Educator Equity Gaps: School Year 2018-19

Teacher Table Initiative
November 18, 2019
Student-to-teacher racial gaps in Oklahoma public schools

<table>
<thead>
<tr>
<th>Race</th>
<th>2013-14</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>-13.5%</td>
<td>-15.5%</td>
</tr>
<tr>
<td>American Indian</td>
<td>-9.1%</td>
<td>-7.4%</td>
</tr>
<tr>
<td>Black</td>
<td>-6.2%</td>
<td>-4.7%</td>
</tr>
<tr>
<td>Asian</td>
<td>-1.4%</td>
<td>-1.5%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>-0.2%</td>
<td>-0.2%</td>
</tr>
</tbody>
</table>

Notes:
- White students: 48.5% (2018-19); 51.7% (2013-14)
- White teachers: 85.3% (2018-19); 87.2% (2013-14)
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
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.
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.
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
When compared to non-ESL teachers, ESL teachers are significantly more likely:

- To hold a non-standard certificate; and to be an “established teacher”
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)
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)
• Schools located in cities:
  – Avg. ratio: 40 (enroll. < 343 students) vs. 94 (enroll. >= 674)
• Schools located in rural areas:
  – Avg. ratio: 1 (enroll. < 101 students) vs. 24 (enroll. >= 308)
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.

- **Low-income schools**: 58.4%
- **Higher-income schools**: 53.4%
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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