



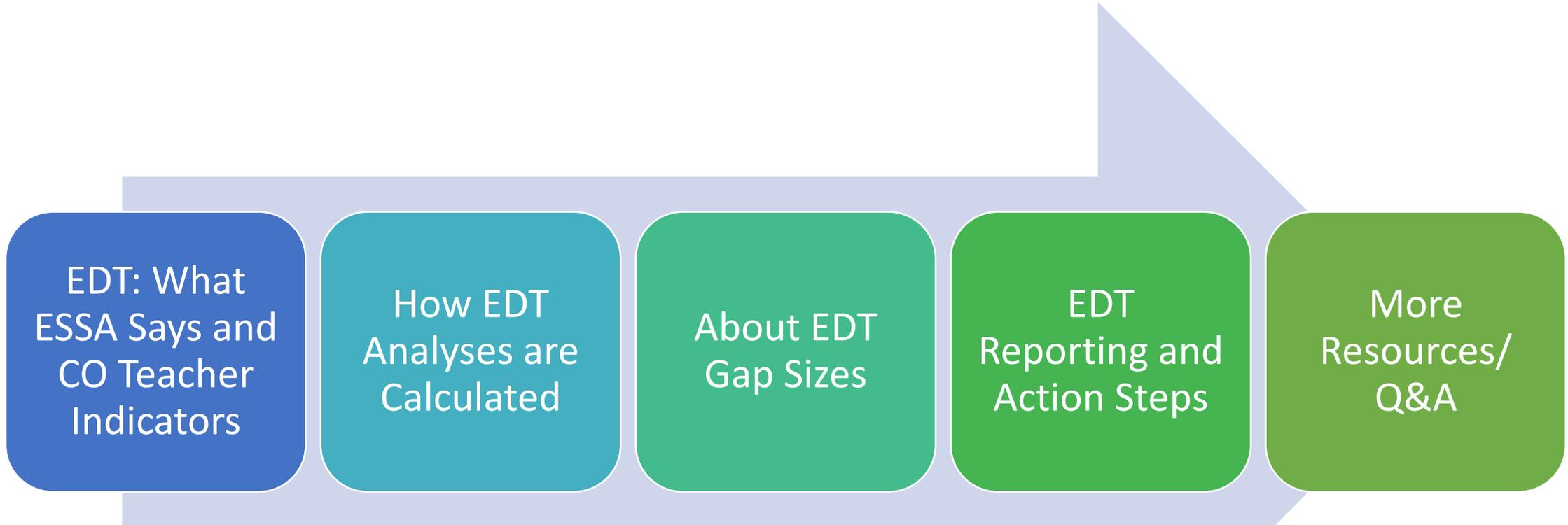
COLORADO
Department of Education

Equitable Distribution of Teachers (EDT)

ESSA Requirements, What Results Mean, and How to Address Gaps Collaboratively

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Our Conversation Path:



What is Equitable Distribution of Teachers (EDT)?

What ESSA Says About Teacher Equity

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, inexperienced, or out of field teachers. (ESSA, §1112 (b)(2))

For more information on EDT, see CDE's website:

<https://www.cde.state.co.us/fedprograms/equitabledistributionofteachers>

ESEA Title I and II both point to EDT

Title I:

LEAs must develop a plan to address any inequitable student access to experienced, in-field, effective teachers

Title II:

LEAs may use funds to assist in recruiting, hiring, and retaining effective teachers



EDT Analyses: It's About *Equitable* Student Access to Great Teachers

To meet ESSA requirements and support LEAs, the Colorado Department of Education (CDE) annually conducts two [Equitable Distribution of Teachers \(EDT\)](#) analyses to identify educator equity gaps:

- (1) distribution of teachers by school **poverty** data
- (2) distribution of teachers by school **minority** data

Good to Know!

LEAs with fewer than 1,000 students enrolled (K-12) or no more than one school per grade span are exempt from these analyses.

EDT Looks at 3 Teacher Indicators in both Poverty and Minority Analyses



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).

Charter [Non-Automatic] Waivers



Statutory Waiver	Meaning	EDT Analysis Action
22-2-112 (1)(q)(I), C.R.S. Commissioner Duties - Concerning the reporting of performance evaluation ratings	Waives requirement to report educator effectiveness data to the Colorado Department of Education.	Charter school granted this waiver is exempted from EDT teacher effectiveness analysis.
22-9-106, C.R.S. Local board duties concerning performance evaluations	Waives requirement to align teacher evaluation system with performance standards established by the State Board of Education.	Charter school granted this waiver is exempted from EDT teacher effectiveness analysis.
22-63-201, Employment – License required	Waives requirement that school shall not employ a teacher unless that teacher holds an initial or professional teaching license or authorization.	Charter school granted this waiver is <u>not</u> exempted from EDT teacher in-field analysis. Charter school must still report teacher in-field/out-of-field status.



How EDT Analyses are Calculated

How EDT Analyses Work



EDT Analyses Process



CDE analyzes teacher FTE in core courses for 3 criteria:

- 1) effective
- 2) in-field
- 3) experience

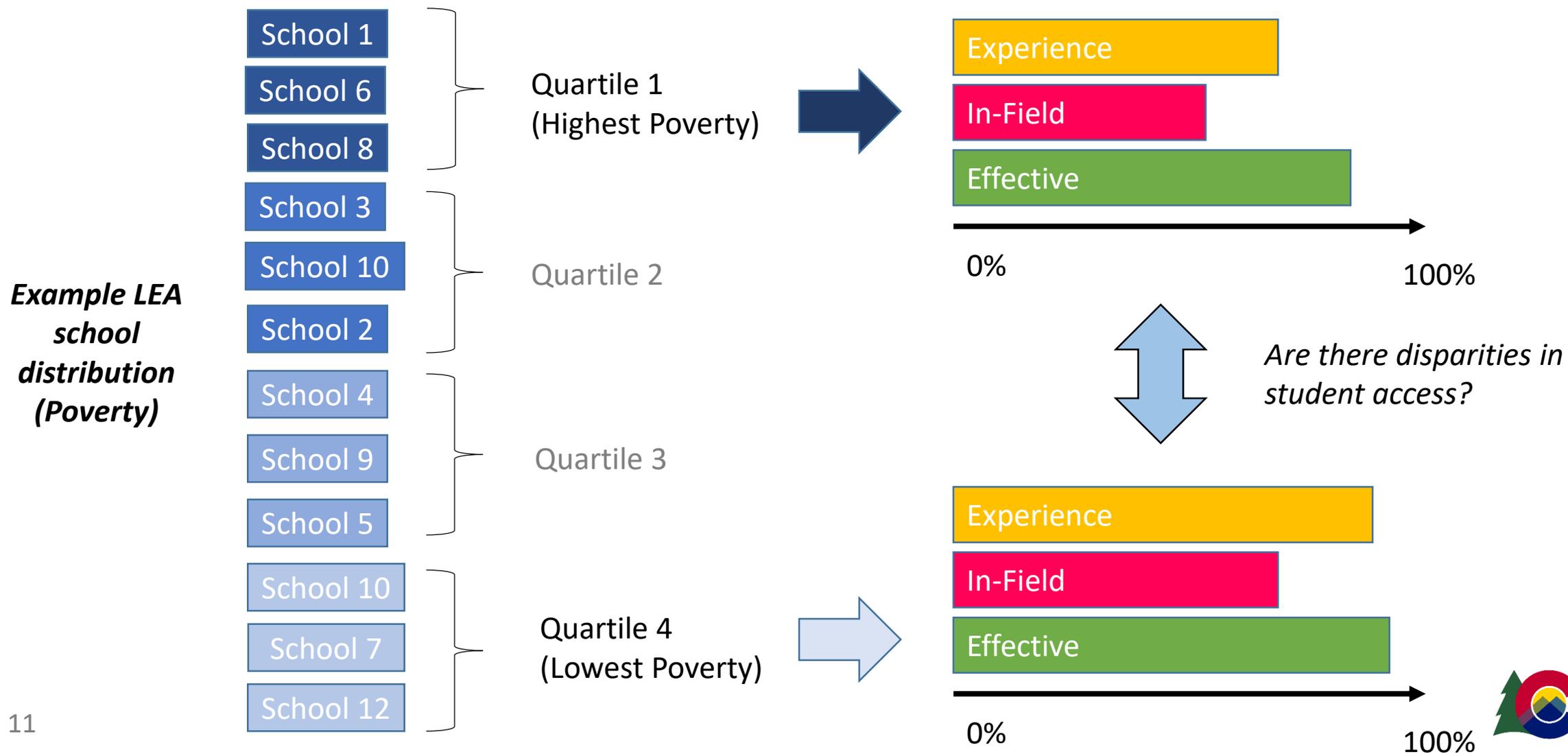
For each LEA, CDE compares the district's schools that fall into the state's highest poverty and minority quartiles to those in the lowest quartiles to identify equity gaps.

CDE provides the results of the poverty and minority EDT analyses to all LEAs with enough data to be included in the analyses.

Core Courses include:

- 0010 General Elementary Education
- 0015 General 7th / 8th Grade
- 0070 Co Alt Exclusively
- 0200-0299 Art
- 0500-0599 English Language Arts
- 0600-0699 Foreign Languages
- 1100-1199 Mathematics
- 1200-1299 Music
- 1300-1399 Natural/Physical/General Science
- 1500-1599 Social Sciences
- 1700-1799 Special Education

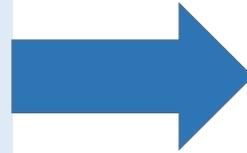
EDT analyses - visualized





For SY2017-18 EDT data:

If an LEA did not have Quartile 4 schools, CDE compared the LEA's Quartile 1 schools to the statewide average for all Quartile 4 schools.



For SY2018-19 EDT data

Based on stakeholder feedback, CDE adjusted the calculation for the effectiveness indicator, using a local-quartile approach. This recognizes variable LEA approaches to teacher evaluation, and avoids comparison to a state average.

FAQ: Why use state quartiles for experience and in-field indicators, but local quartiles for effectiveness?

- In Colorado's ESSA State Plan, state-level EDT goals are outlined to close gaps in student access to great teachers
- Experience and in-field status are more objective measures, so statewide progress can be measured looking at averages.
- Effectiveness is variable, and warrants an exception.

EDT Gap Sizes

How EDT Gap Sizes are Calculated



Approach

- CDE analyzes districts' EDT gap size by three criteria: teacher experience, in-field status, and effectiveness—each by school poverty and minority data.
- Gap variance is measured by sorting districts' EDT results from smallest to largest, and assigning percentile rank to gaps.
- Three gap size rankings (large, medium, small) are applied using percentile cut points.

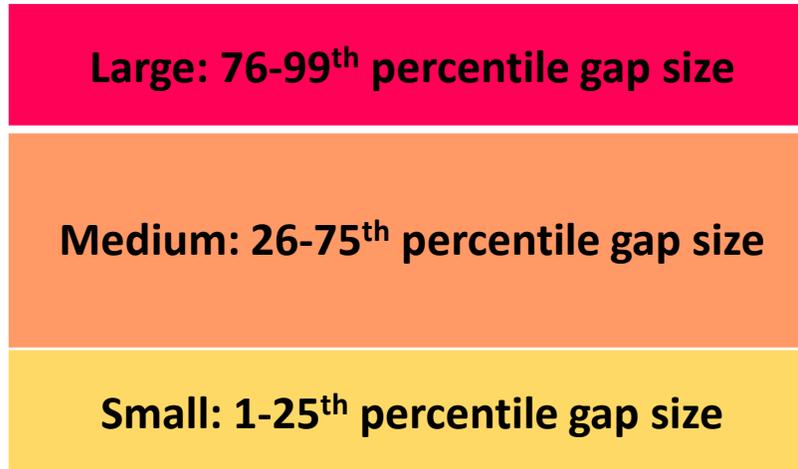
Experience/in-field/effective teacher data

Poverty

Minority



Gap Size Thresholds



Results (Poverty and Minority)



Rules for Overall Gap Size



Rules

- **Any large gap** in either poverty or minority analyses equal an **overall large gap**. (Scenario A)
- **Any medium gap** in either poverty or minority analyses equals an **overall medium gap**, unless a large gap is identified. (Scenario B)
- If LEA has **only small gaps**, then **overall small gap**. (Scenario C).
- If LEA has no gaps, then **no overall gap**.

CDE believes that any large or medium EDT gap poses a significant barrier to equitable student access to excellent teachers.

Scenario	Analysis	Experience	In-Field	Effective	Overall
Scenario A	Poverty	Large	N/A	Medium	Large Gap
	Minority	Large	Small	Small	
Scenario B	Poverty	Medium	Small	Small	Medium Gap
	Minority	Medium	Small	N/A	
Scenario C	Poverty	Small	Small	Small	Small Gap
	Minority	N/A	N/A	N/A	

SY2018-19 EDT Results: Gap Sizes by the numbers

47 districts with some type of gap – small, medium, large

24 districts with at least one medium gap

15 districts with at least one large gap

EDT Reporting and Action Steps

Example EDT data report (LEA level)

District Number	District Name	Category	EDT Indicator	% of Teachers in Highest Quartile (Q1)	% of Teachers in Lowest Quartile (Q4)	Gap Size (Q4 - Q1 Difference)	Gap Size Category
0300	Mountain Top 300	Minority	Teacher Experience	61.29	> 74.29	> 5.1	Medium
0300	Mountain Top 300	Minority	Teacher In-Field	> 95.98	> 95.98	0.00	No Gap
0300	Mountain Top 300	Minority	Teacher Effectiveness	64.71	> 98.91	> 11.2	Large
0300	Mountain Top 300	Poverty	Teacher Experience	74.34	76.84	2.50	Small
0300	Mountain Top 300	Poverty	Teacher In-Field	> 95.65	95.65	< 0.00	No Gap
0300	Mountain Top 300	Poverty	Teacher Effectiveness	89.09	94.63	5.54	Medium
0300	Mountain Top 300	Overall	Overall				Large

Example EDT data report | School level

- Remember - The LEA has EDT gaps in experience and effectiveness
- Data analysis should begin with looking at schools with lowest % experience and effectiveness
- This is where the conversation *begins*. Work must be done to identify root causes, possible talent system strategies, and funds to leverage to address gaps.

District Number	District Name	School Number	School Name	Teacher Experience					Teacher In-Field					Teacher Effectiveness				
				Poverty Quartile	Minority Quartile	FTE Total	FTE Experienced	% Experienced	Poverty Quartile	Minority Quartile	FTE Total	FTE In-Field	% In-Field	Poverty Quartile	Minority Quartile	FTE Total	FTE Effective	% Effective
300	Mountain Top 300	1234	RED RIDGE CHARTER SCHOOL	1	2	4.13	→	64.66	1	2	4.13	4.13	100.00	Waiver	Waiver			
300	Mountain Top 300	1235	MOUNTAIN TOP MIDDLE SCHOOL	2	2	31.00		66.13	2	2	31.00	30.00	96.77	3	2	23.00	21.50	93.48
300	Mountain Top 300	1236	BRIGHT VALLEY CHARTER SCHOOL	3	3	5.83		82.07	3	3	5.83	5.83	100.00	Waiver	Waiver			
300	Mountain Top 300	1237	JAGGED PEAK ELEMENTARY SCHOOL	2	2	19.77		89.88	2	2	19.77	18.77	94.94	2	2	16.00	→	75.00
300	Mountain Top 300	1238	CRYSTAL CREEK ELEMENTARY SCHOOL	3	4	6.83		87.18	3	4	6.83	6.83	100.00	4	4	5.95	5.95	100.00
300	Mountain Top 300	1239	SWITCHBACK ELEMENTARY SCHOOL	1	1	15.50	→	61.29	1	1	15.50	15.50	100.00	1	1	8.50	→	64.71
300	Mountain Top 300	1240	MOUNTAIN TOP ELEMENTARY SCHOOL	1	2	20.00		85.00	1	2	20.00	20.00	100.00	1	2	19.00	19.00	100.00
300	Mountain Top 300	1241	MOUNTAIN TOP HIGH SCHOOL	2	2	26.57		73.39	2	2	26.57	25.57	96.24	4	2	22.00	20.50	93.18
300	Mountain Top 300	1242	GREEN HILL ELEMENTARY SCHOOL	2	4	1.13		0.00	2	4	1.13	1.13	100.00	3	4			
300	Mountain Top 300	1243	TRAILHEAD MIDDLE SCHOOL	1	3	8.45		77.78	1	3	8.45	8.45	100.00	2	2			

Gap Sizes and Planning Requirements

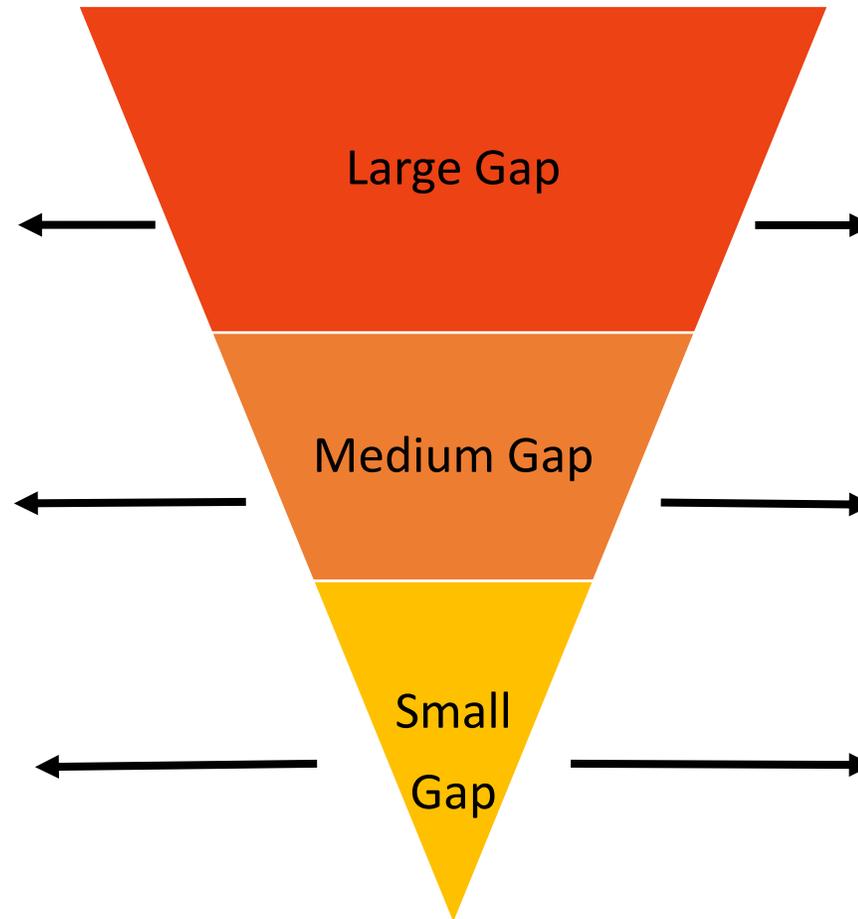


LEA Actions

Large gap. Develops and submits teacher equity plan via CDE Consolidated Application by June 30. Implements plan using Title funds.

Medium gap. Develops and submits teacher equity plan via CDE Consolidated Application by June 30. Implements plan using Title funds.

Small gap. LEA develops and implements a plan/strategies to eliminate the gap – does not have to submit plan to CDE. Subject to monitoring under Title I.



CDE Supports

Before EDT data is shared with LEA in summer each year, CDE contacts LEA to check on status of plan, offers technical support on talent systems problem solving. Federal Programs reviews plan in Consolidated Application.

CDE shares EDT results and links to resources for developing an educator equity plan that address talent system challenges. CDE offers supports.

CDE shares EDT results with relevant resources to develop an educator equity plan.

Consolidated Application | Title I, Part A: Question 5

Complete the tables below to describe how the LEA will address disparities in low-income and minority students being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers, compared to other students. For information and guidance, see CDE's [Equitable Distribution of Teachers](#) web page. This resource provides planning guidance and evidence-based strategies to address human capital challenges.

- Describe the stakeholders engaged in reviewing and discussing EDT results
- What root cause(s) of EDT gaps were identified?
- What key strategies will the district implement to address EDT gaps? Include goals and timelines
- Select which funds will be used to address EDT gaps (Check all that apply)

Good to know!

This is what your authorizing LEA sees in their Consolidated Application for Federal Funds if the district has medium or large EDT gaps.

The district is responsible for collaborating with schools that may be contributing to EDT gaps.



Five Step EDT Planning Process



(1) Dig into school and system-level EDT results

(2) Determine specific and systemic root causes

(3) Self-assess talent system strategies

(4) Identify strategies, goals, timelines

(5) Develop and submit a plan



*CDE recognized LEA
need for more support
with these steps*

Talent System Self-Assessment Tool & Resource Guide – Coming Soon!

Talent System Self-Assessment: Addressing EDT Gaps With Evidence-Based Practices

Purpose: This diagnostic tool is designed for use by district and school leaders who make decisions about teacher recruitment, support, and retention strategies. The practices offered below help attract, develop, and retain high quality talent in high poverty/minority schools. The tool should be used to aid the root-cause analysis of identified EDT gaps, and inform planning and use of funds.

1

Step 1: Consider the practice and your context. Select the box that reflects your self-assessment:

- **Not Started:** You may consider this practice in the future, but have not pursued it yet.
- **Emerging:** You are pursuing this practice, and are in the planning stages.
- **Implementing:** You are implementing this practice, and have achieved some desired outcomes.
- **Optimizing:** You are implementing this practice, and calibrating to achieve ambitious outcomes.
- **Not applicable:** This strategy does not fit well with your context; it is not helpful.

2

Step 2: If seeking to start or implement a practice with increased fidelity, use these resources to learn more. Consider ways to cover expenses by braiding funds.

Talent System Domain	Practice At-A-Glance	Evidence-Based Practice	Core Components (Key features)	Primary EDT Gap(s) Addressed	Assessment Status					Resources	State/Federal Funding Options
					Not Started	Emerging	Implementing	Optimizing	N/A		
Intentional Supports for Teachers	<i>Ongoing Needs Assessment</i>	Regularly conduct needs assessments, using data from staff surveys to identify and address needs. ¹	<ul style="list-style-type: none"> • Leverage periodic surveys to gather teacher feedback on school working conditions, instructional supports, student non-academic supports, professional learning, and time management. • Use findings from teacher feedback/evaluation to inform planning efforts and use of school resources, e.g., investments in teacher prep and training to meet in-field requirements. 	<ul style="list-style-type: none"> ✓ Effective ✓ In-Field ✓ Experience 	<input type="checkbox"/>	<ul style="list-style-type: none"> • Teaching and Learning Conditions in Colorado (TLCC) Survey Results – Access Colorado district and school-level TLCC survey results • TLCC Do's and Don'ts – How to use TLCC results effectively • Staff Questionnaire – Example questions to survey school staff (beyond TLCC) School Climate Improvement Action Guides – provides district, school, and instructional leaders action steps to improve school climate 	<ul style="list-style-type: none"> • Title I, A • Title II, A • EASI Exploration Supports 				
	<i>Continuous Feedback on Instruction</i>	School leaders and teachers participate in a meaningful, ongoing process of evaluation and feedback based on teacher quality standards and measures of student learning. ²	<ul style="list-style-type: none"> • The driving purpose of the evaluation system is instructional improvement and support. • Observations are conducted by at least two, well-trained staff to ensure accuracy. • Quality standards include content knowledge, classroom environment, facilitation of learning, and professionalism. 	<ul style="list-style-type: none"> ✓ Effective ✓ In-Field 	<input type="checkbox"/>	<ul style="list-style-type: none"> • Colorado State Model Evaluation System – this CDE webpage offers links to state law, evaluation model fact sheets, practice guides, and rubrics. • User's Guide: Colorado State Model Educator Evaluation System – this guide outlines changes to the professional practice rubric for evaluating teachers and scoring of elements and standards. • Model Evaluation System for Teachers – offers resources on teacher quality 	<ul style="list-style-type: none"> • Title II • Turnaround Leadership Development Program 				



More Resources

Guidance Now Available on Documenting Teacher Status on EDT Indicators



Documenting Teacher Status on EDT Indicators

CDE Federal Programs: Guidance for Districts with EDT Results



Overview

The Every Student Succeeds Act (ESSA) requires state education agencies to evaluate annually whether low-income and minority students are taught disproportionately by ineffective, out-of-field, or inexperienced teachers compared to their higher-income, non-minority peers.¹ ESSA also requires local education agencies (LEAs) accepting Title I-A funds to develop a plan to address any such disparities.²

This document provides guidance about how LEAs may document the three Equitable Distribution of Teachers (EDT) educator quality indicators: experience, in-field, and effectiveness. Colorado's ESSA state plan provides the following definitions of these indicators, provided in Figure 1.

All data used to calculate EDT poverty and minority analyses are self-reported by LEAs through the October Count or HR Data Pipeline. Therefore, the accuracy and completeness of that data is crucial. Districts should work collaboratively with schools to ensure understanding of EDT requirements, especially charter schools with separate human resource systems or processes.

Figure 1: EDT Teacher Indicators

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).

Available on the CDE EDT page here under Resources:

<https://www.cde.state.co.us/fedprograms/equitabledistributionofteachers>

Direct link:

<https://www.cde.state.co.us/fedprograms/docuteacherstatus>



More resources are available at

<https://www.cde.state.co.us/fedprograms/equitabledistributionofteachers>

The screenshot shows the Colorado Department of Education website. At the top left is the CDE logo and the text "COLORADO Department of Education". To the right are navigation links: LICENSING | ABOUT CDE | STATE BOARD | OFFICES | STAFF DIRECTORY | CAREERS AT CDE. Below these is a search bar and a "SITE INDEX" link. A horizontal menu contains: FAMILIES, EDUCATORS, DISTRICTS, COMMUNITIES, and SCHOOLview®. A pink banner states: "CDE will be closed on Tuesday, Dec. 24 and Wednesday, Dec. 25 for the Christmas holiday." The main content area is titled "Title II, Part A: High Quality Teachers and Principals" and includes a photo of a classroom. To the right of the photo is an "Additional Information" box with a list of links. On the far right is a vertical sidebar menu with various program categories. The "Equitable Distribution of Teachers (EDT)" link in the sidebar is circled in red, with a red arrow pointing to it from the right.

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Home

Title II, Part A: High Quality Teachers and Principals



Additional Information

- [Year at a Glance\(DOC\)](#)
- [Quick Reference Guide](#)
- [CDE's evaluation of trends in Title II, Part A funded activities \(PDF\)](#)
- [Legislation & Guidance](#)
- [Equitable Distribution of Teachers](#)
- [Additional Resources & Tools](#)
- [Non-Regulatory Guidance for Title II, Part A](#)

Federal Programs Unit Home

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- Empowering Action for School Improvement (EASI)
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- Data, Accountability, Reporting and Evaluation

Purpose

Title II, Part A of the Every Student Succeeds Act (ESSA) of 2015 is intended to increase student academic achievement consistent with challenging State academic standards, improve the quality and effectiveness of educators, increase the number of educators who are effective in improving student academic achievement in schools, and provide low-income and minority students greater access to effective educators.



Q & A



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