

**Equity Plans under the Every Student Succeeds Act (ESSA)**  
**Frequently Asked Questions (FAQs)**  
**March 2017**

**1. When will local equity plans be submitted to the State?**

*Local equity plans will be submitted with the 2017-18 Title I Funding Application through the grants management system, the Comprehensive Continuous Improvement Plan (CCIP).*

**2. For LEA reference, could there be a model LEA Equity Plan template that could be used statewide so that we all including the same information, but specific to the LEA's data and resources?**

*While no specific template is required, local staff may want to develop the local plan based on the template the NC Department of Public Instruction (NCDPI) used to develop [North Carolina's State Plan to Ensure Equitable Access to Excellent Educators](#) (Equity Plan). Regardless of the format, LEAs must develop and submit a plan that both 1) identifies gaps in equitable distribution of teachers specifically for low-income and minority students, and 2) describes how the LEA will address those gaps. The local equity plan must be uploaded in the Related Documents section of the Title I Funding Application in CCIP for the 2017-18 plan submission.*

**3. For what period of time should the LEA collect data for the equitable distribution analyses?**

*As with most data collection, the LEA should use the most current data available. For example, if the LEA has teacher effectiveness data available each year in November, then for the 2017-18 local equity plan, the LEA would use the data collected in November of 2016.*

**4. Who will be responsible at the local level for defining and tracking effective teachers and designing the LEA strategies for the local equity plan?**

*Local leaders must decide which staff should be involved with the analyses and development of the local equity plan.*

**5. Will an LEA be able to hire a beginning teacher in a Title I school?**

*Yes. Title I, Part A of ESSA requires each LEA to "ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification." Beginning teachers are initially licensed and as such, meet applicable State licensure requirements.*

**6. Is there any "weighting" of EVAAS that takes into account the FRL status of students in a teacher's classroom/growth? Lower poverty schools have fewer academically challenged students.**

*Technically, EVAAS does not weight, or control, for student demographics in the estimation of student growth for teachers. EVAAS uses students' prior testing history to determine expectations for future performance. The factors that contribute to, or detract from, a student's performance are manifested in the student's testing performance. External research has been conducted on the EVAAS system and how it compares with value-added models which control for student demographics. Findings from this research indicate that there is no statistically significant difference between EVAAS and value-added models that control for student demographics.*

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**7. How does ASW play into status?**

*The 2015-16 school year was the first year that we collected "non-pilot" data from the ASW process. Therefore, we will not have three years of data for these teachers until the end of the 2017-18 school year. NCDPI will present the ASW data to the State Board before we include ASW data to the calculation of status for these teachers.*

**8. Is there a way to do a mass pull of the data on the teachers' dashboards from EVAAS where status is found?**

*Not for the evaluation dashboards. LEAs can export composite EVAAS ratings for all their teachers using the export feature in the EVAAS system. Evaluation ratings (Standards 1-5) cannot be exported from EVAAS; these ratings would need to be exported from the NCEES system.*

**9. Is there anywhere in the state where correlation of standard to growth is better (than the state average)?**

*While such an analysis is possible, a review of all 115 LEAs has not been completed to date. A review of some of the larger districts does not show substantial deviation from the state average.*

**10. Are the provisions for the "parents right-to-know" still required under ESSA?**

*Yes. Two key provisions are included:*

- *Section 1112(e)(1)(A) requires that LEAs receiving Title I funds must notify the parent of children in Title I schools that the parents may request information regarding the professional qualifications of the student's classroom teachers.*
- *Section 1112(e)(B) requires Title I schools to notify parents when the student has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.*

***On March 13, 2017, the U.S. Department of Education (USED) provided states with additional guidance related to teacher licensure and certification requirements under ESSA for charter schools.***

***Q:*** *What are the licensing and certification requirements for teachers in charter schools under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA)?*

***A:*** *The ESSA does not proscribe specific licensing requirements for teachers in charter schools (or any other public schools), and charter school teachers must be licensed and certified only as required by applicable State law, including the State's charter school law.*

*Previously under the ESEA, as amended by the No Child Left Behind Act, local educational agencies, whether or not they operated as charter schools, needed to ensure that their teachers met requirements governing Highly-Qualified Teachers (HQTs). These included the need to ensure that all charter school teachers met the certification requirements contained in the State's charter school law. The ESSA has eliminated these HQT requirements.*

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*Instead, section 1111(g)(2)(J) of the ESEA, as amended by the ESSA, only requires the State educational agency (SEA) to provide an assurance that the State will “ensure that all teachers and paraprofessionals working in a program supported with funds under [Title I, Part A] meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification.” Therefore, charter school teachers (like all other public school teachers) must be licensed and certified only as required by applicable State law.*