

Did you know?



Administrators of color bring a number of unique strengths. Frequent exposure to people of color in authoritative positions can replace stereotyping and unconscious biases with acceptance and trust; leaders of color have a distinct advantage when interacting with community members that share their racial or ethnic background. Leaders of color can contribute nuance and perspective for academic programs designed to benefit students of color.¹

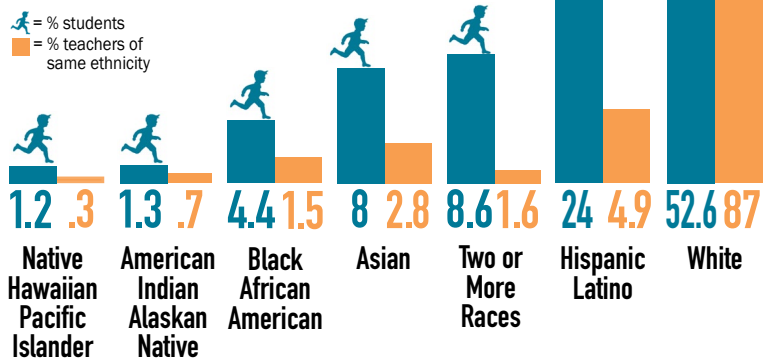
School boards that are more ethnically diverse (comprised of black, white, and Hispanic board members) **reduce the probability of disciplinary suspensions for all students.** Studies also find that board diversity significantly **reduces disparity among minority and white students.**²



Black students who'd had just **ONE** black teacher by third grade were **13%** more likely to enroll in college; those who'd had two were **32%** more likely.⁴

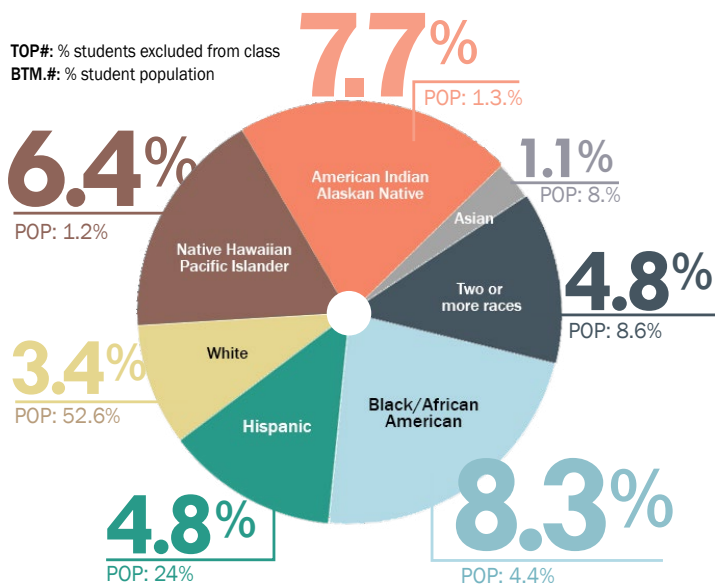


Racial Gap inside the classroom WA STATE STUDENT VS. CLASSROOM TEACHER DEMOGRAPHICS⁵



Discipline Gap in WA public schools RATE OF STUDENTS EXCLUDED FROM CLASS³

TOP#: % students excluded from class
BTM#: % student population



A national study published in the March 2017 Elementary School Journal found that **black students are more likely to be recommended for gifted programs in schools that have a black principal.**⁶

FOOTNOTES/SOURCES: ¹Racial Threat, Intergroup Contact, and School Punishment by Cresean Hughes, Patricia Y. Warren, Eric A. Stewart, Donald Tomaskovic-Devey and Daniel P. Mears (Research Paper first published Jan. 29, 2017); An Exploratory Study of the Perspectives of K-12 Latina School Administrators in One California Region by Helen Rodriguez (University of California, Santa Barbara Dissertation published in 2017). ²Racial Threat, Intergroup Contact, and School Punishment by Cresean Hughes, Patricia Y. Warren, Eric A. Stewart, Donald Tomaskovic-Devey and Daniel P. Mears (Research Paper first published Jan. 29, 2017). ³Office of Superintendent of Public Instruction (OSPI)-Discipline Rate by Student Demographics in Washington State (2018-19 School Year). ⁴The Long-Run Impacts of Same Race Teachers by Seth Gershenson, Cassandra M. D. Hart, Joshua Hyman, Constance Lindsay, Nicholas W. Papageorge (Issued in The National Bureau of Economic Research on Nov. 2018). ⁵Office of Superintendent of Public Instruction (OSPI)-Enrollment by Student Demographics in Washington State (2019-20 School Year); Office of Superintendent of Public Instruction (OSPI)-Classroom Teachers by Teacher Demographics in Washington State (2018-19 School Year). ⁶Teacher and Principal Diversity and the Representation of Students of Color in Gifted Programs: Evidence from National Data by Jason A. Grissom, Luis A. Rodriguez, and Emily C. Kern of Vanderbilt University (Online on Feb. 10, 2017).