

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

2

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**.

North Carolina Department of
PUBLIC INSTRUCTION

 North Carolina Department of
PUBLIC INSTRUCTION EQUITY PLAN NARRATIVE COMPONENT

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 low-income 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 **are not required to** 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				
PSU Name and Code:		Meets Requirements		Does Not Meet Requirements		
		Equity Data Component				
Equity Gap Calculation	<input type="checkbox"/> Building Names and Grade Spans match the Building Eligibility Page in CCIP	<input type="checkbox"/> Building Names and Grade Spans do not match the Building Eligibility Page in CCIP				
	<input type="checkbox"/> PSU Name and PSU Code are listed.	<input type="checkbox"/> PSU Name and PSU Code are not listed.				
	<input type="checkbox"/> Data Collection Dates are listed.	<input type="checkbox"/> Data Collection Dates are not listed.				
	<input type="checkbox"/> Reporting Date is listed.	<input type="checkbox"/> Reporting Date is not listed.				
	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.				
	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.				
		Equity Narrative Components				
	Strong	Developing	Needs Improvement	Other		
Identification of Inequities	<input type="checkbox"/> The root-cause analysis findings described specific inequities and challenges as determined by identified equity gap(s).	<input type="checkbox"/> The root-cause analysis findings described broad/general inequities and only symptoms of the problems/challenges were given.	<input type="checkbox"/> Narrative did not adequately describe the root-cause analysis findings nor inequities.	<input type="checkbox"/> The PSU did not have a gap in equitable access to educators.	<input type="checkbox"/> The PSU did not attempt to conduct a root cause analysis and/or describe inequities. Corrective Action Plan may be needed.	
	<input type="checkbox"/> Provides comparison of equitable access gap identified in FY23 using FY22 and FY23 data	<input type="checkbox"/> Documents equitable access gaps information based on FY23 data	<input type="checkbox"/> Narrative did not adequately describe equity gaps.			
Strategy Implementation	<input type="checkbox"/> The specific strategy or strategies to address documented inequities are identified and aligned to the root-cause analysis findings.	<input type="checkbox"/> The specific strategy or strategies to address documented inequities are identified but not aligned to the root-cause analysis findings.	<input type="checkbox"/> 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 occurring in the future.	<input type="checkbox"/> The PSU did not attempt to describe any strategies to eliminate inequities. Corrective Action Plan may be needed.		
	<input type="checkbox"/> Strategy implementation and supporting activities have been outlined	<input type="checkbox"/> Only one of the following has been outlined: <input type="checkbox"/> Strategy implementation <input type="checkbox"/> Supporting activities	<input type="checkbox"/> Strategy implementation and supporting activities have not been outlined or no current inequities were identified, however no strategies were provided to prevent inequities from occurring in the future.			
	<input type="checkbox"/> The narrative includes changes in data that would demonstrate progress on documented strategies and provides an anticipated completion date.	<input type="checkbox"/> The narrative includes changes in data that would demonstrate progress on documented strategies.	<input type="checkbox"/> The narrative does not note the changes in data that would demonstrate progress on documented strategies.			
Evaluation of Effectiveness	<input type="checkbox"/> A clear and specific description of the method(s) to review and evaluate teacher certification, 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.	<input type="checkbox"/> A general description of the method(s) to review and evaluate teacher certification, 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.	<input type="checkbox"/> A description of the method(s) to review and evaluate teacher certification, 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.	<input type="checkbox"/> 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	<input type="checkbox"/> Stakeholders participated in the local equity plan process and a clear explanation of their participation was given.	<input type="checkbox"/> Little explanation of stakeholder participation was given (e.g., titles of meetings)	<input type="checkbox"/> No explanation of stakeholder participation was given.	<input type="checkbox"/> The PSU did not attempt to list any dates for stakeholder engagement or describe stakeholder involvement in the equity planning process.		
	<input type="checkbox"/> At least three dates are included from meetings or events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.	<input type="checkbox"/> Less than three dates are included from meetings or events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.	<input type="checkbox"/> No dates are included from meetings or events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.			
Overall Plan Rating	<input type="checkbox"/> Strong	<input type="checkbox"/> Developing	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Corrective Action 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



Equity Gap Calculation Tool

PSU Name and PSU Code:

Date(s) information collected:

Date of this report:

Grade Spans

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

The name and categorization of schools on this tool must match the building eligibility page in CCIP.

[illegible]

Data Collection

Equity Gap Calculation Tool

PSU Name and PSU Code:

Date(s) information collected:

Date of this report:

Grade Spans

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

The name and categorization of schools on this tool must match the building eligibility page in CCIP.

**Data collection
must not occur
prior to October 1.**

**The reporting date
must be prior to
December 1.**

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

Grade Spans			
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	
Equity Gap Calculation		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.
		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



North Carolina Department of
PUBLIC INSTRUCTION

EQUITY PLAN NARRATIVE COMPONENT

General Information	
ORGANIZATION NAME:	
ORGANIZATION CODE:	
SCHOOL YEAR:	
<p>Federal ESSA regulations under Title I, Part A Section 1112(b)(2) require that all local educational agencies (LEAs) that receive Title I-A funds develop a plan for 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. This section of ESSA requires that all LEAs that receive Title I-A funds create and submit plans describing how the LEA will improve gaps identified from the data analysis. To this end, LEAs are expected to have a plan to ensure the equitable distribution of teachers.</p> <p>A. For each area, based on the information in the data component of the Equity Plan, answer the following questions to demonstrate how the LEA will review, evaluate, and provide strategies to eliminate any inequities.</p>	
Teacher Certification	
Describe any inequities that exist between schools.	
<div></div>	
Describe the strategies the LEA will use to eliminate any inequities, should any exist now or in the future.	
<div></div>	
Describe how the LEA will annually, at minimum, evaluate certification data and strategies listed above.	
<div></div>	
Teacher Experience	
Describe any inequities that exist between schools.	
<div></div>	
Describe the strategies the LEA will use to eliminate any inequities, should any exist now or in the future.	
<div></div>	
Describe how the LEA will annually, at minimum, evaluate teacher experience data and strategies listed above.	
<div></div>	
Teacher Effectiveness	



North Carolina Department of
PUBLIC INSTRUCTION

EQUITY PLAN NARRATIVE COMPONENT

Describe any inequities that exist between schools.
<div></div>
Describe the strategies the LEA will use to eliminate any inequities, should any exist now or in the future.
<div></div>
Describe how the LEA will annually, at minimum, evaluate the effectiveness data and strategies listed above.
<div></div>
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.
<div></div>

Determining Root Causes

Identification of Inequities

Describe any inequities that exist between schools.	
[<p>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.</p> <p>In addition, stakeholders should conduct a Root Cause Analysis to determine the root causes for the identified inequities (e.g., Fishbone, 5 Whys Protocol).</p>
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	<input type="checkbox"/>	The root-cause analysis findings described specific inequities and challenges as determined by identified equity gap(s).	<input type="checkbox"/>	The root-cause analysis findings described broad/general inequities.	<input type="checkbox"/>	Narrative did not adequately describe the root-cause analysis findings nor inequities.	<input type="checkbox"/>	The PSU does not have a gap in equitable access to educators.	<input type="checkbox"/>	The PSU did not attempt to conduct a root cause analysis and/or describe inequities. Corrective Action Plan may be needed.
	<input type="checkbox"/>	Provides comparison of equitable access gap identified in current data using current and previous data.	<input type="checkbox"/>	Documents equitable access gaps that align with the current data found on the Equity Gap Calculation Tool.	<input type="checkbox"/>	Narrative did not adequately describe equity gaps.				

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	<input type="checkbox"/>	The specific strategy or strategies to address documented inequities are identified and aligned to the root-cause analysis findings.	<input type="checkbox"/>	The specific strategy or strategies to address documented inequities are identified but not aligned to the root-cause analysis findings.	<input type="checkbox"/>	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 occurring in the future.
	<input type="checkbox"/>	Strategy implementation and supporting activities have been outlined	<input type="checkbox"/>	Only one of the following has been outlined: <input type="checkbox"/> Strategy implementation <input type="checkbox"/> Supporting activities	<input type="checkbox"/>	Strategy implementation and supporting activities have not been outlined or no current inequities were identified, however no strategies were provided to prevent inequities from occurring in the future.
	<input type="checkbox"/>	The narrative includes changes in data that would demonstrate progress on documented strategies and provides an anticipated completion date.	<input type="checkbox"/>	The narrative includes changes in data that would demonstrate progress on documented strategies.	<input type="checkbox"/>	The narrative does not note the changes in data that would demonstrate progress on documented strategies.
						<input type="checkbox"/> The PSU did not attempt to describe any strategies to eliminate inequities. Corrective Action Plan may be needed.

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 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.

Measuring Effectiveness

Equity Narrative Components						
	Strong		Developing		Needs Improvement	Other
Evaluation of Effectiveness	<input type="checkbox"/>	A clear and specific description of the method(s) to review and evaluate teacher certification, 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.	<input type="checkbox"/>	A general description of the method(s) to review and evaluate teacher certification, 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.	<input type="checkbox"/>	A description of the method(s) to review and evaluate teacher certification, 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.
					<input type="checkbox"/>	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.



Stakeholders must be encouraged to participate throughout the development and implementation of the equity plan.



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	<input type="checkbox"/>	Stakeholders participated in the local equity plan process and a clear explanation of their participation was given.	<input type="checkbox"/>	Little explanation of stakeholder participation was given (e.g., titles of meetings)	<input type="checkbox"/>	No explanation of stakeholder participation was given.	<input type="checkbox"/>	The PSU did not attempt to list any dates for stakeholder engagement or describe stakeholder involvement in the equity planning process.
	<input type="checkbox"/>	At least three dates are included from meetings or events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.	<input type="checkbox"/>	Less than three dates are included from meetings or events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.	<input type="checkbox"/>	No dates are included from meetings or events at which stakeholders discussed the development, revision, and evaluation of the Equity Plan.		

Key Dates to Remember

Sample Equity Plan Implementation Timeline

Month	Activities
October	<ul style="list-style-type: none"> <input type="checkbox"/> Pull data sources pertaining to enrollment of low-income and minority students, inexperienced teachers, out-of-field teachers and ineffective teachers. <input type="checkbox"/> Convene stakeholders to analyze data and determine equity gaps.
November	<ul style="list-style-type: none"> <input type="checkbox"/> Convene stakeholders to develop the Annual Equity Plan.
December	<ul style="list-style-type: none"> <input type="checkbox"/> Upload the data and narrative components of the annual LEA Equity Plan in CCIP <u>no later than</u> December 1.
January – March	<ul style="list-style-type: none"> <input type="checkbox"/> Convene stakeholders to review the implementation of the current Equity plan.
April- May	<ul style="list-style-type: none"> <input type="checkbox"/> Convene stakeholders to review the implementation of the current Equity plan.
June – August	<ul style="list-style-type: none"> <input type="checkbox"/> 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 **AND** Equity Reports. Please do not submit one at a time.

	Title IA PRC 050
	<u>Budget</u>
	<u>Grant Details</u>
	<u>Building Eligibility</u>
	<u>Set Asides</u>
	<u>School Allocations - PPA List</u>
	<u>Related Documents</u>
	<u>Grant Award Notification (GAN)</u>

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!

Federal Program Monitoring

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

Contact Us!

Comparability Report

Dr. Masa Kinsey-Shipp – Comparability
Reviewer (West)

Masa.Kinsey-Shipp@dpi.nc.gov

Shawna Andrews – Comparability
Reviewer (East)

Shawna.Andrews@dpi.nc.gov

Equity Plan

Dr. Pauletta Thompson – Equity Planning
Reviewer (Narrative Component)

Pauletta.Thompson@dpi.nc.gov

Dr. Damesha Smith – Equity
Planning Reviewer (Data Component)

Damesha.Smith@dpi.nc.gov

Alex Charles – Section Chief – West

Alex.Charles@dpi.nc.gov