

Race, Relational Trust, and Teacher Retention in Wisconsin Schools

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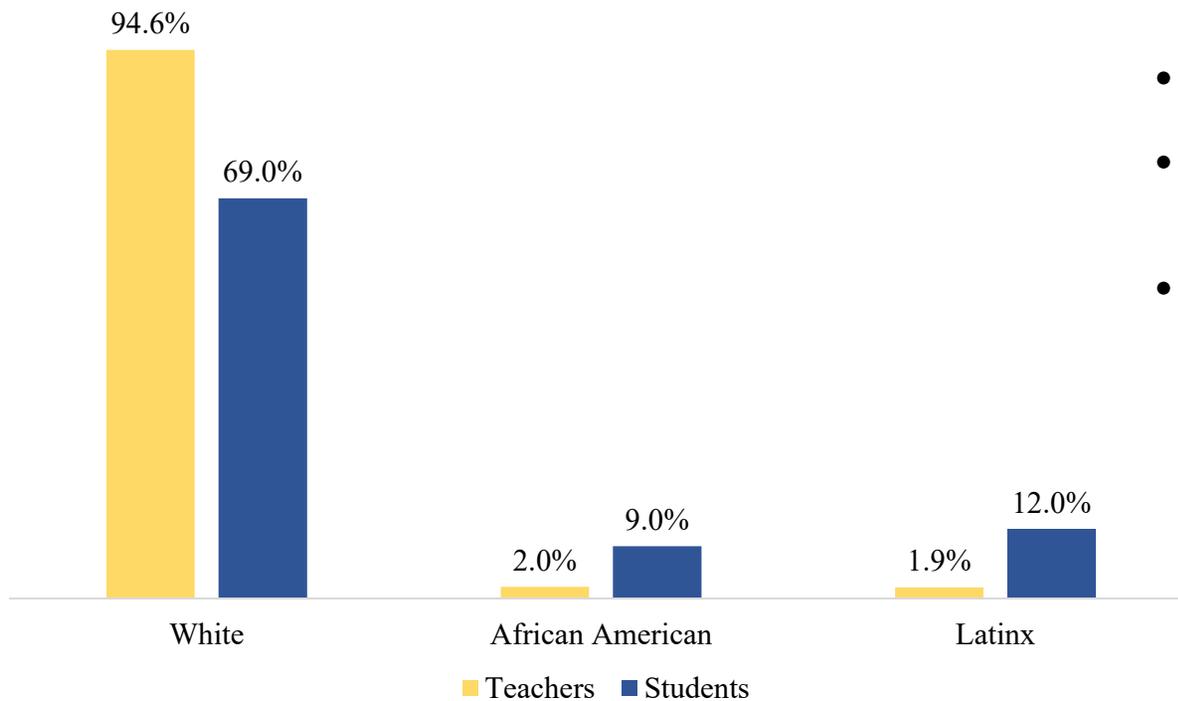
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Study Questions

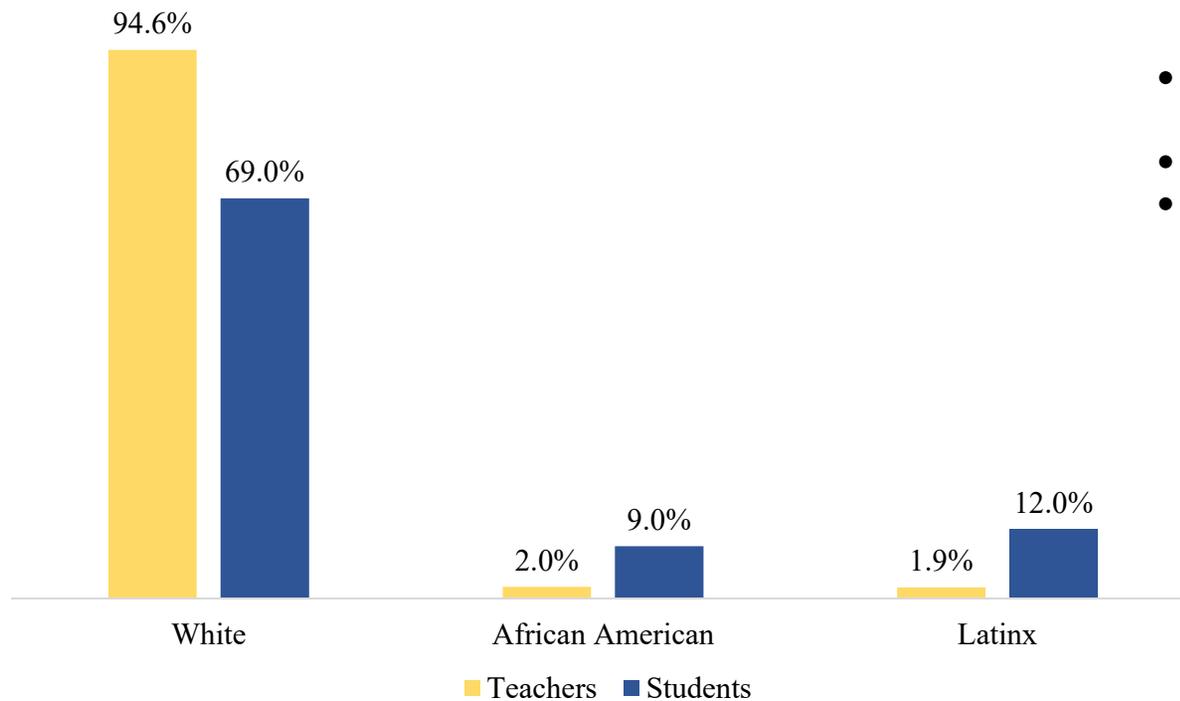
- *What is the race representation gap in Wisconsin?*
- *Are schools and districts effectively retaining teachers of color?*
- *To extent does relational trust between educators of different racial groups explain the retention of teachers of color across all Wisconsin schools and all teachers in schools comprised mostly of students of color?*

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



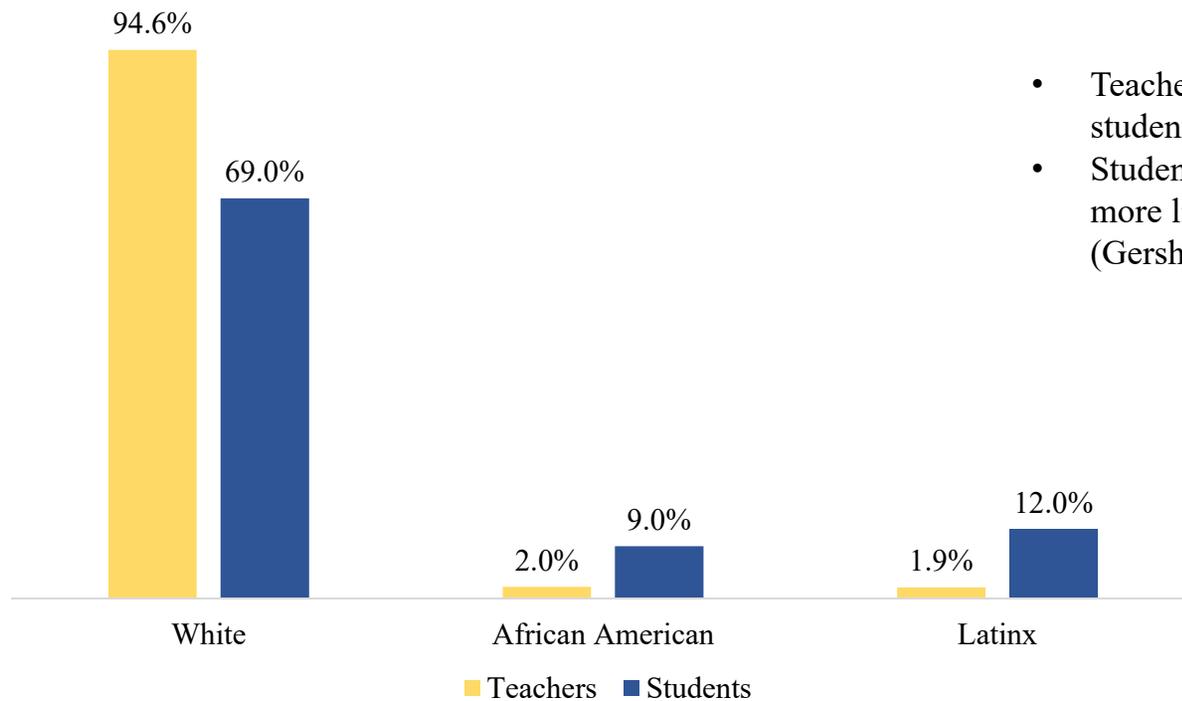
- Only 3.9% of all Wisconsin teachers are either African American or Latinx.
- 71% of all African American teachers and 39% of Latinx teachers work in Milwaukee.
- Outside of Milwaukee 1.9% of teachers are African American or Latinx, while 15.9% of students are.

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- 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.

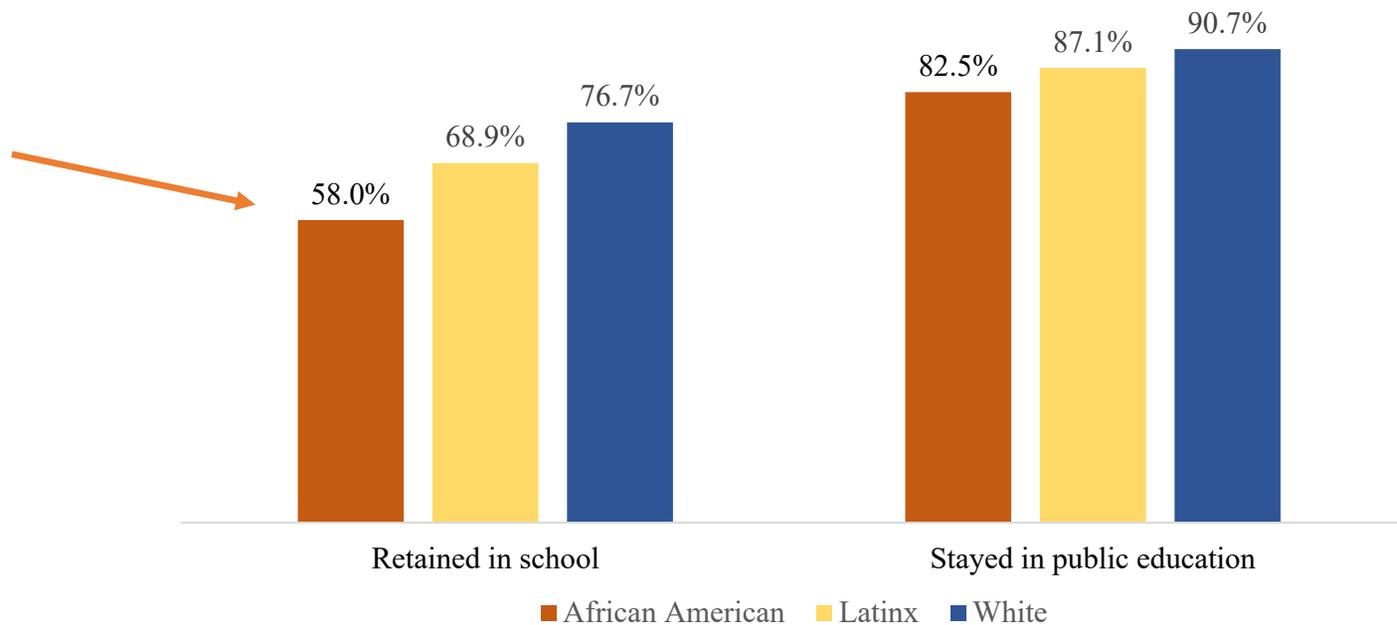
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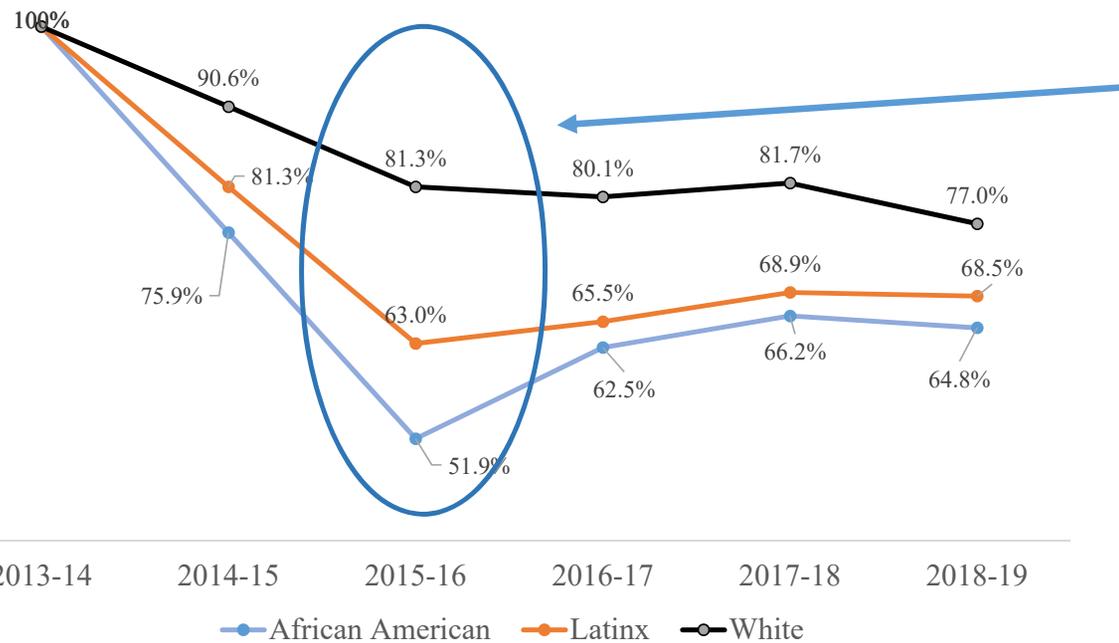
- Teachers of color hold higher expectations of students of color (Gershenson et al., 2016).
- Students taught by just one black teacher are more likely to graduate and enroll in college (Gershenson et al., 2018).

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.



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.

Relational Trust

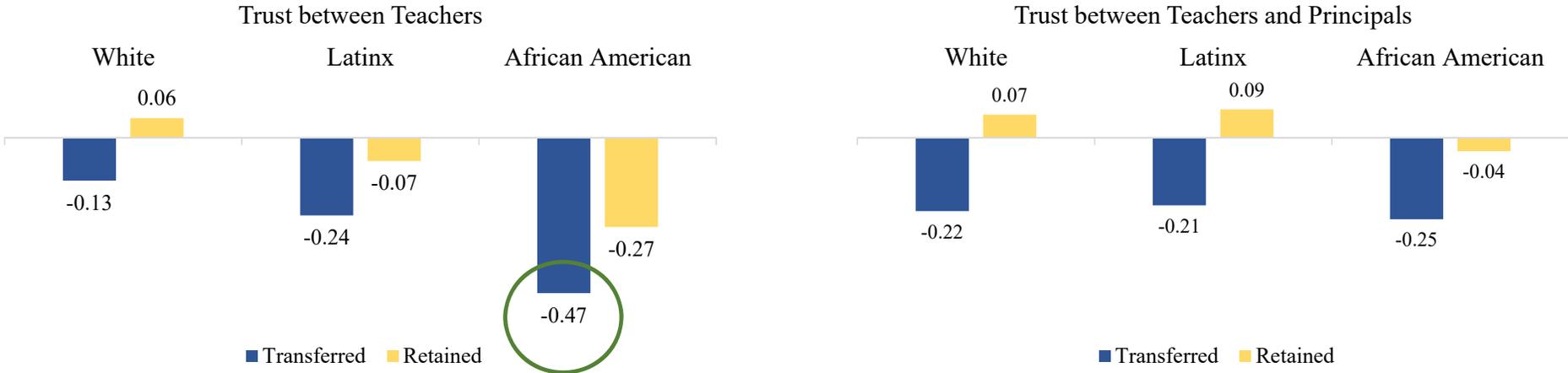
Trust between Principals and Teachers

- It's OK in this school to discuss feelings, worries, and frustrations with the principal.
- The principal looks out for the personal welfare of the staff. I trust the principal at his or her word.
- The principal is an effective manager who makes the school run smoothly.
- The principal places the needs of children ahead of personal and political interests.
- The principal has confidence in the expertise of staff.
- The principal takes a personal interest in the professional development of staff.
- Staff feel respected by the principal.

Trust between teachers

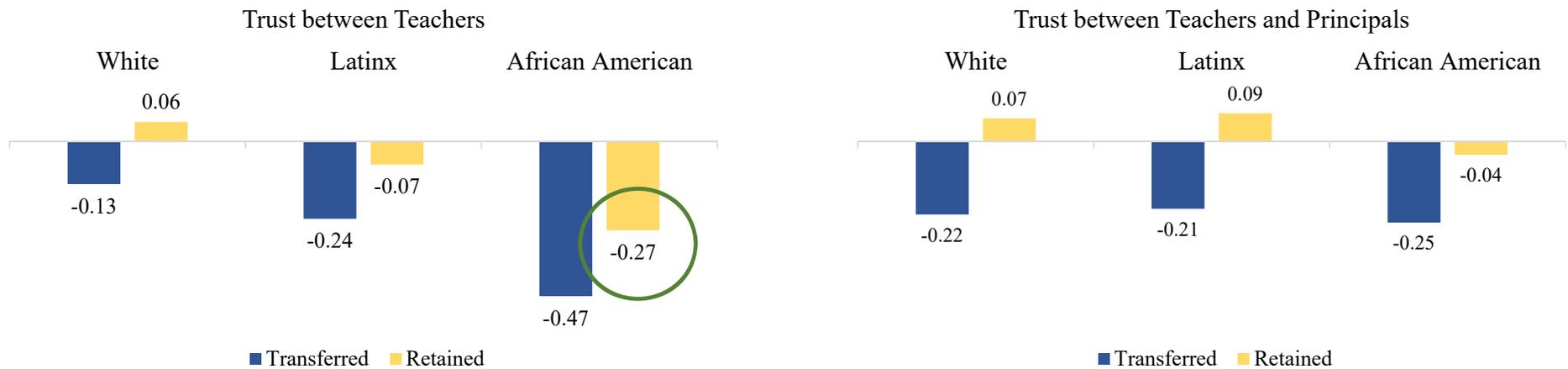
- Teachers in this school trust each other.
- It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- Teachers respect other teachers who take the lead in school improvement efforts.
- Teachers at this school respect those colleagues who are experts at their craft.

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



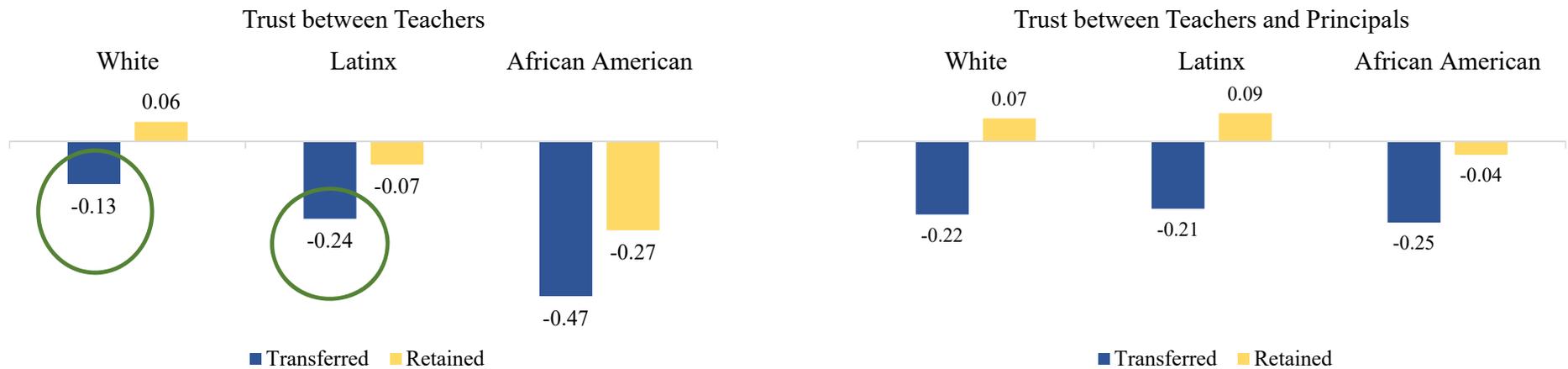
Across racial groups, teachers who stayed in their school reported higher trust between teachers and between teachers and their principal.

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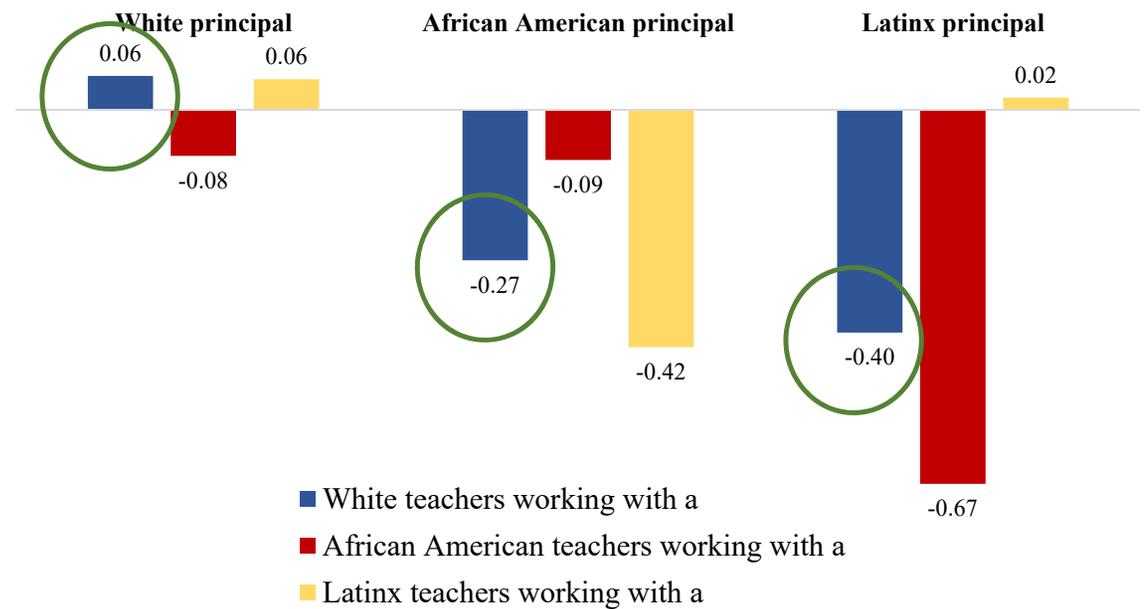
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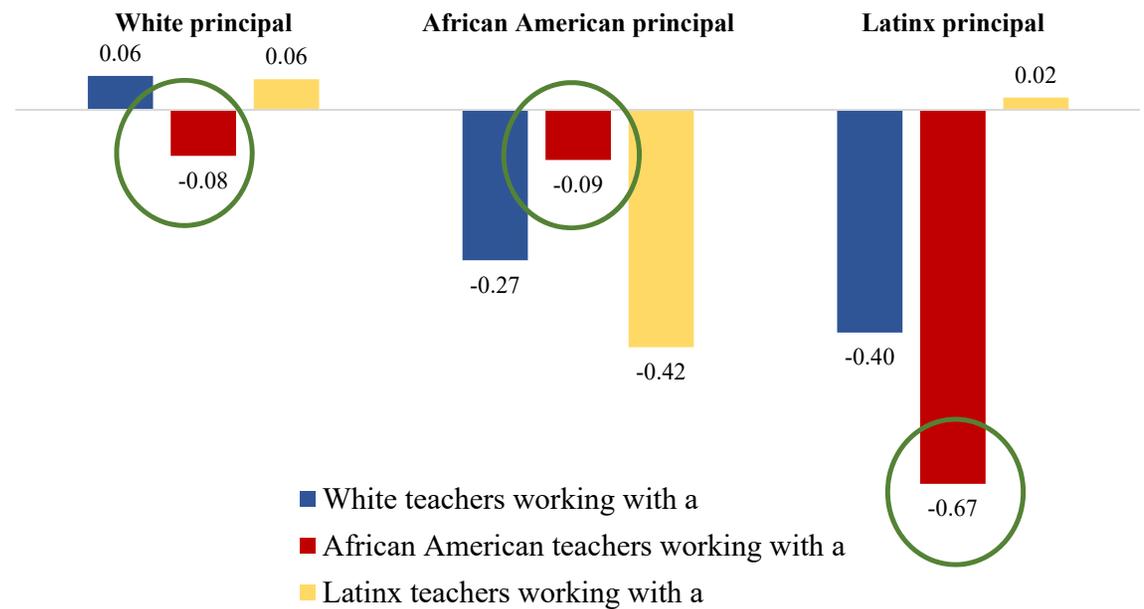
Teachers have more trusting relationships with principals from their same racial background

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



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

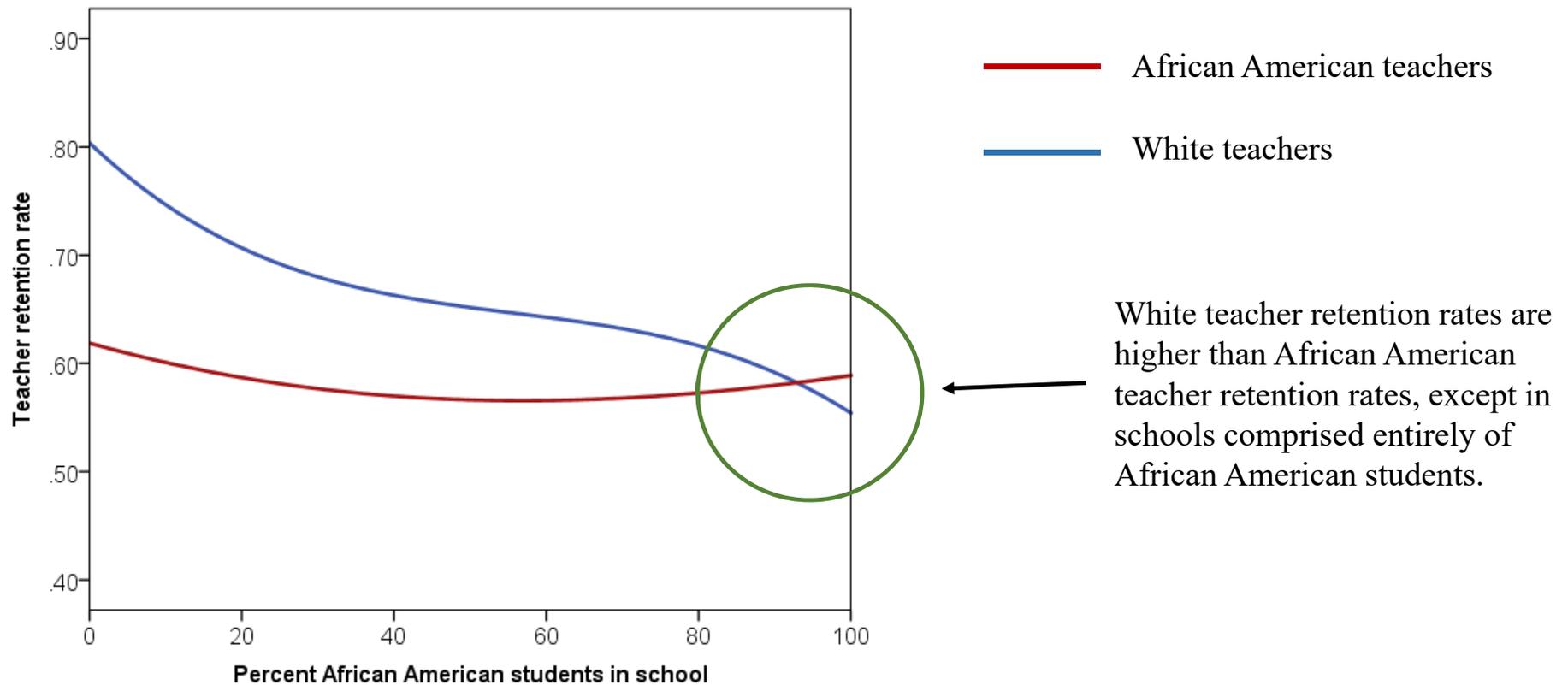
African American teachers reported stronger trust with White and African American principals.



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



Conclusions

- The combination of low White teacher retention in urban schools and Black teacher retention everywhere means Black students are underserved no matter where they go to school in Wisconsin.
- Improving educator trust seems to be critical for retained Black teachers across all Wisconsin schools and White educators in urban schools.
- To improve trust, districts should create a workplace that promotes antiracism, understanding and overcoming implicit bias, and building cultural competency between educators, not just between educators and students or parents.
- The best Black teacher recruitment strategy is a strong Black teacher retention strategy that focuses on building strong relational trust between educators, respects teacher professionalism, and provides opportunities for leadership and growth.