



MISSOURI EQUITY PLAN

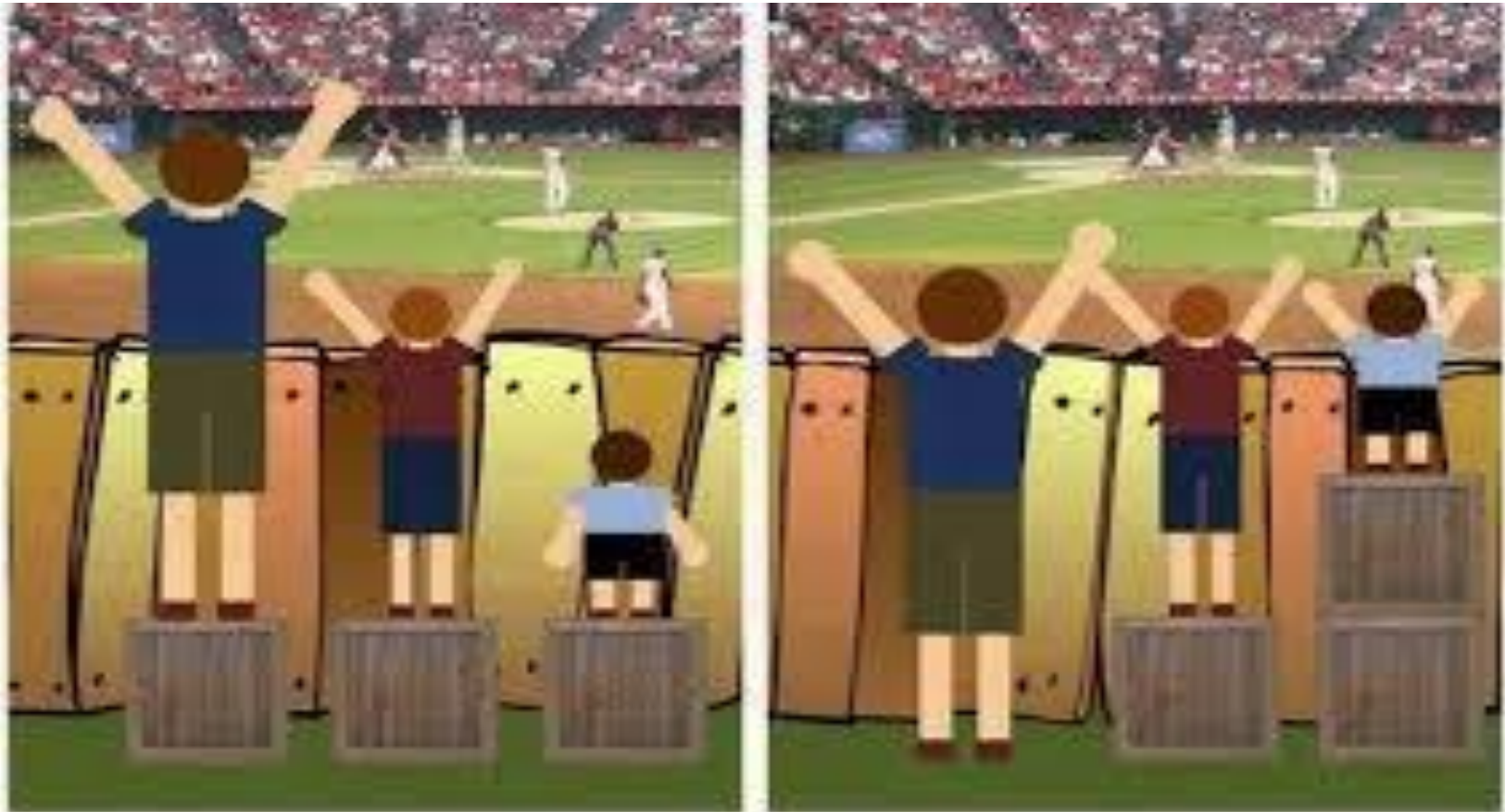
*“ENSURING EQUITABLE ACCESS
TO EXCELLENT EDUCATORS”*

August 19, 2016

Missouri Department
of Elementary and Secondary Education

What Is Educational Equity?

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Educational Equity Definition

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“The transformed ways in which systems and individuals habitually operate to ensure **every learner**-in whatever learning environment that learner is found- has the **greatest opportunity** to learn enhanced by the **resources and supports necessary** to achieve competence, excellence, independence, responsibility, and self-sufficiency for school and for life (p.6).”

Scott, B. (2001). Coming of age. IDRA Newsletter



Rationale for the Missouri Equity Plan

***Ensuring
Equitable
Access to
Excellent
Educators***

- Developed to identify and address **Equity Gaps** that impact:
 - 1) Students of color
 - 2) Students from low-income families
 - 3) Rural students
 - 4) ELL students
 - 5) SPED students
 - 6) Students who struggle academically
- Aligned with *Top 10 by 20 Initiative-Goal 3* to: **prepare, develop, support,** and **retain** effective educators



Contents of Missouri's Equity Plan

Introduction

- Overview of the plan's development

Stakeholder Engagement

- Process involved in gathering input and feedback from stakeholders

Equity Gaps

- Description of terms, data sources, and educational inequities

Strategies to Eliminate Gaps

- Development of **Theory of Action** based on identified root causes

Ongoing Monitoring and Support

- Evaluation of short and long term metrics; public reporting methods

Conclusion

- Summary of main points

Stakeholder Engagement Approach

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- **Professional Education Organizations:**
 - AFT-MO, MSTA, MNEA, MASA, MAESP, MASSP, MARE, MSBA, & MO-PTA
- ***MEAC* Equity Leadership Conference (St. Louis)**
 - Educators
 - Students and parents
 - Higher education
 - Board members
- **Focus Groups**
 - 34% of educators from the 477 identified buildings participated
 - 12,000 teachers overall (18%)
 - 130,000 students overall (14.4%)
- **Area University Supervisors**



Educational Equity Gaps

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❑ 2013-2014 School Year Data

❑ Comparison Groups:

- 5% of the Highest Poverty schools (110)
- 5% of the Highest Minority schools (110)
- 315 schools classified as Rural Remote
- 5% of the Lowest Poverty schools (110)

Special Note:

57 schools appear in both the High-Minority and High Poverty School categories; *1* school appears in both Rural Remote and High Poverty categories



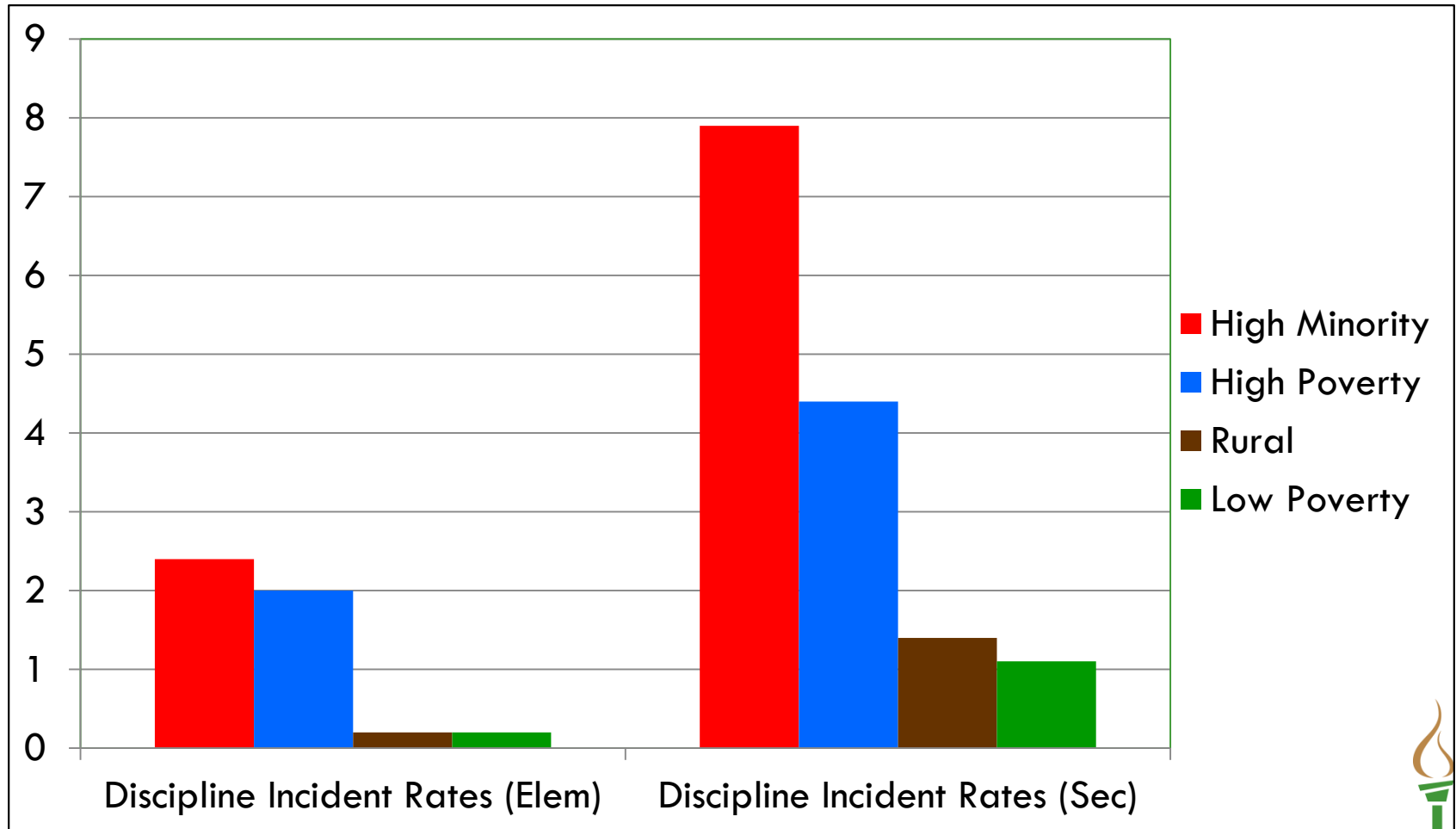
Educational Equity Gaps

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- **2013-2014 School Year**
- **30 Data Measurements In Key Areas:**
 - **Discipline** – *½ day OSS or more*
 - **Teacher Experience**- *average years of experience*
 - **Salary** – *educational attainment, years of experience*
 - **Retention**- *1st year / 3rd year / experienced teachers*
 - **Overall Preparation**- *teacher/principal surveys*
 - **Less Than Fully-Qualified**- *temp./provisional status*
 - **Teaching Out-Of-Field**- *not teaching in content area*
 - **Student Proficiency**- *MA & ELA MAP scores*



Equity Gaps: Discipline Incident Rates



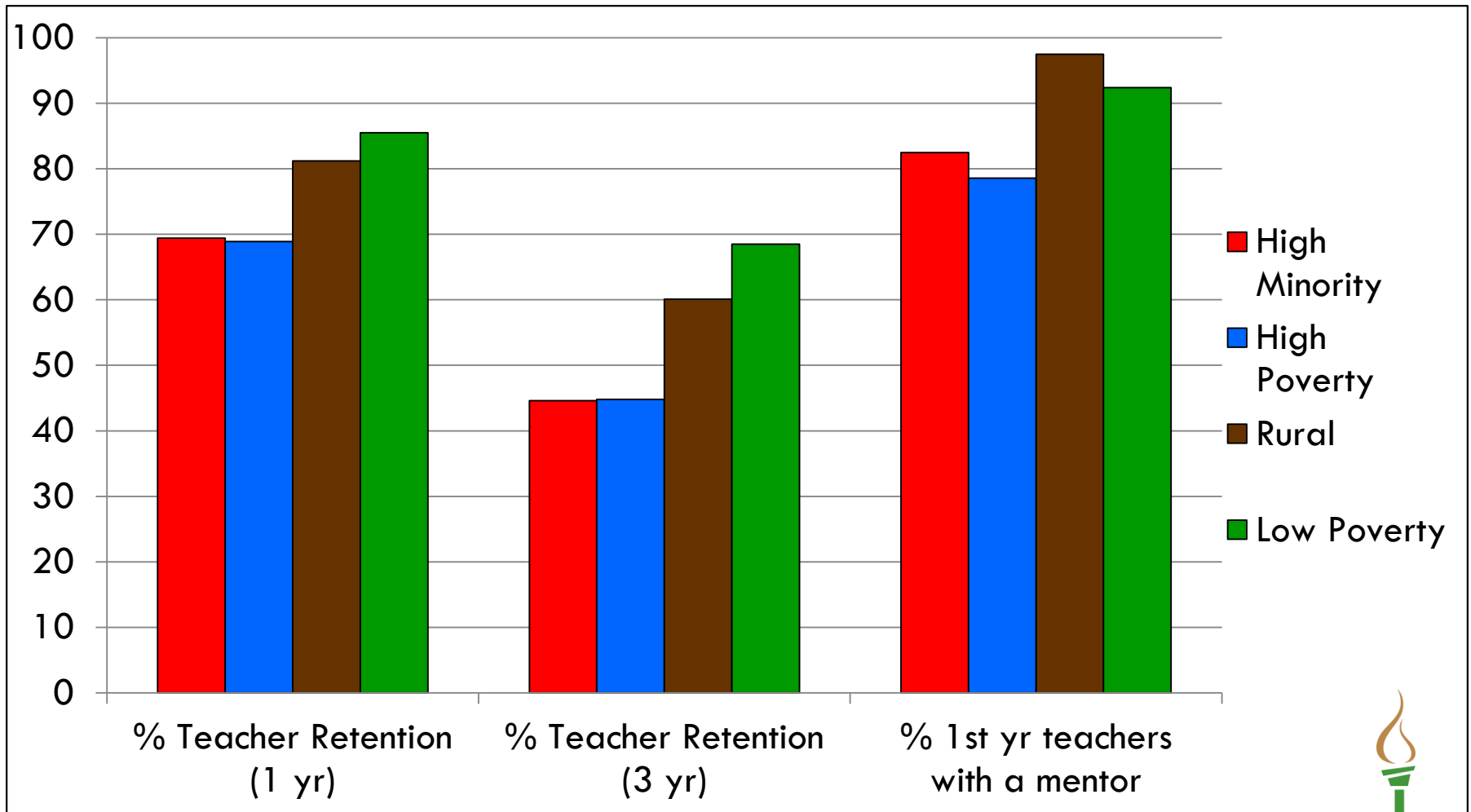
Discipline Incident Findings...

Overall, there are higher discipline incident rates in high-minority and high-poverty schools at the secondary level, than at the elementary level.



Equity Gaps: Teacher Retention Rates

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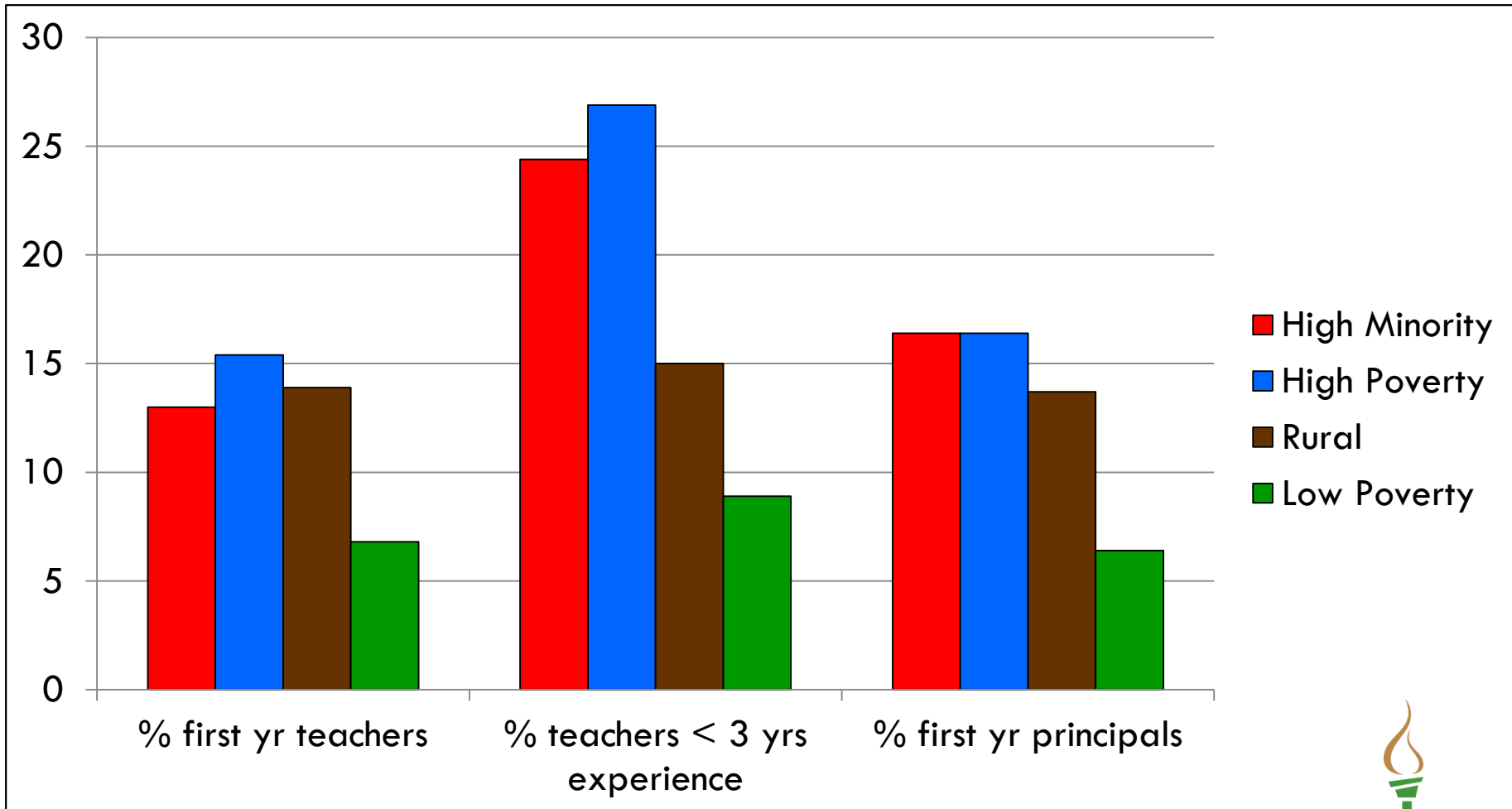
Teacher Retention Findings...

First-year teachers with a mentor have higher retention rates than those without; however, by year three, teacher retention rates decline by 15%-25% across all four categories.

SPECIAL NOTE: Grow Your Own Initiative...



Equity Gaps: Years of Experience

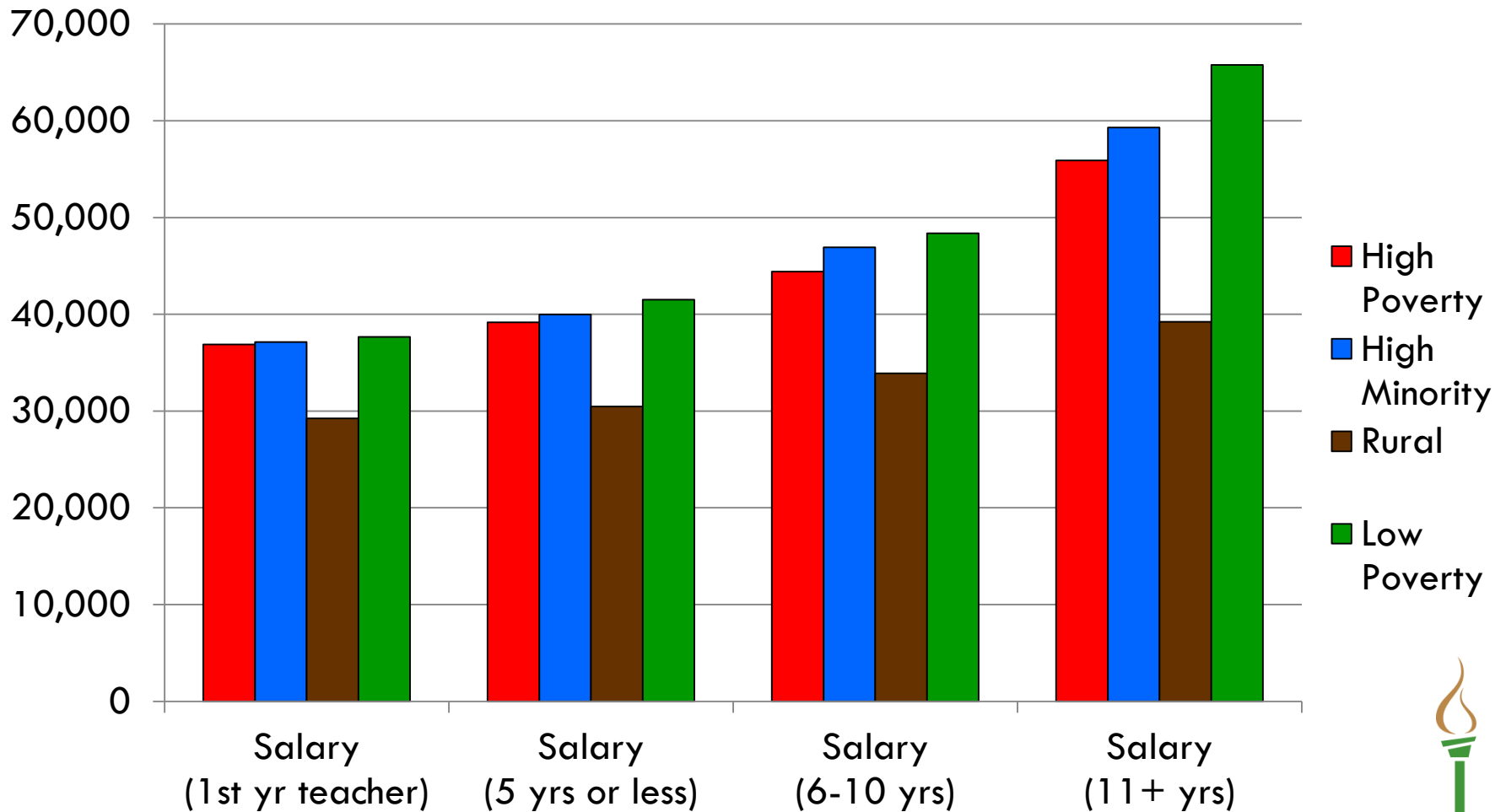


Years of Experience Findings...

The highest percentage of teachers with less than three years of experience are disproportionately assigned to high-minority and/or high-minority schools. In addition, a disproportionate number of first-year principals are assigned to high-minority, high-poverty, and/or rural schools at a rate of 12%-17%, compared with 7% of first-year principals in low-poverty schools.



Equity Gaps: Teacher Salaries



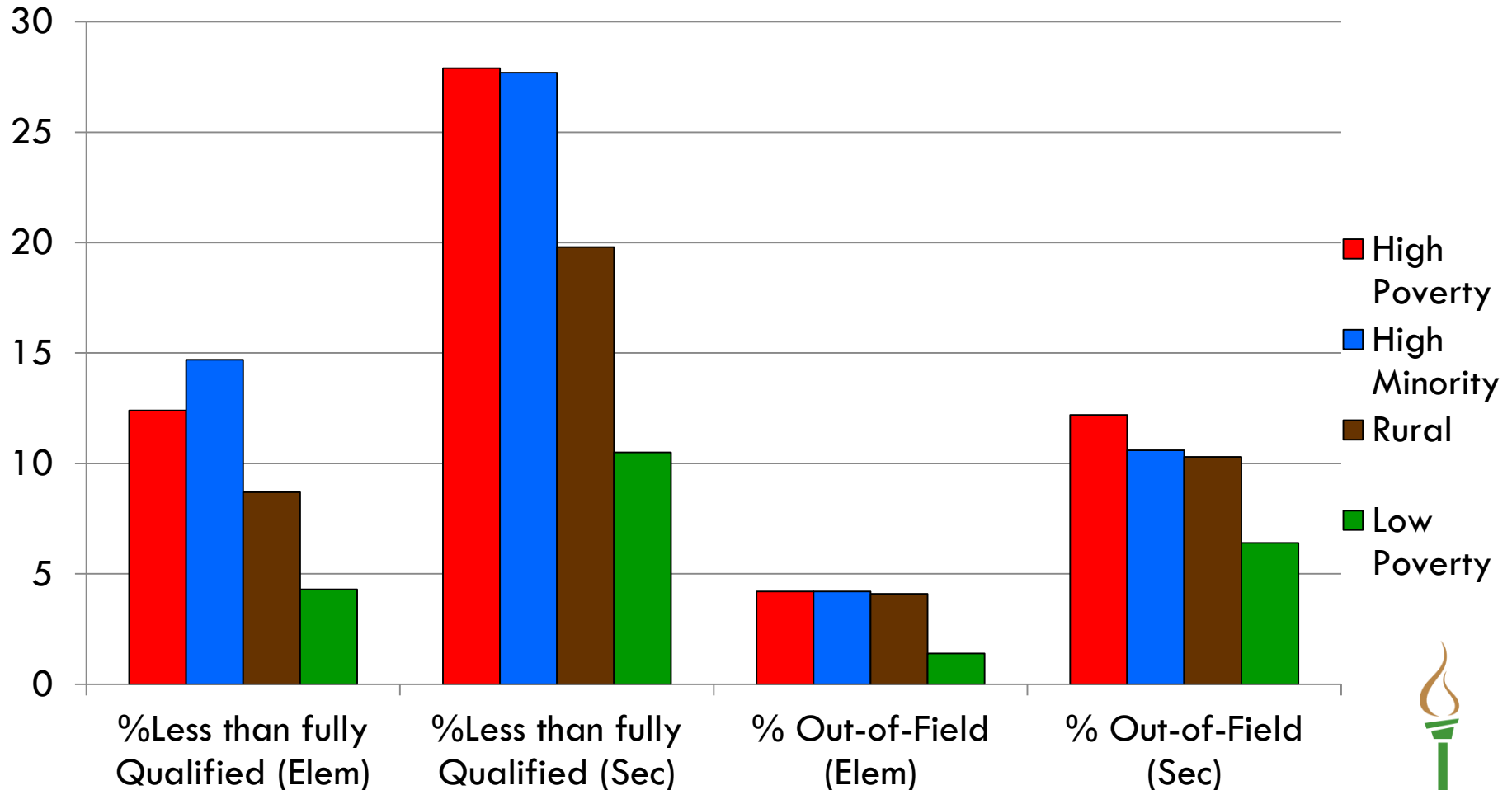
Teacher Salary Findings...

Overall, rural teachers earn significantly less than urban and suburban teachers from year one to year eleven, by a difference of \$26,000 or more.



Equity Gaps: Teacher Qualifications

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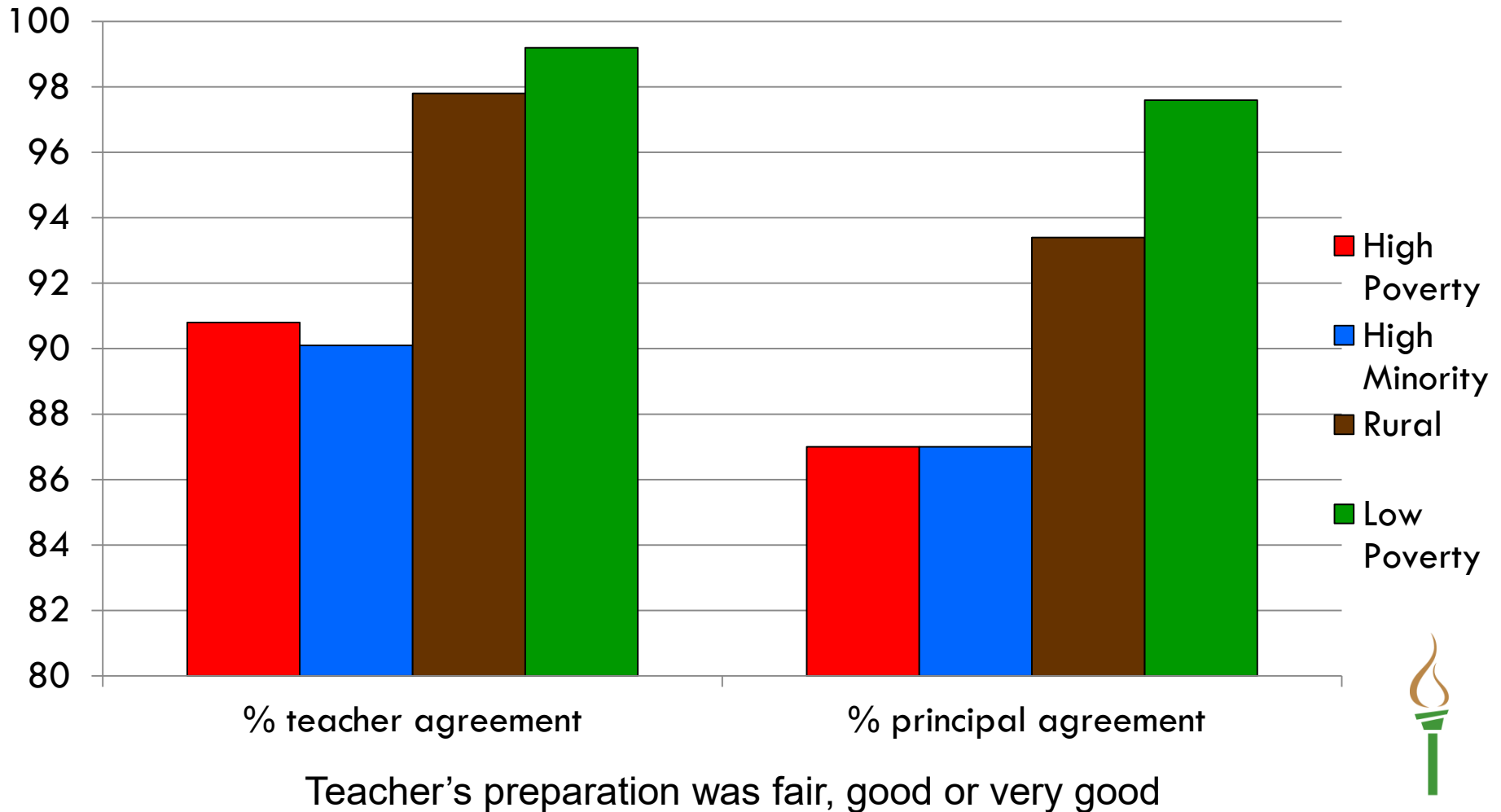
Teacher Qualification Findings...

A greater percentage of **less than fully-qualified** teachers at a rate of 19%-28% and **out-of-field** teachers at a rate of 10%-13% are assigned to high-minority, high-poverty, and/or rural schools, compared with low poverty schools, particularly at the secondary level.



Equity Gaps: Teacher Preparation

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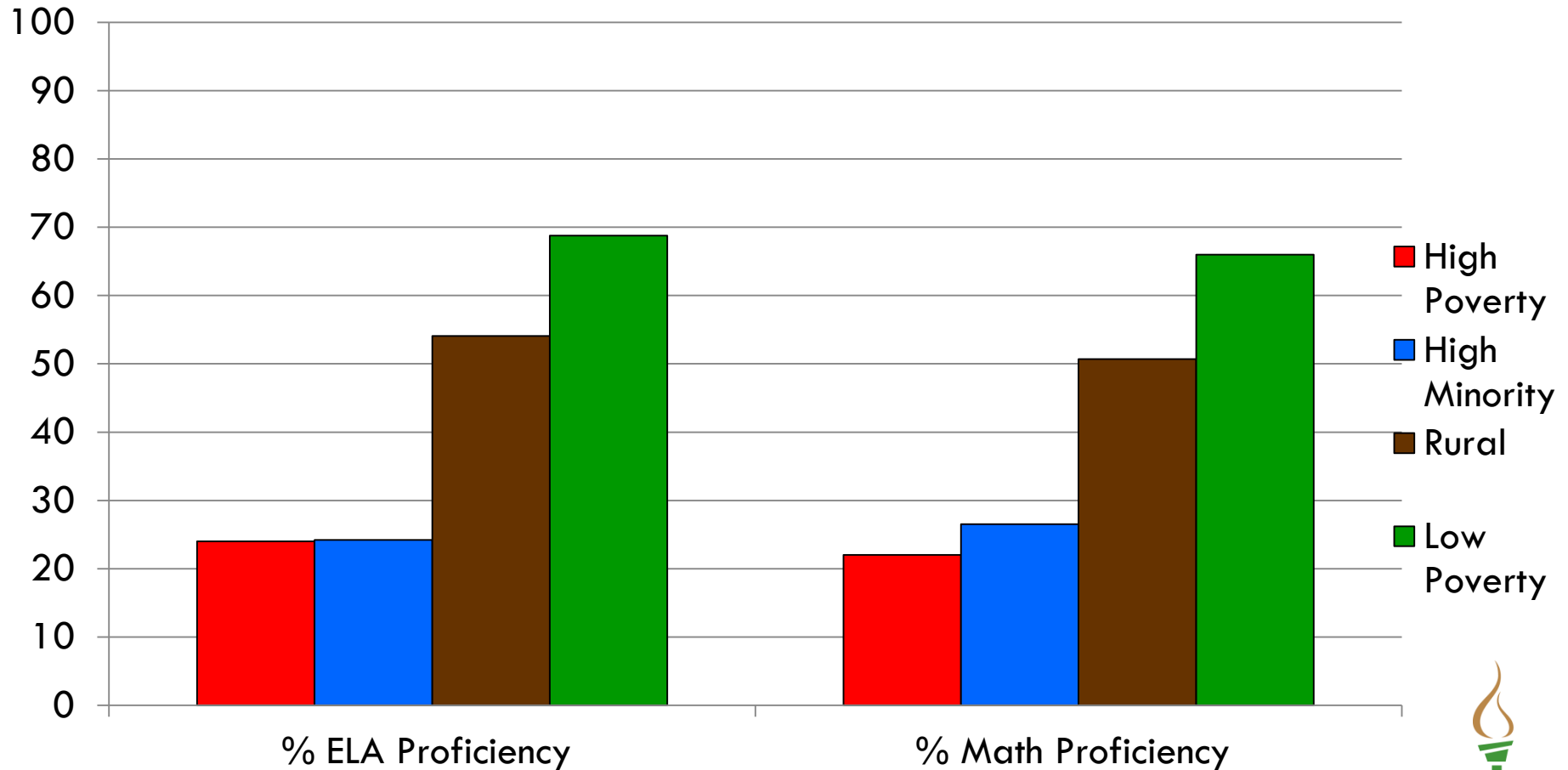


Teacher Preparation Findings...

Overall, principals rate first-year teachers lower than they rated themselves on how well-prepared they were (*by an Educator Preparation Program*) to teach, especially in high-minority and high-poverty schools.



Equity Gaps: Student Achievement



Student Achievement Findings...

Overall, students in high-minority and high-poverty schools achieved just under 30% proficiency on ELA and MA assessments, compared with students in rural and low poverty schools who achieved 50% proficiency or better on ELA and MA assessments.



Missouri Equity Plan

Concentration Areas Aligned With Theory of Action

**Recruit
high-
quality and
diverse
teacher
candidates**

**Ensure
relevant
and
effective
preparation**

**Provide an
adequate
quantity of
candidates
in all areas**

**Attract
candidates
to hard-to-
staff areas
and
geographic
locations**

**Cultivate
effective
principals to
support and
develop all
teachers**

**All Students Have
Equitable Access
To Excellent
Educators!**

Missouri Equity Plan: Focus Areas

*Ensuring
Equitable
Access to
Excellent
Educators*

- 1.** Recruit high-quality, culturally diverse educators
- 2.** Ensure relevant and effective preparation
- 3.** Provide an adequate quantity of teacher candidates
- 4.** Attract teacher candidates to hard-to-staff content areas and geographic locations
- 5.** Ensure teachers are supported and developed
- 6.** Cultivate and develop effective school leaders



ESSA Proposal : District Equity Data

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Educator Equity- PROPOSED §299.18(c):

Demonstrate, consistent with section 1111(g)(1)(B) of the Act, whether *low-income* and *minority students* enrolled in schools that receive funds under Title I, part A of the Act are taught at **disproportionate rates** by *ineffective, out-of-field, or inexperienced teachers*



ESSA Proposal : District Equity Data

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□ **Associated Terms:-**

“Ineffective teacher” ; “Out-of-field teacher”;
“Inexperienced teacher”; “Low-income student”;
“Minority student”

□ **Calculate and report disproportionate rates**

□ **Root cause analysis and strategies to eliminate disproportionate rates**



Year One Implementation Efforts

- Equity Conferences
- Equity Labs
- Equity Updates
- Equity Committees
- Grow Your Own Resource Guide



Equity Leadership Conferences

Rural Conference- Southeast MO

- Co-Hosted by SEMO, SE-RPDC, C3, & MEAC
- Participants included: COE faculty and School District Representatives- Cape Girardeau, Meadow Heights, & Puxico

Urban Conference- Kansas City

- Co-hosted by MCC- Penn Valley Campus, KC-RPDC, C3, & MEAC
- Participants included: UMKC Charter School Representatives, & School Leaders from Hickman Mills, & Raytown, Liberty



The Missouri Equity Lab

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- **Introduce** the audience to educational inequities that exist in our state
- **Explore** data, identify root causes, and develop strategies for ensuring all students have access to excellent educators
- **Provide** a framework for the design of a *District Equity Plan* to address identified inequities, in support of the Missouri Equity Plan



Equity Lab Participants

COHORT 1- 01/27/16

- Caruthersville
- Cassville
- Center
- De LaSalle Charter
- Fort Zumwalt
- Marshall
- Raytown
- Riverview Gardens

COHORT 2- 06/06/16

- Moberly
- Pathway Charter
- Special School District
- Springfield
- **NEXT EQUITY LAB-**
Early Fall 2016



Equitable Access Updates

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- Vol. 1- “*Grow Your Own*” Programs
- Vol. 2- Urban Educator Preparation Programs, pt. 1
- Vol. 3- Urban Educator Preparation Programs, pt. 2
- Vol. 4- The Missouri Equity Lab
- Vol. 5- Rural Equity Leadership Conference
- Vol. 6.- Equity Committees Progress
- Vol. 7- Urban Equity Leadership Conference
- Vol. 8- Feature: Missouri S & T- STEM Program



Focus of Equity Committees

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- **Teacher Shortages-** address needs by content and subject area/geographic location
- **Urban Education-** design curriculum modules or relevant content for urban teacher preparation programs
- **Diverse Educators-** identify strategic methods to recruit high-quality, culturally diverse teacher candidates
- **Teacher Incentives-** research competitive incentives to attract prospective talent to the field of education



“Grow Your Own” Statewide Strategy

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- **Awareness** for educational stakeholders to build a support base for a Grow Your Own initiative
- **Exposure** for elementary, middle, and high school students as an introduction to teaching careers
- **Experience** in classroom settings for middle and high school students to cultivate potential teacher talent
- **Education** through early college credit for high school students with aspirations to complete a four-year Educator Preparation Program



Missouri's "Grow Your Own" Goal

1,500

new teacher candidates in the pipeline beginning with the 2017-2018 Academic Year

□ There are 611 High Schools:

2 students per school = 1,222

Prospective Teachers Candidates

3 students per school = 1,833

Prospective Teacher Candidates

□ Estimated at **1,500** new candidates in the teacher pipeline through a "**Home Grown**" recruiting process at the district level...



Contact Information:

educatordixon@yahoo.com Andrea Dixon-Seahorn

Special Consultant for Equitable Education

Paul.Katnik@dese.mo.gov Paul Katnik

Assistant Commissioner- Office of Educator Quality



(573) 751-2931

Office

