

APPENDIX IV – 30

Teacher Diversity Gap Analysis

The HR department conducted an analysis looking at the difference between the percent of teachers by race/ethnicity at each school site and the related percent of teachers by race/ethnicity at the school level. By calculating the standard deviations, HR staff determined whether schools have become more or less diverse in the past few years, regardless of whether they met the 15 percent target.

The table below shows the standard deviations by school level expressed as percentages. A lower standard deviation means that a school's race/ethnic breakdown is becoming closer to the overall school level demographics which is the goal behind the Teacher Diversity Plan. Hispanic representation over the past three years at all school levels more closely reflects overall school demographics. Staff diversity has been increasing or stable over the past three years at the elementary, middle and alternative school levels as Hispanic representation more closely reflects the overall demographics. African American representation has been very uniform at all school levels for the past three years. This has been demonstrated as no sites have been outside of the Special Master's target for African American staff.

Standard Deviation of Teacher diversity by percentage points

School Level	School Year	Race/Ethnicity				
		White	Af. Am.	Hisp	Asian /PI	Nat Am.
ES	2015-16	20.7%	4.0%	19.3%	5.3%	3.2%
	2016-17	17.8%	4.1%	17.4%	3.7%	3.1%
	2017-18	16.1%	4.2%	15.6%	3.7%	4.3%
K8	2015-16	18.6%	4.1%	20.8%	1.4%	2.8%
	2016-17	16.3%	4.9%	18.7%	1.8%	2.8%
	2017-18	15.8%	3.7%	19.1%	3.0%	2.3%
MS	2015-16	11.7%	2.5%	11.2%	1.9%	1.1%
	2016-17	13.8%	3.1%	11.6%	2.3%	1.5%
	2017-18	11.2%	3.3%	8.9%	2.4%	1.3%
HS	2015-16	10.7%	2.5%	9.9%	2.8%	1.2%
	2016-17	9.2%	2.4%	9.3%	1.5%	2.2%
	2017-18	10.4%	2.0%	9.8%	1.3%	1.4%
Alt	2015-16	25.7%	0.0%	23.3%	3.5%	0.0%
	2016-17	12.5%	0.0%	12.5%	0.0%	0.0%
	2017-18	7.1%	4.7%	11.5%	0.0%	0.0%