Connecticut's

Equitable Access to Excellent Educators Plan 2015

Connecticut State Department of Education

CSDE

Connecticut State Department of Education

Dr. Dianna R. Wentzell
Commissioner of Education

Talent Office

Dr. Sarah J. Barzee
Chief Talent Officer

Shannon Marimon
Division Director, Bureau of Educator Effectiveness and Professional Learning

Nancy Pugliese, J.D.
Bureau Chief of Educator Standards and Certification

Anne McKernan
Director of Leadership Development

Performance Office

Ajit Gopalakrishnan
Interim Chief Performance Officer

Raymond Martin
Education Consultant

Office of Communications and Community Partnerships

Andrea Wadowski
Graphic Designer

State Education Resource Center (SERC)

Amy Aparicio Clark
Director of Research and Development

For a complete list of contributors, please see Appendix C.

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Section 1: Introduction and Executive Summary

Introduction

The Connecticut State Department of Education (CSDE), in collaboration with a wide range of stakeholders, has developed *Connecticut's Equitable Access to Excellent Educators Plan* (2015 CT Equity Plan). This plan is developed to ensure all students, regardless of race or income, have equitable access to excellent educators. The CSDE is pleased to submit this plan which 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 steps the State Education Agency (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 or inexperienced school leaders.

Focus of the Equity Plan 2015

The 2015 Connecticut Equity Plan will focus efforts in selected high-poverty/high-minority districts to increase the percentage of experienced teachers and principals, increase retention of teachers and administrators, and increase the number of candidates who are fully prepared, certified to teach and accept positions in Connecticut's designated shortage areas.

Executive Summary

Students attending high-poverty and high-minority schools in Connecticut are taught at higher rates by inexperienced teachers who are less likely to remain in their schools than students attending low-poverty and low minority schools. Similarly, students attending high-poverty and high-minority schools are more likely to have less experienced principals who are less likely to remain in their schools. The list below summarizes strategies designed to close the five equity gaps identified in the 2015 CT Equity Plan: teacher inexperience, principal inexperience, teacher retention, principal retention and specific designated shortage areas (p. 22).

Develop:

- **Strategy 1: Strengthen Preparation, Support and Ongoing Development of Principals**
  Expand and strengthen existing principal preparation and support programs and redesign support and ongoing development programs for currently serving principals.
- **Strategy 2: Strengthen Preparation, Support and Ongoing Development of Teachers**
  Revise teacher preparation program requirements to ensure that candidates possess the knowledge, skills and dispositions needed to be successful in Connecticut's high-poverty/minority schools.
- **Strategy 3: Address Gaps in Educators' Cultural Consciousness and Competence**
  Continue current efforts to increase the racial, ethnic and linguistic diversity of the workforce and expand cultural consciousness and competence training throughout the career development continuum.

Retain:

- **Strategy 4: Improve Working Conditions for Teachers and Support from School Leaders**
  Enhance working conditions in Connecticut's high-poverty/high-minority schools to ensure multi-tiered behavioral frameworks are implemented as designed, expand supports for students experiencing emotional and mental health challenges, and employ strategies to reduce chronic absenteeism.
- **Strategy 5: Examine Effective Use of Per Pupil Expenditures**
  The CSDE will provide a cross-divisional team to review Alliance District plans for those districts identified in the 2015 Equity Plan to ensure state funding is directed toward evidenced-based, high-leverage equity strategies outlined in this plan.

Attract:

- **Strategy 1 & 2: Strengthen Preparation, Support and Ongoing Development of Principals and Teachers**
  Develop programs to attract and hire aspiring teacher leaders to serve as building administrators and support district teacher leadership initiatives that allow teachers to work in new roles to support student growth and strengthen school culture.
- **Strategy 6: Increase Supply of Candidates in Order to Eliminate Existing Designated Shortage Areas**
  Explore new approaches to increase the supply of qualified and fully-certified teachers who apply for and are hired in designated shortage areas.

Section 2: Background and Context

Background

The Connecticut Equity Plan written in 2006 focused on increasing access to highly-qualified teachers (HQT). In the 2011 plan, strategies were identified to ensure poor and minority students were not taught by inexperienced, unqualified, or out-of-field teachers at a higher rate than other students. To formulate the 2015 CT Equity Plan, the internal CSDE team, in collaboration with stakeholders, examined numerous data points. Equity gaps exist for nearly every metric analyzed. To identify the most significant gaps, an iterative data analysis process was used. The largest equity gaps emerged in the areas of teacher and principal experience, retention and persistent designated shortage area vacancies.

Current State Education Agency Context

As the CSDE submits this plan, it does so as it is implementing several major education reform measures introduced since 2012. The goal is to align Connecticut's Equity Plan with the following existing policies and initiatives:

- **2012: The Year for Education Reform:** Launched by Governor Dannel P. Malloy, this ambitious plan for education reform in Connecticut outlined six key principles. Among them, Governor Malloy stated, *"that our schools are home to the very best teachers and principals — working within a fair system that values their skills and effectiveness over seniority and tenure."*
- **Public Act 12-116:** a sweeping education reform bill passed by the Connecticut General Assembly in July 2012 to advance Governor Malloy's reform principles. Several provisions relate to enhancing the quality of all Connecticut educators including:
  - a new statewide system for educator evaluation and support requiring annual performance evaluations of teachers, principals and other administrators based upon the Guidelines for Educator Evaluation developed by the Performance Evaluation Advisory Council (PEAC) and approved by the State Board of Education on June 27, 2012;
  - a new vision for professional learning requiring job-embedded coaching as the primary vehicle to improve educator practice;
  - awarding tenure on the basis of effective practice;
  - requiring districts to define educator effectiveness;
  - increasing the Educational Cost Sharing (ECS) funding for Alliance Districts (the state's 30 lowest-performing districts) and introducing a new accountability system for low-performing schools; and
  - creating the Commissioner's Network to support the 25 lowest-performing schools.
- **Alliance Districts:** With the formation of the Alliance Districts, Connecticut's 30 lowest performing districts are required to submit an annual plan to the CSDE outlining the use of additional ECS funding to implement strategies in the following areas: Talent, Academics, Culture and Climate, and Operations. Plans are reviewed annually by a cross-divisional team representing the Academic, Talent and Turnaround Offices.
- **LEAD CT:** A CSDE supported program, LEAD-CT is a collaborative partnership that aims to recruit, select, prepare, develop and retain educational leaders to strengthen student learning across all Connecticut districts, and classrooms with a priority focus on the Alliance Districts.

- **ESEA Flexibility Renewal Application:** On May 29, 2012, the CSDE was granted flexibility from certain requirements of the Elementary and Secondary Education Act of 1965 (ESEA), also known as the No Child Left Behind Act. As part of the flexibility request, the CSDE developed a state plan which included, among other principles, the support of educators in reaching high professional standards and receiving meaningful professional learning opportunities to ensure all students have access to effective instruction. In March 2015, the CSDE submitted an updated flexibility plan requesting an additional three years in order to sustain progress toward these goals.
- **The Municipal Opportunities and Regional Efficiencies (MORE) Commission:** Established in 2010, this body composed of legislators, town officials, advocates and citizens examines opportunities to achieve regional efficiencies to reduce costs of local government functions. Currently, the MORE Commission consists of three active committees, one of which is focused on regionalizing special education services and delivery.
- **Educator Preparation Advisory Council (EPAC):** Established by the State Board of Education in 2012, EPAC is a broadly representative stakeholder group charged with transforming Connecticut's educator preparation system, including a new system for program approval, certification and data reporting to support improved program quality and accountability.
- **Network on Transforming Educator Effectiveness (NTEP):** Connecticut is one of seven states selected to participate in a two-year pilot focused on transforming educator preparation, licensure, program approval and data/accountability systems. The Council of Chief State School Officers (CCSSO) created NTEP to support states ready to take action in key policy areas to ensure all teachers are "Learner Ready" and principals are "School Ready" on day one of their careers.
- **Connecticut Academy for Professional Learning:** Beginning in the fall of 2014, the CSDE convened the Connecticut Academy for Professional Learning facilitated by Learning Forward. The Academy supports the CSDE's goal of developing a statewide system of high-quality professional learning that enhances educator practice and student outcomes. The Academy provides an intensive, six-day learning experience designed to:
  - develop the capacity of educators to design high-quality systems of professional learning;
  - examine successful models of professional learning that support educator growth and development;
  - explore how adult learning theories influence decisions and practices regarding learning;
  - examine how stakeholders support, facilitate and evaluate effective professional learning;
  - develop guidance to support district committees as they update their local or regional educator evaluation and support plans; and
  - explore policy implications at the state and local levels.
- **Commissioner of Education:** The majority of efforts mentioned above were established by or implemented under former Commissioner Stefan Pryor. In August 2014, Commissioner Pryor resigned his position as Commissioner and completed his tenure on January 6, 2015. On April 17, 2015, the State Board of Education made a recommendation to Governor Malloy that Dr. Dianna R. Wentzell serve as Connecticut's Commissioner of Education. On May 1, 2015 the State Senate confirmed her appointment. Commissioner Wentzell has signaled her commitment to the aforementioned initiatives.

Overview of the Plan Development Process

The CSDE internal team is comprised of members from the Performance and Talent Offices; the team works in close consultation with the Commissioner of Education. (See Appendix A for a complete listing of CSDE team members). During its first meetings in December 2014, the team created a work plan that examined initial data sets and established a stakeholder engagement process.

Initially, the internal team reviewed data included in Connecticut's Educator Equity Profile provided by the United States Department of Education (USED). After careful analysis, the team concluded that the metrics provided did not demonstrate the equity gaps that may exist in Connecticut. As a result, the CSDE analyzed a broader set of data. In January 2015, the team reviewed data that showed differences between the highest and lowest quartile schools ranked by poverty and by percentage of minority students in the following areas:

- Highly-Qualified Teachers (HQT);
- teachers with two or more years of experience;
- teachers with a higher level of certification (i.e. Provisional and Professional);
- teacher demographics (i.e. the number of nonwhite students per non-white teacher);
- average salary for those first year teachers with a Master's degree working full-time.

Section 3: Stakeholder Engagement and Consultation

Background to the Stakeholder Engagement Process

The CSDE values the input and feedback from its constituencies. The stakeholder engagement process started in late March 2015 and continued throughout May 2015. The process featured an initial series of three meetings composed of the same stakeholders, three additional meetings with three distinct and specifically-identified stakeholder groups and two webinars open to the public.

To ensure that diverse points of view were included in the plan's development, the CSDE identified stakeholder organizations and extended an invitation for two representatives per organization to attend an initial series of three meetings. The participating organizations represented parents, civil rights groups, teacher unions, teachers, the administrator's union, administrators, higher education, boards of education, superintendents, principals, community groups, and central office staff. (See Appendix B for a complete listing of stakeholders).

Initial Series of Stakeholder Meetings

To inform the plan, a series of meetings was held at the Connecticut Office of Higher Education at 61 Woodland Street in Hartford. Full-day meetings were held on March 30, 2015 (9:00 a.m. to 3:00 p.m.), April 1, 2015 (9:00 a.m. to 2:00 p.m.), and April 8, 2015 (9:00 a.m. to 2:00 p.m.). Dr. Donna Merritt, an experienced consultant from the State Education Resource Center (SERC), facilitated the process. To capture the information discussed during the meetings, Amy Clark, SERC's Director of Research and Development, took detailed notes and captured the group's thinking in the form of meeting minutes, pictures of artifacts, and translation of artifacts into electronic documents. (See Appendix C for Stakeholder Meeting Attendance, Agendas, and Documentation).

On March 30, 2015, 28 attendees, representing 17 organizations, participated in introductory activities including a welcoming exercise, a comprehensive overview of the Equity Plan's requirements and the process the state would follow to create the plan. Following the introductory activities, Raymond Martin of the CSDE Performance Office provided an overview of how school quartiles were created and the sources used in the data presentation. Stakeholders reviewed data showing the differences between high-poverty and low-poverty schools and between high-minority and low-minority schools in the following areas:

- Highly Qualified Teachers
- Out-of-field Teachers
- Inexperienced Teachers: two years of service or fewer
- Inexperienced Principals: two years of service or fewer
- Higher Levels of Certification: the percentage of teachers working under Provisional or Professional certifications;
- Principal Retention: number of principals and in one school year who were working at the same school in the prior year
- Salary of First Year Teachers: average salary of those first year teachers with a Master's degree who are working full-time

Participants discussed the metrics, asked clarifying questions and requested that the Performance Office conduct additional data analysis for further review and consideration.

During the afternoon session, Dr. Morgaen Donaldson, Associate Professor of Education at UConn's Neag School of Education, facilitated a root-cause analysis of CT equity gaps focusing on gaps that emerged from the data review and analysis. These root-cause analyses focused on educator experience, educator retention and school resources in high and low-poverty schools and in high and low-minority schools. Fishbone activities seen below were completed over the course of the stakeholder meetings.

Figure 1: Root Cause Analysis Examining Teacher Retention and Experience Between High-Poverty and Low-Poverty Schools

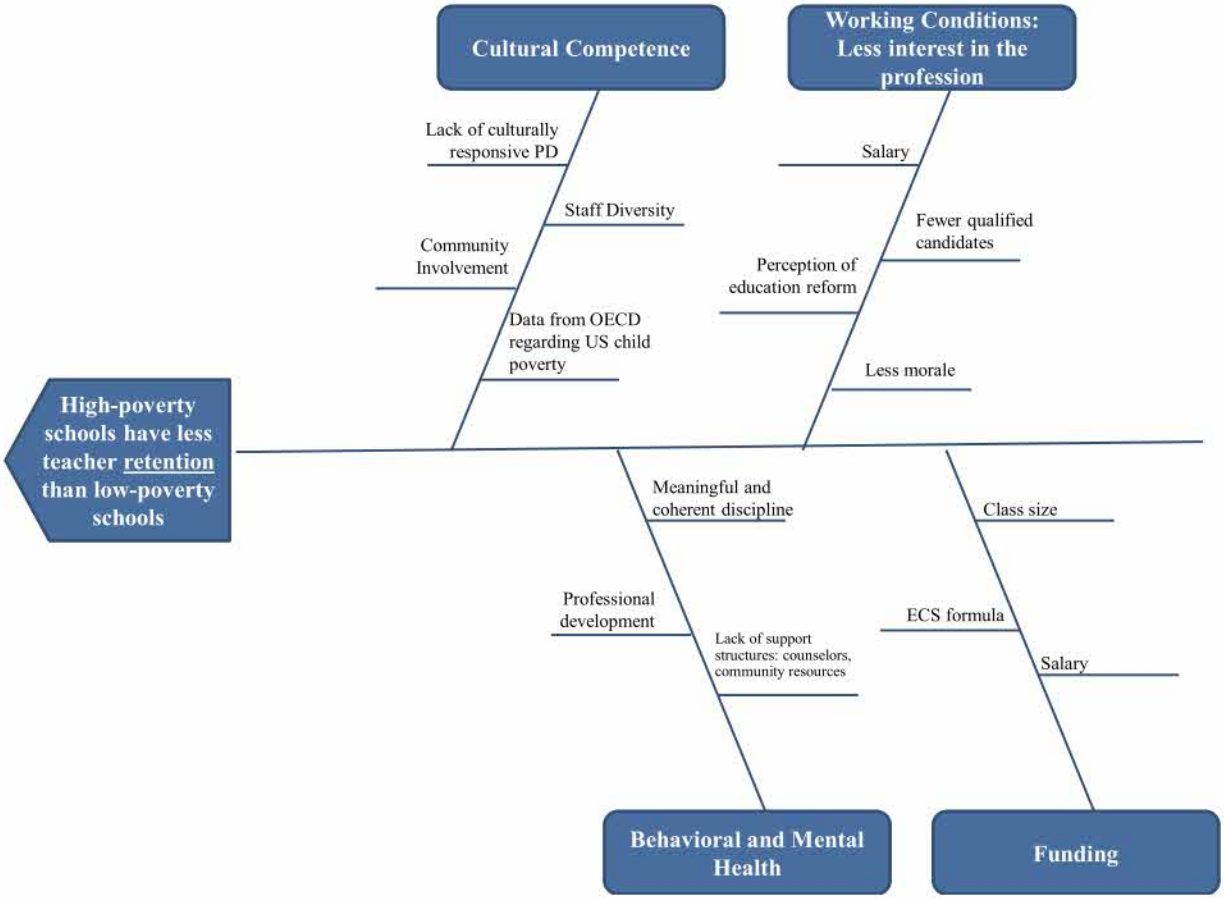
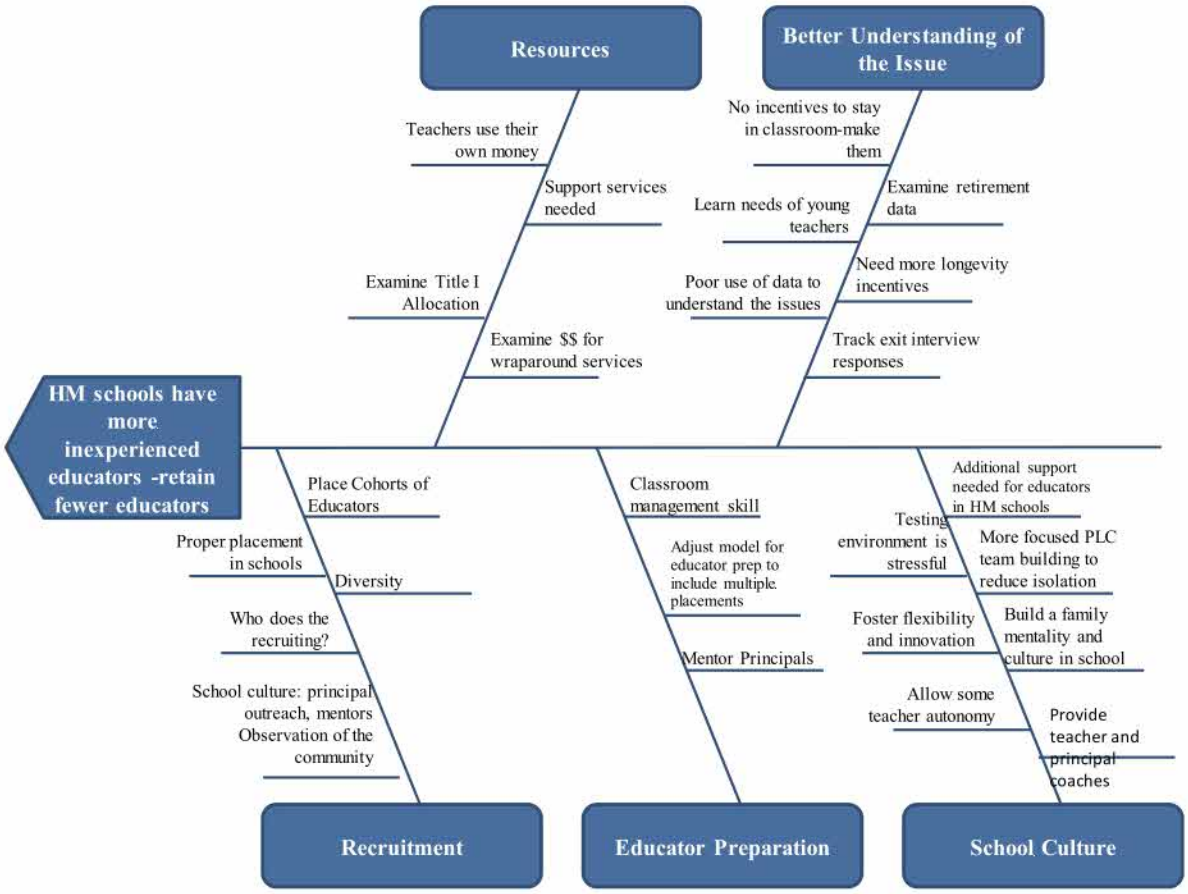


Figure 2: Root Cause Analysis Examining Teacher Retention and Experience Between High-Minority and Low-Minority Schools



On April 1, 2015, Dr. Donaldson presented the following four themes that emerged from the root-cause analysis conducted on March 30, 2015: **district/school leadership, school climate, cultural competence and access to equitable resources.** Participants brainstormed strategies to address each root cause. Then Dr. Donna Merritt, the Equity Plan Stakeholder Group facilitator, led the group in a merger method activity, which allowed similar strategies to merge under a common category. Once the merger method was completed, participants ranked the strategies by importance, feasibility and impact in reducing equity gaps. A group of stakeholders discussed regionalization and the Education Cost Sharing (ECS) formula as areas of concerns for the Equity Plan. Other participants mentioned these factors may be long-term solutions to equity issues, but that there were additional strategies that could have a powerful and more immediate impact. Twenty-three participants attended this meeting.

The stakeholder group met again on April 8, 2015. Dr. Donaldson presented longitudinal data on persistence rates for new teachers in Connecticut. This data showed retention gaps between new teachers in high versus low-poverty schools. Dr. Donaldson showed that these gaps were largely attributed to below-average teacher retention in charter schools. Because charter schools are a small subset of schools who are allowed staffing flexibilities, the decision was made to examine experience, retention and shortage area gaps in public non-charter schools.

At the April 8, 2015 convening, Raymond Martin also presented additional data requested by the stakeholders. These new data sets included educators' experience at four years or less and educator retention in the same school at one, three and five year periods. Finally, results from the strategy rankings on April 1, 2015, were shared with participants for further discussion. Some stakeholders expressed concerns that issues such as regionalization did not rank highly in terms of feasibility, while others focused more narrowly on strategies that can close these gaps in a subset of districts. Twenty-two participants, representing seventeen organizations, attended the meeting.

Additional Stakeholder Engagement Efforts

To ensure diverse points of reference were included in the development of the 2015 CT Equity Plan, attendance at the three initial stakeholder meetings was taken and reviewed to assess the diversity of participation. The review showed that students, civil rights groups, and school principals were not well-represented during the face-to-face meetings. As a result, on Friday, May 1, 2015 the CSDE convened a fourth stakeholder meeting with representatives from civil rights groups. On Tuesday, May 14, 2015, the 2015 CT Equity Plan was presented to LEAD CT's Policy and Practice Fellows. Present at this meeting were several school principals, representatives from higher education, LEAD CT staff and New Leaders (a national nonprofit that focuses on developing school leaders). On May 15, 2015 the Equity Plan was presented to a Connecticut Association of Public School Superintendents (CAPSS) workgroup comprised of superintendents, assistant superintendents and representatives from the Connecticut Association of Schools (CAS). Lastly, invitations were sent to a large number of groups inviting them to attend one or both of the Equity Plan Advisory Group's on-line meetings held on Tuesday, May 5, 2015 at 3:00 p.m. and Thursday, May 7, 2015 at 7:00 p.m. (See Appendix C for Stakeholder Attendance at On-line Meetings).

The State Board of Education was provided updates on the Equity Plan development and stakeholder engagement process through communication from Commissioner Wentzell. In preparation for the May 6, 2015 State Board of Education meeting, Commissioner Wentzell sent a written update to the Board. During the Commissioner's Report portion of the May meeting, Commissioner Wentzell provided additional information on the focus and status of the 2015 CT Equity Plan. (See Appendix D)

Section 4: Equity Plan Definitions

Discussion of CT's Excellent Teacher and Excellent Principal Definition

The 2015 CT Equity Plan focuses on ensuring that students attending high-poverty and high-minority schools have equitable access to excellent teachers. In crafting Connecticut's definition of "excellent educator", the CSDE incorporated aspects of the *Learner Ready* definition from its work in the NTEP. Many people involved throughout the stakeholder process are also members of EPAC. There was great support to incorporate aspects of this definition to promote alignment and coherence among CSDE goals and initiatives. Stakeholders participated in a discussion regarding the qualities of an excellent educator. Among the qualities discussed were: passion for teaching, the belief that all students can learn, the ability to impact student learning, knowledge of effective teaching, a desire to work with parents, an understanding of culturally-responsive teaching, the capacity to teach students self-efficacy and citizenship skills, and a desire to grow professionally. Stakeholders felt strongly that excellent teachers are well-supported in their classrooms. In defining an excellent teacher, Connecticut recognizes that a teacher in his/her first four years of service may be a very effective initial teacher and may even demonstrate an outsized impact on student performance. However, for the purpose of measuring progress toward the Equity Plan goals, an excellent teacher is one who has more than four years of experience. Stakeholders also recognized the negative effects of constant teacher turnover in their schools. Researchers Susan Moore Johnson and colleagues stated "Schools and students pay a price when early-career teachers leave their high-need schools after two or three years, just when they have acquired valuable teaching experience. It becomes impossible for schools with ongoing turnover to build instructional capacity and to ensure that students in all classrooms have effective teachers." (Johnson, Kraft & Papay, 2011). Connecticut's definition will address years of service at the four year mark.

Recognizing that there are multiple dimensions of an *excellent teacher*, Connecticut has defined excellent educator as follows:

- **Excellent Teacher:** An experienced teacher who is fully prepared and certified to teach in his or her assigned content area(s), is able to demonstrate effective instructional practices, consistently demonstrates professionalism and has received a summative evaluation rating of proficient or higher on his or her annual performance evaluation.

Similarly, NTEP's definition of *School Ready Principal* was considered in the crafting of the excellent principal definition. As defined in a CCSSO task force report, *Our Responsibility, Our Promise*, a *School Ready Principal* is one who transforms school learning environments that assure all students will graduate college and career-ready, collaboratively craft the school's vision and strategic goals, uses performance outcomes and data to align resources, nurture and sustain a positive climate, develops and retains quality personnel, share leadership responsibilities and leads the outreach efforts to students, families and the wider community.

Recognizing there are multiple dimensions of an excellent principal, Connecticut has defined excellent principal as follows:

- **Excellent Principal:** An experienced principal who is fully prepared and appropriately certified to act as the instructional and administrative leader of a school, demonstrates strong leadership practices, consistently demonstrates professionalism and has received a summative evaluation rating of proficient or higher on his/her annual performance evaluation.

Connecticut has defined the following terms:

- **Inexperienced:** An educator with four years or less of service. Teachers and principals who have four or less years of experience will serve as an indicator of an equity gap.
- **Unqualified Teacher:** A person who is teaching in a subject/discipline for which he/she does not have certification.

- **Out-of-Field Teacher:** A person who does not hold an initial, provisional, or professional certificate or the appropriate authorization for that content area.
- **Teacher and Principal Retention:** The rate of educators who remain in the same school for more than four years. The gap between high and low-poverty/minority schools will serve as an indicator of an equity gap.
- **Shortage Area Vacancies:** The percentage of vacant positions in designated shortage areas at the school level in high poverty/minority schools will be used as an indicator of an equity gap.
- **Full-Time Equivalent (FTE):** The proportion of a full-time position that an educator devotes to a specific assignment. A full-time position is reported as 1.0 FTE, while a 50% job is reported as 0.5 FTE.
- **Low-Income Student:** A student who is reported as eligible for free or reduced price meals.
- **Minority Student:** A student whose race/ethnicity is reported as not white.
- **Poverty and Minority Quartiles:** Schools (not districts) are grouped into quartiles based on the percent of low-income and minority students in the district. The two middle quartiles are grouped together because comparisons for the 2015 CT Equity Plan are based on the gap between high and low-poverty/minority schools.
- **Equity Gap:** The difference between the top and bottom quartiles schools when comparing poverty and minority status.

Section 5: Exploration of the Data

To ensure the 2015 CT Equity Plan is data-driven, the CSDE analyzed a variety of data points derived from multiple sources. To compare potential equity gaps, all Connecticut public schools were divided into quartiles. The stakeholder engagement process was instrumental in focusing the Equity Plan on the most significant gaps and identifying a specific time frame for the definition of experience and retention.

Data Sources

In conducting the preliminary data reviews, the CSDE Performance Office used data from the following required reports to identify equity gaps:

- ED 163 Certified Staff File Report;
- Public School Information System (PSIS); and the
- ED 156 Fall Hiring Survey.

In addition, the CSDE Performance Office staff worked with professionals in the CSDE Talent Office's Bureau of Standards and Certification for information pertaining to highly-qualified teachers. Working with researchers from the University of Connecticut's Neag School of Education, a longitudinal analysis was completed to examine data over time. The University staff examined teacher persistence data at three years of service and less.

The Procedure for Establishing Quartiles

To establish the minority and poverty quartiles, the CSDE used data from Connecticut's individual student database, the Public School Information System (PSIS), as the source of student enrollment data, including students' racial/ethnic group membership and free or reduced price meal eligibility status which serves as Connecticut's poverty indicator. Every year, the CSDE uses the October 1 PSIS file to calculate the percentage of students that were reported with a race other than white (percent minority) and the percentage of students that were reported as eligible for either free or reduced price meals (percent poverty). This calculation is performed for all full-time public schools and programs.

After the percentages for poverty and minority status have been calculated, the schools are rank ordered by poverty percentage and the cut points at the 25th and 75th percentiles are determined. This process is repeated to establish the minority quartiles. In the instances where the percent poverty or minority of a cut-point school is shared with other schools (i.e. the cut point school is one of two or more schools with the same percentage poverty or minority), adjustments were made to the quartile cut point to ensure equal treatment of the schools.

The CSDE conducted analyses of various data sets to identify equity gaps across numerous metrics using schools as the unit of analysis. The CSDE focused on schools across the state as district-level analysis might mask important discrepancies. We examined the three statutory metrics: experience, qualifications and out-of-field assignments across schools in the state and then explored additional data points at different levels of experience and retention. Tables 1-4 depict Connecticut's equity gaps.

Table 1 on the following page shows a comparison of teachers in high-poverty versus low-poverty schools in the three statutory categories: unqualified, out-of-field and inexperience. In addition, the table also shows teacher retention, principal experience and principal retention. Table 2 shows the same comparisons for high-minority versus low-minority schools.

Figures 3-7, are included to provide a visual representation of Connecticut's equity gaps.

Table 3 displays designated shortage area information and gaps that exist between high-poverty and low-poverty schools. Each year, Connecticut's submits a list of proposed teacher shortage areas for designation by the USED. For the 2015-2016 year, ten teaching certifications were designated as shortages (See Appendix E for CT Designated Shortage Areas). Stakeholders examined data showing equity gaps in designated shortage areas. Larger equity gaps were identified for Science Grades 7-12, Mathematics Grades 7-12 and Bilingual Education.

Table 4 provides the same comparative information for high-minority and low-minority schools.

Table 1. Connecticut Equity Gaps in High Poverty v. Low Poverty Schools 2013-14

School Type	*Core Academic Teacher				All Teacher Data		Principal Data		
	% FTE Not Highly Qualified	% FTE Unqualified Teachers	% FTE Teachers Out of Field[4]	% Teachers 4 Years or Less Experience	% All Teachers 4 Years or Less Experience	% Teacher Mobility** 5 years	% Principals 2 Years or less Experience	% Principals 4 Years or Less Experience	% Principal Mobility** 5 years
All Schools (Nt=49,354 Np=1,076) * **	0.9	0.7	0.2	21.9	20.8	41.1	27.4	44.7	64.4
Schools in the High Poverty Quartile (Nt=10,193 Np=266)	2.2	1.7	0.5	30.4	26.1	53.1	33.8	48.5	67.3
Schools in the Low Poverty Quartile (Nt=13,236 Np=256)	0.5	0.2	0.3	18.1	19.8	34.3	23.6	38.8	60.2
HP/LP Gap	**1.7**	**1.5**	**0.2**	**12.3**	**6.3**	**18.8**	**10.2**	**9.7**	**7.1**

* Core subjects include: Art, Elementary, English Language Arts, English as a Second Language, Kindergarten, Mathematics, Music, Reading, Science, Social Studies, Special Education, and World Languages

** Mobility is used as the metric to reflect a school's educator retention rate and to ensure all categories demonstrates gaps that exist between HP and LP schools.

*** *Nt*=number of teachers, *Np*=number of principals

Table 2: Connecticut Equity Gaps in High Minority v. Low Minority Schools 2013-2014

School Type[1]	Core Academic Teacher*				All Teacher Data		Principal Data		
	% FTE Not Highly Qualified	% FTE Unqualified Teachers	% FTE Teachers Out of Field[4]	% Core Teachers 4 Years or less Experience	% All Teachers 4 Years or less Experience	% Teacher Mobility 5 years	% Principals 2 Years or less of Experience	% Principal 4 Years or less of Experience.	% Principal Mobility** 5 years
All Schools (*Nt*=49,354 *Np*=1,076) * **	0.9	0.7	0.2	21.9	20.8	41.1	27.4	44.7	64.4
Schools in the High Minority Quartile (*Nt*=10,776 *Np*=269)	2.1	1.6	0.5	31.8	28.7	52.2	30.1	47.3	64.7
Schools in the Low Minority (*Nt*=11,919 *Np*=258)	0.5	0.3	0.2	18.3	17.9	34.2	22.7	42.7	57.5
HM/LM Gap	**1.6**	**1.3**	**0.3**	**13.5**	**10.8**	**18.0**	**7.4**	**4.6**	**7.2**

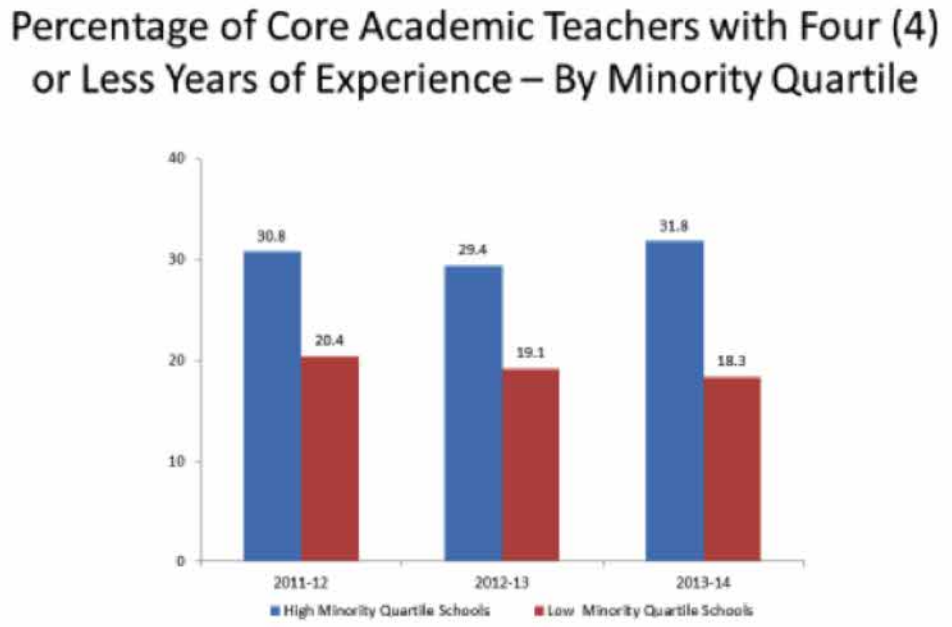
* Core subjects include: Art, Elementary, English Language Arts, English as a Second Language, Kindergarten, Mathematics, Music, Reading, Science, Social Studies, Special Education, and World Languages

** Mobility is used as the metric to reflect a school's educator retention rate and to ensure all categories demonstrates gaps that exist between HP and LP schools.

*** *Nt*=number of teachers, *Np*=number of principals

Figures 3 and 4: Core Academic Teacher Distribution by Poverty and Minority Quartile

When analyzing inexperience data for core academic teachers, the gaps are larger than data for ALL teachers (Tables 1 and 2) in both high-poverty and high-minority schools when compared to low-poverty, low-minority schools.



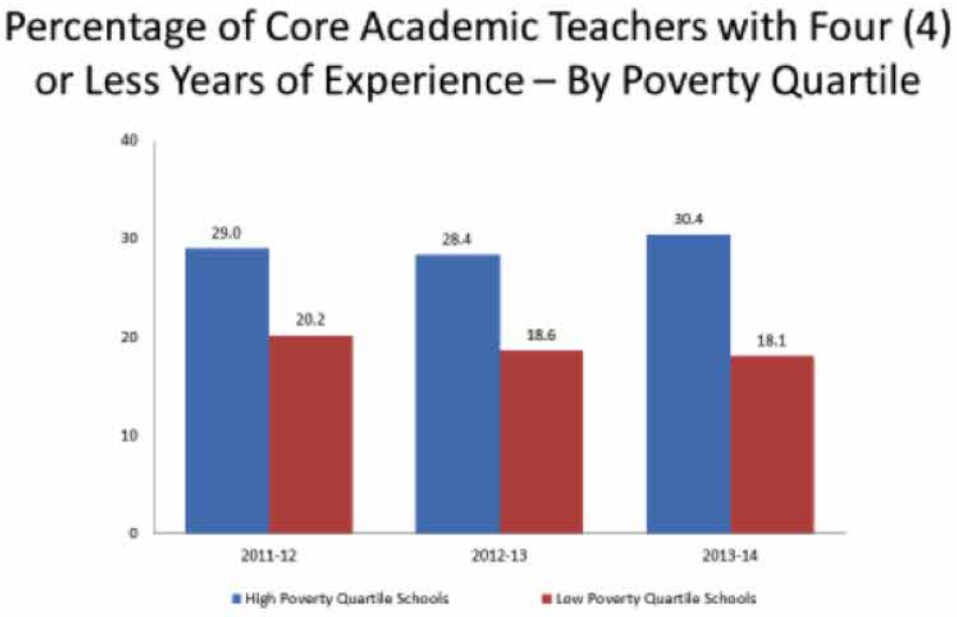
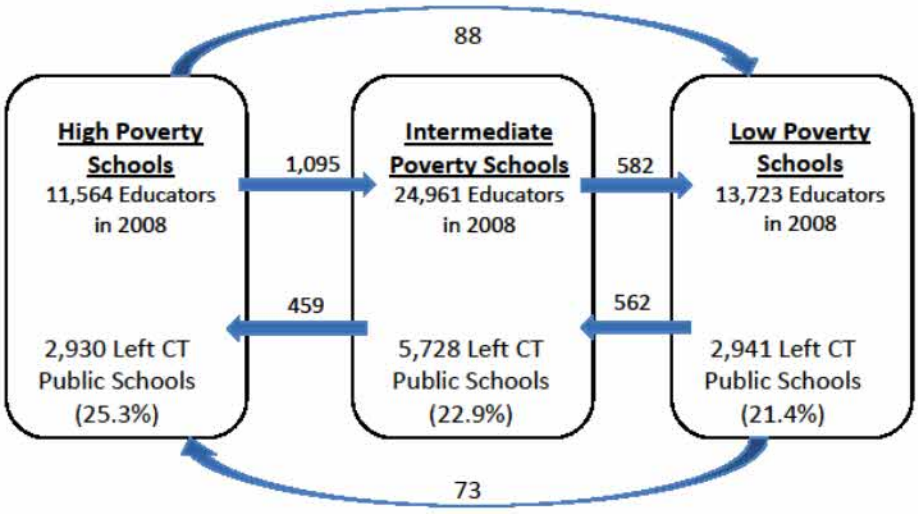
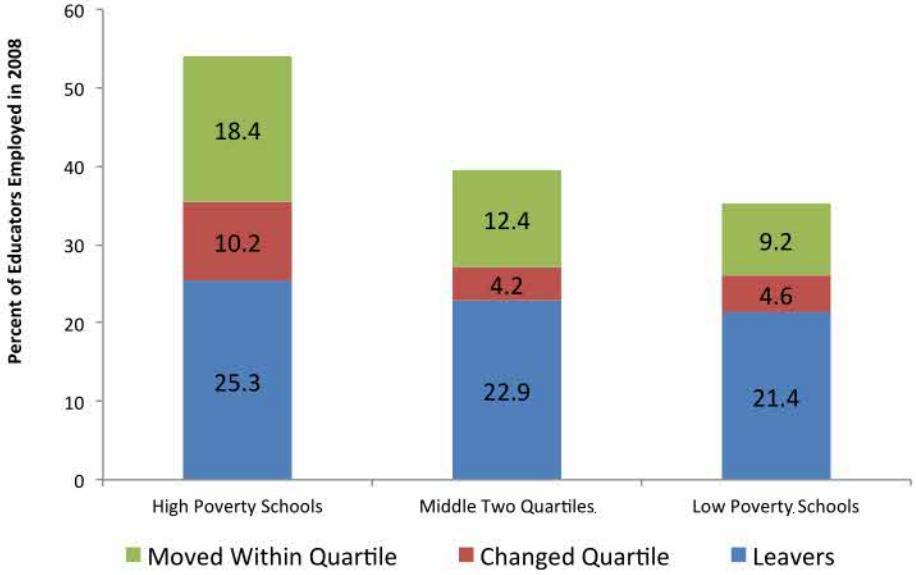


Figure 5: Educator Retention in High-Poverty Schools: A Five Year Look at Mobility School Years 2008-09 to 2013-14



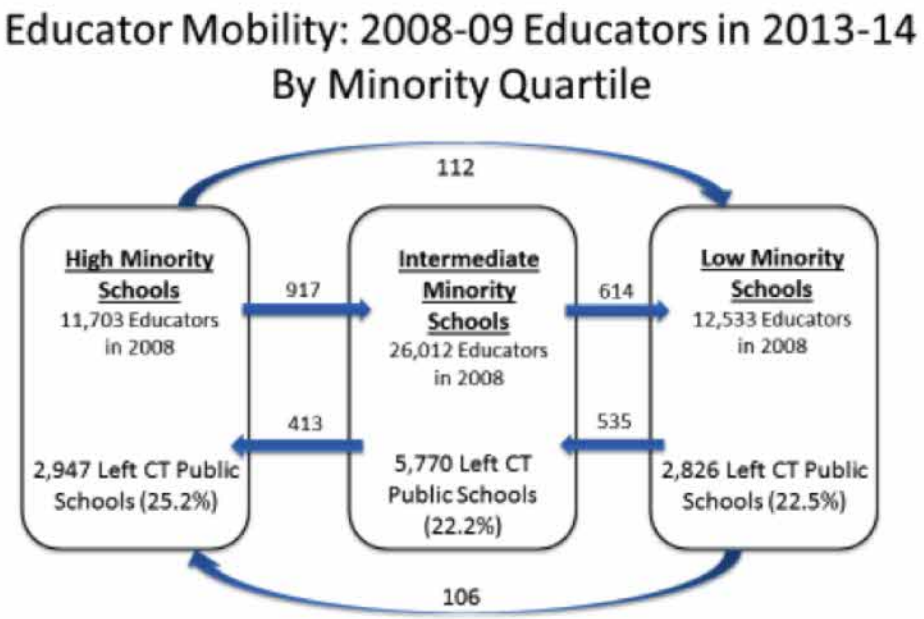
From the 2008-09 to the 2013-14, retention in high-poverty schools was less than half of that in low-poverty schools. The nearly 125,000 students attending these schools are much more likely to see staff and program changes on a frequent basis than their peers attending low-poverty schools. The chart shows the number of teachers who moved across poverty quartiles in this five year period. Over 1180 of the work force in high poverty schools in 2008-2009 transferred to a lower-poverty school while 532 teachers moved to a higher-poverty school. The percentage of teachers who left teaching, retired or left the state of CT ranged from 21.4% in low-poverty schools to 25.3% in high-poverty schools.

Figure 6: Educator Retention Across Poverty Quartile Schools: Mobility Within, Across and Out of Schools



This chart depicts that there is greater movement within and from high-poverty schools in this five year period. Over 28% of high-poverty teachers moved within or between quartiles while less than half, 13.8 %, made similar moves in low-poverty quartile schools.

Figure 7: Educator Retention in High-Minority Schools: A Five Year Look at Mobility



Over this five year period, 8.8% of Connecticut educators moved to lower-minority schools and approximately 4.4% of Connecticut educators moved into high-minority schools. The nearly 125,000 students attending these schools are much more likely to see staff and program changes on a frequent basis than their peers attending low-minority schools.

Table 3: Connecticut Equity Gaps: Shortage Area Qualifications -School Year 2013-2014 – High-Poverty v. Low-Poverty Schools

School Type	Bilingual Education			Mathematics Grades 7-12			Science Grades 7-12		
	% FTE Not Highly Qualified	% FTE Unqualified Teachers	% FTE Emergency Certificates	% FTE Not Highly Qualified	% FTE Unqualified Teachers	% FTE Emergency Certificates	% FTE Not Highly Qualified	% FTE Unqualified Teachers	% FTE Emergency Certificates
All Schools (*N*t=49,354 *N*p=1,076)	3.1	2.3	0.8	0.9	0.8	0.5	1.2	0.7	0.8
Schools in the High- Poverty Quartile (*N*t=10,193 *N*p=266)	3.2	2.7	0.4	3.7	3.2	1.9	4.0	2.8	1.3
Schools in the Low- Poverty Quartile (*N*t=13,236 *N*p=256)	NA	NA	NA	0.3	0.1	0.2	0.7	0.4	0.7
HP/LP School Gap	**NA**	**NA**	**NA**	**3.4**	**3.1**	**1.7**	**3.3**	**2.4**	**0.6**

Table 4: Equity Gaps: Shortage Area Qualifications -School Year 2013-2014 – High-Minority v. Low-Minority Schools

School Type	Bilingual Education			Mathematics Grades 7-12			Science Grades 7-12		
	% FTE Not Highly Qualified	% FTE Unqualified Teachers	% FTE Emergency Certificates	% FTE Not Highly Qualified	% FTE Unqualified Teachers	% FTE Emergency Certificates	% FTE Not Highly Qualified	% FTE Unqualified Teachers	% FTE Emergency Certificates
All Schools (*N*t=49,354 *N*p=1,076)	3.1	2.3	0.8	0.9	0.8	0.5	1.2	0.7	0.8
Schools in the High Minority Quartile (*N*t=10,776 *N*p=269)	3.7	3.2	0.5	3.2	2.6	2.0	3.3	2.2	1.1
Schools in the Low Minority (*N*t=11,919 *N*p=258)	NA	NA	NA	0.1	0.1	0.2	0.6	0.4	0.6
HM/LM School Gap	NA	NA	NA	**3.1**	**2.5**	**1.8**	**2.7**	**1.8**	**0.5**

Equity Gap Analysis

A review of Connecticut data reveals that an equity gap exists for every metric we included in our analyses for both high-poverty and high-minority schools. The size of these gaps varies from 0.2 for percentage of out-of-field teachers in high-poverty schools to 18.8 for teacher retention in high-poverty schools (Table 1). The CSDE team discussed each gap at length to determine which gaps constituent the most significant issues to address. Educator experience and retention emerged as the focus of the 2015 CT Equity Plan.

Not Highly Qualified: This metric combines all teachers designated as unqualified and out-of field teachers into one category called Not Highly Qualified. The data on the percentage of teachers who are designated as not high qualified is 1.7 percent for high-poverty schools and 1.6 for high-minority schools.

Consequently, the Highly Qualified status will not be a focus of the 2015 CT Equity Plan.

Unqualified: In examining gaps between high and low-poverty schools and between high and low minority schools in the area of HQT, the difference remained in the range of 1.4 to 1.7 percent gap from 2011-2014. A similarly small gap is seen in comparing HQT status between high and low minority schools with a gap in the range of 1.4 to 1.6 percent across the same years.

Consequently, the unqualified status will not be a focus of the 2015 CT Equity Plan.

Out-of Field: In reviewing data on the percentage of teachers who are teaching out-of-field, the gaps were very narrow with gaps of 0.2 and 0.3 respectively when comparing high-quartile to low-quartile schools based on poverty or minority status.

Consequently, out-of-field teachers will not be a focus of the Equity Plan for 2015.

Educator Inexperience: During the initial data review, the CSDE internal team and the stakeholder groups focused on teacher inexperience at two years of service or less for all teachers. Data showed that there was a gap of 4.5 percent when comparing poverty quartiles and 7.9 percent when comparing minority quartiles. Since a significant portion of this gap was explained by inexperience in Connecticut's charter schools alone, participants requested to examine the percentage of teachers with four years or less of service in the profession. Comparing high-poverty and low-poverty schools revealed a gap of 6.3 percent and a gap of 10.8 percent when comparing by minority school status. Connecticut's equity gaps were even larger when looking examining core area teachers.

Similarly, gaps were found for principals with two or fewer years of experience. The equity gap between high and low poverty schools was 10.2 percent and 7.4 percent between high-minority and low-minority schools. Examining this data on principal inexperience of four years or less revealed a 9.7 percent gap when examining through the lens of poverty and a 4.6 percent gap when examining minority status schools.

Based on the data, students attending high poverty/high minority schools are more likely to be taught by inexperienced teachers and led by inexperienced principals than students in low-poverty and low-minority schools Experience levels of teachers and principals will be a primary focus of the 2015 CT Equity Plan. A minimum of four years of service was selected as the metric upon which the 2015 CT Equity Plan would focus. Teacher inexperience will be referred to as Equity Gap 1 and principal inexperience will be referred to as Equity Gap 2.

Educator Retention: The experience level of the educators in a school is affected by a school's ability to retain those educators. A school with high turnover must hire educators more frequently, and as such, may be hiring less-experienced educators more often. Consequently, stakeholders examined educator retention in the same school. Retention was examined at the five-year mark, and results showed larger gaps of 18.8 percent for high-poverty versus low-poverty schools and 18.0 percent for high-minority versus low-minority schools. Principal retention was examined at the five-year mark and showed gaps of 7.1 percent for high-poverty versus low-poverty schools and 7.2 percent for high-minority versus low-minority schools.

Consequently, both teacher and principal retention will be a focus of the 2015 CT Equity Plan. Teacher retention will be referred to as Equity Gap 3 and principal retention will be referred to Equity Gap 4.

Shortage Areas: The CSDE and stakeholders sought to determine if equity gaps existed in filling vacancies in Connecticut's designated shortage areas. In studying five of Connecticut's designated shortage areas, Mathematics 7-12 and Science 7-12 were found to have larger gaps, while there was a very slight gap of under one percent for Comprehensive Special Education. A comparative analysis could not be made for the Bilingual Education shortage areas as no low-poverty or low- minority schools employed bilingual teachers. However, the percentage of Bilingual teachers who are not highly qualified is similar to those who are not highly-qualified in Mathematics 7-12 and Science 7-12 and are therefore included in the Equity Plan.

Consequently, specific designated shortage areas will be a focus of the 2015 CT Equity Plan and will be referred to as Equity Gap 5.

High and Low-Poverty /Minority Schools Comparison: Through the process of examining data in high-poverty and low-poverty schools, stakeholders found five equity gaps. Root causes were identified and grouped into categories. The same process was completed to examine gaps between high and low minority schools. In reviewing the root causes and resulting categories, there was a strong similarity between high-poverty and high minority schools. The CSDE Performance Office compared the high poverty schools and high minority schools and found 80 percent of the high-poverty schools were also high-minority schools. As such, for the purpose of the 2015 CT Equity Plan, the strategies to reduce these gaps will be the same for both high poverty and high minority schools.

District Chosen for Equitable Access to Excellent Teachers Support: To select districts for the plan, the CSDE examined teacher retention rates first and identified several districts that had teacher inexperience rates higher than the state average. Next, the CSDE internal team examined teacher retention in the same school at five years and found that many of the districts identified as having high rates of teacher inexperience also had low retention. The third metric analyzed was principal inexperience. After a review of these three metrics, the CSDE has selected eight districts that had higher rates than the state average in at least two of the following three categories analyzed. These districts are listed in Table 5.

Table 5: Equity Plan Districts

District	Teacher Inexperience Rate 4 years or less	Teacher Retention 5 years	Principal Inexperience Rate 4 years or less
Bridgeport	17.2	50.5	44.7
Hartford	31.6	32.2	54.0
New Britain	18.9	49.7	47.1
New Haven	32.1	46.6	56.0
Norwich	23.7	40.7	63.6
Waterbury	24.9	60.2	34.5
West Haven	21.0	44.7	22.2
Windham	36.4	35.9	85.7
State	20.8	58.9	44.7

Section 6: Root Cause Analysis and Strategies for Eliminating Equity Gaps

Ensuring students have equitable access to excellent teachers and school leaders is a complex endeavor. In order to reduce and eventually eliminate Connecticut's existing equity gaps a comprehensive, well-coordinated, multi-year plan is required. The CSDE created two theories of action to capture the essence of 2015 CT's Equity Plan.

Theory of Action 1: *If the CSDE implements a comprehensive approach to improving principal and teacher preparation and ongoing support and development, with an emphasis on the critical importance that positive school culture, well-developed educator cultural competence, talent management strategies and distributive leadership in connecting all educators to the vision and mission of the school,*

Then, high-poverty/high-minority schools in Connecticut will be better able to retain excellent educators and reduce the percentage of inexperienced staff so that all students will have equitable access to excellent teaching and leading in order to receive a high-quality education which will expand their opportunities for success in college, career and civic life.

Theory of Action 2*: If the CSDE supports Connecticut school districts to implement specific human capital/ talent management strategies including preparation, recruitment, selection, placement, induction, ongoing support and development and retention in designated teacher shortage areas,*

Then, students in high-poverty and high-minority schools will have access to excellent teachers who are well-prepared and appropriately-certified.

Through the stakeholder engagement process, participants identified the root-causes of CT's equity gaps. These will serve as the basis of the state's efforts to reduce educator turnover and inexperience in high-poverty/high-minority schools. To conduct the root-cause analysis, the facilitator, Dr. Morgaen Donaldson, followed the protocol from the *Root-Cause Analysis Workbook* produced by the Center for Great Teachers and Leaders (GTL) at the American Institute for Research (AIR). The process included:

1. Reviewing Relevant and Available Data.
2. Identifying Equity Gaps Found in the Data.
3. Analyzing Root Causes.
4. Connecting Root-Causes to Practical Strategies.

Key Strategies: Connecticut will focus on six overarching strategies and corresponding sub-strategies that emerged from the process. Stakeholders mapped each strategy back to the root cause to ensure alignment, identified relevant metrics, data sources and established goals for each sub-strategy. The six strategies that emerged were:

Strategy 1: Strengthen Preparation, Support and Ongoing Development of Principals

Strategy 2: Strengthen Preparation, Support and Ongoing Development of Teachers

Strategy 3: Address Gaps in Educators' Cultural Consciousness and Competence

Strategy 4: Improve Working Conditions for Teachers and Support from School Leaders

Strategy 5: Examine Effective Use of Per Pupil Expenditures

Strategy 6: Increase Supply of Candidates in Order to Eliminate Existing Designated Shortage Areas

Strategy 1: Strengthen Preparation, Support and Ongoing Development of Principals

Root Cause Analysis Findings:

- **Principals in high-poverty and high-minority schools have to manage many non-instructional tasks, leaving less and less time to act as instructional leaders and implement professional learning.** Stakeholders reported that the current accountability systems place a heavier administrative burden on all school leaders. Additionally, as principals in high-needs school manage many additional challenges, these principals face competing priorities for their time and are not able to strategically and adequately address teacher and student needs. Principals in high-needs schools must focus additional efforts on supporting their teachers, especially their least experienced teachers. Research suggests a critical influence on a teacher's decision to remain in their school is the principal's skill in leading and supporting effective instructional practice. (Grissom, 2011; Boyd, et al., 2011).
- **Principals at high-poverty and high-minority schools must manage a greater number of non-academic student needs.** Needs related to poverty (e.g., homelessness, chronic health issues, absenteeism, etc.) are more prevalent among students attending high-poverty, high-minority schools. Attending to and coping with these needs creates stressful work environment and stretches principals very thin, eventually leading to burnout. As a result, principals struggle to adequately support teachers in their schools.
- **Principals in high-poverty and high minority schools need additional support to develop talent management and human capital skills to attract and retain effective teachers in a challenging environment.** Research studies indicate that high-teacher turnovers may negatively affect school and district improvement efforts. Principals in high-poverty and high-minority schools must refine their talent management and human capital strategies to retain teachers, attract top talent and effectively navigate their district's hiring process. Furthermore, principals must understand how to deploy teachers and design teacher teams in their building so that teachers develop productive relationships with their new peers. Various researchers have documented that instability reduces student achievement when teachers leave a school (Ronfeldt 2011).
- **Early-career principals at high-poverty and high-minority schools often lack pre-service experience serving in similar settings.** Field placements in high-poverty, high-minority schools are especially important for educators who do not come from or have never worked in the community in which they will be serving. Most preparation programs do not require specific placements for administrator candidates.

Sub-strategies to Address Findings of Root Cause Analysis:

- **Sub-strategy 1A: Increase access to existing leader induction programs for principals in high-poverty, high-minority schools and expand alumni supports.** In partnership with LEAD CT, the CSDE provides a robust professional learning and support system for aspiring and early-career principals. These programs specifically target the development of skills in instructional leadership, distributed leadership, culture and climate, human capital development, talent management strategies and planning for professional learning. LEAD CT offers a spring planning fellowship for early hire principals, which provides principals with six to eight weeks of intensive planning and support before they assume the principalship. The Turnaround Principals Program (TPP) begins with an eight-day summer institute, followed by job-embedded coaching for principals assigned to turnaround schools. This program includes the development of a highly-focused entry plan for the first 30, 60, and 90 days of the school year. For aspiring leaders, LEAD CT offers a full-time, one-year residency within a Turnaround School under the mentorship of a current Turnaround Principal. The residency program is a collaborative effort with the Neag School of Education at the University of Connecticut. To promote principal retention and early-career success, the CSDE will continue to work with Connecticut districts to enroll additional school leaders into these highly-selective programs. LEAD CT will also extend the supports available to graduates of TPP in order to extend their learning into Years 2 and 3 of the principalship.
  - Addresses Equity Gaps 1, 2, 3 and 4

- **Sub-strategy 1B: Revise the content of LEAD CT curricula to include a greater focus on cultural consciousness/competence and teambuilding.** LEAD CT is working on a curriculum redesign that includes integrating new content on cultural competence, school culture and talent management strategies throughout all existing modules. This new content will be developed in close collaboration with subject matter experts and will be field tested in the 2015-2016 school year.
  - Addresses Equity Gap 1, 2, 3 and 4

- **Sub-strategy 1C: Revise Connecticut's Leader Preparation Program Approval Process.** Established by the State Board of Education in 2012, Connecticut's Educator Preparation Advisory Council (EPAC) is a broadly-representative stakeholder group charged with transforming systems for program approval, certification, and data reporting to support improved program quality and accountability. Specifically, EPAC will revise the program approval process and regulations to improve and diversify the experience for candidates in school/district leader preparation programs including internship and clinical placements in high-poverty and/or high-minority schools. The curriculum will emphasize the important role that leaders play in developing a strong school culture and cultural consciousness to lead high-poverty/high-minority schools.
  - Addresses Equity Gap 1, 2, 3 and 4

- **Sub-strategy 1D: Conduct a feasibility study to determine professional learning needs and cost-effective approaches for ongoing principal development.** Professional learning often falls by the wayside in the midst of myriad demands that principals juggle. Though Connecticut is developing strong supports for a principal's preparation and induction phases, much more needs to be done to ensure that principals have access to ongoing, job-embedded learning opportunities that address the needs of the learner, the school and the district, and are informed by the educator evaluation system. Through a feasibility study, the CSDE will examine a range of topics, options and formats for providing high-quality professional learning to school leaders. The results of the study will be used to develop cost-effective models and innovative approaches for principal professional learning such as interdistrict or regional collaborative efforts among the selected high-minority/poverty districts. The study will also gather data regarding district and school leaders' interest in field testing these approaches. The findings of the study will help to guide the design of future Alliance District applications and/or RFPs for developing talent in high-poverty, high-minority schools.
  - Addresses Equity Gaps 3 and 4

Metrics and Data Sources for Strategy 1

Sub-strategy	Relevant Metrics	Data Source
1A: Increase access to LEAD CT programs	Number of leaders from selected LEAs who participate in LEAD CT programs Number of LEAD CT alumni who stay 5 years or more in their school or district	LEAD CT enrollment data CSDE Performance Office data
1B: Revise content of LEAD CT curriculum	Participants who can work and lead cross-culturally, as evidenced by their effective interactions with diverse students and families. Participants who increase teacher retention and reduce the number of inexperienced teachers in their schools. Number of teachers working for LEAD CT alumni who report having positive relationships with diverse students and families	Biennial school climate surveys Equity Plan data review
1C: Revise CT's Leader Preparation Program Approval Process	Number of programs whose leader preparation program requires clinical placement in a high poverty/ high minority district during the school day	CSDE Talent Office data
1D: Conduct a feasibility study of professional learning options for principals and explore new partnerships for sitting principal development	Number of principals who express interest in field testing the options identified through the feasibility study Number of principals who participate in professional learning Survey results of professional learning opportunities	Focus groups and surveys of principals

Performance Objectives for Strategy 1:

1. By 2018, the percentage of principals who stay 5 years or more in high-poverty, high-minority schools will increase by 5%. By 2020, the percentage of principals who stay 5 years or more will have increased by 10% from the baseline data.
2. By 2018, early-career principals in high-poverty, high-minority schools who participate in LEAD CT programming will increase by 10% compared to participation in 2013-2014.By 2020, early-career principals in high-poverty, high-minority schools will increase by 20% as compared to participation in 2013-2014.
3. The number of parents and students, who indicate through the biennial school climate survey, that they are made to feel welcome at their children's school will increase by 5% each year through 2020.
4. By 2017, a random sample of teachers surveyed in the targeted LEAs will report having positive relationships with diverse students and families. By 2020, a second random sample of teachers surveyed in the targeted LEAs will report having positive relationships.
5. By 2020, 50% of principals invited to field test innovative approaches to professional learning will have accepted.

Strategy 2: Strengthen Preparation, Support and Ongoing Development of Teachers

Root Cause Analysis Findings:

- **Teachers at high-poverty and high-minority schools must manage a greater number of non-academic student needs.** Needs related to poverty (e.g., homelessness, chronic health issues, absenteeism, etc.) are more prevalent among students attending high-poverty, high-minority schools. Attending to and coping with these needs creates stressful work environments and stretches teachers very thin, eventually leading to burnout.
- **Teachers at high-poverty and high-minority schools often lack pre-service experience serving in similar settings.** Field placements in high-poverty, high-minority schools are especially important for educators who do not come from or have never worked in the community in which they will be serving.
- Pathways for teacher career growth often involve leaving the classroom. A limited number of options for recognizing or rewarding teacher accomplishments exist in schools. Furthermore, these options often involve leaving the classroom for administrative roles. Teachers would benefit from a career pathway that provides alternative assignments and teacher leadership opportunities that allows them to share their successes with peers and advances their career without leaving teaching.
- **Research indicates that teacher turnover is higher in schools with poor work environments.** Several research studies state that poor working conditions are most common in schools that enroll higher percentages of minority and low-income students. Teacher retention in these schools is significantly lower than schools that serve lower percentages of minority or low-income students. High-minority, high poverty schools must implement additional support to teachers to ensure effective teaching and learning across all classrooms and increase the likelihood that teachers will remain in the school. (Boyd et al., 2011; Loeb, Darling-Hammond & Luczak, 2005).

Sub-strategies to Address Findings of Root Cause Analysis:

- <u>Sub-strategy 2A:</u> **Revise Connecticut's Teacher Preparation Program Approval Process.** EPAC is in the process revising the program approval process and regulations to improve the quality of teacher preparation programs by requiring teacher candidates to engage in multiple clinical experiences that include at least one placement in a high-poverty or high-minority school.
  - Addresses Equity Gaps 1 and 3
- <u>Sub-strategy 2B:</u> **Identify entry points for cultural competence content in LEA professional learning systems.** The state's Teacher Education and Mentoring (TEAM) program is a two-year induction program for beginning teachers that includes mentorship and professional learning. Beginning teachers participating in the program are assigned a trained mentor to guide them through developing individualized growth plans. The unifying framework for the program is a series of five modules aligned to Connecticut's Common Core of Teaching (CCT). Currently the modules do not specifically address topics related to cultural competence, thus missing a key opportunity for supporting early-career educators in this area. Through a partnership with Wheelock College and the Connecticut State Education Resource Center (SERC), a blended learning module on cultural competence for use with pre- and in-service teachers will be developed. Identified LEAs will be invited to serve as field test sites during the development of the module. Based on the outcomes of the field test, the CSDE will explore programmatic changes that could be made to TEAM in order to more effectively support new teachers in the area of cultural consciousness and competence. In addition, CSDE will be working closely with district Professional Development and Evaluation Committees (PDEC), inclusive of certified teachers and administrators that participate in the development, evaluation and annual updating of a local professional learning plans that align with the district's educator evaluation and support plan. Identified LEAs will receive additional technical assistance regarding integration of the cultural competence standard into their overall plan and priorities.
  - Addresses Equity Gaps 1, 3

- **Sub-strategy 2C: Provide teachers with increased opportunities to serve in leadership roles.** Connecticut has been chosen by the U.S. Department of Education as one of two Learning Labs for teacher leadership in the country. The goal of CSDE's teacher leadership initiative is to provide educators with increased leadership opportunities while still being able to remain in the classroom. The CSDE will support districts in their efforts to develop teacher leadership programs. In addition, the CSDE has developed the Connecticut Educator Network, a multi-pronged mechanism for tapping the expertise of teacher leaders and informing its programs and policies with teacher voice. The first level invites teachers to join the Connecticut Practitioner Network, either through self-nomination or nomination by their supervisors. To join this network, teachers complete a profile that describes their areas of expertise and interest, which then becomes part of a statewide database that the CSDE and others can consult to incorporate practitioners' voice and expertise when convening workgroups or meetings. Teachers in the Practitioner Network are also eligible to become Field Advisors, serving on short-term, task-based projects, such as review of the state's new social studies curriculum framework or the development of rubrics linked to the state's Common Core of Teaching. Finally, the CSDE selects an "Educator-in-Residence" each year, giving outstanding educators the opportunity to serve in hybrid roles within both the CSDE and their local district. Educators-in-Residence provide intensive support to ongoing CSDE projects and help shape CSDE's methods of teacher engagement and outreach.
  - Addresses Equity Gaps 1 and 3

Metrics and Data Sources for Strategy 2

Sub-strategy	Relevant Metrics	Data Source
2A: Revise CT's teacher preparation program approval process	Number of teacher preparation programs that require at least one field placement in a high-poverty or high-minority school. Number of beginning teachers working in high-poverty or high-minority schools who report that their field placement prepared them well.	CSDE Talent Office data New Teacher Survey
2B: Identify entry points for cultural competence content in LEA professional learning systems	Number of high-poverty or high-minority schools that participate in field test of new cultural competence module(s).	SERC R&D office Successful completion of module
2C: Provide teachers with increased opportunities to serve in leadership roles	Number of teachers from high-poverty and high-minority schools who participate in the Connecticut Educator Network. Number of teachers from high-poverty, high-minority schools who serve as CSDE Field Advisors or Educators-in-Residence. Number of schools reporting effective teacher-leadership structures designed to improve student outcomes.	CSDE Talent Office data CSDE District Teacher Leadership Survey results CSDE District Teacher Leader focus group feedback

Performance Objectives for Strategy 2:

1. Between 2017 and 2020, the percentage of beginning teachers who report that their pre-service field placement prepared them well for their job will increase by 5% each year.
2. Between 2017 and 2020, the percentage of teachers from identified schools who serve as CSDE Field Advisors will increase by 5% each year.
3. Between 2017 and 2020, the percentage of teachers who stay 5 years or more in high-poverty, high-minority schools will increase by 5% each year.

Strategy 3: Address Gaps in Educators' Cultural Consciousness and Competence

Root Cause Analysis Findings:

- **The educator workforce does not reflect the racial, cultural, ethnic and/or linguistic composition of the student population.** Stakeholders noted that our state's high-poverty schools, which enroll a majority of Black and Latino students, are mostly staffed by educators who do not share the racial, ethnic, cultural and/or linguistic identity of these students.

- **Teaching and learning are impacted by cultural disconnects between educators, students, and families.** The disparities in the composition of the educator and student populations can result in a significant disconnect between teachers, their students and the students' families, which impacts multiple factors at the school and classroom-level (e.g., office discipline referrals) and creates a climate that is less conducive to teaching and learning, less inviting to families, and more stressful to teachers.

Sub-strategies to Address Findings of Root Cause Analysis:

- **Sub-strategy 3A: Increase representation of Black and Latino educators.** This spring, CSDE awarded planning grants to eight LEAs that have demonstrated a commitment to recruiting and retaining more Black and Latino educators to work in their schools. High-poverty and high-minority schools can be found in all the LEAs that received awards. These LEAs are currently developing multi-year plans that address outcomes at three levels: (1) increasing the number of Black and Latino pre-college students interested in education careers, (2) increasing the number of Black and Latino individuals who become certified to teach, and (3) increasing the number of Black and Latino individuals who are recruited and hired. Plans are required to include measurable targets for growth along the three outcome levels. LEAs will present these plans for approval to CSDE in early July, and the CSDE expects to continue its partnership with these LEAs through funding for partial implementation of the approved plans, with remaining funding to be sought from the private philanthropic sector.
    - Addresses Equity Gaps 1, 2, 3, 4, and 5

- **Sub-strategy 3B: Integrate cultural competence into Connecticut's Standards for Professional Learning.** The new Connecticut Standards for Professional Learning include a cultural competence standard (listed first), which states that professional learning should facilitate educators' self-examination of their awareness, knowledge, skills, and actions that pertain to culture, and how they can develop culturally-responsive strategies to enrich the educational experiences for all students. The standards are meant to guide LEAs in the development of their professional learning systems, and the inclusion and prominence of cultural competence in these standards demonstrates Connecticut's commitment to addressing the ongoing gaps in educators knowing and understanding the culture of their students and using this knowledge to inform their practice. CSDE will be working closely with LEA's Professional Development and Evaluation Committees, which include certified teachers and administrators and oversee the development, evaluation and annual updating of a local professional learning plan

that aligns with the district's educator evaluation and support program. Selected districts will receive additional training and technical assistance regarding integration of the cultural competence standard into their overall plan and priorities.

  - Addresses Equity Gaps 1 and 2

- <u>Sub-strategy 3C:</u> **Employ a Dual-Capacity Building Framework as one professional learning approach to culturally competent family engagement.** Family engagement is consistently linked with improved student learning, positive school climate, and by extension, greater job satisfaction for educators. Successfully engaging culturally, linguistically, and racially diverse families can be quite challenging, particularly for educators who live outside of the communities in which they teach. CSDE will use the U.S. Department of Education's Dual Capacity Building Framework for School-Family Partnerships to guide its approach to culturally competent family engagement. This framework stresses that capacity building activities must seek to increase the skills, knowledge, and confidence that both educators and families bring to their student-centered partnerships. CSDE will work through existing statewide initiatives, such as the CT Parent Trust Fund and the CT Parent Information and Resource Center (PIRC), to strengthen coordination, delivery, and evaluation of professional learning opportunities for educators and families in selected LEAs.
  - Addresses Equity Gaps 1 and 2

Metrics and Data Sources for Strategy 3

Sub-strategy	Relevant Metrics	Data Source
3A: Increase representation of Black and Latino educators	Number of LEAs engaged in focused planning and implementation of multi-year plans to hire and retain more Black and Latino educators. Number of new Black and Latino teachers hired and retained by districts that receive additional CSDE planning and implementation resources.	CSDE Grantee Database LEA's Human Resources Information Systems
3B: Integrate cultural competence into professional learning systems	Number of LEAs that include cultural competence as a specific focus area in the Professional Learning Plans developed by PDECs.	LEA Professional Learning Plans
3C: Build capacity for culturally competent family engagement	Number of teachers who report having positive relationships with diverse students and families. Number of parents who report feeling welcome, valued and respected at their children's school.	Biennial school climate survey

Performance Objectives for Strategy 3:

1. By 2018, the LEAs supported by CSDE's Planning Grants will have collectively increased the representation of Black and Latino educators from 7%; to 9%. By 2020, the representation of Black and Latino educators will increase to 12% from 2015 baseline.
2. By 2018, 75% of selected LEAs' professional learning plans will reflect cultural competence as a focus area.
3. The number of teachers who report having positive relationships with diverse students and families will increase by 5% each year through 2020.
4. The number of parents who indicate through the biennial school climate survey that they are made to feel welcome, valued and respected at their children's school will increase by 5% each year through 2020.

Strategy 4: Improve Working Conditions for Teachers and Support from School Leaders

Root Cause Analysis Findings:

- **High numbers of Office Discipline Referrals (ODRs) in high-poverty, high-minority schools may signal a lack of trust and communication between teachers and students.** Teachers feel unsupported in dealing with persistent student discipline issues, and schools lack comprehensive supports for addressing the full range of students' social, emotional, and behavioral needs.

- **Teachers at high-poverty and high-minority schools must manage a greater number of non-academic student needs.** Needs related to poverty (e.g., homelessness, chronic health issues) are more prevalent among students attending high-poverty, high-minority schools. Attending to and coping with these needs create stressful workplaces and stretch teachers very thin, eventually leading to burnout.

- **Research suggest that despite high educator turnover rates in high-poverty, high-minority schools steps can be taken to improve working conditions and lower turnover rates.** More recent case studies and news articles describe high-poverty, high-minority schools that are not hard to staff, but actually attract and retain good teachers, suggesting that those schools provide the conditions and supports that teachers need to succeed with their students regardless of income or demographics. In a 2013 report, Susan Moore Johnson stated, "We find that measures of the school environment explain away much of the apparent relationship between teacher satisfaction and student demographic characteristics." (Johnson, Kraft & Papay, 2011)

- **Increasing pressure to close achievement gaps and more time spent on standardized testing result in low teacher morale in high-poverty, high-minority schools.** Stakeholders also saw a connection between teacher morale and teacher ability to influence positive student outcomes. In an environment that uses testing in a high profile manner, teachers felt frustrated that despite significant efforts, improving student test scores and other measures of academic progress was uneven or minimal. In addition, teacher perceptions of safety and discipline, quality of interpersonal relationships (to colleagues, supervisors, and students), and availability of resources needed to do one's job well impacted their outlook.

Sub-strategies to Address Findings of Root Cause Analysis:

- <u>Sub-strategy 4A:</u> **Build school personnel's capacity to serve youth experiencing emotional and behavioral health challenges.** CSDE has been a key partner in the implementation of the state's School-Based Diversion Initiative (SBDI), which is designed to prevent in-school arrest and reduce out-of-school suspensions and expulsions for youth experiencing emotional or behavioral health challenges. Professional learning occurs through trainings and informal workgroups, and staff can access a comprehensive portfolio of modules to assist them in recognizing and managing behavioral health crises in the school. SBDI also builds school personnel's capacity to appropriately link students to existing networks of services and supports in both the school and the surrounding community. SBDI is being implemented primarily in high-poverty, high-minority schools. Among the 18 schools that have participated in SBDI since 2010, the average decrease in court referrals in the first year of participation was 45% and the referrals to behavioral health services have increased by 94%. CSDE will continue to invest in SBDI as a strategy for improving school climate in the coming years. As part of this plan, CSDE will work in collaboration with the Governor's Office to publicize the availability of SBDI among selected LEAs.
  - Addresses Equity Gaps 1, 2, 3, and 4

- <u>Sub-strategy 4B:</u> **Increase the number of high-poverty, high-minority schools that implement a multi-tiered behavioral framework with fidelity.** In 2014, CSDE received an OSEP-sponsored School Climate Transformation Grant. With grant funding, CSDE will conduct a statewide assessment of the extent to which schools trained in Positive Behavior Interventions and Supports (PBIS) are implementing this comprehensive framework with fidelity. This assessment will enable CSDE to target its ongoing training and technical assistance efforts more effectively, giving particular attention to schools most in need of support

with the implementation of a comprehensive behavioral framework. CSDE will review the results of the fidelity assessments at the end of the next three academic years (2015-16, 2016-17, and 2017-18), identifying those schools that are also struggling with high rates of teacher turnover and aligning all supports in other areas (e.g., cultural competence, professional learning systems) to achieve the most impact possible.

  - Addresses Equity Gaps 1 and 2

- **Sub-strategy 4C: Incentivize LEAs to focus on reducing chronic absenteeism as a way to address students' non-academic needs.** Chronic absenteeism, defined as missing 10% or more of school for any reason, negatively impacts student and school outcomes. Data gathered from community forums indicate that high-poverty and high-minority schools have among the highest rates of chronic absenteeism in the state. The link between poverty and chronic absenteeism is corroborated by the literature, and chronic absenteeism has also been found to be a precursor for involvement in the juvenile justice system. The CSDE is requiring that all Alliance Districts with a 2013-2014 chronic absenteeism rate greater than 10 percent establish chronic absenteeism reduction as a priority in their Alliance District applications. These districts must identify interventions that target well-analyzed absenteeism patterns, apply these interventions, and assess their effectiveness. As LEAs address chronic absenteeism in a more systematic fashion, CSDE will facilitate the dissemination of effective interventions and support the creation of an infrastructure to expand upon the success of selected LEAs.

  - Addresses Equity Gaps 1 and 2

Metrics and Data Sources for Strategy 4

Sub-strategy	Relevant Metrics	Data Source
4A: Build capacity to address emotional and behavioral health challenges	Number of schools in selected LEAs that participate in SBDI Number of court referrals Number of behavioral health referrals	SBDI program records School SBDI data
4B: Implement multi-tiered behavioral frameworks with fidelity	Number of schools in selected LEAs that are implementing PBIS with fidelity Number of Office Discipline Referrals (ODR) Number of students, educators, and parents who report that the school is a safe place	School-wide Tiered Fidelity Inventory School-wide Information System Biennial School Climate Survey
4C: Reduce chronic absenteeism	Number of chronically absent students in selected LEAs	CSDE Performance Office

Performance Objectives for Strategy 4:

1. By 2020, the number of selected LEAs participating in SBDI will increase by 10%.
2. By 2020, ODR data in selected LEAs will decrease by 10%.
3. By 2020, chronic absenteeism rates in selected LEAs will decrease by 2% each year.
4. By 2018, all identified schools trained in PBIS will know the extent to which they are implementing PBIS with fidelity and receive corresponding levels of additional training and technical assistance. These identified schools will implement PBIS or other multi-tiered behavioral strategies with fidelity by 2020.
5. The number of students, educators, and parents who report that the school promotes physical safety and socio-emotional security will increase by 5% each year through 2020.

Strategy 5: Examine Effective Use of Per Pupil Expenditures

Root Cause Analysis Findings:

- **Reports of teachers using personal funds to purchase classroom items.** Stakeholders reported that they hear teachers feel unsupported when they do not have adequate access to the resources they need in their classes. Furthermore, stakeholders reported that adequate and ongoing professional learning must be funded to provide adequate support for teachers to implement new strategies that emanate from district or school improvement plans and from teacher evaluation and support plans

- **Teachers in high-poverty and high-minority schools report that they cannot adequately meet the social and emotional needs of some of their students.** Stakeholders reported that many schools lack adequate staffing to address the needs that students present. Teachers report not having the adequate school personnel resources available to assist students. Students are not ready to access the curriculum when significant emotional and social needs are not served. The question of proper disbursement of funds in and across schools must be examined to provide additional support for students.

Sub-strategies to Address Findings of Root Cause Analysis:

- Sub-strategy 5A: **Review Alliance District Plans and budgets with a focus on resource and support staff distribution.** A cross-divisional team of CSDE and Regional Education Service Center staff review and approve Alliance District plans and budgets annually. The team will examine strategic uses of Alliance District funds to ensure funds are directed toward evidenced-based, high-leverage strategies and that teachers have adequate training and resources to implement district and school strategies.
  - Addresses Equity Gaps 1, 2, 3 and 4

Metrics and Data Sources for Strategy 5

Sub-strategy	Relevant Metrics	Data Source
5A: Review Alliance District Plans	Budget items and equitable fund allocations of Alliance District monies across the district	Alliance District Plans and Budgets

Performance Objective for Strategy 5:

1. By 2017, Alliance District plans will include a justification for each expenditure based on previous success of that expenditure to enhance student outcomes.
2. By 2017, Alliance District plans will be reviewed for expenditures in the area of Talent Development and Culture to encourage expenditures on evidenced-based programs that support students' social and emotional needs.

Strategy 6: Increase Low Supply of Candidates in Specific Teaching Areas

Root Cause Analysis Findings:

- **A data review on CT designated shortage areas reveals an equity gap between high poverty/minority schools and low poverty/minority schools in specific areas.** In reviewing CT's designated shortage area list from Connecticut's December 2014 memo to the federal government, equity gaps were identified in several areas.

- **Stakeholder feedback indicated that filling vacancies in several shortage areas is particularly difficult in urban areas.** Superintendents, principals and teachers reported that they often faced difficult decision in hiring candidates in grade 7-12 Science and Math. Bilingual education was also identified as a particularly difficult vacancy to fill. Stakeholders indicated they faced higher rates of turnover in these areas resulting in increased inexperience and out-of-field or unqualified teachers serving in these roles.

Sub-strategies to Address Findings of Root Cause Analysis:

- **Sub-strategy 6A: Explore a partnership with UTeach.** This national program seeks to increase the number of high-quality secondary science, technology, engineering and mathematics (STEM) teachers. Connecticut's version will replicate the nationally recognized UTeach program and seek to partner with one or more state universities to enable undergraduate students in STEM fields to receive both a subject-matter degree and a teaching certification.
  - Addresses Equity Gap 5

- **Sub-strategy 6B: Develop Regional K-12/IHE Collaborative.** The CSDE, local school districts, regional education service centers (RESCs) and IHEs would meet on a regular basis to find collaborative solutions to key challenges in education. Attracting and preparing candidates in designated shortage areas would be a focus area the collaborative would address. By working through a regional collaborative structure, IHE representatives would be kept informed of current shortages facing school districts in their region of the state and would be better positioned to serve the individual needs the region faces while creating innovative solutions to the designated shortage areas
  - Addresses Equity Gaps 5

- **Sub-strategy 6C: Explore the feasibility of implementing the Connecticut Teaching Fellows Program for designated shortage areas.** This scholarship program would be available to Connecticut students who enter a state approved teacher preparation program (traditional or an alternative route to certification) in a designated shortage area and serve four years in a Connecticut school. Like other successful programs, fellows would receive substantial tuition reimbursement for four-years of successful service.
  - Addresses Equity Gap 5

- **Sub-strategy 6D: Create a system to track impact of Connecticut's high school teacher preparation clubs.** Connecticut has several established high school teacher preparation pathways. By tracking these programs for number of students entering state approved teacher preparation programs high schools, effective strategies can be identified and practices shared throughout the state.

Metrics and Data Sources for Strategy 6

Sub-strategy	Relevant Events	Data Source
6A and 6C: Explore new partnerships to encourage candidates to enter preparation programs.	Creation of a CT Shortage Area task force to explore a CT UTeach Partnership and a CT Teaching Fellows Program	CSDE agendas, meeting notes, attendance
6B: Create new collaborative structures to increase communication	Creation of regional collaborative structure for educator preparation and career development	CSDE Agenda, meeting notes, attendance.
6D: Create a mechanism to track and replicate successful high school teacher career pathways programs.	Create a vehicle to collect high school teacher preparation programs and clubs information.	HS Teacher Preparation Programs reported data.

Performance Objective for Strategy 6:

1. By 2016, create a CT Shortage Area Task Force to explore new partnership and program opportunities.
2. By 2017, the CT Shortage Area Task Force will employ strategies to reduce vacancies in designated shortage areas for high-poverty and high-minority schools by 10% in the 2020-2021 school year.
3. By 2016, establish regional collaborative structure to connect school districts, RESCs to IHEs.
4. By 2016, create a survey vehicle to collect information from state high school teacher preparation programs and clubs. By 2017, administer a high school teacher club survey and collect results.

Section 7: Ongoing Monitoring and Support

Connecticut is committed to ensuring the long-term success of this initiative. To this end, Connecticut will convene an Equity Plan Advisory Group on a biannual basis to review progress toward eliminating equity gaps identified in this plan. In addition, the CSDE will convene additional meetings of the Equity Plan Advisory Group as needs arise. Furthermore, as all of the LEAs identified in the Equity Plan are Connecticut Alliance Districts, the state will use the Alliance District support structure to address and eliminate equity gaps. Alliance District annual applications will be revised to report each district's data toward reducing and eliminating the gaps identified in the 2015 CT Equity Plan. The CSDE Turnaround office will support the identified LEAs by providing technical assistance, Alliance District plan review and revision process, Alliance District support through quarterly meetings, NetStat meetings and Alliance District Convenings.

As detailed in Section 6, for each identified strategy Connecticut has a plan to assess implementation success. Data collection points and sources have been identified and the state will use the Alliance District structures to provide a feedback loop to districts and stakeholders. Finally, Connecticut will publicly report its progress toward eliminating equity gaps on its website and will update progress on a biannual basis.

A detailed timeline is provided below in Table 6.

Table 6: Connecticut Initial Implementation Timeline Summer 2015-Winter 2016

Major Activity	Parties Involved	Organizer	Time Frame	
			Start	Frequency
Sharing of CT Equity Plan, strategies and 2020 targets with districts identified in the Equity Plan.	CSDE Talent Office Staff Equity Plan LEAs	CSDE Talent Office Director of Leadership Development Chief Turnaround Officer	Summer 2015	One Time Alliance District Quarterly Meetings of 2015-2016 school year
Extend LEAD CT's Turnaround Principal Program from a 1 year to a 2 years.	CSDE Talent Office Staff LEAD CT Staff	CSDE Talent Office Director of Leadership Development	Summer 2015	Ongoing through 2016-2017 school year.
Build the Connecticut Educator Network to create an asset map of teacher leaders throughout the state, engage teachers in CSDE projects, source teachers of the year, provide professional learning on effective teacher leadership approaches and technical assistance to district implementing a teacher leader model.	CSDE Talent Office Educators-in-Residence USED Teach to Lead Staff Consultants CSDE Technology Support Staff	CSDE Talent Office Director of Leadership Development	Summer 2015	Ongoing through 2020
Train CT Educator Network, Level 1 Practitioners in CT	CSDE Talent Office Educators-in-Residence	CSDE Talent Office Director of Leadership Development	Summer 2015	Annually
Increase cultural and ethnic diversity of the CT educator workforce by offering LEA planning grants of up to $25,000 and within available appropriations.	CSDE Talent Office Staff State Education Resource Center (SERC)	CSDE Chief Talent Officer	Fall 2015	Implemented over a three year timeline through 2018-2019 school year
Revise LEAD CT curricula to include enhanced and ongoing modules on cultural competency, talent management strategies and school climate.	CSDE Talent Office Staff LEAD CT Turnaround Principal and UCAPP Residency Coordinator	CSDE Talent Office Director of Leadership Development	Fall 2015	Ongoing through 2015-2016 school year.
Increase access to LEAD CT (Principal Induction Program) throughout targeted districts.	CSDE Talent Office Staff LEAD CT Staff Equity Plan LEAs	CSDE Talent Office Director of Leadership Development Chief Turnaround Officer	Fall 2015	Ongoing recruiting efforts throughout the year

Major Activity	Parties Involved	Organizer	Time Frame	
			Start	Frequency
Review and revise requirement for administrator preparation programs for the 6th year certificate in Educational Leadership and the 092 Intermediate Administrator certificate.	CSDE Talent Office Staff CSDE Talent Office Bureau Chief of Educator Standards and Certification Educator Preparation Advisory Council (EPAC	CSDE Chief Talent Officer	Fall 2015	Ongoing on going through summer 2016
Review and revise cultural consciousness and competence training and experiences in state approved teacher preparation programs.	CSDE Talent Office Staff CSDE Talent Office Bureau Chief of Educator Standards and Certification EPAC	CSDE Chief Talent Officer	Fall 2015	Ongoing through Summer 2016
Revise TEAM Modules (CT's teacher induction program) to include emphasis on cultural consciousness and competence training	CSDE Talent Office Bureau of Educator Effectiveness Staff	CSDE Talent Office Division Director of Educator Effectiveness	Fall 2015	Ongoing through Winter 2016
Review Alliance District Plan format and revise elements to include reporting requirements for evidence-based decision making	CSDE Turnaround Office Staff CSDE Talent Office Staff	Chief Turnaround Officer	Fall 2015	Once
Explore resources to expand the SBDI program to additional schools within the selected LEAS	CSDE Turnaround Office Staff CSDE Talent Office Staff	Chief Turnaround Officer	Fall 2015	Ongoing through Spring 2016
Explore and create a shortage area task force that is broadly representative of key stakeholders	CSDE Talent Office Staff	Chief Talent Officer	Fall 2015	Ongoing
Create a data collection tool to be administered to CT high school teacher preparation clubs and programs	CSDE Talent Office Staff and SERC	CSDE Talent Office Director of Leadership Development	Fall 2015	One-time
Design a HS Teacher Preparation Information Gathering Tool	CSDE Talent Office Staff and SERC	CSDE Talent Office Director of Leadership Development	Fall 2015	One-time

Major Activity	Parties Involved	Organizer	Time Frame	
			Start	Frequency
Provide CSDE cultural consciousness and competence training to district and/or school TEAM	CSDE Talent Office Bureau of Educator Effectiveness RESC Partner	CSDE Talent Office Division Director of Educator Effectiveness	Winter 2015	Ongoing through Spring 2016
Convene Equity Plan Advisory Council to report progress	CSDE Talent Office Equity Plan Advisory Members	CSDE Talent Office	Winter 2015–16	Two times per year
Work with Professional Learning Advisory Council (PLAC) to develop training and support materials for Professional Learning Standard on Cultural Competence	CSDE Talent Office Bureau of Educator Effectiveness PLAC	CSDE Talent Office Division Director of Educator Effectiveness	Winter 2015	Ongoing through Spring 2016
Identify CT Educator Network Level 2 Field Advisors for ongoing CSDE needs and provide project specific professional learning	CSDE Talent Office Educators-in-Residence	CSDE Talent Office Director of Leadership Development	Winter 2015	Ongoing through the 2019-2020 school year
Hold Shortage Area Task Force initial meeting to identify committee goals, areas for research and timelines	CSDE Talent Office Staff	CSDE Director of Leadership Development	Winter 2015	Ongoing for one year
Employ a Dual-Capacity Building professional learning approach to culturally competent family engagement	CSDE Talent Office Staff CSDE Turnaround Office Staff SERC Staff	CSDE Talent Office Director of Leadership Development	Spring 2016	Ongoing through the 2019-2020 school year
Identify professional learning support for educators and administrators to successfully implement SBDI	CSDE Talent Office Staff CSDE Turnaround Office Staff	CSDE Talent Office Director of Leadership Development CSDE Chief Turnaround Officer	Spring 2016	Ongoing through Spring 2017
Review Alliance District/Equity District Plans to determine resources allocated for school climate, teacher support, teacher leadership efforts and other Equity Plan elements	CSDE Cross-Divisional Teams	Chief Turnaround Officer	Spring 2016	Two Day Event

Major Activity	Parties Involved	Organizer	Time Frame	
			Start	Frequency
Review results of HS Teacher Preparation Clubs to determine number of students participating and seniors enrolled in teacher preparation programs	CSDE Talent Office Staff	CSDE Director of Leadership Development	Spring 2016	Annually
Establish K–12/IHE Regional Collaborative	CSDE Chief Talent Officer	CSDE Chief Talent Officer and Deans of IHEs	Spring 2016	Ongoing
Conduct a statewide assessment of multi-tiered behavioral support implementation programs	SERC Staff	CSDE Talent Office Director of Leadership Development	Spring 2016	One time analysis
CSDE researches and disseminates best practices and highly effective models to reduce chronic absenteeism	CSDE Turnaround Office Staff	CSDE Chief Turnaround Officer	Summer 2016	Ongoing
CT Educator Network introduces teacher leadership initiatives technical assistance and professional learning to LEAs	CSDE Talent Office Educators-in-Residence	CSDE Talent Office Director of Leadership Development	Fall 2016	Ongoing
Identify professional learning support for educators and administrators to successfully implement SBDI	CSDE Talent Office Staff CSDE Turnaround Office Staff	CSDE Talent Office Director of Leadership Development CSDE Chief Turnaround Officer	Spring 2016	Ongoing through Spring 2017
Conduct a statewide assessment of multi-tiered behavioral support implementation programs	SERC Staff	CSDE Talent Office Director of Leadership Development	Spring 2016	One time analysis
Provide Alliance District Convening and Quarterly Meeting support on chronic absenteeism	CSDE Turnaround Staff	Chief Turnaround Officer	Fall 2016	Ongoing quarterly meeting review Alliance District Convening School Year 2016-2017
Hold K–12/IHE Regional Collaborative Meetings	CSDE Chief Talent Officer	CSDE Chief Talent Officer and Deans of IHE K–12 Superintendents	Fall–Winter 2016	Ongoing
Convene Equity Plan Advisory Group	CSDE Talent Office	Equity Plan Advisory group members CSDE Talent Office	Fall–Winter 2016	Two times per year
Identify schools for expansion of SBDI programs	CSDE Talent Office Staff CSDE Turnaround Office Staff	CSDE Talent Office Staff CSDE Turnaround Office Staff	Winter 2016	Ongoing through Spring 2020

Section 8: Conclusion

Connecticut 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 work in Connecticut. The Connecticut Equity Plan reflects input from a robust stakeholder process that included extensive outreach to the community in a thoughtful and deliberative manner. Through this process actions were identified that will enable our high-poverty/high-minority schools and districts to increase equitable access to excellent educators. Connecticut's two theories of action and six strategies appropriately target the root causes of the gaps found through this work. This plan is designed to evolve over time through monitoring and evaluating the effectiveness of the implemented strategies and resulting data.

Appendix A: CSDE Internal Equity Plan Team

Name	Position	Office
Dr. Dianna R. Wentzell,	Commissioner of Education	Commissioner
Dr. Sarah Barzee,	Chief Talent Officer	Talent Office
Nancy Pugliese	Bureau Chief of Educator Standards and Certification	Talent Office
Anne McKernan	Director of Leadership Development	Talent Office
Ajit Gopalakrishnan	Interim Chief Performance Officer	Performance Office
Ray Martin	Education Specialist	Performance Office

Appendix B: Stakeholder Groups Invited to Equity Plan Meetings

Organization	Representing	Acronym
African American Affairs Commission	Civil Rights	AAAC
American Association of College Teachers of Education	Higher Education Teacher Preparation	AACTE-CT
Alternative Route to Certification	Teacher Preparation	ARC
American Federation of Teachers CT	Teachers	AFTCT
CT Federation of School Administrators	Administrators	CFSA
CT Association of Boards of Education	Boards of Education	CABE
CT Association of Public School Superintendents	Superintendents	CAPSS
CT Association of Schools	Principals	CAS
CT Education Association	Teachers	CEA
CT Parent Advisory Council	Parents of students with special education needs	CT-PAC
Regional Educational Service Center Alliance	Educational Service Providers	RESC-Alliance
CT Parent Teacher Association	Parents	CT PTA
Teach For America	Teachers	TFA
CT Administrators of Programs of English Language Learners	English Learners	CAPELL
Hartford Public Schools	Teachers and Administrators	HPS
Latino and Puerto Rican Affairs	Civil Rights	LPAC
National Association for the Advancement of Colored People	Community Group	NAACP
State Advisory Council on Special Education	Students with special education needs and families	SAC

Appendix C: Stakeholder Meeting Attendance, Agendas, and Documentation

Educators

Organization	Stakeholder Name	Stakeholder Title	Participation
Windsor Public Schools/ CSDE	Christopher Todd	CSDE Teacher/Educator-in-Residence	3/30/2015 4/1/2015 4/8/2015
Enfield Public Schools	Dr. Jeffrey Schumann	Superintendent	4/1/2015 4/8/2015
Hartford Public Schools	Jennifer Allen	Chief Talent Officer	3/30/2015 4/1/2015 4/8/2015
Teach For America	Meredith Burdick	Director of Selection, Quality and Admissions	3/30/2015 4/1/2015 4/8/2015
Teach For America	Alexis Yowell	Director of Literacy	3/30/2015 4/1/2015 4/8/2015
LEARN	Dr. Leanne Tormey-Masterjoseph	Director of Leadership Development	3/30/2015 4/1/2015

State Policymakers

Organization	Stakeholder Name	Stakeholder Title	Participation
CSDE	Anne McKernan	Director of Leadership Development	3/30/2015 4/8/2015
CSDE	Marcus Rivera	Bureau of Special Education	3/30/2015 4/1/2015 4/8/2015
CSDE	Dr. Sarah Barzee	Chief Talent Officer	3/30/2015 4/1/2015 4/8/2015
CSDE	Ajit Gopalakrishnan	Interim Chief Performance Officer	3/30/2015
CSDE	Nancy Pugliese	Bureau Chief of Educator Standards and Certification	3/30/2015 4/1/2015 4/8/2015
CSDE	Dr. Isabelina Rodriguez	Bureau Chief of Special Education	3/30/2015
CSDE	Ray Martin	Performance Office	3/30/2015 4/8/2015

Parents and Students

Organization	Stakeholder Name	Stakeholder Title	Participation
CT Parent Power	Marilyn Calderon	Executive Director	3/30/2015 4/1/2015 4/8/2015
CT Parent Power	Aggie Kurzyna	New Britain Parent	3/30/2015 4/1/2015 4/8/2015
CT Parent Power	Daemond Benjamin	Parent	3/30/2015
PTA	Marne Usher	Region 3 Director	3/30/2015 4/1/2015 4/8/2015
PTA	Don Romoser	President	3/30/2015 4/1/2015 4/8/2015
SAC (State Advisory Council)	Jaquita Moore	Member	4/8/2015

Community Organizations/Civil Rights Groups

Organization	Stakeholder Name	Stakeholder Title	Participation
CAPELL/Windham Public Schools	Josue Lopez	Teacher/Member	3/30/2015 4/1/2015 4/8/2015
NAACP	Dr. Benjamin Foster	Education Committee Chair	5/1/2015
African-American Affairs	Glen Cassis	Executive Director	5/1/2015
Latino and Puerto Rican Affairs	Dr. Agnes Quinones	Commissioner	5/1/2015

Education-Related Organizations and Associations

Organization	Stakeholder Name	Stakeholder Title	Participation
CEA	Don Williams	Deputy Director of Policy, Practice, Research and Reform	3/30/2015 4/1/2015 4/8/2015
AFTCT	Carole Clifford	Professional Development Coordinator	3/30/2015 4/1/2015 4/8/2015 5/1/2015
CFSA	Gary Maynard	Executive Director	3/30/2015 4/1/2015 4/8/2015

CFSA	Paul Stringer	Asst. Executive Director	3/30/2015 4/1/2015 4/8/2015 5/1/2015
State Education Resource Center (SERC)	Amy Aparicio Clark	Director of Research and Development	3/30/2015 4/1/2015 4/8/2015 5/1/2015
NECC	Joe Frey	Northeast Comprehensive Center	3/30/2015
CAS	Jennifer Buckley	Assistant Director of Student Achievement	3/30/2015 4/1/2015 4/8/2015
CABE	Richard Murray	President, Killingly Board of Education	3/30/2015 4/1/2015 4/8/2015

Higher Education Partners and Preparation Programs

Organization	Stakeholder Name	Stakeholder Title	Participation
University of Connecticut	Dr. Morgaen Donaldson	Assistant Professor	3/30/2015 4/01/2015 4/08/2015 5/14/2015
Central Connecticut State University	Dr. Michael Alfano	Professor	3/30/2015 4/08/2015
University of Connecticut	Dr. Casey Cobb	Associate Dean and Professor of Educational Leadership	05/15/2015

Webinar Attendance

Organization	Stakeholder Name	Stakeholder Title	Participation
CABE	Robert Rader	Executive Director	5/5/2015
CSDE	Dr. Sarah Barzee	Chief Talent Officer	5/5/2015
Teach for America	Alexis Yowell	Director of Literacy	5/7/2015
Teach for America	Meredith Burdick	Director of Selection, Quality and Admissions	5/7/2015
CT Association of Schools	Michael Galluzzo	Asst. Executive Director & Co-Director, Connecticut Principals' Center	5/7/2015
Teach For America	Nate Snow	Executive Director	5/9/2015
Cromwell Public School	Dusty Rader	Teacher	Independent Review 5/9/2015

LEAD CT Policy and Practice Fellows

Organization	Stakeholder Name	Stakeholder Title	Participation
Stamford Public Schools	Frank Rodriguez	Principal	05/14/2015
Region #4 Public Schools	Scott Jeffrey	Principal	05/14/2015
Plainville Public Schools	Steven LePage	Principal	05/14/2015
West Hartford Public Schools	Noam Strum	Principal	05/14/2015
New Haven Public Schools	Madeline Negron	Principal	05/14/2015
Hartford Public Schools	Carol Birks	Assistant Superintendent	05/14/2015
University of Connecticut	Jennifer Michno	UCAPP Residency Coordinator	05/14/2015
LEAD CT, CT Center for School Change, University of Connecticut	Robert Villanova	LEAD CT Director Associate Research Professor	05/14/2015
New Leaders	Matt Kelemen	Executive Director of State Services	05/14/2015

CAPSS Superintendent Workgroup

Organization	Stakeholder Name	Stakeholder Title	Participation
Milford Public Schools	Dr. Betty Feser	Superintendent	05/15/2015
Middletown Public Schools	Dr. Patricia Charles	Superintendent	05/15/2015
Middletown Public Schools	Enza Macri	Assistant Superintendent	05/15/2015
Stratford Public Schools	Dr. Janet Robinson	Superintendent	05/15/2015
Stratford Public Schools	Lea Ann Bradford	Principal	05/15/2015
CAS	Richard Gussenberg	Staff Developer	05/15/2015
CAPSS	Larry Schaefer	Senior Staff Associate for Leadership Development	05/15/2015

STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION

Equity Plan Stakeholder Group
Agenda
Monday, March 30, 2015
9:00 a.m. to 3:00 p.m.

Office of Higher Education
Board Room
61 Woodland Street
Hartford, CT

Facilitator: Dr. Donna Merritt, SERC

9:00 – 10:15	Welcome Introductions Orientation and Background of United States Department of Education Equity Plan	Dr. Donna Merritt, SERC Amy Clark, SERC Anne McKernan, CSDE-Talent Office
10:15-10:30	Break	
10:30-11:30	Review of Connecticut Data Open Discussion	Ajit Gopalakrishnan Interim Chief Performance Officer
11:30-12:15	Lunch	
12:15-2:45	Root Cause Analysis, Part 1	Dr. Morgaen L. Donaldson Neag School of Education Assistant Professor University of Connecticut
2:45	Closure and next steps	Dr. Donna Merritt

Equity Plan Stakeholder Group
Minutes
Monday, March 30, 2015

Time	*Activity*

9:15 **Welcome**

Goals for Today's Meeting:

- Engage stakeholders, with the purpose of informing the design of a State Plan to Ensure Equitable Access to Excellent Educators
- Provide stakeholders with the background information they need to offer informed feedback.
- Encourage stakeholders to offer their ideas, insights, and perspectives to improve educator equity
- Use this input to identify root causes for equity gaps

Introductions

- Participants introduced themselves
- Development of group norms (One voice at a time, disagree agreeably, speak your truth, state your ideas boldly, be present, model culturally sensitive perspectives, be prepared)

10:00 **Review of Connecticut Data & Open Discussion**

- CSDE Performance Office staff presented initial data analysis concerning CT's equity gaps as pertaining to educator qualifications, experience, retention, and starting salaries for first-year teachers. Analyses used Full Time Equivalent (FTE) of core academic area teachers to measure gaps between low- and high-poverty schools. Charter schools were included in the analysis.

Participant Feedback

- Other indicators suggested: Superintendent turnover, professional development, resources allocated to school district. Consider including guidance counselors in gap analyses—some schools have unacceptably high counselor-student ratios.
- A teacher may be effective in one school/district, but this effectiveness may not transfer if s/he were to be moved to another school/district.
- Research suggests that inexperienced teachers have taught for 4 years or less (not 2 years or less, as the analysis assumes). Suggest a 5-year longitudinal analysis of teacher retention, since the 5th year is the tipping point for retention.
- Experience as an assistant principal should not count as "experience" for an individual who now serves as a principal.
- The relationships of teachers with one another, with their principal, with their students, and with the community outside the school are missing from this analysis. The quality of these relationships should be included as an indicator. Can these be measured through a survey?
- Can 2nd, 3rd, and 5th year salaries be examined?
- Predictive analyses between Indicators 2, 4, and 5
- Who is filling the shortage areas? Particular concern is who is teaching ELs and what their qualifications are.
- Yes, I think we should add the other points that are not repeats of above-I don't have the chart paper, but if you can get this from Kristy, that would be great

11:30 **Lunch Break**

12:15 **Root Cause Analysis, Part 1**

- Brainstorm challenges that Connecticut faces when making excellent educators accessible to all students: (1) specify what the phenomenon is, (2) at what level the phenomenon is occurring—i.e., district, school, classroom, student; and (3) what two groups are you comparing (e.g., urban vs. suburban).
- Participants worked in small groups to prioritize equity challenges and create a fishbone display of their root causes.
- Common themes for root causes: lack of community and school district resources, retention of educators was ubiquitous either as a cause or as an effect.
- Participants are encouraged to request specific data that they think can be used to inform the process further.

2:35 **Next Steps**

- We will review synthesized data from the root cause analysis on Wednesday, April 1, 2015 and then move on to developing strategies to address the causes.

2:40 **Adjourn**

STATE OF CONNECTICUT
State Department Of Education

Equity Plan Stakeholder Group
Agenda
Wednesday, April 1, 2015
9:00 a.m. to 2:00 p.m.

Office of Higher Education
Board Room
61 Woodland Street
Hartford, CT

Facilitator: Dr. Donna Merritt, SERC

9:00 – 9:30	Welcome New Introductions Review of Progress to Date	Dr. Donna Merritt, SERC Amy Clark, SERC
9:30-10:30	Root Cause Analysis Continued	Dr. Morgaen Donaldson Neag School of Education University of Connecticut
10:30-10:45	Break	
10:45-11:30	Initial Exploration of Equity Plan Strategies	Dr. Donna Merritt Amy Clark
11:30-12:15	Lunch	
12:15-1:00	CT Equity Plans 2006-2011	Dr. Donna Merritt
1:00-1:45	Prioritization of Equity Strategies	Dr. Donna Merritt

Impact and Feasibility Input
Strategies to Address Root Causes

Insufficient Support from District/School Leadership			
Strategy	**Impact**	**Feasibility**	**Votes**
Improve school climate	High	High	22
Develop shared instructional leadership	High	High	20
Various other strategies (non-specific)	High	High	13
Strengthen professional learning	High	High	7
Gaps in Cultural Competency			
Strategy	**Impact**	**Feasibility**	**Votes**
Develop school-community-family partnerships	High	High	21
Revise certification requirements	High	High	21
Change hiring practices	High	Low	7
Strengthen professional learning	High	High	3
Access to Adequate Resources			
Strategy	**Impact**	**Feasibility**	**Votes**
Regionalize school districts	High	Low	27
Deploy human resources more effectively	High	High	13
Restructure management roles	High	High	6
Restructure funding mechanisms	High	Low	4
Working Conditions and School Culture			
Strategy	**Impact**	**Feasibility**	**Votes**
Monitoring/Evaluation	High	High	14
Strengthen professional learning	High	High	11
Amplify teacher voice	High	Low	9
Create more manageable work loads	High	Low	8
Make room for teacher creativity and autonomy	High	High	0

STATE OF CONNECTICUT
State Department Of Education

Equity Plan Stakeholder Group
Wednesday, April 8, 2015
9:00 a.m. to 2:00 p.m.

Office of Higher Education
Board Room
61 Woodland Street
Hartford, CT

Facilitator: Dr. Donna Merritt, SERC

9:00 – 9:30	Welcome Review of Progress to Date	Dr. Donna Merritt, SERC
9:30-9:45	Additional Equity Indicators	Ray Martin Performance Office
9:45-10:30	Longitudinal Analysis	Dr. Morgaen L. Donaldson Dr. Shaun Dougherty
10:30-10:45	Break	All
10:45-11:30	Current Programs and Initiatives: Addressing Root Causes of Teacher Turnover	Dr. Donna Merritt, SERC
11:30-12:15	Lunch	All
12:15-1:00	Phases of Implementation	Dr. Donna Merritt
1:00-1:15	Feedback and Reflection	Anne McKernan, CSDE-Talent Office Amy Clark, SERC
1:15	Closure, Next Steps and Thanks	Dr. Donna Merritt

CSDE Equity Plan Stakeholder Convenings
March 30, April 1, & April 8, 2015

FEEDBACK FORM

I. CONTENT OF SESSIONS

Please circle the response that best describes your experience during the convenings. It is okay if you were not able to attend all three days.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The presentation of data on Days 1 and 3 increased my understanding of equity gaps in the state.	4	3	2	1
2. The process used for identifying root causes of equity gaps was effective.	4	3	2	1
3. The process for generating strategies to address root causes was effective.	4	3	2	1
4. The prioritized strategies presented on Day 3 reflect my priorities for addressing teacher turnover.	4	3	2	1
5. I increased my knowledge of programs and initiatives in the state that address the root causes of teacher turnover.	4	3	2	1

II. QUALITY OF SESSIONS & MY LEVEL OF ENGAGEMENT

Please circle the response that best describes your experience during the convenings.

	Strongly Agree	Agree	Disagree	Strongly Disagree
6. The facilitators of the convenings were knowledgeable.	4	3	2	1
7. The facilitators of the convenings well prepared.	4	3	2	1
8. The activities of the convenings promoted my active participation.	4	3	2	1
9. The process for collecting stakeholder feedback was inclusive of multiple perspectives.	4	3	2	1
10. I have confidence that Connecticut's Equity Plan will be informed by the perspectives I shared during Days 1-3.	4	3	2	1

III. OPEN RESPONSE

11. Reflecting on your previous responses, what was most beneficial about the convenings?

12. What is one thing we could have changed about to more effectively engage stakeholders?

Appendix D: State Board of Education Communication

TO: Dianna R. Wentzell, Ph.D., Commissioner of Education

FROM: Sarah J. Barzee, Ph.D., Chief Talent Officer

DATE: May 6, 2015

SUBJECT: CSDE Equitable Access to Excellent Educators Plan 2015

Background: On July 7, 2014 Secretary of Education Arne Duncan issued a letter to all Chief State School Officers stating that by June 1, 2015 each state educational agency must submit, to the United States Department of Education, an Equitable Access to Excellent Educator Plan (Equity Plan) in accordance with the requirements of Title I of the Elementary and Secondary Education Act of 1965 (ESEA). In the plan, the Connecticut State Department of Education (CSDE) must describe the steps it will take to ensure that poor and minority students are not taught at higher rates than other children by inexperienced, out-of-field or unqualified educators. Connecticut previously submitted an equity plan in 2006 and an updated plan in 2011.

In December 2014, the CSDE internal team was formed. As stakeholder engagement is a requirement of the plan, the internal team identified a wide range of stakeholder groups and invited two representatives per organization to participate in a series of three stakeholder meetings and/or one of two on-line meetings.

Meeting Highlights

March 30

- CSDE staff members introduced the requirement that each state submit an Equity Plan.
- CSDE Performance Office staff member, Ray Martin, presented data highlighting potential equity gaps.
- Dr. Morgaen Donaldson, Associate Professor of Education at UConn's Neag School of Education, facilitated a root-cause analysis of Connecticut equity gaps.
- Stakeholders requested the Performance Office conduct additional data analysis for further consideration.
- Twenty-eight participants attended the meeting.

April 1

- Dr. Donaldson presented four themes that emerged from the root-cause analysis: district/school leadership, school climate, cultural competence and access to equitable resources.
- Participants brainstormed strategies to address each root cause.
- The facilitator led the participants through a merger method to identify the most widely supported strategies.
- Participants ranked the strategies in the areas of importance, feasibility, and impact.
- Some stakeholders felt regionalization and education cost sharing (ECS) should be addressed in the plan.
- Twenty-three participants attended this meeting.

April 8

- Dr. Morgaen Donaldson presented longitudinal data on retention at three years; data showed that retention gaps were primarily explained by turnover in charter schools.
- Participants asked for similar analysis at the five-year period.
- Ray Martin presented the additional data points requested by participants on March 30.
- Results from the April 1, 2015 strategy rankings were discussed.
- Some stakeholders expressed concerns that big issues such as regionalization did not rank high in terms of feasibility.
- CSDE staff mentioned there could be an explanation of the concerns in the Equity Plan's Background section to note stakeholders' input, but regionalization and ECS was not an immediate strategy for inclusion in the 2015 Equity Plan.
- Twenty-two participants attended the meeting.

April 7-10—A draft of the plan's first three sections (Introduction, Stakeholder Engagement Process, Equity Gap Explanation and Analysis) and one strategy for the fourth section (Strategies to Eliminate Equity Gaps) was written for review.

April 13—CSDE Talent Office representatives participated in a consultancy with Janice Poda of CCSSO, Bryan Richardson of UBD Consulting and Mariann Lemke of AIR. Using the feedback from the consultancy, and additional data, the draft was updated.

April 27—The CSDE submitted a draft of the Connecticut Equity Plan for an on-line peer review on May 1, 2015 at 3:15 p.m. and will use this feedback to revise the plan.

May 5 and 7—Two on-line stakeholder input meetings will be held to capture additional input and to include voices from constituencies who were not represented during the face-to-face meetings.

May 1—CSDE staff participated in an on-line peer review process.

During the first phase of the implementation, the Connecticut 2015 *Equity Plan is focused on* ***reducing educator turnover, increasing the number of experienced educators and reducing the number of shortage area vacancies*** *in a subgroup of in high-poverty/high-minority schools. During the second and third phase of high minority implementation, successful strategies will be implemented for additional subsets of high-poverty/high-minority districts.*

ATM/kaf
cc: Anne T. McKernan, Director of Leadership Development

Appendix E: Connecticut Designated Shortage Areas

FILE COPY

STATE OF CONNECTICUT
BOARD OF EDUCATION

December 10, 2014

Andrea C. Baird
U. S. Dept. of Education
Office of Postsecondary Education
1990 K Street, NW, 6th Floor
Washington, DC 20006

Dear Ms. Baird:

Please accept this letter as Connecticut's submission of proposed teacher shortage areas for designation by the United States Department of Education for the 2015-16 school year.

State of Connecticut Teacher Shortage Areas for 2015-16 School Year

	All Teachers		Teachers with Five or Fewer Years of Experience	
Designated Shortage Area	**FTEs**	**Percent**	**FTEs**	**Percent**
Bilingual Education, (Prekindergarten - Grade 12)	297.00	0.6%	34.00	0.1%
Comprehensive Special Education, (Kindergarten - Grade 12)	5,758.23	10.8%	1,322.50	2.5%
Intermediate Administrator	2,848.90	5.4%	69.62	0.1%
Mathematics, (Grades 7 - 12)	3,243.04	6.1%	838.85	1.6%
School Library Media Specialist	751.62	1.4%	97.62	0.2%
Science, (Grades 7 – 12)	3,063.08	5.8%	727.55	1.4%
Speech and Language Pathologist	1,085.58	2.0%	244.10	0.5%
Technology Education, (Prekindergarten – Grade 12)	538.99	1.0%	121.10	0.2%
Teaching English to Speakers of Other Languages (TESOL), (Prekindergarten – Grade 12)	435.24	0.8%	67.95	0.1%
World Languages, (Grades 7 – 12)	1,863.15	3.5%	481.33	0.9%
TOTAL	**19,884.83**	**37.4%**	**4,004.62**	**7.6%**

The Connecticut State Department of Education (CSDE) believes that teachers with five or fewer years of experience are most likely to avail of the benefits of loan deferment programs. Basing the percentages on "all teachers" provides a much inflated estimate. Instead, using the percent of teachers with five or fewer years of experience provides a more accurate estimate of the teaching force in Connecticut that would be affected, though it slightly exceeds the five percent threshold. Educator assignment data from 2013-14 are used for this analysis because a new educator data system was implemented in 2014-15 for which data collection is still underway.

Brief Talking Points:

The certification endorsement shortage areas are determined using a weighted method based on the following criteria (approximate weight in parentheses):

- The number of **vacancies** (47%)
- The size of the **applicant pool** (23.5%)
- The stopgap **low quality alternatives** used to fill positions (23.5%)
- The number of **first certificates or renewals** issued per available position (6.0%)

Detailed Summary of Method:

Each certification endorsement area is ranked according to an overall weighted score that is derived from the following criteria:

Criteria	Description	Approximate Weight
Vacancies	Total number of vacancies after October 1 due to the lack of qualified candidates	47.0%
Applicant Pool	The median number of appropriately credentialed applicants received per available position	23.5%
Low Quality Alternatives	The sum of DSAPs, long-term substitutes and minimally qualified hires (hired from an applicant pool less than 20 where quality was low)	23.5%
First Certificates or Renewals Issued	The number of first issued or renewed Connecticut certificates per available position	6.0%

Ajit Gopalakrishnan, Interim Chief Performance Officer
Performance Office
Connecticut State Department of Education
165 Capitol Avenue
Hartford, CT 06106
Phone: (860) 713-6888
Fax: (860) 713-7033
Email: ajit.gopalakrishnan@ct.gov

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