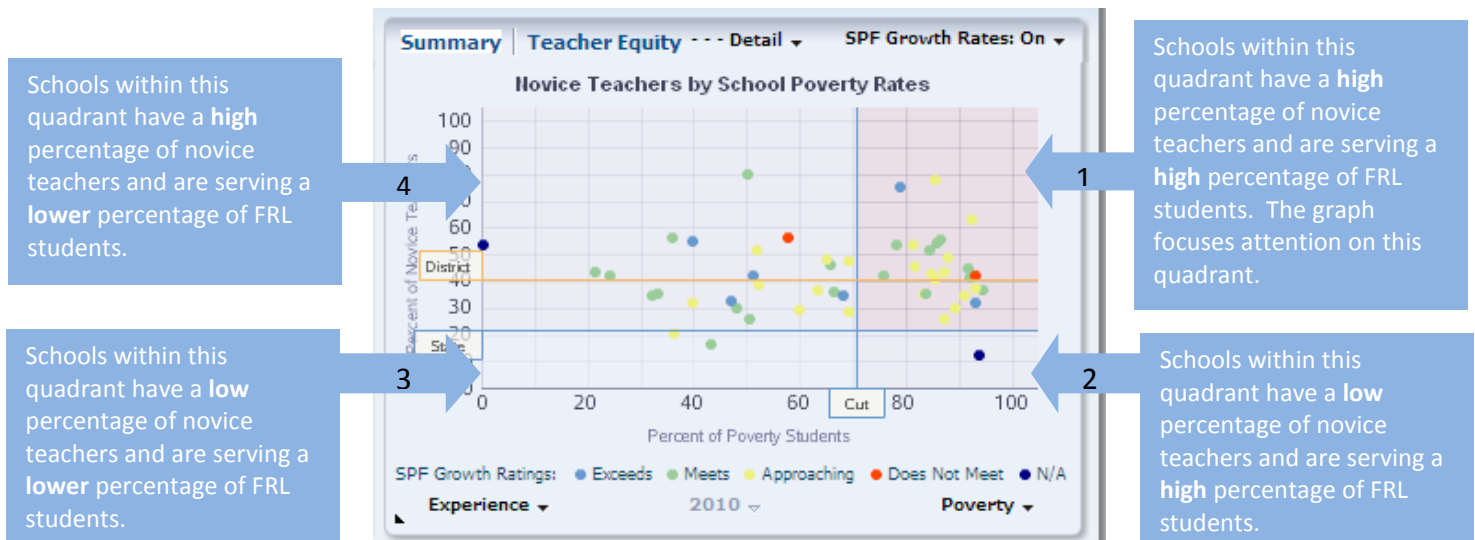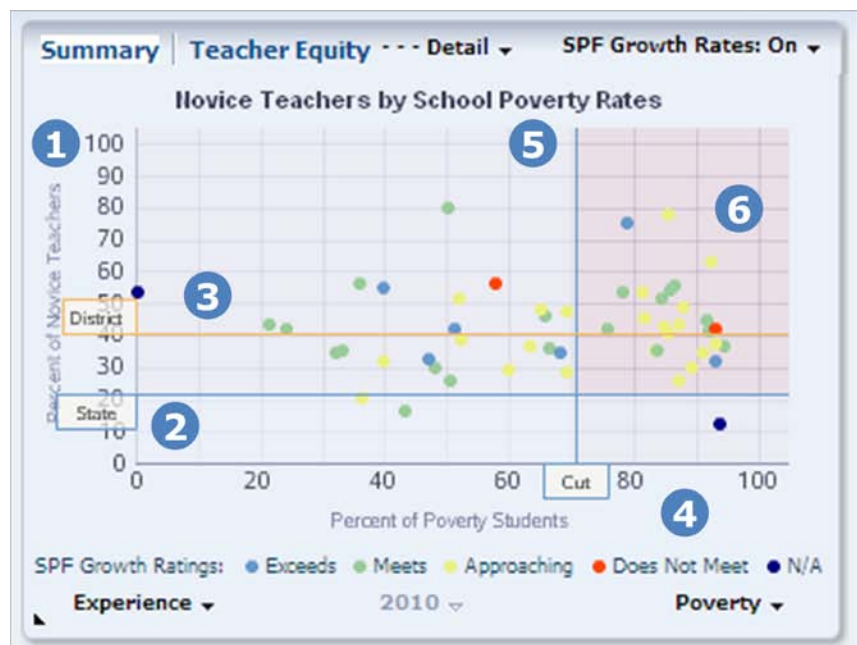# Interpreting Equitable Distribution of Teacher Data

Graphical Displays on www.schoolview.org

The graphic below applies a performance lens to the teacher equity data. This display quickly identifies schools with similar teacher and student demographics that may be achieving different results. It also allows trends across schools within the district to become apparent. When "Experience" is selected as the teacher equity measure, the schools in the upper right-hand quadrant should be looked at more closely. Schools within this area have a high percentage of novice teachers (y-axis) compared to the state mean (horizontal blue line) and are serving a high percentage of free and reduced lunch or minority students (depending on the x-axis that you select using the toggle at the bottom right-hand of the graph). The yellow and red dots within this area represent schools that are approaching (yellow) or not meeting (red) academic growth expectations as defined by the School Performance Framework. Next, look at the green and blue dots in the lower right-hand quadrant. These schools are meeting (green) or exceeding (light blue) growth expectations.
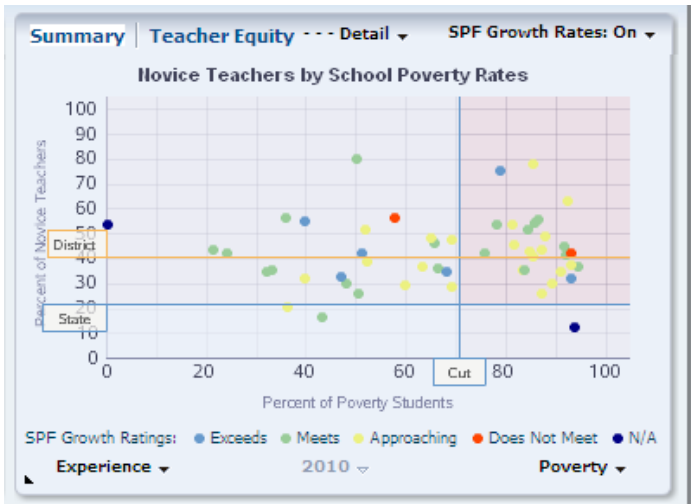

Schools within this quadrant have a **high** percentage of novice teachers and are serving a **lower** percentage of FRL students.

4

Schools within this quadrant have a **high** percentage of novice teachers and are serving a **high** percentage of FRL students. The graph focuses attention on this quadrant.

1

Schools within this quadrant have a **low** percentage of novice teachers and are serving a **lower** percentage of FRL students.

3

Schools within this quadrant have a **low** percentage of novice teachers and are serving a **high** percentage of FRL students.

2

Novice Teachers by School Poverty Rates

SPF Growth Ratings: • Exceeds • Meets • Approaching • Does Not Meet • N/A

1. The y-axis represents percentage of novice teachers, those less than three years of total teaching experience.

2. The horizontal blue line represents the state's mean percentage of notice teachers.

3. The red line represents the average percentage of novice teachers within your district.

4. The x-axis represents percentage of free and reduced lunch students, a proxy for poverty.

5. The vertical red line represents the top quartile for poverty for secondary schools.

6. The dots represent schools. The colors represent the overall growth rating on SPF.

Practice

Use the equitable teacher distribution graph below to answer the questions that follow:

Question	Answer
1. How does the experience level of teachers within this district compare to the state overall?	
2. Are patterns evident in the relationship between the percent of novice teachers in the school and the poverty level of students in the school? Describe any patterns.	
3. Do any schools "jump out" at you because they are high performing? Describe teacher experience and student poverty at the high performing schools.	
4. Do any schools "jump out" at you because they are low performing? Describe teacher experience and student poverty at the low performing schools.	
5. Are patterns evident in the SPF growth ratings for the school and the experience level of the teachers? Between the SPF growth ratings for the school and the poverty level of students within the school? Describe any patterns.	
6. Are there any schools that you'd want to investigate further? Why?	

Interpreting Your Equitable Distribution of Teacher Data

Question	Answer
1. How does the experience level of teachers within this district compare to the state overall?	
2. Are patterns evident in the relationship between the percent of novice teachers in the school and the poverty level of students in the school? Describe any patterns.	
3. Do any schools "jump out" at you because they are high performing? Describe teacher experience and student poverty at the high performing schools.	
4. Do any schools "jump out" at you because they are low performing? Describe teacher experience and student poverty at the low performing schools.	
5. Are patterns evident between the SPF growth ratings for the school and the experience level of the teachers? Between the SPF growth ratings for the school and the poverty level of students within the school? Describe any patterns.	
6. Are there any schools that you'd want to investigate further? Why?	