

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

An effective, diverse teaching force may 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/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/ethnicities who are taught by a Black teacher or a teacher of the same race/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 state education agency staff support districts in identifying gaps in the diversity of their teacher workforces. The tool generates reports that provide the racial/ethnic makeup of a district’s student and teacher populations and its three- and five-year teacher retention rates by race/ethnicity. The teacher retention rates focus on teachers who received an effective evaluation rating because they may have a greater ability to improve student outcomes and thus may be more important to retain. The tool can generate reports for any number of districts but is intended to do so for 20–30 districts. Generating reports for 20–30 districts takes approximately two to three hours, depending on the availability of the necessary data. Generating reports for a larger number of districts may take substantially longer.

The Teacher Diversity District Tool includes three components:

1. This instruction document, which explains how to compile the data and produce the district reports.
2. “Teacher diversity district report data table.xlsx,” an Excel file that state education agency staff will fill in with data for each district.
3. “Teacher diversity district report template.docx,” a Word file that includes draft text and figures to show teacher workforce diversity and retention rates in each district.

There are two steps involved in using the Teacher Diversity District Tool to generate district reports.

Step 1: Fill in the [“Teacher diversity district report data table.xlsx”](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/App/Docs/Datatools/Teacher_diversity_district_report_data_table.xlsx) file

If you do not have data for a specific cell, leave it blank.

If you want to change the race/ethnicity categories that are included the district reports, you can rename, add, or delete columns as desired. (In step 2, be sure to adjust the categories in the figures in the “Teacher diversity district report template.docx” file to match.)

* Begin entering data in row 4, starting with the statewide average for each column. If you do not want to show statewide averages in figures 1 and 2 of the reports, delete row 4 or leave it blank. For each row after row 4, fill in the district name in column A and the data for that district in columns B–Z.
* For columns B–K, enter the percentage of students and teachers of each race/ethnicity in the most recent school year without a percent sign (%). The cells in these columns are already formatted as percentages, so the percent sign will automatically appear. For example, if 25% of students are Black, enter 25 in column C.
* For columns L–P, enter the number of new teachers (or full-time equivalents) of each race/ethnicity who were hired five school years ago and who received an effective evaluation rating in that school year. If a district’s teacher evaluation system has more than two rating categories, combine rating categories that reflect an effective rating, if needed. 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. If data on evaluation ratings are unavailable or you prefer to show retention rates among all teachers, enter the total number of new teachers (or full-time equivalents) of each race/ethnicity.
* For columns Q–U, enter the number of new teachers (or full-time equivalents) of each race/ethnicity who were hired five school years ago, who received an effective evaluation rating in that school year, and who were still teaching in the district three school years later. If data on evaluation ratings are unavailable or you prefer to show retention rates among all teachers, enter the total number of new teachers (or full-time equivalents) of each race/ethnicity.
* For columns V–Z, enter the number of new teachers (or full-time equivalents) of each race/ethnicity who were hired five school years ago, who received an effective evaluation rating in that school year, and who are still teaching in the district in the current school year (five school years after they were hired). If data on evaluation ratings are unavailable or you prefer to show retention rates among all teachers, enter the total number of new teachers (or full-time equivalents) of each race/ethnicity.
* Do not enter data in columns AA–AJ, which are colored purple. They contain formulas that automatically calculate three- and five-year retention rates.

Step 2: Generate a version of the [“Teacher diversity district report template.docx”](https://ies.ed.gov/ncee/edlabs/regions/midatlantic/App/Docs/Datatools/Teacher_diversity_district_report_template.docx) file for each district

* Enter the district name at the top.
* If you changed the race/ethnicity categories in step 1, adjust the columns in the spreadsheets that appear when editing the figures in the "Teacher diversity district report template.docx" file to match.
* Update the school year (highlighted in yellow) in the text above figure 1, the title of figure 1, and the title of figure 2 to match the school year of the data being used.
* If you do not want to show the statewide averages for percentages of students and teachers of each race/ethnicity and retention rates, delete the right sides of figures 1 and 2.
* When pasting data, always right click and select “Paste Values.”
* To update the figures, right click on the figure, choose Edit Data, and click either Edit Data or Edit Data in Excel. A spreadsheet will open where you can enter data. Close the spreadsheet to update the figure.
* For the left (district) side of figure 1 (percentages of students and teachers of each race/ethnicity in the most recent school year for the district):
	+ Copy the student data (columns B–F) for the district in the “Teacher diversity district report data table.xlsx” file and paste them into columns B–F in row 2 of the spreadsheet that opened for the figure.
	+ Copy the teacher data (columns G–K) for the district in the “Teacher diversity district report data table.xlsx” file and paste them into columns B–F in row 3 of the spreadsheet that opened for the figure.
* For the right (state) side of figure 1 (percentages of students and teachers of each race/ethnicity in the most recent school year statewide):
	+ Copy the student data (columns B–F) for the state (row 4) in the “Teacher diversity district report data table.xlsx” file and paste them into columns B–F in row 2 of the spreadsheet that opened for the figure.
	+ Copy the teacher data (columns G–K) for the state (row 4) in the “Teacher diversity district report data table.xlsx” file and paste them into columns B–F in row 3 of the spreadsheet that opened for the figure.
* For the left (district) side of figure 2 (three- and five-year retention rates by race/ethnicity for the district):
	+ Copy the three-year rates (columns AA–AE) for the district in the “Teacher diversity district report data table.xlsx” file and paste them into columns B–F in row 2 of the spreadsheet that opened for the figure.
	+ Copy the five-year rates (columns AF–AJ) for the district in the “Teacher diversity district report data table.xlsx” file and paste them into columns B–F in row 3 of the spreadsheet that opened for the figure.
* For the right (state) side of figure 2 (three- and five-year retention rates by race/ethnicity statewide):
	+ Copy the three-year rates (columns AA–AE) for the state (row 4) in the “Teacher diversity district report data table.xlsx” file and paste them into columns B–F in row 2 of the spreadsheet that opened for the figure.
	+ Copy the five-year rates (columns AF–AJ) for the state (row 4) in the “Teacher diversity district report data table.xlsx” file and paste them into columns B–F in row 3 of the spreadsheet that opened for the figure.
* In footnote 1 update the definition of an effective rating. If a district’s teacher evaluation system had more than two rating categories (for example, highly effective, effective, needs improvement, and ineffective) and you determined that more than one rating category reflected an effective evaluation rating (for example, highly effective and effective), include that information in footnote 1.
* If you decided not to show retention rates by evaluation rating, delete the portion of footnote 1 that defines an effective evaluation rating and the yellow highlighted text above figure 2 and in the title of figure 2.
* Remove all yellow highlights from the reports.
* Carefully examine the figures in each report to ensure that there are no errors or formatting problems.

Regional Educational Laboratory Mid-Atlantic contact information

If you have questions or technical issues, please contact REL Mid-Atlantic at 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. Retrieved June 17, 2019, from <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). Cambridge, MA: Harvard Kennedy School, Program on Education Policy and Governance. Retrieved from <https://files.eric.ed.gov/fulltext/ED562618.pdf>.

The 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. Retrieved June 17, 2019, from <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). Bonn, Germany: Institute for the Study of Labor. Retrieved June 17, 2019, from <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. Retrieved June 17, 2019, from <https://journals.sagepub.com/doi/pdf/10.3102/0162373717693109>.

The REL Mid-Atlantic infographic, 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)