to employment in pre-K and K-12 education, but there is a need to be able to prepare far more educators.

Recognizing the importance of responding to anticipated workforce shortages, the Confederation of School Administrators (COSA) convened a 70-member workgroup that met five times over six months to learn, discuss, and plan. In September, three working policy proposals were drafted as a result of the work. The recommendations of the Education Workforce workgroup were drafted as House Bill 2742 which proposed an investment of \$16.7 million in 2019-21 to facilitate the expansion of “Grow Your Own” educator pathway programs by creating the “Next Generation Educator Recruitment and Development Account.” The fund was posed to exist as a grant-in-aid program managed by the Oregon Department Education; grants distributed to school districts that partner with colleges and universities to grow and diversify their local education workforces. Funded programs would be required to do several things, including: a) recruit culturally and linguistically diverse candidates, b) provide culturally responsive mentoring, and c) offer meaningful pre-service training on cultural competency and the social and emotional needs of students.



Expansion of “Grow Your Own” programs across the state can help remove financial obstacles for teacher candidates and create an education workforce reflective of Oregon’s students’ demographics.

Spotlight 4. Increasing American Indian Youth Exploration into Education Workforce

During the summer of 2019, the Oregon Department of Education will be working with federally recognized tribes in Oregon on a campaign to increase interest in pathways leading to the education workforce for youth. Several tribes in Oregon support summer youth employment programs/ services. These programs often include specific trainings and exposure to post-secondary educational opportunities. The Oregon Department of Education anticipates hiring a summer doctoral candidate intern. One of the intern’s projects will be working with tribes in Oregon to create a campaign encouraging youth to explore education workforce opportunities.

Figure 15: 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)**

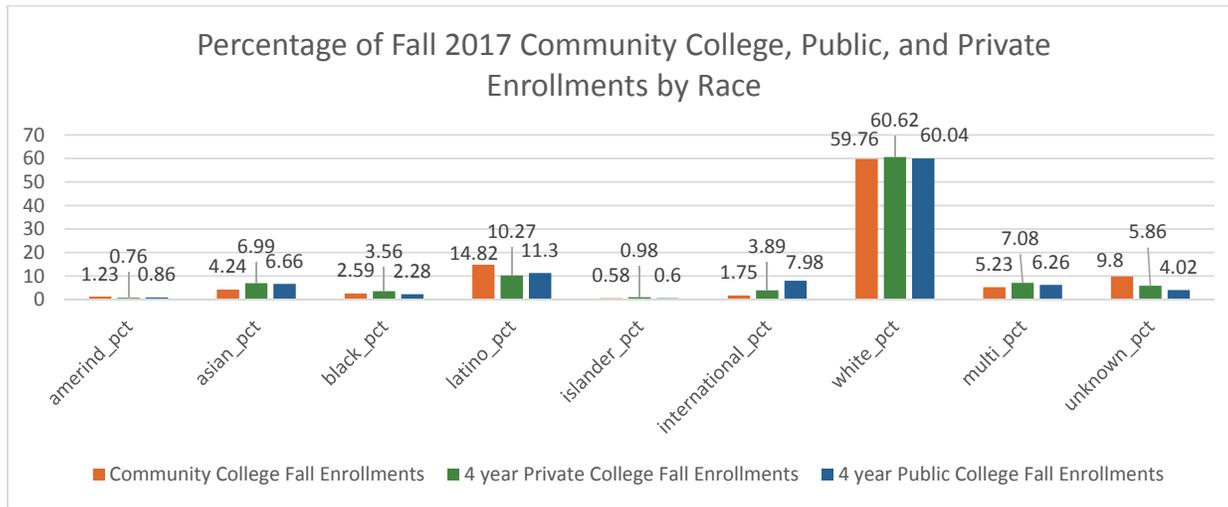
Attract more linguistically and ethnically diverse teacher candidates into teaching careers via strong K-12/higher education partnerships supporting high quality teacher preparation programs with extensive school-based experience, empowering skill-based coursework, and a welcoming collegial and culturally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

SECTION 5: 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 16 focuses on who was enrolled during the Fall of 2017 in Oregon’s community colleges (N = 805,622), public four-year institutions (N = 885,918) and private four-year institutions (N = 256,466). Enrollments in all three types of institutions declined from Fall 2016 but the diversity of student enrollees increased slightly in most categories.

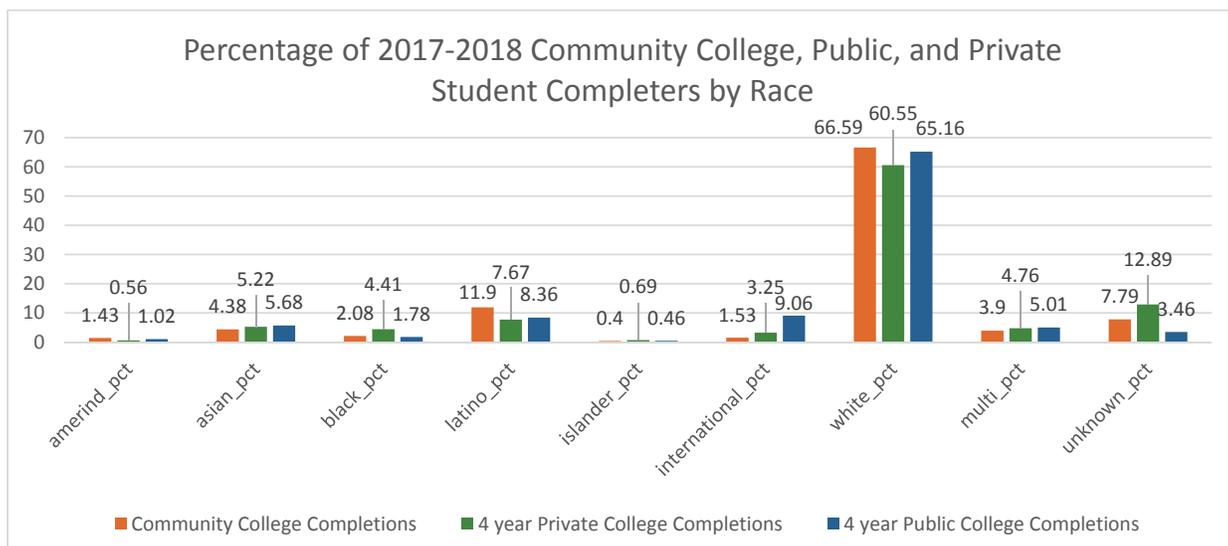
Figure 16: Community College, Public and Private Student Enrollment Demographics Fall 2017



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 17 shows the ethnic demographics of 2016-2017 completers from Oregon’s community colleges (N = 15,724), public four-year institutions (N = 24,784), and private four-year institutions (N = 11,060). The number of completers decreased from 2016-17 for both community colleges and private universities but increased for public universities. The percent of white student completers in private universities increased from 57 percent to 60 percent; whereas, the percent of non-white student completers in community colleges decreased from 69 percent to 66 percent and in public universities from 67 percent in 2016-17 to 65 percent.

Figure 17: Community College, Public and Private Student Completer Demographics 2017-2018

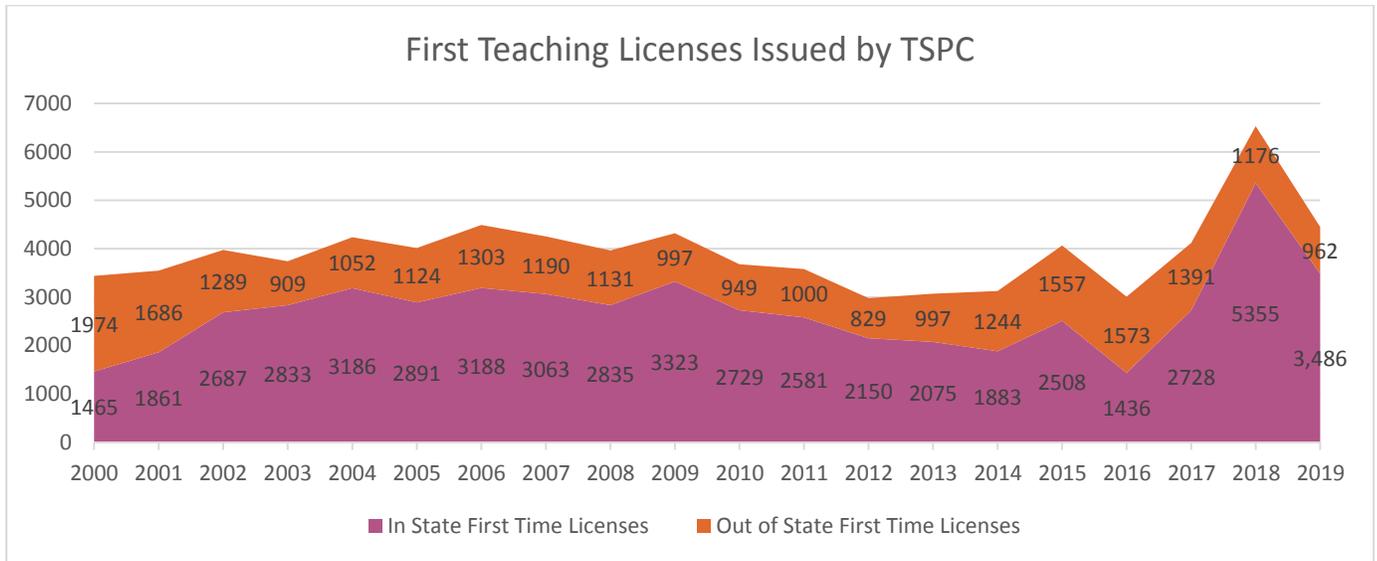


Source: Integrated Postsecondary Education Data System

First Teaching Licenses Issued in Oregon

Staff at the Oregon Teacher Standards and Practices Commission (TSPC) are able to track all first teaching licenses issued by those prepared both in-state and out-of-state. Figure 18 shows a significant decrease in both in-state and out-of-state first licenses issued by TSPC in 2018-19. Also, in most years, in-state first teacher licensures far exceeds out-of-state first teacher licensures.

Figure 18: First Teaching Licenses Issued in Oregon by TSPC



Source: Teacher Standards and Practices Commission

Reciprocal Teaching Licenses Issued in Oregon

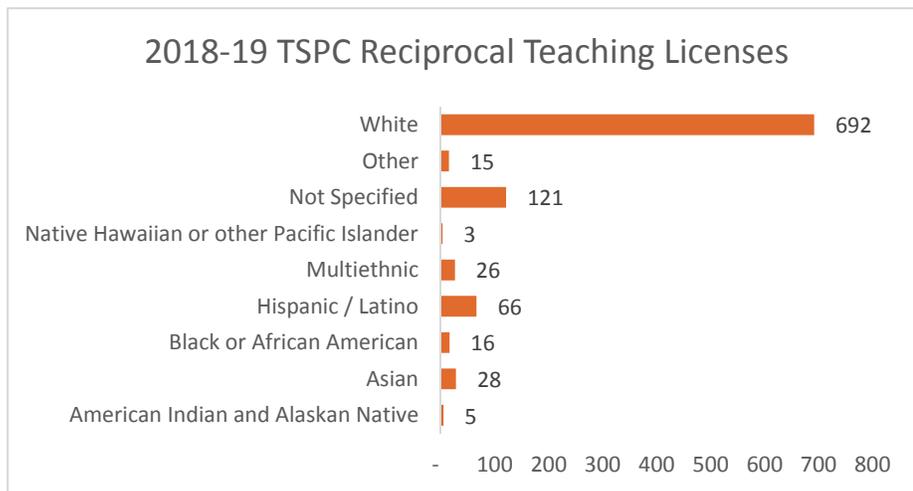
Oregon Teacher Standards and Practices Commission (TSPC) also issues a Reciprocal Teaching License to individuals with out-of-state teaching licenses to temporarily teach in an Oregon public school for one year while they pursue an Oregon Preliminary or Professional Teaching License. Candidates must:

- 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 2018-2019, TSPC reported they issued more reciprocal teaching licenses this year (N = 972) than last year (N = 810) with six percent fewer reciprocal teaching licenses issued this year to white teachers than last year. However, Figure 19 still shows these temporary teaching licenses only minimally contributed to the ethnic diversity of those who could potentially be entering the Oregon educator workforce but there were increases in the number of reciprocal licenses issued to teacher candidates self-identifying as Hispanic/Latino, Black/African American, Asian. The number of individuals not specifying their race more than doubled.

Figure 19: 2018-2019 Reciprocal Teaching Licenses Issued by TSPC



Teacher Candidate Enrollment Data by Public and Private Institutions

Appendix E contains data on enrollment in Oregon’s six public and ten private teacher preparation programs in operation in 2017-2018⁷. Although the timeframes of when Oregon colleges and universities consider students formally enrolled in a preparation program differ across institutions, a total of 2,190 enrollees were reported in 2018-19 which is over 400 fewer enrollees than reported the previous year. The lower enrollment rates are of concern in general as Oregon faces more retirees in the educator workforce, continued hard to fill positions, and a need for more educators based on legislation passed in the 2019 Legislative session.

Female students outnumbered male students by three to one in the private universities and by two to one in the public universities. Of those candidates, 1,623 identified as white (74 percent) whereas for the previous year, the percent of white students was lower (66.79%). Although the public universities had lower enrollment numbers, they had a lower percentage of white teacher candidates and higher percentages of Hispanic/Latinx, American Indian/Alaskan Native, Asian, and Black/African American teacher candidates enrolled than the private university programs in the state. However, there were 52 candidates who were Not Specified or Other and for two institutions, the enrollment data by race exceeded the total of enrolled students reported. Portland State University, as in previous years had the largest number (N = 135) and percentage (32%) followed by forty-six (28%) racially diverse candidates enrolled at the University of Oregon. Of the private institutions, George Fox University had the greatest racial diversity in enrollees (N = 54 and 15%). Concordia was second with 52 racially diverse teacher candidates, representing 22 percent of the students majoring in teacher education.

Table 6: Summary Data for 2017-2018 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 Programs	943	134	16	47	24	5	654	36	27
Private Programs	1,247	108	15	36	23	14	969	66	52
All Totals	2,190	272	31	83	47	19	1,623	102	77

Source: Westat provided by Teacher Standards and Practices Commission

⁷ Marylhurst University announced in May 2018 that the university would close by the end of the year; the last classes were offered summer term 2018. Multnomah University has been closed previously and is just finishing out their cohorts.

Teacher Candidate Completer Data by Public and Private Institutions

The number of initial/preliminary licensure teacher completers reported in Appendix F shows that the numbers increased dramatically in 2017-2018 for both public and private institutions in Oregon. A total of 2,164 candidates completed programs, an increase of 529 from 2016-2017. Public university completers experienced the largest growth from the previous year with an increase of 393 completers while private universities increased by 136. In terms of the racial diversity of the candidates graduating, seventy-six percent of the completers; two percentage points lower than the previous year. There was a substantial increase in not specified/other teacher program completers in both public and private universities which could be masking racial diversity. Hispanic/Latinx teacher program completers increased from 78 in 2016-17 to 101 in 2017-18 and multi-racial teacher program completers increased from 86 in 2016-17 to 104 in 2017-18. Asian teacher program completers increased from 78 in 2016-17 to 89 in 2017-18; while very small gains were realized in teacher program completers who were American Indian/Alaskan Native (from 14 to 16), Black/African American (from 17 to 19). Native Hawaiian/Pacific Islander teacher program completers remained unchanged. Overall, the percent of non-white teacher program completers increased from 21.5% in 2016-17 to 24% in 2017-18.

Table 7: Public and Private Preliminary Teacher Program Completers 2017-18

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 Programs	1,273	61	9	58	13	6	969	66	91
Private Programs	891	40	7	31	6	4	676	38	89
All Totals	2,164	101	16	89	19	10	1645	104	180

Source: Oregon Teacher Standards and Practices Commission

Administrator Candidate Enrollment Data by Public and Private Institutions

Appendix G contains data on enrollment in Oregon's three public and five private administrator preparation programs. Enrollment data is hard to determine for a given year as there may be candidates who step out of a program for a term or span a portion of two years while completing their academic programs. Also, due to small N sizes and FERPA, three of the institutions (George Fox, Lewis and Clark, and University of Oregon suppressed racial data. These numbers were included in the last column as either Data Suppressed, Not Specified or Other. From what can be interpreted, a combined total of 627 individuals were enrolled in both public and private institutions in 2017-18, a significant increase from the previous year's 498 enrolled candidates. Concordia University had the largest enrollment with 192 students followed by George Fox University with 128 students and Lewis and Clark College with 90 students. Combined enrollment for all three public universities totaled 124 students. Over twice as many female students (N = 320) than male students (N = 154) were enrolled in the private universities with a significant increase this year, albeit it at primarily one institution, in the number of students not specifying gender (N = 29). At the three public universities, there were slightly more female (N = 35) students than male (N = 30).

In terms of racial diversity, seventy-seven percent of the enrollees at the three public institutions were white, as were eighty percent of the students enrolled in the five private universities. Although it is assumed that many of the cells included suppressed data which were aggregated into the last column, the data indicate that at least seventeen of students enrolled in Oregon's preliminary administrator programs identified as Hispanic or Latinx with the majority (N = 11) enrolled at Portland State University.

Table 8: Public and Private Preliminary Administrator Program Enrollment 2017-18

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 Programs	124	11	0	2	0	0	96	1	14
Private Programs	503	6	2	3	5	0	404	7	76
All Totals	627	17	2	5	5		500	8	90

Source: Oregon Teacher Standards and Practices Commission

Administrator Candidate Completer Data by Public and Private Institutions

The number of initial/preliminary licensure administrator completers reported in Table 9 and Appendix H shows that the numbers increased dramatically in 2017-2018 from 230 to 332 for both public and private institutions in Oregon and is mostly due to a dramatic increase in the number of program completers in private institutions (from 115 to 193). In terms of the racial diversity of the candidates graduating, there were more completers who were Hispanic or Latinx (N = 14 compared to 8 the previous year) and fewer Black/African American program completers (N = 3 compared to 9 the previous year). There were almost 100 more white program completers in 2017 -18 than in 2016-17; thus, increasing the percentage of white administrator program completers from 83 percent to 88 percent.

Table 9: Public and Private Preliminary Administrator Program Completers 2017-18

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 Programs	139	9	1	3			123	1	2
Private Programs	193	5	2	6	3	1	169		7
All Totals	332	14	3	9	3	1	292	1	9

Source: Oregon Teacher Standards and Practices Commission

Spotlights

Spotlight 1. TSPC Addresses Licensing Exam Barriers through a Multiple Measures Framework

Efforts to diversify the Oregon educator workforce continue to be raised in various policy advisory groups across Oregon, including the Oregon Teacher Standards and Practices Commission. Executive Director Anthony Rosilez has met with EPP faculty, the COSA Education Workforce Workgroup, tribal leaders, and others to address a significant concern about the barriers that licensing exams may pose to culturally and linguistically diverse candidates wishing to become Oregon educators. It has been reported the content tests (ORELA), and to a lesser extent, the edTPA, may place diverse candidates at a disadvantage in both the content of the examinations as well as in how they are administered. Additionally, the costs of these examinations may be prohibitive to candidates with limited financial resources.

At the June 2018 Commission Meeting, the Executive Director was charged with reviewing the current status of barriers to diverse candidates entering the education workforce and to bring recommended solutions to the Commission. A work group reviewed financial, licensing, and early career barriers which affect the licensing and retention of diverse candidates in the field. Among other recommendations, it was suggested to consider a multiple-measures approach to demonstrating competency in subject matter/content, pedagogy, and ethics/civil rights.

At the November 2018 Commission Meeting, proposed rules were presented within licensure and preparation program approval that would set the framework for a multiple-measures approach to licensure assessments. The rules were formally adopted at the February 2019 Commission meeting.

Since that time, the Executive Director has sought input on a possible multiple-measures framework for satisfying subject matter content and teacher performance assessment from various stakeholders, including a Multiple-Measures Advisory Group of educator preparation faculty, educators, and community members; school administrators; agency staff; and policymakers.

At the April TSPC Commission meeting, the Executive Director presented [a framework for Subject Matter Content and Performance Assessment Multiple-Measure Options](#) providing options for candidates to meet content area and teaching performance (pedagogy) requirements via examination; coursework; direct, sustained, and rigorous observation protocol; or a combination thereof. (Several of the framework options require the utilization of observation tools and forms that will be developed by the agency.) Developing this framework required balancing efforts to remove the barriers and biases reported in licensure examinations with the goal of assuring a highly-qualified workforce which satisfies the public's expectation of educator excellence. While research does support the importance of content expertise to teaching success; the research, as demonstrated in previous discussions and presentations to the Commission, continues to question the relationship between *performance on licensure examinations and ultimate academic success of the K-12 students* being taught by teachers – particularly as to content examinations. The Commission is expected to consider adoption of the framework at their June 2019 meeting. Appendix B and C highlight the proposed flowcharts for demonstrating content knowledge and teacher performance assessment.

Spotlight 2. Chemeketa Community College Education Program



Taffy Carlise (ODE) Chemeketa Community College students (Patricia Torres, Ashley Duran, Charcy Ramos, Magdalena Barrera, Maria Lemus) and Dean Monto celebrate students' awarding of Seal of Biliteracy

This year I had the opportunity to review the Chemeketa Community College Education program which provided a rich opportunity to celebrate the achievements of an innovative and timely systems approach to addressing Oregon's looming teacher shortage and need for a more diverse educator workforce. The program has intentionally recruited and hired bilingual staff who create lasting relationships with students. Faculty and staff work collaboratively together to address the needs of students gathered through careful review of the results of surveys, interviews, and course assignments. Faculty are consistently engaged in local, regional, and state conversations that continue to shape state policy and local practices, including training on required licensure assessments that students don't even take while they are enrolled in the CCC education program.

It is clear that the program gives authentic attention to community voice and cultural assets, which in turn is resulting in the education program having the highest number of Hispanic students enrolled of any college-level academic programs offered at CCC. The recent practice of awarding an Oregon State Seal of Biliteracy exemplifies the institution's leadership in Oregon as, to my knowledge, CCC is the first higher education institution to implement this designation. I would note the offering of a Spanish for Heritage Speakers course and the requirement of the WR 115 prerequisite as stellar practices celebrating the assets students bring to the future classroom while ensuring they successfully demonstrate strong writing skills. Universities and school districts partnering with the program stand to benefit from Chemeketa's desire to ensure student success as they transfer to a university, complete student teaching, and seek employment.

The program's attention to advising and financial needs of the students has resulted in significant changes in practice, including reduced tuition rates to attract candidates initially to the program, scholarships for bilingual teacher leaders, and an impressive array of efforts to align coursework and ensure credit transferability for candidates when they seek to enter university sponsored educator Preparation Programs (EPP). Highlighted below are two examples of additional efforts underway to benefit education majors.

ORELA TEACHER LICENSING TEST PILOT PROJECT

Chemeketa Community College initiated an ORELA licensing test preparation project for Education students this year. Early test preparation is needed to better prepare community college students for successful transfer and completion of university teacher preparation, and specifically reduces the testing barrier experienced by bilingual/ bicultural students. In this way, the ORELA test preparation project works to diversify the future teaching workforce and supports the 2017 Senate Bill 182. The ORELA test preparation project also supports the work of HECC and the Major Transfer Map state committee, which is working to implement HB 2998 by creating student success in the community college to university pathway into teaching degrees. The project was jointly funded by Chemeketa Community College and the Oregon Department of Education.

A "Testing Navigator" at Chemeketa studied contents of the three basic ORELA licensing tests given to elementary education teachers: The Civil Rights Test, Language Arts Test, and Math/Science Test. One hundred test vouchers were purchased for faculty and students and information gathered from CCC test-takers. From this information, specific curricular linkage was created for both ED courses and designated general education courses in the ED degree area. A comprehensive test preparation handbook is in progress. The curriculum adjustments and the test preparation handbook will be shared with community college ED programs across Oregon, in an effort to support statewide student success in the education pathway.

"The program works to interrupt power structure by getting teachers with diverse backgrounds into the classroom, and enacts meaningful social change by building avenues for expanding workforce diversity."

Mary Ellen Scofield, Program Review and Accreditation Specialist, Chemeketa Community College

OREGON SEAL OF BILITERACY IN THE COMMUNITY COLLEGE

Chemeketa Community College has created an opportunity for Spanish heritage speakers to prepare for and receive the valuable Oregon Seal of Biliteracy at the college level, and has targeted Education students in an effort to increase the number of bilingual teacher candidates in Oregon. As diversity increases in state, there is a great need for bilingual teachers. Taffy Carlisle, Education Specialist at the Oregon Department

of Education who also oversees the high school Oregon Seal of Biliteracy noted that “School districts across the state have had to reduce dual language grade levels due to the lack of qualified bilingual teaching staff.” School district HR directors have also commented that the Seal will help hiring managers assess the bilingual skills of potential teachers, and thus ensure quality bilingual instruction for students.

The Oregon Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in reading, writing, listening and speaking in one or more languages in addition to English. The program started as a pilot project in the 2014-15 school year and was formally adopted by the State Board of Education on April 14, 2016. Oregon is one of 23 states that offer the Biliteracy Seal to students. The program has expanded every year and this year, 1,022 students in 27 districts will be recipients of the Oregon Seal of Biliteracy.

Chemeketa began the 2-year project with research into the standards set forth by the Oregon Seal of Biliteracy, with emphasis on the Spanish language. Funded by Meyer Memorial Trust, a Biliteracy Specialist was hired to work with student learning outcomes in the sequence class entitled Spanish for Native Speakers. Faculty and the Specialist have developed new curriculum, including an online text that will be free to future students. The Chemeketa Biliteracy Seal project is working to create a process for transcribing and recording the Oregon Seal of Biliteracy on college diplomas. The project will be shared and replicated at other community colleges in Oregon upon completion of the project in December, 2020, and will result in an increase in bilingual teachers entering the workforce.

Spotlight 3. Preparation

The 2018 Educator Equity Report documented known higher education program partnerships with school districts or consortiums of school districts. This list continues to be a useful resources and is again included in Appendix D.

UNIVERSITIES OFFER TEACHER LICENSURE PROGRAMS LOCALLY

One of the barriers for future teachers is access to a program that does not require moving away from their communities where they live, have family systems of support and often part-time employment. Over the past seven years, a number of Oregon public and private universities have opened “satellite” programs to address school district needs for teachers. We asked deans and faculty involved in these programs to share some of the unique features of these programs, benefits for students and communities, and lessons learned. Featured are George Fox University, Eastern Oregon University, and Oregon State University. The insights share are worthy of attention by other educator preparation programs and school districts seeking to partner with universities to create seamless career pathways. The lessons learned are invaluable; thus, warrant dedicated space in this year’s report.

George Fox University’s Elementary Education Degree Completion Program



GEORGE FOX
UNIVERSITY

COLLEGE OF EDUCATION

The program is starting its fifth year in Central Oregon and was developed to meet the needs of working adults with some experience in the field of education. The program requires students to enter with an Associate of Arts degree (or an equivalent number of credits) and take 12-16 credits each semester, in a hybrid format, attending class one night a week and one Saturday a month over the course of 20 months. This allows teacher candidates to work fulltime all the way up to their student teaching, often placed in schools where they currently work. The program is designed for candidates with relevant life experience and students receive 50% off the cost per credit of a traditional undergraduate preparation program.

Due to a need to recruit highly qualified teachers, George Fox was approached by the Jefferson County School District in the 2014-15 school year to think about creative ways to prepare teachers who were already working in its schools. Many of these schools were high needs with a majority of students receiving free and reduced meals, and many of the candidates were first generation college students within their families. The Master of Arts in Teaching (MAT) program was already established in the community at our campus within Redmond’s Ridgeview High School, but there was a high need for a Bachelor’s degree program in teacher education. The ELED program was a perfect fit for working professionals to complete their undergraduate degree in education and to earn an Oregon teaching license.

The Central Oregon ELED program started with its first cohort August 2015 and courses started at the Jefferson County School District office boardroom. Of the six students in the first cohort, five were employed as educational assistants (EAs) in a variety of buildings in the district. Classes were designed to support working adults meeting from 6-10:00 on Tuesday nights, and one Saturday a month from 8-5:00. Dr. Katy Turpen was moving to the area for family reasons, so it was decided that all of her faculty load be transferred to recruit, teach, and lead cohorts. Now she directs the ELED DC program at the GFU Redmond and GFU Portland Center campuses.

In the second year of the program the reality of student teaching, with a required leave of absence from work was a massive barrier for candidates. At this time there were five students remaining in the program. Four needed to retain their jobs in some capacity in order to complete the program. Not only could they not afford to surrender benefits, but the idea of weeks without pay also was not an option as most were the main breadwinners in their families. Simultaneously, the district posted four openings for EAs and

Katy Turpen used this as an opportunity to create a mutually beneficial partnership. In an email, Dr. Turpen requested to meet with the HR team and the principal at Warm Springs K-8 Academy to see about the possibility of moving all four of the current EAs into the open positions at Warm Springs and then creating a co-teaching partnership with Cooperating Teachers rather than just performing the normal EA duties. The meeting lasted about an hour and the results were a game changer for the entire model of the program. The principal of the building used school improvement funds to fund these non-traditional student teaching placements and all four students were moved to Warm Springs. They had a full year of student teaching as fully paid educational assistants. Dr. Turpen supported the cohort and school district by being in the building each month to coach the co-teaching model and to check on the partnership's and candidates' progress.

Two years later, the university/school partnership was ready for the next student teaching placements. This time the program had five candidates in Jefferson County across five different schools. The model during this year was to house the students in their own buildings, but to also have them student teaching for a whole year. On paper, the candidates were EAs, but in the classroom, it was a co-teaching student teaching placement. Subsequently, the Redmond and Bend-LaPine school districts joined the partnership.

For the 2019-20 school year, Bend-LaPine SD and Redmond SD will house all of the paid internships. In Central Oregon, the 2015-16 Elementary Education Degree Completion partnership program started with 6 students. In fall 2019, the program is projected to start with almost 25 candidates who will be working to earn the Preliminary Teaching License, while reaching a goal to complete their Bachelor of Science in ELED degrees.

- *Reactions from other faculty or staff* - Faculty have been supportive overall. The program is unique in that it belongs in two worlds – Adult Degree Completion Program, and the School of Education. Students in the program are quite unique (first generation, working in poverty settings in rural and remote schools) and require of faculty a very unique set of andragogy skills. The most challenging aspect for faculty to navigate is understanding the demographics of our students and connecting those to the unique attributes of the program. Adult students learn differently, but using this to connect to relevant and meaningful outcomes is key. This work has convinced GFU administration of the program's merits to equity and access – the program's success has leveraged resources from the larger university's decision-making process and public recognition.
- *Other costs affiliated with a satellite program* - In the Central Oregon model, faculty do most of the work that support staff might be asked to do on the Portland Center campus. For example, recruiting events and placement are the responsibility of faculty, which actually has strengthened the model because there is trust between districts and the university. Communication is also clearer and more efficient because the process is stream-

lined – the program coordinator for the ELED DC program serves the full process at both sites from initial inquiry to admissions to retention to graduation.

- *Access & connectedness* - Providing access to student support services and resources usually available on a main campus is key to providing a sense of connectedness for faculty and students. This is a challenge, BUT it is a challenge for most nontraditional students. Faculty carry a lot of this weight, which is not necessarily a bad thing, as it ensures faculty stay connected to student realities – part of our Be Known promise. Dr. Turpen completed a dissertation on this topic that has served as a great resource. In short, nontraditional students bond to each other and faculty, not necessarily a place. In addition, George Fox has worked to create a sense of belonging in Redmond by providing community-building events like a distinct graduation ceremony at Ridgeview High School for families and colleagues to come together to celebrate.
- *Facilities* - In our first year, the school district provided a location. Now we are working out of the Redmond site as it is more centrally located. The multi-faceted approach in Central Oregon has offset the lease cost as our MAT, Administrative Licensure, EdD programs use the facility, in addition to the ELED DC program. The partnership aspect has also reduced costs as district facilities and personnel are accessible to our faculty and to their employees.
- *The main take away* - It is easy to “use” this program as the poster child for things that we should build into every program – a clear connection with career opportunities to the unique attributes of undergraduate/graduate students – to find and promote ways to serve through education. When you can find a way to overcome the challenge that schools have in finding quality personnel to fill positions in rural and remote settings, with people who already live in those settings, the likelihood of them staying is so much improved by a “grow-your-own” type opportunity to prepare long-term educators. The candidates have been vetted by their schools and are also vested as contributing members in their communities, in which they serve – we need to continue to invest time to listen, hear the needs, and to collaboratively work to meet those needs wherever and whenever we can.

“When you can find a way to overcome the challenge that schools have in finding quality personnel to fill positions in rural and remote settings, with people who already live in those settings, the likelihood of them staying is so much improved by a “grow-your-own” type opportunity to prepare long-term educators.”

Dean Marc Shelton,
George Fox University



Eastern Oregon University, officially designated as Oregon's Rural University, serves a large portion of the state of Oregon. The service area includes 46,000 square miles (approximately the size of the state of Pennsylvania) of sparsely populated territory. Five of the ten most eastern counties are termed "frontier" indicating an extremely low population density. EOU's primary service region extends from the Idaho border to the east and southeast, Washington to the north, Nevada to the south, and generally, the Cascades to the west. Because EOU's mission is to connect rural students with educational opportunities, distance education strategies have been foremost in our plans to provide access to those in under-served communities such as Pendleton, Burns, John Day, Ontario, Enterprise, the Columbia Gorge, and rural eastern Multnomah County.

Faculty has historically been responsive to changing demographics in the region, and the needs of future teachers as they prepare for teaching. EOU's undergraduate education program is a two-year program where students can earn initial licensure and an ESOL endorsement. The undergraduate courses are offered in La Grande, Ontario, Pendleton, and Gresham as part of the undergraduate teacher preparation program. Partnerships with local community colleges and K-12 schools ensure oversight and placement of practica that meet TSPC requirements. All courses across sites share common course syllabi, textbooks and core assessments and are aligned with corresponding state OARs, and InTASC standards as well as national ESOL teaching standards.

While the La Grande campus-based program is more traditional with courses during the day (and rotation of practicum placement days twice a week), the on-site programs are able to be more flexible in offering evening and hybrid courses to meet the needs of students. Staffing also plays a role in the course offerings, as the on-site locations often rely on clinical partnership adjunct instructors who will offer courses in the evening after their work day. The practica courses are paired with courses for 5-week mini terms where students are able to focus on a smaller credit load while in their practica placements.

"We offer our courses in the afternoon/evenings so they can continue to work. We expect them to be very busy, balancing the demands of school, work and family. Often they need support when they become overwhelmed by all of their commitments. Helping them succeed in the face of these challenges is a benefit and blessing for our staff and faculty."

John Knudson-Martin
Program Coordinator for the EOU Elementary Teacher Education Program at Mount Hood Community College in Gresham



Equity, Access, & Affordability at a Distance

Faculty assignments and loads - The on-site faculty have the same load capacity as those on campus - 36 credits per year. Each site has a lead faculty (no release time). The same courses taught on campus are offered - though adjunct instructors are also a vital part of the program since not all the faculty are qualified to teach everything in the program. Clinical partnerships play a key role in offering a variety of instructors who are experts in the field.

Tuition rates - on site students pay the same rate as online students - currently \$252 per credit.

Access to student support services and resources - Resources generally available on a brick and mortar campus are not available. However, students are able to leverage resources and support through the community college partners and on-site faculty. There are many available resources also available online through our writing and tutoring centers and all administrative offices (financial aid, registrar, testing center). Health services are not available - though our health center will help them with referrals.

Culturally Responsive Pedagogy and Practices - At the heart of all programs in the college of education is culturally and linguistically sustainable practices. This is infused throughout all of the programs in the college and is the centerpiece of their Oregon Teacher Pathway program. The Center for Culturally Responsive practices is housed in the COE and greatly supports all programs and regional partners with training, support, and resources to meet the needs of all P-20 learners.

Sense of connectedness for faculty and students - We use a cohort model program, so the students feel very connected to their classmates and faculty on site. However, they do not always feel connected to the campus, while there are outreach and participation opportunities and site visits, many of the onsite students may never step foot on campus until graduation. The use of technology enhances the relationship and connectivity between on-site faculty and the campus. Faculty feel connected because they join our meetings via zoom and are able to come to campus several times a year. In addition administrators and faculty from La Grande will meet with them on-site. Some of on campus faculty travel to the sites and do methods courses.

Facilities - Each site has an office space and classrooms that are rented by EOU. These are generally located on site at a community college (MHCC, TVCC, BMCC). Our Ontario group has office space and a classroom (one faculty, a part-time advisor/university supervisor); Gresham has office spaces and a classroom (three faculty and an administrative assistant). The Pendleton/Hermiston site will open again Fall 2019.

Faculty assignments and loads - The site faculty have the same load capacity as those on campus - 36 credits per year. Each site has a lead faculty (no release time). The same courses we teach on campus are offered - though we do utilize adjunct people since not all the faculty are qualified to teach everything in the program (nor do the students want to see the same person).

Tuition rates - on site students pay the same rate as online students - currently \$252 UG and \$466.50 Grad per credit

Other costs affiliated with a satellite program - we pay rent and phone. Ontario is \$1000 per month and includes a classroom and office space in the Four Rivers Center. Gresham we pay about \$1250/month for office space and classroom space.

Access to student support services - Students access financial aid, but health services are not available - though our health center will help them with referrals.

Sense of connectedness for faculty and students to the main campus - faculty feel connected because they join our meetings via zoom. I'm not sure that the students feel connected - though the Dean and campus faculty meets with them occasionally - some of our faculty travel to the sites and do methods courses (Science, PE)

Facilities - Our Ontario group has office space and a classroom (one faculty, a part-time advisor/ST supervisor); Gresham has office spaces (four faculty and an administrative assistant) and we use a classroom - they are located at MHCC.

Oregon State University Master of Arts in Clinically Based Elementary In Beaverton and Portland



Oregon State
University



This M.A.T. program involves a partnership between the OSU College of Education and school districts in or near Portland, Oregon. The program provides candidates the opportunity to learn from renowned OSU faculty online through Oregon State Ecampus while co-teaching with experienced, senior teachers in the Beaverton School District or Portland Public Schools.

Faculty assignments and loads

- Co-teaching with district partners.
- Involving faculty in university-supported course redesign keeps courses current and pays for faculty time to do this.

Tuition rates

- Transparency about costs up front.
- Scholarships for recruitment and retention.
- Collaborate with districts to create opportunities for district teaching and employment.
 - o Beaverton: restricted sub license in year 1; 0.4 employment in year 2.
 - o Portland/LB: either full-time members of bargaining unit (teachers or IAs) or subbing opportunities.
 - o Work with districts to find multiple pathways for district teaching and employment that can withstand budgetary fluctuations.

Reactions from other faculty or staff

- Constant communication and collaboration with multiple partners.
 - o Strong support of the Dean and her presence at MAT events.
 - o Very positive reactions from district partners: HR, principals, CTs, donors.
 - o Increased donations.

Other costs affiliated with a satellite program

- Currently holding courses at Portland OSU Center at no cost.
- Carefully increasing enrollment with support of our district partners: making individual district cohorts larger, establishing a program to provide outreach to smaller and/or rural district without a full cohort.

Access to student support services and resources usually available on a brick and mortar campus

- Working in collaboration with student health services and student affairs to explore additional services we can develop to support our students.
- Collaboration with OSU Portland Center to provide resources to students (i.e. access to study space) and anticipating future needs.

Sense of connectedness for faculty and students to the main campus

- On-campus annual colloquia.
- On-campus graduation.
- Frequent interaction with faculty from main campus (all faculty are housed in Corvallis but most travel to Portland metro area frequently).
- Face-to-face course meetings for faculty/student connections at OSU Portland Center to support sense of belonging.

Facilities

- OSU Portland Center: see above.
- Utilize space in district partner schools and building for regular CT and supervisor and cohort meetings/trainings.

Other Considerations

- High-quality online courses that enable many types of interaction and frequent, meaningful, and easily accessible communication among students and with instructors.
- Work with district partners to connect students to OSU alum and other leaders in the district for “intergenerational” partners.
- Strong district partner collaboration on admissions, placements, CT and supervisor selection and training, coursework. This allows for relevant coursework, high-quality clinical experiences, and shared expectations.
- Course and program scheduling:
 - o Modified order of courses to prioritize those critical for students’ first months in the classroom as clinical residents.
- Modifications to meet local needs:
 - o Regular meetings with partners to assess needs (weekly or more often)
 - o Continuously adapting course curriculum to ensure assignments are relevant and responsive to district

contexts. Accomplished this in large part through co-teaching with district instructors.

- o Prioritize the recruitment and retention of a diverse student cohort, in line with district priorities for diversifying the teaching workforce.
- o As part of the expansion to multiple districts, adapted to diverse needs and context through curricular modification, expanding the pool of district-level co-teachers, and working within existing district structures to best provide support to CTs, supervisors, and candidates.
- Program integrity
 - o Consistent communication with district partners about expectations and collaboration with them about how to negotiate any differences in expectations.



“I see the clinically-based model for teacher education as a critical offering in preparing teachers today and beyond. This immersive experience produces teachers who are confident, creative and compassionate. Oregon State’s partnerships with the Beaverton and Portland Public districts foster opportunities for deep clinical practice based on leading edge research. These components lead to competent, successful teachers, while also growing opportunities for learning and collaboration between OSU faculty and our partner teachers and leaders in the schools.”

Dean Toni Doolen
College of Education
Oregon State University



In rural Oregon the demand for teachers who not only will stay in the area, but also continue to teach throughout their careers has increased. Pacific University and Douglas County Education Service District have successfully partnered to offer a rural outreach, grow-your-own program offering a quality, locally-based teacher preparation opportunity in rural communities. Lessons learned from their partnership were featured in an article entitled “Grow your Own: Building an Outreach Teacher Education Program in Rural Oregon” published online by the Association of Education Service Agencies in May 2019. Listed below are some of their key recommendations:

- Create a flexible quality program in response to community needs, within a 12-month course schedule.
- Employ positive organizational change management, especially with regards to the infrastructure needs of the University. Early and constant communication among all parties is the key.
- A strong district liaison with local connections to schools and ties in the community is an important part of recruit-

ment and retention for both adjunct course instructors and teacher candidates. The DESD partners were extremely effective at building community and providing University faculty with access to local resources.

- Recruit qualified local adjunct course instructors to teach face-to-face classes and supervise practicum and student teaching placements.
- Involve full-time, campus-based faculty members to help create connections for assistance with course syllabi revision, course delivery, and problem-solving. Their programmatic knowledge and guidance are invaluable for all.
- Involve principals and superintendents in interviews for teacher candidates. Including all invested groups allows everyone to understand their role in supporting the teacher candidates, the School of Learning and Teaching’s processes and expectations, builds a positive rapport in advance of field placements, and expands the District-University Partnership.

“We believe the children of the state of Oregon deserve the best teachers we can possibly offer, and in advancing our MAT and MAT/SPED programs to support a rural outreach, grow-your-own model we are fulfilling our mission in service to our communities and working toward building Collective Impact (Kania & Kramer, 2011) toward reducing the teacher shortage in rural Oregon.”

Teacher Candidate Retention

As the Oregon Educator Equity Advisory Group has presented the findings of the annual Oregon Educator Equity Report to countless audiences, we have been asked repeatedly to provide details on the attrition of candidates in the educator preparation programs. To explore this question, we developed a common template (Figure 20) and asked for volunteer educator preparation programs to provide us with data on estimated attrition rates for teacher candidates enrolled in preliminary teacher licensure programs.

Three educator preparation programs volunteered their data for our analysis. Of the 818 candidates enrolled in 2these institutions in 016-17, the attrition rate ranged from five to 11 percent. Anecdotally, the EPPs report the most common reasons contributing to attrition were financial and person reasons (health, childcare, job issues, family needs). When asked what percent were counseled out of the program due to performance issues, the percent ranged from 1.9 percent to 3.4 percent.

Figure 20: Template for Educator Preparation Program Teacher Candidate Attrition

1) EPP NAME:	2) CONTACT NAME/EMAIL/TITLE:																		
<p>3) Program Chart with:</p> <ul style="list-style-type: none"> a) name of each program offered: e.g. Elem, Sec, Sped, etc. , b) undergrad and graduate offerings of each, c) number of annual cohorts offered for each program d) program length in months e) number admitted and enrolled in each program for the 2016-17 school year <p>Sample Chart:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;"><i>Program</i></th> <th style="width: 25%;"><i># of Annual Cohorts</i></th> <th style="width: 25%;"><i>Program Length</i></th> <th style="width: 25%;"><i>Number enrolled 2016-17</i></th> </tr> </thead> <tbody> <tr> <td><i>Elementary MAT</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>Elementary Undergrad</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>Etc.</i></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				<i>Program</i>	<i># of Annual Cohorts</i>	<i>Program Length</i>	<i>Number enrolled 2016-17</i>	<i>Elementary MAT</i>				<i>Elementary Undergrad</i>				<i>Etc.</i>			
<i>Program</i>	<i># of Annual Cohorts</i>	<i>Program Length</i>	<i>Number enrolled 2016-17</i>																
<i>Elementary MAT</i>																			
<i>Elementary Undergrad</i>																			
<i>Etc.</i>																			
<p>4) Listed below are several potential reasons influencing a candidate decision to exit a teacher preparation program after being enrolled. Using data for your cohorts admitted and enrolled in a teacher preparation program for the 2016-17 school year, provide the best data you can to describe the number of candidates who leave the cohort. Rank the reasons for candidates' attrition as follows: 1—most prevalent reason, 2—next most prevalent, etc.</p>																			
<p>___ Stepped out of the program due to personal reasons (health, childcare, job issues, family needs).</p> <p>___ Stepped out of the program due to finances.</p> <p>___ Stepped out of the program due to a licensure requirement issue. (Test, edTPA, etc).</p> <p>___ Counseled out of the program due to performance issues.</p> <p>___ Removed from program for performance reasons (dispositions, non-compliance, placement)</p>																			
<p>What combined percent do you estimate exited your preliminary licensure programs from the 2016-17 cohorts: ____</p> <p>Of those exiting the program, roughly what percent express interest in returning: ____</p> <p>Of those exiting, roughly what percent actually re-enter the program: ____</p> <p>Approximately what % are counseled by the institution out of program due to performance issues: ____</p>																			

SECTION 6: 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 201 more teachers than last year as either linguistically diverse or ethnically diverse bringing this year’s total to 11.2 percent of all teachers employed. The number of linguistically diverse or ethnically diverse administrators moved in a positive direction but only increased by eight. The number of ethnically diverse guidance counselors increased by 20 from 2017-2018 and this year an additional 186 ethnically diverse instructional assistants were reported in the state’s staff position report this year as shown in Table 10.

Table 10: Summary of Oregon Staff Demographics 2011-2012 to Present

TEACHERS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Linguistically & Ethnically Diverse	-	-	-	2623	2970	3134	3332	3530
Total Ethnically Diverse Only	2391	2343	2399	2503	2721	2902	3089	3278
Total (All)	28421	27993	28353	29404	30437	31052	31234	31409
ADMINISTRATORS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Linguistically & Ethnically Diverse	-	-	-	224	238	258	271	279
Total Ethnically Diverse Only	197	196	214	219	226	247	262	267
Total (All)	2062	2032	2079	2123	2170	2261	2291	2327
GUIDANCE COUNSELORS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Ethnically Diverse Only	124	123	134	147	168	165	194	214
Total (All)	1061	1060	1060	1131	1207	1236	1335	1396
EDUCATIONAL ASSISTANTS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Ethnically Diverse Only	1921	1948	1976	2107	2379	2580	2865	3030
Total (All)	12256	12402	12456	12963	13944	14705	15254	15345

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.

Based on data reported in Table 10, of the 1,204 principals employed this year in Oregon public schools, 141 (11.71 percent) identified as either ethnically and/or linguistically diverse, representing almost a one percent increase from last year. The diversity of assistant principals employed in Oregon public schools increased a 0.5 percent from 2017-2018 with a total of 107 (16.8 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 200 superintendents employed in Oregon public schools this year, 15 were reported as identifying as Hispanic/Latino, Black/ African American, or multi-racial. However, inquiries to the districts indicate some reporting errors.

Table 11: Public School Staff Diversity (Administrators)

SUPERINTENDENTS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Linguistically and Ethnically Diverse	6	5	7	13	15
Total Ethnically Diverse Only	6	5	7	13	15
Total (All)	196	196	197	196	200
ASSISTANT SUPERINTENDENTS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Linguistically and Ethnically Diverse	7	8	6	3	3
Total Ethnically Diverse Only	7	8	6	3	3
Total (All)	61	60	68	64	67
PRINCIPALS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Linguistically and Ethnically Diverse	124	125	128	132	141
Total Ethnically Diverse Only	122	119	123	127	137
Total (All)	1147	1169	1190	1217	1204
ASSISTANT PRINCIPALS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Linguistically and Ethnically Diverse	80	91	101	105	107
Total Ethnically Diverse Only	79	89	98	104	104
Total (All)	535	559	600	606	635
SPECIAL EDUCATION DIRECTORS	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Linguistically and Ethnically Diverse	12	12	20	24	19
Total Ethnically Diverse Only	10	8	17	21	14
Total (All)	249	249	266	268	280

Source: Oregon Department of Education Staff Position Report

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

The Oregon Educator Equity Advisory Group has already called out the need to start all novice teacher strong in their first work assignment. Their recommendations from the 2018 report (Figure 21) were shared with the Educator Advancement Council as they began to address the needs of novice educators.

Figure 21: 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

“Time should be set aside to check-in with novice teachers and let them know you have an “open door” policy. Relationship building is critical. Having colleagues do the simple things like a warm greeting, getting a cup of coffee or taking a walk can make a school more welcoming and comfortable. It does not take much to create community.”

Listening session for Novice Educators of Color

Spotlight 1. Educator Advancement Council Recommends Best Practices for Novice Educators

As a result of state legislation, an Educator Advancement Council (EAC) was launched in April 2018 to re-imagine how previous competitive grant funding could be distributed in ways 1) guided by teacher voice, 2) addressing local needs and 3) avoiding further disparities based on racial/linguistic diversity, poverty levels, and geographic location. A Supporting Novice Educators Work Group was charged to advise the EAC on steps needed to ensure all teachers and administrators new to the profession receive high quality culturally responsive support (mentoring and induction) to start strong in their education careers.

In order to complement a review of existing state data and research, the EAC Work Group on Supporting Novice Educators hosted three listening sessions to learn more about the lived experiences of individuals working in mentoring programs and those for whom the support is designed to impact.

The resulting guidance urged the state’s efforts to recruit and retain educators of color also include culturally responsive supports for novice teachers and administrators of color once they are employed. This includes working to develop school and district cultures that are inclusive, welcoming, and attentive to eliminating instances of micro-aggression and institutional racism experienced by many educators of color. They emphasized the need for recruiting more mentors who reflect the demographics of our state’s educators of color and creating affinity groups for novice teachers and administrators of color to engage with other experienced educators of color.

Specific recommendations in Figure 22 are organized around stages during which actions taken by school and district leaders can have a positive impact on retaining successful novice teachers and administrators of color as outlined below.

Administrators need to establish and maintain a school climate where educators of color are not experiencing racist statements and generalizations; actual examples included:

- “We don’t have many people here who look like you.”
- “You sound funny.”
- “Where are you from?”
- “Do you play sports?”
- “Are you the janitor?”
- “Are you the basketball coach?”
- “In America, we speak English.”

Figure 22: EAC Recommendations Relevant to Supporting Novice Educators of Color

RECRUITMENT STAGE

- a) Districts should engage in intentional recruitment of promising individuals for leadership, especially recognizing teachers of color and their additional unique diverse assets.
- b) Future educators need to know how to navigate white-centered systems prior to entering the employment market. This can be part of course work and placement practices so student teachers of color can work in pairs (or more) in schools for their clinical experiences.
- c) Hiring committees need to have more people from communities of color and ways for members of local communities to provide input on candidates being considered for key leadership roles.
- d) When new leaders of color move into Oregon or are advanced into positions of leadership, provide ways to help them unpack a community's history of whiteness and how communities of color may have been marginalized, pushed out, etc.

HIRING STAGE

- a) Novice teachers new to a community can benefit from an orientation to resources in the community, including culturally specific connections to places of worship, local services, and opportunities for employment for family members.
- b) Racial congruence between teachers and other school staff are also important (Grissom & Keiser, 2011). Teachers and administrators of color can benefit from placements at schools where they have other colleagues of color.
- c) Many educators of color speak to the weariness/frustration speaking up with little or no resulting leadership action or support, a consistent sense of being at the forefront of equity-related issues, conversations often placing them in a defensive position, all-too-frequent opportunities to educate dominant culture colleagues, awkwardness of calling out inappropriate situations with potentially negative repercussions. Creating culturally-responsive working environments will likely require ongoing equity training and sustained coaching for school administrators to learn how to disrupting vs. perpetuating systemic racism. Districts should prioritize professional learning for school administrators on topics, such as recognizing and confronting micro-aggressions, working in multi-cultural environments, anti-bias hiring practices, and purposeful incorporation of culture into instruction, policy, and practice.
- d) Novice educators are in a tenuous stage of their employment and may be hesitant to advocate for their students experiencing micro-aggressions or other forms of institutional racism. Districts need to create safe spaces where all staff can share observations about student experiences without fear of retribution.
- e) Districts can use an equity lens to examine data on their educators of color checking for disparities across educators who are on plans of assistance, under investigation, moved from school to school, and overlooked for leadership roles.
- f) A more systematic use of confidential exit interviews can provide insights on teacher attrition and help refine systems of support. Currently no consistent set of resources exist to aid districts or the state in tapping into the lived experiences of teachers and administrators who leave the system.

MENTORING AND INDUCTION STAGE

- a) Opportunities for training related to mentors could be offered regionally; e.g. by ESD's or through mechanisms limiting travel costs and time. Regardless of the delivery model, professional learning should help mentors unpack their understanding and beliefs about equity and race, followed by skill development to enable working with other adults (new teachers and administrators) in conversations about race and equity in order to have the greatest opportunity for real and lasting change.
- b) Regional Educator Networks should be encouraged to examine best practices related to mentoring and induction with an eye towards high quality and local context, using improvement processes and tools to learn more about the lived experiences of new teachers and administrators. For example, new bilingual teachers may need additional early start time to create or find/modify resources their monolingual peers may not require.
- c) Part of the role of a mentor is to learn about and value each educator's unique cultural strengths, provide clear expectations, and establish mutually set goals for induction and success. This may require providing mentors with training in culturally relevant mentoring practices.
- d) Schools and districts can help retain novice educators by creating a culture known for actively seeking leadership opportunities, particularly for educators of color, to serve as school department heads, committees, Uniserv reps, state work groups, council, commissions, etc.

Figure 23: Recommended Action Steps Related To Employment

RECOMMENDED ACTION STEPS RELATED TO EMPLOYMENT

Develop strategy with the Educator Advancement Council to encourage school district superintendents and HR directors to work closely with local educator preparation programs to coordinate student teaching placements maximizing assets diverse candidates bring to schools. Create opportunities to interview candidates for hire before they graduate. **(school and district level action steps)**

Provide anti-bias training for staff to develop more effective, culturally responsive and equity-driven recruitment and hiring strategies. Develop diverse human resource teams 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 supports for novice educators of color to ensure every teacher and administrator new to the profession receives a well-trained mentor or instructional coach 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. **(EAC Regional Educator Network action steps via a plan referenced in HB 3427)**

SECTION 7: RETENTION

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 12 shows that 30.7 percent of all first-year teachers hired in Oregon public school in 2015-2016 left after three years of teaching with no notable difference by gender. When disaggregated by race, the number of teachers in each category is too small to generalize but four groups of male first-year teachers experienced much higher attrition rates than female first-year teachers or the overall first-year average attrition rates. Two groups of female first-year teachers also experience higher than average attrition rates.

Table 12: Three Year Attrition Patterns by Demographic Group for Oregon First-Year Teachers*

DEMOGRAPHIC GROUP	HIRED IN 2015-16	LEFT AFTER 1 YEAR	% WHO LEFT	LEFT AFTER 2 YEARS	% WHO LEFT	LEFT AFTER 3 YEARS	% WHO LEFT	TOTAL ATTRITION AFTER 3 YEARS
All Teachers	2,043	340	16.6%	132	6.5%	155	7.6%	30.7%
Female Teachers	1,501	256	17.1%	94	6.3%	113	7.5%	30.8%
American Indian/ Alaskan Native	5	2	40.0%	0	0.0%	0	0.0%	40.0%
Asian	43	8	18.6%	6	14.0%	4	9.3%	41.9%
Black/African American	11	3	27.3%	1	9.1%	-1	-9.1%	27.3%
Hispanic	87	11	12.6%	7	8.0%	10	11.5%	32.2%
Pacific Islander/Native Hawaiian	2	0	0.0%	0	0.0%	0	0.0%	0.0%
White	1,325	223	16.8%	81	6.1%	99	7.5%	30.4%
Multi-Racial	28	9	32.1%	-1	-3.6%	1	3.6%	32.1%
Male Teachers	542	84	15.5%	38	7.0%	42	7.7%	30.3%
American Indian/ Alaskan Native	4	1	25.0%	1	25.0%	0	0.0%	50.0%
Asian	7	1	14.3%	2	28.6%	1	14.3%	57.1%
Black/African American	8	3	37.5%	1	12.5%	1	12.5%	62.5%
Hispanic	37	7	18.9%	3	8.1%	0	0.0%	27.0%
Pacific Islander/Native Hawaiian	4	0	0.0%	1	25.0%	0	0.0%	25.0%
White	470	72	15.3%	29	6.2%	32	6.8%	28.3%
Multi-Racial	12	0	0.0%	1	8.3%	8	66.7%	75.0%

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

Source: Oregon Department of Education

Table 13 examined attrition patterns by Teaching Subgroup for first-year teachers in Oregon. High school teachers and teachers who work in multi-level combined schools both had higher three-year attrition rates than the average of all teachers.

Table 13: Three Year Attrition Patterns by Teaching Subgroup for Oregon First-Year Teachers*

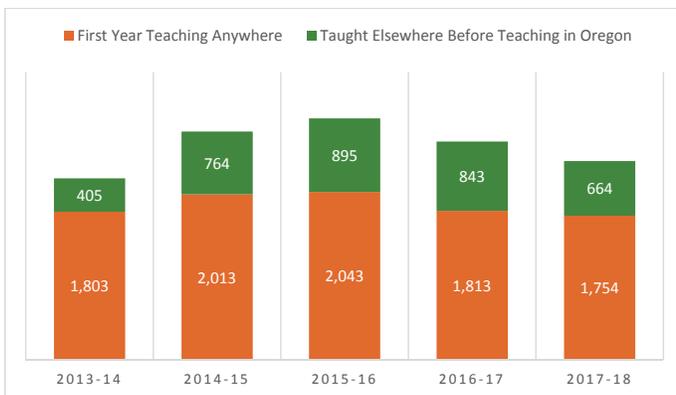
TEACHING SUBGROUP	HIRED IN 2015-16	LEFT AFTER 1 YEAR	% WHO LEFT	LEFT AFTER 2 YEARS	% WHO LEFT	LEFT AFTER 3 YEARS	% WHO LEFT	TOTAL ATTRITION AFTER 3 YEARS
All Teachers	2,043	340	16.6%	132	6.5%	155	7.6%	30.7%
Pre-K	35	3	8.6%	2	5.7%	4	11.4%	15.7%
Kindergarten	163	22	13.5%	5	3.1%	6	3.7%	20.2%
Elementary School	915	150	16.4%	60	6.6%	81	8.9%	31.8%
Middle School	333	49	14.7%	21	6.3%	9	2.7%	23.7%
High School	514	87	16.9%	41	8.0%	41	8.0%	32.9%
Combined Levels	83	29	34.9%	3	3.6%	14	16.9%	55.4%
Special Education	257	38	14.8%	9	3.5%	23	8.9%	27.2%

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

To try and understand retention even more deeply, an analysis was run on new hires by secondary subject area from 2014-15 through 2016-17. The query helped answer the question as to whether Oregon new teacher hires are similar in experience background. New hires who had taught elsewhere before teaching in Oregon were most prevalent (over 50%) for English Language Arts teachers followed by those who taught Math, Art and Music, Foreign Languages and Computer Science.

Despite out-of-state recruitment and hiring, Figure 24 shows the ratio of experienced to inexperienced teachers for newly hired teachers in Oregon has remained fairly consistent over the past four years.

Figure 24: Ratio of Experienced to Inexperienced Teachers Including Out-of-State Hires 2013 – 2018



Spotlights

Although the majority of interest in addressing educator workforce diversity seems to center around recruitment, preparation, and hiring, the Oregon Educator Equity Advisory Group notes strong evidence from both the research and state specific data to the need to pay equal attention to retention efforts. In fact, if retention were improved, Oregon would not be facing the teacher shortages and equity disparities to the degree now witnessed.

Spotlight 1. Preparing and Supporting Highly Effective Administrators

Next to teachers, the most important influencer in education on student learning can be the school principal. In 2018, researchers Ainsworth and Hart at the University of Chicago Consortium on School Research analyzed data from hundreds of local schools to identify how principals are most effective in helping students improve learning gains⁸. What they learned is that effective principals create a strong learning climate in their schools and focus on teachers' professional development, program alignment and engagement with families. The researchers also found that effective principals established a strong school climate by developing teacher leadership. Ingersoll (2017) found similar effects in his seminal study of over one million responses on the TELL survey: Schools with higher levels of both instructional leadership and teacher leadership have greater student achievement. Yet schools often do not emphasize these elements of instructional leadership and teacher leadership most strongly related to student achievement.

For the past two years in Oregon, a pilot program called Leading for Learning, has been focused on a two-prong approach to preparing and supporting a new generation of highly effective principals while also deepening instructional leadership skills in existing school district administrators and impacting more than 70 school districts in Oregon. The "Aspiring Leaders" program, in partnership with Portland State University and COSA Leads, was centered on rethinking principal preparation programs with a strong focus on:

- Increasing and retaining a diverse pipeline of principal preparation candidates including people of color, women, and other individuals from historically underrepresented groups
- Instructional leadership
- Rigorous and relevant coursework

More than 50% of the candidates in this year's cohort were recruited from historically underrepresented communities and encouraged to seek an administrative position in Oregon in areas of high need, such as rural or remote schools, hard to staff positions, or schools identified as focus or priority. The program offered a full-time paid internship for either a

full-time release from their teaching duties for a half-year, a half-time release for a full year, or a flexible equivalent based upon the needs and interests of the candidate, the partnering district, and the program provider. Candidates worked with site supervisors for sustained training, preparation, and high-quality support and will receive assigned mentors at the beginning of employment as a new administrator with support for up to two years.

The program for "Current Leaders" partnered with the University of Washington nationally acclaimed Center for Educational Leadership (CEL) to enhance superintendents and central office staffs' ability to support principals. The two-year program focused on equity and instructional leadership and the CEL curriculum gives participants tools to demonstrate measurable increased in improving instructional leadership performance of principals. The three cohorts completing the Current Leaders program includes 159 central office staff in 44 school districts and a charter school.

Bahia Overton, Equity and Partnerships Director for the Chalkboard Project highlighted some of the key takeaways from the Leading for Learning pilot:

- 1) Targeted recruitment in communities that have been historically underrepresented in administrative educational roles increases the diversity in the candidate pool.
- 2) Centering equity in Initial Administrative Licensing (IAL) programs supports more equitable development of equity in school culture in which administrators center equity within staff development.
- 3) Current administrators (superintendents and district staff) need continuous improvement training and ongoing professional development to be effective leaders who can impact and influence district culture, making it more diverse, equitable and inclusive.



8 Allensworth, E.M., & Hart, H. (2018). How do principals influence student achievement? Chicago, IL: University of Chicago Consortium on School Research. Retrieved from <http://consortium.uchicago.edu/publication-tags/principals-leadership>

Spotlight 2. TSPC sends recommendations to all Oregon administrators

School district and administrator support is a critical factor in the retention of educators new to the profession, and efforts to further diversify the workforce can only succeed when schools and their leaders commit to practices which aid in the recruitment, pre-service preparation, hiring, induction, and ongoing support of diverse educators. The Teacher Standards and Practices Commission (TSPC) recognizes the responsibility of administrators at the school and district level to support the profession. Specifically, OAR 584-235-0010, requires administrators to “support the continuous improvement and capacity of the school administrator profession,” and “recruit, hire, support, develop, and retain effective, culturally responsive, and caring teachers and other professional staff and form them into an educationally effective faculty” within “the context of equity and culturally responsive practices.” It is unequivocal that supporting novice educators and efforts to diversify the workforce are duties of all licensed administrators in the State of Oregon. Outlined below, are practices falling within the responsibility of licensed school and district administrators that can help retain high quality educators.



Statement of Oregon School Administrator Responsibility In Support of New Educators and Developing a Diverse Educator Workforce

Adopted by the Teacher Standards and Practices Commission
June 2019

After review of research in educator retention and workforce diversification, TSPC has found that the following practices fall within the responsibility of the licensed school and district administrator under current regulations.

Recruiting and Hiring of Educators

- 1) Develop and maintain collaborative relationships with education preparation providers with the purpose of increasing and incentivizing the opportunities for K-12 students to learn and appreciate education as a profession and recruit and support education candidates within pre-service programs.
- 2) Thoroughly evaluate through equity audit or otherwise, the district or school's current staff and community demographics, culturally relevant instructional and leadership practices, disaggregated data on student learning and employee success and retention, disproportionality in the provision of services and student discipline, inclusive communication practices, support for educators and availability of affinity groups, community engagement, and other relevant indicators with a particular

emphasis on noting areas of bias, discrimination, need, and opportunity for improvement.

- 3) Enact, train, and evaluate recruiting and hiring practices that encourage the application and selection of a diverse workforce. Such practices must include consideration of:
 - a) The timing of recruitment and selection – earlier selection promotes hiring for diversity.
 - b) Recruiting candidates through advertisement and outreach targeted at specific
 - c) candidates which will diversify the local workforce.
 - d) Develop “grow-your-own” approaches to recruitment which appreciate the diversity
 - e) within local communities and create pathways for current students, staff, parents, and community members to experience the opportunities in education careers, enter training programs, and return to work in their local communities.
 - f) Reach beyond the local community and the recommendations of the current district staff to recruit candidates of diverse backgrounds and thought.
 - g) Develop a protocol for selecting candidates from paper screening through offer of employment that takes into consideration the variety and non-traditional ways in which diverse candidates may demonstrate the qualifications sought in educators.
 - h) Creating screening instruments, interview questions, and rating systems that are both culturally relevant and culturally responsive.
 - i) Empaneling, training, and evaluating principals, district staff, and selection teams on best practices for engaging candidates from a variety of backgrounds, understanding the variety of communication styles of diverse candidates and maintaining sensitivity to cultural differences. This includes assuring diversity within selection and interview panels, as well as specific anti-bias training.
 - j) Providing opportunities for all candidates at the first interview stage and thereafter to receive accurate representations of the district, its educational and equity goals, and the local cultural and community resources available to them if they were to be hired.
 - k) Review current district policies and recommend approval of board policies which are congruent with the above practices and support the recruitment, selection, and retention of novice and diverse educators. Assure that such policies include a requirement of evaluation, reporting, and continuous improvement.

Induction and Mentoring

- 1) Upon hire, get to know the educator and develop a professional growth plan which first recognizes and values the educator's unique and cultural strengths, provides clear expectations for performance and the resources available to the educator, and sets mutually agreed upon goals for the educator's induction and success at the school.
- 2) Provide all educators (regardless of license or endorsement) a mentor committed to equity and trained in culturally relevant practices, instructional coaching, and other best practices.
- 3) Recognizing that mentoring is both pedagogical and socio-cultural, assign mentors and other support providers whose work will address the continuum of educator development of practice and appreciate that the educator may need additional support as an educator of color or other diverse background within a school or district.
- 4) Provide ample opportunities for the mentor to engage the new educator which minimize the impact on the workload responsibilities of either.
- 5) Assure that any mentoring program includes discussion and reflection on culturally relevant instructional practices and the particular biases, challenges, and opportunities within the school and district that either hinder or promote equitable practices. This mentoring requires deliberate discourse on matters of race and diversity.
- 6) Make deliberate effort to provide social supports for candidates, which may include affinity groups or connecting the educator to opportunities across the school district and local community.
- 7) Seek and evaluate 360-degree feedback on the quality of the mentoring program and provide ongoing training and administrative assistance which will sustain and improve educator induction.

School and District Practices

- 1) Hire new educators with ample time for them to prepare for the beginning of the school year.
- 2) Assure that new educators are provided appropriate school and district policies and procedures and contact information for school and district leadership, the assigned mentor, and other support offices.
- 3) Provide several inservice days prior to the start of the school year for teacher preparation, and include discussion of staff expectations, available resources, and deadlines.
- 4) New teachers are guaranteed a complete and viable curriculum for their courses. (Where the availability of texts and supporting materials are of limited quantity, the novice educator is provided priority.)
- 5) The assignment of novice educators shall consider the particular challenges and learning curve for an employee

new to the profession. The following practices are consistent with this commitment:

- a) Minimize the number of unique course preparations that are assigned. (It would be inappropriate for a novice educator to be assigned a number of course preparations greater than the continuing teacher.)
 - b) Provide a single classroom or office for the educator to work in throughout the day to the extent possible and with priority over continuing educators.
 - c) For administrators, counselors, and other support professionals, provide caseloads that are preferably less than, but not greater, than those of others in similar roles.
 - d) The novice educator should not be assigned courses or responsibilities which present the most challenging learning or work environments. (For example, the new teacher should not be assigned the most challenging classes or students.)
 - e) Implement a course or school transfer process which minimizes the transfer of novice educators within the first several years of their employment.
- 6) Offer or host opportunities for educators new to the school or profession to meet with affinity groups or similar connections, providing the time necessary for authentic experiences.
 - 7) Involve new educators the opportunity to participate in school and district leadership activities and encourage them to participate in activities that engage them and the entire staff with the greater community. When doing so, provide ample time and resources for this work to minimize the impact on regularly assigned duties.
 - 8) Provide sustained professional development opportunities aligned with the school's professional development plan and the educator's professional growth plan, personal goals, and interests. All educators should receive ongoing development in working with diverse colleagues and families in addition to children.
 - 9) Create partnerships with higher education and community organizations to provide ongoing learning opportunities to staff responsive of where individual educators are along the career continuum.

Spotlight 3. Administrators Share Concerns with Governor Kate Brown

COSA has taken significant steps to embed a more intentional focus on equity in their work, forming an Equity Advisory Board and hosting a Statewide Educator Equity Summit this past fall. For the first time in the history of COSA, over 40 administrators of color gathered at the Oregon State Capitol for a day of advocacy and action this spring, to tell the state's legislators what their students need to create an equitable educational environment. The entire group met with Oregon Governor Kate Brown. Governor Brown discussed the new Educator Advancement Council her office has been working on before taking questions from administrators. Former COSA Board Member Tina Acker spoke to the need for supports not only for students, but for staff as well and in particular educators of color whose needs and struggles differ from most of their colleagues. Gresham-Barlow Superintendent Katrise Perrera warned Governor Brown that, in her experience, students in this state believe their government has given up on them. Finally, all participants advised Governor Brown that they are available to further discuss these issues if she needed to hear from them again.

“This is the first time that, as administrators of color, we are given a voice in this building to say, ‘This is what we care about and we are showing up.’”

Carmen Xiomara Urbina,
Equity Advisory Board Member and
Deputy Director at the Oregon Department of Education

Educators across the state are expressing feeling overwhelmed, burned out, and not supported. These things have a direct impact on student achievement and success. Attending to the health and well-being of the profession, will increase the percentage of educators who are healthier, happier, and more productive. One area that stands out to me is providing professional development and support that ensures that educators are equipped to address the challenges that exist when students experience trauma in their lives. There is a lot of conversation around trauma-informed teaching and learning. However, we see and hear less about the trauma that can come from supporting a student/family experiencing it. We have learned from the medical profession that it takes 24-48 hours for our systems to recover from highly stressful events. This applies to everyone involved in the situation. With your support, I believe we can build a model that can be shared at the national level that transforms the profession and significantly impacts student achievement. Doing so will send a strong message to a workforce that is feeling overwhelmed that wellness, and work-life balance are a priority.



Oregon Administrators of Color meet with Governor Kate Brown

Spotlight 4. Tribal Curriculum (SB 13)

Teachers of color often note that recruitment of educators of color starts with the experiences they have during their own K-12 education. This includes not only the educators with whom they interact but what they study and learn in the curriculum.

In 2017, the Oregon Legislature enacted Senate Bill (SB) 13, now known as Tribal History/Shared History. This law directs the Oregon Department of Education (ODE) to create K-12 American Indian Curriculum for inclusion in Oregon public schools and provide professional development to educators. The law also directs the ODE to provide funds to each of the nine federally recognized tribes in Oregon to create individual place-based curriculum.

Historical Background - In 1972, the Indian Education Act established a comprehensive approach to meet the unique needs and strengths of American Indian students. It recognized that American Indians have unique, educational and culturally-related academic needs from pre-school through graduate-level education.

Yet Oregon continues to fail to meet the needs and strengths of its American Indian students as reflected by high dropout rates and chronic absenteeism. The state is missing a critical opportunity to fully leverage the strengths, assets, and contributions these students bring to their communities. The lack of accurate and complete curricula may contribute to the persistent achievement and opportunity gaps between American Indian and other students.

In 2014, the ODE's State Board adopted the American Indian/Alaska Native Education State Plan. Objective 7 of the plan states, "Every school district in Oregon implements (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate American Indian / Alaska Native curriculum....". American Indians lived in this state long before it became Oregon. How can we teach youth about Oregon history without including the voice of Oregon's American Indian peoples – both past and present? This general lack of knowledge about American Indian people extends to curricula - thus SB 13: Tribal History/Shared History. Currently, ODE includes required teaching about American Indians in ODE's Social Studies State Standards. SB 13 will create opportunities to expand those requirements across multiple content areas.



Implementation of Tribal History/Shared History:

- 1) The ODE has contracted with Education Northwest to work with Oregon's nine federally recognized tribes to create Essential Understandings Regarding Oregon Indians. Additionally, Education Northwest will work with tribes and educators to create curriculum aligned to the Essential Understandings and state standards.
- 2) ODE will make funds available to each of Oregon's nine federally recognized tribal governments for the creation of accurate place-based, tribally-specific curriculum.
- 3) ODE will offer professional development during the Academic year 2018-19 to districts on the Essential Understandings of Oregon Indians and subsequent curriculum.
- 4) During the 2019-20 academic year, all Oregon districts will include Tribal History/Shared History lessons in their classroom curriculum.

For more information visit Tribal History/Shared History on ODE's website at: <https://www.oregon.gov/ode/students-and-family/equity/NativeAmericanEducation/Pages/Senate-Bill-13-Tribal-HistoryShared-History.aspx> or contact April Campbell, Indian Education Advisor to Deputy Superintendent of Public Instruction, april.campbell@state.or.us or (503) 947-5810.

"The ODE is enormously pleased to be collaborating with federally recognized tribes in Oregon and now partnering with Education Northwest to begin implementing SB 13. When Governor Brown proposed SB 13 during the 2017 legislative session and subsequently signed it into law, it was because she deeply values the preservation of tribal cultural integrity and believes that honoring the history of Oregon's tribal communities is critically important to our state as a whole, and to future generations of students."

Colt Gill
Director of Public Instruction
Oregon Department of Education

Figure 25: 2019 Oregon Educator Equity Advisory Group
Recommended Action Steps

RECOMMENDED ACTION STEPS RELATED TO 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. **(EAC Regional Educator Network action steps)**

Work with the Educator Advancement Council and Oregon Department of Education to determine how Title II's optional 3 percent leadership set-aside funds can 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)**

Build upon 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. **(OEEAG action steps via a plan referenced in HB 3427)**

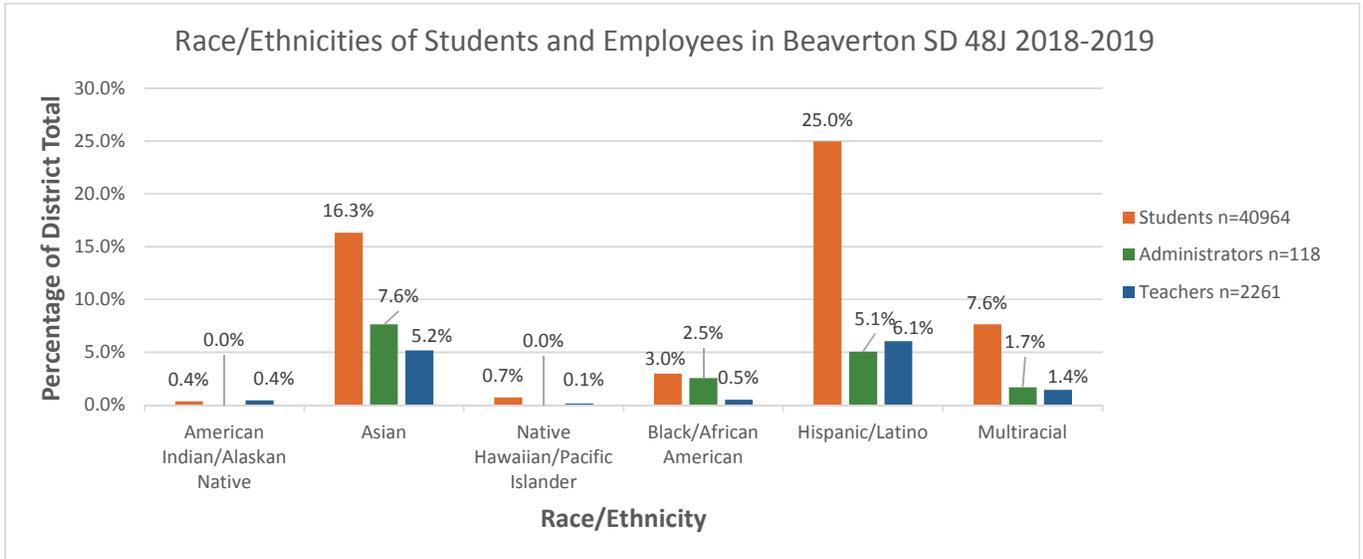
Work with the Teacher Standards and Practices Commission to develop a marketing campaign to publicize financial support for earning National Board certification; thus, helping advance the careers of more of Oregon's racially or linguistically diverse teachers. **(Educator Advancement Council and Teacher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

SECTION 8: SUMMARY

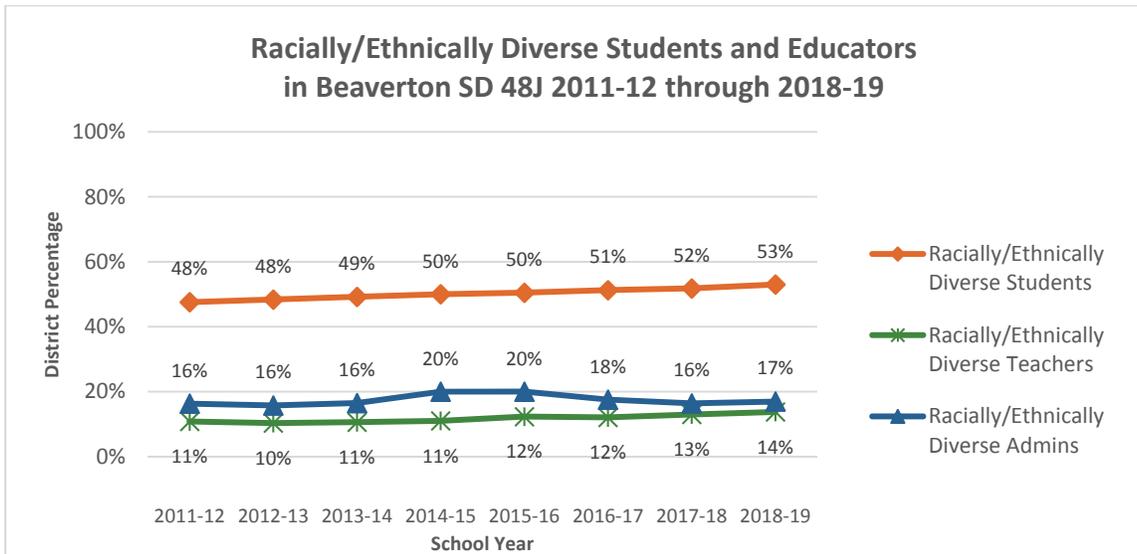
In closing, the full vision of Oregon’s Educator Equity Act ([ORS 342.427](#)) is yet to be realized in 2019. However, persistent attention to Oregon’s need for an educator workforce more reflective of the ethnic and/or linguistic demographics of the state’s K-12 student body, including the state’s annual 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

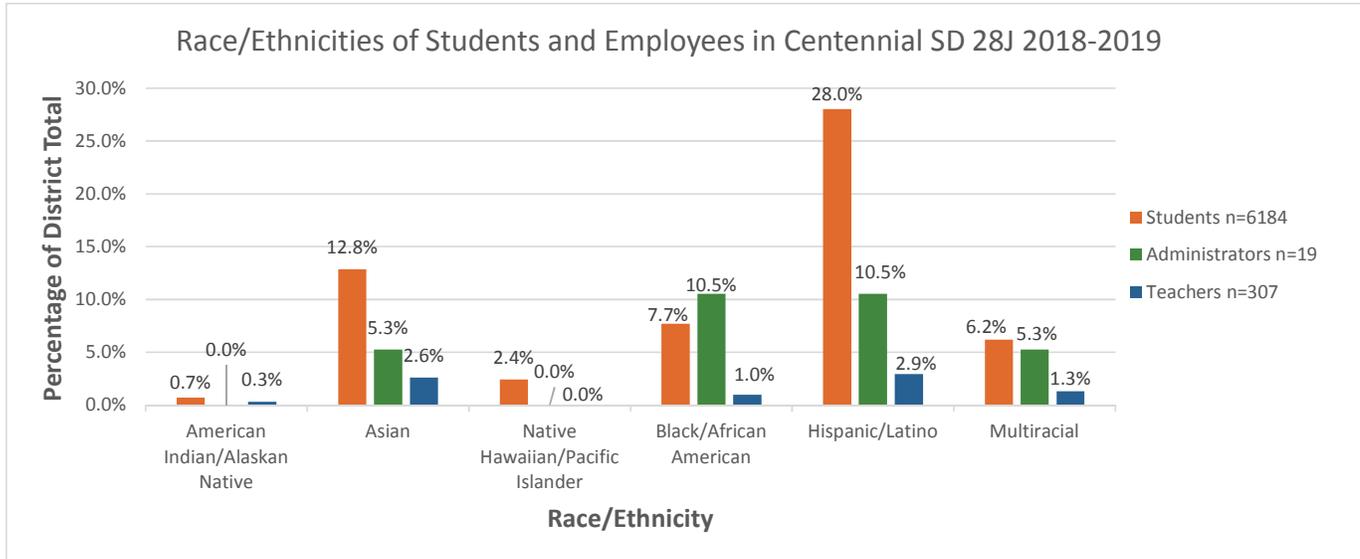
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN BEAVERTON SD 48J 2018-2019



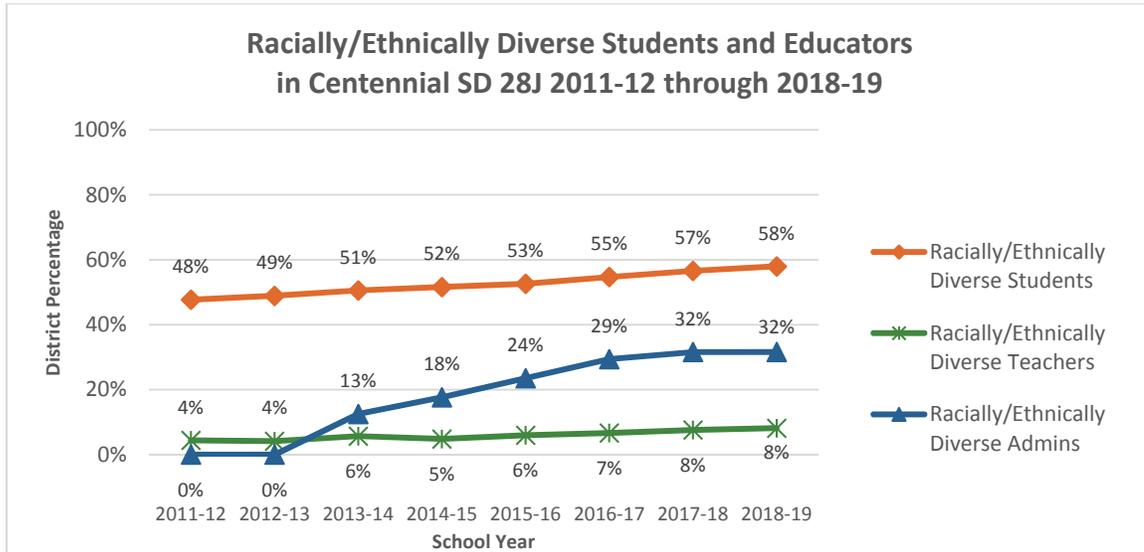
BEAVERTON SD 48J 2011-12 THROUGH 2018-2019



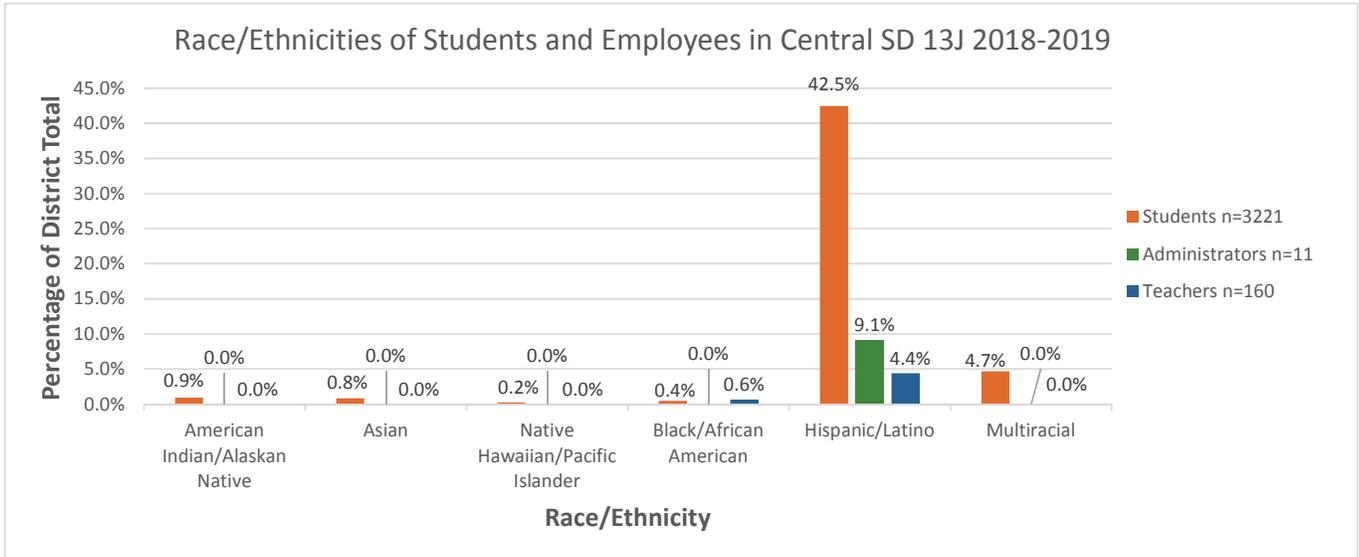
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN CENTENNIAL SD 28J 2018-2019



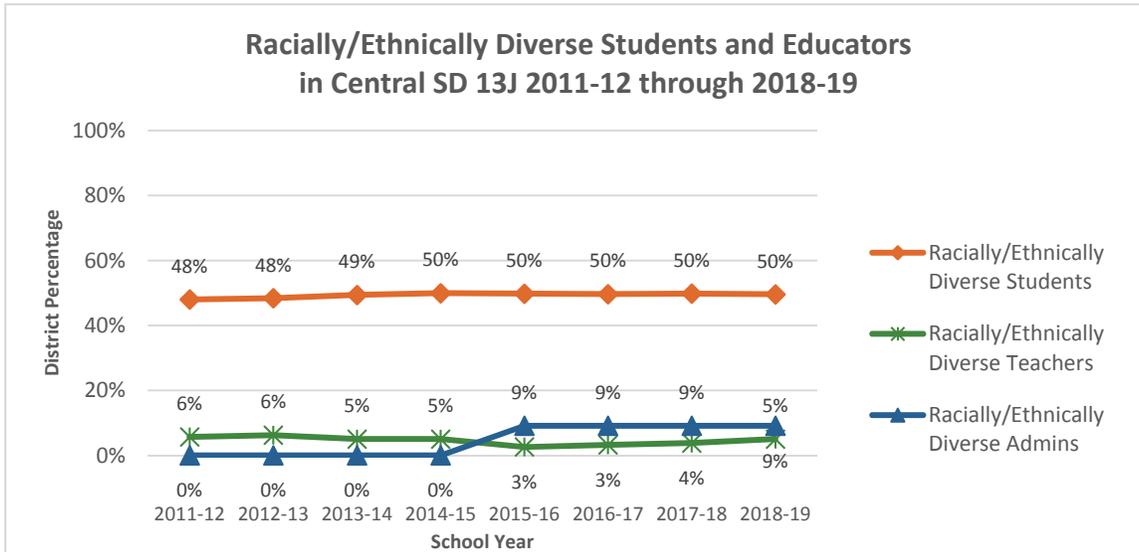
CENTENNIAL SD 28J 2011-12 THROUGH 2018-2019



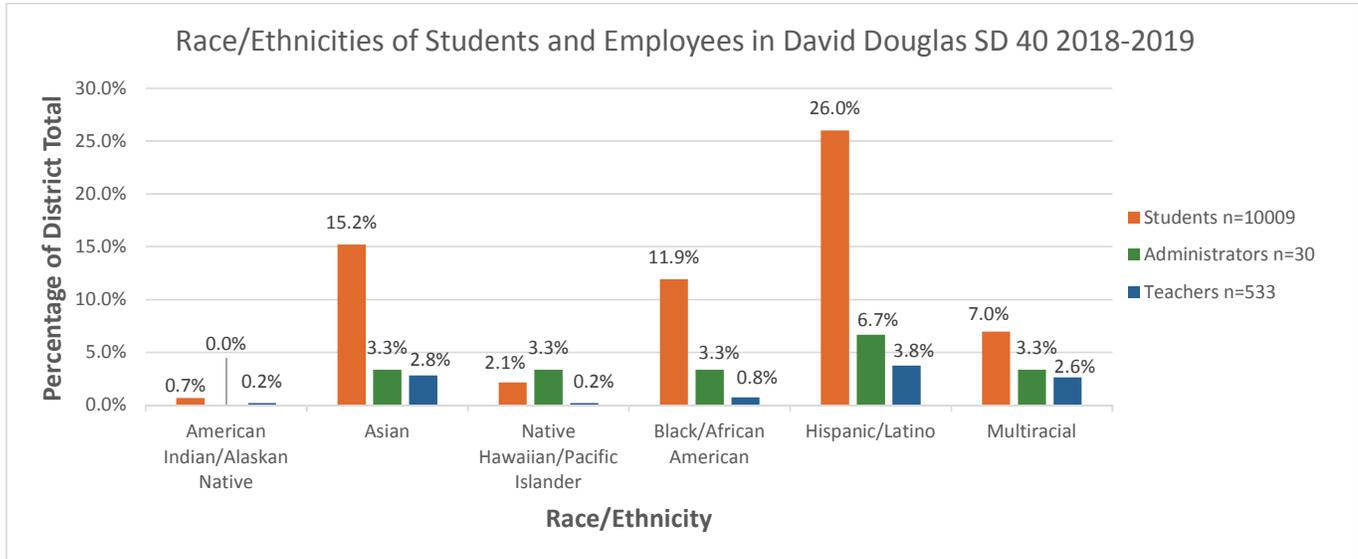
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN CENTRAL SD 13J 2018-2019



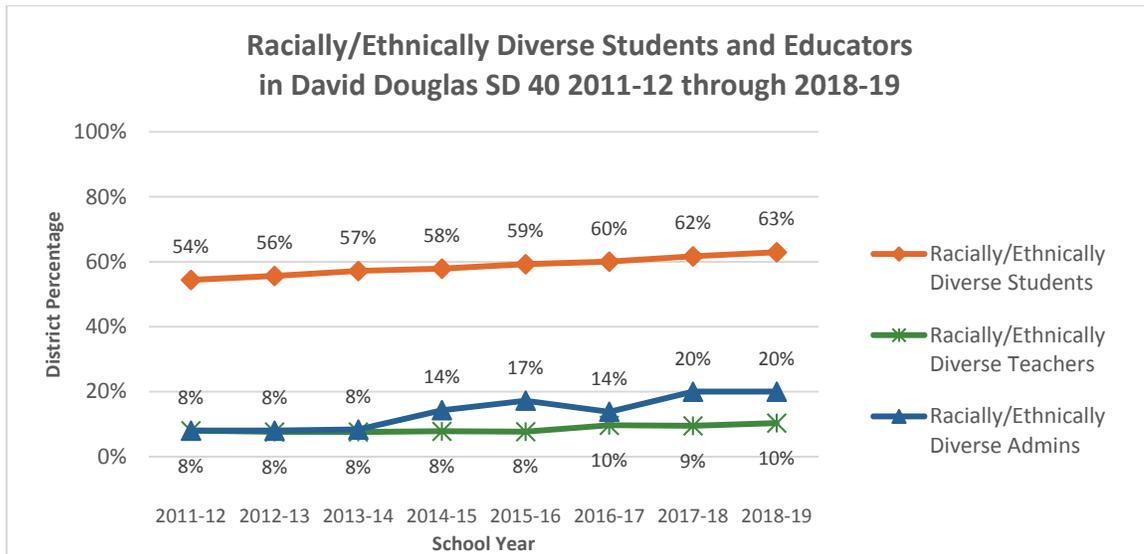
CENTRAL SD 13J 2011-12 THROUGH 2018-2019



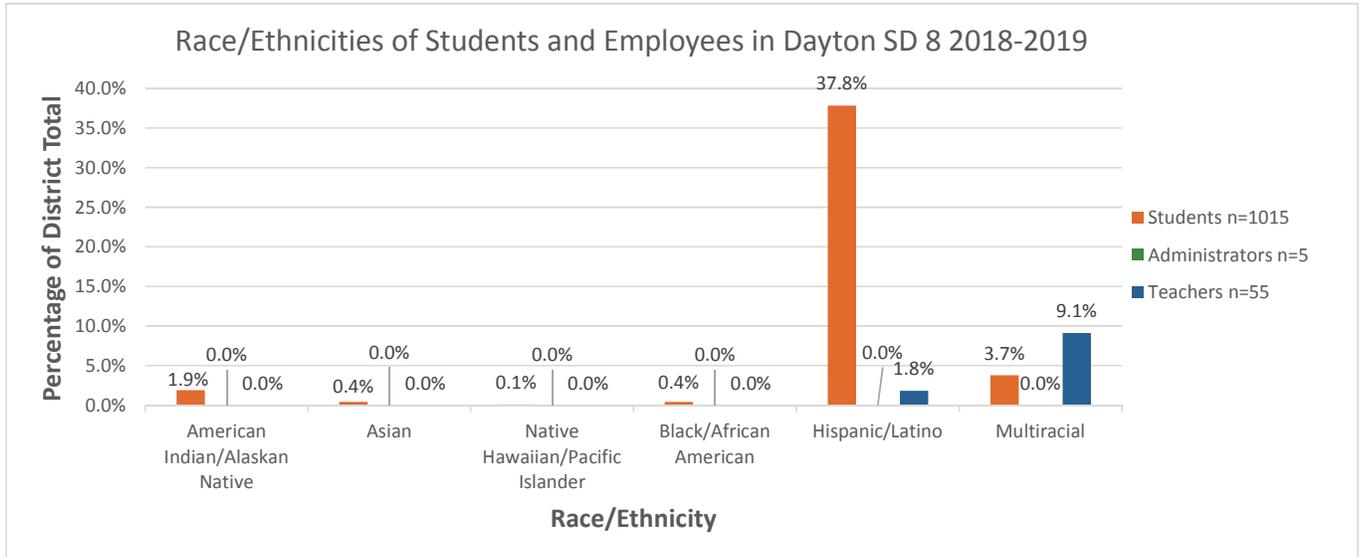
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN DAVID DOUGLAS SD 40 2018-2019



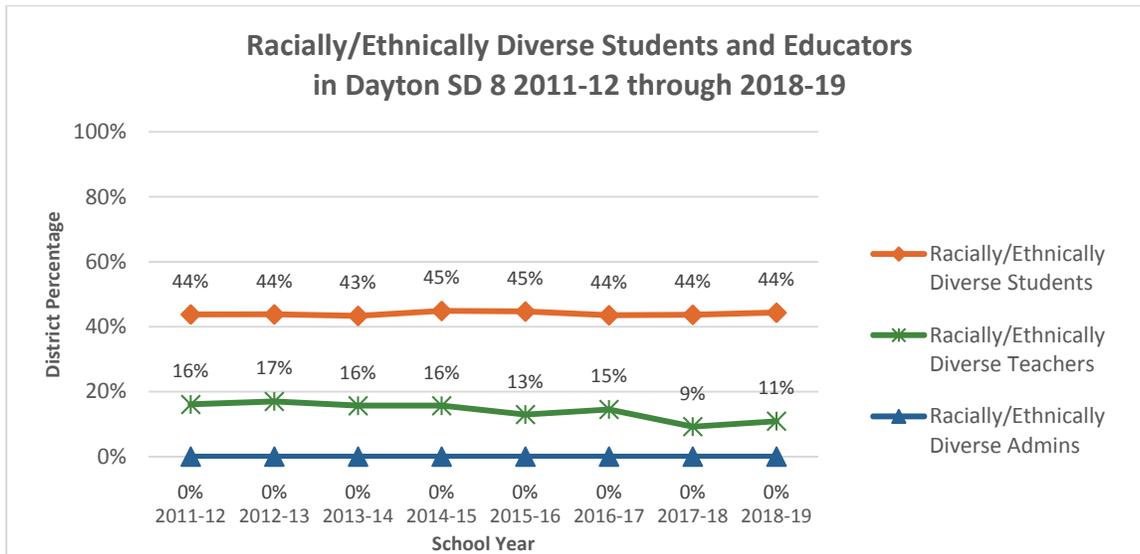
DAVID DOUGLAS SD 40 2011-12 THROUGH 2018-2019



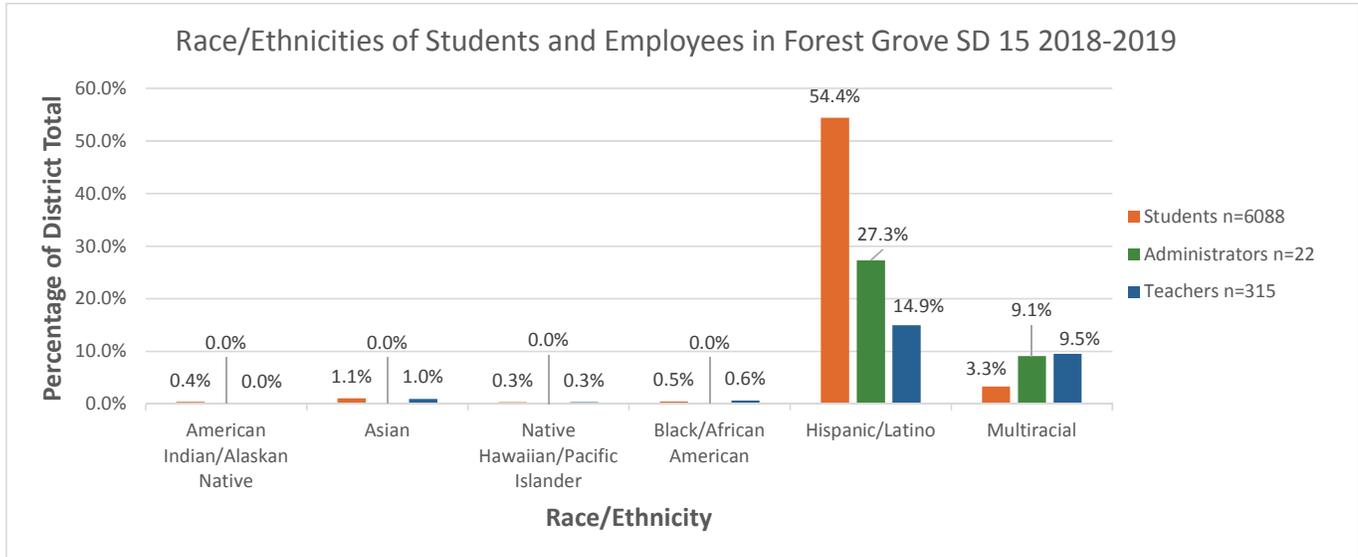
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN DAYTON SD 8 2018-2019



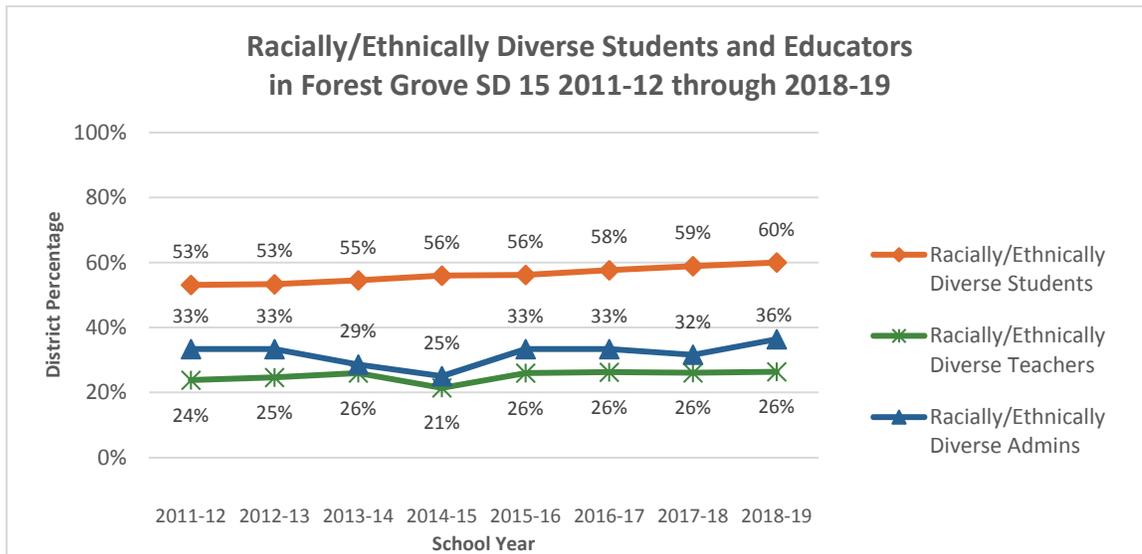
DAYTON SD 8 2011-12 THROUGH 2018-2019



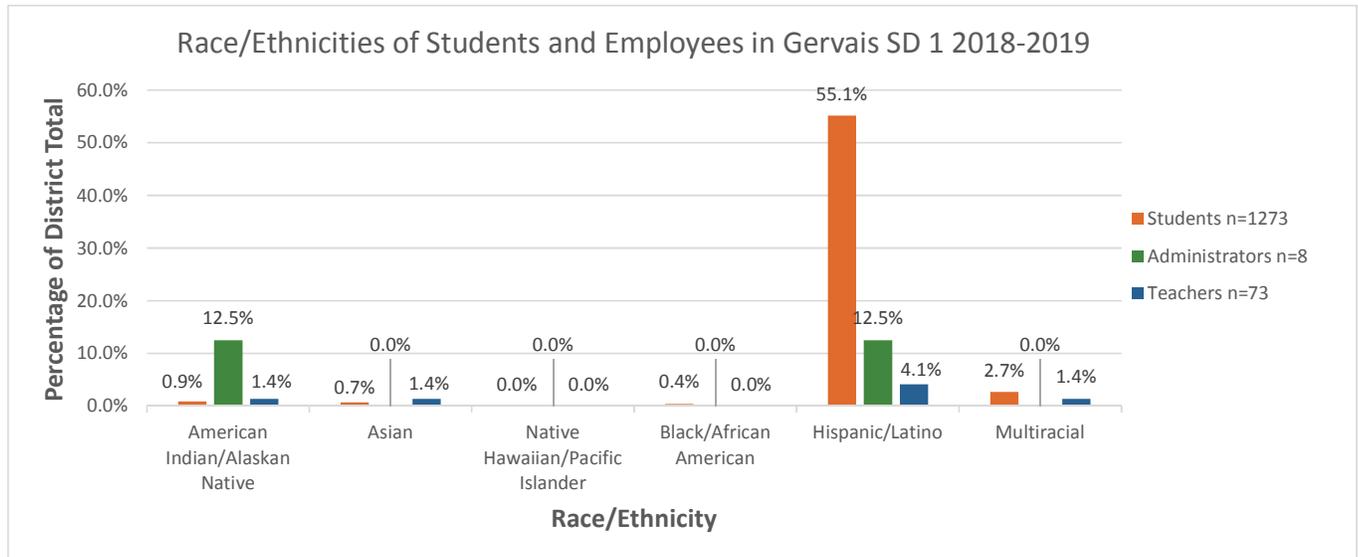
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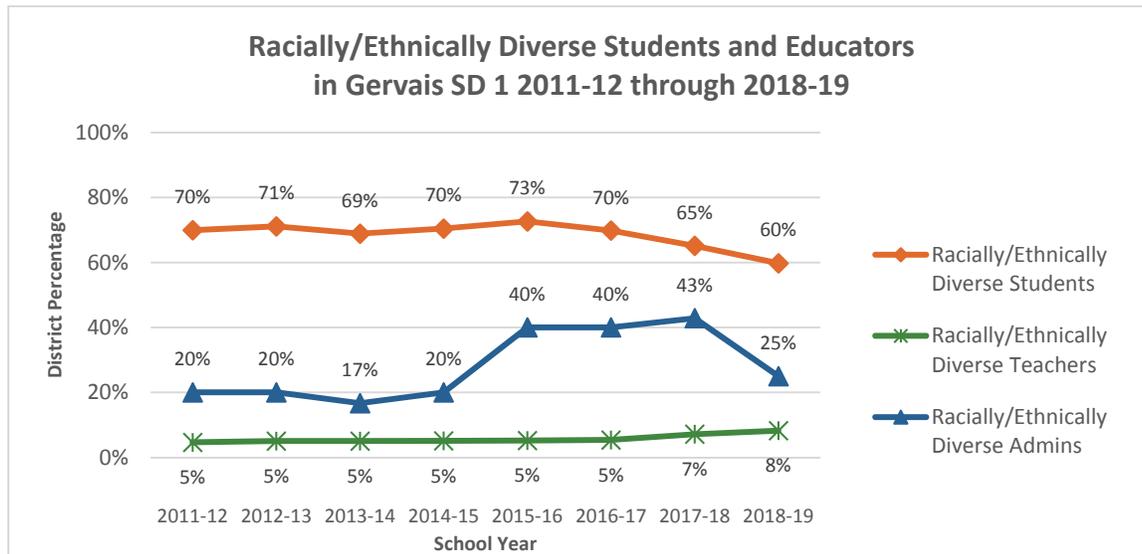
FOREST GROVE SD 15 2011-12 THROUGH 2018-2019



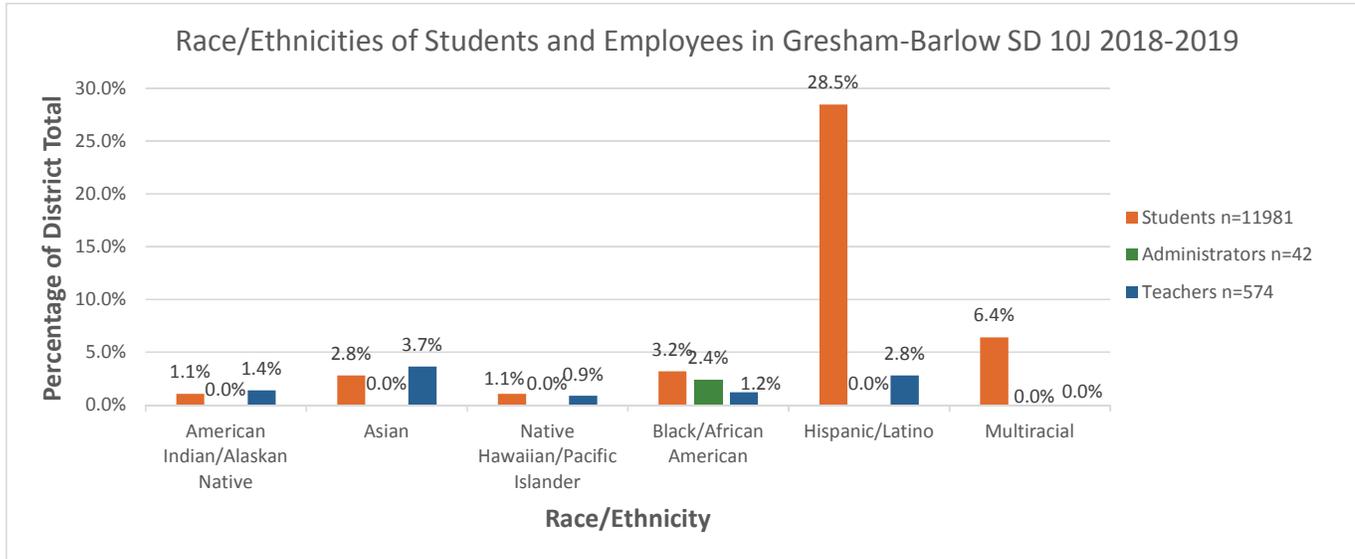
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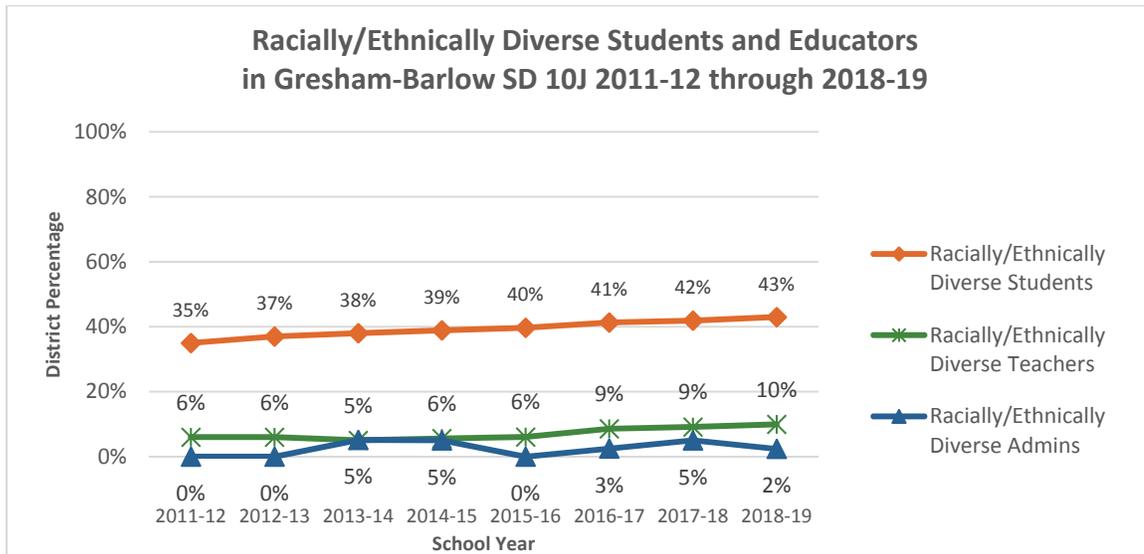
GERVAIS SD 1 2011-12 THROUGH 2018-2019



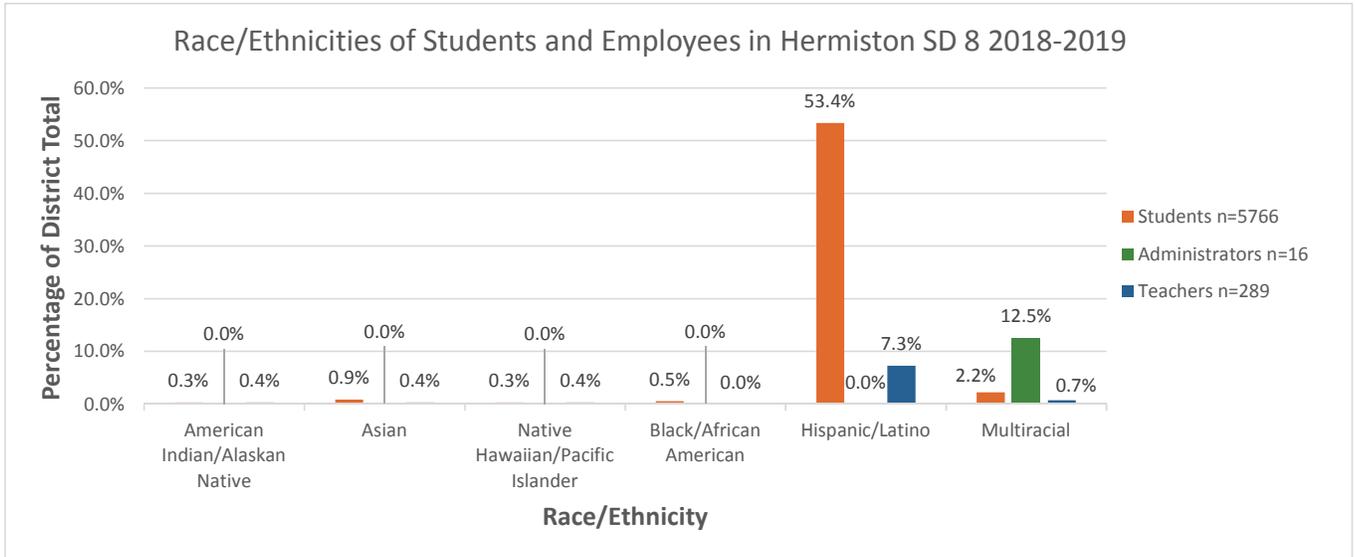
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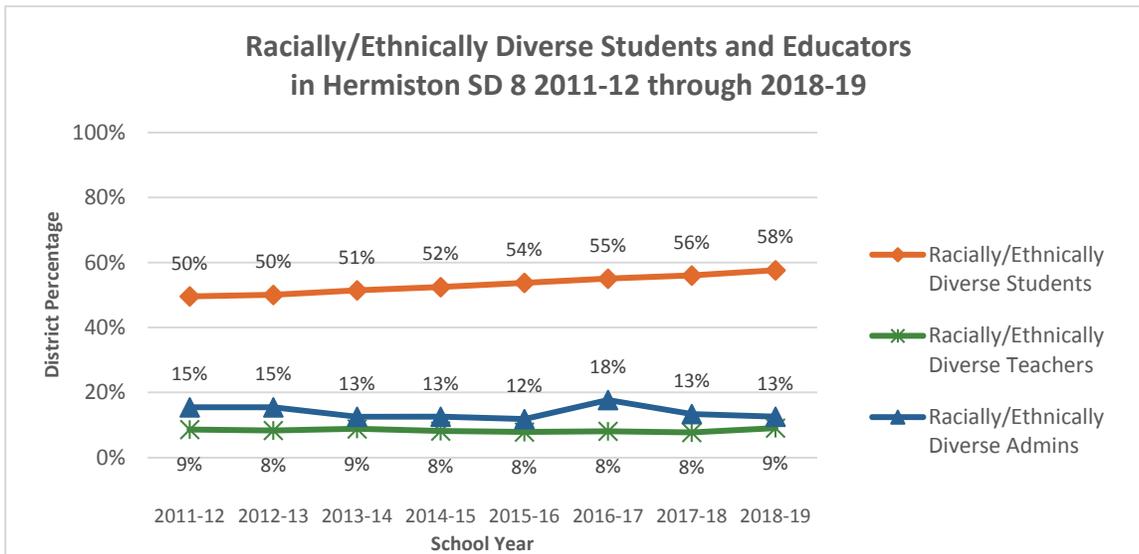
GRESHAM-BARLOW SD 10J 2011-12 THROUGH 2018-2019



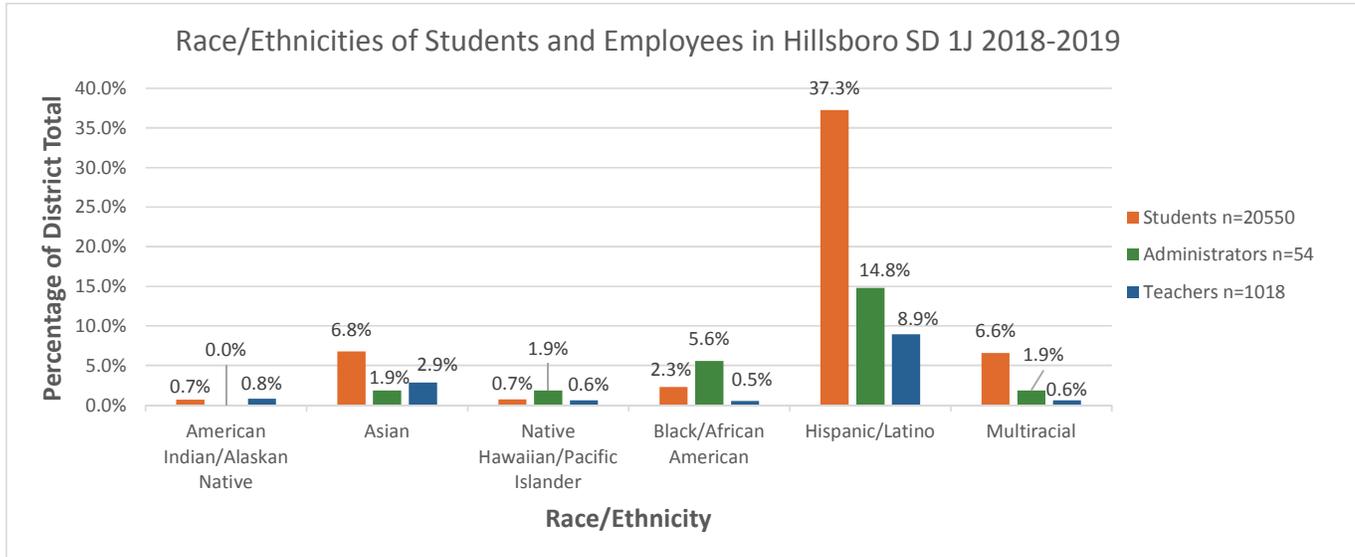
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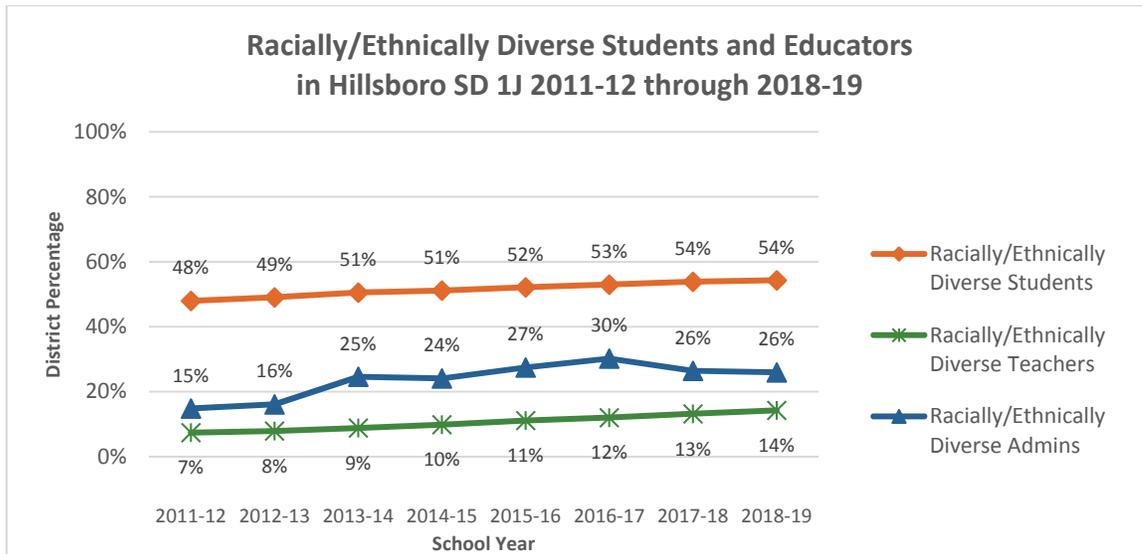
HERMISTON SD 8 2011-12 THROUGH 2018-2019



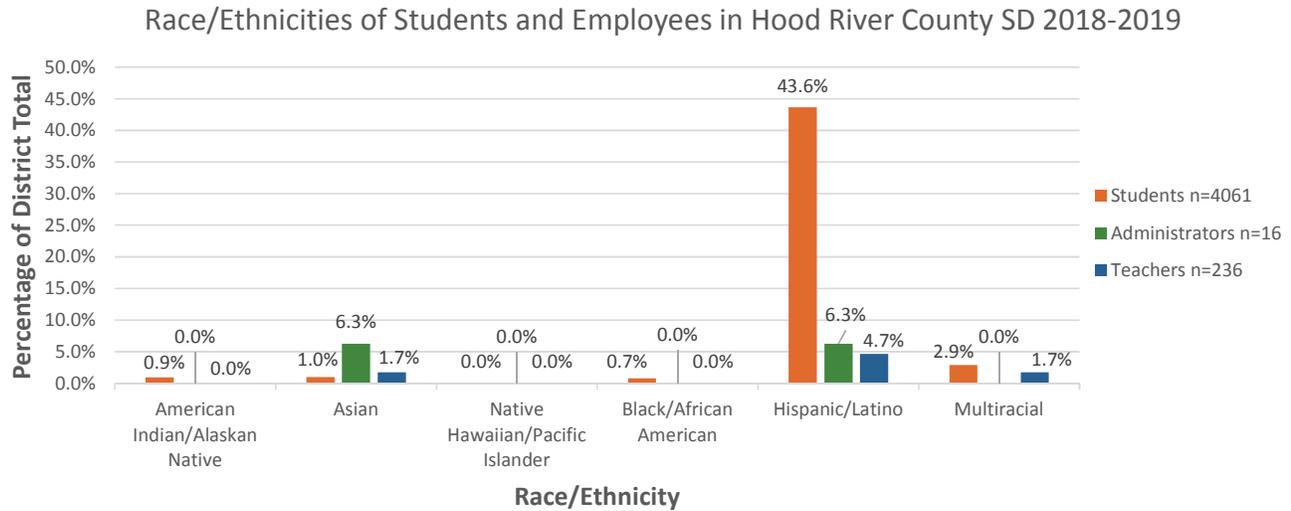
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN HILLSBORO SD 1J 2018-2019



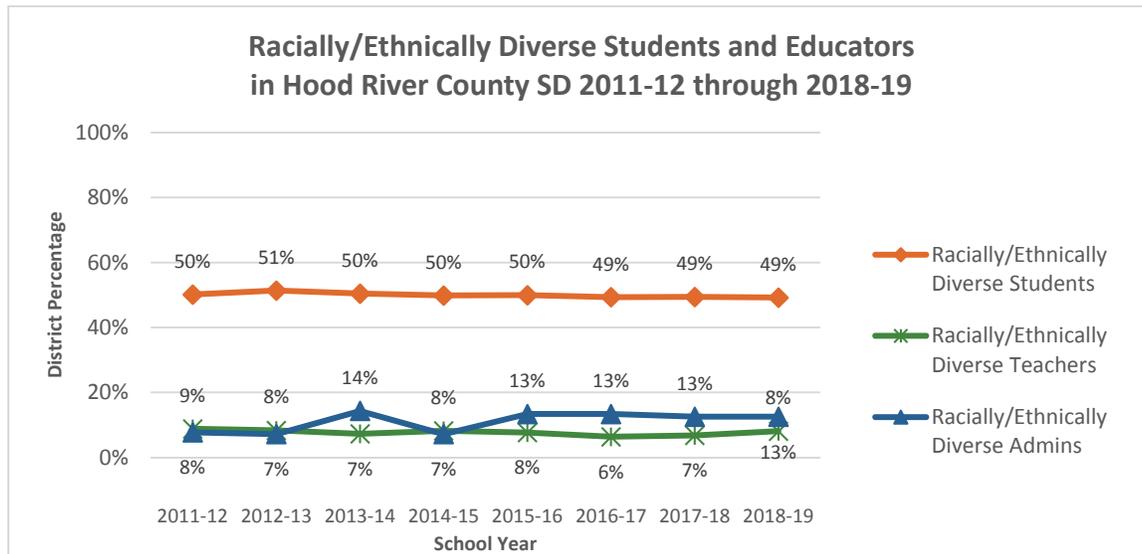
HILLSBORO SD 1J 2011-12 THROUGH 2018-2019



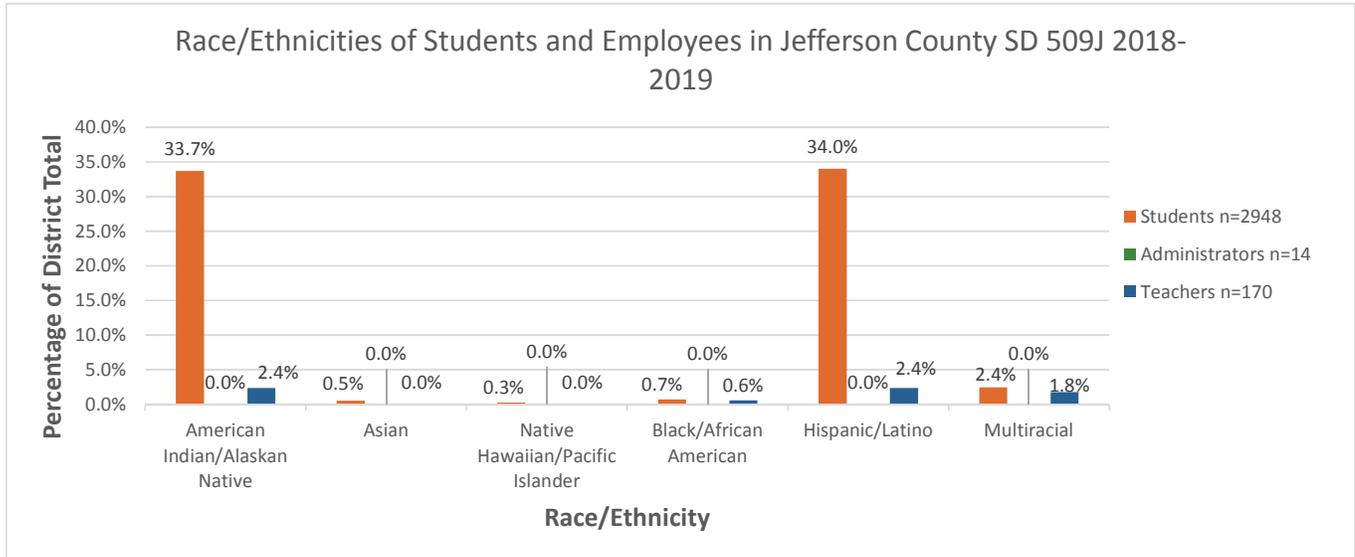
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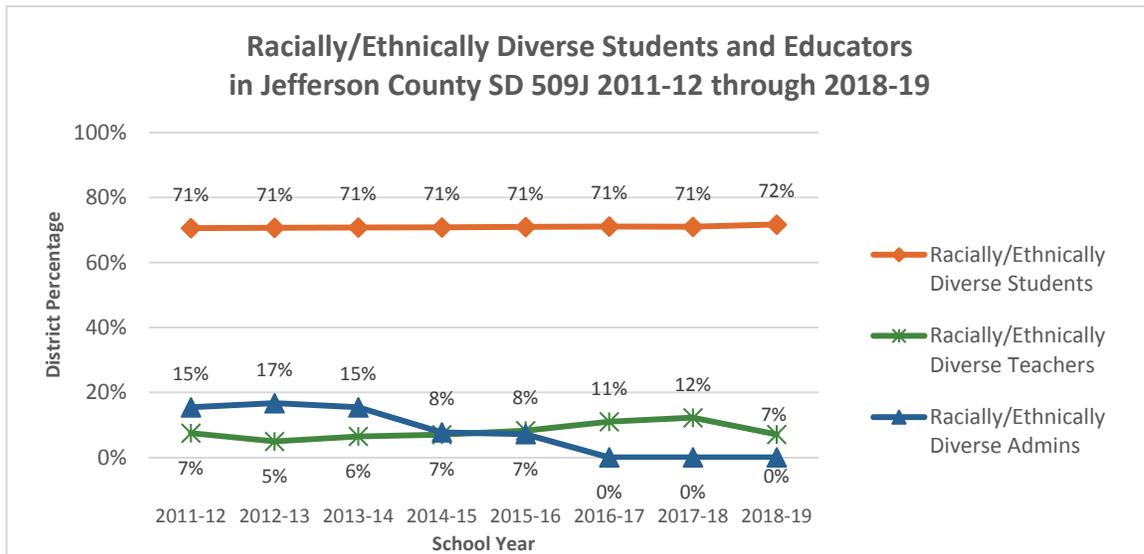
HOOD RIVER COUNTY SD 2011-12 THROUGH 2018-2019



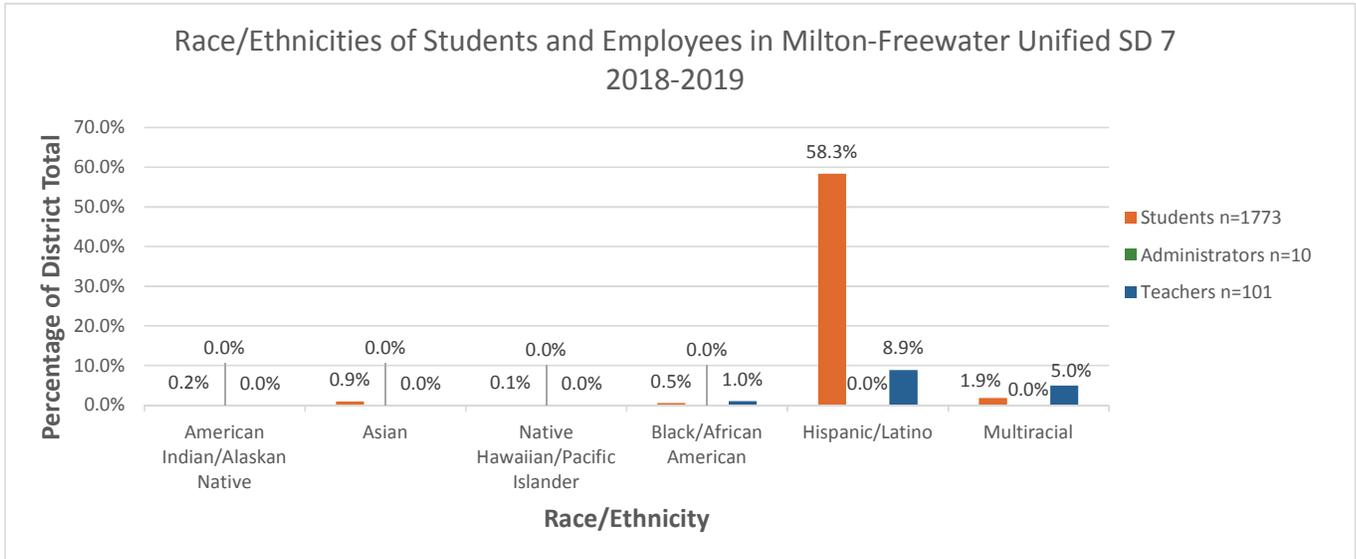
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN JEFFERSON COUNTY SD 509J 2018-2019



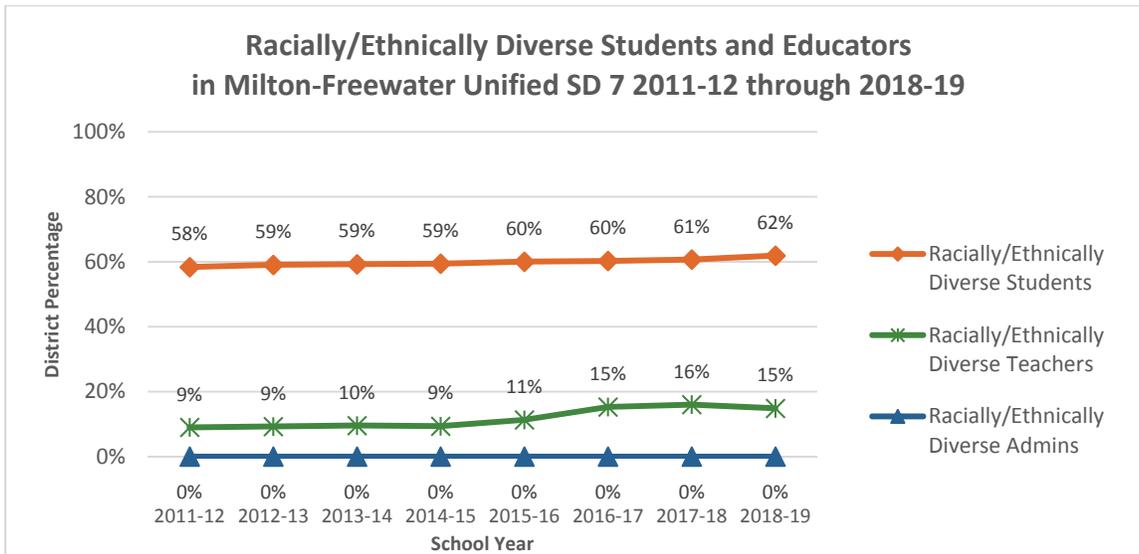
JEFFERSON COUNTY SD 509J 2011-12 THROUGH 2018-2019



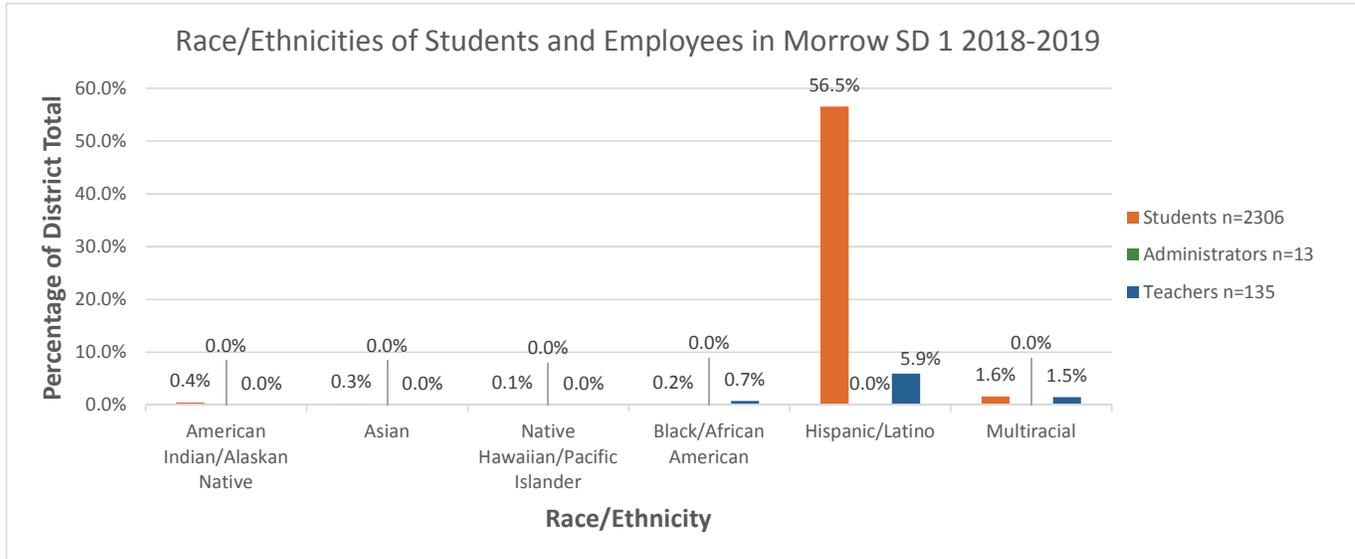
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN MILTON-FREEWATER UNIFIED SD 7 2018-2019



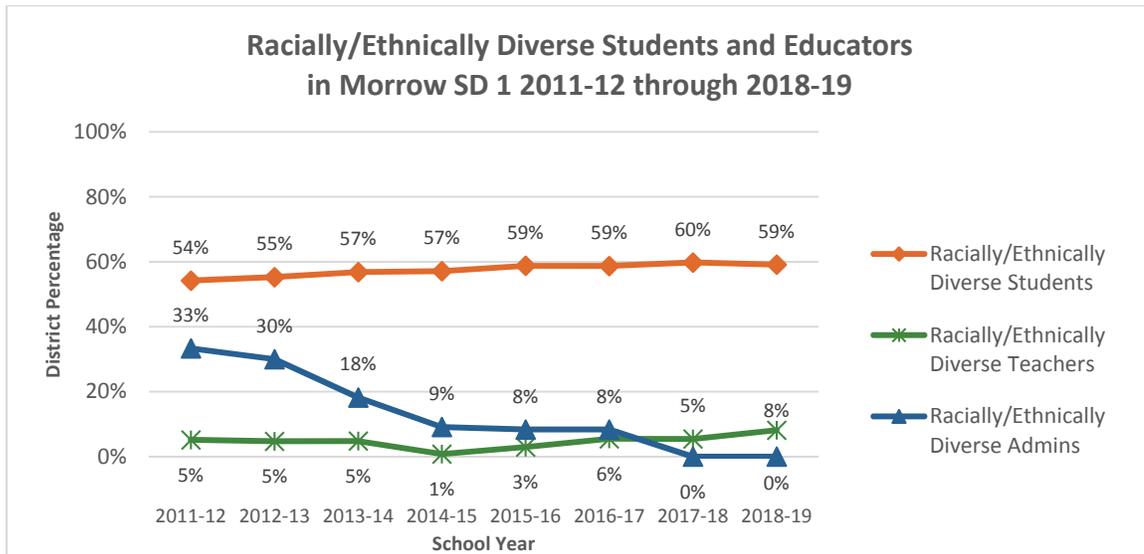
MILTON-FREEWATER UNIFIED SD 7 2011-12 THROUGH 2018-2019



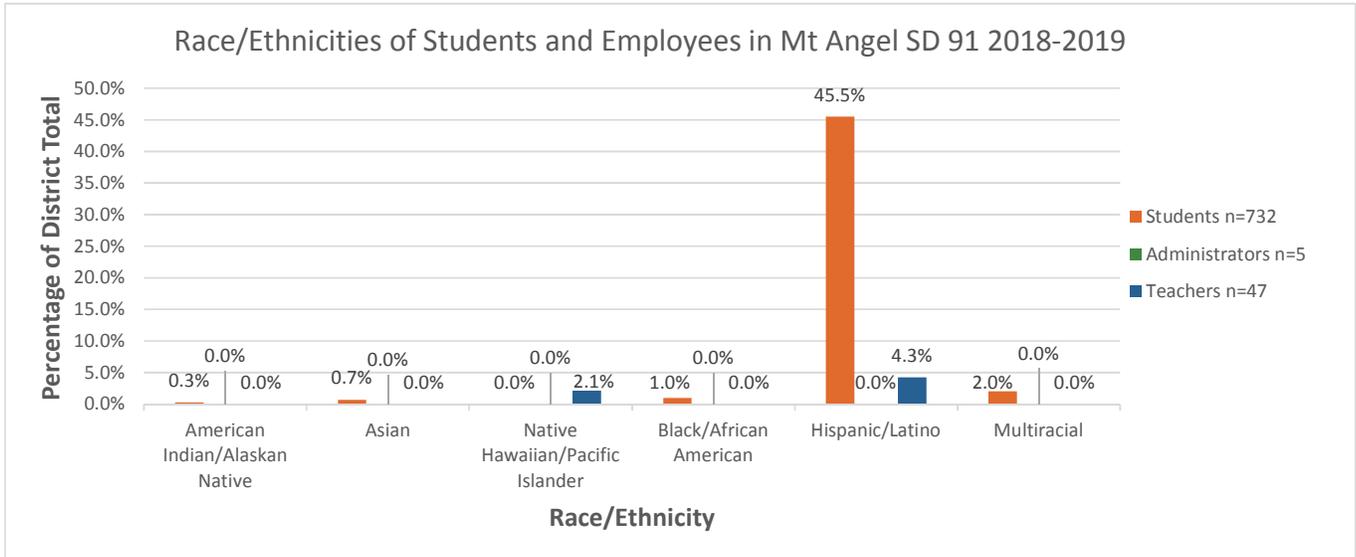
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN MORROW SD 1 2018-2019



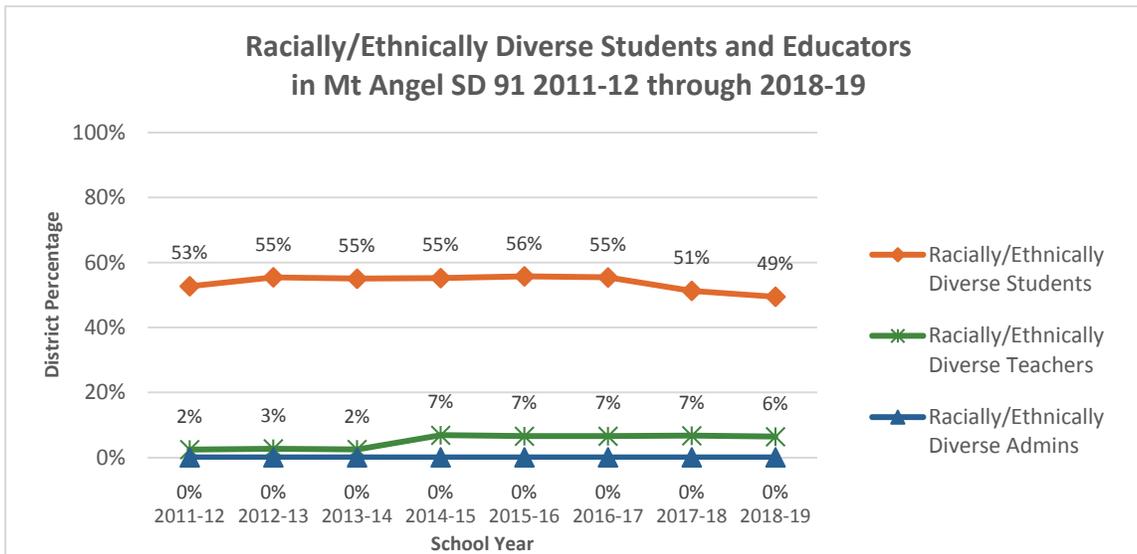
MORROW SD 1 2011-12 THROUGH 2018-2019



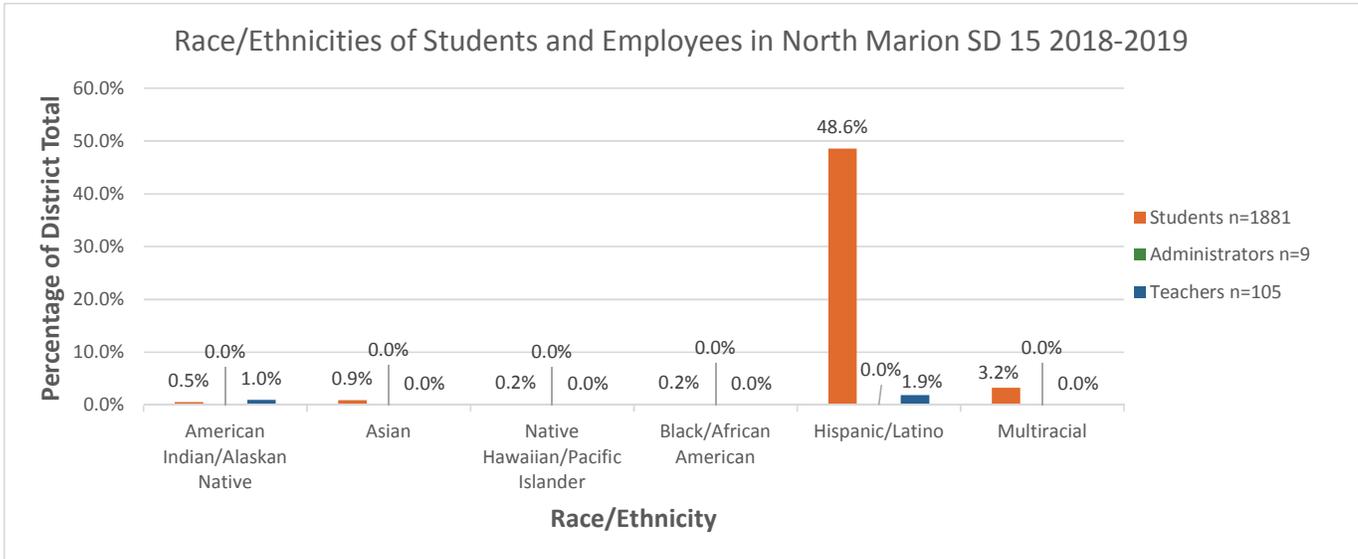
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN MT ANGEL SD 91 2018-2019



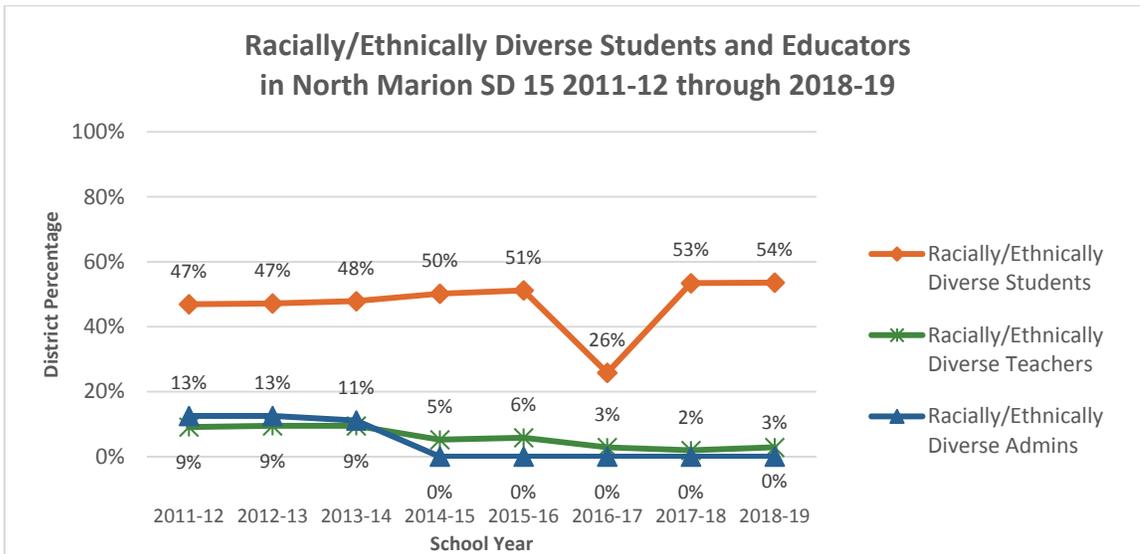
MT ANGEL SD 91 2011-12 THROUGH 2018-2019



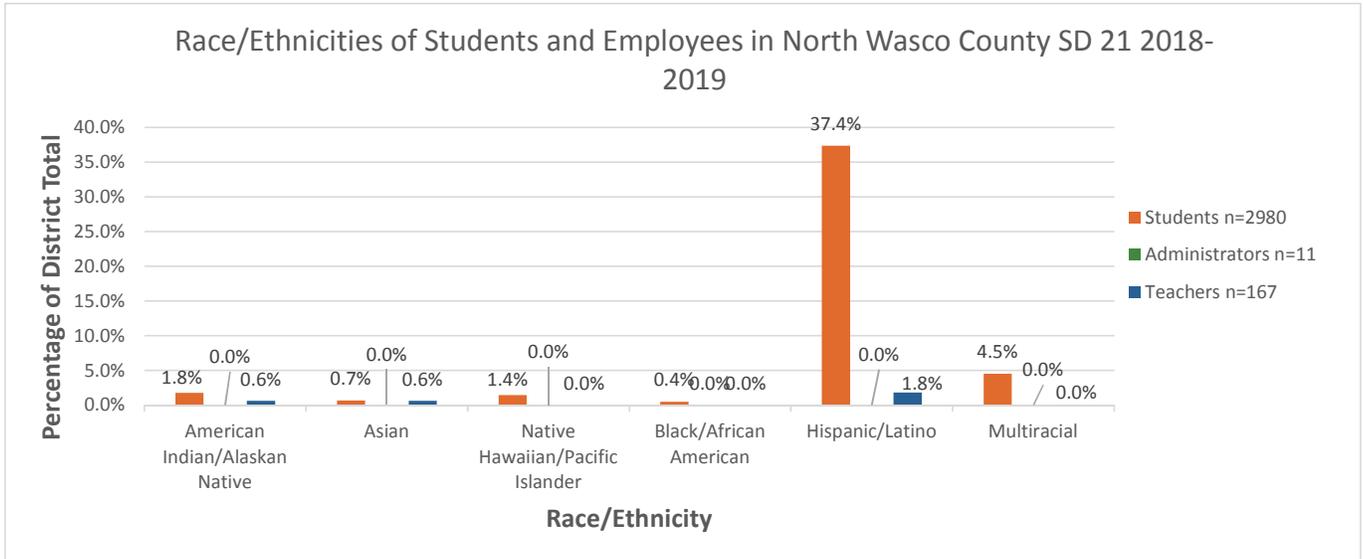
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN NORTH MARION SD 15 2018-2019



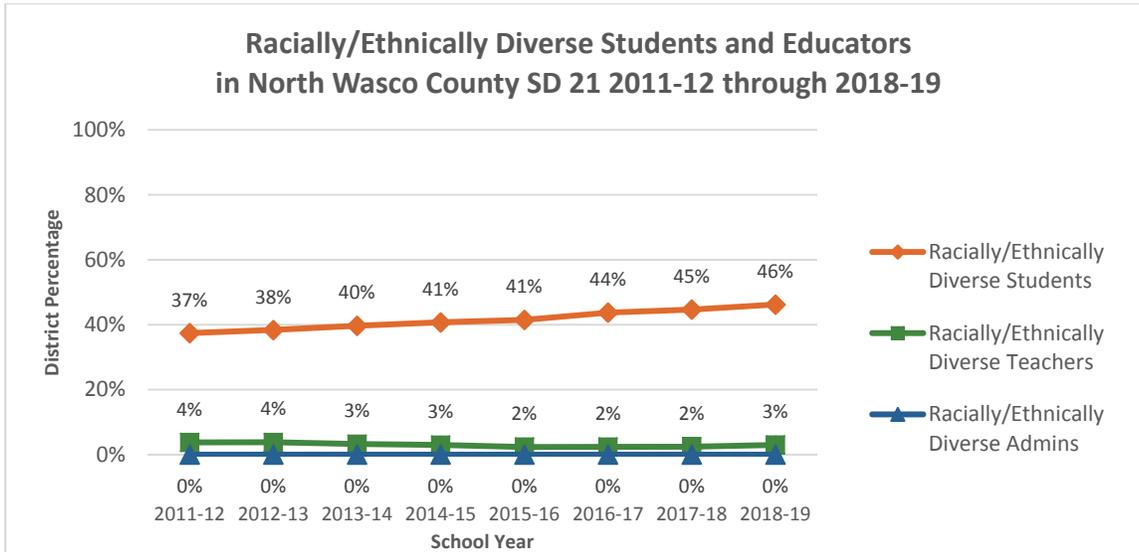
NORTH MARION SD 15 2011-12 THROUGH 2018-2019



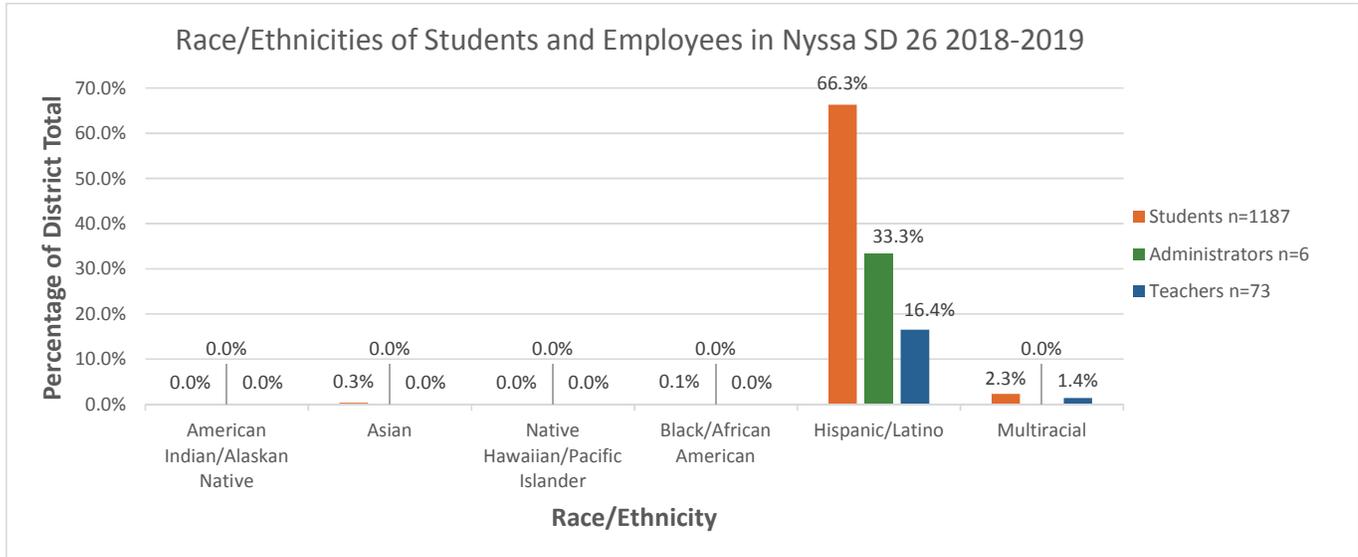
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN NORTH WASCO COUNTY SD 21 2018-2019



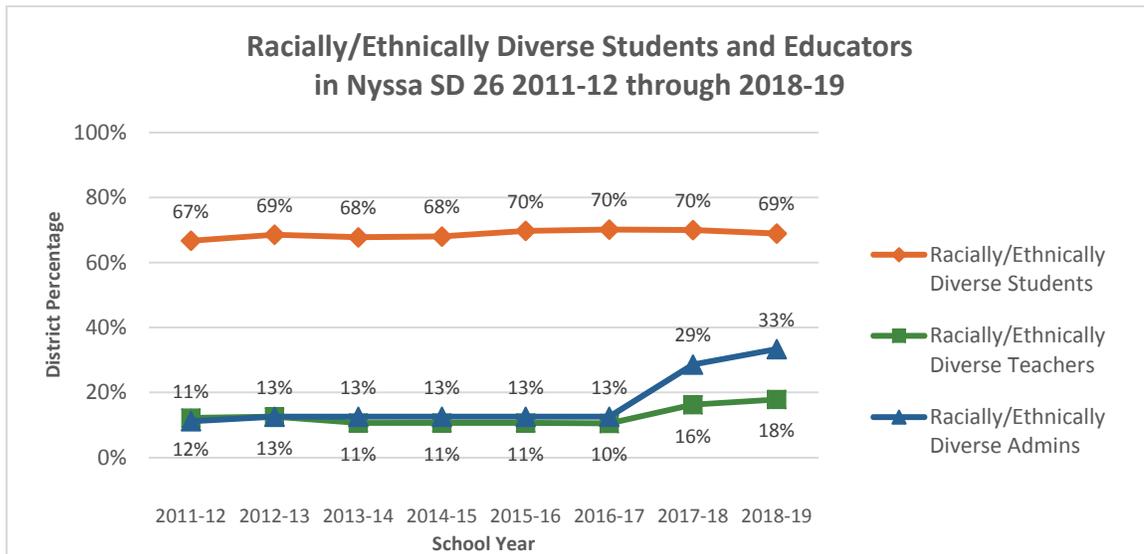
NORTH WASCO COUNTY SD 21 2011-12 THROUGH 2018-2019



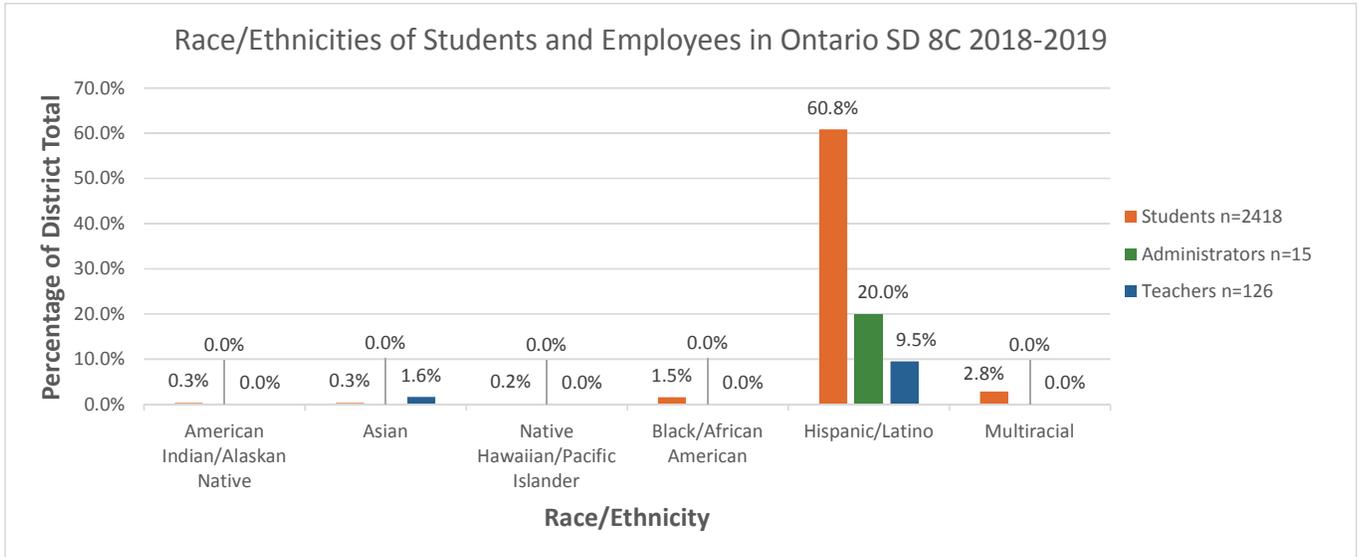
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN NYSSA SD 26 2018-2019



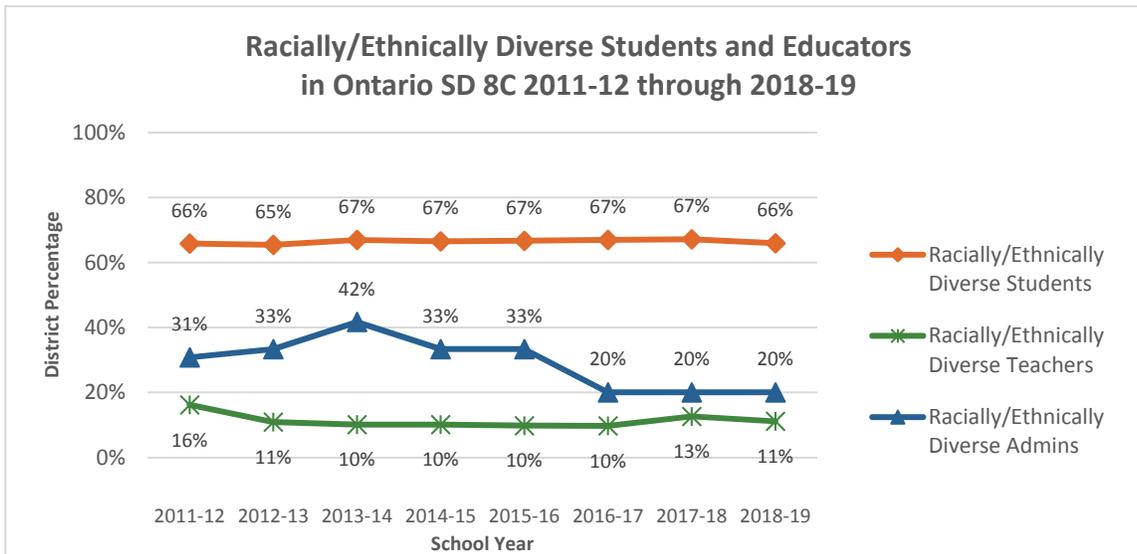
NYSSA SD 26 2011-12 THROUGH 2018-2019



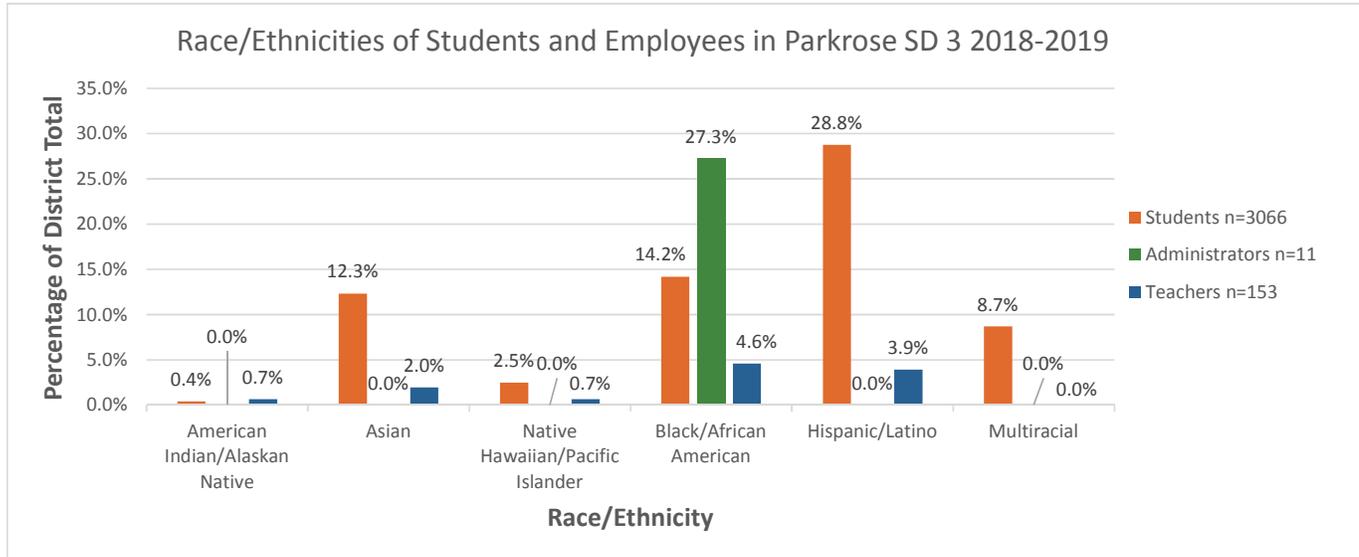
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN ONTARIO SD 8C 2018-2019



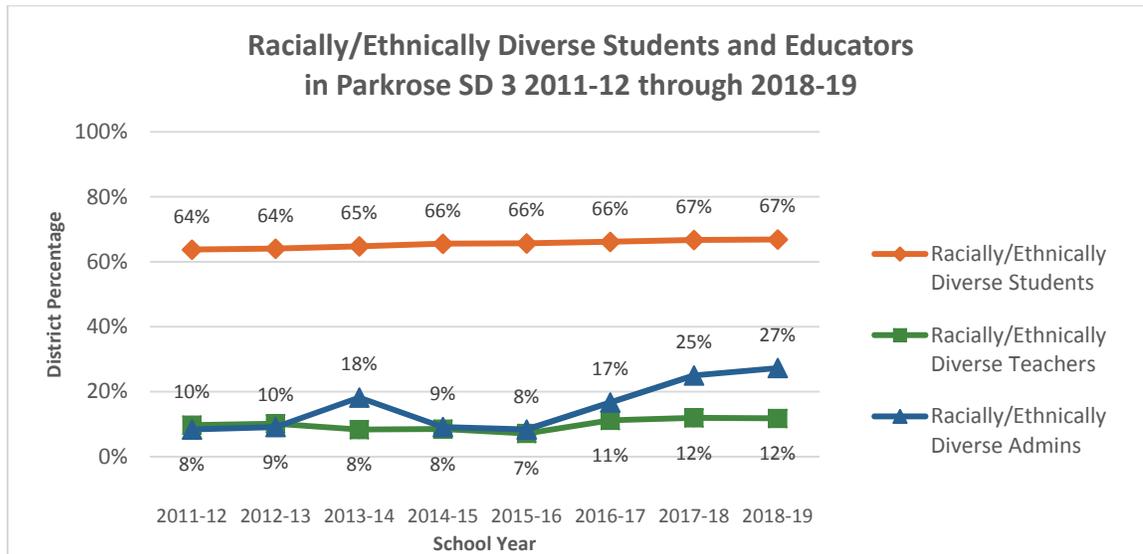
ONTARIO SD 8C 2011-12 THROUGH 2018-2019



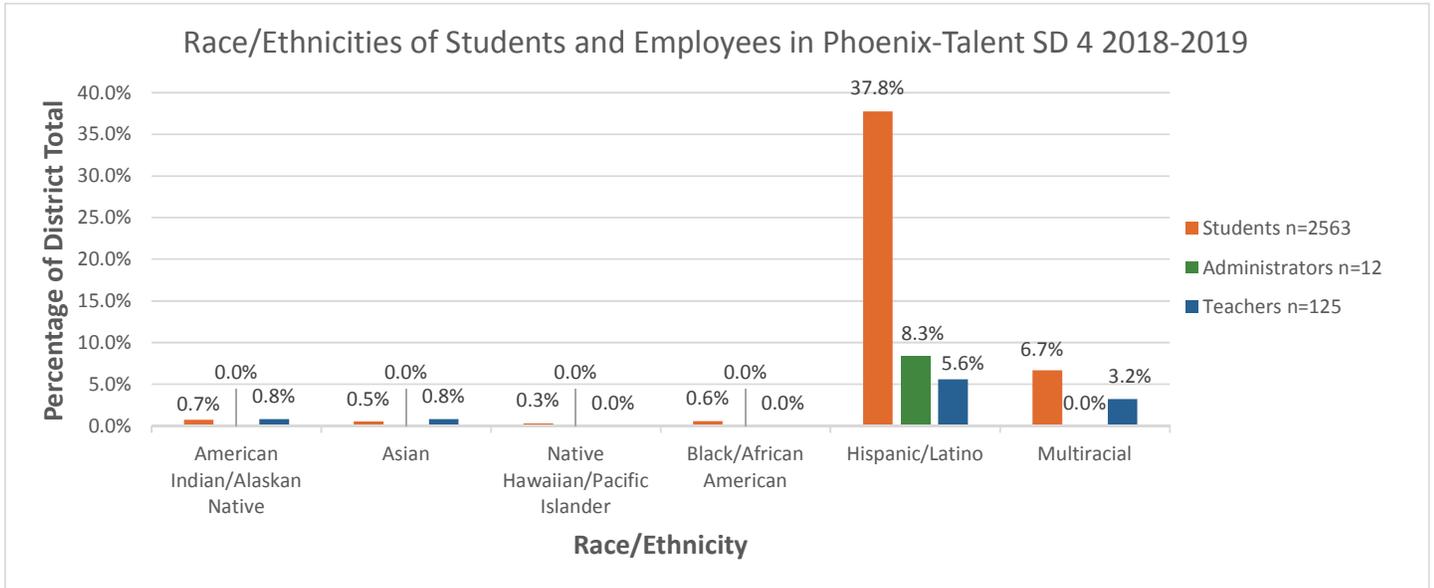
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN PARKROSE SD 3 2018-2019



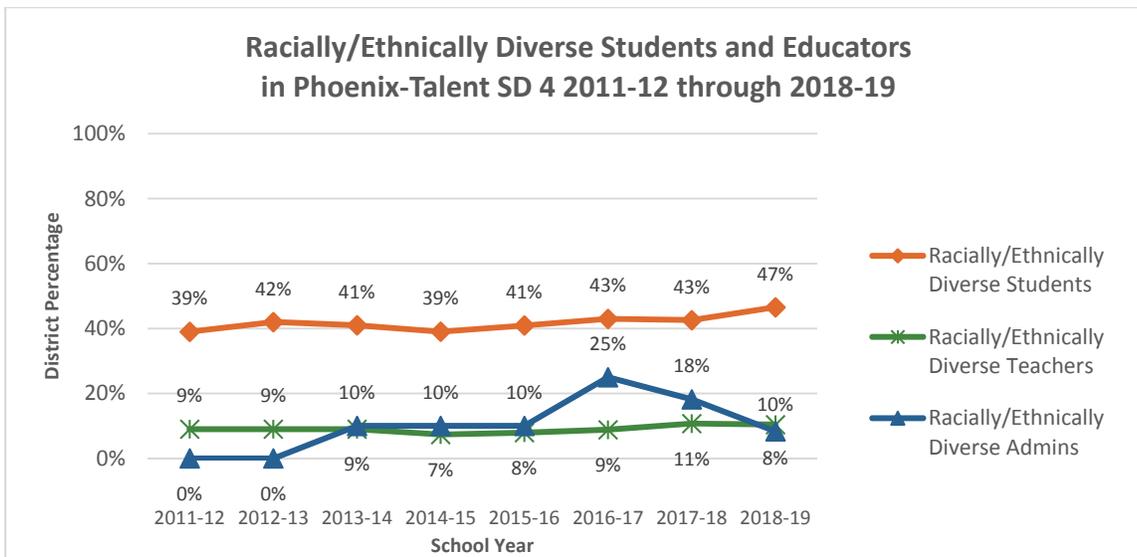
PARKROSE SD 3 2011-12 THROUGH 2018-2019



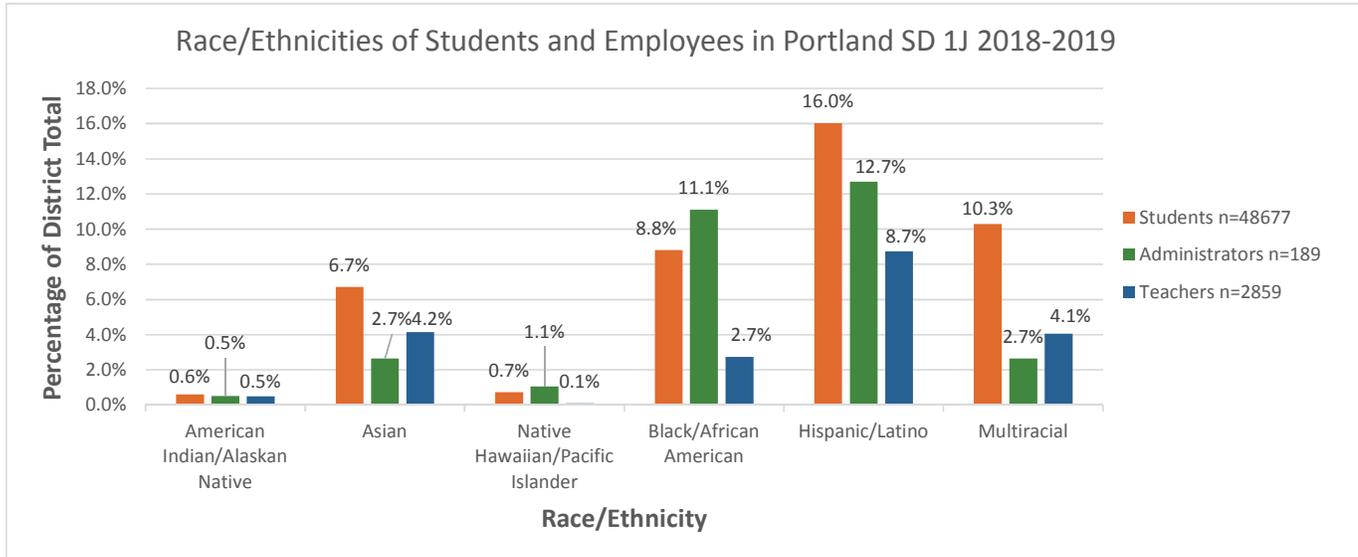
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN PHOENIX-TALENT SD 4 2018-2019



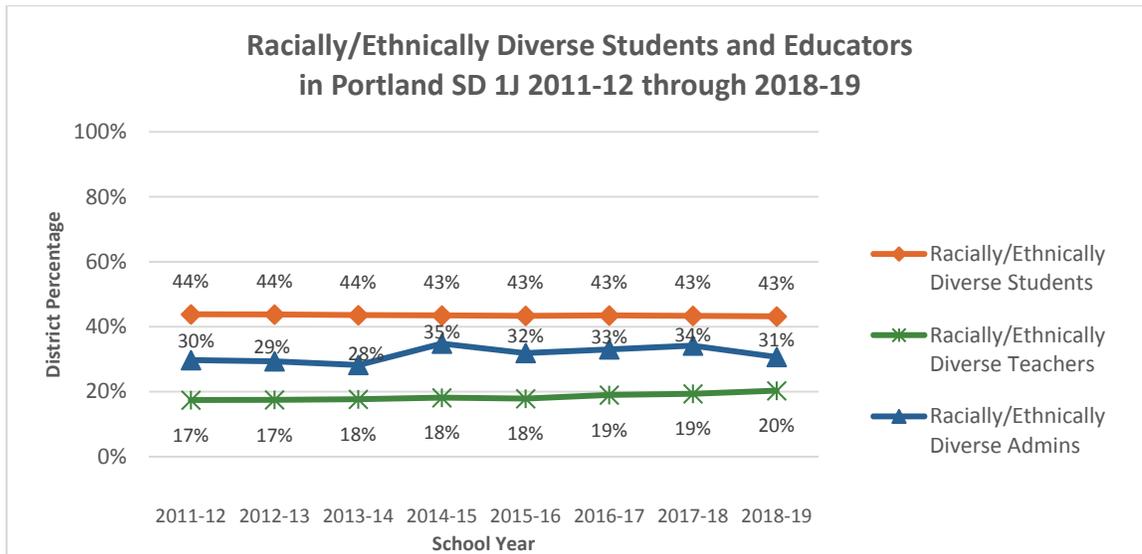
PHOENIX-TALENT SD 4 2011-12 THROUGH 2018-2019



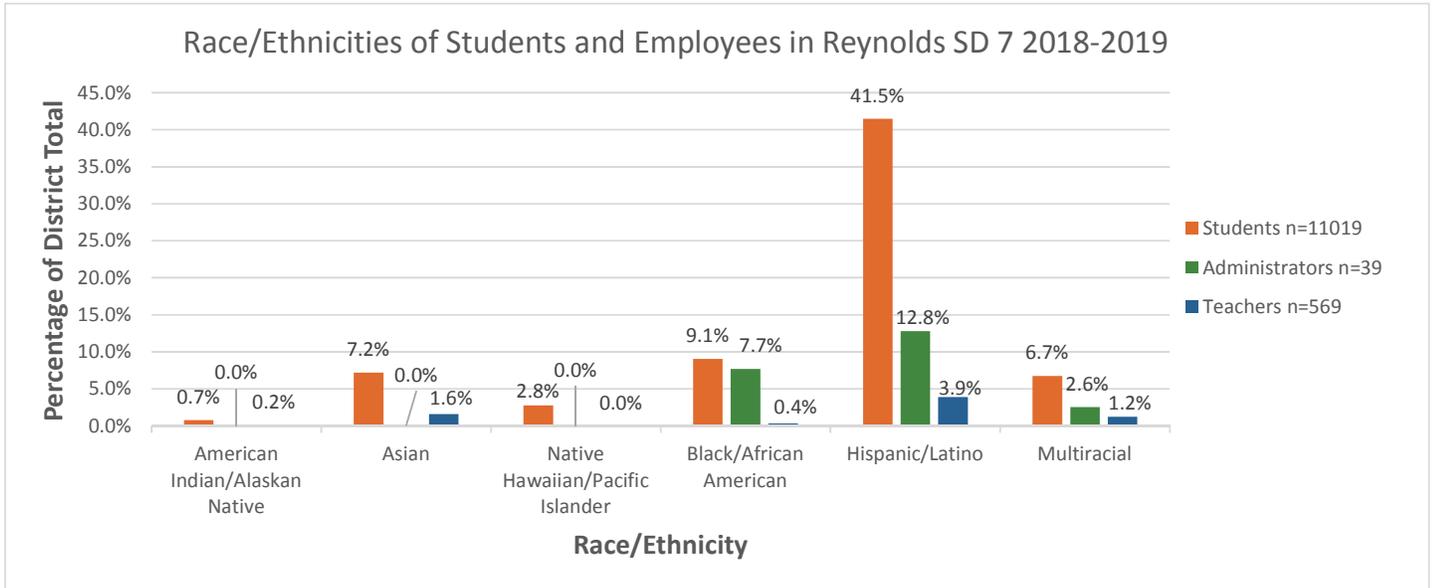
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN PORTLAND SD 1J 2018-2019



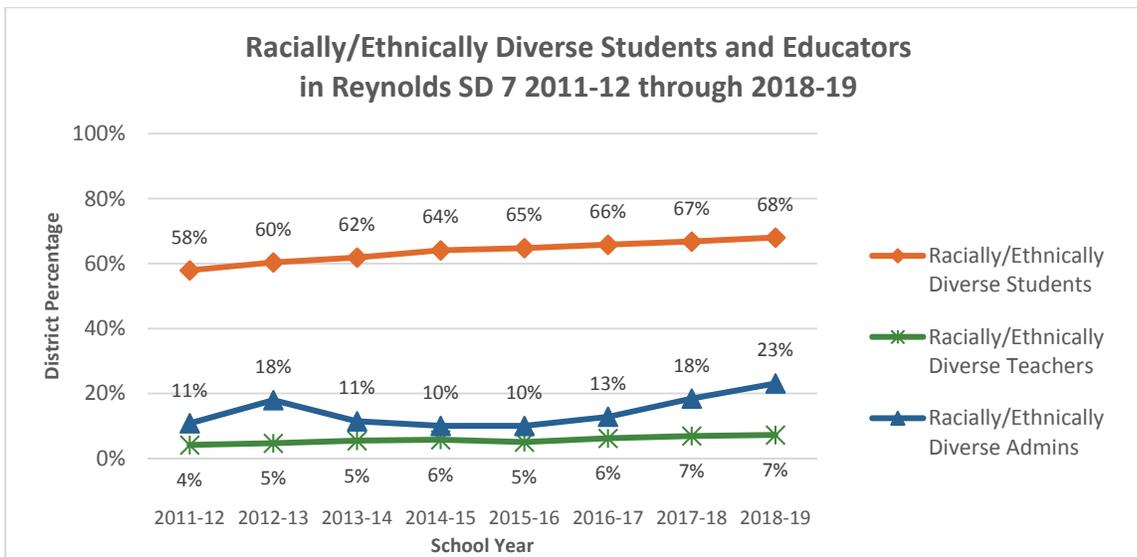
PORTLAND SD 1J 2011-12 THROUGH 2018-2019



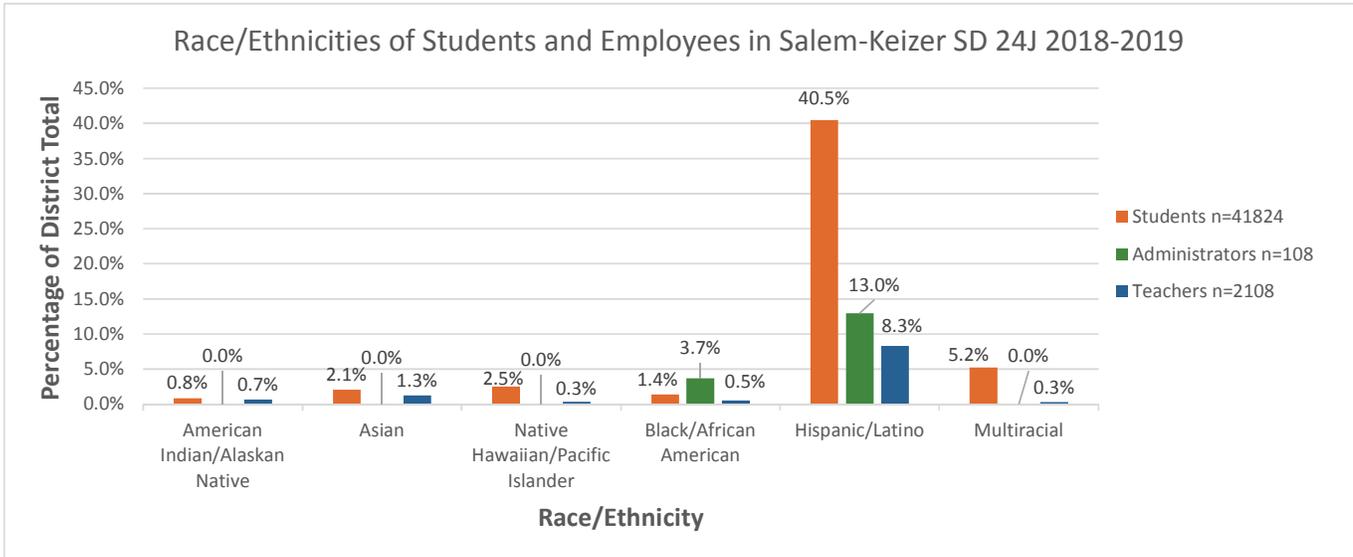
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN REYNOLDS SD 7 2018-2019



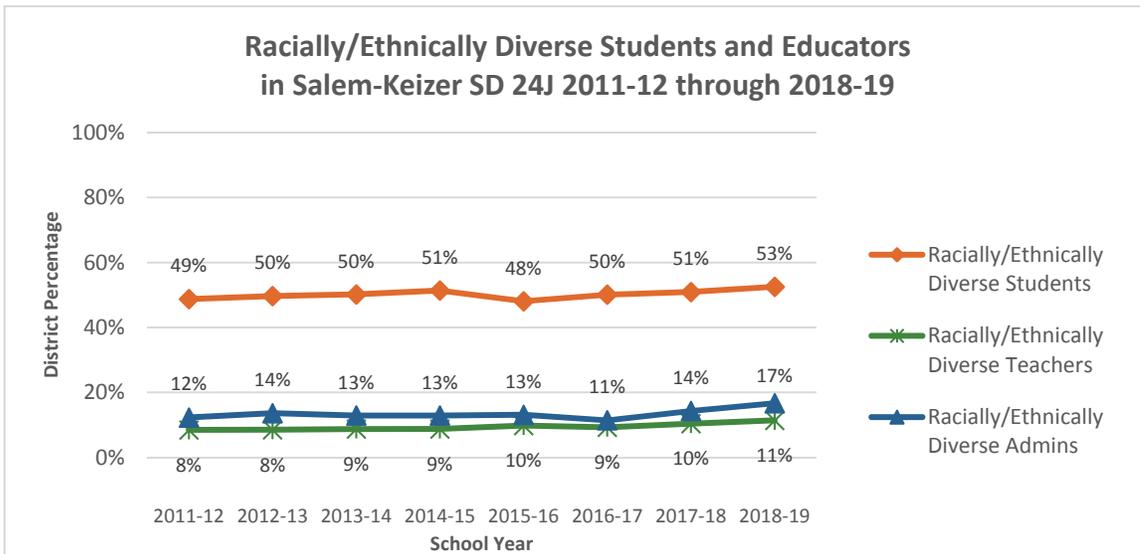
REYNOLDS SD 7 2011-12 THROUGH 2018-2019



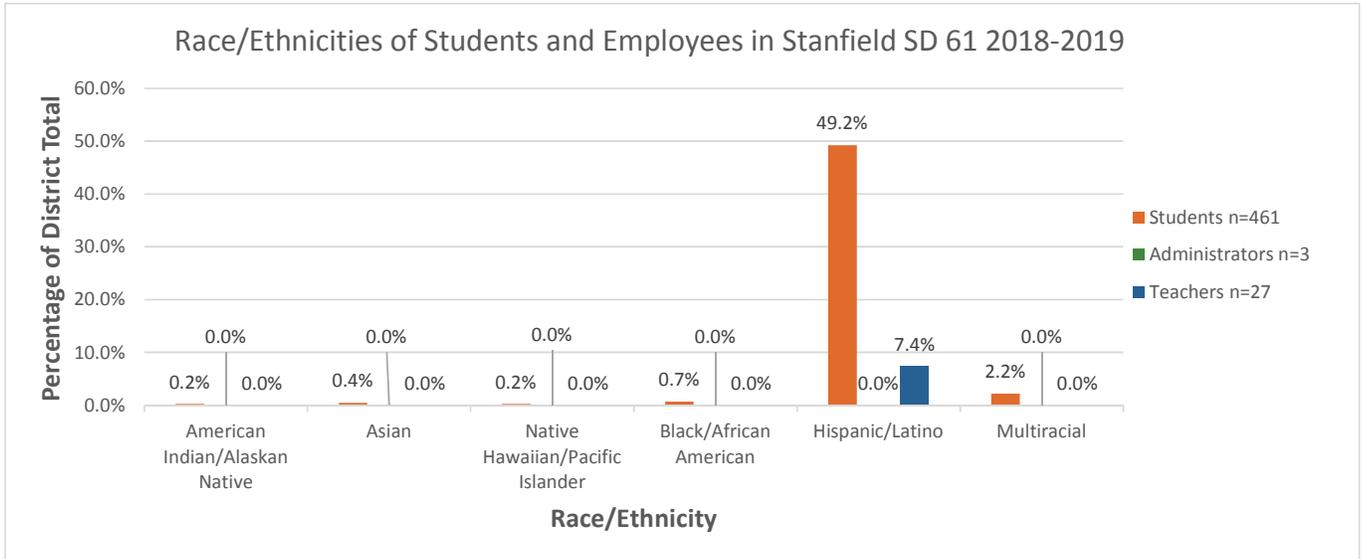
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN SALEM-KEIZER SD 24J 2018-2019



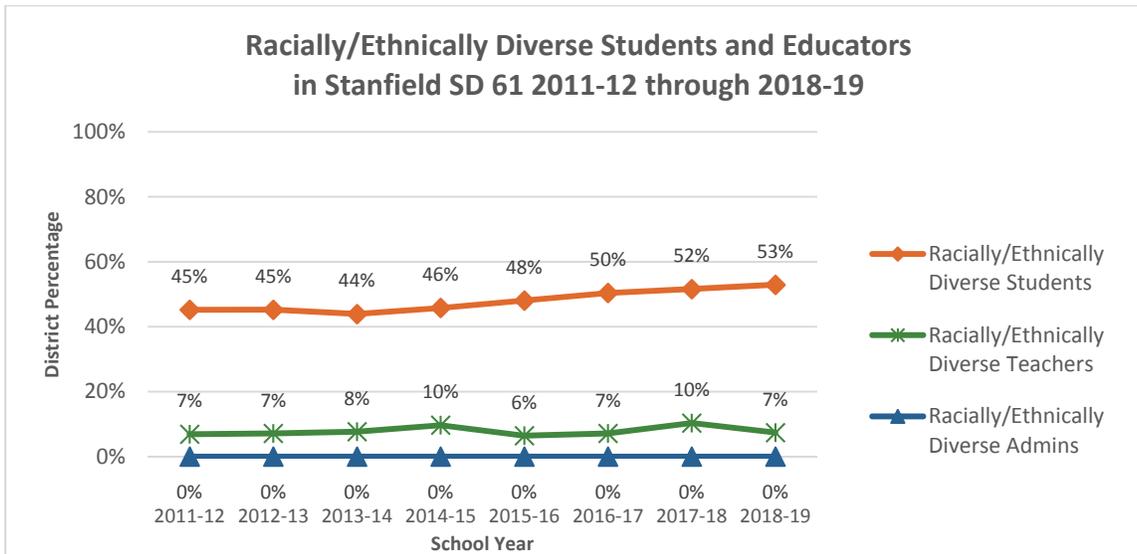
SALEM-KEIZER SD 24J 2011-12 THROUGH 2018-2019



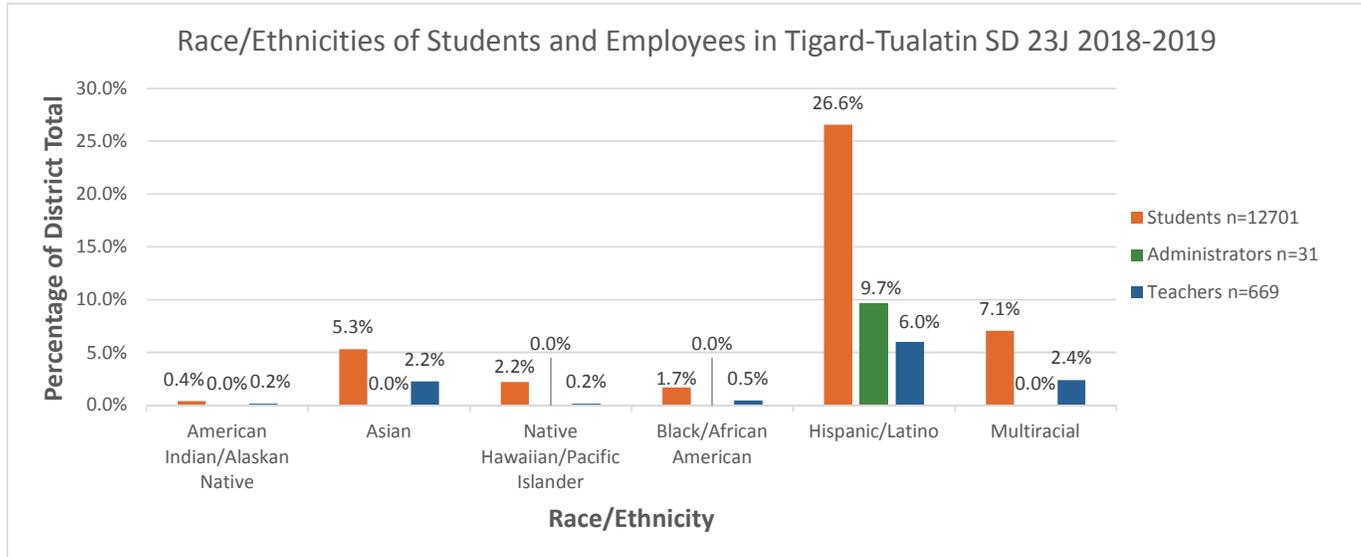
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN STANFIELD SD 61 2018-2019



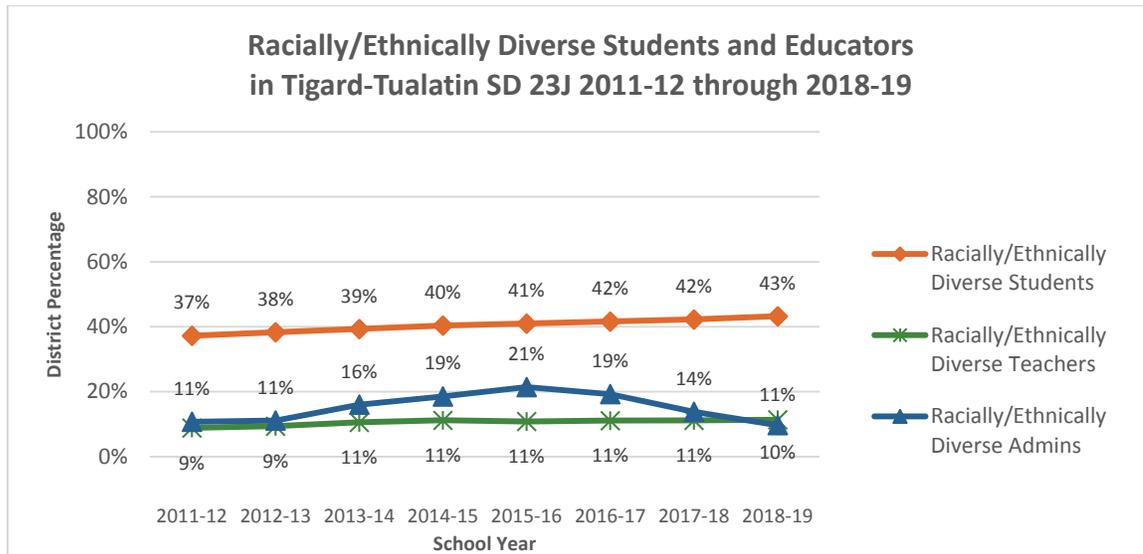
STANFIELD SD 61 2011-12 THROUGH 2018-2019



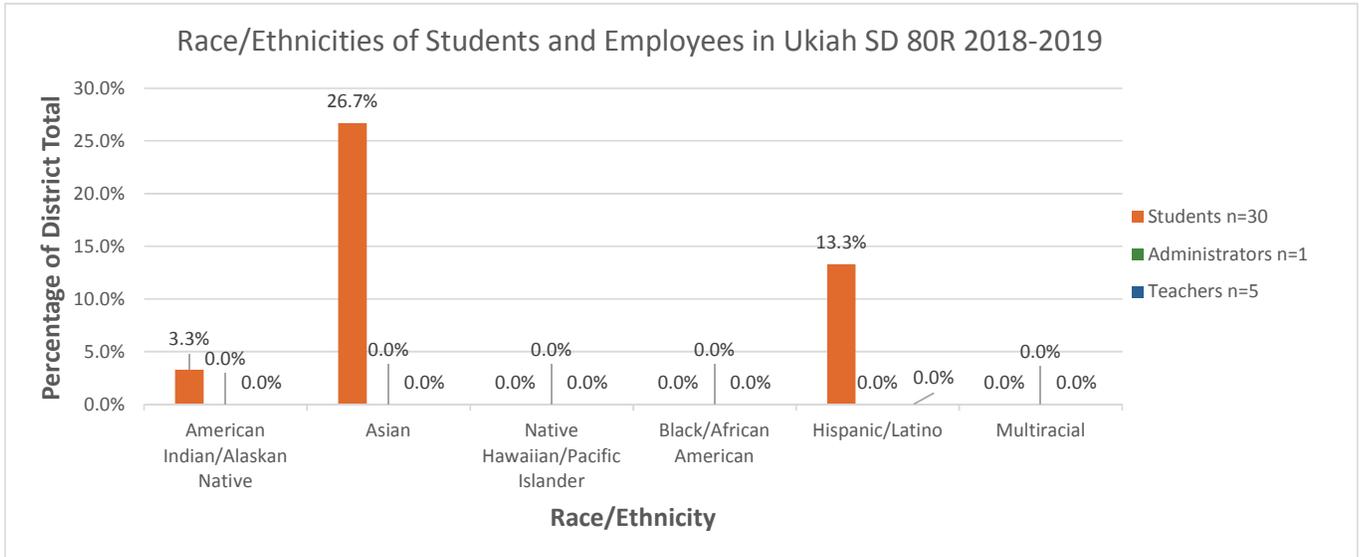
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN TIGARD-TUALATIN SD 23J 2018-2019



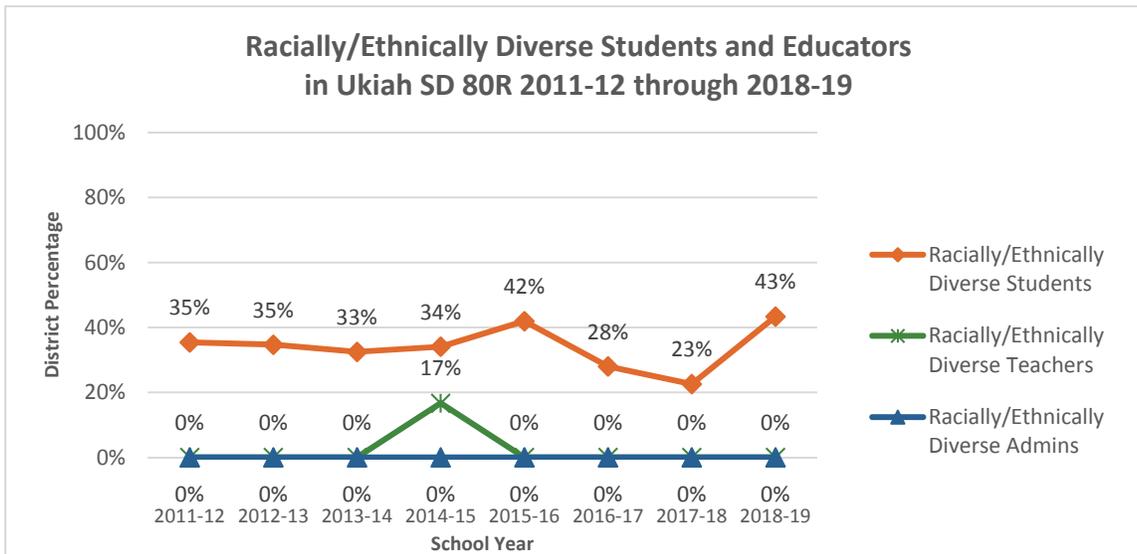
TIGARD-TUALATIN SD 23J 2011-12 THROUGH 2018-2019



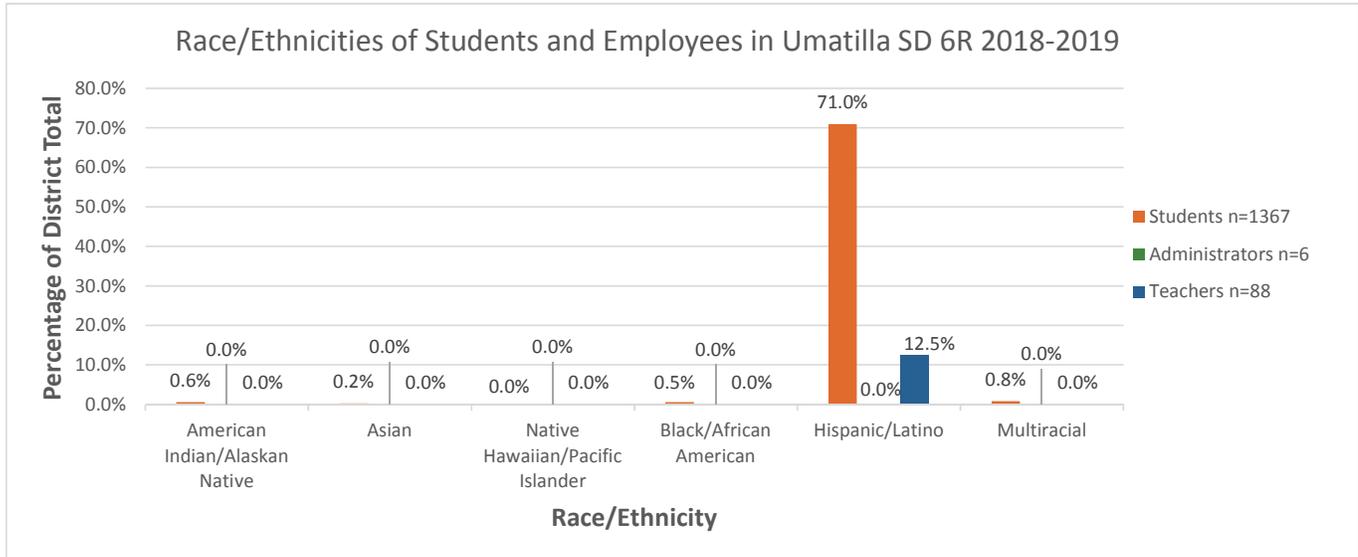
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN UKIAH SD 80R 2018-2019



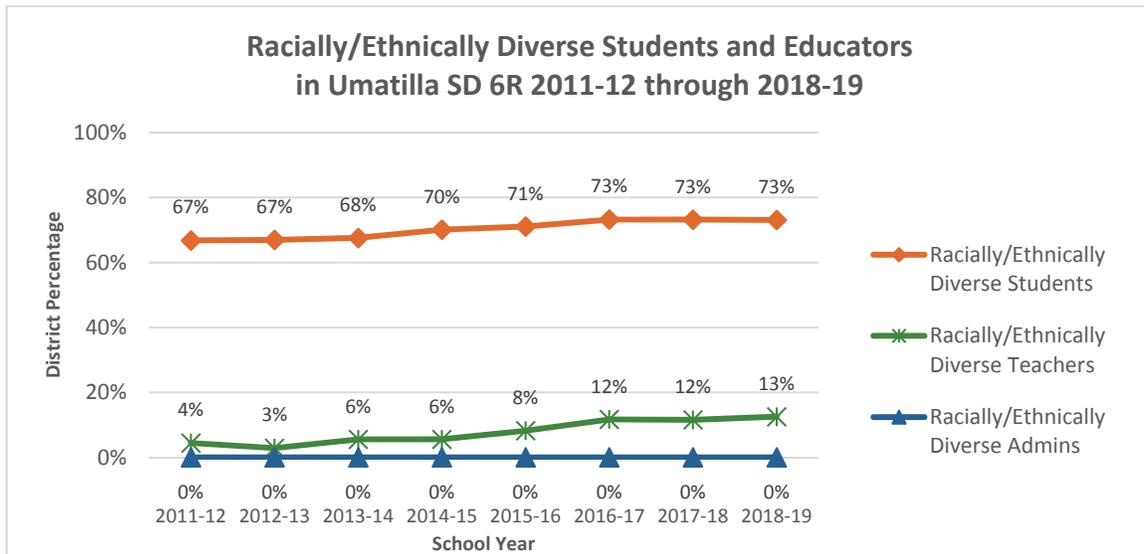
UKIAH SD 80R 2011-12 THROUGH 2018-2019



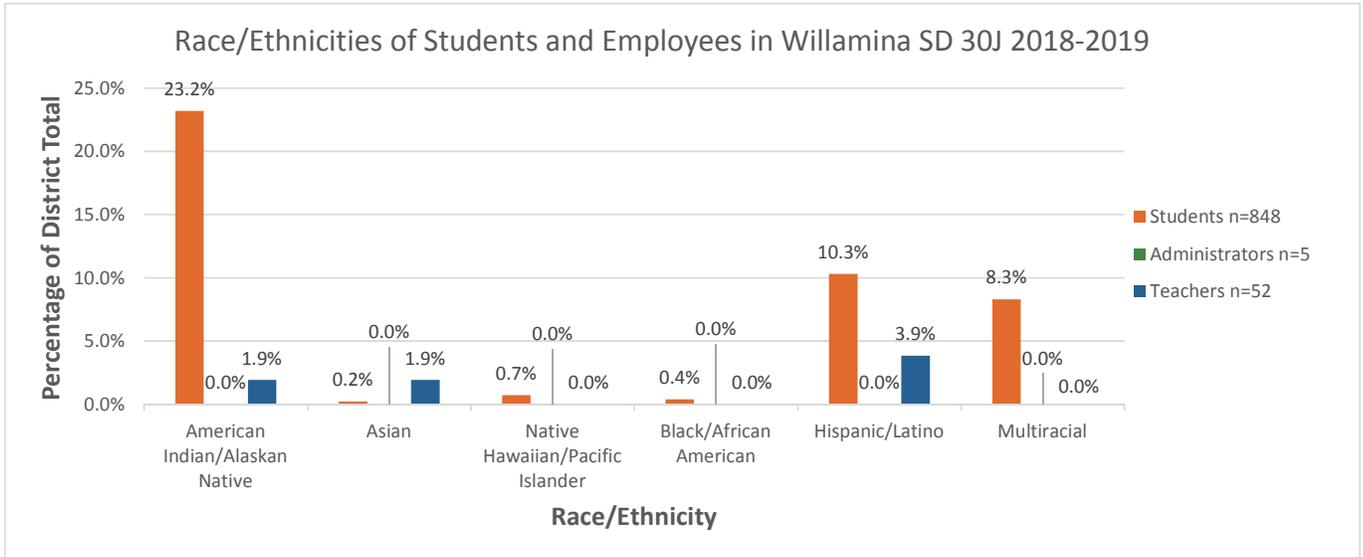
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN UMATILLA SD 6R 2018-2019



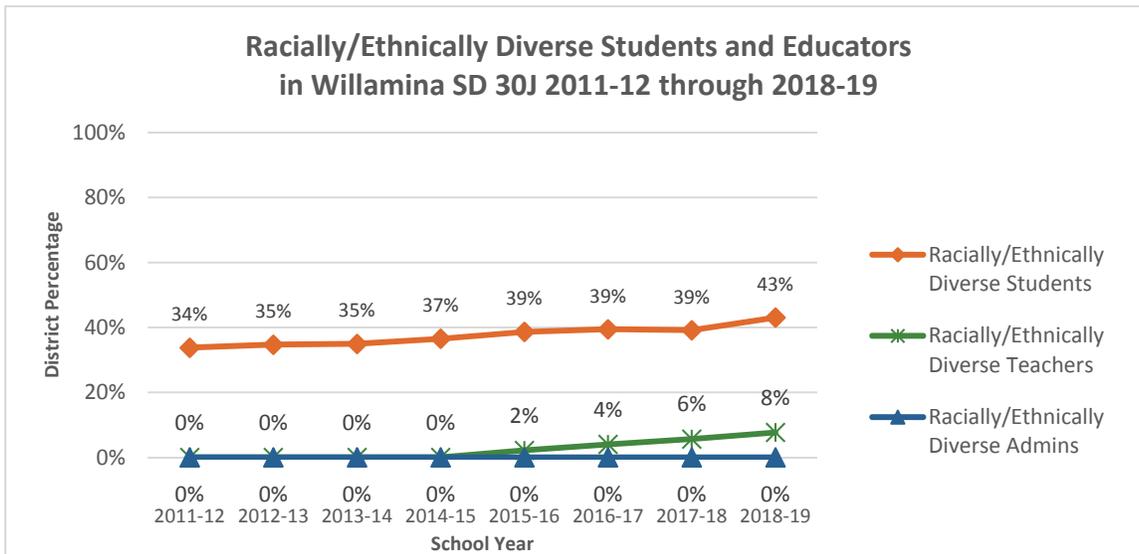
UMATILLA SD 6R 2011-12 THROUGH 2018-2019



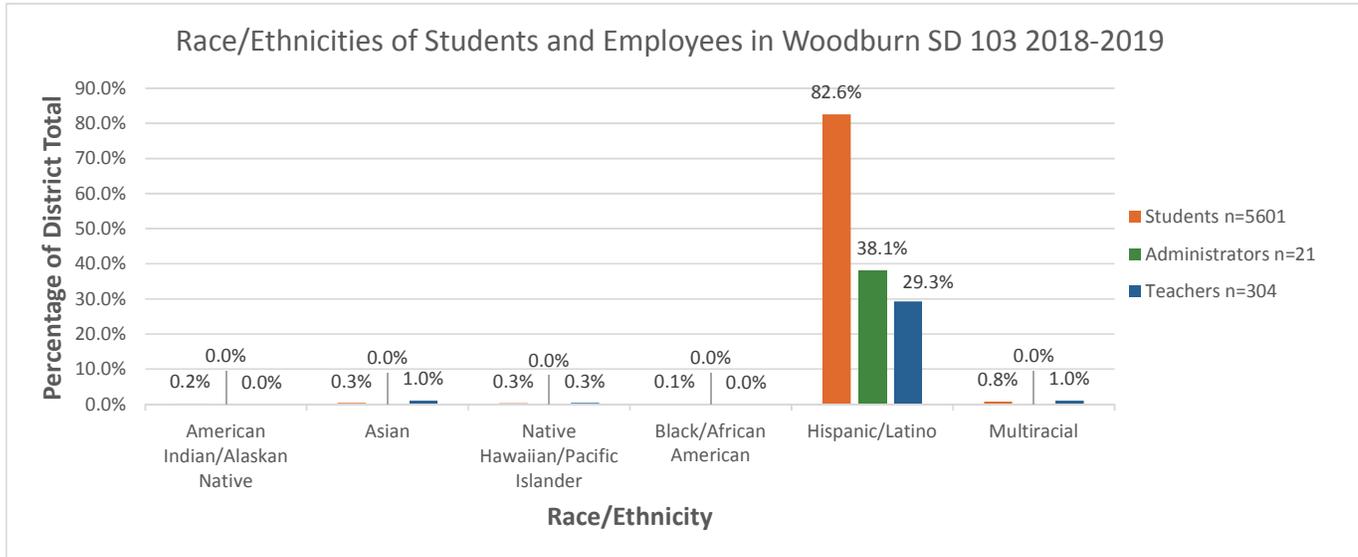
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN WILLAMINA SD 30J 2018-2019



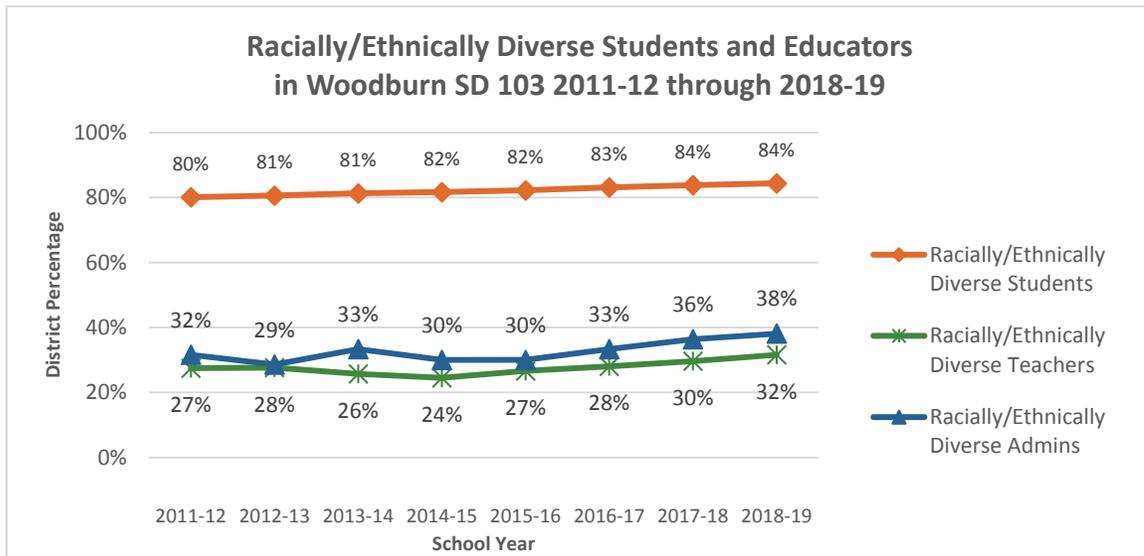
WILLAMINA SD 30J 2011-12 THROUGH 2018-2019



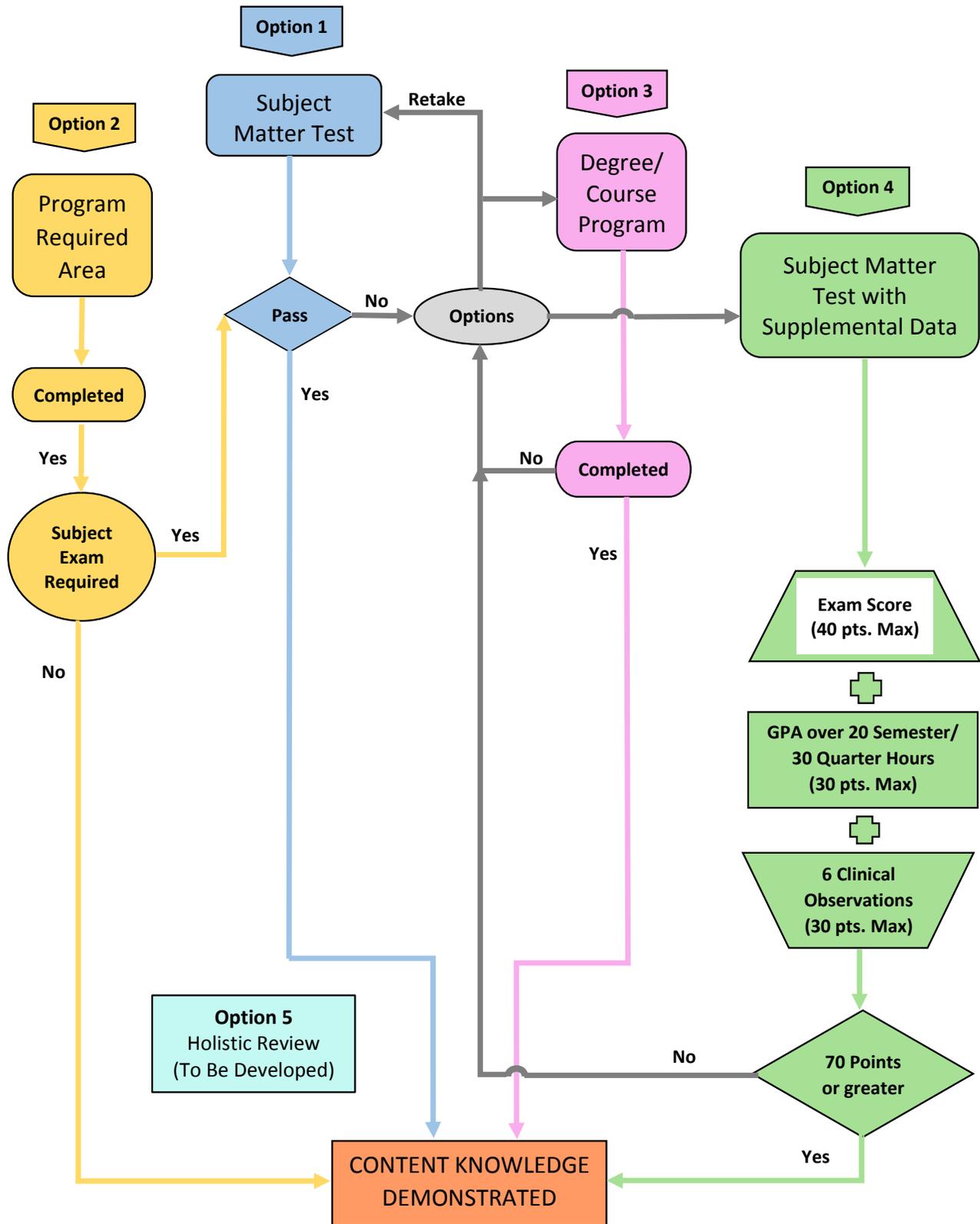
RACE/ETHNICITIES OF STUDENTS AND EMPLOYEES IN WOODBURN SD 103 2018-2019



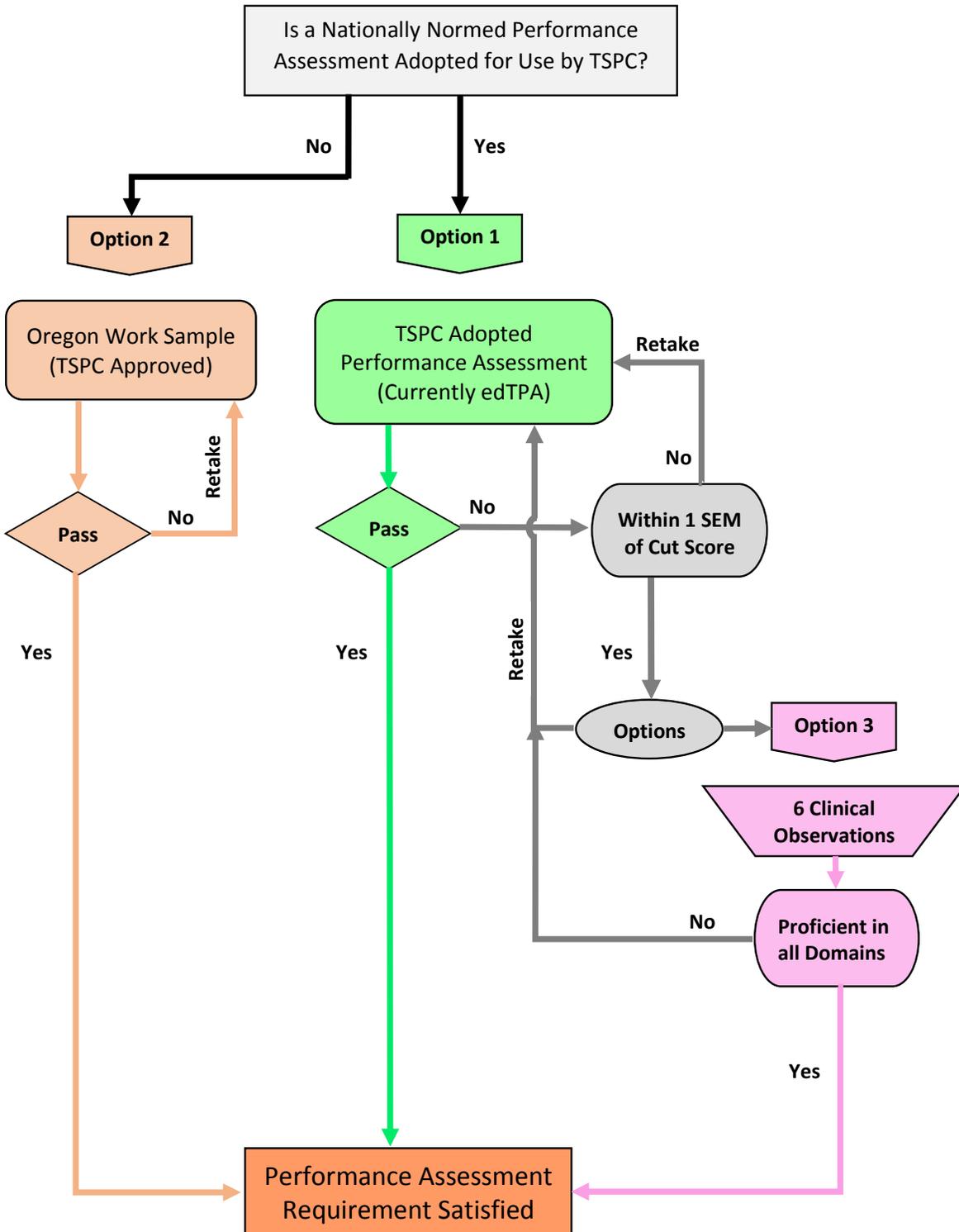
WOODBURN SD 103 2011-12 THROUGH 2018-2019



APPENDIX B: TSPC FLOWCHART FOR DEMONSTRATING CONTENT KNOWLEDGE



APPENDIX C: TSPC FLOWCHART FOR TEACHER PERFORMANCE ASSESSMENT



APPENDIX D: 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	BS in elementary education and license	Sustainable cohorts/ blending with WPU cohort
		Parkrose SD	BS in elementary education and license	sustainable cohorts/ blending with WPU cohort
		Gresham-Barlow SD	BS in elementary education and license	BS in elementary education and license
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	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
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	Outcomes/Points of Pride: 29 years of survival; 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

NAME OF PARTNERSHIP	LEAD SPONSOR	PARTNERS	FOCUS OF PATHWAY PARTNERSHIP	OUTCOMES/POINTS OF PRIDE
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 programming (AVID, STEM Tutoring, summer camps for AVID middle school students, AVID pedagogical professional development for PCC faculty, extended paid residencies for grad students)
Diversity Pathways	Western Oregon University	WOU, Salem Keizer SD	Supports classroom aides of color who want to become teachers, or teachers of color who want to become administrators under a similar agreement.	Salem-Keizer District has spent about \$115,000 over two years to support 24 aides and teachers in the diversity pathways program
WOU Bilingual Teacher Scholars Program	Western Oregon University	WOU, Hillsboro School District	Provides university education for students who would like to become Spanish-English bilingual teachers.	Financial aid and paid summer internships are provided to qualifying students. Graduates receive first preference for interviews and future employment in HSD schools, allowing them to return and make a difference in their community.

APPENDIX E: ETHNIC DEMOGRAPHICS FOR PRELIMINARY TEACHER LICENSURE PROGRAM ENROLLMENT DATA FOR PUBLIC AND PRIVATE INSTITUTIONS 2017-2018

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	943	134	16	47	24	5	654	36	27
Eastern Oregon University	58	10	2	0	2	1	42	0	1
Oregon State University	97	12	1	2	1	0	68	8	5
Portland State University	426	77	5	30	15	1	275	16	7
Southern Oregon University	54	5	0	4	0	0	45	0	0
University of Oregon	166	17	6	9	1	2	113	11	7
Western Oregon University	142	13	2	2	5	1	111	1	7
PRIVATE INSTITUTIONS SUBTOTALS	1,247	108	15	36	23	14	969	66	52
Concordia University- Oregon ¹	354	7	2	7	11	2	275	24	31
Corban University	68	9	0	0	1	2	252	1	3
George Fox University	248	34	3	7	0	0	180	10	14
Lewis and Clark College	83	0	0	2	0	0	73	4	4
Linfield College	42	5	1	0	3	0	31	2	0
Marylhurst University	82	0	0	2	0	0	73	4	0
Multnomah University	162	23	5	9	3	5	130	12	25
Northwest Christian University	123	11	1	7	1	4	101	4	6
Pacific University	85	14	1	2	4	1	58	5	0
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	2,190	272	31	83	47	19	1,623	102	77

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 F: ETHNIC DEMOGRAPHICS FOR PRELIMINARY TEACHER LICENSURE PROGRAM COMPLETER DATA FOR PUBLIC AND PRIVATE INSTITUTIONS 2017-2018

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	1273	61	9	58	13	6	969	66	91
Eastern Oregon University	173	7		3	2		139	8	14
Oregon State University	292	4	2	13		2	242	14	15
Portland State University	322	26	4	29	8	2	211	20	22
Southern Oregon University	81	2					68	2	9
University of Oregon	129	8	3	6	2	1	89	7	13
Western Oregon University	276	14		7	1	1	220	15	18
PRIVATE INSTITUTIONS SUBTOTALS	891	40	7	31	6	4	676	38	89
Concordia University	220	8	1	4	3	2	166	9	27
Corban University	54	4	1	1		1	44	1	2
George Fox University	192	14	4	9	2		144	7	12
Lewis and Clark College	58	2		2			44	3	7
Linfield College	24	2		2			14	2	4
Marylhurst University	17			1			15		1
Multnomah University	7			1			4	2	
Northwest Christian University	46			2			38		6
Pacific University	135	8	1	3	1		94	5	23
University of Portland	118	1		6		1	96	7	7
Warner Pacific University	18	1					15	2	
Western Governors University	2						2		
ALL TOTALS	2164	101	16	89	19	10	1645	104	180

Source: Oregon Teacher Standards and Practices Commission
 NOTE: Most institutions had students categorized as either Not Specified or Other.

APPENDIX G: ETHNIC DEMOGRAPHICS FOR PRELIMINARY ADMINISTRATOR LICENSURE PROGRAM ENROLLMENT DATA BY PUBLIC AND PRIVATE INSTITUTIONS 2017-18

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	124	11	0	2	0	0	96	1	14
Portland State University	42	10	0	2	0	0	28	1	1
Southern Oregon University	17	1	0	0	0	0	15	0	1
University of Oregon	65	ds	ds	ds	ds	ds	53	ds	12
PRIVATE INSTITUTIONS SUBTOTALS	503	6	2	3	5	0	404	7	76
Concordia University- Oregon	192	5	1	1	4	0	157	5	19
COSA/ Concordia of Chicago	58	0	0	1	0	0	44	1	12
George Fox University	128	ds	0	ds	ds	0	103	Ds	25
Lewis and Clark College	90	Ds	0	ds	ds	0	72	Ds	18
University of Portland	35	6	2	3	5	0	28	1	2
ALL TOTALS	627	17	2	5	5	0	500	8	90

Source: Westat provided by Teacher Standards and Practices Commission

NOTE: The term "ds" indicates data has been suppressed due to low Ns and FERPA requirements.

APPENDIX H: ETHNIC DEMOGRAPHICS FOR 2017-18 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	139	9	1	3			123	1	2
Portland State University	57	6		1			48	1	1
Southern Oregon University	35	1	1				32		1
University of Oregon	47	2		2			43		
PRIVATE INSTITUTIONS SUBTOTALS	193	5	2	6	3	1	169		6
Concordia University	47	1	2		2		40		2
COSA/Concordia-Chicago	45				1		44		
George Fox University	33			5			27		1
Lewis and Clark College	44	2		1		1	37		3
University of Portland	24	2					21		1
ALL TOTALS	332	14	3	9	3	1	292	1	8

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 I: 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 (8/2010-6/25/19)		6,290	5,813	477	92%	8%	257.7
YTD 9/1/2018 - 6/25/2019	All Selections	104	89	15	85.6%	14.4%	247.5
	Asian/Pac Islander	7	Low N	Low N	-	-	Low N
	Hispanic	17	14	3	82.4%	17.6%	237.5
	Multiracial	7	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Undeclared	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	69	61	8	88.4%	11.6%	252.3
	Undeclared	6	Low N	Low N	-	-	Low N
	White (non-Hispanic)	99	88	11	89.0%	11.0%	254.2
2017-18 9/1/17 - 8/31/18	All Selections	187	173	14	92.5%	7.5%	252.6
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	9	Low N	Low N	-	-	Low N
	Hispanic	32	28	4	87.5%	12.5%	242.6
	Multiracial	11	9	2	81.8%	18.2%	231.5
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	4	Low N	Low N	-	-	Low N
	Undeclared	4	Low N	Low N	-	-	Low N
White (non-Hispanic)	124	116	8	93.5%	6.5%	256.8	
2016-17 9/1/16-8/31/17	All Selections	232	200	32	86.2%	13.8%	251.0
	African Amer/ Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	9	Low N	Low N	-	-	Low N
	Hispanic	24	15	9	62.5%	37.5%	231.0
	Multiracial	6	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Other	6	Low N	Low N	-	-	Low N
	Undeclared	10	9	1	90.0%	10.0%	253.5
White (non-Hispanic)	171	154	17	90.1%	9.9%	256.0	

ESSENTIAL ACADEMIC SKILLS I READ	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
8/2010 - 6/25/19	All Selections	6,145	5,813	332	95%	5%	259.3
	African Amer/ Black	59	43	16	73%	27%	231.1
	Asian/Pac Islander	265	220	45	83%	17%	242.1
	Hispanic	382	308	74	81%	19%	240.4
	Multiracial	300	293	7	98%	2%	262.6
	Nat Amer/Amer Ind/AK Nat	65	62	3	95%	5%	254.7
	Other	83	76	7	92%	8%	254.8
	Undeclared	266	260	6	98%	2%	267.2
	White (non-Hispanic)	4,725	4,551	174	96%	4%	261.7

EAS II WRITE	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
All Selections (8/2010-6/25/19)		6,406	5,374	1,032	83.9%	16.1%	239.9
YTD 9/1/18 - 6/25/19	All Selections	102	70	32	68.6%	31.4%	231.2
	Asian/Pac Islander	7	Low N	Low N	-	-	Low N
	Hispanic	22	10	12	45.5%	54.5%	211.4
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	66	51	15	77.3%	22.7%	238.2
	Undeclared	6	Low N	Low N	-	-	Low N
	White (non-Hispanic)	106	86	20	81.0%	19.0%	237.2
2017-18 9/1/17-8/31/18	All Selections	200	167	33	83.5%	16.5%	236.8
	African Amer/ Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	11	9	2	81.8%	18.2%	228.8
	Hispanic	34	21	13	61.8%	38.2%	225.6
	Multiracial	11	8	3	72.7%	27.3%	225.0
	Nat Amer/Amer Ind/AK Nat	4	Low N	Low N	-	-	Low N
	Other	4	Low N	Low N	-	-	Low N
	Undeclared	5	Low N	Low N	-	-	Low N
	White (non-Hispanic)	130	118	12	90.8%	9.2%	241.6

EAS II WRITE	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
2016-17	All Selections	238	190	48	79.8%	20.2%	236.2
9/1/16-8/31/17	African Amer/Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	12	6	6	50.0%	50.0%	204.5
	Hispanic	20	15	5	75.0%	25.0%	220.9
	Multiracial	6	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Other	6	Low N	Low N	-	-	Low N
	Undeclared	13	10	3	76.9%	23.1%	244.5
	White (non-Hispanic)	175	146	29	83.4%	16.6%	240.3
8/2010 - 6/25/19	All Selections	6,102	5,374	728	88.1%	11.9%	242.5
	African Amer/Black	56	36	20	64.3%	35.7%	214.2
	Asian/Pac Islander	256	188	68	73.4%	26.6%	230.5
	Hispanic	379	255	124	67.3%	32.7%	223.5
	Multiracial	295	270	25	91.5%	8.5%	244.8
	Nat Amer/Amer Ind/AK Nat	65	47	18	72.3%	27.7%	232.6
	Other	81	66	15	81.5%	18.5%	239.1
	Undeclared	265	240	25	90.6%	9.4%	248.3
	White (non-Hispanic)	4,705	4,272	433	90.8%	9.2%	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 9/1/18 - 6/25/19	All Selections	106	86	20	81.1%	18.9%	244.8
	Asian/Pac Islander	6	Low N	Low N	-	-	Low N
	Hispanic	20	13	7	65.0%	35.0%	227.5
	Multiracial	6	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	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	69	57	12	82.6%	17.4%	247.0
	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
2017-18	All Selections	185	158	27	85.4%	14.6%	244.3
9/1/17-8/31/18	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	9	Low N	Low N	-	-	Low N
	Hispanic	27	23	4	85.2%	14.8%	240.1
	Multiracial	10	10	0	100.0%	0.0%	248.0
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	6	Low N	Low N	-	-	Low N
	Undeclared	5	Low N	Low N	-	-	Low N
	White (non-Hispanic)	125	109	16	87.2%	12.8%	248.3
	2016-17	All Selections	233	191	42	82.0%	18.0%
9/1/16-8/31/17	African Amer/Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	11	9	2	81.8%	18.2%	249.0
	Hispanic	19	13	6	68.4%	31.6%	237.7
	Multiracial	7	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	11	9	2	81.8%	18.2%	252.5
	White (non-Hispanic)	172	148	24	86.0%	14.0%	250.1
8/2010 - 6/25/19	All Selections	6,040	5,502	538	91.1%	8.9%	253.5
African Amer/Black	52	33	19	63.5%	36.5%	222.6	
Asian/Pac Islander	260	237	23	91.2%	8.8%	258.2	
Hispanic	369	292	77	79.1%	20.9%	238.0	
Multiracial	293	272	21	92.8%	7.2%	255.1	
Nat Amer/Amer Ind/AK Nat	65	48	17	73.8%	26.2%	238.6	
Other	82	61	21	74.4%	25.6%	238.8	
Undeclared	264	245	19	92.8%	7.2%	258.9	
White (non-Hispanic)	4,655	4,314	341	92.7%	7.3%	254.9	

ELEM EDUCATION SUBJECT AREA TEST I	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
All Selections (4/6/17-6/25/19) CS=220		3,493	3,036	457	86.9%	13.1%	242.8
All Selections (8/2010-4/5/17) CS=227		6,611	5,784	827	87.5%	12.5%	247.8
YTD 9/1/18 - 6/25/19	All Selections	1,243	1,053	190	84.7%	15.3%	240.7
	African Amer/Black	19	11	8	57.9%	42.1%	221.7
	Asian/Pac Islander	67	48	19	71.6%	28.4%	228.4
	Hispanic	174	107	67	61.5%	38.5%	220.4
	Multiracial	56	49	7	87.5%	12.5%	240.4
	Nat Amer/Amer Ind/AK Nat	21	18	3	85.7%	14.3%	238.1
	Other	13	11	2	84.6%	15.4%	239.8
	Undeclared	27	25	2	92.6%	7.4%	252.3
	White (non-Hispanic)	866	784	82	90.5%	9.5%	245.8
2017-18 9/1/17- 8/31/18	All Selections	1,534	1,356	178	88.4%	11.6%	244.0
	African Amer/Black	24	15	9	62.5%	37.5%	224.6
	Asian/Pac Islander	101	80	21	79.2%	20.8%	235.7
	Hispanic	189	133	56	70.4%	29.6%	227.7
	Multiracial	63	57	6	90.5%	9.5%	242.0
	Nat Amer/Amer Ind/AK Nat	10	8	2	80.0%	20.0%	233.5
	Other	23	20	3	87.0%	13.0%	237.1
	Undeclared	43	36	7	83.7%	16.3%	249.6
	White (non-Hispanic)	1,081	1,007	74	93.2%	6.8%	248.1
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%	230.8
	Asian/Pac Islander	41	31	10	76%	24%	226.8
	Hispanic	83	57	26	69%	31%	227.0
	Multiracial	29	27	2	93%	7%	255.2
	Nat Amer/Amer Ind/AK Nat	11	10	1	91%	9%	239.3
	Other	16	15	1	94%	6%	240.0
	Undeclared	29	28	1	97%	3%	259.7
	White (non-Hispanic)	497	452	45	91%	9%	247.3

ELEM EDUCATION SUBJECT AREA TEST I	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
2016-17	All Selections	820	701	119	85.5%	14.5%	247.8
9/1/16-4/5/17	African Amer/ Black	7	Low N	Low N	-	-	Low N
	Asian/Pac Islander	48	37	11	77.1%	22.9%	239.2
	Hispanic	68	44	24	64.7%	35.3%	231.9
	Multiracial	23	19	4	82.6%	17.4%	243.7
	Nat Amer/Amer Ind/AK Nat	10	9	1	90.0%	10.0%	248.3
	Other	14	7	7	50.0%	50.0%	224.1
	Undeclared	27	26	1	96.3%	3.7%	259.6
	White (non-Hispanic)	623	553	70	88.8%	11.2%	250.5
4/6/17-6/25/19	All Selections	3,345	3,036	309	91%	9%	245.2
CS = 220	African Amer/ Black	47	33	14	70%	30%	229.7
	Asian/Pac Islander	194	159	35	82%	18%	235.3
	Hispanic	389	297	92	76%	24%	229.9
	Multiracial	144	133	11	92%	8%	245.5
	Nat Amer/Amer Ind/AK Nat	41	36	5	88%	12%	238.0
	Other	48	46	2	96%	4%	241.9
	Undeclared	95	89	6	94%	6%	255.8
	White (non-Hispanic)	2,387	2,243	144	94%	6%	248.5
8/2010 - 4/5/17	All Selections	6,171	5,784	387	93.7%	6.3%	251.0
CS = 227	African Amer/ Black	82	62	20	75.6%	24.4%	238.2
	Asian/Pac Islander	271	238	33	87.8%	12.2%	240.0
	Hispanic	386	333	53	86.3%	13.7%	240.1
	Multiracial	263	252	11	95.8%	4.2%	251.8
	Nat Amer/Amer Ind/AK Nat	41	36	5	87.8%	12.2%	247.9
	Other	80	68	12	85.0%	15.0%	243.0
	Undeclared	253	243	10	96.0%	4.0%	258.0
	White (non-Hispanic)	4,795	4,552	243	94.9%	5.1%	252.4

ELEM EDUCATION SUBJECT AREA TEST II	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
All Selections (4/6/17-6/25/19) CS=220		3,538	3,040	498	85.9%	14.1%	244.4
All Selections (9/12/16-4/5/17) CS=228		816	680	136	83.3%	16.7%	247.6
All Selections (8/2010-9/11/16) CS=228		6,014	5,110	904	85.0%	15.0%	246.7
YTD 9/1/18-6/25/19	All Selections	1,274	1,085	189	85.2%	14.8%	243.1
	African Amer/ Black	18	11	7	61.1%	38.9%	215.4
	Asian/Pac Islander	67	59	8	88.1%	11.9%	245.4
	Hispanic	176	106	70	60.2%	39.8%	221.9
	Multiracial	54	45	9	83.3%	16.7%	241.9
	Nat Amer/Amer Ind/AK Nat	18	11	7	61.1%	38.9%	232.9
	Other	15	12	3	80.0%	20.0%	232.7
	Undeclared	23	22	1	95.7%	4.3%	248.9
	White (non-His- panic)	903	819	84	90.7%	9.3%	247.9
2017-18 9/1/17-8/31/18	All Selections	1,517	1,306	211	86.1%	13.9%	245.0
	African Amer/ Black	23	13	10	56.5%	43.5%	213.0
	Asian/Pac Islander	90	78	12	86.7%	13.3%	245.5
	Hispanic	192	124	68	64.6%	35.4%	224.9
	Multiracial	67	61	6	91.0%	9.0%	251.3
	Nat Amer/Amer Ind/AK Nat	13	12	1	92.3%	7.7%	240.0
	Other	23	16	7	69.6%	30.4%	231.8
	Undeclared	44	35	9	79.5%	20.5%	243.5
	White (non-His- panic)	1,065	967	98	90.8%	9.2%	249.2

Note: Testing times for Elementary Ed II was extended as of 9/12/2016 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	All Selections	747	649	98	86.9%	13.1%	245.7
4/6/17-8/31/17	African Amer/ Black	10	8	2	80.0%	20.0%	232.5
	Asian/Pac Islander	39	33	6	84.6%	15.4%	239.3
	Hispanic	90	63	27	70.0%	30.0%	227.0
	Multiracial	28	24	4	85.7%	14.3%	254.8
	Nat Amer/Amer Ind/AK Nat	11	8	3	72.7%	27.3%	240.2
	Other	15	13	2	86.7%	13.3%	236.6
	Undeclared	30	27	3	90.0%	10.0%	259.2
	White (non-Hispanic)	524	473	51	90.3%	9.7%	248.8
2016-17	All Selections	816	680	136	83.3%	16.7%	247.6
9/12/16-4/5/17	African Amer/ Black	11	7	4	63.6%	36.4%	226.8
	Asian/Pac Islander	36	32	4	88.9%	11.1%	249.8
	Hispanic	60	37	23	61.7%	38.3%	229.6
	Multiracial	21	18	3	85.7%	14.3%	252.6
	Nat Amer/Amer Ind/AK Nat	12	9	3	75.0%	25.0%	242.7
	Other	19	8	11	42.1%	57.9%	222.6
	Undeclared	29	27	2	93.1%	6.9%	255.2
	White (non-Hispanic)	628	542	86	86.3%	13.7%	249.8
2016-17	All Selections	23	17	6	73.9%	26.1%	238.2
9/1/16-9/11/16	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	71.4%	28.6%	241.8

Note: Testing times for Elementary Ed II was extended as of 9/12/2016 with an increase of 15 minutes.

ELEM EDUCATION SUBJECT AREA TEST II	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
4/6/17 - 6/25/19	All Selections	3,388	3,040	348	89.7%	10.3%	247.0
CS = 220	African Amer/Black	45	32	13	71.1%	28.9%	225.5
	Asian/Pac Islander	188	170	18	90.4%	9.6%	247.2
	Hispanic	402	293	109	72.9%	27.1%	230.0
	Multiracial	143	130	13	90.9%	9.1%	251.1
	Nat Amer/Amer Ind/AK Nat	42	31	11	73.8%	26.2%	237.6
	Other	50	41	9	82.0%	18.0%	235.7
	Undeclared	92	84	8	91.3%	8.7%	252.9
	White (non-Hispanic)	2,426	2,259	167	93.1%	6.9%	250.2
9/12/16-4/5/17	All Selections	789	680	109	86%	14%	249.8
CS = 228	African Amer/Black	10	7	3	70%	30%	231.7
	Asian/Pac Islander	34	32	2	94%	6%	253.1
	Hispanic	54	37	17	69%	31%	234.5
	Multiracial	21	18	3	86%	14%	252.6
	Nat Amer/Amer Ind/AK Nat	12	9	3	75%	25%	242.7
	Other	15	8	7	53%	47%	231.5
	Undeclared	29	27	2	93%	7%	255.2
	White (non-Hispanic)	614	542	72	88%	12%	251.6
8/2010 - 9/11/16	All Selections	5,558	5,110	448	91.9%	8.1%	250.7
CS = 228	African Amer/Black	78	48	30	61.5%	38.5%	228.9
	Asian/Pac Islander	251	228	23	90.8%	9.2%	247.9
	Hispanic	343	277	66	80.8%	19.2%	236.5
	Multiracial	252	239	13	94.8%	5.2%	254.0
	Nat Amer/Amer Ind/AK Nat	33	26	7	78.8%	21.2%	241.3
	Other	64	54	10	84.4%	15.6%	241.5
	Undeclared	228	216	12	94.7%	5.3%	258.0
	White (non-Hispanic)	4,309	4,022	287	93.3%	6.7%	252.0

Note: Testing times for Elementary Ed II was extended as of 9/12/2016 with an increase of 15 minutes.

MATHEMATICS	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
All Selections (4/6/17-6/25/19) CS=220		430	344	86	80.0%	20.0%	241.4
All Selections (9/12/16-4/5/17) CS=225		105	84	21	80.0%	20.0%	245.2
All Selections (8/2010-9/11/16) CS=225		1,180	787	393	66.7%	33.3%	232.9
YTD 9/1/18-6/25/19	All Selections	153	124	29	81.0%	19.0%	242.4
	African Amer/ Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	11	11	0	100.0%	0.0%	260.9
	Hispanic	13	9	4	69.2%	30.8%	228.1
	Multiracial	7	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	7	Low N	Low N	-	-	Low N
	White (non-His- panic)	108	90	18	83.3%	16.7%	246.5
2017-18 9/1/17-8/31/18	All Selections	177	138	39	78.0%	22.0%	240.1
	African Amer/ Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	10	9	1	90.0%	10.0%	255.3
	Hispanic	12	8	4	66.7%	33.3%	224.7
	Multiracial	8	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	6	Low N	Low N	-	-	Low N
	White (non-His- panic)	135	104	31	77.0%	23.0%	240.4
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
	Other	4	Low N	Low N	-	-	Low N
	Undeclared	6	Low N	Low N	-	-	Low N
		White (non-His- panic)	76	63	13	82.9%	17.1%

Note: Testing times for Mathematics was extended as of 9/12/2016 with an increase of 15 minutes.

MATHEMATICS	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
2016-17	All Selections	105	84	21	80.0%	20.0%	245.2
9/12/16-4/5/17	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
	White (non-Hispanic)	166	116	50	69.9%	30.1%	236.4
	2016-17	All Selections	1	Low N	Low N	-	-
9/1/16-9/11/16	White (non-Hispanic)	1	Low N	Low N	-	-	Low N
2016-17	All Selections	415	344	71	82.9%	17.1%	243.5
4/6/17 - 6/25/19 CS = 220	African Amer/Black	7	Low N	Low N	-	-	Low N
	Asian/Pac Islander	25	24	1	96.0%	4.0%	260.2
	Hispanic	30	22	8	73.3%	26.7%	229.8
	Multiracial	17	14	3	82.4%	17.6%	236.5
	Nat Amer/Amer Ind/AK Nat	4	Low N	Low N	-	-	Low N
	Other	8	Low N	Low N	-	-	Low N
	Undeclared	18	15	3	83.3%	16.7%	239.3
	White (non-Hispanic)	306	257	49	84.0%	16.0%	245.4
	9/12/16-4/5/17	All Selections	104	84	20	81%	19%
CS = 225	Asian/Pac Islander	10	8	2	80%	20%	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)	75	64	11	85%	15%	249.7
	White (non-Hispanic)	808	607	201	75.1%	24.9%	237.6955446

Note: Testing times for Mathematics was extended as of 9/12/2016 with an increase of 15 minutes.

MATHEMATICS	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
8/2010 - 9/11/2016 CS = 225	All Selections	1,051	787	264	74.9%	25.1%	237.4
	African Amer/Black	4	Low N	Low N	-	-	Low N
	Asian/Pac Islander	59	48	11	81.4%	18.6%	237.2
	Hispanic	35	21	14	60.0%	40.0%	223.7
	Multiracial	59	48	11	81.4%	18.6%	244.9
	Nat Amer/Amer Ind/AK Nat	5	Low N	Low N	-	-	Low N
	Other	17	10	7	58.8%	41.2%	220.2
	Undeclared	63	46	17	73.0%	27.0%	238.6
	White (non-Hispanic)	809	608	201	75.2%	24.8%	237.7

Note: Testing times for Mathematics was extended as of 9/12/2016 with an increase of 15 minutes.

HEALTH	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
All Selections (4/6/17-6/25/19) CS=220		316	309	7	97.8%	2.2%	256.5
All Selections (8/2010-4/5/17) CS=240		723	657	66	90.9%	9.1%	257.2
YTD 9/1/18-6/25/19	All Selections	105	103	2	98.1%	1.9%	258.1
	African Amer/Black	2	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	5	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Undeclared	4	Low N	Low N	-	-	Low N
	White (non-Hispanic)	79	78	1	98.7%	1.3%	260.0
	White (non-Hispanic)	96	74	22	77.1%	22.9%	243.1

HEALTH	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
2017-18	All Selections	132	130	2	98.5%	1.5%	254.9
9/1/17-8/31/18	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	4	Low N	Low N	-	-	Low N
	Hispanic	9	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	4	Low N	Low N	-	-	Low N
	White (non-Hispanic)	107	107	0	100.0%	0.0%	256.5
	2016-17	All Selections	79	76	3	96.2%	3.8%
4/6/17-8/31/17	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	3	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	4	Low N	Low N	-	-	Low N
	White (non-Hispanic)	65	64	1	98.5%	1.5%	257.3
2016-17	All Selections	58	53	5	91.4%	8.6%	257.9
9/1/16-4/5/17	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

HEALTH	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
4/6/17-6/25/19	All Selections	315	309	6	98%	2%	256.7
CS = 220	African Amer/Black	4	Low N	Low N	-	-	Low N
	Asian/Pac Islander	12	12	0	100%	0%	251.2
	Hispanic	18	15	3	83%	17%	239.9
	Multiracial	12	11	1	92%	8%	246.3
	Nat Amer/Amer Ind/AK Nat	4	Low N	Low N	-	-	Low N
	Other	2	Low N	Low N	-	-	Low N
	Undeclared	12	12	0	100%	0%	270.5
	White (non-Hispanic)	251	249	2	99%	1%	257.8
8/2010 - 4/5/17	All Selections	693	657	36	94.8%	5.2%	258.5
CS = 240	African Amer/Black	5	Low N	Low N	-	-	Low N
	Asian/Pac Islander	19	19	0	100.0%	0.0%	253.6
	Hispanic	27	24	3	88.9%	11.1%	248.8
	Multiracial	38	36	2	94.7%	5.3%	256.9
	Nat Amer/Amer Ind/AK Nat	8	Low N	Low N	-	-	Low N
	Other	8	Low N	Low N	-	-	Low N
	Undeclared	45	44	1	97.8%	2.2%	265.1
	White (non-Hispanic)	543	516	27	95.0%	5.0%	258.9

MG ELA	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
All Selections (4/6/17-6/25/19)		148	144	4	97.3%	2.7%	259.1
CS=220							
All Selections (8/2010-4/5/17)		1,078	1,045	33	96.9%	3.1%	260.6
CS=222							
YTD	All Selections	35	34	1	97.1%	2.9%	261.4
9/1/18-6/25/19	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
	Other	1	Low N	Low N	-	-	Low N
	Undeclared	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	26	26	0	100.0%	0.0%	264.1
	White (non-Hispanic)	96	74	22	77.1%	22.9%	243.1

MG ELA	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
2017-18	All Selections	77	75	2	97.4%	2.6%	259.2
9/1/2017-8/31/2018	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	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	3	Low N	Low N	-	-	Low N
	White (non-Hispanic)	60	60	0	100.0%	0.0%	264.4
2016-17	All Selections	36	35	1	97.2%	2.8%	256.6
4/6/17-8/31/17	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
2016-17	All Selections	35	33	2	94.3%	5.7%	256.5
9/1/16-4/5/17	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
4/6/17-6/25/19	All Selections	147	144	3	98%	2%	259.4
CS = 220	African Amer/Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	5	Low N	Low N	-	-	Low N
	Hispanic	9	Low N	Low N	-	-	Low N
	Multiracial	3	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	4	Low N	Low N	-	-	Low N
	Undeclared	7	Low N	Low N	-	-	Low N
	White (non-Hispanic)	115	115	0	100%	0%	262.8

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	97.8%	2.2%	261.1
	African Amer/ Black	12	9	3	75.0%	25.0%	248.8
	Asian/Pac Islander	17	16	1	94.1%	5.9%	254.4
	Hispanic	39	34	5	87.2%	12.8%	247.1
	Multiracial	51	49	2	96.1%	3.9%	260.3
	Nat Amer/Amer Ind/AK Nat	10	10	0	100.0%	0.0%	258.0
	Other	16	15	1	93.8%	6.3%	260.1
	Undeclared	71	70	1	98.6%	1.4%	262.9
	White (non-Hispanic)	852	842	10	98.8%	1.2%	262.0

MG GEN SCI	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
All Selections (4/6/17-6/25/19) CS=220		155	141	14	91.0%	9.0%	245.5
All Selections (8/2010-4/5/17) CS=228		519	437	82	84.2%	15.8%	248.6
YTD 9/1/18-6/25/19	All Selections	46	43	3	93.5%	6.5%	244.9
	African Amer/ Black	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	2	Low N	Low N	-	-	Low N
	Undeclared	4	Low N	Low N	-	-	Low N
	White (non-Hispanic)	35	33	2	94.3%	5.7%	244.9
	White (non-Hispanic)	42	41	1	97.6%	2.4%	253.9
2017-18 9/1/17-8/31/18	All Selections	74	68	6	91.9%	8.1%	247.4
	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
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	4	Low N	Low N	-	-	Low N
	Undeclared	3	Low N	Low N	-	-	Low N
White (non-Hispanic)	58	55	3	94.8%	5.2%	250.8	

MG GEN SCI	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
2016-17	All Selections	35	30	5	85.7%	14.3%	242.6
4/6/17-8/31/17	African Amer/Black	1	Low N	Low N	-	-	Low N
	Hispanic	1	Low N	Low N	-	-	Low N
	Multiracial	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
2016-17	All Selections	35	30	5	85.7%	14.3%	249.5
9/1/16-4/5/17	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
4/6/17 - 6/25/19 CS = 220	All Selections	154	141	13	92%	8%	246.1
	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	7	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	3	Low N	Low N	-	-	Low N
	Other	6	Low N	Low N	-	-	Low N
	Undeclared	11	11	0	100%	0%	254.0
	White (non-Hispanic)	121	112	9	93%	7%	247.4
8/2010 - 4/5/17 CS = 228	All Selections	495	437	58	88.3%	11.7%	250.5
	African Amer/Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	11	9	2	81.8%	18.2%	246.2
	Hispanic	18	14	4	77.8%	22.2%	238.2
	Multiracial	24	24	0	100.0%	0.0%	263.0
	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	88.1%	11.9%	255.6
	White (non-Hispanic)	393	347	46	88.3%	11.7%	250.0

MIDDLE GRADES MATH SUBJECT TEST	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
All Selections (4/6/17-6/25/19) CS=220		447	333	114	74.5%	25.5%	234.9
All Selections (9/12/16-4/5/17) CS=225		88	68	20	77.3%	22.7%	234.5
All Selections (8/2010-9/11/16) CS=225		1,672	954	718	57.1%	42.9%	225.7
YTD 9/1/18-6/25/19	All Selections	131	104	27	79.4%	20.6%	237.5
	African Amer/ Black	3	Low N	Low N	-	-	Low N
	Asian/Pac Islander	5	Low N	Low N	-	-	Low N
	Hispanic	15	10	5	66.7%	33.3%	232.7
	Multiracial	5	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	5	Low N	Low N	-	-	Low N
	White (non-His- panic)	95	79	16	83.2%	16.8%	237.3
2017-18 9/1/17-8/31/18	All Selections	200	151	49	75.5%	24.5%	236.1
	African Amer/ Black	4	Low N	Low N	-	-	Low N
	Asian/Pac Islander	12	10	2	83.3%	16.7%	247.3
	Hispanic	14	9	5	64.3%	35.7%	224.7
	Multiracial	7	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	4	Low N	Low N	-	-	Low N
	Other	4	Low N	Low N	-	-	Low N
	Undeclared	8	Low N	Low N	-	-	Low N
	White (non-His- panic)	147	110	37	74.8%	25.2%	236.4
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
	Asian/Pac Islander	2	Low N	Low N	-	-	Low N
	Hispanic	15	7	8	46.7%	53.3%	219.6
	Multiracial	3	Low N	Low N	-	-	Low N
	Other	4	Low N	Low N	-	-	Low N
	Undeclared	4	Low N	Low N	-	-	Low N
	White (non-His- panic)	84	60	24	71.4%	28.6%	231.9

Note: Testing times for Middle Grades Mathematics was extended as of 9/12/2016 with an increase of 15 minutes.

MIDDLE GRADES MATH SUBJECT TEST	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
2016-17	All Selections	88	68	20	77.3%	22.7%	234.5
9/12/16-4/5/17	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	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	66	52	14	78.8%	21.2%	235.9
2016-17	All Selections	3	Low N	Low N	-	-	Low N
9/1/16-9/11/16	Undeclared	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	2	Low N	Low N	-	-	Low N
4/6/17 - 6/25/19	All Selections	427	333	94	78.0%	22.0%	236.9
CS = 220	African Amer/Black	10	5	5	50.0%	50.0%	208.9
	Asian/Pac Islander	19	16	3	84.2%	15.8%	247.5
	Hispanic	40	26	14	65.0%	35.0%	228.9
	Multiracial	14	12	2	85.7%	14.3%	243.1
	Nat Amer/Amer Ind/AK Nat	5	Low N	Low N	-	-	Low N
	Other	9	Low N	Low N	-	-	Low N
	Undeclared	18	16	2	88.9%	11.1%	254.3
	White (non-Hispanic)	312	249	63	79.8%	20.2%	237.2

Note: Testing times for Middle Grades Mathematics was extended as of 9/12/2016 with an increase of 15 minutes.

MIDDLE GRADES MATH SUBJECT TEST	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
9/12/2016 - 4/5/2017 CS = 225	All Selections	88	68	20	77%	23%	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%	20%	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	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	66	52	14	79%	21%	236.2
8/2010 - 9/11/2016 CS = 225	All Selections	1,456	954	502	65.5%	34.5%	229.7
	African Amer/Black	10	5	5	50.0%	50.0%	211.0
	Asian/Pac Islander	56	42	14	75.0%	25.0%	233.5
	Hispanic	63	31	32	49.2%	50.8%	218.2
	Multiracial	68	55	13	80.9%	19.1%	235.9
	Nat Amer/Amer Ind/AK Nat	16	8	8	50.0%	50.0%	215.8
	Other	23	13	10	56.5%	43.5%	224.6
	Undeclared	77	55	22	71.4%	28.6%	236.3
	White (non-Hispanic)	1,143	745	398	65.2%	34.8%	229.8

Note: Testing times for Middle Grades Mathematics was extended as of 9/12/2016 with an increase of 15 minutes.

MG SOC SCI	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
4/6/17-6/25/19 CS = 220	All Selections	158	123	35	77.8%	22.2%	233.6
	Asian/Pac Islander	5	Low N	Low N	-	-	Low N
	Hispanic	12	7	5	58.3%	41.7%	210.1
	Multiracial	4	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	8	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)	121	104	17	86.0%	14.0%	239.4

MG SOC SCI	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
8/2010 - 4/5/2017 CS = 237	All Selections	822	657	165	79.9%	20.1%	240.8
	African Amer/Black	16	8	8	50.0%	50.0%	226.5
	Asian/Pac Islander	17	9	8	52.9%	47.1%	222.5
	Hispanic	25	16	9	64.0%	36.0%	227.4
	Multiracial	28	20	8	71.4%	28.6%	239.8
	Nat Amer/Amer Ind/AK Nat	9	Low N	Low N	-	-	Low N
	Other	10	7	3	70.0%	30.0%	223.8
	Undeclared	69	61	8	88.4%	11.6%	245.8
	White (non-Hispanic)	648	530	118	81.8%	18.2%	242.0

MUSIC	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
8/2010 - 6/25/2019 CS = 220	All Selections	726	715	11	98.5%	1.5%	259.4
	African Amer/Black	11	11	0	100.0%	0.0%	251.9
	Asian/Pac Islander	21	21	0	100.0%	0.0%	259.9
	Hispanic	27	27	0	100.0%	0.0%	263.7
	Multiracial	77	77	0	100.0%	0.0%	260.8
	Nat Amer/Amer Ind/AK Nat	2	Low N	Low N	-	-	Low N
	Other	11	11	0	100.0%	0.0%	268.2
	Undeclared	36	35	1	97.2%	2.8%	257.2
	White (non-Hispanic)	541	531	10	98.2%	1.8%	259.2

PHYS ED	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
4/6/2017-6/26/2019 CS = 220	All Selections	351	333	18	94.9%	5.1%	247.3
	African Amer/Black	8	Low N	Low N	-	-	Low N
	Asian/Pac Islander	9	Low N	Low N	-	-	Low N
	Hispanic	27	23	4	85.2%	14.8%	240.0
	Multiracial	9	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	6	Low N	Low N	-	-	Low N
	Other	5	Low N	Low N	-	-	Low N
	Undeclared	13	13	0	100.0%	0.0%	255.2
	White (non-Hispanic)	274	268	6	97.8%	2.2%	248.9
8/2010 - 4/5/2017 CS = 224	All Selections	838	804	34	95.9%	4.1%	247.8
	African Amer/Black	16	11	5	68.8%	31.3%	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	43	43	0	100.0%	0.0%	246.1
	Nat Amer/Amer Ind/AK Nat	10	9	1	90.0%	10.0%	245.2
	Other	6	Low N	Low N	-	-	Low N
	Undeclared	40	39	1	97.5%	2.5%	250.7
	White (non-Hispanic)	671	653	18	97.3%	2.7%	248.9

PHYSICS	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
4/6/2017-6/26/2019 CS = 220	All Selections	67	67	0	100.0%	0.0%	267.6
	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	3	Low N	Low N	-	-	Low N
	Hispanic	4	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
	Undeclared	2	Low N	Low N	-	-	Low N
	White (non-Hispanic)	53	53	0	100.0%	0.0%	269.7

PHYSICS	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
8/2010 - 4/5/2017 CS = 232	All Selections	157	146	11	93.0%	7.0%	267.3
	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	83.3%	16.7%	267.2
	White (non-Hispanic)	130	123	7	94.6%	5.4%	267.8
SCH COUNS	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
4/6/2017-6/26/2019 CS = 220	All Selections	89	88	1	98.9%	1.1%	260.1
	African Amer/ Black	2	Low N	Low N	-	-	Low N
	Asian/Pac Islander	7	Low N	Low N	-	-	Low N
	Hispanic	12	11	1	91.7%	8.3%	250.1
	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	1	Low N	Low N	-	-	Low N
	White (non-Hispanic)	57	57	0	100.0%	0.0%	262.5
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	94.1%	5.9%	245.0
	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	99.6%	0.4%	260.7

SCH LIB MED	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
4/6/2017-6/26/2019 CS = 220	All Selections	154	154	0	100.0%	0.0%	265.2
	Asian/Pac Islander	4	Low N	Low N	-	-	Low N
	Hispanic	6	Low N	Low N	-	-	Low N
	Multiracial	8	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)	127	127	0	100.0%	0.0%	266.0

SOCIAL SCIENCE	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
4/6/2017-6/26/2019 CS = 220	All Selections	684	603	81	88.2%	11.8%	243.0
	African Amer/Black	8	Low N	Low N	-	-	Low N
	Asian/Pac Islander	15	11	4	73.3%	26.7%	236.8
	Hispanic	53	42	11	79.2%	20.8%	230.9
	Multiracial	23	19	4	82.6%	17.4%	235.6
	Nat Amer/Amer Ind/AK Nat	16	10	6	62.5%	37.5%	226.3
	Other	17	12	5	70.6%	29.4%	235.5
	Undeclared	30	27	3	90.0%	10.0%	249.8
	White (non-Hispanic)	522	476	46	91.2%	8.8%	245.3
8/2010 - 4/5/2017 CS = 237	All Selections	1,894	1,513	381	79.9%	20.1%	246.8
		1	Low N	Low N	-	-	Low N
	African Amer/Black	21	14	7	66.7%	33.3%	233.1
	Asian/Pac Islander	28	12	16	42.9%	57.1%	228.9
	Hispanic	50	28	22	56.0%	44.0%	234.5
	Multiracial	139	114	25	82.0%	18.0%	248.2
	Nat Amer/Amer Ind/AK Nat	21	16	5	76.2%	23.8%	235.0
	Other	27	19	8	70.4%	29.6%	240.9
	Undeclared	125	109	16	87.2%	12.8%	250.2
	White (non-Hispanic)	1,482	1,201	281	81.0%	19.0%	247.6

SPANISH SUBJECT AREA TEST	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
4/6/2017-6/26/2019 CS = 220	All Selections	192	145	47	75.5%	24.5%	\$240.4
	African Amer/Black	1	Low N	Low N	-	-	Low N
	Asian/Pac Islander	1	Low N	Low N	-	-	Low N
	Hispanic	78	68	10	87.2%	12.8%	\$248.9
	Multiracial	5	Low N	Low N	-	-	Low N
	Nat Amer/Amer Ind/AK Nat	1	Low N	Low N	-	-	Low N
	Other	5	Low N	Low N	-	-	Low N
	Undeclared	9	Low N	Low N	-	-	Low N
	White (non-Hispanic)	92	63	29	68.5%	31.5%	\$233.7
8/2010 - 4/5/2017 CS = 223	All Selections	668	444	224	66.5%	33.5%	\$230.8
	African Amer/Black	5	Low N	Low N	-	-	Low N
	Asian/Pac Islander	9	Low N	Low N	-	-	Low N
	Hispanic	194	159	35	82.0%	18.0%	\$244.2
	Multiracial	35	22	13	62.9%	37.1%	\$224.8
	Nat Amer/Amer Ind/AK Nat	4	Low N	Low N	-	-	Low N
	Other	6	Low N	Low N	-	-	Low N
	Undeclared	51	30	21	58.8%	41.2%	\$228.1
	White (non-Hispanic)	364	220	144	60.4%	39.6%	\$225.6
SPEC ED	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
4/6/2017-6/26/2019 CS = 220	All Selections	867	848	19	97.8%	2.2%	261.0
	African Amer/Black	12	7	5	58.3%	41.7%	228.8
	Asian/Pac Islander	27	25	2	92.6%	7.4%	254.3
	Hispanic	39	38	1	97.4%	2.6%	254.9
	Multiracial	27	27	0	100.0%	0.0%	258.3
	Nat Amer/Amer Ind/AK Nat	9	Low N	Low N	-	-	Low N
	Other	15	14	1	93.3%	6.7%	252.6
	Undeclared	38	38	0	100.0%	0.0%	263.6
	White (non-Hispanic)	700	690	10	98.6%	1.4%	262.4

SPEC ED	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
8/2010 - 4/5/2017 CS = 228	All Selections	1,925	1,890	35	98.2%	1.8%	260.8
	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	177	173	4	97.7%	2.3%	263.0
	Nat Amer/Amer Ind/AK Nat	22	22	0	100.0%	0.0%	259.2
	Other	26	24	2	92.3%	7.7%	255.1
	Undeclared	113	112	1	99.1%	0.9%	261.9
	White (non-Hispanic)	1,451	1,429	22	98.5%	1.5%	261.6

CIVIL RIGHTS TEST	ETHNICITY	# TAKERS	# PASS	# NOT PASS	% PASS	% NOT PASS	MEAN TOTAL SCALED SCORE
4/2009-6/26/2019	All Selections	35,567	35,451	116	99.7%	0.3%	281.0
	American Indian/Alaskan Native	369	364	5	98.6%	1.4%	274.9
	Asian/Asian American/Asian Indian	1,269	1,245	24	98.1%	1.9%	280.4
	Black/African American (non-Hispanic)	481	471	10	97.9%	2.1%	274.6
	Hispanic	2,272	2,236	36	98.4%	1.6%	280.8
	Multi-racial	976	974	2	99.8%	0.2%	273.1
	N/A	913	913	0	100.0%	0.0%	284.7
	Pacific Islander/Pacific Islander American	1,025	1,023	2	99.8%	0.2%	282.7
	Undeclared	568	567	1	99.8%	0.2%	281.8
	White (not of Hispanic origin)	27,694	27,658	36	99.9%	0.1%	Low N
4/2005-2/2009	All Selections	1	Low N	Low N	-	-	Low N
	Black/African Amer (non-Hispanic)	1	Low N	Low N	-	-	

