

Equitable Distribution of Teachers for Charter Schools

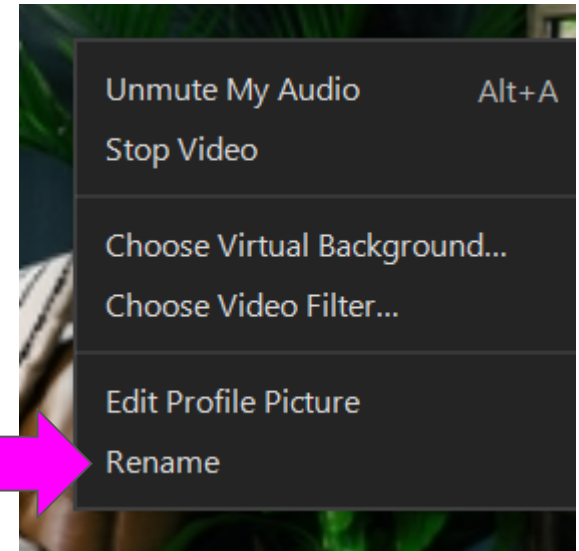
Niko Kaloudis - ESEA Title I & II Specialist



- Niko Kaloudis - ESEA Title I & II Specialist

Enter your school's name, who your authorizer is, and the grades of the students that you serve into the chat.

Please change your name to your preferred name by right clicking your image. Consider also including any preferred pronouns.



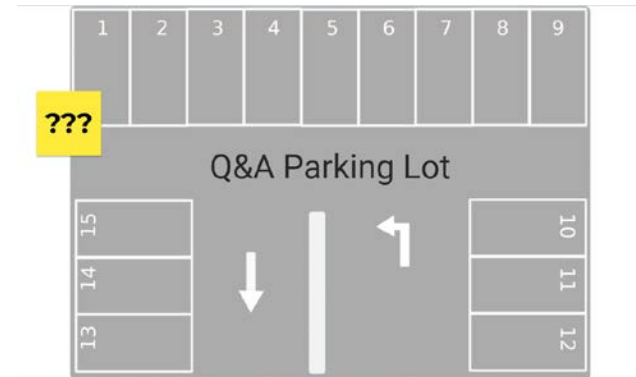
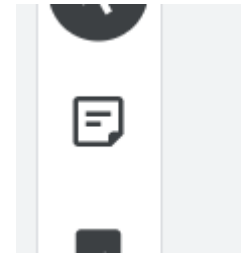
Agenda



- Training Norms
- Grounding the Work
- Intro. to EDT
- Recent Updates/Changes
- What Charter Schools Can Do
- Key Takeaways
- Next Steps
- Questions
- Closing

Training Norms

- Participate fully. It's crucial to the workshop model.
- Lean into discomfort; have a growth mindset.
- Enter questions into the chat at any time or come off mute during question pauses.
- Use the [Jamboard Parking Lot](#) for one-off questions (answered later in training).
- Share the space with others in breakout rooms; invite people into the conversation.
- Come on camera when speaking in large group and when in breakouts (whenever possible).



Objectives

Charter school staff will be able to:

- Understand EDT requirements & how they impact charter schools.
- Take actions to collaborate with their authorizer around EDT.
- Access resources to support their efforts around EDT.





talk about EDT now?

- Annual requirement for LEAs with Title I schools, over 1,000 students, and more than 1 school per grade span to address disparities. (ESSA)
- Pandemic has heavily impacted the teacher workforce; more so for minority students and students of poverty.

Poll Question

Q: How comfortable are you with discussing EDT?

1: Uncomfortable - no knowledge

2: Slightly Comfortable

3: Somewhat Comfortable

4: Comfortable

5: Very Comfortable - could lead this training

Intro. to EDT



Statutory Requirements

State Level

The Every Student Succeeds Act (ESSA) requires state education agencies to annually evaluate whether *low-income and minority students* are taught at disproportionate rates by **ineffective, out-of-field, or inexperienced** teachers compared to their higher-income, non-minority peers. (ESSA, §1111 (g)(2)(b))

LEA Level

ESSA also requires LEAs accepting Title I, Part A funds to develop a plan to address any disparities that result in *low-income students and minority students* being taught at higher rates than other students by **ineffective, out-of-field, or inexperienced**. (ESSA, §1112 (b)(2))

What is EDT?

Purpose/Intent

A measure that indicates if students experiencing poverty or minority students have equal (or greater) access to high quality teachers.

- While the intent of EDT is to ensure equitable distribution of teachers at the student level, CDE only has the ability to conduct the analyses at the school level.
- Because of this limitation, LEAs *will soon* have the option to use student/teacher level data to demonstrate compliance with EDT via an alternative calculator. (Coming 2022)

What is EDT?

- CDE runs [Equitable Distribution of Teachers \(EDT\)](#) analyses annually.
 - Based off Data Pipeline Human Resources and Student October Count data.
- LEAs with fewer than 1,000 students or only one school per grade span are exempt.
- LEA level analyses are shared with authorized representatives via Syncplicity in Spring.
 - File contains school level data tab. (Charter schools can request this from their LEA.)

Trying to read your school's EDT data?

Review this training:

EDT Series Training #2: Interpreting EDT
Data

[PowerPoint](#) | [Recorded Webinar](#)

Indicator Categories

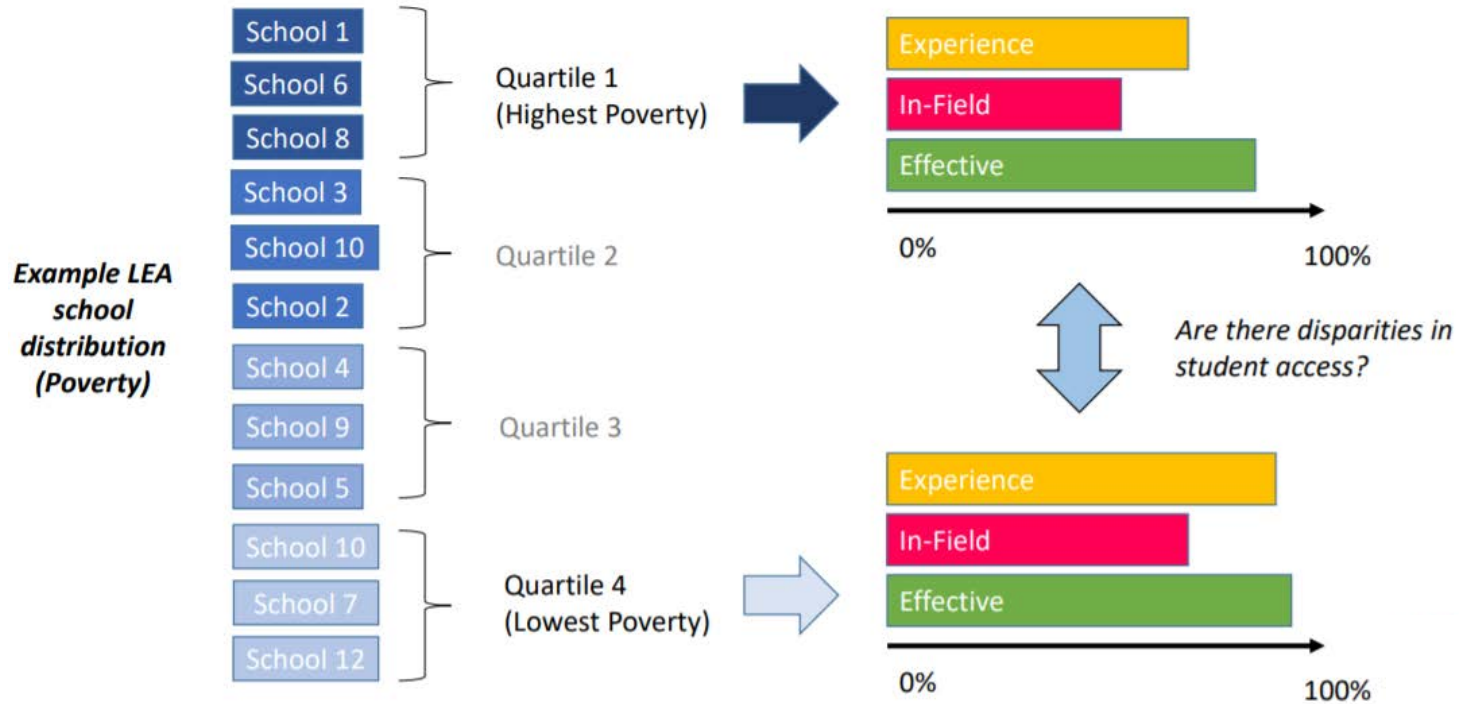
- There are 6 indicators (3 for each of the two categories: poverty & minority)
- To learn more about which teachers are included in EDT analyses and how to code them for state reporting, [click here](#).

NOTE: Teacher Effectiveness Indicators were not included in 20-21 EDT data.

Indicator	Definition
Effective	Teacher's evaluation rating, based on Colorado's Educator Quality Standards, is Effective or Highly Effective. Half of this rating is based on professional practices; half is based on measures of student learning/outcomes.
In-Field	Teachers with at least one of the following, in the subject they teach: <ul style="list-style-type: none">• Endorsement on a Colorado teaching license• Degree (bachelor's or higher)• 36 semester hours• Passing a State Board of Education-approved content exam
Experienced	Teachers with 3 or more full years of K-12 teaching experience (regardless of state).



EDT Quartiles



Poll Question

Q: Can a school be in one quartile for a poverty indicator and in a different quartile for a minority indicator?

A: Yes

Gap Sizes

- Disparities in the quality of teachers serving high poverty/minority students (Q1) when compared to their low poverty/minority peers (Q4) are considered *gaps*.

Large: 76-99th percentile gap size
Medium: 26-75 th percentile gap size
Small: 1-25 th percentile gap size

What data is used for EDT calculations?
Review this training:
EDT Series Training #1: Using Data to Inform
Comparability & EDT

[PowerPoint](#) | [Recorded Webinar](#)

Small vs Medium/Large Gap

Large: 76-99th percentile gap size	Submit plan to CDE in Consolidated Application
Medium: 26-75 th percentile gap size	
Small: 1-25 th percentile gap size	Maintain local plan; subject to monitoring

- Gap sizes are used to identify what next steps a district needs to take.
- LEAs with small gaps must:
 - Develop a plan to address the gaps.
 - Maintain the plan locally for monitoring.
- LEAs with medium or large gaps must:
 - Develop a plan to address the gaps.
 - Submit the plan to CDE by answering the 5 questions in the Consolidated Application.

Learn more
about this in our
EDT Series,
Training #4!

Poll Questions

Q: Districts with identified _____ gaps must create an EDT Plan to address those disparities. (select all that apply)

A: Small, Medium, Large

Q: Districts with identified _____ gaps must submit their EDT Plan to CDE through the Consolidated Application. (select all that apply)




A: Medium, Large

Even though an LEA may not have the authority to mandate hiring/firing/staffing decisions for a charter school, the ESEA requirement for ensuring that students of poverty and minority students have equitable access to effective, in-field, and experienced teachers applies to all LEAs receiving Title I funds, including their charter schools.

Authorizing LEAs should work to ensure that charter schools meet ESEA requirements while allowing the school's leadership to determine how those requirements will be met.





Which EDT indicators are charter schools exempt from?		
Effectiveness	In-Field	Experience
 Exempt when school has applicable teacher evaluation and reporting waiver*	 Not exempt, but may provide alternative calculator	 Not exempt, but may provide alternative calculator
<p><u>*Waivers 22-2-112(1)(q)(I) and 22-9-106, C.R.S.</u></p>		



Effectiveness

- Charter schools with the applicable teacher evaluation and reporting waivers are not required to annually report to the CDE on the effectiveness of their teaching staff. These schools are excluded from EDT analyses for teacher effectiveness indicators.

In-Field

- Because in-field status can be demonstrated through multiple avenues, charter schools are not excluded from the federal ESEA EDT requirements for in-field status.

Experience

- There are no statutory requirements or waivers under state law for charters for hiring experienced teachers.
- Charters will be included in EDT analyses for experience indicators and are asked to take steps to address any disparities/gaps with their LEA.

Turn & Talk (5 min)

What are 2-3 things that you have learned so far about EDT that you think will benefit your school?

1 minute - Intros (include school & location)

1 minute - Person #1

1 minute - Person #2

1 minute - Person #3

1 minute - Prepare to share out.



Please turn your camera on when in small groups.

Recent Updates & Changes

- Some LEAs have raised concerns about the impacts charter schools have had on EDT gaps.
 - CDE analyses show minimal overall impact **but** some stark differences at the school level.
 - Data reporting inaccuracies may be having a greater impact.
- To meet the intent of ESSA, CDE is pursuing creating an EDT alternative calculator that schools and LEAs can use to demonstrate EDT at a student/teacher level.
 - Coming in 2022.
- CDE drafting additional guidance for *Charter School Inclusion in EDT Data Analyses*
 - Coming in 2022.

What Charter Schools Can Do



1) Make sure your data is accurate.

- EDT data is only as useful as the information that informs it.
 - Inaccurate data will yield inaccurate conclusions and ineffective (potentially harmful) actions.
- Ensure schools staff that work with the LEA for state reporting are well training and well informed.
 - Heavy focus on Human Resource reporting and October Count.
 - Attend [Data Pipeline Town Halls](#).
- Reevaluate and update HR records when teachers move or advance.
- Run local EDT calculations regularly to inform hiring, staffing, and support for teachers.

1) Work to develop your own effective, in-field, & experienced teachers.

- Given the educator shortage and COVID impacts, [retaining](#) may be more feasible than attracting.
- School and LEA supports have a great impact on EDT.
- Leverage Federal and State funds to address EDT gaps.
 - Title II
 - ESSER
 - [Grants](#)
- EDT Series Training #3: Implementing Changes Using EDT Data (March 29th @ 10am-12pm - register [here](#))

3) Hire staff with EDT in mind.

- Build EDT related questions into the hiring process.
 - Applications
 - Interviews
 - Hiring Paperwork
- Place staff in roles/assignments that align with their experience.
- When scheduling, ensure all students have equal access to your most qualified staff.

4) Work in close partnership with your authorizer.

- Have annual EDT conversations when analyses are released in the spring.
 - Follow it with an action planning meeting, in necessary.
- Ask for additional supports to address disparities.
 - Work with LEAs to incorporate best practices.
 - Work with LEA to access Federal funds (ConsApp & ESSER).
 - [CDE Resources](#)

Poll Question

Q: Do you include EDT data in annual conversations with your authorizer?

Turn & Talk (5 min)

What is one EDT-related action you will take after this training that will benefit your school?

1 minute - Intros (include school & location)

1 minute - Person #1

1 minute - Person #2

1 minute - Person #3

1 minute - Prepare to share out.



Please turn your camera on when in small groups.

Key Takeaways

- Charter schools have a crucial role to play in EDT.
- Charter schools are also held accountable to federal requirements.
- Charter schools must work with LEAs if gaps/disparities exist.
- Only charter schools with applicable waivers are exempted from only the effectiveness indicators.
- Building strong systems can help address data inaccuracies.
- Hire with EDT in mind.
- LEA-charter partnerships are critical in equitably serving students.

Next Steps

Next Steps

- Reflect on hiring practices, internal systems, and procedures for annually reviewing EDT data & implementing strategies.
- Begin having conversations with your authorizers about conclusions that can be drawn from the data and what possible strategies can be implemented.
- If your school is contributing to any LEA gaps, prepare for action planning.
 - Watch recordings of EDT Trainings:
 - EDT Series Training #1: Using Data to Inform Comparability & EDT
 - [PowerPoint](#) | [Recorded Webinar](#)
 - EDT Series Training #2: Interpreting EDT Data Workshop
 - [PowerPoint](#) | [Recorded Webinar](#)
 - Attend trainings #3 & #4 of the EDT series.

Questions and Parking Lot

Any unanswered questions will be collected and responded to via email.



Poll Question

Q: How comfortable are you with discussing EDT?

1: Uncomfortable - no knowledge

2: Slightly Comfortable

3: Somewhat Comfortable

4: Comfortable

5: Very Comfortable - could lead this training

Closing

Upcoming Trainings

EDT Series Training #3: Implementing Changes Using EDT Data

Date: March 29th (time TBD)

EDT Series Training #4: Building an EDT Plan

Date: TBD April/May



*more info will be in the Beeline and in Office Hours

Resources

- Visit the [Equitable Distribution of Teachers \(EDT\) Webpage](#) for more information regarding:
 - Archive of Trainings
- [EDT Planning Guidance](#)
- Talent Systems Self-Assessment [Tool](#) & [Instructions](#)

Resources

The following resources are available to assist LEAs as they develop, implement, and evaluate the effectiveness of their plans for improving equitable access to excellent teachers.

- [Talent Systems Self-Assessment Tool](#) ←
- [Talent Systems Self Assessment: Instructions on Use](#) ←
- [Documenting Teacher Status on EDT Indicators](#) ←
- [EDT Updates 2019](#)
- [In-Field Crosswalk: CO License/Endorsements and Subjects](#)
- [EDT One-Page Overview \(PDF\)](#)
- [Explanation of EDT Analysis \(PDF\)](#) ←
- [About EDT Gap Sizes \(PPT\)](#)
- [EDT Planning Guidance for Districts \(PDF\)](#) ←
- [EDT Gap Sizes Webinar](#)
- [Engaging Stakeholders Presentation Template \(PPT\)](#)
- [Meeting ESSA EDT Requirements \(PDF\)](#)
- [ESSA State Plan – See Section 5.3 Educator Equity \(PDF\)](#)
- [Moving Toward Equity: Equitable Access Toolkit](#)
- [Colorado's Equity Plan and Resources for Districts](#)
- [Self-Assessment for Healthy Human Capital Systems](#)
- [2020-21 Equitable Distribution of Teachers: District Level Data](#)
- [2019-20 Equitable Distribution of Teachers: District Level Data](#)
- [2018-19 Equitable Distribution of Teachers: District Level Data](#)
- [2017-18 Equitable Distribution of Teachers: District Level Data](#)

Contact Information

For questions about EDT programmatic requirements:

Niko Kaloudis

kaloudis_n@cde.state.co.us (720) 284-4356

For questions about EDT data calculations:

Tina Negley

negley_t@cde.state.co.us (303) 866-5243