

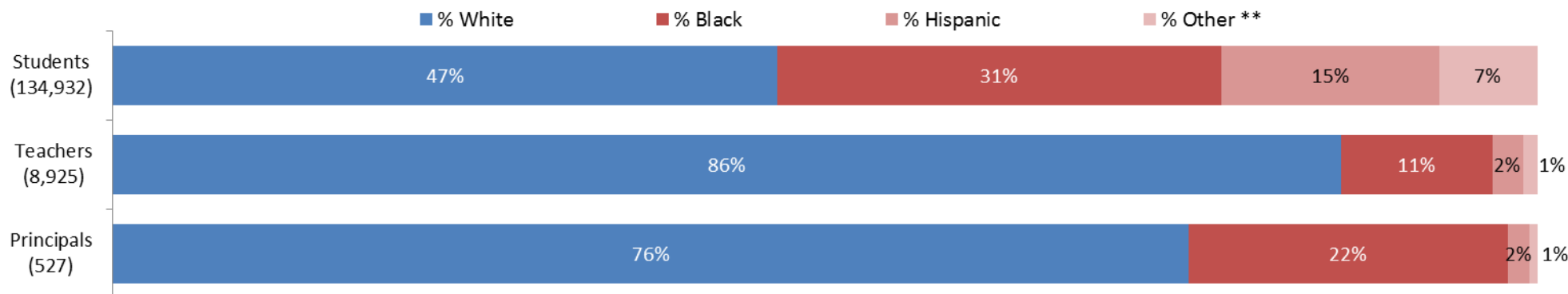
'The Set': Racial Diversity in DE's teacher and school leader workforce

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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



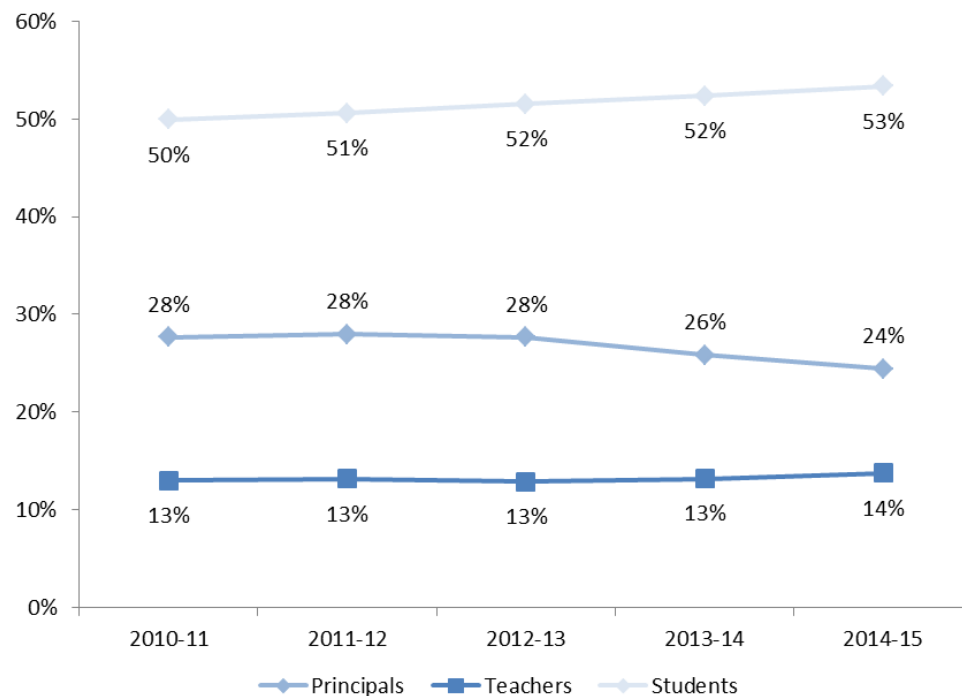
Delaware's teacher and school leader workforce is much *less* diverse than its student population

- 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.

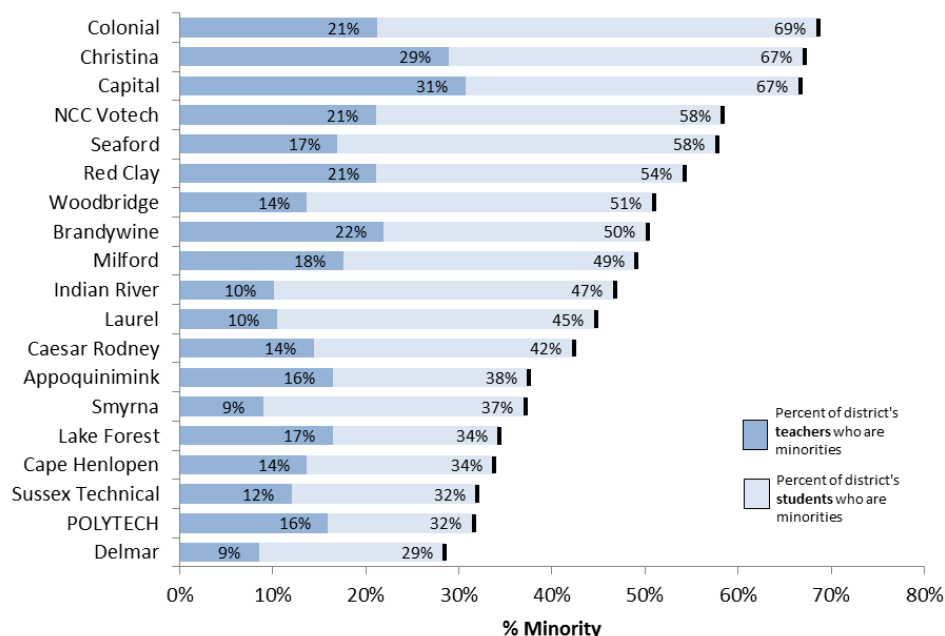
Figure 2: Distribution of minority groups by school year



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.

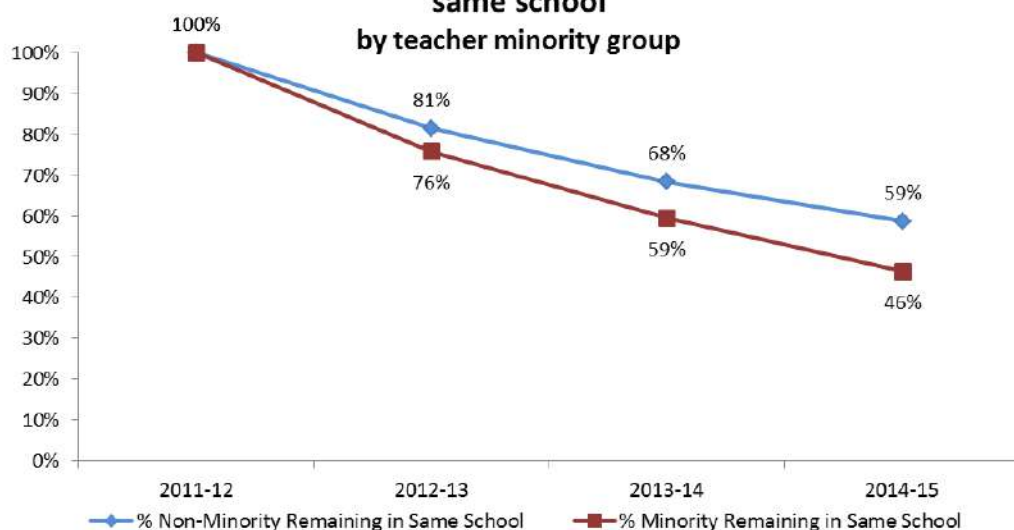
Figure 3: Distribution of Teacher minority groups compared to Student minority groups in 2014-15 by District



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).