

The Problem

RACE AND FAMILY INCOME STILL PREDICT ACCESS TO GREAT TEACHING

- For instance, in Tennessee, one of the few states to publish this data:
 - 64% of teachers in low poverty, low minority schools are rated as **highly effective** compared to 48% in high poverty, high minority schools;
 - Only 7% of teachers in low poverty, low minority schools are rated as **ineffective** compared to 14% in high poverty, high minority schools
- Tennessee is not alone. In a recent Department study of 29 large school districts, we found that in **none of them** were low income students given access to *more* effective teaching.
- The same pattern holds when we look at exposure to **first year teachers** and at levels of **teacher turnover**.

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The Statute

ESEA Sec. 1111(b)(8)(c)

All states must submit a plan to “ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers.”

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The Goal

EVERY STUDENT IN EVERY PUBLIC SCHOOL HAS EQUAL ACCESS TO GREAT EDUCATORS WHO SET AND MAINTAIN HIGH EXPECTATIONS FOR EVERY STUDENT

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The Strategy: Excellent Educators for All



To move us closer to this goal, the Department is embarking on a multifaceted strategy:

1. Educator Equity Plans
2. Educator Equity Support Network
3. Educator Equity Profiles

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Excellent Educators for All Educator Equity Plans



- Due April 2015
- Must be comprehensive plans based on data and input from teachers, district leaders, and community groups
- The Department will issue guidance this Fall with more detailed information
- We will not require particular strategies or submission of specific new data
- We will require public reporting of progress

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Excellent Educators for All Educator Equity Support Network



- \$4.2 million from the Department's Title II National Activities fund
- Work begins in the Fall
- All States are welcome to participate
- The Network will support states to analyze data, develop model plans, share promising practices, and provide communities of practice to discuss challenges and share lessons learned with each other
- Will provide States and Districts with real time support in developing and implementing plans

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Educator Equity Support Network

National and local experts will work with States to:

- Understand and address where problems exist and root causes
- Share effective strategies
- Identify areas of opportunity for additional support to districts, principals, and teachers
- Catalog effective practices in analyzing and addressing problems of inequitable access
- Create tools that SEAs can use in developing and implementing new Educator Equity Plans

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Educator Equity Profiles & Data Released

Civil Rights Data Collection (CRDC) Files: This fall the Department will send each SEA a full copy of its CRDC data file

- Note: Many States do not have these data as they are reported directly to the Department from Districts
- Includes data on, among other things:
 - Teacher experience
 - Teacher absenteeism
 - Teacher certification
 - Access to preschool and rigorous coursework
 - School expenditures

Educator Equity Profiles:

- Fall release; available to the public on Department's website
- One for each State
- Use data already collected by the Department via EdFacts and CRDC
- Illustrate existing gaps in key metrics of teacher equity between high and low poverty and minority schools
- States will be encouraged to supplement with their own data

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Our Partners


- State Chiefs and Council of Chief State School Officers (CCSSO)
- School administrators and Title I Directors
- Labor leaders (AFT and NEA)
- Civil rights groups (Leadership Council on Civil and Human Rights)
- Center for Great Teaching and Leading
- Teachers and principals

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How you can Help




- We have heard lots of themes about the approaches that work in attracting and retaining great teachers in high need schools:
 - Focus on principals
 - Facilitate teams of great teachers
 - Provide time to collaborate
 - Provide additional support in early years of teaching
 - Provide career ladders and teacher leadership opportunities
 - Pay teachers and principals more for taking on the extra work and responsibilities that come from teaching in high need schools, and for keeping students on track to succeed
- We will not require any particular strategies.
- The best approaches to addressing this problem will come from States and districts working together with their teachers, principals, parents, and community groups.

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Questions?



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