

Appendix B: Additional Resources to Support Equity Commitments

1. Prioritize equity: set and communicate equity vision and targets

Research base

Lynch, Robert G and Patrick Oakford. *The Economic Benefits of Closing Educational Achievement Gaps*. Center for American Progress. November 2014. <https://cdn.americanprogress.org/wp-content/uploads/2014/11/WinningEconomyReport2.pdf>.

Resources

Addressing Equity Gaps in State Goals for Postsecondary Education Attainment: Work Planning Resource Guide. Lumina Foundation and University of Southern California Rossier School of Education. April 2015. http://strategylabs.luminafoundation.org/wp-content/uploads/2015/05/2015-State-Policy-Academy_Work-Planning-Resource-Guide1.pdf.

Data Quality Campaign, *Empowering Parents and Communities through Quality Public Reporting: A Brief for State Policymakers*, October 2014, http://2pido73em67o3eytaq1cp8au.wpengine.netdna-cdn.com/wp-content/uploads/2016/03/Empowering-Parents-and-Communities-Through-Quality-Public-Reporting-Primer_1.pdf.

The Education Trust offers [data tools](#) (including on state academic performance and funding) as well as sample [presentations](#) that can provide information and ideas for discussing equity indicators with the public.

Gorski, Paul C. "Equity Literacy: More Than Celebrating Diversity." *Diversity in Education* (Spring 2016): 12-14. <http://www.edchange.org/publications/Equity-Literacy-More-than-Celebrating-Diversity.pdf>.

Gorski, Paul C. and Katy Swalwell. "Equity Literacy for All." *Educational Leadership* (March 2015): 34-40. <http://www.edchange.org/publications/Equity-Literacy-for-All.pdf>.

Lewis, Tyler, ed. *Advocating for Educational Equity & High Standards*. The Leadership Conference Education Fund. 2015. <http://civilrightsdocs.info/pdf/education/toolkit/Education-Equity-Toolkit-FOR-WEB.pdf>.

Tracking Graduates into the Workforce: Connecting Education and Labor Market Data. National Governors Association. August 2015. <https://www.nga.org/files/live/sites/NGA/files/pdf/2015/1508TrackingGraduates.pdf>.

Weiss, Heather B., M. Elena Lopez, and Deborah R. Stark. *Breaking New Ground: Data Systems Transform Family Engagement in Education*. National PTA and Harvard Family Research Project. http://www.hfrp.org/content/download/3829/104990/file/Issue%20Brief-Data_Systems_022211.pdf.

Zion, Shelley. *The Role of the State in Creating Equity and Excellence in Education*. Equity-Centered Capacity Building Network. <https://capacitybuildingnetwork.org/article4/>.

Promising Practices

In developing the state's [2015-2019 educator equity plan](#), the Massachusetts Department of Elementary and Secondary Education led an internal inventory to take stock of the work happening in the agency around equitable access and conducted an analysis of external and internal data to uncover gaps in access. DESE also facilitated a three-part stakeholder engagement process to identify potential root

causes for gaps in access and to discuss strategies for closing these gaps. DESE's approach to examining their data and engaging stakeholders is described on pages 8-12 of their plan.

2. Start from within: focus on the State Education Agency

Research base

Redding, Sam and Dean Nafzinger. *Functional Coherence in the State Education Agency: A Structure for Performance Management*. Building State Capacity and Productivity Center. October 2013.

http://www.bscpcenter.org/resources/publications/Solutions_Issue_4_Functional_Coherence_in_SEA.pdf.

Weiss, Joanne and Patrick McGuinn. *The Evolving Role of the State Education Agency in the Era of ESSA: Past, Present, and Uncertain Future*. October 2016.

<http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=2958&download&admin=2958|1917288972>.

Resources

Aspen Institute Education & Society Program, *Roles and Responsibilities of the State Education Agency: A Discussion Guide for State Leaders*, December 2015,

<http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=2846&download&admin=2846|768802984>.

Carter, Prudence, Russell Skiba, Mariella Arredondo, and Mica Pollock. *You Can't Fix What You Don't Look At: Acknowledging Race in Addressing Racial Discipline Disparities*. December 2014.

http://www.indiana.edu/~atlantic/wp-content/uploads/2014/12/Acknowledging-Race_121514.pdf.

Junge, Melissa and Sheara Krvaric. *Maximizing ESSA Formula Funds for Students: State Readiness Self-Assessment*. Council of Chief State School Officers. March 2016.

<http://www.ccsso.org/Documents/2016/ESSA/MaximizingESSAFormulaFundsforStudentsApril2016.pdf>.

Mazzocco, Philip J. *Talking Productively About Race in the Colorblind Era*. Kirwin Institute for the Study of Race and Ethnicity at The Ohio State University. January 2015. <http://kirwaninstitute.osu.edu/docs/ki-race-talk-0115-05.pdf>.

Maximizing Federal Education Funds for Student Achievement: A Toolkit for States Seeking to Enhance Flexibility and Reduce Burden. Council of Chief State School Officers and Federal Education Group. November 2013.

<http://www.ccsso.org/Documents/2013/CCSSO%20Toolkit%20on%20Maximizing%20Funds.pdf>.

Singleton, Glenn E. and Curtis Linton. *Courageous Conversations about Race: A Field Guide for Achieving Equity in Schools*. Corwin, November 2005.

Stakeholder Communication: Tips from the States. National Center for Education Statistics and Statewide Longitudinal Data Systems Grant Program. May 2011.

http://nces.ed.gov/programs/slds/pdf/best_practices.pdf

These two tools can help SEA staff and stakeholders consider how policies reinforce or undermine equity priorities:

Equity-Oriented Policy Review Process Guide. Great Lakes Equity Center. March 2016.
http://glec.education.iupui.edu/Images/equity_tools/2016_03_28_PEAT_Process%20Tool_FINAL.pdf

Policy Equity Analysis Tool. Great Lakes Equity Center. May 2015.
http://glec.education.iupui.edu/Images/equity_tools/2015_06_30_Policy_Equity_Analysis_Tool_clw.pdf.

Organizations like the [Fellowship for Race and Equity in Education](#) and the [National Equity Project](#) can contract with SEA staff to facilitate conversations about topics like implicit bias, microaggressions, and implications for education leaders.

Promising Practices

In **Wisconsin**, **Superintendent Tony Evers** chairs an [Equity Council](#) comprised of key stakeholders including groups like Wisconsin Urban League, Wisconsin Federation of Teachers, and a bi-partisan group of state legislators to ensure the state implements ESSA with a focus on equity.

3. Measure what matters: create accountability for equity

Research base

ESSA: Will Adding a Nonacademic Accountability Indicator Enhance Student and Learning Supports? Center for Mental Health in Schools at UCLA. January 2016.
<http://smhp.psych.ucla.edu/pdfdocs/accountrep.pdf>.

Every Student Succeeds Act Primer: Accountability. Alliance for Excellent Education. December 2016.
<http://all4ed.org/wp-content/uploads/2016/12/ESSAPrimer-Accountability-FINAL.pdf>.

Review of State Accountability Systems That Include a Student Growth Indicator. The Center on Standards & Assessment Implementation. May 2016. http://www.csai-online.org/sites/default/files/CSAI_Report_State%20Growth%20Measures_proofedv6.pdf.

School Climate and Stakeholder Engagement Measures in States. The Center on Standards & Assessment Implementation. June 2016. http://www.csai-online.org/sites/default/files/CSAI%20Report_SchoolClimate.pdf.

Resources

Advancing Equity through ESSA: Strategies for State Leaders – Supporting English Learners. Aspen Education & Society Program and Council of Chief State School Officers. October 2016.
<http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=2966&download&admin=2966|2565874684>.

Batel, Samantha, Scott Sargrad, and Laura Jimenez. *Innovation in Accountability: Designing Systems to Support School Quality and Student Success*. Center for American Progress. December 2016.
<https://cdn.americanprogress.org/content/uploads/2016/12/07121810/FifthIndicator-InnovationFinalPDF.pdf>.

Council of Chief State School Officers' [Exploring Multiple Measures Dashboards Webinar Series](#) (featuring webinar recordings and additional resources for further review)

- Webinar 1: Understanding Data Dashboards
- Webinar 2: College & Career Readiness
- Webinar 3: Equity
- Webinar 4: Engagement, Climate & Deeper Learning
- Webinar 5: Identifying Schools for Improvement

Martin, Carmel, Scott Sargrad, and Samantha Batel. *Making the Grade: A 50-State Analysis of School Accountability Systems*. Center for American Progress. May 2016. <https://cdn.americanprogress.org/wp-content/uploads/2016/05/17094420/AccountabilityLandscape-report2.pdf>.

Opportunities to Make Data Work for Students in the Every Student Succeeds Act. Data Quality Campaign. October 2016. <http://2pido73em67o3eytaq1cp8au.wpengine.netdna-cdn.com/wp-content/uploads/2016/10/DQC-ESSA-Opps-10112016.pdf>.

Setting Goals for Accountability. The Education Trust. <https://edtrust.org/wp-content/uploads/2014/09/Setting-Goals-for-Accountability.pdf>.

Scavenger Hunt: Does Your State Report Card Answer Your Questions? Data Quality Campaign. December 2016. <http://2pido73em67o3eytaq1cp8au.wpengine.netdna-cdn.com/wp-content/uploads/2016/12/DQC-Report-Card-Scavenger-Hunt-12012016.pdf>

Webinar: Supporting Long Term English Learner Students in Mastering Academic English: A Framework for Success. REL West English Learner Alliance. November 2016. <https://www.wested.org/resources/supporting-long-term-english-learners/>.

Promising Practices

In **Washington, DC**, the Office of the State Superintendent of Education, District of Columbia Public Schools, the DC Public Charter School Board, the Deputy Mayor for Education, and NewSchools Venture Fund work together to create annual **Equity Reports** that describe how the District schools are performing on a variety of equity measures, including attendance, discipline, student movement, and academic growth.

4. Go local: engage Local Education Agencies and provide tailored and differentiated support

Research base

Jackson, Janice and Monette McIver. *Using Equity-Centered Capacity Building to Advance School System Improvement*. Equity-Centered Capacity Building Network. <https://capacitybuildingnetwork.org/article2/>.

Jarjoura, G. Roger. *Effective Strategies for Mentoring African American Boys*. American Institutes for Research. <http://www.air.org/sites/default/files/downloads/report/Effective%20Strategies%20for%20Mentoring%20African%20American%20Boys.pdf>.

Unger, Chris, et al. *How Can State Education Agencies Support District Improvement? A Conversation Amongst Educational Leaders, Researchers, and Policy Actors*. The Education Alliance at Brown

University. 2008. <https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/Symposium.pdf>.

Resources

Advancing Equity through ESSA: Strategies for State Leaders – Improving Low-Performing Schools. Aspen Education & Society Program and Council of Chief State School Officers. October 2016.

<http://www.aspendri.org/portal/browse/DocumentDetail?documentId=2964&download&admin=2964|2083791489>.

Corbett, Julie and Sam Redding. *State Supports to Districts and Schools: How SEAs Rate the Impact*. Council of Chief State School Officers. January 2015. Available from

[http://www.ccsso.org/Documents/SEA%20Provided%20Supports%20Julie\(0\).pdf](http://www.ccsso.org/Documents/SEA%20Provided%20Supports%20Julie(0).pdf)

- *School & District Improvement FAQs Topic 1: Identification of Schools*. September 2016. Available from <http://www.ccsso.org/Documents/SDI%20FAQ%20Topic%201-%20Identification%20of%20Schools%2009062016.pdf>.
- *School & District Improvement FAQs Topic 2: Differentiated Supports & Interventions*. September 2016. Available from <http://www.ccsso.org/Documents/SDI%20FAQ%20Topic%202-%20Differentiated%20Supports%20and%20Interventions%2009062016.pdf>
- *School & District Improvement FAQs Topic 3: Transfer of Funds and Resource Alignment*. September 2016. Available from <http://www.ccsso.org/Documents/SDI%20FAQ%20Topic%203-%20Transfer%20of%20Funds%20and%20Resource%20Alignment%2009062016.pdf>
- *School & District Improvement FAQs Topic 4: Family and Community Engagement*. September 2016. <http://www.ccsso.org/Documents/SDI%20FAQ%20Topic%204-%20Family%20and%20Community%20Engagement%2009062016.pdf>

Criteria for an Equitable School – Equity Audit. Mid-Atlantic Equity Consortium. 2016.

<https://maec.org/wp-content/uploads/2016/04/Criteria-for-an-Equitable-School.pdf>.

Jochim, Ashley and Patrick Murphy. *The Capacity Challenge: What It Takes for State Education Agencies to Support School Improvement*. Center for Reinventing Public Education. December 2013.

http://www.crpe.org/sites/default/files/pub_capacity%20challenge_dec13_0.pdf.

Maximizing Federal Education Funds for Student Achievement: A Toolkit for States Seeking to Enhance Flexibility and Reduce Burden. Council of Chief State School Officers and Federal Education Group, PLLC. November 2013.

<http://www.ccsso.org/Documents/2013/CCSSO%20Toolkit%20on%20Maximizing%20Funds.pdf>.

<http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000782-Improving-Outcomes-for-Boys-and-Young-Men-of-Color.pdf> ; <http://www.urban.org/research/publication/aiming-higher-together-strategizing-better-educational-outcomes-boys-and-young-men-color>

Promising Practices

The **Colorado Department of Education** and the Office of Language, Culture, and Equity convened an Equity Taskforce to inform the development of their [2010 Equity Toolkit for Administrators](#), which is designed to help local administrators lead on equity. The Toolkit includes information on cultural competency, bias, community and family engagement, and goal setting and provides resources for administrators to lead on these issues in their communities.

Montana has adopted an [Indian Education for All](#) initiative to ensure that all students, regardless of their background, have the opportunity to learn about the history and heritage of American Indians in a culturally responsive manner.

5. Follow the money: reallocate resources to achieve fiscal equity

Research base

Baker, Bruce, Danielle Farrie, Theresa Luhm, and David G. Sciarra. *Is School Funding Fair? A National Report Card*. Education Law Center and Rutgers Graduate School of Education. March 2016.

http://www.schoolfundingfairness.org/National_Report_Card_2016.pdf.

Gewertz, Catherine. "States Beef Up School Counseling Corps." *Education Week*. December 13, 2016.

Parker, Emily and Michael Griffith. *The Importance of At-Risk Funding*. Education Commission of the States. June 2016. <http://www.ecs.org/ec-content/uploads/The-Importance-of-At-risk-Funding.pdf>.

Ushomirsky, Natasha and David Williams. *Funding Gaps 2015: Too Many States Still Spend Less On Educating Students Who Need the Most*. The Education Trust. March 2015. http://edtrust.org/wp-content/uploads/2014/09/FundingGaps2015_TheEducationTrust1.pdf.

Resources

Advancing Equity through ESSA: Strategies for State Leaders – Closing Funding Gaps. Aspen Education & Society Program and Council of Chief State School Officers. October 2016.

<http://www.aspendri.org/portal/browse/DocumentDetail?documentId=2962&download&admin=2962|2315855687>.

Funding, Formulas, and Fairness: What Pennsylvania Can Learn from Other States' Education Funding Formulas. Education Law Center. February 2013. http://www.elc-pa.org/wp-content/uploads/2013/02/ELC_schoolfundingreport.2013.pdf.

Klein, Michael, Lisa White, and Alicia Rozum. *Connecting Students to Mental Health Services: Creative Collaborations, Funding, and Evidence-Based Practices*. The California School-Based Health Alliance and Fight Crime: Invest in Kids California. September 2014.

http://www.attendanceworks.org/wordpress/wp-content/uploads/2014/10/Connecting-Students-to-Mental-Health-Services_FINAL.pdf.

Junge, Melissa and Sheara Krvaric. *Maximizing ESSA Formula Funds for Students: State Readiness Self-Assessment*. Council of Chief State School Officers. March 2016.

<http://www.ccsso.org/Documents/2016/ESSA/MaximizingESSAFormulaFundsforStudentsApril2016.pdf>

Maximizing Federal Education Funds for Student Achievement: A Toolkit for States Seeking to Enhance Flexibility and Reduce Burden. Council of Chief State School Officers and Federal Education Group. November 2013.

<http://www.ccsso.org/Documents/2013/CCSSO%20Toolkit%20on%20Maximizing%20Funds.pdf>.

Sugarman, Julie. *Funding an Equitable Education for English Learners in the United States*. Migration Policy Institute. August 2016. <http://www.migrationpolicy.org/sites/default/files/publications/US-Funding-FINAL.pdf>.

Using Financial Data to Support Student Success. Data Quality Campaign. October 2014.
<http://2pido73em67o3eytaq1cp8au.wpengine.netdna-cdn.com/wp-content/uploads/2016/03/Financial-Data-for-Student-Success.pdf>

6. Start early: invest in the youngest learners

Research base

Ewen, Danielle and Rachel Herzfeldt-Kamprath. *Examining Quality Across the Preschool-to-Third Grade Continuum*. January 2016. https://cdn.americanprogress.org/wp-content/uploads/2016/01/07110047/Pre-3_AccessToQuality.pdf.

Friedman-Krauss, Allison, W. Steven Barnett, and Milagros Nores. *How Much Can High-Quality Universal Pre-K Reduce Achievement Gaps?* Center for American Progress. April 2016.
<https://www.americanprogress.org/issues/education/reports/2016/04/05/132750/how-much-can-high-quality-universal-pre-k-reduce-achievement-gaps/>.

Reid, Jeanne L. and Sharon Lynn Kagan. *A Better Start: Why Classroom Diversity Matters in Early Education*. The Century Foundation and the Poverty & Race Research Action Council. April 2015.
http://www.prrac.org/pdf/A_Better_Start.pdf.

Resources

Atchison, Bruce, Louisa Diffey, and Emily Workman. *K-3 Policymakers' Guide to Action: Making the Early Years Count*. Education Commission of the States. November 2016. http://www.ecs.org/wp-content/uploads/K-3_Policymakers_Guide_to_Action.pdf.

Bauer, Lauren and Diane Whitmore Schanzenbach. *The Long-Term Impact of the Head Start Program*. The Hamilton Project. August 2016.
http://www.hamiltonproject.org/assets/files/long_term_impact_of_head_start_program.pdf.

Capatosto, Kelly. *Implicit Bias Strategies: Addressing Implicit Bias in Early Childhood Education*. Kirwan Institute for the Study of Race and Equity at The Ohio State University. July 2015.
<http://kirwaninstitute.osu.edu/wp-content/uploads/2016/04/Implicit-Bias-Strategies-Early-Childhood.pdf>.

Equity Starts Early: How Chiefs Will Build High-Quality Early Education. Council of Chief State School Officers. March 2016. <http://www.ccsso.org/Documents/2016/EquityStartsEarly3242016.pdf>.

Every Student Succeeds Act: What Early Learning in ESSA Can Look Like for States and Districts. First Five Years Fund. May 2016. <http://ffyf.org/wp-content/uploads/2016/05/ESSA-for-States-and-Districts.pdf>.

Ewen, Danielle and LeighAnn M. Smith. *Fostering School Success with Standards for Nonacademic Skills*. Center for American Progress. October 2015. <https://cdn.americanprogress.org/wp-content/uploads/2015/10/30051800/StandardsAlignment.pdf>.

Gelatt, Julia, Gina Adams, and Sandra Huerta. *Supporting Immigrant Families' Access to Prekindergarten*. The Urban Institute. March 2014. <http://www.urban.org/sites/default/files/alfresco/publication-pdfs/413026-Supporting-Immigrant-Families-Access-to-Prekindergarten.PDF>.

Mead, Sara. *Renewing Head Start's Promise: Invest in What Works for Disadvantaged Preschoolers*. Bellwether Education Partners. July 2014. Available from http://bellwethereducation.org/sites/default/files/Bellwether_Head-Start_July2014.pdf.

Pacchiano, Debra, Rebecca Klein, and Marsha Shigeyo Hawley. *Job-Embedded Professional Learning Essential to Improving Teaching and Learning in Early Education*. The Ounce of Prevention Fund. 2016. <http://www.theounce.org/EssentialSupportsforImprovingEarlyEducationSeries-JEPL.pdf>.

Parham, Katharine. *Exceptional Circumstances: A Blog Series on Issues in Early Childhood Special Education*. New America. June 2016. <https://na-production.s3.amazonaws.com/documents/ExceptionalCircumstancesFinal.pdf>.

Schanzenbach, Diane Whitmore and Elizabeth U. Cascio. *Expanding Preschool Access for Disadvantaged Children*. The Hamilton Project. June 2014. http://www.hamiltonproject.org/assets/legacy/files/downloads_and_links/expand_preschool_access_cascio_schanzenbach.pdf.

Promising Practices

Minnesota's [Early Childhood Longitudinal Data System](#) combined data from the state's Department of Education, the Department of Human Services, and the Department of Health into a single database that tracks the progress of children from birth to 3rd grade.

7. Engage more deeply: monitor equitable implementation of standards and assessments

Research base

Boser, Ulrich, Matthew Chingos, and Chelsea Strauss. *The Hidden Value of Curriculum Reform: Do States and Districts Receive the Most Bang for Their Curriculum Buck?* Center for American Progress. October 2015. <https://cdn.americanprogress.org/wp-content/uploads/2015/10/06111518/CurriculumMatters-report.pdf>.

Dougherty, Shaun M. *Career and Technical Education in High School: Does It Improve Student Outcomes?* Thomas B. Fordham Institute. April 2016. <https://edex.s3-us-west-2.amazonaws.com/publication/pdfs/%282016.04.07%29%20Career%20and%20Technical%20Education%20in%20High%20School.pdf>.

Grissom, Jason A. and Christopher Redding. "Discretion and Disproportionality: Explaining the Underrepresentation of High-Achieving Students of Color in Gifted Programs." *AERA Open* 2, no. 1 (January-March 2016): 1-25. https://news.vanderbilt.edu/files/Grissom_AERAOpen_GiftedStudents1.pdf.

Resources

Advancing Equity through ESSA: Strategies for State Leaders – Improving Access to High-Quality Instructional Materials. Aspen Education & Society Program and Council of Chief State School Officers. October 2016. <http://www.aspendr.org/portal/browse/DocumentDetail?documentId=2960&download&admin=2960|1858938426>

Advancing Equity through ESSA: Strategies for State Leaders – Increasing Access to Advanced Coursework. Aspen Education & Society Program and Council of Chief State School Officers. October 2016.

<http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=2965&download&admin=2965|3824066847>.

College- and Career-Ready Standards Benchmarking Implementation Toolkit. Achieve and Aspen Institute Education & Society Program. June 2015.

<http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=2715&download&admin=2715|1799663107>.

- These four tools can help state leaders to monitor implementation of their college- and career-ready standards:
 - School-level indicators of implementation
 - Model school-level indicators of implementation
 - LEA feedback survey
 - Survey guidance

Cox, Kathy, Nick Rodriguez, Lauren Kurczewski, and Monica Martinez. *State Education Agency Common Core Implementation – Progress and Capacity Rubric.* Council of Chief State School Officers. Available from

[http://www.ccsso.org/Documents/State%20Education%20Agency%20Common%20Core%20Implementation%20-%20Progress%20and%20Capacity%20Rubric\(0\).pdf](http://www.ccsso.org/Documents/State%20Education%20Agency%20Common%20Core%20Implementation%20-%20Progress%20and%20Capacity%20Rubric(0).pdf).

Derian, Alexandra. *People and Place Matter: Using Integrated Data Systems to Understand Chronic Absenteeism.* National Neighborhood Indicators Partnership. March 2016.

<http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000699-People-and-Place-Matter-Using-Integrated-Data-Systems-to-Understand-Chronic-Absenteeism.pdf>.

Opportunities and Options: Making Career Preparation Work for Students. Council of Chief State School Officers. November 2014.

<http://www.ccsso.org/Documents/2014/CCSSOTaskForceCareerReadiness120114.pdf>.

Reading Diversity. Teaching Tolerance. <http://www.tolerance.org/publication/reading-diversity>.

Santelises, Sonja and Joan Dabrowski. *Checking In: Do Classroom Assignments Reflect Today's Higher Standards?* The Education Trust. September 2015. http://edtrust.org/wp-content/uploads/2014/09/CheckingIn_TheEducationTrust_Sept2015.pdf.

Washington Models for the Evaluation of Bias Content in Instructional Materials. Washington Office of the State Superintendent of Public Instruction. September 2009.

<http://www.k12.wa.us/Equity/pubdocs/WashingtonModelsfortheEvaluationofBias.pdf>.

Promising Practices

In **Colorado**, districts can apply for funds from the Colorado Department of Education to offset the costs of universal screening policies for gifted and talented students.

8. Value people: focus on teachers and leaders

Research base

Ahmad, Farah Z. and Ulrich Boser. *America's Leaky Pipeline for Teachers of Color: Getting More Teachers of Color into the Classroom*. Center for American Progress. May 2014.

<https://cdn.americanprogress.org/wp-content/uploads/2014/05/TeachersOfColor-report.pdf>.

Doyle, Daniela and Gillian Locke. *Lacking Leaders: The Challenges of Principal Recruitment, Selection, and Placement*. Public Impact and Thomas B. Fordham Institute. June 2014. <https://edex.s3-us-west-2.amazonaws.com/publication/pdfs/Lacking-Leaders-The-Challenges-of-Principal-Recruitment-Selection-and-Placement-Final.pdf>.

Lindsay, Constance A. and Cassandra M. D. Hart. "Teacher Race and School Discipline." *Education Next* 17, no. 1 (Winter 2017): 72-78. http://educationnext.org/files/ednext_xvii_1_lindsay_hart.pdf

Rimmer, Julie. *Developing Principals as Equity-Centered Instructional Leaders*. Equity-Centered Capacity Building Network. <https://capacitybuildingnetwork.org/article9/>.

The State of Racial Diversity in the Educator Workforce. U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Services. July 2016. <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>.

Resources

Advancing Equity through ESSA: Strategies for State Leaders – Increasing Access to Effective Teachers and Leaders. Aspen Education & Society Program and Council of Chief State School Officers. October 2016.

<http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=2959&download&admin=2959|3986489746>.

Building a Strong and Diverse Teacher and Principal Recruitment Pipeline. Coalition for Teaching Quality. 2016. http://coalitionforteachingquality.org/images/upload/201606_Recruitment.pdf.

Climate Change: Creating Safe, Supportive Schools for All Students. August 2015. Educators 4 Excellence – New York.

http://educators4excellence.s3.amazonaws.com/8/1b/5/2789/E4E2015_NYClimateChange_Web.pdf.

Closing Gates: Diversifying Minnesota's Teacher Workforce. Educators 4 Excellence – Minnesota. February 2015.

http://educators4excellence.s3.amazonaws.com/8/e6/2/2606/E4E2015_MNClosingGaps_Web.pdf

The Equitable Access Implementation Playbook. American Institutes for Research. November 2015.

- This suite of tools is designed to support SEAs in implementing their equitable access plans:
 - [Planning Tool](#)
 - [Communication Guidebook](#)
 - [Creating Coherence and Alignment Tool](#)
 - [Monitoring Tools](#)
 - [Strategic Guidance for Districts](#)

How Can We Ensure That All Children Have Excellent Teachers? A Choicework Discussion Guide. Public Agenda. <http://www.air.org/sites/default/files/downloads/report/Ensuring-All-Children-Have-Excellent-Teachers-Jan-15.pdf>.

Metz, Rachel. *Ensuring Equitable Access to Strong Teachers: Important Elements of an Effective State Action Plan.* The Education Trust. May 2015. <http://1k9gl1yevnfp2lpq1dhrqe17.wpengine.netdna-cdn.com/wp-content/uploads/2014/09/Equitable-Access-to-Strong-Teachers-State-Action-Plan.pdf>.

“Preparing for Cultural Diversity: Resources for Teachers.” *Edutopia Blog*. Updated September 8, 2016. <https://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers>.

Promises to Keep: Transforming Educator Preparation to Better Serve a Diverse Range of Learners. CEEDAR Center and CCSSO. May 2015. <http://www.ccsso.org/Documents/2015/CEEDAR%20Policy%20Framing%20-Final%20300%20dpi.pdf>

Recruiting and Retaining Diverse Personnel. Hanover Research. May 2014. http://scee.groupsite.com/file_cabinet/files/690243/download/Recruiting%20and%20Retaining%20Diverse%20Personnel.pdf?m=1402065555.

Promising Practices

The Tennessee Department of Education has made significant investments in producing reports on equitable access to highly effective teachers and providing supports to LEA to interpret their data. For more information and resources on their work see:

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The Massachusetts Department of Elementary and Secondary Education (DESE) is taking steps to address equitable access to effective teachers by identifying strategies to address equity gaps and providing LEAs with resources to implement those strategies in their [Massachusetts Playbook: Equitable](#)

[Access to Excellent Educators](#). DESE also convenes an [Educational Equity Professional Learning Network \(PLN\)](#) of nine districts across the state to address local gaps in equitable access to effective educators.

9. Improve conditions for learning: focus on school culture, climate, and social-emotional development

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Advancing Equity through ESSA: Strategies for State Leaders – Addressing Disproportionate Discipline Practices. Aspen Education & Society Program and Council of Chief State School Officers. October 2016. <http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=2963&download&admin=2963|366191833>.

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- This toolkit includes three resources to help states, districts, and schools understand social and emotional development, assess their readiness, and connect with additional resources:
 - [Brief](#)
 - [Decision Tree](#)
 - [Tools Index](#)

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10. Empower student choice: influence and improve choice and charter policies to advance equity

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Promising Practices

The [Utah Education Network](#) (UEN) is a broadband and digital broadcast network serving public education, higher education, applied technology campuses, libraries, and public charter schools throughout the state of Utah, which can ensure that all students, including those in rural areas, have access to the Internet and related resources.