Washington Office of Superintendent of
PUBLIC INSTRUCTION

DATA GUIDANCE FOR STUDENTS' EQUITABLE ACCESS TO EFFECTIVE EDUCATORS

How to Identify Disproportionality of Educator Qualifications and Student Access Rate to Educator Qualifications

2025

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How to Identify Disproportionality of Educator Qualifications and Student Access Rate to Educator Qualifications
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EXECUTIVE SUMMARY

The purpose of the Data Guidance is to provide a comprehensive framework for identifying disproportionality in educator qualifications and student access to qualified educators. The audience of the Data Guidance is Local Education Agency (LEA) administrators and program directors. The goal of the Data Guidance is to assist LEAs to ensure Students' Equitable Access to Effective Educators and close educational opportunity gaps. This guidance is designed to be user-friendly and accessible, even for those who may not have any technical background in computers or data analyses. By following this guidance, LEAs can ensure that all students have equitable access to effective educators, thereby improving educational outcomes and promoting fairness across the education system.

The guidance includes detailed instructions on how to use various data tools and resources to analyze educator qualifications and student access rates. The guidance is intended to be a practical and actionable resource for LEA administrators and program directors as well as assist them in navigating the complexities of data analysis and make data informed decisions that benefit all students.

To obtain information and resources for addressing identified disparities and improving the equitable distribution of qualified educators, please see the Next Steps and Further Resources section (page 25) and contact Title I, Part A Program and Titel II, Part A Program.

Background

The Office of Superintendent of Public Instruction (OSPI) has developed this data guidance to support LEAs in their efforts to comply with federal requirements [ESSA Section 1111(g)(1)(B), Section1112(b)(2)] related to educator qualifications and students' equitable access to effective educators. This guidance draws on data from multiple sources, including the Washington State Report Card, the Teacher Qualification Comparison Workbook, and other OSPI data portals.

Who are Educators?

Educators are individuals who are responsible for teaching and guiding students in their educational journey. This includes classroom teachers, principals, educational staff associates (ESAs), instructional paraeducators, and other school leaders who play a crucial role in shaping the learning environment and ensuring that students receive a high-quality education.

This 2025 Data Guidance for Students' Equitable Access to Effective Educators currently focuses on teacher data. Future revisions of the guidance may include analysis guidance related to other educator roles.

What are Educator Qualifications?

Educator qualifications refer to the credentials, certifications, and years of certificated experience that educators possess. These qualifications are essential for ensuring that educators are well-prepared to meet the diverse needs of students. Key qualifications include being in-field (INF) or out-of-field (OTF), experienced (EXP) or inexperienced (INX), and holding a limited certificate (LMC).

An inexperienced educator is one who has fewer than five (5.0) years of experience. A teacher who is out of field provides instruction outside of their endorsed subject area or outside of the grade level that the endorsement is for. A teacher with a limited certificated status is a teacher who uses their Limited Certificates (WAC 181-79A-231), Substitute Certificate (WAC 181-79A-232), or Emergency Teacher Certificates (WAC 181-79A-228) to teach. Limited certificates are issued under specific circumstances and for giving LEAs flexibility in hiring decisions based on shortages, meeting educator workforce needs, the absence of an educator or the opportunity to secure the services of unusually talented individuals. They include the conditional certificate, transitional certificate, emergency substitute teacher certificate, intern substitute certificate, , substitute certificate and emergency teacher certificate.

Relatedly, in January 2025, Educator Data, Research and Development department at OSPI began publishing a new measure named "effective teachers", which is not based on in-field/out of field status, experienced/inexperienced status, or fully certificated/limited certificated status. It is a separate indicator derived from teacher/principal evaluation program (TPEP) scores.

What is Disproportionality?

Disproportionality occurs when certain groups of students, such as those from low-income backgrounds or minority communities, have less access to qualified educators compared to their peers. Identifying and addressing disproportionality is crucial for promoting equity and ensuring that all students have equal opportunities to succeed.

How to Identify Disproportionality?

To identify disproportionality, LEAs can use various measures and data tools to compare educator qualifications and student access rates. This includes:

1. **Compare Each Measure Breakdown:** Analyze the breakdown of each measure to identify disparities.
2. **Understanding Measurements at the State Level:** Compare state-level data to identify trends and patterns.
3. **Quartile Analysis:** Use quartile analysis to identify gaps in educator qualifications.
4. **Title I and Non-Title I Status:** Compare data between Title I and non-Title I schools to identify disparities.
5. **Trend Analysis:** Analyze trends over time to identify changes in disproportionality.
6. **Content Area Analysis:** Compare data across different content areas to identify gaps.

Conducting these analyses will help LEAs to pinpoint areas of disproportionality and take targeted actions to address them. By regularly reviewing and comparing these measures, LEAs can ensure that they are making progress towards equitable access to qualified educators for all students.

Compare with State Level Measurements

Comparing Local Education Agency (LEA) data **or school data** with state-level measurements is a crucial step in identifying and addressing disproportionality in educator qualifications and student access to qualified educators. By conducting these comparisons, LEAs can gain valuable insights into their relative performance and identify areas for improvement.

State-level data provides a broader context for understanding disproportionality and helps LEAs to benchmark their performance against state averages. This comparison allows LEAs to see how their data aligns with statewide trends and patterns, and to identify any gaps or disparities that may exist.

To facilitate these comparisons, the Office of Superintendent of Public Instruction (OSPI) provides various data tools and resources, including the Washington State Report Card and the Teacher Qualification Comparison Workbook. These tools allow LEAs to analyze educator qualifications and student access rates at the state level, and to compare their data with state averages.

By regularly conducting these comparisons, LEAs can ensure that they are making progress towards equitable access to qualified educators for all students. This process helps LEAs to identify areas where they may be lagging behind or excelling, and to develop targeted interventions to address any disparities.

Encouraging LEA administrators and program directors to conduct these comparisons is essential for promoting equity and improving educational outcomes. By leveraging state-level data, LEAs can make informed decisions that benefit all students and ensure that every student has access to effective educators.

Compare with LEA Level Measurements

Comparing data within the LEA helps to identify disparities between different schools and programs. This internal comparison is crucial for pinpointing specific areas that need improvement and for developing targeted interventions**.**

LEAs should regularly conduct these comparisons to ensure that all schools within the district are providing equitable access to qualified educators.

How to Address Disproportionality

Addressing disproportionality involves taking targeted actions to improve the equitable distribution of qualified educators. This includes:

1. Implementing professional development programs to enhance educator qualifications.
2. Providing incentives for educators to work in high-need areas.
3. Collaborating with community organizations to support educators and students.
4. Using data-driven decision-making to allocate resources effectively.

By following this guidance and conducting the recommended analyses, LEAs can take meaningful steps to address disproportionality and ensure that all students have access to effective educators. Regularly reviewing and updating these measures will help LEAs to continuously improve and promote equity in education.

For federal and state resources, strategies, and technical assistance regarding how to address and improve educational disproportionality, please contact Title I, Part A Program and Titel II, Part A Program, and refer their associated guidance.

EQUITABLE DISTRIBUTION OF TEACHER QUALIFICATIONS

Teacher qualification data is annually published on the Washington State Report Card at https://reportcard.ospi.k12.wa.us/ Teacher qualification includes data on teachers who are in-field (INF) or out of field (OTF); experienced (EXP) or inexperience (INX); and using a limited certificate (LMC).

Report Card

The Washington State Report Card contains many measures. It is easiest to select which organization you want to view and then select the specific data measures after.

To navigate to the teacher qualification measures, navigate through the list of measures on the left hand side of the page. Then select the measure named "Teacher Qualification".
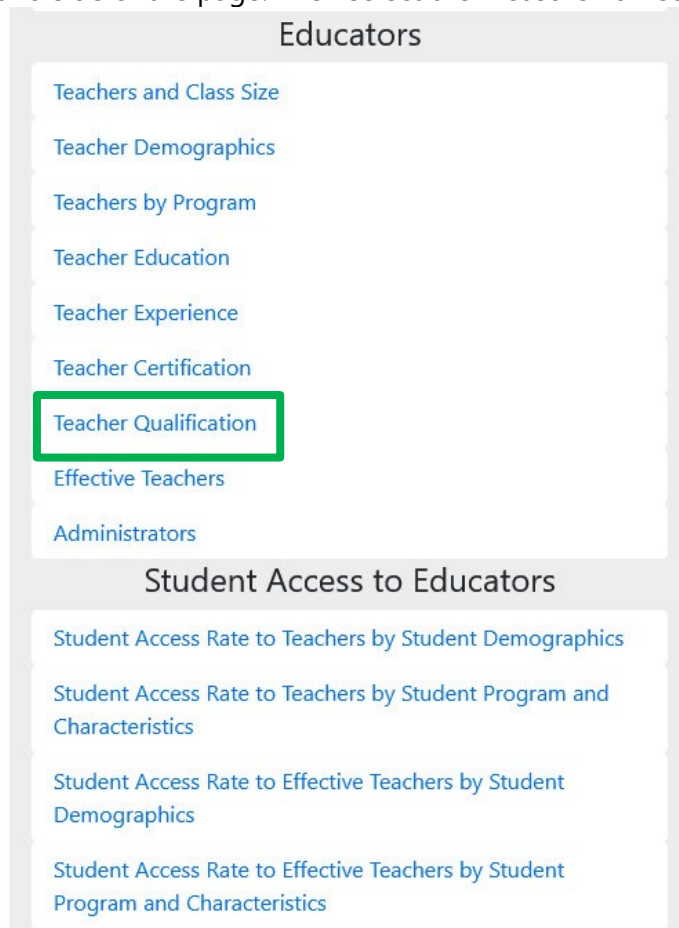
Figure 1 Report Card navigation menu with the teacher qualification measures

State Level

State level data is the default selection on the Washington State Report Card. It can be accessed in two ways. The first is by clicking the "I want to see data for Washington State button" on the landing page.
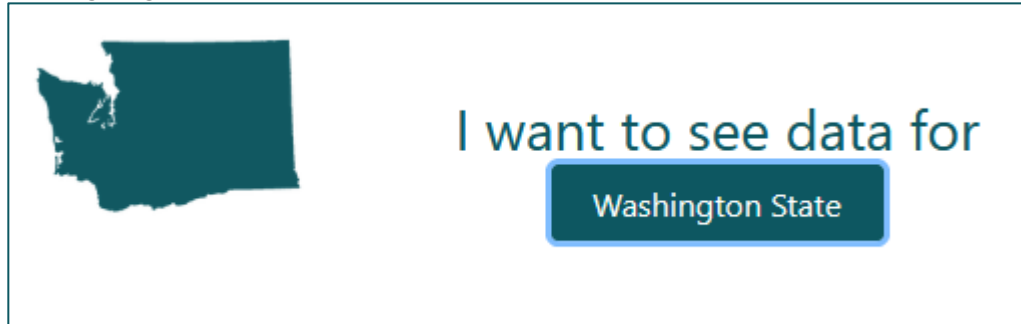
Figure 2 Click this button to view state level data
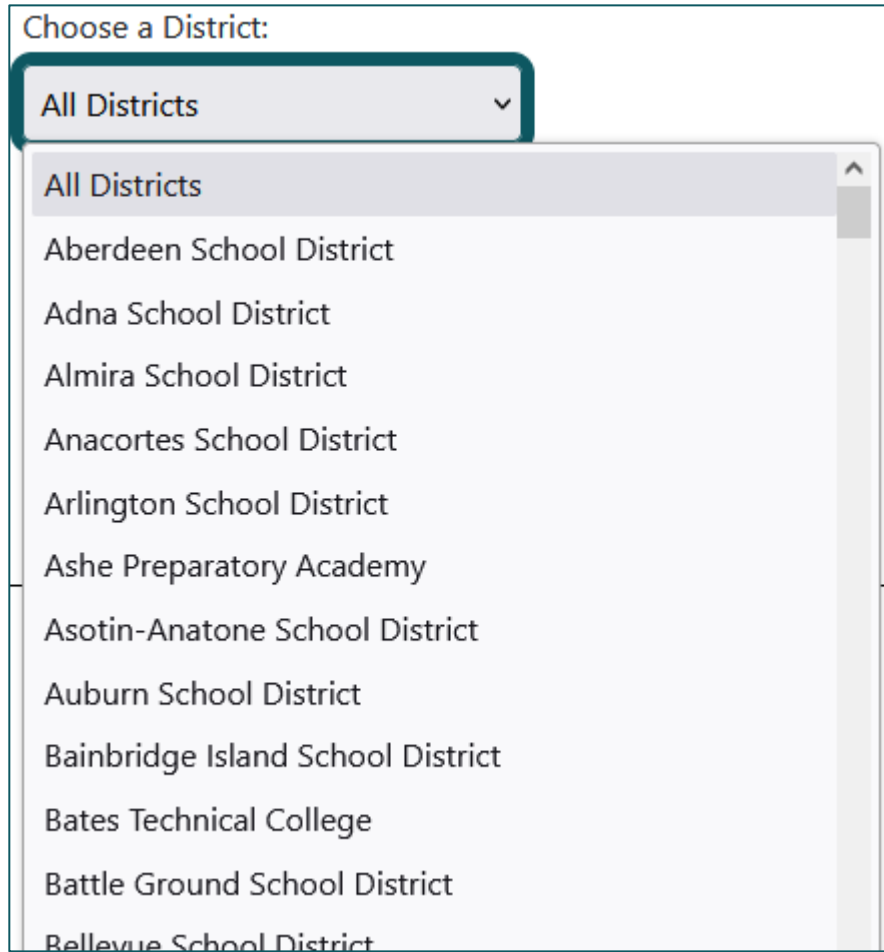
The second way to view statewide data is by selecting "All Districts" from the district name selector. This is typically how you would navigate back and forth from state level data and an organization's data.

Figure 3 Select "All Districts" from the LEA selector list to view Washinton State level data

District Level

School district level information is also available on Washington State Report Card. Similar to selecting the statewide option, to view an LEA's data, select or search for the school district in the school district selector list.

Figure 4 Use the LEA selector list to identify which school district's data you wish to view

School Level

The smallest organizational level available on Washington State Report Card is an individual school's data. If you know the school district of the school you wish to view, you can use the organization selector to first select the LEA and then select the school you wish to view.

Choose a District:

Aberdeen School District

(Optional) Choose a School:

All Schools

All Schools

A J West Elementary, Aberdeen School District

Central Park Elementary, Aberdeen School District

Grays Harbor Academy, Aberdeen School District

Grays Harbor Juvenile Detention, Aberdeen School District

Harbor Junior/Senior High School, Aberdeen School District

Harbor Open Doors, Aberdeen School District

Hopkins Elementary, Aberdeen School District

J M Weatherwax High School, Aberdeen School District

McDermoth Elementary, Aberdeen School District

Miller Junior High, Aberdeen School District

Robert Gray Elementary, Aberdeen School District

Stevens Elementary School, Aberdeen School District

Twin Harbors, A Branch of New Market Skills Center, Aberdeen School District

Figure 5 For example, when Aberdeen School District is chosen, the school list shows only the schools in that LEA.

If you do not know the LEA in which the school resides or wish to jump directly to a school by name, there is a "type the name" search option instead.
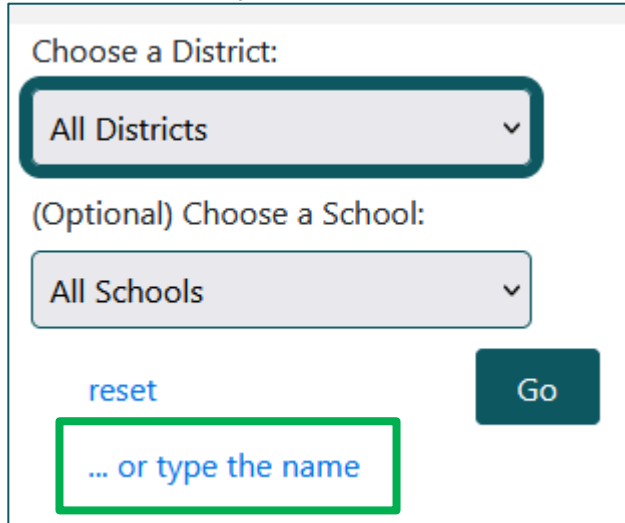

Figure 6 When "type the name" is clicked, you may search for an organization by typing in its name
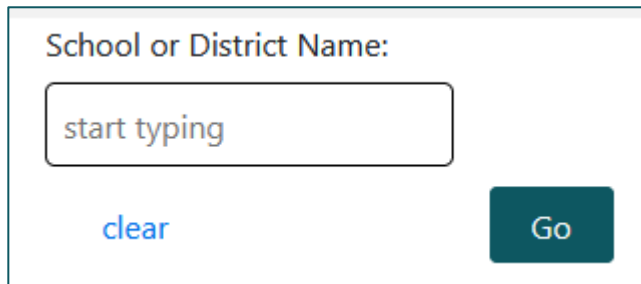
Figure 7 The organization name search bar

Tableau Comparison Workbook

While the dashboards publicly available on the Washington State Report Card can be useful, there is not a function that allows in depth comparison of one organization to another or referential touchstones, such as comparing an organization to the statewide average. To do this, the user must either download the raw data file and work in the spreadsheet; or the user must flip back and forth between organizations; or the user must have multiple windows open.

To facilitate more in-depth review of an organization's data, a companion workbook is available to authorized users on OSPI's Tableau server. The companion workbook is called "Teacher Qualification Comparison Workbook". Tableau is a software product which allows OSPI to create and share dashboards.

Accessing the Teacher Qualification Comparison Workbook

The companion workbook "Teacher Qualification Comparison Workbook" is available in Tableau Server. Users will first need to login to their Education Data System (EDS) account and then open the Tableau Server application. More information about EDS is available at https://ospi.k12.wa.us/data-reporting/reporting/education-data-system-administration-eds.
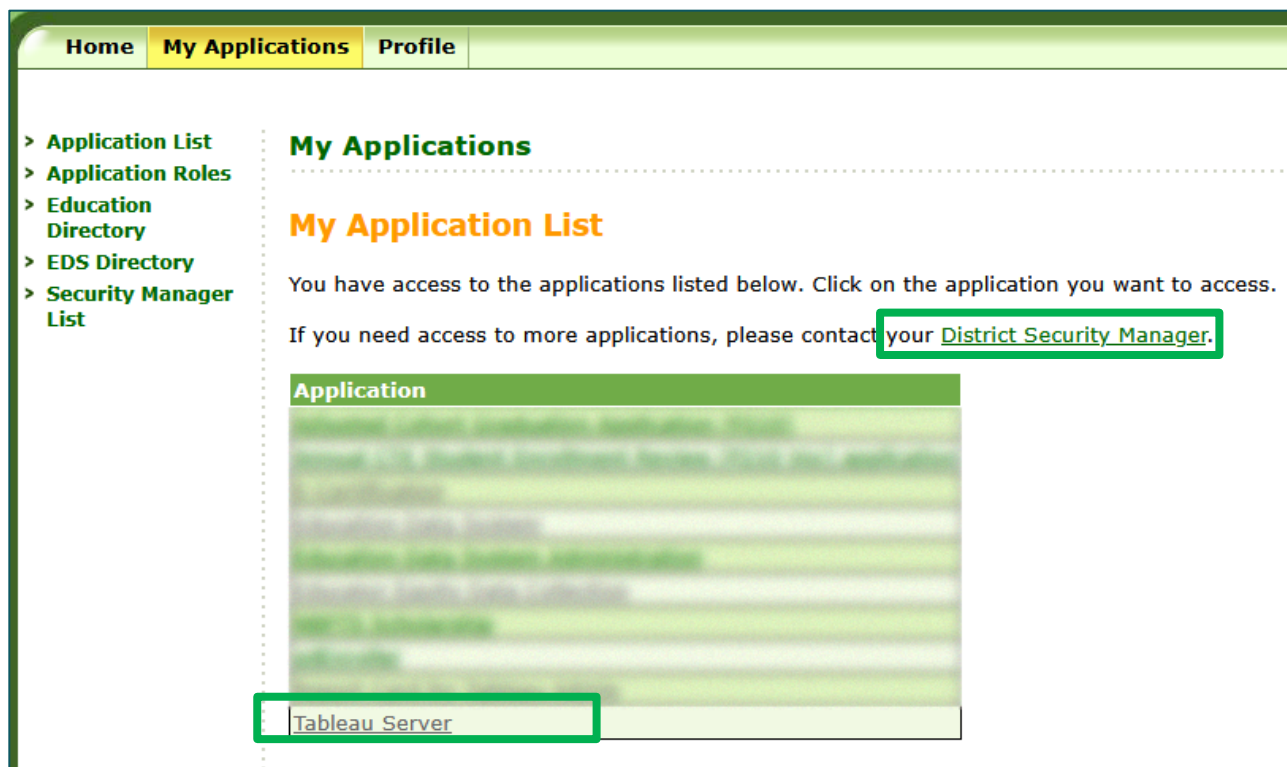
Figure 8 From the list of applications in EDS, select "Tableau Server"

If you do not have access to the Tableau Server application and require it, contact your District Security Manager. A link to find your district's security manager is on the application list page. It may take up to 24 hours for changes applied by your District Security Manager to take effect.

In Tableau Server there is a project folder named "SecureDataPortal" and then a subfolder "Educator". Within the folder "Educator" are a number of Tableau workbooks that you may have access to. Click on the "Teacher Qualification Comparison Workbook" to enter into that dashboard.

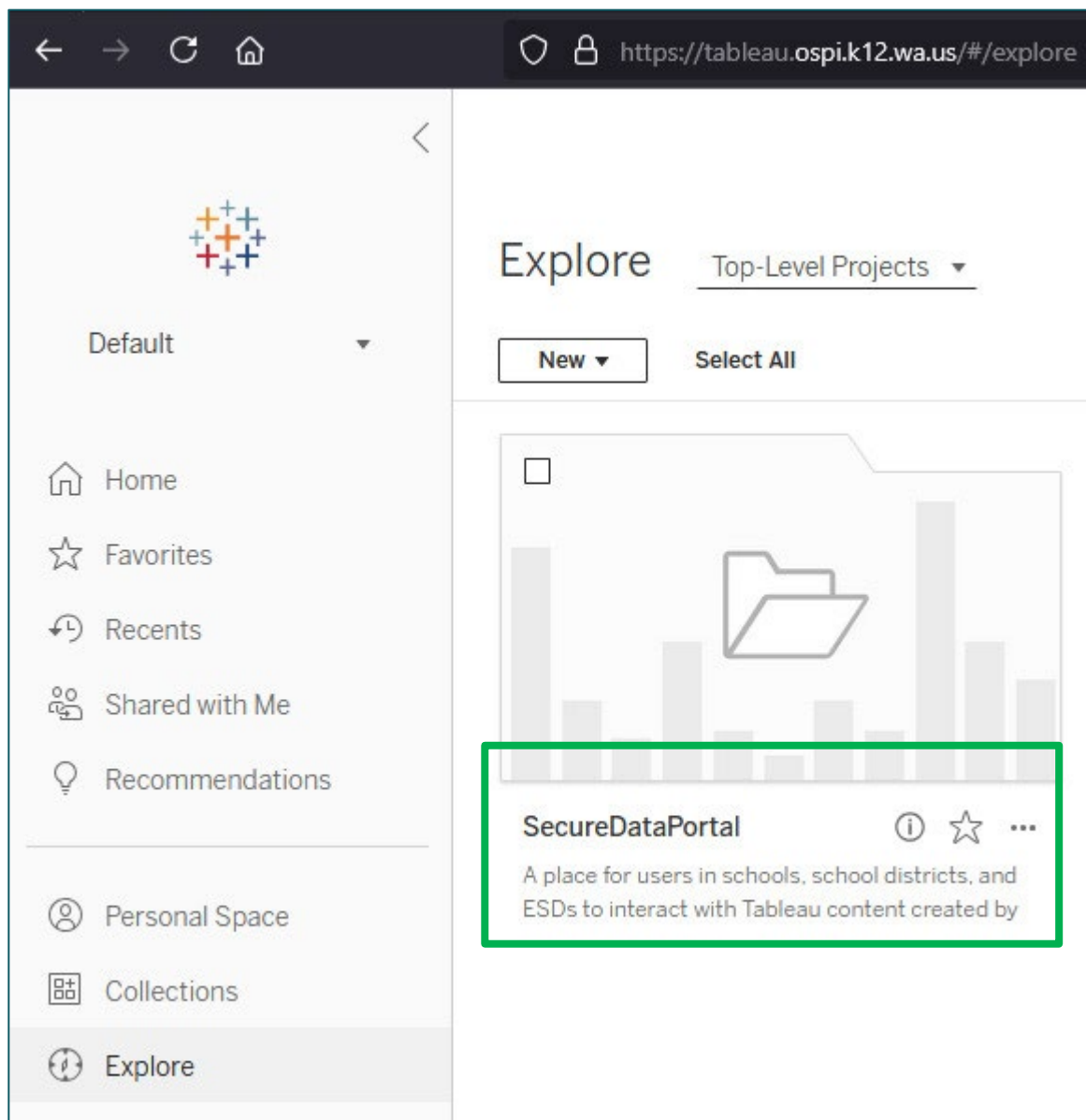*Figure 9 Within Tableau server select the project folder named "SecureDataPortal"*

If you do not have access to the SecureDataPortal and Educator sub-folder, contact you District Security Manager. You will need the EDS user role "Tableau SecureDataPortal-Educator Interactor". If you do not see the SecureDataPortal project folder, try navigating to "Explore" in the left-hand menu and changing "Top Level Projects" to "All Projects".
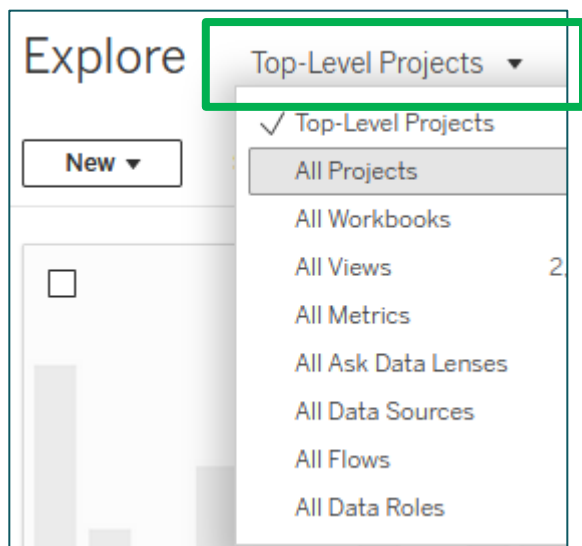
Figure 10 Changing "top level projects" to "all level projects" to see all Tableau projects you can access

Within the SecureDataPortal/Educator project, there may be a number of dashboards available to choose from. Select the "Teacher Qualification Comparison Workbook".
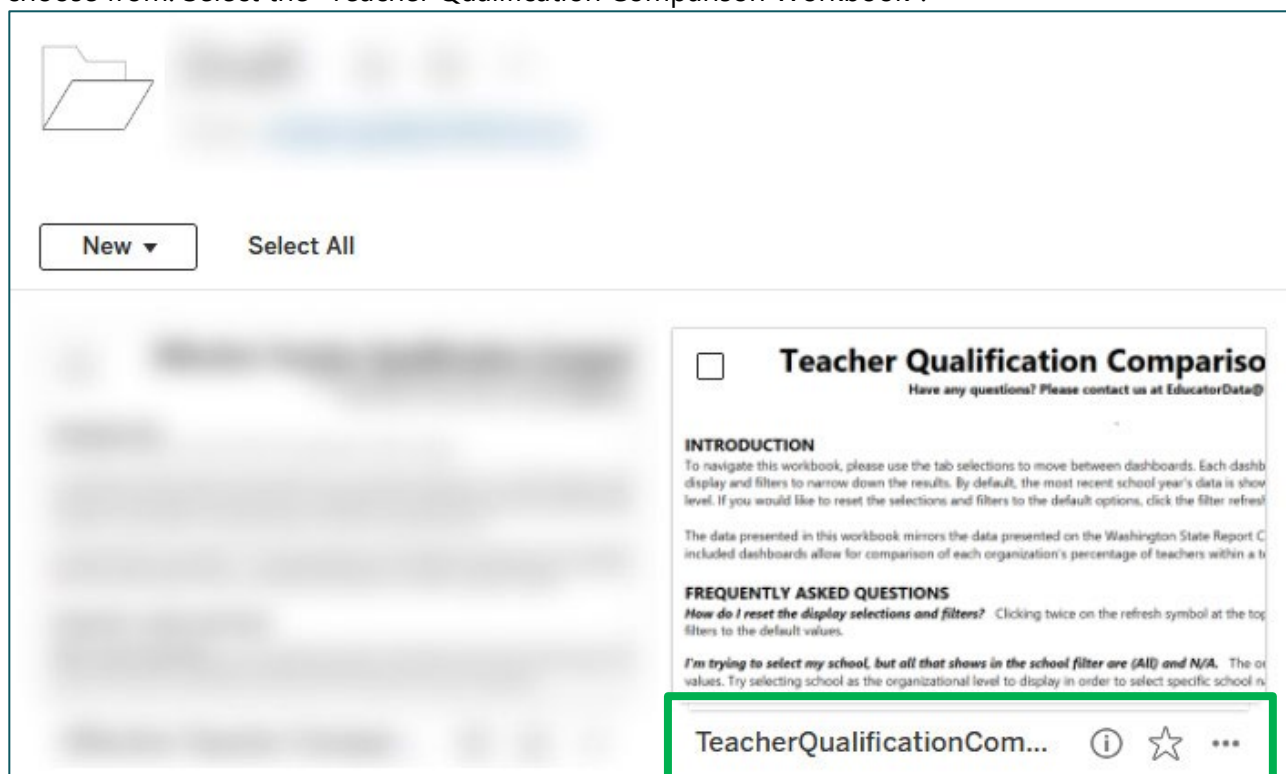

Figure 11 Select the workbook "Teacher Qualification Comparison Workbook" from the list of possible dashboards

Within a workbook are one or more views (aka dashboards). Select "Start Here" if it is your first time using the workbook to learn more about it. Otherwise, select one of the other views.
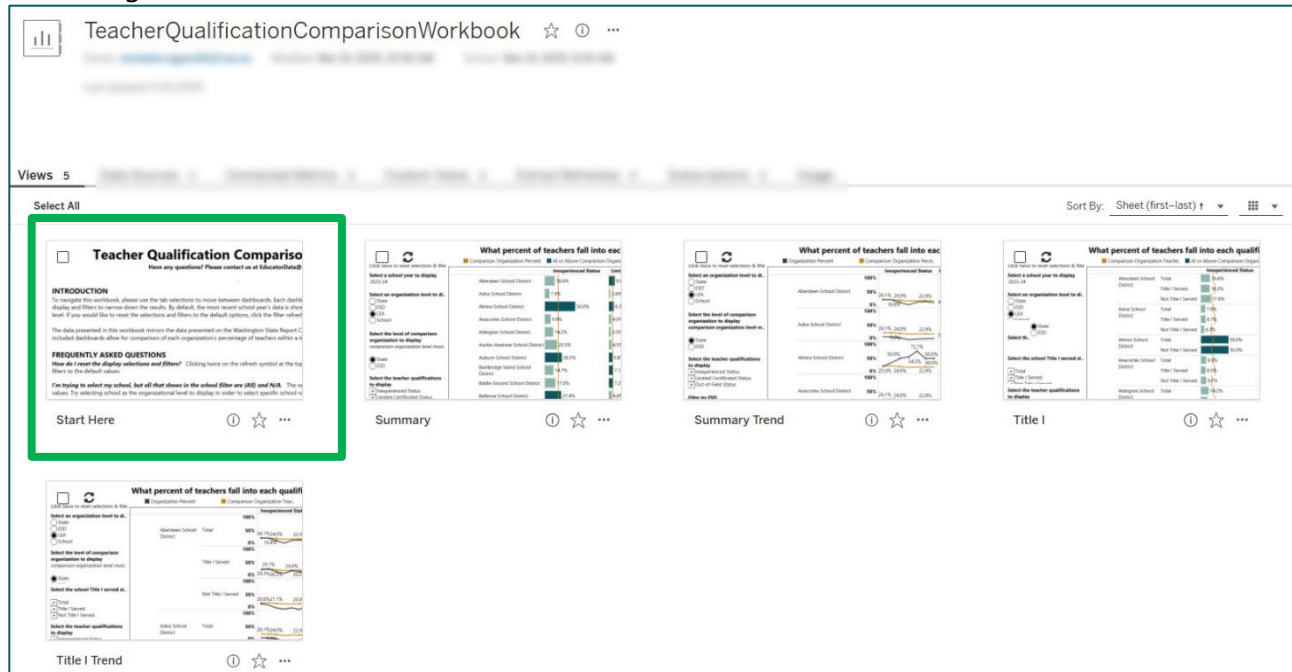
Figure 12 Within the workbook, the view "Start Here" has additional orientation guidance.

Using the Teacher Qualification Comparison Workbook

The Teacher Qualification Comparison Workbook has several views. Each view has a particular type of disaggregation, and gaps in teacher qualification distribution and student access may be apparent in one view but not another. For example, the "Title I Served" view splits an organization's data into two groups: schools which were served with Title I funds and those not served with Title I funds.

Tableau dashboards may have a number of filters. At a basic level, the user must interact with at least some filters to set the dashboard's view to relevant information for themselves.

Select a school year to display

2023-24 ▾

Select an organization level to display

○ State
○ ESD
◉ LEA
○ School

Select the level of comparison organization to display
comparison organization level must be higher than the above organization level

◉ State
○ ESD

Select the school Title I served statuses to display

☑ Total
☑ Title I Served
☑ Not Title I Served

Select the teacher qualifications to display

☑ Inexperienced Status
☑ Limited Certificated Status
☑ Out-of-Field Status

Filter by ESD

(All) ▾

Filter by LEA

(All) ▾

Filter by school

N/A ▾

Filter by organization size

(All) ▾

Figure 13 Tableau filters allow the dashboard to show relevant data

Figure 14 Filters available in the Teacher Quality Comparison Workbook

The filters have default selections which the user can return to by double clicking the refresh icon. Most users will benefit from selecting a single LEA or school from the "filter by LEA" and "filter by school" dropdowns.

Other organizations' data is provided for possible context or comparison. OSPI does not provide these organizations' data for the purposes of encouraging competition or to identify and shame an organization. Given the possibility of these motivations, that is one reason the Teacher Qualification Comparison Workbook is not posted publicly and is instead hosted within Tableau server's Secure Data Portal and access is limited to authorized users.

Several comparison organization options are presented as filters: State, ESD, or LEA. For example, it may be interesting to know if "School A" has a higher percentage of limited certificated status teachers than its LEA overall. To set up this comparison, filter first to the school by name then for comparison organization select "LEA".

What percent of teachers fall into each qualification category by school Title I served status?

Legend: ■ Comparison Organization Teacher Percent ■ At or Above Comparison Organization Percent ■ Below Comparison Organization Percent
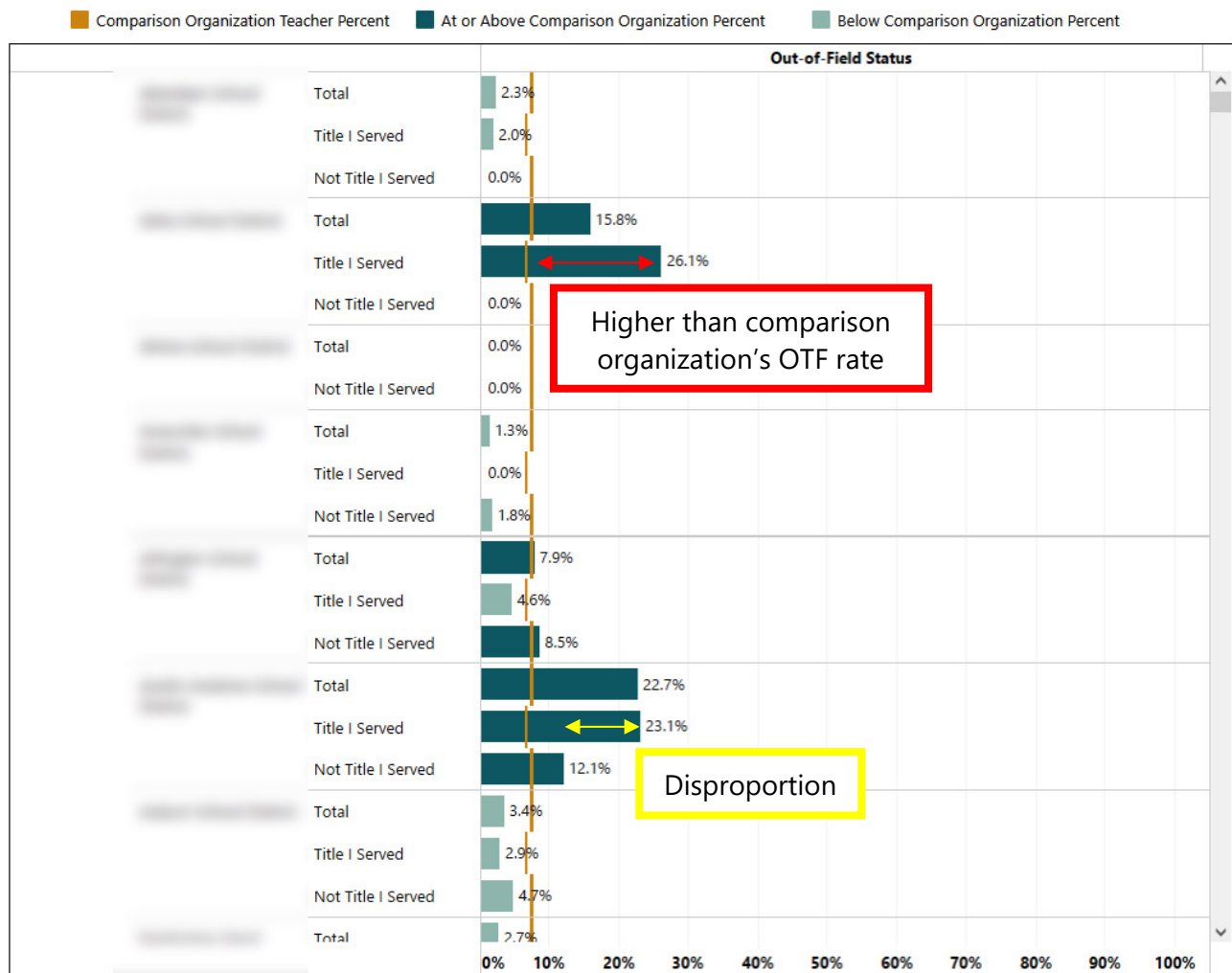
Figure 15 OTF rates of several organizations, disaggregated by school Title I Served status

After selecting an organization(s) from the filter and the comparison organization, the bar graph will look something like the above dashboard. The named organization's data is mapped on the bars. The comparison organization is shown by the thin orange line. The named organization's bar color changes color depending on if it is higher or lower than its comparison. The red highlighted arrow in the above dashboard is an example of an organization with a higher out-of-field rate than the comparison organization which was selected in the filter section. (e.g. the LEA's out-of-field rate is higher than the ESD's overall out-of-field rate).

In a view like this, it can be relatively easy to visually observe where disproportionality is. For example, the yellow highlighted arrow in the above dashboard is an example of where this is disproportional distribution of out-of-field teachers in Title I Served and Not Title I Served schools in a particular organization. In this organization's Title I Served schools, there is a much higher percentage of out-of-field teachers than in its Not Title I Served schools.

STUDENT EQUITABLE ACCESS TO TEACHER QUALIFICATIONS

A more in-depth view of teacher qualifications is to ask how many students have access to teachers with these qualifications (or without these qualifications).

Report Card

On the publicly available Washington State Report Card, two measures are published to answer this question of student access.
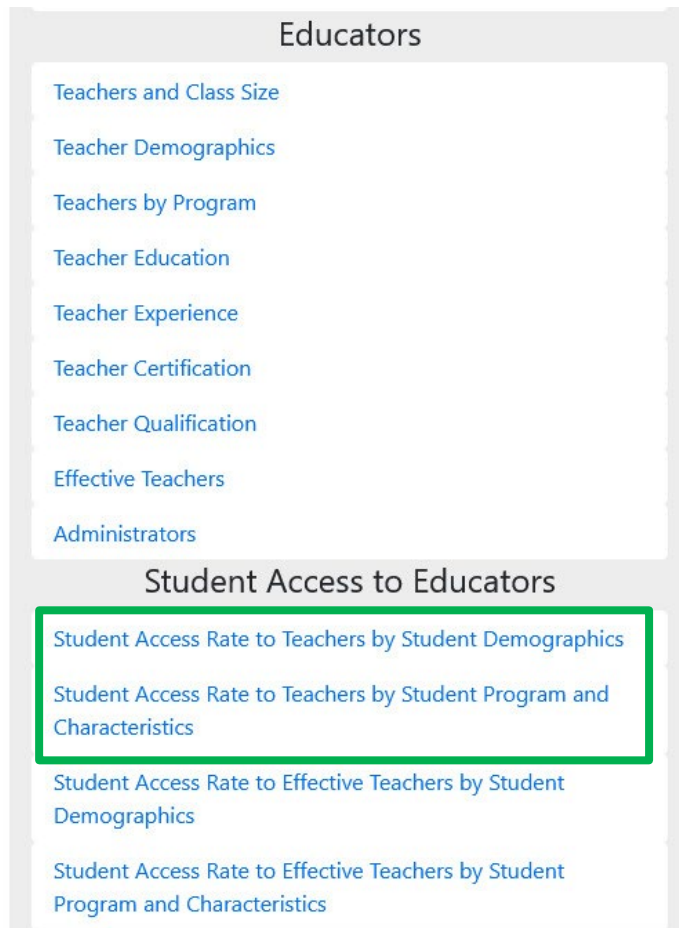

Figure 16 Report Card navigation menu with the student access to teachers measures

These data are divided up by the student demography and the student programs.

State Level

See the earlier section "State Level" for instructions on how to filter the Washington State Report Card to the Statewide data level.

District Level

See the earlier section "District Level" for instructions on how to filter the Washington State Report Card to the LEA data level.

School Level

See the earlier section "School Level" for instructions on how to filter the Washington State Report Card to the school data level.

Tableau Comparison Workbook

OSPI expects to make a comparison workbook of student access rates to teachers available in calendar year 2026. This dashboard will be hosted on OSPI's Tableau Server and available to authorized users, via the same authorization process described in the earlier section Accessing the Teacher Qualification Comparison Workbook. In the interim, the publicly available data on the Washington State Report Card can suffice. Users may find it beneficial to open several browser windows to the report card – one for each organization they wish to compare. Users who are proficient in Excel may also download the entire data set from report card and view the tabular data.

EQUITABLE DISTRIBUTION OF EFFECTIVE TEACHERS

"Effective teacher" is not used synonymously with the above described "teacher qualifications". It is a distinct calculation.

Report Card

In January, 2025 OSPI published a new measure on the Washington State Report Card entitled "Effective Teachers".

A unique aspect of the publicly available data on effective teachers is that data blurring has been applied to these data. Organizations with a very small number of ineffective teachers, which would allow for individual identification of said teachers, have had their number of ineffective teachers converted into a possible range instead of a discrete number.

State Level

See the earlier section "State Level" for instructions on how to filter the Washington State Report Card to the Statewide data level.

District Level

See the earlier section "District Level" for instructions on how to filter the Washington State Report Card to the LEA data level.

Figure 17 Report Card navigation menu with the student access to teachers measures

School Level

See the earlier section "School Level" for instructions on how to filter the Washington State Report Card to the school data level.

Tableau Comparison Workbook

Since the publicly available data on effective teachers has been blurred for small counts, it may be difficult to identify disproportionality in distribution or student access to effective teachers.

Authorized users may access a workbook on OSPI's Tableau Server which presents data on effective teachers without any data blurring applied. This workbook is entitled "Effective Teacher Comparison Workbook. See the earlier section Accessing the Teacher Qualification Comparison Workbook for instructions on how to be granted access to this workbook.

The Effective Teacher Comparison Workbook is laid out very similarly to the Teacher Qualification
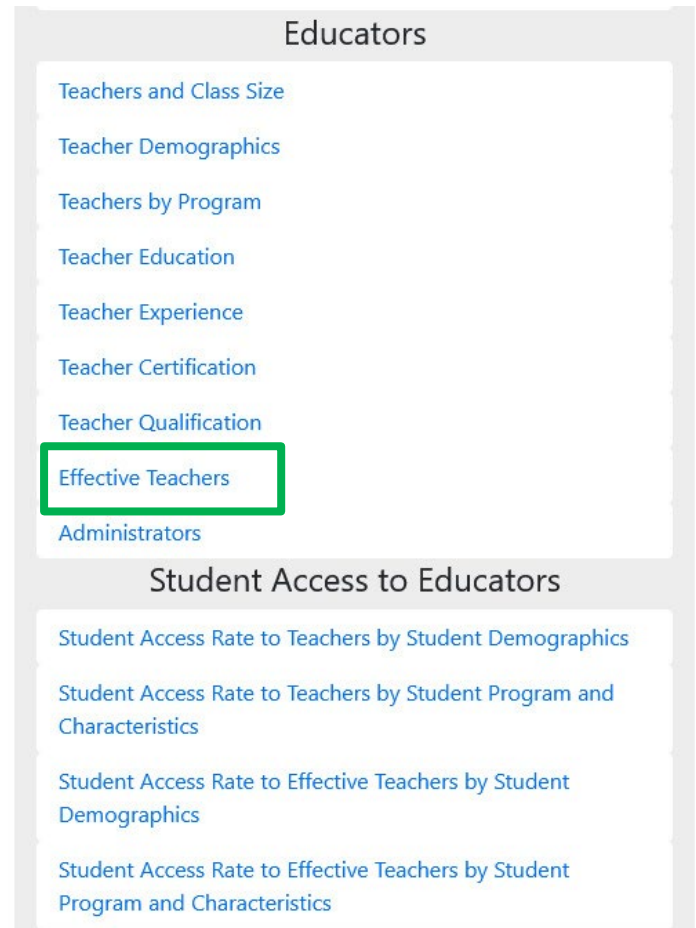
Comparison Workbook.

Currently the Effective Teacher Comparison Workbook has views which allow the user to visualize unblurred data on student access to effective teachers. Within the tooltip that shows when hovering over a bar, the unblurred count of ineffective teachers is displayed.

OSPI expects to publish additional views about the distribution of effective teachers in this workbook in 2026. In the interim, users are advised to consult the tooltip's count of ineffective teachers.
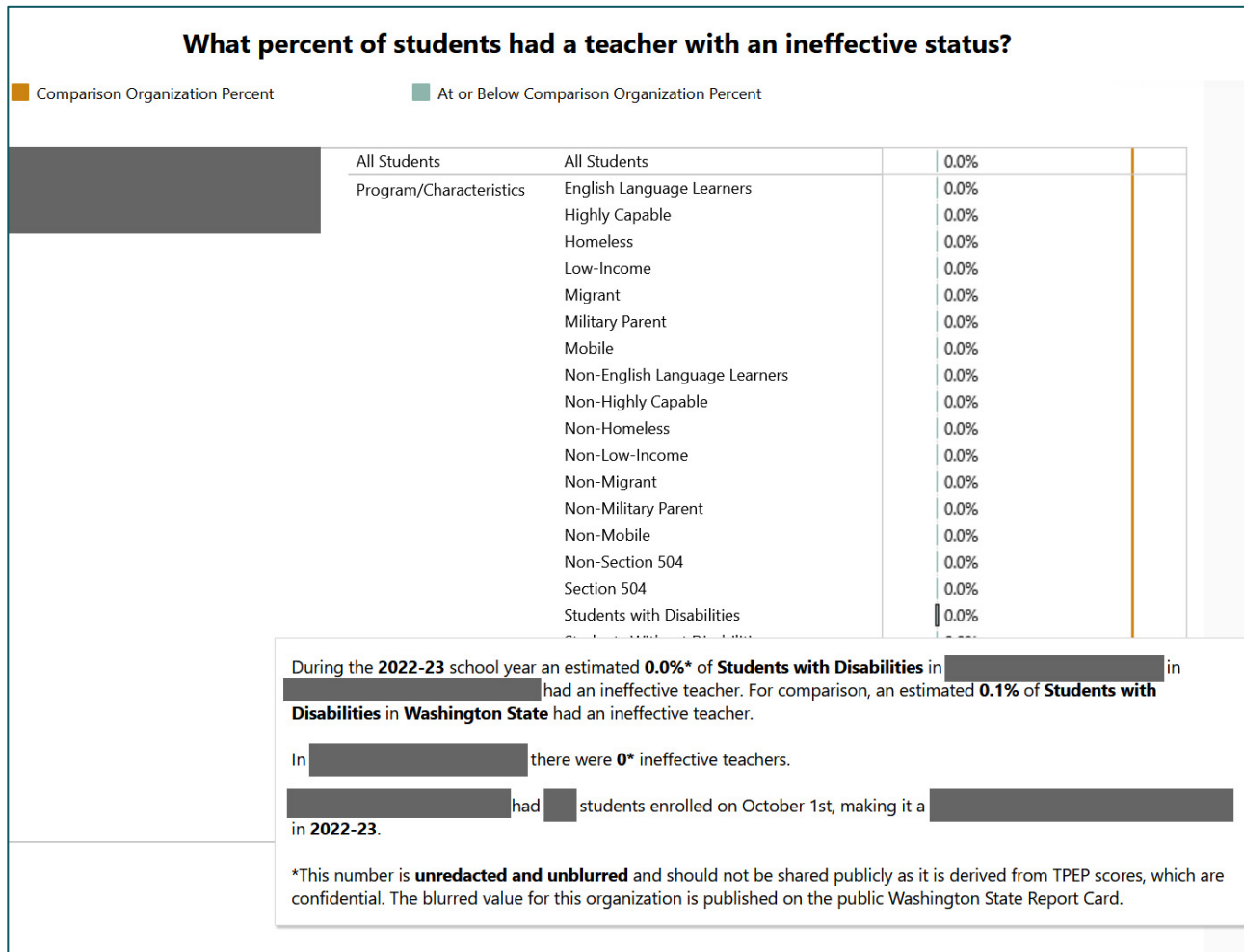

Figure 18 When hovering over a data point, a tool tip with additional text will appear

Because this count is unblurred, additional security measures have been taken on this workbook. Users are only able to view unblurred data about organization which they have been granted by their District Security Manager. Users with the Tableau user role "SecureDataPortal-Educator Interactor" for an organization will be able to view the unblurred counts of that organization in this dashboard.

Users are advised not to disclose the unblurred numbers for their organization. Instead, refer to the blurred numbers published on the Washington State Report Card. For example, instead of disclosing "two ineffective teachers", on the Washington State Report Card for this organization,

the publicized blurred range will be shown as "Between 1 and 2" or "Between X% and Y%".

A common experience with this comparison dashboard will be that the organization selected will have 0.0% across the board. This is due to the relative infrequency of ineffective teachers. Most organizations have 0 ineffective teachers and thereby 0% of the students had an ineffective teacher. This scenario can be seen in the above example screenshot of the Effective Teacher Comparison dashboard.

A trend visualization of student access rates to teachers is expected to be added in calendar year 2026. In the interim, prior school years may be selected one at a time in the filter pane.

STUDENT EQUITABLE ACCESS TO EFFECTIVE TEACHERS

In the Washington State Report Card's publicly available dashboard and in the privately available Effective Teacher Comparison Workbook, student access rates are calculated as an estimate. This is due to data limitations. As a result, there is never any difference in student access rates to ineffective between student groups within the same organization.

Report Card

In the publicly available student access to effective teacher measures, the student access rate is presented as a range (i.e. 1% to 3%) if the number of ineffective teachers at that organization is particularly small.

State Level

See the earlier section "State Level" for instructions on how to filter the Washington State Report Card to the Statewide data level.

District Level

See the earlier section "District Level" for instructions on how to filter the Washington State Report Card to the LEA data level.

School Level

See the earlier section "School Level" for instructions on how to filter the Washington State Report Card to the school data level.

Tableau Comparison Workbook

See the earlier section Tableau Comparison Workbook for instructions on accessing the Effective Teacher Comparison Workbook in Tableau Server.

As the calculation for student access rate to effective teachers produces as identical estimated access rate for each student within an organization, it is recommended that analysis focuses on the overall student access rate to ineffective teachers (i.e. the 'All Students') bar or to cross-organization comparison (the orange comparison bar, or the access rate of some other selected organization).
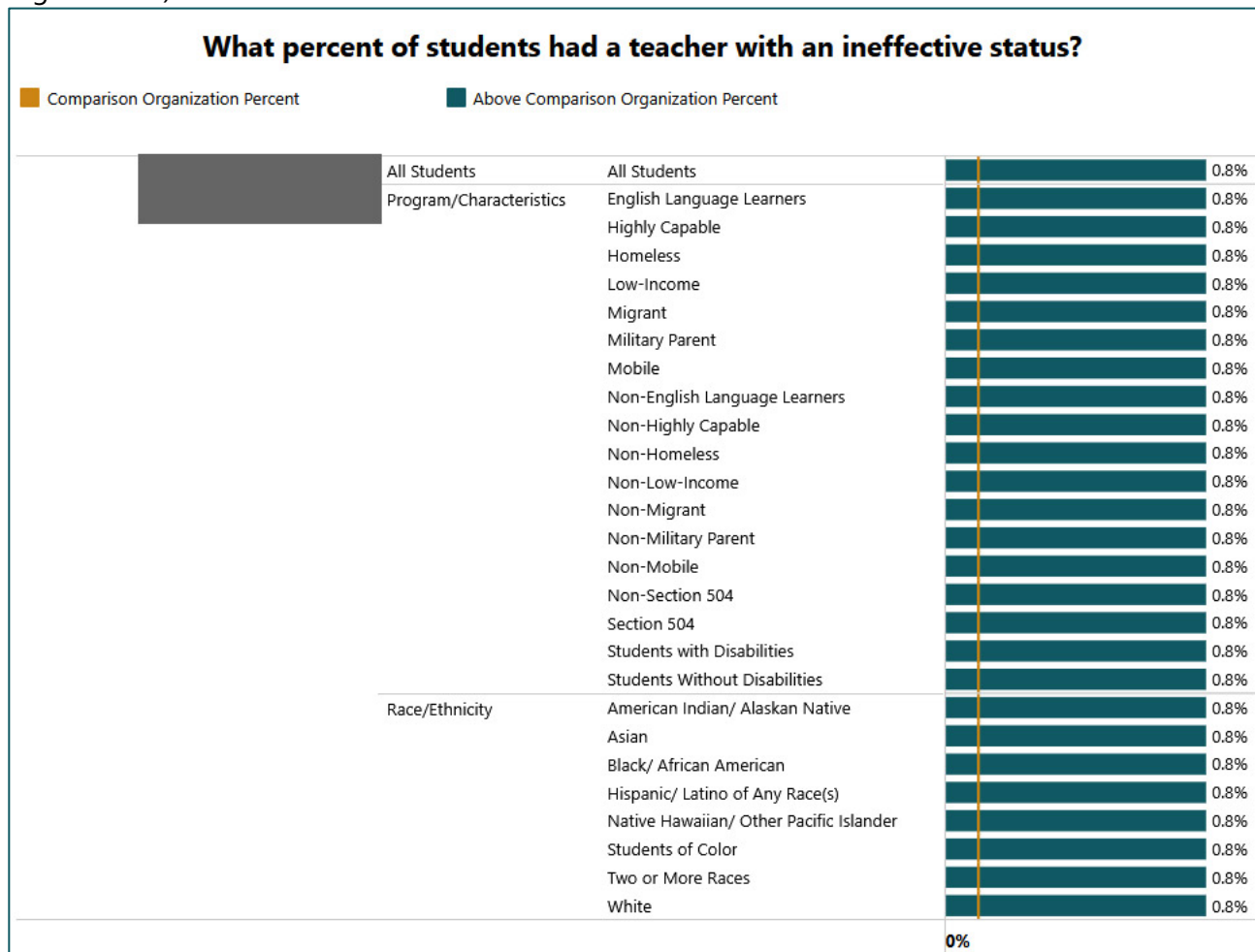
Figure 19 Example of how student access rate between groups is always the same rate

A trend visualization of student access rates to teachers is expected to be added in calendar year 2026. In the interim, prior school years may be selected one at a time in the filter pane.

NEXT STEPS AND FURTHER RESOURCES

The data guidance intends to support Local Education Agencies (LEAs) to identify educational disproportionalities in teacher qualifications and students' equitable access to effective educators. To take next steps to address and improve educational disproportionalities, please see the further resources, but not limited to, which are available to LEAs:

Additional Learning Supports to Students in Need: Title I, Part A Program designed to provide customized instruction and curricula that helps students meet academic standards. As the oldest and largest federal education program, Title I, Part A programs build opportunities for children whose struggles often keep them on the academic sidelines. Please see resources and programs for Closing Educational Achievement Gaps. Contact Title I, Part A Program.

Engage in Professional Learning: To enhance educator qualifications and improve instructional practices, Title II Part A's Program Requirements and Guidance and Transitional Bilingual Instruction Program Guidance offers various tools and opportunities for professional learning. Titel II, Part A Program

Beginning Educator Support Team: The Beginning Educator Support Team (BEST) supports novice educators in Washington through comprehensive induction. The goal of the program is to support and retain beginning educators to ensure equitable access to high-quality education for every student in Washington. BEST provides standards for beginning educator induction, a tool to guide mentors in self-assessment and reflection, events and trainings for mentors and induction leaders to build and strengthen their knowledge to support novice educators, and competitive grants.

Continuous School Improvement: Office of System and School Improvement provides numerous resources and tools to assist our partners, districts, and schools with what they need to create a learning environment and system of sustainable growth. Please see Continuous School Improvement Resources.

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