

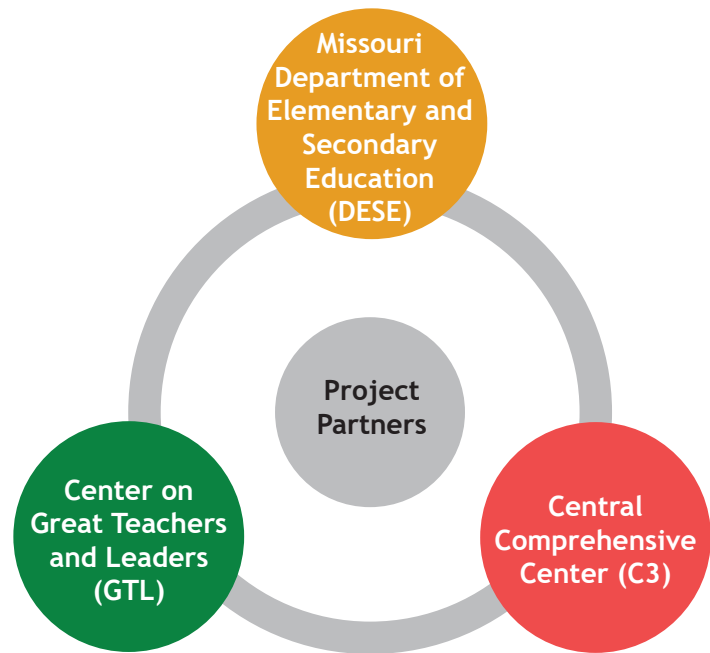
# MISSOURI EDUCATOR EQUITY PLAN

## FEDERAL PRIORITIES

Great Teachers and Leaders

## PROJECT SUMMARY

The Missouri Department of Elementary and Secondary Education (DESE) requested TA support to address the inequitable distribution of effective educators, implement the Missouri Educator Equity Plan, and guide LEA educator equity plan development. Additionally, DESE identified the need for a systemic approach to developing, strengthening, and supporting collaborative relationships and partnerships between DESE, the Regional Professional Development Centers (RPDCs), and partner school districts to plan and deliver equity labs across the state. In response, C3 assisted DESE with delivering educator equity labs across the state to increase the number of districts and schools developing and implementing a local educator equity plan and assist DESE with increasing the quality of student teaching experiences for educator candidates, thus supporting beginning teachers and improving educator performance.



# QUALITY, RELEVANCE, AND USEFULNESS

Data measuring the quality, relevance, and usefulness of the TA provided by C3 are gathered from two main sources: evaluation surveys from professional learning experiences and key client interviews. The following are the mean ratings for quality, relevance, and usefulness measures for the Missouri Educator Equity project. Percentages for these measures represent the percent of respondents who agreed or strongly agreed with the indicators ( $n = 113$ ).



97%

## Quality

Indicator: The materials provided to help focus conversations addressing educational inequities that exist across Missouri were of sufficient depth and breadth to meet the needs of this initial equity lab.

Indicator: The materials used as a part of the training will help in drafting strategies to address inequities.

Indicator: The materials developed by the Center on Great Teachers and Leaders (GTL) to help draft the District Equity Plan were of high quality.

Indicator: The materials developed to help draft a District Equity Plan were of high quality.



99%

## Relevance

Indicator: The overview of the Missouri Equity Plan provided by DESE helped me better understand the rationale behind the identified six concentration areas at the state level.



94%

## Usefulness

Indicator: The guided discussions of educational inequities based on local district data informed the development of a District Equity Plan.

Indicator: The facilitated group work helped participants build a framework for the development of district-level plans to support the implementation of the Missouri Equity Plan.

## EXPECTED OUTCOMES

SEA outcomes represent the sixth phase of the HI-TA Model (Biscoe, 2012), and all C3 projects have expected outcomes that are outlined in the management plan. The expected outcomes for the Missouri Educator Equity project are as follows:

- Improved practices for equitable access to highly effective educators for all students with the development and implementation of educator equity plans in public schools and districts based on the Missouri Educator Equity Plan.
- Improved collaboration and coordination between DESE, RPDCs, and partner school districts to plan and deliver equity labs.

## CAPACITY-BUILDING OUTCOMES

Through the cyclical process representative of the HI-TA Model (Biscoe, 2012) of engaging, consulting, needs sensing, planning, and implementing, C3 is able to build capacity and realize outcomes. The C3 evaluation focuses on measuring capacity building in the following areas: human, structural, organizational, material, and political. Positive changes in these areas provide evidence of capacity-building outcomes.



### Human Capacity

Key clients reported that TA received from C3 increased their knowledge and understanding of the need and value of an equity plan and how to achieve goals outlined in the equity plan.

- 89% of survey respondents reported that after participating in the equity labs, they had a better understanding of educational inequities that exist across the state, strategies for achieving at least one goal outlined in the Missouri Equity Plan, and the value of developing a District Equity Plan.  
— *mean rating from feedback surveys*
- 75% of survey respondents reported that after participating in the equity lab, they understand how to identify and report disproportionate rates of access to excellent educators.  
— *mean rating from feedback surveys*





## Organizational Capacity

Key clients reported that TA received from C3 has helped them improve their collaboration and coordination with other entities.

- A key client reported improved collaboration and coordination between DESE, the Regional Professional Development Centers (RPDCs), and partner school districts to plan and deliver equity labs across the state, saying, “The RPDC, our area supervisors, our area superintendents that work in conjunction with the Department of Elementary and Secondary Education, and the Office of Teacher Quality are all in better alignment on how important the [equity] work is. The understanding and alignment has improved dramatically”  
— *information from key client interview*
- A key client said that, in general, C3 works to help them make connections with other agencies. This client stated, “I think one of the things that they do that helps us the most is they facilitate our working with other agencies that are either content experts or they have particular areas of expertise that we want to tap into, and they help make those connections.”  
— *information from key client interview*
- A key client reported that there has been increased collaboration within the agency and outside the agency as a result of the TA provided by C3, saying, “We have dramatically increased the focus of this work. We anticipated that we would have more work with the equity labs this year, so we expanded our team.” He said that they now have four people trained, and this has helped them accommodate all of the equity lab requests from districts.  
— *information from key client interview*



## Structural and Material Capacity

Key clients reported that, as a result of the TA provided by C3 and its partners, their SEAs have access to data that helps them improve their practices.



- A key client reported that because of C3, they have access to data collected through evaluation surveys, which is helpful to “continually improve the equity labs training” and their work.  
— *information from key client interview*
- A key client reported that because of C3, his SEA has improved practices to strengthen access to highly effective educators for all students by developing and implementing local educator equity plans based on the Missouri Educator Equity Plan.  
— *information from key client interview*

## PROJECT MILESTONES

Milestone	Date Completed
Educator equity needs sensing conference calls	08/18/2017
Ten educator equity labs completed	10/05/2017 - 09/17/2018
All feedback surveys and evaluation reports completed	09/17/2018



### IMPACT ON SCHOOLS & DISTRICTS

A key client said that schools and districts have been impacted significantly. He reported that “in at least two instances districts have called back and asked for supplemental data to augment the data that [they] talked about in the equity lab.” He said that the districts wanted to look at a longer range of data, and that administrators reported to him that they had conferred about some specific ways that the district needed to address some of the internal inequities. This client said that schools and districts are “thinking differently and more deeply around issues surrounding equity.”