

Local Education Agency (LEA) Draft Equity Gap Calculation Guidance

To ensure that all children receive a high-quality education, the new Every Student Succeeds Act requires SEAs and LEAs to report on equity gaps and work to close them.

Each State plan shall describe how low-income and minority children enrolled in schools assisted under this part are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the State educational agency will use...” (ESSA 1111(g). “...Each SEA must: (i) Describe the likely causes (e.g. teacher shortages, working conditions...), which may vary across districts or schools; (ii) Provide its strategies to address the likely causes and prioritize the most significant rates... and schools identified for comprehensive and targeted support; (iii) Describe timelines to eliminate rates; (iv) Direct LEAs that contribute to the differences to use a portion of its Title II part A funds... To provide low-income and minority students greater access to effective teachers, principals and other school leaders; and require LEAs to describe in their Title II application their plan to address the gaps (299.18).”

Each local educational agency plan shall describe... how 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 (ESSA 1112(b)2).

What are equity gaps?

Research shows that teachers are the most important influence on student achievement within schools. As a result, ensuring that all students have access to excellent teachers is necessary to close achievement gaps. Unfortunately, data reveals that in the US, low income students and students of color are more likely to be assigned to ineffective, novice, and out-of-field teachers. OSSE identified such gaps in DC as well, as part of the state plan for Equitable Access to Excellent Teachers that OSSE developed in 2015. Thus, OSSE and District LEAs are required to create a plan to address any gaps that are identified, with the goal of improving learning for students with the deepest need.

What is required of LEAs?

In this section, the following terms and definitions will be used.

Federally Required Term	DC Definition
Ineffective Teachers	Teachers rated on any tier that is below “effective” on an LEA’s approved teacher evaluation system.
Novice Teachers	Teachers in their first year of teaching or an “ineffective” teacher (as defined above) in their second year of teaching.
Out-of-field Teachers	Teachers who do not have a major, certification, or an “effective” teacher evaluation designation in the subject which they are teaching.
Low-Income School	School where 50% or more of students qualify for the Temporary Assistance for Needy Families (TANF) program, the Supplemental Nutrition Assistant Program (SNAP) homeless, or are wards of the state (CFSA).
High Minority School	School where 50% or more of the students are racial or ethnic minorities.
Low-Performing School	A school designated as “Priority,” “Focus,” “Comprehensive Support School,” or “Targeted Support School.”
Geographic Priority School ¹	A school in District of Columbia municipal ward 7 or 8.

¹ The geographic priority definition is not required by federal law.

1. For the 2017-2018 school year, LEAs will report the below school-level data, which OSSE will then use to identify whether low income and minority students are disproportionately served by novice, ineffective, and/or out-of-field teachers.

	Total number of teachers in the school	Novice	Out-of-field	Rating on LEA's approved teacher evaluation system		
				Highly Effective: <i>Only include in this category teachers rated in the highest evaluation tier</i>	Effective: <i>Include in this category teachers rated "effective" or above but not in the highest evaluation tier</i>	Below Effective: <i>Include in this category any teachers rated on an evaluation tier that is lower than "effective," e.g. partially effective, minimally effective, not effective</i>
School A						
School B						

2. OSSE will report back to each LEA whether there are teacher equity gaps at any LEA schools (see Appendix A for proposed methodology).

3. **Identified LEAs will submit equity plans:** LEAs will report identified gaps as part of their Title II application. If any equity gaps are present, LEAs will be required to develop a plan to use Title II funds for strategies to close these gaps, before they are used for other purposes. This will be outlined in the consolidated LEA application.

What will be required in future years?

To minimize the reporting burden on LEAs during the transition to the new policy, OSSE will accept school level calculations for the 2017-2018 school year (pending USED approval). Starting in the 2017-18 school year, LEAs will be required to complete student-level calculations. OSSE will issue a plan to support LEAs in the transition towards calculating student-level equity gaps.

Support for LEAs

OSSE can provide technical assistance to LEAs across all stages of the plan development, including calculating rates, identifying equity gaps, determining appropriate strategies, and submitting an approvable Title II application. For support on developing an LEA plan, please contact Etai Mizrav at etai.mizrav@dc.gov, or 202-390-5344.

The DC Staffing Collaborative

OSSE also offers participation in the DC Staffing Collaborative, an optional support available to LEAs free of charge, as a pathway where LEAs can fully comply with the requirements without taking on additional reporting burden.

The DC Staffing Collaborative is a voluntary partnership between LEAs, a research organization, and OSSE that is designed to help LEAs use data to develop a strategic staffing policy to attract and retain excellent teachers. During the past summer, year one participants received a comprehensive report tailored to their LEA from The New Teacher Project (TNTP). The comprehensive report included findings from the Insight survey, federally mandated staffing data, and other LEA-identified indicators. Currently over 90% of schools in the District benefit from participation in this project.

The benefits that LEAs receive for participating in this fully funded project include:

1. **LEA Leadership:** LEAs decide together what data, in addition to what is federally required, is most important for collection and analysis.
2. **Avoiding Unnecessary Requirements:** Collecting only data elements that have a defined purpose and for which LEAs receive something in return.
3. **Submission via a research partner:** Instead of submitting the data to OSSE, data is submitted to TNTP, which performs an analysis that is later sent back to the LEA. While OSSE funds the project, OSSE will not access confidential LEA-level data.
4. **Condensed Submission:** Instead of six different submissions to OSSE throughout the year, participants only submit teacher data once.

5. **Robust analysis for strategic staffing:** LEAs receive TNTP’s analysis of teacher-level data around pipelines, preparation, demand and supply, licensure, placement, retention, evaluation, compensation, and other relevant aspects of the teaching profession in DC. LEAs receive confidential analysis of their own LEA data, as well as aggregate analysis of DC data for comparison.
6. **Strategic staffing recommendations:** LEAs receive TNTP’s inferences and conclusions that LEAs can use to develop data-driven staffing policies. The data collection will be for LEA use only.

LEAs that participate in the DC Staffing Collaborative will have the equity calculations completed for them by the research organization. The research partner will also provide recommendations for appropriate strategies to address gaps. To inquire or join the Collaborative, contact Laura Montas at Laura.Montas@dc.gov or 202-442-9892.

DRAFT

Appendix A: Proposed Methodology for School Level Equity Gaps

The following terms and definitions will be used.

Term	Definition
Ineffective Teachers	Teachers rated on any tier that is below “effective” on an LEA’s approved teacher evaluation system.
Novice Teachers	Teachers in their first year of teaching or an “ineffective” teacher (as defined above) in their second year of teaching.
Out-of-field Teachers	Teachers who do not have a major, certification, or an “effective” teacher evaluation designation in the subject which they are teaching.
Low-Income School	School where 50% or more of students qualify for the Temporary Assistance for Needy Families (TANF) program or the Supplemental Nutrition Assistant Program (SNAP).
High Minority School	School where 50% or more of the students are racial or ethnic minorities.
Low-Performing School	A school designated as “Priority,” “Focus,” “Comprehensive Support School,” or “Targeted Support School.”
Geographic Priority School	A school in District of Columbia municipal ward 7 or 8.

1. LEAs Report School Rates: Each LEA will annually submit to OSSE the following report by school.

Example LEA:

	Total number of teachers in the school	Novice	Out-of-field	Rating on LEA’s approved teacher evaluation system		
				Highly Effective: <i>Include in this category teachers rated in the highest evaluation tier</i>	Effective: <i>Include in this category teachers rated “effective” or above but not in the highest evaluation tier</i>	Below Effective: <i>Include in this category any teachers rated on an evaluation tier that is lower than “effective,” e.g. partially effective, minimally effective, not effective</i>
School A						
School B						

2. OSSE Classifies Schools and Calculates Gaps: OSSE will provide to LEAs the documentation that confirms which schools in each LEA are classified as high-minority, low-income, Wards 7-8 and/or low-performing, using the definitions above. Additionally, OSSE will calculate differences in teacher equity rates (ineffective, novice, out-of-field) by poverty, minority, performance and ward, and return the calculations to LEAs.

	Rates for Individual LEA schools <i>Low income, high minority, low performing, wards 7 & 8</i>	–	Aggregate Rates at Citywide Schools <i>Non-low income, non-high minority, non-low performing, not wards 7 & 8</i>	=	Teacher Equity Gaps
For each low income school in the LEA	$\frac{\text{Number of ineffective teachers}}{\text{Total number of teachers}}$ $\frac{\text{Number of novice teachers}}{\text{Total number of teachers}}$ $\frac{\text{Number of out of field teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of ineffective teachers in non – low income schools across the city}}{\text{Total number of teachers in non – low income schools across the city}}$ $\frac{\text{Number of novice teachers in non – low income schools across the city}}{\text{Total number of teachers in non – low income schools across the city}}$ $\frac{\text{Number of out of field teachers in non – low income schools across the city}}{\text{Total number of teachers in non – low income schools across the city}}$	=	Identified Gaps Gaps will be identified where differences are greater than five percent
For each high minority school in the LEA	$\frac{\text{Number of ineffective teachers}}{\text{Total number of teachers}}$ $\frac{\text{Number of novice teachers}}{\text{Total number of teachers}}$ $\frac{\text{Number of out of field teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of ineffective teachers in non – high minority schools across the city}}{\text{Total number of teachers in non – high minority schools across the city}}$ $\frac{\text{Number of novice teachers in non – high minority schools across the city}}{\text{Total number of teachers in non – high minority schools across the city}}$ $\frac{\text{Number of out of field teachers in non – high minority schools across the city}}{\text{Total number of teachers in non – high minority schools across the city}}$	=	Identified Gaps Gaps will be identified where differences are greater than five percent
For each low performing school in the LEA	$\frac{\text{Number of ineffective teachers}}{\text{Total number of teachers}}$ $\frac{\text{Number of novice teachers}}{\text{Total number of teachers}}$ $\frac{\text{Number of out of field teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of ineffective teachers in non – low performing schools across the city}}{\text{Total number of teachers in non – low performing schools across the city}}$ $\frac{\text{Number of novice teachers in non – low performing schools across the city}}{\text{Total number of teachers in non – low performing schools across the city}}$ $\frac{\text{Number of out of field teachers in non – low performing schools across the city}}{\text{Total number of teachers in non – low performing schools across the city}}$	=	Identified Gaps Gaps will be identified where differences are greater than five percent
For each school in the LEA in Ward 7 or 8	$\frac{\text{Number of ineffective teachers}}{\text{Total number of teachers}}$ $\frac{\text{Number of novice teachers}}{\text{Total number of teachers}}$ $\frac{\text{Number of out of field teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of ineffective teachers in citywide schools outside Wards 7 & 8}}{\text{Total number of teachers in citywide schools outside Wards 7 & 8}}$ $\frac{\text{Number of novice teachers in citywide schools outside Wards 7 & 8}}{\text{Total number of teachers in citywide schools outside Wards 7 & 8}}$ $\frac{\text{Number of out of field teachers in citywide schools outside Wards 7 & 8}}{\text{Total number of teachers in citywide schools outside Wards 7 & 8}}$	=	Identified Gaps Gaps will be identified where differences are greater than five percent

5. OSSE Reports Within-LEA Gaps: For LEAs with multiple schools, OSSE will calculate within-LEA difference(s) in teacher equity rates (ineffective, novice, out-of-field) by poverty,² minority,³ performance,⁴ and ward⁵, and return the information to LEAs.

	Rates for Individual LEA schools <i>Low income, high minority, low performing, wards 7 & 8</i>	–	Aggregate Rates at LEA Schools <i>Non-low income, non-high minority, non-low performing, not wards 7 & 8</i>	=	Teacher Equity Gaps
For each low income school in the LEA	$\frac{\text{Number of ineffective teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of ineffective teachers in non – low income schools in the LEA}}{\text{Total number of teachers in non – low income schools in the LEA}}$	=	Identified Gaps Gaps will be identified where differences are greater than five percent
	$\frac{\text{Number of novice teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of novice teachers in non – low income schools in the LEA}}{\text{Total number of teachers in non – low income schools in the LEA}}$	=	
	$\frac{\text{Number of out of field teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of out of field teachers in non – low income schools in the LEA}}{\text{Total number of teachers in non – low income schools in the LEA}}$	=	
For each high minority school in the LEA	$\frac{\text{Number of ineffective teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of ineffective teachers in non – high minority schools in the LEA}}{\text{Total number of teachers in non – high minority schools in the LEA}}$	=	Identified Gaps Gaps will be identified where differences are greater than five percent
	$\frac{\text{Number of novice teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of novice teachers in non – high minority schools in the LEA}}{\text{Total number of teachers in non – high minority schools in the LEA}}$	=	
	$\frac{\text{Number of out of field teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of out of field teachers in non – high minority schools in the LEA}}{\text{Total number of teachers in non – high minority schools in the LEA}}$	=	
For each low performing school in the LEA	$\frac{\text{Number of ineffective teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of ineffective teachers in non – low performing schools in the LEA}}{\text{Total number of teachers in non – low performing schools in the LEA}}$	=	Identified Gaps Gaps will be identified where differences are greater than five percent
	$\frac{\text{Number of novice teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of novice teachers in non – low performing schools in the LEA}}{\text{Total number of teachers in non – low performing schools in the LEA}}$	=	
	$\frac{\text{Number of out of field teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of out of field teachers in non – low performing schools in the LEA}}{\text{Total number of teachers in non – low performing schools in the LEA}}$	=	
For each school in the LEA in Wards 7 or 8	$\frac{\text{Number of ineffective teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of ineffective teachers in the LEA outside Wards 7 & 8}}{\text{Total number of teachers in the LEA outside Wards 7 & 8}}$	=	Identified Gaps Gaps will be identified where differences are greater than five percent
	$\frac{\text{Number of novice teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of novice teachers in the LEA outside Wards 7 & 8}}{\text{Total number of teachers in the LEA outside Wards 7 & 8}}$	=	
	$\frac{\text{Number of out of field teachers}}{\text{Total number of teachers}}$	–	$\frac{\text{Number of out of field teachers in the LEA outside Wards 7 & 8}}{\text{Total number of teachers in the LEA outside Wards 7 & 8}}$	=	

² This step is only applicable to LEAs with at least one low income school and at least one non-low income school

³ This step is only applicable to LEAs with at least one high minority school and at least one non-high minority school

⁴ This step is only applicable to LEAs with at least one low performing school and at least one non-low performing school

⁵ This step is only applicable to LEAs with at least one school in Wards 7 & 8 and one school outside Wards 7 & 8

Appendix B: Sample LEA Equitable Access to Excellent Teachers Calculations Using Proposed Methodology

Sample LEA Name 5

School Name	Total number of ineffective teachers	Total Number of inexperienced teachers	Total number of Out of field teachers	High-Minority School (Yes/ No)	Low-Income School (Yes/ No)	Ward 7 or 8 School (Yes/ No)	Low-Performing School (Yes/ No)	Total Number of Teachers
Sample School Name # 5	12	12	8	Yes	Yes	No	Yes	45
Sample School Name # 6	10	17	9	Yes	Yes	Yes	No	20
Sample School Name # 7	12	13	10	Yes	No	No	No	13
Sample School Name # 8	18	15	7	Yes	No	Yes	No	25
Sample School Name # 9	8	15	10	Yes	No	No	No	35

School Income Level:				
	City Rate for Not Low Income Schools	Ineffective	Inexperienced	Out-of-field
		41%	38%	23%
School Name	Low Income School?	The difference in the rates of ineffective teachers at the low income LEA school(s) vs non low income schools citywide	The difference in the rates of inexperienced teachers at the low income LEA school(s) vs non low income schools citywide	The difference in the rates of out-of-field teachers at the low income LEA school(s) vs non low income schools citywide
Sample School Name # 5	Yes	-14%	-11%	-6%
Sample School Name # 6	Yes	9%	47%	22%

School Minority Status:				
	City Rate for Non Minority Schools	Ineffective	Inexperienced	Out-of-field
		34%	20%	14%
School Name	High Minority School?	The difference in the rates of ineffective teachers at the high minority LEA school(s) vs non high minority schools citywide	The difference in the rates of inexperienced teachers at the high minority LEA school(s) vs non high minority schools citywide	The difference in the rates of out-of-field teachers at the high minority LEA school(s) vs non high minority schools citywide
Sample School Name # 5	Yes	-7%	7%	-6%
Sample School Name # 6	Yes	16%	47%	22%
Sample School Name # 7	Yes	58%	62%	53%
Sample School Name # 8	Yes	38%	22%	5%

School Ward:				
	City Rate for schools located outside of Wards 7 & 8	Ineffective	Inexperienced	Out-of-field
		32%	35%	25%
School Name	Is the school located in Ward 7 or 8?	The difference in the rates of ineffective teachers at the LEA school(s) in Wards 7 & 8 and schools outside Wards 7 & 8 citywide	The difference in the rates of inexperienced teachers at the LEA school(s) in Wards 7 & 8 and schools outside Wards 7 & 8 citywide	The difference in the rates of out-of-field teachers at the LEA school(s) in Wards 7 & 8 and schools outside Wards 7 & 8 citywide
Sample School Name # 6	Yes	16%	47%	22%
Sample School Name # 8	Yes	38%	22%	5%

School Performance:				
	City Rate for non low performing schools	Ineffective	Inexperienced	Out-of-field
		42%	47%	34%
School Name	Is the school Low Performing?	The difference in the rates of ineffective teachers at the low performing LEA school(s) vs non low performing schools citywide	The difference in the rates of inexperienced teachers at the low performing LEA school(s) vs non low performing schools citywide	The difference in the rates of out-of-field teachers at the low performing LEA school(s) vs non low performing schools citywide
Sample School Name # 5	Yes	-7%	-11%	-6%