Equitable Access: Example Metrics

***Instructions:*** *Consider the following metrics, which may be helpful as you analyze the equity gaps in your state, through three steps: (1) Take inventory of data you have and do not have, (2) assess whether these metrics are useful to drive decisions on equitable access to excellent educators for all students, and (3) determine what steps are needed to collect meaningful metrics that currently are unavailable.*

*Note: The level at which these metrics are available is intentionally left ambiguous. As you review this menu of metrics, consider at what level each of them would be available: district level, school level, classroom level, or even individual student level.*

| **Metrics** | **Considerations for Your State’s Metric Choice** | | |
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| **(1)**  **Does your state have these metrics? (YES/NO/**  **UNKNOWN)** | **(2)**  **Are these metrics meaningful indicators of equitable access? (YES/NO)** | **(3)**  **If meaningful but currently unavailable, what would it take for your state to collect  these metrics?** |
| **RECRUITMENT** |  |  |  |
| # of applicants per teaching vacancy |  |  |  |
| # of applicants per principal vacancy |  |  |  |
| % of teaching positions vacant on first day of school (or another specified date) |  |  |  |
| # of recruiting dollars spent per teaching vacancy |  |  |  |
| % of nontraditional teachers (e.g., long-term substitutes, visiting teacher/exchange programs) |  |  |  |
| % of alternatively certified teacher applicants |  |  |  |
| # of bilingual teacher applicants per positions |  |  |  |
| # of English as a Second Language–certified teacher applicants per positions |  |  |  |
| # of Special Education–certified teacher applicants per positions |  |  |  |
| **RETENTION** |  |  |  |
| % of teachers and principals leaving during the academic year  (not including reductions in force) |  |  |  |
| % of teachers and principals leaving during the full year  (not including reductions in force) |  |  |  |
| % of teachers and principals leaving by teacher or principal race/ethnicity (not including reductions in force) |  |  |  |
| % of teachers and principals leaving by student race/ethnicity  (not including reductions in force) |  |  |  |
| % of teachers and principals leaving by FRPLa (not including reductions in force) |  |  |  |
| % of teachers and principals leaving by student achievement  (not including reductions in force) |  |  |  |
| % of teachers and principals leaving by evaluation rating  (not including reductions in force) |  |  |  |
| % of teachers leaving who live outside school community or geographic area |  |  |  |
| **QUALIFICATIONS** |  |  |  |
| % of teachers teaching outside of their licensure area |  |  |  |
| % of teachers teaching on provisional/emergency license |  |  |  |
| % of National Board Certified teachers |  |  |  |
| % of principals with state certification based on Interstate School Leaders Licensure Consortium (ISLLC) standards |  |  |  |
| # of teachers with a master’s degree in a content area |  |  |  |
| # of teachers with a master’s degree in a non-content area (e.g., education leadership, curriculum specialist, elementary education, special education) |  |  |  |
| # of teachers with advanced coursework in a content area |  |  |  |
| Distribution of teacher class assignments (e.g., remedial, Advanced Placement) by teacher credentials (e.g., certification, postsecondary degrees) |  |  |  |
| **EXPERIENCE** |  |  |  |
| % of teachers in their first year of teaching |  |  |  |
| % of teachers with less than four years of teaching experience |  |  |  |
| # of years of teachers’ previous teaching experience (average) |  |  |  |
| % of leaders in their first year as a building principal |  |  |  |
| % of leaders with less than four years of experience as a building principal |  |  |  |
| # of years of leaders’ previous leadership experience as a building principal (average) |  |  |  |
| % of teachers with experience in current teaching assignment (average) |  |  |  |
| Distribution of teacher class assignments (e.g., remedial, Advanced Placement) by teaching experience |  |  |  |
| **PERFORMANCE** |  |  |  |
| % of teachers with *ineffective* evaluation ratings |  |  |  |
| % of teachers with *highly effective* evaluation ratings |  |  |  |
| % of teachers achieving highest student growth category  in reading |  |  |  |
| % of teachers achieving highest student growth category  in mathematics |  |  |  |
| % of teachers achieving highest student growth category, as measured by student learning objectives in nontested grades and subject. |  |  |  |
| % of principals with *ineffective* evaluation ratings |  |  |  |
| % of principals with *highly effective* evaluation ratings |  |  |  |
| % of principals achieving highest category of schoolwide student growth percentiles in reading |  |  |  |
| % of principals achieving highest category of schoolwide student growth percentiles in mathematics |  |  |  |
| % of principals achieving highest category of schoolwide student growth percentiles, as measured by student learning objectives in nontested grades and subject. |  |  |  |
| Distribution of teacher class assignments (e.g., remedial, Advanced Placement) by teacher performance (i.e., evaluation rating) |  |  |  |
| % of teachers absent more than 10 days per year |  |  |  |
| **TEACHING AND LEARNING CONDITIONS** |  |  |  |
| % of teachers who agree or strongly agree that the school is a safe, supportive, and inviting place (per climate survey) |  |  |  |
| % of teachers who agree or strongly agree that they are happy with working at their school (per climate survey) |  |  |  |
| % of teachers with at least 90 minutes per week of collaborative planning time |  |  |  |
| % of teachers who agree or strongly agree that they have access to quality professional development (per climate survey) |  |  |  |
| % of principals who agree or strongly agree that they have access to quality professional development (per climate survey) |  |  |  |
| % of teachers with a specific and measureable professional development plan |  |  |  |
| % of principals with a specific and measureable professional development plan |  |  |  |
| % of teachers engaged in job-embedded professional development (such as working on teams led by highly effective peers) |  |  |  |
| % of principals engaged in job-embedded professional development (such as working on teams led by highly effective peers) |  |  |  |
| # of students per teachers in leadership positions (e.g., grade/content teams, school committees, school leadership team, school improvement team) |  |  |  |
| # of students per teachers who lead professional development as experts (e.g., in content, assessment, classroom environment) |  |  |  |
| % of teachers who indicate they see professional growth potential within the profession, without leaving their role in classroom instruction |  |  |  |
| Average total teacher salary (including starting salary, salary at 5 years, salary at 10 years, and earnings potential) |  |  |  |
| ***Please add any additional metrics here.*** |  |  |  |
| *e.g. ,% of highly effective teachers who have extended their reach to additional students or teachers* |  |  |  |
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a FRPL = Students eligible for free or reduced-price lunch