



Teaching Academy

Ethnicity, Gender and Retention Data Summary for program years 2016-2019

Reach's Teaching Academy consists of the Intern Teacher Credentialing Program (Intern), Teacher Induction & Clear Credentialing Program (TICC), and the Master's of Education in Teaching (MinT) degree program. The following data tables and summary span the academic years beginning in Fall 2016 through Spring 2019. We present and analyze Teacher Academy program data using the criteria of ethnicity, gender, retention, and completion within the context of state and national trend data. Due to the limitations of available data, conclusive analyses were not drawn for the MinT program.

Ethnicity & Retention: Nationally, in 2017–18, about 79 percent of public school teachers were Caucasian, 9 percent were Hispanic, 7 percent were Black, 2 percent were Asian, 2 percent were of two or more races, and 1 percent were American Indian/Alaska Native; additionally, those who were Pacific Islander made up less than 1 percent of public school teachers (National Center for Education Statistics, May 2020).

Both the Teacher Intern and Teacher Induction programs boast diverse representation across many ethnic groups. Our data mirrors national trends with a greater proportional enrollment of Caucasian and Asian candidates compared to African American, Latino, two or more races, and Pacific Islander students. Overall, retention rates of candidates in Year 1, across all ethnic groups, are not as substantial as the completion rates of candidates in Year 2. See below for the rationale around this discrepancy.

Gender & Retention: About 76 percent of public school teachers were female and 24 percent were male in 2017–18. Overall, the percentage of public school teachers who were male was 2 percentage points lower in 2017–18 than in 1999–2000. At the elementary school level, the percentage of male teachers was not measurably different between 2017–18 and 1999–2000 (National Center for Education Statistics, May 2020).

Proportionally, the Intern Program (Years 1 and 2) has more males entering the program than is represented in the general teaching population, with 46 and 37 percent respectively. Completion rates of male students however, at 57 and 77 percent across Years 1 and 2 respectively, are lower than their female counterparts at 66 and 93 percent across the same program years.

A similar pattern is represented in the data of the TICC program, with nearly 50 percent greater representation of females to males across both years of programming. Overall, Reach Teaching Academy gender enrollment data aligns with state and national data trends. Through the

partnerships Reach establishes with the employing districts and Charter Management Organizations, we enroll the teachers they have hired; thus, Reach has no leverage to identify greater proportions of male teaching candidates.

Understanding Completion and Retention: For candidates in Year 1 of our programming, we look at retention (advancement into Year 2); for candidates in Year 2 of our programming, we look at completion. Candidates in Year 1 of the Intern Program choosing to withdraw primarily identify “leaving the profession” as the reason. A smaller percentage of these candidates leave part-way through the academic year, while the majority complete Year 1, but choose not to enroll in Year 2. For many of our candidates, this is their first experience teaching in general, or teaching in an urban school setting. Research abounds with the challenges inherent in our urban schools and districts.

Candidates who move into Year 2 of the Intern Program have significantly higher completion rates than Year 1 candidates. Completion for Year 2 candidates is defined as being recommended for their Preliminary Teaching Credential. Candidates in Year 2 have mostly solidified their desire to work in education, at least for the immediate future. When any of these candidates withdraw, it is usually due to a unique set of circumstances (financial, health, out of state/region relocation), rather than a desire to leave teaching. There is little distinction in the completion rates across ethnicity and gender among Year 2 candidates.

A similar pattern of completion emerges in the two-year Teacher Induction & Clear Credentialing program (TICC). There are significantly higher completion rates in Year 2, as compared to the retention rates in Year 1. Retention in Year 1 candidates is impacted primarily by a change/transfer to a district school from a charter school, or a geographic relocation. Either of these shifts can affect the candidates’ ability to remain affiliated with Reach (traditional public schools operate their own teacher induction programs). When candidates don’t complete Year 2, it is typically due to outstanding renewal codes from the California Commission on Teacher Credentialing (CCTC). Until or unless these are cleared up, candidates are not considered ‘completed’ as they cannot be recommended for their Clear Teaching Credential until those outstanding requirements are met.

Teaching Academy

Enrollment, Retention & Graduation Rates by Gender & Ethnicity

Intern Program - Year 1

Gender	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Continued to Year 2	% of Total Enrollment	% of Total Continued to Year 2	Retention Rate
	Enrolled	Continued to Year 2	Enrolled	Continued to Year 2	Enrolled	Continued to Year 2	Enrolled	Continued to Year 2					
Male	28	13	14	7	11	10	12	IP	53	30	46%	43%	56.60%
Female	27	13	19	15	15	12	23	IP	61	40	54%	57%	65.57%
Other	0	0	0	0	0	0	2	IP	0	0	0%	0%	N/A
Unknown	0	0	0	0	0	0	0	IP	0	0	0%	0%	N/A
Total	55	26	33	22	26	22	37	IP	114	70	100%	100%	

IP - In Progress

Ethnicity	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Continued to Year 2	% of Total Enrollment	% of Total Continued	Retention Rate
	Enrolled	Continued to Year 2	Enrolled	Continued to Year 2	Enrolled	Continued to Year 2	Enrolled	Continued to Year 2					
African American or Black	7	2	9	5	0	0	5	IP	16	7	14%	10%	43.75%
Latin American, Puerto Rican, Mexican, or other Hispanic	19	8	5	3	8	7	11	IP	32	18	28%	26%	56.25%
Asian/Asian American/Indian (e.g. Chinese, Japanese)	5	3	6	4	6	6	4	IP	17	13	15%	19%	76.47%
Caucasian (non-Hispanic)	13	10	10	9	10	7	11	IP	33	26	29%	37%	78.79%
Native Hawaiian, Pacific Islander, Filipino	1	0	1	1	0	0	2	IP	2	1	2%	1%	50.00%
Native American or Alaskan Native	0	0	0	0	0	0	0	IP	0	0	0%	0%	N/A
South East Asian/South East Asian American (e.g. Cambodian)	0	0	0	0	0	0	0	IP	0	0	0%	0%	N/A
Race/Ethnicity Unknown	0	0	0	0	0	0	1	IP	0	0	0%	0%	N/A
Two or more races	7	3	2	0	2	2	2	IP	11	5	10%	7%	45.45%
Other	3	0	0	0	0	0	1	IP	3	0	3%	0%	0.00%
Total	55	26	33	22	26	22	37	IP	114	70	100%	100%	

Intern Program - Year 2

Gender	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Completed	% of Total Enrollment	% of Total Completed	Completion Rate
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed					
Male	7	5	12	11	7	4	13	IP	26	20	37%	33%	76.92%
Female	12	11	14	13	18	17	12	IP	44	41	63%	67%	93.18%
Other	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
Unknown	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
Total	19	16	26	24	25	21	25	IP	70	61	100%	100%	

IP - In Progress

Ethnicity	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Completed	% of Total Enrollment	% of Total Completed	Completion Rate
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed					
African American or Black	1	1	2	2	6	5	0	0	9	8	13%	13%	88.89%
Latin American, Puerto Rican, Mexican, or other Hispanic	5	4	9	8	4	2	8	IP	18	14	26%	23%	77.78%
Asian/Asian American/Indian (e.g. Chinese, Japanese)	2	2	3	3	4	4	6	IP	9	9	13%	15%	100.00%
Caucasian (non-Hispanic)	6	5	9	8	9	8	7	IP	24	21	34%	34%	87.50%
Native Hawaiian, Pacific Islander, Filipino	0	0	0	0	1	1	0	0	1	1	1%	2%	100.00%
Native American or Alaskan Native	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
South East Asian/South East Asian American (e.g. Cambodian)	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
Race/Ethnicity Unknown	1	0	0	0	0	0	1	IP	1	0	1%	0%	0.00%
Two or more races	4	4	3	3	1	1	3	IP	8	8	11%	13%	100.00%
Other	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
Total	19	16	26	24	25	21	25	IP	70	61	100%	100%	

IP - In Progress

Moving Inquiry into Teaching

Gender	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Completed	% of Total Enrollment	% of Total Completed	Completion Rate
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed					
Male	1	1	0	0	2	2	0	0	3	3	33%	33%	100.00%
Female	1	1	3	3	2	2	1	IP	6	6	67%	67%	100.00%
Other	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
Unknown	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
Total	2	2	3	3	4	4	1	IP	9	9	100%	100%	

IP - In Progress

Ethnicity	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Completed	% of Total Enrollment	% of Total Completed	Completion Rate
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed					
African American or Black	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
Latin American, Puerto Rican, Mexican, or other Hispanic	0	0	2	2	2	2	0	0	4	4	44%	44%	100.00%
Asian/Asian American/Indian (e.g. Chinese, Japanese)	1	1	0	0	1	1	0	0	2	2	22%	22%	100.00%
Caucasian (non-Hispanic)	1	1	0	0	1	1	1	IP	2	2	22%	22%	100.00%
Native Hawaiian, Pacific Islander, Filipino	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
Native American or Alaskan Native	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
South East Asian/South East Asian American (e.g. Cambodian)	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
Race/Ethnicity Unknown	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
Two or more races	0	0	1	1	0	0	0	0	1	1	11%	11%	100.00%
Other	0	0	0	0	0	0	0	0	0	0	0%	0%	N/A
Total	2	2	3	3	4	4	1	IP	9	9	99%	100%	

IP - In Progress

Teacher Induction & Clear Credentialing Program - Year 1

Gender	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Continued to Year 2	% of Total Enrollment	% of Total Continued	Retention Rate
	Enrolled	Continued to Year 2	Enrolled	Continued to Year 2	Enrolled	Continued to Year 2	Enrolled	Continued to Year 2					
Male	21	13	16	7	13	9	18	IP	50	29	24%	25%	58.00%
Female	43	29	63	31	49	25	43	IP	155	85	76%	75%	54.84%
Other	0	0	0	0	0	0	0	IP	0	0	0%	0%	N/A
Unknown	0	0	0	0	0	0	0	IP	0	0	0%	0%	N/A
Total	64	42	79	38	62	34	61	IP	205	114	100%	100%	

IP - In Progress

Ethnicity	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Continued to Year 2	% of Total Enrollment	% of Total Continued	Retention Rate
	Enrolled	Continued to Year 2	Enrolled	Continued to Year 2	Enrolled	Continued to Year 2	Enrolled	Continued to Year 2					
African American or Black	2	2	3	2	3	1	2	IP	8	5	4%	4%	62.50%
Latin American, Puerto Rican, Mexican, or other Hispanic	10	7	15	8	13	9	10	IP	38	24	19%	21%	63.16%
Asian/Asian American/Indian (e.g. Chinese, Japanese)	13	9	8	2	10	6	8	IP	31	17	15%	15%	54.84%
Caucasian (non-Hispanic)	28	18	39	18	30	15	26	IP	97	51	47%	45%	52.58%
Native Hawaiian, Pacific Islander, Filipino	3	1	1	0	3	2	2	IP	7	3	3%	3%	42.86%
Native American or Alaskan Native	0	0	0	0	1	0	0	IP	1	0	0%	0%	N/A
South East Asian/South East Asian American (e.g. Cambodian)	2	2	2	2	0	0	2	IP	4	4	2%	4%	100.00%
Race/Ethnicity Unknown	2	0	0	0	1	0	3	IP	3	0	1%	0%	0.00%
Two or more races	4	3	8	3	1	1	7	IP	13	7	6%	6%	53.85%
Other	0	0	3	3	0	0	1	IP	3	3	1%	3%	100.00%
Total	64	42	79	38	62	34	61	IP	205	114	100%	100%	

IP - In Progress

Teacher Induction & Clear Credentialing Program - Year 2

Gender	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Completed	% of Total Enrollment	% of Total Completed	Completion Rate
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed					
Male	14	11	23	19	12	12	11	IP	49	42	27%	26%	85.71%
Female	40	30	51	48	44	42	39	IP	135	120	73%	74%	88.89%
Other	0	0	0	0	0	0	0	IP	0	0	0%	0%	N/A
Unknown	0	0	0	0	0	0	0	IP	0	0	0%	0%	N/A
Total	54	41	74	67	56	54	50	IP	184	162	100%	100%	

IP - In Progress

Ethnicity	2016-2017		2017-2018		2018-2019		2019-2020		Total Enrolled	Total Completed	% of Total Enrollment	% of Total Completed	Completion Rate
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed					
African American or Black	5	2	5	4	3	3	1	IP	13	9	7%	6%	69.23%
Latin American, Puerto Rican, Mexican, or other Hispanic	11	10	12	11	10	9	9	IP	33	30	18%	19%	90.91%
Asian/Asian American/Indian (e.g. Chinese, Japanese)	5	3	14	12	6	6	9	IP	25	21	14%	13%	84.00%
Caucasian (non-Hispanic)	25	19	33	30	26	26	21	IP	84	75	46%	46%	89.29%
Native Hawaiian, Pacific Islander, Filipino	3	3	2	2	0	0	4	IP	5	5	3%	3%	100.00%
Native American or Alaskan Native	0	0	0	0	0	0	0	IP	0	0	0%	0%	N/A
South East Asian /South East Asian American (e.g. Cambodian)	0	0	2	2	2	1	1	IP	4	3	2%	2%	75%
Race/Ethnicity Unknown	3	2	0	0	1	1	1	IP	4	3	2%	2%	75.00%
Two or more races	1	1	5	5	5	5	4	IP	11	11	6%	7%	100.00%
Other	1	1	1	1	3	3	0	IP	5	5	3%	3%	100%
Total	54	41	74	67	56	54	50	IP	184	162	100%	100%	

IP - In Progress