

Black or African American Teachers: Background and School Settings in 2017-18

DATA POINT

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This Data Point examines the background and school settings of Black or African American teachers in public and private schools in the United States before the coronavirus pandemic. It uses data from the public and private school teacher data files of the 2017-18 National Teacher and Principal Survey (NTPS). This is a national sample survey of public and private K-12 schools, principals, and teachers in the 50 states and the District of Columbia. State-level estimates can also be produced for public schools, principals, and teachers.

What were the characteristics of Black or African American teachers in 2017-18?

During school year 2017-18, 7 percent of all teachers were Black or African American. Black or African American teachers include teachers who selected Black or African American on the survey, regardless of whether other races were selected, and regardless of the response to Hispanic or Latino origin.¹

About three-quarters (76 percent) of Black or African American teachers were female (**FIGURE 1**). This was the same as for all school teachers.

Black or African American teachers had a similar age distribution to all teachers. For both groups of teachers, 56 percent were 30 to 49 years old.

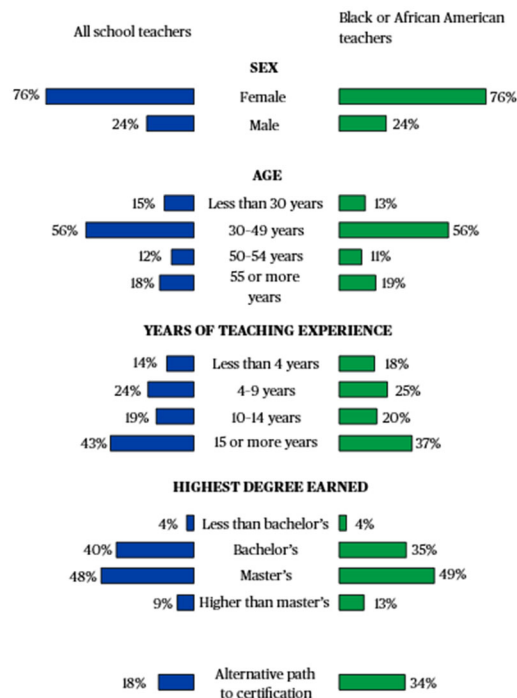
Compared with all teachers, a higher rate of Black or African American teachers were new to the classroom. Eighteen percent of Black or African American teachers, compared with 14 percent of all teachers, had been teaching for less than 4 years. A lower rate of Black or African American teachers (37 percent) had been teaching for 15 or more years compared with all teachers (43 percent).

While a higher rate of Black or African American teachers compared to all teachers were new to the classroom, Black or African American teachers had a higher rate of post-master's degree education (13 percent) than all teachers (9 percent). A lower rate of Black or

African American teachers (35 percent) than all teachers (40 percent) held a bachelor's degree as their highest degree.

Black or African American teachers had a higher rate of alternative certification² than teachers as a whole. While about one in five

FIGURE 1. Characteristics of teachers: Percentage distribution of all school teachers and Black or African American school teachers, by selected teacher characteristics: 2017-18



NOTE: Teachers include both full-time and part-time teachers. Black or African American teachers include teachers who selected Black or African American on the survey, regardless of whether other races were selected and regardless of the response to Hispanic or Latino origin. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher and Private School Teacher Data Files," 2017-18.

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public and private school teachers (18 percent) had an alternative path to certification, about one in three (34 percent) Black or African American teachers obtained certification this way.

In what kinds of schools did Black or African American teachers teach during 2017-18?

When compared to all teachers, Black or African American teachers taught in city schools at a higher rate. About half of Black or African American teachers (51 percent) taught in city schools, compared with 31 percent of all teachers (**FIGURE 2**).

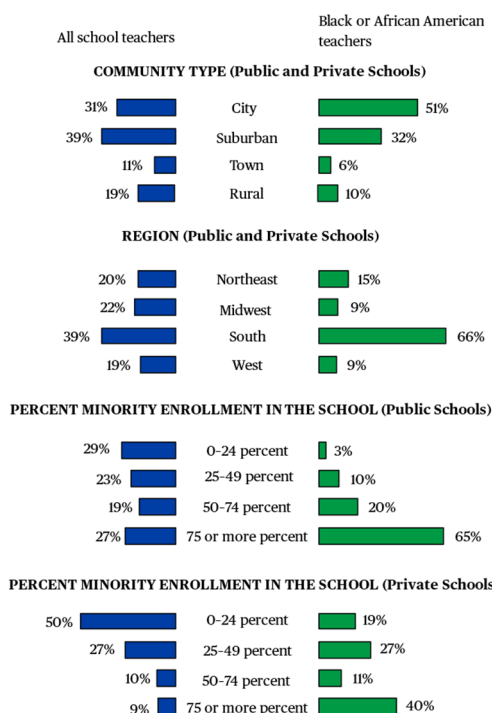
Black or African American teachers were clustered in southern schools. About two-thirds (66 percent) of Black or African American teachers taught in the South, compared with 39 percent of all teachers.

Compared with all teachers, a higher percentage of Black or African American public and private school teachers were in schools with 75 percent or more minority enrollment in the school, and a lower percentage were in schools with less than 25 percent minority enrollment.³

In public schools, about two-thirds (65 percent) of Black or African American teachers were in schools with 75 percent or more minority enrollment in the school, compared with 27 percent of all public school teachers. Conversely, 3 percent of Black or African American teachers in public schools, compared with 29 percent of all public school teachers, were in schools with 0 to 24 percent minority enrollment.

The same pattern holds for private school teachers. In private schools, 40 percent of Black or African American teachers were in schools with 75 percent or more minority enrollment, compared with 9 percent of all private school teachers. About one in five (19 percent) of Black or African American private school teachers, compared with half

FIGURE 2. Characteristics of schools: Percentage distribution of all school teachers and Black or African American school teachers, by selected school characteristics: 2017-18



NOTE: Teachers include both full-time and part-time teachers. Black or African American teachers include teachers who selected Black or African American on the survey, regardless of whether other races were selected and regardless of the response to Hispanic or Latino origin. Detail may not sum to totals because of rounding or missing data. The variables used to calculate percent minority enrollment in the school are different for public and private schools, and thus the data cannot be combined.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher and Private School Teacher Data Files," 2017-18.

(50 percent) of all private school teachers, were in schools with 0 to 24 percent minority enrollment.

Endnotes

¹ The values in this report may differ from those in other NCES reports where "Black or African American" does not include individuals who selected more than one race or Hispanic ethnicity. Among Black or African American teachers, 10 percent also selected another race, and 8 percent indicated Hispanic or Latino origin. The other race categories on the survey were White, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native.

² An alternative route to certification program is a program that speeds transition of nonteachers to a teaching career, for example, a state, district, or university alternative route to certification program.

³ The variables used to calculate percent minority enrollment in the school are different for public and private schools, and thus the data cannot be combined. For public schools, the variable is from the 2017-18 NTPS sampling frame, while for private schools, the minority enrollment data are collected on the NTPS private school questionnaire. Additional information about NTPS sampling frames and questionnaires is available at <https://nces.ed.gov/surveys/ntps/methods-procedures1718.asp>