



Advocating for Actionable Data on Equitable Access to High-Quality Teachers



National Council on Teacher Quality
February 8, 2023

Who We Are:

National Council on Teacher Quality

Our Mission:

To ensure **every child** has an effective teacher and **every teacher** has the opportunity to become effective.

Our Values:

Quality
+
Equity
+
Diversity

We work to improve the preparation, support, and recognition America provides to our teachers.

What We Do:

We are:

- Researchers
- Evaluators

We Provide:

- Data
- Guidance

Objectives of our session

1. **Understand the gaps in equity data reporting**, and how that data can be improved to not perpetuate inequitable distribution.
2. **Explore your state data** to understand what information the state currently publishes, in order to a) understand how teachers are distributed in their state and b) identify weaknesses in your state's current data practices that limit what practitioners/advocates can learn about equitable access to great teachers.
3. **Identify opportunities to advocate** for improved access to actionable data on the distribution of teachers.

Teachers matter...a lot.

- Teaching quality can impact student learning more than any other in-school factor, especially for students who are further behind.
- Highly effective teachers can change students' life trajectories, making it more likely that students earn higher salaries and save more money for retirement.
- Teachers are more likely to stay in schools that have environments where they are professionally supported.

Teacher distribution is an issue of resource equity.

Teachers are a key resource to impact student learning



Entrenched teacher distribution patterns restrict access for students of color and students from low income backgrounds to effective, qualified teachers



Teacher compensation is the largest proportion of a state or district's budget

Resource equity issue

The ESSA Opportunity

States are required to report on the proportion of teachers serving low-income students and students of color who are:

- **Inexperienced**
- **Out of field**
- **Ineffective**



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STATE POLICY BRIEF - APRIL 2022

Ensuring Students' Equitable Access to Qualified and Effective Teachers

How states have responded to a 2015 federal law that they collect and report on the equitable distribution of teacher talent across their schools.

States had an opportunity through ESSA regulation to shine a light on their teacher equity issues.

However, many states do not report their teacher data in a way that advances equity.



The ESSA Reality

- The ESSA provision on ensuring equitable access to effective teachers specifies little. Reporting requirements grant wide latitude for defining and reporting data, leaving flexibility in:
 - How states can define the required reporting measures
 - How specific and disaggregated the data is
 - How often states report on progress

States neglect to report on meaningful and critical data elements.

- Many states use this flexibility to “cherry-pick” what to report.
- Most states (47) report on proportions of **inexperienced** teachers and **out-of-field** teachers (45 states).
- Fewer states (20) report on proportions of **ineffective** teachers.
- Only 18 states publish data on all three indicators mentioned in the law – **inexperienced**, **out-of-field**, and **ineffective** teachers.
- Particularly alarming, only 1 in 4 states report on the proportions of novice and/or less-than-qualified **teachers assigned to teach students of color**.

Few states report sufficiently disaggregated data for stakeholders to draw meaningful conclusions.

- 39 states **do not report** on the proportion of teachers serving students of color who:
 - are teaching outside their subject area
 - have been rated ineffective
 - are in their first years in the classroom
- 16 states **do not report** on these measures disaggregated by Title I status or other poverty designation.

So, what should this data look like?

What **should** this data be able to tell you?

1. Where equity gaps exist and/or the most egregious.

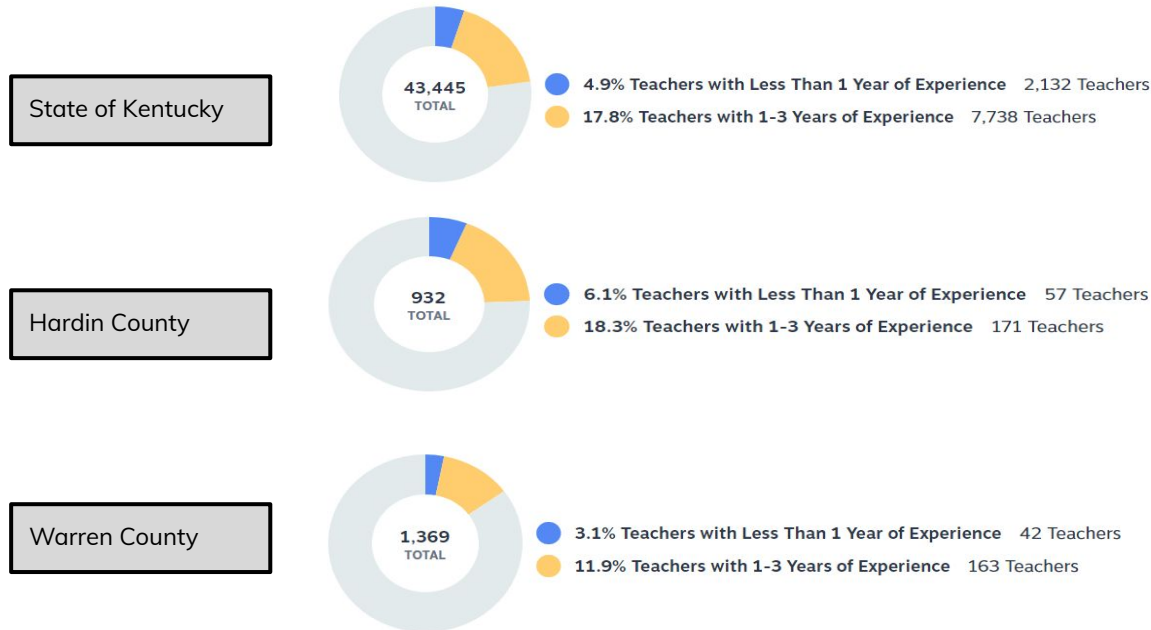
Teachers

	COUNT	INEXPERIENCED %	OUT-OF-FIELD %	EMERG/PROV CREDS %
All Schools	5,063.1	24.1	12.5	12.6
Schools with High Poverty	4,196.1	25.4	13.3	14.2
Schools with Low Poverty	n/a	n/a	n/a	n/a
Schools with High % of Students of Color	3,245.5	26.5	14.1	14.9
Schools with Low % of Students of Color	29.0	3.4	3.4	0.0

In Baltimore City Schools, whiter schools are far less likely to have inexperienced teachers on staff than schools with a more diverse student body.

What **should** this data be able to tell you? (Cont'd)

2. How districts compare to one another (and to the state to provide a benchmark).



In Kentucky, Hardin County has a considerably higher proportion of inexperienced teachers as compared to Warren County, a district with similar racial and socio-economic student population demographics.

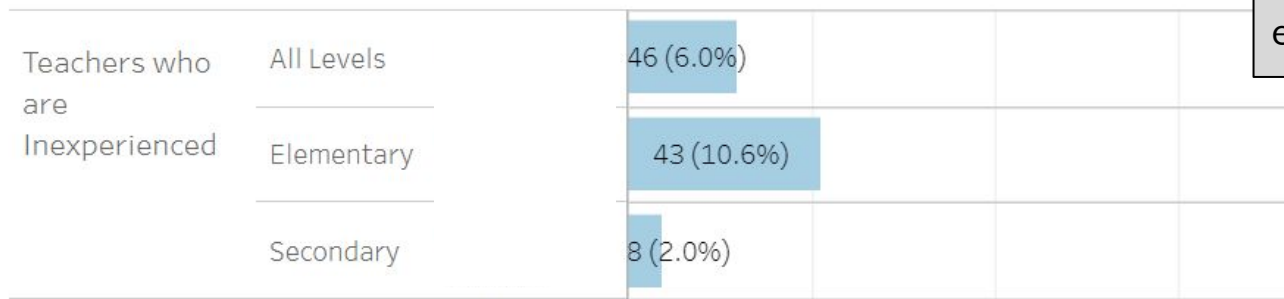
What **should** this data be able to tell you? (Cont'd)

3. Other important patterns of distributions.

2021-22 Educator Qualifications for Warwick

Total Number of Teachers in This District

779



In Warwick, Rhode Island, nearly all inexperienced teachers in the district are teaching at the elementary level.

What **should** this data be able to tell you? (Cont'd)

4. How specificity in data (down to the school-level) can tell a very different story.

Teacher Quality All Schools			
	Poverty Level	Out-of-Field Teachers	Inexperienced Teachers
This School	Medium Poverty	22.8%	1.9%
Division	All Schools	12.1%	8.5%
State			
	All Schools	5.2%	5.3%
	High Poverty	6.8%	5.6%
	Low Poverty	3.9%	4.5%

In Manassas, Virginia, school-level data adds critical context. Considering only district-level data produces a conclusion totally different than if we are to consider what is happening at the school level.

State policy recommendations

1. Make clear how schools and districts fare in relation to the state average or other obvious points of comparison (such as schools and districts with similar demographics). (Florida, New Mexico)
2. Incorporate the best available teacher effectiveness data. (Indiana)
3. Commit to refreshing data **at least** every other year.
4. Add a summary calculation capturing all of the measures used to define an effective and qualified teacher to help illustrate gaps. (Arkansas, Colorado)

What can your state's data tell you, and how can it be improved?

Explore national trends:
<https://bit.ly/3l11u9j>

State	Does the state report on the proportion of out of field teachers in a way that is approximately aligned to research consensus?	Does the state report on the proportion of inexperienced teachers in a way that is approximately aligned to research consensus?	Does the state choose to report on teacher effectiveness using definitions/methodology grounded in research?	Has the state published data at least once in the last 2 years?	Does the state publish this data at the state, district, and school level?	Does the state disaggregate their reporting by Title I and race/ethnicity?	Does the state report how individual LEA's compare to the state average?	Does the state follow best practices for accessibility in data reporting?	Does the reporting include the ability to download or export the full data set?
Alabama	Yes	Yes	No	Yes	Yes	No	No	Partially	No
Alaska	Yes	Partially	No	Yes	Yes	Partially	Yes	No	No
Arizona	Yes	Yes	No	Yes	Yes	Partially	No	Yes	No
Arkansas	Yes	Yes	Partially	Yes	Yes	Yes	Yes	Partially	Yes
California	Yes	No	Partially	Yes	Yes	No	Yes	Partially	No
Colorado	Yes	Yes	Yes	Yes	Partially	Yes	Yes	Yes	Yes
Connecticut	Yes	Partially	No	Yes	Yes	Partially	No	Yes	Yes
Delaware	Yes	Partially	No	Yes	Yes	Partially	No	Yes	No
District of Columbia	Yes	Partially	No	Yes	Yes	Partially	Yes	Yes	Yes
Florida	Yes	Partially	Yes	Yes	Yes	Yes	Yes	Yes	No
Georgia	Yes	Partially	No	Yes	No	Partially	No	Partially	No
Hawaii	Yes	Partially	No	Yes	Yes	No	Yes	Partially	No

What can your state's data tell you, and how can it be improved?

Arizona

LINK TO REPORTING:

[See an example](#)

Colorado

LINK TO REPORTING:

[See an example](#)

1

Click on the state name for an overview of the data published

2

Click on “see an example” to explore the data yourself

access to effective educators data publicly available?

Does your state report on the proportion of out of field teachers?

No

A How does your state define an out of field teacher?

Illinois defines an out of field teacher as "a teacher teaching in a grade or content area for which he or she does not hold the appropriate state-issued license or endorsement."

Does this definition of out of field teaching align to research consensus on the topic?

Yes

What can your state's data tell you, and how can it be improved?

Explore your state's data in depth at:

<https://bit.ly/3ZWrx8F>

- 1 After reviewing what data your state publishes, what sparked you as surprising - either positive or negative?
- 2 Now that you know the strengths and limitations of your state's data on equitable access to teachers, what is one step you could take to advocate for better data on this issue?

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