

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>	1,058 <i>about 265</i>	Average Percent Students in Poverty ²		Average Percent Minority ³ Students	
		All Schools	44%	All Schools	30%
Number of Districts	279	Highest Poverty Quartile Schools (HPQ)	74%	Highest Minority Quartile Schools (HMQ)	59%
Total Student Enrollment	301,296	Lowest Poverty Quartile Schools (LPQ)	16%	Lowest Minority Quartile Schools (LMQ)	4%
Total Number of Teachers ¹	22,065				

Educator and Classroom Characteristics

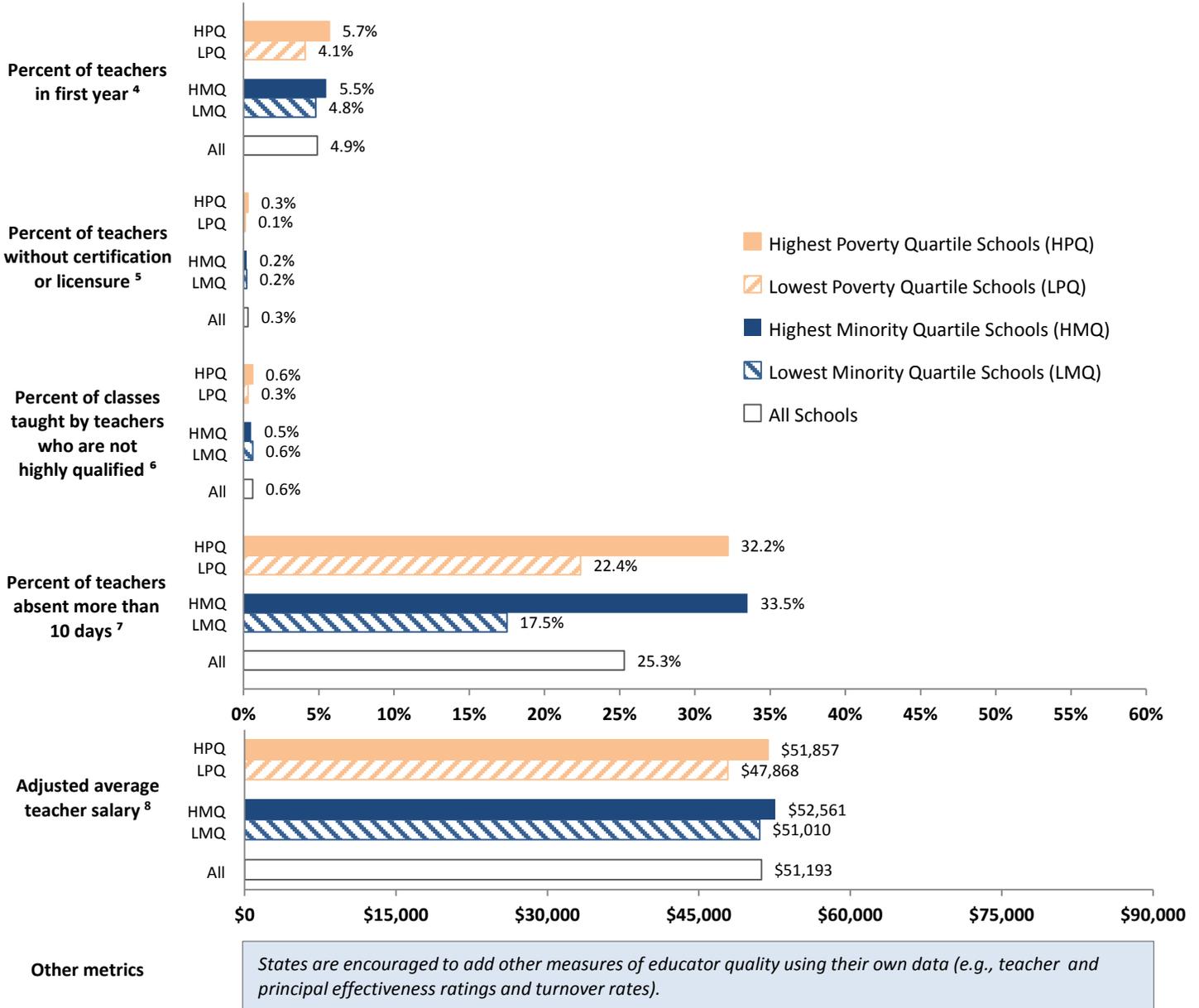


Chart reads: In the quartile of schools with the highest percentage of students in poverty (HPQ), 5.7 percent of teachers were in their first year of teaching, compared to 4.1 percent of teachers in the quartile of schools with the lowest percentage of students in poverty (LPQ). In the quartile of schools with the highest percentage of minority students (HMQ), 5.5 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, 4.9 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's Highest Poverty Schools – by District and Locale

	Number of State's highest poverty schools		Percent of teachers in first year in State's highest poverty schools	Percent of teachers without certification or licensure in State's highest poverty schools	Percent of classes taught by teachers who are not highly qualified in State's highest poverty schools	Percent of teachers absent more than 10 days in State's highest poverty schools	Adjusted average teacher salary in State's highest poverty schools
District							
Omaha	69	91	5.0	0.0 ✓	0.1 ✓	49.2	\$53,052 ✓
Lincoln	27	63	8.2	0.2	0.0 ✓	10.5 ✓	\$41,886
Grand Island	13	20	4.8	0.0 ✓	0.0 ✓	25.5	\$59,109 ✓
So Sioux City	8	9	4.4	0.0 ✓	0.0 ✓	18.9 ✓	\$51,353 ✓
Lexington	7	7	7.5	0.0 ✓	0.0 ✓	10.0 ✓	\$48,965 ✓
Schuyler	5	8	6.7	0.0 ✓	0.6	9.7 ✓	\$54,124 ✓
Hastings	4	8	2.3 ✓	0.0 ✓	0.0 ✓	27.9	\$47,621
Ralston	4	8	17.6	0.0 ✓	0.0 ✓	28.1	\$42,668
Norfolk	4	10	6.8	0.0 ✓	3.9	23.9	\$55,406 ✓
Fremont	4	12	3.7 ✓	0.0 ✓	0.0 ✓	14.6 ✓	\$58,768 ✓
North Platte	4	13	12.9	0.0 ✓	9.5	11.8 ✓	\$37,264
Kearney	4	15	3.5 ✓	0.0 ✓	35.9	38.4	\$66,667 ✓
Umo N Ho N Nation	3	3	12.6	26.0	2.8	33.2	\$54,058 ✓
Wauneta-Palisade	3	4	4.2	3.3	0.0 ✓	63.3	\$44,535
Columbus	3	7	1.4 ✓	0.0 ✓	0.0 ✓	57.2	\$70,256 ✓
Locale⁹							
City	95	198	6.0	0.1 ✓	0.1 ✓	37.3	\$49,419 ✓
Suburb	16	69	6.3	0.0 ✓	0.0 ✓	34.9	\$50,792 ✓
Town	57	211	5.5	0.0 ✓	0.6	24.6	\$56,420 ✓
Rural	84	580	5.1	1.5	1.3	25.7	\$54,097 ✓
For comparison							
State average for lowest poverty schools			4.1	0.1	0.3	22.4	\$47,868

How to read this table:

Among the State's highest poverty schools, 69 are located in Omaha. In those schools, 5 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 in the State (4.1 percent). Among the State's highest poverty schools, 95 are located in cities. In those schools, 6 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 in the State (4.1 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 State's 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 State.

State's Highest Minority Schools – by District and Locale

	Number of State's highest minority schools		Percent of teachers in first year in State's highest minority schools	Percent of teachers without certification or licensure in State's highest minority schools	Percent of classes taught by teachers who are not highly qualified in State's highest minority schools	Percent of teachers absent more than 10 days in State's highest minority schools	Adjusted average teacher salary in State's highest minority schools
District							
Omaha	82	91	5.0	0.0 ✓	0.1 ✓	47.6	\$53,310 ✓
Lincoln	30	63	7.6	0.2 ✓	0.0 ✓	10.6 ✓	\$42,791
Grand Island	15	20	4.6 ✓	0.2 ✓	0.0 ✓	26.1	\$59,050 ✓
So Sioux City	9	9	4.3 ✓	0.0 ✓	0.0 ✓	18.6	\$51,318 ✓
Lexington	7	7	7.5	0.0 ✓	0.0 ✓	10.0 ✓	\$48,965
Ralston	7	8	9.3	0.0 ✓	1.7	29.6	\$44,744
Scottsbluff	7	8	11.3	0.0 ✓	0.6 ✓	18.7	\$78,606 ✓
Columbus	6	7	2.6 ✓	0.0 ✓	0.3 ✓	57.7	\$67,356 ✓
Gering	6	7	5.8	0.0 ✓	0.0 ✓	58.9	\$73,883 ✓
Norfolk	6	10	7.2	0.0 ✓	1.9	29.6	\$62,824 ✓
Gordon-Rushville	5	8	0.0 ✓	0.0 ✓	0.0 ✓	37.2	\$81,482 ✓
Schuyler	5	8	6.7	0.0 ✓	0.6 ✓	9.7 ✓	\$54,124 ✓
Alliance	4	5	2.5 ✓	0.0 ✓	2.8	47.0	\$52,525 ✓
Bellevue	4	21	6.7	0.0 ✓	0.8	20.2	\$46,642
Millard	4	35	3.7 ✓	0.0 ✓	0.0 ✓	22.7	\$40,374
Locale⁹							
City	115	198	5.7	0.1 ✓	0.1 ✓	36.7	\$49,327
Suburb	21	69	5.7	0.0 ✓	0.7	33.1	\$50,127
Town	66	211	5.3	0.0 ✓	0.4 ✓	29.8	\$59,620 ✓
Rural	50	580	4.8 ✓	1.6	1.1	27.3	\$54,352 ✓
For comparison							
State average for lowest minority schools			4.8	0.2	0.6	17.5	\$51,010

How to read this table:

Among the State's highest minority schools, 82 are located in Omaha. In those schools, 5 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 in the State (4.8 percent). Among the State's highest minority schools, 115 are located in cities. In those schools, 5.7 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 in the State (4.8 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 State's 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 State.

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 Nebraska, the schools in the highest poverty quartile have more than 56 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 Nebraska, these schools have less than 28 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 Nebraska, the schools in the highest minority quartile have more than 30 percent minority students. The lowest minority schools are those in the lowest quartile in a State; in Nebraska, these schools have less than 6 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/.