



## Local Education Agency Equity Plan Rubric: Updated March 29, 2019

### Background:

This document provides the rubric that OSSE will use to provide feedback on *Local Education Agency (LEA) Equity Plans* and *LEA Equity Plan Updates*, and to determine approval status of submissions into the ESEA Consolidated Grant application system. It is aligned with OSSE's [Local Education Agency Equity Plan Template and Related Guidance](#), which provides the template for completing the LEA Equity Plans that are required of LEAs with identified teacher equity gaps, under the Every Student Succeeds Act (ESSA). The goal of the LEA-level equity plans, together with the state-level [District of Columbia Teacher Equity Plan](#), is to improve learning for students with the greatest need.

### Related Resources:

OSSE's Equitable Access to Excellent Educators webpage, available at <https://osse.dc.gov/page/equitable-access-excellent-educators>, provides additional background and resources. These include, for example:

- [The District of Columbia LEA Equity Plan Toolkit](#) – a series of resources for understanding, interpreting, planning and collaborating around teacher equity. Please refer to these optional resources for guidance about how to create a robust section for each step of the process, with the goal of making the LEA Equity Plan an effective strategic document.
- [OSSE's Sample LEA Equity Plan](#) – an example LEA Equity Plan, built for a fictional DC LEA
- [LEA Equity Gap Calculation Guidance](#) – guidance that provides the methodology for identifying equity gaps

### Technical Assistance:

OSSE can provide technical assistance to LEAs across all stages of plan development and submission. With questions about technical assistance opportunities, LEA Equity Plans, or the Teaching and Learning division's review process, please contact Rose Goff at [Rose.Goff@dc.gov](mailto:Rose.Goff@dc.gov)



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## Local Education Agency Equity Plan Rubric: Updated March 29, 2019

Section 1: Equity Gaps		
Equity Plan Updates		
<b>INCOMPLETE</b> <input type="checkbox"/> The narrative is missing at least one required element.	<b>ADEQUATE/APPROVABLE</b> <input type="checkbox"/> The narrative includes all required elements.	<b>ROBUST</b> <input type="checkbox"/> The narrative is approvable and includes the elements noted below.
<p><b><i>Required Initial Submission</i></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Does not identify the teacher equity gaps that are most meaningful for your LEA</li><li><input type="checkbox"/> Does not identify school-level goals for closing each of these gaps</li><li><input type="checkbox"/> Goal(s) are missing a progress threshold or a target date</li></ul> <p><b><i>Required Update Submission</i></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> The narrative neither explicitly confirms that submitted goals are correct, nor includes a revision reflecting any changes</li><li><input type="checkbox"/> The narrative does not an update on the LEA's status towards reaching each goal</li><li><input type="checkbox"/> The narrative does not include the LEA's progress towards reaching the goals (i.e., the updated percentages of ineffective, out-of-field, and/or experienced teachers, or updated percentages of another metric) in the context of the goal threshold and target year</li></ul>	<p><b><i>Required Initial Submission</i></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Identifies the school-level teacher equity gaps that are most meaningful for your LEA</li><li><input type="checkbox"/> Identifies school level for goals closing each of these gaps</li><li><input type="checkbox"/> Each goal includes a progress threshold and a target date</li></ul> <p><b><i>Required Update Submission</i></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> The narrative either explicitly confirms that submitted goals are correct, or includes a revision reflecting any changes</li><li><input type="checkbox"/> For each goal, the narrative provides an update on the LEA's status towards reaching the goal</li><li><input type="checkbox"/> Each update includes the LEA's progress towards reaching the goals (i.e., the updated percentages of ineffective, out-of-field, and/or experienced teachers, or updated percentages of another metric) in the context of the goal threshold and target year</li></ul>	<p><b><i>All Submissions</i></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Additional data, outside what was given in the OSSE letter, is used to contextualize and identify meaningful gaps</li><li><input type="checkbox"/> Long-term goals include a breakdown of milestones over short-term timeframes</li><li><input type="checkbox"/> School-level goals are stated as "SMART" goals, that is, they are specific, measurable, actionable, realistic, and time bound</li><li><input type="checkbox"/> Goals are explicitly aligned with the LEA's long-term strategic plan, priorities, achievement goals, and/or theory of action</li><li><input type="checkbox"/> Potential within-school gaps are examined and/or identified</li></ul>



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**Local Education Agency Equity Plan Rubric: Updated March 29, 2019**

		<input type="checkbox"/> Goals are clearly and explicitly aligned with short and long term metrics. <input type="checkbox"/> The narrative includes a description of how the LEA prioritized gaps
<p><b><u>Comments:</u></b></p>		



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**Local Education Agency Equity Plan Rubric: Updated March 29, 2019**

Section 2: Root Cause Analysis		
Equity Plan Updates		
<b>INCOMPLETE</b> <input type="checkbox"/> The narrative is missing at least one required element.	<b>ADEQUATE/APPROVABLE</b> <input type="checkbox"/> The narrative includes all required elements.	<b>ROBUST</b> <input type="checkbox"/> The narrative is approvable and includes the elements noted below.
<p><b><i>Required Initial Submission</i></b></p> <p><input type="checkbox"/> The narrative does not describe the stakeholders that were consulted in order to complete the root cause analysis, including the number of individuals and their roles.</p> <p><input type="checkbox"/> The narrative does not describe the process that the LEA used to conduct the root cause analysis.</p> <p><input type="checkbox"/> Root causes are not identified and/or they are not aligned to the gaps described in Section 1.</p>	<p><b><i>Required Initial Submission</i></b></p> <p><input type="checkbox"/> The narrative describes the stakeholders that were consulted in order to complete the root cause analysis, including the number of individuals and their roles.</p> <p><input type="checkbox"/> The narrative describes the process that the LEA used to conduct the root cause analysis.</p> <p><input type="checkbox"/> Root causes are identified, and they are aligned to the gaps described in Section 1.</p> <p><b><i>Optional Update Submissions</i></b></p> <p><input type="checkbox"/> The narrative includes a revision with updated root causes and/or updates describing the extent to which root causes may have changed</p>	<p><b><i>All Submissions</i></b></p> <p><input type="checkbox"/> The narrative indicates that stakeholders with diverse roles and perspectives meaningfully participated in the root cause analysis process</p> <p><input type="checkbox"/> The narrative clearly and explicitly describes each step of the process used to conduct the root cause analysis</p> <p><input type="checkbox"/> The narrative documents the Five “Whys” uncovered through the root cause analysis process (for more information, refer to the Section 2 Tool in OSSE’s Equity Toolkit<sup>1</sup>)</p> <p><input type="checkbox"/> Root causes focus on system challenges, not symptoms</p> <p><input type="checkbox"/> Root causes focus on challenges that are within the LEA’s locus of control, rather than challenges that are out of an LEA’s control</p> <p><input type="checkbox"/> Review of additional sources of data beyond the letter sent by OSSE (e.g., survey</p>



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**Local Education Agency Equity Plan Rubric: Updated March 29, 2019**

		data) is incorporated into the LEA's root cause analysis process <input type="checkbox"/> The narrative describes the meetings that took place, including dates, durations, and attendees.
<b><u>Comments:</u></b>		

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<sup>1</sup> Please find OSSE's Equity Toolkit available online on the Equitable Access to Excellent Educators webpage here: <https://osse.dc.gov/page/equitable-access-excellent-educators>. Please scroll to the header titled "Equity Toolkit."



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**Local Education Agency Equity Plan Rubric: Updated March 29, 2019**

Section 3: Strategies		
Equity Plan Updates		
<b>INCOMPLETE</b> <input type="checkbox"/> The narrative is missing at least one required element.	<b>ADEQUATE/APPROVABLE</b> <input type="checkbox"/> The narrative includes all required elements.	<b>ROBUST</b> <input type="checkbox"/> The narrative is approvable and includes the elements noted below.
<p><b><i>Required Initial Submission</i></b></p> <p><input type="checkbox"/> The plan does not describe the strategy or strategies to address the root causes of documented gap(s)</p> <p><input type="checkbox"/> The narrative is missing one or some of the following:</p> <ul style="list-style-type: none"><li>a) Future action steps</li><li>b) A timeline with related milestones</li><li>c) The source of funding that the LEA will use. (Examples: Title funds, local funds, grant funds, other sources of funding, no funds needed.)</li></ul> <p><b><i>Required Update Submissions</i></b></p> <p><input type="checkbox"/> The description of the strategy or strategies is not updated to be current and future oriented (i.e. includes strategy and/or action step revisions where needed)</p> <p><input type="checkbox"/> The narrative does not describe how implementation of the strategies is going, specifying any implementation successes (e.g.</p>	<p><b><i>Required Initial Submission</i></b></p> <p><input type="checkbox"/> The plan describes the strategy or strategies to address the root causes of documented gap(s)</p> <p><input type="checkbox"/> For each strategy, the narrative documents:</p> <ul style="list-style-type: none"><li>a) Future action steps</li><li>b) A timeline with related milestones</li><li>c) The source of funding that the LEA will use. (Examples: Title funds, local funds, grant funds, other sources of funding, no funds needed.)</li></ul> <p><b><i>Required Update Submissions</i></b></p> <p><input type="checkbox"/> The description of the strategy or strategies is updated to be current and future oriented (i.e. includes strategy and/or action step revisions where needed)</p> <p><input type="checkbox"/> The narrative includes a brief description of how implementation is going, specifying challenges and/or successes.</p>	<p><b><i>All Submissions</i></b></p> <p><input type="checkbox"/> The narrative includes a theory of action indicating how the strategies will lead to the overall intended outcomes. For optional guidance, refer to the Section 3 tool in OSSE's Equity Toolkit<sup>2</sup> (page 4)</p> <p><input type="checkbox"/> The narrative explicitly connects each strategy with the associated root cause and desired milestone outcomes</p> <p><input type="checkbox"/> The narrative explicitly explains how strategies chosen are expected to be feasible, high-leverage, and supported in the LEA</p> <p><input type="checkbox"/> The narrative describes research or evidence behind strategies</p> <p><input type="checkbox"/> The narrative draws on lessons learned in other LEAs, locally or nationally, that have implemented the strategy(s) with high effectiveness</p>



DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**Local Education Agency Equity Plan Rubric: Updated March 29, 2019**

action steps completed) or implementation challenges.

**Comments:**

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DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

## Local Education Agency Equity Plan Rubric: Updated March 29, 2019

Section 4: Ongoing Monitoring and Support		
Equity Plan Updates		
<b>INCOMPLETE</b> <input type="checkbox"/> The narrative is missing at least one required element.	<b>ADEQUATE/APPROVABLE</b> <input type="checkbox"/> The narrative includes all required elements.	<b>ROBUST</b> <input type="checkbox"/> The narrative is approvable and includes the elements noted below.
<p><b>Required Initial Submission</b></p> <p><input type="checkbox"/> The narrative does not identify the staff members responsible for assessing progress and supporting implementation, including their roles and/or names.</p> <p><input type="checkbox"/> The narrative does not identify short-term and long-term performance metrics OR the included performance metrics are incomplete. Performance metrics:</p> <ol style="list-style-type: none"> <li>Include a target year or month</li> <li>Include a target threshold (e.g., a percentage or number)</li> <li>Capture the extent to which the strategy is working as intended</li> </ol> <p><i>Please note: A “short-term” metric refers to the same school year in which a plan is submitted, while a “long-term” metric refers to a future school year.</i></p>	<p><b>Required Initial Submission</b></p> <p><input type="checkbox"/> The narrative identifies the staff members responsible for assessing progress and supporting implementation, including their roles and/or names.</p> <p><input type="checkbox"/> The narrative identifies the short-term and long-term performance metrics your LEA and/or schools will use to assess progress towards achieving your teacher equity goals. Performance metrics:</p> <ol style="list-style-type: none"> <li>Include a target year or month</li> <li>Include a target threshold (e.g., a percentage or number)</li> <li>Capture the extent to which the strategy is working as intended</li> </ol> <p><i>Please note: A “short-term” metric refers to the same school year in which a plan is submitted, while a “long-term” metric refers to a future school year.</i></p>	<p><b>All Submissions</b></p> <p><input type="checkbox"/> The narrative includes performance metrics that capture the following aspects of effectiveness:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fidelity of strategy implementation (i.e., whether the strategy happened as envisioned)</li> <li><input type="checkbox"/> Staff or community perceptions (e.g., survey)</li> <li><input type="checkbox"/> Outcomes (e.g., growth in aspects of teachers’ evaluations, differential retention)</li> </ul> <p><input type="checkbox"/> Every strategy in the plan includes performance metrics capturing all of the above aspects of effectiveness.</p> <p><input type="checkbox"/> Every strategy in the plan includes both short- and long- term performance metrics</p> <p><input type="checkbox"/> The narrative describes how the LEA will continue to engage stakeholder to incorporate feedback and ensure that strategies are implemented as envisioned.</p>





DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

**Local Education Agency Equity Plan Rubric: Updated March 29, 2019**

	<p><b><i>Optional Update Submissions</i></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Each metric in the plan includes an update with up-to-date progress towards the threshold (i.e., a number or percentage, in the context of a future goal).</li><li><input type="checkbox"/> The narrative explicitly notes that the description of staff responsible is complete and current, and documents changes where needed</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> The narrative describes how frequently the LEA will check on progress, including the staff that will be included, and data that will be reviewed.</li><li><input type="checkbox"/> The narrative describes a process for proactively handling potential course corrections</li><li><input type="checkbox"/> The narrative describes any steps for seeking technical assistance</li><li><input type="checkbox"/> The narrative includes any new performance metrics the LEA wishes to track. For example, an LEA that has successfully met the target of a previously submitted performance metric may wish to provide a new metric.</li></ul>
<p><b><u>Comments:</u></b></p>		