Welcome! We will begin at 1:00 p.m. (EDT)

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Chat:
- Share information or ask a question
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Q&A:
- Ask a question for today’s facilitators

Important:
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Policy and Programs Community of Practice: How SEAs Can Support District-Level Strategies

April 7, 2015
Facilitators and Presenters

- Danielle Smith, U.S. Department of Education
- Rashidah Lopez Morgan, Equitable Access Support Network
- Monica Young, Equitable Access Support Network
- Shayne Spalten, Denver Public Schools
- Kevin Zimmer, TNTP
Equitable Access Support Network

Center on Great Teachers and Leaders

CCSSO

U.S. Department of Education Office of State Support

Equitable Access Support Network (EASN)

State Support

Comprehensive Centers

Equity Assistance Centers

EASN.grads360.org
Agenda

- Welcome and Overview
- Educator Equity Strategic Options Report
- SEA Support of District-Level Equity Strategies
- District-Level Equity Strategies
- Wrap Up
Welcome and Overview
Webinar Objectives

Attendees will:

• Review options for how State education agencies (SEAs) can support LEA efforts to improve placement and movement of effective teachers;

• Learn how SEAs can support district efforts to address inequitable access to effective teachers; and

• Hear about one LEA’s efforts to promote equity in its district
Communities of Practice

- Policy and Programs
  Rashidah Lopez Morgan

- Data Use and Analysis
  Dr. Andy Baxter

- Stakeholder Engagement
  Dr. Ellen Sherratt

- Rural Access Issues and Support
  Dr. Rose Honey
Policy and Programs CoP Objectives

Through the support of EASN experts and other State teams, SEA staff members participating in the Policy and Programs CoP will:

• Identify State-level strategies to address teacher retention, teacher supply, and extend the reach of great teachers and school leaders to improve equitable access to excellent educators;

• Identify State-level policies to advance equitable access; and,

• Identify ways SEAs can support district-level equity strategies.
Educator Equity Strategic Options Report: Improving Placement and Movement of Effective Teachers
The Reform Support Network developed a brief, *Educator Equity Strategic Options Report*, that explores both the root causes of inequitable access and the strategies the group identified to address this problem. It focuses on options to improve the placement and movement of effective teachers.

The brief summarizes the input of a cross-sector group of experts in human capital management and educator effectiveness. These experts came together to strategize about how States and districts can further address the issue of inequitable access to effective teachers.

Resource: *Strategic Options Report* available at: 
Improving Placement and Movement of Effective Teachers

Root Causes for Inequities Related to Placement and Movement

- Effectiveness-blind human capital management
- Ineffective leadership
- Adverse working conditions
- Inadequate compensation
- Lack of upward mobility
- Productivity of peer teachers

Improving Placement and Movement of Effective Teachers

Strategies to Improve the Placement and Movement of Effective Teachers

- Improve the Supply of Teachers to High-Need Schools
- Improve Management of Human Capital
- Hold District and School Leaders Accountable for Teacher Distribution
- Compensate Excellent Teachers and Leaders in High-Need Schools
- Promote Strategic Staffing Initiatives Within Districts

What SEAs Can Do to Support Districts

Today, we will focus on how SEAs can support districts across three areas:

1. Get teachers to high-need schools
2. Collect high-quality staffing data
3. Empower principals to make staffing decisions—and hold them accountable

Consult the full report for even more strategies on how your State can improve equitable access in districts and schools.
What SEAs Can Do to Support Districts

1. Get teachers to high-need schools

   Establish performance contracts with high-performing teacher preparation programs

   • SEAs can grant exclusive rights to high-performing teacher training programs to provide high potential teacher candidates for certain districts.

   Recruit college students to teach in high-need schools through loan repayment

   • SEAs can extend eligibility for loan repayment from the Federal and State governments for candidates who: a) receive an effective rating; and b) commit to teach in high-need schools for a certain number of years.
What SEAs Can Do to Support Districts

2 Collect high-quality staffing data

Create a strategic plan for workforce planning

- SEAs can create workforce plans that they co-develop with educators for long-term staffing of their schools.
- SEAs can collect data and analyze how the data varies by grade level, subject area, and types of schools and communities to inform planning efforts.

Establish longitudinal data systems to track which students get which teachers

- SEAs over time can collect data (including student demographics/achievement, teacher ratings distributions) related to access to effective teachers.
- SEAs can use these data to identify challenges and discuss them with districts.
What SEAs Can Do to Support Districts

3 Empower principals to make staffing decisions—and hold them accountable

Change teacher placement policies that prevents smart hiring and retention

- SEAs can adopt provisions in favor of a policy of mutual consent between teachers and principals, and replace seniority-based layoff policies with those that are performance based.

Hold principals accountable for distribution of teacher quality through principal evaluation

- SEAs can include metrics around retention, attrition and placement in the principal’s evaluation.
- SEAs can train principals’ managers to help principals keep their best teachers and assign the strongest teachers to the highest-need classrooms.
District-Level Strategies
Shayne Spalten
Chief Human Resources Officer
Denver Public Schools
Denver Public Schools

Denver Public Schools (DPS) is focused on ensuring low-income and minority students have the same access to effective teaching as other students.

We will highlight four focus areas:

• Evaluation
• Hiring
• Retention
• Compensation
DPS implemented their evaluation system, LEAP, which allows them to disaggregate data and determine how teachers are distributed.

- Consists of 50% professional practice and 50% student growth
- Creates an honest evaluation approach and have seen that reflected in the ratings distributions
- Establishes data on the distribution of effective teachers in high poverty and low poverty schools

**Evaluation**

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**LEAP ‘13-’14 Ratings Distribution**

- 71% Effective (N = 3,058)
- 21% Approaching Effective (N = 890)
- 1% Not Meeting (N = 42)
- 8% Distinguished (N = 329)
DPS incorporated a policy change that increases the likelihood that high poverty schools will hire effective teachers.

- Analyzed the month of hire and LEAP ratings
- Discovered the earlier a teacher is hired, the more likely they will be effective
- Shifted the hiring cycle so that high poverty schools could hire earlier and have access to higher quality prospective teachers
- Eliminated “Forced Placement” in high poverty schools
DPS organized a teacher retention task force that recommended ways to retain teachers in high poverty schools.

- **Improving leadership**: Further expand opportunities for teachers to take on differentiated roles in their schools.
- **Improving teacher supports**: Implement instructional models that reduce student-teacher ratios, such as blended learning or co-teaching models.
- **Improving student supports**: Provide high-poverty schools with the means to hire for positions their communities clearly need. These positions might include a school nurse, social worker, counselor or parent liaison.
- **Rewarding and recognizing teachers**: Adopt a tiered incentive system for all teachers working at hard-to-serve schools.
DPS announced changes to principal and teacher compensation to reward and recognize efforts in high poverty schools.

<table>
<thead>
<tr>
<th>New Principal/AP Compensation</th>
<th>Teacher Compensation (Proposed Changes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase compensation for leading high-poverty schools</td>
<td>• Increase compensation for teachers in the highest-poverty schools</td>
</tr>
<tr>
<td>• Expand the definition of high-poverty schools to include all Title 1 schools</td>
<td>• Change the eligibility for the &quot;hard to-serve&quot; incentive to all Title 1 schools</td>
</tr>
<tr>
<td>• Increase compensation for effective or distinguished ratings</td>
<td>• Apply incentive for individual teacher performance to all Distinguished Teachers.</td>
</tr>
<tr>
<td></td>
<td>• Move from an incentive based on a single test to one based on a more well-rounded view of a top teacher's performance.</td>
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</table>
# Proposed Changes to Teacher Compensation

<table>
<thead>
<tr>
<th></th>
<th>Current Incentive</th>
<th>Proposed Incentive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Highest Needs</strong>¹</td>
<td>$2,481¹</td>
<td>$5,800 (if prior year rating of Effective or Distinguished)</td>
</tr>
<tr>
<td>For proposed incentive: 30 highest needs schools; ~ 25% of teachers</td>
<td></td>
<td>$4,000 (if prior year rating of Approaching)</td>
</tr>
<tr>
<td><strong>Hard-to-Serve</strong></td>
<td>$2,481</td>
<td>$2,481</td>
</tr>
<tr>
<td>For proposed incentive: Includes expansion to all Title I schools not eligible for Highest Need</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Top Performing</strong></td>
<td>$2,481</td>
<td>$1,000</td>
</tr>
<tr>
<td><strong>High Growth</strong></td>
<td>$2,481</td>
<td>$2,481</td>
</tr>
<tr>
<td><strong>Exceeds Expectations</strong></td>
<td>$2,481</td>
<td>$2,481</td>
</tr>
<tr>
<td>For proposed incentive: All teachers receiving a Distinguished rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Projected Incentives</strong></td>
<td><strong>$ 20.8M</strong></td>
<td><strong>$ 20.8M</strong></td>
</tr>
</tbody>
</table>
## Principal Compensation

<table>
<thead>
<tr>
<th>Incentive Component</th>
<th>Current</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hard-to-serve / Title 1 (Elementary)</td>
<td>$6,000</td>
<td>$7,000 + $1,500/year if Effective (max of $13,000)</td>
</tr>
<tr>
<td>Highest-priority / Turnaround (E)</td>
<td>$13,500 + $2,500/year (max of $23,500)</td>
<td>$17,000 + $2,000/year if Effective (max of $25,000)</td>
</tr>
<tr>
<td>Hard-to-serve / Title 1 (Secondary)</td>
<td>$6,000</td>
<td>$10,000 + $2,000/year if Effective (max of $18,000)</td>
</tr>
<tr>
<td>$20,000 + $2,500/year if Effective (max of $30,000)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest-priority/ Turnaround (S)</td>
<td>$13,500 +$2,500/year (max of $23,500)</td>
<td></td>
</tr>
<tr>
<td>High-Growth</td>
<td>$5,500</td>
<td>$7,500</td>
</tr>
<tr>
<td>Top-Performing</td>
<td>$10,000 / $6,000 (Blue / Green)</td>
<td>$4,000 / $3,000 (Blue / Green)</td>
</tr>
<tr>
<td>Enrollment Supplement</td>
<td>N/A</td>
<td>$5,000 (1000+ kids) $3,000 (750-999 kids)</td>
</tr>
<tr>
<td>UIP</td>
<td>($3,400 exceeds/$2,100 meets)</td>
<td>N/A</td>
</tr>
</tbody>
</table>
SEA Support of District Efforts
Kevin Zimmer

Project Director, Performance Management
The New Teacher Project (TNTP)
SEAs, Districts, and Schools Play Various Roles to Provide Equitable Access to Excellent Educators

**SEAs:** Establish strategic policies, strong accountability and meaningful equity data

**Districts:** Develop robust talent management systems, thoughtful policies and a clear vision for excellent instruction

**Schools:** Create strong instructional cultures, performance-based retention and focused professional development

Equitable access to excellent educators for low-income students and students of color

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### SEAs Can Establish Strategies to Support District Efforts

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Potential root cause(s)</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share knowledge about equity innovations across the State</td>
<td>• Districts are not exposed to best practices from other districts experiencing similar challenges</td>
<td><a href="https://easn.grads360.org">Georgia DOE online portal</a></td>
</tr>
<tr>
<td>Set the right conditions for districts to build smarter compensation systems</td>
<td>• Inadequate pay causes effective educators to leave high need schools</td>
<td><a href="https://easn.grads360.org">Florida merit pay system based on student performance</a></td>
</tr>
<tr>
<td>Establish rewards and consequences for districts to make progress on eliminating their equity gaps</td>
<td>• Districts perceive the State’s focus on educator equity to be compliance-focused with no technical support available to help them make district-level equity improvements</td>
<td><a href="https://easn.grads360.org">Georgia’s Project EQ</a></td>
</tr>
</tbody>
</table>
### SEAs Can Establish Strategies to Support District Efforts

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</table>
| Grant staffing flexibility to high need districts and schools | • State barriers to mutual consent principal-driven hiring practices  
• State level seniority-based layoff policies prevent districts from making decisions based on staff performance | Memphis Innovation Zone                         |
| Encourage autonomy on school design and structure           | • State policy restrictions on class sizes and instructional time prevent districts from pursuing innovative school models | New Hampshire competency-based high school education model |
Questions?

Please type your questions for Kevin Zimmer in the chat box.
Wrap Up
## Next Steps

<table>
<thead>
<tr>
<th>Policy and Programs In-Person Meetings and Upcoming Webinar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>April 13</strong>-<strong>Session 1</strong></td>
</tr>
<tr>
<td>(at pre-submission review meeting)</td>
</tr>
<tr>
<td><strong>April 13</strong>-<strong>Session 2</strong></td>
</tr>
<tr>
<td>(at pre-submission review meeting)</td>
</tr>
<tr>
<td><strong>May</strong></td>
</tr>
</tbody>
</table>

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EASN Communities 360°

https://easn.grads360.org

Welcome to the Equitable Access Support Network website — your access point to useful tools and the latest news and products from EASN and its partners. Explore the resources and work with us to build a more equitable future for students across the country.

EASN News

- Technical Assistance Opportunity - Targeted Coaching Support: SEAs interested in accessing coaching support should review this overview and contact EASN by February 24th.
- Webinar: Understanding Your Educator Equity Plan: Watch the recording and find materials from this ED event (12/14).
- Webinar: Ensuring Equitable Access to Excellent Educators: Watch the recording and find materials from this ED event (11/7/14).
- FAQs: State Plans to Ensure Equitable Access to Excellent Educators: New document from ED.

Relevant Resources

Communities

Equity Plan Help

Tools & Toolkits

Sample Educator Equity Plan Template

Communities of practice (CoPs) developing states’ capacity in key areas like personalized learning, student measures, and data.

Need help with your State’s Equity Plan? Use our resources.

Find useful tools and toolkits to enhance State plan for ED.
Contact the EASN

Please visit the EASN website or email the EASN to join an EASN Community of Practice, find relevant resources, or request targeted support.

https://easn.grads360.org/
easn@aemcorp.com
Thank You!