



Equitable Access Support Network

Using Data to Improve Equity

Texas Comprehensive Center/Southeast Comprehensive Center Regional Institute
Promoting Equitable Access at the State and Local Levels

November 5, 2015 | 8:30 – 9:30 a.m. and 9:45 – 10:45 a.m.



Agenda

Welcome, Agenda & Objectives | 2 minutes

Building Community: Who's in the room? | 5 minutes

The National Landscape: A Review of State Equity Plans | 10 minutes

Peer Consultancy Protocol & Sharing Out | 38 minutes

Closing: Resources, Next Steps, Contact Us | 5 minutes



Objectives

- Learn about the Excellent Educators for All initiative and the Equitable Access Support Network (EASN)
- Learn about and review examples of data analysis from State Equity Plans
- Learn about potential supplemental data sources
- Advance collective thinking and explore data needs related to overcoming challenges to increasing equitable access to excellent educators



Building Community

Please share:

- Your Name
- Your Organization & Role
- A challenge you (or your State) have with access to statewide data to inform equitable access to excellent educators



Excellent Educators for All & Equitable Access Support Network (EASN)



Equitable Access Support Network

- Support Excellent Educators for All
- Offers collective and individualized technical assistance and resources to all 50 States
 1. Assisted SEAs as they developed State Equity Plans, which were required to be submitted to the U.S. Department of Education on June 1, 2015
 2. Helping States implement strategies for ensuring equitable access for all students and monitor progress via Communities of Practice, work groups, and other individualized TA
 3. Connecting with ED-Funded Regional TA Providers and others to share resources and promote partnerships to support States

The National Landscape: A Review of State Equity Plans



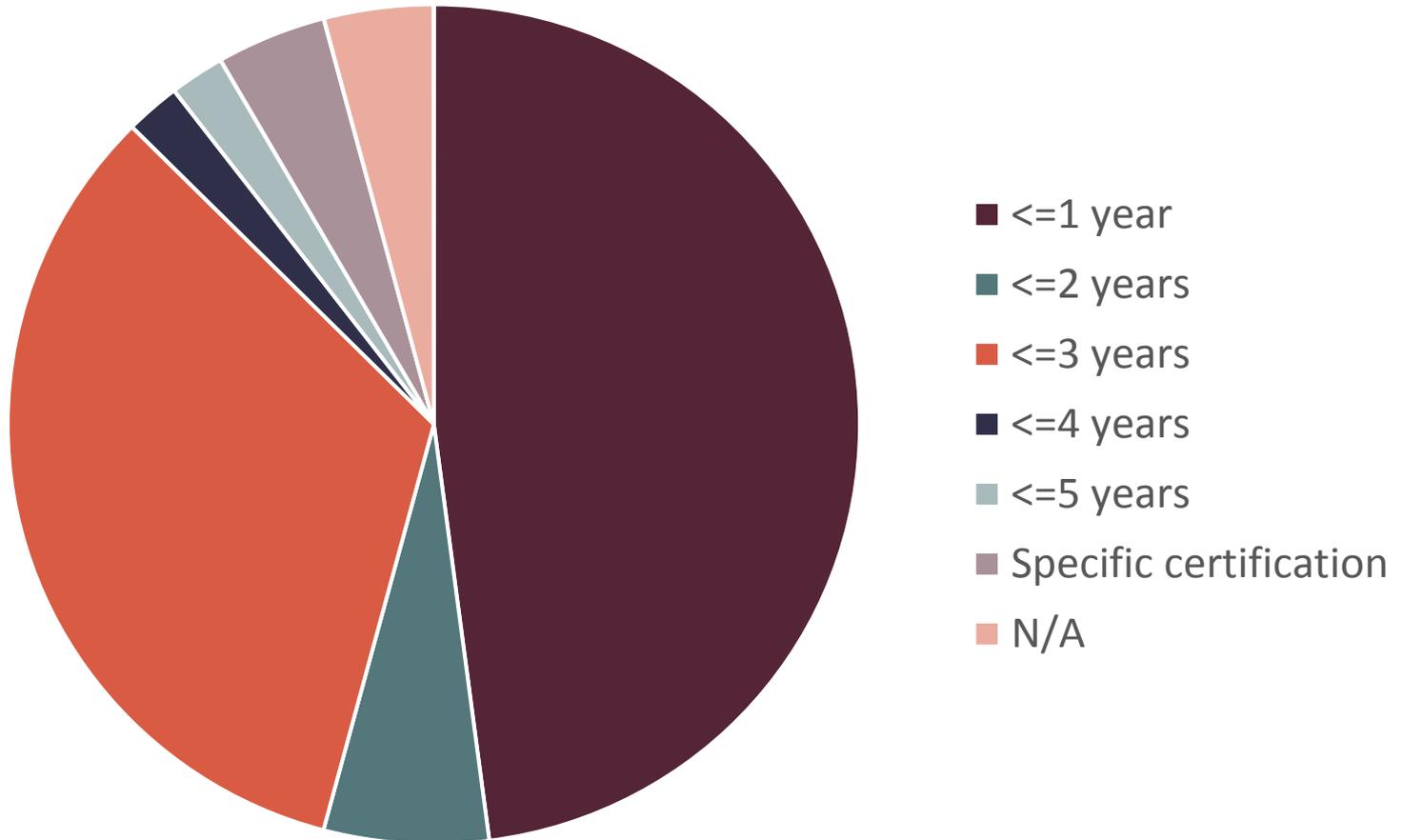
Key Questions

1. **Data Analysis:** What equity gaps did States identify? Did they examine gaps for poor and minority students?
2. **Root Causes:** What are the root causes identified by States? To what extent did States work with stakeholders to determine these root causes?
3. **Strategies:** What strategies will States employ to close equity gaps? What are the themes and targeted locations of the identified strategies?
4. **Monitoring and Evaluating Progress:** How do States plan to measure progress toward eliminating equity gaps? What types of data sources are they using to collect these measures?
5. **Reporting Progress:** How comprehensive are the States' plans to publicly report on progress? Have they included timelines for reporting progress?
6. **Overall Plan Coherence:** To what extent are the States making connections to their strategic vision and ongoing work?



State Plan Analysis: Definitions of Teacher Characteristics (n=48)

Definition of Inexperience

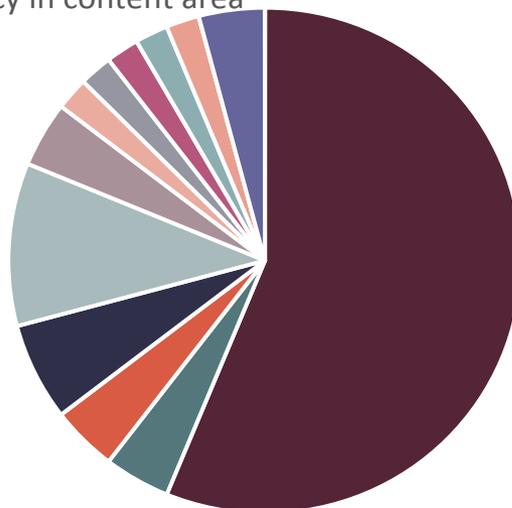




State Plan Analysis: Definitions of Teacher Characteristics (n=48)

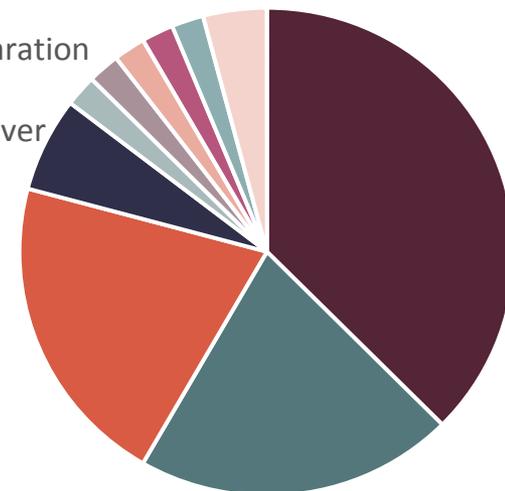
Definition of Out-of-Field

- No certification in subject area
- No content endorsement
- Emergency certification
- Not HQT in subject
- Non-HQT
- No endorsement in subject area
- No endorsement
- Not prepared or licensed in subject
- No demonstrated competency in content area
- Teaching with waiver
- Unqualified
- N/A



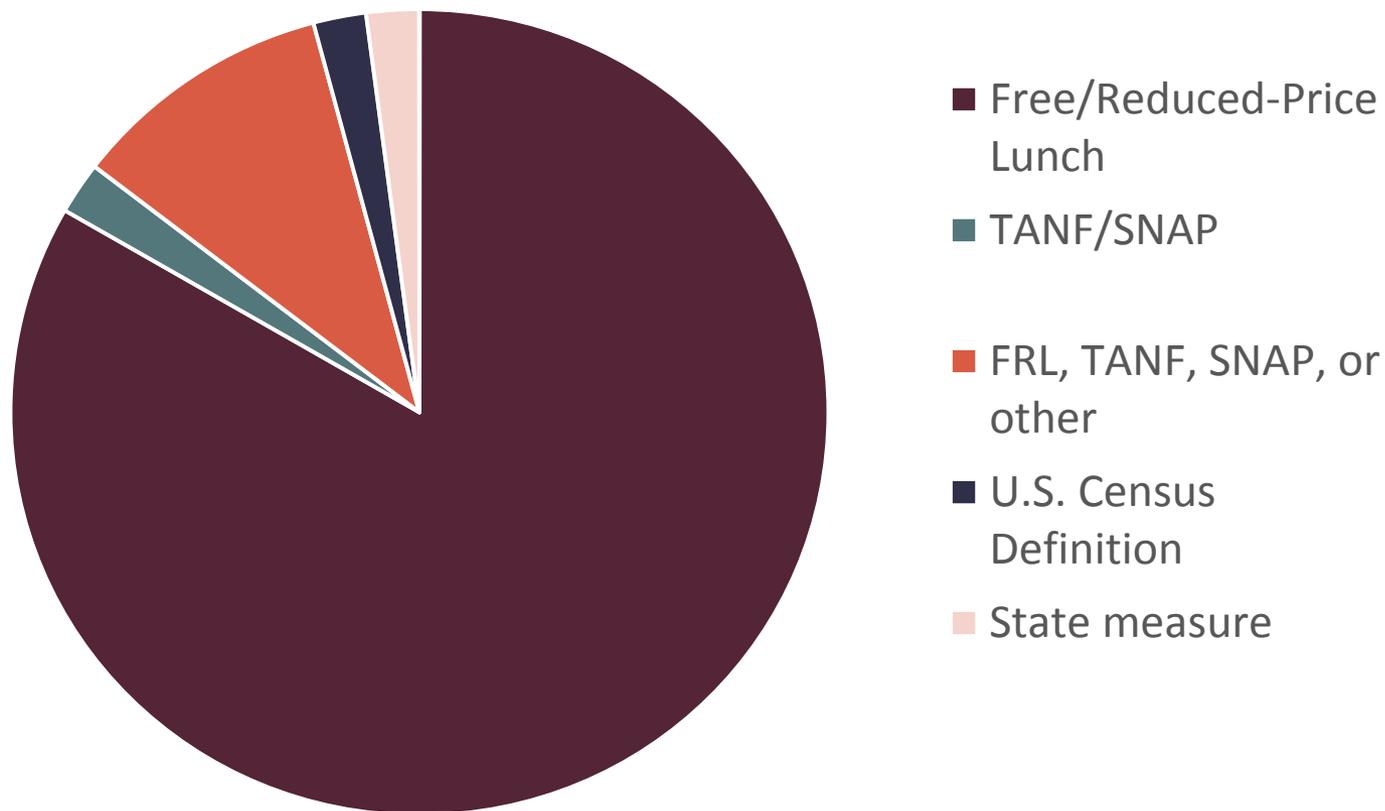
Definition of Unqualified

- Non-HQT
- Not fully licensed/No license
- Not fully certified/No certification
- Emergency certification
- No license and/or content endorsement
- No bachelor's degree, license and/or HQT status
- Ineffective on eval system
- No educator preparation
- Long-term sub waiver
- N/A





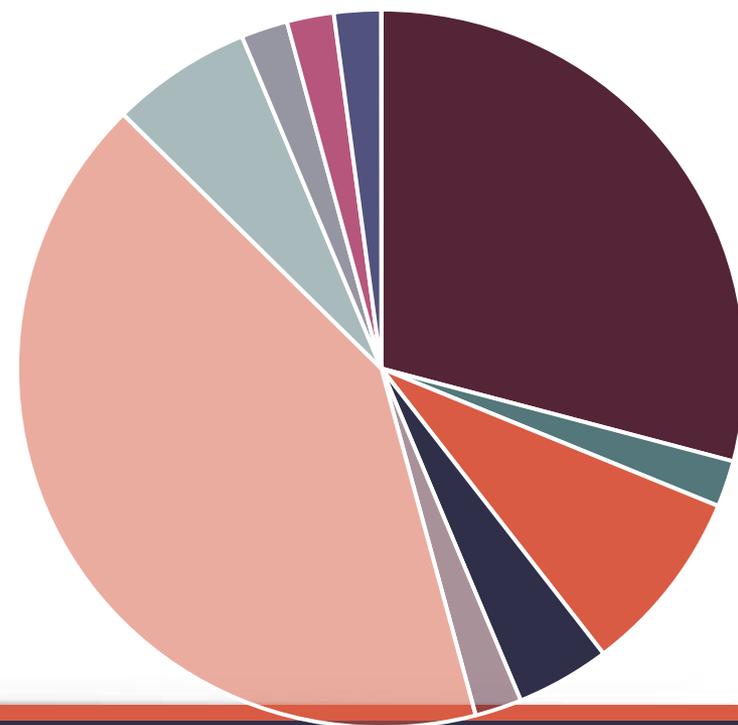
State Plan Analysis: *Poor Student Definitions*





State Plan Analysis: *Minority Student Definitions*

- American Indian, Alaska Native, Asian, African American, Native Hawaiian, Pacific Islander, Hispanic, or two or more races
- African American; American Indian; Alaskan native; Hispanic, including persons of Mexico, Puerto Rican, Cuban, and Central or South American origin; Pacific Islander; or member of an ethnic group underrepresented in the school
- African American, Asian, Hispanic, Native American, Pacific Islander, Alaskan Native
- African American, American Indian/Alaska Native, Asian, Hispanic, Native Hawaiian or Pacific Islander, Multiracial
- African American, American Indian, Asian, Hispanic or two or more races
- Non-White
- Non-Majority
- Black, Hispanic, Native American
- Student identifies as member of minority race or ethnicity
- N/A

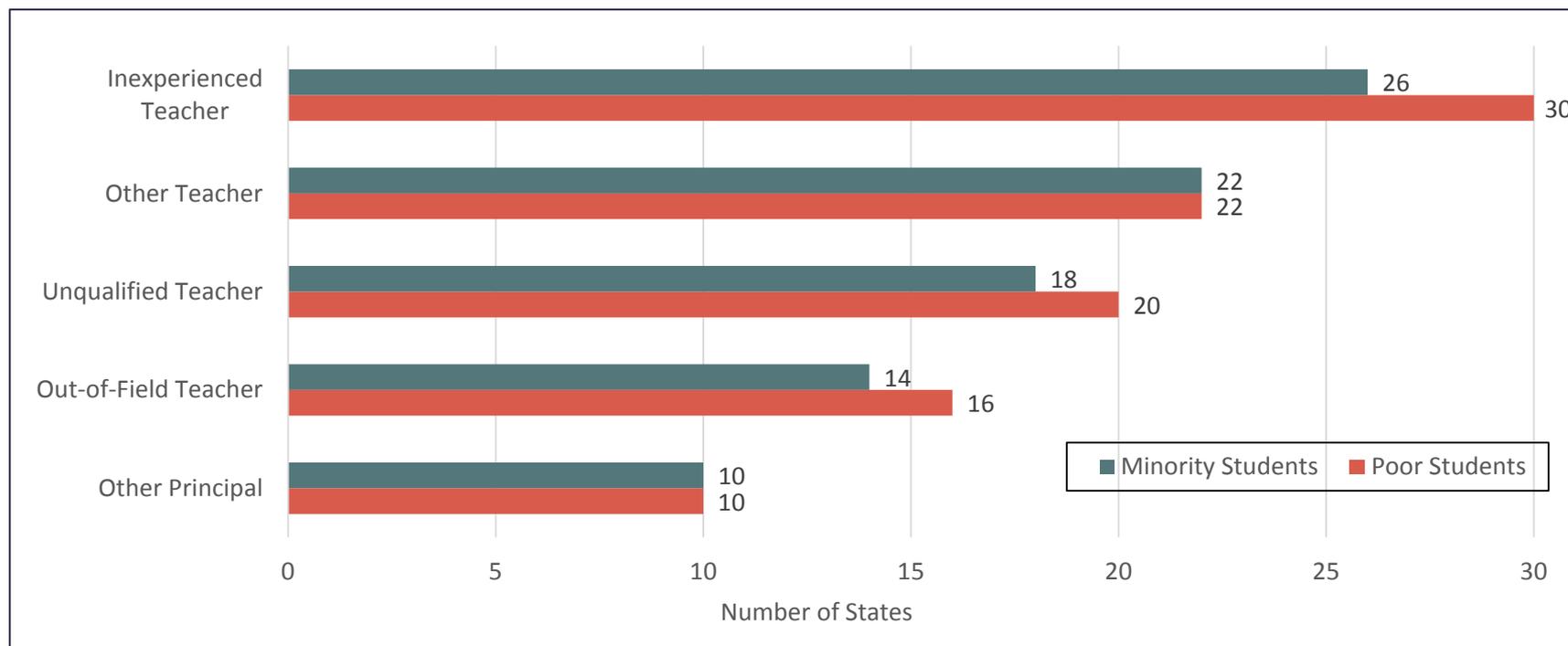




Prioritized Equity Gaps

- 77% of States *calculated* gaps in all statutory categories
- Only 17% of States *prioritized* equity gaps in all statutory categories for both poor and minority students

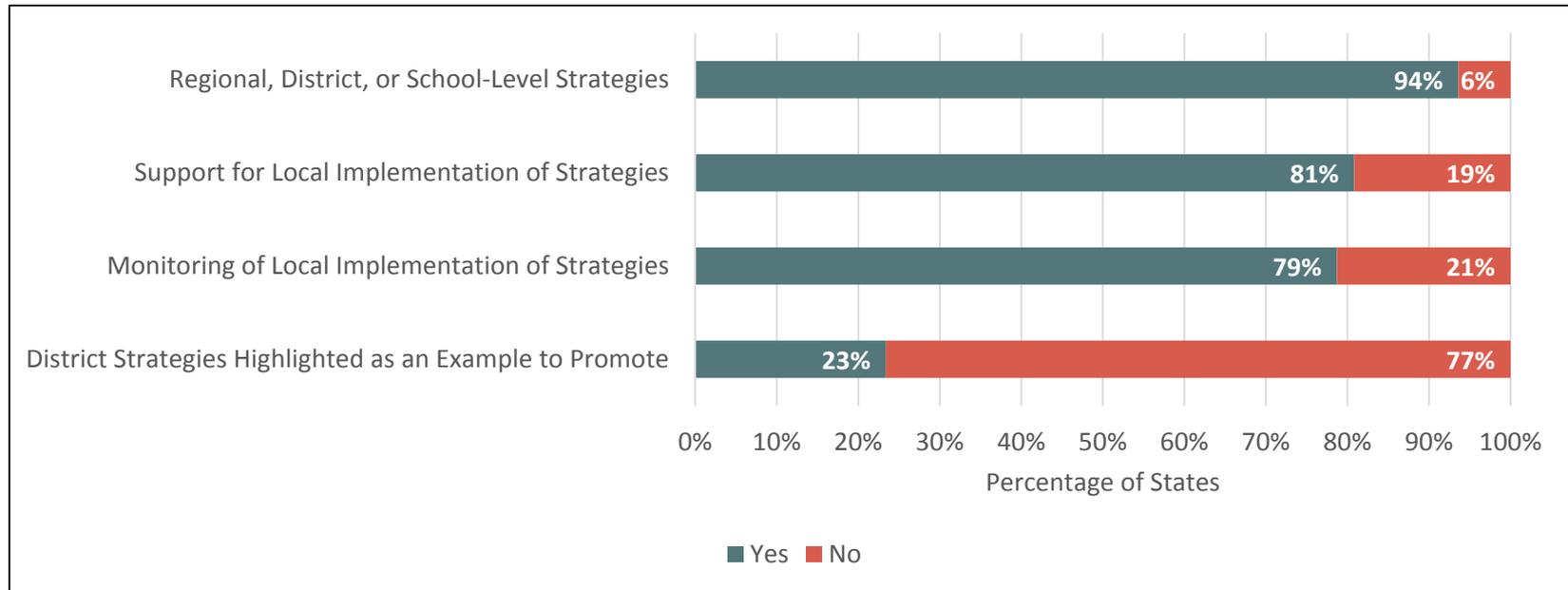
States' Prioritized Equity Gaps (n = 48 States)





Strategies

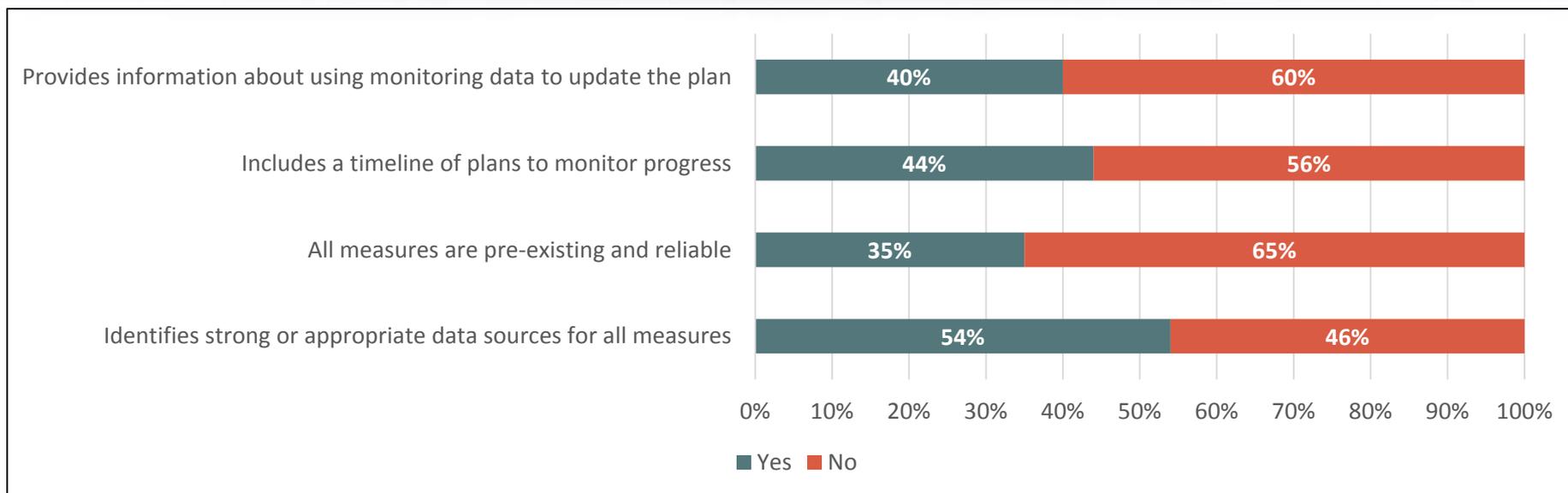
States identified a median of six strategies, ranging widely from three strategies to 38. Most States (94%) included at least one strategy with a focus on specific regions, districts, or schools.



Note: States reported multiple strategies, some of which fell in more than one category. One State did not identify any strategies and is not included in this analysis.



Methods of Evaluating and Monitoring Progress



- 46% of States did not identify methods or lacked appropriate methods of data collection.
- 56% of States did not provide a detailed plan to measure their specific equity gaps moving forward.
 - Focused on measuring the implementation of their strategies or did not provide a clear linkage between the data they were collecting and the prioritized gaps.
- 10% of States did not include all prioritized gaps in their evaluation plan.
- One State did not identify any equity gaps, and therefore did not include a plan to monitor or evaluate the progress of closing equity gaps.



Some Key National Takeaways...

Overall, State plans were strongest around:

- **Stakeholder engagement**

Overall, State plans were weakest around

- **Monitoring Progress of Closing Equity Gaps**
- **Reporting Progress**

State plans vary on other elements that will guide the type of TA States will need, including:

- **Aligning root causes and strategies**
- **Implementing strategies**



State Plan Analysis Example: Wisconsin

Three Steps in Analysis of Equity Gaps

- 1) General gap analysis on all variables: what are the differences (also looked at ratios) between schools in the top and lowest quartiles for the % of FRPL and % minority students
- 2) Chose specific gaps to focus on with a deeper analysis: what schools contribute the most to statewide inequality
- 3) Identified key districts to target strategies to most efficiently reduce inequality in Wisconsin



Step 1: Analyze all equity gaps

Teacher characteristics studied:

- % Unqualified Teachers (Bachelor's degree but no educator preparation, have an emergency permit)
- **% Emergency Credentials (not yet achieved full licensure)**
- % Teachers <1 Year of Experience
- **% Teachers <4 Years of Experience**
- % Teachers Out of Field (hold a teaching license, but are in an assignment out of their license area)

Student characteristics studied (schools at the top and bottom quartiles):

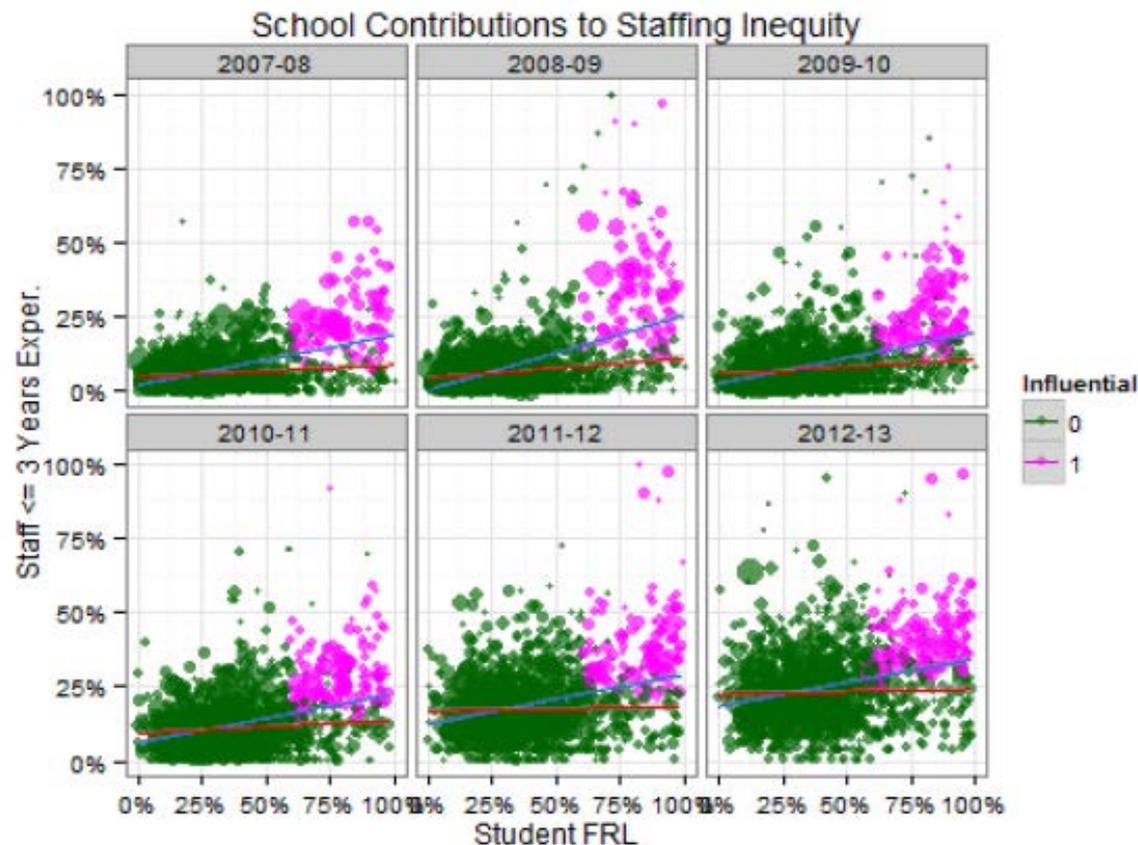
- % FRPL Students
- % Minority Students
- % Students with Disabilities



Step 2: Focus and analyze more deeply specific equity gaps

- Purple points: schools \geq 85th percentile in contributing to the slope & FRPL $>$ 60 %
- Blue line: best fit weighted by enrollment, slope indicates extent of inequality
- Red line = best fit if all influential observations were reduced to the statewide average
- Each 10 % point increase in the % of FRPL increases inexperience level of teachers by 1.6 % points

Relationship between % student economic disadvantage and % teacher inexperience





Step 3: Identify school districts for focus

- Schools with over 60% FRPL or 30% minority, which were at or above the 85th percentile on the DFBETA measure were selected as most contributing to the statewide inequity.
- Bringing these schools to the Wisconsin average in the % of inexperienced or emergency credentialed staff would result in statewide inequity being zero (the red line on each figure).
- Nine school districts contained the majority of schools identified.
- Advantages
 - More targeted than looking at distributions of teachers by quartile of the student population
 - Can identify schools with similar student characteristics which are contributing to a reduction in inequality statewide

Peer Consultancy Protocol



Identifying a Challenge

Reflect on these questions in writing:

1. What is a challenge you are facing in measuring and monitoring equity gaps in your State/region?
2. What actions have you taken in the past to overcome this challenge? What results did you get?
3. What focus question do you have for your peers to help you think through this challenge? (What is the heart of the matter?)



Peer Consultancy Protocol

1. **Challenge** (3 minutes): The presenter gives an overview of his or her challenges with measuring and monitoring equity gaps and frames a focus question for the Consultancy group to consider. The group listens in silence.
2. **Clarifying questions** (1 minute): The group asks the presenter clarifying questions (e.g., questions with brief factual answers: Who? What? Where? When? How?).
3. **Probing questions** (1 minute): The group asks the presenter probing questions to help him or her clarify or expand his or her thinking about the challenge presented. The goal is for the presenter to learn more about the challenge he or she framed. The presenter may respond to the questions; however, there is no discussion within the group or with the presenter about his or her responses.
4. **Group consultation** (4 minutes): The group discusses what they heard and share any insights or ideas to address the challenge. The presenter listens silently and takes notes.
5. **Presenter Reflection** (1 minute): The presenter reflects on the group's discussion about what she or he is now thinking and any insights gained about his or her challenge.
6. **Repeat**: Repeat the protocol until all three members of your triad have presented.



Whole-Group Sharing

- *What actions steps, if any, have you considered or are planning to take as a result of your discussions today?*



Resources

- **Submitted Equity Plans**
<http://www2.ed.gov/programs/titleiparta/resources.html>
- **Equity Plan Review Tool (Used by TA providers):**
<https://easn.grads360.org/#communities/pdc/documents/7741>
- **Equitable Access Implementation Playbook (Center on Great Teachers & Leaders) – *Coming Soon*:** <http://www.gtlcenter.org/>
 - Implementation Planning Tool
 - Communication Guidebook
 - Creating Coherence Tool
 - LEA Equitable Access Guide
 - Monitoring Tool



Contact Information

Please visit the EASN website or email the EASN to join an EASN Community of Practice, find relevant resources, or request targeted support.

<https://easn.grads360.org/>

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Facilitator:

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Thank you!