

Research to Inform Educator Diversity Initiatives in Pennsylvania



David Lapp – Director
of Policy Research
dlapp@researchforaction.org

Siettah Parks –
Research Associate
sparks@researchforaction.org

Alita Robinson –
Research Analyst
arobinson@researchforaction.org

PEDC 4th Annual Virtual Summit
June 20, 2023



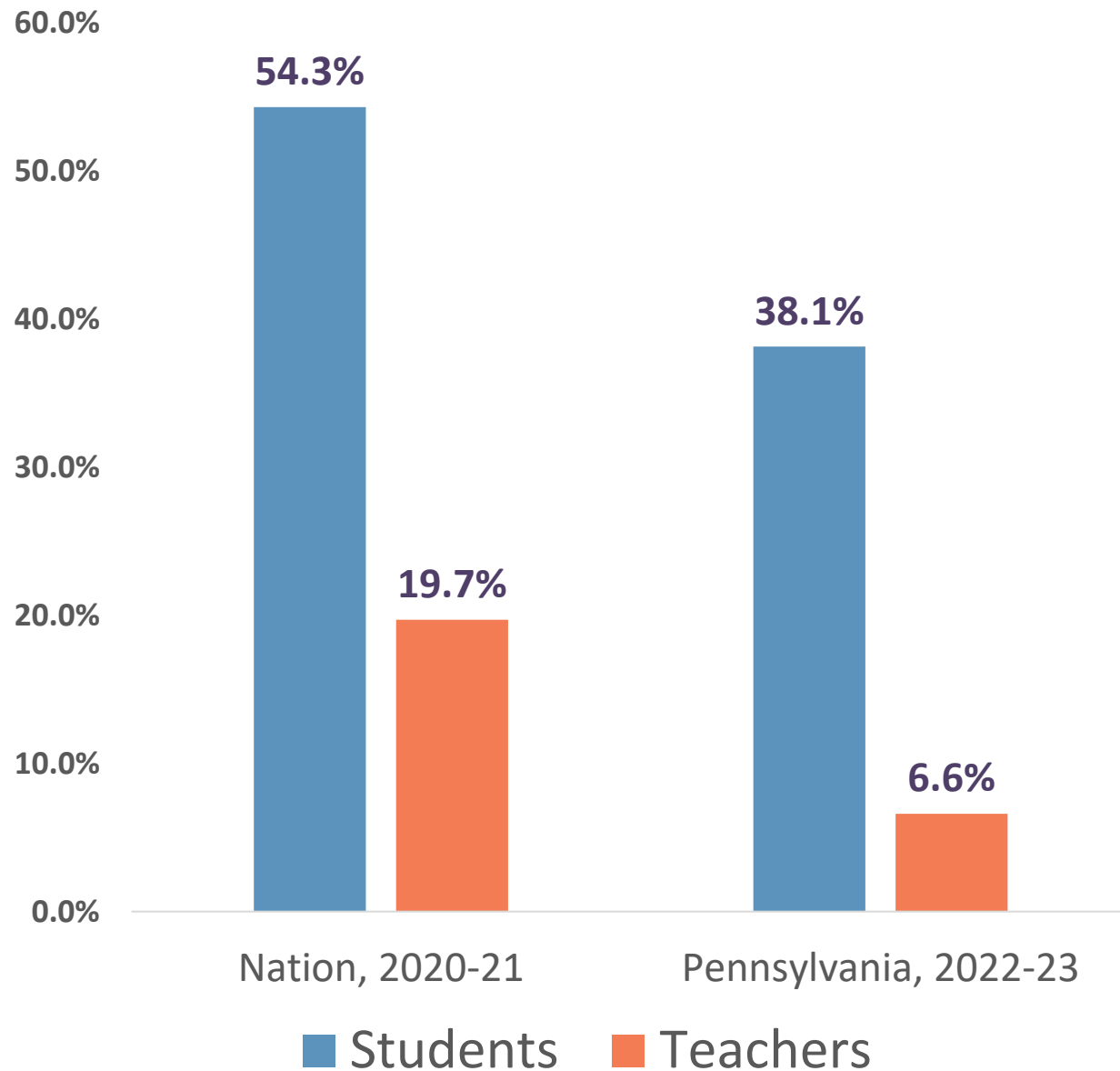
Research to Inform Educator Diversity Initiatives in Pennsylvania

What we will cover today:

- Explore the most recent data on educator diversity in Pennsylvania
- Introduce new research to learn from Black teachers about how to improve recruitment and retention.
- Discuss how RFA is using research to support PEDC.



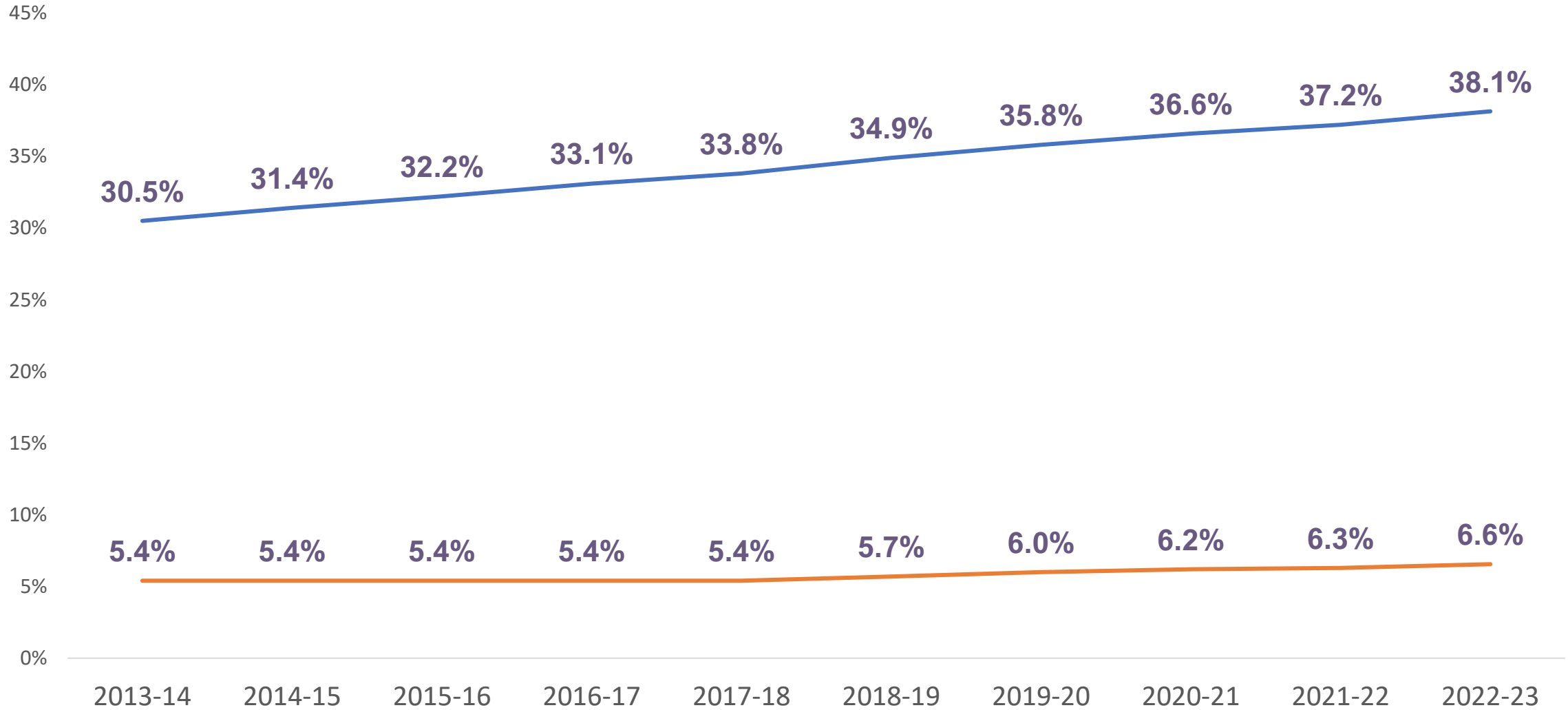
Students and Teachers of Color: The Nation vs. Pennsylvania



Nationally the percentage of students of color was 2.5 times greater than the percentage of teachers of color.

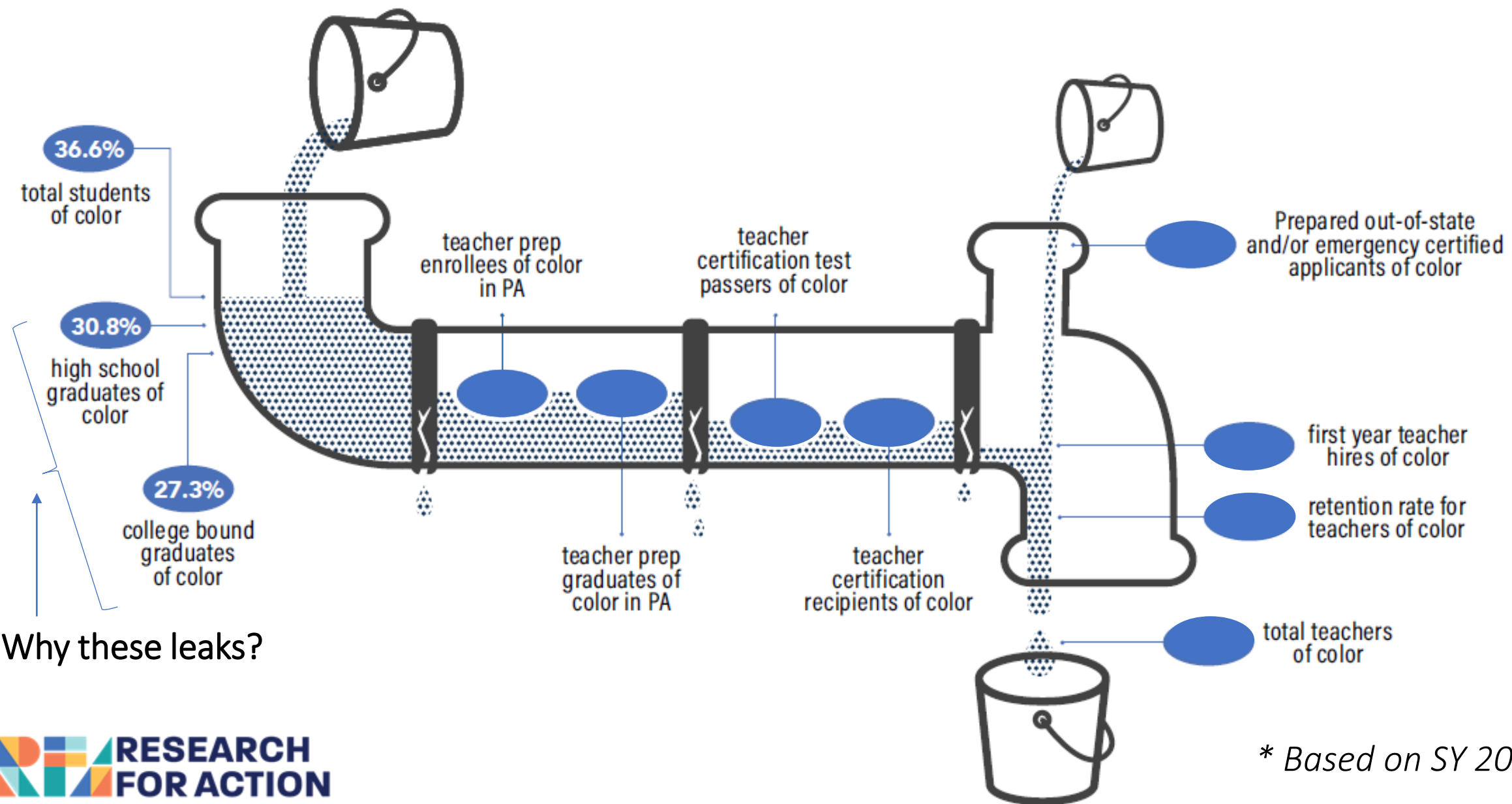
In contrast, in 2022-23, the percentage of students of color in Pennsylvania was 5.8 times greater than the percentage of teachers of color.

Change in Percentage of Students and Teachers of Color in PA, 2013-14 to 2022-23



— Students of Color — Teachers of Color

THE LEAKY PIPELINE OF TEACHER DIVERSITY IN PENNSYLVANIA



Why these leaks?

* Based on SY 2020-21

RFA's Educational Opportunity Dashboard

<https://www.researchforaction.org/educational-opportunity-dashboard/>

Educational Opportunity Dashboard

About

State Rankings

State Snapshots

National Report

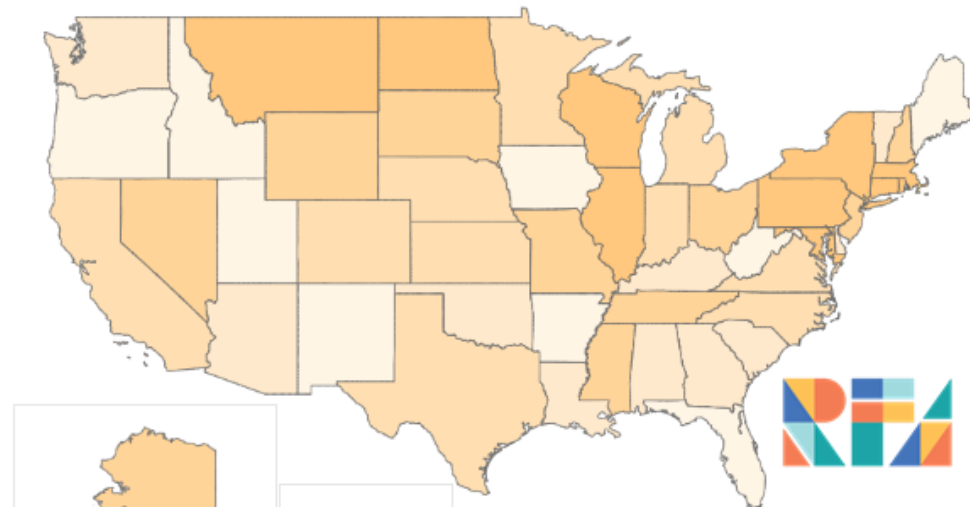
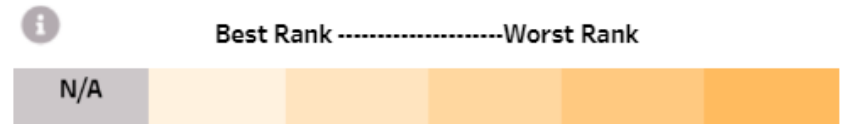
State Reports

Methodology

Gap in Average Opportunity Score Between Students of Color and White Students

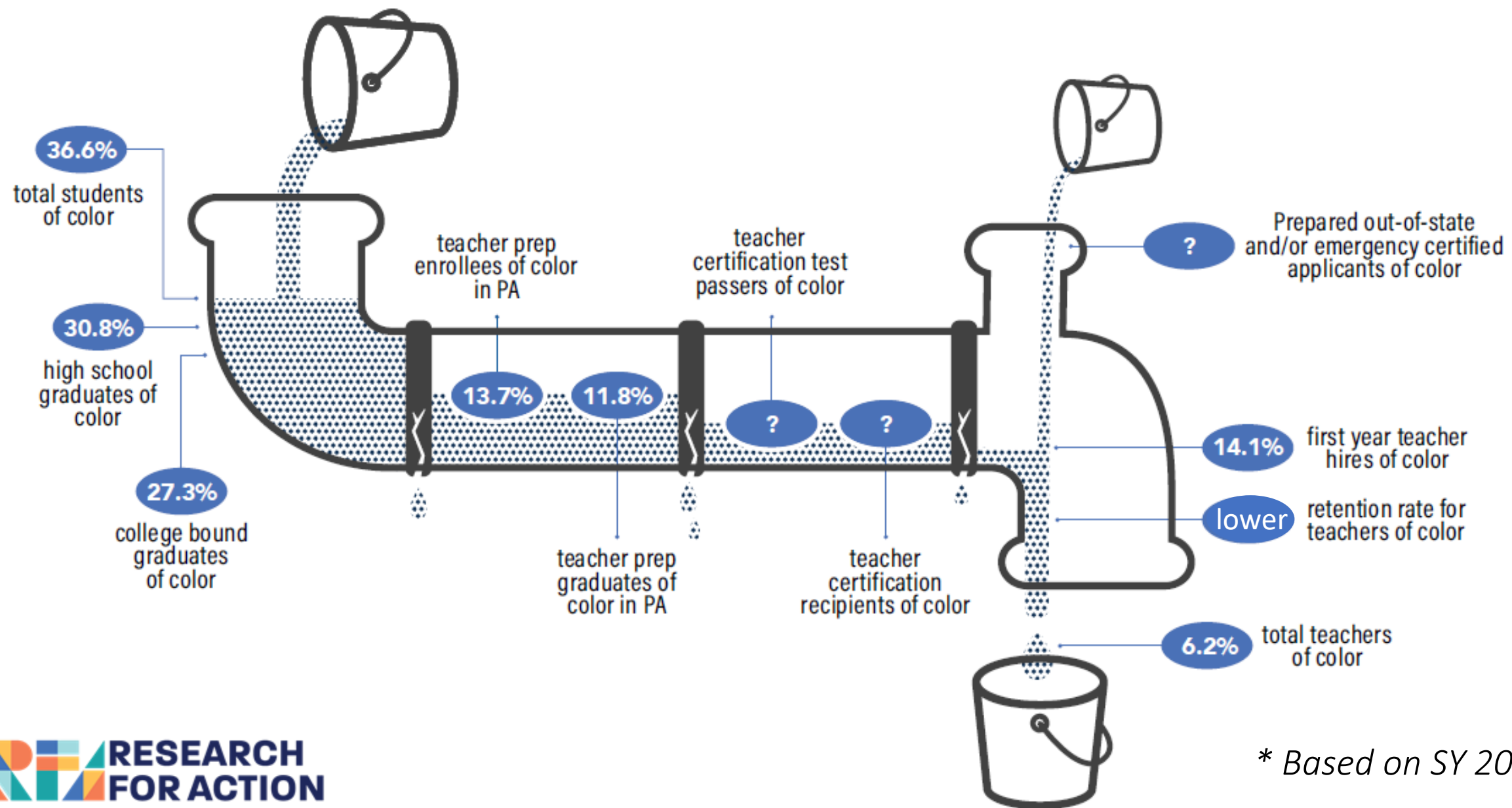
Select Opportunity Indicator: ▶ AVERAGE OPPORTUNITY SCORE Select Student Group: Students Of Color/White Gap [Show More Filters](#)

State	Rank	0%	5%	10%
Nation	Null		●	
Pennsylvania	50			●
Connecticut	49			●
Wisconsin	48			●
Montana	47			●
North Dakota	46			●
Maryland	45			●
New York	44			●
Rhode Island	43			●
Illinois	42			●
Massachusetts	41			●
Ohio	40			●
Tennessee	39			●
New Jersey	38			●
Wyoming	37			●
Missouri	36			●



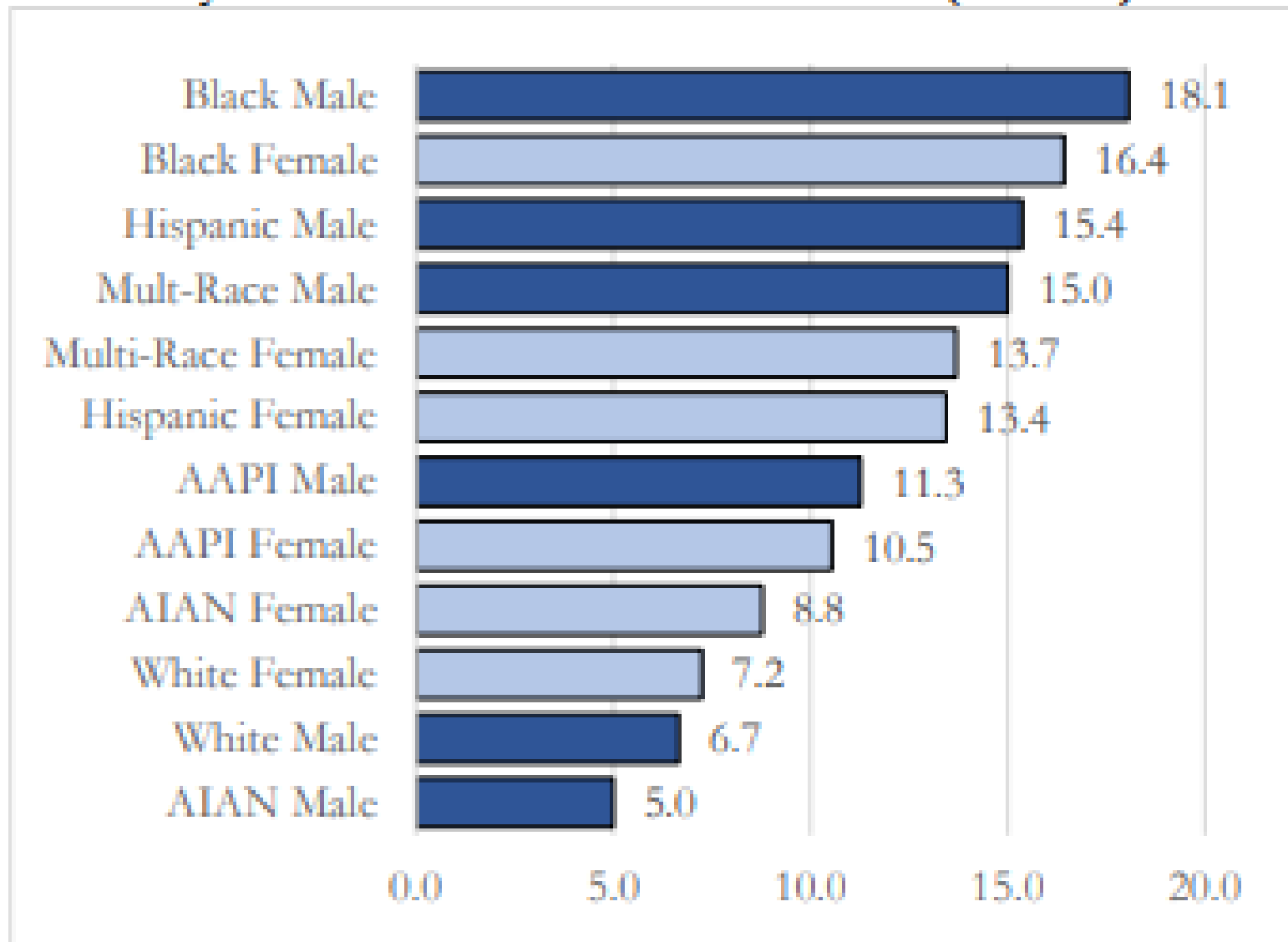
Educational opportunity gaps drive disparities in high school graduation and college enrollment for Pennsylvania's students of color.

THE LEAKY PIPELINE OF TEACHER DIVERSITY IN PENNSYLVANIA



Lower Retention (higher attrition) of PA's Teachers of Color

**Figure 3: Teacher Attrition Rate
by the Intersection of Race and Sex (2022-23)**



Fuller, E.J. (2023, May). *Exacerbating the Shortage of Teachers: Rising Teacher Attrition in Pennsylvania from 2014 to 2023*. University Park, PA. Center for Education Evaluation and Policy Analysis. <file:///C:/Users/dlapp/Downloads/ceepa-researchbrief-2023-6--exacerbating-the-shortage-of-teachers-ed-fuller-1.pdf>

Dr. Fuller, “Research consistently shows that teacher working conditions have a profound impact on teacher attrition.”

* Forthcoming project from RFA showing that race/ethnicity differences in teacher mobility are also related to differences in school funding.



“Pennsylvania School Funding and School Staffing Disparities”

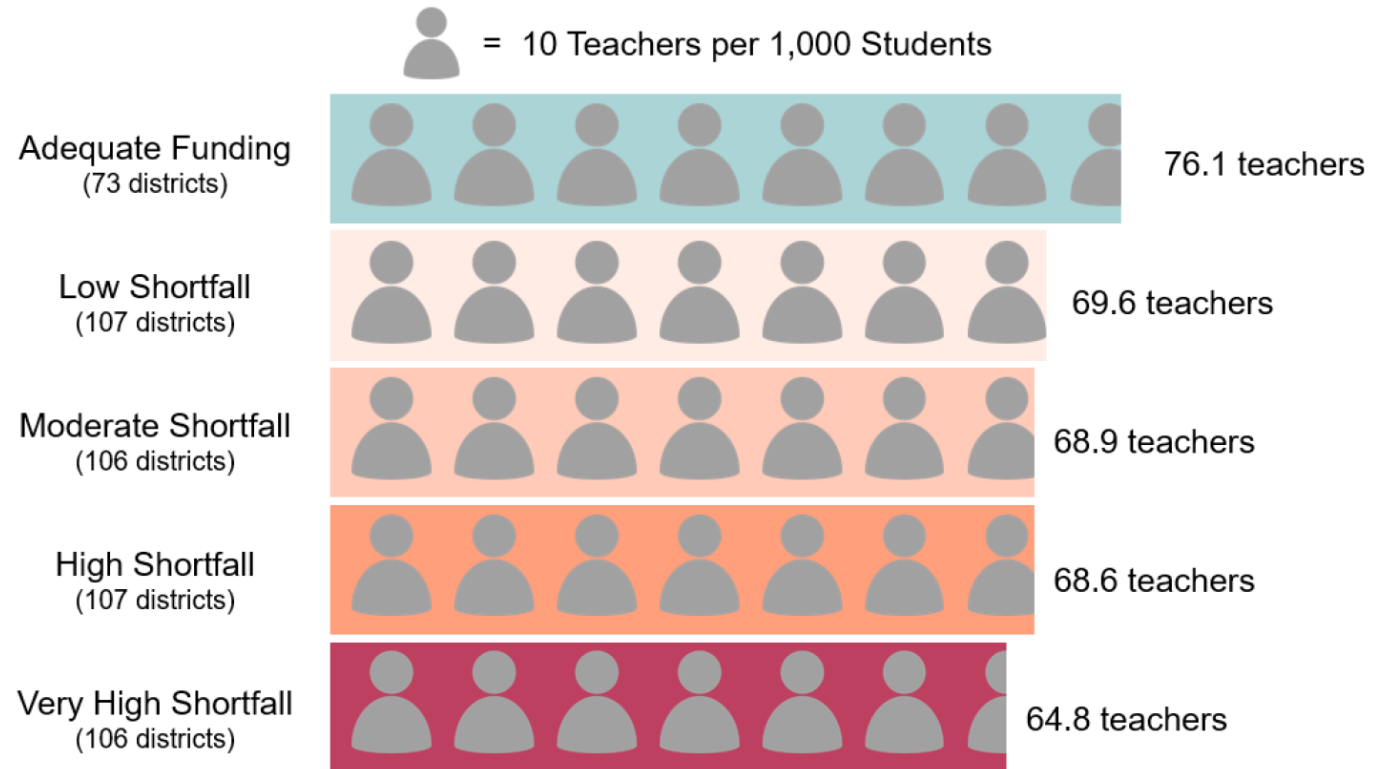
New RFA PACER report found that “teachers, administrators, and other professional staff of color are concentrated in the most inadequately funded and understaffed Pennsylvania school districts that pay less and have greater student needs...” (available at <https://www.researchforaction.org/research-resources/k-12/pennsylvania-school-funding-and-school-staffing-disparities/>)

Figure 1: PA Districts by Per Pupil Adequacy Shortfall

School District Category	Per Pupil Adequacy Shortfall Range	Number of Districts
Adequate Funding	\$0 or less	73
Low Shortfall	\$1 to \$1,527	107
Moderate Shortfall	\$1,528 to \$2,546	106
High Shortfall	\$2,547 to \$3,466	107
Very High Shortfall	\$3,467 to \$9,720	106

↑
Inadequately funded

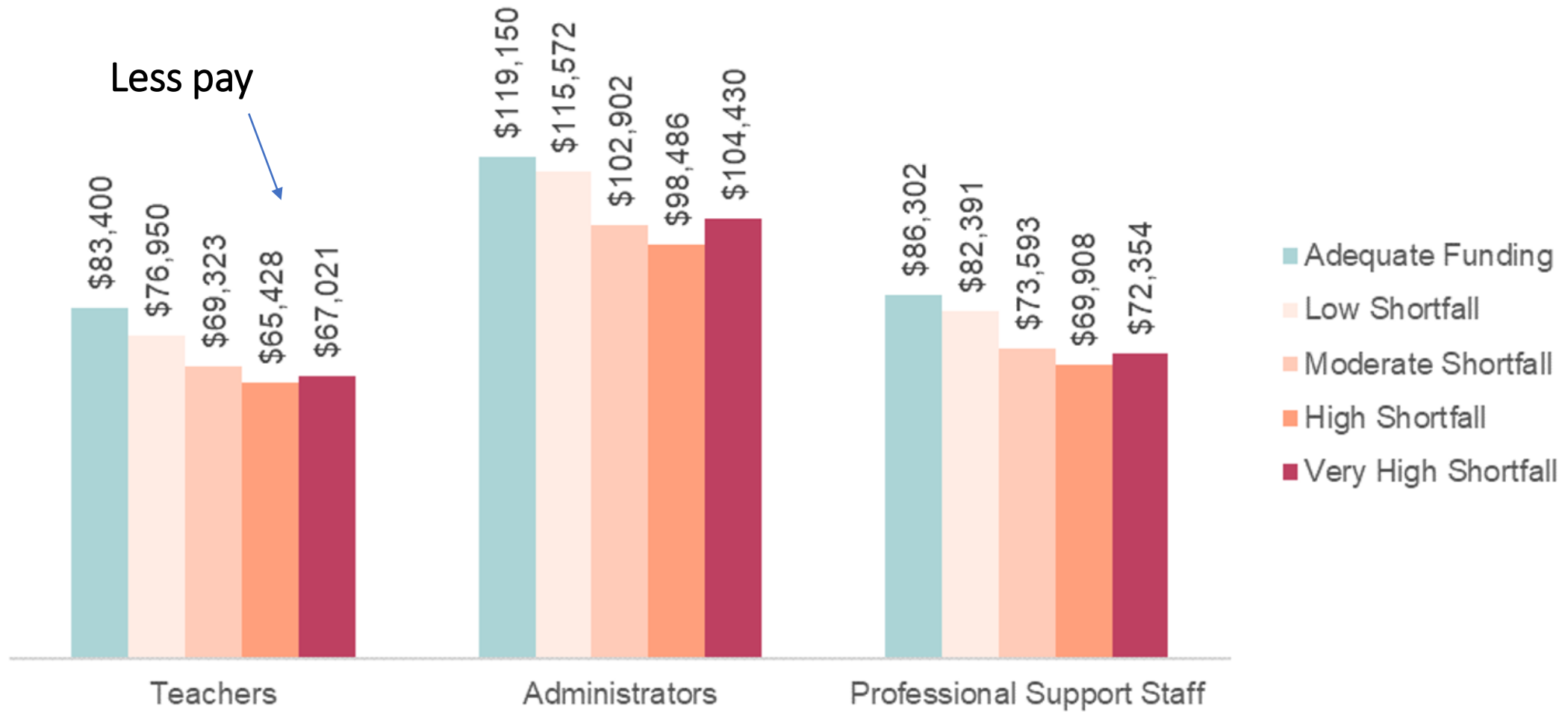
Figure 2. Teachers per 1,000 Students in Districts by Funding Adequacy Category, 2019-20



↘
Understaffed

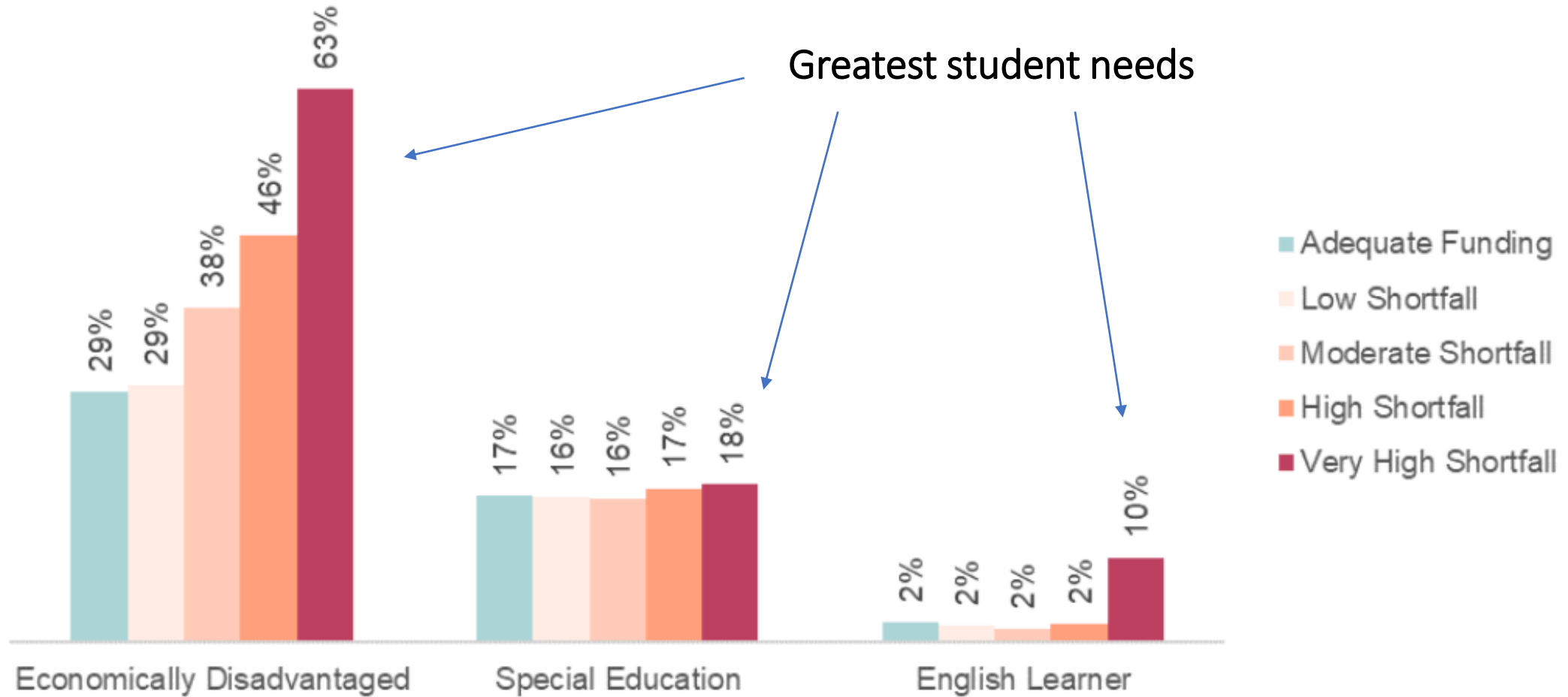
“Pennsylvania School Funding and School Staffing Disparities”

Figure 4. Average Professional Staff Salaries by District Funding Adequacy per Pupil, 2019-20



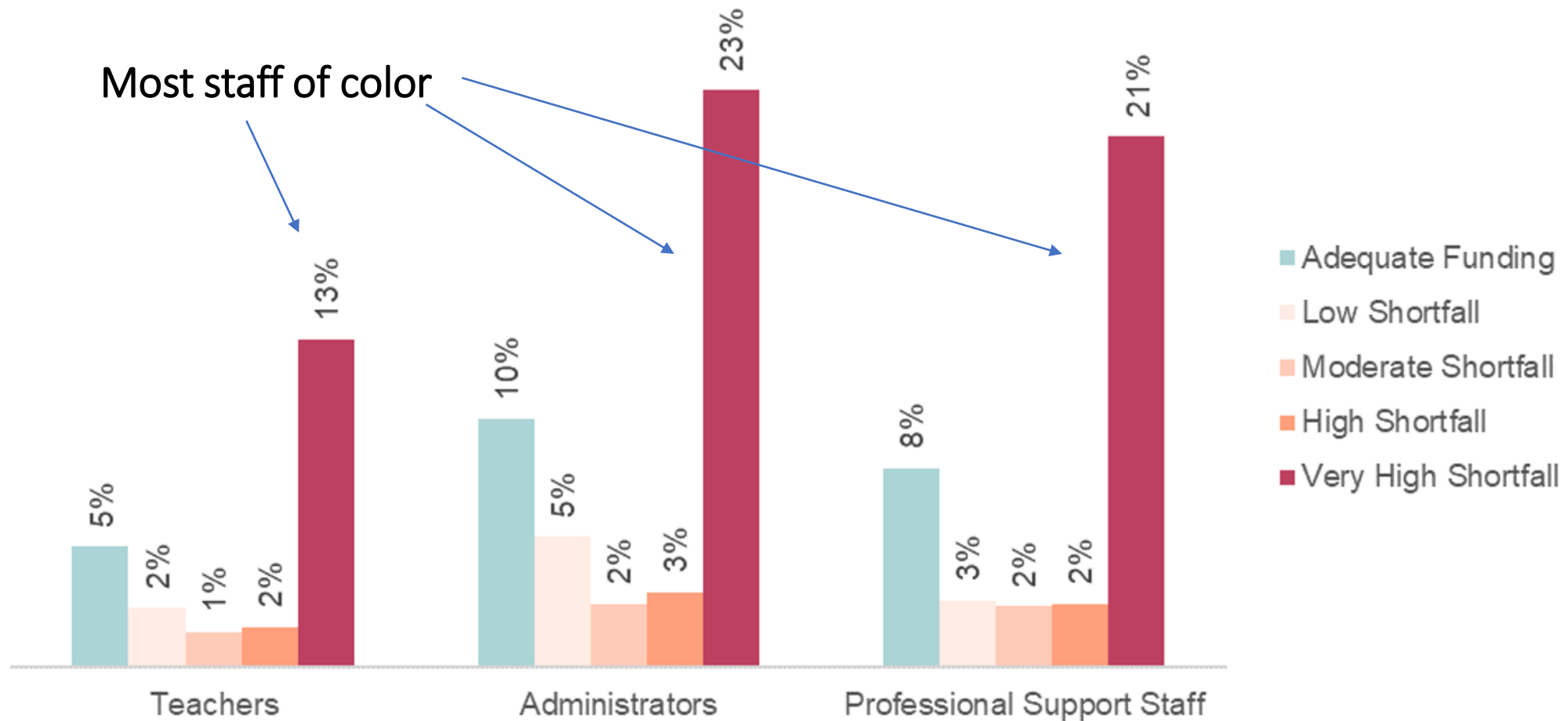
“Pennsylvania School Funding and School Staffing Disparities”

Figure 5. Students Characteristics by District Funding Adequacy per Pupil, 2019-20



“Pennsylvania School Funding and School Staffing Disparities”

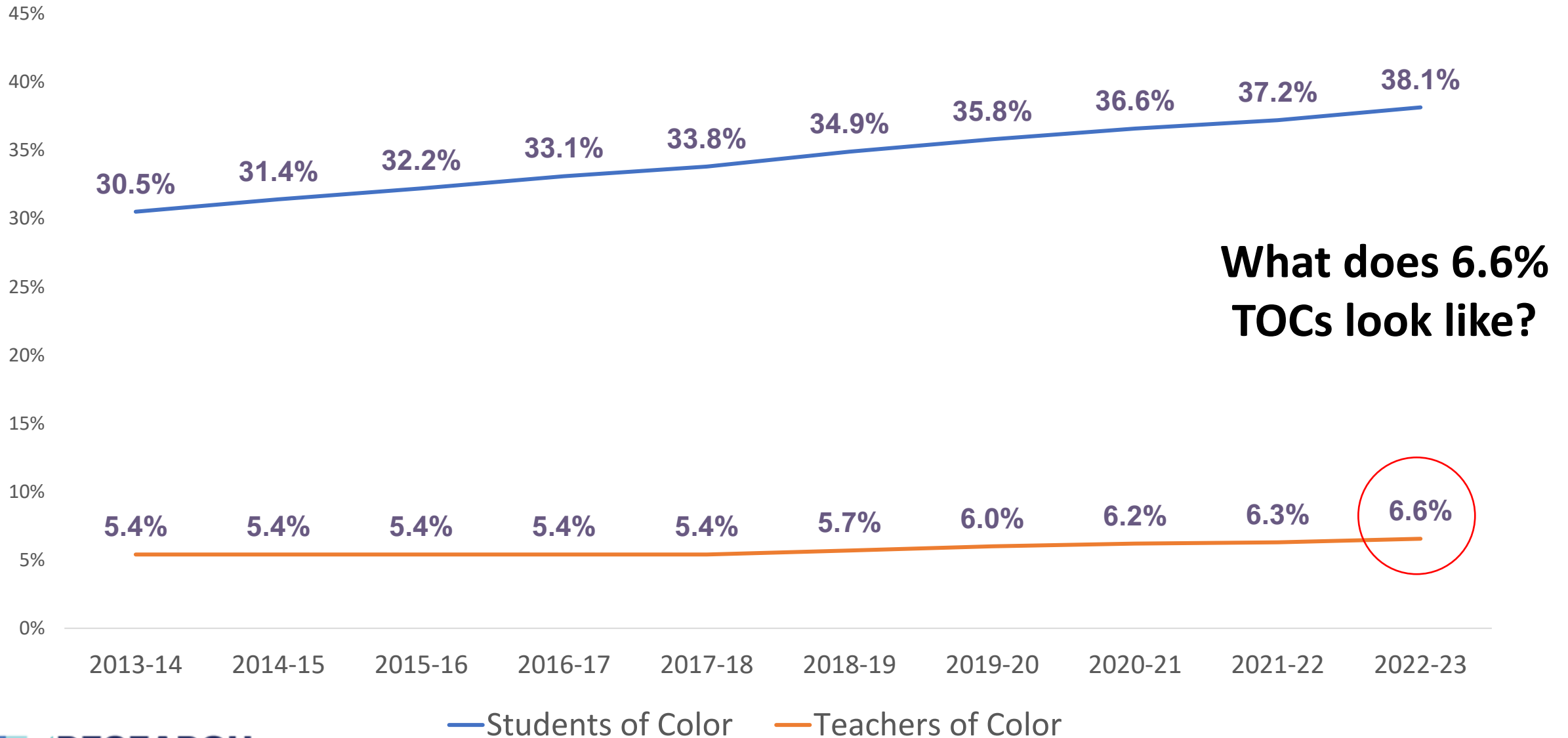
Figure 6. Percent Teachers and Staff of Color by District’s Funding Adequacy per ADM, 2019-20



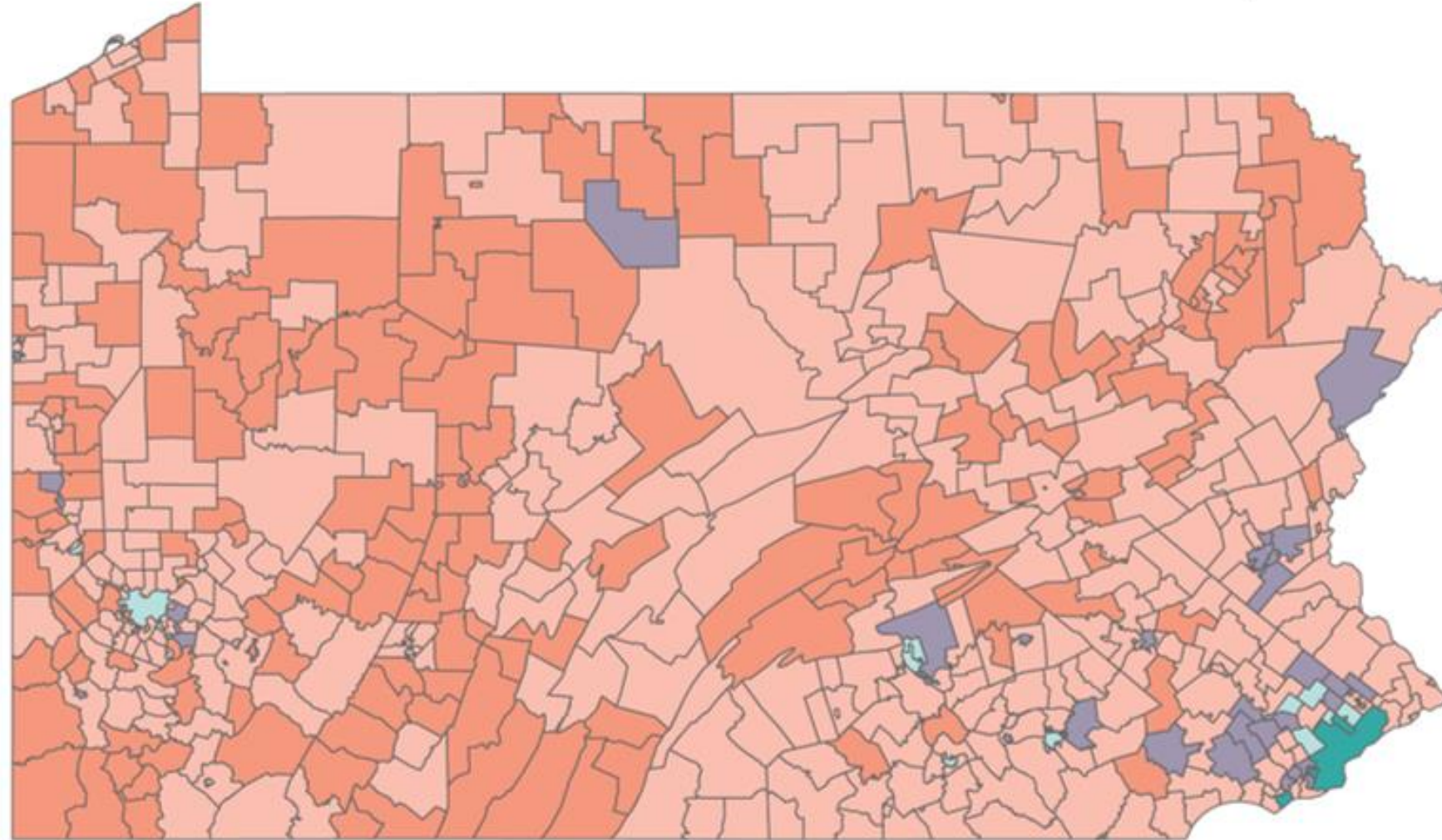
<https://www.researchforaction.org/research-resources/k-12/pennsylvania-school-funding-and-school-staffing-disparities/>



Change in Percentage of Students and Teachers of Color in PA, 2013-14 to 2022-23



CONCENTRATION OF TEACHERS OF COLOR BY DISTRICT IN PENNSYLVANIA, 2022-23

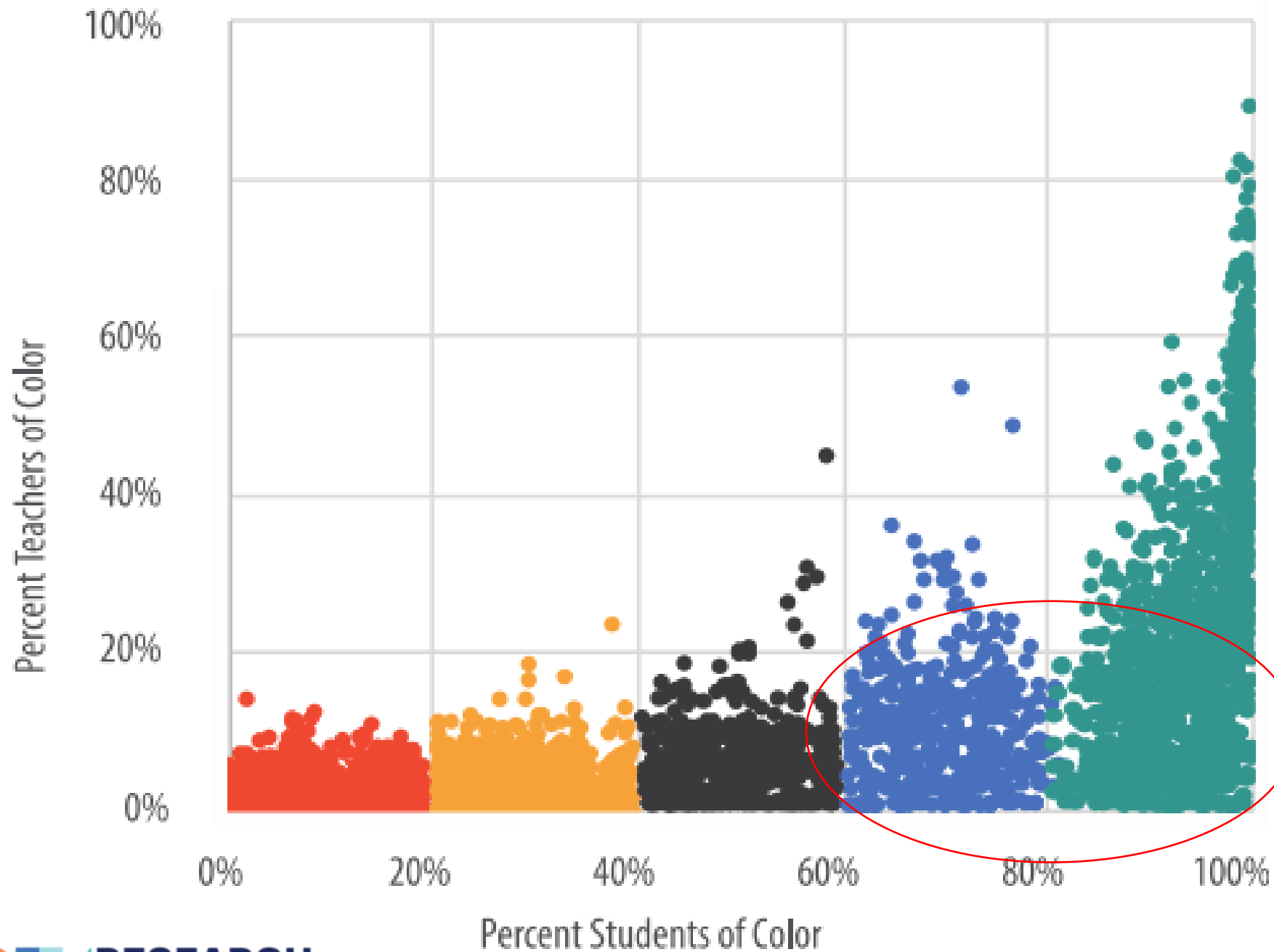


Orange: Districts with No Teachers of Color
Light Orange: >0%-5%
Dark Purple: >5%-10%
Light Teal: >10%-20%
Dark Teal: >20% Teachers of Color

What does 6.6% TOCs look like?

In 2022-23, over 1,358 Pennsylvania schools (46% of all schools) and 155 entire school districts (31% of all districts) employed zero teachers of color.

There were 596,852 students (including 103,621 students of color) enrolled in PA schools that only had white teachers.

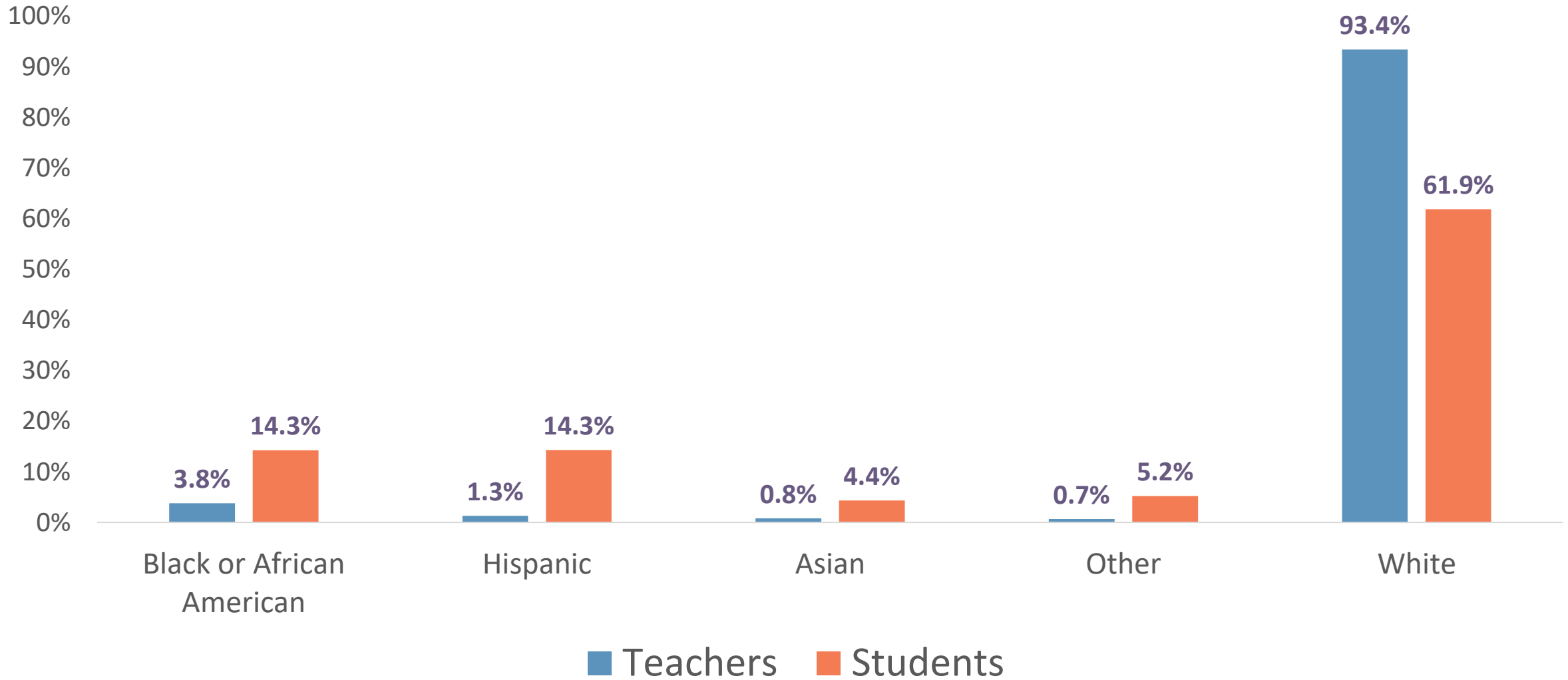


Students of color are more likely to have teachers of color than white students.

But most students of color still have very few teachers of color.



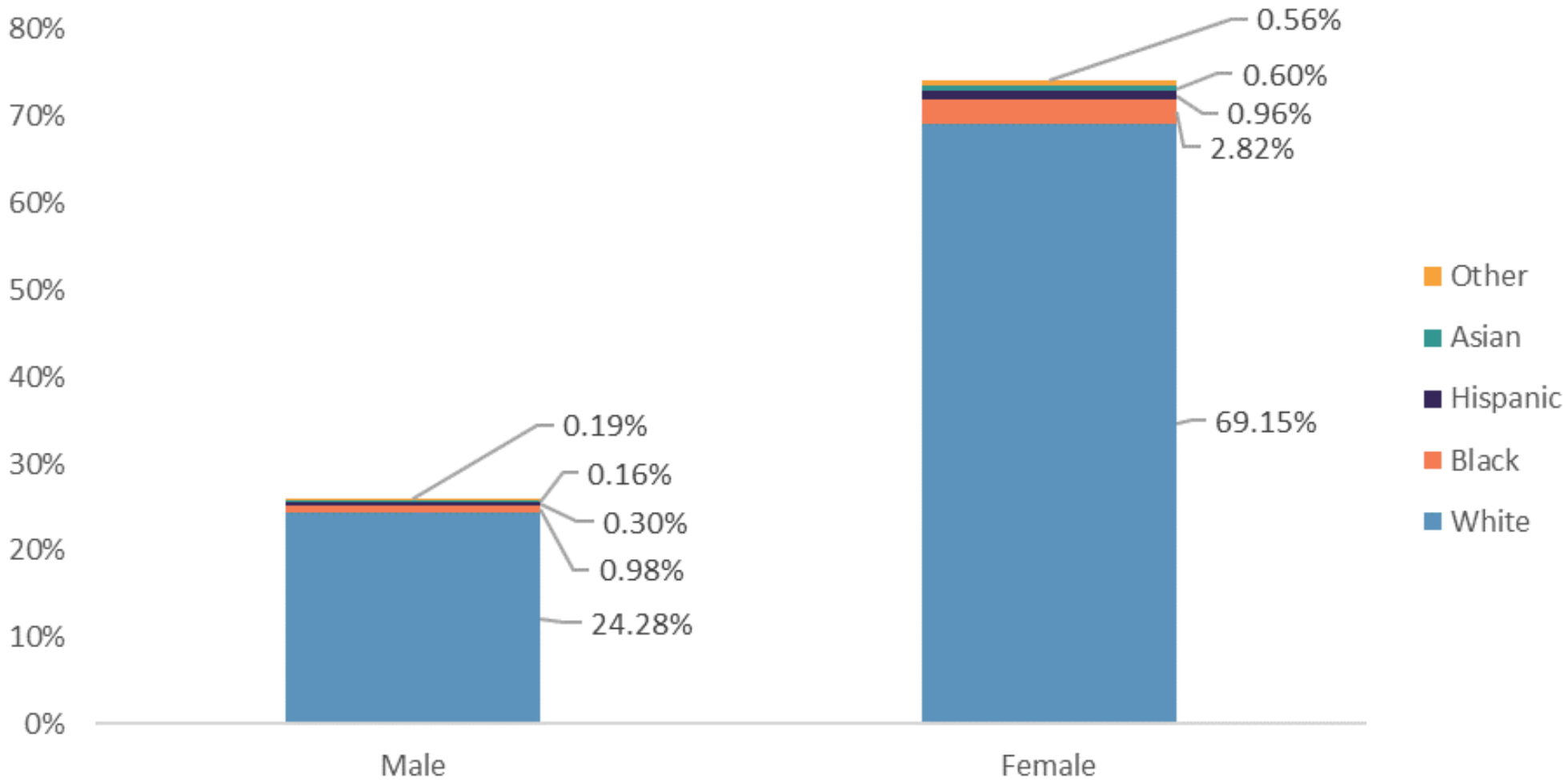
Teachers and Students by Race or Ethnicity in Pennsylvania, 2022-23



Teachers and Students by Race or Ethnicity in Pennsylvania, 2013-14 to 2022-23

SY	Group	Total	White	Total of Color	Black	Hispanic	Asian	Other
2013-14	Teachers	117,973	94.6%	5.4%	3.6%	0.8%	0.6%	0.4%
	Students	1,769,222	69.5%	30.5%	14.8%	9.5%	3.4%	2.9%
2014-15	Teachers	116,944	94.6%	5.4%	3.6%	0.9%	0.6%	0.4%
	Students	1,741,806	68.6%	31.4%	14.6%	10.0%	3.5%	3.2%
2015-16	Teachers	116,450	94.6%	5.4%	3.4%	0.9%	0.6%	0.6%
	Students	1,754,638	67.8%	32.2%	14.6%	10.4%	3.6%	3.5%
2016-17	Teachers	118,273	94.6%	5.4%	3.6%	0.9%	0.6%	0.4%
	Students	1,750,504	66.9%	33.1%	14.5%	11.0%	3.7%	3.8%
2017-18	Teachers	118,244	94.6%	5.4%	3.5%	1.0%	0.6%	0.4%
	Students	1,745,783	66.2%	33.8%	14.4%	11.4%	3.9%	4.1%
2018-19	Teachers	119,308	94.3%	5.7%	3.6%	1.0%	0.6%	0.5%
	Students	1,748,437	65.1%	34.9%	14.5%	12.1%	4.0%	4.4%
2019-20	Teachers	119,966	94.0%	6.0%	3.7%	1.1%	0.6%	0.5%
	Students	1,751,691	64.2%	35.8%	14.4%	12.6%	4.1%	4.7%
2020-21	Teachers	120,186	93.8%	6.2%	3.8%	1.2%	0.7%	0.6%
	Students	1,718,405	63.4%	36.6%	14.4%	13.1%	4.2%	4.9%
2021-22	Teachers	121,361	93.7%	6.3%	3.8%	1.2%	0.7%	0.6%
	Students	1,606,205	62.2%	37.8%	14.6%	13.8%	4.3%	5.1%
2022-23	Teachers	122,458	93.4%	6.6%	3.8%	1.3%	0.8%	0.7%
	Students	1,736,886	61.9%	38.1%	14.3%	14.3%	4.4%	5.2%

Distribution of Teachers by Race and Gender in Pennsylvania, 2022-23

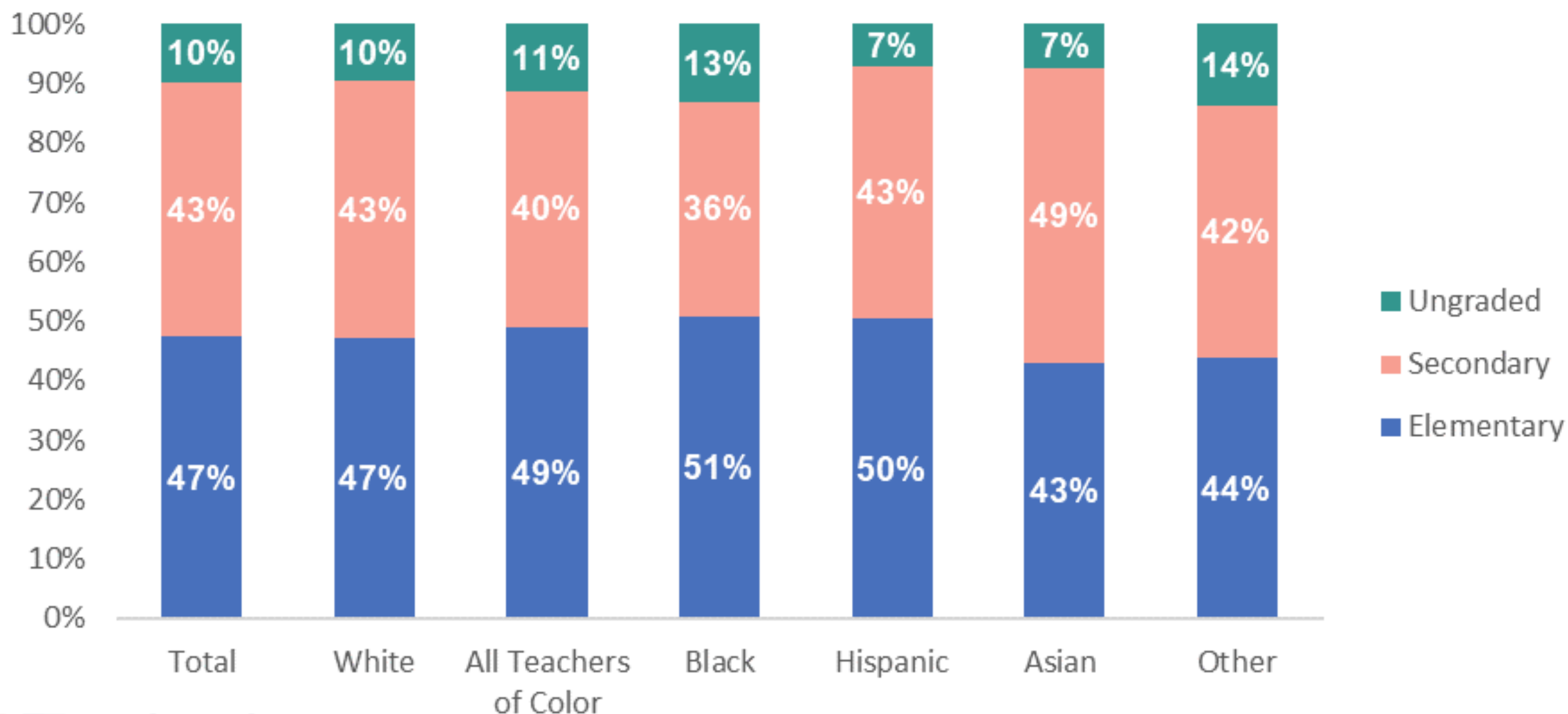


Men of color make up only 1.6% of Pennsylvania's teacher workforce.

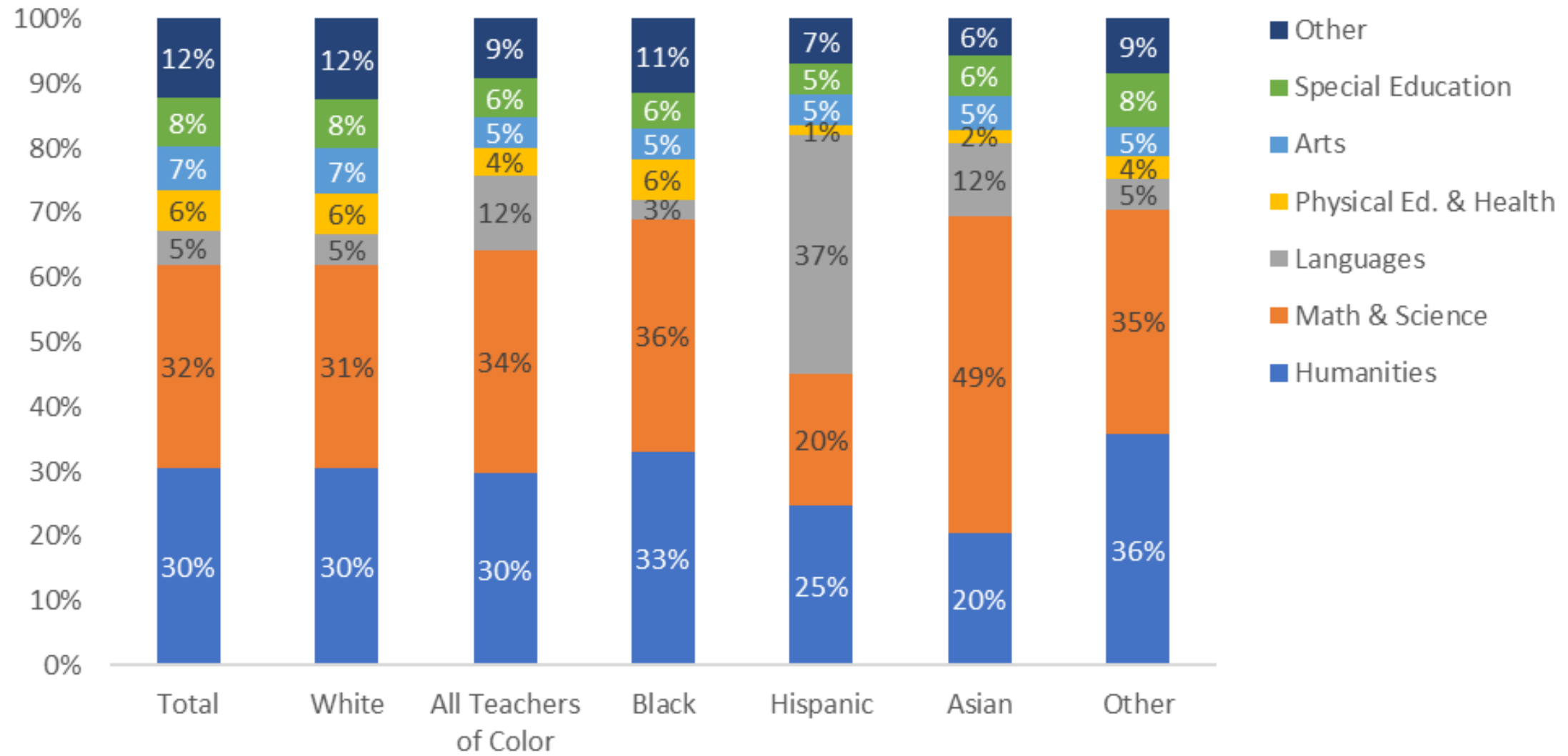
Women of color make up only 4.9%.

In all of PA, there were 1,191 Black men, 367 Hispanic men, 199 Asian men, and 228 other men of color teaching in public schools.

Distribution of Elementary, Secondary, and Ungraded Teachers by Race/Ethnicity, PA 2022-23

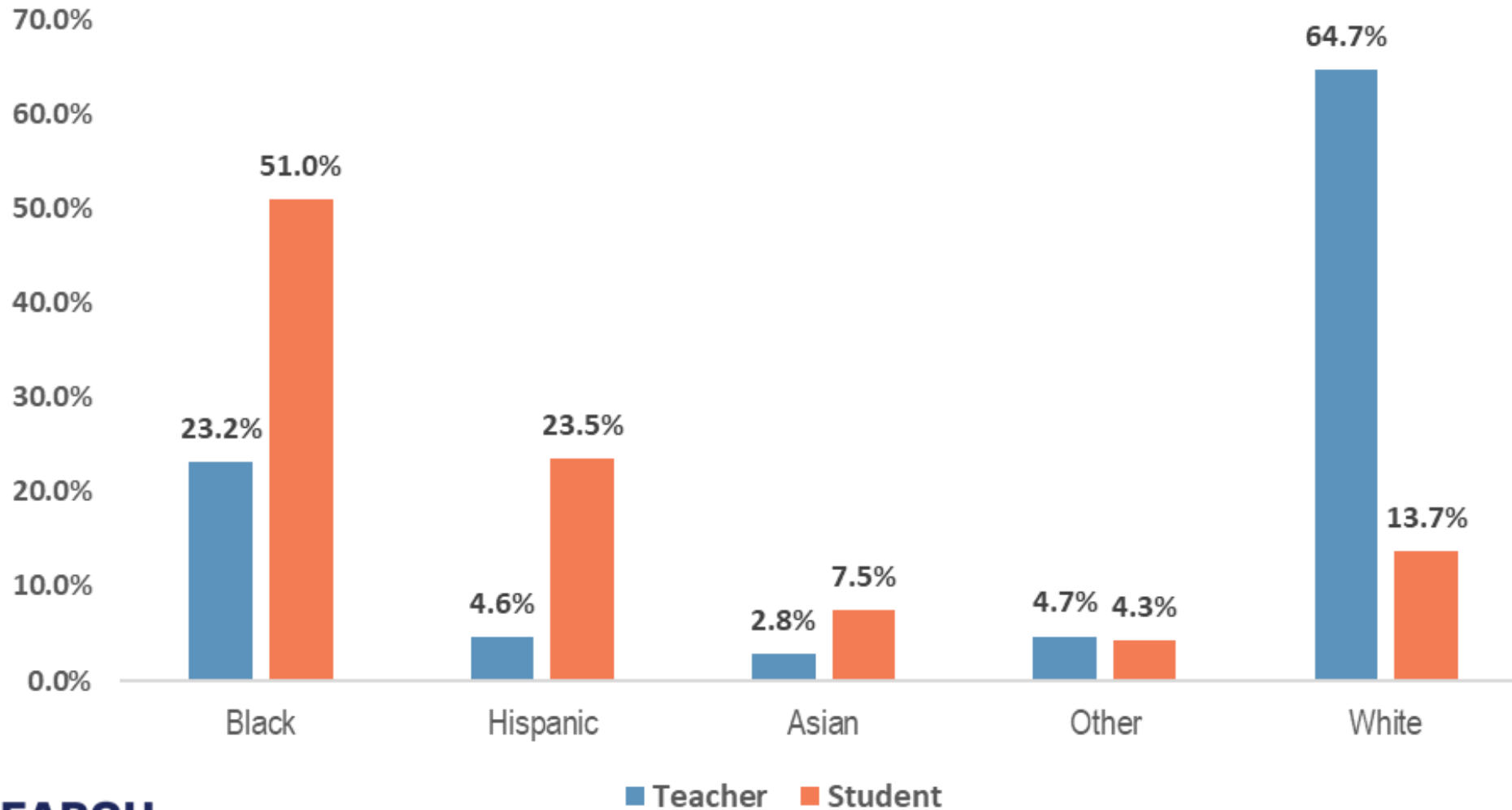


Teacher Distribution of Instructional Subjects by Race/Ethnicity in Secondary Schools, PA 2022-23



Philadelphia: Where over half of PA's teachers of color are employed

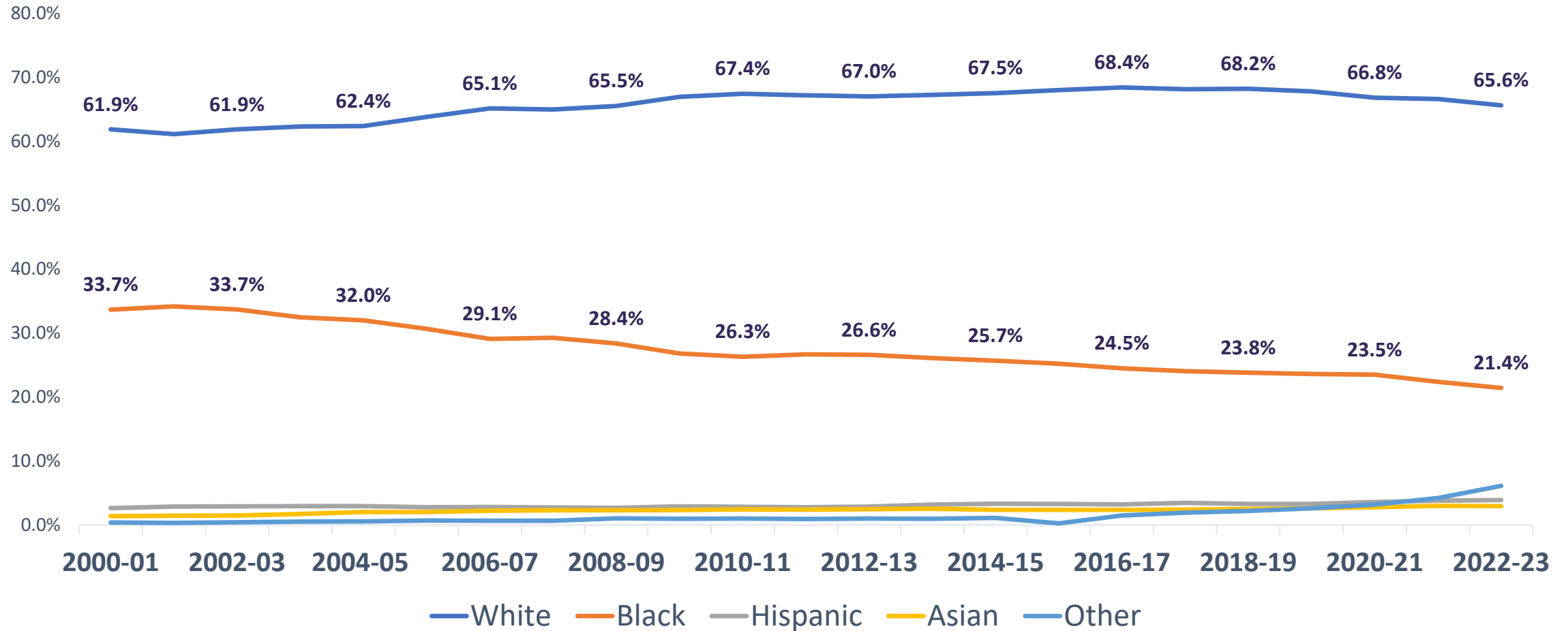
Teacher and Student Race/Ethnicity Philadelphia County, 2022-23



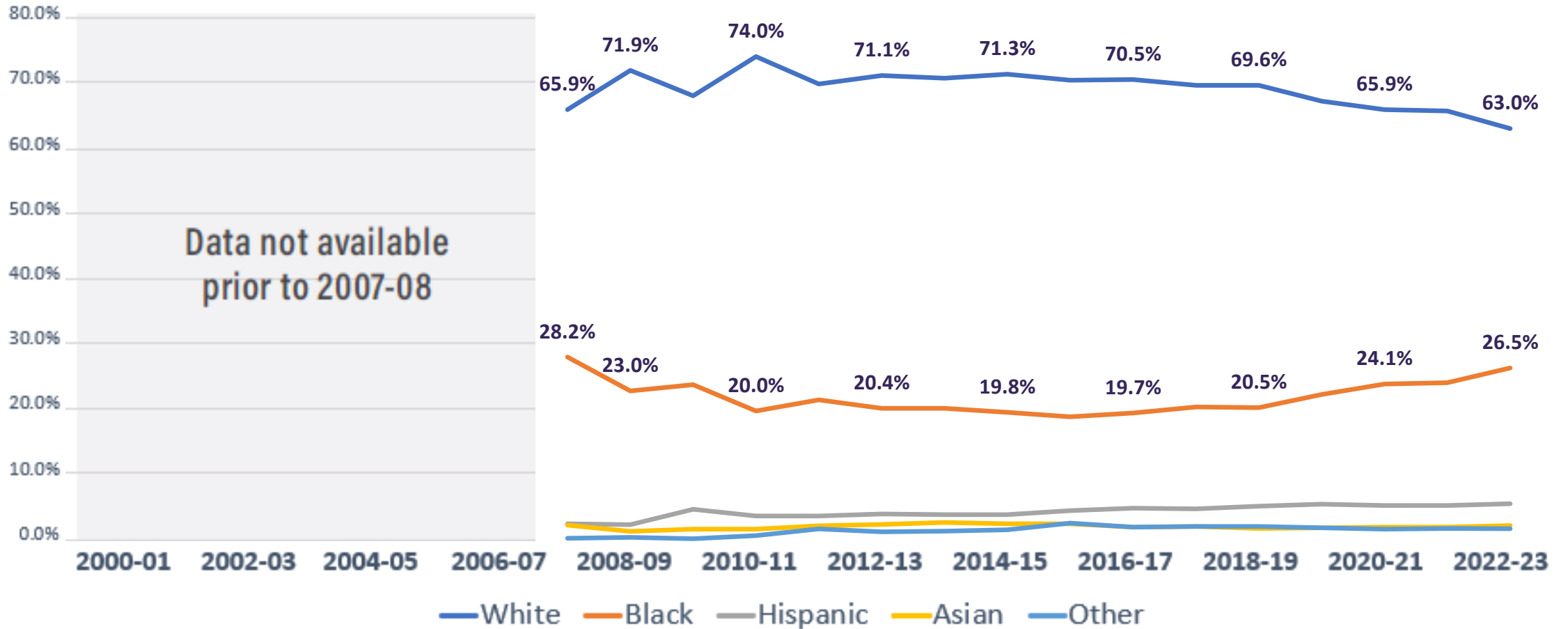
Teachers and Students by Race or Ethnicity in Philadelphia County, 2013-14 to 2022-23

SY	Group	Total	White	Total of Color	Black	Hispanic	Asian	Other
2013-14	Teachers	11,270	68.5%	31.5%	24.1%	3.4%	2.7%	1.2%
	Students	191,814	14.5%	85.5%	55.9%	18.6%	6.5%	4.6%
2014-15	Teachers	11,250	69.1%	30.9%	23.6%	3.5%	2.5%	1.4%
	Students	190,242	14.2%	85.8%	54.5%	19.2%	6.6%	5.5%
2015-16	Teachers	10,273	69.0%	31.0%	23.1%	3.7%	2.5%	1.7%
	Students	195,139	14.0%	86.0%	54.3%	19.1%	6.5%	6.1%
2016-17	Teachers	11,628	69.4%	30.6%	22.6%	3.8%	2.4%	1.8%
	Students	196,086	13.9%	86.1%	54.1%	19.5%	6.6%	6.0%
2017-18	Teachers	11,015	68.9%	31.1%	23.1%	3.8%	2.4%	1.7%
	Students	196,208	14.2%	85.8%	53.2%	19.9%	6.6%	6.0%
2018-19	Teachers	11,688	68.7%	31.3%	22.7%	4.0%	2.3%	2.3%
	Students	199,242	13.7%	86.3%	52.9%	20.9%	6.9%	5.5%
2019-20	Teachers	11,862	67.6%	32.4%	23.2%	4.2%	2.5%	2.5%
	Students	198,733	13.7%	86.3%	52.0%	22.2%	7.1%	5.0%
2020-21	Teachers	12,083	66.5%	33.5%	23.7%	4.3%	2.6%	2.8%
	Students	193,255	13.8%	86.2%	51.9%	22.5%	7.4%	4.4%
2021-22	Teachers	12,241	66.3%	33.7%	23.1%	4.4%	2.7%	3.4%
	Students	185,867	13.6%	86.4%	51.2%	23.5%	7.4%	4.3%
2022-23	Teachers	12,112	64.7%	35.3%	23.2%	4.6%	2.8%	4.7%
	Students	182,947	13.7%	86.3%	51.0%	23.5%	7.5%	4.3%

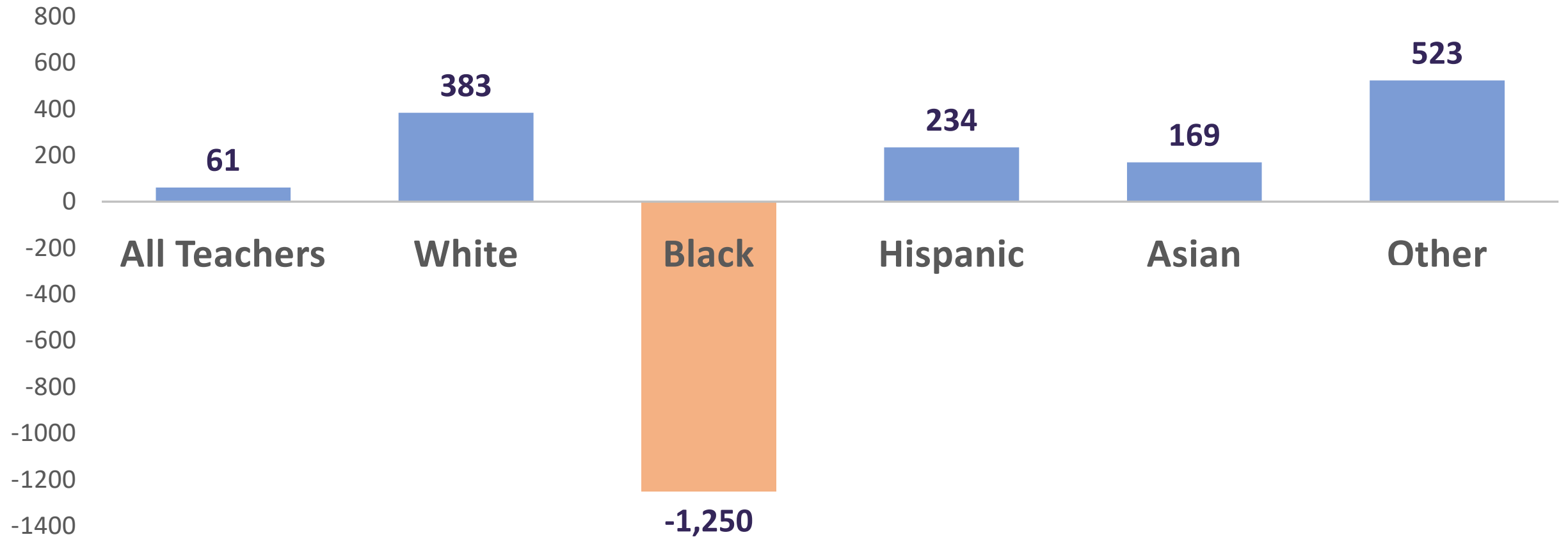
Teachers by Race/Ethnicity in the School District of Philadelphia, 2000-01 to 2022-23



Teachers by Race/Ethnicity in Philadelphia Charter Schools, 2007-08 to 2022-23



22 Year Change in Number of Philadelphia County Teachers by Race or Ethnicity (2000-01 to 2022-23)



School Year and Sample	All Teachers	White	Black	Hispanic	Asian	Other	Total TOC
2000-01 (12,051 District Teachers)	12,051	7,453	4,059	321	169	49	4,598
2022-23 (7,921 District Teachers and 4,191 Charter School Teachers)	12,112	7,836	2,809	555	338	572	4,274
20 Year Change	61	383	-1250	234	169	523	-324

What happened to 1,250 Black teachers in Philadelphia?

“Worn & Weary” Black Teachers’ Storied Experiences and Recommendations around their Attrition and Retention in Philadelphia Schools

Leana Cabral, Lynnette Mawhinney, Jill Pierce, Carmina Hachenburg

Date: November 2022

K-12

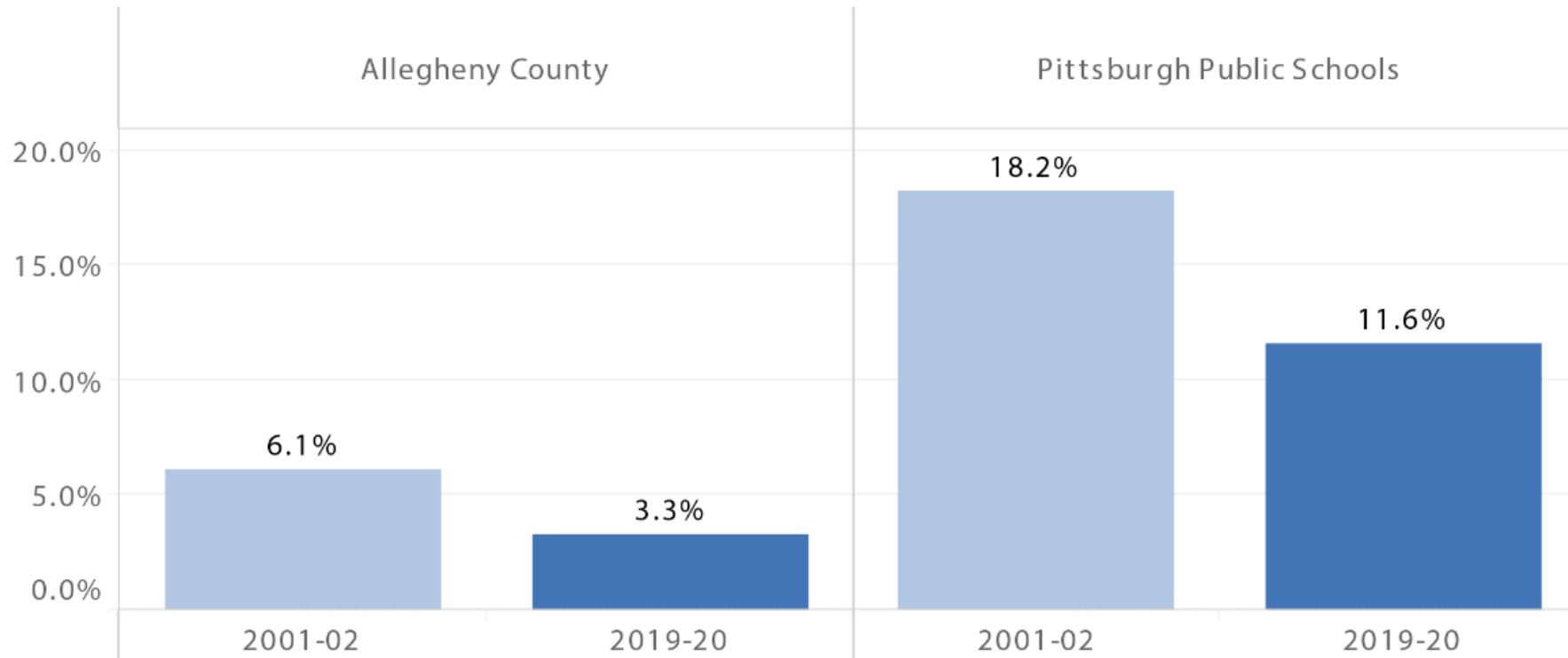
Teacher Workforce, Diversity, and Training



<https://www.researchforaction.org/research-resources/worn-weary-black-teachers-storied-experiences-and-recommendations-around-their-attrition-and-retention-in-philadelphia-schools/>

RFA's prior research also found a steep decline in both the number and percentage of Black teachers in **Pittsburgh and Allegheny County's** public schools in recent decades.

Percent Black Teachers in Allegheny County and Pittsburgh Public Schools, 2001-02 and 2019-20



Yet little formal research has been conducted into the reasons for that decline.

Allegheny County Black Teacher Study

We are currently conducting a research study with the goal of deepening community understanding of structural constraints to recruiting and retaining Black teachers within the region's K-12 school systems.

- Research Questions:
 - How do current and former Black teachers understand the attrition of Black teachers from the teacher workforce in Allegheny County?
 - What systemic factors—from the school to district to policy level—contribute to Black teacher attrition in Allegheny County?
 - What specific supports, systems, and resources are needed to support retention and curb attrition of teachers of color and Black teachers in particular?
 - What promising practices and efforts are being pursued to diversify the teacher workforce in Allegheny County?
 - What reported outcomes, if any, are these initiatives and efforts producing?

Qualitative Data Collection

- Conducted interviews and focus groups designed to learn directly from experiences and perspectives of Black educators on teacher attrition, as well as leaders of initiatives focused on recruiting and retaining teachers of color.
- Sample includes 44 participants:
 - 29 current teachers
 - 9 former teachers
 - 6 field leaders
- Current and former teachers who participated represent:
 - 23 different PPS schools
 - 4 other AC Districts (Mt. Lebo, Quaker Valley, South Fayette, Sto-Rox)
 - 4 charters/networks (Propel, Environmental Charter, City Charter, Penn Hills)
 - Every grade (K-12)
 - Multiple subjects (ELA, Math, Science, Social Studies, Specials/Electives, CTE)

Community Engagement

Research team has been advised by a Research Advisory Council (RAC)

- Formulated through connections/partnership with PEDC
- Includes members of the community who are involved with and lead educator diversity efforts, K-12 education, higher ed, and teacher education
- The RAC has now evolved into the Research Practice Learning Community, as it now includes current teachers who participated in the study in addition to the RAC members.

Research Progress and Next Steps

- Research team is currently analyzing the qualitative data we've collected to determine the key takeaways.
- Next steps include:
 - Determining the format of the final product through a collaborative process with the RPL
 - Finalizing and disseminating the final product, through collaboration with the RPL
 - Planning a convening for this fall

Technical Support to PEDC's work in Allegheny County

- In addition to the AC Black Teacher Study, RFA received funding to collaborate and provide technical assistance to PEDC's work in Allegheny County. This has included:
 - Analysis of teacher mobility data by race & ethnicity (forthcoming report summer 2023).
 - Regular updates to the network
 - Literature review and scan on the metrics that other teacher diversity initiatives are using to measure progress.

Scan of Teacher Diversity Initiatives: Background/Research Questions

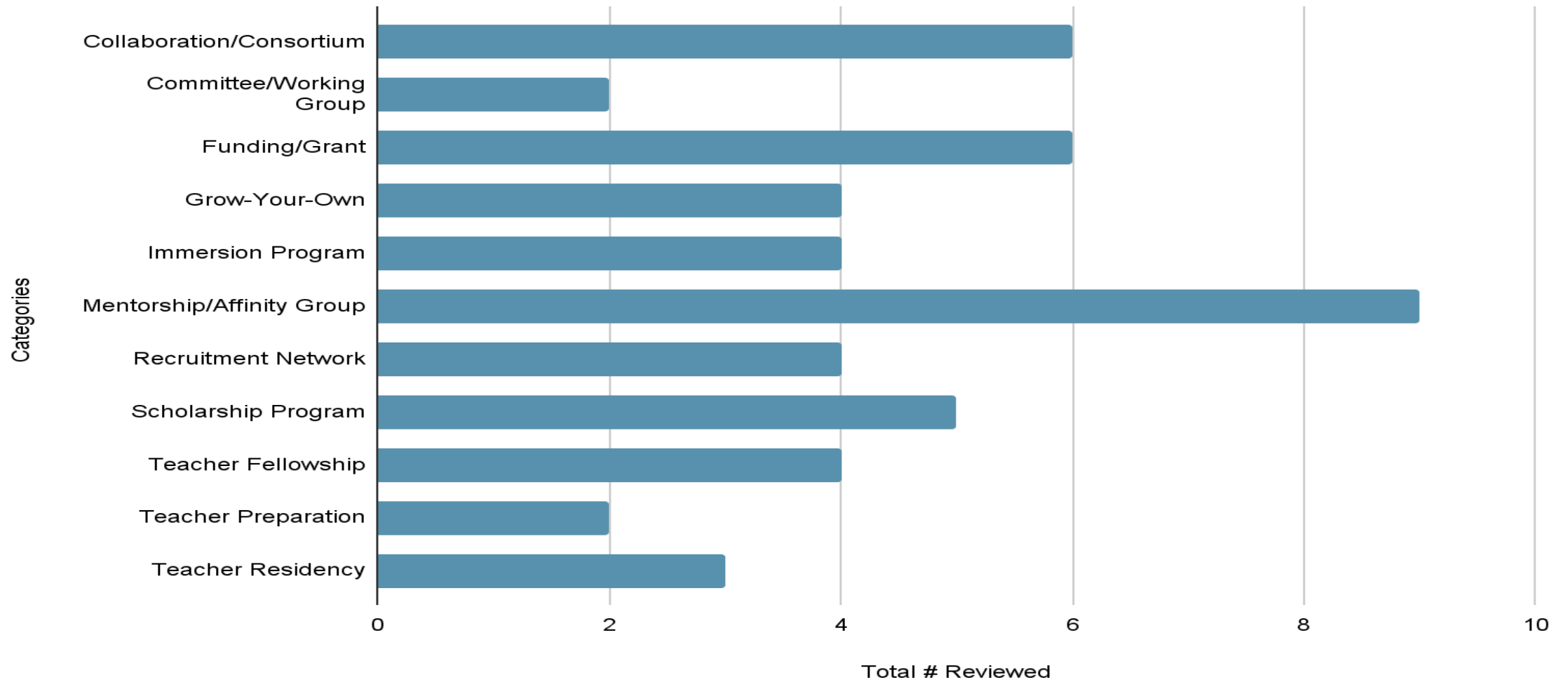
At PEDC's request, RFA is conducting a national scan to identify common benchmarks and indicators of progress for teacher diversification efforts across the U.S.

1. What types of teacher diversity initiatives are being implemented?
2. Are there established categories for initiative types? If not, how might initiatives be categorized?
3. What indicators of success are initiatives using to measure progress?
4. Do different types of efforts (individual, collaborative, or collective impact) tend to focus on different goals or indicators of success?

Key Findings: The 47 Scanned Initiatives fit into 11 Categories

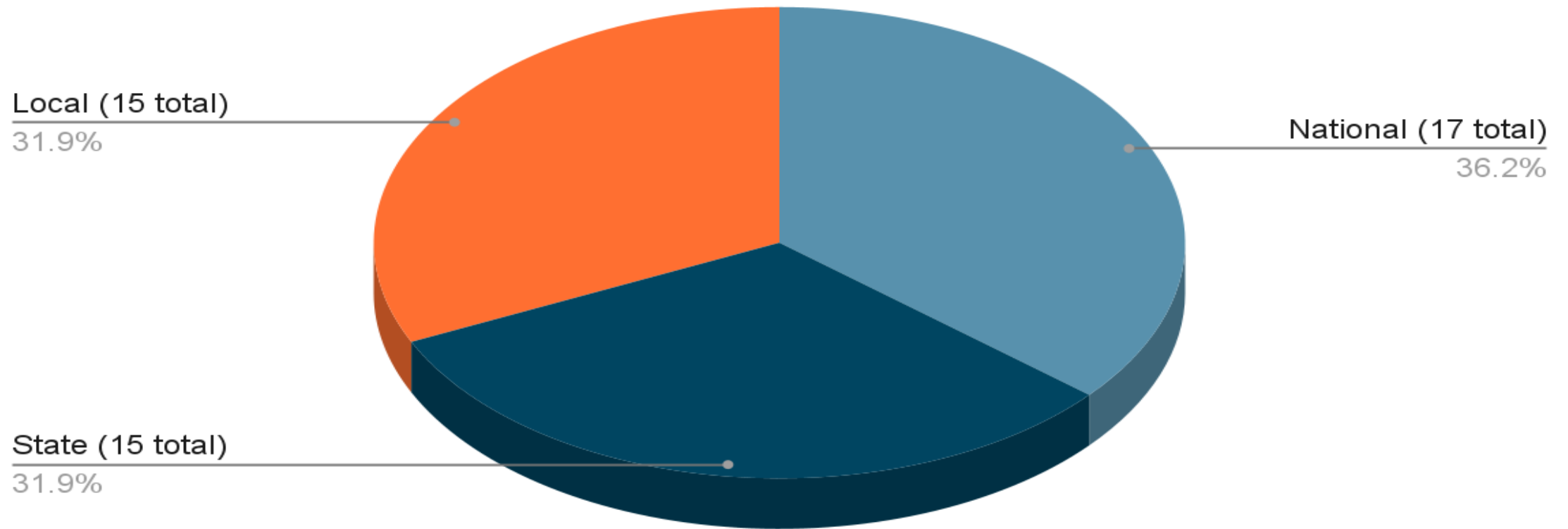
Educator diversity initiative categories

Note: Total is greater than 47 because some initiatives are classified in more than one category.



Key Findings: Geographic Focus of Initiatives

Geographic Classification



Key Findings: Indicators of Success

Approximately half of the initiatives scanned (23 total) shared the indicators used to measure progress or impact. The identified indicators of success included the following measures:

1. **Program participants:** number of participants and/or percentage participants of color.
2. **Participant outcomes:** graduation rates, percentage earning teacher credential, percentage or number hired by a school or district or broader job placement in education, and/or participant or member retention.
3. **Program reach:** number of students or sites (such as school districts or schools) served by participants/teachers, and/or number of sites or organizations participating in the initiative.
4. **Teacher recruitment and/or retention:** number of teachers recruited, number of teachers retained, and/or reduction in teacher attrition.
5. **Program effectiveness:** measured by external evaluations and/or participant feedback or testimonies.
6. **Funding:** amount of funding provided and/or number of funding, grant, or scholarship recipients.

Key Findings: Considerations

1. *We did not* identify any initiatives that created a collective shared measurement system across multiple educator diversity initiatives.
2. It may be worth further examination of shared measurement systems used by consortiums outside the field of educator diversity.
3. Multiple measures may provide more descriptive understanding of regional progress.

Bibliography of RFA's Teacher Diversity Research

- ***“Worn & Weary” Black Teachers’ Storied Experiences and Recommendations around their Attrition and Retention in Philadelphia Schools:*** <https://www.researchforaction.org/research-resources/worn-weary-black-teachers-storied-experiences-and-recommendations-around-their-attrition-and-retention-in-philadelphia-schools/>
- ***The Need for More Teachers of Color*** <https://www.researchforaction.org/research-resources/k-12/the-need-for-more-teachers-of-color/>
- ***Patching the Leaky Pipeline:*** April 2018 brief examines the leaks in Pennsylvania’s teacher pipeline contributing to a lack of diversity and highlights promising practices found across the country that could increase teacher diversity. <https://www.researchforaction.org/research-resources/k-12/patching-the-leaky-pipeline/>
- ***Teacher Diversity in Pennsylvania from 2013-14 to 2019-20:*** December 2020 report presents the findings of RFA’s examination of seven years of teacher demographic data in Pennsylvania. <https://www.researchforaction.org/research-resources/k-12/teacher-diversity-in-pennsylvania-from-2013-14-to-2019-20/>
- ***FAQ: Allegheny County Teachers of Color:*** April 2021 FAQ examines the state of teacher diversity in Pittsburgh and Allegheny County. <https://www.researchforaction.org/research-resources/k-12/faq-allegheny-county-teachers-of-color/>
- ***Final Report: Evaluation of the Aspiring to Educate Philadelphia Pilot:*** September 2021 evaluation of the Pennsylvania Department of Education’s A2E pilot to diversify and develop the teacher workforce. <https://www.researchforaction.org/research-resources/k-12/final-report-evaluation-of-the-aspiring-to-educate-philadelphia-pilot/>

Research to Inform Educator Diversity Initiatives in Pennsylvania



David Lapp – Director
of Policy Research
dlapp@researchforaction.org

Siettah Parks –
Research Associate
sparks@researchforaction.org

Alita Robinson –
Research Analyst
arobinson@researchforaction.org

With gratitude to the funders whose generous support made RFA's educator diversity research possible, including:



THE BARRA FOUNDATION

