



ENSURING EQUITABLE ACCESS TO EXCELLENT EDUCATORS

July 7, 2015



Equitable Access Overview

BACKGROUND

In order to move America toward the goal of ensuring that every student in every public school has equitable access to excellent educators, Secretary Duncan announced the Excellent Educators for All Initiative in July 2014 which would require each SEA to submit a plan describing the steps it will take to ensure that “poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers,” as required by section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965 (ESEA).

This is not the first time that SEAs have completed Equity Plans. In response to the Department’s request, SEAs last submitted their plans under ESEA section 1111(b)(8)(C) in 2006, and some SEAs have updated their plans since that time.

CORE PRINCIPLES

EQUALITY OF OPPORTUNITY

All students deserve an equal educational opportunity, including equal access to excellent educators.

Teachers and principals who work in our hardest-to-staff schools deserve the support they need to succeed.

Excellent educators are those fully able to support students in getting and remaining on track to graduate from high school ready for college and careers.

EXCELLENT EDUCATORS FOR ALL

- The three-part initiative includes the following:
 1. Comprehensive Educator Equity Plans
 2. Educator Equity Profiles
 3. Equitable Access Support Network (EASN)



Educator Equity Profiles

PURPOSE

- Show States where there might be gaps in teacher equity
 - In the State as a whole
 - In specific districts

- Compare certain teacher characteristics
 - In schools with high and low concentrations of students from low-income families
 - In schools with high and low concentrations of students of color

- Identify districts with many of the State's high poverty or high minority schools and dive deeper into their data.

USE

- The Department provided these profiles as a resource and an example of how you might illustrate gaps identified through data analysis.
- These profiles, or profiles like them, could be used as part of your State's stakeholder engagement strategy or method for reporting progress.
- We used the best available data to us; we encouraged States to supplement with more relevant or more recent data.



Analysis and Content

DATA ELEMENTS AND SOURCES

- The 2011–12 CCD served as the basis for the analytic file.
- The profiles analyzed five educator and classroom characteristics:

Measure	Source
First year teachers	2011–12 CRDC
Teachers without certification or licensure	2011–12 CRDC
Classes taught by teachers who are not highly qualified	2011–12 ED <i>Facts</i>
Teachers absent more than 10 days	2011–12 CRDC
Adjusted average teacher salary	2011–12 CRDC, 2011 CWI

- The Department encouraged States to supplement these data elements with more recent data that is relevant to the State’s education reform priorities.

EDUCATOR EQUITY PROFILES

QUARTILE ANALYSIS

- Assigned schools in each State to quartiles based on percent of:
 - Students eligible for free or reduced price lunch
 - Students who are minority
 - In these profiles, “minority” is defined as students who are American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races.
- Compared schools in State’s highest quartile to schools in State’s lowest quartile
- Schools remained in these quartiles for all of the analyses presented in the profile

EQUITY PROFILE - STATE PAGE

ABOUT THIS STATE

Educator Equity Profile

Wisconsin
2011–12 Data

This profile compares certain characteristics of educators in schools with high and low concentrations of students from low-income families and minority students. These data are the best available to the Department. In working to ensure that all students have access to excellent teachers and leaders, states and districts are encouraged to supplement these data with additional measures of educator quality.

About this State

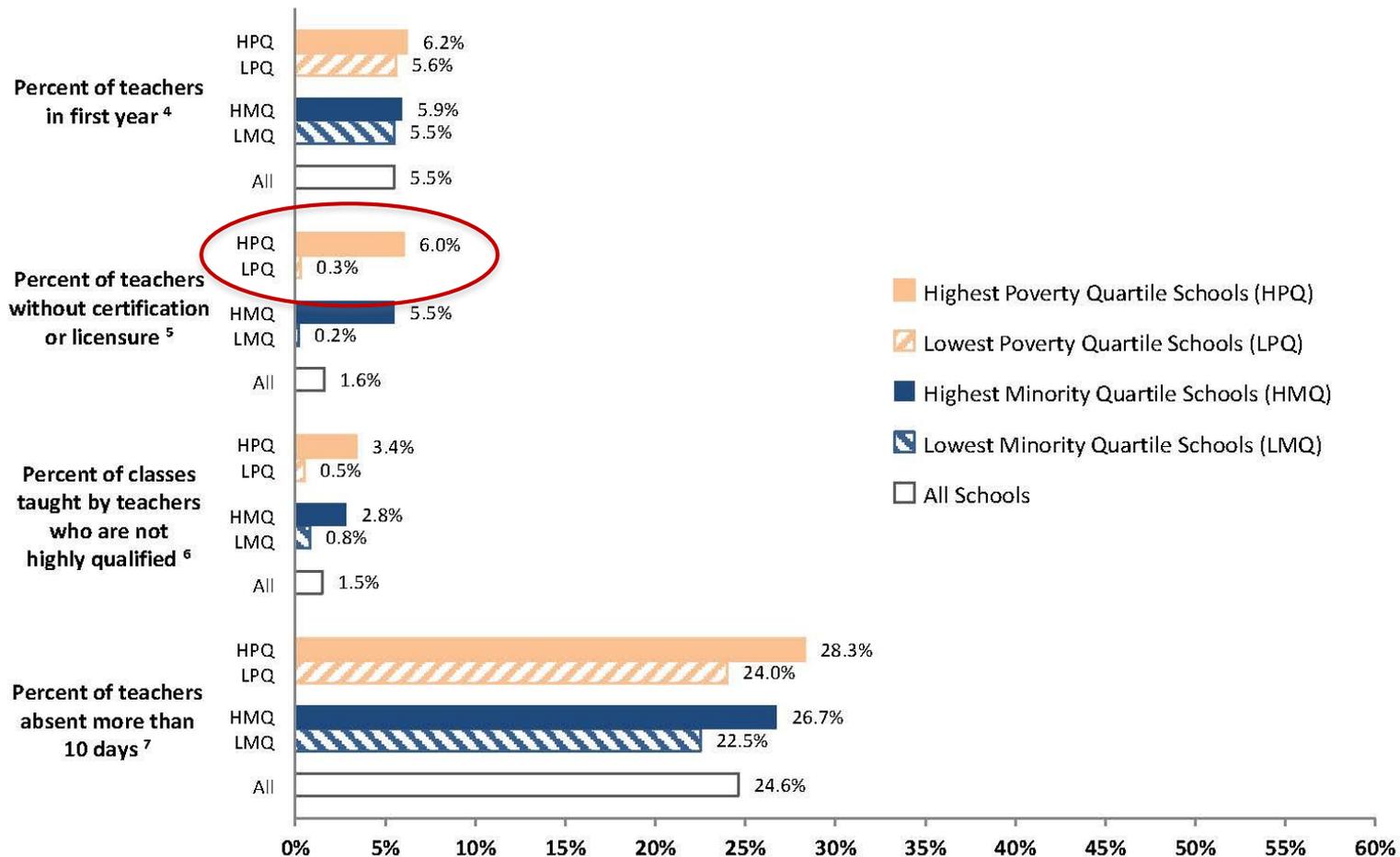
Number of Schools <i>In each quartile</i>	2,229 <i>about 557</i>	Average Percent Students in Poverty ²		Average Percent Minority ³ Students	
		All Schools	41%	All Schools	26%
Number of Districts	445	Highest Poverty Quartile Schools (HPQ)	75%	Highest Minority Quartile Schools (HMQ)	63%
Total Student Enrollment	870,282	Lowest Poverty Quartile Schools (LPQ)	16%	Lowest Minority Quartile Schools (LMQ)	5%
Total Number of Teachers ¹	55,907				



EQUITY PROFILE - STATE PAGE

EDUCATOR AND CLASSROOM CHARACTERISTICS

Educator and Classroom Characteristics



MOCK PROFILE - STATE PAGE

EDUCATOR AND CLASSROOM CHARACTERISTICS - SALARY

Adjusted average
teacher salary ^B



EQUITY PROFILE – DISTRICT/LOCALE PAGES

EQUITY GAPS IN HIGHEST POVERTY SCHOOLS

State's Highest Poverty Schools – by District and Locale

	Number of State's highest poverty schools	Total number of schools	Percent of teachers in first year in State's highest poverty schools	Percent of teachers without certification or licensure in State's highest poverty schools	Percent of classes taught by teachers who are not highly qualified in State's highest poverty schools	Percent of teachers absent more than 10 days in State's highest poverty schools	Adjusted average teacher salary in State's highest poverty schools
District							
Milwaukee	164	177	8.0	19.0	3.7	35.5	\$53,371
Madison Metropolitan	26	55	3.4 ✓	1.1	7.1	17.7 ✓	\$63,785 ✓
Racine Unified	25	35	4.4 ✓	1.2	1.9	22.4 ✓	\$50,814
Beloit	17	18	6.4	0.0 ✓	3.4	48.1	\$52,167
Green Bay Area	17	39	4.6 ✓	0.0 ✓	0.2 ✓	22.6 ✓	\$52,170
Kenosha	17	44	2.2 ✓	0.7	1.4	44.2	\$51,188
Eau Claire Area	6	23	1.6 ✓	0.4	1.6	91.3	\$52,729
Locale⁹							
City	303	530	6.2	9.5	3.9	28.3	\$53,080
Suburb	52	403	4.6 ✓	0.2 ✓	1.6	38.5	\$53,614
Town	61	405	6.5	0.0 ✓	0.8	27.6	\$53,104
Rural	141	891	6.8	0.4	1.5	22.8 ✓	\$49,572
For comparison							
State average for lowest poverty schools			5.6	0.3	0.5	24.0	\$53,753



EQUITY PROFILE – DISTRICT/LOCALE PAGES

EQUITY GAPS IN HIGHEST MINORITY SCHOOLS

State's Highest Minority Schools – by District and Locale							
District	Number of State's highest minority schools		Percent of teachers in first year in State's highest minority schools	Percent of teachers without certification or licensure in State's highest minority schools	Percent of classes taught by teachers who are not highly qualified in State's highest minority schools	Percent of teachers absent more than 10 days in State's highest minority schools	Adjusted average teacher salary in State's highest minority schools
	Total number of schools						
District							
Milwaukee	173	177	8.0	18.9	3.6	35.6	\$53,529 ✓
Madison Metropolitan	55	55	2.8 ✓	0.7	3.5	17.3 ✓	\$64,840 ✓
Racine Unified	34	35	4.2 ✓	1.1	2.0	22.5 ✓	\$51,082
Kenosha	32	44	2.7 ✓	0.5	0.9	39.9	\$52,841 ✓
Green Bay Area	29	39	4.2 ✓	0.0 ✓	0.4 ✓	22.1 ✓	\$53,987 ✓
Beloit	17	18	6.4	0.0 ✓	3.4	48.1	\$52,167 ✓
Delavan-Darien	5	5	9.1	0.0 ✓	0.0 ✓	52.1	\$55,729 ✓
Locale⁹							
City	366	530	5.8	7.8	3.2	26.3	\$55,513 ✓
Suburb	113	403	6.2	1.0	1.0	27.7	\$53,016 ✓
Town	30	405	6.6	0.2 ✓	0.8 ✓	33.0	\$54,972 ✓
Rural	46	891	5.4 ✓	0.3	1.6	24.6	\$53,142 ✓
For comparison							
State average for lowest minority schools			5.5	0.2	0.8	22.5	\$51,992





State Data Files

DATA FILES: OVERVIEW

WHY THE DEPARTMENT CREATED AND SHARED STATE DATA FILES

- Convenience
 - The data files merged a variety of sources of data and were intended to be useful as you define key terms, identify equity gaps, conduct a root cause analysis, and plan for progress monitoring and reporting.
- Transparency
 - Gives SEAs access to data underlying Educator Equity Profiles – including CRDC data which many SEAs do not otherwise have.
 - Opportunity to identify discrepancies in data reported to SEAs and to Department, and to work with LEAs to address.
 - Allows SEAs to run additional analyses to inform State Plans by using, for example, different definitions of “minority.”

DATA SOURCES AND ELEMENTS

EDUCATOR EQUITY PROFILES DATA

School Identifiers

- CCD and CRDC school IDs
- LEA ID
- State IDs
- Source

Comparable Wage Index (CWI)

- LEA-level CWI
- State-level CWI

Common Core of Data (CCD)

- Enrollment overall
- Enrollment by race/ethnicity
- Free/Reduced price lunch eligibility
- School urbanicity
- School type
- School operating status

EDFacts

- Elementary classes taught by Highly Qualified Teachers
- Secondary classes taught by Highly Qualified Teachers

Civil Rights Data Collection (CRDC)

- Teacher Experience
- Teacher Absenteeism
- Teacher Certification
- Teacher Salary



State Equity Plans

EQUITY PLAN REVIEW PROCESS

UPDATES AND NEXT STEPS

- Plans were submitted to the Department on June 1, 2015
- 49 State Plans have been submitted to the Department
 - 4 States have been granted extensions (CA, HI, SD, BIE)
- All States are provided the opportunity to receive technical assistance feedback on their State Plans
 - In-Person Expert Panel Review (April)
 - Virtual Expert Panel Review (May)
 - Post-Submission Panel Review (June)
- State Plans are being reviewed on two tracks
 - Pre-Reviewed Plans are being reviewed by ED
 - 22 plans are receiving post-submission technical assistance review prior to ED review



STATE PLANS

REVIEW GROUPS

Group 1: Pre-Reviewed States

- **ED Technical Review**
- Alabama, Arizona, Arkansas, Connecticut, Delaware, DC, Georgia, Idaho, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Nevada, New Hampshire, New York, North Dakota, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Wisconsin

Group 2: Post-Review States

- **TA Review**
- Alaska, Colorado, Florida, Kansas, Louisiana, Mississippi, Montana, Nebraska, New Jersey, New Mexico, North Carolina, Ohio, Oregon, Puerto Rico, Vermont, Virginia, Washington, West Virginia, Wyoming

Group 3: Extensions

- **Review will begin when plans are submitted**
- BIE, California, Hawaii, South Dakota

STATE EQUITY PLANS

1. CONSULT WITH STAKEHOLDERS

2. IDENTIFY EQUITY GAPS

3. EXPLAIN EQUITY GAPS

4. IDENTIFY STRATEGIES

5 & 6. MEASURE AND REPORT
PROGRESS

IDENTIFY EQUITY GAPS

2

EXAMPLE DEFINITIONS FROM STATE PLANS

- Inexperienced
 - ≤ 1 year, ≤ 2 years, ≤ 3 years, ≤ 4 years
 - Provisional Certification
- Unqualified
 - Non-HQT, Not licensed/certified, Emergency licensure/certification, No license/certification and/or content endorsement
 - Ineffective, Non-HQT OR ineffective
 - Out-of-area or unlicensed for more than 30 days
- Out-of-Field
 - No certification/license in subject, Non-HQT, No content endorsement, Emergency certification, Not HQT in subject

IDENTIFY EQUITY GAPS

2

EXAMPLE DEFINITIONS FROM STATE PLANS

- “Poor student”
 - FRPL, TANF/SNAP, Homeless, Foster Care
- “Minority student”
 - Non-white, Non-majority, Non-Caucasian, American Indian/Alaskan Native, Asian, Black/African American, Hispanic, Native Hawaiian/Pacific Islander, or Two or More Races, or member of an ethnic group underrepresented in the school

IDENTIFY EQUITY GAPS

EXAMPLE DEFINITIONS FROM STATE PLANS

2

- Other educator terms
 - Educator effectiveness
 - Composite rating
 - Value-added measure
 - Teacher turnover
 - Teacher salaries
 - Teacher absenteeism
 - Principal experience, turnover
- Other student subgroups
 - English learners
 - Students with disabilities
 - Student achievement
 - Small schools / rural schools / charter schools

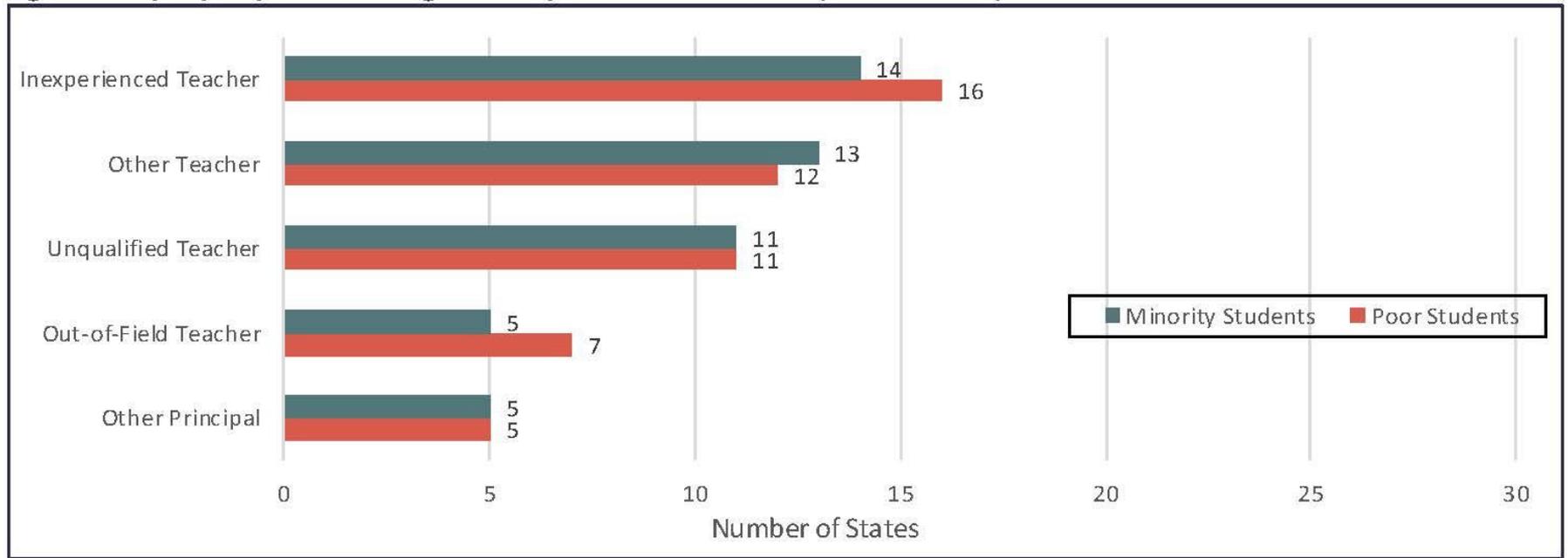


IDENTIFY EQUITY GAPS

EXAMPLE EQUITY GAPS FROM STATE PLANS

2

Figure 1. Equity Gaps Prioritizing Minority and Poor Students (n = 26 States)

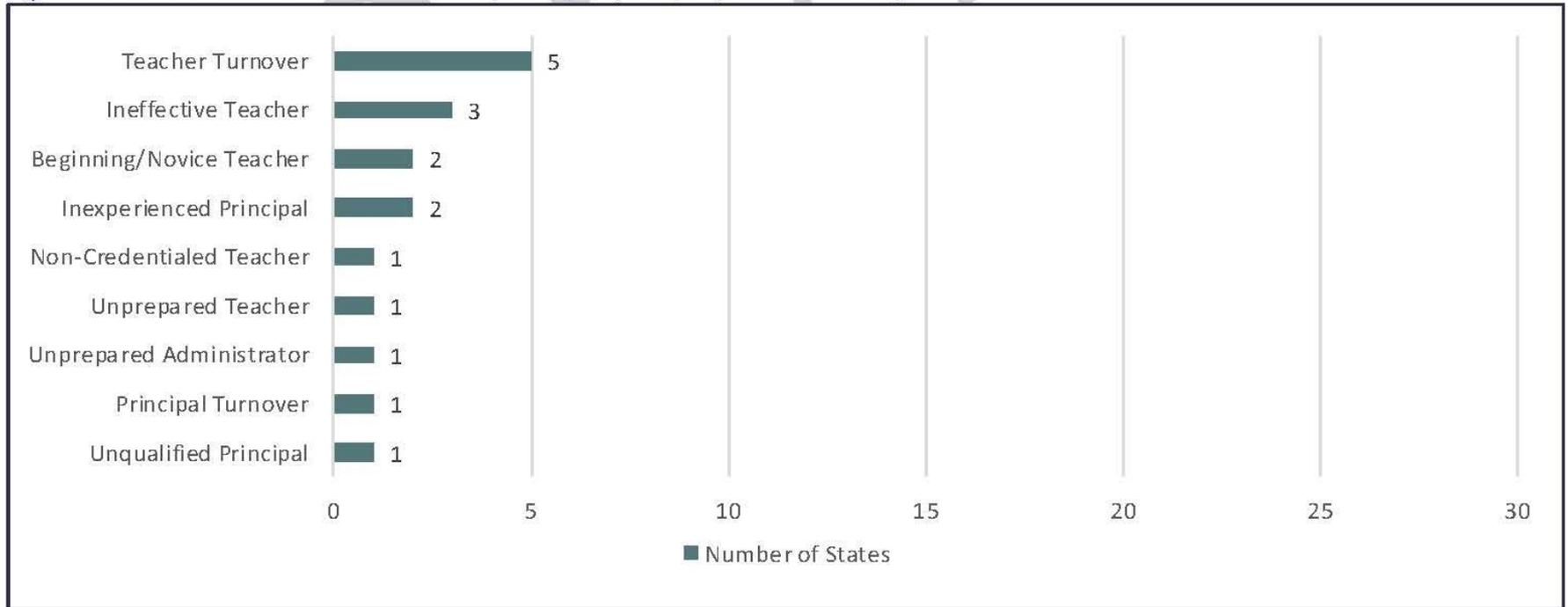


IDENTIFY EQUITY GAPS

EXAMPLE EQUITY GAPS FROM STATE PLANS

2

Figure 2. "Other" Teacher and Principal Equity Gaps (n = 13 States)

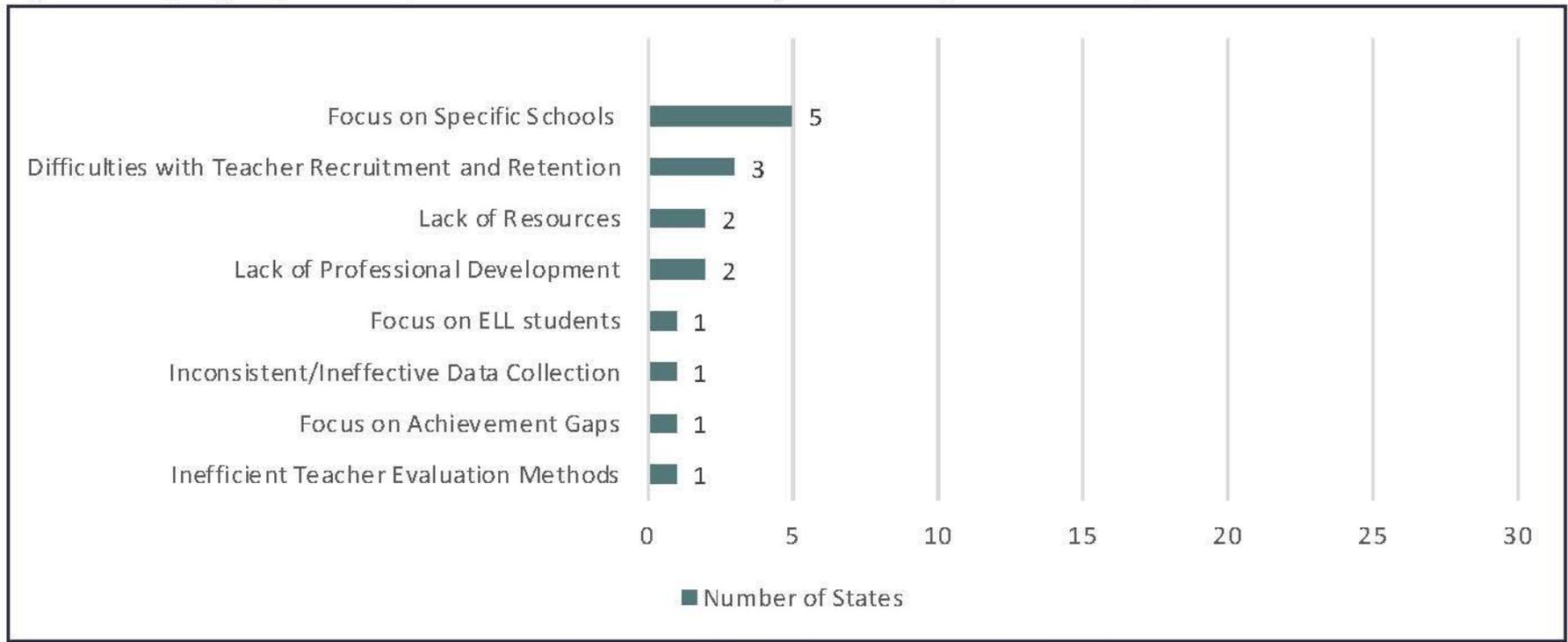


IDENTIFY EQUITY GAPS

EXAMPLE EQUITY GAPS FROM STATE PLANS

2

Figure 3. Equity Gaps Not Specific to Poor or Minority Students (n = 12 States)



ROOT CAUSES OF EQUITY GAPS

3

EXAMPLE ROOT CAUSES FROM STATE PLANS

- Emerging themes in root causes of equity gaps:
 - Inadequate Preparation or Preparation Misaligned to Local Needs
 - Insufficient Professional Development and Support
 - Adverse Working Conditions
 - Ineffective Human Capital Management
 - Ineffective Leadership
 - Inequitable Funding and Resource Allocation
 - Inadequate Compensation/Incentives
 - Lack of Upward Mobility

IDENTIFY STRATEGIES

EXAMPLE STRATEGIES FROM STATE PLANS

4

Provide Supports to Schools and Districts

- Support Local Efforts to Improve Work Conditions
- Improve Funding/Resource Allocation
- Support District Strategic Workforce Planning in Districts

Improve the Supply of Teachers to High-Need Schools

- Improve Educator Preparation and Certification Requirements
- Partner with or Create Preparation Programs to Increase Supply of Excellent Educators
- Hold Preparation Programs Accountable for Results
- Recruit Teachers through Loan Repayment
- Create Distance Learning Opportunities for Students

Improve the Management of Human Capital

- Improve or Expand Professional Development and Support
- Improve Recruitment and Hiring Practices
- Improve or Implement Educator Evaluation Systems
- Establish or Use Data Systems to Work toward Equitable Access

Improve Compensation for Excellent Educators in High-Need Schools

- Increase or Differentiate Educator Compensation/Incentives
- Support Career Growth Opportunities for Educators

MEASURING PROGRESS

5

STATE PLAN REQUIREMENTS

- Describe the method and timeline the SEA will use to measure progress in eliminating equity gaps
 - The Department suggests setting long term goals and annual targets
 - Consider measuring and reporting progress in addressing root causes as well as equity gaps
- Example:
 - Monitor and report progress on all indicators for high and low poverty schools
 - Percent of first year teachers (equity gap in question)
 - Principal turnover rates (root cause / leading indicator)
 - Teacher salary (root cause / leading indicator)

REPORTING PROGRESS

PUBLIC ACCOUNTABILITY FOR EQUITABLE ACCESS

6

- Describe how the SEA will publicly report on progress
- Questions to consider:
 - What are long-term goals for eliminating equity gaps?
 - What are annual targets toward meeting those goals?
 - How will you visualize and present data to measure progress over time?
- Improving data quality
 - What data may become available to improve analysis of equitable access over time?
 - How can the State improve data collection and reporting to provide better access to equitable access data?



Technical Assistance

HELP WITH STATE PLANS

AVAILABLE EQUITABLE ACCESS RESOURCES

- **Equitable Access Plans, Profiles, & Resources**

- <http://www.ed.gov/programs/titleiparta/resources>

- **Equitable Access Support Network**

- Convenings, webinars, and State-specific supports, including voluntary review of draft plans
- Communities of Practice
- EASN website with relevant resources, tools, and research
 - easn.grads360.org
 - easn@aemcorp.com

- **Center on Great Teachers and Leaders**

- Equitable Access Toolkit (Stakeholder engagement guide, data analysis tool, root cause workbook, sample plan)
 - gtlcenter@air.org





Equitable Access Support Network





EASN Communities of Practice

Policy and Programs

Rashidah Lopez Morgan

Data Use and Analysis

Dr. Andy Baxter

Stakeholder Engagement

Dr. Ellen Sherratt

Rural Access Issues and Support

Dr. Rose Honey

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Questions

THANK YOU



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