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| Stakeholder Involvement |
| ESE involved stakeholders, including teachers, principals, and parents, in identifying root causes and strategies.    All root causes highlighted in the plan were identified by stakeholders, especially educators. |
| Examples of how stakeholder feedback affected the Equity Plan: |
| Educators’ capacity to serve needs of diverse learners, particularly students with behavioral issues  Educator turnover  Lack of school-wide, tiered academic and social-emotional support systems |

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**Overview of MA Equity Plan**

* Response to July 2014 USED requirement of state plans to ensure **equal access to excellent educators** for low income and minority students
* About increasing student experiences with excellent educators; **not about redistributing teachers**
* Defines “**excellent educator”** as a combination of characteristics, which often include student impact, experience, and highly qualified status; definition not based on a “one size fits all” metric or formula
* Promotes equitable access through diverse approaches; does not require specific additional actions from districts/schools
* ESE will continue to provide updates to and solicit feedback from stakeholders

Horizontal bar graph
Y axis lists types of teachers: needs improvement/unsatisfactory, primary license, out-of-field, unlicensed, and first year.
X axis shows the percent of teachers
Each category in the y axis has four bars, representing low minoirty schools, high minority schools, low poverty schools, and high poverty schools.
Needs Improvement/Unsatisfactory teachers make up 3.4% of teachers in low minority schools, 9.1% of teachers in high minority schools, 2.9% of teachers in low poverty schools, and 9.7% of teachers in high poverty schools.
Teachers with a preliminary license make up 3.7% of teachers in low minority schools, 6.1% of teachers in high minority schools, 3% of teachers in low poverty schools, and 6.6% of teachers in high poverty schools.
Out-of-field teachers make up 1.1% of teachers in low minority schools, 9% of teachers in high minority schools, 1.3% of teachers in low poverty schools, and 9% of teachers in high poverty schools.
Unlicensed teachers make up 0.9% of teachers in low minority schools, 5.3% of teachers in high minority schools, 1.2% of teachers in low poverty schools, and 5.1% of teachers in high poverty schools.
Finally, first year teachers make up 5.2% of teachers in low minority schools, 10.2% of teachers in high minority schools, 5.8% of teachers in low poverty schools, and 10% of teachers in high poverty schools.

**Type of teacher**

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| **Gaps in Student Access to Teachers, Between Schools in**  **Highest and Lowest Quartiles of Minority and Low Income Students** |

*ESE compared the 25% of schools with the largest proportion of low income students (high poverty) to the 25% with the smallest proportion of low income students (low poverty). The same applies to high and low minority schools.*

*Data Source: Educator Personnel Information System (EPIMS) 2013-2014 Data Collection*

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# Analysis showed similar equity gaps for principals. See the full Equity Plan for more information.

**Note on educator experience gap:** Analysis of this data is not meant to imply that less-experienced educators are necessarily lower-quality educators. This data is included to draw attention to the statewide, substantial inequity in low income and minority students’ access to experienced educators.

**Types of teachers**

When **high minority schools employ nearly twice as many first year teachers** as do low minority schools, then regardless of the success of some first year teachers we are facing an equity gap that must be closed.

**What the Equity Plan Means for Teachers**

The Equity Plan provides strategies and resources to help districts and schools meet goals they are already pursuing, such as **closing achievement gaps**, **improving educator quality**, **recruiting qualified and effective new educators**, and **reducing educator turnover.** Meeting these goals will also increase poor and minority students’ access to effective educators.

**Teachers committed to equitable access** can do any of the following:

* In discussions of school goals and plans: ask leaders about the school’s equitable access data and how the school will respond; **share your perspective on root causes** of school equity gaps
* Identify how you or your team can benefit from Equity Plan strategies such as the [Massachusetts Tiered System of Supports](http://www.doe.mass.edu/sfss/mtss/) and the [Educator Evaluation Guidebook for Inclusive Practices](http://www.doe.mass.edu/edeval/guidebook/)
* Teachers involved in their school’s **hiring process**: review the Root Causes and Strategy 1 sections of the [Equity Plan](http://www.doe.mass.edu/edeffectiveness/equitableaccess/plan/plan.pdf), and forthcoming resources on recruiting and retaining diverse educators
* Teachers in **Level 5 schools**: review the sample strategies described on p. 36-37 of the [Equity Plan](http://www.doe.mass.edu/edeffectiveness/equitableaccess/plan/plan.pdf), which have been found to increase teacher job satisfaction and equitable access
* Provide **feedback on strategies and root causes** by emailing [educatordevelopment@doe.mass.edu](mailto:educatordevelopment@doe.mass.edu)

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# Four Key Strategies Highlighted in the MA Equity Plan

* Educator Preparation – changes to state approval of Ed Prep Programs and monitoring of outcomes
* Educator Evaluation System – state **supports** **for** **districts and schools** in effective implementation
* Student Learning Experience Report – provides actionable data for **school & district leaders** on proportion of students’ experiences with teachers who are inexperienced, rated Unsatisfactory/Needs Improvement, and not Highly Qualified, among other categories; users can compare the last few years of students’ teacher experiences among individual students, grades, schools, and subgroups of students, such as English Language Learners and Economically Disadvantaged students
* Educator Evaluation Guidebook for Inclusive Practices – tools for **educators and evaluators** to better teach diverse learners and boost inclusion of students with disabilities in general education classrooms

**Next Steps for ESE**

* Meet regularly with diverse stakeholders groups to **provide updates and solicit feedback**
* Image of a chalkboard with the text:
  For more information: EducatorDevelopment@doe.mass.edu
  www.doe.mass.edu/educators/equitableaccessCommunicate strategies and resources included in the plan to ESE offices that directly support schools and districts, so they are prepared to **help schools to close equity gaps**
* Pilot use of key strategies, and share outcomes with school and district leaders
* Create webpage and Annual Report to share outcomes of strategies and changes to the plan