

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.

Educator Equity and Differences in Rates

The 2019 ESSA Plan Section 5 – Appendix B Tables illustrate the calculation of statewide rates at which low-income and minority students enrolled in schools receiving funds under Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funds under Title I, Part A.

Following are definitions included in the tables below as defined in the Nevada Department of Education’s ESSA State Plan, Section 5.3A. Definitions:

Ineffective teacher*: An ineffective teacher is defined as one who receives either a “developing” or “ineffective” rating on the Nevada Educator Performance Framework during the prior academic year. (Note the change in language due to passage of AB320 by 2017 Legislature.)

Out-of-field teacher*+: An out of field teacher is defined as one who holds licensure in an area other than the grade level or subject area of the current teaching assignment. This may include, but is not limited to, one who is issued a conditional or provisional license or one who is teaching Special Education via the Nevada Alternative Route to Certification (ARC)/Option Program.

Inexperienced teacher*+: An inexperienced teacher is defined as one who has less than three full years of licensed, contracted teaching experience.

Low-income student: Low-income is defined as student who is eligible for the free or reduced-price lunch program.

Minority Student: A minority student is defined as one who is identified as a member of a minority race or ethnicity, e.g., African American, Hispanic, Asian, American Indian, Pacific Islander.

*Definitions of these terms must provide useful information about educator equity.

+Definitions of these terms must be consistent with the definitions that a State uses under 34 C.F.R. § 200.37.

Nevada ESSA Plan Section 5 – Appendix B Tables

* NDE has not historically collected teacher experience data, other than years of in-state Nevada teaching, and based on varying district definitions and business rules to determine teacher placement on district salary schedules based on years of experience. With the implementation of OPAL, all Nevada educators will be required to update their online portal with years of experience including years outside of the state, as defined by the business rules based on the ESSA Teaching & Leading Work Group recommendations. Therefore, the addition of this information will allow NDE to determine educator equity gaps based on inexperience beginning with the 2018-2019 school year.

The percentages reported are based on two distinct data sets, each with a different total number of teacher count as indicated by including the numbers in parentheses. Due to the differences, the rates to determine “% of Teachers who are Out-of-field” and “% Teachers who are Inexperienced” have common denominators, and the rates to determine “% of Teachers Rated Ineffective” is based on a data set that has a lower total number of teachers. While the data was matched to determine the total number of schools included, the total number of teachers is data set dependent to allow the most robust data to be reported for each metric.

Data Sources: NDE Bighorn Licensure Database; District-Reported NEPF Ratings Spreadsheets; District-Reported Licensed Personnel Staffing Placement Report; SAIN (System of Accountability Information in Nevada) Student Database, OPAL.

SY 2017-2018*

Appendix B

	% of Teachers Rated Ineffective	% of Teachers who are Out-of-field	% Teachers who are Inexperienced	Total Number of Teachers	Number of Schools
High FRL Title I Schools	1.5064% (of 7,302)	1.4536% (of 9,081)	12.2343% (of 9,081)	Data Set Dependent	189
Low FRL Non-Title I Schools	0.8775% (of 3,198)	2.0574% (of 4,666)	5.8937% (of 4,666)	Data Set Dependent	110
<i>Difference</i>	0.629%	-0.60%	6.34%		
High Minority Title I Schools	1.5914% (of 6,598)	1.0168% (of 8,261)	11.8388% (of 8,261)	Data Set Dependent	136
Low Minority non-Title I Schools	1.039% (of 1,925)	3.0272% (of 2,940)	6.4626% (of 2,940)	Data Set Dependent	98
<i>Difference</i>	0.55%	-2.01%	5.38%		

SY 2018-2019*

Appendix B

	% of Teachers Rated Ineffective	% of Teachers who are Out-of-field	% Teachers who are Inexperienced	Total Number of Teachers	Number of Schools
High FRL Title I Schools	1.5047% (of 6,579)	1.6697% (of 7,486)	13.1445% (of 7,486)	Data Set Dependent	205
Low FRL Non-Title I Schools	0.5822% (of 4,122)	3.8992% (of 5,360)	7.7224% (of 5,361)	Data Set Dependent	152
<i>Difference</i>	0.92%	-2.23%	5.42%		
High Minority Title I Schools	1.7407% (of 6,434)	2.2297% (of 7,400)	14.7567% (of 7,400)	Data Set Dependent	158
Low Minority non-Title I Schools	0.9331% (of 2,572)	3.4931% (of 2,920)	6.2821% (of 2,913)	Data Set Dependent	111
<i>Difference</i>	0.81%	-1.26%	8.47%		

SY 2019-2020* Rated Only

<i>Appendix B</i>	% of Teachers Rated Ineffective	% of Teachers who are Out-of-field	% Teachers who are Inexperienced	Total Number of Teachers	Number of Schools
High FRL Title I Schools	1.0164% (of 9,642)	3.3810% (of 9,642)	10.0290% (of 9,642)	9,642	251
Low FRL Non-Title I Schools	0.2650% (of 3,774)	4.2660% (of 3,774)	3.3121% (of 3,774)	3,774	105
<i>Difference</i>	0.75%	-0.89%	6.72%		
High Minority Title I Schools	1.1865% (of 6,911)	3.2846% (of 6,911)	10.6352% (of 6,911)	6,911	152
Low Minority non-Title I Schools	0.4822% (of 2,281)	3.7264% (of 2,281)	4.3840% (of 2,281)	2,281	91
<i>Difference</i>	0.7043%	-0.4418%	6.2512%		

SY 2019-2020* All Schools

<i>Appendix B</i>	% of Teachers Rated Ineffective	% of Teachers who are Out-of-field	% Teachers who are Inexperienced	Total Number of Teachers	Number of Schools
High FRL Title I Schools	1.0265% (of 9,742)	3.4798% (of 9,742)	9.9979% (of 9,742)	9,742	258
Low FRL Non-Title I Schools	0.3019% (of 3,975)	4.2013% (of 3,975)	3.3208% (of 3,975)	3,975	120
<i>Difference</i>	0.72%	-0.72%	6.68%		
High Minority Title I Schools	1.1865% (of 6,911)	3.2846% (of 6,911)	10.6352% (of 6,911)	6,911	152
Low Minority non-Title I Schools	0.5696% (of 2,458)	3.7429% (of 2,458)	4.4345% (of 2,458)	2,458	104
<i>Difference</i>	0.6169%	-0.4583%	6.2007%		

2020-2021 Rated Only

Appendix B

	% of Teachers Rated Ineffective	% of Teachers who are Out-of-field	% Teachers who are Inexperienced	Total Number of Teachers	Number of Schools
High FRL Title I Schools	0.6785% (of 11,496)	4.1667% (of 11,496)	12.2564% (of 11,496)	11,496	294
Low FRL Non-Title I Schools	0.3846% (of 4,160)	3.8462% (of 4,160)	8.8942% (of 4,160)	4,160	123
<i>Difference</i>	0.29%	0.32%	3.36%		
High Minority Title I Schools	0.5734% (of 7,126)	3.7328% (of 7,126)	13.2192% (of 7,126)	7,126	156
Low Minority non-Title I Schools	0.5798% (of 2,242)	4.9955% (of 2,242)	7.9839% (of 2,242)	2,242	93
<i>Difference</i>	-0.0045%	-1.2627%	5.2353%		

2020-2021 All Schools

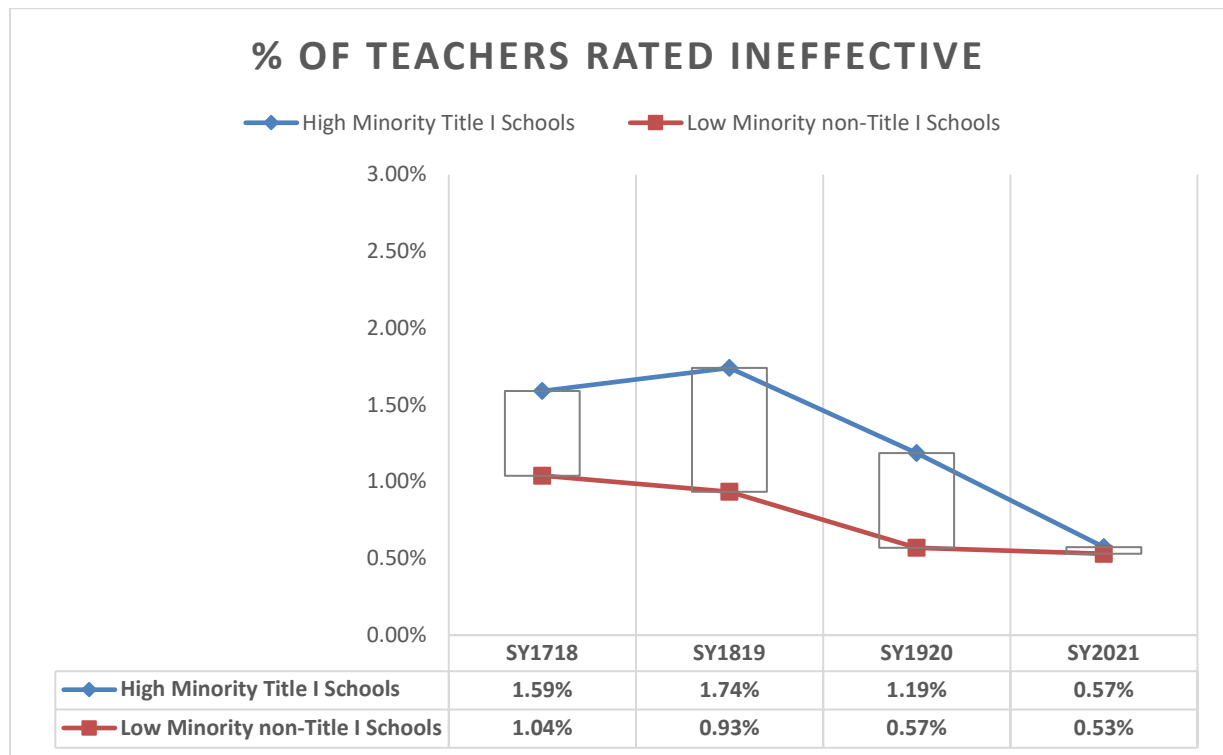
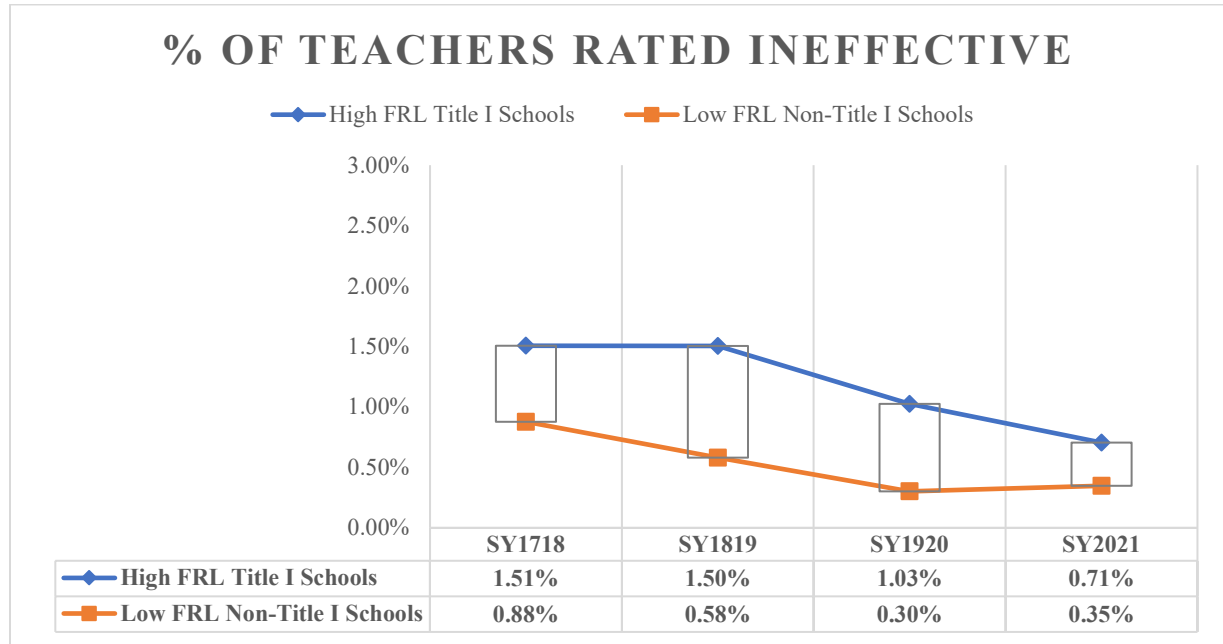
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	% of Teachers Rated Ineffective	% of Teachers who are Out-of-field	% Teachers who are Inexperienced	Total Number of Teachers	Number of Schools
High FRL Title I Schools	0.7054% (of 11,767)	4.1472% (of 11,767)	12.2036% (of 11,767)	11,767	309
Low FRL Non-Title I Schools	0.3479% (of 4,476)	3.8651% (of 4,476)	9.0483% (of 4,476)	4,476	139
<i>Difference</i>	0.35%	0.28%	3.16%		
High Minority Title I Schools	0.5733% (of 7,151)	3.7198% (of 7,151)	13.1730% (of 7,151)	7,151	158
Low Minority non-Title I Schools	0.5302% (of 2,452)	5.0979% (of 2,452)	8.6052% (of 2,452)	2,452	105
<i>Difference</i>	0.0432%	-1.3781%	4.5678%		

Graphical Trend

% of Teachers Rated Ineffective

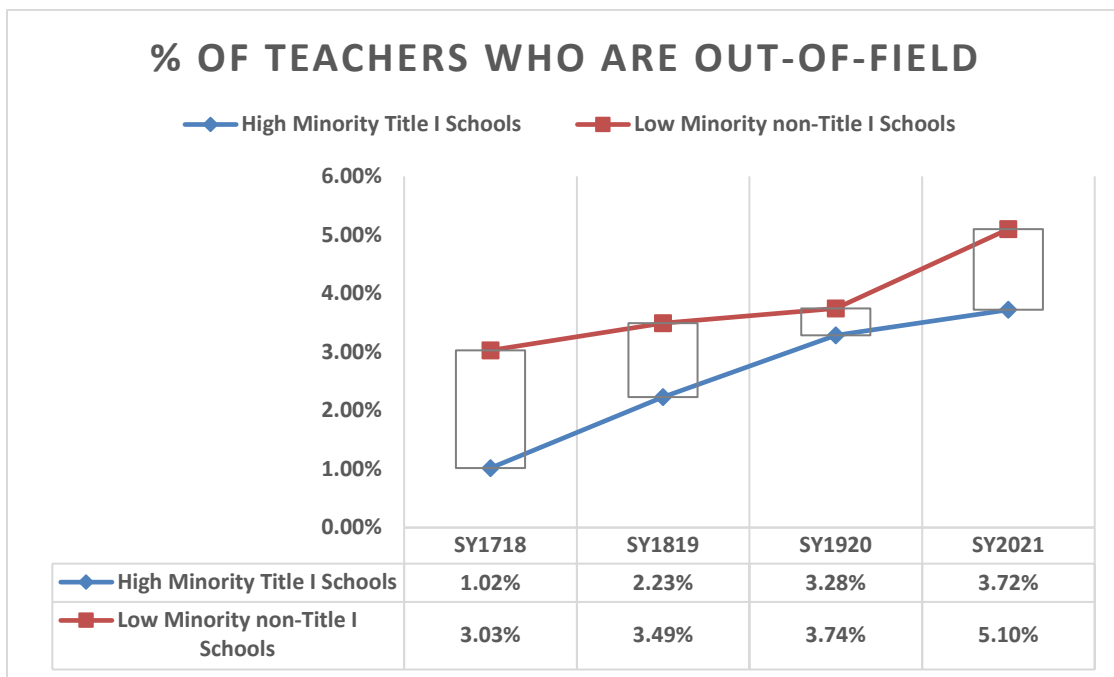
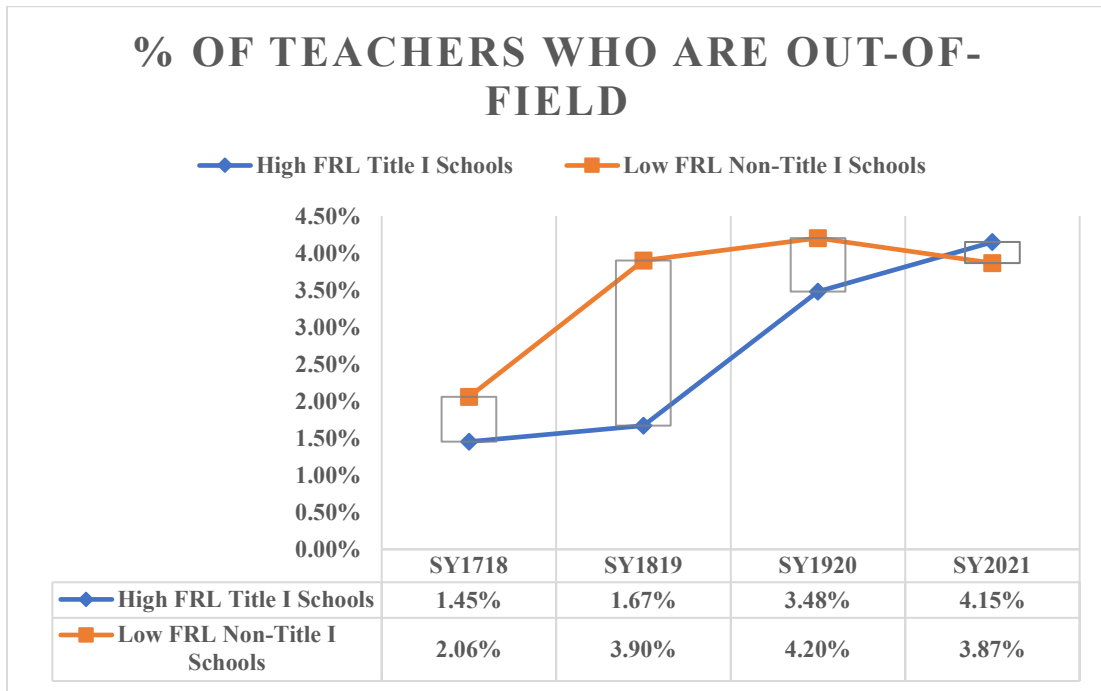
	SY1718	SY1819	SY1920	SY2021
High FRL Title I Schools	1.51%	1.50%	1.03%	0.71%
Low FRL Non-Title I Schools	0.88%	0.58%	0.30%	0.35%
Difference	0.63%	0.92%	0.72%	0.36%



Graphical Trend

% of Teachers who are Out-of-field

	SY1718	SY1819	SY1920	SY2021
High FRL Title I Schools	1.45%	1.67%	3.48%	4.15%
Low FRL Non-Title I Schools	2.06%	3.90%	4.20%	3.87%
Difference	-0.60%	-2.23%	-0.72%	0.28%



Graphical Trend

% Teachers who are Inexperienced

	SY1718	SY1819	SY1920	SY2021
High Minority Title I Schools	11.84%	14.76%	10.64%	13.17%
Low Minority non-Title I Schools	6.46%	6.28%	4.43%	8.61%
Difference	5.38%	8.47%	6.20%	4.57%

