

Instructions for Using the Teacher Diversity District Tool to Generate District Reports

An effective, diverse teaching force could help states and districts improve students’ academic performance and education outcomes. Studies indicate that Asian, Black, and White students who are taught by a teacher of the same race or ethnicity have higher test scores.[[1]](#endnote-1) Research also finds that Black students who are taught by a Black teacher are more likely to graduate high school and enroll in college, and that students of all races and ethnicities who are taught by a Black teacher or a teacher of the same race or ethnicity have fewer suspensions and expulsions.[[2]](#endnote-2) However, districts’ teacher workforces often lack diversity.

The Teacher Diversity District Tool is designed to help staff from state education agencies support districts in identifying gaps in the diversity of their teacher workforces. The tool generates reports that provide the racial and ethnic makeup of a district’s student and teacher populations and its retention rates at specified intervals. The tool provides the option to focus exclusively on teacher retention rates among teachers who received effective evaluation ratings because those teachers might have a greater ability to improve student outcomes and thus might be especially important to retain. Although the tool was created with three- and five-year retention rates in mind, it can be used to show retention rates based on any time periods.

The tool can generate reports for any number of districts. The time needed to generate the reports depends on the availability of the necessary data. Inputting the data could take as little as 30 minutes if the data are readily available or an hour or more if the data must be developed first. After gathering and entering the necessary data, generating the profiles should take one to two minutes for every five districts.

The Teacher Diversity District Tool includes four components:

1. This instructions document, which explains how to compile the data and produce the district reports
2. **Diversity\_Report\_Data\_Template.xlsx**, an Excel file that state education agency staff will complete with data for each district
3. **Diversity\_Report\_Tool.docm**, a Word document that state education agency staff will use to initiate report generation
4. **Diversity\_Report\_Profile\_Template.docx**, a Word document that contains the text and figures the tool will update with information for each district. This document does not require editing and must be saved in the same folder as **Diversity\_Report\_Tool.docm**.

The remainder of this document describes the two steps involved in using the Teacher Diversity District Tool to generate district reports.

Step 1: Fill in the *Diversity\_Report\_Data\_Template.xlsx* file

The **Diversity\_Report\_Data\_Template.xlsx** file includes six sheets shown in the bottom of the Excel window: (1) Report setup, (2) Student demographics, (3) Teacher demographics, (4) Baseline hires, (5) Retention P1, and (6) Retention P2. For all sheets, please note the following:

* Do not rename any of the sheets, otherwise the tool will not run.
* Do not edit cells with red text.
* Decide if you want to show retention rates for all teachers or only those with effective evaluation ratings. If you decide to show retention rates for only teachers with effective evaluation ratings, determine how you will define an effective rating. If a district’s teacher evaluation system has more than two rating categories, combine rating categories as needed to reflect your definition. For example, for a district whose rating categories are *highly effective*, *effective*, *needs improvement*, and *ineffective*, the *effective* and *highly effective* rating categories could be combined.

The instructions below walk through the steps for each sheet.

#### Report setup sheet

* In column A, enter the names of the districts for which you would like to generate reports. The order of the district names in column A will determine the order of the districts in all other sheets.
* In column B, enter the race/ethnicity categories you would like to show in the reports. The template automatically includes White, Black, Hispanic, Asian, and Other. You can add, remove, or edit the race/ethnicity categories.
  + The categories in column B will become the horizontal-axis labels for the figures in each district report.
  + The figures will be most legible when there are six or fewer race/ethnicity categories in Column B.
* In column C, choose the baseline year of your data from the drop-down menu. The baseline year is the year from which you start calculating retention. For example, if you are measuring the three- and five-year retention rates of all teachers hired in 2014–2015, then 2014–2015 is the baseline year.
* In column D, from the drop-down menu, choose the first year at which you will measure retention rates. For example, if you would like to report the three-year retention rates of teachers hired in 2014–2015, select the year 2017–2018 from the drop-down menu.
* In column E, from the drop-down menu, choose the second year at which you will measure retention rates. For example, if you want to report the five-year retention rate of teachers hired in 2014–2015, select 2019–2020 from the drop-down menu. This year should also match the year of the district teacher and student demographic data that you want to show in the reports.

#### Student demographics sheet

* Enter the percentage of students of each race/ethnicity for the year you selected in column E in the Report setup sheet. Enter the statewide averages in row 3. If you do not wish to show statewide averages in the reports, leave row 3 blank. For each district, enter the percentages in the row that aligns with the district name in column A.
  + Enter the percentages without a percent sign. The cells are already formatted as percentages, so the percent sign will automatically appear. For example, if 25 percent of students are Black, enter 25 in the relevant column.

#### Teacher demographics sheet

* Enter the percentage of teachers of each race/ethnicity for the year you selected in column E in the Report setup sheet. Enter the statewide averages in row 3. If you do not wish to show statewide averages in the reports, leave row 3 blank. For each district, enter the data in the row that aligns with the district name in column A.
  + Enter the percentages without a percent sign. The cells are already formatted as percentages, so the percent sign will automatically appear. For example, if 5 percent of teachers are Asian, enter 5 in the relevant column.

#### Baseline hires sheet

* Enter the number of new teachers (or full-time equivalents) of each race/ethnicity who were hired in the baseline year you selected in column C in the Report setup sheet. Enter statewide data in row 3. If you do not wish to show statewide averages in the reports, leave row 3 blank. For each district, enter the number of new teachers (or full-time equivalents) in the row that aligns with the district name in column A.
  + If you want to show retention rates for only teachers with effective evaluation ratings, only enter the numbers of new teachers (or full-time equivalents) of each race/ethnicity hired in the baseline year who received effective evaluation ratings in that school year.

#### Retention P1 sheet

* Enter the number of new teachers (or full-time equivalents) of each race/ethnicity who were hired in the baseline year you selected in column C in the Report setup sheet who were still teaching in the district in the year you selected in column D in the Report setup sheet. Enter statewide data in row 3. If you do not wish to show statewide averages in the reports, leave row 3 blank. For each district, enter the data in the row that aligns with the district name in column A.
  + If you want to show retention rates for only teachers with effective evaluation ratings, only enter the numbers of new teachers (or full-time equivalents) of each race/ethnicity hired in the baseline year who received effective evaluation ratings in the baseline school year and were still teaching in the district in the year you selected in column D in the Report setup sheet.

#### Retention P2 sheet

* Enter the number of new teachers (or full-time equivalents) of each race/ethnicity who were hired in the baseline year you selected in column C in the Report setup sheet who were still teaching in the district in the year you selected in column E in the Report setup sheet. Enter statewide data in row 3. If you do not wish to show statewide averages in the reports, leave row 3 blank. For each district, enter the data in the row that aligns with the district name in column A.
  + If you want to show retention rates for only teachers with effective evaluation ratings, only enter the numbers of new teachers (or full-time equivalents) of each race/ethnicity hired in the baseline year who received effective evaluation ratings in the baseline school year and were still teaching in the district in the year you selected in column E in the Report setup sheet.

Step 2: Generate reports for each district

After entering data for each district in the **Diversity\_Report\_Data\_Template.xlsx** file, you will use **Diversity\_Report\_Tool.docm** to generate reports for each district.

Unless instructed to do so below, do not edit the text in the Word document.

Open the document **Diversity\_Report\_Tool.docm**. If prompted by a security message, select the “Enable Content” button in the yellow ribbon at the top of the document, then select Yes to trust the document.

#### Prepare to generate reports

* Choose Yes or No in the box asking, “Do you want to show retention rates only for teachers who received effective evaluation ratings?” to indicate whether the district reports will show retention rates only for teachers with effective ratings.
* If you selected Yes, fill in the shaded box with your definition of teacher effectiveness. The definition will be added to a footnote in the district reports.
  + If districts’ teacher evaluation systems have more than two rating categories (for example, highly effective, effective, needs improvement, and ineffective) and you determine that more than one rating category reflects an effective evaluation rating (for example, highly effective and effective), indicate this in the shaded definition box. For example: “Highly effective and effective were considered effective teacher evaluation ratings.” If district teacher evaluation systems vary in the number or names of categories and you want to define an effective evaluation differently across the districts, you could run this tool in batches of districts, grouped by those with similar evaluation categories.
* Choose Yes or No in the box asking, “Do you want to include statewide figures in the districts reports?” to indicate whether the reports will include figures for the statewide data alongside the district figures for both demographics and teacher retention rates.
* Ensure **Diversity\_Report\_Profile\_Template.docx** is saved in the same folder as this document.

#### Generate reports

* Close all other Microsoft Office applications. The reports will generate more quickly and reliably if other Microsoft Office applications are closed.
* Click the orange “Create reports” button toward the bottom of the **Diversity\_Report\_Tool.docm** document.
* As prompted, navigate to and select **Diversity\_Report\_Data\_Template.xlsx.** This will initiate the report automation.
* When the message “Reports successfully generated!” appears, the reports are complete.
* Two sets of files will be created:
  + Reports for each district. These will save to “<current directory>/Profile\_Output/<district name>.docx.”
  + Raw data of the reports’ figures, one for each district, one sheet for each figure. These will save to “<current directory>/Profile\_Raw\_Data/<district name>.xlsx.” These workbooks contain the exact numeric values for the figures in the district reports and can be used for further data exploration.

#### Troubleshooting tips

* If prompted by a security message, select the “Enable Content” button in the yellow ribbon at the top of the document, then select Yes to trust the document.
* Avoid selecting, opening, or closing any windows that appear while the reports are being generated, as this will cause the tool to crash.
* Avoid using cut, copy, and paste while the reports are being generated.
* If the tool encounters an issue and you have addressed the above troubleshooting steps, create a stand-alone folder directory on your local drive (for example, "C:\Diversity\_Reports"). Save this document, as well as **Diversity\_Report\_Profile\_Template.docx** and **Diversity\_Report\_Data\_Template.xlsx**, to the new folder directory. Re-open this document in the new location and click the "Create reports" button again."

contact information for Regional Educational Laboratory Mid-Atlantic

If you have questions or technical issues, please contact REL Mid-Atlantic at [RELmidatlantic@mathematica-mpr.com](mailto:RELmidatlantic@mathematica-mpr.com).

1. Dee, T. S. (2004). Teachers, race, and student achievement in a randomized experiment. *Review of Economics and Statistics*, *86*(1), 195–210. <https://www.mitpressjournals.org/doi/pdf/10.1162/003465304323023750>

   Egalite, A. J., Kisida, B., & Winters, M. A. (2015). *Representation in the classroom: The effect of own-race teachers on student achievement* (Working Paper No. PEPG 14-07). Harvard Kennedy School, Program on Education Policy and Governance. <https://files.eric.ed.gov/fulltext/ED562618.pdf>

   Regional Educational Laboratory (REL) Mid-Atlantic has produced an infographic, available at <https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/RELMA_Teacher_Diversity_Infographic.pdf>, with more information about the findings of these two studies. [↑](#endnote-ref-1)
2. Gershenson, S., Hart, C., Hyman, J., Lindsay, C., & Papageorge, N. W. (2018). *The long-run impacts of same-race teachers* (NBER Working Paper No. w25254). National Bureau of Economic Research. <https://www.nber.org/papers/w25254.pdf>

   Holt, S., & Gershenson, S. (2015). *The impact of teacher demographic representation on student attendance and suspensions* (IZA Discussion Paper No. 9554). Institute for the Study of Labor. <http://ftp.iza.org/dp9554.pdf>

   Lindsay, C. A., & Hart, C. M. (2017). Exposure to same-race teachers and student disciplinary outcomes for Black students in North Carolina. *Educational Evaluation and Policy Analysis*, *39*(3), 485–510. <https://journals.sagepub.com/doi/pdf/10.3102/0162373717693109>

   The infographic from REL Mid-Atlantic, available at <https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/RELMA_Teacher_Diversity_Infographic.pdf>, also contains information about the findings of these three studies. [↑](#endnote-ref-2)