

D. Stakeholder Engagement Stage 2 Deck and Materials



Ensuring Equitable Access to Excellent Educators

Root Cause Analysis Summary
and Strategies Protocol



Delaware
Department of Education

Do Now

On the coldest night of winter your heat goes out. What do you do to keep warm?

Objectives at Last Session...

- ✓ Named the basic requirements for Delaware's Equity Plan ("Excellent Educators for All")
- ✓ Dissected and analyzed Delaware's "equity gaps", considering experience, turnover, and performance
- ✓ Developed potential root causes of one or more of Delaware's "equity gaps"

Session Goals

- The goals for today's session are to:
 - Review focus group identified **root causes** of equity gaps
 - Evaluate current **strategies** and generate new ones to address the identified root causes

Agenda

- Plan Overview Recap
- Data Review
- Root Cause Analysis Summary
- Strategy Generation Session
- Next Steps and Closing

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, 4/21)

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)

Scheduled Upcoming

4/22	District HR Directors (Quarterly)
4/28	Educators (Group Formed with Support from DSEA)
5/2	Parent Advocacy Council for Education
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**



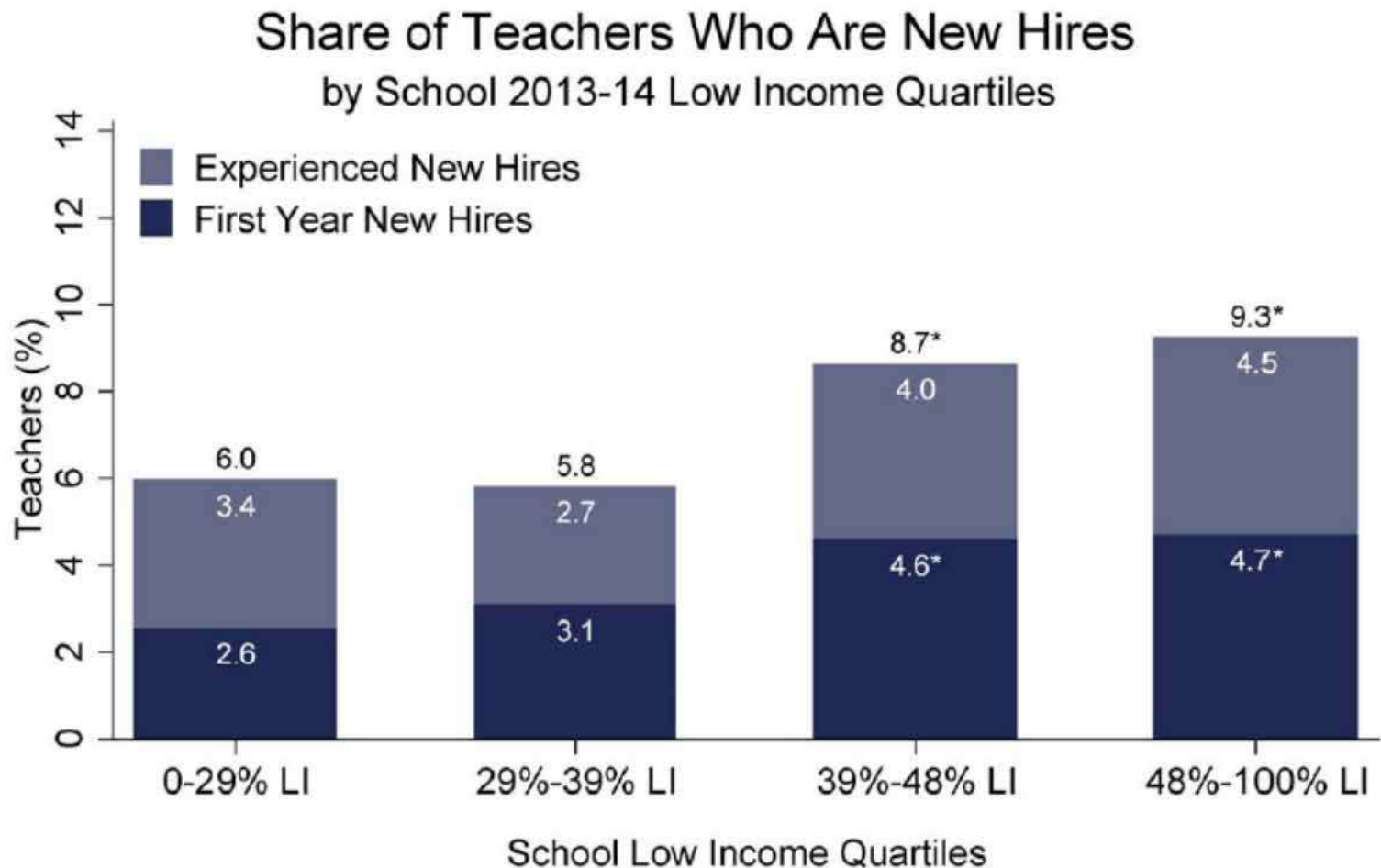
STRATEGIC **DATA** PROJECT

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

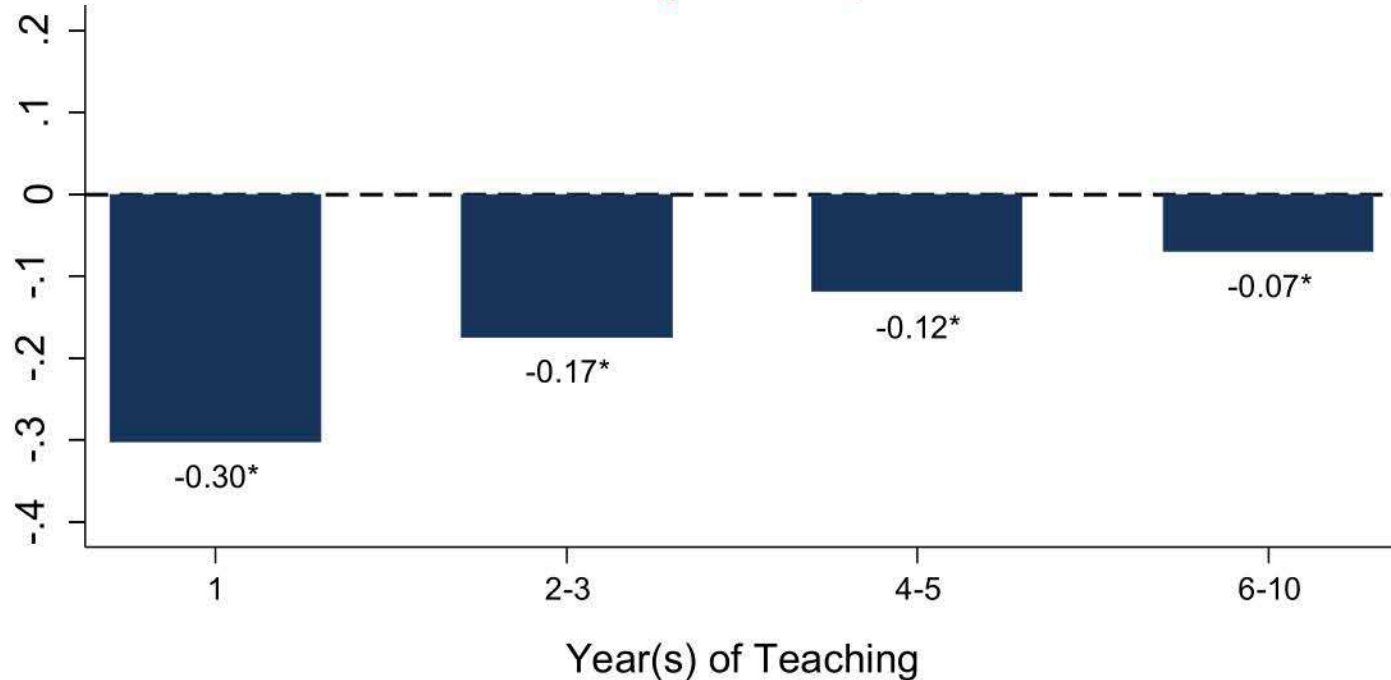


*Significantly different from the bottom quartile value, at the 95 percent confidence level.

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

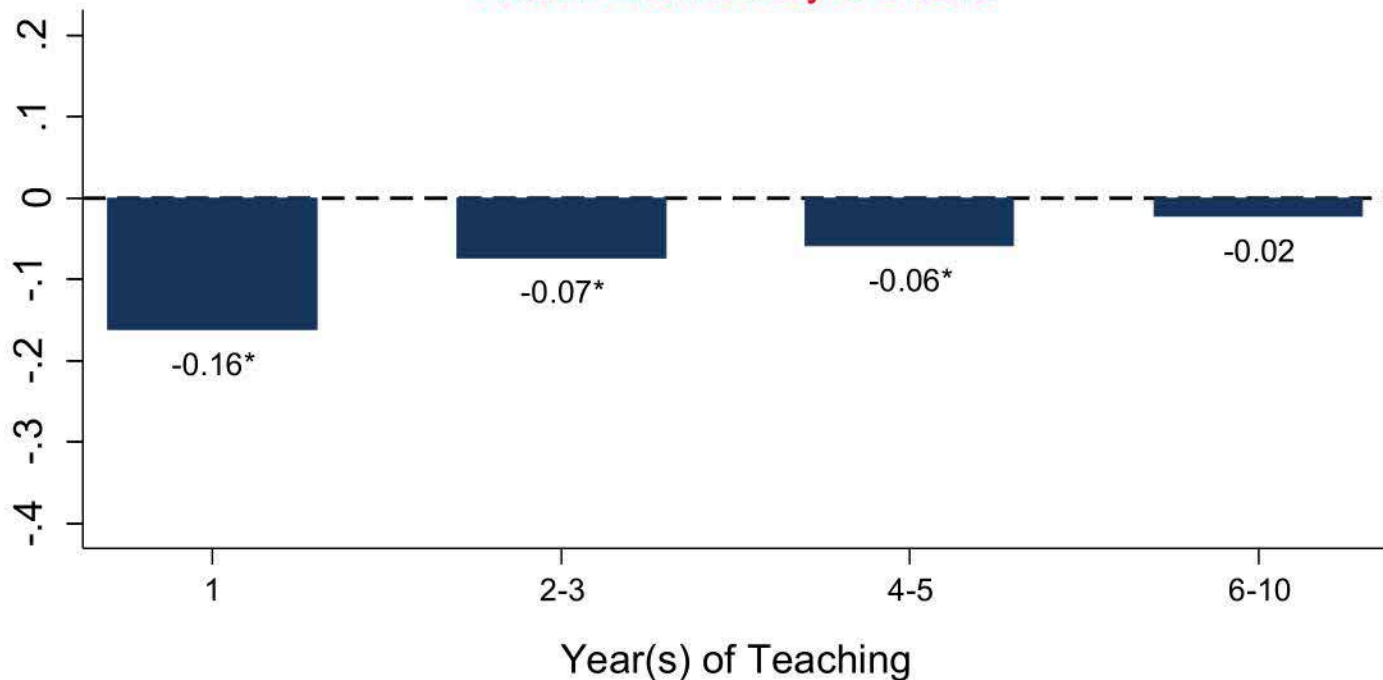


*Significantly different from zero, at the 95 percent confidence level.

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



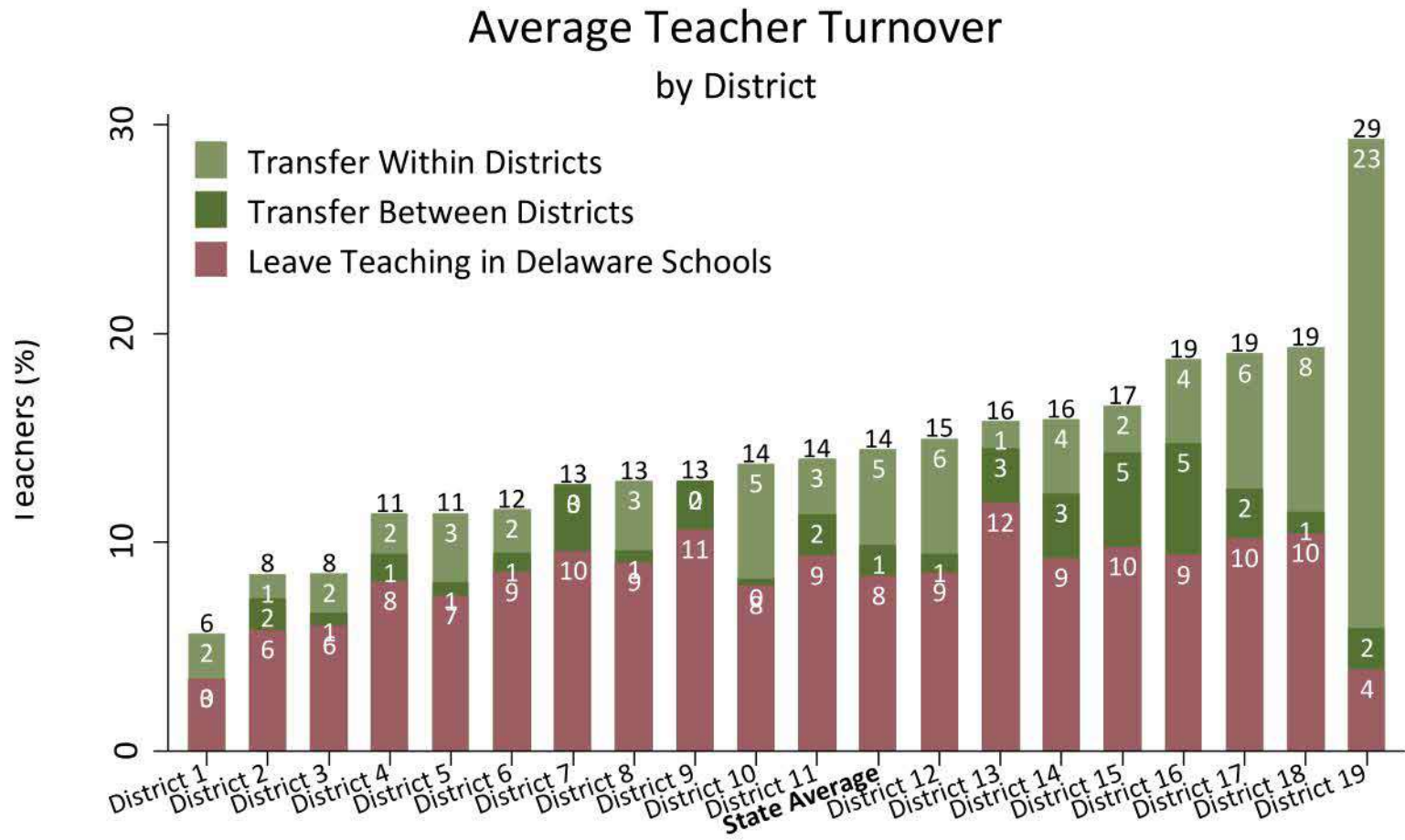
*Significantly different from zero, at the 95 percent confidence level.

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.



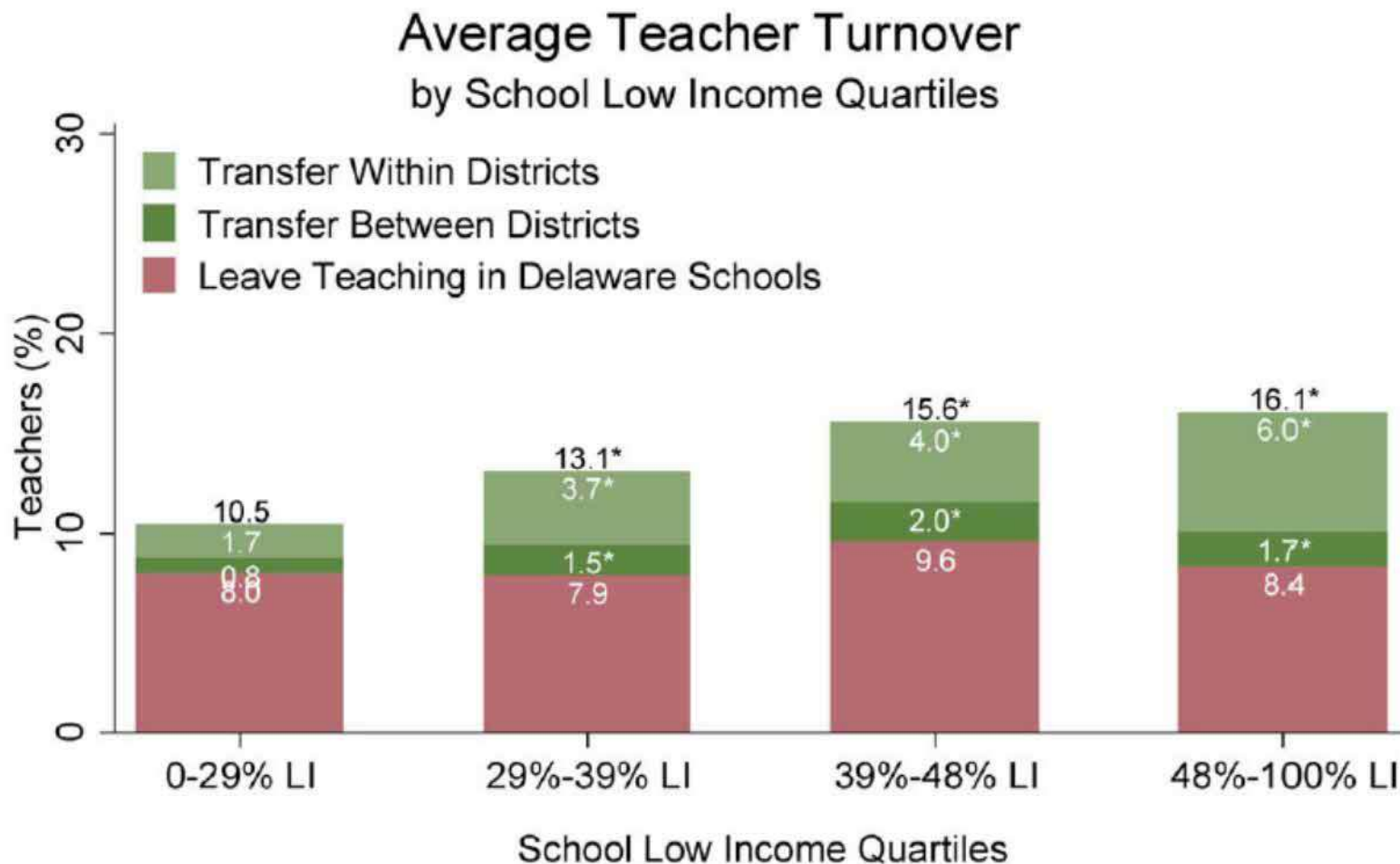
Teacher Turnover Gaps

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



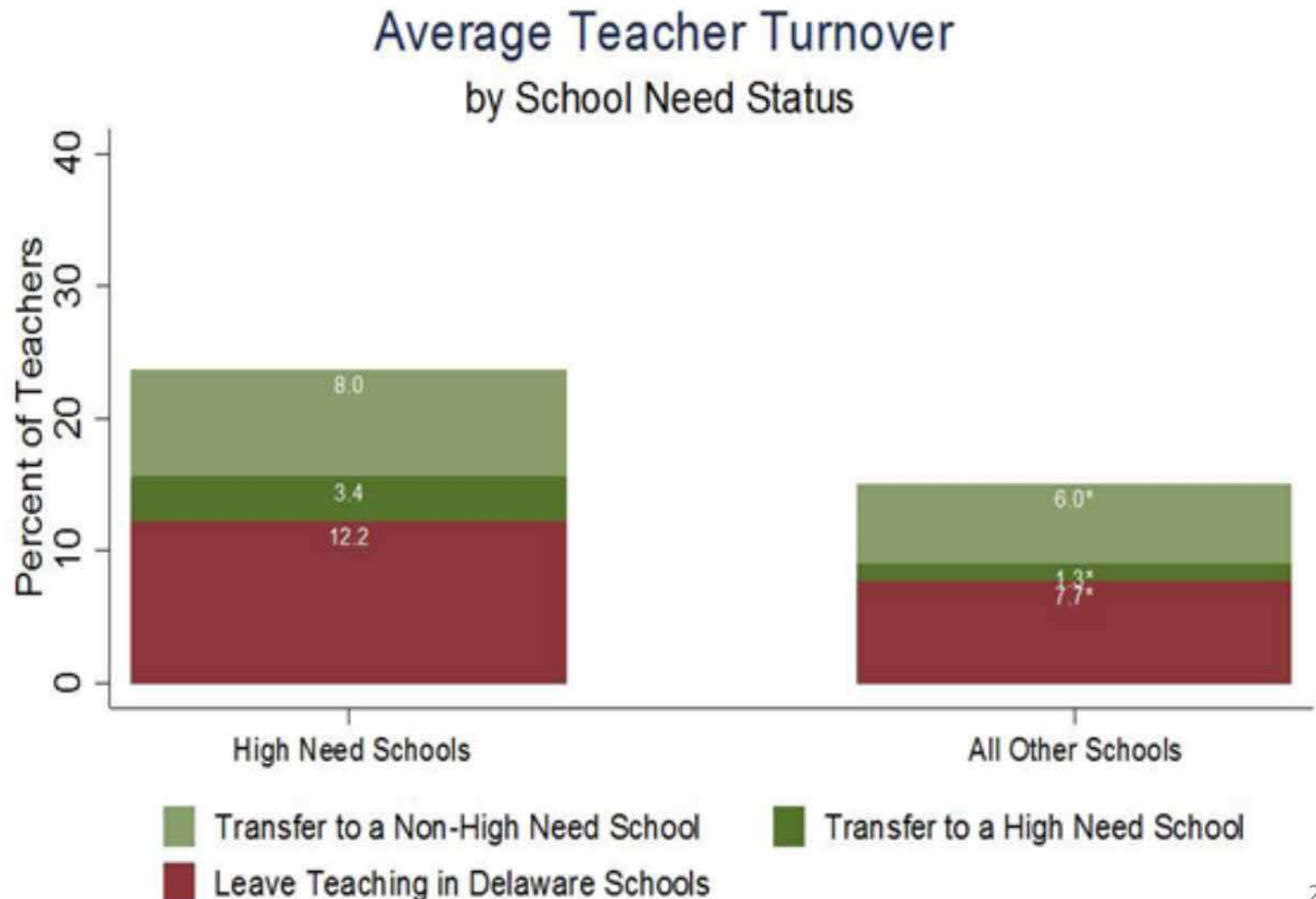
*Significantly different from the bottom quartile value, at the 95 percent confidence level.

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.

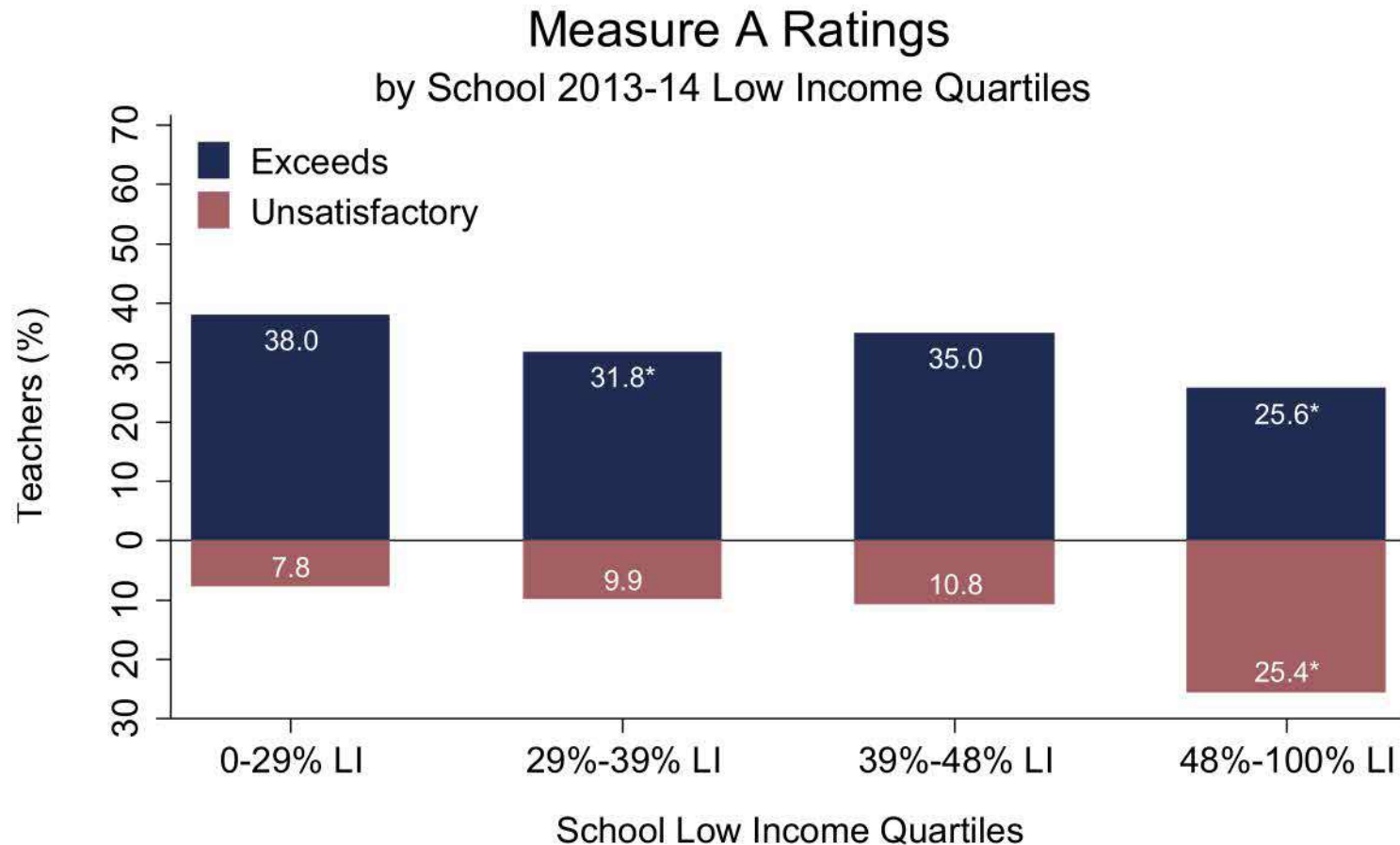
Teachers are less likely to transfer into high-need schools from non-high-need schools





Teacher Effectiveness Gaps

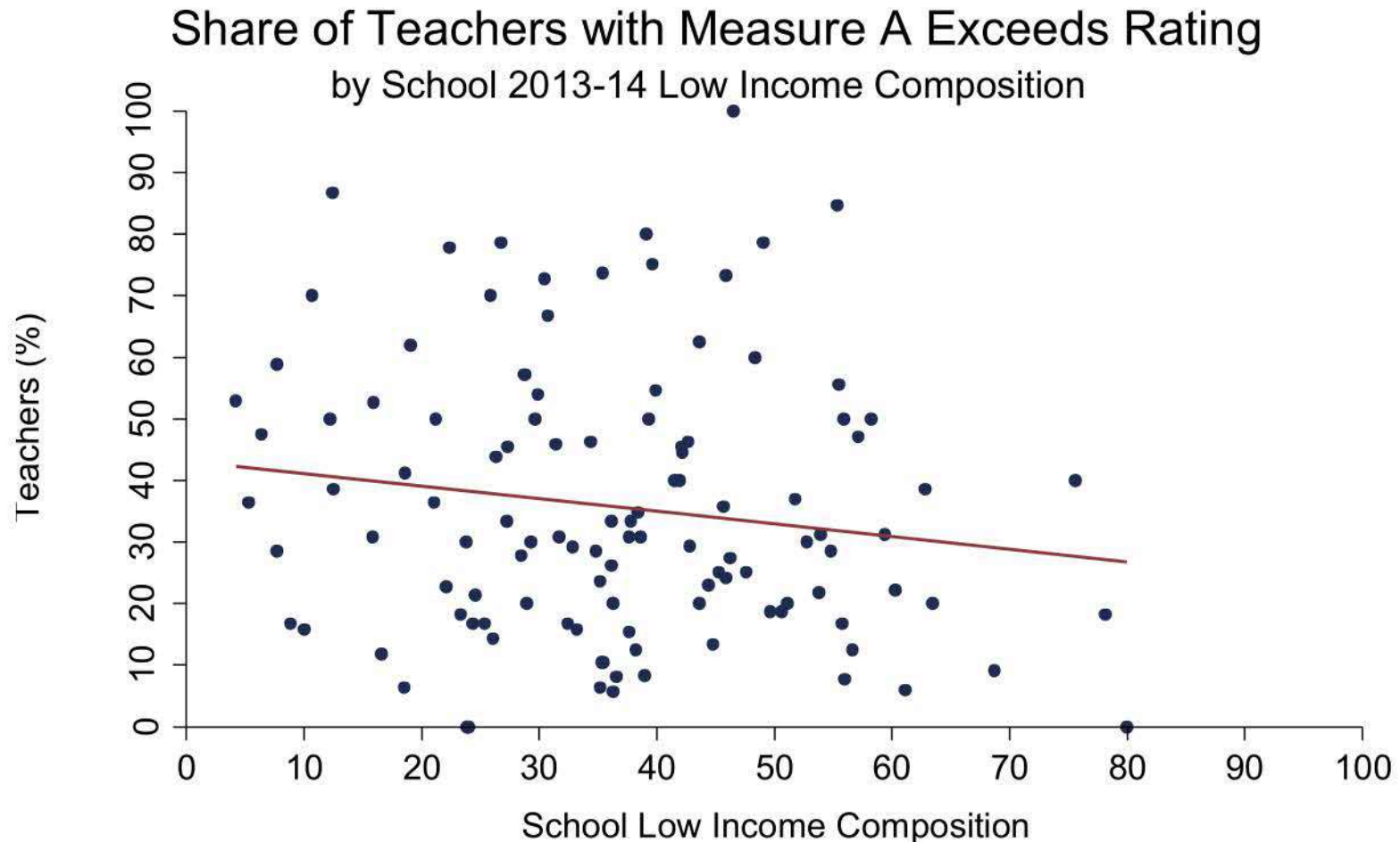
Schools with high percentages of low-income students are more likely to have teachers who earn “Unsatisfactory” ratings on Measure A of their teacher evaluations



*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 PROTOCOLS SUMMARY



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.

Root Cause Analysis Protocols

- In meetings held between January-early March, data was presented and groups were asked to name root causes for the identified gaps around teacher experience, teacher turnover, and teacher effectiveness.

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*

Identified Root Cause Areas

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

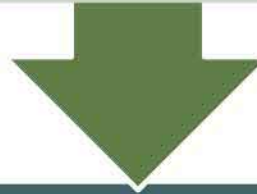
Educator Equity Gaps

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

STRATEGY GENERATION



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

Identified Root Cause Areas

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

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: 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

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

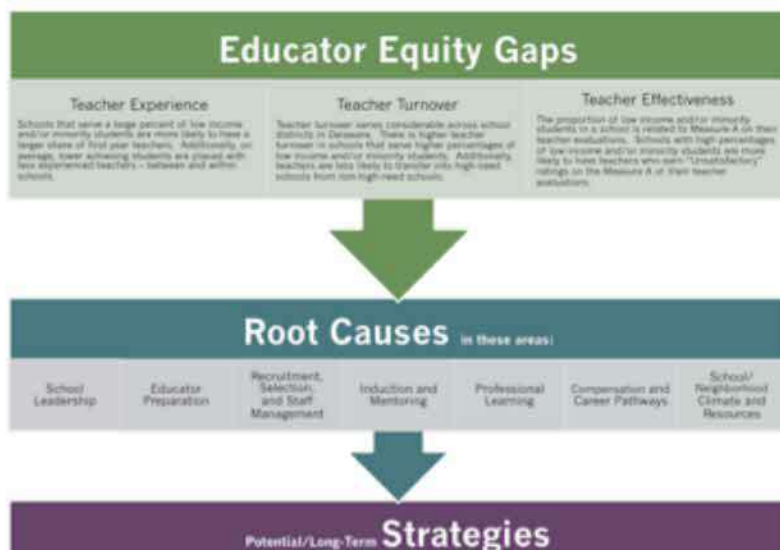
**Note – this root cause named in most focus group sessions*

Strategy Brainstorming

- In small groups, **choose one** of the root cause areas identified.
- In your group, brainstorm strategies to address these root causes. Think about:
 1. How should Delaware approach this area?
 2. What should Delaware continue to support in this area? Stop doing in this area? New and innovative ideas should Delaware attempt in this area?

Delaware – Excellent Educators for All Initiative Strategy Brainstorming Session

Directions: In small groups, you will be brainstorming strategies for a specific root cause area. With your group, select one root cause area (below) and **circle it on this chart**. Reference the handout outlining the specific root causes and current initiatives related to that root cause area. Then, on the back of this paper, evaluate the current strategies and brainstorm new ones to address the root causes of the equity gaps in this area related to teacher experience, teacher turnover, and teacher effectiveness.



Additional Considerations: 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

Root Cause Area Selected: _____

What should Delaware...	
...continue to support in this area?	...stop doing in this area?

Page 3

What should Delaware attempt that is a new/innovative idea in this area?

Strategy Brainstorming

- In small groups, **choose one** of the root cause areas identified
- In your group, brainstorm strategies to address these root causes. Think about:
 1. How should Delaware approach this issue?
 2. What should Delaware continue to support in this area? Stop doing in this area? New and innovative ideas should Delaware attempt in this area?
- Be prepared to present your new ideas (3-5 minutes per group)

NEXT STEPS AND CLOSING

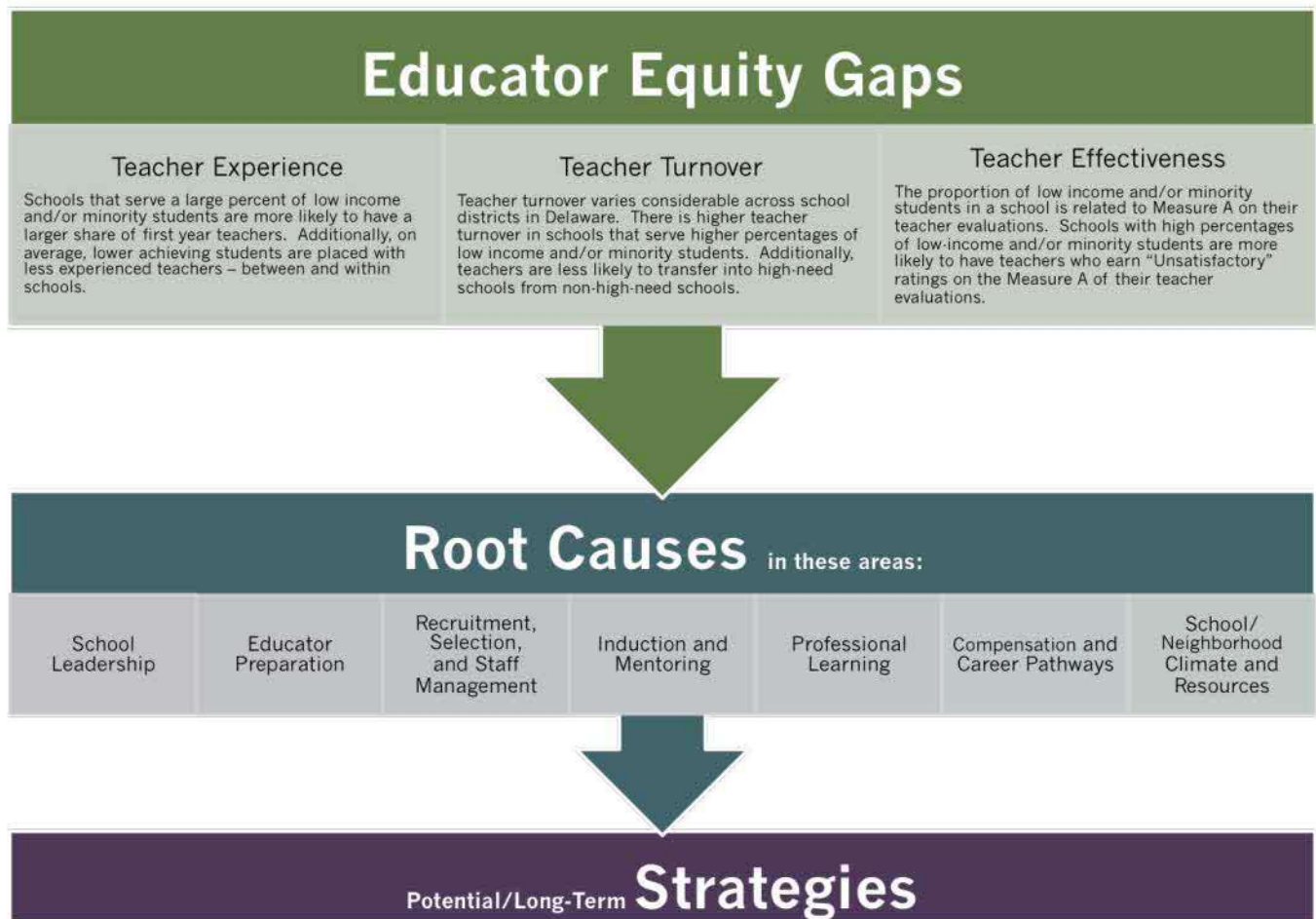


Questions, Thoughts, Concerns?

Delaware – Excellent Educators for All Initiative

Strategy Brainstorming Session

Directions: In small groups, you will be brainstorming strategies for a specific root cause area. With your group, select one root cause area (below) and **circle it on this chart**. Reference the handout outlining the specific root causes and current initiatives related to that root cause area. Then, on the back of this paper, evaluate the current strategies and brainstorm new ones to address the root causes of the equity gaps in this area related to teacher experience, teacher turnover, and teacher effectiveness.



Additional Considerations: 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

Root Cause Area Selected: _____

What should Delaware...

...continue to support in this area?

...stop doing in this area?

What should Delaware attempt that is a new/innovative idea in this area?

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 all focus group sessions*

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

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 all focus group sessions*

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

Supports Delaware public and charter schools in certain secondary subject areas and K-12 Music and Art where there is a shortage of certified teachers

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 all focus group sessions*

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

Current Initiatives Related to Recruitment, Selection, & Staff Management

Teach for America

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

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

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

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 all focus group sessions*

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

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

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.

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

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.