

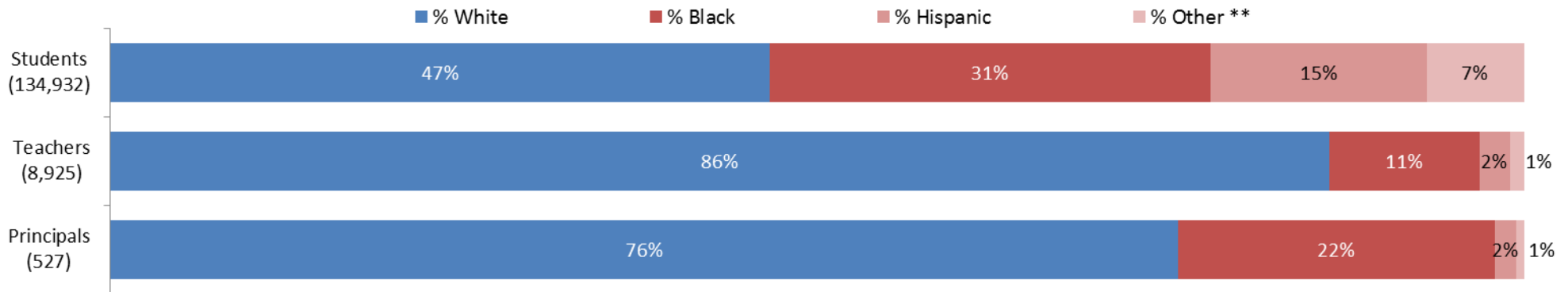
'The Set': Racial Diversity in DE's teacher and school leader workforce

February 2015

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

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, over the past 5 years, reflects the diversity of the student population.

Figure 1: Shares of Minority Groups for Students, Teachers, and Principals in 2014-15



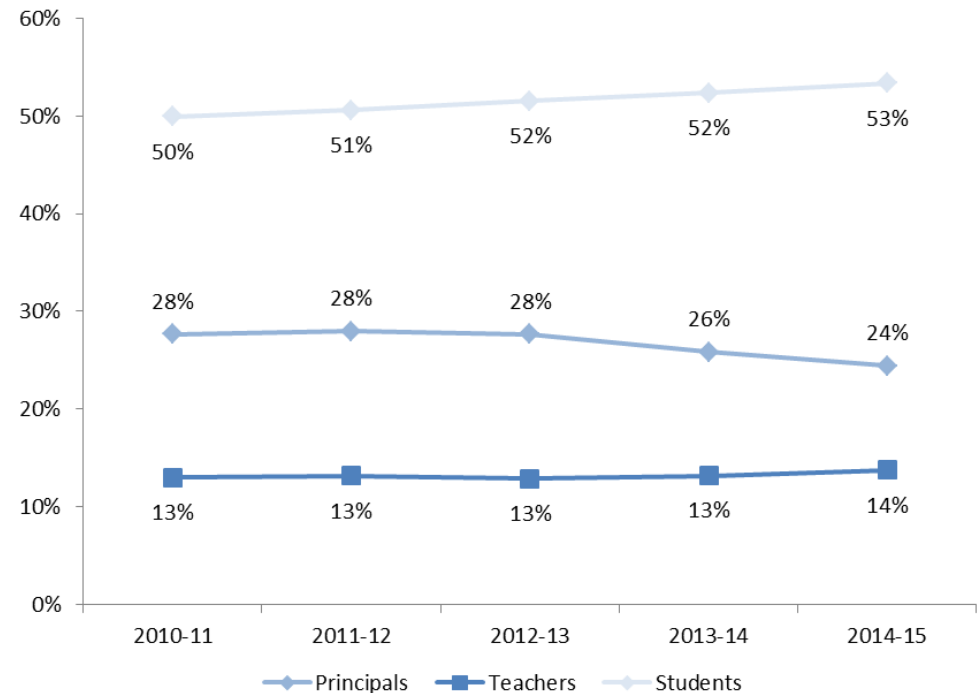
Delaware's teacher and school leader workforce is much *less* diverse than its student population

- As seen in Figure 1 (above), **white is the largest single racial demographic group for students, teachers and principals in school year 2014-15**. Other prominent demographic groups are black and Hispanic (31% and 15% of students, respectively). However, overall non-white or "minority" students **comprise 53% of Delaware's student population**.
- While more than half of Delaware's students are members of minority racial groups (bars in red), only **about 1 in 5 principals (22%), and 1 in 10 teachers (14%)** belong to racial minority groups.

The demographics of Delaware principals are changing – over the past 5 years they have become *less* diverse.

- Figure 2 (right) shows the demographic breakdown of Delaware's school leaders over the past 5 years. While Delaware's administrator workforce is more diverse than its teacher workforce, **it has become slightly less racially diverse over the past five years**.
- The **share of minority principals has decreased** from 28% in 2010-11 to 24% in 2014-15. During this same period, the racial demographics of the teacher workforce **have stayed nearly the same over the last five years**.
- 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 53% in 2014-15.

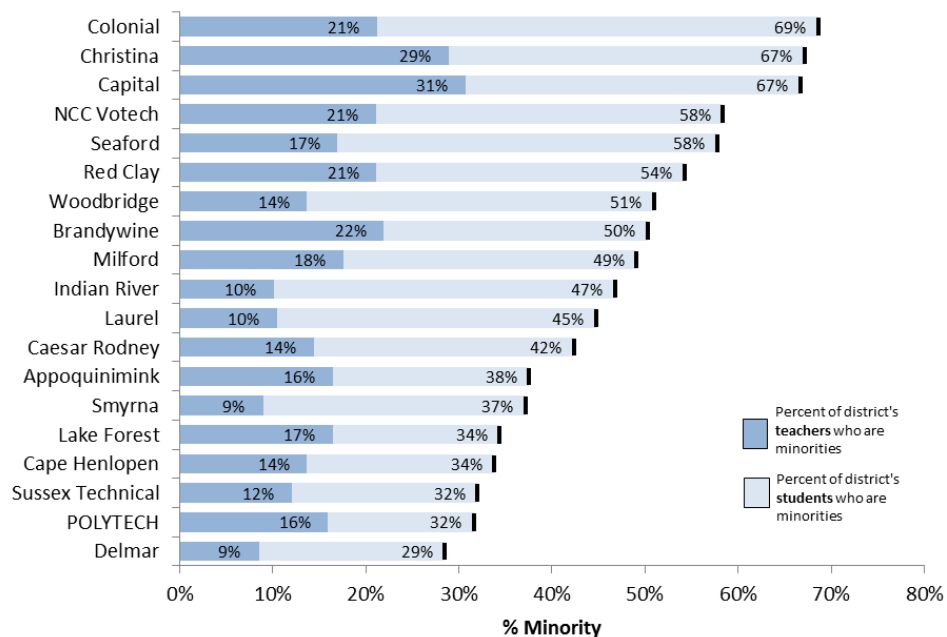
Figure 2: Distribution of minority groups by school year



Notes: * "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 and multi-racial.

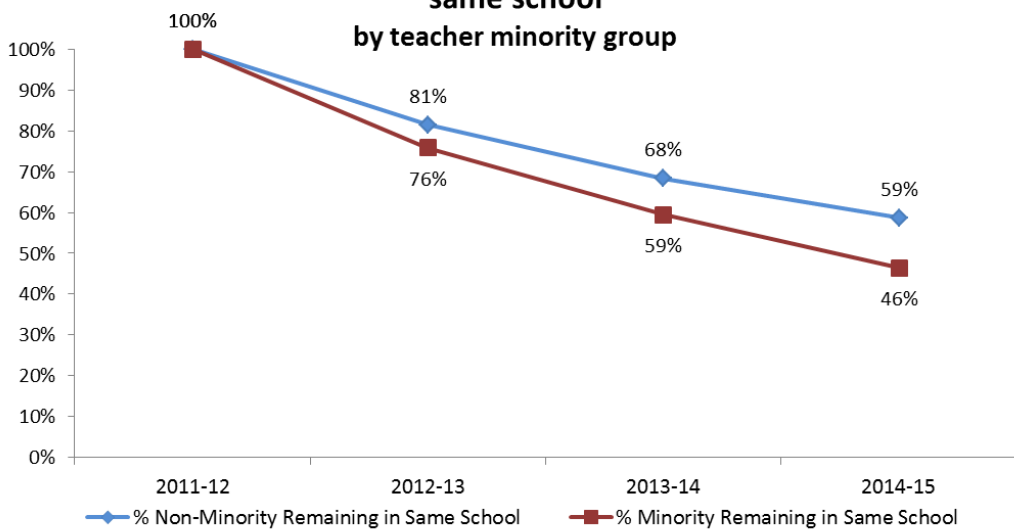
Figure 3: Distribution of Teacher minority groups compared to Student minority groups in 2014-15 by District



There are large gaps in every district between the proportion of students that are minority, and the proportion of their teachers who are minorities.

- Similar to the demographics statewide, in every district the teacher workforce is most likely to be primarily white and overall significantly less diverse than the student population.
- The three districts with the highest share of minority students—Colonial (69%), Christina (67%), and Capital (67%)—are also the districts with the highest share of minority teachers—Capital (31%), Christina (29%), Colonial (21%). Brandywine School District has the third largest share of minority teachers with 22% of its teachers as racial minorities.
- The districts with the smallest share of minority teachers are Delmar (9%), Smyrna (9%), Laurel (10%), and Indian River (10%).
- However, most districts have clear diversity gaps in terms of the ratios of minority students to teachers. These ratios are highest in Indian River (4.6), Laurel (4.3) and Smyrna (4.1), and are lowest in POLYTECH (2.0), Lake Forest (2.1) and Capital (2.2).

Figure 4: Rates at which novice teachers remain in the same school by teacher minority group



Note: Sample contains teachers who taught in the 2011-12 school year and had 0-3 years of experience (1,253 non-minority teachers and 151 minority teachers).

Novice minority teachers remain in their same school at lower rates than non-minority teachers

- Of the novice teachers (those with 0-3 years of experience) in the state, minority teachers are less likely to remain in their schools from year to year (when considering the time period of 2011-2015).
- Figure 4 (left) demonstrates the same-school retention rates year over year of novice teachers who taught in the 2011-12 school year.
- Among novice teachers during the 2011-12 school year, 81% of non-minority teachers were retained in their schools one year later (compared to 76% of minority teachers). This same-school retention gap expands in subsequent years such that there is a 15 percentage point gap after 3 years (59% vs. 46%).
- The same school retention gap for minority teachers exists in high-need schools as well, even though minorities are more likely to teach there.
- Despite the fact that minority teachers teach at high-need schools at a fifteen percentage point higher rate (36% of minorities and 21% of non-minorities), in DE high-need schools in 2011-12, minority novice teachers were more likely to leave after 3 years than non-minority teachers (42% vs 49% retention).