



SCHOOL LEADERS OF COLOR AS ROLE MODELS IN THE CLASSROOM

The value that teachers and leaders provide by serving as role-models in the classroom cannot be overstated. Moreover, students who have teachers of the same racial identity perform better on a multitude of outcomes. While it is important to note that good educators are just good educators, the way in which one's racial identity can shape school culture and increase the performance of students of color should not be underestimated.

Studies have found that K-12 students perform better academically if they've been assigned to a same-race teacher. The race-match effect has a greater positive impact on students of color and students enrolled in charter schools. Given that charter schools both employ more teachers of color and enroll more students of color than traditional public schools, these findings are significant.

SCHOOL DEMOGRAPHICS

- ▶ In 2017-18, 33 percent of charter school students were Hispanic compared to 27 percent in the district, 26 percent were black compared to 14 percent in the district, and 32 percent were white compared to 48 percent in the district. ([Common Core Data, 2017-18](#))
- ▶ In 2015-16, 14 percent of charter school teachers were Hispanic compared to 8.5 percent in the district, 9.4 percent were black compared to 6.5 percent in the district, and 71 percent of charter school teachers were white compared to 81 percent in the district. ([National Center for Education Statistics, 2015-16](#))
- ▶ In 2015-16, 11 percent of charter school principals were Hispanic compared to 8 percent in the district, 15 percent were black compared to 10 percent in the district, and 70 percent were white compared to 79 percent in the district. ([National Center for Education Statistics, 2015-16](#))

RACE-MATCH EFFECT ON STUDENT ACHIEVEMENT

- ▶ Black principals in their second year and beyond have a significant positive effect on black students' math achievement regardless of the race of the teacher assigned to the student. ([Annenberg EdWorkingPapers, 2019](#))
- ▶ Black children are three times as likely to be placed in gifted-education programs if they have a black teacher. ([Indiana University Bloomington, 2016](#))
- ▶ There is a significant positive achievement effect associated with race matching for black and white students in reading and for black, white, and Asian/Pacific Islander students in math. ([Harvard University/University of Arkansas/University of Colorado at Colorado Springs, 2015](#))
- ▶ North Carolina students are less likely to be expelled or suspended when they and their teachers are the same race. This effect is driven almost entirely by black students, especially

black boys, who are markedly less likely to be subjected to exclusionary discipline when taught by black teachers. ([Education Next, 2017](#))

RACE-MATCH EFFECT IN CHARTER SCHOOLS

- ▶ Nationwide, charter schools have roughly 26 percent black students, while traditional public schools have 14 percent. ([National Center for Education Statistics, 2016](#))
- ▶ Black students in North Carolina charter schools are more than 50 percent more likely to have a black teacher than their traditional public-school counterparts, but white students are equally likely to have a white teacher across the two sectors. ([Fordham Institute, 2019](#))
- ▶ In North Carolina charter schools, race-match effects are twice as large for nonwhite students than for white students. ([Fordham Institute, 2019](#))
- ▶ Among urban schools in North Carolina, the race-match effect is more than twice as large in charter schools as in traditional public schools. ([Fordham Institute, 2019](#))

RACE-MATCH EFFECT ON GRADUATION & COLLEGE

- ▶ Black students who have at least one black teacher in kindergarten through third grades are 15 percent less likely to drop out of high school, and 10 percent more likely to take a college entrance exam. ([Johns Hopkins University, 2017](#))
- ▶ Black students with just one black teacher by third grade are 13 percent more likely to enroll in college—and those with two are 32 percent more likely. ([Johns Hopkins University, 2018](#))
- ▶ Having at least one black teacher in third through fifth grades reduces a black student's probability of dropping out of high school by 29 percent. For very low-income black boys, the results are even greater—their chance of dropping out fell 39 percent. ([Johns Hopkins University, 2017](#))
- ▶ Evidence suggests that students of color perform better in post-secondary institutions when taught by a teacher of color. College students of color are more likely to pass a class and earn a “B” or higher than students of color in classes taught by white faculty. ([NBER, 2014](#))
- ▶ White and other non-black teachers are 12 percentage points more likely than black teachers to predict black students wouldn't finish high school. ([Johns Hopkins University, 2016](#))
- ▶ Higher-education students had higher GPAs and a greater likelihood of pursuing graduate degrees when matched with a mentor of the same race. ([Mentoring & Tutoring, 2007](#))

RACE-MATCH EFFECTS ON TEACHERS

- ▶ Teachers report higher job satisfaction and are less likely to leave employment when they have a principal of the same race. ([Journal of Public Policy and Management, 2011](#))
- ▶ Black teachers are 2-5 percentage points less likely to leave their school under a black principal. ([Annenberg EdWorkingPapers, 2019](#))
- ▶ Black principals increase the probability that a newly hired teacher is black by 5–7 percentage points. ([Annenberg EdWorkingPapers, 2019](#))