



Statewide Teacher & Principal Support Education Workforce and Student Data

The Every Student Succeeds Act (ESSA) requires the NDE to include the following in the state ESSA Plan:

- state-wide definitions of ineffective, out-of-field, and inexperienced teacher; and
- a description of “any disparities that result in low-income students and minorities are being served by ineffective, out-of-field, and inexperienced teachers.”

Purpose of Report

This report is to support school leaders in identifying and addressing any disparities that result in low-income and minority students being served disproportionately by out of field, inexperienced, and ineffective teachers. The report can be used to enhance the data that districts analyze to make informed decisions about practices to improve educational effectiveness.

The federal data collection requirement of student and teacher data is as follows: low-income and minority student data compared to ineffective, out-of-field, and inexperienced teacher data. This report combines federally required student and teacher data, with existing teacher and principal data to provide a more comprehensive data set for analysis.

The data collected during the statewide district staff reporting period is used for this report. The data will be used to define a baseline for all schools in Nebraska as defined by federal and state expectations. This baseline data presents Nebraska schools with the opportunity to build a personalized system of integrated supports that advance equity and educator effectiveness.

The NDE Office of Coordinated School and District Support will provide data to all schools via the NDE’s ADVISER Validation site in May 2023, and on the Nebraska Education Profile Secure site beginning the winter of 2023 and every subsequent winter.

The NDE is providing this report of federally required, district-reported student and principal data. The report includes tables with statewide Title I-A school data, school-specific, and district Title I-A data. The school-specific tables include the following data points:

- Rates of low-income and minority students served by “out of field”, “inexperienced”, 1st year, and ineffective teachers, with a focus on disproportionate rates;
- Rates of school-specific teacher turnover, average total years of experience, and district tenure, compared to the same data points districtwide;
- Rates of school-specific principal turnover, average total years of experience, and district tenure, compared to the same data points districtwide.



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Report Definitions

Out of Field Teacher: The percent of the teacher's FTE that is not fully endorsed and on-level for assigned courses. The FTE is pro-rated according to the proportion of the teacher's total course IUs that are not fully endorsed. Teachers not listed as teaching a course are listed as In Field by default.

1st Year Teacher: Teachers in the first year of employment with a teaching position code from NDE's Staff Reporting system with a teaching position code (Teacher, Head Teacher, Special Education Teacher-Core Academic Subjects/Grading, Special Education Teacher-Core Academic Subjects/Alternate Standards and Special Education Teacher-Collaborating / Co-Teaching) who are either assigned as of October 1st or are listed as a primary teacher in a course in the year end course reporting, as well as any staff listed as the primary teacher in a completed course that are not in Staff Reporting.

Inexperienced Teacher: Teachers from NDE's Staff Reporting system with a teaching position code (Teacher, Head Teacher, Special Education Teacher-Core Academic Subjects/Grading, Special Education Teacher-Core Academic Subjects/Alternate Standards and Special Education Teacher-Collaborating/Co-Teaching) who are either assigned as of October 1st or are listed as a primary teacher in a course in the year end course reporting, as well as any staff listed as the primary teacher in a completed course that are not in Staff Reporting. Staff not listed in Staff Reporting will be assigned an FTE that sums up to 1.0 across all of their assigned locations and will be assigned a Total Experience amount based on the number of school years they have been shown to be teaching any courses.

Ineffective Teacher: Teachers from NDE's Staff Reporting system with a teaching position code (Teacher, Head Teacher, Special Education Teacher-Core Academic Subjects/Grading, Special Education Teacher-Core Academic Subjects/Alternate Standards and Special Education Teacher-Collaboration/Co-Teaching) who are without an advanced degree.

- Nebraska's current ESSA Plan states: "According to the Center on Great Teachers and Leaders/AIR article designed to support state efforts in this work, 'We believe the research base is too limited to use any one indicator as a complete representation of teacher effectiveness' (2016, p. 6), and use of a singular proxy measure reflects this very approach. In an effort to comply with federal expectations, Nebraska is willing to report on ineffective teacher through the US DoE's suggested lens of teacher without an advanced degree, though there is concern about implied beliefs about the relationship between graduate education and teacher effectiveness. As such, Nebraska is citing the following from a recent research brief and asserts that this reporting of proxy ineffective teacher data is strictly for compliance purposes, and the data will not be utilized in isolation to inform decision making in the state.
 - 'Overall, past research depicts a complex, poorly understood relationship between teacher educational attainment and student outcomes that may vary by such factors as level of schooling, academic subject, and major-course congruence. Studies reporting nonsignificant or negative effects were most common in the context of reading achievement in K-8 schools. Additional research is needed to better inform state policy on teacher licensure requirements' (Horn, Tae Jang, 2017, p. 3)."

Notes:

- Districts where all schools are Title I-A will receive a Statewide report and reports for their schools, but will not receive a district report, which compares Title I-A and Non-Title I-A schools in the district.
- Districts without Title I-A schools will only receive a Statewide report.



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STATEWIDE SCHOOLS				
2022-2023 Data	Teacher Data			
	Classes by Out of Field	1st year teachers	Inexperienced (less than 4 years)	Ineffective (without an advanced degree)
Statewide Data by School Type				
Title I-A school teacher data	3.5%	6.2%	21.9%	48.0%
NON Title I-A school teacher data	6.1%	4.9%	18.1%	37.5%
Difference between rates	2.6%	1.3%	3.8%	10.5%
Statewide Data by Low-Income Status				
Low-Income students enrolled in schools receiving funds under Title I-A educated by teachers in each category	3.8%	6.5%	22.9%	47.7%
Low-Income students enrolled in schools NOT receiving funds under Title I-A educated by teachers in each category	7.4%	5.3%	19.3%	40.4%
Difference between rates	3.6%	1.2%	3.6%	7.3%
Statewide Data by Minority Status				
Minority students enrolled in schools receiving funds under Title I-A educated by teachers in each category	4.0%	6.7%	23.5%	47.2%
Minority students enrolled in schools NOT receiving funds under Title I-A educated by teachers in each category	6.6%	5.1%	19.4%	37.1%
Difference between rates	2.6%	1.6%	4.1%	10.1%
Teacher Data				
Statewide Data by School Type				
	Turnover (3 year avg)	Average Total years experience	District tenure	
Title I-A school teacher data	17.3%	13.3 yrs	10.3 yrs	
NON Title I-A school teacher data	15.6%	14.3 yrs	10.5 yrs	
Difference between rates	1.7%	1.0 yrs	0.2 yrs	
Principal Data				
Title I-A school principal data	16.6%	20.4 yrs	12.5 yrs	
NON Title I-A school principal data	15.6%	20.7 yrs	12.0 yrs	
Difference between rates	1.0%	0.3 yrs	0.5 yrs	

Highlighted cells indicate a disproportionate rate

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Report not available for your district. District does not have any Title I Schools.