



It Takes a City to Ensure Every Student Succeeds

LEA Institute

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Supporting Excellent Educators: The New LEA Equitable Access Plan Required Under ESSA and State Level Supports

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Welcome and Goals for This Session

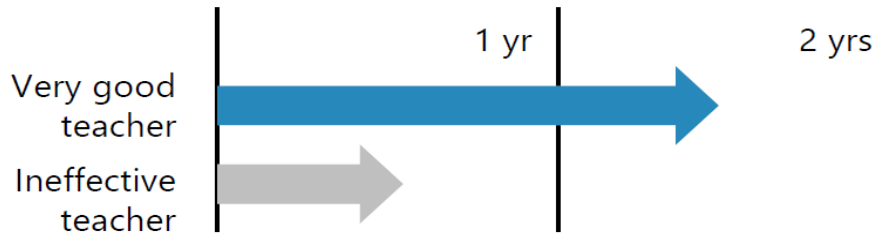
Participants will understand:

- The Every Student Succeeds Act requirements around equitable access to teachers
 - The process for calculating equity gaps in DC
 - OSSE draft guidance
 - Applicable state and LEA strategies to close gaps
 - State level supports for LEAs with gaps
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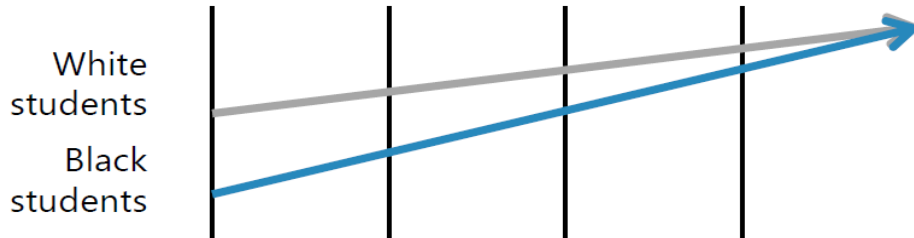


Key Data Points

Teachers are the most important in-school drivers of student achievement.



Students of ineffective teachers learn a half year of material. Students of effective teachers learn 1.5 years worth of material (Hanushek, 2010)



Having a top performing teacher for four years in a row could be enough to close black-white achievement gap (Gordon, Kane and Staiger, 2006)

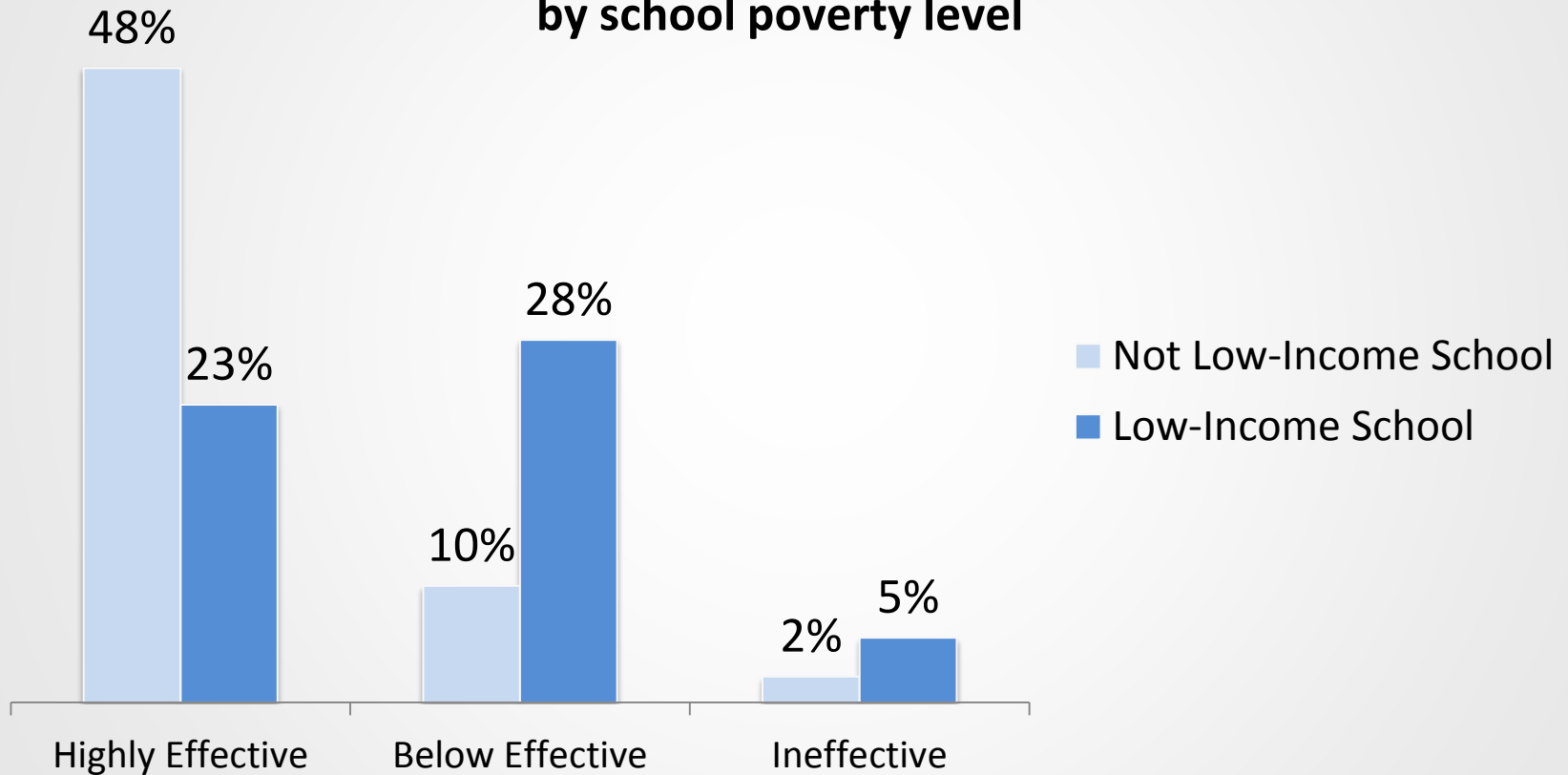


Students with even one highly effective teacher are more likely to graduate, attend college and earn higher income (Chetty, Friedman, and Rockoff, 2012)



Key Data Points

Percentage of highly effective, below effective and ineffective teachers by school poverty level



N Size: 201 Schools

Source: OSSE Plan for Equitable Access to Excellent Teachers, 2013-14 Data



Overview of ESSA and the State Plan for Equitable Access: Key Connections



Requirements under ESSA

SEA

“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)

LEA

“The local educational agency 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” (ESSA 1112 b 2)



Requirements under ESSA

“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. An SEA may 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).”
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Key Connections to the State Plan

- OSSE will continue to collect school level teacher evaluation counts annually.* The calculations will be used to identify LEA and state level equity gaps.
- LEAs with equity gaps will need to use their Title II funds for allowable activities to close gaps, before using them for other purposes.
- OSSE will develop resources and optional supports on recruitment, preparation, development, evaluation, support and retention, targeted specifically for LEAs with equity gaps.

* Except for LEAs participating in the DC Staffing Data Collaborative who provide this data separately



Identifying Teacher Equity Gaps

Federally Required Term	DC Definition
Novice Teachers	Teachers in their first year of teaching or an “ineffective” teacher in their second year of teaching.
Ineffective Teachers	Teachers rated on any tier that is below “effective” on an LEA’s approved teacher evaluation system.
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.
High Minority School	School where 50% or more of the students are racial or ethnic minorities.
Low Income School	School where 50% or more of students qualify for TANF, SNAP, homeless, or are wards of the state (CFSA).
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.

*Geographic Priority definition is not required by federal law, but is important for the DC context. Most of DC high need schools are concentrated in wards 7 and 8.



Identifying Teacher Equity Gaps

For high minority, low income, low performing, and geographic priority schools, OSSE will determine if the LEA's rate of ineffective, novice and out-of-field teachers is higher than the city average for other schools.

OSSE is proposing to define an equity gap as a positive difference greater than **5%**.

Example: Gap in the rates of inexperienced teachers, at low income vs. non low income schools:

$$\text{For each low income school in the LEA: } \frac{\text{Number of Novice teachers}}{\text{Total number of teachers}} - \frac{\text{Number of Novice teachers in DC's non-low income school(s)}}{\text{Total number of teachers in DC's non-low income school(s)}}$$

*Gaps exist if the difference is greater than **5%***



Reporting Process

Every year, each LEA will report:

	Total Teachers	Novice	Out-of-field	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	66	7	5	15	35	16
School B	100	10	5	17	60	23

OSSE will report back to each LEA whether there are teacher equity gaps, and whether the LEA is required to submit a plan with strategies. If such a plan is required, it would be submitted via the consolidated application.



Student Level Gaps

- The Department of Education requires states to report equity gaps at the student level in three years.
 - This means that within-school gaps – where low income and minority students are disproportionately assigned to ineffective, out-of-field and inexperienced teachers – will be identified.
 - OSSE will develop a plan to support LEAs in preparing for this requirement.
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LEA Strategies for Addressing Gaps

- To close gaps, LEAs should use their Title II funds for allowable activities.
 - Activities should focus on the root causes of the challenges in attracting, supporting, and retaining highly effective teachers for low income schools, high minority schools, low performing schools and schools in wards 7 and 8.
 - LEAs have the flexibility to select appropriate strategies, provided that they address the challenge of attracting, supporting, and/or retaining excellent teachers in high need schools.
 - OSSE will offer LEAs support on developing appropriate strategies.
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State Strategies to Support LEAs

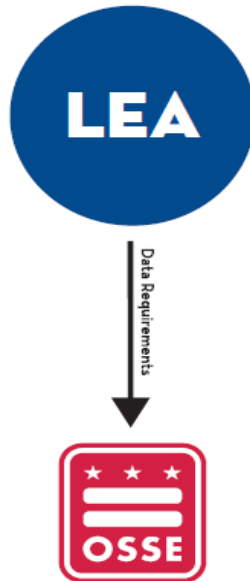
- Current OSSE strategies include:
 - Aligning trainings and professional development to the needs of the schools that will benefit from them most greatly
 - Developing supports on identifying leadership competencies for leaders in high need schools
 - Supporting LEAs in using data about teachers for strategic staffing (DC Staffing Data Collaborative)
 - OSSE will continue to identify helpful strategies in consultation with stakeholders and is interested in your input.
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The DC Staffing Data Collaborative

The DC Staffing Data Collaborative replaces the traditional data reporting process and adds significant value to LEAs.

OLD APPROACH



NEW APPROACH





The DC Staffing Data Collaborative

The Collaborative* has three major goals:



Assist in decision-making at the LEA level



Inform policy decisions at the state level



Model and develop collaborative, inquiry-focused data-collection practices

*34 LEAs currently participate in the collaborative.



The DC Staffing Data Collaborative

Participation in the Staffing Data Collaborative fulfills the requirements of the guidance. As part of the project, the research partner (TNTP) will:

- Calculate LEA level gaps
 - Submit the required reporting to OSSE on behalf of the LEA
 - Provide the LEA with a report that includes proposed strategies to close equity gaps. The report will meet requirements of an LEA's equitable access plan if the LEA selects to adopt the proposed strategies.
 - TNTP or another partner can also provide coaching related to implementing the report recommendations and developing strategic staffing practices, should LEAs choose to use Title II or other funds to support it.
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Group Discussion



Key Questions

- 1) From your perspective, does the new guidance make sense, considering the federal requirements?
 - 2) What are LEA and state levers for attracting and retaining talent at high need schools?
 - 3) How can OSSE best support LEAs with struggling schools in attracting and retaining the teachers that they need?
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Thank you for your
participation!