



# How NCTQ reports on the Equity Standard

## [Standard and indicators](#)

### Data used to report on this standard

Evaluation of institutions on **Standard 13: Equity** uses the following sources of data:

- Information provided by teacher preparation programs on the schools in which teacher candidates are placed for student teaching
- Information gathered by NCTQ on the proportion of students receiving free or reduced-price lunches in the schools where programs place student teachers
- Information gathered by NCTQ on average student performance in reading and mathematics on state standardized student performance assessments for the schools in which programs place student teachers.
- Information gathered by NCTQ on the geographic location of institutions of higher education (IHEs)

### Who analyzes the data

[General analysts](#) evaluate data using a detailed protocol from which this scoring methodology is abstracted.

### Scope of analysis

Reports on equity for both **undergraduate** and **graduate** programs are based on the proportion of student teaching placements made in high performing, high poverty schools.

Programs were asked to provide the names of schools used for placement. For each program, analysts collected data on students receiving free and reduced-price lunches, as well as standardized reading and math test scores for the school and the district, for up to 50 schools where they placed student teachers. (Note: If the names of more than 50 schools were provided by the IHE, analysts randomly selected 50 on which to base the study.) For each school selected, analysts then reviewed the data collected to determine what proportion of those schools are high performing and high needs, according to our criteria. The schools were classified as “high performing and high poverty” (HP/HP) if two conditions were met:

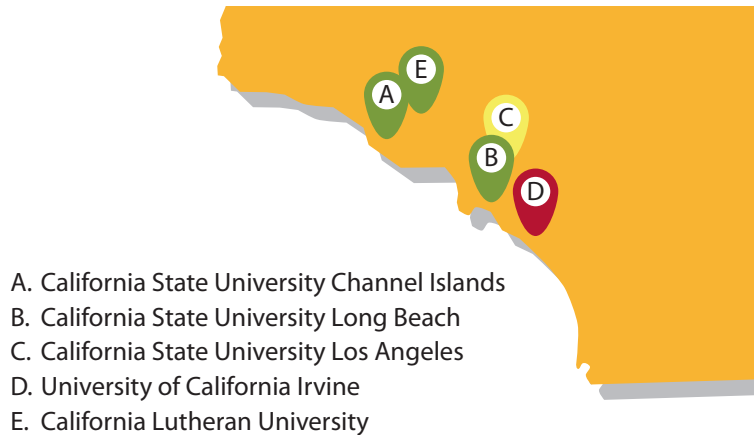
- Forty percent or more of students receive free or reduced-price lunches
- The average student performance in either reading or mathematics on the state’s standardized student performance assessments equals or exceeds the average for the school’s district.

Because NCTQ has established no minimum level of placement in HP/HP schools and provides reports that allow comparison of the level of placement in one program with the level of placement in a program in geographical proximity, programs could not be evaluated in isolation. Moreover, it is difficult to define “geographical proximity,” since the distances between an IHE’s campus and schools used for student teaching placements might vary considerably from IHE to IHE, depending on its setting.

For both these reasons, we defined as “geographically proximal” programs whose lists of 50 randomly selected student teaching placements shared at least five of the same school districts. For those programs for which we had established that five or more of the same school districts were used for placements, we then conducted a second check of placement lists to ensure that we captured all overlap on the individual school level. If we had not, we added any additional shared placement schools to the lists to be evaluated for both programs.

Once each program’s list of placement schools was complete and the proportion of HP/HP schools calculated, this information was displayed graphically as shown below in very general form for five IHEs in the Los Angeles, California area. Were this graphic to be complete, it would show for each of the five IHEs NCTQ’s estimate of the proportion of student teaching placements made in HP/HP schools.

### How NCTQ reports on Equity Standard findings



While it is possible that programs compared in reports are experiencing different constraints on placements in HP/HP schools, the fact that they are in relative geographic proximity suggests that the programs experience the same opportunities or constraints on placements. This means that a significant difference in the placement rates across the programs may represent their relative commitment to training teachers in HP/HP schools.

To provide additional context for evaluation of our results for individual IHEs, we also compute and post a “baseline” proportion of HP/HP schools in the district by:

- Identifying all high poverty schools within a district;
- Collecting reading and mathematics test data for those schools;
- Determining which can be labeled HP/HP using the same criteria as above.

This will allow us to see how well each district’s proportion of HP/HP schools aligns with the proportion of the programs that use them for student teaching placements.

### Possible misconceptions about how analysts evaluate the Equity Standard:

*An absolute standard is used to evaluate program placements in high performing and high poverty schools.* Due to the fact that the availability of HP/HP schools can vary considerably among programs in different institutions of higher education, it would not be equitable to use an absolute standard to report on programs’ commitment to training candidates in such schools.

*The standard evaluates programs’ placements in high performing and high poverty schools of teacher candidates in all forms of clinical practice.* While use of HP/HP schools for the clinical practice that precedes student teaching is also important, this standard reports on the use of such schools only for student teaching placements.