



Central Comprehensive  
Center  
at the University of Oklahoma

# Central Comprehensive Center (C3) Region

## State Educator Equity Profiles: Colorado, Kansas, and Missouri

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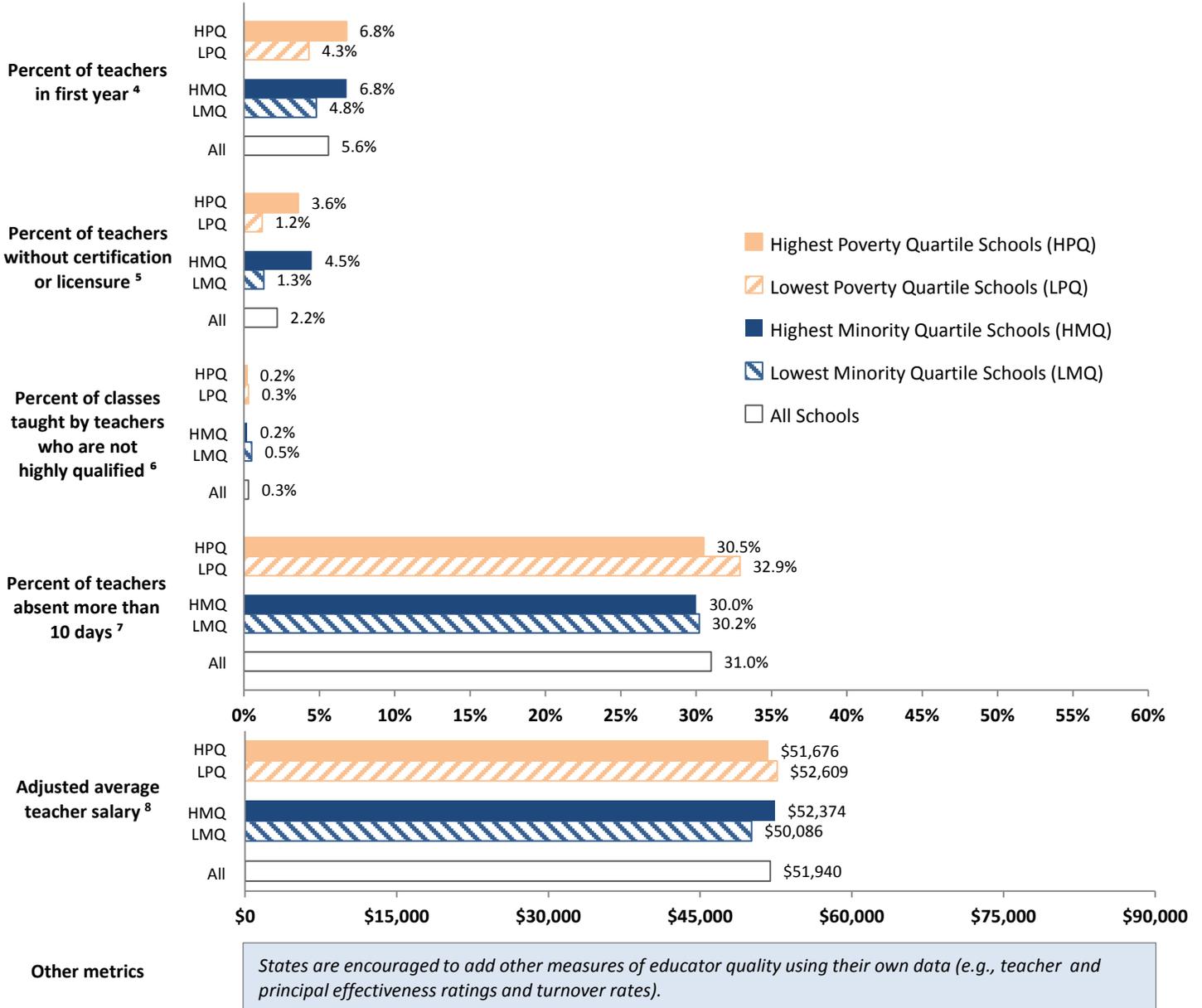
The Central Comprehensive Center at the University of Oklahoma  
is funded by the United States Department of Education.

This profile compares certain characteristics of educators in schools with high and low concentrations of students from low-income families and minority students. These data are the best available to the Department. In working to ensure that all students have access to excellent teachers and leaders, states and districts are encouraged to supplement these data with additional measures of educator quality.

## About this State

Number of Schools <i>In each quartile</i>	1,810 <i>about 453</i>	Average Percent Students in Poverty <sup>2</sup>		Average Percent Minority <sup>3</sup> Students	
		All Schools	41%	All Schools	44%
<b>Number of Districts</b>	183	Highest Poverty Quartile Schools (HPQ)	82%	Highest Minority Quartile Schools (HMQ)	82%
<b>Total Student Enrollment</b>	853,669	Lowest Poverty Quartile Schools (LPQ)	11%	Lowest Minority Quartile Schools (LMQ)	16%
<b>Total Number of Teachers <sup>1</sup></b>	47,573				

## Educator and Classroom Characteristics



**Chart reads:** In the quartile of schools with the highest percentage of students in poverty (HPQ), 6.8 percent of teachers were in their first year of teaching, compared to 4.3 percent of teachers in the quartile of schools with the lowest percentage of students in poverty (LPQ). In the quartile of schools with the highest percentage of minority students (HMQ), 6.8 percent of teachers were in their first year of teaching, compared to 4.8 percent of teachers in the quartile of schools with the lowest percentage of minority students (LMQ). Among teachers in all schools, 5.6 percent were in their first year of teaching.

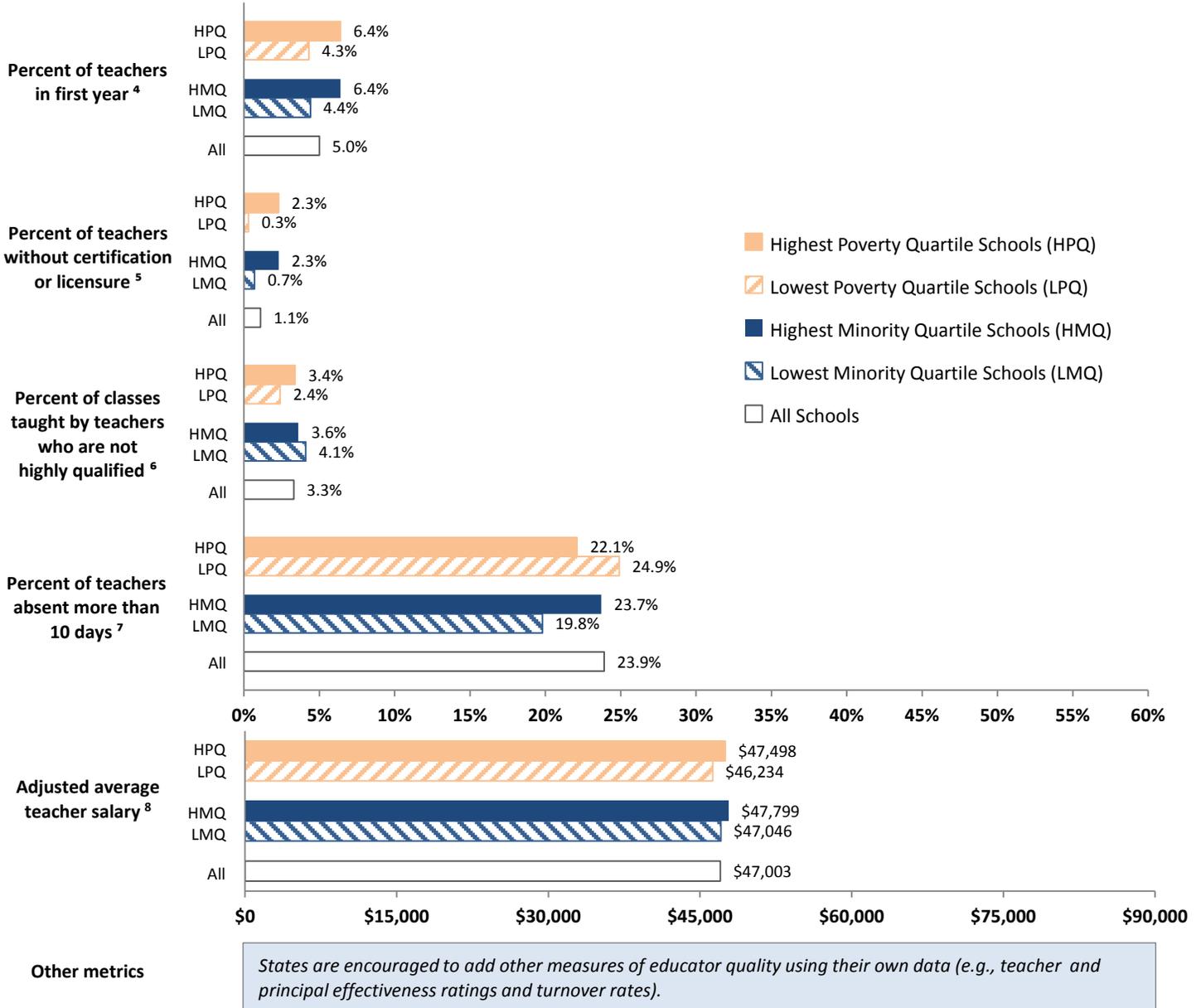
**Note:** Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

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## About this State

Number of Schools		Average Percent Students in Poverty <sup>2</sup>		Average Percent Minority <sup>3</sup> Students	
<i>In each quartile</i>	1,353	All Schools	49%	All Schools	33%
	<i>about 338</i>	Highest Poverty Quartile Schools (HPQ)	81%	Highest Minority Quartile Schools (HMQ)	64%
<b>Number of Districts</b>	291	Lowest Poverty Quartile Schools (LPQ)	20%	Lowest Minority Quartile Schools (LMQ)	6%
<b>Total Student Enrollment</b>	481,519				
<b>Total Number of Teachers <sup>1</sup></b>	37,178				

## Educator and Classroom Characteristics



**Chart reads:** In the quartile of schools with the highest percentage of students in poverty (HPQ), 6.4 percent of teachers were in their first year of teaching, compared to 4.3 percent of teachers in the quartile of schools with the lowest percentage of students in poverty (LPQ). In the quartile of schools with the highest percentage of minority students (HMQ), 6.4 percent of teachers were in their first year of teaching, compared to 4.4 percent of teachers in the quartile of schools with the lowest percentage of minority students (LMQ). Among teachers in all schools, 5 percent were in their first year of teaching.

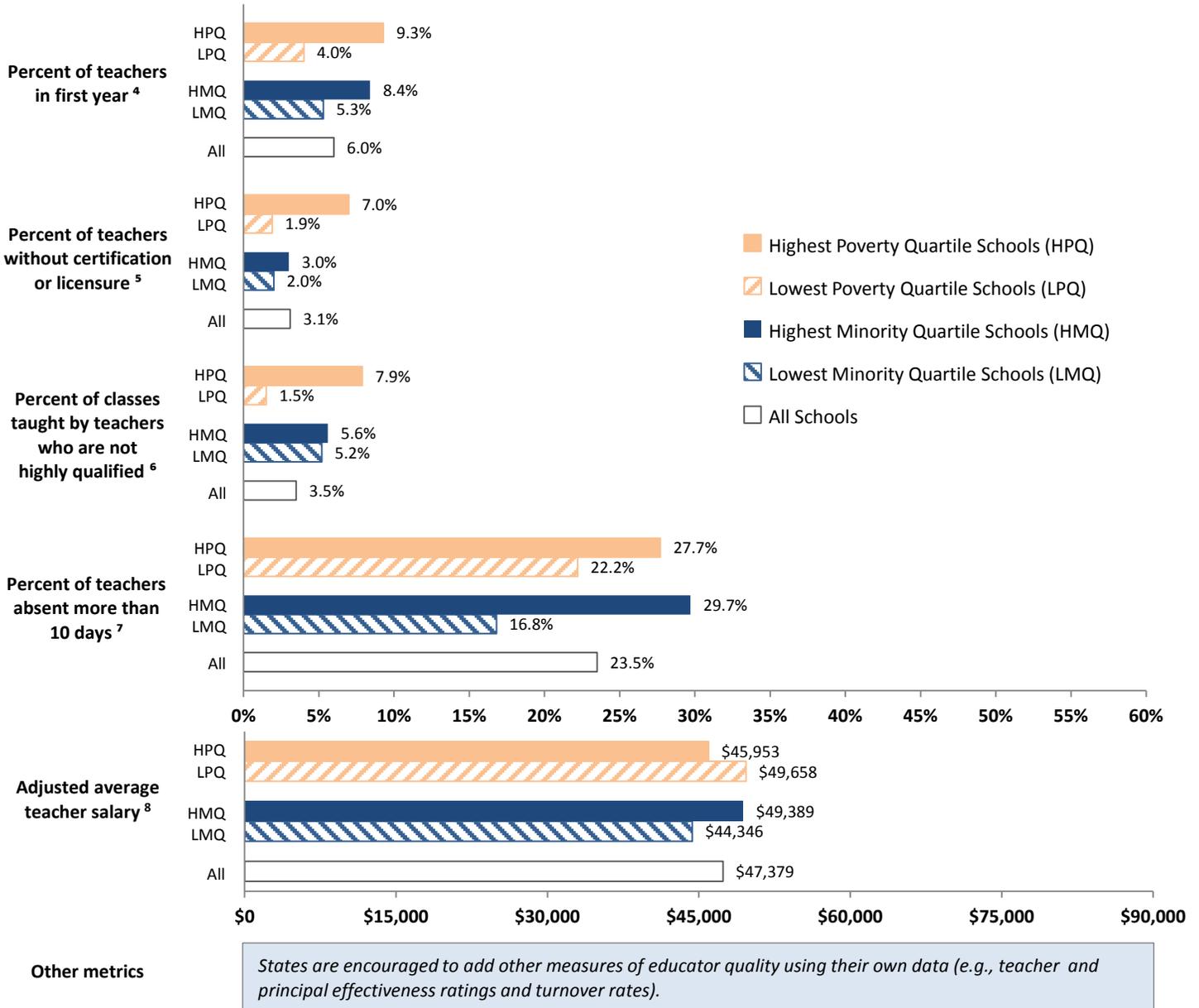
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## About this State

Number of Schools		Average Percent Students in Poverty <sup>2</sup>		Average Percent Minority <sup>3</sup> Students	
<i>In each quartile</i>	about 568	All Schools	47%	All Schools	26%
<b>Number of Districts</b>	567	Highest Poverty Quartile Schools (HPQ)	79%	Highest Minority Quartile Schools (HMQ)	65%
<b>Total Student Enrollment</b>	916,300	Lowest Poverty Quartile Schools (LPQ)	22%	Lowest Minority Quartile Schools (LMQ)	2%
<b>Total Number of Teachers <sup>1</sup></b>	62,930				

## Educator and Classroom Characteristics



**Chart reads:** In the quartile of schools with the highest percentage of students in poverty (HPQ), 9.3 percent of teachers were in their first year of teaching, compared to 4 percent of teachers in the quartile of schools with the lowest percentage of students in poverty (LPQ). In the quartile of schools with the highest percentage of minority students (HMQ), 8.4 percent of teachers were in their first year of teaching, compared to 5.3 percent of teachers in the quartile of schools with the lowest percentage of minority students (LMQ). Among teachers in all schools, 6 percent were in their first year of teaching.

**Note:** Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

**State and District Profile Definitions:**

1Total number of teachers: The number of full-time equivalent (FTE) classroom teachers; all teacher data are measured in FTEs.

2Highest and lowest poverty schools: "Poverty" is defined using the percentage of students who are eligible for free or reduced-price lunch. The highest poverty schools are those in the highest quartile in a State. The lowest poverty schools are those in the lowest poverty quartile in the State.

3Highest and lowest minority schools: "Minority" is defined for purposes of this profile as all students who are American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races. The highest minority schools are those in the highest quartile in a State. The lowest minority schools are those in the lowest quartile in a State. Note: There is no statutory or regulatory definition of "minority" in Title I of the Elementary and Secondary Education Act of 1965, as amended. The Department has created this definition of "minority" only for purposes of presenting data in this Educator Equity Profile, which is intended to improve transparency about educator equity in each State. In developing its educator equity plan, including analyzing resources for subpopulations of students, each State should exercise its own judgment as to whether this definition of "minority" is appropriate in describing the student racial and ethnic demographics in the State. For further information about developing a State definition of "minority" for the purpose of a State's educator equity plan, please see the document titled "State Plans to Ensure Equitable Access to Excellent Educators: Frequently Asked Questions."

4First year teachers: The number of FTE classroom teachers in their first year of teaching. The number of year(s) of teaching experience includes the current year but does not include any student teaching or other similar preparation experiences. Experience includes teaching in any school, subject, or grade; it does not have to be in the school, subject, or grade that the teacher is presently teaching.

5Teachers without certification or licensure: The total number of FTE teachers minus the total number of FTE teachers meeting all applicable State teacher certification requirements for a standard certificate (i.e., has a regular/standard certificate/license/endorsement issued by the State). A beginning teacher who has met the standard teacher education requirements is considered to meet State requirements even if he or she has not completed a State-required probationary period. A teacher with an emergency, temporary, or provisional credential is not considered to meet State requirements. State requirements are determined by the State.

6Classes taught by teachers who are not highly qualified: In general, a "highly qualified teacher" is one who is: (1) fully certified or licensed by the State, (2) holds at least a bachelor's degree from a four-year institution, and (3) demonstrates competence in each core academic subject area in which the teacher teaches. When used with respect to any teacher teaching in a public charter school, the term "highly qualified" means that the teacher meets the requirements set forth in the State's public charter school law and the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis. Teachers participating in alternative route programs that meet basic conditions may be considered fully certified for purposes of this highly qualified teacher requirement for up to three years provided they are making satisfactory progress toward completing their program [34 CFR 200.56(a)(2)]. Classes taught by teachers who are not highly qualified are core academic classes taught by teachers who do not meet all of these criteria. Core academic classes are: English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

7Teachers absent more than 10 days: The total number of FTE teachers who were absent more than 10 days of the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. Absences include both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Absences do not include administratively approved leave for professional development, field trips or other off-campus activities with students.

8Adjusted average teacher salary: Total school-level personnel expenditures from State and local funds for teachers divided by the total FTE teachers funded by those expenditures. Personnel expenditures for teachers include all types of salary expenditures (i.e., base salaries, incentive pay, bonuses, and supplemental stipends for mentoring or other roles). Personnel expenditures for teachers exclude expenditures for employee benefits. Teacher salary is often dependent on the number of years of experience, education, and other credentials. Average teacher salary data are adjusted, using the Comparable Wage Index (CWI), to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators. Adjusted salary data are not comparable across states.

9Locale: Based on National Center for Education Statistics urban-centric locale code. A city is a territory inside an urbanized area and inside a principal city. A suburb is a territory outside a principal city and inside an urbanized area. A town is a territory inside an urban cluster that is not inside an urbanized area. A rural area is a Census-defined rural territory that is not inside an urbanized area and not inside an urban cluster.

**Sources:** Data for teachers in their first year, teachers without certification or licensure, teachers who were absent more than 10 days, and adjusted average teacher salary come from the 2011–12 Civil Rights Data Collection. Data for classes taught by highly qualified teachers come from 2011–12 EDFacts. Data on number of schools, number of districts, total student enrollment, total number of teachers, free or reduced-price lunch eligibility, student enrollment by race/ethnicity, and locale come from 2011–12 Common Core of Data school universe file. The Comparable Wage Index (CWI) for the 2012 fiscal year comes from [http://bush.tamu.edu/research/faculty/Taylor\\_CWI/](http://bush.tamu.edu/research/faculty/Taylor_CWI/).