



Ohio

Resource Guide for
Equitable Access to Excellent Educators Component

NOVEMBER 2017

Equitable Access to Excellent Educators Component

Local Equitable Access Planning

Since teachers are the most important school-based factor affecting student achievement (Rivkin, Hanushek, & Kain, 2005)¹ and school leaders are second (Waters, Marzano, & McNulty, 2003)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 in our state and local education agencies. Implementation of Ohio's Equity Plan moves forward to ensure 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 reauthorizes the Elementary and Secondary Education (Act) and continues the commitment to equal opportunity for all students. The Ohio Department of Education developed this guidance document to assist local education agencies (LEAs) in addressing two requirements in the Every Student Succeeds Act (ESSA) 1112(b)(2)³ and 1112(c)(6)⁴. This document includes information on the following key areas of local plan development:

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

Engaging Stakeholders in Local Equitable Access Planning

Local education agencies engage in the planning process in collaboration with stakeholders. This can include, but is not limited to, teachers, principals, district administration, treasurer, school improvement support staff, human resource staff, community organizations, federal program coordinators, EMIS coordinator, teacher association representatives, teacher leaders, local school board, parents and/or other stakeholders deemed appropriate for this planning process. Engaging a diverse stakeholder group can lead to multiple benefits such as, broader ranges 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 ensures that all voices are heard in the planning process, fostering more robust public support for the work.

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

²Waters, 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>

³To 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.

⁴Each local educational agency plan shall provide assurances that the local educational agency will ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification

Data Analysis

Data should drive how local education agencies approach equitable access planning. Understanding the landscape of educator staffing and placement alongside student demographic data is essential in ensuring all students are receiving equitable access to excellent educators. In this step of the local equitable access planning (LEAP) process, LEAs 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 LEAs 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	<p>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.</p> <p>Calculate the <i>Educator Workforce Strength Index</i> 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. Find a sample calculation for the district level in the footnote⁵.</p> <p>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.</p>
Negative Educator Descriptors	
Unqualified Teacher	A teacher who is teaching a core academic course for which he or she is not designated highly qualified with respect to content knowledge requirements
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

Educator Measures					Index Calculation Steps		
% Inexperienced	% Out-of-Field	% Unqualified	% Ineffective Teacher	% Ineffective Principal	1. Total Measures	2. Divide Total by Number of Measures	3. Subtract from 100 (Index Value)
12.0	3.5	1.9	15.0	5.0	37.4	7.5	92.5

Step 1. Total measures (12.0+3.5+1.9+15.0+5.0=37.4)
 Step 2. Divide Total by Number of Measures (37.4 / 5 = 7.5)
 Step 3. Subtract from 100 (100 – 7.5 = 92.5)
 District Index Value = 92.5

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The Ohio Department of Education annually produces the Equitable Access Analysis Tool for individual LEAs 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 EMIS Report Collector by the EMIS coordinator. See *Appendix A* for more information.

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

Determining Gaps

As LEAs 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, out-of-field, or unqualified teachers than other students;
- Have less access to highly effective teachers or principals than other students; and
- Have a lower educator workforce strength index value in their building.

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 look 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 look 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 look if these buildings enroll high populations of poor and/or minority students.

Step two: Compare these 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 look 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 local education agency will determine which gap is the most concerning equity gap. If a district has determined there is no equity gap, it should be recorded in the Item 1 of the Equitable Access Analysis Tab in the CCIP. Please provide justification for this conclusion using data.

Root-Cause Analysis

Once the data analysis is completed, local education agencies then conduct a root-cause analysis to understand *why* there are equitable access gaps to excellent educators. This analysis will help identify the systemic challenge they are facing 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

Local education agencies 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*.

Required Items and Criteria

This section explains the five required Equitable Access to Excellent Educators items. The five items are reported in the Comprehensive Continuous Improvement Plan (CCIP) under the Equitable Access to Excellent Educators tab (formerly known as the Highly Qualified Teacher tab). The tab will open in November 2017 and LEAs will have until January 2018 to submit their local equity plans. Below are the item descriptions and criteria that LEAs should use as they engage in the planning process.

Required Items	Descriptions	Criteria
1. Analyze equitable access data to determine and document gaps. (ESSA 1112(b)(2))	Conduct an analysis of your LEA's Equitable Access Analysis Tool ⁶ to determine where and to what extent any gaps in equitable access to excellent educators exist. Document the most concerning gaps for the LEA after reviewing the data.	<p>A. Determine and document the most concerning gap(s) for the LEA. Include the following information:</p> <ul style="list-style-type: none"> • Building Name(s) that have gap(s); • Student Demographic Information (poor or minority population) for identified building(s); and • Educator Measure(s) causing gaps (includes Educator Workforce Strength Index Value and/or particular measures of concern in building(s)).
2. Identify the most likely cause of the gap(s) by conducting a root-cause analysis with stakeholders. Describe the stakeholder engagement.	Conduct a root-cause analysis with stakeholders ⁷ to determine the systemic challenge(s) contributing to gaps in equitable access and describe findings. Consider the continuum of the human capital management system (attracting, assigning, developing and/or retaining educators) during the root-cause analysis to find the underlying cause(s) of identified gaps.	A. Describe the root-cause findings for the determined equity gap(s).
		B. Explain how the stakeholders participated in the local equity plan process.

⁶ School districts can use other relevant data to complete item one and should make note of the data source(s) in their response.

⁷ 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.

Required Items	Descriptions	Criteria
<p>3. Select a strategy (or strategies) to address documented gap(s) and root-cause findings; outline strategy implementation and progress measures.</p>	<p>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 inexperienced, ineffective principals. Include activities, timeline, and progress monitoring for the strategy or strategies, and changes in data that would demonstrate progress.</p>	<p>A. Identify the specific strategy or strategies that will be used to address the root-cause analysis findings.</p>
		<p>B. Describe strategy implementation and outline the supporting activities that will occur.</p>
		<p>C. Describe the monitoring process and its intervals. Note what changes in the data would demonstrate progress on the identified gaps. Provide a date by when the anticipated goal will be met.</p>
<p>4. Describe the policies and procedures used to verify State certification and licensure status of teachers and paraprofessionals. (ESSA 1112(c)(6))</p>	<p>LEAs must develop and implement employment procedures to ensure that all teachers and paraprofessionals working in a program supported with Title I funds meet State certification and licensure. Consider the following:</p> <ul style="list-style-type: none"> • The system used to maintain staff credentials • The sources of documentation that will be used (i.e. HQT Toolkit) • The individuals/office responsible for the verification process • The tracking system used for teachers and paraprofessionals • Steps the LEA will take to notify parents when teachers and/or paraprofessionals do not meet State certified and licensed requirements (i.e. <i>Timely Notice Letter</i>) 	<p>A. Describe the steps the LEA will take (the human capital process and procedures) to ensure that all teachers and paraprofessionals meet federal and state requirements.</p>

Required Items	Descriptions	Criteria
5. Describe the steps that will be taken to address teachers and paraprofessionals who are <i>not</i> State certified and licensed.	Teacher and paraprofessionals must meet federal and state requirements. The LEA must address those instances where teachers and paraprofessionals are not State certified or licensed. Address how the LEA will take action to meet this requirement.	A. Describe the specific LEA interventions to assist all teachers and paraprofessionals in meeting federal and state requirements.

Scoring Rubric

The rubric below reflects the five required items and criteria in the Equitable Access to Excellent Educators Component. LEAs should use the rubric as they engage in planning and it is recommended to use the “strong” category as the starting point.

Item	Criteria	Strong	Developing	Needs Improvement	Other
1	A	<input type="checkbox"/> The most concerning gap(s) for the LEA have been documented and all information listed below is included: <input type="checkbox"/> <i>Building Name(s) that have gap(s);</i> <input type="checkbox"/> <i>Student Demographic Information (poor and minority population) for identified buildings; and</i> <input type="checkbox"/> <i>Educator Measure(s) causing gaps (includes Educator Workforce Strength Index Value and/or particular measures of concern in building(s))</i>	<input type="checkbox"/> The most concerning gap(s) for the LEA have been documented but only the following information was given: <input type="checkbox"/> <i>Building Name(s) that have gap(s);</i> <input type="checkbox"/> <i>Student Demographic Information (poor and minority population) for identified buildings; and</i> <input type="checkbox"/> <i>Educator Measure(s) causing gaps (includes Educator Workforce Strength Index Value and/or particular measures of concern in building(s))</i>	<input type="checkbox"/> LEA determined no gap(s) but data shows gap(s) in equitable access	<input type="checkbox"/> LEA has appropriately determined no gap(s) in equitable access <input type="checkbox"/> LEA did not attempt any criteria in item; corrective action plan may be needed. Comment:

Item	Criteria	Strong	Developing	Needs Improvement	Other
2	A.	<input type="checkbox"/> The root-cause analysis findings described the systems challenge for the determined equity gap(s).	<input type="checkbox"/> The root-cause analysis findings were described but only symptoms of the problem were given.	<input type="checkbox"/> The root-cause analysis findings were not given.	<input type="checkbox"/> No root-cause analysis needed given no gap in equitable access
	B.	<input type="checkbox"/> Stakeholders participated in the local equity plan process and a clear explanation of their participation was given.	<input type="checkbox"/> Little explanation of stakeholder participation was given.	<input type="checkbox"/> No explanation of stakeholder participation was given.	<input type="checkbox"/> LEA did not attempt any criteria in Item 2. Corrective Action Plan may be needed. Comment:
3	A.	<input type="checkbox"/> The specific strategy or strategies to address documented gap(s) are identified and aligned to the root-cause analysis findings.	<input type="checkbox"/> The specific strategy or strategies to address documented gap(s) are identified but not aligned to the root-cause analysis findings.	<input type="checkbox"/> The specific strategy or strategies to address documented gap(s) are not identified.	<input type="checkbox"/> No strategies are needed given no gap in equitable access
	B.	<input type="checkbox"/> Strategy implementation and supporting activities have been outlined	<input type="checkbox"/> Only one of the following has been outlined: <input type="checkbox"/> <i>Strategy implementation</i> <input type="checkbox"/> <i>Supporting activities</i>	<input type="checkbox"/> Strategy implementation and supporting activities have not been outlined.	<input type="checkbox"/> LEA did not attempt any criteria in Item 3. Corrective Action Plan may be needed. Comment:
	C.	<input type="checkbox"/> 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.	<input type="checkbox"/> Only one of the following has been given: <input type="checkbox"/> <i>The changes in data that would demonstrate progress on gap(s)</i> <input type="checkbox"/> <i>Provides a date that the anticipated goal will be met.</i>	<input type="checkbox"/> 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.	
4.	A.	<input type="checkbox"/> The steps the LEA takes to ensure that all teachers and paraprofessionals meet federal and state requirements are described.	<input type="checkbox"/> The steps to ensure federal and state requirements only include one of the following: <input type="checkbox"/> Teachers <input type="checkbox"/> Paraprofessionals	<input type="checkbox"/> The steps the LEA takes to ensure that all teachers and paraprofessionals meet federal and state requirements have not been described.	<input type="checkbox"/> LEA did not attempt the criteria in Item 4. Corrective Action Plan may be needed. Comment:

Item	Criteria	Strong	Developing	Needs Improvement	Other
5.	A.	<input type="checkbox"/> The specific interventions to assist all teachers and paraprofessionals in meeting federal and state requirements have been described.	N/A	<input type="checkbox"/> The specific interventions to assist all teachers and paraprofessionals in meeting federal and state requirements have not been described.	<input type="checkbox"/> LEA did not attempt the criteria in Item 5. Corrective Action Plan may be needed. Comment:

Additional Resources

The [local equity plan](#) website on the Ohio Department of Education provides multiple resources to help LEAs engage in planning.

- For information on step by step procedures on how to complete the required items in CCIP, [click here](#)
- To see the Ohio 2015 State Equity Plan, [click here](#)
- To see the HQT Toolkit, [click here](#)
- To see local equitable access strategies, [click here](#)

Contact Information
 Office of Educator Effectiveness
equity@education.ohio.gov

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 LEAs to use in local equitable access planning. The tool pulls information from two reporting systems; EMIS and eTPES. The tool helps LEAs 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	
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Educator Measures					Index Calculation Steps		
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District Index Value = 92.5

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Unqualified Teacher	A teacher who is teaching a core academic course for which he or she is not designated highly qualified with respect to content knowledge requirements
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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

LEAs 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. LEAs 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 FY18 Equitable Access Analysis Tool is from the 2016-2017 school year.

FINDING THE TOOL

The Equitable Access Analysis Tool can be pulled from the EMIS Report Collector by the EMIS coordinator. The report is described on [EMIS's File Descriptions page](#), under "2018 File Descriptions," 2018_STAFF_Equitable_Access_Analysis_Tool_<file date>.xls. The file can be searched for under the "Files" tab of the Report collector by searching for recently added reports. The EMIS coordinator may wish to receive support from their ITC, as well.

USING THE TOOL

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

Appendix B: Conducting a Root-Cause Analysis with Stakeholders

INTRODUCTION

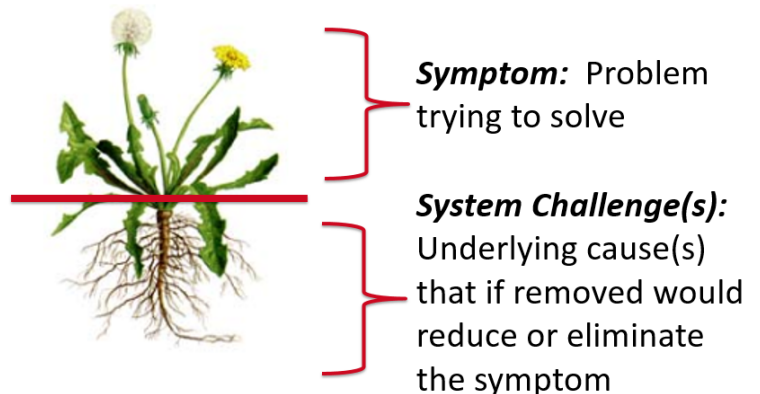
It is imperative to understand *why* gaps in equitable access to excellent educators exist in schools with higher populations of poor and minority students. There are often systemic challenges present within the human capital management system that drive staffing and placement trends of educators. To understand the systemic challenges of individual LEAs and buildings 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 LEAs complete item 1 data analysis, identifying the most concerning equity gap, local education agencies 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.



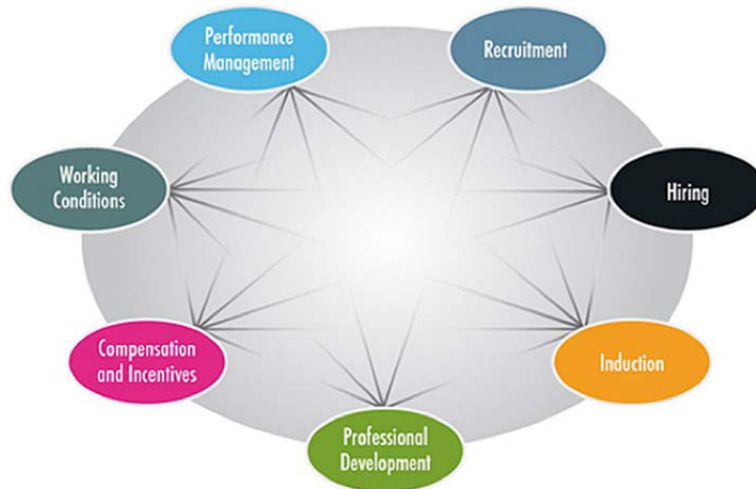
Designed by Battelle for Kids

STAKEHOLDER INVOLVEMENT

Local education agencies 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 LEA 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 item 1. 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 in item 1.
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

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. LEAs can utilize resources and strategies at the state and local level. The list is not exhaustive and local education agencies should choose strategies that most fit their local context and address unique root cause findings. Districts also may visit the [Local Equitable Access Strategies](#) webpage for more information on various strategies. Some districts already may be implementing a strategy or strategies to improve equitable access to excellent educators and they can include those in this item if aligned with the findings from their root-cause analysis.

OUTLINING STRATEGY IMPLEMENTATION

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

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

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 <i>(list is not exhaustive but provides possible strategies)</i>	Related Gap						
	Inexperienced	Out-of-Field	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