Documenting Teacher Status on EDT Indicators

Federal Programs and Supports Unit: 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, nonminority peers. The ESSA also requires local education agencies (LEAs) accepting Title I-A funds to develop a plan to address any such disparities.

This document provides guidance about how LEAs may document the three Equitable Distribution of Teachers (EDT) educator quality indicators: experience, in-field status, and effectiveness. Colorado's ESSA State Plan provides the definitions of these indicators.

All data used to calculate EDT analyses are self-reported by LEAs through the Student October and Human Resources collections. 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.

Indicator	ESSA State Plan Definition
Ineffective Teacher	An ineffective educator has received an annual evaluation based on Colorado's Educator Quality Standards that results in an overall rating of Ineffective or Partially Effective. The majority (70percent) of the final effectiveness rating is based on professional practices, while 30 percent is based on measures of student learning/outcomes.
Out-of-Field Teacher	A teacher will be determined to be out-of-field if they do not hold at least one of the following in the grade level and subject area in which they have been assigned to teach: • Endorsement on a Colorado teaching license; • Degree (bachelor's degree or higher); • 36 semester hours (from an accredited college or university); • Passing score on a State Board of Education-approved content exam (currently the ETS Praxis Series).
Inexperienced Teacher	An inexperienced teacher is defined as a teacher who has 0-2 years of experience teaching in a K-12 educational setting.

Documenting Teacher Experience

New teachers are considered to have zero years of experience until the completion of their first year of teaching. Teachers are considered "experienced" when they complete three or more full years as the teacher of record at a school or schools. LEAs may document teacher experience by keeping on file a resume of each teacher employed, with contact information for previous employers, if applicable. In many cases, LEAs track teacher experience via a centralized talent system database. In either case, tracking of experience may be done centrally or at the school level.

Documenting In-Field Status

Teachers are considered in-field when they demonstrate that their qualifications, postsecondary coursework, or demonstration of content knowledge matches the subject area of the course (or multiple courses) that they teach. CDE only analyzes the in-field status of teachers in "core content areas." Core content areas are listed in the table below. There are four ways teachers may demonstrate in-field status –any one of these, if demonstrated, is sufficient to be considered in-field:

- **Colorado teaching license and endorsement(s):** CDE curates licenses, endorsements, and authorizations provided by the state; which may be verified online using the CDE license database. Because CDE maintains these records, a record need not be kept locally.
- **Baccalaureate degree or higher:** LEAs may document teachers' college or university undergraduate (or higher) completion by keeping on file a copy of an official transcript for each teacher employed who may not be able to demonstrate in-field status through other means. This may be done centrally or at the school level.

Code	Content Area
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	Science
1500-1599	Social Sciences
1700-1799	Special Education

- **36 Postsecondary credit hours:** LEAs may document teachers' college or university course credit completion by keeping on file a copy of an official transcript for each teacher employed who may not be able to demonstrate infield status through other means. The first 24 postsecondary credit hours must crosswalk to endorsement worksheets. For the remaining 12 credit hours, LEAs may determine alignment based on a sound rationale –whether that be an existing LEA policy regarding relevant coursework that informed the in-field decision, or a cogent explanation of how the coursework being considered as in-field aligns to the course(s) taught. A copy of transcripts may be kept centrally or at the school level.
- **Passing score on relevant state approved content exam:** LEAs may collect teachers' certificate of a passing score on Colorado State Board-approved content exams. This may be done centrally or at the school level. More information on acceptable Praxis exam scores is available on the Educator Preparation, Licensing and Investigations Resources webpage.

Documenting Effectiveness Status

EDT analyses consider teachers with a rating of effective or highly effective as effective, and teachers with a rating of partially effective or ineffective as ineffective. Each year, teacher evaluation results must be documented either in Colorado's Performance Management System (RANDA) or via an alternative tool (in alignment to the state evaluation model). Top line effectiveness results, as well as performance on specific quality standards, should be documented and available for review if requested by the state for monitoring purposes.

EDT Indicators and Monitoring

Starting in 2019-20, CDE began incorporating EDT documentation as a key monitoring indicator for districts. All districts eligible for EDT analysis are required to collect and maintain records to verify teacher experience, in-field status, and effectiveness. Districts with any size EDT gaps are required to develop a plan to address the identified disparities (gaps). Districts with any medium or large gaps will submit an EDT plan via the Consolidated Application in the subsequent year. More information on monitoring can be found on the Federal Programs Monitoring webpage.

For more information on EDT, including planning resources and EDT results for districts visit the EDT webpage. If you have questions or need assistance, please contact your ESEA Regional Contact.