Comparability and Equity Technical Assistance Webinars

Office of Federal Programs

Tuesday, September 27, 2022 Thursday, September 29, 2022



Equitable Access to Effective Educators

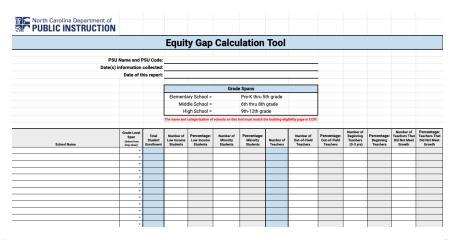
Equity Plan Components

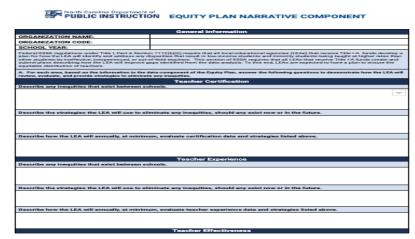
Educator Equity Under ESSA

ESEA, as amended by the Every Student Succeeds Act (ESSA) of 2015 Section.
 1112(b)(2), requires SEAs and LEAs/PSUs to address whether low-income and minority students served by Title I, Part A are taught at disproportionate rates by ineffective, out-of-field, or inexperienced educators to compared to their peers

• The local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), 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**.

The PSU Equity Plan





PSU leadership must collaborate with stakeholders to analyze data, determine root causes of local equity gaps, identify strategies most likely to address equity gaps, consider how to implement proposed equity strategies, leverage funding and monitor long-term implementation of strategies.

Strategically address disparities that result from lowincome and minority students being taught at higher rates than other students by ineffective, inexperienced, out-of-field teachers.

Equity Plan Checklist

Equity Plan Checklist NEW!

- This document is the NCDPI Internal Reviewer Rubric
- PSUs <u>are not required to</u> retain a copy of the checklist, but use the document to assess the quality of the Equity Plan prior to submission on or before December 1.
- If an Equity Plan receives a rating of Needs Improvement or Does Not Meet Requirement, then it will be returned for corrections.
- This document will be shared with the other materials from this webinar.

North Carolina Department of PUBLIC INSTRUCTION	Equity Plan Review Checklist for 2022-2023													
-XX TOBERTHOOFIGH	PSU	Name and Code:												
		Meets Re	quire	ments	Does Not Meet Requirements									
		Building Names and Grade Spans match th	e Buil	ding Eligibility Page in CCIP.		Building Names and Grade Spans do	not n	natch the Building Eligibility	Page	in CCIP.				
		PSU Name and PSU Code are listed.				PSU Name and PSU Code are not lis	PSU Name and PSU Code are not listed.							
Equity Gap Calculation		Data Collection Dates are listed.				Data Collection Dates are not listed								
		Reporting Date is listed.				Reporting Date is not listed.								
		Student Demographic Information (student minority students of color) for each of the	ts livin identif	g at or below the federal poverty line and led buildings is included.		Student Demographic Information (s students of color) for each of the ide	studen entiñed	ts living at or below the fed I buildings is not included.	eral pe	werty line and minority				
		Data for each of the Educator Measure(s) of teachers and Number of teachers that did number zero is used to indicate no available	not me			Data for each of the Educator Measu and Number of teachers that did not indicate no available data.								
			Ea	uity Narrative Components										
	Г	Strong		Developing		Needs Improvement		0	ther					
		The root-cause analysis findings	_	The root-cause analysis		1	_	ı	I					
Identification of Inequities		described specific inequities and challenges as determined by identified equity gap(s).		findings described broad/general inequities and only symptoms of the problems/challenges were given.		Narrative did not adequately describe the root-cause analysis findings nor inequities.	П	The PSU does not have a gap in equitable access	П	The PSU did not attempt to conduct a root cause analysis and/or describe				
		Provides comparison of equitable access gap identified in FY23 using FY22 and FY23 data		Documents equitable access gaps information based on FY23 data		Narrative did not adquately describe equity gaps.		to educators.		inequities. Corrective Action Plan may be needed.				
		The specific strategy or strategies to address documented inequities are identified and aligned to the root-cause analysis findings.		The specific strategy or strategies to address documented inequities are identified but not aligned to the root-cause analysis findings.		The specific strategy or strategies to address documented inequities are not identified or no current inequities were identified, however no strategies were provided to prevent inequities from occuring in the future.				it to describe any strategies to rrective Action Plan may be needed.				
Strategy Implementation		Strategy implementation and supporting activities have been outlined		Only one of the following has been outlined: It Strategy implementation It Supporting activities		Strategy implementation and supporting activities have not been outlined or no current inequities were identified, however no strategies were provided to prevent inequities from occuring in the future.								
		The narrative includes changes in data that would demonstrate progress on documented strategies and provides an anticipated completion date.		The narrative includes changes in data that would demonstrate progress on documented strategies.		The narrative does not note the changes in data that would demonstrate progress on documented strategies.								
Evaluation of Effectiveness		A clear and specific description of the method(s) to review and evaluate teacher correlication, teacher experience and teacher effectiveness data has been included and the method(s) to measure the effectiveness of strategies to address inequities has been provided in the namative.		A general description of the method(s) to review and evaluate teacher certificatation, teacher experience and teacher effectiveness data has been included and/or the method(s) to measure the effectiveness of strategies to address inequities has been provided in the narrative.		A description of the method(s) to review and evaluate teacher certificatation, teacher experience and teacher effectiveness data has been included and the method(s) to measure the effectiveness of strategies to address inequities is not clearly articulated in the narrative.	_	The PSU did not attempt to describe how data an will be evaluated by the end of the 22-23 academi Corrective Action Plan may be needed.		he 22-23 academic year.				
		Stakeholders participated in the local equity plan process and a clear explanation of their participation was given.		Little explanation of stakeholder participation was given (e.g., titles of meetings)		No explanation of stakeholder participation was given.				any dates for stakeholder				
Stakeholder Engagement		At least three dates are included from meetings or events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.		Less than three dates are included from meetings or events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.		No dates are included from meetings or events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.		engagement or describe s equity planning process.	stakeh	older involvement in the				
Overall Plan Rating		Strong		Developing		Needs Improvement		Correction	ve Ac	tion Needed				

Identifying Equity Gaps: Completing the Equity Data Component

Glossary of Terms

Term	Definition
Equity Gap	Gap occurs when low income or minority students are more likely to be assigned to ineffective, novice, and out of field teachers.
Ineffective Teachers	PSUs may choose <u>one</u> of the following definitions to use: Teachers rated below "proficient" on an PSU's approved teacher evaluation system – OR – Teachers who did not meet growth based on the 3-year average in EVAAS system. Essentially, the PSU must provide a percentage of teachers not deemed highly effective and rated as "In Need of Improvement".
Out-of-Field Teachers	The percentage of teachers who do not hold a valid teaching license for the subject or course they teach OR Teachers who hold a provisional license, emergency license, or residential license. Long-term substitutes are also included out-of-field educator measure.
Inexperienced Teachers	Teachers with fewer than three full years of teaching experience. PSUs must provide the percentage of beginning teachers (BTs) by school.
Minority Student	A non-white student, who is a racial or ethnic minority, including Black/African-American, Hispanic/Latino of any race, Asian/ Asian-American, Two or more races, American Indian/Alaskan Native, or Hawaiian Native/Pacific Islander.
Educational Equity	The belief and practice of ensuring that every student is treated in a fair and just manner, providing the necessary allocation of resources for the success of every student, and eliminating discriminatory barriers to full participation and opportunities for every student. (North Carolina State Board of Education)

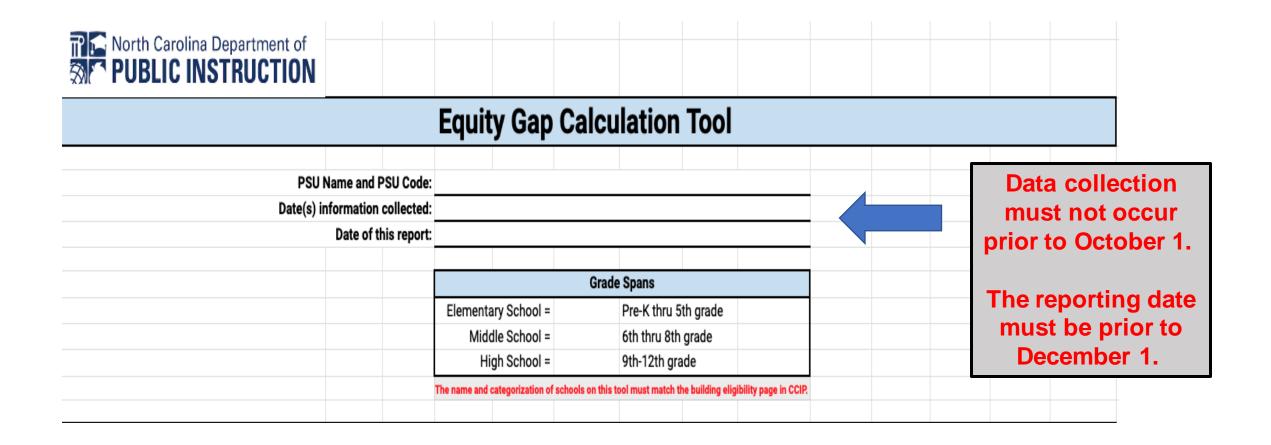


Equity Gap Calculation Tool

North Carolina Department of PUBLIC INSTRUCTION													
			Equit	y Gap	Calcu	lation	Tool						
PSU	Name and I	PSU Code:											
Date(s) i	nformation	collected:											
	Date of t	his report:											
					Grade	e Spans							
			Elementa	ary School =		Pre-K thru 5	ith grade						
			Mid	dle School =		6th thru 8th	grade						
			Hi	gh School =		9th-12th gra	ade						
			The name and	categorization of	schools on this t	ool must match t	he building elig	ibility page in CCIP.					
School Name	Grade Level Span (Select from drop-down)	Total Student Enrollment	Number of Low Income Students	Percentage: Low-income Students	Number of Minority Students	Percentage: Minority Students	Number of Teachers	Number of Out-of-Field Teachers	Percentage: Out-of-Field Teachers	Number of Beginning Teachers (0-3 yrs)	Percentage: Beginning Teachers	Number of Teachers That Did Not Meet Growth	Percentage: Teachers That Did Not Meet Growth
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	*												
	-												
	-												
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	~												



Data Collection



School Names and **Grade Spans**

School Name	Grade Level Span (Select from drop-down)
	~
	~
School Name(s) must Match	*
the Building Eligibility Page	*
in CCIP and, for districts, the	*
Comparability Report	*
	•
	•

Elementary School =	Pre-K thru 5th grade	
Middle School =	6th thru 8th grade	
High School =	9th-12th grade	

Grade Span(s) must Match the Building Eligibility Page in CCIP and, for districts, the Comparability Report

NEW Student Demographic Data – Minority Students

Total Student Enrollment	Number of Low Income Students	Percentage: Low-income Students	Number of Minority Students	Percentage: Minority Students

Educator Measures Data

Number of Teachers	Number of Out-of-Field Teachers	Percentage: Out-of-Field Teachers	Number of Beginning Teachers (0-3 yrs)	Percentage: Beginning Teachers	Number of Teachers That Did Not Meet Growth	Percentage: Teachers That Did Not Meet Growth

License Types Approved in the State Plan

Allowable License Types:

- Professional Educator's Initial License
- Professional Educator's Continuing License
- Administrator/Supervisor License
- Lateral Entry this has been renamed to be Residential License

Unallowable License Types:

- Emergency License
- Permit to Teach
- These are not allowed because they are considered license types that lead to a residential license.



Equity Gap Calculation Review

Equity Data Component								
	Meets Requirements	Does Not Meet Requirements						
	Building Names and Grade Spans match the Building Eligibility Page in CCIP.	Building Names and Grade Spans do not match the Building Eligibility Page in CCIP.						
	PSU Name and PSU Code are listed.	PSU Name and PSU Code are not listed.						
	Data Collection Dates are listed.	Data Collection Dates are not listed.						
	Reporting Date is listed.	Reporting Date is not listed.						
Equity Gap Calculation	Student Demographic Information (students living at or below the federal poverty line and minority students of color) for each of the identified buildings is included.	Student Demographic Information (students living at or below the federal poverty line and minority students of color) for each of the identified buildings is not included.						
	Data for each of the Educator Measure(s) causing gaps are included (Out of field, Beginning teachers and Number of teachers that did not meet growth or ineffective teachers). The number zero is used to indicate no available data.	Data for each of the Educator Measure(s) causing gaps are not included (Out of field, Beginning teachers and Number of teachers that did not meet growth or ineffective teachers). The number zero is not used to indicate no available data.						

The Equity Plan Narrative

Equity Plan Narrative



	General Information
ORGANIZATION NAME:	
ORGANIZATION CODE:	
SCHOOL YEAR:	
plan for how the LEA will identify and address any di- other students by ineffective, inexperienced, or out-	n 1112(b)(2) require that all local educational agencies (LEAs) that receive Title I-A funds develop a ispartite that result in low-income students and minority students being taught at higher rates than of field teachers. This section of ESSA requires that all LEAs that receive Title I-A funds create and applied right from the data analysis. To this end, LEAs are espected to have a plan to ensure the
A. For each area, based on the information in the d review, evaluate, and provide strategies to eliminate	ists component of the Equity Plan, asswor the following questions to demonstrate how the LEA will a any inequities.
	Teacher Certification
Describe any inequities that exist between so	hools.
	▼
Describe the strategies the LEA will use to eli	minate any inequities, should any exist now or in the future.
Describe how the LEA will annually, at minimu	ım, evaluate certification data and strategies listed above.
	Teacher Experience
Describe any inequities that exist between so	hools.
Describe the strategies the LEA will use to eli	minate any inequities, should any exist now or in the future.
Describe how the LEA will annually, at minimu	ım, evaluate teacher experience data and strategies listed above.
	Teacher Effectiveness



Describe any inequities that exist between schools.
Describe the strategies the LEA will use to eliminate any inequities, should any exist now or in the future.
Describe how the LEA will annually, at minimum, evaluate the effectiveness data and strategies listed above.
Stakeholder Meeting Dates
Describe how internal and external stakeholders will be engaged in the equity planning process. List the dates from meetings or
events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.

Determining Root Causes

Identification of Inequities

Describe any inequities that exist between schools.	
Before completing this section of the narrative, stakeholders should review current data from the Equity Gap Calculation tool, and the Equity Plan from the previous year. In addition, stakeholders should conduct a Root Cause Analysis to determine the root causes for the identified inequities (e.g., Fishbone, 5 Whys Protocol).	
Describe the strategies the LEA will use to eliminate any inequities, should any exist now or in the future.	
Describe how the LEA will annually, at minimum, evaluate certification data and strategies listed above.	

Identification of Inequities Review

	Equity Narrative Components											
			Strong	Developing		Needs Improvement			Other			
	Identification of Inequities		The root-cause analysis findings described specific inequities and challenges as determined by identified equity gap(s).		The root-cause analysis findings described broad/general inequities.		Narrative did not adequately describe the root-cause analysis findings nor inequities.		The PSU does not have a gap in equitable access	П	The PSU did not attempt to conduct a root cause analysis and/or describe	
			Provides comparison of equitable access gap identified in current data using current and previous data.		Documents equitable access gaps that align with the current data found on the Equity Gap Calculation Tool.	- 1 - 1	Narrative did not adquately describe equity gaps.		to educators.		inequities. Corrective Action Plan may be needed.	

Strategy Development and Implementation

Strategy Development and Implementation

Describe any inequities that exist between schools.		
Describe the strategies the LEA will use to eliminate any inequities, should any exist now or in the future.		
A narrative description of strategies, not a bulleted list, should be included in this section. The strategies should align with the identified inequities listed above. An anticipated completion date or a target review date should be included for each strategy.		
Describe how the LEA will annually, at minimum, evaluate certification data and strategies listed above.		

Strategy Development and Implementation

	Equity Narrative Components								
			Strong		Developing		Needs Improvement		Other
	Strategy Implementation		The specific strategy or strategies to address documented inequities are identified and aligned to the root-cause analysis findings.		The specific strategy or strategies to address documented inequities are identified but not aligned to the root-cause analysis findings.		The specific strategy or strategies to address documented inequities are not identified or no current inequities were identified, however no strategies were provided to prevent inequities from occuring in the future.		
			Strategy implementation and supporting activities have been outlined		Only one of the following has been outlined: Strategy implementation Supporting activities		Strategy implementation and supporting activities have not been outlined or no current inequities were identified, however no strategies were provided to prevent inequities from occuring in the future.		The PSU did not attempt to describe any strategies to eliminate inequities. Corrective Action Plan may be needed.
			The narrative includes changes in data that would demonstrate progress on documented strategies and provides an anticipated completion date.		The narrative includes changes in data that would demonstrate progress on documented strategies.		The narrative does not note the changes in data that would demonstrate progress on documented strategies.		

Measuring Effectiveness

Measuring Effectiveness

Describe any inequities that exist between schools.			
Describe the strategies the LEA will use to eliminate any inequities, should any exist now or in the future.			
Describe how the LEA will annually, at minimum, evaluate certification data and strategies listed above.			
A powertive description of the present but will be used to review Educator Massaure date			
A narrative description of the process that will be used to review Educator Measure data and evaluate the effectiveness of the strategies to address inequities must be included in			
this section.			
tills section.			

Measuring Effectiveness

Equity Narrative Components					
	Strong	Developing	Needs Improvement	Other	
Evaluation of Effectiveness	A clear and specific description of the method(s) to review and evaluate teacher certificatation, teacher experience and teacher effectiveness data has been included and the method(s) to measure the effectiveness of strategies to address inequities has been provided in the narrative.	teacher experience and teacher effectiveness data has been included and/or the method(s) to measure the	A description of the method(s) to review and evaluate teacher certificatation, teacher experience and teacher effectiveness data has been included and the method(s) to measure the effectiveness of strategies to address inequities is not clearly articulated in the narrative.	The PSU did not attempt to describe how data and strategies will be evaluated by the end of the 22-23 academic year. Corrective Action Plan may be needed.	

Stakeholder Engagement

Stakeholder Meeting Dates

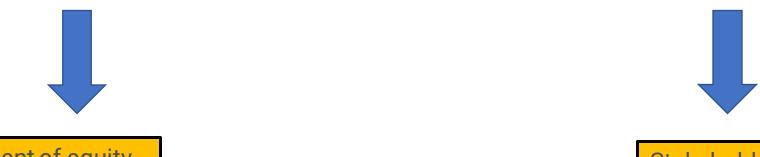
Stakeholder Engagement

Describe how internal and external stakeholders will be engaged in the equity planning process. List the dates from meetings or events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.

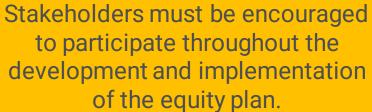
A clear description of stakeholder engagement to include how stakeholders will participate in the process, list dates of meetings, events or digital check points to ensure all stakeholders have an opportunity to provide insight and feedback.

Stakeholder Engagement in the Equity Planning Process

PSUs should engage stakeholder groups in reviewing equity data, and then, facilitate conversations to explore various perspectives regarding interpretations and implications.



The development of equity plans should be fully informed by ideas, insights, and perspectives of various stakeholder groups.





Stakeholder Engagement

Stakeholder engagement could include any of the following groups:

- Teachers
- Instructional support staff
- Instructional specialists
- Principals
- District leaders
- Parents
- Local community organizations
- Institutions of Higher Education

Stakeholder Engagement

Equity Narrative Components					
	Strong	Developing	Needs Improvement	Other	
Stakeholder Engagement	Stakeholders participated in the local equity plan process and a clear explanation of their participation was given.	Little explanation of stakeholder participation was given (e.g., titles of meetings)	No explanation of stakeholder participation was given.	The PSU did not attempt to list any dates for stakeholder	
	At least three dates are included from meetings or events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.	1 1 *	No dates are included from meetings or events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.	engagement or describe stakeholder involvement in the equity planning process.	

Key Dates to Remember

Sample Equity Plan Implementation Timeline

Month	Activities
October	 Pull data sources pertaining to enrollment of low-income and minority students, inexperienced teachers, out-of-field teachers and ineffective teachers. Convene stakeholders to analyze data and determine equity gaps.
November	☐ Convene stakeholders to develop the Annual Equity Plan.
December	☐ Upload the data and narrative components of the annual LEA Equity Plan in CCIP <u>no later</u> <u>than</u> December 1.
January – March	☐ Convene stakeholders to review the implementation of the current Equity plan.
April- May	☐ Convene stakeholders to review the implementation of the current Equity plan.
June – August	☐ Convene stakeholders to evaluate the effectiveness of each of the strategies outlined in the Equity Plan.

Key Dates

Data must not be collected before October 1, 2022.

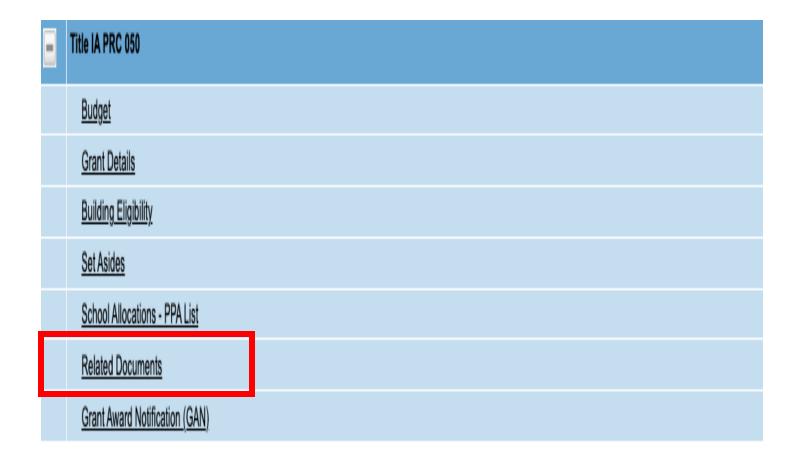
The Equity Data Component and Equity Narrative Plan are due on or before December 1, 2022.

Equity Plan Submission

Steps for Uploading in CCIP

Templates can be found in the Title I Related Documents section of the Consolidated Application on October 1.

Change Status to Chief
Administrator Approved
after uploaded the
Comparability <u>AND</u> Equity
Reports. Please do not
submit one at a time.





Equity Plan Approval Process

Equity Plans are due by December 1.

Approval and/or feedback will be provided within 30 business days of submission via the History Log in CCIP.

Don't forget to add your questions in the chat!

NC DPI " Districts & Schools " Federal Program Monitoring

Federal Program Monitoring

Check out the Office of Federal Programs
Webpage for more information about
Comparability and Equity.

Contact Us!

Comparability Report

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Equity Plan

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