# ESSA AND EQUITABLE ACCESS TO EXCELLENT EDUCATORS

## NATIONAL TITLE I CONFERENCE

FEBRUARY 2017 | LONG BEACH, CALIFORNIA

# Welcome and Overview

# PRESENTERS

- **Monica Young,** Equitable Access Support Network

- **Kate Sullivan Frades,** Equitable Access Support Network

- **Danielle Smith,** U.S. Department of Education

# OBJECTIVES

Participants will be able to…

- Identify the key provisions in Title I, Part A of the Every Student Succeeds Act (ESSA) that address equitable access to effective educators
- Consider opportunities to apply strategies used in other States and districts to address equitable access in their own context
- Consult Equitable Access Support Network (EASN) resources to address inequitable access to effective educators

# INTRODUCTIONS

**Get to know a neighbor.** You will work together again in this session!

Please share:

- Your name
- Your role in ensuring equitable access to excellent teachers
- Something you want to learn about how your peers are addressing equitable access to excellent educators

# ESSA and Equitable Access

# HOW WE GOT HERE

**July 2014:** The U.S. Department of Education announces the Excellent Educators for All initiative.

**October 2014:** The Equitable Access Support Network is established to support States in developing and implementing educator equity plans.

**June 2015:** States submit Educator Equity Plans to the U.S. Department of Education.

**December 2015:** The Every Student Succeeds Act (ESSA) is signed into law, reauthorizing the Elementary and Secondary Education Act of 1965 (ESEA). Educator equity is maintained as a requirement in Title I, Part A.

**April/September 2017:** States submit ESSA state plans to the U.S. Department of Education.

# SUPPORTING EXCELLENT EDUCATORS

## EDUCATOR EQUITY: ESEA SECTION 1111(g)(1)(B)

Title I, Part A of the ESEA states that each State plan shall describe:

- How low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and
- The measures the State educational agency (SEA) will use to evaluate and publicly report its progress in addressing any disproportionality.

# SUPPORTING EXCELLENT EDUCATORS

## EDUCATOR EQUITY: ESEA SECTION 1111(g)(1)(B)

This description may include:

- **Definitions** for key terms:
  - Ineffective Teacher, Inexperienced Teacher, Out-of-field Teacher
  - Low-income Student, Minority Student
  - Other key terms
- **Calculation of statewide rates** at which low-income and minority students enrolled in schools receiving Title I, Part A are taught by ineffective, out-of-field, and inexperienced teachers compared to non-low-income and non-minority students enrolled in schools not receiving funding under Title I, Part A
- **Likely causes** of most significant differences in rates
- **Identification of strategies,** including timelines and Federal or non-Federal funding sources
- **Timelines and interim targets** for eliminating **all** differences in rates
- **Annual public reporting**

# SUPPORTING EXCELLENT EDUCATORS

## EDUCATOR EQUITY: ESEA SECTION 2101(d)(2)(E)

- Title II, Part A of the ESEA provides funding to support effective instruction, including State activities to improve equitable access such as preparing, training, and recruiting high-quality and effective teachers, principals, and other school leaders.

# SUPPORTING EXCELLENT EDUCATORS

## EDUCATOR EQUITY: ESEA SECTION 1112(b)(2) AND SECTION 2103(b)(3)(B)

Additionally, the ESEA requires local educational agency (LEA) plans to describe:

- How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

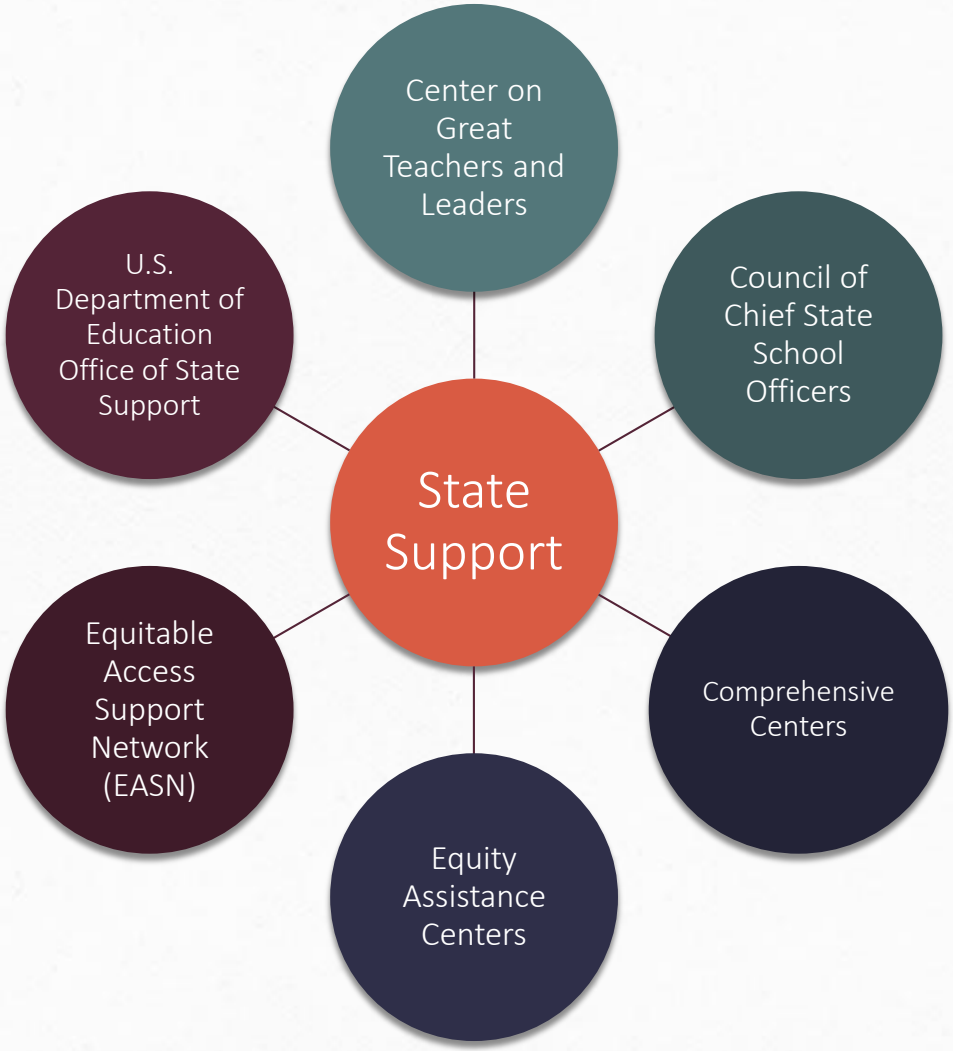
In addition to activities under Title I, Part A, LEAs may use Title II, Part A funds to support:

- Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers, consistent with section 1111(g)(1)(B).

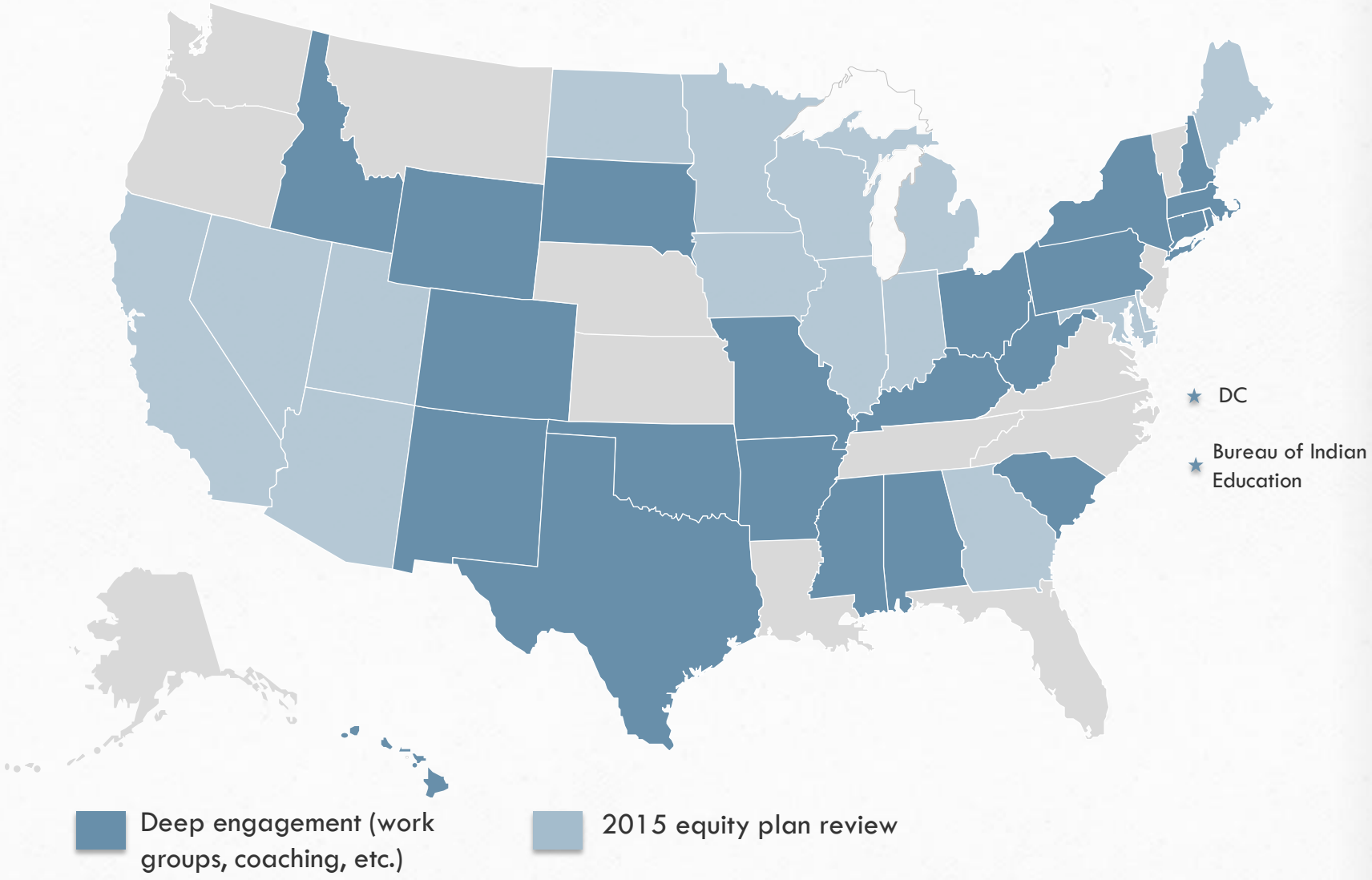
# Equitable Access in Action

## Examples from States

# EQUITABLE ACCESS SUPPORT NETWORK

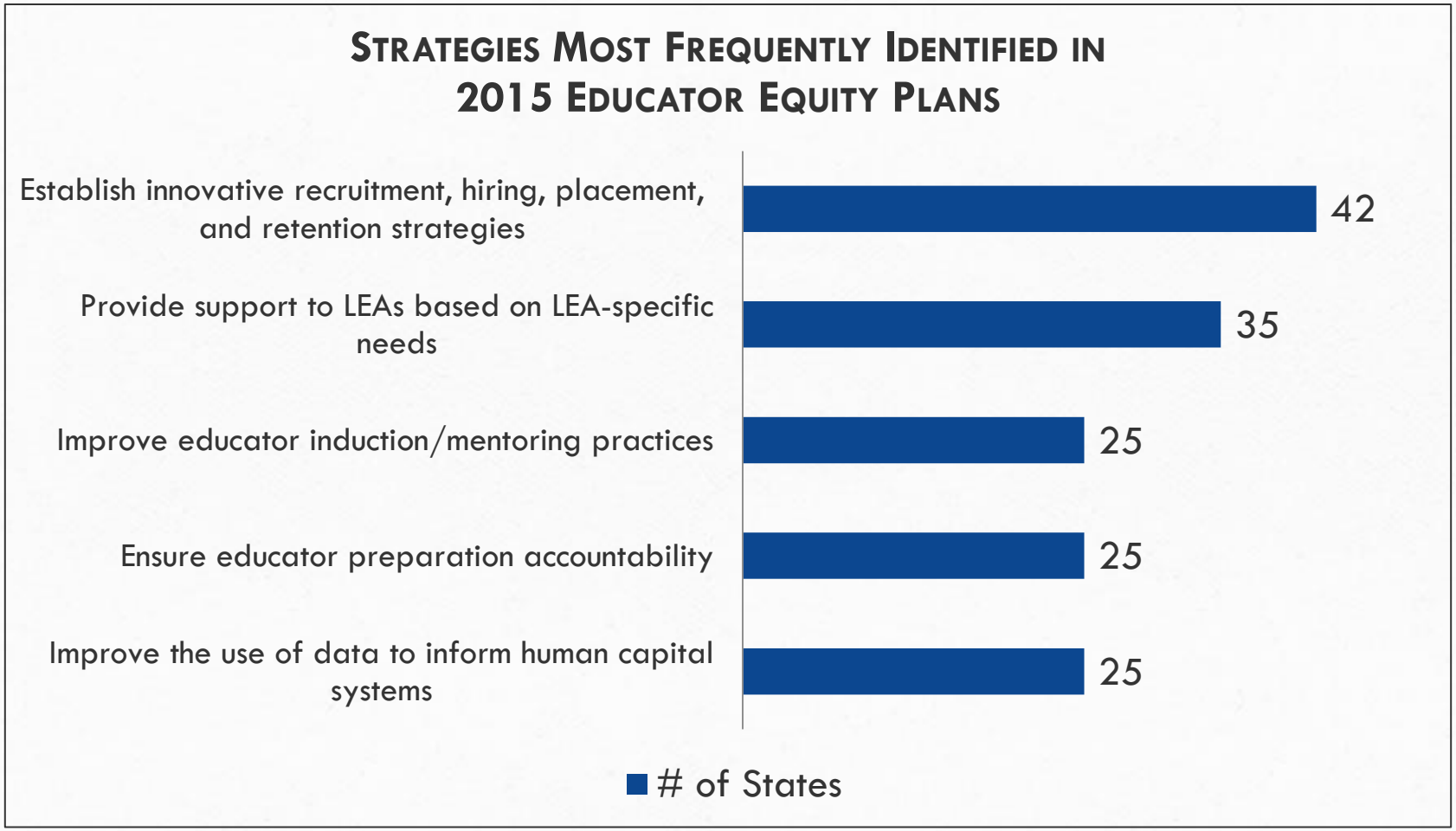


# WHERE HAS THE EASN PROVIDED TECHNICAL ASSISTANCE?



# EDUCATOR EQUITY PLANS

## STRATEGIES TO IMPROVE EQUITABLE ACCESS




Source: Equitable Access to Excellent Educators: An Analysis of States' Educator Equity Plans Report (October 31, 2016)

# EASN SUPPORTS TO STATES

## COMMUNITIES OF PRACTICE

1. Data Use & Analysis
2. Policy & Programs
3. Stakeholder Engagement
4. Rural Access Issues & Support

Explore resources from each of these Communities of Practice at https://easn.grads360.org

# EASN SUPPORTS TO STATES

## COLLABORATIVE TECHNICAL ASSISTANCE

| Work Group | State Participants |
|---|---|
| **Managing for Results** | AL, AZ, CT, DC, ID, MA, MO, RI, SC, SD, WY |
| **ESSA Equity Data & Analysis** | CO, DC, MA, NM, OH, RI |
| **LEA Equity Planning** | CT, DC, IN, OH, OK, RI, SC, TX, WI |

# ENGAGING LOCAL STAKEHOLDERS

## EQUITY LABS

- An Equity Lab provides an opportunity for a State to gather together districts to help them develop and implement local plans to improve the access low-income and minority students have to excellent teachers.
- Four States held Equity Labs in 2016: Missouri, Mississippi, Ohio, and Connecticut.
- Resource to come! EASN's *Equity Lab Toolkit* (to be released in Spring 2017) provides step-by-step guidance for States to design and lead a successful Equity Lab from start to finish.

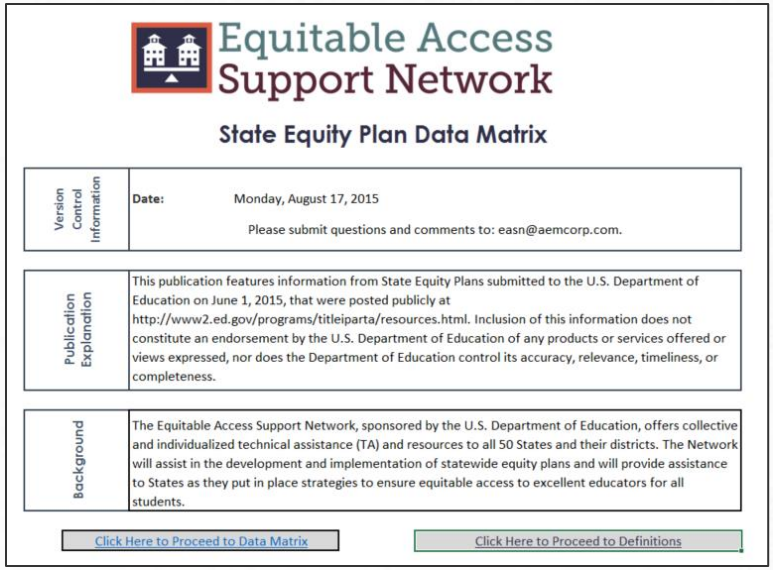
# Equitable Access Resources

# DEFINING TERMS & CALCULATING RATES

## STATE EQUITY PLAN DATA MATRIX

**Resource: State Equity Plan data matrix**

- This resource features data from Educator Equity Plans submitted to the U.S. Department of Education in June 2015.
- The matrix can help States see how others defined required terms and used those terms in their equity gap analysis.



Equitable Access Support Network

State Equity Plan Data Matrix

| | |
|---|---|
| Version Control Information | **Date:** Monday, August 17, 2015<br>Please submit questions and comments to: easn@aemcorp.com. |
| Publication Explanation | This publication features information from State Equity Plans submitted to the U.S. Department of Education on June 1, 2015, that were posted publicly at http://www2.ed.gov/programs/titleiparta/resources.html. Inclusion of this information does not constitute an endorsement by the U.S. Department of Education of any products or services offered or views expressed, nor does the Department of Education control its accuracy, relevance, timeliness, or completeness. |
| Background | The Equitable Access Support Network, sponsored by the U.S. Department of Education, offers collective and individualized technical assistance (TA) and resources to all 50 States and their districts. The Network will assist in the development and implementation of statewide equity plans and will provide assistance to States as they put in place strategies to ensure equitable access to excellent educators for all students. |

Click Here to Proceed to Data Matrix | Click Here to Proceed to Definitions

| Required | | |
|---|---|---|
| Inexperienced | Unqualified | Out-of-Field |
| <=1 years | Non-HQT | No certification/ license in subject |
| Emergency Certificate, Alternative Baccalaureate-Level Certificate, Career and Technical Baccalaureate-Level Certificate, or Special Alternative Certificate | Non-HQT | No certification/ license in subject |
| <=3 years | No license | No certification/ license in subject |
| <=3 years | Non-HQT | No certification/ license in subject |

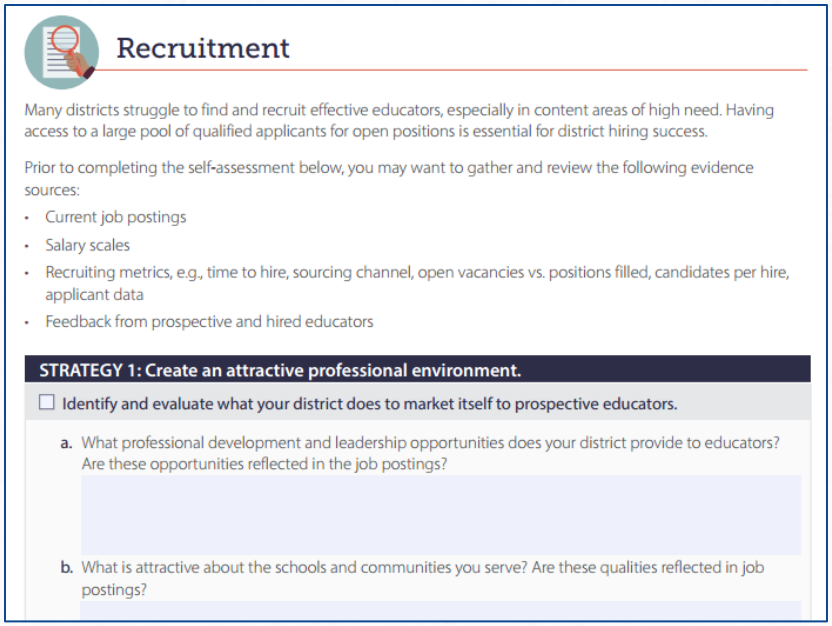
Resource Link: https://easn.grads360.org/#communities/pdc/documents/8807

# STRATEGIES TO ADDRESS ROOT CAUSES

## TALENT MANAGEMENT CHECKLIST

**Resource: Talent Management Checklist** (and Guide, forthcoming)

- This tool was developed by the EASN LEA Equity Planning Workgroup in 2016.
- District teams can use the tool to assess the usefulness of their talent management strategies in helping to ensure equitable access.



### Recruitment

Many districts struggle to find and recruit effective educators, especially in content areas of high need. Having access to a large pool of qualified applicants for open positions is essential for district hiring success.

Prior to completing the self-assessment below, you may want to gather and review the following evidence sources:

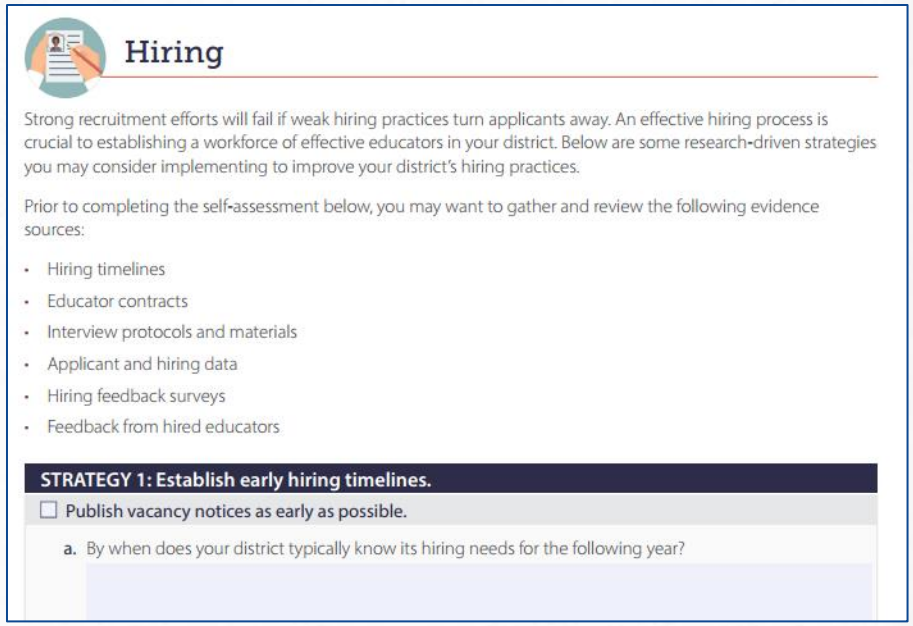
- Current job postings
- Salary scales
- Recruiting metrics, e.g., time to hire, sourcing channel, open vacancies vs. positions filled, candidates per hire, applicant data
- Feedback from prospective and hired educators

**STRATEGY 1: Create an attractive professional environment.**

☐ Identify and evaluate what your district does to market itself to prospective educators.

a. What professional development and leadership opportunities does your district provide to educators? Are these opportunities reflected in the job postings?

b. What is attractive about the schools and communities you serve? Are these qualities reflected in job postings?



### Hiring

Strong recruitment efforts will fail if weak hiring practices turn applicants away. An effective hiring process is crucial to establishing a workforce of effective educators in your district. Below are some research-driven strategies you may consider implementing to improve your district's hiring practices.

Prior to completing the self-assessment below, you may want to gather and review the following evidence sources:

- Hiring timelines
- Educator contracts
- Interview protocols and materials
- Applicant and hiring data
- Hiring feedback surveys
- Feedback from hired educators

**STRATEGY 1: Establish early hiring timelines.**

☐ Publish vacancy notices as early as possible.

a. By when does your district typically know its hiring needs for the following year?

Resource Link: https://easn.grads360.org/#communities/pdc/documents/12611

# MONITORING THE PLAN'S SUCCESS

## EQUITY DATA TIPS SHEETS

### **Resource**: Equity Data Tips Sheets

- These tips sheets on equity data analysis are a product of the EASN Managing for Results Workgroup, which met throughout 2016.
- States can use these to help set equity goals, develop metrics to track progress, and refine systems to collect and analyze equity data.

Resource Links:
https://easn.grads360.org/#communities/pdc/documents/10067
https://easn.grads360.org/#communities/pdc/documents/10264
https://easn.grads360.org/#communities/pdc/documents/13679

# RESOURCE REVIEW

- Together with your neighbor, choose one resource you'd like to explore in more depth.
- Take 10 minutes to review the resource you selected.
- After you have finished reading, discuss the following with a partner:
  - How is the resource related to your work?
  - Where do you see your State's practices reflected in the resource? Where does the resource push your thinking?
  - Who could you share the resource with as your State develops its ESSA plan?
  - Given where you are with your equity work, what other support(s) would be helpful?

# Closing

# RESOURCES

Equitable Access Support Network

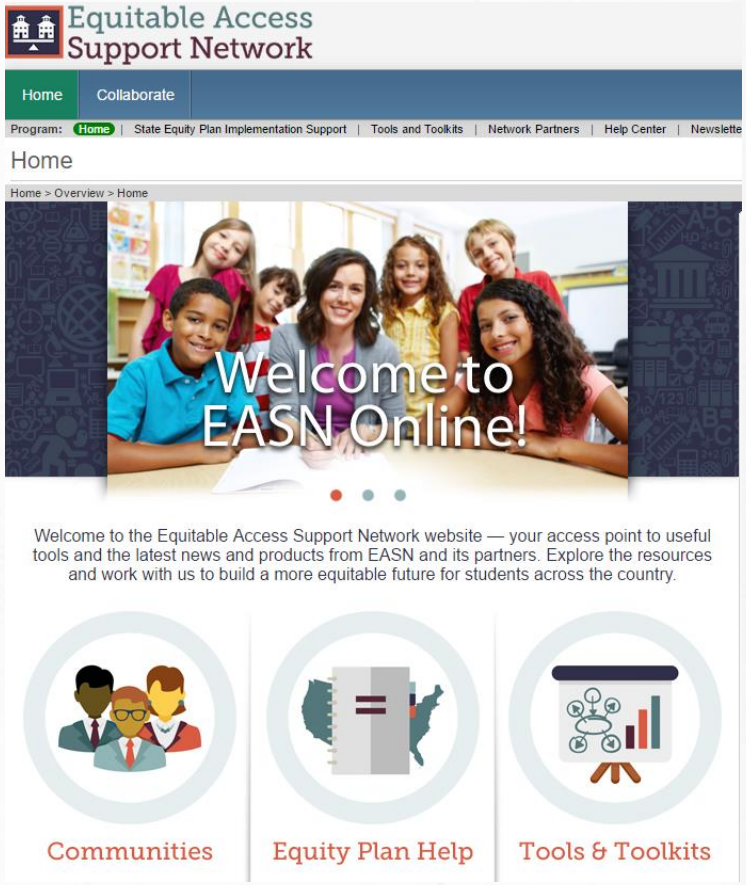
- https://easn.grads360.org

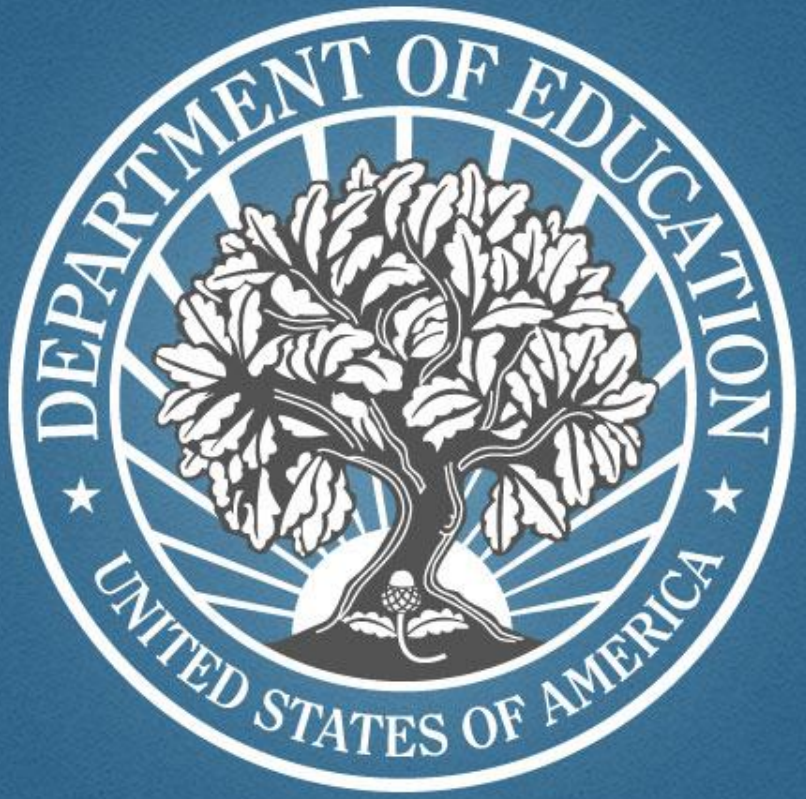
Office of State Support Technical Assistance

- https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/index.html

Title I Resources

- https://www2.ed.gov/programs/titleiparta/resources.html

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