

Every Student Succeeds Act

Topic Discussion Guide

Under the Every Student Succeeds Act (ESSA), Ohio will create a plan to better align our local, state and federal programs to help all students be successful.

The Ohio Department of Education is committed to meaningfully engaging a diverse group of stakeholders through a variety of methods and opportunities to solicit thoughts, opinions and recommendations concerning provisions in Ohio's state plan. Everyone's input is required to create a plan that is deeply rooted in the needs of Ohio's students.

Ohio is conducting a series of topic specific webinars. Each topic will have a detailed discussion guide. The fifth topic, "Guaranteeing equitable access to effective teachers using the State Equity Plan," is discussed below.

Guaranteeing equitable access to effective teachers using the State Equity Plan

WHAT IS EQUITABLE ACCESS?

Equitable access refers to the notion that *all* students should have the same opportunity to be served by teachers and principals who are qualified and effective educators. Evidence¹ often shows that poor and minority students are often served at disproportionate rates by unqualified and ineffective educators.

WHAT DOES ESSA REQUIRE?

States and districts must ensure that poor and minority students are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and must measure and report on progress towards eliminating inequities.

HOW IS OHIO CURRENTLY ADDRESSING SIMILAR INFORMATION?

In 2014, the U.S. Department of Education released the Excellent Educators for All Initiative engaging states in the development of a plan to ensure that poor and minority students are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers. The state plans included:

- 1) Documentation of stakeholder consultation;
- 2) Identification of equity gaps;
- 3) Root-cause analysis;
- 4) Steps to eliminate equity gaps;

¹ <http://ies.ed.gov/ncee/pubs/20144010/pdf/20144010.pdf>

- 5) Measures used to evaluate progress toward eliminating equity gaps; and
- 6) How the state will publicly report progress.

On November 2015, [Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators](#) was approved by U.S. Department of Education and implementation of the plan began.

Ohio is using five educator measures and two student measures to identify equity gaps at the state and local level:

Student	Educator
Poor (poverty) - Reported to the Ohio Department of Education at the student level as economic disadvantaged.	Unqualified - Teaching a core academic subject course for which he or she is not designated highly qualified with respect to the content knowledge requirements
	Out-of-Field - Teaching a core academic course that he or she is not licensed to teach
Minority - Students who are members of African-American, Multiracial, Hispanic, Native Hawaiian / Pacific Islander, American Indian / Alaskan Native, or Asian ethnic and racial groups.	Inexperienced - Teacher is one who is in his or her first or second year of teaching
	*Ineffective Teacher - Teacher who received a final summative rating of “Ineffective” on the Ohio Teacher Evaluation System (OTES)
	*Ineffective Principal - Principal who received a final summative rating of “Ineffective” on the Ohio Principal Evaluation System (OPES)

**Not required by initiative, Ohio determined to include in equitable access plan.*

Local schools and districts began planning in FY17 in the Comprehensive Continuous Improvement Plan (CCIP) under the Highly Qualified Teacher Component. The following planning items are due on Sept. 30, 2016:

- Item Three – Analyze data to determine equity gaps
- Item Four – Engage in a root-cause analysis to determine systemic challenges
- Item Five – Determine strategies, action plan and monitor progress

WHY IS EQUITABLE ACCESS IMPORTANT?

The statewide data analyses show that students in Ohio’s high-poverty and high-minority schools receive inequitable access to excellent educators on all five measures. Ohio considers an equity gap to be any degree of difference that suggests poor and minority students are receiving less access to excellent educators than other students.

Table 1 shows the equity gaps on the five educator measures, expressed as the number of percentage points between values for the highest and lowest quartiles of poverty in the student population. Table 1 illustrates the percentage difference and multiplier for five school-level measures, comparing schools in the highest and lowest quartiles on student poverty enrollment.

Courses in schools with the highest enrollments of students in poverty are roughly 11 times more likely to be taught by either an *unqualified* teacher or an *out-of-field* teacher, as compared to those with the lowest enrollment.

Table 1. 2013-2014 Equity Gaps by Poverty Enrollment

<i>Schools by Poverty Enrollment</i>	% Courses with Unqualified Teacher (Nc = 504,398)	% Courses with Out-of-Field Teacher (Nc = 504,398)	% Teachers 0-1 year prior experience (Nt= 108,983)	% Teachers evaluated Ineffective (Nt evaluated = 81,780 ⁷)	% Principals evaluated Ineffective (Np evaluated = 5,213)
All Schools	1.2% (N=6,138)	1.9% (N=9,548)	15.7% (N=17,115)	1.0% (N=794)	0.5% (N=28)
Schools in Highest Quartile (>76%)	3.8% (N=3,758)	5.7% (N=5,608)	21.4% (N=4,847)	2.7% (N=506)	1.3% (N=16)
Schools in Lowest Quartile (<30%)	0.3% (N=522)	0.6% (N=976)	12.6% (N=3,978)	0.2% (N=50)	0.1% (N=1)
Poverty Equity Gap	3.5 % pts	5.1 % pts	8.8 % pts	2.5 % pts	1.2 % pts
Multiplier ⁸	12.7 x	9.5 x	1.7 x	13.5 x	13.0 x

Table 2 shows the equity gaps on the five school-level measures, expressed as the number of percentage points between values for the highest and lowest quartiles of minority membership in the student population. Table 2 illustrates the percentage difference and multiplier for five school-level measures, comparing schools in the highest and lowest quartile on minority student enrollment.

Students in schools with the highest minority enrollments are five times more likely to encounter *ineffective educators*.

Table 2. 2013-2014 Equity Gaps by Minority Enrollment

<i>Schools by Minority Enrollment</i>	% Courses with Unqualified Teacher (Nc = 504,398)	% Courses with Out-of-Field Teacher (Nc = 504,398)	% Teachers 0-1 year prior experience (Nt= 108,983)	% Teachers evaluated Ineffective (Nt evaluated = 81,780)	% Principals evaluated Ineffective (Np evaluated = 5,213)
All Schools	1.2% (N=6,138)	1.9% (N=9,548)	15.7% (N=17,115)	1.0% (N=794)	0.5% (N=28)
Schools in Highest Quartile (>43%)	4.3% (N=4,667)	5.9% (N=6,357)	21.7% (N=5,274)	2.5% (N=506)	1.3% (N=17)
Schools in Lowest Quartile (<6%)	0.4% (N=422)	1.0% (N=1,067)	12.8% (N=2,991)	0.5% (N=86)	0.5% (N=6)
Minority Equity Gap	3.9 % pts	4.9 % pts	8.9 % pts	2.0 % pts	0.8 % pts
Multiplier	10.8 x	5.9 x	1.7 x	5.0 x	2.6 x

WHAT ARE POSSIBLE REASONS FOR OHIO’S EQUITABLE ACCESS GAPS?

To effectively address Ohio’s educator equity gaps, education leaders needed to understand *why* the gaps are occurring in schools with high-poverty and high-minority student enrollment. A root-cause analysis was conducted to better understand the “systems challenges” Ohio faces in achieving

equitable access to excellent educators. The analysis uncovered four overarching categories: educator preparation, hiring and deployment, teaching and learning conditions, and data use².

ISSUES TO CONSIDER

Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators already defines the terms required in ESSA. Ohio would not be required to amend the current plan.

Districts will need to ensure that poor and minority students are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and must measure and report on progress toward eliminating inequities. Ohio may want to consider the most ideal timeline for equity planning at the local level.

² Multiple causes emerged under the four overarching categories and more details on those causes can be found on pages 17-22 of [Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators](#).