Local Education Agency Equity Plan Template and Related Guidance: Updated March 29, 2019

In education systems in the United States with *teacher equity gaps*, low income or minority students are more likely to be assigned to ineffective, novice, and out-of-field teachers. The District of Columbia has identified citywide teacher equity gaps, which are presented in OSSE's ESSA State Plan. To ensure that all children receive a high-quality education, the Every Student Succeeds Act (ESSA) requires state education agencies (SEAs) and local education agencies (LEAs) to address any teacher equity gaps that are identified.[1]

This updated guidance document provides the template for completing required LEA Equity Plans and LEA Equity Plan Updates, under the Every Student Succeeds Act (ESSA). The template is consistent with the LEA Equity Gap Calculation Guidance, updated March 29, 2019.   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. OSSE can provide technical assistance to LEAs across all stages of plan development and submission. With questions or a request for technical assistance, please reach out to OSSE's Teaching and Learning Division by contacting Rose Goff at Rose.Goff@dc.gov or La' Shawndra Scroggins at LaShawndra.Scroggins@dc.gov.

<u>**LEA Equity Plan Update Template**</u>

Note: Please find below the directions and template for the <u>*LEA Equity Plan Update.*</u> *For the initial* <u>*LEA Equity Plan*</u> *submission template, please refer to page 7.*

Directions:

Please review the equity plan your LEA previously submitted as a part of the ESEA Consolidated Grant Application, and respond to the following prompts.   You may respond by:

1. Adding highlighted text to your original LEA Equity Plan;

2. Recording responses to the prompts below in a separate document, and attaching your LEA's plan with any changes highlighted; **or**

3. Filling in the form below, and attaching your LEA's plan with any changes highlighted.

Please note that in the template below, Sections 1 and 3 are required and Sections 2 and 4 are optional. OSSE's Teaching and Learning team will provide formative feedback on all sections LEAs opt to submit, with the goal of supporting LEAs in robust multi-year planning. With questions or for a copy of your LEA's previously submitted Teacher Equity Plan, please reach out to a member of OSSE's Teaching and Learning team.

Resources:

- Please refer to your LEA's teacher equity data.

- The rubric used to determine approval within the ESEA Consolidated Grants Application System and provide formative feedback can be found here: LEA Equity Plan Rubric.

- Please refer to OSSE's Equity Toolkit, available on OSSE's Equitable Access Webpage for additional support and guidance.

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[1] See ESSA §1111(g) and § 1112(b)(2).

Required Section 1 Update: Equity Gaps and Goals. The purpose of this section is to (a) describe the extent to which all students have access to excellent teachers, and (b) set goals for closing teacher equity gaps.

Components of required updates:
- Please review the goals submitted and confirm that they are current, or revise them if changes are needed.
- Please provide an update on your LEA's status towards reaching your LEA selected goal or goals.[2] The update must include: (1) the LEA's goals, and (2) the LEA's progress towards reaching the goals (i.e., the updated percentages of ineffective, out of field, and/or inexperienced teachers, or updated percentages of another metric).

A sample table format for completion is included below, or a narrative is permissible.

Goal	Baseline Data: Identification Year	Year 1 Data	Year 2 Data	Year 3 Data
Ex: Fictional campus will reduce its percentage of out-of-field teachers to __% by the end of the _____ school year.	In the identification year, __% of teachers at the school were out-of-field.	After the first implementation year, __% of teachers were out-of-field.	*Add this column after two years of implementation.*	*Add this column after three years of implementation.*
If applicable: Goal #2				
If applicable: Goal #3				

Resources: *The rubric used to determine approval within the ESEA Consolidated Grants Application System and provide formative feedback can be found here:* LEA Equity Plan Rubric. *Please refer to OSSE's* Equity Toolkit, *available on OSSE's* Equitable Access Webpage, *for additional support and guidance.*

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[2] LEA's ongoing work to alleviate gaps is highly valued, and it is recognized that progress takes time. Please note that the extent to which an LEA reaches its self-created goals does not impact the approval of the LEA Equity Plan Update in the ESEA Consolidated Grant Application system. Approval status is based on completion of updates only, and formative plan feedback is given with the intent of supporting implementation. Outside of the Grant Application approval process, OSSE strives to provide ongoing technical assistance opportunities to help LEAs meet their goals.

Optional Section 2 Update: Root Cause Analysis. The goal of this section is to identify the *root causes* of why identified schools struggle to attract and retain experienced, in-field, and effective teachers. By identifying key root causes of teacher equity gaps, and continually deepening system-level understanding of critical challenges, LEAs are better equipped to address the problem.

Components of optional updates:

- Please review the root cause analysis text previously submitted, and update the text to reflect any new root cause analysis conversations, or new identified root causes of why the school or school(s) identified struggle to attract and retain effective, in-field and/or experienced teachers.

Resources: The rubric used to determine approval within the ESEA Consolidated Grants Application System and provide formative feedback can be found here: LEA Equity Plan Rubric. *Please refer to OSSE's* Equity Toolkit, *available on OSSE's* Equitable Access Webpage, *for additional support and guidance.*

Required Section 3 Update: Strategies: The goal of this part of the process is to build and continually update an implementation plan that will guide LEAs and schools in implementing strategies, towards improving teaching and learning, and closing teacher equity gaps.

Components of required updates:
- Please review the Section 3 narrative submitted and update the description of strategies and timeline to be current (i.e., adding, revising, and/or removing strategies and action steps), and provide a brief description of how implementation is going, specifying challenges and/or successes.

Optional Components:

- If your LEA would be interested in connecting with LEA(s) working on similar strategies, in order to learn from best practices and/or share your LEA's practices with others, please add a comment in this section.

Resources: The rubric used to determine approval within the ESEA Consolidated Grants Application System and provide formative feedback can be found here: [LEA Equity Plan Rubric](.). *Please refer to OSSE's* Equity Toolkit, *available on OSSE's* [Equitable Access Webpage](.), *for additional support and guidance.*

Optional Section 4 Update: Ongoing Monitoring and Support: The purpose of this section is to assess strategy implementation, monitor progress towards performance metrics, and support improvements over time. Building a robust set of performance metrics benefits LEAs because it allows them to share early successes, notice flags early, and monitor strategy effectiveness over time. It enables LEAs to adjust iteratively, towards meeting teacher equity goals.

When crafting and reviewing metrics, it is recommended that LEAs consider:
 a. Fidelity of strategy implementation (i.e., whether the strategy happened as envisioned)
 b. Staff or community perceptions (e.g., survey data)
 c. Outcomes (e.g., growth in teacher performance, differential retention)

Components of optional update:
- Please review the short-term and long-term performance metrics that your LEA previously submitted, and revise if needed to ensure that they are complete and current (by adding, revising, or removing performance metrics). [3] A performance metric:
  o Includes a target year or month
  o Includes a target threshold (i.e., a percentage or number)
  o Capture the extent to which the strategy is working as intended

- Please review the staff deemed responsible for monitoring strategies in Section 4 of your LEA's previous submission and make any revisions to ensure that the description is complete and current.

- Please provide an update with your LEA's progress towards each short- and long-term metric identified (i.e., a number or percentage, in the context of a future goal).[4] An example chart format is shown below, or the LEA may alternatively use a narrative.

Example Chart: Develop a Mentoring and Induction Program to Support New Teachers				
Example Long Term Performance Metric	Baseline Data (Identification Year)	Year 1 Data	Year 2 Data	Year 3 Data
By spring 2023, survey results will indicate that at least 85% of teachers with less than three years of experience will report the induction program to be strong or very strong.	__ percent of teachers reported the induction program to be "strong" or "very strong" on the June survey administration.	We piloted the new induction program with teachers new to the school only. Among those teachers, ___percent reported the program to be "strong" or "very strong" in the June survey administration.	All teachers with less than three years of experience had the opportunity to participate, and ___ percent reported the program to be "strong" or "very strong" in the June survey administration.	

Resources: Please refer to OSSE's Equity Toolkit, *available on OSSE's* Equitable Access Webpage, *for additional support and guidance. The rubric used to determine approval within the ESEA Consolidated Grants Application System and provide formative feedback can be found here:* LEA Equity Plan Rubric.

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[3] Please note: A "short-term" metric refers to the same school year in which the plan is submitted, while a "long-term" metric refers to a future school year.

[4] LEA's ongoing work to alleviate gaps is highly valued, and it is recognized that progress takes time. Please note that the extent to which an LEA reaches its self-created performance metrics does not impact the approval of the LEA Equity Plan Update in the ESEA Consolidated Grant Application system. Approval status is based on completion of updates only, and outside of the Grant Application approval process, OSSE strives to provide and facilitate ongoing technical assistance opportunities to help LEAs meet their goals.
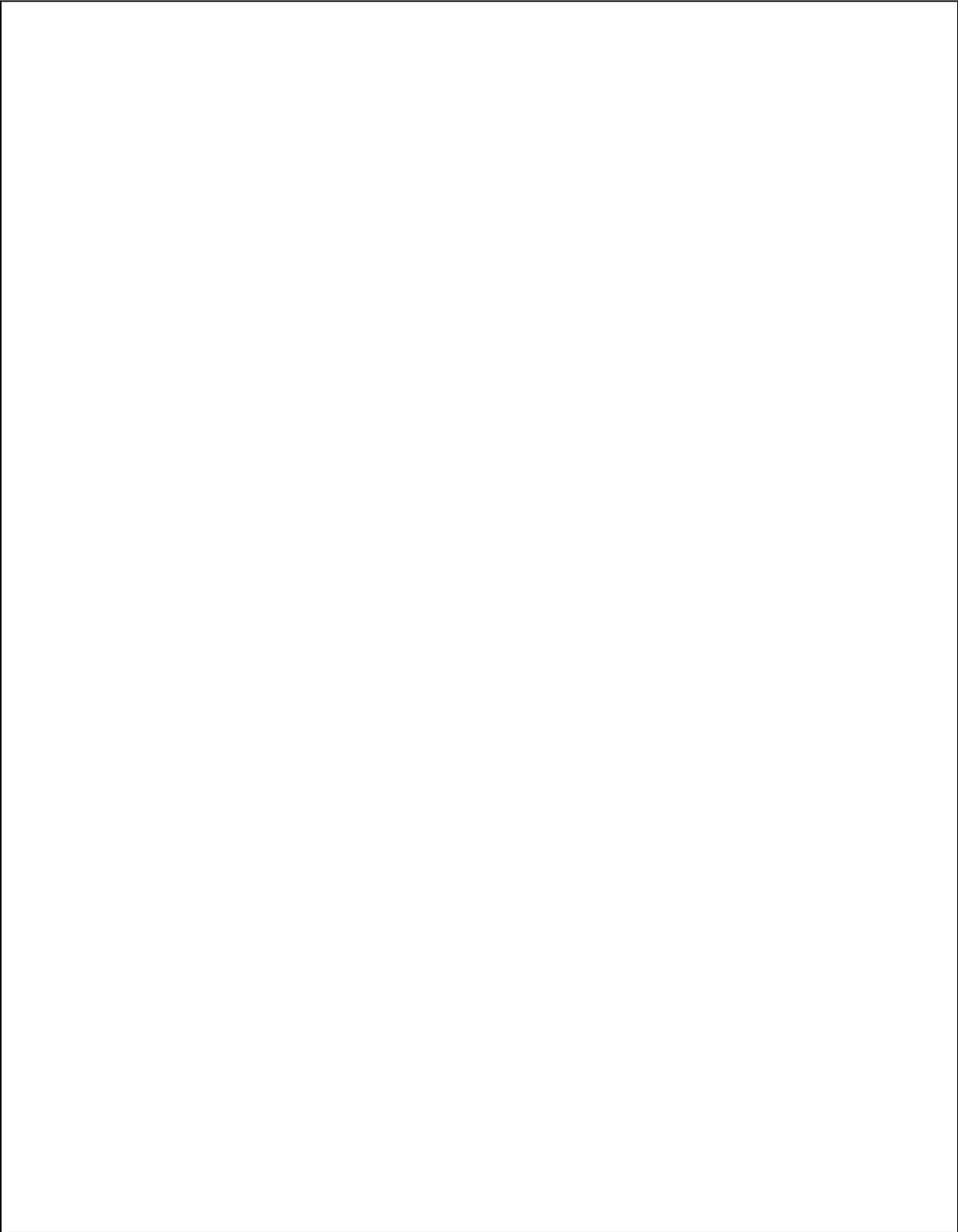
<u>**LEA Equity Plan Template**</u>

Note: The below provides the template for an LEA's <u>initial</u> *plan submission. For the* <u>*LEA Equity Plan Update*</u> *template, please refer to page 1.*

Directions:

Please submit responses below as narratives and/or tables. Please upload the completed template in your LEA's Consolidated ESEA Grant Application. Documents supporting the content above (e.g. tables) may also be uploaded as separate attachments.

Resources:

- The rubric used to determine approval within the ESEA Consolidated Grants Application System and provide formative feedback can be found here: <u>LEA Equity Plan Rubric</u>.

- Please refer to OSSE's <u>Equity Toolkit</u>, available on OSSE's <u>Equitable Access Webpage</u> for additional support and guidance.

Section 1: Equity Gaps. The purpose of this section is to (a) describe the extent to which all students have access to excellent teachers, and (b) set goals for closing teacher equity gaps.
Section components:

- Of the gaps identified by OSSE, which gaps are the most meaningful for your LEA?

- Identify the LEA's goals for closing gaps for each identified school, specifying target years and desired progress.

- Optional: All LEAs may elect to use their data to conduct additional teacher equity analyses of their choosing and may include any additional identified teacher equity gaps in this section.

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Section 2: Root Cause Analysis. The goal of this section is to identify the *root causes* of why identified schools struggle to attract and retain experienced, in-field, and effective teachers.
Section components:

- Describe the stakeholders that were consulted in order to complete the root cause analysis. Include the number of individuals, their roles, and the meetings that took place. Document the steps that the LEA has taken to ensure that stakeholder engagement was broad and authentic.

- Describe the process that the LEA used to conduct the root cause analysis.

- Identify the root causes that were uncovered. These may include for example root causes that focus on educator recruitment, preparation, development, evaluation, and retention.

Resources: Please refer to OSSE's Equity Toolkit, *available on OSSE's* Equitable Access Webpage, *for additional support and guidance. The rubric used to determine approval within the ESEA Consolidated Grants Application System and provide formative feedback can be found here:* LEA Equity Plan Rubric.

Section 3: Strategies for Eliminating Equity Gaps. The goal of this part of the process is to consult meaningfully with stakeholders to: (1) develop strategies that address the root causes identified above, and (2) build an implementation plan that will guide LEAs and schools in implementing these strategies and closing teacher equity gaps. Please note that the responses below may be submitted in narrative form, table form, or a combination of the two.

Section components:

- Identify the strategies that the LEA and/or schools will implement to address the root cause(s) identified above. List action steps needed to implement each strategy. If applicable, describe any LEA-level policy changes needed to implement the strategy.

- Describe the timeline and milestones for implementing each strategy. Identify any anticipated challenges.

- Identify the resources (e.g., financial, human capital) the LEA will use to support each strategy.

Resources: Please refer to OSSE's Equity Toolkit, *available on OSSE's* Equitable Access Webpage, *for additional support and guidance. The rubric used to determine approval within the ESEA Consolidated Grants Application System and provide formative feedback can be found here:* LEA Equity Plan Rubric.

Section 4: Ongoing Monitoring and Support. The purpose of this section is to plan for assessing progress and supporting implementation.

Section components:

- Identify the staff members that will be responsible for assessing progress on implementing the strategies above.

- Describe how the LEA will continue to engage stakeholders to ensure that strategies are implemented as envisioned. Include mechanisms for receiving and incorporating input throughout the process via ongoing, two-way feedback loops.

- Identify the measures the LEA will take to assess progress on implementing these strategies, including any data (e.g., hiring data, teacher observation data) the LEA will collect and analyze.

- Identify the short-term and long-term performance metrics your LEA and/or school(s) will use to assess progress towards achieving your teacher equity goals.

- If applicable, describe any steps your LEA plans to or take or is considering taking to seek technical assistance in its efforts.

Resources: *Please refer to OSSE's* Equity Toolkit, *available on OSSE's* Equitable Access Webpage, *for additional support and guidance. The rubric used to determine approval within the ESEA Consolidated Grants Application System and provide formative feedback can be found here:* LEA Equity Plan Rubric.