

E. Stakeholder Engagement Stage 3 Deck and Materials



Ensuring Equitable Access to Excellent Educators

Ad Hoc Working Group Review & Discussion
May 8, 2015

The Educator Effectiveness Continuum:

Five Major Areas of Focus

1. Before the Classroom: Talent Cultivation

Preparing teachers and leaders in well-designed programs and supporting them during their crucial early years in the classroom

2. In the Classroom: Talent Development and Management

Implementing and refining a sophisticated way to measure educator performance, and building compensation structures and career pathways to keep more educators in Delaware



At Every Point: Statewide Supports

- 3. LEA & Partner Capacity-Building:** Providing responsive technical assistance and capturing exemplary practices for our LEAs to as they build their own high-performing teams.
- 4. Data Analytics:** Analyzing data from within and across LEAs and disseminating information to underscore the importance of educator effectiveness practices.
- 5. Innovation:** Creating initiatives and campaigns across the continuum that highlight the importance of raising esteem and the bar for the profession.

Working Group Goals (5/8)

- The goals for today's discussion are:
 - Name the basic requirements for Delaware's Equity Plan ("Excellent Educators for All")
 - Review Delaware's "equity gaps", considering experience, turnover, and performance
 - Discuss stakeholder-developed potential root causes of Delaware's "equity gaps"
 - Review the current potential set of strategies to address the identified root causes
 - Establish an Equitable Access Working Group over the next 3-6 months for deeper review
 - Collaborate across stakeholder groups as we seek to build consensus on the work ahead

Equity Plan: Section Summary

- **Section 1:** Introduction
- **Section 2:** Educator Equity Gaps
- **Section 3:** Stakeholder Engagement Approach and Root Cause Analysis
- **Section 4:** Potential Strategies and Solutions
- **Section 5:** Ongoing Progress Monitoring, Public Reporting, Communications, and Support for Implementation at the SEA/LEA levels
- **Section 6:** Closing

EXCELLENT EDUCATORS FOR ALL – PLAN REQUIREMENTS



“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

Educator Equity Gaps

for students from low-income families and minority students

Teacher Experience

Teacher Turnover

Teacher Effectiveness



Root Causes



Potential/Long Term **Strategies**

Reflection Questions (10 Min.)

- Why has USED asked all 50 states to embark upon this process in their states and local communities?
- What questions do we still have about USED's plan requirements?
- What additional information should DDOE obtain from USED over the next several months? From other organizations?

Stakeholder Engagement

Protocols & Other Meetings

(To-Date, 5/7)

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
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 Bd.
4/10	Wilmington Education "Think Tank" (Civic Leaders)

Completed (continued)

4/13	P-20 Council
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)
4/29	State PTA Director (informational call)
5/1	Wilmington Education Think Tank
5/2	Parent Advocacy Council for Education
5/7	Professional Standards Board (informational)

Scheduled Upcoming

5/8	Draft Plan Review
5/21	State Board of Education

Reflection Questions (10 Min.)

- What additional groups of community members/stakeholders should DDOE engage over the next six months?
- Which perspective(s) should DDOE spend more time gathering (from those already engaged)?
- How should DDOE approach districts/charters this summer to engage in planning, support, and communications?

Equity Gaps

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



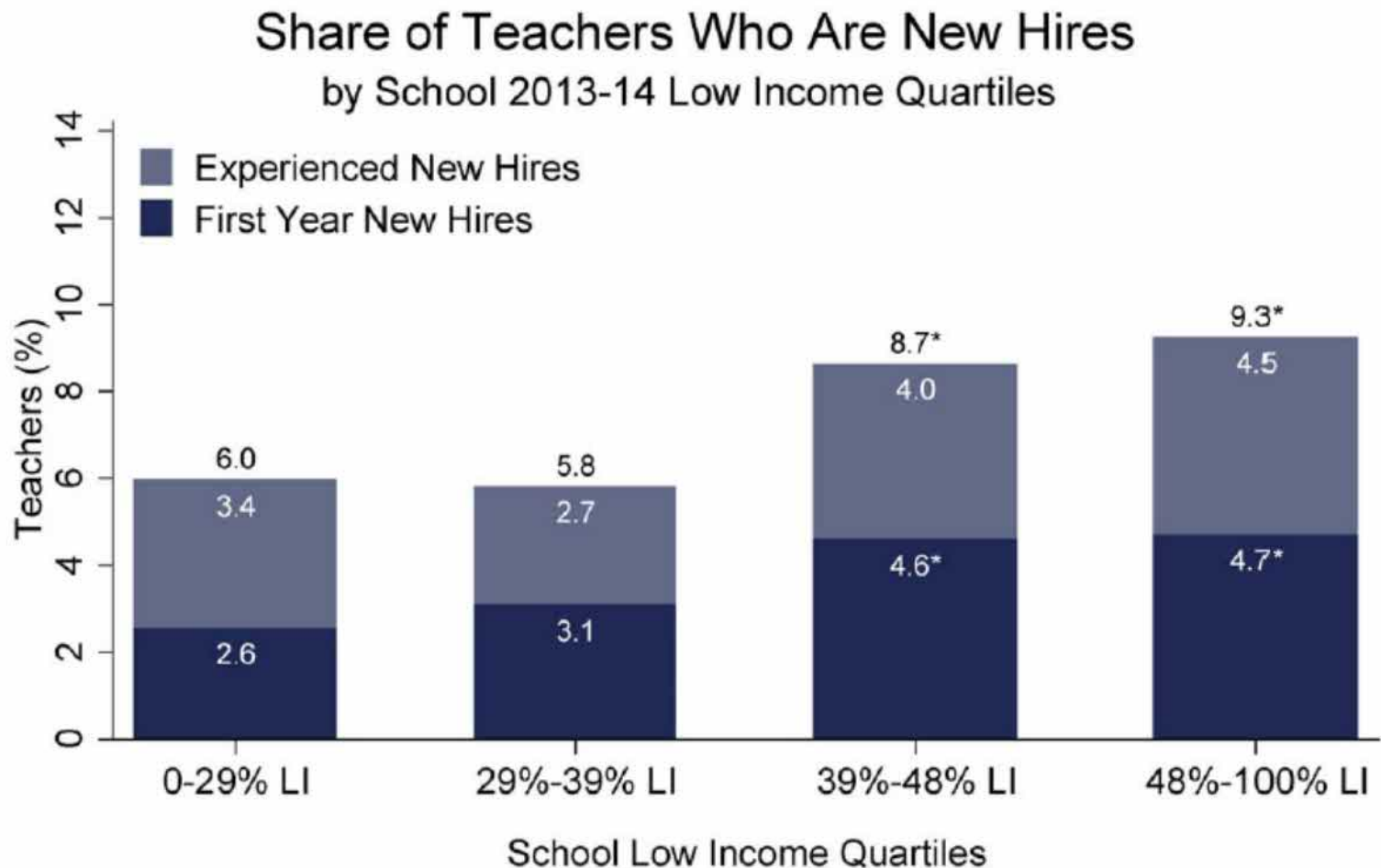
STRATEGIC **DATA** PROJECT

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

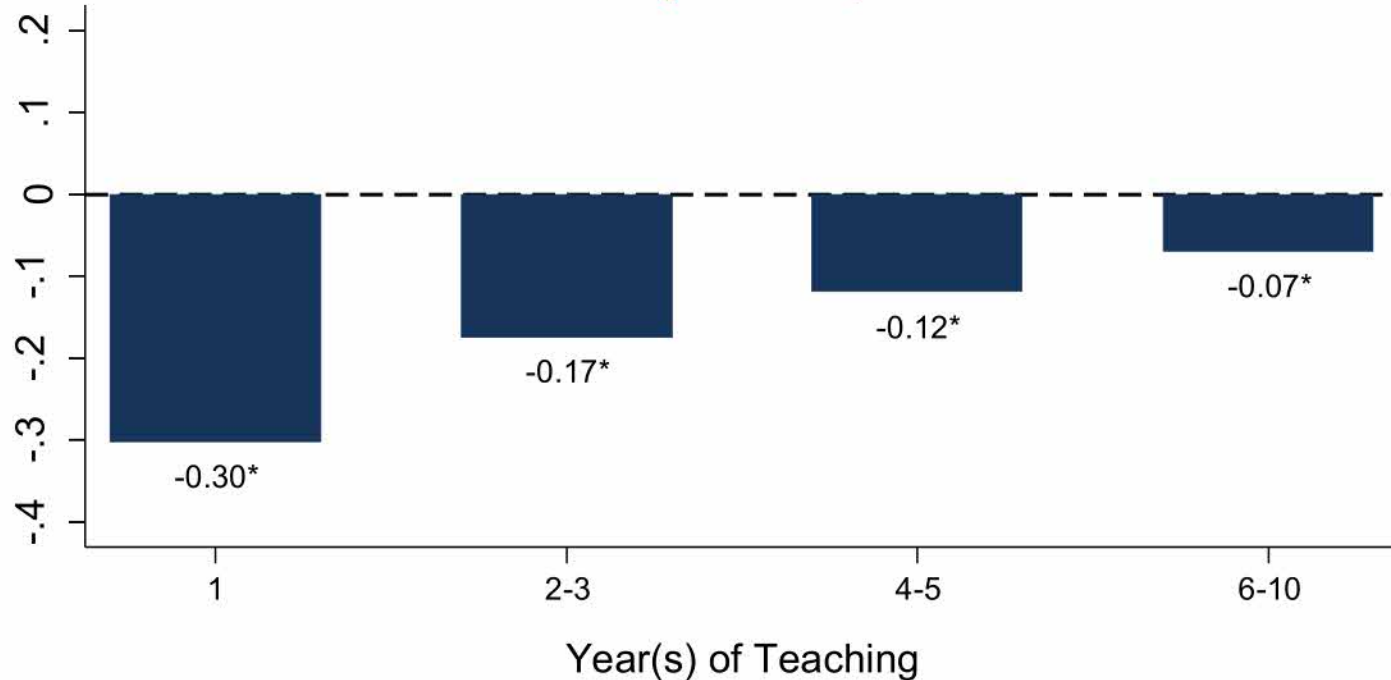


*Significantly different from the bottom quartile value, at the 95 percent confidence level.

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

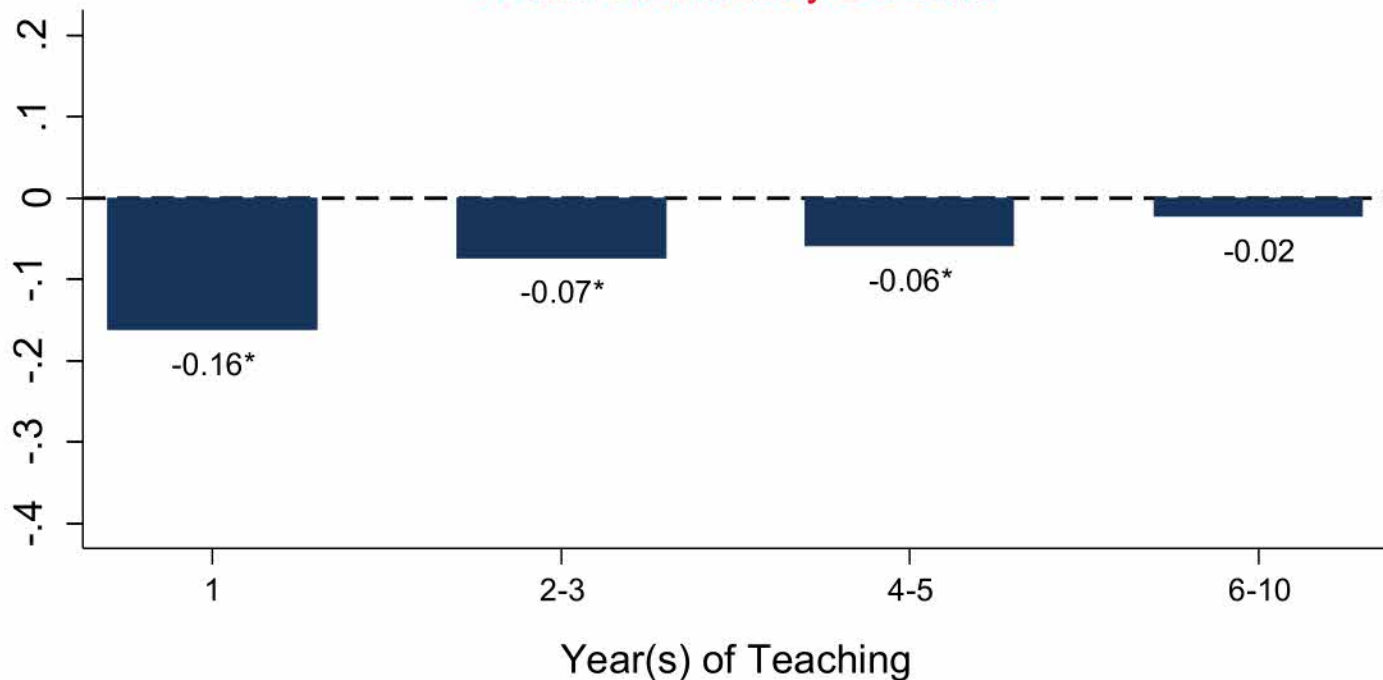


*Significantly different from zero, at the 95 percent confidence level.

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



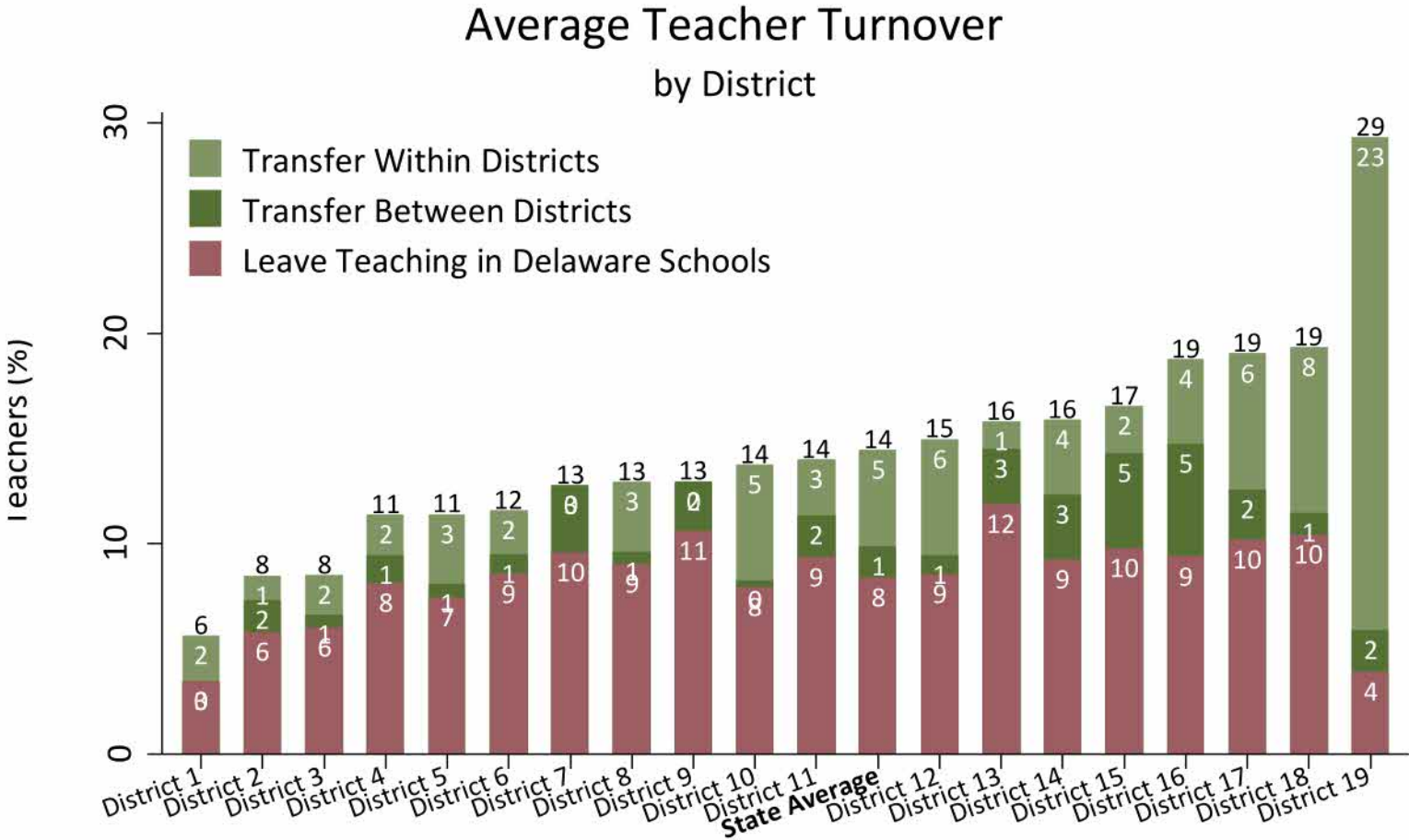
*Significantly different from zero, at the 95 percent confidence level.

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.



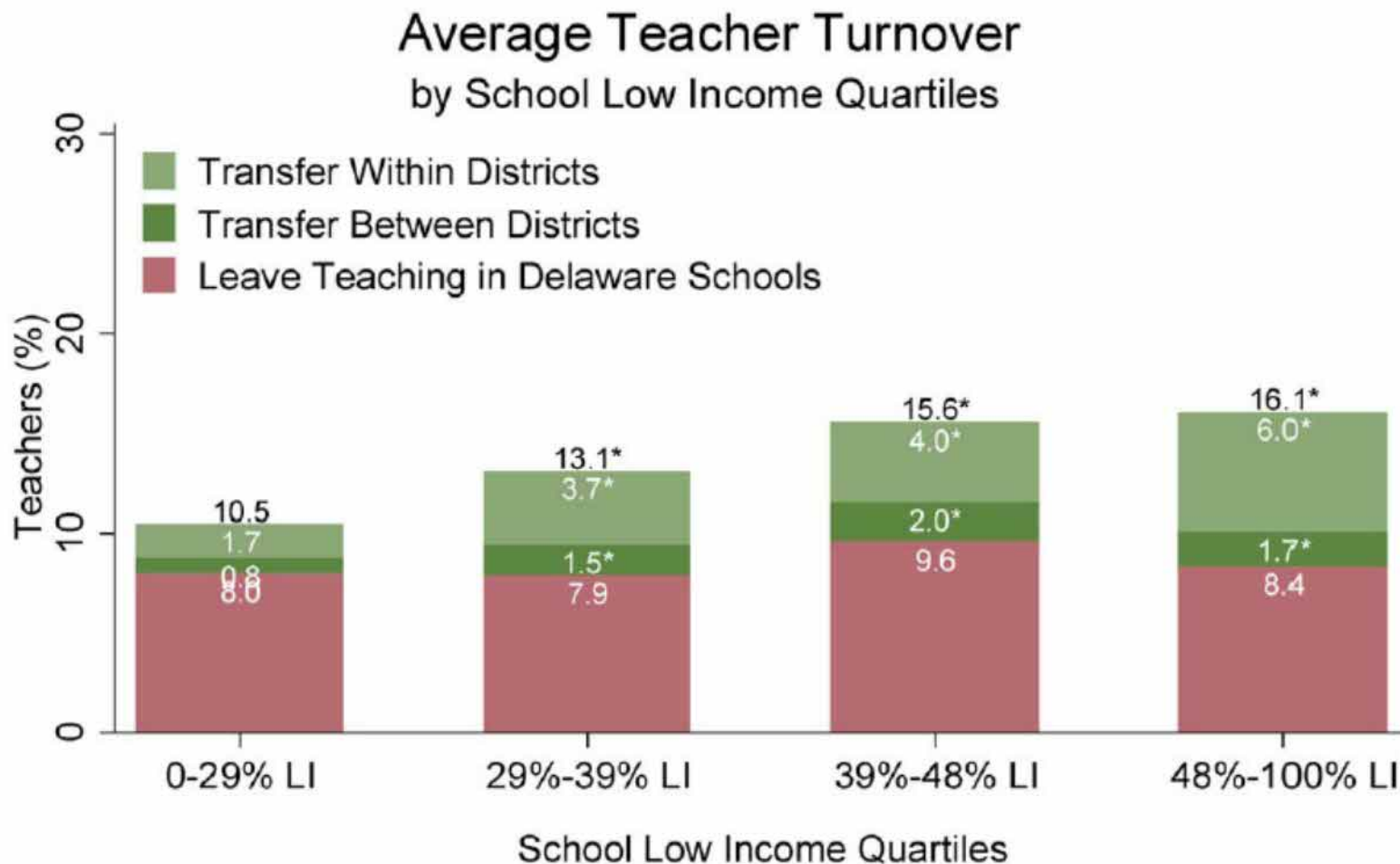
Teacher Turnover Gaps

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



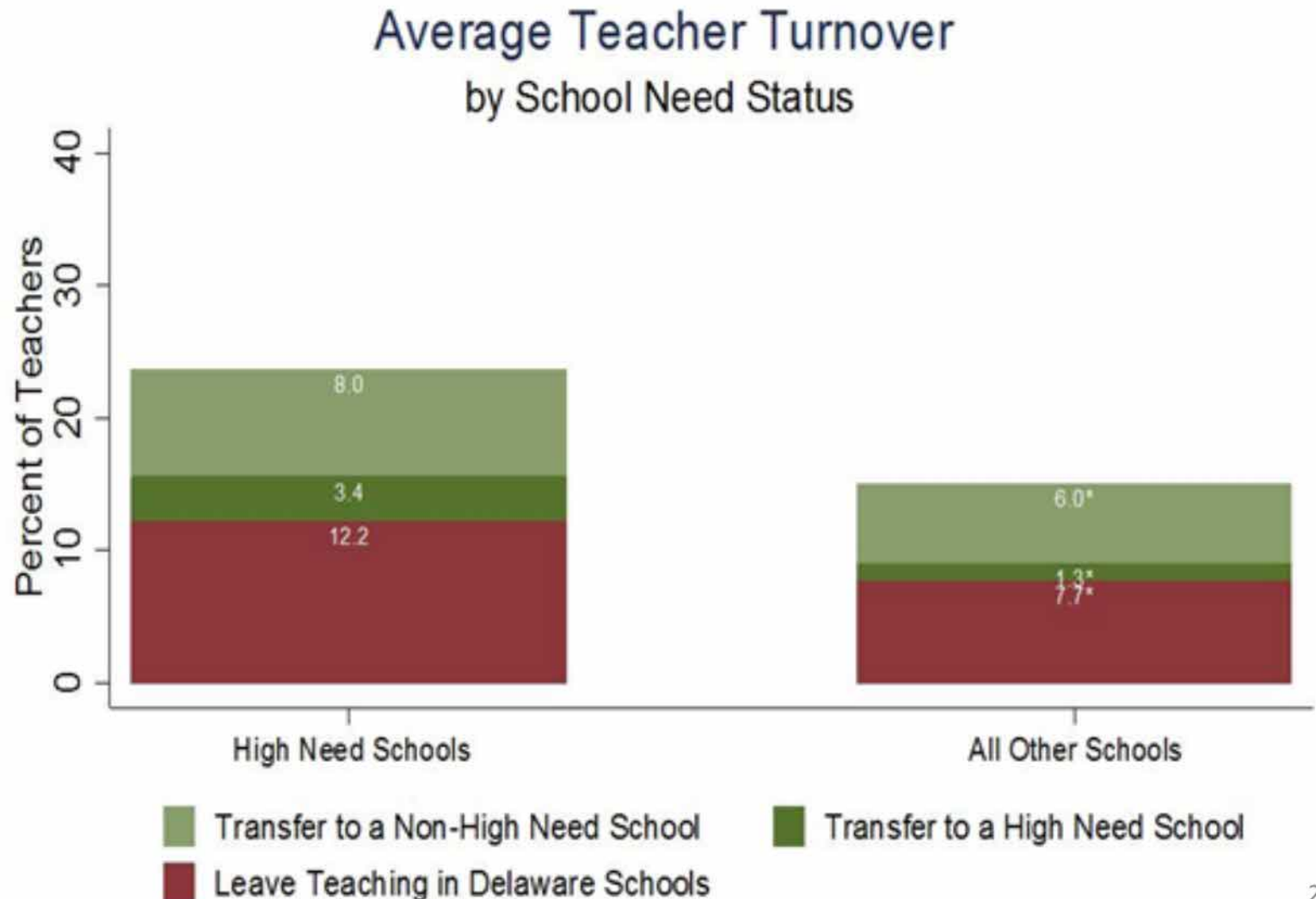
*Significantly different from the bottom quartile value, at the 95 percent confidence level.

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.

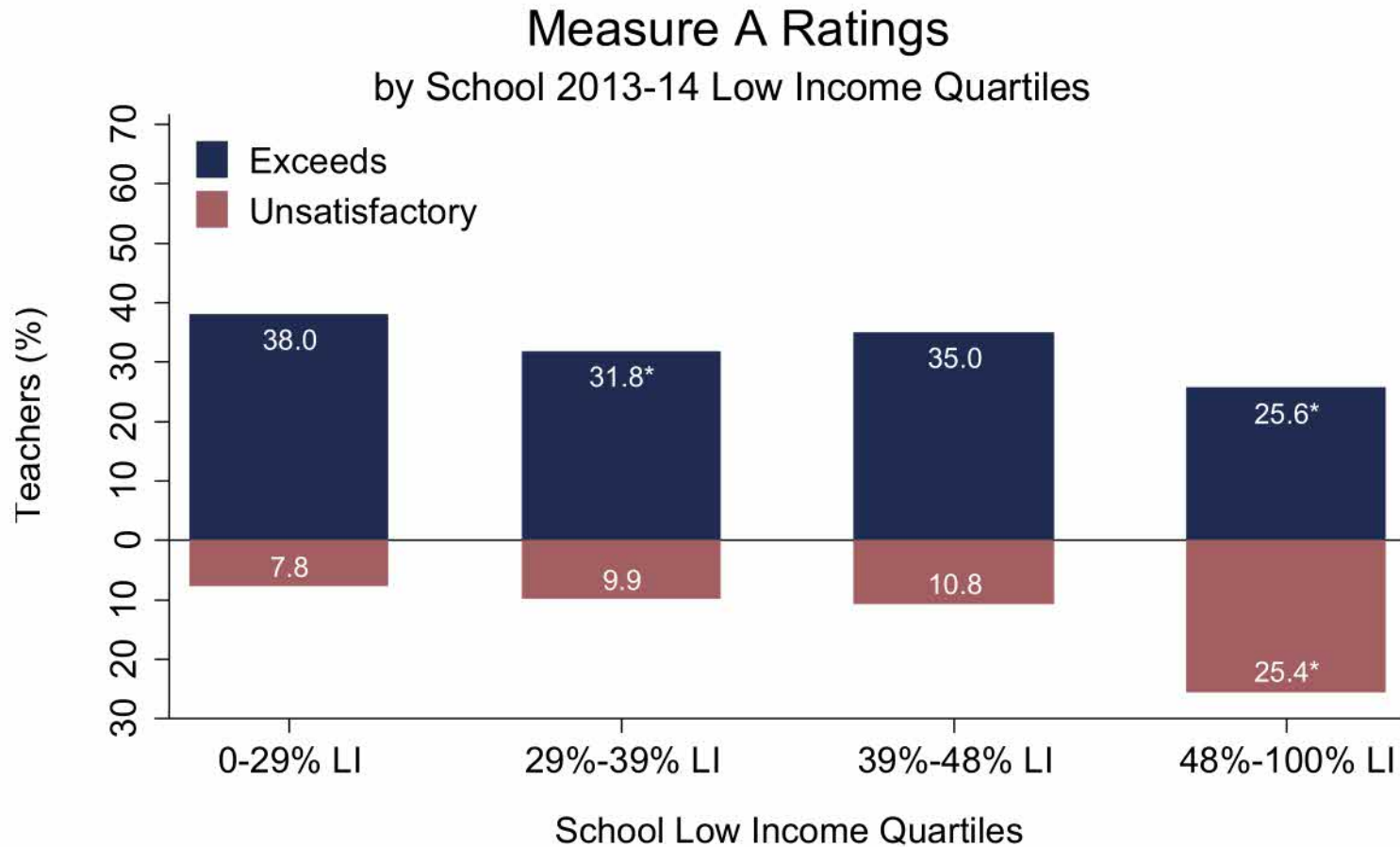
Teachers are less likely to transfer into high-need schools from non-high-need schools





Teacher Effectiveness Gaps

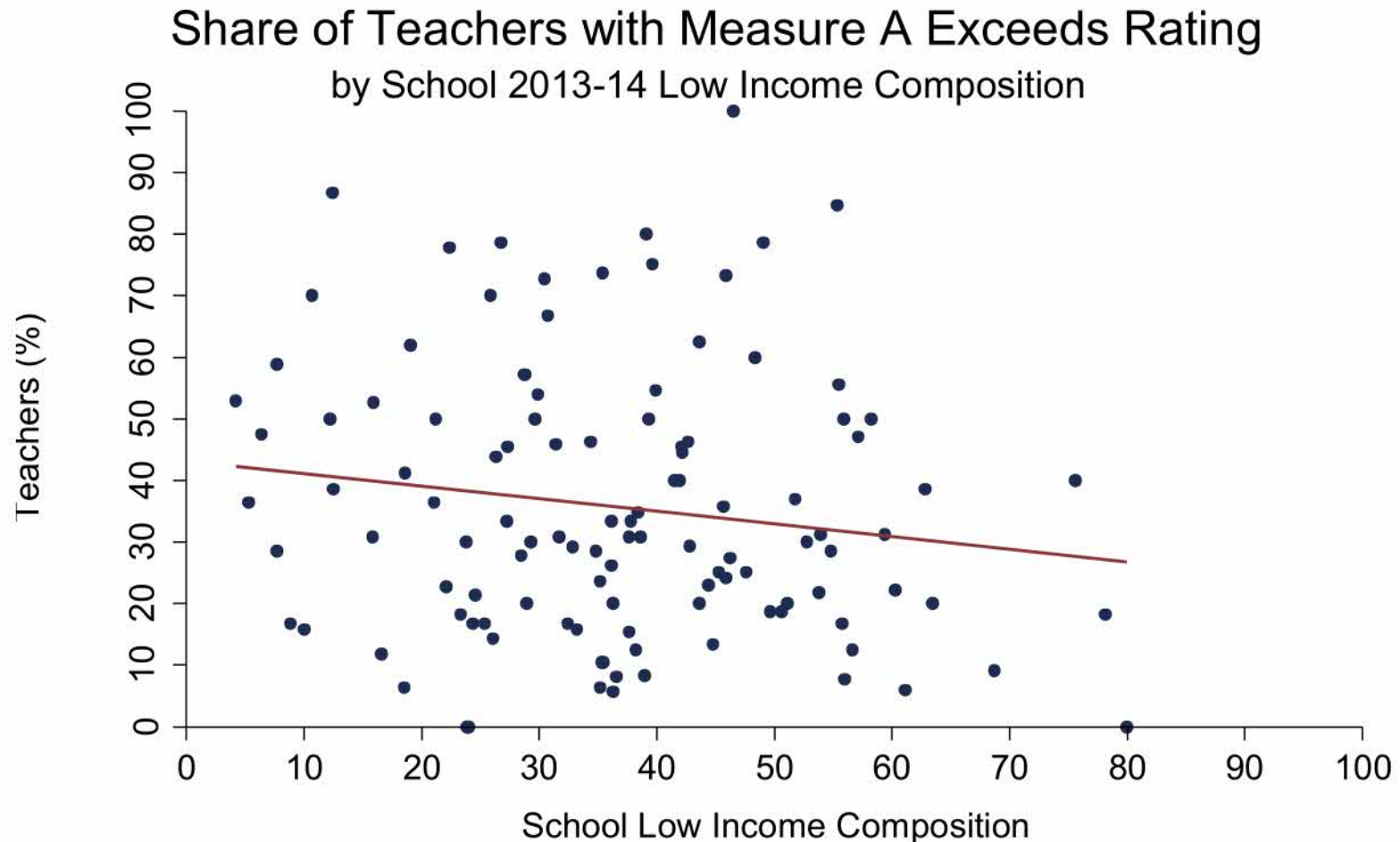
Schools with high percentages of low-income students are more likely to have teachers who earn “Unsatisfactory” ratings on Measure A of their teacher evaluations



*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.

Reflection Questions (15 Min.)

- What are the strengths of Delaware's current approach to equity gap data?
- What questions do you still have about the data/gaps that DDOE has uncovered?
- What additional data (or deeper analysis) should be conducted over the next three-six months to further illuminate the challenge? (*focusing on educator equity*)

ROOT CAUSE ANALYSIS PROTOCOLS SUMMARY



Educator Equity Gaps

for students from low-income families and students of color

Teacher Experience

Teacher Turnover

Teacher Effectiveness



Root Causes



Strategies

Identified Root Cause Thematic Areas

- School Leadership
- Educator Preparation
- Recruitment, Selection, and Staff Management
- Induction and Mentoring
- Professional Learning
- Compensation and Career Pathways
- School/Neighborhood Climate and Resources

Most Common Root Causes That Emerged

(named in most sessions)

- **Poor school leadership skills** create negative school culture and lack of buy-in/empowerment among staff (*School Leadership*)
- **Preparation programs do not prepare educators (teachers and principals) with the skills** necessary to be effective in high-needs schools (*Educator Preparation*)
- **Inadequate funding for wrap-around services** and resources needed to meet the holistic needs of students (*School/Neighborhood Climate and Resources*)
- **Professional development is not aligned or differentiated** to skills needed in a high-needs school (*Professional Learning*)
- There are **too few candidates with the right mindset, “grit”, and cultural competency** to be effective (*Recruitment, Hiring, and Staff Management*)
- **Lack of monetary incentives** to go or stay in a more challenging, high-needs environment where it is perceived to be more stressful (*Compensation and Career Pathways*)

Educator Equity Gaps

for students from low-income families and students of color

Teacher Experience

Teacher Turnover

Teacher Effectiveness



Root Causes*

*Most Common Root Causes That Emerged

Poor school leadership creating negative culture

Inadequate educator preparation

Lack of funding for wrap-around services

Professional development not aligned

Too few candidates with right mindset and cultural competency

Lack of monetary incentives



Potential/Long Term Strategies

Root Causes Related to: School Leadership

School Leadership Root Causes

Poor leadership skills create negative school culture and lack of buy-in/empowerment among staff*

Principal turnover creates instability and a negative school culture

Lack of thoughtful **placement and class-planning**

Ineffective resource allocation by school leader

School leader **does not have autonomy** to make decisions that would positively impact school

School leader does not plan school day to **maximize time on task** for students

**Note – this root cause named in most focus group sessions*

Root Causes Related to: Educator Preparation

Educator Preparation Root Causes

Preparation programs **do not prepare educators (teachers and principals) with the skills** necessary to be effective in high-needs schools*

Internships and student teaching opportunities do not give candidates or schools enough exposure to assess whether there is a mutual fit in a high-needs environment

Lack of collaboration between districts and IHEs

There is **not equitable access to IHEs** throughout the state

**Note – this root cause named in most focus group sessions*

Root Causes Related to: Recruitment, Selection, & Staff Management

Recruitment, Selection, & Staff Management Root Causes

Too few candidates with the right mindset, “grit”, and cultural competency to be effective*

No strategic recruitment or placement of teachers best suited to be effective in high-needs schools

Late hiring timelines put Delaware at a disadvantage and do not allow for strategic placement

Negative perceptions of teaching do not attract “the best & brightest” to the profession

Contractual hiring arrangements hinder the ability to place and keep effective educators in high-needs environments

Difficult to remove ineffective educators from the classroom

**Note – this root cause named in most focus group sessions*

Root Causes Related to: Induction and Mentoring

Induction and Mentoring Root Causes

Inadequate mentoring program and **lack of strategic pairing of mentors to mentees** to make a new educator feel supported and be effective in a high-needs environment

Root Causes Related to: Professional Learning

Professional Learning Root Causes

Professional development is not aligned or differentiated to skills needed in a high-needs environment*

No on-going support for teachers outside of their early years in the profession

**Note – this root cause named in most focus group sessions*

Root Causes Related to: School/Neighborhood Climate & Resources

School/Neighborhood Climate and Resources Root Causes

Lack of parental support in high-needs schools

Negative perceptions of safety dissuade educators from wanting to teach in the neighborhood

Negative school culture (high stress with a lack of collaboration) *Note – all focus groups noted this as a sub-cause of school leadership issues*

Educators live outside of the area where high-needs schools are located

Student turnover increases instability and contributes to “burn-out”

Inadequate funding for wrap-around services and resources needed to meet the holistic needs of students*

Many high-needs schools **are located in dilapidated buildings, lack state-of-the-art technology**, and do not have access to the same opportunities non-high-needs-school do

**Note – this root cause named in most focus group sessions*

Root Causes Related to: Compensation & Career Pathways

Compensation & Career Pathways Root Causes

Lack of monetary incentives to go or stay in a more challenging, high-needs environment where it is perceived to be more stressful*

Many educators go to **neighboring states with higher pay**

Federal loan repayment programs contribute to turnover by attracting early career educators who will leave the school or profession as soon as their loans are repaid

Lack of career pathway opportunities for high performing educators who want to stay in the classroom

Reflection Questions (10 Min.)

- What did our various stakeholder groups miss/overlook in their conversations?
- What additional root causes does this working group believe need to be included?
- What additional work should the TLEU do to learn more about connections between equity gaps and root causes?

POTENTIAL/LONG-TERM STRATEGIES AND SOLUTIONS FOR ELIMINATING EDUCATOR EQUITY GAPS



Strategies for Eliminating Equity Gaps

- Strategies for eliminating equity gaps should be:
 - Directly tied to the root causes
 - Evidence-based
 - Targeted to the students with least access to excellent educators
 - Fluid over time as new data become available
 - Articulated in a timeline that includes beginning and completion dates, responsible persons, and resources needed

Current DDOE Initiatives Related to: School Leadership

Current Initiatives Related to School Leadership

Community of Practice for Principal Supervisors

Facilitated sessions for principal supervisors around key areas of leadership, evaluation, and policy

Development Coaches

Coaches for schools/leaders that provide deep support on the DPAS-II process, with a focus on goal-setting and the observation and feedback cycle.

Delaware Leadership Project

Talent pipeline for recruiting and training aspiring principals for high needs schools

Relay National Principals Academy Fellowship (NPAF)

A one-year fellowship for high-performing/high-potential sitting principals to become instructional and cultural leaders

Executive Leadership Academy

Training for aspiring district leaders

Regulations 1595

Opportunity for new leadership preparation programs

Current DDOE Initiatives Related to: Educator Preparation

Current Initiatives Related to Educator Preparation

Senate Bill 51

Charted a course for the future of teacher prep: higher entrance requirements, stronger exit requirements, longer residencies, greater accountability

Teacher Preparation Grants

Allocated to the University of Delaware, Delaware State University, and Wilmington University during Race to the Top (e.g. Wilmington University created three lab schools); part of the state budget request

Teach for America

Talent pipeline for recruiting and placing teachers in high needs schools

SAHE Grants

The SAHE works in conjunction with the states to make competitive subgrants to partnerships of IHEs, high-need LEAs, and other entities (for competitive grants) through specific activities that focus on professional development for teachers, highly qualified paraprofessionals, and, if appropriate, principals

UD ARTC – Delaware Transitions to Teaching Program (DT3P)

Designed for individuals with a background in Math, Science, English, or Technology and Engineering, who wish to become a full-time teacher for a high-need, grade 6-12, Delaware public school

Current DDOE Initiatives Related to: Recruitment, Selection, & Staff Management

Current Initiatives Related to Recruitment, Selection, & Staff Management

Teach for America--Delaware

Talent pipeline for recruiting and placing teachers in high needs schools

Join Delaware Schools

Centralized application website for all educator jobs across the state, with increasing data reporting and tools (first online system for some rural districts)

Delaware Talent Cooperative

Attracting and retaining high performing teachers in high needs schools through compensation and professional development

Exit Surveys

DDOE has been exploring how to conduct statewide exit surveys for several years

Bring greater integrity to the state's educator evaluation system(s)

Multiple stakeholders groups have noted that this is the fulcrum of many of these efforts.

Current DDOE Initiatives Related to: Induction and Mentoring

Current Initiatives Related to Induction and Mentoring

Regulation 1503

Sets statewide requirements for mentoring

Comprehensive Induction Grants

Grants for LEAs to develop their own unique mentoring and induction programs

Current DDOE Initiatives Related to: Professional Learning

Current Initiatives Related to Professional Learning

LearnZillion's Delaware Dream Team

Teachers participate in an intensive professional learning experience focused on the Common Core State Standards

Delaware Teachers Institute

Intensive, creative professional development for teachers to create instructional units based on content learned at university seminars

Common Ground for the Common Core

Project designed to support educators implementing the Common Core standards by providing intense support to a team of teachers that can take that knowledge and work with educators in their building

PLC Support Coaches

Under RTTT, PLC Support Coaches facilitated weekly discussions focused on data-driven instruction in every Delaware school

Current DDOE Initiatives Related to: Compensation & Career Pathways

Current Initiatives Related to Compensation & Career Pathways

Delaware Talent Cooperative

Attracting and retaining high performing teachers in high needs schools through compensation and professional development

Teacher Leader roles being created at the school and district level

Committee to Advance Educator Compensation and Careers (CAECC)

A Committee charged with developing an alternative compensation structure and career pathway for educators in Delaware's public schools

Lead Mentors

Lead mentors are experienced educators working with novice teachers (years 1-3) as part of the state's mentoring and induction programming. To be selected, lead mentors must earn effective evaluation ratings and complete a two-day summer training seminar each year.

Current DDOE Initiatives Related to: School/Neighborhood Climate & Resources

Current Initiatives Related to School/Neighborhood Climate and Resources

TELL Delaware Survey

Survey of teachers on teaching conditions

Pursuit of Flexible Funding

Gov. Jack Markell has proposed in his budget for next year a pilot program that would let up to five school districts receive 10 percent of their total unit value in cash. The districts would still need to meet all the requirements for things like appropriate services for special needs, and the right number of school nurses. But they would not be bound by the stricter unit count rules.

Reflection Questions (15 Min.)

- How can the state's current approaches be refined to greater impact educator equity?
- What LEA approaches have worked?
What have LEAs tried to address these challenges?
- What new potential strategies/solutions should the SEA/LEA be considering to address these equity gaps?

IMPLEMENTATION SUPPORT, ONGOING MONITORING AND PUBLIC REPORTING



Implementation, Ongoing Monitoring and Public Reporting Approach

- **Ongoing stakeholder engagement** throughout the summer and fall of 2015
- **Data reporting**/public transparency inclusive of **the EEQ** (*“Educator Equity Quotient”*)
- Deep **partnerships with several LEAs** (deeper technical assistance, planning support, etc.)
- **Competitive grant funding** (the “Equity Fund” to be established and distributed annually *(if funds are available)*)
- TLEU-led **performance management routines** to analyze progress on plan on a regular basis
- **Annual meetings** with the states superintendents and charter school leaders around DE’s Educator Equity Plan
- **Ongoing technical assistance** through the consolidated grant application as LEAs with more profound challenges allocate resources and review their LEA-specific data

Reflection Questions (15 Min.)

- How should this work be communicated over the next six months?
- What should the state's role be in holding LEAs accountable for addressing educator equity gaps?
- What should the state's role be in supporting LEAs as they address these persistent equity gaps?
- What technical assistance is needed?

NEXT STEPS AND CLOSING



Questions, Thoughts, Next Steps?

Delaware's Educator Equity Plan

Working Group Review – Reflection Questions

PLAN REQUIREMENTS

- Why has USED asked all 50 states to embark upon this process in their states and local communities?
- What questions do we still have about USED's plan requirements?
- What additional information should DDOE obtain from USED over the next several months? From other organizations?

STAKEHOLDER ENGAGEMENT

- What additional groups of community members/stakeholders should DDOE engage over the next six months?
- Which perspective(s) should DDOE spend more time gathering (from those already engaged)?
- How should DDOE approach districts/charters this summer to engage in planning, support, and communications?

EDUCATOR EQUITY GAPS - DATA

- What are the strengths of Delaware's current approach to equity gap data?
- What questions do you still have about the data/gaps that DDOE has uncovered?
- What additional data (or deeper analysis) should be conducted over the next three-six months to further illuminate the challenge? (*focusing on educator equity*)

ROOT CAUSE ANALYSIS

- What did our various stakeholder groups miss/overlook in their conversations?
- What additional root causes does this working group believe need to be included?
- What additional work should the TLEU do to learn more about connections between equity gaps and root causes?

POTENTIAL STRATEGIES AND SOLUTIONS

- How can the state's current approaches be refined to greater impact educator equity?
- What LEA approaches have worked? What have LEAs tried to address these challenges?
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IMPLEMENTATION SUPPORT, ONGOING MONITORING, AND PUBLIC REPORTING

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