

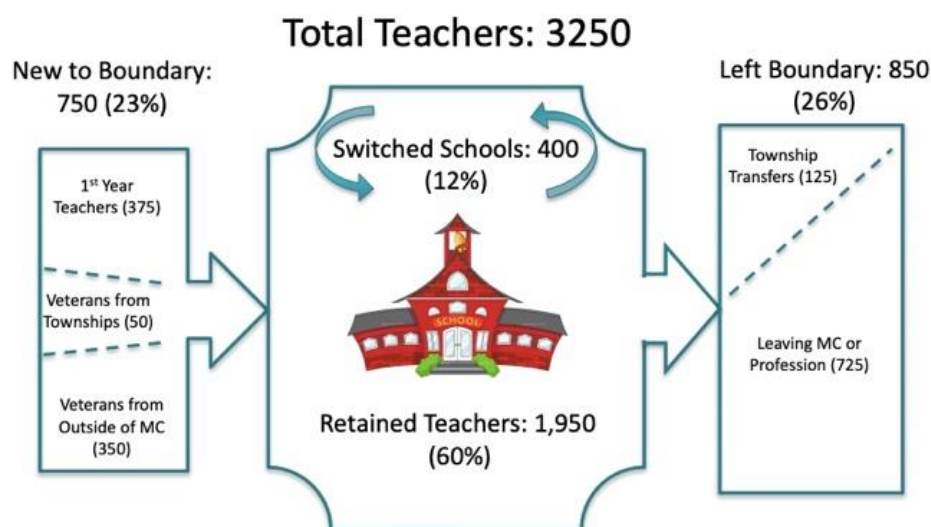
Recruiting, Connecting, Supporting and Retaining Educators of Color in Indianapolis

Overview: Indianapolis Retention

Across the country, the need to recruit and retain more teachers is an important and urgent priority. In Indianapolis, across all types of schools, district, innovation, and charter, the supply is not meeting the demand for positions. This is particularly true in hard to staff areas including: STEM (Science, Technology, Engineering and Mathematics) as well as Special Education. In a recent survey of school leaders, despite early efforts, school across the city opened their doors with vacancies.

Center township is also experiencing challenges with retention and movement between schools. During the 2015-2016, school year, a total of 3250 teachers worked in center townships schools. Of the total staff 23 percent entered as new staff members, 60 percent remained in their building and 12 percent switched schools to a new school within center township. At the close of the year, an estimated 26 percent of teachers moved out of center township either for opportunities to teach in another school and/or county, or choosing to leave the profession. (Image 1, Indiana Department of Education)

Teacher Movement

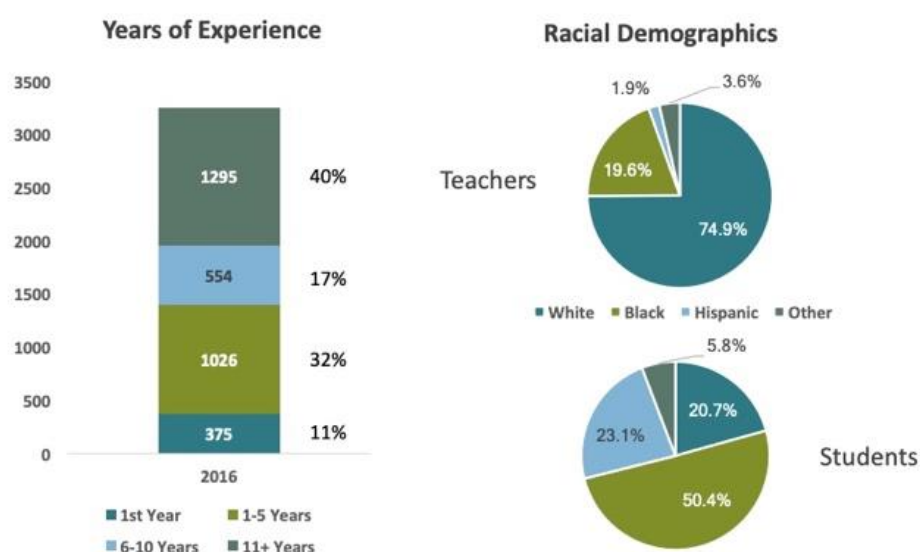


With each teacher loss, there is a ripple effect across the education system. For the student, this may result in a lost relationship, missing stable adult, and in the case of school year departure, access to a high-quality educational experience. For the school, teacher turnover results in a loss of institutional knowledge and community. Additionally, losing a high-quality teacher can take up to 11 hires before the quality of the candidate is replaced (TNTP, 2012)¹.

¹ TNTP. (2012). *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools*. Brooklyn, NY: TNTP.

And, as is true in other cities, Indiana's teaching force also does not currently mirror the student population. In 2016, the student population in center township was 79.3 percent of students identified as students of color (50.4 percent black, 23.1 percent Hispanic, and 5.8 percent other) and 20.7 percent of white. In the same year, teachers of color in center township schools made up a total of 25.1 percent of the teaching force (19.6 percent black, 1.9 percent Hispanic, and 3.6 percent other) while 74.9 percent of the teachers identified as white. (Image 2, Department of Education).

Local Talent Data (2016)



Why does this matter?

Research suggest that for students having access to a top teacher are less likely to have children as teenagers, are more likely to attend college, earn a higher salary, and save more for retirement.² And the impact of a teacher of color for all students has even greater impacts. In the 2018 report, *The Opportunity Myth*, research concluded a teacher's ability to have high expectations is a critical resource to closing the opportunity gap for all learners. In classrooms where the teachers shared their students race or identity, 66 percent of teachers held higher expectations for their students; leading to up to 4.6 months of academic growth for students.

² Chetty, Raj, John N. Friedman, and Jonah E. Rockoff. 2014. "[Measuring the Impacts of Teachers I: Evaluating Bias in Teacher Value-Added Estimates.](#)" American Economic Review, 104(9): 2593-2632.

(TNTP, *The Opportunity Myth*, 2018)³ High expectations, and teachers sharing the race or identify of the students also increases the likelihood of being tracked into high-ability programming, decreases the number of disciplinary infractions (suspensions, expulsions, etc.) and lead to higher graduation rates.⁴

Session Objective: The Opportunity Ahead

We recognize that teacher recruitment, development, and retention is complex and will not be solved alone at the school level. Factors outside of the actual teaching including: compensation, benefits, career pathways and development, and leadership opportunities also play a factor, both positive and negative in a teachers plans to remain in their school setting However, additional factors including policy, both local and national, school funding, housing, transportation, certification and licensure requirements, community engagement, recognition, public perception and sustainability all play a factor in a schools ability to retain a single great educator.

It is our hope in this session to generate ideas and potential next steps to ensuring our city is taking effective steps to recruit, connect, support and retain all teachers, in particular our teachers of color to ensure all students receive equitable access to the best educators for the students of Indianapolis. In addition to not investing in better ways to capture retention data across subgroups (race, gender, ethnicity, etc.) of teachers, we are also interested in identifying what is and isn't working in our system as relate to recruiting, connecting, supporting and retaining educators of color in Indianapolis.

³ TNTP. (2018). *The Opportunity Myth: What Students Can Show Us About How School is Letting Them Down- and How to Fix It*. Brooklyn, NY. TNTP

⁴ Griffin, A. (2019, July) *Who is Teaching the Students in Your School? A Very Frank Discussion About Teachers of Color*. National Charter Schools Conference, Las Vegas.