

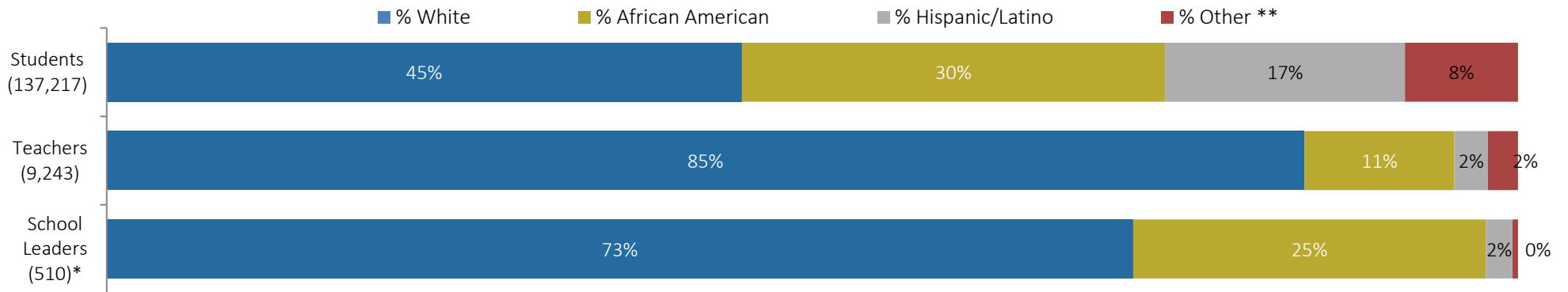
'The Set': Racial Diversity in DE's teacher and school leader workforce

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Data Briefs from the Delaware Dept. of Education's Teacher and Leader Effectiveness Branch

With around 9,000 teachers and over 500 school leaders*, Delaware's public education system serves over 130,000 students. The demographics of Delaware's student population reflect the population changes in a state expected to be one of the most diverse in the nation by 2060. This data brief examines the extent to which Delaware's teacher and administrator workforce reflects the diversity of the student population.

Figure 1: Shares of Racial Groups for Students, Teachers, and Principals in 2016-17



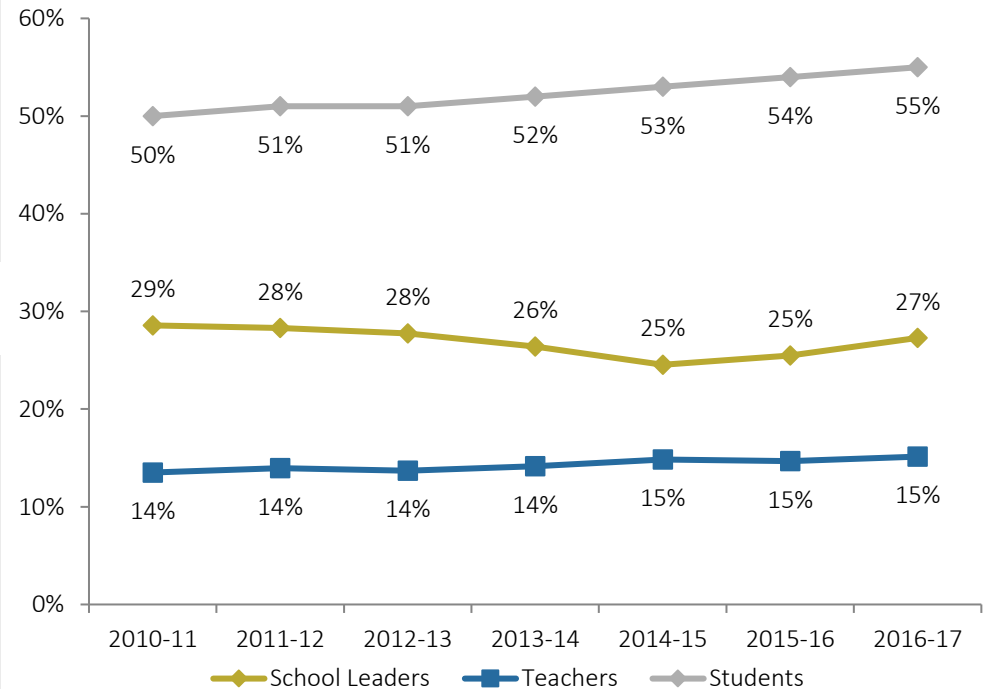
Delaware's teacher and school leader workforce is much less diverse than its student population

- As seen in Figure 1 (above), white is the largest single racial demographic group for students, teachers, and principals in the 2016-17 school year. Other prominent demographic groups are African American and Hispanic/Latino (30% and 17% of students, respectively). However, overall non-white students comprise 55% of Delaware's student population.
- More than half of Delaware's students are students of color***, compared to only about 1 in 4 principals (27%), and 1 in 7 teachers (15%).

While the student population is getting more diverse, teacher and school leader workforce diversity has remained largely stagnant

- Figure 2 (right) shows the demographic breakdown of Delaware's school leaders over the past 7 years.
- While Delaware's administrator workforce is more diverse than its teacher workforce, the share of school leaders of color has decreased slightly from 29% in 2010-11 to 27% in 2016-17. During this same period, the racial demographics of the teacher workforce have stayed nearly the same.
- These trends in teacher and principal composition are a sharp contrast to the student population, which has increased in diversity every year in the past 5 years, from 50% in 2010-11 to 55% in 2016-17.

Figure 2: Share of non-white groups by school year

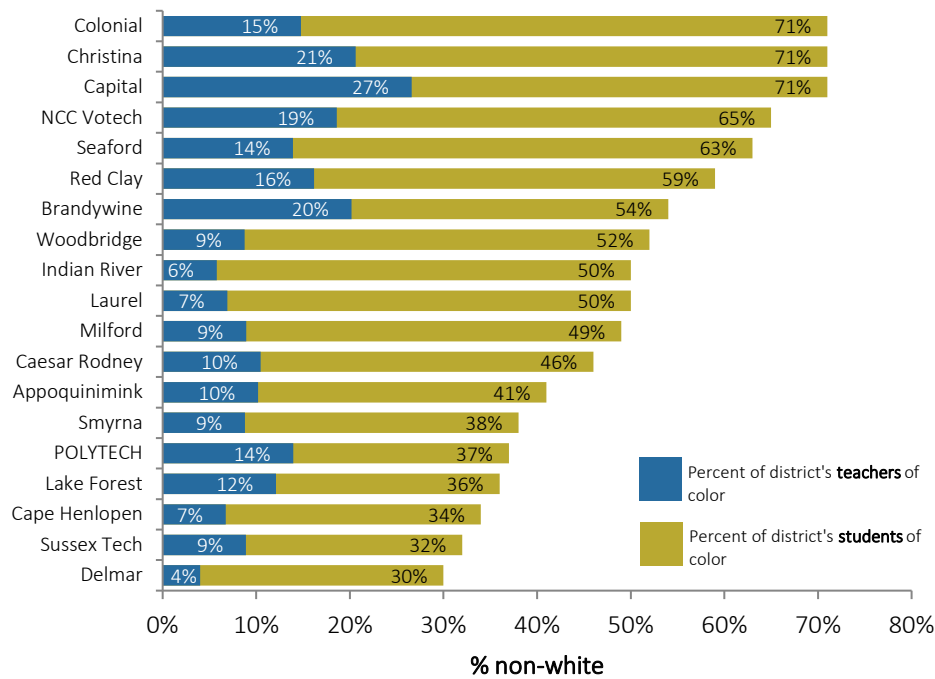


* "School leaders" are principals, assistant principals and heads of school. For the purposes of this brief, this term is used interchangeably with "principals," "building leaders" and "administrators."

** "Other" races include Asian and Pacific Islander, American Indian/Alaska Native and multi-racial.

*** Students and teachers of color include those who identify as African American, Hispanic/Latino, or Other race/ethnicity.

Figure 3: Distribution of Teachers of color compared to Students of color in 2016-17 by District



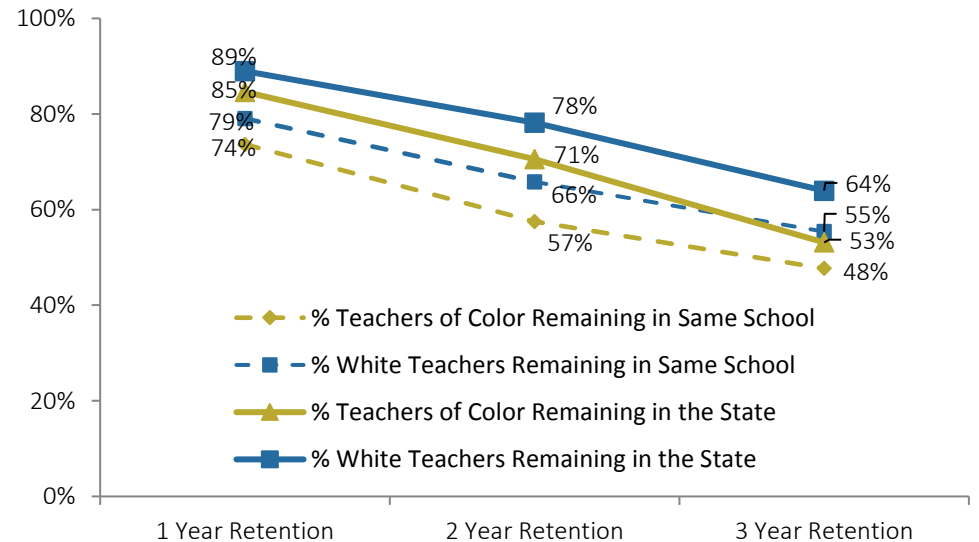
There are large gaps in every district between the proportion of students of color, and the proportion of their teachers of color.

- Similar to the statewide demographics, the teacher workforce in every district is likely to be primarily white and less diverse overall than the student population.
- The two districts with the highest share of students of color—Capital (71%) and Christina (71%)—are also the districts with the highest share of teachers of color—Capital (27%) and Christina (21%). Brandywine School District has the third largest share of teachers of color with 20% of its teachers as non-white teachers.
- The districts with the smallest share of teachers of color are Delmar (4%), Indian River (6%), Laurel (7%), and Cape Henlopen (7%).
- However, most districts have clear diversity gaps in terms of the ratios of students of color to teachers of color. These gaps are highest in Indian River (8.7), Delmar (7.5) and Laurel (7.3), and are lowest in POLYTECH (2.7), Brandywine (2.7) and Capital (2.7).

Novice teachers of color are retained at lower rates than white teachers

- Of the novice teachers in the state, teachers of color remain in their schools at lower rates than white novice teachers from year to year (when considering the time period of 2013-2017).
- White teachers are more likely to remain in the same school after three years than teachers of color are to remain in Delaware’s teaching force.
- Among novice teachers in the last five years, 79% of white teachers were retained in their schools one year later, compared to 74% of teachers of color. This gap widens in subsequent years such that there is a 7 percentage gap after 3 years (55% vs. 48%). Staying in the state retention gap is slightly larger between the same groups, such that there is an 11 percentage gap after years (64% vs. 53%).
- In Delaware high-need schools, white novice teachers were more likely to stay in the same school after 3 years than teachers of color (42% vs. 35%).

Figure 4: Retention Rates for novice* white and teachers of color



Note: Sample contains average retention rates for novice teachers in the last five years (2012-13 through 2016-17 school years), including 1,193 non-minority teachers and 201 minority teachers.

* The term novice teachers refers to the teachers in their first four years of teaching experience.

Source: All data are from state administrative records. Data are from the 2012-13 through the 2016-17 school years. Sample includes the 9,243 teachers, 510 school leaders employed in DE traditional, special, charter, magnet, or vocational schools in the 2016-2017 school year, as well as 137,217 students (unless otherwise stated). For more information contact: nermin.zubaca@doe.k12.de.us.