



The Education Trust—New York



REPRESENTATION MATTERS

A look at the state of teacher diversity in New York

New York State is home to one of the most diverse student populations in the country.

Yet the makeup of the state’s teacher workforce falls far short in representing the rich racial/ethnic diversity of its students, leaving many students of color without access to teachers of the same race as them.

In this report, Ed Trust–NY provides an updated look at statewide data exploring what teacher diversity looks like in districts across New York.

Despite bodies of research that show access to diverse teachers is important for all students and efforts to improve diversity across the state, this new analysis shows that between the 2018-2019 and 2021-2022 school years New York failed to move the needle in cultivating a more diverse teacher workforce.

Across racial/ethnic groups, the share of teachers remained relatively flat, leaving persistent gaps in representation.

The critical role that strong teachers, school leaders, and other professionals play in student success is central to closing gaps for students at all levels. Powerful national research reinforces the importance of highly skilled, well-trained, and diverse teachers.

Studies indicate that for students of color, having a teacher of color during their educational experience can have a positive impact on improving student performance in reading and math, increasing the likelihood that Black students are identified as gifted, reducing suspension rates, decreasing dropout rates, and improving students’ hopes of attending college.



AMONG THE KEY FINDINGS OF THIS NEW ANALYSIS:

FINDING 1:

New York's teacher workforce does not come close to representing the rich racial/ethnic diversity of its student population.

FINDING 2:

Between the 2018-2019 and 2021-2022 school years, the racial/ethnic makeup of New York's teacher workforce remained relatively stagnant.

FINDING 3:

Although having access to teachers of color benefits all students, more than one in five New York students attend schools without any teachers of color on staff. Roughly one in ten Black and Latinx students attend schools without teachers of the same race. The proportion of Asian and American Indian students attending a school without a same-race teacher is even higher at 19% and 76% respectively. Roughly one in three White students attends a school without any teachers of color.

FINDING 4:

Access to teachers of color varies widely across type of district, with students in rural high needs districts being most likely to attend a school without a teacher of color, and students in New York City and the Big 4 being least likely.

FINDING 5:

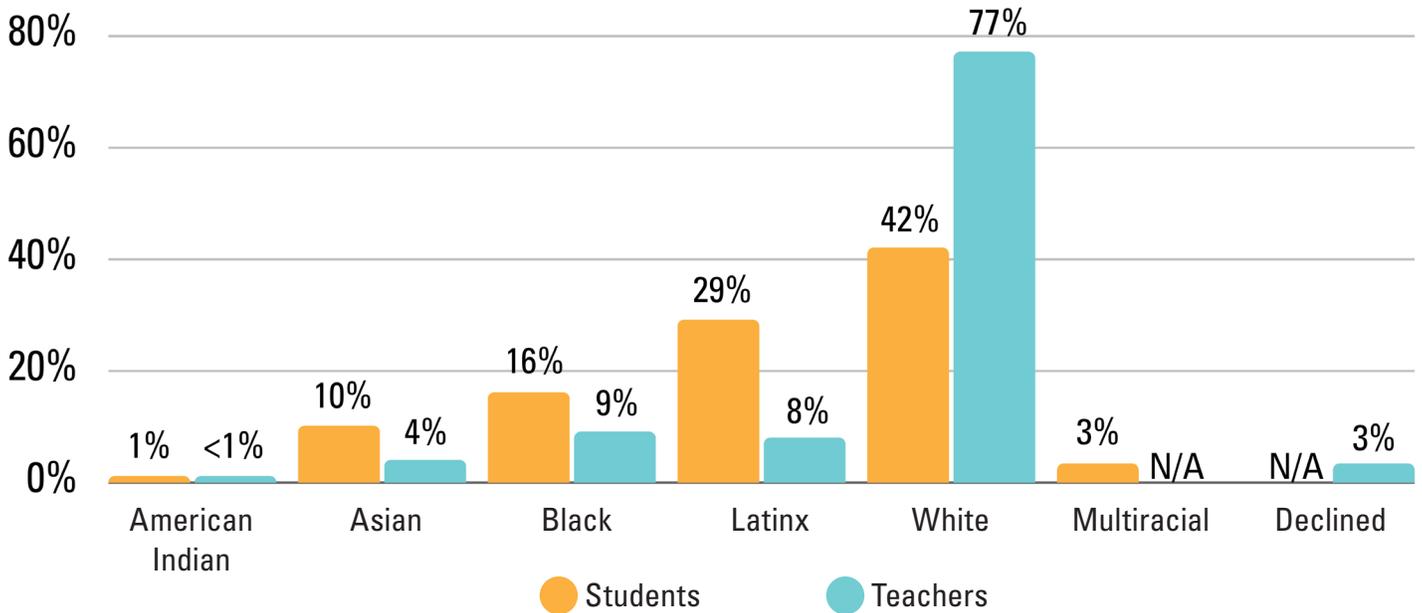
Students of color are far more likely to attend schools with more than five new teachers compared to their White peers. White students also had overwhelmingly more access to the most experienced teachers than students of color.



A LOOK AT THE DATA

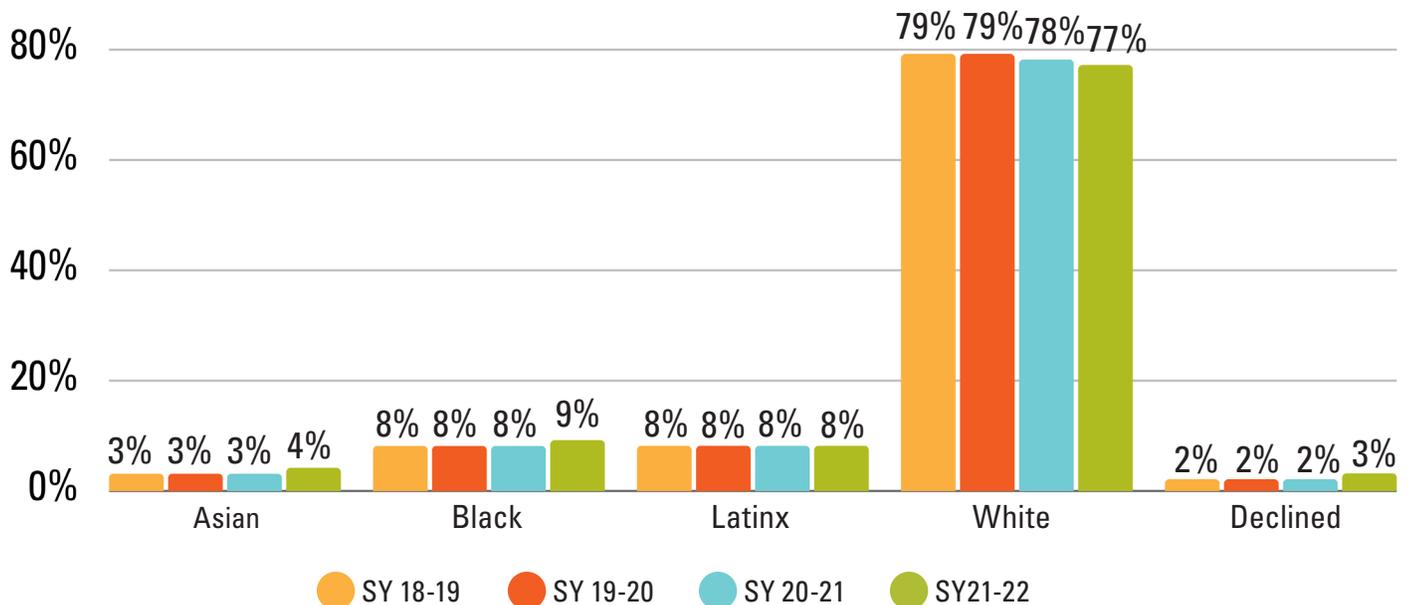
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New York’s teacher workforce does not come close to representing the rich racial/ethnic diversity of its student population.



FINDING 2:

Between the 2018-2019 and 2021-2022 school years, the racial/ethnic makeup of New York’s teacher workforce remained relatively stagnant.



*American Indian teachers made up less than 0.5% of the statewide teacher workforce in all of the 4 years pictured, so they are not included in the chart.

FINDING 3:

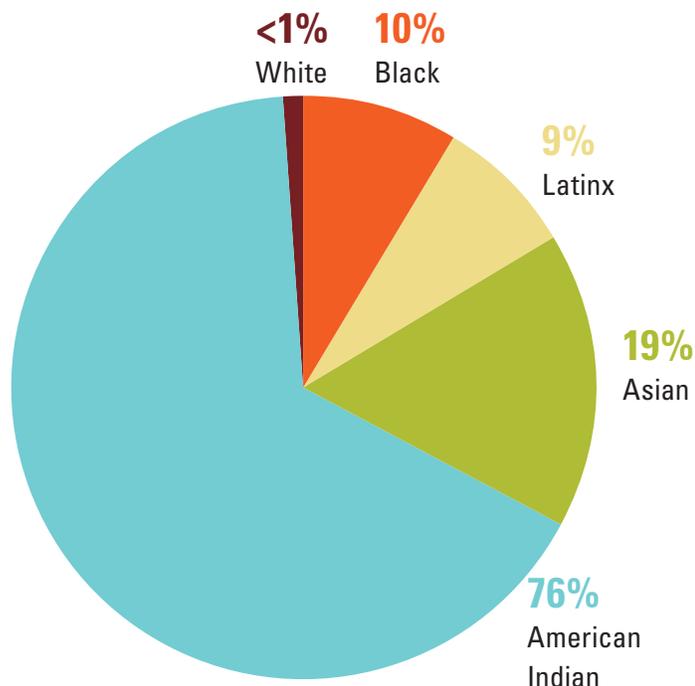
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Statewide teacher diversity and representation, 2021-2022 school year

	Non-white teachers	Black teachers	Latinx teachers	Asian teachers	American Indian teachers	White teachers
Schools without any...	22%	44%	34%	53%	93%	<1%
Non-white students in schools without any...	5%	20%	13%	31%	87%	<1%
Black students in schools without any...	3%	10%	14%	32%	87%	<1%
Latinx students in schools without any...	5%	19%	9%	32%	87%	<1%
Asian students in schools without any...	6%	28%	13%	19%	86%	<1%
American Indian/Native Alaskan students in schools without any...	9%	27%	26%	33%	76%	<1%
White students in schools without any...	31%	64%	45%	63%	94%	<1%

Students of color are far more likely to attend schools without a same-race teacher

Percent of students in each racial group attending a school without a same-race teacher



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Access to teachers of color varies widely across type of district, with students in rural high needs districts being most likely to attend a school without a teacher of color, and students in New York City and the Big 4 being least likely.

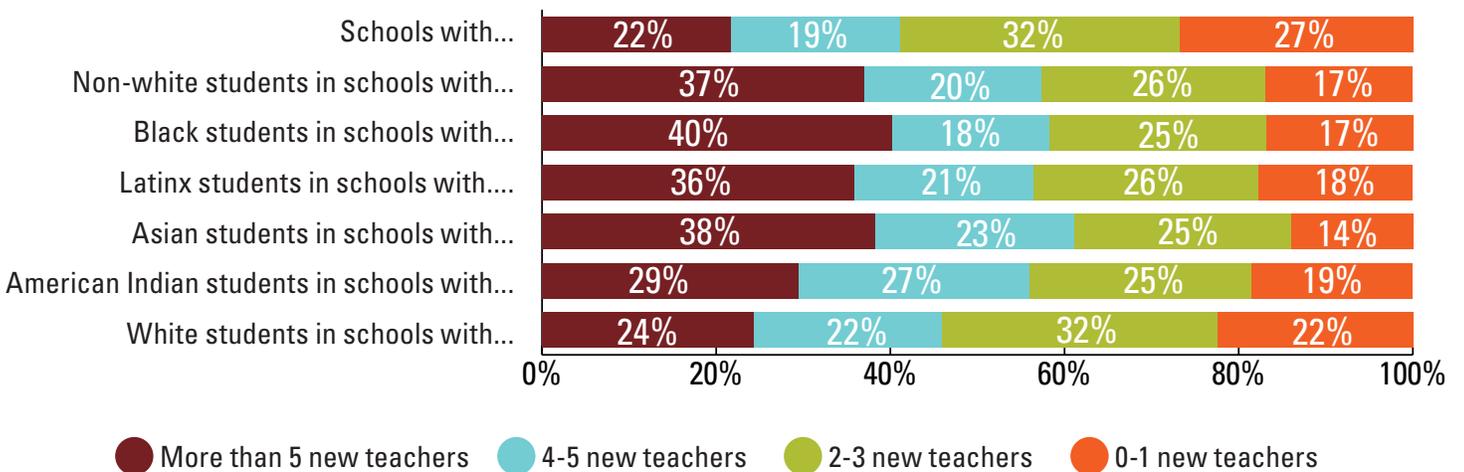
Share of schools without teachers of each race/ethnicity, by Need/Resource Capacity Category, 2021-2022 school year

	Non-white teachers	Black teachers	Latinx teachers	Asian teachers	American Indian teachers	White teachers
NYC	<1%	10%	7%	17%	89%	<1 %
Urban-Suburban High Needs	18%	36%	36%	69%	97%	0%
Rural High Needs	59%	90%	76%	89%	94%	0%
Low Needs	28%	71%	41%	63%	96%	0%
Buffalo, Rochester, Yonkers, Syracuse	2%	6%	22%	55%	81%	0%
Average Needs	43%	75%	58%	79%	97%	0%

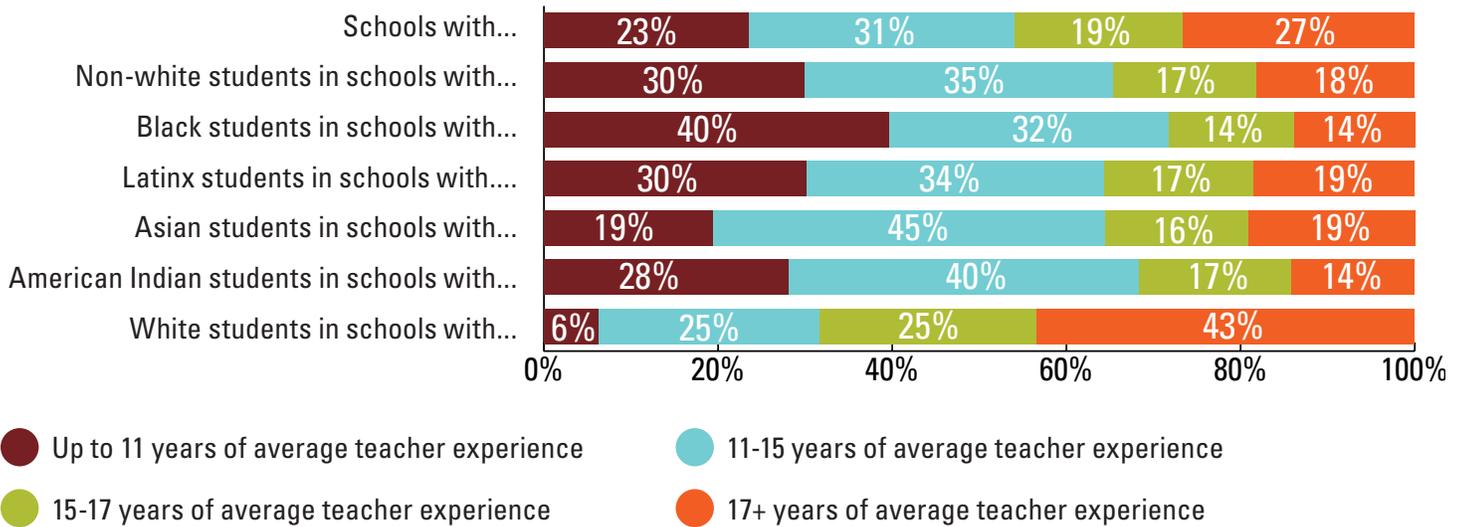
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Students of color are far more likely to attend schools with more than five new teachers compared to their White peers. White students also had overwhelmingly more access to the most experienced teachers than students of color.

Statewide share of students in schools by number of new teachers, by race/ethnicity, 2021-2022 school year



Statewide share of students in schools by teachers' average teaching experience, by race/ethnicity, 2021-2022 school year



A CALL TO ACTION

Although districts across the state have taken steps to improve the recruitment and retention of diverse teachers, these data make clear that there is still much work to be done for New York to cultivate a workforce that better represents its student population.

Districts and the state can use the significant new funding from the American Rescue Plan Act and increases in state Foundation Aid to support programs and initiatives to advance these key priorities including:

- Strengthen the teacher preparation pipeline for future teachers and school leaders of color by:
 - ❖ Requiring diversity data collection and transparency for teacher preparation programs;
 - ❖ Requiring teacher preparation programs to improve diversity and strengthen program components that prepare all teaching and administrator candidates to educate all groups of students;
 - ❖ Expanding the Teacher Opportunity Corps grant program, which recruits and supports historically underrepresented and low-income teaching candidates;
 - ❖ Strengthening relationships between school districts and teacher preparation programs, including the expansion of “Grow Your Own” initiatives;
 - ❖ Expanding career pathways through targeted strategies and innovative alternative certification pilots; and
 - ❖ Encouraging “quality sustained clinical practices” — including residency programs and other field work — that provide opportunities for teaching candidates to gain intensive, structured classroom experience.
- Improve recruitment and hiring at the state and school district level by:
 - ❖ Collecting and using data to examine school district recruitment, interview, and hiring practices;
 - ❖ Providing state-level oversight and transparency;
 - ❖ Aligning state-level teacher and student race data categories to better understand how well students are represented by the teachers at their schools, such as amending the “multiracial” option in student data systems and/or the “decline to state” option in teacher data systems;
 - ❖ Encouraging school boards to signal and embrace the importance of teacher and school leader diversity;
 - ❖ Questioning and changing recruitment practices to identify additional qualified applicants of color; and
 - ❖ Addressing implicit bias in the hiring process.
- Focusing greater attention on retention, support, and career advancement for teachers of color by:
 - ❖ Improving the working environment for teachers of color;
 - ❖ Creating and supporting cohorts of teachers, assistant principals, and principals of color;
 - ❖ Building upon the investments allocated to the NYS Department of Labor through the Empire State Teacher Residency Program by setting specific diversity targets and publicly sharing annual data about the diversity of program participants, the rate of successful classroom placements, and retention rates of program alumni; and
 - ❖ Investing in mentorship and career ladders for current and aspiring teacher, school, and district leaders.

DATA NOTE

Teacher diversity analysis

Findings about teacher diversity and representation are from a public data records request from NSYED. The data is an anonymized database extraction of full-time and part-time K-12 teachers from the 2018-19, 2019-20, 2020-21, and 2021-22 school years. It does not include substitute teachers, paraprofessionals, or after-school educators. The data may include a small fraction of the state's pre-kindergarten teachers.

Our universe was the set of 722 school districts found in one or more of the district-level enrollment files and 348 charter schools found in one or more of the public school enrollment data files from the 2018-19, 2019-20, 2020-21, and 2021-22 school years, found [here](#). We excluded from our analysis the 40 charter schools that did not report teacher data to NYSED for any of the four years in our study but reported student enrollment data during one or more of those years.

Teacher diversity and representation analysis for the 21-22 school year

For the findings about how teachers reflected and served the study body in the 2021-22 school year, we began with the 4,736 schools in the public school enrollment data found [here](#), which includes public and charter schools. We were able to match 4,667 (99%) of the 4,736 schools to the teacher database, and we used these matched schools for all analyses. Student data is a sum of K-12 students at the matched schools.

New teachers are defined as those who were reported as having one year of experience and who appeared in our sample for the first time in the 2021-22 school year.

Charter schools are included in statewide analyses. However, due to gaps in teacher race reporting (a high

level of teachers whose race was reported as “declined”) at charter schools, charter schools were not included in our N/RC analysis.

For findings about the share of students attending schools without white teachers, we had a very small statewide sample of schools (20) to analyze. To reduce errors, we excluded the 10 schools where there were less than 10 teachers, or where all teachers declined to report their race, or where the difference between the total number of teachers and the teachers who declined to report their race was less than 10.

Throughout the report, percentages between 0% and 1% are reported as <1%. Any percentage that appears as 0% reflects exactly 0 students in that category.

Teacher and student race definitions

We strive to report on disaggregated racial data whenever possible. Publicly available student enrollment data contains one aggregated category called “Asian,” while the teacher data contains two categories: “Asian” and “Native Hawaiian/Other Pacific Islander.” We aggregated the two teacher categories into “Asian” to match the student data. Additionally, the teacher data includes a category called “declined to state” which is not present in the student data, and the student data includes a category called “multiracial” which is not present in the teacher data.

“Nonwhite” and “of color” are defined as all racial/ethnic categories other than white. For students, “nonwhite” and “students of color” includes American Indian/Native Alaskan, Asian, Black, Latinx, and Multiracial. For teachers, “nonwhite” and “teachers of color” includes American Indian/Native Alaskan, Asian, Black, Latinx, and Native Hawaiian/Other Pacific Islander.