



RESEARCH
for ACTION

Teacher Diversity in Pennsylvania from 2013-14 to 2019-20

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Introduction

The scarcity of teachers of color (TOCs) in Pennsylvania has been well-documented. In 2018, Research for Action (RFA) reviewed the literature on the benefits of teachers of color for all students and highlighted barriers, strategies, and initiatives in [“Patching the Leaky Pipeline: Recruiting and Retaining Teachers of Color in Pennsylvania.”](#) Using national survey data from 2011–12, we found that Pennsylvania’s rate of disproportionality between students of color (SOCs) and TOCs is among the highest in the nation. Later that year, in collaboration with WHYY and the Philadelphia Public School Notebook, we [examined 2016–17 data](#) provided by the Pennsylvania Department of Education (PDE), finding that the majority of Pennsylvania schools and 37% of entire school districts employed only White teachers.

A key observation in each of these studies was that, in contrast to widely available data on student race/ethnicity, **there is no regular public reporting of teacher race/ethnicity in Pennsylvania.** More than two years later, that is still the case.

Recently, WHYY obtained seven years of teacher race/ethnicity data via records request from PDE, dating from 2013–14 through 2019–20 school years. RFA cleaned this data and merged it with student data to calculate the percentages of teachers and students by race/ethnicity at the state, county, district, and school levels for all Pennsylvania public schools. Similar to our prior work, the goal of this project is to provide descriptive analysis of the seven years of Pennsylvania’s data and to make the data available for [public download](#).

This brief presents descriptive findings of RFA’s examination of this new data. We begin by updating prior analyses of the general distribution of teacher and student demographics across the Commonwealth. We also examine the association between student and teacher demographics. Finally, we include additional analyses to compare race/ethnicity between (1) subgroups of full-time, part-time, and split-time teachers, (2) teachers of elementary, secondary, and ungraded classes, and (3)

teachers of different instructional subjects. We also include an Appendix with tables that identify schools and districts which have consistently employed the highest rates of TOCs and schools that have employed only white teachers over the past seven years, despite high rates of SOCs.

Key findings from these analyses include:

1. Teacher and Student Demographic Distribution:

- In Pennsylvania from 2013–14 to 2019–20, the percentage of SOC increased from 30.5% to 35.8%. In contrast, over that same time the percentage of TOCs only increased from 5.4% to 6.0%. In 2019–20 the share of SOCs was 6.0 times greater than the share of TOCs, an increase from 2013–14 when the disproportionality rate was 5.6.¹
- In 2019–20, 50% of Pennsylvania’s public schools and 37% of all school districts only employed white teachers.
- Philadelphia district and charter schools employed 53.7% of the state’s TOCs in 2019–20 while they enrolled just 26.8% of the state’s SOCs.
- In both the School District of Philadelphia and in the Philadelphia charter school sector the proportion of SOCs was 2.7 times the proportion of TOCs in 2019–20 (85.8% SOCs to 32.2% TOCs in district schools, 87.3% SOCs to 32.8% TOCs in charter schools).

2. Association Between Teachers and Students of Color in Pennsylvania:

- Schools with more SOCs tend to have more TOCs
- However, variation is significant. Twenty-two schools with 80%–100% SOCs employed no TOCs in 2019–20 and some schools with few SOCs employed significantly higher than average numbers of TOCs.

3. Schools Lacking Teachers of Color Over Time

- Of PA’s 499 school districts, 138 had zero TOCs over any of the last seven school years. This includes three districts with 30% SOCs or more: Midland Borough SD, Northgate SD, and Wyoming Valley West SD.
- 1,078 public schools in PA (1,062 district schools and 16 charter schools) had zero TOCs over any of the last seven school years. In these schools, an average of 15% of students were SOCs.

4. Teacher Subgroups

- **Full-Time, Part-Time, and Split-Time Teachers:** The share of teachers working full-time, part-time, or split-time across multiple schools is similar across teacher race/ethnicity.
- **Elementary, Secondary, and Ungraded Teachers:** More Black teachers teach elementary grades compared to teachers of other races/ethnicities. This difference is largely attributable to the School District of Philadelphia, which has a higher share of all teachers in elementary grades.

¹ Nationally, in 2017-18 the disproportionality rate was 2.5 on average with 52.4% SOCs (see https://nces.ed.gov/programs/digest/d19/tables/dt19_203.70.asp?current=yes) and 20.7% TOCs (see https://nces.ed.gov/surveys/ntps/tables/ntps1718_ftable01_t1s.asp).

- **Instructional Subjects:** Among secondary teachers, the core subjects of English, Social Studies, Math, and Science were the most common subject for teachers of all race/ethnicities, except for Hispanic teachers who more commonly teach Languages.

DATA NOTES:

Teacher Counts: Teacher counts are the full-time equivalent (FTE) of teachers at every school. For example, a teacher who worked 50% FTE (half-time) at two separate schools would be counted as $\frac{1}{2}$ of a teacher (i.e., $\frac{1}{2}$ FTE) at each of the two schools. This change in teacher counting resulted in very minor differences to the findings of our [prior analysis](#) of 2016–17 data. Teacher data are from PA Department of Education.

Student Counts: The student counts and percentages by race/ethnicity are based on school and district Fast Facts data from [Future Ready PA](#) (2017–18 to 2019–20) and [PA School Performance Profiles](#) (2013–14 to 2016–17).

Of Color: This brief uses the term “of color” to describe students and teachers who are not reported as non-Hispanic white.

1. Distribution of Teacher and Student Demographics

This section details teacher and student demographic distribution in Pennsylvania. We begin with a statewide analysis of both the most recent data (2019–20) and of trends across all seven years of available data (2013–14 through 2019–20). Because over half of the state’s teachers of color are employed in Philadelphia schools, we then examine the data in both the School District of Philadelphia and the Philadelphia charter school sector.

PENNSYLVANIA

The distribution of students and teachers by race/ethnicity in Pennsylvania schools for 2019–20 is provided in Figure 1. Figure 2 displays the trend in the share of all students and teachers of color from 2013–14 to 2019–20. Table 1 then provides specific percentages of teachers and students by race/ethnic subgroup over the past seven years.

Figure 1: Student and Teacher Race/Ethnicity in Pennsylvania, 2019–20

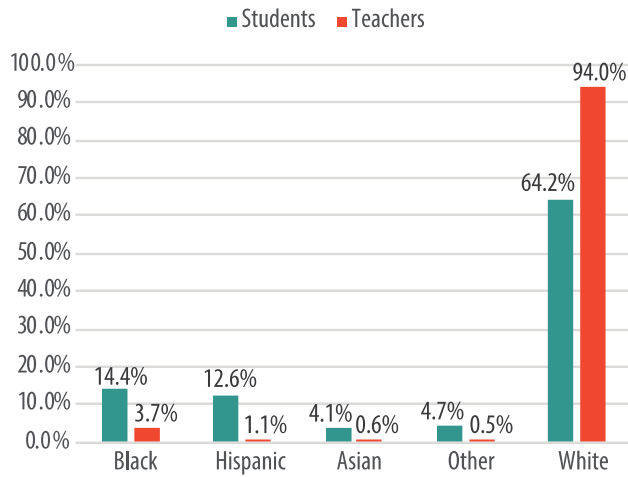


Figure 2: Change in Share of Students and Teachers of Color in Pennsylvania, 2013–14 to 2019–20

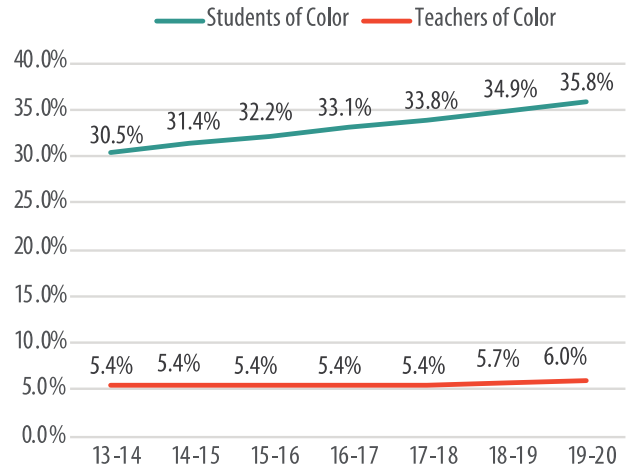


Table 1: Teacher and Student Demographics in Pennsylvania, 2013–14 to 2019–20

SY	Group	Total	White	Total of Color	Black	Hispanic	Asian	Other
2013–14	Teachers	117,973	94.6%	5.4%	3.6%	0.8%	0.6%	0.4%
	Students	1,769,222	69.5%	30.5%	14.8%	9.5%	3.4%	2.9%
2014–15	Teachers	116,944	94.6%	5.4%	3.6%	0.9%	0.6%	0.4%
	Students	1,741,806	68.6%	31.4%	14.6%	10.0%	3.5%	3.2%
2015–16	Teachers	116,450	94.6%	5.4%	3.4%	0.9%	0.6%	0.6%
	Students	1,754,638	67.8%	32.2%	14.6%	10.4%	3.6%	3.5%
2016–17	Teachers	118,273	94.6%	5.4%	3.6%	0.9%	0.6%	0.4%
	Students	1,750,504	66.9%	33.1%	14.5%	11.0%	3.7%	3.8%
2017–18	Teachers	118,244	94.6%	5.4%	3.5%	1.0%	0.6%	0.4%
	Students	1,745,783	66.2%	33.8%	14.4%	11.4%	3.9%	4.1%
2018–19	Teachers	119,308	94.3%	5.7%	3.6%	1.0%	0.6%	0.5%
	Students	1,748,437	65.1%	34.9%	14.5%	12.1%	4.0%	4.4%
2019–20	Teachers	119,966	94.0%	6.0%	3.7%	1.1%	0.6%	0.5%
	Students	1,751,691	64.2%	35.8%	14.4%	12.6%	4.1%	4.7%

Note: All district and charter schools are included. Other includes two or more races, American Indian/Alaskan Native, and Hawaiian / Pacific Islander.

- The percentage of SOCs in Pennsylvania increased at a greater rate over the past seven years than the percentage of TOCs.
 - The percentage of SOCs steadily increased from 30.5% in 2013–14 to 35.8% in 2019–20, averaging just under 0.8 percentage point per year.
 - The percentage of TOCs remained consistent at 5.4% between 2013–14 and 2017–18, and then increased slightly in 2018–19 (a 0.3%–point increase) to 5.7% and 2019–20 (a 0.3%–point increase) to 6.0%.

- In 2013–14 the share of SOC_s (30.5%) was 5.6 times higher than the share of TOC_s (5.4%). In 2019–20, the share of SOC_s (35.8%) was 6.0 times higher than the share of TOC_s (6.0%).²
- The disparity for Hispanic students was the most extreme. The share of Hispanic students was 11.5 times greater than that of Hispanic teachers (12.6% vs. 1.1%) in 2019–20.

CONCENTRATION OF TEACHERS OF COLOR

Meanwhile, there remain nearly 1,500 Pennsylvania schools and 184 entire school districts that employ zero TOC_s. Figure 3 maps the concentration of teachers of color while Figure 4 and Table 2 provide the rates of how TOC_s are concentrated across Pennsylvania schools and school districts.

Figure 3: Concentration of Teachers of Color by District in Pennsylvania 2019–20

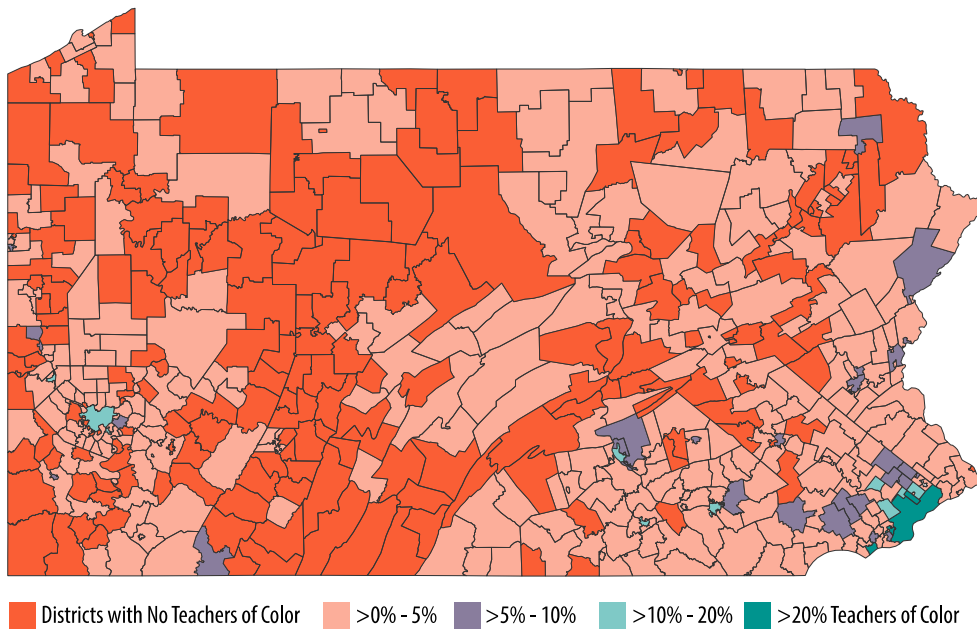


Figure 4: Concentration of Teachers of Color by School: Pennsylvania 2019–20

² Nationally, in 2017-18 the disproportionality rate was 2.5 on average with 52.4% SOC_s (see https://nces.ed.gov/programs/digest/d19/tables/dt19_203.70.asp?current=yes) and 20.7% TOC_s (see https://nces.ed.gov/surveys/ntps/tables/ntps1718_ftable01_t1s.asp).

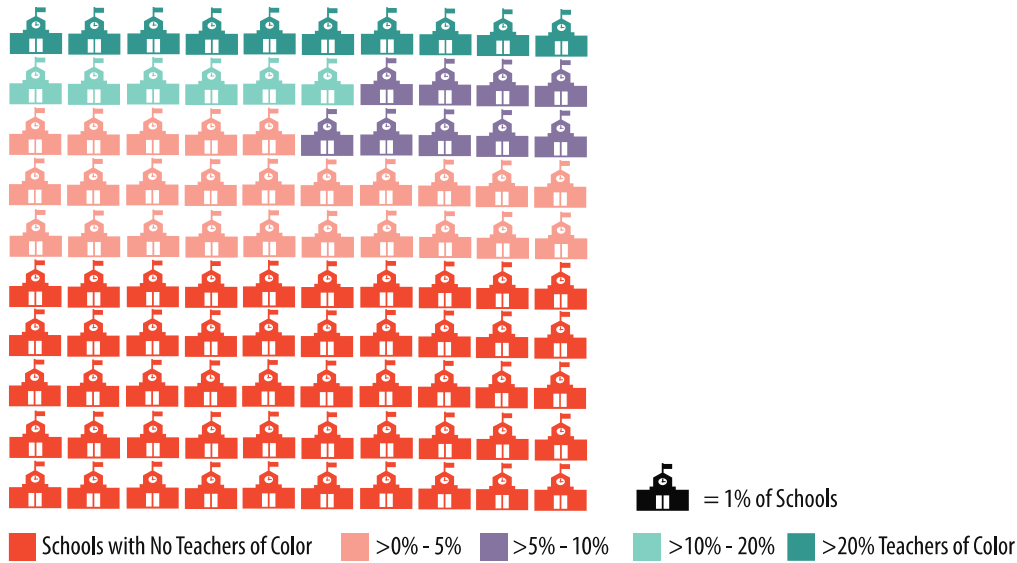


Table 2. Schools and Districts by Percentage of Teachers of Color: Pennsylvania 2019–20

Group	0%	>0% – 5%	>5% – 10%	>10% – 20%	>20%
Percent of Schools	50%	25%	9%	6%	10%
Percent of Districts	37%	55%	5%	2%	1%

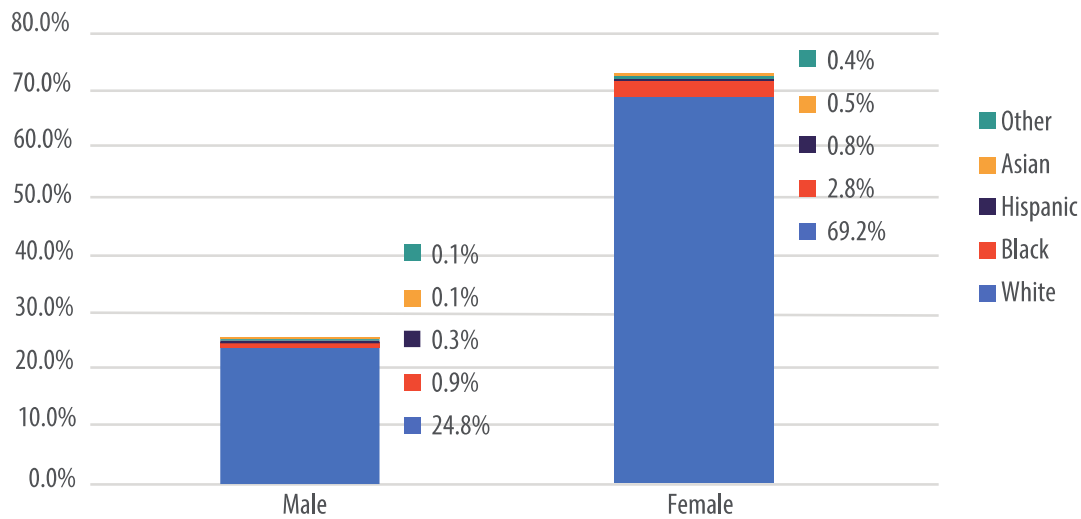
- In 2019–20, half of Pennsylvania’s public schools and 37% of all school districts employed only white teachers in 2019–20.
- This represents a slight improvement from 2013–14 when 56% of schools and 39% of districts employed only white teachers.

TEACHER RACE AND GENDER DISPARITIES

The overwhelming majority of Pennsylvania’s public school teachers are white and female. As shown in Figure 5, gender-based³ gaps in teaching exist for all race groups.

³ The data source does not reflect other gender identities, such as non-binary.

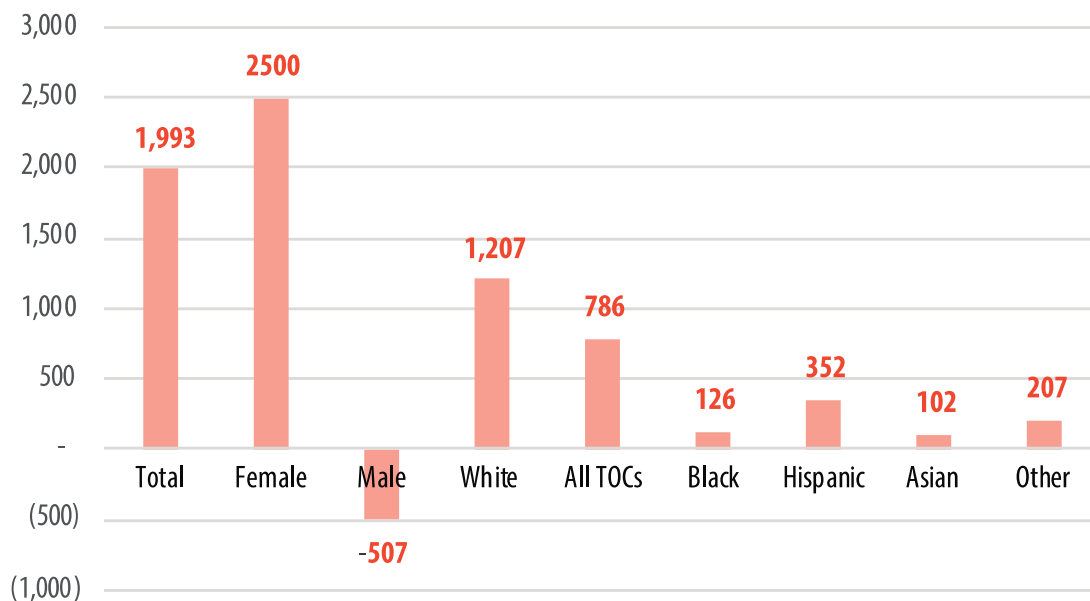
Figure 5. Distribution of Teachers by Race and Gender in Pennsylvania: 2019–20



- Among the 119,966 FTE teachers in our analysis, 73.7% are women and 69.2% are White women.
- The lack of male TOCs is especially acute. Together, men of color make up only 1.5% of Pennsylvania’s teacher workforce. In the entire state in 2019–20, there were only 1,087 FTE Black men, 323 FTE Hispanic men, 177 FTE Asian men, and 158 FTE men of other races teaching in public schools.

Despite the lack of progress in closing the *gap* between TOCs and SOCs, there has been a positive increase in the *number* of TOCs, as shown in Figure 6.

Figure 6: Change in Number of Teachers by Race and Gender in Pennsylvania from 2013–14 to 2019–20



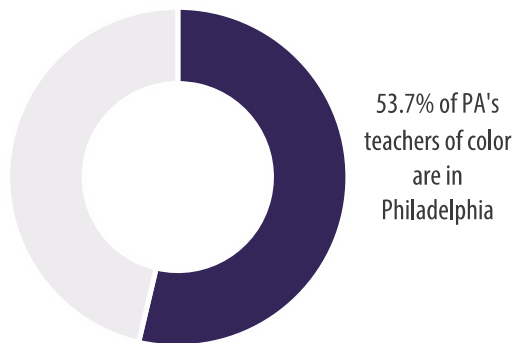
- Pennsylvania schools added 1,993 FTE teachers since 2013–14. This reflects an increase of 2,500 female FTE teachers and decrease of 507 male FTE teachers. The decline in male teachers is primarily comprised of White males as it reflects 742 fewer FTE White males and an increase of 235 male TOCs.
- TOCs as a whole increased by 786 FTEs, while the number of White teachers increased by 1,207 FTEs. The increases in TOCs were driven by the number of Hispanic teachers and teachers of other races/ethnicities.

PHILADELPHIA

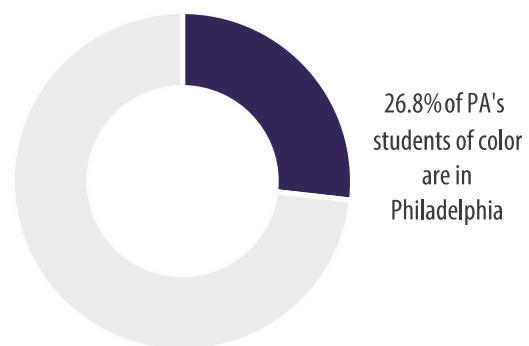
With over half of Pennsylvania’s TOCs teaching in Philadelphia’s district and charter schools, we provide a closer look at the city’s school system. We first discuss findings for the School District and then the charter school sector in Philadelphia.

Figure 7: Teachers and Students of Color in Philadelphia and Pennsylvania Public Schools, 2019–20

Teachers of Color in Pennsylvania, 2019-20



Students of Color in Pennsylvania, 2019-20



- Philadelphia district and charter schools comprise 53.7% of the state’s TOCs, compared to just 26.8% of SOCs.

SCHOOL DISTRICT OF PHILADELPHIA

Table 3 displays the percentages of teachers and students by race/ethnic subgroup in the School District of Philadelphia. The total percentages of TOCs and SOCs have stayed consistent, but there have been shifts within race/ethnic subgroups.

Table 3: Teachers and Students in School District of Philadelphia by Race/Ethnicity, 2013–14 to 2019–20

SY	Group	Total	White	Total of Color	Black	Hispanic	Asian	Other
2013–14	Teachers	7,597	67.5%	32.5%	26.0%	3.1%	2.5%	0.9%
	Students	133,546	14.3%	85.7%	52.9%	19.0%	8.1%	5.7%
2014–15	Teachers	7,527	68.0%	32.0%	25.5%	3.1%	2.4%	1.1%
	Students	130,314	14.2%	85.8%	51.9%	19.3%	8.1%	6.5%
2015–16	Teachers	6,601	68.2%	31.8%	25.3%	3.1%	2.3%	1.1%
	Students	132,182	13.8%	86.2%	51.1%	19.3%	8.1%	7.7%
2016–17	Teachers	7,906	68.9%	31.1%	24.0%	3.2%	2.4%	1.5%
	Students	131,245	13.8%	86.2%	50.6%	19.8%	8.3%	7.5%
2017–18	Teachers	7,204	68.6%	31.4%	24.5%	3.2%	2.3%	1.4%
	Students	131,238	14.5%	85.5%	49.7%	20.0%	8.3%	7.5%
2018–19	Teachers	7,822	68.2%	31.8%	23.8%	3.3%	2.5%	2.2%
	Students	132,520	14.0%	86.0%	49.2%	21.3%	8.7%	6.7%
2019–20	Teachers	7,664	67.8%	32.2%	23.6%	3.3%	2.6%	2.6%
	Students	130,617	14.2%	85.8%	48.3%	22.7%	9.1%	5.8%

Note: Other includes two or more races, American Indian/Alaskan Native, and Hawaiian/Pacific Islander.

- From 2013–14 to 2019–20, TOCs have consistently comprised slightly less than one-third of FTE teachers and the percentage of SOCs has remained consistently around 86%.
- From 2013–14 to 2019–20, the percentage of Black teachers has declined from 26% to 23.6%, the share of Asian and Hispanic teachers has remained consistent, and the percentage of teachers of other races has increased from 0.9% to 2.6%.
- The percentage of Black students declined from 52.9% to 48.3%, the share of Hispanic students increased from 19% to 22.7%, and the share of Asian students increased from 8.1% to 9.1%. The percentage of students of other races increased from 5.7% and then declined back to 5.8% and the percentage of White students fluctuated around 14%

PHILADELPHIA CHARTER SCHOOLS

As shown in Table 4, the shares of both TOCs and SOC's have increased in Philadelphia's charter schools over the past seven years.

Table 4: Teachers and Students in Philadelphia Charter Schools by Race/Ethnicity, 2013–14 to 2019–20

SY	Group	Total	White	Total of Color	Black	Hispanic	Asian	Other
2013–14	Teachers	3,673	70.7%	29.3%	20.4%	4.2%	3.0%	1.7%
	Students	58,238	14.8%	85.2%	62.8%	17.7%	2.9%	1.9%
2014–15	Teachers	3,723	71.3%	28.7%	19.8%	4.2%	2.8%	1.9%
	Students	59,928	14.2%	85.8%	60.2%	19.0%	3.3%	3.3%
2015–16	Teachers	3,672	70.4%	29.6%	19.1%	4.8%	2.8%	2.9%
	Students	62,957	14.4%	85.6%	61.1%	18.8%	3.1%	2.6%
2016–17	Teachers	3,722	70.5%	29.5%	19.7%	5.2%	2.3%	2.3%
	Students	64,841	14.0%	86.0%	61.1%	18.9%	3.1%	2.9%
2017–18	Teachers	3,811	69.6%	30.4%	20.6%	5.1%	2.4%	2.4%
	Students	64,970	13.6%	86.4%	60.2%	19.8%	3.3%	3.1%
2018–19	Teachers	3,866	69.6%	30.4%	20.5%	5.5%	2.1%	2.4%
	Students	66,722	13.1%	86.9%	60.3%	20.1%	3.3%	3.2%
2019–20	Teachers	4,198	67.2%	32.8%	22.5%	5.8%	2.2%	2.2%
	Students	68,116	12.7%	87.3%	59.1%	21.2%	3.3%	3.6%

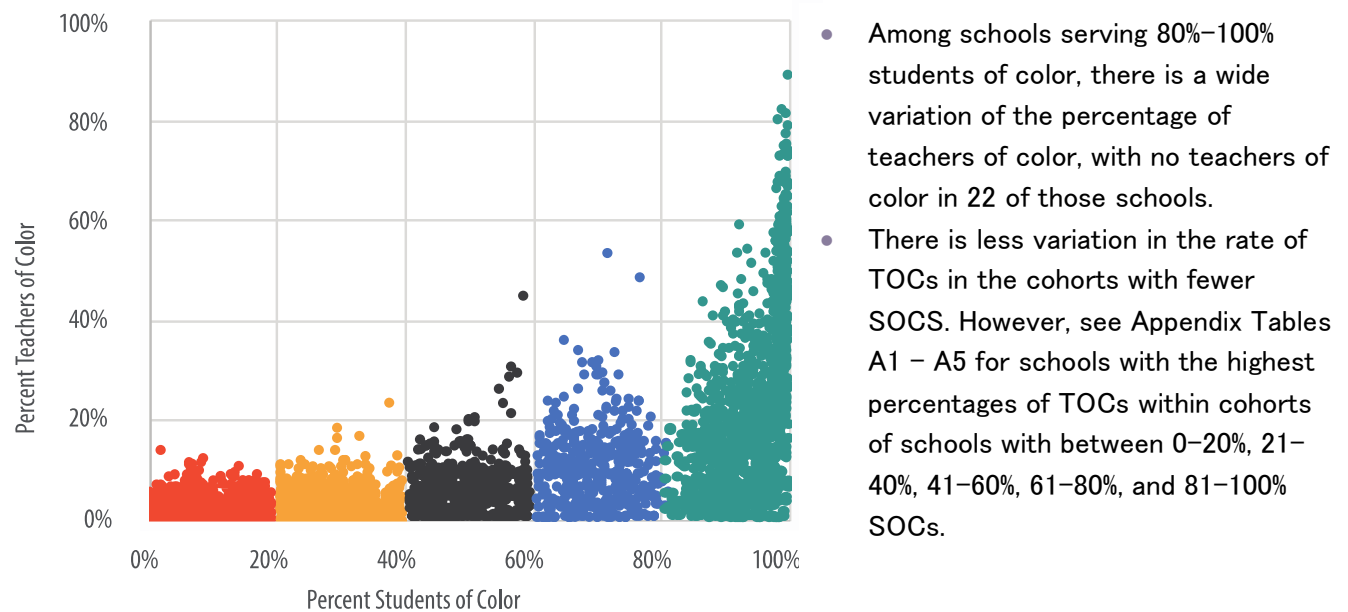
Note: Only charter schools are included. Other includes two or more races, American Indian/Alaskan Native, and Hawaiian/Pacific Islander.

- The share of FTE TOCs in Philadelphia charter schools increased from 29.3% in 2013–14 to 32.8% in 2019–20, with the greatest increase occurring in the most recent year.
- The percentage of SOC's in Philadelphia charter schools grew from 85.2% of students in 2013–14 to 87.3% in 2019–20.
- From 2013–14 to 2019–20, the share of Black teachers has increased from 20.4% to 22.5%, while Hispanic teachers increased from 4.2% to 5.8%, Asian teachers slightly declined from 3.0% to 2.2%, and teachers of other races slightly increased from 1.7% to 2.2%.
- From 2013–14 to 2019–20, the share of White and Black students decreased, while the share of Hispanic students, Asian students, and students of other races increased.

2. Association Between Teachers and Students of Color in Pennsylvania

As shown in Figure 8, there is a positive association between TOCs and SOCs in Pennsylvania schools (i.e., schools with more SOCs tend to have more TOCs).

Figure 8: Percent Teachers of Color by Percent Students of Color, by School, 2019–20

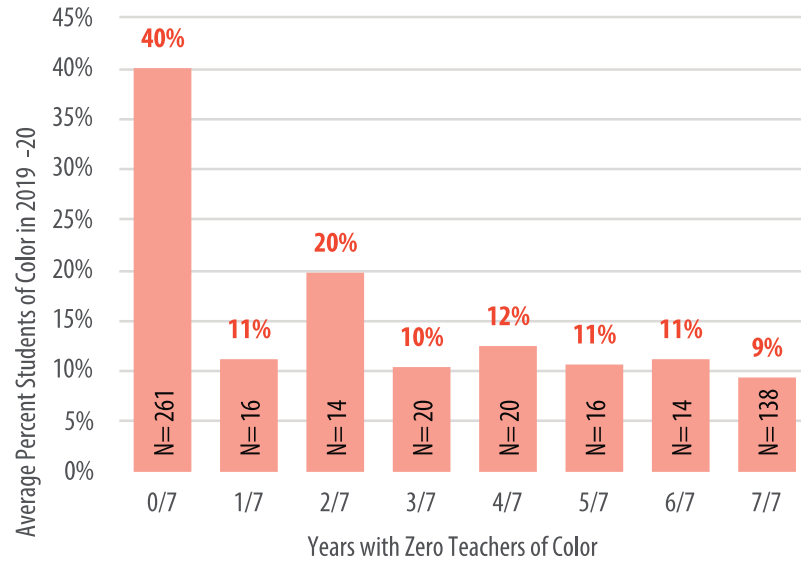


3. Districts and Schools with a Chronic Lack of Teachers of Color

As noted above, 50% of Pennsylvania’s public schools and 37% of all school districts only employed White teachers in 2019–20. Moreover, some districts and schools employed zero TOCs *in any of the last seven years*. We present our analysis by district and schools below.

SCHOOL DISTRICTS

Figure 9: Pennsylvania School Districts by Number of Years Without Teachers of Color from 2013–14 to 2019–20.



- School districts lacking TOCs for multiple years had lower shares of SOC, on average.
- Still, 138 of PA's 499 districts (28%) had no TOCs in any of the last seven years. On average, 9% of students in these districts were SOC in 2019–20.

Many districts with zero TOCs for seven straight years are districts with substantial proportions of SOC, including three districts with 30% SOC or more: Midland Borough SD, Northgate SD, and Wyoming Valley West SD. See Appendix Table A6.

SCHOOLS

More than 1,000 Pennsylvania schools had no TOCs over the seven-year span from 2013–14 to 2019–20. Shown in Figure 10, these schools are located in every corner of the state.

Figure 10: Locations of Schools with Zero Teachers of Color from 2013–14 to 2019–20, District and Charter Schools

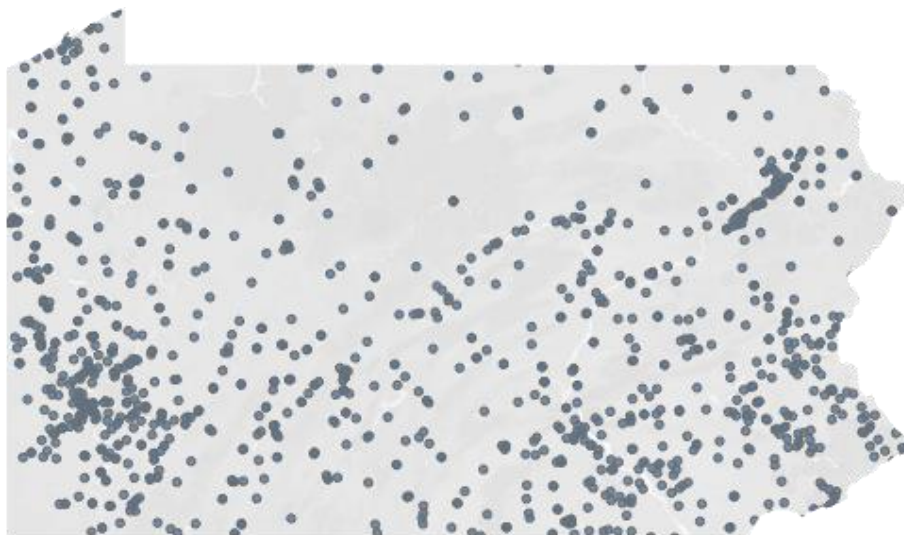
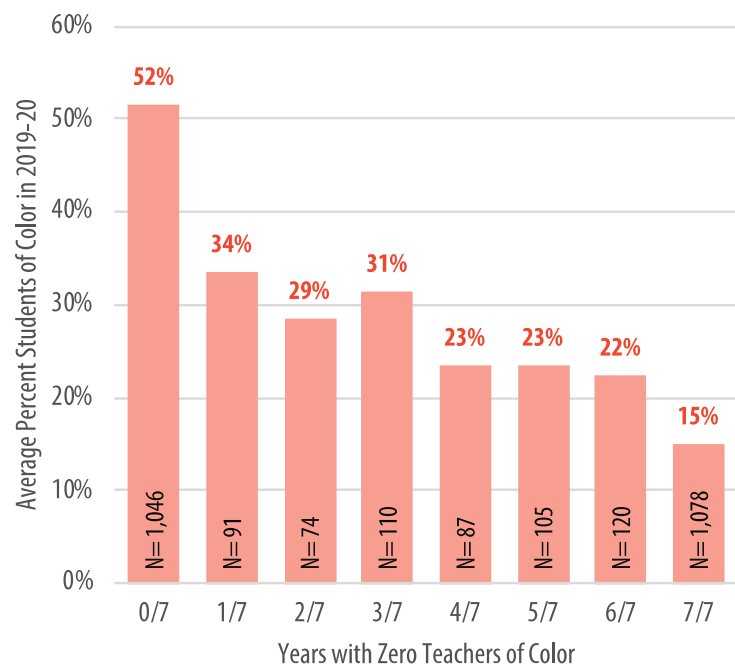


Figure 11: Average Percent Students of Color by Number of Years Without Teachers of Color from 2013–14 to 2019–20, District and Charter Schools



- Schools lacking TOCs for multiple years had lower shares of SOCs, on average.
- Still, 1,078 of PA’s 2,771 district and charter schools (39%) had zero teachers of color for any of the last seven years. Those schools had an average of 15% SOCs.

Note: Schools operating every year from 2013–14 to 2019–20 are included.

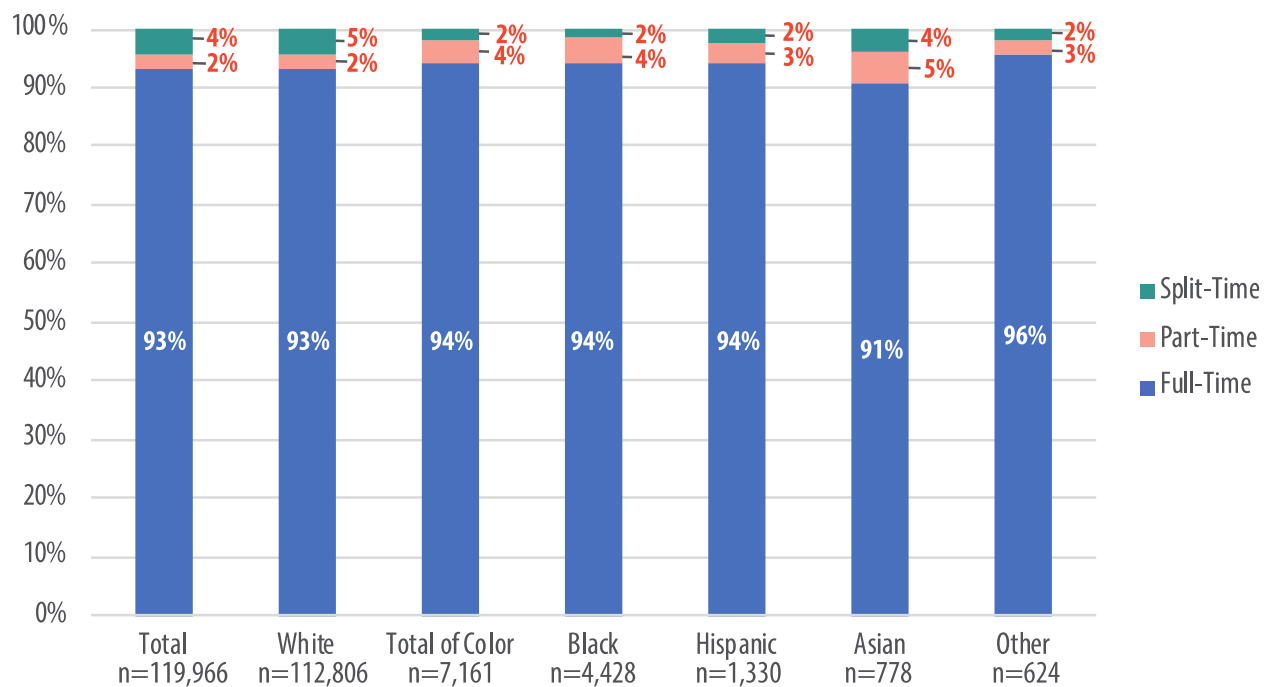
4. Race/Ethnicity Comparisons between Teacher Subgroups

Below we further compare teacher race/ethnicity in Pennsylvania by disaggregating into different subgroups of teachers. In Figure 12, we first compare teachers who work full-time in one school to part-time teachers and teachers who are split between multiple schools. Then in Figure 13 we compare by grade level and in Figure 14 by instructional subject taught.

FULL-TIME, PART-TIME, AND SPLIT-TIME TEACHERS

- Full-Time:** Teachers working 100% FTE (or more) at one school
- Part-Time:** Teachers working less than 100% FTE in total
- Split-Time:** Teachers working 100% FTE (or more) across multiple schools

Figure 12: Distribution of Full-Time, Part-Time, and Split-Time Teachers in Pennsylvania by Race/Ethnicity, 2019–20

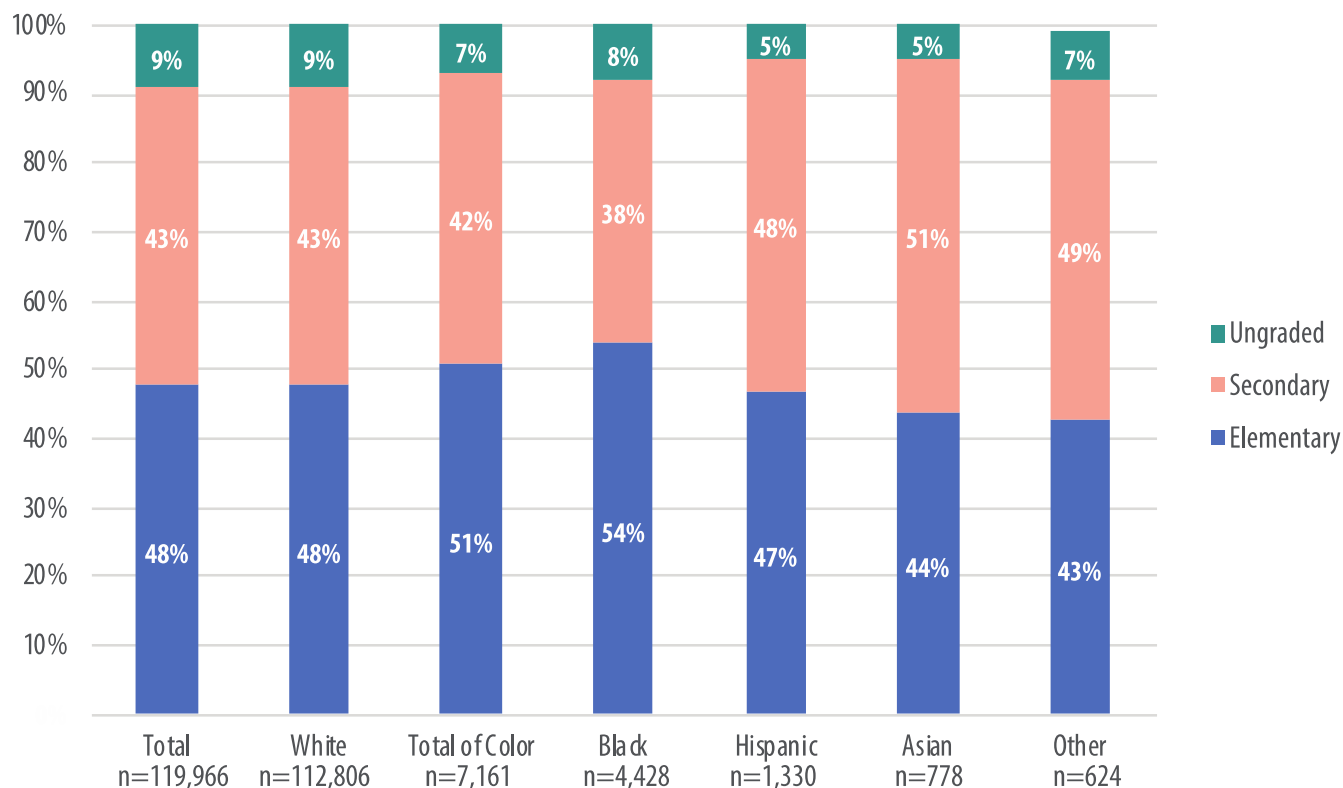


Data note: Totals may not equal 100% due to rounding.

- In PA overall, the share of teachers working full-time, part-time, or split-time is roughly the same across teacher race/ethnicity.
- There are many more part-time teachers in the School District of Philadelphia compared to the rest of Pennsylvania (see Appendix Table A8).

ELEMENTARY, SECONDARY, AND UNGRADED TEACHERS

Figure 13: Distribution of Elementary, Secondary, and Ungraded Teachers by Race/Ethnicity, 2019–20

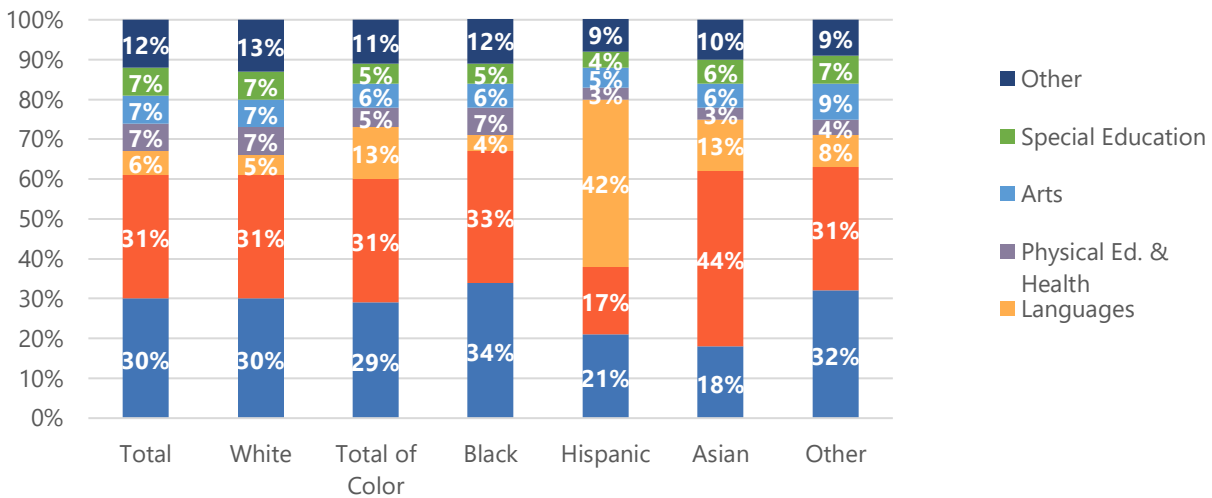


Data note: Totals may not equal 100% due to rounding.

- On average TOCs overall are split between elementary, secondary, and ungraded levels at similar rates as White teachers.
- Hispanic teachers, Asian teachers, and teachers of other races teach in secondary schools at higher rates compared to White teachers and Black teachers.
- Black teachers are in elementary grades at higher rates compared teachers of other races/ethnicities. This difference is largely driven by the School District of Philadelphia which has a higher share of all teachers in elementary grades compared to the state or to charter schools (see Appendix Table A9).

INSTRUCTIONAL SUBJECTS

Figure 14: Distribution of Instructional Subjects by Race/Ethnicity in Secondary Schools, 2019–20



- For secondary teachers of all races/ethnicities except Hispanic, the highest percentage taught in the core subjects of English, Social Studies, Math, and Science.
- The most common subject for Hispanic secondary teachers was Languages.
- Asian teachers are more concentrated in Science and Math compared to other races and underrepresented in English and Social Studies.
- These patterns were repeated in Philadelphia district and charter schools (see Appendix Table A10).

Conclusion

There is strong evidence that having a teacher of color is important for students of all races, and particularly important for students of color. Pennsylvania made some progress in increasing the overall number of teachers of color in recent years, primarily in the past two school years. However, the diversification of the state’s teacher workforce has not kept pace with the growing diversity of Pennsylvania’s public school students. The gap between the percentage of TOCs and SOCs has grown. And Pennsylvania’s disparity remains among the largest in the country. Likewise, the number and percentage of male teachers has slowly declined.

Pennsylvania does not publicly report data on teacher race/ethnicity demographics. RFA has cleaned seven years of data received via records request and made them [available for download](#) at the state, county, district, and school levels. Notwithstanding the launch of [promising initiatives](#) to improve teacher diversity, Pennsylvania still has many leaks to patch in its pipeline for teachers of color.

About PACER and Research for Action

The Pennsylvania Clearinghouse for Education Research (PACER) is a project of Research for Action (RFA), a Pennsylvania-based nonprofit education research organization. RFA seeks to use research as the basis for the improvement of educational opportunities and outcomes for historically

underserved children and students. The PACER project is designed to inform state education policy discussions through rigorous, objective research; regular policy briefs; and research-based commentaries. For more information, please visit our website at www.researchforaction.org/pacer.

Acknowledgments

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Appendix

SCHOOLS WITH HIGHEST PERCENT TEACHERS OF COLOR, GROUPED BY SHARE OF STUDENTS OF COLOR

In Tables A1 – A5, we identify the Pennsylvania schools with the highest percentages of teachers of color within groups of schools that respectively have students of color between 0–20%, 21–40%, 41–60%, 61–80%, and 81–100%. These tables are color-coded to align with Figure 8 on page 11.

Table A1: Ten Schools with Highest Percent Teachers of Color, Among Schools with 0%–20% Students of Color, 2019–20

County	LEA Name	School	Students of Color	Teachers of Color
Somerset	Turkeyfoot Valley Area SD	Turkeyfoot Valley Area JSHS	2%	14%
Huntingdon	Mount Union Area SD	Mapleton–Union El Sch	11%	12%
Allegheny	Avonworth SD	Avonworth HS	10%	11%
Northumberland	Northumberland County CTC	Northumberland County CTC	8%	11%
Dauphin	Lower Dauphin SD	Conewago El Sch	15%	11%
Forest	Forest Area SD	East Forest JSHS	8%	11%
Lebanon	Eastern Lebanon County SD	Jackson El Sch	8%	10%
Susquehanna	Forest City Regional SD	Forest City Regional HS	10%	9%
York	South Western SD	Park Hills El Sch	13%	9%
Delaware	Haverford Township SD	Lynnewood El Sch	18%	9%

Table A2: Ten Schools with Highest Percent Teachers of Color, Among Schools with 21%–40% Students of Color, 2019–20

County	LEA Name	School	Students of Color	Teachers of Color
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Montgomery	Abington SD	Roslyn Sch	38%	26%
Centre	Young Scholars of Central PA CS	Young Scholars of Central PA CS	31%	21%
Philadelphia	Philadelphia City SD	Meredith William M Sch	35%	18%
Montgomery	Abington SD	Rydal East Sch	31%	18%
Montgomery	Springfield Township SD	Springfield Twp El Sch–Erdenhm	28%	15%
Montgomery	Abington SD	McKinley Sch	31%	15%
Montgomery	Wissahickon SD	Blue Bell El Sch	37%	13%
Montgomery	Abington SD	Abington SHS	39%	13%
Montgomery	Colonial SD	Conshohocken El Sch	33%	13%
Montgomery	Lower Merion SD	Lower Merion HS	32%	12%

Table A3: Ten Schools with Highest Percent Teachers of Color, Among Schools with 41%–60% Students of Color, 2019–20

County	LEA Name	School	Students of Color	Teachers of Color
Chester	Coatesville Area SD	Coatesville Area SD Cyber Academy	59%	50%
Philadelphia	Philadelphia City SD	Penn Alexander Sch	57%	32%
Philadelphia	Philadelphia City SD	Gamp	58%	31%
Philadelphia	Philadelphia City SD	Cook–Wissahickon Sch	56%	30%
Philadelphia	Philadelphia City SD	Baldi C C A MS	55%	27%
Philadelphia	Philadelphia City SD	Fitzpatrick Aloysius L Sch	55%	23%
Allegheny	Pittsburgh SD	Pittsburgh Spring Hill K–5	57%	21%
Philadelphia	Philadelphia City SD	Decatur Stephen Sch	50%	20%
Philadelphia	Philadelphia City SD	Loesche William H Sch	48%	19%
Allegheny	Pittsburgh SD	Pittsburgh Colfax K–8	50%	19%

Table A4: Ten Schools with Highest Percent Teachers of Color, Among Schools with 61%–80% Students of Color, 2019–20

County	LEA Name	School	Students of Color	Teachers of Color
Adams	Vida Charter School	Vida Charter School	69%	56%
Philadelphia	Independence CS	Independence CS	75%	49%

Philadelphia	Philadelphia City SD	Science Leadership Academy	65%	34%
Philadelphia	Philadelphia City SD	Washington George HS	68%	31%
Montgomery	Cheltenham SD	Elkins Park Sch	75%	31%
Philadelphia	Philadelphia City SD	Central HS	72%	28%
Philadelphia	Philadelphia City SD	Swenson Arts & Technology HS	69%	28%
Montgomery	Cheltenham SD	Cheltenham HS	71%	28%
Montgomery	Cheltenham SD	Cedarbrook MS	72%	27%
Philadelphia	Philadelphia City SD	Nebinger George W Sch	73%	25%

Table A5: Ten Schools with Highest Percent Teachers of Color, Among Schools with 81%–100% Students of Color, 2018–19

County	LEA Name	School	Students of Color	Teachers of Color
Philadelphia	Sankofa Freedom Academy CS	Sankofa Freedom Academy Charter School	100%	93%
Philadelphia	Philadelphia City SD	Steel Edward Sch	99%	85%
Philadelphia	Philadelphia City SD	Kelley William D Sch	99%	83%
Philadelphia	Philadelphia City SD	Lewis C Cassidy Academics Plus Sch	98%	82%
Philadelphia	Imhotep Institute CHS	Imhotep Institute CHS	100%	81%
Philadelphia	Philadelphia City SD	Gideon Edward Sch	100%	79%
Philadelphia	Philadelphia City SD	Dunbar Paul L Sch	99%	76%
Philadelphia	Frederick Douglass Mastery CS	Frederick Douglass Mastery CS	100%	74%
Philadelphia	Southwest Leadership Academy CS	Southwest Leadership Academy CS	100%	74%
Philadelphia	Philadelphia City SD	Bethune Mary McLeod Sch	99%	74%

HIGHEST PERCENT STUDENTS OF COLOR IN DISTRICTS AND SCHOOLS WITH NO TEACHERS OF COLOR

Table A6: Ten PA School Districts with Highest Percent Students of Color, Among Districts with No Teachers of Color from 2013–14 to 2019–20

County	LEA Name	Pct Students of Color, 2019–20
Beaver	Midland Borough SD	38%
Allegheny	Northgate SD	36%
Luzerne	Wyoming Valley West SD	32%
Lackawanna	Riverside SD	27%
Allegheny	Keystone Oaks SD	24%

Schuylkill	Mahanoy Area SD	23%
Allegheny	Brentwood Borough SD	22%
Lackawanna	Carbondale Area SD	21%
Lackawanna	Mid Valley SD	20%
Lackawanna	Dunmore SD	20%

Table A7: Ten Schools with Highest Percent Students of Color, Among Schools with No Teachers of Color from 2013–14 to 2019–20

County	LEA Name	School	Pct Students of Color, 2019–20
York	Crispus Attucks CS	Crispus Attucks CS	96%
Berks	Reading SD	Millmont El Sch	90%
Delaware	Upper Darby SD	Upper Darby Kdg Ctr	88%
Allegheny	Clairton City SD	Clairton El Sch	82%
Luzerne	Wilkes-Barre Area SD	Dodson El Sch	82%
Lackawanna	Scranton SD	John Adams #4	77%
Lebanon	Lebanon SD	Southwest El Sch	77%
Lebanon	Lebanon SD	Houck El Sch	76%
Montgomery	Pottstown SD	Barth El Sch	76%
Lackawanna	Scranton SD	John F. Kennedy #7	75%

Note: Schools operating every year from 2013–14 to 2019–20 are included.

RACIAL/ETHNIC COMPARISONS BETWEEN TEACHER SUBGROUPS

Table A8: Distribution of Full-Time, Part-Time, and Split-Time Teachers by Race/Ethnicity, 2019–20

	FTE category	Total	White	Total of Color	Black	Hispanic	Asian	Other
PA	Full-Time	93%	93%	94%	94%	94%	91%	93%
	Part-Time	2%	2%	4%	4%	3%	5%	4%
	Split-Time	4%	5%	2%	2%	2%	4%	3%
	N (FTE)	119,966	112,806	7,161	4,428	1,330	778	624
School District of Philadelphia ⁴	Full-Time	88%	88%	89%	90%	86%	84%	89%
	Part-Time	10%	11%	10%	9%	12%	14%	9%
	Split-Time	2%	2%	2%	2%	1%	1%	2%

⁴ The School District of Philadelphia reports more full-time teachers who are teaching multiple subjects within the same school compared to teachers in the state overall (e.g. a teacher teaching 50% Science and

	N (FTE)	7,664	5,196	2,469	1,812	256	200	200
Philadelphia Charter Schools ⁵	Full-Time	99%	99%	98%	98%	99%	100%	98%
	Part-Time	1%	1%	1%	2%	1%	0%	2%
	Split-Time	0%	0%	0%	0%	0%	0%	0%
	N (FTE)	4,198	2,822	1,376	944	245	93	94

Table A9: Distribution of Elementary, Secondary, and Ungraded Teachers by Race/Ethnicity, 2019–20

PA	Elementary	48%	48%	51%	54%	47%	44%	43%
	Secondary	43%	43%	42%	38%	48%	51%	49%
	Ungraded	9%	9%	7%	8%	5%	5%	7%
	N (FTE)	119,966	112,806	7,161	4,428	1,330	778	624
School District of Philadelphia	Elementary	58%	58%	57%	59%	55%	45%	51%
	Secondary	37%	37%	38%	35%	42%	53%	46%
	Ungraded	5%	5%	5%	6%	3%	2%	3%
	N (FTE)	7,664	5,196	2,469	1,812	256	200	200
Philadelphia Charter Schools	Elementary	50%	50%	51%	53%	46%	50%	37%
	Secondary	40%	39%	41%	38%	48%	42%	52%
	Ungraded	10%	11%	8%	9%	6%	8%	11%
	N (FTE)	4,198	2,822	1,376	944	245	93	94

Table A10: Distribution of Instructional Subjects by Race/Ethnicity in Secondary Schools, 2019–20

	Subject	Total	White	Total of Color	Black	Hispanic	Asian	Other
PA	English & Social Studies	30%	30%	29%	34%	21%	18%	32%
	Math & Science	31%	31%	31%	33%	17%	44%	31%
	Languages	6%	5%	13%	4%	42%	13%	8%
	Physical Ed. & Health	7%	7%	5%	7%	3%	3%	4%
	Arts	7%	7%	6%	6%	5%	6%	9%
	Special Education	7%	7%	5%	5%	4%	6%	7%
	Other	12%	13%	11%	12%	9%	10%	9%
	N (FTE)	51,803	48,774	3,028	1,680	643	397	308
School District of Philadelphia	English & Social Studies	33%	36%	28%	31%	22%	14%	31%
	Math & Science	31%	29%	34%	36%	18%	48%	30%
	Languages	5%	3%	7%	3%	36%	7%	6%

50% Art in the same school, or 50% Algebra and 50% Geometry). This only applies to 11% of teachers statewide, but it applies to 33% of teachers in the School District of Philadelphia. We did not identify significant disparities by race/ethnicity for teachers split by content area.

⁵ Charter schools likely have no split-time teachers because most charter schools serve as a single local education agency.

	Physical Ed. & Health	7%	7%	5%	6%	5%	2%	3%
	Arts	8%	9%	6%	6%	5%	6%	11%
	Special Education	5%	5%	5%	4%	5%	4%	11%
	Other	11%	10%	14%	14%	9%	20%	9%
	N (FTE)	2,844	1,907	937	633	106	106	92
Philadelphia Charter Schools	English & Social Studies	36%	39%	30%	34%	22%	10%	33%
	Math & Science	35%	34%	37%	39%	19%	66%	39%
	Languages	5%	3%	10%	3%	33%	9%	6%
	Physical Ed. & Health	5%	5%	6%	6%	3%	3%	7%
	Arts	6%	6%	6%	5%	8%	1%	7%
	Special Education	6%	8%	4%	4%	3%	5%	4%
	Other	6%	6%	8%	8%	10%	5%	4%
	N (FTE)	1,671	1,107	564	358	117	39	49