

Recognition System



Equitable Student Access to Educators and Educator Quality Growth

July 30, 2019

Maria Flores, Director,
Kaori Strunk, Statistician,
Title II, Part A and Special Programs,
Educator Growth and Development, OSPI

Outline:

1. Overview of State Equity Plan

- 1.1 Background of law and equity plan requirements
- 1.2 Process and timeline for developing the plan
- 1.3 Equity Plan Components

2. Equitable Student Access to Educators

- 2.1. Data Elements and Definitions
- 2.2. Data Structure
- 2.3. Data Dive

3. Educator Quality Growth

- 3.1. Factors of Educator Quality Growth
- 3.2. Potential Data Elements



1. Overview of State Equity Plan

1.1 Background of law and equity plan requirements

State Equity Plans- required by section 1111 (b)(8)(C) of Elementary and Secondary Education Act (ESEA)

The state must describe the steps it will take

“to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers, and the measures the state will use to evaluate and publicly report the progress of the state with respect to such steps.”



1.2 Process and timeline for developing the plan

- July 2014

Secretary Arne Duncan announced initiative

- November 10, 2014

Department of Education issued letter and guidance on new Equity Plan requirements including:

- Data Files- 2011-12 Civil Rights Data Collection (CRDC)
- Educator Equity Profiles-issued to states and published on website
- Equitable Access Support Network (EASN)

- June 1, 2015

Plans were due

- October 22, 2015

Final Plan was approved on October 22, 2015



1.3 Equity Plan Components

1. Consultation- describe and provide documentation of how the State consulted with stakeholders on the plan
2. Identify equity gaps, calculating gaps between the rates students in poverty and students of color are taught by inexperienced, unqualified or out-of-field teachers as compared to their peers
3. Conduct a root-cause analysis-explain likely causes of identified equity gaps
4. Steps to eliminate identified equity gaps-describe strategies, timelines and progress monitoring
5. Measures-how will the State evaluate progress towards eliminating the identified equity gaps
6. Public reporting- how will the State report its progress publically, including timelines



2. Equitable Student Access to Educators

Educators

- Classroom Teachers
- Principals and Superintendents
- Other School Leaders
- Educational Staff Associates (ESAs)



2. Equitable Student Access to Educators

2.1. Data Element and Definition

Teacher Category	Definition
Inexperienced Teacher	A teacher has a fewer than or equal to 5.0 years of teaching experience.
Out-of-Field Teacher	A teacher teaches outside of her/his endorsed content area(s) or grade level span for each endorsement.
Limited Certificate Teacher	A teacher who hold only limited certificate or report limited certificate to override Out-of-Field status.



2. Equitable Student Access to Educators

2.2. Data Structure

Student Access to Educators:

(1) Teaching Assignment

(Content area → Course → Term → Section)

(2) Teacher Category

(3) Student Demographic information in each section



Student Access to Educator

- Which Student Group(s) are taught by each teacher category? -

➤ **What course do they teach?**

1. Content Area (e.g., Math)
2. Course (e.g., Algebra I)

➤ **Are they Inexperienced, Out-of-Field, or Limited Certificate Teacher?**

➤ **When do they teach the course?**

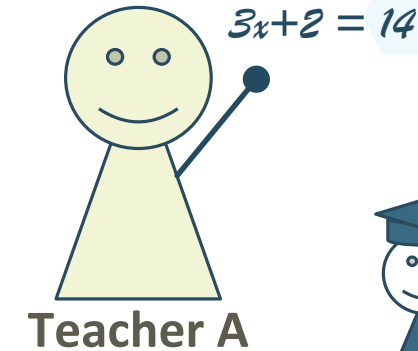
3. Term (e.g., All year, Term 1, 2, 3, and 4)

➤ **How many sections do they teach?**

4. Section (e.g., Section ID: Math01, Math02)

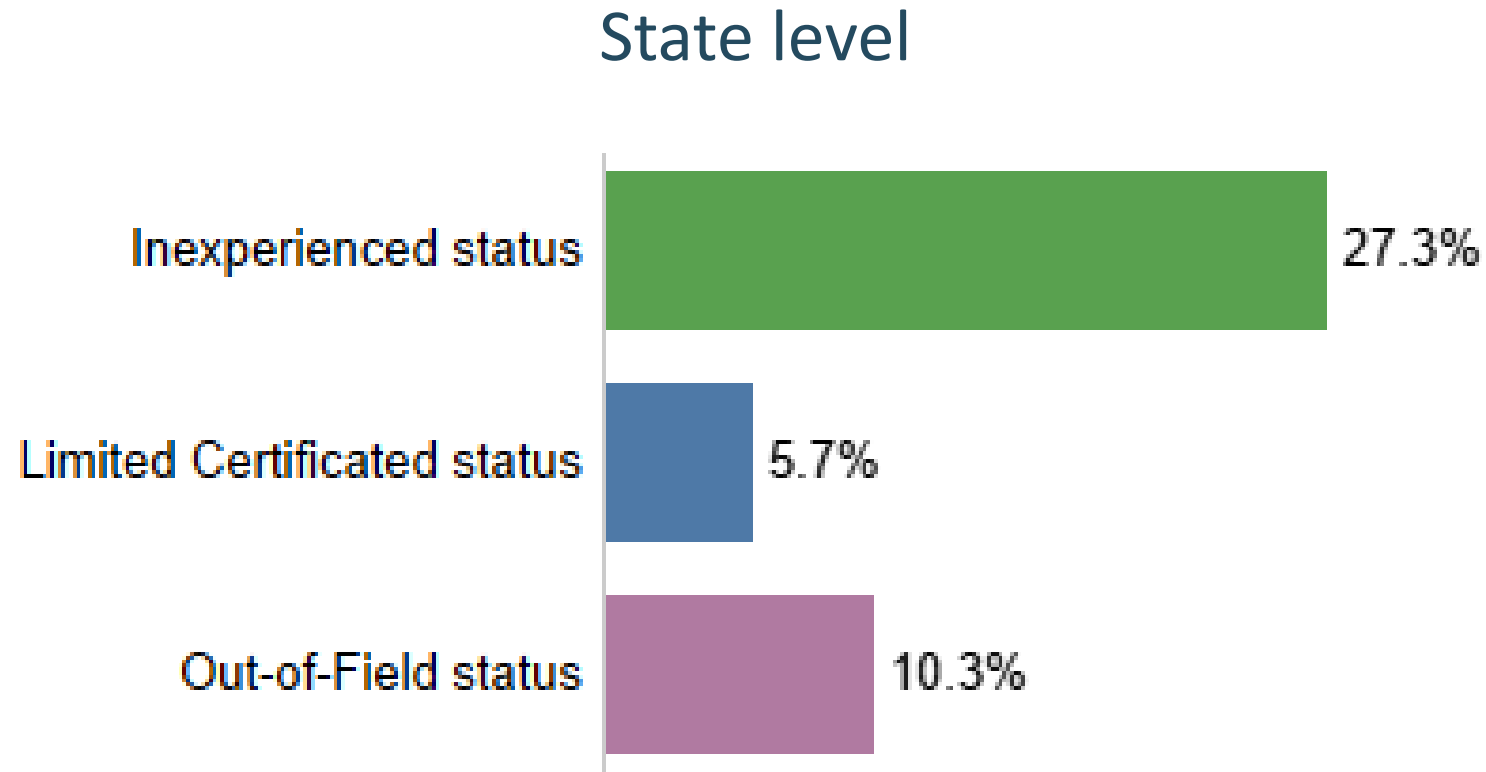
➤ **Which students are taking the section?**

5. (Student Schedule and Demographic and Program Information)



2.3. Data Dive

Teacher Qualification Data for 2017-2018 school year

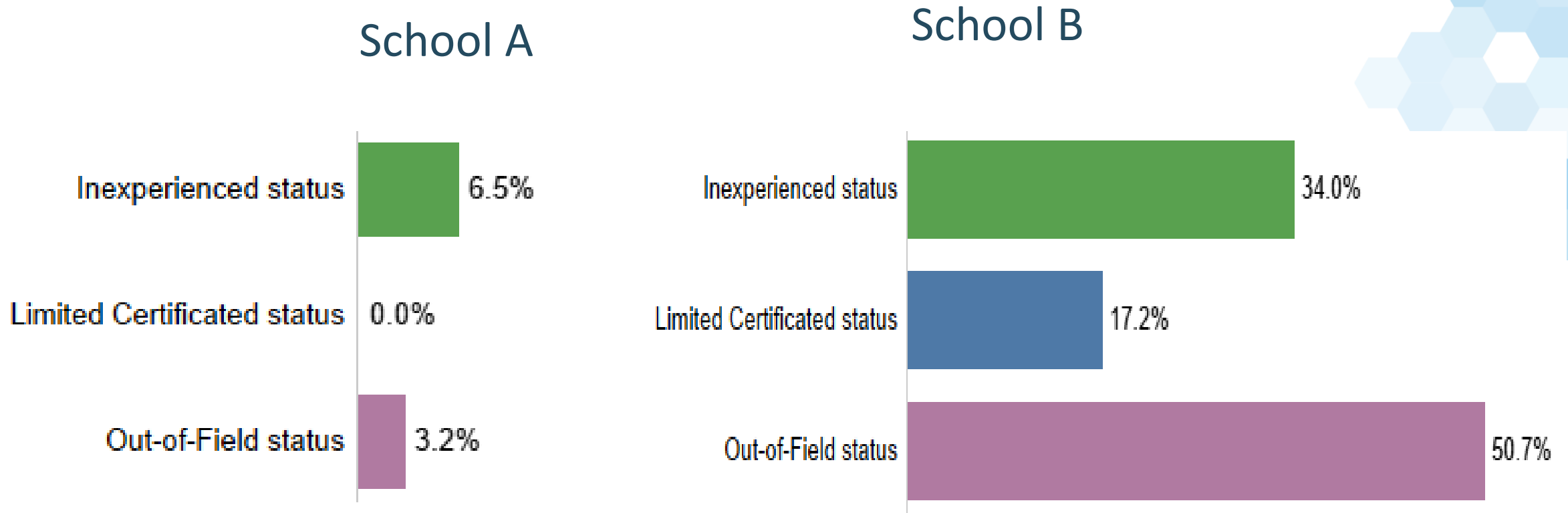


Data Source: State Report Card (<https://washingtonstatereportcard.ospi.k12.wa.us/>)



2.3. Data Dive

Teacher Qualification Data for 2017-2018 school year

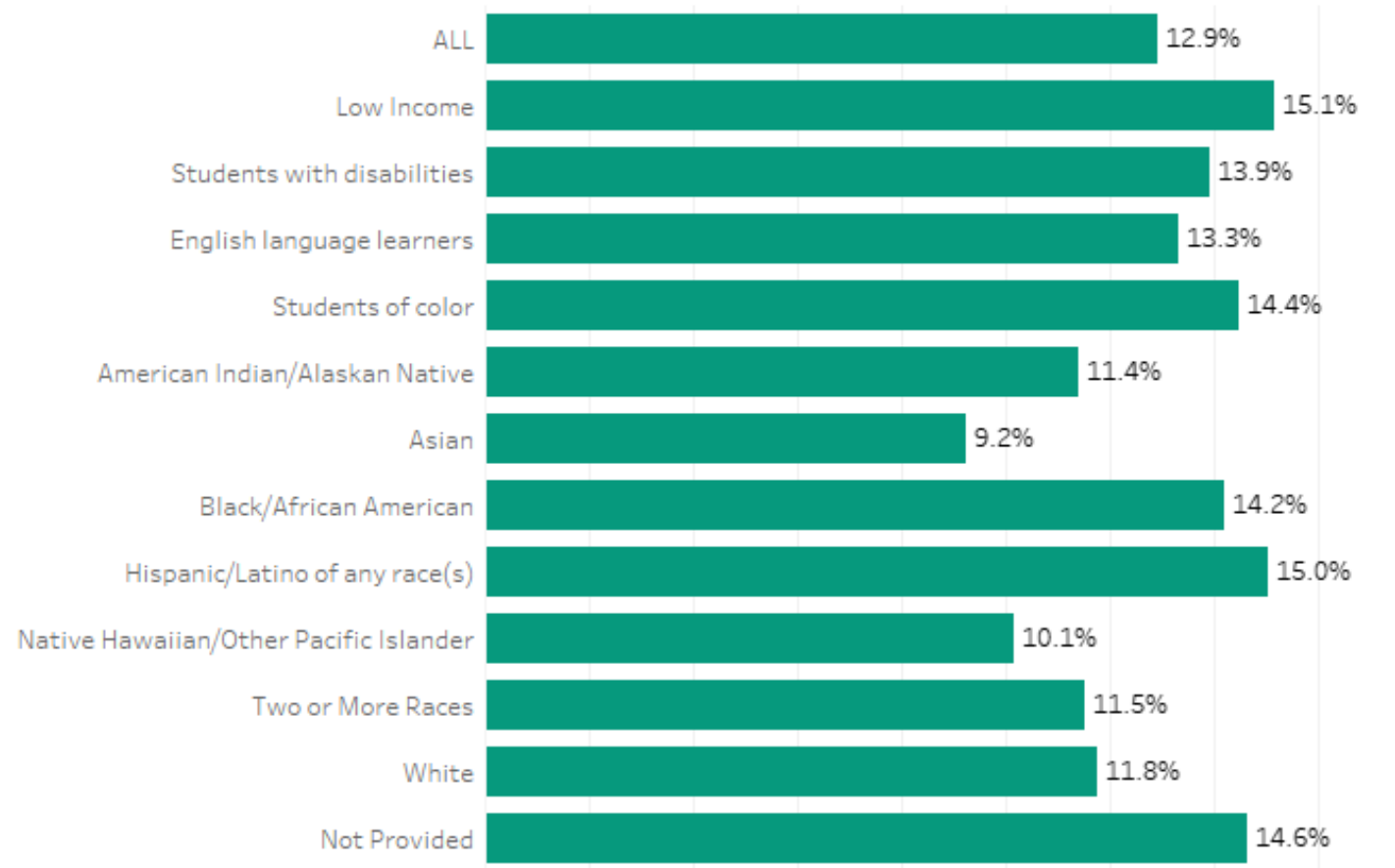


Data Source: State Report Card (<https://washingtonstatereportcard.ospi.k12.wa.us/>)



2.3. Data Dive: Student Access to Out-of-Field Teachers

State level

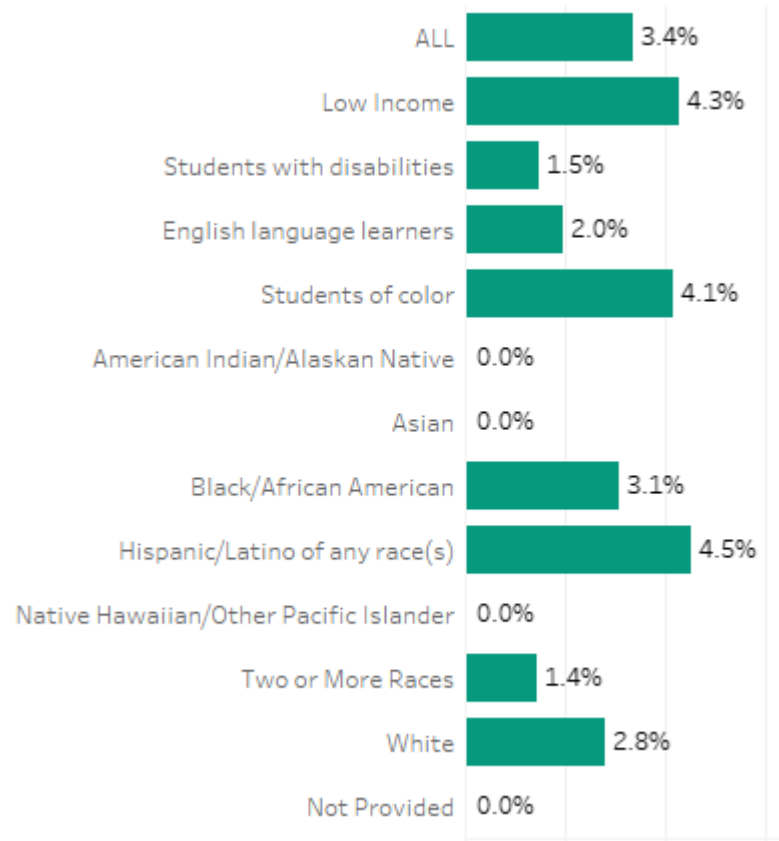


Data Source: State Report Card (<https://washingtonstatereportcard.ospi.k12.wa.us/>)

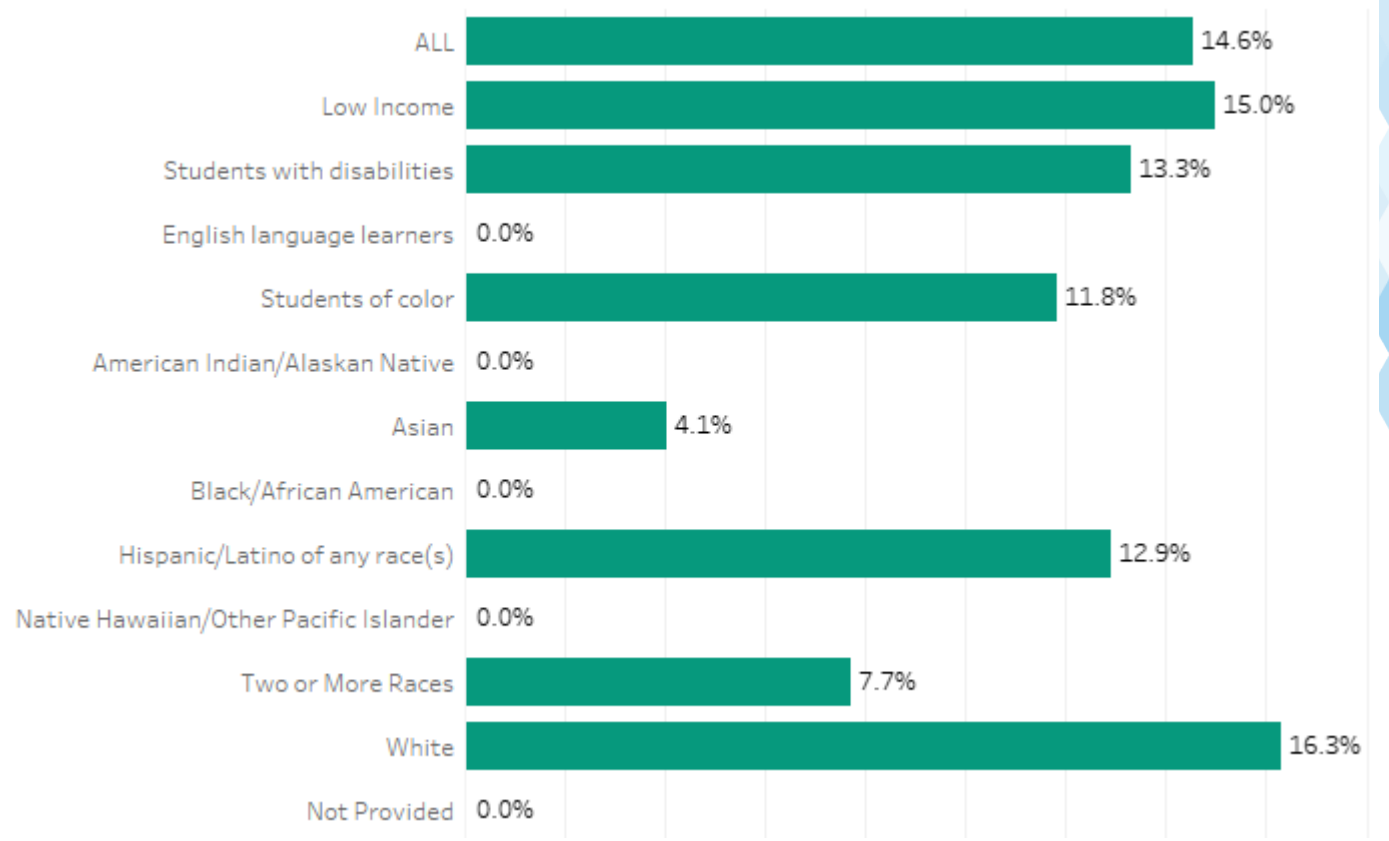


2.3. Data Dive: Student Access to Out-of-Field Teachers

School A



School B



Data Source: State Report Card (<https://washingtonstatereportcard.ospi.k12.wa.us/>)



3. Educators Quality Growth

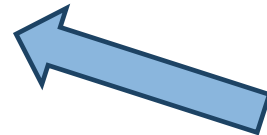
3.1. Factors of Educator Quality Growth

Teacher Category:

- Inexperienced Teacher
- Out-of-Field Teacher
- Limited Certificate Teacher



**Retention/Support
(Existing Teacher)**



Recruitment from
Other LEAs,
Out-of-State, or
College of Education
(Entering Teachers)



**Offering New Courses and
Programs**

(e.g. Dual Language Program)



3. Educators Quality Growth

3.2. Potential Data Elements

(1) Retention Rate by

- Years of Teaching Experience
- Race/Ethnicity
- Content Area

(2) Extension of content areas' knowledge

(Obtaining additional Endorsement(s))

(3) Educator Diversity

(4) Number of Dual Language courses offered

(5) Ratio between Certified ESAs and Student

(6) *Anything else?*



Thank you.

Contact

Maria Flores: maria.flores@k12.wa.us

Kaori Strunk: kaori.strunk@k12.wa.us

