

THE EVERY STUDENT SUCCEEDS ACT (ESSA) LOCAL EDUCATIONAL AGENCY EQUITY PLAN

A component of the local educational agency (LEA) Title I plan under Section 1112(b)(2) of the Every Student Succeeds Act (ESSA) requires local educational agencies to describe how the LEA 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. 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). NC's Equity Plan is organized under four key components:

- Stakeholder Engagement
- Analyses of Equity Gaps
- Strategies for Eliminating Equity Gaps
- Ongoing Monitoring and Support

The strategies section focuses on three key issues:

1. Teacher shortage
2. Recruitment and retention challenges
3. Distribution decisions at district and building levels

Currently, NCDPI proposes the following definitions for ineffective, inexperienced, and out-of-field teachers.

- Ineffective teachers (i.e., Needs Improvement)
 - Less than proficient on any of five standards; or
 - Did not meet growth based on a three-year rolling average
- Inexperienced teachers (i.e., Beginning Teachers)
 - Fewer than three years of teaching experience
 - Not limited to experience earned in North Carolina
- Out-of-field teachers
 - Hold a provisional license;
 - Hold an emergency license; or
 - Are long-term substitutes

In the development of the state Equity Plan, NCDPI used resources developed by the Center for Great Teachers and Leaders (GTL) at the American Institutes for Research (AIR) under a cooperative agreement with the U.S. Department of Education (USED). LEAs may find these resources helpful in developing plans to address inequities in teacher distribution in and among their schools. For example, the resources include a Data Review Tool to help determine appropriate metrics and to analyze data to identify. To access the GTL resources, go to: <http://www.gtlcenter.org/learning-hub/equitable-access-toolkit>.

Again, no specific template is required; however, 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.