



Ohio

Local Equitable Access Planning Guide

JUNE 2016

THIS GUIDE WILL HELP LOCAL EDUCATION AGENCIES COMPLETE COMPREHENSIVE CONTINUOUS IMPROVEMENT PLANNING ITEMS 3, 4, & 5 OF THE HIGHLY QUALIFIED TEACHER COMPONENT

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Terminology

Local Equitable Access Planning – The process through which local education agencies (LEAs) engage in planning to ensure that poor and minority students have equitable access to excellent educators.

Equitable Access – Poor and minority students are educated by excellent educators at rates that are at least equal to the rates at which other students are educated by excellent educators.

Gap – Any difference that suggests that poor and minority students have less access to excellent educators than other students.

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. The highest index value possible is 100, which represents an educator workforce with experienced, qualified, in-field, effective teachers and effective leaders.

Equitable Access Analysis Tool – Data tool provided by the Ohio Department of Education (ODE) to assist local education agencies in equitable access planning. The tool allows education agencies to identify where, and to what extent, any inequities in access to excellent educators exist.

Excellent Educators for All Initiative – Initiative by the U.S. Department of Education to help states and school districts support great educators for poor and minority students, calling for states to develop and submit state equity plans.

Educator Equity Plan

In July 2014, the U.S. Department of Education announced the launch of the [Excellent Educators for All Initiative](#), which focuses upon improving access to great educators for the students that need them the most. As part of the initiative, the Ohio Department of Education submitted a state equitable access plan to ensure poor and minority students are not taught at higher rates by inexperienced, unqualified or out-of-field teachers. The plan identifies state equity gaps, a root-cause analysis and strategies to help Ohio work towards equitable access to excellent educators.

The state of Ohio must work together with local districts and schools to ensure that excellent educators teach the state's poor and minority students. In accordance with the Elementary and Secondary Education Act, Ohio will continue to monitor local education agencies in their efforts to reduce educator equity gaps. These education agencies should focus on their human capital management systems (ex., hiring, development and retention of educators) and consider locally driven solutions to ensure equitable access to excellent educators for poor and minority students.

Local Equitable Access Planning

Since 2006, local education agencies have engaged in local equity planning with a focus on highly qualified teachers. This planning moved the needle such that the percentage of courses taught by highly qualified teachers rose from 94.4 percent in 2005-2006 to 99 percent in 2012-2013.

Local planning will continue to be important in improving equitable access to excellent educators for poor and minority students in Ohio. Local education agencies will continue to use the Comprehensive Continuous Improvement Plan (CCIP) to engage in local equitable access planning.

Planning Items

The department has revised the Highly Qualified Teacher Component of the CCIP so that districts can complete their equitable access planning through the annual CCIP process. The Highly Qualified Teacher Component presents the following six items for local education agencies to complete, three of which (in bold) are new to the planning:

1. Highly Qualified Teacher status is documented
2. 100% of teachers teaching core academic subjects meet HQT as well as teachers teaching in program supported by Title I funds
3. **Use data to identify and document the district's gaps in equitable access to excellent educators**
4. **Conduct a root-cause analysis to identify why there are gaps in equitable access to excellent educators in the district**

5. **Identify strategies the district will use to impact the root-cause(s) and lessen/eliminate the district's gaps in equitable access**
6. Fiscal and human resources are targeted in the schools with the lowest proportion of Highly Qualified Teachers

The [Highly Qualified Teacher Component document](#) explaining all six items in more detail can be found in the CCIP document library.

This Local Equitable Access Planning Guide will assist local education agency personnel in understanding the new items and data tool they will use to meet the local equity planning requirements within the state's new plan: [Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators](#), approved by U.S. Department of Education in November 2015.

Timeline for Local Equitable Access Planning

Local education agencies will complete equitable access planning on an annual basis. Planning using the three new equitable access items will begin in June 2016 and close on **September 30, 2016 for review**.

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, 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. Once districts identify their stakeholder groups, they will begin to engage in equitable access planning with the stakeholders.

Data for Local Equitable Access Planning

Data should drive how districts approach equitable access planning. The department will annually populate the newly developed Equitable Access Analysis Tool with data to help local education agencies engage in planning. The tool will be provided to LEAs in a Microsoft Excel file that can be sorted for analysis purposes. The tool includes student measures, educator measures, and the Educator Workforce Strength Index.

The Equitable Access Analysis Tool provides a variety of data (described in further detail below) for local education agencies at both the district and building levels. The tool allows educators to identify *where, and to what extent*, any inequities in access to excellent educators exist. View a sample Equitable Access Analysis Tool in [Appendix A](#).

Student Measures

The Equitable Access Analysis Tool includes two student measures titled *poverty and minority*. Both measures are provided at the quartile level for each building in a local education agency. There are four possible quartiles for both poverty and minority: high, medium-high, medium-low, and low.

Districts report student *poverty* (poor student) to the Ohio Department of Education at the student level as economic disadvantage¹. Schools in the high quartile of poverty enrollment have greater than 75 percent of their Average Daily Enrollment represented by students reported as economically disadvantaged. In the low quartile of schools as defined by poverty enrollment, less than 30 percent of students are economically disadvantaged.

Minority students are members of African-American, Multiracial, Hispanic, Native Hawaiian / Pacific Islander, American Indian / Alaskan Native or Asian ethnic and racial groups. In schools in the high quartile of minority enrollment, 43 percent or more of their students are members of these groups. The low minority quartile consists of schools with less than six percent of students in these groups.

Educator Measures

The Equitable Access Analysis Tool includes five educator measures:

1. **Inexperienced Teacher** – Teacher who is in first or second year of teaching.
2. **Out-of-Field** – Teacher teaching a core academic subject² course for which he or she is not licensed to teach.
3. **Unqualified** – Teacher teaching a core academic subject course for which he or she is not designated highly qualified with respect to content knowledge requirements.
4. **Ineffective Teacher** – Teacher receiving a final summative rating of “Ineffective” on the Ohio Teacher Evaluation System.
5. **Ineffective Principal** – Principal receiving a final summative rating of “Ineffective” on the Ohio Principal Evaluation System.

Educator Workforce Strength Index

The department developed the Educator Workforce Strength Index for state and local planning to ensure that poor and minority students have equitable access to excellent educators. The index provides a **point of comparison** across buildings *and* across time. Index values help highlight the buildings that need an

¹ The Ohio Department of Education’s definition of *economic disadvantage* includes any student who is known to the district to meet any of the following conditions: either the student is eligible to receive free or reduced price lunch themselves or a member of a household is so eligible; students who themselves or whose guardians are known to be recipients of public assistance; and students whose guardians meet the Title I income guidelines.

² Core academic subject includes: English, language arts, reading, science, mathematics, arts (visual, music, dance, and drama), foreign language, government, civics, history, economics and geography.

intervention in relation to their educator workforce when engaging in a building-to-building comparison. Index values also help track whether or not a district or building educator workforce has strengthened or weakened over time – highlighting if they have made progress in relation to equitable access planning.

Calculating the Educator Workforce Strength Index

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 in Table 1.

Table 1. Sample District Educator Workforce Strength Index Calculation

Educator Measures					Index Calculation Steps		
% Inexperienced (> 10%) ³	% 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

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.

Measures Used to Calculate the Educator Workforce Strength Index

1. Percent Inexperienced teacher
2. Percent Out-of-field teacher
3. Percent Unqualified teacher
4. Percent Ineffective teacher
5. Percent Ineffective principal

Note that the “percent ineffective principal” is not calculated at the building level, but rather at the district and state level only unless there is only one building for the local education agency.

³ Teacher experience is entered into the Educator Workforce Strength Index ranging from 0-90 percent. For example, a school with 20 percent inexperienced teachers would have 10 percentage points entered into its Educator Workforce Strength Index. This was done as it is unreasonable and unhealthy to not hire new teachers into a district or school.

State Educator Workforce Strength Index

The State Educator Workforce Strength Index helps monitor the status of our state's educator workforce over time. Ohio will use the index to monitor state progress on ensuring equitable access to excellent educators. This index will be calculated using all five educator measures.

District Educator Workforce Strength Index

The District Educator Workforce Strength Index helps in understanding the status of a district's educator workforce over time. Districts can use index values to monitor progress on ensuring equitable access to excellent educators. The index is the result of a calculation that uses up to all five of the educator measures when available.

Building Educator Workforce Strength Index

The Building Educator Workforce Strength Index provides a starting point for making comparisons across school buildings within districts in a given year. Using the index, district leaders can pinpoint **which buildings** could most benefit from educator-level interventions. The index is the result of a calculation that uses up to four of the educator measures when available.

The three (state, district and building) index levels provide the state and local education agencies with information to monitor equitable access to excellent educators in a given year and over time. Index values inform leadership at various levels as they plan and allocate resources for equitable access purposes.

Using the Equitable Access Analysis Tool for Local Planning

The Equitable Access Analysis Tool provides a snapshot of each of the available data measures as well as index values at the state, district and building levels. This tool will allow districts to see what particular measures are causing index values to go up or down in each school and help leaders target specific needs in particular schools. Leaders can then tailor strategies for schools according to *which measures contribute to a weaker index value*.

Downloading the Equitable Access Analysis Tool

The Equitable Access Analysis Tool can be downloaded by the superintendent, a superintendent designee, or treasurer from your district's folder on the Collaboration Center, linked behind SAFE.

Log into your SAFE account, click on the Collaboration Center under the list of Web Systems.

Web Systems	Description
Collaboration Center	Content Sharing and Work Site

On the SharePoint site that you have entered, click on the “ODE Document Exchange” link on the left-hand side, to see your district’s folder.



Click and open your district folder. Select the “Documents from ODE” file. Select the file: **“Equity_Analysis_Tool_ [Your IRN here].xls.”**

It is recommended that districts download and save the tool for planning purposes. The file is in Microsoft Excel and allows districts to sort and filter the file as needed during analysis. The Equitable Access Analysis Tool will be available in June 2016. Once the tool has been downloaded from the Collaboration Center, local education agencies should begin reviewing data and complete the Highly Qualified Teacher Component in the CCIP.

Local Equitable Access Planning Items

There are three new local equitable access planning items:

- Use data to identify and document the district's gaps in equitable access to excellent educators
- Conduct a root-cause analysis to identify why there are gaps in equitable access to excellent educators in the district
- Identify strategies the district will use to impact the root-cause(s) and lessen/eliminate the district's gaps in equitable access

These items have replaced previous highly-qualified teacher items in the CCIP. The Comprehensive Continuous Improvement Plan and Highly Qualified Teacher Component can be found [here](#).

Item Three

Materials needed to complete Item Three

- Local Education Agency Equitable Access Analysis Tool found in the Collaboration Center
- Equitable Access Analysis Worksheet found in [Appendix B](#)

In Item Three, local education agencies will use data (from the Equitable Access Analysis Tool or other relevant local data) to identify and document the district's equitable access gaps to excellent educators. They will identify **where, and to what extent** any gaps exist on a building-by-building basis. **Ohio considers a gap to be any difference that suggests poor and minority students have less access to excellent educators than other students.**

Stakeholders will review a variety of data points from the tool to fully capture where, and to what extent, gaps in equitable access to excellent educators exist. They should consider the following questions:

- What is the lowest building index value for your district?
- What is the highest building index value for your district?
- Of the buildings with the highest populations of poor and minority students in your district, which have the lowest index values?
- What are the specific measure(s) that caused the low index values in the identified buildings with populations of poor and/or minority students?

[Appendix B](#) includes an Equitable Access Analysis Worksheet. The worksheet gives options for ways the data can be analyzed and gives space for local education agencies to record their findings. This initial analysis will drive how districts resolve equitable access gaps. They will report the findings in the CCIP Highly Qualified Teacher Component under Item Three. *Districts can use other*

relevant educator data to complete Item Three and should make note of the data source(s) in their response.

Item Four

Materials needed to complete Item Four

- Local Education Agency Equitable Access Analysis Tool found in the Collaboration Center
- Sample Root-Cause Analysis Template in [Appendix C](#)

Once they complete the data analysis, 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 challenge⁴ they are facing and help in selecting a strategy or strategies that are most likely to impact equitable access gaps.

As they conduct the root-cause analysis, stakeholders should take into consideration the human capital management system⁵ 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. 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.

In buildings with poor and minority students, do local education agencies,

Recruit
Excellent
Educators?

Attract
Excellent
Educators?

Assign
Excellent
Educators?

Develop
Excellent
Educators?

Retain
Excellent
Educators?

⁴ An example of systems challenge from the [Center on Great Teachers & Leaders, Moving Toward Equity Root-Cause Analysis Workbook](#) (2014), highlights systems challenge and symptoms as follows,

...the tendency of early-career teachers to move from inner-city to suburban schools after a few years is a *symptom*, while a lack of strong preparation and leadership in inner-city schools is a *systems challenge*. Also, the high percentages of teachers of students with disabilities who leave teaching for work in the private sector is a *symptom*, while unmanageable caseloads for these teachers is a *systems challenge* (page 4).

⁵ Human capital management, defined by Sigler and Kashyap (2008) as, "...how an organization tries to acquire, increase and sustain that talent level over time...the entire continuum of activities and policies that affect teachers over their work life at a given school district (p.5)".

To begin the root-cause analysis, local education agencies need a problem statement from the educator equity gap analysis to drive the process. The problem statement should derive from the findings in Item Three. For example, if a local education agency found that a building with a high population of poor students had an index of 72 and identified that the ineffective teachers measure caused the index to be the lowest in the district, the problem statement may be, “In our building with the highest population of poor students, we have 23 percent ineffective teachers causing a gap in equitable access.”

Once the problem statement is developed, they should begin to ask “*why* is this the current state?” It is important to ask “*why* did this happen?” and continue asking this question until the stakeholders identify the systemic challenge(s) or the underlying cause (s) for the identified problem. Find a sample template in [Appendix C](#).

Local education agencies will report the finding(s) in the CCIP Highly Qualified Teacher Component under Item Four.

Item Five

Materials needed to complete Item Five

- Local Education Agency Equitable Access Analysis Tool found in the Collaboration Center
- Root cause analysis findings
- Local Equity Plan: [Strategies website](#)

In Item Five, 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 in Item Four and should target areas of the human capital management system.

The department presents a list of possible strategies and the related gaps in Table 2. The list is not exhaustive and local education agencies have the option to choose strategies that most fit their local context and root cause findings. Districts also may visit the [local equity plan website](#) 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 Item Four (root-cause analysis).

Table 2. 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	Unqualified	Out-of-Field	Ineffective Teacher	Ineffective 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
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
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
Engage in targeted professional development that is based upon findings from OTES and/or OPES. Example: Assessment Literacy	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
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

Support educators with field specialists who offer expertise in areas such as student growth measures, assessment literacy, Resident Educator program for beginning teachers, and the Ohio Teacher and Principal Evaluation Systems.	x	x	x	x	x
Make strategic staffing decisions using student and educator data to cultivate an environment with high-quality instruction and high expectations.	x	x	x	x	x
Utilize expanded reports available in the electronic Teacher and Principal Evaluation System to help understand patterns and trends in schools.				x	x
Incorporate higher education partnerships for professional development and clinical field experience opportunities.	x			x	x
Partner with regional centers, institutions of higher education, and other academic support entities in order to provide training on using evaluation data to inform professional learning.	x			x	x

Once district team members identify a strategy or strategies, they can describe the specific activities that will occur and the timeline for implementation. 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. Goals should be measurable and progress evidential. Districts will report this information in the CCIP Highly Qualified Teacher Component under Item Five.

If there is an instance where local education agencies have no gaps in equitable access, they should note that finding in Item Three and in Items Four and Five, use the following language: “No gaps found, will continue to monitor on an annual basis.” **Districts need to complete all three equitable access items by September 30, 2016.**

Questions about local equitable access planning can be directed to the following email address: equity@education.ohio.gov

Appendix A: Sample Equitable Access Analysis Tool

State Tab

A	B	C	D	E	F	G	H	I	J
State	Unqualified_Pct	Out_of_field_Pct	Inexper_Pct	Ineff_Tchr_Pct	Inef_Principal_Pct	Total_Measures	Divide_Total_by_N_Measures	Educatr_Workforce_Index	
Ohio	3.7	8.7	0	1	0	13.4	2.68	97.32	

Navigation: State | District | Schools (+)

District Tab

	A	B	C	D	E	F	G	H	I	J	K
1	District_IRN	District_Name	Typology	Unqualified_Pct	Out_of_field_Pct	Inexper_Pct	Ineff_Tchr_Pct	Inef_Principal_Pct	Total_Measures	Divide_Total_by_N_Measures	Educatr_Workforce_Index
2	0	City	Urban	4.2	9.9	0	1.94	0	16.04	3.208	96.792

Navigation: State | District | Schools (+)

Appendix A Continued: Sample Equitable Access Analysis Tool

Building Tab

	A	B	C	D	E	F	G	H	I	J	K	L
1	Building_IRN	Building_Name	School_Class	Poverty_Quartile	Minority_Quartile	Unqualified_Pct	Out_of_field_Pct	Inexper_Pct	Ineff_Tchr_Pct	Total_Measures	Divide_Total_by_N_Measure	Educatr_Workforce_Index
2	1	AB	Elementary School	High	High	0.00	7.50	0.00	0.00	7.50	1.88	98.13
3	2	BC	Elementary School	High	High	0.81	0.00	27.50	3.70	32.01	8.00	92.00
4	3	CD	High School	High	High	1.68	4.76	1.76	0.00	8.21	2.05	97.95
5	4	DE	Elementary School	High	High	0.00	0.00	1.54	0.00	1.54	0.38	99.62
6	5	EF	Elementary School	High	Medium-High	0.00	2.83	0.00	3.57	6.40	1.60	98.40
7	6	FG	High School	High	High	7.91	10.73	12.86	0.00	31.50	7.88	92.12
8	7	GH	Elementary School	High	High	14.60	33.58	0.00	0.00	48.18	12.04	87.96
9	8	HI	High School	High	High	6.17	31.28	0.00	7.69	45.14	11.28	88.72
10	9	IJ	Elementary School	High	Medium-High	2.19	0.00	0.00	0.00	2.19	0.55	99.45
11	10	JK	Elementary School	High	High	24.35	24.35	0.00	6.90	55.59	13.90	86.10
12	11	KL	Elementary School	High	High	0.00	3.85	0.00	0.00	3.85	0.96	99.04
13	12	LM	Elementary School	High	High	3.31	4.96	0.00	4.17	12.43	3.11	96.89
14	13	MN	Elementary School	High	High	0.00	0.00	0.00	0.00	0.00	0.00	100.00
15	14	NO	Elementary School	High	Medium-High	0.00	4.92	0.00	0.00	4.92	1.23	98.77
16	15	OP	Elementary School	High	High	0.91	0.00	1.76	3.33	6.01	1.50	98.50
17	16	PQ	Elementary School	High	High	0.00	5.05	0.00	3.70	8.75	2.19	97.81
18	17	QR	Ungraded	High	High	3.80	13.92	0.00	6.25	23.97	5.99	94.01
19	18	RS	Elementary School	High	High	1.03	3.61	0.00	0.00	4.64	1.16	98.84
20	19	ST	High School	High	High	8.90	9.61	0.81	8.33	27.65	6.91	93.09
21	20	TU	Elementary School	High	Medium-High	0.00	2.31	0.00	0.00	2.31	0.58	99.42
22	21	UV	High School	High	High	4.07	24.21	3.21	0.00	31.49	7.87	92.13
23	22	VW	Elementary School	High	High	0.00	2.38	0.00	0.00	2.38	0.60	99.40
24	23	WX	Elementary School	High	High	4.69	4.69	3.51	0.00	12.89	3.22	96.78
25	24	XY	Elementary School	High	High	0.00	0.00	5.79	2.94	8.73	2.18	97.82
26	25	YZ	Elementary School	High	High	4.85	8.74	16.67	9.52	39.78	9.95	90.05
27	26	AA	High School	High	High	5.22	9.57	1.29	0.00	16.07	4.02	95.98
28	27	BB	Elementary School	High	High	1.77	7.08	0.71	0.00	9.56	2.39	97.61
29												
30												
31												
32												
33												
34												

Appendix B: Equitable Access Analysis Worksheet

This worksheet outlines the steps local education agencies may take to analyze data from the Equitable Access Analysis Tool and determine if there are equitable access gaps in their districts. Engaging with the data through these steps will allow for a clearer understanding of any gaps and inform the decisions to address those gaps.

Step One: Identify the lowest and highest index values to determine if a gap exists between buildings.

	Lowest Value	Highest Value
Index Value		
Building Name		
School Class		
Poverty Quartile		
Minority Quartile		

Step Two:

2a) Determine which buildings have the lowest index values (record starting with lowest on top).

2b) Determine if those buildings have populations of poor (poverty quartile) and/or minority (minority quartile) students.

2c) Identify the measure(s) causing the low index values in those buildings.

2a. Building Name	2a. Building Index Value	2b. Poverty Quartile	2b. Minority Quartile	2c. Measure(s) (Name & %)

Step Three: Sorting by individual measures also may be useful depending upon local context. Determine which measure to focus upon (poverty, minority, unqualified, out-of-field, inexperienced or ineffective teacher) and determine the highest percentages for the identified measure.

Measure:				
Measure Percentage	Building Name	Poverty Quartile	Minority Quartile	Building Index Value

Measure:				
Measure Percentage	Building Name	Poverty Quartile	Minority Quartile	Building Index Value

Measure:				
Measure Percentage	Building Name	Poverty Quartile	Minority Quartile	Building Index Value

Appendix C: Sample Root-Cause Analysis Template – 5 Whys Method

Problem Statement

Why #1

Why #2

Why #3

Why #4

Why #5

Appendix D: Highly Qualified Teacher Component – Found in the CCIP Library

Summary

Each school district shall develop an equitable access plan to ensure that poor and minority students have equitable access to excellent educators.

Equitable Access Items in the CCIP

All school districts are required to complete the following six items under the Highly Qualified Teacher Tab in the CCIP. Three new items focus on equitable access to excellent educators (Items 3-5 below). Read the Local Equitable Access Planning Guide and [Ohio’s 2015 Plan to Ensure Equitable Access to Excellent Educators](#) for further information on state and local equitable access plan development.

Required Items and Criteria

Required Items	Descriptions and Recommended Criteria	Sample Statements/Responses
1. Highly Qualified Teacher status is documented	Description: Use the Ohio Department of Education Highly Qualified Teacher (HQT) forms to document the Highly Qualified status of all teachers teaching core academic subjects as well as all teachers teaching in a program supported with Title I funds. It is recommended the district use Ohio Department of Education HQT documentation forms. Develop and implement employment procedures that meet HQT requirements.	The ___ (district administrator or position) is the single point of contact who works directly with school administrators and department staff on highly qualified teacher issues. The district provides an annual orientation at the beginning of the school year and guidance to teachers regarding HQT requirements. It uses the department’s HQT forms and status sheets to document and update HQT status of all teachers of core academic subjects, including new teachers and teachers teaching in programs supported with

	<p>Criteria:</p> <ul style="list-style-type: none"> A. Identify the sources of documentation (e.g. HQT Toolkit, Principal Attestation forms); B. Provide annual awareness, orientation and guidance on HQT requirements; C. For teachers using HOUSSE, cite the office responsible for providing the oversight to this verification process. 	<p>Title I funds, both public and non-public. The district identifies specific activities and plans for those individuals who need to become highly qualified. The human resources director provides oversight of the source documentation and records.</p>
<p>2. 100% of teachers teaching core academic subjects meet HQT as well as teachers teaching in program supported by Title I funds</p>	<p>Description: Address professional development that supports ongoing training and professional development to assist teachers in the core academic subjects in being highly qualified as well as teachers teaching in a program supported with Title I funds.</p> <p>Criteria: Consider the following essential aspects to review the quality of the proposed professional development. High-quality professional development:</p> <ul style="list-style-type: none"> • Clearly focuses on and aligns with most school and district priorities; • Focuses on an examination of student data and/or on data-based decision making; 	<p>The district assists staff in maintaining their HQT status. For those teachers who are not HQT or who plan to transfer to a core subject area that they are not currently highly qualified to teach, the district assists them through individualized HQT plans. The district reassigns teaching placements as needed and works with local universities to provide coursework for non-HQ staff to prepare them for the HQ test. The district evaluates and updates professional development plans annually to align with teacher, building and district needs and priorities. The goals for the plans are to advance educators' content knowledge and provide them with instructional strategies for helping students meet local and state achievement standards. The district</p>

	<ul style="list-style-type: none"> • Provides opportunities for educators to work together; • Fits the needs and experiences of adult learners; • Uses a combination of measures to evaluate the effectiveness of the professional development over time; • Advances educators' content knowledge and provides instructional strategies to enable educators to assist students in meeting standards. 	<p>develops plans that ensure:</p> <ul style="list-style-type: none"> • Students with disabilities receive the supports and services necessary to guarantee complete access to, and involvement in, the general education curriculum to the fullest extent possible; • General classroom teachers receive assistance with differentiated instruction; and • Appropriate numbers of intervention specialists in appropriate content areas achieve HQT status.
<p>3. Use data to identify and document the district's gaps in equitable access to excellent educators</p>	<p>Description: Conduct an analysis of the annual Equitable Access Analysis Tool⁶ (found in the Collaboration Center) to identify where and to what extent any gaps in equitable access to excellent educators exist on a school-by-school basis. Note the most concerning gaps for the district after reviewing the data.</p> <p>Criteria:</p> <p>A. Identify the lowest building index values in the district and determine if those low values are in buildings with high</p>	<p>The district leadership team gathered to review the Equitable Access Analysis Tool from the 2014-2015 school year. The team reviewed the tool and noted the following gaps:</p> <p>A. ABC elementary has the lowest educator workforce strength index of 80 (in a high-poverty and high-minority school) and DEF high school has the highest educator workforce strength index value of 100 (in a low-poverty and medium-high minority building); and</p>

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

	<p>populations of the district’s poor and/or minority students.</p> <p>B. Identify the particular educator measure(s) that are causing the lower index values in buildings with high populations of the district’s poor and/or minority students.</p> <p>C. Identify the most concerning equity access gaps for the district.</p>	<p>B. Two high-poverty, high-minority buildings, ABC elementary and GHI middle school, had 30 percent or more ineffective teachers. JKL elementary, a medium-high poverty and high minority building, had 15 percent inexperienced teachers.</p> <p>C. Our district found the most concerning gaps in two buildings with 30 percent or more ineffective teachers.</p>
<p>4. Conduct a root-cause analysis to identify why there are gaps in equitable access to excellent educators in the district</p>	<p>Description: Conduct a root-cause analysis to determine the systemic challenge(s) contributing to gaps in equitable access with the stakeholder group and describe findings. Consider the continuum of the human capital management system (attracting, assigning, developing and/or retaining educators) during the root-cause analysis.</p> <p>Criteria:</p> <p>A. Explain how leadership/stakeholders participated in the root-cause analysis.</p> <p>B. Describe the root-cause analysis findings.</p>	<p>A. The district leadership team gathered a group of 12 stakeholders (district leadership, teachers, union representative, community member, and central office staff) in a half-day meeting. During the agenda, which is on file in the district office, we reviewed equity gap data findings from the Equitable Access Analysis Tool. The group engaged in a root-cause analysis of the most concerning gaps identified in item three.</p> <p>B. The root-cause analysis process revealed that the systems challenge in these two buildings relates to the development of effective educators. In the two buildings with low index scores</p>

		<p>and high percentages of ineffective teachers, we found that professional development for these teachers was deficient. A majority of the professional development provided was a one-size-fits all approach that did not align to professional needs according to the teacher evaluation ratings. The professional development did not meet the needs of the ineffective educators in these two buildings.</p>
<p>5. Identify strategies the district will use to impact the root-cause(s) and lessen/eliminate district's gaps in equitable access</p>	<p>Description: 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 unqualified, inexperienced, out-of-field, ineffective teachers and/or ineffective principals. Include activities, timeline, and progress monitoring for the strategy or strategies, and changes in data that would demonstrate progress.</p>	<p>A. Based on the findings from the data analysis and root-cause analysis, the district determined that what is most likely to improve our equitable access to excellent educators is to target professional development in the two school buildings with the highest percentage of ineffective teachers. District leadership (alongside leaders in those particular buildings) reviewed the evaluation rubrics of the ineffective teachers and noticed the following</p>

	<p>Criteria:</p> <ul style="list-style-type: none"> A. Identify the specific strategy or strategies that will be used to promote equitable access to excellent educators (and align to the root-cause analysis findings). B. Describe the specific activities that will occur. C. Identify the timeline for strategy implementation. D. Describe the monitoring process and its intervals. Note the changes in the data that would demonstrate progress on the identified gaps. 	<p>trends: this particular group of teachers received ineffective or developing ratings in four areas: Assessment Data, Differentiation, Resources and Assessment of Student Learning.</p> <ul style="list-style-type: none"> B. To impact teacher performance in those areas, targeted professional development and coaching will occur over the course of the 2016-2017 school year. The professional development and coaching will focus on assessment literacy, with an emphasis on curriculum, instruction and assessment alignment. C. The professional development and coaching will occur throughout the school year. Leaders and coaches will visit classrooms bi-weekly to see if those identified teachers are adopting and using assessment literacy practices and to determine if they are improving. D. We will see evidence of improvement when the percentage of ineffective teachers decreases in the identified buildings. We will monitor this improvement when we receive final summative ratings. The team will also
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		<p>monitor the index scores for those particular buildings when we receive the next Equitable Access Analysis Tool.</p>
<p>6. Fiscal and human resources are targeted in the schools with the lowest proportion of Highly Qualified Teachers</p>	<p>Description: Address and document the coordination of program funding supports to ensure all teachers meet the HQT status.</p> <p>Criteria:</p> <ul style="list-style-type: none"> A. Identify the sources of funds to help teachers meet and maintain HQT status. B. Identify other district resources, e.g., personnel, time, facilities, technology. C. Identify underperforming targeted schools, e.g. those not meeting academic annual measurable objectives or having the lowest percentage of highly qualified teachers compared to the other buildings. D. Identify weaknesses in core academic subjects, competencies and skills with respect to teacher qualification and experience. E. Identify other factors that may influence HQT status: 	<ul style="list-style-type: none"> A. To support teachers in becoming highly qualified by the end of the 2016-2017 school year, the _____ (name of district office) coordinates and documents the use of the following resources: _____. B. Fiscal support comes from the following funds: _____. C. Additional district resources include: _____. D. Professional development is targeted to the following schools: _____, for the following reasons: _____. E. Other factors requiring HQT status to be addressed include: _____. Lowest achieving students will be identified and provided specific interventions.

	<ul style="list-style-type: none"> • The ratio of veteran teachers to new teachers in underperforming buildings compared to the other buildings; • Teacher attendance percentages by building; • Mobility factors; • Retirement; • Reassignment; • Transfers; and • Ratio of days taught by teachers compared to days covered by educators with conditional teaching permits or long-term substitute licenses; • Teacher years of experience by building. 	
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References

Center on Great Teachers and Leaders. (2014). *Moving toward equity root-cause analysis workbook*. Retrieved from <http://www.gtlcenter.org/learning-hub/equitable-access-toolkit/root-cause-analysis-workbook>

Sigler, D., & Kashyap, M.U. (2008). Human capital management: A new approach for districts. *Voices in Urban Education, 20*, 5-12.