

Data Excerpts related to Teachers of Color and American Indian Teachers from the...



https://mn.gov/pelsb/assets/Supply%20and%20Demand%202021_Final_tcm1113-463801.pdf

Excerpt from Report's Conclusion (p. 47)

Third, teachers of color and indigenous teachers remain in short supply in Minnesota. The percentage of teachers of color and indigenous teachers remains significantly lower than the students of color and indigenous students in the state. The lack of teachers of color is often noted as a key element to a dramatic and persistent achievement gap between SOCIS and white students in

Minnesota. Though the data sources need further review, it is clear that there is a larger percentage of teachers of color and indigenous teachers holding a Tier 1 or a Tier 2 License. Policy objectives that support the increased recruitment, preparation, and support for these teachers to ultimately obtain a professional license could have a significant increase in the supply of teachers of color and indigenous teachers in Minnesota.

Supply and Demand Focus Areas:

- Increase supply of professionally licensed special education teachers
- Increase supply of professionally licensed teacher in charter schools
- Increase teachers of color and indigenous teachers

Table 3: Number of Teachers Holding a Tiered License or Permission, By Race and Ethnicity

Race/Ethnicity	Tier 1	Tier 2	Tier 3	Tier 4	Teachers	Out-of-Field Permission	Innovative Program Permission
American Indian or Alaskan Native	22	69	69	924	1,084	37	6
Asian	30	76	159	910	1,175	96	4
Black, Not of Hispanic Origin	61	153	139	1,208	1,561	40	6
Hawaiian/Pacific Islander	1	5	4	39	49	3	0
Hispanic	51	179	180	1,111	1,521	62	5
Multiple Categories	17	57	67	559	700	30	10
White, Not of Hispanic Origin	424	1,565	3,666	78,804	84,459	2,071	511
No Race/Ethnicity Provided	257	429	3,024	13,646	17,356	157	23
Total	863	2,533	7,308	97,201	107,905	2,496	565

*Note that a teacher who holds an Out of Field Permission or Innovative Program Permission must also hold a license.

CAUTION:

There are numerous errors in race and ethnicity data, due to STAR system shortcomings as well as significant changes in how districts and individuals identified race and ethnicity. Another couple years of data is needed before conclusions can be drawn regarding an increase or decrease of teachers in race and ethnicity categories.

Table 4: Percent of Teachers Holding a Tiered License, By Race and Ethnicity

Race/Ethnicity	Percent of Tier 1	Percent of Tier 2	Percent of Tier 3	Percent of Tier 4	Percent of All Licenses
American Indian or Alaskan Native	2.55%	2.72%	0.94%	0.95%	1.00%
Asian	3.48%	3.00%	2.18%	0.94%	1.09%
Black, Not of Hispanic Origin	7.07%	6.04%	1.90%	1.24%	1.45%
Hawaiian/Pacific Islander	0.12%	0.20%	0.05%	0.04%	0.05%
Hispanic	5.91%	7.07%	2.46%	1.14%	1.41%
Multiple Categories	1.97%	2.25%	0.92%	0.58%	0.65%
White, Not of Hispanic Origin	49.13%	61.78%	50.16%	81.07%	78.27%
No Race/Ethnicity Provided	29.78%	16.94%	41.38%	14.04%	16.08%
Total	100%	100%	100%	100%	100%
Teachers of Color and Indigenous Teachers	21.09%	21.28%	8.46%	4.89%	5.64%

CAUTION:

There are numerous errors in race and ethnicity data, due to STAR system shortcomings as well as significant changes in how districts and individuals identified race and ethnicity. Another couple years of data is needed before conclusions can be drawn regarding an increase or decrease of teachers in race and ethnicity categories.

Table 3 provides data on the race and ethnicity of teachers who held a teaching license or permission as of June 30, 2020, and Table 4 provides this data as a percentage of the total within each license or permission category. The percentages in Table 4 refer to the percent of teachers within that licensure tier within each race or ethnicity category. For example, 2.55% of all Tier 1 Licenses are held by American Indian or Alaskan Native teachers.⁹

The need to effectively analyze the increase or decrease of teachers of color and indigenous teachers in Minnesota is essential in providing policy makers with sound data regarding the impact of policies, such as grants and loan forgiveness, on Tiered Licensure. However, the data listed here from 2019-2020 is difficult to analyze or draw conclusions from as the data collected in 2019-2020 differed from previous years in four main areas:

1. Data sources continue to prioritize self-reporting on an individual's license application over district reporting of an individual's race and ethnicity with the STAR report. This results in a high percentage of "No Race/Ethnicity Provided" as individuals are not required to identify their race or ethnicity in a licensure application.¹⁰
2. Race and ethnicity categories in prior years were documented using state race and ethnicity categories where only a single category could be selected. Starting in 2018-2019, data collected aligned with the MDE categories and Federal reporting categories now include Hawaiian/Pacific Islander and a Multiple Categories option. The Multiple Categories option greatly affected the increased percentage of teachers of color, particularly within Tier 1 and Tier 2 where small changes disproportionately impact percentage change. For example, 196 individuals coded as "White, Not of Hispanic Origin" in 18-19 were coded as white and one other race/ethnicity in 19-20 data, based on district reporting.
3. For the first time, an individual in the STAR report was no longer able to be coded with a single race or ethnicity code, but rather could check one or more race or ethnicity categories. If the teacher selected more than one, they were automatically included in the "Multiple Categories" column. For example, a teacher who identified as "American Indian or Alaskan Native" and "White, Not of Hispanic Origin" would appear as "Multiple Categories" in the data below.
4. As noted in the introduction to this report, a new STAR reporting system has caused some data irregularities in district reports. PELSB staff were able to identify a reporting error from a large district in which the race/ethnicity of their teachers was misidentified. This error was captured due to the size of the district and required a manual correction of the aggregate data. A more extensive analysis comparing 18-19 data with 19-20 data found additional irregularities. Without meeting with each of the more than 500 districts reporting this data, it is impossible to tell which changes are due to changes in how race and ethnicity are perceived within a district and how many are errors in reporting. For example, a significant number of individuals identified as "White,

⁹ See 2020 [Tiered Licensure Report](#) for additional data.

¹⁰ PELSB collects race/ethnicity data through the Staff Automated Reporting (STAR) system and on license applications. Reporting race/ethnicity on license applications is optional, and PELSB does not collect race/ethnicity data until a district, charter school, or other educational institution reports individuals' race or ethnicity through the STAR system.

Not of Hispanic Origin” in 18-19 were identified as “American Indian or Alaskan Native” in 19-20 data based on district reporting.

Tier 1 and Tier 2 licenses show more significant change, notably due to the already low number of teachers of color and indigenous teachers. Small errors or changes in how race and ethnicity were reported can lead to significant increases in the proportion of teachers of color or indigenous teachers within each tier.

For these reasons, it is with great caution that PELSB reports this data, as conclusions drawn to inform policy may be drawn in error. Increases in teachers of color, particularly within Tier 1 and Tier 2 appear to reflect more a change in how race and ethnicity are reported than an actual increase in teachers of color.



Table 5: Proportion of Teachers of Color and Indigenous Teachers (TOCIT) Compared to Students of Color and Indigenous Students (SOCIS) by Economic Development Region (EDR)

Region	Description	Total Number of TOCIT	Percent of Total TOCIT within the EDR	Total Number of SOCIS ¹¹	Percent of Total SOCIS within the EDR
1	Northwest	16	1.18%	3,097	22.08%
2	Headwaters	55	4.16%	11,175	76.44%
3	Arrowhead	89	2.24%	11,580	26.16%
4	West Central	45	1.44%	7,988	22.36%
5	North Central	34	1.44%	5,651	21.53%
6E	Southwest Central	16	1.12%	4,666	27.96%
6W	Upper Minnesota Valley	14	1.96%	1,600	21.36%
7E	East Central	51	2.36%	3,953	15.34%
7W	Central	102	1.61%	16,145	19.83%
8	Southwest	31	1.49%	7,270	34.27%
9	South Central	45	1.40%	7,987	22.95%
10	Southeast	113	1.62%	22,232	28.34%
11	7-County Twin Cities	4,886	12.09%	236,325	47.99%
TOTAL		5,497¹²	7.28%	339,669	38.03%

Table 5 compares the proportion of teachers of color and indigenous teachers (TOCIT) with the proportion of students of color and indigenous students (SOCIS) by economic development region. In every economic development region, the percent of teachers of color and indigenous teachers is far lower than that of their student populations. This remains evidence of the need

to revisit policies around recruitment, preparation, and retention specifically addressing populations of color and indigenous populations. Improved data collections tools to dig deeper than the Federal race and ethnicity categories for teachers and students could also provide more alignment with strategies required to bridge this gap.

¹¹ Data from the Minnesota Department of Education

¹² Note: a teacher may be counted in multiple districts and potentially multiple economic development regions.