

Overview

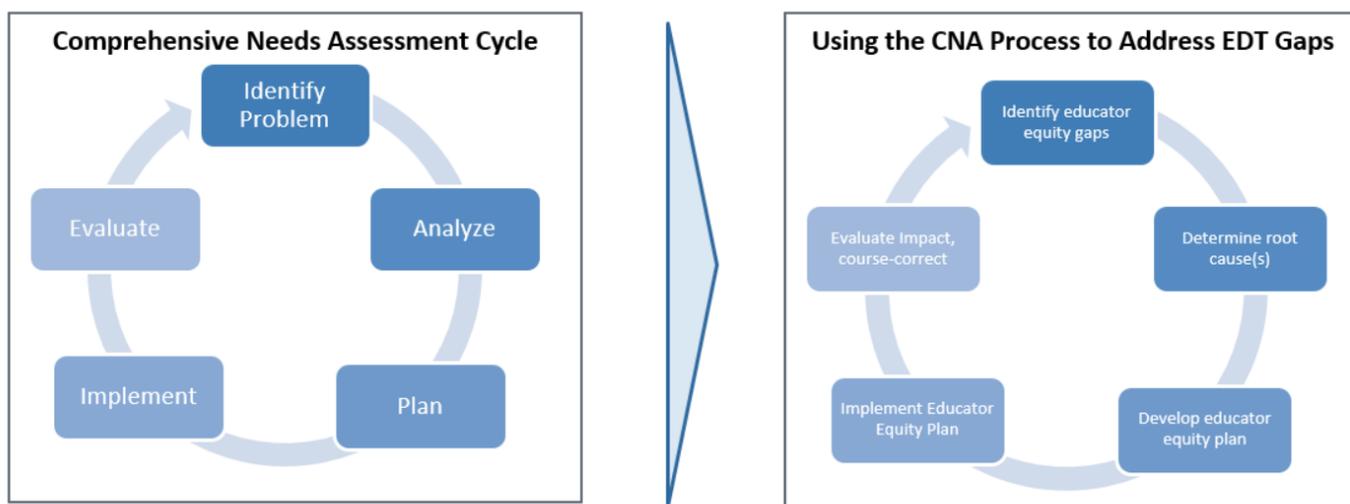
Equitable Distribution of Teachers: Overview of Planning Requirements

The Every Student Succeeds Act (ESSA) requires state education agencies to evaluate annually whether low-income and minority students are taught disproportionately by ineffective, out-of-field, or inexperienced teachers compared to their higher-income, non-minority peers.¹ ESSA requires local education agencies (LEAs) accepting Title I-A funds to develop plans to address disparities.²

LEAs with overall medium and large Equitable Distribution of Teachers (EDT) gaps must develop and submit a plan to the Colorado Department of Education (CDE) via the Consolidated Application for federal funds under Title I, Part A, Question 4. This document provides planning guidance for LEA submission of educator equity plans and highlights resources LEAs may use to address EDT gaps. More information on EDT can be found on the Federal Programs [Equitable Distribution of Teachers \(EDT\) website](#).

EDT Gaps and the Comprehensive Needs Assessment Cycle

EDT results should be considered alongside other data when engaging district and school leadership, educators, parents, students, and community members in the annual Comprehensive Needs Assessment (CNA) cycle to inform the planning and use of federal funds. The CNA process includes identifying the problem, analysis, planning, implementation, and evaluation:



Developing an Educator Equity Plan: Five Steps

Using the CNA process above as a framework, LEAs can meaningfully unpack and consider the identified EDT gaps and develop a plan to create a comprehensive talent systems approach that makes educator equity a priority. Educator equity plans should explicitly address EDT gaps, pinpoint root causes contributing to gaps, and identify talent system strategies informed by evidence-based practices. Plans should also outline an implementation plan, and describe the approach to monitor progress, evaluate impact, and make course corrections as needed. For purposes of developing a plan to address EDT, CDE suggests LEAs take the following five steps:





1. Data Dig: Review School and System-Level EDT Results

Effective planning starts with understanding what the EDT data say about your district's distribution of teachers by experience, in-field status, and effectiveness. **Your plan should describe which schools merit focus and any common challenges across schools.**

Key Actions & Guiding Questions

- Review both district and school-level EDT data files. Consider overall gap size of the district (e.g., large, medium, small).
- Identify highest poverty/minority schools (Quartile 1) with the lowest percentages of experienced, in-field, and/or effective teachers.
- Consider the context of schools contributing most to district-level EDT gaps. What are factors that are likely contributing to the EDT gaps (e.g., has there been huge turnover at a specific school? If so, why? Are there common training needs that might be contributing to gaps?) Are there common challenges across schools that could be addressed through a common strategy or approach? What challenges are school-specific?

Included in Plan

- ✓ Acknowledgment of overall EDT gaps
- ✓ Identification of schools meriting focus
- ✓ Identification of any common challenges across schools

2. Root Causes: Determine School and System-Level Challenges

Stakeholders provide essential perspectives in the effort to identify why EDT gaps are occurring, and pinpoint the most pressing root causes to address. **Your plan should describe stakeholders engaged and top themes surfaced through the root cause process.**

Key Actions & Guiding Questions

- Which stakeholders will you include in the root-cause analysis process? Stakeholders may include teachers, principals, instructional leaders, supervisors, and coaches, district administration, federal program coordinators, human resource staff, and parents.
- Consider developing 1-3 problem statements based on your review of school and district EDT results. Use the problem statements to focus the root-cause analysis process, and drive stakeholder discussion.
- Prompt stakeholders to differentiate between symptoms and root causes. Root causes are focused on the educator talent system, whereas symptoms are outcomes from the system. Talent systems involve policies and activities that impact recruitment, retention, and development of educators. Some example areas of focus include:
 - Salaries and other forms of compensation;
 - Preparation and costs to entry;
 - Hiring and personnel management;
 - Induction for new teachers;
 - Working conditions: supports for all teachers.
- Consider using a structured activity, such as a "[fishbone diagram](#)" to distill ideas about EDT root causes:
 - First, individuals list on sticky notes possible causes of inequitable access to educators, informed by the data;
 - Second, as a group, sort these sticky notes into categories on chart paper;
 - Third, cluster ideas on a fish bone diagram to visualize the possible causes of your systems challenges; and
 - Finally, pinpoint most likely causes until there is group consensus on system challenges.

Included in Plan

- ✓ Stakeholders engaged in root cause analysis
- ✓ Top themes surfaced through root-cause identification process
- ✓ 1-3 priority needs are identified



3. Talent System: Explore Evidence-Based Practices

Once root causes have been identified and prioritized with stakeholders, the next step is to explore strategies and activities to effectively address challenges. CDE encourages LEAs to consider evidence-based practices (EBPs) integral to a strong talent system. While EBPs are not required in the plan, considerations regarding EBPs and fit will help strengthen your plan of action and increase the likelihood of addressing identified gaps.

Key Actions & Guiding Questions

- Which areas of your talent system at the school and district level warrant immediate or long-term focus?
- What evidence-based practices (EBPs) are being implemented to address these areas? Consider CDE’s Talent System Self-Assessment Tool, located on the [EDT web page](#) (resources section), to take stock of your practices.
- As you evaluate the evidence-based practices, ask: (1) Does this practice address my LEA needs and align to staff competencies? (2) Is there leadership support, resources, and time for implementation? (3) Which stage of implementation are we in? Are some EBPs not applicable, due to local context?
- Identify possible “quick-win” EBPs, as well as more systematic, long-term efforts that address your root cause challenges. What practices could get traction quickly and show results? Which ones require a sustained effort or additional funding?

Included in Plan

- ✓ CDE strongly encourages LEAs with medium or large overall EDT gaps to identify and incorporate evidence-based practices, ensure EBPs are aligned to the identified and prioritized needs, and are a good fit for the local context. LEAs can incorporate EBPs into their plan to increase equitable student access to great teachers.

4. Priorities: Develop Strategies, Goals, and Timelines

Your educator equity plan should leverage EBPs to inform your talent system priorities. **Your plan should include a brief description of strategies, associated goals, and timelines to clearly communicate actions.**

Key Actions & Guiding Questions

- Which areas of your talent system at the school and district level warrant immediate or long-term focus? Pick a small number of priority areas (1-3) to focus resources and efforts.
- What EBPs emerged as a good fit for your LEA? What additional strategies could address gaps?
- What goals will you accomplish by implementing chosen strategies? What is the timeline to implement the selected strategies, and who will do the work? How will you progress monitoring implementation and make mid-course corrections if there are any implementation challenges. How will success be measured? How will the more effective practices be sustained over time?
- How will ESEA Title program funds (and in particular, Title II funds) be leveraged to support the identified strategies?

Included in Plan

- ✓ Identified strategies, associated goals, and timelines
- ✓ Description of how ESEA Title program funds will be leveraged, with particular focus on Title II

5. Pulling it Together: Submit the Plan to CDE

In summary, your plan should describe:

- ✓ Overall district EDT gap size, and the largest gaps by teacher indicator (experience, in-field, effective)
- ✓ Which schools merit focus, and any common challenges across schools
- ✓ Stakeholders engaged and top root causes identified
- ✓ Key strategies identified to address gaps, including goals and timelines
- ✓ Use of Title program funds, particularly Title II funds.



Plans should be submitted via the Consolidated Application by June 30th. The Elementary and Secondary Education Act (ESEA) Programs team will review plans, and provide any questions or comments as a part of the application review process. For more information, contact Jeremy Meredith at Meredith_j@cde.state.co.us or Joey Willett at Willett_J@cde.state.co.us, or reach out to your [Regional Contacts](#).

Endnotes

¹ ESSA, §1111 (g)(2)(b)

² ESSA, §1112 (b)(2)