

POOR AND MINORITY STUDENT EQUITY RUBRIC

Title IIA of NCLB requires that all students, including low income and minority, have equitable opportunities with respect to quality instruction, teachers' instructional experience, class size, and teachers' ability to meet the diverse learning needs of all students. The following rubric is designed to help LEAs assess the extent to which they are providing equity for low income and minority students as part of their annual improvement processes. Title IIA funds are flexible and have broad application but the funds *must* be applied to support equity needs as they are identified in the areas of teacher quality, teacher experience, class size, teacher ability to teach diverse students, recruitment and retention of highly qualified teachers for all students.

EQUITY INDICATOR	INADEQUATE	MINIMAL	ADEQUATE	TARGET
ANNUAL NEEDS ASSESSMENT INCLUDING REQUIRED EQUITY COMPONENTS	The LEA does not have a written plan based on a needs assessment that includes an equity assessment of highly qualified teacher status, highly qualified paraprofessional status, teaching experience, teacher training to meet special needs of students, and class size; or the assessment is not administered annually.	The LEA conducts an annual needs assessment that includes equity assessments; however, the needs assessment does not address <i>all</i> of the following: (a) equitable access to highly qualified teachers and paraprofessionals; (b) equity in teacher experience; (c) equity in teacher training to meet diverse needs of students, (d) equity in class sizes, and (e) recruitment and retention of highly qualified teachers; or the needs assessment is not reflected in a written plan to address equity deficits.	The LEA's annual needs assessment includes all of the following equity components of: a) equitable access to highly qualified teachers and paraprofessionals; (b) equity in teacher experience; (c) equity in teacher training to meet diverse needs of students, (d) equity in class sizes, and (e) recruitment and retention of highly qualified teachers and is reflected in a written plan that describes how the LEA will address all identified inequities.	The LEA's annual needs assessment and planning to address all components of: a) equitable access to highly qualified teachers and paraprofessionals; (b) equity in teacher experience; (c) equity in teacher training to meet diverse needs of students, (d) equity in class sizes, and (e) recruitment and retention of highly qualified teachers have resulted in the LEA's ability to <i>document full equity for all students, regardless of the income level and demographics of the students served.</i>
EQUITY INDICATOR	INADEQUATE	MINIMAL	ADEQUATE	TARGET
EQUITY OF STAKEHOLDER INVOLVEMENT	Administration of the needs assessment, prioritization of needs, and action planning to ensure equity are conducted by central office administrators with little or no involvement of other stakeholders.	Administration of the needs assessment, prioritization of needs, and action planning to ensure equity are conducted by central office administrators with some input from stakeholders; however, not all stakeholders are involved, their opportunity for input is minimal.	Central office administrators annually involve school administrators and all other stakeholders in the needs assessment, prioritization of needs, and action planning to ensure equity; however, stakeholder involvement is minimal in some cases.	<i>Central office administrators collaborate with school administrators and all other stakeholders, including teachers, paraprofessionals, parents, business partners, other relevant personnel, to accomplish an annual needs assessment, prioritization of needs, and action planning that addresses all equity components.</i>

EQUITY INDICATOR	INADEQUATE	MINIMAL	ADEQUATE	TARGET
HIGHLY QUALIFIED TEACHER EQUITY	The LEA does not have a process in place to monitor systematically the HQ assignment of teachers based on student demographics (low income, minority, etc); and/or all non-HQ teachers do not have a written remediation plan that is monitored by the LEA and supported with appropriate funds.	The LEA has a process in place to monitor systematically the HQ assignment of teachers based on student demographics (low income, minority, etc) and a written remediation plan is in place; however, the LEA is not systematically monitoring the HQ status of teachers based on student demographics and/or non-HQ teachers are not adequately supported with Title IIA funds or other appropriate funds to achieve HQ status.	The LEA systematically monitors the HQ assignment of teachers based on student demographics (low income, minority, etc) and a written remediation plan is in place for each non-HQ teacher that is monitored regularly and supported with Title IIA funds or other appropriate funds.	The LEA systematically monitors the HQ assignment of teachers based on student demographics and <i>all core academic subjects are taught by highly qualified teachers.</i>
EQUITY INDICATOR	INADEQUATE	MINIMAL	ADEQUATE	TARGET
TEACHER EXPERIENCE EQUITY	The LEA does not include teacher experience in the annual needs assessment to ensure equal access to experienced teachers.	The LEA assesses equity in teacher experience within the system; however, the annual equity plan does not address teacher experience or equity <i>within schools or classrooms</i> to ensure equal opportunity for all students.	Teacher experience is included in the LEA's annual needs assessment, and the LEA has a written plan that addresses equity of teacher experience across schools and classrooms in the system and within its schools.	The LEA includes teacher experience in its annual needs assessment and has a written plan to ensure continued equal access to experienced teachers for all students. <i>As a result, all students in all of the LEA's schools and classrooms have teachers with equivalent teaching experience, regardless of income level and demographics of the students served.</i>
EQUITY INDICATOR	INADEQUATE	MINIMAL	ADEQUATE	TARGET
CLASS SIZE EQUITY	The LEA does not include class size in the annual needs assessment to ensure equal opportunity for all students.	The LEA assesses class size within the system; however, the annual equity plan does not address class sizes or equity in class sizes <i>within schools</i> to ensure equal opportunity for all students.	Class size is included in the LEA's annual needs assessment, and the LEA has a written plan that addresses equity in class sizes across schools in the system and within its schools.	The LEA includes class size in its annual needs assessment and has a written plan to ensure continued equity in class sizes for all students. <i>As a result, class sizes are comparable in all schools, regardless of the income</i>

				<i>level and demographics of the students served.</i>
EQUITY INDICATOR	INADEQUATE	MINIMAL	ADEQUATE	TARGET
TEACHER PREPARATION AND ABILITY TO MEET DIVERSE NEEDS OF STUDENTS	The LEA does not assess teachers' preparation and/or ability to differentiate instruction based on the diverse needs of their students.	The LEA assesses teachers' preparation and/or ability to differentiate instruction based on the diverse needs of their students; however, professional learning needs are not addressed in the LEA's plans and/or opportunities are not provided teachers as needs are identified.	Teacher preparation and ability to differentiate instruction based on the diverse needs of students is annually assessed, and the LEA plans for and provides continued professional learning in this area.	The LEA assesses teachers' ability to differentiate instruction based on the diverse needs of their students, and it plans for and provides continued professional learning in this area. <i>As a result, the LEA can document that all teachers have received training and can effectively differentiate instruction to meet the diverse learning needs of all students.</i>
EQUITY INDICATOR	INADEQUATE	MINIMAL	ADEQUATE	TARGET
RETENTION OF HIGHLY QUALIFIED, EFFECTIVE TEACHERS	The LEA's annual needs assessment and/or written plan do not address highly qualified, effective teacher retention in all schools; or Title IIA or other appropriate funds are not used to support teacher retention according to identified needs.	The LEA's annual needs assessment and written plan addresses retention of highly qualified, effective teachers; however, the plan is not implemented in all schools and all programs of the LEA, or retention program results are minimal in some or all schools, or Title IIA or other appropriate funds are not used to support retention needs.	The LEA's annual needs assessment and written plan addresses retention of highly qualified, effective teachers in all schools or schools as indicated by assessment results; and the LEA actively implements a retention program to ensure that highly qualified, effective teachers are retained in all schools and in programs serving all students. Title IIA or other appropriate funds are used to support retention.	The LEA's annual needs assessment and written plan addresses the retention of highly qualified, effective teachers in all schools and all programs of the LEA; and the LEA actively implements a retention program to ensure that highly qualified, effective teachers are retained in all schools and in programs serving all students. <i>As a result, the LEA retains highly qualified, effective teachers in all schools.</i>
EQUITY INDICATOR	INADEQUATE	MINIMAL	ADEQUATE	TARGET
RECRUITMENT AND PLACEMENT OF HIGHLY QUALIFIED, EFFECTIVE TEACHERS	The LEA's annual needs assessment and/or written plan do not address recruitment of highly qualified, effective teachers; or the LEA does not	The LEA's annual needs assessment and written plan address recruitment of highly qualified teachers; however, the LEA may not evaluate	The LEA's annual needs assessment and written plan address recruitment of highly qualified, effective teachers; and as needs dictate, the LEA	The LEA conducts an annual needs assessment that addresses recruitment of highly qualified, effective teachers in the system; the teacher recruitment plan is

	<p>consider equity issues when placing newly hired teachers; or Title IIA or other appropriate funds are not used to support retention of highly qualified, effective teachers.</p>	<p>teacher effectiveness in its recruitment practices, or non-highly qualified and/or ineffective teachers are hired, or newly hired inexperienced teachers are more often placed in schools and/or programs that serve low income and minority students, or Title IIA or other appropriate funds are not used to support recruitment needs.</p>	<p>actively implements a teacher recruitment and placement program to ensure that all students are taught by highly qualified, effective teachers in all schools and all programs. Title IIA or other appropriate funds are used to support recruitment needs.</p>	<p>actively supported and adapted to meet current priorities. <i>As a result, the LEA successfully recruits highly qualified, effective teachers and makes equitable placements so that all students in all schools and all programs have highly qualified, effective teachers with equivalent teaching experience.</i></p>
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