

Advancing Academic Excellence for All: Equity Gap Analysis Tool

Overview

Ohio's Strategic Plan for Education, [Each Child, Our Future](#), reflects the state's commitment to creating the learning conditions that ensure each child acquires the knowledge and skills needed to be successful. To reach this goal of ensuring **every student receives a quality education**, supporting the success of each child (equity) must be a focal point. In an equitable education system each child has access to relevant and challenging academic experiences and educational resources necessary for success across race, gender, ethnicity, language, disability, family background, income and any other differentiating factors. The data clearly shows that gaps in achievement exist between different groups of students, addressing these gaps and working to close them can mean improvements for all students. Therefore, the Department is working to provide tools and resources to help schools identify and address equity and achievement gaps.

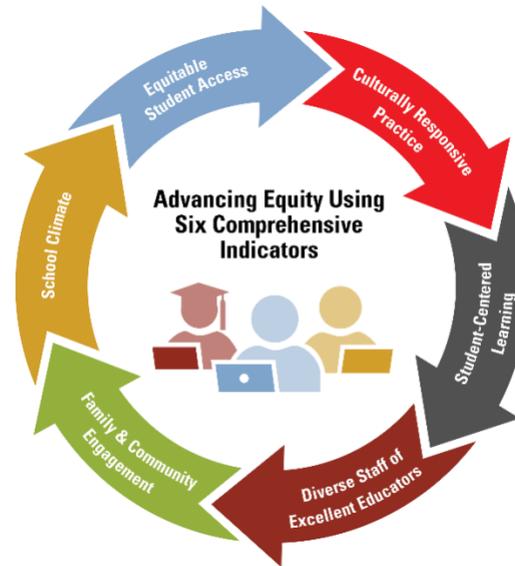
This comprehensive **Advancing Academic Excellence for All: Equity Gap Analysis Tool** was developed in partnership with [Westat](#), a research company that focuses on *improving outcomes* in health, education, social policy and transportation. Local districts from around the state, including Akron City, Chillicothe City, Fairfield City and Hilliard City, contributed to the development of the tool through focus groups and prototyping. Feedback from these districts helped refine the tool and make it accessible to all districts and schools throughout Ohio.

The Equity Gap Analysis Tool is designed to assist educators, individually or in groups, in assessing the state of creating conditions for each child to receive a quality education by virtue of equitable practices at the school and district level. This equity gap analysis highlights six components¹ of educational equity. By reviewing the following components, districts can move towards ensuring that all students receive a quality educational experience.

- Equitable Student Access
- Culturally Responsive Practice
- Student-Centered Learning
- Diverse Staff of Excellent Educators
- Family & Community Engagement
- School Climate

¹ Fiscal equity is embedded within each component.

In the tool, each equity component is addressed in one section. Each section begins with a concept framing statement to explain its purpose. Each section also includes a table that lists indicators that capture practices related to the component that reflect effective and successful implementation of a comprehensive approach to advance educational equity .



Directions for Use

The Equity Gap Analysis Tool is designed to be completed by a stakeholder group that works through each component together to determine the degree to which the school or district has successfully addressed it. There are multiple options for completing the tool. Individuals can score each indicator on their own and then convene as a stakeholder group to compare findings, or the stakeholder group can convene and score the indicators together.

Having a wide range of stakeholders is vital to this process, as they bring various perspectives that can help the team gain a more thorough understanding of the equity work within the district or school. This can include, but is not limited to district administration, principals, teachers, teacher leaders, parents, students, school improvement support staff, human resource staff, community organizations, teacher association representatives and local school board members.

Completing the tool requires teams to gather evidence to determine the extent and quality of implementation. There is a list of possible evidence provided in each section for each component. The list is not all inclusive and can vary based on the local context and availability of data.

As a team works through each indicator, they should determine the degree to which the school or district has engaged in successfully implementing it. There are five levels to indicate the quality of implementation:

Best practice (BP) means there is significant evidence of successful implementation.

Good practice (GP) means there is some evidence of successful implementation.

Developing practice (DP) means there is little to no evidence of successful implementation (or in early implementation phase).

Not in Practice (NP) means nothing has been considered, developed or implemented.

Unaware (U) means there is no knowledge of this aspect of the equity work.

For best results, teams should complete the entire gap analysis. However, it is possible to focus in more depth on individual components that are of greater significance based on the local context and needs.

The tool can be completed on paper and manually scored or using an Excel-based format that scores automatically.

RECOMMENDED IMPLEMENTATION STEPS TO COMPLETE ANALYSIS TOOL

1. Designate one equity team member as the administrator for the gap analysis.
2. Distribute the gap analysis to all members of the equity team and other leadership as appropriate.
3. Determine if the team will complete it individually or as a group.
4. Team members complete and return results to the administrator. This can be done on a hard copy or using the Excel Equity Gap Analysis Tool.
5. Administrator compiles gap analysis results using the Excel Equity Gap Analysis Administrator Tool.

USING THE RESULTS – PLANNING, MONITORING AND EVALUATING

Once the comprehensive educational equity gap analysis tool has been completed and the results have been compiled on the Excel Equity Gap Analysis Administrator Tool, team members can identify areas of success and determine opportunities for continuous improvement. Upon reflection, teams are encouraged to **develop a measurable plan with strategies and action steps** to support the sustainability of successes and address the gaps to drive the implementation of the equity work within their district or school. Plans should align with other school or district improvement plans, and be supported by improvement processes like the Ohio Improvement Process.

Equity Component One: Equitable Student Access & Opportunity

The goal is for each child to acquire the knowledge and skills necessary to succeed beyond high school through an academically challenging and well-rounded educational experience. Schools must be deliberate in removing barriers to access, participation and achievement.

The bulleted list provides examples of recommended evidence to use when responding to the indicators for Equitable Student Access and Opportunities. The list is not all-inclusive and users are encouraged to gather the most appropriate evidence for their context.

- District/school mission and vision
 - Course enrollment, completion, and achievement data
 - Master schedule
 - Extracurricular enrollment
 - Equity plan
 - Strategic plan
 - School readiness
 - Student achievement and progress
 - Induction plan, frameworks, and materials
 - Professional development plans
 - Dual enrollment
 - College enrollment
 - Remediation rates (K-16)
 - Lesson plans
 - Individualized Education Plans (IEPs)
 - Written Education Plans (WEPs)
 - Response to Intervention (RTI)
- Teacher observations
 - School improvement plan
 - School counselor evaluation
 - Family engagement plan
 - Student demographics information for course enrollment
 - Career technical education (enrollment data)
 - Decision framework
 - Meeting agendas, schedules, sign-in sheets, etc.
 - Parent/family survey results
 - Student survey results
 - Staff survey results
 - Focus group findings
 - PowerPoint presentations
 - Communications

Using evidence, select the level that best represents the school or district’s implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP) or Unaware (U).

Our School or District...	Evidence of Implementation	BP	GP	DP	NP	U
1. reflects a commitment to equitable student access in a school/district plan or policy (e.g., mission, vision, strategic plan).						
2. conducts a review of the policies, processes, and requirements to identify barriers for student participation in various course types (e.g., AP, career tech, IB, math, science).						
3. refines policies, processes, and requirements for student participation in various course types (e.g., AP, career tech, IB, math, science).						
4. supports families in deciding the best opportunities for students’ academic programming to meet their individual needs.						
5. ensures that each student has equitable access to technology that supports his/her learning experiences.						
6. uses data to support course completion and grade promotion for each student.						
7. reviews data to determine potential bias in special education placement and/or grade level retention						
8. implements a specialized plan to provide supports for retained students .						
9. establishes a process that engages students, families, and appropriate school staff to determine and identify (as needed) early learning and early intervention services and supports .						
10. conducts a thorough review of the school curricula with teacher, student and family advisory committees to ensure the curricula reflect each student’s unique learning needs .						

11. conducts a thorough review of assessments to ensure they are bias free and positively represent the student populations.						
12. implements equitable and inclusive policies for student participation in extracurricular activities to support well-rounded programming for each student.						
13. conducts a thorough review of our current use of funds to determine how to best support equitable student access.						
14. establishes an ongoing partnership with our neighboring districts and regional entities to support equitable student access initiatives (e.g. distance learning, tri-county course offerings through local community college partnerships).						
15. partners with local businesses, foundations, or non-profits to fund equitable student access initiatives (e.g. sponsoring evening programs to help parents/families complete applications, donating musical instruments).						
16. demonstrates a commitment to fiscal transparency in equitable student access efforts.						
17. determines the appropriate allocations to support the differentiated needs in each school building to ensure student success.						

Equity Component Two: Culturally Responsive Practices

A student is likely to do better academically if the education experience is responsive to the child’s cultural identity. The goal is for each child to have access to educators who understand and incorporate each student’s cultural and linguistic knowledge into their practice and holds them to high expectations. Culturally responsive educators also understand how their own culture shapes their approach to teaching and learning.

The bulleted list provides examples of recommended evidence to use when responding to the indicators for Culturally Responsive Practices. The list is not all-inclusive and users are encouraged to gather the most appropriate evidence for their context.

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| <ul style="list-style-type: none"> • District/school mission and vision • Equity/equitable access plan • Strategic plan • Induction plan, frameworks, and materials • Professional development plans • Lesson plans • Teacher observations • School improvement plan • Family engagement plan • Student and staff demographic information | <ul style="list-style-type: none"> • Interview questions and protocols (hiring) • Decision framework • Meeting agendas, schedules, sign-in sheets, etc. • Parent/family survey results • Student survey results • Staff survey results • Focus group findings • PowerPoint presentations • Communications |
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Using evidence, select the level that best represents the school or district’s implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP) or Unaware (U).

Our school or district...	Evidence of Implementation	BP	GP	DP	NP	U
1. reflects culturally responsive practices in a school/district plan or policy (e.g., mission, vision, strategic plan).						
2. selects a research-based approach to culturally responsive practice that drives the daily education of students.						

3. shares a common culturally responsive language (e.g., asset-based thinking, student empowerment, restorative practices, multiple ways to acquire student prior knowledge, legitimizing voice).						
4. engages in ongoing, job-embedded professional development with entire faculty and staff to enhance culturally responsive practices.						
5. reviews curriculum and materials to ensure that they support culturally responsive instruction.						
6. collects formal and informal data to ensure that all students see themselves positively represented in the curriculum (e.g., conversations, surveys, focus groups and student and parent/family advisory groups).						
7. observes staff to determine if they are engaging in culturally responsive practice.						
8. incorporates cultural responsiveness in the human capital management system (e.g., looking for bias in hiring practices, direct interview questions about culturally responsive practice).						
9. incorporates cultural responsiveness in mentoring and induction programming .						
10. conducts a thorough review of the current use of funds to determine how to best support culturally responsive practice.						
11. partners with local businesses, foundations or non-profits to fund culturally responsive efforts.						

Equity Component Three: Student-Centered Learning

When a student is given the opportunity to be involved in shaping his or her learning experience, he or she is more likely to be engaged and successful. The goal is for each child to have access to teachers who adapt their instruction based on students' interests, strengths and needs, allowing students to take greater ownership of their learning.

The bulleted list provides examples of recommended evidence to use when responding to the indicators for student-centered learning. The list is not all-inclusive and users are encouraged to gather the most appropriate evidence for their context.

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| <ul style="list-style-type: none"> • District/school mission and vision • Equity plan • Strategic plan • Student achievement and progress • Induction plan, frameworks, and materials • Professional development plans • Lesson plans • Individualized Education Plans (IEPs) • Written Education Plans (WEPs) • Response to Intervention (RTI) • Teacher observations • School improvement plan • Continuous improvement plan • School counselor evaluation • Student and staff demographic information | <ul style="list-style-type: none"> • Career technical education (enrollment data) • Decision framework • Meeting agendas, schedules, sign-in sheets, etc. • Parent/family survey results • Student survey results • Staff survey results • Focus group findings • PowerPoint presentations • Communications • Title III English Learner Plans • Seal for Biliteracy • International Baccalaureate Organization Programs |
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Using evidence, select the level that best represents the school or district's implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP), or Unaware (U).

Our School or District...	Evidence of Implementation	BP	GP	DP	NP	U
1. reflects a commitment to student-centered learning in a school/district plan or policy (e.g., mission, vision, strategic plan).						

2. provides training and support to the entire school community to develop student-centered learning practices.						
3. implements student-centered instructional programming in all classrooms.						
4. observes staff to determine if they are engaging in student-centered learning.						
5. acquires student input to inform and revise the implementation of student-centered instructional approaches (e.g., surveys, focus groups, informal feedback).						
6. collaborative teams (e.g., school counselor, teacher, career-tech educators, student, family members) help to develop and support each student's customized academic program .						
7. conducts a thorough review of current use of funds to determine how to best support student-centered learning.						
8. demonstrates a commitment to fiscal transparency in student-centered learning efforts.						

Equity Component Four: Diverse Staff of Excellent Educators

A student is more likely to perform well academically if he or she sees teachers and other educators that reflect the student's identity. The goal is for each child to have opportunities to engage with effective, experienced and properly certified educators who come from a variety of backgrounds (race, gender, ethnicity, language, disability, family background and/or income) who are intentionally hired, placed and supported by school and district leadership and staff with student success in mind.

The bulleted list provides examples of recommended evidence to use when responding to the indicators for Diverse Staff of Excellent Educators. The list is not all-inclusive and users are encouraged to gather the most appropriate evidence for their context.

- District/school mission and vision
 - Recruitment and retention plan
 - Equity plan/equitable access plan and data tool
 - Human capital self-assessment
 - Strategic plan
 - Collective bargaining agreement
 - Human Resources website
 - Student achievement and progress
 - Induction plan, frameworks, and materials
 - Professional development plans
 - Staff exit and stay surveys
 - Lesson plans
 - Individualized Education Plans (IEPs)
 - Written Education Plans (WEPs)
 - Response to Intervention (RTIs)
 - Education Management Information System and Connected Ohio Records for Educators
- Teacher observations
 - School improvement plan
 - Student and staff demographic information
 - Career technical education
 - Educator Rising data (future educators)
 - Decision framework
 - Meeting agendas, schedules, sign-in sheets, etc.
 - Parent/family survey results
 - Student survey results
 - Staff survey results
 - Focus group findings
 - Title II reporting for Institutions of Higher Education
 - Communications

Using evidence, select the level that best represents the school or district’s implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP) or Unaware (U).

Our School or District...	Evidence of Implementation	BP	GP	DP	NP	U
1. reflects a commitment to employing a diverse staff of excellent educators in a school/district plan or policy (e.g., mission, vision, strategic plan).						
2. promotes the education profession to the K-12 student population (e.g., career advising, CTE courses, mentoring opportunities, EdRising).						
3. engages and supports local, diverse candidates in educator preparation programs (e.g., mentoring, support, field placements).						
4. develops a recruiting plan that addresses student and staffing needs.						
5. reviews hiring processes and procedures to look for bias.						
6. trains staff involved in employee selection to understand and identify biases in the hiring process.						
7. implements an early hiring process to ensure that the highest number of high quality, diverse candidates are available for consideration.						
8. reviews the placement policies and procedures for student assignment to teachers and leaders (e.g., educator experience, race, effectiveness levels).						
9. reviews the placement policies and procedures for teacher assignment to courses (e.g., advanced, inclusion).						
10. provides new employees with ongoing support through mentorship, meaningful collaboration and customized learning opportunities.						
11. offers opportunities for growth (e.g., teacher leadership, incentives, administration opportunities) that align to employee goals to help employees remain engaged.						

12. reviews local equitable access data annually to identify staffing needs for our most economically disadvantaged and minority students.						
13. offers a comprehensive incentive package to attract, recruit, retain, and support the teachers necessary to meet staffing needs.						
14. engages with staff via focus groups to better understand their professional goals and needs so the comprehensive incentive package can attract them to teach in our district.						
15. prioritizes diversifying the workforce to mirror the student population .						
16. plans differentiated professional development that meets organizational and/or individual employees' needs.						
17. conducts a thorough review of our current use of funds to create and sustain a diverse staff of excellent educators.						
18. establishes an ongoing partnership with the neighboring districts and regional entities to support staffing needs.						
19. partners with local businesses, foundations, or non-profits to fund diversifying educator workforce initiatives.						
20. demonstrates a commitment to fiscal transparency in developing and sustaining a diverse staff of excellent educators.						

Equity Component Five: Family and Community Engagement

A child’s academic achievement is enhanced when family and community are engaged in supporting a child’s education. The goal is for each child to receive tailored support to be successful through meaningful partnerships built on trust between educators, family and the community.

The bulleted list provides examples of recommended evidence to use when responding to the indicators for Family and Community Engagement. The list is not all-inclusive and users are encouraged to gather the most appropriate evidence for their context.

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| <ul style="list-style-type: none"> • District/school mission and vision • School improvement plan • Family engagement plan • Decision framework • Meeting agendas, schedules, sign-in sheets, etc. • Parent and family survey results • Student survey results | <ul style="list-style-type: none"> • Focus group findings • PowerPoint presentations • Program evaluation results/findings • Communications • Parent, family and school compact • Family engagement policy • Budget (federal and general funds) |
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Using evidence, select the level that best represents the school or district’s implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP) or Unaware (U).

Our school or district ...	Evidence of Implementation	BP	GP	DP	NP	U
1. reflects family and community engagement in a school/district plan or policy (e.g., mission, vision, strategic plan).						
2. builds capacity of all staff to implement the family and community engagement plan or policy.						
3. builds capacity of families to support child’s education.						

4. creates a welcoming school environment for family and community members.						
5. implements the family and community engagement plan or policy through a collaborative team approach .						
6. engages students and families in various settings throughout the community (e.g., students' homes, community events, local recreational centers, after-school community programs).						
7. communicates to family and community members through effective modes in home languages (e.g., E-newsletters, email blasts, dedicated webpages, presentations, meetings, home visits).						
8. takes a tailored approach to address the needs of students and families (e.g., wraparound services, adult learning opportunities).						
9. implements a variety of proven strategies to increase family participation (e.g., provide childcare, flexible scheduling).						
10. conducts family surveys or focus groups .						
11. uses results from family surveys or focus groups to inform decision making .						
12. includes a diverse group of families on teacher or school leader interview teams .						
13. includes a diverse group of families and community stakeholders on planning, steering and/or advisory groups .						
14. conducts community surveys or focus groups .						
15. uses results of community surveys or focus groups to inform decision making .						
16. leverages community resources to help address student and family needs.						

17. reflects upon and revises , as needed, the family and community engagement strategies and policies.						
18. conducts a thorough review of the current use of funds to determine how to best support family and community engagement.						
19. partners with local businesses, foundations or non-profits to fund family and community engagement efforts.						
20. demonstrates a commitment to fiscal transparency in family and community engagement work.						

Equity Component Six: School Climate

School Climate

When a child feels socially, emotionally and physically safe he or she will have a more successful educational experience and achieve higher academic outcomes. It is important for educators, students and families to nurture an environment of care and respect. Every member of the school community contributes to maintaining school operations and the physical environment.

The bulleted list provides examples of recommended evidence to use when responding to the indicators for School Climate. The list is not all-inclusive and users are encouraged to gather the most appropriate evidence for their context.

- District/school mission and vision
 - School safety plan
 - School safety incidents
 - Local school board policy
 - Equity plan
 - Teacher turnover data (exit and stay surveys)
 - Strategic plan
 - Discipline data, truancy data, wellness
 - Student academic and behavioral data (e.g., student attendance data, and related policies)
 - Professional development plans
 - Classroom observations
 - School improvement plan
 - Family engagement plan
 - Student and staff demographic information
 - Parent and family survey results
- Student survey results
 - Staff survey results
 - Focus group findings
 - PowerPoint presentations
 - Communications
 - Emergency management plans
 - Emergency management tests
 - School and Community Memorandums of Understanding (MOAs)
 - School safety audit
 - Student handbooks
 - Staff handbooks
 - Staff wellness plan
 - Student organization rosters
 - School nutrition plan
 - Resource assessment
 - Social-emotional data or plans
 - Language Access Support Plans

Using evidence, select the level that best represents the school or district’s implementation of each equity indicator: Best Practice (BP), Good Practice (GP), Developing Practice (DP), Not in Practice (NP) or Unaware (U).

Our school or district...	Evidence of Implementation	BP	GP	DP	NP	U
1. promotes the importance of positive school climate in a school/district plan or policy (e.g., mission, vision, strategic plan).						
2. conducts school climate surveys .						
3. uses school climate survey results to inform school climate improvements.						
4. provides training and professional development to staff regarding identified school climate needs.						
5. executes the school safety plan .						
6. executes the Emergency Management Plan .						
7. provides support to the school community when traumatic experiences occur.						
8. examines a wide range of student data to determine methods that reduce disparities among students with the highest discipline rates (e.g., restorative practice, talking circles, resiliency practices).						
9. creates a welcoming and inclusive school environment for both students and adults, which meets Ohio’s or national school climate guidelines .						
10. implements Ohio’s Social and Emotional K-12 Learning Standards (or modification of them to meet local context).						
11. provides ongoing opportunities for students to develop positive behaviors (e.g., Positive Behavioral Interventions and Supports (PBIS) framework, restorative circles, social and emotional learning supports, etc.).						
12. provides nutritional food services , both in and out of school.						

13. maintains a clean and safe physical environment.						
14. partners with local health and wellness, mental and social service centers to support students who experience trauma.						
15. provides training and support to the entire school community to understand the impact of trauma.						
16. conducts a thorough review of the current use of funds to determine how to best support school climate.						
17. utilizes neighboring districts and other entities to support immediate school climate needs.						
18. partners with local businesses, foundations, or non-profits to fund school climate improvements.						
19. demonstrates a commitment to fiscal transparency in school climate work.						