

Results from several recent studies from the Institute of Education Sciences (IES) and data from the U.S. Department of Education's Office for Civil Rights have demonstrated that equity gaps in access to excellent teachers and leaders persist across the United States. The inequities stem from myriad root causes. Research indicates that students' race and family income often predict their access to excellent educators. Low-income students and high-need schools tend to have teachers who are less experienced, have fewer credentials, and do not demonstrate a track record of success. Core classes in high-poverty schools are still twice as likely to be taught by out-of-field teachers as similar classes with more advantaged students.

ESSA requires that low-income and minority children are not taught at higher rates than other children by inexperienced, out-of-field, or ineffective teachers. The Colorado Department of Education (CDE) collects data through the Human Resources Data Submission to monitor the equitable distribution of teachers across the state.

Schools are required to report the following for each teacher:

- Number of years of experience in a K-12 educational setting (0-2 years is considered inexperienced)
- Whether or not the teacher meets the in-field criteria
- The teacher's annual evaluation rating (unless the school has a waiver to the reporting requirement)

The CDE aggregates the data at the district-level and reports the rates at which low-income and minority students are being taught by inexperienced, out-of-field, and ineffective teachers to United States Department of Education (USDE) and to the public on the CDE website. Districts with disproportionate numbers of inexperienced, out-of-field, or ineffective teachers working with low-income and minority students are required to submit a plan detailing how this will be addressed.

To learn more about the Equitable Distribution of Teachers, view the [EDT Training Slides](#) on CSI's Resource Website.