Resource Guide for
Local Equitable Access Plan

JANUARY 2021

Local Equitable Access Plan

Local Equitable Access Planning

Since teachers are the most important school-based factor affecting student achievement[1] and school leaders are second[2], it is essential to staff Ohio's schools with excellent teachers and leaders. Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators speaks to this commitment at our state and local education agencies. The goal of Ohio's Equity Plan is to ensure that poor and minority students have equitable access to excellent educators – those teachers and leaders who are effective, experienced, and properly licensed or certified.

Signed into law on December 10, 2015, the Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act (ESEA) and continues the commitment to equal opportunity for all students. The Ohio Department of Education developed this guidance document to assist districts and schools in addressing section 1112(b)(2)[3] of Act (ESSA).

FY21 Planning Requirements

Districts and schools will continue to engage in local equitable access planning during fiscal year 2021 (FY21). Plans will continue to be submitted through the Local Equitable Access Plan Program in the Data Submission Forms application in the OH|ID Web Portal, please see additional guidance here.

The planning requirements are based on the review of the district or school's FY20 local equitable access plan. Districts and schools received the results of the review through a scored rubric in January 2021. Depending on the scored rubric, districts and schools are placed into one of five categories to complete their FY21 local equitable access plan. The five categories include:
- Does Not Meet Requirements
- Partially Meets Requirements
- Meets Requirements for One Year
- Meets Requirements for Three Years
- New Planning Year

Districts and schools were notified via email in January 2021 of their category. Districts and schools should review the specific section below for guidance on their particular planning requirements.

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[1]Rivkin, S.G., Hanushek, E.A., & Kain, J.F. (2005). Teachers, schools, and academic achievement. *Econometrica, 73*(2), 417-458.

[2] Waters, T., Marzano, R.J., & McNulty, B. *Balanced leadership: What 30 years of research tells us about the effect of leadership on student achievement.* Aurora, CO: Mid-Continent Research for Education and Learning. Retrieved from http://files.eric.ed.gov/fulltext/ED481972.pdf

[3] To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each local educational agency plan shall describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

Section 1: Does Not Meet Requirements

Districts and schools in this category did not meet the ESSA requirement for last year and will need to engage in the local equitable access planning process to develop their plan. Districts and schools are required to submit their plan by completing the three sections in the Local Equitable Access Plan FY2021 survey in the Data Submission Forms application. Districts and schools should review the *Planning Process* for guidance on local plan development.

Section 2: Partially Meets Requirements

Districts and schools in this category partially meet the ESSA requirement for last year and will need to engage stakeholders to revise portions of their local equitable access plan. Each district or school's stakeholder team should utilize its FY20 scored rubric to revise any criteria in the sections that scored below "strong". Districts and schools are required to use their last year's plan, found in the Local Equitable Access Plan FY2020 survey of the Data Submission Forms application, and make appropriate revisions. The revised plan will need to be submitted by completing the three sections in the Local Equitable Access Plan FY2021 survey.

Optional: After analyzing FY21 Equitable Access Analysis Tool, districts and schools may choose to develop a new local equitable access plan focusing on a new concerning gap. In this case the districts and school will not need to revise their last year's plan and will need to submit the new plan by completing the three sections of the Local Equitable Access Plan FY2021 survey in the Data Submission Forms application.

Section 3: Meets Requirements for One Year

Based on FY20 equitable access data, districts and schools in this category met the ESSA requirement for last year. Districts and schools will need to engage stakeholders to analyze equitable access data to determine whether or not gaps remain within the district or schools. If no equitable access gaps exist, districts and schools should record this in the three sections of the Local Equitable Access Plan survey in the Data Submission Forms application. **Please use specific data points to justify your conclusions and record your response in Question 3 of the Document Most Concerning Gap section**. If equitable access gaps now exist, districts and schools should engage in the planning process to develop their plan. Districts and schools will need to complete the three sections of the Local Equitable Access Plan FY2021 survey in the Data Submission Forms application.

Section 4: Meets Requirements for Three Years

Districts and schools in this category meet the ESSA requirement for three years. Districts and schools are required to provide updates on their previously approved local equitable access plan. Districts and schools will analyze current equitable access data using the FY21 Equitable Access Analysis Tool to determine whether or not there has been improvement on their **most concerning gap** from last year. Districts and schools will also provide an update on the implementation of their strategy that was identified in their plan. Districts and schools are required to submit their plan by completing the two sections in the Local Equitable Access Plan FY2021 survey in the Data Submission Forms application.

Section 5: New Planning Year

Districts and schools in this category have met the ESSA requirement for the past three years. Therefore, districts and schools are required to engage in the local equitable access planning process to develop a new plan. Districts and schools are required to submit their plan by completing the three sections in the Local Equitable Access Plan FY2021 survey in the Data Submission Forms application. Districts and schools should review the *Planning Process* for guidance on local plan development.

Planning Process

This section includes information on the following key areas of local plan development:

- Stakeholder engagement;
- Data analysis;
- Root-cause analysis;
- Determining strategies;
- Planning items and criteria;
- Scoring rubric; and
- Additional resources.

Engaging Stakeholders in Local Equitable Access Planning

Districts and schools engage in the planning process in collaboration with multiple stakeholders. Stakeholder groups can include, but are not limited to, teachers, principals, district administration, treasurers, school improvement support staff, human resource staff, community organizations, federal program coordinators, EMIS coordinators, teacher association representatives, teacher leaders, local school board members, parents and/or other stakeholders deemed appropriate for this planning process. Diverse stakeholder groups can yield multiple benefits including:

- A broader range of ideas and opinions resulting in a strong plan that benefits all students,
- Unique insights into how equity work will affect different groups in the field, and;
- Ensuring that all voices are heard in the planning process, fostering more robust public support for the work.

Data Analysis

Data should drive how districts and schools approach equitable access planning. Understanding the landscape of educator staffing and placement alongside student demographic data is essential in ensuring all students receive equitable access to excellent educators. In this step of the local equitable access planning (LEAP) process, districts and schools utilize data to determine whether or not gaps in equitable access exist within their district and schools. **Ohio considers a gap to be any difference that suggests poor and minority students have less access to excellent educators than other students.**

There are specific educator *and* student measures to review in this part of the LEAP process. The measures and definitions are provided below. It is important to note that there are both positive and negative educator descriptors. These descriptors allow districts and schools to understand if buildings are staffed with a strong (positive) or weak (negative) educator workforce.

Student Descriptors	
Poor	Reported to the Ohio Department of Education at the student level as economic disadvantage
Minority	Members of African-American, Multiracial, Hispanic, Native Hawaiian / Pacific Islander, American Indian / Alaskan Native, or Asian ethnic and racial groups
Positive Educator Descriptors	
Highly Effective Teacher	A teacher receiving a final summative rating of "Accomplished" on the Ohio Teacher Evaluation System
Highly Effective Principal	A principal receiving a final summative rating of "Accomplished" on the Ohio Principal Evaluation System

Educator Workforce Strength Index	A value calculated at the state, district and building levels to provide information about the strength of the educator workforce in relation to equitable access planning.
	Calculate the *Educator Workforce Strength Index* by first adding the percentage point values for each available measure. Then divide that sum by the number of available measures and then subtract from 100. Find a sample calculation for the district level in the footnote[4].
	Index values range from 0 to 100, with 100 as the value representing the strongest educator workforce as it relates to equitable access planning. The department will calculate the Educator Workforce Strength Index annually at the state, district and building levels.
Negative Educator Descriptors	
Out-of-Field Teacher	A teacher who is teaching a core academic course that he or she is not licensed to teach
Inexperienced Teacher	A teacher in his or her first or second year of teaching
Ineffective Teacher	A teacher who received a final summative rating of "Ineffective" on the Ohio Teacher Evaluation System
Inexperienced Principal	A principal in the first or second year of leadership
Ineffective Principal	A principal who received a final summative rating of "Ineffective" on the Ohio Principal Evaluation System

The Ohio Department of Education annually produces the Equitable Access Analysis Tool for individual districts and schools to use in local plan development. The tool provides a snapshot of each of the available data measures as well as the index values at the state, district, and building levels. The tool can be pulled from the Local Equitable Access Plan Program in the Data Submission Forms application. See *Appendix A* for more information.

Districts and schools are not limited to only the Equitable Access Analysis Tool. **Districts and schools are encouraged to review other locally determined pertinent educator and student data**. Optional data sources include EMIS, eTPES, OhioES, Report Card, and the Secure Data Center.

Determining Gaps
As districts and schools analyze data, the following methods will assist in determining if there are equitable access gaps in the district. Engaging with the data through these four methods provides a clearer understanding of any gaps and informs decisions to address those gaps. It is key to look for instances where poor and minority students:
- Are placed with higher percentages of inexperienced, ineffective, or out-of-field teachers than other students
- Have less access to highly effective teachers or principals than other students
- Have a lower educator workforce strength index value in their building

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Educator Measures					Index Calculation Steps		
% Out-of-Field	% Inexperienced Teacher	% Inexperienced Principal	% Ineffective Teacher	% Ineffective Principal	1. Total Measures	2. Divide Total by Number of Measures	3. Subtract from 100 (Index Value)
3.5	12.0	15.0	4.0	5.0	39.5	7.9	92.1

Step 1. Total measures (3.5+12.0+15.0+4.0+5.0=39.5)
Step 2. Divide Total by Number of Measures (39.5 / 5 = 7.9)
Step 3. Subtract from 100 (100 – 7.9 = 92.1)

4   District Index Value = 92.1

Method One: Gap between buildings
> *Step One*: Identify the building(s) where the highest populations of poor and minority students are enrolled.
> *Step Two*: Identify the building(s) where the lowest populations of poor and minority students are enrolled.
> *Step Three*: Compare the educator measures and index values between the two buildings for both poverty and minority.

Method Two: Comparison to state statistics
> *Step One*: Identify the negative educator descriptors that fall above the state average (found in the state data tab on the Equitable Access Analysis Data Tool) and determine if these buildings enroll high populations of poor and/or minority students.
> *Step Two*: Identify the positive educator descriptors that fall below the state average (found in the state data tab on the Equitable Access Analysis Data Tool) and determine if these buildings enroll high populations of poor and/or minority students.

Method Three: Particular educator measures
> *Step One*: Identify the area(s) of most concern for each of the educator measures and determine if these buildings enroll high populations of poor and/or minority students.
> *Step Two*: Compare the area(s) to the educator measure of least concern.

Method Four: Buildings with the lowest index value
> *Step One*: Identify the buildings with the lowest educator workforce strength index.
> *Step Two*: Compare these buildings to those with the highest educator workforce strength index and determine if the buildings with the lowest educator workforce strength index enroll high populations of poor and/or minority students.

Once you have gone through the four methods, the district or school will determine which gap is the most concerning equity gap. If a district or school has determined there is no equity gap, it should be recorded in the three sections of the Local Equitable Access Plan survey. Please use specific data points to justify your conclusions and record your response in Question 3 of the Document Most Concerning Gap section.

Root-Cause Analysis

Once the data analysis is completed, districts and schools will conduct a root-cause analysis to understand *why* there are equitable access gaps to excellent educators. This analysis will help identify the systemic challenge causing the gap and help in selecting a strategy or strategies that are most likely to impact equitable access gaps. For more information on conducting a root-cause analysis with stakeholders, see *Appendix B*.

Determining Strategies

Districts and schools will identify and describe the strategy or strategies they will use to address the systemic root-cause(s) to lessen or eliminate the identified gaps in equitable access. They should select strategies directly connected to the findings from the root-cause analysis and should target areas of the human capital management system. For more information on strategy development, see *Appendix C*.

Planning Sections and Questions

This section explains the Local Equitable Access Plan. The sections are reported in the Local Equitable Access Plan survey in the Data Submission Forms application. Planning will begin in January 2021 and districts and schools will have until April 2021 to submit their local equitable access plans. Below are the section descriptions and questions that districts and schools should use as they engage in the planning process.

Sections	Descriptions	Questions
1. Document Most Concerning Gap	Conduct an analysis of your district's or school's Equitable Access Analysis Tool[5] to determine where and to what extent any gaps in equitable access to excellent educators exist. Document the most concerning gaps for the district or school after reviewing the data.	1-3 Determine and document the most concerning gap(s) for the District or school. Include the following information: • Building Name(s) that have gap(s); • Student Demographic Information (poor or minority population) for identified building(s); and • Percent or Index value of gap.
2. Root-Cause Findings	Conduct a root-cause analysis with stakeholders[6] to determine the systemic challenge(s) contributing to gaps in equitable access and describe findings. Consider the continuum of the human capital	1. Describe the root-cause findings for the determined equity gap(s).

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[5] School districts can use other relevant data to complete item one and should make note of the data source(s) in their response.

[6] Stakeholders can include teachers, principals, district administration, school improvement support staff, human resource staff, community organizations, federal program coordinators, teacher association representatives, teacher leaders, local school board, parents and/or other stakeholders deemed appropriate for this planning process.

Sections	Descriptions	Questions
	management system (attracting, assigning, developing and/or retaining educators) during the root-cause analysis to find the underlying cause(s) of identified gaps.	2-3. Explain how the stakeholders participated in the local equitable plan process.
3. Strategy Implementation	Describe the identified strategy or strategies (e.g., professional development, recruitment programs, or other strategies) the district personnel will use to assure that poor and minority students are not taught at higher rates than other students by inexperienced, out-of-field, ineffective teachers and/or served by inexperienced, ineffective principals. Include activities, timeline, and progress monitoring for the strategy or strategies, and changes in data that would demonstrate progress.	1. Identify the chosen strategy that will be used to address the root-cause analysis findings.
		2. Provide information about strategy implementation, including supporting activities.
		3. State the changes in data that would demonstrate progress on the equity gap and provide a goal date.

Scoring Rubrics

Partially/Did Not Meet Requirements Rubric

The rubric below reflects the three sections of the Local Equitable Access Plan. Districts and schools should use the rubric as they engage in planning, and it is recommended to use the "strong" category as the starting point.

Section	Criteria	Strong	Developing	Needs Improvement	Other
1	A	☐The most concerning gap(s) for the LEA have been documented and all information listed below is included: ☐*Building Name(s) that have gap(s);* ☐*Student Demographic Information (poor and minority population) for identified buildings; and* ☐*Educator Measure(s) causing gaps (includes Educator Workforce Strength Index Value and/or particular measures of concern in building(s))*	☐The most concerning gap(s) for the LEA have been documented but only the following information was given: ☐*Building Name(s) that have gap(s);* ☐ *Student Demographic Information (poor and minority population) for identified buildings; and* ☐ *Educator Measure(s) causing gaps (includes Educator Workforce Strength Index Value and/or particular measures of concern in building(s)*	☐LEA determined no gap(s) but data shows gap(s) in equitable access OR no concerning gap information was given.	☐LEA has appropriately determined no gap(s) in equitable access ☐LEA did not attempt any criteria in item; corrective Action Plan may be needed. Comment:
2	A.	☐The root-cause analysis findings described the systems challenge for the determined equity gap(s).	☐The root-cause analysis findings were described but only symptoms of the problem were given.	☐The root-cause analysis findings were not given.	☐No root-cause analysis needed given no gap in equitable access ☐LEA did not attempt any criteria in Item 2. Corrective Action Plan may be needed. Comment:
	B.	☐Stakeholders participated in the local equity plan process and a clear explanation of their participation was given.	☐Little explanation of stakeholder participation was given.	☐No explanation of stakeholder participation was given.	
3	A.	☐The specific strategy or strategies to address documented gap(s) are identified and aligned to	☐The specific strategy or strategies to address documented gap(s) are identified but not aligned	☐The specific strategy or strategies to address documented gap(s) are not identified.	☐No strategies are needed given no gap in equitable access

Section	Criteria	Strong	Developing	Needs Improvement	Other
		the root-cause analysis findings.	to the root-cause analysis findings.		☐LEA did not attempt any criteria in Item 3. Corrective Action Plan may be needed. Comment:
	B.	☐Strategy implementation and supporting activities have been outlined	☐Only one of the following has been outlined: ☐*Strategy implementation* ☐*Supporting activities*	☐Strategy implementation and supporting activities have not been outlined.	
	C.	☐The plan notes the changes in data that would demonstrate progress on documented gap(s) and provides a date that the anticipated goal will be met.	☐Only one of the following has been given: ☐*The changes in data that would demonstrate progress on gap(s)* ☐*Provides a date that the anticipated goal will be met.*	☐The plan does not note the changes in data that would demonstrate progress on documented gap(s) and does not provide a date that the anticipated goal will be met.	

Meets Requirements for Three Years Rubric
The rubric below reflects the updates required for districts and school in the *Meets Requirement for Three Years* category. Districts and schools should use the rubric as they engage in planning and it is recommended to use the "strong" category as the starting point.

Section	Strong	Developing	Needs Improvement	Other
Equitable Access Gap(s) Update	☐ Provides comparison of equitable access gap identified in FY18 based on FY19 data	☐ Documents equitable access gaps information based on FY19 data	☐Equitable access gap(s) information was not given.	Comment:Click or tap here to enter text.
Plan Implementation Update	☐Plan/strategy implementation is described and includes: ☐ *activities completed* ☐ *forthcoming activities*	☐Only one of the following has been described: ☐ *activities completed* ☐ *forthcoming activities*	☐Description of plan implementation was not given.	☐No plan implementation details are needed given no gap in equitable access. Comment:Click or tap here to enter text.

Additional Resources

The local equity plan website on the Ohio Department of Education provides multiple resources to help districts and schools engage in planning.

- For information on step by step procedures on how to complete the sections in the Data Submission Forms, click here
- To see the Ohio 2015 State Equity Plan, click here
- To see local equitable access strategies, click here
- To find resources to attract, hire, and support excellent educators, click here

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Contact Information

Office of Educator Effectiveness

equity@education.ohio.gov

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Ohio | **Department of Education**

Appendix A: Locating the Equitable Access Analysis Tool

OVERVIEW OF THE TOOL

The Equitable Access Analysis Tool is an Excel spreadsheet produced annually by the Department for individual districts and schools to use in local equitable access planning. The tool pulls information from two reporting systems; EMIS and eTPES/OhioES. The tool helps districts and schools to identify where, and to what extent, any inequities in access to excellent educators exist. The tool includes student measures, educator measures, and the Educator Workforce Strength Index. The description of each measure is listed in the table below.

Student Descriptors	
Poor	Reported to the Ohio Department of Education at the student level as economic disadvantage
Minority	Members of African-American, Multiracial, Hispanic, Native Hawaiian / Pacific Islander, American Indian / Alaskan Native, or Asian ethnic and racial groups
Positive Educator Descriptors	
Highly Effective Teacher*	A teacher receiving a final summative rating of "Accomplished" on the Ohio Teacher Evaluation System
Highly Effective Principal*	A principal receiving a final summative rating of "Accomplished" on the Ohio Principal Evaluation System
Educator Workforce Strength Index	A value calculated at the state, district and building levels to provide information about the strength of the educator workforce in relation to equitable access planning. Calculate the Educator Workforce Strength Index by first adding the percentage point values for each available measure. Then divide that sum by the number of available measures and then subtracting from 100. A sample calculation for the district level is provided below[1]. Index values range from 0 to 100, with 100 as the value representing the strongest educator workforce as it relates to equitable access planning. The department will calculate the Educator Workforce Strength Index annually at the state, district and building levels.

Educator Measures					Index Calculation Steps		
% Out-of-Field	% Inexperienced Teacher	% Inexperienced Principal	% Ineffective Teacher	% Ineffective Principal	1. Total Measures	2. Divide Total by Number of Measures	3. Subtract from 100 (Index Value)
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[1]

Negative Educator Descriptors	
Out-of-Field Teacher	A teacher who is teaching a core academic course that he or she is not licensed to teach
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Ineffective Teacher*	A teacher who received a final summative rating of "Ineffective" on the Ohio Teacher Evaluation System
Inexperienced Principal	A principal in the first or second year of leadership
Ineffective Principal*	A principal who received a final summative rating of "Ineffective" on the Ohio Principal Evaluation System

*Due to the COVID-19 ordered school building closure in the spring of 2020, districts and schools had the option to exempt educator evaluations for the 2019-2020 school year. The percent found in the district's or school's Equitable Access Analysis Tool is based on the evaluations that were reported in eTPES by the district or school.

Districts and schools will find three tabs in the tool: state, district, and building. The tabs provide data at various levels to inform planning and provide comparative information. Districts and schools will spend most of the analysis reviewing data in the building tab as it offers information to look at staffing across and within buildings, alongside student demographic information. Data for the FY21 Equitable Access Analysis Tool is from the 2019-2020 school year.

FINDING THE TOOL

The Equitable Access Analysis Tool is located in the Local Equitable Access Plan Program in the Data Submission Forms application in the OH|ID Web Portal. Users with access to the application can find the tool in the **Compliance Docs** tab of the Local Equitable Access Plan survey.

USING THE TOOL

Once the tool has been downloaded, ensure the tool is shared with the stakeholder group who will develop the local equitable access plan.

Appendix B: Conducting a Root-Cause Analysis with Stakeholders
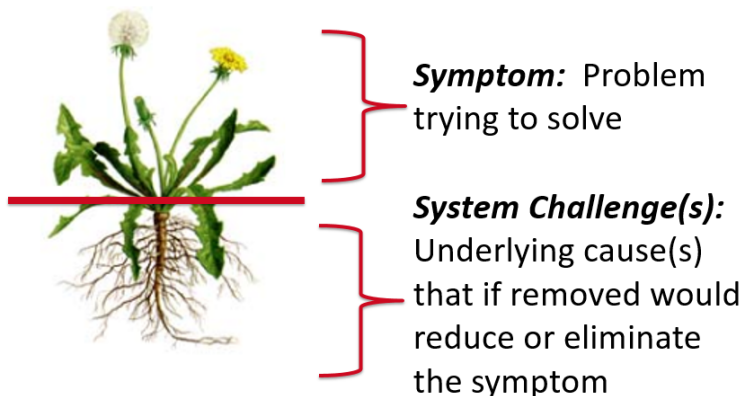
INTRODUCTION

It is imperative to understand *why* gaps in equitable access to excellent educators exist in schools with higher populations of poor and minority students. There are often systemic challenges present within the human capital management system that drive staffing and placement trends of educators which could cause an equity gap(s) to occur. To understand the systemic challenges of individual districts or schools it is necessary to conduct a root-cause analysis with stakeholders.

MATERIALS NEEDED

- Stakeholder team
- Equity gap data
- Chart paper, sticky notes, pens/markers

UNDERSTANDING A ROOT-CAUSE ANALYSIS

Once districts and schools complete the data analysis, identifying the most concerning equity gap, districts and schools then conduct a root-cause analysis to understand *why* there are equitable access gaps to excellent educators. A root-cause analysis is a systematic strategy to determine the cause of equity gaps. It is important to differentiate between a symptom – for example, high teacher turnover – and a system challenge, or root cause, of that symptom – for example, a specific weakness in the building leadership.


Symptom: Problem trying to solve

System Challenge(s): Underlying cause(s) that if removed would reduce or eliminate the symptom

Designed by Battelle for Kids

STAKEHOLDER INVOLVEMENT

Districts and schools should invite stakeholders into the root-cause analysis process. This can include, but is not limited to, teachers, principals, district administration, school improvement support staff, human resource staff, community organizations, federal program coordinators, teacher association representatives, teacher leaders, local school board, parents and/or other stakeholders deemed appropriate for this planning process. Stakeholders provide essential perspectives in their various roles that can inform why gaps are occurring.

CONDUCTING A ROOT-CAUSE ANALYSIS

As the district or school conducts the root-cause analysis, stakeholders should take into consideration the human capital management system for educators (both principals and teachers) from preparation to retirement. Activities and policies found in this continuum encompass recruitment, selection, hiring, induction, deployment, evaluation, development and career advancement.[1] During the root-cause analysis process, it is important to keep the focus on *educators and not students*. Stakeholders should ask reflective questions about the human capital management system in the district and the influence of that system on gaps in equitable access to excellent educators for poor and minority students.
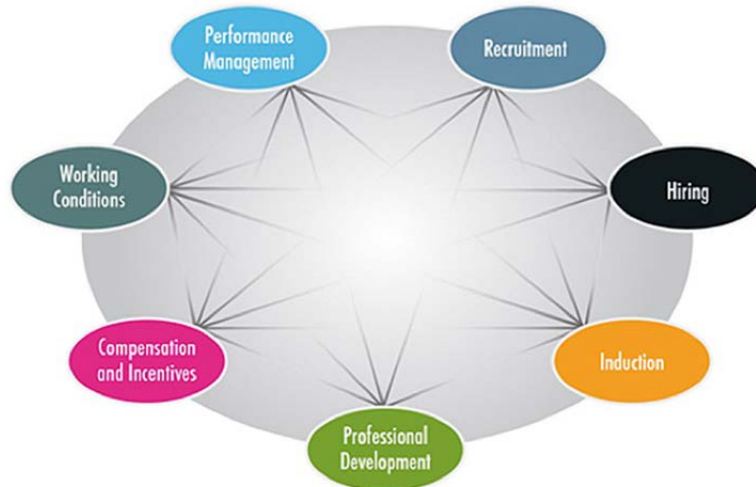
You can use the following steps to conduct your root-cause analysis:

1. Develop a problem statement based on the most concerning gap from the data analysis. Use the problem statement to focus the root-cause analysis process.
2. Individually list on a sticky note what could be causing inequitable access in your building. Make sure to use the data from your analysis.
3. As a group, sort these sticky notes into categories on the chart paper. You can use a tool such as a fishbone diagram to further visualize the possible causes of your systems challenges.
4. Continue to dig down to find the most likely cause until your group is satisfied that you have identified the correct systems challenge. Identify the correct systems challenge that when addressed will alleviate the equity gap.

It is important to remember the following strategies when conducting a root-cause analysis:

- Focus on system challenges, not symptoms
- Keep in mind your sphere of influence
  - Focus your changes on the adults, not the students
  - Emphasize what you can control over what you cannot control
- Remember that the symptom can be reduced or eliminated if the system challenge is addressed
- There is rarely one root cause in complex systems such as education

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[1] Diagram taken from: ODE (2010). METWorks Ohio Frame Work. Retrieved from http://education.ohio.gov/Topics/Teaching/Educator-Equity/METworks-in-Ohio

Appendix C: Determining and Outlining Strategies to Alleviate Gaps

INTRODUCTION

Now that you have determined the root-cause(s) of your equity gaps, it is time to determine and outline strategies to alleviate gaps. The goal is to identify one or two strategies that address your root-cause findings, adhere to SMART goals, and note the change in equity data that you hope to see.

MATERIALS NEEDED

- Stakeholder team
- Equity gap data
- Notes from root-cause analysis
- Local Equitable Access Strategies webpage

SELECTING STRATEGIES

You will need to identify and describe the strategy or strategies that you will use to address the systemic root-cause(s) to lessen or eliminate the identified gaps in equitable access. Make sure that your strategies are closely aligned with the root causes they address. For example, if you found that a root cause of equity gaps in a building was poor leadership, you do not want your strategy to focus on mentoring new teachers.

There are a number of possible strategies listed in Table 1 at the end of this document. Districts and schools can utilize resources and strategies at the state and local level. The list is not exhaustive and districts and schools should choose strategies that most fit their local context and address unique root cause findings. Districts and schools also may visit the Local Equitable Access Strategies webpage for more information on various strategies. Resources to attract, hire, and support excellent educators can be found at the Human Capital Resource Center. Some districts and schools already may be implementing a strategy or strategies to improve equitable access to excellent educators and they can include those if aligned with the findings from their root-cause analysis.

Possible Strategies

State	
	Human Capital Toolkit
	Cultural Competency
	Teacher Leader Framework

LEA	
	Offer educator exit/stay survey
	Use web-based recruitment system
	Recruit dually licensed special educators
	ODE Regional Field Specialists

OUTLINING STRATEGY IMPLEMENTATION

Once district or school team members identify a strategy or strategies, they can describe the specific activities that will occur and the timeline for implementation.

SETTING PROGRESS MEASURES

Lastly, the district describes the monitoring process and intervals. It will be important to note the changes in data that will demonstrate progress on the particular equitable access gap(s) targeted and the date that the expected change in data will occur. Using SMART Goals will help to ensure realistic expectations and evidence for the progress.

Creating S.M.A.R.T. Goals

S	Specific
M	Measurable
A	Attainable
R	Realistic
T	Timely

Table 1. Possible Strategies and Related Gaps

Possible strategies local education agencies may use in Local Equitable Access Planning *(list is not exhaustive but provides possible strategies)*	Related Gap						
	Inexperienced Teacher	Out-of-Field Teacher	Highly Effective Teacher	Ineffective Teacher	Ineffective Principal	Inexperienced Principal	Highly Effective Principal
Review and evaluate teacher induction program for effectiveness and fidelity of implementation.	x	x	x	x			
Utilize qualified international teachers to teach foreign language courses.		x	x	x			
Recruit dually licensed special educators.		x	x	x			
Align professional development opportunities for educators to the updated Ohio Professional Development Standards.	x		x	x	x	x	x
Offer educator exit survey to understand exit patterns and reasons for attrition in order to improve retention within local education agency.	x	x	x	x	x	x	x
Engage teachers in teacher leadership opportunities to increase the retention of excellent educators. Example: Conduct a co-observation initiative to understand the potential opportunities for teacher leadership.	x	x	x	x			
Offer beginning principal mentoring to increase effectiveness and retention of principals.					x	x	x

Engage in targeted professional development that is based upon findings from OTES and/or OPES. Example: Assessment Literacy	x	x	x	x	x	x	x
Review and utilize Educator Preparation Reports in Ohio that provide data on passing rates and the number and specialization of educators produced by each institution of higher education to make informed decisions regarding human capital management.	x	x	x	x	x	x	x
Encourage and examine opportunities to provide incentives for teachers to teach in high-needs fields/buildings.	x	x	x	x	x		
Partner with institutions of higher education in order to offer professional development for teachers in high-needs schools.	x	x	x	x	x	x	X
Establish or evaluate a teacher mentoring program to increase effectiveness and retention of teachers.	x		x	x			