

# ESSA Equitable Distribution of Teachers (EDT) Analyses – 2019 Updates

## Guidance for Districts



### 2019 Updates

This document explains recent changes to how the Colorado Department of Education (CDE) compiles and analyzes EDT data. 2018-19 EDT results reflect all changes outlined below.

#### Teacher Effectiveness Indicator – Local Quartiles

In previous years, if an EDT-eligible district had schools in Quartile 1 (highest poverty/minority students) but no schools in Quartile 4 (lowest poverty/minority students) CDE applied the state average percent of effective teachers in Quartile 4 as a comparison point. In conversation with our stakeholders, the ESEA Committee of Practitioners (CoP) which includes district leaders, concerns were raised regarding variability between districts’ teacher evaluation approaches, and the resulting percent of teachers rated as effective or ineffective. Stakeholders advocated for a more localized data approach to ensure comparison within teacher evaluation systems.

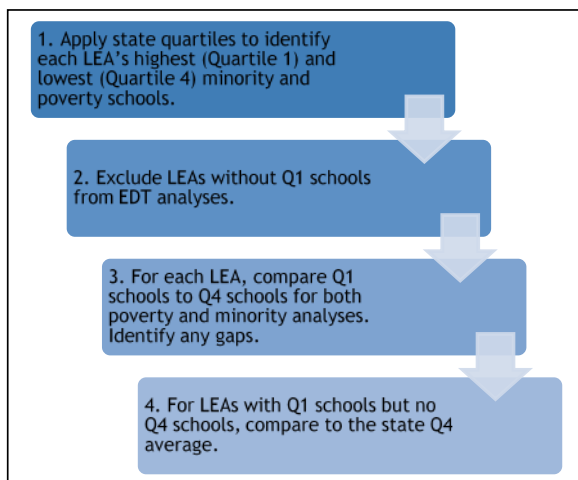
CDE has worked closely with the CoP and districts to explore solutions to consider local context when it comes to the EDT effectiveness indicator. Through multiple stakeholder engagement sessions, CDE has developed a solution, which has been reviewed and approved by the CoP. Effective immediately (and reflected in SY2018-19 EDT results), if a district does not have either Q1 or Q4 schools based on the state quartile framework, CDE will, instead of applying the state average, conduct a local quartile analysis. Local quartiles are developed by organizing schools into quartiles within-district based on percentage of poverty/minority students. This method does two things: First, it ensures schools are compared to other schools within-district for the teacher effectiveness indicator, whether organized by state or local quartile framework. Second, it includes a greater number of low poverty/minority districts who were previously excluded from the EDT analysis, elevating measures of equity. The graphic below details these changes, with prior process on the left, and current process on the right.

#### Equitable Distribution of Teachers: ESSA Requirements

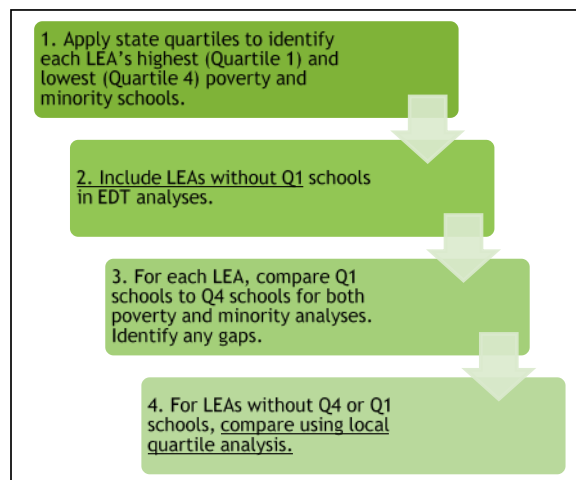
The Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA), requires state education agencies (SEAs) to evaluate annually whether low-income and minority students are taught disproportionately by ineffective, out-of-field, or inexperienced teachers compared to their higher-income, non-minority peers.

ESSA also requires local education agencies (LEAs) accepting Title I-A funds to submit plans to address any such disparities.

Prior Process



Current Process



### ***Teacher Effectiveness Analysis – Request to Reconsider***

To provide more flexibility and empower districts to demonstrate equitable distribution of teachers based on student/teacher data, CDE is developing a Request to Reconsider process. This process will enable districts who, after reviewing the EDT results and determining that identified gaps may not exist if student level analyses are conducted, to submit teacher/student links to CDE to conduct student-level analyses or to submit local student level-analyses to demonstrate equitable distribution of teachers. CDE is currently developing a data tool and process by which districts may submit a Request to Reconsider, and will provide more information in the 2019-20 school year.

### ***Gap Size – Teacher Effectiveness***

To measure gap sizes – i.e., small, medium, and large gaps, CDE looked at the distribution of gap sizes across Colorado districts, and used the 25<sup>th</sup> and 75<sup>th</sup> percentiles as cut points between these intervals (lower than 25<sup>th</sup> percentile = small, between 25<sup>th</sup> and 75<sup>th</sup> = medium, and larger than 75<sup>th</sup> percentile = large). Going forward (and applied to 2018-19 data), the gap size for effectiveness will include both LEAs under state and local quartile framework, and the baseline will be reset using 2018-19 EDT results.

### ***Charter School Waivers – Teacher Evaluation***

Per Colorado Revised Statute (C.R.S.) 22-30-.5-104 (6)(a-d), the State Board of Education (SBE) may grant [non-automatic waivers](#) to charter schools (see CDE’s Waiver Requests webpage [<https://www.cde.state.co.us/cdechart/waivers>] for more information). The State Board of Education reviews charter applications for non-automatic waivers. Granted waivers are active for the term of the charter for which the waiver is made, and are subject to periodic review.

CDE conducts EDT analyses separately by teachers’ experience, in-field status, and effectiveness for the state as a whole, for each district, and for the schools within the district. Charter schools that have obtained waivers from either C.R.S. 22-2-112 ((1)(q)(I)) or C.R.S. 22-9-106 are exempted from the EDT teacher effectiveness analysis. Because there are multiple ways to demonstrate teacher [in-field status](#) beyond licensure and endorsement, charter schools that have obtained waivers regarding licensure requirements (e.g., 22-63-203 or 22-63-201) are not exempted from the EDT in-field analysis. For more information on EDT effectiveness and in-field indicators, see [Colorado’s ESSA state plan](#) (<https://www.cde.state.co.us/fedprograms/co-consolidatedstateplan-final-websitepdf>).

<b>Statutory Waiver</b>	<b>Meaning</b>	<b>EDT Analysis Action</b>
<b>22-2-112 (1)(q)(I), C.R.S. Commissioner Duties - Concerning the reporting of performance evaluation ratings</b>	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.
<b>22-9-106, C.R.S. Local board duties concerning performance evaluations</b>	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.
<b>22-63-201, Employment – License required</b>	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.

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