Access to Excellent Educators: The Arkansas Journey to Provide Equity through Data

presented by the
Arkansas Department of Education (ADE),
South Central Comprehensive Center (SC3) at the University of Oklahoma,
and
Augenblick, Palaich and Associates (APA Consulting)

2018 National Title I Conference: Liberty to Learn
February 8, 2018

Welcome

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ADE Deputy Commissioner

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Session Agenda

- Introduction and purpose of this project
- Arkansas's journey to providing equitable access
- Data analysis and predictions
- Stakeholder engagement in meaningful conversations to solve complex problems
- Conclusion, questions, and answers

Expected Outcomes

- Improved understanding of the role equitable access plays in improving teaching and learning for students from underserved backgrounds
- Increased awareness of effective strategies used in Arkansas to improve equity in access (i.e., Equity Labs and Educator Shortage Predictor Model, as well as other data sets made available to stakeholders)
- Increased knowledge of how to create data sets and tools to stimulate conversation, drive engagement, and ultimately recommend changes in policies and practices that improve equity in access
- Increased understanding of how such efforts support the underlying premises and purposes of Title I and ESSA

Project's Theory of Action

We believe if we share data in a meaningful way, then education stakeholders with various roles, backgrounds, and interests will engage in conversations that will propel strategic changes in practices and policies as they collaborate to solve a shared regional problem.

Introduction and Purpose of this Project

Sarah Hall
South Central Comprehensive Center

Introduction

- The Elementary and Secondary Education Act (**ESEA**) was signed into law in 1965 by President Lyndon Baines Johnson, who believed "full educational opportunity" should be "our first national goal." From its inception, **ESEA** was a civil rights law.
- The Civil Rights Movement made this bill successful—it drove awareness on issues of inequality.

Introduction (cont'd)

- The Every Student Succeeds Act (ESSA) reauthorizes the 50-year-old ESEA, the nation's national education law and longstanding commitment to equal opportunity for all students.

Why does having an excellent educator workforce matter?

Photo Credit: woodlywonderworks "Hands" licensed for use through Creative Commons
https://www.flickr.com/photos/wwworks/535439394

Introduction (cont'd)

"This is the value of the teacher, who looks at a face and says there's something behind that and I want to reach that person, I want to influence that person, I want to encourage that person, I want to enrich, I want to call out that person who is behind that face, behind that color, behind that language, behind that tradition, behind that culture. I believe you can do it. I know what was done for me."

— Maya Angelou

Purpose of This Project

- What can we do
  - to ensure students have equitable access to excellent educators?
  - to improve recruitment, preparation, placement, development, and retention of educators?

Purpose of This Project (cont'd)

- Why an Educator Shortage Predictor Model?
  - Teacher Supply, Demand, and Shortages
    - Understanding causes of teacher shortage
    - Establishing a comprehensive and systematic set of strategies to build a strong teaching profession

Arkansas's Journey to Providing Equitable Access

Ivy Pfeffer
Arkansas Department of Education

Research

- A high teacher turnover rate has a negative impact on the quality of education in a school district.
- Inexperienced teachers and those teaching “out-of-field” are less prepared to meet the many challenges of teaching today’s increasingly diverse students.
- Poverty and minority students are more likely to attend schools where there are more inexperienced teachers, teachers teaching out-of-field and where greater turnover exists.
- Between 1987 and 2011, the minority student population increased by 88%, but the majority of teachers are still white.

Reality of Today's Educator Workforce

- Greening and Graying of the workforce
- Declining enrollment in preparation programs
- High Attrition Rates
- Changing Demographics of Student Population versus Demographics of Educator Population
- Poverty and Minority students less likely to have access to the most effective teachers

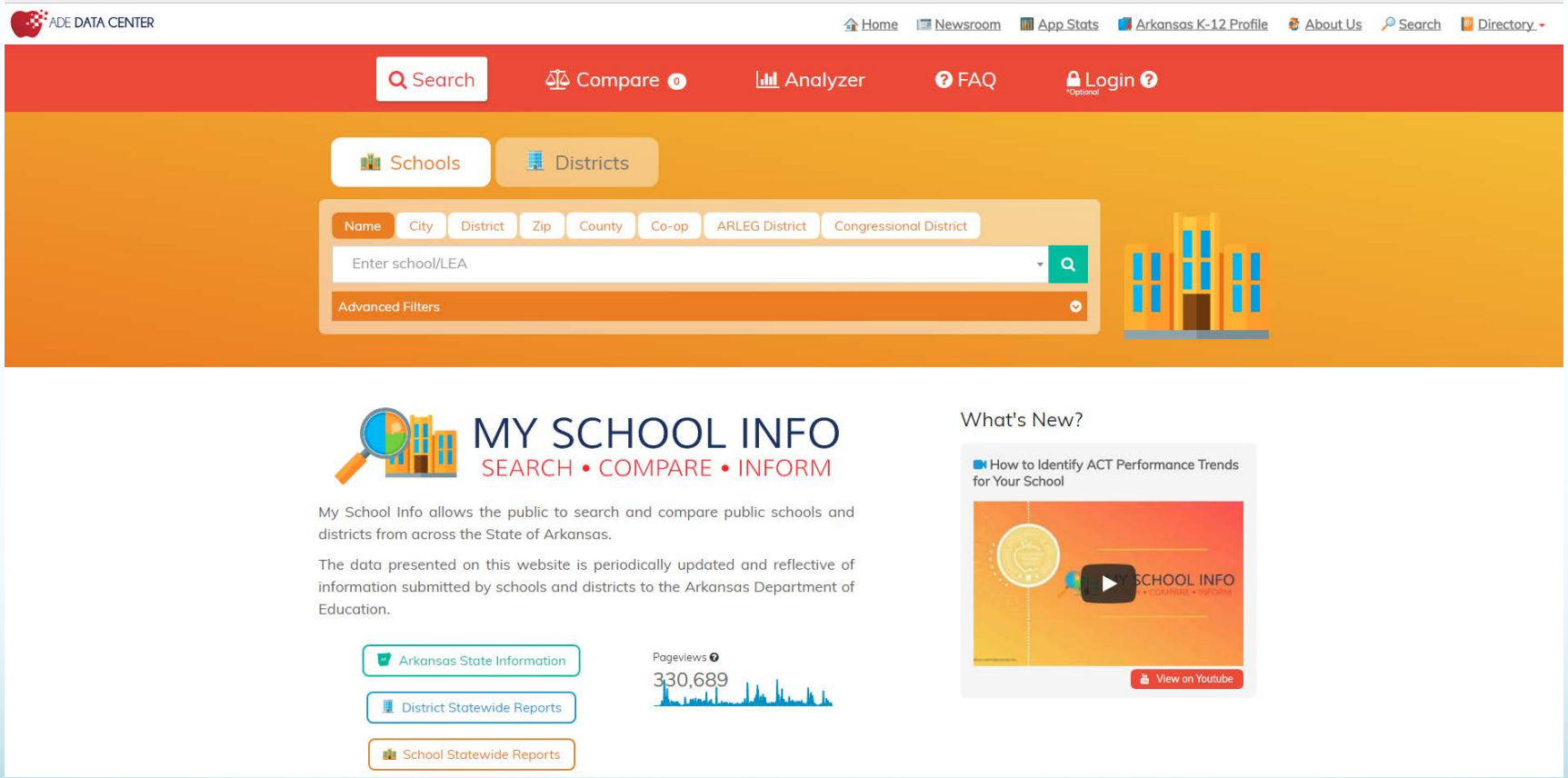
Problem Statement

- In Arkansas, students who attend High Poverty and High Minority schools are less likely to have an experienced teacher who is fully licensed to teach in his/ her chosen field and more likely to experience instability in the teacher workforce due to greater rates of teacher turnover (Equitable Access to Excellent Educators, 2015).

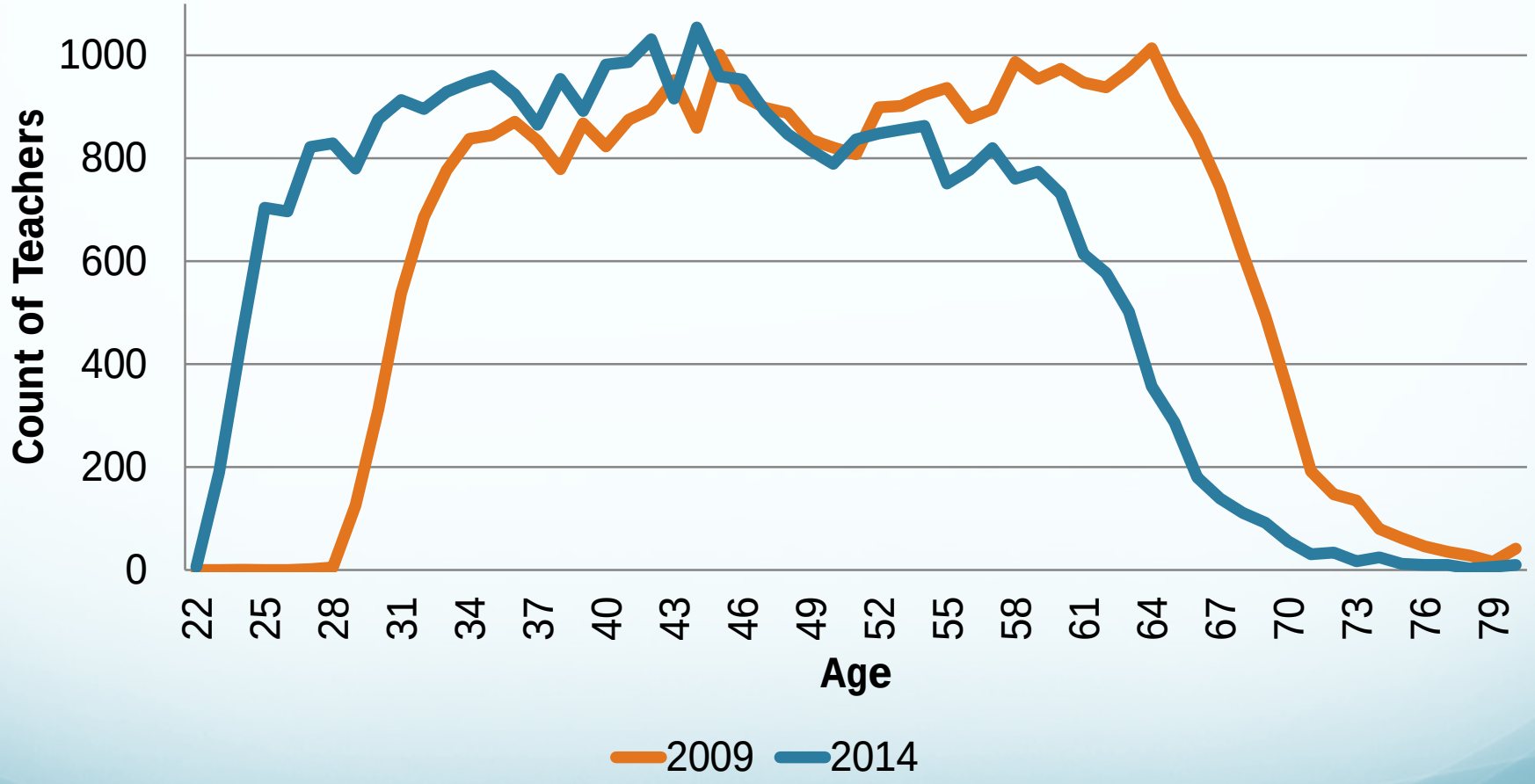
Monday March 20

Arkansas's Educator Workforce

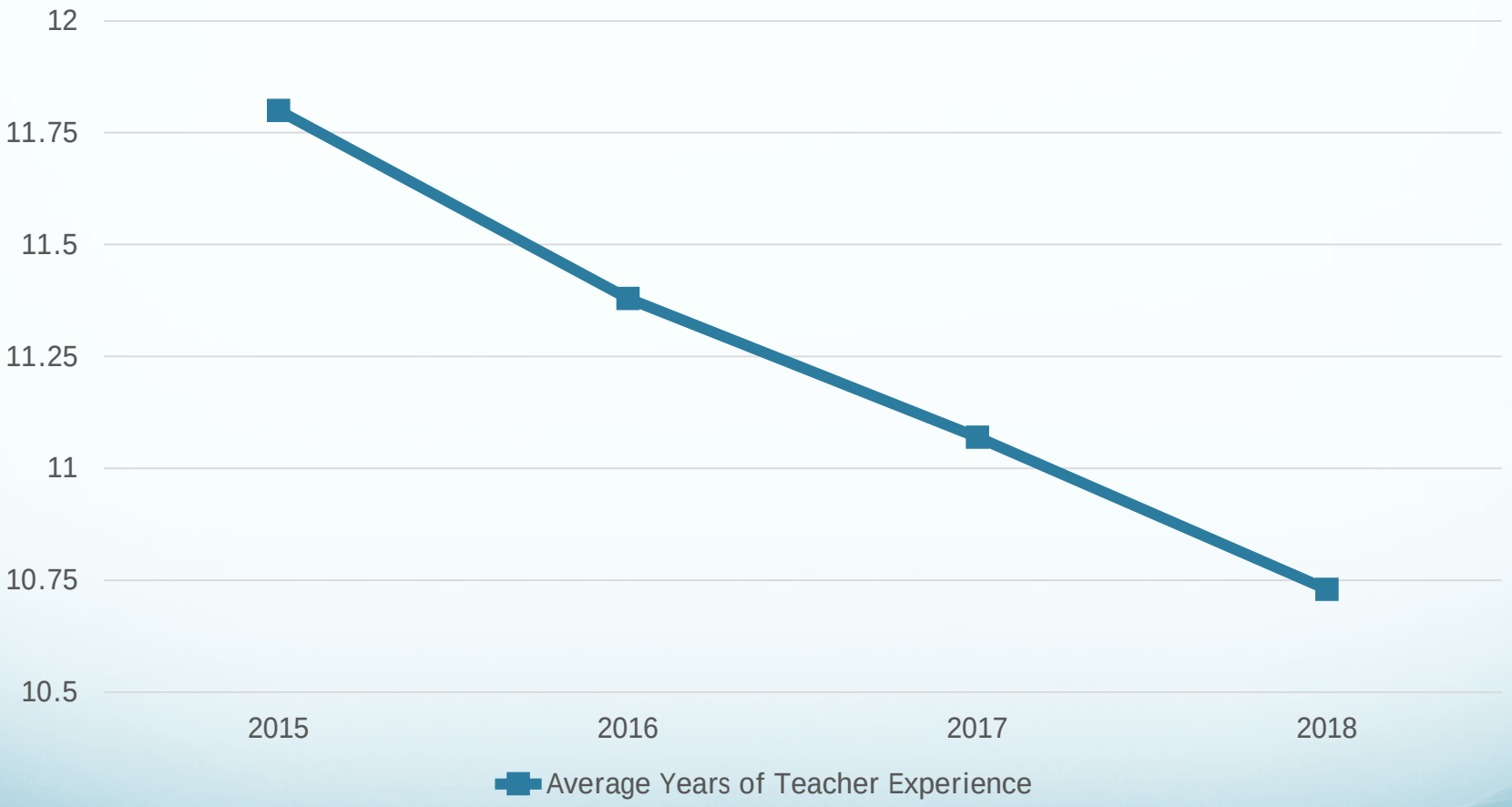
MySchoolInfo.Arkansas.gov



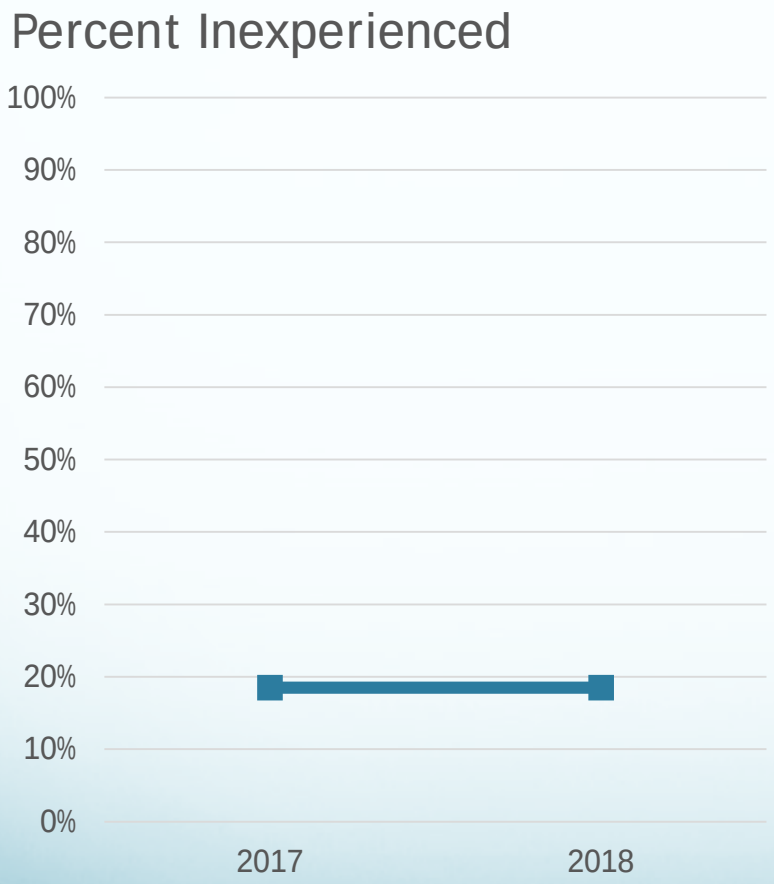
Age of Arkansas Teachers

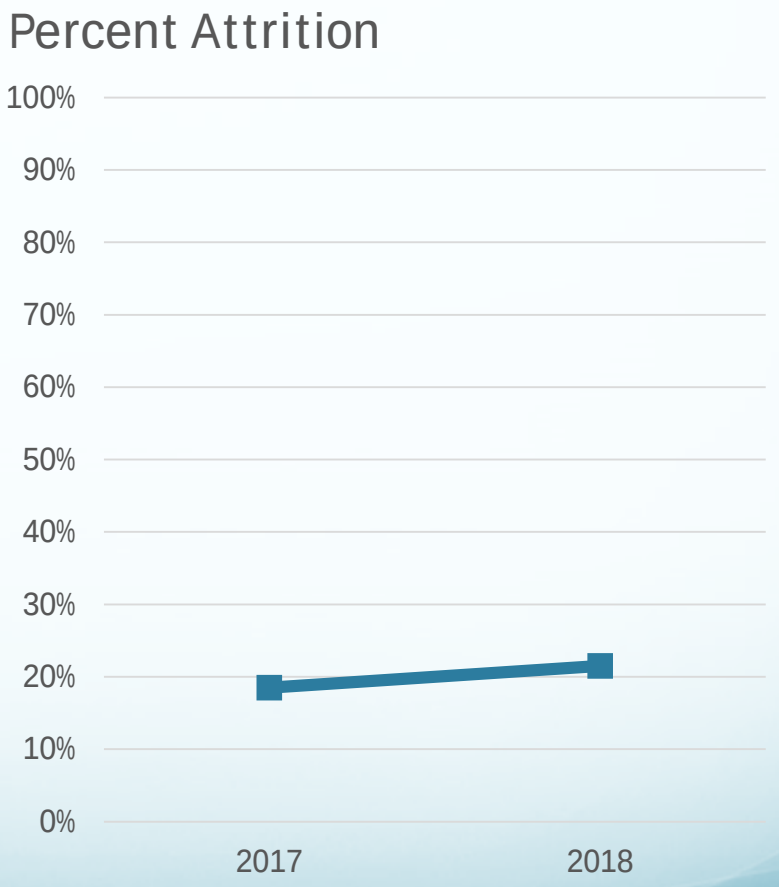


Teacher Experience in Arkansas

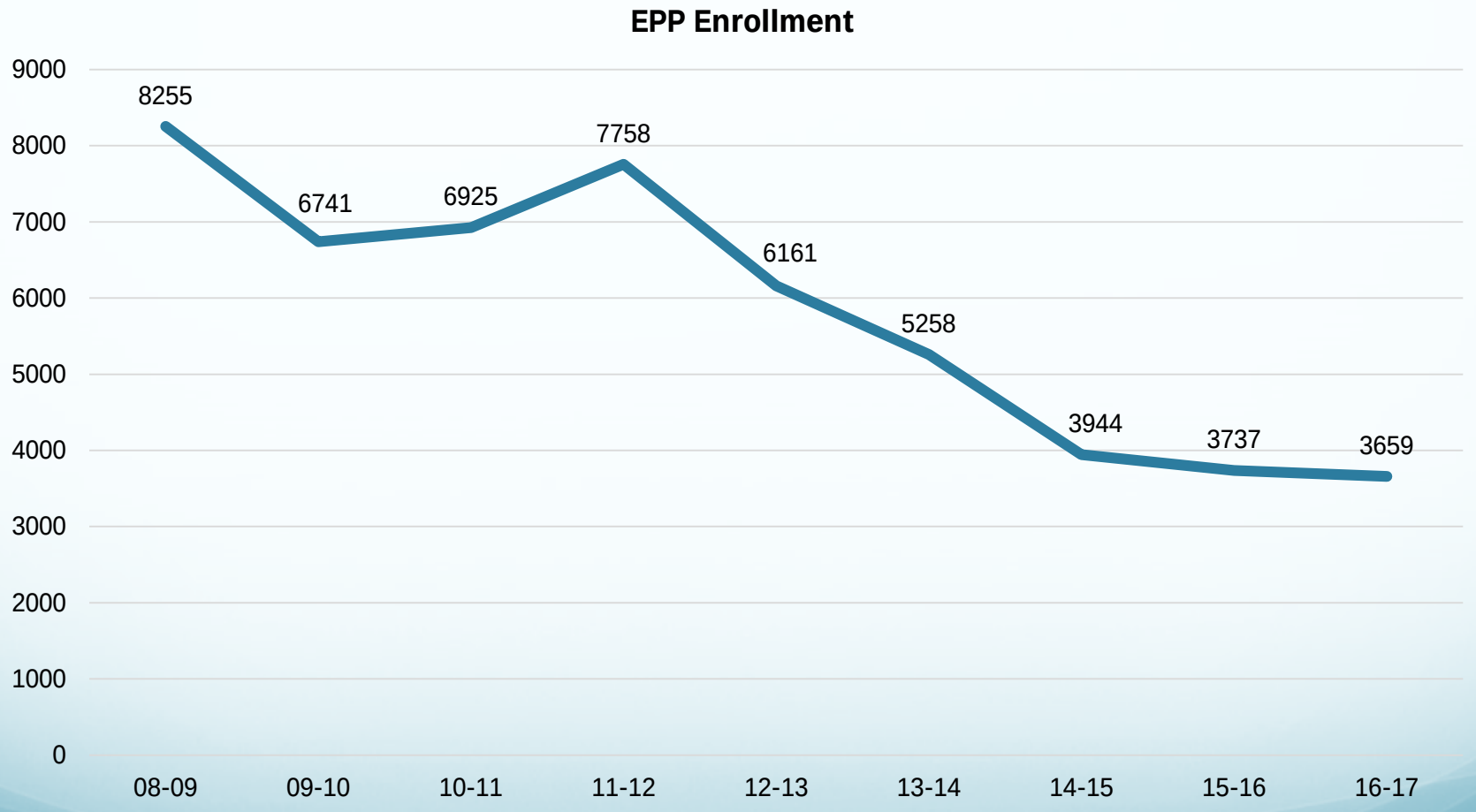


Recruitment and Retention





Educator Preparation Enrollment



Teacher Experience & Attrition

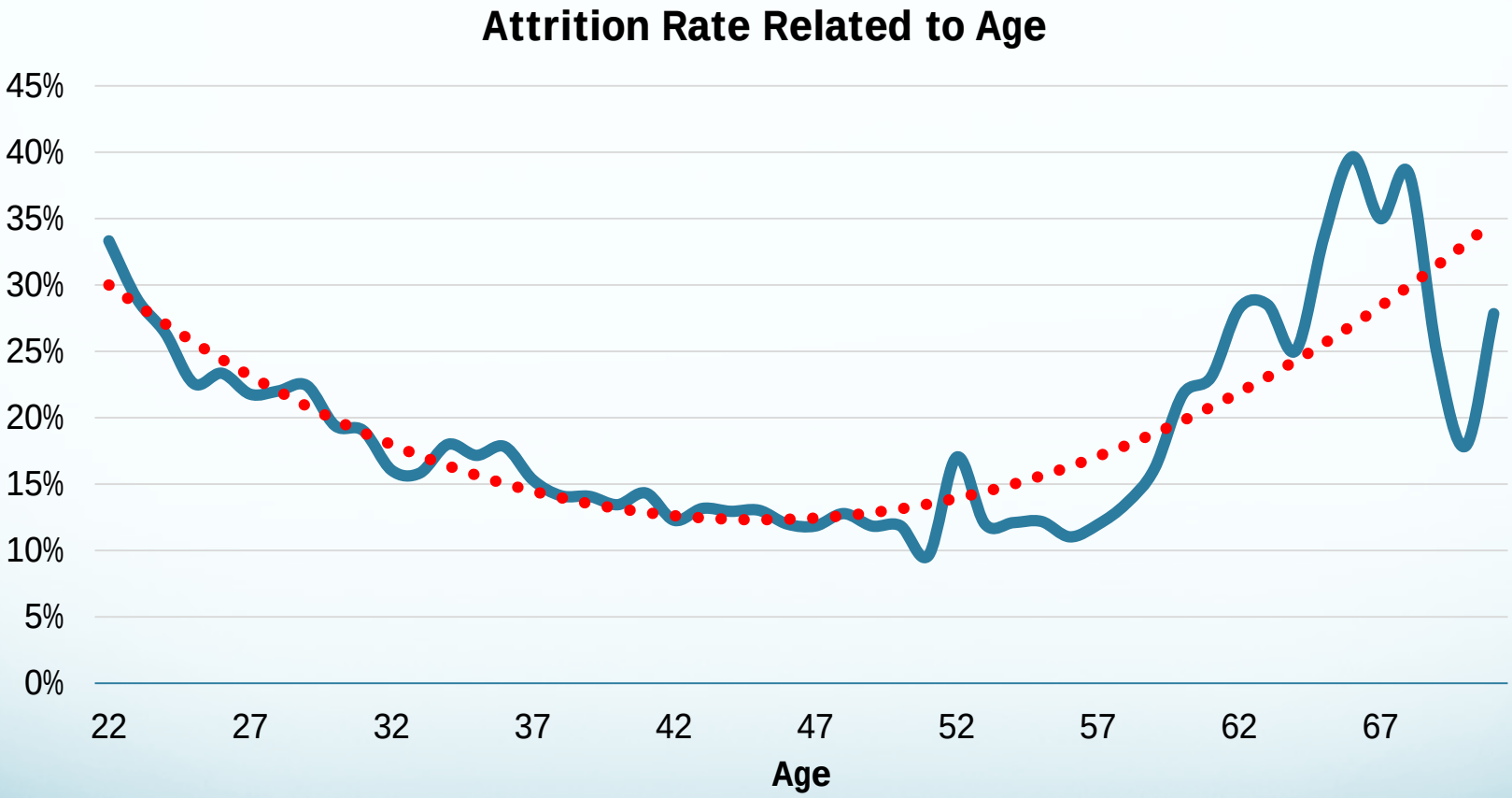
Over the last two years:

- Almost 17% of all teachers were Novice Teachers (teachers in their first three years of teaching).
- 50% of Novice Teachers were Beginning Teachers (teachers in their first year of teaching).

Over the last two years:

- An average 19.5% of teachers did not return to their schools the following year.
- Almost 30% of those teachers who left were Beginning Teachers (teachers in their first year of teaching).

Age and Attrition



Teacher Licensure Exceptions

Teacher Licensure Exceptions

2017-2018

Approved Additional Licensure Plan (ALP) School District

Source: Statewide Information System

Indicates the reason a teacher is assigned to a course that he/she is not licensed to teach. An unlicensed teacher in a core academic area must meet AQT.

Act 1240 Approval to Waive Licensure (AWL) School District

Source: Statewide Information System

Indicates the reason a teacher is assigned to a course that he/she is not licensed to teach. An unlicensed teacher in a core academic area must meet AQT.

Charter School Approval to Waive Licensure (CWL) School District

Source: Statewide Information System

Indicates the reason a teacher is assigned to a course that he/she is not licensed to teach. An unlicensed teacher in a core academic area must meet AQT.

Approved Long-term Substitute (LTS) School District

Source: Statewide Information System

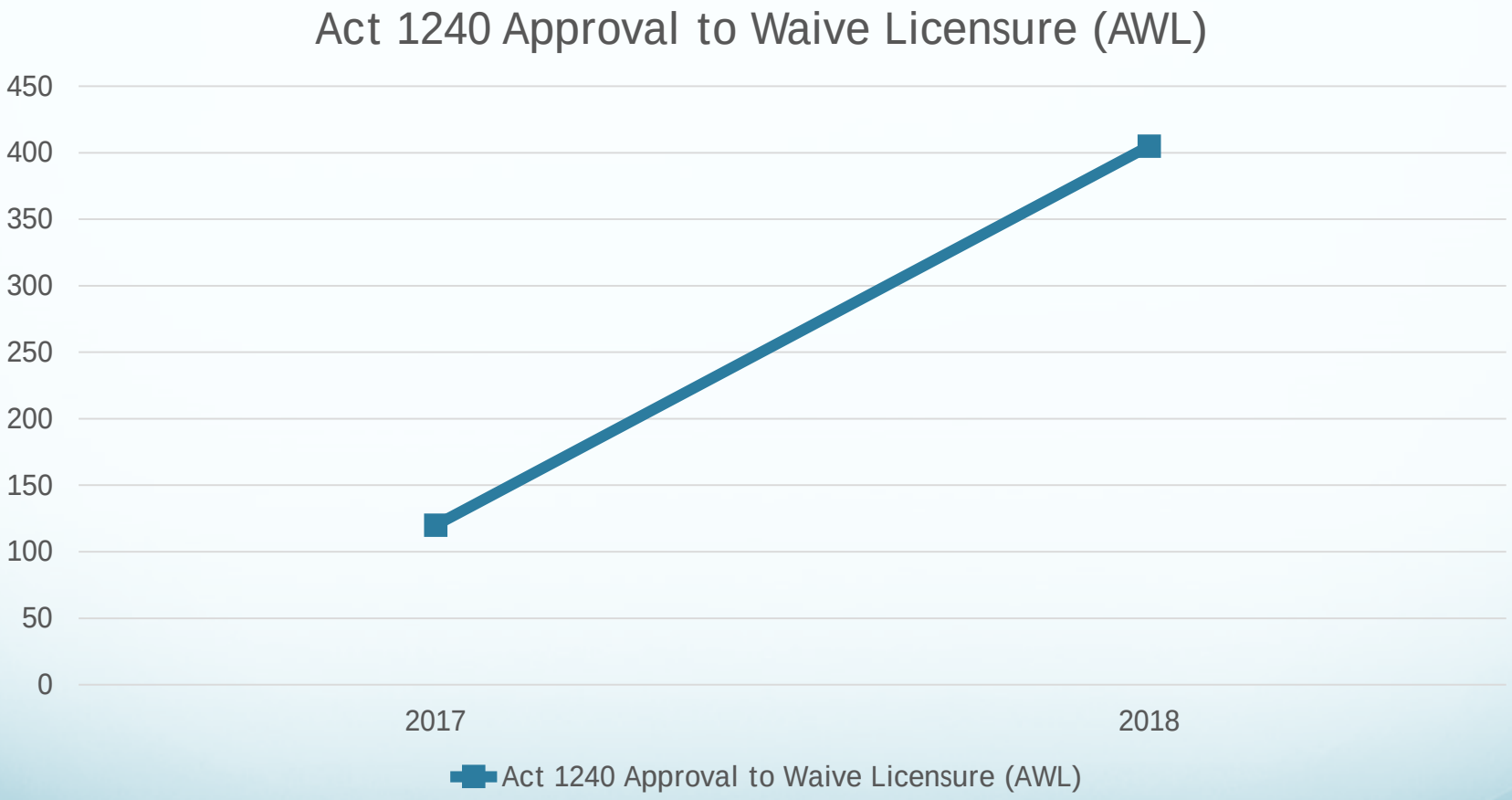
Indicates the reason a teacher is assigned to a course that he/she is not licensed to teach. An unlicensed teacher in a core academic area must meet AQT.

Schools of Innovation (SOI) School District

Source: Statewide Information System

Indicates the reason a teacher is assigned to a course that he/she is not licensed to teach. An unlicensed teacher in a core academic area must meet AQT.

Waiver from Licensure



Responding...

Workforce Stability

Workforce Stability Index

2017-2018

Percent Inexperienced School District

Source: Statewide Information System

The percent of teachers in the school or district who are in one of their first three (3) years of teaching

Percent Provisional License School District

Source: Statewide Information System

The percentage of teachers in the school or district who are teaching on a provisional license

Percent Out-of-Field School District

Source: Statewide Information System

The percent of teachers in the school or district who are teaching at least one class on an ALP (Additional Licensure Plan)

Percent Attrition School District

Source: Statewide Information System

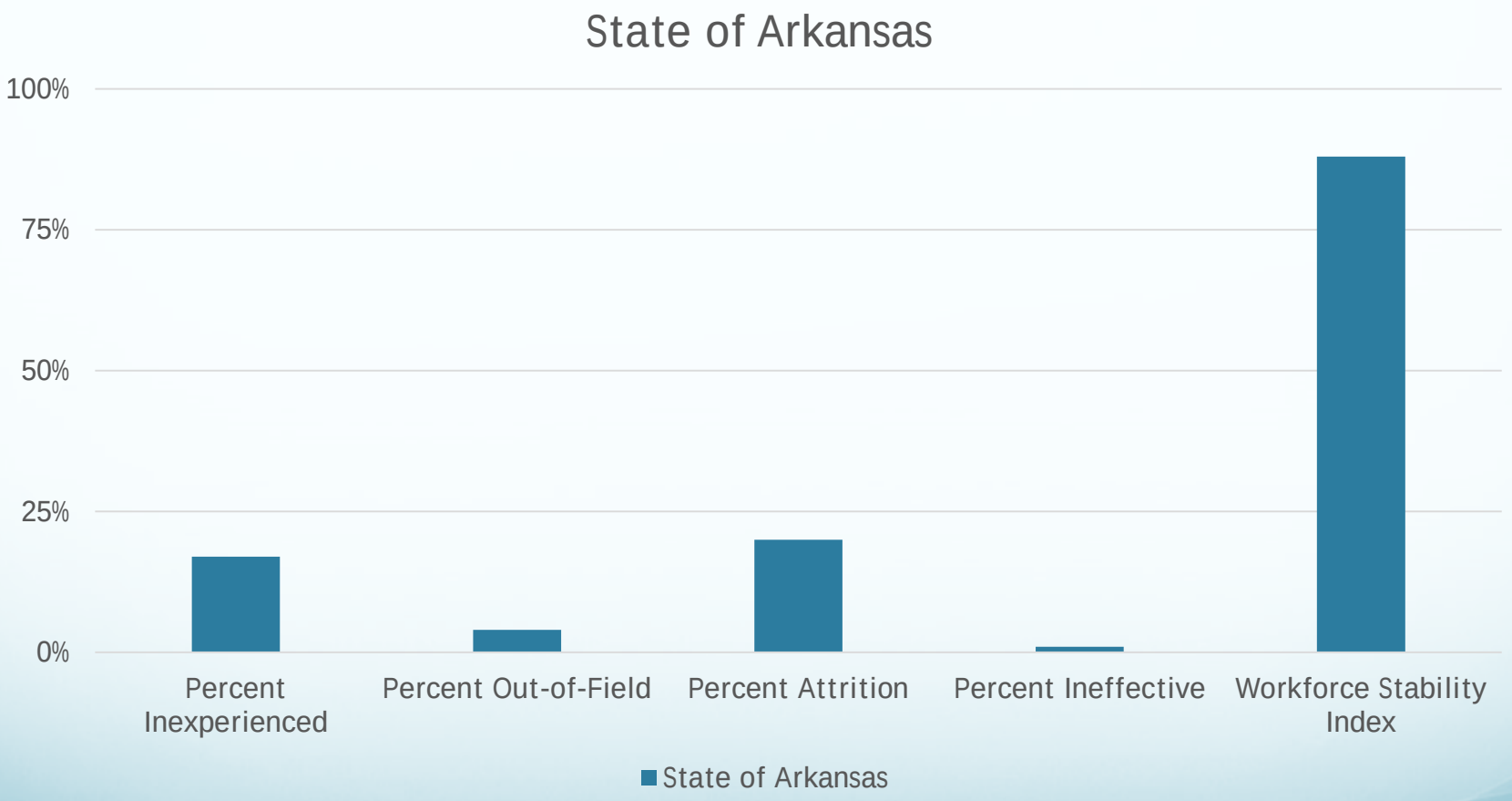
The percent of teachers who were in the school or district the previous year who did not return to that school or district the current year

Percent Ineffective School District

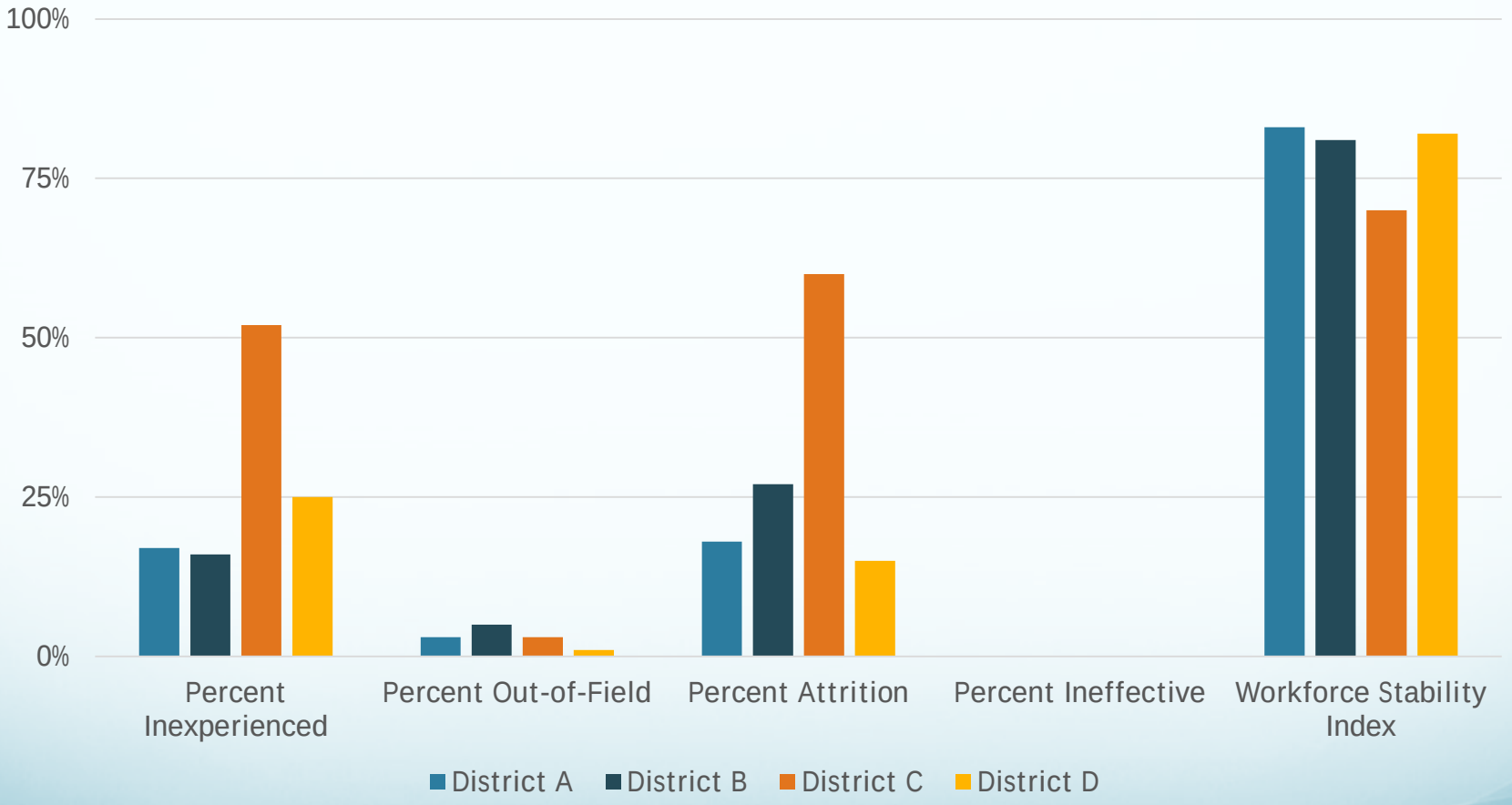
Source: Statewide Information System

The percent of teachers who were in the school or district who received an 'ineffective' rating

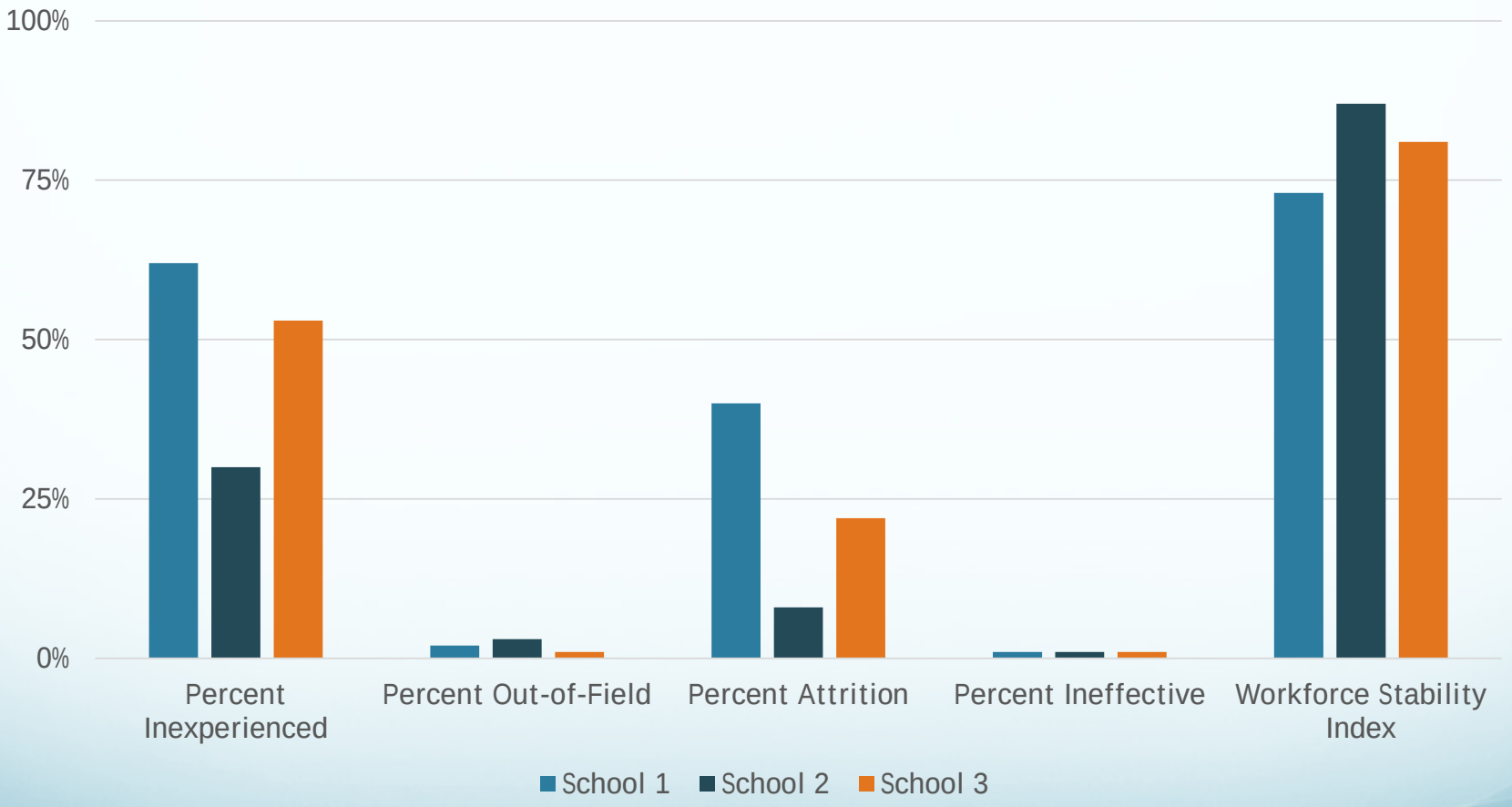
Workforce Stability: Overall State



Workforce Stability: District Comparison



Workforce Stability: School Comparison

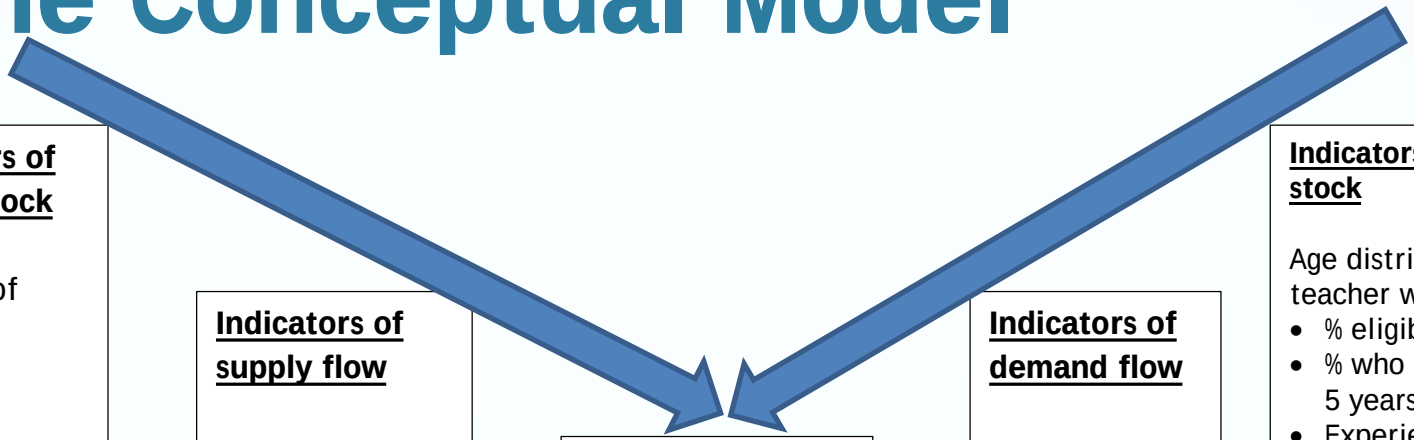


Redesign and commit to an education workforce system that ***attracts*** teachers and leaders to the profession, ***prepares*** them to be learner- and school-ready on day one, ***develops*** them throughout their careers, and ***retains*** the most effective educators.

Data Analysis and Predictions

Robert Reichardt
APA Consulting

The Conceptual Model



Indicators of supply stock

Number of certified teachers

Number of college graduates

Number of people in teacher preparation programs

Teacher race/ ethnicity

Indicators of supply flow

Rate of change in the number of newly prepared teachers, by source

Rate of changes in # of people entering teacher preparation

Rate of teachers flowing in from other states

Indicators of shortage/ surplus

% of teachers that are not fully certified

% of positions that are unfilled

Change in # of applicants per vacancy

Perceptions of shortage

Indicators of demand flow

Vacancy rate

Attrition rate

Rate of increase or decrease in positions

Indicators of demand stock

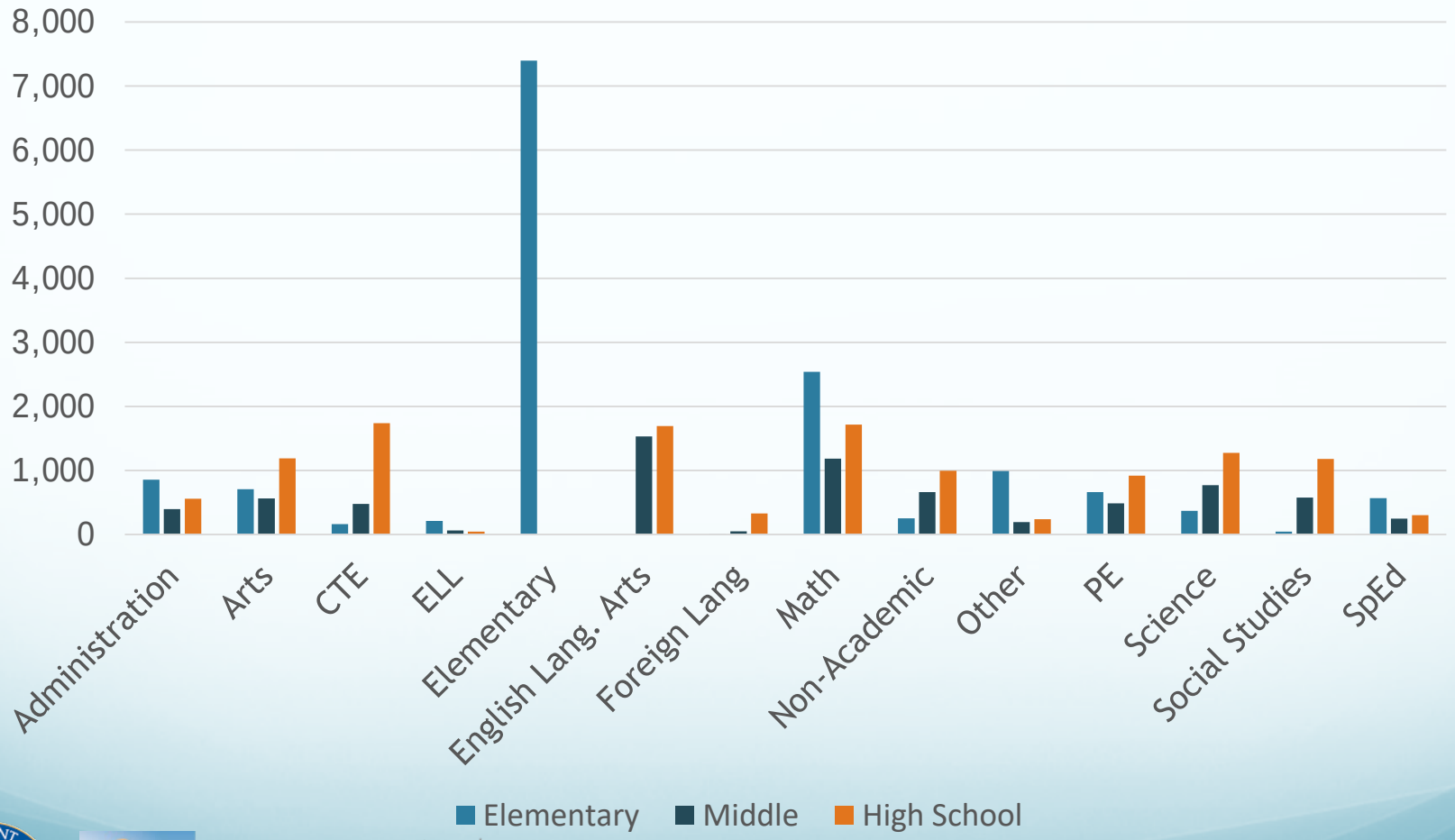
Age distribution of teacher workforce
- % eligible to retire
- % who can retire in 5 years
- Experience

Student demographics
- Migration in/out of state
- Birth rates
- Projected growth

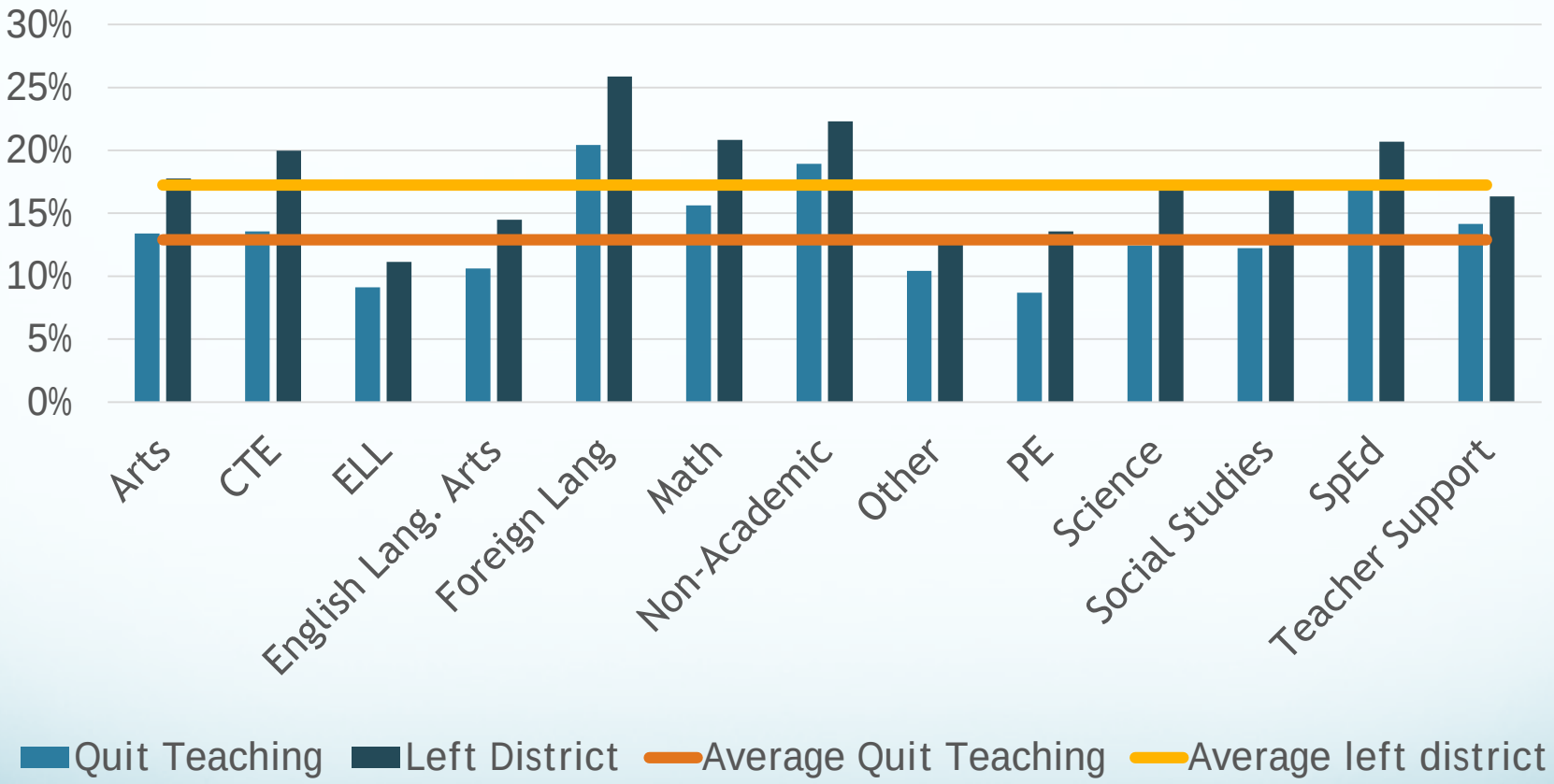
Policy:
- Funding
- Class size
- Student-teacher ratio

Hard to serve:
- Locale
- Poverty
- Student race/ ethnicity

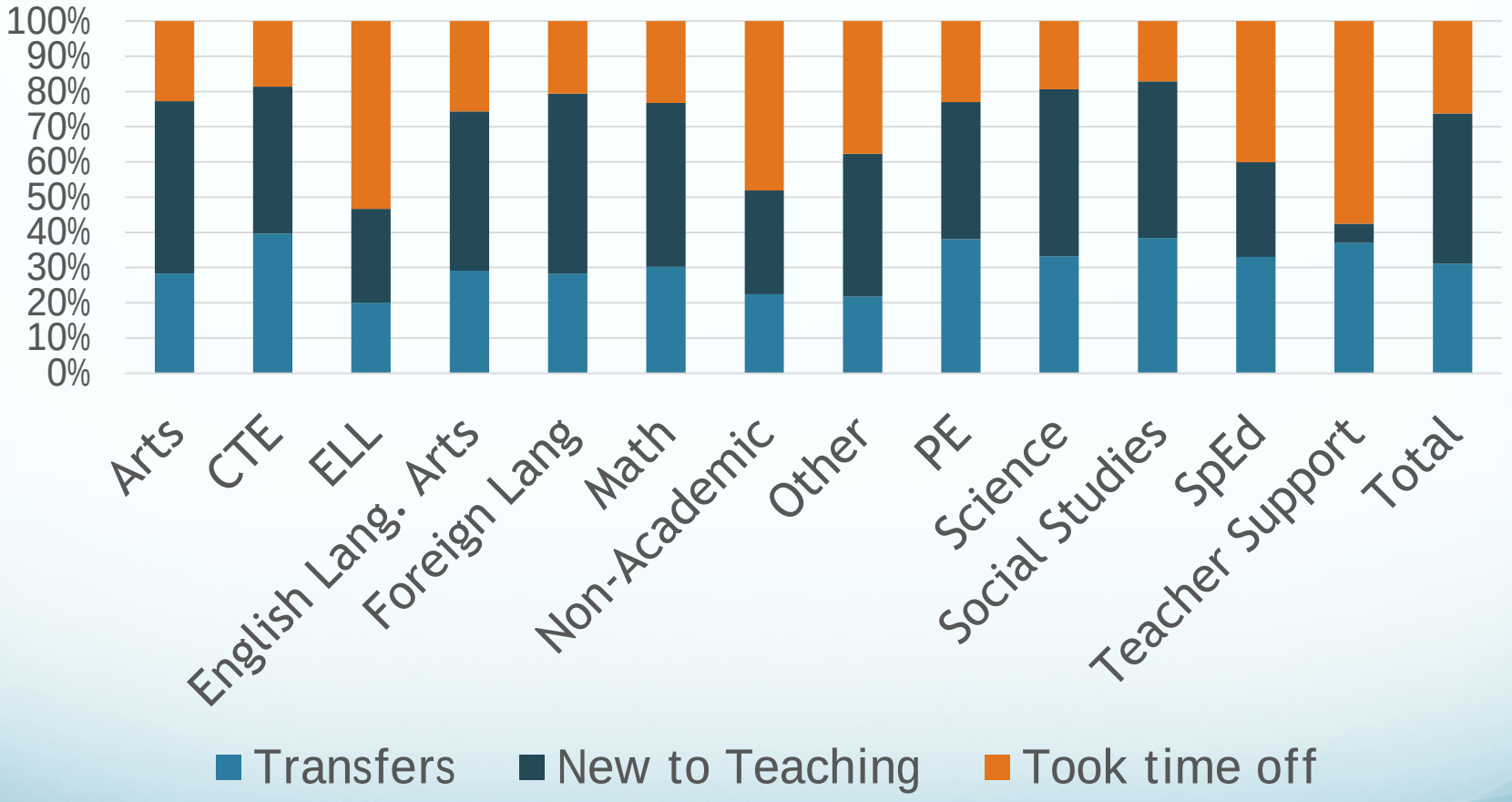
Education Professional Workforce



Teacher Attrition and Jobs (2014)

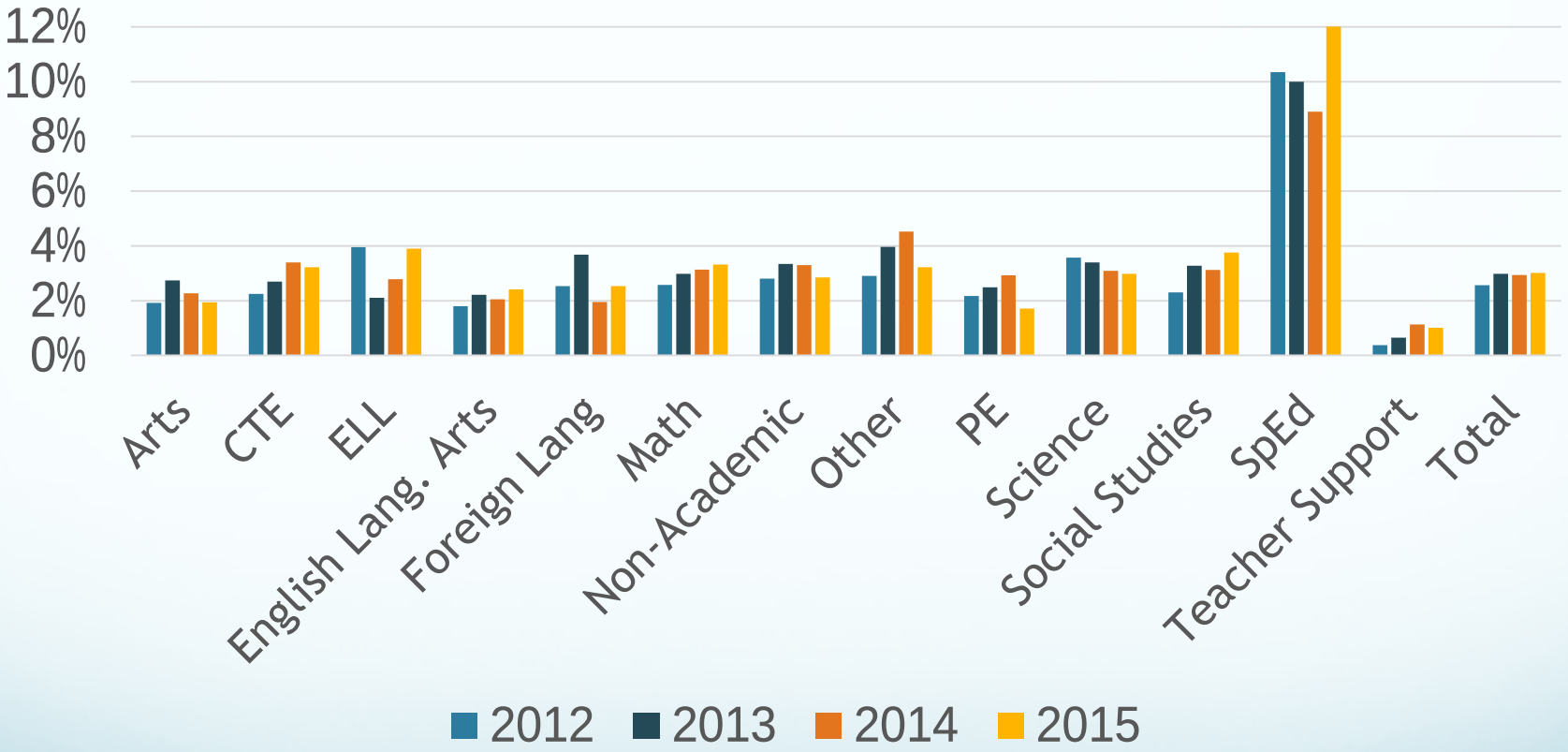


Sources of Teachers



Newly Prepared Teachers Hire Rates (2015)

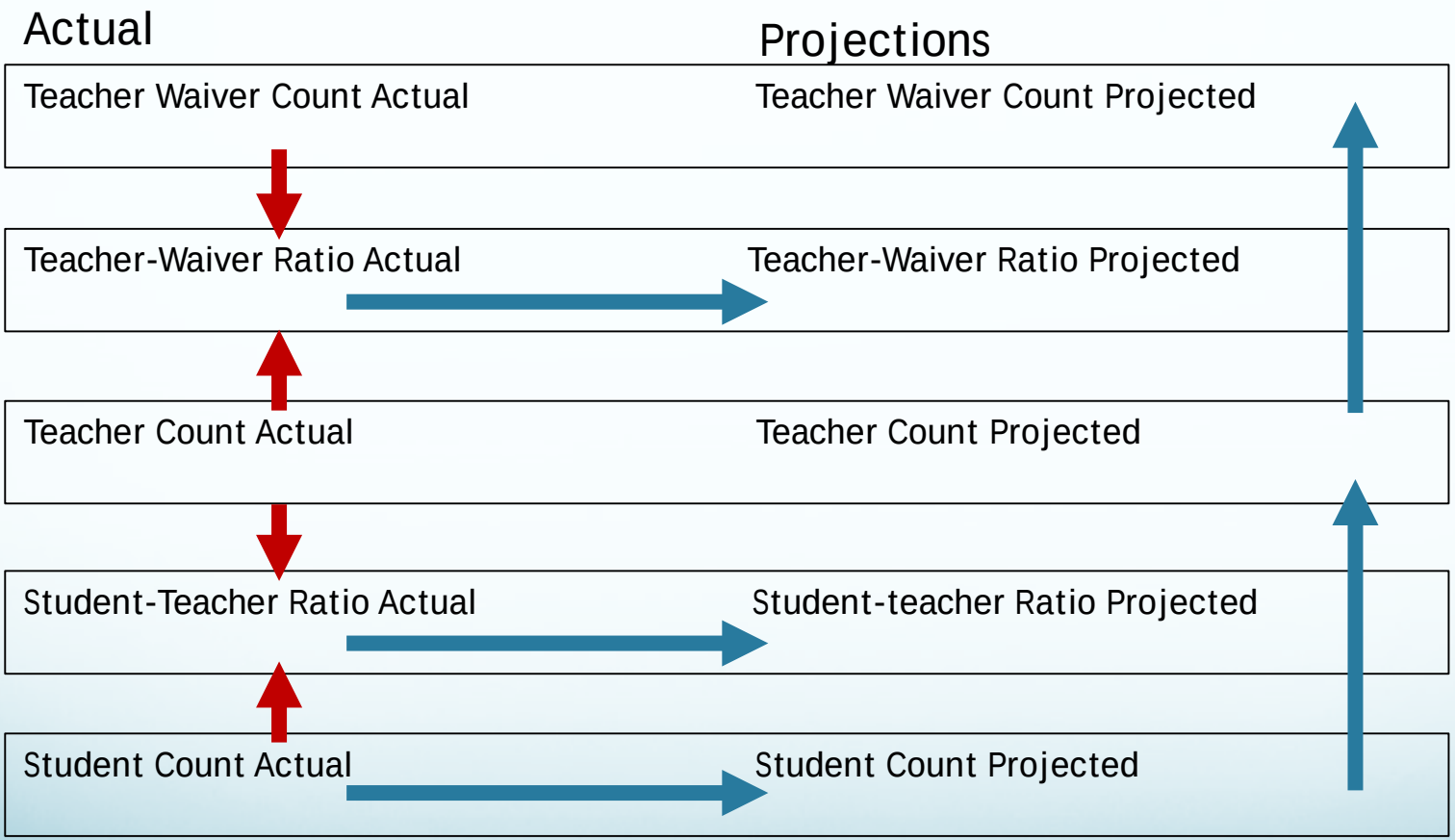
Teachers on Waivers



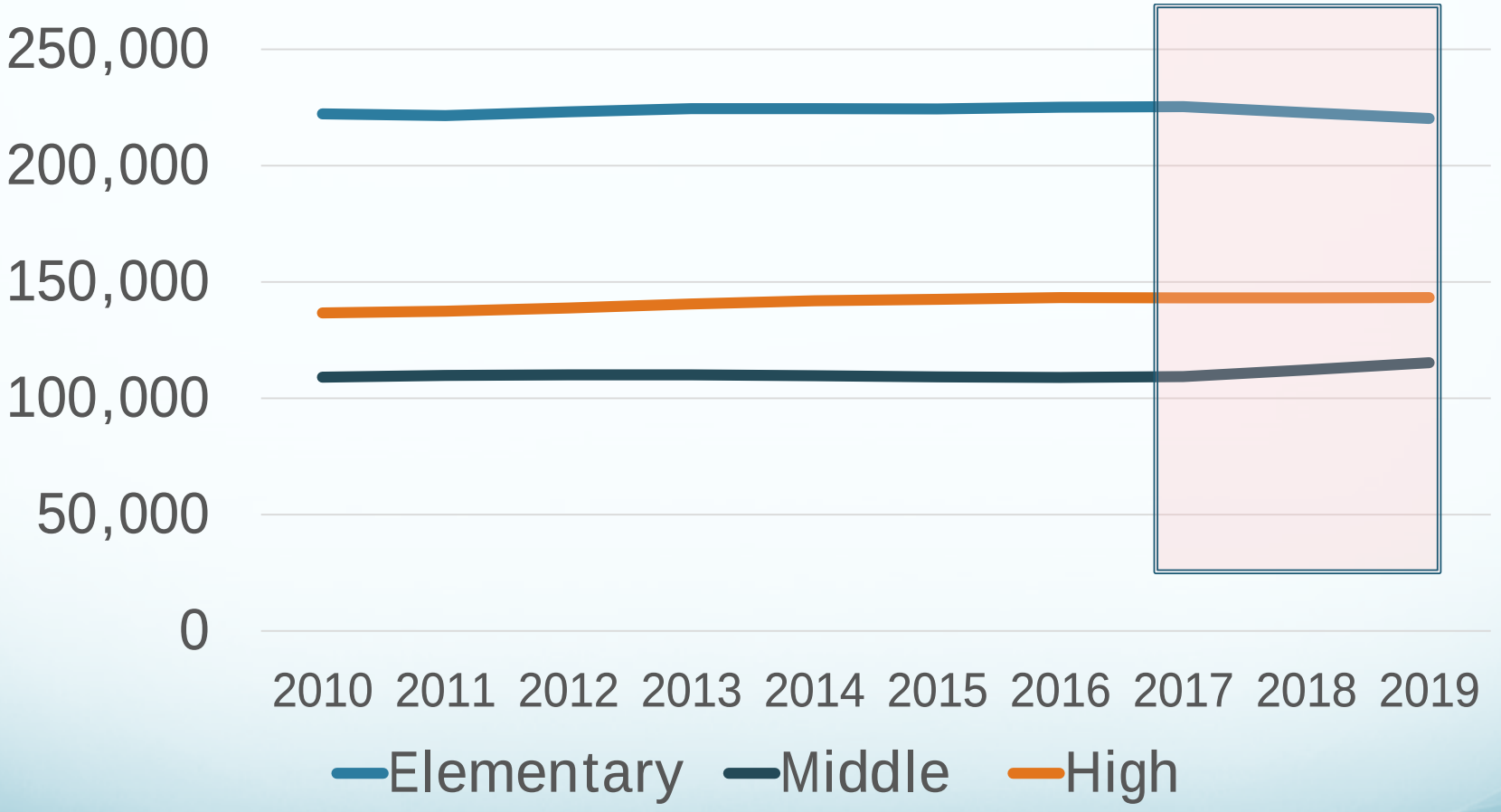
Teacher Projections

- Project 2016 to 2019:
  - Number of teachers
  - Number of teachers on waivers
  - Number of teachers that quit and are hired
- Projections are done:
  - By Year
  - By Region
  - By Job

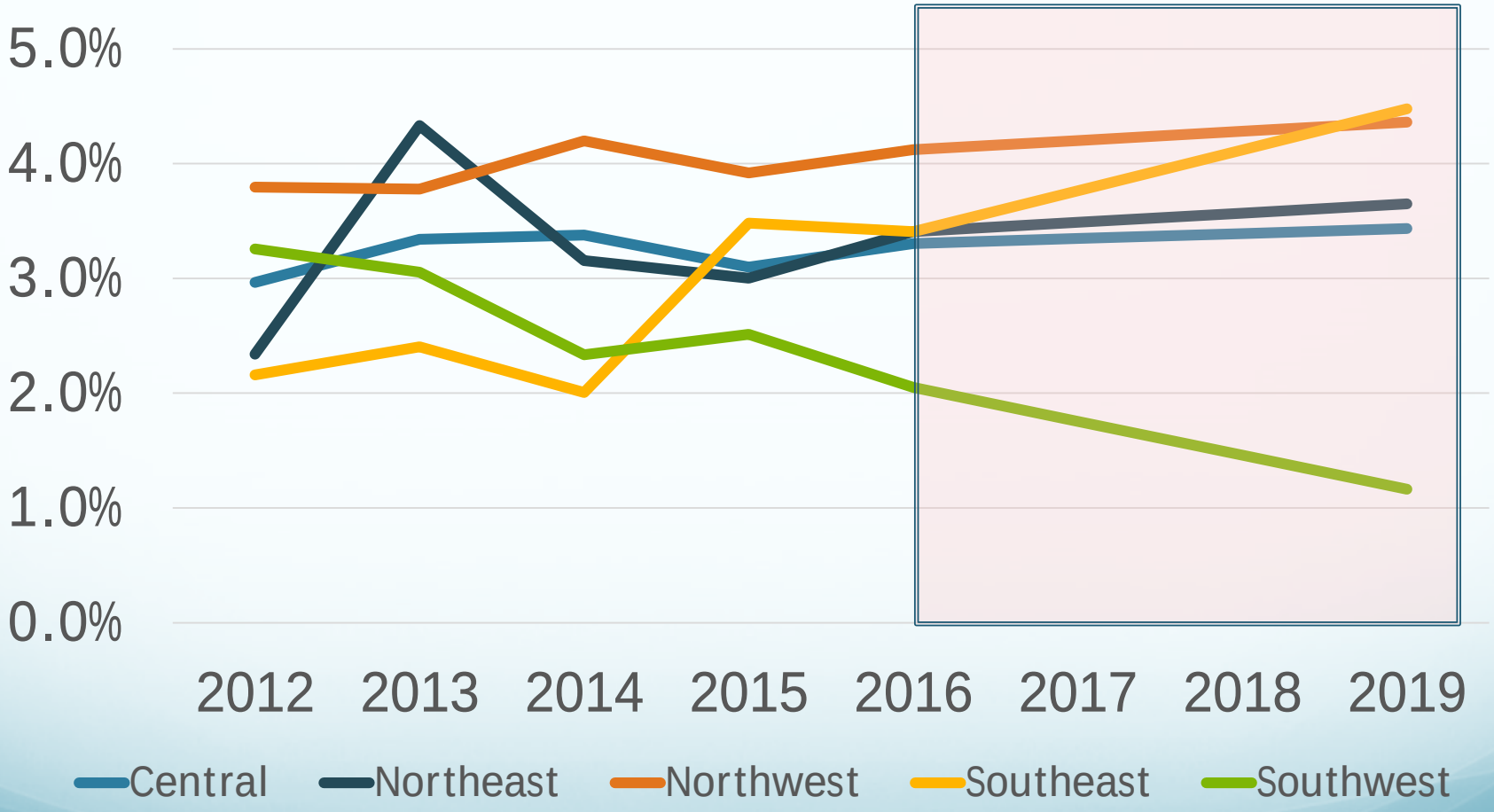
Projection Model



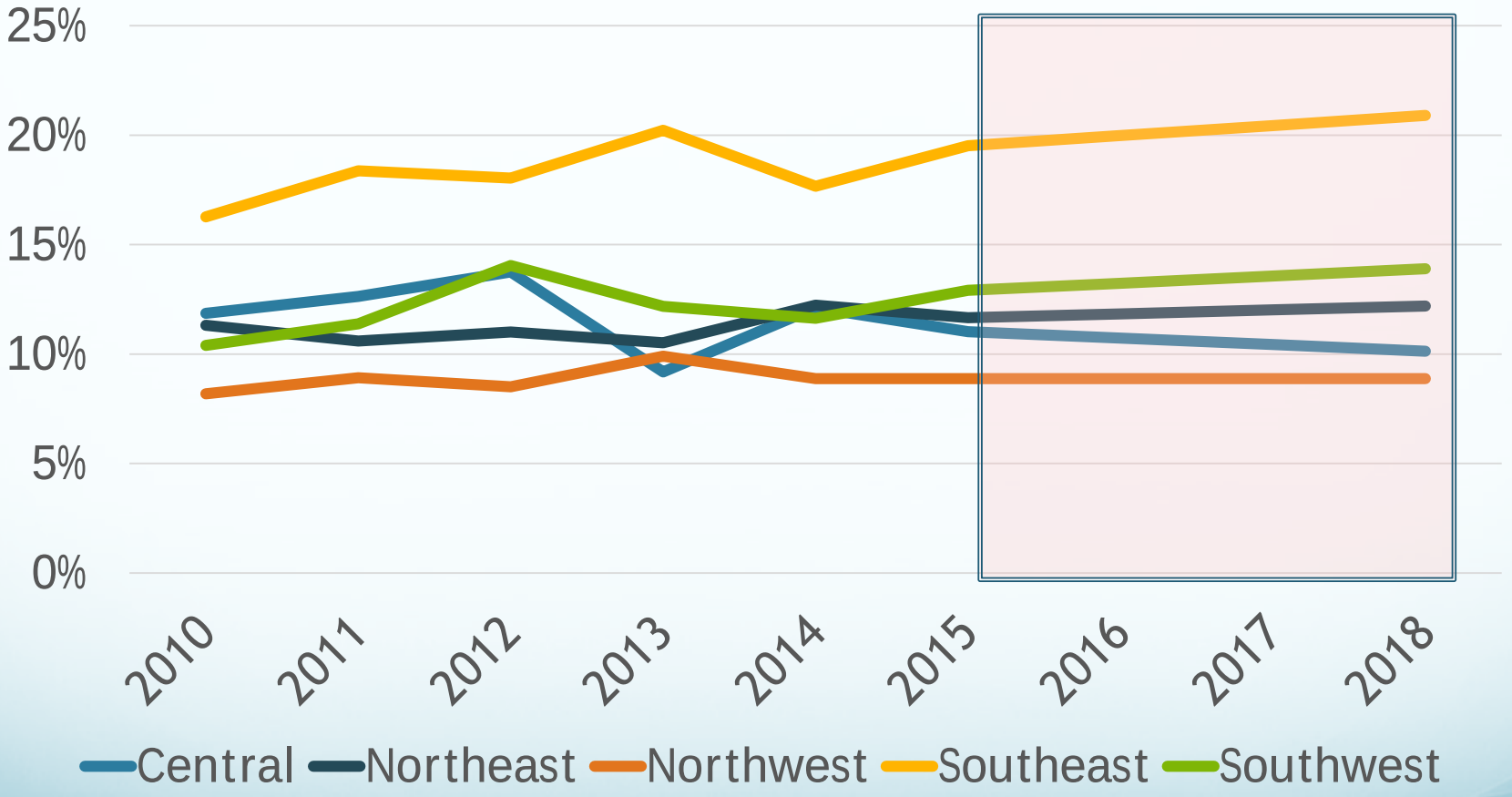
Overall Enrollment



Proportion of Middle School Teachers on Waivers



Middle School Attrition



Stakeholder Engagement in Meaningful Conversations to Solve Complex Problems

Kerri White
South Central Comprehensive Center

Project's Theory of Action

We believe if we share data in a meaningful way, then education stakeholders with various roles, backgrounds, and interests will engage in conversations that will propel strategic changes in practices and policies as they collaborate to solve a shared regional problem.

Addressing the Problem

- We have all this data: student demographic data, student course-taking data, educator demographic data, retention data, preparation program data. So what do we do with it to make a difference?
- Who needs to be part of the conversation?
- How do various stakeholders/constituencies make sense of the data and use it in meaningful ways?

How We are Trying to Address the Problem

Collaboration

Arkansas Department of Education

- School and District Administrators
- Preparation Program (Traditional and Non-traditional) Administrators
- Workforce Development Initiatives
- State and Federal Agencies
- Legislators and Other Policymakers
- Researchers
- South Central Comprehensive Center
- APA Consulting
- Center on Great Teachers and Leaders

Collaboration Processes

- Project management, including coordination of timelines (e.g., data collection cycles, reporting requirements, personnel decision points, program proposal deadlines, and legislative session)
- Communication and coordination between and among internal and external partners
- Data review, cleaning, organizing, analysis, and display
- Model creation and refinement
- Development of stakeholder engagement protocols and synthesis of feedback
- Review of national trends and emerging best practices and policies related to recruitment, preparation, placement, development, and retention

Equity Labs

- Regional convenings of districts, schools, and community leaders, including an emphasis on teacher leaders
- Replicable within the district-school-community to engage more stakeholders
- Include challenging conversations about inequities based on race, sex, poverty, language, and much more
- Structured around data examination, root cause exploration, and strategic solution identification

Statewide Educator Initiatives

- Teach Arkansas
  - Inspire Today
  - Impact Tomorrow
  - Reignite Your Passion (formerly Teach Again)
- Teacher leadership and multi-tiered educator licenses
- Micro-credentials for educators

Resources and Processes

- Focus group facilitation tips
  - Use experienced facilitators.
  - Always plan for more discussion time than you think stakeholders will need. Evaluations often reflect a desire for more time to discuss the data with their colleagues and other stakeholders.
- Data lessons learned
  - Stakeholders will have more meaningful conversations about data that is “closer to home.”
  - Accessing data from live sources during discussion groups and focus groups is sometimes problematic. Always have a backup plan.

Resources and Processes

- Teacher Shortages: Top 10 Ideas from the First State ESSA Plans
  - https://www.air.org/resource/teacher-shortages-top-10-ideas-first-state-essa-plans
- Equitable Access Toolkit and Implementation Playbook
  - https://gtlcenter.org/learning-hub/equitable-access-supports

Outcomes and Outputs

- Increased SEA staff members' skills to determine and predict workforce needs
- Improved process for identifying and addressing critical shortage areas and informing preparation program design
- Improved accuracy of information used for awarding incentive funding, scholarships, and grants
- Increased stakeholder engagement in data analysis and policy recommendations
- Initial changes in policy and practice related to recruitment, preparation, development, retention, and extension of excellent educators
- Process for engaging multiple external stakeholders in conversations about data, inequitable policies, and improvable practices

Expected Outcomes and Outputs

- Fully developed Arkansas Educator Shortage Predictor Model to assist in the continuous refinement of strategies included in the Arkansas Equitable Access to Excellent Educators Plan and Every Student Succeeds Act Consolidated State Plan
- Enhanced conversations among stakeholders at the local level about current policies and practices leading to inequities and changes leading to greater equity
- Changes in practices and policies at the local level
- Improved learning experiences for all students, particularly those from traditionally underserved and disadvantaged backgrounds (expected long-term outcome)

Potential Changes in Practices and Policies at the Local Level

- Each expected change will be based on the local needs, context, and resources for improvement.

- Examples include decisions such as:
  - Prioritization of staffing decisions at low performing, high poverty, high minority schools;
  - Career counseling for prospective teachers related to trends in the workforce where their skills could be maximized;
  - Increased collaboration time and teacher leadership opportunities to enhance school culture and induce retention of excellent educators; and
  - Development of community services office within the school to address needs under the influence of other sectors of the community.

Challenge to Our Audience

Conduct a Similar Process

- Would your state, district, or school benefit from conducting a similar process of data analysis and stakeholder engagement?
- What would be your greatest challenges?
- Who would be your greatest allies?

Thank you!

For additional information, please contact:

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