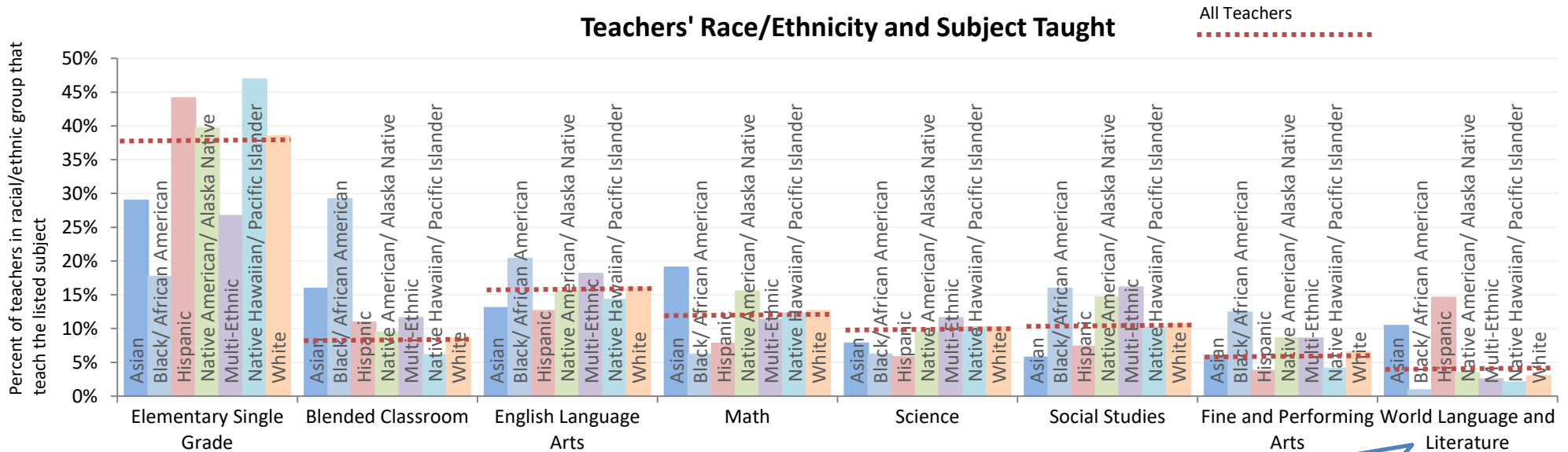


Teachers and Subjects Taught

Race/Ethnicity

Teachers of certain racial/ethnic groups teach subjects at different rates. The most notable disparities were in math and world languages and literature. 6% of the Black/African American and 8% of the Hispanic public teacher population teaches math, compared to 12% of the overall teacher population and 19% of the Asian and 16% of the Native American/Alaska Native public teacher population.

Only 18% of the Black/African American public teacher population in Oregon teaches in single grade classes (e.g. Kindergarten, first grade, etc.), while 29% of this population teaches in a blended (e.g. third and fourth grade split) elementary classroom setting. This differs from the overall teacher population, of whom 38% teach in a standard elementary single grade class and only 9% teach in a blended elementary class.¹



2

10% of the Asian and 15% of the Hispanic public teacher population teaches World Languages and Literature, compared to only 4% of the overall teaching population.

¹ Data are derived from the 2015-2016 Staff Position and Class Roster data collections. The total population of teachers is: Asian = 383; Black/African American = 113; Hispanic = 1,015; American Indian/Alaska Native = 116; Multi-Ethnic = 397; Native Hawaiian/Pacific Islander = 49; White = 20,628. Black/African American teachers are concentrated in a few larger districts that do report more blended classrooms than other districts.

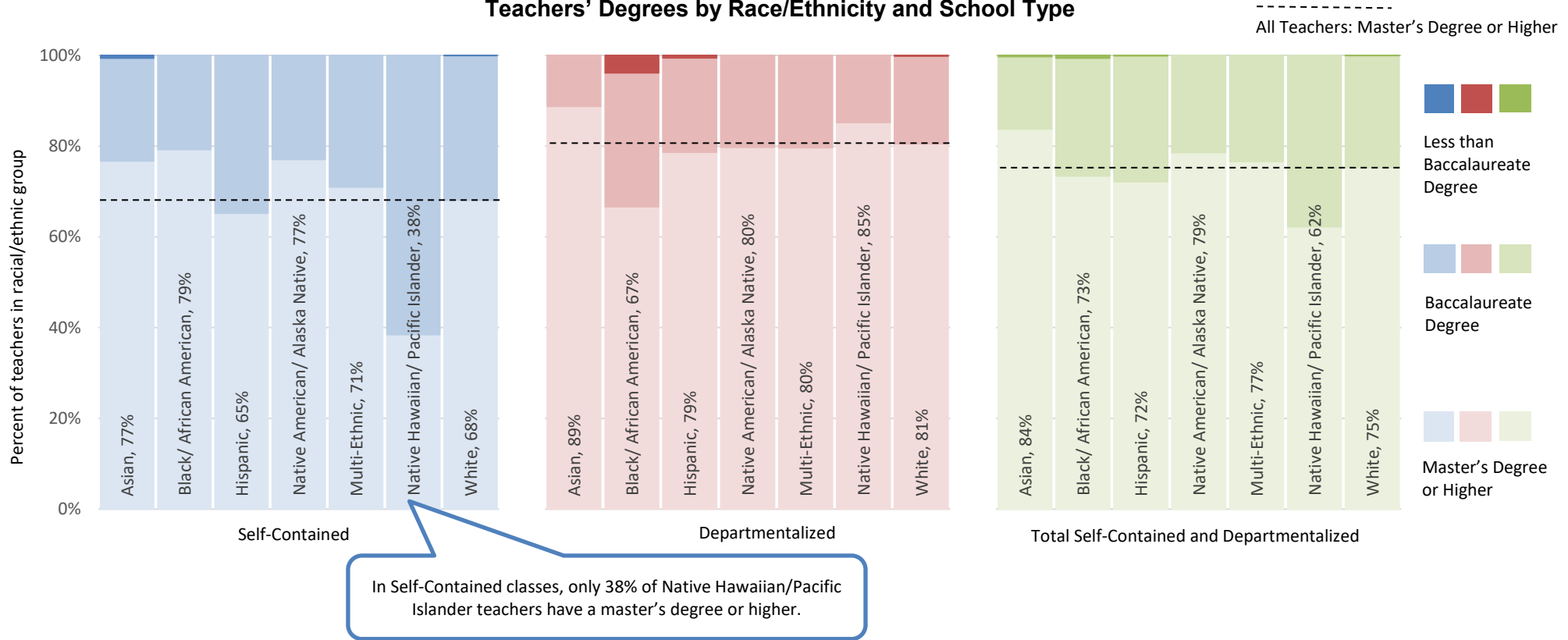
² Single grade, self-contained middle school classes and multiple subject classes were excluded from this chart.

Level of Staff Education

84% of Asian teachers have a master's degree or higher, compared to 75% for the overall teacher population, while only 62% of Native Hawaiian/Pacific Islander teachers have a master's degree or higher.³

Self-contained classes have fewer teachers who have attained a master's degree or higher than departmentalized classes (68% of overall teachers in self-contained classes and 81% in departmentalized classes). Since a larger percentage of Asian teachers teach departmentalized math and a larger percentage of Native Hawaiian/Pacific Islander teachers teach self-contained classes (which is less likely to require a higher level degree), there appears to be some correlation between race/ethnicity of teachers, the degrees they pursue, and the types of classes they teach.

Teachers' Degrees by Race/Ethnicity and School Type

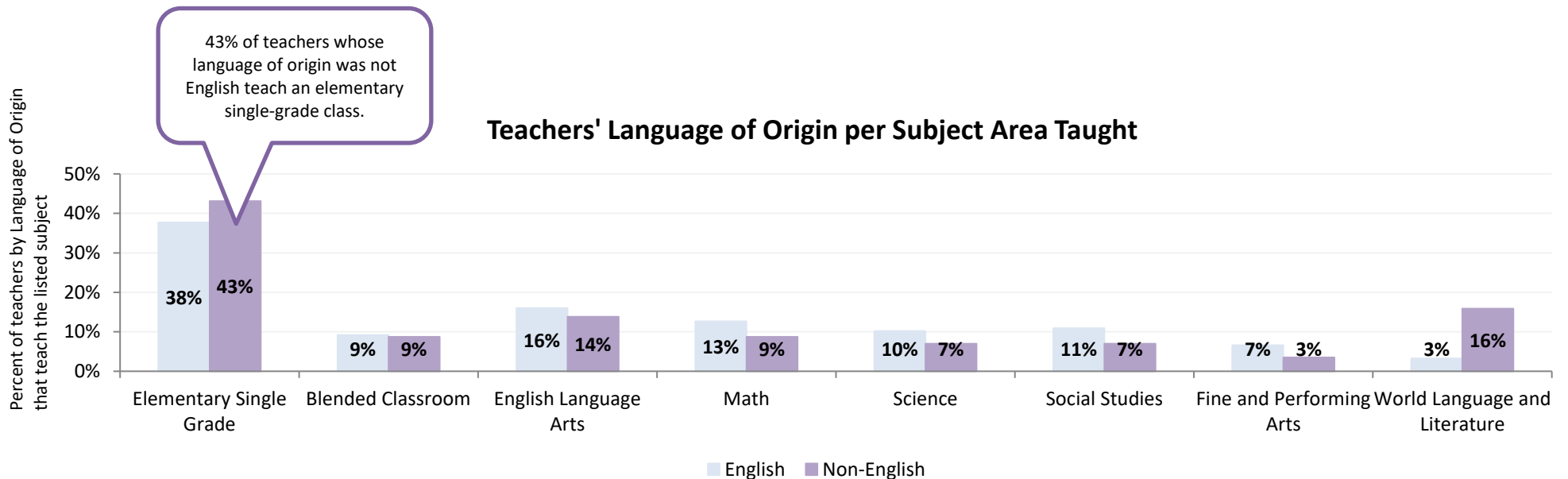


³ 25,890 total teachers were included in these calculations, pulled from the 2015-2016 Staff Position Collection. Total Counts: Asian = 426; Black/African American = 131; Hispanic = 1,145; Native American/Alaska Native = 145; Multi-Ethnic = 462; Native Hawaiian/Pacific Islander = 53; White = 23,528.

Language of Origin

A higher percentage of teachers whose language of origin was not English teach in elementary single grade classes and world language/literature classes, compared with the percentage of all teachers who teach in those subject areas. This is especially significant for world language/literature, where 16% of staff whose language of origin is not English teach in this subject area, compared to only 4% of all teachers.

Fewer teachers whose language of origin is not English teach in the areas of English/language arts, math, science, social studies, and fine/performing arts.⁴ Overall, 2.5% of teachers' primary languages were non-English.



⁴ The total teacher count for English as a language of origin is 19,289; for non-English as a language of origin it is 573; and 2,839 teachers declined to report a language of origin. Data are derived from the 2015-2016 Staff Position and the 2015-2016 Class Roster collections.

⁵ Single grade, self-contained middle school classes and multiple subject classes were excluded from this chart.