



**ENSURING EQUITABLE  
ACCESS TO  
EXCELLENT EDUCATORS**

April 17, 2015

# CORE PRINCIPLES

## EQUALITY OF OPPORTUNITY

All students deserve an equal educational opportunity, including equal access to excellent educators.

Teachers and principals who work in our hardest-to-staff schools deserve the support they need to succeed.

Excellent educators are those fully able to support students in getting and remaining on track to graduate from high school ready for college and careers.

# EXCELLENT EDUCATORS FOR ALL

- The three-part initiative includes the following:
  1. Comprehensive Educator Equity Plans
  2. Educator Equity Profiles
  3. Equitable Access Support Network





# State Plans

# REQUIREMENTS OF STATE PLANS

## WHAT AND WHEN

- **Deadline:** June 1, 2015
- Plans must meet the following **six requirements:**
  1. Describe and provide documentation of the steps the SEA took to consult with stakeholders.
  2. Define terms and identify equity gaps.
  3. Explain the likely cause(s) of the identified equity gaps.
  4. Set forth the SEA's steps to eliminate identified equity gaps.
  5. Describe the measures that the SEA will use to evaluate progress toward eliminating the identified equity gaps.
  6. Describe how the SEA will publicly report on its progress in eliminating the identified gaps, including timelines for this reporting.
- Final FAQ guidance now posted at:  
<http://www2.ed.gov/programs/titleiparta/resources.html>



# STATE EQUITY PLANS

1. CONSULT WITH STAKEHOLDERS



2. IDENTIFY EQUITY GAPS



3. EXPLAIN EQUITY GAPS



4. IDENTIFY STRATEGIES



5 & 6. MEASURE AND REPORT  
PROGRESS

# COMMON QUESTIONS AND CONCERNS

- How will we include stakeholders that we have not yet included?
- What do we need to define in our plan?
- What needs to go into calculation of equity gaps?
- How do we deal with inadequate data?
- Do we have to conduct root cause analysis for all gaps?
- To what extent do we have to commit to strategies given the status of our process?



# CONSULTATION AND INPUT

## IMPORTANCE OF MEANINGFUL STAKEHOLDER ENGAGEMENT

- Critical partners in developing and implementing State Plan
  - LEAs\*
  - Teachers and principals\*
  - Pupil services personnel, administrators, and other staff\*
  - Parents\* and students
  - Unions
  - Civil rights groups and community based organizations
  - Teacher preparation programs
  - Others
  
- Consult with stakeholders across the state – in rural, urban, suburban and tribal areas
  
- Consult early and often and provide enough time and explanation to allow for meaningful participation and feedback

Resource: [Stakeholder Engagement Guide](http://www.gtIcenter.org/) available at <http://www.gtIcenter.org/>



# IDENTIFY EQUITY GAPS

## DEFINING TERMS

- **Define** each of the following terms:
  - ✓ Inexperienced teacher
  - ✓ Unqualified teacher
  - ✓ Out-of-field teacher
  - ✓ Poor student
  - ✓ Minority student
  - ✓ Any other key terms used by the SEA such as “highly effective”, “effective” or “ineffective teacher”
  
- SEAs must define these terms with specific data metrics but have discretion in choosing the definition

**Resource:** [\*State Plans to Ensure Equitable Access to Excellent Educators - Guidance and Examples for States\*](#) available at <https://easn.grads360.org/>



# IDENTIFY EQUITY GAPS

## CALCULATING EQUITY GAPS

- Which Gaps?
  - States should calculate gaps for all defined terms
  - At minimum, State Plans must calculate equity gaps for poor and minority students related to inexperienced, unqualified, and out-of-field teachers
  - Gaps should examine access for students from low-income families and students of color
  - States may supplement with additional gaps to align with SEA's priorities



# IDENTIFY EQUITY GAPS

## WHAT DATA TO USE?

- Use most recent available data for all public schools on each metric the SEA chooses to use to identify gaps
- Student level data is ideal – allows analysis of access to excellent educators within schools as well as across schools
  - School level data allowed
- Sources of Data
  - States know their available sources best; FAQs list suggestions
  - *Optional*: consider the data file the Department sent on November 10, 2014.

Resource: [Data Review Tool](http://www.gtcenter.org/) available at <http://www.gtcenter.org/>



# EXPLAIN EQUITY GAPS

## ROOT CAUSE ANALYSIS

- Conduct a root cause analysis for all identified equity gaps
  - **What?** Identification of underlying causes of equity gaps
  - **Why?** Allows the State to identify appropriate strategies to close the gaps
  - **When?** After identifying equity gaps; before identifying strategies to address those gaps
  - **How?** Examine multiple sources of data including quantitative data or statistics, input from stakeholders, research by experts, and lessons learned in other States or districts

Resource: [Root Cause Analysis Workbook](http://www.gtcenter.org/) available at <http://www.gtcenter.org/>



# IDENTIFY STRATEGIES

## TO ADDRESS INEQUITABLE ACCESS

- Strategies are determined by the SEA and its stakeholders
- Strategies should be responsive to identified root causes and should be:
  - Evidence based;
  - Targeted to the schools or districts driving equity gaps
    - *Note: it is ok to focus strategies on a select number of LEAs or schools*
- Include ambitious but realistic timelines for each strategy, including sources of funds and other resources needed for implementation



# IDENTIFY STRATEGIES

## TO ADDRESS INEQUITABLE ACCESS

- An SEA may prioritize among the identified equity gaps, provided it includes a rationale to support this prioritization.
- An SEA may use the same strategy to address multiple gaps.

**Resource:** *Promoting More Equitable Access to Effective Teachers: Strategic Options for States to Improve Placement and Movement* available at <https://easn.grads360.org/>



# MEASURING & REPORTING PROGRESS

## TRACKING EQUITABLE ACCESS

- Describe the method and timeline the SEA will use to measure progress in eliminating equity gaps
  - The Department suggests setting long term goals and annual targets
  - Consider measuring and reporting progress in addressing root causes as well as equity gaps
    - *Example: track # applicants per opening at highest poverty schools if inadequate supply was identified as a root cause for gap in access to teachers rated as highly effective.*
- Describe how the SEA will publicly report on progress



# EQUITY PLAN REVIEW

## TECHNICAL ASSISTANCE OPPORTUNITIES

**Each State will have 3 options to receive technical assistance and feedback.**

- **In-Person Expert Panel Review (SCEE), April 13, 2015**
  - 90 minutes to meet in-person with experts with diverse backgrounds
  - Concurrent sessions led by CoP leads
- **Virtual Expert Panel Review: Week of May 4, 2015**
  - Submit draft plans by April 27, 2015
  - 60-90 minute facilitated teleconference with expert reviewers
- **Post-June Expert Panel Review**
  - Review by experts with diverse backgrounds
  - Feedback to ED and State
  - State provided opportunity to revise its plan based on feedback



# EQUITY PLAN REVIEW

## SUBMISSION AND OSS REVIEW

- Plans are due to the Department by **June 1, 2015**
- Plans should be submitted to your State's OSS mailbox, [OSS.\[State\]@ed.gov](mailto:OSS.[State]@ed.gov)
- Contact your OSS State contacts with any questions about your plans, or email technical questions to [EquitableAccess@ed.gov](mailto:EquitableAccess@ed.gov)





# Additional Resources

# HELP WITH STATE PLANS

## RESOURCES AVAILABLE FOR CREATION AND IMPLEMENTATION

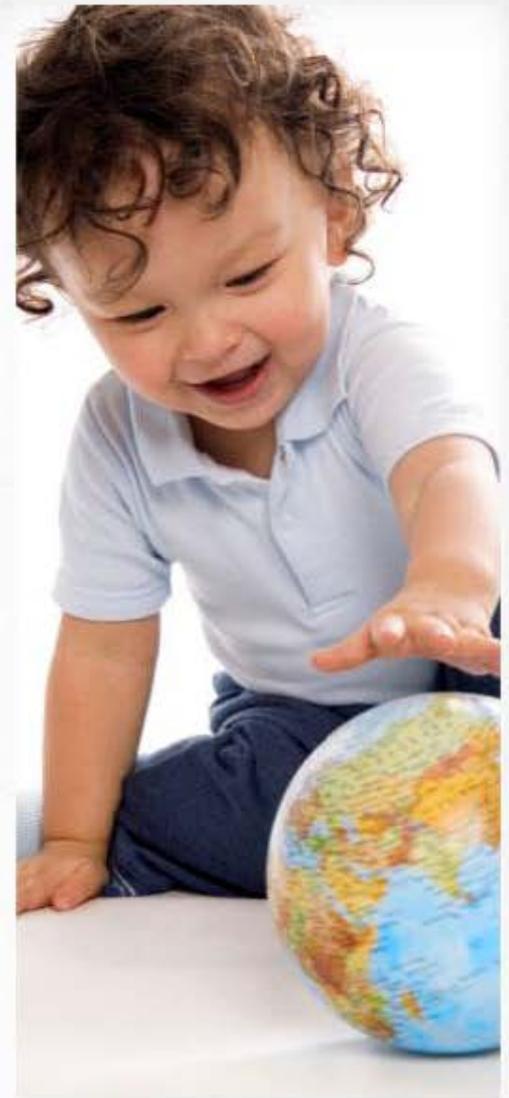
- Equitable Access Support Network:
  - Communities of Practice, targeting coaching, tools and resources, and voluntary pre-submission review of draft plans
  - Visit <https://easn.grads360.org>
  - [EASN@aemcorp.com](mailto:EASN@aemcorp.com)
  
- Center on Great Teachers and Leaders
  - Equitable Access Toolkit (Stakeholder engagement guide, data analysis tool, root cause workbook, sample plan)
  - Visit [www.gtlcenter.org](http://www.gtlcenter.org)
  - [gtlcenter@air.org](mailto:gtlcenter@air.org)





**Questions**

THANK YOU



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