

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 Jurisdiction

Number of Schools <i>In each quartile</i>	220 <i>about 55</i>	Average Percent Students in Poverty ²		Average Percent Minority ³ Students	
Number of Districts	54	All Schools	63%	All Schools	92%
Total Student Enrollment	73,844	Highest Poverty Quartile Schools (HPQ)	87%	Highest Minority Quartile Schools (HMQ)	100%
Total Number of Teachers ¹	5,855	Lowest Poverty Quartile Schools (LPQ)	28%	Lowest Minority Quartile Schools (LMQ)	71%

Educator and Classroom Characteristics

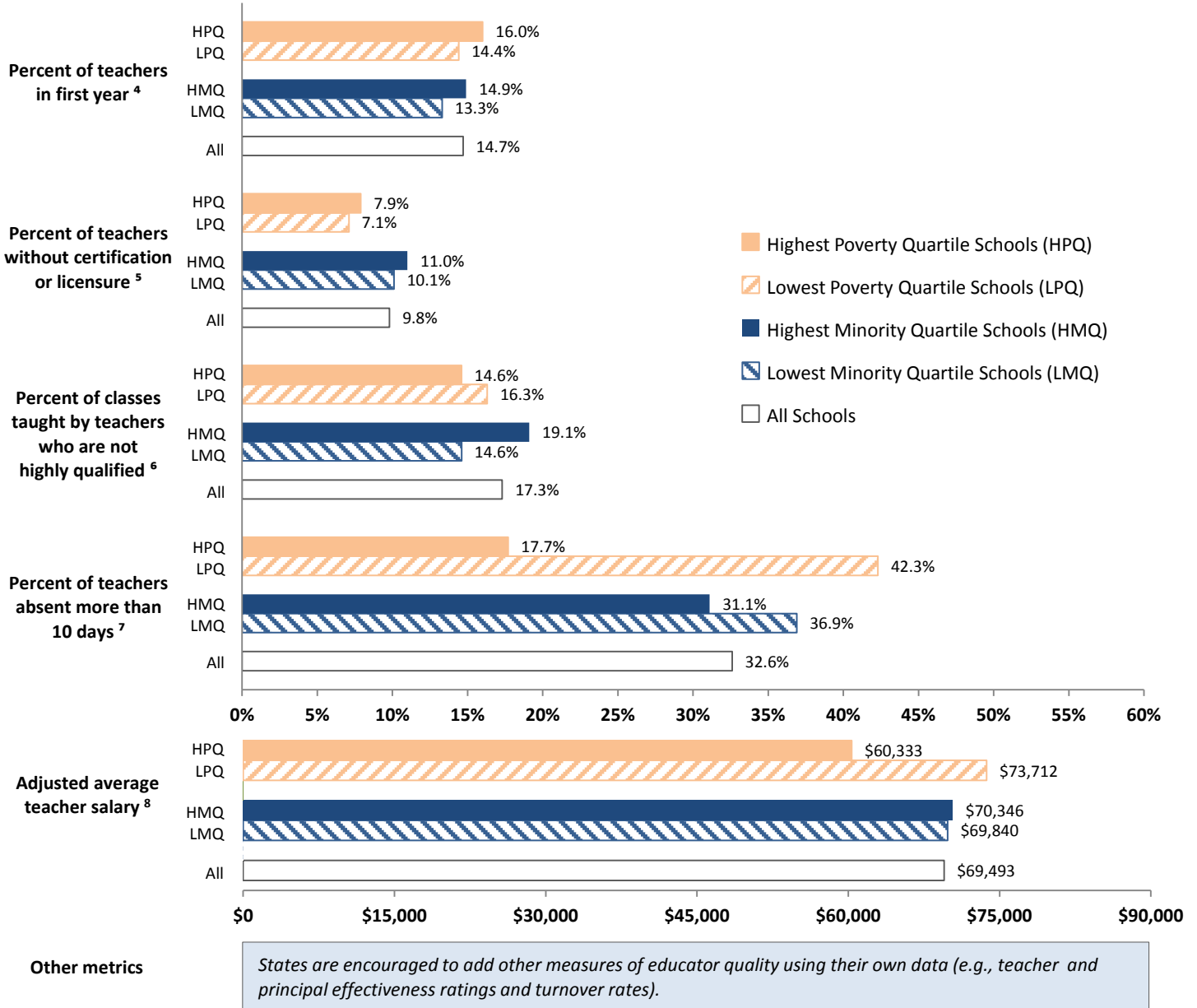


Chart reads: In the quartile of schools with the highest percentage of students in poverty (HPQ), 16 percent of teachers were in their first year of teaching, compared to 14.4 percent of teachers in the quartile of schools with the lowest percentage of students in poverty (LPQ). In the quartile of schools with the highest percentage of minority students (HMQ), 14.9 percent of teachers were in their first year of teaching, compared to 13.3 percent of teachers in the quartile of schools with the lowest percentage of minority students (LMQ). Among teachers in all schools, 14.7 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.

Highest Poverty Schools – by District and Locale

	Number of highest poverty schools	Total number of schools	Percent of teachers in first year in highest poverty schools	Percent of teachers without certification or licensure in highest poverty schools	Percent of classes taught by teachers who are not highly qualified in highest poverty schools	Percent of teachers absent more than 10 days in highest poverty schools	Adjusted average teacher salary in highest poverty schools
District							
KIPP Academy PCS	8	9	24.9	0.0 ✓	0.0 ✓	2.8 ✓	\$58,561
DC Public Schools	8	122	21.7	20.4	35.3	44.3	\$70,558
Community Academy PCS	4	6	16.3	0.0 ✓	0.7 ✓	10.1 ✓	\$49,647
Howard Road Academy PCS	3	3	11.2 ✓	5.6 ✓	0.0 ✓	0.0 ✓	\$54,715
Center City PCS	3	6	10.3 ✓	0.0 ✓	8.7 ✓	0.0 ✓	\$64,684
Friendship PCS	3	6	9.9 ✓	0.0 ✓	0.0 ✓	26.4 ✓	\$58,609
Early Childhood Academy PCS	2	2	23.1	0.0 ✓	0.0 ✓	23.1 ✓	\$56,139
Roots PCS	2	2	—	—	66.7	—	—
Appletree Early Learning Ctr PCS	2	7	60.0	0.0 ✓	—	60.0	\$51,766
Locale ⁹							
City	55	219	16.0	7.9	14.6 ✓	17.7 ✓	\$60,333
Suburb	0	0	†	†	†	†	†
Town	0	0	†	†	†	†	†
Rural	0	1	†	†	†	†	†
For comparison							
Average for lowest poverty schools			14.4	7.1	16.3	42.3	\$73,712

How to read this table:

Among the jurisdiction's highest poverty schools, 8 are located in KIPP Academy PCS. In those schools, 24.9 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest poverty schools (14.4 percent). Among the jurisdiction's highest poverty schools, 55 are located in cities. In those schools, 16 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest poverty schools (14.4 percent).

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.

✓ Indicates that the highest poverty schools in that district (or locale) have equal or lower percentages for each characteristic (or higher salary), on average, than the lowest poverty schools across the entire jurisdiction.

— Indicates missing data.

† Indicates that the locale had fewer than two schools in the highest poverty quartile.

Highest Minority Schools – by District and Locale							
	Number of State's highest minority schools	Total number of schools	Percent of teachers in first year in highest minority schools	Percent of teachers without certification or licensure in highest minority schools	Percent of classes taught by teachers who are not highly qualified in highest minority schools	Percent of teachers absent more than 10 days in highest minority schools	Adjusted average teacher salary in highest minority schools
District							
DC Public Schools	50	122	17.2	13.6	31.7	47.7	\$77,687 ✓
KIPP Academy PCS	6	9	18.4	0.0 ✓	0.0 ✓	2.1 ✓	\$59,450
Howard Road Academy PCS	3	3	11.2 ✓	5.6 ✓	0.0 ✓	0.0 ✓	\$54,715
Community Academy PCS	3	6	18.3	0.0 ✓	0.8 ✓	11.5 ✓	\$50,036
Friendship PCS	3	6	9.9 ✓	0.0 ✓	0.0 ✓	26.4 ✓	\$58,609
Appletree Early Learning Ctr PCS	3	7	61.5	0.0 ✓	—	69.2	\$50,871
Early Childhood Academy PCS	2	2	23.1	0.0 ✓	0.0 ✓	23.1 ✓	\$56,139
Center City PCS	2	6	14.6	0.0 ✓	6.3 ✓	0.0 ✓	\$67,404
Locale ⁹							
City	93	219	15.0	10.4	18.0	31.4 ✓	\$70,515 ✓
Suburb	0	0	†	†	†	†	†
Town	0	0	†	†	†	†	†
Rural	1	1	†	†	†	†	†
For comparison							
Average for lowest minority schools			13.3	10.1	14.6	36.9	\$69,840

How to read this table:

Among the jurisdiction's highest minority schools, 50 are located in DC Public Schools. In those schools, 17.2 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest minority schools (13.3 percent). Among the jurisdiction's highest minority schools, 93 are located in cities. In those schools, 15 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest minority schools (13.3 percent).

Notes: 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.

Because 43 percent of schools in the District of Columbia have 100 percent minority enrollment, the highest minority quartile includes 94 schools rather than 55 (the approximate number in each quartile, as listed on the jurisdiction page).

✓ Indicates that the highest minority schools in that district (or locale) have equal or lower percentages on each characteristic (or higher salary), on average, than the lowest minority schools across the entire jurisdiction.

— Indicates missing data.

† Indicates that the locale had fewer than two schools in the highest minority quartile.

State and District Profile Definitions:

- ¹ **Total number of teachers:** The number of full-time equivalent (FTE) classroom teachers; all teacher data are measured in FTEs.
- ² **Highest 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. In District of Columbia, the schools in the highest poverty quartile have more than 81 percent of students eligible for free or reduced-price lunch. The lowest poverty schools are those in the lowest poverty quartile in the State; in District of Columbia, these schools have less than 49 percent of students eligible for free or reduced-price lunch.
- ³ **Highest 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. In District of Columbia, the schools in the highest minority quartile have 100 percent minority students. The lowest minority schools are those in the lowest quartile in a State; in District of Columbia, these schools have less than 97 percent minority students. 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."
- ⁴ **First 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.
- ⁵ **Teachers 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.
- ⁶ **Classes 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.
- ⁷ **Teachers 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.
- ⁸ **Adjusted 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.
- ⁹ **Locale:** 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/.