



Wisconsin Center for Education Research

SCHOOL OF EDUCATION

UNIVERSITY OF WISCONSIN-MADISON

Student-Teacher Demographic Matching

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Theoretical Frameworks

Culturally Relevant Pedagogy *(Ladson-Billings, 1995)*

- Dispelling deficit mindsets
- Understanding Contexts
- Incorporating Student Culture

Role Model Effects *(Adair, 1984; Graham, 1987; Hess & Leal, 1997; Stewart, Meier, & England, 1989)*

- Increasing Student Aspirations
- Remove Stereotypes of “acting White”
- Developing Pride in Student Culture

Short-Term Effects

Academic Outcomes

- \approx 2-6% increase for math and reading scores across various racial backgrounds

Teachers Evaluating Students

- Students rated more positively on externalizing behaviors by same-race teacher (\approx .4 SD)
- Black students perceived as exerting greater effort by black teachers (.38 SD)

Socioemotional Outcomes

- Reports of feeling included in class (3% higher for Black girls with Black teachers)

Long-Term Effects

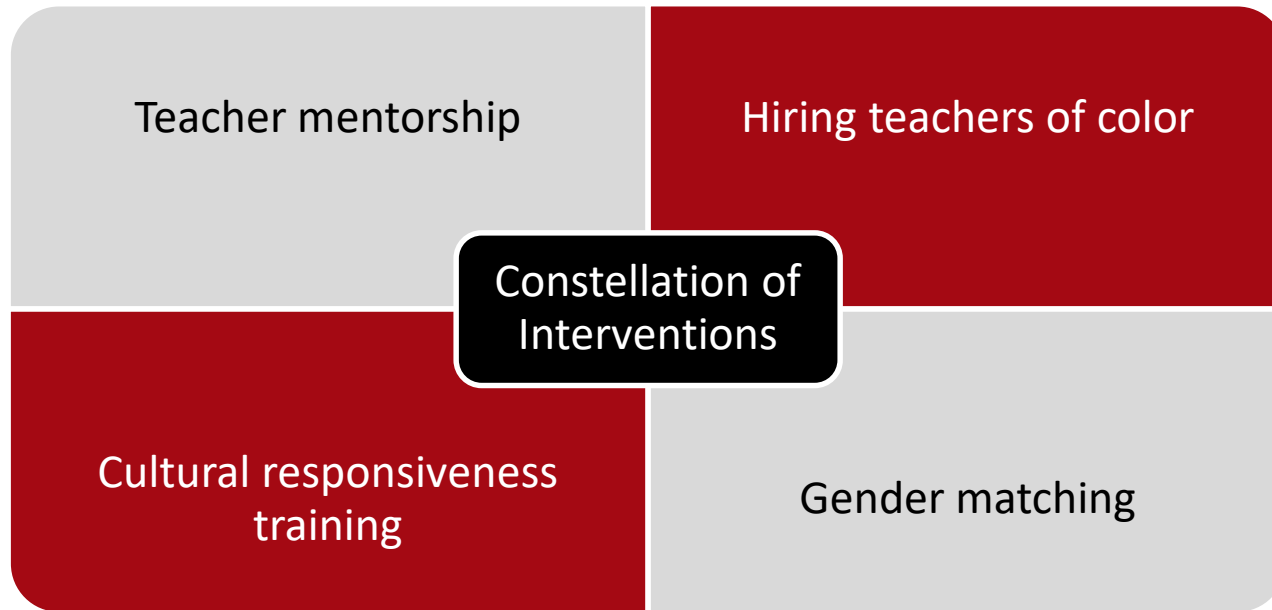
Positive effects for Black Boys

- Having at least one Black teacher between grades three and five improves high school outcomes for Black boys compared to non-matched peers
 - 5 percentage points more likely to graduate
 - 4 percentage points more likely to enroll in community college

Dosage Effect

- Diminishing returns of having two or more Black teachers on taking college exams (i.e. college aspirations)
- No diminishing returns on college enrollment

Policy Overview



Impacts of these policies are limited

- Some interventions are not reporting improvements

Conclusion

Consistently small but statistically significant positive effects of race matching

- Teacher subjective evaluations; student aspirations, persistence, and college enrollment

Recruiting teachers of color

- Incentivizing teachers of color to move schools
- MMSD could have teachers of color in each elementary school without additional hires



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