

F. Stakeholder Engagement Stage 1 Meeting Note Summaries

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

District Leaders Meeting – Collette Center – 1/22/15

PARTICIPANTS:

On January 22, 2015, a group of 16 District Leaders convened for a 120 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential strategies and solutions protocol at a later date. The attendants at this session were:

NAME	TITLE	DISTRICT/SCHOOL/ORG.
Fara Zimmerman	Deputy Superintendent	Christina School District
Scott Lykens	Assistant Superintendent	Caesar Rodney School District
Hugh Broomall	Deputy Superintendent	Red Clay Consolidated School District
Chris Smith	Human Resources	Red Clay Consolidated School District
Dusty Blakey	Superintendent	Colonial School District
Lori Duerr	Assistant Superintendent	Colonial School District
Stephanie Smith	Human Resources	Seaford School District
Victoria Gehrt	Superintendent	New Castle County Vo-Tech District
Susan Bunting	Superintendent	Indian River School District
Celeste Bunting	Human Resources	Indian River School District
Kim Doherty	Human Resources	Brandywine School District
John Ewald	Superintendent	Laurel School District
Lincoln Hohler	Assistant Superintendent	Brandywine School District
Brenda Wynder	Chief Academic Officer	Lake Forest School District
Darren Guido	Supervisor of Instruction	Capital School District

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Atnre Alleyne (DDOE TLEU) and Ellen Sherratt (Center on Great Teachers and Leaders). Next, statewide data related to educator equity gaps was presented by Meg Nipson (Harvard Strategic Data Project). The group then broke out into smaller groups and was presented with their district/school level equity gap data. Participants then completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Ellen Sherratt and Judy Ennis (Center on Great Teachers and Leaders). The note taker for the meeting was Maria Stecker (DDOE TLEU).

SESSION SUMMARY:

A summary of the types of equity gaps, root causes and sub-causes identified during the whole group facilitated discussion can be found on page 4 of this document. A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 5 of this document.

The top root causes that emerged in the conversation were:

1. School Leadership
2. Teacher Preparation
3. Inequitable Funding
4. Climate
5. Career Pathways

Participants disagreed over the following:

There were disagreements and questions related to the district-specific data given to small-groups. At the core of this was the districts questioning the validity of the data and whether it was a reflection of their local context.

Any additional reflections or notes:

There was some confusion and hesitation over the district-specific data presented. Based on this feedback, the DDOE will be revising the protocol and presenting only the state-level data in future protocols.

Whole Group Facilitated Discussion Notes

ROOT CAUSES AND SUB-CAUSES:

- School Leadership
 - TURNOVER - Leader turnover leads to uncertainty and unrest among staff
 - TRAINING AND PREP - Redefining the role of being a school leader
 - SCHOOL CLIMATE - Teaching staff has a negative perception of climate and buy-in to leadership style
- Funding Allocation/Resources
 - NEW NEEDS NOT FUNDED – Changing demographics are not matched by resources
- Teacher Preparation
 - TRAINING - Insufficient preparation to work with ELL and other at-risk populations
 - PARTNERSHIP - Lack of collaboration between districts and IHEs
 - LOCATION - Disparities between resources upstate and downstate
- Climate
 - UNSAFE ENVIRONMENTS – Teachers don't want to go or stay at high needs schools in Wilmington because of the unsafe environment and crime in the area
- Career Pathways
 - PULLING EFFECTIVE TEACHERS – Gaps are caused by pulling effective teachers out of the classroom to become administrators or instructional leaders

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 represent the greatest disparity or seems to be the most immediate and pressing.

Tips

- Specify the problem in terms of a particular problematic equity outcome. For example:
 - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
 - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the most outstanding teachers.

List one most pressing equity challenge after your brainstorm:

Retaining high quality (tenured) teachers in our priority schools

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

- 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 or leadership in certain 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*.

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

- increased pressure of performance outcomes
- community influence (poverty, crime)
- parent engagement lacking
- teacher "gut" - tenacity

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List one most pressing equity challenge after your brainstorm:

We must make sure that the rating of teacher effectiveness is not skewed by the evaluator giving ~~and~~ unearned highly effective ratings.

School Leadership
- eval training
- retiring leadership
- retiring teachers

Recruitment
- high scores
- low pay -

Step 2: Identify Root Causes

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

Currently we have high teacher experience, which means we will soon have many retirements. We will be forced to have many novice teachers at one time.

+ low novice teacher hiring

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List one most pressing equity challenge after your brainstorm:

Eisenburg Elem - leadership
- Career ladder opportunities
have removed highest
effective teachers

Addressing by → In - re-development
→ TFA

→ mentoring program
→ change in leadership

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

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List one most pressing equity challenge after your brainstorm:

Teacher turnover : connect to newbies — #
Grades 7-12

5 schools had 0% of educators
rated "Exceeds" on measure A,
4 school had 10% of educators rated
"Highly Effective"

Step 2: Identify Root Causes

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

Handwritten notes in a box:

- Specialty certificate issues —
- Instruction Leadership
 - Change in leadership | Leadership
- PE designator. - the wrong relationship
 - Schools
 - laboring
 - Negative

Specialty certificate issues

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List one most pressing equity challenge after your brainstorm:

No equity gap according to this data. Bt.
Equitable practices is an issue (eg, expectations that all students can learn)



Step 2: Identify Root Causes

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

- Cultural issue of low expectations among staff
- Contract restrictions ~~for~~ for teachers with the right practices/expectations prohibit moving them to high-need classrooms
- Late hiring timelines
- Core belief systems of staff
- Teachers don't want to challenge students from broken homes (want to coddle them)
- Teachers don't have skills to deal w/ these high-need populations
 - Teachers haven't been held accountable for doing so.
 - Lack of consistent PD
 - PD that pushes staff away from core belief system makes teachers uncomfortable.

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

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List one most pressing equity challenge after your brainstorm:

Recruitment to schools → perceptions of locations
Teacher practicum placement → Univ. if DE not serving whole state
Compensation - adjunct overseeing teacher prep
downstate
Wilmington training

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Delaware Principals Advisory Group (D-PAG) – Townsend Building – 2/9/15

PARTICIPANTS:

On February 9, 2015, a group of 11 Delaware principals convened for a 75 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	TITLE - SCHOOL	LEA
Matthew Donovan	Principal – Middletown High School	Appoquinimink
John Filicicchia	Principal – Lake Forest High School	Lake Forest
Shan Green	Principal – Dover Central Middle School	Capital
Yulonda Murray	Principal – Maple Lane Elementary School	Brandywine
Ige Purnell	Principal – McCullough Middle School	Colonial
David Santore	Principal – Dover Air Force Base Middle School	Caesar Rodney
David Hudson	Principal – Long Neck Elementary School	Indian River
Aaron Selekman	Principal – H.B. du Pont Middle School	Red Clay
Steve Norman	Principal – Positive Outcomes Charter School	Positive Outcomes
Nick Manolakos	Headmaster – Odyssey Charter School	Odyssey
Denise Parks	Assistant Headmaster – Odyssey Charter School	Odyssey

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Christopher Ruszkowski (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Atnre Alleyne (DDOE TLEU). The group then broke out into pairs and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Christopher Ruszkowski. The note taker for the meeting was Maria Stecker (DDOE TLEU).

SESSION SUMMARY:

A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found on page 3 of this document. A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 4 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Teacher preparation programs not aligned to skills needed for high-needs schools
2. Inequitable funding/lack of resources
3. School leadership turnover
4. Physical plant

Participants disagreed over the following:

Some participants expressed disagreement over the measure used for teacher effectiveness.

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

- School Leadership
 - TURNOVER – Leader turnover creates inconsistency and contributes to negative school climate (2)
- Funding/Resources
 - RESOURCES – High needs schools do not have the resources they need to support students (mental health, behavioral health, etc.) (3)
- Climate/Geography
 - GEOGRAPHY – Educators live in different areas than the high-needs schools
 - STRESS LEVEL/EFFORT – It is easier to achieve a high teaching rating in a low-needs school
 - PARENTAL SUPPORT – Less support for school, students, and teachers
 - PHYSICAL PLANT – Building in high-needs schools not as nice/not as many physical resources as those in low-needs schools (2)
- Compensation
 - SAME PAY, MORE STRESS – For the same job and pay, a teacher has more stress in a high-needs school
- Teacher Prep
 - PREP PROGRAMS – Preparation do not prepare teachers with the skills to teach in a high-needs school (3)
- Professional Development
 - PROFESSIONAL DEVELOPMENT – PD is not aligned with giving teachers tool for high-needs environments
- Policy and Conditions
 - REMOVING INEFFECTIVE TEACHERS – Difficult to coach a teacher out

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

Step 1: Specify the Challenge to Be Addressed

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List one most pressing equity challenge after your brainstorm:

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

are likely to transfer into high need schools from non HAN

education

identifying - recruitment around group / education being more difficult (more difficult to be integrated) location of the schools (on both ends of the state) west → east increase in geography of education in addition to that of schools.

~~recruitment~~ of students served might be out of ~~middle~~ education compact zone.

resources available at the school level, even within districts - Technology, parent engagement

- recruitment of school districts behavioral discipline/mental health low resources (medical) existence of school leadership, higher turnover in HAN schools, instability districts transfer

Retention education overall, but effect amplified in HAN schools. class levels

Potential pay difference in changing districts higher salary districts tend to have more HAN schools

demographics of teachers compared to that of students middle class white women as teachers. recruitment, prep and population of state) information between education & the students they served.

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

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List one most pressing equity challenge after your brainstorm:

Teacher retention

- Easier kids / parent support
- Perception across both sides
- Location - Geography -
- demographics
- Resources
- Behavioral / discipline
- Consistency of school leadership!
- Instability
- Stress levels

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

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List one most pressing equity challenge after your brainstorm:

Share of teachers who are New Hires
Not Getting

Teacher turnover in High minority Schools
are 2x of lower minority Schools

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

- 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 or leadership in certain 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*.

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

- Higher Ineffective Teachers - more
- Compensation
- Prescription
- Parental Support of both School & Teachers
- Geography
- Physical Plant
- Leadership
- Culture
- Researches
- Stress Levels

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

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List one most pressing equity challenge after your brainstorm:

In the top quartile, students either have really strong or really weak learning (poverty)

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- difficult to coach a teacher out.
- retention process or reasons

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

- ill prepared for teaching "whole" child
- good teaching looks different in a more needy environment
- bag of tricks has to be different
- address immediate needs of child before reading + math can happen
- understand relationship building (kids work harder when they know they are cared about)
- understand making connections w/ families
- quality of district mentor program
- teachers being unwilling to change w/ time or situations.
- teaching tends to be more about the teacher than the children
- hiring procedures w/ in certain districts

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List one most pressing equity challenge after your brainstorm:

all

Step 2: Identify Root Causes

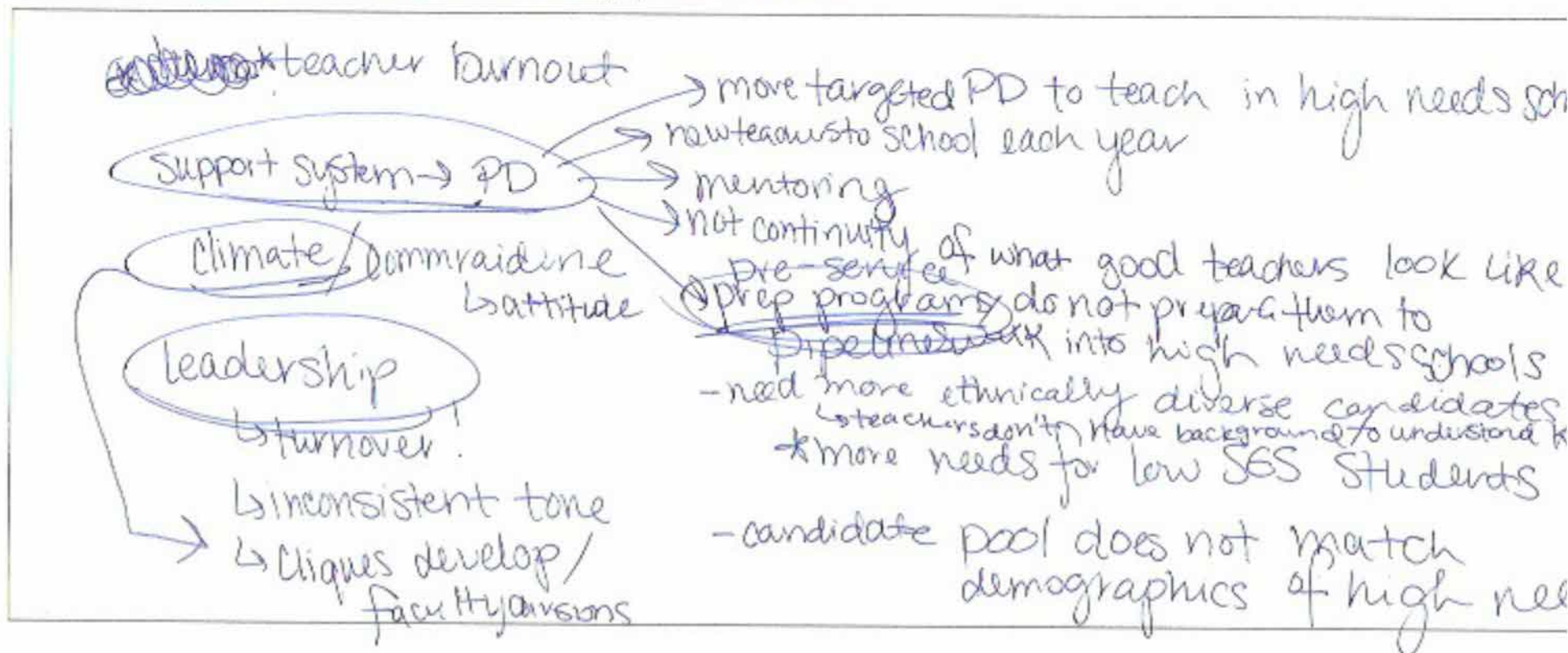
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List the root causes and the sub-causes of the challenge you selected above:



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

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List one most pressing equity challenge after your brainstorm:

- ~~SHARE OF TEACHERS~~ ^{TURNOVER} ~~WHO ARE NEW HIRES~~ (SLIDE 14)

TOP 2 QUANTILES

Problem: Teacher turnover in high minority schools
double —

Step 2: Identify Root Causes

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

- Higher ineffective teachers to begin with? (turnover may be good)
- Compensation - Why would I want to make \$50,000 for the same job when working at one place is much harder
- ^{Fewer} Parental support
- Facilities?
- Leadership
- Geography

TEU's Failure to bring in effective pipeline

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 - "There is higher teacher 'churn' in high-need schools as compared with non-high need schools."
 - "In some of our district schools, low-performing students are more likely than high-performing students to be assigned a novice teacher."
- The specified problem may relate to equitable access at the classroom, school, or district level; and it may relate to access to effective teachers (e.g., teachers who meet a minimum standard of effectiveness) or access to the most outstanding teachers.

List one most pressing equity challenge after your brainstorm:

Retention - how to keep staff at the high needs school so they can grow + develop.

★ Work to keep teachers at high need schools

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

- 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 or leadership in certain 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*.

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

Physical Plant
Resources to address "needs" =
Inequitable funding
Staffing Structures (sometimes district UT options hinder)

Step 2: Identify Root Causes

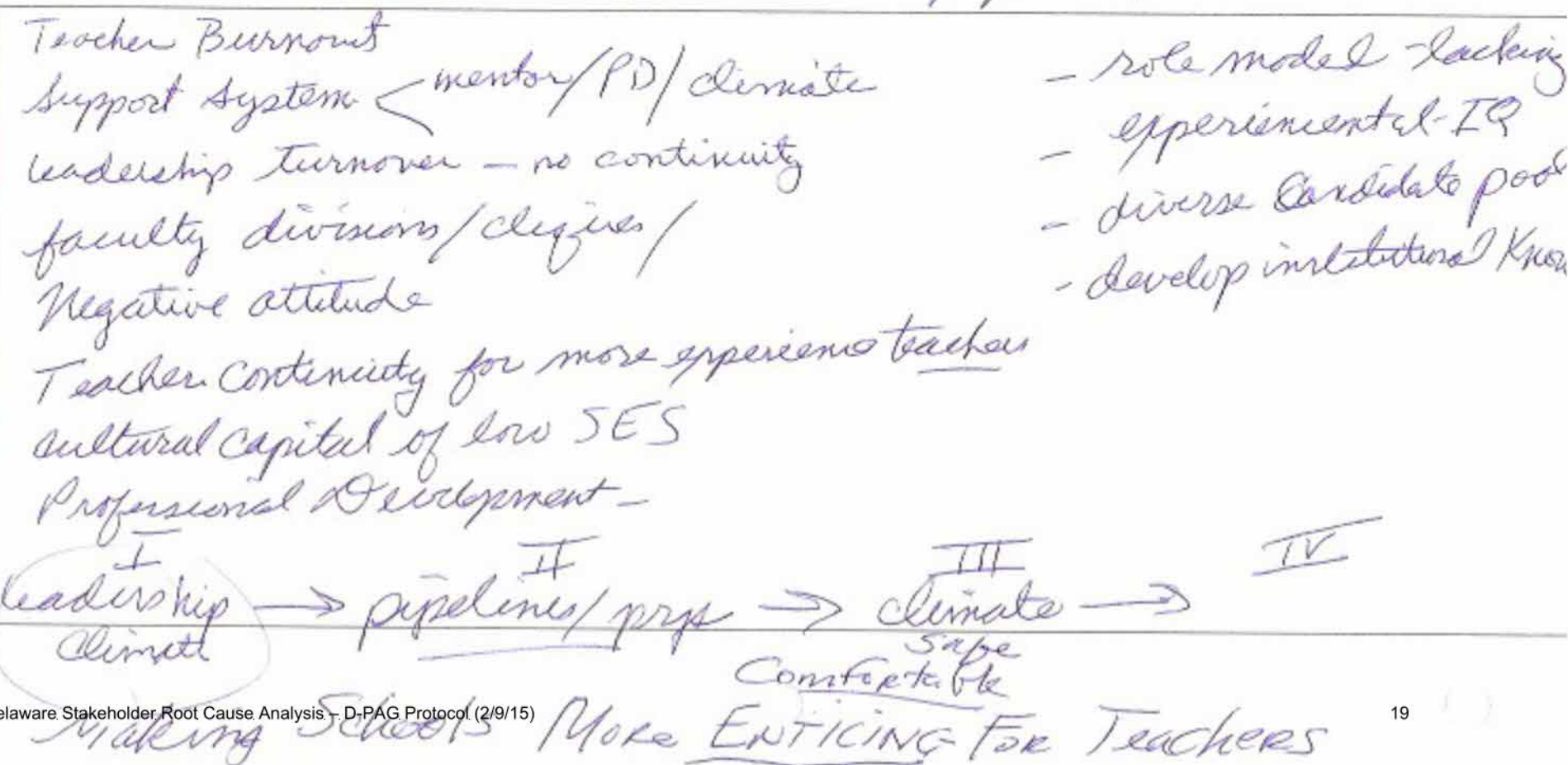
Instructions

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

- 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 or leadership in certain 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.

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



Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Delaware Talent Cooperative Educators – Collette Center – 2/18/15

PARTICIPANTS:

On February 18, 2015, a group of 13 educators for the Delaware Talent Cooperative convened for a 90 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	SCHOOL	GRADE LEVEL TAUGHT
James Bailey	Dover High School	Attendance Paraprofessional; 11 th and 12 th Grades
Shani Benson	South Dover Elementary	3 rd Grade
Lane Carter	Dover High School	HS ELA
Anthony Davis	EastSide Charter School	6 th Grade
Jodi DaCosta	Harlan Elementary	Guidance Counselor
Liza Giaccone	Dover High School	Nurse
Karen Hammer	Dover High School	Guidance Counselor
Charles Hoard	Howard High School	HS Building Automation Systems
Alexis Huttie	South Dover Elementary	3 rd Grade
Angela Johnson	Laurel Intermediate	5 th Grade Social Studies
Christiane Schulze	South Dover Elementary	3 rd Grade
Faye Unger	South Dover Elementary	Nurse
Brad Whitenight	Dover High School	Music Teacher
David Rose	Positive Outcomes Charter School	Special Education; 7 th – 12 th Grades

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Shanna Ricketts (Harvard Strategic Data Project). Next, statewide data related to educator equity gaps was presented by Doug Gagnon (Harvard Strategic Data Project). The group then broke out into smaller groups and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Shanna Ricketts (Harvard Strategic Data Project), Rebecca Marshall (DDOE TLEU), and Maria Stecker (DDOE TLEU). The note taker for the meeting was Maria Stecker (DDOE TLEU).

SESSION SUMMARY:

A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found on pages 3-4 of this document. A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found on beginning on page 5 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Poor school leadership and turnover creates a negative school culture and a lack of buy-in among staff (poor leaders do not engage staff in collective decision making)
2. There is a lack of resources in high need schools to meet the holistic needs of students
3. Late hiring timelines and lower pay put Delaware at a disadvantage compared to surrounding states
4. Federal loan repayment programs attract educators to high need schools who leave either the profession or the school as soon as their loans are repaid
5. The negative perception of teaching as a profession and safety in high need schools fails to attract potentially great educators to both the profession and working in the neediest schools

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

- School Leadership
 - POOR LEADERSHIP IN CLASS PLANNING/PLACEMENT – Classes are not planned in a way that best meets the new teachers needs; Instead, they are just filling a gap.
 - PRINCIPAL TURNOVER CREATES NEGATIVE CULTURE – Principal turnover (possibly due to constant scrutiny/spotlight) causes upheaval, leads to feelings of uncertainty, and creates no incentives for great teachers to stay. This also creates a negative, gossipy environment that does not encourage collaboration. (3)
 - TOP DOWN MANAGEMENT STYLE – A top down management style contributes to a lack of transparency and does not encourage buy-in and collaboration among staff and does not produce the best outcome for students. Shared decision making would be key to changing this. (3)
 - PRINCIPAL BIAS – A negative culture is created when the Principal shows bias in the areas of educator evaluation as it is a subjective system.
- Mentoring, Coaching, Professional Development, & On-going Supports
 - LACK OF CLASSROOM MANAGEMENT SKILLS – Teachers in many HN schools are not receiving support in classroom management leading to lost instructional time.
- Hiring/Recruitment
 - LATE HIRING TIMELINES – Late hiring timelines puts Delaware at a disadvantage compared to other states. (2)

- Compensation/Incentives/Career Pathways
 - LOWER PAYING THAN OTHER STATES – In general, the best teachers go to Maryland, Pennsylvania, and New Jersey because they can get higher pay.
 - LOWER PAY IN HN SCHOOLS AND DISTRICTS – There are lower starting and retaining salaries in high need schools and districts, which do not attract the highest quality candidates.
 - FEDERAL LOAN REPAYMENT – Federal loan repayment programs attract educators to high need schools who leave either the profession or the school as soon as their loans are repaid. (2)
- Teacher Preparation
 - PREPARATION NOT ALIGNED – Teachers are not coming into the classroom prepared to meet the needs of students in high need schools.
- Resources
 - RESOURCES FOR HOLISTIC NEEDS – Due to the antiquated funding formula, there is a lack of resources necessary to meet the holistic needs of the child. (3)
- Perception of Teaching
 - NEGATIVE PERCEPTION OF TEACHING – In general, teaching is not a respected profession that attracts the best and the brightest. The inability to attract teachers to high needs schools compounds the problem for those students. (2)
- Climate/Geography
 - MORE STRESSFUL – It is more challenging to teach in high need school, which leads to teacher burnout and turnover.
 - PERCEPTIONS OF SAFETY – Negative/unsafe perceptions of the school and surrounding area prohibit attracting some high quality teachers to the school. (2)

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:

Teacher Experience

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:

* School ability to attract "reputation"
- interview low experience candidates because that is what's available
→ school climate - high teacher turnover - location of the school (high crime district)
- poor test scores (inability to meet ^{satisfactory} teacher ratings)
- School violence in the news (negative media)
→ leadership turnover (new principal every 3 years)

group

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

Step 1: Specify the Challenge to Be Addressed

Instructions

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- **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:

<p><u>Teacher Turnover</u></p> <p>1. Principal Turnover</p> <p>a. Longevity Incentive</p> <p>b. Let staff be part of selection committee - collaborative decision making</p> <p>5. Stigma of career</p>	<p>2. Location</p> <p>a. Needy Students</p> <p>1) draining</p> <p>a) Teachers make up for lack of financial, emotional, educational</p> <p>2) Need extra resources</p>	<p>3. Lack of Career Pathways</p> <p>3) Wrap Around service</p>	<p>4. Poorly trained teachers</p>
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WE NEED HIGHLY QUALIFIED PRINCIPALS!!!!

Lack of transparency

Delaware Stakeholder Root Cause Analysis - Delaware Talent Cooperative Educators (2/18/15)

8/12/2015

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:

- 1 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.
- 2 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. * Lower support for other factors. * School leadership.
- 3 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:

↳ unfair evaluation practices or unsatisfactory teachers being rated satisfactory because of "friendship" w/ leaders!

~~Teacher Effectiveness~~

Teacher Experience

→ We don't get the units we need!
Class sizes are ridiculous

30 kindergarteners in a class leaves the teacher at a huge disadvantage

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.

classroom mgmt.

cheaper / desperate / easier to control
higher need late, etc.

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

↳ when teachers are hired late (often 1st year teachers) they often get the students the experienced teachers do not want based on perceptions of the kids

↳ Poor Leadership: Not helping determine a class best fit for the new teacher

↳

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:

cause of the challenge

- Hire but get "rejects"
- Lowest paid
- Federal loans
- Do you want to stay 100 more teachers?
- 1st yr teachers don't have an good classroom mgmt.
- For leadership → planning the day, so getting

Turnover

- Turnover
- Incentives if effective & in high-need
- Location → wrap-around services
- Teachers student as a whole.
- "Just a teacher"

Teacher Effectiveness

- eval system may be biased → get satisfactory bc friends of teacher
- teachers need to feel valued
- negative environment
- low income school salaries are significantly lower.

PLIST — meet w/ them

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:

Teacher Turnover
leadership - why? — perception
— public demand - Principal
— Charters different
— Union (don't renew) —
— how principals can operate —
Culture —
— valued —
— learning from others
— neg. environment
\$... starting + retaining

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:

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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:

- > 1st yrs are cheaper
- > " " more desperate for a job
- > " " @ a disadvantage when competing w/ experienced ones
- > Districts in DE hire much ~~earlier~~ later.
- > 1st yrs may be taking low income school position to work off student loans.
- > Classroom management issues

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Charter Forum – Community Education Building – 3/11/15

PARTICIPANTS:

On March 11, 2015, a group of seven Delaware charter school administrators and one education foundation representative convened for a 120 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	TITLE	CHARTER SCHOOL/ORG.
Kendra Giardiniere	Tutor Corps Director	Great Oaks
Sally Maldonado	Head of School	Kuumba Academy
Tricia Hunter Crafton	School Leader	The Delaware MET
Martin Rayala	Chief Academic Officer	Design-Lab High School
Catherine Balsley	Head of School	Campus Community
Liz Hoyt	Research Associate	Rodel Foundation of Delaware
Margie Lopez Waite	Head of School	ASPIRA Academy
Salome Thomas-EL	Head of School	Thomas Edison Charter School

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Christopher Ruszkowski (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Doug Gagnon (Harvard Strategic Data Project). The group then broke out into pairs and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Maria Stecker (DDOE TLEU). The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found on pages 4-5 of this document. A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 6 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Ineffective/unaligned professional development
2. Lack of cultural competency/mindset needed to be effective among teachers in a high-needs environment; no strategic recruitment or hiring practices aimed at getting teachers with the right cultural competencies/mindset into these schools
3. School leadership does not provide the coaching and empower teachers to feel invested and be effective.
4. School preparation and internship programs are not teaching the skills needed in high-needs schools; additionally, internship/student teaching programs are not long enough to assess whether the environment is a mutual fit

Participants asked questions about or suggested the following:

- Concern that we are not considering the gender gap (especially as it related to STEM)
- Desire to see charter schools included in the data and pulled out separately
- For the plan, request that DDOE creates and think through ideas for how to make some strategies specifically for charter schools

Participants disagreed over the following:

One school leader expressed that in her school, teacher experience was not a good indicator of effectiveness with students. She has found her newer, less experiences teachers have a more flexible mindset and are adapting better to teaching the CCSS.

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

- School Leadership
 - LEADERSHIP UNABLE TO COACH TEACHERS – Some school leaders are not providing high quality feedback and coaching to their teachers so they can improve their practice (2)
 - LEADERSHIP DOES NOT EMPOWER TEACHERS – Teachers are not empowered and do not feel ownership over their ability to positively impact their school (2)
- Mentoring, Coaching, Professional Development, & On-going Supports
 - PROFESSIONAL DEVELOPMENT NOT EFFECTIVE/ALIGNED – Professional development opportunities provided for teachers are not focused or targeted to their needs around serving high-needs students and improving their practice (3)
 - MENTORSHIP PROGRAMS NOT EFFECTIVE/ALIGNED – Mentees are not receiving high quality mentorship or programming that is aligned to their needs in a high-need school
- Hiring/Recruitment
 - MINDSET OF TEACHERS NOT ALIGNED – Some teachers in high needs school do not really believe that all students (including low-income and minority) can succeed and learn
 - NO STRATEGIC RECRUITMENT/PLACEMENT FOR HIGH-NEED ENVIRONMENTS; LACK OF CULTURAL COMPETENCY– No focus on getting the right candidates into high needs schools (those that would be most effective with these populations of students and their families; those with cultural competency and/or whose demographic backgrounds match their students (3)

- HIRING PRACTICES NOT RIGOROUS – Some hiring processes in charter schools are not rigorous enough to determine the best fit for the schools and students (do not get at assessing grit, resiliency, and fit for the profession)
- Teacher Preparation
 - PREPARATION NOT ALIGNED – Teachers are not coming into the classroom or other pathways (including alternative routes and student teaching) prepared to meet the needs of students in high need schools.
 - INTERNSHIP PROGRAMS DON'T PROVIDE ENOUGH EXPOSURE – Student teaching and internship programs do not provide prospective educators enough exposure to assess whether the candidate is a mutual fit for a high-needs environment (2)
- Resources
 - LACK OF WRAP AROUND SERVICES – Students and their families do not have the services they need
 - LACK OF OPPORTUNITIES/PHYSICAL RESOURCES – Students in high school environments do not have access to newer technologies or for field trips. Instead, these funds are used for educator salaries.
- Climate/Geography
 - LACK OF PARENTAL SUPPORT – Parents do not trust and build relationships with new teachers
 - LACK OF COLLABORATIVE CULTURE – Teachers in some high needs schools go into “survival mode” and create a closed door culture

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:

Teacher Effectiveness

Step 2: Identify Root Causes

3/11 Forum Charter

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:

Teacher Prep

- Urban ed. content at universities?
↳ teaching those ~~schools~~ skills @ college?

Developing necessary ~~content~~ soft skills like grit, resilience

Teacher Expectations/Mindset

- Does the teacher believe each of their students can succeed?
- What are they here for?

School Leadership

- coaching
- high quality feedback
- knowing "what it takes"

Professional Development

- High-quality, purposeful PD
- Observation/Feedback- Are your teachers comfortable receiving feedback? Can they pinpoint actionable items after each feedback session?

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.
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List one most pressing equity challenge after your brainstorm:

Teacher Effectiveness

Step 2: Identify Root Causes

Charter
Forum

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:

- Teacher Effectiveness
- LI schools tend to attract higher percentage of first year teachers that are not prepared to be successful in high need schools
 - Teacher training program
 - undergrad
 - TFA
 - student teaching
 - limited student workroom services
 - competing families to resources
 - Cultural disconnect
 - Coaching / PD (ongoing)
 - Teacher diversity
 - School Culture
 - Teacher empowerment / Leadership effectiveness
 - Wrong career hiring practice

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

Step 1: Specify the Challenge to Be Addressed

Culture?

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:

TEACHER TURNOVER

Step 2: Identify Root Causes

3/11 Charter
Forum

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:

Root Causes	Subcauses
1. Support	Leadership - not time to observe (busy with other issues) No coverage - no subs New teacher onboarding
2. Parents	Parent Support - level of trust No training in working with parents
3. resources	Hand me down technology (not one to one) No money for field trips money for salaries not enough
4. culture	do your own thing - separate mismatch of culture - lack of training cultural disconnect
5. training - mentoring	trained in area but not experienced need internships - know the school (long term) University training
6. Student trust	students won't invest in short term teachers

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Data Analysis Working Group – Collette – 3/18/15

PARTICIPANTS:

On March 18, 2015, a group of three Delaware district data analysts convened for a 60-minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	TITLE	SCHOOL DISTRICT
Duncan Smith	Supervisor of Assessment and Accountability	Seaford School District
Ken Hutchins	Data Analyst	Capital School District
Hope Moffett	Data Specialist	Colonial School District

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Christopher Ruszkowski (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Doug Gagnon (Harvard Strategic Data Project). The group then broke out and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Christopher Ruszkowski. The note taker for the meeting was Maria Stecker (DDOE TLEU).

SESSION SUMMARY:

A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found on pages 4-5 of this document. A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 6 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Lack of strategic class assignment / too much teacher leverage
2. Teacher burnout caused by lack of/misaligned preparation, mentoring, professional development and student/leadership turnover
3. Lack of a high-quality hiring pool

Participants asked questions about or suggested the following:

- Suggested that we look at deciles instead of quartiles because the range of schools without those buckets is so large (eg. highest LI quartile between 48%-100% LI)
- Would be interesting to look at whether the teacher experience matters for students who are advanced/proficient vs. basic/below basic.
- For turnover, would be interesting to look at changes in class assignments within a school.

Participants disagreed over the following:

- Grouping of teacher effectiveness into “exceeds” and “unsatisfactory” – if those teachers were to move to or from a high needs school, those teachers who are satisfactory may have a different outcome (moving closer to either “exceeds” or “unsatisfactory”) – in-group comparisons may be a more powerful way of looking at this than across-group comparisons

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

- School Leadership
 - LEADERSHIP TURNOVER – Turnover creates instability and changing direction, mission, and values
 - CLASS ASSIGNMENT – Class assignment is made based on adult needs instead of student needs – not strategic
 - TEACHER LEVERAGE – School leadership allows some teachers to leverage their power to influence class assignments and put other teachers through a “hazing process”
 - CULTURE – If the leader does not exhibit strong leadership skills, then a negative culture develops and there can be varying expectations and stability for students, staff, and performance
- Mentoring, Coaching, Professional Development, & On-going Supports
 - BURNOUT – Teachers burnout because they are not prepared with the skills (planning, discipline, etc.) and supports (PD, mentoring) to be successful
- Hiring/Recruitment
 - MINDSET MISALIGNMENT – Not all teachers in high need school share the mindset that all students can learn
 - FEW HIGH QUALITY CANDIDATES – There is a low number of high quality candidates available – and most of them prefer going to non-high-needs schools

- Teacher Preparation
 - BURNOUT – Teachers burnout because they are not prepared with the skills to be successful in a high-needs school
- Climate/Geography
 - SCHOOL LOCATION – The school location and perception of safety dissuade educators from teaching there
 - STUDENT TURNOVER – High student turnover within a school creates instability and makes it difficult to build a consistent culture; there is also not thoughtful class planning for these new students to ease the burden on teachers
 - LACK OF PARENTAL SUPPORT – Teachers do not feel the same support from some parents in high-needs environments

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:

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List one most pressing equity challenge after your brainstorm:

EXPERIENCE

DAWG 3/18

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:

1. Climbing the ladder
 - Teachers with experience have increased leverage to negotiate favored rosters.
 - ~~Experienced teachers are competitive hires~~ • Experience = more political pull in school
2. Demand is greater for low income districts
 - larger hiring pool, can sort and select teachers rather than default
3. Grunt mentality - Hazing -
 - Teacher focus rather than student focus
 - novices exist to serve the ~~advice~~ - prove success, pay dues.
4. Higher turnover means more positions to fill.
 - What is the distribution of experience among teachers ^{at schools} with lots of hires - Do mostly new teachers leave - Is trend sustaining?
5. Rosters with multiple preps - interventions

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

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List one most pressing equity challenge after your brainstorm:

Teacher Turnover "Burn-out"

TO Much change

Lack of Stability → classroom/building environment

DAWG 3/18

Step 2: Identify Root Causes

Turn-over

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:

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- 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:

- 1) "Burn-Out"
 - Planning
 - Discipline → PD/Mentor
- 2) Not Enough Support:
 - Instructional
 - Discipline
 - Parental
 - Staff - Mentors
 - PD/mentor/climate
- 3) Administrative Turn over
 - changing direction - mission - values
 - Sc.le.
- 4) Experience
 - Less Experienced teachers
 - Less Training to deal with diverse/low-income students
 - Prep
- 5) Student Turn over
 - Kids in and out
 - climate

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:

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List one most pressing equity challenge after your brainstorm:

Expectations

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:

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- 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:

- ①. Environment
 - Location of school → climate
 - Expectations parents have of school's role → climate
- ②. Faith in building Leadership → leader
 - Agree/alignment with culture established by school leader
 - Expectations - of staff, students, performance
- ③. Staff Assignment adult
 - Placement based on student needs vs ~~adult~~ needs
- ④. Expectations → sc. lead.
- ⑤. → mindset

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol Chiefs Meeting – Collette Center – 3/26/15

PARTICIPANTS:

On March 26, 2015, a group of 46 district leaders (including superintendents) convened for a 90 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	TITLE	DISTRICT
Matthew Burrows	Superintendent	Appoquinimink
Jeff Klein	Research and Evaluation Coordinator	Appoquinimink
Mark Holodick	Superintendent	Brandywine
Julie Schmidt	Supervisor, Accountability	Brandywine
Lincoln Hohler	Assistant Superintendent for Academic Affairs	Brandywine
Cora Scott	Director of PK-12 Curriculum and Instruction	Brandywine
Scott Lykens	Director of Instruction	Caesar Rodney
<i>Illegible</i>	<i>Illegible</i>	Caesar Rodney
Michael Kelley	Director of Curriculum and Instruction	Cape Henlopen
Donna Kolakowski	Supervisor of Elementary Education	Cape Henlopen
<i>Illegible</i>	<i>Illegible</i>	Cape Henlopen
Michael Thomas	Superintendent	Capital
Ken Hutchins	Data Analyst	Capital
<i>Illegible</i>	<i>Illegible</i>	Capital

Sandra Spangler	Assistant Superintendent for Academic Services	Capital
<i>Illegible</i>	<i>Illegible</i>	Capital
Freeman Williams	Superintendent	Christina
Josette Tucker	Senior Director, Human Resources	Christina
Philip Keefer	Supervisor, Grants and Testing	Christina
Fara Zimmerman	Deputy Superintendent, Chief Academic Officer	Christina
Shawn Larrimore	Chief Academic Officer	Delmar
Susan Bunting	Superintendent	Indian River
Jay Owens	Director of Compliance and Accountability	Indian River
LouAnn Hudson	Director of Curriculum and Instruction	Indian River
<i>Illegible</i>	<i>Illegible</i>	Lake Forest
<i>Illegible</i>	<i>Illegible</i>	Lake Forest
<i>Illegible</i>	<i>Illegible</i>	Lake Forest
Shawn Larrimore	Superintendent	Laurel
Phyllis Kohel	Superintendent	Milford
<i>Illegible</i>	<i>Illegible</i>	Milford
<i>Illegible</i>	<i>Illegible</i>	New Castle County Vo-Tech
<i>Illegible</i>	<i>Illegible</i>	New Castle County Vo-Tech
Jason Peel	Principal	POLYTECH High School
Deborah Zych	Superintendent	POLYTECH School District
<i>Illegible</i>	<i>Illegible</i>	POLYTECH School District
Gerri Marshall	Supervisor, Research and Evaluation	Red Clay
Merv Daugherty	Superintendent	Red Clay
Joanna Adams	Director of Administrative Services	Seaford
Deborah Wicks	Superintendent	Smyrna
<i>Illegible</i>	<i>Illegible</i>	Smyrna
Kevin Dickerson	Director of Support Services	Sussex Tech
Heath Chasanov	Superintendent	Woodbridge
Donna Hall	Director of Curriculum and Instruction	Woodbridge

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Christopher Ruszkowski (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Rebecca Marshall (DDOE TLEU). The group then broke out into smaller groups and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Christopher Ruszkowski (DDOE TLEU). The note taker for the meeting was Maria Stecker (DDOE TLEU).

SESSION SUMMARY:

A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 4 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Inadequate teacher preparation, readiness, and exposure to high-need schools
2. Lack of support structures causing burnout (working conditions)
3. Poor school leadership
4. Lack of mental and social health services
5. Lack of cultural competency
6. Lower pay

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:

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List one most pressing equity challenge after your brainstorm:

• Teacher Effectiveness (but not as defined above)
↓
Not just about Measure A → a larger picture of effectiveness

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:

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- 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:

- readiness and knowledge of teachers for addressing needs of low-income students and addressing existing gaps
- Special Education
 - ↳ Goal setting - document where they came from, why the goals were set
 - ↳ monitoring of implementation of efforts → walk-through → focus on delivering quality instruction
 - ↳
- Teachers need support and feedback to improve effectiveness

Constant vision
Contract
support & feedback goals -
Alignment people-problems

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List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

Instructions

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

TEACHER EXPERIENCE

1. CERTIFICATIONS/REQUIREMENTS (AP, PRAXIS II, ETC.) Additional
2. PROXIMITY TO LOCAL COMMUNITY
- TEACHER TURNOVER
3. MORE EMPLOYMENT OPPORTUNITIES AT HIGH NEEDS SCHOOLS
- TRANSFERS TO OPEN POSITIONS IN LOW NEEDS SCHOOLS LEAVES OPENINGS.
4. LACK OF EXPERIENCE W/ CULTURAL DIVERSITY
5. POLICIES AROUND LOW-PERFORMING SCHOOLS REQUIRE TURNOVER OF TEACHERS, WHICH CAUSES NEW HIRES (WITH LESS EXPERIENCE)
6. LACK OF PREPARATION BY UNIVERSITIES / TEACHER PIPELINE PROGRAMS
- TO BE ABLE TO TEACH ON THE 1ST DAY (Built in transition)
- STUDENT TEACHING EXPERIENCES/ENVIRONMENTS

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

Step 1: Specify the Challenge to Be Addressed

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List one most pressing equity challenge after your brainstorm:

Seniority
re-balancing as students enter in fall
teacher might lack expectations for teaching high achieving students,
eg AP, Gifted
No way to monitor from district level
VT process in DISTRICT
specialized training needed in schools, eg IB
Assignments based on teacher dynamics
Focus on District level school sanctions - job security
Is data accurate for data to place ^{teacher} ~~school~~ on improvement plan

Step 2: Identify Root Causes

Instructions

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

Contract language

turnover of supt
mindset of Union

Prioritize the issues in the contract - is this the highest priority?

Bad financial times - Fisker

Does outdated impact of teacher ratings going from highly effective to ineffective

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List one most pressing equity challenge after your brainstorm:

1. Some teachers may be concerned about the long term stability of the school
2. (ie the school becoming a priority school)
3. initial ~~idealism~~ idealism becomes tempered
4. Lack of support (~~potential~~ resources..)
5. desire for the stability of a more successful school environment

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List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

Instructions

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

1. School leadership - running of school, how you schedule teachers
- lack of individual focus
2. Perception of low income school - tainted view going in
"these kids",
3. Idea of veteran teachers deserve "better kids" - not wanting to work w/ challenges
- put their time in, deserve better classes
"AP teacher", graduate
4. burn out/energy to be in high needs -
same expectations for all schools
(curriculum for high needs); different schedule
5. Lack of experience in a high needs school -
- student teaching experience
- shocked when get there

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.
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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:

- ① Lack of Support + Resources ^(no feeling they are part of the culture - Solakows. Collaboration) (academic + social/emotional + economic) to carry out job requirements/meet student needs
- ② Teachers' lack of cultural identity - must know to address/teach + empathize
3. School location + quality of life for teacher + their families
- ④ Teacher evaluation system based on student performance when teachers are aware of poverty research
- ⑤ Inexperienced teachers - greater # hired so greater # leave as compared to non-high needs schools.
6. Lack of leadership @ school and/or district levels.

- ⑦ Lower pay in some cases - many districts within small area who policy to prevent "jumping" after contracts are signed.

8. Hard work - burnout, exhaustion

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List one most pressing equity challenge after your brainstorm:

- Takes more time to work with diversity
- Perceptions vs. Reality of what being an educator today involves (lack of training)
- Support Structures - Professional for teachers + academic for students
- Corporate Change in programs - moving highest performing teachers with lowest performing student

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

- Top 5 Reasons
- 1) Employment Practices
 - 2) ^{Appl-} Perception of successful schools vs. non-successful applicants
 - 3) Preservice programs • what are the student teaching experiences
 - 4) Ineffective use of PLC times + Staff Development
 - 5) Lack of Building Adm skills as an Instructional Leadership
 - 6) ^{le.} - Observation feedback and being a resource.

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List one most pressing equity challenge after your brainstorm:

Funding Resource
Value seen in school, education

1. Working conditions - Physical space
2. Lack of parental support - challenge of supporting family needs
- * 3. Student/Family Mental Health Issues - Lack of services, Lack of teacher prep to deal w/ these
4. Career Preservation - 7CV Rating, Take over threat, Income Potential, Lack of parental recognition about issue/concern, School Resources
5. School Leadership - Lack of Focus, which challenge is priority?, Turnover, Effectiveness of this type Leader, Lack of Teacher leaders

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List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

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- 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:

all 3 connected
new teachers challenged - rated less effective -
desire to leave [what % of turnover out of high % LI
schools were "unsatisfactory"?]
disenchanted with labeling of school, level of work
required to meet needs of students

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

Step 1: Specify the Challenge to Be Addressed

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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:

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- 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:

1. School leadership	• poor preparation	• inexperience	• turnover
2. Attendance (Student)	• home life	• uneducated parents	
3. Negative School Culture	• weak leadership	• poor PLC system	• limited training/poor quality training
4. Scheduling	• time of day	• type of schedule	
5. Lack of mentoring for new teachers	• limited funding	• selection of mentors	
6. Poor use of data to inform instruction	• limited training	• poor leadership	• underdeveloped PLCs
7. Stability	• leadership stability	• expectation shift	• lack of structure (curriculum, goals, etc.)

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Delaware Talent Cooperative Educators – Townsend Building – 3/28/15

PARTICIPANTS:

On March 28, 2015, a group of 4 Delaware Talent Cooperative educators convened for a 60 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	TITLE	SCHOOL
Rhonda Carter	5 th Grade Teacher	Prestige Academy
Henrietta O'Neill	5 th Grade Teacher	Harlan Elementary
Kristen Ruhnke	6-8 th Grade Teacher	Reach Academy
Kait Messina	Kindergarten Teacher	Kuumba Academy

SESSION INFORMATION:

During the session, an overview of the plan and statewide data related to educator equity gaps was presented to the group by Maria Stecker (DDOE TLEU). Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes. The note taker for the meeting was Maria Stecker. Notes were captured for all participants on one intake form.

SESSION SUMMARY:

A summary of the challenges and root causes identified can be found beginning on page 4 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Culture and climate
2. School leadership (lack of discipline support)
3. Lack of stability
4. Lack of mental, social, health services, and special education supports

Step 2: Identify Root Causes

Co-Op Pt 2
60 minutes
(1/2)

3/28

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:

- stability
- work/life balance
- discipline/lack of support
- school uniform
- lack of consistency w/ leadership
- leadership (district & school) & support for culture & climate
- need more social/emotional/psychological counseling needs
↳ even in schools that have them, don't have enough
↳ revolving door of specialists contribute to turnover and instability
- more special education supports → if you're questioning 'is this legal', it's a problem
↳ students over-diagnosed as special education as a behavior ~~issue~~ issue
- programs (top-down) created to address equity gaps are actually widening gaps (Christina ~~program~~ program on white/black discipline)
- Safety for teacher ~~lack of connection~~ teachers expected to overcome everything for students, not realistic (pressure on teachers)
- parents → lack of support/expectations, parents try to "run" the school
- leaving profession all-together because standardized testing is ~~unrealistic~~ unrealistic
↳ make due with what you have, but we're not giving you anything extra to get you there

Step 2: Identify Root Causes

Co-Op Pt 2
(2/2)

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:

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- 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:

- Stability (Leadership @ both district & school)
- Standardized Testing - politics
- Learning & Behavioral Supports

 ^{cause you to} Leave School

- targeting wrong students for school's mission
 - ↳ think of it as place to correct students' behavior
 - ↳ expectation for what I can deliver is unrealistic
- lack of discipline procedures inconsistency
- discipline procedures/training of discipline support staff

Supports

- more time & supports in tutors & RTI
 - ↳ designated time is not pulled from other academic classes
- love full time aid → would need to reduce class size along w/ full time aid
- smaller class size (more targeted supports & better relationships with students)

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Licensure, Certification, and Compensation Subcommittee – Capital School District Offices – 4/1/15

PARTICIPANTS:

On April 1, 2015, a group of 15 members of the Professional Standards Board's Licensure, Certification, and Compensation Subcommittee convened for a 90 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	NAME	NAME
Barbara VanDornick	Angeline Rivello	Diane Albanese
Jill Cole	Tammy Croce	Maria Degnats
Karen Kleinschmidt	Frank Livoy	Charlie Michels
Kate Scantelbury	Cora Scott	Stephanie Smith
Katie Geiszler	Chris Kenton	Donna Lee Mitchell

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Maria Stecker (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Rebecca Marshall (DDOE TLEU). The group then broke out into pairs and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Maria Stecker. The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found on pages 3-4 of this document. A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 5 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Climate
2. Resources and support
3. School leadership

Participants asked questions about or suggested the following:

- There was a concern expressed over the use of the new low-income measure
- There was several questions about the omission of charters from the data

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

- Teacher turnover
 - Pay
 - admin turnover
 - Climate (internal)
 - Disillusioned, pressure, grass is greener
- Teacher turnover
 - Extra/hard work – ability, time, etc.
 - Collective bargaining agreements allow teachers to transfer based on seniority
 - Cultural competence
 - Leadership – vision, inspiration, consistency
 - Community connectedness- family and community leaders; family/school feel
- Teacher effectiveness
 - Collective bargaining agreement
 - School leadership
 - Not all teachers may fit into that type of situation – assessing the qualities (passion and willingness)
 - Ed prep programs
 - Right role models
- Teacher turnover
 - Lack of teaching and learning resources (library, school supplies)
 - Parental support
 - Poverty – higher stress
 - Pressure to increase scores
 - Lack of commitment by LEA and teachers (want to see multi-year contracts offered to teachers)

- Teacher turnover
 - Inability to report discipline problems (cited for disciplining more types of children than other – based on race)
 - Inconsistency – priority schools made an attempt for consistency and referendum didn't pass
 - Lack of autonomy in classroom – everything dictated and measured based on some standards
 - Significant medical problems in teachers (depression, medication)
- Teacher experience
 - What structures could districts put in place to (high teaching load in first year)
 - Extra teaching support needed (co-teacher)
 - Principals and districts need to identify needs – not one size fits all
 - TFA is not high on list of needs, but they do start to prepare teachers to go into that school
 - Hiring lag – not knowing they are going to be working in that high need area (more targeted)
- Teacher experience
 - Code and policy restrictions
 - Inability to have flexibility to reduce loads (master and new teachers)
 - Leadership accountability
 - Guarding the front door – partnership

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List one most pressing equity challenge after your brainstorm:

Commitment to school ; Commitment to teacher

~~the~~ I pledge to teach less & grow for 5 yrs
We pledge to comply ~~you~~ + support + develop you for 5 yrs. (unless one causes to dismore)

~~Signature~~

Step 2: Identify Root Causes

Instructions

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Tips:

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

① * Lack of teaching/learning resources:

- Mobile/INTERNET
- Computers
- Librarians
- School Supplies
- PTO Support

* Lack of parent support for student learning -

- TIME
- RESOURCES
- Their own education

* Poverty adds challenges to learning

* NUTRITION - poor families don't always provide of consistent source of nutrition

* Low Pay

* Better schools are close enough

* Higher Stress to increase scores

* Leadership in h-p Schools tends to turnover + not be as strong as l-p schools

* Lack of Commitment by Kln + LEA

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List one most pressing equity challenge after your brainstorm:

~~experience w/ placements in high needs schools~~
lea
Turnover

Step 2: Identify Root Causes

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

- Contracts allow for teachers to transfer based on Seniority
- Teacher passion to truly make a difference for students from low income/minority backgrounds
- Willingness, ability to put in additional time (hard work)
- Cultural Competence
- Leadership (Vision, Inspiration, Consistency)

2021 - Community Considerations (families, church leaders, community leaders)

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

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List one most pressing equity challenge after your brainstorm:

Teacher Turnover relative to Admin level turnover

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.

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- 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:

- inequity in Pay
- Admin Turnover - all levels
- internal climate differences
- Teacher disillusionment / pressure
-

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

Step 1: Specify the Challenge to Be Addressed

LCCC

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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List one most pressing equity challenge after your brainstorm:

student teachers - field exp. in high needs schools

effectiveness

teacher passion no. Braxley

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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.

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 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:

- ① reduce # of schools 1st year teachers not with high school
 - ② provide in-class mentoring for elementary teachers.
 - ③ ~~pro~~ identify unique needs of teachers
 - ④ hire early & help teachers prepare → transition into teaching setting
- "mentorship" to push.

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.
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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:

- Root Causes
- Sub Categories
- inequity of pay
- climate difference
- multi yr. contracts

Root Causes

- ① Inability to Report Discipline Problems
- ② Aim for Consistency → Priority Schools
- ③ Lack of Autonomy
- ④ medical problems → stress depression

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 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:

CBA → because when new teachers are allowed to transfer (climate/school leadership) in larger urban districts they transfer.

Ed. Prep. Programs → trying to do a better job of preparing, difficult b/c there aren't good models/st. teachers (chicken or the egg, what comes first?)

Identifying Qualities → grittiness, recruiting the right folks for the job. ITHEs identifying them.

School Leadership (Turnover = Climate)

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:

① Loss of Autonomy in Classroom

② Climate

③ Oppressive Structures that have no value on effectiveness

LCCC

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Wilmington Education Think Tank – City Council Building – 4/10/15

PARTICIPANTS:

On April 10, 2015, a group of ten Wilmington civic and community leaders convened for a 90 minute facilitated discussion on a data review and root cause analysis of educator inequity. This think tank convenes every other week for the purpose of discussing and having a voice in public education in Wilmington.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	ORGANIZATION
Merv Daugherty	Red Clay Consolidated School District
Maurice Pritchett	Pritchett & Associates
Joe Garcia	City Council
Shannon Griffin	ACLU-Delaware
Rourke Moore	Mayor's Office
Nnamdi Chukwuocha	City Councilman
Jacqueline Jenkins	Mayor's Office
Raye Jones Avery	Christina Cultural Arts Center
Theo Gregory	City Council President
Elizabeth Lockman	Wilmington Education Think Tank

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Shana Young (DDOE). Next, statewide data related to educator equity gaps was presented by Douglas Gagnon (Harvard Strategic Data Project). The group held a large-group facilitated discussion on the data, challenges, and root causes led by Maria Stecker (DDOE). The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found on pages 4-5 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Weak school leadership
2. Teacher preparation alignment
3. Cultural competency
4. Lack of holistic support for teachers and students
5. Lack of incentives

Participants asked questions about or suggested the following:

- Participants suggested DDOE track teacher preparation and how it related to retention and effectiveness
- Suggested we consider PK-2 and the root causes that may exist in early childhood education
- Suggested all applicants take a cultural competency test

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

What are the Root Causes of Teacher Experience Gaps:

- Parent request factor (weak school leadership)
- If I'm a new teacher, lower likelihood I will be placed in a non HN school
- Fewer openings in non-high-needs schools, so we get more new teachers in HN schools
- Part of the issue could be VT process
- More experienced teachers are not applying to be part of HN schools
- Antiquated deployment of teachers (highly effective teachers could teach multiple classes)
- Philosophy of baptism by fire – giving inexperienced teachers the classes
- Trying not to concentrate one classroom with so many students, do homogenous grouping, etc.
- Decision making not collaborative
- Partnering experienced and inexperienced teachers in classes (strategy)
- Longer student teaching is needed to have students understand the climate and culture
- Lack of cultural competency among staff
- Teacher preparation – exposure to HN schools
- Inadequate number of PD days & quality of training

What are the Root Causes of Teacher Turnover Gaps:

- Ed prep, student teaching, training and PD – not aligned or effective for HN schools
- School leadership – weak and lack of commitment
- Services available for teachers – lack of emotional support for teachers
- Teachers are playing the role of parent, social worker, etc. (need wrap around services)
- Teachers don't want to go to schools where they may be labeled ineffective if they don't feel the teachers have the supports
- Mindset that labeling a school is going to get a better result (has the exact opposite effect on teachers – teacher morale and demoralization, turnover, etc)

- Lack of incentives: different need and student challenges, but are we willing to provide financial incentives, student loan forgiveness
- Leaders are not Harvard, 4.0, etc - need to be careful with selecting leading: shift of paradigm around leadership and teacher qualities: should be broadened
- Fear for safety (within and outside), working conditions around the building
- Keep you because of your ability to manage a classroom, not your ability to teach them

What are the Root Causes of Teacher Effectiveness Gaps:

- Classroom management - training
- Lack of trauma informed teachers
- Parental engagement (related to cultural competency – cannot relate to parents)
- Cultural competency – did not get it sufficiently
- Lack of teacher support
- Professional development
- Training focuses on content competency, but not effectiveness (empathy and caring)
- Keep you because of your ability to manage a classroom, not your ability to teach them – placement of less effective teachers
- Comparison of charters to TPS – how often teachers are being evaluated and how often they receive immediate feedback allowing them to correct and tailor their practice
- People have a tendency to take care of their own – bring it into the building (lack of cultural competency)
- Compounding effect of turnover and access to experienced teachers
- Protection of teacher unions
- Tool they use to evaluate needs work (DPAS) – not highlighting and identifying the most effective teachers: never developed to look at teacher termination, only to keep teacher there - must have an honest system to remove ineffective educators (disagreement here – some feel you need to be able to label and remove ineffective teachers, others feel that you should be using evaluation systems only for conversation and improvement – bad teachers will leave on their own)

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

P-20 Council – Buena Vista Conference Center – 4/13/15

PARTICIPANTS:

On April 13, 2015, a group of 15 members of the P-20 Council convened for a 60 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	ORGANIZATION
Kimberly Sudler	Delaware State University
Rhonda Ringer	Delaware Department of Technology and Implementation
Michael Watson	DDOE
Terri Quinn Gray	Delaware State Board of Education
Donna Johnson	Delaware State Board of Education
Kendall Massett	Delaware Charter Schools Network
Susan Perry-Manning	Office of Early Learning
Melissa Hopkins	Rodel Foundation of Delaware
Katherine Cherry	GAECC
Liz Hoyt	Rodel Foundation of Delaware
Kim Joyce	Delaware Technical and Community College
Frederika Jenner	Delaware State Education Association
Steven Yeatman	DSCYF

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Christopher Ruszkowski (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Douglas Gagnon (Harvard Strategic Data Project). The group then broke out into pairs and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Christopher. The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 3 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Teacher preparation alignment
2. Lack of incentives to teach in low income schools/lack of career incentives or pathways
3. School leadership and leadership turnover
4. School leadership
5. Inequitable resources

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 considerably 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.

List one most pressing equity challenge after your brainstorm:

Step 2: Identify Root Causes

P-20 Council

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:

Alignment in teacher prep leads to teacher turnover that leads to need for new teachers = least experienced teachers in high needs schools, $\frac{1}{2}$ in order to align you need experienced teachers.

Training, support, on-going differentiated, relevant timely support for all staff = turnover = least experienced teachers in schools,

Incentives to teach in low income schools attracts teachers
TEACH grant

Student enrollment increases and fluctuates (and student in year transitions)

Leader Turnover leads to teacher turnover to 1

Pt 1/2

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:

Turnover of grade assignments leads to turnover leads to experience.

Experienced teachers can sometimes be savvy to get to a better situation.

2/2

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 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:

Effectiveness

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:

- career incentives / pathways encourage highly effective teachers to leave the ~~the~~ high needs classroom & pursue admin positions, or move to a high performing school
- Resources & supports needed to support highneeds schools may not be equitable. may be greater. Family support isn't always there.
- School administrator decisions about which students are in which classrooms. (ie. Rewarding long-term teachers with "better" students and troublemakers to the new teachers)

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Teaching and Learning Cadre – Collette Center – 4/14/15

PARTICIPANTS:

On April 13, 2015, a group of six district and DDOE curriculum and instructional specialists convened for a 60 minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME	TITLE	DISTRICT/ORG
Kelley N Brake Grasso	Instructional Supervisor of Special Education	Red Clay
Ichelle Kutch	Supervisor of Curriculum and Instruction	Brandywine
Michelle Wyatt	Curriculum Specialist	Christina
Jessica Jackson	Director	Delaware Teachers Center
Sarah Celestin	Education Associate	DDOE
Terry Richard	Education Associate	DDOE

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Maria Stecker (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Douglas Gagnon (Harvard Strategic Data Project). The group then broke out into pairs and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for

one of the challenges they identified. DDOE TLEU team members listened in and helped guide the breakout groups, when needed. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Maria. The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found on page 3 of this document. A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 4 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Teacher preparation alignment
2. Union contracts
3. School leadership and senior teaching with too much “clout”

Participants asked questions about or suggested the following:

- Participants requested that the DDOE dig deeper and look into equitable access for special education and English language learners
- Suggest we look at Red Clay who created a 15-point rubric to ensure that access is equitable for teachers
- Suggested we look at turnover with respect to salary and the correlation with different RTI models

Participants disagreed over the following:

Some participants believe that Measure A is influenced by many factors beyond a teachers control

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

1. Turnover

- a. Union contracts – hindrances in placement
- b. School choice
- c. Feeder patterns and student assignments
- d. Teacher assignments within tracked classes
- e. School leadership

2. Effectiveness

- a. Professional development
- b. Teacher preparation (teachers not familiar with co-teaching)
- c. Teaching rating systems leads teachers to not want to teach high needs students (teachers looking out for themselves)
- d. More experienced teachers hold more clout (placement trends) have say over what goes on in building – have admins ear (happens at secondary level)

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 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:

Teacher Experience:
ESL Certified also Bilingual Certified Educators do not have the experience to serve EL/Immigrant students.

Root Cause:
1. No funding to hire teachers
2. Lack of available or shortage of ~~ESL~~ Certified teachers w/in the state
3. District practice of using uncertified paraprofessionals to fill slots.
4. No requirement or incentive for paraprofessionals to DE sources of qualified teachers ~~on the support system for~~

T&L Cadre
4/14

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.
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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:

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:

- TEACHER (PD)
- TEACHER (Prep):
- TEACHER (Rating System)
- More Experienced teachers hold more influence over operations

T&L Cadre
4/14

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.
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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:

Teacher experience?
Teacher turnover?
Teacher effectiveness?

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:

1. Union contracts - assignment of teachers - no bearing on teacher effectiveness or student need.
(VT)
2. Choice - perpetuates segregation
3. Feeder pattern, student assignments, teacher assignments (IB, AP Spec Ed. Res.)
(Systemic issues) - common planning for collaboration to support needy students
open enrollment v. assigned
4. School leadership - vision of equity, inclusion, all hands on deck mindset
- principal turnover

T&L Cadre

4/14

Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

DSEA Educators – DSEA Offices in Dover – 4/28/15

PARTICIPANTS:

On April 28, 2015, a group of eight Delaware State Education Association (DSEA) educators and employees convened for a 180 minute facilitated discussion on a data review, root cause analysis of educator inequity, and potential strategy generation session. This group was formed with support from DSEA. *Please note that the potential strategy generation notes can be found with the other strategy session notes.*

The Delaware Department of Education collected sign-in information. The attendants at this session were:

NAME	DISTRICT/ORGANIZATION
Domenico Zaffora	Woodbridge/DSEA
Jesse Parsley	Miford
Paula Brown	Red Clay
Jackie Kook	Christina
Mike Matthews	Red Clay
Stephanie Ingram	Colonial
Deb Stevens	DSEA
Frederika Jenner	DSEA

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Shana Young and Angeline Rivello (DDOE). Next, statewide data related to educator equity gaps was presented by Doug Gagnon (Harvard Strategic Data Project). The group then broke out into pairs and completed a graphic organizer (adapted from the Center on Great Teachers and Leaders – Root Cause Analysis Workbook) asking them first to specify the challenges to be addressed, and then identify root causes for one of the challenges they identified. In some cases, DDOE TLEU team members listened in and helped guide the breakout groups, when needed. This portion of the activity was abbreviated as participants would also be completing a strategy protocol. Finally, the whole group engaged in a facilitated discussion on the data, challenges, and root causes led by Maria Stecker (DDOE TLEU). The note taker for the meeting was Maria Stecker.

SESSION SUMMARY:

A summary of the challenges and root causes identified by breakout groups on the graphic organizer can be found beginning on page 4 of this document. A summary of the root cause categories and sub-causes identified during the whole group facilitated discussion can be found beginning on page 5 of this document.

The top root causes categories/priorities that emerged in the conversation were:

1. Improving school climate and working conditions
2. Improving school leadership and decreasing school leader turnover
3. Improving induction and mentoring

Participants asked questions about or suggested the following:

- One participant suggested that the DDOE look at the correlation between Measure A and teacher experience
- Participants asked the DDOE remain mindful that some state-led initiatives aimed at high-need schools may also contribute to teacher turnover and widen educator equity gaps
- One participant suggested adding the number of teachers rated “Exceeds” on Measure A to the school profiles page

Participants disagreed over the following:

- There was some disagreement between members of the use of Measure A as a measure of effectiveness

Whole Group Facilitated Discussion Notes

ROOT CAUSES CATEGORIES AND SUB-CAUSES:

- Tracking – homogeneous grouping/more needy children are placed with the newer teacher (paradigm/culture shift; need shuffling of students); large groups of special education teachers are grouped together; worse in the elementary side; have teachers on constant rotational basis – (note: particular case for special education students)
- Overwhelmed – many trainings - turnover
- School climate – student, colleague, or admin created
- Working conditions – stress, lack of support, health issues created by cleanliness of building
- Lack of discipline, student assaults
- Lack of quality mentoring/support due to lack of experienced teachers within a building – need for veteran teacher leader
- New teachers teaching the wrong students – your best teacher should be placed with the neediest students (trial-by-fire)
- Principal churn and high teacher turnover have majorly negative impacts
- Lack of strong school leadership and attraction of strong leaders to high needs schools

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 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:

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:

1. Trackers - ~~homogeneous grouping~~ heterogeneous; rotation of teachers, classroom for
2. Overwhelmed - ~~tracking~~ limited activity, discipline, out of training
- 3.

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List one most pressing equity challenge after your brainstorm:

teacher turnover

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:

- School climate
colle/admin created, students
- Working conditions
stress, lack of support, health issues due to cleanliness
- discipline
student assaults
code of conduct vs consequences
- courses not available in all schools limits movement
- attrition of new teachers

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List one most pressing equity challenge after your brainstorm:

- 1.) Mentors / Ind. Coach Support
- 2.) New teachers teaching every student

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Delaware Equity Plan Stakeholder Engagement

Root Cause Analysis Protocol

Parent Advocacy Council for Education (PACE) – Christina Cultural Arts Center – 5/2/15

PARTICIPANTS:

On May 2, 2015, a group of nine Delaware parents convened for a 120-minute facilitated discussion on a data review and root cause analysis of educator inequity.

The Delaware Department of Education collected sign-in information with the intention of engaging the same stakeholders in a potential solutions and strategies protocol at a later date. The attendants at this session were:

NAME
Marsha Saunders
Althea Smith-Tucker
Francine Oates
Donchel Powell
Marsha Carter
Mary Pickering
Kendra Brown
Lynne Howard (PACE Organizer)
Raye Jones Avery (PACE Organizer)

SESSION INFORMATION:

During the session, an overview of the plan was presented to the group by Christopher Ruszkowski (DDOE TLEU). Next, statewide data related to educator equity gaps was presented by Atnre Alleyne (DDOE TLEU). The group engaged in a discussion throughout the event and notes were taken by Maria Stecker (DDOE TLEU).

SESSION SUMMARY:

The top root causes categories/priorities that emerged in the conversation were:

1. Losing a lot of great teachers to other states because of compensation and passive recruitment (compared to other states actively recruiting)
2. Lack of financial incentives
3. Teacher effectiveness is highly tied to teacher preparation
4. Need to have the “passion” (mindset) and cultural competency

Participants asked questions about or suggested the following:

- Questions about the high number of teachers “leaving Delaware schools” and the implications for the state
- Need to have an exit survey
- Believe DDOE should be pushing the Co-Op (belief in performance-based differentiated compensation)
- Parent surveys to bring accountability to the forefront – and bring this into the parent evaluation system
- Publicly publish the data to help the public/parents hold them accountable

Participants disagreed over the following:

- Push back against Teach for America – some felt that they are intentionally placing new teachers with the neediest kids exacerbating the experience gap
- Forced transfers – placing the most experienced teachers with the neediest kids (teachers should go to a non-high-need school before moving to a high-need school)