How NCTQ reports on the Equity Standard

Standard and indicators

Data used to score this standard

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

- Information provided by institutions 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 institutions 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 institutions place student teachers

- Information gathered by NCTQ on average student performance in reading and mathematics on state standardized student performance assessments for the districts in which institutions place student teachers

- Data gathered by NCTQ on the geographic location of institutions

Who analyzes the data

General analysts evaluate data using the scoring methodology outlined here.
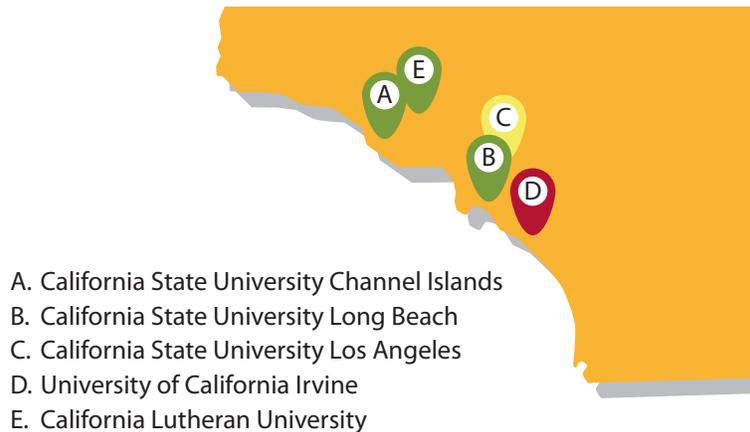
Scope of analysis

Reports on both **undergraduate** and **graduate** institutions of higher education (IHEs) on equity are based on the proportion of student teaching placements made in high poverty, high performing schools.

IHEs were asked to provide the names of schools used for placement. Analysts reviewed up to 50 schools for each IHE. If the names of more than 50 schools were provided by the IHE, analysts randomly selected the names of 50 schools. For each school selected, analysts then reviewed the data collected on free and reduced lunch, as well as test scores for the school and the district. The schools were classified as "high poverty and high performing" 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.

Institutions were not evaluated on an individual basis; instead IHEs which drew on a minimum of five of the same school districts for student teacher placements were identified. For IHEs that submitted the names of more than 50 schools, we then conducted a second check of those lists to ensure that we captured all overlap on the individual school level before comparing IHEs. Data for each IHE surrounding its use of high-poverty schools for student teaching placements was compared as the final step. It is presumed that data has the most meaning when used to compare the placement rates for IHEs in relative geographic proximity because these IHEs experience the same opportunities or constraints on placements, meaning that a significant difference in the placement rates across the institutions may represent their relative commitment to training teachers in high-poverty, high-performing schools.

We note that while we may report for a IHE that only a small proportion of schools used for placement may be high-poverty and high-performing, there may be constraints that prevent the expression of the IHE's commitment to training teachers in such schools despite the fact that neighboring IHEs manage to do so.

A. California State University Channel Islands
B. California State University Long Beach
C. California State University Los Angeles
D. University of California Irvine
E. California Lutheran University

Possible misconceptions about how analysts evaluate the Equity Standard:

An absolute standard is used to evaluate IHEs' placements in high-needs, high-functioning schools. Due to the fact that the availability of high-poverty, high-performing schools can vary considerably between two different institutions of higher education, it would not be equitable to use an absolute standard to report on institutions' commitment to training candidates in such schools.

The standard evaluates an IHE's placements in high-poverty, high-performing schools of teacher candidates in all forms of clinical practice. While use of high-poverty, high-performing 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.