



Ohio

Executive Summary:
Ohio's 2015 Plan to Ensure
Equitable Access to Excellent
Educators

OHIO DEPARTMENT OF EDUCATION

NOVEMBER 2016

Ohio's 2015 Plan to Ensure Equitable Access to Excellent Educators

Too often, poor and minority students receive less effective teachers than their counterparts (U.S. Department of Education, 2014). Since teachers are the most important school-based factor affecting student achievement (Rivkin, Hanushek, & Kain, 2005) and school leaders are second (Waters, Marzano, & McNulty, 2003), Ohio's education reform efforts must focus on ensuring all students have equitable access to excellent educators. As part of the *Excellent Educators for All Initiative* led by the U.S. Department of Education, Ohio developed a State Plan to Ensure Equitable Access to Excellent Educators to work toward ensuring that poor and minority children are not being taught by unqualified, inexperienced or out-of-field teachers at higher rates than other children.

Ohio's Equity Journey

Ohio's effort to provide poor and minority students' equitable access to high-quality educators is not new. In 2006, the Ohio Teacher Equity Plan was developed with a focus on ensuring that poor and minority students receive highly-qualified teachers. In 2006, 94.4 percent of core academic courses were taught by highly qualified teachers and in 2013, 98.8 percent of core academic courses were taught by highly-qualified teachers. Ohio has made progress in ensuring access to highly-qualified teachers.

Now, Ohio is focusing on an additional new challenge – ensuring equitable access to excellent educators for its students. No longer is the focus just on highly-qualified teachers. In Ohio's 2015 Educator Equity Plan, excellent educators are defined as those who are experienced, in-field, effective, and qualified. Instead of the single measure of highly-qualified teacher, Ohio will focus on a variety of educator measures in equity planning.

First Step of the Journey: Examining Data

Ohio set out on a course to examine data at the state level to determine **where, and to what extent, any inequities exist** in access to excellent educators for poor and minority students. Researchers analyzed five educator measures for Ohio's Educator Equity Plan: courses taught by *unqualified* teachers¹; courses taught by *out-of-field* teachers²; *inexperienced* teachers³ among all teachers; *ineffective* teachers⁴; and *ineffective* principals⁵ among those evaluated. The

¹ Teacher teaching a core academic subject course for which he or she is not designated highly qualified with respect to content knowledge requirements.

² Teacher teaching a core academic course that he or she is not licensed to teach.

³ Teacher in the first or second year of teaching.

⁴ Teacher who received a final summative rating of "ineffective" on the Ohio Teacher Evaluation System (OTES).

⁵ Principal who received a final summative rating of "ineffective" on the Ohio Principal Evaluation System (OPES).

department calculated the percentage difference between the average of educators found in high-poverty schools and those found in low-poverty schools; and between those found in high-minority schools and low-minority schools to determine if equity gaps existed for each measure. 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.

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. Figure 1 illustrates Ohio’s equity gaps by poverty enrollment in 2013-2014. For example, while 0.2 percent of teachers in low-poverty schools were evaluated as *ineffective*, 2.7 percent of teachers in schools with the highest enrollments of student poverty received an *ineffective* evaluation rating. This is a difference of 2.5 percentage points. Figure 2 illustrates Ohio’s equity gaps by minority enrollment in 2013-2014. For example, 2.5 percent of teachers in high-minority schools received *ineffective* evaluation ratings, whereas 0.5 percent of teachers in low-minority schools received this rating, a difference of two percentage points.

Figure 1. Equity Gaps: Poverty, 2013-2014

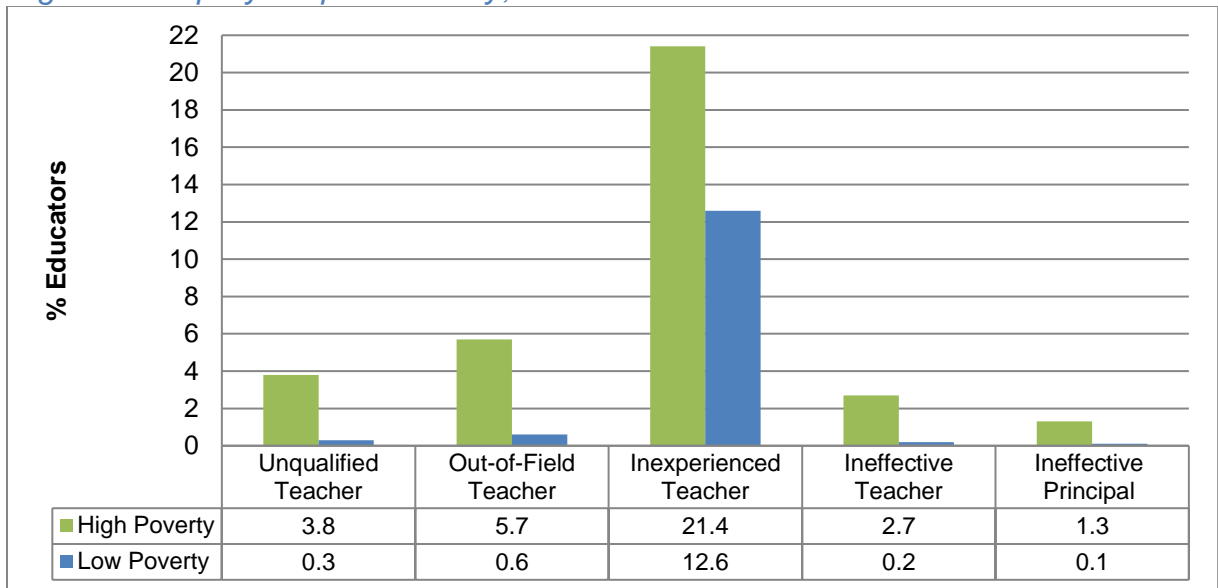
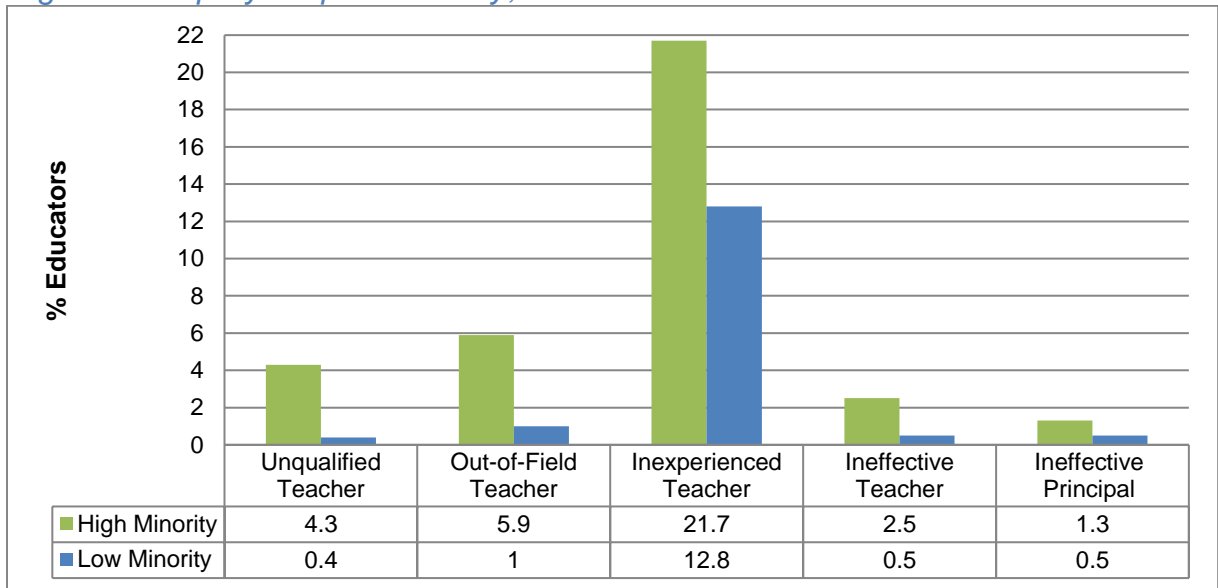


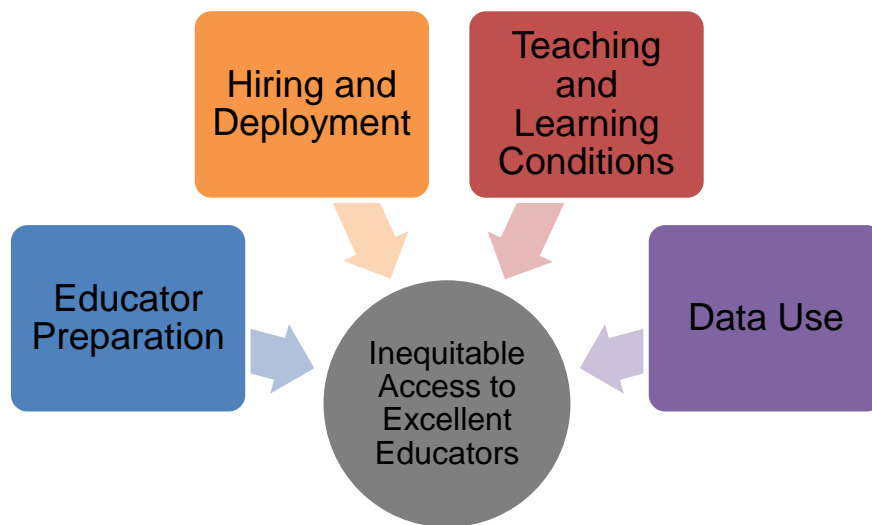
Figure 2. Equity Gaps: Minority, 2013-2014



Second Step of the Journey: Identify Potential Root Causes

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. Researchers conducted a root-cause analysis to better understand the “systems challenges” Ohio faces in achieving equitable access to excellent educators. The analysis uncovered multiple causes for each of Ohio’s equity gaps. The multiple causes emerged into four overarching categories (see Figure 3): educator preparation, hiring and deployment, teaching and learning conditions, and data use.

Figure 3. Ohio’s Four Root-Cause Categories



Ohio’s four root-cause categories highlight that inequitable access to excellent educators is a *systemic* issue that is occurring across the human capital management system – from educator preparation programs to the teaching and learning conditions found in schools. The root-cause analysis also identified that data use, or lack thereof, may also be contributing to the inequitable access for poor and minority students to excellent educators in Ohio. Based on these findings, the department identified and selected four strategies that have the most potential to remedy gaps in equitable access to excellent educators for poor and minority students in the state.

Third Step of the Journey: Develop Strategies

To ensure that poor and minority students have equitable access to excellent educators, Ohio identified four main strategies to reduce identified educator equity gaps:

1. Strengthen educator preparation;
2. Target hiring and deployment barriers;
3. Improve teaching and learning conditions; and
4. Provide data to encourage strategic staffing and educator development.

Each of these four strategies demonstrate Ohio’s good faith effort to ensure that poor and minority students are not being taught at higher rates than other students by inexperienced, unqualified, out-of-field, and ineffective teachers and ineffective principals. Each of the four strategy areas includes a listing of several sub-strategies that are specific and actionable. Some sub-strategies are ongoing, established initiatives while others will take long-term planning and support for development.

Strategy One: Strengthen Educator Preparation in Institutions of Higher Education
1.1 Disseminate 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; continue expanding performance measures contained in these reports.
1.2 Offer professional development for educator preparation faculty on Value-Added Measures to encourage the embedding of value-added learning in coursework at the educator preparation level.
1.3 Conduct research on the link between educator preparation and student performance data; use data to inform preparation program improvement.
1.4 Support clinical field experience initiatives by universities and pre-kindergarten through grade 12 education.
1.5 Require teacher preparation programs to include cultural competency in their curricula that will help new educators be successful with the students, families and communities they serve.

Strategy Two: Target Hiring and Deployment Barriers

2.1 Pilot recruitment programs designed to prepare educators for high-needs fields and hard-to-staff schools.

2.2 Encourage incentives for teachers to teach in high-needs fields.

2.3 Promote partnerships that help districts recruit and hire qualified international teachers in the state's identified shortage areas.

2.4 Use a Credential Review Board to review the licensure applications of out-of-state candidates as well as candidates requesting licensure through alternative routes.

2.5 Provide funds to institutions of higher education to create and implement dual-certification routes for special educators.

2.6 Offer a statewide Web-based Recruitment System; provide technical assistance to hard-to-staff schools to help them fully utilize the system.

2.7 Support the continued partnerships between institutions of higher education and school districts to provide professional development for teachers in high-needs schools.

2.8 Publish a supply and demand study (every three to five years).

2.9 Encourage local stakeholders to work collaboratively to review collective bargaining agreements to determine appropriate and effective ways of placing teachers.

Strategy Three: Improve Teaching and Learning Conditions

3.1 Require high-quality induction for all new teachers, including those who enter the profession through alternative routes.

3.2 Provide a state-developed list of trained mentors for beginning principals; explore partnerships with educational service centers and principal organizations to provide models of beginning principal mentoring programs for use at local levels.

3.3 Advocate the use of Ohio's updated Professional Development Standards in designing high-quality professional learning experiences; provide educators with tools to help them use the new standards.

3.4 Provide a teaching and learning conditions survey for districts; explore opportunities to expand the use of a survey.

3.5 Support local 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.

3.6 Conduct a co-observation pilot to understand the potential opportunities for teacher leadership.

3.7 Provide a teacher exit survey for districts and schools.
3.8 Assist districts and schools in utilizing the educator evaluation systems in Ohio for educator professional growth and development.
3.9 Pilot various teacher leadership programs or models.

Strategy Four: Provide Data to Encourage Strategic Staffing and Educator Development
4.1 Encourage strategic staffing decisions using student and educator data to cultivate an environment with high-quality instruction and high expectations.
4.2 Provide a data tool to aid districts in monitoring students' equitable access to excellent educators within and across schools.
4.3 Advocate for data systems that report the number of teachers changing schools within districts, changing positions within their districts, moving to other districts or into administration or leaving the profession.
4.4 Expand reports available in the electronic Teacher and Principal Evaluation System to help districts understand patterns and trends in schools.
4.5 Provide report cards about district and school progress, such as student performance, enrollment, graduation rate, education funding and teacher qualifications.
4.6 Consider expanding student subgroups to the Educator Workforce Strength Index utilizing external stakeholder input (ex. English language learners, special education).
4.7 Establish a clearinghouse of best practices at the local and regional levels that focuses on ensuring equitable access to excellent educators.
4.8 Expand research on the impact of current Ohio initiatives through the Ohio Education Research Center.
4.9 Partner with regional centers and organizations to offer trainings on using evaluation data to inform professional learning.

An Educator Workforce Strength Index for Equitable Access Planning

Ohio recognizes that a collaborative approach involving both the state and local levels is needed to ensure that poor and minority students have equitable access to excellent educators. In an effort to reduce Ohio's educator equity gaps, the department has been supplying districts and schools with useful data and information since the release of the state's 2006 Teacher Equity Plan. These data help districts and schools monitor – through their Comprehensive Continuous Improvement Planning – whether inexperienced, unqualified or out-of-field educators teach poor and minority students at higher rates than other children.

The *Educator Workforce Strength Index* data tool has been developed for Ohio's Educator Equity Plan, which captures a combination of all five measures to aid districts and schools in equitable access planning and monitoring, a sample calculation is presented in Figure 4. The department will compile data on an annual basis to share with local districts and schools. Index values will be calculated at the state, district and school levels to inform leadership at these levels as they make strategic decisions on how to allocate resources to improve poor and minority students' access to excellent educators.

Figure 4. Sample Educator Workforce Strength Index Calculation

Educator Measures				
% Inexperienced (> 10%)	% Out-of-Field	% Unqualified	% Ineffective Teacher	% Ineffective Principal
12.0	3.5	1.9	15.0	5.0

Step 1. Total measures ($12.0+3.5+1.9+15.0+5.0=37.4$)

Step 2. Divide by Number of Measures ($37.4 / 5 = 7.5$)

Step 3. Subtract from 100 ($100 - 7.5 = 92.5$)

District Index Value = 92.5

Fourth Step of the Journey: Measure Progress Goals

As a result of the *Excellent Educators for All Initiative*, Ohio is making a renewed commitment to improve poor and minority students' access to excellent educators. Ohio is poised to take action and is looking to reduce each baseline equity gap as reported in Ohio's Educator Equity Plan. Ohio will track progress on an annual basis.

Local Equitable Access Planning

Since 2006, local education agencies have engaged in 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 98.9 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 and utilize a variety of educator measures. Local equitable access planning includes the following steps:

1. Use data to identify and document the district's gaps in equitable access

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

Planning at the local level will occur on an annual basis.

References

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

U.S. Department of Education, Institute of Education Sciences. (2014). *Do disadvantaged students get less effective teaching?* (NCEE 2014-4010). Retrieved from <http://ies.ed.gov/ncee/pubs/20144010/pdf/20144010.pdf>

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

Ohio's Equity Plan was submitted to U.S. Department of Education on June 1, 2015. Ohio received plan approval in November 2015. The submitted plan is available on the department website: www.education.ohio.gov. Questions can be directed to equity@education.ohio.gov.