

ESSA Equitable Distribution of Teachers (EDT): ESSA Requirements Overview



The Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA)¹, requires that State education agencies (SEAs) 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 cohorts. ESSA² requires local education agencies (LEAs) accepting Title I-A funds to submit plans to address any EDT disparities. Colorado's [ESSA State Plan](#) defines these teacher indicators as follows:

Indicators	Description
Ineffective	Teacher received an Ineffective or Partially Effective evaluation rating, based on Colorado's Educator Quality Standards. Half of this rating is based on professional practices and half is based on measures of student learning/outcomes.
Out-of-Field	Teacher does not hold at least one of the following in the subject area they teach: <ul style="list-style-type: none">• Endorsement on a Colorado teaching license.• Degree (bachelor's or higher).• 36 semester hours (24 hours grandfathered in for 2017-18).• Passing score on a SBE-approved content exam (currently the ETS Praxis Series).
Inexperienced	Someone who has taught in a K-12 setting fewer than 3 full years (not limited to Colorado).

EDT Analysis and Reporting

To meet these requirements and support LEAs, CDE annually conducts two EDT analyses. The first looks at distribution of teacher FTE by school poverty enrollment; the second by school minority. LEAs with fewer than 1,000 students enrolled (K-12) or no more than one school per grade span are exempt from these analyses.

CDE compares 1st quartile³ (highest poverty/minority) schools to 4th quartile (lowest poverty/minority) schools within LEAs to identify gaps in the percentages of effective, in-field, and experienced core course teacher FTE. If an LEA has schools in the 1st quartile, but *not* in the 4th quartile, CDE compares the LEA's 1st quartile percentages to Colorado's overall 4th quartile percentages.

CDE's Federal Programs Unit analyzes data LEAs submit through the HR and October Count collections and shares the results, typically by mid-May. Results are disseminated through a secure file transfer system. When an inequitable distribution is identified, the gap is highlighted in red. LEA plans to address EDT gaps are submitted through the annual Consolidated Application for Federal funds (Title I, Question #4), due June 30th. If gaps cannot be addressed by this due date, they must be addressed within the subsequent school year.

Considerations for addressing EDT gaps

CDE encourages LEAs developing plans to improve EDT to consider leading factors that influence teacher recruitment and retention: salaries and other compensation; preparation and entry costs for incoming teachers (e.g., licensing); hiring and personnel management policies; new teacher induction; and school culture, leadership support, and professional learning. CDE encourages LEAs to prioritize Title II-A funding to address educator equity gaps.

EDT Resources

The [CDE EDT webpage](#) offers resources, including FAQs, an explanation of methodology for EDT analyses, best practices to address human capital needs, guidance for communicating with stakeholders, and ways to leverage Title II-A funds to attract and retain great teachers in high-need schools.

¹ ESSA, §1111 (g)(2)(b)

² ESSA, §1112 (b)(2)

³ Quartiles are developed using Colorado state-level student poverty and minority data