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## Community of Practice:

## State Experiences Drafting Equity Plans

**Q&A:**

- Ask a question for today's facilitators

March 3, 2015



# Equitable Access Support Network

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

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April 7, 2015

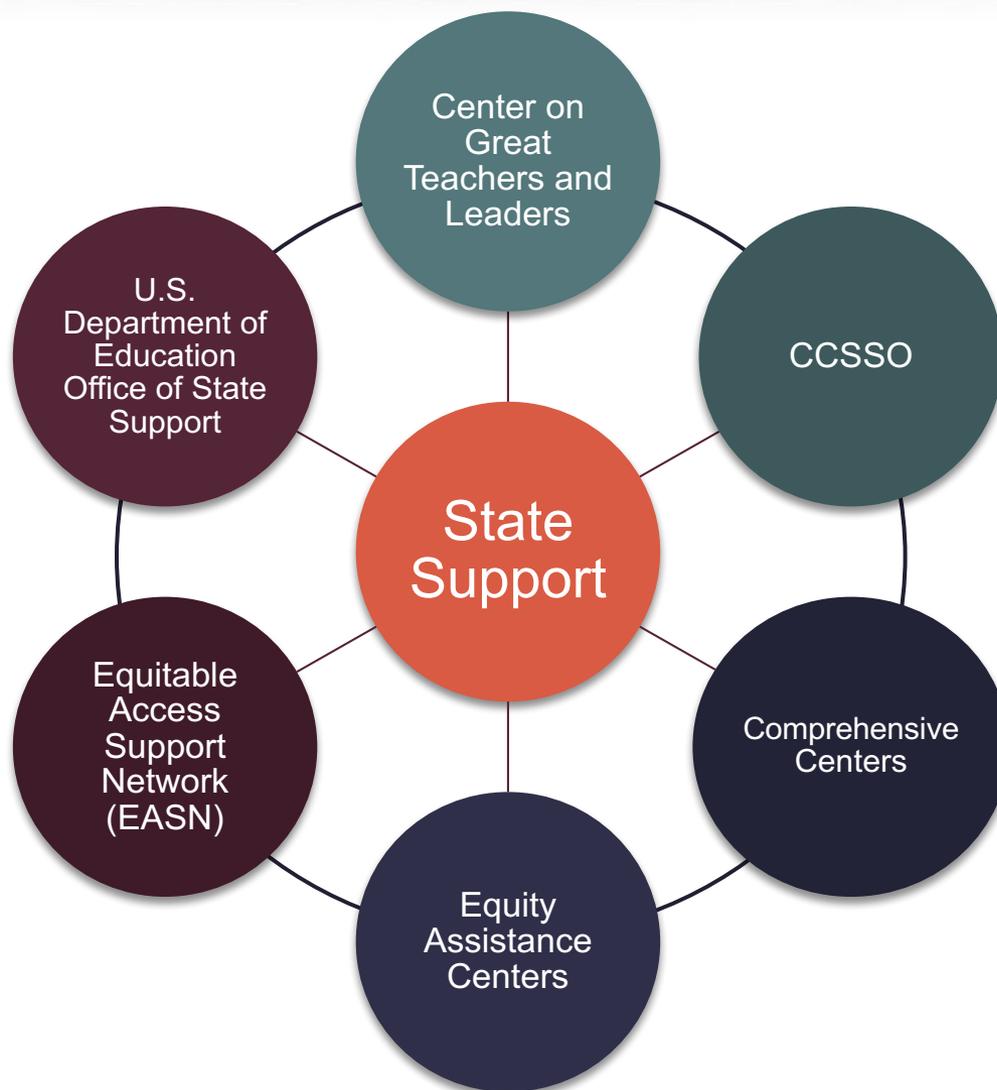


# Facilitators and Presenters

- **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





# Agenda

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- 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**



# Educator Strategic Options Report

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:  
<https://easn.grads360.org/#communities/pdc/documents/7333>



# 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

Resource: *Strategic Options Report* available at:

<https://easn.grads360.org/#communities/pdc/documents/7333>



# 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

Resource: *Strategic Options Report* available at:

<https://easn.grads360.org/#communities/pdc/documents/7333>



# 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:

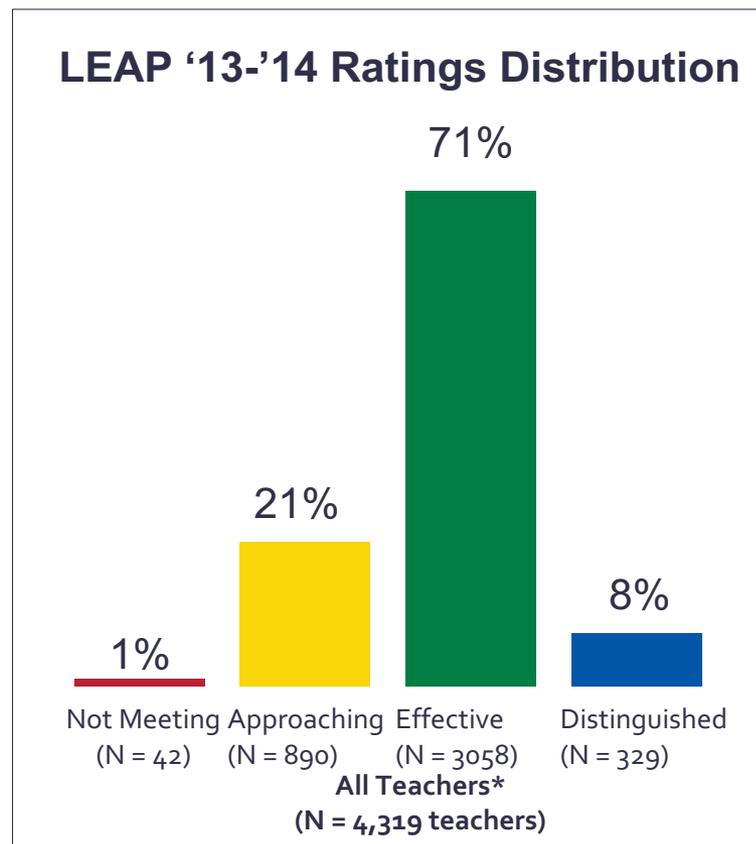
- Evaluation
- Hiring
- Retention
- Compensation



# Evaluation

**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



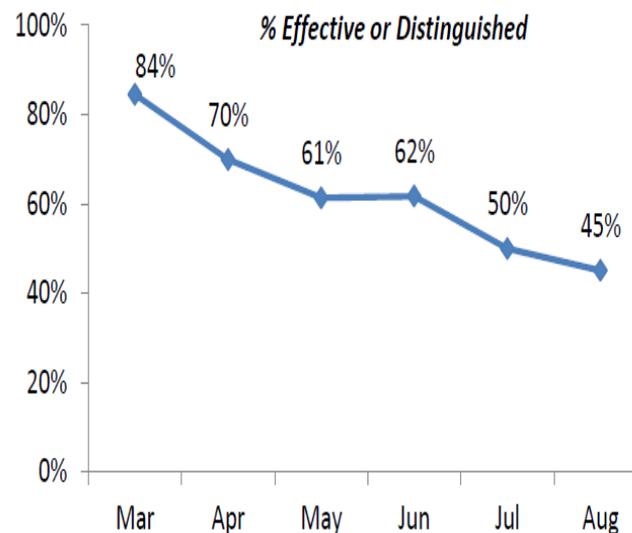


# Hiring

## 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

2013-14 Overall LEAP Ratings for New Hires, by Month Hired



| # of New Hires/Month |     |
|----------------------|-----|
| March                | 58  |
| April                | 123 |
| May                  | 150 |
| June                 | 175 |
| July                 | 114 |
| August               | 122 |



# Retention

**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.



# Compensation

## DPS announced changes to principal and teacher compensation to reward and recognize efforts in high poverty schools.

### *New Principal/AP Compensation*

- Increase compensation for leading high-poverty schools
- Expand the definition of high-poverty schools to include all Title 1 schools
- Increase compensation for effective or distinguished ratings

### *Teacher Compensation (Proposed Changes)*

- Increase compensation for teachers in the highest-poverty schools
- Change the eligibility for the "hard to-serve" incentive to all Title 1 schools
- Apply incentive for individual teacher performance to all Distinguished Teachers.
  - Move from an incentive based on a single test to one based on a more well-rounded view of a top teacher's performance.



# Proposed Changes to Teacher Compensation

|  | Current Incentive   |   | Proposed Incentive  |
|--|---------------------|---|---|
| <b>Highest Needs<sup>1</sup></b><br><i>For proposed incentive: 30 highest needs schools; ~ 25% of teachers</i>                 | \$2481 <sup>1</sup> | → | <b>\$5,800</b> (if prior year rating of Effective or Distinguished)<br><b>\$4,000</b> (if prior year rating of Approaching) |
| <b>Hard-to-Serve</b><br><i>For proposed incentive: Includes expansion to all Title I schools not eligible for Highest Need</i> | \$2,481             | → | \$2,481   |
| <b>Top Performing</b>  | \$2,481             | → | \$1,000   |
| <b>High Growth</b>   | \$2,481             | → | \$2,481   |
| <b>Exceeds Expectations</b><br><i>For proposed incentive: All teachers receiving a Distinguished rating</i>                    | \$2,481             | → | \$2,481   |
| <b>Total Projected Incentives</b>  | <b>\$ 20.8M</b>     | → | <b>\$ 20.8M</b>   |



# Principal Compensation

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



# District-Level Strategies

## Questions?

Please type your questions for Shayne Spalten in the chat box.

# SEA Support of District Efforts

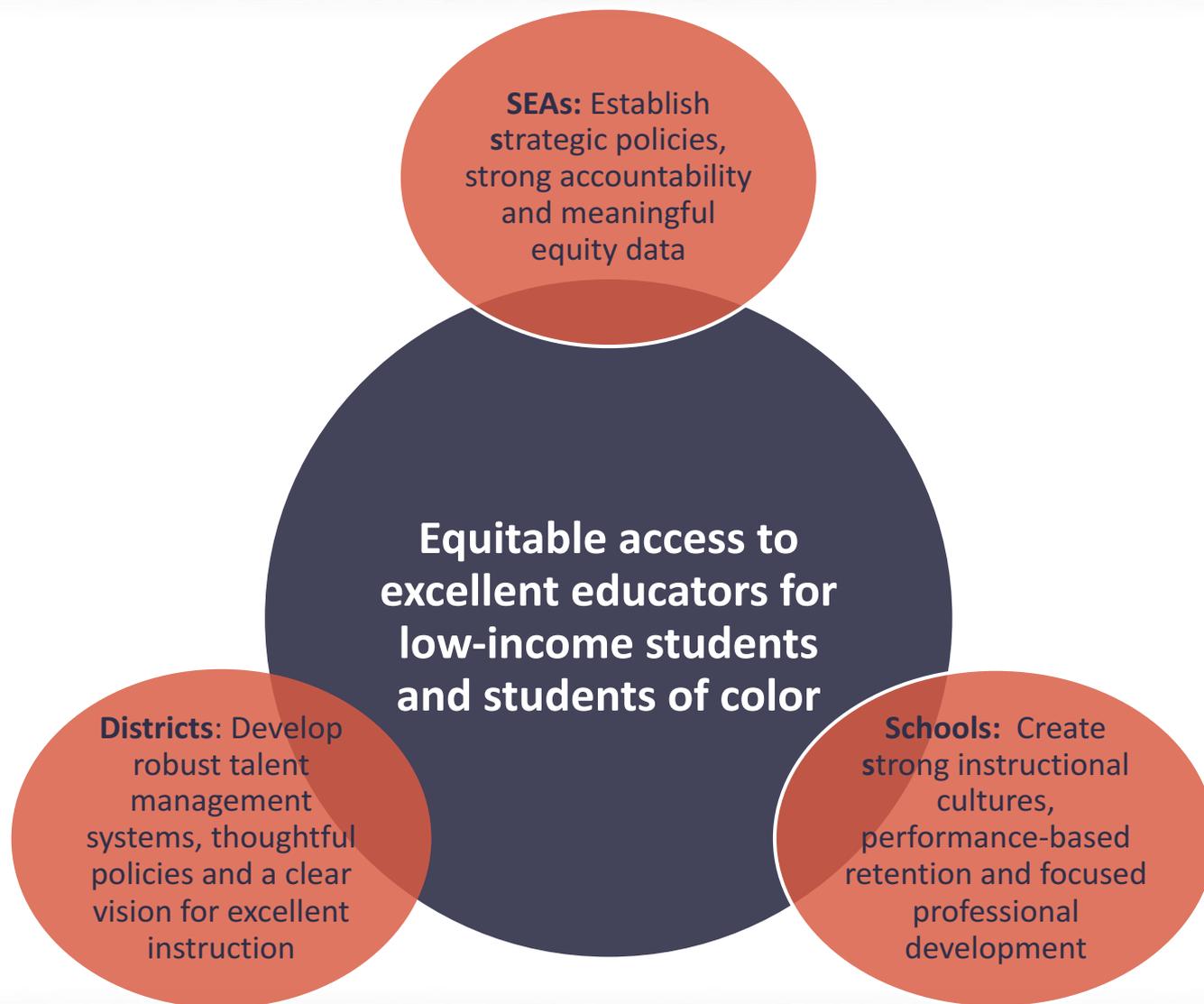


# Kevin Zimmer

Project Director, Performance Management  
The New Teacher Project (TNTP)



# SEAs, Districts, and Schools Play Various Roles to Provide Equitable Access to Excellent Educators





# SEAs Can Establish Strategies to Support District Efforts

| Strategy   | Potential root cause(s)   | Example  |
|--|---|--|
| Share knowledge about equity innovations across the State  | <ul style="list-style-type: none"><li>Districts are not exposed to best practices from other districts experiencing similar challenges</li></ul>  | <a href="#"><u>Georgia DOE online portal</u></a>                             |
| Set the right conditions for districts to build smarter compensation systems                       | <ul style="list-style-type: none"><li>Inadequate pay causes effective educators to leave high need schools</li></ul>  | <a href="#"><u>Florida merit pay system based on student performance</u></a> |
| Establish rewards and consequences for districts to make progress on eliminating their equity gaps | <ul style="list-style-type: none"><li>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</li></ul> | <a href="#"><u>Georgia's Project EQ</u></a>                                  |



# SEAs Can Establish Strategies to Support District Efforts

| Strategy  | Potential root cause(s)   | Example   |
|---|---|---|
| Grant staffing flexibility to high need districts and schools | <ul style="list-style-type: none"><li>• State barriers to mutual consent principal-driven hiring practices</li><li>• State level seniority-based layoff policies prevent districts from making decisions based on staff performance</li></ul> | <a href="#"><u>Memphis Innovation Zone</u></a>                                    |
| Encourage autonomy on school design and structure             | <ul style="list-style-type: none"><li>• State policy restrictions on class sizes and instructional time prevent districts from pursuing innovative school models</li></ul>  | <a href="#"><u>New Hampshire competency-based high school education model</u></a> |



# SEA Support of District Efforts

## Questions?

Please type your questions for Kevin Zimmer in the chat box.

# Wrap Up



# Next Steps

## Policy and Programs In-Person Meetings and Upcoming Webinar

April 13- Session 1      How Best to Leverage Existing Strategies and When to Create New Ones

(at pre-submission review meeting)

April 13- Session 2      Reviewing Root Cause Analysis and Strategies

(at pre-submission review meeting)

May      Teacher Retention Strategies



# EASN Communities 360°

<https://easn.grads360.org> %

The screenshot shows the EASN website interface. At the top, there's a navigation bar with 'Home' and 'Collaborate' tabs. Below that, a 'Program:' dropdown menu is set to 'Home', with other options like 'State Equity Plan Support', 'Tools and Toolkits', 'Network Partners', and 'Help Center'. The main content area features a large banner with the text 'Log in to access more!' and a red key icon pointing to a login form. The login form has fields for 'User Name' and 'Password'. Below the banner, there's a welcome message: '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.' To the right, there's a 'EASN News' section with a list of updates, including 'Technical Assistance Opportunity - Targeted Coaching Support' and 'Webinar: Understanding Your Educator Equity Plan'. Below the news, there's a 'Relevant Resources' section with links to 'State Plan Readiness Tool' and 'Sample Educator Equity Plan Template'. At the bottom, there are three circular icons representing 'Communities', 'Equity Plan Help', and 'Tools & Toolkits', each with a brief description below it.

GRADS360® - Home > Overview > x

https://easn.grads360.org/#program

## Equitable Access Support Network

Home Collaborate

Program: **Home** | State Equity Plan Support | Tools and Toolkits | Network Partners | Help Center

### Home

Home > Overview > Home

Log in to access more!

Welcome to EASN Online!

#### 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 (12/1/14).
- [Webinar: Ensuring Equitable Access to Excellent Educators](#): Watch the recording and find materials from this ED event (11/17/14).
- [FAQs: State Plans to Ensure Equitable Access to Excellent Educators](#): New document from ED.

#### Relevant Resources

- [State Plan Readiness Tool](#)  
Equitable Access Support Network
- [Sample Educator Equity Plan Template](#)  
Center on Great Teachers and Leaders

### Communities

Communities of practice (CoPs) will allow states to share

### Equity Plan Help

Need help with your State's Equity Plan? We can answer

### Tools & Toolkits

Find useful tools and toolkits to help your State plan for and



# 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](mailto:easn@aemcorp.com)

Thank You!