

TEACHERS OF COLOR IN CALIFORNIA TK-12 PUBLIC SCHOOLS¹



The Education Trust–West

Teachers of color are essential to the success of all students, and we need more of them. Did you know:

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MORE THAN

250,000

students are in schools without a teacher of their same race

77% | **35%**

of students are students of color



of teachers are teachers of color²



MORE THAN

100,000

students attend a school where *every* teacher is White



More than half of schools don't have a Black teacher



1 in 6 schools don't have a Latinx teacher



More than 1 in 3 schools don't have an Asian American or Pacific Islander teacher

MORE THAN

78,000

Black students are in schools with no Black teachers

MORE THAN

109,000

Latinx students are in schools with no Latinx teachers

OVER

67,000

Asian American or Pacific Islander students are in schools with no AAPI teachers³

Source: The Education Trust–West analysis of California Department of Education data, 2017-18 "Enrollment by Ethnicity and Grade," <https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=00&agglevel=state&year=2017-18> and 2017-18 "Course Enrollment and Staff Assignment Data", <https://www.cde.ca.gov/ds/sd/df/filesassign.asp>

Based on 2017-18 data.

¹ Transitional kindergarten to grade 12 public schools

² In this infographic, ETW defines students and teachers of color as Latino, African American, Asian, Filipino, Pacific Islander, American Indian, Alaska Native, and two or more races (reflecting categories of race and ethnicity collected by CDE). Estimates do not include groups where race or ethnicity was not reported.

³ In this infographic, the Asian American or Pacific Islander (AAPI) designation represents a diverse community, including, but not limited to: Asian Indian, Cambodian, Chinese, Filipino, Guamanian, Hawaiian, Hmong, Japanese, Korean, Laotian, Samoan, Tahitian, and Vietnamese. We recognize that shortening the designation to AAPI risks masking the many groups listed above and we will continue to advocate for greater data disaggregation so that this diversity can be better represented.

TEACHERS OF COLOR: WHY THEY MATTER



- IMPROVE CLASSROOM EXPERIENCES FOR STUDENTS
- HELP TO CLOSE OPPORTUNITY GAPS
- FOSTER POSITIVE SCHOOL CLIMATE AND HIGH EXPECTATIONS

- Students of all races report that they **form stronger connections and learn better** when they have teachers of color.⁴
- Asian American or Pacific Islander (AAPI) and Black students with a teacher of their same race have **higher levels of math achievement** than students without same-race teachers.⁵
- Black students who had one Black teacher between Kindergarten and third grade are 7% more likely to **graduate from high school** and 13% more likely to **enroll in college**.⁶
- Teachers of color who share the same race as their students tend to set **higher expectations of them than other teachers and improve the school experience for students of color**. Students of color with a same-race teacher earn higher GPAs, spend more time on homework, and have higher expectations for themselves attending college.⁷
- When there are more teachers of color in a school, the difference between **the participation rate in Advanced Placement and International Baccalaureate courses between Latinx and White students tends to be smaller**.⁸

⁴ Hua-Yu Sebastian Cherng and Peter F. Halpin, "The Importance of Minority Teachers: Student Perceptions of Minority Versus White Teachers," *Educational Researcher* 45, no. 7 (Oct. 2016): 407-420. This study also shows that students perceive Black teachers, more than their White peers, to hold students to higher academic standards and support their efforts, to help them organize content, and to clearly explain ideas and concepts and provide useful feedback.

⁵ Anna J. Egalite, Brian Kisida, and Marcus A. Winters, "Representation in the Classroom: The Effect of Own-Race Teachers on Student Achievement," *Economics of Education Review* 45 (April 2015): 44-52.

⁶ Seth Gershenson et al., "The Long-Run Impacts of Same-Race Teachers" (Cambridge, MA: National Bureau of Economic Research, Nov. 2018), https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3282954.

⁷ Joel Mittleman, "What's in a Match? Disentangling the Significance of Teacher Race/Ethnicity," June 2016, <https://ssrn.com/abstract=2796150>.

⁸ Todd Kettler and Luke T. Hurst, "Advanced Academic Participation: A Longitudinal Analysis of Ethnicity Gaps in Suburban Schools," *Journal for the Education of the Gifted* 40, no. 1 (Mar. 2017): 3-19.