



# 2024 Workforce Stability Index (WSI) High-Poverty/High-Minority Report for Title I Schools

## Contents

Introduction .....	1
Overall WSI Percentile of Title I Schools .....	2
WSI Percentiles for Title I Schools by Domain.....	3
WSI Domain Data for Individual Districts and Schools.....	5

## Introduction

To evaluate access to effective educators, the Division of Elementary and Secondary Education (DESE) developed the Workforce Stability Index (WSI) for use across the state, specifically in high-poverty and high-minority Title I schools.

DESE uses the WSI High Poverty/High Minority Report to publicly report progress toward ensuring that low-income and minority children in Title I schools are not served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers. The report assists school districts in identifying staffing issues and ensuring that all students have access to effective teachers.

The Workforce Stability Index (WSI) is a measure of workforce quality defined in Arkansas's state plan as required under the Every Student Succeeds Act (ESSA). ADE uses the WSI to identify districts and schools with potential gaps in access to effective teachers and target interventions and resources intended to close those gaps.

The WSI includes 8 variables across the 5 domains (Table 1) that are commonly used measures of workforce quality. The experience domain includes teacher average years of experience and the percent of teachers with 3 or more years of experience in a school; the attainment domain includes the percent of teachers with a master's degree and the percent of teachers who are National Board certified; the effectiveness domain includes the percentage of teachers who received a rating of progressing or higher and effective or higher on the Teacher Excellence and Support System (TESS), which is Arkansas's evaluation system; the licensure domain includes the percent courses with a teacher licensed to teach that course; and, the retention domain includes the percent of teachers who were retained in a given school year. All variables in each domain are positively related to workforce quality, meaning that as a district or school improves on a variable, one would expect to also see improvements in their WSI scores.



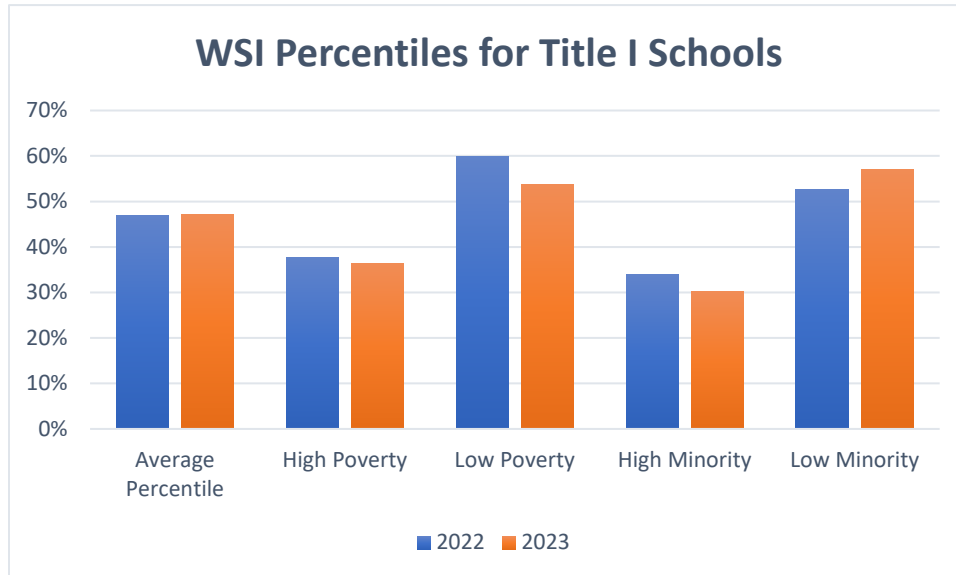
Table 1. Variables included in the revised WSI by domain				
Experience	Attainment	Effectiveness	Licensure	Retention
<ul style="list-style-type: none"> <li>• Teacher average years of experience</li> <li>• Percentage of teachers with 3 or more years of experience</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage with a master’s degree or higher</li> <li>• Percentage NBCT</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of teachers progressing or higher on TESS</li> <li>• Percentage of teachers effective or higher on TESS</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of courses with a teacher licensed to teach the course or subject</li> </ul>	<ul style="list-style-type: none"> <li>• Percent retention</li> </ul>

NBCT=National Board-Certified Teachers

DESE relies on the WSI as a diagnostic tool to identify districts that perform poorly across all 5 WSI domains. After identifying districts and schools in need of assistance, DESE can target support, such as human capital audits or other human capital management interventions, to improve the quality of their respective educator workforces.

High poverty schools by definition are those schools in the top 25% when all schools are ranked by percentage of students eligible for the national free and reduced-price lunch program. High minority schools by definition are those schools in the top 25% when all schools are ranked by percent of students reported as non-white. The bottom 25% are identified as low poverty and low minority.

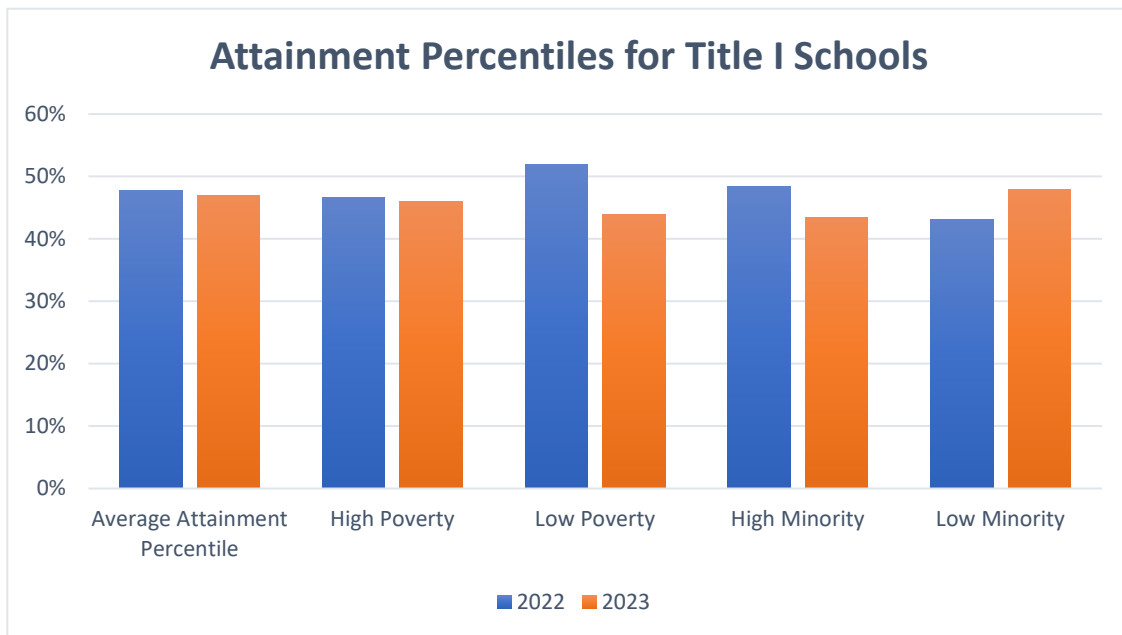
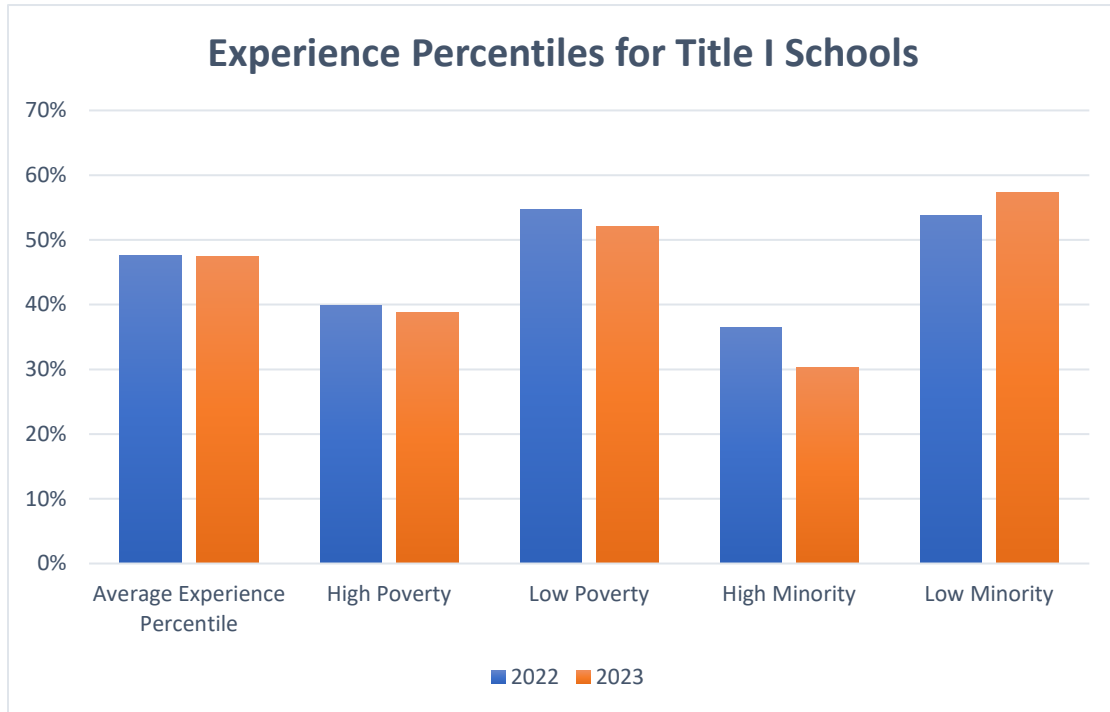
### Overall WSI Percentile of Title I Schools

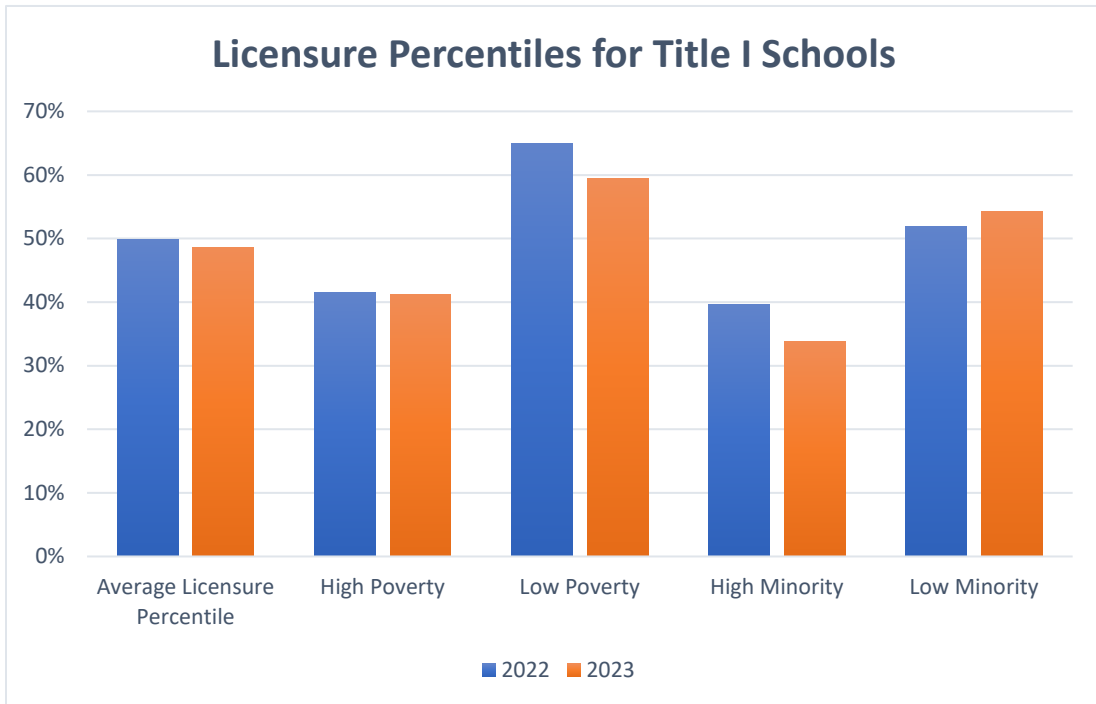
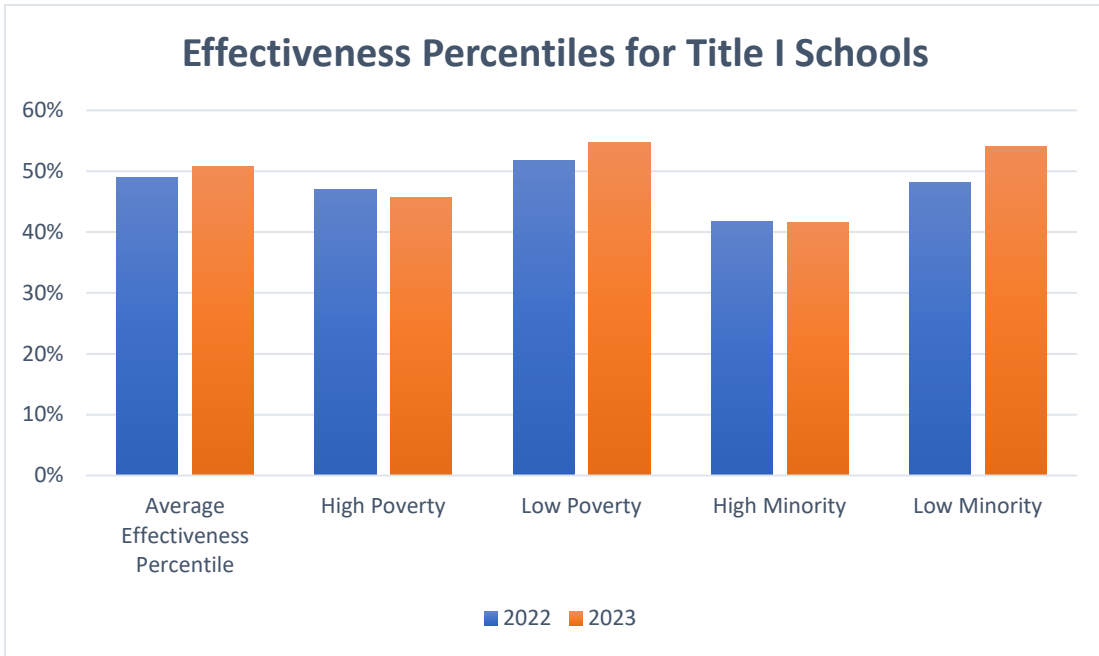


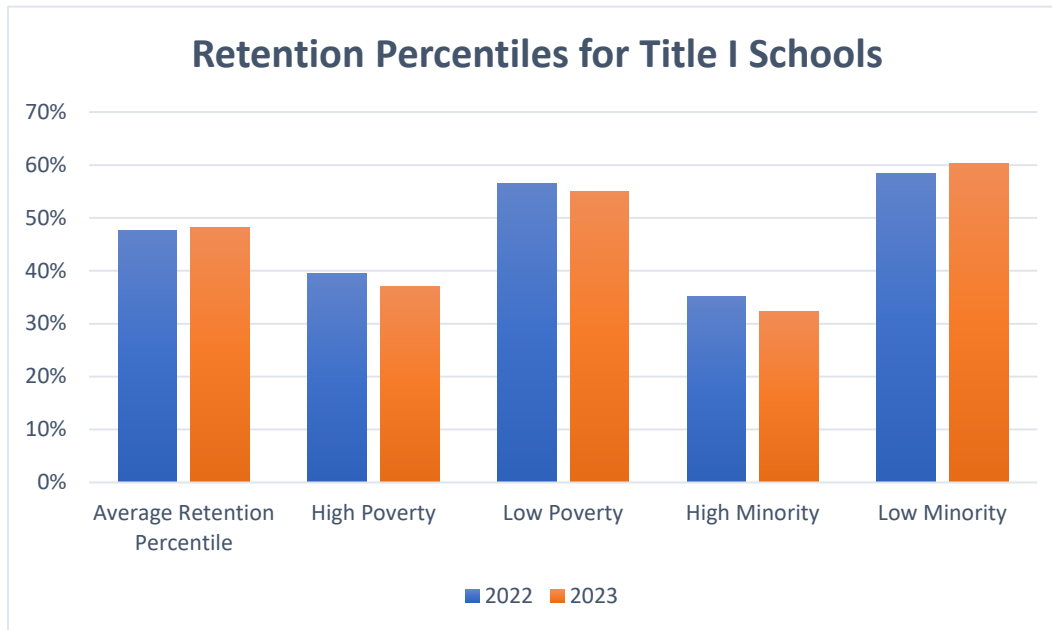
While both high poverty and high minority Title I schools have lower than average WSI scores, high minority Title I schools have the lowest average WSI score across groups. Both low poverty and low minority Title I schools have above average WSI scores, with low poverty schools 10% higher than the average Title I school WSI.



## WSI Percentiles for Title I Schools by Domain







The attainment domain shows the least variance between percentiles across groups, with only a 3% average variance between any group. On average, high poverty and high minority schools have higher attainment percentiles than low minority schools. The retention domain shows the largest percentile difference between the state average and a certain group, with high minority schools having an average percentile rank 14 percentage points below the state average. In the retention domain, there is an average 25-percentage point difference between high minority (34%) and low minority (59%) schools. In the licensure domain, there is a 25-percentage point difference between high minority (37%) and low poverty (62%) schools.

### WSI Domain Data for Individual Districts and Schools

Examining school and district performance on each variable in the WSI is useful for targeting interventions to address the specific areas of need and improve the overall quality of the educator workforce. Raw data for the WSI, including Title I, poverty, and minority status can be accessed here: [2024 WSI Data for the HP/HM Report](#)