



THE EQUITY LAB: USING DATA TO ACHIEVE EQUITABLE OUTCOMES FOR ALL STUDENTS

“ENSURING EQUITABLE ACCESS TO EXCELLENT EDUCATORS”

August 1, 2016

Missouri Department
of Elementary and Secondary Education

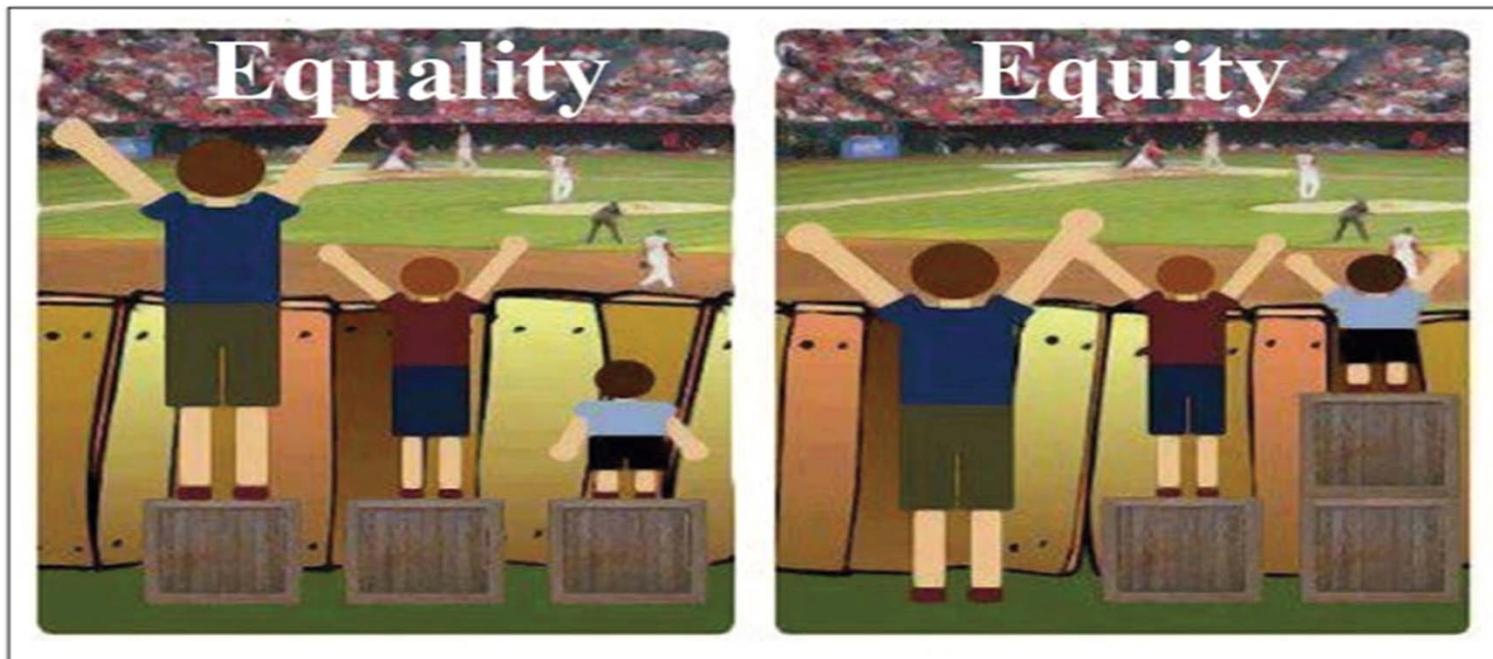
What Is Educational Equity?

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Equity:

[T]he transformed ways in which systems and individuals habitually operate to ensure that 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, March). Coming of age. IDRA Newsletter.



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The Missouri Equity Plan

“Ensuring Equitable Access
to
Excellent 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 for public reporting

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**



Identified Educational Equity Gaps

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- ❑ **2013-2014 School Year Data**
- ❑ **Comparison Groups**
 - 5% -- Highest Poverty schools (110)
 - 5% -- Highest Minority schools (110)
 - 315 -- Rural Remote classified schools
 - 5% -- Lowest Poverty schools (110)



Identified Educational Equity Gaps

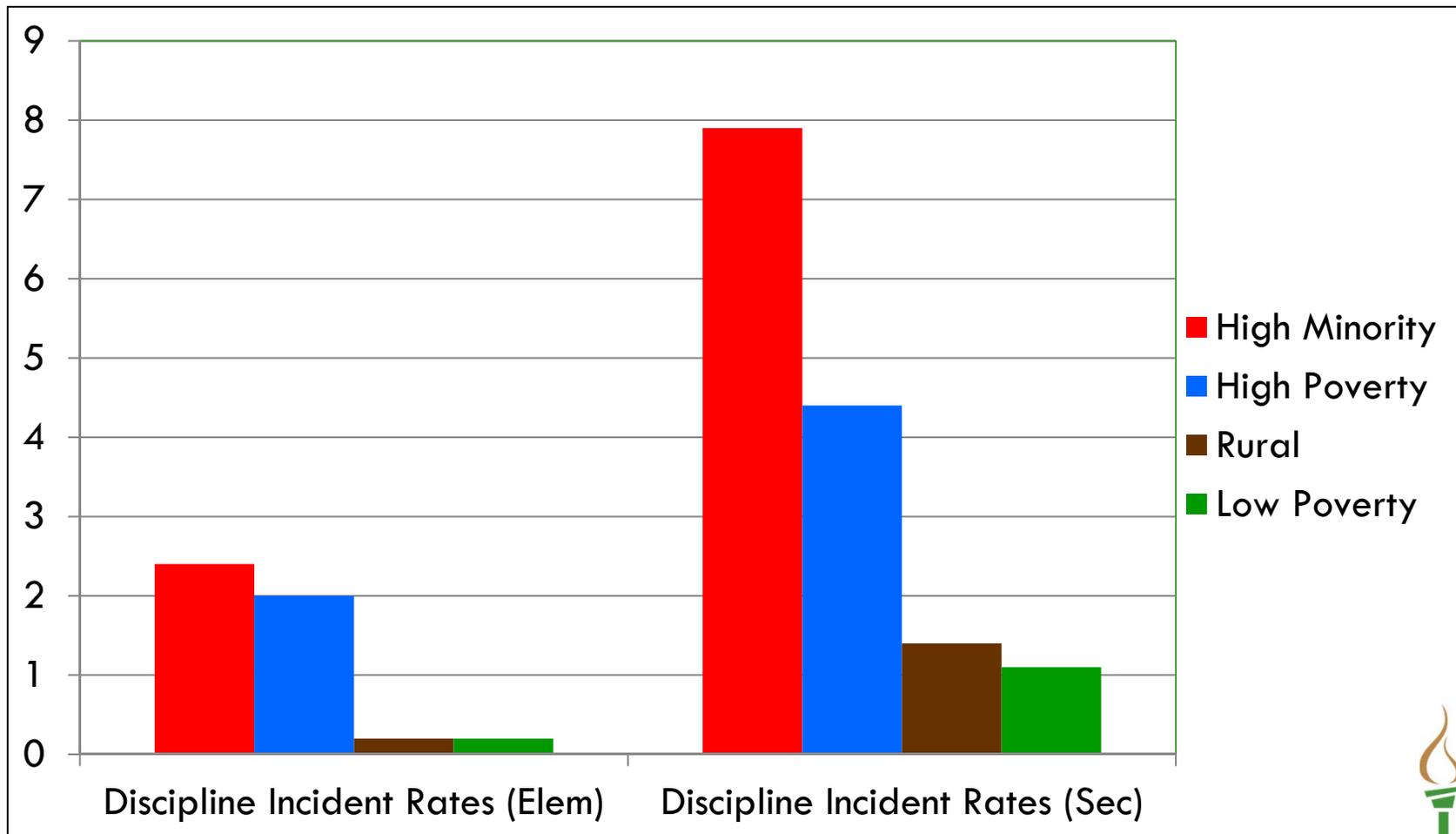
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- **2013-2014; 2011-2013 School Year Data**
- **30 Data Measurements In Key Areas:**
 - **Discipline** – *½ day OSS or more*
 - **Teacher Experience**- *average years of experience*
 - **Salary** – *educational attainment, years of experience*
 - **Retention**- *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*



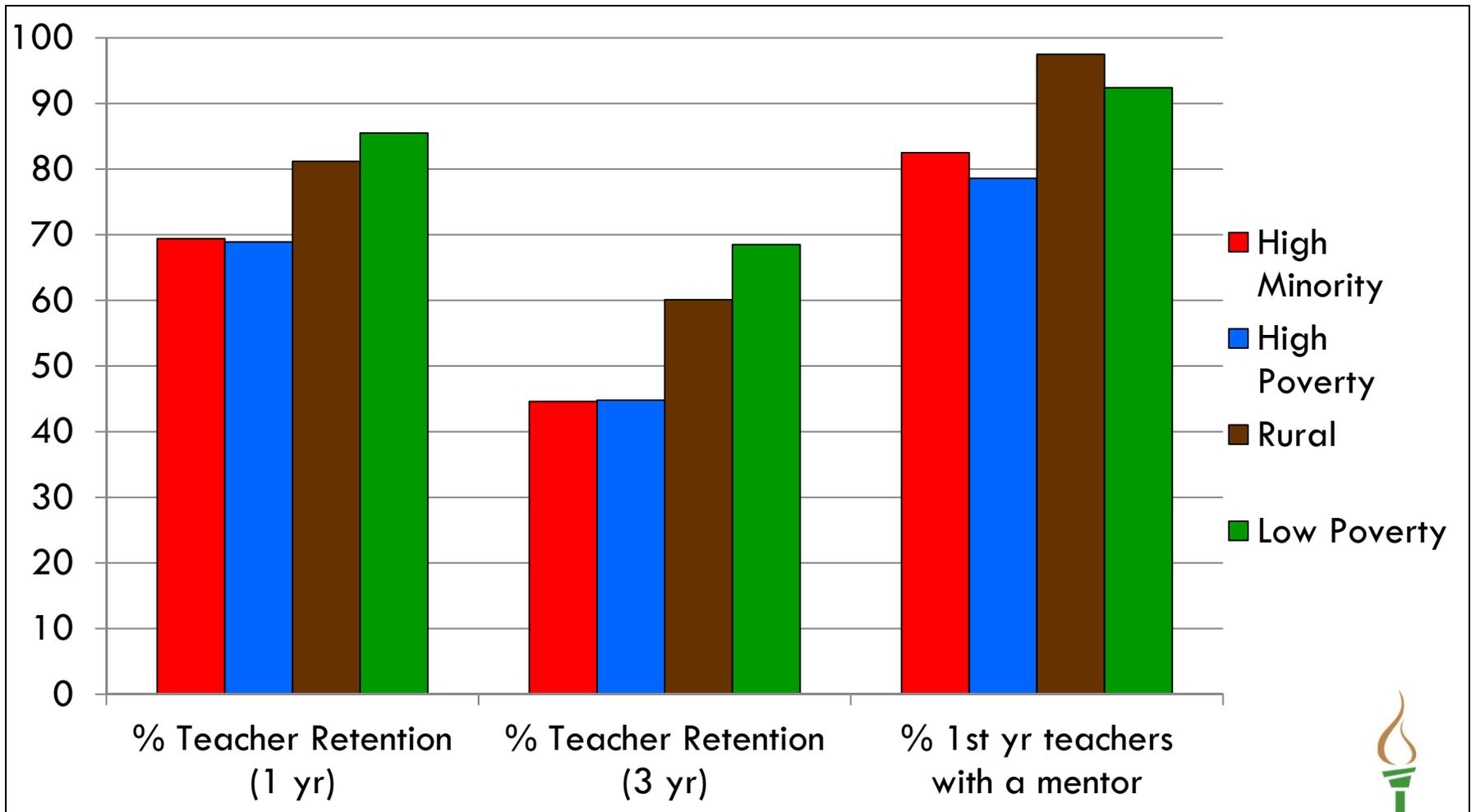
Equity Gaps: Discipline Incident Rates

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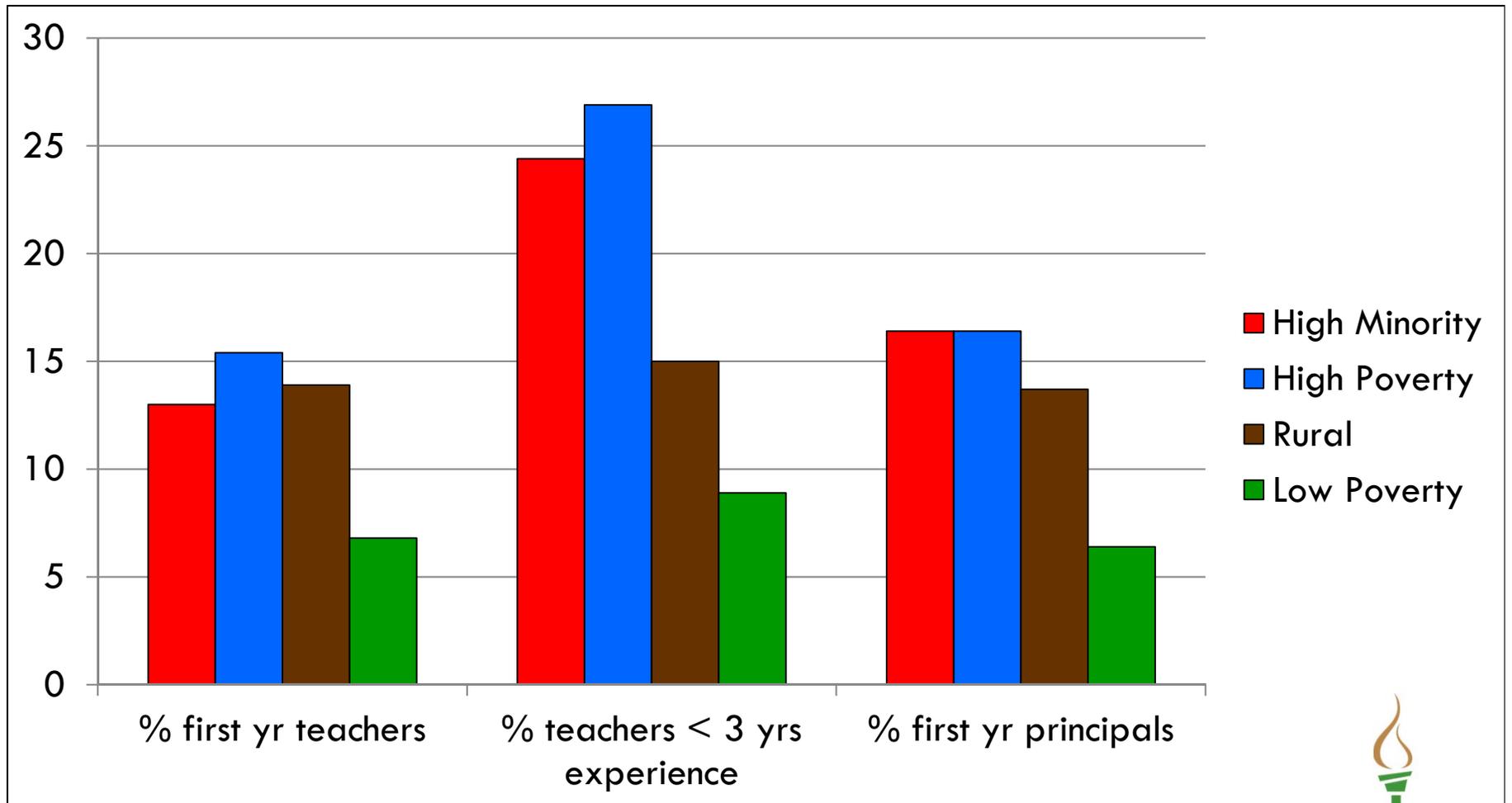
Equity Gaps: Teacher Retention Rates

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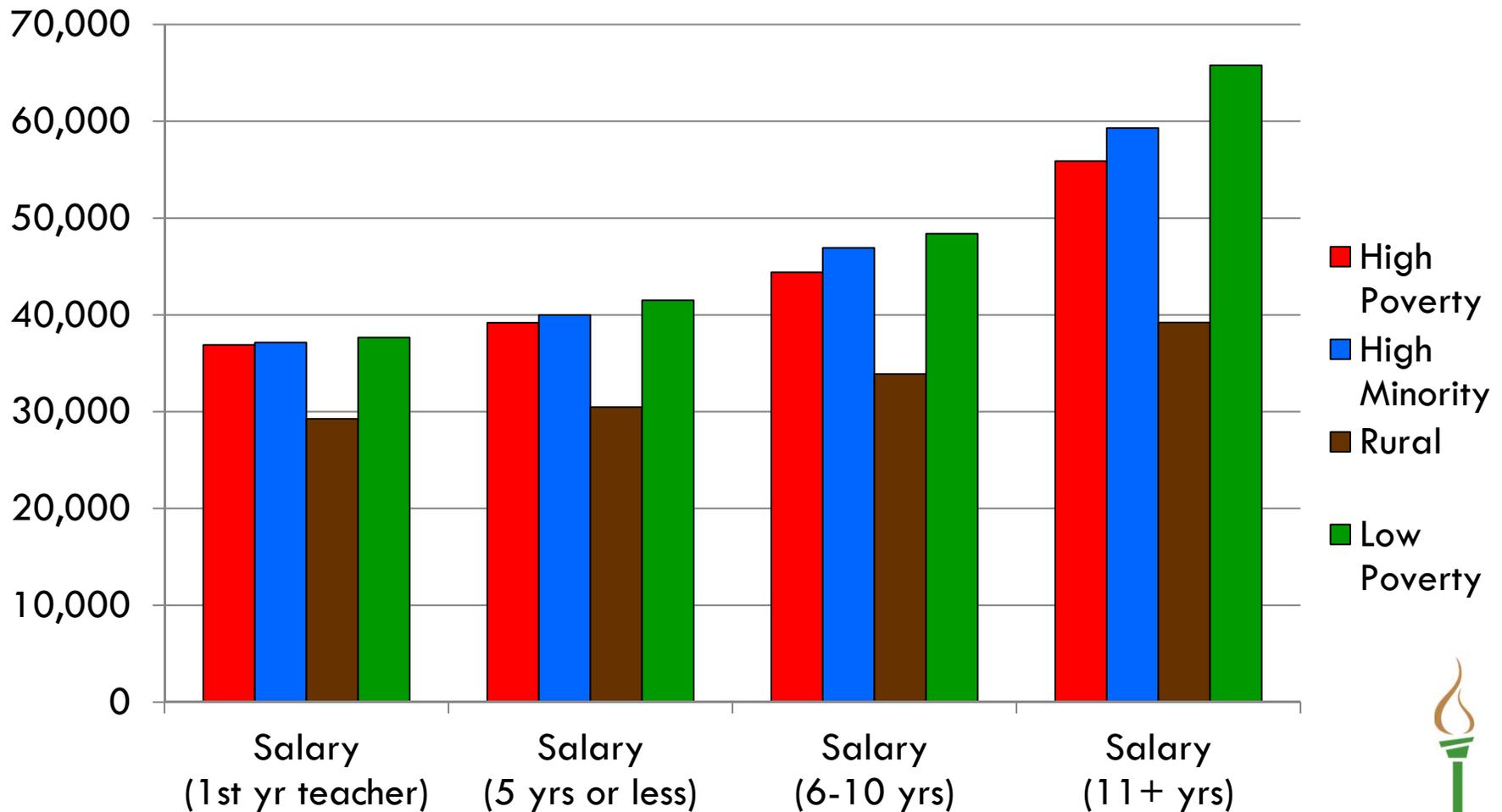
Equity Gaps: Years of Experience

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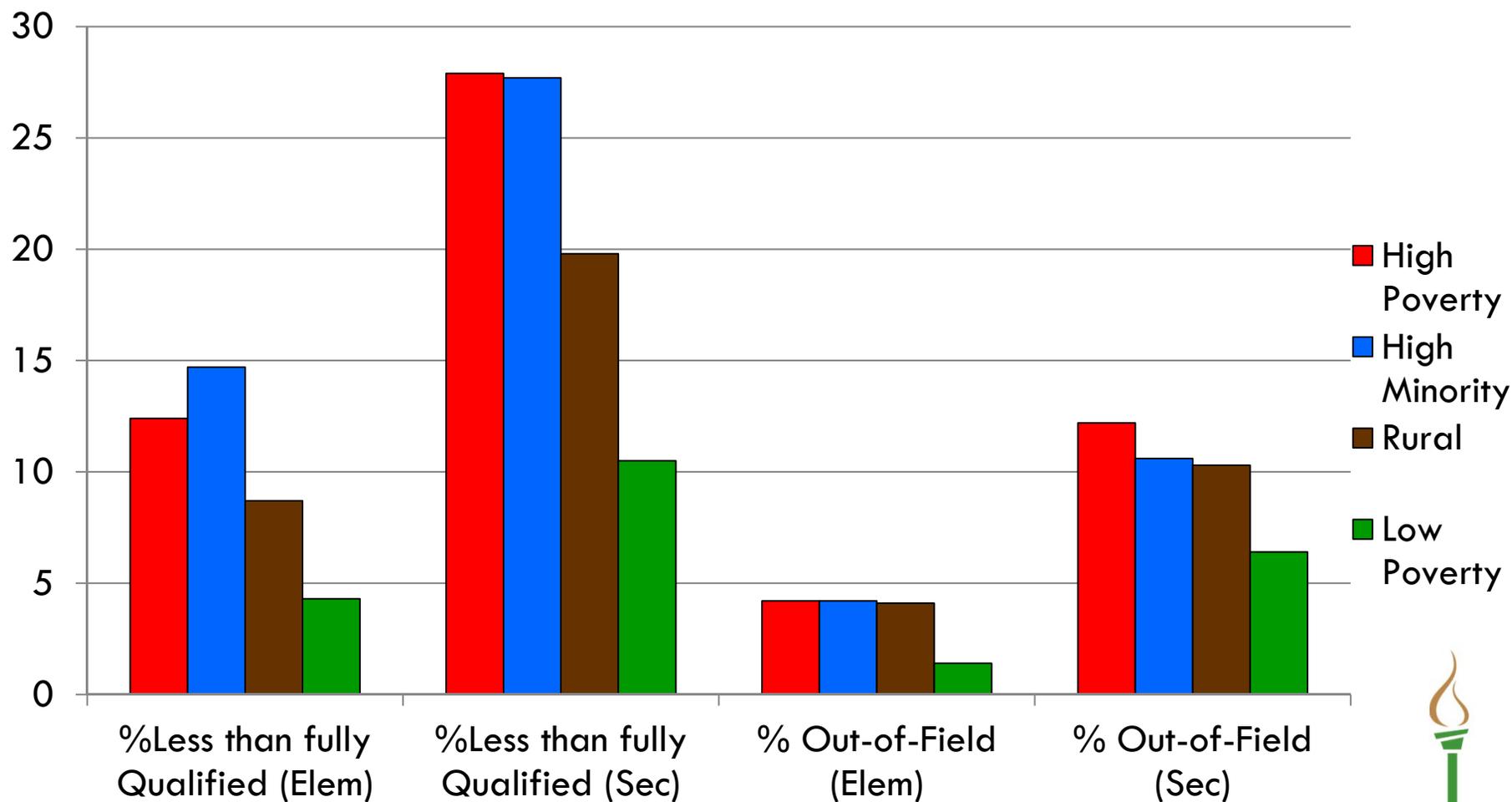
Equity Gaps: Teacher Salaries

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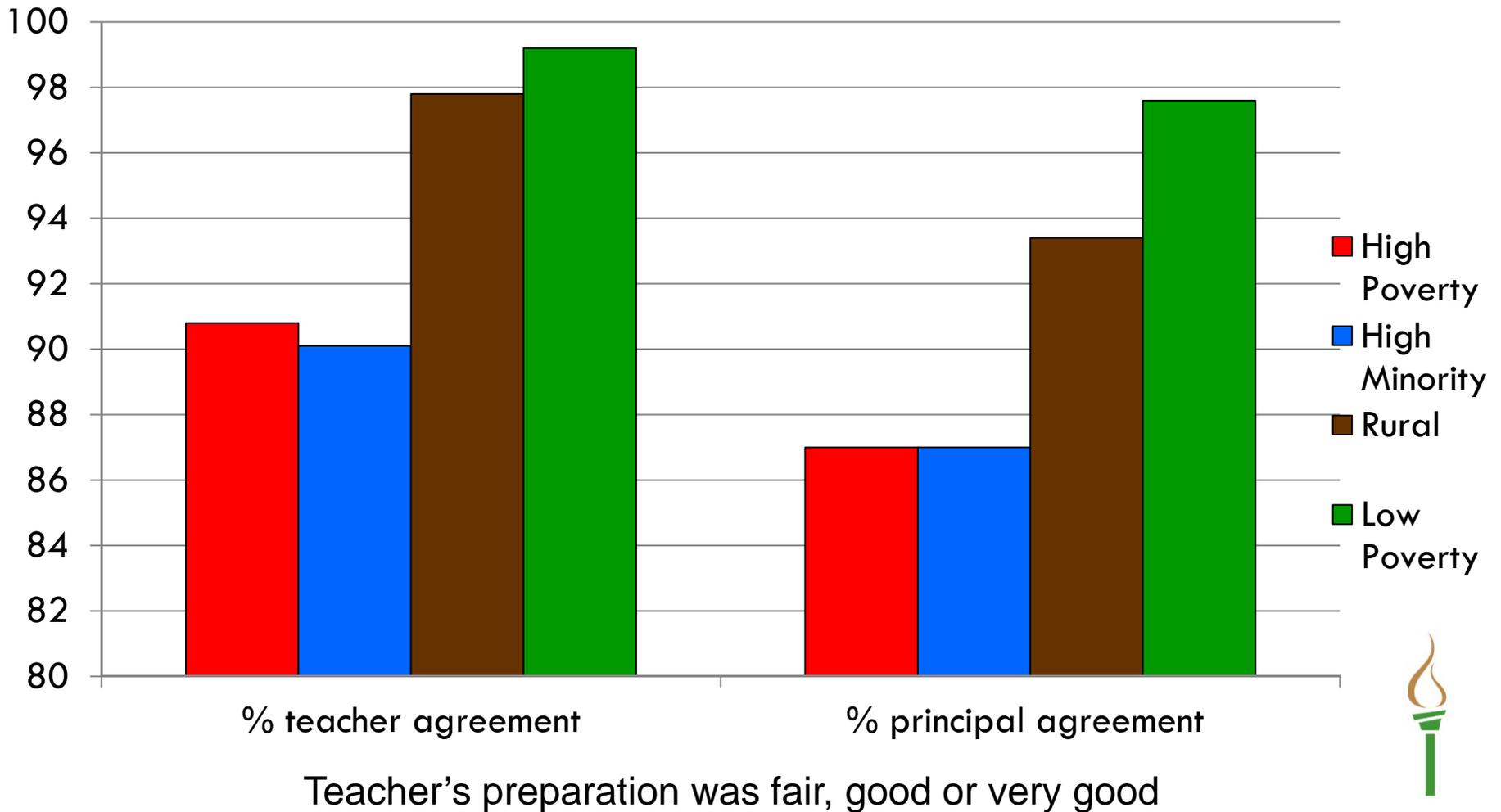
Equity Gaps: Teacher Qualifications

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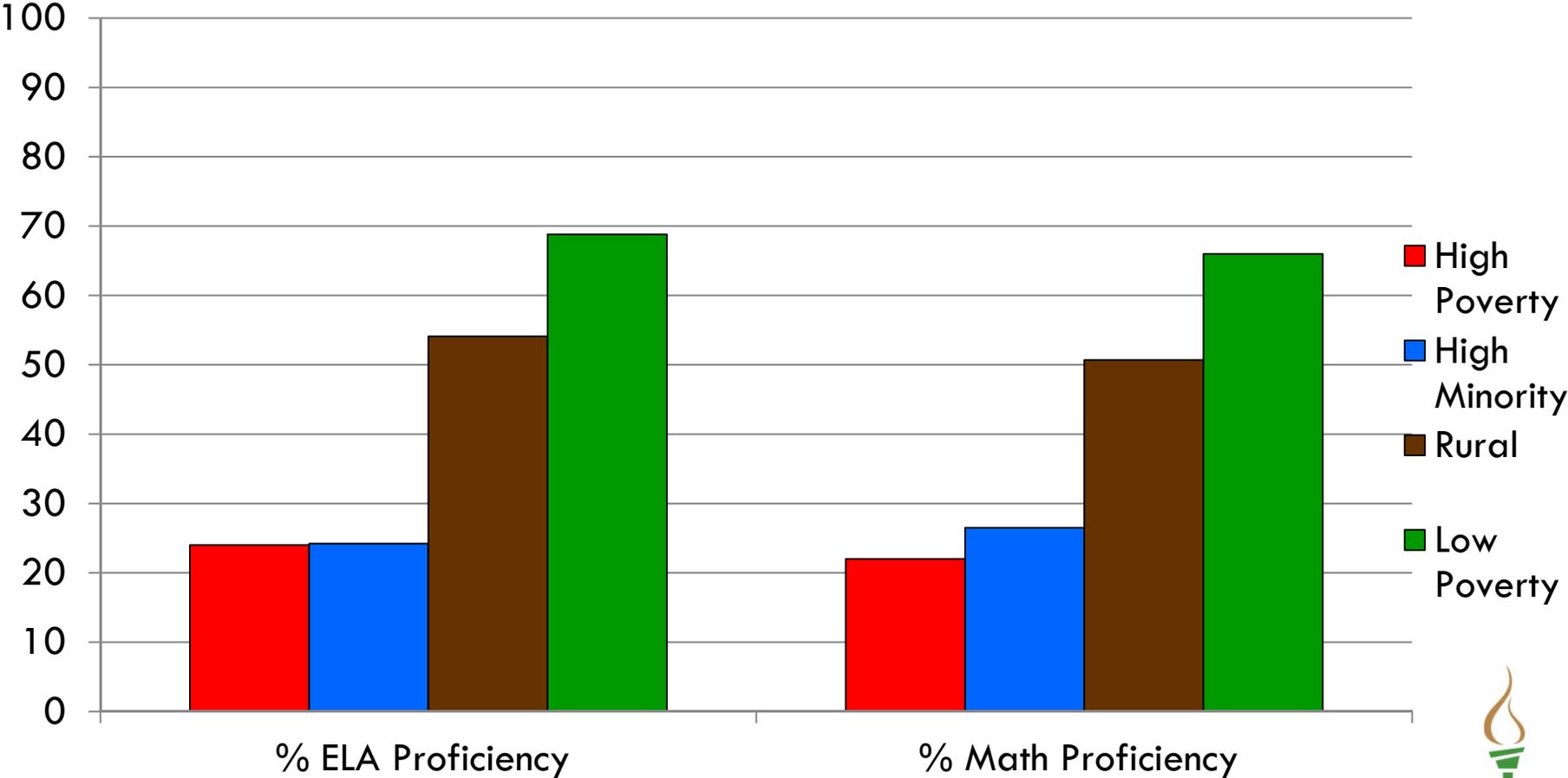


Equity Gaps: Teacher Preparation

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Equity Gaps: Student Achievement



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



The Equity Lab

“Using Data to Achieve
Equitable Outcomes for
ALL Students”



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**



Rationale for 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



Sample Data : Conversation Piece

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- Review the sample data set provided.
- Note where you see disparities that could adversely impact teaching and learning.
- How does the collective district data speak to the educational inequities that exist?
- Discuss actionable steps that could be implemented to achieve equitable outcomes for all students?



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Equity Lab Testimonial

Dr. Sharon Nibbelink, Superintendent
Center School District



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



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