

# California Department of EducationEducator Equity Data InstructionsData Guide for Video Three

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## Introduction

This document will provide guidance for organizing your data to comply with federal educator equity data analysis and planning requirements. It has been created to be used in conjunction with a video resource entitled, Analyzing Your Teacher Equity Data, located on the video series web page at <https://www.cde.ca.gov/pd/ee/peatvideos.asp>. Please watch this video and then use the document as needed. This document, the Data Guide for Video Three, includes information to assist you in conducting an educator equity data analysis, as required by the Every Student Succeeds Act (ESSA) Section 1112(b)(2) at <https://bit.ly/2R5cE5b> and as described in the California ESSA State Plan.

Once you have used this document to complete some basic analyses, please review the ed all of your preliminary data and done some basic analysis, as described above, please review the document, Equity Data Root Cause Analysis at <https://www.cde.ca.gov/pd/ee/step3equitableaccrtcs.asp>. This guide will help you to uncover inequities and do thorough root-cause analysis, working hand-in-hand with your stakeholders.

To ensure you have the right data for your equity analysis, reference the California Department of Education (CDE) resource document, Educator Equity Data Instructions at <https://www.cde.ca.gov/pd/ee/documents/eductrequitydatainstr.docx>. This resource serves as a simple checklist of the data you need to gather and contains a list of sources from which you may find that data. Please note that all of the data required for this analysis is available at the local level. At the end of this document, you will also find a list of additional resources.

## View Students by Ethnic Designation Report and Analyze

In Video Three, you are introduced to five schools and given their total number of students of color. When you gather your own LEA’s data, you will likely find it disaggregated, like this:

| School | Enrollment | African Amer. not Hispanic | American Indian or AK Native  | Asian | Filipino | Hispanic or Latino | Pacific Islander | White not Hispanic | Two or More Races |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Pfeiffer High School  | 1,643 | 361 (22%) | 9(.5%) | 66(4%) | 9 (.5%) | 411(25%) | 17 (1%) | 737 (45%) | 33 (2%) |
| Caceres Memorial High School  | 1,202 | 240 (20%) | 0 (0%) | 16 (1.3%) | 0 (0%) | 481 (40%) | 12 (1%) | 385 (32%) | 68 (5.7%) |
| Muir High School   | 1,705 | 256 (15%) | 34 (2%) | 85 (5%) | 17 (1%) | 781 (45.8%) | 17 (1%) | 426 (25%) | 89 (5.2%) |
| Miriyan High School  | 80 | 16 (20%) | 1 (1%) | 3 (4%) | 1 (1%) | 40 (50%) | 3 (4.3%) | 15 (19%) | 1 (.7%) |
| Maramures High School  | 1,575 | 331 (21%) | 43 (2.7%) | 95 (6%) | 31 (2%) |    945 (60%) | 15 (1%) | 110 (7%) | 5 (.3%) |

You will need the total percentage of each student body who are students of color:

* To determine the total percentage of students of color (minority students) please divide each school site’s total number of students of color by the total number of students.
* Total Students of Color ÷ Total Students = Total Students of Color %
* In the case of Pfeiffer High School, for example, 904 of the school’s 1,643 students are students of color and do not identify as White.
* Dividing those figures, we find that Pfeiffer High School has approximately 55 percent students of color.
	+ Total Students of Color ÷ Total Students = Total Students of Color %
	+ 904 ÷ 1,643 = .55 or 55%

Please feel free to use the CDE’s Equity Data Collection and Analysis Tools at <https://www.cde.ca.gov/pd/ee/step2equitygapanalysis.asp>. These tools will help to organize the data required in (ESSA) Section 1112(b)(2) at <https://bit.ly/2R5cE5b>.

Once you gather your data and calculate the total percent of each site’s students of color and inexperienced teachers, you can make your own table, just like this example from Video Three:

| School Site | % Minority | % Inexperienced |
| --- | --- | --- |
| Pfeiffer High School (H.S.) | 55.0% | 5.6% |
| Caceres Memorial H.S. | 62.3% | 8.3% |
| Muir H.S. | 69.8% | 18.8% |
| Miriyan H.S. | 80.3% | 10.0% |
| Maramures H.S. | 92.7% | 34.4% |

## View Free and Reduced-Price Meals Report (Low-Income Students) and Analyze

The California State Every Student Succeeds Act Plan explains that a low-income student is defined as, “a student who is eligible to receive Free or Reduced - Priced Meals.” Please see a sample report for the Alta Pasa District below.

| School | Number Eligible for Free or Reduced Price Meals | Percent Eligible for Free or Reduced Price Meals | Total Enrollment |
| --- | --- | --- | --- |
| Pfeiffer High School | 677 | 41.2% | 1,643 |
| Caceres Memorial High School | 477 | 40.0% | 1,202 |
| Muir High School | 1,013 | 59.4% | 1,705 |
| Miriyan High School | 58 | 73.0% | 80 |
| Maramures High School | 1,410 | 89.5% | 1,575 |
| District Total: | 3,635 | 58.6% | 6,205 |

For further analysis of low-income percentages please note the following:

* In the case of Pfeiffer High School, 677 of the school’s 1,643 students are low-income.
* Therefore, divide 677 by 1,643 to determine that Pfeiffer High School has approximately 41.2 percent low-income students.
	+ 677 ÷ 1,643 = .412 or 41.2%

The data for the rest of the high schools break down as follows: Caceres Memorial High School has 38.9 percent low-income students, Maramures High School has 59.4 percent low-income students, Muir High School has 73.0 percent low-income students, and Miriyan High School has 89.5 percent low-income students.

Once you gather your data and calculate the total percent of each site’s low-income students and inexperienced teachers, you can make your own table, just like this example from Video Three:

| School Site | % Low-Income | % Inexperienced |
| --- | --- | --- |
| Caceres Memorial H.S. | 38.9% | 8.3% |
| Pfeiffer H.S. | 41.2% | 5.6% |
| Muir H.S. | 59.4% | 34.4% |
| Miriyan H.S. | 73.0% | 18.8% |
| Maramures H.S. | 89.5% | 10.0% |

Here again, please feel free to use the CDE’s Equity Data Collection and Analysis Tools at <https://www.cde.ca.gov/pd/ee/step2equitygapanalysis.asp>. These tools will help to organize the data required in (ESSA) Section 1112(b)(2) at <https://bit.ly/2R5cE5b>.

As with the enrollment data and our students of color (minority students) equity gap analysis, LEAs will also have this demographic and experience data locally available to them through their internal data systems.

## Resources and Next Steps:

Once you have collected all of your preliminary data and done some basic analysis, as described above, please review the Equity Data Root Cause Analysis document located on the CDE’s Equitable Access Root Cause Analysis web page at <https://www.cde.ca.gov/pd/ee/step3equitableaccrtcs.asp>. Use this resource to investigate possible inequities and their root causes in coordination with your stakeholders.

In addition to this resource, many related Educator Equity Data resources are available on the Promoting Equitable Access to Teachers (PEAT) web page at <https://www.cde.ca.gov/pd/ee/peat.asp>. There are PEAT web pages dedicated to providing video instructions at <https://www.cde.ca.gov/pd/ee/peatvideos.asp>, various recruitment and retention strategies, ideas for diversifying the teacher workforce, and information regarding asset-based pedagogies as a strategy for recruiting and retaining a diverse educator workforce.