Welcome to Teacher Table #2

August 03, 2020
Introductions

1. Name
2. Education affiliation
3. Reaction to this statement:
   Our children are fighting to be seen as human beings without any precondition.
Teacher Table #2

Racial diversity of students and teachers
Racial gaps are significantly larger for Hispanics (*city/suburban*) and American Indians or Alaskan Natives (*town/rural*).

Minority gaps are larger—regardless of enrollment size—in:

- Low-income schools
- Schools with nonminority principals
Teacher Table #2

Racial diversity of principals & the assistant principal to principal pathway by race
Public school assistant principals' & principals' racial and ethnic diversity, 2019-20

<table>
<thead>
<tr>
<th>Category</th>
<th>Assistant Principals</th>
<th>Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>82%</td>
<td>85%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

- White: 82% assistant principals, 85% principals
- American Indian or Alaska Native: 5% assistant principals, 8% principals
- Black or African American: 7% assistant principals, 4% principals
- Two or more races: 3% assistant principals, 3% principals
- Hispanic: 3% assistant principals, 1% principals
- Other: 1% assistant principals, 0% principals
Employment status/role after 5 years (%)

Cohort 1
New assistant principals
SY 2010

- Assistant principals turnover
- Assistant principals who stayed in this role
- Assistant principals who moved into a non-principal role
- Assistant principals who transitioned into the role of principal

Cohort 2
New assistant principals
SY 2015

- Assistant principals turnover
- Assistant principals who stayed in this role
- Assistant principals who moved into a non-principal role
- Assistant principals who transitioned into the role of principal
<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Time it takes an assistant principal to become a principal (Avg. # of years)</th>
<th>Prior experience in first year as assistant principal (Avg. # of years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Asian</td>
<td>--</td>
<td>11</td>
</tr>
<tr>
<td>Black or African American</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Hispanic*</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Two or more races*</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>White</td>
<td>3</td>
<td>13</td>
</tr>
</tbody>
</table>

*Note: In the table (*) denotes averages that come from only one cohort.*
Equity gaps in the access to excellent teachers
Gaps in the access to experienced teachers

**Notes:** The count of records is based on all core subjects in each academic term (i.e. semester, trimester, quarter) in which students are enrolled. **SOURCE:** Oklahoma State Department of Education, FY2018-19 WAVE Student Database & EDFacts school data.
Gaps in the access to experienced teachers

<table>
<thead>
<tr>
<th></th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low-income students, Title I schools vs. non-low-income students, Non-Title I schools</td>
<td>5.0</td>
<td>9.7</td>
</tr>
<tr>
<td>Minority students, Title I schools vs. non-minority students, Non-Title I schools</td>
<td>7.3</td>
<td>10.8</td>
</tr>
</tbody>
</table>

Notes: The count of records is based on all core subjects in each academic term (i.e. semester, trimester, quarter) in which students are enrolled.

SOURCE: Oklahoma State Department of Education, FY2018-19 WAVE Student Database & EDFacts school data.
Gaps in the access to traditionally certified teachers

Notes: The count of records is based on all core subjects in each academic term (i.e. semester, trimester, quarter) in which students are enrolled.

SOURCE: Oklahoma State Department of Education, FY2018-19 WAVE Student Database & EDFacts school data.
Gaps in the access to effective teachers

![Chart showing gaps in access to effective teachers by income and minority status over 2017-18 and 2018-19 academic years.]

- Low-income students, Title I schools vs. non-low-income students, Non-Title I schools
- Minority students, Title I schools vs. non-minority students, Non-Title I schools

Notes: The count of records is based on all core subjects in each academic term (i.e. semester, trimester, quarter) in which students are enrolled.

**SOURCE:** Oklahoma State Department of Education, FY2018-19 WAVE Student Database & EDFacts school data.
• ELL enrollment: 59% (city); 15% (suburban); 17% (town); and 10% (rural)
• 66% of public schools had >=1 ELL student (avg. 33)
• 56% of public schools that serve ELL students have no ESL teachers
  • Low-income schools (58%); Higher-income schools (51%)
  • City (26%); suburb (39%); town (67%); and rural(73%)
Discussion groups

- Take 20 minutes to discuss the guiding questions in your assigned group.
  - A designated person will take notes.
- Share a summary with the larger group.
  - A designated person will serve as a spokesperson.
Guiding questions

1. How adequate is the access different student groups have to experienced/effective/traditionally certified teachers in your school/community?

2. What steps have the district/school in your area taken to address the gaps?

3. How can the district/state more effectively address the identified gaps?
“Looking forward - what our teachers need to know”

http://engage.ok.gov/in-the-cloud/
Our children are fighting to be seen as human beings without any precondition.
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