Equity Planning

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Introductions

• Who is here today?

• How familiar are you with the Excellent Educators for All initiative and ESSA equity planning? (1-5)
This session will explore the federal requirements under ESSA for district equity planning and the Excellent Educators for All Initiative.

Participants will revisit the State's vision for Equity planning and updates to the revised process.
“To have the most effective teacher in every classroom, for every child.”

“Level the playing field with the pieces that we can control, like good teaching”
Overview of Equity in ESSA
Required that all states develop plans to ensure equitable access to excellent educators for all students

• State education agencies were required to submit “equity plans” to the U.S. Department of Education by June 1, 2015

• Plans included information on the “equity gaps” between poor and minority students’ access to great teachers and the access had by their peers

• Plans also included strategies for addressing equity gaps
Federal Requirement – District Level

For Districts that receive Title I funds:

Sec. 1112(b)(2) – as it relates to what must be included in the district’s Title I application:

“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;”
What is an “equity gap?”

The difference between:

The rate at which **low-income students**
or **students of color** are taught by
excellent educators

*And*

The rate at which **non low-income and white students** are
taught by excellent educators
“The facts are daunting: Poor children and those of color are far less likely to be taught by qualified teachers—no matter how the term ‘qualified teacher’ is defined. Studies consistently show that teachers who are better trained, more experienced, and licensed in the subjects they teach are more likely to be teaching in more affluent schools, serving more academically advantaged students.”

-- The Center for Teaching Quality
It doesn’t matter what classroom these students walk into – an effective teacher awaits them.
Statewide Data
Identifying/ Prioritizing Districts

- 938 Districts with gaps of less than 10% (No Equity Plan for 20-21)
- 214 Districts with gaps greater than 10% (New Equity Plan for 20-21)

Total: 1152 Districts
Nearly half of identified districts are rural, and about 20% are charter districts.
80% of districts identified received an A or B rating in TEA's accountability rating system.
Equity Plans are in place to ensure that schools and districts identify gaps and take actions to address differences in outcomes (year-to-year academic growth) for our state’s African-American, Hispanic, and Low-income learners.
Attracting High Quality Teachers

1. Do districts have an intentional recruitment strategy that:
   a. Targets the needs of individual schools, as well as types of specific teacher candidates
   b. Includes performance measures in the application process, such as a sample lesson
   c. Prioritizes attracting teachers of color to more closely mirror the student population served
Assigning High Quality Teachers

1. When placing hired teachers, do districts:
   a. Purposefully track where their most effective teachers are assigned (e.g. low-needs versus high-needs,
   b. Use alternatives to “forced placement” of teachers, such as using teacher effectiveness data to inform campus assignment
   c. Allow principals in high-needs schools real opportunities to choose their staff
Retaining High Quality Teachers

1. After teachers are hired, do districts:
   a. Offer a compensation incentive plan for effective teachers who stay in high needs schools
   b. Use data to support the improvement of working conditions in high-needs schools
   c. Provide targeted support to meet the needs of teachers, including teachers of color
What if your districts:

Have challenges recruiting and staffing in their region because of the labor force available?

Can’t strategically assign teachers in districts with only one campus?

Do not have these challenges, but still see academic growth disparities between groups of students who are taught by the same teacher?
Strategies for Supporting High Quality Teachers in Equity

1. Cultural Competence
2. Culturally Relevant Teaching
3. Implicit Bias
4. Culture of High Expectations
Cultural Competence

‘The ability to successfully teach students who come from a culture or cultures other than our own.’ -- National Education Association
Culturally Responsive Teaching

‘Using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through students' strengths.” --Dr. Geneva Gaye
Implicit Bias

“The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.” --Cheryl Staats, Senior Researcher, Ohio State University
Culture of High Expectations

‘Any effort to set the same high educational standards for all students in a class, school, or education system.’ --The Glossary of Education Reform
POLL

1. Review the areas of support for teachers to create more equitable instructional practices.

2. Are your districts using any of the strategies listed to support your teachers to provide effective instruction to all students?
   - Cultural Competence
   - Culturally Relevant Teaching
   - Implicit Bias
   - Culture of High Expectations
How can you use your role at the connect your districts with capacity builders they may need?

- Grow Your Own
- Principal Residency Grant
- Mentoring Allotment
- Teacher Incentive Allotment
- Texas Instructional Leadership
- Effective Schools Framework
- Texas Lesson Study
Training and Support from ESCs

ESC Equity teams will be trained on the revised equity planning process in January and will be offering training to interested districts early spring. Part of this training will include conducting a root cause analysis, selecting strategies, planning for implementation, and monitoring implementation using a revised template.

Who is YOUR ESC Equity lead?

Click on your Regional Education Service Center (map) to view contact information.
"EVERY STUDENT DESERVES A GREAT TEACHER, NOT BY CHANCE, BUT BY DESIGN"

(Fisher, Frey, & Hattie, 2016)

Thank you!

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Appendix of resources
1. Pull up the district report in the TAPR system (choose html version)
2. On the performance tab, choose “Progress (Academic Growth and STAAR Progress Measure)
3. Look at: **STAAR Progress Measure Percent at Expected or Accelerated Growth by Grade and Subject**
4. This row (almost all the way down) contains the growth measure used to calculate the equity gaps.
   **All grades both Subjects**
   **At expected or accelerated growth level**
5. The NON-Eco Disadvantaged numbers were NOT pulled from TAPR reports but rather calculated within TEA's data team. They will not be able to be verified via TAPR.

https://texasequitytoolkit.org/
Attracting High Quality Teachers

1. Do districts have an intentional recruitment strategy that:
   a. Targets the needs of individual schools, as well as types of specific teacher candidates (Resource)
   b. Includes performance measures in the application process, such as a sample lesson (Resource)
   c. Prioritizes attracting teachers of color to more closely mirror the student population served (Resource 1, Resource 2, Resource 3)
Assigning High Quality Teachers

1. When placing hired teachers, do districts:
   a. Purposefully track where their most effective teachers are assigned (e.g. low-needs versus high-needs, Resource)
   b. Use alternatives to “forced placement” of teachers, such as using teacher effectiveness data to inform campus assignment (Resource)
   c. Allow principals in high-needs schools real opportunities to choose their staff (Resource 1, Resource 2)
Retaining High Quality Teachers

1. After teachers are hired, do districts:
   a. Offer a compensation incentive plan for effective teachers who stay in high needs schools (Resource)
   b. Use data to support the improvement of working conditions in high-needs schools (Resource)
   c. Provide targeted support to meet the needs of teachers, including teachers of color (Resource)
Strategies for Supporting High Quality Teachers in Equity

1. Cultural Competence
2. Culturally Relevant Teaching
3. Implicit Bias
4. Culture of High Expectations

POLL- which area are you most familiar with in your work?
Cultural Competence

‘The ability to successfully teach students who come from a culture or cultures other than our own.” -- National Education Association

Resources:

1. Diversity Toolkit: Cultural Competence for Educators
2. Other People’s Children: Cultural Conflict in the Classroom
3. Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap
Culturally Responsive Teaching

‘Using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through students' strengths.” --Dr. Geneva Gaye

Resources:

1. [Culturally Responsive Teaching: Theory, Research, and Practice](#)
2. [Culturally Responsive Teaching and the Brain](#)
Implicit Bias

“The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner.” --Cheryl Staats, Senior Researcher, Ohio State University

Resources:

1. Understanding Implicit Bias: What Educators Should Know
2. Unconscious Bias in Schools
3. Confronting Implicit Bias Through Exemplary Educator Preparation
Culture of High Expectations

‘Any effort to set the same high educational standards for all students in a class, school, or education system.’ --The Glossary of Education Reform

Resources:

1. The Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools
2. “Multiplication is for White People”: Raising Expectations for Other People’s Children