**Ensure Equitable Access to Excellent Educators**

**U.S. Dept. of Education initiates a national strategic focus on high-poverty, high-minority schools...**

- **2006-** The First State Equity Plans were submitted as a requirement of *Title I of the Elementary & Secondary Act*
- **July 2014-** U. S. Department of Education launches “Excellent Educators for All” initiative in response to systemic inequalities that still exist
- **July 2015-** Missouri submits state board-approved Equity Plan to the U.S. Department of Education
- **September 2015-** Missouri receives approval of State Equity Plan in the initial round of submissions as an exemplary model by the U.S. Department of Education
- **October 2015-** Missouri participates in *Teacher Equity Forum* along with 6 other states, as co-hosted by the Alliance for Excellent Education with GTL & NASBE
- **January 2016-** Missouri hosts first-ever Equity Lab with 8 participating LEAs: *urban, rural, suburban, & charter*
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Stakeholder Engagement Approach

- 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

- **Comparison Groups**
  - 5% -- Highest Poverty schools (110)
  - 5% -- Highest Minority schools (110)
  - 315 -- Rural Remote classified schools
  - 5% -- Lowest Poverty schools (110)

- **30 Data Measurements In Key Areas:**
  - Discipline
  - Teacher Experience
  - Salary
  - Retention
  - Overall Preparation
  - Less Than Fully-Qualified
  - Teaching Out-Of-Field
  - Student Proficiency
Equity Gaps: Discipline Incident Rates

Discipline Incident Rates (Elem) Discipline Incident Rates (Sec)

- High Minority
- High Poverty
- Rural
- Low Poverty
Equity Gaps: Teacher Retention Rates

- % Teacher Retention (1 yr)
- % Teacher Retention (3 yr)
- % 1st yr teachers with a mentor

Categories:
- High Minority
- High Poverty
- Rural
- Low Poverty
Equity Gaps: Years of Experience

- % first yr teachers
- % teachers < 3 yrs experience
- % first yr principals

Categories:
- High Minority
- High Poverty
- Rural
- Low Poverty
Equity Gaps: Teacher Qualifications

- % Less than fully Qualified (Elem)
- % Less than fully Qualified (Sec)
- % Out-of-Field (Elem)
- % Out-of-Field (Sec)

(Bar chart showing % of less than fully qualified and out-of-field teachers by poverty and minority status)

- High Poverty
- High Minority
- Rural
- Low Poverty
Teacher’s preparation was fair, good or very good.
Equity Gaps: Student Achievement

![Bar chart showing equity gaps in student achievement by demographics. The chart compares % ELA Proficiency and % Math Proficiency across five categories: High Poverty, High Minority, Rural, Low Poverty.](chart.png)
Missouri Equity Plan Goals

Ensuring Equitable Access to Excellent Educators

- 1. Recruit high-quality, diverse individuals
- 2. Ensure relevant and effective preparation
- 3. Provide an adequate quantity of candidates
- 4. Attract candidates to hard-to-staff content areas and geographic locations
- 5. Provide teacher support and development
- 6. Cultivate effective principals through the Leadership Development System
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, 2015-16

Timeline Updates…

- **November 2015-** 1st issue of *Equity Update* published: “Grow Your Own Teachers”

- **December 2015-** 2nd & 3rd issue of *Equity Update* published: “Urban Ed. Teacher Preparation Programs”

- **December 2015-** Annual Teacher Shortage Index completed based on 2014-15 Core Data

- **January 2016-** 4th issue of *Equity Update* published: “MO-Equity Lab”

- **March 2016-** Rural Educational Equity Conference  SEMO-COE faculty & school districts: Cape Girardeau, Meadow Heights, Puxico, & Oran

Next Steps…

- **March 29, 2016-** Convene *Regional Committees* to focus on the following concentration areas of MO Equity Plan:
  - **C1a,b:** Provide an adequate quantity of qualified candidates in the educator pipeline
  - **C2c:** Ensure relevant & effective preparation for urban education teacher candidates (*urban content modules*)
  - **C3a,b:** Recruit high-quality, culturally diverse teacher candidates
  - **C4a,b:** Attract teacher candidates to hard-to-staff subject areas/geographic locations (*competitive incentives*)
Focus Area: Teacher Shortages

Research Review:
“Strategies to Address Content and Subject Areas or Geographic Locations”

Conversation Piece:
Identify feasible solutions currently available (or could be designed) to address teacher shortages in Missouri’s hard-to-staff content areas and geographic locations.
**Focus Area: Quality Educators**

**Research Review:**
“Successful Strategies to Recruit High-Quality, Culturally Diverse Teacher Candidates”

**Conversation Piece:**
Discuss unique opportunities/alternatives to traditional recruiting methods to attract high-quality, culturally diverse teacher candidates across the state.
Research Review:
“Curriculum Modules or Content for Urban Teacher Preparation Programs”

Conversation Piece:
Provide recommendations for viable, relevant coursework & field experiences to be included in urban education preparation programs offered in Missouri.
Research Review:
“Teacher Incentives to Pursue a Career in the Field of Education”

Conversation Piece:
Discuss competitive incentives that may exist (on a small scale) or could be developed to attract prospective educators to teach in Missouri’s schools.