

Race, Relational Trust, and Teacher Retention in Wisconsin Schools



Presented to the DPI Cabinet on November 18th 2019



Human capital plays a part in explaining the Wisconsin race achievement gap

- Wisconsin schools are increasingly diverse, comprised of 31% students of color today compared to 22% ten years ago.
- More and more districts are looking to hire teachers of color.
- Districts that are able to hire more teachers of color may realize a reduction in their race achievement gap.
 - Teachers of color hold higher expectations of students of color (Gershenson et al., 2016).
 - Students taught by just one black teacher are more likely to graduate and enroll in college (Gershenson et al., 2018).

Human capital plays a part in explaining the Wisconsin race achievement gap

- Within urban districts, the challenge is about teacher hiring and retention more generally, especially in schools with a majority students of color.
- Historically, these schools have the greatest need for effective teaching, but have the hardest time attracting and retaining effective teachers, regardless of race (Hanushek et al., 2004; Carver-Thomas & Darling-Hammond, 2017).

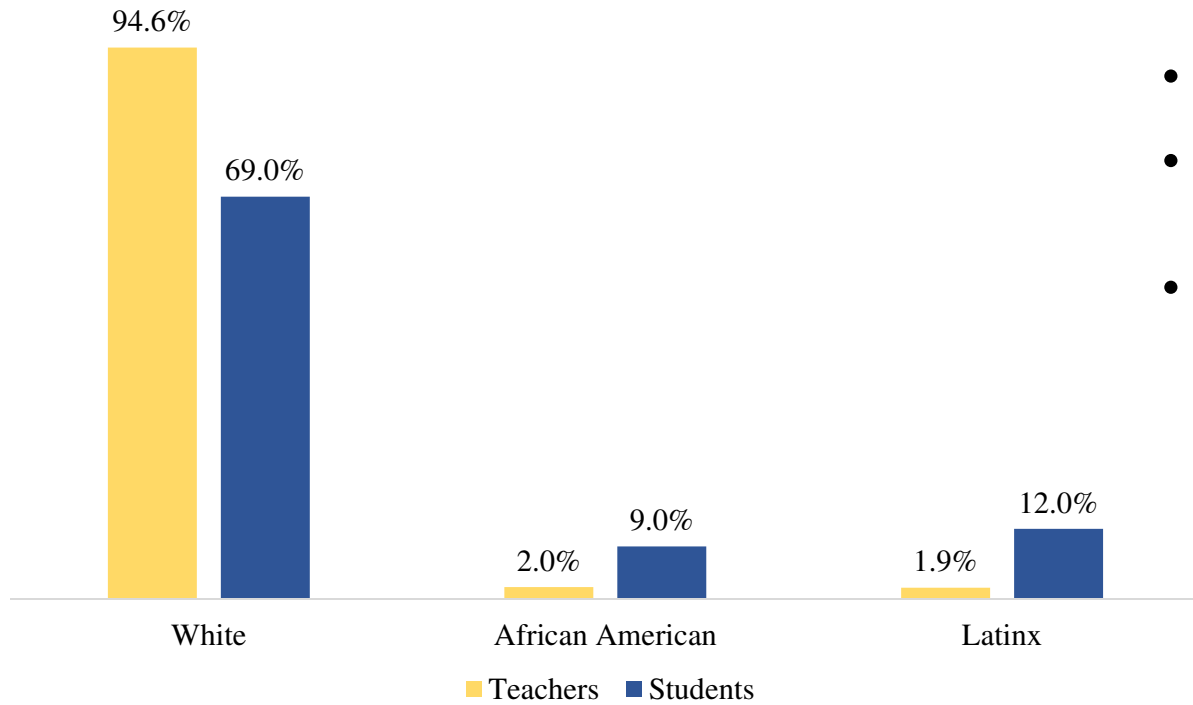
Study Questions

- To what extent do students of color get the opportunity to work with teachers of color?
- Are schools and districts effectively retaining teachers of color?
- To extent does relational trust between educators of different racial groups explain the retention of teachers of color across all Wisconsin schools and all teachers in schools comprised mostly of students of color?

Data Sources

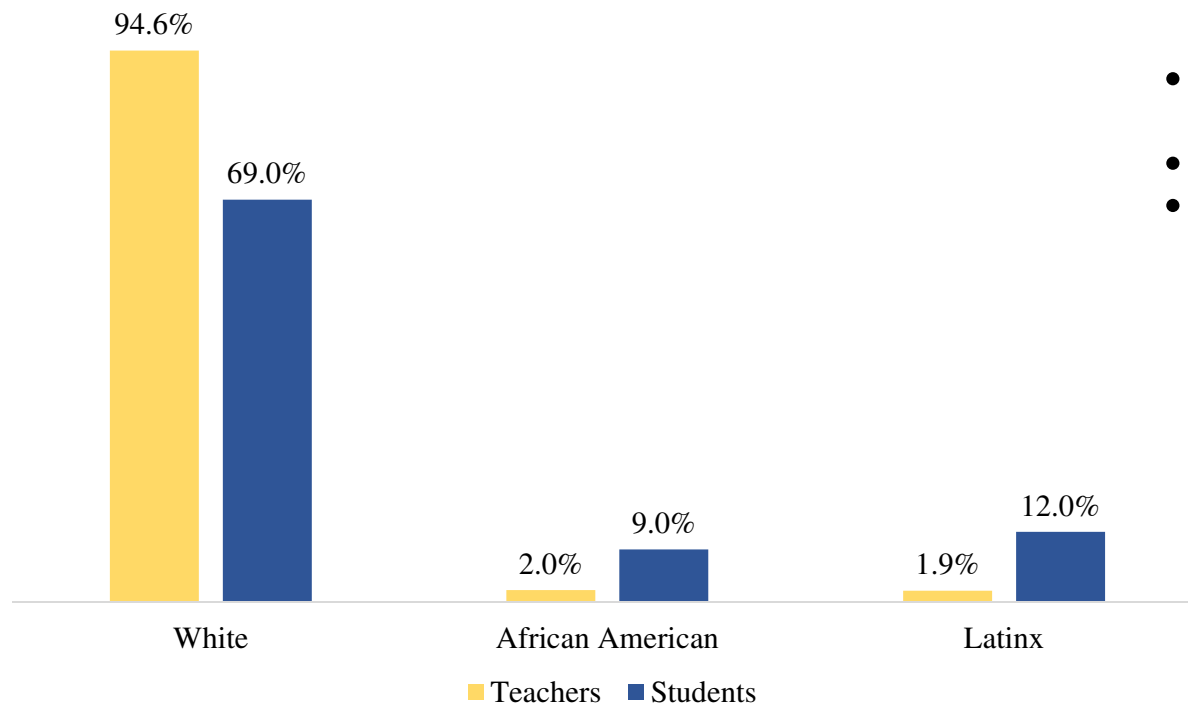
- The 2016-17 Wisconsin Educator Development and Retention Survey
- WiseStaff data from 2013-14 to 2018-19

Wisconsin does not have enough teachers of color to work with our students of color



- Only 3.9% of all Wisconsin teachers are either African American or Latinx.
- 71% of all African American teachers and 39% of Latinx teachers work in Milwaukee.
- Outside of Milwaukee 1.9% of teachers are African American or Latinx, while 15.9% of students are.

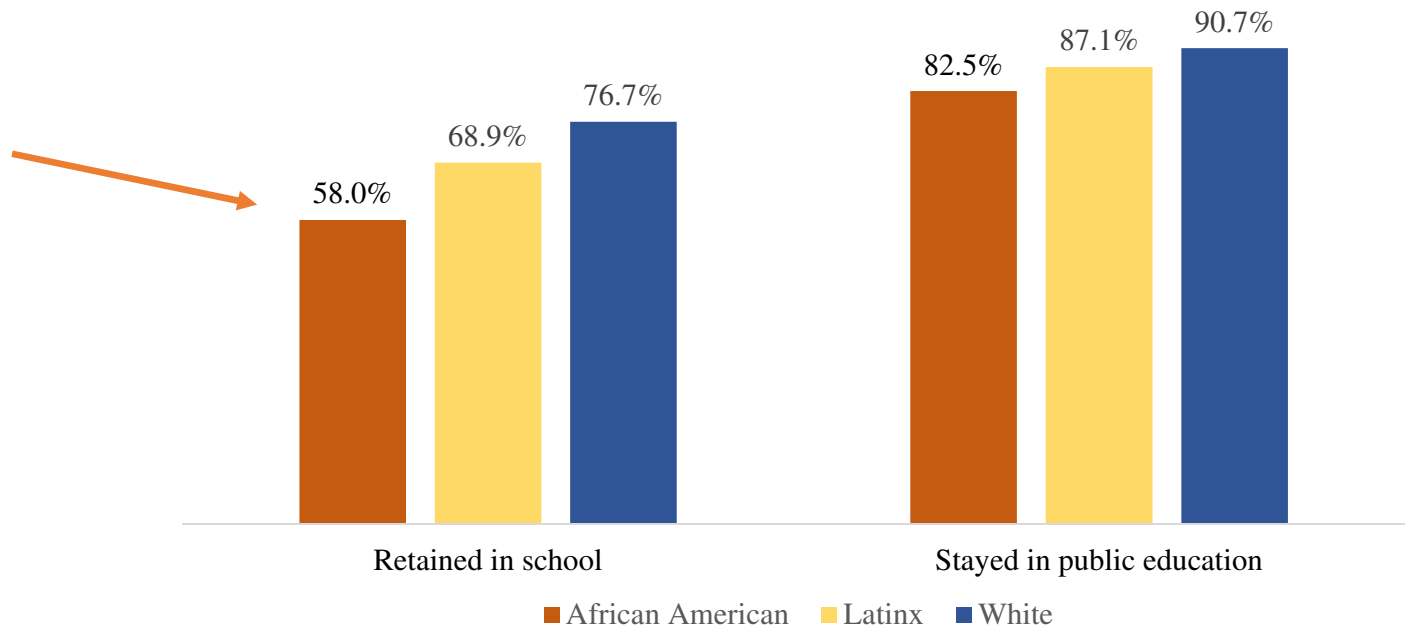
Wisconsin does not have enough teachers of color to work with our students of color



- 86% of all Wisconsin schools do not have any African American teachers.
- 83% do not have any Latinx teachers.
- Only 10 schools across the state do not have any students of color.

Teachers of color are less likely to remain in their school and in Wisconsin public education

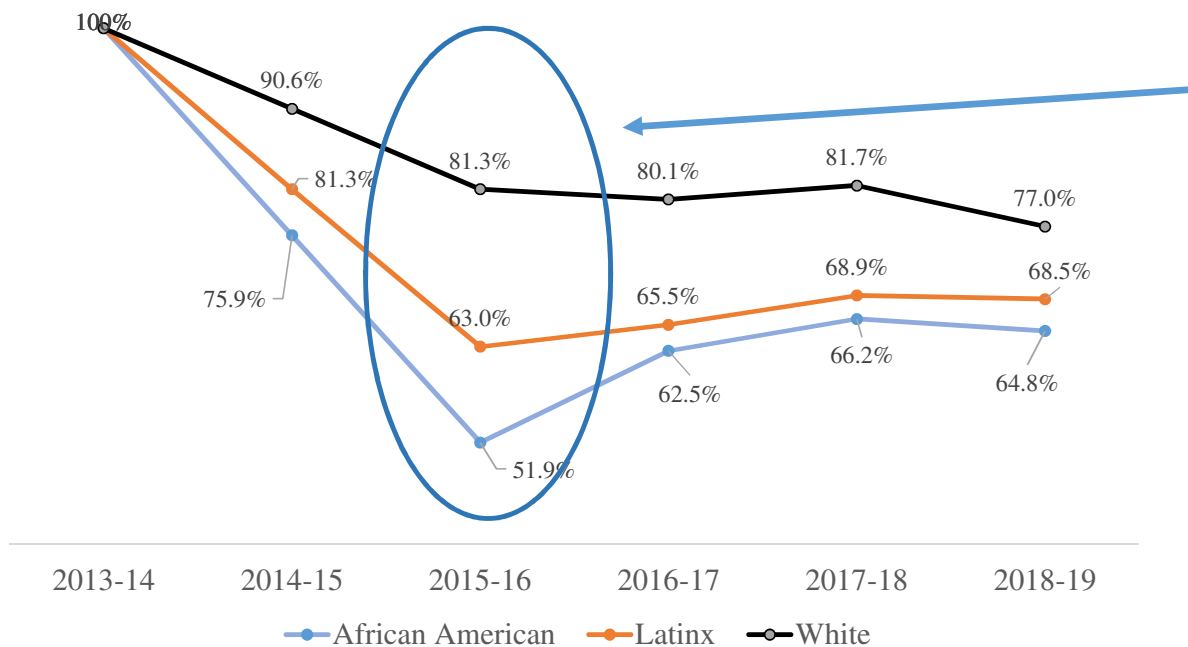
Nearly half of African American teachers leave their school after just two years.



After accounting for differences between schools and other demographic teacher factors, African American teachers remained less likely to stay in their school

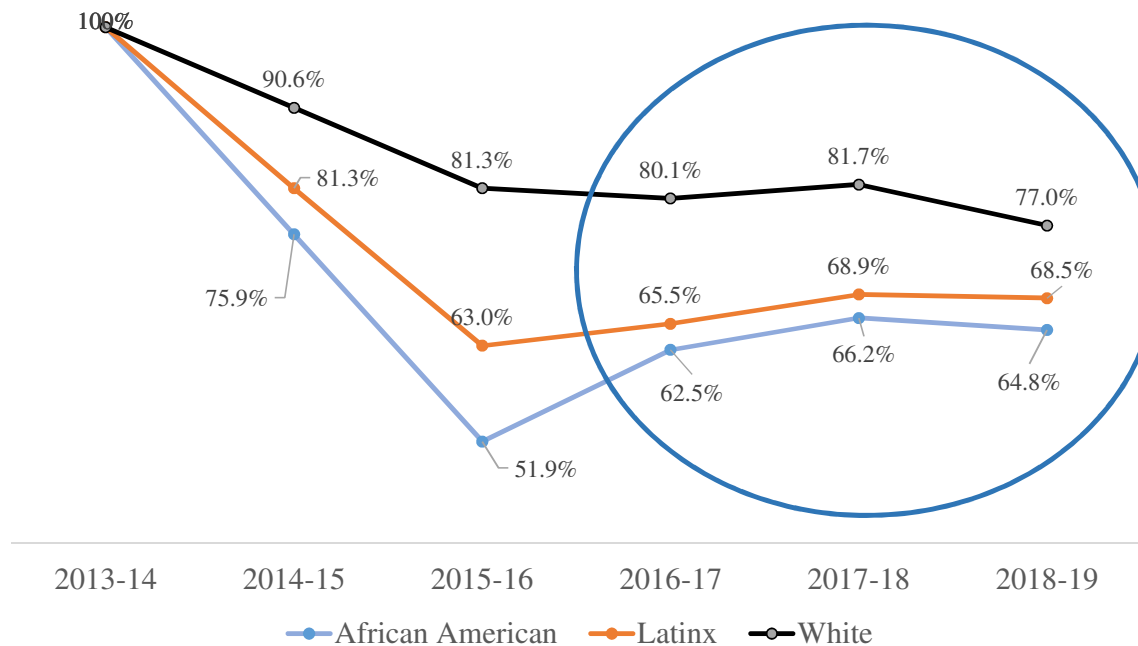
- We know that teachers of color are often in different types of schools than White teachers. Teachers may be more likely to leave because of the school they are in.
- We therefore account for a number of teachers (gender, experience, and education) and school characteristics (student free/reduced lunch eligibility, size, the gender of the principal, the type of school, whether the principal stayed in the schools) to isolate the retention differences between racial groups.
- African American teachers remained less likely to stay than White teachers. The two-year adjusted retention rate for African American teachers was 70.3% compared to 78.2% for White teachers.
- After adjustment, Latinx teachers were not less likely to stay in their school than White teachers.

The retention gap between White teachers and teachers of color is established in the first two years of teachers' careers.



After just two years, teachers of color are much less likely to stay in public education than White teachers.

The retention gap between White teachers and teachers of color is established in the first two years of teachers' careers.

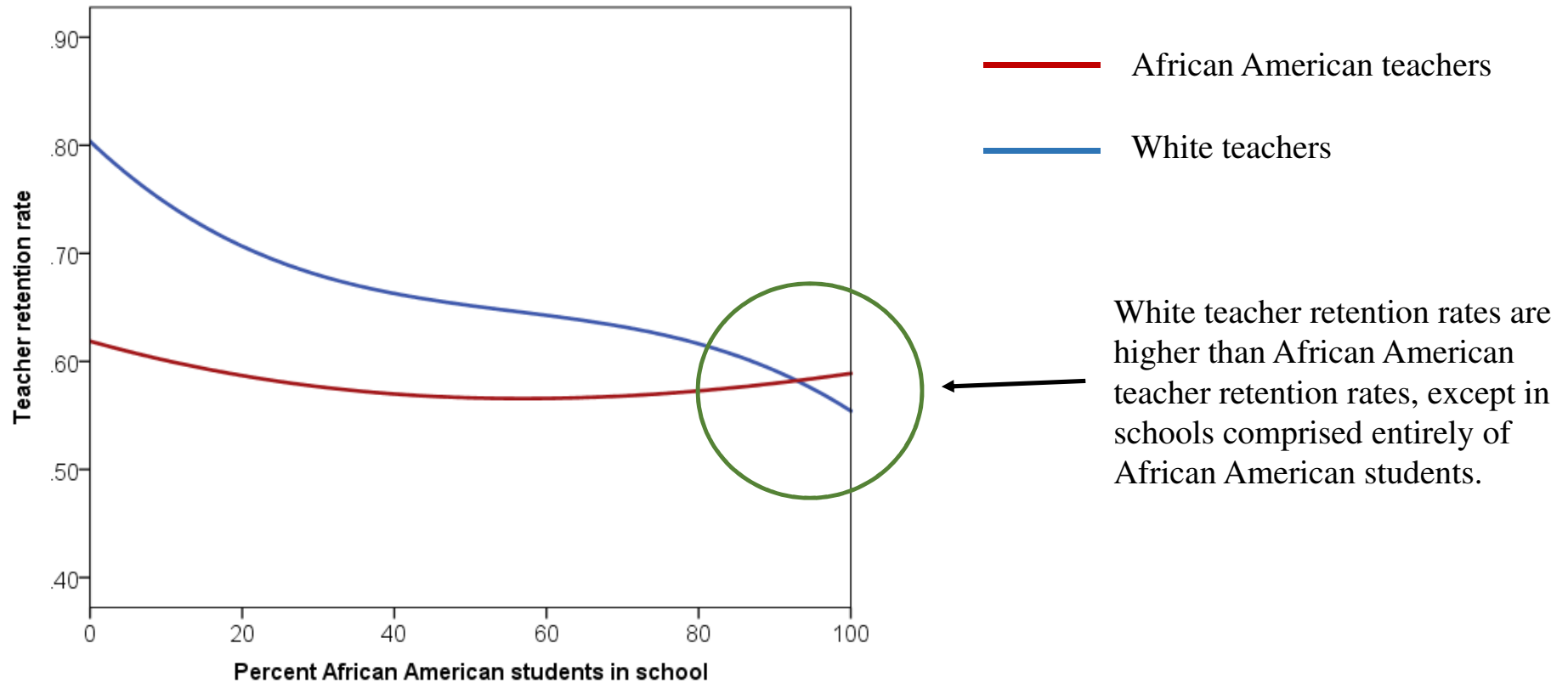


Regardless of race, teachers who stay in public education past two years are likely going to continue to work in public education.

White teachers were more likely to stay in schools with a White principal, fewer teachers of color, and fewer students of color.

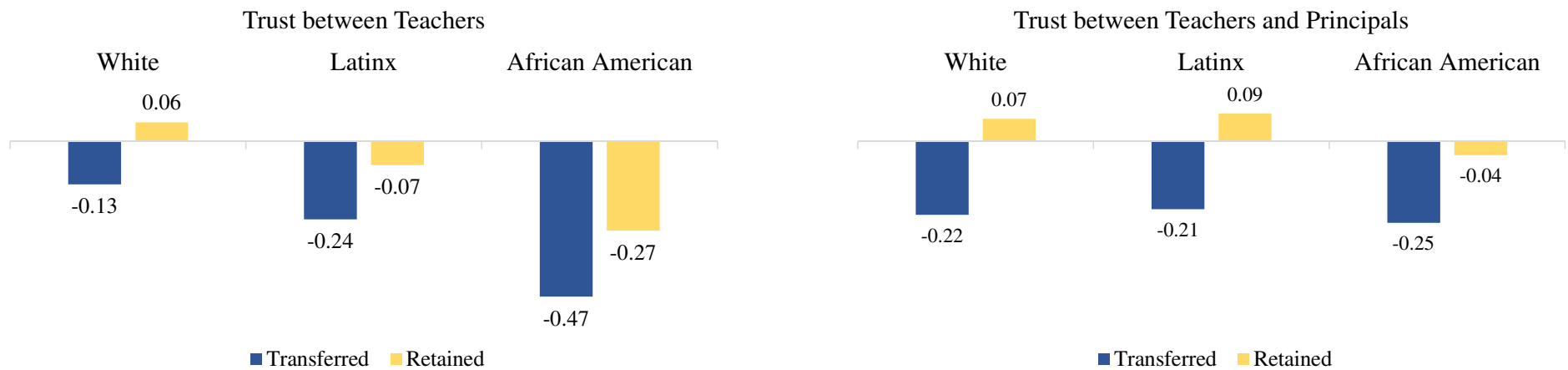
- Although overall White teachers were more likely to stay in their school, their retention was lower in schools with more students of color ($B = -.008$), more teachers of color ($B = -1.64$), and a principal of color ($B = -0.33$).
- These factors did not predict African American or Latinx teacher retention.
- Since nearly all Wisconsin teachers are White, this helps explain why Wisconsin schools with more students of color face the greatest difficulties hiring and retaining teachers.

White teacher retention rates decrease in schools with more African American students



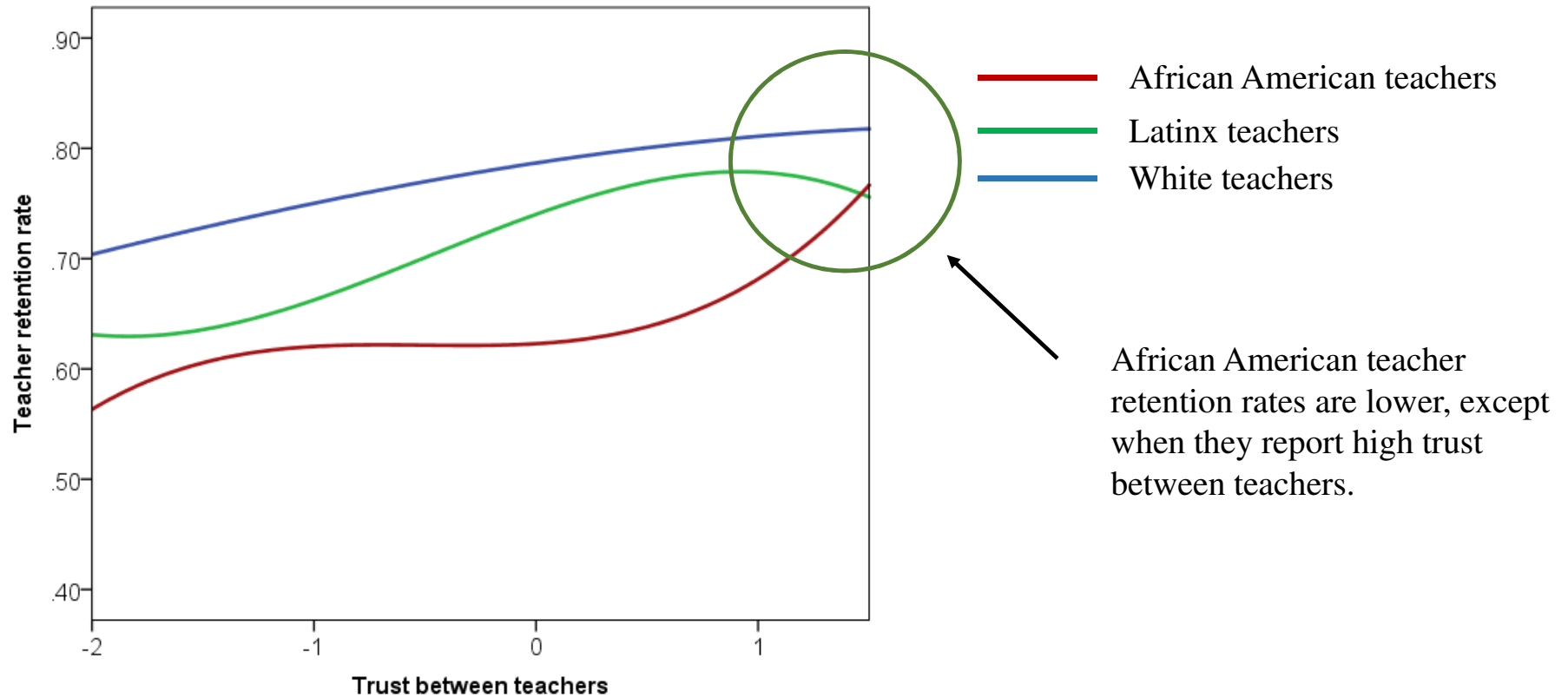
White teacher retention rates are higher than African American teacher retention rates, except in schools comprised entirely of African American students.

Across of racial groups, relational trust is an extremely important factor for whether a teacher stays in their school

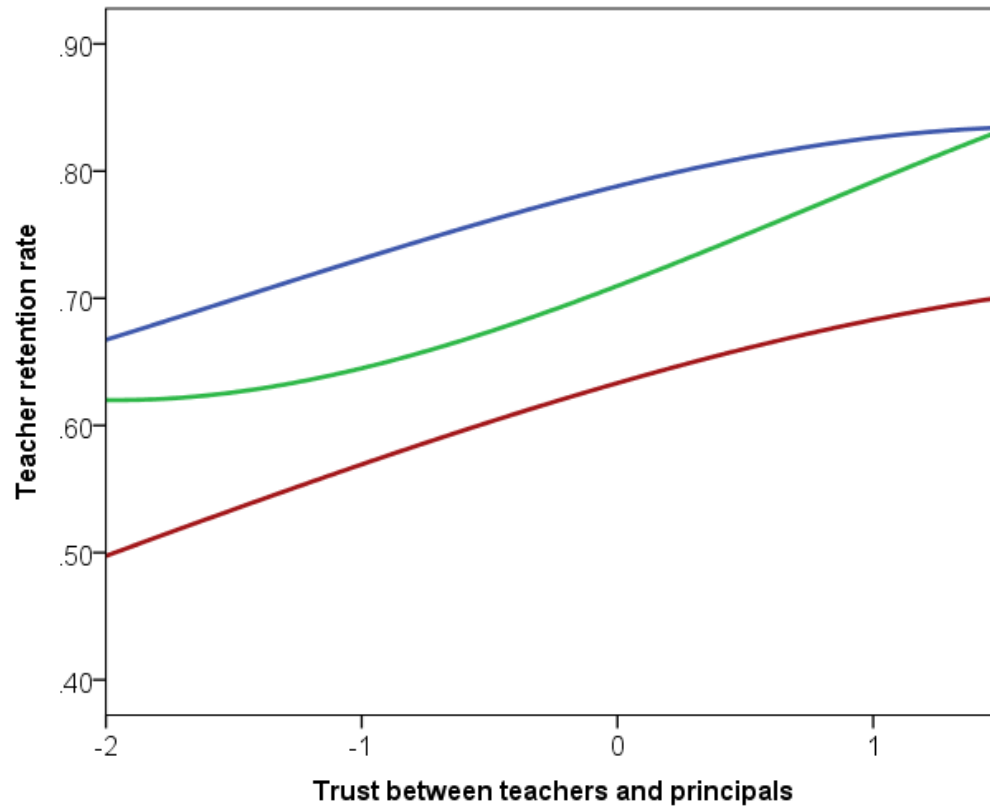


Across all racial groups, teachers who stayed in their school reported higher trust between teachers and between teachers and their principal.

As trust between teachers increase, teacher retention increases



As trust between teachers and principals increase, teacher retention increases



- African American teachers
- Latinx teachers
- White teachers

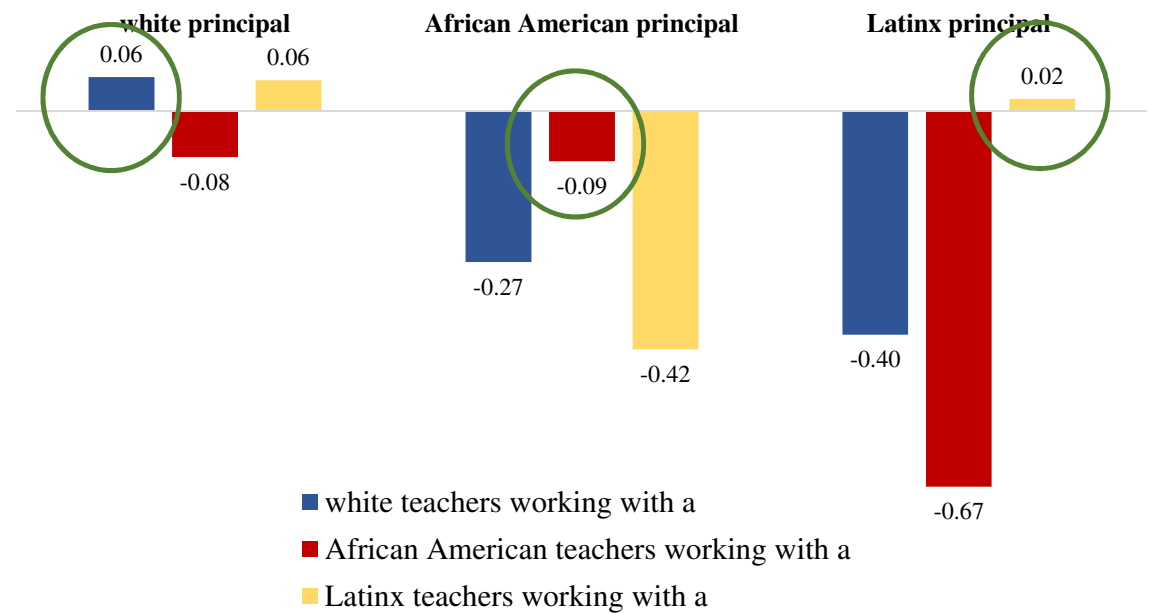
Depending on the level of trust between teachers and principals, teacher 2-year retention rates ranged from 69.9% to 87.3%.

African American and Latinx teachers reported having less trusting relationships with other teachers

- Teachers of color, regardless of whether they ultimately stayed in their school, reported less trust between teachers in their school.
- These results, converted to Cohen's U_3 , suggest 64% and 55% of White teachers reported more trust with teachers than African American and Latinx teachers respectively.
- **After accounting for school differences, African American teachers held lower perceptions of trust with other teachers.**

Teachers have more trusting relationships with principals from their same racial background

After adjusting for school differences, White and African American teachers reported stronger trust with principals from their same racial background.



Conclusions

- While research demonstrates the importance of students of color experiencing at least one teacher from their cultural background (Gershenson et al., 2018; Gershenson et al., 2016), the vast majority of Wisconsin schools do not employ any teachers of color.
- African American teachers are less likely to stay in their school and held lower perceptions of trust between teachers.
- White teachers reported lower perceptions of trust with principals of color and were less likely to stay in schools with more students of color, teachers of color, and a principal of color. Considering White teachers comprise 94.6% of all Wisconsin teachers, these findings help explain why schools with majority students of color experience the most difficulty attracting and retaining teachers.

Conclusions

- Wisconsin needs to explore creative solutions for increasing the number of teachers of color, such as grant programs for students of color to receive training and recruiting paraprofessionals from the community and then supporting their growth and development to become teachers.
- Novice African American and Latinx teachers were less likely to remain in public education. This retention gap was determined in the first two years after teachers began working. Regardless of race, retention rates improved for teachers who remained after two years. Teacher induction processes should account for the risk of losing teachers of color during their first two years.
- Districts should provide educators with implicit bias and cultural competency training that focuses on the relationships between educators, not just educators and students or parents.

Thank you!

John Bowser, University of Wisconsin Milwaukee

Sheila Briggs, Wisconsin Department of Public Instruction

Bradley Carl, University of Wisconsin Madison

Jorge Covarrubias, Madison Metropolitan School District

Kyle Fagan, American Institutes for Research

Leon Gilman, University of Wisconsin Milwaukee

Steve Kimball, University of Wisconsin Madison

Katharine Rainey, Wisconsin Department of Public Instruction

