

# SEE OUR TRUTH



## The Education Trust–New York

### COVERING TEACHER AND SCHOOL LEADER DIVERSITY IN NEW YORK STATE

#### BACKGROUND

The critical role that strong teachers and school leaders play in student success is central to closing achievement and opportunity gaps.

This begins, of course, with ensuring teacher and school leader effectiveness. Further, 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.

New York State must do a better job improving equitable access to strong educators who are well-prepared, well-supported, *and diverse*.

#### WHAT THE DATA SAY

The Education Trust–New York provides a first-ever detailed look at unpublished school-level data on teacher and school leader diversity collected by the New York State Education Department (NYSED).

##### Here is what the data tell us:

- 1 More than 115,000 Latino and Black students (10 percent) attend schools with no teachers of the same race/ethnicity and an additional 80,000 Latino and Black students (7 percent) attend schools with just one teacher of the same race/ethnicity.
- 2 Nearly half of all white students — 48 percent, or more than 560,000 white students — are enrolled in schools without a single Latino or Black teacher. Eighty-four percent of white students — more than

977,000 students — attend schools without a single Latino or Black principal or assistant principal.

- 3 Latino and Black students outside of the Big 5 school districts are nearly 13 times more likely than their Big 5 peers to have no exposure to a same-race/ethnicity teacher. As a result, nearly 98,000 Latino and Black students in district-run schools outside of the Big 5 attend school without a single same-race/ethnicity teacher, compared to less than 16,000 Latino and Black students in Big 5 school districts.
- 4 In school districts designated as low- or average-need, the average school employs fewer than two Latino and/or Black teachers.
- 5 Latino and Black educators are better represented in school leadership at the principal and assistant principal levels than in the classroom — but major gaps in the pipeline exist for Latino principals in New York City and for Latino and Black principals in the rest of the state.
- 6 Schools with a Latino or Black principal are more likely to have a greater share of Latino and Black teachers and to have higher enrollment of students of color and low-income students.

#### SOLUTIONS

- Strengthen the teacher preparation pipeline for future teachers of color
- Improve recruitment and hiring at the school district level
- Focus greater attention on retention, support, and career advancement for educators of color

VISIT [SeeOurTruth.org](http://SeeOurTruth.org) for detailed findings and data notes, perspectives from students and educators of color, and policy recommendations.

## ADDITIONAL RESEARCH AND RESOURCES

**America needs more teachers of color and a more selective teaching profession**  
*(Washington, DC: Center for American Progress, September 2017)*

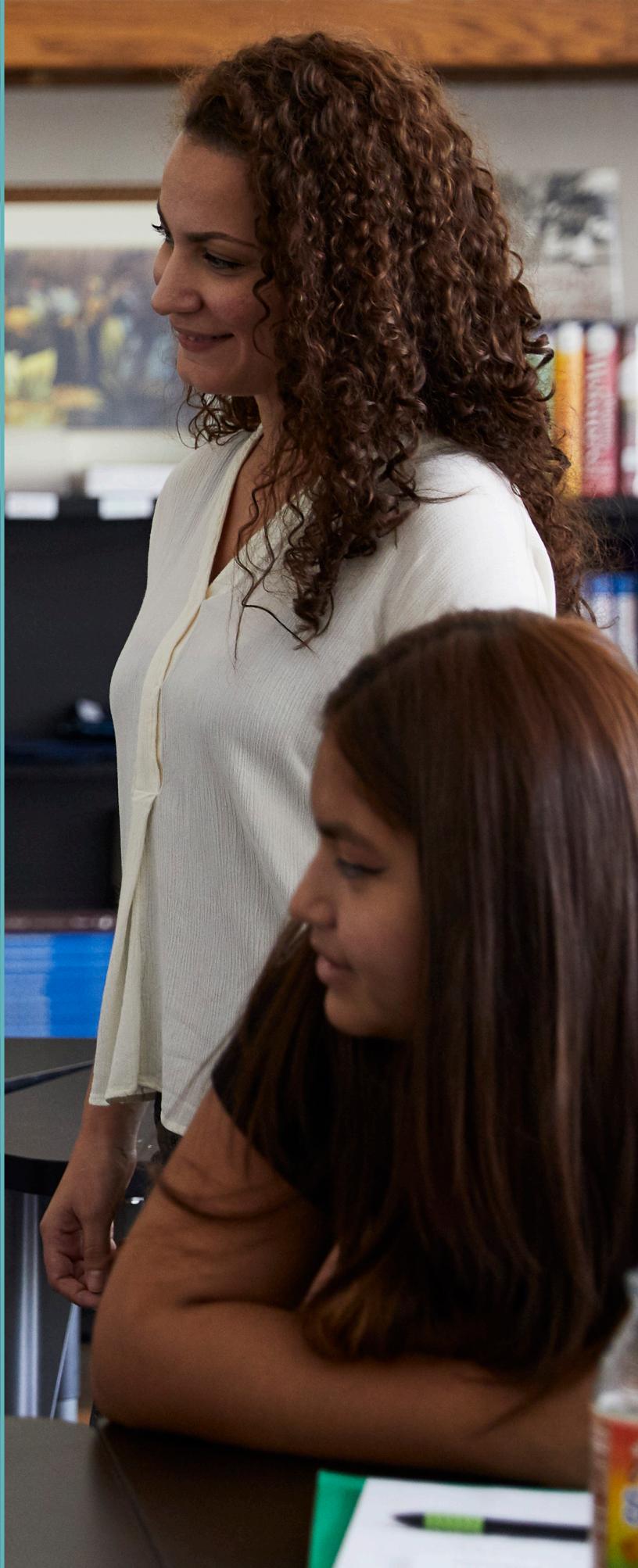
**Retaining minority teachers in schools where most of their colleagues are white**  
*(The Brookings Institution: Brown Center Chalkboard, August 2, 2017)*

**The long-run impacts of same-race teachers** *(IZA Institute of Labor Economics, March 2017)*

**For the public good: Quality preparation for every teacher** *(New York, NY: Bank Street College of Education, June 2016)*

**The state of teacher diversity** *(Albert Shanker Institute, Washington, DC: 2015)*

**Male teachers of color take a lesson from each other** *(Travis Bristol, Phi Delta Kappan, 2015)*



### ADDITIONAL SOURCES

The Education Trust–New York may be able to connect you with teachers, students and school leaders in your region. Please **contact us** if you are interested in speaking with some of the sources involved in our research.