Teacher Diversity in Your District: [District Name]

An effective, diverse teaching force may help 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-2) 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-3) This suggests that students could be at a disadvantage if their racial/ethnic group is substantially underrepresented among teachers. Figure 1 shows the proportions of students and teachers by race/ethnicity in your district and statewide in 2018/19 to provide a rough indication of the diversity of your teacher workforce.

Figure 1. Percentages of students and teachers by race/ethnicity in 2018/19

Given the potential benefits of a diverse teacher workforce, your district should also consider how well it retains teachers from underrepresented racial/ethnic groups. This is especially important for teachers from underrepresented groups who received an effective evaluation rating because those with effective evaluation ratings may have a greater ability to improve student outcomes. Figure 2 shows how well your district is doing retaining teachers with an effective evaluation rating.[[3]](#footnote-2) The figure may highlight racial/ethnic groups for which your district might consider improving retention efforts.

Figure 2 Three- and five-year teacher retention rates of new hires in 2014/15 who received an effective evaluation rating in 2014/15

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-2)
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). Cambridge, MA: 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-3)
3. Retention is defined as remaining in a teaching position in the district. Highly effective and effective were both considered effective teacher evaluation ratings. [↑](#footnote-ref-2)