



Windows and Mirrors

Why Students Should See Themselves in the

TEACHING WORKFORCE



LETTER FROM THE PRESIDENT AND CEO



WHAT GRADE WERE YOU IN WHEN YOU HAD YOUR FIRST TEACHER OF COLOR?

This question — which trended on Twitter recently — seemed simple enough. But the answers revealed a nation where true educational equity remains elusive: Many people responded that they never had a teacher of color throughout their P-12 education.

While I was saddened by the responses, I was not surprised. Today, more than half of our public-school students are students of color, but only 1 out of 5 teachers are of color. These numbers all but ensure that students can't see positive reflections of themselves in the world around them.

The theme for this quarter's update, "Windows and Mirrors: Why Students Should See Themselves in the Teaching Workforce," stresses the importance of the work Ed Trust is doing to advocate for more diversity in the teaching ranks.

My first encounter with a teacher of color was in my sixth grade music class. This was the first time I saw myself in my teacher, and it had a profound impact on me and nurtured my love of singing and theater.

Many of our staff credit their teachers of color for making them who they are today. Christine Magume, national and state partnerships associate, said, "I encountered my first educator of color in the first grade at Lane Elementary, in Springfield, Virginia. Her name was Ms. Campbell, and she was beautiful with a head full of locs. She made education fun and exciting, and I was super invested."

Eric Duncan, director of P-12 policy, fondly recalled his first and only Black male teacher, who inspired him and connected with him on a "deeper level." He was "the first teacher who made me feel like school was a place for me to thrive and bring my full self," Eric said.

Studies have shown that students of color and students from low-income backgrounds flourish in school settings where they feel understood and heard. In fact, Black students who are taught by Black teachers are less likely to be suspended or held back a grade, and are more likely to graduate from high school and enroll in college. When students at any level see themselves reflected in their teachers, they feel a greater sense of belonging and connection to the classroom and are more likely to envision their success in school and in life.

Unfortunately, this lack of diversity also extends to college and university faculty. In December, we released a report, "[Faculty Diversity and Student Success Go Hand in Hand, So Why Are University Faculties So White?](#)," which examined academic representation, hiring, and tenure equity at public universities over time. What our researchers found was that universities have made little progress on racial diversity when hiring faculty or granting tenure. Improving teacher and faculty diversity will continue to be a top advocacy issue for Ed Trust at the national level and in states.

This update also highlights our efforts over the last quarter to advance policies and practices that help dismantle the racial and economic barriers embedded in the American education system at the federal and state levels. We are pleased with our recent advocacy accomplishments, but there is more work to be done across several fronts. I have no doubt the Ed Trust team will continue to be fierce advocates for positive change and keep building momentum in our movement to achieve academic equity for all students.

A handwritten signature in black ink that reads "Denise Forte".

Denise Forte

President and CEO of The Education Trust

[@dm_forte](#)

THEORY OF CHANGE

During this reporting period, we continued to execute our theory of change by engaging in the following activities:

Communicates the excellence of students of color and students from low-income backgrounds.

Forms partnerships and supports coalitions to amplify views of equity-focused organizations and supplement our expertise.



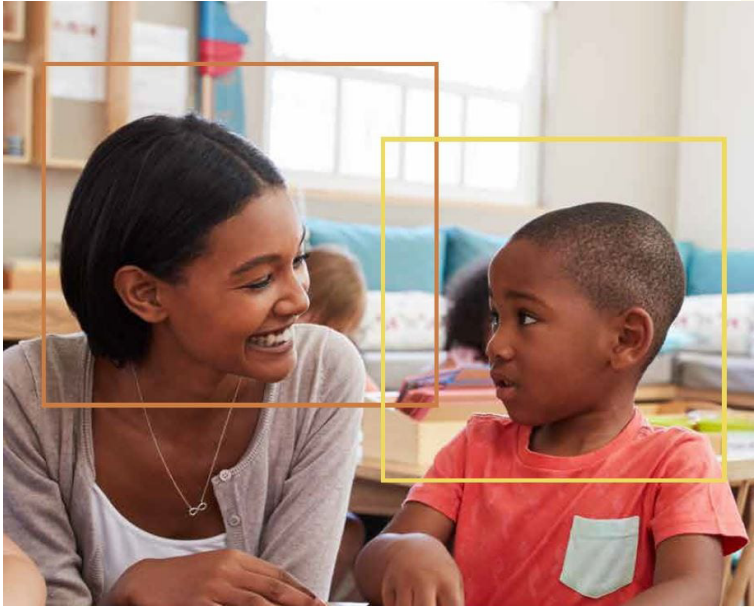
The Education Trust

Advances policies and practices to dismantle the racial and economic barriers embedded in the American education system.

Conducts research on best practices and uses data to increase accountability and transparency.

Elevates the voices of students, parents, families, and educators to ensure those most affected are driving policies.

IT IS IMPORTANT FOR STUDENTS TO SEE THEMSELVES IN THE TEACHING WORKFORCE



At a time when what is taught in our nation's schools is being challenged, so-called "anti-critical race theory" campaigns are gaining traction, and racial divisions are driving political and social discourse, it is vital to have inclusive education spaces and opportunities for students to encounter and engage with different viewpoints.

Students, particularly students of color, thrive in classrooms led by teachers [who share their racial and/or cultural background](#). Unfortunately, our nation's P-12 and college workforce is far less diverse than its student population.



K-12 Facts:

- Only 20% of teachers are people of color
- 40% of the nation's public schools do not have a teacher of color on record

Higher Ed Facts:

When EdTrust researchers compared the racial and ethnic composition of an institution's faculty against that of its student body, they found that:

- More than half (57%) of institutions had failing grades for Black faculty diversity
- Over three-quarters (79%) of institutions had F grades for Latino faculty diversity

Teacher Diversity in P-12 Schools

Building a strong, diverse educator workforce is key to student success. Educator diversity benefits all students, particularly students of color. But given that only 1 in 5 teachers are of color, this lack of diversity results in increased school discipline referral rates, lower graduation rates, and less access to advanced coursework and college and career-readiness educational opportunities.

America's teacher shortage presents an opportunity for state and district leaders to reimagine their recruitment and on-boarding policies and boost the supports they provide for new educators, especially educators of color. We are pleased to see that in February, the U.S. Department of Education announced the first-ever [Augustus F. Hawkins Centers of Excellence Program](#) grants, which allocate \$8 million to strengthen the teachers of color pipeline.

Ed Trust continues to advocate for greater teacher diversity. Last summer, Ed Trust brought teachers together from across the nation to discuss ways to increase the diversity of the educator workforce [At the convening](#), each of the state teacher teams drafted an advocacy strategy and committed to three actions to advance the policies they identified as high-leverage solutions based on the information included in their state educator diversity briefs.

Over the last few months, Ed Trust released a [series of state briefs](#), along with an updated [web tool](#), that provide data and a landscape analysis of policies (including new state policies and investments resulting from federal COVID relief funds) and practices for advocates, educators, and decision-makers leading this work at the state level.

In September, Ed Trust–Louisiana launched a social media campaign called “[Forever a Teacher](#),” highlighting the voices of Louisiana teachers of color who are inspiring the next generation of students to enter the teaching profession. The campaign aims to build awareness, advocacy, and

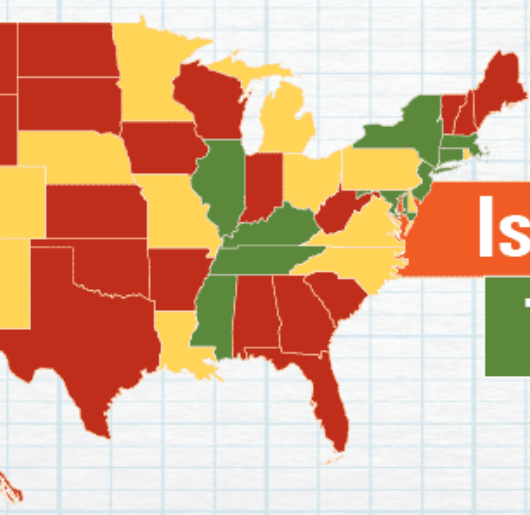


action around the need to recruit and retain more teachers of color across the state. This coalition of teachers will advocate for policy solutions that are designed by teachers and for teachers, who are all too often left out of the decision-making process.

In November, Ed Trust, along with TeachPlus, hosted a standing-room-only panel at the U.S. Capitol called, “The Educator Shortage: An On-the-Ground Perspective and What Policymakers Can Do.”

The event, which focused on teacher shortages and the personal experiences of educators of color, included a remarkable panel of five educators from across the country, as well as remarks from Rep. Ruben Gallego (D-Ariz.), Rep. Alma S. Adams, Ph.D. (D-NC), TeachPlus CEO Kira Orange Jones, and former Ed Trust president John B. King Jr.

At the event, we released a brief, “[Educators of Color Make a Case for Teacher Diversity](#),” which was developed by more than 100 educators of color from seven states with the support of seven national organizations, including TeachPlus and the One Million Teachers of Color coalition.



Is Your State Prioritizing TEACHER DIVERSITY & EQUITY?

In October, John B. King Jr. and Eric Duncan, J.D., director of P-12 policy, briefed the Illinois House Black Caucus on this issue and recommended [five policies](#) that state leaders can implement to increase the racial diversity of the educator workforce. They also urged state leaders to create the right policy conditions to support educator preparation programs, districts, and schools in their efforts to recruit and retain teachers of color.

Ed Trust continues to promote teacher diversity and equity in a variety of forums, including in a Twitter Spaces conversation led by the Associated Press, a panel discussion with the [Association of Educational Service Agencies](#) (AESA) about staff shortages, a teacher diversity panel hosted by Children First Pennsylvania in September, and a presentation at the Black Male Educators convening in November. In all these conversations, we highlighted policy recommendations to increase the diversity and quality of the educator workforce and strategically address teacher shortages at the federal, state, and local level.

Using ARP Funds to Promote Teacher Diversity

As students headed back to school last fall, there were an estimated 300,000 teacher and staff vacancies across the U.S. Our report, "[How States Can Use American Rescue Plan Funding and Federal Grants to Support Teacher Diversity](#)," released in October, looks at how some states are utilizing COVID-19 relief funds to solve the teacher shortage crisis and increase diversity in the workforce.

Diversity in Schools Starts at the Top

In December, we released a national brief, [5 Things State and District Leaders Can Do to Advance Strong and Diverse Leadership](#). Concurrently, we and New Leaders released a report, "[Increasing School Leader Diversity in Georgia](#)," showing that more than a third of all Georgia students — including a majority of the state's White students — do not attend schools with even one school leader of color. Nationally, only 22% of principals are people of color, compared with 54% of students.

Faculty Diversity

College students also benefit from having diverse faculty. Black and Latino students are going to college in greater numbers, and they are more likely to graduate when they have faculty members who look like them and can serve as positive mentors and role models. White students who interact with diverse faculty are more likely to develop deeper cross-cultural and critical-thinking skills and greater levels of empathy, which are essential for success in today's multicultural and multiracial world.

The U.S. population is more diverse than ever, and the number of Black and Latino students attending college continues to increase; yet, college and university faculty are still overwhelmingly White.

The report, [Faculty Diversity and Student Success Go Hand in Hand, So Why Are University Faculties So White?](#), released in December, examines faculty representation, hiring, and tenure equity at universities over time and shows that little to no progress has been made toward increasing faculty diversity in American higher education.

The report finds that Black and Latino faculty are severely underrepresented among the ranks of tenured and tenure-track professors. When EdTrust researchers compared the racial and ethnic composition of an institution's faculty against that of its student body and graded institutions on that basis, they found that more than half (57%) of the institutions had failing grades for Black faculty diversity, while over three-quarters (79%) had F grades for Latino faculty diversity.

Our work was covered in major higher education publications, including [The Chronicle of Higher Education](#), [Diverse Issues in Higher Education](#), [The Journal of Blacks in Higher Education](#), and [Inside Higher Ed](#). For complete coverage of this report, please [click here](#).

Increasing the racial and cultural diversity of the teaching workforce takes a statewide commitment to collecting and analyzing educator workforce data and leading targeted, data-informed efforts to develop policies that will help recruit, support, and retain a high-quality and diverse educator workforce.



Educator Diversity Matters

Having more teachers from diverse backgrounds, students — especially students of color — are more likely to be more exposed to different perspectives, develop a greater emotional and social capacity, and have a deeper understanding of the world around them.

- Teachers of color can help all students [break down negative stereotypes and understand and confront racism](#). Students who have a teacher of color are [more culturally aware](#), have less implicit bias, and prepared to live in a multicultural society. And research suggests that teachers of color can improve the academic outcomes and social-emotional well-being of students of color.
- Black students who had a single Black teacher were [13% more likely to enroll in college](#); Black students who had two Black teachers were 32% more likely to enroll in college;
- Having a Black teacher [cut high school dropout rates by 39%](#) for Black boys from low-income backgrounds.
- Black teachers have [higher expectations for Black students](#) and are less likely to view them as disruptive, inattentive, or unable to do homework.
- Exposure to Latino teachers has also been shown to [positively impact Latino elementary students](#) — and is linked to lower disciplinary action rates, and lower eventual dropout rates, and a higher likelihood of graduating from high school.

Ed Trust WORKING in the States

During the last quarter, The Education Trust was busy working in several states alongside partners and community members to grow a movement toward educational justice.

DELAWARE

Ed Trust is working to diversify and strengthen its advocacy efforts in Delaware. We have introduced several new advocates and organizations to our work, many of whom attended our recent Equity Matters bootcamp, which was held in Memphis in October 2022. After bootcamp, Ed Trust's partners in Delaware took up strategic planning for a series of events and advocacy trainings in spring 2023 and began building a coalition and momentum around the upcoming funding assessment report.



KENTUCKY

Ed Trust continues to support the Kentucky Equity Coalition in its collaborative work to achieve education equity. One of the coalition's priorities for the coming year is "teaching excellence." To advance this work, we created a teacher diversity tool and complementary resources and helped the coalition identify policy and implementation opportunities to expand teacher diversity in the state. Another priority is early childhood education. In November, we highlighted the work of the Kentucky-based Prichard Committee for Academic Excellence during a webinar on early childhood education. We will continue to provide strategic guidance on these and other key equity issues during the 2023 state legislative session.



MARYLAND

Throughout the fall, Ed Trust and its state partners in the Maryland Alliance for Racial Equity in Education have monitored the work of the Accountability and Implementation Board, which is responsible for overseeing the implementation of the multibillion-dollar Blueprint for Maryland's Future. The coalition attended meetings and submitted comments on the different drafts of the board's plan. In December, the board released its final plan, and districts will have until March 15, 2023, to submit their plans. Ed Trust is working to develop policy recommendations for how district leaders should implement this plan and will be working throughout the spring to engage stakeholders to advocate on their local plans.



NORTH CAROLINA

This fall, our coalition partner, [We Are NC](#), conducted a survey of educators of color to understand what they believe are the root causes of the recruitment and retention problems in the state. In early 2023, the team will bring the survey respondents together to identify recurring themes and build a shared policy agenda.





LOUISIANA

After years of advocating alongside partners and advocates for increased college access for students from low-income backgrounds and students of color, The Education Trust in Louisiana secured a major policy win. Last month, the Louisiana Board of Regents approved a policy that lowers barriers and increases pathways for more students to qualify for dual enrollment, so they can experience the benefits of having early access to higher education courses. This will lead to greater student success and help make college more affordable.



TENNESSEE

Recently, Ed Trust in Tennessee released a report, [Thriving Together in Tennessee: Discovering Innovative Pathways for College Success in Tennessee](#). The release event included a student-moderated panel featuring representatives from the U.S. Department of Ed, Metro Nashville Public Schools, and the Tennessee Higher Education Commission. Our Thrive Program fellows presented a [youth participatory action research project](#) in which students led the research and writing of the report.



WASHINGTON

This January, the Washington State legislature began its second week of session, which is a budget year for the next biennium. The Education Trust in Washington and our partner organizations are monitoring legislative developments regarding ESSER fund spending, learning recovery, accelerated learning, and social emotional learning. We are working closely with various stakeholders and coalitions to promote policy platforms that prioritize social emotional and academic development as a key issue to champion during the 2023 session.



MASSACHUSETTS

Leveraging the momentum from the release of our report, "[There is No Excellence Without Equity: A Path Forward for Education in Massachusetts](#)", we, alongside our coalition partner, Massachusetts Education Equity Partnership, developed a [transition memo](#) for newly elected governor Maura Healey, which outlined policy actions the new administration can take in its first 100 days to meet the needs of students, educators, and families and tackle the education inequities that long predate the pandemic. We also scheduled briefings with state leaders to highlight the memo's recommendations and have had promising progress meetings with the Massachusetts Department of Higher Education leadership team.



TEXAS

With the 140-day sprint of Texas' biennial legislative session underway, The Education Trust in Texas is working tirelessly to [advance an ambitious set of policy priorities](#) across multiple coalitions and alongside underrepresented students, parents and families, and teachers. With the release of "[Completing the Cycle: Supporting and Retaining Teachers of Color in Houston](#)," we are building momentum for a more diverse teacher workforce in the region with the state's largest and most diverse student population.

At a Glance

On The Hill

- The Education Trust successfully secured continued increased investments in key educational programs through the FY23 Omnibus Appropriations Bill that will greatly benefit students of color and students from low-income backgrounds. These integral investments include:



- Increases to the Pell Grant maximum award and Title I-A funding
- Additional resources for college students and teacher candidates of color through additional funding for Postsecondary Student Success Grants, CCAMPIS, and the Augustus Hawkins Centers of Excellence programs
- Additional federal funding for HBCUs, MSIs, and TCUs through both existing Title III funding streams and the creation of a new program to support increased research capacity at those institutions

What's more, the end-of-year spending package included a provision that permanently establishes the Summer EBT program, a critical school nutrition priority for which we have advocated extensively over the last two years.





**The
New York
Times**

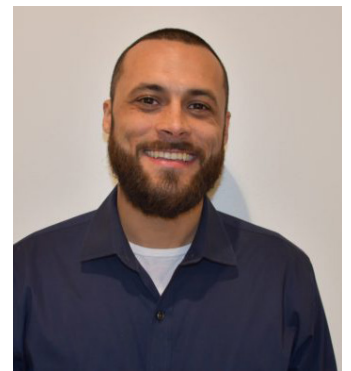
In the Media

- In this Associated Press news article, "[How one small town is teaching English to kids of immigrants](#)," Ed Trust data is used to showcase how some large school districts are using ARP funds to hire bilingual staff. This article ran in more than 200 news outlets.
- In this TIME article on the results of the 2022 National Assessment for Educational Progress, or NAEP, "[Not a Single State Has Improved Students' Math or Reading Scores Since 2019](#)," Denise Forte notes that this is a trend that "should be setting off alarms for parents and policymakers." She was also quoted in articles in The New York Times, USA Today, The 74, among other publications.
- In this New York Times article, "[Affirmative action does not directly impact many students at less selective schools](#)," Wil Del Pilar, Ph.D., vice president of higher education policy, said he is still worried that a far-reaching ruling ending affirmative action could make less selective schools "more conservative around how they treat race," and could cause them to roll back programs in Latin American and Black Studies.
- In a guest column in the Atlanta Journal Constitution, "[Relationships, Not Hardening Schools, Are Key to Safety](#)," Nancy Duchesneau, Ph.D., senior P-12 research associate, writes that metal detectors and increased security don't make students safer in school. Rather, relationships are what create safe and welcoming schools.
- This Education Week article, "[How Much States Need to Pony Up to Make School Spending Equitable](#)," highlighted our School Funding Gaps report and data tool, which allows users to examine profiles of all 50 states and to see how much individual public schools spend on students, compared with district and state averages.

JUSTICE FELLOWS

POLICY PROGRAM

Announcing a New Cohort of Justice Fellows



Last month, we unveiled our second cohort of Justice Fellows. These eight fellows are a part of a vibrant and nurturing community of directly impacted, formerly incarcerated individuals who have overcome the odds to attain a bachelor's or master's degree, created programs and organizations for the formerly incarcerated community, engaged in state legislative advocacy efforts, and more. Like the cohort that preceded them, this second cohort of Justice Fellows will use their lived experience to inform, review, amplify, and reflect on The Education Trust's policy recommendations for justice-impacted students.

[Meet them here.](#)

The Education Trust—Midwest

Beyond the Pandemic: Advocating for Educational Equity in Michigan

The Education Trust—Midwest centered numerous statewide conversations among Michigan legislators, policymakers, members of the media, educators, and advocates about the needs of students who are underserved and highlighted various research-backed solutions to offset unfinished learning that were outlined in our 2023 [State of Michigan Education Report, “Beyond the Pandemic.”](#)

Here are the key findings of the report:

- **Michigan fell to 43rd in fourth grade reading — down from 32nd in 2019** — on the 2022 National Assessment for Educational Progress (NAEP), which is an important predictor of a child’s future academic success and life outcomes.
- **Michigan ranks 11th-worst in the nation for fourth grade reading scores** among students from low-income backgrounds, falling far below the national average.
- **Michigan dropped into the bottom five for fourth grade reading scores among Black students in 2022**, down from previously being ranked in the bottom 10 in 2019.

The findings of the report were featured in every major print outlet in the state, as well as on key radio and television programs, such as WDET’s “[Detroit Today](#),” WWJ Newsradio, and WXYZ-TV. The report was also featured on the websites of many major state outlets, including [The Detroit Free Press](#), [The Detroit News](#), [Chalkbeat Detroit](#), [Crain’s Detroit Business](#), and [MLIVE](#). The online coverage alone garnered an estimated 125,000 views, while our digital campaign drew thousands more.



**CELEBRATES THE
BUILDING THE HOPE
SCHOOLS!**

Spotlighting Schools that are Making Progress and Boosting Success for Underserved Students

In December, The Education Trust—Midwest recognized five Michigan public schools that are setting a standard of academic excellence, meeting the needs of underserved students, and preparing those students for success. We call them the “[Building the Hope Schools](#)” because the approaches they are using could be models for other Michigan public schools working to help underserved students recover from unfinished learning due to the pandemic.

Our Ed Trust—Midwest researchers selected the five schools based on a comprehensive quantitative data analysis of pre-pandemic school performance from the 2016-17, 2017-18, and 2018-19 academic years. They also conducted qualitative assessments of each school’s learning environment based on interviews and in-person visits before selecting the award winners.

At the Building the Hope schools, most students come from low-income backgrounds and are also students of color. The students at these geographically diverse Michigan public schools are among the top 25% in the state for academic proficiency or for above-average student growth.



Advocating for Immediate and Long-Term Solutions for Michigan Education

In December, Ed Trust–Midwest and our statewide equity coalition proposed an immediate solution-based agenda that focused on closing Michigan’s troubling opportunity gaps through a revamped school funding formula and other equity-centered strategies.

In a letter to state leaders, we, along with the [Michigan Partnership for Equity and Opportunity](#) — a coalition that convened over two years ago — appealed to state leaders to address the education crisis facing Michigan’s students. We continue to meet with state leaders to advance these priorities and find alignment.

A key proponent of the bipartisan coalition’s five-prong proposal includes a school funding system that follows the example of Massachusetts, the nation’s leading education state for performance and fair funding. The coalition’s plan calls for a robust new fiscal transparency and accountability system to ensure that new dollars truly reach and benefit current students. And the proposal calls for greater transparency to ensure that parents and other stakeholders clearly understand how those dollars advance outcomes for their children.



The Opportunity 10

Longstanding educational inequities were compounded by the daunting challenges of teaching and learning through a pandemic. But as Michigan’s educational recovery gets underway, state leaders have a golden opportunity to change the state’s education system for the better.

State leaders must take these [10 research-based steps](#) to set Michigan on a path to becoming a top-10 education state, which is one of our organization’s goals:

- 1 Invest with urgency in Michigan students’ educational recovery
- 2 Be honest about student performance
- 3 Create a fair school funding system
- 4 Develop a strong system of fiscal transparency and accountability for spending
- 5 Prioritize educator recruitment, retention, and support
- 6 Ensure full access to rigorous coursework and preparation for all Michigan students
- 7 Reimagine early literacy
- 8 Identify students with dyslexia and ensure they receive the support they need
- 9 Invest in post-secondary innovation
- 10 Strengthen early childhood for students who are underserved

For more information, please visit edtrustmidwest.org

The Education Trust—West

Welcoming a New Director of Southern California Partnerships and Engagement



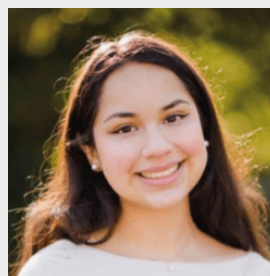
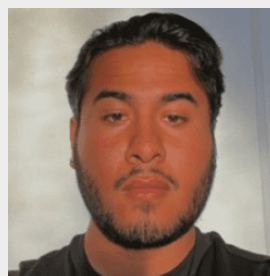
Ed Trust—West's very own [Mayra A. Lara, Ed.D.](#) was named the new director of Southern California partnerships and engagement. This is a new role created to deepen our relationships with Southern California schools, colleges, and nonprofit education equity partners. Ed Trust—

West has been building a presence in the Greater Los Angeles region for about four years; and, in this new role, Mayra will lead our growing LA-based team and work to advance Ed Trust—West's early learning, P-12, and higher education policy agendas through local and regional coalition-driven advocacy.

Introducing the FIERCE Fellows

In January, Ed Trust—West announced its inaugural cohort of [FIERCE](#) (Fighting for Innovation and Equitable Recovery in College Education) Student Fellows. The first cohort of 2023 FIERCE Fellows consists of 10 students who attend a California community college, California State University, or the University of California. Over the course of the fellowship, recipients will engage with professionals, researchers, and advocates in the field of educational justice and learn more about pressing higher education policy issues.

The FIERCE Fellowship is an ongoing part of Ed Trust—West's commitment to uplift student voices and include them in research and advocacy. Fellows will participate in advocacy efforts and have a chance to raise awareness about the issues



facing underserved students, share their personal experiences and perspectives with decision-makers, and inform the state's public college and university system budget process. We welcome these students, who are passionate about bringing educational justice to their campuses, and look forward to engaging them in our work.

Infographics on Black and Latino Student Access to Dual Enrollment

As part of our organization's effort to increase college access and success, we have been pushing for the equitable expansion of dual enrollment programs in California. Toward that end, we recently released a set of [infographics](#) that highlight how dual enrollment courses can increase college access and success for Black and Latino students. These infographics are the latest prong in Ed Trust–West's [Jumpstart](#) campaign, and follows our previously released policy goals and reports on dual enrollment representation.

Ed Trust–West will continue to share dual enrollment resources and other Jumpstart materials throughout 2023 to support the equitable implementation of the state's recent \$200 million investment in expanding access to dual enrollment programs — a legislative effort that was backed by Ed Trust–West and was among our [Equity 8](#) wins in 2022.

California State University Declines to Add a Quantitative Reasoning Requirement

In January, we celebrated the California State University's (CSU) decision to scrap a proposal that would have required applicants to take an additional year of quantitative reasoning in high

school to qualify for admission. In doing so, CSU affirms its commitment to prioritizing equal opportunity in college access and success. Ed Trust–West led a diverse statewide coalition of community-based, educational equity, and civil rights organizations; school districts; and associations in opposing this proposal, which would have added another unnecessary barrier to admission to The People's University.

The CSU is now exploring new strategies to ensure that incoming students are given the support they need to succeed academically. Among the strategies being considered are investing in increasing the number of A-G eligible high school graduates, providing additional support to incoming first-year students, enhancing partnerships with P-12 districts, and increasing the number of qualified teacher candidates. We commend CSU for shifting its priorities toward removing barriers (instead of erecting them) and strengthening student achievement.

Ed Trust–West Kicks Off Educators of Color Campaign

In early 2023, Ed Trust–West launched a multiyear campaign aimed at building a robust and inclusive statewide coalition of educators, advocates, and policymakers who are committed to growing support for educators of color in California. Via this coalition, we are working with partners and other advocates to push for legislation that will increase the number of teachers of color in classrooms across the state. Our campaign also urges school and district leaders, as well as teacher preparation programs, to adopt policies to recruit, support, and retain more P-12 educators of color.

For more information, please visit edtrustwest.org

The Education Trust—New York



More Than 1 in 5 New York Students Attend a School Without a Single Teacher of Color

Although New York is home to one of the most diverse student populations in the country, an analysis by Ed Trust—NY reveals that the makeup of the state's teacher workforce falls far short in representing the rich diversity of its students, leaving many students of color without access to teachers of the same race and leaving White students without teachers of a different race.

Despite a mountain of research showing that access to teachers from diverse backgrounds is important for all students and efforts to improve diversity across the state, the analysis shows that between the 2018-2019 and 2021-2022 school years, New York failed to move the needle on cultivating a more diverse teacher workforce.

The crucial role that strong teachers, school leaders, and other professionals play in student success is central to closing gaps for students at all levels.

Read more about how New York can cultivate a more diverse teacher workforce [here](#).

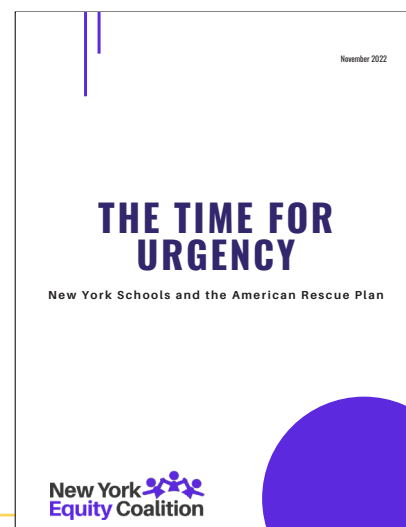
Analysis Finds New York State School Districts Slow to Spend Federal Pandemic Relief Dollars

Even as assessment results show that half of all students tested in the spring of 2022 lack proficiency in math and literacy, an analysis by the New York Equity Coalition found that, as of August 2022, school districts across New York state had spent less than 10% of their American Rescue Plan Act funds, which are aimed at accelerating learning after school were closed during the pandemic.

The spending analysis also shows that when combined with the two other rounds of federal Elementary and Secondary School Emergency Relief (ESSER) funding, New York state ranks 49th nationally in the percentage of total funds spent — 19%.

Students across New York state are facing the most consequential school year in generations, following three years of interrupted instruction due to the pandemic. National and state assessment data show that most students, particularly students of color and students from low-income backgrounds, experienced significant academic setbacks.

Read the analysis and how New York can invest these dollars to better support students [here](#).



Analysis Reveals Impact of Interrupted Instruction on Student Learning in English Language Arts and Math

An analysis of assessment results from the New York State Department of Education reveals the impact of interrupted instruction on student learning in English Language Arts (ELA) and math.

Statewide, less than half of all students in grades 3-8 are proficient in ELA and math. And while there were gains in ELA and losses in math proficiency across all racial groups, the proficiency gaps between student groups are alarmingly wide.

Students of color and those from low-income backgrounds were suffering from deep inequities and opportunity gaps even before the pandemic, and these same students were disproportionately impacted by school closures and prolonged remote instruction.

This data provides the public with an important snapshot of the impact of the pandemic on student literacy and numeracy skills and allows districts to drive resources and support to the students who most need them.

Read more about the findings and recommendations for supporting students [here](#).



November 2022

PANDEMIC PROFICIENCY

Analysis of 2022 assessment data underscores the need to urgently address the impact of interrupted instruction

Recently released assessment results from the National Assessment of Educational Progress (NAEP) and the New York State Department of Education confirm what many suspected about the impact of the Covid-19 pandemic on student learning.

Even before the pandemic, communities of color and those with low-income residents were suffering from deep inequities and opportunity gaps both in and out of school. We also know that remote learning lasted longer in schools and districts serving students of color and that these same communities were hit harder with illness and death from the pandemic.

New York State, the epicenter of the pandemic tragedy, suffered across all sectors — business, child care, and education. New York will feel the impact of the pandemic for decades to come — in our homes, our communities, and our workforce. And that is exactly why we must act with urgency to use this new assessment data as was always

intended — to drive resources to the students and schools who suffered the greatest impact.

Schools have been through major changes since 2019, the last year that New York State released comparable statewide assessment data. Even with declining enrollment and teacher shortages, comparing 2018-2019 assessment results to 2021-2022 provides the public with an important snapshot of the impact of the pandemic on student literacy and numeracy skills. While the pandemic has impacted students in multiple ways, including many that are difficult to track, standardized test scores remain one of the most effective ways to measure student proficiency comparatively at scale.

Since the 2018-19 school year New York State public schools have seen a significant decrease in the number of students enrolled in public schools. Accordingly, the number of students who took the state tests also decreased. However, the percent of students tested has remained relatively consistent.

Comparing 3-8 State Exam Participation						
	SY18-19			SY21-22		
	Number tested	Number enrolled	Pct tested	Number tested	Number enrolled	Pct tested
ELA	987,398	1,188,798	83%	927,317	1,114,083	83%
Math	948,606	1,188,798	80%	929,886	1,114,083	83%

New York Equity Coalition | 1

It is only with strong public data that disaggregates race, income, and geographic regions that we can design intentional and impactful solutions that will move all children toward greater proficiency and better life outcomes.

Even as districts across the state face ongoing challenges from the pandemic, it is time to move forward and use assessment data and other indicators to support local decision making to help drive evidence-based resources toward the students who need them most.

THE FINDINGS:

- 1 Less than half of all tested students in grades three through eight are proficient in ELA and math.
- 2 Year-over-year comparison reveals a 6 percentage point decline in 3rd and 4th grade ELA proficiency, a key indicator of future student success, since 2019.
- 3 Across all racial groups, there are higher ELA proficiency rates than math.
- 4 Across all racial groups, middle school students performed better than elementary students in ELA. The inverse is true for math.
- 5 Proficiency rates for students from low-income backgrounds continue to lag behind the rates of their more affluent peers in both math and ELA.
- 6 Across all racial groups, there were gains in ELA and losses in math proficiency; however, the proficiency gaps between racial groups are alarmingly wide.
- 7 Across school types and geographic differences, math proficiency decreased relative to ELA and math proficiency varies widely.
- 8 Math proficiency declined between the 2018-19 and 2021-22 school years.

These findings underscore the critical need for districts to drive resources to the students most in need of additional support to master the skills appropriate for their grade level.

For more information, please visit edtrustny.org


As we work to diversify the nation's teaching workforce, Ed Trust staff reflects on their own educational experience being taught by an educator of color and answered this question inspired by Twitter:

What Grade Were You in When You Encountered Your First Educator of Color?

"My mother taught first grade at a private school for about 10 years, and I remember sitting in her classroom at the beginning of every school year as Black parents fiercely advocated to have their children assigned to her class, with some threatening to move all of their children to a different school."

"I knew then this must be important. I saw the contributions she made to her students, her peer teachers, and the school as a whole. She led the Black History Month programming every year and ensured her classroom was filled with images that represented her students — from the images on the walls to the literature she taught. I have a few of the posters she used for Black History Month posted in my office as a reminder of her service and importance."

Kayla C. Elliott, director of higher education policy,
The Education Trust, national office



"I had a Japanese American teacher in first grade, and a Latinx teacher for pre-algebra in seventh grade. However, I didn't have a Black teacher until my second year of undergrad."

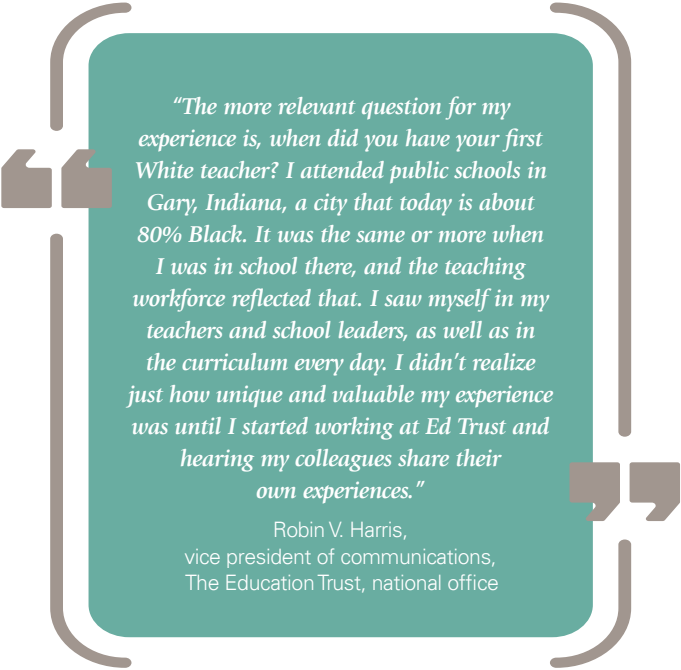
Natalie Wheatfall-Lum, director of P-16
education policy, Ed Trust–West

"I am from Clifton Central, Illinois, and graduated high school without ever having a teacher of color."

Joe Weedon, assistant director
of P-12 communications, The
Education Trust, national office

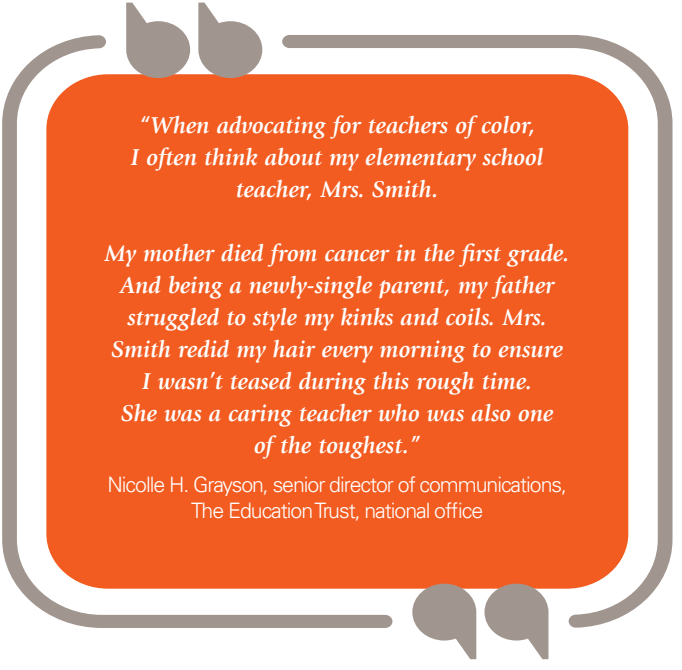
"I had my first and only Black teacher in the ninth grade, Coach Cannon. He taught history, coached football, was in charge of school discipline, and advised three student organizations. He worked harder and had more jobs than anyone in the school."

Ameshia Cross, assistant director for higher education
communications, The Education Trust, national office



"The more relevant question for my experience is, when did you have your first White teacher? I attended public schools in Gary, Indiana, a city that today is about 80% Black. It was the same or more when I was in school there, and the teaching workforce reflected that. I saw myself in my teachers and school leaders, as well as in the curriculum every day. I didn't realize just how unique and valuable my experience was until I started working at Ed Trust and hearing my colleagues share their own experiences."

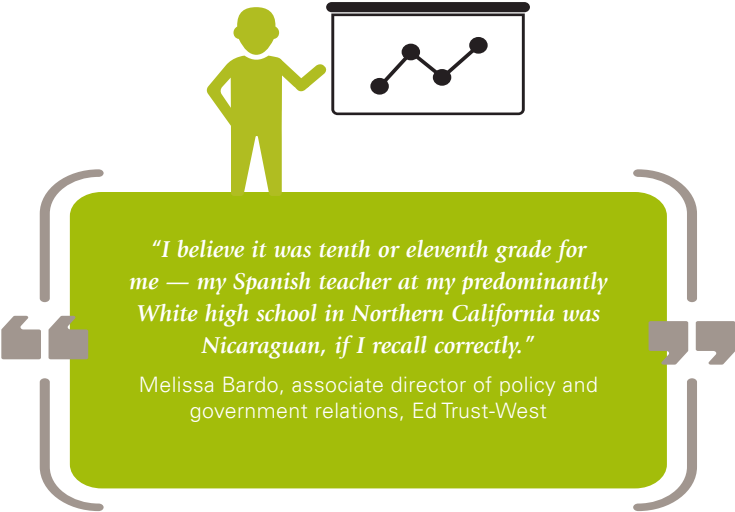
Robin V. Harris,
vice president of communications,
The Education Trust, national office



"When advocating for teachers of color, I often think about my elementary school teacher, Mrs. Smith."

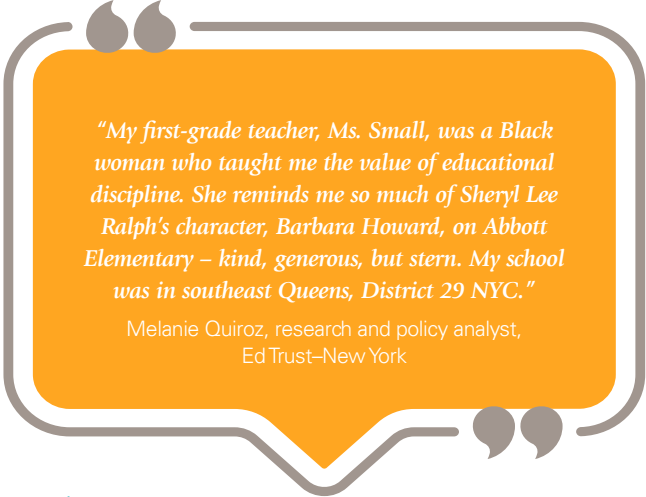
My mother died from cancer in the first grade. And being a newly-single parent, my father struggled to style my kinks and coils. Mrs. Smith redid my hair every morning to ensure I wasn't teased during this rough time. She was a caring teacher who was also one of the toughest."

Nicolle H. Grayson, senior director of communications,
The Education Trust, national office



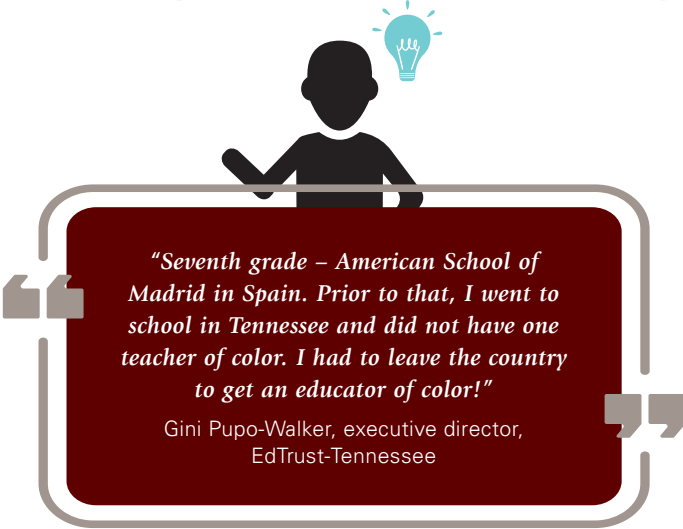
"I believe it was tenth or eleventh grade for me — my Spanish teacher at my predominantly White high school in Northern California was Nicaraguan, if I recall correctly."

Melissa Bardo, associate director of policy and government relations, Ed Trust-West




"My first-grade teacher, Ms. Small, was a Black woman who taught me the value of educational discipline. She reminds me so much of Sheryl Lee Ralph's character, Barbara Howard, on Abbott Elementary — kind, generous, but stern. My school was in southeast Queens, District 29 NYC."

Melanie Quiroz, research and policy analyst,
Ed Trust–New York




"Seventh grade – American School of Madrid in Spain. Prior to that, I went to school in Tennessee and did not have one teacher of color. I had to leave the country to get an educator of color!"

Gini Pupo-Walker, executive director,
EdTrust-Tennessee



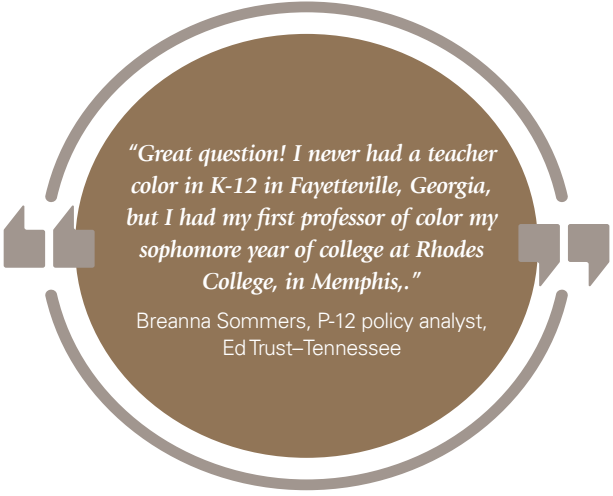
"This was a tough one. I can't recall any educators of color in my K-12 experience in Edmond, Oklahoma. In undergrad at University of Oklahoma, I had a few professors of color, but still mostly those who taught Spanish. I also had a Black male History of South Africa teacher, and a Black female teacher of African dance. That's it."

Marissa Alberty, senior associate for national & state partnerships, The Education Trust, national office




"I was fortunate enough to have been taught by my first two teachers of color in pre-K – Ms. Flores and Ms. Aguilar. I was able to opt into being taught in an all-Spanish pre-K classroom at Ridgeview Elementary, in San Antonio. Funny enough, as a bilingual student, they wanted to put me in the other all-English pre-K classroom, but I convinced my school, with a lot of crying and help from my Spanish-speaking mom, to keep me with Ms. Flores and Ms. Aguilar. I loved to see someone who looked and sounded like me in front of the classroom."

Andrea Ramirez, communications manager, The Education Trust, national office




"Great question! I never had a teacher color in K-12 in Fayetteville, Georgia, but I had my first professor of color my sophomore year of college at Rhodes College, in Memphis."

Breanna Sommers, P-12 policy analyst, Ed Trust–Tennessee



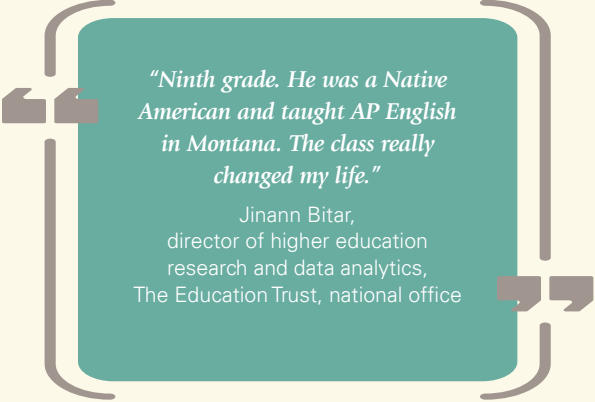
"I was in second grade when I encountered my first educator of color. She was a Black woman named Ms. Lee. Although I don't remember many of my elementary teachers' names anymore, I remember hers because she was the first teacher that looked like me. My school was in a predominantly White suburb outside of Greensboro, North Carolina."

Satoria Ray, LEE public policy fellow, Ed Trust–New York



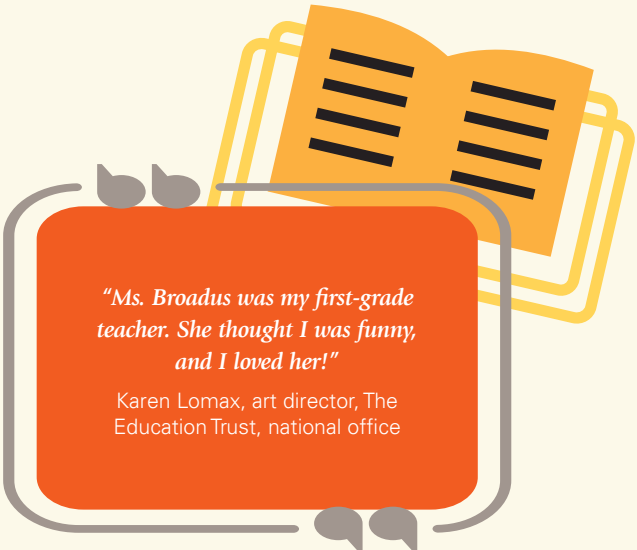
"I encountered my first educator of color in the first grade at Lane Elementary in Springfield, Virginia. Her name was Ms. Campbell, and she was beautiful with a head full of locs. Ms. Campbell made education fun and exciting, and I was super invested. I didn't have another educator of color until the seventh grade."

Christine Magume, national and state partnerships associate, The Education Trust, national office



"Ninth grade. He was a Native American and taught AP English in Montana. The class really changed my life."

Jinann Bitar,
director of higher education
research and data analytics,
The Education Trust, national office




"Ms. Broadus was my first-grade teacher. She thought I was funny, and I loved her!"

Karen Lomax, art director, The
Education Trust, national office



"Kindergarten - Mrs. Whittaker. In DC."

Chantel McCloud, associate director of
grants management and finance,
The Education Trust, national office



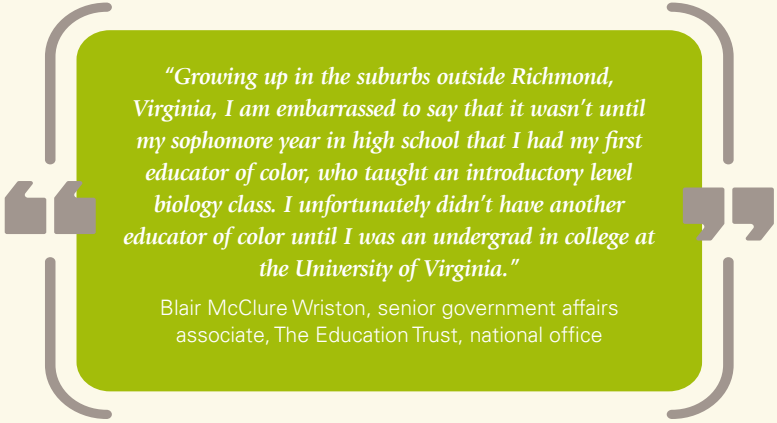
"I was in the fourth grade when I first had a teacher of color as my teacher. I attended school in Fulton County, Georgia."

Sarah Brody, human resources director,
The Education Trust, national office



"Fourth grade in Prince George's County, Maryland."

Ebony Daughtry,
senior executive assistant,
office of the president & CEO,
The Education Trust, national office



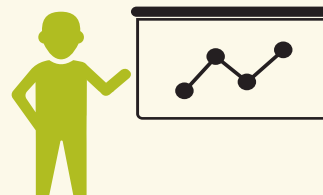
"Growing up in the suburbs outside Richmond, Virginia, I am embarrassed to say that it wasn't until my sophomore year in high school that I had my first educator of color, who taught an introductory level biology class. I unfortunately didn't have another educator of color until I was an undergrad in college at the University of Virginia."

Blair McClure Wriston, senior government affairs
associate, The Education Trust, national office

What Grade Were You in When You Encountered Your First Educator of Color?

"I grew up in Atlanta, Georgia, and didn't have a Black male teacher until I was in ninth grade. While I had teachers who cared for me, and I went to great schools that prepared me academically, my first and only Black male P-12 teacher had the biggest impact on me in setting a positive example and connecting with me on a deeper level. He was the first teacher who made me feel like school was a place for me to thrive and bring my full self. Without him guiding and pushing me to apply myself in high school, I don't know where I'd be now."

Eric Duncan, director of P-12 policy,
The Education Trust, national office



"My first educator of color was Ms. Doi in the sixth grade. My school was in Montebello, California."

Brian Rivas Sr., director of policy
and government relations,
Ed Trust–West

"The first time I had a teacher of color was in the fourth grade. I went to school in Atwater, CA."

Samantha C. Thompson, associate
director of early learning policy, Ed
Trust–West

"I was in eighth grade at Englewood Middle School, in Englewood, New Jersey."

Tanji Reed Marshall, director of
P-12 Practice, The Education Trust,
national office

"I didn't have a teacher of color until I was a senior in high school. I went to a diverse school in Albany NY."

Andrew Whiting, assistant human
resources director, The Education Trust,
national office

"My first teacher of color was my eighth-grade teacher, Mr. Enrique Landin. Up until then, all my teachers from K-7 were either White or racially unambiguous. I attended a Catholic K-8 called St. Catherine of Siena, in Rialto, CA, as did my three older siblings."

Rachel Suarez, legislative intern,
Ed Trust–West

"Kindergarten at Southern University Laboratory School, in Baton Rouge, Louisiana."

Brittani Williams, higher education senior
policy analyst, The Education Trust,
national office

"I'm fairly certain my first and only educator of color in K-12 was my high school Spanish teacher. She was a fabulous Latina from Mexico. I grew up in rural southern Illinois."

Jennifer DeNeal, director of policy and research, Ed
Trust–Midwest

"I was a freshman in high school. I had an incredible Latino college counselor as part of the Puente Program at Magnolia High School, in Anaheim, California. He was so amazing that my family is still in touch with him more than two decades later."

Alexza Barajas Clark, chief of staff,
EdTrust-Tennessee

WITH GRATITUDE

The Education Trust would like to express our deepest gratitude for the support of our mission to advance policies and practices to overcome the racial and economic barriers embedded in the American education system. As the nation continues to go through troubling times, generous gifts from donors such as these provide the financial and moral support needed to continue to press for educational equity and justice. We are continually thankful for your support.

Thank you!

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The Education Trust

Our Mission

The Education Trust is committed to advancing policies and practices to dismantle the racial and economic barriers embedded in the American education system. Through our research and advocacy, Ed Trust improves equity in education from preschool through college, engages diverse communities dedicated to education equity and justice, and increases political and public will to build an education system where students will thrive.

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