

C. Stakeholder Engagement Stage 1 Deck and Materials



Ensuring Equitable Access to Excellent Educators

Delaware Data Review and
Root Cause Analysis Protocol



Delaware
Department of Education

Session Goals

- The goals for today's session are to:
 - Name the basic requirements for Delaware's Equity Plan ("Excellent Educators for All")
 - Dissect and analyze Delaware's "equity gaps", considering experience, turnover, and performance
 - Develop potential root causes of one or more of Delaware's "equity gaps"

EXCELLENT EDUCATORS FOR ALL - PLAN OVERVIEW



“Excellent Educators for All” - Overview

- Educator effectiveness is the single most important school factor affecting student achievement.
- Several recent studies demonstrate that equity gaps continue to endure for students from low-income and minority backgrounds:
 - According to virtually every educator effectiveness metric
 - At the classroom, school, and district level

“Excellent Educators for All” Initiative

- 2001–Today: No Child Left Behind Act Equity Requirements:
 - “Highly Qualified Teacher” Requirements
 - Previous federal requirement for an “Equity Plan”
- 2014–15: Excellent Educators for All Initiative:
 - State Plans to Ensure Equitable Access to Excellent Educators due to the U.S. Department of Education June 1, 2015
 - Equitable Access Data Profiles provided
 - Equitable Access Support Network created

“Excellent Educators for All” Requirements

- The six requirements in the federal FAQ guidance include:
 - Provide documentation of the steps the SEA took to consult with stakeholders
 - Identify equity gaps
 - Explain the likely cause(s) of the identified equity gaps
 - Set forth the SEA’s steps to eliminate identified equity gaps
 - Describe the measures that the SEA will use to evaluate progress toward eliminating the identified equity gaps
 - Describe how the SEA will publicly report on its progress in eliminating the identified gaps, including timelines for this reporting

Stakeholder Engagement

Protocols & Other Meetings

(To-Date, 4/14)

Completed

1/22	District Administrators (Chiefs Mtg.)
2/9	Principals (D-PAG)
2/18	Teachers/Specialists
2/20	Non-Profit Partners/IHEs
3/11	Charter Leaders (TLE Charter Forum)
3/18	District Data Analysts (DAWG)
3/26	District Administrators (Chiefs Mtg.)
3/28	Teachers/Specialists
3/31	DSEA/DASA
4/1	DDOE Director's Council
4/1	Licensure and Certification Committee (PSB)
4/7	Delaware Workforce Development Board
4/10	Wilmington Education "Think Tank" (Civic Leaders)
4/13	P-20 Council

Scheduled Upcoming

4/14	Non-Profit Partners/IHEs
4/14	Teaching & Learning Cadre
4/16	Congressional Delegation (call)
4/22	District HR Directors (Quarterly)
4/28	Educators (Group Formed with Support from DSEA)
5/7	Professional Standards Board
5/8	Draft Plan Review
5/21	State Board of Education

Equity Gaps

- Statutory/Regulatory Terms
 - Inexperienced
 - Unqualified → Using HQT
 - Out-of-Field → Using HQT
- Additional Equity Gaps
 - Turnover
 - Effectiveness
 - Others...

Educator Equity Gaps

for students from low-income families and minority students

Teacher Experience

Teacher Turnover

Teacher Effectiveness



Root Causes



Potential/Long Term **Strategies**



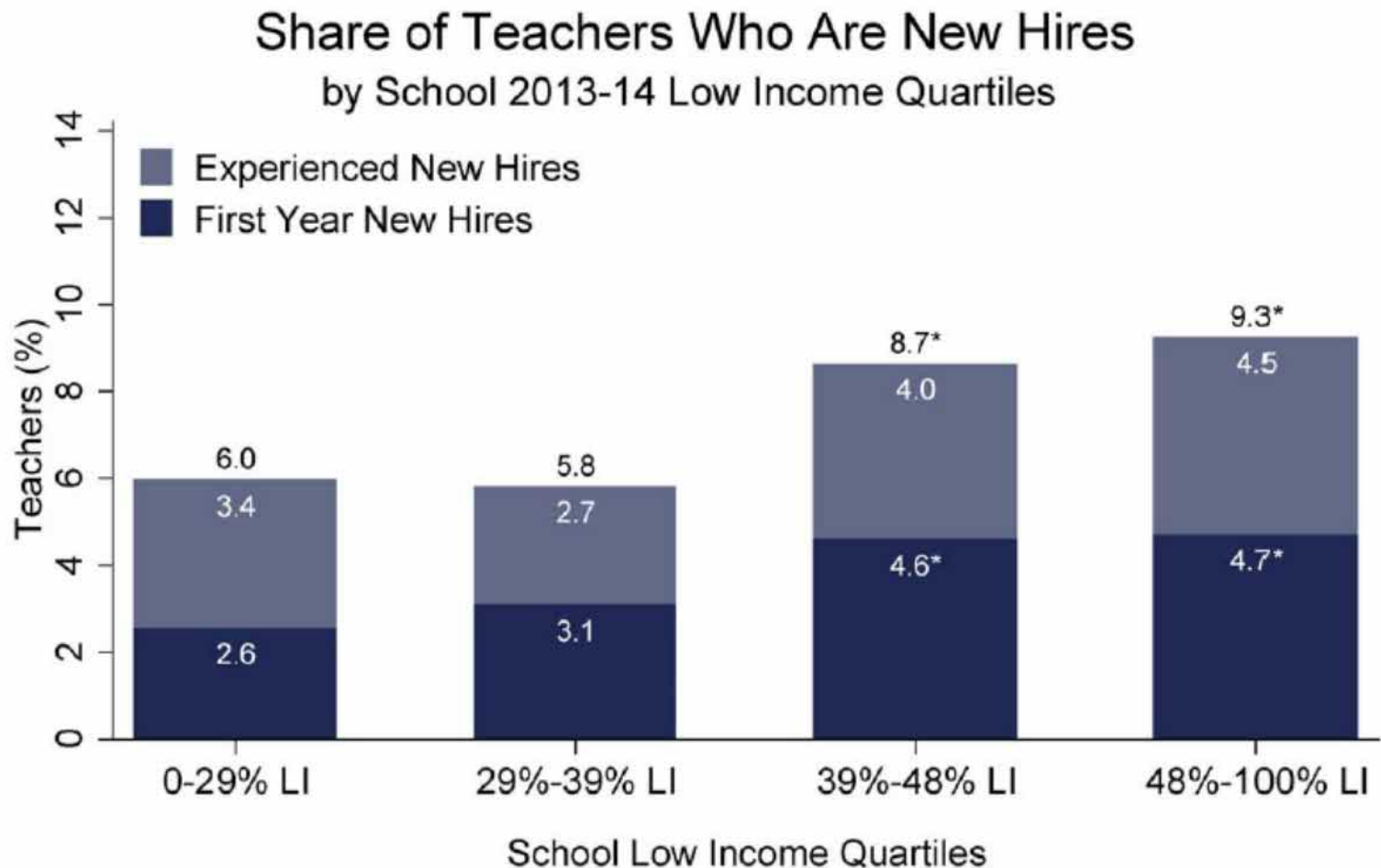
STRATEGIC **DATA** PROJECT

Considering Educator Equity Metrics



Teacher Experience Gaps

Schools that serve a large percent of low income students are more likely to have a larger share of first year teachers

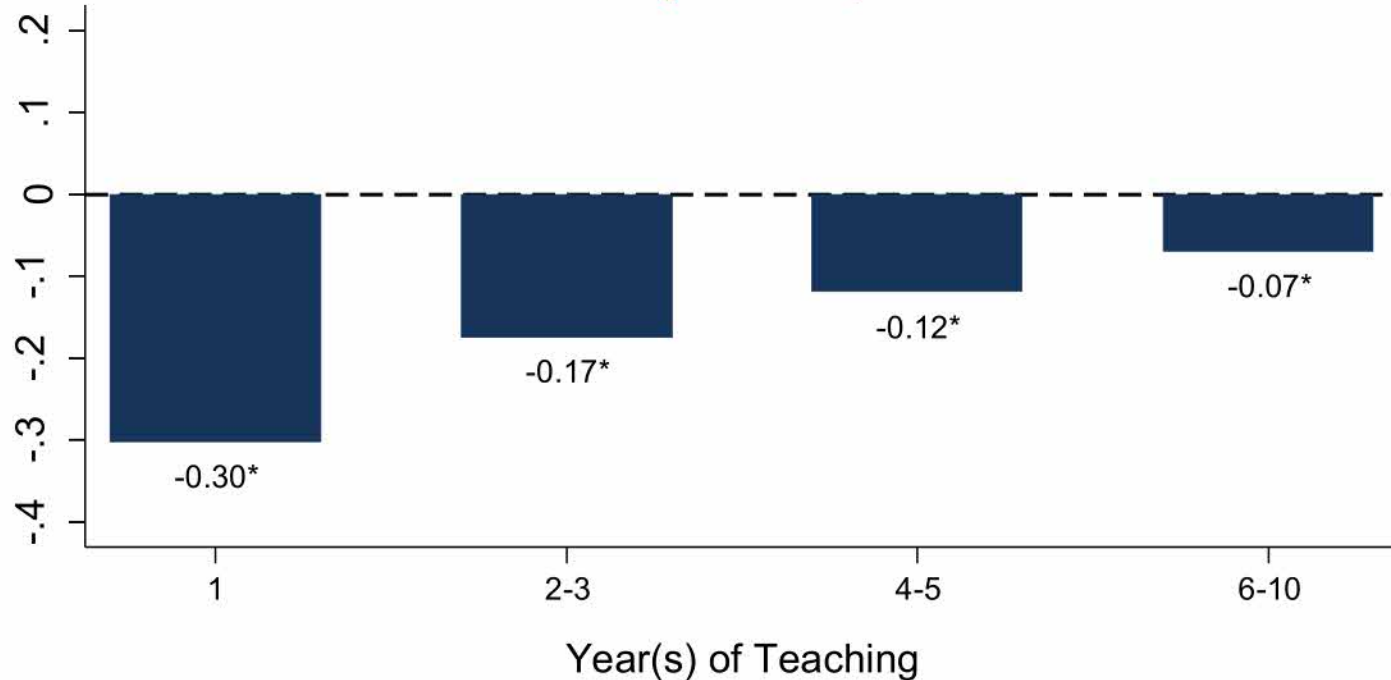


*Significantly different from the bottom quartile value, at the 95 percent confidence level.

Notes: Sample includes 7,599 teachers with teacher job codes in comprehensive, vocational, and magnet schools. Data are from the 2013-14 school year. All data are from Delaware Department of Education records.

On average, lower achieving students are placed with less experienced teachers

Difference in Average Prior Math Performance
of Students Assigned to Early-Career Teachers
Compared to Teachers with 11 or More Years of Teaching
Elementary Schools, Overall

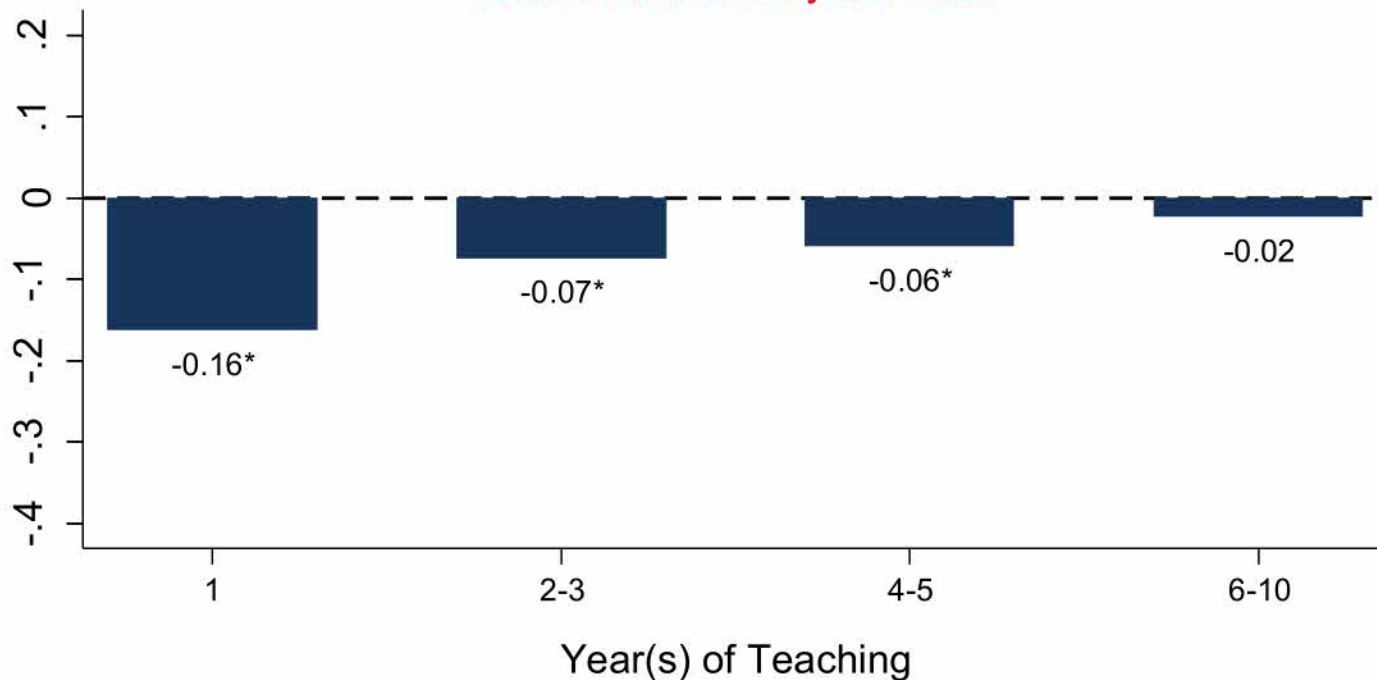


*Significantly different from zero, at the 95 percent confidence level.

Notes: Sample includes comprehensive and magnet school teachers with teacher job codes and their students in grades 4 and 5 with prior year test scores in the 2006-07 through 2011-12 school years, with 3,576 teacher years, 76,169 student years, 1,162 unique teachers, and 50,712 unique students. Test scores are normalized to have an average of zero and a standard deviation of one, and are shown in standard deviation units. All data are from Delaware Department of Education records.

Equity gaps by experience also exist when we look only within schools

Difference in Average Prior Math Performance
of Students Assigned to Early-Career Teachers
Compared to Teachers with 11 or More Years of Teaching
Within Elementary Schools



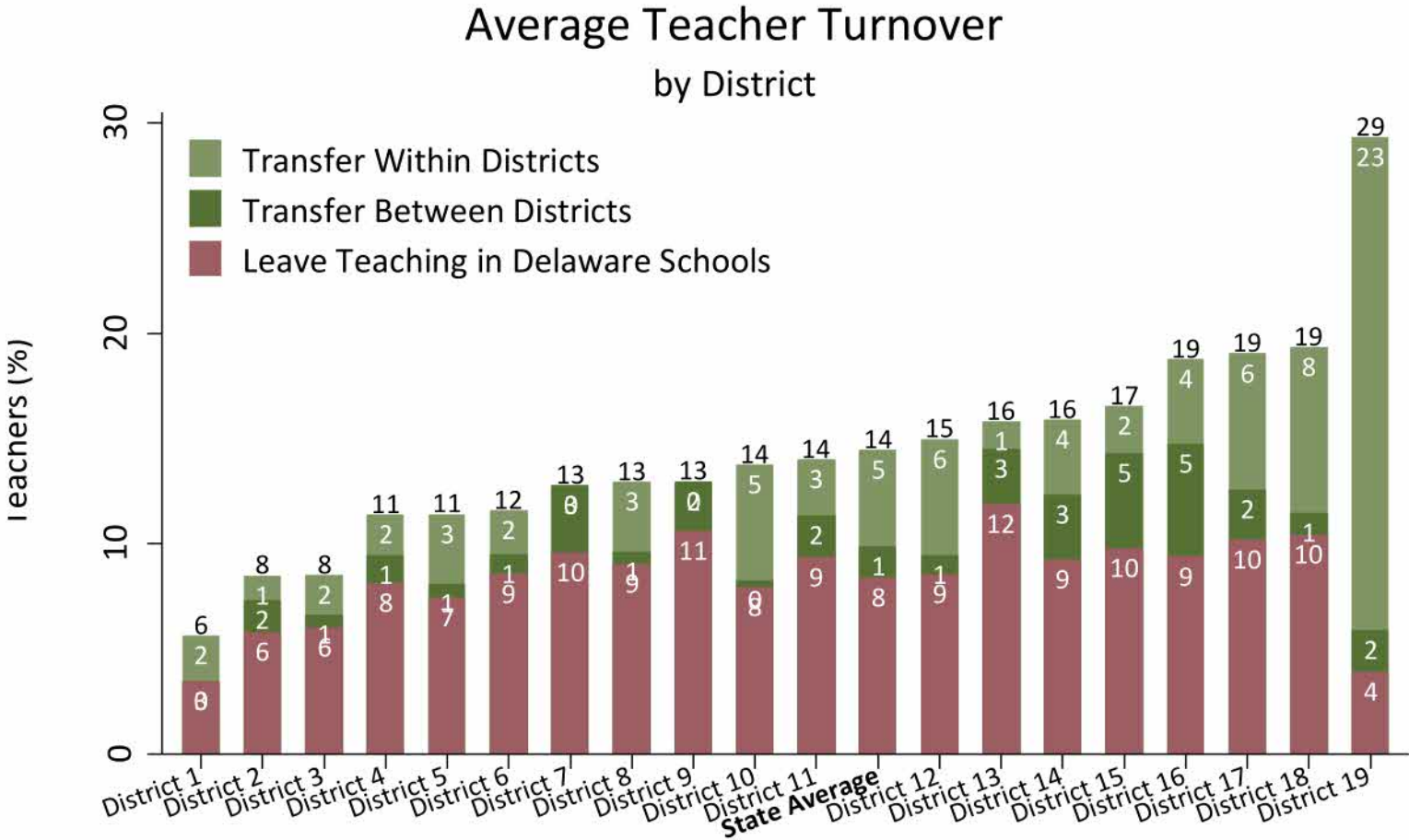
*Significantly different from zero, at the 95 percent confidence level.

Notes: Sample includes comprehensive and magnet school teachers with teacher job codes and their students in grades 4 and 5 with prior year test scores in the 2006-07 through 2011-12 school years, with 3,576 teacher years, 76,169 student years, 1,162 unique teachers, and 50,712 unique students. Test scores are normalized to have an average of zero and a standard deviation of one, and are shown in standard deviation units. All data are from Delaware Department of Education records.



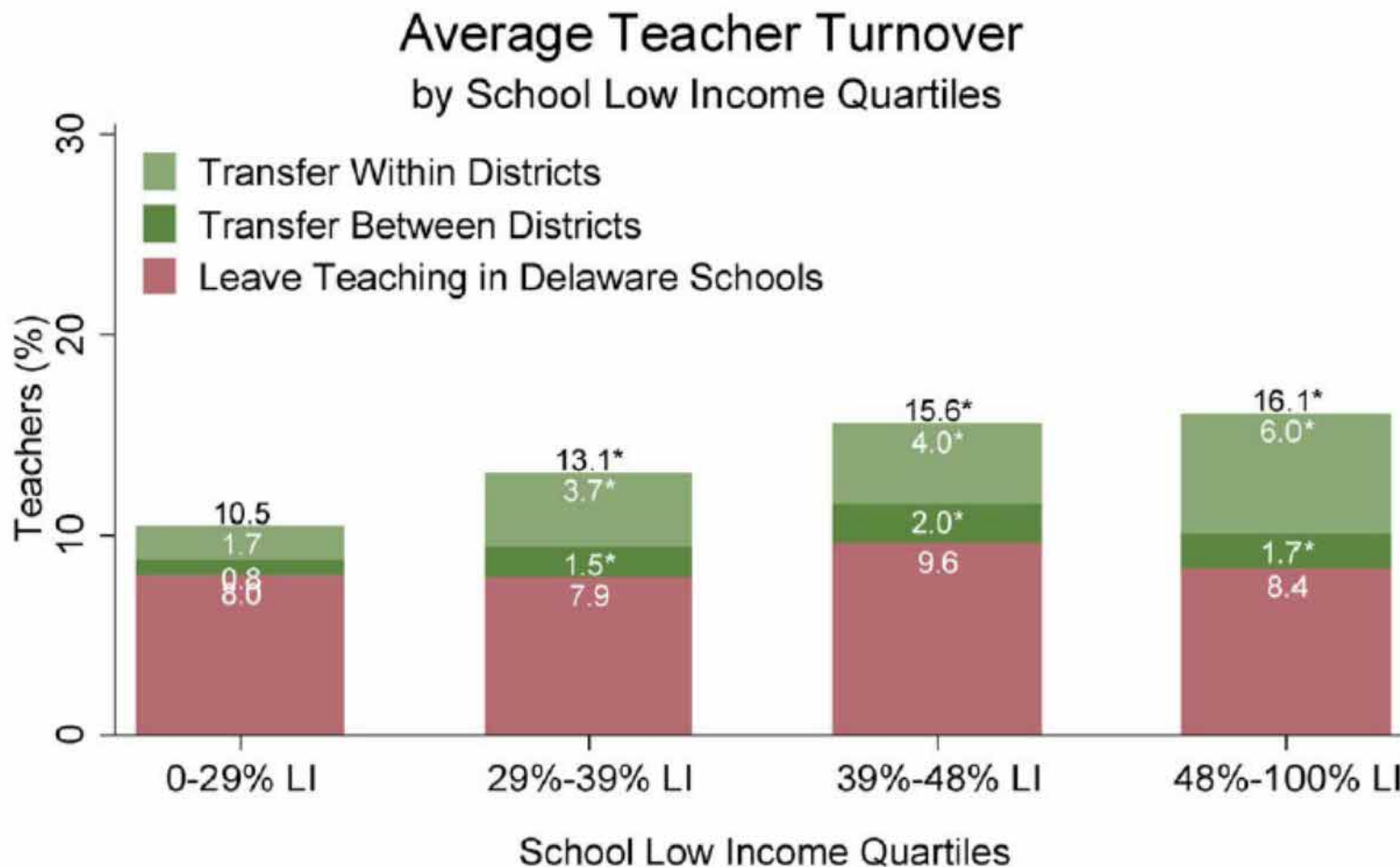
Teacher Turnover Gaps

Teacher turnover varies considerably across school districts in Delaware



Notes: Sample includes 7,682 teachers with teacher job codes in comprehensive, vocational, and magnet schools. Data are from the 2012-13 school year. Retention analysis is based on one-year retention rates. All data are from Delaware Department of Education records.

There is higher teacher turnover in schools that serve higher percentages of low income students



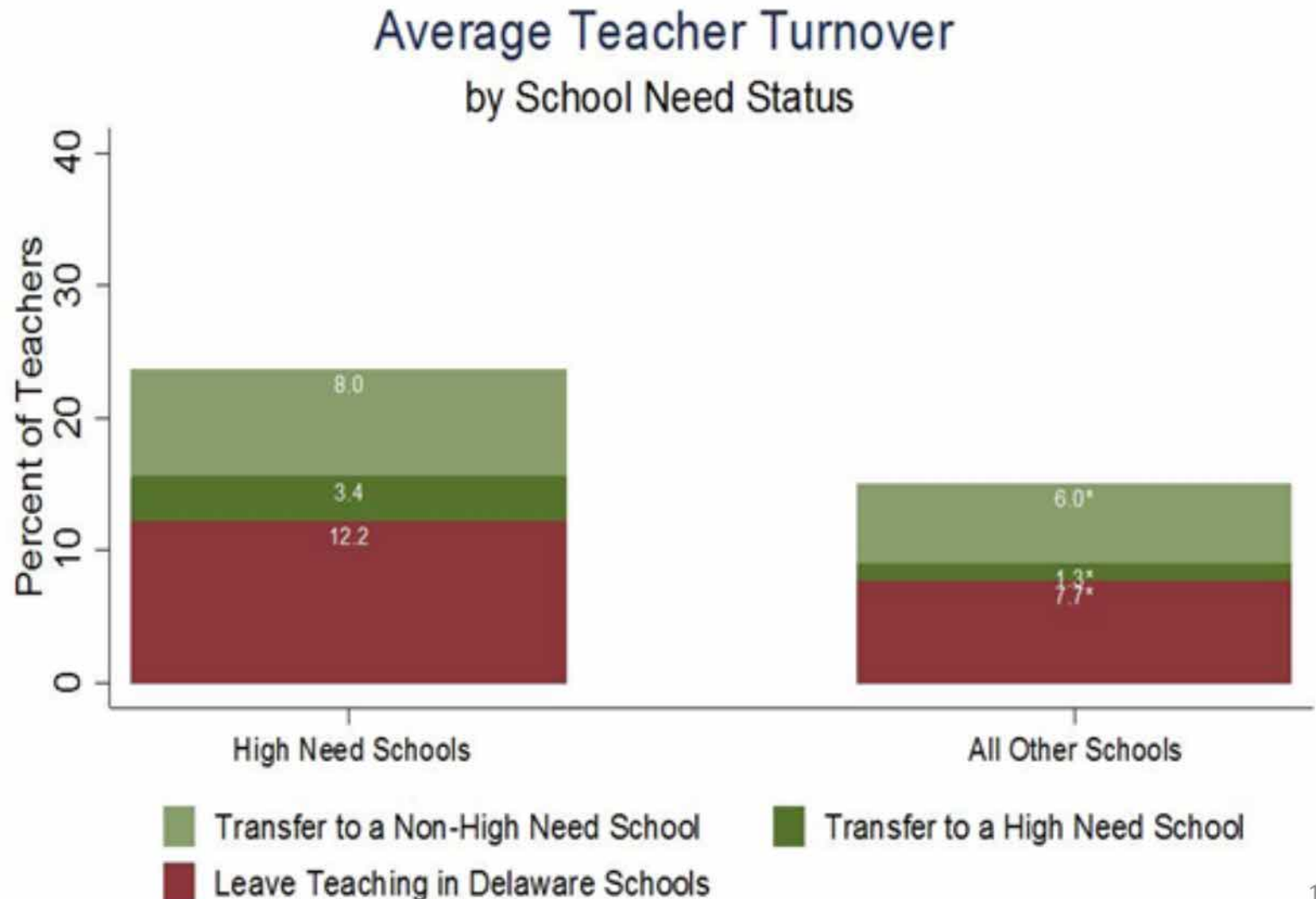
*Significantly different from the bottom quartile value, at the 95 percent confidence level.

Notes: Sample includes 7,527 teachers with teacher job codes in comprehensive, vocational, and magnet schools.

Data are from the 2012-13 school year. Retention analysis is based on one-year retention rates.

All data are from Delaware Department of Education records.

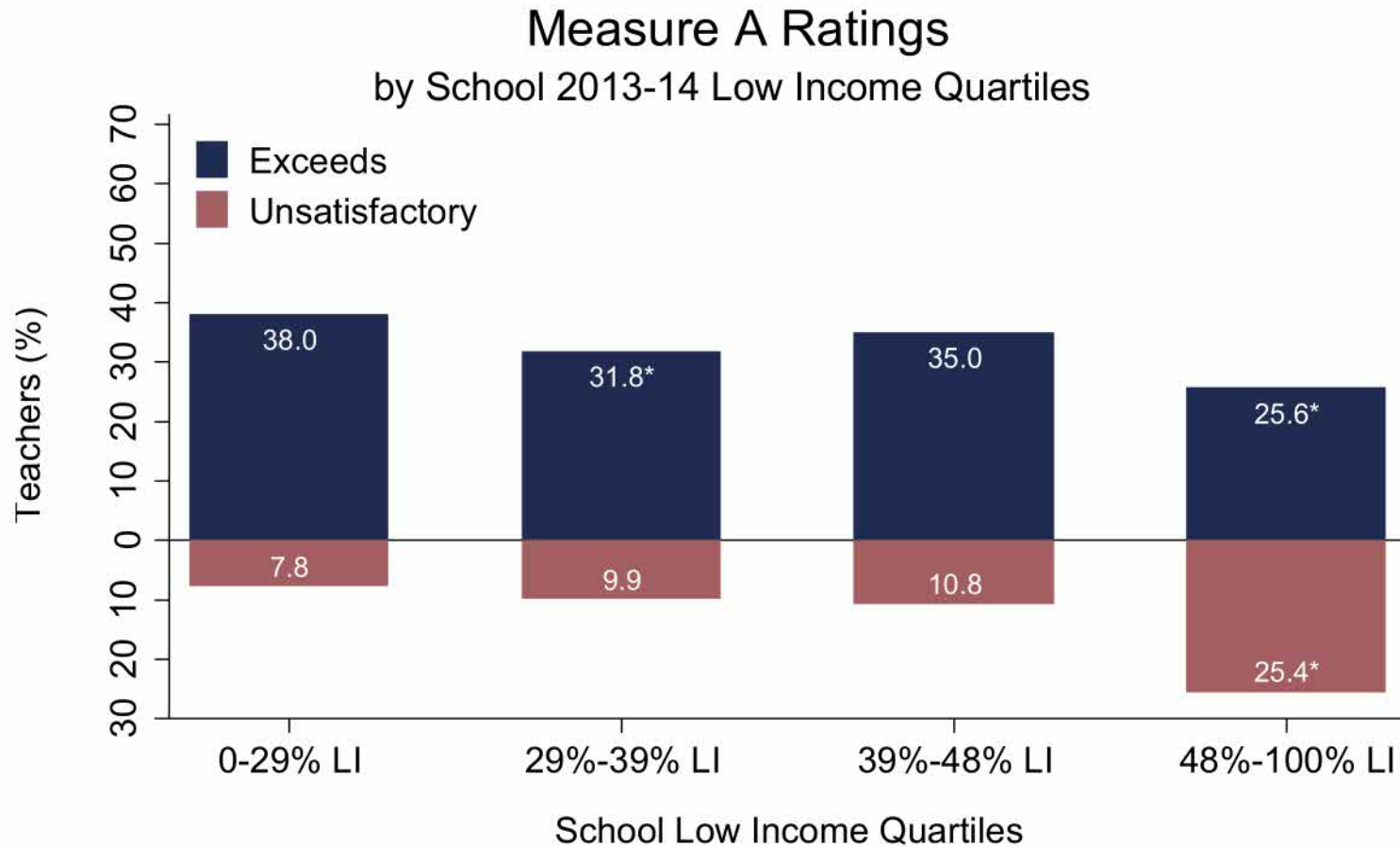
Teachers are less likely to transfer into high-need schools from non-high-need schools





Teacher Effectiveness Gaps

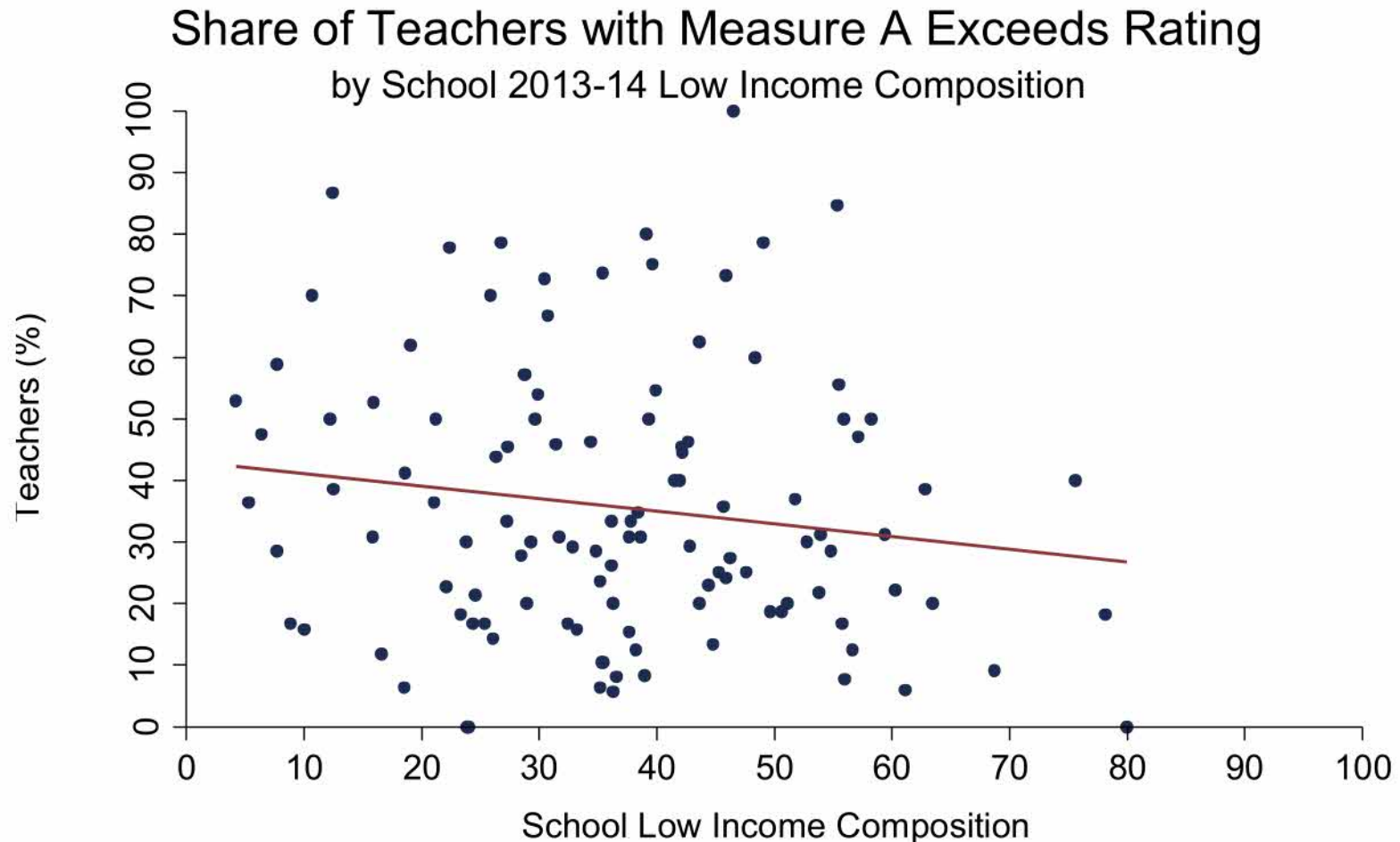
Schools with high percentages of low-income students are more likely to have teachers who earn “Unsatisfactory” ratings on Measure A of their teacher evaluations



*Significantly different from the bottom quartile value, at the 95 percent confidence level.

Notes: Sample includes 2,476 teachers with teacher job codes and Measure A ratings in comprehensive, vocational, charter, and magnet schools. Data are from the 2013-14 school year. All data are from Delaware Department of Education records.

The proportion of low income students in a school is related to the proportion of teachers earning “Exceeds” on Measure A



Correlation = $-.15$

Notes: Sample includes 2080 teachers with teacher job codes and 2013-14 Measure A ratings in comprehensive, vocational, charter, and magnet schools with at least 10 such teachers. All data are from Delaware Department of Education records.

ROOT CAUSE ANALYSIS



Summary of Equity Gaps and Challenges Identified by DE Data

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn “Unsatisfactory” ratings on the Measure A of their teacher evaluations.

Sample Root Cause Analysis: Sample Model and Group Activity

- **Challenge: Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.

Possible Root Causes Identified:

1. School leadership
2. Working conditions
3. Lack of career pathways

Teacher Equity Root Cause Worksheet (adapted from CGTL Root Cause Analysis Workbook)

Step 1: Specify the Challenge to Be Addressed

Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the **one challenge** that seems to be the most immediate and pressing.

Delaware Equity Gaps and Challenges Identified in the Data:

- **Teacher Experience** - Schools that serve a large percent of low income and/or minority students are more likely to have a larger share of first year teachers. Additionally, on average, lower achieving students are placed with less experienced teachers – between and within schools.
- **Teacher Turnover** – Teacher turnover varies considerable across school districts in Delaware. There is higher teacher turnover in schools that serve higher percentages of low income and/or minority students. Additionally, teachers are less likely to transfer into high-need schools from non-high-need schools.
- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to the student growth component of teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who receive “Unsatisfactory” ratings on the student growth component of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

Instructions

Brainstorm the root causes of the challenge identified in Step 1—that is, the reasons why this problematic equity outcome may have occurred. 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.

Tips:

- Try to explore many root causes. For example, root causes for higher teacher turnover in high-needs schools could be due to a lack of opportunity for career advancement, poor school leadership, lack of geographic proximity to home and other amenities, and many others.
- After naming root causes, dig deep into the sub-causes. For example, if poor school leadership is a root cause, turnover in leadership, lack of quality leader preparation programs, and negative school culture could be sub-causes.

List the root causes and the sub-causes of the challenge you selected above:

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Instructions

Reflect on the equitable-access challenges in your district and state. Discuss a list of such challenges in your group based on the data provide to you. Then highlight the **one challenge** that seems to be the most immediate and pressing.

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- **Teacher Effectiveness** - The proportion of low income and/or minority students in a school is related to Measure A on their teacher evaluations. Schools with high percentages of low-income and/or minority students are more likely to have teachers who earn “Unsatisfactory” ratings on the Measure A of their teacher evaluations.

List one most pressing equity challenge after your brainstorm:

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List the root causes and the sub-causes of the challenge you selected above: