

Equitable Distribution of Teachers

Why do we collect data on teacher years of experience, in-field status, and teacher effectiveness?

Research findings on educator equity

Research studies show that students are less likely to have access to great teachers and school leaders if they:

- Belong to ethnic/racial minority groups.
- Come from low-income families.
- Live in rural communities.
- Have disabilities.
- Have limited English proficiency.
- Need academic remediation.

Source: [Center for Great Teachers and Leaders](https://gtlcenter.org/sites/default/files/GTL_Moving_Toward_Equity.pdf)
https://gtlcenter.org/sites/default/files/GTL_Moving_Toward_Equity.pdf
http://www.gtlcenter.org/resource_11





Defining Equity and Equality in Education

- There is an important difference between **equality** and **equity**.
- **Equality** means providing every student the *same supports*.
- **Equity** means providing every student the *supports needed*.
- Educational equity establishes systems to ensure that every child has an equal chance for success. This requires understanding the unique challenges and barriers individual students or student populations face and providing additional supports to help them overcome those barriers.
- While it may not ensure equal *outcomes*, such effort provides the conditions for equal *opportunity* for success.

*Source: [Thinking Maps: Equity in Education](https://www.thinkingmaps.com/equity-education-matters/)
<https://www.thinkingmaps.com/equity-education-matters/>



The Every Student Succeeds Act (ESSA)

- In December 2015, the Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA), was signed into law. ESSA replaced No Child Left Behind (NCLB).
- ESSA requires that States develop plans that address standards, assessments, school and district accountability, **educator equity**, and special help for struggling schools.
- ESSA provided Colorado districts \$183 million in federal funding (FY 2018-19) to better serve students with the greatest needs.* This funding is crucial to advancing educational equity.

FYI...

The ESEA dates back to 1965, representing the Federal government's commitment to educational equity. A key function of ESEA is providing additional resources to help districts and schools serve students with the greatest needs.

*Source: [CDE Grants Fiscal – ESSA Allocations and Fiscal Files](https://www.cde.state.co.us/cdefisgrant/essapreliminaryallocationsfy1819) <https://www.cde.state.co.us/cdefisgrant/essapreliminaryallocationsfy1819>



ESSA requires Title I LEAs to address educator equity gaps

- ESSA requires CDE to evaluate **annually** whether low-income and minority students are taught at disproportionately high rates by ineffective, out-of-field, or inexperienced teachers compared to their higher-income, non-minority peers.
- ESSA requires that CSI submits a **plan** that addresses any educator equity disparities to the CDE.

Good to know!

To meet these requirements and support LEAs, CDE annually conducts **Equitable Distribution of Teachers (EDT)** analyses.

These identify educator equity gaps by comparing the distribution of teachers across schools based on the percentages of students:

- (1) Eligible for free or reduced cost meals (FRM).
- (2) Who identify ethnically or racially as minority (non-White).



How does Colorado define *Effective, In-Field, and Inexperienced?*

Ineffective	Teacher received an Ineffective or Partially Effective evaluation rating, based on Colorado's Educator Quality Standards. Half of this rating is based on professional practices and half is based on measures of student learning/outcomes.
Out-of-Field	Teacher does not hold at least one of the following, in the subject area in which they teach: <ul style="list-style-type: none">• Endorsement on a Colorado teaching license.• Degree (bachelor's or higher).• 36 semester hours (24 hours grandfathered in for 2017-18).• Passing score on a SBE-approved content exam (currently the ETS Praxis Series).
Inexperienced	Someone who has taught in a K-12 setting fewer than 3 full years (not limited to Colorado).



What is a Disparity or Gap?

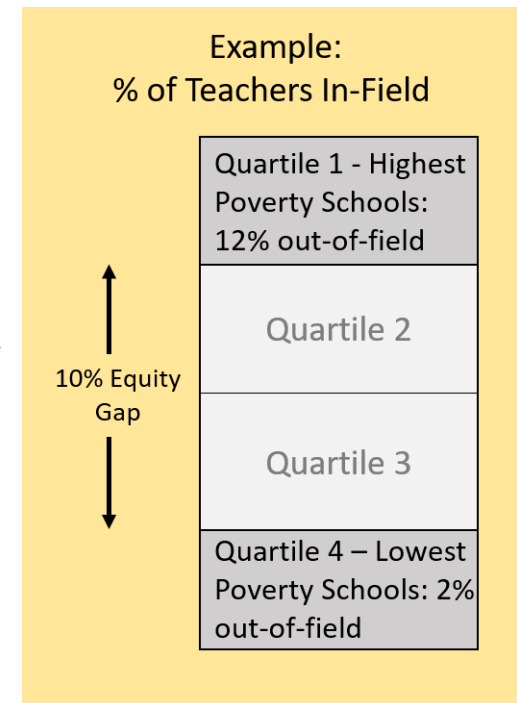
Definition

The difference between the rate at which low-income or minority students are taught by effective, in-field, and experienced teachers, compared to their higher-income, non-minority counterparts.



Example

12% of teachers in an LEA's highest-poverty schools are out-of-field compared to 2% of teachers in the lowest-poverty schools. This LEA has an equity gap of 10 percentage points regarding in-field teachers.





Which teachers impact the EDT results?

Only **core course teacher FTE** are included in EDT analyses. Results are typically shared with districts by mid-May each year and have to be address as part of the next year's Consolidated Application cycle or the subsequent school year.

Summary of Core Courses (EDT analyses)	
Code	Name
0010	General Elementary Education
0015	General 7th / 8th Grade
0070	CoAlt Exclusively
0200	Art
0500	English Language Arts
0600	Foreign Languages
1100	Mathematics
1200	Music
1300	Natural/Physical/General Science
1500	Social Sciences
1700	Special Education

CSI Results by High and Low Poverty and Minority

	Teacher Experience			Teacher In-Field			Teacher Effective		
Quartile	Quartile 1 (highest)	Quartile 4 (lowest)	Q4 - Q1 difference	Quartile 1 (highest)	Quartile 4 (lowest)	Q4 - Q1 difference	Quartile 1 (highest)	Quartile 4 (lowest)	Q4 - Q1 difference
Indicator	% experienced	% experienced		% in-field	% in-field		% effective	% effective	
CSI Poverty	71.21	72.14	0.94	98.18	94.17	-4.01	No data to report		N/A
State Poverty	69.28	72.22	7.94	95.71	95.27	-0.44	93.58	99.14	5.56
CSI Minority	67.40	76.48	9.08	98.74	91.18	-7.56	No data to report		N/A
State Minority	69.89	74.07	4.18	95.76	95.31	-0.45	94.12	98.12	4.67

*Numbers in red indicate equity gaps between highest poverty/minority schools in CSI and lowest poverty/minority schools in CSI.

The data contained in this file were based on 2017-2018 reporting.



Highest and Lowest Poverty Schools

Highest Poverty	Lowest Poverty
Community Leadership Academy	Academy of Charter Schools
New America School Lowry	Animas High School
New Legacy Charter School	Caprock Academy
Ricardo Flores Magon Academy	Colorado Early Colleges Fort Collins
Pinnacle Charter School	Colorado Early Colleges Parker
Victory Preparatory Academy	Colorado Springs Early Colleges
	Launch High School
	Mountain Middle School
	Mountain Village Montessori School
	Stone Creek School
	Thomas MacLaren School



Highest and Lowest Minority Schools

Highest Minority	Lowest Minority
Colorado Early Colleges Aurora	Animas High School
Community Leadership Academy	Caprock Academy
Early College of Arvada	Colorado Early Colleges Fort Collins
High Point Academy	Colorado Early Colleges Parker
Montessori del Mundo	Frontier Charter Academy
New America School - Lowry	Indian Peaks Charter School
New Legacy Charter School	Launch High School
Ricardo Flores Magon Academy	Monument View Montessori School
Pinnacle Charter School	Mountain Middle School
Victory Preparatory Academy	Mountain Village Montessori School
	Salida Montessori School