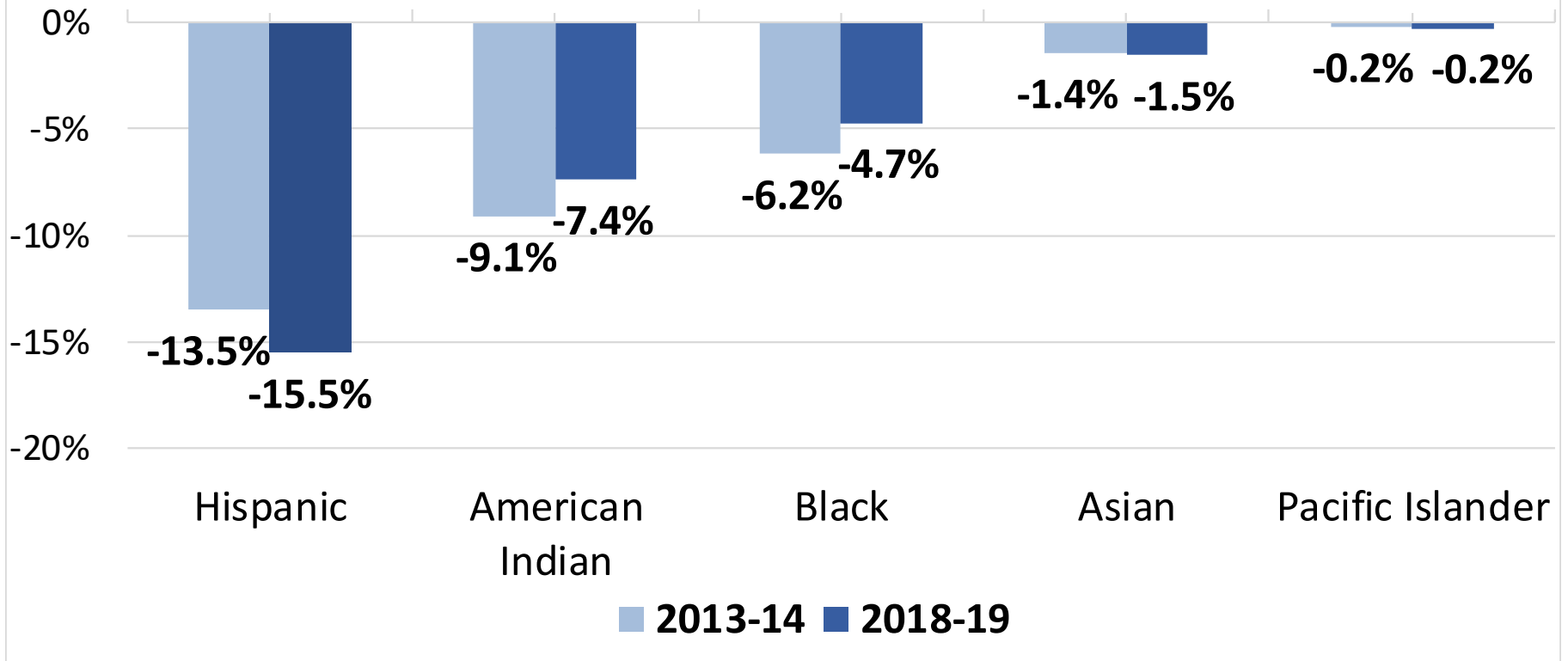


OKLAHOMA STATE DEPARTMENT OF
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Educator Equity Gaps: School Year 2018-19

***Teacher Table Initiative
November 18, 2019***

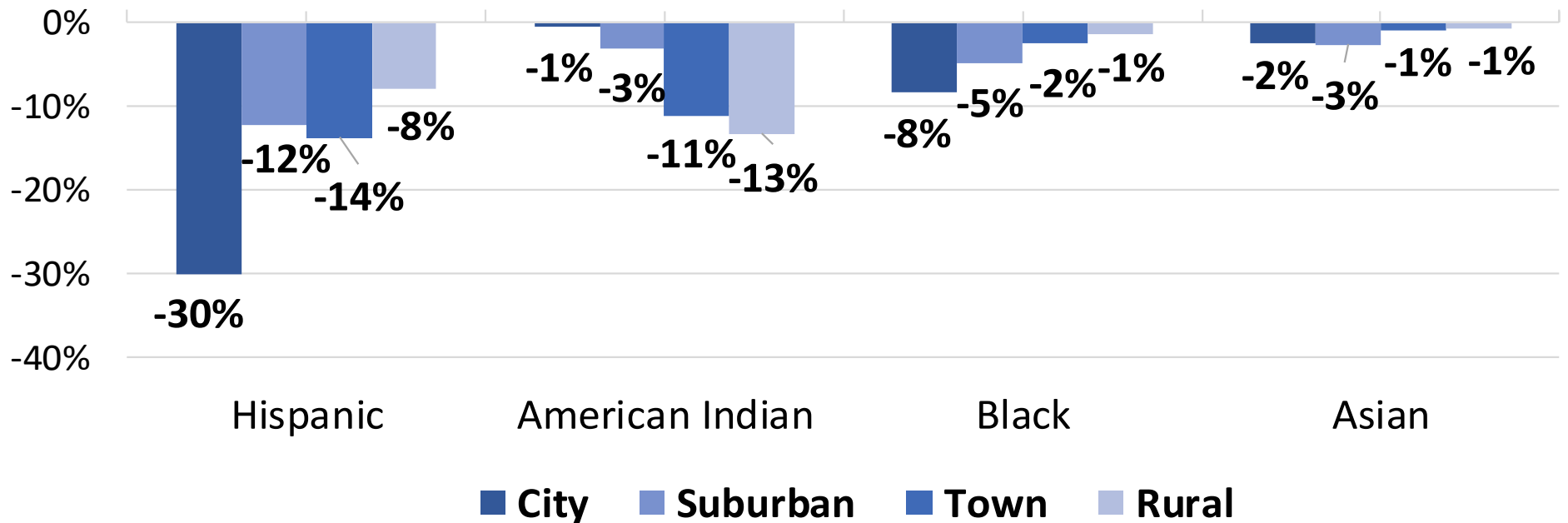
Student-to-teacher racial gaps in Oklahoma public schools



Notes:

- White students: 48.5% (2018-19); 51.7% (2013-14)
- White teachers: 85.3 % (2018-19); 87.2 % (2013-14)

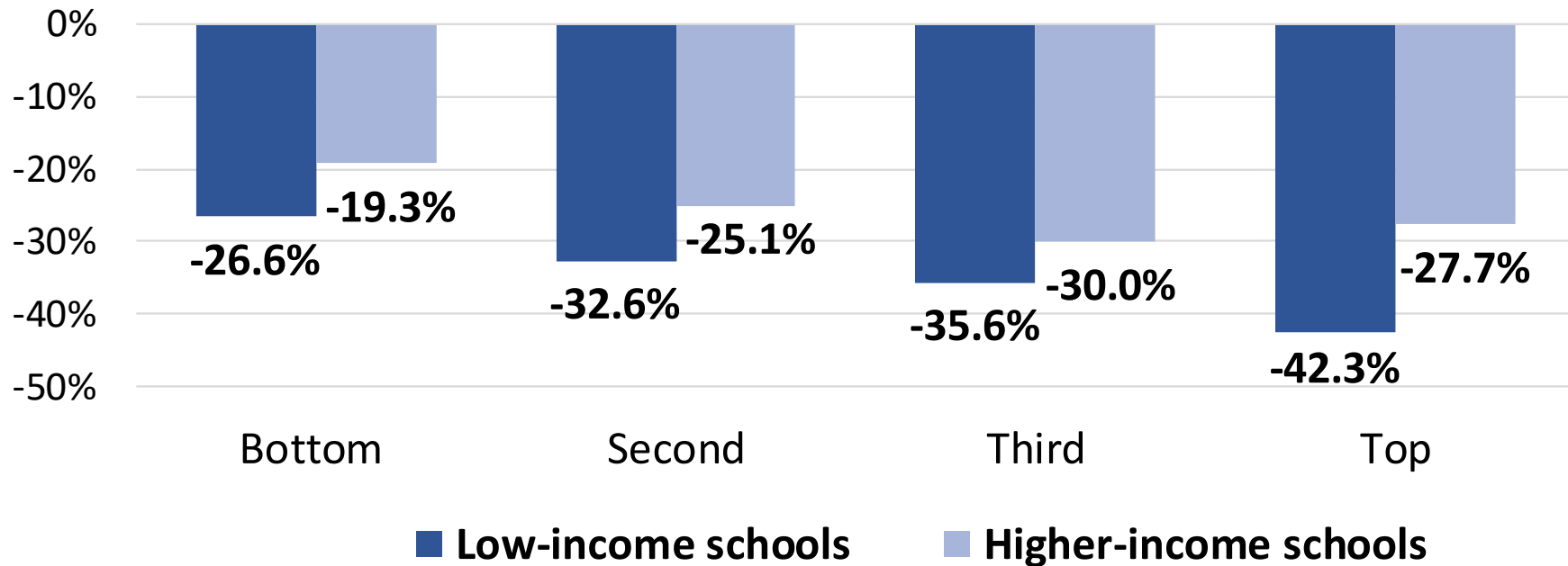
2018-19 student-to-teacher racial gaps by public schools' urban/rural classification



Racial gaps are **significantly larger** for:

- Hispanics in schools located in cities & suburban areas; and
- American Indians in schools located in towns and rural areas

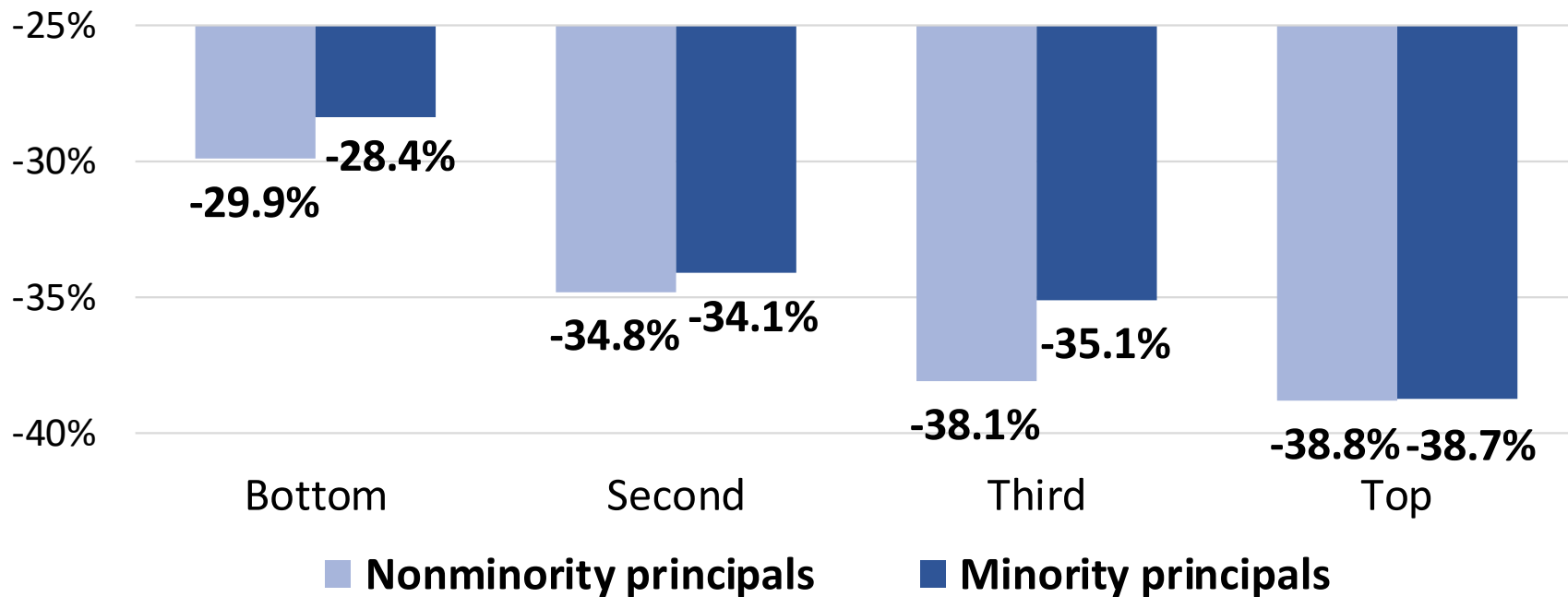
2018-19 student-to-teacher minority gap rates by school size and income status



Notes:

- Typical gap across schools: 20%-29%
- 4% of schools had a positive gap. Frequently, they are small, low-income, and located in the northeast part of the state.

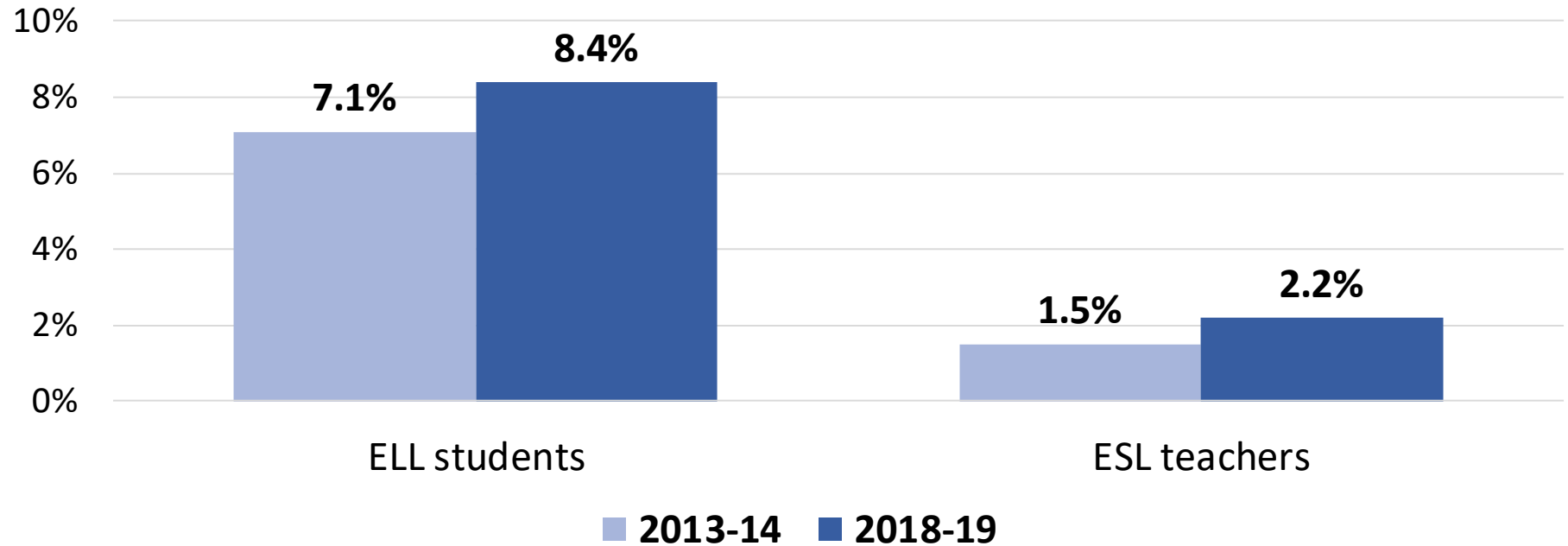
2018-19 student-to-teacher minority gap rates by school size and principal's minority status



Notes:

- 2013-14 & 2018-19: Teacher-to-principal gaps are sig. smaller than student-to-teacher gaps; gaps for Asians and Pacific Islanders are positive.

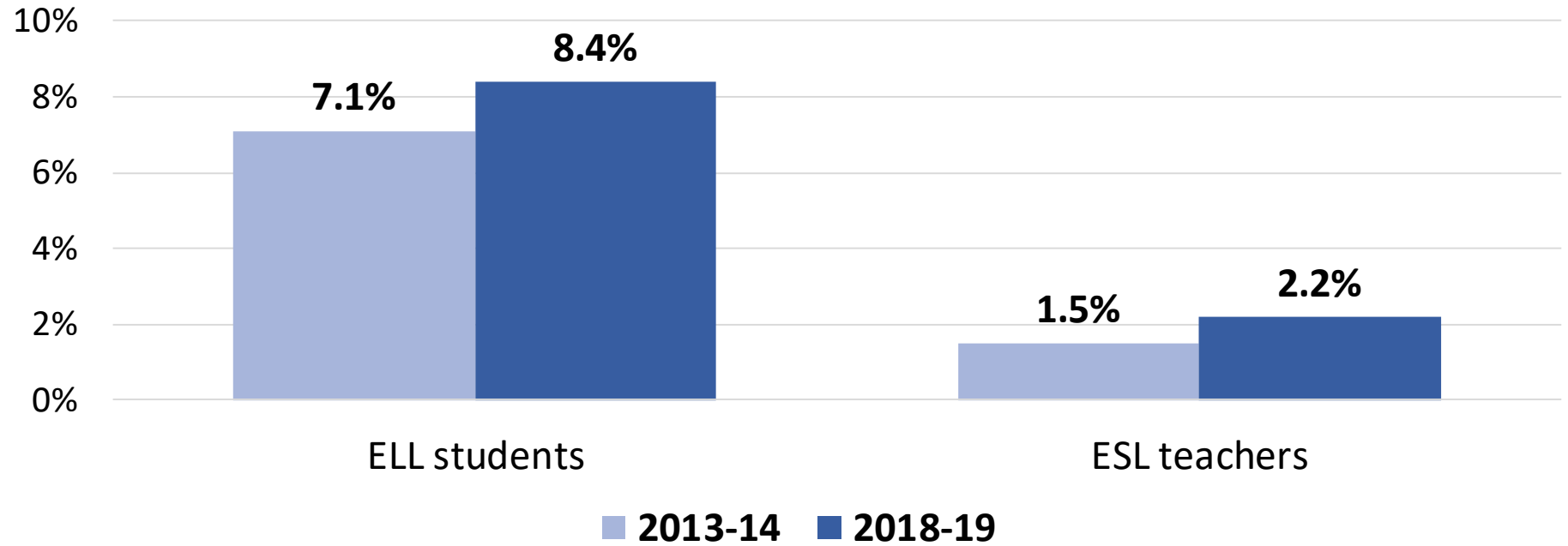
English Language Learners (ELL) vs. teachers with English as a Second Language (ESL) credential (% of total enrollment/% of all certified and active)



Notes:

- 68% of public schools had ≥ 1 ELL student (avg. 32);
32% of public schools had ≥ 1 ESL teacher (avg. 1)
- ELL students & ESL teacher are sig. more likely than non-ELL students/non-ESL teachers to be Hispanic or Asian

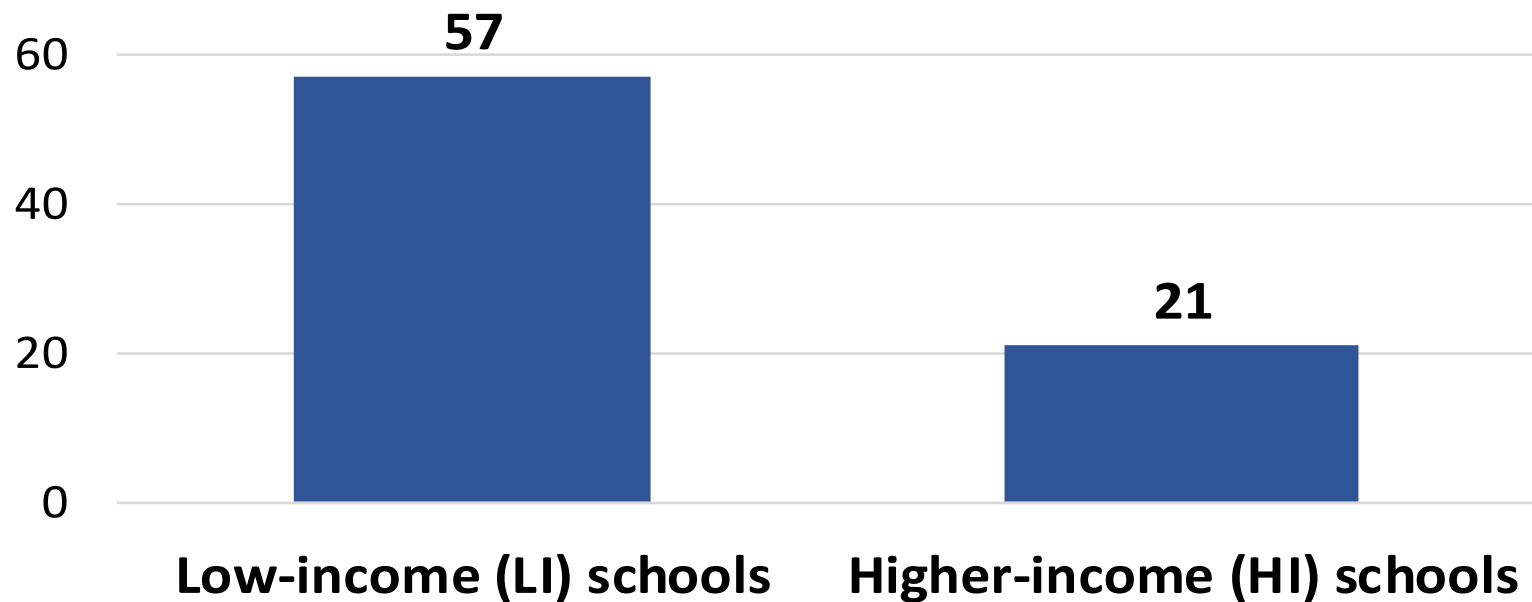
English Language Learners (ELL) vs. teachers with English as a Second Language (ESL) credential (% of total enrollment/% of all certified and active)



Notes:

- When compared to non-ESL teachers, ESL teachers are significantly more likely:
 - To hold a non-standard certificate; and to be an “established teacher”

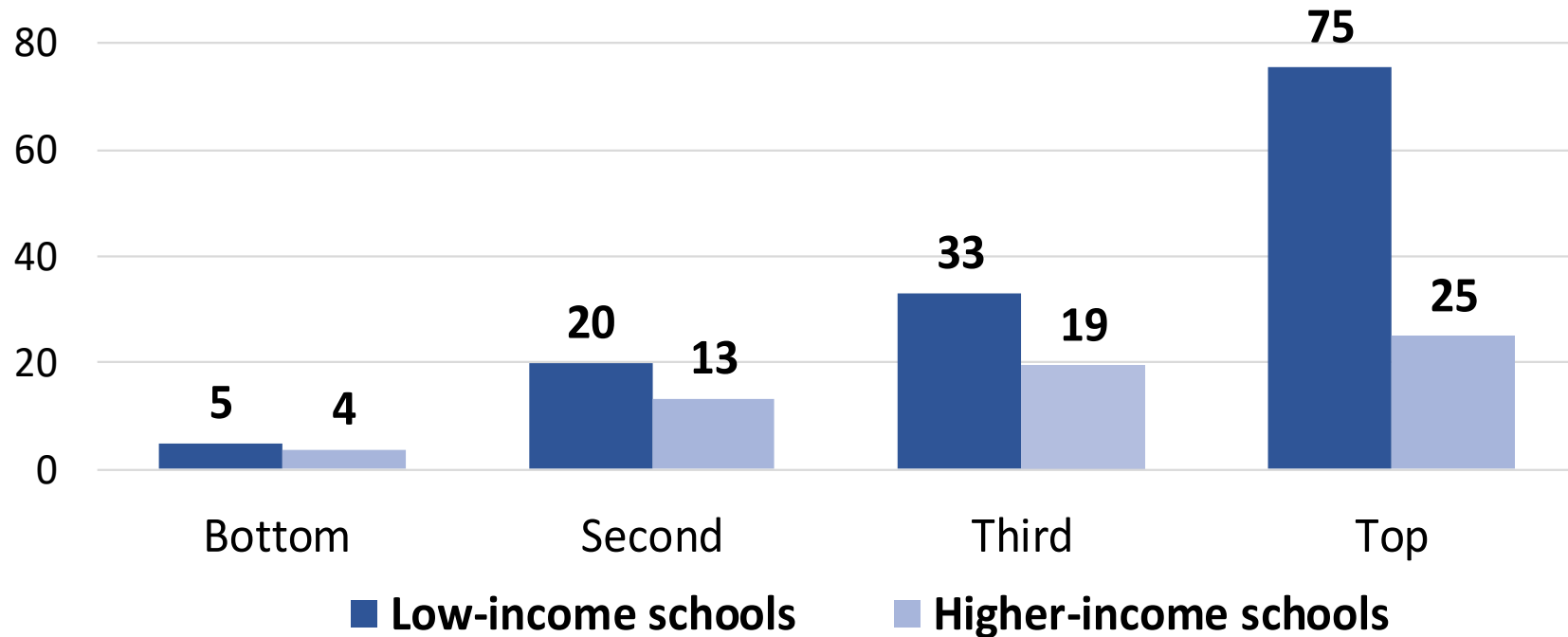
2018-19 Student(ELL status)-to-teacher (ESL credential area) ratios by school income status



Notes:

- Highest ratio: 519 (LI schools); 98 (HI schools)
- The majority of public schools that served ELL students in 2018-19 had no ESL teachers: 58 % (LI schools); 53% (HI schools)

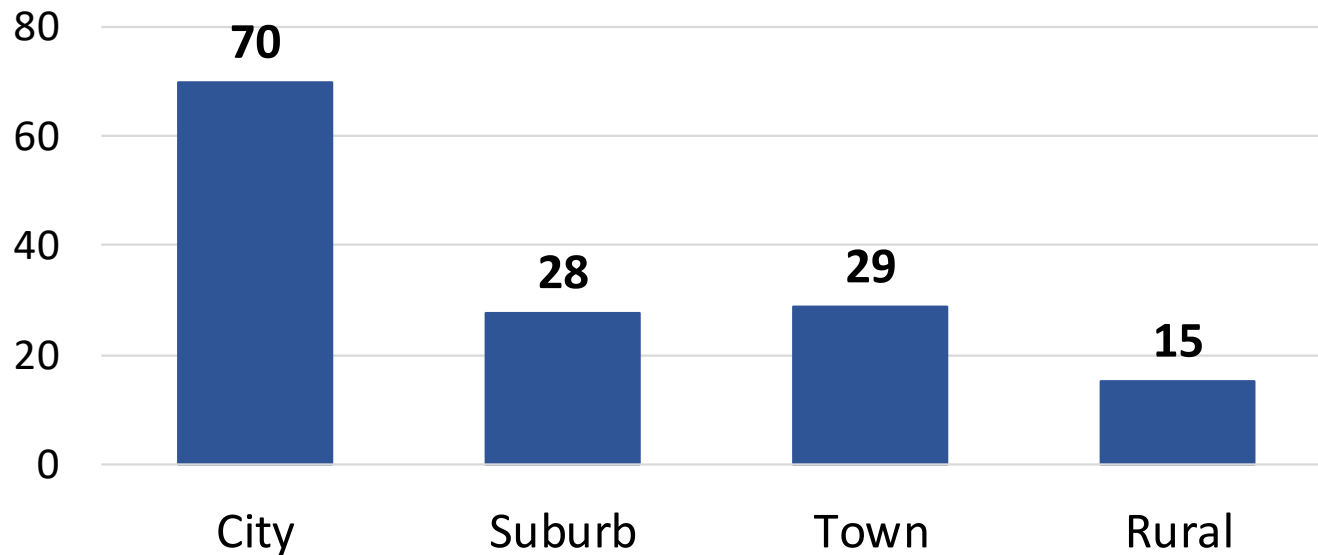
2018-19 Student(ELL status)-to-teacher (ESL credential area) ratios by school size and student income status



Notes:

- Rate of schools with no ELL student population: 70 (LI schools); 61 (HI schools)

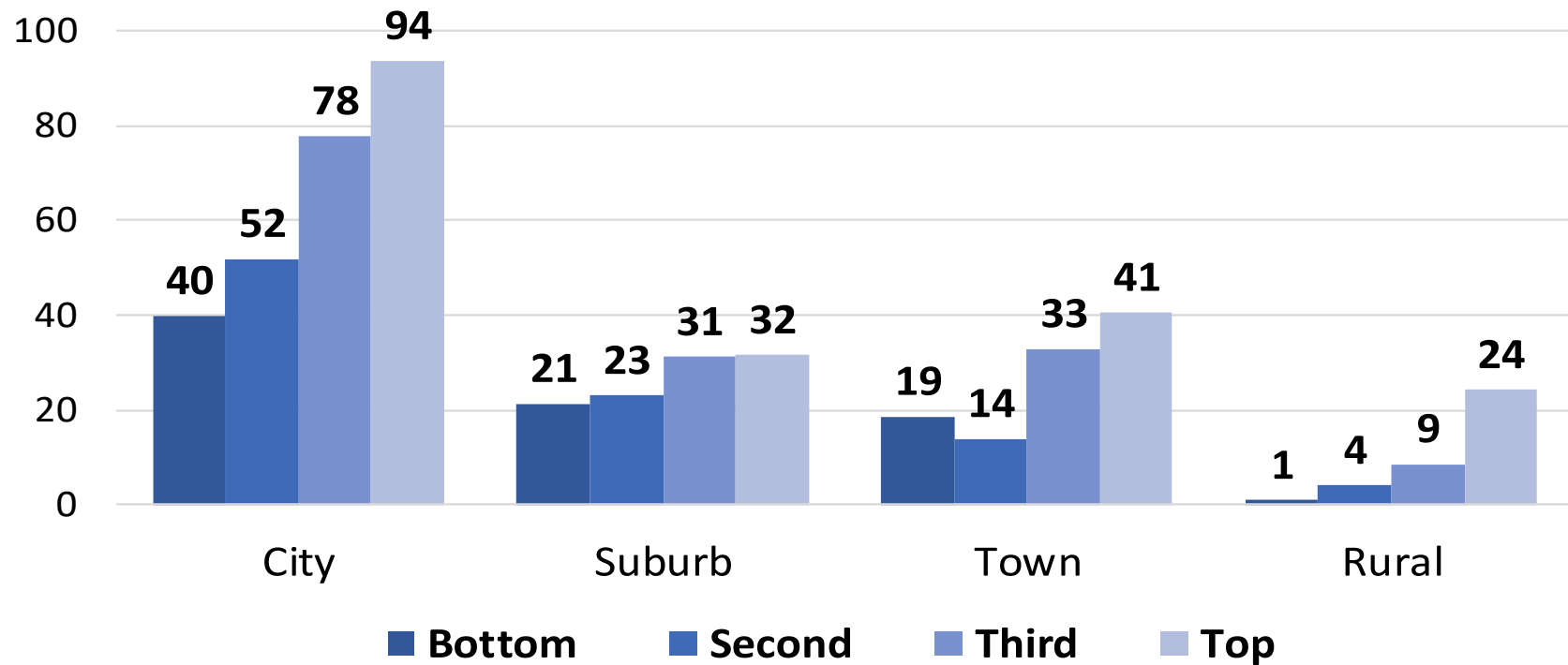
2018-19 Student(ELL status)-to-teacher (ESL credential area) ratios by schools' urban/rural classification



Notes:

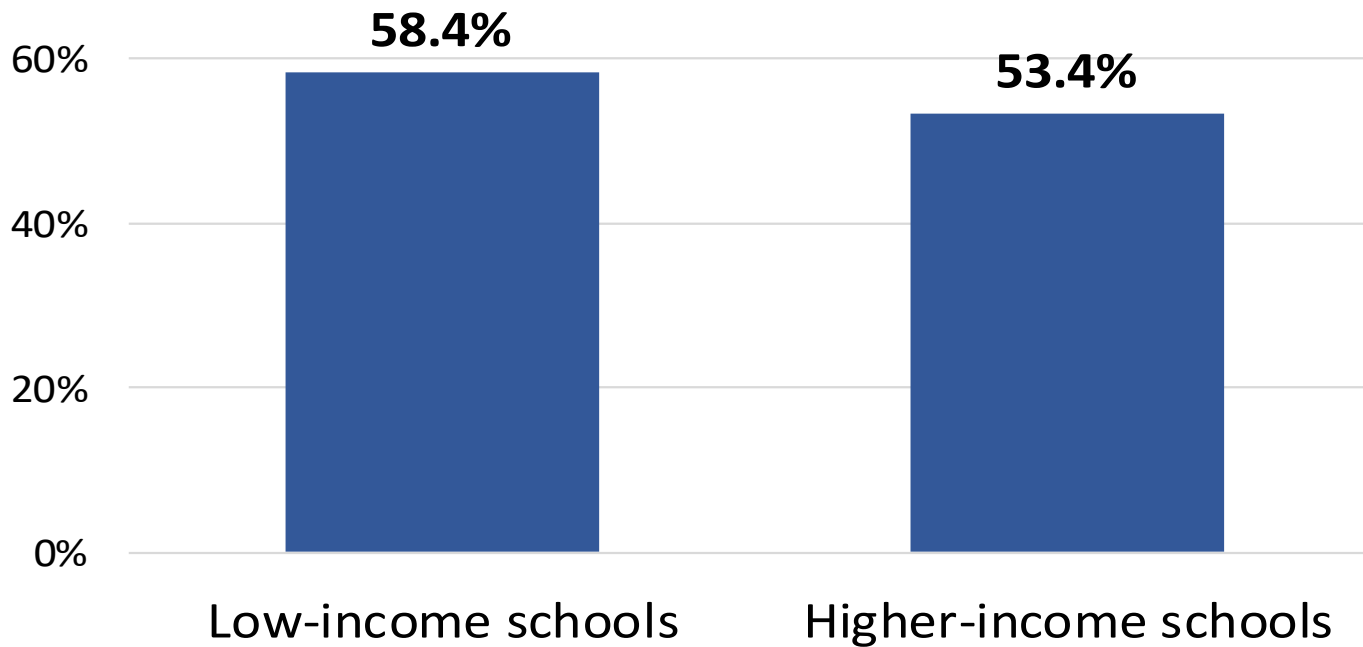
- ELL students enrollment: 56% (cities); 16% (suburban areas); 18% (towns); and 10% (rural areas)

2018-19 Student(ELL status)-to-teacher (ESL credential area) ratios by schools' urban/rural classification and size



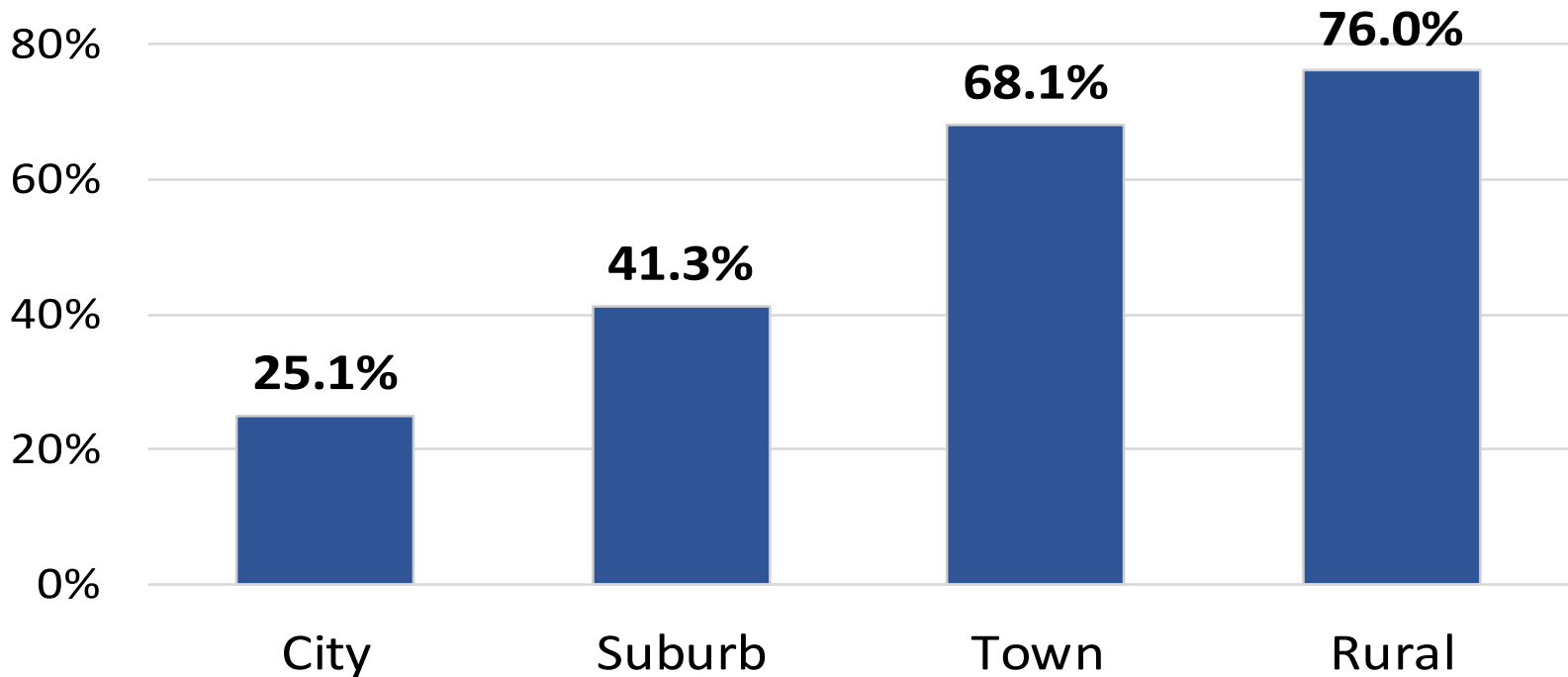
- Schools located in cities:
 - Avg. ratio: 40 (enroll. < 343 students) vs. 94 (enroll. \geq 674)
- Schools located in rural areas:
 - Avg. ratio: 1 (enroll. < 101 students) vs. 24 (enroll. \geq 308)

2018-19 schools with ELL students and no ESL teachers (%) by schools' income status



- The rate of schools that served ELL students in 2018-19, but did not have ESL teachers among its faculty, was moderately larger in LI schools than in HI schools.

2018-19 schools with ELL students and no ESL teachers (%) by schools' urban/rural classification



- The percentage of schools that served ELL students in 2018-19, but did not have ESL teachers among its faculty, was more than three times larger in the rural area than in cities.

Contact

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