Equity Plan – Guiding Questions – SAMPLE

**Updated June 2019**

LEAs that choose to accept Title I funding are required by the Every Student Succeeds Act (ESSA) of 2015 to develop an equity plan to ensure that their poor and minority students in Title I schools are not being taught at a disproportionate rate by teachers who are ineffective, inexperienced, or who are teaching out of field. Use your LEA 2019-20 school year data to develop a local equity plan that addresses the following four items:

1. Analyze how teachers are assigned to teach minority and poor students based on the following data; use the descriptions for important terms found on page three:
* School improvement status
* School poverty percentage
* School minority percentage
* Number and percentage of minority and poverty children taught by teachers who are appropriately certified
* Number and percentage of minority and poverty children taught by teachers who are teaching out-of-field
* Number and percentage of minority and poverty children taught by teachers who are new to the profession
* Number and percentage of minority and poverty children taught by teachers who are not new to the profession
* Number and percentage of minority and poverty children taught by teachers who are ineffective in their classroom performance
1. Identify schools where possible inequities exist based on minority or poverty status of students.
2. Brief description of strategies the LEA is implementing to ensure low-income and minority children enrolled In Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.
3. How will the LEA determine whether or not the strategies are effective in addressing disparities?

# Sample Plan

# Local Education Agency (LEA) School Equity Plan

# 2019-2020 School Year

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| --- | --- | --- |
| **LEA Name** | **Date** | **Revised Date** |
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|  |  |  |
| --- | --- | --- |
| **Name of Contact Person** | **Contact Person’s Phone Number** | **Contact Person’s E-mail Address** |
|  |  |  |

1. **LEA Equity Worksheet:** Use the following descriptions to analyze 2019-20 LEA school year data relating to the way it assigns teachers to educate its minority and poverty students:
* School Name – designate which schools are Title I schools by adding an asterisk (\*) after name
* School Improvement Status:
	+ comprehensive improvement schools or CSI -- schools facing the most significant challenges in academic achievement, student growth, and other areas;
	+ additional targeted support and improvement or A-TSI -- schools in which performance by one or more student groups is at or below the level of the CSI schools;
	+ targeted support and improvement schools or TSI -- an additional category designated annually beginning Fall 2019; greater latitude exists in designating and supporting these schools, which may move in and out of improvement cycles with greater fluidity than the CSI and A-TSI schools designated every three years
* School poverty percentage
* School minority percentage
* Number and percentage of appropriately certified teachers (i.e., teachers who teach in their certificated areas)
* Number and percentage of out-of-field teachers (i.e., teachers who are assigned to teach outside of their certificated area; includes emergency permit holders)
* Number and percentage of teachers, who are “**not new**” to the profession (i.e., teachers, who have three or more full academic years of teaching experience in a public school).
* Number and percentage of teachers, who are “**new**” to the profession” (i.e., teachers, who have less than three full academic years of teaching experience in a public school)
* Number and percentage of ineffective classroom teachers (i.e., teachers, who received a “failing” rating on PDE 82-1 form; if an LEA uses a PDE-approved alterative teacher evaluation form, report the numbers and percentages of classroom teachers, who received the lowest rating)

## Equity Plan Worksheet (Copy as needed)

| List of Schools(indicate Title I schools with an asterisk (\*)) | School Improvement Status | Number & Percentage of Poverty Children Taught by Appropriately Certified Teachers | Number & Percentage of Minority Children Taught by Appropriately Certified Teachers | Number & Percentage of Poverty Children Taught by Out-of-Field Teachers | Number & Percentage of Minority Children Taught by Out-of-Field Teachers | Number & Percentage of Poverty Children Taught by Teachers New to the Profession | Number & Percentage of Minority Children Taught by Teachers New to the Profession | Number & Percentage of Poverty Children Taught by Ineffective Teachers | Number & Percentage of Minority Children Taught by Ineffective Teachers |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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1. Do differences exist between schools with higher numbers of minority and poverty students when compared to schools with lower numbers of minority and poverty schools for[[1]](#footnote-1)

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| --- | --- | --- | --- | --- |
| Category | Yes | Name of School | Possible Disparity Based on Minority | Possible Disparity Based on Poverty |
| Teachers who are appropriately certified teachers |  |  |  |  |
| Teachers who teach outside of their certification area |  |  |  |  |
| Teachers who are not new to the profession |  |  |  |  |
| Teachers who are new to the profession |  |  |  |  |
| Teachers who are ineffective in their classroom performance |  |  |  |  |
| Other, Specify:  |  |  |  |  |
| Other, Specify:  |  |  |  |  |

1. Briefly describe strategies the LEA is implementing or will be implementing to ensure low-income and minority children enrolled In Title I schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.
2. How will the LEA determine whether or not the strategies are effective in addressing disparities in the way teachers are assigned?
1. Address these areas as they specifically relate to Title I school data [↑](#footnote-ref-1)