

## Quick Facts: Minority Teacher and School Leader Recruitment in Connecticut

### Overview

**Every student in Connecticut deserves high-quality teachers in their classrooms and effective leaders in their schools.** Despite growing evidence to support the need for a diverse educator workforce, there is still **a significant shortage of minority teachers and principals in our state.** Connecticut must develop policies that create effective systems of recruiting high-quality educators of color, particularly in our most diverse school districts.

- **Students benefit.** Research shows that **students of color, taught by teachers of color, perform better on a variety of academic outcomes**, including: school attendance, retention, standardized test scores, advanced-level course enrollment, discipline rates, high school graduation, and college enrollment.
- **Teacher retention improves in our highest need districts. Teachers of color are more likely to work and remain in urban and high-poverty schools and districts.**

### Public School Educator Demographics in Connecticut

- **Although students of color make up nearly half of all Connecticut's public school enrollment, we have very few teachers or school leaders of color:**
  - Students of color: More than 40%
  - Teachers of color: Nearly 8%
  - School Administrators of color: Nearly 13%
- **Some school districts employ ZERO teachers or administrators of color:** 64.1% of school districts reported having no administrators of color, and 21.4% reported having no teachers of color in 2012-2013.
- **Only 9 states perform worse than Connecticut** on the Teacher Diversity Index rating from the Center for American Progress, which measures the difference between the diversity of student and teacher populations.
- **Some Connecticut districts have increased the diversity of their workforce.**
  - **Six districts have about 50% or more administrators of color:** Jumoke Academy, New Haven Public Schools, Park City Prep Charter School, New Beginnings Family Academy, Highville Charter School, and Hartford Public Schools.
  - **Six districts have about 25% or more teachers of color:** Jumoke Academy, New Beginnings Family Academy, Bridgeport Achievement First, Bloomfield Public Schools, Achievement First Hartford, and Bridgeport Public Schools.

For notes and resources on *Minority Teacher and School Leader Recruitment*, please visit [www.conncan.org/recruitment](http://www.conncan.org/recruitment).

## Notes and Resources

**Student Demographic Data:** Conn. State Dept. of Educ., 2012-2013 and 2013-2014 Public School and District Enrollment by Race and Gender. Feb. 2014. Available for download as a data table through the Connecticut Education Data and Research website. Hyperlink:

[http://sdeportal.ct.gov/Cedar/WEB/ct\\_report/CedarHome.aspx](http://sdeportal.ct.gov/Cedar/WEB/ct_report/CedarHome.aspx)

**Notes:** All data presented in this document is the most recent, publicly available data from the Conn. State Dept. of Education (CSDE) unless otherwise specified. Minority figures are calculated by subtracting white enrollment from total enrollment and reporting the difference as a percentage of total enrollment. Student minority enrollment was 40.5% and 41.5% in the 2012-2013 and 2013-2014 school years, respectively.

**Educator Demographic Data:** Conn. State Dept. of Educ., Count of Staff: Race/Ethnicity by Type. Conn. Education Data and Research (CEDaR). 2012-2013. Hyperlink: [http://sdeportal.ct.gov/Cedar/WEB/ct\\_report/CedarHome.aspx](http://sdeportal.ct.gov/Cedar/WEB/ct_report/CedarHome.aspx)

**Notes:** Demographic data for teachers includes the total number of General Education Teachers; demographic data for administrators includes the total number of Administrators, Coordinators, and Department Chairs. The figures are a count of total staff and do not indicate the number of full-time equivalent (FTE) staff. The number of districts with 0% for minority staff and the total number of districts with figures reported above "0" for administrators (198) or teachers (196) counts was used to calculate the percent of districts with no minority teachers or administrators. General education teachers and administrators are not the only educators employed by a district, so this figure does not imply that the district does not have any minority staff members. The six districts in the state that have about 50% or more administrators of color are: Jumoke Academy (100%), New Haven Public Schools (56.1%), Park City Prep Charter School (50.0%), New Beginnings Family Academy (50.0%), Highville Charter School (50.0%), and Hartford Public Schools (49.7%). The six districts that have about 25% or more teachers of color are: Jumoke Academy (58.1%), New Beginnings Family Academy (29.6%), Bridgeport Achievement First (26.5%), Bloomfield Public Schools (26.5%), Achievement First Hartford (25.0%), and Bridgeport Public Schools (24.9%).

**Center for American Progress Reports:** Center for American Progress, Retaining Teachers of Color in Our Public Schools: A Critical Need for Action. June 2014. <https://cdn.americanprogress.org/wp-content/uploads/2014/06/Partee-TeachersOfColor-report2.pdf>

See also Center for American Progress, America's Leaky Pipeline for Teachers of Color: Getting More Teachers of Color into the Classroom. May 2014. Hyperlink: <https://cdn.americanprogress.org/wp-content/uploads/2014/05/TeachersOfColor-report.pdf>

See also Center for American Progress, Teacher Diversity Revisited: A New State-by-State Analysis. May 2014. <https://cdn.americanprogress.org/wp-content/uploads/2014/05/TeacherDiversity.pdf>

**Notes:** These reports summarize key findings from just some of the growing research to support the need for a more diverse teacher workforce and the positive educational impact that teachers of color have on students of color and high need schools and districts. For further reading, please refer to the research cited in the endnotes included in each of the Center for American Progress reports. Connecticut earns a score of 31 on the Teacher Diversity Index from the Center for American Progress (CAP), which measures the percentage point difference between teachers and students of color. The CAP provides scores and rankings for all 50 states and Washington D.C. Scores range from a 4 in Vermont (top score) to 44 in California (bottom score), with a national average score of 30. Connecticut is one of six states to earn a 31. Nine states score lower than Connecticut (between 32 and 44): Georgia, Illinois, Alaska, Texas, Delaware, Arizona, Maryland, Nevada, and California.

**National-Level Research on Educator Effectiveness:** Chetty, Raj et al., Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood. National Bureau of Economic Research. Sept. 2013. <http://obs.rc.fas.harvard.edu/chetty/w19424.pdf>

See also Hassel, Bryan C. and Emily Ayscue Hassel, Opportunity at the Top: How America's Best Teachers Could Close the Gaps, Raise the Bar, and Keep Our Nation Great. Public Impact. June 2010. [http://www.opportunityculture.org/images/stories/opportunity\\_at\\_the\\_top-public\\_impact.pdf](http://www.opportunityculture.org/images/stories/opportunity_at_the_top-public_impact.pdf)

See also Sass, Tim, et al., Value Added of Teachers in High Poverty Schools and Lower-Poverty Schools. November 2010. Hyperlink: <http://www.urban.org/UploadedPDF/1001469-calder-working-paper-52.pdf>

See also Sanders, William L. and June C. Rivers, Cumulative and Residual Effects of Teachers on Future Student Academic Achievement. University of Tennessee Value-Added Research and Assessment Center. November 1996. Hyperlink: [http://www.cgp.upenn.edu/pdf/Sanders\\_Rivers-TVASS\\_teacher%20effects.pdf](http://www.cgp.upenn.edu/pdf/Sanders_Rivers-TVASS_teacher%20effects.pdf)

See also The New Teacher Project, The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools. July 2012. [http://tntp.org/assets/documents/TNTP\\_Irreplaceables\\_2012.pdf](http://tntp.org/assets/documents/TNTP_Irreplaceables_2012.pdf)

**Notes:** These reports represent just some of the growing research to support the positive short and long-term impacts of teacher effectiveness, as well as the negative impacts of teacher ineffectiveness, as compared to other school-based factors.