National Education Statistics Agenda Committee (NESAC)
Meeting Summary
Tuesday, June 21, 2022

Welcome and Introductions

NESAC Vice Chair Laura Hansen, Metro Nashville Public Schools (TN), welcomed members to the meeting and facilitated introductions. Laura reviewed the purpose and goals of NESAC, provided a brief overview of previous meeting topics, and introduced the current meeting topic: challenges and best practices related to staffing data. During the meeting, attendees would separate into two breakout groups to discuss this topic through the lens of educator qualification data collection and reporting.

Laura reminded attendees that state and local education agencies (SEAs and LEAs) are required to include teachers' professional qualifications on Every Student Succeeds Act (ESSA) report cards (https://www.ed.gov/essa). She also provided attendees with information on the *Forum Guide to Staff Records* (https://nces.ed.gov/forum/pub_2021094.asp), which was published in 2021.

Breakout Groups Discussion

Educator Qualification Data

- Members noted that the general range of educator qualification data collected includes, but is not limited to, the following:
    - years of experience;
    - credentials obtained;
    - education level and history;
    - teacher attendance;
    - associates or masters (yes/no);
    - area of endorsement;
    - type of license; and
    - extra classes taught or other assignments, such as coaching (for purposes of salary).
- Educator data included on SEA and LEA report cards may include the following:
    - degree level and awarding institution;
    - education level;
    - field of degree;
    - date degree was earned;
    - proficiency areas in English language arts (ELA), science, and math;
    - learning gains in ELA and math;
    - acceleration data;
    - graduation data;
    - teacher experience and certifications;
    - teacher turnover;
    - students taught by inexperienced, ineffective, or out-of-field teachers;
    - teacher-student and teacher-support staff ratios; and
    - statewide nutrition rate.
- The coronavirus disease (COVID-19) pandemic has affected the ability of some agencies to conduct staff data analyses in recent years.

Use of Data for Policymaking, Operations, and Accountability

- A chief concern for SEAs and LEAs is using educator data to examine equity in schools and to ensure the diversity of the teaching population resembles that of the student population. Data work is leading some agencies' recruitment efforts to target historically black colleges and universities (HBCUs) and other sources.
- Agencies and their recruiters are also aware of the need for multidimensional diversity and inclusivity; educator background data help with recruiting efforts.
- Some SEAs and LEAs face challenges because student and staff data on race/ethnicity are not always collected using the same categories. While some agencies collect multi-race data for both teachers and students, others only collect these data for students.
- One state has partnered with local colleges, universities, and HBCUs for a teacher residency program, aiming to create greater diversity among participants.
- Other agencies use educator data to provide feedback reports to teacher preparation programs.
- In one district, analysis of educator data allowed schools to raise teacher salaries after learning average salaries in the district fell to the point of losing staff. The district raised staff pay, redid the pay scale, and started to focus more attention on ensuring that pay structures did not benefit new teachers to the detriment of established teachers.
- Staff data have helped SEAs and LEAs in the wake of the COVID-19 pandemic due to the number of teachers in hard-to-fill positions who left their jobs and the consequent use of teachers with out-of-field endorsements to fill those positions, particularly for math courses. Data work has allowed agencies to hone and target searches for needed staff in concert with colleges and to offer incentives for specific subject areas.

Policies and Practices to Address Challenges and Support Improvements in Data Quality

- Data quality is easier to maintain when data are used frequently.
- Some agencies noted that data quality improves when states have reciprocal data-sharing agreements with other states; this is not yet the standard across the country.
- While some states provide LEAs with master files of teacher endorsements/licensure, other states do not. Without these master data files, it can be difficult to ensure the quality of endorsement and licensure data at the LEA level.
- Collecting data on the connections between teachers and students is necessary but challenging. District needs may conflict with state requirements around teacher-student data; for example, reporting a single teacher of record may not accurately capture the contributions of team teachers and paraprofessionals.
- Virginia's Office of Data Services has improved data quality by adopting the School Courses for the Exchange of Data (SCED) and mapping educator endorsements to SCED codes. The state is developing a longitudinal data system (LDS) for educator data.
- One district reported a lack of high-quality professional development data; such data might help create a better classroom experience.

Lessons Learned and Best Practices

- The pandemic made clear the need for good teacher licensure software.
- Human resources data management systems are often not able to collect data at the level that LEAs need, which poses a challenge. Overall, data systems still frequently stand

apart from each other, with the same data subject to different business rules depending on the system.
- Resources from What Works Clearinghouse have proven to be very helpful (https://ies.ed.gov/ncee/wwc/).
- The pandemic helped districts identify challenges and needs related to staffing data.

Joint Discussion

The two breakout groups reconvened in the main room, where representatives from each breakout group reported summaries of their respective discussions. Then, as a single group, attendees considered what they learned from colleagues and emerging practices.

- One LEA representative raised the topic of improving staff retention by helping teachers with housing and childcare. Some states and districts have addressed this by allowing teachers who live outside their work district to enroll their children where they teach.
- Best practices for the linkage of student-teacher data are needed. The *Forum Guide to the Teacher-Student Data Link: A Technical Implementation Resource* provides further information (https://nces.ed.gov/forum/pub_2013802.asp).
- Data work going forward should consider the higher level of diversity among younger groups shown by U.S. Census Bureau data.