**Equity Plan Readiness/Planning Tool**

The Equity Plan Readiness/Planning Tool is an instrument to help States develop high quality equitable access plans. When a State is at a more advanced stage of development for a particular component, it should use the planning tool to assess its ongoing progress. When a State is at an early stage of development for a particular component, it should use the planning tool to support the planning itself (in addition to assessing progress).

The tool provides guiding questions for each component of the equity plan. The components and questions are aligned with the equity plan guidance the U.S. Department of Education provided for States. For each component, there are also additional important considerations outlined beneath the table. Finally, States should use the tool to self-assess readiness on a scale of 1-5 for each component of the plan. States should complete this rating after answering the guiding questions.

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| **Component One: Consultation and Input (Stakeholder Engagement)** | | | | | | |
| **How prepared is your State education agency to address this component? (1=not at all, 5=very)** | | | | | | 1 2 3 4 5 |
| **Potential Stakeholder Groups** | | *Identify the steps your State has taken or plan to take to consult with stakeholders in this group.* | *What existing organizations will you engage and how (for example, a specific teacher or principal association or parent group)?* | *Are any upcoming activities planned for these stakeholder groups (for example, meetings, surveys or newsletters)?* | *Who within your State agency will engage with these organizations?* | *How will stakeholder input be incorporated into the plan?* |
| Local educational agencies (LEA) | |  |  |  |  |  |
| Teachers |  |  |  |  |  |  |
| Principals |  |  |  |  |  |  |
| Pupil services personnel |  |  |  |  |  |  |
| Administrators |  |  |  |  |  |  |
| Parents |  |  |  |  |  |  |
| Community organizations, including faith-based and civil rights groups |  |  |  |  |  |  |
| Higher education |  |  |  |  |  |  |
| Other State education agency (SEA) staff |  |  |  |  |  |  |
| Other staff |  |  |  |  |  |  |
| Parents |  |  |  |  |  |  |
| Other: |  |  |  |  |  |  |
| Other: |  |  |  |  |  |  |
| Other: |  |  |  |  |  |  |

*Additional Considerations:*

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| How will you contact a reasonable number of stakeholders across multiple groups? |  |
| How will you allow for sufficient time and the right two-way engagement to gather a meaningful response? |  |
| How will you build buy-in and long-term partnerships? |  |
| How will you work with LEAs, educators and communities to implement the strategies outlined in the plan? |  |

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| **Component Two: Identification of Equity Gaps** | | | | |
| **How prepared is your State education agency to address this component? (1=not at all, 5=very)** | | | | 1 2 3 4 5 |
| **Term** | *What State documents, if any, already define this term?* | *How is the term defined in the documents?* | *If the definition needs to be revised for purposes of this effort, what changes will you consider making (for example, redefining “unqualified teacher”)?* | *Who needs to review the definitions your State will use in its equity plan?* |
| Inexperienced teacher |  |  |  |  |
| Unqualified teacher |  |  |  |  |
| Out-of-field teacher |  |  |  |  |
| Poor student |  |  |  |  |
| Minority student |  |  |  |  |
| Any other key terms, such as “effective” or “highly effective” (list terms) |  |  |  |  |
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| **Data Metrics** | *(1)*  *Does your State have these metrics? (Y/N)* | *(2)*  *Are these metrics useful indicators of equitable access? (Y/N)* | *(3)*  *If “no” to (1) and “yes” to (2), can your State collect the data required to calculate these metrics? What would your agency need to do to collect these data?* |
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| **RECRUITMENT** |  |  |  |
| # of applicants per teaching vacancy |  |  |  |
| # of applicants per principal vacancy |  |  |  |
| % of teaching positions vacant on first day of school (or another specified date) |  |  |  |
| # of recruiting dollars spent per teaching vacancy |  |  |  |
| % of nontraditional teachers (for example, long-term substitutes, visiting teacher/exchange programs) |  |  |  |
| % of alternatively certified teacher applicants |  |  |  |
| # of bilingual teacher applicants per position |  |  |  |
| # of English as a Second Language–certified teacher applicants per position |  |  |  |
| # of Special Education–certified teacher applicants per position |  |  |  |
| **RETENTION** |  |  |  |
| % of teachers and principals leaving during the academic year (not including reductions in force) |  |  |  |
| % of teachers and principals leaving during the full year (not including reductions in force) |  |  |  |
| % of teachers and principals leaving by teacher or principal race/ethnicity (not including reductions in force) |  |  |  |
| % of teachers and principals leaving by student race/ethnicity (not including reductions in force) |  |  |  |
| % of teachers and principals leaving by free- and reduced-price lunch (FRPL)(not including reductions in force) |  |  |  |
| % of teachers and principals leaving by student achievement (not including reductions in force) |  |  |  |
| % of teachers and principals leaving by evaluation rating (not including reductions in force) |  |  |  |
| % of teachers leaving who live outside school community or geographic area |  |  |  |
| **QUALIFICATIONS** |  |  |  |
| % of teachers teaching outside of their licensure area |  |  |  |
| % of teachers teaching on provisional/emergency license |  |  |  |
| % of National Board Certified teachers |  |  |  |
| % of principals with State certification based on Interstate School Leaders Licensure Consortium (ISLLC) standards |  |  |  |
| # of teachers with a master’s degree in a content area |  |  |  |
| # of teachers with a master’s degree in a non-content area (for example, education leadership, curriculum specialist, elementary education, special education) |  |  |  |
| # of teachers with advanced coursework in a content area |  |  |  |
| Distribution of teacher class assignments (for example, remedial, Advanced Placement) by teacher credentials (for example, certification, postsecondary degrees) |  |  |  |
| **EXPERIENCE** |  |  |  |
| % of teachers in their first year of teaching |  |  |  |
| % of teachers with less than three years of teaching experience |  |  |  |
| # of years of teachers’ previous teaching experience (average) |  |  |  |
| % of leaders in their first year as a building principal |  |  |  |
| % of leaders with less than three years of experience as a building principal |  |  |  |
| # of years of leaders’ previous leadership experience as a building principal (average) |  |  |  |
| % of teachers with experience in current teaching assignment (average) |  |  |  |
| Distribution of teacher class assignments (for example, remedial, Advanced Placement) by teaching experience |  |  |  |
| **PERFORMANCE** |  |  |  |
| % of teachers with *ineffective* evaluation ratings |  |  |  |
| % of teachers with *highly effective* evaluation ratings |  |  |  |
| % of teachers achieving highest student growth category in reading |  |  |  |
| % of teachers achieving highest student growth category in mathematics |  |  |  |
| % of teachers achieving highest student growth category, as measured by student learning objectives in non-tested grades and subjects |  |  |  |
| % of principals with *ineffective* evaluation ratings |  |  |  |
| % of principals with *highly effective* evaluation ratings |  |  |  |
| % of principals achieving highest category of school-wide student growth percentiles in reading |  |  |  |
| % of principals achieving highest category of school-wide student growth percentiles in mathematics |  |  |  |
| % of principals achieving highest category of school-wide student growth percentiles, as measured by student learning objectives in non-tested grades and subject |  |  |  |
| Distribution of teacher class assignments (for example, remedial, Advanced Placement) by teacher performance (that is, evaluation rating) |  |  |  |
| % of teachers absent more than 10 days per year |  |  |  |
| **TEACHING AND LEARNING CONDITIONS** |  |  |  |
| % of teachers who agree or strongly agree that the school is a safe, supportive and inviting place (per climate survey) |  |  |  |
| % of teachers who agree or strongly agree that they are happy with working at their school (per climate survey) |  |  |  |
| % of teachers with at least 90 minutes per week of collaborative planning time |  |  |  |
| % of teachers who agree or strongly agree that they have access to quality professional development (per climate survey) |  |  |  |
| % of principals who agree or strongly agree that they have access to quality professional development (per climate survey) |  |  |  |
| % of teachers with a specific and measureable professional development plan |  |  |  |
| % of principals with a specific and measureable professional development plan |  |  |  |
| % of teachers engaged in job-embedded professional development (such as working on teams led by highly effective peers) |  |  |  |
| % of principals engaged in job-embedded professional development (such as working on teams led by highly effective peers) |  |  |  |
| # of students per teachers in leadership positions (for example, grade/content teams, school committees, school leadership team, school improvement team) |  |  |  |
| # of students per teachers who lead professional development as experts (for example, in content, assessment, classroom environment) |  |  |  |
| % of teachers who indicate they see professional growth potential within the profession, without leaving their role in classroom instruction |  |  |  |
| Average total teacher salary (including starting salary, salary at five years, salary at 10 years and earnings potential) |  |  |  |

*Adapted from Example Metrics tool developed by the* [*Center on Great Teachers and Leaders*](http://www.gtlcenter.org/)*.*

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| **Analyze Data: Identify 4-5 priority metrics from those that receive a “Y” in Column 2 above. Use the data currently available to you to complete the table below.** | *How will you analyze these data to identify equity gaps?* | *Have you begun to analyze these data yet?* | *What remaining questions do you have about this metric?* |
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*Additional Considerations:*

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| Does your State have the capacity to analyze each of the data elements according to the definitions your plan describes? Where does that capacity exist? |  |
| How will you track data to reveal both current gaps and gaps over time? |  |
| How do you know if a gap is significant? |  |

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| **Component Three: Explanation of Equity Gaps (Root Cause Analysis)** | | | | |
| **How prepared is your State education agency to address this component? (1=not at all, 5=very)** | | | | 1 2 3 4 5 |
| **List the root causes of equity gaps that you will identify in your plan (if known).** | *If you have not identified root causes at this point, what is your plan to identify them?* | *What data sources did or can you use to help you identify equity gaps?* | *If you do not currently have these data, how can you collect them?* | *Whom did you engage or will you engage to help you identify causes? From whom will you seek feedback on the causes you identified?* |
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*Additional Considerations:*

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| How will you demonstrate that you considered a broad range of root causes using stakeholder feedback, student achievement data, educator effectiveness data, school climate data or other data? |  |
| How will you continue to revisit root causes over time? |  |

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| **Component Four: Strategies** | | | | |
| **How prepared is your State education agency to address this component? (1=not at all, 5=very)** | | | | 1 2 3 4 5 |
| **If you have identified them, what existing and new strategies will you use to close equity gaps?** | *What root cause(s) does each strategy address?* | *Are there any root causes not addressed by these strategies?* | *If you have yet to identify some or all of your strategies, how do you plan to identify them?* | *How will the State monitor LEA actions to implement the strategies and assess the effectiveness of those strategies over time?* |
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*Additional Considerations:*

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| What is the timeline for implementing these strategies? |  |
| What resources are available for implementing the strategies? |  |
| How will you communicate, encourage, support and monitor LEA-driven strategies? |  |

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| **Component Five: Measuring Progress** | | | |
| **How prepared is your State education agency to address this component?**  **(1=not at all, 5=very)** | | | 1 2 3 4 5 |
| **Describe how the State will evaluate its progress toward eliminating gaps, including:**  **1) how it will measure and analyze data, 2) the methodology to be used and 3) timelines.** | *What do you already do in this area to monitor the progress of these initiatives?* | *What else will you need to do given what is to be outlined in your plan?* | *Who should you consult for expert feedback or technical assistance?* |
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*Additional Considerations:*

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| What are your short- and long-term goals? Are these goals both ambitious and reasonable? |  |
| How can you ensure your ongoing evaluation of equity gaps will prioritize continuous improvement? |  |
| How will you reassess strategies if you are not on track toward achieving the goals you identified? |  |

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| **Component Six: Reporting Progress** | | | |
| **How prepared is your State education agency to address this component?**  **(1=not at all, 5=very)** | | | 1 2 3 4 5 |
| **Describe how the State will publicly report its progress.** | *What stakeholder groups will you communicate with?* | *How will you communicate with them?* | *What is your timeline for reporting?* |
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*Additional Considerations:*

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| How will you gather and act on stakeholder feedback on these reports? |  |

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| **Equity Plan Development** | | | | |
| **How prepared do you feel to develop your State’s equity plan? (1=not at all, 5=very)** | | | | 1 2 3 4 5 |
| *Do you have a theory of action that establishes an overall vision and connects the various elements of the plan? If so, please list it here.* | *Have you identified a project manager who will oversee plan development and implementation? If so, who?* | *Does the SEA have recurring meetings of a cross-functional team to discuss, develop and implement the plan? How often will this team meet?* | *What are the greatest challenges your team will face as you develop a high quality plan?* | *How will you ensure that the equity work does not end with the submission of this plan?* |
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