

Washington State Equity Plan:

Ensuring Equitable Access to Excellent Educators

2015

Authorizing legislation: Elementary and Secondary Education Act (ESEA) - Section 1111 (b)(8)(C)

Title II, Part A at OSPI

Gayle Pauley, Assistant Superintendent of Special Programs and Federal Accountability, Office of Superintendent of Public Instruction

Prepared by:

- Maria Flores, Director, Title II, Part A and Special Programs
- Dr. Kaori Strunk, Data Analyst, Title II, Part A and Special Programs

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Introduction

The Washington Office of Superintendent of Public Instruction (OSPI) has created an Equity Plan to improve the equitable access of all students to excellent educators within Washington. The Equity Plan is submitted to the U.S. Department of Education in fulfillment of the requirement in the Elementary and Secondary Education Act (ESEA), Section 1111(b)(8)(C) which specifies that each state must ensure “that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers.”¹ Washington is committed to improving student outcomes and closing the opportunity gap by ensuring that each student has access to effective instruction and strong leadership in their school.

In order to create this plan, OSPI convened a cross-departmental and multiple agency Equity Plan Leadership Team. The purpose of this design of the team was to meaningfully involve all of the relevant departments within the agency as well as collaborate with other agencies and create deep consensus and shared ownership for the implementation of the Equity Plan. The Office of Superintendent of Public Instruction also partnered with the Comprehensive Center at Education Northwest for research and data technical assistance.

¹ U.S. Department of Education. Cover letter for State Plans to Ensure Equitable Access to Excellent Educators. Assistant Secretary Deborah Delisle. November 10, 2014

Equity Plan Leadership Team Membership

Name(s)	Department
Deb Came Robin Munson	Assessment and Student Information
David Kinnunen Sam Teasley	Certification
Nate Olson	Communications
Gil Mendoza	K–12 Education
Callie Sechrist	Equity & Civil Rights
Gayle Pauley	Special Programs and Federal Accountability
Patti Larriva Alexandra Manuel	Professional Educator Standards Board
Tania May Janice Tornow	Special Education
Julia Suliman Jack Archer	State Board of Education
Craig Shurick Jackie Mattinson	Student and School Success
Jeanne Harmon	Educator Effectiveness
Ellen Ebert Marissa Rathbone	Teaching & Learning
Jody Hess LaWonda Smith	Title I, Part A
Kim Bahrenburg Pat Smithson Kaori Strunk Hisami Yoshida	Title II, Part A
Maria Flores	Title II, Part A, and Special Programs
David Murphy Alyssa Westall	Title III

The Equity Plan Leadership Team was facilitated by the Director of Title II, Part A and Special Programs using a consensus based decision making protocol. The team created the plan through the following process:

1. Identified relevant stakeholders and developed a focus group protocol to engage stakeholders in ensuring equitable access to excellent educators.
2. Developed an Educator Working Conditions Survey to identify which working conditions affect teacher and principal distribution and retention.

3. Reviewed data from the Highly Qualified Tool, the S275 Personnel Database and the School Report Card in order to identify equity gaps.
4. Conducted root-cause analyses based on data to identify the systemic challenges that affect equity gaps in Washington and targeted strategies to close these gaps.
5. Reviewed stakeholder root-cause analysis and proposed strategies to identify areas where there was consensus.
6. Set measurable targets and created a plan for measuring and reporting progress and continuously improving this plan.

Current Policy Landscape in Washington

The Office of Superintendent of Public Instruction began the Equity Plan process by reviewing existing policies and current initiatives. Specifically, we reviewed:

- Status of basic education funding case, *McCleary V. State of Washington* and progress of the Legislature in complying with the Washington Supreme Court.
- Status and implications of Initiative 1351-An act relating to lowering class sizes and increasing school staff to provide all students the opportunity for a quality education.
- Teacher and Principal Evaluation Program (TPEP) requirements.
- Policies and initiatives focused on Washington’s institutions of higher education (IHE) and other providers that prepare teachers and principals through the Professional Educator’s Standards Board (PESB).
- Current certification, licensure standards, and Title II, Part A requirements.

Status of Basic Education Funding-Compensation Identified as Significant Root Cause of Inequitable Access to Educators

Washington is currently in contempt of a court order by the Supreme Court to produce a complete plan to achieve full state funding of K–12 basic education funding without relying on the use of local funding. At the writing of this Equity Plan, the Washington Legislature was ordered into a second Special Legislative Session because a basic education funding plan has not been finalized in the budget.

(NOTE: The Washington Legislature is currently in contempt of court and the Supreme Court ordered a monetary penalty of \$100,000 per day until a plan is developed by the Legislature that outlines sufficient progress to fully fund basic education by the deadline of the 2017-18 school year.² Due to this recent order, it is difficult to determine the timeline for implementation full funding of basic education. Governor Inslee, as of 9/4/2015, has not ordered a special legislative session to address the order. Superintendent Dorn intends to continue to pursue his proposed funding plan in the future legislative sessions, including the regularly scheduled 2016 Legislative Session.)

² *McCleary, et us., et al v. State of Washington, Supreme Court Order No. 84362-7. August 13, 2015.*

In the *McCleary* decision³, the Court required the state to fund House Bill 2776, which includes statewide full-day kindergarten; lower K–3 class size; materials, supplies and operating costs; and transportation. Additionally, the Court specified that the State fund the “prototypical school model” as defined in House Bill 2261, which increases the number of paraeducators, librarians, school nurses, guidance counselors, office and technology support, custodians and classified staff. House Bill 2261 also created the [Compensation Technical Working Group](#), which created a new salary allocation model that aligned educator development and certification with compensation. The Compensation Technical Working Group Final Report⁴ contained the following recommendations.

³ *McCleary, et ux., et al. v. State of Washington*, Case Number 84362-7 Washington Supreme Court. <http://www.courts.wa.gov/opinions/pdf/843627.opn.pdf>

⁴ Compensation Technical Working Group Final Report. Office of Superintendent of Public Instruction. June 2012. <http://www.k12.wa.us/Compensation/CompTechWorkGroupReport/CompTechWorkGroup.pdf>

Statutory Charge	Recommendation	Explanation
<p><i>RCW 28A.400.201(4)(c) "Include a comparison of salaries and other compensation to the appropriate labor market for at least the following subgroups of educators: Beginning teachers and types of educational staff associates."</i></p>	<p>1) Increase the Starting Salary for Teachers and Educational Staff Associates to \$48,687.</p>	<p>The number one priority of the Compensation Technical Working Group (TWG) is to increase the starting salary of educators to attract a wider pool of the highest quality candidates. By using a comparative labor market analysis based on Bureau of Labor Statistics data, the starting wage for a beginning teacher and educational staff associate (ESA) with a Bachelor's degree should be increased from \$33,401 to \$48,687. This would be an additional \$15,286 of state funding per beginning educator. Current salary compliance laws will ensure that every beginning teacher and ESA makes at least this amount.</p>
<p><i>RCW 28A.400.201(3) "conduct or contract for a preliminary comparative labor market analysis of salaries and other compensation for school district employees to be conducted and shall include the results in any reports to the legislature."</i></p>	<p>2) Provide Fair Market Based Salary Allocations for all K–12 Staff.</p>	<p>The Compensation TWG also recommends that the non-school related experience for ESAs be recognized on the state salary allocation model and not be limited to two years as it is in current statute.</p>
<p><i>RCW 28A.400.201(3) "conduct or contract for a preliminary comparative labor market analysis of salaries and other compensation for school district employees to be conducted and shall include the results in any reports to the legislature."</i></p>	<p>3) Maintain Comparable Wage Levels through an Annual Cost of Living Adjustment and Periodic Wage Analyses.</p>	<p>To ensure that the K–12 salary allocations keep pace with the wages of comparable occupations, the Compensation TWG recommends that the comparable wage analysis be conducted every four years and allocations be adjusted accordingly, if necessary. In the interim, state allocations should be adjusted annually with the Seattle-Tacoma-Bremerton Consumer Price Index as per the provisions of Initiative 732.</p>

Statutory Charge	Recommendation	Explanation
<p><i>RCW 28A.400.201(2) “recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system... (a) How to reduce the number of tiers within the existing salary allocation model.”</i></p>	<p>4) Align the Salary Allocation Model to the Career Continuum for Educators.</p>	<p>The recommended state salary allocation model is roughly structured according to the stages of the career continuum for educators, recognizing the movement from a residency certificate to a professional certificate and potentially to a National Board for Professional Teaching Standards (NBPTS) certificate. The certification process provides an objective measure of teacher development against professional standards as outlined by the Professional Educator Standards Board (PESB) and the National Board for Professional Teaching Standards. The Compensation TWG emphasizes that the increasingly rigorous, performance-based certification process coupled with the movement to a robust, four-tiered evaluation system will ensure that Washington’s students are served by high-quality educators.</p> <p>The proposed state salary allocation model has 10 cells compared to the 119 cells in the current model, providing a more attractive career progression to recruit and retain educators in the profession.</p>

Statutory Charge	Recommendation	Explanation
<p><i>RCW 28A.400.201(2) "recommend the details of an enhanced salary allocation model that aligns state expectations for educator development and certification with the compensation system."</i></p>	<p>5) Invest in 10 Days of Professional Development Time.</p>	<p>The state certification and evaluation system expects educators to grow professionally. However, the state only funds 180 days of instruction. The 180 school day calendar is focused on student's academic development and does not provide time for educator-focused development. Current practice often involves taking school time away from students, through early release days or late arrival days, in order to provide time for educator professional development. The Compensation TWG recommends that the state include ten professional development days for certificated instructional staff in the definition of basic education. The Compensation TWG recognizes that certain classified positions may also require additional funding for targeted professional development, but further work is necessary before development of a recommendation for non-certificated instructional staff positions.</p>

Statutory Charge	Recommendation	Explanation
<p><i>RCW 28A.400.201(2) "the technical working group shall make recommendations on the following: (d) The role of and types of bonuses available."</i></p>	<p>6) Allocate Mentors and Instructional Coaches in the Basic Education Funding Formula.</p>	<p>Many of the necessary roles and responsibilities required in a successful school are currently being provided, in part, through local funds. The Compensation TWG asserts that the roles of mentor teacher and instructional coach are essential activities for providing a basic education program and a state-funded obligation. The group recommends that funding for mentor teachers be provided as a needs-based allocation and instructional coaches be funded as a prototypical job category through the basic education funding formula.</p>
<p><i>RCW 28A.400.201(1) "continuing to attract and retain the highest quality educators will require increased investments."</i></p>	<p>7) Provide Appropriate Staffing Levels and Increased Program Support for Basic Education.</p>	<p>Working conditions and workload play a significant role in the attraction and retention of staff. The Compensation TWG maintains that sufficiently funded staffing levels and increased program support for struggling students will improve learning opportunities for students and also lead to higher retention of educators. The group proposes that their compensation recommendations occur in tandem with the statutory requirements in SHB 2776 and the basic education funding recommendations proposed by the Quality Education Council (QEC).</p>

Statutory Charge	Recommendation	Explanation
<p><i>RCW 28A.400.201(2) “(b) How to account for labor market adjustments; (c) How to account for different geographic regions of the state where districts may encounter difficulty recruiting and retaining teachers.”</i></p>	<p>8) Amply Fund State Basic Education Salary Allocations and Limit Locally Funded Salary Enhancements to No More than 10% of the State Allocation.</p>	<p>The state is responsible for fully funding the salaries of staff performing basic education activities. The Compensation TWG affirms that average comparable wages are sufficient to recruit and retain high-quality staff. However, the group acknowledges that local school districts may have unique circumstances that lead to difficulties recruiting and retaining staff. The group recommends that districts be allowed to provide locally funded salary enhancements for non-basic education functions. However, to address equity concerns, the locally funded expenditures for these salaries should be limited to 10% above the state allocation.</p>
<p><i>RCW 28A.400.201(2)(f) “including a recognition that staff on the existing salary allocation model would have the option to grandfather in permanently to the existing schedule.”</i></p>	<p>9) Ensure School Districts Receive the Same or Higher State Salary Allocations per State-Funded Employee.</p>	<p>The Compensation TWG recommends that the legislature fully fund the recommendations immediately. At full implementation of the proposed salary allocations, no later than 2018, school districts will receive a higher state salary allocation for every employee and there will be no need for any individual to grandfather into the existing state allocation model. Until the new allocation model is fully funded, school districts should receive the higher allocation from either the old or new state salary allocation model for every state-funded employee.⁵</p>

⁵ Compensation Technical Working Group Report. Office of Superintendent of Public Instruction. 2012. <http://www.k12.wa.us/Compensation/CompTechWorkGroupReport/CompTechWorkGroup.pdf>

Superintendent Dorn's Plan to Fully Fund Basic Education

Due to the lack of response by the Legislature to the Supreme Court order and Compensation Technical Working Group recommendations, Superintendent Dorn proposed a plan to fully fund basic education over six years by focusing on the following three policy areas:

1. **Funding:** The state must provide ample state funding for a general and uniform program of basic education in all schools.
2. **Levies:** The state must no longer rely on local school levies to meet its obligation to fully fund basic education.
3. **Adequacy:** The state must fund any new education programs and initiatives they pass into law, rather than rely on local district funding. This is known as "do no harm."

The plan specifies the following steps to phase in the plan:

1. Complete HB 2776 implementation. Affirm that the funding generated through HB 2776 is for allocation purposes only.
2. Reduce class size in grades 4–12. The Dorn plan recommends reducing class size to 24 in grades 4–6 and 27 in grades 7–12. I-1351 would require class size in those grades to be at 25.
3. Hire additional support staff. This includes increasing the number of librarians, school nurses, guidance counselors, office and technology support, custodians, and classified staff to keep students safe.
4. Fund more teachers and more classrooms. Thousands more teachers and classrooms will be necessary when class sizes are reduced.
5. Begin compensation reform—a necessary vehicle for levy reduction:
 - a. Fund classified and administrative staff at current district funding levels, but with state resources.
 - b. Initiate statewide collective bargaining for compensation, benefits, regional cost-of-living adjustments, and workday definition. During the transfer to the new system, the Legislature must restrict current bargaining, local levy bases, and any possible new levies so that the state doesn't incur larger obligations.
 - c. Provide K–12 health insurance through a statewide benefit program similar to state employees.
 - d. Provide teacher support by funding ten Professional Development days and teacher mentors.
 - e. Redefine the meaning of supplemental contracts to ensure that local levies are not used for basic education/compensation.
6. Initiate levy reduction as the state proceeds to fund basic education costs currently covered by local levies. Complete levy reform consists of:
 - a. Clearly defining the appropriate uses of local levy funds, and
 - b. Redefining and limiting future growth of levies.

7. Require the Quality Education Council (QEC) – created by HB 2261 to direct the implementation of the prototypical school model – to create two new workgroups that will:
 - a. Design a better process to recruit and retain teachers.
 - b. Monitor the evolving definition of “basic education.”

In order to accomplish the plan, Superintendent Dorn proposed the following structural changes to the Legislature:

Structural Changes – Superintendent Dorn’s Plan to Fully Fund Basic Education	
<p>Initiate Levy Reduction, as the state proceeds to fund basic education costs currently covered by local levies, and eliminate supplemental time, resources and incentives compensation (known as TRI):</p>	<ul style="list-style-type: none"> ▪ School districts would be prohibited from using local excess levies to fund materials, supplies and operating costs; student transportation; or staff salaries related to the program of basic education. ▪ Districts would be allowed to use levy funds to pay supplemental staff contracts and other costs related to student education enrichment programs that go beyond the basic education program provided by the state, such as extracurricular athletic activities, instruction unrelated to the mandatory state Essential Academic Learning - Requirements, early learning, and adult basic education. ▪ Starting immediately, growth of levies beyond current levels would be restricted. The maximum levy percentage would be reduced to a uniform level across all districts by 2021.

Structural Changes – Superintendent Dorn’s Plan to Fully Fund Basic Education	
<p>Initiate Statewide Collective Bargaining for compensation, benefits, regional cost-of-living adjustments, and workday definition:</p>	<ul style="list-style-type: none"> ▪ The Superintendent of Public Instruction would represent school district employers in negotiating collective bargaining agreements for public school teachers and classified employees. ▪ Public school employees would be represented by two exclusive bargaining representatives. ▪ The scope of statewide bargaining would be limited to wages, workday definition, and fringe benefits, and not include Time, Responsibility, and Incentive — known as TRI. ▪ School district management rights would not be subject to bargaining. ▪ School employees will retain the right to organize locally and collectively bargain other terms and conditions of employment with each school district employer, for supplemental contracts regarding compensation for education enrichment services and activities that go beyond the state’s program of basic education. ▪ Collective bargaining agreements between school districts and their employees that are in effect today would remain in effect until they expire.
<p>Review and Address Short and Long Term Statewide System Capacity Issues related to the expansion of full-day kindergarten and class-size reduction, including the availability of appropriate classrooms:</p>	<ul style="list-style-type: none"> ▪ To offer statewide full-day kindergarten and to reduce K–3 class sizes, an additional 5,700 classrooms are needed, costing about \$2 billion. The Senate made progress toward this requirement. ▪ In its January 2014 order, the Court wrote that “the state must account for the actual cost to schools of providing (additional capital expenditures).”

Structural Changes – Superintendent Dorn’s Plan to Fully Fund Basic Education	
Require the Non-Partisan Quality Education Council to Create Two New Workgroups that will:	<ul style="list-style-type: none"> ▪ Design a better process to recruit and retain teachers and ▪ Annually study and report on the state’s evolving program of basic education and the financing necessary to support the program.

Excellent Educator Definition

The Office of Superintendent of Public Instruction utilized the three educator characteristics of inexperience, unqualified, and out-of-field to complete the initial data analysis of student access rates (see Equity Gap Data Analysis). In addition to analyzing access rates to inexperienced, unqualified and out-of-field teachers, by student of color and students in poverty, OSPI also analyzed the access rates of students receiving special education and English language services. A more detailed methodology is in the Appendix F: Methodology, business rules and data components used in implementation of the Washington State Equity Plan.

The Equity Plan Leadership Team created definitions of an “excellent educator” for both teachers and principals to first be used in the 2015–16 school year and subsequent updates to the Equity Plan. Given the relatively short timeline for completing the Equity Plan and the limitations on many of the data sources used to measure the components outlined in the definitions, the team chose the later date for analysis. The 2015–16 school year will be the first year in which OSPI anticipates having full sub-criteria data on all teachers and principals from the Teacher and Principal Evaluation Program reported at the state level.

An “excellent” teacher will demonstrate the following five characteristics:

1. Deep Content Knowledge:

- Demonstrates subject matter knowledge and teaching skill in each core academic subject assigned to teach.

Content Knowledge Requirements-Highly Qualified (HQ)

Elementary Teachers: Applies to Grades K–5/6. Teachers meet HQ through one pathway.	<ul style="list-style-type: none"> • NES Elementary Education. • NES Early Childhood Education (P–3).
Secondary Teachers: Applies to middle and high school teachers. Teachers meet HQ through one pathway for each core academic subject area assigned to teach.	<ul style="list-style-type: none"> • NES/WEST-E Subject Area Tests. • Washington Subject Area Endorsement. • Academic Major. • Graduate Degree. • Coursework equivalent to a major (45 quarter credits or 30 semester credits). • National Board Certification.

- As measured by Teacher Evaluation Criteria
 - Criteria 4 – Providing a clear and intentional focus on subject matter content and curriculum.

2. Professional Development:

- Engages in ongoing, job-embedded professional development demonstrating a commitment to improving teaching through ongoing professional learning.
 - As measured by Teacher Evaluation Criteria – Level 3 Proficient or Level 4 Distinguished in:
 - Criteria 8 - Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

3. Pedagogy:

- Demonstrates the ability to design and plan instruction for students with diverse learning styles and cultural backgrounds.
- Routinely using formative and summative assessments to monitor student learning and inform instructional practices and instruction.
 - As measured by Teacher Evaluation Criteria – Level 3 Proficient or Level 4 Distinguished in:
 - Criteria 2 – Demonstrating effective teaching practices.
 - Criteria 3 – Recognizing individual student learning needs and developing strategies to address those needs.
 - Criteria 6 – Using multiple student data elements to modify instruction and improve student learning.

4. Disposition

- Creates an inclusive and safe learning environment where all students and their families feel welcome.
 - As measured by Teacher Evaluation Criteria - Level 3 Proficient or Level 4 Distinguished in:
 - Criteria 1 – Centering instruction on high expectations for student achievement.
 - Criteria 3 – Recognizing individual student learning needs and developing strategies to address those needs.
 - Criteria 5 – Fostering and managing a safe, positive learning environment.
 - Criteria 7 – Communicating and collaborating with parents and the school community.

The Equity Plan Leadership Team believed that in addition to the four components of the definition outlined above, that an ultimate measure of an “excellent educator” is one who can contribute to and create positive student outcomes. However, the team chose to postpone adding this component to the definition until the data are available.

5. Positive Student Outcomes:

- Increases student growth and positive student outcomes.
As measured by:
 - Student Growth Percentiles (2017–18 school year).
 - Adequate student growth within the State Board of Education Achievement Index – (2018–19 school year).
 - Graduation data and college and career readiness within the State Board of Education Achievement Index (2017–18 school year).
 - As measured by Teacher Evaluation Criteria – Level 3 Proficient or Level 4 Distinguished in:
 - Criteria 3 – Recognizing individual student learning needs and develop strategies to address those needs.
 - Criteria 6 – Using multiple student data elements to modify instruction and improve student learning.
 - Criteria 8 – Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Additionally, the team created an “excellent” principal definition based on both the principal’s ability to be an instructional leader in relation to the teachers they supervise, support achieving positive student outcomes, managing the school, and leading with vision.

An “excellent” principal will support, enable, and create a school environment in which teachers are able to demonstrate how they meet the “excellent” teacher definition (1. Deep Content Knowledge, 2. Professional Development, 3. Deep Pedagogy, 4. Disposition, and 5. Positive Student Outcomes). Additionally, an “excellent” principal will demonstrate:

1. Positive Student Outcomes - Increases student growth and positive student outcomes

As measured by:

Principal Evaluation Criteria – Level 3 Proficient or Level 4 Distinguished in:

- Criteria 2 – Demonstrating a commitment to closing the achievement gap.
- Criteria 4 – Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.
- Criteria 6 – Monitoring, assisting and evaluating effective instruction, and assessment practices.

2. Managing the School and Leading with Vision

As measured by:

Principal Evaluation Criteria – Level 3 Proficient or Level 4 Distinguished in:

- Criteria 1 – Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
- Criteria 7 – Managing both staff and fiscal resources to support student achievement and legal responsibilities.

Stakeholder Engagement and Feedback

In order to meaningfully engage with stakeholders and provide multiple opportunities for feedback, OSPI engaged in stakeholder meetings, conducted focus groups, and employed a working conditions survey. The stakeholders identified in the table below represent key components of the educational system and/or consumers of public education, with a particular focus on the both educators and communities of color. OSPI met with all of the stakeholder groups to present the Ensuring Equitable Access to Excellent Educators Initiative, explain the guidance and requirements of the Equity Plan and share the feedback options for the group to select to participate in.

The focus group protocol was developed to lead stakeholders through a review of the Equity Data Profiles, identify root causes of the unique equity gaps within Washington and collaborate on strategies targeted to the root causes. The focus group protocol was designed with simple step-by-step instructions, templates for feedback, and a summary document in order to allow any group to facilitate the focus group on their own or to request facilitation by OSPI.

The Washington Educator Working Conditions Survey (see Appendix B) was modeled after North Carolina's Teacher Working Conditions Survey (NCTWC) which was developed with the American Institutes of Research. The purpose of the survey was to gather input on working conditions in schools from teachers, educational staff associates, paraeducators, principals/assistant principals, district administrators, and parents/guardians/community members. The survey was divided into five categories of questions, including: parent and community involvement, leadership, professional learning, classroom support, and safety.

The Equity Plan Leadership reviewed the stakeholder feedback from the focus groups and the Washington Educator Working Conditions survey in order to determine congruence between identified root causes and consensus on proposed strategies to close equity gaps.

In order to create broad, representative and ongoing stakeholder engagement, the Equity Plan Leadership Team plans to share the final Equity Plan with the stakeholders and to engage in ongoing stakeholder coalition meetings during the implementation of the plan. Additionally, the Washington Educator Working Conditions Survey has been identified as a strategy that will be employed annually to inform policy decisions and implementation of the plan.

Required Groups of Consultation	Stakeholder Organization	Stakeholder Meeting	Focus Group	Survey
Institution of Higher Education (IHE)	<p>Alternative Routes to Certification Work Group</p> <p>The role of the work group is to discuss the future direction of the alternate routes to certification and provide guidance for future design strategies for alternate route programs.</p>			
Administrators and LEAs	<p>Association of Educational Service Districts (AESD) and School District Representatives (LEAs)</p> <p>AESD Represents Washington’s Nine Educational Service Districts. ESDs were formed when individual County Superintendent of School offices were consolidated and reorganized to reduce duplication, equalize educational opportunities, and provide a more effective reporting and accountability system to the state legislature.</p>			
Principals	<p>Association of Washington State Principals (AWSP)</p> <p>AWSP is governed by a 27-member Board of Directors that includes the AWSP president, president-elect and past president; the component board presidents and officers; AWSP executive staff; and liaisons from other K–12 education agencies and associations. The board president rotates among elementary, middle and high school component boards. Board meetings are held quarterly around the state.</p>			

Required Groups of Consultation	Stakeholder Organization	Stakeholder Meeting	Focus Group	Survey
<p>Organization representing English Language Learners</p>	<p>Bilingual Educational Advisory Committee (BEAC) With the involvement of parents, educators, and community, BEAC is committed to addressing the unique needs of students from linguistically and culturally diverse backgrounds and to help them achieve the high content and performance standards expected of all students in Washington State. The program helps English Language Learners (ELLs) to become proficient in English and to meet state learning standards. Created in 1979, the program serves about eight percent (8%) of the state’s student population.</p>			
<p>Teacher Preparation Entity</p>	<p>Center for Strengthening the Teaching Profession (CSTP) CSTP supports student achievement through a focus on teaching excellence. We don’t believe good teaching happens by accident, but that high-quality teaching occurs when there is a strong system and a strong profession that supports teachers. CSTP is a unique, innovative and independent Washington state nonprofit organization that helps build a strong, supported and effective teaching force for Washington’s students. Since 2003, we have and continue to promote state and local policies and practices to help thriving, professional educators positively impact student learning.</p>			

Required Groups of Consultation	Stakeholder Organization	Stakeholder Meeting	Focus Group	Survey
Community Based Organization and Civil Rights Organization	<p>Commission on African American Affairs</p> <p>The most important challenge facing the Black community today is the education of our children. Too many of our children drop out or are pushed out of school before earning a high school diploma. Black youth who stay in school have average test scores below those for White and Asian students. Black students who go on to two-year and four-year colleges and universities are less likely to graduate than those in other ethnic groups.</p>			
Community Based Organization and Civil Rights Organization	<p>Commission on Asian and Pacific American Affairs (APA)</p> <p>The mission of this commission is to improve the well-being of Asian Pacific Americans by ensuring their access to participation in the fields of government, business, education, and other areas. (Chapter 43.117 RCW). Over the past 40 years, the Commission on Asian Pacific American Affairs has engaged in advocacy, community education, and outreach, as well as interagency and community collaborations to improve the well-being of the APA communities.</p>			
Community Based Organization and Civil Rights Organization	<p>Commission on Hispanic Affairs</p> <p>The Washington State Commission on Hispanic Affairs (CHA) was created by a Governor's Executive Order and established in statute in 1971. As mandated by the state legislature, the Commission's functions are to improve public policy development and the delivery of government services to the Hispanic community.</p>			

Required Groups of Consultation	Stakeholder Organization	Stakeholder Meeting	Focus Group	Survey
<p>SEA, House and Senate Education Committee, Commissions, and Office of the Governor Education Ombuds</p>	<p>Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) The committee is charged by RCW 28A.300.136 to synthesize the findings and recommendations from the five 2008 Achievement Gap Studies into an implementation plan and recommend policies and strategies to the Superintendent of Public Instruction, the Professional Educator Standards Board and the State Board of Education. The statute requires OSPI to identify school districts that have the most significant achievement gaps among subgroups of students and for large numbers of those students, and districts that should receive priority for assistance in advancing cultural competency skills in their workforce.</p>			
<p>Tribal Nations of Washington State</p>	<p>Office of Indian Education The Office of Native Education advocates for the academic success of all students. We create and promote strategies that integrate the teaching of Native American history, culture, language, and government. Educators in Washington’s schools look to our staff for leadership and technical assistance.</p>			
<p>Teacher Preparation Entity</p>	<p>Professional Educator Standards Board (PESB) The purpose of PESB is to establish policies and requirements for the preparation and certification of education professionals. The PESB also serves as an advisory body to the Superintendent of Public Instruction on issues related to educator recruitment, hiring, mentoring and support, professional growth, retention, evaluation, and revocation and suspension of licensure.</p>			

Required Groups of Consultation	Stakeholder Organization	Stakeholder Meeting	Focus Group	Survey
LEAs (other staff and teacher representatives)	<p>Public School Employees Union (PSE) Public School Employees of Washington (PSE) is a labor union dedicated exclusively to representing classified educational support professionals in Washington State’s public education system. Our 26,000 members play a vital role in the operation of preschool, K–12 and universities throughout the state.</p>			
State Board	<p>State Board of Education (SBE) The mission of the State Board of Education is to lead the development of state policy for K–12 education, provide effective oversight of public schools, and advocate for student success.</p>			
Governor’s Office, SEA, WEA, AWSP, WSSDA, WA PTA, and LEAs	<p>Teacher and Principal Evaluation Program Steering Committee (TPEP) The Teacher/Principal Evaluation Pilot was born out of Engrossed Second Substitute Senate Bill 6696 during the 2010 legislative session. The evaluation provisions in the bill were part of a larger reform effort made during Washington’s Race to the Top application. The bill created our pilot projection and moved the state from a two-tiered system of unsatisfactory to a four-tiered evaluation system. In addition to moving to a four-tiered system, the legislation created eight new criteria for teachers and principals to be evaluated upon, with common themes tying the criteria for teachers and principals together.</p>			

Required Groups of Consultation	Stakeholder Organization	Stakeholder Meeting	Focus Group	Survey
Teacher Preparation	<p>The Washington Association of Colleges for Teacher Education (WACTE)</p> <p>The purpose of the Washington Association of Colleges for Teacher Education is to provide leadership on issues related to professional education, with primary focus on teacher education. This purpose is pursued through activities which: a) promote effective public policy regarding professional education, b) enhance and improve professional education programs at member institutions, and c) enhance the professional effectiveness of members.</p>			
LEAs (Administrators)	<p>Washington Association of School Administrators (WASA)</p> <p>WASA's membership includes more than 1,600 members and is open to all educational administrators in central office, building management, and educational agency positions. The Washington Association of School Administrators (WASA) is an organization for professional administrators that is committed to leadership.</p>			
Non-profit, Teacher Organization, and Teacher Representatives	<p>Washington Education Association (WEA)</p> <p>The mission of the Washington Education Association is to advance the professional interests of its members in order to make public education the best it can be for students, staff, and communities.</p>			
Non-profit	<p>Teachers United</p> <p>The mission of Teachers United is to develop great educators to become leaders for excellence in the profession and equity for students.</p>			

Required Groups of Consultation	Stakeholder Organization	Stakeholder Meeting	Focus Group	Survey
<p>Organization Representing Students with Disabilities.</p>	<p>Washington Partnerships for Action - Voices for Empowerment (PAVE) PAVE, a parent organization, works to advance our mission by providing support, advocacy, training and informational resources to empower individuals with disabilities and their families. The impact we seek is to improve the quality of life and advocacy skills of families and individuals with disabilities. By serving parents/caregivers, families/relatives, individuals with disabilities and/or special needs and professionals in Washington State through a range of programs and services and internationally through STOMP, the Specialized Training of Military Parents.</p>			
<p>Parents</p>	<p>Washington State Parent Teacher Association (WA PTA) Founded in 1905, the Washington Congress of Parents and Teachers, better known as the Washington State PTA, is the largest volunteer organization in the state, with more than 138,000 members in more than 900 local units across the state. The WA PTA's vision is that every child's potential become a reality.</p>			
<p>Administration</p>	<p>Washington State School Directors Association (WSSDA) WSSDA is a trusted, respected advocate for public education and student achievement. Serving as a unified voice for local school leaders, we foster effective relationships with the Legislature, the governor's office, the superintendent of public instruction, members of Congress, federal agencies and myriad educational organizations. WSSDA's legislative reports and analyses are widely read and used throughout the education community.</p>			

Required Groups of Consultation	Stakeholder Organization	Stakeholder Meeting	Focus Group	Survey
Institution of Higher Education (IHE)	Washington Student Achievement Council (WSAC) Established as a cabinet-level state agency on July 1, 2012, the Washington Student Achievement Council provides strategic planning, oversight, and advocacy to support increased student success and higher levels of educational attainment in Washington.			
Washington State Pupil Services Personnel	Educational Staff Associate In Washington state this group is referred to as Educational Staff Associates (ESAs). This group includes: school counselors, school psychologists, social workers, school nurses, physical therapists, occupational therapists, speech and language pathologists and audiologists.			

Summary of Stakeholder Focus Group Feedback

While the option to engage in a stakeholder focus group was provided to all identified stakeholders, only a few stakeholders engaged in this option. A summary of the stakeholder focus group feedback is provided below, with both root causes identified and proposed strategies to close equity gaps.

Organization	Root Causes Identified	Proposed Strategies
Bilingual Education Advisory Committee (BEAC)	Disparity in tax base to fully fund instructional needs.	Current program is based on the “Robin Hood” strategy for school funding. Equalization of school funding needs to be state-wide.
	In equitable funding at state level. This funding fails to provide relative support for our neediest students.	Fully funded education statewide. The McCleary legislation must be implemented!
	Pay differential. Highest minority schools have lowest paid teachers.	Increase stipends for teachers that teach in minority schools. Also increase stipends for highly qualified teachers in high poverty areas.
	Teachers not highly qualified in small towns and rural areas.	State should have more oversight to recruit qualified teachers! Check before hiring teachers to make sure they have all the necessary endorsements to teach successfully.
	Geography and rural areas wear more than one hat.	Incentive funding for teachers committing to teach in rural areas for at least five years. Legislate penalties for districts that have high percentage of multi-funded positions or staff assigned to more than two sites. Professional development for teachers to update their pedagogies for teaching in challenging demographic areas.

Organization	Root Causes Identified	Proposed Strategies
Bilingual Education Advisory Committee (BEAC) (Continued)	Inadequate instrumental support for counseling and truancy.	Provide funding for counseling services and family support programs to increase student participation.
	High teacher absentee rates.	Wrap around services including preventative health care for teachers.
State Board of Education (SBE)	School leadership is a big factor in how a school is effective.	Good leadership makes for a good climate in a school. Provide professional development to administration on what an effective administrator is.
	Rural areas are more likely to have non-highly qualified and out-of-field teachers.	Create alternative pathways to certification.
Washington Association of School Administrators (WASA)	Men of color not represented in the teaching profession.	The following would help increase men of color in the teaching profession: <ul style="list-style-type: none"> • Scholarships. • Outreach Initiatives. • Federal loan forgiveness. • Instructional practices that considers all backgrounds.
	Gaps in highly qualified teacher assignments.	The following would allow more teachers to become highly qualified: <ul style="list-style-type: none"> • Use Title II funds to help teachers gain the needed endorsement to teach in the assigned areas. • Creative scheduling to allow for job imbedded training.

Organization	Root Causes Identified	Proposed Strategies
Washington Association of School Administrators (WASA) (Continued)	Lack of dual language teaching candidates.	The following would increase dual language teaching candidates: <ul style="list-style-type: none"> • Incentives to teachers to become dual language certified. • Offer professional development on minimal ability to understand different languages.
Teachers United	Teachers leave the profession because they burn out from the pressures and stress of teaching in high-needs schools.	Create teacher leadership roles and expand mentor training for teachers.
	Teachers feel frustrated in their inability and the expectation to get students with significant years of learning deficits up to grade-level expectations in one year.	Change school improvement metrics to reward growth instead of punishing for expected low-achievement.
Washington Association of Colleges for Teacher Education (WACTE)	Pay scale not reflective for ELL and Special Education teachers.	Pay more and change evaluation models (differentiate salaries).
	Candidates do not have skills to teach in poverty and low performing schools.	Create better teacher mentoring programs with incentives for both the mentor and mentee.
	Rural area makes it hard to get good teachers for certain low performing schools.	Recruiting teachers from within the communities and using alternate routes for certification.

Organization	Root Causes Identified	Proposed Strategies
Washington Association of Colleges for Teacher Education (WACTE) (Continued)	Teachers are stretched too thin in smaller schools.	Create additional funding for paraeducators.

Summary of Washington Educator Working Conditions Survey Data

The Equity Plan Leadership Team identified that working conditions were one of the key root causes to equity gaps within Washington. However, there was no source of statewide data on working conditions so the team developed the Washington Educator Working Conditions Survey. The survey was replicated from the North Carolina Teacher Working Conditions (NCTWC) survey, with additional surveys developed for both school district administrators and parents/guardians and community members. The survey was distributed to teachers, principals/assistant principals, paraeducators, educational staff associates, school district administrators and parents/guardians and community members with the assistance of the stakeholder organizations identified in the previous table. The Equity Plan Leadership Team engaged in an initial analysis of the survey data and plan to continue to analyze the data to inform the implementation of the plan and to distribute the survey annually. Additional survey data is included in the appendix.

The survey questions were organized in five areas:

1. Parent and community involvement.
2. Leadership.
3. Professional learning.
4. Classroom support.
5. Safety.

Nearly 77 percent of the respondents were teachers, constituting the majority of the responses. Only 2.2 percent of the respondents were principals, which concerned the Equity Plan Leadership team, as well as the relatively low levels of paraeducator and educational staff associate responses. Of 295 school districts within Washington, respondents from 263 districts participated in the survey.

Teachers and principals were both asked to respond to the question “which of the following best describes your immediate professional plans”. Below is a comparison of the teacher and principal responses:

Immediate Professional Plans:

Principals	
Continue as a principal at my current school	77.3%
Continue as a principal in this district but leave this school	4.7%
Continue as a principal in this state but leave this district	5.5%
Leave the principalship for another administrative position or teaching position	6.3%
Leave the principalship for personal reasons (e.g. health, family, etc.)	1.6%
Retire from principalship	3.1%
Leave the principalship for another reason	1.6%
Teachers	
Continue teaching at my current school	75.5%
Continue teaching in this district but leave this school	5.0%
Continue teaching in this state but leave this district	6.2%
Continue working in education but pursue an administrative position	2.5%
Continue working in education but pursue a non-administrative position	2.8%
Leave education entirely	8.0%

The Equity Plan Leadership Team was pleased that majority of respondents indicated that they intended on staying within the profession. However, the team plans to further disaggregate the respondent data on those who intend to leave the profession, by demographics, geographic location and school district. Additionally, the team was concerned that for teachers the option of retirement from the profession was not offered as a question and may have affected the quality of the data. The team plans to review and revise the survey questions to ensure the responses options are accurate.

All respondents were asked which teaching conditions were the most important in promoting student learning. As indicated in the table below, the conditions were ranked differently by different respondents (1 – most important, 9 – least important).

An additional question was also asked of all respondents; to identify which teaching conditions they believe most affects a teacher's willingness to continue teaching in a school.

The Equity Plan Leadership Team reviewed these tables and noticed that many of the strategy areas they had identified as being crucial were also identified by the survey respondents. The team plans to do a more detailed analysis of the working conditions data in each category of the survey (Parent and Community Involvement, Leadership, Professional Learning, Classroom Support, and Safety).

Review of Research

The Equity Plan Leadership team reviewed relevant research briefs prepared by Education Northwest on teacher working conditions; recruitment, induction and retention; and principal leadership. Additional research meta-analyses prepared by the Washington State Institute for Public Policy for the Compensation Technical Working Group on the effect of mentoring and induction programs; professional development; hard-to-fill schools and positions, and teacher turnover were also reviewed. The national research confirmed the experiences and expertise of both the Equity Plan Leadership Team and the feedback received by stakeholder groups about the reasons and contributing factors to the inequitable access to teachers. Specifically, the issue of teacher turnover in schools with high percentages of students of color and students disrupts, “efforts to build a strong organizational culture, makes it difficult to develop and sustain coordinated instructional programs and makes it impossible to ensure that students in all classrooms have effective teachers.”⁶ However, the research suggests that while economics and teacher preferences may play a role in teacher decisions about where they chose to teach, an “alternative explanation is that teachers who leave high-poverty, high-minority schools are rejecting the dysfunctional contexts in which they work, rather than the students that they teach.”⁷ Both the Equity Plan Leadership Team and multiple stakeholder groups identified that improving teaching working conditions, providing targeted professional development and supports and strengthening the preparation of teachers would reduce teacher turnover. Indeed, the research confirmed that teachers choose to stay, “longer in schools that have a, “positive work context, independent of the schools’ student demographic characteristics” and remain “because of the school’s culture, the principal’s leadership, and the relationships among colleagues.”⁸

The role of leadership on the equitable access of educators was also reviewed, with research suggesting that the supportive context in which teachers work is a factor in which schools teachers stay in. Principals with strong leadership skills and the ability to create “relational trust” between “various role relationships within the school—including teachers with students, teachers with other teachers, teachers with parents, and teachers with their school principal” and “the degree of ‘relational trust’ in these day-to-day relationships is crucial” and has a “powerful impact that the quality of social exchanges on a school’s capacity to improve.”⁹ Research has indicated that “principals are central to school improvement and to teacher satisfaction,”¹⁰ with additional research focused further unpacking of the complexities of the working conditions in schools and their effect on teacher and principal retention and student achievement.

⁶ The Qualitative Factors that Affect Teacher Distribution. Northwest Comprehensive Center at Education Northwest. Basha Krasnoff. 2015. p. 2

⁷ Ibid, p. 2

⁸ Ibid, p. 3

⁹ Ibid, p. 4

¹⁰ Ibid, pg. 5

Equity Gap Data Analysis

The Equity Plan Leadership Team worked with a data team within the Office of Superintendent of Public Instruction (OSPI) to design the equity gap data analysis. The team was interested in creating a method of ranking and visually displaying equity gaps (access to unqualified, inexperienced, and out-of-field teachers) by disaggregated student categories (race/ethnicity, students in poverty, and students receiving Special Education or English language learner services). The equity gap data analysis disaggregates the access rates of different student categories by the following units: state, educational service district (ESD), school district, and school building.

Key Terms and Metrics

According to the U.S. Department of Education, an equity gap is the difference between the rates at which students from low-income families or students of color are educated by excellent educators at the rate at which other students are educated by excellent educators. As a counter category to excellent educators there are unqualified, inexperienced, or out-of-field teachers (See Table 1 for definitions). States must at a minimum address unqualified, inexperienced, or out-of-field teachers to identify equity gaps by using school or student level data. The information including indices and methodology described here is applied to school year 2013–14 data to identify the equity gap(s).

Indices used to identify equity gaps are Teacher and Student categories. The Teacher category includes unqualified, inexperienced, and out-of-field teachers. The Student category includes five student groups used in our state for federal accountability: All Students (ALL), Free and Reduced Price Lunch status (FRL), Special Education Program (SPED), English Language Learner (ELL), and Minority (MNR); aggregated number of Race/Ethnicity subgroups excepting White). Race/Ethnicity is further broken down by subgroup (White, Hispanic/Latino, Asian, Black/African American, American Indian/Alaskan Native, Native Hawaiian/Other Pacific Islander, and Two or More Races). Located in this document is a chart (labeled Abbreviation of Teacher and Student Categories), this chart shows the abbreviations of Teacher and Student categories. In order to identify the trend(s) of the equity gap's occurrence with respect to these two indices the percent of Title I schools (for school level Boolean variable (Y or N) is used to indicate Title I building in each school) and geographic location (from 1: Urban, 2: Suburban, 3: Town and 4: Rural).

To identify equity gaps, we compared the percent of each Student category to each of the student subgroups statewide taught by inexperienced and out-of-field teachers (20 percent) and all of the student subgroups statewide taught by unqualified teachers (10.5 percent). Also, we compared these categories by geographic location, percentage of Title I schools, average total salary, average base salary, and average supplemental compensation to identify the trend(s) of the equity gap occurrence.

Since the head count of teachers and students are positively correlated to school size, these categories are weighted by the total number of teachers or the total number of students in each school. For instance, percent of inexperienced teachers = head count of inexperienced teachers/total number of classroom teachers per school, and percent of FRL students = head count of FRL students/total number of students per school. Table 1 below is a list of the Teacher category indices, with definitions and the arithmetic formulas where applicable. Table 2 below is an example of the head count and percent by teacher category.

Table 1: A List of Indices of Teacher Category with Definition and Arithmetic Formula

Definition	Arithmetic formula
<p>Core Academic Classes*: Fourteen core academic classes defined by the Elementary and Secondary Education Act (ESEA): Mathematics, Science, History, Geography, Civics/Government, Elementary Curriculum, Economics, Foreign (World) Languages, Reading, English/Language Arts, Music, Visual Arts, Dance, and Theatre.</p>	<p>N/A</p>
<p>Classroom Teacher (CRT)*: Classroom Teacher data includes individuals serving in a role reported to the apportionment system (S-275) as assigned to a duty root. Duty root is the first two digits of the duty code to identify the duty category. In this case, our focus is the classroom teachers who assigned to teach students from kindergarten to grade 12 (K–12); teachers with a duty root of 31 (Elementary Teacher), 32 (Secondary Teacher) or 33 (Other Teacher). This data does not include duty root 63 (Contractor Teacher) or duty root 52 (Substitute Teacher).</p> <p>Head Count of Classroom Teacher: Head count of classroom teachers is a summation of highly qualified teacher (HQT) and not highly qualified teacher (NotHQT).</p>	<p>N/A</p>
<p>Highly Qualified Teacher (HQT)*: Highly Qualified Teacher data includes classroom teachers of core academic subjects who must meet the following three criteria:</p> <ol style="list-style-type: none"> 1. Hold at least a bachelor’s degree. 2. Hold full state teacher certification. 3. Demonstrated knowledge of subject matter and skill in the area assigned to teach. <p>Head Count of Highly Qualified Teacher: Since highly qualified teachers must demonstrate knowledge of subject matter and skill in the area, the head count of highly qualified teacher is based on highly qualified core content area(s), not an individual teacher.</p>	<p>HQT % = (HQT/CRT)*100</p>

* Reference: OSPI Report Card Glossary

Table 1: A List of Indices of Teacher Category with Definition and Arithmetic Formula (Cont'd)

Definition	Arithmetic formula
<p>Not Highly Qualified Teacher (NotHQT): Not Highly Qualified Teachers are classroom teachers of core academic subjects who do not meet the three criteria above for HQT.</p> <p>Head Count of Not Highly Qualified Teacher: Head count of not highly qualified teacher is based on not highly qualified core content area(s) assigned to teach.</p>	<p>NotHQT % = $(\text{NotHQT}/\text{CRT}) * 100$</p>
<p>Inexperienced Teachers (INX): Inexperienced Teacher data includes classroom teachers who have less than or equal to five years teaching experience and classified as HQT or NotHQT.</p> <p>Head Count of Inexperienced Teachers: Since many classroom teachers teach in multiple schools, head count of Inexperienced teacher is a duplicated count (if any) of Inexperienced teachers in each school they are assigned to teach.</p>	<p>INX % = $(\text{INX}/\text{CRT}) * 100$</p>
<p>Out-of-Field Teacher (OTF): An out-of-field teacher is a teacher assigned to teach core academic classes but who is not properly endorsed in the subject(s).</p> <p>Head Count of out-of-field teacher: The count of out-of-field teacher is the number of classes taught by an out-of-field teacher.</p> <p>Denominator for calculating percent of out-of-field teacher: Since the head count of out-of-field teachers is based on the number of classes which are taught by out-of-field teachers, the denominator for calculating percent of out-of-Field Teacher is the total number of core content classes scheduled in a school (TCS).</p>	<p>OTF % = $(\text{OTF}/\text{TCS}) * 100$</p>

* Reference: OSPI Report Card Glossary

Table 2 Example of head count and percent of CRT, HQT, NotHQT, and OTF in School Z

Teacher Name	HQ Content Area: Grade Level	Not HQ Content Area: Grade Level	In Field Content Area: Grade Level –SecID*	Out-of-Field Content Area: Grade level – SecID*
Teacher A	Reading: K12 Music: K12	Math:4	Reading: 1 -Sec 1 Reading: 1 -Sec 2 Reading: 2 -Sec 1 Reading: 2 -Sec 2 Reading: 3 -Sec 1 Music: 9 -Sec 1 Music: 9 -Sec 2 Music: 10 -Sec 1 Music: 10 -Sec 2	Math: 4 -Sec 1 Math: 4 -Sec 2 Math: 4 -Sec 3
Teacher B	Science: 4-9 Math: 4-9	Math:12	Science: 4 -Sec 1 Science: 4 -Sec 2 Math: 8 -Sec 1	Math:12 -Sec 1 Math:12 -Sec 2 Math:12 -Sec 3
Teacher C	History: K-8	Geography: 10	History: 5 -Sec 1 History: 5 -Sec 2 History: 6 -Sec 1 History: 7 -Sec 1	Geography: 10 -Sec 1 Geography: 10 -Sec 2
Head Count (Numerator)	5	3	16	8
Total Count (Denominator)	Classroom Teacher (CRT) = 8		Core content classes scheduled (TCS)= 24	
Percent	$(\text{HQT}/\text{CRT}) * 100$ $= (5/8) * 100$	$(\text{NotHQT}/\text{CRT}) * 100$ $= (3/8) * 100$	N/A	$(\text{OTF}/\text{TCS}) * 100$ $= (4/24) * 100$

*SecID: Section ID used for identification of a unique occurrence of a class/staff/location. The section ID is intended to uniquely identify each class/period of students that occur (Reference: OSPI Comprehensive Education Data and Research System Data Manual)
The entire business rules for the Equity Gap Data Analysis are in Appendix F.

Data Analysis and Findings

The equity gap data analysis using disaggregated data is performed by state, educational service district, school district and school. In order to identify the equity gap and its trend of occurrence, data analysis is performed following the below process.

I State Level Data Analysis

1. Overview of students and teachers' characteristics in state.
2. High priority equity gaps in state.
3. Trend of equity gap occurrence in state.

II Educational Service District Level Data Analysis

(Equity gap profile by Educational Service District)

1. Overview of each educational service district.
2. High priority equity gaps in each educational service district.
3. Trend of equity gap occurrence within each educational service district.

The extensive equity gap data analysis with disaggregated data by state, educational service district, school district, and school is located at the link below, which is open to public

<http://www.k12.wa.us/TitleIIA/EquitableAccess/default.aspx>.

School Score Range by Teacher Categories

In order to visually identify equity gaps, the distribution of student access rates to unqualified (NotHQT), inexperienced (INX) and out-of-field (OTF) teachers was indexed. The range of school score by teacher categories (INX and OTF) are based on an equal allocation of students into five different school scores in the state level, not quintiles. For unqualified teachers (NotHQT), since there are too many schools which do not have any unqualified teachers (NotHQT), 620,353 students (58.6 percent of student population) are allocated to school score I. This causes an unequal allocation of students into five different school scores. However, it is still possible to allocate students from schools with unqualified teachers (NotHQT) into four different school scores (II - V). A summary of the index is provided on the next page.

Cut Points of School Score: There are about 1,000,000 students who enrolled in K–12 public schools in Washington state. Statewide, 20 percent of the students are in the School Score. When allocating students into five sections (School Scores) equally (i.e., 200,000 students), the cut point may land in the middle of the same percentage of Teacher Category. When this happens, all the students in that same percentage of Teacher Category are moved into the lower School Score.

School Score	NotHQT		INX		OTF		Note
	Min	Max	Min	Max	Min	Max	
I	0	0	0	10.7	0	3.7	Lower % of NotHQT, INX, or OTF in a school Higher % of NotHQT, INX, or OTF in a school
II	0.1	3.4	10.8	15.8	3.8	7.8	
III	2.5	5.3	15.9	20.9	7.9	11.4	
IV	4.4	8.7	21.0	28.1	11.5	16.9	
V	7.9	100.0	28.2	100.0	17.0	100.0	

Equal Number of Allocation of Students into School Scores (I - V)

When students are classified into five different School Scores in state level it is important to equally allocate students into these School Scores; so that we can compare the percentage of student categories to the percentage of the allocated students in each School Score by state level, educational service district level, school district level, or school level. The percentage of the allocated students in each School Score is the threshold to identify the equity gap. Allocation of students into five school scores is performed in state level only, so that we can see a different percent of students in each School Score by each ESD and school district. For unqualified teacher category (NotHQT), however, there are too few students taught by unqualified teachers (NotHQT) (i.e. 58.6 percent of students are in schools without any NotHQT) to allocate students equally. Therefore, the percent of the allocated students in each School Score by each School Score is not 20 percent, which is 58.6 percent in school score I, 10.2 percent in School Score II, 10.3 percent in School Score III, 10.4 percent in School Score IV, and 10.5 percent in School Score V. However, we can still compare the percent of the student subgroups to the percent of all students in the state level by each School Score. For example, when we compare the percent of students’ subgroups in School Score V we can first compare each student subgroup’s percentage to the state level percentage of all students in School Score V which is 10.5 percent. If the percentage of student subgroup is more than 10.5 percent it means that the student subgroup is more likely taught by a teacher category compared to the state level of all students, which indicates there exists an equity gap. The severity of the equity gap is based on the percentage of student subgroups. This equity gap is described below.

Range of Student Subgroups’ Percent in School Score Level V - Severity of equity gaps -

1) Students taught by inexperienced (INX) and out-of-field (OTF) teachers

The key to identify equity gaps is to compare the percent of student subgroups taught by inexperienced (INX) and out-of-field (OTF) teachers to the percent of all statewide student subgroups which is 20 percent. In order to highlight the severity of the equity gaps among student subgroups taught by inexperienced (INX) and out-of-field (OTF) teachers, the five gradients of red color on percent of student subgroups in School Score Level V was indexed. A summary of the index is provided on the next page.

Severity of equity gap	Subgroup percent		Note
	Min	Max	
	0	22.9	Almost the same portion of students in subgroups are taught by inexperienced (INX) and out-of-field (OTF) teachers compared to the portion of the state levels of all students in School Score V (20 %)
	23.0	29.9	
	30.0	34.9	
	35.0	39.9	
	40.0	61.0	

2) Students taught by unqualified teachers (NotHQT)

The key to identify Equity Gaps is to compare the percent of student subgroups taught by unqualified teachers (NotHQT) to the percent of all the statewide student subgroups which is 10.5 percent. In order to highlight the severity of the equity gaps among student subgroups taught by unqualified teachers (NotHQT), the five gradients of red color on percent of student subgroups in School Score Level V was indexed. A summary of the index is provided below.

Severity of equity gap	Subgroup %		Note
	Min	Max	
	0	12.9	Almost the same portion of students in subgroups are taught by unqualified teachers (NotHQT) compared to the portion of the state levels of all students in School Score V (10.5 %)
	13.0	19.9	
	20.0	24.9	
	25.0	29.9	
	30.0	100.0	

Keys to Identify Equity Gaps in a Table

Equity Gap is the difference between the percent of subgroups that are taught by an inexperienced teacher. In order to identify severe equity gaps, it is effective to focus on the percent of student subgroup in School Score V which have a higher percentage of unqualified, inexperienced and out-of-field teachers, and compare the percent of student subgroup to the percent of the state levels of

all student groups at the state level. In a table the comparison is performed vertically. When equity gap(s) exists a cell with a percent of student subgroup is highlighted with the five gradients of red color depending on the percent of student subgroups in School Score Level V.

Indication of Actual Gaps

With respect to inexperienced teachers (INX), for example, 20 percent of the state levels of all the students are taught by a high percentage of inexperienced teachers (School Score V), while 33.9 percent of students in English Language Learner services (ELL) are taught by a high percentage of inexperienced teachers. The difference between the state level of all students and students in ELL is 12.2 percent.

External Factors and Internal Factors

In addition to the main indices, three categories including Title I, Title I percent, and Geo (Geographic Location range from 1: Urban through 4: Rural) are located in the table below. The table shows their value and a description of each category. These categories are classified as external factors. On the other hand, conditions/context regarding the local school district or school context and school district and school leadership are classified as internal factors, which includes teachers’ working conditions, teacher turnover rate, hiring practices, improvement status, and student achievement index. These internal factors are not available at this time. However, we are planning to explore analyzing equity gaps including the internal factors in the future.

External Factor	Value	Note
Title I	Y	School is Title I building
	N	School is NOT Title I building
Title I %	%	Percent of Title I building in the state, each ESD, or school district
Geo* (Geographic Location)	1	Urban
	2	Suburban
	3	Town
	4	Rural

Geo*: Geographic Location used to indicate urbanity level from urban area through rural area based on population and distance from geographic boundary such urban area

Abbreviation of Teacher and Student Categories

Category	Abbreviation	Source
Teacher category	NotHQT	Unqualified teacher
	INX	Inexperienced teacher
	OTF	Out-of-field teacher
Student Subgroup	ALL	All student (including students in subgroup(s) and not in subgroup)
	FRL	Free Reduced Price lunch
	ELL	English Language Learner
	SPED	Special Education
	MNR	Minority (Aggregated number of subsets of race/ethnicity excluding White)
Race/Ethnicity	White	White
	Hisp	Hispanic/Latino
	Asian	Asian
	Black	Black/African American
	Amln	American Indian/ Alaskan Native
	Pcls	Native Hawaiian/Other Pacific Islander
	MRCs	Two or More Races

I State Level Data Analysis

Procedure of Data Analysis in the State Level

The data analysis is performed to evaluate higher priority equity gaps and potential factors associated with identified equity gaps in the state level. There are three processes to evaluate equity gaps:

- 1. Overview of students and teachers' characteristics in Washington state**
 The overview of geographic characteristics, student subgroups' composition, and characteristics of teacher categories in the state.
- 2. High priority equity gaps in Washington state**
 High priority equity gaps in the state by comparing the percent of each subgroup to the percent of the state level of all the students by highly qualified (HQT), unqualified (NotHQT), inexperienced (INX), and out-of- field (OTF) teachers.
- 3. Trend of equity gap occurrence in Washington state**
 Evaluate potential associations between identified equity gaps and external factors in each educational service districts by building a multiple regression model using backward selection.

Summary of findings in the State Level Data Analysis

High priority equity gaps in the state level: In the state level, almost all student subgroups have a higher access rate to inexperienced teachers compared to that of the state level of all students. Especially, Black students have the highest access rate to inexperienced teachers followed by Asian students,

Hispanic students, and Pacific Islander students. With respect to unqualified teachers, Black students, Hispanic students, and students in poverty (FRL), especially American Indian students, have higher access rate compared to that of the state levels of all the students. While, students in English Language Learner services (ELL), students with two or more races, and Pacific Islander students have a higher access rate to qualified teachers compared to that of the state levels of all the students. American Indian students have a unique distribution with respect to qualified and unqualified teachers. American Indian students tend to be either in schools with more qualified teachers or in schools with more unqualified teachers. The access rate to out-of-field teachers is apparently proportional among all student subgroups. In the state level, high priority equity gaps is the access rate to inexperienced teachers for several minority students, especially, Black students, Asian students, Hispanic students, and Pacific Islander students. However, it is assumed that many equity gaps and their trends can be identified by breaking down data by educational service districts and external factors because there are large variations regarding composition of student subgroups, teacher categories, and five external factors across state.

Trend of equity gap occurrence across educational service districts:

In state level, the percentage of unqualified (NotHQT) and out-of-field (OTF) teachers is higher in rural areas as compared to urban areas, suburban areas, and town areas. The percentage of inexperienced (INX) teachers is higher in urban and suburban areas. American Indian students have a higher percentage of unqualified teachers (NotHQT) in a rural area and suburban area. With respect to the percentage of student subgroups taught by each teacher category, all student subgroups in urban areas are less likely taught by out-of-field (OTF) teachers as compared to rural areas. Especially, in rural all student subgroups (except students in ELL) are more likely taught by out-of-field (OTF) teachers. ELL and Pacific Islander students are taught by out-of-field (OTF) teachers and are more likely to be in schools in a rural area. There are statistical evidences that almost all student subgroups are taught by out-of-field (OTF) teachers and are more likely to be in a rural area. American Indian students in a suburban area, especially in a rural area, are more likely taught by unqualified teachers (NotHQT). In urban area, Black students have a relatively higher percentage of unqualified (NotHQT) and inexperienced (INX) teachers. Students in ELL and Hispanic students have a higher percentage of inexperienced teachers (INX) in all areas. In urban areas all student subgroups (except White students) have a high percentage of inexperienced teachers (INX). In the state level, White students in urban areas are less likely taught by inexperienced teachers (INX) as compared to other student subgroups. There are statistical evidences that all student subgroups taught by inexperienced teachers (INX) tend to be in schools with more base salaries. The team believes that rural and remote locations are more difficult to attract, recruit and retain teachers, specifically in-field teachers. The team is concerned that this salary inequity is the primary driver of equity gaps in Washington state and that fully funding compensation is necessary for all school districts to have an equal hiring capacity to recruit and retain experienced, highly qualified and in-field-teachers.

Overview of students’ and teachers’ characteristics in Washington state

For the equity gap data analysis, the 2013–14 school year’s teachers and students data was used. In Washington state, there are 2,149 schools, 62,072 class room teachers, 1,057,946 students in K–12 education system for 2013–14 school year. In the state, there are nine educational service districts (ESDs) and 295 school districts. The equity gap data includes one more educational service district named “Other” which is composed of skill centers, institutions, juvenile detention centers, school for the deaf, and school for the blind. The count of students and classroom teachers for each educational service district is in the table below.

Educational Service District	Count SDs*	Count Schools	Count Students	Count CRTs**
Educational Service District 101	59	256	89,947	6,055
Educational Service District 105	25	122	62,245	3,658
Educational Service District 112	30	192	99,274	5,938
Educational Service District 113	44	177	71,093	4,217
Olympic Educational Service District 114 (ESD 114)	15	106	47,004	3,017
Puget Sound Educational Service District 121 (ESD 121)	35	701	408,114	22,812
Educational Service District 123	23	128	70,352	3,996
North Central Educational Service District 171 (ESD 171)	29	121	45,780	2,974
Northwest Educational Service District 189 (ESD 189)	35	318	162,980	9,132
Other	8	28	1,157	273
Total	303	2,149	1,057,946	62,072

*SDs: School Districts

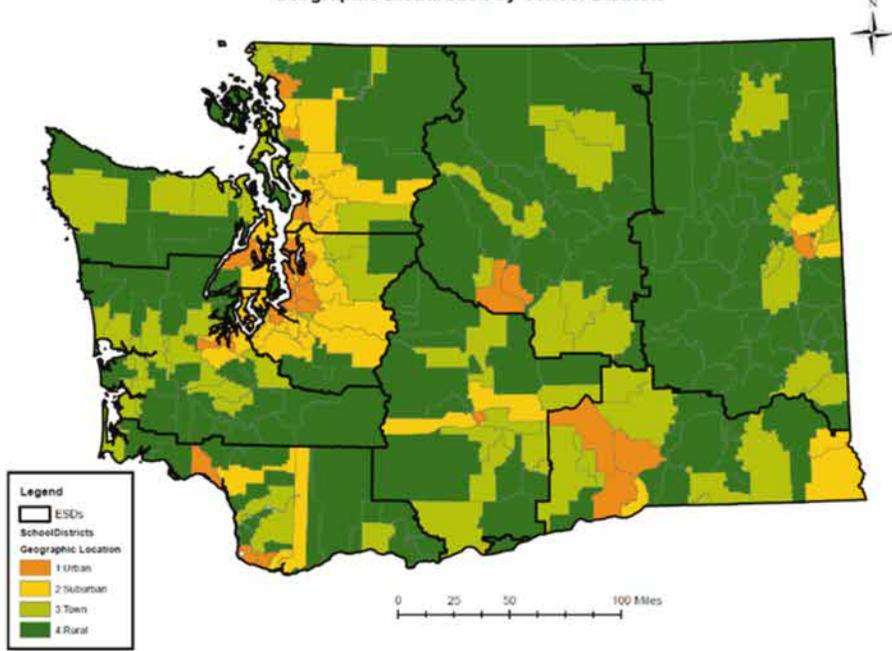
**CRTs: Classroom teachers

In the state level, composition of geographic locations including urban, suburban, town, and rural areas are 24.4 percent, 34.1 percent, 13.2 percent, and 26.3 percent, respectively. The composition of geographic locations is varied across educational service districts. There are apparently four educational service districts, ESD 101, ESD 105, ESD 113, and ESD 171 that are located in rural areas, which is composed of over 60 percent of town and rural areas.

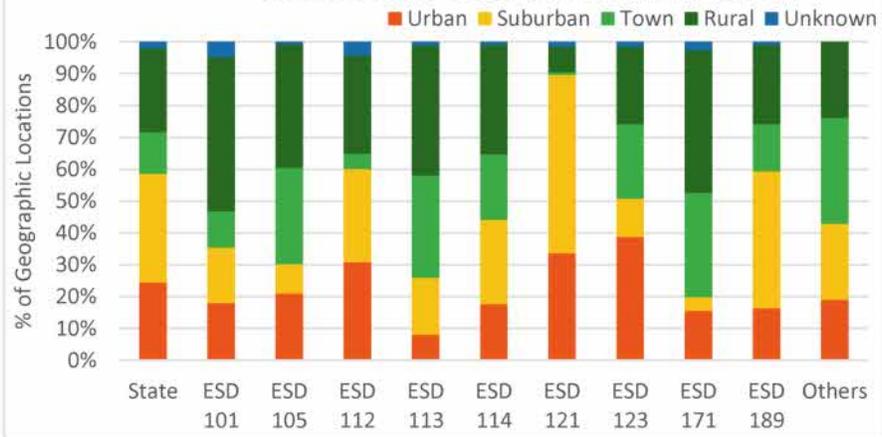
The average percentage of Title I buildings in the state is 44.2 percent. While the average percentage of Title I buildings largely fluctuates across educational service districts. Especially, in educational service districts 105 where 81.5 percent of schools are served as title I buildings.

With respect to the average composition of students’ subgroups in the state level, 46.8 percent of students are in free reduced price lunch (FRL), and 42.1 percent of students are minority students (MNR) followed by 12.1 percent of students in a special education programs (SPED) and 9.5 percent of students in English Language Learner (ELL) programs. Student in free reduced price lunch (FRL) and minority

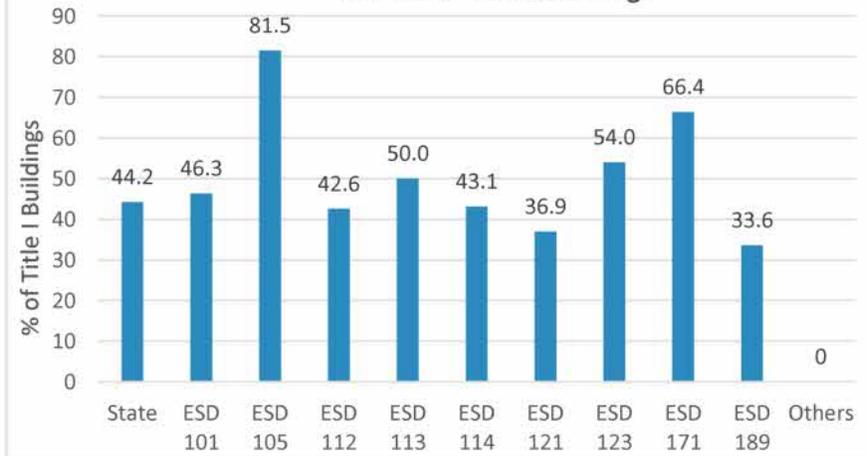
Geographic Distribution by School Districts

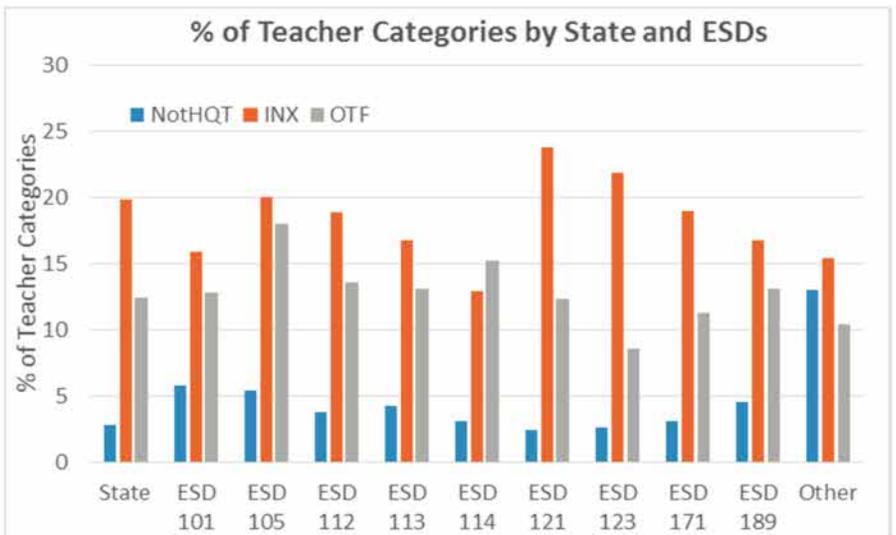
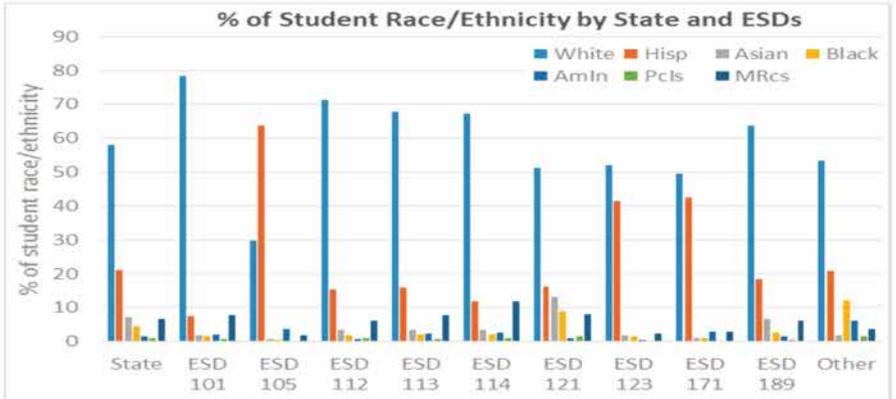
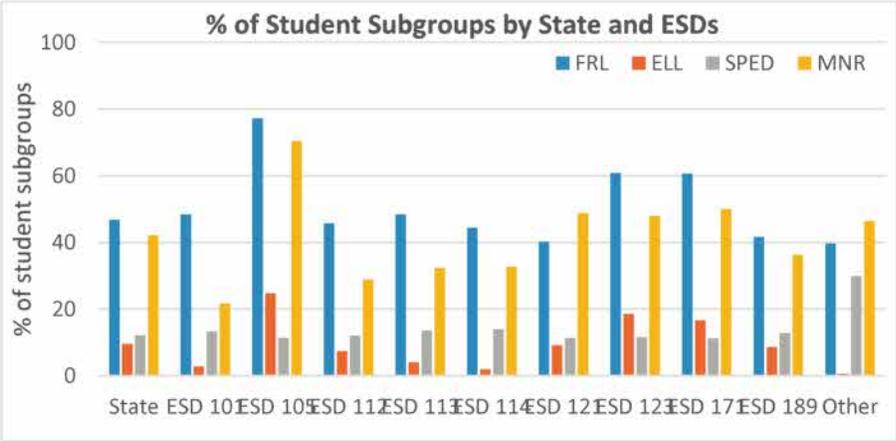


Proportions of Geographic Locations by ESDs



Percent of Title I Buildings





1. High priority equity gaps in state level

State level data analysis is performed to evaluate high priority equity gaps in the state level by comparing the percent of each subgroup to the percent of the state levels of all the students by highly qualified (HQT), unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers.

State Level: Student Access Rates to Highly Qualified Teachers (HQT)

In the state level, students in English Language Learner services (ELL), students with two or more races, and Pacific Islander students have a greater access to qualified teachers. In schools with a higher percentage of qualified teachers (School Score V), as compared to 58.6 percent of all students who are taught by a high percentage of qualified teachers, 65.2 percent of students in ELL, and 62.8 percent of students with two or more races, and 61.7 percent of Pacific Islander students are taught by a higher percentage of qualified teachers, a difference of 6.6 percent, 4.2 percent, and 3.1 percent, respectively. This represents a positive disproportionality. These student subgroups have more access than other students to highly qualified teachers. A percentage of these student subgroups are increasing along School Score from I to V, which indicated that a higher percentage of these student subgroups tend to be in schools with more qualified teachers statewide. On the other hand, American Indian students, Black students, Hispanic students, and student in poverty (FRL) tend to be in either schools with more qualified teachers or schools with less qualified teachers statewide.

HQT						Unit: %
RankHQT	I (Low)	II	III	IV	V (High)	Actual Gap
AvgPctHQT	84.5	94.1	96.6	98.2	100.0	
Min	0.0	92.2	95.7	97.3	100.0	
Max	92.0	95.7	97.3	98.9	100.0	
ALL Student	10.5	10.4	10.3	10.2	58.6	
FRL	11.5	10.3	10.4	8.9	58.9	
ELL	8.9	8.0	12.4	5.5	65.2	6.6
SPED	10.5	10.3	9.8	9.4	60.0	
MNR	11.3	10.4	11.5	9.5	57.3	
White	9.9	10.4	9.5	10.7	59.6	
Hisp	12.3	9.9	10.9	9.4	57.6	
Asian	9.6	11.4	14.3	11.2	53.4	
Black	12.7	12.2	12.2	9.7	53.3	
Amln	15.4	13.7	8.2	6.1	56.6	
Pcls	9.2	9.1	11.4	8.6	61.7	3.1
MRcs	8.4	9.5	10.5	8.8	62.8	4.2

State Level: Student Access Rates to Unqualified (not Highly Qualified) Teachers

With respect to the access rates to unqualified teachers (NotHQT), the state summary table below indicates that for the majority of student race/ethnic groups, ELL, SPED and students in poverty (FRL), there is small disproportionality. However, 15.4 percent of American Indian students are more likely to be in schools with a high percent of unqualified teachers as compared to 10.5 percent of all students, which means that 4.9 percent more American Indian students are taught by a high percent of unqualified teachers as compared to all students.

NotHQT						Unit: %
RankNotHQT	I (Low)	II	III	IV	V (High)	Actual Gap
AvgPctNotHQT	0.0	1.8	3.4	5.9	15.3	
Min	0.0	1.1	2.7	4.3	8.0	
Max	0.0	2.7	4.3	7.8	100.0	
ALL Student	58.6	10.2	10.3	10.4	10.5	
FRL	58.9	8.9	10.4	10.3	11.5	
ELL	65.2	5.5	12.4	8.0	8.9	
SPED	60.1	9.4	9.8	10.3	10.4	
MNR	57.3	9.5	11.5	10.4	11.3	
White	59.6	10.7	9.5	10.4	9.9	
Hisp	57.6	9.4	10.9	9.9	12.3	
Asian	53.4	11.2	14.3	11.4	9.6	
Black	53.3	9.7	12.2	12.2	12.6	
Amln	56.6	6.1	8.2	13.7	15.4	4.9
Pcls	61.7	8.6	11.4	9.1	9.2	
MRcs	62.9	8.8	10.5	9.5	8.4	

State Summary: Student Access Rates to Inexperienced Teachers

At the state level, student access rates to inexperienced teachers illustrate that students in poverty, ELL students, and Hispanic, Asian, Black and Pacific Islander students tend to be in a school with a high percentage of inexperienced teachers (with less than equal to five years of experience). Especially, 33.3 percent of ELL students and 31.5 percent of Black students have higher access rate to inexperienced teachers compared to 20 percent of all students, a difference of 13.3 percentage points and 11.5 percentage points. These two students’ subgroups have severe equity gaps with respect to inexperienced teachers. At the state level, many students; subgroups have equity gap with respect to inexperienced teachers, and their actual gaps are large. The access rate to inexperienced teachers represents the high priority equity gap in Washington state.

INX

Unit: %

RankINX	I (Low)	II	III	IV	V (High)	Actual Gap
AvgPctINX	6.3	13.3	18.4	24.1	37.2	
Min	0.0	10.8	15.9	21.1	28.2	
Max	10.7	15.8	20.9	28.1	100.0	
ALL Student	20	20	20	20	20	
FRL	17.9	18.3	19.5	20.7	23.7	3.7
ELL	11.2	14.3	18	22.5	33.9	13.9
SPED	21.1	19.8	19.5	19.8	19.9	
MNR	14.8	16.9	19.7	21.2	27.4	7.4
White	23.6	22.1	20.3	19.1	14.8	
Hisp	14.4	17.3	18.8	21.1	28.4	8.4
Asian	11.8	14.9	22.1	22.2	29	9.0
Black	11.9	15.2	19.8	20.9	32.2	12.2
Amln	25	15.1	13.8	17.5	28.7	8.7
Pcls	11.8	16.3	19.9	24.1	27.9	7.9
MRcs	19.2	19.7	20.8	21.1	19.3	

State Summary: Student Access Rates to Out-of-Field Teachers

At the state level, student access rates to out-of-field teachers (teachers assigned to teach a class without the core content area expertise) appear to be relatively proportional among all student subgroups. However, since many trend of equity gaps may be masked in the state level of data analysis, the results displayed here is not conclusive. It is necessary to break down the data into at least educational service district level.

OTF Unit: %

RankOTF	I (Low)	II	III	IV	V (High)	Actual Gap
AvgPctOTF	1.8	5.7	9.6	13.8	30.0	
Min	0.0	3.7	7.8	11.4	16.9	
Max	3.7	7.8	11.4	16.9	100.0	
ALL Student	20	20	20	20	20	
FRL	20.3	20.1	19.7	19.7	20.2	
ELL	23.0	23.7	17.1	15.5	20.7	
SPED	21.0	19.8	19.1	19.7	20.5	
MNR	20.4	20.2	20.2	19.4	19.7	
White	19.7	20.0	19.8	20.4	20.2	
Hisp	19.5	21.4	19.5	18.5	21.1	
Asian	18.8	20.8	22.7	20.1	17.6	
Black	25.3	17.3	21.1	20.3	16.1	
Amln	25.9	14.8	17.0	23.4	18.9	
Pcls	17.9	20.1	21.6	20.7	19.8	
MRcs	21.0	19.0	19.7	20.0	20.4	

State Summary: Percentage of each Teacher Category

State				
	HQT	NotHQT	INX	OTF
State Avg*	97.2	2.8	19.8	12.5
FRL	97.1	2.9	20.9	12.7
ELL	97.8	2.2	24.1	13.3
SPED	97.2	2.8	19.6	12.6
MNR	97.2	2.8	22.2	12.7
White	97.3	2.7	18.1	12.3
Hisp	97.1	2.9	22.3	12.8
Asian	97.3	2.7	23.1	12.6
Black	96.8	3.2	23.9	12.6
Amln	95.7	4.3	21.9	12.7
Pcls	97.6	2.4	22.6	12.7
MRce	97.6	2.4	19.9	12.6

*State Avg: State Average

The average percentage of qualified (HQT), unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers are shown in the table above. For this table, the Equity Plan Leadership Team compared the exact percentage of each teacher category among student subgroups. With respect to the percentage of qualified teachers (HQT), students in English Language Learner (ELL) have the highest percentage of qualified teachers (HQT), 97.8 percent. American Indian students have the lowest percentage of qualified teachers (HQT), 95.7 percent. American Indian students have the highest percentage of unqualified teachers (NotHQT), 4.3 percent, followed by Black students (3.2 percent), Hispanic students (2.9 percent), and students in poverty (FRL) (2.9 percent). Regarding inexperienced teachers (INX), students in English Language Learner (ELL) have the highest percentage (24.1 percent) followed by Black students (23.9 percent) and Asian students (23.1 percent). On the other hand, White students have the lowest percentage of inexperienced teachers (INX) (18.1 percent), which means that White students have access to experienced teachers compared to other student subgroups. Additionally, the range of percentage of inexperienced teachers (INX) is large, which is from 18.1 percent to 24.1 percent. This indicates that a large equity gaps exists with respect to the percentage of inexperienced teachers (INX). With respect to out-of-field (OTF) teachers, students in English Language Learners (ELL) have the highest percentage (13.3 percent) followed by Hispanic students (12.8 percent). In the state level, the equity gap with respect to inexperienced teachers (INX) is a high priority. Overall, there exists a tendency that students in FRL, ELL and SPED and minority students have a higher access rate to unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers as compared to White students.

2. Trend of equity gap occurrence in State

Methodology - Variables for data analysis

Data analysis is performed to evaluate the trend of the equity gap occurrence at the State level. The percentage of all 11 student subgroups in School Score V and five external factors including geographic locations, percentage of Title I schools, average base salary, and average supplemental compensations are used for the analysis. This data is school district level data. In the state level analysis, data from nine Educational Service districts excepting “Other” is used because salary information is not available for school districts in “Other”. Also, data from Wilson Creek school district is not included because their student information is not available for the 2013–14 school year. So the total number of observations is 294.

Procedure of data analysis

In order to evaluate associations between the equity gaps and the external factors, a multiple linear regression analysis using backward selection is performed. For selection of predictor variables (i.e. external factors), p-value and the Akaike Information Criterion (AIC) are used. The backward variable selection is the process of building a multiple regression model which includes only informative predictor variable(s) about a response variable by dropping one variable at a time from a model with all variables.

There are five predictor variables including geographic locations, percentage of Title I schools, average total salary, average base salary, and average supplemental compensation. However, there exists a severe multi-collinearity which makes some variables statistically insignificant when they should be significant by overinflating the standard errors. Therefore a predictor variable, average total salary is removed from the multiple regression models.

Trend of equity gap occurrence in state

Geographic Distribution of Equity Gap Related to Rural, Town, Suburban, and Urban Settings

With respect to trends of external factors by geographic locations, the percentage of Title I buildings is high in rural areas (67.6 percent) followed by Town areas (56.2 percent), urban areas (46.5 percent), and suburban area (34.7 percent). The average total salary and average supplemental compensation is lower from urban through rural areas. While, average base salary slightly increases from urban to suburban areas and slightly decreases from suburban to rural areas. The average total salary in an urban area is \$66,946 and in a rural area is \$59,034, the difference is \$7,912.

The percentage of teacher categories by student subgroups in each geographic location; shows that the average percentage and its range of unqualified teachers (NotHQT) percentage is larger in rural areas, out-of-field (OTF) teachers percentages are higher in rural areas, compared to urban, suburban, and town areas. With respect to each student subgroups, in urban areas, Black students have a higher percentage of unqualified teachers (NotHQT). American Indian students have a higher percentage of unqualified teachers (NotHQT) in rural areas and suburban areas. The

average percentage of inexperienced (INX) teachers is high in urban and suburban areas. Students in ELL and Hispanic students have a higher percentage of inexperienced teachers (INX) in all areas. In urban areas all student subgroups (except White students) have a high percentage of inexperienced teachers (INX). Apparently, Black students in urban areas tend to have a higher percentage of inexperienced teachers (INX) as compared to Black students in rural areas. The average percentage of out-of-field (OTF) teachers is high in rural areas as compared to urban, suburban, and town areas. All student subgroups in rural areas have a high percentage of out-of-field (OTF) teachers. In suburban areas, students in ELL, Black students and Pacific Islander students have a higher percentage of out-of-field (OTF) teachers.

It is important to pay close attention to the student subgroups that have a severe percentage of teacher categories. Each bar chart has a red dot line which is the percentage of the state level of all students allocated in schools with a higher percentage of teacher categories (School Score V), which is the threshold to identify an equity gap. For example, when we compare the percent of students' subgroups in School Score V we can first compare each student subgroup's percentage to the state level percentage of all students in School Score V which is 10.5 percent. If the percentage of student subgroups is more than 10.5 percent, it means that the student subgroups are more likely taught by a teacher category. You can look at the comparison to the state level of all students, which indicates there exists an equity gap.

In suburban areas the percentage of most of the student subgroups (except American Indian students) is lower than that of the state level of all students, which means that these student subgroups are less likely to be taught by unqualified teachers (NotHQT) as compared to the state level of all students. In urban areas, most of student subgroups, except students in ELL, White students, and students with two or more races are more likely taught by unqualified teachers (NotHQT). However, the variation of student subgroups percentage in urban and suburban areas is smaller than town and urban areas. All student subgroups in town areas are more likely taught by unqualified teachers (NotHQT). Especially, White students, Black students, and Hispanic students, and students in SPED in town areas are more likely to be taught by unqualified teachers (NotHQT). In rural areas, most of student subgroups except Asian students, Pacific Islander students, and students with two or more races are more likely taught by unqualified teachers (NotHQT), Especially, American Indian students in rural areas are more likely taught by unqualified teachers (NotHQT) as compared to other student subgroups. The result of the multiple regression analysis indicates that almost all student subgroups taught by unqualified teachers (NotHQT) are more likely to have been in town and rural areas. All student subgroups (except white students) are more likely to be taught by inexperienced teachers (INX) in urban areas as compared to the other three areas. In the state level, White students in urban areas are less likely taught by inexperienced teachers (INX) as compared to other student subgroups. In rural areas, students in ELL, Hispanic students, and American Indian students are more likely taught by inexperienced teachers (INX). The result of the multiple regression analysis indicates that all student subgroups taught by inexperienced teachers (INX) tends to be at schools with more of a base salary. With respect to out-of-field (OTF) teachers, all student subgroups in urban areas are less likely to be

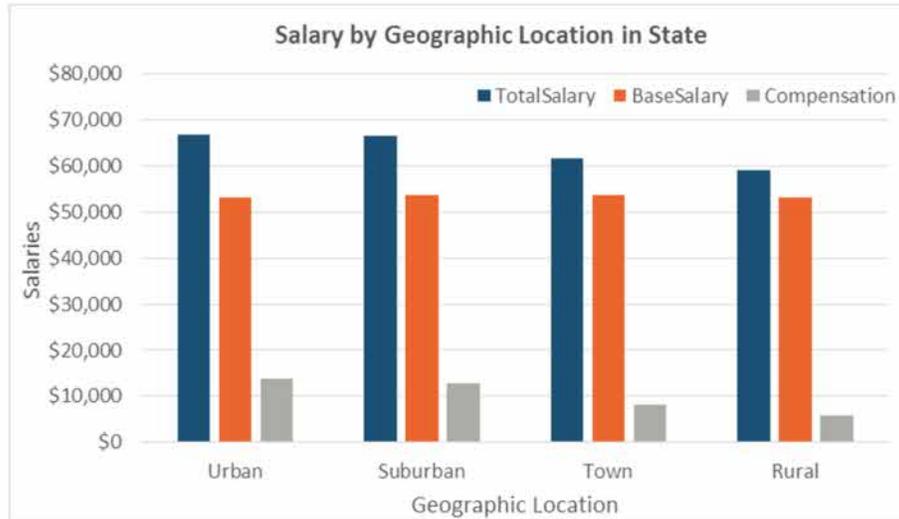
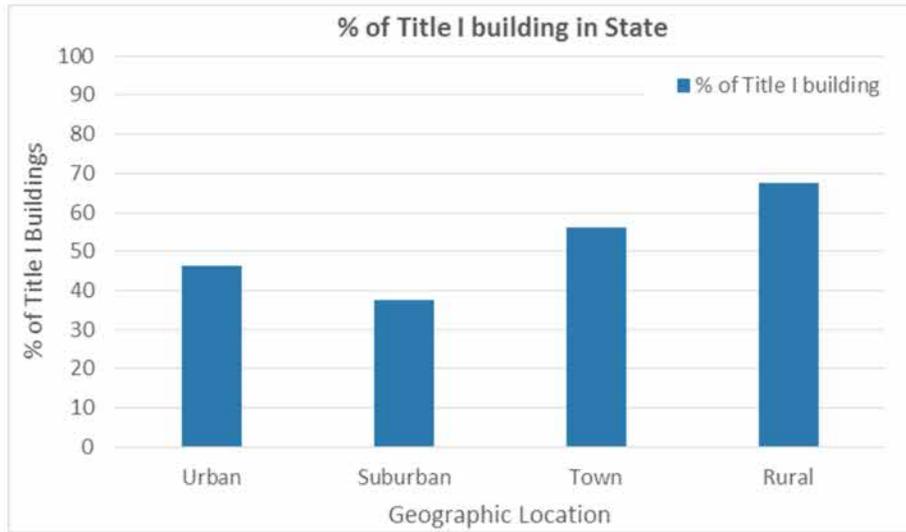
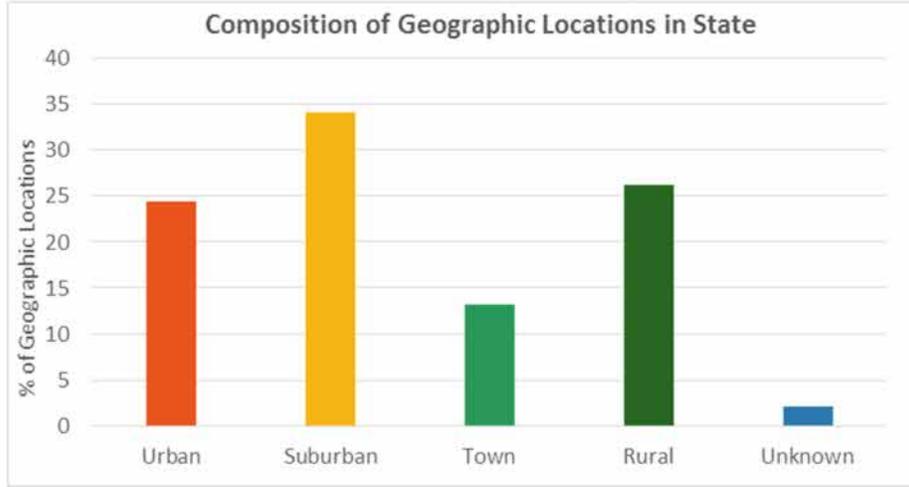
taught by out-of-field (OTF) teachers as compared to rural areas. In suburban areas, students in ELL are more likely taught by inexperienced teachers as compared to other student subgroups and the state level of all students (20 percent). Especially, in rural areas, all student subgroups (except student in ELL) are more likely taught by out-of-field (OTF) teachers. Especially, students in ELL and Pacific Islander students are taught by out-of-field (OTF) teachers who are more likely to be in schools in rural areas.

The Equity Plan Leadership Team believes that this is due to the unique geographic distribution of school districts within the state, with the majority of school districts located in rural locations of the state. As identified in the strategies section, the team believes that rural and remote locations are more difficult to attract, recruit and retain teachers, specifically highly qualified teachers and in-field teachers.

Variance in Average Base Salaries and Average Supplemental Compensation

The Equity Plan Leadership Team reflected on the equity gap data and their knowledge of inequities in the basic education funding, in light of the Supreme Court order to fully fund basic education. The team analyzed the equity gap data by geographic locations and geographic distribution of average salary and average supplemental compensation by school district and found that many of the districts with higher equity gaps (less access for student to experienced, highly qualified and in field teachers) corresponded to school districts with the least average base salary and the least additional supplemental compensation provided through local levy funding. The team is concerned that this salary inequity is the primary driver of equity gaps in Washington state and that fully funding compensation is necessary for all school districts to have equal hiring capacity to recruit and retain experienced, highly qualified, and in-field-teachers.

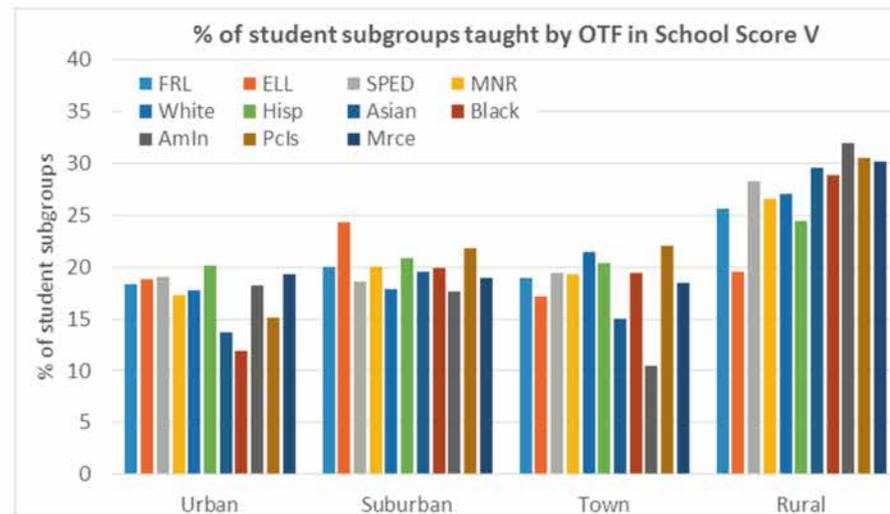
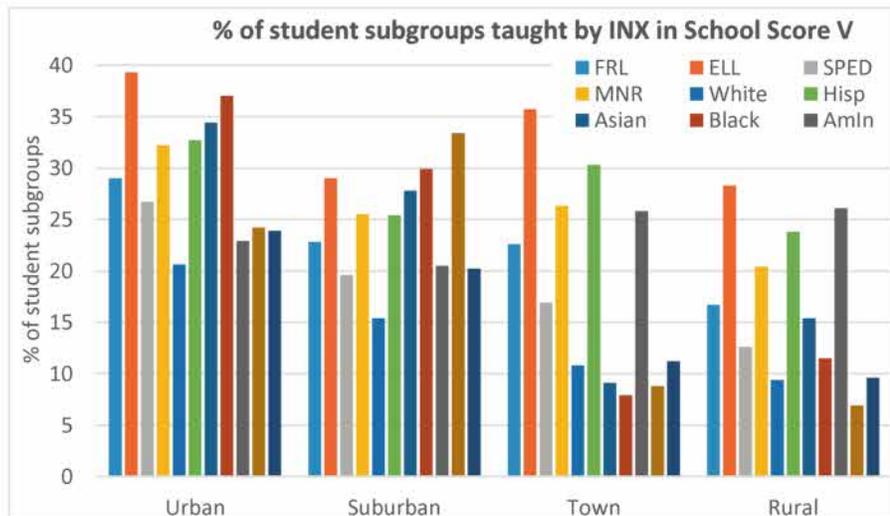
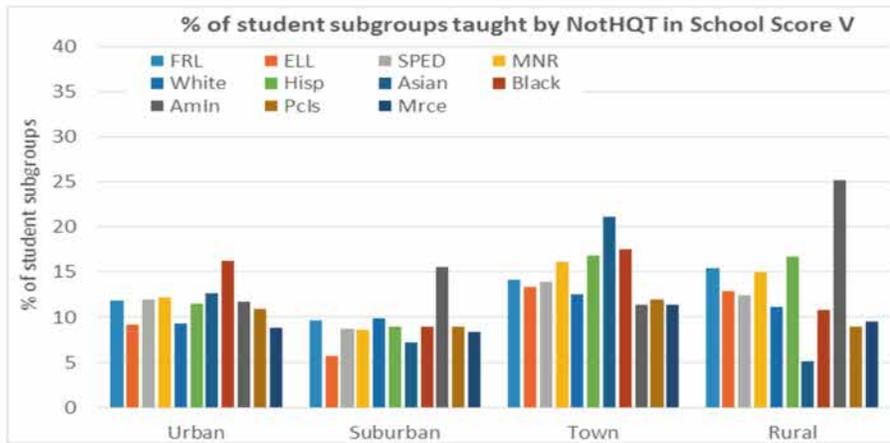
State Level: Trend of External Factors by Geographic Locations



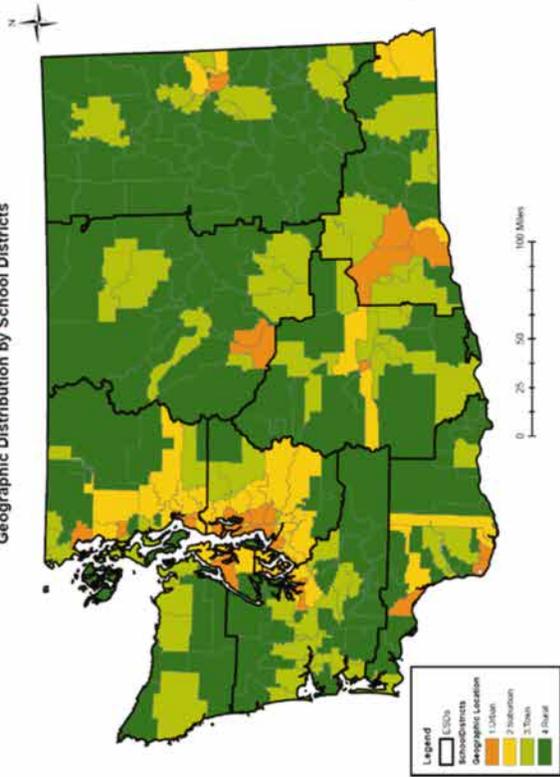
State Summary: Percentage of each Teacher Category by Geographic Locations

NothQT	INX				OTF							
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural				
Average	2.7	2.3	3.1	3.5	22.0	20.0	17.4	17.0	12.1	12.3	11.6	14.3
Min	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Max	66.7	86.7	77.8	100.0	100.0	100.0	66.7	100.0	100.0	100.0	100.0	100.0
FRL	2.8	2.3	3.1	3.7	22.8	21.0	19.1	18.4	12.2	13.0	11.2	14.7
ELL	2.6	1.5	2.8	2.5	25.3	22.5	23.7	24.4	13.1	14.6	10.4	13.5
SPED	2.8	2.2	3.0	3.3	21.7	20.0	17.3	16.7	12.9	12.5	11.1	14.5
MNR	3.0	2.2	3.3	3.5	23.6	21.8	20.2	20.4	12.3	13.0	11.1	14.8
White	2.5	2.4	3.0	3.4	20.2	18.8	15.4	15.6	11.8	11.8	11.9	14.1
Hisp	2.8	2.3	3.4	3.5	23.3	21.7	21.5	22.2	13.0	12.9	11.1	14.7
Asian	3.5	2.0	3.7	2.2	24.7	22.5	16.2	19.2	11.7	13.3	11.0	13.6
Black	3.9	2.2	3.7	3.7	25.4	23.1	14.4	16.8	11.1	14.4	11.3	14.0
Amln	2.8	4.8	2.8	5.8	22.2	20.2	19.2	19.4	12.0	12.4	10.0	16.8
Pcls	2.6	2.1	2.7	3.4	22.2	23.9	14.2	15.2	10.7	13.9	11.8	15.2
Mrcce	2.2	2.1	2.5	3.1	21.8	20.2	15.7	15.9	12.3	12.3	11.9	15.1

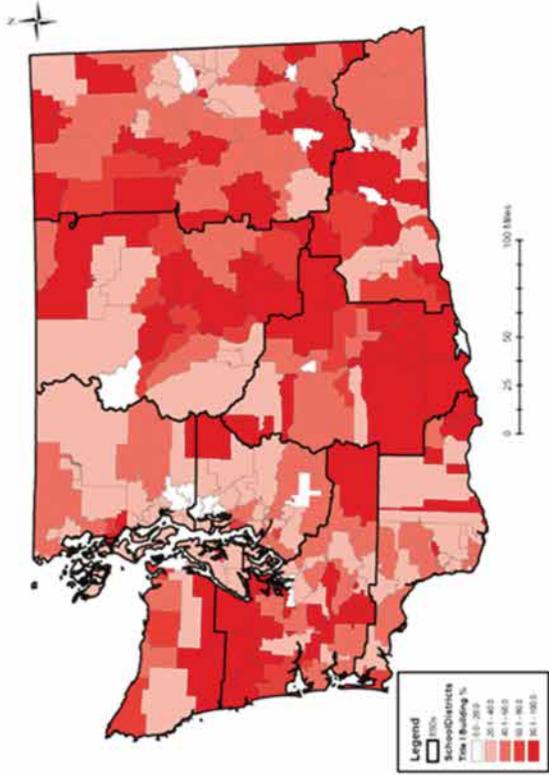
**State Level: Percent of Student Subgroups and Race/Ethnicity taught by NoTHQT, INX, and OTF
In School Score V with respect to Geographic Locations**



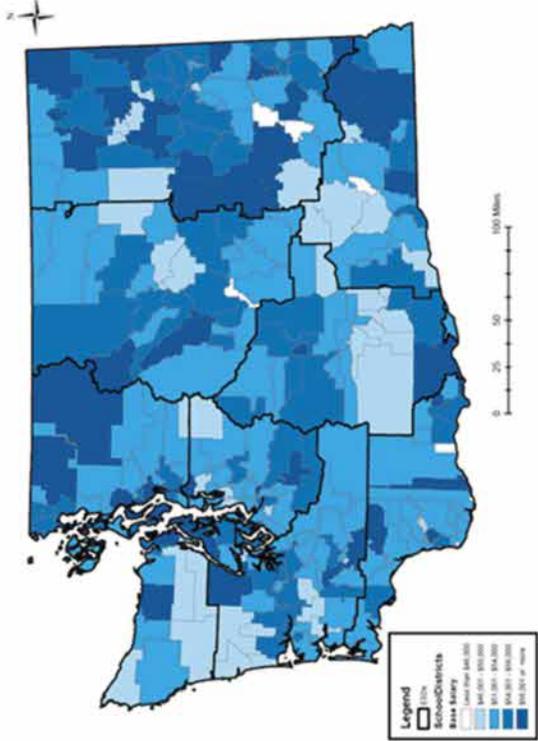
Geographic Distribution by School Districts



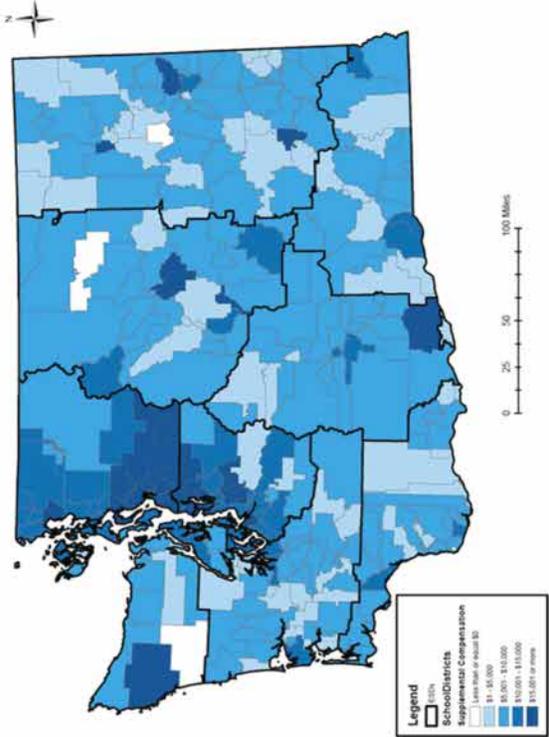
Percent of Title I Buildings by School District



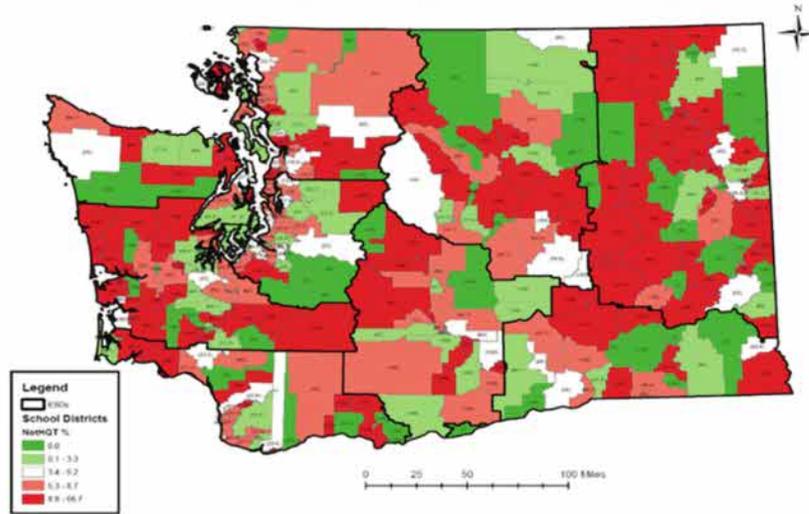
Average Base Salaries by School District - Certified Staff (2013-14)



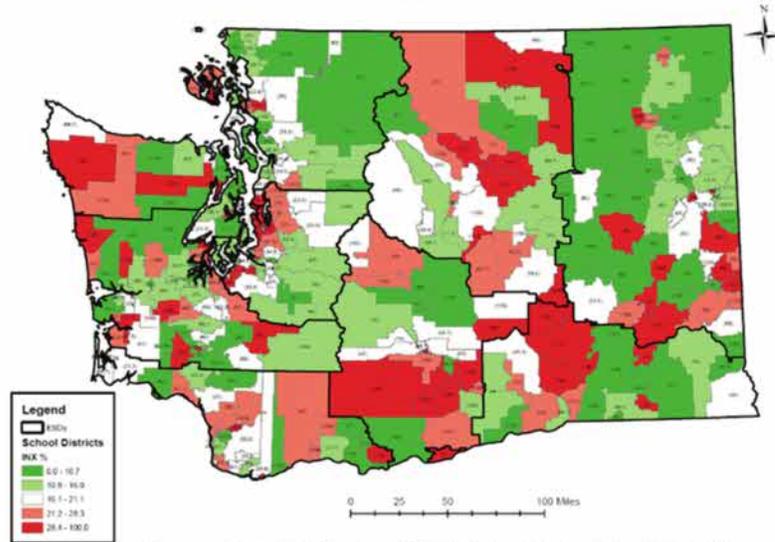
Average additional Supplemental Compensations by School District - Certified Staff (2013-14)



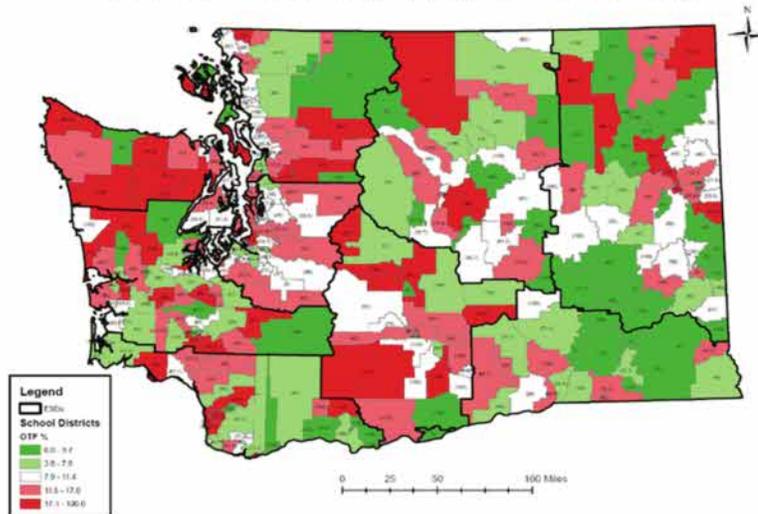
Percent of Not Highly Qualified Teachers (NoHQT) by School District (Title I Building %)



Percent of Inexperienced Teachers (INX) by School District (Title I Building %)



Percent of Out of Field Teachers (OTF) by School District (Title I Building %)



Summary of High Priority Equity Gap by Educational Service Districts (ESD)

Educational Service District (ESD)	High Priority Equity Gap(s) and Associated Student Subgroups		
	Unqualified (NotHQT)	Inexperienced (INX)	Out-of-Field (OTF)
ESD 101	<p>SPED White Hispanic American Indian</p>	<p>(No gap)</p>	<p>FRL ELL SPED MNR White Hispanic Asian Black American Indian Pacific Islander Two or more races</p>
ESD 105	<p>FRL ELL SPED MNR White Hispanic Asian Black American Indian Pacific Islander Two or more races</p>	<p>FRL ELL SPED MNR Hispanic American Indian</p>	<p>FRL ELL SPED MNR White Hispanic Asian Black Pacific Islander Two or more races</p>
ESD 112	<p>ELL</p>	<p>Pacific Islanders</p>	<p>American Indian</p>
ESD 113	<p>FRL American Indian</p>	<p>American Indian</p>	<p>American Indian</p>

Summary of High Priority Equity Gap by Educational Service Districts (ESD)

Educational Service District (ESD)	High Priority Equity Gap(s) and Associated Student Subgroups		
	Unqualified (NotHQT)	Inexperienced (INX)	Out-of-Field (OTF)
ESD 114	Asian	(No gap)	FRL ELL SPED MNR White Hispanic Asian Black American Indian Pacific Islander Two or more races
ESD 121	FRL Black American Indian	FRL ELL SPED MNR White Hispanic Asian Black American Indian Pacific Islander Two or more races	(No gap)
ESD 123	FRL ELL SPED MNR White Hispanic Black American Indian	FRL ELL SPED MNR Hispanic Asian Black Pacific Islander Two or more races	FRL ELL SPED MNR Hispanic Pacific Islanders

Summary of High Priority Equity Gap by Educational Service Districts (ESD)

Educational Service District (ESD)	High Priority Equity Gap(s) and Associated Student Subgroups		
	Unqualified (NotHQT)	Inexperienced (INX)	Out-of-Field (OTF)
ESD 171	American Indian	American Indian	FRL SPED MNR White Hispanic Asian Black Pacific Islander Two or more races
ESD 189	FRL SPED MNR White Hispanic Asian Black American Indian Pacific Islander Two or more races	(No gap)	(No gap)
Other	FRL SPED MNR White Hispanic Asian Black American Indian Pacific Islander Two or more races	FRL SPED MNR White Hispanic Asian Black American Indian Pacific Islander Two or more races	Asian

II Educational Service District (ESD) Level Data Analysis

Equity Gap Profile by Educational Service Districts –

Procedure of Data Analysis in Educational Service District Level

The data analysis is performed to evaluate high priority equity gaps and potential factors associated with the identified equity gaps within each Educational Service District (ESD). There are three processes to evaluate the equity gap:

- 1. Overview of each educational service district**

The summary of characteristics such as external factors and the composition of student subgroups in each educational service district.

- 2. High priority equity gap in each educational service district**

Evaluate high priority equity gaps in each educational service district by comparing the percent of each subgroup to the percent of the state levels of all students taught by highly qualified (HQT), unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers.

- 3. Trend of equity gap occurrence in each educational service district**

Evaluate potential associations between identified equity gaps and external factors in each educational service districts.

Summary of findings in Educational Service District Level Data Analysis

High priority equity gaps were calculated for each ESD, by the teacher characteristics of inexperienced (INX), out-of-field (OTF) and unqualified (Not HQT) and the student populations of race/ethnicity, poverty (participation in the free and reduced price lunch program) and students receiving special education or English language learner services. More detailed analysis of each ESD is in the subsequent section, with additional details regarding the geographic conditions within the ESD (rural, town, suburban and urban) and the distribution of Title I buildings within the ESD.

Educational Service District 101 (ESD 101)

The high priority of equity gaps are unqualified teachers (NotHQT) for White students, American Indian students, Hispanic students, and students in SPED as well as out-of-field teachers (OTF) for all student subgroups. ESD 101 has a high portion of its schools labeled as part of a rural or town areas.

Educational Service District 105 (ESD 105)

Within ESD 105, the highest priority equity gaps identified are unqualified teachers (NotHQT) for all student subgroups. Out-of-field (OTF) teachers for all student subgroups except American Indian students, and inexperienced (INX) for students in FRL, ELL, and SPED, Hispanic students, and American Indian students are also high priority equity gaps in this ESD.

Educational Service District 112 (ESD 112)

Within ESD 112, the highest priority equity gaps identified are inexperienced (INX) teachers for Pacific Island students, Hispanic students, and Black students. Additionally, out-of-field (OTF) teachers for American Indian students are identified as a high priority equity gap.

Educational Service District 113 (ESD 113)

Within ESD 113 the highest priority equity gaps are unqualified teachers (NotHQT) for American Indian students and students in FRL as well as inexperienced (INX) and out-of-field (OTF) teachers for American Indian students.

Educational Service District 114 (ESD 114)

Within ESD 114, the highest priority equity gaps are unqualified teachers (NotHQT) for American Indian students and out-of-field teachers (OTF) for all student subgroups. There are no equity gaps with respect to inexperienced (INX) teachers in schools with School Score V (higher percentage of inexperienced (INX) teachers). All student subgroups are less likely to be taught by inexperienced (INX) teachers as well as to have been in schools with a lower percentage of inexperienced (INX) teachers.

Educational Service District 121 (ESD 121)

Within ESD 121, the highest priority equity gaps are unqualified teachers (NotHQT) for American Indian students and students in FRL, and inexperienced (INX) and out-of-field (OTF) teachers for American Indian students.

Educational Service District 123 (ESD 123)

Within ESD 123, the highest priority equity gaps are unqualified teachers (NotHQT) for American Indian students and students in FRL, and inexperienced (INX) and out-of-field (OTF) teachers for American Indian students.

Educational Service District 171 (ESD 171)

Within ESD 171, the highest priority equity gaps are unqualified teachers (NotHQT) for American Indian students and students in FRL, and inexperienced (INX) and out-of-field (OTF) teachers for American Indian students.

Educational Service District 189 (ESD 189)

Within ESD 189, the highest priority equity gaps are unqualified teachers (NotHQT) for American Indian students and students in FRL, inexperienced (INX) and out-of-field (OTF) teachers for American Indian students.

Institutions, Skill Centers, and Juvenile Detention Centers “Other”

Within the “Other” category, which includes institutions, skill centers and juvenile detention centers, the highest priority equity gaps are unqualified (NotHQT) inexperienced (INX) teachers for all student subgroups except students in ELL, and out-of-field (OTF) teachers for Asian students and American Indian students.

Educational service district 101 (ESD 101) Equity Gap Profile

1. Overview of ESD 101

ESD 101 is located in the northeast portion of Washington state. Washington state is which is comprised of rural areas (48.4 percent), urban areas (17.9 percent), suburban areas (17.5 percent), and town areas (11.4 percent). The percentage of Title I buildings is 46.3 percent, which is the fifth highest percentage in the state. ESD 101 has the highest average base salary (\$54,079) and the third highest total salary (\$60,301) in the state. The majority of student Race/Ethnicity is White students (78.3 percent) followed by students with two or more races (7.8 percent) and Hispanic students (7.5 percent). ESD 101 has the highest percentage of White students in the state. In ESD 101 there are 48.4 percent of students in FRL and 21.7 percent of minority students.

2. High priority equity gap in ESD 101

The table below shows the average percentage of unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers by student subgroups in ESD 101. The average percentage of unqualified teachers (NotHQT) in ESD 101 (3.8 percent) is higher than that of the state level of (2.7 percent). White students

ESD 101: Percentage of each Teacher Category			
	NotHQT	INX	OTF
State Avg*	2.8	19.8	12.5
ESD Avg*	3.8	15.3	12.4
FRL	3.2	16.3	13.0
ELL	2.1	18.2	12.9
SPED	3.4	15.4	12.7
MNR	3.4	16.1	12.8
White	3.8	15.1	12.3
Hisp	3.8	16.5	12.3
Asian	3.4	16.2	12.5
Black	3.3	16.5	12.5
Amln	3.7	12.6	12.9
Pcls	2.6	18.1	13.7
MRce	3.2	16.5	13.3

*Avg: Average

(3.8 percent) and Hispanic students (3.8 percent) have the highest percentage of unqualified teachers (NotHQT) followed by American Indian students (3.7 percent). The average of inexperienced (INX) teachers in ESD 101 (15.3 percent) is lower than that of the state level (19.8 percent). However, students in ELL (18.2 percent) and Pacific Islander students (18.1 percent) have a relative higher percentage of inexperienced (INX) teachers compared to other student subgroups. The average percentage of out-of-field (OTF) teachers (12.4 percent) in ESD 101 is almost the same to that of state level (12.5 percent). However, Pacific Islander students, students with two or more races, students in FRL and ELL, and American Indian students have a higher percentage of out-of-field (OTF) teachers (13.7 percent, 13.3 percent, 13.0 percent, 12.9 percent, 12.9 percent, respectively).

Based on the percentage of each the teacher categories, the high priority equity gaps are:

- Unqualified teachers (NotHQT).
- Out-of-field (OTF) teachers.

It is essential to monitor and improve the unqualified teachers (NotHQT)' percentage in school districts and schools with more American Indian students and White students as well as the out-of-field (OTF)

teachers' percentage in school districts and schools with more Pacific Islander students, students with two or more races, students in FRL and ELL, and American Indian students.

There is a percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers in schools with a higher percentage of these teachers (School Score V). The percentage of student subgroups taught by inexperienced (INX) teachers is all lower than that of the state level of all students (20 percent). About 50 percent of almost all the subgroups are located in schools with a lower percentage of inexperienced (INX) teachers (School Score I and II). There are four student subgroups, White students, American Indian students, Hispanic students, and students in SPED, who are taught by unqualified teachers (NotHQT), which is a higher percentage than the state level of all students (10.5 percent). The percentage of White students taught by unqualified teachers (NotHQT) is higher as compared to the state level of all students, which is 2.5 percent more than that of the state level of all students. The percentage of all of student subgroups taught by out-of-field (OTF) teachers are higher than that of the state level of all students (20 percent). The percentages of Pacific Islander students (28.5 percent), students with two or more races (27 percent), and Black students (6.9 percent) taught by out-of-field (OTF) teachers are higher than that of the state level of all students (20 percent), the difference is 8.5 percent, 7 percent, and 6.9 percent, respectively. Based on the percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers, the high priority of equity gaps are all of the student subgroups taught by out-of-field (OTF) teachers, and White students, American Indian students, Hispanic students, and students in SPED taught by unqualified teachers (NotHQT).

3. Trend of equity gap occurrence in ESD 101

With respect to the external factors by geographic locations, the percentage of Title I buildings is high in rural areas (69.4 percent), town areas (45.9 percent), urban areas (35.5 percent), and suburban areas (34.7 percent). The average total salary and average supplemental compensation are lower from urban areas through rural areas. While, average base salary slightly increases from urban to town areas, and the rural areas have the lowest base salary (\$53,940). The average total salary in an urban area is \$66,845 and in a rural area it is \$59,543. This is a \$7,302 difference in total salary between urban and rural areas.

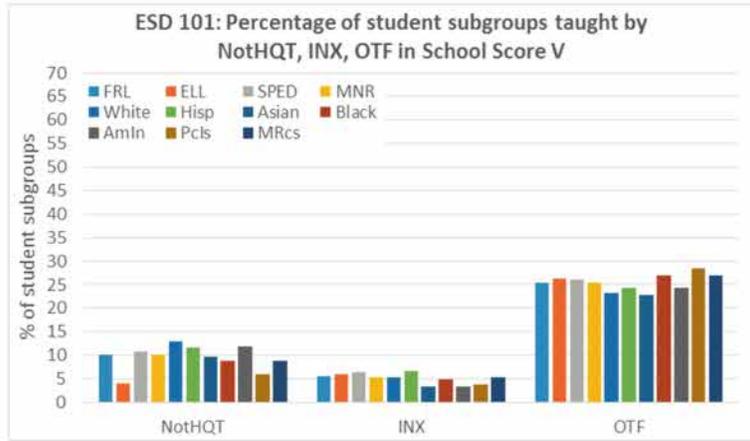
With respect to unqualified teachers (NotHQT), the average percentage of unqualified teachers (NotHQT) is higher in rural areas (6.4 percent) than urban, suburban, and town areas, which is also higher than the ESD average percentage of unqualified teachers (NotHQT) (3.8 percent). Also, rural areas have the largest range of unqualified teachers (NotHQT), which suggests that there exists an equity gap within rural areas. In rural areas, almost all students except American Indian students and students with two or more races have a higher percentage of unqualified teachers (NotHQT). Asian students have the higher percentage of unqualified teachers (NotHQT) (9.7 percent). While, in urban areas, the percentage of unqualified teachers (NotHQT) is low, and its range is small, which means that all student subgroups can have access to more qualified teachers (HQT). The percentage and range of

unqualified teachers (NotHQT) is strongly associated with the geographic locations, which gets larger from urban to rural areas. Also, the percentage and range of unqualified teachers (NotHQT) is strongly associated with the percentage of Title I schools and the average total salary. These associations suggest that schools in rural areas have difficulty to attract, recruit and retain highly qualified teachers, especially, in Title I schools in rural areas. The potential factors which contribute the difficulty are: the unique geographic location and lower average salary. For inexperienced (INX) teachers, the average percentage of inexperienced (INX) teachers is higher in an urban area (18 percent) and town areas (18 percent) as compared to the ESD average percentage of inexperienced (INX) teachers (15.3 percent). In town areas students in ELL, FRL, SPED, Hispanic students, and Asian students have a higher percentage of inexperienced (INX) teachers than the town areas' average percentage. In urban areas, almost all student subgroups except students in SPED and Asian students have a higher percentage of inexperienced (INX) teachers as compared to the urban area's average percentage. The percentage of inexperienced (INX) teachers does not have any association with geographic location, the percentage of Title I schools, or the average total salary. Schools in urban areas have a difficulty to attract, recruit and retain experienced teachers, even though the average total salary is higher than in other areas. There might exist other factor(s) associated with the recruitment of experienced teachers such as working condition and/or more allocation of classes to inexperienced teachers. For out-of-field (OTF) teachers, the average percentage of out-of-field (OTF) teachers in urban and rural areas is higher than the ESD's average percentage of out-of-field (OTF) teachers (12.4 percent). In urban areas; Asian students, Pacific Islander students, students with two or more races, and American Indian students have a higher percentage of out-of-field (OTF) teachers (17.7 percent, 16.9 percent, 15.2 percent, and 14.5 percent, respectively) as compared to the urban area's average percentage. In rural areas; Hispanic students, Black students, and students with two or more races have a higher percentage of out-of-field (OTF) teachers as compared to the rural area's average percentage. Schools in urban areas have a difficulty to attract, recruit and retain in-field teachers, even though the average total salary is higher than other areas. There might exist other factor(s) associated with the recruitment of in-field teachers such as working condition and/or more allocation of classes to inexperienced teachers. Schools in rural areas also have difficulty to attract, recruit and retain in-field teachers, especially, Title I schools in rural areas. The potential factors which contribute the difficulty are unique geographic location and a lower average total salary.

This ESD shows a higher percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers. Schools with a higher percentage of these teacher categories show us that it is essential to ensure/identify these equity gaps so that student achievement isn't severely affected. A higher percentage of all of student subgroups in rural areas are taught by unqualified teachers (NotHQT) as compared to urban, suburban, and town areas. The percentage of Hispanic students, Asian students, Pacific Islander students is greater as compared to the state levels of all students. The average total salary lessens from urban through rural areas and the percentage of Title I schools increases from urban through rural areas. Almost all student subgroups taught by unqualified teachers (NotHQT) are more likely in rural areas and Title I schools. The percentage of student

subgroups taught by unqualified teachers (NotHQT) is strongly associated with geographic locations, the percentage of Title I schools, and average salaries. This indicates that rural and remote locations are more difficult to attract, recruit and retain teachers, specifically highly qualified teachers, especially, in Title I schools located within a rural area. A percentage of all student subgroups is less likely to be taught by inexperienced (INX) teachers, which is less than that of the state level of all students (20 percent). However, there still exists a small variation of the percentage for the student subgroups in each geographic location except urban areas. The total base and compensation salaries lessen from urban to rural areas. The difference of total salary is \$5,605 between urban and rural areas. The percentage of Title I schools is higher in town areas followed by rural areas. Students in FRL, ELL, SPED, and Hispanic students are more likely to be taught by inexperienced (INX) teachers in town areas. In rural areas students in ELL and Hispanic students are more likely to be taught by inexperienced (INX) teachers. The percentage of student subgroups taught by inexperienced (INX) teachers is associated with the percentage of Title I schools, which means that Title I schools in town and rural areas have a difficulty retaining experienced teachers. With respect to out-of-field (OTF) teachers, all student subgroups in urban and rural areas are more likely to be taught by out-of-field (OTF) teachers as compared to the state levels of all students. In suburban areas, almost all student subgroups in urban and rural areas are more likely to be taught by out-of-field (OTF) teachers as compared to the state levels of all students. There is a large variation of percentages for students subgroups taught by out-of-field (OTF) teachers in rural areas; the percentage of students in ELL, Asian students, and Pacific Islander students taught by out-of-field (OTF) teachers is greater than other student subgroup in rural areas. On the other hand, in town areas all student subgroups are less likely taught by out-of-field (OTF) teachers, even though the town areas have the lowest total salary and the second highest percentage of Title I schools. There might exist other factors which contribute to attracting, recruiting and retaining in-field teachers in schools located in town areas. Schools in urban areas have a difficulty to attract, recruit and retain in-field teachers, especially in Title I schools, even though the area has the highest total salary. It suggests that there exists other factors' affecting the number of classes taught by out-of-field (OTF) teachers, for example, the high allocation of classes to out-of-field (OTF) teachers

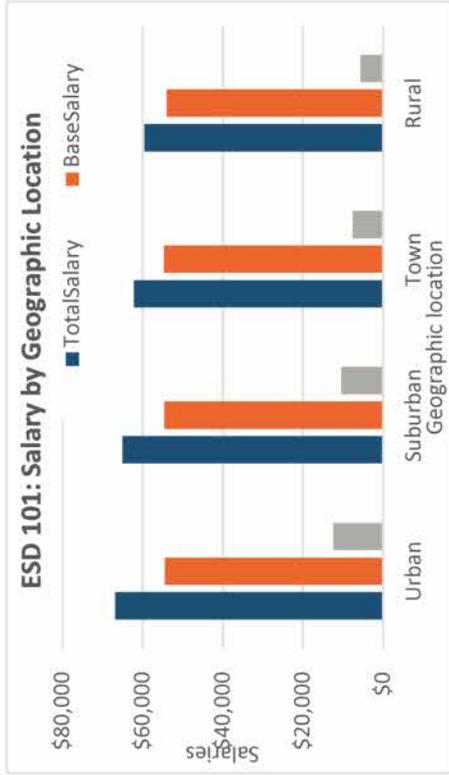
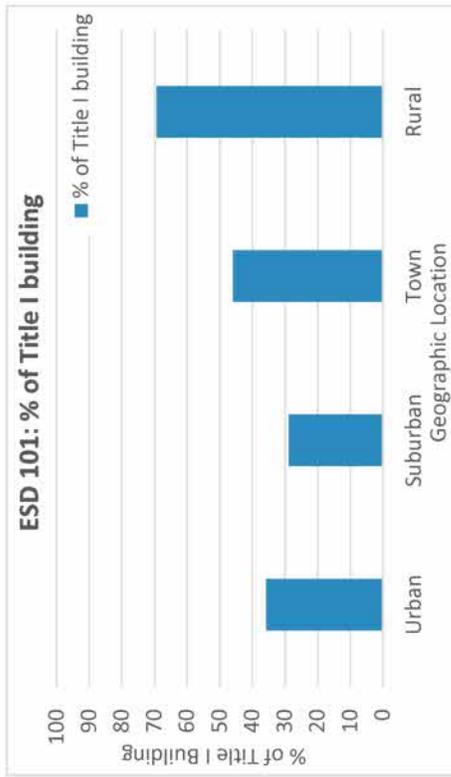
ESD 101: Percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers



ESD 101

Subgroup	NotHQT						INX						OTF					
	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap
ALL	55.7	9.5	11.3	11.1	12.4		28.7	23.5	29.1	13.3	5.4		12.5	19.6	19.1	24.9	23.8	3.8
FRL	56.8	9.3	12.6	11.2	10.1		25.1	22.7	29.9	16.7	5.6		10.4	18.9	19.9	25.4	25.5	5.5
ELL	58.2	7.5	16.1	14.1	4.1		12.6	20.6	42.9	17.8	6		7.0	17.1	15.7	33.9	26.3	6.3
SPED	55.8	9.5	12	11.8	10.9		27.9	23.4	28.4	13.8	6.5		11.8	19.6	18.4	24.2	26.0	6.0
MNR	54.5	9.4	14	12	10.1		23.4	22.9	33.8	14.5	5.4		11.7	18.3	19.3	25.3	25.5	5.5
White	56	9.6	10.6	10.8	13	2.5	30.2	23.7	27.8	12.9	5.4		12.8	20.0	19.0	24.9	23.3	3.3
Hisp	51.4	9.7	15.3	11.9	11.7		22.6	23.1	33.2	14.4	6.6		12.0	19.2	19.3	25.2	24.3	4.3
Asian	54.3	6.6	14.7	14.7	9.7		21.7	19	41.8	14.1	3.4		8.6	20.5	22.7	25.3	22.9	
Black	54.8	9.8	13.6	12.9	8.9		18.5	22.2	38.1	16.1	5		8.7	21.6	16.7	26.2	26.9	6.9
Amln	65.4	5.7	8.2	8.8	11.9		46.9	20.3	17.2	12.3	3.4		29.1	16.4	16.1	14.1	24.3	4.3
Pcls	56.6	11	14	12.4	6		11.1	17.6	47	20.6	3.7		4.7	15.0	21.4	30.4	28.5	8.5
MRcs	54.4	10.4	14.3	12.1	8.8		20.3	24.7	35.1	14.5	5.3		8.6	17.0	19.8	27.6	27.0	7.0

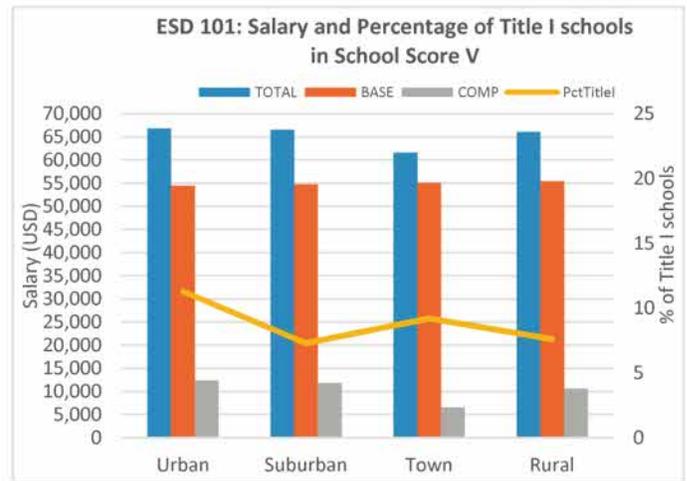
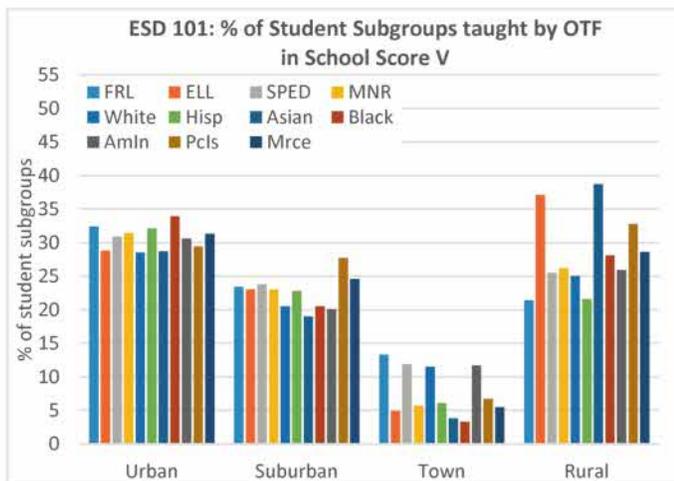
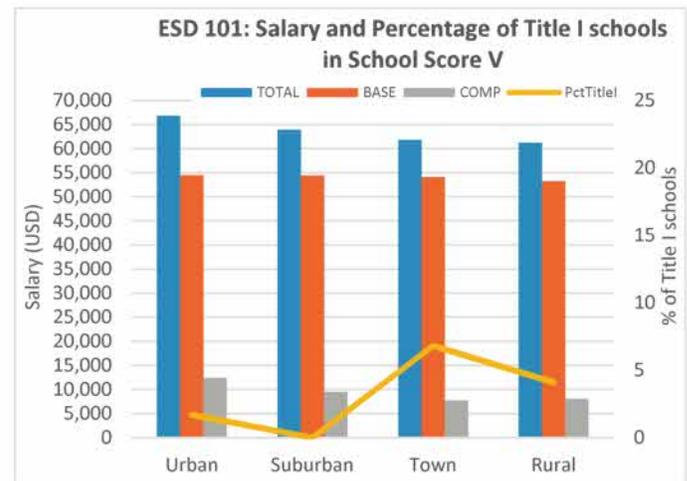
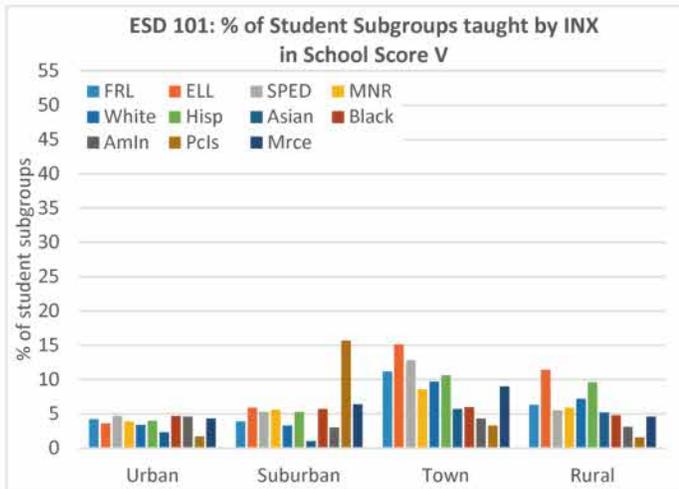
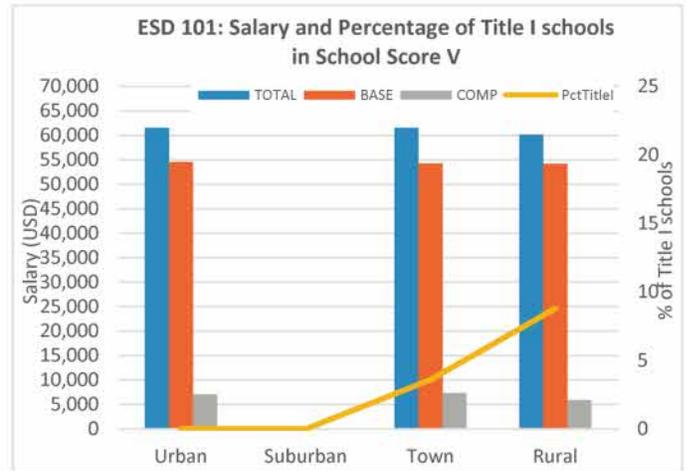
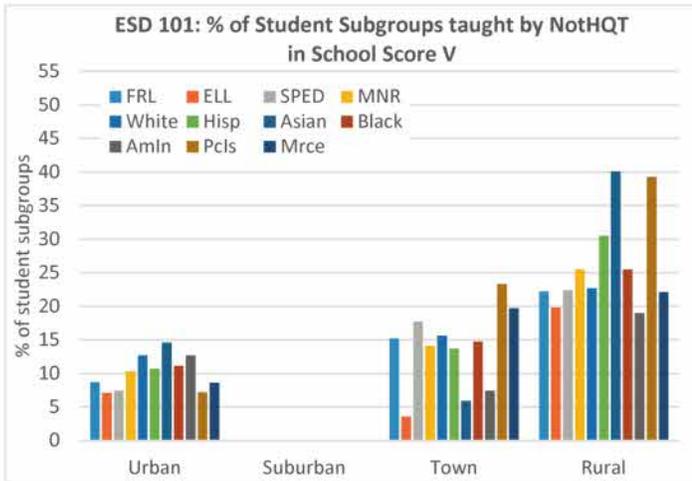
ESD 101: Percentage of Title I Buildings and Average Salaries by Geographic Locations



ESD 101: Percentage of Teacher Categories by Student Subgroups in each Geographic Location

NotHQT	INX				OTF							
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural				
Average	2.3	2.5	3.6	6.4	18.0	14.0	18.0	12.9	12.9	10.9	11.3	13.5
Min	0.0	0.0	0.0	0.0	7.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Max	7.6	33.3	25.0	60.0	51.5	40.0	37.9	100.0	100.0	26.1	100.0	37.5
FRL	2.0	2.0	3.5	5.6	18.9	14.9	18.7	12.5	13.4	11.3	11.8	14.0
ELL	1.7	2.1	2.1	3.3	19.0	16.7	19.4	16.0	13.0	11.2	12.4	13.4
SPED	2.4	1.6	3.9	5.8	17.9	14.4	18.4	12.2	13.3	10.7	12.6	13.1
MNR	2.1	2.2	3.8	6.6	18.6	14.8	17.9	12.3	14.1	9.8	11.8	13.7
White	2.4	2.5	3.5	6.3	17.8	13.8	18.0	13.1	12.7	11.2	11.2	13.4
Hisp	2.2	2.4	3.7	7.5	18.4	15.0	18.4	13.7	12.3	9.5	11.6	13.9
Asian	2.0	2.9	2.7	9.7	17.9	12.9	18.2	11.8	17.7	10.7	10.8	12.6
Black	1.9	2.0	4.7	7.5	18.7	15.4	17.7	11.4	12.8	8.9	11.2	13.9
Amln	2.2	3.2	2.4	5.0	19.2	15.2	16.3	9.7	14.5	11.7	11.4	13.6
Pcls	1.7	1.5	5.1	9.4	19.0	17.7	15.8	13.2	16.9	9.4	13.1	13.7
Mrcr	2.1	1.9	4.4	6.2	18.6	14.8	17.7	12.8	15.2	9.6	12.2	13.9

ESD 101: Percentage Student Subgroups Taught by Teacher Categories in each Geographic Location



Educational service district 105 (ESD 105) Equity Gap Profile

1. Overview of ESD 105

ESD 105 is located in the south-middle of Washington state. Washington state is comprised of rural areas (38.7percent), followed by town areas (30.3 percent), urban areas (21.0 percent), and suburban areas (9.2 percent). The percentage of Title I schools is 81.5 percent which is the highest percentage in the state. ESD 105 has the lowest base salary (\$52,695) and the fourth lowest total salary (\$59,569) in the state. The majority of student Race/Ethnicity is Hispanic (63.6 percent), followed by White students (29.7 percent), and American Indian students (3.6 percent). ESD 105 has the highest percentage of students in FRL (77.2 percent) and minority students (70.3 percent).

2. High priority equity gap in ESD 105

The table shows the average percentage of unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers by student subgroups in ESD 105. The percentage of all teacher categories is higher than that of the state level. The average percentage of unqualified teachers (NotHQT) in ESD 105 (3.5 percent) is higher than that of the state level (2.8 percent). Pacific Islander students have the highest percentage of unqualified teachers (NotHQT) (5.8 percent) followed by American Indian students (4.5

ESD 105: Percentage of each Teacher Category			
	NotHQT	INX	OTF
State Avg*	2.8	19.8	12.5
ESD Avg*	3.5	21.9	17.0
FRL	3.3	23.5	17.0
ELL	2.3	25.0	19.5
SPED	3.4	21.5	17.4
MNR	3.4	24.1	16.7
White	3.9	16.6	17.7
Hisp	3.3	24.1	17.2
Asian	3.1	18.4	13.6
Black	2.8	18.0	16.9
Amln	4.5	28.2	9.9
Pcls	5.8	17.9	11.8
MRce	3.0	19.8	14.9

*Avg: Average

percent). The average of inexperienced (INX) teachers in ESD 105 (21.9 percent) is also higher than that of the state level (19.8 percent). American Indian students (28.2 percent), Hispanic students (24.1 percent), students in ELL (25.0 percent), and FRL (23.5 percent) have a relative higher percentage of inexperienced (INX) teachers compared to other student subgroups. The average percentage of out-of-field (OTF) teachers in ESD 105 (17.0 percent) this is much higher than that of the state level (12.5 percent). Students in ELL (19.5 percent), SPED (17.4 percent), White students (17.7 percent), and Hispanic students (17.2 percent) have a higher percentage of out-of-field (OTF) teachers.

Based on the percentage of each teacher category, the high priority equity gaps are:

- All teacher categories such as unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers.

It is essential to monitor and improve these teacher categories percentages for the specific student subgroups above.

ESD 105 shows a large variation of severity of equity gaps by student subgroups. The percentage of all student subgroups taught by unqualified teachers (NotHQT) is higher than the state levels of all students (10.5 percent). The percentage of American Indian students taught by unqualified teachers (NotHQT) (22.9 percent) is much higher than that of the state levels of all students, which is 12.4 percent more than that of the state levels of all students. The percentage of almost all student subgroups except American Indian students is taught by out-of-field (OTF) teachers, which is higher than that of the state levels of all students (20 percent). The percentage of White students taught by out-of-field (OTF) teachers (36.3 percent) is higher as compared to the state levels of all students, which is 16.3 percent higher than that of the state levels of all students. There are also many high percentages of student subgroups taught by inexperienced (INX) teachers. The percentage of American Indian students taught by inexperienced (INX) teachers (46.6 percent) is remarkably higher as compared to the state levels of all students, which is 26.6 percent more than that of the state levels of all students. This is almost half of the American Indian student's population in ESD 105 which is taught by inexperienced (INX) teachers. Based on the percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers, the high priority of equity gaps are unqualified (NotHQT) for all student subgroups, out-of-field (OTF) teachers for all student subgroups, except American Indian students, and inexperienced (INX) teachers for American Indian students, students in ELL, FRL, SPED, and Hispanic students.

3. Trend of equity gap occurrence in ESD 105

With respect to the external factors by geographic locations, the percentage of Title I buildings is high in urban areas (95.7 percent), followed by Town areas (84.4 percent), rural areas (79.2 percent), and suburban areas (68.9 percent). This means that 95.7 percent of the schools located in urban areas are Title I schools. The average total salary and average supplemental compensation is lower from urban through rural areas. The average base salary slightly decreases from urban to town areas. The rural areas have the highest base salary (\$53,238) in ESD 105. The average total salary in urban areas is \$65,706 and in rural areas is \$58,840. This is a \$6,866 difference in total salary between urban and rural areas.

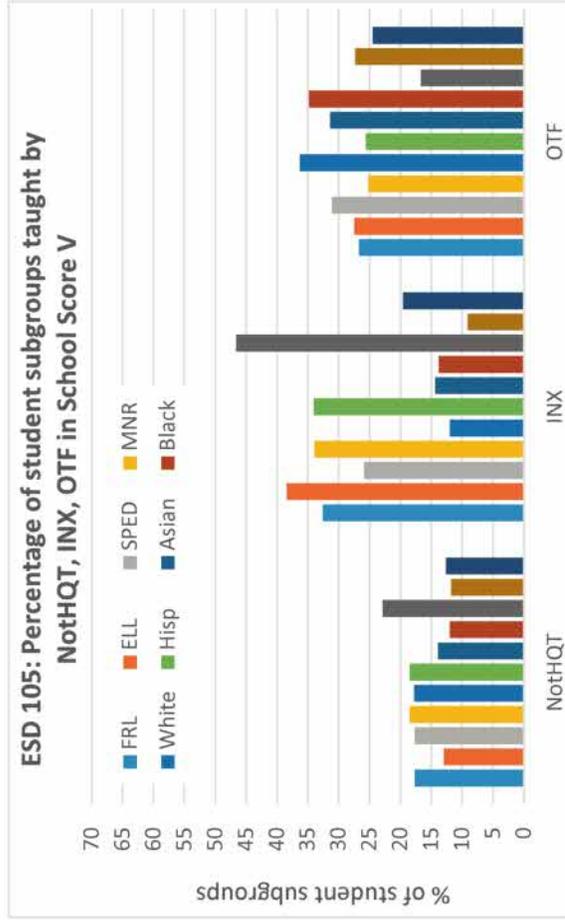
With respect to unqualified teachers (NotHQT), the average percentage of unqualified teachers (NotHQT) in suburban areas (4.3 percent) and town areas (4.4 percent) is higher than the ESD's average percentage of (3.5 percent). In rural areas; the percentage of unqualified teachers (NotHQT) is larger than in other areas, which means that there is a large equity gap with respect to the percentage of unqualified teachers (NotHQT) within rural areas. In rural areas, Pacific Islander students, American Indian students, and students with two or more races have a higher percentage of unqualified teachers (NotHQT) (18.6 percent, 7 percent, and 4.7 percent, respectively). In suburban areas, White students, students in SPED, students with two or more races, and Black students have a higher percentage of unqualified teachers (NotHQT) (6 percent, 4.9 percent, 4.5 percent, and 3.8 percent, respectively). In town areas, most of the student subgroups except American Indian students, Pacific Islander students, and students with two or more races have a higher percentage of unqualified teachers (NotHQT). While,

in urban areas; the percentage of unqualified teachers (NotHQT) is low, and its range is small, which means that all student subgroups can equally have access to more qualified teachers (HQT). The percentage of unqualified teachers (NotHQT) does not have any association with the geographic location, the percentage of Title I schools, or average total salary. Schools in suburban and town areas have a difficulty to attract, recruit and retain qualified teachers (HQT). There might exist other factor(s) associated with the recruitment of qualified teachers such as working conditions. For inexperienced (INX) teachers, the average percentage of inexperienced (INX) teachers is high in town areas (23.7 percent) and rural areas (23 percent). In urban areas, American Indian students and students in FRL have a higher percentage of inexperienced (INX) teachers (33.9 percent and 29.1 percent, respectively). In town areas; students in FRL, Hispanic students, and American Indian students have a higher percentage of inexperienced (INX) teachers (27.2 percent, 26.4 percent, and 25.7 percent, respectively). In urban areas; the percentage of inexperienced (INX) teachers is lower, and its range is smaller, which means that all student subgroups can equally have access to more experienced teachers. The percentage of inexperienced (INX) teachers gets larger from urban to town areas, and in rural areas the percentage remains high. The percentage of inexperienced (INX) teachers is associated with geographic locations and average salaries, which suggest that rural areas have a difficulty to attract, recruit and retain experienced teachers due to the unique geographic locations and a lower salary. For out-of-field (OTF) teachers, students in FRL, ELL, SPED, and Hispanic students in urban and rural areas have a higher percentage of out-of-field (OTF) teachers. Students in ELL in urban areas have a much higher percentage of out-of-field (OTF) teachers (31 percent). White students in rural areas have a higher percentage of out-of-field (OTF) teachers (22 percent) as compared to other White students in urban, suburban, and town areas. However, the percentage of out-of-field (OTF) teachers is higher in urban and rural areas, which does not have any trend associated with geographic locations or average salary. Schools in urban areas have a difficulty to attract, recruit and retain in-field teachers, even though they have a higher average total salary. However, 95.7 percent of schools in urban areas are Title I schools. There might exist other factor(s) which cause the higher percentages of out-of-field (OTF) teachers like a high volume of class allocations to out-of-field (OTF) teachers and/or working conditions.

It is essential to ensure/identify the equity gaps in schools with a higher percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers because this could cause a severe effect on student achievement. The results/trends shown in the previous paragraph are different to the current paragraph because the data in the previous paragraph (percentage of teacher categories by geographic locations) is still aggregated which causes a masking of several trends. However, it is still valuable information to see the exact percentage of teacher categories to evaluate improvement of teacher categories for long term monitoring. In urban areas the percentage of all the student subgroups taught by unqualified teachers (NotHQT) is lower than that of the state levels of all students (10.5 percent). This means that all student subgroups in urban areas are more likely to be taught by qualified teachers (HQT). On the other hand, all student subgroups in rural areas and most of the student subgroups in town areas are more likely to be taught by unqualified teachers (NotHQT) as compared to the other areas. The percentage of American Indian students and Pacific

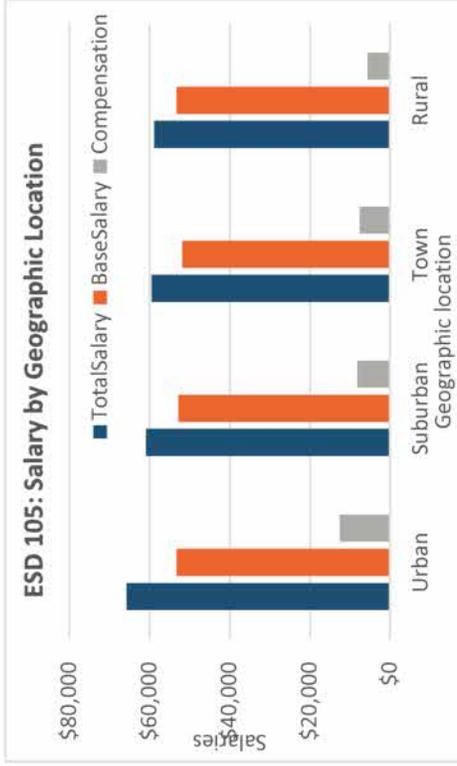
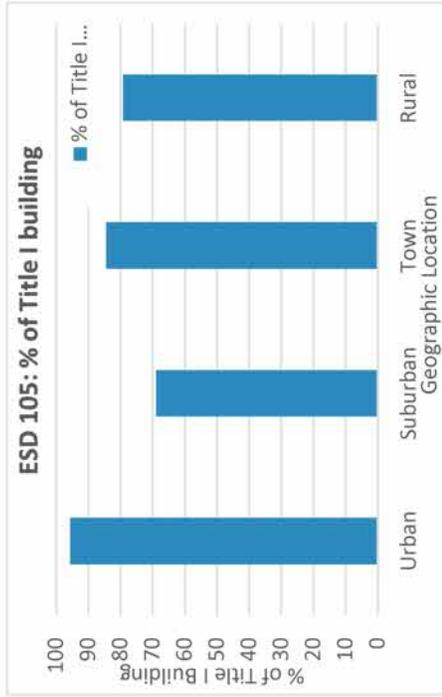
Islander students in rural areas taught by unqualified teachers (NotHQT) is much higher than other student subgroups in rural areas (43.2 percent and 42.9 percent, respectively). Schools in rural and town areas have a difficulty to attract, recruit and retain qualified teachers due to remote geographic locations and/or a lower average total salary. In town areas, the percentage of all student subgroups except for White and Asian students have a higher percentage than that of the state level of all students (20 percent), which indicates that these student subgroups are more likely to have been in Title I schools and taught by inexperienced (INX) teachers. However, in town areas, the percentage of all student subgroups except students in ELL is lower than that of the state level of all students (20 percent). This means that these student subgroups can have equal access to more experienced teachers and less likely to have been in a Title I schools. However, a higher percentage of American Indian students are more likely to be taught by inexperienced (INX) teachers in suburban, town and rural areas. Especially in rural areas; 71.4 percent of American Indian students are taught by inexperienced (INX) teachers, which is an extremely large portion of students as compared to other student subgroups in rural areas. It is essential to improve the large equity gaps for American Indian students in rural areas as soon as possible. Urban areas have the lowest percentage of Title I schools (12.1 percent), while town areas have a higher percentage of Title I schools (42.6 percent), followed by suburban areas (26.5 percent), and rural areas (23.8 percent). Apparently town, suburban, and rural areas have a difficulty to attract, recruit and retain experienced teachers. With respect to out-of-field (OTF) teachers, there is a large variation of student subgroup percentages taught by out-of-field (OTF) teachers in suburban and town areas. Especially, the percentage of Pacific Islander students in suburban areas, Black students, White students, and Pacific Islander students in town areas who are taught by out-of-field (OTF) teachers are greater than other student subgroups. All student subgroups in urban areas and almost all student subgroups except Asian and Pacific Islander students in rural areas are more likely taught by out-of-field (OTF) teachers as compared to the state levels of all students. Urban and rural areas have a higher percentage of Title I schools (31.5 percent and 21 percent, respectively). Urban and rural areas, especially Title I schools in these areas, have a difficulty to attract, recruit and retain in-field teachers. In rural areas, remote areas of geographic location and/or a lower average total salary might be potential factors to have less in-field teachers. However, urban areas have a higher percentage of out-of-field (OTF) teachers, even though the area has the highest average total salary. There must exist other factor(s) which contributes to the higher percentage of out-of-field (OTF) teachers, such as a higher volume of class allocations to out-of-field (OTF) teachers due to a shortage of classroom teachers.

ESD 105: Percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers



Subgroup	NotHQT					INX					OTF							
	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap
ALL	54.6	11.6	7.5	8.0	18.3	7.8	19	13.9	20	19.8	27.4	7.4	20.5	16.5	17.1	17.4	28.5	8.5
FRL	56.6	11.0	7.9	6.9	17.7	7.2	15.5	12.6	19.2	20.2	32.6	12.6	21.8	15.6	17.3	18.5	26.7	6.7
ELL	69.8	5.7	8.8	2.8	13.0	2.5	13.4	10.1	19.3	18.8	38.4	18.4	26.0	18.6	14.9	12.9	27.5	7.5
SPED	57.6	9.1	7.8	7.9	17.7	7.2	20.1	14.6	19.1	20.2	25.9	5.9	22.4	16.4	15.3	14.7	31.1	11.1
MNR	56.0	11.0	8.1	6.3	18.5	8.0	13.2	11.6	20.2	21.1	33.9	13.9	21.8	15.9	18.8	18.2	25.2	5.2
White	51.1	13.0	6.0	12.0	17.8	7.3	32.7	19.2	19.3	16.8	12		17.6	17.7	13.0	15.4	36.3	16.3
Hisp	56.1	11.4	8.3	5.7	18.5	8.0	12.9	11.3	20.8	21	34	14	20.1	16.5	19.7	18.1	25.6	5.6
Asian	48.6	16.5	4.3	16.7	13.9	3.4	23	15.7	28.6	18.2	14.4		16.5	23.3	13.2	15.7	31.4	11.4
Black	52.6	17.5	3.7	14.2	12.0		24.9	17.2	23.4	20.6	13.8		15.4	15.4	22.2	12.3	34.8	14.8
AmIn	56.5	2.2	7.6	10.8	22.9	12.4	10.3	10.9	8.9	23.2	46.6	26.6	52.3	5.4	4.9	20.8	16.7	
Pcls	55.9	8.8	2.9	20.6	11.8		27.3	15.2	15.2	33.3	9.1		18.2	15.2	27.3	12.1	27.3	7.3
MRcs	55.8	12.1	6.4	13.1	12.6		21.5	21.1	17	20.8	19.6		23.4	15.6	15.9	20.7	24.5	4.5

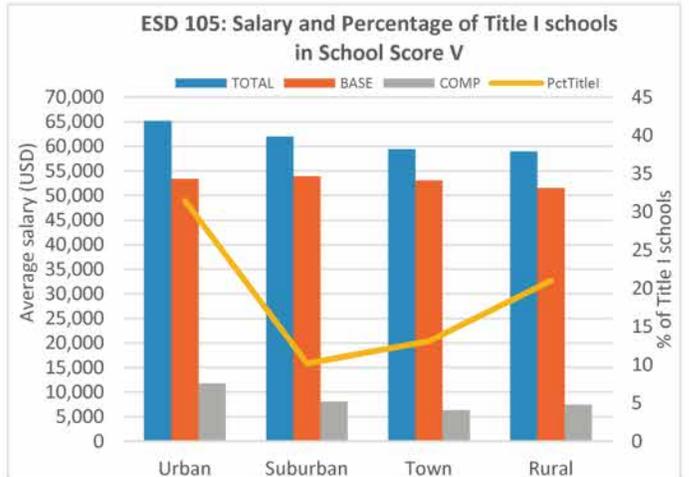
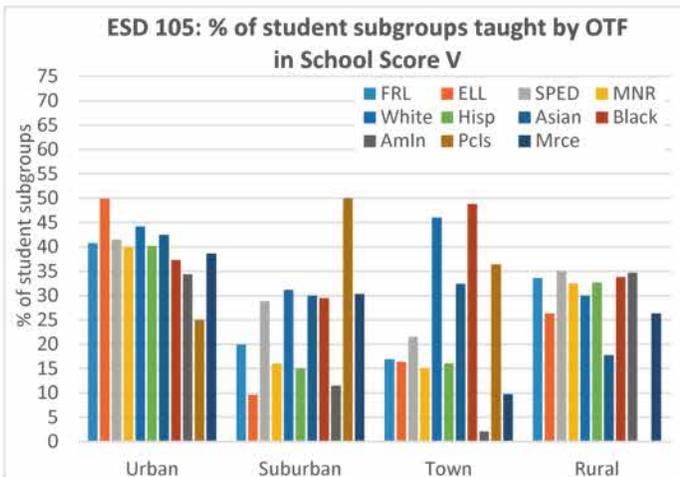
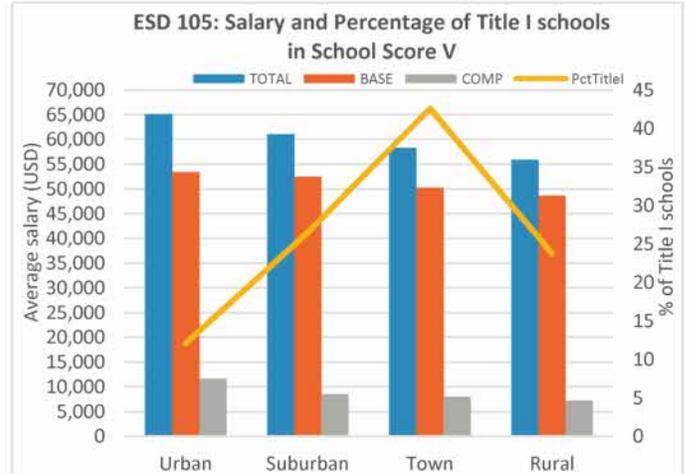
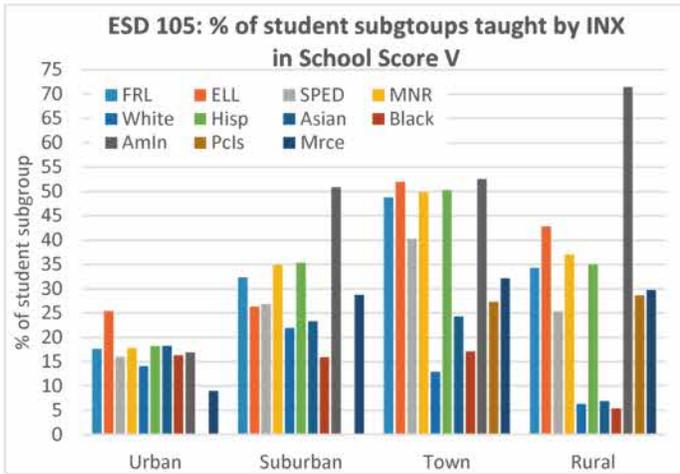
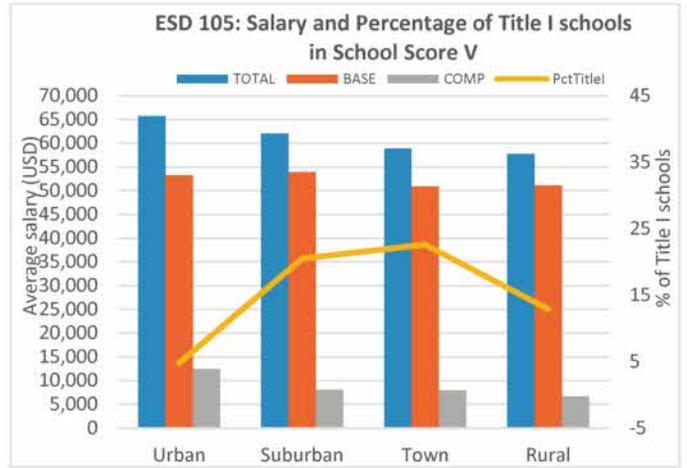
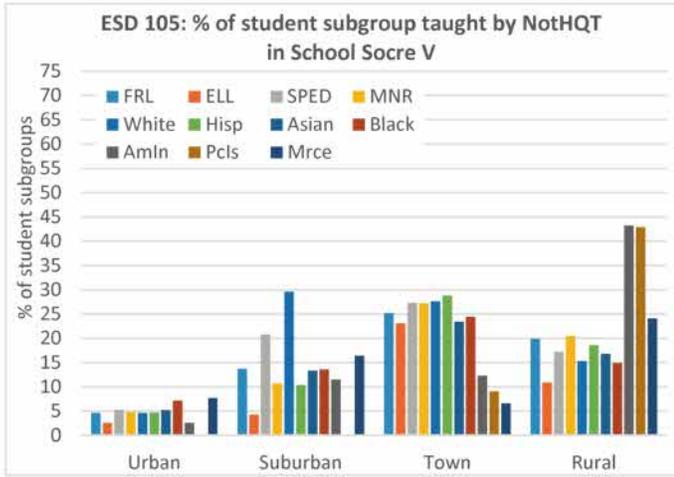
ESD 105: Percentage of Title I Buildings and Average Salaries by Geographic Locations



ESD 105: Percentage of Teacher Categories by Student Subgroups in each Geographic Location

	INX				OTF			
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural
NotHQT								
Average	1.8	4.3	4.4	3.5	20.9	12.8	11.0	21.7
Min	0.0	0.0	0.0	0.0	0.8	0.0	0.0	0.0
Max	8.3	21.4	18.8	100.0	93.1	44.3	38.2	100.0
FRL	1.6	3.2	4.3	3.4	22.5	11.2	10.6	21.9
ELL	0.9	1.2	3.7	1.7	31.0	8.4	10.2	21.4
SPED	1.7	4.9	4.5	3.1	21.5	13.8	10.4	22.1
MNR	1.7	2.6	4.5	3.4	22.8	10.0	10.3	21.1
White	2.3	6.0	4.1	3.7	15.6	15.4	13.7	22.7
Hisp	1.6	2.5	4.7	3.1	23.3	9.8	10.6	22.0
Asian	2.6	3.1	3.8	3.3	13.0	15.1	11.8	15.8
Black	2.2	3.8	3.8	2.7	17.5	12.5	14.1	20.1
Amln	2.0	2.7	3.2	7.0	18.2	7.7	6.7	13.3
Pcls	2.4	2.6	2.5	18.6	11.7	18.3	13.5	5.5
Mrcce	2.4	4.5	1.7	4.7	16.6	14.2	9.4	17.7

ESD 105: Percentage Student Subgroups Taught by Teacher Categories in each Geographic Location



Educational service district 112 (ESD 112) Equity Gap Profile

1. Overview of ESD 112

ESD 112 is located in the southwest portion of Washington state. Washington state is comprised of rural areas (30.9 percent), urban areas (30.9 percent), followed by suburban areas (29.3 percent), and town areas (4.8 percent). The percentage of Title I schools is 42.6 percent. ESD 112 has the second lowest total salary (\$ 59,520) in the state. The majority of student Race/Ethnicity is White students (71.2 percent), followed by Hispanic students (15.5 percent), and students with two or more races (6.1 percent). There are 45.7 percent of students in FRL, 12 percent of students in SPED, 7.4 percent of students in ELL, and 28.8 percent of minority students. ESD 112 has the second lowest percentage of minority students in the state.

2. High priority equity gap in ESD 112

The table shows the average percentage of unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers by student subgroups in ESD 112. The average percentage of all teacher categories in ESD 112 is lower than that of the state level. The ESD's average percentage of unqualified teachers (NotHQT) (1.9 percent) is lower than that of the state level of (2.8 percent). The ESD's average of inexperienced (INX) teachers is (19.4 percent), which is also lower than that of the state level of (19.9 percent). However, Pacific Islander students (23.2 percent), Black students (21.9 percent), Hispanic students (21.6 percent), students in ELL (21.6 percent) and FRL (20.6 percent) have a relative higher percentage of inexperienced (INX) teachers compared to the state level of (19.9 percent). The average percentage of out-of-field (OTF) teachers in ESD 112 is (12.1 percent), which is also lower than the state level of (12.5 percent). However, American Indian students (13.6 percent, and students in SPED (13.1 percent) have a higher percentage of out-of-field (OTF) teachers compared to the state level of (12.5 percent). In ESD 112, there are not many extremely higher percentages of teacher categories compared to other ESDs.

ESD 112: Percentage of each Teacher Category			
	NotHQT	INX	OTF
State Avg*	2.8	19.8	12.5
ESD Avg*	1.9	19.4	12.1
FRL	1.8	20.6	12.4
ELL	1.3	21.6	12.0
SPED	1.9	19.3	13.1
MNR	1.9	20.8	12.0
White	1.9	18.8	12.1
Hisp	2.0	21.6	12.0
Asian	1.6	19.1	11.5
Black	1.6	21.9	11.7
Amln	2.1	18.9	13.6
Pcls	1.3	23.1	12.2
MRce	1.8	19.3	12.2

*Avg: Average

The high priority equity gaps in ESD 112 are:

- Inexperienced (INX) teachers for Pacific Islander students, Black students, Hispanic students, students in ELL and FRL.
- Unqualified teachers (NotHQT) for American Indian and students in ELL.
- Out-of-field (OTF) teachers for American Indian students and students in SPED.

The percentage of all student subgroups taught by unqualified teachers (NotHQT) is lower than that of the state levels of all students (10.5 percent). Over 60 percent of all student subgroups are located in schools with all qualified teachers (HQT). A higher percentage of students in ELL (71.4 percent) and American Indian students (69 percent) are located in schools with all qualified teachers (HQT). This is a positive disproportionality; these student subgroups have more access to highly qualified teachers than other students. The percentage of Pacific Islander students taught by inexperienced (INX) teachers (23.4 percent) is higher as compared to the state levels of all students, which is 3.4 percent more than that of the state levels of all students. All of the student subgroups are more likely located in schools with relatively less inexperienced (INX) teachers. This is a positive trend that more student subgroups have relatively more access to experienced teachers. The bar chart and table illustrates that the percentage of all student subgroups taught by out-of-field (OTF) teachers is lower than that of the state level of all students (20 percent) as well as almost proportional. This indicates that all student subgroups can have equal access to in-field teachers, even though there are more out-of-field (OTF) teachers in the schools (School Score V). More students in ESD 112 are located in schools with relatively less out-of-field (OTF) teachers. Based on the percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers, the high priority of equity gaps are inexperienced (INX) teachers for Pacific Islander students, Hispanic students, and Black students. Out-of-field (OTF) teachers for American Indian students.

3. Trend of equity gap occurrence in ESD 112

With respect to external factors by geographic locations, the percentage of Title I buildings is high in rural areas (64.9 percent), followed by urban areas (47 percent), town areas (41.3 percent), and suburban areas (29.5 percent). The average total salary and average supplemental compensation is lower from the urban through rural areas. While, average base salary slightly increases from urban to town areas. The rural areas have the lowest base salary (\$53,300) in ESD 112. The average total salary in urban areas is \$62,639, and in rural areas it is \$58,424. This is \$4,214 difference in total salary between urban and rural areas.

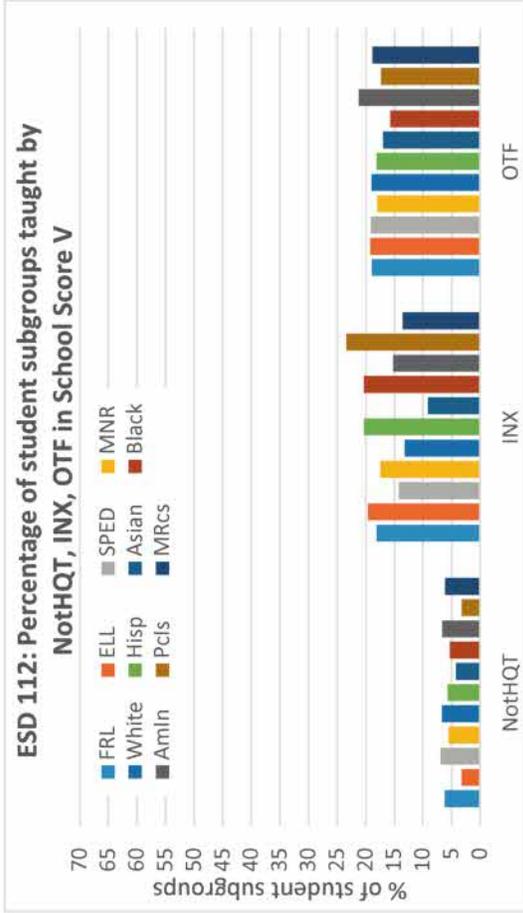
The average percentage and the range of unqualified teachers (NotHQT) is higher in rural areas (2.6 percent) as compare to the ESD's average percentage of unqualified teachers (NotHQT) (1.9 percent). Also, rural areas have the largest range of unqualified teachers (NotHQT). In rural areas, American Indian students, Pacific Islander students, Hispanic students, and Black students have a higher percentage of unqualified teachers (NotHQT) (4.5 percent, 4.1 percent, 3.3 percent, and 3.1 percent, respectively) as compared to an average percentage of unqualified teachers (NotHQT) in rural areas (2.6 percent). While, in town and suburban areas, the percentage of unqualified teachers (NotHQT) is low, and its range is small, which means that all student subgroups can have equal access to more qualified (HQT) teachers. The percentage of unqualified teachers (NotHQT) is associated with the percentage of Title I schools, which suggests that schools in rural areas have a difficulty to attract, recruit and retain qualified teachers. The potential factors associated with the difficulty are a remote geographical location, lower average total salary, and a higher percentage of Title I schools. For inexperienced (INX) teachers, the

average percentage of inexperienced (INX) teachers is high in urban areas (22.4 percent), followed by town areas (19.5 percent). In urban areas, American Indian and Pacific Islander students have a higher percentage of inexperienced (INX) teachers (24.8 percent and 24.7 percent, respectively). In town areas, Asian students have a higher percentage of inexperienced (INX) teachers as compared to other student subgroups (23.6 percent). The percentage of inexperienced (INX) teachers is negatively associated with the percentage of Title I schools, which suggests that schools in urban areas, especially Title I schools, have a difficulty in attracting, recruiting and retaining experienced teachers, even though their average total salary is higher. There must exist other factors associated with the higher percentage of inexperienced (INX) teachers such as working conditions and/or a higher volume of class allocations to inexperienced (INX) teachers. For out-of-field (OTF) teachers, in urban areas the percentage of out-of-field (OTF) teachers is almost proportional, except for students in SPED have a higher percentage of out-of-field (OTF) teachers. The average percentage of out-of-field (OTF) teachers in town areas is higher as compared to other areas. Pacific Islander students and Black students in town areas have a higher percentage of out-of-field (OTF) teachers (27.5 percent and 25.6 percent, respectively). In rural areas, American Indian students have a higher percentage of out-of-field (OTF) teachers (16.2 percent) as compared to other student subgroups. Suburban area students in ELL, FRL, Pacific Islander students, and American Indian students have a higher percentage of out-of-field (OTF) teachers (13.8 percent, 13.1 percent, 13.6 percent, and 13.4 percent, respectively). Apparently, the percentage of out-of-field (OTF) teachers does not have any trend associated with geographic locations, average salaries, or percentage of Title I schools. There might exist other factor(s) which is associated with the higher percentage of out-of-field (OTF) teachers for these particular student subgroups.

It is essential to ensure/identify the equity gaps in schools with a higher percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers because this could cause a severe effect on student achievement. The results/trends shown in the previous paragraph are different to the current paragraph because the data in the previous paragraph (percentage of teacher categories by geographic locations) is still aggregated which causes a masking of several trends. However, it is still valuable information to monitor the exact percentage of teacher categories to evaluate improvement of the teacher categories year by year. The percentage of all student subgroups taught by unqualified teachers (NotHQT) in urban and suburban areas is lower than that of the state level (10.5 percent). This means that all student subgroups in urban and suburban areas are less likely to be taught by unqualified teachers (NotHQT). Town areas do not have any schools with a higher percentage of unqualified teachers (NotHQT). While in rural areas the percentage of students in ELL (36.2 percent) is greater as compared to other student subgroups. In rural areas; American Indian students, Black students, Pacific Islander students, and White students are more likely to be taught by unqualified teachers (NotHQT) as compared to the state levels of all students (10.5 percent). The bar charts illustrate that schools in rural areas have a difficulty to attract, recruit and retain qualified teachers. The potential factors associated with a higher percentage of student subgroups taught by unqualified teachers (NotHQT) are remote geographic locations and/or a lower average total salary. The bar chart shows that in town areas, the percentage of most student subgroups except for American

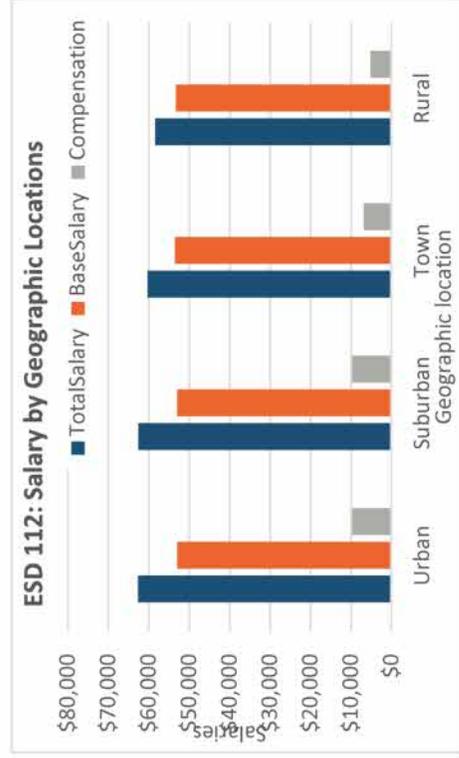
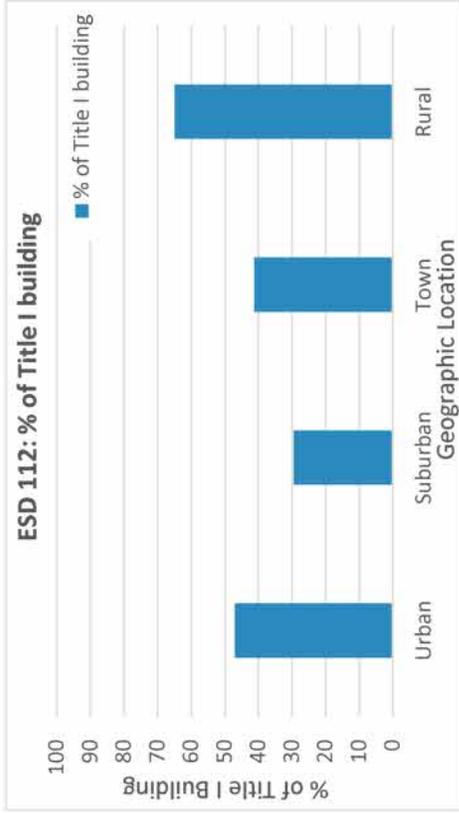
Indian and Pacific Islander students are higher than that of the state level of all students (20 percent). This means that these student subgroups are more likely to have been in Title I schools and taught by inexperienced (INX) teachers. In urban areas, the percentages of most of the student subgroups except for Asian students and students with two or more races are lower than that of the state level of all students (20 percent). While, the percentage of all student subgroups in suburban and rural areas is lower than the state level of all students (20 percent). This means that these student subgroups in suburban and rural areas can have access to more experienced teachers. Schools in town and urban areas have a difficulty to attract, recruit, and retain experienced teachers. The potential factors associated with the higher percentage of student subgroups taught by inexperienced (INX) teachers in town and urban areas is the percentage of Title I schools, which suggests that student subgroups in these areas are more likely to have been in Title I schools and taught by inexperienced (INX) teachers. With respect to out-of-field (OTF) teachers, in urban and suburban areas, almost all student subgroups are less likely taught by out-of-field (OTF) teachers, except for students in SPED and ELL. In town areas, there is a large variation of student subgroup percentages taught by out-of-field (OTF) teachers. Especially, the percentage of Black students, American Indian students, students with two or more races, White students, and students in FRL in town areas are taught by out-of-field (OTF) teachers which is greater than other student subgroups. In rural areas, almost all student subgroups except for Asian students, are more likely taught by out-of-field (OTF) teachers as compared to the state levels of all students. Schools in town and rural areas have a difficulty to attract, recruit and retain in-field teachers. The potential factors associated with these higher percentages of student subgroups taught by out-of-field (OTF) teachers can be a lower total salary and/or remote geographic locations.

ESD 112: Percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers



ESD 112 Subgroup	NotHQT					INX					OTF							
	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap
ALL	68.1	8.8	8.4	8.4	6.4		20	19	22.1	24.4	14.5		15.5	19.6	23.9	22.2	18.7	
FRL	67.7	8.3	8.9	8.8	6.2		17.7	16.9	19.5	27.8	18.1		15.9	21.0	23.3	20.9	18.9	
ELL	71.4	6.7	10.6	8.1	3.2		18.2	14.4	17.2	30.7	19.6		15.4	20.7	22.5	22.1	19.2	
SPED	68.4	9.0	7.3	8.4	6.9		20.7	18.9	21.6	24.5	14.2		16.2	20.6	22.5	21.6	19.1	
MNR	67.1	9.6	9.2	8.6	5.5		17	16.8	19.9	28.8	17.4		14.6	20.4	25.5	21.5	18.0	
White	68.5	8.4	8.0	8.3	6.7		21.3	19.9	23	22.6	13.2		15.9	19.3	23.3	22.5	19.0	
Hisp	67.7	8.7	9.2	8.7	5.7		15.7	15.9	17.4	30.7	20.3		16.4	20.7	24.4	20.3	18.1	
Asian	62.2	12.8	10.9	9.8	4.2		18.8	17.9	29	25.3	9.1		10.6	20.5	26.8	25.1	17.0	
Black	66.7	12.6	7.6	7.8	5.3		14.7	15.4	16.8	32.8	20.3		12.4	23.5	23.6	24.8	15.7	
Amln	69.0	7.1	7.2	10.1	6.6		19.7	22.1	20.1	22.9	15.2		18.1	16.7	24.7	19.4	21.2	
Pcls	67.4	14.2	8.8	6.4	3.2		13	12.3	16.6	34.8	23.4	3.4	8.7	24.0	32.0	18.0	17.3	
MRcs	68.2	8.7	8.8	8.1	6.1		20.4	18.9	22.5	24.7	13.5		13.7	18.3	27.3	22.0	18.8	

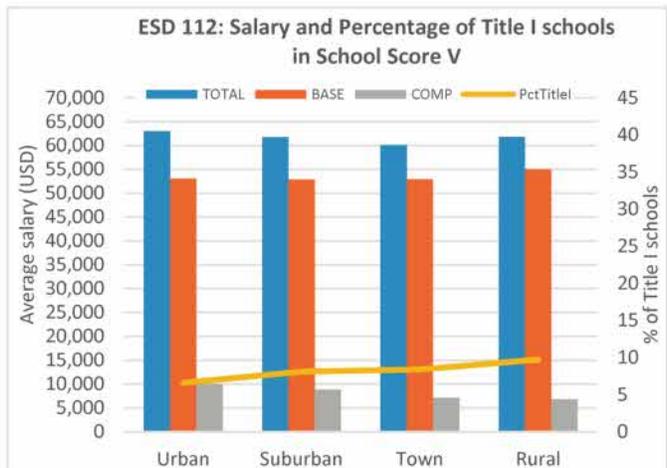
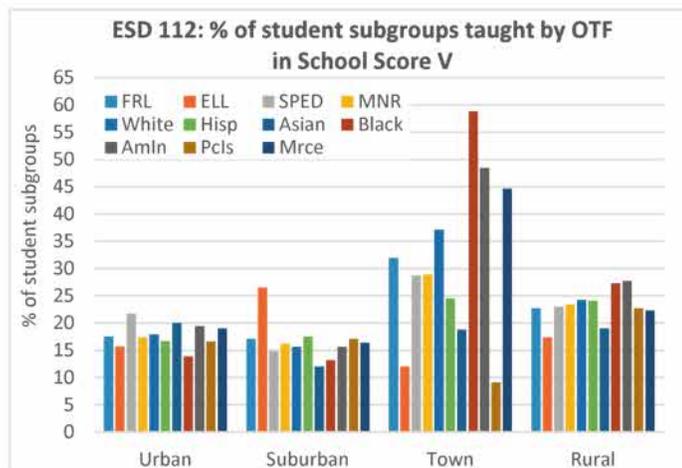
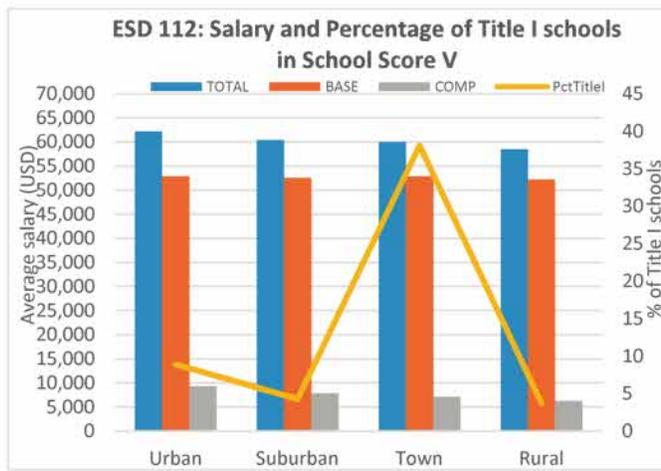
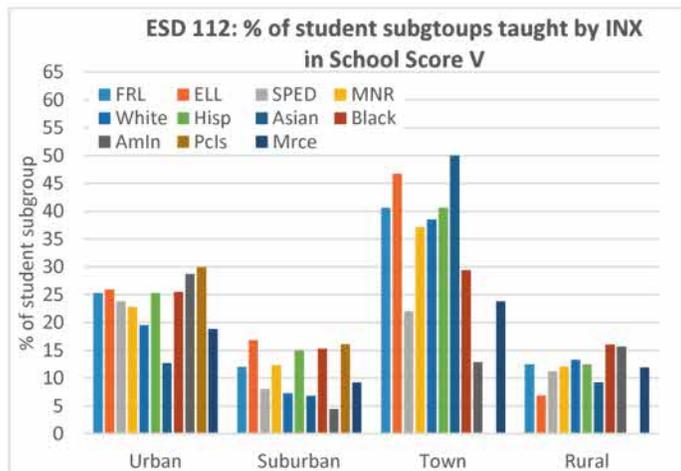
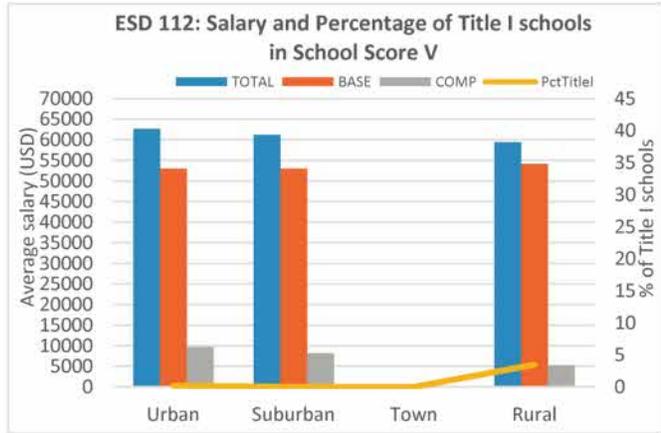
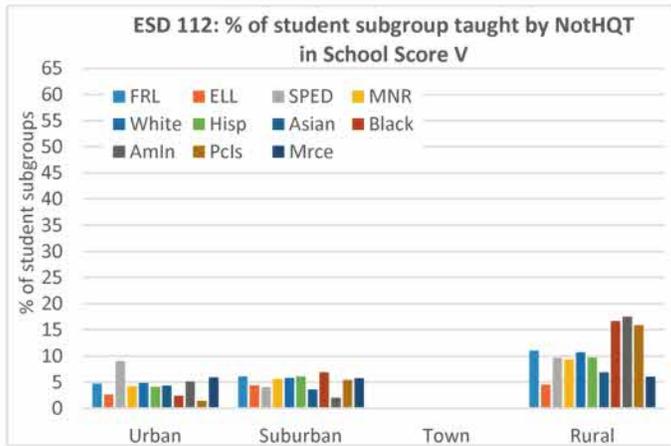
ESD 112: Percentage of Title I Buildings and Average Salaries by Geographic Locations



ESD 112: Percentage of Teacher Categories by Student Subgroups in each Geographic Location

	NotHQT				INX				OTF			
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural
Average	1.7	1.3	1.6	2.6	22.4	17.9	19.5	17.1	12.3	11.9	13.9	12.5
Min	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Max	25.0	11.3	4.3	100.0	57.1	43.2	31.4	60.0	100.0	79.5	42.7	100.0
FRL	1.8	1.3	1.5	2.5	23.6	19.2	20.1	16.5	12.3	13.1	13.0	11.6
ELL	1.4	1.1	1.4	2.3	23.3	21.0	19.3	15.8	11.5	13.8	8.5	10.2
SPED	2.6	1.1	0.9	2.2	23.2	17.7	14.7	16.5	15.7	12.0	7.9	12.1
MNR	1.6	1.3	1.4	2.9	22.9	19.2	18.7	17.4	12.1	12.1	11.9	12.9
White	1.8	1.3	1.6	2.6	22.0	17.4	19.7	17.1	12.4	11.8	14.6	12.4
Hisp	1.7	1.2	1.4	3.3	23.7	20.3	19.2	17.5	11.9	12.8	11.1	11.9
Asian	1.6	1.4	1.7	2.0	20.3	17.5	23.6	18.4	12.2	10.2	9.3	14.3
Black	1.3	1.4	1.2	3.1	23.5	20.0	18.9	18.4	12.0	10.5	25.6	13.7
Amln	1.9	0.9	1.6	4.5	24.8	17.0	15.1	14.3	12.4	13.4	14.3	16.2
Pcls	1.0	1.4	2.7	4.1	24.7	20.4	12.1	15.2	11.7	13.6	27.5	10.6
Mrcce	1.8	1.3	1.4	1.8	21.6	17.8	16.2	17.3	12.6	11.7	14.2	13.6

ESD 112: Percentage Student Subgroups Taught by Teacher Categories in each Geographic Location



Educational service district 113 (ESD 113) Equity Gap Profile

1. Overview of ESD 113

ESD 113 is located in the southwest portion of Washington state. Washington state is comprised of rural areas (30.9 percent), urban areas (30.9 percent), followed by suburban areas (29.3 percent), and town areas (4.8 percent). The percentage of Title I schools is 42.6 percent. ESD 113 has the second lowest total salary (\$ 59,520) in the state. The majority of student Race/Ethnicity is White students (71.2 percent), followed by Hispanic students (15.5 percent), and students with two or more races (6.1 percent). 45.7 percent of the students are in FRL, 12 percent of the students are in SPED, 7.4 percent of the students are in ELL, and 28.8 percent are minority students (which is the second lowest percentage of minority students in the state).

2. High priority equity gap in ESD 113

The table shows the average percentage of unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers by student subgroups in ESD 113. The average percentages of all teacher categories in ESD 113 are lower than that of the state level. The ESD’s average percentage of unqualified teachers (NotHQT) (2.5 percent) is lower than that of the state level (2.8 percent).

However, American Indian students (6.9 percent) and students in FRL (2.9 percent) have a higher percentage of unqualified teachers (NotHQT) compared to that of the state level (2.8 percent). The ESD’s average of inexperienced (INX) teachers (17.4 percent) is also lower than that of the state level of (19.8 percent). However, American Indian students (22.8 percent) and Pacific Islander students (20 percent) have a higher percentage of inexperienced (INX) teachers compared to the state level (19.8 percent). The ESD’s average percentage of out-of-field (OTF) teachers (11.9 percent) is also lower than the state level (12.5 percent). However, American Indian students (18.8 percent) have a higher percentage of out-of-field (OTF) teachers compared to the state level (12.5 percent).

ESD 113			
Percentage of each Teacher Category			
	NotHQT	INX	OTF
State Avg*	2.8	19.8	12.5
ESD Avg*	2.5	17.4	11.9
FRL	2.9	17.6	11.4
ELL	1.4	18.1	9.4
SPED	2.7	17.6	11.9
MNR	2.1	18.3	11.3
White	2.6	17.0	12.2
Hisp	1.9	17.6	10.2
Asian	1.1	18.2	11.2
Black	1.6	18.5	10.6
Amln	6.9	22.8	18.8
Pcls	1.1	20.0	8.9
MRce	2.0	18.2	11.6

*Avg: Average

The high priority equity gaps in ESD 113 are:

- Inexperienced (INX) teachers for American Indian and Pacific Islander students.
- Unqualified teachers (NotHQT) for American Indian students and students in FRL.
- Out-of-field (OTF) teachers for American Indian students.

Only a few student subgroups are likely to be taught by each teacher category. American Indian students and students in FRL are taught by unqualified teachers (NotHQT) which is higher than that of the state levels of all students (10.5 percent). Especially, the percentages of American Indian students taught by unqualified teachers (NotHQT) (26.4 percent) which is higher than that of the state levels of all students (15.9 percent). Over 60 percent of all student subgroups are located in schools with all qualified teachers (HQT). There is a higher percentage of students in ELL (81.9 percent), Hispanic students (73.5 percent), students with two or more races (72.5 percent), Pacific islander students (72.4 percent), and students in SPED (70.2 percent) are located in schools with all qualified teachers (HQT) (School Level I). This is a positive disproportionality, in that these student subgroups have more access than other students to highly qualified teachers. The percentage of American Indian students which are taught by inexperienced (INX) teachers (20.4 percent) is slightly higher as compared to the state levels of all students. All of the student subgroups are more likely located in schools with less inexperienced (INX) teachers. This is a positive trend that more student subgroups have more access to experienced teachers. The percentages of American Indian students taught by out-of-field (OTF) teachers (23.9 percent) is higher than that of the state levels of all students (20 percent), which is 3.9 percent more than that of the state levels of all students. All of the student subgroups are more likely located in schools with less out-of-field (OTF) teachers. This is a positive trend that more student subgroups have more access to in-field teachers. Based on the percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers, the high priority of equity gaps is unqualified teachers (NotHQT) for American Indian students and students in FRL, inexperienced (INX) for American Indian students, and out-of-field (OTF) teachers for American Indian students.

3. Trend of equity gap occurrence in ESD 113

With respect to external factors by geographic locations, the percentage of Title I buildings is high in rural areas (74.7 percent), followed by town areas (63.7 percent), suburban areas (52.8 percent), and urban areas (14.3 percent). The average total salary and average supplemental compensation is lower from urban through rural areas. The average total salary in urban areas is \$65,678 and in rural areas it is \$57,938. This is a \$ 7,740 difference in total salary between urban and rural areas.

The average percentage of unqualified teachers (NotHQT) is higher in rural areas (2.6 percent) as compared to the ESD's average percentage of unqualified teachers (NotHQT) (2.5 percent). In rural areas, American Indian students, students in FRL, and SPED have a higher percentage of unqualified teachers (NotHQT) (13.7 percent, 6.6 percent, and 5.8 percent, respectively) as compare to the average percentage of unqualified teachers (NotHQT) in rural areas (5.4 percent). While, in suburban, urban, and town areas, the percentage of unqualified teachers (NotHQT) is lower than the ESD's average percentage of unqualified teachers (NotHQT) (2.5 percent). This means that all student subgroups can have equal access to more qualified (HQT) teachers. The percentage of unqualified teachers (NotHQT) is associated with the geographic location, average total salary, and the percentage of Title I schools, which suggests

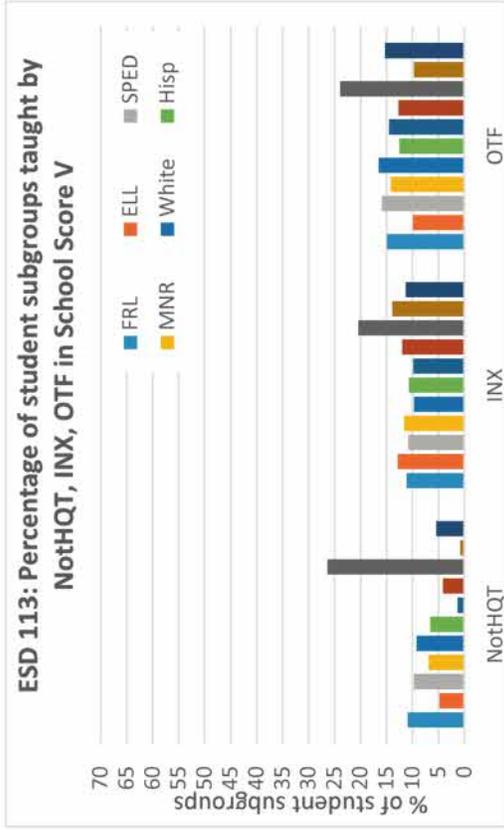
that schools in rural areas have a difficulty in attracting, recruiting, and retaining qualified teachers. The potential factors associated with the difficulty are remote geographical location, a lower average total salary, and a higher percentage of Title I schools. For inexperienced (INX) teachers, the average percentage of inexperienced (INX) teachers is high in suburban areas (19.7 percent) followed by rural areas (18.2 percent). In suburban areas, students in ELL, FRL, SPED, and most of the minority students (except American Indian) students have a higher percentage of inexperienced (INX) teachers as compared to the average percentage of inexperienced (INX) teachers in suburban areas (19.7 percent). In rural areas; American Indian students, Pacific Islander students, students with two or more races, Hispanic students, SPED students, and FRL have a higher percentage of inexperienced (INX) teachers as compared to the average percentage of inexperienced (INX) teachers in rural areas (18.2 percent). The percentage of inexperienced (INX) teachers in suburban areas is not associated with either geographic locations, the percentage of Title I schools, or average total salary. This means that there might exist other factor(s) that contributes to the high percentage of inexperienced (INX) teachers such as working conditions and/or a higher volume of class allocation to inexperienced (INX) teachers. Schools in rural areas, especially Title I schools, have a difficulty to attract, recruit and retain experienced teachers. The potential factors associated with this difficulty are remote geographic location and/or a lower average total salary. For out-of-field (OTF) teachers; the average percentage of out-of-field (OTF) teachers is higher in rural areas (14.6 percent), followed by suburban areas (12.2 percent) as compare to the ESD's average percentage of out-of-field (OTF) teachers (11.9 percent). In suburban areas, American Indian students (17 percent) and White students (13.1 percent) have a higher percentage of out-of-field (OTF) teachers. as compared to the average percentage of out-of-field (OTF) teachers in suburban areas (12.2 percent). In rural areas; American Indian students (28.9 percent), Black students (15.1 percent), students in SPED, and FRL (15 percent and 15.7 percent, respectively) have a higher percentage of out-of-field (OTF) teachers as compared to the average percentage in rural area (14.6 percent). The percentage of out-of-field (OTF) teachers in suburban areas is not associated with either geographic locations, the percentage of Title I schools, or average total salary. This means that there might exist other factor(s) that contributes to the high percentage of out-of-field (OTF) teachers in suburban areas such as working condition and/or a higher volume of class allocations to out-of-field (OTF) teachers. Schools in rural areas, especially Title I schools, have a difficulty to attract, recruit and retain in-field teachers. The potential factors associated with this difficulty are remote geographic location and/or a lower average total salary.

It is essential to ensure/identify the equity gaps in schools with a higher percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers because this could cause a severe effect on student achievement. The results/trends shown in the previous paragraph are different to the current paragraph because the data in the previous paragraph (percentage of teacher categories by geographic locations) is still aggregated which causes a masking of several trends. However, it is still valuable information to monitor the exact percentage of the teacher categories to evaluate improvement of the teacher categories year by year. The percentage of all student subgroups taught by unqualified teachers (NotHQT) in suburban areas is lower than that of the state level (10.5 percent). It mean that all student subgroups in urban and suburban areas are less likely taught by unqualified teachers (NotHQT). Urban areas do not have any schools with a higher percentage of unqualified teachers (NotHQT). While in town areas the percentages of American Indian students (14.6 percent) and Black students (11.5 percent) are higher than the state levels of all students (10.5 percent). In rural areas, most of the student subgroups (except Asian and Pacific Islander students) are more likely to be taught by unqualified teachers (NotHQT) as

compared to the state levels of all students (10.5 percent). Schools in rural areas have a difficulty to attract, recruit and retain qualified teachers. The potential factors associated with a higher percentage of student subgroups taught by unqualified teachers (NothQT) are remote geographic locations and/or a lower average total salary. The percentage of all student subgroups taught by inexperienced (INX) teachers in suburban and town areas is lower than that of the state level (20 percent). This means that all student subgroups in suburban and town areas are less likely taught by inexperienced (INX) teachers. Urban areas do not have any schools with a higher percentage of inexperienced (INX) teachers. In rural areas, however, the percentage of all student subgroups (except American Indian students) is lower than that of the state level (20 percent). It suggests that some schools with a high portion of American Indian students have a higher percentage of inexperienced teachers in rural areas.

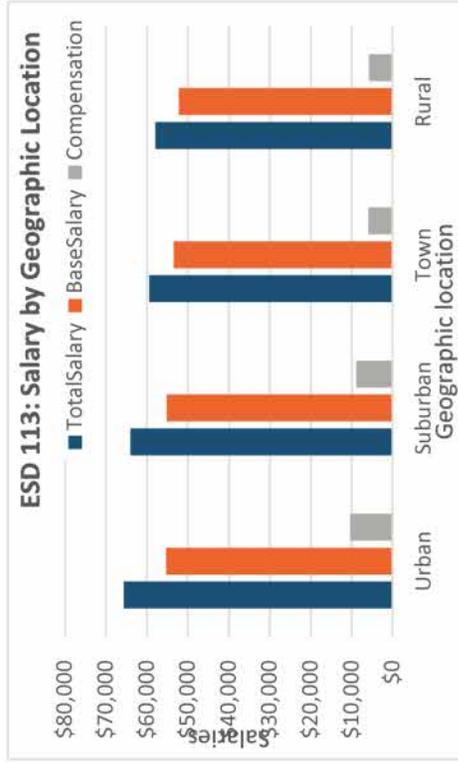
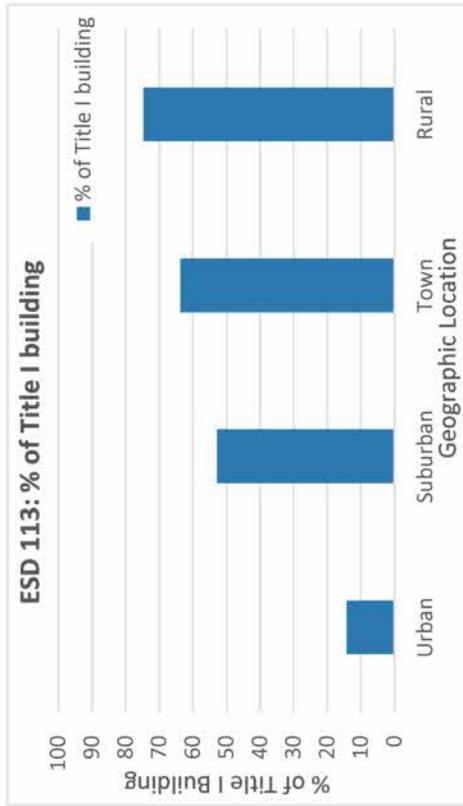
Apparently some particular schools in rural areas have a difficulty to attract, recruit and retain experienced teachers. The potential factors associated with the higher percentage of student subgroups taught by inexperienced (INX) teachers in rural areas are remote geographic location and/or a shortage of experienced teachers. With respect to out-of-field (OTF) teachers, the percentages of all student subgroups in suburban, town areas and all student subgroups (except Pacific Islander students) are taught by out-of-field (OTF) teachers. This is lower than that of the state levels of all students. This means that all student subgroups in suburban, town and urban areas can have access to more in-field teachers, (except Pacific Islander students) in urban areas. While in rural areas the percentage of all student subgroups taught by out-of-field (OTF) teachers is higher than the state levels of all students (20 percent). Especially, the percentage of American Indian students taught by out-of-field (OTF) teachers in rural areas (40.9 percent) is higher than the state levels of all students (20 percent), which is 20.9 percent different. Schools in rural areas have a difficulty to attract, recruit and retain in-field teachers. The potential factors associated with these higher percentages of student subgroups taught by out-of-field (OTF) teachers can be lower total salary and/or remote geographic locations.

ESD 113: Percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers



Subgroup	NotHQT				INX				OTF								
	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap					
ALL	68.8	8.0	7.4	7.3	8.5		24.8	23.5	18.9	22.4	10.3	25.5	20.7	17.3	20.7	15.8	
FRL	69.2	6.2	6.2	7.5	10.9		25.4	21.2	18.5	23.7	11.1	27.2	20.5	17.5	20.0	14.9	
ELL	81.9	4.6	3.4	5.3	4.8		20.5	28.2	13.4	25.1	12.8	26.1	30.8	15.2	18.0	9.9	
SPED	70.2	6.3	7.1	6.7	9.7		24.1	22.4	19.1	23.5	10.8	25.0	21.3	16.7	21.1	15.9	
MNR	71.3	9.3	7.7	4.8	6.9		20.9	24.3	19.1	24.1	11.6	27.4	20.9	17.5	20.1	14.2	
White	67.6	7.4	7.3	8.5	9.2		26.6	23.1	18.9	21.6	9.7	24.6	20.6	17.3	21.0	16.5	
Hisp	73.5	7.8	6.5	5.6	6.6		22.2	24.9	18.8	23.4	10.7	28.7	23.3	16.7	18.8	12.5	
Asian	68.9	15.7	11.8	2.4	1.3		17.8	27.6	19.4	25.4	9.8	18.4	21.1	19.1	26.9	14.5	
Black	67.7	17.0	7.4	3.7	4.1		14.4	28.4	20.4	24.8	12	33.4	14.8	19.2	19.9	12.7	
Amln	59.2	3.9	5.0	5.4	26.4	15.9	28.5	13.4	17.5	20.1	20.4	22.7	15.0	15.6	22.7	23.9	3.9
Pcls	72.4	14.5	8.4	3.8	0.8		9.3	28	15.6	33.3	13.9	37.3	13.1	21.7	18.3	9.7	
MRCs	72.5	8.7	9.1	4.3	5.4		20.2	23.4	19.9	25.2	11.3	27.5	19.8	18.1	19.3	15.3	

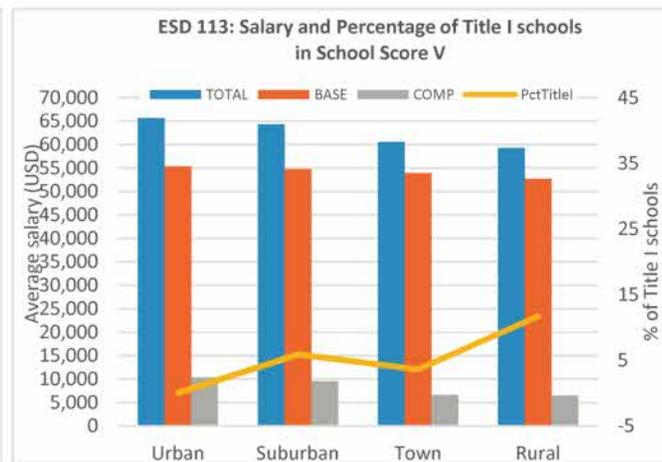
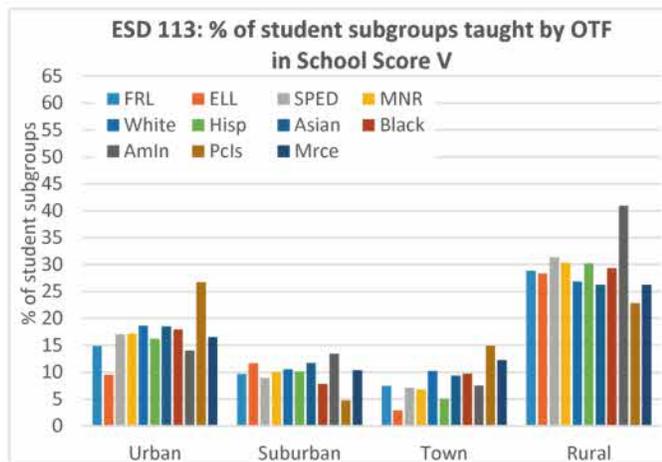
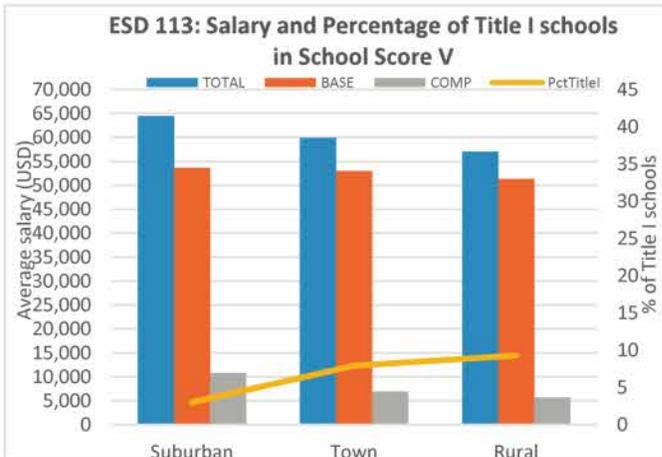
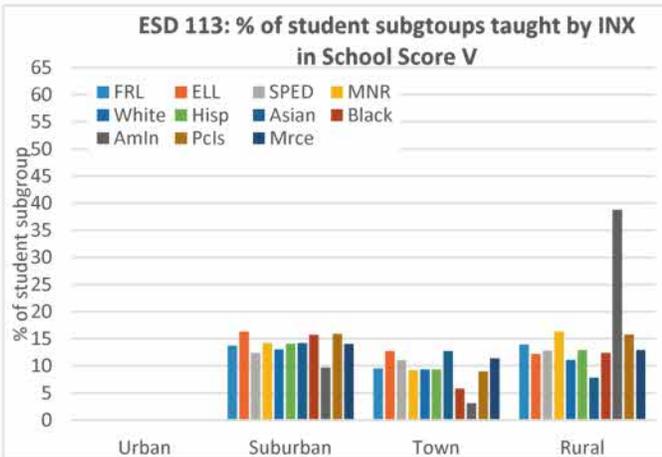
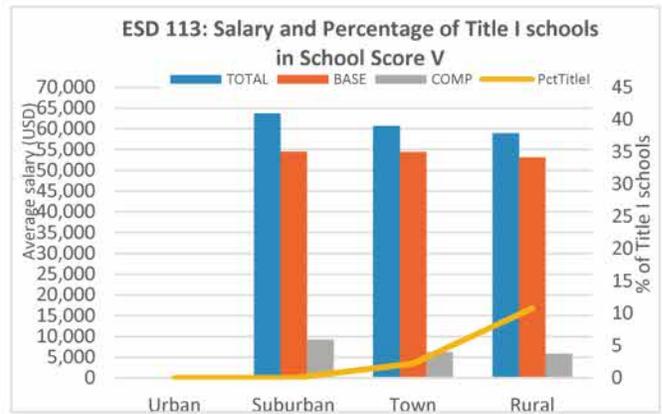
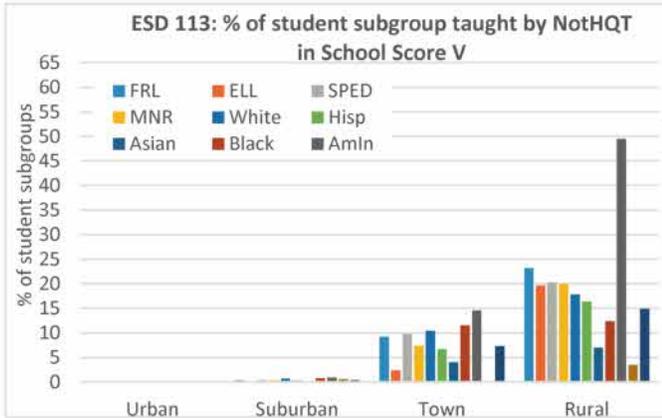
ESD 113: Percentage of Title I Buildings and Average Salaries by Geographic Locations



ESD 113: Percentage of Teacher Categories by Student Subgroups in each Geographic Location

NotHQT	INX				OTF							
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural				
Average	1.0	0.8	1.9	5.4	13.3	19.7	16.0	18.2	11.8	12.2	9.3	14.6
Min	0.0	0.0	0.0	0.0	8.9	0.0	0.0	0.0	2.6	0.0	0.0	0.0
Max	3.2	55.6	25.0	47.1	22.2	34.8	42.9	69.2	24.4	100.0	100.0	100.0
FRL	0.8	0.6	1.9	6.6	14.3	20.6	16.0	18.3	11.5	10.5	9.0	15.0
ELL	0.3	0.4	1.0	4.3	16.2	23.2	16.6	16.6	9.9	10.2	7.8	13.1
SPED	0.8	0.7	1.8	5.8	14.4	19.8	16.2	18.5	11.7	11.7	8.8	15.7
MNR	0.9	0.7	1.5	5.9	13.8	20.5	16.1	19.6	11.8	10.7	8.7	16.1
White	1.0	0.9	2.0	5.2	13.1	19.2	16.0	17.8	11.8	13.1	9.6	14.1
Hisp	0.8	0.7	1.4	4.6	14.0	20.7	16.0	18.3	11.5	10.6	7.9	14.1
Asian	1.1	0.6	1.2	3.1	13.3	20.9	18.6	16.5	12.2	10.7	10.5	12.9
Black	0.8	1.0	1.8	3.8	14.1	20.4	15.5	17.5	11.9	9.6	8.6	15.1
Amin	0.8	1.1	2.6	13.7	13.3	19.1	14.6	26.9	12.5	17.0	10.9	28.9
Pcls	0.7	0.9	0.9	2.5	13.4	21.0	16.1	22.6	13.5	8.5	7.4	10.5
Misce	0.9	0.7	1.5	5.1	14.0	20.0	16.8	18.8	11.5	11.1	10.6	13.6

ESD 113: Percentage Student Subgroups Taught by Teacher Categories in each Geographic Location



Educational service district 114 (ESD 114) Equity Gap Profile

1. Overview of ESD 114

ESD 114 is located in northwest portion of Washington state. Washington state is comprised of rural areas (30.9 percent, urban areas (30.9 percent), followed by suburban areas (29.3 percent), and town areas (4.8 percent). The percentage of Title I schools is 42.6 percent. ESD 114 has the second lowest total salary (\$ 59,520) in the state. The majority of student Race/Ethnicity is White students (71.2 percent), followed by Hispanic students (15.5 percent), and students with two or more races (6.1 percent). There are 45.7 percent of students in FRL, 12 percent of students in SPED, 7.4 percent of student in ELL, and 28.8 percent of minority students which is second lowest percentage of minority students in the state.

2. High priority equity gap in ESD 114

The table shows the average percentage of unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers by student subgroups in ESD 114. The average percentage of all teacher categories in ESD 114 is lower than that of the state level. The average percentage of unqualified teachers (NotHQT) in ESD 114 (6.7 percent) is lower than that of the state level (6.9 percent). However, American Indian students and students in ELL have a higher percentage of unqualified teachers (NotHQT) compared to that of the state level (6.9 percent). The average of inexperienced (INX) teachers in ESD 114 (19.4

ESD 114: Percentage of each Teacher Category			
	NotHQT	INX	OTF
State Avg*	2.8	19.8	12.5
ESD Avg*	1.9	13.1	14.9
FRL	1.7	13.8	14.9
ELL	1.8	14.3	15.8
SPED	1.6	13.1	15.2
MNR	1.7	14.0	14.8
White	2.0	12.6	15.0
Hisp	1.7	14.7	14.4
Asian	1.6	12.6	13.9
Black	1.2	14.8	11.7
Amln	2.8	16.3	16.2
Pcls	0.6	13.3	14.0
MRce	1.5	13.0	15.7

*Avg: Average

percent) is also lower than that of the state level (19.9 percent). However, Pacific Islander students (23.2 percent), Black students (21.9 percent), Hispanic students (21.6 percent), students in ELL (21.6 percent), and FRL (20.6 percent) have a relative higher percentage of inexperienced (INX) teachers compared to the state level (19.9 percent). The average percentage of out-of-field (OTF) teachers in ESD 114 (12.1 percent) is also lower than the state level (12.5 percent). However, American Indian students (13.6 percent) and students in SPED (13.1 percent) have a higher percentage of out-of-field (OTF) teachers compared to the state level (12.5 percent). In ESD 114, there is not many extremely higher percentages of teacher categories compared to other ESDs.

The high priority equity gaps in ESD 114 are:

- Inexperienced (INX) teachers for Pacific Islander students, Black students, Hispanic students, students in ELL, and FRL.
- Unqualified teachers (NotHQT) for American Indian students and students in ELL.
- Out-of-field (OTF) teachers for American Indian students and students in SPED.

Overall, only a few student subgroups are more likely taught by unqualified (NotHQT) and inexperienced (INX) teachers. The percentage of all student subgroups taught by out-of-field (OTF) teachers are lower than that of state level of all students (20 percent) as well as almost proportional. It indicates that all student subgroups can have equal access to in-field teachers, even though there are more out-of-field (OTF) teachers in the schools (School Score V). More students in ESD 114 are located in schools with relatively less out-of-field (OTF) teachers. The percentage of students in ELL taught by unqualified teachers (NotHQT) (25.2 percent) is higher as compared to the state levels of all students, which is 5.6 percent more than that of the state levels of all students. Most of student subgroups are located in schools with relatively less unqualified teachers (NotHQT). There is a higher percentage of American Indian students (35.7 percent), White students (26.3 percent), students in SPED (25.6 percent), and FRL (23.6 percent) that are located in schools with all qualified teachers (HQT) (School Level I). This is a positive disproportionality, in that these student subgroups have more access than other students to highly qualified teachers. The percentage of Pacific Islander students taught by inexperienced (INX) teachers (23.4 percent) is higher as compared to the state levels of all students, which is 3.4 percent more than that of the state levels of all students. All of student subgroups are more likely located in schools with relatively less inexperienced (INX) teachers. This is a positive trend that more student subgroups have relatively more access to experienced teachers. Based on the percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers, the high priority of equity gaps are unqualified (NotHQT) for students in ELL and inexperienced (INX) for Pacific Islander students.

3. Trend of equity gap occurrence in ESD 114

With respect to external factors by geographic locations, the percentage of Title I buildings is high in rural areas (64.9 percent), followed by urban areas (47 percent), town areas (41.3 percent), and suburban areas (29.5 percent). The average total salary and average supplemental compensation are lower from urban areas through rural areas. While, average base salary slightly increases from urban areas to towns. The rural areas have the lowest base salary (\$53,300) in ESD 114. The average total salary in urban areas is \$62,639 and in rural areas it is \$58,424. This is a \$4,214 difference in total salary between urban and rural areas.

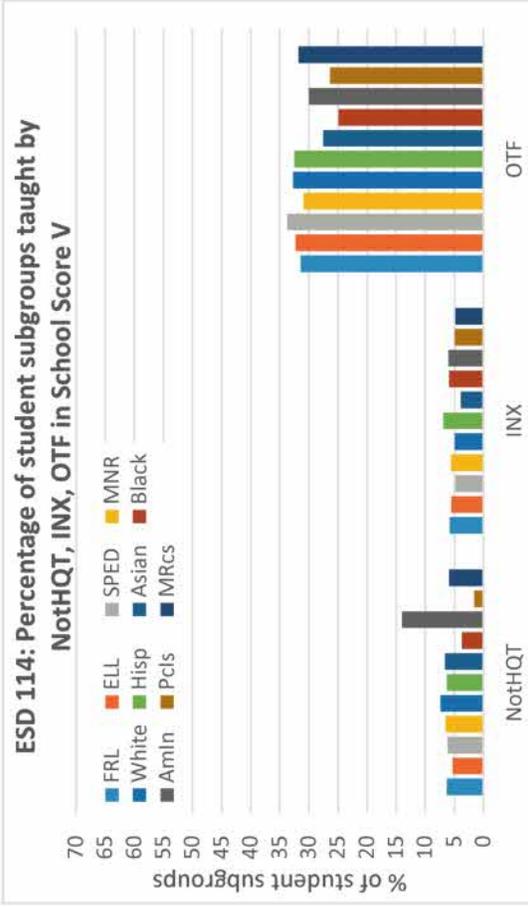
The average percentage and the range of unqualified teachers (NotHQT) is higher in rural areas (7.7 percent), followed by urban areas (6.8 percent). Also, rural areas have the largest range of unqualified teachers (NotHQT) percentages. In rural areas, American Indian students and Hispanic students have a higher percentage of unqualified teachers (NotHQT) (12.2 percent and 8.0 percent, respectively). In urban areas, students in ELL and SPED, Asian students, and students with two or more races have a higher percentage of unqualified teachers (NotHQT) (7.6 percent, 7.2 percent, 7.3 percent, and 7.3 percent, respectively). In town and suburban areas, the percentage of unqualified teachers (NotHQT) is low, and its range is small, which means that all student subgroups can have equal access to more qualified (HQT) teachers. The percentage of unqualified teachers (NotHQT) is associated with the percentage of Title I schools, which suggests that schools in rural and urban areas have difficulty to

attract, recruit and retain qualified teachers. For inexperienced (INX) teachers, the average percentage of inexperienced (INX) teachers is high in urban (22.4 percent), followed by town areas (19.5 percent). In urban areas, American Indian students and Pacific Islander students have a higher percentage of inexperienced (INX) teachers (24.8 percent and 24.7 percent, respectively). In town areas, Asian students have a higher percentage of inexperienced (INX) teachers as compared to other student subgroups (23.6 percent). The percentage of inexperienced (INX) teachers is negatively associated with the percentage of Title I schools, which suggests that schools in urban areas, especially Title I schools, have a difficulty attracting, recruiting and retaining experienced teachers, even though their average total salary is higher. There must be other factors associated with the higher percentage of inexperienced (INX) teachers such as working condition and/or a higher volume of class allocations to inexperienced (INX) teachers. For out-of-field (OTF) teachers, in urban areas the percentage of out-of-field (OTF) teachers is almost proportional (except for students in SPED) have higher percentage of out-of-field (OTF) teachers. The average percentages of out-of-field (OTF) teachers in town areas have a higher percentage as compared to other areas. Especially, Pacific Islander students and Black students in town areas have a higher percentage of out-of-field (OTF) teachers (27.5 percent and 25.6 percent, respectively). In rural areas, American Indian students have a higher percentage of out-of-field (OTF) teachers (16.2 percent) as compared to other student subgroups. Suburban area students in ELL, FRL, Pacific Islander students, and American Indian students have a higher percentage of out-of-field (OTF) teachers (13.8 percent, 13.1 percent, 13.6 percent, and 13.4 percent, respectively). Apparently, the percentage of out-of-field (OTF) teachers does not have any trend associated with the geographic locations, average salaries, or percentage of Title I schools. There might exist other factor(s) which is associated with a higher percentage of out-of-field (OTF) teachers for these particular student subgroups.

It is essential to ensure/identify the equity gaps in schools with a higher percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers because this could cause a severe effect on student achievement. The results/trends showed in the previous paragraph are different to the current paragraph because the data in previous paragraph (percentage of teacher categories by geographic locations) is still aggregated which causes masking of several trends. However, it is still valuable information to monitor the exact percentage of teacher categories to evaluate improvement of teacher categories year by year. In urban areas a higher percentage of almost all student subgroups (except American Indian) are taught by unqualified teachers (NotHQT) as compared to that in the state level. The percentage of students in ELL (36.2 percent) is greater as compared to other student subgroups. Schools in urban areas have a difficulty to attract, recruit and retain qualified teachers, even though they have a higher average total salary as compared to other areas. In rural areas, students in FRL and SPED, White students, Black students, American Indian students, and Pacific Islander students are more likely taught by unqualified teachers (NotHQT) as compared to other student subgroups in rural areas (21.1 percent, 21.1 percent, 21.6 percent, 22 percent, 34.3 percent, and 20.5 percent, respectively). Schools in rural areas have a difficulty to attract, recruit and retain qualified teachers. The potential factors associated with a higher percentage of

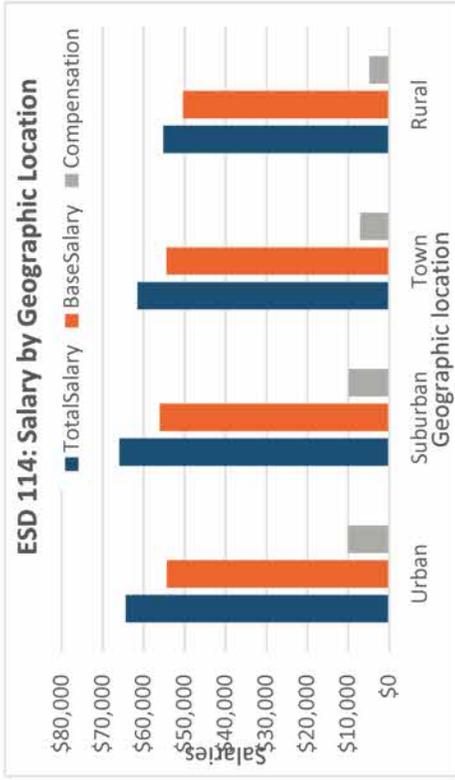
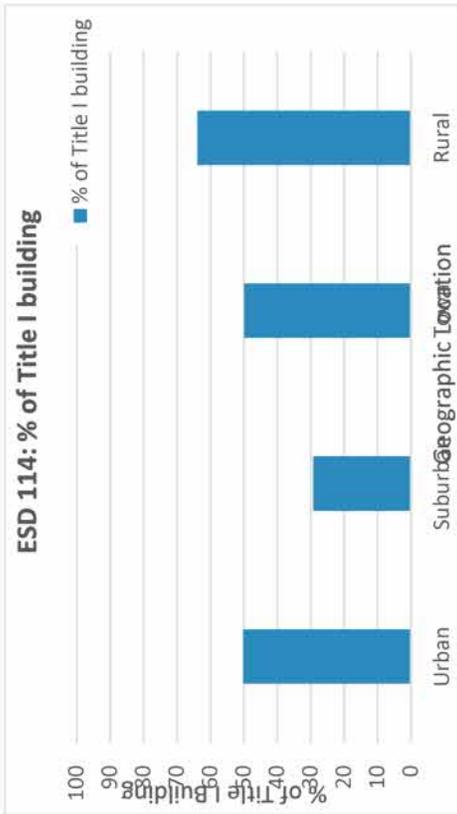
student subgroups taught by unqualified teachers (NotHQT) are remote geographic locations and/or a less than average total salary. On the other hand, all student subgroups in suburban and town areas are less likely taught by unqualified teachers (NotHQT). In town areas, a percentage of most of the student subgroups (except American Indian and Pacific Islander students) have a higher percentage than that of the state level of all students (20 percent), which means that these student subgroups are more likely to have been in a Title I school and taught by inexperienced (INX) teachers. In urban areas, the percentage of most of the student subgroups (except Asian students and students with two or more races) is lower than that of the state level of all students (20 percent). While, the percentage of all the student subgroups in suburban and rural areas are lower than the state level of all students (20 percent). This means that these student subgroups in suburban and rural areas can have access to more experienced teachers. Apparently, schools in town and urban areas have a difficulty to attract, recruit and retain experienced teachers. The potential factors associated with the higher percentage of student subgroups taught by inexperienced (INX) teachers in town and urban areas is a percentage of Title I schools percentages, which suggests that student subgroups in these areas have more likely been in Title I schools and taught by inexperienced (INX) teachers. With respect to out-of-field (OTF) teachers, in urban and suburban areas almost all student subgroups are less likely taught by out-of-field (OTF) teachers, (except for students in urban areas taught in SPED and ELL). In town areas, there is a large variation of student subgroup percentages taught by out-of-field (OTF) teachers. Especially, the percentage of Black students, American Indian students, students with two or more races, White students, and students in FRL. In town areas, students taught by out-of-field (OTF) teachers is greater than other student subgroups. In rural areas almost all student subgroups (except Asian students) are more likely taught by out-of-field (OTF) teachers as compared to the state levels of all students. Schools in town and rural areas have a difficulty to attract, recruit and retain in-field teachers. The potential factors associated with these higher percentages of student subgroups taught by out-of-field (OTF) teachers can be a lower total salary and/or remote geographic locations.

ESD 114: Percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers



Subgroup	NotHQT					INX					OTF							
	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap
ALL	69.9	5.1	7.9	10.0	7.1		45.4	20.8	19.5	9.2	5.1		17.0	15.4	18.3	17.1	32.1	12.1
FRL	69.6	5.6	9.6	9.0	6.3		42.5	21	20.6	10.2	5.8		17.0	13.8	20.3	17.6	31.4	11.4
ELL	65.6	0.5	20.3	8.3	5.3		45.1	18.1	17.9	13.5	5.5		18.0	15.5	16.7	17.5	32.3	12.3
SPED	72.7	3.9	8.6	8.5	6.2		46.4	19.8	19.2	9.7	4.8		16.4	15.0	18.4	16.5	33.7	13.7
MNR	71.2	4.6	8.9	8.9	6.5		42.6	21	20.3	10.5	5.6		16.6	14.4	18.5	19.6	30.9	10.9
White	69.3	5.4	7.4	10.5	7.4		46.7	20.8	19.1	8.6	4.9		17.2	15.9	18.3	15.9	32.7	12.7
Hisp	68.5	4.7	11.5	9.0	6.3		39.8	20.4	21.1	11.8	6.9		16.9	15.0	17.9	17.6	32.5	12.5
Asian	76.5	3.4	5.7	7.8	6.6		45.1	22.3	21.5	7.2	3.9		17.5	16.4	16.0	22.5	27.5	7.5
Black	72.9	9.9	5.9	7.5	3.7		33.6	24.3	21.2	15	5.9		21.2	12.9	24.2	16.7	24.9	4.9
Amln	53.3	5.1	14.8	12.8	14.0	3.5	49.8	16	13.6	14.6	6		7.7	11.3	19.1	31.8	30.0	10.0
Pcls	86.5	3.4	3.4	5.0	1.6		41.6	21.9	22.1	9.4	4.9		22.1	13.9	18.6	19.1	26.4	6.4
MIRcs	74.6	3.7	6.9	8.9	5.9		44.8	21.5	20.1	8.7	4.8		16.6	14.2	18.6	18.8	31.8	11.8

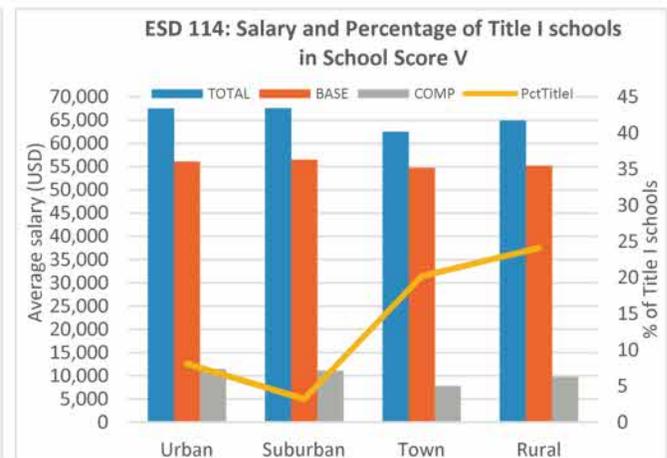
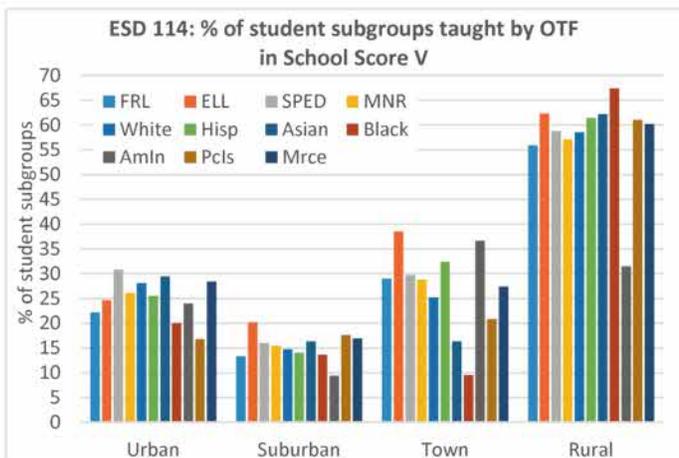
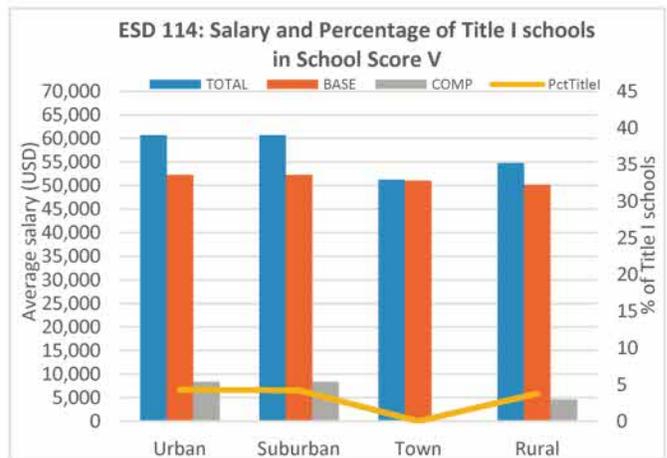
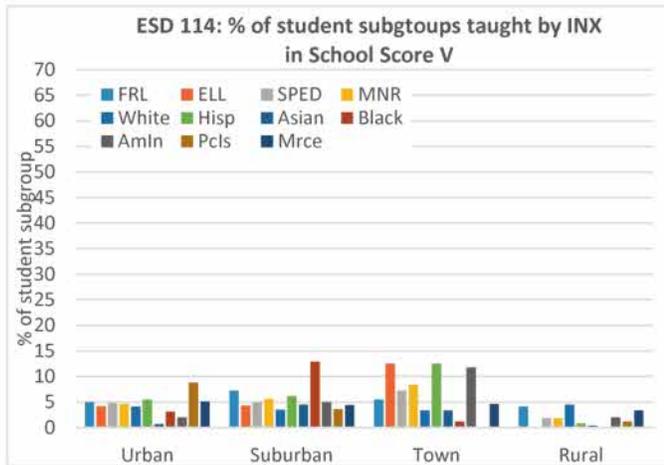
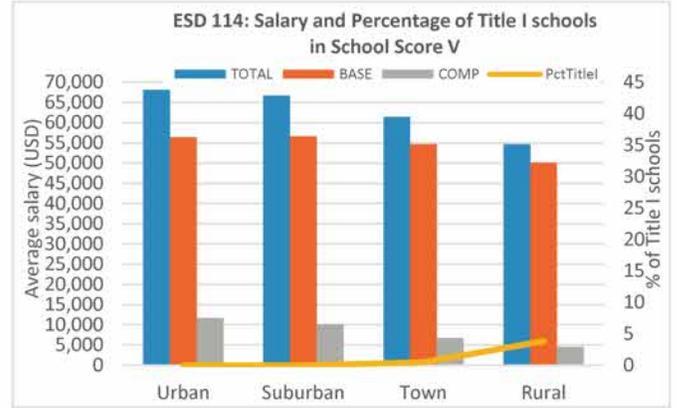
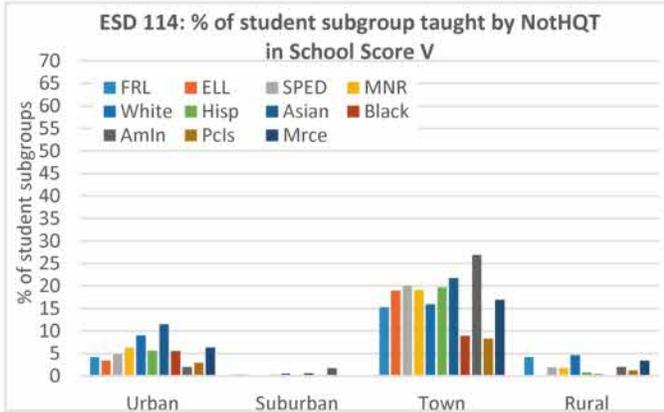
ESD 114: Percentage of Title I Buildings and Average Salaries by Geographic Locations



ESD 114: Percentage of Teacher Categories by Student Subgroups in each Geographic Location

NotHQT	INX				OTF							
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural				
Average	1.3	1.5	2.8	1.5	15.0	11.8	13.8	11.9	12.4	10.8	13.4	23.7
Min	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Max	13.6	24.0	10.2	100.0	29.6	100.0	54.5	42.1	31.8	82.4	63.2	100.0
FRL	0.8	1.2	2.8	1.7	16.2	12.7	14.2	12.5	10.9	10.4	14.4	23.6
ELL	0.8	1.7	3.7	0.9	16.1	10.8	18.9	11.1	11.7	14.9	17.6	22.8
SPED	0.8	1.3	3.1	1.0	15.0	11.8	15.0	11.6	12.8	11.5	14.1	23.3
MNR	1.1	1.3	3.1	1.2	15.4	12.6	15.3	12.0	12.1	11.7	13.5	24.0
White	1.4	1.7	2.7	1.7	14.7	11.4	13.3	11.8	12.7	10.3	13.3	23.5
Hisp	1.1	1.6	3.3	0.8	15.9	12.7	18.1	12.3	11.9	10.8	13.8	23.0
Asian	1.6	1.5	2.9	0.5	14.5	12.5	12.9	8.9	13.1	12.5	11.4	21.6
Black	1.1	1.0	2.5	0.5	16.0	15.8	12.1	12.4	10.7	11.3	5.8	23.5
Amln	0.5	2.0	3.8	1.9	14.9	10.0	15.6	14.4	11.7	9.0	14.7	22.8
Pcls	0.8	0.5	1.9	0.5	17.9	12.8	9.7	8.1	9.5	12.7	7.5	26.6
Mrce	1.1	1.1	2.8	1.5	15.0	12.2	13.0	11.5	12.7	12.5	14.3	26.0

ESD 114: Percentage Student Subgroups Taught by Teacher Categories in each Geographic Location



Educational Service District 121 (ESD 121) Equity Gap Profile

1. Overview of Educational Service District 121 (ESD 121)

ESD 121 is located in the middle-west portion (east side of the Puget Sound) of Washington state. Washington state is comprised of suburban areas (56.1 percent), followed by urban areas (33.6 percent), rural areas (8 percent), and town areas (0.7 percent). ESD 121 is the most urban area in the state, which is composed of 89.7 percent of suburban and urban areas. The percentage of Title I buildings is 36.9 percent, which is the second lowest percentage in the state. ESD 121 has the second highest average total salary (\$66,458) in the state. The majority of Student Race/Ethnicity is White students (51.2 percent), followed by Hispanic students (7.5 percent), and Asian students (13.2 percent). ESD 121 has the highest percentage of Asian students in the state. In ESD 121 there are 40.1 percent of students in FRL, 11.3 percent of students in SPED, 9.1 percent of students in ELL, and 48.8 percent of minority students. ESD 121 has the second highest percentage of minority students in the state. ESD 121 has the most diverse student population. The percentage of each student category Race/Ethnicity (except American Indian students) is relatively higher than any other ESD.

2. High priority equity gap at ESD 121

ESD 121:
Percentage of each Teacher Category

	NotHQT	INX	OTF
State Avg*	2.8	19.8	12.5
ESD Avg*	2.3	23.2	12.3
FRL	2.7	24.4	12.6
ELL	2.3	26.3	14.1
SPED	2.4	23.4	12.3
MNR	2.6	25.1	12.9
White	2.0	21.5	11.7
Hisp	2.4	24.6	12.7
Asian	2.7	25.8	13.3
Black	3.3	26.0	13.1
Amln	3.2	28.9	12.1
Pcls	2.5	24.9	13.4
MRce	2.0	23.5	12.4

*Avg: Average

The table shows the average percentage of unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers by student subgroups in ESD 121. The ESD's average percentage of unqualified teachers (NotHQT) (2.3 percent) is lower than that of the state level (2.8 percent). However, Black and American Indian students have the higher percentage of unqualified teachers (NotHQT) (3.3 percent, 3.2 percent, respectively) as compared to the state average (2.8 percent). The ESD's average percentage of inexperienced (INX) teachers (23.2 percent) is higher than that of the state level (19.8 percent). American Indian students (28.9 percent), ELL (26.3 percent), and Black students (26 percent) have a higher percentage of inexperienced (INX) teachers compared to other student subgroups. The ESD's average percentage of out-of-field (OTF) teachers (12.3 percent) is slightly lower than that of the state level (12.5 percent).

However, students in ELL, Pacific Islander students, Asian students, and Black students have a higher percentage of out-of-field (OTF) teachers (14.1 percent, 13.4 percent, 13.3 percent, and 13.1 percent, respectively).

Based on the percentage of each teacher category, the high priority equity gaps are:

- Inexperienced teachers (INX) for all student subgroups.

- Out-of-field (OTF) teachers for students in ELL, FRL, Pacific Islander students, Asian students, Black students, and Hispanic students.
- Unqualified (NotHQT) for Black and American Indian students.

The percentage of all student subgroups taught by inexperienced (INX) teachers is higher than that of the state levels of all students (20 percent). There is a large variation of equity gaps, the severest among the student subgroups with respect to inexperienced teachers (INX). For example, the percentage of students in ELL taught by inexperienced (INX) teachers is (41.1 percent) which is much higher than that of the state levels of all students (20 percent), this is a 21.1 percent difference. This means that about two time as many students in ELL are more likely taught by inexperienced (INX) teachers as compare to the state levels of all students. Over 50 percent of all subgroups are located in schools with a higher percentage of inexperienced (INX) teachers (School Score IV and V. The percentage of all student subgroups is higher than that of the state levels of all students (20 percent). It indicates that all student subgroups located in schools with School Score IV and V are more likely taught by inexperienced (INX) teachers than that of the state levels of all students. With respect to unqualified (NotHQT) teachers, over 50 percent of all student subgroups (except American Indian students) are located in schools with all qualified teachers (HQT). The higher percentage of students in ELL (66.5 percent), students with two or more races (62.4 percent), Pacific islander students (61 percent), and Hispanic students (60.4 percent) are located in schools with all qualified teachers (HQT) (school level I). This is a positive disproportionality, in that these student subgroups have more access than other students to a highly qualified teacher. However, the percentage of Black students, students in FRL, and Pacific Islander students have a higher percentage than the state levels of all students (10.5 percent). The percentage of Black students taught by unqualified teachers (NotHQT) is higher as compared to the state levels of all students, which is 3.3 percent more than that of the state levels of all students. With respect to out-of-field (OTF) teachers the percentage of all of student subgroups (except Pacific Islander students and students in ELL) are taught by out-of-field (OTF) teachers which is higher than that of the state levels of all students (20 percent). Based on the percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers, the high priority of the equity gaps is the inexperienced teachers (INX) for all student subgroups and unqualified teachers (NotHQT) for Black students, Pacific Islander students, and students in FRL.

3. Trend of equity gap occurrence in ESD 121

With respect to external factors by geographic locations, the percentage of Title I buildings is high in rural areas (45 percent) followed by urban areas (43.5 percent), suburban areas (37 percent), and town areas (29.6 percent). The average base salary increases from urban to town areas. While the average total salary and average supplemental compensation is higher in urban and town areas. The average total salary in urban areas is (\$68,539) and the average total salary in rural areas is (\$61,443). This is a \$7,096 difference in total salary between urban and rural areas.

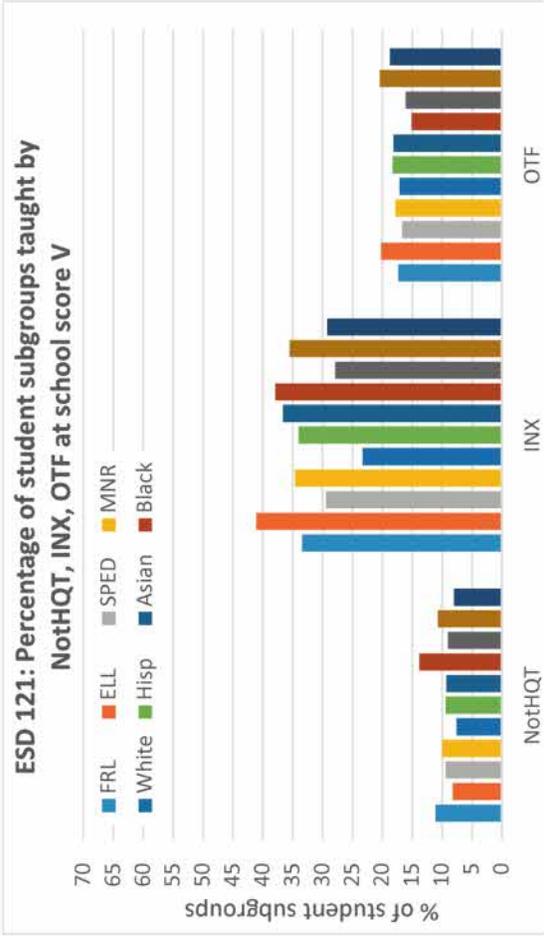
With respect to unqualified teachers (NotHQT), the average percentage and the range of unqualified teachers (NotHQT) is higher in urban areas (3.2 percent) the ESD's average percentage of unqualified

teachers (NotHQT) is (2.3 percent). In urban areas, almost all minority students (except students with two or more races, students in FRL, ELL, and SPED) have a higher percentage of unqualified (NotHQT) teachers as compared to the urban area's average percentage (3.2 percent). Black students, Asian students, and students in FRL have the highest percentage of unqualified (NotHQT) teachers (4.2 percent, 3.8 percent, and 3.5 percent, respectively). While, in town areas, the percentage of unqualified (NotHQT) teachers is low, and its range is small, which means that all student subgroups can have access to more qualified (HQT) teachers. The schools in urban areas have a difficulty to attract, recruit and retain qualified teachers, even though the area has a higher total salary. It suggests that there might exist other factors associated with the difficulty such as a high allocation of classes to unqualified (NotHQT) teachers and/or working conditions. For inexperienced (INX) teachers, the average percentages of inexperienced (INX) teachers in town and urban areas (25.4 percent and 24.9 percent, respectively) are higher as compared to the ESD's average percentage of inexperienced (INX) teachers (23.2 percent). In town areas; Asian students, American Indian students, Black students, and White students have a higher percentage of inexperienced teachers (INX) than the average percentage in town areas. In urban areas, most of student subgroups (except white students and students with two or more races) have a higher percentage of inexperienced teachers (INX) than the average percentage of in urban areas. Students in ELL, Black students, Asian students, and American Indian students (27.1 percent, 26.7 percent, 26.5 percent, and 26.1 percent, respectively) have a higher percentage of inexperienced (INX) teachers than other student subgroups in urban areas. The schools in urban and town areas have a difficulty to attract, recruit and retain experienced teachers, even though the area has a higher total salary. It suggests that there might exist other factors associated with the difficulty such as a high allocation of classes to inexperienced (INX) teachers and/or working conditions. For out-of-field (OTF) teachers, the average percentages of out-of-field (OTF) teachers in suburban and rural areas (13 percent and 12.4 percent, respectively) are higher as compared to the ESD's average percentage out-of-field (OTF) teachers (12.3 percent). In suburban areas, most of the student subgroups (except White students, students with two or more races, and students in SPED) have a higher percentage of out-of-field (OTF) teachers than the average percentage in suburban areas (13 percent). Students in ELL, Black students, Asian students, and Pacific Islander students (16.4 percent, 15.5 percent, 14.7 percent, and 14.7 percent, respectively) have a higher percentage of out-of-field (OTF) teachers than any other student subgroups in urban areas. In rural areas; Pacific Islander students, students in ELL, American Indian students, Hispanic students, and White students have a higher percentage of out-of-field (OTF) teachers (17.7 percent, 16.9 percent, 15.2 percent, and 14.5 percent, respectively) than the average percentage of out-of-field (OTF) teachers in rural areas (12.3 percent). The schools in suburban and rural areas have a difficulty to attract, recruit and retain in-field teachers. The potential factors associated with the difficulty are a lower average total salary in suburban areas and/or remote geographic location. There might exist other factors associated with the difficulty such as a high allocation of classes to out-of-field (OTF) teachers and/or working conditions.

It is essential to ensure/identify the equity gap in schools with a higher percentage of teacher categories, which may severely affect student achievement. The percentage of all of student subgroups taught by unqualified teachers (NotHQT) in rural areas is lower than that of the state levels of all students (10.5 percent). Also, in suburban areas, the percentage of most student subgroups taught by unqualified teachers (NotHQT) (except American Indian students) is lower than that of the state levels of all students (10.5 percent). This means that almost all student subgroups in suburban and rural areas are less likely to be taught by unqualified teachers (NotHQT). The town areas do not have any schools with a higher percentage of unqualified teachers (NotHQT) (School Score V). In urban areas, the percentage of all student subgroups (except White students and students with two or more races) is higher as compared to that of the state levels of all students (10.5 percent). The percentage of Black students in urban areas is higher than that of other student subgroups which means that Black students are more likely to be taught by unqualified teachers (NotHQT). This indicates that schools in urban areas have a difficulty to attract, recruit and retain qualified teachers, even though their average total salary is higher than other areas. There might be other factors associated with the difficulty such as a higher volume of class assignments to unqualified teachers due to a severe shortage of qualified teachers and/or working conditions. The percentage of most of the student subgroups taught by inexperienced (INX) teachers (except students in ELL and Black students) in rural areas is higher than that of the state level of all students (20 percent), which indicates that these student subgroups are less likely to be taught by inexperienced (INX) teachers. While in urban and suburban areas the percentage of all student subgroups taught by inexperienced (INX) teachers is higher than that of the state level of all students (20 percent), which indicates that all student subgroups in urban and suburban areas are more likely to be taught by inexperienced (INX) teachers. In town areas, the percentage of most of the student subgroups (except students in ELL) are taught by inexperienced teachers (INX) which is higher than that of the state level of all students (20 percent). This indicates that these student subgroups are more likely taught by inexperienced (INX) teachers. This also indicates that schools in urban, suburban, and town areas have a difficulty to attract, recruit and retain experienced teachers, even though their average total salary is higher than in rural areas. There might be other factors associated with the difficulty such as a higher volume of class assignments to inexperienced teachers (INX) due to a severe shortage of qualified teachers and/or working conditions. With respect to out-of-field (OTF) teachers, in urban areas, the percentage of all student subgroups taught by out-of-field (OTF) teachers is lower as compared to the state levels of all students (20 percent). This means that all student subgroups in urban areas are less likely to be taught by out-of-field (OTF) teachers. On the other hand, the percentage of many student subgroups in suburban, town and rural areas is higher than that of the state levels of all students (20 percent). The percentage of students in ELL in suburban, town and rural areas is higher that of the state levels of all students (20 percent) and other student subgroups. This means that students in ELL are more likely to be taught by out-of-field (OTF) teachers. In town areas, the percentage of Black students and students with two or more races, is higher that of the state levels of all students (20 percent). In rural areas the percentage of all student subgroups taught by out-of-field (OTF) teachers (except Black students) is higher than that of the state levels of all students (20 percent), which means that almost all student subgroups are less likely to be taught by out-of-field (OTF) teachers. Schools in suburban, town,

and rural areas have a difficulty to attract, recruit and retain in-field teachers, especially schools in rural areas. The potential factors associated with the difficulty in rural areas are a lower average total salary, remote geographic location and/or a high volume of class allocations to out-of-field (OTF) teachers. However, the percentage of student subgroups taught by out-of-field (OTF) teachers in suburban and town areas is not associated with any external factors. This suggests that there may exist other factors affecting the number of classes taught by out-of-field (OTF) teachers, for example, a high allocation of classes to out-of-field (OTF) teachers.

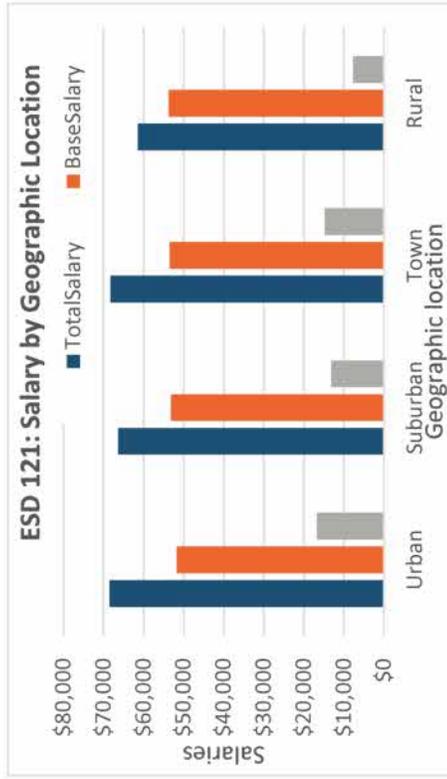
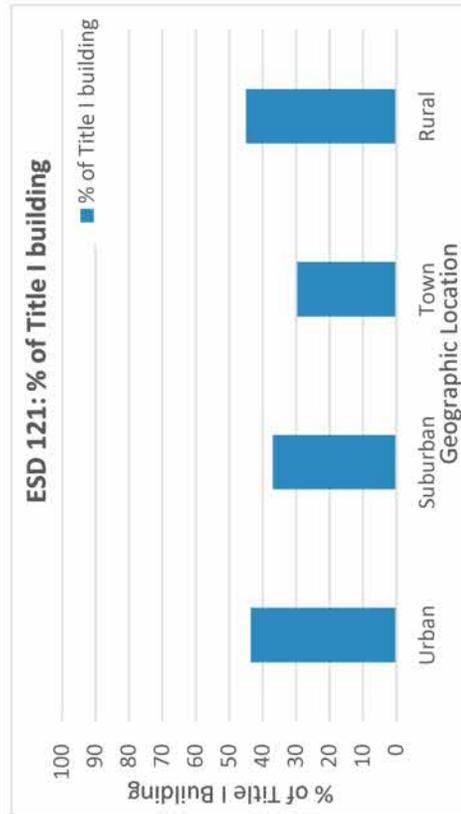
ESD 121: Percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers



ESD 121 Subgroup	NotHQT					INX					OTF							
	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap
ALL	57.5	11.1	12.1	10.5	8.7		11	16.9	20.3	23	28.8	8.8	22.6	19.1	22.2	18.7	17.4	
FRL	57.7	8.4	11.7	11.1	11.1		9.9	15.2	19.6	22	33.4	13.4	23.9	18.5	21.0	19.3	17.3	
ELL	66.5	3.9	13.4	7.9	8.2		6.4	11.2	17.6	23.5	41.1	21.1	26.9	22.3	16.8	13.7	20.2	
SPED	58.2	10.9	11.3	10.3	9.4		11.4	17.2	19.7	22.3	29.4	9.4	25.2	18.4	21.1	18.6	16.7	
MNR	56.6	9.0	13.0	11.4	10.0		8.5	13.5	20.1	23.3	34.6	14.6	22.6	19.0	21.6	19.1	17.8	
White	58.4	13.0	11.3	9.6	7.6		13.4	20.1	20.5	22.7	23.3	3.3	22.7	19.2	22.7	18.3	17.1	
Hisp	60.4	7.7	12.2	10.2	9.4		8.9	14.3	20	22.7	34	14	22.7	20.2	20.3	18.5	18.3	
Asian	52.4	10.9	15.2	12.2	9.3		6.6	10.7	21.4	24.6	36.6	16.6	18.2	20.0	24.1	19.7	18.1	
Black	51.4	8.7	13.0	13.1	13.8	3.3	8.7	12.6	19.2	21.6	37.9	17.9	27.1	15.7	22.1	20.1	15.1	
Amln	42.0	9.9	10.8	28.3	9.0		10.8	17.6	21.3	22.3	27.9	7.9	22.8	18.0	21.0	22.1	16.1	
Pcls	61.0	7.4	11.7	9.1	10.7		7.6	14.3	18.5	24.2	35.5	15.5	19.4	19.4	20.4	20.4	20.4	
MRCs	62.4	8.9	11.2	9.5	8.0		10.8	17	19.2	23.9	29.2	9.2	25.1	18.5	20.1	17.6	18.7	

ESD 121:

Percentage of Title I Buildings and Average Salaries by Geographic Locations

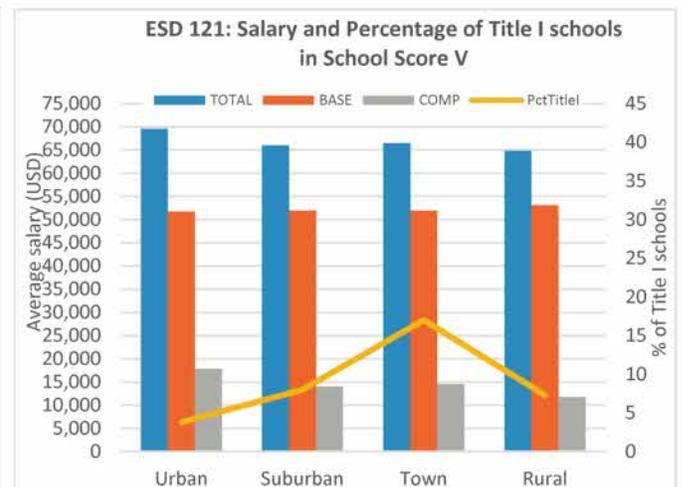
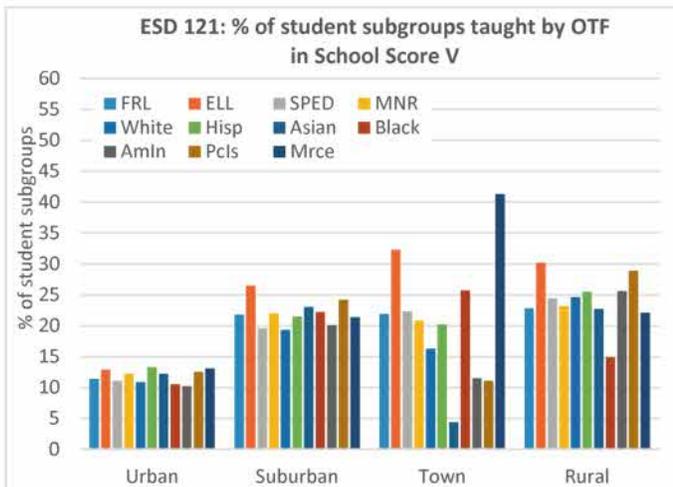
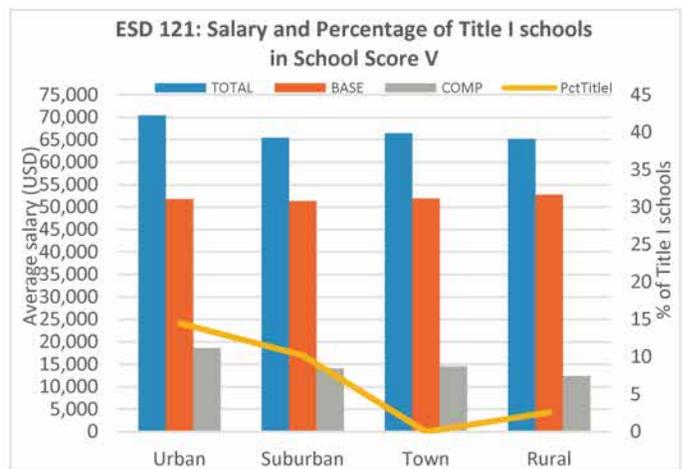
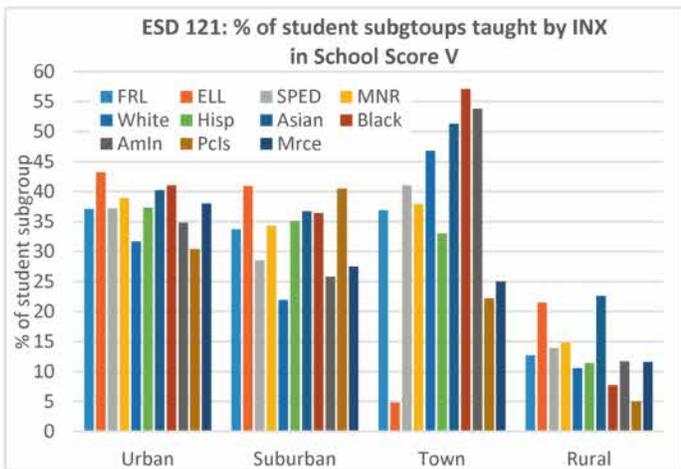
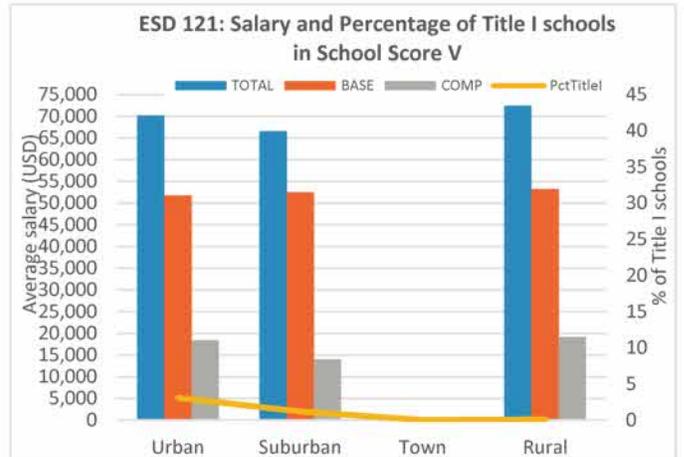
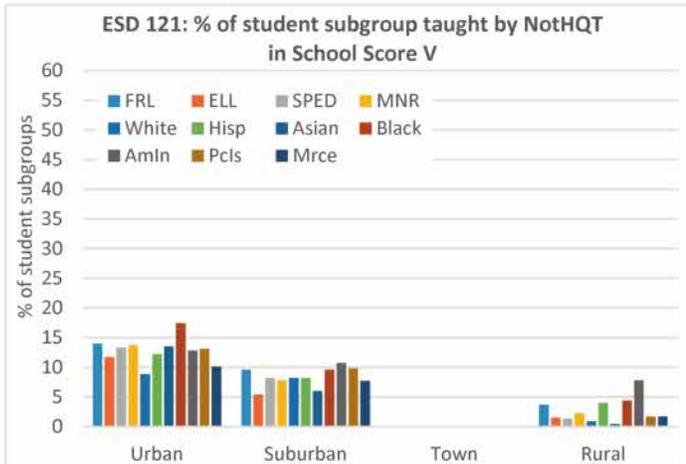


ESD 121:

ESD 121: Percentage of Teacher Categories by Student Subgroups at each Geographic Location

	NotHQT				INX				OTF			
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural
Average	3.2	1.9	1.3	1.5	24.9	22.6	25.4	18.0	10.9	13.0	8.2	12.4
Min	0.0	0.0	0.0	0.0	0.0	0.0	12.1	0.0	0.0	0.0	0.0	0.0
Max	66.7	63.6	2.2	11.1	100.0	100.0	31.4	50.0	100.0	100.0	17.6	66.7
FRL	3.5	2.1	1.1	1.7	25.3	24.1	23.9	17.1	10.6	14.0	8.6	12.1
ELL	3.3	1.4	0.3	1.0	27.1	25.7	20.5	20.7	11.0	16.4	10.2	13.4
SPED	3.3	1.9	1.2	1.6	25.4	22.9	24.2	17.6	11.2	12.9	8.6	12.2
MNR	3.5	2.0	1.1	1.7	26.0	24.4	24.3	19.6	11.1	14.1	8.6	12.2
White	2.6	1.9	1.3	1.5	23.2	21.0	25.6	17.3	10.6	12.1	8.1	12.5
Hisp	3.2	2.0	1.0	1.9	25.2	24.6	24.1	18.1	10.8	13.7	8.8	12.9
Asian	3.8	1.9	1.4	1.2	26.5	25.1	27.4	23.0	11.7	14.7	6.6	11.8
Black	4.2	2.3	1.5	2.5	26.7	25.1	25.3	18.8	11.0	15.5	8.9	11.2
Amin	3.3	2.2	1.5	2.3	26.1	22.1	25.7	17.3	10.3	13.1	6.6	13.1
Pcls	3.1	2.3	1.3	2.7	23.2	25.9	24.9	17.7	10.3	14.7	9.9	14.0
Mrce	2.7	1.8	0.8	1.7	25.8	22.6	20.8	18.0	11.4	12.8	11.0	11.8

ESD 121: Percentage Student Subgroups Taught by Teacher Categories at each Geographic Location



Educational Service District 123 (ESD 123) Equity Gap Profile

1. Overview of ESD 123

Educational Service District 123 (ESD 123) is located in southeast portion of Washington state. Washington state is comprised of urban areas (38.7 percent), followed by rural areas (24.2 percent), town areas (23.4 percent), and suburban areas (12.1 percent). The percentage of Title I schools is 54 percent which is higher than the average state percentage. ESD 123 has the fifth highest (median) average base salary of (\$53,090). The majority of student Race/Ethnicity is White students (52.1 percent), followed by Hispanic students (41.5 percent), and students with two or more races (2.4 percent). ESD 123 has the second highest percentage of students in FRL (60.8 percent), 11.5 percent of students in SPED, 18.5 percent of students in ELL, and 47.9 percent of minority students.

2. High priority equity gap in ESD 123

The table below shows the average percentage of unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers by student subgroups in ESD 123. The ESD's average percentage of unqualified (NotHQT) teachers (3.2 percent) is higher than that of the state level (2.8 percent). Hispanic students, students in FRL, ELL, SPED, Asian students, and Black students have the highest percentage of unqualified (NotHQT) teachers (3.2 percent) as compared to that of the state average percentage (2.8

ESD 123: Percentage of each Teacher Category			
	NotHQT	INX	OTF
State Avg*	2.8	19.8	12.5
ESD Avg*	3.2	21.8	10.2
FRL	3.4	23.9	10.4
ELL	3.4	29.5	10.4
SPED	3.2	21.3	10.4
MNR	3.8	25.4	10.8
White	2.6	18.5	9.6
Hisp	4.0	26.1	11.0
Asian	2.9	20.5	10.0
Black	2.9	23.0	10.2
Amln	2.6	16.4	10.1
Pcls	2.3	19.7	10.6
MRce	2.8	20.4	9.1

*Avg: Average

percent). The ESD's average percentage of inexperienced (INX) teachers (21.8 percent) is also higher than that of the state level (19.8 percent). Students in ELL (29.5 percent) and FRL (23.9 percent), Hispanic students (26.1 percent), and Black students (23 percent) have a higher percentage of inexperienced (INX) teachers compared to that of the state average percentage (19.8 percent). The ESD's average percentage of out-of-field (OTF) teachers (10.2 percent) is lower than that of the state level (12.5 percent). However, Hispanic students (11 percent) have a higher percentage of out-of-field (OTF) teachers as compared to other student subgroups.

Based on the percentage of each teacher category, the high priority equity gaps are:

- Unqualified (NotHQT) for Hispanic students, students in FRL, ELL, SPED, Asian students, and Black students.
- Inexperienced (INX) for students in ELL, FRL, Hispanic students, and Black students.
- In ESD 123, Hispanic students tend to have a higher percentage of unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers.

The percentage of Hispanic students, students in FRL, SPED, and American Indian students is higher than that of the state levels of all students (10.5 percent). This means that these student subgroups are more likely taught by unqualified (NotHQT) teachers as compared to the state levels of all students. The percentage of Hispanic students taught by unqualified teachers (NotHQT) (18.6 percent) is higher as compared to the state levels of all students (10.5 percent), which is 8.1 percent more than that of the state levels of all students. The percentage of Pacific Islander and Hispanic students taught by out-of-field (OTF) teachers is higher than that of the state levels of all students (20 percent). This means that these student subgroups are more likely to be taught by out-of-field (OTF) teachers as compared to the state levels of all students. The percentage of Pacific Islander students taught by out-of-field (OTF) teachers (25.9 percent) is higher as compared to the state levels of all students (20 percent), which is 5.9 percent more than that of the state levels of all students. There seems to be a large variation of equity gap severity among student subgroups taught by inexperienced teachers (INX). There are many high percentages of student subgroups taught by inexperienced (INX) teachers. Especially, the percentage of students in ELL (61 percent), Hispanic students (49.3 percent), and students in FRL (40.7 percent) are taught by inexperienced (INX) teachers. These are remarkably higher percentages as compared to the state levels of all students (20 percent), which are 41 percent, 26.3 percent, and 20.7 percent, respectively more than that of state level's all students. More than half of the students in the ELL population and almost half of the Hispanic student's population in ESD 123 are taught by inexperienced (INX) teachers. Based on the percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers. The high priority of equity gaps are unqualified (NotHQT) teachers teaching Hispanic students, students in FRL, ELL, SPED, American Indian students, Black students, and White students. Out-of-field (OTF) teachers for Pacific Islander students, Hispanic students, and students in FRL, ELL, and SPED. Inexperienced (INX) teachers for students in ELL, FRL, SPED, Hispanic students, Black students, students with two or more races, Pacific Islander students, Asian students, and White students.

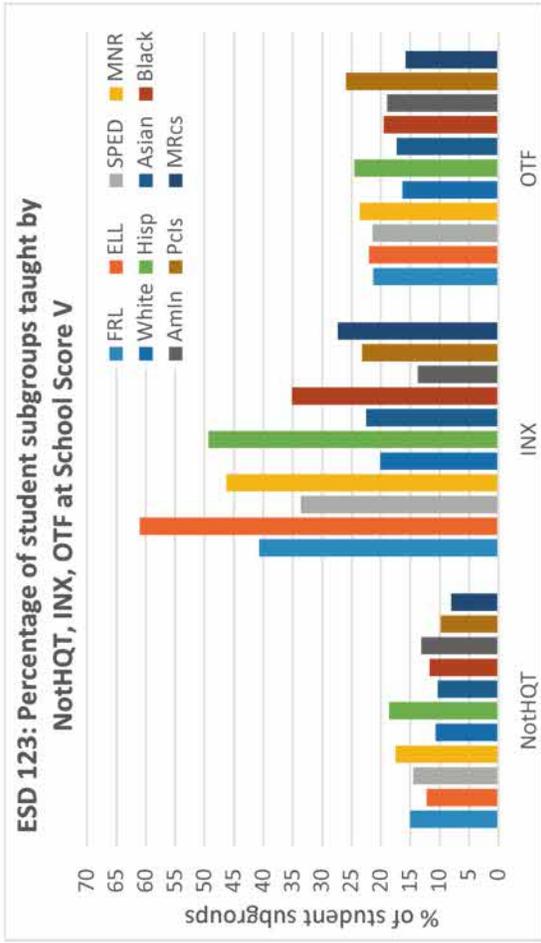
3. Trend of equity gap occurrence in ESD 123

With respect to external factors by geographic locations, the percentage of Title I buildings is higher in rural areas (63.3 percent), followed by town areas (57.1 percent), urban areas (54.4 percent), and suburban area (53.2 percent). This means that, for example, 63.3 percent of schools in rural areas are in Title I schools. The average total salary is higher in suburban areas, followed by urban areas, town areas, and rural areas. The average total salary in suburban areas is \$63,672 and in rural areas is \$58,588. This is a \$2,755 difference in total salary between urban and rural areas.

It is essential to ensure/identify the equity gap in schools with a higher percentage of teacher categories, which may severely affect student achievement. With respect to unqualified teachers (NotHQT), the average percentage of unqualified teachers (NotHQT) is higher in rural areas (4.6 percent) and suburban areas (3.4 percent) as compared to the ESD's average percentage of unqualified teachers (NotHQT) (3.2 percent). Also, the rural areas have a larger range of unqualified teachers (NotHQT). In rural areas, Hispanic students, students in FRL, ELL, and SPED have a higher percentage of unqualified teachers (NotHQT) (6.5 percent, 5.4 percent, 5 percent, and 4.9 percent, respectively). Schools in rural areas have a difficulty to attract, recruit and retain qualified teachers. The potential factors associated with the difficulty are remote geographic location and/or a lower average total salary. In suburban areas; White students, Asian students, and students with two or more races have a higher percentage of unqualified teachers (NotHQT) (3.6 percent, 3.5 percent, and 3.5 percent, respectively). Schools in suburban areas have a difficulty to attract, recruit and retain qualified teachers, even though the area has a higher average total salary. It suggests that there might exist other factors associated with the difficulty such as a high allocation of classes to unqualified (NotHQT) teachers and/or working conditions. For inexperienced teachers (INX), the average percentage of inexperienced (INX) teachers is high in urban areas (23.8 percent) and rural areas (21.8 percent) as compared to the ESD's average percentage of inexperienced (INX) teachers (21.8 percent). In urban areas; students in ELL, FRL, Hispanic students, and Black students have a higher percentage of inexperienced (INX) teachers (31.4 percent, 26.8 percent, 28.5 percent, and 24.6 percent, respectively) as compared to the average percentage in urban areas (23.8 percent). Schools in urban areas have a difficulty to attract, recruit and retain experienced teachers, even though the area has a higher average total salary. This suggests that there may exist other factors associated with the difficulty, such as a high allocation of classes to inexperienced (INX) teachers and/or working conditions. In rural areas; students in FRL, ELL, SPED, and Hispanic students have a higher percentage of inexperienced (INX) teachers (23.5 percent, 29.8 percent, 22 percent, and 26.3 percent, respectively). Schools in rural areas have a difficulty to attract, recruit and retain qualified teachers. The potential factors associated with the difficulty are remote geographic location and/or a lower average total salary. For out-of-field (OTF) teachers, the average percentage of out-of-field (OTF) teachers is higher in suburban and town areas (11 percent and 11 percent, respectively) as compared to the ESD's average percentage of out-of-field (OTF) teachers (10.2 percent). In suburban areas; Pacific Islander students, Hispanic students, Black students, Asian students, students in FRL, ELL, and SPED have a higher percentage of out-of-field (OTF) teachers (15.8 percent, 14 percent, 12 percent, 11.5 percent, 11.9 percent, 13.4 percent, and 11.6 percent, respectively) as compared to the average percentage in suburban areas (11 percent). Schools in suburban areas have a difficulty to attract, recruit and retain in-field teachers, even though the area has a higher average total salary. It suggests that there might exist other factors associated with the difficulty such as a high allocation of classes to of out-of-field (OTF) teachers and/or working conditions. In town areas; American Indian students, Hispanic students, and students in SPED have a higher percentage of out-of-field (OTF) teachers (11.6 percent, 11.3 percent, and 11.1 percent, respectively). Schools in town areas have a difficulty to attract, recruit and retain in-field teachers. The potential factors associated with the difficulty are a remote geographic location and/or a lower average total salary.

The results/trends shown in the previous paragraph are different to the current paragraph because the data in the previous paragraph (percentage of teacher categories by geographic locations) is still aggregated which causes a masking of several trends. However, it is still valuable information to see the exact percentage of each teacher category to evaluate improvement of the teacher categories for long term monitoring. In urban areas the percentage of all student subgroups taught by unqualified teachers (NotHQT) is higher as compared to that of the state levels of all students (10.5 percent). In rural areas; the percentage of students in FRL, ELL, SPED, Hispanic students, and American Indian students is higher as compared to that of the state levels of all students (10.5 percent). The percentage of Hispanic students in both urban and rural areas (20.5 percent and 32.9 percent, respectively) is higher as compared to that of the state levels of all students (10.5 percent) and other student subgroups, which are 10 percent and 12.4 percent higher than as compared to that of the state levels of all students (10.5 percent). The percentage of student subgroups taught by unqualified teachers (NotHQT) is associated with the percentage of Title I schools, which suggests that student subgroups in urban and rural areas are more likely in Title I schools and taught by unqualified teachers (NotHQT). Schools in urban and rural areas have a difficulty to attract, recruit and retain qualified teachers, even though they have a higher average total salary as compared to town areas. There must exist other factor(s) which contributes to this difficulty such as a higher volume of class allocations to unqualified teachers (NotHQT) due to a shortage of classroom teachers or/and working conditions. The percentage of many student subgroups is higher than that of the state level of all students (20 percent). Also, there is a large variation of student subgroup percentages taught by inexperienced (INX) teachers in all geographic locations. Especially, the percentage of students in FRL, ELL, SPED, and Hispanic students taught by inexperienced (INX) teachers is higher than that of the state level of all students (20 percent) in all geographic locations, which indicates that these student subgroups are more likely to be taught by inexperienced (INX) teachers. Schools in urban, suburban, town, and rural areas have a difficulty to attract, recruit and retain experienced teachers, especially for students in ELL, FRL, and SPED. The percentage of student subgroups taught by inexperienced (INX) teachers is not associated with any external factors, which suggests that there must exist other factor(s) which contributes to this difficulty such as a higher volume of class allocations to inexperienced (INX) teachers due to a shortage of classroom teachers and/or working conditions. With respect to out-of-field (OTF) teachers, in suburban areas, the percentage of Pacific Islander students, Hispanic students, Black student, Asian students, and students in ELL, SPED, and FRL are taught by out-of-field (OTF) teachers which are much higher than that of the state levels of all students (20 percent). It means that these student subgroups in suburban areas are more likely to be taught by out-of-field (OTF) teachers as compared to the state levels of all students. While, the percentage of all student subgroups taught by out-of-field (OTF) teachers in rural areas is lower than that of the state levels of all students (20 percent). The percentage of student subgroups taught by out-of-field (OTF) teachers is associated with the percentage of Title I schools, which suggests that student subgroups in suburban areas are more likely at Title I schools and taught by out-of-field (OTF) teachers. Schools in suburban areas have a difficulty to attract, recruit and retain in-field teachers. The potential factors associated with the difficulty are the lower average total salary and/or higher volume of class allocations to out-of-field (OTF) teachers due to a shortage of classroom teachers.

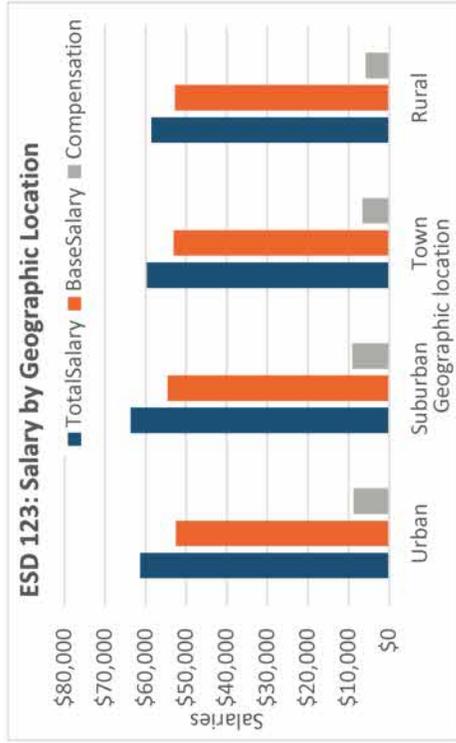
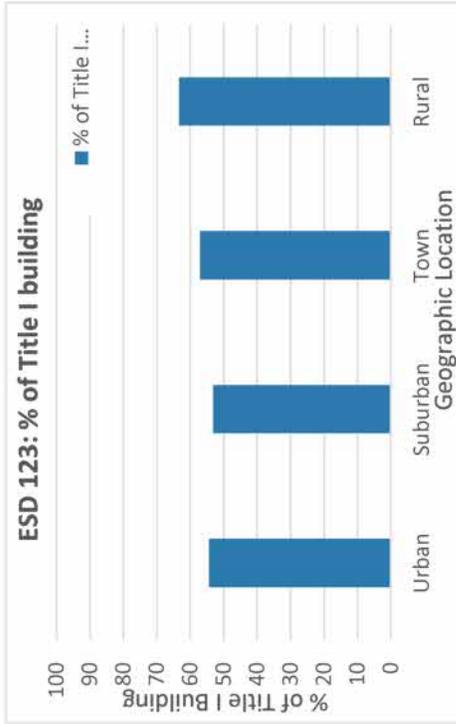
ESD 123: Percentage of student subgroups taught by unqualified (NotHQ), inexperienced (INX), and out-of-field (OTF) teachers



ESD 123

Subgroup	NotHQ					INX					OTF							
	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap
ALL	42.0	17.2	11.9	15.0	13.9	3.4	19.4	21.4	11.3	15.3	32.6	12.6	18.5	26.6	23.1	12.0	19.8	
FRL	41.8	15.5	14.1	13.7	15.0	4.5	16.7	17.1	10.9	14.6	40.7	20.7	17.3	26.2	23.9	11.2	21.3	
ELL	38.9	11.4	21.2	16.3	12.2		7.5	8.8	8	14.6	61	41	14.7	33.4	21.5	8.5	22.0	
SPED	43.6	15.4	12.1	14.4	14.5	4.0	22	20.2	10.3	13.8	33.6	13.6	20.5	26.1	21.1	10.9	21.4	
MNR	36.5	16.0	14.7	15.4	17.5	7.0	13.5	16.6	9.4	14.3	46.3	26.3	13.7	27.9	24.8	10.0	23.6	3.6
White	47.1	18.3	9.3	14.6	10.7		24.9	25.8	13	16.2	20.1		23.0	25.4	21.6	13.7	16.3	
Hisp	36.0	15.2	15.3	14.9	18.6	8.1	12.7	15.3	8.8	14	49.3	29.3	12.4	28.4	25.2	9.4	24.5	4.5
Asian	38.0	25.3	9.2	17.2	10.3		15.3	29.9	16	16.4	22.5		20.6	25.2	19.3	17.5	17.3	
Black	35.5	25.0	8.5	19.3	11.7		12.4	24.5	15	13	35.1	15.1	18.9	22.9	24.2	14.4	19.5	
Amln	45.0	22.6	6.7	12.5	13.1	2.6	32.3	28	14.3	11.8	13.7		19.6	22.0	22.7	16.8	18.9	
Pcls	43.8	27.7	8.9	9.8	9.8		18.8	30.4	15.2	12.5	23.2	3.2	14.3	21.4	28.6	9.8	25.9	5.9
MRcs	43.1	15.2	13.5	20.3	8.0		22.6	20.8	10.4	18.9	27.3	7.3	25.6	26.4	21.7	10.5	15.8	

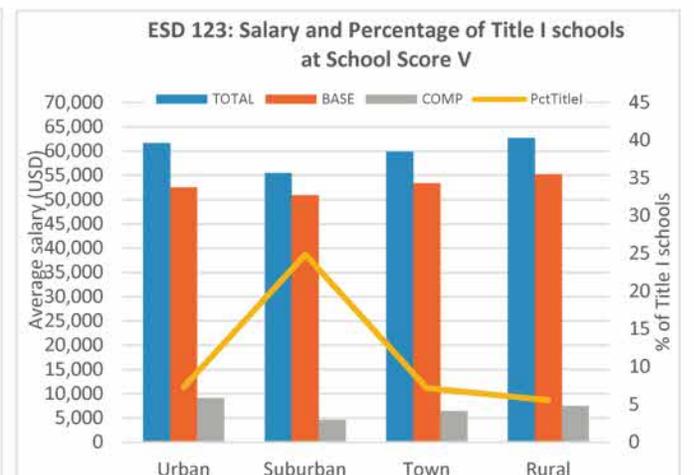
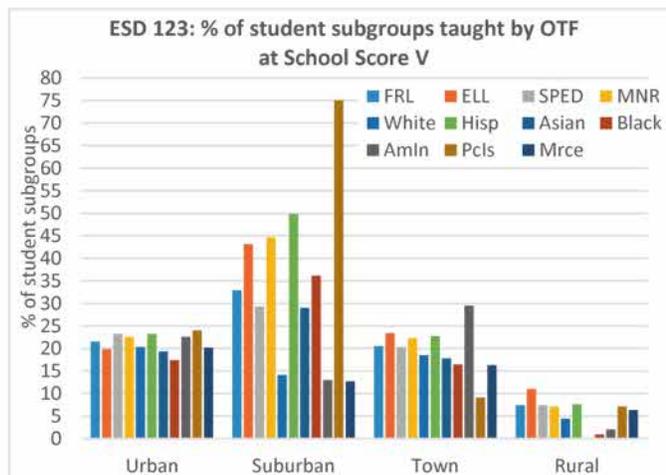
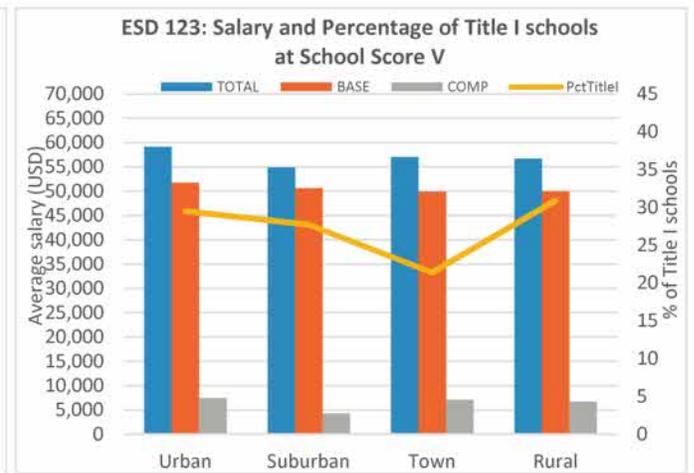
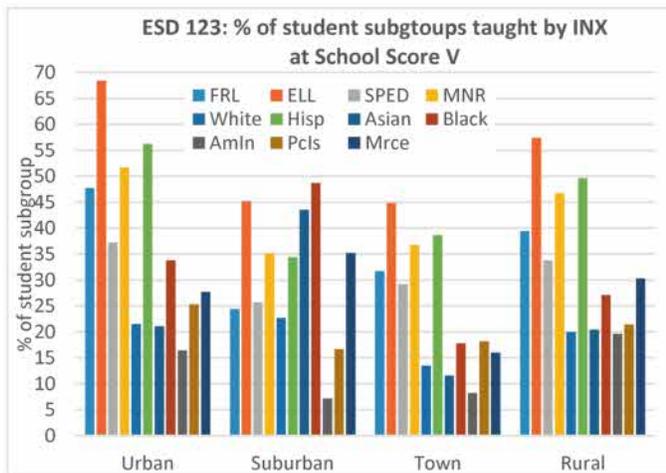
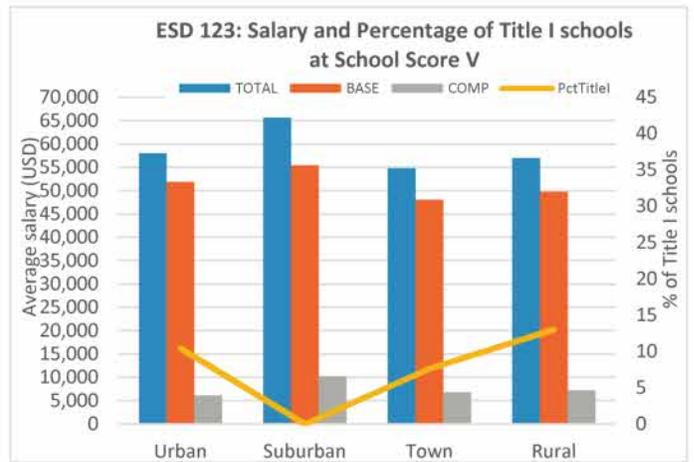
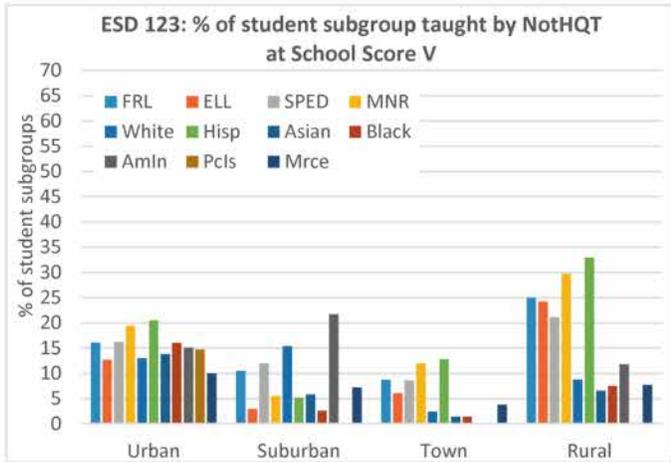
ESD 123: Percentage of Title I Buildings and Average Salaries by Geographic Locations



ESD 123: Percentage of Teacher Categories by Student Subgroups at each Geographic Location

	NotHQT				INX				OTF			
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural
Average	3.1	3.4	2.3	4.6	23.8	17.8	19.2	21.8	10.1	11.0	11.0	8.2
Min	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.6	0.0	0.0
Max	21.4	12.5	15.9	25.8	56.3	30.0	46.7	56.0	32.7	22.4	29.3	46.2
FRL	3.2	2.9	2.6	5.4	26.8	16.8	21.2	23.5	10.0	11.9	11.0	8.7
ELL	3.3	3.1	2.7	5.0	31.4	21.1	26.5	29.8	9.5	13.4	11.1	9.7
SPED	3.1	3.2	2.6	4.9	22.8	16.7	20.2	22.0	10.1	11.6	11.2	8.3
MNR	3.7	3.1	3.1	6.2	27.6	19.9	22.8	25.6	10.2	13.4	11.2	9.0
White	2.5	3.6	1.3	3.5	20.3	16.3	14.9	18.8	9.9	9.4	10.7	7.5
Hisp	3.9	3.0	3.3	6.5	28.5	20.0	23.5	26.3	10.3	14.0	11.3	9.2
Asian	2.8	3.5	1.0	4.4	21.5	20.2	14.9	21.1	10.4	11.5	10.0	7.4
Black	3.0	3.2	1.3	2.9	24.6	21.5	15.1	20.0	9.9	12.0	10.8	8.0
Amln	2.7	3.0	1.0	4.0	19.2	11.7	13.3	18.5	10.5	10.3	11.6	7.0
Pcls	2.8	1.7	1.5	0.6	21.8	16.7	13.8	15.8	10.4	15.8	8.9	8.8
Misce	2.6	3.5	1.8	3.4	22.5	19.3	15.5	21.1	9.4	9.1	10.1	7.2

ESD 123: Percentage Student Subgroups Taught by Teacher Categories at each Geographic Location



Educational Service District 171 (ESD 171) Equity Gap Profile

1. Overview of ESD 171

Educational Service District 171 (ESD 171) is located in the north-middle portion of Washington state. Washington state is comprised of rural areas (44.8 percent), followed by town areas (32.8 percent), urban areas (15.5 percent), and suburban areas (4.3 percent). The percentage of Title I schools is 66.4 percent, which is the second highest percentage of Title I schools in the state. ESD 171 has the second lowest total salary (\$59,520) in the state. The majority of student Race/Ethnicity is White students (49.7 percent), followed by Hispanic students (42.5 percent), American Indian students (2.8 percent), and students with two or more races (2.8 percent). There are 60.6 percent of students in FRL, 11.1 percent of students in SPED, 16.6 percent of student in ELL, and 50 percent minority students. This is the third highest percentage of minority students in the state.

2. High priority equity gap in ESD 171

The table shows the average percentage of unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers by student subgroups in ESD 171. The ESD's average percentage of unqualified teachers

ESD 171: Percentage of each Teacher Category			
	NotHQT	INX	OTF
State Avg*	2.8	19.8	12.5
ESD Avg*	2.0	17.2	13.2
FRL	2.1	19.0	11.8
ELL	1.7	19.7	9.2
SPED	1.7	17.7	12.5
MNR	2.1	18.7	11.9
White	1.8	15.7	14.6
Hisp	2.2	19.1	11.6
Asian	1.5	11.8	20.2
Black	1.4	11.5	19.9
Amln	1.6	21.6	8.8
Pcls	1.6	9.2	19.6
MRce	1.9	15.9	13.8

*Avg: Average

(NotHQT) (2 percent) is lower than that of the state levels (2.8 percent). The ESD's average of inexperienced (INX) teachers (17.2 percent) is also lower than that of the state level (19.8 percent). However, American Indian students (22.8 percent) and Pacific Islander students (20 percent) have a higher percentage of inexperienced (INX) teachers compared to the state level (19.8 percent). However, the ESD's average percentage of out-of-field (OTF) teachers (13.2 percent) is higher than the state level (12.5 percent). Asian students, Black students, Pacific Islander students, White students, and students with two or more races (20.2 percent, 19.9 percent, 19.6 percent, 14.6 percent, and 13.8 percent, respectively) have a higher percentage of out-of-field (OTF) teachers compared to the state level (12.5 percent).

The high priority equity gaps in ESD 171 are:

- Out-of-field (OTF) teachers for Asian students, Black students, Pacific Islander students, White students, and students with two or more races.
- Inexperienced (INX) teachers for American Indian and Pacific Islander students.

There is a percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers in schools with a higher percentage of these teachers (School Score V).

Overall, this shows that some of the student subgroups are more likely to be taught by each teacher

category. The percentages of American Indian students (11.9 percent) are taught by unqualified teachers (NotHQT) which is higher than that of the state levels of all students (10.5 percent), this is 1.4 percent more than that of the state levels of all students. Over 70 percent of all student subgroups are located in schools with all qualified teachers (HQT). Especially, a higher percentage of American Indian students (82.5 percent), students in ELL (77.3 percent), and Pacific Islander students (75.9 percent) are located in schools with all qualified teachers (HQT) (school level I). This is a positive disproportionality, in that these student subgroups have more access than other students to highly qualified teachers. American Indian students in ESD 171 tend to be located in either a school with all qualified teachers (HQT) or schools with a higher percentage of unqualified teachers (NotHQT). The percentage of American Indian students taught by inexperienced (INX) teachers (28 percent) is higher as compared to the state levels of all students (20 percent) which is 8 percent more than that of the state levels of all students. All student subgroups are more likely located at schools with less inexperienced (INX) teachers. This is a positive trend that more student subgroups have more access to experienced teachers. There is a large variation of equity gap severity among student subgroups taught by out-of-field (OTF) teachers. The percentages of Black students, Asian students, Pacific Islander students, White students, students with two or more races, Hispanic students, and students in SPED, FRL, and ELL are taught by out-of-field (OTF) teachers (23.9 percent). This is higher than that of the state levels of all students (20 percent). The percentages of Black and Asian students taught by out-of-field (OTF) teachers (45.1 percent and 40.9 percent, respectively) are remarkably higher than that of the state levels of all students (20 percent), which are 25.1 percent and 20.9 percent more than that of the state levels of all students. Based on the percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers, the high priority of equity gaps are unqualified teachers (NotHQT) for American Indian students, inexperienced (INX) for American Indian students, and out-of-field (OTF) teachers for Black students, Asian students, Pacific Islander students, White students, students with two or more races, Hispanic students, and students in SPED, FRL, and ELL. The percentage of Black and Asian students taught by out-of-field (OTF) teachers needs to be improved as soon as possible.

3. Trend of equity gap occurrence at ESD 171

With respect to external factors by geographic locations, the percentage of Title I buildings is high in suburban areas (80 percent), followed by rural areas (74.1 percent), town areas (60 percent), and urban areas (44.4 percent). The average total salary is higher in suburban areas (\$63,493), followed by urban areas (\$62,359), town areas (\$61,349), and rural areas (\$59,380). The difference in total salary between urban and rural areas is \$4,113.

The average percentage of unqualified teachers (NotHQT) is higher in urban and rural areas (2.5 percent and 2.2 percent, respectively) as compare to the ESD's average percentage of unqualified teachers (NotHQT) (2.0 percent). In urban areas; Pacific Islander students, American Indian students, Black students, and White students have a higher percentage of unqualified teachers (NotHQT) (7.5 percent, 3.1 percent, 3 percent, and 2.6 percent, respectively) as compare to the average percentage of unqualified teachers (NotHQT) in urban areas (2.5 percent). In rural areas; Hispanic students, American

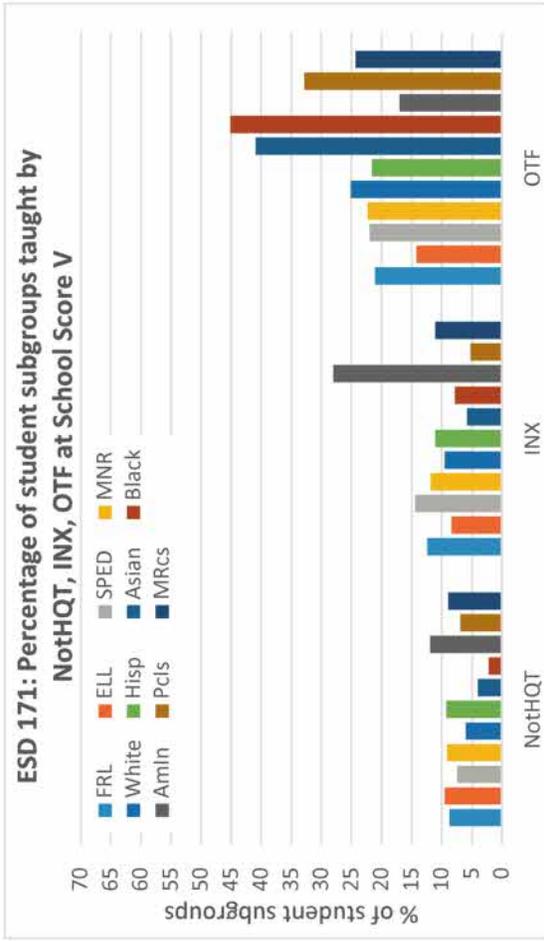
Indian students, and students in ELL, FRL, and SPED have a higher percentage of unqualified teachers (NotHQT) (2.6 percent, 2.5 percent, 2.5 percent, 2.3 percent, and 2.3 percent, respectively) as compared to the average percentage of unqualified teachers (NotHQT) in rural areas (5.4 percent).

While, in suburban, urban, and town areas, the percentage of unqualified teachers (NotHQT) is lower than the ESD's average percentage of unqualified teachers (NotHQT) (2.0 percent), which means that all student subgroups can equally have access to more qualified (HQT) teachers. Schools in urban and rural areas have a difficulty to attract, recruit and retain qualified teachers. However, the percentage of unqualified teachers (NotHQT) in urban areas is not associated with any external factors, which suggests that there might exist other factors associated with a high percentage of unqualified teachers. For schools in rural areas, the remote geographical location and lower average total salary are the potential factors associated with the higher percentage of unqualified (NotHQT) teachers. For inexperienced (INX) teachers, the average percentage and its range of inexperienced (INX) teachers is high in rural areas (23.2 percent) as compared to the ESD's average percentage of inexperienced (INX) teachers (17.2 percent). In rural areas Hispanic students, Black students, and students in ELL, and FRL have a higher percentage of inexperienced (INX) teachers (24.6 percent, 23.5 percent, 23.8 percent, and 23.7 percent, respectively) as compared to the average percentage of inexperienced (INX) teachers in rural areas (23.2 percent). Schools in rural areas, especially Title I schools, have a difficulty to attract, recruit and retain experienced teachers. The potential factors associated with this difficulty are remote geographic location and/or a lower average total salary. For out-of-field (OTF) teachers the average percentage of out-of-field (OTF) teachers is higher in town areas (16.4 percent) as compared to the ESD's average percentage of out-of-field (OTF) teachers (13.2 percent). In town areas; Asian students, Pacific Islander students, Black students, students with two or more races, and White students (25.9 percent, 25.3 percent, 22.3 percent, 18.3 percent, and 17.3 percent, respectively) have a higher percentage of out-of-field (OTF) teachers as compared to the average percentage in town areas (16.4 percent). Schools in town areas have a difficulty to attract, recruit and retain in-field. The potential factors associated with this difficulty are remote geographic location and/or a lower average total salary.

It is essential to ensure/identify the equity gap in schools with a higher percentage of teacher categories, which may severely affect student achievement. The results/trends shown in the previous paragraph are different to the current paragraph because the data in the previous paragraph (percentage of teacher categories by geographic locations) is still aggregated which causes a masking of several trends. However, it is still valuable information to monitor the exact percentage of teacher categories to evaluate the improvement of teacher categories for each year. The percentage of all student subgroups taught by unqualified teachers (NotHQT) in town areas is lower than that of the state level (10.5 percent). This mean that all student subgroups in town areas are less likely to be taught by unqualified teachers (NotHQT). Suburban areas do not have any schools with a higher percentage of unqualified teachers (NotHQT). While in urban areas, the percentages of all student subgroups (except students in ELL) are higher than the state levels of all students (10.5 percent). Schools in urban areas have a difficulty to attract, recruit and retain qualified teachers, even though they have a higher average total salary than rural areas. It suggests that there may exist other factors associate with the high

percentage of unqualified teachers. In rural areas; the percentages of American Indian students, students with two or more races, Hispanic students, and students in ELL, SPED, and FRL are taught by unqualified teachers (NotHQT) which is higher compared to the state levels of all students (10.5 percent). The bar charts (top left and right) illustrate that schools in rural areas have a difficulty to attract, recruit and retain qualified teachers. The potential factors associated with the higher percentage of student subgroups taught by unqualified teachers (NotHQT) are remote geographic locations and/or a lower average total salary. In urban areas, the percentage of all student subgroups taught by inexperienced teachers (INX) is lower than that of the state level (20 percent). This means, that most of the student subgroups in urban areas are less likely to be taught by inexperienced (INX) teachers. Suburban areas do not have any schools with a higher percentage of inexperienced (INX) teachers. However, the percentage of American Indian students in town areas and American Indian students and Black students in rural areas are taught by inexperienced (INX) teachers is higher than that of the state level (20 percent). This means that these student subgroups are more likely taught by inexperienced (INX) teachers. Schools with a high portion of American Indian students in town areas have a difficulty to attract, recruit and retain experienced teachers, even though they have a higher average total salary. This suggests that there may exist other factors associated with the difficulty such as working conditions and/or a high volume of class allocations to inexperienced (INX) teachers due to the shortage of experienced teachers. Schools with a high portion of American Indian students and Black students in rural areas have a difficulty to attract, recruit and retain experienced teachers. The potential factors associated with the difficulty are remote geographic location and/or a high volume of class allocations to inexperienced (INX) teachers due to the shortage of experienced teachers. With respect to out-of-field (OTF) teachers (bottom left and right), the percentages of all student subgroups in urban areas and all student subgroups (except American Indian and Black students) in rural areas are taught by out-of-field (OTF) teachers which are lower than that of the state levels of all students. It means that all student subgroups in urban and rural areas can have access to more in-field teachers, (except American Indian and Black students) in rural areas. While, in suburban areas the percentage of students in ELL, FRL, Hispanic students, and Black students taught by out-of-field (OTF) teachers is higher than the state levels of all students (20 percent). Especially, the percentage of students in ELL taught by out-of-field (OTF) teachers in suburban areas (40.3 percent) which is higher than the state levels of all students (20 percent). This is a 20.3 percent difference. In town areas, the percentage of all student subgroups, (except American Indian students) taught by out-of-field (OTF) teachers are higher than the state levels of all students (20 percent). Especially, the percentage of Asian students, Black students, and Pacific Islander students taught by out-of-field (OTF) teachers in town areas is higher than the state levels of all students (20 percent). Schools in suburban and town areas have a difficulty to attract, recruit and retain in-field teachers. However, the percentage of student subgroups taught by out-of-field (OTF) teachers in suburban and town areas is not associated with external factors. It suggest that there might exist other factors associated with the difficulty such as working conditions and/or a high volume of class allocations to out-of-field (OTF) teachers due to the shortage of in-field teachers.

ESD 171: Percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers



Subgroup	NotHQT					INX					OTF							
	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap
ALL	68.1	7.5	7.0	9.6	7.5		23	26.1	18	22.2	10.7		22.1	17.5	11.5	25.2	23.7	3.7
FRL	68.3	7.1	6.5	9.3	8.7		15.7	27.2	18.7	26.1	12.4		25.3	19.3	12.2	22.1	21.1	
ELL	77.3	4.6	4.5	4.1	9.5		9.2	27	20.1	35.2	8.4		29.7	25.9	14.7	15.6	14.2	
SPED	71.7	6.8	5.9	8.3	7.4		22.3	22.8	16.9	23.6	14.4		25.2	18.0	12.2	22.6	22.0	
MNR	67.0	7.7	7.2	9.0	9.1		16.7	26.8	18.3	26.4	11.8		24.5	19.0	12.1	22.0	22.3	
White	69.7	7.4	6.7	10.2	6.0		29.3	25.5	17.7	18	9.5		19.7	16.1	10.8	28.3	25.1	5.1
Hisp	65.6	8.3	7.8	9.2	9.2		13	28.7	19.9	27.3	11.1		24.3	19.9	12.2	22.1	21.6	
Asian	71.2	7.2	8.3	9.2	4.0		47.4	23.4	12.4	11	5.8		10.1	12.4	11.2	25.4	40.9	20.9
Black	71.9	5.1	10.0	10.8	2.2		54.2	23.3	7.6	7.1	7.8		14.2	10.8	2.5	27.5	45.1	25.1
Amln	82.5	0.8	0.7	4.2	11.9		34.3	7.1	1.5	29.1	28	8	38.7	13.0	15.7	15.6	17.0	
Pcls	75.9	5.2	8.6	3.4	6.9		63.8	12.1	15.5	3.4	5.2		10.3	8.6	6.9	41.4	32.8	12.8
MRCs	70.5	5.9	4.1	10.5	8.9		34.4	17.9	14.1	22.6	11.1		25.0	15.5	12.2	23.1	24.3	4.3

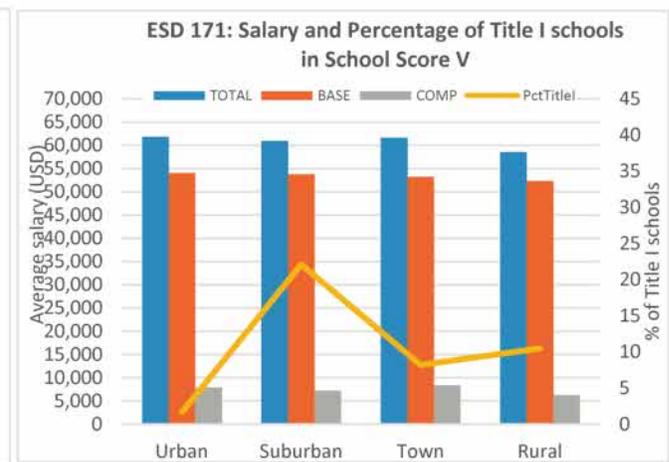
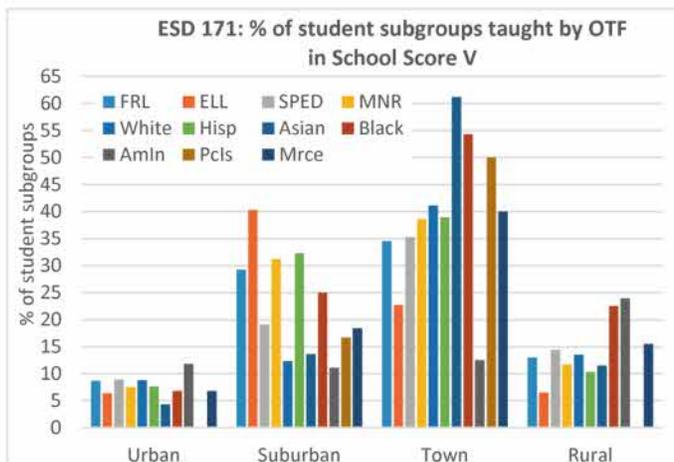
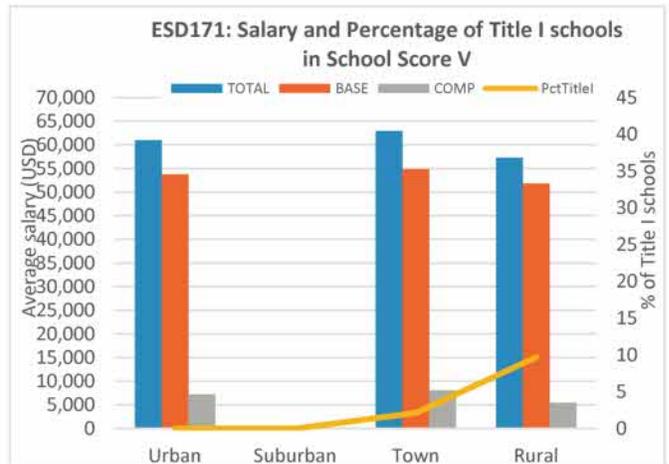
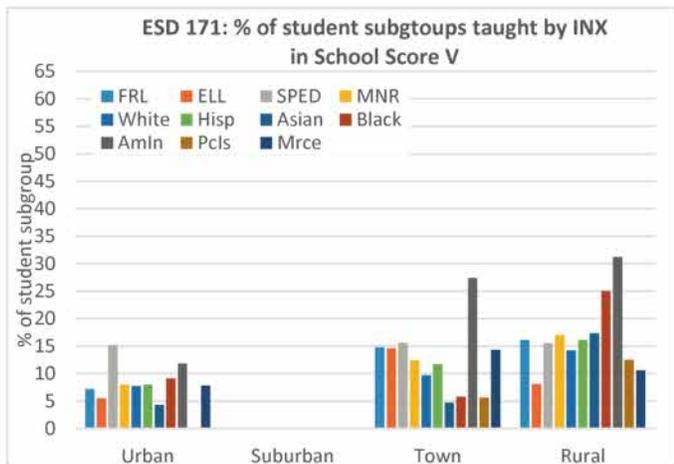
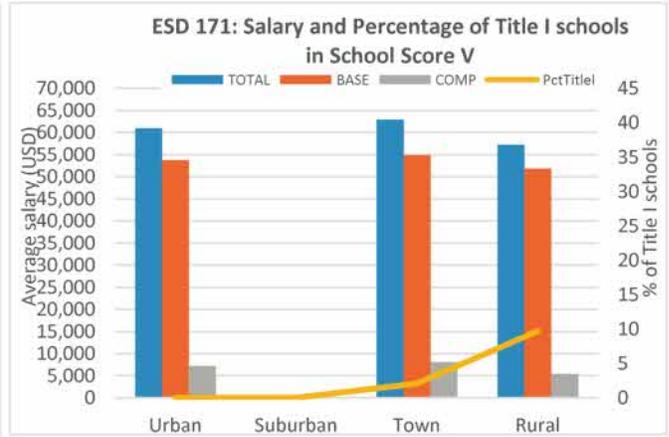
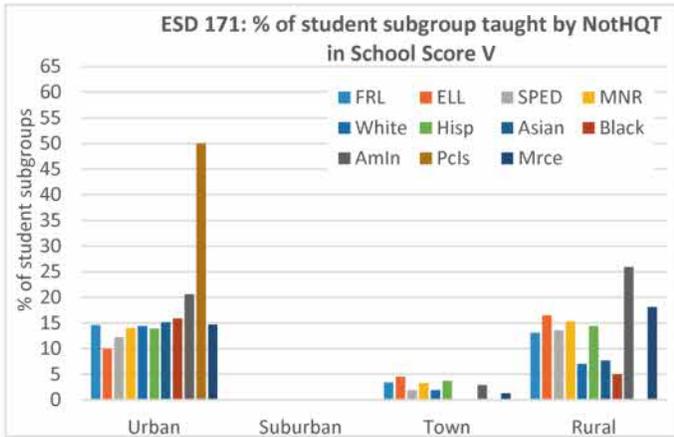
ESD 171: Percentage of Title I Buildings and Average Salaries by Geographic Location



ESD 171: Percentage of Teacher Categories by Student Subgroups at each Geographic Location

	INX				OTF			
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural
NotHQT	2.5	0.7	1.7	2.2	15.7	14.4	15.2	23.2
Average	2.4	0.7	1.9	2.3	15.8	15.4	17.9	23.7
Min	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Max	16.2	2.5	33.3	66.7	33.3	19.4	55.0	100.0
FRL	2.4	0.7	1.9	2.3	15.8	15.4	17.9	23.7
ELL	1.4	0.3	1.5	2.5	14.7	16.4	20.9	23.8
SPED	1.9	0.8	1.4	2.3	16.9	14.3	16.5	22.9
MNR	2.3	0.7	1.9	2.6	16.0	15.4	17.2	24.0
White	2.6	0.7	1.6	1.7	15.4	13.2	13.6	22.0
Hisp	2.3	0.6	2.1	2.6	16.0	15.7	18.0	24.6
Asian	2.5	1.1	1.2	1.9	13.8	10.9	9.5	21.7
Black	3.0	1.3	1.2	1.7	17.3	15.7	9.1	23.5
Amln	3.1	1.4	1.3	2.5	16.1	15.4	19.0	21.1
Pcls	7.5	0.4	0.7	0.7	14.6	13.4	5.7	16.8
Mrcce	2.8	1.0	1.4	2.2	15.9	12.7	14.4	19.7
Average	11.9	10.7	11.9	10.2	11.9	10.7	11.7	14.0
Min	0.0	4.0	0.0	0.0	0.0	4.0	0.0	0.0
Max	26.3	20.0	100.0	80.0	26.3	20.0	100.0	80.0
FRL	11.8	11.7	14.0	9.6	11.8	11.7	14.0	9.6
ELL	10.0	12.5	11.6	6.1	10.0	12.5	11.6	6.1
SPED	11.6	10.5	15.1	10.0	11.6	10.5	15.1	10.0
MNR	11.7	11.9	15.3	8.0	11.7	11.9	15.3	8.0
White	12.2	9.4	17.3	13.1	12.2	9.4	17.3	13.1
Hisp	11.7	12.0	14.5	8.0	11.7	12.0	14.5	8.0
Asian	10.9	11.0	25.9	11.3	10.9	11.0	25.9	11.3
Black	12.2	11.7	22.3	12.6	12.2	11.7	22.3	12.6
Amln	11.9	10.3	12.6	6.9	11.9	10.3	12.6	6.9
Pcls	10.7	10.6	25.3	10.0	10.7	10.6	25.3	10.0
Mrcce	11.4	11.1	18.3	9.5	11.4	11.1	18.3	9.5

ESD 171: Percentage Student Subgroups Taught by Teacher Categories at each Geographic Location



Educational Service District 189 (ESD 189) Equity Gap Profile

1. Overview of ESD 189

Educational Service District 189 (ESD 189) is located in the northwest portion of Washington state. Washington state is comprised of suburban areas (43.1 percent), followed by rural areas (24.9 percent), urban areas (16.3 percent), and town areas (14.7 percent). The percentage of Title I schools is 33.6 percent, which is the lowest percentage in the state. ESD 189 has the highest average total salary (\$67,871) in the state. The majority of student Race/Ethnicity is White students (63.8 percent), followed by Hispanic students (18.4 percent), and students with two or more races (6.3 percent). There are 41.6 percent of students in FRL, 12.8 percent of students in SPED, 8.5 percent of student in ELL, and 36.2 percent minority students.

2. High priority equity gap in ESD 189

The table shows the average percentage of unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers by student subgroups in ESD 189. The ESD's average percentage of unqualified (NotHQT) teachers (3.8 percent) is higher than that of the state level (2.8 percent). All minority students, white students, students in FRL and SPED have a higher percentage of unqualified teachers (NotHQT) as compared to the state average percentage (2.8 percent). American Indian and White students have a higher percentage of unqualified teachers (NotHQT) (6.6 percent and 4 percent, respectively) than the ESD's average percentage (3.8 percent). The ESD's average percentage of inexperienced (INX) teachers

ESD 189: Percentage of each Teacher Category			
	NotHQT	INX	OTF
State Avg*	2.8	19.8	12.5
ESD Avg*	3.8	16.2	11.9
FRL	3.7	16.9	11.8
ELL	2.0	18.3	11.5
SPED	3.5	16.0	12.5
MNR	3.5	17.0	11.4
White	4.0	15.8	12.2
Hisp	3.4	18.0	11.6
Asian	3.3	15.6	10.1
Black	3.3	16.1	10.9
Amln	6.6	17.1	12.0
Pcls	3.6	16.5	9.5
MRce	3.5	16.2	12.2

*Avg: Average

(16.2 percent) is lower than that of the state level (19.8 percent). All student subgroups have a lower percentage of inexperienced (INX) teachers which is lower than that of the state level (19.8 percent). However, students in ELL (18.3 percent) and Hispanic students (18 percent) have a relative higher percentage of inexperienced (INX) teachers compared to that of other student subgroups in the ESD. The ESD's average percentage of out-of-field (OTF) teachers (11.9 percent) is lower than the state level (12.5 percent). All student subgroups have a lower percentage of out-of-field (OTF) teachers than that of the state level. Especially, students in SPED, White students, students with two or more races, and American Indian students have a higher percentage of out-of-field (OTF) teachers (12.5 percent, 12.2 percent, 12.2 percent, and 12 percent, respectively) compared to that of other student subgroups in the ESD.

The high priority equity gap in ESD 189 is:

- Unqualified teachers (NotHQT) for All minority students, white students, and students in FRL and SPED.

The percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers in schools with a higher percentage of these teachers (School Score V). The percentage of all student subgroups taught by inexperienced (INX) teachers and out-of-field (OTF) teachers is lower than that of the state levels of all students (20 percent). This means that all student subgroups have more access to experienced teachers and in-field teachers. On the other hand, the percentages of most of the student subgroups (except students in ELL) are taught by unqualified teachers (NotHQT). This is higher than that of the state levels of all students (10.5 percent). The percentage of American Indian students taught by unqualified teachers (NotHQT) (17.9 percent) is much higher than that of the state levels of all students (10.5 percent), which is 7.4 percent more than that of the state levels of all students. This means that most of the student subgroups, especially American Indian student, are more likely taught by unqualified teachers (NotHQT) as compared to the state levels of all students. About 68.9 percent of students in ELL are located in schools with all qualified teachers (HQT). This is positive disproportionality, in that these student subgroups have more access to highly qualified teachers. Based on the percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers, the high priority of equity gaps are unqualified teachers (NotHQT) for students in FRL, SPED, White students, and all minority students, especially, American Indian students.

3. Trend of equity gap occurrence in ESD 189

With respect to external factors by geographic locations, the percentage of Title I buildings is high in town areas (46.6 percent), followed by rural areas (40 percent), urban areas (37.3 percent), and suburban areas (33.2 percent). The average total salary and average supplemental compensation is lower from urban through rural areas. The rural area has the lowest average total salary (\$62,374) in ESD 189. The average total salary in an urban area is \$75,072 and in a rural area it is \$62,374. This is a \$12,698 difference in an average total salary between urban and rural areas.

The average percentage of unqualified teachers (NotHQT) is higher in town and suburban areas (5.5 percent and 4.1 percent, respectively) as compared to the ESD's average percentage (3.8 percent). In town areas, Black students, Asian students, and White students have a higher percentage of unqualified teachers (NotHQT) as compared to the town area's average percentage (5.5 percent). In suburban areas, American Indian and White students have a higher percentage of unqualified teachers (NotHQT) as compared to the suburban area's average percentage (4.1 percent). Schools in town and suburban areas have a difficulty to attract, recruit and retain qualified teachers. However, the percentages of unqualified (NotHQT) teachers in suburban and town areas is not associated with any external factors such as geographic locations, average salaries, or the percentage of Title I schools. There may be other factors associated with the high percentage of unqualified teachers (NotHQT) such as a higher volume of

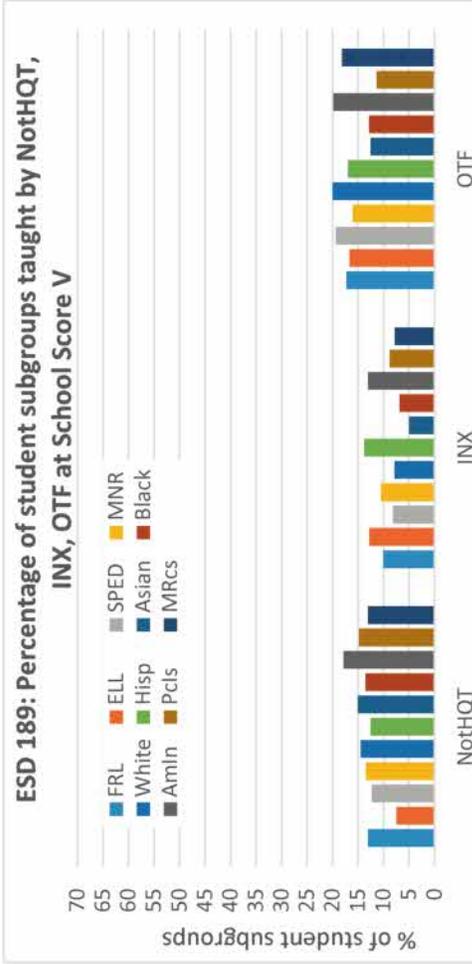
class assignments to unqualified teachers due to a severe shortage of qualified teachers. For inexperienced (INX) teachers, the average percentage of inexperienced (INX) teachers is high in urban areas (19.7 percent) and suburban areas (17 percent) as compared to the ESD's average percentage (16.2 percent). In urban areas; students in ELL, FRL, SPED, and Hispanic students have a higher percentage of inexperienced (INX) teachers as compare to the average percentage in urban areas (15 percent). In suburban areas; American Indian students, White students, and students in SPED have a higher percentage of inexperienced (INX) teachers as compared to the average percentage in suburban areas (17 percent). Schools in urban and suburban areas have a difficulty to attract, recruit and retain experienced teachers, even though their average total salary is higher than other areas. There must exist other factors associated with a higher percentage of inexperienced (INX) teachers such as working condition and/or a higher volume of class allocation to inexperienced (INX) teachers. For out-of-field (OTF) teachers, the average percentage of out-of-field (OTF) teachers in rural and urban areas is higher than the ESD's average percentage (11.9 percent). In urban areas; students with two or more races, White students, American Indian students, and students in SPED have a higher percentage of out-of-field (OTF) teachers (13.7 percent, 13 percent, 12.6 percent, and 12.7 percent, respectively) than the average percentage of out-of-field teachers in rural areas (12 percent). Schools in urban areas have a difficulty to attract, recruit and retain in-field teachers, even though they have a higher average total salary. It suggests that there may exist other factor(s) associated with the difficulty such as a higher volume of class allocations to inexperienced (INX) teachers due to a shortage of experienced teachers. In rural areas; Asian students, American Indian students, students with two or more races, Hispanic students, and Black students have a higher percentage of out-of-field (OTF) teachers (16.9 percent, 15.7 percent, 15 percent, 14.9 percent, 14.6 percent, and 14.5 percent, respectively) than the average percentage of out-of-field teachers in rural areas (14.3 percent). Schools in rural areas have a difficulty to attract, recruit and retain in-field teachers. The potential factors that contribute to the difficulty are remote geographic location and a lower average total salary.

It is essential to ensure/identify the equity gap in schools with a higher percentage of teacher categories, which may severely affect student achievement. The results/trends shown in the previous paragraph are different to the current paragraph because the data in the previous paragraph (percentage of teacher categories by geographic locations) is still aggregated which causes a masking of several trends. However, it is still valuable information to monitor the exact percentage of teacher categories to evaluate improvement of teacher categories year by year.

In rural areas the percentage of all student subgroups taught by unqualified teachers (NotHQT) is lower than that of the state level. It means that all student subgroups in rural areas have more access to qualified teachers. While, the percentage of all student subgroups (except American Indian students) in town areas and all student subgroups (except students in ELL and Black students) in suburban areas is higher as compared to that of the state levels of all students (10.5 percent). This indicates that schools in suburban and town areas have a difficulty to attract, recruit and retain qualified teachers. However, the percentage of unqualified teachers (NotHQT) is not associated with any external factors such as

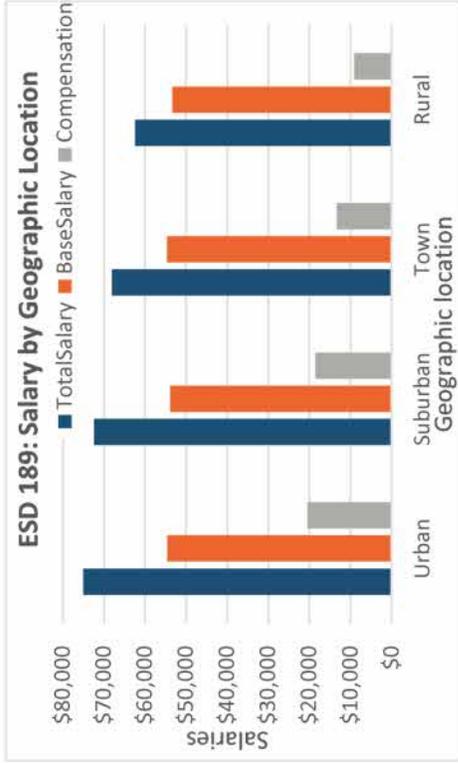
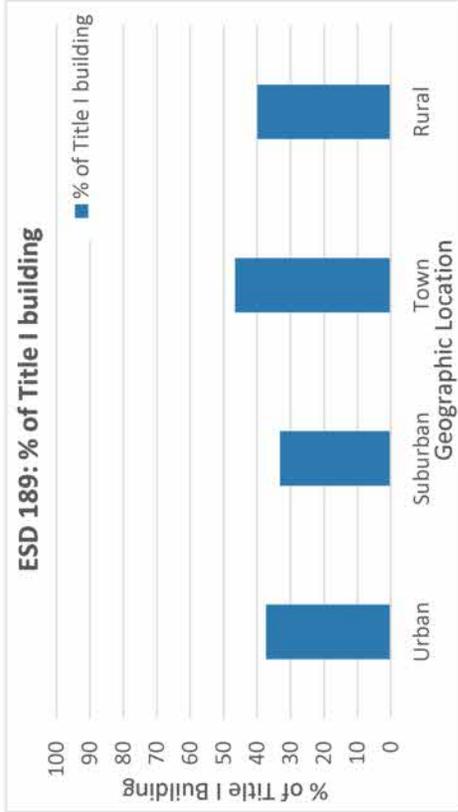
geographic locations, average salaries, or the percentage of Title I schools. There may be other factors associated with the difficulty such as a higher volume of class assignments to unqualified teachers due to a severe shortage of qualified teachers. The percentages of all student subgroups in town and rural areas and all student subgroups (except American Indian students) in suburban areas is lower than that of the state level of all students (20 percent), which mean that almost all student subgroups in these areas are less likely taught by inexperienced (INX) teachers. The percentages of Hispanic students, students in ELL, and FRL in urban areas are higher than that of the state level of all students (20 percent) which mean that these student subgroups in urban areas are more likely taught by inexperienced (INX) teachers. This indicates that schools in urban areas have a difficulty to attract, recruit and retain experienced teachers, even though they have a higher average total salary. There may be other factors associated with the difficulty such as a higher volume of class assignments to inexperienced (INX) teachers due to a severe shortage of experienced teachers. With respect to out-of-field (OTF) teachers, in urban, suburban, and town areas the percentage of all student subgroups taught by out-of-field (OTF) teachers is lower than that of the state level (20 percent), which means that all student subgroups in these areas are less likely to be taught by out-of-field (OTF) teachers. On the other hand, in rural areas, the percentage of all student subgroups (except Pacific Islander students) are taught by out-of-field (OTF) teachers which is higher than that of the state levels of all students (20 percent). The percentage of Asian students taught by out-of-field (OTF) teachers is much higher than that of the state levels of all students (20 percent). It means that these student subgroups in rural areas are more likely to be taught by out-of-field (OTF) teachers as compared to the state levels of all students. This indicates that schools in rural areas have a difficulty to attract, recruit and retain in-field teachers. The potential factors associated with the difficulty are remote geographic location, a lower average total salary, and/or a high volume of class allocations to out-of-field teachers (OTF) due to a shortage of in-field teachers.

ESD 189: Percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers



Subgroup	NotHQT					INX					OTF							
	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap
ALL	55.6	8.8	9.6	11.9	14.1	3.6	29.5	24.5	20.4	16.7	8.8		19.1	23.1	18.1	21.1	18.6	
FRL	57.3	7.3	10.6	11.6	13.1	2.6	25.8	24.5	21.4	18.1	10.1		18.8	24.0	18.6	21.4	17.3	
ELL	68.9	4.3	11.4	7.9	7.5		18.6	23.7	26.6	18.4	12.8		24.4	22.4	16.4	20.1	16.7	
SPED	58.2	7.9	9.2	12.4	12.3		29.9	24.7	19.7	17.5	8.2		17.2	22.6	18.2	22.6	19.4	
MNR	55.9	8.6	11.0	11.0	13.5	3.0	25.1	24.3	22.6	17.5	10.5		20.2	24.9	18.0	20.8	16.1	
White	55.5	8.8	8.8	12.5	14.5	4.0	32	24.6	19.2	16.3	7.9		18.5	22.1	18.1	21.2	20.0	
Hisp	57.3	7.6	10.1	12.4	12.6		22	24.3	21.4	18.5	13.8		18.0	24.7	18.2	22.1	17.0	
Asian	50.0	11.6	14.0	9.2	15.1	4.6	27.2	27	25.7	15	5		27.5	26.6	16.4	16.8	12.6	
Black	56.0	9.2	12.2	9.0	13.6	3.1	25.1	24.7	26.5	16.8	6.9		25.6	25.4	16.4	19.8	12.9	
Amln	56.8	6.5	8.1	10.8	17.9	7.4	33.4	19	15.7	18.7	13.1		9.2	25.0	27.5	18.4	19.9	
Pcls	48.2	6.5	15.9	14.7	14.8	4.3	22.5	29.5	22.7	16.5	8.8		27.5	23.5	16.3	21.4	11.4	
MRcs	58.6	8.9	10.1	9.3	13.1	2.6	30.3	21.8	22.7	17.5	7.8		18.3	23.5	17.5	22.5	18.2	

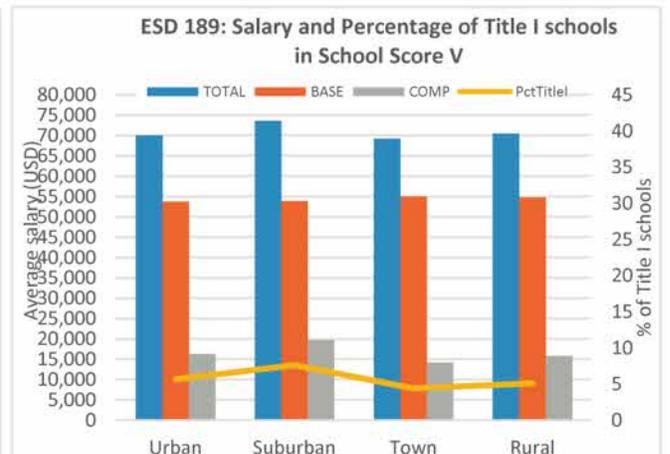
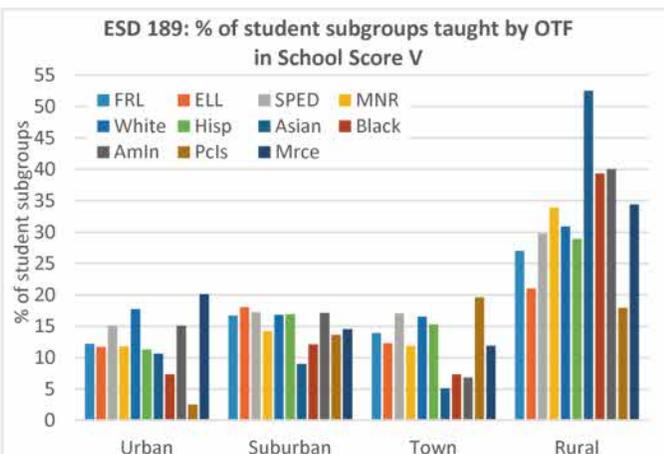
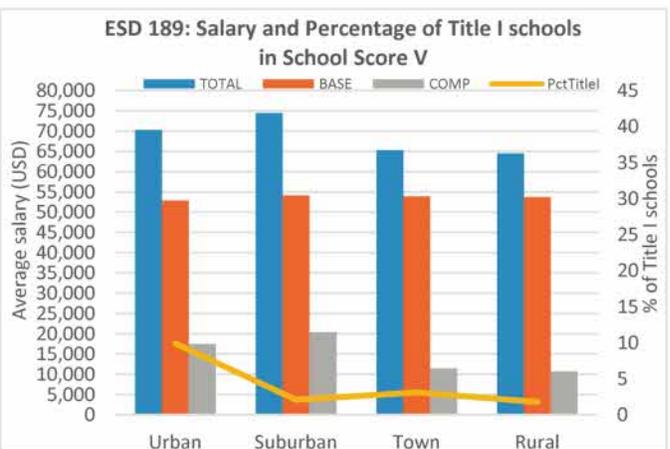
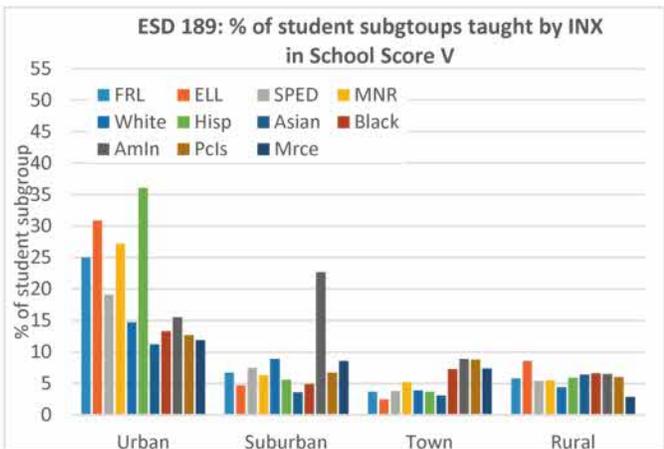
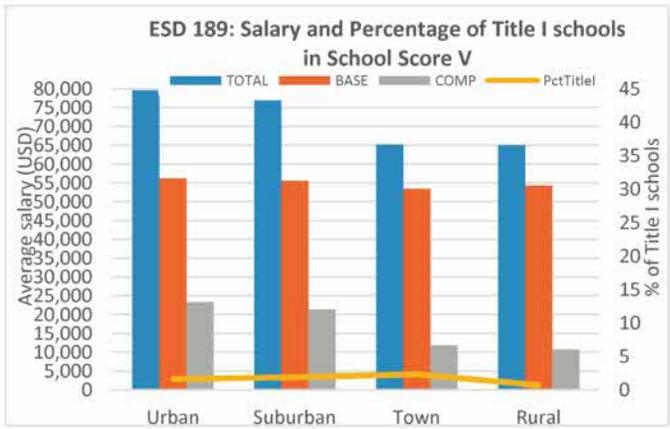
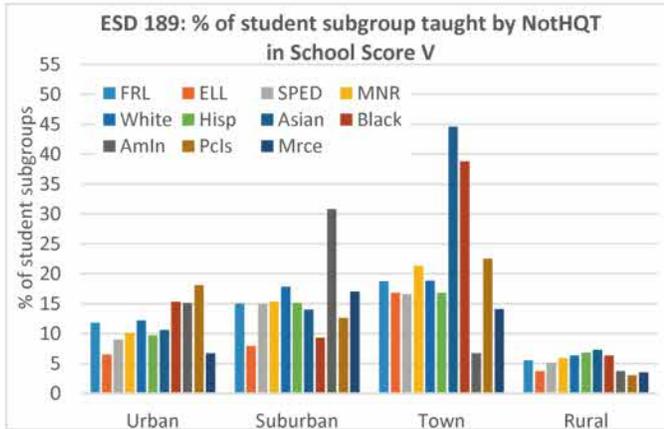
ESD 189: Percentage of Title I Buildings and Average Salaries by Geographic Locations



ESD 189: Percentage of Teacher Categories by Student Subgroups at each Geographic Location

	INX				OTF				
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural	
NotHQT									
Average	3.2	4.1	5.5	2.5	19.5	17.0	13.5	12.9	
Min	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Max	31.3	86.7	77.8	100.0	80.0	80.0	66.7	50.0	
FRL	3.3	4.0	5.2	2.1	21.1	17.0	13.6	13.3	
ELL	2.1	1.9	4.0	1.1	23.3	16.3	14.3	16.5	
SPED	2.7	4.0	4.7	1.9	20.4	17.3	13.0	12.8	
MNR	3.0	3.9	4.9	2.0	21.6	16.5	14.4	13.7	
White	3.3	4.3	5.7	2.6	17.8	17.3	13.2	12.6	
Hisp	3.0	3.8	4.7	2.0	23.7	16.8	13.3	14.6	
Asian	3.3	2.9	6.9	2.6	18.1	15.1	15.7	14.0	
Black	4.0	2.4	7.2	2.8	18.8	15.6	16.9	13.5	
Amln	3.4	11.1	3.5	1.8	18.6	20.9	14.8	10.5	
Pcls	4.6	3.1	4.3	1.6	18.8	15.6	16.1	11.6	
Mirce	2.1	4.4	3.5	1.6	17.6	16.9	14.8	12.4	
Average	12.0	11.4	10.2	14.3	12.0	11.4	10.2	14.3	
Min	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Max	90.9	98.4	33.3	100.0	90.9	98.4	33.3	100.0	
FRL	11.0	11.8	10.0	14.0	11.0	11.8	10.0	14.0	
ELL	9.7	12.0	10.0	13.2	9.7	12.0	10.0	13.2	
SPED	12.7	12.2	10.3	14.2	12.7	12.2	10.3	14.2	
MNR	10.7	11.1	9.5	15.0	10.7	11.1	9.5	15.0	
White	13.0	11.6	10.5	14.1	13.0	11.6	10.5	14.1	
Hisp	10.5	11.7	10.1	14.6	10.5	11.7	10.1	14.6	
Asian	10.7	9.4	7.1	16.9	10.7	9.4	7.1	16.9	
Black	8.7	11.5	8.0	14.5	8.7	11.5	8.0	14.5	
Amln	12.6	11.4	9.4	15.7	12.6	11.4	9.4	15.7	
Pcls	6.3	10.6	11.9	11.9	6.3	10.6	11.9	11.9	
Mirce	13.7	11.4	10.2	14.9	13.7	11.4	10.2	14.9	

ESD 189: Percentage Student Subgroups Taught by Teacher Categories at each Geographic Location



**Skill centers, institutions, juvenile detention centers, school for the deaf, and school for the blind
“Other” Equity Gap Profile**

1. Overview of “Other”

Educational Service District named “Other” is comprised of skill centers, institutions, juvenile detention centers, a school for the deaf, and a school for the blind. These organizations are not affiliated with any Educational Service District. There are 28 organizations classified as “Other”, which is composed of 30.8 percent of urban areas, followed by town areas, (26.9 percent), rural areas (23.1 percent), and suburban areas (19.2 percent). None of these organizations are served as Title I schools. The majority of student Race/Ethnicity is White students (53.5 percent), followed by Hispanic students (20.9 percent), and Black students (12.2 percent). There are 36.6 percent of students in FRL, 29.9 percent of students in SPED, 0.5 percent of student in ELL, and 46.4 percent minority students. The information regarding salary for these organizations is not available.

2. High priority equity gap in “Other”

The table shows the average percentage of unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers by student subgroups in “Other. The average percentages of all teacher categories at the “Other” are higher than that of the state level. The average percentage of unqualified (NotHQT) teachers in “Other” (14 percent) is higher than that of the state level (2.8 percent). Especially, all minority students, White students, students in SPED, and FRL have a higher percentage of unqualified

Other:			
Percentage of each Teacher Category			
	NotHQT	INX	OTF
State Avg*	2.8	19.8	12.5
ESD Avg*	14.0	19.4	17.7
FRL	13.3	21.0	15.9
ELL	0.0	0.0	6.5
SPED	15.7	23.6	19.1
MNR	12.7	18.6	15.9
White	15.2	20.2	19.2
Hisp	13.4	20.4	16.8
Asian	16.2	17.4	23.3
Black	9.4	17.4	11.5
Amln	19.2	18.3	24.6
Pcls	12.2	19.6	16.1
MRce	6.9	13.7	8.8

(NotHQT) teachers compared to the state average percentage (2.8 percent). The average of inexperienced (INX) teachers in “Other” (19.4 percent) is lower than that of the state level (19.8 percent). However, students in SPED, FRL, Hispanic students, and White students have a higher percentage of inexperienced (INX) teachers compared to the state average percentage (19.8 percent). The average percentage of out-of-field (OTF) teachers in “Other” (17.7 percent) is higher than the state level (12.5 percent). Especially, all student subgroups (except students with two or more races and students in ELL) have a higher percentage of out-of-field (OTF) teachers compared to the state level (12.5 percent).

*Avg: Average

The high priority equity gaps in “Other” are:

- Unqualified (NotHQT) teachers for all minority students, White students, students in SPED, and FRL.
- Inexperienced (INX) for students in SPED, FRL, Hispanic students, and White students.
- Out-of-field (OTF) teachers for all student subgroups (except students with two or more races and students in ELL).

The percentage of all student subgroups taught by out-of-field (OTF) teachers (except Asian and American Indian students) is lower than that of the state level of all students (20 percent) as well as almost proportional. It indicates that all student subgroups can have equal access to in-field teachers, even though there are more out-of-field (OTF) teachers in the schools (School Score V). More students in “Other” are located in schools with relatively less out-of-field (OTF) teachers. The percentages of all student subgroups taught by unqualified teachers (NotHQT) and inexperienced (INX) teachers (except students in ELL) are remarkably higher as compared to the state levels of all students (10.5 percent and 20 percent, respectively). The percentage of most of student subgroups taught by unqualified teachers (NotHQT) and inexperienced (INX) teachers are classified as the highest severity of equity gaps. Almost half of the student subgroups are located in either schools with less unqualified (NotHQT) and inexperienced (INX) teachers or in schools with more unqualified (NotHQT) and inexperienced (INX) teachers. Especially, all students in ELL are located in schools with all qualified teachers (HQT) and more experienced teachers (school level I). This is positive disproportionality, in that these student subgroups have more access to qualified teachers and experienced teachers as compared to other student subgroups.

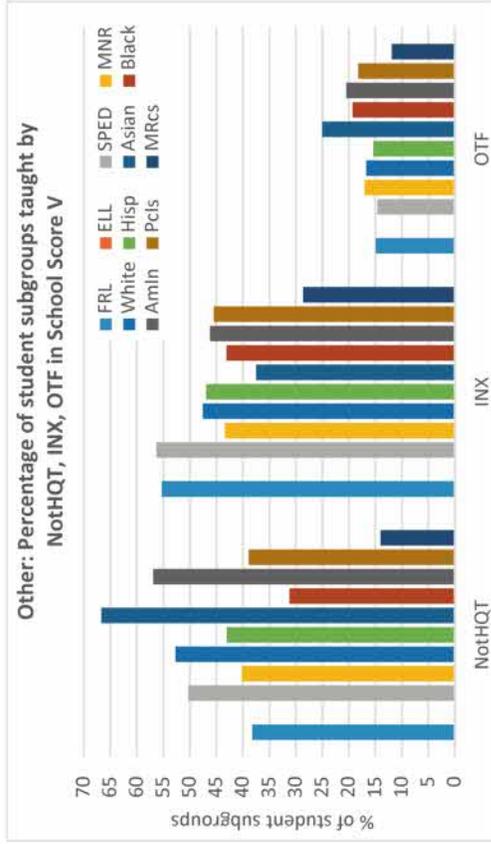
3. Trend of equity gap occurrence in “Other”

In this section, we briefly talk about the trend of equity gap occurrences based on only geographic locations because salary information is not available at this time. The average percentage of unqualified teachers (NotHQT) is higher in rural areas (19 percent) and urban areas (15.7 percent) as compared to the ESD’s average percentage (14 percent). In rural areas, all student subgroups (except Pacific Islander students, students in ELL, and SPED) have a higher percentage of unqualified teachers (NotHQT) as compared to the ESD’s average percentage (14 percent). In urban areas, all student subgroups (except Black students and students with two or more races) have a higher percentage of unqualified teachers (NotHQT) than the ESD’s average percentage (14 percent). While, in town and suburban areas, the percentage of unqualified teachers (NotHQT) are low, this means that most of the student subgroups can have access to more qualified (HQT) teachers. Schools/Organizations in rural and urban areas have a difficulty to attract, recruit and retain qualified teachers. For inexperienced (INX) teachers, the average percentage of inexperienced (INX) teachers in rural areas (39.1 percent) is higher than the ESD’s average percentage (19.4 percent). In rural areas; all student subgroups, especially, Asian students, Black students, and students with two or more races have a higher percentage of inexperienced (INX) teachers than the ESD’s average percentage (19.4 percent). Schools in rural areas have a difficulty to attract, recruit and retain experienced teachers. The remote geographic location can be a potential factor

associated with the difficulty. For out-of-field (OTF) teachers, the percentage of out-of-field (OTF) teachers in urban areas is higher as compared to the ESD's average percentage (17.7 percent). All student subgroups (except students in ELL and Black students) have a higher percentage of out-of-field (OTF) teachers.

It is essential to ensure/identify the equity gap in schools with a higher percentage of teacher categories, which may severely affect student achievement. The results/trends shown in the previous paragraph are different to the current paragraph because the data in the previous paragraph (percentage of teacher categories by geographic locations) is still aggregated which causes a masking of several trends. However, it is still valuable information to monitor the exact percentage of teacher categories to evaluate improvement of teacher categories year by year. In urban, suburban, and rural areas the percentage of all student subgroups taught by unqualified teachers (NotHQT) is higher as compared to that of the state level (10.5 percent). Schools in these areas have a difficulty to attract, recruit and retain qualified teachers. The percentage of all student subgroups in rural areas (except students in FRL) and in suburban areas are taught by inexperienced (INX) teachers is higher than that of the state level of all students (20 percent), which means that these student subgroups are more likely taught by inexperienced (INX) teachers. Schools in suburban and rural areas have a difficulty to attract, recruit and retain experienced teachers. The potential factor associated with this difficulty is the high volume of class allocations to inexperienced (INX) teachers due to a shortage of experienced teachers. With respect to out-of-field (OTF) teachers, the percentage of all student subgroups in urban and rural areas and all student subgroups (except students in SPED) in suburban areas are taught by out-of-field (OTF) teachers is higher than that of the state level of all students (20 percent). Schools in town and rural areas have a difficulty to attract, recruit and retain in-field teachers. It is uncertain the potential factors associated with the shortage of in-field teachers.

Other: Percentage of student subgroups taught by unqualified (NotHQT), inexperienced (INX), and out-of-field (OTF) teachers

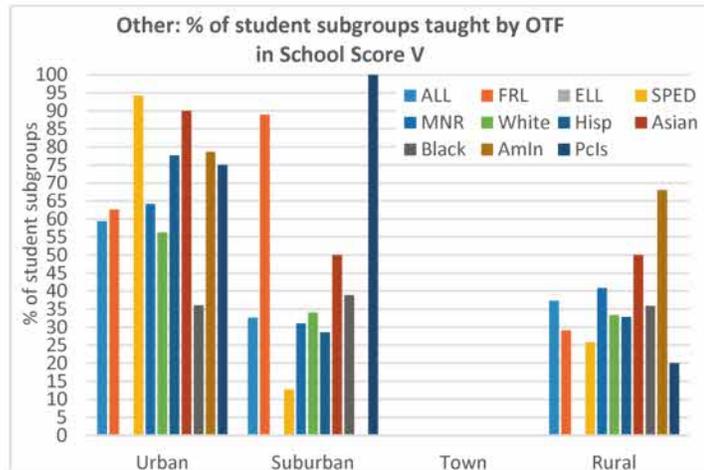
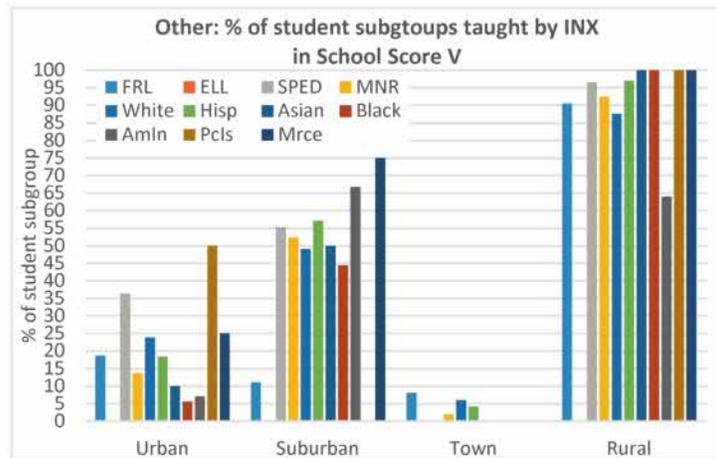
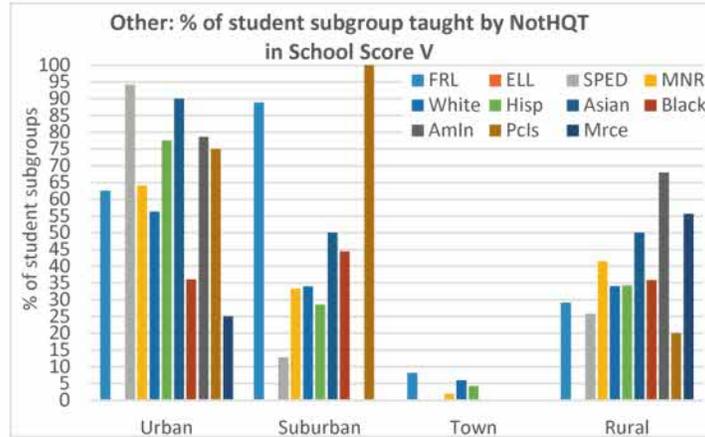


Subgroup	NotHQT					INX					OTF							
	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap	I	II	III	IV	V	Gap
ALL	52.9	0	0	0.3	46.8	36.3	54.8	0	0	0	0	25.2	32.1	50.4	0.7	0.0	0.0	16.8
FRL	61.8	0	0	0.0	38.2	27.7	44.7	0	0	0	0	35.3	20.7	63.4	1.0	0.0	0.0	14.9
ELL	100.0	0	0	0.0	0.0	0.0	100	0	0	0	0	0.0	16.7	83.3	0.0	0.0	0.0	0.0
SPED	49.7	0	0	0.0	50.3	39.8	43.7	0	0	0	0	36.3	26.6	57.3	1.5	0.0	0.0	14.6
MNR	59.4	0	0	0.4	40.2	29.7	56.6	0	0	0	0	23.4	27.5	55.5	0.0	0.0	0.0	17.0
White	47.2	0	0	0.2	52.7	42.2	52.5	0	0	0	0	27.5	37.4	44.3	1.6	0.0	0.0	16.7
Hisp	56.6	0	0	0.4	43.0	32.5	53.1	0	0	0	0	26.9	27.2	57.4	0.0	0.0	0.0	15.4
Asian	33.3	0	0	0.0	66.7	56.2	62.5	0	0	0	0	17.5	37.5	37.5	0.0	0.0	0.0	25.0
Black	68.8	0	0	0.0	31.2	20.7	56.9	0	0	0	0	23.1	24.8	56.0	0.0	0.0	0.0	19.3
Amln	43.1	0	0	0.0	56.9	46.4	53.8	0	0	0	0	26.2	46.2	33.3	0.0	0.0	0.0	20.5
Pcls	61.1	0	0	0.0	38.9	28.4	54.5	0	0	0	0	25.5	27.3	54.5	0.0	0.0	0.0	18.2
MRCs	83.7	0	0	2.3	14.0	3.5	71.4	0	0	0	0	8.6	16.7	71.4	0.0	0.0	0.0	11.9

Other: Percentage of Teacher Categories by Student Subgroups at each Geographic Location

NotHQT	INX				OTF							
	Urban	Suburban	Town	Rural	Urban	Suburban	Town	Rural				
Average	15.7	5.8	2.5	19.0	13.8	17.7	1.6	39.1	23.7	7.2	6.2	15.0
Min	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.2
Max	43.3	20.0	75.0	50.0	40.0	57.9	50.0	53.8	41.7	21.1	6.5	50.0
FRL	16.2	14.8	6.1	14.5	14.0	3.7	4.0	38.0	24.6	18.7	5.8	13.4
ELL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6.5	0.0
SPED	27.3	2.1	0.0	12.9	23.5	18.4	0.0	41.1	33.1	2.7	6.5	10.7
MNR	15.6	5.9	1.4	20.7	13.1	18.8	0.9	40.5	24.7	7.0	6.3	15.5
White	15.8	5.8	4.5	17.1	14.3	16.8	3.0	37.5	23.0	7.3	5.9	14.4
Hisp	19.5	5.1	3.2	17.2	16.4	20.8	2.1	41.5	32.2	6.5	6.1	13.1
Asian	20.3	8.3	0.0	25.0	16.4	16.7	0.0	46.2	32.0	10.5	6.5	14.7
Black	7.9	7.6	0.0	17.9	6.7	15.2	0.0	44.0	12.6	8.7	6.5	12.3
Amln	16.3	0.0	0.0	34.0	13.5	22.2	0.0	29.5	26.0	0.0	6.5	27.4
Pcls	26.7	16.7	0.0	10.0	23.9	0.0	0.0	41.5	28.5	21.1	6.5	9.6
Mrce	10.8	1.3	0.0	27.8	10.0	31.1	0.0	47.0	20.8	0.0	6.5	15.6

Other: Percentage Student Subgroups Taught by Teacher Categories in each Geographic Location



Additional Analysis Needed

The Equity Plan Leadership Team was left with more questions following their initial analysis of the equity gap data. The team focused on geographic location and compensation differentials as their main root causes equity gaps (with much more detailed root causes identified in the Strategies for Eliminating Equity Gaps section), but lacked sufficient data on the hiring practices, supply and demand and mobility and turnover patterns in school districts. The team focused extensively on the strong local control nature of Washington, with the theory that many of the variations of the equity gaps are due to the local school district context and the school and district leadership. The team has identified additional sources of data to be analyzed in each strategy area. Given that this was the initial year of data analysis with this methodology, the team plans to engage in deeper data analysis with the additional data sources in future years identified in the plan.

Strategies for Eliminating Equity Gaps

The strategies identified to eliminate equity gaps were identified by both the Equity Plan Leadership Team and stakeholder feedback as being the highest priority given the unique policy context of Washington. The team engaged in a policy and program review inventory to identify the current strategies targeted at attracting; preparing and developing; supporting and retaining educators and conducted a root-cause analysis.

The root-cause analysis consisted of six steps:

1. **Identifying Relevant and Available Data:** Determined what data were available and relevant to identifying equity gaps and relevant data sources and conducted an analysis of these data.
2. **Analyzing Data and Identifying Equity Gaps:** Identified the equity gaps resulting from our analysis in preparation for the root-cause analysis.
3. **Analyzing Root Causes:** Brainstormed a complete list of root causes behind our equity gaps and categorized them by themes.
4. **Mapping Strategies to Root Causes:** Identified relevant strategies to address our root causes.
5. **Review Stakeholder Input:** Reviewed and identified strategies where there was consensus with stakeholders
6. **Prioritization of Strategies for Implementation:** Prioritized the strategies identified for implementation and identifying reasonable timelines.

Equity Plan Strategy Framework Aligned to Career Continuum of Educators



ATTRACT- Strategies to attract educators to the profession

Theory of Action

- *If we create multiple pathways into the teaching profession and reduce barriers for teachers to achieve licensure and highly qualified status,*
- *Then Washington school districts will be better able to recruit, retain, and develop educators to serve in all schools.*

Strategy 1: Invest in Multiple Pathways into the Teaching Profession

We believe that the data and root-analysis reveal that there are significant teacher shortages in content and program areas and school districts have difficulty filling positions with in-field, highly qualified and experienced teachers.

Root-Cause Analysis Findings

- **Lack of Teachers in Content and Program Areas:** Both the Equity Data Analysis and stakeholder feedback revealed that there are significant shortage areas in different content and program areas and geographic areas of the state. The Professional Educator Standards
- Board maintains a list of identified shortage areas which teachers can use to qualify for federal student loan forgiveness. The consistent shortage areas include: math, science, special education, and ELL content.
- **Late Hiring Timeline:** Due to the unpredictable shifts in teacher turnover, there is little way of projecting shortage areas annually at a statewide level. School districts vary in their human resource practices and policies, with some substantially investing in projections of vacancies and others responding to vacancies as they arise. Many districts hire applicants late in the year, often after the start of the school year and rely on a series of long term substitutes to teach students as they recruit for a qualified teacher. The late hiring timeline is affected by the geographic isolation of some rural and remote school districts within the state, as well as the perceived challenges of some schools (in improvement status and Title I).
- **Low Salaries:** Low salaries (both beginning salaries and earnings potential) exacerbate these challenges, particularly in our high-poverty rural schools and high-poverty districts adjacent to wealthier districts. The state funded average base salary and additional supplemental compensation paid by districts through local levy funds varies widely across the state, resulting in inequities in the hiring capacity of school districts.
- **Lack of Sufficient Pathways into the Teaching Profession:** In addition to traditional teacher education preparation programs, there is a lack of alternative routes into the

<p>teaching profession within Washington. The Professional Educator Standards Board has been defunded by the Legislature for the Alternative Routes to Certification Program and the Educator Retooling Scholarship Program.</p>
<ul style="list-style-type: none"> ▪ Educator Perception of Working Conditions of Special Education and English language learner workload: Stakeholders identified that some teacher turnover in shortage areas, particularly special education and English language learner programs, is due to the additional time, responsibilities and poor working conditions. Due to the shortage of educators in these areas, the caseload for special education and ELL teachers can often be excessive and difficult to maintain.
<p><i>Relevant Metrics</i></p>
<ul style="list-style-type: none"> ▪ Review of the Professional Educator Standards Board Educator Pathways Data.
<ul style="list-style-type: none"> ▪ Highly Qualified Tool – Out-of-field Data by content area.
<ul style="list-style-type: none"> ▪ Professional Educator Standards Board teacher assignment data linked to student course codes.
<ul style="list-style-type: none"> ▪ Educator Working Conditions Survey data.
<ul style="list-style-type: none"> ▪ Teacher and Principal Evaluation Program sub criteria.
<p>Note: This is the first year of linking teacher assignment data to student course codes and the data is preliminary.</p>
<p><i>Stakeholder Feedback</i></p>
<ul style="list-style-type: none"> ▪ Negative Perception of Teaching Profession: Some stakeholder identified that the increasing accountability, poor working conditions and low starting salary and lifetime earning potential have created a negative perception of the teaching profession. Potential teaching candidates in core content areas, like math, science, have industry options that provide both better working conditions and income. Additionally, first generation college students are dissuaded from joining the teaching profession because of their substantial student debt and need to be in an economically successful career post-graduation. Many students who are interested in becoming teachers do not pursue this degree because they perceive this career as having less credibility and prestige than other career fields, like law, medicine and business.
<ul style="list-style-type: none"> ▪ Difficult to Become a Teacher: Stakeholders shared that for both students and graduates, there is a perception that process of licensure and meeting highly qualified status is difficult. The basic skills and endorsement tests (WEST-B and WEST-E) are seen as

potential barriers, which some stakeholders sharing that students struggle to pass the test. Additionally, many stakeholders brought up that the licensure and highly qualified information provided by OSPI is confusing and difficult to navigate. Finally, teachers who come to Washington from another state do not have sufficient reciprocity and may have to take tests to fulfill additional requirements for licensure or highly qualified status.

- **First Generation College Students and Teacher Candidates of Color:** The opportunity gap persists in the post-secondary, with less students in poverty and students of color entering colleges and persisting until graduation. Stakeholders were deeply concerned that the demographics of teachers in Washington schools do not reflect the ethnic diversity of the students they serve. They believe that this due to less first generation college students and students of color entering colleges, choosing teaching as a profession and being hired in school districts. Stakeholders identified that additional cultural competence requirements in pre-service programs and for in-service teachers would help both these teaching candidates and students. Additionally, the low salaries (and limited lifetime earning potential), coupled with the lack of perceived prestige often influence these teaching candidates career choices. However, stakeholders also shared that many first generation college students and students of color are specifically choosing teaching as their profession because they view education as a great equalizer and believe the providing an excellent public education to students like themselves is a civil rights mission.

- **Low Salaries:** Multiple stakeholder groups identified that both the low beginning base salary on the salary allocation model, as well as the limited lifetime earnings in teaching discourage college students from pursuing teaching as a profession. Stakeholders focused on the salary disparities among different school districts within Washington, particularly those in rural and remote locations and those without strong tax bases and ample local levy funding as being grossly unequal. They shared that school districts with ample resources are able to recruit and retain teachers into hard to fill content areas and positions because they can offer substantial TRI (time, responsibility and incentive) supplemental compensation packages. Stakeholders felt that this compensation inequity results in deep equity gaps around the state and less wealthy school districts with out-of-field teachers, teacher shortages or relying on long-term substitutes.

Invest in Multiple Pathways into the Teaching Profession Sub strategies

- **Sub strategy 1.1: Alternative Routes to Certification:** The [Alternative Routes to Certification](#) Program was created by the Legislature in 2001 and has focused on creating partnerships between school districts and colleges of education pre-service programs to create alternative pathways into the teaching profession. There are four routes within the Alternative Routes to Certification Program:
 - Route 1- Alternate Route for Classified Staff, Paraprofessional.
 - Route 2- Alternative Route for Classified staff that hold a minimum of a BA Degree.
 - Route 3- Alternative Route for individuals with subject-matter expertise in shortage areas.
 - Route 4- Alternative Route for individuals teaching with Conditional Certificates.

The Professional Educator Standards Board has proposed legislation to increase and expand the Alternative Routes to Certification Program, which is a key strategy identified by the Equity Plan Leadership team. Specifically, the expansion would include increasing the number of alternative route programs to increase the number of teachers who enter the profession, which a prioritization of target populations including: para educators to teachers, teachers who wish to teach English language learners and special education and programs with high school teacher academies that work with the Recruiting Washington Teachers program.

The expansion of the Alternative Routes Program would require additional funding of 4 million dollars per biennium in order to provide scholarships for the increased applicants.

[Senate Bill 5496](#) and [House Bill 1770](#) were introduced during the 2015 Legislative Session and are pending approval. The Equity Plan leadership team will focus on increasing the Alternative Routes to Certification Program within the timeline listed below.

▪ **Sub strategy 1.2: Educator Retooling Scholarship Program:**

- There is a need to have veteran teachers currently within the teaching profession gain additional endorsements in order to be in-field in their teaching assignments. The Equity Plan Leadership team has identified the expansion of the [Educator Retooling Scholarship Program](#) within the Professional Educator Standards Board as a strategy. The Educator Retooling Scholarship Program funding has been suspended by the Legislature and only available for math and science endorsements. Expansion of the program will include additional 1 million in funding for more scholarships, as well as adding special education, English language learner, computer science and environment/sustainability endorsements as eligible retooling areas for teachers.
- [Senate Bill 5312](#) and [House Bill 1570](#) were introduced during the 2015 Legislative Session and are pending approval. The Equity Plan leadership team will focus on increasing the Educator Retooling Scholarship Program within the timeline listed below.

- **Sub strategy 1.3: Paraeducator Pipeline:** The creation of a Paraeducator Pipeline Program was identified as a strategy to increase the number of diverse teachers and retain them in school districts with shortages, as para educators more accurately reflect the ethnic diversity of their students and are from the communities in which they serve. The Paraeducator Pipeline Program will assist rural and remote communities to grow their own teachers by providing financial incentives through an alternative route conditional loan scholarship to become teachers. It will also address the recommendations of the [Paraeducator Work Group](#) which was created by the 2014 Legislature to produce the reports and recommendations over a period of two fiscal years. The first set of deliverables is due to the education committees of the Legislature on January 10, 2015, and must include recommendations for:

1. Minimum employment standards for paraeducators who work in English language learner, transitional bilingual, federal limited English proficiency, learning assistance, and federal disadvantaged programs.
2. A career ladder that encourages paraeducators to pursue advanced education and professional development as well as increased instructional ability and responsibility/
3. Professional development for certificated employees that focuses on maximizing the success of paraeducators in classrooms.
4. The work group must also report on proposals for an articulated pathway for teacher preparation.

The second set of deliverables is due to the Legislature by January 10, 2016, and must include recommendations for:

1. Minimum employment standards for paraeducators who work in basic education and special education programs.
2. Professional development and training to help paraeducators meet the employment standards.

- The Professional Educator Standards Board, in collaboration with the Equity Plan Leadership team, will develop an agency request bill for the Paraeducator Pipeline Program and implement it in the timeline listed below.

- **Sub strategy 1.4: Recruiting Washington Teacher Program:** The [Recruiting Washington Teacher Program](#) is a grant program that supports the recruitment and preparation of diverse high school students to explore future roles as educators in teaching shortage areas (mathematics, science, special education, bilingual education and English language learner). Partnerships between teacher preparation programs, high schools, community colleges, parents/guardians and community based organizations are supported to design and deliver innovative programs to support students, underrepresented in the teaching profession, to explore careers in education.

- The Equity Plan Leadership Team, in collaboration with the Professional Educator Standards Board, will develop a bill and funding proposal to expand the number of Recruiting Washington Teacher high school sites, focusing on schools within districts with large equity gaps and implement it in the timeline listed below.

- **Sub strategy 1.5: Develop State Teacher Loan Forgiveness and Scholarship Program:**

Student loan forgiveness programs have been created to help recruit and retain employees by providing compensation for those with student debt. Under certain conditions, the federal government will cancel all or part of a federal educational loan. The use of loan forgiveness is almost exclusively reserved for individuals serving the public in some manner, either through volunteering, serving in the military, teaching or practicing medicine in certain types of communities, and teaching in low-income schools or teacher shortage areas.

Federal Stafford loan forgiveness is provided for teachers serving in a subject matter shortage or in a low-income school. Federal subject matter shortages areas include math, science and special education. Low income schools are defined as those that qualify for funds under Title I of the Elementary and Secondary Education Act of 1965, as amended; been selected by the U.S. Department of Education based on determination that more than 30 percent of the school's total enrollment is made up of children who qualify for services under Title I; be operated by the Bureau of Indian Education (BIE) or operated on Indian reservations by Indian tribal groups under contract with the BIE; or are listed in the Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits.

- Federal Perkins loan forgiveness is provided for teachers serving in a low-income school, special education teachers, including teachers of infants, toddlers, children or youth with disabilities or teachers in the fields of mathematics, science, foreign languages, or bilingual education or in another field of expertise determined by a state education agency to have shortage of qualified teachers in that state.
- Another way of providing a bonus for educational advancement is to adopt a tuition reimbursement policy for approved higher education programs successfully completed by employees and aligned to their current work responsibilities. The Washington Office of the State

Human Resources Director (formerly Washington’s Department of Personnel) recognizes tuition reimbursement for state employees, creating a tuition reimbursement form that state agencies can use to develop their own tuition reimbursement policies. Authorized under RCW 41.06.133 and WAC 357-34-030, tuition reimbursement only applies to qualified state employees. Additionally, RCW 28B.15.558-Waiver of tuition and fees for state employees and educational employees provides tuition waivers on a “space available basis” at all state universities and community colleges for “teachers and other certificated staff employed at public common and vocational schools, holding or seeking a valid endorsement and assignment in a state-identified shortage area.”

- The Equity Plan Leadership Team will research the historical and current use of federal student loan forgiveness programs within Washington State and identify additional areas in which loan forgiveness could be used. Based on this analysis, the team will develop a recommendation for a Washington State Teaching Loan Forgiveness and Scholarship program targeted to content areas and geographic locations within the state with teacher shortages.

Performance Objectives

- By the end of the 2015–16 school year, the Alternative Routes to Certification and Educator Retooling legislative requests will have passed and the increased funding and enhanced models will be implemented.
- By the end of the 2016–17 school year, the Paraeducator Pipeline bill and funding request and the Recruiting Washington Teachers Program funding increase will be developed and submitted to the Legislature.
- By the end of the 2017–18 school year, the Equity Plan Leadership Team will have completed research and developed final recommendations and an agency requested bill for a Washington State Teacher Loan Forgiveness and Scholarship Program to the Legislature.
- **Note: Additional information about performance objectives is in the Measuring Progress section.**

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
<p>Statewide</p>	<p>Sub strategy 1.1- Alternative Routes to Certification</p> <p>SEA</p> <p>Equity Plan Leadership Team, Governmental Relations Team, and Professional Educator Standards Board</p> <p><i>Institutes of Higher Education</i></p> <p>Washington Association of Colleges of Teacher Education (WACTE)</p> <p>LEA</p> <p>Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</p>	<p>The Professional Educator Standards Board has proposed legislation to increase and expand the Alternative Routes to Certification Program, which is a key strategy identified by the Equity Plan Leadership team.</p> <p>Specifically, the expansion would include increasing the number of alternative route programs to increase the number of teachers who enter the profession, which a prioritization of target populations including: para educators to teachers, teachers who wish to teach English language learners and special education and programs with high school teacher academies that work with the Recruiting Washington Teachers program.</p> <p>Senate Bill 5496 and House Bill 1770 were introduced during the 2015 Legislative Session and are pending approval. The Equity Plan</p>	<p>By the end of the 2015–16 school year, the Alternative Routes to Certification legislative request will have passed and the increased funding and enhanced models will be implemented.</p> <p>➤ Outline draft agency request legislation with the governmental relations department and internal staff, for Alternative Routes to Certification by November 2015</p> <p>➤ Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of</p>	<p>Outputs</p> <ul style="list-style-type: none"> Alternative Routes to Certification programs will receive additional funding to expand the number of programs <p>Outcomes</p> <ul style="list-style-type: none"> Colleges of Education and school districts will be able to utilize the expanded Alternative Routes to Certification sites to increase the number of teachers entering the profession <p>Impact</p> <ul style="list-style-type: none"> Percentage of teachers who are in field and highly qualified will increase for the following groups of students: free and reduced lunch (FRL), special education, English language learners,

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
		<p>leadership team, in collaboration with the Professional Educator Standards Board, will focus on increasing the Alternative Routes to Certification Program.</p> <p>a. Outline draft agency request legislation with the governmental relations department and internal staff, for expansion of the Alternative Routes to Certification Program</p> <p>b. Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</p> <p>c. Revisions made based on the feedback on the draft legislation</p> <p>d. The governmental relations team will organize a series of meetings with Legislators to solicit</p>	<p>Washington State Principals and Washington Association of School Administrators by December 2015</p> <p>Revisions made based on the feedback on the draft legislation by January 2016</p> <p>Legislation will be entered into the 2016 legislative session, subject to the hearing and legislative process by January 2016</p> <p>The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill by February 2016</p> <p>The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of implementation</p>	<p>students of color</p>

<p><i>Equity Gap(s) Targeted</i></p>	<p><i>If the SEA carries out the following sub strategies:</i></p>	<p>Implements the following activities:</p> <p>sponsorship and support for the bill</p> <p>e. Legislation will be entered into the 2016 legislative session, subject to the hearing and legislative process</p> <p>f. The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of implementation and will provide any additional information requested by the Legislature</p>	<p>Reflects on the following indicators.</p> <p>and will provide any additional information requested by the Legislature during session (January-April 2016)</p>	<p>Then they may observe the following results.</p>
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Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
<p>Out of Field (OTF) ESD 101 FRL, ELL, SPED, MNR, White, Hispanic, Asian Black, American Indian Pacific Islander, Two or more races ESD 105 FRL, ELL, SPED, MNR, White, Hispanic, Asian Black, Pacific Islander Two or more races ESD 112 American Indian ESD 113 American Indian ESD 114 FRL, ELL, SPED, MNR White, Hispanic, Asian Black, American Indian Pacific Islander, Two or more races ESD 123 FRL, ELL, SPED MNR, Hispanic Pacific Islander ESD 171 FRL, SPED, MNR, White Hispanic, Asian, Black Pacific Islander, Two or more races</p>	<p>Sub strategy 1.2- Educator Retooling Scholarship Program SEA Equity Plan Leadership Team, Governmental Relations Team, and Professional Educator Standards Board <i>Institutes of Higher Education</i> Washington Association of Colleges of Teacher Education (WACTE) LEA Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</p>	<p>The Equity Plan Leadership team has identified the expansion of the Educator Retooling Scholarship Program within the Professional Educator Standards Board as a strategy. The Educator Retooling Scholarship Program funding has been suspended by the Legislature and only available for math and science endorsements. Expansion of the program will include additional 1 million in funding for more scholarships, as well as adding special education, English language learner, computer science and environment/sustainability endorsements as eligible retooling areas for teachers. Senate Bill 5312 and House Bill 1570 were introduced during the 2015 Legislative Session and are pending approval. The Equity Plan leadership team, in collaboration with the Professional Educator Standards Board, will focus</p>	<p>By the end of the 2016-17 school year, The Educator Retooling Program legislative request will have passed and the increased funding and enhanced models will be implemented. ➤ Outline draft agency request legislation with the governmental relations department and internal staff, for Educator Retooling Program by November 2016 ➤ Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and</p>	<p>Outputs</p> <ul style="list-style-type: none"> The Educator Retooling Scholarship Program will receive additional funding to expand the number of scholarships provided to teachers <p>Outcomes</p> <ul style="list-style-type: none"> Colleges of Education and school districts will be able to utilize the expanded Educator Retooling Scholarships to retool teachers in endorsement areas with shortages in the state <p>Impact</p> <ul style="list-style-type: none"> Percentage of teachers who are in field and highly qualified will increase for the following groups of students: free and reduced lunch (FRL), special education, English

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
		<p>on increasing the Educator Retooling Scholarship Program.</p> <p>a. Outline draft agency request legislation with the governmental relations department and internal staff, for expansion of the Educator Retooling Program</p> <p>b. Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</p> <p>c. Revisions made based on the feedback on the draft legislation</p> <p>d. The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill</p> <p>e. Legislation will be entered into the 2016 legislative session, subject</p>	<p>Washington Association of School Administrators by December 2016</p> <p>Revisions made based on the feedback on the draft legislation by January 2017</p> <p>Legislation will be entered into the 2017 legislative session, subject to the hearing and legislative process by January 2017</p> <p>The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill by February 2017</p> <p>The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of implementation and will provide any additional</p>	<p>language learners, students of color</p>

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
		<p>to the hearing and legislative process</p> <p>f. The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of implementation and will provide any additional information requested by the Legislature</p>	<p>information requested by the Legislature during session (January-April 2017)</p>	

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
<p>Statewide</p>	<p>Sub strategy 1.3- Paraeducator Pipeline</p> <p>SEA</p> <p>Equity Plan Leadership Team, Governmental Relations Team, and Professional Educator Standards Board</p> <p>Institutes of Higher Education</p> <p>Washington Association of Colleges of Teacher Education (WACTE)</p> <p>LEA</p> <p>Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</p>	<p>The Professional Educator Standards Board, in collaboration with the Equity Plan Leadership team, will develop an agency request bill for the Paraeducator Pipeline Program.</p> <p>a. Outline draft agency request legislation with the governmental relations department and internal staff, for the creation of the Paraeducator Pipeline program</p> <p>b. Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</p> <p>c. Revisions made based on the feedback on the draft legislation</p> <p>d. The governmental relations team will organize</p>	<p>By the end of the 2016–17 school year, the Paraeducator Pipeline bill and funding request will have passed.</p> <p>➤ Outline draft agency request legislation with the governmental relations department and internal staff, for Paraeducator Pipeline bill by November 2016</p> <p>➤ Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School</p>	<p>Outputs</p> <ul style="list-style-type: none"> The Paraeducator Pipeline Program will be established to assist paraeducators to become teachers <p>Outcomes</p> <ul style="list-style-type: none"> Colleges of Education and school districts will be able to utilize the expanded Educator Retooling Scholarships to retool teachers in endorsement areas with shortages in the state <p>Impact</p> <ul style="list-style-type: none"> Percentage of teachers who are in field and highly qualified will increase for the following groups of students: free and reduced lunch (FRL), special education, English language learners, students of color

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
		<p>a series of meetings with Legislators to solicit sponsorship and support for the bill</p> <p>e. Legislation will be entered into the 2016 legislative session, subject to the hearing and legislative process</p> <p>f. The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of implementation and will provide any additional information requested by the Legislature</p>	<p>Administrators by December 2016</p> <p>Revisions made based on the feedback on the draft legislation by January 2017</p> <p>Legislation will be entered into the 2017 legislative session, subject to the hearing and legislative process by January 2017</p> <p>The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill by February 2017</p> <p>The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of implementation and will provide any additional information requested by the Legislature during</p>	

<i>Equity Gap(s) Targeted</i>	<i>If the SEA carries out the following sub strategies:</i>	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
			session (January-April 2017)	

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
<p>Statewide & Unqualified (Not HQT)</p> <p>ESD 101 SPED, White, Hispanic American Indian</p> <p>ESD 105 FRL,ELL,SPED,MNR, White Hispanic, Asian, Black American Indian, Pacific Islander, Two or more races</p> <p>ESD 112 ELL</p> <p>ESD 113 FRL, American Indian</p> <p>ESD 114 American Indian</p> <p>ESD 121 FRL, Black, American Indian</p> <p>ESD 123 FRL, ELL,SPED, MNR, White Hispanic, Black, American Indian</p> <p>ESD 171 American Indian</p> <p>ESD 189 FRL, SPED, MNR, White Hispanic, Asian, Black American Indian, Pacific Islander, Two or more races</p>	<p><i>Sub strategy 1.4-Recruiting Washington Teachers Program</i></p> <p>SEA Equity Plan Leadership Team, Governmental Relations Team, and Professional Educator Standards Board</p> <p><i>Institutes of Higher Education</i> Washington Association of Colleges of Teacher Education (WACTE)</p> <p>LEA <i>Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</i></p>	<p>The Equity Plan Leadership Team, in collaboration with the Professional Educator Standards Board, will develop a bill and funding proposal to expand the number of Recruiting Washington Teacher high schools within districts with large equity gaps and implement it in the timeline listed below.</p> <p>a. Outline draft agency request legislation with the governmental relations department and internal staff, for expansion of the Recruiting Washington Teachers Program</p> <p>b. Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</p>	<p>By the end of the 2016–17 school year, the Recruiting Washington Teachers Program bill and funding increase will be developed and passed.</p> <p>➤ Outline draft agency request legislation with the governmental relations department and internal staff, for Recruiting Washington Teachers Program by November 2016</p> <p>➤ Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington</p>	<p>Outputs</p> <ul style="list-style-type: none"> The Recruiting Washington Teachers Program will be expanded to high school sites in districts with large equity gaps <p>Outcomes</p> <ul style="list-style-type: none"> School districts will be able to partner with colleges of education to “grow your own” teachers, focusing students in high schools within school districts with large equity gaps <p>Impact</p> <ul style="list-style-type: none"> Percentage of teachers who are in field and highly qualified will increase for the following groups of students: free and reduced lunch (FRL), special education, English language learners, students of color

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
		<p>c. Revisions made based on the feedback on the draft legislation</p> <p>d. The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill</p> <p>e. Legislation will be entered into the 2016 legislative session, subject to the hearing and legislative process</p> <p>f. The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of implementation and will provide any additional information requested by the Legislature</p>	<p>Association of School Administrators by December 2016</p> <p>Revisions made based on the feedback on the draft legislation by January 2017</p> <p>Legislation will be entered into the 2017 legislative session, subject to the hearing and legislative process by January 2017</p> <p>The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill by February 2017</p> <p>The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of implementation and will provide any additional information</p>	

<i>Equity Gap(s) Targeted</i>	<i>If the SEA carries out the following sub strategies:</i>	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
			requested by the Legislature during session (January-April 2017)	

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
<p>Statewide</p>	<p><i>Sub strategy 1.5-Develop State Teacher Loan Forgiveness and Scholarship Program</i></p> <p>SEA</p> <p>Equity Plan Leadership Team</p> <p>Professional Educator Standards Board</p> <p><i>Institutes of Higher Education</i></p> <p>Washington Association of Colleges of Teacher Education (WACTE)</p>	<p>The Equity Plan Leadership Team will research the historical and current use of federal student loan forgiveness programs within Washington State and identify additional areas in which loan forgiveness could be used. Based on this analysis, the team will develop a recommendation for a Washington State Teaching Loan Forgiveness and Scholarship program targeted to content areas and geographic locations within the state with teacher shortages.</p> <p>a. The Equity Plan Leadership team will request a presentation from the PESB on current teacher shortage requirements and use of federal loan forgiveness (Perkins and Stafford loans) by Washington teachers</p> <p>b. PESB and OSPI will collaboratively</p>	<p>By the end of the 2017-18 school year, the Equity Plan Leadership Team will have completed research and developed final recommendations and an agency requested bill for a Washington State Teacher Loan Forgiveness and Scholarship Program to the Legislature.</p> <p>➤ PESB presentation on current student teacher shortage requirements and use of federal loan forgiveness and scholarships by September 2017</p> <p>➤ Outline of summary of current federal loan forgiveness to be completed by October 2017</p> <p>➤ Final summary brief completed with PESB and OSPI and present to leadership team by November 2017</p> <p>➤ Final OSPI research summary report presented to leadership team by December 2017</p>	<p>Outputs</p> <ul style="list-style-type: none"> Teachers will state loan forgiveness and scholarships as an recruitment and retention incentive <p>Outcomes</p> <ul style="list-style-type: none"> The state will be able to recruit and retain teachers in endorsement content areas, school types and geographic locations of the state with teacher shortages <p>Impact</p> <ul style="list-style-type: none"> Percentage of teachers who are in field, experienced and highly qualified will increase for the following groups of students: free and reduced lunch (FRL), special education, English language learners, students of color

<p><i>Equity Gap(s) Targeted</i></p>	<p><i>If the SEA carries out the following sub strategies:</i></p>	<p>Implements the following activities:</p> <p>research and produce a summary brief of the requirements and usage of federal loan forgiveness and scholarships to be presented to the Equity Plan Leadership team.</p> <p>c. OSPI will research national and other state loan forgiveness programs, producing a research summary report for the Equity Leadership Team to review.</p> <p>d. The Equity Plan Leadership team will write a final recommendation summary to the OSPI for consideration for legislation.</p>	<p>Reflects on the following indicators.</p> <p>➤ Equity Plan Leadership team develops recommendation for OSPI January 2018</p> <p>➤ If accepted by OSPI as an agency requested bill, follow legislative process to draft and enter bill by February of the 2018 legislative session</p>	<p>Then they may observe the following results.</p>
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Equity Gap(s) Targeted	<i>If the SEA carries out the following sub strategies:</i>	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
		<p>e. If accepted by OSPI as an agency requested bill, follow legislative process outlined in sub strategies 1.1-1.4</p>		

PREPARE - Strategies to Effectively Prepare Educators to Serve in All Schools

Theory of Action

If OSPI intentionally collaborates with pre-service teacher education programs to align program requirements with identified equity gap areas and expand dual endorsement programs,

Then Washington school districts will be able to recruit, hire and retain teachers with both content area expertise and a focus on either serving students with disabilities or students who are English language learners.

Strategy 2: Collaborate to Strengthen Pre-Service Programs at Colleges of Education

We believe that a more intentional partnership between the public school systems and the Office of Superintendent of Public Instruction; and the Professional Educator Standards Board with colleges of education will strengthen both pre-service programs and increase in-field and highly qualified teachers serving all students, particularly students of color, and students being served in special education and English language learner programs.

Root-Cause Analysis Findings

- **Lack of Alignment of Program Requirements to Licensure and Title II, Part A Highly Qualified Requirements:** The Equity Plan Leadership Team identified that many teacher candidates graduate from colleges of education without passing the basic skills and endorsement tests (WEST B and WEST E), as well as without a core content area or ELL or SPED endorsement. The team is concerned that teacher candidates are often hired by school districts due to the teacher shortage and are not highly qualified or are out-of-field in their content area. Teachers are frustrated that they were not better prepared and must do additional requirements for their assignment area in the school they are teaching. Additionally, Title I buildings must have all teachers highly qualified and some school districts that have many new teachers are struggling to correctly assign teachers to Title I buildings.
- **Pre-service Experience and Expertise in Serving Different Populations of Students:** The length of time pre-service candidates spend in-field experience student teaching varies among different colleges of education. The quality and depth of this field experience also varies, which some programs offering deep residency models in which teacher candidates are co-teaching and receiving job-embedded observation, evaluation feedback and real-time modeling of instructional strategies; and other programs with a more traditional model of student teaching in which the teacher candidate “takes

over” the classroom for a month while the classroom teacher takes a break. Additionally, field experiences vary in their approach and attention to serving different student populations, particularly English language learners, students with disabilities, and students in the opportunity gap. Some pre-service programs intentionally weave differentiation, language acquisition strategies and using data to inform instruction into all content areas, rather than stand-alone coursework or endorsement areas. However, there is a concern that many teaching candidates graduate without enough experience and competency in serving all the types of students they will encounter in their classrooms.

- **Need for Expertise in Content Area and English Language Learner or Special Education Program:** Due to the needs of students, teaching candidates need to graduate with both expertise and an endorsement in both a core academic content area and either an English language learner/bilingual or special education endorsement. This allows both highly qualified requirements to be met, but also allows school districts greater flexibility in teaching assignments and the instructional design of the school. Moreover, utilizing a universal design of inclusion and robust language acquisition strategies in all general education classrooms benefits all students, not just students who are English language learners or students with disabilities.

Relevant Metrics

- Review of the Professional Educator Standards Board program review data.
- Highly Qualified Tool – Out-of-Field Data by content area.
- Professional Educator Standards Board teacher assignment data linked to student course codes.
- Teacher and Principal Evaluation Program sub criteria

Stakeholder Feedback

- **Schools in Improvement Status:** Stakeholders shared that many of the schools identified as either Priority or Focus are in improvement status due to the low achievement of their students who are English language learners or students with disabilities. They are concerned that not all schools are able to hire and retain teachers with ELL/bilingual or SPED endorsements and instead try to provide professional development in language acquisition and differentiation strategies to strengthen the instructional practices of their teachers. Additionally, many schools in improvement status are disproportionately schools with large percentages of students in poverty and students of color, and would benefit from teachers which additional competence in using data to inform instruction, closing opportunity gaps, and serving diverse learning styles.
- **Rural and Remote School District Capacity:** The majority of the school districts in Washington are located in rural and sometimes remote locations in the state. These districts struggle to recruit and retain teachers, particularly teachers with dual endorsements in ELL/bilingual or SPED and a

core academic content area. Stakeholders identified that the elimination of the HOUSSE form as a pathway for highly qualified status has negatively affected rural and remote districts ability to have in-field teachers. While the HOUSSE form is still allowed for special education, stakeholders are concerned that there is still not a sufficient enough supply of teachers with enough coursework, experience or professional development to be able to use this pathway. Additionally, there are largely underserved areas of the state with no proximity to a college of education and limited online or remote learning options for teachers in these districts to gain additional endorsements.

- **Cultural Competence Requirements in Pre-Service Programs:** Stakeholders shared that they are concerned that not all pre-service programs have the same coursework requirements for cultural competence, as required by the Professional Educator Standards Board. They believe that these requirements should be strengthened within pre-service programs, in order for teacher candidates to have stronger expertise in serving diverse students and creating an inclusive instructional and social/emotional learning environment for all of their students.

- **Experience Closing the Opportunity Gap:** It was identified by stakeholders that pre-service programs address closing the opportunity gap differently. Some programs have an intentional focus on using student achievement data to inform instruction, creating inclusive and safe learning environments and promoting high expectations and access to equitable educational opportunities for all students. Stakeholders were concerned that not all pre-service programs focus on the process of closing opportunity gaps as a requirement of contemporary public education and that many new teachers shared that they felt ill prepared to serve in schools with large opportunity gaps.

Collaborate to Strengthen Pre-Service Programs at Colleges of Education Sub strategies

- **Sub strategy 2.1: Expand Dual Endorsement Programs:** Teacher candidates in Washington colleges of education must select an endorsement area in order to graduate from a program. The endorsement requirements in Washington rely on a performance-based system in which candidates must demonstrate mastery of key competencies. Teams of P–12 educators and higher education faculty with expertise in each area developed these competencies and aligned them with national content standards and Washington standards for P–12 education. The WEST-E, the required content test for teachers, was developed specifically for Washington and was based on these competencies. The NES will replace some of the WEST-E assessments beginning in fall 2014. See [NES Transition](#) for more information. [WEST-E Objectives](#) - Investigate objectives for each endorsement.

There is a need for teacher candidates to possess both a core content area endorsement and either a English language learner/bilingual or special education upon completion of their pre-service teacher education program in order to be considered Highly Qualified.

- The Equity Plan Leadership team will work with the Professional Educator Standards Board to review program requirements for college of education and add the requirement that all teacher candidates take coursework that will lead to both a core content area endorsement and an ELL/bilingual or special education endorsement.

- **Sub strategy 2.2: Strengthen Alignment of Pre-service Teacher Education Programs to Identified Equity Gaps** Sub strategy 2: Strengthen Alignment of Pre-service Teacher Education Programs to Identified Equity Gaps

- The Professional Educator Standards Board currently is required to analyze educator workforce development, reviewing both the production of endorsement areas by pre-service program and the shortages of teachers in specific areas of the state. The [Professional Educator Standards Board Annual Report on Educator Preparation and Workforce](#) focuses on several key indicators to keep track of policy goals:
 - Teacher assignment.
 - Shortage Policy.
 - Diversity in teacher preparation programs.
 - Teacher candidates working in diverse settings.
 - Teacher knowledge and skills.
 - Professional certificate teaching credential.
 - Linking teacher preparation programs and teacher effectiveness.
 - District hiring practices.
- The Equity Plan Leadership Team will work with the Professional Educator Standards Board to share the initial analysis of the equity gap data and develop recommendations to strengthen teacher education programs in the specific policy areas identified in the annual report.

- **Sub strategy 2.3: Increase Field Experience in Pre-service Teacher Education Programs:** Pre-service teacher education programs require student teaching or field experience as a component of the program. The length of time and depth of the field experiences varies, with some programs requiring in-depth residency programs where teacher candidates can spend an entire school year co-teaching and engaging in site based lessons. It is at a school and school districts discretion whether to provide field placements for teacher candidates. The Equity Plan Leadership Team will analyze the current student teaching and field experience requirements at pre-service programs approved by the Professional Educator Standards Board

and research regarding residency models. The Team will issue final recommendations to the Professional Educator Standards Board based on their analysis to provide more field experience to candidates in order to be better prepared to serve in schools.

Performance Objectives

- By the end of the 2015–16 school year the expansion of the Dual Endorsement Program legislation will have passed and the additional funding levels will be provided by the Legislature. OSPI and PESB will begin initial meetings with the WACTE to collaborate on strengthening the alignment of pre-service teacher education program requirements to identified equity gaps within Washington.
- By the end of the 2016–17 school year, the final recommendations and policy changes for strengthening the alignment of teacher education program requirements will be presented for adoption to the Professional Educator Standards Board. A summary of the recommendations will be produced and included in the updated Equity Plan.
- By the end of the 2017–18 school year all teachers will graduate colleges of education with a dual endorsement (both a core academic content area and either a English language learner/bilingual or special education endorsement). Final recommendations and policy changes to increase field experiences in pre-service teacher education programs will be presented to the Professional Educator Standards Board. A summary of the recommendations will be produced and included in the updated Equity Plan.
- ***Note: Additional information about performance objectives is in Measuring the Progress section.***

Prepare – Strategy 2: Strategies to Effectively Prepare Educators to Serve in All Schools:

Collaborate to Strengthen Pre-Service Programs at Colleges of Education

We believe that a more intentional partnership between the public school systems and the Office of Superintendent of Public Instruction; and the Professional Educator Standards Board with colleges of education will strengthen both pre-service programs and increase in-field and highly qualified teachers serving all students, particularly students of color, and students being served in special education and English language learner programs.

If OSPI intentionally collaborates with pre-service teacher education program to align program requirements with identified equity gap areas and expand dual endorsement programs, then Washington school districts will be able to recruit, hire and retain teachers with both content area expertise and a focus on either serving students with disabilities or students who are English language learners.

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
<p>Out of Field (OTF)</p> <p>ESD 101</p> <p>FRL, ELL, SPED, MNR, White, Hispanic, Asian</p> <p>Black, American Indian</p> <p>Pacific Islander, Two or more races</p> <p>ESD 105</p> <p>FRL, ELL, SPED, MNR, White, Hispanic, Asian</p> <p>Black, Pacific Islander</p> <p>Two or more races</p> <p>ESD 112</p> <p>American Indian</p> <p>ESD 113</p> <p>American Indian</p>	<p>Sub strategy 2.1: Expand Dual Endorsement Programs</p> <p>SEA</p> <p>Equity Plan Leadership Team, Professional Educator Standards Board (PESB)</p> <p>Institutes of Higher Education</p> <p>Washington Association of Colleges of Teacher Education (WACTE)</p>	<p>The Equity Plan Leadership team will work with the Professional Educator Standards Board to review program requirements for college of education and add the requirement that all teacher candidates take coursework that will lead to both a core content area endorsement and an ELL/Bilingual or Special Education endorsement.</p> <p>a. OSPI, PESB, and WACTE will collaborate and adopt adjusted requirements to reflect that teacher</p>	<p>By the end of the 2015–16 school year the expansion of the Dual Endorsement Program legislation will have passed and the additional funding levels will be provided by the Legislature. OSPI and PESB will begin initial meetings with the WACTE to collaborate on strengthening the alignment of pre-service teacher education program requirements to identified equity gaps within Washington.</p> <p>➤ OSPI will implement a quarterly timeline to</p>	<p>Outputs</p> <ul style="list-style-type: none"> • Increase in the number of dual endorsed graduates of teacher education programs in ELL or Special Education and at least one other core content area. <p>Outcomes</p> <ul style="list-style-type: none"> • Greater capacity within Washington state to fill teacher vacancies in schools with identified equity

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
<p>ESD 114 FRL,ELL, SPED, MNR White, Hispanic, Asian Black, American Indian Pacific Islander, Two or more races</p> <p>ESD 123 FRL,ELL, SPED MNR, Hispanic Pacific Islander</p> <p>ESD 171 FRL,SPED, MNR, White Hispanic, Asian, Black Pacific Islander, Two or more races</p>		<p>education program graduates must have dual endorsements to include ELL or Special Education and at least one other core content area for certification to teach in Washington.</p> <p>b. OSPI will implement a quarterly timeline to collaborative with PESB, and WACTE in order to finalize proposed dual endorsement legislation</p> <p>c. Outline draft agency request legislation with the governmental relations department and internal staff, to require dual endorsements</p> <p>d. Solicit feedback on the draft legislation from a representative</p>	<p>collaborative with PESB, and WACTE in order to finalize proposed dual endorsement legislation by October 2015</p> <p>➤ Outline draft agency request legislation with the governmental relations department and internal staff, to require dual endorsements</p> <p>➤ Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators by December 2015</p> <p>➤ Revisions made based on the feedback on the draft legislation by January 2016</p> <p>➤ Legislation will be entered into the 2016 legislative session, subject to the hearing and legislative process by</p>	<p>gaps</p> <ul style="list-style-type: none"> Percentage of teachers who are in field and highly qualified will increase for the following groups of students: special education, English language learners

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
		<p>sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</p> <p>e. Revisions made based on the feedback on the draft legislation and legislation will be entered into the 2016 legislative session</p> <p>f. The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill and will facilitate the legislation through the process</p>	<p>January 2016</p> <ul style="list-style-type: none"> ➤ The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill by February 2016 ➤ The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of implementation and will provide any additional information requested by the Legislature during session (January-April 2016) ➤ 2-year dual endorsement timeline and options for newly certified teachers will be adopted by spring 2016. <p>Teacher certification will require passing scores on the NES in ELL or Special Education and at least one core content area as of spring 2016.</p>	

<i>Equity Gap(s) Targeted</i>	<i>If the SEA carries out the following sub strategies:</i>	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
		<p>g. Newly certified teacher graduates will be required to obtain either an ELL or Special Education endorsement</p>		

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
<p>Out of Field (OTF) ESD 101 FRL, ELL, SPED, MNR, White, Hispanic, Asian Black, American Indian Pacific Islander, Two or more races</p>	<p>Sub strategy 2.2: Strengthen alignment of pre-service teacher education programs to identified equity gaps.</p> <p>SEA Equity Plan Leadership Team, Professional Educator Standards Board</p>	<p>The Professional Educator Standards Board currently is required to analyze educator workforce development, reviewing both the production of endorsement areas by pre-service program and the shortages of teachers in specific areas of the state. The Professional Educator Standards Board Annual Report on Educator Preparation and Workforce focuses on several key indicators to keep track of policy goals.</p>	<p>By the end of the 2016-17 school year, the final recommendations and policy changes for strengthening the alignment of teacher education program requirements will be presented for adoption to the Professional Educator Standards Board. A summary of the recommendations will be produced and included in the updated Equity Plan.</p>	<p>Outputs</p> <ul style="list-style-type: none"> Teacher education program requirements will be targeted to be responsive to the PESB Educator Preparation and Workforce key indicators <p>Outcomes</p> <ul style="list-style-type: none"> Increased the capacity of teacher education programs to recruit and support teachers that are highly qualified, able to serve diverse student needs and seek endorsements in shortage areas
<p>ESD 112 American Indian</p>	<p><i>Institutes of Higher Education</i> Washington Association of Colleges of Teacher Education (WACTE)</p>	<p>The Equity Plan Leadership Team will work with the Professional Educator Standards Board to share the initial analysis of the equity gap data and develop recommendations to strengthen teacher education programs in the specific policy areas identified in the annual report.</p>	<p>➤ Outline of crosswalk between PESB Annual Report on Educator Preparation and Workforce policy areas the Equity Plan strategies by September 2016</p>	<p>Impact</p> <ul style="list-style-type: none"> Percentage of teachers who are in field and highly qualified will increase for the following groups of students: special education, English language learners, free and reduced price lunch (FRPL) and students of color
<p>ESD 113 American Indian</p>		<p>a. Create crosswalk between PESB Annual Report on Educator Preparation and</p>	<p>➤ Presentations developed and scheduled for work sessions with PESB by December 2016 (for Spring of 2017)</p> <p>➤ Engage in work sessions with PESB between January-April 2017, summarizing feedback on Equity Plan, crosswalk policy/strategy document and equity gap data</p>	
<p>ESD 114 FRL, ELL, SPED, MNR White, Hispanic, Asian Black, American Indian Pacific Islander, Two or more races</p>				
<p>ESD 123 FRL, ELL, SPED MNR, Hispanic Pacific Islander</p>				
<p>ESD 171 FRL, SPED, MNR, White</p>				

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
<p>Hispanic, Asian, Black Pacific Islander, Two or more races</p>		<p>Workforce policy areas and the strategies identified in the Equity Plan</p> <p>b. Present several work sessions with PESB staff and the PESB on the final submitted Equity Plan, crosswalk policy/strategy document, and equity gap data analyses</p> <p>c. Create summary of policy changes and recommendations for strengthening the alignment of pre-service teacher education programs approved by PESB to support the closing of equity gaps</p> <p>d. Solicit feedback on the recommendations from the Washington Association of Teacher Colleges of Teacher Education (WACTE)</p>	<p>analyses</p> <ul style="list-style-type: none"> ➤ Summarize recommended policy changes developed in collaboration with the PESB to align pre-service teacher education programs to equity gaps by May 2017 ➤ Solicit feedback on the recommendations from the Washington Association of Colleges of Teacher Education (WACTE) by June 2017 ➤ Write and submit final recommendation report to the PESB for consideration of adoption by the board by July 2017 ➤ If adopted by the PESB, include summary of adopted recommendations in the Equity Plan revision by August 2017 	

<i>Equity Gap(s) Targeted</i>	<i>If the SEA carries out the following sub strategies:</i>	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
		<p>e. Submit final recommendation report to the PESB on alignment of pre-service teacher education programs</p>		

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
<p>Statewide</p> <p>Out of Field (OTF)</p> <p>ESD 101</p> <p>FRL, ELL, SPED, MNR, White, Hispanic, Asian</p> <p>Black, American Indian</p> <p>Pacific Islander, Two or more races</p> <p>ESD 105</p> <p>FRL, ELL, SPED, MNR, White, Hispanic, Asian</p> <p>Black, Pacific Islander</p> <p>Two or more races</p> <p>ESD 112</p> <p>American Indian</p> <p>ESD 113</p> <p>American Indian</p> <p>ESD 114</p> <p>FRL, ELL, SPED, MNR</p> <p>White, Hispanic, Asian</p> <p>Black, American Indian</p> <p>Pacific Islander, Two or more races</p> <p>ESD 123</p> <p>FRL, ELL, SPED</p> <p>MNR, Hispanic</p> <p>Pacific Islander</p>	<p>Sub strategy 2.3: Increase field experience in pre-service teacher education programs.</p> <p>SEA</p> <p>Equity Plan Leadership Team, Professional Educator Standards Board</p> <p>Institutes of Higher Education</p> <p>Washington Association of Colleges of Teacher Education (WACTE)</p>	<p>The Equity Plan Leadership Team will analyze the current student teaching and field experience requirements at pre-service programs approved by the Professional Educator Standards Board and research regarding residency models. The Team will issue final recommendations to the Professional Educator Standards Board based on their analysis to provide more field experience to candidates in order to be better prepared to serve in schools.</p> <p>a. The Equity Plan Leadership team meeting will request a presentation from the PESB on current student teaching and field experience requirements</p> <p>b. PESB and OSPI will collaboratively research and produce a summary</p>	<p>By the end of the 2017–18 school year final recommendations and policy changes to increase field experiences in pre-service teacher education programs will be presented to the Professional Educator Standards Board. A summary of the recommendations will be produced and included in the updated Equity Plan.</p> <p>➤ PESB presentation on current student teaching and field experience requirements by September 2017</p> <p>➤ Outline of summary of current Washington teacher residency models completed by October 2017</p> <p>➤ Final summary brief completed with PESB and OSPI and present to leadership team by November 2017</p> <p>➤ Final OSPI research summary report presented to leadership team by December 2017</p>	<p>Outputs</p> <ul style="list-style-type: none"> Teacher education programs will require additional time for pre-service teacher candidates to teach in a student teacher role as a program requirement. <p>Outcomes</p> <ul style="list-style-type: none"> Increased experience teaching students in teacher education program will improve the capacity of teacher candidates to effectively teach diverse student needs and content areas <p>Impact</p> <p>Percentage of teachers who are in field and highly qualified will increase for the following groups of students: special education, English language learners, free and reduced price lunch (FRPL) and students of color</p>

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
<p>ESD 171 FRL, SPED, MNR, White Hispanic, Asian, Black Pacific Islander, Two or more races</p>		<p>brief of the requirements of current Washington teacher residency models to be presented to the Equity Plan Leadership team. c. OSPI will research the length of field experience and residency programs nationally, producing a research summary report for the Equity Leadership Team to review. The Equity Plan Leadership team will write a final recommendation summary to the PESB for consideration of adoption for pre-service teacher education programs.</p>	<p>➤ Equity Plan Leadership team develops recommendation for PESB January-March 2018 ➤ Recommendation summary on field experience and residency models for teacher education programs delivered to PESB for adoption by March 2018</p>	

DEVELOP – Strategies to Provide Continual Professional Development, State Support and Funding to Develop Educators

Theory of Action

If new teachers are provided support within the first three years of their career in an induction and mentoring program,

Then they will become effective teachers and be retained within the district and the state.

Strategy 3: Provide State Funded Induction and Mentoring Program to All Teachers Within the First 3 Years of their Career

We believe that a teacher’s first 3 years are critical to developing competencies and becoming an effective teacher and that all inexperienced teachers must be provided with an induction and mentoring program.

Root-Cause Analysis Findings

- **No Uniform Induction and Mentoring Program:** There is currently no statewide uniform induction and mentoring program provided to all new teachers within Washington. The Beginning Educator Support Team (BEST) is a state-funded grant program used by districts to create and implement systems of support to attract, train and retain novice teachers. However, these grants are limited and competitively distributed to school districts and/or regional school district consortia pending legislative funding. The BEST program has been defunded in the last two biennial budgets by the Legislature. 39 school districts are currently receiving BEST grants out of 295 school districts within the state.
- **Varying Levels of Field Experience and Competency Among Inexperienced Teachers:** There are varying levels of field experience, content expertise and competency among inexperienced teachers and without a uniform induction and mentoring program to transition pre-service teachers into to their teaching assignments there is little opportunity to provide them with the supports they need to be successful. The BEST program in collaboration with the Center for Strengthening the Teaching Profession has created the [Effective Support for New Teachers in Washington State: Standards for Beginning Teacher Induction](#) which is a tool for program reflection, evaluation and improvement by those with varying roles and connections to induction for beginning teachers. It provides a means to bridging the transition from preserve to teaching by systematically integrating the essential components of induction: hiring, orientation, mentoring, professional learning, formative assessment for teacher growth and induction program impact.

▪ **Inexperienced Teachers are Often Assigned to Difficult Workloads:** The initial equity gap data analysis for this plan revealed that students in poverty, students receiving English language learner and special education services and students of color are more likely to be taught by a teacher with less than five years of experience. It is critical that students who are historically underserved and potentially in the opportunity gap are taught by teachers with sufficient experience and competence to be able to address their learning needs.

▪ **Lack of Funding of Additional Time for Mentor and Mentee:** Aside from the minimal state funding for the BEST grants, there is no additional funding for the additional time that both the mentor and mentee add to their workload to accomplish meaningful mentorship. Local school districts may provide this funding through local levy funding, but it varies throughout the state.

Relevant Metrics

▪ Teacher and Principal Evaluation Program sub criteria.

▪ 2015–17 Biennial budget funding for Induction and mentoring program.

▪ Educator Working Conditions Survey data.

▪ Equity Gap Data-Inexperienced Teachers.

Stakeholder Feedback

▪ **New Teachers Feel Unsupported and Overwhelmed;** Stakeholders shared that many new teachers feel unsupported by the administration within their schools and overwhelmed by the working conditions of their teaching assignments. Both from the administrative mechanisms of the school district to the need for assistance in lesson planning, using formative assessments and adjusting instruction based on student’s needs; stakeholders are concerned that inexperienced teachers often have widely varying needs and little support in the schools and districts they serve in.

▪ **Induction and Mentoring Programs Help Support Veteran Teachers:** New teachers often bring fresh research and new energy and ideas into schools from their pre-service programs which stakeholders believe benefits veteran teachers. Mentors can benefit from learning from the new teachers and in assuming the role of mentor, are able to be recognized on a career ladder as a “master” educator who can teach a new teacher how to deepen their practices.

- **Attrition in First Five Years of Teaching:** Stakeholders were deeply concerned with the significant attrition of new teachers within their first five years of teaching. Reasons for leaving the profession included difficult working conditions, lack of mentoring and support, low salaries, and fear over increased accountability.

State Funded Induction and Mentoring Program Sub strategies

- **Sub strategy 3.1: Provide State Funded Mentor FTE Through Prototypical Schools Funding Formula**
- The Equity Plan Leadership Team adopts the recommendations from the Compensation Technical Working Group which outline providing a separate mentor categorical allocation through the prototypical schools funding formula for school districts based on the number of first, second, and third year teachers as reported in the (S275) personnel database. An additional allocation should be provided for teachers in probationary status due to their evaluation in accordance with Engrossed Second Substitute Bill 5895, Section 1 (4b), which states, “the evaluator may authorize one additional certificated employee to evaluate the probationer and to aid the employee in improving his or her areas of deficiency.” This recommendation will ensure that every Washington school district will have sufficient resources through reliable and regular state funds to support the need to mentor novice teachers. As a categorical allocation, the funding provided must be used for the mentor program; however, school districts can determine the appropriate use of the funding to best support the needs of their teachers and students. As required in RCW 28A.150.230, school districts must report the number of staff in each evaluation rating. As an allocation, smaller districts may have the opportunity to leverage capacity and infrastructure through partnerships with educational service districts. Implementation of this recommendation will assist the state in its paramount duty to provide a basic education to public school students through a stable funding source.¹¹
- The Office of Superintendent of Public Instruction in collaboration with the Equity Plan Leadership team, will create legislation to allocate mentors through the prototypical schools funding formula.
- **Sub strategy 3.2: Provide Release Time for Mentor and Mentee to Participate in Induction and Mentoring Program:** In order for an induction and mentoring program to be successful, both the mentor and mentee need release time from their classrooms to engage in observation, feedback and planning together. While some school districts provide release time through local contract bargaining, there is no uniform requirement for release time for mentors and mentees at a state level.

¹¹ The Compensation Technical Working Group Final Report. Office of Superintendent of Public Instruction. 2012. <http://www.k12.wa.us/Compensation/CompTechWorkGroupReport/CompTechWorkGroup-MainReport.pdf>

- As part of the statewide induction and mentoring program, funding and a requirement for locally bargained release time will be included in the legislation for the induction and mentoring program, which will be developed in collaboration with the Equity Plan Leadership Team.

- **Sub strategy 3.3: Develop and Fund Statewide Comprehensive Induction and Mentoring Program**

- Utilizing the model of the currently funded Beginning Educator Support Team (BEST) program and the induction and mentoring standards, the Equity Plan Leadership team will review research on mentoring programs and develop a recommendation for the components of a statewide comprehensive Induction and Mentoring Program. The program will be utilized to support mentees in their first three years of teaching, as well as to provide supports for teachers on probationary status through their evaluation. The program will be required to be implemented for all schools with new or probationary teachers who receive the mentor allocation through the prototypical schools funding model.
- The Equity Plan Leadership Team will develop a detailed recommendation for the Induction and Mentoring program and will create legislation to provide funding and establish the program.

Performance Objectives

- By the end of the 2015–16 school year, the state funded FTE mentor will be allocated to all school districts through the prototypical schools funding formula.
- By the end of the 2016–17 school year the BEST Program will be expanded and developed into a statewide comprehensive induction and mentoring program. The 2016–17 Supplemental Budget will include funding for the induction and mentoring program.
- By the end of the 2017–18 school year, the statewide induction and mentoring program will have been implemented in all school districts within the state.
- **Note: Additional information about performance objectives is in the Measuring Progress section.**

Develop – Strategy 3: Strategies to Provide Continual Professional Development, State Support and Funding to Develop Educators

Provide State Funded Induction and Mentoring Program to All Teachers Within the First 3 Years of their Career

We believe that a teacher’s first 3 years are critical to developing competencies and becoming an effective teacher and that all inexperienced teachers must be provided with an induction and mentoring program.

If new teachers are provided support within the first three years of their career in an induction and mentoring program, then they will become effective teachers and be retained within the district and the state.

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
Inexperienced (INX) ESD 105 FRL, ELL, SPED, MNR Hispanic, American Indian ESD 112 Pacific Islanders ESD 113 American Indian ESD 121 FRL,ELL, SPED, MNR, White, Hispanic, Asian, Black, American Indian, Pacific Islander, Two or more races ESD 123 FRL, ELL, SPED, MNR, Hispanic, Asian, Black,	<i>Sub-strategy 3.1- Provide State Funded Mentor FTE Through Prototypical Schools Funding Formula</i> SEA Equity Plan Leadership Team, Governmental Relations team LEA Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators	The Office of Superintendent of Public Instruction in collaboration with the Equity Plan Leadership team, will create legislation to allocate mentors through the prototypical schools funding formula. a. Outline draft agency request legislation with the governmental relations department and internal staff, to allocate an additional 10 professional development days to the 180 calendar b. Solicit feedback on the	By the end of the 2015–16 school year, the state funded FTE mentor will be allocated to all school districts through the prototypical schools funding formula. Outline draft agency request legislation with the governmental relations department and internal staff, for state funded mentor FTE by November 2015 Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education	Outputs <ul style="list-style-type: none"> School districts will receive state funded Mentor FTE through the Prototypical Schools Funding Formula Outcomes <ul style="list-style-type: none"> School districts will be able to use the funding for the Mentor FTE position to provide mentors for their inexperienced teachers and those in probational status, to provide necessary

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
<p>Pacific Islander, Two or more races ESD 171 American Indian</p>		<p>draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington State Principals and Washington Association of School Administrators</p> <p>c. Revisions made based on the feedback on the draft legislation</p> <p>d. The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill</p> <p>e. Legislation will be entered into the 2016 legislative session, subject to the hearing and legislative process</p>	<p>Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators by December 2015</p> <p>Revisions made based on the feedback on the draft legislation by January 2016</p> <p>Legislation will be entered into the 2016 legislative session, subject to the hearing and legislative process by January 2016</p> <p>The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill by February 2016</p> <p>The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of</p>	<p>supports and job-embedded professional learning to ensure that inexperienced educators will increase their effectiveness and content knowledge</p> <p>Impact</p> <ul style="list-style-type: none"> Percentage of teacher who are experienced will increase for the following groups of students: free and reduced lunch (FRL), special education, English language learners, students of color

Equity Gap(s) Targeted	<i>If the SEA carries out the following sub strategies:</i>	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
		f. The governmental relations team will advocate for the bill during hearings create a fiscal note for the costs of implementation and will provide any additional information requested by the Legislature.	implementation and will provide any additional information requested by the Legislature during session (January-April 2016)	

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
<p>Inexperienced (INX)</p> <p>ESD 105</p> <p>FRL, ELL, SPED, MNR</p> <p>Hispanic, American Indian</p> <p>ESD 112</p> <p>Pacific Islanders</p> <p>ESD 113</p> <p>American Indian</p> <p>ESD 121</p> <p>FRL,ELL, SPED, MNR, White, Hispanic, Asian, Black, American Indian, Pacific Islander, Two or more races</p> <p>ESD 123</p> <p>FRL, ELL, SPED, MNR, Hispanic, Asian, Black, Pacific Islander, Two or more races</p> <p>ESD 171</p> <p>American Indian</p>	<p><i>Sub strategy 3.2 Provide Release Time for Mentor and Mentee to Participate in Induction and Mentoring Program</i></p> <p>SEA</p> <p>Equity Plan Leadership Team, Governmental Relations team, BEST program staff</p> <p>LEA</p> <p>Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</p>	<p>As part of the statewide induction and mentoring program, funding and a requirement for locally bargained release time will be included in the legislation for the induction and mentoring program, which will be developed in collaboration with the Equity Plan Leadership Team.</p> <p>a. Outline draft agency request legislation with the governmental relations department and internal staff, for funding for release time for mentors/mentees to participate in an induction and mentoring program</p> <p>b. Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</p>	<p>By the end of the 2016–17 school year the BEST Program will be expanded and developed into a statewide comprehensive induction and mentoring program. The 2016–17 Supplemental Budget will include funding for the induction and mentoring program, including funding for release time for the mentor/mentee to participate in the induction and mentoring program.</p> <p>➤ Outline draft agency request legislation with the governmental relations department and internal staff, for funding for release time for mentors/mentees to participate in an induction and mentoring program by November 2015</p> <p>➤ Solicit feedback on the draft legislation from a representative</p>	<p>Outputs</p> <ul style="list-style-type: none"> School districts will receive state funded release time for mentors and mentees to participate in an induction and mentoring program <p>Outcomes</p> <ul style="list-style-type: none"> School districts will be able to use the funding release time for the mentors/mentees to participate in a statewide induction and mentoring program, to provide necessary supports and job-embedded professional learning to ensure that inexperienced educators will increase their effectiveness and content knowledge

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	<p>Implements the following activities:</p> <p>c. Revisions made based on the feedback on the draft legislation</p> <p>d. The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill</p> <p>e. Legislation will be entered into the 2016 legislative session, subject to the hearing and legislative process</p> <p>f. The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of implementation and will provide any additional information requested by the Legislature.</p>	<p>Reflects on the following indicators.</p> <p>sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators by December 2015</p> <p>Revisions made based on the feedback on the draft legislation by January 2016</p> <p>Legislation will be entered into the 2016 legislative session, subject to the hearing and legislative process by January 2016</p> <p>The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and</p>	<p>Then they may observe the following results.</p> <p>Impact</p> <ul style="list-style-type: none"> Percentage of teacher who are experienced will increase for the following groups of students: free and reduced lunch (FRL), special education, English language learners, students of color
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<i>Equity Gap(s) Targeted</i>	<i>If the SEA carries out the following sub strategies:</i>	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
			<p>support for the bill by February 2016</p> <p>➤ The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of implementation and will provide any additional information requested by the Legislature during session (January-April 2016)</p>	

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
<p>Inexperienced (INX)</p> <p>ESD 105</p> <p>FRL, ELL, SPED, MNR</p> <p>Hispanic, American Indian</p> <p>ESD 112</p> <p>Pacific Islanders</p> <p>ESD 113</p> <p>American Indian</p> <p>ESD 121</p> <p>FRL,ELL, SPED, MNR, White, Hispanic, Asian, Black, American Indian, Pacific Islander, Two or more races</p> <p>ESD 123</p> <p>FRL, ELL, SPED, MNR, Hispanic, Asian, Black, Pacific Islander, Two or more races</p> <p>ESD 171</p> <p>American Indian</p>	<p><i>Sub strategy 3.3: Develop and Fund Statewide Comprehensive Induction and Mentoring Program</i></p> <p>SEA</p> <p>Equity Plan Leadership Team, Governmental Relations team, BEST program staff</p> <p>LEA</p> <p>Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</p>	<p>Utilizing the model of the currently funded Beginning Educator Support Team (BEST) program and the induction and mentoring standards, the Equity Plan Leadership team will review research on mentoring programs and develop a recommendation for the components of a statewide comprehensive Induction and Mentoring Program. The Equity Plan Leadership Team will develop a detailed recommendation for the Induction and Mentoring program and will create legislation to provide funding and establish the program.</p> <p>a. Outline draft agency request legislation with the governmental relations department and internal staff, for statewide comprehensive induction and mentoring program</p> <p>b. Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and</p>	<p>By the end of the 2017–18 school year, the statewide induction and mentoring program will have been implemented in all school districts within the state.</p> <p>➤ Outline draft agency request legislation with the governmental relations department and internal staff, for a statewide comprehensive induction and mentoring program by November 2017</p> <p>➤ Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and</p>	<p>Outputs</p> <ul style="list-style-type: none"> All school districts will with inexperienced teachers (less than 5 years of experience) will receive funding to participate in statewide induction and mentoring program <p>Outcomes</p> <ul style="list-style-type: none"> School districts will be able to use the funding to participate in a statewide induction and mentoring program, to provide necessary supports and job-embedded professional learning to ensure that inexperienced educators will increase their effectiveness and content knowledge

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies:	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
		<p>Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</p> <p>c. Revisions made based on the feedback on the draft legislation</p> <p>d. The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill</p> <p>e. Legislation will be entered into the 2016 legislative session, subject to the hearing and legislative process</p> <p>f. The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of implementation and will provide any additional information requested by the Legislature</p>	<p>Washington Association of School Administrators by December 2017</p> <p>Revisions made based on the feedback on the draft legislation by January 2018</p> <p>Legislation will be entered into the 2018 legislative session, subject to the hearing and legislative process by January 2018</p> <p>The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill by February 2018</p>	<p>Impact</p> <ul style="list-style-type: none"> Percentage of teacher who are experienced will increase for the following groups of students: free and reduced lunch (FRL), special education, English language learners, students of color

Equity Gap(s) Targeted	<i>If the SEA carries out the following sub strategies:</i>	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results.
			The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of implementation and will provide any additional information requested by the Legislature during session (January-April 2018)	

SUPPORT-Strategies to Focus State and Federal Funding to Provide Professional Development and Support to Address Identified Equity Gap Needs

Theory of Action

If, Title II, Part A grants and state professional development funding is focused on providing incentives, training, and time for unqualified, out-of-field and inexperienced educators to develop

Then districts will increase their numbers of highly qualified, in field and experienced educators and teachers will be more highly effective with their students.

Strategy 4: Focus Title II, Part A Grants and State Professional Development Funding on Identified Equity Gap Needs

We believe that federal and state funding can be leveraged to focus on equity gap areas and utilized to support teachers throughout the continuum of their careers.

Root-Cause Analysis Findings

- **Class Size Reduction:** Many school districts utilize a significant portion of their Title II, Part A funding on class size reduction. However, an examination of research indicates that class size reduction may not be the effective in increasing student achievement. Being taught by a competent teacher with deep pedagogical and content knowledge, who is highly qualified and teaching in an in-field assignment affects student achievement more than a class size reduction of one to five students.
- **Funding General Professional Development Activities through Title II, Part A:** Due to the lack of statewide funding for professional development for all educators, many school districts utilize their Title II, Part A allocation on providing general professional development for their staff. While it is allowable to use the allocation on professional development activities that improve the knowledge of teachers and principals, and in appropriate cases, paraprofessionals in content knowledge and classroom practices; the funding should be more narrowly targeted to equity gap areas identified through this plan.
- **Less of a Focus on Recruitment, Retention and Teacher Advancement Costs:** Few districts have used their Title II, Part A allocation for developing and implementing mechanisms to assist schools to effectively recruit, hire and retain highly qualified teachers and principals. These strategies could include (a) providing monetary incentives such as scholarships, signing bonuses and differential pay in academic subjects or schools with teacher shortages; (b) recruiting teachers for

programs with shortages, like special education and (c) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession and providing them with alternative routes to obtaining teacher certification.

- **Elimination of the HOUSSE option for Highly Qualified Status:** In 2013, the U.S. Department of Education strongly encouraged OSPI to limit the use of the HOUSSE form in all areas with the exception of special education. August 31, 2014, was the deadline for school districts to submit the HOUSSE form for teachers in core content areas. Due to the elimination of the HOUSSE form as a pathway to achieve highly qualified status, school districts will need to redirect their Title II, Part A allocations to helping teachers that are out-of-field take and pass the endorsement tests (WEST-E).

Relevant Metrics

- Title II, Part A iGrants Expenditure Categories by Allowable Fund Categories data.
- Equity Gap Data-Highly Qualified and Out-of-Field.
- 2015–17 Biennial budget data on funding of basic education.

Stakeholder Feedback

- **Title II, Part A Allocation Use Varies Based on Local Levy Funding:** Stakeholders shared that school districts that have robust local levy funding use less of their Title II, Part A allocation on professional development and other allowable costs. However, many of the districts with reduced local levy funding also receive the smallest Title II, Part A allocations and often do not have sufficient funding to recruit and retain teachers.
- **Professional Development Needs Exceed State and Federal Funding Capacity:** Increasing professional development needs, specifically on the changing learning standards, assessment systems and teacher and principal evaluation, exceed the amount of state and federal funding. Local school district funding bridges the gap or school districts apply for waivers to reduce the 180 day school year from the State Board of Education in order to provide professional development days within their state funding allocations.
- **Supply and Demand of Particular Content Area Endorsements for Teachers:** Teacher shortage areas vary in different locations and school districts within the state and stakeholders expressed that the supply of teachers with certain content areas does not meet the demand of teachers needed. The Professional Educator Standards Board designates hard to fill teacher shortage areas, identifying the following shortage content areas: biology, chemistry, early childhood special education, earth science, mathematics, middle level math, middle level science, physics, science and special education.

Focus Title II, Part A Grants and State Professional Development Funding on Identified Equity Gap Needs

- **Sub strategy 4.1: Out-of-Field Data Dashboard in the Highly Qualified Tool**
- Teacher assignment data aligning teachers to the courses and course codes they teach students will be used with data from the highly qualified tool on the core content areas each teacher is qualified to teach. In collaboration with the Title II, Part A office and the Professional Educator Standards Board, an out-of-field data dashboard will be created and uploaded within the Highly Qualified Tool in order for schools and school districts to more easily see how their teacher assignments are in or out-of-field. Additionally, the initial equity gap data analysis created for this plan will be uploaded by school, school district and educational service district.
- **Sub strategy 4.2: Revise Title II, Part A iGrants Application Requirements and Monitoring** The Title II, Part A grant application in the iGrants system captures how school districts chose to use their allocation in the allowable costs categories:
 - Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances, as noted in question E-6 of the guidance manual).
 - Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages; (b) reducing class size; (c) recruiting teachers to teach special needs children, including students with disabilities, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternate routes to obtaining teacher certification.
 - Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:
 - **Content knowledge.** Providing training in one or more of the core academic subjects that the teachers teach. Core academic subjects are identified as:
 - Mathematics
 - Science
 - History
 - Geography
 - Civics/Government
 - Economics
 - Foreign (World) Languages
 - Reading
 - English/Language Arts
 - Music (general, choral, instrumental)

- Visual Arts
- Dance
- Theatre
- Elementary Curriculum
- **Classroom practices.** Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills, and (b) the use of challenging state academic content standards and student academic achievement standards in preparing students for the state assessments.
 - Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, regarding effective instructional practices that:
 - Involve collaborative groups of teachers and administrators.
 - Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency.
 - Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs.
 - Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children.
 - Provide training on how to use data and assessments to improve classroom practice and student learning.
 - Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring from exemplary teachers and administrators, induction, and support for new teachers and principals during their first three years; and financial incentives to retain teachers and principals with a record of helping students to achieve academic success.
 - Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs.
 - Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders.
 - Hiring highly qualified teachers, including teachers who become highly qualified through state and local alternate routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

- Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation.
- However, a deeper analysis of how districts use their allocation to support the needs assessment in their highly qualified plan has not been done at a state level. OSPI, in collaboration with the Equity Plan Leadership Team, will review an analysis prepared by the Title II, Part A office and will assist the office to revise the Title II, Part A application and monitoring requirements to closely align the use of the grant funding to equity gaps identified in schools and school districts.

▪ **Sub strategy 4.3: Full State Funding of Ten Professional Development Days:**

The state certification and evaluation systems expect educators to grow professionally. However, the state only funds 180 days of instruction. The 180 school day calendar is focused on student’s academic development and does not provide time for educator-focused development. Current practice often involves taking school time away from students, through early release days or late arrival days, in order to provide time for educator professional development. Washington has recognized the importance of professional development in the past by compensating for additional professional development days, called Learning Improvement Days (LID). In 2002–03, three LID days were provided. In 2009–10, the number was reduced to two. In 2010–11, all funding for LID days was eliminated. School districts are providing professional development through locally funded days or requesting waivers to the 180 school day calendar in order to replace a day of instruction with a professional development day. In addition, some local school districts are scheduling half days of instruction in order to provide time for professional development during the second half of the day. School districts should have the flexibility to distribute the time in a manner that best fits their needs. The group discussed the possibilities of the time being used for professional learning communities, individual professional growth planning, and focused seminars.

In order for all school districts to be able to provide certificated instructional staff with time to engage in the professional development required of state and federal policy, the state must fully fund ten professional development days to certificated instructional staff in addition to the 180 day instructional calendar. The Equity Plan Leadership Team supports the funding of ten professional development days and the similar recommendation of the Compensation Technical Working Group. The team will work with OSPI to draft agency requested legislation to fully fund ten professional development days.

Performance Objectives

- By the end of the 2015–16 school year, the Highly Qualified Tool will include an out-of-field dashboard by school and school district, indicating which teachers are in an assignment which does match their core content areas they are prepared to teach. Additionally, equity gap data from this plan will be linked within in Title II, Part A grant application tool for school districts to review when making funding decisions regarding their allocation.
- By the end of the 2016–17 school year the Title II, Part A iGrants application requirements and monitoring will be revised to focus the use of funding on identified equity gaps by school and school district.
- By the end of the 2017–18 school year, OSPI will develop and submit an agency request bill for full state funding of ten Professional Development Days for all certificated instructional staff.
- ***Note: Additional information about performance objectives is in the Measuring Progress section.***

Support – Strategy 4: Focus Title II, Part A Grants and State Professional Development Funding on Identified Equity Gap Need

We believe that federal and state funding can be leveraged to focus on equity gap areas and utilized to support teachers throughout the continuum of their careers.

If Title II, Part A grants and state professional development funding is focused on providing incentives, training, and time for unqualified, out-of-field and inexperienced educators to develop, then districts will increase their numbers of highly qualified, in field and experienced educators and teachers will be more highly effective with their students.

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies.	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results
<p>Out of Field (OTF) ESD 101 FRL, ELL, SPED, MNR, White, Hispanic, Asian Black, American Indian Pacific Islander, Two or more races</p> <p>ESD 105 FRL, ELL, SPED, MNR, White, Hispanic, Asian Black, Pacific Islander Two or more races</p> <p>ESD 112 American Indian</p> <p>ESD 113 American Indian</p> <p>ESD 114 FRL, ELL, SPED, MNR White, Hispanic, Asian</p>	<p><i>Sub strategy 4.1: Create an Out-of-Field Data Dashboard in the Highly Qualified Tool</i></p> <p>SEA</p> <p>a. Title II, Part A: staff b. Professional Educator Standards Board: staff</p> <p>LEA School District Staff: human resources staff, special education directors</p>	<p>Teacher assignment data aligning teachers to the courses and course codes they teach students will be used with data from the highly qualified tool on the core content areas each teacher is qualified to teach. In collaboration with the Title II, Part A office and the Professional Educator Standards Board, an out-of-field data dashboard will be created and uploaded within the Highly Qualified Tool in order for schools and school districts to more easily see how their teacher assignments are in or out-of-field. Additionally, the initial equity gap data analysis created for this plan will be uploaded by</p>	<p>By the end of the 2015–16 school year, the Highly Qualified Tool will include an out-of-field dashboard by school and school district, indicating which teachers are in an assignment which does match their core content areas they are prepared to teach. Additionally, equity gap data from this plan will be linked within in Title II, Part A grant application tool for school districts to review when making funding decisions regarding their allocation.</p> <p>➤ Outline of process to develop the technical infrastructure for data dashboard developed by</p>	<p>Outputs</p> <ul style="list-style-type: none"> Human resources staff and school district leadership will have sufficient data to determine in- and out-of-field placements <p>Outcomes</p> <ul style="list-style-type: none"> Human resources staff and school district leadership will increase in-field placements by reviewing the data before final assignment to content areas and/or grade levels

Equity Gap(s) Targeted	<i>If the SEA carries out the following sub strategies.</i>	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results
<p>Black, American Indian Pacific Islander, Two or more races ESD 123 FRL,ELL, SPED MNR, Hispanic Pacific Islander ESD 171 FRL,SPED, MNR, White Hispanic, Asian, Black Pacific Islander, Two or more races</p>		<p>school, school district and educational service district.</p> <p>a. Outline and implement a process to develop the technical infrastructure to collect teacher assignment data on courses and course codes they teach within the highly qualified tool in the data dashboard</p> <p>b. Develop a training module to build knowledge of human resource directors to accurately enter data</p> <p>c. Develop a process to analyze equity gap data</p> <p>d. Solicit feedback on the data dashboard, training modules, and process to analyze equity gap data from a representative sampling of human resource directors</p> <p>e. Revise data dashboard and training modules</p>	<p>October 2015</p> <ul style="list-style-type: none"> ➤ Technical infrastructure developed for data dashboard developed by December 2015 ➤ Process to analyze equity gap data developed by December 2015 ➤ Training modules developed by March 2016 ➤ Data dashboard, training modules, and process to analyze equity gap data shared with representative sampling of human resource directors and feedback solicited by April 2016 ➤ Revisions based on feedback completed by May 2016 <p>Training delivered to human resource directors at 100% of schools at the end of two years (20% of districts in spring 2016, 40% of districts in fall 2016, 40% of districts in spring of 2017)</p>	<p>Impact</p> <p>Percentage of students taught by in-field teachers will increase for the following groups of students: free and reduced lunch (FRL), special education, English language learners, students of color</p>

Equity Gap(s) Targeted	<i>If the SEA carries out the following sub strategies.</i>	Implements the following activities:	Reflects on the following indicators.	Then they may observe the following results
		<p>f. Provide training to human resource directors using the training module and process to analyze equity gap data</p>		

Equity Gap(s) Targeted	<i>If the SEA carries out the following sub strategies.</i>	Implements the following activities.	Reflects on the following indicators.	Then they may observe the following results
Unqualified (Not HQT) ESD 101 SPED, White, Hispanic American Indian	Sub strategy 4.2: <i>Revise Title II, Part A iGrants Application Requirements and Monitoring</i> SEA Title II, Part A staff LEA Human resources, leadership and fiscal staff	OSPI, in collaboration with the Equity Plan Leadership Team, will review an analysis prepared by the Title II, Part A office and will assist the office to revise the Title II, Part A application and monitoring requirements to closely align the use of the grant funding to equity gaps identified in schools and school districts.	By the end of the 2016–17 school year the Title II, Part A iGrants application requirements and monitoring will be revised to focus the use of funding on identified equity gaps by school and school district.	Outputs • School districts will have data on their equity gaps and review how Title II funds are allocated Outcomes • School districts will prioritize their Title II, Part A allocation to identified equity gaps, targeting funding within the allowable cost categories to support teachers to become in-field and highly qualified
ESD 105 FRL,ELL,SPED,MNR, White Hispanic, Asian, Black American Indian, Pacific Islander, Two or more races		a. Outline the process steps in the Title II, Part A grant application and develop additional questions for school districts that align to allowable use of funds	➤ Outline the process steps in the Title II, Part A grant application and develop additional questions for school districts that align to allowable use of funds by October 2015	
ESD 112 ELL ESD 113 FRL, American Indian		b. Develop the technical infrastructure to add the equity gap data profiles to each school district application, with individual schools listed with equity gap areas by student subgroups	➤ Technical infrastructure developed for equity gap data profiles in grant developed by December 2015	Impact Percentage of teachers who are in-field and highly qualified would increase for the following groups of students: free and reduced lunch (FRL), special education, English language learners, students of color
ESD 114 American Indian ESD 121 FRL, Black, American Indian		c. Develop a process protocol to analyze equity gap data, to be used with in	➤ Process protocol to analyze equity gap data developed by January 2015 ➤ Training modules developed by March 2016 ➤ Revised draft grant application, training modules, and process to	
ESD 123 FRL, ELL,SPED, MNR, White Hispanic, Black, American Indian				
ESD 171 American Indian ESD 189				
FRL, SPED, MNR, White Hispanic, Asian, Black				

Equity Gap(s) Targeted	<i>If the SEA carries out the following sub strategies.</i>	Implements the following activities.	Reflects on the following indicators.	Then they may observe the following results
<p>American Indian, Pacific Islander, Two or more races</p>		<p>the training module</p> <p>d. Develop a training module to build knowledge of human resource directors to accurately interpret the equity gap data and align funding to strategies targeted at closing equity gaps</p> <p>e. Solicit feedback on the grant application, training modules, and process to analyze equity gap data from a representative sampling of human resource directors</p> <p>f. Revise Title II, Part A Grant application for the 16/17 school year</p> <p>g. Provide training to human resource directors using the training module and process to analyze equity gap data and complete new grant application requirements</p>	<p>analyze equity gap data shared with representative sampling of human resource directors and feedback solicited by April 2016</p> <p>➤ Revisions based on feedback completed by May 2016</p> <p>Training delivered to human resource directors at 100% of schools before the 16/17 school year grant applications are due in October 2016 (40% of districts in spring 2016, 40% of districts in summer 2016, 20% of districts in early fall 2016)</p>	

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies.	Implements the following activities.	Reflects on the following indicators.	Then they may observe the following results
Statewide & Unqualified (Not HQT) ESD 101 SPED, White, Hispanic American Indian ESD 105 FRL,ELL,SPED,MNR, White Hispanic, Asian, Black American Indian, Pacific Islander, Two or more races ESD 112 ELL ESD 113 FRL, American Indian ESD 114 American Indian ESD 121 FRL, Black, American Indian ESD 123 FRL, ELL,SPED, MNR, White Hispanic, Black, American Indian ESD 171 American Indian ESD 189 FRL, SPED, MNR, White Hispanic, Asian, Black	Sub strategy 4.3: Full State Funding of 10 Professional Development Days SEA Governmental Relations, Beginning Educator Support Grant staff, internal professional learning work group LEA BEST grantees, Educational Service Districts and School Districts representing geographic and size diversity of the state	In order for all school districts to be able to provide certificated instructional staff with time to engage in the professional development required of state and federal policy, the state must fully fund 10 professional development days to certificated instruction staff in addition to the 180 day instructional calendar. The Equity Plan Leadership Team supports the funding of ten professional development days and the similar recommendation of the Compensation Technical Working Group. The team will work with OSPI to draft agency requested legislation to fully fund ten professional development days. a. Outline draft agency request legislation with the governmental relations department and internal staff, to allocate an additional 10 professional days.	By the end of the 2017–18 school year, OSPI will develop and submit an agency request bill for full state funding of ten Professional Development Days for all certificated instructional staff. ➤ Outline draft agency request legislation with the governmental relations department and internal staff, to allocate an additional 10 professional development days to the 180 calendar by November 2015 ➤ Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association,	Outputs <ul style="list-style-type: none"> School districts will receive an additional 10 professional development days to their basic education 180 day calendar Outcomes <ul style="list-style-type: none"> School districts will be able to use the 10 additional professional development days to support educator development, leveraging the state funding with federal Title II, Part A allocations to ensure their educators are highly qualified and have core content knowledge to be in field. Inexperienced educators will receive additional supports to increase their effectiveness through these fund sources.

Equity Gap(s) Targeted	<i>If the SEA carries out the following sub strategies.</i>	Implements the following activities.	Reflects on the following indicators.	Then they may observe the following results
<p>American Indian, Pacific Islander, Two or more races</p>		<p>development days to the 180 calendar</p> <p>b. Solicit feedback on the draft legislation from a representative sampling of school districts, the Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</p> <p>c. Revisions made based on the feedback on the draft legislation</p> <p>d. The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill</p> <p>e. Legislation will be entered into the 2016 legislative session, subject to the hearing and legislative process</p> <p>f. The governmental relations team will advocate for the bill during hearings create a fiscal note for the costs of implementation</p>	<p>Association of Washington State Principals and Washington Association of School Administrators by December 2015</p> <p>Revisions made based on the feedback on the draft legislation by January 2016</p> <p>Legislation will be entered into the 2016 legislative session, subject to the hearing and legislative process by January 2016</p> <p>The governmental relations team will organize a series of meetings with Legislators to solicit sponsorship and support for the bill by February 2016</p> <p>The governmental relations team will advocate for the bill during hearings, create a fiscal note for the costs of</p>	<p>Impact</p> <ul style="list-style-type: none"> Percentage of teacher who are in field and highly qualified will increase for the following groups of students: free and reduced lunch (FRL), special education, English language learners, students of color

Equity Gap(s) Targeted		<i>If the SEA carries out the following sub strategies.</i>		Implements the following activities.	and will provide any additional information requested by the Legislature.	Reflects on the following indicators.	implementation and will provide any additional information requested by the Legislature during session (January-April 2016)	Then they may observe the following results	
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RETAIN- Strategies on Full Funding of Basic Education and Compensation Reform

Theory of Action

If the Washington Legislature complies with the Supreme Court order and fully funds all basic education categories, specifically compensation,

Then school districts will have adequate and equitable hiring capacity and will be able to recruit, retain and sustain effective educators to serve all students within the state.

Strategy 5: Full Funding of Basic Education and Compensation Reform

We believe that the failure to full funding basic education in Washington state, specifically teacher salaries, has negatively affected the equitable distribution of excellent educators.

Root-Cause Analysis Findings

- **Inequitable Salaries Based on Local Levy Funding:** As the compensation data analysis indicates, both average base salaries allocated by the state and the amount of additional supplemental compensation offered through local levy funding varies widely by school district. The average base salary is affected both by grandfathered school districts which receive more compensation based on grandfathered salary allocation models, as well as the staff mix in school districts with teachers with more years of experience and additional degrees and levels of education. Supplemental compensation in the form of TRI (time, responsibility and incentive) packages funded through local levies for basic education can increase compensation substantially. The compensation provided to teachers and principals within Washington state is inequitable and not fully state funded, which is a violation of the Washington Constitution and the Supreme Court order as a result of the McCleary case.

- **Equity Gaps Correspond to Funding Gaps:** The initial analysis of the equity gap data created for this plan reveals that many of the school districts with large equity gaps of student access to highly qualified, experienced and in field teachers are also the same school districts with large funding gaps: both lower average base salaries and substantially less supplemental compensation through local levy funding. These school districts are unable to recruit, hire and retain an educator with the same credentials as a school district with large supplemental compensation packages. Through the reliance on local levy funding to provide market based compensation for basic education, the state is not able to provide equitable opportunities to all students within the state, particularly for students of color, students in poverty and students who receive English language learner and special education services; which contributes to the opportunity gap.

- **Low Salaries Contribute to Less Teachers Entering the Profession and Teacher Attrition:** The low starting salaries and limited lifetime earnings of teachers affect both how many college graduates are entering the teaching profession and the rates of teacher attrition. Graduates in content shortage areas like math and science have substantial higher earning potential in different careers within those fields than in teaching. Additionally, both poor working conditions and low compensation affect a teacher’s decision to remain in a specific school district or within the profession.

Relevant Metrics

- 2015–17 Biennial budget data on funding of basic education.

- National Board Certified Teacher Challenging School bonus data.

- S275-Personnel Reporting Database on Average Base Salaries and Average Supplemental Compensation.

Stakeholder Feedback

- **Teacher Turnover Affected by Compensation:** Stakeholders revealed that many teachers may take a position in a less desirable assignment or location until they can gain experience and be able to be hired in a school district that offers additional compensation. This results in significant turnover in content shortages areas, hard to staff schools and school districts. Teacher turnover affects student achievement, the sustainability of improvement efforts and perception of schools by families and community members.

- **Difficult to Recruit and Retain Teachers to Geographic Areas, Types of Schools and Teaching Assignments:** The substantial differences in compensation and basic education funding by school district make it difficult to recruit and retain teachers to rural and remote areas of the state, as well as schools in improvement status or Title I schools and hard to fill teaching assignments. Stakeholders shared that many school districts are left without unfilled positions or are forced to

assign teachers to out-of-field assignments in order for students to have a teacher. They are concerned on how this inequity affects student achievement in school districts that cannot recruit, hire and retain highly qualified, in-field and experienced teachers.

- **Compensation Inequity Perceived as Unfair:** Multiple stakeholders were startled by the compensation inequities among school districts and have shared that they find these differences to be unfair. Particularly among school districts with less local levy funding, there is a desire to be able to compete for teachers with an equal ability as wealthier school districts. Family and community group stakeholders were particularly concerned that their students might be taught by a teacher who has less credentials or is likely to leave the school due to low compensation.

Fully Fund Basic Education and Provide Equitable Hiring Capacity to all School Districts Sub strategies

- **Sub strategy 5.1: Full Funding of Basic Education and Compensation Reform:** The Equity Plan Leadership Team and stakeholders identified that the full funding of basic education and compensation reform was one of the main strategies to provide equitable access to excellent educators and to provide all school districts with equitable hiring capacity. The team recommends the Superintendent Dorn’s Funding Plan, as outlined below:
 1. **Initiate levy reduction**, as the state proceeds to fund basic education costs currently covered by local levies, and eliminate supplemental time, resources and incentives (known as TRI):
 - School districts would be prohibited from using local excess levies to fund materials, supplies and operating costs; student transportation; or staff salaries related to the program of basic education.
 - Districts would be allowed to use levy funds to pay supplemental staff contracts and other costs related to student education enrichment programs that go beyond the basic education program provided by the state, such as extracurricular athletic activities, instruction unrelated to the mandatory state Essential Academic Learning Requirements, early learning, and adult basic education.
 - Starting immediately, growth of levies beyond current levels would be restricted.
 - The maximum levy percentage would be reduced to a uniform level across all districts by 2021.
 2. **Initiate statewide collective bargaining** for compensation, benefits, regional cost-of-living adjustments, and workday definition:
 - The Superintendent of Public Instruction would represent school district employers in negotiating collective bargaining agreements for public school teachers and classified employees.
 - Public school employees would be represented by two exclusive bargaining representatives.
 - The scope of statewide bargaining would be limited to wages, workday definition, and fringe benefits, and not include Time, Responsibility, and Incentive — known as TRI.
 - School district management rights would not be subject to bargaining.

- School employees will retain the right to organize locally and collectively bargain other terms and conditions of employment with each school district employer, for supplemental contracts regarding compensation for education enrichment services and activities that go beyond the state’s program of basic education.
 - Collective bargaining agreements between school districts and their employees that are in effect today would remain in effect until they expire.
3. **Review and address short and long-term statewide system capacity issues** related to the expansion of full-day kindergarten and class-size reduction, including the availability of appropriate classrooms:
- To offer statewide full-day kindergarten and to reduce K–3 class sizes, an additional 5,700 classrooms are needed, costing about \$2 billion. The Senate made progress toward this requirement.
 - In its January 2014 order the Court wrote that “the State must account for the actual cost to schools of providing (additional capital expenditures).”
4. **Require the non-partisan Quality Education Council to create two new workgroups** that will:
- Design a better process to recruit and retain teachers and
 - Annually study and report on the state’s evolving program of basic education and the financing necessary to support the program.

The Equity Plan Leadership Team will collaborate with OSPI to incorporate the equity data analysis with Superintendent Dorn’s funding proposal to show the connection between equity gaps and low salaries and supplemental compensation.

- **Sub strategy 5.2: Develop Human Resources Technical Assistance Module:** School districts have different approaches to the process of attracting, recruiting, hiring and retaining teachers into their school districts. Many work in partnership with their local union bargaining units to negotiate contracts and to help recruit staff into hard to fill content areas and positions. Several smaller districts have formed regional consortia to leverage their minimal administrative allocations and pull resources to serve their region. Additionally, both the Professional Educator Standards Board and the Title II, Part A office within OSPI provide human resource technical assistance as requested by school districts. However, a statewide human resources technical assistance module does not exist to address the unique needs of Washington.

The Equity Plan Leadership Team will work collaboratively with the Washington Education Association, the Association of Washington School Principals, Title II, Part A office and the Professional Educator Standards Board to create a Human Resource Technical Assistance module to be used by districts to assist them in attracting, recruiting, hiring and retaining teachers in their school district.

- **Sub strategy 5.3: Expand National Board Certified Teacher Challenging School Bonus:** In 2007, the Governor initiated and the Legislature funded the only state funded bonus compensation within Washington, the National Board Certified Teachers (NBTC) base bonus of \$5,090 per year. In addition, National Board Certified Teachers who serve in “challenging

schools” receive an additional \$5,000 bonus. As specified in [WAC 392-140-973](#), “Challenging, high poverty schools are schools where, for the prior year, the student headcount enrollment eligible for the federal free and reduced price lunch program was at least: 70 percent for elementary schools, 60 percent for middle schools or 50 percent for high schools.”

The NBCT Challenging Schools Bonus has provided a powerful incentive for teachers to serve in high poverty schools, or for teachers in those schools to get national board certification. The Equity Plan Leadership team would like to see additional funding from the Legislature to expand the number of NBCT serving in high poverty schools with large equity gaps. The team will create legislation with OSPI to expand the funding of the Challenging Schools bonus for NBCT’s.

- **Sub strategy 4: Research Differential Compensation Options:** Additional compensation above the base salary is currently provided by more school districts through local levy funding in the form of TRI (time, responsibility and incentive) pay. Collective bargaining agreements often will specify additional roles and responsibilities a teacher must fulfill in order to qualify for this additional compensation. However, some school districts utilizing TRI as a supplement to provide a comparable market based salary and to recruit and retain teachers. The Equity Plan Leadership Team is interested in researching current differential compensation options and to identify additional roles and responsibilities, like serving as a special education teacher and being responsible for preparing Individualized Education Plans that would be eligible for state funded differential compensation. The team will research differential compensation options and provide final recommendations to OSPI and in subsequent updates of the Equity Plan.

- **Sub strategy 5.5: Research Housing Allowance Options:** The Equity Plan Leadership team heard from stakeholders in rural and remote school districts, as well as urban districts, that affordable housing is difficult to obtain on a teacher’s salary. There are limited options in rural and remote settings, with some school districts purchasing housing for their teachers to live in during the school week or busing in teachers from more populated areas. In urban school districts, the cost of living is so high that most teachers’ salaries are inadequate to support renting or buying housing within the city. While the team believes that fully funding basic education, including compensation, may help with the affordability of housing options for teachers, the team is concerned about the availability of housing, particularly in rural and remote school districts. The team will research locally provided housing allowance options and create recommendations which will be shared with OSPI and included in subsequent updates to the Equity Plan.

Performance Objectives

- By the end of the 2015–16 school year, expansion of the National Board Certified Teacher Challenging School bonus will be funded by the Legislature. OSPI will develop and publish collaboratively designed Human Resource Technical Assistance with the Washington Education

Association and Association of Washington State Principals.

- By the end of the 2016–17 school year, the Equity Plan Leadership team will have completed research and issued final recommendations for differential compensation options and fellowship and housing allowance options, to be included in the update to the Equity Plan.
- By the end of the 2017–18 school year, full funding of basic education will have been achieved by the Legislature (deadline as established by House Bill 2776 and 2261 and Supreme Court order).
- ***Note: Additional information about performance objectives is in the Measuring Progress section***

Retain – Strategy 5: Strategies on Full Funding of Basic Education and Compensation Reform

Full Funding of Basic Education and Compensation Reform

We believe that the failure to full funding basic education in Washington state, specifically teacher salaries, has negatively affected the equitable distribution of excellent educators. *If the Washington Legislature complies with the Supreme Court order and fully funds all basic education categories, specifically compensation, Then school districts will have adequate and equitable hiring capacity and will be able to recruit, retain and sustain effective educators to serve all students within the state.*

Equity Gap(s) Targeted	<i>If the SEA carries out the following sub strategies.</i>	Implements the following activities.	Reflects on the following indicators.	Then they may observe the following results
Statewide	<p>Sub strategy 5.1- Full Funding of Basic Education Compensation Reform</p> <p>SEA Equity Plan Leadership Team Governmental Relations team</p> <p>LEA Washington Education Association, Washington School Directors Association, Association of Washington State Principals and Washington Association of School Administrators</p>	<p>The Equity Plan Leadership Team and stakeholders identified that the full funding of basic education and compensation reform was one of the main strategies to provide equitable access to excellent educators and to provide all school districts with equitable hiring capacity. The Equity Plan Leadership Team will collaborate with OSPI to incorporate the equity data analysis with Superintendent Dorn's funding proposal to show the connection between equity gaps and low salaries and supplemental compensation. The team recommends Superintendent Dorn's Funding Plan, as outlined below:</p> <p>a. Initiate levy reduction,</p>	<p>By the end of the 2017–18 school year, full funding of basic education will have been achieved by the Legislature</p> <p><i>(NOTE: The Washington Legislature is currently in contempt of court and the Supreme Court ordered a monetary penalty of \$100,000 per day until a plan is developed by the Legislature that outlines sufficient progress to fully fund basic education by the deadline of the 2017-18 school year.¹² Due to this recent order, it is difficult to determine the timeline for implementation full funding of basic education. Governor Inslee, as of 9/4/2015, has not ordered a special legislative session to address the order.</i></p>	<p>Outputs</p> <ul style="list-style-type: none"> School districts will have equitable hiring capacity due to being allocated additional funding for compensation from the state. <p>Outcomes</p> <ul style="list-style-type: none"> School district will be able to recruit and retain educators in all content areas, geographic locations in the state and other hard to staff locations. Educators will receive increased compensation aligned to the comparable wage analysis prepared by the Compensation Technical Working Group.

¹² McCleary, et us., et al v. State of Washington, Supreme Court Order No. 84362-7. August 13, 2015.

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies.	<p>Implements the following activities.</p> <p>as the state proceeds to fund basic education costs currently covered by local levies, and eliminate supplemental time, resources and incentives (known as TRI).</p> <p>b. Initiate statewide collective bargaining for compensation, benefits, regional cost-of-living adjustments, and workday definition.</p> <p>c. Review and address short- and long-term statewide system capacity issues related to the expansion of full-day kindergarten and class-size reduction, including the availability of appropriate classrooms.</p> <p>d. Require the non-partisan Quality Education Council to create two new workgroups that will; design a better process to recruit and retain teachers and annually study and report on the state's evolving program of basic</p>	<p>Reflects on the following indicators.</p> <p><i>Superintendent Dorn intends to continue to pursue his proposed funding plan in the future legislative sessions, including the regularly scheduled 2016 Legislative Session.)</i></p>	<p>Then they may observe the following results</p> <p>Impact</p> <ul style="list-style-type: none"> Percentage of teachers who are in field, experienced and highly qualified will increase for the following groups of students: free and reduced lunch (FRL), special education, English language learners, students of color
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Equity Gap(s) Targeted	<i>If the SEA carries out the following sub strategies.</i>	Implements the following activities.	Reflects on the following indicators.	Then they may observe the following results
		education and the financing necessary to support the program.		

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies.	Implements the following activities.	Reflects on the following indicators.	Then they may observe the following results
<p>Statewide & Unqualified (Not HQT)</p> <p>ESD 101</p> <p>SPED, White, Hispanic American Indian</p> <p>ESD 105</p> <p>FRL,ELL,SPED,MNR, White Hispanic, Asian, Black American Indian, Pacific Islander, Two or more races</p> <p>ESD 112</p> <p>ELL</p> <p>ESD 113</p> <p>FRL, American Indian</p> <p>ESD 114</p> <p>American Indian</p> <p>ESD 121</p> <p>FRL, Black, American Indian</p> <p>ESD 123</p> <p>FRL, ELL,SPED, MNR, White Hispanic, Black, American Indian</p> <p>ESD 171</p> <p>American Indian</p> <p>ESD 189</p> <p>FRL, SPED, MNR, White</p>	<p><i>Sub strategy 5.2- Develop Human Resources Technical Assistance Module</i></p> <p>SEA</p> <p>Title II, Part A program staff, Equity Plan Leadership Team</p> <p>LEA</p> <p>Washington Education Association (WEA), Washington School Directors Association (WSSDA), Association of Washington State Principals (ASWP) and Washington Association of School Administrators (WASA)</p>	<p>The Equity Plan Leadership Team will work collaboratively with the Washington Education Association, the Association of Washington School Principals, Title II, Part A office and the Professional Educator Standards Board to create a Human Resource Technical Assistance module to be used by districts to assist them in attracting, recruiting, hiring and retaining teachers in their school district.</p> <p>a. The Title II, Part A program staff will collaboratively outline the requirements of the hiring process with representatives of the WEA, WSSDA, AWSP and WASA.</p> <p>b. The hiring process outline will be broken down into categories of individual lesson modules. Title II, Part A will write content for each module.</p> <p>c. Title II, Part A will organize a template for the modules, which will be used to</p>	<p>By the end of the 2015-16 school year, OSPI will develop and publish collaboratively designed Human Resource Technical Assistance with the Washington Education Association and Association of Washington State Principals.</p> <p>➤ Human Resources outline with requirements of the hiring process developed with representatives of the WEA, WSSDA, AWSP and WASA by December 2016</p> <p>➤ The hiring process outline with categories of individual lesson modules and content for each module written by February 2017</p> <p>➤ Module template and human resources materials received from the WEA, WSSDA, AWSP and WASA added to the modules by March 2017</p>	<p>Outputs</p> <ul style="list-style-type: none"> School districts with difficulty attracting, recruiting, hiring and retaining teachers will have a resource to assist them with human resources. <p>Outcomes</p> <ul style="list-style-type: none"> School districts will have sufficient knowledge and technical assistance to create a human resources process to recruit and retain highly qualified, experienced and in field teachers. <p>Impact</p> <ul style="list-style-type: none"> Percentage of teachers who are in field, experienced and highly qualified will increase for the following groups of students: free and reduced lunch (FRL), special education, English language learners, students of color

Equity Gap(s) Targeted	<i>If the SEA carries out the following sub strategies.</i>	Implements the following activities.	Reflects on the following indicators.	Then they may observe the following results
<p>Hispanic, Asian, Black American Indian, Pacific Islander, Two or more races</p>		<p>organize materials provided by the WEA, WSSDA, AWSP and WASA, including but not limited to collective bargaining agreements, model policies and procedures, interview questions, recruitment campaigns, etc.</p> <p>d. The modules in the human resource technical assistance module will be finalized and published on the OSPI website.</p>	<p>➤ The modules in the human resource technical assistance module will be finalized and published on the OSPI website by April 2017.</p>	

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies.	Implements the following activities.	Reflects on the following indicators.	Then they may observe the following results
Statewide	<p><i>Sub strategy 5.4-Research Differential Compensation Options</i></p> <p>SEA</p> <p>Equity Plan Leadership Team</p> <p>Governmental Relations Team</p> <p>Washington State Institute for Public Policy (WSIPP)</p>	<p>The Equity Plan Leadership Team is interested in researching current differential compensation options and to identify additional roles and responsibilities, like serving as a special education teacher and being responsible for preparing Individualized Education Plans that would be eligible for state funded differential compensation. The team will research differential compensation options and provide final recommendations to OSPI and in subsequent updates of the Equity Plan.</p> <p>a. The Equity Plan Leadership team will research and request a presentation from Governmental Relations team on the differential compensation options outlined in the Compensation Technical Working Group report</p>	<p>By the end of the 2016–17 school year, the Equity Plan Leadership team will have completed research and issued final recommendations for differential compensation options and fellowship, to be included in the update to the Equity Plan.</p> <ul style="list-style-type: none"> ➤ Governmental Relations presentation on differential compensation options by September 2016 ➤ Outline of summary of differential compensation options to be completed by October 2016 ➤ Final summary brief completed with OSPI and WSIPP and presented to leadership team by November 2016 ➤ Final OSPI research summary report presented to leadership team by December 2017 ➤ Equity Plan Leadership team develops recommendation for OSPI January 2017 ➤ If accepted by OSPI as an agency requested bill, 	<p>Outputs</p> <ul style="list-style-type: none"> • Differential compensation options that recognize additional roles and responsibilities of specific teaching positions will be defined. <p>Outcomes</p> <ul style="list-style-type: none"> • Teachers would be provided additional state funded compensation for serving in specific roles in schools, improving retention of teachers. <p>Impact</p> <ul style="list-style-type: none"> • Percentage of teachers who are in field, experienced and highly qualified will increase for the following groups of students: free and reduced lunch (FRL), special education, English language learners, students of color

Equity Gap(s) Targeted	<i>If the SEA carries out the following sub strategies.</i>	Implements the following activities.	Reflects on the following indicators.	Then they may observe the following results
		<p>b. OSPI and WSIPP will collaboratively research and produce a summary brief of the research differential compensation options.</p> <p>c. Based on the summary brief, a final research summary report for the Equity Leadership Team to review.</p> <p>d. The Equity Plan Leadership team will write a final recommendation summary to the OSPI for consideration for legislation.</p>	<p>follow legislative process to draft and enter bill by February of the 2017 legislative session</p>	

Equity Gap(s) Targeted	If the SEA carries out the following sub strategies.	Implements the following activities.	Reflects on the following indicators.	Then they may observe the following results
Statewide	<p><i>Sub strategy 5.5-Research Housing Allowance Options</i></p> <p>SEA Equity Plan Leadership Team Governmental Relations Team Washington State Institute for Public Policy (WSIPP)</p>	<p>There are limited options in many school districts for teachers. While the team believes that fully funding basic education, including compensation, may help with the affordability of housing options for teachers, the team is concerned about the availability of housing, particularly in rural and remote school districts. The team will research locally providing housing allowance options and create recommendations which will be shared with OSPI and included in subsequent updates to the Equity Plan.</p> <p>a. The Equity Plan Leadership team will research and request a presentation from Governmental Relations team on the housing allowance options outlined in the Compensation Technical Working Group report</p> <p>b. OSPI and WSIPP will collaboratively research and produce</p>	<p>By the end of the 2016–17 school year, the Equity Plan Leadership team will have completed research and issued final recommendations for housing allowance options, to be included in the update to the Equity Plan.</p> <ul style="list-style-type: none"> ➤ Governmental Relations presentation on housing allowance options by September 2016 ➤ Outline of summary of housing allowance options to be completed by October 2016 ➤ Final summary brief completed with OSPI and WSIPP and presented to leadership team by November 2016 ➤ Final OSPI research summary report presented to leadership team by December 2017 ➤ Equity Plan Leadership team develops recommendation for OSPI January 2017 ➤ If accepted by OSPI as an agency requested bill, follow legislative process to 	<p>Outputs</p> <ul style="list-style-type: none"> • Housing allowance options that provide reasonable housing for teachers will be defined for rural, remote and expensive urban locations. <p>Outcomes</p> <ul style="list-style-type: none"> • Teachers would be provided an additional state funded housing for serving in specific locations in the state, improving retention in hard to staff areas. <p>Impact</p> <ul style="list-style-type: none"> • Percentage of teachers who are in field, experienced and highly qualified will increase for the following groups of students: free and reduced lunch (FRL), special education, English language learners, students of color

Equity Gap(s) Targeted	<i>If the SEA carries out the following sub strategies.</i>	Implements the following activities.	Reflects on the following indicators.	Then they may observe the following results
		<p>a summary brief of the research housing allowance options.</p> <p>c. Based on the summary brief, a final research summary report for the Equity Leadership Team to review.</p> <p>d. The Equity Plan Leadership team will write a final recommendation summary to the OSPI for consideration for legislation.</p>	<p>draft and enter bill by February of the 2017 legislative session</p>	

Measuring and Reporting Progress

In order to measure progress and publically report on the implementation of this Equity Plan, the Office of Superintendent of Public Instruction will engage in the following activities:

Annual Public Reporting of Equity Gap Data and Implementation of the Equity Plan Strategies	
ESD Equity Gap Data Profiles	The ESD Equity Gap Data Profiles (in Appendices) will be updated annually. The profiles will be disseminated to each ESD and school district through email and will be incorporated in the Title II, Part A grant application in the 2016-17 school year. The profiles are also available to the public on the Title II, Part A webpage: http://www.k12.wa.us/TitleIIA/EquitableAccess/default.aspx
State Summary of Progress Closing Equity Gaps Profile	Beginning in the 2016-17 school year, a state Summary of Progress Closing Equity Gaps Profile will be created, measuring the statewide progress in closing equity gaps and meeting the minimum percentage performance goals. The profile will be available to the public on the Title II, Part A webpage: http://www.k12.wa.us/TitleIIA/EquitableAccess/default.aspx
Stakeholder Coalition Meetings	The Stakeholder Coalition (membership outlined in the Stakeholder Engagement section) will be convened three times a year to analyze equity gap data, review the progress of implementation of the strategies in the equity plan and given the opportunity to provide meaningful and reciprocal input and feedback about the plan.
Annual bulletin and memorandum	In addition to sharing the equity plan and implementation progress through the Stakeholder Coalition meetings, the Office of Superintendent of Public Instruction will issue an annual bulletin and memorandum to all school districts regarding the equity plan.
OSPI Website and Social Media	A webpage has been developed for Washington State's Ensuring Equitable Access to Excellent Educator Initiative and will feature all future data and plan updates. It will also be used in OSPI Twitter and Facebook social media posts. http://www.k12.wa.us/TitleIIA/EquitableAccess/default.aspx
Annual Educator Working Conditions Survey	The Title II, Part A office within OSPI will annually distribute the Educator Working Conditions Survey to teachers, principals, paraeducators, school administrators and educational staff associates (pupil services personnel). Additionally, a parent and community member version of the survey will be distributed annually. The survey data will be used to inform future revisions of the Equity Plan and implementation of the strategies within the plan.

In each strategy area identified previously in the plan (Attract, Prepare, Develop, Support and Retain), implementation goals are identified along with relevant data sets that will be reviewed in addition to the equity gap data. In the table below is summary of the equity data gap performance goals with minimum percentages of reduction in equity gaps specified. The Equity Plan Leadership Team struggled with

establishing performance goals for the equity gap data, due to the short timeline established for completing this plan; there were not longitudinal data sets available to establish a baseline for many of the data categories. The team also was concerned that there were many exogenous factors which may affect the state's ability to meet the performance goals. The team will continue to examine the baseline data from this initial analysis and further refine the performance goals if necessary in subsequent submissions of the equity plan.

However, the team believed that goals were ambitious enough and yet feasible if the strategies contained within this plan were funded and implemented with fidelity through all school districts within Washington.

Progress Monitoring Overview by Strategy Area

	2015–16 SY	2016–17 SY	2017–18 SY
Strategies 1-5	<ul style="list-style-type: none"> ▪ At the State level, reduce students being taught by: ▪ Level V - Inexperienced ▪ 5%-Students of color ▪ 5%-ELL Students ▪ 5%-SPED Students ▪ 5%-Students in poverty ▪ Level IV and V-Not Highly Qualified ▪ 3%-Students of color ▪ 3%-ELL Students ▪ 3%-SPED Students ▪ 3%-Students in poverty ▪ Level V-Out-of-field ▪ 3%-Students of color ▪ 3%-ELL Students ▪ 3%-SPED Students 	<ul style="list-style-type: none"> ▪ At the Educational Service District level, reduce students being taught by: ▪ Level V - Inexperienced ▪ 5%-Students of color ▪ 5%-ELL Students ▪ 5%-SPED Students ▪ 5%-Students in poverty ▪ Level IV and V-Not Highly Qualified ▪ 3%-Students of color ▪ 3%-ELL Students ▪ 3%-SPED Students ▪ 3%-Students in poverty ▪ Level V-Out-of-field ▪ 3%-Students of color ▪ 3%-ELL Students ▪ 3%-SPED Students ▪ 3%-Students in 	<ul style="list-style-type: none"> ▪ At the School District level, reduce students being taught by: ▪ Level V - Inexperienced ▪ 5%-Students of color ▪ 5%-ELL Students ▪ 5%-SPED Students ▪ 5%-Students in poverty ▪ Level IV and V-Not Highly Qualified ▪ 3%-Students of color ▪ 3%-ELL Students ▪ 3%-SPED Students ▪ 3%-Students in poverty ▪ Level V-Out-of-field ▪ 3%-Students of color ▪ 3%-ELL Students ▪ 3%-SPED Students

	2015–16 SY	2016–17 SY	2017–18 SY
Strategies 1-5	<ul style="list-style-type: none"> 3%-Students in poverty 	poverty	<ul style="list-style-type: none"> 3%-Students in poverty
EXCELLENT EDUCATOR DATA	<p>Initial analysis of Teacher and Principal Evaluation Program sub-criteria data identified in excellent educator definition in the following categories:</p> <ol style="list-style-type: none"> 1. Deep Content Knowledge 2. Professional Development 3. Deep Pedagogy 4. Disposition 	<p>Establish performance goals of Teacher and Principal Evaluation Program sub-criteria data identified in excellent educator definition in the following categories:</p> <ol style="list-style-type: none"> 1. Deep Content Knowledge 2. Professional Development 3. Deep Pedagogy 4. Disposition 	<p>Initial analysis of Teacher and Principal Evaluation Program sub-criteria data identified in excellent educator definition in the following categories:</p> <ol style="list-style-type: none"> 5. Positive Student Outcomes
STAKEHOLDER COALITION	<p>3 Coalition Implementation and Data Retreats (Fall, Winter, Spring)</p>	<p>3 Coalition Implementation and Data Retreats (Fall, Winter, Spring)</p>	<p>3 Coalition Implementation and Data Retreats(Fall, Winter, Spring)</p>
EQUITY PLAN LEADERSHIP TEAM	<p>The team will meet once a month to review data and implement the strategies identified in the plan. The team may create subcommittees in order to more efficiently complete the tasks identified.</p>	<p>The team will meet once a month to review data and implement the strategies identified in the plan. The team may create subcommittees in order to more efficiently complete the tasks identified.</p>	<p>The team will meet twice a month to review data and implement the strategies identified in the plan. The team will draft and finalize the updated Equity Plan.</p>

Ongoing Monitoring and Support

The Equity Plan Leadership Team plans to utilize the expertise and technical assistance of the Comprehensive Center at Education Northwest as they implement the plan and engage ongoing data analysis and stakeholder engagement. Additionally, the Office of Superintendent of Public Instruction has a partnership with the State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) based on implementation science research by Dr. Dean Fixsen. The SISEP Center supports education systems in creating implementation capacity for evidence-based practices benefitting all students, especially students with disabilities. The Office of Special Education Programs funds the SISEP Center to provide our state (OSPI, ESDs, Districts and Schools) with intensive technical assistance for establishing an effective and affordable infrastructure to implementation of evidence-based practices using multiple methods:

- Coordinated and shared professional learning via on-site monthly support, webinars and communities of practice bridging States and Districts.
- Online and off-line coaching, teaching and learning about implementation, scaling, and system reinvention.
- Tools and resources for conducting work, including formative and summative evaluations tools for action planning, monitoring, and outcome assessment.

The Equity Plan Leadership Team intends to approach the implementation of the strategies identified in this plan through the stages of implementation science in order to implement the changes with fidelity and ensure that all students have equitable access to excellent educators.

<p>Exploration Stage – The Implementation Team and the organization (district or school) exchange information about implementation capacity and organization needs, goals, and willingness to participate in using one or more selected innovations fully and effectively to noticeable improve student outcomes</p>	<p>Installation Stage – The Implementation Team and the organization prepare to initiate agreed-upon changes in organization and teacher practices. Identify resources, prepare materials, prepare staff, etc.</p>	<p>Initial Implementation Stage – Begin to use the innovation with the support of the Implementation Team and facilitative administrative supports in the organization. Frequent data collection, reporting, and action planning guide rapid identification of problems and development of solutions to help assure intended outcomes.</p>	<p>Full Implementation Stage – The innovation and the support of the Implementation Team are now standard practices in the organization. Implementation supports and instruction are delivered consistently with high levels of fidelity and reliable student outcomes.</p>
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OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at (360) 725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

This material is available in alternative format upon request.

Randy I. Dorn • State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building • P.O. Box 47200
Olympia, WA 98504-7200