# The header includes the seal of the California Department of Education and the label, California Equity Tools.

# Educator Equity Root Cause Analysis Tool

California Department of Education, May 2021

## How to Use This Tool

The Educator Equity Root Cause Analysis Tool is to be used along with the Educator Equity Root Cause Analysis document at <https://www.cde.ca.gov/pd/ee/step1datacollection.asp>. It is recommended that you read through the entire document and then refer back to the instructions, resources and guiding questions as you fill in this tool.

The Educator Equity Root Cause Analysis Tool is set up to be used electronically. You can download the document, open it on your computer, and then input your thoughts and responses directly into the spaces provided. As you write, the spaces will expand to accommodate the added text. Alternately, the tool can be printed out. You can write your thoughts and responses by hand into the spaces provided.

## Step 1: Gather Equity Data

The first step in addressing teacher equity is to gather your local educational agency’s (LEA’s) teacher equity data. The purpose of this data gathering is to identify and address disproportionalities of students of color and students living in poverty being taught at higher rates by inexperienced, out-of-field, and ineffective teachers. To gather your LEA’s teacher equity data, follow the Educator Equity Data Instructions at <https://www.cde.ca.gov/pd/ee/step1datacollection.asp> to collect your LEA’s data and identify ineffective, out-of-field, and inexperienced teachers.

### Review Teacher Equity Data

Disaggregate the data collected for analysis using the Equity Data Collection and Analysis Tools at <https://www.cde.ca.gov/pd/ee/step2equitygapanalysis.asp>.

## Step 2: Build an Equity Leadership Team and Gather Stakeholders

One of the first steps in developing an equitable access plan involves forming a leadership team and planning for convening stakeholder groups.

### Building an Equity Leadership Team

The Equity Leadership Team does the foundational work for the program improvement process for providing equitable access to teachers. The Equity Leadership Team should be 3–7 people. For details on building an Equity Leadership Team and suggested team members refer to the Educator Equity Root Causes Analysis document at <https://www.cde.ca.gov/pd/ee/step3equitableaccrtcs.asp>.

List potential leadership team members and their responsibilities in relation to the Equity Plan.

Leadership Team:

| Member Name | Email | Title/Role | Responsibilities |
| --- | --- | --- | --- |
| [type member name here] | [type email here] | [type title/role here] |  |
| [type member name here] | [type email here] | [type title/role here] |  |
| [type member name here] | [type email here] | [type title/role here] |  |
| [type member name here] | [type email here] | [type title/role here] |  |
| [type member name here] | [type email here] | [type title/role here] |  |
| [type member name here] | [type email here] | [type title/role here] |  |
| [type member name here] | [type email here] | [type title/role here] |  |
| [type member name here] | [type email here] | [type title/role here] |  |
| [type member name here] | [type email here] | [type title/role here] |  |

### Identifying Stakeholders

The Stakeholder Group is made up of LEA staff and community members. The Stakeholder Group reviews data and develops and evaluates the Equity Plan. For details on identifying Stakeholders, refer to the Educator Equity Root Causes Analysis document at <https://www.cde.ca.gov/pd/ee/step3equitableaccrtcs.asp>.

Stakeholder Group:

| Role | Member Name | Responsibilities |
| --- | --- | --- |
| [type role here] | [type member name here] |  |
| [type role here] | [type member name here] |  |
| [type role here] | [type member name here] |  |
| [type role here] | [type member name here] |  |
| [type role here] | [type member name here] |  |
| [type role here] | [type member name here] |  |
| [type role here] | [type member name here] |  |
| [type role here] | [type member name here] |  |

## Step 3: Analyzing and Prioritizing Equity Gaps

Next, you will conduct an equity gap analysis and specify the challenges to be addressed in your LEA.

### Conduct Reflective Equity Gap Data Analysis

In Step 1 your LEA identified key data elements that shed some light on equitable access to teachers. The reflective data process should now engage leaders and stakeholders in conversations about particular schools and classrooms in the LEA. At this point, your team should reflect and begin to hypothesize about the causes of the inequities in relation to the data being reviewed.

In the space below, note possible causes and hypotheses for the discrepancies.

[Add possible causes and hypotheses for the discrepancies here]

## Specify the Challenges to be Addressed

Next, reflect on the equitable-access challenges in your LEA. Brainstorm a list of such challenges. Then highlight the one challenge that seems to represent the greatest disparity or seems to be the most immediate and pressing. Specify the challenge(s) in terms of a particular problematic equity outcome. For example:

* “There is a higher teacher turn-over in Title I schools as compared to non-Title I schools in our LEA.”
* “There are less experienced principals in rural schools in the district than in suburban schools.”
* “Across the LEA, lower income students are more likely than higher income students to be assigned a new teacher.”

In the space below, brainstorm the challenges in your LEA:

[Add challenges in your LEA here]

## Step 4: Identify Root Causes

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. For example, is it because great teachers don’t stay or because underperforming teachers stay too long? Is it that rural school superintendents don’t know how to support educator talent development?

After you’ve written down one explanation for the problematic equity outcome, ask yourself why. Write down a possible reason (even if you don’t know for sure). Keep asking why until you seem to have exhausted the possible causes for the identified problem.

Tip: Focus on system challenges, not symptoms. For example, the tendency of early-career teachers to move from inner-city to suburban schools after a few years is a symptom, while a lack of strong preparation and leadership in inner-city schools is a systems challenge. Also, the high percentages of teachers of students with disabilities who leave teaching for work in the private sector is a symptom, while unmanageable caseloads for these teachers is a systems challenge.

In the space below, brainstorm possible root causes:

[Add possible root causes here]

## Step 5: Conduct a Programmatic Self-Assessment

Conduct a programmatic self-assessment focused on the relevant teacher equity data gathered, along with the policies, procedures, and practices related to providing equitable access to teachers in the LEA.

Self-Assessment Tools to Consider:

Achieving Equitable Access to Strong Teachers: A Guide for District Leaders at <https://edtrust.org/wp-content/uploads/2014/09/EdTrust_AchievingEquitableAccessStrongTeachers_GuideDistrictLeaders_April2016.pdf> (The Education Trust)

Teacher Equity Rubric at <https://edtrust.org/wp-content/uploads/2014/09/EDI_EdTrust_TeacherEquityRubric_April2016.pdf> (U.S. Education Delivery Institute and The Education Trust)

Policy Equity Analysis Tool at <https://greatlakesequity.org/resource/policy-equity-analysis-tool> (Great Lakes Equity Center)

Determine if your self-assessment led to additional root causes, or possible areas to focus for your Equity Plan.

In the space below, summarize the results of your Programmatic Self-Assessment:

[Add the results of your Programmatic Self-Assessment here]

## Step 6: Identify Focus Area

Next, categorize the causes into common themes. Look at your list of root causes and consider how you could group these causes into themes. For example, one theme of causes might be “lack of talent development opportunities.”

In the space below, categorize the themes:

[Add the themes here]

Finally, select one or two teacher equity root cause themes that the LEA will monitor and work to improve over the upcoming two or three years. You should select categories based on (1) how they impact student learning and experience, and (2) how equitably they are distributed across your LEA. You can then prioritize schools that are most affected by inequities. Then select the appropriate “Levers” (found in the Educator and Root Cause Analysis document at <https://www.cde.ca.gov/pd/ee/step3equitableaccrtcs.asp>) to focus your equity plan for providing equitable access to teachers.

In the space below, list the Equity Themes that you will focus on and the appropriate “Levers” to address in your equity plan:

[Add the Equity Themes that you will focus on and the appropriate “Levers” to address in your equity plan here]

