Arkansas Department of Education

Equitable Access to Excellent Educators Plan

June 1, 2015

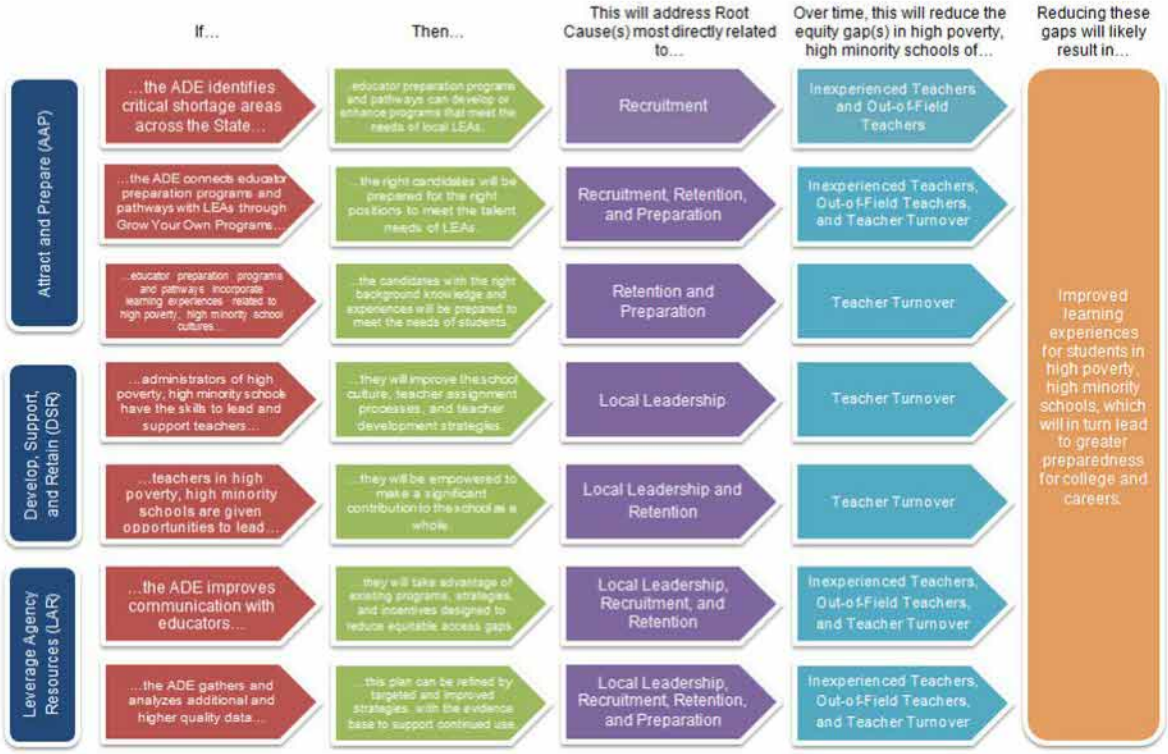
Executive Summary

This document is a summary of Arkansas's Equitable Access plan. All of the work for this plan has been done in collaboration with multiple stakeholder groups. The plan will serve as a roadmap or guide to ongoing efforts to provide excellent educators for all of Arkansas's students.

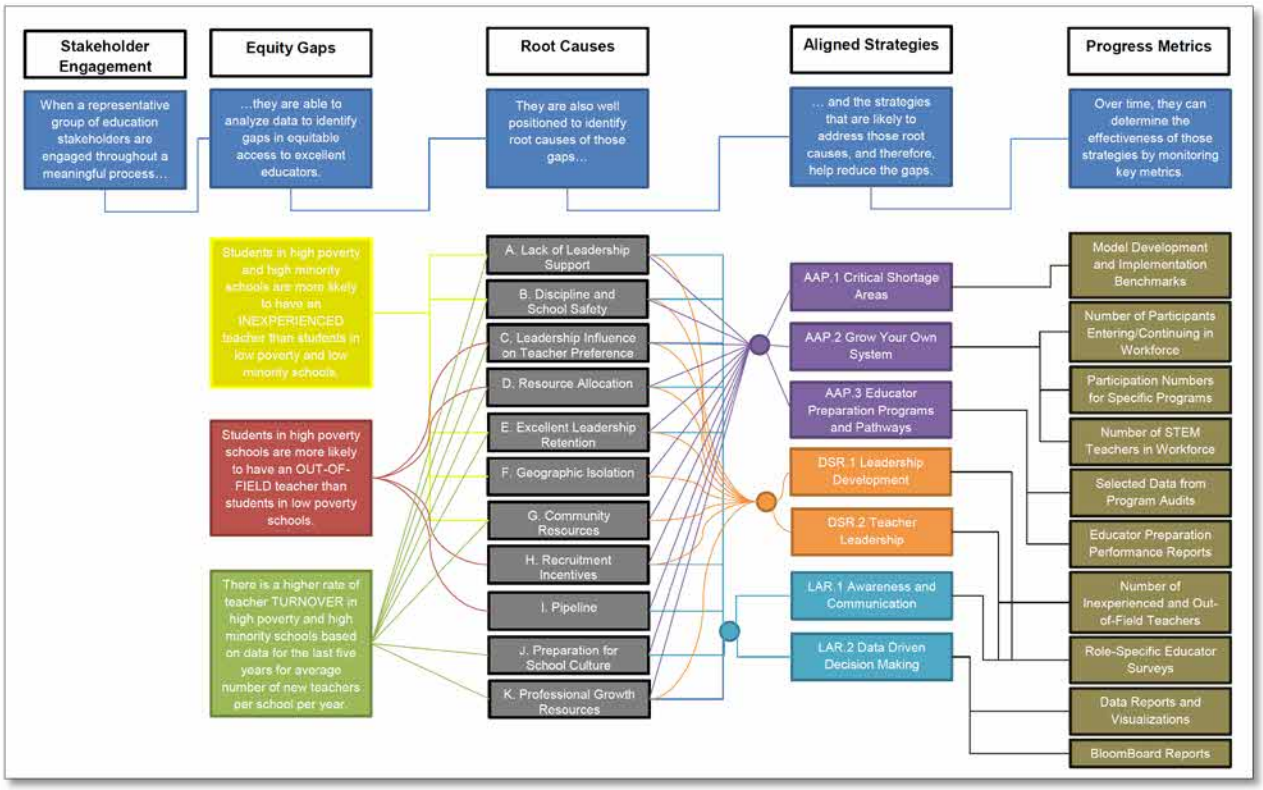
In communicating the strategies and efforts detailed in this plan, we have been asked, "What makes this different from things that we have tried in the past?" The Arkansas Department of Education will focus its efforts to transform our educator workforce by focusing on attracting, preparing, supporting, developing, and retaining the most effective educators to serve the students of Arkansas. None of the strategies in this plan involve a new program or a one-shot fix to education. Instead, this plan focuses on identified existing strategies that:

(1) should be continued because they are already preventing equity gaps from increasing,
(2) could reduce equity gaps if improved, enhanced, or expanded
(3) or, with additional research, will show evidenced-based strategies that are likely to reduce equity gaps by addressing the root causes previously identified

In developing the plan, the stakeholders worked from the following Theory of Action:



The work has been linked together with this Logic Model depiction:



These models will assist in the continued development of the plan and also in the ongoing process of revision.

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Section 1: Introduction

Poverty has been widespread in Arkansas for many years. Out of 75 counties, all but 12 contain at least one high poverty school. Data also reveals pockets of high minority schools amongst these high poverty schools. Maps of Arkansas identifying both high poverty and high minority schools make considering the needs of these schools a priority. (See Appendices A & B.)

Excellent Educators

Since the teacher in the classroom is the best indicator of student success, Arkansas has been concerned with providing equitable access to excellent educators for several years.

Arkansas recognizes that many personal traits and professional actions comprise excellence. Excellent educators include not only teachers, but administrators, counselors, support personnel, and all staff involved in public education.

Arkansas defines an
EXCELLENT TEACHER
as one, who:

(1) through experience and training, is an expert in his or her field, meets the proficient or distinguished designation on evaluations, and constantly improves his or her practice; and

(2) through a deep commitment to student learning, motivates student to learn, brings about the learning progress needed to close achievement gaps among students of all cultures, socioeconomic levels, and learning abilities, and cultivates higher-order thinking skills.

Arkansas defines an EXCELLENT LEADER
as an instructional leader with strong ethics and an unyielding commitment to students, who:

(1) through experience and training, meets the proficient or exemplary designation on evaluations and can expertly facilitate school change and improvement;

(2) through a deep commitment to the education system, advocates, nurtures, and sustains a safe and secure environment for staff and students and an instructional program, which are conducive to student learning and supportive of teacher personal and professional growth; and

(3) collaborates with community members, to mobilize community resources and respond to diverse community and cultural interests and needs.

Arkansas recognizes that strong leaders are an essential component to providing equitable access to excellent teachers for all students under this plan.

Arkansas's Equitable Access to Excellent Educators Plan

The Arkansas Department of Education (ADE) is pleased to submit to the U.S. Department of Education (ED) the following Equitable Access to Excellent Educators (EAEE) Plan that has been developed to address the long-term needs for improving equitable access to excellent teachers and leaders in Arkansas. This plan responds to Education Secretary Arne Duncan's July 7, 2014, letter to SEAs, as augmented with additional guidance published on November 10, 2014. Arkansas's plan complies with (1) the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families, and students of color are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and (2) the requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA as data indicates changes in the state's needs. Given the importance of strong leadership, our plan also includes the specific steps that we will take to ensure that teachers in high poverty, high minority schools are supported by excellent leaders.

Plan Development

This EEAE Plan details our approach to achieving our objective of providing access to excellent educators for our state's students who attend high poverty, high minority schools, through educator preparation, recruitment and retention, local leadership, and better resources. However, Arkansas is committed to improving student outcomes across the state by expanding access to excellent teaching and leading for *all* students. As such, the plan is not about a narrow and impractical redistribution of high-quality educators from low-need to high-need districts, schools, and classrooms, but rather a comprehensive approach to strengthening and maintaining teacher and principal effectiveness across the state, with an emphasis on our schools and classrooms with the greatest need.

Plan Components

1. Data Analysis and Equity Gaps

This plan focuses on EAEE gaps related to Inexperienced Teachers, Out-of-Field Teachers, and Teacher Turnover. See Section 3B.

2. Stakeholder Engagement

Participants in the EAEE stakeholder groups and other stakeholder meetings represented educators and the general public. See Section 2.

3. Root Causes

Root causes for equity gaps were identified across three broad themes: Local Leadership, Recruitment and Retention, and Educator Preparation and Pathways. See Section 3C.

4. Targeted Strategies

Existing and new strategies to address the root causes and equity gaps were selected in three strands: Attract and Prepare; Develop, Support, and Retain; and Leverage Agency Resources. See Section 3D.

5. Progress Monitoring Metrics

Metrics for each strategy were identified or developed to monitor which strategies are most effective. See Section 3E.

To create Arkansas's EAEE Plan, a team of leaders at the ADE, led by the Director of the Office of Educator Licensure, with support from the South Central Comprehensive Center at the University of Oklahoma, took the following steps:

1.Reviewed data provided by ED and our own Arkansas Department of Education Data Center to identify equity gaps.

a.The Statewide Information System Reports (SIS) is a collection of public data from Arkansas K-12 Public Schools. Using this site, one can access report statistics on topics such as bus counts, course enrollment totals, finance, student demographics, teacher and staff counts and much more. Data Reports are available based on a variety of subject areas at the State (SEA); County; District (LEA) and School levels. The Statewide Information Reports are sourced off the Arkansas's Department of Education's State Data Warehouse which is populated using the Cycle Certified data as submitted by the school districts, 9 times a year.

b.General licensure information on teachers and administrators is available from our Arkansas Educator Licensure System (AELS) website.

2.Developed and began implementing a long-term strategy for engaging stakeholders in ensuring equitable access to excellent educators.

3.Conducted root-cause analyses, based on data and with stakeholders, to identify the challenges that contribute to our equity gaps.

4.Used root-cause analyses to identify and target strategies likely to reduce the equity gaps.

5.Determined progress monitoring metrics, and created a plan for measuring and reporting progress and continuously improving this plan.

Scan of State-Level Policies, Initiatives, and Currently Available Data

To begin this process in an informed way, ADE reviewed current policies and initiatives that Arkansas has been implementing in recent years as well as relevant and available data using the equity plan readiness/planning tool provided by Equitable Access Support Network (EASN). This review was conducted in collaboration with the Cross Functional Implementation Team (CFIT) at ADE and led by the Equitable Access Core Group (EACG) at ADE, both of which are described in detail in Section 2. Specifically, we reviewed:

- Existing state policy and practice for improving educator recruitment, retention, development, and support
- Policies Governing Programs for Educator Licensure and other initiatives focused on Arkansas's institutions of higher education (IHE) and providers that prepare teachers and leaders
- Initiatives relating to providers of in-service professional learning programs
- Current Rules Governing Educator Licensure
- Routes to Educator Licensure
- Programs and/or Initiatives already existing throughout ADE that may align to the EAEE Plan
- Status of teacher and principal evaluation systems: A teacher evaluation task force was formed in the spring of 2009 with the purpose of researching, evaluating and recommending a framework for a summative evaluation that would include valid assessment of educator practice and professionalism, as well as evidence of educator impact on student growth and achievement. Arkansas developed, tested, and implemented the Teacher Excellence and Support System (TESS), beginning with a pilot in 10 schools during the 2012-13 school year and a statewide pilot during the 2013-14 school year with full implementation during the 2014-15 school year in all Arkansas school districts. Work on a principal evaluation system began during the 2010-2011 school year and was named the Leader Excellence and Development System (LEADS). In the 2013-2014 school year, all districts were required to pilot LEADS with principals and assistant principals. Districts must fully implement the new system in the 2014-2015 school year. Growth for administrators will be applied to overall yearly ratings, according to the same timeline as growth is applied to teacher ratings. The LEADS rubric is based on the Interstate School

Leaders Licensure Consortium (ISLLC) standards and functions, while TESS is based on the Danielson's Framework for Teaching. At this time, ratings of teachers and principals are not available.

- Available data identified as relevant to the development and implementation of our state's equitable access plan. As a starting point, we reviewed the data profile prepared by ED, in particular the Civil Rights Data Collection data submitted by our state's school districts, ED*Facts* data that we provided to ED on classes taught by highly qualified teachers, and state data similar to what is found in the Common Core of Data, including basic information such as demographic and comparable wage data on teacher salaries. To build on these data, we also reviewed additional relevant data that we have as part of our state's SIS system and AELS, such as teacher turnover rates, inexperienced teachers, teachers teaching out of field, and unqualified teachers. Our special projects coordinator led the process of collecting and reconciling these disparate data sources.

Section 2: Stakeholder Engagement

The success of Arkansas's EAEE Plan will depend in large part on the collaboration between the stakeholders and the ADE.

Purpose

The ADE sought investment in the EAEE Plan from a diverse set of stakeholders, including parents and other community members, teachers and other school employees, teacher organizations, administrators, higher education, school boards, parent organizations, administrator organizations, civil rights groups, business groups, state organizations, non-profit organizations, schools, and charter schools.

Approach

Initial stakeholder meetings were organized to: (1) inform a diverse group of stakeholders on the available data and the ADE's development and implementation of the plan; (2) discuss potential causes and strategies; and (3) encourage the long-term involvement and ownership of the stakeholders in developing a state plan for teacher and leader equity in Arkansas. (See Appendices C-I for details about our stakeholder engagement process, those who participated, and meeting notes.)

In addition to initial meetings with stakeholders, the ADE continues to involve the Professional Licensure Standards Board (PLSB) Task Force on Education Preparation Program Audits, ForwARd Arkansas, and Institutions of Higher Education (IHEs). Furthermore, four ongoing stakeholder advisory groups have been established:

- Equitable Access to Excellent Educators (EAEE) Stakeholder Group
- Civil Rights Leaders Group
- Equitable Access Core Group (EACG)
- Cross Functional Implementation Team (CFIT)

These groups will continue to meet to oversee the long-term implementation of and improvement of this plan. It is our intent to continue the conversations with other groups in the future and to share with the original stakeholder groups as the plan is revised over time. (See Appendix K for a list of individuals who have agreed to participate in the ongoing stakeholder advisory groups.)

Initial Stakeholder Engagement

- South Central Comprehensive Center (SC3) provided technical assistance to the team in preparing for the stakeholder engagement meetings and has continued to provide assistance throughout the process.

- An Equitable Access Core Group (EACG) was formed from ADE staff members with primary responsibility for guiding the process of developing and implementing the EAEE Plan, and the process of reviewing and selecting the materials and data to be shared with the stakeholders began. The core group gathered and analyzed data to identify the equity gaps, reviewed initiatives and policies currently in place related to identified gaps, identified stakeholders with a role in the current initiatives and policies, facilitated a root cause analysis with stakeholders, and designed measurable targets and a plan for measuring and reporting progress of strategies towards lessening the identified gaps. The core group will continue to meet on a monthly basis to monitor the progress of the implementation and to facilitate updates to the EAEE Plan as necessary.

- A Cross Functional Implementation Team (CFIT) made up of a member from each division in the ADE was formed to ensure that the team will work to coordinate efforts to align existing ADE programs with the strategies in the EAEE Plan. Specifically, strategies within the Leverage Agency Resources (LAR.1 Awareness and Communication and LAR.2 Data Driven Decision Making) are designed to maximize the benefits of ongoing work across the agency. The CFIT will continue to meet as needed to ensure fidelity of the implementation of the EAEE plan.

- The Equitable Access to Excellent Educators (EAEE) Stakeholder Group was organized and included state and district leaders, teachers, educators, administrators, higher education, principals, parents, union leaders, community and business organizations, and students.

    - The ADE engaged stakeholders through a variety of strategies in Spring 2015, including four stakeholder meetings that involved the EAEE Stakeholder Group as well as a wider engagement of stakeholders interested in initial planning.

    - The EAEE Group will oversee the long-term implementation and improvement of this plan.

- The Civil Rights Leaders Group was organized and included state and district leaders, community and civil rights organizations, state legislators, and other state and regional agencies that represent students of poverty and minority.

- The purpose of this stakeholder group is to provide information concerning the data and analysis that has been undertaken, to receive feedback, and to provide opportunities for future engagement in the ongoing updates to the plan. This stakeholder group will meet bi-annually to review and discuss the progress of the strategies in the EAEE plan.

- The ADE partnered with the South Central Comprehensive Center at the University of Oklahoma and the Region VI Equity Assistance Center, the Intercultural Development and Research Association, and the South Central Collaborative for Equity (IDRA SCCE) to facilitate the Civil Rights Stakeholders Group meetings.

- Stakeholders were directly involved in the root-cause analysis (see Section 3C). Stakeholders also collaborated in examining data to identify the state's most significant gaps in equitable access to excellent teaching and leading, which included inexperienced teachers, out-of-field teachers, and teacher turnover. Together with our root-cause analysis, this work by our stakeholders informed our theory of action (see Section 3A). Documentation of these meetings is provided in Appendices C-I.

- The following groups participated in the stakeholder meetings and are included in the design of Arkansas's Equitable Access to Excellent Educators (EAEE) Plan:

Arkansas EAEE Stakeholder Alphabet

AAEA AREA
ASBA AEA
APSRC
ASTA AR-PTA ATC
ForwARd PLSB
LEA

  - **Arkansas Association of Educational Administrators**: The AAEA is an umbrella association with twelve constituent educational administrator organizations, representing approximately 2,500 school administrators. The AAEA has committed itself to supporting school leaders through legislative representation, advocacy, and professional learning opportunities. One representative of the AAEA participated in EAEE planning. Source: www.theaaea.org

  - **Arkansas Rural Ed. Association**: The AREA is a statewide organization that is affiliated with the National Rural Education Association. The AREA promotes quality experiences and opportunities for all of Arkansas's rural students to enable them to compete in a diverse global community. One representative of the AREA participated in EAEE planning. Source: www.arkansasruraled.com.

- **Arkansas School Boards Association**: The ASBA is a private, nonprofit, membership organization that provides leadership, training, advocacy, and specialized services to school boards throughout Arkansas. The ASBA is an Affiliate of the National School Boards Association, a federation of state school boards associations. Membership is open to school district boards, charter schools, and educational service co-operatives. The mission of ASBA is to promote student focused leadership in public education through training, advocacy, and service for local board members. Source: www.arsba.org.

- **Arkansas Education Association**: The AEA is a professional organization for teachers, education support students, and advocates. Its fundamental objective is to work for improved salaries, benefits, and working conditions for all education professionals, as well as for the betterment of the Arkansas state education system. Two representatives of the AEA participated in EAEE planning. Source: www.aeaonline.org.

- **Arkansas Public School Resource Center**: The APSRC is a service-oriented, nonprofit membership organization that provides support, technical assistance, and training to benefit charter schools and rural school districts across the state. Membership in the APSRC is open to charter schools, rural school districts, educational cooperatives, and educationally-related entities and businesses. They provide access to information and technical assistance to schools in four main areas: legal services, financial analysis and management, technology, and teaching and learning. The APSRC currently represents over 75% of school districts across Arkansas, 100% of all open-enrollment charters in Arkansas and 100% of the Arkansas education cooperatives. One representative of the APSRC participated in EAEE planning. Source: www.apsrc.net.

- **Arkansas State Teachers Association:** The ASTA is a statewide, non-union, professional educators' organization, advancing the profession by offering a modern approach to teacher representation and educational advocacy, as well as promoting professionalism, collaboration, and excellence without a partisan agenda. One representative of the ASTA participated in EAEE planning. Source: www.astapro.org.

- **Arkansas Parent Teacher Association**: The Arkansas PTA is intended to be a relevant and responsive resource for the engagement of families, schools and communities, in the education and well-being of children and youth in Arkansas. Two representatives of the Arkansas PTA participated in EAEE planning. Source: www.arkansaspta.org.

- **Arkansas Teacher Corps:** The ATC recruits, trains, and supports service-oriented and talented individuals to serve as teachers for Arkansas students who need them the most. It is a non-traditional route to licensure through the University of Arkansas in Fayetteville. One representative of the ATC participated in EAEE planning. Source: www.arkansasteachercorps.org.

- **Arkansas Commission on Closing the Achievement Gap:** Act 1314 of 2009 General Assembly Regular Session established the commission, which consists of eleven members representing the racial and ethnic diversity of Arkansas. The philosophy of the Commission on Closing the Achievement Gap is to ensure that all children have an opportunity for an education that will focus on equity as a means to achieve a closure in scores between and among diverse learning communities of students.

- **ForwARd Arkansas**: ForwARd Arkansas is a partnership of local education, business, government, and civil society leaders committed to improving public in the state. They do so by encouraging statewide discussion and making recommendations to ensure that all Arkansas students have access to the tools they need to succeed now and in the future. The group is currently conducting extensive research, encouraging statewide discussion, and developing a holistic plan to strengthen public education. One representative of ForwARd Arkansas participated in EAEE planning. Source: www.forwardarkansas.org.

- **Professional Licensure Standards Board (PLSB):** The PLSB was established by law in 2007 to develop the minimum requirements for teacher preparation programs, to audit those programs, and to establish and enforce the Code of Ethics for Arkansas Educators. The PLSB is composed of 16 members representing early childhood education, K-12 teachers, administrators, deans of teacher preparation programs, and the Department of Education.

- **PLSB Task Force on Education Preparation Program Audits**: The PLSB organized this task force to collaborate with the ADE on developing a system of program audit and feedback as required by state and federal laws. The task force consists of public and private higher education deans and faculty, public school teachers and leaders, charter school leaders, ADE and Arkansas Department of Higher Education policy leaders, career and technical education leaders, and early childhood education leaders. See: www.arkansased.gov/divisions/human-resources-educator-effectivenss-and-

licensure/professional-licensure-standards-board. The full board participated in EAEE planning.

- **Local Education Agencies:** LEAs include school board members, district administrators, building administrators, teachers, and other school staff members. Ten representatives of LEAs participated in EAEE planning.

- **Other:** In addition to these identified groups and the ADE, 15 other stakeholders participated in EAEE planning, including state government leaders, representatives of higher education, parents, and other community leaders.

Continued Stakeholder Engagement

- The ADE will continue to involve stakeholders as it continues to develop and refine the EAEE Plan through this process.

  - Future meetings with school district administrators and teachers, higher education faculty and administrators, and education stakeholders from across Arkansas have already been scheduled. This includes a tour of presentations that will be held at Education Service Cooperatives throughout the State in the summer of 2015. (See Section 3F.)

- To keep stakeholders updated on the progress of developing the plan, the ADE posts monthly updates on the ADE website.

- The ADE updates the Arkansas State Board of Education on a regular basis and will provide the State Board a summary of the EAEE Plan.

- Four ongoing stakeholder advisory groups have been established to oversee the long-term implementation and improvement of this plan:

  - Equitable Access to Excellent Educators (EAEE) Stakeholder Group
  - Civil Rights Leaders Group
  - Equitable Access Core Group (EACG)
  - Cross Functional Implementation Team (CFIT)

Section 3: Plan for Eliminating Equity Gaps

Section 3A: Rationale

Arkansas's plan for eliminating equity gaps involves examining data to reveal equity gaps, analyzing root causes, determining strategies to address the gaps, and identifying monitoring procedures. The ADE believes that the best way to reduce equity gaps is to draw a direct connection between the existing gaps and strategies designed to eliminate those gaps. This will be accomplished by matching strategies to the root causes of the gaps they are designed to address.

Figures 3A.1 and 3A.2 are designed to express both the process and conclusions drawn from the process of making these connections.

Theory of Action

Figure 3A.1 shows the ADE's Theory of Action for Eliminating Equity Gaps. This figure shows the ADE's belief that if appropriate strategies are implemented, the resulting actions will address root causes of the equity gaps and will reduce the identified gaps over time. The ADE categorized the strategies of this plan into three strands: Attract and Prepare (AAP); Develop, Support, and Retain (DSR); and Leverage Agency Resources (LAR).

Logic Model

Figure 3A.2 shows the ADE's process of making connections between identified equity gaps (through the root cause analyses) and identified strategies (that are progress monitored through given metrics). The ADE and its stakeholders determined that some root causes lead to multiple equity gaps. Additionally, we determined that some strategies will address multiple root causes, and some metrics can be used to progress monitor multiple strategies. These relationships are expressed in this figure; however, explanations of the gaps, root causes, strategies, and metrics will be detailed in Sections 3B through 3E.

Figure 3A.1. Theory of Action for eliminating equity gaps.

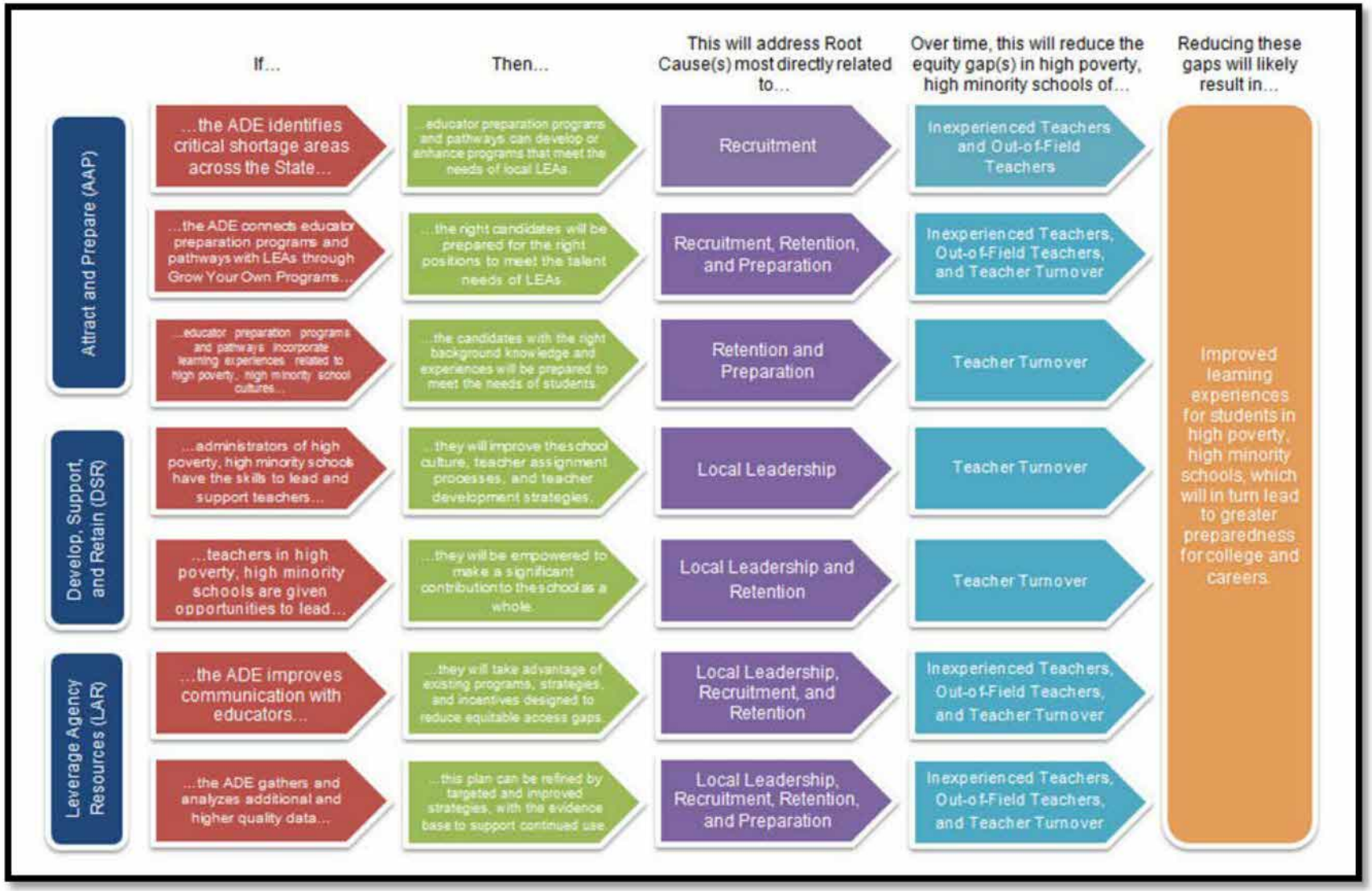
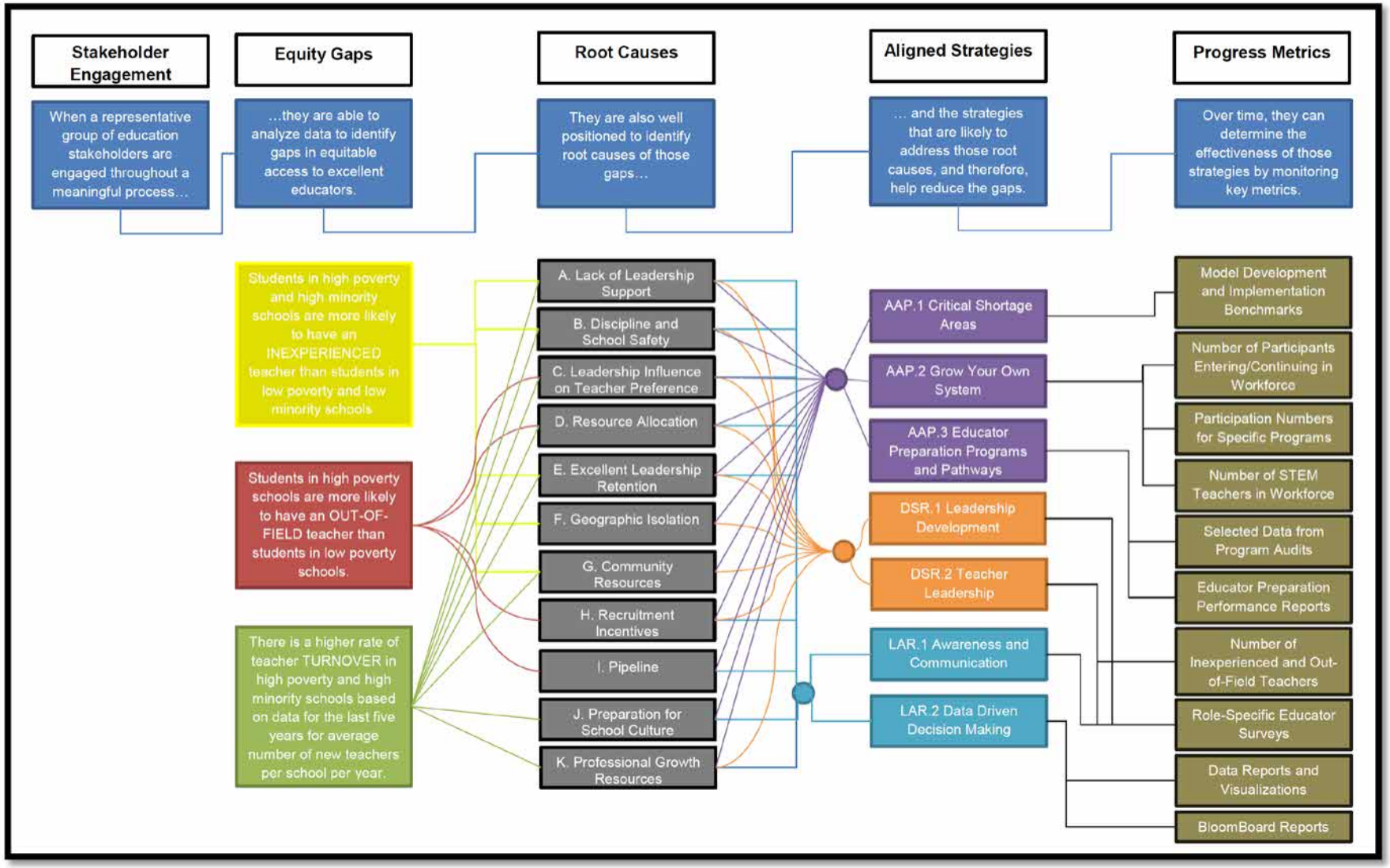


Figure 3A.2. Logic Model.



Scope

So as not to stretch beyond the capacity of the ADE or its stakeholders, the EAEE Plan is designed to focus on:

- The equity gaps that are most meaningful,
- The root causes that are most common across equity gaps,
- The strategies that will address the most root causes, and
- The metrics that will monitor progress of the most strategies.

Additionally, in order to leverage resources and political will, the EAEE Plan is designed to begin implementation with an emphasis on:

- Improving the effectiveness of existing strategies and activities, and
- Initial implementation in districts where the greatest gains can be revealed.

Although the ADE is not initially including a new requirement that LEAs develop and implement an EAEE local plan, the ADE does expect that districts will incorporate equitable access issues into their Arkansas Comprehensive School Improvement Plans (ACSIP).

Section 3B: Equity Gap Exploration and Analysis

To ensure that our equitable access work is data-driven, we have relied on multiple data sources that we intend to improve upon over time. As we have worked with our stakeholder groups, their perspectives have shed greater light on the data and helped us gain a better understanding of the root causes for our equity gaps and our strategies, including unintended consequences or likely implementation challenges for certain strategies.

Arkansas has been concerned with providing equitable access to excellent educators for several years, and our efforts to date appear to be showing results. Over the past three years more than 99% of the teachers of core academic subjects in Arkansas have fully met the federal definition of highly qualified teacher (HQT). Local conditions and limitations account for the remaining less than 1%.[1] Nevertheless, Arkansas recognizes that HQT is not a strong indicator of effectiveness and that we still have a long way to go to achieving our equitable access goals.

Definitions and Metrics

Data Sources – The ADE used multiple data sources in developing the EAEE Plan. Table 3B.1 represents the descriptions and acronyms for data sources utilized in this project.

Table 3B.1. Data sources.

Name	Acronym	Description
Statewide Information System	SIS	The Statewide Information System (SIS) is a web-based system developed by the ADE's Research and Technology Division to enable school districts to submit and certify data to the State. The system has the capability to pull data from various source systems on a nightly, as well as on-demand basis, as required by school districts.
Arkansas Educator Licensure System	AELS	AELS is an online, web-based database that contains general licensure information on teachers and administrators. Educators may also use this website to update their name, address, phone number, email address, etc. This system includes data on Additional Licensure Plan (ALP) waivers, which are an allowance for educators to teach out-of-field while completing requirements for additional areas of licensure.

For this analysis we relied on data that resides in SIS and AELS. SIS supplied the data related to poverty, minority, and years of experience. AELS contains all educator licensure information, and supplied data on unqualified teachers and teachers teaching out-of-field.

[1] For example, a teacher leaves during the school year and the district is unable to fill the slot on short notice with someone who meets all of the HQT criteria.

Arkansas examined the most recent complete set of data available (2013-2014 school years) in order to identify equity gaps to be addressed in the EAEE Plan. Table 3B.2 represents the demographic, poverty and minority data for Arkansas schools in 2013-2014.

Table 3B.2. Demographic, poverty, and minority data for Arkansas schools in 2013-2014.

Number of Schools	1,073
Number of Schools in each Quartile	269
Number of Districts	258
Total Student Enrollment	474,995
Total Number of Teachers	39,099
Percent Students in Poverty[2]	
All Schools	60.9%
Highest Poverty Quartile Schools (HP)	87.8%
Lowest Poverty Quartile Schools (LP)	39.3%
Percent Minority[3] Students	
All Schools	36.6%
Highest Minority Quartile Schools (HM)	75.7%
Lowest Minority Quartile Schools (LM)	5.5%

Source: SIS

Arkansas's 2010 educator equity plan focused primarily on teacher experience, HQT status, facilities, salaries, and teacher recruitment and retention. In contrast, this EAEE Plan focuses instead on ensuring that all classrooms are taught by experienced and qualified teachers.

SIS yielded data that indicates that schools with high concentrations of minority students and students from low-income families have more inexperienced teachers (and, relatedly higher teacher turnover) than schools with low concentrations of those students.

Because of the challenges associated with accurately and consistently capturing the qualities of an effective teacher statewide, in selecting metrics to capture educator effectiveness ADE has elected to err on comprehensiveness over simplicity. Tables 3B.3 and 3B.4 reflect the definitions and parameters of the factors reviewed for equity gaps.

Populations – We chose to use quartiles to divide "low-poverty" and "high-poverty" schools. Table J.1 in Appendix J represents the student/teacher makeup of the schools. Although there were fewer students and fewer teachers in the high poverty (vs low poverty) group, there was a

[2] Poverty measures were based on percent of student population on Free/Reduced Lunch.
[3] Minority measures are based on percent of student population that is non-white.

slightly greater student: teacher ratio. The reverse was true in the low minority (vs high minority) group. As we examine metrics at different levels, we will continue to take into account the size of the underlying subpopulation under consideration.

Table 3B.3. Poverty and Minority definitions and parameters.

		Range	Median
Poverty Measures	High Poverty Schools – Schools in the highest 25% of all schools ranked by % F/RL (269 schools, Appendix A)	78.8 - 100%	87.32%
	Low Poverty Schools – Schools in the lowest 25% of all schools ranked by % F/RL (268 schools)	0 - 42.41%	1.93%
Minority Measures	High Minority Schools – Schools in the highest 25% of all schools ranked by % non-white students* (269 schools, Appendix B)	54.35 - 100%	76.64%
	Low Minority Schools – Schools in the lowest 25% of all schools ranked by % non-white students (268 schools)	0 - 8.26%	5.24%

* Non-white = American Indian/Alaskan Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, Two or more races

Source: SIS

Equity Analysis Factors – The most challenging conversation for our team was about what constitutes a significant or important gap that we should be addressing. Based on discussions with stakeholders, and our understanding of available data, we made determinations about what gaps were of concern and were within our ability to measure for our state. Our teacher shortage area data changed very little over the past few years, and we realized that we needed to address the issue of the number of teachers teaching out-of-field. We also realized that teacher experience is an important factor in student achievement. Arkansas's data analysis for its EAEE Plan began with numerous metrics where schools were the unit of analysis for low-income students and minority students. These metrics included:

- % Teachers Out-of-Field
- % Teachers Unqualified
- % Teachers Inexperienced (0 years of experience)
- % Teachers Inexperienced (1-3 years of experience)
- % Teachers Inexperienced (0-3 years of experience)
- Turnover (Average number of new teachers per school per year over the last 5 years)
- % ELL Students
- % Teachers with Master's Degrees
- % Classes Taught by Highly Qualified Teachers

Table J.2 in Appendix J contains the data associated with these factors.

Subsequently, we only focused on the following teacher metrics for further examination:

- Inexperienced Teachers
- Out-of-Field Teachers
- Teacher Turnover
- Unqualified Teacher

Examining these factors revealed the differences between high- and low-poverty, and high- and low-minority groups and the differences between these groups and the state average. Table 3B.4 contains the definitions for the metrics we examined.

Table 3B.4. Equity Factor definitions.

Inexperienced Teacher	A teacher with less than one year of full-time professional teaching experience; a teacher in his or her first year of teaching. **Source:** SIS
Out-of-field Teacher	A teacher who is teaching out of license area while on an Additional Licensure Plan (ALP). **Source**: AELS
Unqualified Teacher	A long-term sub waiver. An individual, licensed or unlicensed, using a long-term sub waiver to substitute teach in an out-of-area position for more than 30 consecutive days during one semester **Source**: AELS
Teacher Turnover	Turnover was defined as the average number of inexperienced teachers (teachers in their first year of teaching) employed per school, per year, over the last five years. **Source**: SIS

Equity Gap Analysis

Our data reveal that an equity gap exists for each of the four metrics we included in our analyses for the two subgroups we examined (low-income students and minority students). The size (in absolute value) of the gaps, ranged from 0.06 percent for unqualified teachers in high- versus low-minority schools, to 8.48 percent for inexperienced teachers in the same group. (See Table J.3 and J.4 in Appendix J.) The relative differences are evident in Table 3B.5 and 3B.6.

Table 3B.5. Identified Equity Gaps.

Category	High Poverty vs Low Poverty	High Minority vs Low Minority	High Poverty vs State Average	High Minority vs State Average
Inexperienced Teachers (Figure 1 in Table 3B.6)	HP schools have Inexperienced Teachers at a rate 1.4 times greater than LP schools.	HM schools have Inexperienced Teachers at a rate 2.6 times greater than LM schools.	HP schools have Inexperienced Teachers at a rate 1.3 times greater than the state average.	HM schools have Inexperienced Teachers at a rate 1.6 times greater than the state average.
Out-of-Field Teachers (Figure 2 in Table 3B.6)	HP schools have Out-of-Field Teachers at a rate 1.2 times greater than LP schools.			
Teacher Turnover (Figure 3 in Table 3B.6)		Over the last 5 years, HM schools had new teachers (per school per year) at a rate 2.4 times greater than LM schools.	Over the last 5 years HP schools had new teachers (per school per year) at a rate 1.1 times greater than the state average.	Over the last 5 years HM schools had new teachers (per school per year) at a rate 1.5 times greater than the state average.
Unqualified Teachers (Figure 4 in Table 3B.6)	HP schools have Unqualified Teachers at a rate 25 times greater than LP schools.	HM schools have Unqualified Teachers at a rate 7 times greater than LM schools.		

Table 3B.6. Figures reflecting the data in Table 3B.5.

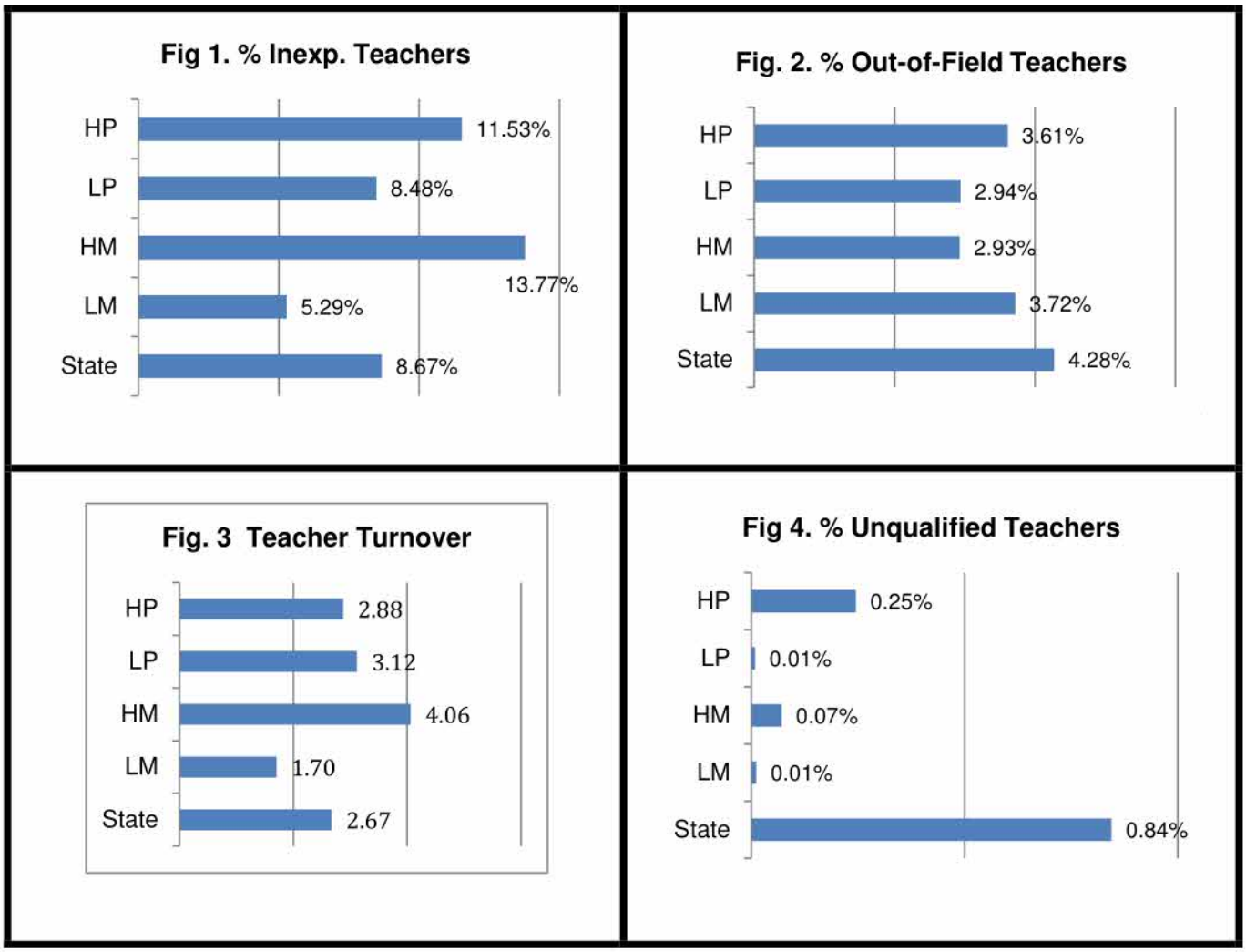


Table J.4 in Appendix J indicates the percentage difference was greatest for Inexperienced Teachers. In general, the percentage differences were smallest for the Unqualified Teacher metric, while percentage ratios were largest for this metric.

Figures J.1 through J.4 in Appendix J are scatter plots that represent the relationships between the poverty and minority metrics and the equity gap factors. These scatter plots show that there exists a positive relationship between the following data sets:

- % of Poor Students and % of Inexperienced Teachers (Figure J.1)
- % of Minority Students and % of Inexperienced Teachers (Figure J.2)
- % of Poor Students and % of Teachers Out-of-Field (Figure J.3)
- % of Minority Students and Teacher Turnover Rate (Figure J.4)

The positive relationship indicates that students who attend schools that are high poverty, high minority have less access to excellent teachers than students who attend low poverty, low minority schools.

Along with these metrics, we also identified additional equity gaps that we think are important to consider for our state:

- **HQT:** An examination of the highly qualified teacher (HQT) data yields that there were small differences between the percentage of classes taught by teachers who were not HQT in HP (1.41%) vs LP (1.17%) schools (dif = 0.24%) and in HM (1.79%) vs LM (1.15%) schools (dif = 0.64%). Both of these were also greater than the state average (1.30%).

- **Master's Degrees:** An examination of the Master's Degree data yields that there was a difference between the percentage of teachers with Master's Degrees in HP (34.6%) vs LP (42.0%) schools.

Equity Gap Focus

While several equity gaps exist, some gaps are very small or represent only a few teachers. For example, the difference between percent of teachers who are unqualified in HP schools (0.07%) and LP schools (0.01%) represents only a small fraction of the state's educators, even though it is seven times as great. (See Tables 3B.5 and 3B.6.) The ADE plans to focus on the most meaningful gaps in order to make the most significant changes as soon as possible. Though other equity gaps may be addressed in the future, to achieve our state's equitable access objectives, the ADE will focus on three identified equity gaps.

Equity Gaps

- Students in high poverty and high minority schools are more likely to have an **INEXPERIENCED** teacher than students in low poverty and low minority schools.

- Students in high poverty schools are more likely to have an **OUT-OF-FIELD** teacher than students in low poverty schools.

- There is a higher rate of teacher **TURNOVER** in high minority schools based on data for the last five years for average number of new teachers per school per year.

Section 3C: Root Cause Analysis

Stakeholders met to analyze the root causes associated with the identified gaps. Stakeholder discussions led to the exploration of a number of possible root causes of Arkansas equity gaps. Documents detailing the root causes identified by these stakeholders, as well as the relationships between root causes, may be found in Appendix H.

Daily Stakeholder Meeting Summaries

Day 1 (March 17, 2015)

- Gap Addressed: Students in HP and HM schools are more likely to have an inexperienced teacher than students in LP and LM schools.
- Root Causes Identified: Stakeholders identified 19 root causes that they grouped within two broad categories: Local Leadership and Recruitment and Retention. This group determined to spend time ranking the root causes in terms of the level of influence the cause has on the gap. The top three root causes for each category are as follows:
    - Local Leadership
        - Leadership lack of support
        - Discipline/safety/security
        - Teacher choice
    - Recruitment and Retention
        - Retention of excellent leadership
        - Geographic isolation/teacher distribution
        - Cultural conflict

Day 2 (March 18, 2015)

- Gap Addressed: Students in HP schools are more likely to have an out of field teacher than students in LP schools.
- Root Causes Identified: Stakeholders identified 14 additional root causes that they grouped within two broad categories: Inadequate Resources and Educator Preparation.

Day 3 (March 19, 2015)

- Gap Addressed: Students in HP and HM schools are more likely to have an unqualified teacher than students in LP and LM schools.
- Root Causes Identified: Stakeholders identified 16 root causes that they grouped within four broad categories: Local Leadership, Recruitment and Retention, Inadequate Resources, and Educator Preparation.

Day 4 (April 2, 2015)

- Gap Addressed: Students in HP schools are more likely to have an out of field teacher than students in LP schools.

- Root Causes Identified: Stakeholders identified 19 root causes that they grouped within four broad categories: Local Leadership, Recruitment and Retention, Inadequate Resources, and Educator Preparation.

Common Themes

Many of the root causes identified by stakeholders were consistent regardless of the equity gap being analyzed. The ADE's internal teams reviewed all of the identified root causes and determined themes that showed common root causes across the meaningful gaps. The root cause of inadequate resources was embedded into each of these themes. The following concerns were consistently considered to be root causes of the equity gaps addressed in this plan:

Common Themes of Root Causes

Local Leadership

Recruitment and Retention

Educator Preparation Programs and Pathways

- Root Causes Addressing Local Leadership

  A. Lack of Local Leadership Support – Leaders are not prepared to support new teachers or to address the unique cultures of high poverty schools and high minority schools.

  B. Discipline and School Safety – High poverty schools and high minority schools have the reputation of having more discipline issues and lack the resources to provide needed security.

  C. Leadership Influence on Teacher Preferences – Leaders are unable to foster an environment that encourages teachers will commit to the "difficult" assignments often found in high poverty schools and high minority schools.

  D. Resource Allocation – Leaders are not prepared or are unable to direct resources to meet the most pressing needs of high poverty schools and high minority schools.

- Root Causes Addressing Recruitment and Retention

    E. Excellent Leadership Retention – Frequent turnover of administrators in high poverty schools and high minority schools makes it difficult to establish a "Culture of Excellence."

    F. Geographic Isolation – The geographic isolation of many high poverty schools and high minority schools makes it difficult to recruit and retain teachers because of the lack of community resources.

    G. Community Resources – Communities with high poverty schools and high minority schools are unable to support the needs of educators and their families.

    H. Recruitment Incentives – Educators are unaware of or do not take advantage of incentives available for commitments to high poverty schools and high minority schools.

- Root Causes Addressing Educator Preparation and Pathways

    I. Pipeline – Educator preparation program and pathway availability does not align to the needs of high poverty schools and high minority schools.

    J. Preparation for School Culture – Teacher candidates are not adequately prepared to work in the unique cultures of high poverty schools and high minority schools and to address specific issues such as wide diversity, school readiness, language proficiency, and lack of prior knowledge.

    K. Professional Growth Resources – Educator preparation programs and pathways do not have the resources to provide ongoing support to recent graduates of the programs whose teaching assignments are in high poverty schools or high minority schools.

Section 3D: Strategies for Eliminating Equity Gaps

To achieve our state's objective of providing equitable access to excellent teachers and leaders, the ADE has developed strategies that correspond to the root causes underlying the equity gaps. These strategies were identified through the root cause analyses previously described that were conducted both internally and externally with the stakeholder groups outlined in Appendix C. Documents detailing the potential strategies recommended by stakeholders, as well as their relationships to root causes may be found in Appendix H.

As a first step, the ADE identified existing strategies that either (1) should be continued because they are already preventing equity gaps from increasing, or (2) could reduce equity gaps if improved, enhanced, or expanded. The second step was to identify additional research- or evidence-based strategies that are likely to reduce equity gaps by addressing the root causes previously identified. These strategies have been categorized into three strands: Attract and Prepare (AAP); Develop, Support, and Retain (DSR); and Leverage Agency Resources (LAR). The purpose of organizing the strategies into the three strands is to see the interconnectedness between the strategies, which, when woven together, will support and increase the effectiveness of one another.

Table 3D.1 provides an overview of the activities associated with each strategy and key pieces of information, such as a high-level timeline and owner of the activity. The table also explains the relationship between the strategies included in the plan and the root causes and equity gaps they are designed to address, which was previously visualized in the Logic Model, Figure 3A.2. As is evident in Figure 3A.2, all equity gaps and root causes identified have been addressed by at least one strategy explained in this section.

Table 3D.1. Strategy and Activity Overview.

Strategy ID	Strategy	Activity(ies)	New or Existing	Root Causes Addressed	Equity Gaps Likely to be Reduced	High-Level Timeline	Owner
Strategies and Activities within the Attract and Prepare Strand							
AAP.1	Critical Shortage Areas	Educator Shortage Predictor Model	New	C. Leadership Influence on Teacher Preferences F. Geographic Isolation H. Recruitment Incentives I. Pipeline	Inexperienced Out-of-Field	November 2014-September 2016	Frank Servedio
AAP.2	Grow Your Own System	Arkansas Teacher Cadets Program	Existing	B. Discipline and School Safety F. Geographic Isolation G. Community Resources H. Recruitment Incentives I. Pipeline J. Preparation for School Culture K. Professional Growth Resources	Inexperienced Out-of-Field Turnover	Ongoing	Jeff Dyer
		e-STEM Residency Program	New			TBD by August 2015	Karli Saracini
AAP.3	Educator Preparation Programs and Pathways	Program Revision	New	A. Lack of Local Leadership Support B. Discipline and School Safety C. Leadership Influence on Teacher Preferences D. Resource Allocation E. Excellent Leadership Retention I. Pipeline J. Preparation for School Culture K. Professional Growth Resources	Turnover	TBD by October 2015	Karli Saracini
Strategies and Activities within the Develop, Support, and Retain Strand							
DSR.1	Leadership Development	Leadership Coordinating Council	Existing	A. Lack of Local Leadership Support B. Discipline and School Safety C. Leadership Influence on Teacher	Turnover	TBD by October 2015	Sandra Hurst

		Leadership Academy	Existing	Preferences D. Resource Allocation E. Excellent Leadership Retention F. Geographic Isolation G. Community Resources H. Recruitment Incentives			
		LEADS	Existing		Turnover	Ongoing	Sandra Hurst
DSR.2	Team Leadership Development	Teacher Leadership Academy	New	A. Lack of Local Leadership Support C. Leadership Influence on Teacher Preferences E. Excellent Leadership Retention J. Preparation for School Culture	Turnover	TBD by August 2015	Sandra Hurst
		TESS	Existing		Turnover	Ongoing	Sandra Hurst
Strategies and Activities within the Leverage Agency Resources Strand							
LAR.1	Awareness and Communication	Communication Plan	New	H. Recruitment Incentives	Inexperienced Out-of-Field Turnover	TBD by July 2015	Karli Saracini
		Leveraging TESS and LEADS	Existing		Inexperienced Out-of-Field Turnover	Ongoing	Sandra Hurst
LAR.2	Data Driven Decision Making	Data Collection and Analysis	New	A. Lack of Local Leadership Support B. Discipline and School Safety C. Leadership Influence on Teacher Preferences D. Resource Allocation	Inexperienced Out-of-Field Turnover	TBD by October 2015	Karli Saracini

		BloomBoard Support	New	E. Excellent Leadership Retention F. Geographic Isolation G. Community Resources H. Recruitment Incentives I. Pipeline J. Preparation for School Culture K. Professional Growth Resources	Inexperienced Out-of-Field Turnover	TBD by July 2015	Ivy Pfeffer

Strategies within the Attract and Prepare (AAP) strand

AAP.1 Critical Shortage Areas

- Activities within this strategy will address the root causes C, F, H, and I directly, which will reduce the identified equity gap of minority students and students in poverty being taught more frequently by Inexperienced Teachers and the equity gap of students in poverty being taught more frequently by Out-of-Field Teachers.

- Educator Shortage Predictor Model
    - A critical shortage model is being developed that will predict future shortage areas. This would enable a data driven system to attract and effectively prepare teacher candidates to be successful in critically needed content areas, grade levels, and geographic locations. The Educator Shortage Predicator Model will enhance existing work to improve the educator talent pipeline.
        - Technical assistance for developing and implementing this model is being provided by South Central Comprehensive Center (SC3) at the University of Oklahoma; Augenblik, Palaich, and Associates Consulting (APA Consulting); Center on Great Teachers and Leaders (GTL Center); and University of Oklahoma Education Training, Evaluation, Assessment, and Measurement (E-Team).
    - Data gained from this shortage model will be used to drive program development, student advising, planning incentives for high need areas, and recruiting teacher candidates.
    - During the next two years, this model will be created and refined to provide needed data to all stakeholders and to drive discussions about how to improve the educator pipeline.

AAP.2 Grow Your Own System

- Activities within this strategy will address the root causes B, F, G, H, I, J, and K directly, which will reduce the identified equity gap of students in high minority schools and high poverty schools being taught more frequently by Inexperienced Teachers, the equity gap of students in high poverty schools being taught more frequently by Out-of-Field Teachers, and the equity gap of students in high minority schools having a higher rate of Teacher Turnover.

- Arkansas Teacher Cadets Program
    - The Arkansas Teacher Cadets Program is a nationally recognized teacher recruitment program aimed at attracting the best and brightest high school students to the teaching profession. The program provides a curriculum based, hands-on approach, educating students regarding the requirements to become a successful teacher and enabling students to put their knowledge to work through a classroom internship. The mission of the program is to encourage high performing students who possess exemplary interpersonal and leadership skills to consider teaching as a career. The Teacher Cadets program provides the opportunity for schools and districts to recruit homegrown professionals. Teacher Cadets is a rigorous college-level course. For a student to be eligible to enroll in the Teacher Cadets course, candidates must have at least a 3.0 GPA/GPR on a 4 point scale.
    - The Teacher Cadets Program currently has been adopted in 38 states. Teacher Cadets has 44 rigorous standards, which are correlated with those of the Council for the Accreditation of Educator Preparation (CAEP), Association of Teacher Educators (ATE), National Board for Professional Teaching Standards (NBPTS), and Interstate Teacher Assessment and Support consortium (InTASC). In February 2010, these standards were adopted as the "national" standards for the Future Educators Association.
    - The goal of the Teacher Cadets Program is to encourage high performing students who possess exemplary interpersonal and leadership skills to consider teaching as a career. An important secondary goal of the program is to provide these talented, future community leaders with insights regarding issues related to teaching and for schools to cultivate a desire to be civic advocates of education throughout their adult lives.
    - The program is open to any Arkansas public or charter school, or career and technology center. The target groups are high schools juniors and seniors with a minimum 3.0 GPA/GPR on a 4 point scale and who meet the other qualifications to apply.
    - During the next two years, this program will expand from its current eight programs in Arkansas High Schools (Conway, Marion, Lonoke, Warren, Hamburg, Paris, Clarksville and Southside [Independence County]) to twenty schools, with half being from high poverty schools and high minority schools.

- e-STEM Residency Program
    - This residency program will be an intensive one year training program for aspiring teachers with degrees in the STEM fields, who have had no formal teacher training. The program will feature:
        - A full immersion experience in an authentic school environment
        - Intensive professional development, book studies, and interaction with classroom students in various instructional settings
        - An opportunity to develop a teacher preparation and induction model that can be replicated in a variety of school settings
    - The development of a true professional learning community that extends to all educators in the eSTEM system
    - Units of Study will consist of the following:
        - Behavior Management and Classroom Practices
        - Content Knowledge and Lesson Design/Planning
        - Teaching Exceptional Learners
        - Meeting the Needs of Diverse Populations
        - Professionalism: Embedded Into Each Unit
    - During the next two years, eSTEM will collect data in terms of student growth performance to measure the success of the program, as well as the number of candidates completing the program. At the end of the two years, ADE will use the data analysis to assess the potential for a larger implementation strategy.

- University Residency Program for Paraprofessionals
    - The University Residency Program will provide an alternative route for paraprofessionals to become licensed in K-6 Elementary Education or 4-8 Middle Level Education at University of Arkansas at Monticello. The program partners with school districts in their service area that are high poverty and/or high minority.
    - The program would follow the MAT program guidelines with some exceptions based on the paraprofessionals work experience within the district. Those exceptions will be detailed in the MOU between ADE and UAM.
    - UAM is currently developing the guidelines for this program to submit a formal proposal to ADE.
    - During the next two years, UAM will collect data in terms of numbers of candidates in the program then entering the workforce. Surveys will be utilized for feedback from districts and candidates.

AAP.3 Educator Preparation Programs and Pathways

- Activities within this strategy will address the root causes A, B, C, D, E, I, J, and K directly, which will reduce the identified equity gap of high minority schools having a higher rate of Teacher Turnover.

- Education Preparation Program Revision
    - Policies will be updated to include:
        - Competencies for culturally responsive teaching
        - Data driven advising
        - Professional Growth Resources
    - Master of Arts (MAT) programs will be revised to include Special Education as a content area. The proposed revisions must meet specific guidelines outlined by the ADE in order to ensure that effective special educators are placed in the classroom.
    - Data will be analyzed and reported on the demographics of teacher and leader candidates.
    - During the next two years, we will work with stakeholders to complete these revisions and implement the new competencies.

- The PLSB board will be the stakeholder group to monitor the progress strategies at their quarterly meetings.

Strategies within the Develop, Support, and Retain (DSR) strand

DSR.1 Leadership Development

- Activities within this strategy will address the root causes A, B, C, D, E, F, and H directly, which will reduce the identified equity gap of high minority schools having a higher rate of Teacher Turnover.

- Arkansas Educational Leadership Development

- The Arkansas Legislature passed ACT 222 in 2009. The two primary areas of focus of the Act were to strengthen the system of Arkansas Educational Leadership Development and to provide school support. Work began with the establishment of the Leadership Coordinating Council. The Council's purpose is to:
    - Serve as a central body to coordinate the leadership development system efforts across the state;
    - Assist the Department of Education, the Department of Higher Education, the Department of Workforce Education, the Arkansas Leadership Academy, and other leadership and school support efforts; and
    - Aid in the development of model evaluation tools for use in the evaluation of school administrators.
- The vision of the Council is that "Educational leaders will create a culture of systems thinking which builds leadership capacity and results in student and adult growth, success and achievement". This vision is supported by Arkansas's efforts to create aligned teacher and leader evaluation and support systems for all school leaders, including the superintendent.
- Arkansas is currently piloting Phase One of a superintendent evaluation system with plans to implement the system in additional phases during the next three years.
    - A goal of this plan will be to include superintendents from high poverty and/or high minority districts with the intent to increase that number annually. The end goal will be that 1/3 of all participants come from high poverty schools and high minority schools.

- Arkansas Leadership Academy
    - The Arkansas Leadership Academy Master Principal Institute was authorized by Act 44 of the Second Extraordinary Session of the 2003 Arkansas General Assembly. It is designed to develop leadership skills of principals through professional development and training opportunities, in the following areas:
        - Assistant Principal Institute
        - Master Principal Program
        - Superintendent Institute
    - This program has been in existence for many years, yet few of the principals of high poverty, high minority schools apply to participate.
    - There is an incentive of $25,000 for five years to Master Principals who are selected and agree to serve in a high need school.
    - During the next two years, we will revisit the vision of the Leadership Coordinating Council; encourage participation in the Arkansas Superintendent Evaluation System; continue Support for the Master Principal Institute, and

partner with the Leadership Academy to define "high need schools". We will also revise the rules for the program to encourage more principals to take on challenging duties. We will do additional research to determine the barriers, or perceived barriers, that have kept leaders from these high need schools from applying. We will also partner with the ALA to research the impact that Master Principals have had on student success in HP/HM schools.

DSR.2 Team Leadership Development

- Activities within this strategy will address the root causes A, C, E, and J directly, which will reduce the identified equity gap of high minority schools having a higher rate of Teacher Turnover.

- Team Leadership Institute
  - The Team Leadership Institute seeks to build capacity to create learning environments; move the work of the district, school, and organization forward by improving systems within the district; and provide tools and skills to work as a team. The work of the team should significantly move the work of the system and result in increasing student achievement.
  - The Team Leadership Institute will take deep knowledge of teaching and learning to scale in school districts across Arkansas by building leadership capacity within districts themselves. This is accomplished by working with teams from a single school for the purpose of learning the process in their school and district. The team will be comprised of the principal, a district leader, and three teachers. Two focus areas for the work in the Institute are:
    - An understanding of the concepts of transforming teaching and learning.
    - The tools and opportunity to develop an action plan for designing and implementing a learning system for professional development that has clear accountable measurements of improved teaching and learning. Source: www.arkansasleadershipacademy.org
  - Within the next two years, ADE plans to sponsor eight school teams to attend the Team Leadership Institute. They will participate for three years, and then they will become the mentor model school for the new teams.
    - Length of Institute Year One:
      - There will be four days at the Institute, followed by six days of coaching onsite and then two more days at the Institute.

- Length of Institute Year Two:
    - There will be two days at the Institute, followed by six days of coaching onsite and then two more days at the Institute.
- Length of Institute Year Three:
    - There will be two days at the Institute, followed by six days of coaching onsite and then two more days at the Institute.
- During the next two years, the Arkansas Leadership Academy will use the following measures to monitor progress:
    - Student growth,
    - Surveys, and
    - Decrease in the number of inexperienced/out-of-field teachers.

Strategies within the Leverage Agency Resources (LAR) strand

LAR.1 Awareness and Communication

- Activities within this strategy will address root cause H directly, which will reduce the identified equity gap of minority students and students in high poverty schools being taught more frequently by Inexperienced Teachers, the equity gap of students in high poverty schools being taught more frequently by Out-of-Field Teachers, and the equity gap of students in high minority schools having a higher rate of Teacher Turnover.

- Existing Strategy Explanation
    - ADE has determined that many existing strategies are underutilized due to lack of awareness of their existence. This activity will focus on communicating effectively with leaders of high poverty schools and high minority schools regarding existing programs, such as incentives for commitments to work in these schools.
    - The ADE will repurpose existing personnel to dedicate a full-time staff member to this strategy. This person will be responsible for improving awareness of the following:
        - Redefining the educator workforce to best meet the needs of Arkansas's districts, schools, and students in order to have excellent teachers and leaders by examining:
            - Routes to educator licensure
            - Educator shortage areas

        - Teacher and leader data
        - Recruitment and retention data
    - Legislation appropriated 2.1 million for High Priority Bonuses ($5,000, $4,000, or $3,000 per year). These bonuses are awarded to teachers who teach in districts that have small populations, and in which eighty percent (80%) or more of the students are eligible for free/reduced lunch.

- Leveraging Arkansas's current teacher and leader evaluation and support systems:
    - Arkansas has developed and implemented an aligned system of evaluation and support, with systems for teachers, administrators, and superintendents. While assuring quality teaching and leading practices are an important component, the systems are rooted in professional learning and professional growth. The ADE will focus continued implementation of TESS and LEADS on the following goals to promote leadership development:
        - Greater buy-in from educators to lead their own growth through targeted professional development,
        - Collaboration and conversations focused on how an educator's growth and development impact and improve student success,
        - Examining data to determine the intentional practices of highly effective educators,
        - Focus on how we know if professional learning is working, and
        - Create more possibilities for collaboration beyond PLCs and lesson planning.
    - During the next two years, ADE program advisors will work with individual districts to utilize the BloomBoard insight reports to accelerate teacher growth through a data inquiry process in order to develop professional growth plans and align personalized resources accordingly.

LAR.2 Data Driven Decision Making

- Activities within this strategy will address all root causes indirectly by allowing for an improved plan over time, which will reduce the identified equity gap of minority students and students in poverty being taught more frequently by Inexperienced Teachers, the equity gap of students in poverty being taught more frequently by Out-of-Field Teachers, and the equity gap of high minority schools having a higher rate of Teacher Turnover.

- Data Collection and Analysis
    - ADE is committed to gathering additional data, such as TESS and LEADS, survey results, and other data.
    - A teacher evaluation task force was formed in the spring of 2009 with the purpose of researching, evaluating, and recommending a framework for a summative evaluation that would include valid assessment of educator practice and professionalism, as well as evidence of educator impact on student growth and achievement. Arkansas developed, tested, and implemented the Teacher Excellence and Support System (TESS), beginning with a pilot in 10 schools during the 2012-13 school year and a statewide pilot during the 2013-14 school year with full implementation during the 2014-15 school year in all Arkansas school districts. Work on a principal evaluation system began during the 2010-2011 school year and was named, the Leader Excellence and Development System (LEADS). In the 2013-2014 school years, all districts were required to pilot LEADS with principals and assistant principals. Districts must fully implement the new system in the 2014-2015 school year. Growth for administrators will be applied to overall yearly ratings according to the same timeline as growth is applied to teacher ratings. The LEADS rubric is based on the Interstate School Leaders Licensure Consortium (ISLLC) standards and functions, while TESS is based on the Danielson's Framework for Teaching. At this time, ratings of teachers and principals are not available. ADE is committed to gathering additional data from these systems to inform the implementation and continuous improvement of the EAEE Plan.
    - Gathered data will be used to drive decisions, including, but not limited to, how to improve this plan in future years.
    - During the next two year, ADE will look at utilizing both BloomBoard's insight reports and strength and opportunity reports to help districts develop professional growth plans and align personalized resources.

- BloomBoard
    - Teacher effectiveness is the most important school-based factor that determines student achievement. Therefore, the most impactful investment we can make in order to reduce the achievement gap for students in high poverty and high minority schools are in their teachers' professional growth.
    - The ADE office of School Improvement, Office of Educator Effectiveness, and Professional Development Unit will partner to support four districts with high populations of high poverty and minority students to use data to link professional practice with professional development and growth opportunities and to identify

areas of needed improvement for individuals and schools. The ADE will provide financial support for up to two years for four districts

- TESS and BloomBoard Support:
  - **In-person Training** – Two half day, in-person implementation training sessions (one kickoff and another mid-year check-in) with school administrators and teacher leaders. Each session will be conducted with two schools at the same time for a total of 32 half day in-person training sessions at times to be determined by the participants.
  - **On-demand Consulting** – An eight-hour block of phone and web-based ongoing consulting services designed to provide real-time coaching and support to school leaders as they work through how to best provide meaningful feedback, support and follow-through for their staffs. These hours can also be used to help support the meaningful implementation of resources aligned to the professional learning plans developed in the first in-person training session.
  - **Insight Reporting / Strengths and Opportunities Reporting**– Principal and administrator access to BloomBoard Premium Insights Reports, which allow for deep analysis of evaluation data and directly-embedded, personalized recommendations to the BloomBoard Marketplace of Professional Learning.
  - **Content Subscriptions** – Access to a BloomBoard Marketplace Subscription for all content under $30 dollars, which will ensure that every teacher has ample access to content tailored to his or her individual needs. BloomBoard will also work with each school to create personalized bundles of support based on professional learning plans developed during the initial kickoff training.
- These resources will be provided **at no cost to the districts** (for two years) and will be a key strategy in our Equitable Access initiative as detailed in our plan. Additionally, ADE staff will be available to support districts in data analysis and targeted professional development based on their identified needs.
- During the next two years, districts will continue to collect TESS evaluation and growth data in BloomBoard. Completion of these observations ensures that the data required to support teachers and make decisions is being collected throughout the year. Principals also have their own version of the report that shows their progress on completing observations for their staff.
  - The collection of these data on BloomBoard simplifies the gathering and sharing of data.
  - During the opening training day with the BloomBoard team, leaders from each district will analyze their 2014-15 data using Insight Reports and Strength and Opportunity Reports.
  - During the initial training, each district will also use the information gathered from the reports to create a district action plan. The BloomBoard team--with their experience as former educators and administrators in high poverty and high minority districts across the country--will use the BloomBoard consulting framework to assist

your leaders in creating action plans that are specific to the needs of teachers and students in your district.

- Leaders will then return to the districts and continue to develop out their action plans. Each district will share their plan with the BloomBoard team during a four hour virtual training and refer to the plan to set goals for the 2015-16 school year and also determine the resources need to achieve these goals. These resources include personalized professional development content from within and outside of the BloomBoard, stakeholder buy-in, trainings from the BloomBoard team, etc. Source: www.bloomboard.com

Section 3E: Progress Monitoring of Strategies

For each strategy, we have a plan in place to assess implementation success. We already have identified the following areas where we will begin collecting information, and we are prepared to build on these efforts with further data collection and reviews as they emerge:

1. Educator surveys including significant components directly related to the EAEE Plan (e.g., novice teachers through veteran teachers, beginning administrators through veteran administrators, and supervisors of novice teachers and beginning administrators) to inform recruitment and retention strategies, continuous improvement of educator preparation program and pathways, and longitudinal pipeline development
2. Evaluation data for all educators, as it becomes available to the ADE over time
3. Ongoing surveys of stakeholder groups for feedback and refinement of the implementation process

Specifically, progress monitoring metrics for each strategy are outlined in Table 3E.1.

Table 3E.1. Progress Monitoring Metrics.

Monitoring & Measuring			Reporting Progress		
Strategy	**Stakeholders Involved**	**Metrics**	**Target Audience**	**Communication Method**	**Timeline**
AAP.1 Critical Shortage Areas: Educator Shortage Predictor Model • Develop a model to predict future shortage areas.	EACG, EAEE, CFIT, Civil Rights Leader Group	Development Benchmarks for the Predictor Model (Create and refine to provide data to drive discussion about how to improve the educator pipeline.)	LEAs, IHEs, ATC, TFA, Education Service Cooperatives, Closing the Achieving Gap Commission, Teacher of the Year, Community, Public	Stakeholder Engagement Meetings, Commissioner's Memo, Social Media, Equitable Access Website, Superintendent's email, Newsletters, Leveraging Stakeholders/Partners Outreach Connections, Career Expos, Presentations at events and conferences, Advertising	Quarterly Meetings
AAP.2 Grow Your Own Programs 1) Teacher Cadets Program • Aimed at attracting high school students to the teaching profession.	EACG, CFIT	Benchmark on Number of Cadets in Workforce & Community HP/HM Expand number of programs	LEAs, IHEs, Community Members, Public	Equitable Access Website Page, Social Media, Print Resources, Commissioner's Memo	Quarterly Meetings, Annual Reports

Monitoring & Measuring			Reporting Progress		
Strategy	**Stakeholders Involved**	**Metrics**	**Target Audience**	**Communication Method**	**Timeline**
AAP.2 Grow Your Own Programs 2) eSTEM Residency Program	EACG	Benchmark on Number of STEM Educators in Workforce	Community Members, Public	Equitable Access Website Page, Social Media, Print Media	Quarterly Meetings, Annual Reports
AAP.2 Grow Your Own Programs 3) University MAT Residency Program	EACG, PLSB Board	Benchmark on Number of Paraprofessionals who enter into MAT program, complete program, and work in Arkansas public or charter school	LEAs, IHEs, Community Members, Public	Stakeholder Engagement Meetings, Equitable Access Website Page, Commissioner's Memo, Social Media, Print Media	
AAP.3 Educator Preparation Programs	EACG, PLSB Board	PLSB Program Audits (Selected Data from Audits), EPPR Report	Educator Preparation Programs at IHEs, Public	Stakeholder Meetings, Equitable Access Website Page, Commissioner's Memo, Newsletters	Quarterly Meetings, Reports, Annually
DSR.1 Leadership Development	EACG, Arkansas Leadership Academy	Surveys	LEAs Public	Stakeholder Meetings, Equitable Access Website Page	Annually

Monitoring & Measuring			Reporting Progress		
Strategy	**Stakeholders Involved**	**Metrics**	**Target Audience**	**Communication Method**	**Timeline**
DSR.2 Teacher Leadership Development, Team Leadership Institute	EACG, Arkansas Leadership Academy	Surveys Benchmark on Numbers to decrease inexperienced and out-of-field teachers HP/HM	LEAS Public	Stakeholder Meetings, Equitable Access Website Page, Social Media, Print Media, Leveraging, Stakeholders/Partners Outreach Connections	Quarterly Meetings, Annually
LAR.1 Awareness and Communication 1) Existing Strategy Explanation to HP/HM Schools	EACG, CFIT, EAEE, LEAs, IHEs, Public	Surveys	Stakeholder Engagement Meetings, Commissioner's Memo, Social Media, Equitable Access Website Page, Superintendent's email, Newsletters, Leveraging Stakeholders/Partners Outreach Connections, Career Expos, Presentations at events and conferences, Advertising	LEAs, IHEs, Public	Annually

Monitoring & Measuring			Reporting Progress		
Strategy	**Stakeholders Involved**	**Metrics**	**Target Audience**	**Communication Method**	**Timeline**
LAR.1 Awareness and Communication 2) Leveraging Current Teacher and Leader Evaluation and Support Systems	EACG, EAEE, CFIT, LEAs, IHEs	Novice Teacher and Beginning Administrator Surveys	Stakeholder Engagement Meetings, Social Media, Print Media, Equitable Access Website Page, Print Resources, Leveraging Stakeholders Outreach Connections	LEAs, IHEs, Public	Annually
LAR.2 Data Driven Decision Making 1) Data Collection and Analysis	EACG, CFIT, EAEE, PLSB TASK Force, Civil Rights Leader Group	Analyze, Visualize, and Share Data Reports	LEAs, IHEs, Public	Stakeholder Meetings, Equitable Access Website Page	Annually
LAR.2 Data Driven Decision Making 2) BloomBoard Support for HP/HM Schools	EACG, CFIT, LEAs, TEAC, BloomBoard	BloomBoard Insight Reports and Strength and Opportunity Reports	LEAs, TEAC, Public	Stakeholder Meetings, Equitable Access Website Page, Leveraging Stakeholders Outreach Connections, Superintendent's Email, BloomBoard's Resources	

Section 3F: Reporting and Plan Improvement

Arkansas is committed to ensuring the long-term success of this initiative. We will do so by using Title I, Part A and Title II, Part A funds to fund statewide initiatives that will address the needs of students of high poverty, high minority schools.. Annual public reporting on progress toward addressing root causes to eliminate equity gaps will include posting a progress report on the ADE website, sending the link to all LEAs and stakeholders, and scheduling a conversation with major news media. We have established a detailed timeline (see Table 3F.1) to guide the short-term and long-term implementation and improvement of our plan. Every two years ADE will formally update this plan based on new data, new analyses of root causes, and new strategies. More frequent updates to inform the plan, as well as strategic approaches to addressing implementation, will emerge through ongoing engagement with our Equitable Access to Excellent Educators Group described above.

Table 3F.1. Arkansas Implementation Timeline.

Major Activities	Parties Involved	Organizer	Time Frame	
			Start	Frequency
Finalize teacher and administrator surveys for statewide distribution	All LEAs	ADE Directors Office of Educator Licensure and PLSB	Summer 2015	Annually
ADE critical review of alternative funding streams	EACG and CFIT	ADE Director Office of Educator Licensure	Summer 2015	Annually
School improvement plans	CFIT	ADE Director Office of Educator Licensure	September 2015	One time
Stakeholder implementation feedback submitted through feedback loops	EAEE, EACG, CFIT, Civil Rights Leader Group, LEAs	ADE Director of Teacher and Leader Effectiveness	September 2015	Ongoing

Major Activities (continued)	Parties Involved	Organizer	Time Frame	
			Start	Frequency
PLSB Task Force meetings to complete work on educator surveys to provide data for implementation of EAEE PLAN	Task force members	ADE Director of PLSB	Fall 2015	Every two months
Annual review of state strategies to attract and recruit excellent educators	EACG, EAEE, CFIT, Civil Rights Leaders Group, LEAs	ADE Director Office of Educator Licensure	Winter 2015	Annually
Equitable Access to Excellent Educators (EAEE) stakeholder meetings	EAEE group members	ADE Director Office of Educator Licensure	Spring 2016	Twice a year
Review equity plan resources and expenditures for implementation	EACG	ADE Director Office of Educator Licensure	Spring 2016	Annually
Publicly report EAEE Plan Year 1 Progress Report and solicit input from stakeholders	All stakeholders and public	ADE Director Office of Educator Licensure	Summer 2016	One time
ADE recruitment campaign events	EACG and CFIT	Recruitment & Retention Program Advisor	Summer 2016	Annually
Update Arkansas's Plan to Ensure Equitable Access to Excellent Educators	EACG, EAEE, CFIT, Civil Rights Leaders Group, LEAs	ADE Director of Office of Educator Licensure	Spring 2016	Every two years
Publicly report on Year 2 progress and solicit input from stakeholders	EACG, EAEE, CFIT, Civil Rights Leaders Group, LEAs and the public	ADE Director of Office of Educator Licensure	Summer 2017	One time

Major Activities (continued)	Parties Involved	Organizer	Time Frame	
			Start	Frequency
Publicly report Year 3 Progress and solicit input from stakeholders	EACG, all, stakeholders, and the public	ADE Director of Office of Educator Licensure	Summer 2018	One time
Compile a progress report of strategy performance metrics and present to stakeholders	EACG, CFIT, EAEE, Civil Rights Leaders Group, LEAs, and Public	ADE Director of Office of Educator Licensure	Winter 2018	One time

Section 4: Conclusion

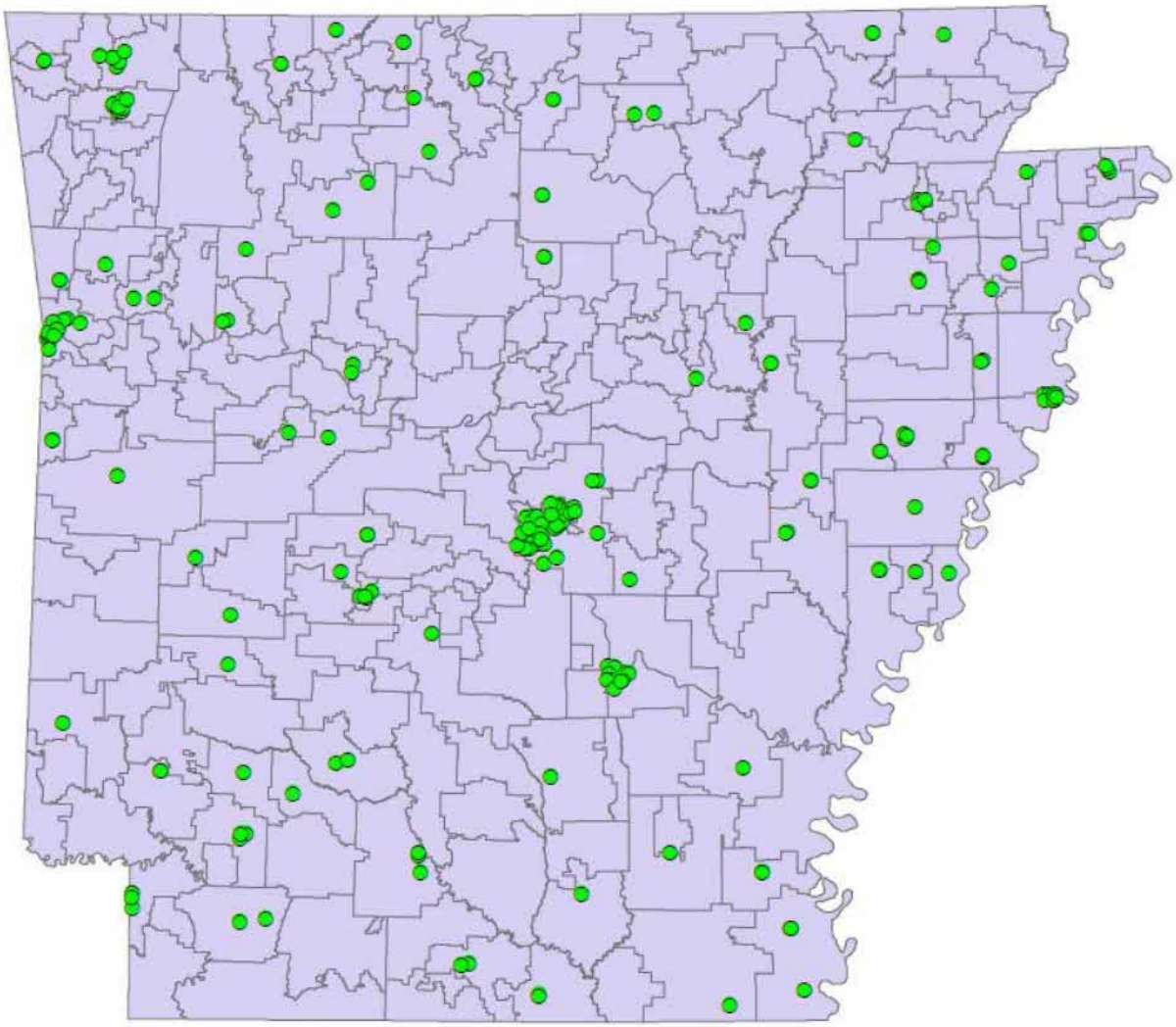
ADE strongly supports the U.S. Department of Education's goal of ensuring that every student has equitable access to excellent educators and welcomes this opportunity to present our plan for advancing this mission in Arkansas. Our multi-faceted plan reflects extensive outreach to the community and thoughtful deliberation about actions that most likely will enable our schools and districts to attain this important objective. Although our plan will evolve over time, we believe that our theory of action and the targeted strategies within three strands included in the plan embody a solid approach to improving educator effectiveness, particularly for those most in need. We look forward to proceeding with this plan.

Appendices to the

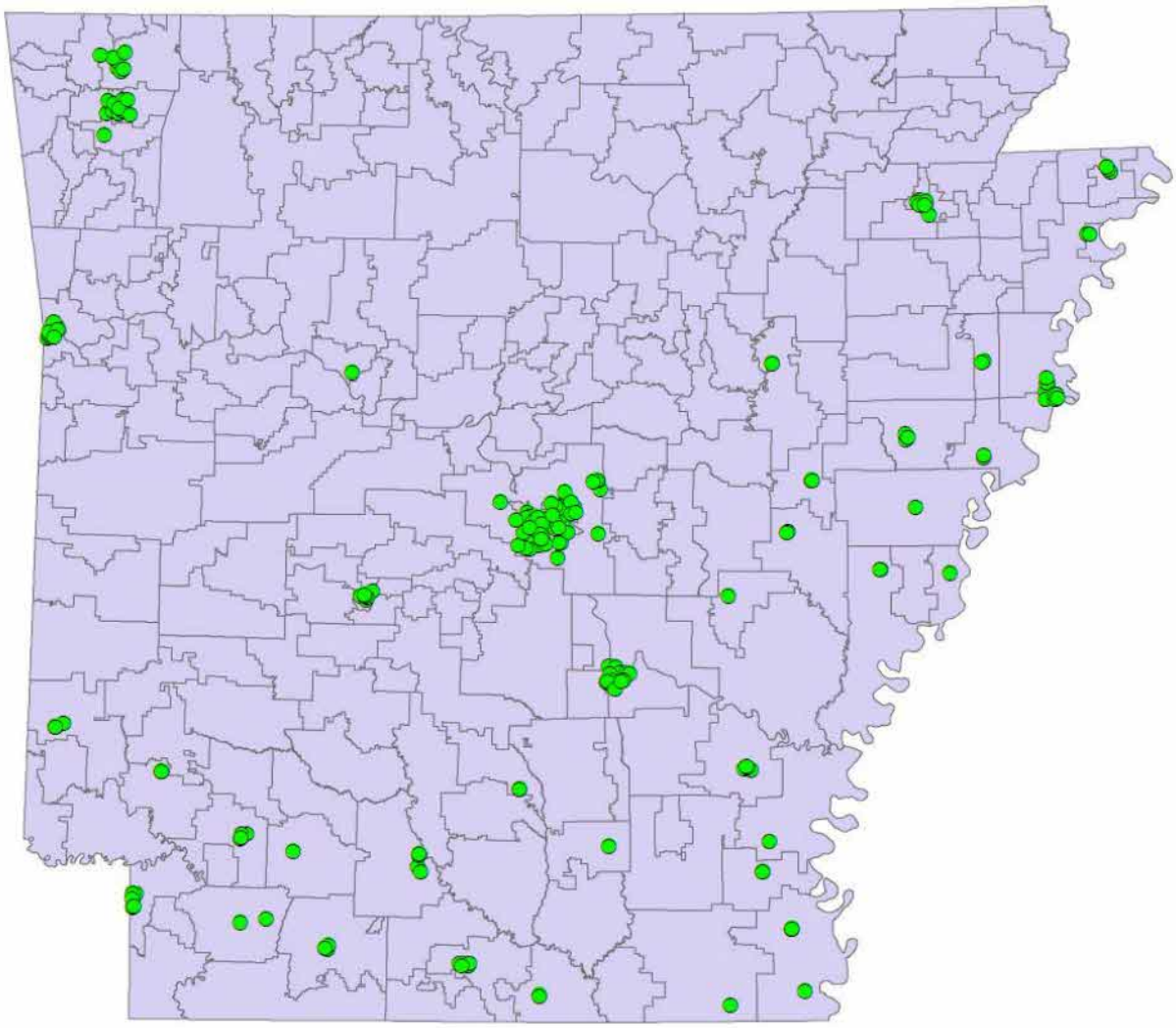
Arkansas Equitable Access to Excellent Educators

(EAEE) Plan

Appendix A. High Poverty Schools Map (as defined in Table 3B.3)



Appendix B. High Minority Schools Map (as defined in Table 3B.3)



Appendix C. Arkansas's Equitable Access Stakeholder Participation

To actively engage a wide range of stakeholder contributions to the development of Arkansas's equitable access plan, planning began early to ensure a thorough representation of stakeholders at each meeting. The tables below illustrate stakeholder outreach for each key stakeholder group and their participation. Stakeholders who agreed to serve in a formal, ongoing role are identified in Appendix K.

Educators

Organization	Stakeholder Name	Stakeholder Title	Participation
Arkansas Rural Education Association	Bill Abernathy	Executive Director	Yes
Arkansas Education Association	Brenda Robinson	President	Yes
Pulaski County Special School District	Masako Christian	Instructional Facilitator	Yes
Arkansas Public School Resource Center	Barbara Hunter Cox	Director of Teaching and Learning	Yes
North Little Rock School District/Arkansas State Teachers Association/ESL	Maria Touchstone	ESL Teacher	Yes
Beebe School District	Karla Tarkinton	Classroom Teacher	Yes
Fort Smith School District	Debra Cole	Classroom Teacher	Yes
Arkansas Association of Educational Administrators	Mitch Walton	Executive Director AAESP/AASSP Director of Professional Development	Yes
Elkins School District	Dan Jordan	Superintendent	Yes
Clarksville School District/Arkansas Education Association	Kathy Howell	Librarian	Yes
Conway School District	Debbie Miller	Director of Instructional Services	Yes
Palestine Wheatley School District	Jonathan Crossley	2014 Arkansas Teacher of the Year	Yes

State Policymakers

Organization	Stakeholder Name	Stakeholder Title	Participation
Arkansas Department of Education-Division of HR, Educator Effectiveness and Licensure	Ivy Pfeffer	Assistant Commissioner	Yes
Arkansas Department of Education – Office of Educator Licensure	Karli Saracini	Director	Yes
Arkansas Department of Education – Office of Educator Licensure-Ed Prep Unit	Frank Servedio	Special Projects Administrator	Yes
Arkansas Department of Education – Office of Educator Licensure-Ed Prep Unit	Joan Loan	Program Advisor	Yes
Arkansas Department of Education-State Board of Education	Mireya Reith	Board Member	Yes
Arkansas Department of Education-Professional Licensure Standards Board	Cheryl Reinhart	Director	Yes
Arkansas Department of Education-Office of Educator Effectiveness	Sandra Hurst	Director	Yes
Arkansas Department of Education-Office of Educator Effectiveness	Barbara Culpepper	Coordinator	Yes
Arkansas Department of Education-Division of Fiscal & Administrative Services-Child Nutrition Unit	Suzanne Davidson	Director	Yes
Arkansas Department of Education-Special Education Dispute	Courtney Salas-Ford	Attorney/Program Administrator	Yes

Resolution			
Arkansas Department of Education-Research and Technology	Linda Jenkins	Manager Reporting/EDFacts Coordinator	Yes
Arkansas Department of Education-	Deborah Coffman	Chief of Staff	Yes
Arkansas Department of Education-Communications	Kimberly Friedman	Director	Yes
Arkansas Department of Education-Learning Services-School Health Services	Tracy Starks	School Health Resource Officer	Yes
Arkansas Department of Education-Office of Educator Effectiveness - Recruitment and Retention	Jeff Dyer	Program Advisor	Yes
Arkansas House of Representative Education Committee	Rep. Charlotte Douglas	State Representative	Invited
Arkansas Senate Education Committee	Senator Joyce Elliott	State Senator	Invited
Arkansas Commission on Closing the Academic Achievement Gap	Dr. Dawn Tirado Simpson	Chair	Yes
Arkansas Office of the Governor	Sarah Moore	Education Advisor	Yes

Parents and Students

Organization	Stakeholder Name	Stakeholder Title	Participation
Arkansas Parent Teacher Association	Melinda Kinnison	PTA State Treasurer	Yes
Arkansas Parent Teacher Association	Scot Tyler	Parent	Yes

Local Stakeholders

Organization	Stakeholder Name	Stakeholder Title	Participation
Retired Educator	Jim Johnson	Consultant	Yes
Retired Educator	Diana Gathright	Consultant	Yes

Community Organizations

Organization	Stakeholder Name	Stakeholder Title	Participation
ForwARd Arkansas	Renee Laverdiere	The Boston Consulting Group	Yes

Higher Education Partners and Preparation Programs

Organization	Stakeholder Name	Stakeholder Title	Participation
(Public) University of Arkansas-Monticello	Peggy Doss, Ed.D.	Dean	Yes
(Private) Harding University	David Bangs, Ed.D.	Associate Professor/Dir.Ed.Leadership	Yes
(Public) University of Arkansas-Monticello	Donna Hunnicutt, Ed.D.	Graduate/CAEP Coordinator	Yes
(Public) University of Arkansas – Fayetteville-College of Education	Janet Penner-Williams, Ed.D.	Assistant Dean	Yes
(Public) University of Arkansas – Fayetteville-College of Education	Tom Smith, Ed.D.	Dean	Yes
Arkansas Department of Higher Education	Jeanne Jones	Program Specialist	Yes
Arkansas Teacher Corps - Alternative Teacher Program	Benton Brown	Executive Director	Yes
Teach for America - Arkansas	Jared Henderson	Executive Director	Yes

Appendix D: Wider Stakeholder Engagement Process

Arkansas Equitable Access committee members were asked to engage stakeholders more widely among their peers in their local communities. The following additional stakeholders were involved in informing our equitable access work:

Committee Member and Stakeholder Group	Date of Meeting	# Stakeholders
Educators		
Joan Luneau	4/2/15	23
Ivy Pfeffer	4/3/15	16
Ivy Pfeffer, Karli Saracini	5/28/15	28
Karli Saracini	5/28/15	12
Parents		
Scot Tyler	5/9/15	10
School Board Members and District Staff		
Ivy Pfeffer	4/10/15	12
Ivy Pfeffer	5/14/15	10
Community Organizations		
Cheryl Reinhart, Karli Saracini, Ivy Pfeffer	5/29/15	19
Karli Saracini and Sandra Hurst	5/21/15	10
Higher Education/ Educator Preparation		
Karli Saracini	3/20/15	24
Joan Luneau	4/2/2015	24
Karli Saracini	4/6/2015	52

Appendix E. Arkansas Stakeholder Engagement Process Timeline

Major Activities	Parties Involved	Organizer	Dates
Equity Planning Conference Call with SCEE States	EACG	Assistant Commissioner Ivy Pfeffer	11/13/2014
Initial Meeting with SC3 in Commissioner's Conference room.	Ivy Pfeffer, Sandra Hurst, Deborah Coffman, Kerri White, Karli Saracini	Deborah Coffman, Chief of Staff	11/21/2014
Webinars "Ensuring Equitable Access to Excellent Educators", "Understanding Your Educator Equity Profile", "Educator Equity—Understanding Your Data", "State Plans to Ensure Equitable Access to Excellent Educators", "Collecting Data for Equitable Access Convening in SD"	EACG	Assistant Commissioner Ivy Pfeffer	Fall 2014/Winter 2015
EAEE Work Day	EACG	Assistant Commissioner Ivy Pfeffer	12/4/2014
Gather and review data.	EACG	Frank Servedio	Fall 2014/Winter 2015
EAEE Work Day	EACG	Assistant Commissioner Ivy Pfeffer	12/19/2014
EAEE Work Day	EACG	Assistant Commissioner Ivy Pfeffer	12/22/2014
Technical Assistance Visit from SC3 led by Kerri White on identifying data and defining terms.	EACG	ADE Manager of Equitable Access	1/28/2015
Attended meeting on Equitable Access to Excellent Teachers and Leaders presented by Center on Great Teachers & Leaders, AIR, CCSSO in San Diego, CA	Karli Saracini, Joan Luneau	Karen Butterfield	February 3-4, 2015

Major Activities	Parties Involved	Organizer	Dates
Submitted the EASN Equity Plan Readiness Tool for the opportunity to obtain coaching support from the Equitable Access Support Network (EASN) for our plan through June 2015.	EACG	ADE Manager of Equitable Access	2/24/2015
Identify and recruit stakeholders groups to inform the plan and build a longer-term coalition to see it through.	EACG	ADE Director of Stakeholder Engagement	Winter 2015
Build ADE Equitable Access to Excellent Educators website, electronic mailing list, and communication tools to foster two-way feedback loops.	EACG	ADE Director of Stakeholder Engagement	Spring 2015
First convening of ADE CFIT Workgroup.	CFIT members	ADE Director of Stakeholder Engagement	Early Spring 2015
Prepare data materials to share with stakeholders.	EACG	ADE Director of Stakeholder Engagement	Winter 2015
Meet with the statewide EAEE stakeholder group to establish short- and long-term planning goals, roles, and responsibilities.	Equitable Access Leaders	ADE Director of Stakeholder Engagement	Spring 2014 through Summer 2015
Collect and collate input from stakeholders on the examination of data to inform equity gaps and root-cause analysis. ▪ March meetings in central regions ▪ April-May meetings	Stakeholders (approx. 150)	Stakeholders/ ADE Director of Stakeholder Engagement	Spring 2015
Review stakeholder input, begin setting priorities, and identify metrics.	EACG	ADE Director of Stakeholder Engagement	Spring 2015
SEA draft EAEE plan.	EACG	ADE Director of Stakeholder Engagement	Spring 2015
SCEE Pre-Summit Equity Meeting and Draft Plan Review	Ivy Pfeffer, Joan Luneau, Karli Saracini	Janice Poda	April 13, 2015

Major Activities	Parties Involved	Organizer	Dates
SCEE Draft Plan Review	Karli Saracini, Frank Servedio, Sandra Hurst, Cheryl Reinhart, SC3	Janice Poda	May 2015
First and second meetings with Commissioner.	Commissioner and 12 stakeholders	ADE Director of Stakeholder Engagement	Spring 2015
Equitable Access Support Network provides coaching throughout the development process of the EAEE plan.	Sally Kingston, EACG, SC3	Director of Educator Licensure	Spring 2015
Second convening of stakeholders to review draft plan.	EACG, CFIT, EAEE,	ADE Director of Stakeholder Engagement	May 28, 2015
Convening of Civil Rights Leader Group to review plan and provide feedback.	SC3, Ivy Pfeffer, Karli Saracini,	Cheryl Reinhart	May 29, 2015
Third and fourth meetings with Commissioner.	Commissioner and 12 stakeholders	Ivy Pfeffer, Karli Saracini	Late Spring 2015
Engagement of statewide Equitable Access to Excellent Educators (EAEE) stakeholder group to oversee implementation, monitoring, and adjustments of plan over time.	Stakeholder leaders (approx. 30)	Stakeholders/ ADE Director of Stakeholder Engagement	Spring 2015
Finalize plan.	ADE and ED	ADE Director of Stakeholder Engagement	Spring 2015

Appendix F. Stakeholder Engagement Meeting Agendas

Agenda: Focus-Group-Style Discussion Meetings

Date: March 17-19 Meetings

Meeting Leader:

Support Staff and Note-Taker:

General Agenda

1. Meeting Goals
2. Background on Equitable Access
3. Overview of "Excellent Educators for All" Initiative
4. Equitable Access in Arkansas
5. Root Cause Activity
6. Next Steps and Future Opportunities for Stakeholder Engagement

Appendix G. Stakeholder Meeting Tracker

Type and Topic of Meeting	Date	Goal	Stakeholder Groups Participating	SEA Facilitator and Contact
Phase 1: Small Group: Equity Overview and Root-Cause Discussion	2/25/15 Conference Call	Root Causes, collect strategy suggestions	Organizations ForwARd Arkansas Boston Group	Ivy Pfeffer, Karli Saracini, Frank Servedio
Phase 1: Small Group: Equity Overview and Root-Cause Discussion	3/2/15 Conference Call	Root Causes, collect strategy suggestions	Organizations ForwARd Arkansas Boston Group	Ivy Pfeffer, Karli Saracini, Cheryl Reinhart
Phase 1:Focus Group: Equity Overview and Root-Cause Discussion	3/17/15	Root Causes, collect strategy suggestions	Teacher Union, Parent Association, Administrators and Teachers from selected districts, etc.	Joan Luneau, Karli Saracini, Frank Servedio
Phase 1: Focus Group: Equity Overview and Root-Cause Discussion	3/20/15	Root Causes, collect strategy suggestions	Higher Education, ADHE, Public and Private IHEs	Joan Luneau, Karli Saracini,
Phase 2: Focus Group: School Leadership	3/18/15	Deep dive on identified root cause, collect strategies	Teachers, selected districts, Higher Education, ADHE, Administrators, Career & Technical	Joan Luneau, Karli Saracini Frank Servedio
Phase 2: Focus Group: Teacher Retention and Recruitment	3/19/15	Deep dive on identified root cause, collect strategies	ADE Cross Functional Implementation Team from all Divisions	Joan Luneau, Karli Saracini, Frank Servedio
Phase 2: Focus Group: Supports for Novice and Candidate	TBD	Deep dive on identified root cause, collect strategies	Deans of Education	Joan Luneau Karli Saracini Frank Servedio

Teachers				
Phase 2: Small Group Contacts: Follow-Up Meeting	4/10/15	Share results of focus groups, finalize targeted strategies	SBOE	Ivy Pfeffer
Phase 3: Town Hall: Present Identified Equity Gaps and Preliminary Strategies	May 2015	Collect feedback on preliminary strategies	Teacher Union, Parent Association, Administrators and Teachers from selected districts, etc..	Joan Luneau, Karli Saracini, Frank Servedio

Appendix H: Stakeholder Meeting Notes (Root Causes and Strategies)

Equitable Access Stakeholders Meeting

Tuesday, March 17, 2015

Identified Gap - Students in HP and HM schools are more likely to have an inexperienced teacher than students in LP and LM schools.

Root causes related to Local Leadership

1 - Leadership lack of support (x3)

- Leaders do not provide support for first year teachers on classroom management
- Leaders focus too much on what teachers want, and not what they need
- Leaders place less emphasis on academic success and more on athletic success

- Strategies to improve leadership support
  - Better training in relationships and culture
    - Leadership academy
      - send principals(and other leaders) to leadership academy to be trained how to better support first year teachers
    - PD for leaders
      - Provide PD for principals(and other leaders) to be trained how to better support first year teachers
    - Leaders to provide and value mentoring(adult learning) for teacher
    - Enhance Leadership Mentoring (for principal)
    - Address Leadership Prep (EPPs)
    - Equitable not equal (cannot treat all teachers as equal, individualized treatment)
    - More emphasis on personalized PGPs - Barbara Cox "Leadership or teachers define what the teachers need is and make resources available. This empowers the teacher."
    - Value quality over seniority
    - Creating leadership opportunities or career pathways (for aspiring leaders or teacher leaders)

2 - Discipline Issues (x2)/safety/security

- If discipline issues are not handled appropriately, teachers will leave
- HP/HM schools have the reputation of having more discipline issues
- HP/HM schools do not have the resources for security technology (metal detectors, security cameras, security officers, lockdown mechanisms, "panic" button) (HB1653-Arkansas School Safety Act)

- Strategies to improve leadership handling of disciplinary issues
  - Training
  - Be proactive through EPP programs in providing better training for classroom management; then Leaders can be more supportive of teachers
  - Leaders use allies in community
  - Leaders build relationships with families; promote parental involvement "Opportunity to Learn" policy driven
  - Correlation between discipline and HP/HM, can it be pulled down to the school level?
  - Better preparing candidates to teach in high need settings
  - Improving school safety

3 - Teacher Choice

- Teachers move to easier assignments
- New teachers get "worst" assignment
- Higher turnover in HP/HM
- More jobs in HP/HM schools for first year teachers (due to high turnover)

- Strategies to improve how leaders handle school choice for teachers
  - Scheduling (Resources- "seasoned teachers" flexible scheduling, smaller class size, extra planning…) Leaders do a better job of matching positions to effective teachers.
  - Empower/educate leaders celebrating success; growing own teachers
  - Distinguish between "inexperienced" and "ineffective" teaching
  - Strengthening new teacher induction and mentoring

<u>Other root causes related to Local Leadership</u>

Feeder Schools (example – junior highs feeding into high schools)

Meeting standards (TESS/CCSS)/Lack of culture of achievement (academic)

Parental involvement (x2)

Grade level differences (leaders not prepared for all areas)

Community lack of support

Scheduling (structure of the day)

Respect and recognition for good job (lack of support +from leadership, community, legislature)

Focusing too much on what teachers want instead of what students need.

Root Causes related to recruitment and retention

1 - Retention of Effective Leadership (established culture of Excellence)

- Effective leaders do no stay in HP/HM schools
- Effective leader turnover leads to more inexperienced teachers in these schools

- Strategies to improve retention of effective leaders
  - Educate leaders to celebrate success
  - Recruit more academically able candidates to the profession
  - Recruit candidates to the professions who have more grit to succeed in challenging settings
  - Change the hiring process to make it easier for high-need schools to hire strong candidates
  - Improve school culture in terms of trust and collegiality

2 - Geographic Isolation/Teacher Distribution versus Teacher Recruitment

- Not a teacher shortage problem
- Certain licensure areas are more difficult to recruit to rural areas

- Strategies to recruit to isolated (rural, small town) school districts
  - Create an incentive to go there
  - Community involvement
  - Recruitment and retention models
  - Get economic development involved
  - Strengthen professional learning opportunities through one's career

3 - Cultural conflict

- Teachers with little experience in HP/HM schools cannot understand culture

- Strategies to recruit teachers with a better understanding of the culture
  - "Grow your Own" such as Teacher Cadet program
  - Partner with 2YC
    - 2YC students tend to be older and local
    - easier to keep these "nontraditional" students
  - Look at other states models (Oklahoma)
  - Legislation to allow undocumented immigrants to receive scholarships/grants for Medicine, Law, Education
  - Improve school culture in terms of trust and collegiality

4 - Salary (pay scales, signing bonuses)/ Community resources

- Strategies to raise salary in HP/HM schools
  - Bridge the gap between Lowest Paid –Highest Paid districts
  - Companies/corporations to sponsor advertisement
  - Community Incentives to recruit teachers to area (housing, low interest loans)

Other root causes related to Recruitment and retention

Retirement early due to fearful of change (TESS, PARCC, LEADS)

Living Conditions

Respect

More jobs in HP/HM schools for first year teachers (high turnover)

Lack of specific PD to address HP/HM issues

Equitable Access Stakeholders Meeting

Wednesday, March 18, 2015

Identified Gap - Students in HP schools are more likely to have an out of field teacher than students in LP schools.

Root causes related to Local Leadership

- Cultural morale
- Stress to get additional license
- Higher need for fields (over identification)
- Career growth
- Smaller enrollment (RIF, scheduling , double duty)
- School Safety
- Level of support from leadership, teachers, other personnel

Strategies to address local leadership root causes

- Resource allocation/planning compliance issue (can't mandate proper behavior by adults)
- Create leadership opportunities to better educate
- Teacher/Leader ("Master Teacher") empowers, incentivizes
- Reward Quality leaders

- Partner with AAEA

Root Causes related to recruitment and retention

(Root causes were not discussed with this group)

Strategies to address local recruitment and retention root causes

- Strengthen the partnership
- Better communication Statewide and in the ADE
- SBHCs
- Improve community safety (or perceptions)

Root Causes related to Inadequate Resources

- Community Resources and Support – (lack of jobs for spouse)
- Better or more desirable in adjacent district
- Expense to get additional license (courses & tests)
- Lack of incentive
- Fewer applicants
- Low salaries, high poverty, poor economy
- Housing availability / suitability
- Community safety
- Lack of resources in school (SpEd, Science labs, technology, health services
- Smaller enrollment (RIF, scheduling , double duty)
- School Safety
- Level of support from leadership, teachers, other personnel

Strategies to address inadequate resources

- Move school based health centers (SBHC) – HP schools have greater health needs
- Recruit to HP schools – add resources, sign-in bonuses, loan forgiveness, longevity bonus/performance, low interest loans/housing
- Strengthen partnerships with community business
- State teacher pay plan
- Funding for – multi- year / multi-step mentoring
- Grant writers
- Restructure NBCT/ mentoring pay (require)
- Funding for SpEd assistance, possibly through reallocation of current funding (example: staff to help with teacher's paperwork)

Root Causes related to Educator Preparation

- Higher need for fields (pipeline)

- Only job they can get (saturated area)

Strategies to address Educator Preparation

- NTL for SpEd
- Data driven decision making
- Better advising at EPPs
- Partnership programs with 2 year colleges, Teacher Cadet, High Schools, Career schools
- Loan forgiveness, better advising and public relations to high needs areas
- Recruitment / communications

Equitable Access Stakeholders Meeting

Thursday, March 19, 2015

Identified Gap - Students in HP and HM schools are more likely to have an unqualified teacher than students in LP and LM schools.

Root causes related to Local Leadership

- Feeling teacher cannot make a difference
- Greater number of teacher absences in HP/HM
- Low expectation- leaders, parents, teachers, students - generates "I don't care", lack of student engagement, lack of variety in schedule
- Leadership is "weak"

Strategies to address local leadership root causes

Encourage self-appointed leaders (add to PGP) and through Prof. Dev.

Root Causes related to recruitment and retention

- Fewer applicants for jobs
- Teachers don't want to go
- "Bad kids"

Strategies to address local recruitment and retention root causes

(Strategies were not discussed with this group)

Root Causes related to Inadequate Resources

- Greater number of student absences in HP/HM
- Low pay

- Lack of community
- Load is greater
- Nothing for family (proximity to...)

Strategies to address inadequate resources

(Strategies were not discussed with this group)

Root Causes related to Educator Preparation

- Not prepared for the culture
- Lack of parent support
- School culture
- Feeling teacher cannot make a difference

Strategies to address Educator Preparation

Ensure placement of candidates in HP/HM field experience
Grow your own through paraprofessionals

Equitable Access Stakeholders Meeting

Special Education Focus Group

Thursday, April 2, 2015

Identified Gap - Students in HP schools are more likely to have an out of field teacher than students in LP schools.

Root causes related to Local Leadership

- Higher number of students in classroom (student: teacher ratio) increases workload
- Lack of leadership support for specific SpEd needs
- Local leadership does not understand SpEd
- Lack of family involvement and support
- Perception of students with special needs is negative
- Low expectations of SpEd students and SpEd teachers
- Lack of mentoring by SpEd teacher
- "Isolation" of SpEd teachers and students. Location of classroom, not included,
- Lack of status for SpEd students

Root Causes related to recruitment and retention

- Only job available
- Teachers work one year then move on to more "desirable" position

Root Causes related to Inadequate Resources

- Lack of specialized support for the SpEd needs of students in the local area (PT, OT, other support)
- Lower salaries
- Fewer classroom supplies
- Excessive paperwork

Root Causes related to Educator Preparation

- Lack of understanding of the culture of poverty in these schools
- Burden of legal issues is higher
- Teachers working in field "just because it is a job"
- Attitude about SpEd as a profession. SpEd teachers seen as support.

Strategies to address Educator Preparation

- Leadership Programs at IHEs need focused training on working with Special Education programs.
- The ELLC standards do not include special education mastery. Strengthen state competencies to include.
- Some programs include 6 hour of Special Education in current leadership programs. Should this be policy driven?
- Within programs, build a philosophy of higher expectations.
- Ensure students are receiving very early hands-on experience with special needs students.

Appendix I. Stakeholder Letters of Support for Equitable Access Plan

May 29, 2015

Ivy Pfeffer, Assistant Commissioner
Arkansas Department of Education
Division of HR, Educator Effectiveness and Licensure
Four Capitol Mall, Room 103-B
Little Rock, AR 72201

Dear Ms. Pfeffer,

The Arkansas Public School Resource Center (APSRC) would like to express its appreciation for the opportunity to represent our membership on the Equitable Access to Excellent Educators (EAEE) stakeholder committee. We understand that this advisory group will oversee the long-term implementation of and improvement of this plan.

The recent stakeholder meeting was extremely informative and set a vision that will result in a new focus on an equity agenda across our state. As you know, APSRC is an association of rural and charter schools representing over 80% of the districts in our state. We are committed to high quality educational opportunities for all the students in Arkansas and the work of the Equitable Access to Excellent Educators (EAEE) stakeholder committee is aligned to our mission and work.

Our representative, Barbara Hunter Cox, Director of Teaching and Learning, will utilize our various communication strategies including our enewsletters and regional meetings to share with our members the work of the committee and solicit for feedback or concerns. We will communicate the overview of the state's equity agenda, publicize and encourage involvement by our membership.

We are committed to a continuing collaboration in Arkansas's equitable access work, including:

- Full and active participation in future meetings;
- Sharing of information across our network with through the use of newsletters and email contacts; and
- Involvement of our full staff (with legal, fiscal, communication, teaching and learning and technology) in the review and feedback on the work of the stakeholder committee which will broaden the impact of the committee's work.

1401 West Capitol, Suite 315 ■ Little Rock, AR 72201 ■ 501-492-4300 ■ Fax: 501-492-4305 ■ www.apsrc.net

Arkansas Rural Ed Association

1309 Texas Street Mena, AR 71957 abernathy.bill@gmail.com
479-234-2733

May 25, 2015

Dear Ms. Pfeffer,

Thank you for the invitation to participate in the small- group meeting held on May 28, 2015. Our representative, Dr. Diann Gathright, who participated in the event found it to be encouraging to address the needs of schools in acquiring and retaining teachers and through addressing the equity gaps in our state. At a recent board meeting of our association, Dr. Gathright presented an overview of the state's equity agenda, shared insights gained in the meeting, and proposed options for further engagement with the work. Our organization represents all parts of the state. After careful deliberation as an association, we are proud to support the efforts of the state as your team develops a plan.

We look forward to continued collaboration in Arkansas's equitable access work, including:

- Participation in future meetings to share information from each of our represented districts
- Communication with our membership through conference presentations, newsletters and email contact
- Review and feedback on the plan throughout the summer and in the years ahead

Beyond these offers of support, we look forward to understanding our role in the implementation of Arkansas's forthcoming plan, serving on sub-committees to ensure the successful development of the various components, and to continue to promote the principles set forth in the plan to our organizational membership of large and small districts throughout the state, and to encourage teachers in their challenging work.

We commend your efforts to address the challenges facing our students of color and low income. We believe that every student should have the best teachers possible to ensure they are challenged and prepared for the world they will enter as citizens. It is our role to support the schools through the plan as they enrich their teaching and leadership staffs.

Regards,
(b)(6)

Bill Abernathy
Executive Director

325 West Capitol Avenue, Suite 200
Little Rock, Arkansas 72201-3552
501.801.6700

MAINSTREAM TECHNOLOGIES

Date: May 29, 2015
To: Karli Saracini
From: Lori Stewart
Re: Planning for Equity in Arkansas

To Whom It May Concern:

We are proud to work with Arkansas Department of Education by implementing systems that collect and report the data that is vital in addressing the equity gaps in our state. Also, thank you for allowing us to participate in the small-group meeting held on May 28, 2015. The meeting was very informative and the plan provides information for moving our state forward backed by data statistics.

We look forward to our continued collaboration with Arkansas Department of Education in their equitable access plan, including:

- Participation in future meetings to better understand what data needs to be collected to help the agency plan for the future.
- Working with Arkansas Department of Education to build and improve their systems for data collection and reporting.
- Review and feedback on the plan in July.

We look forward to our role in the implementation of Arkansas's forthcoming plan.

We commend your efforts to address the challenges facing our students of color and low income students through supporting their teachers, school administrators and our system as a whole.

Regards,

(b)(6)

Arkansas Association
of Educational Administrators

219 South Victory
Little Rock, AR 72201
501.372.1691
Fax: 501.372.2807
www.theaaea.org

May 29, 2015

Re:Planning for Equity in Arkansas

Dear Mrs. Saracini,

Thank you for the invitation to participate in the small-group meeting held on May 28, 2015. Mitch Walton, AAEA Director of Professional Development, participated in the event and found it to be very informative as we begin the task of addressing the equity gaps in our state. As we have an opportunity, Mr. Walton will share information of the state's equity agenda, and insights gained in the meeting with the appropriate AAEA constituent organizations. After careful deliberation as an association, we are proud to support the efforts of the state as your team develops a plan.

We look forward to continued collaboration in Arkansas's equitable access work, including:

- Participation in future meetings to share information from each of our represented districts
- Communication with our membership through newsletters and email contact
- Review and feedback on the plan

Beyond these three offers of support, we look forward to understanding our role in the implementation of Arkansas's forthcoming plan.

We commend your efforts to address the challenges facing our minority and low income students through supporting their teachers, school administrators and our system as a whole.

Regards,

(b)(6)

Dr. Richard Abernathy
AAEA Executive Director

Appendix J: Data Tables and Figures

Tables

- Table J.1. Numbers of Students and Teachers in the schools.
- Table J.2. Aggregate data on all factors reviewed.
- Table J.3. Values for equity analysis factors.
- Table J.4. Summary of percentage differences and percent ratios for the equity gaps.

Figures

- Figure J.1. Relationship between school poverty level and the percentage of faculty that are inexperienced.
- Figure J.2. Relationship between school minority level (percentage of students who are non-white) and the percentage of faculty who are inexperienced.
- Figure J.3. Relationship between school poverty level and teachers teaching out of field .
- Figure J.4. Relationship between school minority level (percentage of students who are non-white) and the number of new teachers per school per year over the last five years.

Table J.1. Numbers of Students and Teachers in the schools.

Category	State	HP	LP	HM	LM
# Students	474,995	100,404	157,062	127,151	89,735
# Teachers	39,099	8,163	12,111	9,903	8,872
# Students per Teacher	12.15	12.30	12.97	12.84	10.11
# Teachers per Student	0.082	0.081	0.077	0.078	0.099

Sources: SIS, AELS

Low minority schools had a lower student: teacher ratio than high minority schools. Although the difference was small, the reverse was true in high poverty vs. low poverty schools.

Table J.2. Aggregate data on all factors reviewed.

Category	State	LM	HM	LP	HP
% Teachers Out-of-Field	4.28%	3.72%	2.93%	2.94%	3.61%
% Teachers Unqualified	0.84%	0.01%	0.07%	0.01%	0.25%
% Teachers Inexperienced (0)	8.67%	5.29%	13.77%	8.48%	11.53%
% Teachers Inexperienced (1-3)	18.53%	22.93%	16.35%	17.73%	17.31%
% Teachers Inexperienced (0-3)	27.20%	28.21%	30.12%	26.21%	28.84%
% Teachers with Master's Degrees	38.19%	35.47%	38.45%	42.04%	34.58%
% Classes taught by HQT	98.70%	98.85%	98.21%	98.83%	98.59%
% Classes NOT taught by HQT	1.30%	1.15%	1.79%	1.17%	1.41%
% ELL Students	7.57%	0.67%	14.74%	4.34%	14.39%
Teacher Turnover (# of new teachers per school per year for last five years	2.67	1.70	4.06	3.12	2.88

Sources: SIS, AELS

Table J.3. Value differences for equity analysis factors.

Category	State	HP	LP	H-L P dif	HM	LM	H-L M dif
% Inexperienced	8.67%	11.53%	8.48%	+3.05	13.77%	5.29%	+8.48
% Out-of-Field	4.28%	3.61%	2.94%	+0.67	2.93%	3.72%	-0.79
Teacher Turnover	2.67	2.88	3.12	-0.24	4.06	1.70	+2.36
% Unqualified	0.84%	0.25%	0.01%	+0.24	0.07%	0.01%	+0.06

Sources: SIS, AELS

Positive differences are evident between HP and LP (Inexperienced, Out-of-Field, and Unqualified).
Positive differences are evident between HM and LM (Inexperienced, Turnover, and Unqualified).
Positive differences are evident between HP and State (Inexperienced and Turnover).
Positive differences are evident between HM and State (Inexperienced and Turnover).

Table J.4. Summary of percentage differences and percent ratios for the equity gaps.

	Out-of-Field Teachers		**Unqualified Teachers**		**Inexperienced Teachers**		**Teacher Turnover**	
Category	% dif	% ratio	% dif	% ratio	% dif	% ratio	% dif	% ratio
High vs. Low Poverty Schools	0.67%	1.2 times as large	0.24%	25 times as large	3.05 %	1.4 times as large		
High vs. Low Minority Schools			0.06%	7 times as large	8.48 %	2.6 times as large	2.36%	2.4 times as large

To better understand the significance of the gaps, in addition to the percentage differences for each metric (Table J.4., % dif) for each subgroup, we also looked at the ratio of the percentages (Table J.4., % ratio).

Table J.4. indicates the percentage difference was greatest for Inexperienced Teachers. In general, the percentage differences were smallest for the Unqualified Teacher metric; while percentage ratios were largest for this metric.

Figure J.1. Inexperienced vs. Poverty Level Scattergram

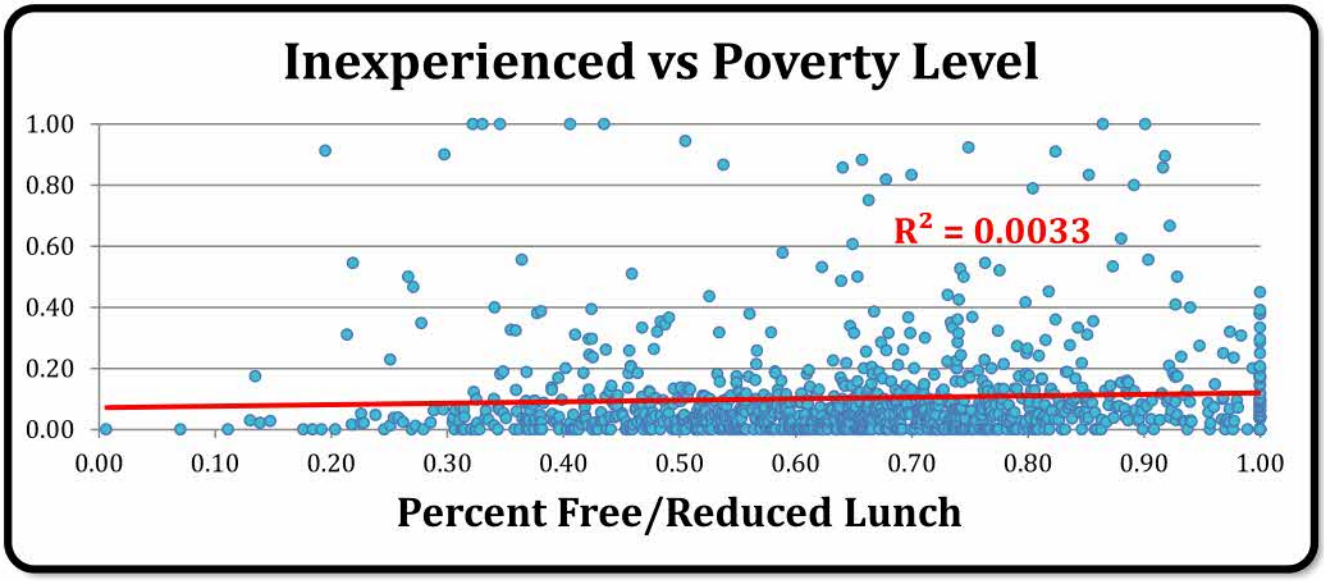


Figure J.1 represents the relationship between school poverty level and the percentage of faculty that are inexperienced statewide. Further statistical analysis may be done on these data in the future.

Figure J.2. Inexperienced vs. Minority Level Scattergram.

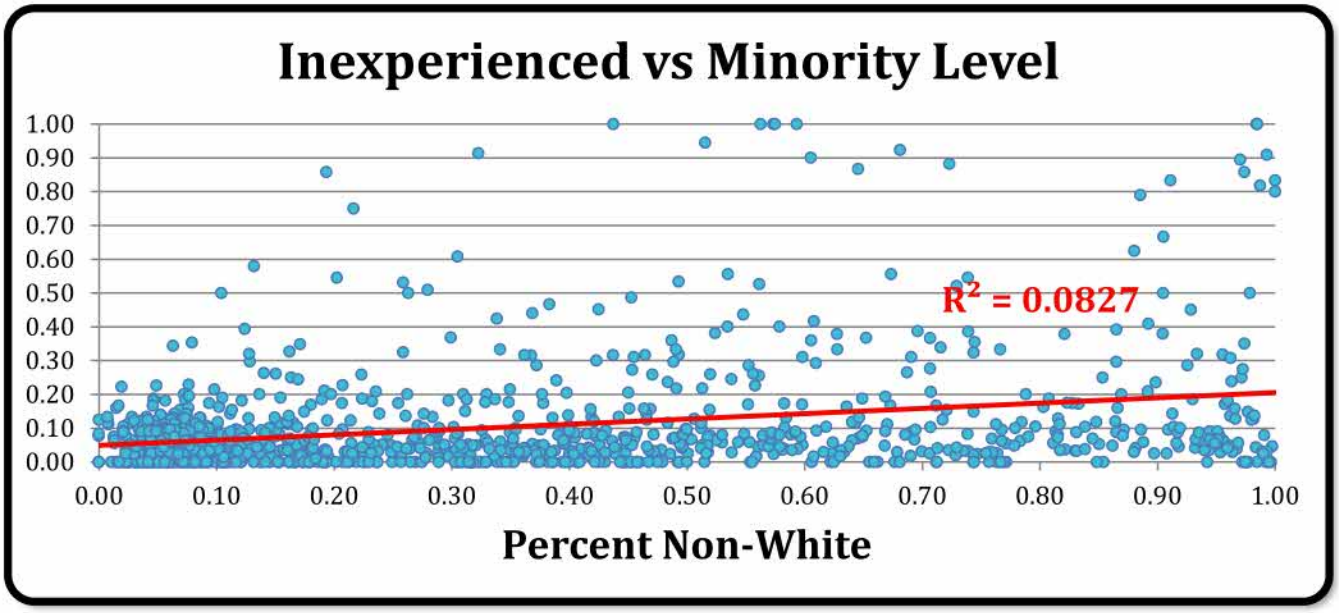


Figure J.2 represents the relationship between school minority level (percentage of students who are non-white) and the percentage of faculty that are inexperienced statewide. Further statistical analysis may be done on these data in the future.

Figure J.3. Out-of-Field vs. Poverty Level Scattergram.

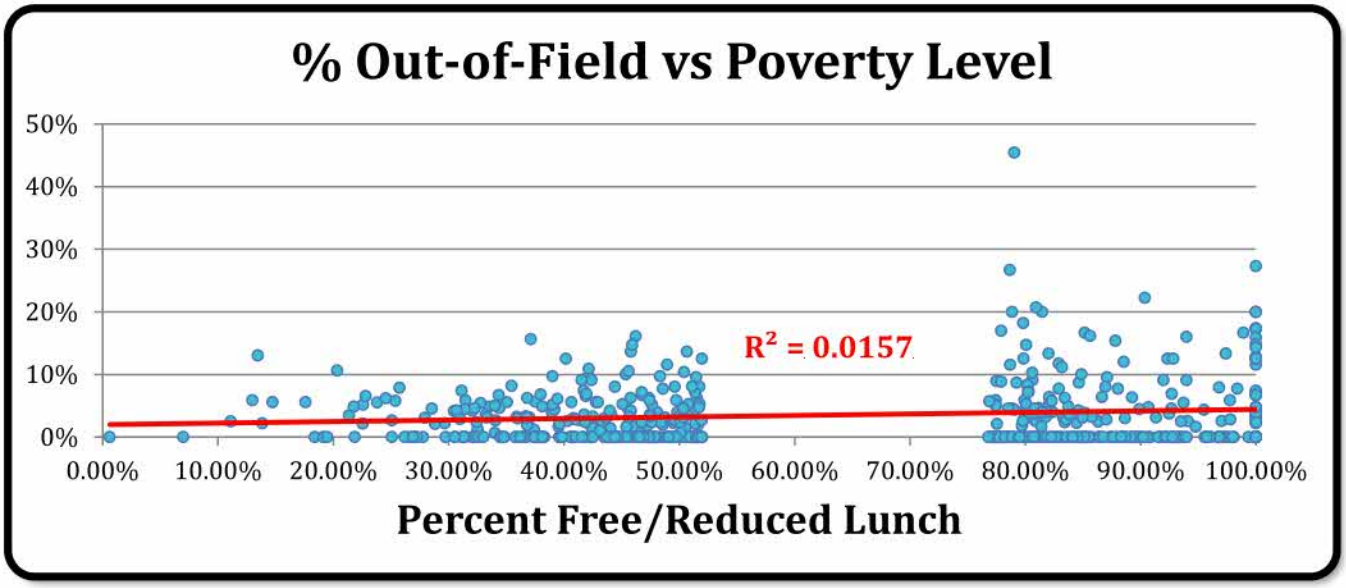


Figure J.3 shows the relationship between school poverty level and teachers teaching out of field. This analysis only included out-of-field data for high-poverty and low-poverty schools. It did not include all schools in the state.

Figure J.4. Teacher Turnover vs. Minority Level Scattergram.

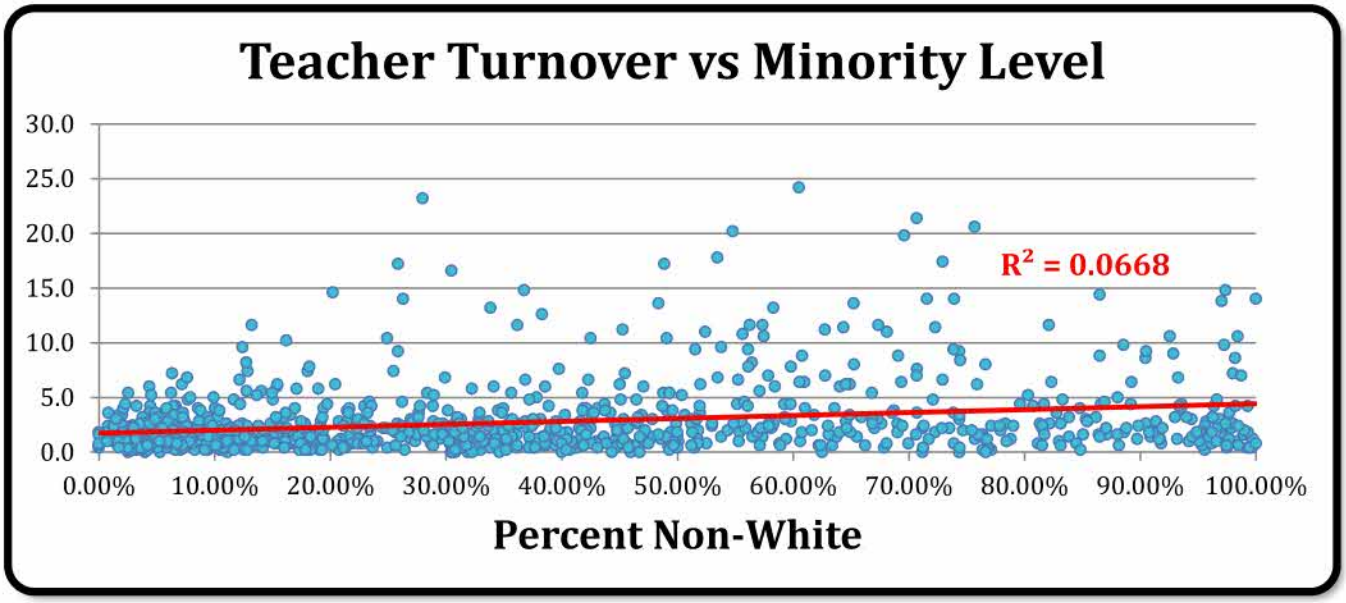


Figure J.4 shows the relationship between school minority level and the number of new teachers per school per year over the last five years statewide. Further statistical analysis may be done on these data in the future.

Appendix K. Ongoing Stakeholder Advisory Groups

Equitable Access to Excellent Educators (EAEE) Stakeholder Group

Organization	Stakeholder Name	Stakeholder Title
Arkansas Rural Education Association	Bill Abernathy	Executive Director
eStem Public Charter School	John Bacon	Chief Executive Officer
University of Arkansas at Little Rock-College of Education & Health Profession	Ann Bain	Dean
Arkansas Teacher Corps-Alternative Teacher Program	Benton Brown	Executive Director
Pulaski County Special School District	Masako Christian	Instructional Facilitator
Fort Smith School District	Debra Cole	Classroom Teacher
Arkansas Leadership Academy	David Cook	Director
Arkansas Public School Resource Center	Barbara Cox	Director of Teaching and Learning
Palestine Wheatley School District	Jonathan Crossley	2014 Arkansas Teacher of the Year
Mainstream Technologies	Bert Drake	Software Developer
Retired Educator	Diana Gathright	Consultant
Arkansas Department of Education - Office of Educator Effectiveness	Sandra Hurst	Director
Retired Educator	Jim Johnson	Consultant
Arkansas Parent Teacher Association	Melinda Kinnison	PTA State Treasurer
Mainstream Technologies	Brett Krebs	Software Developer
Arkansas Department of Education - Office of Educator Licensure - Ed Prep Unit	Joan Luneau	Program Advisor

Arkansas Office of the Governor	Sarah Moore	Education Advisor
Arkansas Department of Education - Division of HR, Educator Effectiveness and Licensure	Ivy Pfeffer	Assistant Commissioner
Arkansas Department of Education - Professional Licensure Standards Board	Cheryl Reinhart	Director
Arkansas Department of Education - State Board of Education	Mireya Reith	Board Member
Arkansas Education Association	Brenda Robinson	President
Arkansas Department of Education - Office of Educator Licensure	Karli Saracini	Director
Arkansas Department of Education - Office of Educator Licensure - Ed Prep Unit	Frank Servedio	Special Projects Administrator
The Walton Family Foundation	Kathy Smith	Senior program officer
Mainstream Technologies	Lori Stewart	Software Developer
Beebe School District	Karla Tarkington	Classroom Teacher
North Little Rock School District/Arkansas State Teachers Association/ESL	Maria Touchstone	ESL Teacher
Arkansas Association of Educational Administrators	Mitch Walton	Executive Director AAESP/AASSP Director of Professional Development

Cross-Functional Implementation Team (CFIT)

Organization	Stakeholder Name	Stakeholder Title
Arkansas Department of Education - Professional Development	Kevin Beaumont	Coordinator
Arkansas Department of Education - Commissioner	Deborah Coffman	Chief of Staff
Arkansas Department of Education - Child Nutrition	Suzanne Davidson	Director
Arkansas Department of Education - Office of Educator Effectiveness - Recruitment and Retention	Jeff Dyer	Program Advisor
Arkansas Department of Education - Communications	Kimberly Friedman	Director
Arkansas Department of Education - Policy & Legislative	Susan Harriman	Special Advisor
Arkansas Department of Education - Curriculum & Instruction	Erine Huff	Information Systems Coordinator
Arkansas Department of Education - Office of Educator Effectiveness	Sandra Hurst	Director
Arkansas Department of Education - Research and Technology	Linda Jenkins	Manager Reporting/EDFacts Coordinator
Arkansas Department of Education - Office of Educator Licensure - Ed Prep Unit	Joan Luneau	Program Advisor
Arkansas Department of Education - Research and Technology	Angel Peugh	System Analyst
Arkansas Department of Education - Division of HR, Educator Effectiveness and Licensure	Ivy Pfeffer	Assistant Commissioner
Arkansas Department of Education - Professional Licensure Standards Board	Cheryl Reinhart	Director

Arkansas Department of Education - Special Education Dispute	Courtney Salas-Ford	Attorney/Program Administrator
Arkansas Department of Education - Office of Educator Licensure	Karli Saracini	Director
Arkansas Department of Education - Office of Educator Licensure - Ed Prep Unit	Frank Servedio	Special Projects Administrator
Arkansas Department of Education - Learning Services-School Health Services	Tracy Starks	School Health Resource Officer
Mainstream Technologies	Lori Stewart	Software Developer
Arkansas Department of Education - School Improvement	Richard Wilde	Program Manager

Equitable Access Core Group (EACG)

Organization	Stakeholder Name	Stakeholder Title
Arkansas Department of Education - Office of Educator Licensure	Janice Calaway	Administrative Specialist
Arkansas Department of Education - Office of Educator Effectiveness - Recruitment and Retention	Jeff Dyer	Program Advisor
Arkansas Department of Education - Office of Educator Effectiveness	Sandra Hurst	Director
Arkansas Department of Education - Office of Educator Licensure - Ed Prep Unit	Joan Luneau	Program Advisor
Arkansas Department of Education - Division of HR, Educator Effectiveness and Licensure	Ivy Pfeffer	Assistant Commissioner
Arkansas Department of Education - Professional Licensure Standards Board	Cheryl Reinhart	Director
Arkansas Department of Education - Office of Educator Licensure	Karli Saracini	Director
Arkansas Department of Education - Office of Educator Licensure - Ed Prep Unit	Frank Servedio	Special Projects Administrator
South Central Comprehensive center (SC3)	Kerri White	Technical Assistance Coordinator

Civil Rights Leaders Group

Organization	Stakeholder Name	Stakeholder Title
Urban League	Eddie L. Armstrong	Representative
South Central Comprehensive Center (SC3)	Dr. Belinda Biscoe	Associate Vice President for Outreach, University of Oklahoma; Director of the South Central Comprehensive Center
NAACP	Dale Charles	President
Arkansas Advocates for Children and Families	Jerri Derlikowski	Director, Education Policy
ADE Office of Equity Assistance	Oliver Dillingham	Unit Leader
Arkansas General Assembly	Joyce Elliott	Senator
Dumas School District	Kelvin Gragg	Superintendent
Rural Community Alliance	Lavina Grandon	President and Policy/Education Director
LULAC	Andre Guerrero	Representative
South Central Comprehensive Center (SC3)	Sarah Hall	Associate Director of the South Central Comprehensive Center; New Mexico/Oklahoma Technical Assistance Coordinator
Policy and Legislative Services	Susan Harriman	ADE Special Advisor
IDRA South Central Cooperative for Equity	David Hinojosa	National Director of Policy
Helena-West Helena School District	John Hoy	Superintendent
Arkansas Public Policy Panel	Bill Kopsky	Exec. Director
Confucius Institute	Dr. Xiaohong Lu	Deputy Director

Arkansas Rehabilitative Services	Alan McClain	Commissioner
Office of the Governor	Sarah Moore	Education Liaison
Office for Education Policy	Dr. Gary Ritter	Endowed Chair / Faculty Director
Intercultural Development Research Association	Dr. Bradley Scott	Director, IDRA SCCE
Hispanic Women's Organization of Arkansas	Margarita Solorzano	Director
UALR Institute on Race and Ethnicity	Dr. Michael R. Twyman	Director
Arkansas General Assembly	John W. Walker	Representative