Welcome! We will begin at 1:00 p.m. (EST)

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  **Dial:** 1-877-668-4493
  **Access Code:** 665 024 286

• Please introduce yourself! In the chat area, type in your affiliation and role

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• To mute or unmute your line during the webinar, please press *6

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Webinar Features

Participants:
- View everyone participating in today’s webinar
- Raise your hand

Chat:
- Share information or ask a question
- Communicate any technical difficulties

Q&A:
- Ask a question for today’s facilitators

Important:
Mute or unmute your line by pressing *6

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Facilitators and Presenters

- **Danielle Smith**, US Department of Education
- **Rashidah Lopez Morgan**, Equitable Access Support Network
- **Monica Young**, Equitable Access Support Network
- **Bill Horwath**, Equitable Access Support Network
- **Laura Encalade**, Executive Director of Strategy and Operations, Tennessee State Department of Education
- **Paul Katnik**, Assistant Commissioner for the Office of Educator Quality, Missouri Department of Elementary and Secondary Education
Equitable Access Support Network

- State Support
  - Center on Great Teachers and Leaders
  - Comprehensive Centers
  - Equitable Access Support Network (EASN)
  - Equity Assistance Centers
  - U.S. Department of Education Office of State Support
  - CCSSO

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Agenda

• Welcome and Overview
• Lessons Learned
  • Root Cause Analysis
  • Identifying Strategies
• State Education Agency (SEA) Perspectives
  • Case Study: New York
  • Tennessee
  • Missouri
• Wrap Up
Welcome and Overview
Webinar Objectives

Attendees will:

• Understand the purpose of the Policy and Programs Community of Practice (CoP)

• Review lessons learned from early cohort equity planning

• Learn how Missouri and Tennessee conducted root cause analyses and identified strategies to address inequitable access
Communities of Practice

Policy and Programs
Rashidah Lopez Morgan

Data Use and Analysis
Dr. Andy Baxter
Dr. Monica Young

Stakeholder Engagement
Dr. Ellen Sherratt

Rural Access Issues and Support
Rose Honey

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Policy and Programs CoP Objectives

Through the support of EASN experts and other State teams, SEA staff members participating in the Policy and Programs CoP will:

• Identify State-level strategies to address teacher retention, teacher supply, and extend the reach of great teachers and school leaders to improve equitable access to excellent educators;
• Identify State-level policies to advance equitable access; and,
• Identify ways SEAs can support district-level equity strategies.
Lessons Learned: Root Cause Analysis and Identifying Strategies
Lessons Learned from Early State Plans

• In fall 2014, three SEAs (Missouri, New York, and Tennessee) developed early draft equity plans with support from the Reform Support Network (RSN) team
  • Convened SEA teams and connected them with experts
  • Provided ongoing facilitation and coaching support
  • Coordinated expert and peer feedback on draft equity plans

• Using the early experiences of these SEAs, the RSN team identified a set of recommendations for other SEAs to follow
Lessons Learned from Early State Plans

1. Assign an “owner” of this work who can delegate tasks and engage stakeholders

2. Collect data and invest in data analysis

3. Build a theory of action

4. Work with others to develop the plan
Explain the likely cause(s) of the identified equity gaps.

• A root cause analysis helps you identify why equity gaps exist and how you can close them
  • Potential causes include a lack of effective leadership, poor working conditions, low-quality teacher preparation, and a lack of professional development opportunities
• Thorough analysis of data can help you explain causes of inequitable access
• Engaging stakeholders deepens understanding of how root causes differ across local educational agencies (LEAs)
• Equity gaps may share the same root cause; one equity gap could be the result of multiple root causes
Set forth the SEA’s approach to eliminate identified equity gaps, including strategies, timelines, and efforts to monitor LEAs.

- Strategies will address the root causes you identified; examine each cause and develop specific strategies.
- Although it is easier to base strategies on existing programs and initiatives, you might need to build new strategies from the ground up. Do not force the use of existing strategies to address new problems.
- You can tailor strategies to LEAs with unique needs.
- Always keep in mind the SEA’s role in each strategy.
  - How can you best address the root causes from the State level?
SEA Perspectives
Case Study: New York

New York took a systematic approach to its root cause analysis:

1. Data analysis
   - New York examined student achievement data, educator ratings, equity metrics, and other data

2. Literature review
   - Staff examined national research on equity gaps, talent management, and evidence-based strategies for improving achievement

3. Stakeholder engagement
   - Staff spoke with superintendents, principals, teachers, union representatives, and boards of education across a subset of its districts to identify common challenges

4. Classifying causes
   - Finally, staff grouped the causes they identified into five categories
Case Study: New York

New York identified five common root causes of inequitable access based on national and State research:

• **Preparation**: Ineffective educator preparation programs

• **Recruitment**: Difficulty attracting talent outside of the district or region, lock-step pay structures, shortages of graduates in certain subjects

• **Development**: Professional development that does not improve teacher practice

• **Retention**: LEA inability to keep the most effective teachers and principals from retiring, transferring, or moving out of the profession

• **Extending the Reach of Top Talent**: Few opportunities for teachers to advance professionally without leaving the classroom
Laura Encalade
Executive Director of Strategy and Operations
Tennessee State Department of Education
As you listen, respond in the chat box to the questions below:

1. How could you adapt some of these strategies in your own State?

2. What early lessons have you learned as you conduct your root cause analysis and implement strategies to address inequitable access to excellent educators?
Tennessee

- Tennessee views addressing inequitable access as a natural extension of current efforts to support effective human capital management and the SEA’s strategic plan.

- They frame their approach to provide equitable access in terms of **supply of** and **access to** effective teachers.
Tennessee

- Tennessee believes stakeholder engagement and root cause analysis are integrated work.
- The State plans to use existing stakeholder engagement structures to introduce new equity data.
- The equity data are the foundation of the root cause analysis.

<table>
<thead>
<tr>
<th>Directors of Schools</th>
<th>Supervisors &amp; Principals</th>
<th>Teachers &amp; Teacher Groups</th>
<th>Other Education Organizations</th>
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<tbody>
<tr>
<td>Tennessee Organization of School Superintendents</td>
<td>Administrator Evaluation Coaches</td>
<td>Common Core Coaches</td>
<td>Tennessee State Board of Education</td>
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<td>Superintendents Study Council Executive Board</td>
<td>Principal Study Council</td>
<td>Teacher Advisory Council</td>
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<td>Common Core Leadership Council</td>
<td>Supervisors Study Council</td>
<td>Teach Plus</td>
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<td>TEAM Coaches</td>
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<td>State Collaborative on Reforming Education</td>
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Internal stakeholders brainstormed a preliminary list of likely root causes of inequitable access to excellent educators:

- Rural challenges
- Lack of quality preparation programs in specific geographic or subject areas
- Inadequate feedback, coaching, and professional learning for teachers
- Variance in leadership skills and capacity

The SEA will conduct additional root cause analyses within LEAs. Since districts vary widely in characteristics such as size, geographic location, local challenges, and leadership, their root causes will differ.
Once they established an initial list of root causes, Tennessee laid out potential strategies in four phases:

- **Phase 0**: Focus on implementing current programs
- **Phase 1**: Share data on where highly effective teachers are and whether students have access
- **Phase 2**: Provide support to districts without access
- **Phase 3**: Share progress with the public

As Tennessee identifies strategies, it categorizes them by which root cause they address.
Tennessee

Strategies Tennessee plans to employ include those that address:

• Supply of effective educators
  • Preparation
  • Recruitment

• Access to effective educators
  • Staffing and assignment

• Both supply and access to effective educators
  • Evaluation
  • Compensation
Tennessee

Early lessons learned from Tennessee include:

• It works best to tie existing strategies together with the new equity work so that equitable access does not seem like a separate exercise

• It also helps to appoint a team that spans multiple departments to draft the plan and create strategies

• The State also plans to conduct more local root cause analyses to help districts identify more specific strategies

“We wanted to be mindful of what our biggest leverage points are versus what type of action is best left to the district level. Ultimately, we decided that the role of data analysis and data sharing, along with several existing support strategies, would be our biggest impact. This conversation was integral to determining exactly what our strategies would be.” – Tennessee Official
Q&A

Share Your Thoughts!

Please type your question for Laura Encalade in the chat box.
Paul Katnik
Assistant Commissioner for the Office of Educator Quality
Missouri Department of Elementary and Secondary Education
As you listen, respond in the chat box to the questions below:

1. How could you adapt some of these strategies in your own State?
2. What promising practices can you recommend to States based on your experiences?

Share Your Thoughts!

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Missouri is meeting with stakeholders across the State to develop root causes and accompanying strategies that will provide equitable access to effective teachers:

- Meetings with professional organizations (superintendents, principals, boards, teachers, parents, etc.)
- Focus groups with school personnel (districts and charter schools)
  - Missouri will share feedback from these groups with the professional organizations group.
The State used its data to begin the root cause analysis and then asked stakeholders to verify it.

- Identified 550 of the richest/poorest/most rural schools across the State.

- Compared characteristics of these three groups of schools such as student achievement levels, teacher quality, salary, etc.

- Met with people in those schools, showed them the data, and asked about potential root causes.

“In our focus groups, we are hearing the real challenges that occur. The data suggests these challenges, but in the focus groups we are hearing what reality really looks like.”

– Missouri Official
Missouri’s strategies will focus on the following areas:

- Strengthen the pipeline of effective educators
- Strategically deploy educators in areas (both content and geographic) of greatest need
- Improve the quality of existing teachers
Missouri’s current challenges/concerns include:

• Access to the right stakeholders to provide input
  • The regional focus groups have helped them reach key stakeholders

• Time to conduct a comprehensive root cause analysis that will inform the strategies
  • A project plan has helped outline the approach to complete the equity plan by June
Please type your question for Paul Katnik in the chat box.
Wrap Up
Please complete the poll in the bottom right corner of your screen.
# Next Steps

## Policy and Programs CoP Webinar Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Topic</th>
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<tr>
<td>April</td>
<td>How States can support district-level equity strategies</td>
</tr>
<tr>
<td>May</td>
<td>Teacher retention strategies</td>
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If there are topics you want the Policy and Programs CoP to cover, please type them in the chat box.
EASN Communities 360°

https://easn.grads360.org

Welcome to the Equitable Access Support Network website — your access point to useful tools and the latest news and products from EASN and its partners. Explore the resources and work with us to build a more equitable future for students across the country.

EASN News

- Technical Assistance Opportunity — Targeted Coaching Support: SEAs interested in accessing coaching support should review this overview and contact EASN by February 24th.
- Webinar: Understanding Your Educator Equity Plan: Watch the recording and find materials from this ED event (12/1/14).
- Webinar: Ensuring Equitable Access to Excellent Educators: Watch the recording and find materials from this ED event (11/17/14).
- FAQs: State Plans to Ensure Equitable Access to Excellent Educators: New document from ED.

Relevant Resources

- State Plan Readiness Tool
- Equitable Access Support Network
- Sample Educator Equity Plan Template

Comunities

Communities of practice (CoPs) and ideas for growth.

Equity Plan Help

Need help with your State’s Equity Plan? We can answer.

Tools & Toolkits

Find useful tools and toolkits to help your State plan for and
Communities

Communities of practice (CoPs) will allow states to share information and connect with experts and peers as they develop their Equity Plans. Current CoPs:
- Data Use & Analysis
- Stakeholder Engagement
- Policy & Programs
- Rural Access Issues & Support

Email EASN@aemcorp.com with ideas for additional CoP topics.

Equity Plan Help

Need help with your State’s Equity Plan? We can answer questions, provide targeted support, or help you find relevant resources.

Please visit the Equity Plan Support page to find helpful resources or request support, or just click the button below.

About the EASN

In partnership with the Office of State Support (OSS) of the U.S. Department of Education, the Equitable Access Support Network (EASN) offers collective and individualized technical assistance (TA) and resources to all 50 States and their districts. The Network will assist in the development and implementation of statewide equity plans.

Tools & Toolkits

Find useful tools and toolkits to help your State plan for and implement systemic changes to close the equity gap.

Currently, this page highlights tools developed by or in partnership with our partner organizations. Additional tools and toolkits from the EASN are currently in development, so be sure to check back soon.

Access tools and resources to support equity plan development.

Click on a link to join EASN Communities of Practice.

Click on the outer circle to go to a different page.

Learn about EASN.

Email EASN to request assistance.

GET ASSISTANCE

https://easn.grads360.org
Use the EASN Readiness Tool as a guide to develop your plan

View upcoming EASN and partner events

Participate in log-in access only discussions with other States

Events Calendar

EASN Open Forum

The Open Forum provides a convenient way for States, the U.S. Department of Education, and EASN technical assistance providers to communicate and share information. This forum is also a way for grantees to easily connect with their peers on a variety of topic areas. See below for helpful tips on participating.

Network Partners

Related initiatives and organizations:
- U.S. Department of Education
- Center on Great Teachers and Leaders
- Council of Chief State School Officers (CSCS)
- Comprehensive Centers (Regional and Content)
- Equity Assistance Centers
- Reform Support Network Teacher & Leader Effectiveness and Standards & Assessments CoP
- Education Resources Information Center (ERIC)
Contact the EASN

Please visit the EASN website or email the EASN to join an EASN Community of Practice, find relevant resources, or request targeted support.

https://easn.grads360.org/
easn@aemcorp.com
Thank You!